

Gopikabai Sitaram Gawande College, Umarkhed

FEEDBACK ANALYSIS AND ACTION TAKEN REPORT(2021 -2022)

FEEDBACK ANALYSIS AND ACTION TAKEN REPORT(2021-2022)

INTRODUCTION

The institution collects feedback on curriculum aspects from different stakeholders such as students, faculty, and alumni. Once the feedback is analyzed and valuable suggestions given, it is put before the higher authority and after deliberation, necessary actions are executed.

Table 1: Students feedback

Structured feedback received from Students on curriculum (2021-22) for different faculties of the college are given in the table. The total number of feedbacks are 617 from faculty of Science 405 (65.6%), faculty of Arts 87 (14.1%) and faculty of Commerce 125 (20.3%).

Sr.No	Parameter	Feedback			
1	The syllabus of each subject was	Challenging	Boring	Adequate	Inadequate
		417 (67.6)	31 (5%)	145 (23.5%)	24 (3.9%)
2	Your academic ability to understand the syllabus was	More than adequate	Simply adequate	Inadequate	Unable to say
		182 (29.5%)	317 (51.5%)	42 (6.8%)	76 (12.3%)
3	Understanding level of the syllabus was	Easy	Average	Difficult	Very difficult
		162 (26.3%)	291 (47.2%)	118 (19.1%)	46 (7.6%)
4	How much of the syllabus was covered in class.	85 to 100%	70 to 85%	55 to 70%	Less than 55%
		268 (43.4%)	186 (30.1%)	86 (13.9%)	77 (12.5%)
5	What is your opinion about the library material available for the syllabus?	Excellent	Sufficient	Insufficient	Poor
		261 (42.3%)	265 (42.9%)	37 (6%)	54 (8.8%)
6	How was the availability of material for the prescribed reading?	Very Good	Good	Insufficient	Unable to say
		153 (24.8%)	378 (61.3%)	43 (7%)	43 (7%)
7	How was the role of internal assessment?	Effective	Moderate	Helpful	Unable to say
		192 (31.1%)	102 (16.5%)	299 (48.5%)	24 (3.9%)
8	What impact, according to you, will the internal assessment have on your syllabus grade?	Helps Improving	Unfavorable	Ineffective	Not at all
		457 (74.1%)	64 (10.4%)	47 (7.6%)	49 (7.9%)
9	Were your assignments discussed?	Yes fully	Yes partially	Sometimes	Not at all
		309 (50.1%)	130 (21.1%)	130 (21.1%)	48 (7.8%)

	with you?				
10	Was there any scope in syllabus for personal interaction with teachers?	Yes	To some extent	No	Can't say
		357 (57.9%)	136 (22%)	60 (10%)	62 (10%)
11	Did the syllabus encourage you for small group work ?	Yes	To some extent	No	Can't say
		359 (58.2%)	146 (23.7%)	57 (9.2%)	55 (8.9%)
12	Did you visit industries, museum, laboratories, science centres, bank and any other colleges and universities ?	Yes frequently	Sometimes	Rarely	Not at all
		116 (18.8%)	179 (29%)	109 (17.7%)	213 (34.5%)
13	Whether the syllabus covered Gender Issues, Human Values, Environmental issues ?	Yes considerably	Yes partly	Not at all	Can't say
		174 (28.2%)	177 (28.7%)	169 (27.4%)	97 (15.7%)
14	Did the syllabus have practical value ?	Yes fully	Yes partly	To some extent	Can't say
		337 (54.6%)	165 (26.7%)	66 (10.7%)	49 (7.9%)

Table 2: Students feedback and action taken report

The feedback questions are divided into following parameters and appropriate steps are taken as described below.

Sr. No.	FEEDBACK	ACTION TAKEN
1	Interdisciplinary nature of syllabus	For some courses study tours, field visits, group activities, projects are assigned. It was decided that more number of participatory activities be arranged after the college opens for the effective coverage of syllabus.
2	Library usage for study of syllabus	Orientation of first year students on use of books and reading hall is done by the librarian.
3	About the nature of syllabus	The teachers were guided to communicate with the BoS of the university about the applicability and nature of syllabus.

4	Internal assessment	Most of the students found satisfied with internal assessment.
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Table 3: Teachers feedback

Structured feedback received from Teachers on curriculum (2021-22) for different faculties of the college are given in the table. The total number of feedback are 25.

Sr. No.	Name of Teacher	Feedback				
		Topics that can be added in the syllabus	The topics that can be deleted from the syllabus	The topics that required modification	New Paper/ courses Suggested	Any other Suggestion
1	Dr Prashant Y Anasane	NIL	NIL	NIL	Agriculture biotechnology	NIL
2	Dr. Navin Dattatraya Jambhekar	Computer fundamental and C language	NIL	Computer fundamental	Advanced computer fundamental	NIL
3	Abhay Subhash Joshi	1. B. A. 1 Compulsory Marathi 2. B. A. 1 Marathi Literature 3. B. A. 3 Compulsory Marathi 4. B. A. 3 Marathi Literature 5. M. A. 2 Bhashavidnyan	NIL	NIL	NIL	NIL
4	Mr. Kishor Sonba Navsagare	Computer Basic programming Language	Basic computer Theroy	Operating System Windows old Version	Verious Types Accounting Software	NIL
5	Dhanraj Vishramji Tayade	Invertebrate zoology. Hydra	Invertebrate zoology Sea anemone	Invertebrate zoology. Leech	Prescribe the paper of Cytology for 3rd semester.	NIL
6	K.D. Bompilwar	1. A section on phonetics should be added for practising pronunciation. 2. In english literature syllabus, two papers should be there for each year	1. Instead of conventional grammar, modern english grammar should be added.	Prose section should be modified keeping in view the scope of vocabulary and semantic aspects.	There should be a separate paper on communication skills and functional english.	The syllabus should be changed frequently keeping in view the changing needs of students.

		dealing different forms of literature.				
7	Sandeep Manohar Chede	In B.Sc.-1 there will be both Nonchordata and Chordata in detail in two respective semesters. The developmental biology should be keep in winter semester because in this period there is availability of many animal developmental stages. Topics of molecular biology should be keep in B.Sc.2 and 3rd year as the students can gain this properly.	Topics related to some Nonchordates should be deleted as they are not found in our geographical area.	Topics related to the environment should be modified to motivate the students for conservation of environment.	Skill based courses which can provide the skill for students to earn money.	NIL
8	Dr. Shital V. Surve	NIL	Unit I DNA the genetic material	Unit I DNA The genetic material should be add in Paper IV of B. Sc. II after Unit II cell biology	NIL	Syllabus of B. Sc. III is very vast for students and for teaching also
9	Mr. Madhav Maroti Kalyankar	chordates - Identification of poisonous and Non-Poisonous Snakes	NIL	NIL	NIL	NIL
10	Dr Praful D Shirbhate	NIL	NIL	NIL	NIL	NIL
11	S R Vadrabade	Thermal properties of solids should be part of	Defects Dislocation in solids should be	Superconductivity and Nanoparticle should be	NIL	NIL

		course	removed.	extended.		
12	Dr. Dinesh Kisanrao Dabhadkar	B. Sc- I. Trasport across cell membrane	B.Sc- II Mutation	B.Sc- III Environment Monitoring	NIL	NIL
13	Dr. P. D. Jadhav	Co-operative Banks	Finance Market - because repeat same syllabus in II Sem	NIL	NIL	NIL
14	Dr.P.D.Wanjare	NIL	Paper I Pteridophytes	Paper I Bryophyte have two units	New Paper Bioinformatics	NIL
15	Dr. Pravin Gopalrao Sarpate	NIL	NIL	NIL	NIL	NIL
16	Dr.Suresh Pratapsing Rathod	Syllabus is satisfactory	B.Sc.III Eectonic spectra	NIL	Bifurcation of paper	There should be separate paper.
17	Dr. T. M. Bhagat	Detail applied study of IR and NMR Spectroscopy in sem VI	Eliminate U.V. and mass spectroscopy in Sem VI	Study IR and NMR Spectroscopy only applied to organic chemistry. Eliminate physical and therotical part of Sem VI	NIL	Proper reference books according to syllabus.
18	A. P Mitake	NIL	NIL	NIL	NIL	NIL
19	Dr. K. S. Sontakke	i. SEM-II–Nil ii. SEM-IV- Nil iii. SEM- VI Nil	i. SEM-II - Nil ii. SEM- IV - Nil iii. SEM- VI- Nil	NIL	NIL	All B.Sc. Botany syllabus needs to restructured.
20	Waghmare Shankar Bhagwanrao	NIL	NIL	NIL	NIL	NIL
21	Mr. S. S. Pachkudke	B.com I- Conversation B.com. II- Clauses and Types of Sentences	NIL	NIL	Functional English and Suplimentary English	NIL

		B.Com.III- poems- Upagupta by Rabindranath Tagore and Road Not Taken by Robert Frost				
22	Dr. V. R. Jiwatode	Satisfactory	NIL	Novel should be added in B. A. II.	Nil	NIL
23	Dr. V. S. Ingle	B. A. I - No B.A. II - NO B. A. III - No	B. A. I - No B.A. II - NO B. A. III - No	B. A. I - No B.A. II - NO B. A. III - No	B. A. I - No B.A. II - NO B. A. III – No	NIL
24	Dr. K. B. Shirse	B. A. 1 - No B. A. 2 -No B. A. 3 -No	B. A. 1 - No B. A. 2 -No B. A. 3 -No	B. A. 1 - No B. A. 2 -No B. A. 3 -No	B. A. 1 - No B. A. 2 -No B. A. 3 -No	NIL
25	Dr. Usha Namdeorao Patil	1. B.A. II Sem III 1. Theories of business Cycle: Hicks, Kaldor & Samuelson 2. Public Finance & Financial institutions 2. B.A II Sem IV 1.Advance Banking 2. International Economics	NIL	B.A I Sem II (Economy of Maharashtra: 1. Drought Management in Maharashtra. 2. FDI in Maharashtra, Maharashtra in comparison with rest of India. B.A. Sem III Functions of Money: Base Money- high power money, quantity theory of money- Money Multiplier. B.A. III Sem V(Agriculture: 1. Agricultural Administration & Rural Economy 2. White Revolution	B.A. III 1. Food and Nutrition 2. Tribal Development 3. Growth Development	Vocational Education: As a tool of HR Developme nt vocational or Technical education present status, system and training in India particularly in Maharashtr a.

Table 4: Teachers feedback and action taken report

Based on the teacher's feedback, appropriate action is taken as notified in the following table.

Sr. No.	Feedback/Suggestions	ACTION TAKEN
1	The syllabus of subject English at graduation level needs to be updated.	The teacher communicated to the B.o.S. in response to the letter of the university about curriculum updation.
2	The syllabus subject Botany at B.Sc.level updated after every 5 years.	The teachers were suggested to involve in decision making process of the University.
3	Production Factors: Theories are applicable at least wages, Interest and Profit. Can be added to Economics Syllabus	It was suggested that the teacher can communicate with the B.o S. about curriculum upgradation.
4	Authorities arranged camp for design syllabus of Botany	
5	The B.Sc. Botany Syllabus should be revised and rearranged according to need.	The authority suggested to involve in decision making process of the university.

Table 5: Alumni feedback

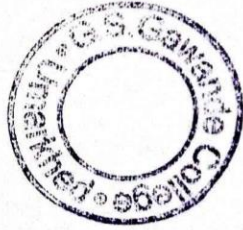
Structured feedback received from Alumni on curriculum and facilities (2021-22) for different faculties of the college are given in the table. The total number of feedback are 89.

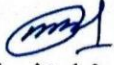
Sr. No.	Parameter	Feedback				
		Strongly disagree	Disagree	Neutral	Agree	Strongly Agree
1	The Syllabus studied was helpful and relevant to begin professional life.	20 (22.5%)	10 (11.2%)	22 (24.7%)	13 (14.6%)	24 (27%)
2	The university has revised and updated the syllabus at reasonable intervals.	16 (18%)	15 (16.9%)	18 (20.2%)	17 (19.1%)	23 (25.8%)
3	The syllabus taught has the real life and practical value?	15 (16.9%)	11 (12.4%)	16 (18%)	23 (25.8%)	24 (27%)
4	Aims and objectives of the syllabus were coordinated with the content of the syllabus.	16 (18%)	14 (15.7%)	18 (20.2%)	28 (31.5%)	13 (14.6%)
5	The availability of study material of the curriculum was satisfying.	16 (18%)	10 (11.2%)	18 (20.2%)	16 (18%)	29 (32.6%)
6	The syllabus inculcated the values, ethics and morals among students along with subject knowledge.	16 (18%)	16 (18%)	11 (12.4%)	25 (28.1%)	21 (23.6%)
7	The syllabus had the capacity to create motivation among students to pursue further study in the subject	16 (18%)	11 (12.4%)	11 (12.4%)	17 (19.1%)	34 (38.2%)
8	The delivery of course content was in tune with the objectives of the syllabus.	13 (14.6%)	14 (15.7%)	22 (24.7%)	20 (22.5%)	20 (22.5%)
9	The syllabus was designed to impart skills and research aptitude among students	19 (21.3%)	13 (14.6%)	20 (22.5%)	12 (13.5%)	25 (28.1%)
10	The course curriculum raised critical thinking among students.	20 (22.5%)	10 (11.2%)	20 (22.5%)	18 (20.2%)	21 (23.6%)

Table 6: Alumni feedback and action taken report

Based on the Alumni feedback, appropriate action is taken as notified in the following table.

Sr. No.	Feedback/Suggestions	ACTION TAKEN
1	Improve placement Quality of the college	The placement cell is established and it is functional
2	Office staff should clear the problems of students	Office staff directed to do the needful to solve the problems of students
3	Improvement of communication skills and personality development of the students	Department of English directed to organize workshops for soft skill development.




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