Shobana Vasudevan
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शिक्षण प्रसारक मंडळी, पुणे
R. A. Podar College of Commerce & Economics
AUTONOMOUS
Matunga, Mumbai - 400 019
An 'A+' Institution as Accredited by NAAC
Certified as 'Best College' by University of Mumbai
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1.4 Analysis of Student, Alumni, Employer and Teacher feedback

2018-19 to 2022-23

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2.	Feedback - 2021-22 • Students • Alumni • Employers • Teachers	14-27
3.	Feedback - 2020-21 • Students • Alumni • Employers • Teachers	28-41
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Analysis of Student, Alumni, Employer and Teacher Feedback- 2022-23

Student Curriculum Feedback (2022-23)

All the departments have the autonomy to prepare, conduct, collect, analyze, and prepare the action taken report based on the curriculum feedback taken from the students. A structured feedback mechanism is developed and implemented by all departments to ensure continuous evaluation and improvement of the revised curriculum. The departments collected feedback using google form from the learners enrolled for their courses. The feedback collected by the Departments is to assess the satisfaction of students with respect to two important aspects: curriculum and teaching tools.

Objective:

Given the multiple stakeholders in the progress of an Educational Institution, managing a curriculum change is a daunting task. Getting student feedback is one of the important sources of input to frame a new curriculum.

Report:

The learners gave valuable constructive suggestions on topics to be included in the courses. These suggestions were well received by the Head of the Departments. Some students found it challenging to manage the extensive syllabus within a limited timeframe. Students wanted practical exposure and wanted internships or industrial visits. They were content with the courses they had to study but would like to learn software courses to improve job opportunities. Students were happy with the teaching pedagogy used by the teachers across departments.

Action Taken Report:

- A committee was formed to analyze the feedback received from students to identify specific areas for improvement.
- Thorough discussions and brainstorming sessions on areas of concern were noted to improve the curriculum and ensure that our courses meet the needs of our students.
- With the NEP 2020 being implemented from the academic year 2023-24, it was discussed that the syllabus should be practical oriented. To make them job ready there were discussions to introduce Software applications.
- Regular monitoring and updating of the curriculum will continue to ensure its continuous improvement.

Alumni Curriculum Feedback 2022-23

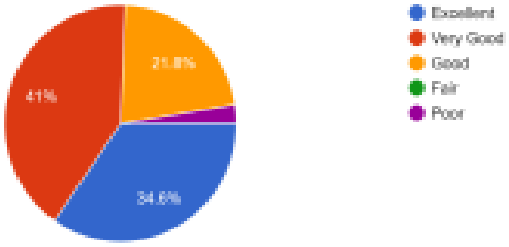
The Alumni plays an important role in establishing an important connect between the Industry and Curriculum. The Alumni feedback is an important assessment tool to improve and shape the program.

The feedback collected from the Alumni is to assess the satisfaction of learners with respect to three important aspects: curriculum, facilities, and placement.

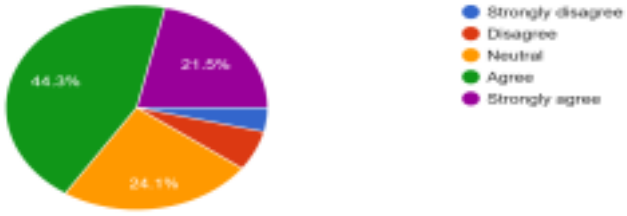
The feedback was conducted through a questionnaire-based survey through online forms and responded by our most recent alumni. 75% graduates and 25% post graduates responded.

Results:

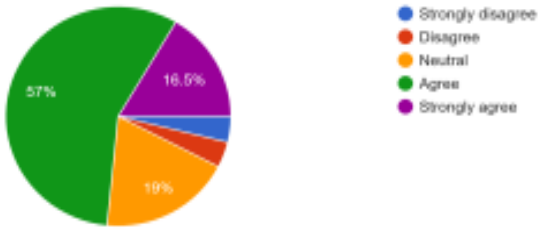
Quality of Content of the syllabi:



Syllabi according to requirements of the Industry



The reference book prescribed for the courses by the department were relevant:



Suggestions to be implemented while designing the curriculum

A few suggestions from the alumni regarding designing the curriculum:

1) More practical and case study based topics should be included
2) Include subjects like personal finance and basics of stock market
3) Practical component related to industry knowledge.
4) It should not be only theoretical but should be more practical. It should be set up as per the industry demand also should help grow the skills (both technical and soft).
5) Curriculum should focus on overall development of the student.

Action Taken:

With the NEP 2020 being implemented by Podar Autonomous from 2023-24 most of the suggestions from the Alumni were welcomed and implemented. MIS ERP solutions have been purchased and utilized.

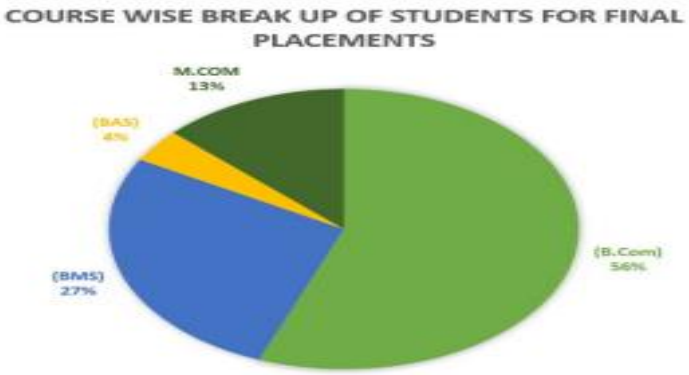
The feedback analysis report was submitted to appropriate authorities on 29th April, 2023

Employer Feedback on Curriculum (2022-23)

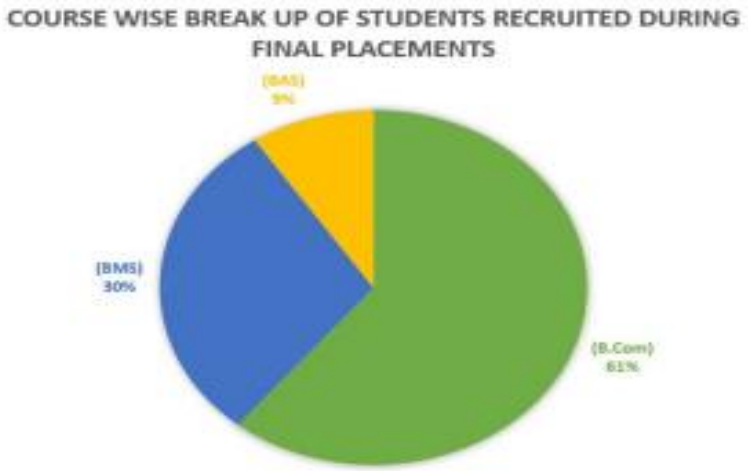
The Placement Cell of R. A. Podar College of Commerce and Economics (Autonomous) conducted its First and Second Final Placement Weeks and Articleship Weeks both on-campus and through online platforms during the academic year 2022-23.

First and Second Final Placement Weeks

Students from B.Com, B.M.S., B.Com (Actuarial Studies) and M.Com participated in the First and Second Final Placement Week. A total of 64 students got recruited by companies during the weeks.



Students recruited from B.Com, B.M.S. and B.A.S.:-

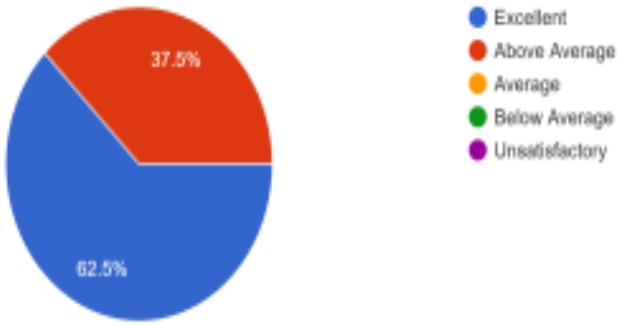


We received feedbacks from the following companies:-

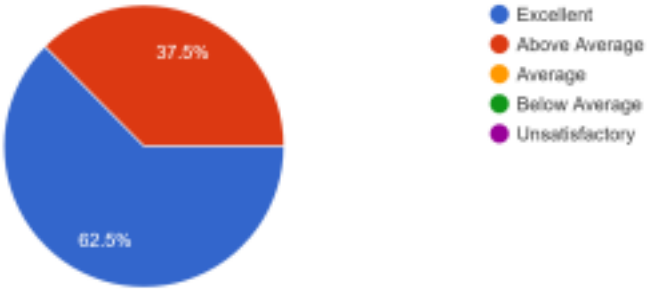
1. KPMG
2. Ernst & Young (EY)
3. Resource Bridge
4. Logistics Now
5. Jaro Education
6. Avniro Group
7. ValueEnable Pvt. Ltd.
8. Liquiloans

Feedback Analysis:

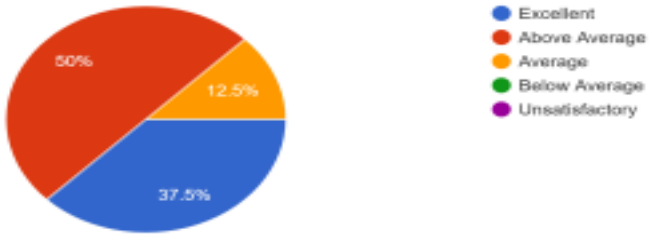
Overall placement process:



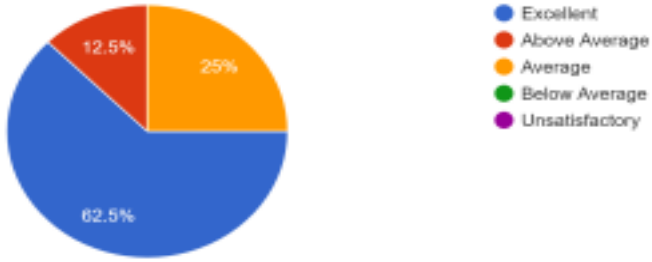
Students' Punctuality:



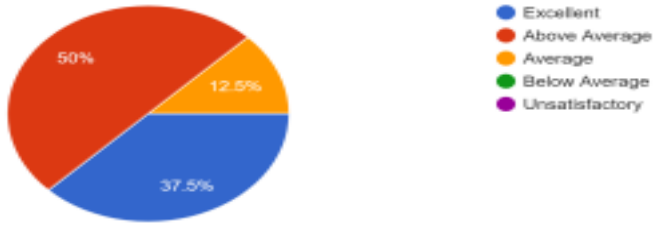
Professionalism of Student's Resume:



Students Etiquettes during the process:

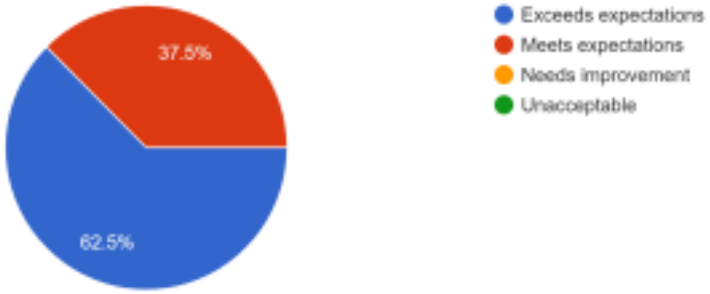


Overall preparedness of the students:



Experience with R.A.Podar Placement Cell:

Coordination with POC appointed from placement cell:



The companies were quite happy with the students. They gave them scores ranging between excellent, above average and average for punctuality, professionalism, and etiquettes**.**

They had better-than-expected experiences with the cell and the POCs, and they had no significant problems with the cell.

The companies gave a few suggestions that the students should keep in mind before their interviews in future. They are:-

1. Students should be more flexible or adaptive towards the opportunity
2. Students need to improve their knowledge of technical tools.
3. There should be an improvement in the communication skills.
4. The applicants must be thorough with the JD and the company profile

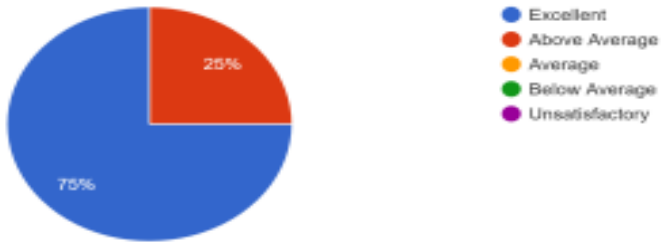
First and Second Articleship Weeks:

The Placement Cell conducted two Articleship Weeks for the CA students in the months of June and December, 2022. A total of 71 students got selected on a conditional offer basis.

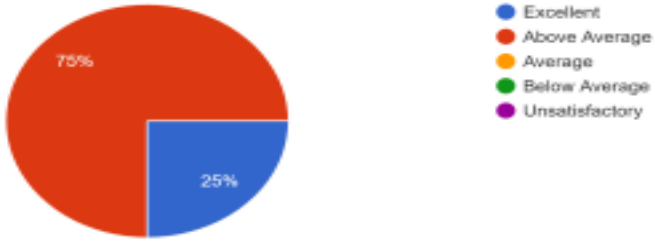
We received feedback from the following companies:

1. PwC India
2. BSR
3. Singhi & Co.
4. Dinesh Rasiklal & Co.

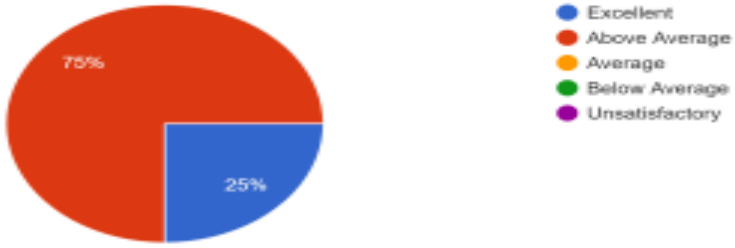
Overall Articleship Recruitment process:



Students' Punctuality:



Professionalism of Student's Resume:



Students Etiquettes during the process:

The following suggestions were given by the companies:

1. The candidates must research beforehand about the role and the company.
2. There should be a practical understanding of tools like Excel, Powerpoint, etc.
3. Students can improve their confidence.
4. There should be a prior identification of whether the students' professional aspiration matches with the company's objectives.

Even if there is potential for development, the feedback we have got from the firms leads us to the conclusion that they are quite happy with the Placement Cell and are eager to engage with it and hire students from our college in the future.

The feedback analysis report was submitted to appropriate authorities on 29th April, 2023

Teachers Feedback on Curriculum 2022-2023

1. Introduction:

The following report presents a comprehensive evaluation of teachers' feedback at R A Podar College of Commerce and Economics for the academic year 2022-2023. The assessment covered critical dimensions such as curriculum relevance, timely updates, teacher involvement, innovative teaching methods, library resources, curriculum content, student placement, and employability. The institute's commitment to continuous improvement and responsiveness to faculty feedback has led to proactive measures aimed at addressing concerns and enhancing the overall educational experience.

2. Summary of Feedback:

The feedback from teachers at R A Podar College of Commerce and Economics indicates a generally positive response across various aspects of the curriculum. A majority of faculty members express satisfaction with the regular updates made to the curriculum (61.1%) and feel they have the freedom to contribute ideas to curriculum design (61.1%). However, there are areas of improvement identified, such as the representation from alumni/corporate/industry in the Board of Studies (BOS) and the need for more interdisciplinary and multidisciplinary elements in the curriculum. Additionally, feedback highlights the importance of modules on community engagement, environmental education, and value-based education.

3. Numerical Data:

Curriculum Upgradation:
Strong Agreement: 61.1%
Teachers' Freedom in Curriculum Design:
Strong Agreement: 61.1%
Board of Studies (BOS) Ensuring Updated and Relevant Courses:
Agree: 30.6%, Strong Agreement: 58.03%
Representation from Alumni/Corporate/Industry in BOS:
Strong Agreement: 58.03%

Interdisciplinary and Multidisciplinary Approaches:

Strong Agreement: 47.02%

Inclusion of Modules on Community Engagement, Environmental Education, and Value-based Education:

Strong Agreement: 41.07%, Agree: 25%

Knowledge Exchange Programs for New Syllabus Introduction:

Agree: 47.07%, Strong Agreement: 25.07%

Availability of Reference Materials in the Library:

Strong Agreement: 42.9%, Agree: 45.7%

Freedom in Adopting New Techniques/Strategies:

Strong Agreement: More than 66%

4. Conclusion:

The feedback gathered from teachers has been diligently analyzed, leading to targeted measures aimed at meeting the expectations of students, parents, and employers. The institute's commitment to continuous improvement is evident through the implementation of measures addressing curriculum relevance, faculty involvement, and industry collaboration. The positive impact is reflected in the significant improvements made to the curriculum, aligning it with the expectations of key stakeholders. R A Podar College of Commerce and Economics remains dedicated to ongoing enhancement and responsiveness to the evolving needs of the educational community and industry partners.

The feedback analysis report was submitted to appropriate authorities on 29th April, 2023

Analysis of Student, Alumni, Employer and Teacher feedback 2021-2022

Student Curriculum Feedback 2021-2022

The College continues to follow a systematic procedure to maintain the quality standard of the college. The quality enhancement measures undertaken are:

- Strict adherence to the guidelines issued by the regulatory authorities from time to time. ·
- Gather feedback from various stakeholders.
- Discussing curriculum developments in the departmental meetings, Board of studies (BOS) periodically.

The curricula of all courses are revised at least once in three years to ensure relevance. This is meticulously documented in the form of feedback that is collected from the stakeholders. The IQAC has developed a systematic framework to gather feedback on courses from all stakeholders.

The steps adopted in this framework are:

1) Consulting experts from other academic institutions, industries and alumni.
2) Organizing workshops to prepare the draft curriculum.
3) Feedback from students is taken into consideration.
4) Reviewing and finalizing the draft syllabus in the BOS.
5) Academic Council and Governing Body's approval of the curriculum.

Taking into consideration the unusual situation that the world faced, the programmes were conducted online during the academic year 2021-22. The IQAC at R. A. Podar College designed a structured questionnaire to collect feedback regarding the curriculum from the students. The survey was conducted online.

Four parameters were evaluated- curriculum, teaching, evaluation and student support.

Students Feedback on the Courses

Agenda for collecting feedback

The Feedback collected is to find out about the answers to the questions relating to the curriculum and about the conceptual and practical clarity about the various topics taught throughout the semesters.

Method of Collecting feedback:

The feedback was conducted through a structured questionnaire-based survey through google form. And respondents were students of Degree College.

Methodology:

The feedback form commences with the preliminary information about the students as to E-mail id, Name, Class, Division and Roll no. The learners' responses were collected based on their level of agreement.

The questions are designed to collect the feedback from the students regarding the following aspects relevant to each module viz.:

- Professional and Practical relevance
- Job readiness
- Complexity and Enormity
- Intelligibility and Lucidity
- Availability and Relevance of study material
- Teaching tools and methods
- Internal assessment and semester end examination
- Faculty wise feedback.

For each module at the end of the questions the questionnaire invites suggestions and improvements from the learners by placing an open-ended question to conclude the questionnaire.

Objectives:

- To assess the learning outcomes and satisfaction of course participants.

- To evaluate student retention of course content.
- To gauge student perception of faculty delivering the course.
- To gather insights and recommendations from students for course improvement.
- To assess and enhance teaching-learning methodologies.
- To evaluate faculty approachability for students.
- To measure satisfaction with question paper design.
- To assess learner interest and comprehension.
- To understand learner perception of the course syllabus, both theoretically and practically.
- To evaluate the learner's experience with faculty, teaching methods, and innovative tools.
- To collect valuable suggestions from learners for continuous improvement.
- To identify success factors in assessing learner understanding and course content retention through evaluation techniques.

Key findings

The course assessment unequivocally demonstrated the exceptional quality and effectiveness of our educational program. Learners expressed remarkable satisfaction, exceeding their expectations regarding content, quality, and relevance. This satisfaction was not merely subjective; it was validated by substantial improvements in learning outcomes. Learners not only reported contentment but also showcased enhanced performance, indicating that the course significantly met their educational needs and substantially contributed to their knowledge and skill development.

The study highlighted the course's long-lasting impact, as evidenced by a significant trend in learners retention of course content. This success was attributed to the meticulously crafted course design and pedagogical approach, ensuring that the material remained accessible and applicable well beyond the classroom. The positive and nurturing relationship between faculty members and learners played a pivotal role, fostering an environment of trust and respect, thereby enhancing the overall learning experience.

The assessment process served as a catalyst for continuous improvement. Valuable student

feedback led to specific enhancements such as updating course materials, incorporating challenging assignments to promote critical thinking, and integrating interactive and practical learning experiences. These recommendations are instrumental in aligning the course with evolving industry standards. Furthermore, the evaluation emphasized the importance of diverse teaching methodologies, catering to various learning styles. Innovative methods, including technology integration, engaged a wider spectrum of learners effectively, underlining the institution's commitment to providing a comprehensive and dynamic educational experience.

Action Plan: Enhancing Educational Program Quality

The institution recognizes the significance of the Podar Graduate Attributes, which provides a structured approach to curriculum development. This framework emphasizes preparing students for success in their future careers and personal lives while upholding the integrity and relevance of the educational institution's mission and goals.

In response to the recommendations, the institution has made significant strides in various areas. Committees have been established to review course content alignment with learning objectives and monitor student satisfaction. Best practices for content retention have been integrated into teaching methods, and resources for ongoing content review are now accessible. Professional development opportunities for faculty and open communication channels between faculty and students have been initiated. The institution has also implemented systematic processes for collecting and acting on student recommendations, reviewed course syllabi for comprehensiveness, and fostered a culture of innovation in teaching methods. Additionally, assessment methods have been aligned with learning objectives, and a system to monitor long term content retention is being established. The institution is dedicated to maintaining transparency and open communication throughout these initiatives, ensuring that students, faculty, and staff are well-informed about the changes and their benefits.

The feedback analysis report was submitted to appropriate authorities on 30th April, 2022

Alumni Feedback on Curriculum 2021-2022

Introduction:

R.A. Podar College of Commerce & Economics, Mumbai was established on 20th June 1941, has had a long history, which commenced with the freedom struggle of India. The visionaries of that time realized that they should start an institution that would inculcate the indigenous values and have the thrust of education

Importance of the feedback:

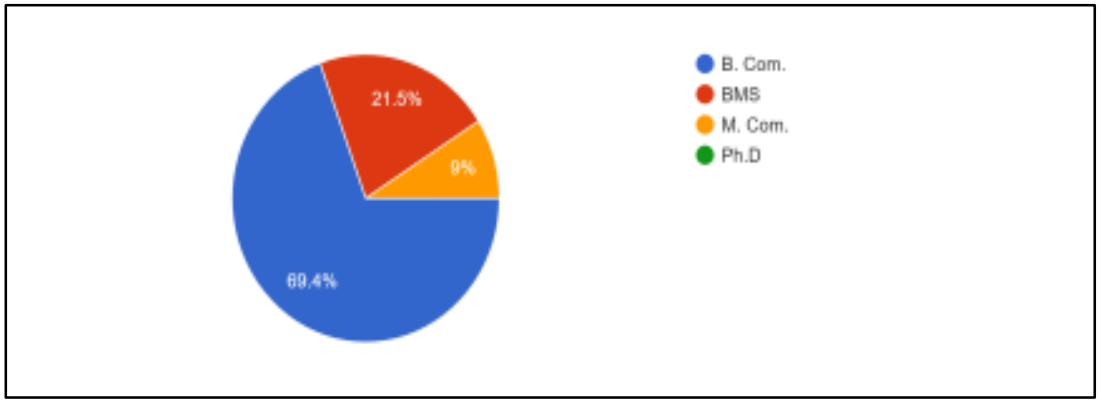
Alumni are viewed as a significant source of information by the college. Alumni input provides valuable insight into academic programs and student services. The importance of alumni input is emphasized in the strategic development policies. It also aids in improving the system's accountability.

Process:

A web-based survey was conducted to seek feedback from the alumni. Alumni rated their experience of the years spent in college.

The data presentation of the alumni survey questionnaire is discussed below.

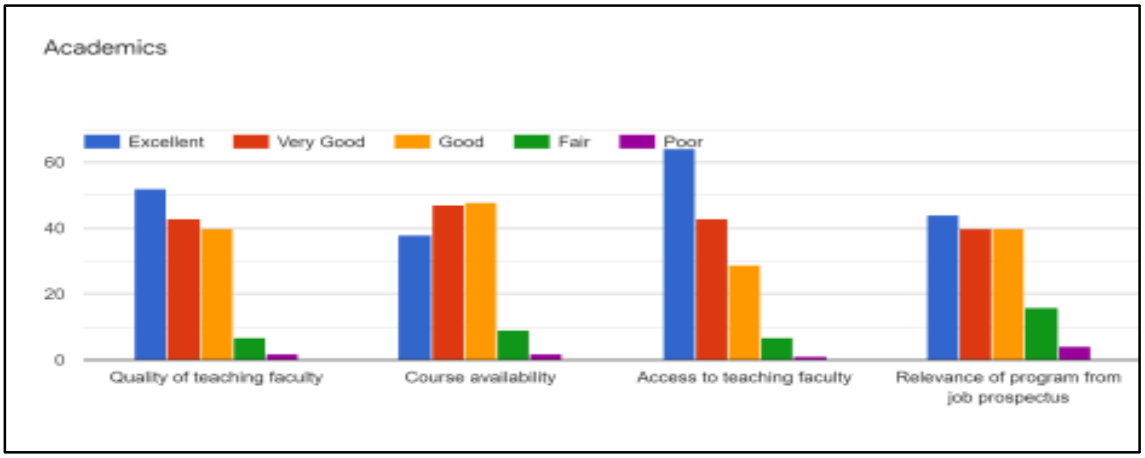
Program studied in R. A. Podar College:

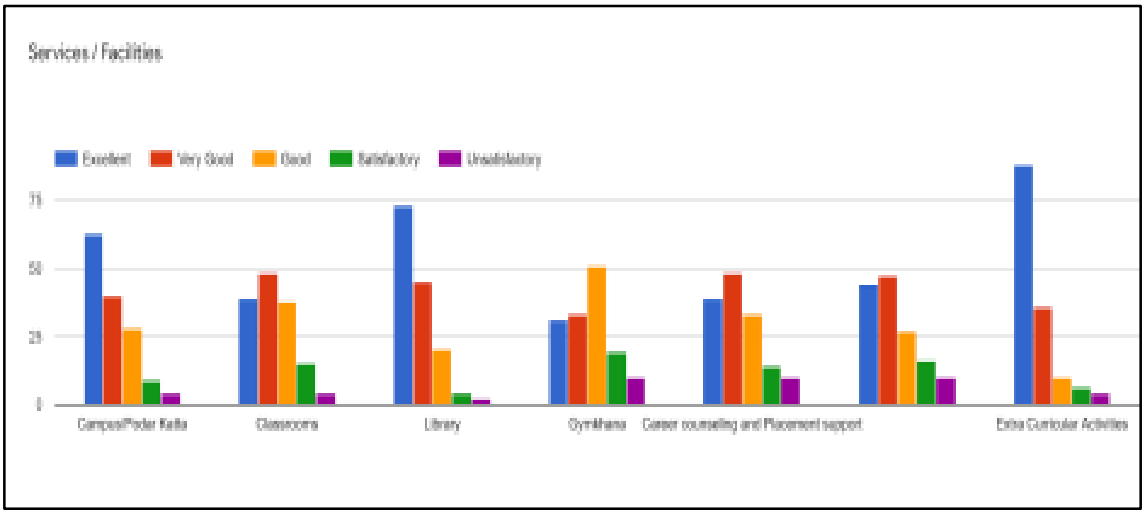


Analysis:

The figure illustrates the total number of alumni who responded to the survey by the program that they studied in college. Most of the alumni who responded to this survey were from B. Com. (69.4%).

Next, the alumni were asked to rate the following attributes.





Overall the Alumni were satisfied with their experience at R. A. Podar as a student. The four highest-rated attributes were Extra-curricular activities, Library, Access to the teaching faculty, and Campus (Podar Katta).

Alumni provide valuable insights because they are able to illustrate the expected competencies from a "real world" perspective. This feedback is used for the overall evaluation and development of R. A. Podar College of Commerce and Economics (Autonomous).

Action Taken Report:

Alumni provide valuable insights to illustrate the expected competencies from a "real world" perspective. This feedback is used for the overall evaluation and development of R. A. Podar College of Commerce and Economics (Autonomous). The alumni of our college are represented on all the BOS of each department. The alumni had suggested to include application based topics in each module. This suggestion was implemented wherever applicable. The guest lectures for the application based topic were conducted by the visiting faculty of the industry as suggested by the alumni.

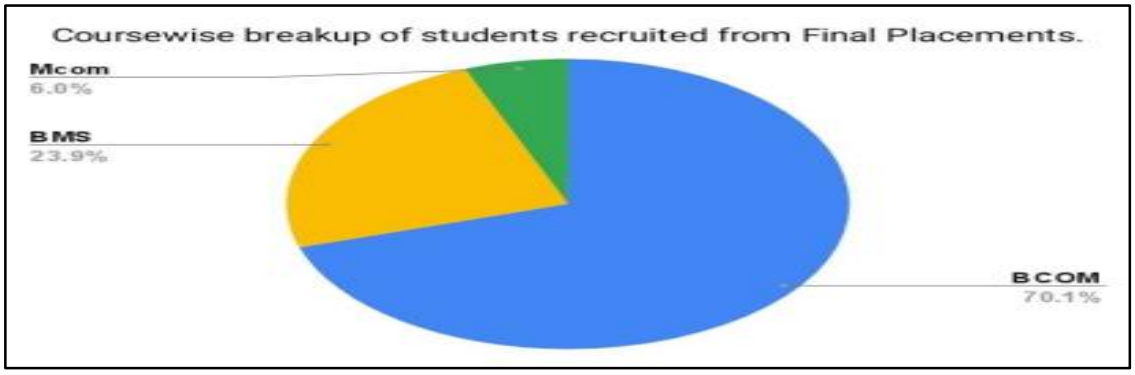
The feedback analysis report was submitted to appropriate authorities on 30th April, 2022

Employers Feedback on Curriculum 2021-2022

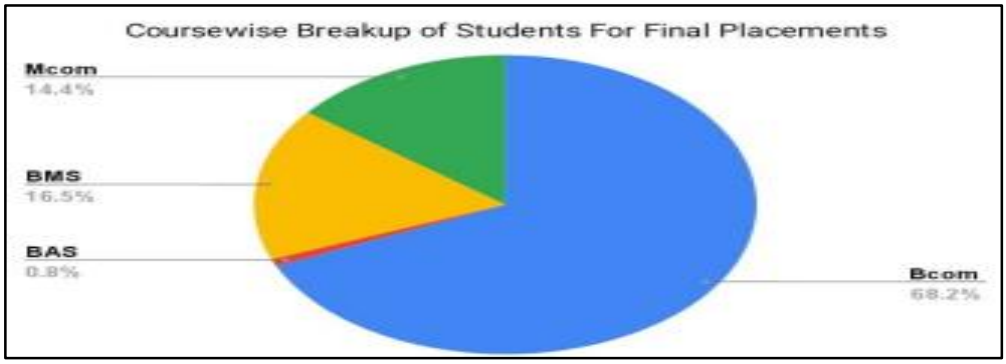
The Placement Cell of R.A.Podar College of Commerce and Economics (Autonomous) conducted its First and Second Final Placement Weeks through online platforms during the academic year 2021-22.

First and Second Final Placement Weeks

Students from B.Com, B.M.S., B.Com (Actuarial Studies) and M.Com participated in the First and Second Final Placement Week. A total of 67 students got recruited by companies during the weeks.



Students recruited from B.Com, B.M.S. and M.Com:-



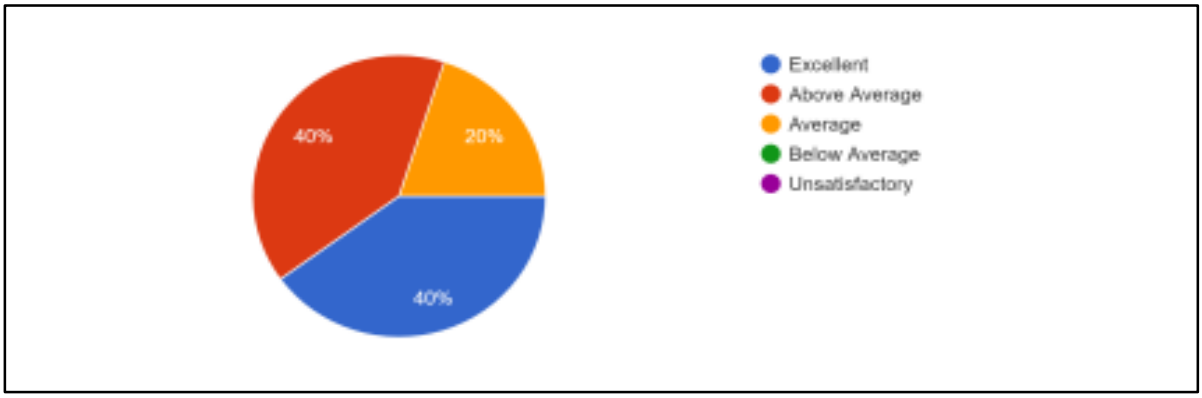
We received feedbacks from the following companies:-

1. Resource Bridge
2. Jaro Education
3. Finestar Jewellery and Diamonds Pvt. Ltd.
4. DeltaX
5. Loyalty Juggernaut

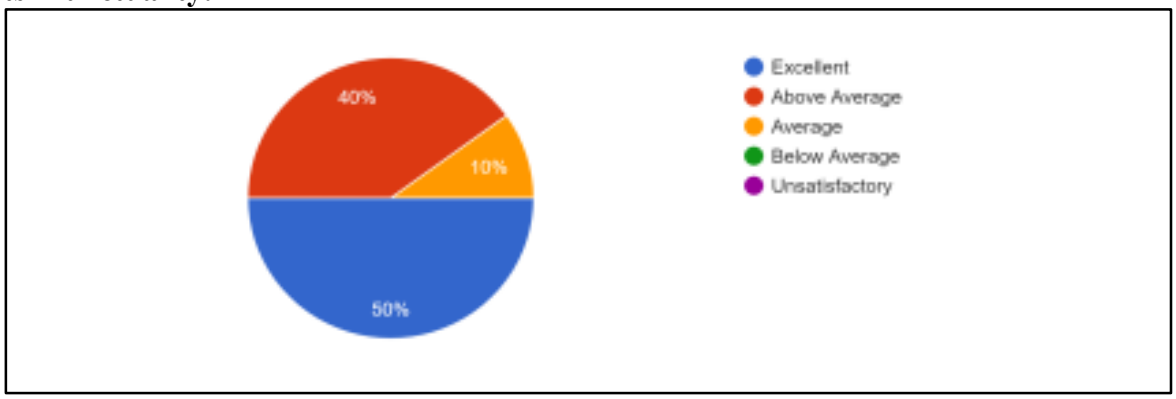
6. V.S.Somani & Co.
7. Avniro Group
8. ValueEnable Pvt. Ltd.
9. Grand Thornton Bharat
10. Liquiloans

Feedback Analysis:

Overall Placement Recruitment process:



Students' Punctuality:



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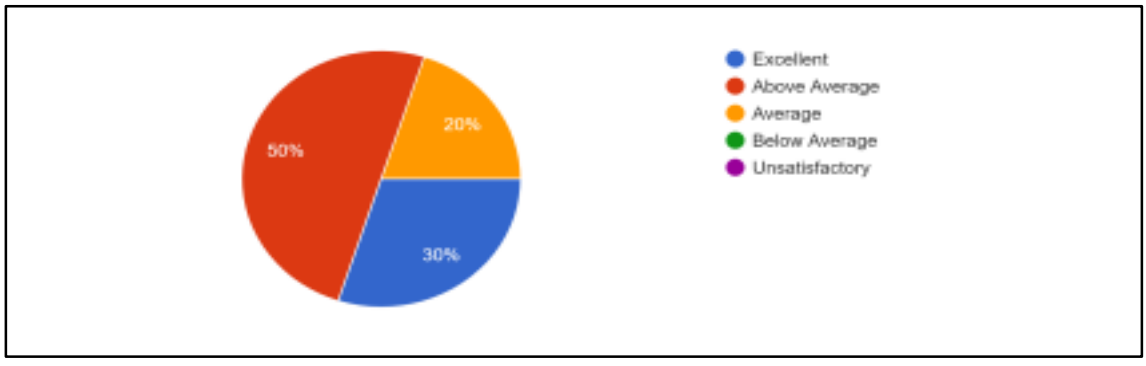
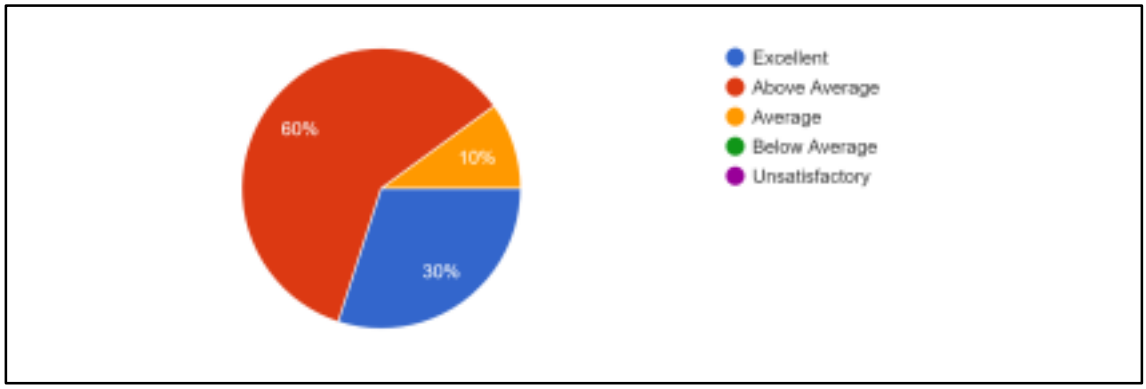
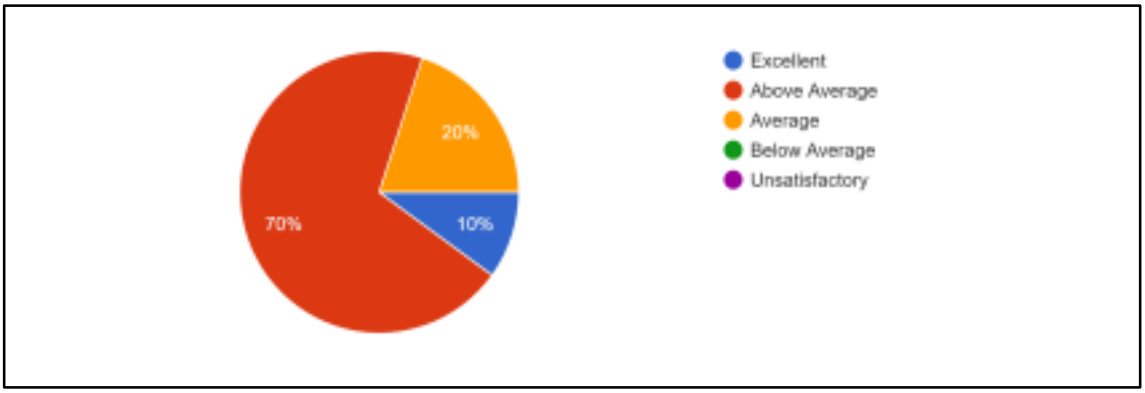


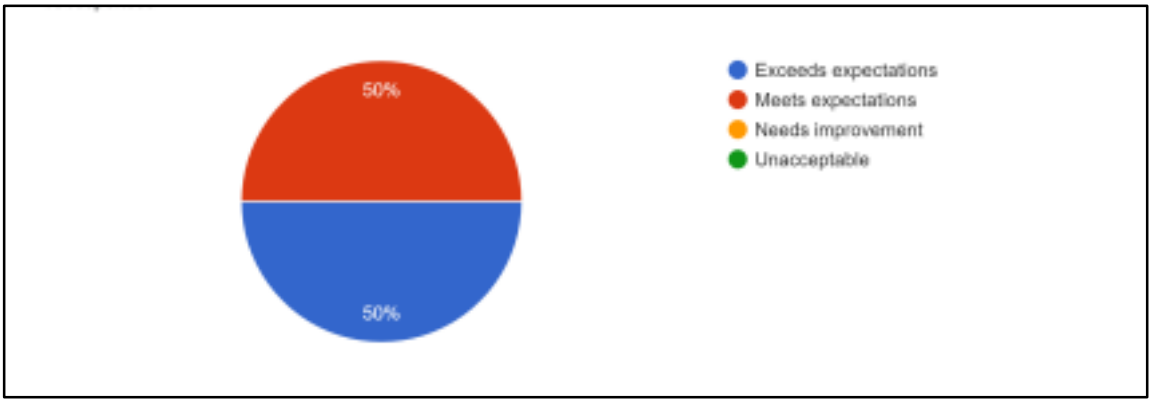
Students Etiquettes during the process:



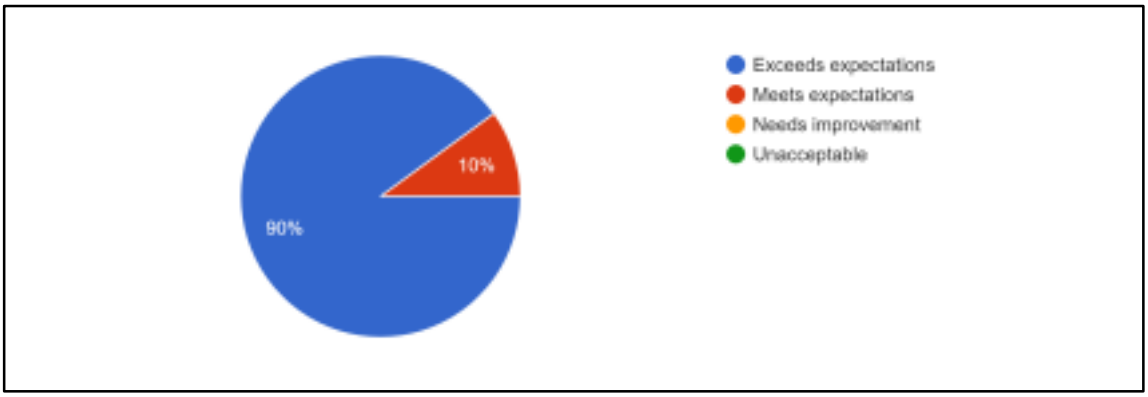
Overall preparedness of the students:



Experience with R. A. Podar Placement Cell:



Coordination with POC appointed from placement cell:



The companies were quite happy with the students. They gave them scores ranging between excellent, above average and average for punctuality, professionalism, and etiquettes**.**

They had better-than-expected experiences with the cell and the POCs, and they had no significant problems with the cell.

The companies gave a few suggestions that the students should keep in mind before their interviews in future. They are:

1) Students should have more awareness about current affairs.
2) Should be better prepared on the basic concepts related to the role they are applying for.
3) The students should participate in extra-curricular activities in order to improve their communication skills and interpersonal skills.
4) The applicants must improve their presence on social media.
5) There must be an improvement in the presentation skills of the students.

The feedback analysis report was submitted to appropriate authorities on 30th April, 2022

Teachers' Feedback on Curriculum (2021-2022)

1. Introduction:

The teachers' feedback report for the academic year 2021-2022 encompasses an extensive analysis across various dimensions, aiming to evaluate the effectiveness of curriculum design, teaching methodologies, and overall infrastructure. The objective was to align educational practices with the expectations of students, parents, and employers. This report presents a comprehensive overview of the feedback received and the subsequent actions taken to address the concerns and enhance the quality of education.

2. Summary of Feedback:

The feedback analysis covered crucial aspects such as curriculum upgradation, teachers' involvement in design, Board of Studies (BOS) role, interdisciplinary approaches, social and environmental modules, infrastructure adequacy, availability of reference materials, and freedom in teaching techniques. Notably, the majority of faculty members expressed satisfaction with the curriculum's learner-centric approach, freedom in curriculum design, and the role of BOS in ensuring updated courses. However, concerns were raised regarding courses with social and environmental modules, adequacy of infrastructure, and the availability of reference materials in the library.

3. Numerical Data:

Curriculum Upgradation: More than 84% faculties agreed.

Teachers' Freedom in Curriculum Design: 84.21% teachers strongly agreed.

Board of Studies (BOS) Role: 89.47% strongly agreed.

Interdisciplinary and Multidisciplinary Approaches: 84.21% of teachers agreed.

Courses with Social and Environmental Modules: 73.68% strongly agreed, 15.79% neutral.

Adequacy of Infrastructure: Over 63% strongly agreed, 21% agreed, and 16% neutral.

Availability of Reference Materials: 18 out of 19 faculties strongly agreed.

Freedom in Teaching Techniques: 18 out of 19 teachers strongly agreed.

4. Conclusion:

The comprehensive feedback analysis facilitated targeted actions to address concerns and enhance the overall educational experience. Continuous efforts have been made to ensure regular curriculum updates, foster teachers' involvement in design, and strengthen the role of the Board of Studies. Initiatives to promote interdisciplinary approaches, address concerns raised by neutral feedback, and enhance infrastructure have been implemented. The report concludes that the feedback process has been instrumental in aligning the curriculum with stakeholder expectations, promoting a learner-centric approach, and fostering an environment conducive to innovative teaching strategies. The institution remains committed to ongoing improvements, guided by constructive feedback from the teaching faculty.

Action Taken Report

The teacher's feedback was examined across multiple dimensions, including relevance, timely updates, the role of teachers in design and development, flexibility in embracing innovative teaching methods, accessibility of library books, curriculum content, student placement, and employability. Action was taken based on this analysis, and the outcomes are summarized in the subsequent table.

The feedback analysis report was submitted to appropriate authorities on 30th April, 2022

Analysis of Student, Alumni, Employer and Teacher Feedback - 2020-2021

Students Feedback on Curriculum 2020-2021

The College follows a rigorous and systematic procedure to maintain the quality standard of the college. The quality enhancement measures undertaken are:

- Strict adherence to the guidelines issued by the regulatory authorities from time to time.
- Gathering Online feedback from various stakeholders.
- Discussing issues related to curriculum in the meetings of Heads of the Department, BOS and sorting out such issues without delay.
- Revising the curriculum periodically

The curricula of all courses are revised at least once in three years to ensure relevance. This is meticulously documented in the form of feedback that is collected from the stakeholders. The IQAC has developed a systematic framework to gather feedback on courses from all stakeholders.

The steps adopted in this framework are:

1. Consulting experts from other academic institutions, industries and alumni.
2. Organizing workshops to prepare the draft curriculum.
3. Feedback from students is taken into consideration.
4. Reviewing and finalizing the draft syllabus in the BOS.
5. Academic Council and Governing Body's approval of the curriculum.

Taking into consideration the unusual situation that the world faced, the programmes were conducted online during the academic year 2020-21. The IQAC at R. A. Podar College designed a structured questionnaire to collect feedback regarding the curriculum from the students. The survey was conducted online. Four parameters were evaluated- curriculum, teaching, evaluation and student support.

Students Feedback on the Courses

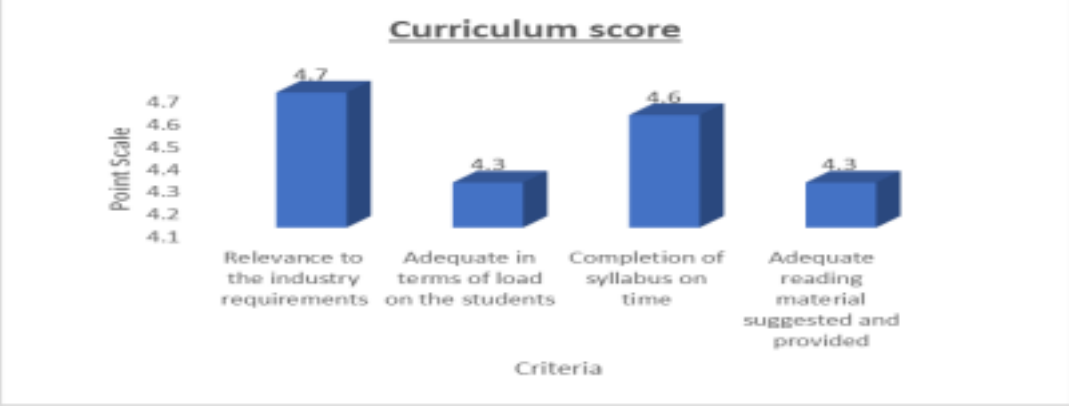
Results of the feedback analysis carried out on a 5-point scale.

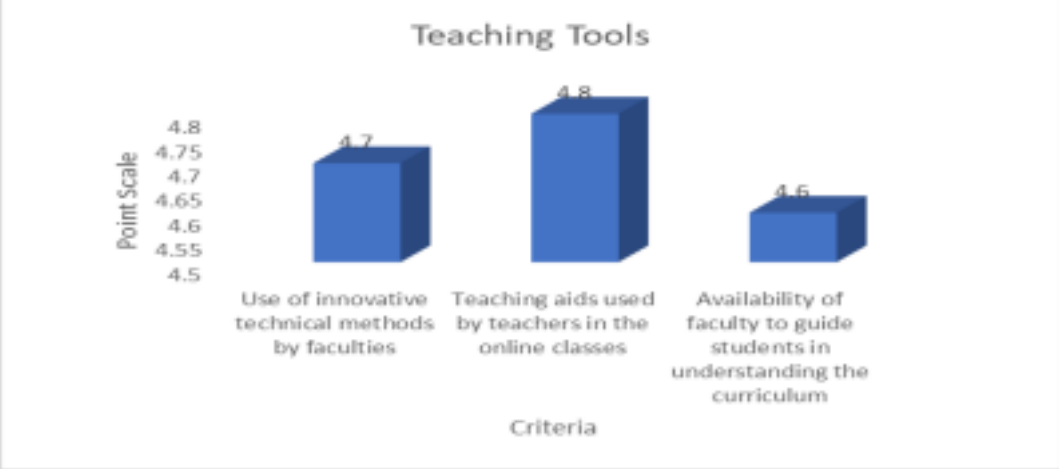
Curriculum score:

- Relevance to the industry requirements-4.7
- Adequate in terms of load on the students-4.3
- Completion of syllabus on time-4.6
- Adequate reading material suggested and provided-4.3

Teaching Tools score:

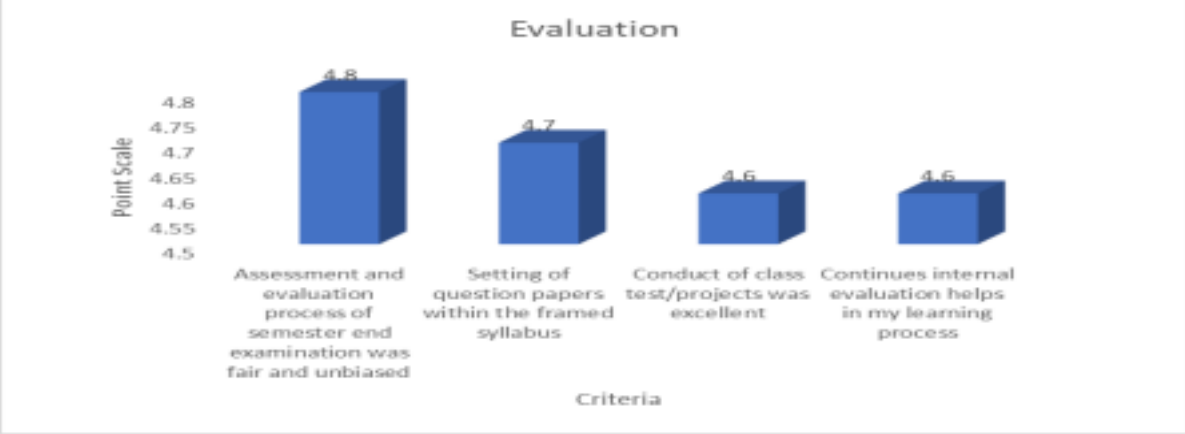
- Use of innovative technical methods by faculties-4.7
- Teaching aids used by teachers in the online classes- 4.8
- Availability of faculty to guide students in understanding the curriculum-4.6





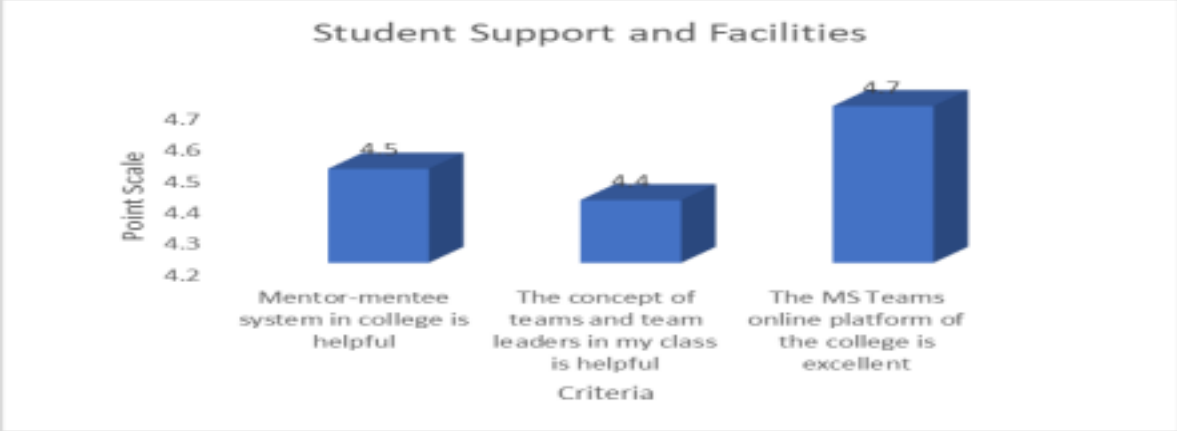
Evaluation Score

- Assessment and evaluation process of semester end examination was fair and unbiased 4.8
- Setting of question papers within the framed syllabus-4.7
- Conduct of class test/projects was excellent- 4.6
- Continues internal evaluation helps in my learning process- 4.6



Student support and facilities score

- Mentor-mentee system in college is helpful-4.5
- The concept of teams and team leaders in my class is helpful-4.4
- The MS Teams online platform of the college is excellent- 4.7



Numerical Analysis of the Feedback

Criteria	Percentage
Strongly Agree	51.25 %
Agree	43.96 %
Disagree	3.01 %
Strongly disagree	1.75 %

Conclusion:

Stakeholders feedback on courses offered is collected online by the IQAC, analyzed systematically and the consolidated report is sent to respective departments for appropriate action including curriculum designing and updation.

The feedback analysis report was submitted to appropriate authorities on 30th April, 2021

Alumni Feedback on Curriculum 2020-2021

R.A .Podar College of Commerce and Economics (Autonomous) has alumni who have excelled in all walks of life ranging from industry, academics, professional financial and legal experts, sports, music and in active Politics. The alumni have been giving feedback both formally and informally.

Importance of the feedback:

Alumni are viewed as a significant source of information by the college. Alumni input provides valuable insight into academic programs and student services. The importance of alumni input is emphasized in the strategic development policies. It also aids in improving the system's accountability.

Process:

A web-based survey was conducted to seek feedback from the alumni. Alumni rated their experience of the years spent in college.

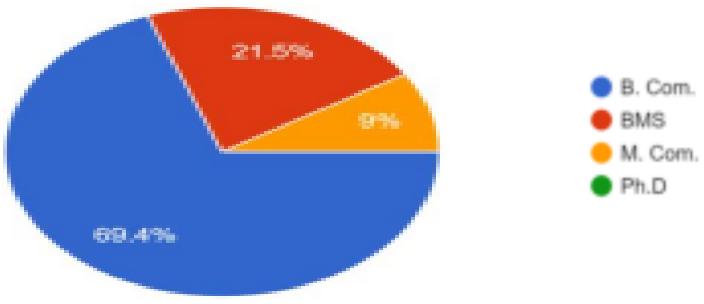
The data presentation of the alumni survey questionnaire is discussed below.

Analysis:

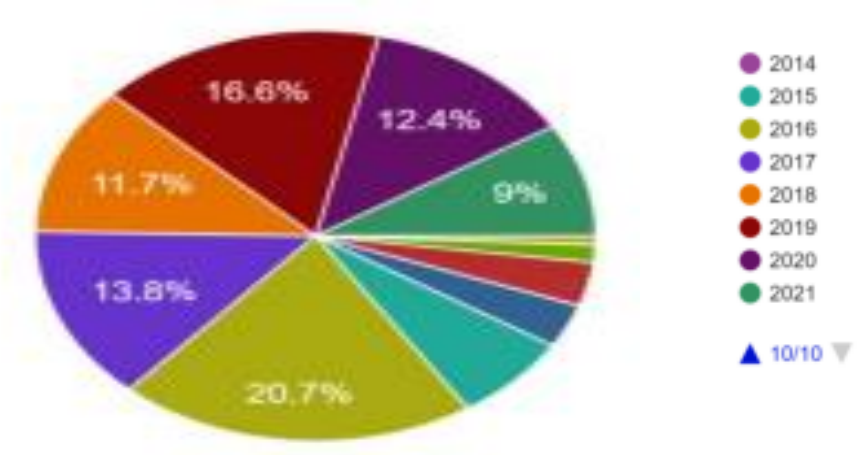
Programme studied in R. A. Podar

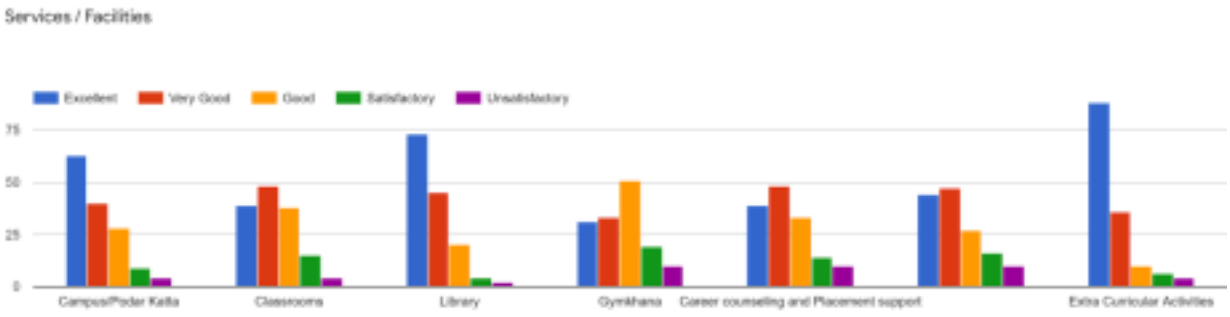
he figure on the left illustrates the total number of alumni who responded to the survey by the program that they studied in college. Most of the alumni who responded to this survey were from B. Com. (69.4%).

T



Following figures shows the year of passing:





Overall the Alumni were satisfied with their experience at R. A. Podar as a student. The four highest-rated attributes were Extracurricular activities, Library, Access to the teaching faculty, and Campus

(Podar Katta).

The Alumni provide valuable insights because they are able to illustrate the expected competencies from a “real world” perspective. This feedback is used for the overall evaluation and development of R. A. Podar College of Commerce and Economics (Autonomous).

The feedback analysis report was submitted to appropriate authorities on 30th April, 2021

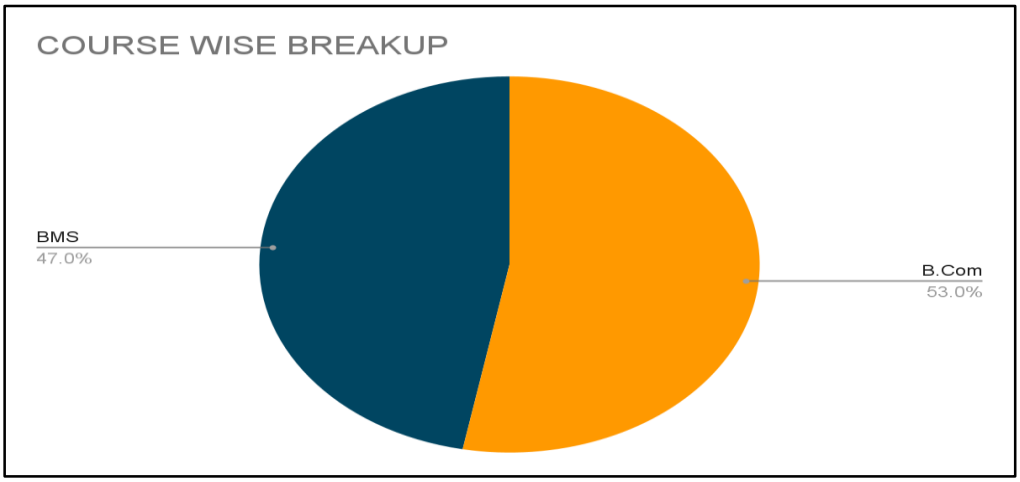
Employer's Feedback on Curriculum 2020-2021

The Placement Cell of R.A.Podar College of Commerce and Economics (Autonomous) conducted its First and Second Final Placement Weeks and Articleship Week (B.Com students) through online platforms.

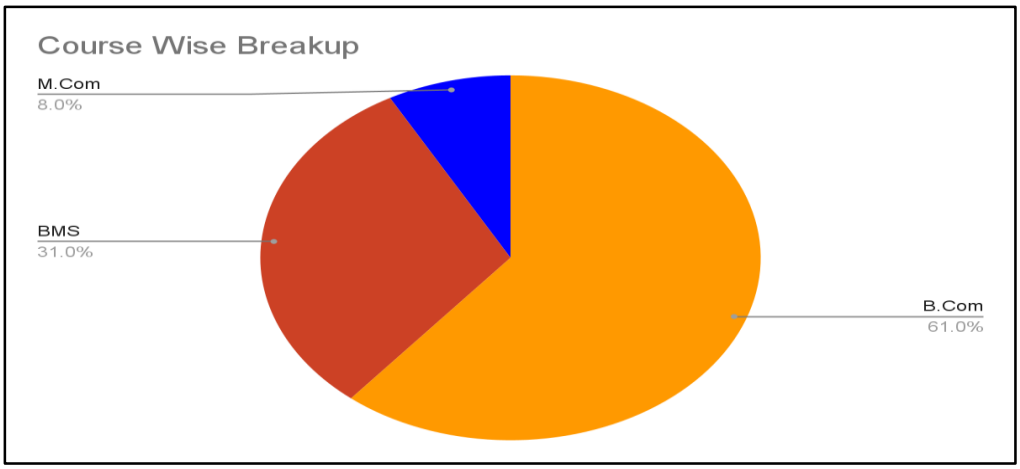
➢ **FIRST AND SECOND FINAL PLACEMENT WEEKS**

Students from B.Com, BMS and M.Com participated in the final placement process. A total of 56 students got hired through the process.

COURSE WISE BREAKUP OF STUDENTS FOR FIRST FINAL PLACEMENT WEEK



COURSE WISE BREAKUP OFSTUDENTS FOR SECOND FINAL PLACEMENT WEEK



We received feedbacks from the following companies:-

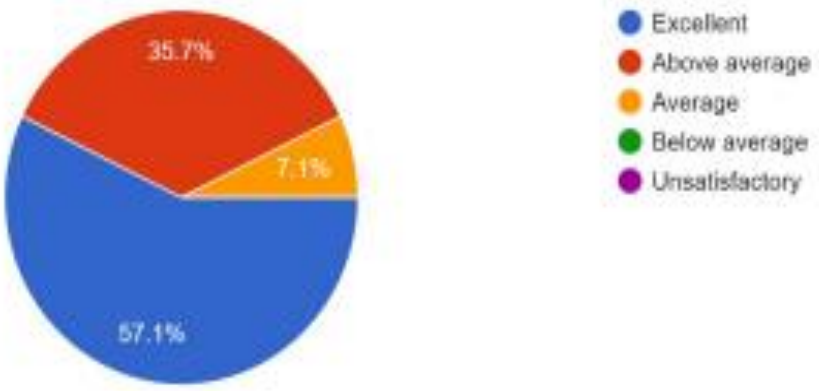
1. Hunt Partners
2. Resource Bridge,
3. Talent Corner Hr. Services Pvt. Ltd
4. Genpact ERC LLP
5. KPMG
6. Liquiloans
7. Jaro Education
8. Ahdityaa Ccorporates
9. Ergode IT services Pvt Ltd
10. Interactive Brokers
11. Great Manager Institute
12. ICICI Lombard GIC Ltd.
13. Edwisor.

They were quite happy with the punctuality, professionalism, etiquettes of the students and rated them between excellent and above average.

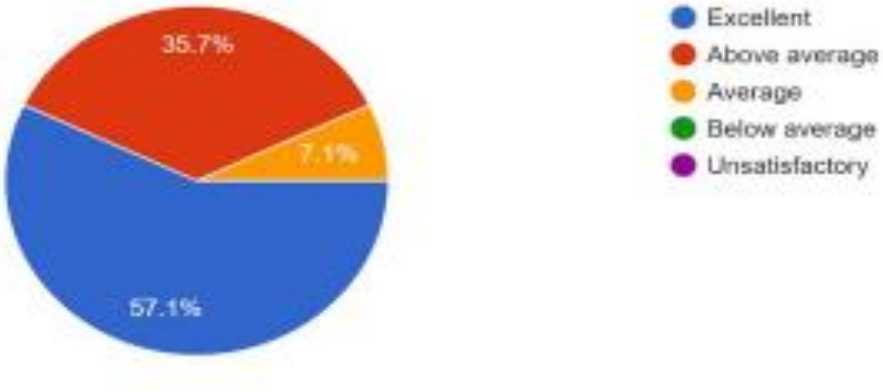
Their experience with the cell and the POC's exceeded their expectations and they didn't have any issues in particular with the cell. As far as the interview months are concerned the companies prefer the months between October to February to conduct the placement interview process.

Following are the responses received from the companies for First and Second Final Placement Weeks:-

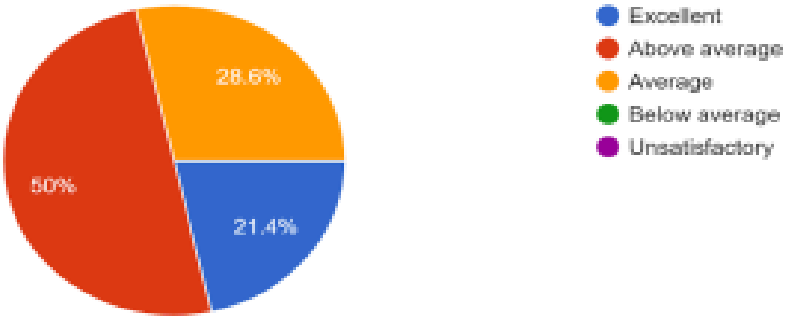
Overall Placement Process:



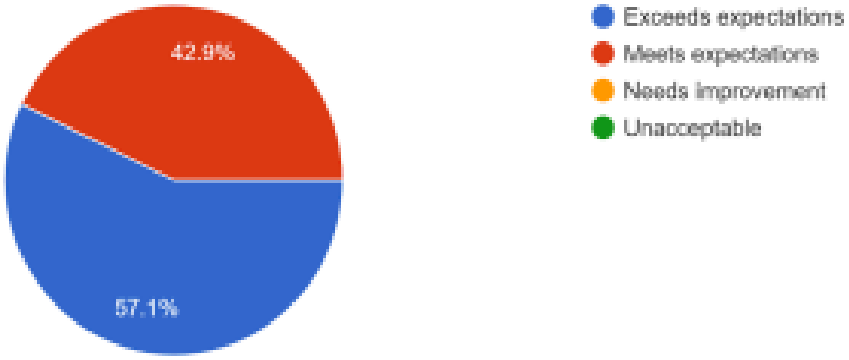
Students Etiquettes during the process:



Overall preparedness of the students:



Experience with R.A.Podar Placement Cell:



The companies gave a few suggestions that the students should keep in mind before their interviews in future. They are:-

- To gain more practical knowledge and implementation
- To be thorough with the JD and the company profile
- Having more clarity on their expectations
- Being confident while giving the interview
- Following a formal dress - code along with a very professional code of conduct throughout the placement - drive process

➢ **ARTICLESHIP WEEK**

The cell conducted the Articleship Week for B.Com students from 23rd January 2021 onwards. A total of 52 students got selected.

We received feedbacks from the following companies

1. B S R
2. Singhi & Co
3. PwC
4. BD

The following suggestions were given by the companies:-

- Practical understanding of tools like Excel, PowerPoint, effective writing and communication
- Thorough research about the company.
- Identifying whether their professional aspiration matches with the company's objectives.
- Focusing more on softer aspects and staying updated with current affairs.

After analyzing the feedback received from the companies we can come to the conclusion that even though there is room for improvement the companies are very pleased with the Placement cell and are looking forward to working with cell and hiring students from our college in future.

The feedback analysis report was submitted to appropriate authorities on 30th April, 2021

Teachers Feedback on Curriculum 2020-2023

1. Introduction:

The evaluation of teachers' feedback on the curriculum for the academic year 2020-2021 covered a range of critical aspects, including curriculum relevance, timely updates, teachers' involvement in design and development, openness to innovative teaching methods, accessibility of library resources, curriculum content, student placement, and employability. The ensuing report outlines the feedback received, actions taken in response, and the subsequent impact on the curriculum.

2. Summary of Feedback:

Upon meticulous analysis, it was observed that a significant majority of faculty members acknowledged the regular updates to the curriculum with a learner-centric approach (82.35%). Teachers also expressed a high level of satisfaction (82.35%) regarding the freedom they enjoy in contributing ideas to curriculum design and development. The role of the Board of Studies (BOS) received commendation, with 88.24% strongly agreeing on the relevance of the courses. Furthermore, an overwhelming majority (88.24%) acknowledged the incorporation of interdisciplinary and multidisciplinary approaches in the curriculum. However, there were notable concerns regarding the inclusion of modules on community engagement, environmental education, and value-based education, infrastructure adequacy, and knowledge exchange programs, indicating areas for improvement.

3. Numerical Data:

Curriculum Upgradation: 14 out of 17 faculties agreed (82.35%).
Teachers' Freedom in Curriculum Design and Development: 82.35% strongly agreed.
Role of Board of Studies (BOS): 88.24% strongly agree on relevance, and 82.35% strongly agree on the helpfulness of alumni/industry representation.
Interdisciplinary and Multidisciplinary Approaches: 88.24% strongly agreed.

Courses on Community Engagement, Environmental Education, and Value-Based Education: 70.59% strongly agree, 17.65% neutral, and 11.76% strongly disagree.
Infrastructure Adequacy: 70.59% strongly agree, 23% agree, and 5.88% neutral.
Knowledge Exchange Programs: 70.59% strongly agree, 23.53% agree, and 5.88% neutral.
Availability of Reference Materials in the Library: 15 out of 17 faculties strongly agreed.
Freedom in Adopting New Techniques/Strategies: 15 out of 17 faculties strongly agreed.

4. Conclusion:

In conclusion, the comprehensive analysis of teachers' feedback led to targeted actions aimed at addressing identified concerns and enhancing the curriculum's alignment with the expectations of students, parents, and employers. The systematic approach undertaken has not only validated the positive aspects recognized by faculty but has also laid the groundwork for continuous improvement. The commitment to ongoing collaboration, openness to innovation, and responsiveness to teacher feedback reflects our dedication to providing a curriculum that meets the evolving needs of education and the broader community.

The feedback analysis report was submitted to appropriate authorities on 30th April, 2021

Analysis of Student, Alumni, Employer and Teacher feedback- 2019-2020

Students Feedback on Curriculum 2019-2020

Introduction:

R A Podar College of Commerce and Economics (Autonomous) is known for its long history, student's achievement and indelible footprints in the educational domain. In any institute, Students constitute the most important stakeholders around whom an educational institution is built and developed. It becomes the sole responsibility of the institution to strive to meet its students' needs and to accommodate their expectations as best as it can. R A Podar College of Commerce and Economics (Autonomous), Mumbai with its Vision, 'Samaani va aakooti samaanaa hridayaani vaha' (one in mind and one in heart) and has always been working on its mission 'Nahi gnyaanen sadrasham pavitramiha vidyate' (There is nothing in this universe as pure as knowledge) to disseminate knowledge on larger scale and has consistently done so over its 80 years history. It is very important to state that the 'vision' and 'mission' as stated by our founder members still resonates in our campus, echoing its relevance and importance.

During this year of Podar's autonomy, Student's feedback mechanism has been effectively implemented so as to benefit the Podar student's community. From the year of Autonomy 2019 to 2020, feedback was sought from undergraduate students on the quality of their learning experiences in college, and their expectation thereof.

Mechanism for Feedback:

1) A Google form was created with questions pertaining to the different aspects to be assessed.
2) The weblink to the feedback questionnaire was provided to the students with request to complete the form within the stipulated time.
3) The weblink was enable and kept active for a month from date of activation.
4) Feedback collected was analyzed for quality improvement measures.

Aspect of questionnaire:

The Feedback questionnaire comprised of following specific areas:

- ❖ Course details
- ❖ Admission Process
- ❖ Curriculum and Syllabus
- ❖ Evaluation Pattern
- ❖ Student-Teacher relationship
- ❖ Relevance of the course
- ❖ Credit Courses

Summary of the results

A total of 215 students responded to the questionnaire. The overall response was very positive. The results of the student's feedback on three years of autonomy have been consolidated right here. The feedback was solicited pertaining to Curriculum, Teaching methodology, Teacher-students engagement, Assessment and Evolution and Students overall satisfaction in college. The results of feedback analysis are as follows:

I. Curriculum and Syllabus:

It is found from the report that average 88 % students have positive feedback on the curriculum and syllabus in terms of comprehension, relevance, skill orientation and its completion on time. Most of the students have responded that syllabus is very comprehensive and very relevant to industry and societal needs.

II. Teachers Engagement and teaching Methodology:

In an autonomous institute, teacher-students engagement performs very crucial role in the success of an institute. In podar college, faculties are so approachable and have been very keen towards experimenting innovative teaching methodology. Overall 82.78 % students have positive feedback on teacher's engagement and teaching aids and the use of new methodology in teaching.

III. Assessment and Evaluation:

Assessment and Evaluation systems have enhanced the performance of both the teachers and students of Podar college. More than 88.83 % students have found that evaluation process is fair and unbiased.

IV. Student Satisfaction:

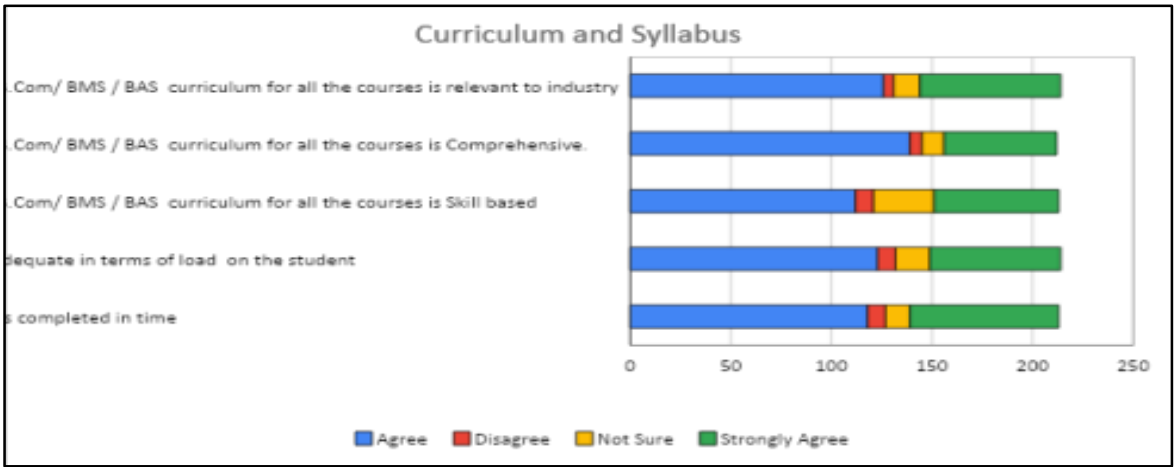
Students are the important stakeholders of any educational institute. Student satisfaction is the core part of outcome-based education. More than 83% students are satisfied with the Digital Payment systems, Mentor-Mentee engagement and participation in extra and co-curricular activities. 75.81% students are of the opinion that the counselling services offered by college are beneficial and much-required.

V. Skilled-based education:

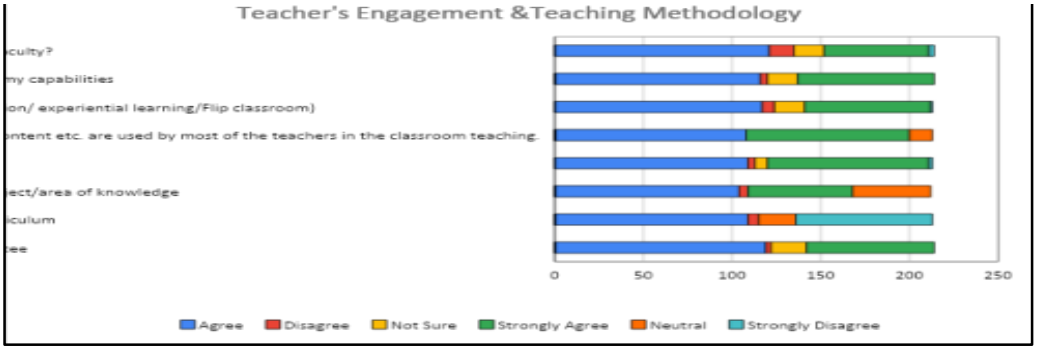
Overall 92.09% students have responded that they have learned new skill under credit courses and 87.44% students have found the mandatory value education courses are beneficial.

Graphical presentation of the feedback

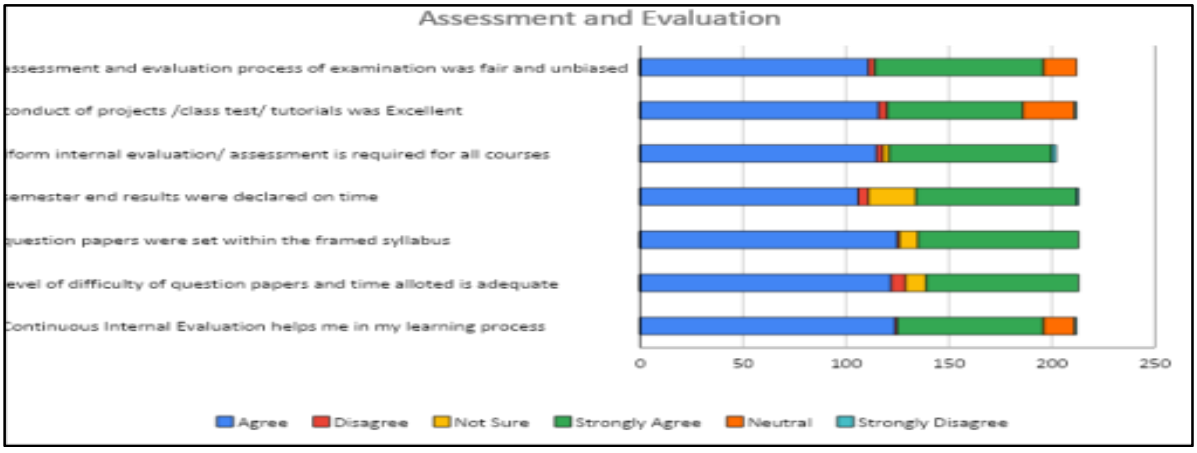
I. Curriculum and Syllabus:



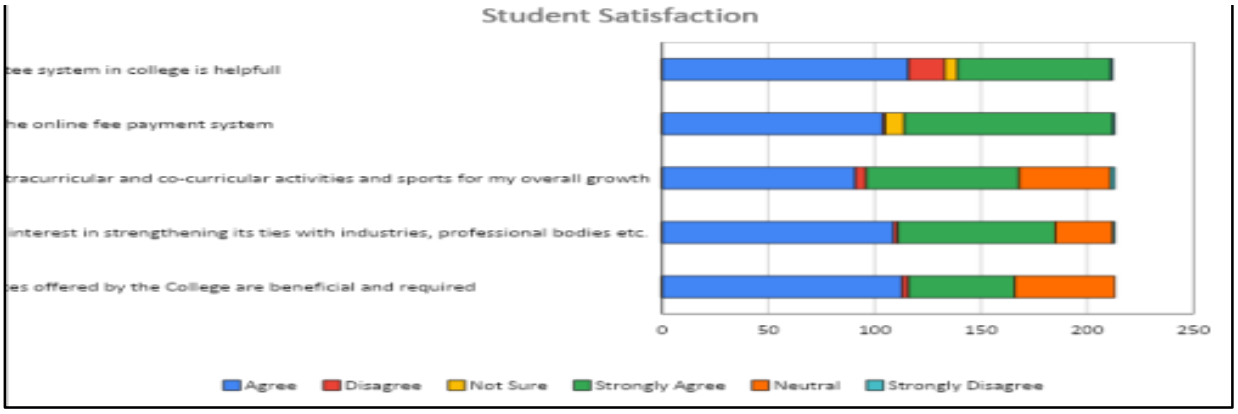
II. Teachers Engagement and teaching Methodology:



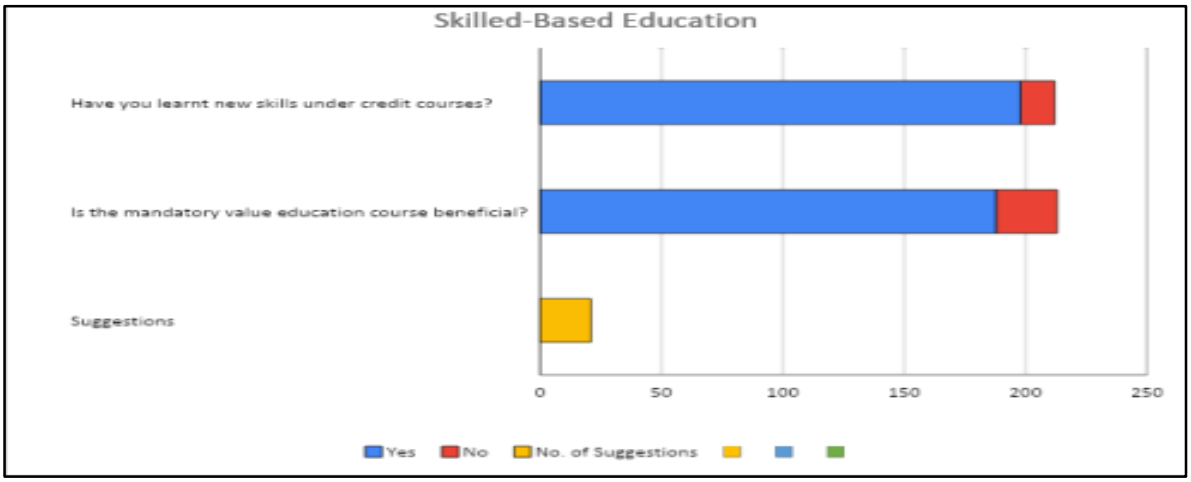
III. Assessment and Evaluation:



IV. Student Satisfaction:



Skilled-Based education:



The feedback analysis report was submitted to appropriate authorities on 30th April, 2020

Alumni Feedback on Curriculum 2019-2020

1. Introduction:

R. A. Podar College of Commerce and Economics takes pride in its distinguished alumni who have made remarkable contributions across various fields. The college values the feedback received from its alumni, considering them as a crucial source of information for continuous improvement. This report presents a summary of the feedback received from alumni regarding different aspects of the college, focusing on syllabus content, alignment with industry requirements, relevance of reference materials, infrastructure, and library resources.

2. Gist of the Feedback:

Alumni feedback provides a comprehensive evaluation across diverse facets encompassing both the academic and infrastructural realms of the college. The alumni express their insights on crucial aspects, investigating the efficacy of the academic curriculum in terms of the quality of its content. Additionally, they assess the alignment of the syllabus with the dynamic requirements of the industry, ensuring that students are equipped with relevant and up-to-date knowledge.

Moreover, alumni feedback delves into the perceived relevance of reference materials prescribed for the courses. This evaluation seeks to understand the extent to which these materials contribute to the enhancement of the learning experience. Simultaneously, alumni provide valuable perspectives on the adequacy of the college's infrastructure, critically examining its capacity to support effective curriculum implementation. This includes considerations for facilities, technology, and overall conducive environments for learning.

In essence, the alumni feedback captures a nuanced and multi-dimensional evaluation of the academic and infrastructural facets of the college, shedding light on specific areas that may warrant attention and improvement. This comprehensive assessment is instrumental in guiding the college's continuous efforts to enhance the overall educational experience for its students.

3. Statistical Data:

a. Quality of Content in the Syllabus:
- Agree: 19.05%
- Strongly Agree: 80.95%

b. Alignment with Industry Requirements:
- Agree: 10.00%
- Strongly Agree: 90.00%

c. Relevance of Reference Materials:
- Agree: 30.00%
- Neutral: 20.00%
- Strongly Agree: 50.00%

d. Adequacy of Infrastructure:
- Agree: 30.00%
- Strongly Agree: 70.00%

e. Availability of Library Resources:
- Agree: 10.00%
- Strongly Agree: 90.00%

4. Conclusion:

The feedback from alumni indicates a strong vote of confidence in the quality of content in the syllabus, with a significant majority strongly agreeing. Similarly, a substantial proportion of alumni strongly agrees that the current syllabus aligns with industry requirements. However, there is room for improvement, especially in areas such as the relevance of reference materials, where a portion of alumni expressed a neutral stance.

The positive response regarding the adequacy of infrastructure for curriculum implementation is noteworthy, suggesting that the college has made strides in providing a conducive learning environment. Nevertheless, the feedback also highlights an opportunity for enhancement in ensuring that the books and journals listed in the syllabus are readily available in the library.

In conclusion, the feedback from alumni serves as a valuable tool for the college's strategic development policies, emphasizing the importance of continuous improvement in academic programs and student services. The college can use this feedback to further enhance its curriculum, bridge any existing gaps, and maintain its commitment to academic excellence and relevance to industry needs.

The feedback analysis report was submitted to appropriate authorities on 30th April, 2020

Employers Feedback on Curriculum 2019-2020

1. Introduction:

The following report summarizes the feedback received from employers regarding the college's performance during the 2019-2020 academic year. The feedback covers various aspects, including the overall placement process, student punctuality, etiquettes, employers' overall experience, coordination with the Placement Cell, and the professionalism of student resumes.

2. Summary of Feedback:

Employers provided valuable insights into different areas, reflecting a mix of positive feedback and areas for improvement. The overall placement process received praise, but employers emphasized the need for better alignment with industry requirements. Student punctuality and etiquettes were acknowledged, with room for enhancement. Employers' overall experience was predominantly positive, but there were notable suggestions for continuous improvement. Coordination with the Placement Cell received high praise, exceeding expectations. Lastly, the professionalism of student resumes was recognized positively, albeit with identified areas for improvement.

3. Numerical Data:

Overall Placement Process:

Above Average: 60.00%
Excellent: 40.00%
Action Taken: Curriculum updates aligned with NEP 2020 to meet industry needs.
Student's Punctuality:

Above Average: 50.00%
Excellent: 50.00%
Action Taken: Punctuality-focused initiatives introduced to enhance time management.
Student's Etiquettes:

Above Average: 50.00%
Excellent: 50.00%
Action Taken: Ethical and professional behavior modules added to the curriculum.
Employers' Overall Experience:

Met Expectations: 90.00%
Exceeded Expectations: 10.00%
Action Taken: Active feedback-seeking to ensure continuous improvement.

Coordination with POC:

Exceeds Expectations: 90.00%
Meets Expectations: 10.00%
Action Taken: Close collaboration with employers, addressing specific requirements.
Professionalism of Student's Resumes:

Above Average: 80.00%
Excellent: 20.00%
Action Taken: Introduction of a curriculum module on resume building.

4. Conclusion:

In conclusion, the feedback from employers highlights commendable aspects of the college's performance while identifying areas for enhancement. The proactive measures taken, such as curriculum updates, introduction of modules, and continuous feedback-seeking, demonstrate the institution's commitment to providing a high-quality education that aligns with industry expectations. Moving forward, addressing the identified areas for improvement will further strengthen the college's reputation and better prepare students for the professional world.

The feedback analysis report was submitted to appropriate authorities on 30th April, 2020

Teachers' Feedback on Curriculum - 2019-2020

1. Introduction:

The feedback from teachers on the curriculum for the academic year 2019-2020 was subjected to a comprehensive analysis covering various dimensions such as relevance, teacher involvement, innovation, resource accessibility, content, student placement, and employability. The objective was to enhance the curriculum's alignment with the needs and perspectives of learners, and the subsequent actions taken are summarized in this report.

2. Summary of Feedback:

The feedback received from teachers provided valuable insights into various aspects of the curriculum. The following highlights the key findings from each concern area:

2.1 Curriculum Upgradation:

14 out of 16 faculties acknowledged regular updates with a learner-centric approach.

Action Taken: Commitment to ongoing curriculum updates aligned with learner needs.

2.2 Teachers' Freedom in Curriculum Design and Development:

81.25% of teachers strongly agreed on having the freedom to contribute to curriculum design.

Action Taken: Encouragement and support for active teacher participation in design and development.

2.3 Board of Studies (BOS) & Alumni/Industry Representation:

Positive responses on the relevance ensured by BOS and the value of alumni/industry representation.

Action Taken: Strengthening the role of BOS and enhancing collaboration for curriculum improvement.

2.4 Interdisciplinary and Multidisciplinary Approaches:

75.00% of teachers strongly agreed that such approaches are reflected in the curriculum.

Action Taken: Continued promotion and integration of interdisciplinary perspectives.

2.5 Courses on Community Engagement, Environmental Education, and Value-Based Education:

Varied responses, prompting a review and enhancement of courses to better align with feedback.

Action Taken: Revision of courses to align with community engagement, environmental education, and value-based principles.

2.6 Adequacy of Infrastructure for Curriculum Implementation:

81.25% strongly agreed on the adequacy of infrastructure.
Action Taken: Ongoing commitment to ensure infrastructure supports effective curriculum implementation.

2.7 Knowledge Exchange Programs for New Syllabus Introduction:
Positive responses on the effectiveness of knowledge exchange programs.
Action Taken: Commitment to organize more programs for faculty readiness in new syllabus implementation.

2.8 Availability of Reference Materials in the Library:

14 out of 16 faculties strongly agreed on the availability of reference materials.
Action Taken: Confirmation and update of library resources to ensure easy access.

2.9 Freedom in Adopting New Techniques/Strategies:

14 out of 16 teachers strongly agreed on the freedom to adopt innovative techniques.
Action Taken: Continued fostering of an environment supporting faculty in adopting innovative teaching strategies.

3. Numerical Data:

Curriculum Upgradation: 14/16 faculties, 2/16 teachers.

Teachers' Freedom: 81.25%.

BOS & Alumni/Industry: 87.50% and 68.75%.

Interdisciplinary Approaches: 75.00%.

Courses Alignment: 62.50% strongly agree, 18.75% neutral, 6.25% agree, 12.50% strongly disagree.

Infrastructure Adequacy: 81.25%.

Knowledge Exchange Programs: 75.00% strongly agree.

Library Reference Materials: 14/16 faculties.

Freedom in Techniques: 14/16 teachers.

4. Conclusion:
The meticulous scrutiny of teacher feedback resulted in targeted actions, improving the curriculum's alignment with the expectations of students, parents, and employers. This

iterative process of analysis and action demonstrates a commitment to continuous enhancement and responsiveness to the evolving needs of various stakeholders. The implementation of measures aims to ensure that the curriculum remains a dynamic and effective tool for fostering learning and preparing students for future challenges.

The feedback analysis report was submitted to appropriate authorities on 30th April, 2020

Analysis of Student, Alumni, Employer and Teacher Feedback 2018-2019

Students Feedback Curriculum 2018-2019

1. Introduction:

This report presents an analysis of the feedback received from students regarding various aspects of their academic experience during the academic years 2018-2019. The feedback primarily focuses on key areas such as the relevance and timely completion of the syllabus, teaching methods, projects/assignments, guidance/mentoring, question papers alignment, and the provision of study/reference material by faculties.

2. Summary of Feedback:

The feedback from students provides valuable insights into their perceptions of different facets of the academic environment. Notably, more than 45% strongly agreed and 55% agreed that the syllabus was relevant and completed on time,. In terms of teaching methods, 55% agreed, 40% strongly agreed, and 5% remained neutral, indicating continuous efforts to adopt student-friendly teaching methods in line with their preferences and learning styles.

Moreover, a significant 65% strongly agreed, and 25% agreed on the relevance and usefulness of projects/assignments, demonstrating a focus on real-world applications and industry needs. Guidance and mentoring for subjects received positive feedback from 55% strongly agreeing, 30% agreeing, and 15% remaining neutral. This signifies ongoing efforts to ensure students receive sufficient and timely guidance for better comprehension of subjects.

The alignment of question papers with syllabus and guidelines was well-received, with 45% strongly agreeing and 55% agreeing. Rigorous checks were implemented to maintain fairness and comprehensiveness in assessing students' knowledge. Finally, in terms of study/reference material provision, 55% strongly agreed, 40% agreed, and 5% remained neutral. Efforts were directed towards providing comprehensive study/reference material to cater to the diverse needs of students.

3. Numerical Data:

Relevance and Timely Completion of Syllabus:
Strongly Agreed: 45%
Agreed: 55%
Teaching Methods:

Strongly Agreed: 40%
Agreed: 55%
Neutral: 5%
Projects/Assignments Relevance and Usefulness:

Strongly Agreed: 65%
Agreed: 25%
Neutral: 10%
Guidance/Mentoring for the Subject:

Strongly Agreed: 55%
Agreed: 30%
Neutral: 15%
Question Papers Alignment with Syllabus and Guidelines:

Strongly Agreed: 45%
Agreed: 55%
Provision of Study/Reference Material by Faculties:

Strongly Agreed: 55%
Agreed: 40%
Neutral: 5%

4. Conclusion:
In conclusion, the feedback highlights both areas of strength and areas for improvement. The positive responses indicate successful efforts in curriculum alignment, adoption of student-friendly teaching methods, and the provision of relevant projects and assignments. Continuous efforts will be required to address the neutral responses and ensure that all aspects of the academic experience are consistently enhanced. The data provided will serve as a valuable tool for ongoing improvements in the educational delivery process.
The feedback analysis report was submitted to appropriate authorities on 30th April, 2019

Alumni Feedback on Curriculum 2018-2019

1. Introduction:

The Alumni Feedback Report serves as a valuable tool for understanding the perspectives of R.A. Podar College of Commerce and Economics graduates on various aspects of the institution. Alumni play a crucial role in shaping the college's future, providing insights into the quality of content, alignment with industry needs, relevance of reference materials, infrastructure adequacy, and library resources. This report aims to synthesize and analyze the feedback received from alumni to inform strategic development policies and enhance overall accountability.

2. Gist of the Feedback:

The feedback received from the alumni covers key areas related to the academic experience at the college. The alumni were asked to express their opinions on the quality of content in the syllabus, alignment with industry requirements, relevance of reference materials, adequacy of infrastructure, and the availability of resources in the library.

Quality of Syllabus Content:

Agree: 40.00%

Strongly Agree: 60.00%

The majority of alumni (60.00%) strongly agree with the quality of content in the syllabus, indicating a positive sentiment toward the academic curriculum.

Alignment with Industry Requirements:

Agree: 35.00%

Strongly Agree: 65.00%

A significant proportion (65.00%) of alumni strongly agrees that the current syllabus aligns with industry requirements, suggesting a positive perception of the program's relevance to real-world demands.

Relevance of Reference Materials:

Agree: 30.00%
Strongly Agree: 70.00%
A substantial majority (70.00%) strongly agrees that the reference books prescribed for the courses by respective departments are relevant, indicating satisfaction with the choice of study materials.

Adequacy of Infrastructure:

Agree: 35.00%
Neutral: 5.00%
Strongly Agree: 60.00%
A combined 95.00% of alumni either agree or strongly agree that adequate infrastructure is available in the college for curriculum implementation, with only a minimal 5.00% expressing a neutral stance.

Availability of Library Resources:

Agree: 25.00%
Strongly Agree: 75.00%
The majority (75.00%) of alumni strongly agrees that the books, journals, and other reference materials listed in the syllabus are available in the library, indicating satisfaction with the accessibility of resources.

3. Statistical Data:
The statistical data presented above illustrates the distribution of alumni responses across different categories. The percentages provide a quantitative representation of alumni sentiments, allowing for a comprehensive understanding of their perspectives on various aspects of the academic experience.

4. Conclusion:
In conclusion, the feedback from alumni reflects a positive overall sentiment towards the academic programs and services at R.A. Podar College of Commerce and Economics. The majority of alumni express satisfaction with the quality of syllabus content, alignment with industry requirements, relevance of reference materials, and the availability of resources. The constructive feedback provided by the alumni serves as a valuable resource for the college to

continue enhancing its academic offerings and ensuring that it remains aligned with the evolving needs of both students and industries. The high percentage of strong agreement in several areas highlights areas of strength and success, while the feedback can also inform areas for potential improvement in the future.

The feedback analysis report was submitted to appropriate authorities on 30th April, 2019

Employer's Feedback on Curriculum 2018-2019

1. Introduction:

This report aims to analyze and present the feedback received from employers regarding various aspects of the college's performance during the 2018-2019 academic year. The feedback covers key areas such as the overall placement process, students' punctuality and etiquettes, employers' overall experience, coordination with the Point of Contact (POC) from the Placement Cell, and the professionalism of students' resumes.

2. Summary of Feedback:

During the specified period, employers provided valuable feedback on different facets of the college's engagement with them. The overall placement process was perceived as above average by 60% and excellent by 40% of employers. This indicated a positive response, but also highlighted the need for improvements aligning the curriculum with industry requirements. Consequently, updates were made in the curriculum design and syllabi in line with the current needs.

Student punctuality and etiquettes received a balanced feedback with 50% rating it above average and 50% as excellent. To address this, initiatives focusing on punctuality and ethical behavior were introduced in the curriculum, aiming to enhance students' time management skills and etiquettes.

Employers' overall experience was largely positive, with 90% expressing that it met expectations and 10% exceeding expectations. This positive response showcased the college's commitment to continuous improvement, actively seeking feedback to ensure the placement process aligns with or exceeds employer expectations.

The coordination with the POC from the Placement Cell received overwhelmingly positive feedback, with 90% stating it exceeded expectations. The Placement Cell's close collaboration with employers ensured seamless coordination, addressing specific company requirements and contributing to a positive overall experience.

While 80% of employers rated the professionalism of students' resumes above average, there was room for improvement. Recognizing this, a curriculum module on resume building was introduced to enhance students' skills in creating professional and impactful resumes.

3. Numerical Data:

Overall Placement Process:
Above Average: 60.00%
Excellent: 40.00%
Student's Punctuality:

Above Average: 50.00%
Excellent: 50.00%
Student's Étiquettes:

Above Average: 50.00%
Excellent: 50.00%
Employers' Overall Experience:

Met Expectations: 90.00%
Exceeded Expectations: 10.00%
Coordination with POC from Placement Cell:

Exceeds Expectations: 90.00%
Meets Expectations: 10.00%
Professionalism of Student's Resumes:

Above Average: 80.00%
Excellent: 20.00%

4. Conclusion:

In conclusion, the feedback from employers provides valuable insights into the college's performance. While positive aspects were acknowledged, such as the overall positive experience and exemplary coordination with the Placement Cell, there are areas, like curriculum alignment and resume professionalism, where improvements have been initiated. The college's proactive approach in incorporating feedback and implementing necessary changes demonstrates a commitment to continuous enhancement and ensuring a more comprehensive alignment with industry expectations.

The feedback analysis report was submitted to appropriate authorities on 30th April, 2019

Teachers Feedback on Curriculum (2018-2019)

1. Introduction:

The feedback report for the academic year 2018-2019 is a comprehensive examination of teachers' feedback, encompassing various dimensions critical to the educational experience. The feedback covered aspects such as interdisciplinary approaches, curriculum content, infrastructure, and faculty autonomy. This report outlines the actions taken in response to the feedback to enhance the overall educational environment.

2. Summary of Feedback:

The feedback from teachers, collected across multiple dimensions, provided valuable insights into the strengths and areas for improvement within the institution. Notably, strong support for interdisciplinary approaches, positive responses to curriculum adjustments, and overwhelming agreement on the adequacy of infrastructure were identified. Additionally, the feedback emphasized the importance of knowledge exchange programs, well-equipped libraries, and the autonomy of faculty members in adopting innovative teaching strategies. The report highlights specific feedback percentages for each concern area, showcasing the varying levels of agreement and consensus among the faculty.

3. Numerical Data:

Interdisciplinary and Multidisciplinary Approaches:

Strongly Agree: 78.13%
Action Taken:

Curriculum updates facilitated through Board of Studies, Academic Council, and Governing Body approval.
Courses Offered and Modules:

Agree: 15.63%
Neutral: 9.38%
Strongly Agree: 71.88%
Action Taken:

Curriculum adjustments for community engagement, environmental education, and value-based education.

Infrastructure for Curriculum Implementation:
Strongly Agree: 84.38%
Action Taken:

Feedback shared with relevant authorities for ongoing support in infrastructure development.
Knowledge Exchange Programs for New Syllabus Introduction:

Agree: 18.75%
Neutral: 3.13%
Strongly Agree: 78.13%
Action Taken:

Continued emphasis on knowledge exchange programs for enhanced effectiveness.
Availability of Reference Materials in the Library:

Strongly Agree: 84.38%
Agree: 15.63%
Action Taken:

Validation of existing system and ongoing efforts to maintain a well-equipped library.
Freedom in Adopting New Techniques/Strategies:

Strongly Agree: 90%
Agree: 6.25%
Neutral: 3.13%
Action Taken:

Reinforcement of the institution's commitment to academic innovation and continuous improvement.
Benefits of Autonomy for the College:

Strongly Agree: 90%
Action Taken:

Affirmation of the institution's pursuit of academic independence.

4. Conclusion:

The systematic evaluation of teachers' feedback has led to significant positive changes in curriculum design, infrastructure development, and faculty autonomy. The institution's commitment to aligning with the expectations of students, parents, and employers is evident in the measures adopted. This structured approach has not only addressed specific concerns but has also contributed to an overall enhancement of the educational experience, ensuring better alignment with the expectations of all stakeholders. The institution remains dedicated to continuous improvement based on constructive feedback from its teaching community.

The feedback analysis report was submitted to appropriate authorities on 30th April, 2019

Shobana Vasudevan

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