

# Parvatibai Chowgule College of Arts and Science (Autonomous)

Accredited by NAAC with Grade 'A+'  
Best Affiliated College-Goa University Silver Jubilee Year Award



## **FEEDBACK ANALYSIS AND REPORT ACADEMIC YEAR: 2022-2023**



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## 1. Alumni Feedback Analysis and Report

Parvatibai Chowgule College of Arts and Science Alumni Association started in the year and registered as an association. The aim was to provide a platform for students who have graduated from this The Program to stay in touch with each other and their alma mater. Students are the heart and soul of the College. We treasure all our students – current ones as well as the alumni. Our alumni are a source of our pride. Feedback from students allows the institute to evaluate how its service provision is viewed by its one of the most important stakeholders i.e. students.

The feedback analysis process has put an increasing emphasis on the need for improvement of students in the quality assurance of higher education. Alumni involvement requires that students act as collaborators in, rather than merely passive receivers of teaching and learning. Likewise every year at the end of the semester in the month of April, feedback forms were sent to the alumni. This circulation of feedback forms and collection of filled feedback forms was done by the IQAC.

### **Objectives of Alumni's feedback on institute:**

Alumni's feedback has three main objectives:

1. To enhance the quality of education provided by the college towards the students
2. To understand if any other facilities and infrastructure are required for the better learning of students.
3. To understand our drawbacks so that we can improvise on it with innovative ideas.

### **Focus on the Alumni Feedback Form:**

The alumni's feedback questionnaire focused on the skills and knowledge that students obtained with their association with the College. These are;

1. Self Confidence
2. Communication Skills
3. Subject Domain Knowledge
4. Research Aptitude
5. Team Work
6. Presentation Skills
7. Leadership Skills



	<i>Respondents</i>
BSc	11
BA	68
MA	07
Other	03
<b>Total</b>	<b>89</b>

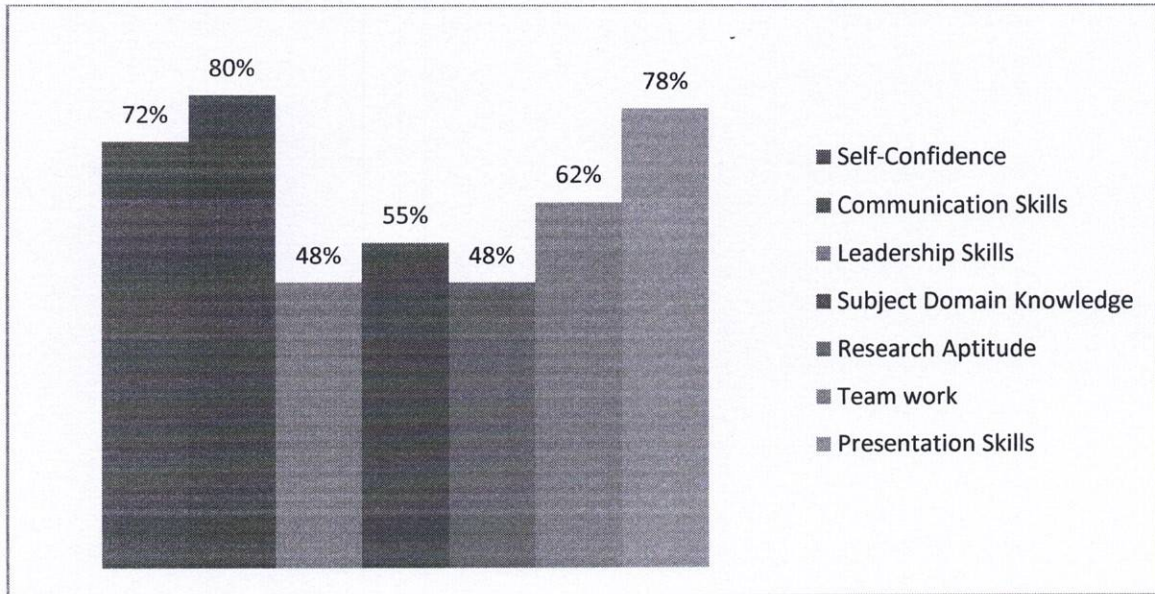
**Table 1.1: Number of Alumni Respondents**

	<i>Respondents</i>
Studying further	45
Employed/working	19
Unemployed	14
Other	11
<b>Total</b>	<b>89</b>

**Table 1.2: Outcome of the programme the student underwent**

The above table presents to us that out of the 89 Alumni who responded from the batch of 2022-23, 50.5% of the students have gone in for higher education, 21 % were employed despite of the pandemic, 15 % were unemployed and 12 % students got in to entrepreneurship. Thus, this is positive feedback where the outcomes of the programmes are concerned.





**Figure 1.1: Skills learned from the Program that benefited at Employment**

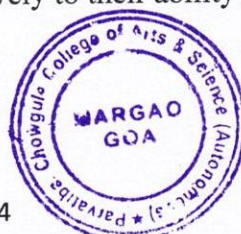
The table presents feedback from alumni about the skills and aptitudes they gained or improved upon during their time at The Program. The data is presented in terms of both raw numbers and the corresponding percentage of respondents. Here's a breakdown of the data:

**1. Self-Confidence:**

- Number: 64
- Percentage: 72%
- Analysis: A majority of the alumni (72%) feel that the Program helped them in gaining or improving their self-confidence. This is a significant metric, as self-confidence plays a crucial role in many areas of personal and professional life.

**2. Communication Skills:**

- Number: 71
- Percentage: 80%
- Analysis: This skill has the second-highest percentage after Presentation Skills. It indicates that a large portion (80%) of the alumni believe the Program contributed positively to their ability to communicate effectively.



**3. Leadership Skills:**

- Number: 43
- Percentage: 48%
- Analysis: Less than half of the respondents (48%) felt that their leadership skills were enhanced during their time at The Program. This suggests that while some alumni might have had leadership opportunities, there's room for improvement in this area.

**4. Subject Domain Knowledge:**

- Number: 49
- Percentage: 55%
- Analysis: Just over half (55%) of the alumni believed that the Program added value to their subject-specific knowledge. This might raise questions about the curriculum or teaching methodology in relation to the domain knowledge imparted.

**5. Research Aptitude:**

- Number: 43
- Percentage: 48%
- Analysis: Similar to Leadership Skills, only 48% felt the Program enhanced their research aptitude. This suggests the Program might need to focus more on research-oriented courses or provide more research opportunities.

**6. Teamwork:**

- Number: 55
- Percentage: 62%
- Analysis: A decent majority (62%) believed the Program helped them in working better in teams. Teamwork is essential in many professions, so this is a positive outcome.

**7. Presentation Skills:**

- Number: 69
- Percentage: 78%



- Analysis: This is the highest-rated skill with 78% of alumni feeling the Program aided in improving their presentation skills. This indicates strong training in presenting and perhaps public speaking.

### Summary:

- The Programs offered in the college seems to be excelling in areas like Communication, Presentation Skills, and fostering Self-Confidence among its students.
- There's a moderate level of satisfaction in areas like Teamwork and Subject Domain Knowledge.
- Areas like Research Aptitude and Leadership Skills appear to be the weakest points based on this feedback and might need further introspection and improvement.

For a more comprehensive analysis, one might need to dive deeper into qualitative feedback, specific courses or programs the alumni were part of, and compare this data with the goals and objectives of the Program.

**The Alumni also provided feedback on the question ‘What skills do you think are essential to be upgraded in the existing educational program?’**

*These feedback responses have been analysed below that offer a wealth of insights into the perceived needs and shortcomings of the current educational program from the student perspective. Let's break them down categorically:*

#### 1. Digital and Technical Skills:

- Digital-age literacy
- Digital literacy
- Smart TVs instead of projectors
- Software skills
- More of Digital Media
- Technical skills including MS Word, PowerPoint, Canva, Excel, Python, R, Tableau
- Being flexible with new technologies
- MS Word, MS Excel usage



**Analysis:** There's a clear and strong emphasis on enhancing digital and technical skills. With the increasing importance of technology in almost all professions, students are emphasizing the need to integrate more digital tools, software, and technological methods into the curriculum.

## 2. Communication and Soft Skills:

- Communication skills (multiple mentions)
- Presentation skills
- Public speaking & group activities
- Self-confidence (multiple mentions)
- Writing mails

**Analysis:** Soft skills, particularly communication, are universally seen as crucial. Whether in written or spoken form, effective communication aids in interpersonal relationships and professional success.

## 3. Practical Application and Experiential Learning:

- Focus on practical work
- Practical knowledge
- Field exposure
- More projects in every practical subject
- Applications of course papers in real life
- Industrial Requirements Teaching

**Analysis:** Many students feel the need for a balance between theory and hands-on, practical experience. Incorporating more real-world application and project-based work can bridge the gap between academic learning and its real-world applications.

## 4. Critical Thinking and Problem Solving:

- Problem-based thinking and problem-solving capability
- Critical thinking
- Creativity

**Analysis:** Critical thinking and the ability to creatively solve problems are considered vital in navigating the complexities of the modern world.





### 5. Collaboration and Teamwork:

- Teamwork
- Group activities
- Leadership skills

**Analysis:** Working in teams and assuming leadership roles are skills that transcend the classroom and are highly valuable in various professions.

### 6. Research and Academic Skills:

- Reading research papers and reference books
- Research
- Memorization (Titles, Dates, Authors)

**Analysis:** The emphasis here is on a deeper engagement with academic materials and the process of research. Some students see value in traditional academic skills like memorization, while others stress the importance of engaging with primary sources and research papers.

### 7. Adaptability and Awareness:

- Adapting to new work/study environment
- Cultural awareness
- Environmental awareness
- Engaging with diverse people

**Analysis:** In our increasingly globalized world, adaptability and an awareness of diverse cultures, environments, and perspectives are becoming increasingly important.

### 8. Infrastructure and Resources:

- Up-gradation of infrastructure
- More exposure and internship opportunities
- Education on Competitive Exams

**Analysis:** Beyond skills, some feedback points towards the need for improved infrastructure and resources, including better facilities and more opportunities for internships and exposure to competitive exams.



## 9. Miscellaneous:

- Inclusive education
- Emotional intelligence
- Financial literacy
- Media literacy
- Ethics
- Punctuality
- Grooming skills
- Entrepreneurial mindset
- Global citizenship

**Analysis:** These are a mix of skills and attributes that students see as valuable. They underscore the idea that a well-rounded education goes beyond traditional academic knowledge to encompass personal and societal values, ethics, and mindsets.

**Overall Analysis:** Students seem to be pushing for a holistic approach to education that blends technical skills, practical application, and soft skills. They value a balance of theory and hands-on experience, underscoring the importance of adaptability and a broadened perspective in today's world. The feedback suggests the institution might consider evaluating and possibly revamping its curriculum, pedagogy, and resources to address these areas.



## 2. REPORT OF PARENTS FEEDBACK ANALYSIS

This institute was established with the mission of providing relevant education with equal opportunities using the best of the technology in the area of education so as to guide, promote talent, enhance potential and encourage students to follow their dreams by helping them become successful professionals. Parents have entrusted the future of their children into our hands and thus they play a very important role in the development and enhancement of the quality of this learning experience. Feedback from parents allows the institute to evaluate its service provision and thus cater to providing excellent service towards the students.

The feedback analysis process has put an increasing emphasis on the need for involvement of parents in the quality assurance of excellent education. Parent's involvement requires that they play an active role in participating for the holistic development of their children. Likewise every year at the end of the semester in the month of April, feedback forms are distributed to the parents of undergraduate students. This circulation, distribution of feedback forms and collection of filled feedback forms was done by the IQAC department.

### **Objectives of parent's feedback on institute:**

Parent's feedback has three main objectives:

1. To provide parents the opportunity to comment on the quality of their ward's learning experience, as required in preparation for and as part of review process.
2. To assess the success of academic provision in relation to the expectations of both the parents and the students.
3. To provide feedback to the faculties in order to improve delivery and/or content of the curriculum.

### **Focus on the Parent Feedback Form**

The parent's feedback form focuses on the following aspects:

1. Simplicity and fairness of the admission procedure
2. Flexibility of the Academic Programme
3. Balance between Academic, Co-curricular and Sports activity
4. Ease of Interaction with faculty
5. Career Orientation and Guidance
6. Learning Culture inculcated among Students
7. Security Arrangements and Safety measures
8. Campus infrastructure and other facilities
9. Help provided by the support staff
10. Overall growth and personality development of your ward
11. Overall rating for the institution

Total number of responses: 105



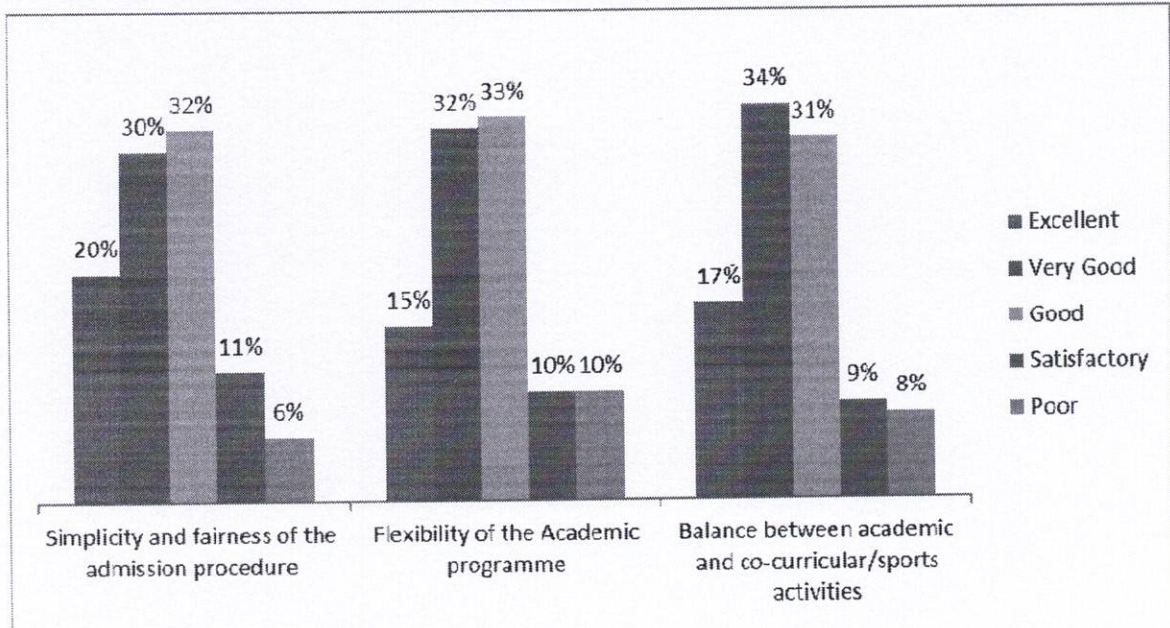
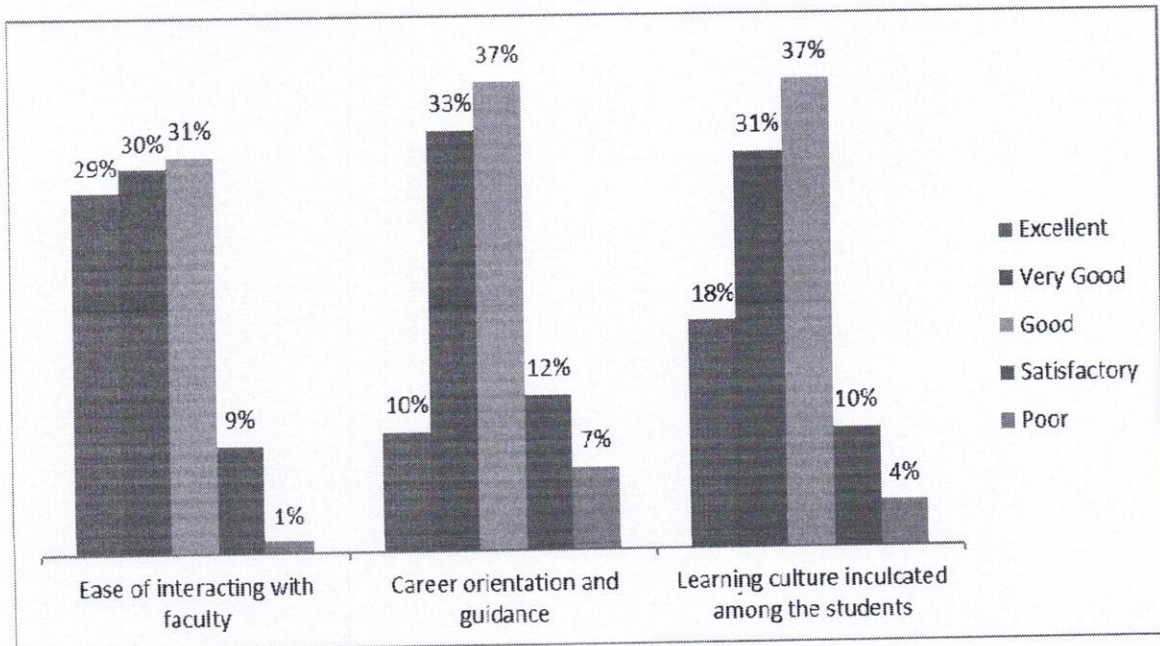


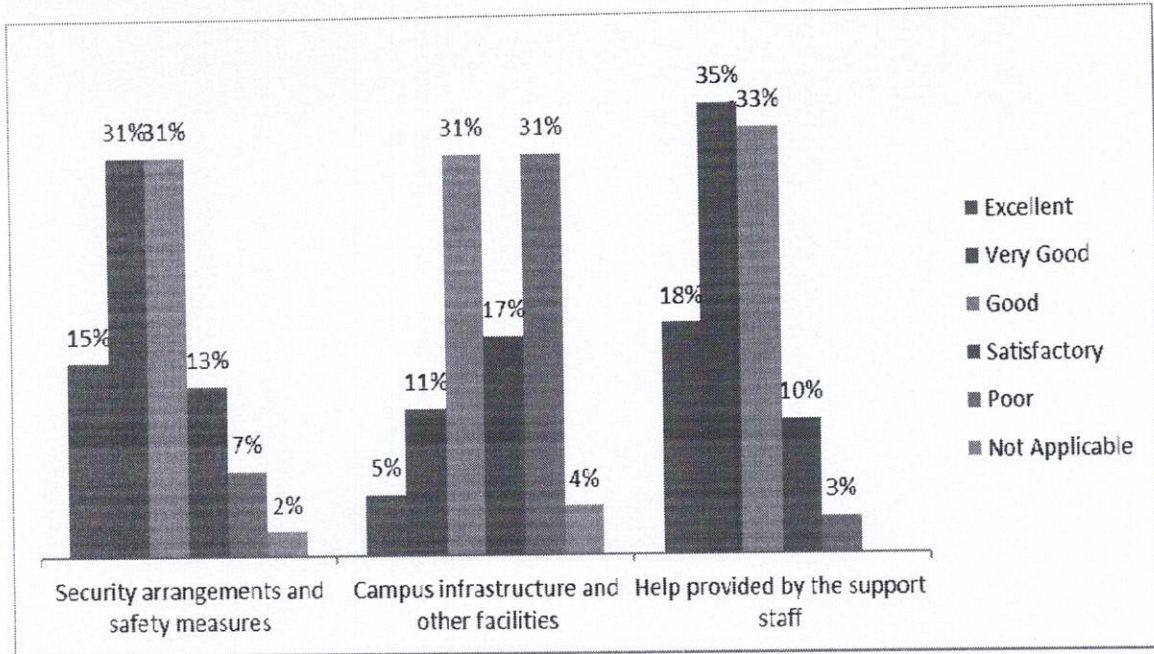
Figure No: 1.1:

The figure graph 1.1, presents to us that 52 percent parents felt the admission procedure was very good to excellent, this is because the entire procedure of admission is done online and there is a proper system of the whole admission process in place. The students have orientation and counselling sessions with the subjects teachers before deciding their admission. Having a choice based credit system within the autonomous structure of the Program is well reflected in the parents feedback on flexibility in academic programme, where by an overwhelming majority 80 percent parents rated it to be good to excellent. The flexibility in the academic programme also ensured a good balance between academic and co-curricular activities as seen in the parents feedback of 83 percent appreciating this fact.



**Figure No 1.2:**

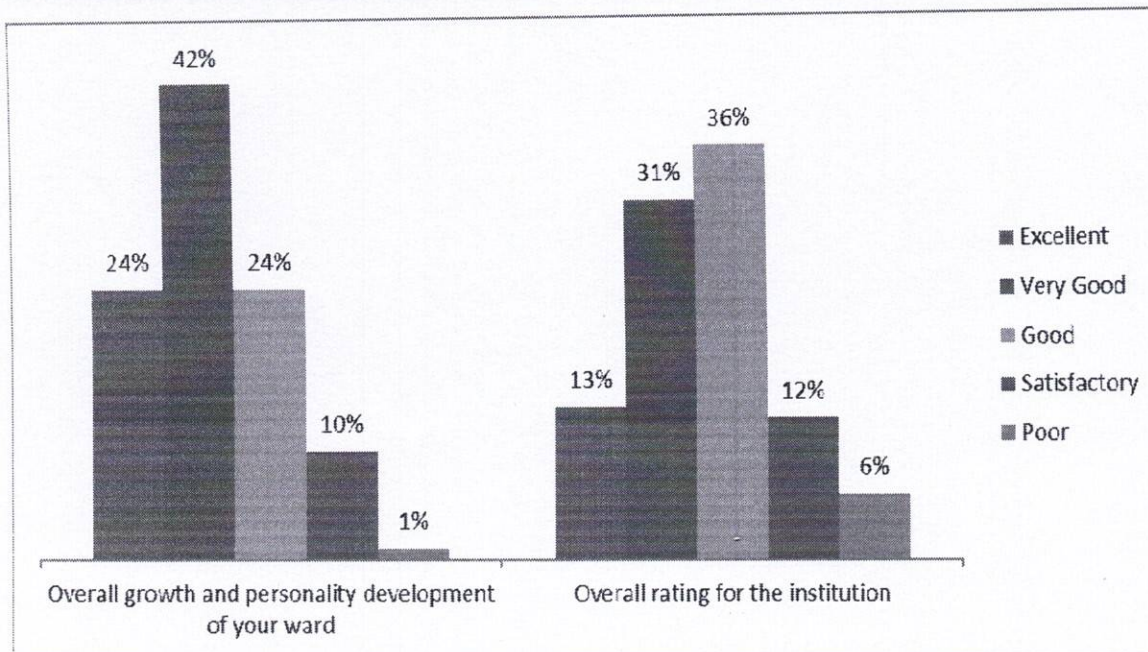
The Figure 1.2., reveals the greatest strength of the Program and that's been the ease of interacting with the faculty whereby 90 percent parents feel it's good to excellent. Further, 80 percent parents consolidate the fact that the faculty provides a lot of career orientation and guidance and they further enhance the learning culture among the students wherein 86 percent parents feel it is good to excellent.



**Figure No 1.3:**

The parents also shared favourable feedback about the security arrangements (77 percent felt it is good to excellent), 64 percent parents however felt the campus infrastructure was satisfactory to excellent, nevertheless 31 percent parents rated poor and the campus would need an upgrade as was evident. The support staff was appreciated by the parents with 86 percent rating the help provide between good to excellent.





**Figure No 1.4**

The last two aspects were also appreciated with a majority parents i.e.89 percent rating the college with good to excellent for overall growth and personality development of their wards and 82 percent rating the College and program overall with good to excellent.

**Analysis and outcomes:**

1. Parents are satisfied with the good infrastructure of the college and have found it to be safe and secure for their children.
2. Parents also found that the children have an overall good learning experience in the College and the Program as a result of the good knowledgeable faculties teaching the children thereby also ensuring the all-round growth of the student’s personalities.
3. Parents are satisfied with the counsellors and the mentors provided by the College and Program from time to time.



### 3. Report of Student Feedback Analysis

The Students' Feedback on curriculum and teaching learning process at Parvatibai Chowgule College of Arts and Science-Autonomous is designed to get formative feedback from students that can be used towards the improvements in the quality of course design and delivery, as well as student learning experiences. The feedback has been generated through a comprehensive perspective of including several parameters of the Teaching-Learning-Evaluation and the Overall Academic experience of the students. These parameters are Academic Support, Course Content, Internal Continuous Assessment and Teaching of the Course. The Parameters had a number of statements each and had to be graded on a 5 point scale. A total 110 of Teachers (49Arts, 61 Science). The feedback was graded on a 5 point scale (Strongly Agree-5, Agree-4, Neutral-3, Disagree-2 and Strongly Disagree-1) and is presented below.

The following illustrations denote average ratings across departments.

The ratings ranged from 1 (strongly disagree) to 5 (strongly agree)

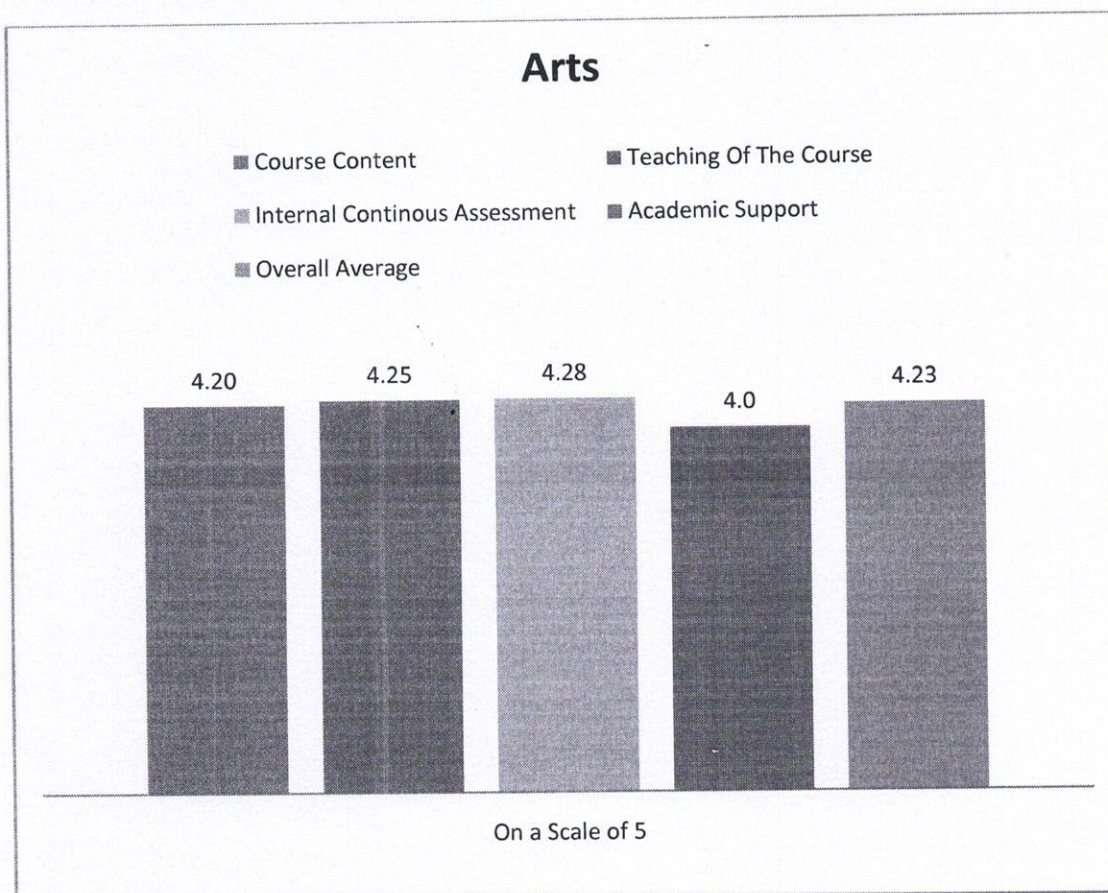
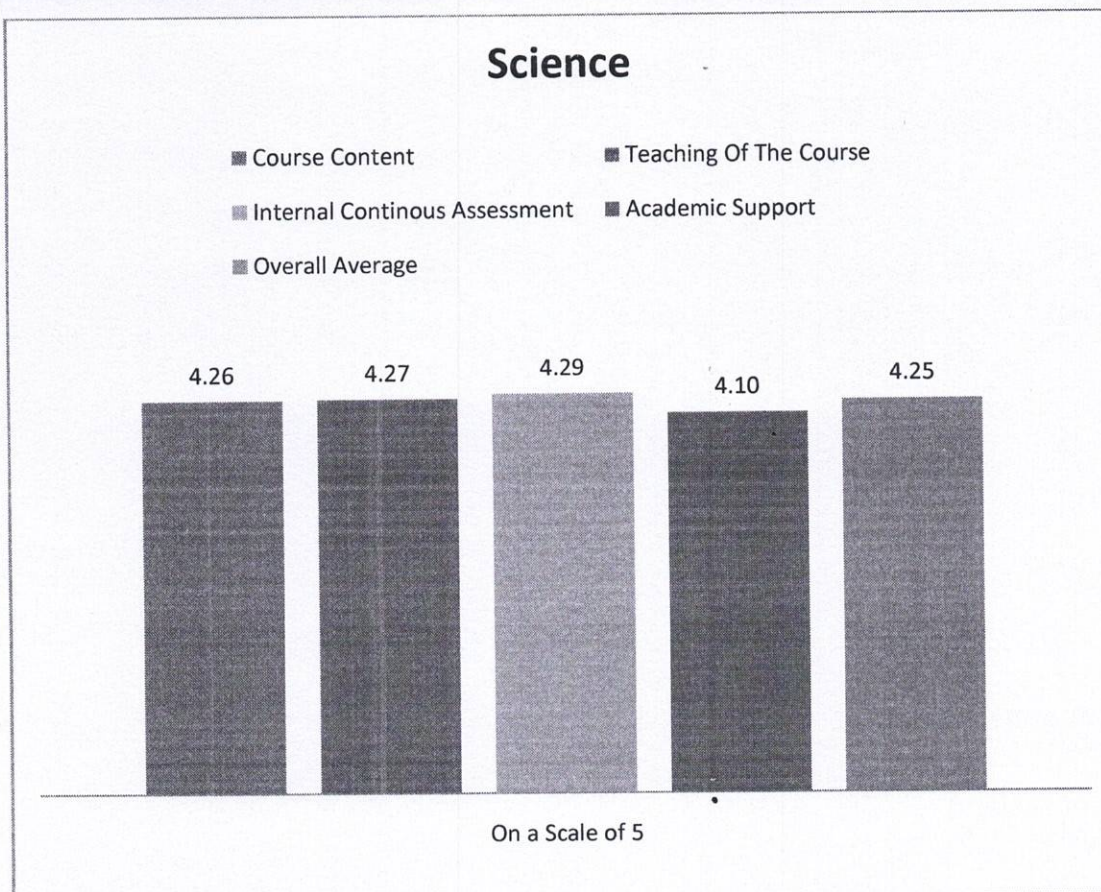


Figure 1.1. Evaluation Scores across parameters for Faculty of Arts





**Figure 1.2. Evaluation Scores across parameters for Faculty of Science**

### Major Observation

1. All the students agreed to all the parameters and the statements relating to the same and which in turn presents a very favourable feedback, although there is a scope of improvement.
2. The feedback presented that the strongest aspect relating to the teachers and the curriculum was teaching of the course and the internal assessments. Which had a total of 10 statements to which all the students gave the highest rating compared to any other parameter? i.e. 4.25 for Arts and 4.27 Science (Teaching of the Course) and 4.28 (Arts) and 4.29 (Science) for Internal Evaluations.
3. The point number 1 and 2 reveal that the students do acknowledge the efforts of the teachers and showed through the feedback that Teaching-Learning and Evaluation was done as per the requirements of the students.
4. The feedback from the students also favoured the course content with a rating point of 4.20 for Arts and 4.26 for Science.
5. The feedback pertaining to Academic Support was also positive





**Recommendations**

1. The feedback although favourable in all four parameters shows that there is scope for improvement in each of the parameter, a serious introspection on the need to improve academic support to the students in the quest of making the curriculum more enhancing and enriching bore fruits with an encouraging rating in the academic year 2023-24



#### 4. Report of Teachers Feedback Analysis

### 1. REPORT OF THE TEACHERS FEEDBACK ANALYSIS THROUGH THE ACADEMIC AUDIT OF COURSES

#### Introduction:

In an autonomous Institution, it is essential to ascertain and ensure the quality of different academic processes. Academic Audit was conducted to check conformation by course faculty to the academic standards prescribed by the various College Programs. The academic audit encompasses verification of teaching-learning-evaluation processes, innovations and research done by individual teachers. It is aimed at checking if faculty members implement/incorporate the initiatives taken by IQAC/Dean/Principal to enhance the quality of Evaluation and Teaching-Learning processes. It also provides us with valuable feedback of the teachers on the courses taught by them

#### Audit process:

- Course wise submission of duly filled Audit forms and Documentary evidences by Course faculty to the head of the department at the end of every semester. The audit forms were submitted as soft and hard copy.
- Verification of the forms and evidences furnished by all Faculty members by Head of the department/ Department faculty council (DFC).
- Submission of 'Verification report' and Soft copies of all audit forms (course wise) by Head of the department to Dean's office.
- Department wise Audit meetings at the end of the semester/year by the Dean to form the consolidated report of respective Faculty discipline.
- Dean's consolidated report indicating observations, examples of exemplary practice, noting of areas for improvement and suggestions was submitted to the Principal/IQAC.
- Common Audit report of all Deans assessed by External experts.
- Presented in Academic council/Governing body.
- Conveying the report to the respective Head of the Department for necessary action for improvement.

The Audit form was converted in to a feedback form and the questions were as follows.

- 1) Variance of contact hours prescribed by BOS and Contact hours actually engaged.
- 2) Whether all the modules/units in the syllabus taught.
- 3) Number and types of Resources provided to the students on Moodle/Google Classroom.
- 4) Number and types of methods used in teaching-learning (pedagogies).



1. Variance of contact hours prescribed by BOS and Contact hours actually engaged.

	Arts	Science
N (total responses)	42	41
Average Variance of lectures	5.38	3.31

**Table 1.1: Variance of Contact hours**

There was negligible variance in contact hours in both Arts and Science, whereby one is supposed to undertake a total of 60 hour. Which presents that the teachers did justice to the course content by engaging between 95 percent (Arts faculty) and 97 percent (Science faculty).

	Arts N=42	Science N=41
Completed the entire syllabus	42 (100%)	40 (98%)
Provided notes on Google Classroom/ CLAAP	42 (100%)	40 (98%)
Provided links to open course-wares	27 (64%)	13 (32%)
Provided textbooks	42 (100%)	40 (98%)
Provided journal articles	35 (83%)	24 (59%)
Provided audio-video resources?	40 (95%)	32 (78%)

**Table 1.2: Course Completion and Resources provided**



This table reflects the feedback on the completion of courses and the resources provided by the arts and science faculties of a college. Let's break down the data and analyze the feedback category-wise:

**1. Completion of the Entire Syllabus:**

- **Arts:** 100% (42 out of 42)
- **Science:** 98% (40 out of 41)

**Analysis:** Both faculties excel in this category, with virtually all the teachers indicating that the entire syllabus was completed. This shows strong curriculum adherence and time management by both faculties.

**2. Provision of Notes on Digital Platforms (Google Classroom/ CLAAP):**

- **Arts:** 100% (42 out of 42)
- **Science:** 98% (40 out of 41)

**Analysis:** Almost every teacher from both faculties had access to digital notes. This indicates a strong shift or integration of digital resources in teaching, which is vital in the contemporary education scenario.

**3. Links to Open Course-wares:**

- **Arts:** 64% (27 out of 42)
- **Science:** 32% (13 out of 41)

**Analysis:** Here, the Arts faculty seems to be more proactive in providing links to open course-wares as compared to the Science faculty. This might imply that arts courses potentially leverage more external resources or that the arts faculty is more inclined to integrate diverse resources.

**4. Provision of Textbooks:**

- **Arts:** 100% (42 out of 42)
- **Science:** 98% (40 out of 41)

**Analysis:** Similar to syllabus completion and provision of digital notes, both faculties have done exceptionally well in providing textbooks, ensuring that the students have access to the primary source of information.

**5. Provision of Journal Articles:**

- **Arts:** 83% (35 out of 42)
- **Science:** 59% (24 out of 41)



**Analysis:** The Arts faculty again leads in this category, suggesting a higher emphasis on research papers or current academic discussions in the field. While over half of the Science faculty provided journal articles, there's room for improvement compared to their Arts counterparts.

**6. Provision of Audio-Video Resources:**

- **Arts:** 95% (40 out of 42)
- **Science:** 78% (32 out of 41)

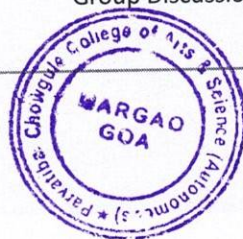
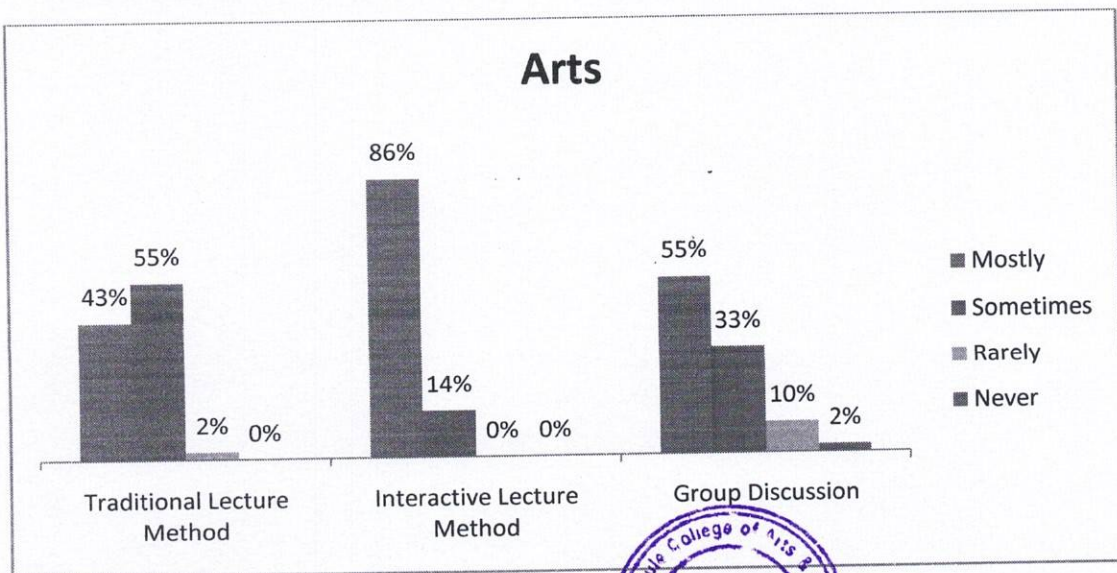
**Analysis:** Audio-visual resources can significantly enhance the learning experience. While both faculties have done relatively well, the Arts faculty outpaces the Science faculty in the usage of such resources.

**Overall Analysis:**

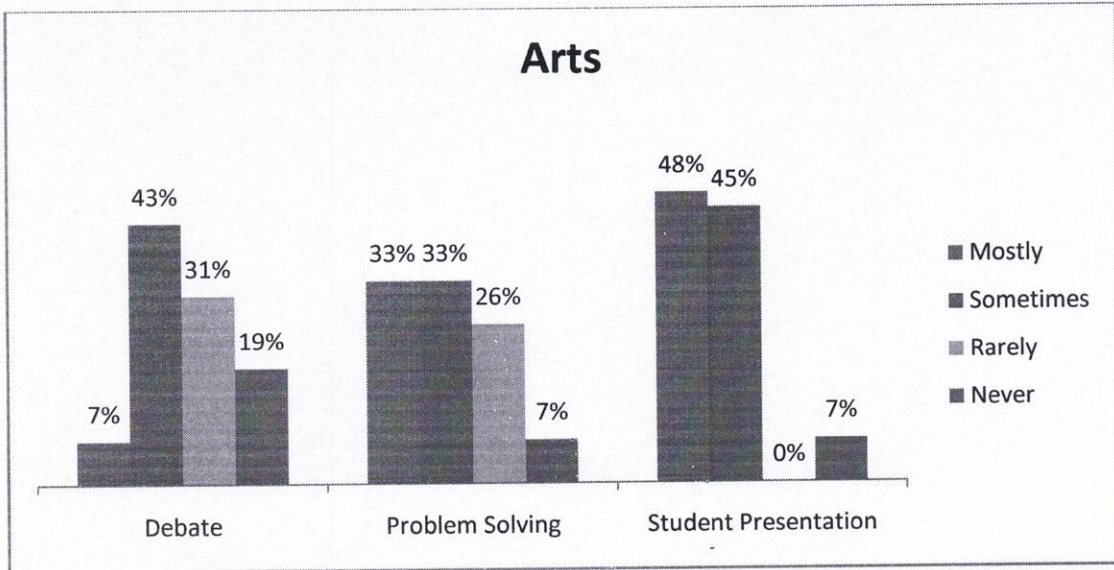
- **Arts Faculty:** The feedback indicates that the Arts faculty is making full use of a variety of resources, from traditional methods like completing the syllabus and providing textbooks to leveraging digital platforms and diversifying with external links and audio-visual content.
- **Science Faculty:** While the Science faculty excels in traditional teaching methods (like syllabus completion and textbooks), there's a noticeable lag in integrating diverse resources like open courseware and journal articles. This suggests potential areas for enhancement in teaching methodology.

In summary, while both faculties show strong performance in traditional areas, the Arts faculty appears to be more digitally integrated and diverse in resource utilization. The Science faculty might benefit from expanding its resource repertoire to match or surpass the diversity of teaching tools used by the Arts faculty.

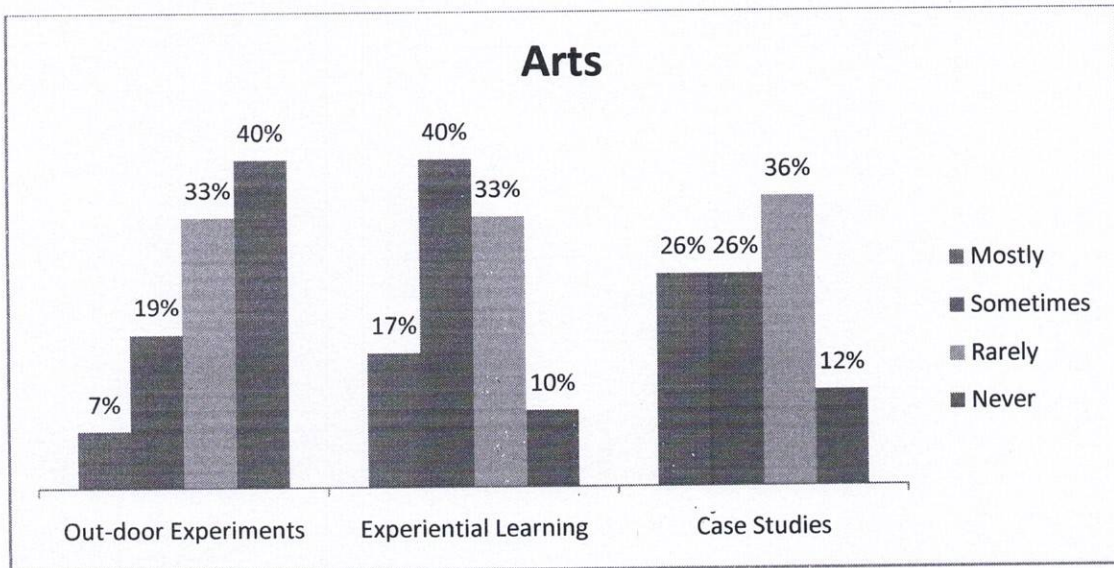
**Number and Types of Methods used in teaching learning.**



**Figure 1.7: Types of Methods Arts -1**



**Figure 1.8. Types of Methods Arts-2**



**Figure 1.9. Types of Methods Arts-3**



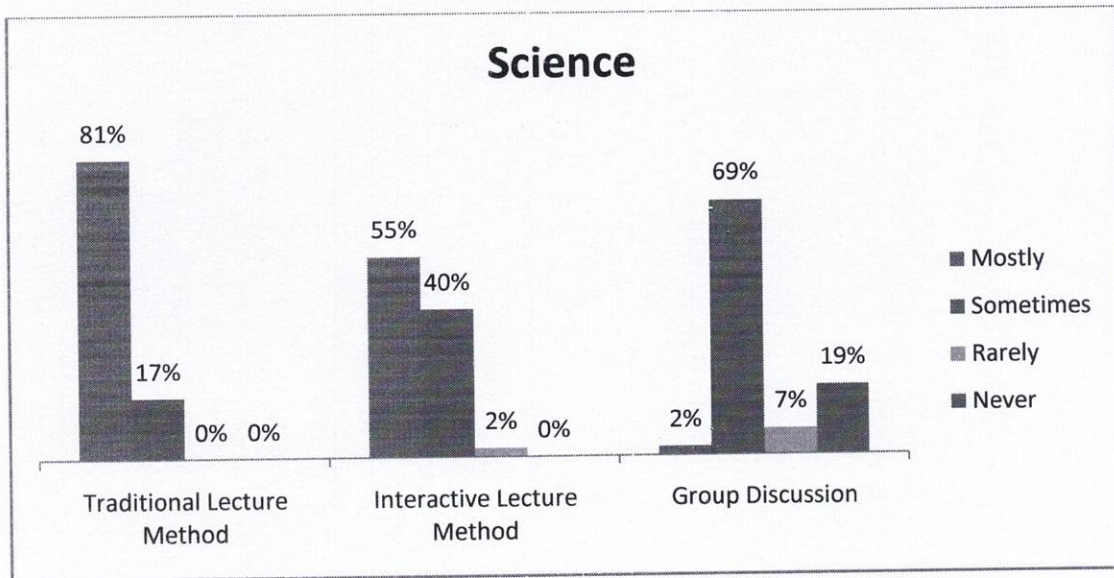


Figure 1.10. Types of Methods Science-1

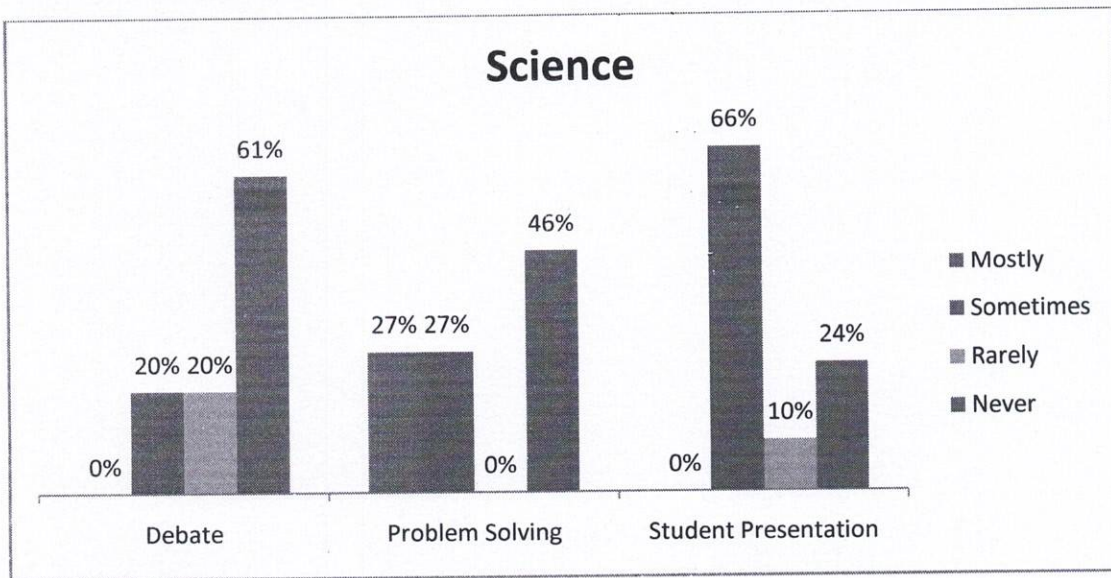
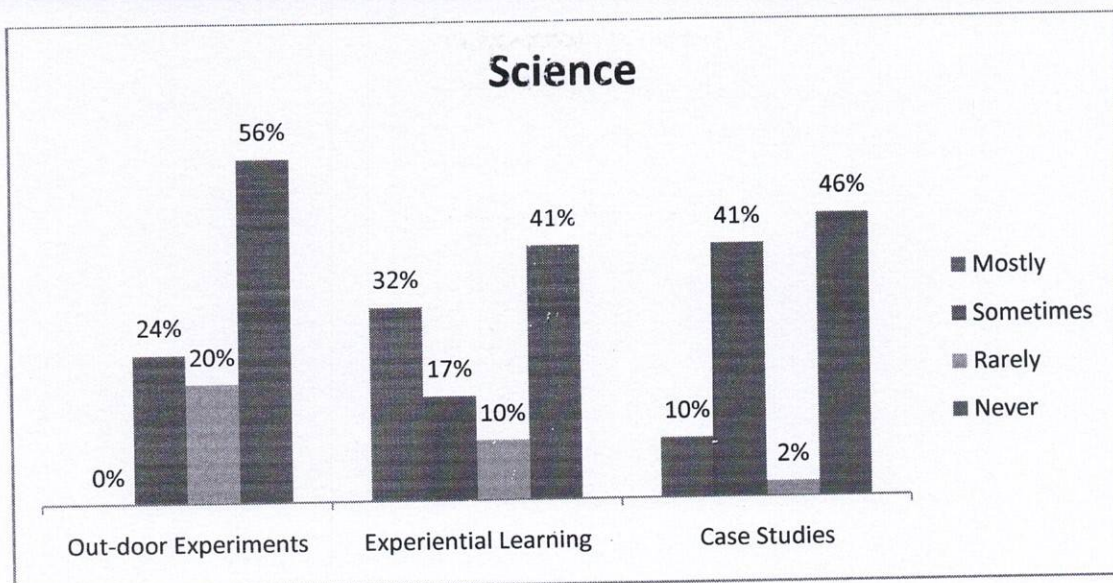


Figure 1.11. Types of Methods Science-2





**Figure 1.12. Types of Methods Science-3**

### Summary of Teaching-Learning Methods

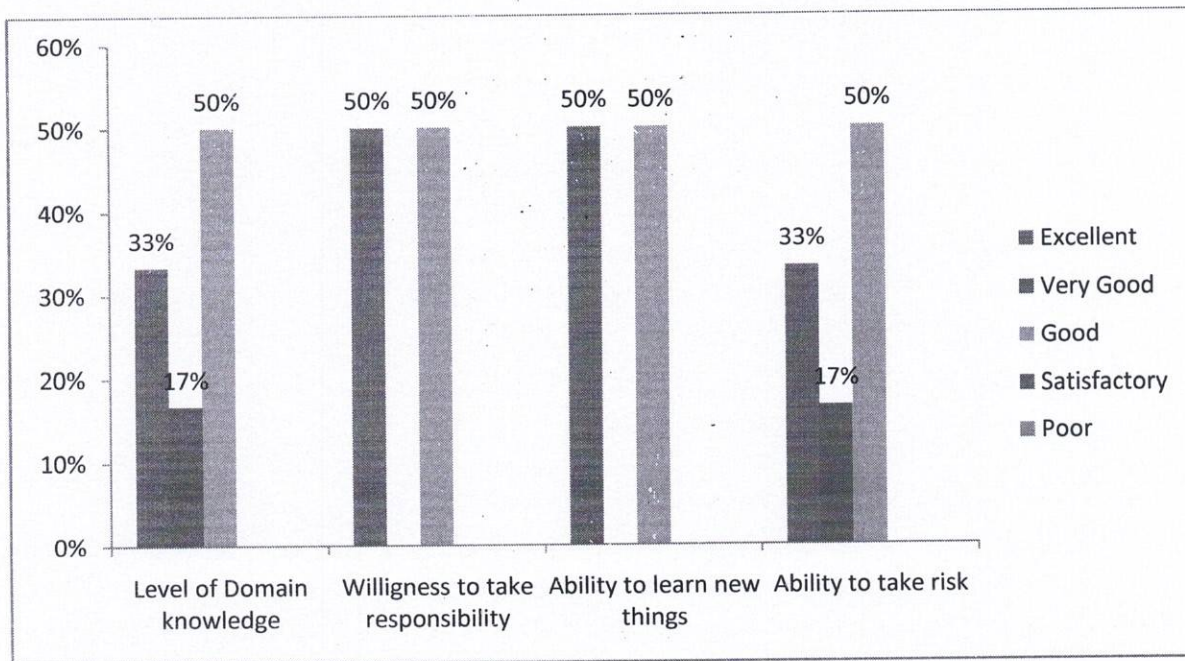
The type of teaching-learning pedagogies employed by the faculty of both Arts and Science reveal to us that although a majority of the teachers use the traditional lecture method or the Interactive Lecture Method, the faculty have been creative and considerate enough to understand the diverse needs and background of the students. The faculty have incorporated several teaching-learning pedagogies to fulfil the outcome of a given course. Based on the outcome of the given course the faculty have supplemented the traditional method with a number of Active and Progressive Student Centred methods i.e. Group Discussion, Debate, Problem Solving, Student Presentation, Out-Door experiments, Experiential learning and Case studies.

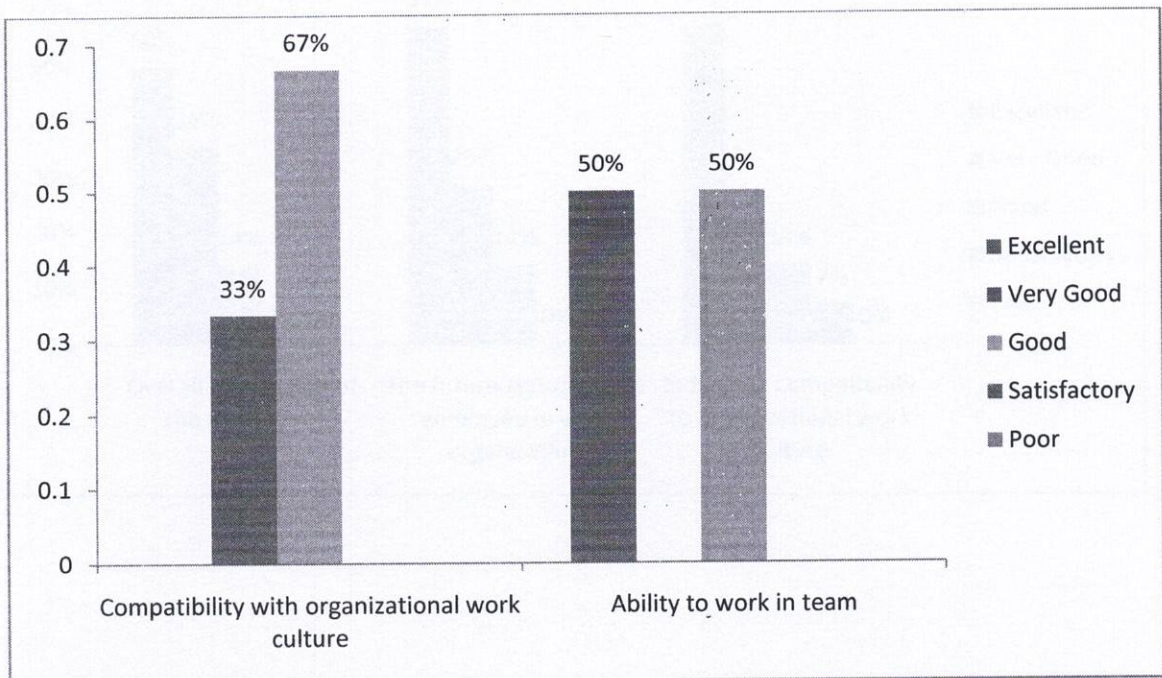
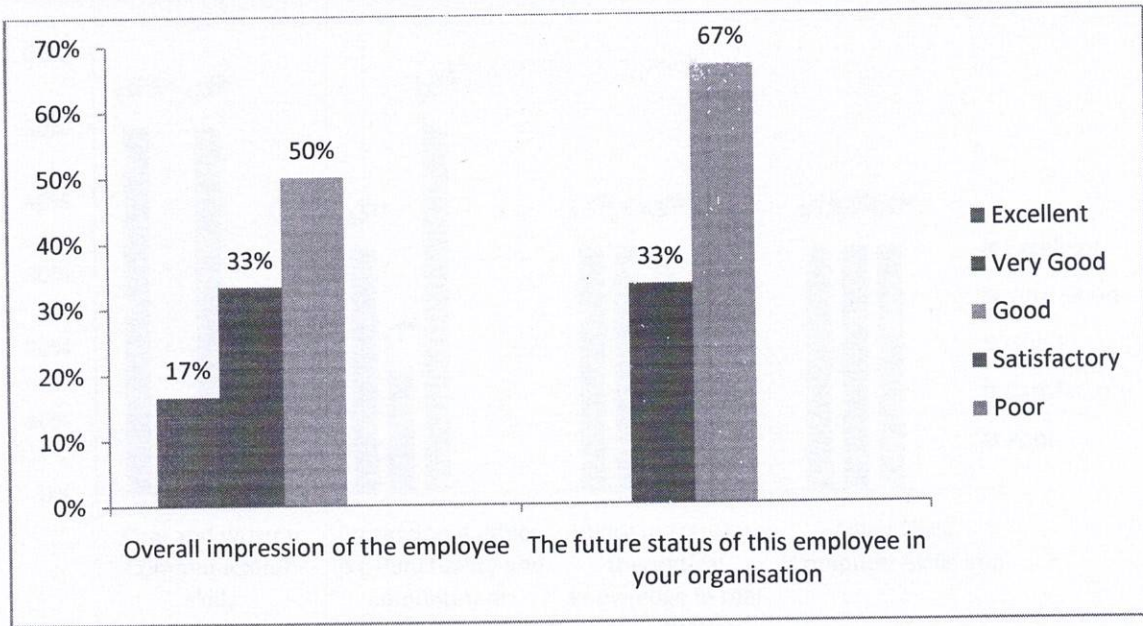




### 5. Report of Feedback Analysis of Employers

The Employers feedback is obtained through the students who have been gainfully employed. The feedback is obtained through an online Google Form, whereby the link is shared with the employers. The form is designed by the IQAC of the College. Their feedback is sought on the following areas; Level of Domain Knowledge, Willingness to take responsibility, Ability to learn new thing, Ability to take risk, Overall Impression of the Employee, Future status of this employee in this organisation, Individual Compatibility to Organisational Work Culture, Ability to Work in a team, Oral and Written Communication Skills, Professional Ethics like Punctuality and Commitment to Task, Ability to translate knowledge in to real life situation, Allied Knowledge (Computer Knowledge etc.). Ever since the College implemented the Curriculum as an Autonomous College in 2015. The College has taken slow and gradual strides to design curriculum with the help of all stake holders so as to meet the needs of all stake holders. The feedback from the employers is an important reflection of the output of the curriculum. The feedback from the employers has been positive and this has encouraged us as a testimony of the holistic curriculum at the ParvatibaiChowguleCollege of Arts and Science- Autonomous (PCCAS).





### Feedback Analysis

- Students from the College have shown exceptional domain knowledge and are willing to learn new things by taking risk and being responsible for their acts.
- Students from the College have a favourable impression in the organisation and employers are willing to continue with their services.
- Students from the College are in sync with the organisational work culture by working in a team and communicating freely.
- Students from the College have demonstrated professional ethics with their commitment and have proved themselves by applying their knowledge to the demanding situation in their organisation.



**Mr. Alberto Ian Barreto**  
Co-ordinator – (IQAC)



**Prof. (Dr) Sangeeta Sankhalkar**  
Principal

Dated: 04/11/2023

