Chowgule Education Society's

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: 2023-2024

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I. 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.

Essence and Focus of Alumni Feedback:

The Alumni Feedback form for 2023-24 was designed with a clear focus on evaluating key areas of the alumni's academic and professional development. This year's feedback concentrated on critical skill sets such as self-confidence, communication, leadership, research aptitude, and teamwork. Alumni were also asked to assess how well the curriculum helped them adapt to real-world challenges and whether it fostered critical thinking and problem-solving abilities.

Another significant focus was on understanding how effectively the institution's teaching methodologies, including ICT integration and e-resources, enhanced employability and industry readiness. Alumni were encouraged to provide constructive feedback on areas needing improvement, particularly in practical and technical skills, research opportunities, and field-based learning.

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Additionally, the feedback aimed to gauge alumni willingness to contribute back to the college, through mentoring, guest lectures, and career guidance sessions. This holistic feedback approach not only helped identify the strengths of the educational programs but also highlighted specific areas for enhancement to align the curriculum better with evolving industry standards and student needs.

Table: 1.1: Current Status of Alumni

Sr.No	Current Status of Alumni	Frequency	Percentage
1	Studying Further	73	68%
2	Employed/Working	14	13%
3	Unemployed	12	11%
4	Self Employed/Own Business	4	4%
5	Other	4	4%
Total		107	100

1.2: Key Skills Gained by Alumni

The feedback indicates the following percentage of respondents felt they gained the corresponding skills during their time at the institution:
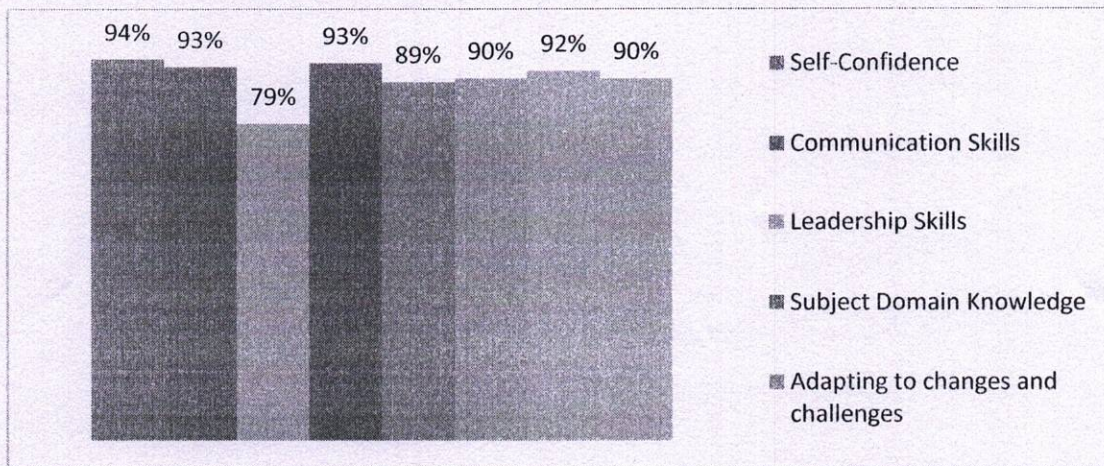
1.2.1: Skills learned from the Program that benefited at Employment

	Number	Percentage
Self-Confidence	101	94%
Communication Skills	99	93%
Leadership Skills	84	79%
Subject Domain Knowledge	100	93%
Adapting to changes and challenges	95	89%
Research Aptitude	96	90%
Team work	98	92%
Presentation Skills	96	90%

1.2.1: Skills learned from the Program that benefited at Employment

1.3: Areas Identified for Improvement:

Alumni have highlighted the following areas where they believe enhancements are needed:

a. **Increased Practical Knowledge**: Alumni recommended more research-based and practical assignments, especially in courses like Biotechnology.

b. **Technology and Digital Skills**: Alumni emphasized the need for better technical skills, including digital literacy, software tools, and updates to technological infrastructure (e.g., lab resources).

c. **Fieldwork and Project Opportunities**: Several respondents pointed out the importance of more hands-on, field-based projects to align with industry expectations.

d. **Leadership and Communication Skills**: Some respondents suggested enhancing leadership and communication skills through more focused curriculum activities.

e. **Critical Thinking & Problem Solving**: A significant number of alumni suggested the integration of more critical thinking, problem-solving, and logical reasoning in the curriculum.
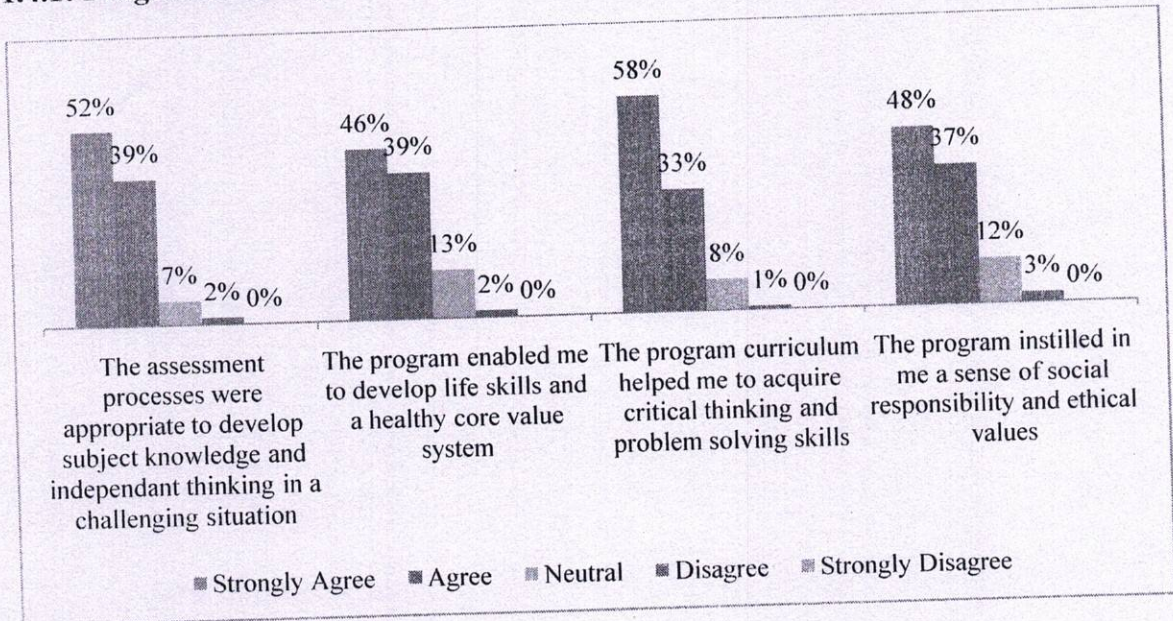
1.4: Feedback on Program Delivery:

Alumni were asked about the overall learning experience and the effectiveness of program delivery. Here's a breakdown of responses:
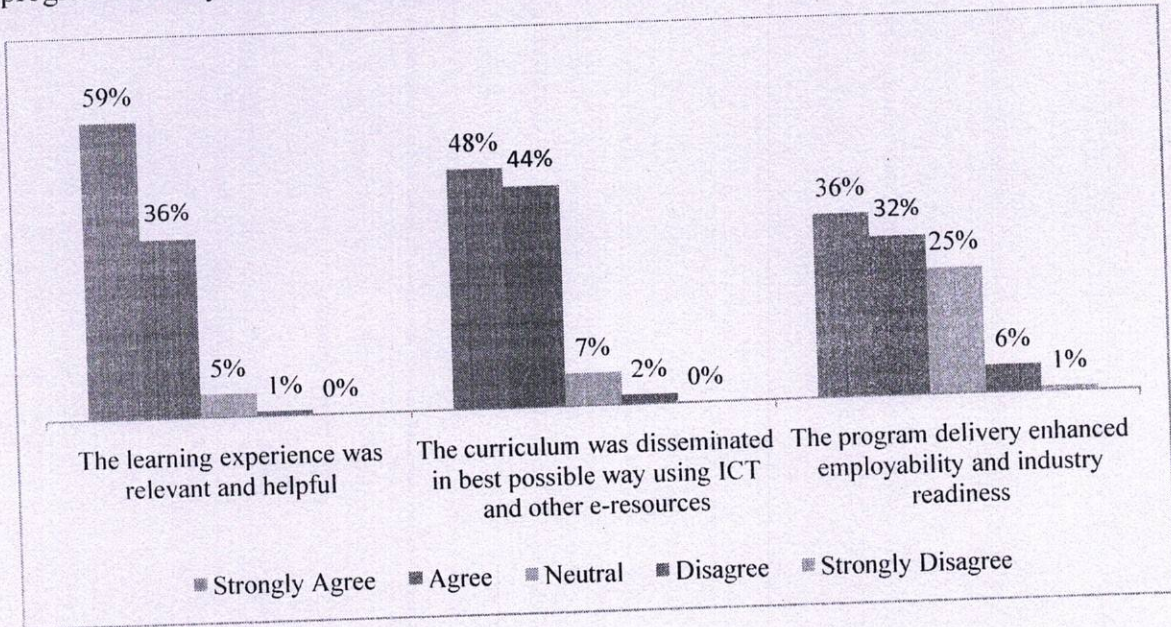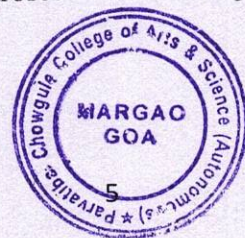

1.4.1: Program Delivery

1.4.2: Program Delivery

1.5: Additional Course and Activity Contributions:

Alumni highlighted several extracurricular and academic activities that significantly contributed to their personal and professional development:
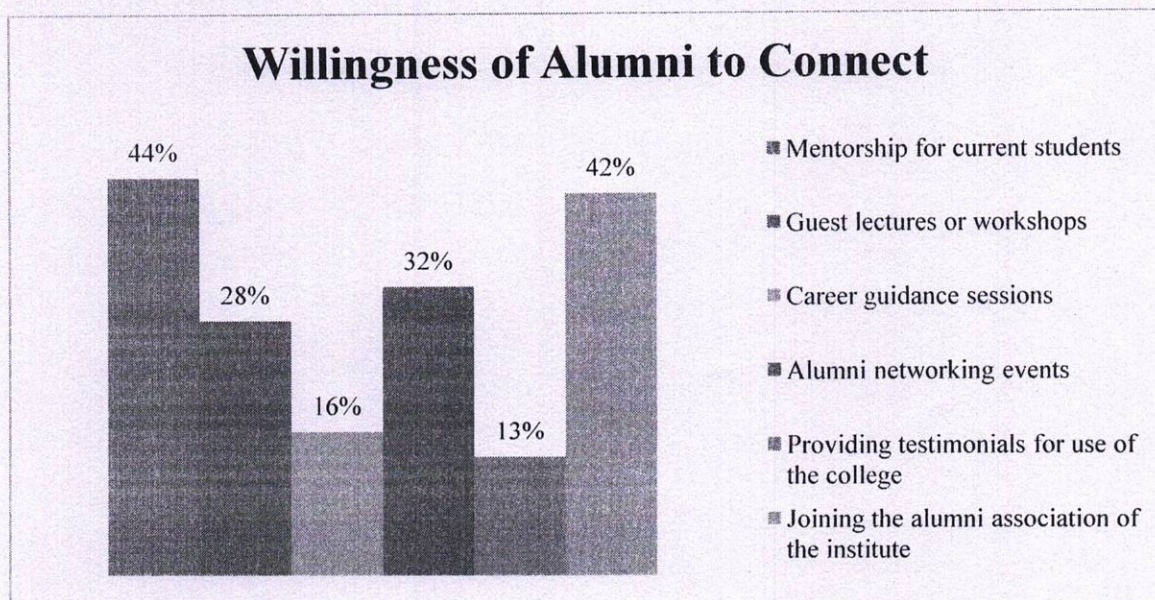
Extracurricular Activities: Involvement in clubs such as NSS, NCC, and departmental clubs like Carpe Diem, Human Dosto Club, Nebulites and Pegasus along with several individual departmental activities were frequently mentioned.

Field Work & Internships: Many respondents emphasized the importance of fieldwork and internships in enhancing their employability and hands-on experience.

Workshops and Competitions: Workshops, leadership roles in events, and participation in competitions boosted skills like teamwork, leadership, and communication.

1.6: Alumni Willingness to Contribute

Alumni expressed their willingness to stay connected and contribute to the college in the following ways:

Willingness of Alumni to Connect

- 44%
- 28%
- 16%
- 32%
- 13%
- 42%

Legend:
- Mentorship for current students
- Guest lectures or workshops
- Career guidance sessions
- Alumni networking events
- Providing testimonials for use of the college
- Joining the alumni association of the institute

1.6.1: Willingness of Alumni to Connect

Summary:

The alumni from the batch of 2023-24 expressed overall satisfaction with the skills and knowledge gained from the institution, particularly highlighting the development of self-confidence, communication, and subject domain knowledge. However, they have identified areas for improvement, especially in practical and technical training. The college may consider increasing research-based projects, enhancing lab infrastructure, and providing more industry exposure through internships and fieldwork.

This feedback provides valuable insights for ongoing curriculum development and efforts to better prepare students for both academic and industry roles.

II. 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 learningexperience, 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 parentsand the students.
3. To provide feedback to the faculties in order to improve delivery and/or content of thecurriculum.

Focus on the Parent Feedback Form

The 2023-24 parents' feedback form is designed to assess various aspects of the college's service provision and its impact on students' overall development. The form focuses on gathering insights from parents regarding the admission process, the flexibility of the academic program, and the balance between academics, co-curricular, and sports activities. Additionally, it seeks feedback on the ease of interaction with faculty, the effectiveness of career orientation and guidance, and the overall learning culture inculcated among students.

The form also evaluates the college's security arrangements, campus infrastructure, and the assistance provided by the support staff. Parents are encouraged to share their views on their ward's personal and academic growth, the relevance of the courses offered, and the practical application of the curriculum. The feedback form further invites parents to offer suggestions for improvement, with questions regarding student-teacher interactions, the transparency of the evaluation system, and their ward's transformation after the program.
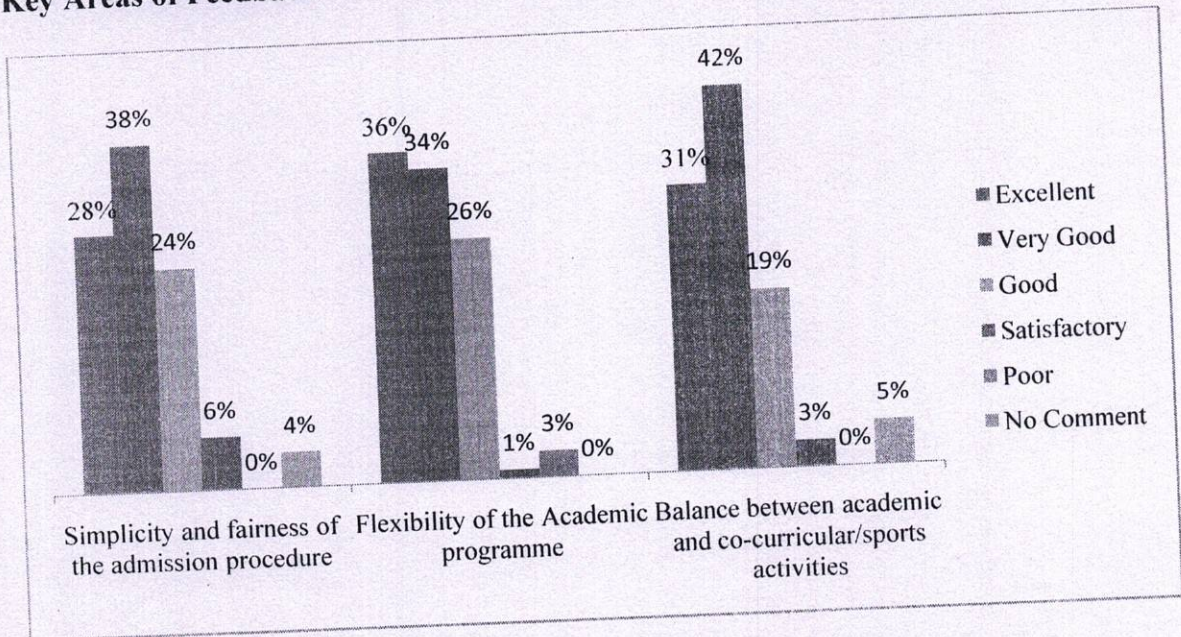
Through this feedback, the college aims to identify strengths and areas for improvement, ensuring that the institution continues to foster a conducive learning environment while addressing parents' concerns and expectation

Parents' Feedback Analysis for 2023-2024

Total number of responses: 103

Key Areas of Feedback

2.1.1: Feedback on Key Areas

1. **Simplicity and Fairness of the Admission Procedure**
   - **Excellent**: 28%
   - **Very Good**: 38%
   - **Good**: 24%
   - **Satisfactory**: 6%
   - **Poor**: 0%
   - **No Comment**: 4%

   The majority of parents (66%) rated the admission process as excellent to very good, reflecting satisfaction with the streamlined and fair procedure.

2. **Flexibility of the Academic Programme**
   - **Excellent**: 36%
   - **Very Good**: 34%
   - **Good**: 26%
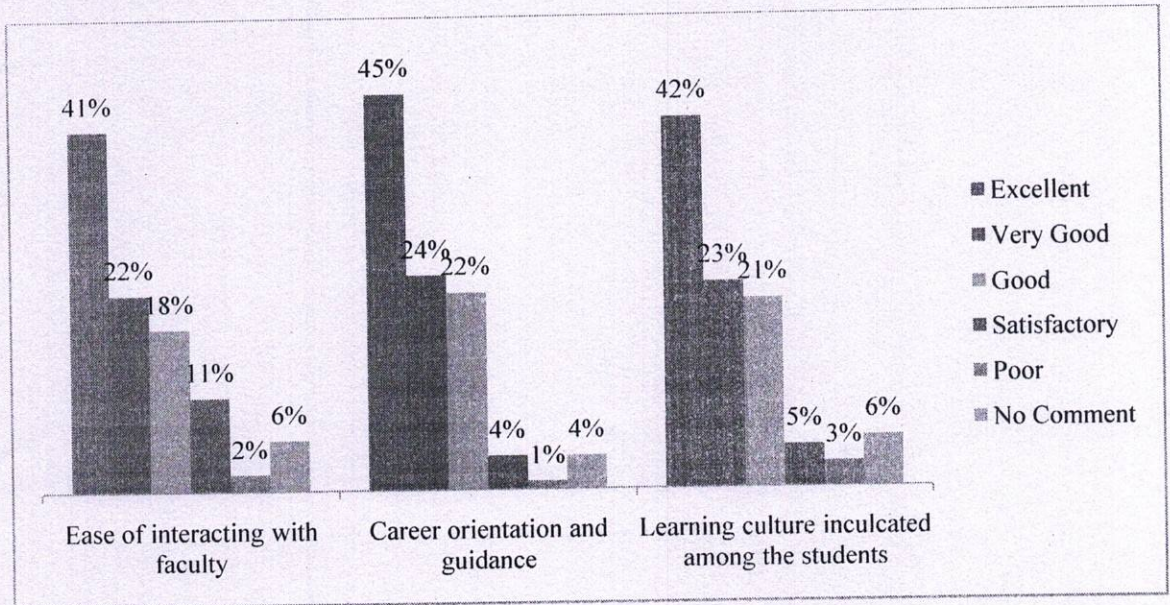   - **Satisfactory**: 1%
   - **Poor**: 3%

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A substantial 70% of parents appreciated the flexibility offered in the academic programme, though a small percentage indicated a need for improvement.

3. **Balance Between Academic, Co-curricular, and Sports Activities**
   o **Excellent**: 31%
   o **Very Good**: 42%
   o **Good**: 19%
   o **Satisfactory**: 3%
   o **No Comment**: 5%

Most parents (73%) were satisfied with the balance between academics and extracurricular activities, which reflects well on the holistic approach of the institution.

2.1.2: Feedback on Key Areas

4. **Ease of Interacting with Faculty**
   o **Excellent**: 41%
   o **Very Good**: 22%
   o **Good**: 18%
   o **Satisfactory**: 10%
   o **Poor**: 2%
   o **No Comment**: 6%

Around 63% of parents found it easy to interact with the faculty, demonstrating open channels of communication, although some parents noted the need for further improvements.

5. **Career Orientation and Guidance**
   o **Excellent**: 45%
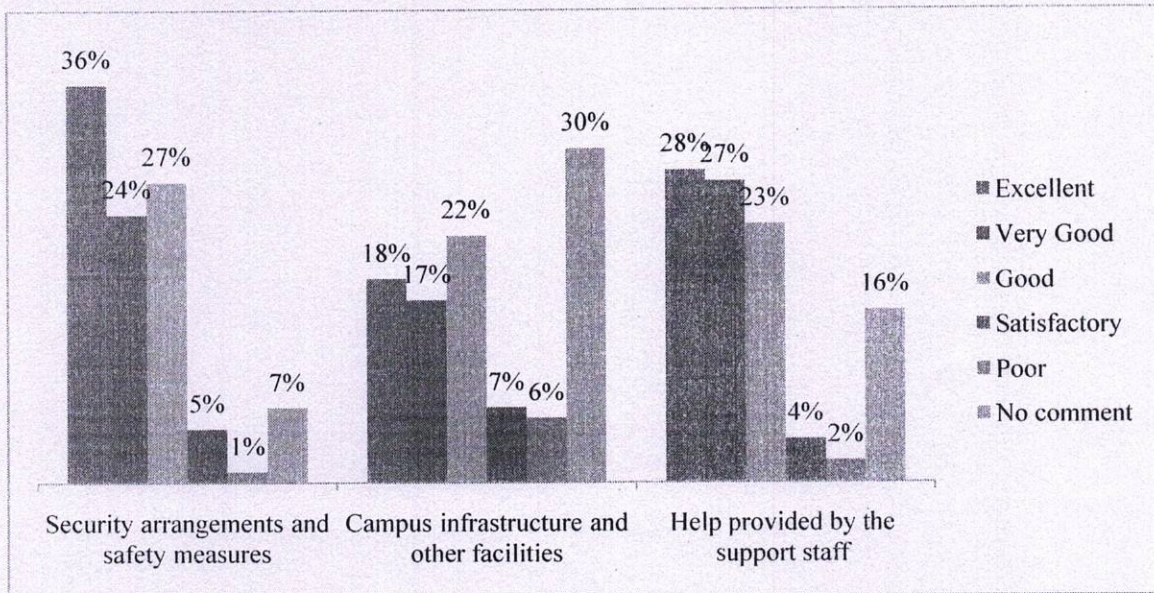   o **Very Good**: 24%

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- o **Good**: 22%
- o **Satisfactory**: 4%
- o **Poor**: 1%
- o **No Comment**: 4%

An impressive 69% of parents rated the career guidance provided by the college highly, underscoring the effective mentorship and direction offered to students.

6. **Learning Culture inculcated among students**
    - o **Excellent**: 42%
    - o **Very Good**: 23%
    - o **Good**: 21%
    - o **Satisfactory**: 5%
    - o **Poor**: 3%
    - o **No Comment**: 6%

2.2.3: Feedback on Key Areas

7. **Security Arrangements and Safety Measures**
    - o **Excellent**: 36%
    - o **Very Good**: 24%
    - o **Good**: 27%
    - o **Satisfactory**: 5%
    - o **Poor**: 1%
    - o **No Comment**: 7%

A strong focus on safety is reflected in the high ratings, with 60% of parents feeling the security measures are excellent to very good. However, some parents expressed concerns about certain areas, indicating room for minor adjustments.

8. **Campus Infrastructure and Facilities**
   - **Excellent**: 18%
   - **Very Good**: 17%
   - **Good**: 22%
   - **Satisfactory**: 7%
   - **Poor**: 6%
   - **No Comment**: 30%

While 57% of parents rated the infrastructure as satisfactory or above, a notable percentage (6%) were dissatisfied, especially in regard to maintenance issues, which will need to be addressed.

9. **Help Provided by Support Staff**
   - **Excellent**: 28%
   - **Very Good**: 27%
   - **Good**: 23%
   - **Satisfactory**: 4%
   - **Poor**: 2%
   - **No Comment**: 16%

The feedback reflects positive opinions about the support staff, with a combined 55% of parents rating their assistance as excellent to very good.

Suggestions for Improvement

- Parents suggested **more frequent communication with faculty**, possibly through **online meetings**, **WhatsApp**, or **regular parent-teacher meetings**.
- There was also **demand for better infrastructure**, particularly in classrooms, labs, and cleanliness.
- **Transportation facilities**, such as **college buses**, were requested by multiple parents for better accessibility.

Overall Impression

The feedback from parents shows a generally positive outlook, with a majority expressing satisfaction with the academic support, career guidance, and holistic development opportunities provided by the college. However, attention is needed to improve infrastructure and communication methods to ensure even better service provision in the future.

III. Report of Teachers Feedback Analysis

Introduction: The **Teacher Feedback Analysis** aims to collect insights on teaching effectiveness and identify areas for enhancement. Key objectives include:

1. **Supporting Diverse Learning Styles**: Feedback helps in assessing the range of student learning preferences—visual, auditory, kinesthetic, and multimodal—guiding teachers to incorporate varied teaching styles to better cater to individual student needs.

2. **Improving Teaching Practices:** By understanding successful strategies and challenges faced in the classroom, teachers can refine their methods, adopt effective practices, and address any obstacles in achieving course outcomes.

3. **Evaluating Infrastructure and Resources**: Feedback identifies limitations in resources, such as faulty equipment and inadequate classroom technology, highlighting areas where institutional support can improve the learning environment.

4. **Aligning with Curriculum and Program Outcomes**: Feedback aids in aligning course content with evolving program requirements, especially in light of changes like NEP 2020. Teachers can assess whether the curriculum meets program goals, particularly regarding practical, skill-based courses.

1.4.1: Learning Styles Analysis
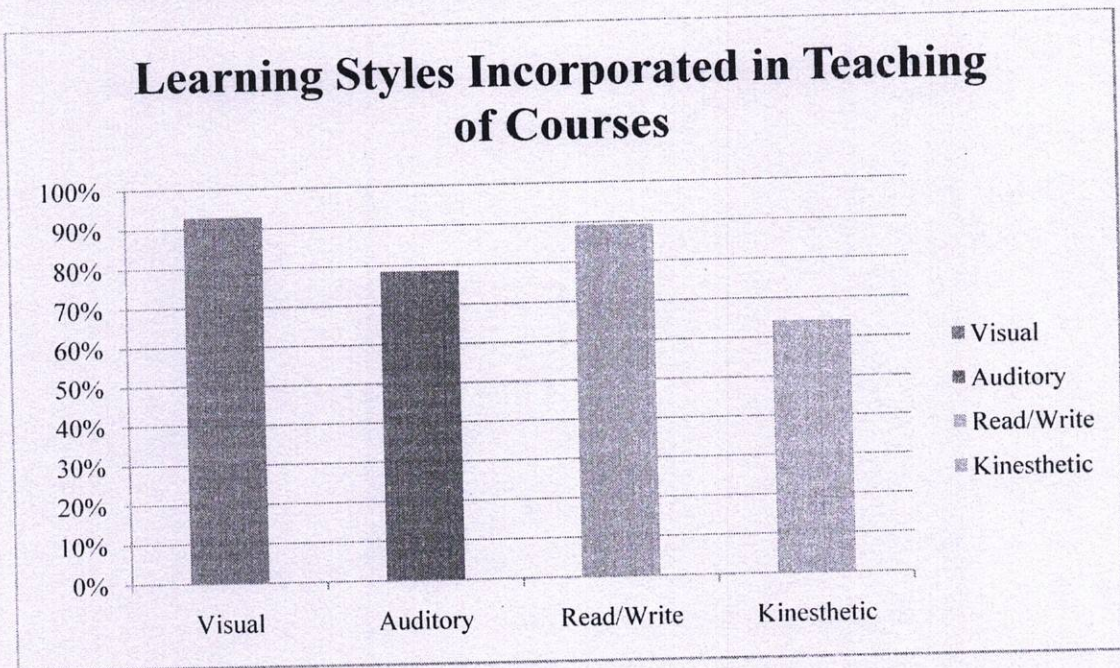
The graph on learning styles indicates diverse preferences among students, with notable trends toward certain styles:

1. **Visual Learning**: A total of 92% teachers recognized that students benefited significantly from visual aids. This aligns with their use of videos, diagrams, and other visual tools to simplify complex topics and increase engagement.

2. **Kinesthetic Learning**: 64% teachers reported that hands-on, practical activities such as lab exercises, fieldwork, and experiments enhanced students'

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comprehension. Teachers aimed to incorporate more kinesthetic elements to support students who learn best through physical engagement with materials.

3. **Auditory Learning**: 78% teachers stated that students responded well to auditory-based instruction, which teachers addressed through discussions and verbal explanations. Teachers saw value in adjusting lectures to suit auditory learners, especially through group discussions and oral assessments.

4. **Read and Write**: 89% of the teachers used techniques like assignment, test and presentation for better grasping of the course content.

Planned Adjustments Based on Learning Styles

Teachers plan to further tailor their instructional methods to cater to these learning styles by:

- Expanding their use of visual aids, including diagrams, videos, and interactive displays.
- Incorporating more kinesthetic activities, particularly in skill-based courses, to enhance hands-on learning.
- Increasing the use of differentiated instruction to support both slow and advanced learners, ensuring that all students can engage with and understand course content effectively.

This analysis of the learning styles graph underscores teachers' commitment to adapting their methods to support diverse student needs, which aligns well with the feedback on the NEP 2020 recommendations for a more skill-based, outcome-oriented curriculum.

1.4.2: Strengths in Teaching Practices

1. **Engagement and Interaction**: Teachers successfully implemented interactive techniques, such as discussions, activity-based learning, role-playing, and group work, enhancing student involvement and making learning more engaging.

2. **Use of Technology**: Effective use of Google Classroom, quizzes, audio-visual aids, and online learning tools helped create a dynamic learning environment.

3. **Personalized Feedback**: Providing timely and constructive feedback to students was prioritized to support student growth.

Areas Needing Improvement

1. **Student Participation**: Teachers indicated a need to increase student involvement and encourage broader classroom engagement.

2. **Advanced Technology Skills**: Teachers noted the need for professional development in tech-based tools to create more interactive experiences.

3. **Diverse Teaching Approaches and Learning Styles**: There was a recognized need to integrate multiple teaching approaches to cater to varied learning styles, such as kinesthetic, visual, and auditory methods. Teachers aimed to incorporate

more hands-on activities, visual aids, and kinesthetic pedagogy to better support diverse student needs.

1.4.3: Challenges Faced

1. **Infrastructure and Resources**: Issues with malfunctioning equipment, limited lab computers, and outdated audio-visual tools were frequently noted, impacting classroom dynamics and learning experiences.

2. **Administrative Load**: Heavy administrative responsibilities at the semester's start detracted from teaching time and focus.

3. **Student Engagement and Attendance**: Managing attendance and maintaining student attention spans, especially near submission deadlines, were highlighted as areas of concern.

Planned Improvements

1. **Adoption of New Learning Methods**: Teachers plan to integrate more active, experiential, and flipped learning methods to make learning student-centered.

2. **Professional Development**: Enrolling in relevant training programs (e.g., SWAYAM, NPTEL) was identified as a way to enhance pedagogical skills.

3. **Focus on Practical Learning**: Teachers expressed an interest in adding more field-based studies, hands-on activities, and industry-relevant content to better align theory with practice.

1.4.4: Changes in the Course Syllabi

- **NEP 2020 Implementation**: Since the NEP 2020 course structure was in its initial phase of rollout, teachers felt no immediate changes to course content were necessary. However, they did emphasize the importance of **introducing more practical, skill-based courses** to align with program outcomes. These courses should have well-defined, measurable outcomes that support the skills and competencies required in professional settings, ensuring that course objectives meet program-level goals effectively.

This comprehensive analysis highlights the efforts to align teaching practices with diverse student needs, improve teaching infrastructure, and advance program outcomes in line with NEP 2020.

IV. Report of Feedback Analysis of Employers

Introduction: 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; Knowledge Base, Leadership Skills, Social and Moral responsibility and Asset to the Organisation.

The Employers' Feedback Form at Parvatibai Chowgule College of Arts and Science-Autonomous (PCCAS) is an integral part of understanding the effectiveness of our academic curriculum and preparing students for the professional world. Employers who have hired our graduates provide insights into the students' performance, skills, and areas for improvement. The feedback is valuable in shaping future curriculum development and ensuring alignment with industry standards and expectations.

Objectives and Rationale

The primary objective of this feedback analysis is to evaluate the preparedness and employability of our graduates from the perspective of their employers. Specifically, the form seeks to understand the employers' satisfaction with the technical skills, problem-solving abilities, communication skills, and overall professional demeanor of the students. This evaluation allows the institution to make data-driven decisions regarding curriculum improvements, identify skill gaps, and enhance student training.

Sample Size

The sample size for this feedback analysis is 16 employers (N=16), representing various industries where our graduates have been placed. Their feedback provides a glimpse into how our graduates are perceived in the workforce.
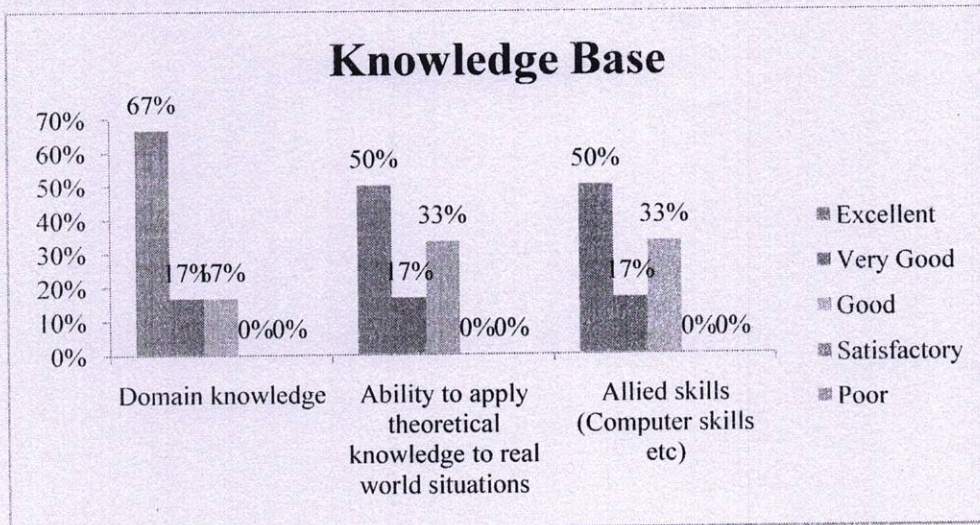
Data Analysis

The feedback data covers several key areas:

1. Knowledge Base: Employers assessed three specific aspects under knowledge base:

Knowledge Base

1. Knowledge Base

- **Domain Knowledge (84%)**
  This reflects the employee's foundational understanding and expertise in their specific field. A high score here indicates that the employee has a strong grasp of core concepts and can effectively contribute technical insights to their role.

- **Ability to Apply Theoretical Knowledge to Real-Life Situations (67%)**
  This skill assesses the employee's competence in utilizing theoretical knowledge practically. The score suggests that employees generally manage to bridge theory with practice, though there may be room for enhancing how intuitively and innovatively they apply these skills in dynamic, real-world scenarios.

- **Allied Skills (67%)**
  Allied skills include any additional skills relevant to the role but not strictly within the primary knowledge domain, such as problem-solving, adaptability, or specific technical proficiencies. This score reflects a moderate ability in supporting skills, indicating potential benefits from enhancing these areas for better all-rounded performance.

Reflection & Improvement

- Strengthen interdisciplinary knowledge through cross-functional training sessions.
- Encourage employees to engage in practical, project-based learning to better adapt theoretical knowledge to diverse situations.
- Promote skill development in allied areas, potentially through online courses or certifications that expand their skill set.

2. Leadership Skills

Six aspects were evaluated under leadership skills:

Leadership Skills
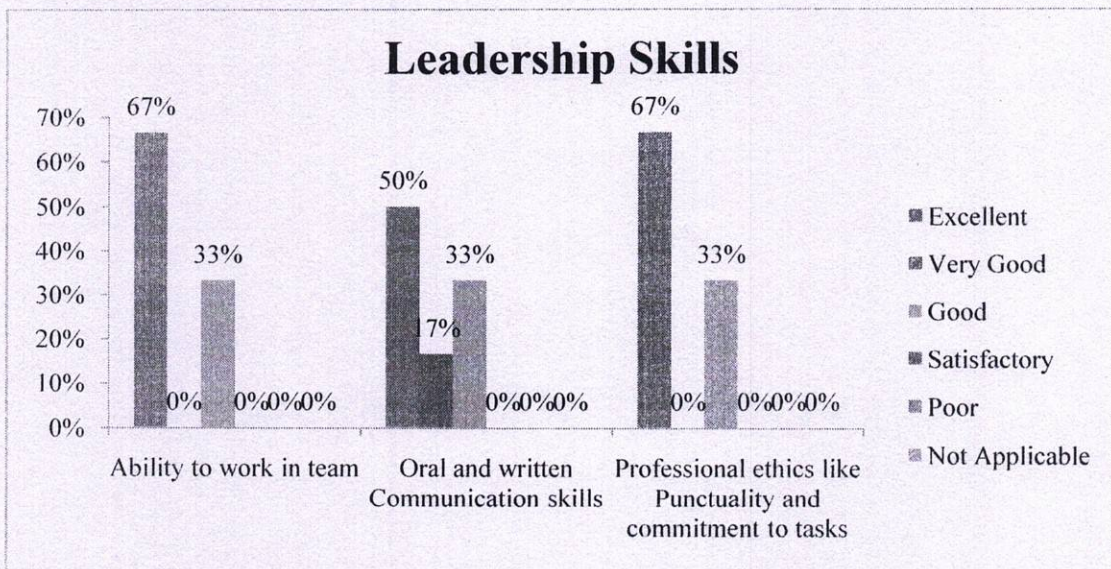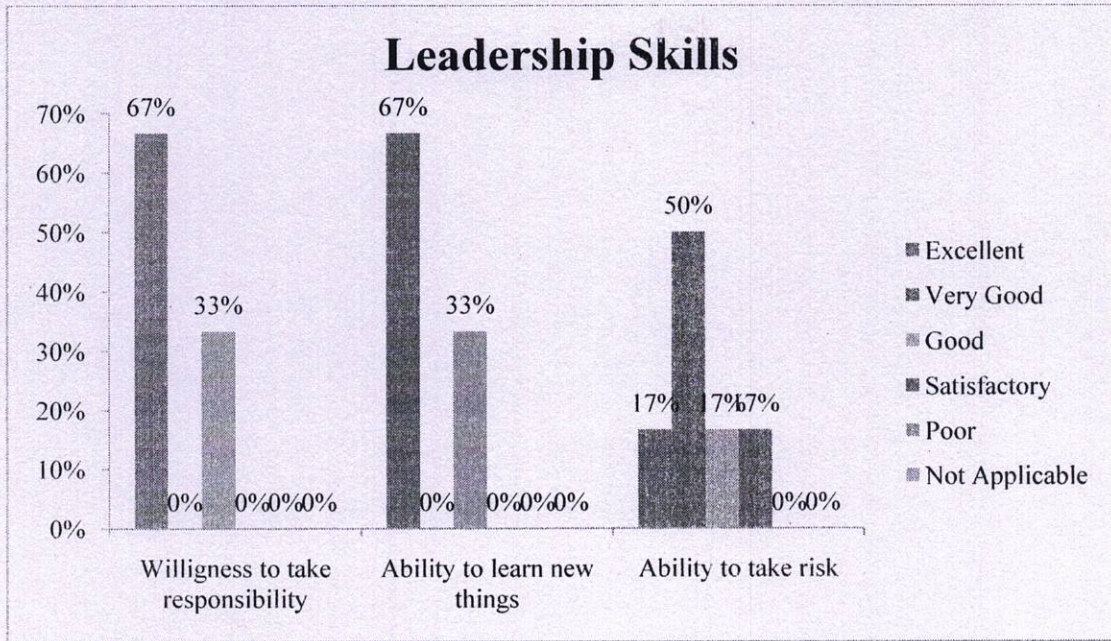
Leadership Skills

2. Leadership Skills

- **Willingness to Take Responsibility (67%)**
  This reflects how proactive and accountable employees are in handling responsibilities. A moderately high score indicates that employees are generally responsible but may need to be more consistent in taking ownership of tasks.

- **Ability to Learn New Things (67%)**
  This measures adaptability and willingness to acquire new skills or knowledge. A moderately high score here highlights a positive attitude towards learning, crucial for evolving roles.

- **Ability to Take Risks (67%)**
  This measures comfort with taking calculated risks, showing openness to innovation and change. A lower score here might indicate a tendency toward caution, suggesting employees may benefit from encouragement to think creatively and explore innovative approaches.

- **Ability to Work in a Team (67%)**
  A high score here reflects strong collaboration skills, indicating that employees are supportive team players, contributing effectively to team dynamics.

- **Oral and Written Communication (67%)**
  Communication skills are vital for effective collaboration and conveying ideas clearly. A moderate score here indicates room for improvement in expression and clarity, which can be refined through communication-focused training.

- **Personal Ethics (67%)**
  Ethics refers to integrity, accountability, and trustworthiness. A high score here shows that employees uphold strong personal values, which is essential for a respectful and productive work environment.

Reflection & Improvement

- Promote leadership development programs to cultivate responsibility and risk-taking through role rotations or shadowing senior leaders.
- Enhance team dynamics through team-building activities and cross-functional projects.
- Encourage active listening, concise articulation, and written communication through tailored workshops.

3. Social and Moral Responsibility

Employers evaluated one aspect under this parameter:

Does the employee demonstrate social responsibility and moral values?


- Yes
- No

100%
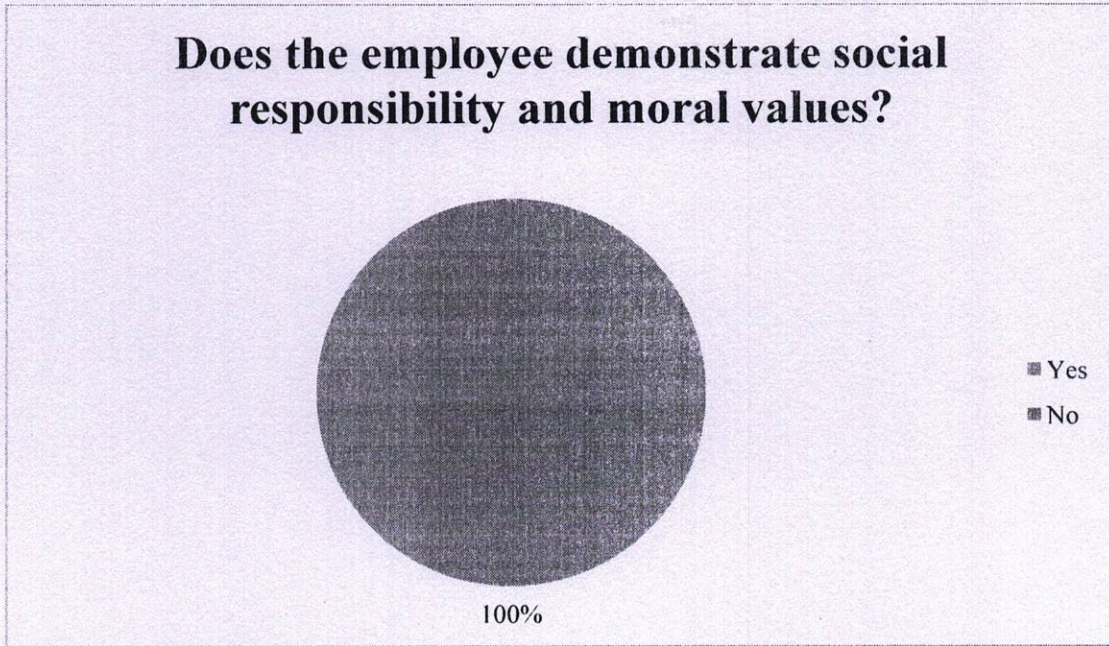
3. Social Responsibility and Moral Values (100%)

Social responsibility reflects the employee's commitment to ethical conduct, community involvement, and the well-being of others in the organization. The score here suggests a balanced sense of social responsibility and values.

4. Asset to the Organization

Employers assessed three aspects under the asset to the organization parameter:

Asset to the Organisation

- Excellent
- Very Good
- Good
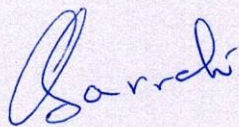- Satisfactory
- Poor
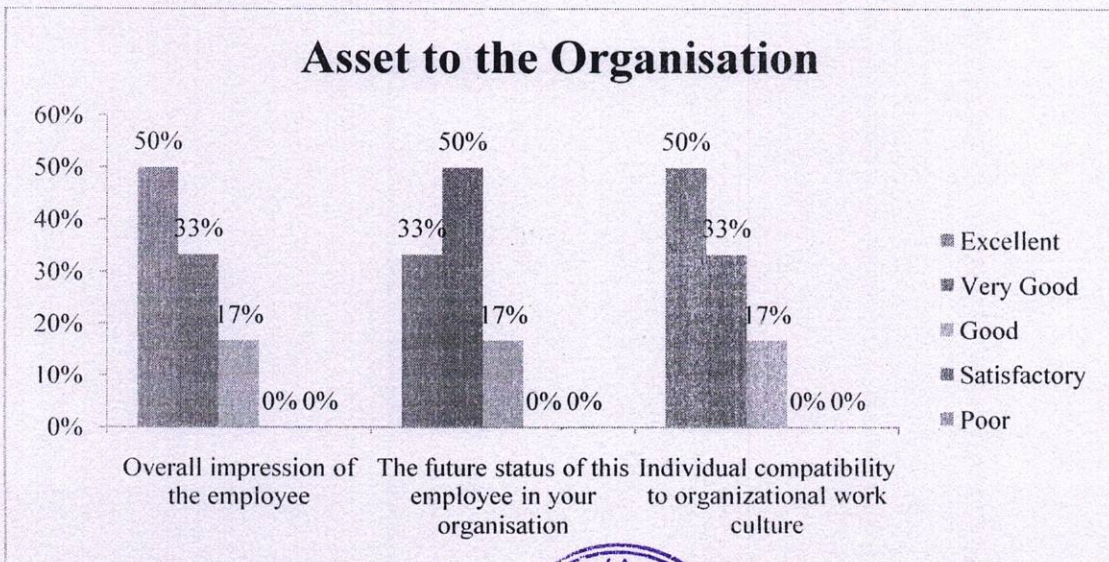
4. Asset to the Organization

- **Overall Impression (83%)**
  This score provides a general overview of how the employee is perceived by the employer. A high score here suggests that employees are viewed favorably overall.
- **Future Status (83%)**
  Future status reflects the potential for growth and long-term retention. A high score suggests that employees are valued, are contributing to the growth.
- **Individual Compatibility with Organizational Work Culture (83%)**
  Compatibility measures how well an employee aligns with the organizational values and work environment. A high score here indicates that employees generally fit well within the company culture, though continuous alignment with evolving values is essential.

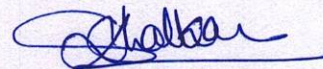## Key Points for Overall Reflection and Improvement

1. **Knowledge Enhancement**: Reinforce interdisciplinary skills, ensuring employees can transfer their theoretical knowledge seamlessly into practice.
2. **Communication & Teamwork**: Encourage structured communication training for better team interactions and clear expression of ideas.
3. **Leadership & Initiative**: Provide training programs that foster a sense of responsibility, readiness to innovate, and adaptability.
4. **Cultural Alignment**: Strengthen cultural integration and compatibility, with a focus on long-term alignment with the organization's values and growth opportunities.

Conclusion

The organization sees employees as highly competent, ethical, and a good cultural fit, with some areas—like communication and adaptability to change—ripe for enhancement. Investing in professional growth and continuous learning can ensure a more adaptive, engaged, and skilled workforce poised for future challenges.

Co-Ordinator–(IQAC)

Prof.(Dr) Sangeeta Sankhalkar
Principal

Dated: