



GOVERNMENT OF MAHARASHTRA'S
GOVERNMENT COLLEGE OF ARTS AND SCIENCE, AURANGABAD



Stakeholders Feedback Analysis Report

2020-21

Submitted By

Students' Feedback Committee

To

Internal Quality Assurance Cell

STAKEHOLDER'S FEEDBACK COMMITTEE 2020-21

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INTRODUCTION:

Government of Maharashtra's Government College of Arts and Science (Established in 1923) located in Aurangabad, Maharashtra, India. It is the oldest educational institute of the Marathwada region and is affiliated to the Dr. Babasaheb Ambedkar Marathwada University, Aurangabad. The college offers two programmes namely, Arts: at both Under-Graduate and Postgraduate level, and Science at Under-Graduation level only. In the Arts program at Under-graduation level 5 courses in languages viz. Marathi, Hindi, Sanskrit, Urdu, and English, 8 courses in humanities viz. History, Geography, Political Science and Public Administration, Psychology, Sociology, economics, Home Science, and Music, of these, 3 courses viz. Geography, Home Science, and Music offered at postgraduate level also. In Science at under-graduation level 9 course viz. Physics, Chemistry, Polymer Chemistry, Mathematics, Botany, Zoology, Microbiology, Statistics and Computer Science are being offered.

Students, Teachers, Parents of the students, and employers of the teachers and alumni of the institute are important stakeholders of any academic organization. Presently, over 700 students are studying in the college. Students are the most important stakeholder of the academic institution. Students' feedback on various aspects of their relevance such as Teachers and Teaching-Learning process, number of courses being offered and flexibility in the choices, quality and utility of the curriculum therefor and its delivery to the students, monitoring of the students' progress through internal and external evaluation, and various student support services and infrastructure etc., is crucial to know the areas that either lack in qualities or with scope for further improvement in order to achieve academic excellence. To serve this very purpose, an Internal Quality Assurance Cell (IQAC) through the Students' Feedback Committee continuously monitors these aspects by getting fearless and explicit feedback from students. Students' Feedback Committee 2021 happy to present the students feedback for the academic year 2020-21.

STANDARD OPERATING PROCEDURE (SOP) FOR FEEDBACK COLLECTION AND ANALYSIS

Feedback process in general, relay through following major steps:

1. **Step 1:** Development of Questionnaire (s)
2. **Step-2:** Circulation of the Questionnaire among intended respondents.
3. **Step-3:** Processing of information with appropriate statistical tools.
4. **Step-4:** Analysis of the information, its numerical/graphical representation.
5. **Steps-5:** Conclusions/Inferences.

STEP 1: DEVELOPMENT OF QUESTIONNAIRE(S)

Development of a questionnaire is the most important step in the feedback process. Right type of questions asked in proper format suffice to give required information that is suitable for statistical operations and drawing meaningful conclusions thereupon. A customized methodology have to be followed for the development of a questionnaire for feedback. For the development of questionnaires for students' feedback following measures are taken by the committee.

- In the development of various questionnaires for students' feedback, guidelines from National Assessment and Accreditation Council (NAAC), suggestions from Hon. Principal and IQAC team, Head of the Departments and faculties – especially psychology and statistics department, Librarian, office staff of college were taken into consideration.
- Suggestions by the NAAC peer team of the last NAAC cycle, ever changing expectations of the dynamic education system and its stakeholders were also taken into the consideration.
- Combining all the guidelines and suggestions, after a long discussion Students' Feedback Committee drafted three different questionnaires for students' feedback on three different aspects viz.
 1. Teacher's Evaluation by Students.
 2. Course and Department Evaluation by Students.
 3. Feedback on Overall College Infrastructure and Students' Support Services.

All the formatted questionnaires are given below with the rating style and range.

1. TEACHER'S EVALUATION BY STUDENTS

A. Qualities in Teacher as perceived by Student (on the scale of 0–4) [विद्यार्थ्यांने जाणलेली शिक्षकातील गुणवैशिष्टे]

1. Knowledge base (Cognitive Abilities and Affective Motivational characteristics). ज्ञान संपन्नता (अवलोकन क्षमता आणि प्रेरणादायी चरित्रवैशिष्टे)
2. Communication skills (Engaging articulation, and comprehensibility).[संभाषण कौशल्ये (ओघवती भाषा शैली आणि आकलन क्षमता)].
3. Ability to simplify concept with illustration through relevant examples and applications. (समर्पक उदाहरणे आणि उपयोजिता या आधारे स्पष्टीकरण देऊन संकल्पना सोप्या करण्याची हातोटी)
4. Ability to integrate subject knowledge with environmental, economic, social, and other cutting edge issues, to provide a wider outlook to the students. (पर्यावरण संबंधी, आर्थिक, सामाजिक आणि नव-आव्हाने यांची विषय ज्ञानाशी सांगड घालून विद्यार्थ्यांची दृष्टीकोन कक्षा वृंदावण्याची शिक्षकाची क्षमता).
5. Punctuality and Regularity in taking classes. (वक्तृशीरपणा आणि नियमितपणा)
6. Commitment towards preparedness and interest in conducting classes. (शिक्षकाची शिकवण्यापूर्वी विषयाची पूर्वतयारी व विषयातील रस यासंबंधी बांधिलकी)
7. Ability to use various ICT tools (K-yan, Google Classroom, etc.) to enhance efficiency of teaching, learning, evaluation process. (प्रभावी अध्यापन – अध्ययन, आणि मूल्यमापन करण्यासाठी माहिती व संदेशवहन तंत्रज्ञानाचा (K-Yan, Google Classroom, इ.) वापर करण्याची क्षमता)

[4: Very High, 3: High, 2: Moderate, 1: Low, 0: Unable to Perceive]

B. Teacher's Attitude towards Students (on the scale of 0–4) [शिक्षकाचा विद्यार्थ्यांप्रती दृष्टीकोण]

1. Ability to develop Interest in the Subject. (विषयात आवड निर्माण करण्याची क्षमता)
2. Affectionate towards students and encourages students without discrimination to participate in the interactions held in class. (विद्यार्थ्यांप्रती प्रेमभाव आणि वर्गातील चर्चासत्रात भेदभाव विरहित प्रोत्साहन देणे)
3. Availability and Accessibility of the teacher for academic consultations. (शैक्षणिक सल्ला - मसलतीसाठी शिक्षकाची महाविद्यालयात असणारी उपलब्धता आणि विद्यार्थ्यांची सुलभ पोहोच)
4. Ability to identify strengths, competencies and areas with scope for improvement in the student. (विद्यार्थ्यांतिल क्षमता, त्याची बलस्थाने, आणि सुधारणेस वाव असणार्या बाबी यांचे आकलन करण्याची हातोटी)
5. Ability to encourage student to achieve excellence by providing right platform with right level of challenges. (योग्य व्यासपीठावरून, यथोचित प्रमाणातील आव्हाने समोर ठेवून उच्चतम यश संपादित करणेसाठी विद्यार्थ्यांना प्रोत्साहित करणे)

6. Teacher encourage and assist you to participate in co-curricular activities like essay writing, poster presentation. (नियमित अभ्यासक्रमासपुरक अश्या कृतीकार्यक्रम जसे की, निबंध लेखन, भित्तिपत्रक स्पर्धा इ. यात सहभागी होण्यासाठी दिले जाणारे प्रोत्साहन आणि सहाय्य)

7. Efforts to inculcate soft skills, life skills to strengthen you for the future endeavors. (भविष्यातील आव्हाने समर्थपणे पेलण्यासाठी विविध कलागुणांचा, जीवन-कौशल्यांची जोपासना विद्यार्थ्यांमध्ये करण्यासाठी शिक्षक घेत असलेली मेहनत.)

[4: Very High, 3: High, 2: Moderate, 1: Low, 0: Unable to Perceive]

C. Internal Evaluation and Feedback given to the student (on the scale of 0 – 4) (विद्यार्थ्यांचे अंतर्गत मूल्यमापन आणि दिला जाणारा गुणात्मक अभिप्राय)

1. Rate the assignments/tests/quizzes/seminars/projects designed to monitor students' progression in terms of its Quality, and Frequency. (गृहकार्ये/चाचण्या/प्रश्नमंजुषा/चर्चासत्रे/प्रकल्प इ. बाबींची आखणी याची गुणवत्ता आणि वारंवारता नुसार मूल्यांकन करा)

2. How satisfied are you with right amount of Assistance provided by teacher while working on assignments and projects? (गृहकार्ये/प्रकल्प यांवर काम करत असताना, शिक्षकाकडून मिळत असणाऱ्या योग्य त्या सहाय्यतेसाठी आपण किती समाधानी आहात?)

3. How satisfied are you with and Critical Evaluation of your performance, Discussion done and Feedback given on yours performance in assignments/tests/quizzes/seminars/projects by teacher? (शिक्षकाकडून गृहकार्ये/चाचण्या/प्रश्नमंजुषा/चर्चासत्रे/प्रकल्प इ. मधील आपल्या कामगिरीचे होणारे निर्णायक मूल्यांकन, त्यावरील चर्चा आणि दिला जाणारा अभिप्राय याबाबतीत आपण किती समाधानी आहात?)

D. Descriptive

1. Overall Rating for the Teacher (0 – 10) (सदर शिक्षकाचे सर्वसमवेशी असे मूल्यांकन करा)

2. Rationalize the overall rating given (आपण दिलेल्या मूल्यांकनाचे समर्थन विस्तृतपणे (सकारात्मक अथवा नकारात्मक) करा.

3. Remarks/Suggestion(s) if any.... (To the point and as in detail as possible) (शेरा किंवा सुचना (मुद्देसूदपणे आणि शक्यतितक्या विस्तृतपणे

2. DEPARTMENT AND COURSE EVALUATION BY STUDENTS

B. Curriculum (Course) – present status and scope for the development. (विषय अभ्यासक्रम – सद्य स्थिती आणि सुधारणेसाठी असणारा वाव)

How satisfied you are with the (खालील मुद्द्यासंदर्भात आपली समाधान पातळी नोंदवा) –

1. Syllabus offered by the University for subject (Subject/ Course – Department named after) (विद्यापीठाने दिलेला विषय अभ्यासक्रम)
2. How satisfied are you with the Adequacy of course content (अभ्यासक्रमाची परिपूर्णता)
3. Scope for use of innovative teaching methods (Group discussion, use of audio-visual aids, student's seminar etc. co-curricular activities.) नाविन्यपूर्ण अध्यापन पद्धती च्या वापरासाठी वाव (उदा. समूह चर्चासत्रे, दृक-श्राव्य संसाधने, विद्यार्थ्यांची चर्चासत्रे इ. अभ्यासक्रमपूरक कृती)
4. Learning value (in terms of knowledge, concepts, skills building, analytical abilities and in broadening one's perspectives) विषय अभ्यासक्रमाचे शैक्षणिक (अध्ययानात्मक) मूल्य (ज्ञान, संकल्पना, कौशल्या बांधणी, विश्लेषणात्मकता आणि दृष्टीकोण व्यापक करण्याची क्षमता)
5. Availability of reading Material (Library/Internet /Others) आवश्यक अशा संसाधनांची (पुस्तके, संदर्भग्रंथ, इ.) उपलब्धता
6. Rationalize your choice (Especially if you are Dissatisfied) (आपण दिलेल्या गुणांकाचे समर्थन विस्तृतपणे करा (विशेषतः जर आपण असमाधानी असाल)) [Descriptive]

B. ICT Tools (माहिती व संदेशवहन तंत्रज्ञान साधने)

1. Availability of ICT Tools (K-yan, Smart Class) (उपलब्धता)
2. Frequency of the use of the ICT tools (वापराची वारांवरता)
3. Quality and Utility of the ICT tools used. (गुणात्मक आणि उपयोजिता यांचा दर्जा)

C. How satisfied you are with (on the scale 0 – 4) (समाधान पातळी)

1. Number of full time teachers in the department (विभागातील पूर्णवेळ शिक्षकांची संख्या)
2. Quality of the CHB teachers (तासिका तत्त्वावरील शिक्षकांची गुणवत्ता).
3. Number of non-teaching staff laboratory assistant and attendant, peons etc. (शिक्षकेतर कर्मचारी जसे की प्रयोगशाळा सहाय्यक व परिचर, शिपाई इ. यांची संख्या.)
4. Behavior of and Assistance provided by teachers and Laboratory attendants (शिक्षक आणि प्रयोगशाळा परिचर यांकडून मिळणारे सहाय्य आणि वागणूक)

D. Give feedback on the Laboratory in the department (If Applicable)

1. Quantitative and qualitative availability of the and chemicals

(प्रयोगशाळेतील विविध आवश्यक उपकरणांची गुणात्मक आणि संख्यात्मक उपलब्धता) [for science]

2.Quantitative and qualitative Availability of the instruments/Musical instruments/Sport

accessories. (विविध अत्यावशक साधने जसे की संगीत वाद्ये, खेळोपयोगी साहित्य इ. यांची गुणात्मक आणि संख्यात्मक उपलब्धता [for Arts])

3.Safety measures like fire extinguishers, first Aid boxes etc.

(सुरक्षात्मक उपाययोजनांची उपलब्धता जसे की अग्निशामक यंत्र, प्रथमोपचार पेटी इ.

4.Basic necessary infrastructure like exhaust fans, fuming hoods etc.

5.Ventilation and spaciousness (हवेशीर आणि प्रशस्त प्रयोगशाळा)

E. Give feedback on Departmental Library (विभागीय ग्रंथालय)

1. Availability of the facility (योजनेची उपलब्धता)

2. Availability and Accessibility of the textbooks and references

(क्रमिक पुस्तके आणि संदर्भग्रंथांची पुरेशी उपलब्धता आणि पोहोच)

F. Departmental Programmes (Co- and extracurricular activities)

(विभागात आयोजित होणारे कार्यक्रम (सह-अभ्यासक्रमिक आणि अवांतर उपक्रम)

1.Frequency of the programmes like workshops, seminars, guest lectures, poster competitions,

-field visits (कार्यशाळा, चर्चासत्रे, बहिस्थ: व्याख्याने, भित्तिपत्रक स्पर्धा इ. कार्यक्रमांची वारांवरता)

2.Quality of the programmes (कार्यक्रमांची गुणात्मकता)

3.Relevance of the topic (उपक्रमांच्या विषयनिवडीची प्रासंगिकता)

G. Remedial coaching facility in the department (उपचारात्मक मार्गदर्शन योजना)

1.Availability of remedial coaching facility (योजनेची उपलब्धता)

2.Utility of remedial coaching facility (योजनेची उपयुक्तता)

H. Descriptive

1.Overall rating to the department (0 – 10 scale) (सर्वसमावेशक मूल्यांकन)

2.Rationalize your rating (आपण केलेल्या मूल्यांकनाचे समर्थन विस्तृतपणे करा)

3.Suggestions to improvise on (if any) (To the point and as in detail as possible)

सुधारणाउपयोगी सुचना (मुद्देसूद आणि शक्यतितक्या विस्तृतपणे)

[4: Highly Satisfied, 3: Satisfied 2: Dissatisfied, 1: Highly Dissatisfied, 0: Neutral / Not Applicable]

3. FEEDBACK ON OVERALL COLLEGE INFRASTRUCTURE AND STUDENTS' SUPPORT SERVICES

A. Rate the following facilities provided in college (0–10 scale) (महाविद्यालय पुरवत असलेल्या विविध सुविधांचे मूल्यांकन करा)

1. Library (ग्रंथालय)
2. Language Laboratory (भाषा प्रयोगशाळा)
3. Computer Laboratory (संगणक प्रयोगशाळा)
4. Central Instrumentation Facility
5. Hostel (वसतिगृह)
6. Canteen (उपहारगृह)
7. Gymnasium (व्यायामशाळा)
8. Sport Accessories/Ground (खेळोपयोगी साहित्य आणि क्रीडांगण)
9. NSS (If applicable)
10. NCC (If applicable)
11. Ladies Room
12. Drinking water (पिण्याच्या पाण्याची सुविधा)
13. Toilets (प्रसाधनगृहे)
14. Organization of activities based on value education, morals and ethics. (मूल्य शिक्षण, नैतिकता, नीतिशास्त्र, लिंगभ्रम संवेदशीलता इ. विषयांवर आधारित उपक्रमांचे आयोजन.)
15. Organization of culture events (सांस्कृतिक कार्यक्रमांचे आयोजन)
16. Comment in detail on all those facilities (A.1–15) from above list where there is scope for the improvement. (वरीलपैकी कोणत्याही मुद्द्यावर जर आपणास विस्तृतपणे मत नोंदवायचे असल्यास नोंदवा (विशेषतः, ज्यामुद्द्यावर आपण असमाधानी आहात)

B. Various Committees and councils (विद्यार्थ्यांशी निगडित विविध समित्या आणि परिषदा)

1. Student Council (विद्यार्थी परिषद)
2. Mentor-Mentee Scheme/Personal Counselling. (व्यक्तिगत समुपदेशन)
3. Career Counseling (व्यावसायिक समुपदेशन)
4. Internal Complaint cell (अंतर्गत तक्रार निवारण समिती)
5. Anti-Ragging committee (रॅगिंग प्रतिबंधक समिति)
6. Alumni Organization/committee (माजी विद्यार्थी संघटना/समिति)
7. Office Procedure (कार्यालयीन कामकाज)
8. Punctuality and Availability of office staff in office hours (कार्यालयीन कर्मचाऱ्यांचा वक्तशीरपणा व उपलब्धता)

9. Treatment you receive from office staff (कार्यालयीन कर्मचार्यांकडून मिळणारी वागणूक)

10. Timely delivery of required documents from office (वेळेवर आवश्यक कागदपत्रांची कार्यालयाकडून होणारी उपलब्धता)

D. Comment in detail on any of the facility (A.1–17) from above list where there is scope for improvement. (वरीलपैकी कोणत्याही मुद्द्यावर जर आपणास विस्तृतपणे मत नोंदवायचे असल्यास नोंदवा (विशेषतः ज्यामुद्द्यावर आपण असमाधानी आहात)

E. Safety and Security provided in college campus (महाविद्यालय परिसरात असणारी सुरक्षा आणि सुरक्षाव्यवस्था).

[4: Highly Satisfied, 3: Satisfied 2: Dissatisfied, 1: Highly Dissatisfied, 0: Neutral]

F. How satisfied are you with the level of gender sensitization in college campuses? (महाविद्यालय परिसरात अनुभव करत असणाऱ्या लिंगभाव संवेदशीलता विषयी आपण किती समाधानी आहात?)

[4: Highly Satisfied, 3: Satisfied 2: Dissatisfied, 1: Highly Dissatisfied, 0: Neutral]

G. How satisfied are you with courses (Academic Flexibility) offered in the institute? (महाविद्यालयात उपलब्ध असणारे विषय, पर्यायांत असणारी विविधता, आणि त्यांच्या निवडी संदर्भात असणारी लवचिकता आणि स्वतंत्रता या बाबतीत आपण किती समाधानी आहात?)

[4: Highly Satisfied, 3: Satisfied 2: Dissatisfied, 1: Highly Dissatisfied, 0: Neutral]

H. College provide multiple opportunities to learn and grow (विद्यार्थ्यांना शिकण्यासाठी आणि सर्वांगीण विकासासाठी, महाविद्यालयात अनेक संधिची उपलब्धता आहे)

[4: Strongly Agree, 3: Moderately agree, 2: Disagree 1: Strongly Disagree: 0: Neutral]

I. College makes effort to engage students in the monitoring, review and continuous quality improvement of the teaching learning process: (अध्ययन-अध्यापन पुनरावलोकन] आणि निरंतर गुणात्मक सुधारणा यामध्ये विद्यार्थ्यांना सहभागी होण्यासाठी महाविद्यालयात प्रोत्साहन दिले जाते)

[4: Strongly Agree, 3: Moderately agree, 2: Disagree 1: Strongly Disagree: 0: Neutral]

J. College use student centric methods, such as experiential learning, participative learning and problem solving methodologies for enhancing learning experiences? (अध्ययन प्रक्रिया अनुभव अधिकाधिक उत्तम करण्यासाठी महाविद्यालय विद्यार्थी केंद्रित, विद्यार्थ्यांची सहभागीता असणारा, अनुभवाधारित आणि समस्या निराकरणावर भर देणारी अध्ययन प्रक्रिया अंगिकार करत आहे)

[4: Strongly Agree, 3: Moderately agree, 2: Disagree 1: Strongly Disagree: 0: Neutral]

🌟 Teachers', Alumni, Employer's Feedback

A. Curriculum (Course) – Present Status (विषय अभ्यासक्रम – सद्य स्थिती) How satisfied you are with the (खालील मुद्द्यासंदर्भात आपली समाधान पातळी नोंदवा) –

1. Syllabus offered by the University for subject (Subject/ Course – Department named after) (विद्यापीठाने दिलेला विषय अभ्यासक्रम)
2. How satisfied are you with the Adequacy of course content (अभ्यासक्रमाची परिपूर्णता)
3. Scope for use of innovative teaching methods (Group discussion, use of audio-visual aids, student's seminar etc. co-curricular activities.) नाविन्यपूर्ण अध्यापन पद्धती च्या वापरासाठी वाव (उदा. समूह चर्चासत्रे, दृक-श्राव्य संसाधने, विद्यार्थ्यांची चर्चासत्रे इ. अभ्यासक्रमपूरक कृती)
4. Learning value (in terms of knowledge, concepts, skills building, analytical abilities and in broadening one's perspectives) विषय अभ्यासक्रमाचे शैक्षणिक (अध्ययानात्मक) मूल्य (ज्ञान, संकल्पना, कौशल्या बांधणी, विश्लेषणात्मकता आणि दृष्टीकोण व्यापक करण्याची क्षमता)
5. Availability of reading Material (Library/Internet /Others) आवश्यक अशा संसाधनांची (पुस्तके, संदर्भग्रंथ, इ.) उपलब्धता

B. Curriculum (Course) – Scope for the Development. (विषय अभ्यासक्रम – सुधारणेसाठी असणारा वाव)

1. The relevance/ sufficiency of the courses meeting the industry requirements. (उद्योगधंद्याच्या दृष्टीने अभ्यासक्रमाची समर्पकता व परिपूर्णता)
2. The relevance/ sufficiency of the courses meeting the Various competitive Exams such as, Civil services, NET/SET, IIT-JAM etc. (विविध स्पर्धा परीक्षा जसे की, नागरी सेवा नेट/सेट/आयआयटी जॅम त्यादृष्टीने अभ्यासक्रमाची समर्पकता व परिपूर्णता)
3. Need of Field projects in curriculum (प्रकल्प क्षेत्र अभ्यास याची अभ्यासक्रमातील आवश्यकता)
4. scope of the syllabus in enhancing entrepreneurship skills/ lifelong learning/ human values and ethics उद्योजकता कौशल्य आयुष्यभर शिकणे मानवी मूल्ये आणि नीतिशास्त्र यासाठी अभ्यासक्रमाचा आवाका
5. The curriculum facilitates an overall holistic development of the student अभ्यासक्रमाची विद्यार्थ्यांच्या सर्वांगीण विकासात असणारी भूमिका

C. Rationalize your choice (Especially if you are Dissatisfied) (आपण दिलेल्या गुणांकाचे समर्थन विस्तृतपणे करा (विशेषतः जर आपण असमाधानी असाल))[Descriptive]

• **Salient features of Questionnaires**

1. Students can give not just quantitative but qualitative feedback also. In each questionnaire there is a descriptive feedback section which asks students to provide supporting rationalization for particular rating given and further suggestions to improve on. This helps us to understand students' perspective to look at things while recording feedback, to read through their mind and their exact requirements.
2. Students record their feedback by giving ratings on a linear scale. For an individual aspect/question a linear scale of 0-4 or 0-5, whereas for overall rating and support services a relatively broad range scale i.e. 0-10 is deployed to have wider scope for rating.
3. Students can choose to remain anonymous while recording feedback. Identity of the student is never revealed to anyone in any manner. This certainly encouraged students to record their feedback and express their views fearlessly.
4. All the questionnaires are developed in both English and Marathi – a regional language. This helped students to understand questions better.

Step-2: Circulation of the Questionnaire among Intended Respondents.

- An eco-friendly green practice for collection of feedback is used. All the questionnaires are framed into Google Forms. For ease of handling six different Google Forms were created.
- **Feedback Links:**

Sr.No	Feedback on-		Google Form Links
1	Teacher's Evaluation by Students	For T.Y.B.A.	https://bit.ly/3gDA2ks
		For T.Y.B.Sc	https://bit.ly/3gBu9nY
		For M.A-II	https://bit.ly/3vDpHJG
2	Department And Course Evaluation By Students	For All T.Y.B.A/B.Sc/M.A-II	https://bit.ly/3vGoCAw
3	Feedback On Overall College Infrastructure And Students' Support Services	For All T.Y.B.A/B.Sc/M.A-II	https://bit.ly/3gIHWYK
4	Library Evaluation By Students	For All T.Y.B.A/B.Sc/M.A-II	https://bit.ly/35FUphE
5	Course Evaluation By Teachers	For All faculties (including Guest Faculties) of senior College	https://forms.gle/jLwPhD1LJbVW4EVEA
6	Course Evaluation By Alumni	For Alumni	https://forms.gle/v4ZTqanFevyBcggB9
7	Course Evaluation By Employers	For Employers (Head of/competent Authority from the Institute/organization) of Alumni	https://forms.gle/KUPyCMuf5scBLPrMA

- All the faculty members and students are given with some instructions for smooth functioning of the process.

I. Instructions to the HoD and Faculty members (विभाग प्रमुख आणि शिक्षकांसाठी)

1. At least one third of the total student count (Subject/Department wise) required for final average evaluation. अंतिम सरासरी मूल्यांकनाकरिता एकूण विद्यार्थी संख्येच्या (विषय/विभाग निहाय) किमान एक तृतीयांश विद्यार्थ्यांनी अभिप्राय देणे आवश्यक.
2. Google form links are shared on personal and departmental email addresses. सर्व लिंक या ई-मेल (वैयक्तिक आणि विभागीय) पत्त्यावर उपलब्ध करून दिल्या आहेत.
3. Every HoD and faculty must encourage their subject students to give feedback. (विभागप्रमुख आणि संबंधित विषय शिक्षकांनी आपल्या विद्यार्थ्यांना अभिप्राय देण्यासाठी प्रोत्साहित करावे)

II. Instructions to students (विद्यार्थ्यांसाठी सूचना)

1. Students Need to enter their **PRN** number while filling out Feedback form [Find PRN on Result by Dr. BAM University mark sheet (any) PRN साठी विद्यापीठाकडून मिळालेली कोणत्याही वर्षाची गुणपत्रिका पहा]
2. Read each question/point carefully and then give feedback (प्रश्न काळजीपूर्वक वाचून मग अभिप्राय नोंदवा)
3. Students are required to give feedback to All the teachers (of the subjects they have selected from F.Y to T.Y or M.A-I to II) who taught them in any year of the graduation (B.A/B.Sc) or post-graduation (M.A). [जरी आपण शेवटच्या वर्षाचे विद्यार्थी असाल तरी अश्या सर्व शिक्षकांसाठी आपण अभिप्राय द्यावा ज्यांनी आपल्याला प्रथम व द्वितीय वर्षात असताना शिकवले आहे. भाषा विषय कदाचित आपला शेवटच्या वर्षातील मुख्य (अथवा कसाही) विषय नसेल परंतु तो आपण प्रथम/द्वितीय वर्षात असताना शिकला आहात. म्हणून त्या विषयाच्या संबंधित शिक्षका साठी (केवळ ज्या आदरणीय शिक्षकाने आपल्याला शिकवले आहेत ते) आणि विभागासाठी अभिप्राय आपण नोंदवू शकता]
4. Use 0: Not Applicable/Neutral option appropriately and minimum possible times. 0: या अभिप्रायाचा अर्थ आपण त्या मुद्याबाबत कोणतेही मत नोंदवू इच्छित नाही / उदासिन आहाता/ किंवा आपणास तो मुद्दा लागू नाही असा होतो. असे अभिप्राय त्या मुद्याचे अंतिम सरासरी मूल्यांकन करताना विचारात घेतले जात नाहीत. तरी “0” या अभिप्रायचा वापर केवळ योग्य ठिकाणी आणि शक्य तितका कमी करावा. लक्ष्यात घ्या, 0 हा सर्वात कमी गुणांक नाही तर बहुतेक सर्व मुद्द्यांसाठी 1 = सर्वात कमी गुणांकन आणि 4/10 = सर्वात अधिक गुणांकन आहे)
5. Students are encouraged to register feedback.

Step-3: Processing of information with appropriate statistical tools.

Table 1: Number of feedbacks for each aspect and program

Sr.No	Feedback on-	Number of Feedback Collected	
1	Teacher's Evaluation by Students	For T.Y.B.A.	166
		For T.Y.B.Sc	319
		For M.A-II	51
		Total	536
2	Department And Course Evaluation By Students	For All T.Y.B.A/B.Sc/M.A-II	36
3	Feedback On Overall College Infrastructure And Students' Support Services	For All T.Y.B.A/B.Sc/M.A-II	28
4	Course Evaluation By Teachers	All Teachers including Guest Faculties	20
5	Course Evaluation By Alumni		04
6	Course Evaluation By Employers		01

Table 2: Number of feedbacks for each teacher

No	Name of the Teacher	Number of Feedback Collected
1	Dr Shedge V.R.	10
2	Dr (Smt) Khan Talat	20
3	Dr (Smt) Sawai P.B.	4
4	Dr Katkar J.G.	8
5	Dr Kambale B.P.	7
6	Dr (Smt) Godbole S.P.	0
7	Miss. Shaikh Nuzhat Parveen	1
8	Dr (Smt) Pankaja Waghmare	4
9	Dr Purekar P.A.	19
10	Dr (Smt)Topare Y.S.	11
11	Dr(Smt) Deshmukh V.L. (Economics)	17
12	Dr Rabbani A.	4
13	Mr. Gaikwad A.Z.	15
14	Mr Jogdand S.P.	7

15	Mr Pandit A.A.	1
16	Dr (Smt) Dalvi S.	0
17	Mr. Madkar R.R.	12
18	Mr. Patil R	10
19	Dr Thakur S.G.	7
20	Dr (Smt) Shelke V.S.	5
21	Dr Kale R.S	5
22	Dr Lahane B.P.	2
23	Dr Khan A.I.	9
24	Mr. Usare B.R.	8
25	Smt. Kitake A.M.	2
26	Dr (Smt) Mulwane M.	2
27	Smt. Wanjare Maya	3
28	Smt. Giri P.S.	0
29	Dr (Smt)Deshmukh V.S. (Music)	50
30	Dr. Gambhire V.S.	28
31	Dr (Smt) Rathod S.R.	26
32	Dr (Smt) Bodakhe S.	24
33	Dr (Smt) Saraf S.	17
34	Dr More V.R.	10
35	Dr Janbandhu K.S	18
36	Dr. (Smt) Kulkarni-Pandhare R.	15
37	Dr (Smt) Dharmadhikari S.	10
38	Dr. (Smt) Bharambe S.P.	21
39	Mr. Rajeshaikh B.	3
40	Mr. Nandagawali D.P.	6
41	Dr. Satpute R.H.	20
42	Dr. (Smt) Chapolikar A.	32
43	Dr. Syed Abed	17
44	Mr. Shide P.R.	18
45	Mr. Gandhi A.C.	18
46	Dr Morye S.A.	9

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Table 3: Number of Feedbacks for each department

Sr.No	Department	No. of Feedback Collected
01	Botany	1
02	Chemistry & Polymer Chemistry	1
03	Mathematics	2

04	Microbiology	4
05	Physics	0
06	Statistics	0
07	Zoology	1
08	Computer Science	0
09	Marathi	0
10	Hindi	0
11	English	3
12	Urdu	2
13	Sanskrit	1
14	Economics	3
15	Political Science & Public Administration	2
16	History	2
17	Sociology	0
18	Psychology	0
19	Geography	0
20	Home Science	4
21	Music	10

Step-4: Analysis of the information, its numerical/graphical representation.

TEACHER'S EVALUATION BY T.Y.B.A. STUDENTS 2020-21

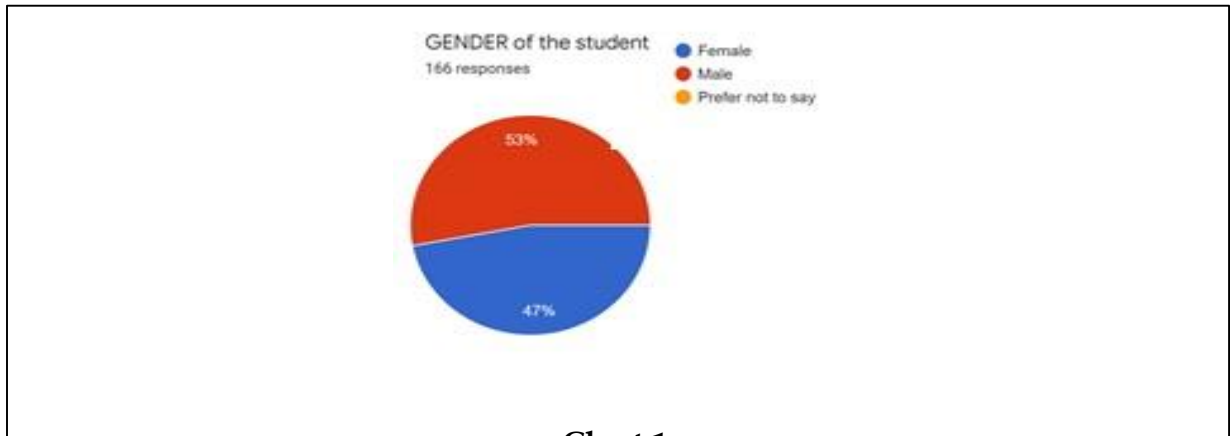


Chart 1

A. Qualities in Teacher as perceived by Student [विद्यार्थ्यास शिक्षकातील जाणवलेली गुणवैशिष्ट्ये]

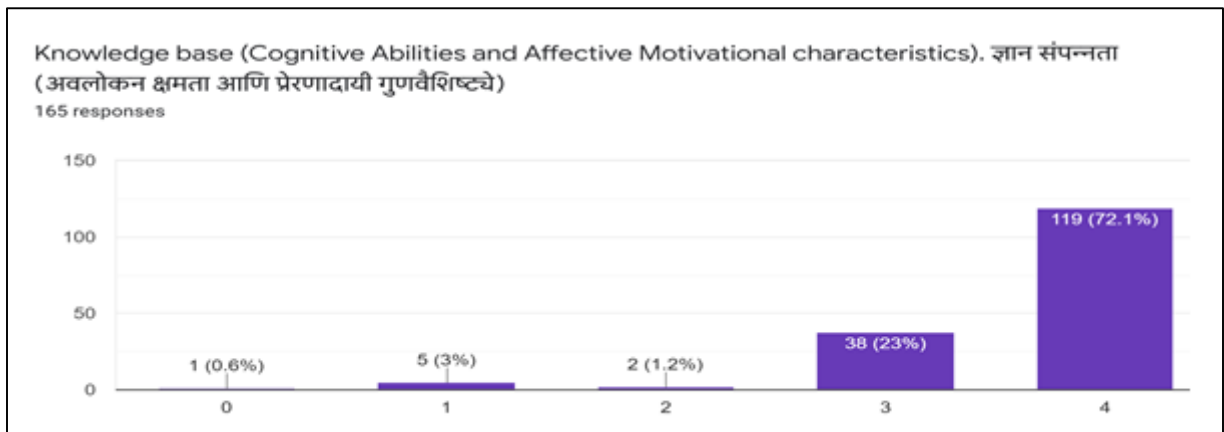


Chart 2

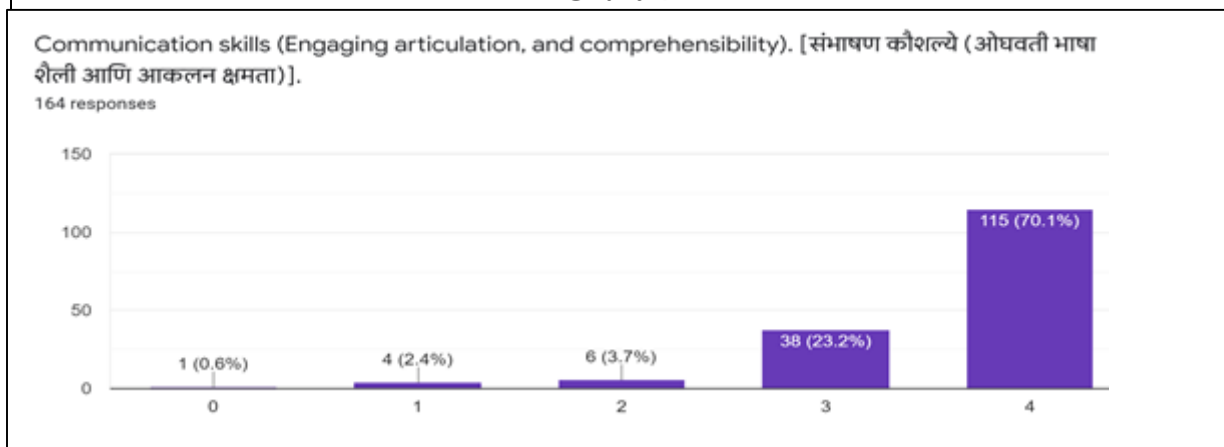


Chart 3

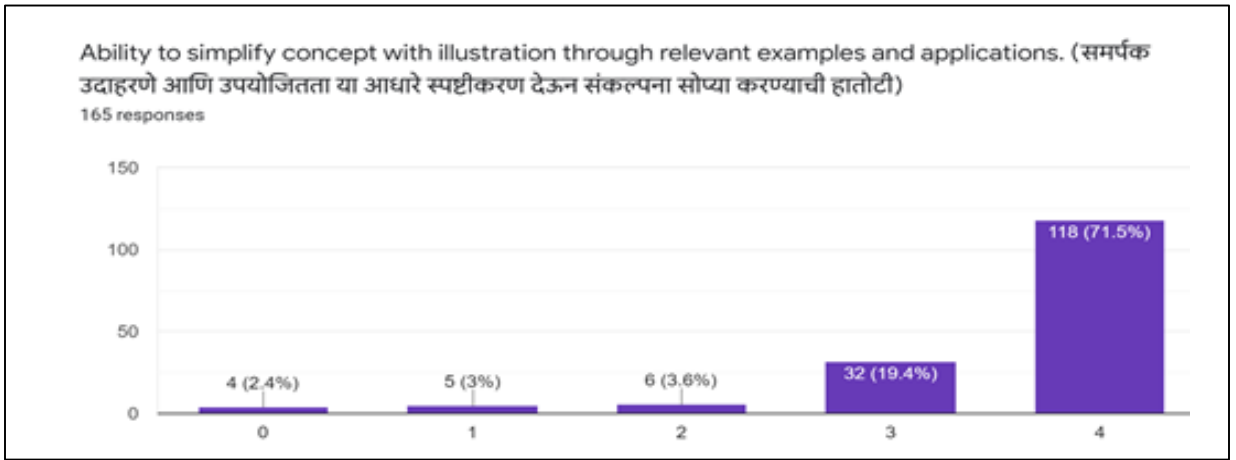


Chart 4

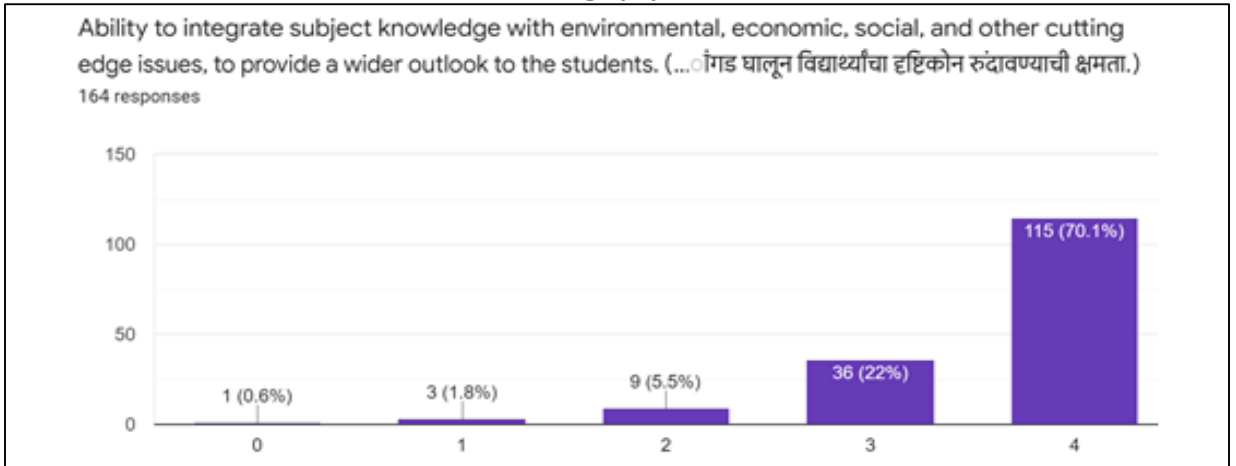


Chart 5

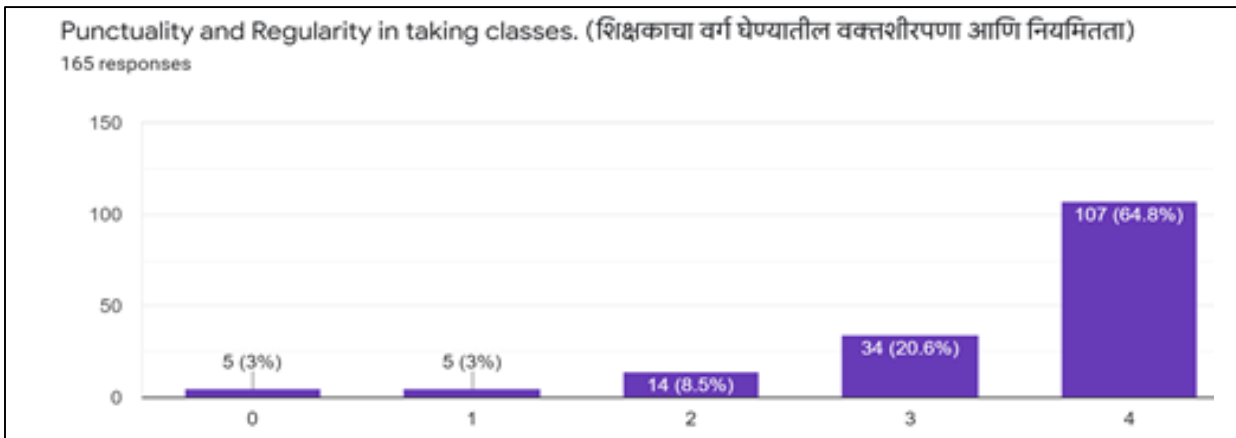
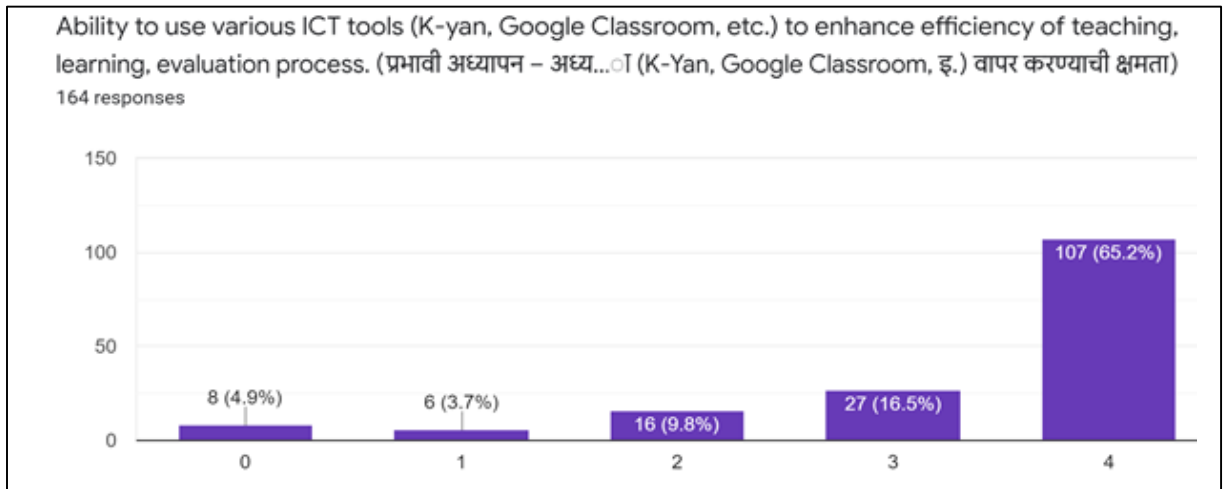
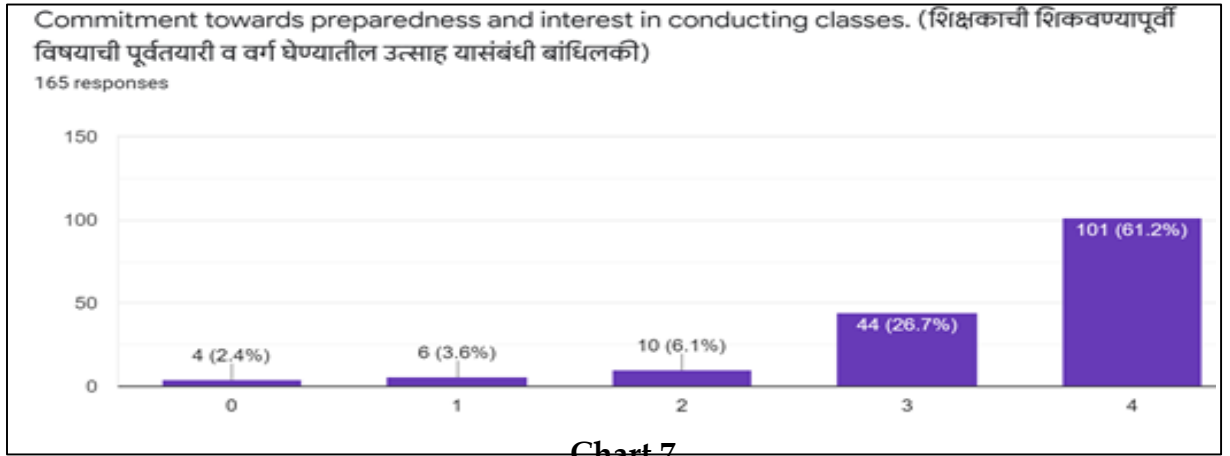
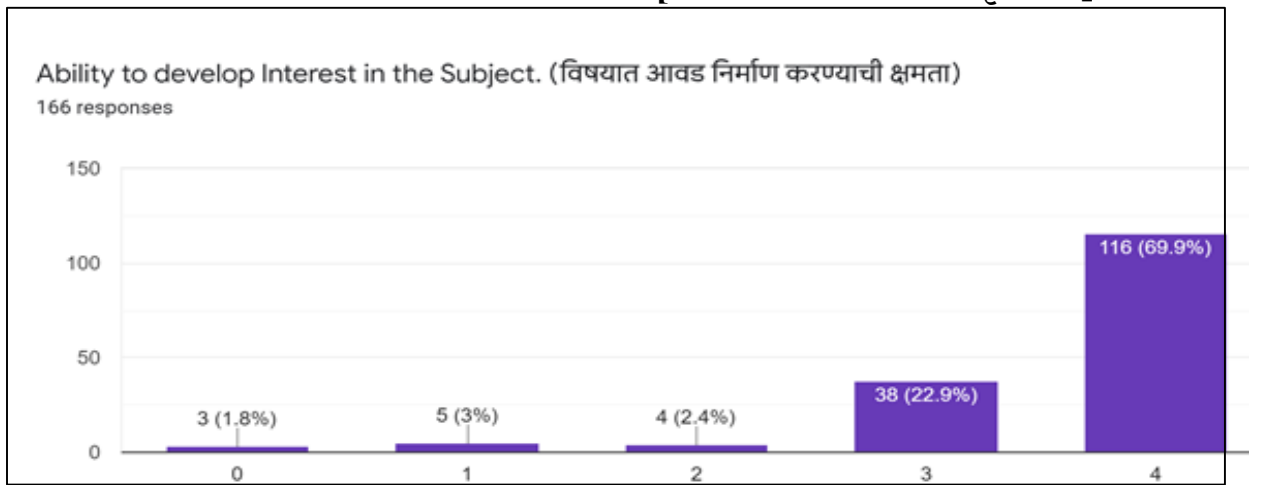


Chart 6



C. Teacher's Attitude towards Students [विद्यार्थ्यांप्रती शिक्षकाचा दृष्टीकोन]



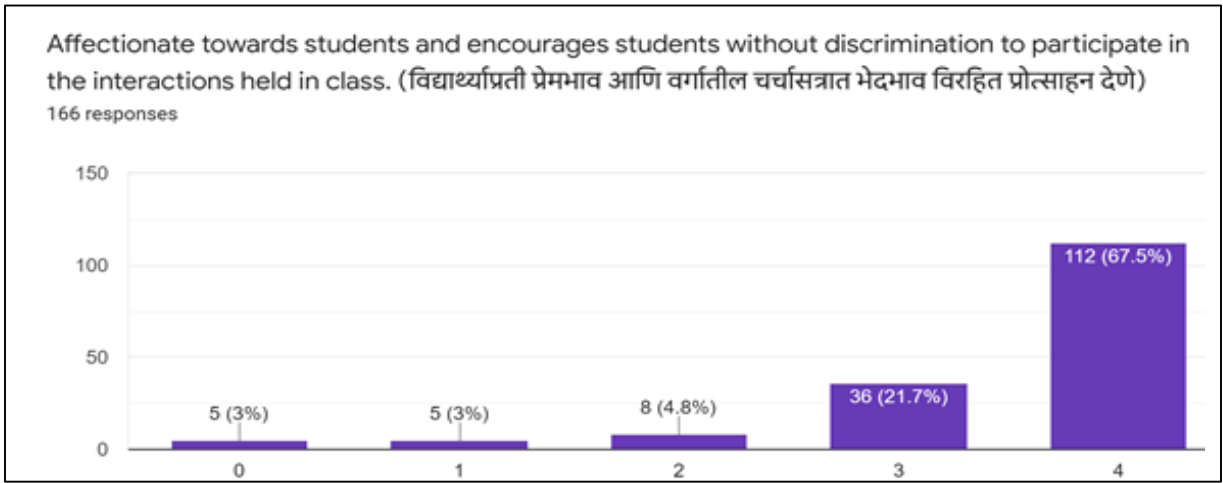


Chart 10

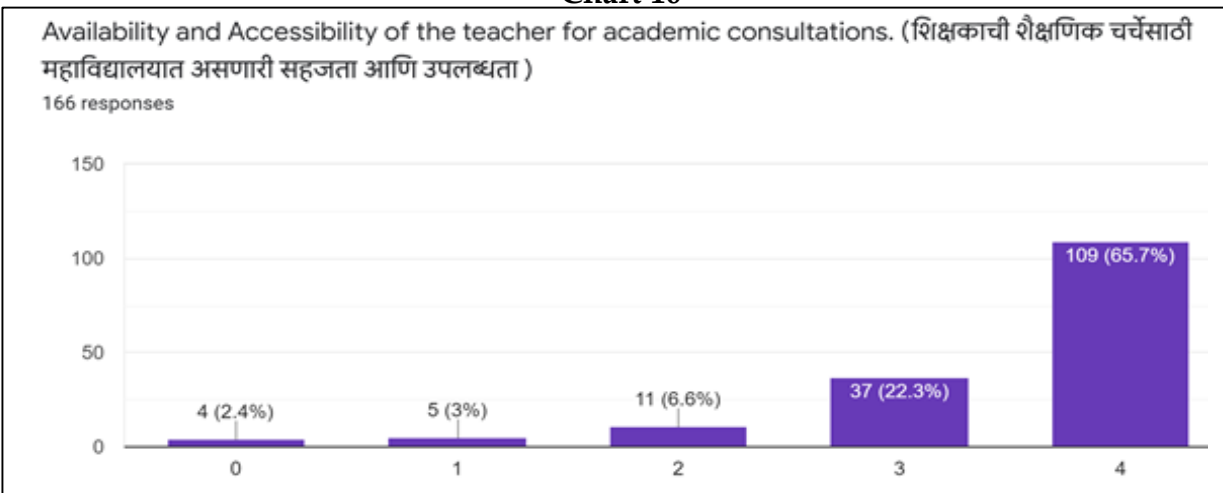


Chart 11

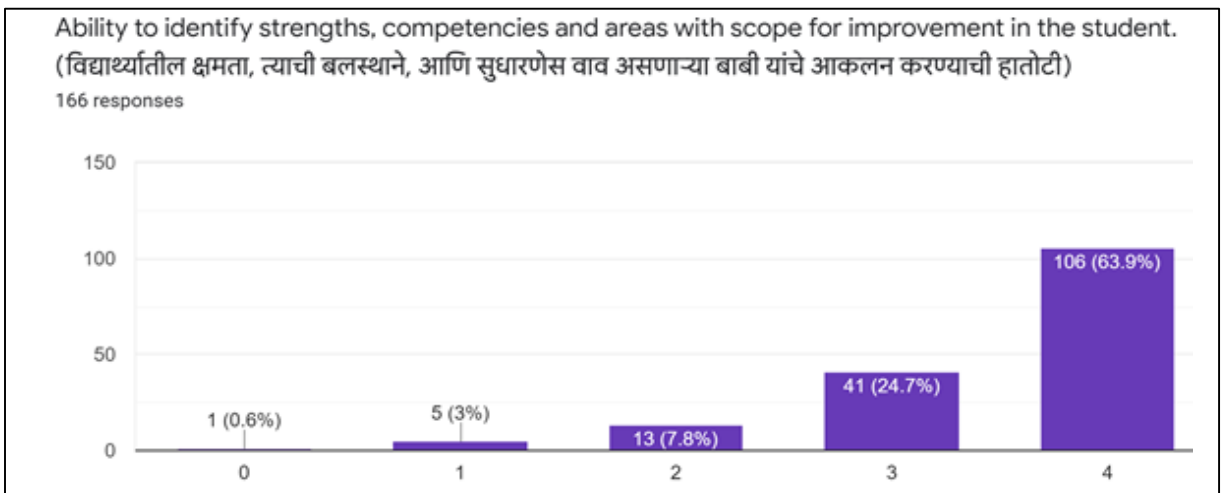


Chart 12

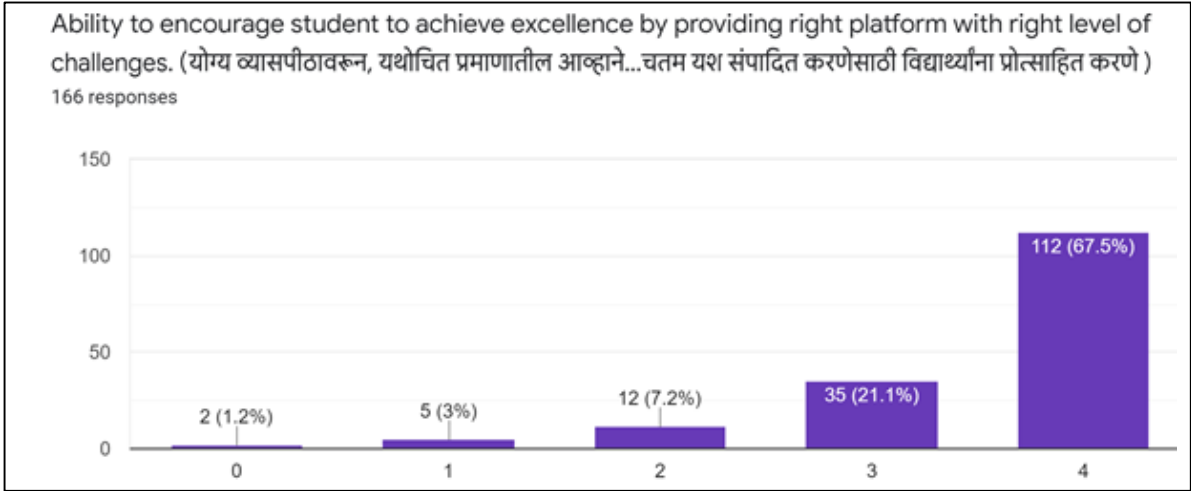


Chart 13

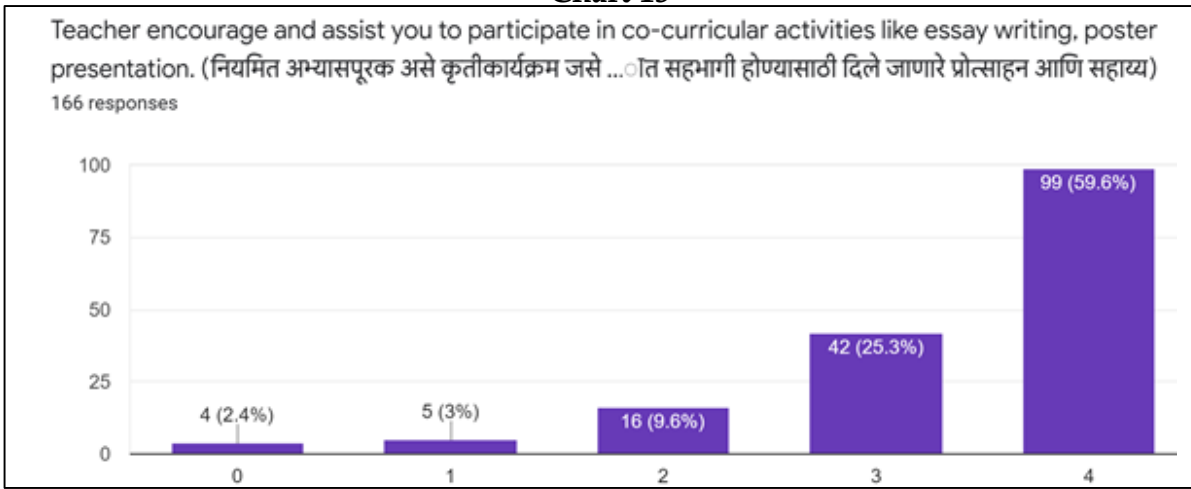


Chart 14

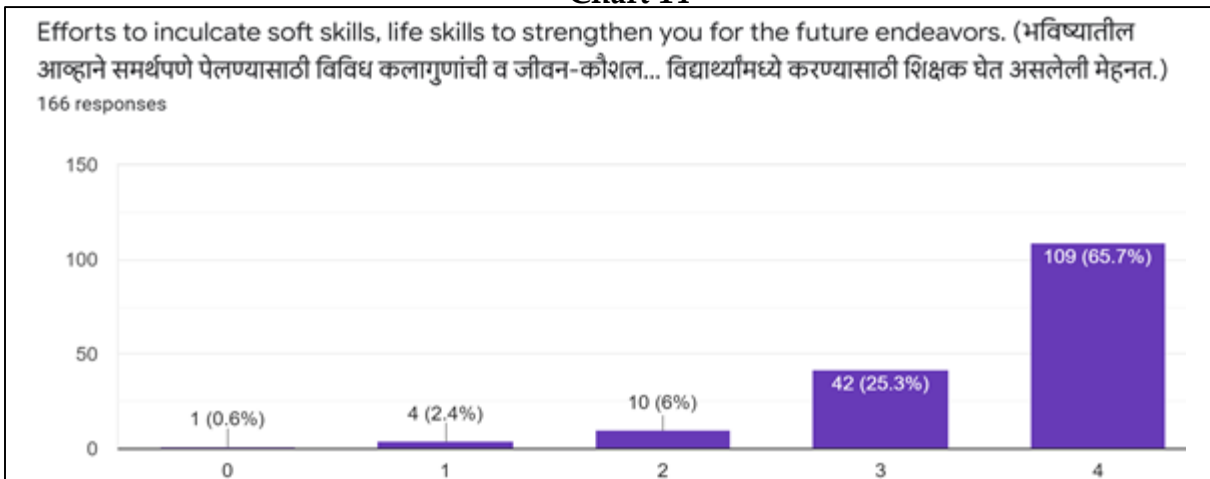


Chart 15

C. Internal Evaluation and Feedback given to the student (विद्यार्थ्यांचे अंतर्गत मूल्यमापन आणि दिला जाणारा गुणात्मक अभिप्राय)

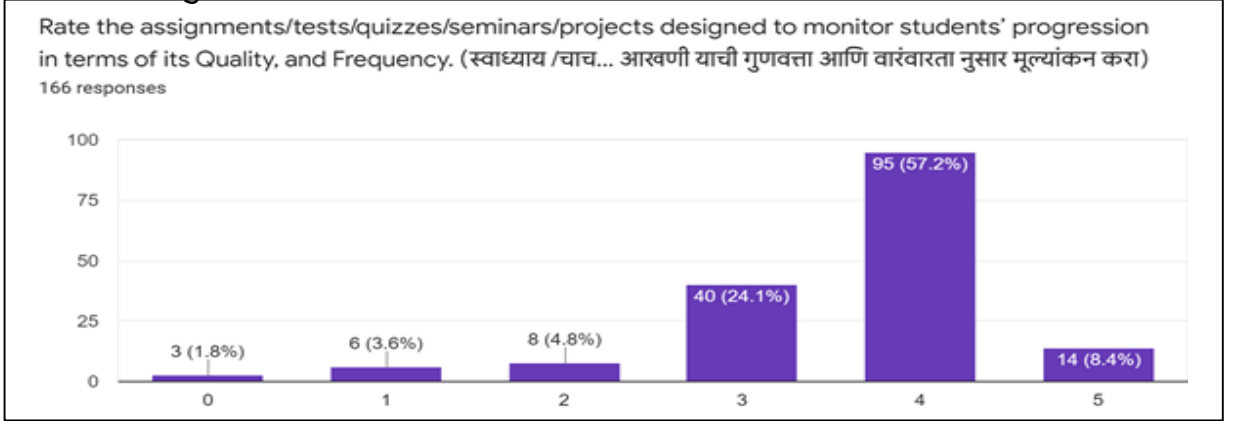


Chart 16

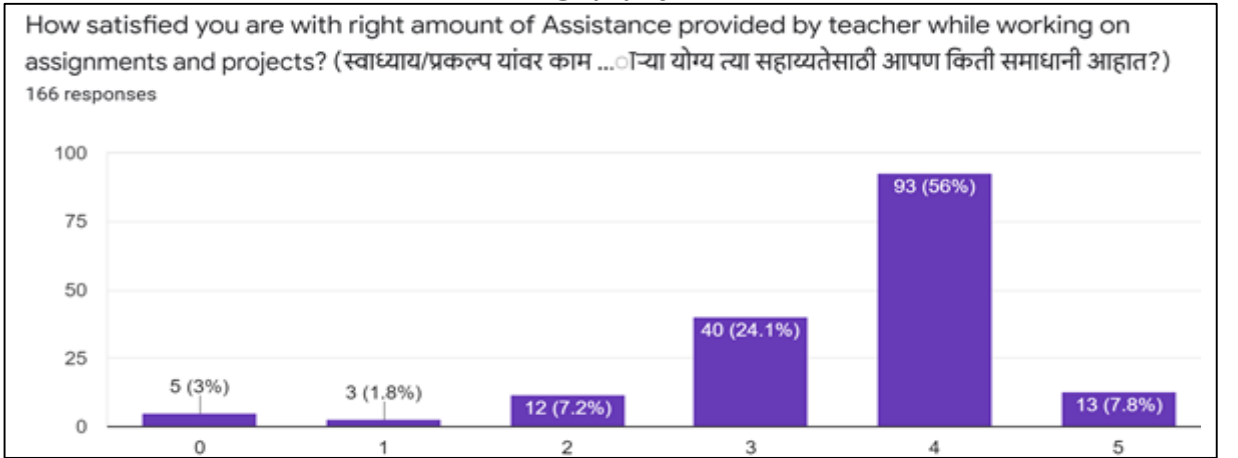


Chart 17

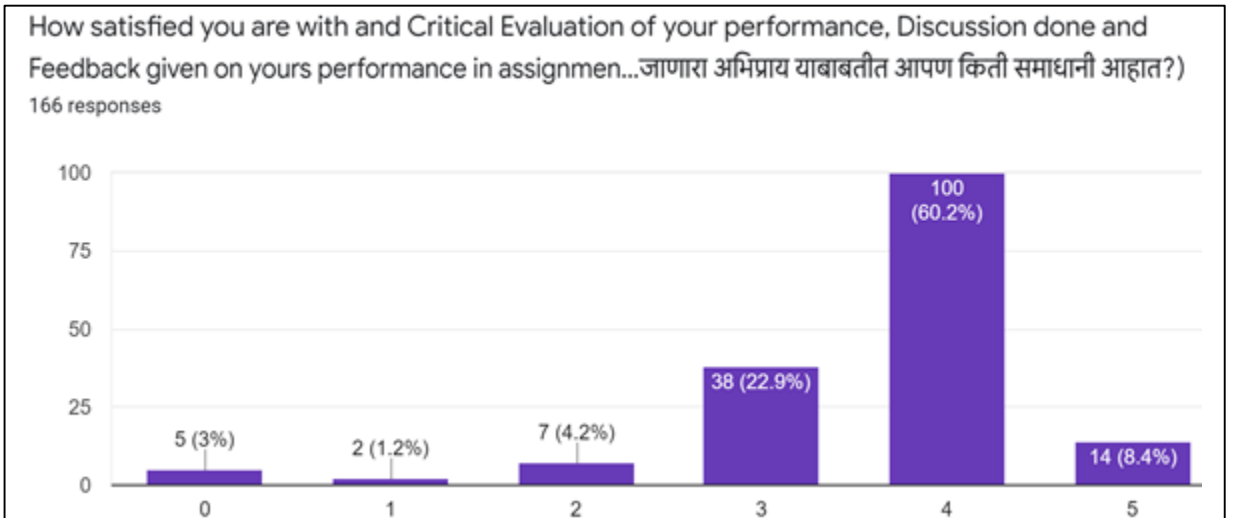


Chart 18

D. Descriptive

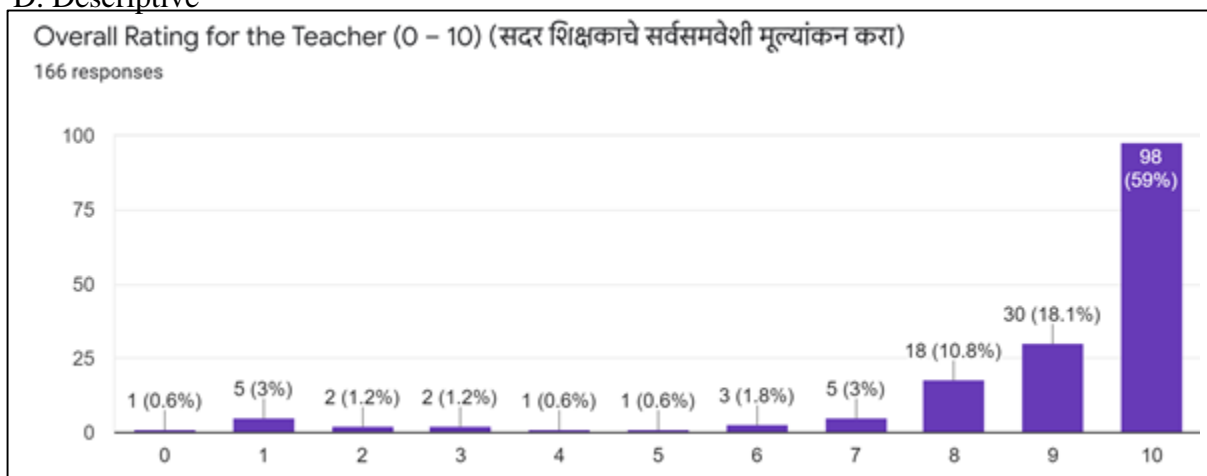


Chart 19

Analysis:

1. Total of 166 students, of which 53% male and 47% female have recorded feedback (Chart 1)
2. More than 95% of the students who recorded feedback find their teachers with Very High/High cognitive abilities and motivational characteristics (Chart 2).
3. Very high number of students found their teachers with effective communication skill as about 93% of the students rated their faculty with 4 or 3 for this aspect. (Chart 3)
4. As good as 90% of the students think that their teachers have Very High to High Ability to simplify various fundamental concepts from curricula (Chart 4).
5. Teachers from arts stream have an excellent ability to integrate subject knowledge with cross-cutting issues such as related to environment, economy, and social issues as it is evident from the fact that more than 92% students rated their teachers with 4 or 3 (Chart 5).
6. Large number of students found their teachers punctual in starting with lectures and regular in conducting them as about 84 % students rated their teachers with 4 or 3. A significant number of students (~16%) are not satisfied with either punctuality or regularity or both of their teachers (Chart 6).

7. Most of the teachers are committed towards the preparedness and interest in conducting sessions as about 88% students rated teachers with 4 or 3 rating. About 10% students are not satisfied and they perhaps don't find their teachers enough prepared and interested in conducting sessions (Chart 7).

8. ~82 % of students are satisfied and found their teacher very able to use ICT tools for effective delivery of the content. Unfortunately ~18% are still not very satisfied with the ability of teachers to use ICT aids (Chart 8).

Summary: Large number of students are very highly to highly satisfied with their teachers w.r.t. their knowledge base, Communication skills; ability to simplify concepts and to integrate subject knowledge to cross-cutting issues; commitment towards interest in engaging lectures, preparedness therein, punctuality and regularity therein; and ability to use ICT tools for efficient curricula delivery. To a very little extent though, few students are dissatisfied with punctuality and regularity of teachers in conducting lectures and using ICT tools in an effective manner.

9. ~93% of students who rated teachers with 4 or 3 for the ability to develop interest in the subject think that their teachers have remarkable ability to do the same. However 7% of students are less satisfied with their teachers (Chart 9).

10. Most of the students found their teachers affectionate towards them as ~89% respondents rated teachers with 4 or 3. These students also feel inclusiveness in all the class activities. ~11% students felt either no affection towards them or maybe non-inclusiveness in teachers behavior (Chart 10).

11. Most of the students found their teachers available and accessible for academic consultation whenever required as 88% respondents rated with 4 or 3 (Chart 11).

12. Students find their teachers not only very much able to identify students' strengths, competencies and areas with scope for improvement (Chart 12) but able to encourage them to achieve excellence by providing the right platform with appropriate challenges (Chart 13).

13. Large number of students are satisfied with how their teachers encourage, assist them to participate in co-curricular activities (Chart 14).

14. Large number of students are satisfied with the efforts their teachers are taking to inculcate life skills to strengthen their students for future endeavors (Chart 15).

15. Very few students rated the process of internal evaluation and feedback given thereupon with rating 5. However, a large number of students rated the process with 4 and a significant number of students rated with 3 (Chart 16, Chart 17, Chart 18).

16. 59% students from the UG Arts program rated their teachers with 10 overall ratings. Whereas 18% students were given 9 overall ratings. In the rationalization for the given rating, students gave following remarks (few as example): [Few Regional language - Marathi words retained to keep emotional touch intact]

- Positive and optimistic nature of the teachers.
- He's so punctual as he can take lectures from one student only because he doesn't want to waste anyone's time because of others. Knowledge and teachings given by him are just awesome. Motivation and knowledge about careers given by sir will always be helpful in any way.

- Explains the topic in bilingual and in easy way
- College is not active for making creative Students (**Constructive Criticism:**)

17. Remarks/Suggestion(s) if any (To the point and as in detail as possible) (शेरा किंवा सूचना (मुद्देसूदपणे आणि शक्यतितक्या विस्तृतपणे)

- Please try to be punctual. Till 3rd year we all have to push you to take lectures. You're the best teacher, your punctuality will help us to improve ourselves.

- My suggestion to him is to understand students wisely and please don't treat every student as a bad student. Not all students come to college for wasting time. He has to understand which student is honest and who is not.

TEACHER'S EVALUATION BY T.Y.B.SC. STUDENTS 2020-21)

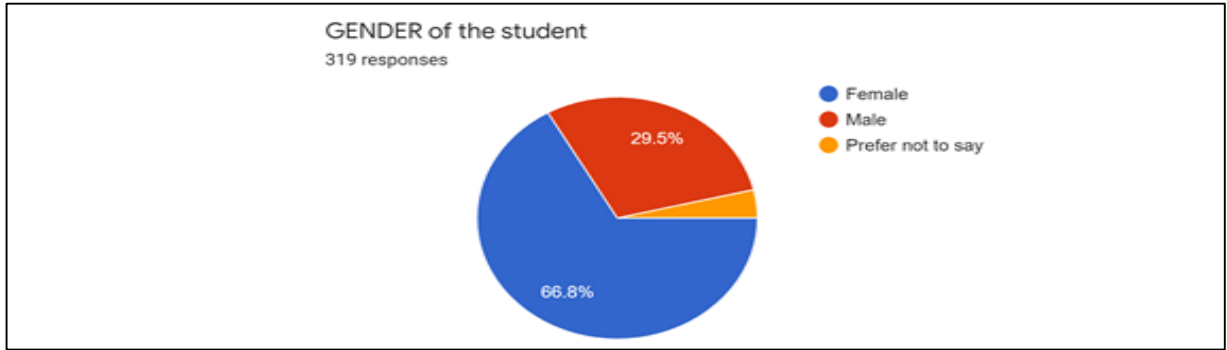


Chart 20

A. Qualities in Teacher as perceived by Student [विद्यार्थ्यास शिक्षकातील जाणवलेली गुणवैशिष्ट्ये]

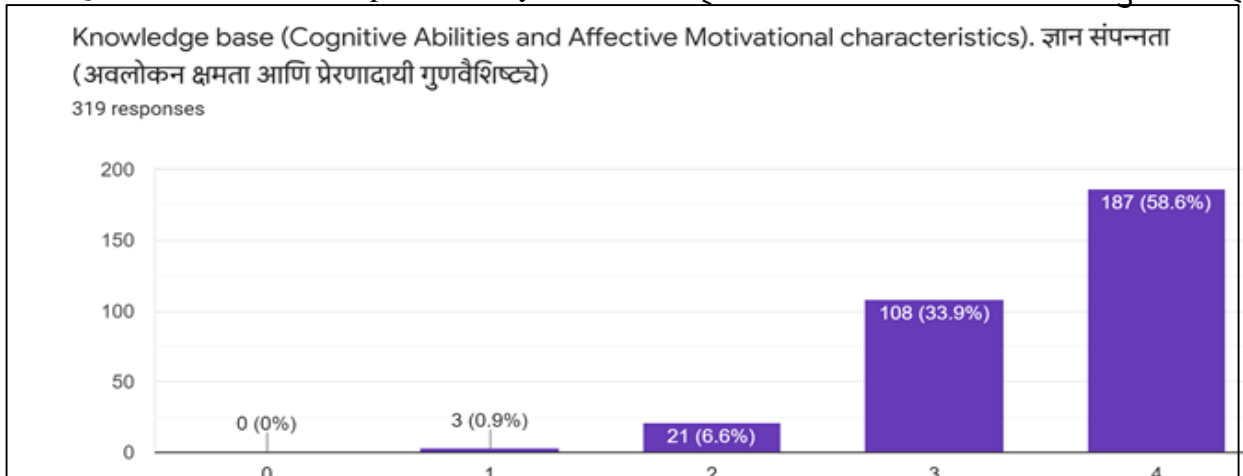


Chart 21

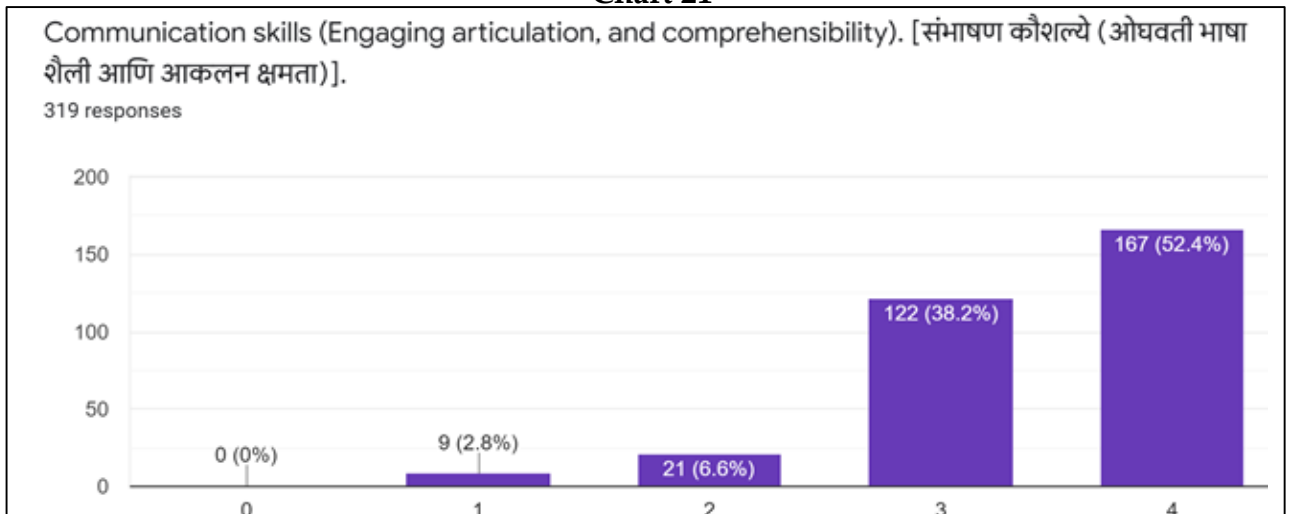


Chart 22

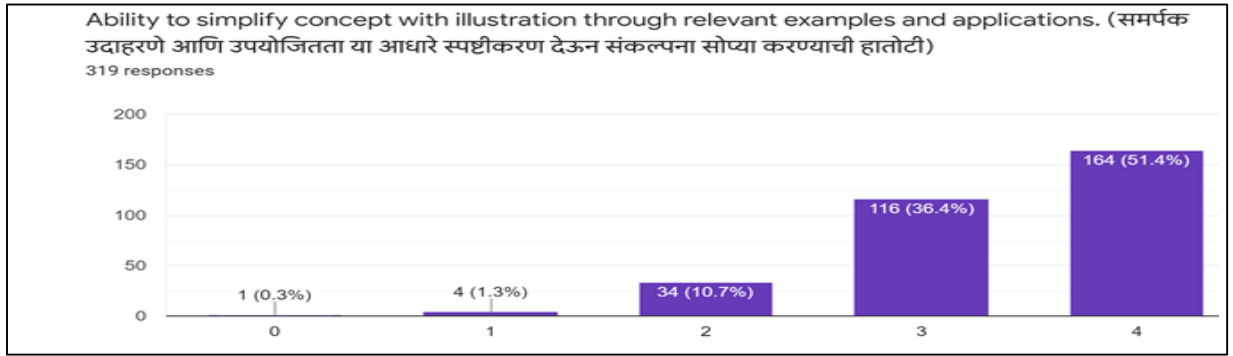


Chart 23

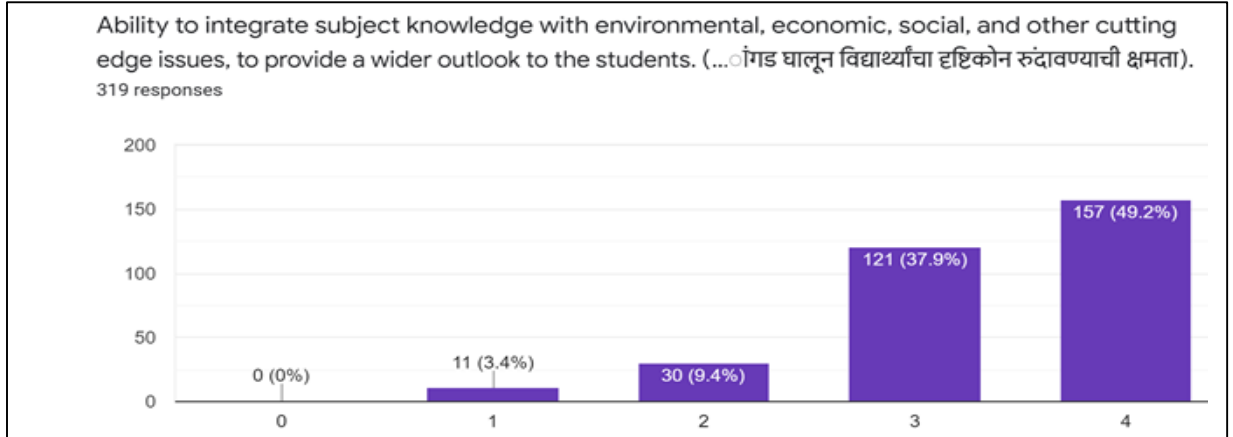


Chart 24

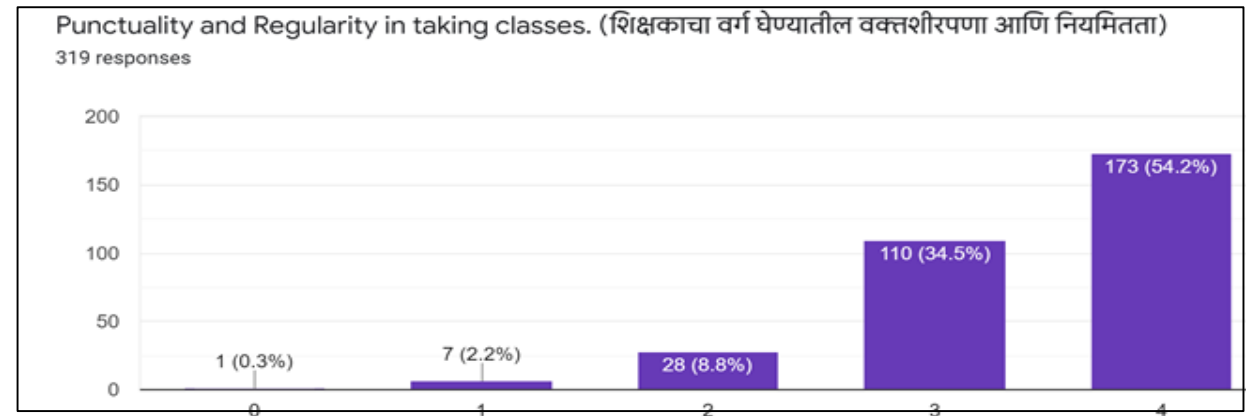


Chart 25

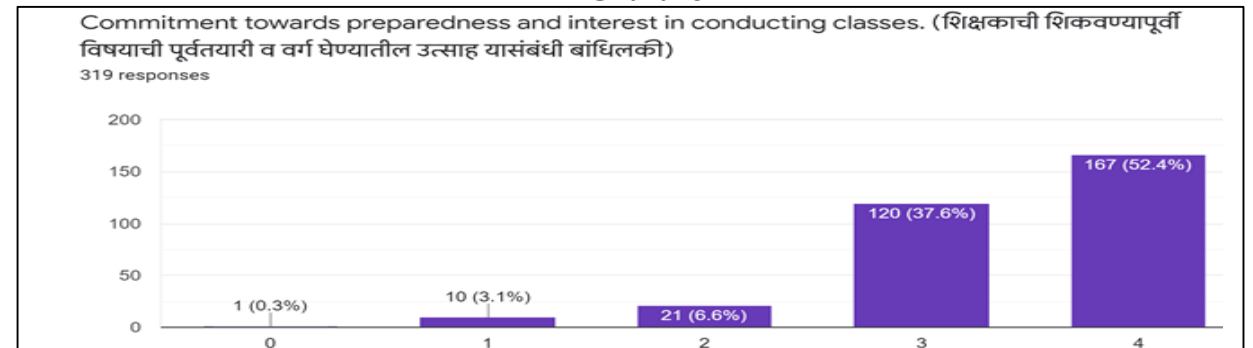


Chart 26

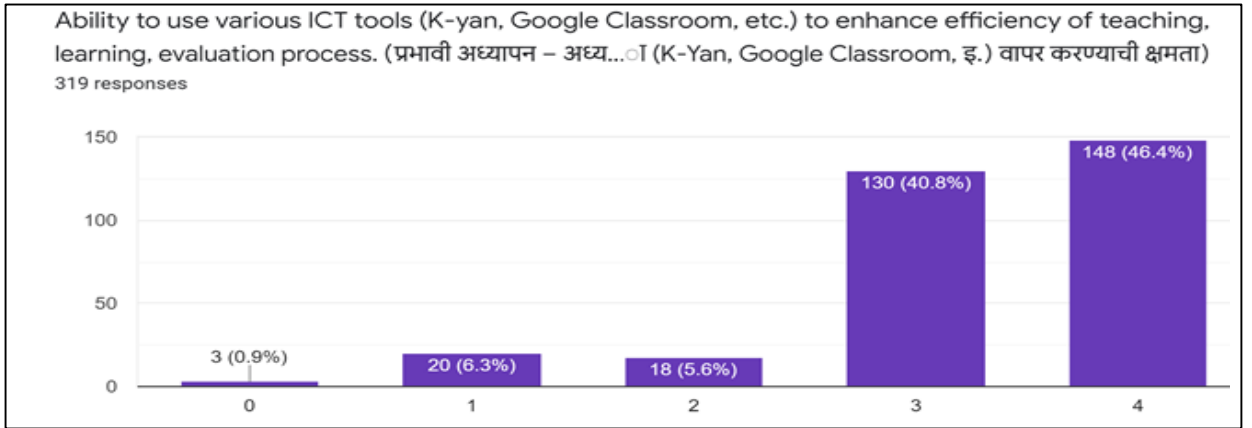


Chart 27

B. Teacher's Attitude towards Students [विद्यार्थ्यांप्रती शिक्षकाचा दृष्टीकोन]

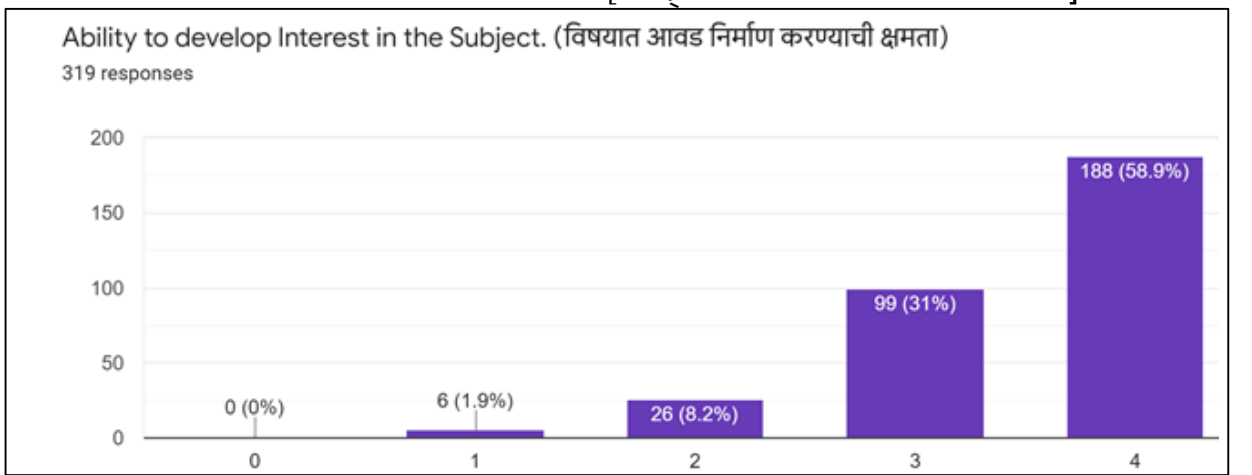


Chart 28

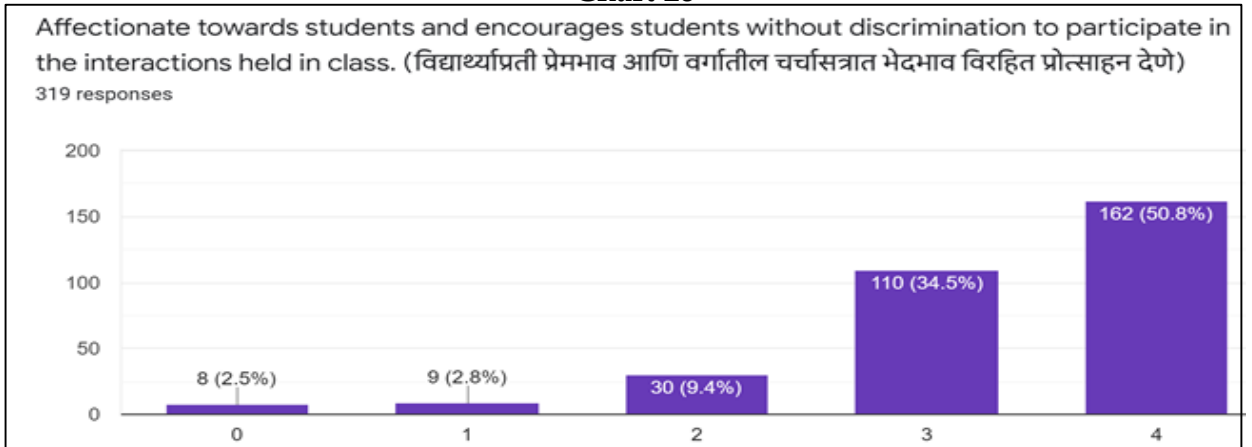


Chart 29

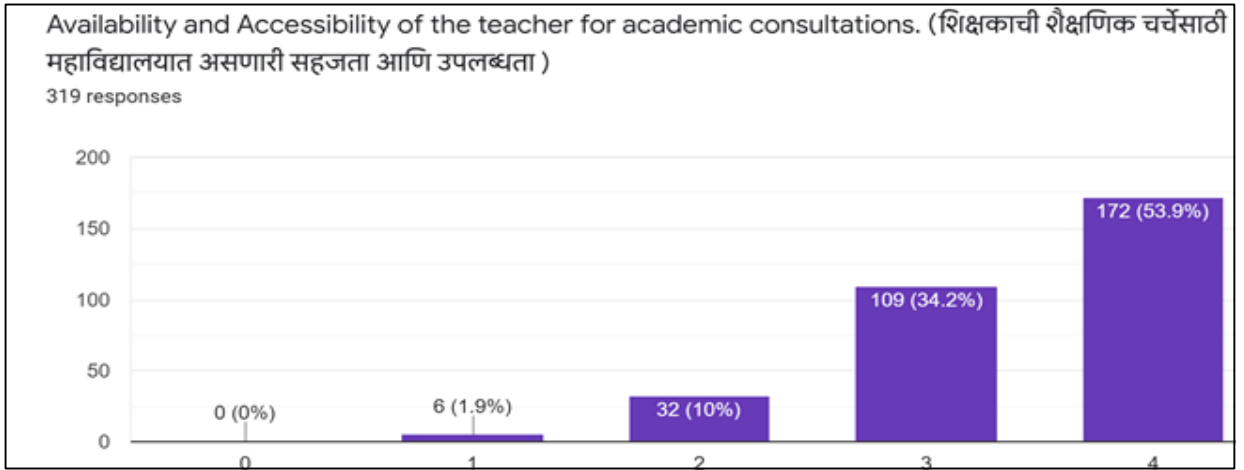


Chart 30

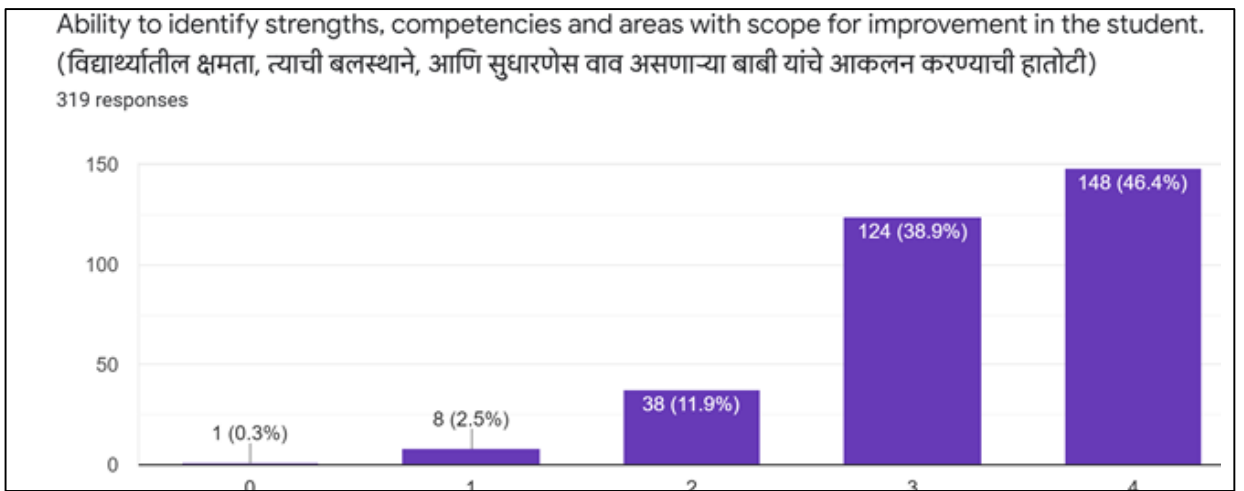


Chart 31

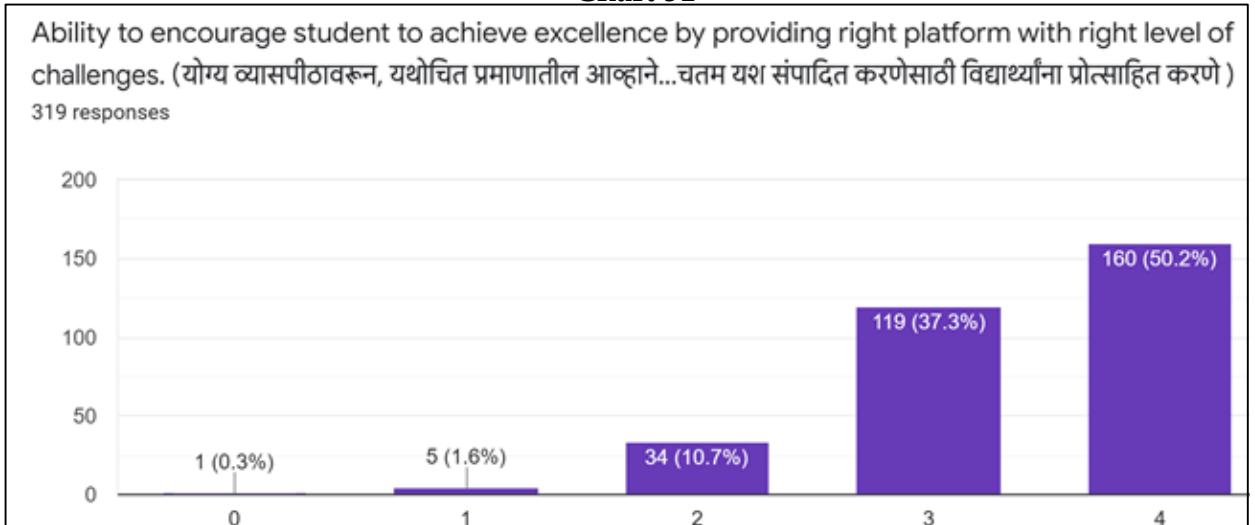


Chart 32

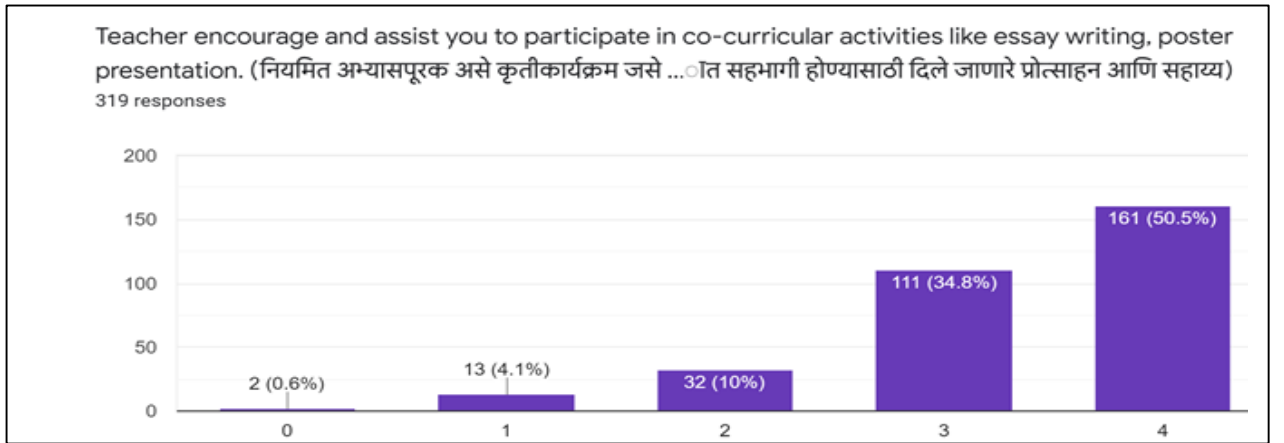


Chart 33

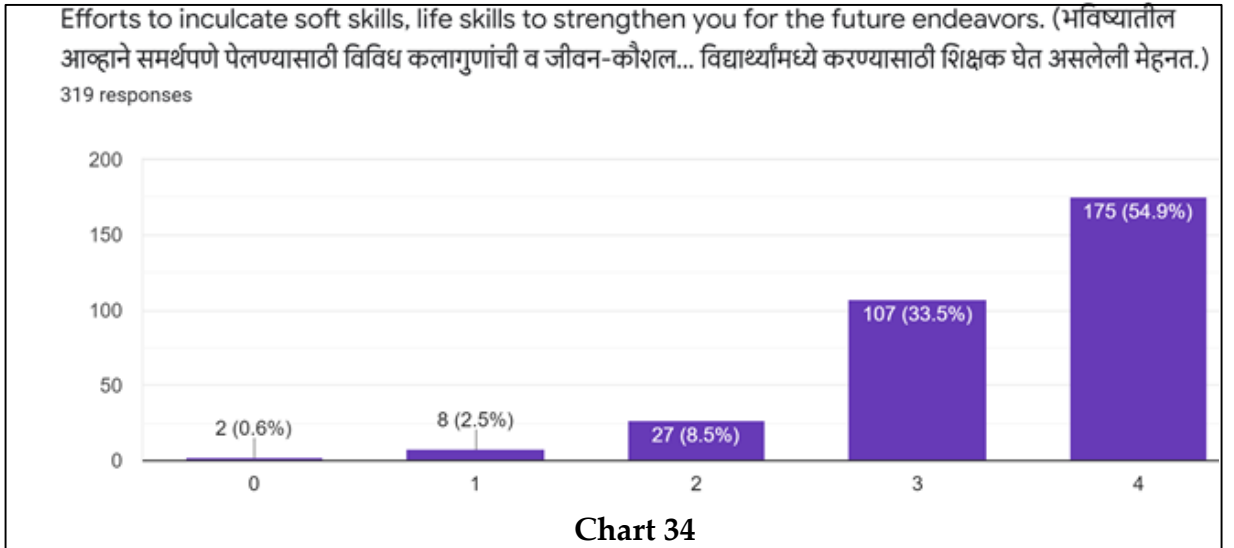


Chart 34

C. Internal Evaluation and Feedback given to the student (विद्यार्थ्यांचे अंतर्गत मुल्यमापन आणि दिला जाणारा गुणात्मक अभिप्राय)

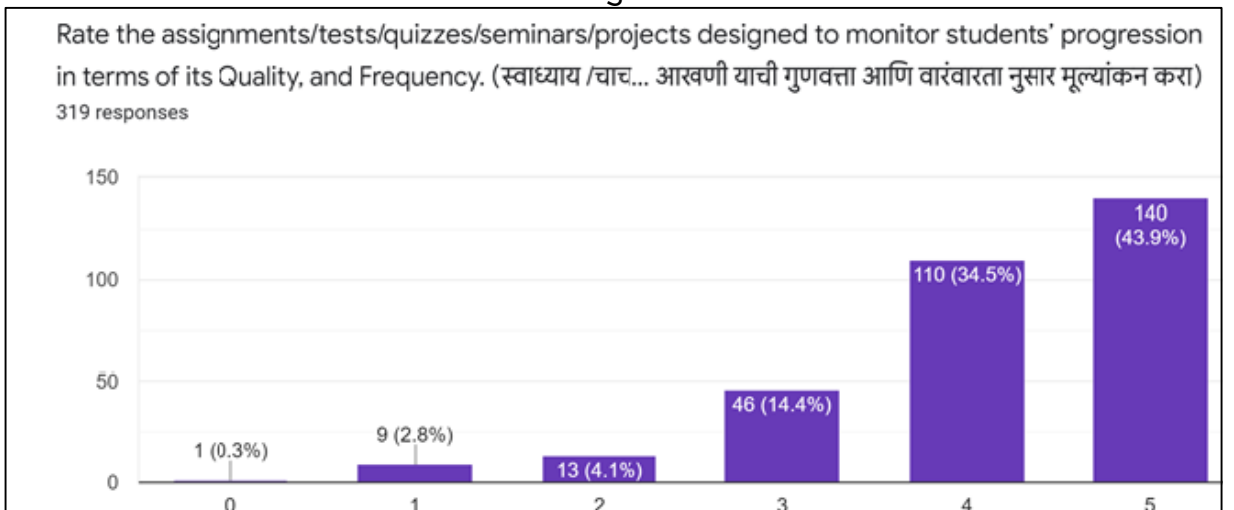


Chart 35

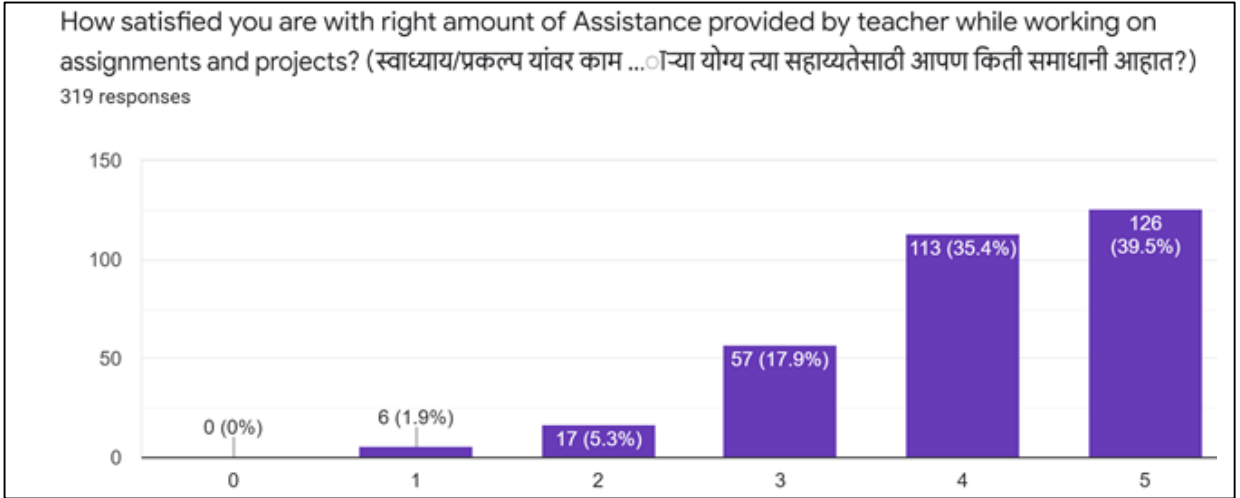


Chart 36

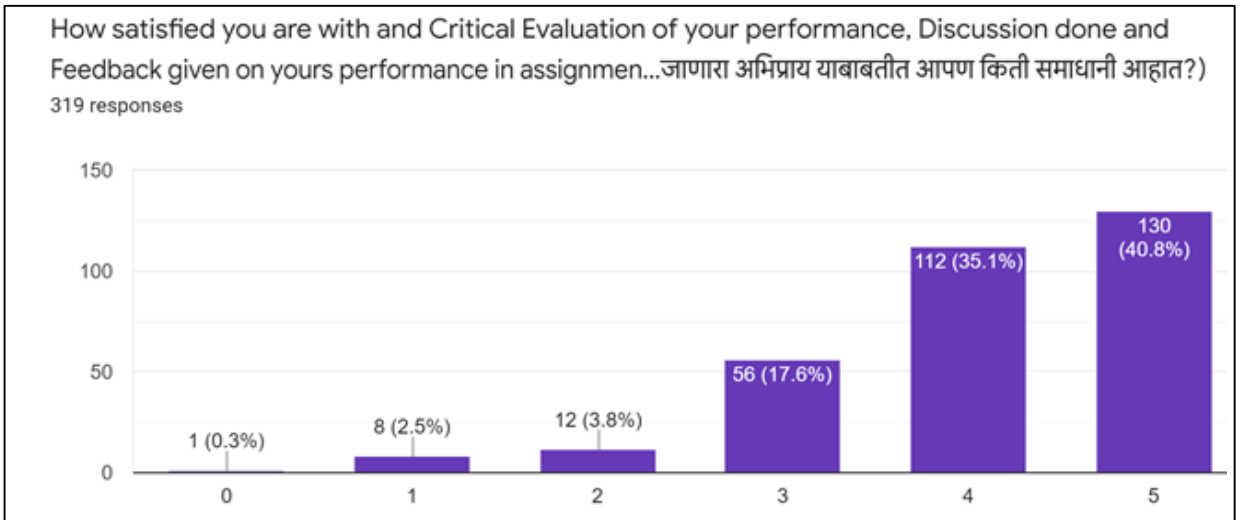


Chart 37

D. Descriptive

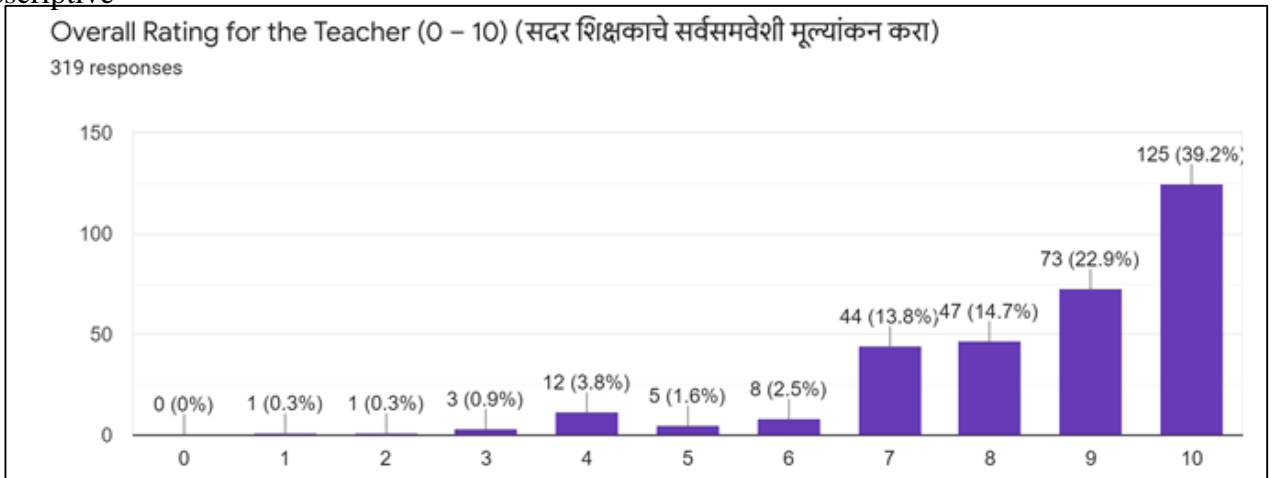


Chart 38

Analysis:

1. Total of 319 students, of which 66.8% female and 29.5% male have recorded feedback whereas 3.7 % respondents abstain themselves from revealing their gender identity while recording feedback (Chart 20).
2. More than 92% of the science program students who recorded feedback find their teachers with Very High/High cognitive abilities and motivational characteristics (Chart 21).
3. More than 88 % of the students think that their teachers have Very High to High level of communication. (Chart 22)
4. More than 88 % of the students think that their teachers have Very High to High Ability to simplify various fundamental concepts from curricula (Chart 23).
5. Teachers from science stream have an excellent ability to integrate subject knowledge with cross-cutting issues such as related to environment, economy, social issues as it is evident from the fact that more than 86 % students rated their teachers with 4 or 3 (Chart 24).
6. Large number of students found their teachers punctual in starting with lectures and regular in conducting them as about 88 % students rated their teachers with 4 or 3. A significant number of students (11%) are not satisfied with either punctuality or regularity or both of their teachers (Chart 25).
7. Most of the teachers are committed towards the preparedness and interest in conducting sessions as about 90% students rated teachers with 4 or 3 rating. About ~10% students are not satisfied and they perhaps don't find their teachers enough prepared and interested in conducting sessions (Chart 26).
8. ~87 % of students are satisfied and found their teacher very able to use ICT tools for effective delivery of the content. Unfortunately ~12% are still not very satisfied with the ability of teachers to use ICT aids (Chart 27).

Summary: Large number of students are very highly to highly satisfied with their teachers w.r.t. their knowledge base, Communication skills; ability to simplify concepts and to integrate subject knowledge to cross-cutting issues; commitment towards interest in engaging lectures, preparedness therein,

punctuality and regularity therein; and ability to use ICT tools for efficient curricula delivery. To a very little extent though, few students are dissatisfied with knowledge base and communication skills, punctuality and regularity of teachers in conducting lectures.

9. ~90% of students who rated teachers with 4 or 3 for the ability to develop interest in the subject think that their teachers have remarkable ability to do the same. However, 10% of students are not much satisfied with their teachers (Chart 28).

10. Most of the students found their teachers affectionate towards them as ~85% respondents rated teachers with 4 or 3. These students also feel inclusiveness in all the class activities. ~12 % students felt either no affection towards them or maybe non-inclusiveness in teachers behavior (Chart 29).

11. Most of the students found their teachers available and accessible for academic consultation whenever required as ~88% respondents rated with 4 or 3 (Chart 30).

12. Students find their teachers not only very much able to identify students' strengths, competencies and areas with scope for improvement (Chart 31) but able to encourage them to achieve excellence by providing the right platform with appropriate challenges (Chart 32).

13. Large number of students are satisfied with how their teachers encourage, assist them to participate in co-curricular activities (Chart 33).

14. Large number of students are satisfied with the efforts their teachers are taking to inculcate life skills to strengthen their students for future endeavors (Chart 34).

15. Very large number of students rated the process of internal evaluation and feedback given thereupon with rating 5 or 4 or 3 (Chart 35, Chart 36, Chart 37).

16. 39% students from the UG Science program rated their teachers with 10 overall ratings. Whereas ~23% students were given 9 overall ratings. In the rationalization for the given rating, students gave following remarks (few as example) (Chart 38): [Few Regional language - Marathi words retained to keep emotional touch intact]

TEACHER'S EVALUATION BY M.A.-II STUDENTS 2020-21)

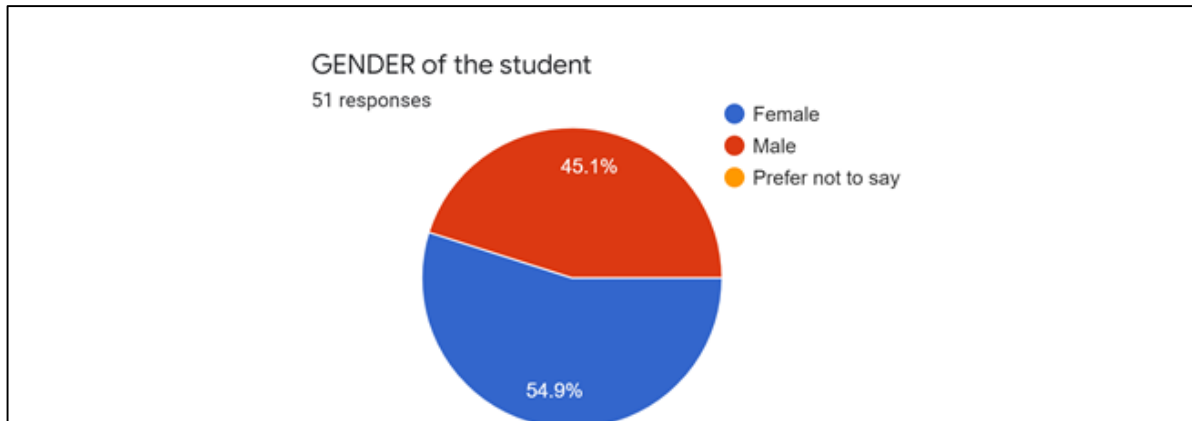


Chart 39

A. Qualities in Teacher as perceived by Student [विद्यार्थ्यास शिक्षकातील जाणवलेली गुणवैशिष्ट्ये]

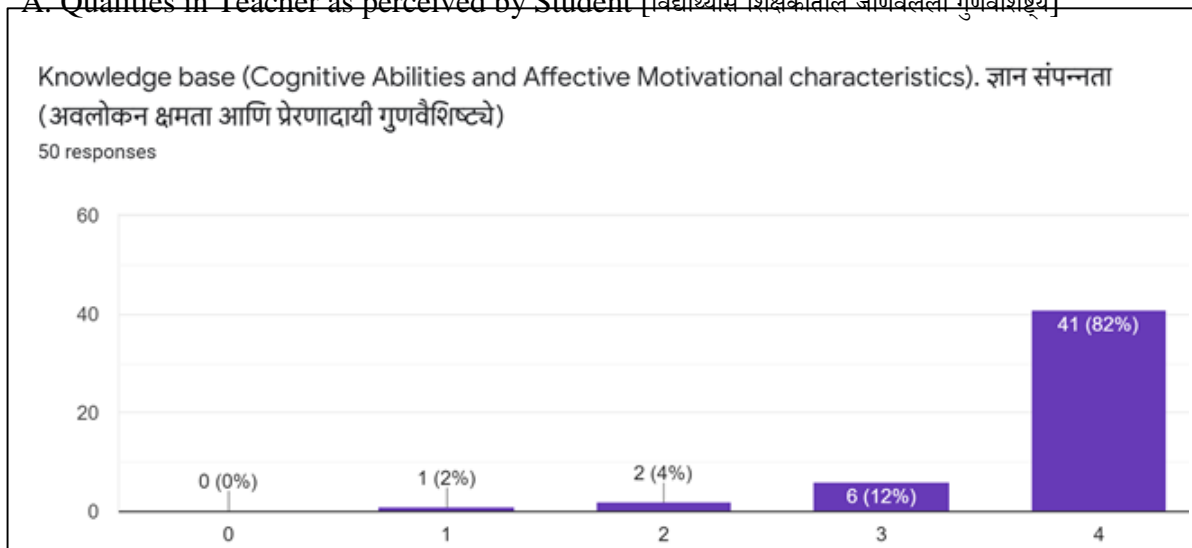


Chart 40

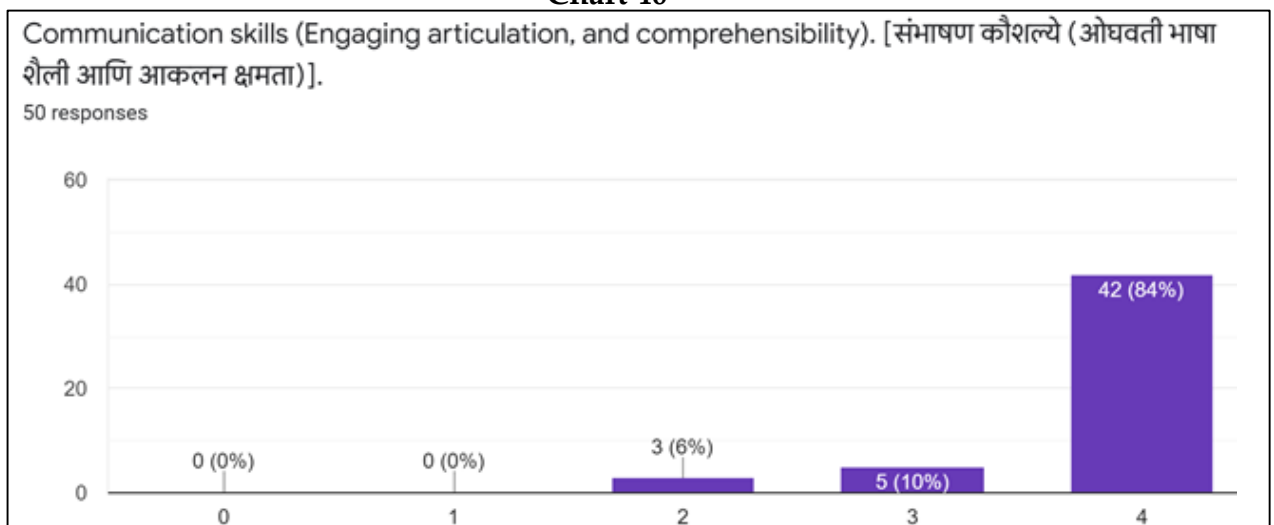


Chart 41

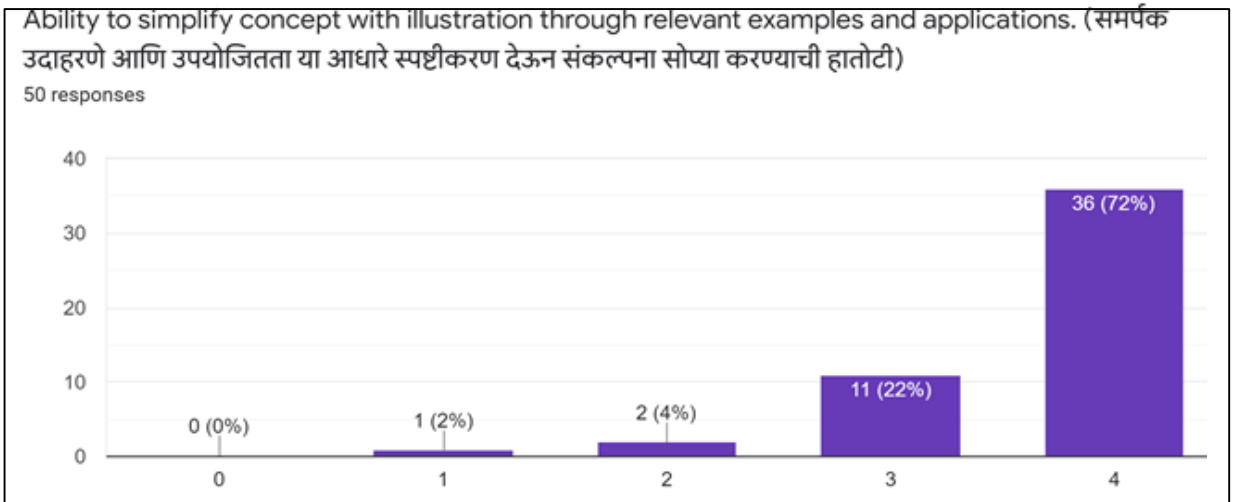


Chart 42

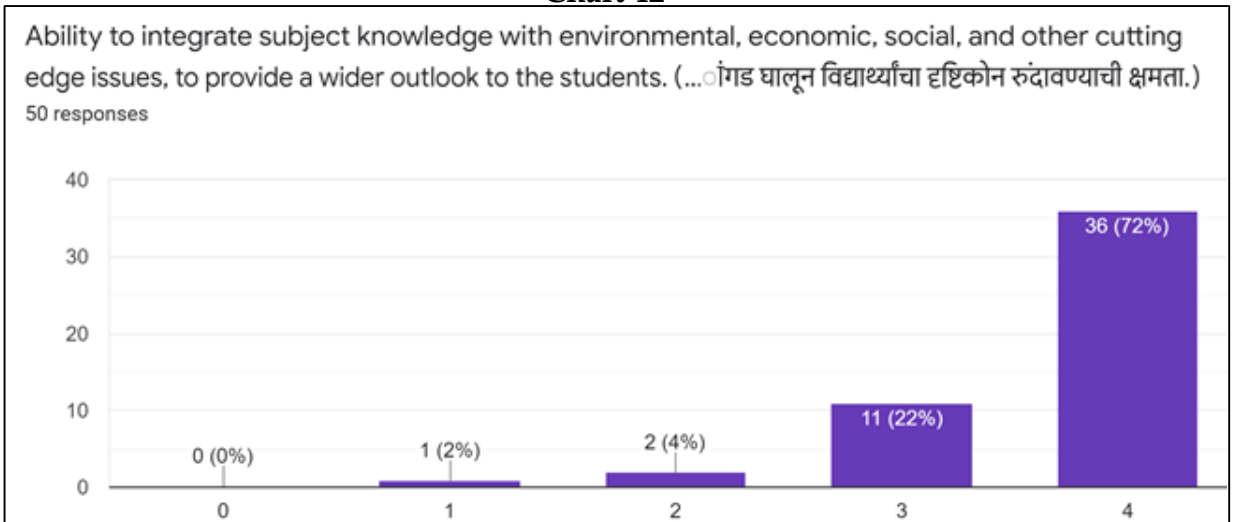


Chart 43

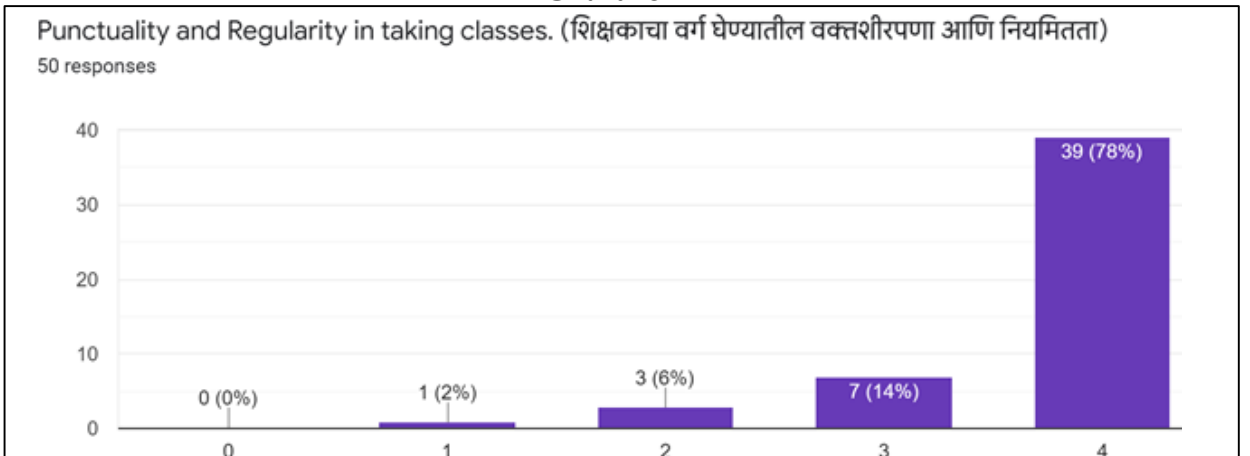


Chart 44

Commitment towards preparedness and interest in conducting classes. (शिक्षकाची शिकवण्यापूर्वी विषयाची पूर्वतयारी व वर्ग घेण्यातील उत्साह यासंबंधी बांधिलकी)

50 responses

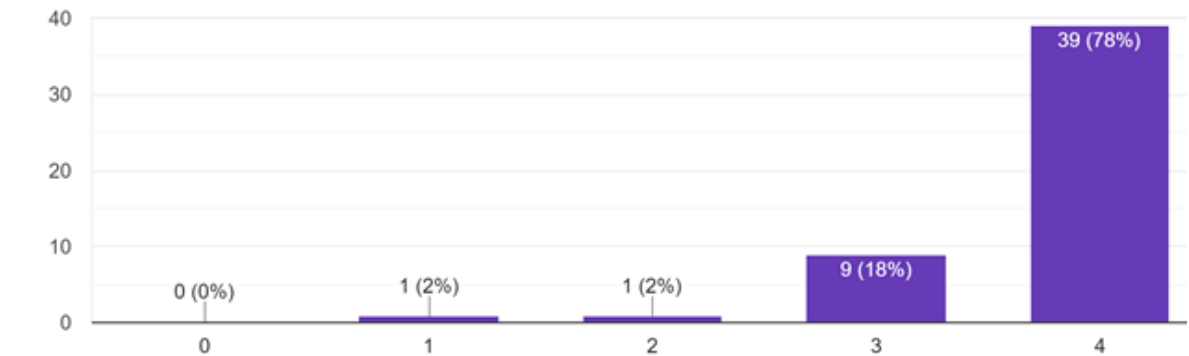


Chart 45

Ability to use various ICT tools (K-yan, Google Classroom, etc.) to enhance efficiency of teaching, learning, evaluation process. (प्रभावी अध्यापन - अध्य...ा (K-Yan, Google Classroom, इ.) वापर करण्याची क्षमता)

50 responses

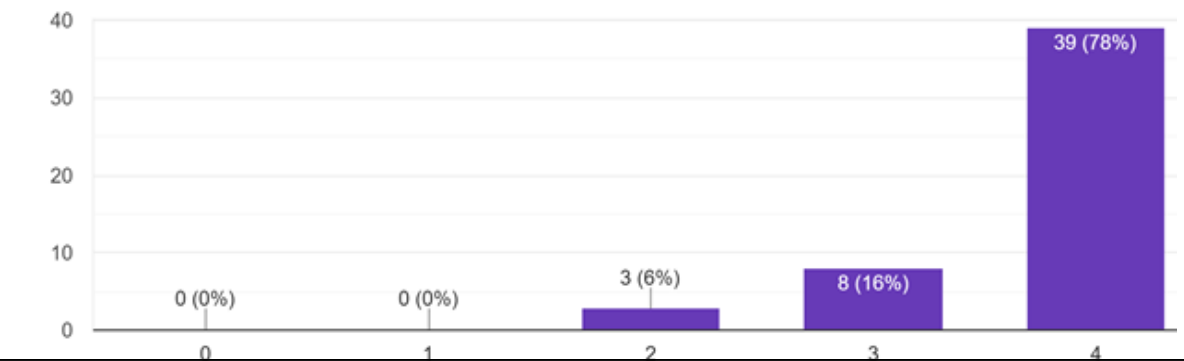


Chart 46

B. Teacher's Attitude towards Students [विद्यार्थ्यांप्रती शिक्षकाचा दृष्टीकोन]

Ability to develop Interest in the Subject. (विषयात आवड निर्माण करण्याची क्षमता)

51 responses

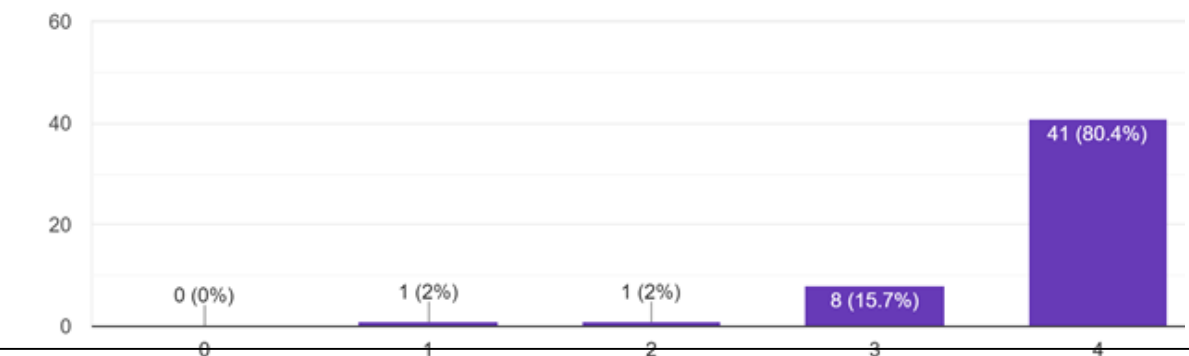


Chart 47

Affectionate towards students and encourages students without discrimination to participate in the interactions held in class. (विद्यार्थ्यांप्रती प्रेमभाव आणि वर्गातील चर्चासत्रात भेदभाव विरहित प्रोत्साहन देणे)

51 responses

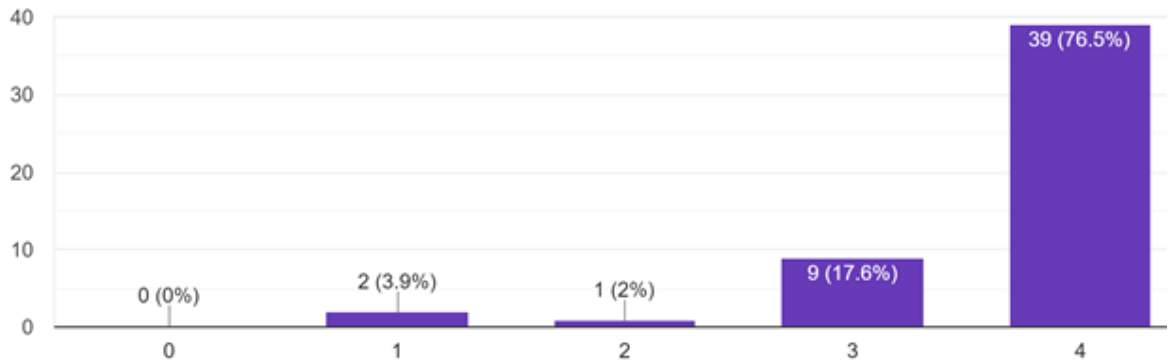


Chart 48

Availability and Accessibility of the teacher for academic consultations. (शिक्षकाची शैक्षणिक चर्चेसाठी महाविद्यालयात असणारी सहजता आणि उपलब्धता)

51 responses

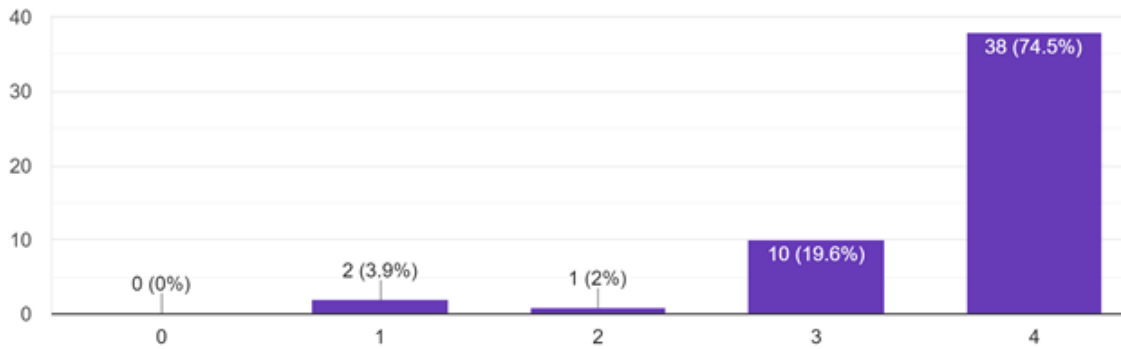


Chart 49

Ability to identify strengths, competencies and areas with scope for improvement in the student. (विद्यार्थ्यांतील क्षमता, त्याची बलस्थाने, आणि सुधारणेस वाव असणाऱ्या बाबी यांचे आकलन करण्याची हातोटी)

51 responses

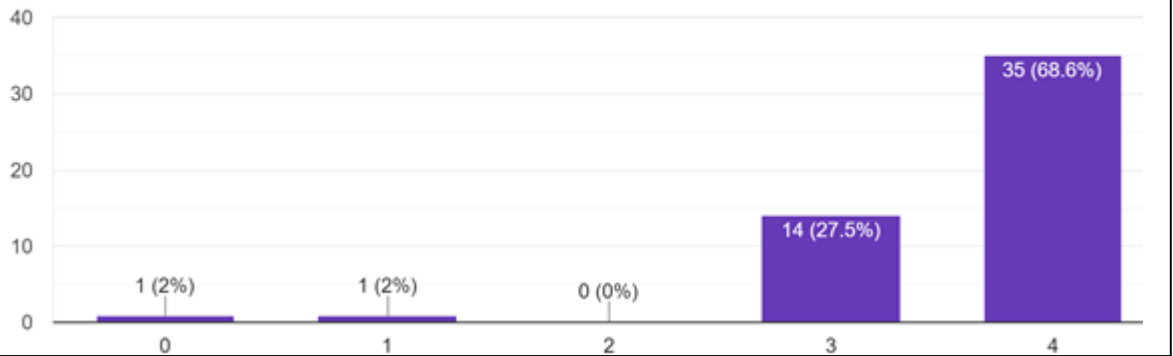


Chart 50

Ability to encourage student to achieve excellence by providing right platform with right level of challenges. (योग्य व्यासपीठावरून, यथोचित प्रमाणातील आव्हाने...चतम यश संपादित करणेसाठी विद्यार्थ्यांना प्रोत्साहित करणे)
51 responses

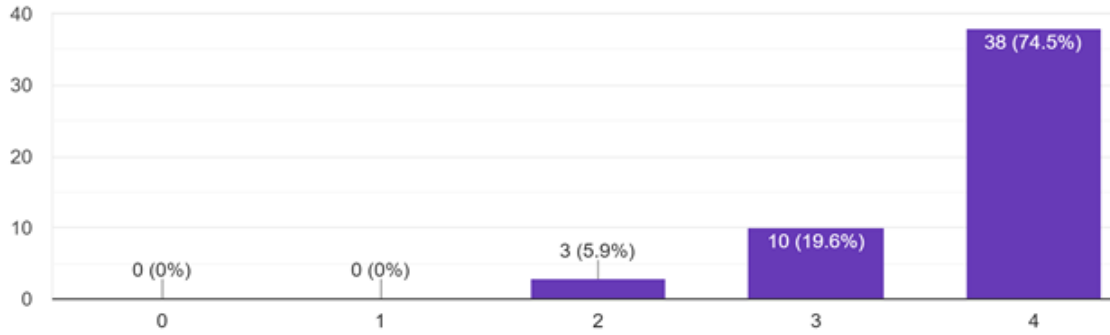


Chart 51

Teacher encourage and assist you to participate in co-curricular activities like essay writing, poster presentation. (नियमित अभ्यासपूरक असे कृतीकार्यक्रम जसे ...ात सहभागी होण्यासाठी दिले जाणारे प्रोत्साहन आणि सहाय्य)
50 responses

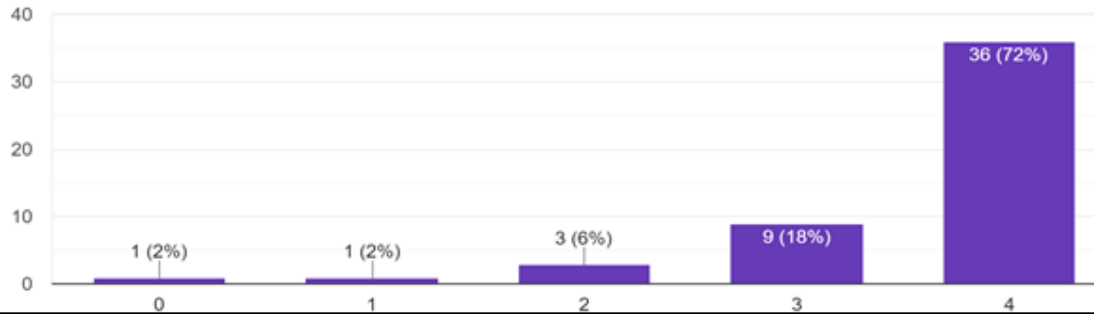


Chart 52

Efforts to inculcate soft skills, life skills to strengthen you for the future endeavors. (भविष्यातील आव्हाने समर्थपणे पेलण्यासाठी विविध कलागुणांची व जीवन-कौशल... विद्यार्थ्यांमध्ये करण्यासाठी शिक्षक घेत असलेली मेहनत.)
51 responses

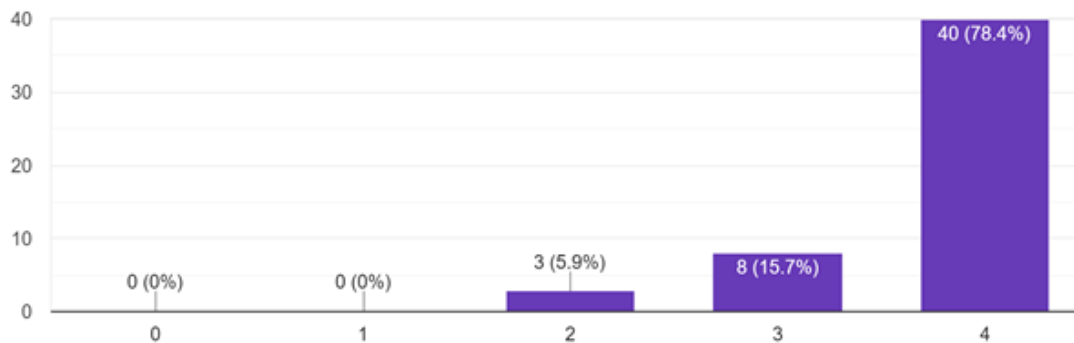


Chart 53

D. Internal Evaluation and Feedback given to the student (विद्यार्थ्यांचे अंतर्गत मुल्यमापन आणि दिला जाणारा गुणात्मक अभिप्राय)

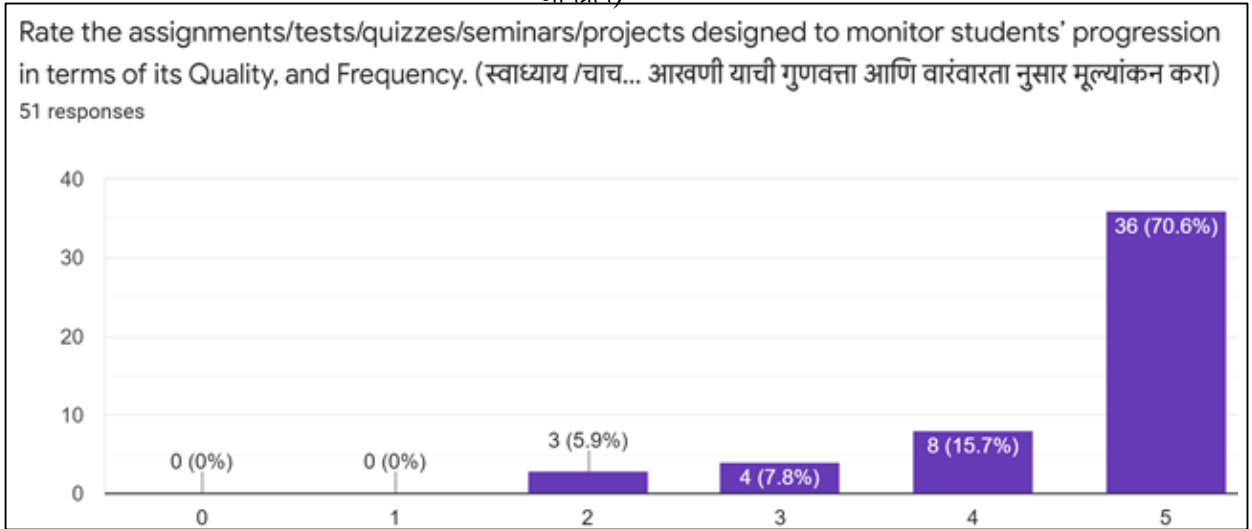


Chart 54

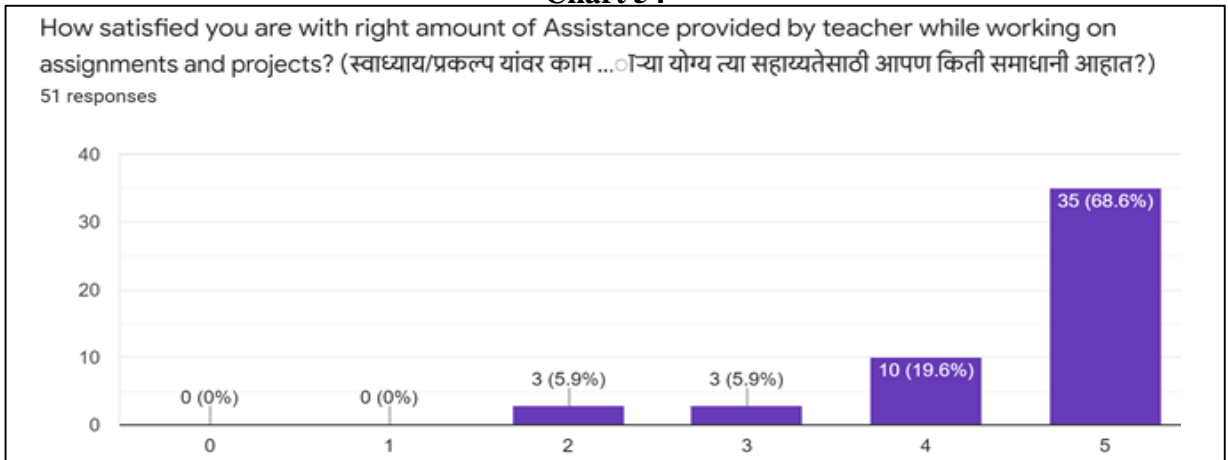


Chart 55

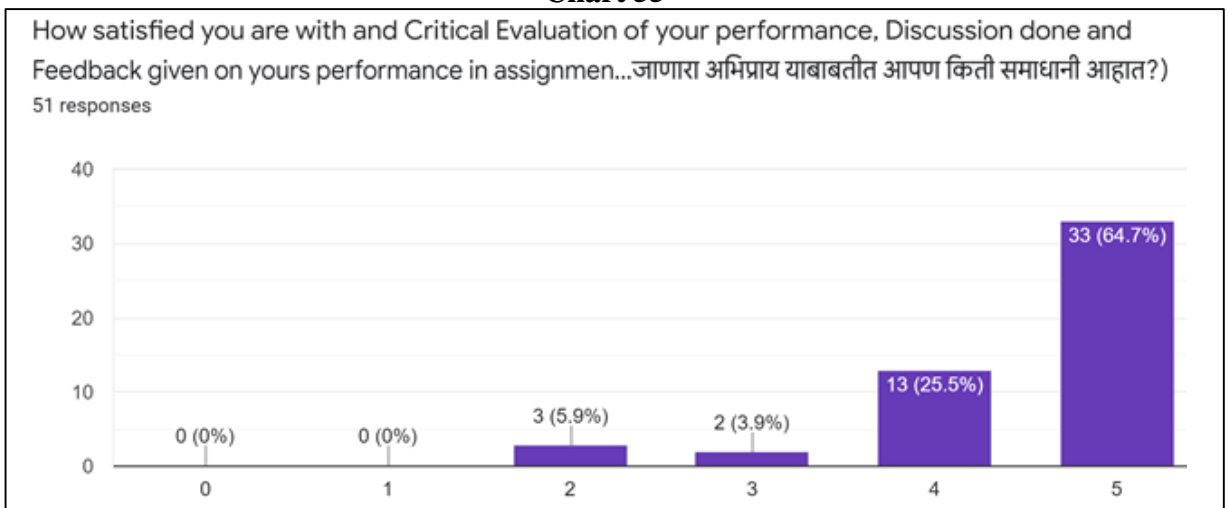


Chart 56

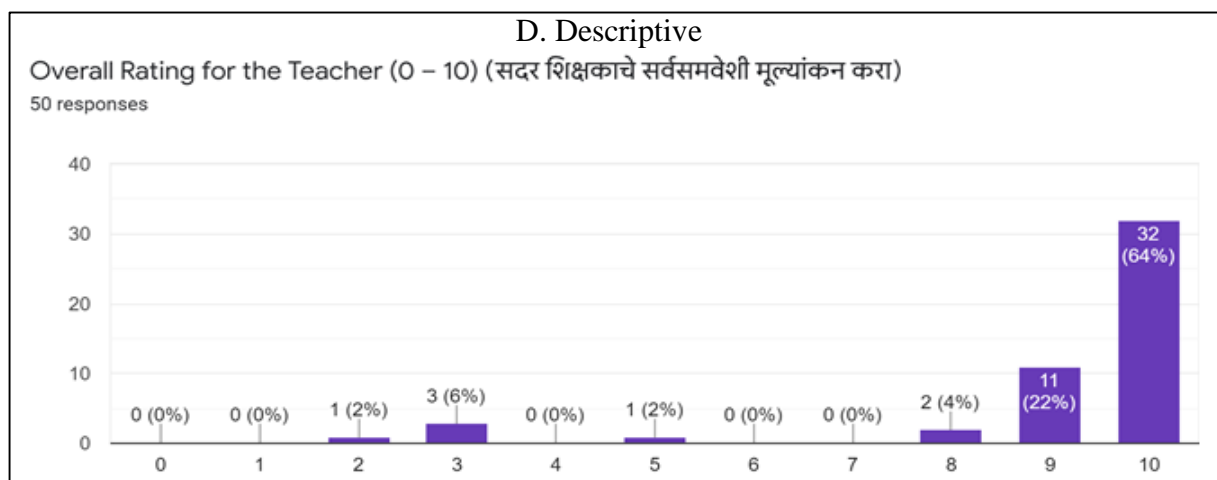


Chart 57

Analysis:

1. Total of 51 students, of which 54.9 % male and 45.1 % female have recorded feedback k (Chart 39).
2. 94 % of the M.A students who recorded feedback find their teachers with Very High/High cognitive abilities and motivational characteristics (Chart 40).
3. 94 % of the students think that their teachers have Very High to High level of communication. (Chart 41)
4. 94 % of the students think that their teachers have Very High to High Ability to simplify various fundamental concepts from curricula (Chart 42).
5. Teachers from M.A. have an excellent ability to integrate subject knowledge with cross-cutting issues such as related to environment, economy, and social issues as it is evident from the fact that 94 % students rated their teachers with 4 or 3 (Chart 43).
6. Large number of students found their teachers punctual in starting with lectures and regular in conducting them as about 92 % students rated their teachers with 4 or 3 (Chart 44).
7. Most of the teachers are committed towards the preparedness and interest in conducting sessions as about 96% students rated teachers with 4 or 3 rating (Chart 45).
8. 94 % of students are satisfied and found their teacher very much able to use ICT tools for effective delivery of the content (Chart 46).

Summary: Large number of M.A. students are very highly to highly satisfied with their teachers w.r.t. their knowledge base, Communication skills; ability to simplify concepts and to integrate subject knowledge to cross-cutting issues; commitment towards interest in engaging lectures, preparedness therein, punctuality and regularity therein; and ability to use ICT tools for efficient curricula delivery.

9. ~96% of students who rated teachers with 4 or 3 for the ability to develop interest in the subject think that their teachers have remarkable ability to do the same (Chart 47).

10. Most of the students found their teachers affectionate towards them as ~94% respondents rated teachers with 4 or 3. These students also feel inclusiveness in all the class activities. ~5 % of students felt either no affection towards them or maybe non-inclusiveness in the teacher's behavior (Chart 48).
11. Most of the students found their teachers available and accessible for academic consultation whenever required as ~95 % respondents rated with 4 or 3 (Chart 49).
12. Very high frequencies of 4 and 3 ratings prove that M.A. Students find their teachers not only very much able to identify students' strengths, competencies and areas with scope for improvement (Chart 50) but able to encourage them to achieve excellence by providing the right platform with appropriate challenges (Chart 51).
13. Large number of students are satisfied with how their teachers encourage, assist them to participate in co-curricular activities (Chart 52).
14. Large number of students are satisfied with the efforts their teachers are taking to inculcate life skills to strengthen their students for future endeavors (Chart 53).
15. Very large number of students rated the process of internal evaluation and feedback given thereupon with rating 5 or 4 (Chart 54Chart 55Chart 56).
16. 64% students from M.A. The program rated their teachers with 10 overall ratings. Whereas 22% students were given 9 overall ratings. In the rationalization for the given rating, students gave following remarks (few as example) (Chart 57): [Few Regional language - Marathi words retained to keep emotional touch intact]
17. Remarks/Suggestion(s) if any.... (To the point and as in detail as possible) (शेरा किंवा सूचना (मुद्देसूदपणे आणि शक्यतितक्या विस्तृतपणे)

Following are the remarks/suggestions from students and provided here as received without rephrasing.

- More projects to be conducted for development for artist and music skills by seminars, demos and special training by experts in college every month and give more support to inspire in art and artist.
- More interactions like conferences. Seminars, workshops to be conducted. And the involvement of most of the students.
- I will suggest how to simplify concepts and techniques to improve myself and others students.

DEPARTMENT'S AND COURSE'S EVALUATION BY STUDENTS 2021

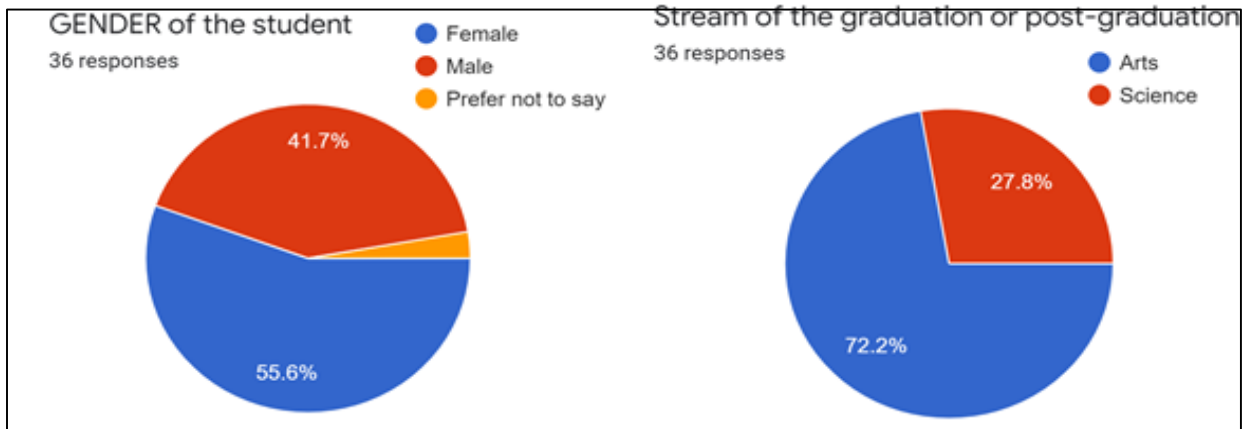


Chart 58

A. Curriculum (Course) – present status and scope for the development. (विषय अभ्यासक्रम – सद्य स्थिती आणि सुधारणेसाठी असणारा वाव) **How satisfied you are with the following points?** (खालील मुद्द्यासंदर्भात आपण कितपत समाधानी आहात - नोंदवा)

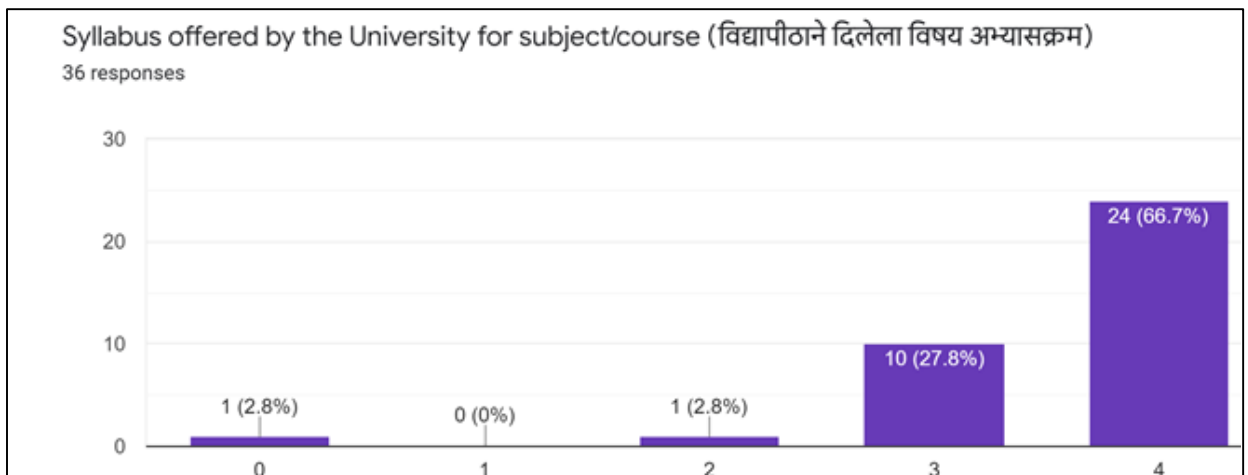


Chart 59

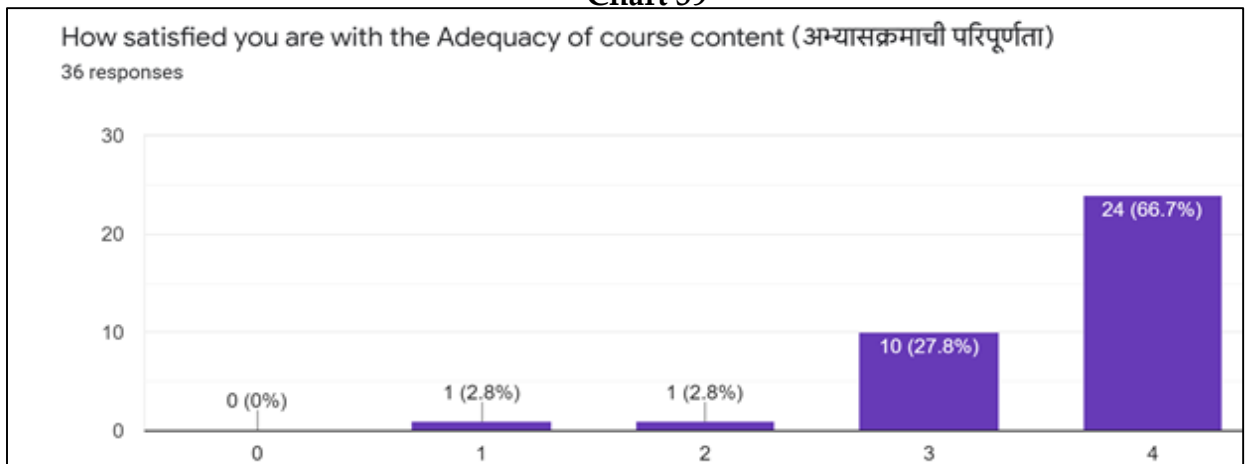


Chart 60

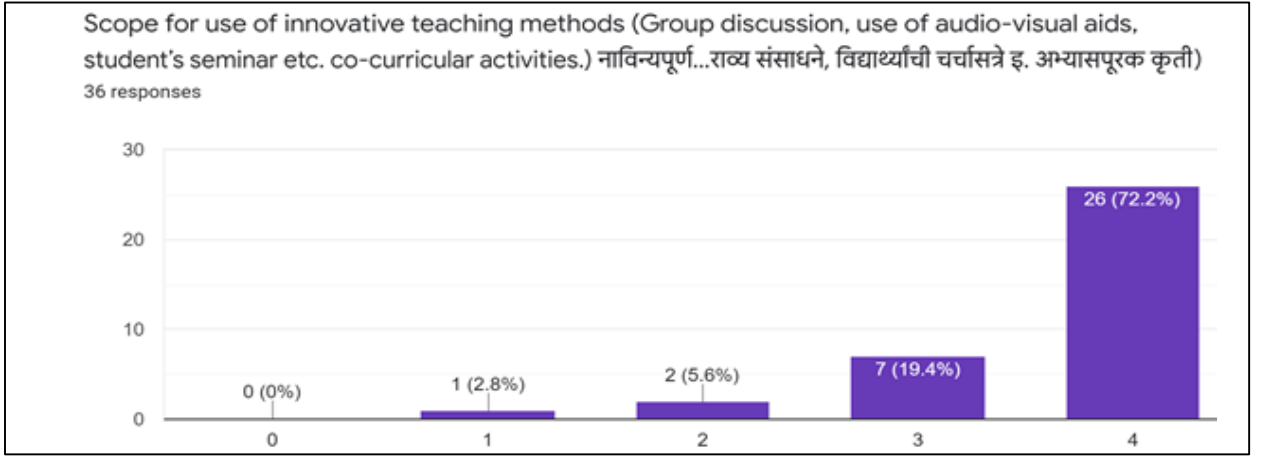


Chart 61

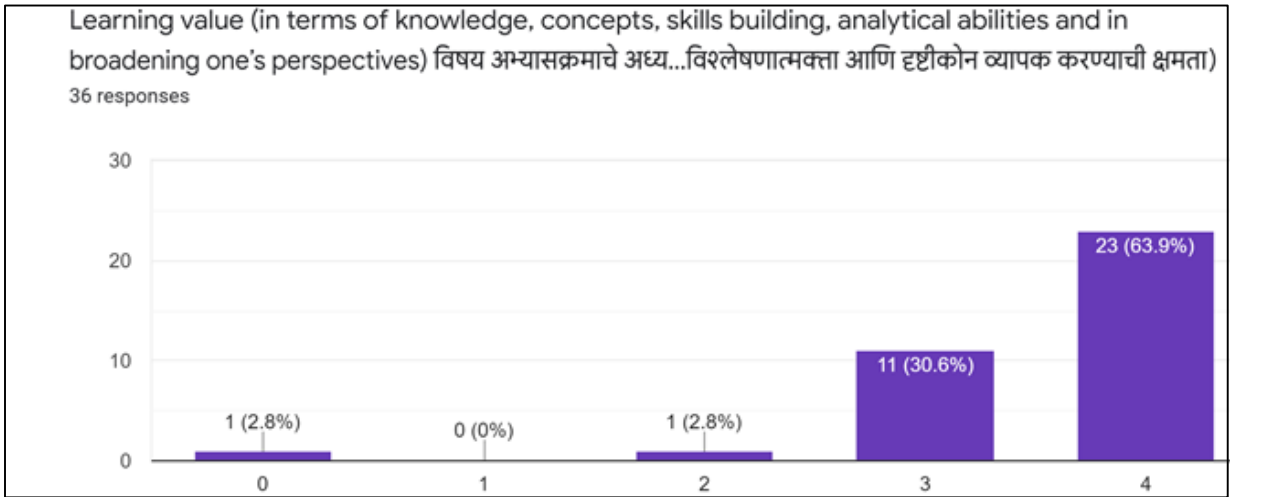


Chart 62

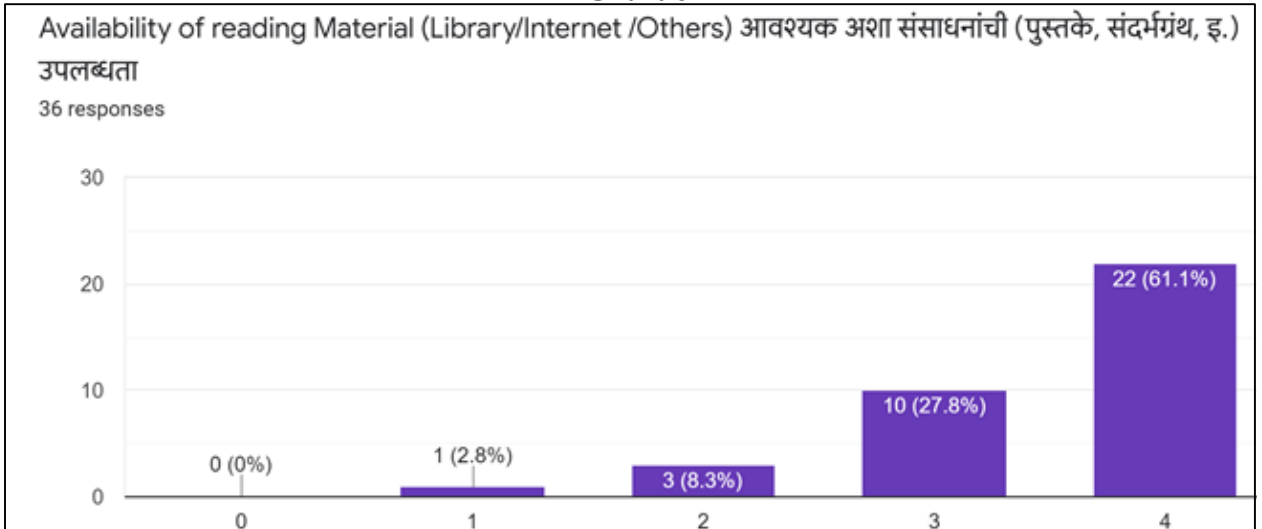


Chart 63

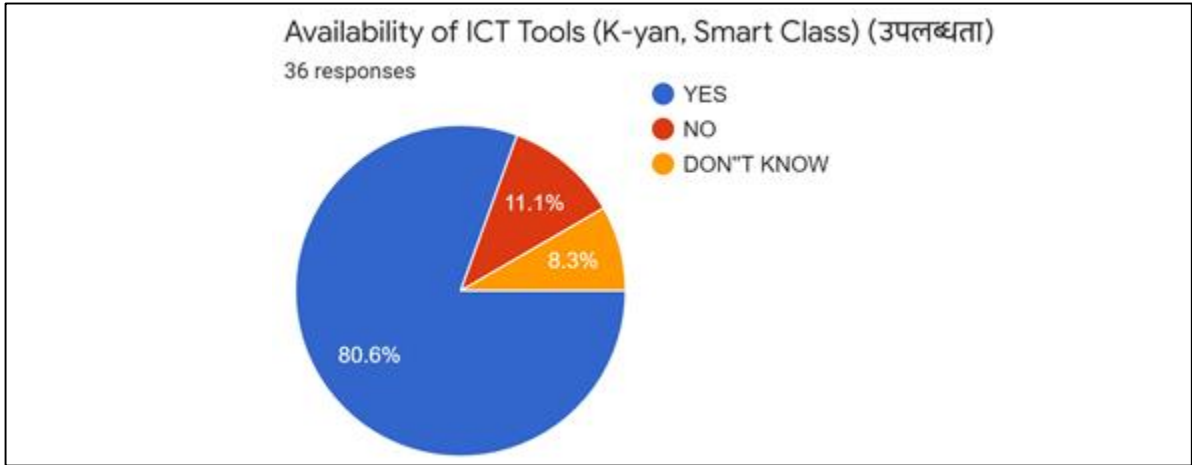


Chart 64

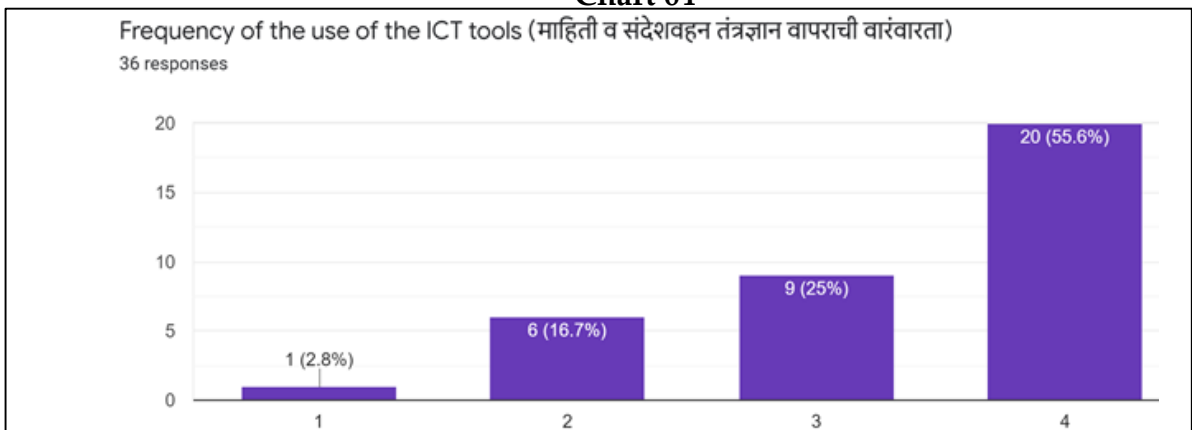


Chart 65

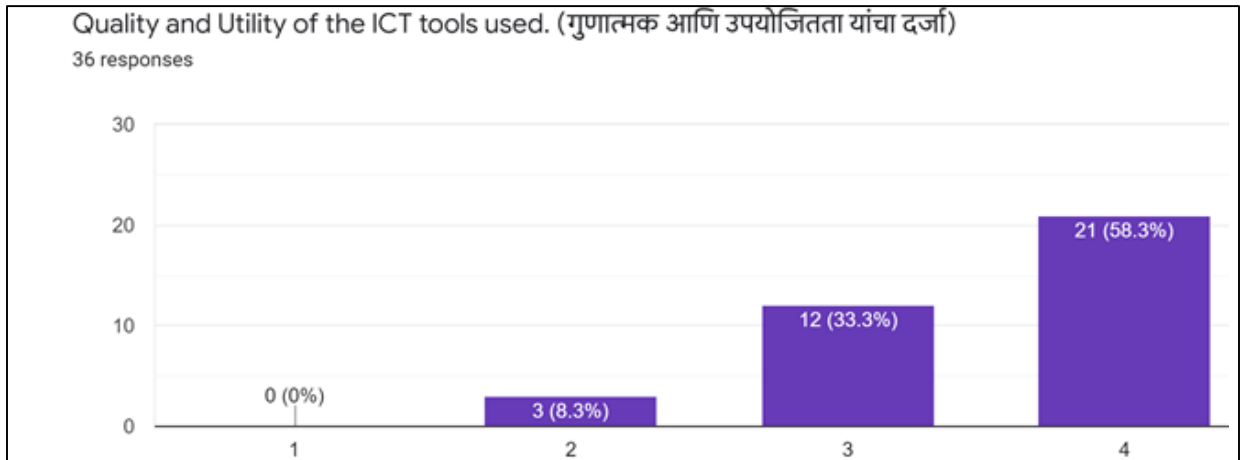


Chart 66

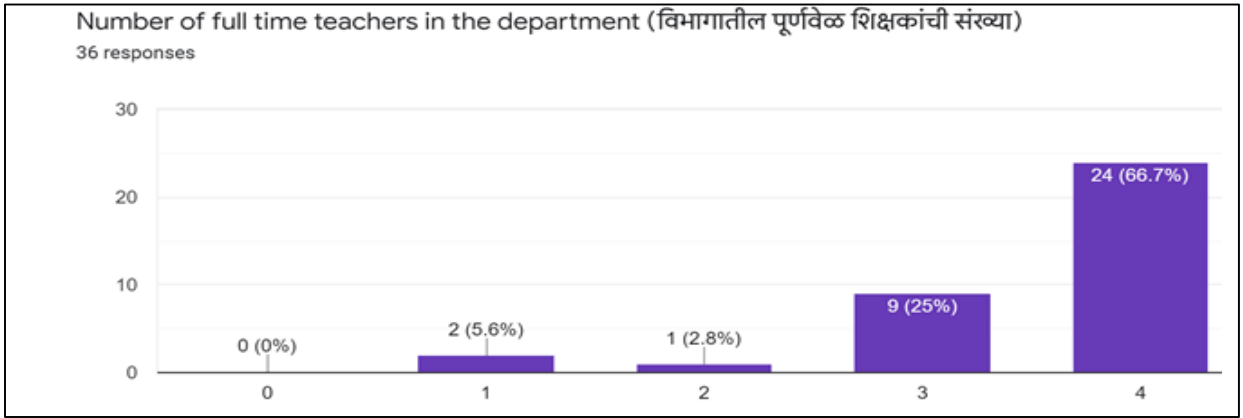


Chart 67

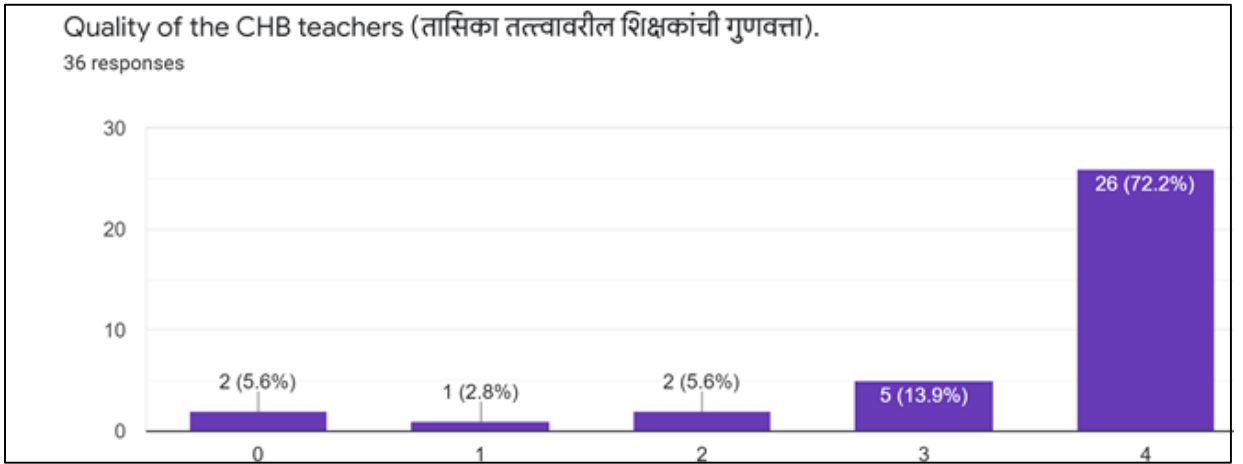


Chart 68

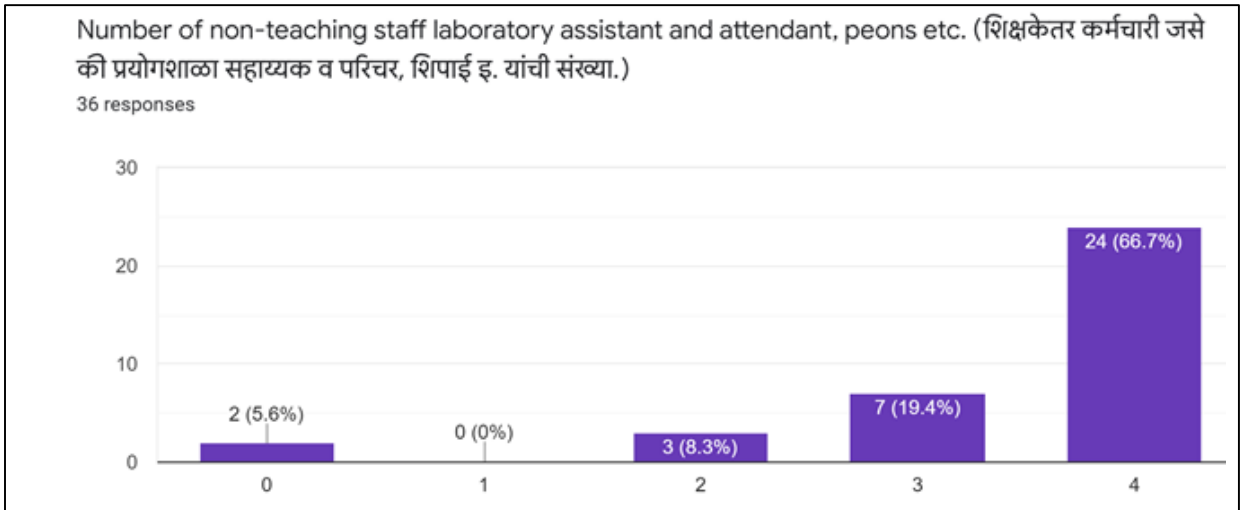


Chart 69

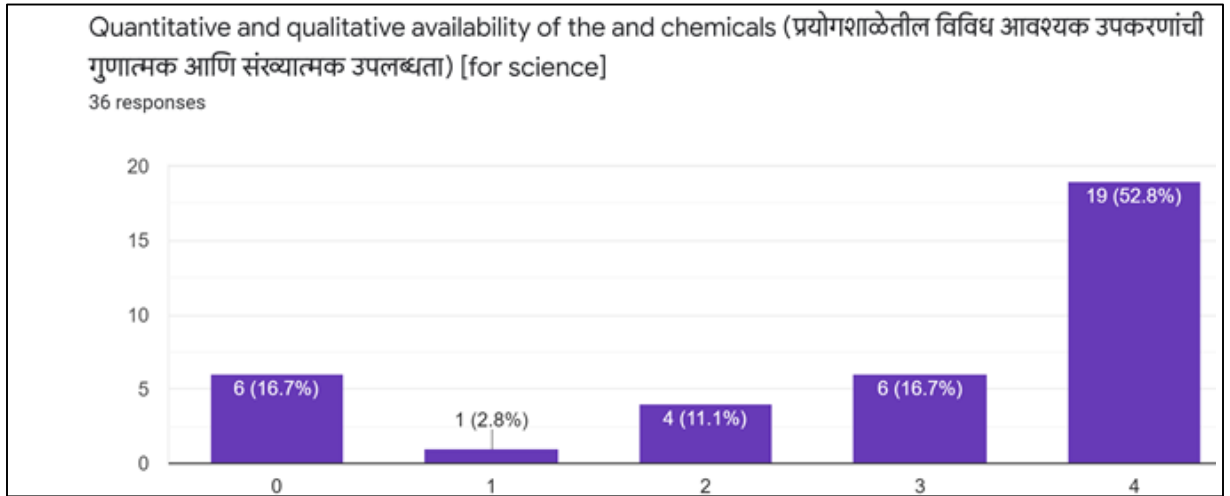


Chart 70

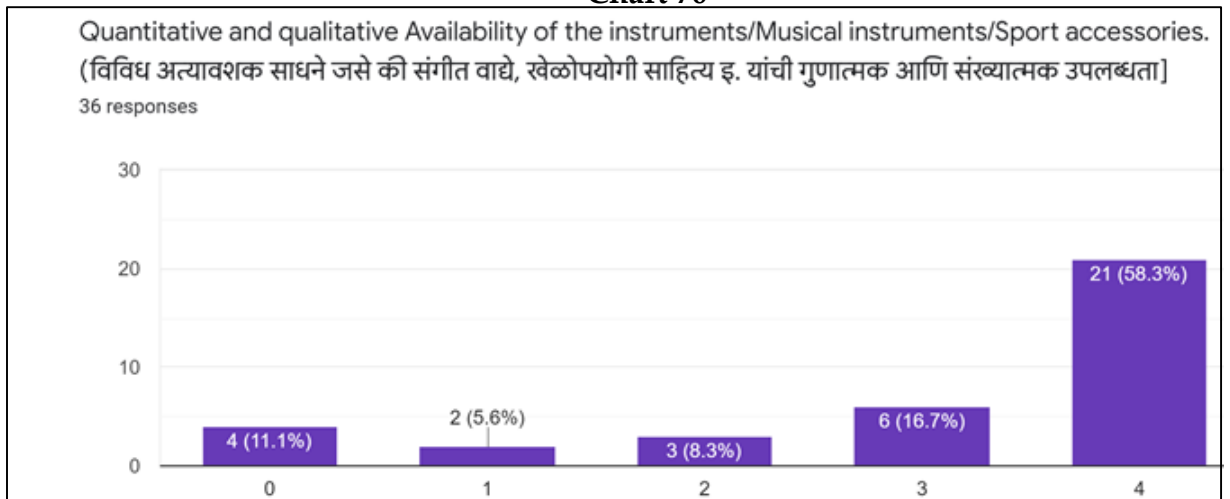


Chart 71

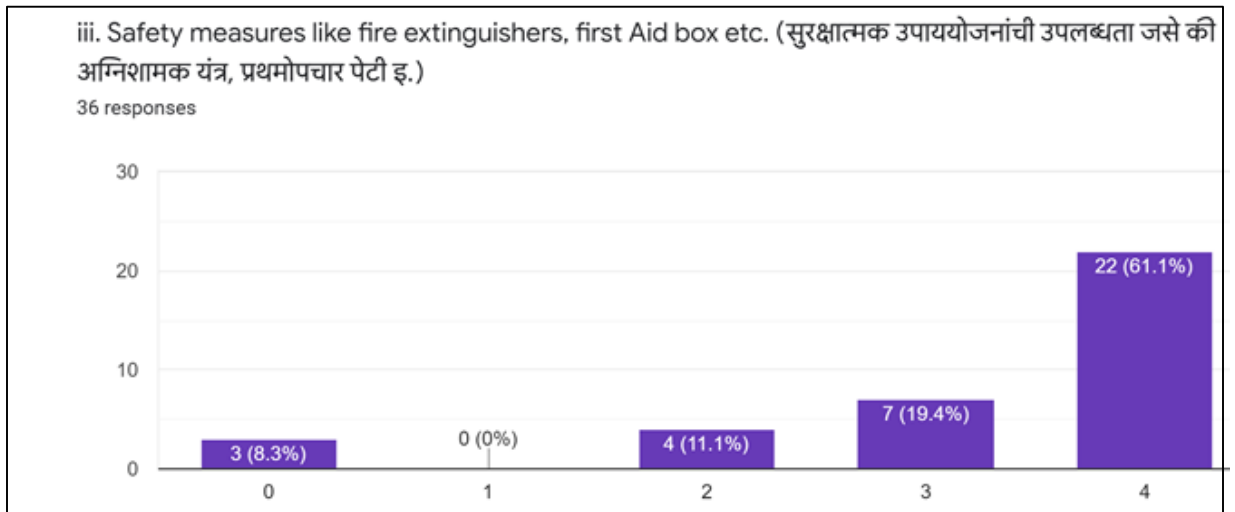


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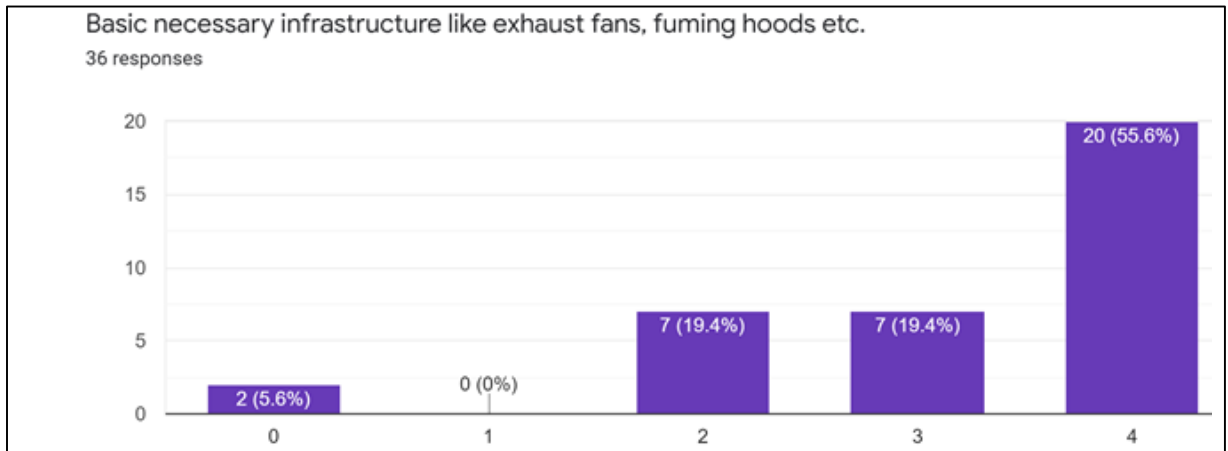


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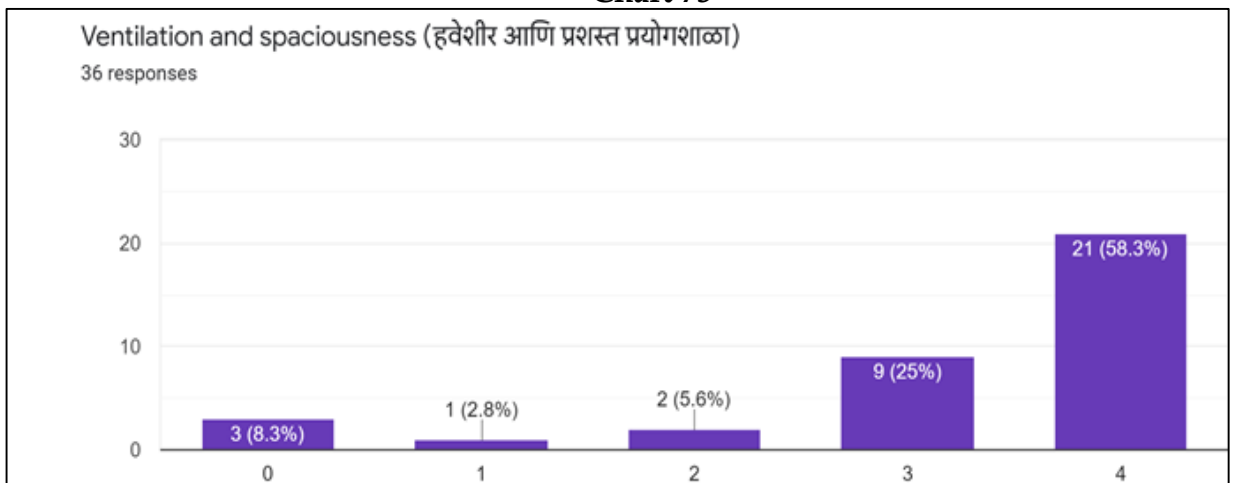


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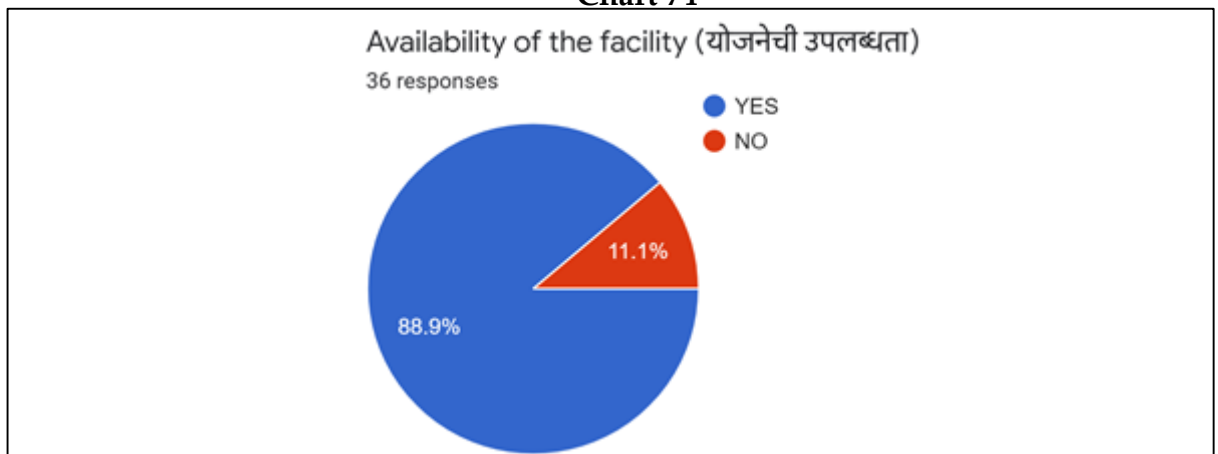


Chart 75

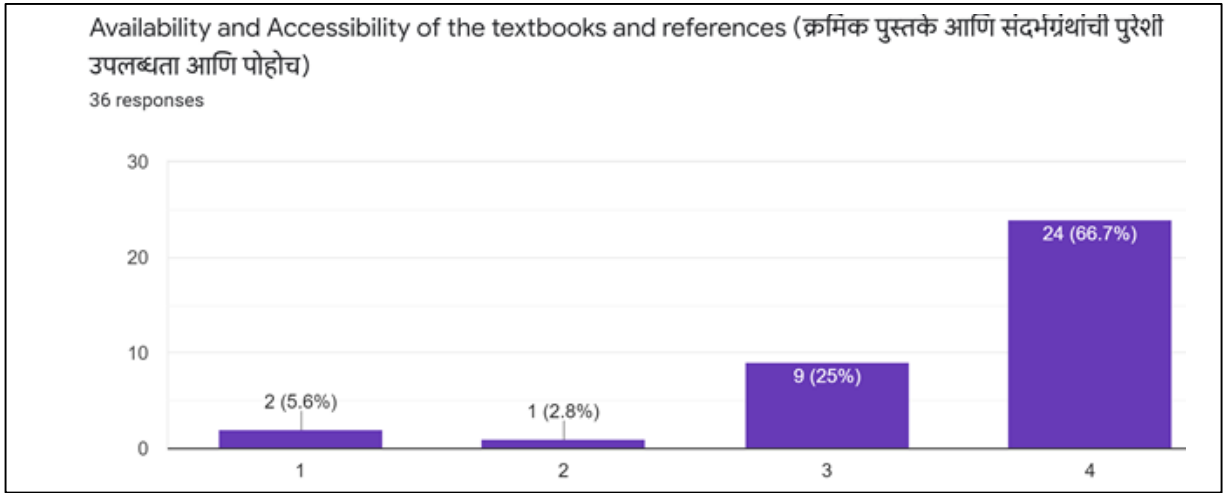


Chart 76

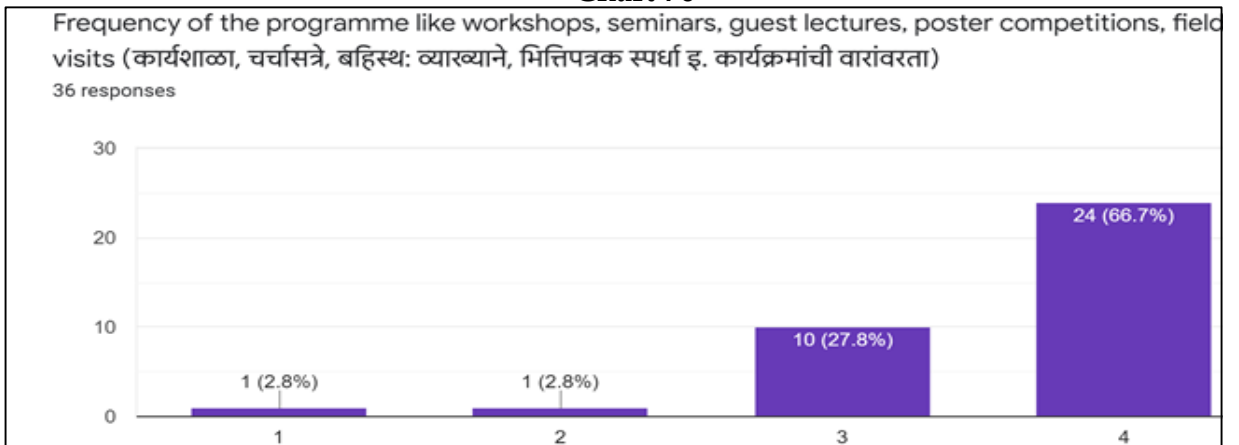


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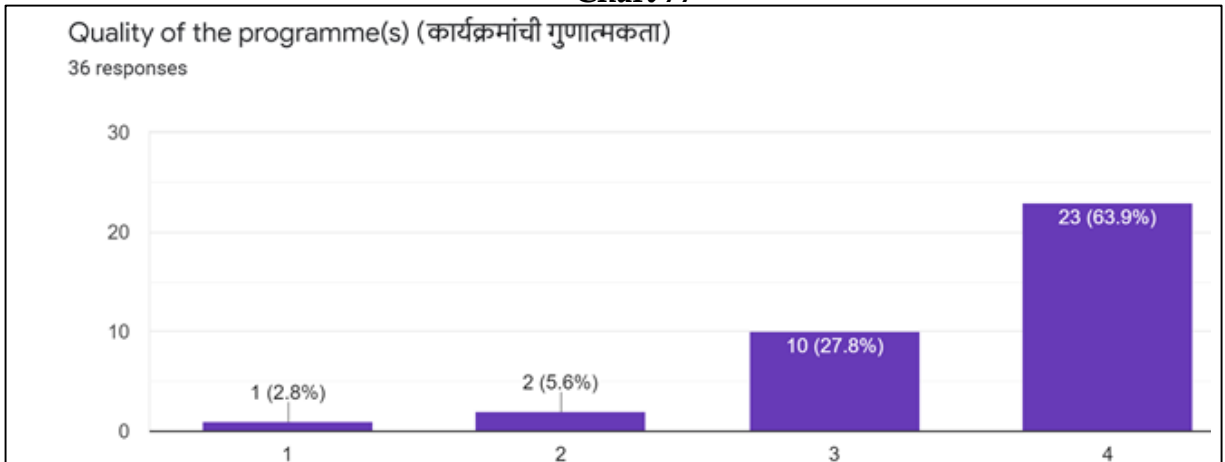


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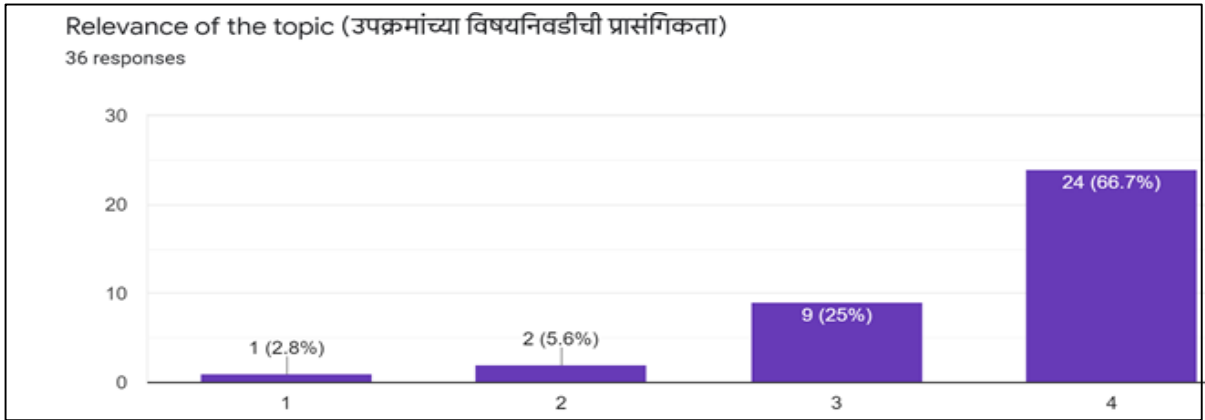


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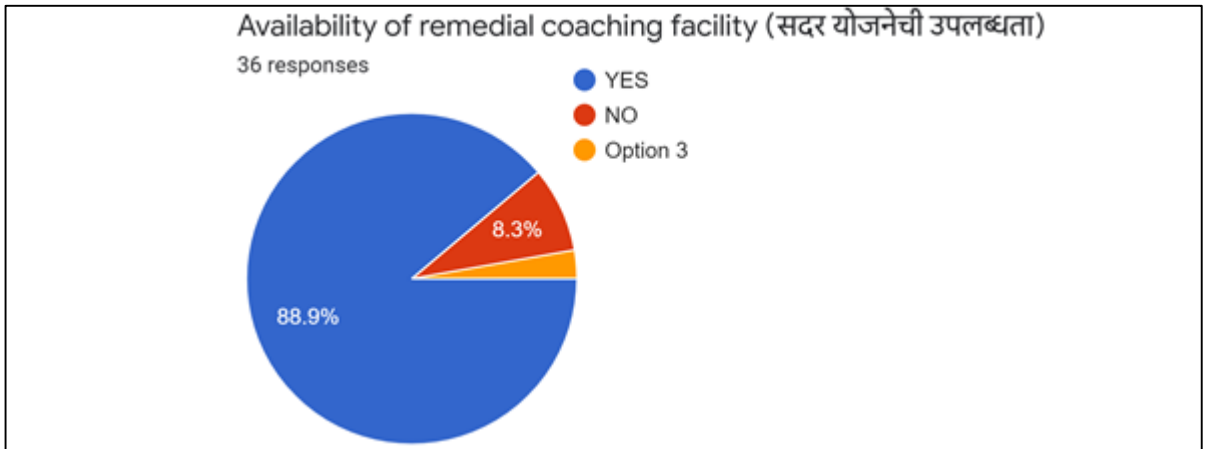


Chart 80

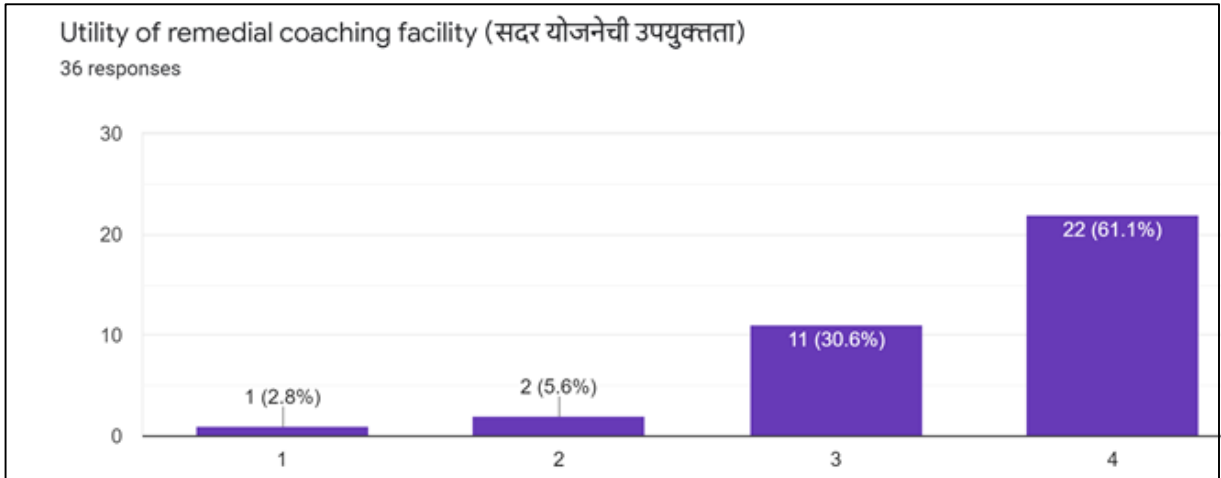


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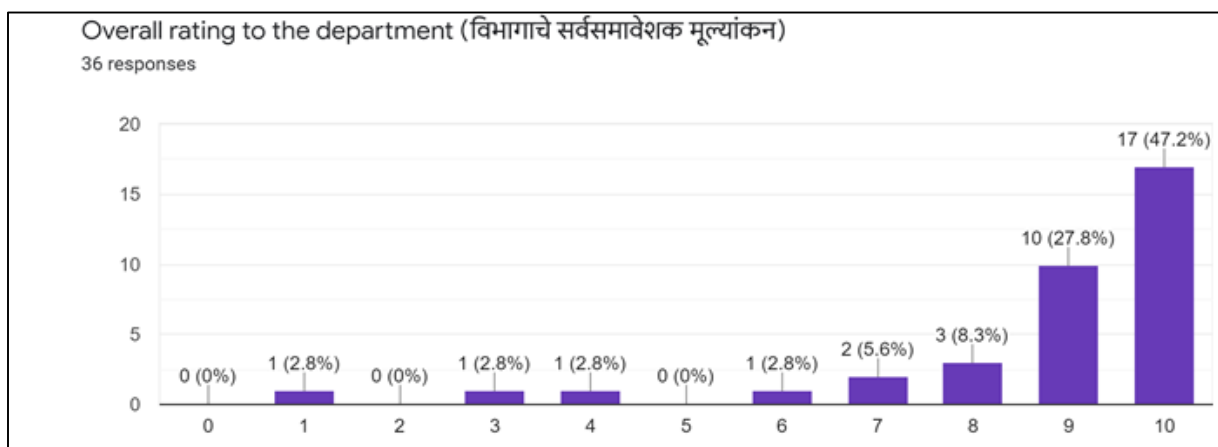


Chart 82

Analysis:

1. Total of 36 responses are received for the feedback on departments and courses offered. 72.2% respondents are from the Arts program and 27.8 % from Science program. In all the respondent there are 55.6 % Female and 41.7 % are Male whereas remaining students abstained themselves from revealing gender identity (Chart 58)
2. More than 94% students are highly satisfied / satisfied with syllabus offered by the University for subjects they opted for study (Chart 59), and the same percentage of students found course content adequate (Chart 60).
3. More than 91% and More than 95 % students are highly satisfied/satisfied with the scope for use of innovative pedagogy in department(s) (Chart 61) and learning values (Chart 62), respectively.
4. ~89% students are highly satisfied/satisfied with the availability of reading material in Library, internet, etc for subjects they opted for (Chart 63).
5. ~80-90% students are highly satisfied/ satisfied with the frequency and quality-utility of ICT tools such as K-yan, smart class rooms being used in their department (Chart 65, Chart 66).
6. ~85-91% students are highly satisfied/satisfied with the number of full time teachers and quality of guest faculties in the department (Chart 67, Chart 68).
7. 86% students are highly satisfied/satisfied with the number of non-teaching staff such as lab attendant, peon , etc. in the department(s) (Chart 69).
8. 78% students are highly satisfied/satisfied with quality and quantity of the required instruments and glassware and chemicals in the science departments (Chart 70) and musical instruments, sport accessories in respective departments (Chart 71).
9. More than 80% students are highly satisfied/satisfied with safety measures such as fire extinguishers, first-aid boxes, etc. in the department with laboratories (Chart 72).

10. 75-85 % students are highly satisfied/satisfied with basic infrastructure, proper ventilation and spaciousness in the classrooms and laboratories (Chart 73, Chart 74).

11. About 89 % students said that there is departmental library facility in the department (Chart 75) and most of them are highly satisfied/satisfied with availability and accessibility of books therein (Chart 76).

12. 90-95% of students are highly satisfied/satisfied with frequency, quality and relevance of various co-curricular activities such as workshops, seminars, webinars, competitions, etc. organized in the department (Chart 77, Chart 78, Chart 79).

13. 89% students said that there is a remedial coaching facility in the department and more than 91% of them are highly satisfied/satisfied with the same (Chart 80, Chart 81).

14. More than 80% students gave 8-10 overall rating to the department and course (Chart 82).

15. Rationalize your rating (आपण केलेल्या मूल्यांकनाचे समर्थन विस्तृतपणे करा)

Following are the rationalizations from students and provided here as received without rephrasing.

- शिक्षक नाहीये CHB शिक्षक शिकवत नाही.

16. Suggestions to improvise on (if any) (To the point and as in detail as possible) सुधारणाउपयोगी
Need more cultural events if possible

Following are the remarks/suggestions from students and provided here as received without rephrasing.

- More washbasins
- More programs to be conducted of renowned artist from India and Abroad. Dance Vocal music and Instruments concerts.
- Digital use can be increased
- Need more petri plates and pipette.

OVERALL COLLEGE INFRASTRUCTURE AND STUDENTS' SUPPORT SERVICES EVALUATION BY STUDENTS 2021

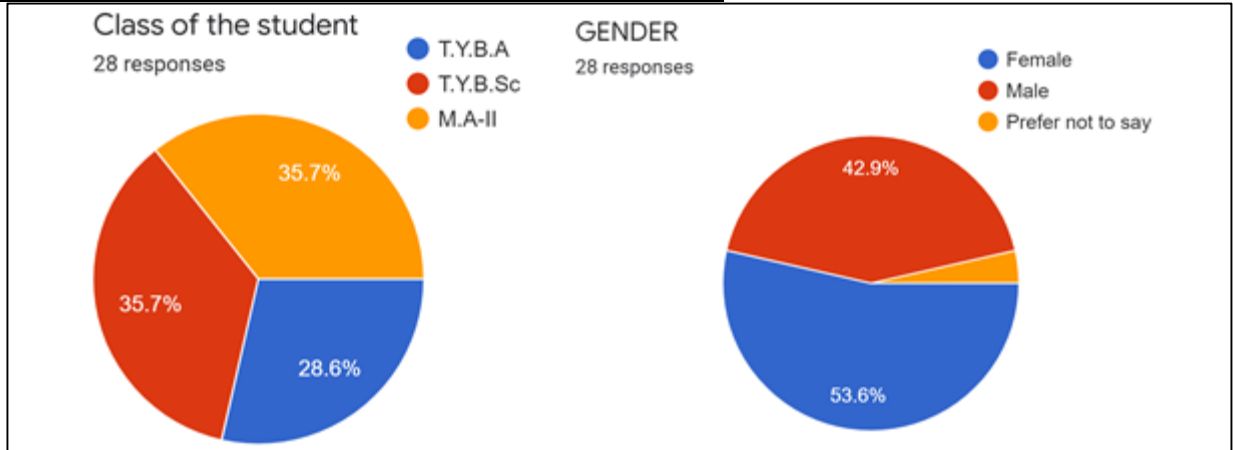


Chart 83

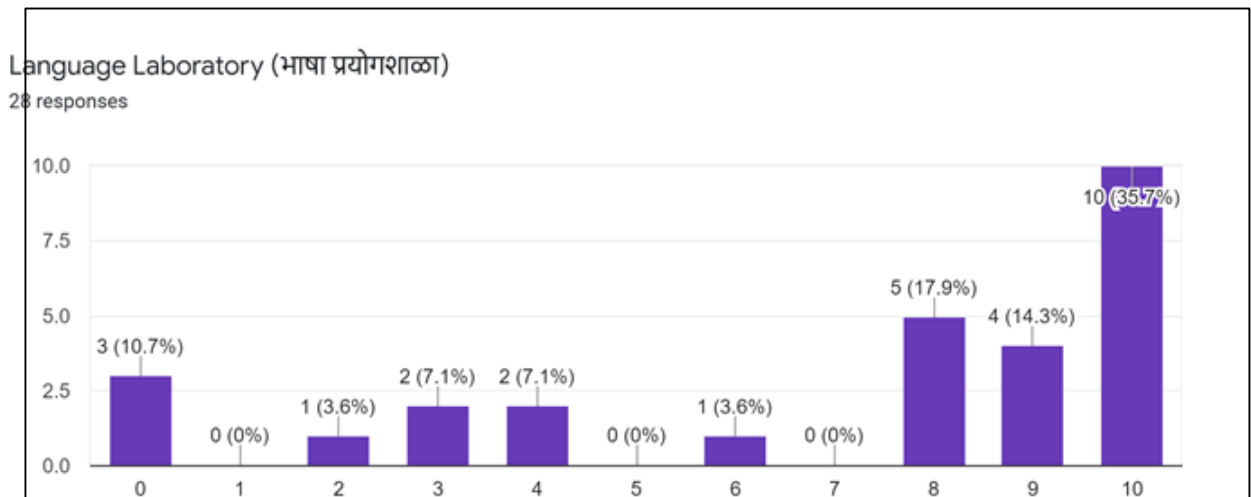


Chart 84

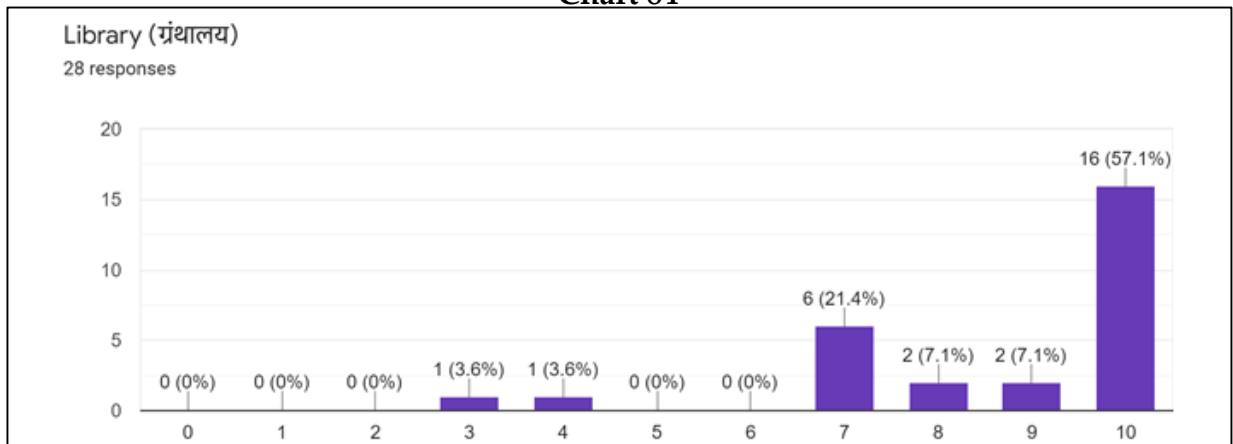


Chart 85

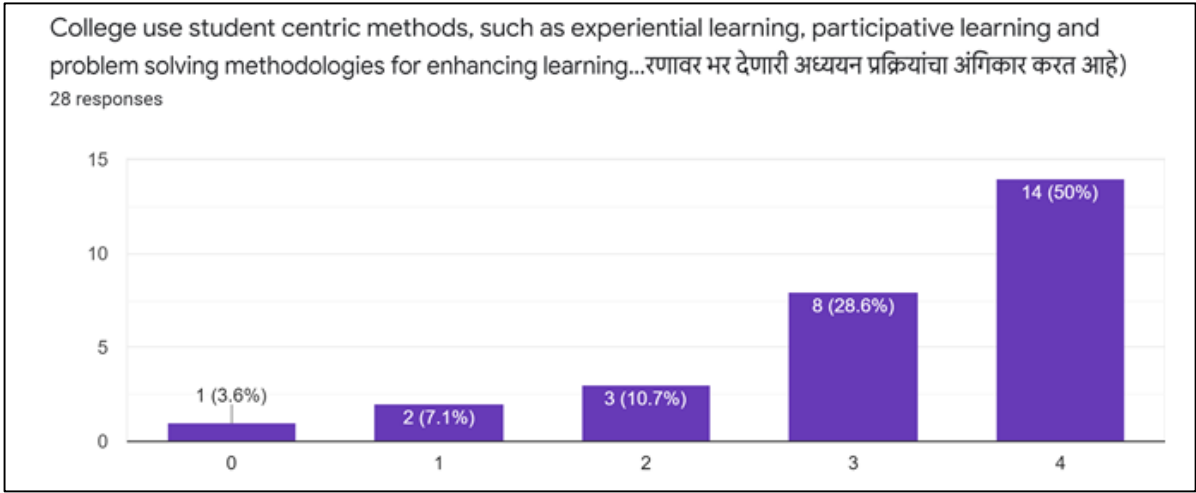


Chart 86

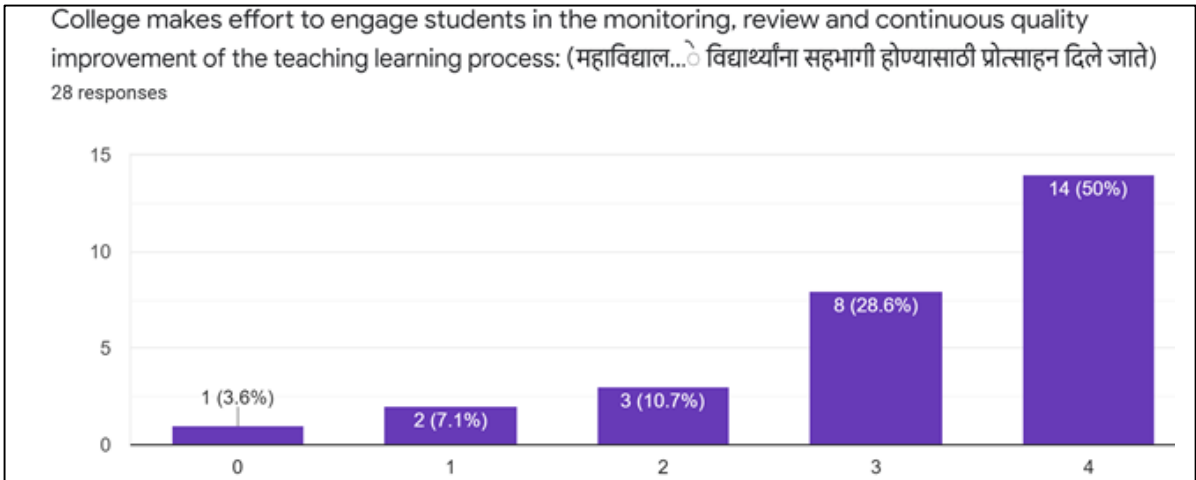


Chart 87

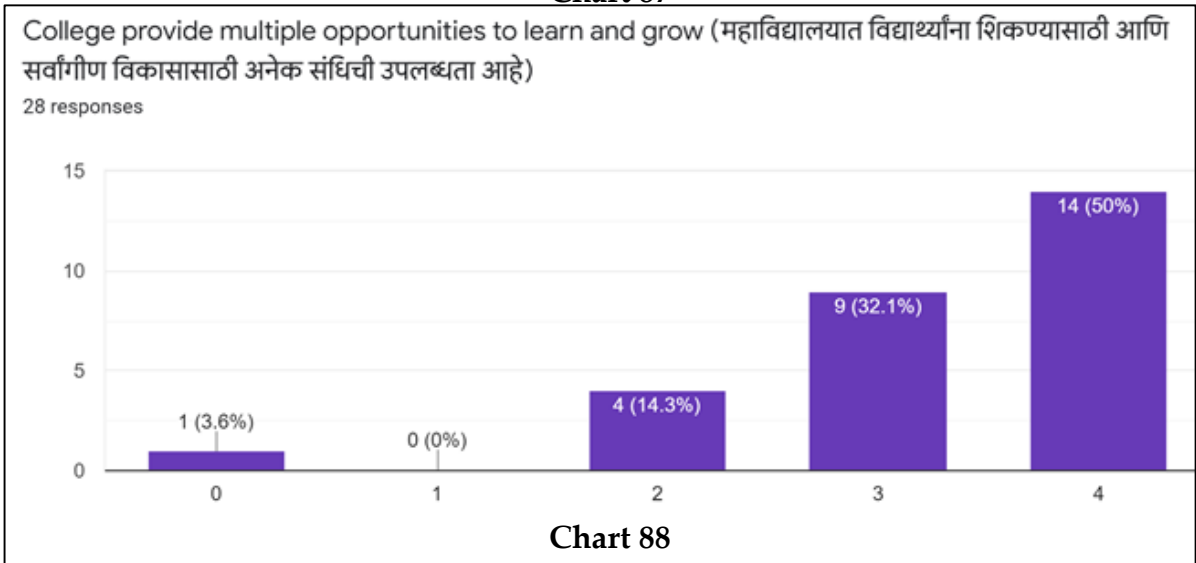


Chart 88

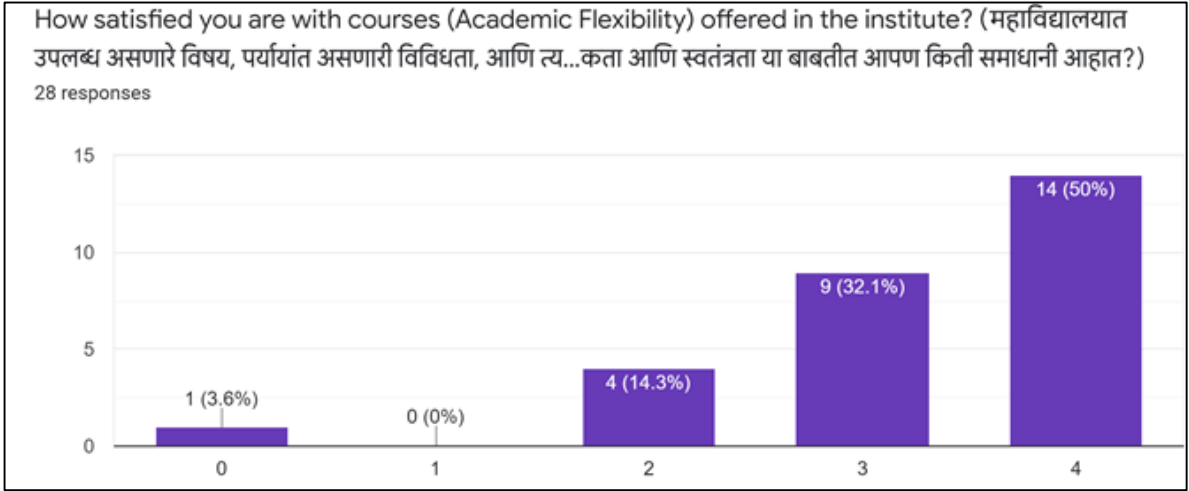


Chart 89

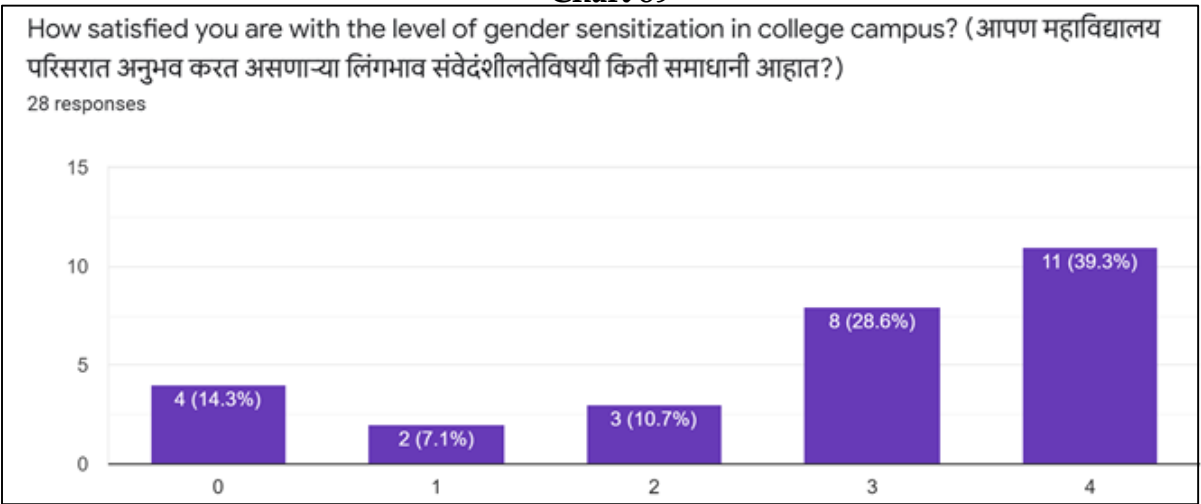


Chart 90

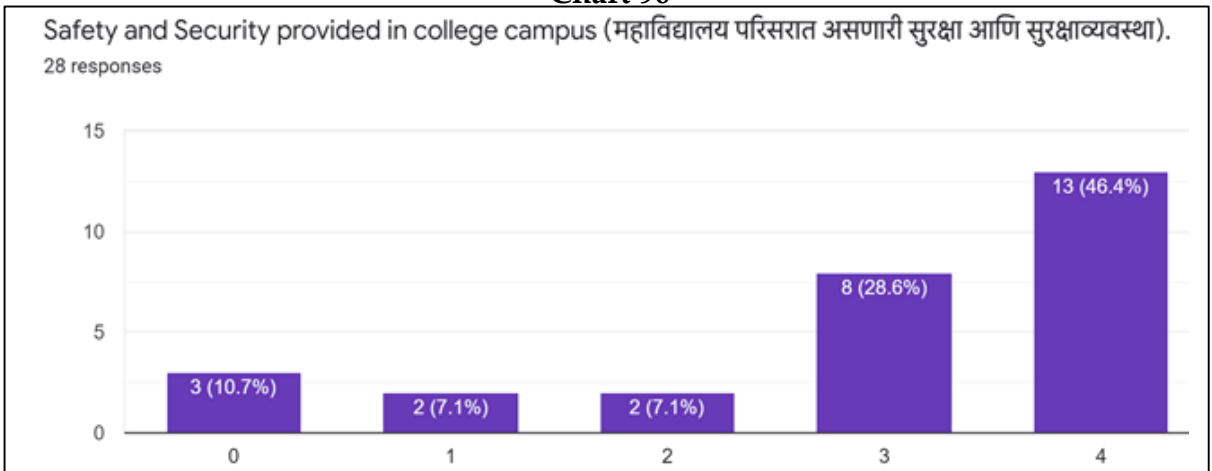


Chart 91

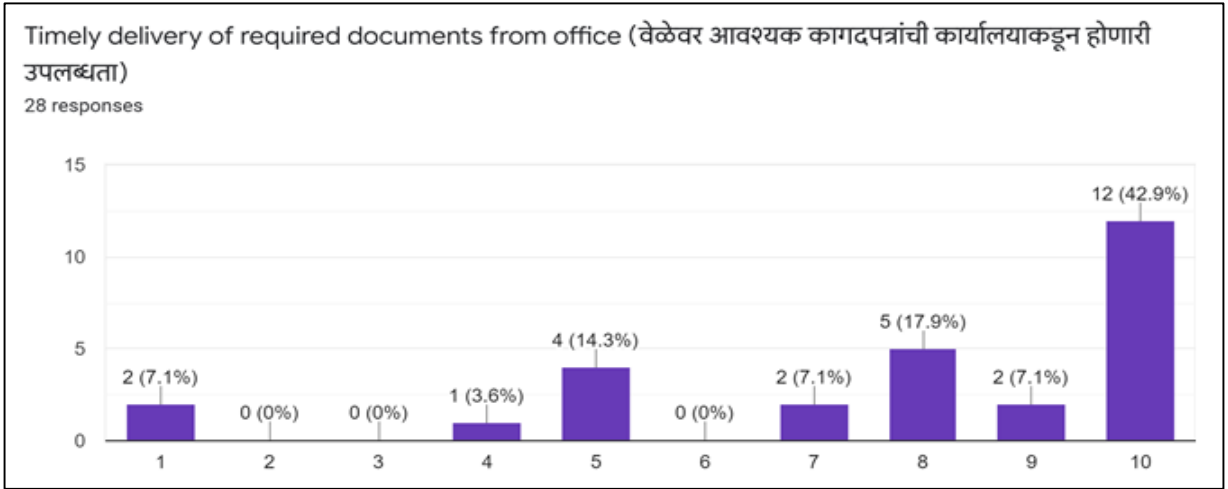


Chart 92

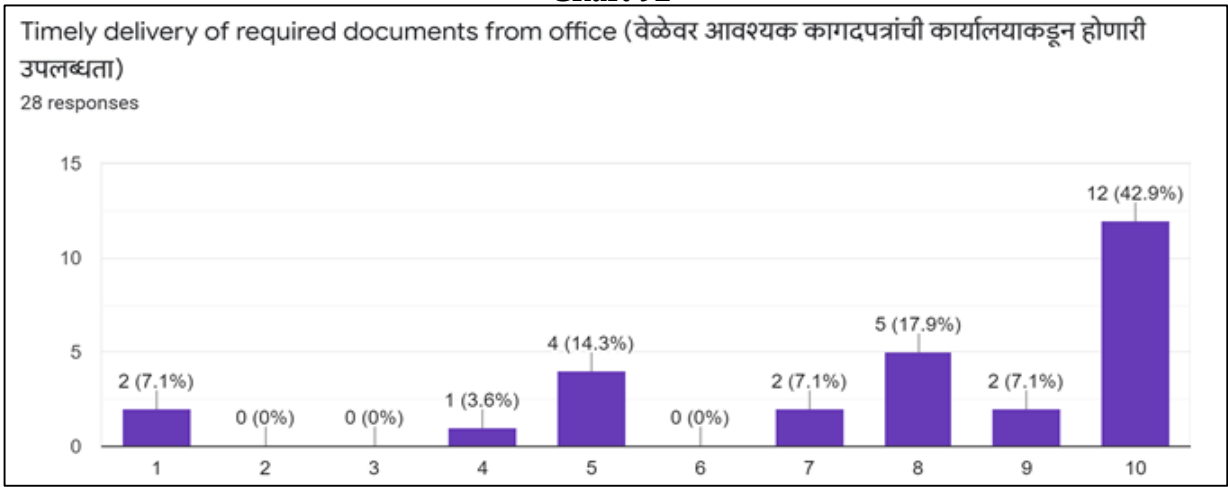


Chart 93

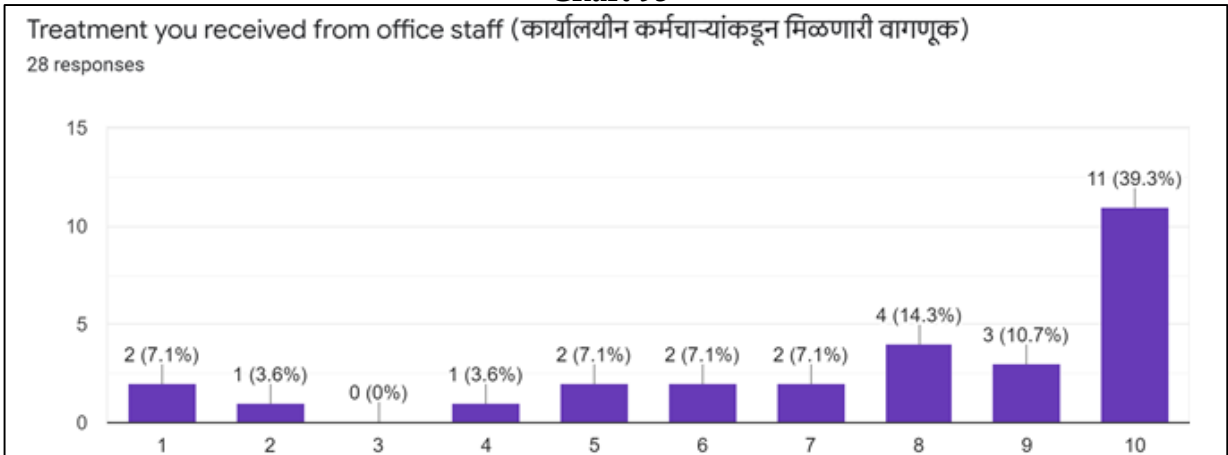


Chart 94

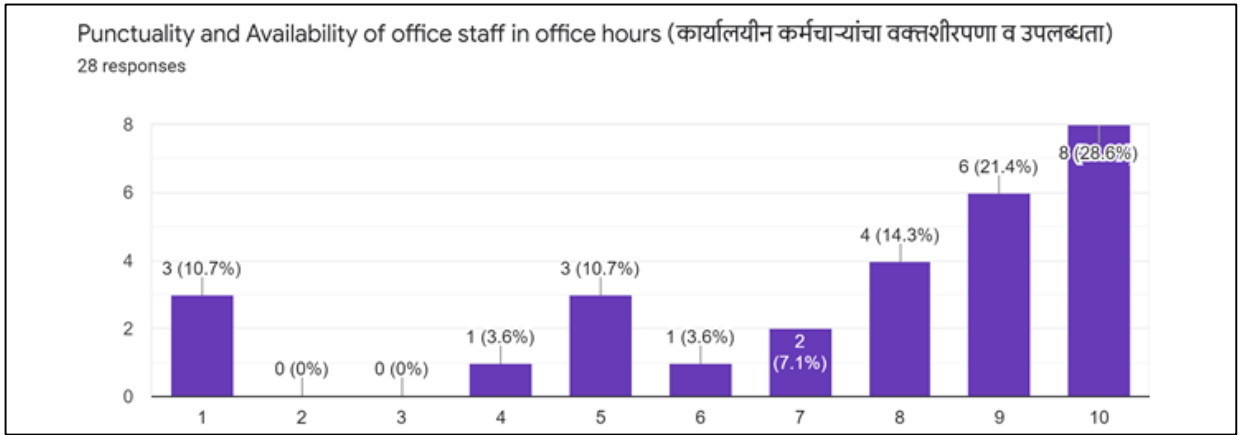


Chart 95

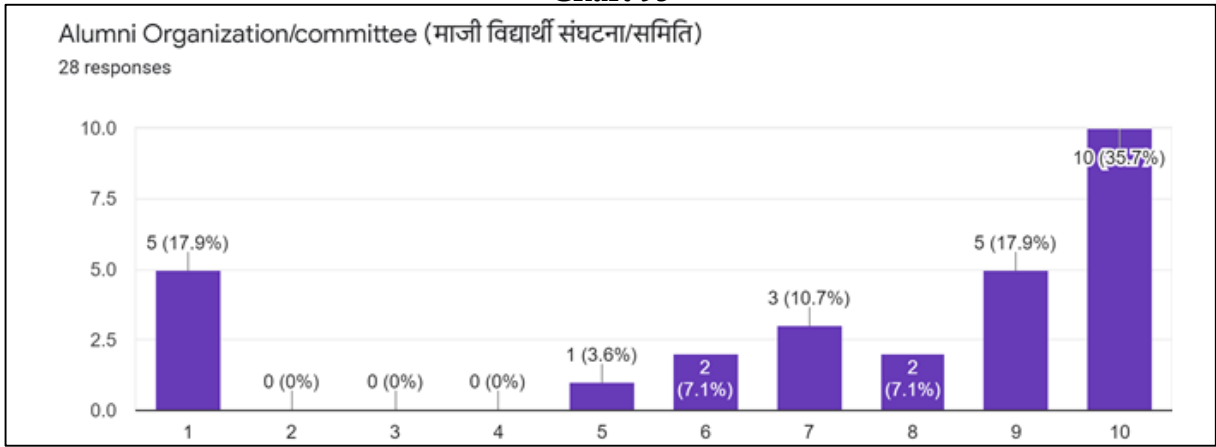


Chart 96

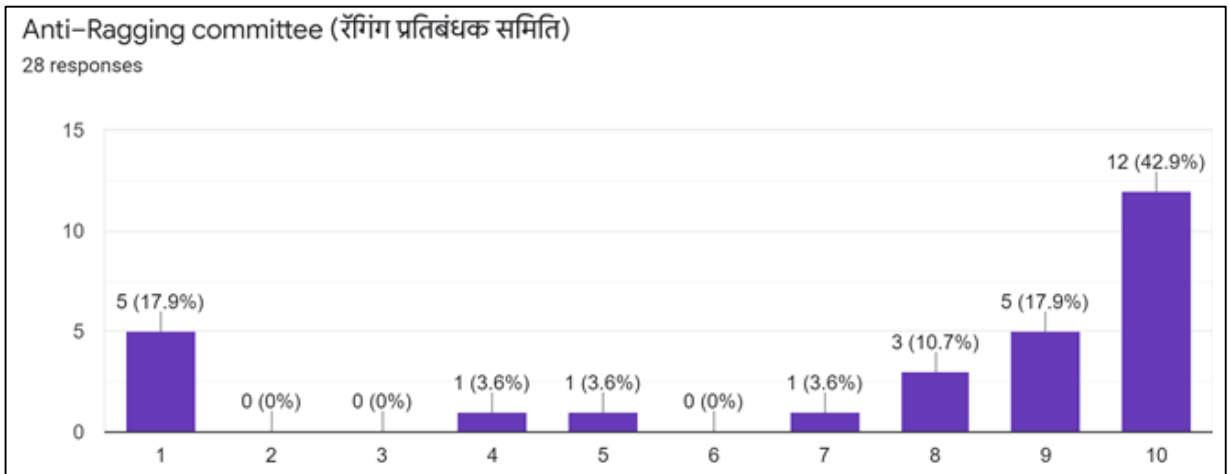


Chart 97

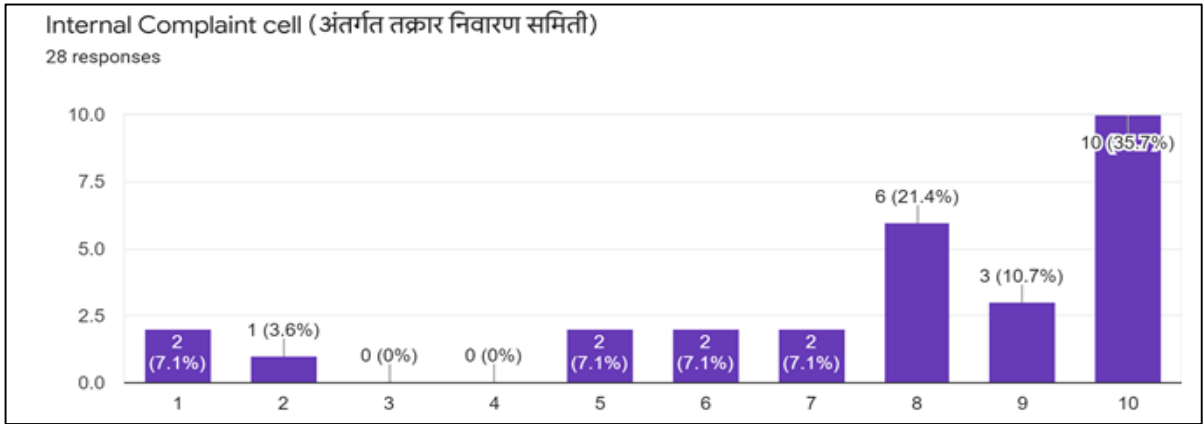


Chart 98

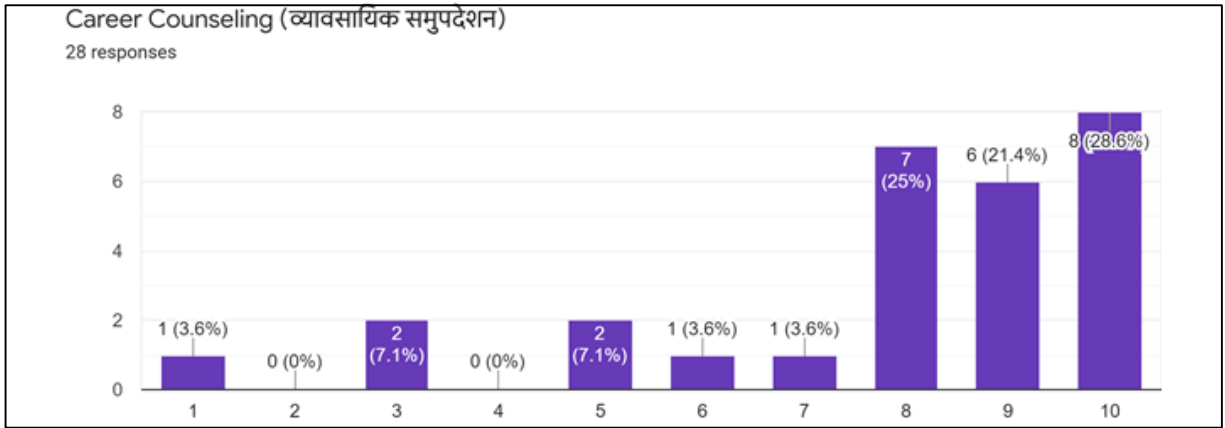


Chart 99

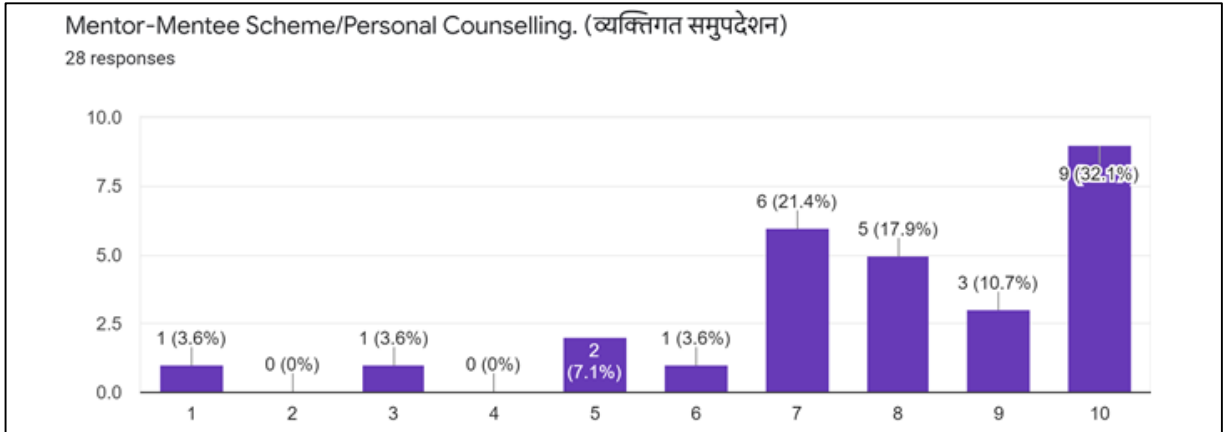


Chart 100

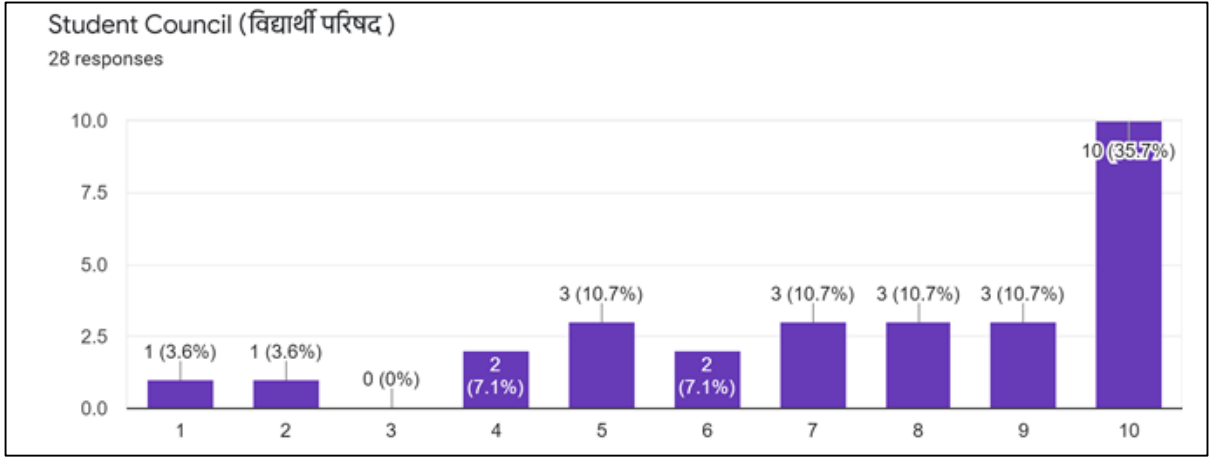


Chart 101

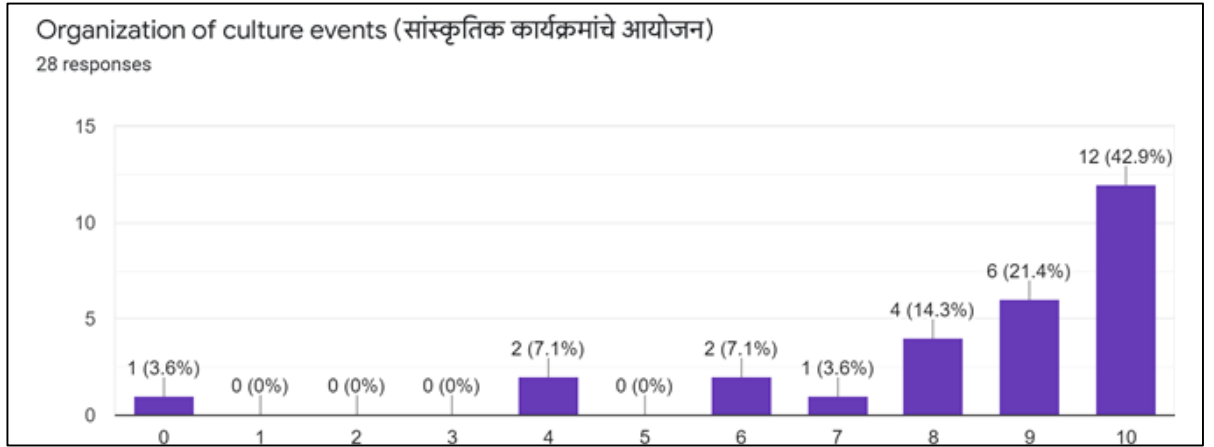


Chart 102

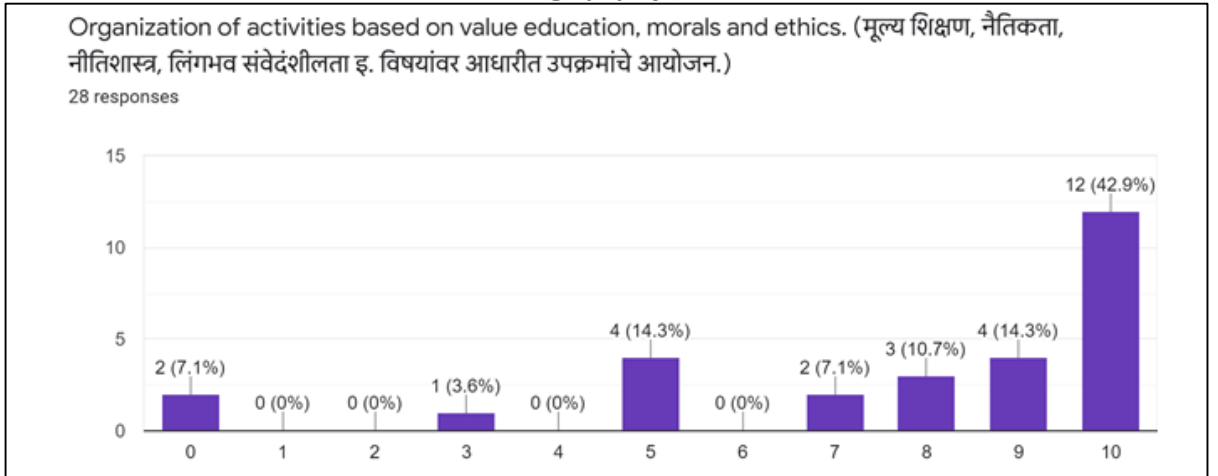


Chart 103

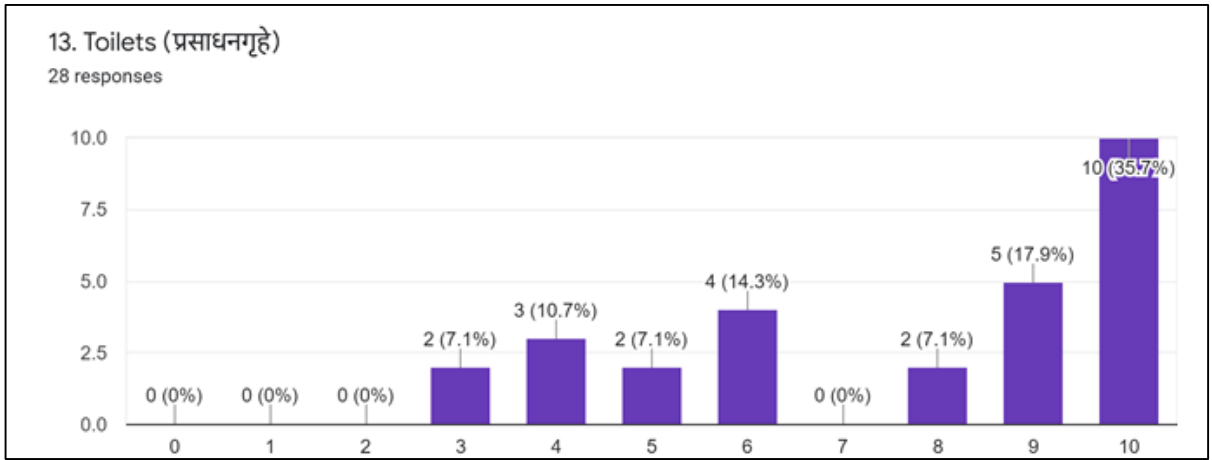


Chart 104

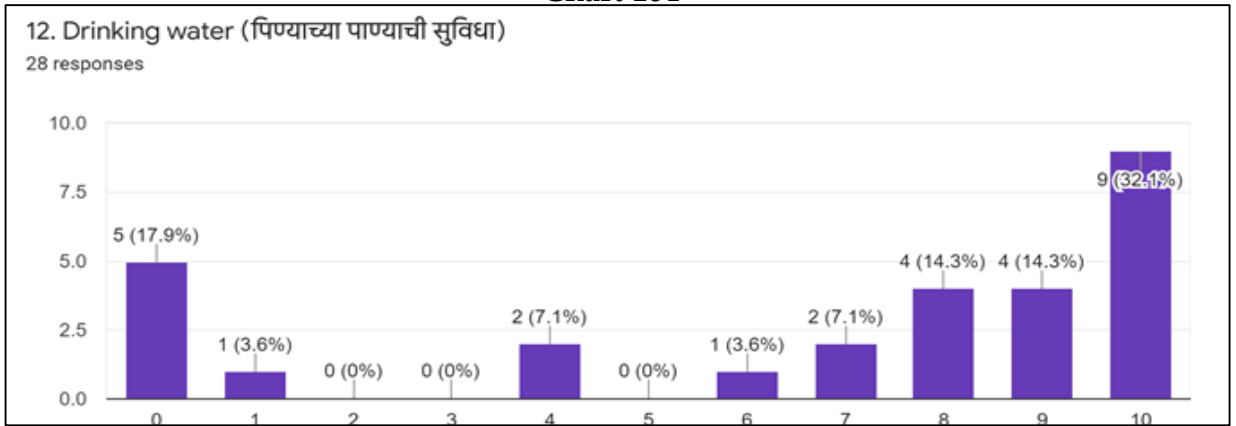


Chart 105

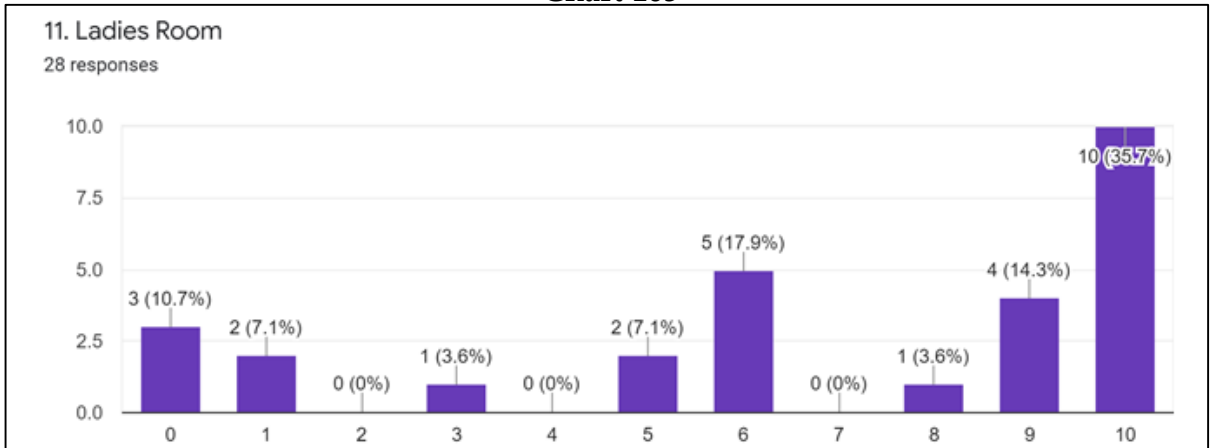


Chart 106

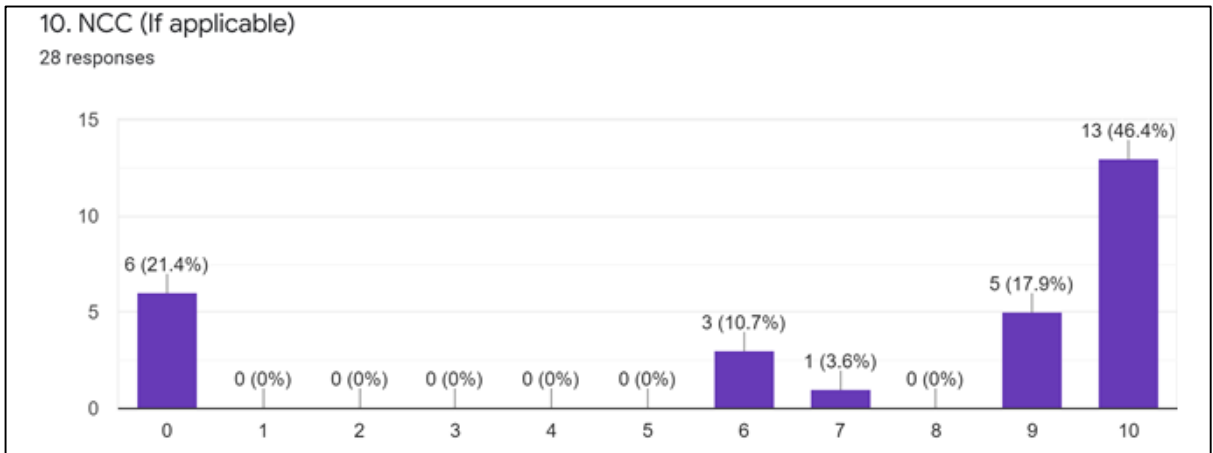


Chart 107

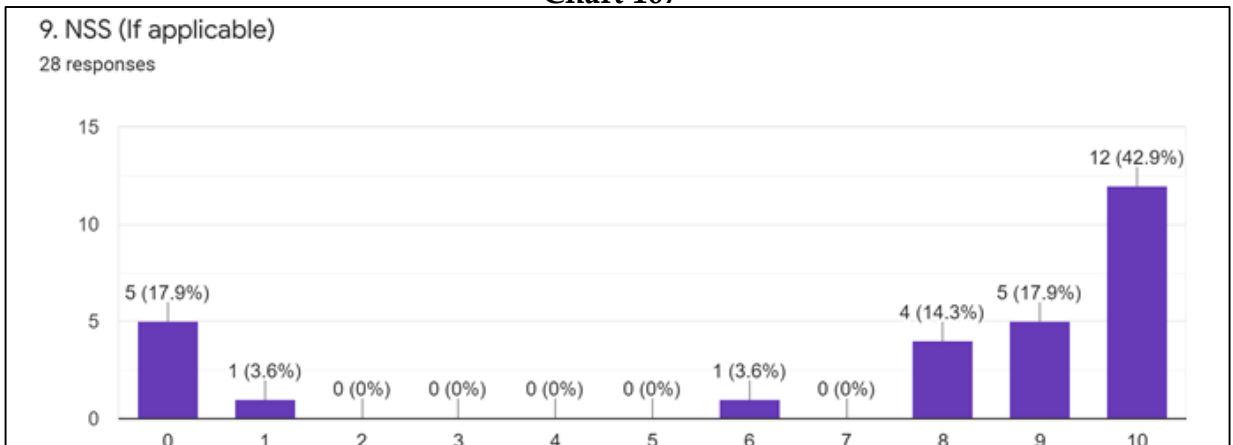


Chart 108

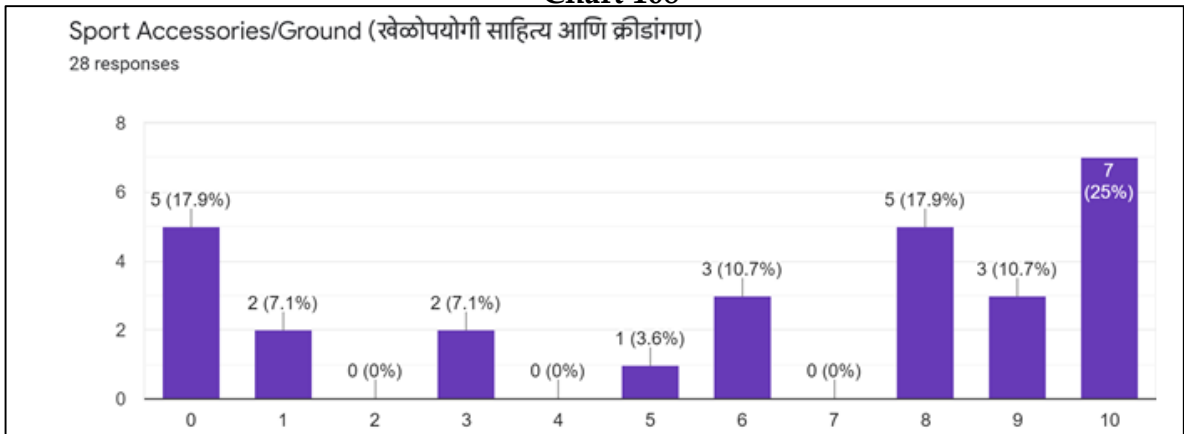


Chart 109

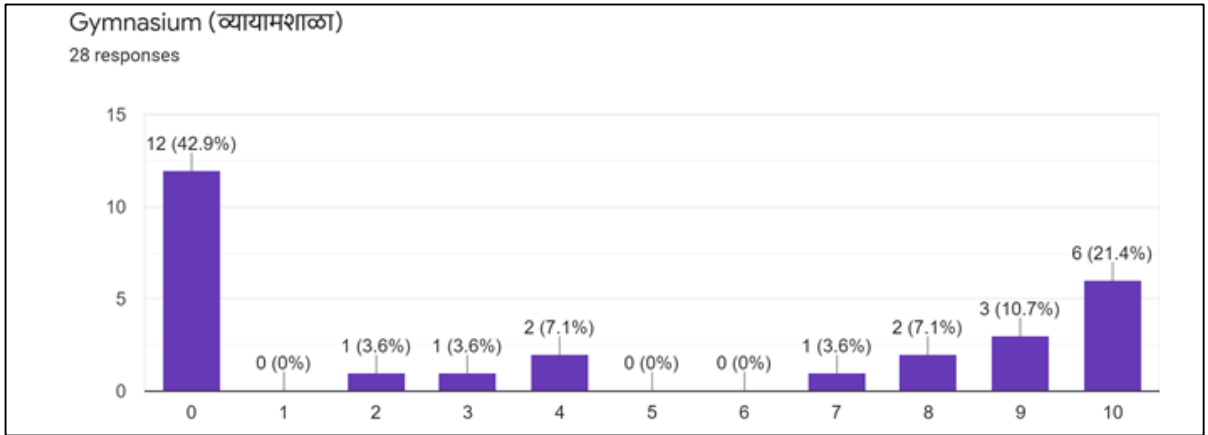


Chart 110

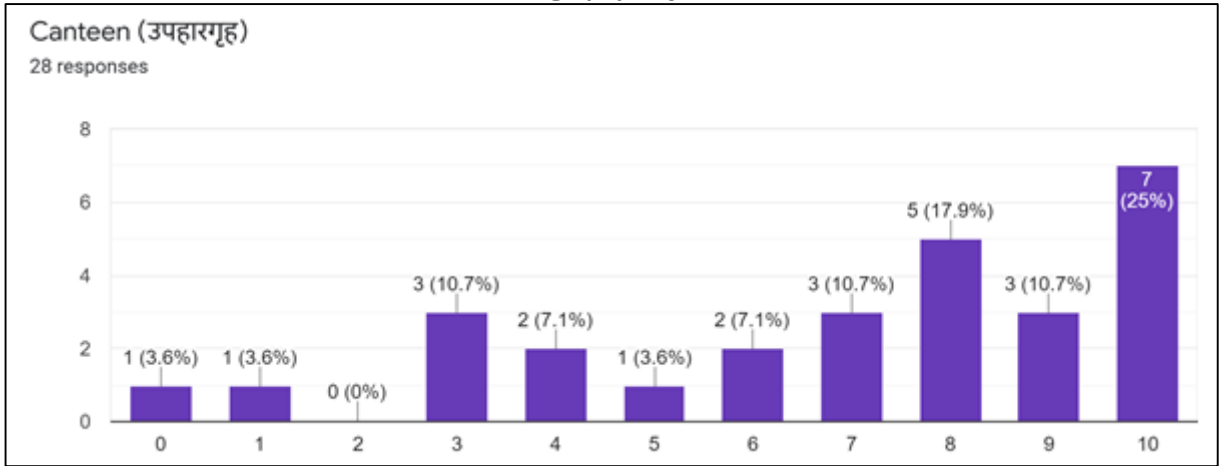


Chart 111

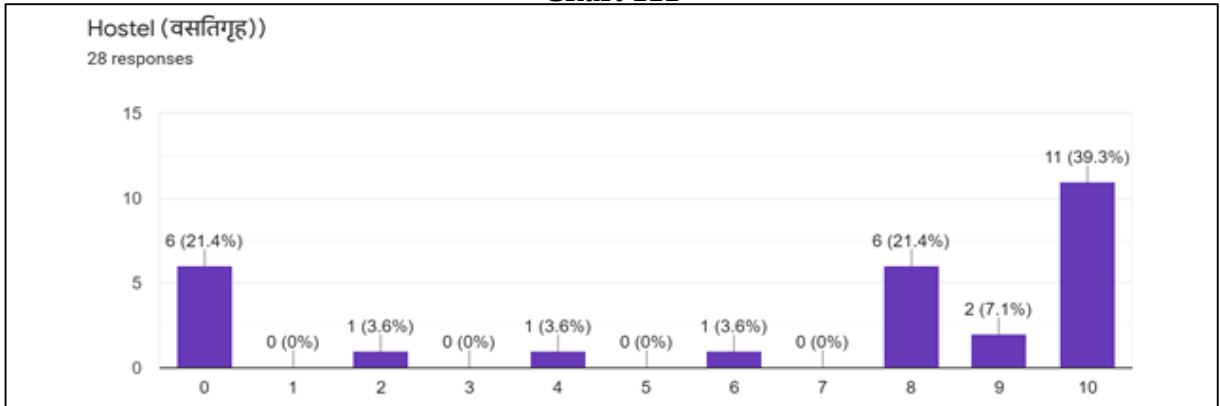


Chart 112

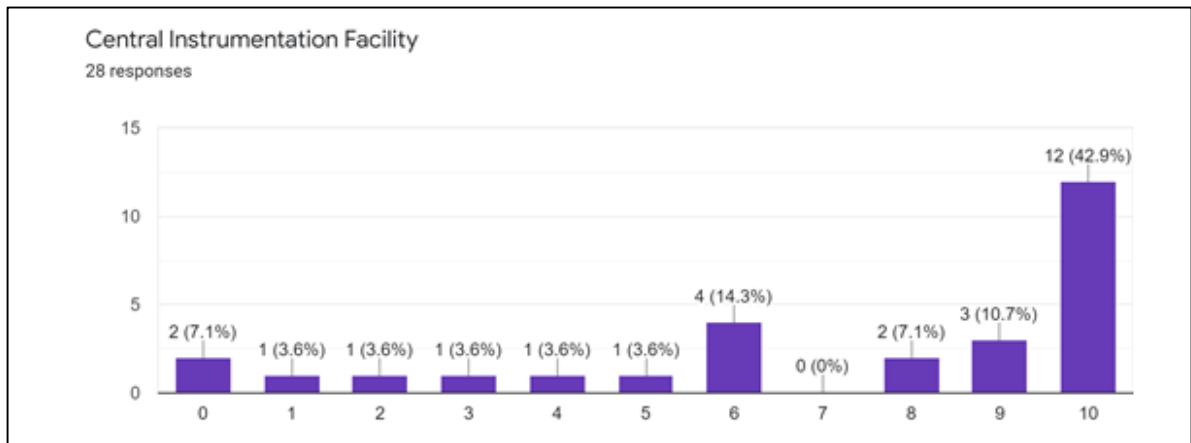


Chart 113

Analysis:

1. Total of 28 students (42.9% females and 53.6% males) recorded feedback on overall college infrastructure and student support services of which 35.7 % each from T.Y.B.Sc. and M.A whereas 28.6 % are from T.Y.B.A (Chart 83).
2. Most of the students rated between 7-10 (on the linear scale of 0-10) for the Language Laboratory and library facility (Chart 84,Chart 85).
3. More than 75% students strongly agree/agree that college use student centric methods such as experiential and participative learning, solution oriented methodologies to enhance learning (Chart 86), college successfully engages students in the monitoring, reviewing and continuous quality improvement teaching-learning pedagogy (Chart 87), College provide students with multiple opportunity to learn and grow (Chart 88).
4. More than 82% students are highly satisfied/satisfied with the academic flexibility provided in the college (Chart 89).
5. More than 67% students (2/3rd of the responses) are highly satisfied/satisfied with the level of gender sensitization but as large as 1/3rd of the total students either dissatisfied or highly dissatisfied with the level of gender sensitization (Chart 90).

6. About 75 % students are highly satisfied/satisfied with safety and security provided in the college. Almost 1/4th of the total respondents are not satisfied with the security and safety (Chart 91).
7. Most of the students are very much satisfied with office procedures such as timely delivery of required document(s) (Chart 92) and related aspects such as treatment received from office staff (Chart 94) and punctuality and availability of the office staff (Chart 95). Some students rated 5 or below 5 to office procedure and related aspects this indicates their dissatisfaction.
8. Most of the students are highly satisfied/satisfied with the student support services such as alumni organization (Chart 96), anti-ragging committee (Chart 97), internal complaint cell (Chart 98), career counseling (Chart 99), Mentor-Mentee/personal counseling. (Chart 100), student council (Chart 101).
9. Students are highly satisfied with organization of cultural events (Chart 102) and activities based on value education, morals, and ethics, etc. (Chart 103).
10. Some students are satisfied with the washroom, toilet facility in the college but many students registered their dissatisfaction about the same facility and they think that there is huge scope for improvement (Chart 104).
11. Drinking water facility being provided in the college premises received mixed response as about 50% students rated the facility with 8-0 (Chart 105).
12. ~50 % girls rated Ladies room facility with 8-10 rating and ~50% girls are not satisfied with the facility and rated it with 6-0 rating (Chart 106).
13. NCC and NSS activities are highly rated from a large number of students (Chart 107, Chart 108).
14. Sport accessories / Ground and gymnasium received mixed response from students and indicate the scope for improvement (Chart 109, Chart 110).
15. Canteen, hostel, central instrumentation facility being provided in the campus received a mixed response and there is scope for the improvement (Chart 111, Chart 112, and Chart 113).

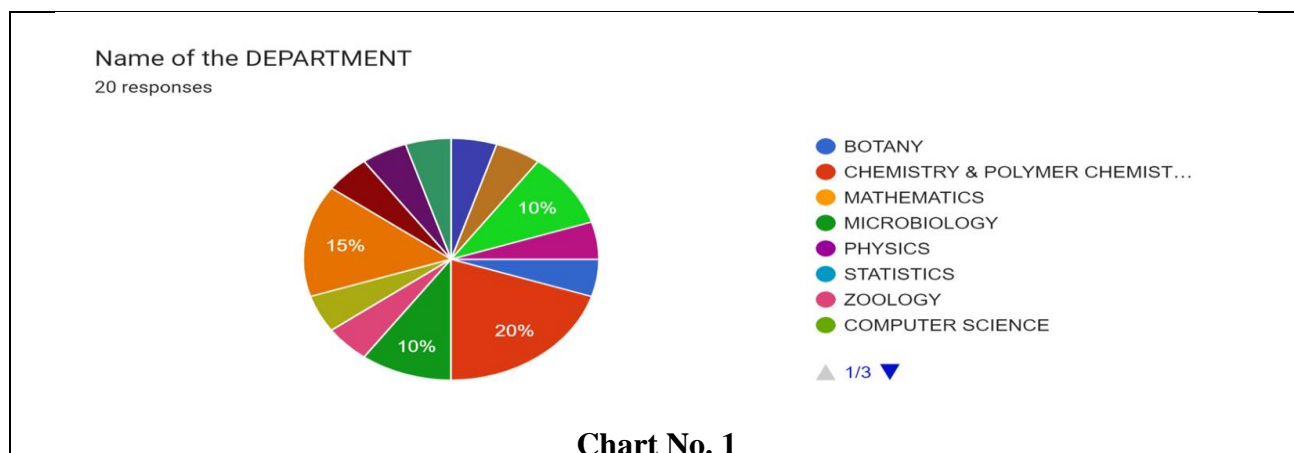
16. Comment in detail on all those facilities from above list where there is scope for the improvement.

(वरीलपैकी कोणत्याही मुद्द्यावर जर आपणास विस्तृतपणे मत नोंदवायचे असल्यास नोंदवा (विशेषतः, ज्यामुद्द्यावर आपण असमाधानी आहात)

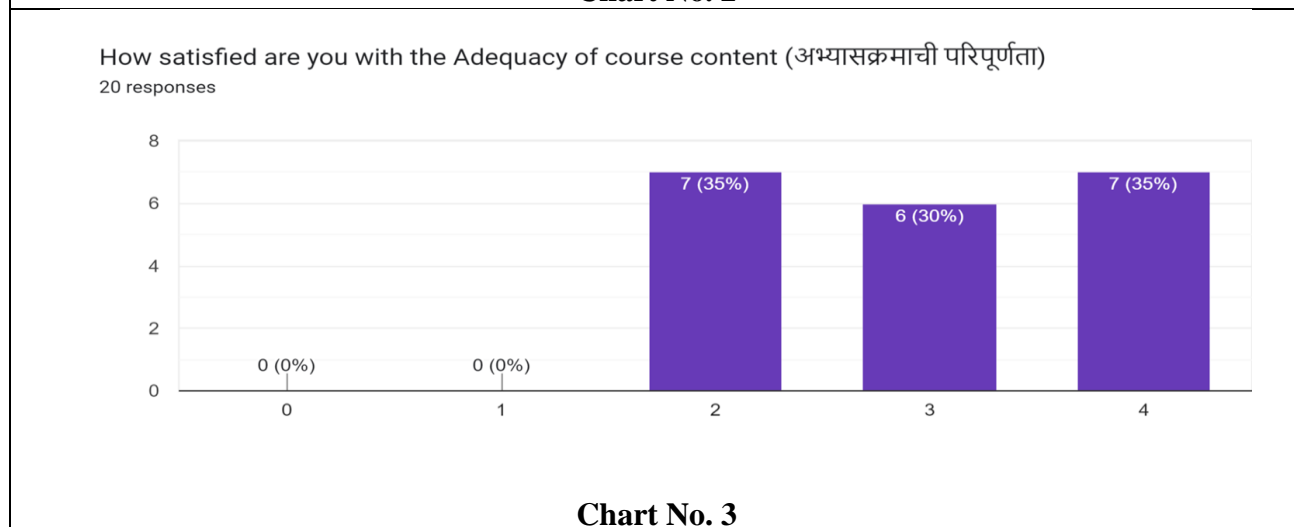
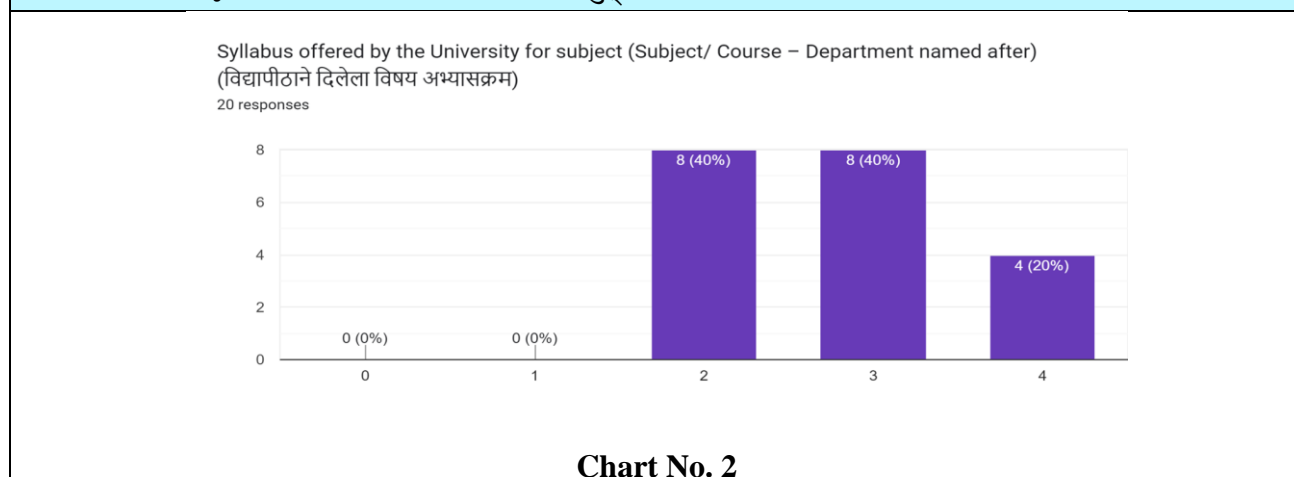
Following are the remarks/suggestions from students and provided here as received without rephrasing.

- I am not satisfied with canteen, I will suggest there should be separate place for students and teachers to sit
- More installation of washrooms for girls. More water coolers required.
- Need some space in college to sit peacefully whenever you have off lecture
- There is no facility of drinking water and it is a very important issue for all. Canteen is also very small, even students can't manage seats for eating tiffin and not any separation for teaching staff. All are together so it is not comfortable for both.... Library is very posh overall but new editions are not available and there is not enough quantity. If books are there they can't provide the same copies of books to several students. These points are really disappointing.
- Mentor mentee must be like a secret box
- भविष्यात व्यवसाय करण्यासाठी मुलांना मार्गदर्शन समिती स्थापन केली पाहिजे, माझी विद्यार्थी समिती स्थापन केली पाहिजे
- Some of the office staff behavior should be taken care of.
- Most of the time office staff won't help
- Office members and teachers are operative
- कार्यालयातील कर्मचारी विद्यार्थ्यांन सोबत व्यवस्थित बोलत नाही काम करत नाही

🚩 Course Evaluation by Teachers



A. Curriculum (Course) – Present Status (विषय अभ्यासक्रम – सद्य स्थिती) How satisfied you are with the (खालील मुद्द्यासंदर्भात आपली समाधान पातळी नोंदवा) –



Scope for use of innovative teaching methods (Group discussion, use of audio-visual aids, student's seminar etc. co-curricular activities.) नाविन्यपूर्ण अध्यापन ... संसाधने, विद्यार्थ्यांची चर्चासत्रे इ. अभ्यासक्रमपूरक कृती) 20 responses

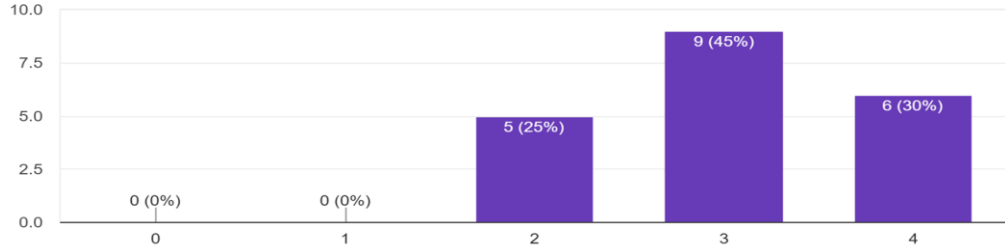


Chart No. 4

Learning value (in terms of knowledge, concepts, skills building, analytical abilities and in broadening one's perspectives) विषय अभ्यासक्रमाचे शैक...श्लेषणात्मकता आणि दृष्टीकोण व्यापक करण्याची क्षमता) 20 responses

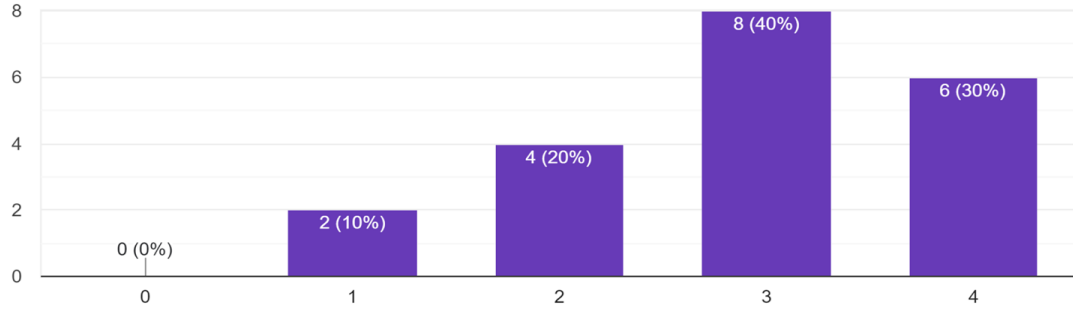


Chart No. 5

Availability of reading Material (Library/Internet /Others) आवश्यक अशा संसाधनांची (पुस्तके, संदर्भग्रंथ, इ.) उपलब्धता 20 responses

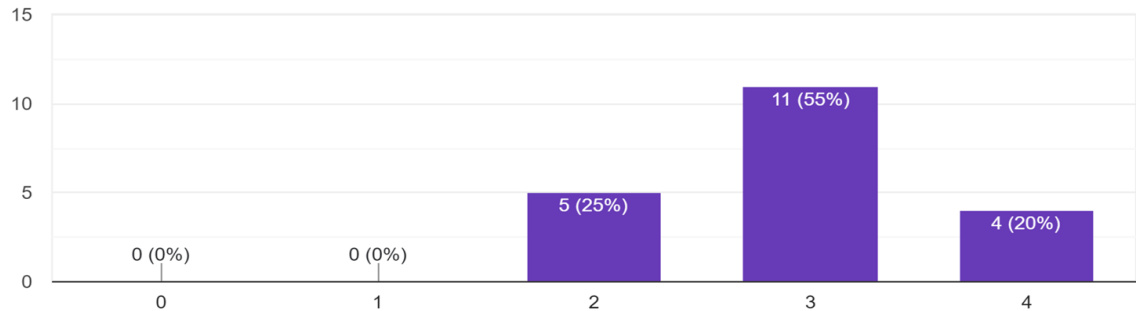


Chart No. 6

B. Curriculum (Course) – Scope for the Development. (विषय अभ्यासक्रम – सुधारणेसाठी असणारा वाव)

The relevance/ sufficiency of the courses meeting the industry requirements. (उद्योगधंद्याच्या दृष्टीने अभ्यासक्रमाची समर्पकता व परिपूर्णता)

20 responses

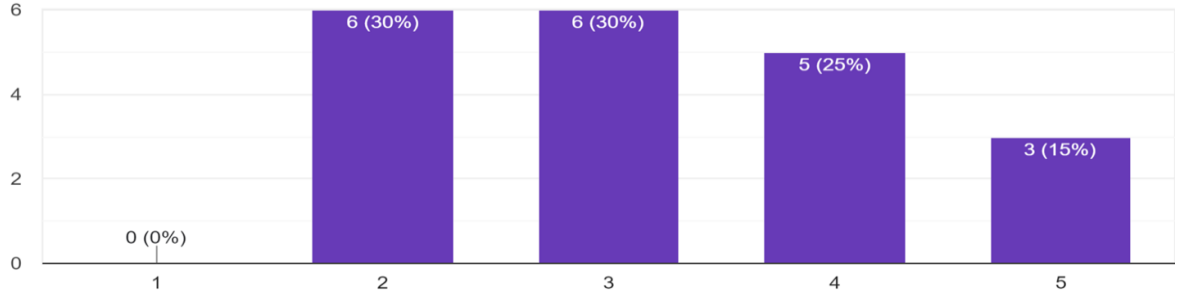


Chart No. 7

The relevance/ sufficiency of the courses meeting the Various competitive Exams such as, Civil services, NET/SET, IIT-JAM etc. (विविध स्पर्धा परीक्षा जसे...यटी जॅम त्यादृष्टीने अभ्यासक्रमाची समर्पकता व परिपूर्णता)

20 responses

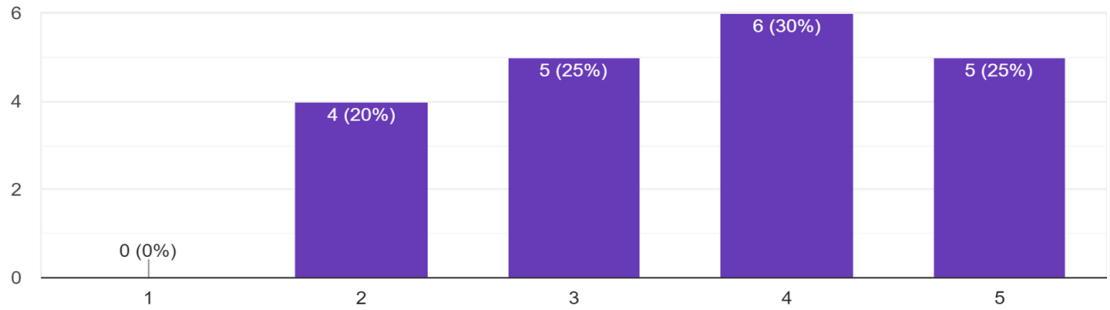


Chart No. 8

Need of Field projects in curriculum (प्रकल्प क्षेत्र अभ्यास याची अभ्यासक्रमातील आवश्यकता)

20 responses

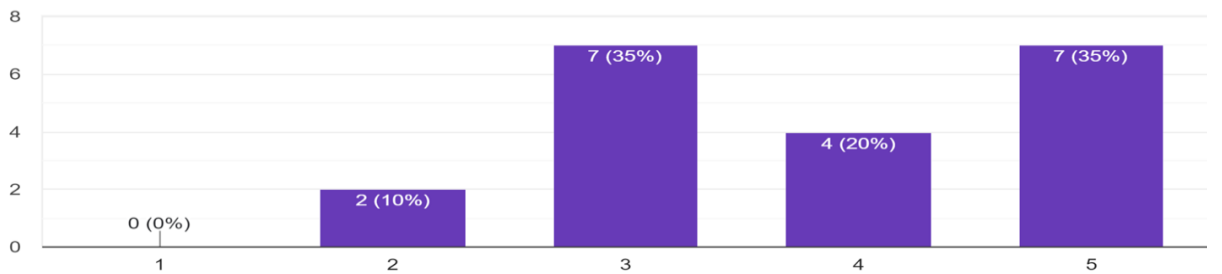


Chart No. 9

scope of the syllabus in enhancing entrepreneurship skills/ lifelong learning/ human values and ethics उद्योजकता कौशल्य आयुष्यभर शिकणे मानवी मूल्ये आणि नीतिशास्त्र यासाठी अभ्यासक्रमाचा आवाका
20 responses

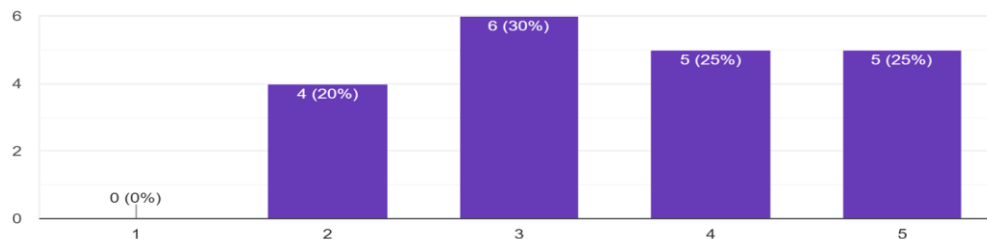


Chart No. 10

The curriculum facilitates an overall holistic development of the student अभ्यासक्रमाची विद्यार्थ्यांच्या सर्वांगीण विकासात असणारी भूमिका

20 responses

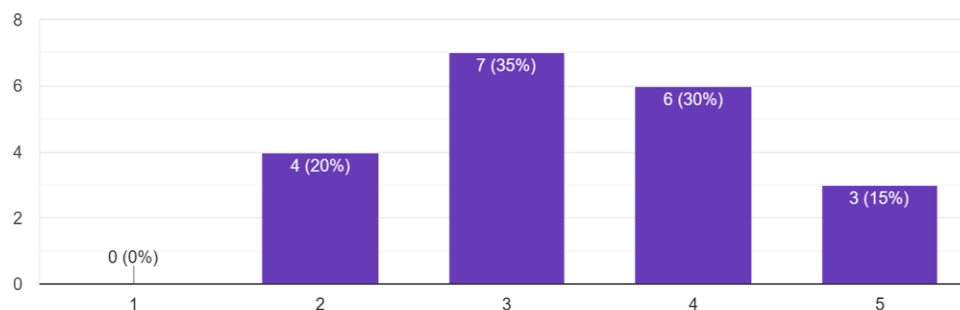
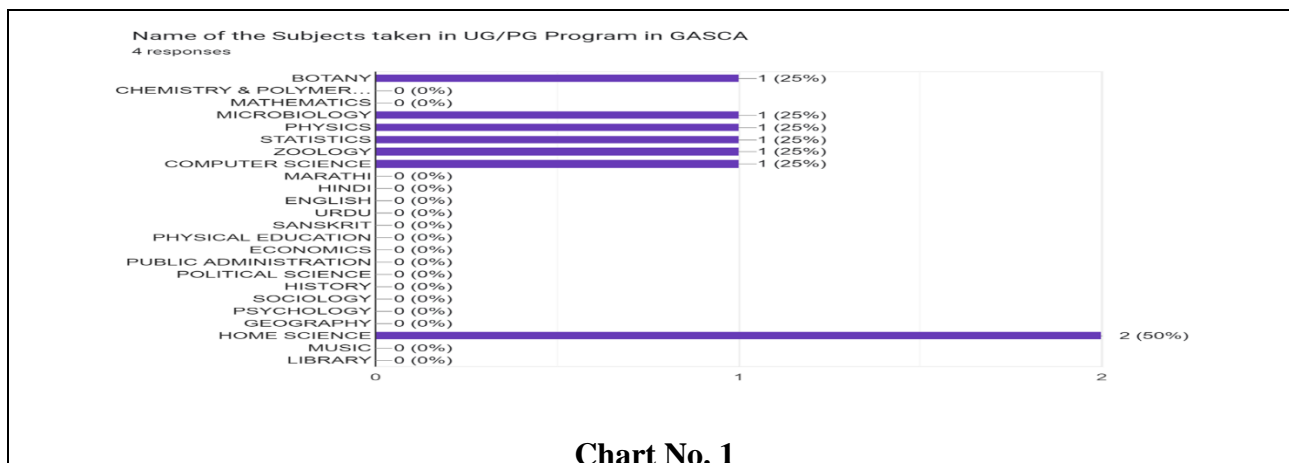


Chart No. 11

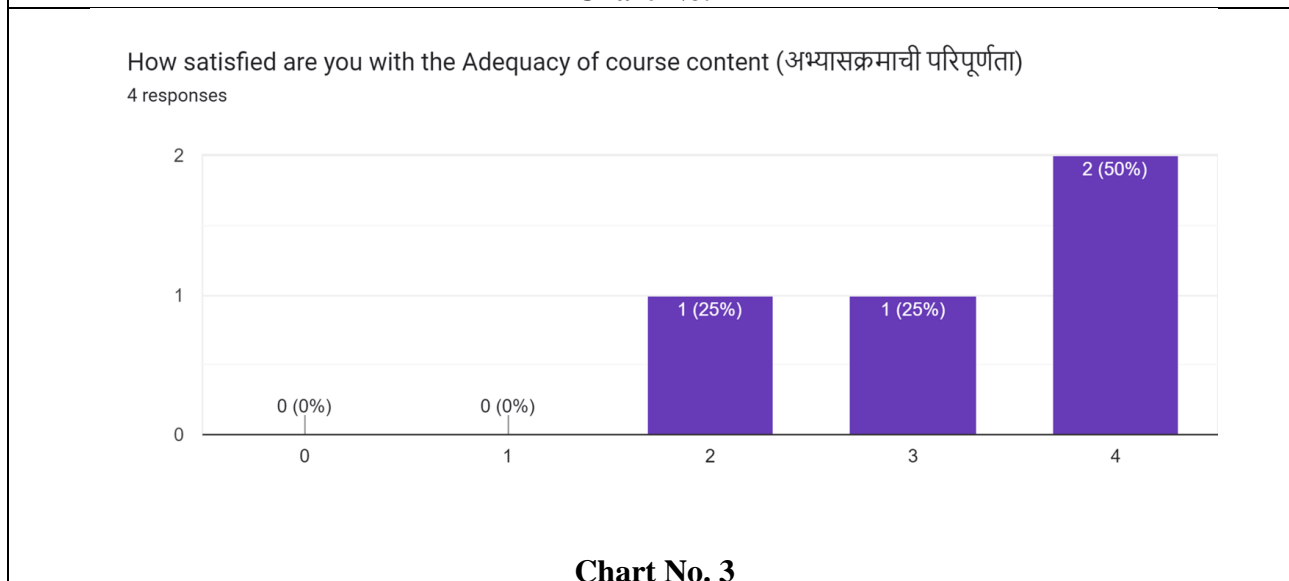
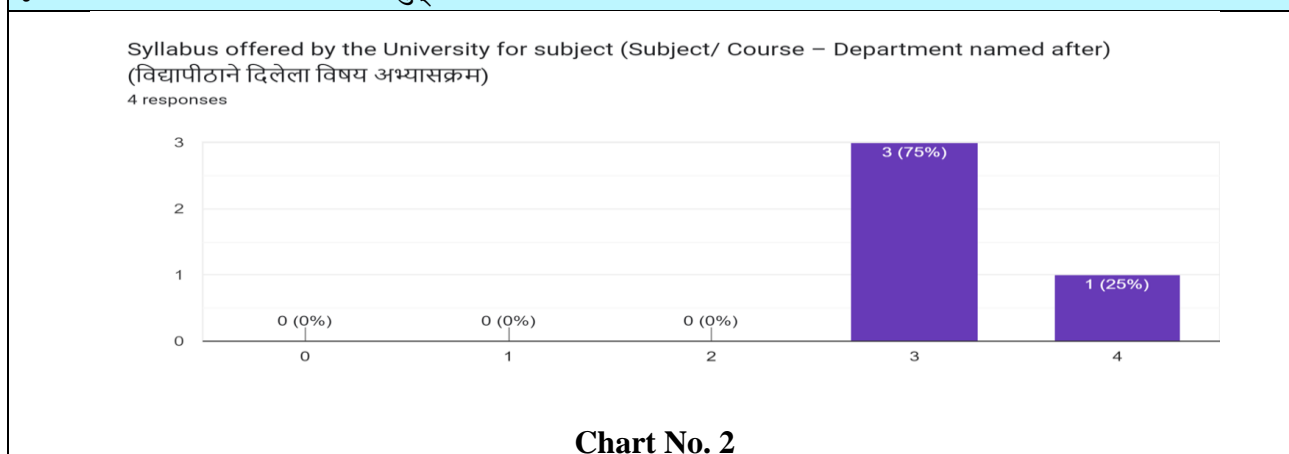
C. Descriptive

- Revision of Polymer Chemistry Syllabus. Compulsory Project Work for T.Y. B.Sc Chemistry and Polymer Chemistry.
- Not updated with up gradation of technologies and facilities.
- Syllabus should be update as per todays need.
- कौशल्य विकास तसेच संशोधनवृत्ती वृद्धिंगत करणारे अभ्यासक्रम आवश्यक.
- NEED ACTIVITY BASED SYLLABUS.
- Not overall well for development of students.
- Syllabus is so vast to complete in given time.
- अभ्यासक्रमात विद्यार्थ्यांना स्वयं रोजगार याबाबत घटक समाविष्ट करणे गरजेचे आहे.
- Seminars should be included in the syllabus.
- Need to increase the number of reference books.
- More of syllabus related to opportunities in the subject should be added.

Course Evaluation by Alumni



A. Curriculum (Course) – Present Status (विषय अभ्यासक्रम – सद्य स्थिती) How satisfied you are with the (खालील मुद्द्यासंदर्भात आपली समाधान पातळी नोंदवा) –



Scope for use of innovative teaching methods (Group discussion, use of audio-visual aids, student's seminar etc. co-curricular activities.) नाविन्यपूर्ण अध्यापन ... संसाधने, विद्यार्थ्यांची चर्चासत्रे इ. अभ्यासक्रमपूरक कृती
4 responses

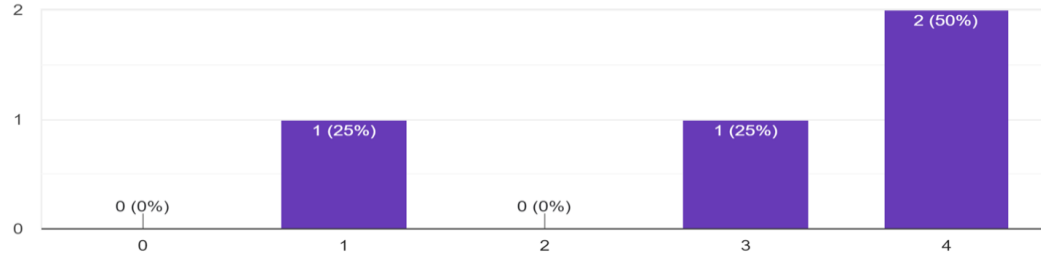


Chart No. 4

Learning value (in terms of knowledge, concepts, skills building, analytical abilities and in broadening one's perspectives) विषय अभ्यासक्रमाचे शैक...श्लेषणात्मकता आणि दृष्टीकोण व्यापक करण्याची क्षमता
4 responses

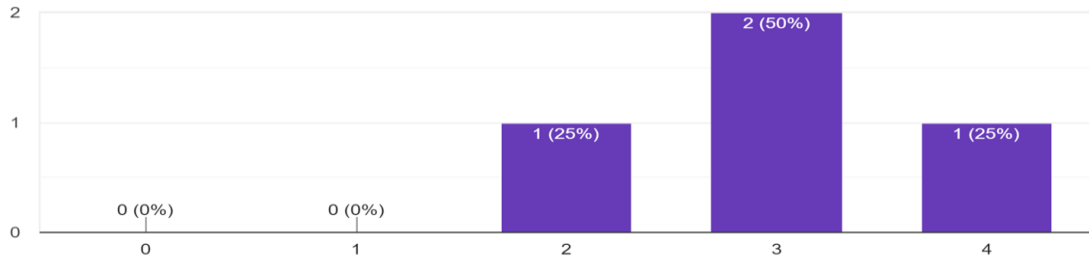


Chart No. 5

Availability of reading Material (Library/Internet /Others) आवश्यक अशा संसाधनांची (पुस्तके, संदर्भग्रंथ, इ.) उपलब्धता
4 responses

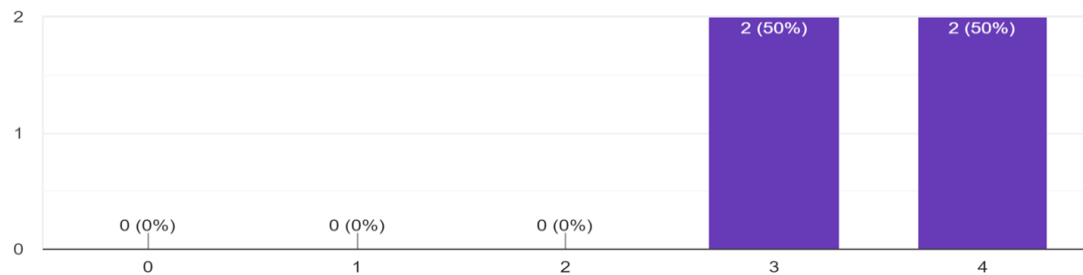


Chart No. 6

B. Curriculum (Course) – Scope for the Development. (विषय अभ्यासक्रम – सुधारणेसाठी असणारा वाव)

The relevance/ sufficiency of the courses meeting the industry requirements. (उद्योगधंद्याच्या दृष्टीने अभ्यासक्रमाची समर्पकता व परिपूर्णता)

4 responses

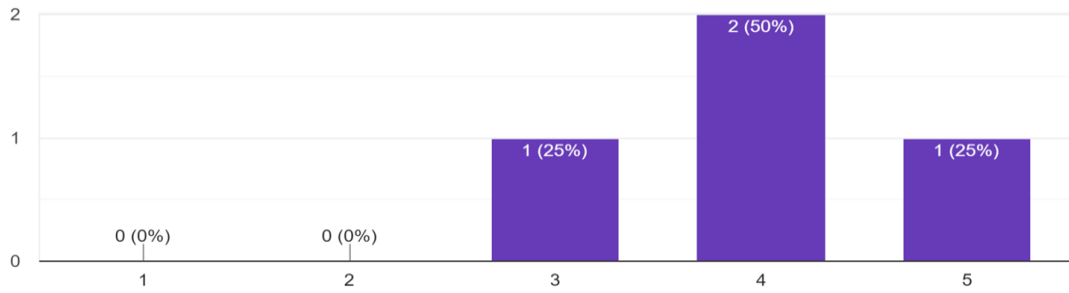


Chart No. 7

The relevance/ sufficiency of the courses meeting the Various competitive Exams such as, Civil services, NET/SET, IIT-JAM etc. (विविध स्पर्धा परीक्षा जसे...यटी जॅम त्यादृष्टीने अभ्यासक्रमाची समर्पकता व परिपूर्णता)

4 responses

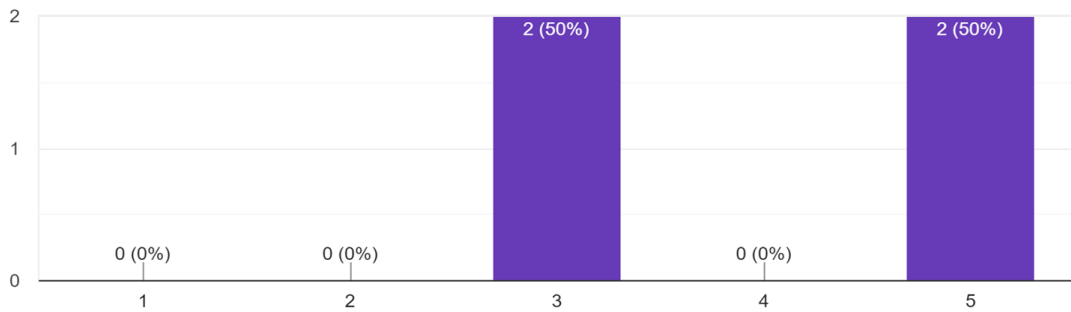


Chart No. 8

Need of Field projects in curriculum (प्रकल्प क्षेत्र अभ्यास याची अभ्यासक्रमातील आवश्यकता)

4 responses

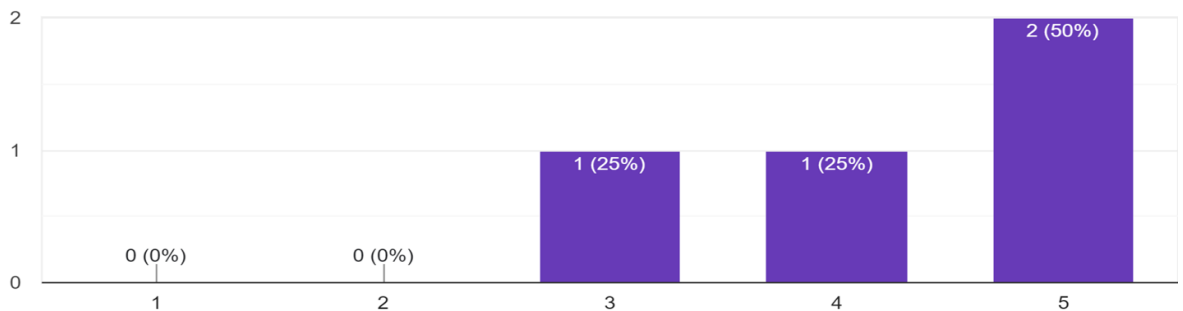


Chart No. 9

scope of the syllabus in enhancing entrepreneurship skills/ lifelong learning/ human values and ethics उद्योजकता कौशल्य आयुष्यभर शिकणे मानवी मूल्ये आणि नीतिशास्त्र यासाठी अभ्यासक्रमाचा आवाका
4 responses

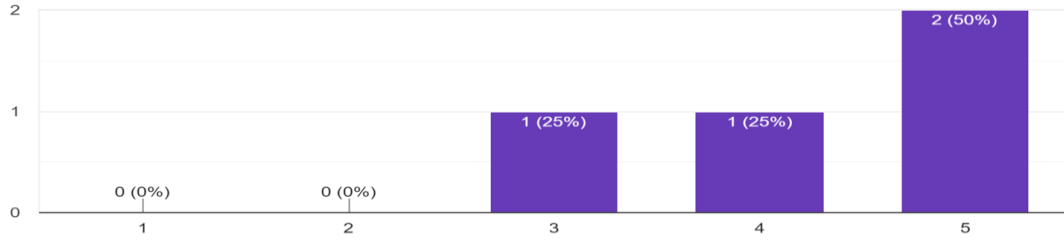


Chart No. 10

The curriculum facilitates an overall holistic development of the student अभ्यासक्रमाची विद्यार्थ्यांच्या सर्वांगीण विकासात असणारी भूमिका
4 responses

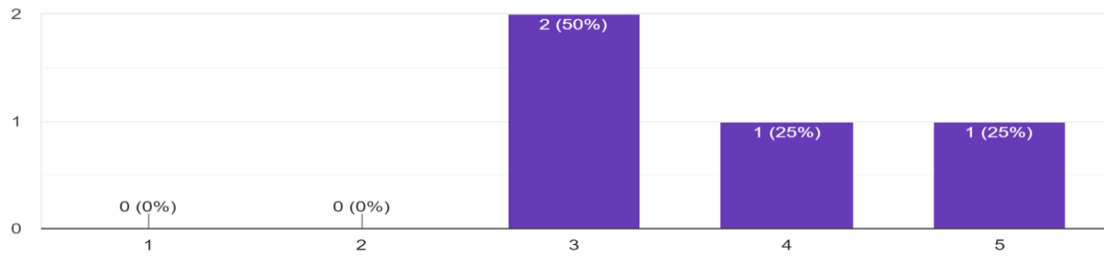


Chart No. 10

C. Descriptive

- Need of research teaching
- I am satisfied.
- Syllabus should be base on real life applications

🚩 Course Evaluation by Employer

A. Curriculum (Course) – Present Status (विषय अभ्यासक्रम – सद्य स्थिती) How satisfied you are with the (खालील मुद्द्यासंदर्भात आपली समाधान पातळी नोंदवा) –

Syllabus offered by the University for subject (Subject/ Course – Department named after)
(विद्यापीठाने दिलेला विषय अभ्यासक्रम)

1 response

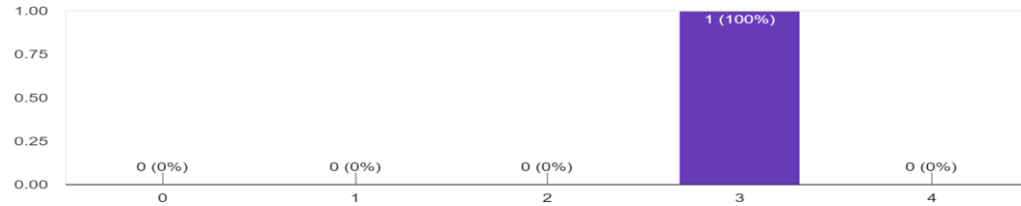


Chart No. 1

How satisfied are you with the Adequacy of course content (अभ्यासक्रमाची परिपूर्णता)

1 response

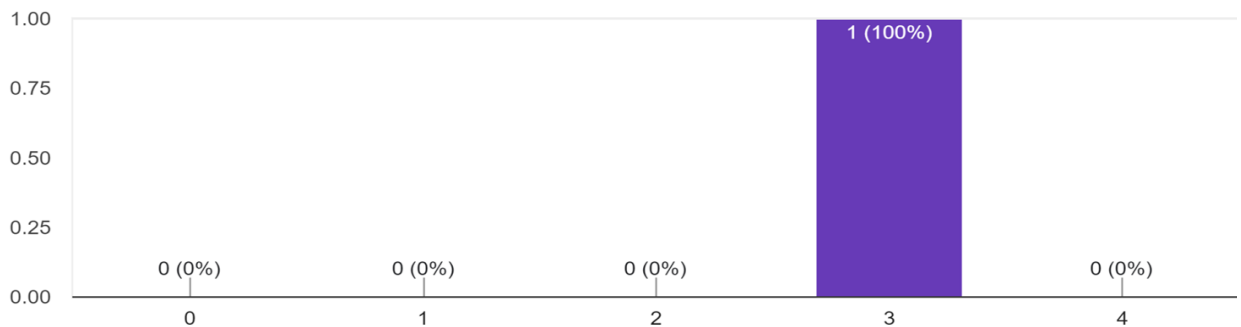


Chart No. 2

Scope for use of innovative teaching methods (Group discussion, use of audio-visual aids, student's seminar etc. co-curricular activities.) नाविन्यपूर्ण अध्यापन ... संसाधने, विद्यार्थ्यांची चर्चासत्रे इ. अभ्यासक्रमपूरक कृती)

1 response

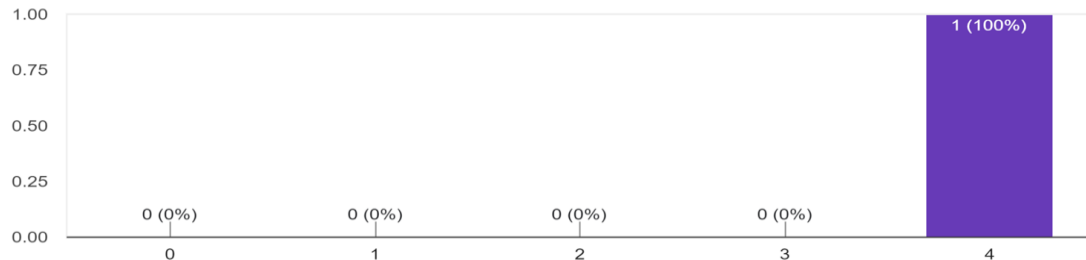


Chart No. 3

The relevance/ sufficiency of the courses meeting the industry requirements. (उद्योगधंद्याच्या दृष्टीने अभ्यासक्रमाची समर्पकता व परिपूर्णता)

1 response

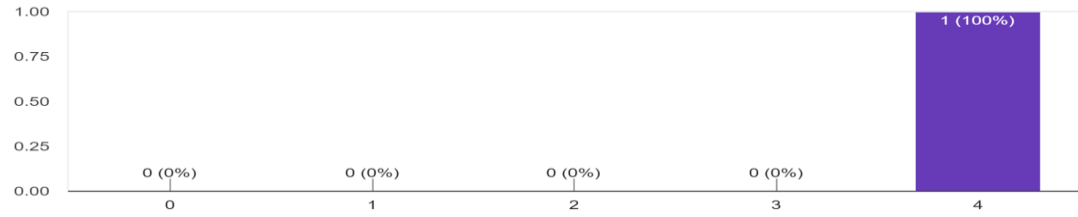


Chart No. 4

Learning value (in terms of knowledge, concepts, skills building, analytical abilities and in broadening one's perspectives) विषय अभ्यासक्रमाचे शैक...श्लेषणात्मकता आणि दृष्टीकोण व्यापक करण्याची क्षमता)

1 response

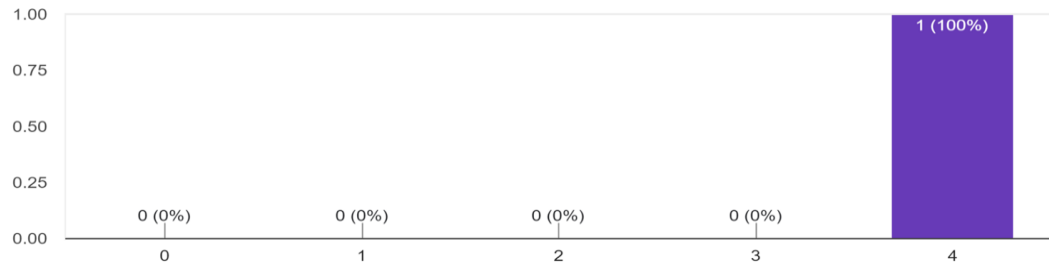


Chart No. 5

B. Curriculum (Course) – Scope for the Development. (विषय अभ्यासक्रम – सुधारणेसाठी असणारा वाव)

The relevance/ sufficiency of the courses meeting the industry requirements. (उद्योगधंद्याच्या दृष्टीने अभ्यासक्रमाची समर्पकता व परिपूर्णता)

1 response

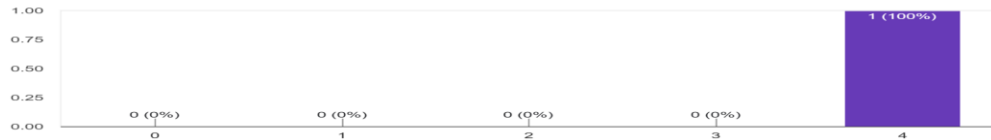


Chart No. 6

The relevance/ sufficiency of the courses meeting the Various competitive Exams such as, Civil services, NET/SET, IIT-JAM etc. (विविध स्पर्धा परीक्षा जसे...यटी जॅम त्यादृष्टीने अभ्यासक्रमाची समर्पकता व परिपूर्णता)

1 response

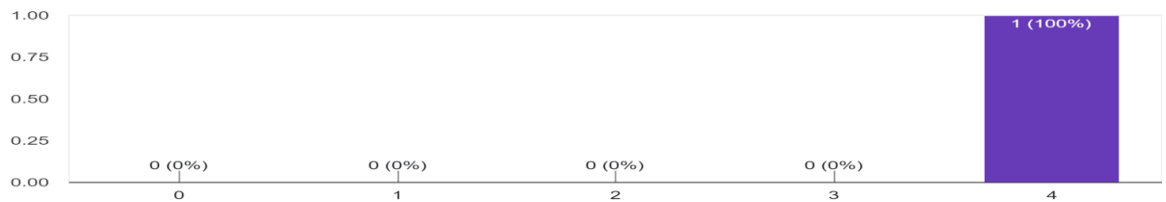


Chart No. 7

Need of Field projects in curriculum (प्रकल्प क्षेत्र अभ्यास याची अभ्यासक्रमातील आवश्यकता)

1 response

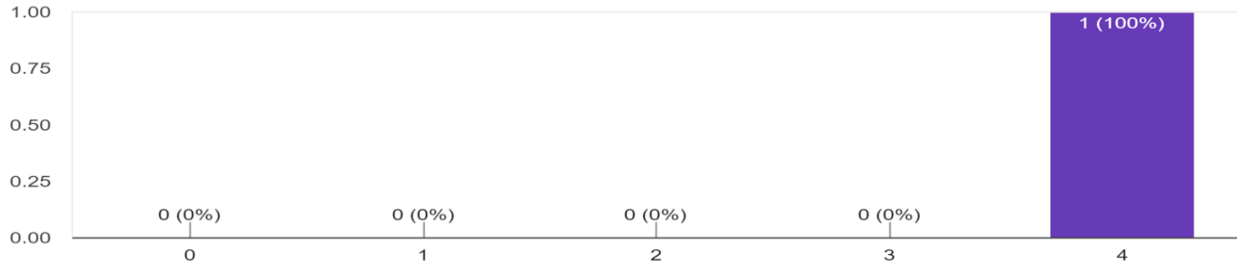


Chart No. 8

scope of the syllabus in enhancing entrepreneurship skills/ lifelong learning/ human values and ethics उद्योजकता कौशल्य आयुष्यभर शिकणे मानवी मूल्ये आणि नीतिशास्त्र यासाठी अभ्यासक्रमाचा आवाका

1 response

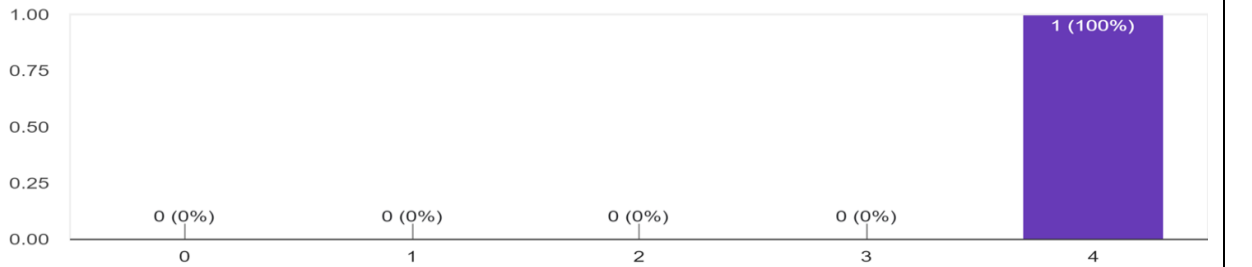


Chart No. 9

The curriculum facilitates an overall holistic development of the student अभ्यासक्रमाची विद्यार्थ्यांच्या सर्वांगीण विकासात असणारी भूमिका

1 response

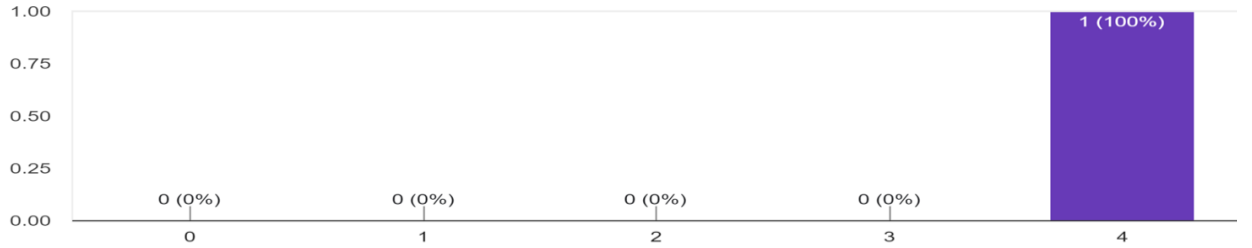


Chart No. 10

C. Descriptive

-

Steps-5: Conclusions/Inferences.

❖ Students' Feedback

1. Students are highly satisfied with the teachers, their attitude towards students and overall teaching learning process.
2. Analysis suggested that there is still need of improvement in the continuous internal evaluation mechanism especially for students from Bachelor of Arts Programme.
3. Students expect more use of ICT tools in the teaching-learning and evaluation process.
4. Very large number of students are highly satisfied with the syllabus offered by the university for the subject they opted for. Students are also satisfied with the flexibility offered in the choice of courses.
5. Few students in the descriptive comment section demanded for more digitization, more laboratory equipment, glasswares, etc., more cultural events.
6. Students are satisfied with many student support services but demand more washbasins, washrooms, better drinking water facilities with more water coolers installed.
7. Students also demand for better food quality in the canteen and a separate sitting arrangement for faculties and students in the canteen

❖ Teachers' Feedback on Curriculum

1. Teachers overall Feedback on existing curriculum is little less satisfactory and the teachers of concern subject suggested some changes.
2. Revision of Polymer Chemistry Syllabus. Compulsory Project Work for T.Y. B.Sc Chemistry and Polymer Chemistry.
3. Not updated with upgradation of technologies and facilities.
4. Syllabus should be update as per todays need.
5. कौशल्य विकास तसेच संशोधनवृत्ती वृद्धिंगत करणारे अभ्यासक्रम आवश्यक. (Skill Development and Research Attitude Enhancement pro syllabus Needed.
6. NEED ACTIVITY BASED SYLLABUS.
7. Not overall well for development of students.
8. Syllabus is so vast to complete in given time.
9. अभ्यासक्रमात विद्यार्थ्यांना स्वयं रोजगार याबाबत घटक समाविष्ट करणे गरजेचे आहे. (Syllabus must increase self-employability.
10. Seminars should be included in the syllabus.
11. Need to increase the number of reference books.

12. More of syllabus related to opportunities in the subject should be added.

❖ **Alumni Feedback on Curriculum**

1. Very few alumni registered their feedback on curriculum. Few suggestions are as follows.
2. Syllabus should be based on real life applications.

❖ **Employer Feedback on Curriculum**

1. Very few employers registered their feedback on curriculum. Employers are little dissatisfied with curriculum and strongly agree on introduction of field projects/project work to students as a mandatory part. Curriculum need to be updated according to the skills sets demanded by various jobs and also in self-employability generation.

Dr. R. H. Satpute
Principal (I/C)
Government College of Arts and Science
Aurangabad

12. More of syllabus related to opportunities in the subject should be added.

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A handwritten signature in blue ink, appearing to read 'Dr. R. H. Satpute', written over a horizontal line.

Dr. R. H. Satpute
Principal (I/C)
Government College of Arts and Science
Aurangabad

PRINCIPAL
Govt. College of Arts & Science
Aurangabad