

**RANI PARVATI DEVI COLLEGE OF ARTS AND COMMERCE,
BELAGAVI**



FEEDBACK ANALYSIS

IQAC

R.P.D. COLLEGE OF ARTS AND COMMERCE, BELAGAVI

2016-17 TO 2020-21

**S.K.E. SOCIETY'S
RANI PARVATI DEVI COLLEGE BELAGAVI**

**DETAILS ABOUT FEEDBACK
2016-17 to 2020-2021**

Stake Holders	Feedback received For the Academic year	Number of Feedback Received	Mode of Feedback
Students	2016-17	363	Offline Mode
	2017-18	361	Offline Mode
	2018-19	188	Offline Mode
	2019-20	282	Offline Mode
	2020-21	160	Online Mode
Teachers	2017-18	121	Offline Mode
	2020-21	31	Offline Mode
Alumni	2020-21	60	Online Mode
Employer	2020-21	05	Offline Mode

S.K.E. Society's
**Rani Parvati Devi College of Arts and Commerce,
Belagavi**

INTERNAL QUALITY ASSURANCE CELL (IQAC)

A Feedback Analysis Reports

INTRODUCTION: Rani Parvati Devi College of Arts and Commerce, Belagavi is affiliated to Rani Channamma University, Belagavi. The Revised Curriculum was implemented with effect from the academic year 2017-2018. The Choice Based Credit System (CBCS) was implemented for the First Year from the academic year 2020-2021. Revision of the curriculum takes place once in every three years. As an affiliated institute to Rani Channamma University, the college has a limited role in the revision of the curriculum, however few of our staff members are working as members of Board of Studies and are actively involved in framing the syllabus.

Collecting feedback from the stakeholders is important for the academic excellence of every institution so the Institute initiated stakeholder feedback policy to strengthen the curriculum. The main purpose of this policy was to collect the stakeholders' perceptions of the effectiveness of the curriculum. Feedback is collected from the stakeholders such as Students, Faculty, Alumni and Employers. It is carried out in both offline and online mode. The collective feedback of all the stakeholders is analyzed and a consolidated report of the recommendations is prepared and discussed in the IQAC meeting.

R.P.D. COLLEGE OF ARTS AND COMMERCE, BELAGAVI

FEEDBACK ANALYSIS ON CURRICULUM 2020-21

Feedback Analysis Committee

1. Dr. (Smt.) S.A. Naik - Chairman
Principal
2. Dr. Abhay M. Patil - Member
IQAC Coordinator
3. Dr. R. J. Powar - Member
4. Dr. S. H. Patil - Member
5. Dr. C. M. Munnoli - Member
6. Sri. S. S. Shinde - Member
7. Sri. P. B. Joshi - Member
8. Dr. Smt. S.I.Kittali - Member
9. Sri. S.S. Shimangoudar - Member

R.P.D. COLLEGE OF ARTS AND COMMERCE, BELAGAVI

STUDENT FEEDBACK

2020-21

The college is affiliated with Rani Channamma University Belagavi. It follows the syllabus prescribed by the university. In order to analyse the student responses on syllabus various questions were asked and 160 responses were received from the students. Each one of them is explained below.

PARAMETERS FOR STUDENTS' FEEDBACK:

1. The syllabus is objective oriented
2. The syllabus is career oriented
3. The design of the programme has extra learning and self-learning
4. The curriculum is balanced with the theoretical and practical knowledge
5. The Learning Outcomes are met
6. The evaluation scheme discussed with you
7. The syllabus enabled you to improve knowledge and skills
8. The required books are available in our library
9. The curriculum provides opportunity to inculcate research activity
10. The curriculum focused on skill development

COLLECTION AND ANALYSIS : The IQAC of RPD College made an effort to receive feedback on curriculum from all students of the college. For this purpose, a google form was created and sent to students. As many as 160 responses have been received on Curriculum from the students. In order to arrive to comprehensive results, useful statistical tools like percentage, etc. have been used. For the effective presentation of the data, charts/ graphs have been used.

STUDENTS' FEEDBACK ANALYSIS ON CURRICULUM 2020-21

CHART A PROGRAMME WISE CLASSIFICATION OF STUDENT RESPONDENTS

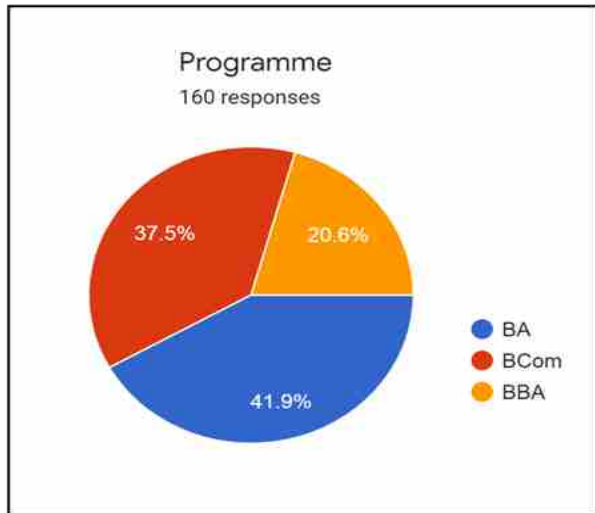


Chart-A depicts the Programme-wise classification of the respondents. It was observed that the major contributors to the survey were the students from BA, with 41.9% responses, followed by B. Com with 37.5% responses and BBA with 20.6% responses respectively.

CHART B CLASS WISE CLASSIFICATION OF STUDENT RESPONDENTS

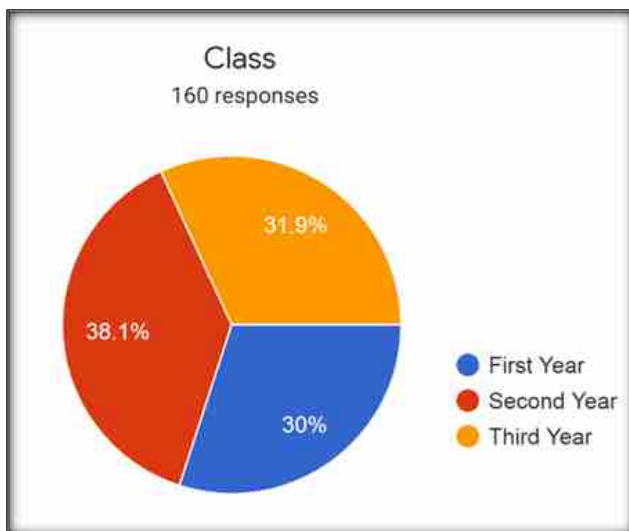


Chart-B shows the class-wise classification of student responses. The responses recorded by the third year students was around 31.9%, the responses recorded from the second year students was around 38.1%, while 30% responses were recorded from the first year students.

STUDENTS' FEEDBACK ANALYSIS ON CURRICULUM

CHART-1 HOW CLOSE THE SYLLABUS IS OBJECTIVE ORIENTED?

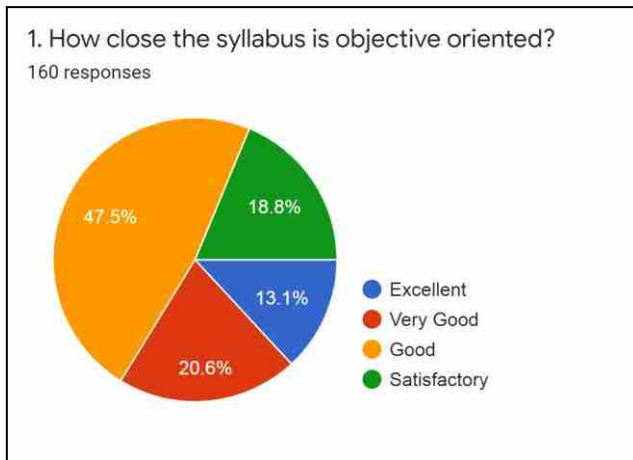
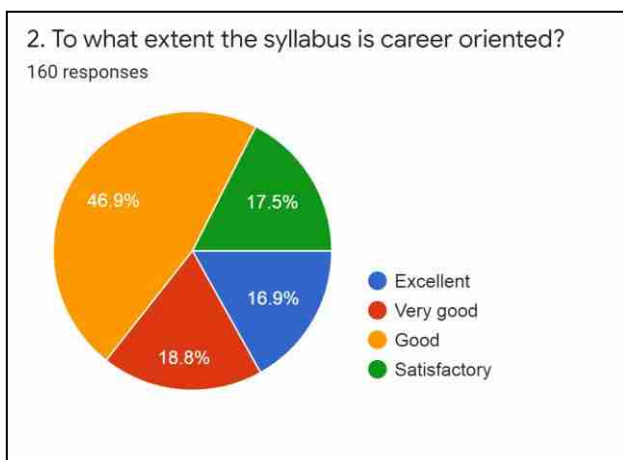


Chart 1 depicts responses with regards to how close the syllabus was objective oriented. A majority of the students responded positively and the responses ranged from good to excellent with around 47.5% students agreeing it to be good and around 13.1% students agreed that it was excellently objective oriented. Around 18.7% students felt that the syllabus was satisfactorily oriented towards its objective.

CHART-2: TO WHAT EXTENT THE SYLLABUS IS CAREER ORIENTED?



As shown in Chart-2 it can be observed that a majority of the respondents responded positively to the question and the responses ranged from good to excellent with 46.9% respondents responding as good and 16.9% students responding as excellent. There were also a few respondents who felt that the syllabus was career oriented was satisfactory.

CHART-3 CONSIDERING THE DESIGN OF THE PROGRAMME HOW ARE THEY IN TERM OF EXTRA LEARNING AND SELF-LEARNING?

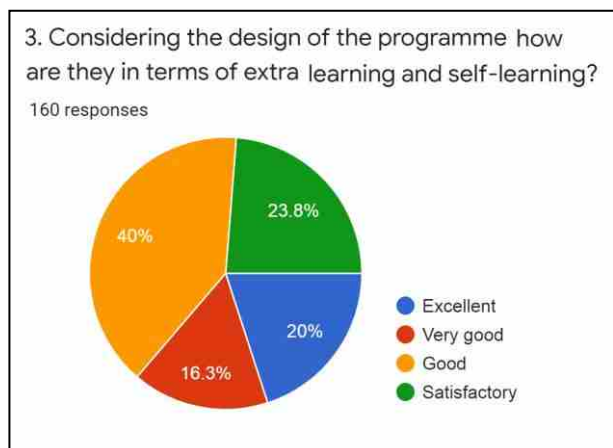
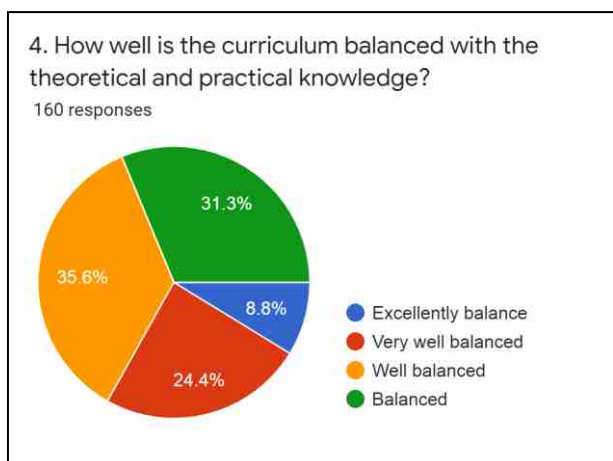


Chart 3 gives the details of students' responses on extra learning and self-learning for their respective programmes. It was found that 20 % students felt that the curriculum designed for their programme gave them excellently supported the scope for extra-learning and self-learning. Whereas around 23.8 % students responded that the programmed design satisfactory.

CHART-4 HOW WELL IS THE CURRICULUM BALANCED WITH THE THEORETICAL AND PRACTICAL KNOWLEDGE?



AS shown in Chart-4 around 35.6% respondents felt that the curriculum well-balanced the theoretical and practical knowledge, 24.4% respondents felt that the curriculum balanced the theoretical and practical knowledge very well, around 31.3% respondents felt it was able to just balance, while 8.8% respondents felt that the curriculum excellently balanced the theoretical and practical knowledge.

CHART-5 HOW WELL IS THE CURRICULUM FOCUSED ON SKILL DEVELOPMENT?

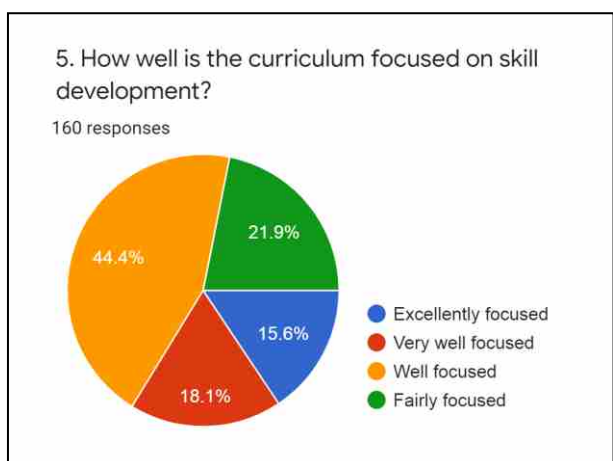
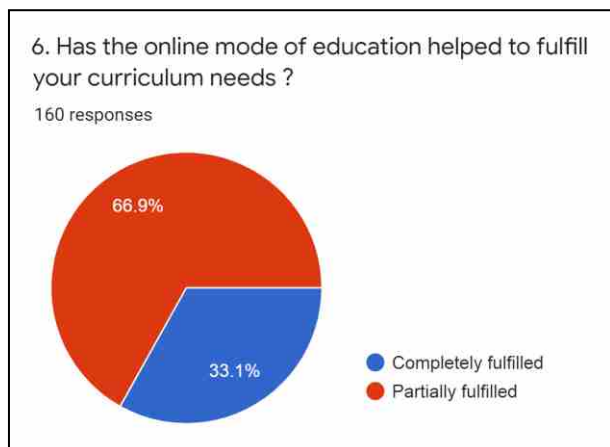


Chart-5 shows the responses of the students on curriculum focused on skill development. It was noticed that 44.4% students felt the curriculum was well focused on skill development, 21.9% students felt it was fairly focused, 18.1% opined that the curriculum was very well focused on skill development and 15.6%

students responded excellently focused on skill development.

CHART-6 HAS THE ONLINE MODE OF EDUCATION HELPED TO FULFIL YOUR CURRICULUM NEEDS?



From Chart-6 it is very well observed that a majority of the respondents, around 66.9%, felt that the online mode of education partially fulfilled their curriculum needs, while around 33.1% of the respondents felt that the online mode of education completely fulfilled their curriculum needs.

CHART-7 WERE METHODS ADOPTED TO DELIVER CURRICULUM BASED LECTURES AND CLEARING DOUBTS THROUGH ONLINE MODE ?

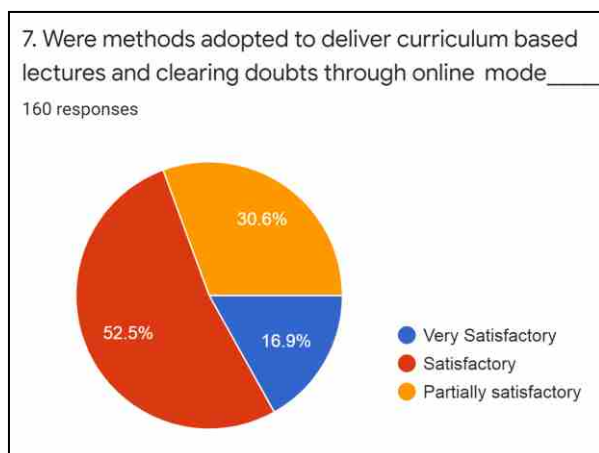
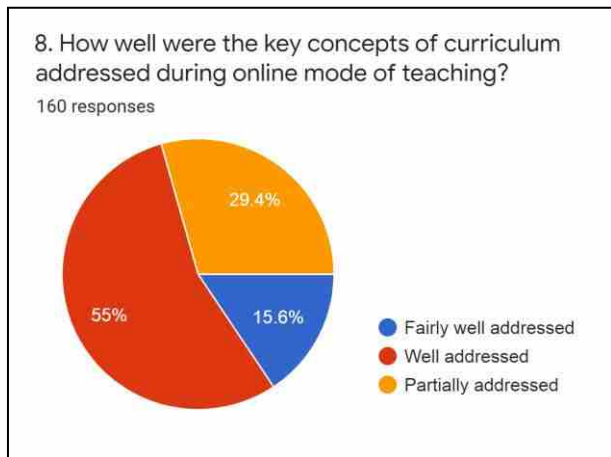


Chart-7 gives us the glimpse of whether the students found the methods adopted by the teachers to deliver curriculum based lectures and to resolve the syllabus-based doubts were sufficient enough. The scale showed varying degrees of satisfaction with 52.5% respondents responding as satisfactory, 30.6% respondents responding

as partially satisfactory, and around 16.9% respondents responding as very satisfactory.

CHART-8 HOW WELL WERE THE KEY CONCEPTS OF CURRICULUM ADDRESSED DURING ONLINE MODE OF TEACHING?



When questioned regarding how well the key concepts of curriculum were addressed during online-mode of teaching the responses varied from partially addressed to well addressed, around 29.4% respondents felt the concepts were partially addressed while a majority of 55% felt that the concepts were well addressed. The remaining 15.6% respondents felt that the concepts were fairly well addressed.

CHART-9 HAVE YOUR TEACHERS PROVIDED LEARNING RESOURCES THROUGH ONLINE MODE?

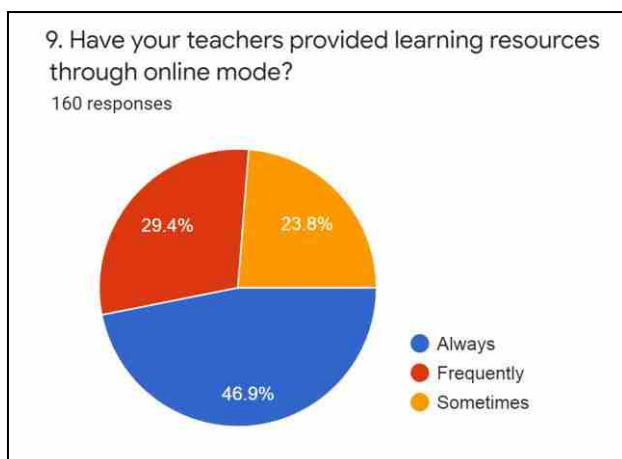
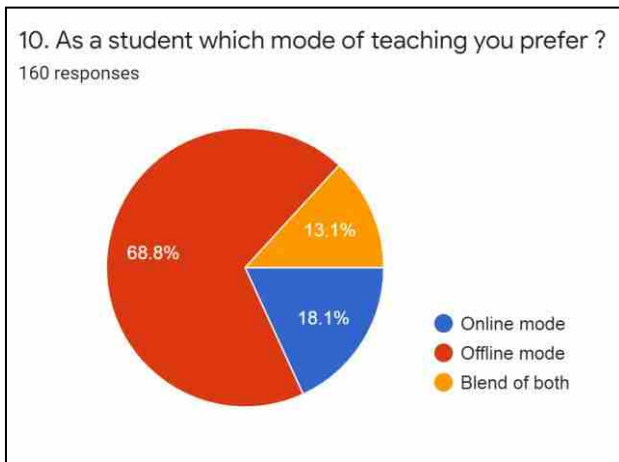


Chart-9 provides the students' responses to whether the teachers provided them the required learning resources through online mode. It was noticed that 46.9% students responded that the teachers always provided learning resources through online mode, 29.4% students opined that the teachers frequently provided them the learning resources and around 23.8% students opined that the teachers sometimes provided them the learning resources.

CHART-10 AS A STUDENT WHICH MODE OF TEACHING YOU PREFER?



The respondents were also asked to express their opinions regarding their preferred mode of teaching. As depicted in Chart-10 68.8 % students preferred the offline mode of teaching, 18.1% students preferred online mode of teaching while 13.1% student preferred the blended mode of teaching.

CHART-11 HOW WOULD YOU EVALUATE THE OVERALL CURRICULUM EXPERIENCE YOU HAD DURING THIS PANDEMIC?

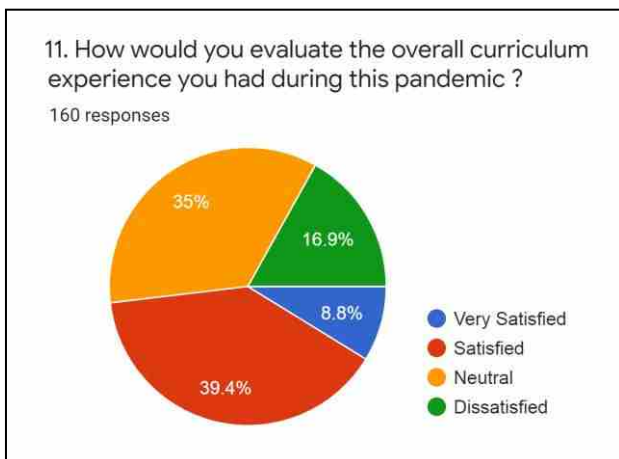


Chart-11 portrays the levels of satisfaction pertaining to their overall curriculum experience during the Covid-19 pandemic. The question received varied responses ranging from very satisfied to dissatisfied, with 8.8% opining as very satisfied, 39.4% as satisfied, 16.9% as dissatisfied and around 35% were neutral in their opinion.

CHART-12 TO WHAT EXTENT DOES THE SYLLABUS ENABLE YOU TO IMPROVE KNOWLEDGE AND SKILLS?

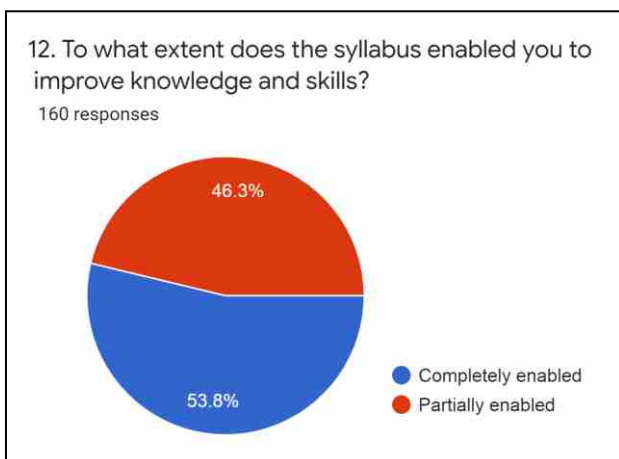


Chart-12 depicts the responses of the students to know to what extent the syllabus enabled them to improve knowledge and skills. Most of the students i.e. 53.8% responded that, syllabus enabled them to improve their knowledge and skills, whereas 46.3% responded partially enabled to improve their knowledge and skills.

CHART-13 THE LEARNING OUTCOMES ARE MET

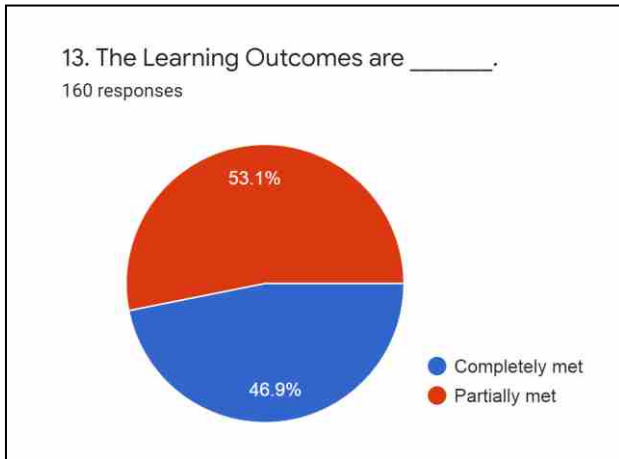


Chart-13 shows the responses of the students to know the level of learning outcomes met. It was noted that most of the students i.e. 53.1% of the students responded that, learning outcomes are completely met through curriculum, whereas remaining students have responded that the learning outcomes are partially met.

CHART-14 IS THE EVALUATION SCHEME DISCUSSED WITH YOU?

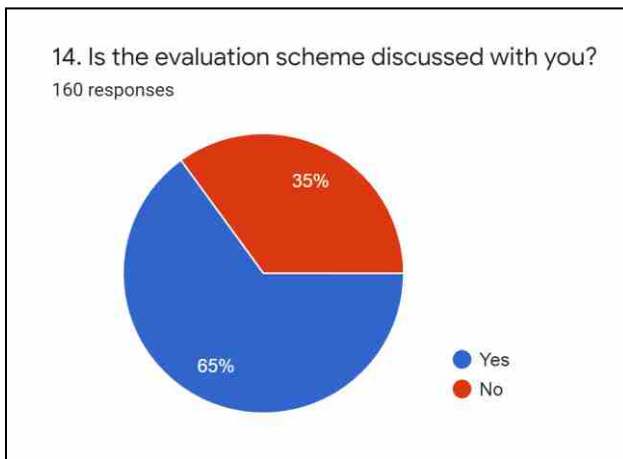


Chart-14 shows the responses of the students to know whether the evaluation scheme will be discussed with students by the teacher or no. It was noted that most of the students i.e. 65% of the students responded yes to the question and only 35% students responded no.

CHART-15 WOULD YOU LIKE TO CONTINUE WITH THE ONLINE MODE OF EDUCATION?

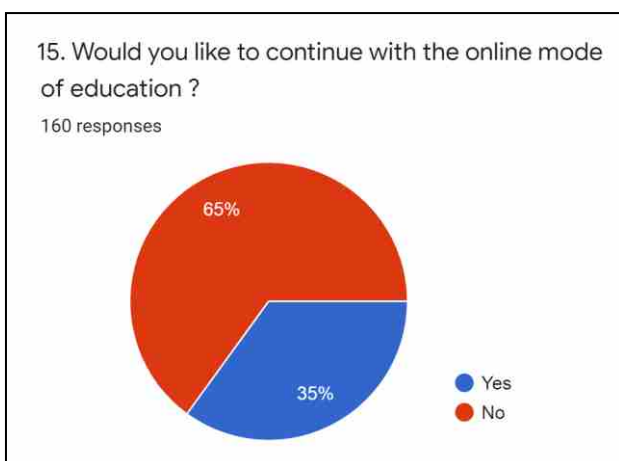


Chart-15 shows the responses of the students to know whether students would like to continue with the online mode of education or no. It was noted that most of the students i.e. 65% of the students responded no to the question and only 35% students responded yes.

OVERALL OBSERVATION OF STUDENTS' FEEDBACK 2020-21

Feedback on curriculum was obtained from students during the academic year 2020-21. These feedbacks were collected and collated in IQAC. Most of the students' feedback about the present syllabus and curriculum of the college reveals:

- that the present syllabus is Objective and career oriented.
- that the present curriculum balances the theoretical and practical knowledge which helped them in extra-learning and self-learning.
- that the curriculum focused on skill development.
- that online mode of education has partially helped to fulfil the curriculum needs and the methods adopted to deliver curriculum-based lectures and clearing doubts through online mode is satisfactory. But the key concepts of curriculum were well addressed during online mode of teaching.
- that students of all the courses are satisfied with the reference materials provided by the teacher during online teaching.
- that the overall curriculum experience of the students during the pandemic was satisfactory and met the learning outcomes partially, however it has enabled them to improve their knowledge and skill.
- that they do not want to continue with online mode of education.

ACTION TAKEN REPORT 2020-21

As the percentage of students opting for offline mode of teaching-learning is higher, IQAC, keeping in mind the pandemic situation, has proposed the blended mode of teaching. To fulfil the curriculum needs of the students IQAC has also proposed to upload the study materials using various online platforms. The students can also avail the benefit of one-to-one contact with their respective subject teachers to resolve their queries once every fortnight.

R.P.D. COLLEGE OF ARTS AND COMMERCE, BELAGAVI

ALUMNI FEEDBACK

2020-21

The college is affiliated with Rani Channamma University Belagavi. It follows the syllabus prescribed by the university. In order to analyse the alumni responses on syllabus various questions were asked and responses received from the alumni has been explained below.

PARAMETERS FOR ALUMNI FEEDBACK:

1. Does the curriculum give enough emphasis on employability?
2. Is the curriculum contemporary and need based?
3. Is there a good balance between theory and practical in curriculum?
4. Does the curriculum incorporate cross cutting issues such as Gender, Environment, Social equality, Moral values etc.?
5. Has the curriculum incorporated additional learning values (in terms of skills, knowledge, analytical abilities or broadening perspectives)?
6. Has the curriculum incorporated recent changes and is it well updated?
7. Are add-on courses included to fill the gaps in the curriculum?
10. Which are the courses that cover projects, field works and internship?

COLLECTION AND ANALYSIS: The IQAC of RPD College has taken up several initiatives to improvise upon the curriculum and hence feedback from the 2016-17 to 2019-20 alumni was obtained. For this purpose, a google form was created and circulated using various online platforms. The alumni were request to give their sincere suggestions which could be incorporated to enhance the effectivity of the curriculum. Around 60 responses were recorded on Curriculum. In order to get a comprehensive result percentage was used as the statistical tool and data and graphs and/or charts have been used for effective presentation of the data.

ALUMNI FEEDBACK ANALYSIS ON CURRICULUM

CHART 1

PROGRAMME WISE CLASSIFICATION OF STUDENT RESPONDENTS

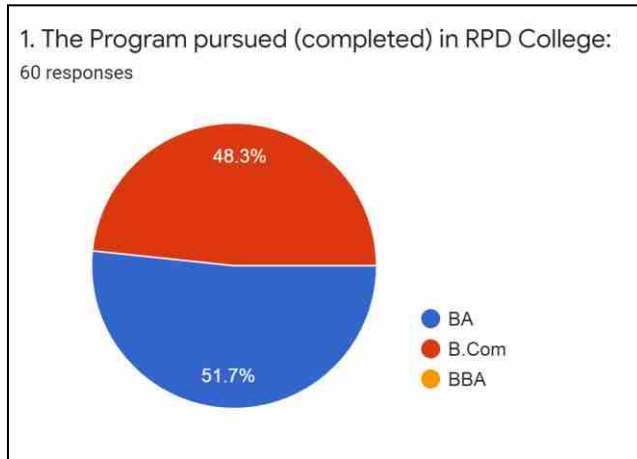


Chart-A depicts the Programme-wise classification of students. Chart-A clearly shows that the students from the BA and B.Com streams were the major contributors to this survey, where 51.7% respondents belonged to the BA stream and 48.3% of the respondents were from B.Com stream of education.

CHART 2

PROGRAMME WISE : YEAR WISE PASSING OUT

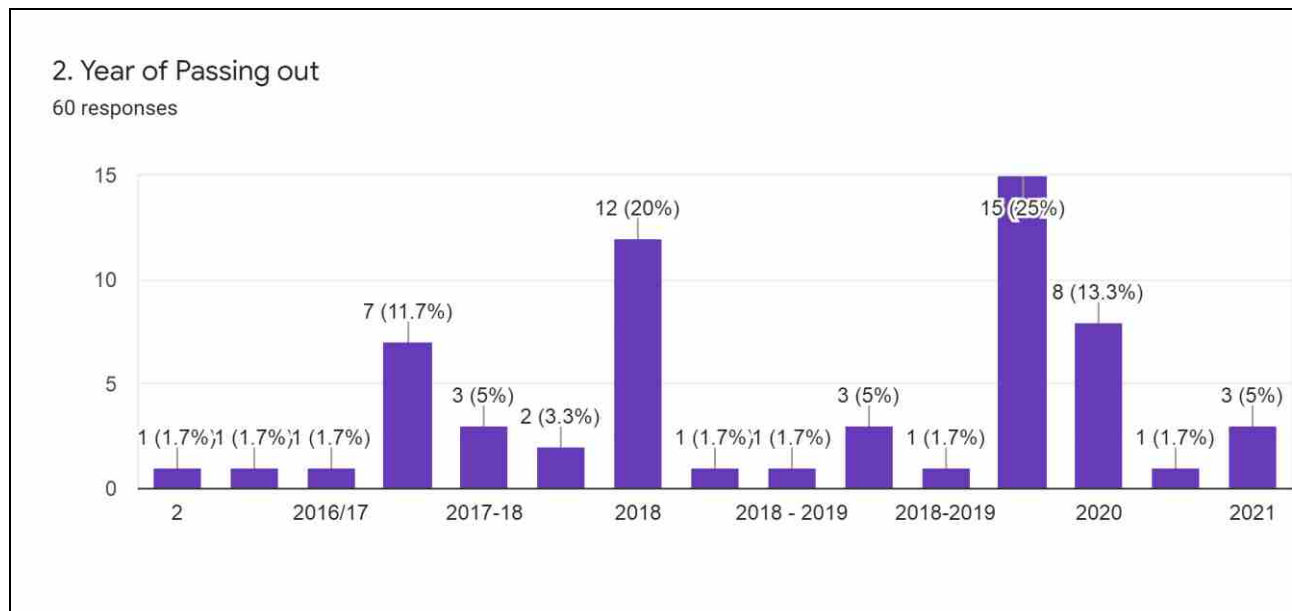
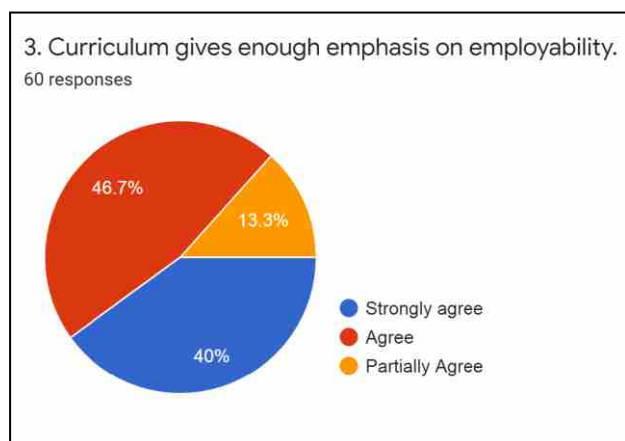


CHART-3 CURRICULUM GIVES ENOUGH EMPHASIS ON EMPLOYABILITY



From Chart-3 one can clearly understand that around 46.7% of the respondents agreed that the curriculum emphasised on employability, around 40% respondents strongly agreed and 13.3% respondents partially agreed to it.

CHART- 4 THE CURRICULUM IS CONTEMPORARY AND NEED BASED

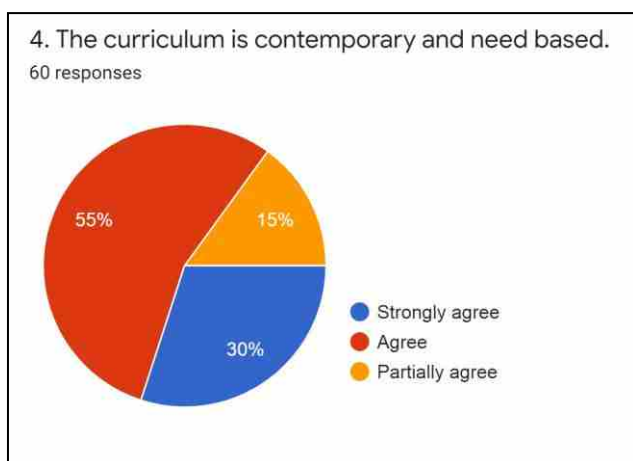


Chart-4 depicts the responses of the respondents to whether the curriculum is contemporary and need based. It can be very clearly observed that a majority of the students around 30-55% opined that the curriculum was contemporary and need based and around 15% partially agreed that the curriculum is contemporary and need based.

CHART- 5 THERE IS A GOOD BALANCE BETWEEN THEORY AND PRACTICAL IN CURRICULUM.

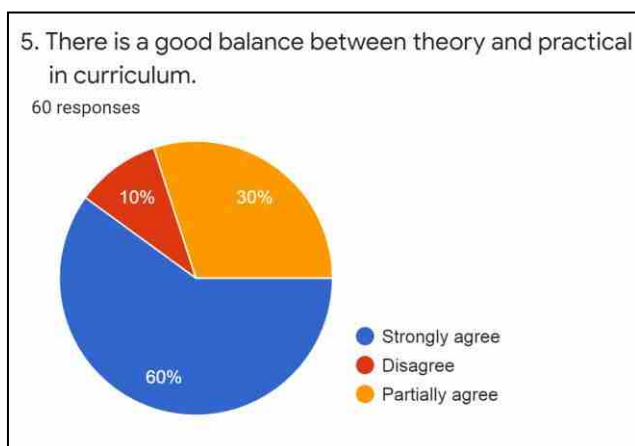


Chart-5 clearly depicts that around 60% of the respondents strongly agreed that there is a good balance between theory and practical in the curriculum. It was also noted that 30% of the respondents partially agreed, while a small number of respondents, around 10%, disagreed to it.

CHART- 6 CURRICULUM INCORPORATES CROSS CUTTING ISSUES

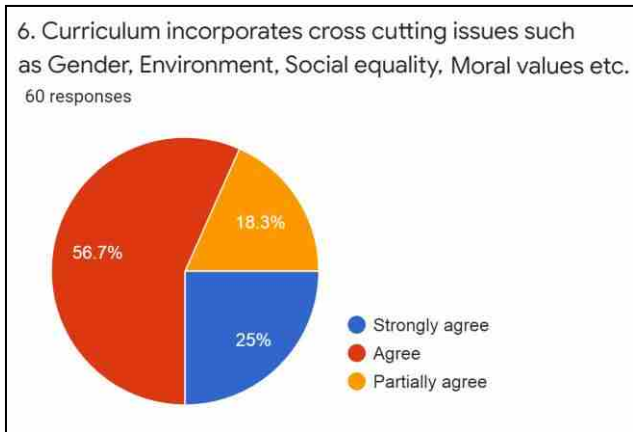
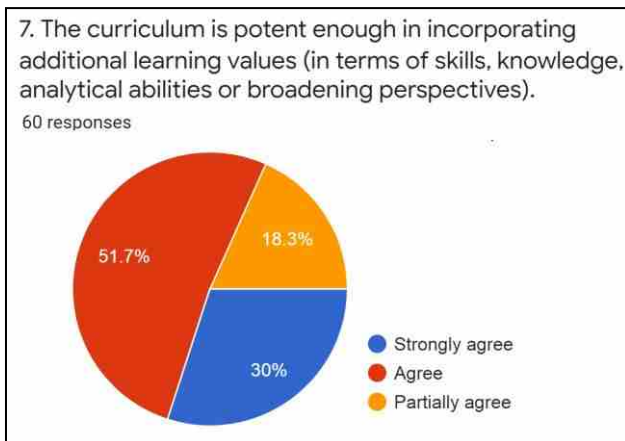


Chart-6 shows the responses of alumni regarding cross cutting issues in the curriculum. About 56.7 % of alumni agreed and 25% of alumni strongly agreed that, the present curriculum covers cross cutting issues, only 18.3% respondent partially agreed.

CHART- 7 THE CURRICULUM IS POTENT ENOUGH IN INCORPORATING ADDITIONAL LEARNING VALUES



As seen in Chart-7 30-51.7% of the respondents opined that the curriculum is potent enough in incorporating additional learning values, while only 18.3% of the respondents partially agreed to it.

CHART- 8 CURRICULUM INCORPORATES RECENT CHANGES AND IS WELL UPDATED.

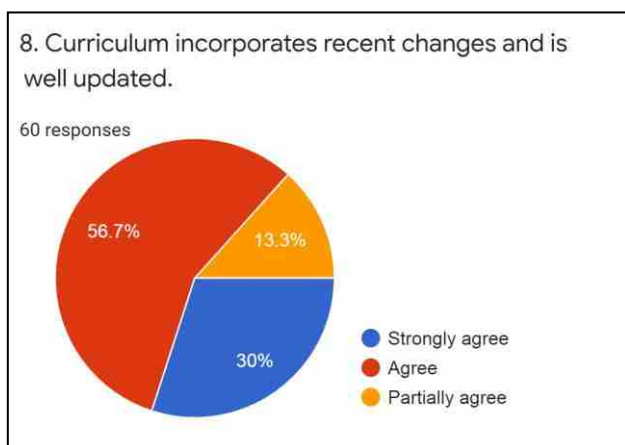
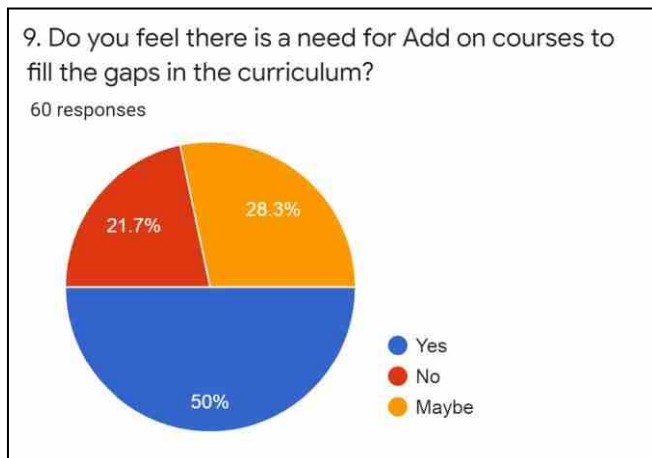


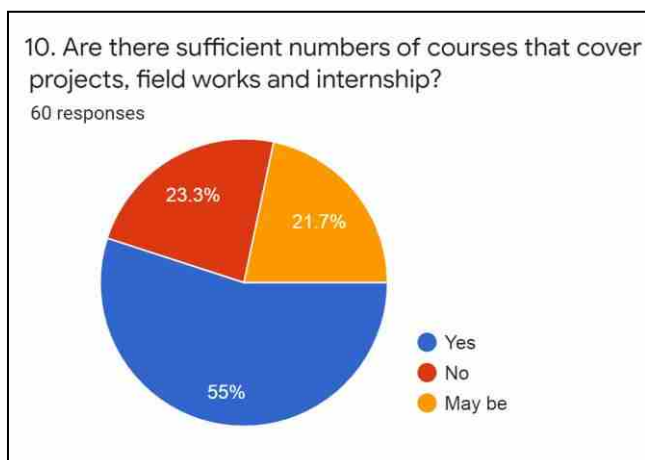
Chart-8 shows the responses of to understand if the curriculum incorporates recent changes and is well updated. Around 56.7 % agreed and 30% strongly agreed that the present curriculum is well updated and has incorporated the recent changes in it. Only 13.3% of the respondents partially agreed to it.

CHART- 9 DO YOU FEEL THERE IS A NEED FOR ADD-ON COURSES TO FILL THE GAPS IN CURRICULUM?



Around 50% of the respondents were of the opinion that there is a need for add-on courses to fill the gaps in curriculum. Around 21.7% respondents opined that the curriculum was self-sufficient and needed no add-on courses, while 28.3% respondents opined that there could be a need of add-on courses in the years to come.

CHART- 10 ARE THERE SUFFICIENT NUMBER OF COURSES THAT COVER PROJECTS, FIELD WORKS AND INTERNSHIPS?



From Chart- 10 it can be clearly observed that around 55% of the respondents are of the opinion that there are sufficient number of courses that cover projects, field works and internships, around 23.3% respondents opined that it was not sufficient, while 21.7% of the respondents were not sure if the number of courses that covered projects, field works and internships were sufficient enough.

OVERALL OBSERVATION OF FEEDBACK 2020-21

Feedback on curriculum was obtained from alumni (2016-17 to 2019-20) during the academic year 2020-21. These feedbacks were collected and collated in IQAC.

A majority of the alumni opined that:

- the curriculum is contemporary and need based and has laid more emphasis on employability and was quite helpful for them to find out an employment soon after their graduation.
- there is a good balance between theory and practical in curriculum and that has enabled them to complete their programme successfully.
- the present curriculum covers most of the cross cutting issues.
- the present curriculum is well updated and has incorporated the recent changes in it. They also opined that the add-on courses would further fill the gaps in the curriculum.
- there are sufficient numbers of courses that cover projects, field works and internships.

ACTION TAKEN REPORT 2020-21

Most of the alumni strongly agreed that the present curriculum is well updated and has incorporated the recent changes in it and they also opined that, the add-on courses would further fill the gaps in the curriculum, keeping this into consideration, IQAC has decided to identify the gaps that exist in the curriculum and would like to have some more add-on courses in the next academic year.

R.P.D. COLLEGE OF ARTS AND COMMERCE, BELAGAVI

TEACHERS' FEEDBACK

2020-21

The college is affiliated with Rani Channamma University Belagavi. It follows the syllabus prescribed by the university. In order to analyse the teachers' responses on syllabus various questions were asked to the teachers from Arts, Commerce and BBA section and 31 responses were received from the teachers. Each one of them is explained below.

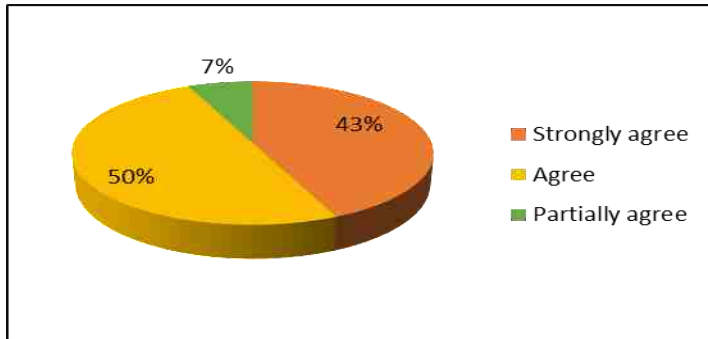
PARAMETERS FOR STUDENTS' FEEDBACK:

1. The curriculum is contemporary and need based.
2. Objectives and the course outcomes of the syllabi are well defined and clear.
3. The curriculum of the course is in accordance with the learning outcomes.
4. The contents of the units prescribed in course is adequate to have significant learning outcomes.
5. Curriculum is effective enough to develop innovative thinking.
6. The effective coverage of syllabus is possible within the prescribed number of hours.
7. The syllabus is contemporary enough to increase one's knowledge and perspective in the subject area
8. The books prescribed as reference materials are relevant, updated and appropriate in accordance with syllabus
9. Tests and examinations are conducted well in time with proper coverage of all units in the syllabus.
10. Teacher has a freedom to adopt new techniques and strategies of teaching, through seminars, presentations, group discussions and learners' participation etc.
11. Issues with respect to Professional Ethics, Gender, Moral Values and Environment are addressed in the program.
12. CBCS curriculum has focused on skill development
13. CBCS syllabus career orientated
14. CBCS syllabus is updated to meet the demands of the student
15. Contents of Syllabus are revised at regular interval

COLLECTION AND ANALYSIS : The IQAC of RPD College made an effort to receive feedback on curriculum from all the teachers of the college. For this purpose, a questionnaire was created and supplied to teachers. As many as 31 responses have been received on Curriculum from the teachers. In order to arrive to comprehensive results, useful statistical tools like percentage, etc. have been used. For the effective presentation of the data, charts/ graphs have been used.

TEACHERS' FEEDBACK ANALYSIS ON CURRICULUM 2020-21

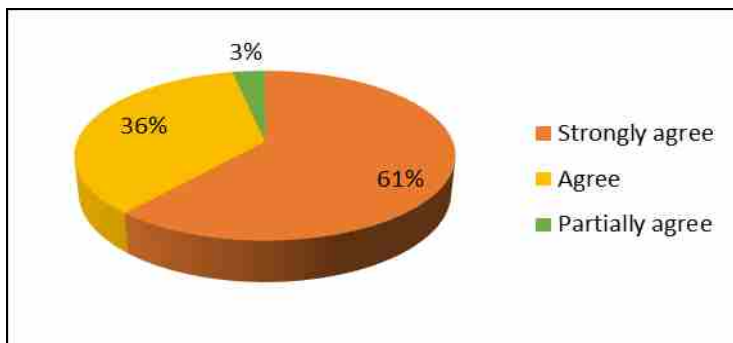
1. The curriculum is contemporary and need based.



Responses	Total	Percentage
Strongly agree	13	43
Agree	15	50
Partially agree	2	7

Chart- 1 records the responses of the teachers with respect to how well the curriculum framed is contemporary and need based. As depicted in the chart-1 the responses varied from partially agree to strongly agree with only a small majority of the teachers around 7% partially agreed and around 43% of the teachers strongly agreed that the curriculum was contemporary and need based.

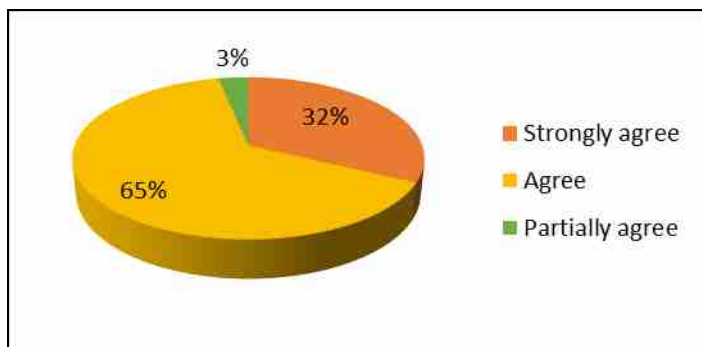
2. Objectives and the course outcomes of the syllabi are well defined and clear.



Responses	Total	Percentage
Strongly agree	19	61
Agree	11	35
Partially agree	1	3

Chart- 2 shows whether the objective and the course outcomes of the syllabi are well defined or not. It was noted that most of the respondents i.e. 61% strongly agreed to it while only a small percentage of teachers viz., 3% are partially agreed to it.

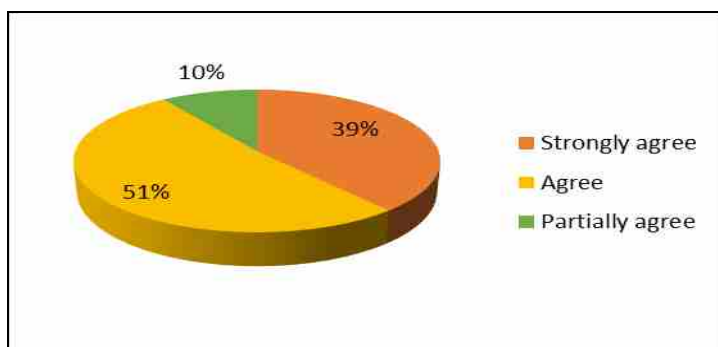
3. The curriculum of the course is in accordance with the learning outcomes.



Responses	Total	Percentage
Strongly agree	10	32
Agree	20	65
Partially agree	1	3

As shown in Chart- 3, 65% of the teachers responded positively that the curriculum of the course was in accordance with the learning outcomes, while a meagre percentage of around 3% teachers partially agreed to it.

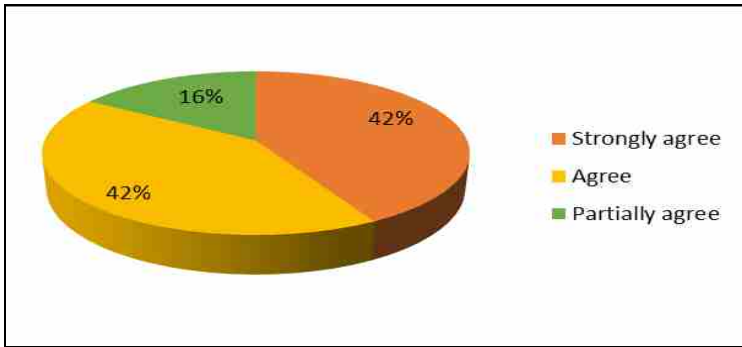
4. The contents of the units prescribed in course are adequate to have significant learning outcomes.



Responses	Total	Percentage
Strongly agree	12	39
Agree	16	52
Partially agree	3	10

Chart- 4 provides the responses to whether the contents of the units prescribed in course are adequate to have significant learning outcomes. From the chart it is clearly observed that only 10% of the teachers partially agreed to it, 39 % of the teachers strongly agreed, a majority of the teachers i.e., 52% agreed that the course had significant learning outcomes.

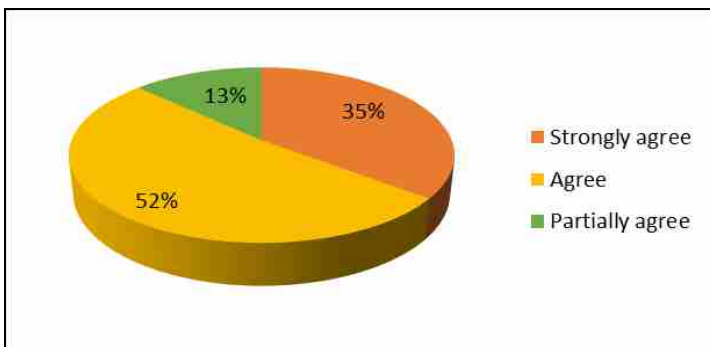
5. Curriculum is effective enough to develop innovative thinking.



Responses	Total	Percentage
Strongly agree	13	42
Agree	13	42
Partially agree	5	16

Chart- 5 provides the teachers' responses to know whether the curriculum is effective enough to develop innovative thinking. It was noticed that only a small percentage of teachers, 16%, opined that the curriculum was only partially effective enough to develop innovative thinking, while a major majority, 42% + 42%, of the teachers responded positively that the curriculum was effective enough to develop innovative thinking.

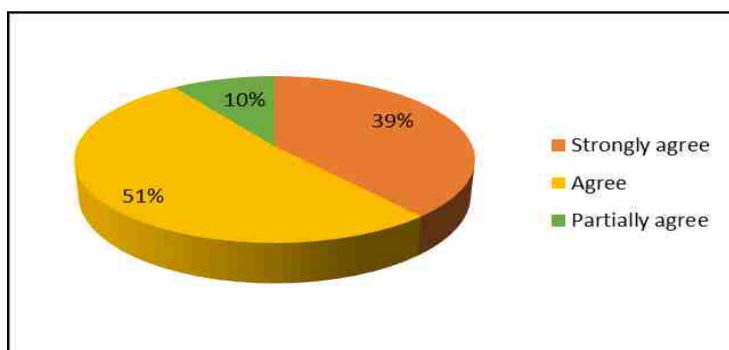
6. The effective coverage of syllabus is possible within the prescribed number of hours.



Responses	Total	Percentage
Strongly agree	11	35
Agree	16	52
Partially agree	4	13

Chart-6 depicts that around 52% of the teachers felt that the effective coverage of the syllabus was possible within the prescribed number of hours, around 35% of the teachers strongly agreed to the same and a small percentage responded that they partially agreed to it.

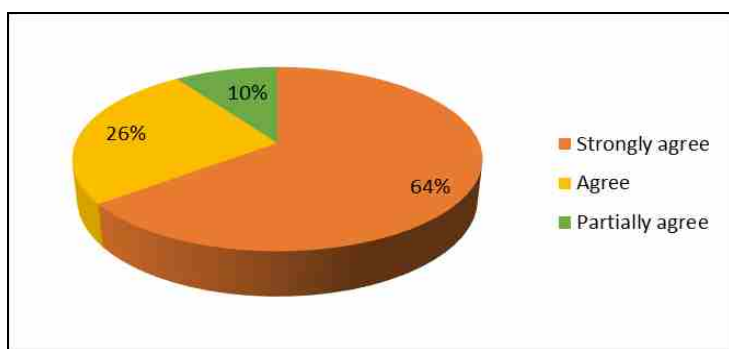
7. The syllabus is contemporary enough to increase one's knowledge and perspective in the subject area



Responses	Total	Percentage
Strongly agree	12	39
Agree	16	52
Partially agree	3	10

Chart- 7 provides the teachers' responses to know whether the syllabus is contemporary enough to increase one's knowledge and perspective in the subject area. The responses varied from strongly agree to partially agree, with 39% of the teachers strongly agreeing to it and around 10% of the teachers partially agreeing to it.

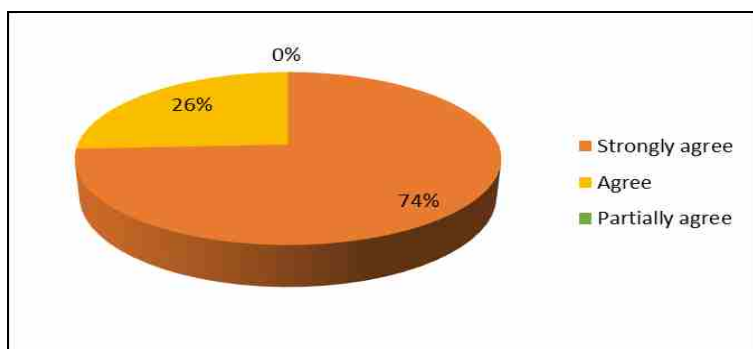
8. In accordance with syllabus, the books prescribed as reference materials are relevant, updated and appropriate.



Responses	Total	Percentage
Strongly agree	20	65
Agree	8	26
Partially agree	3	10

From Chart- 8 one can clearly understand that a majority of the teachers, 64%, found that the books prescribed as reference materials were relevant, updated and appropriate while a very small percent of teachers, around 10%; partially agreed that the books prescribed as materials were relevant, updated and appropriated. 10% of the teachers are partially agreed to it.

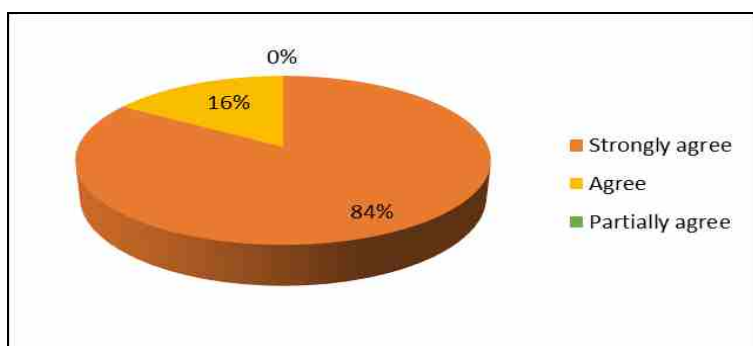
9. Tests and examinations are conducted well in time with proper coverage of all units in the syllabus.



Responses	Total	Percentage
Strongly agree	23	74
Agree	8	26
Partially agree	0	0

According to Chart- 9, 74% of the teachers strongly agreed that the tests and examinations were conducted well in time with proper coverage of all units in the syllabus, and around 26% only agreed to it.

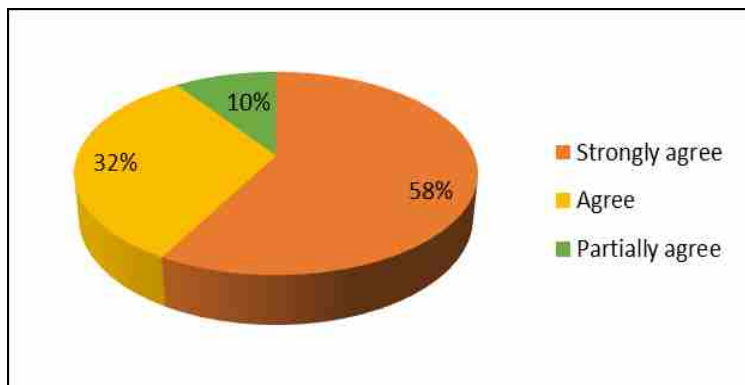
10. Teacher has a freedom to adopt new techniques and strategies of teaching, through seminars, presentations, group discussions and learners' participation etc.



Responses	Total	Percentage
Strongly agree	26	84
Agree	5	16
Partially agree	0	0

As depicted in Chart- 10, the response to the question as to whether the teachers had freedom to adopt new techniques of teaching varied from strongly agree to agree. The responses were 84%, strongly agree, and 16% partially agree.

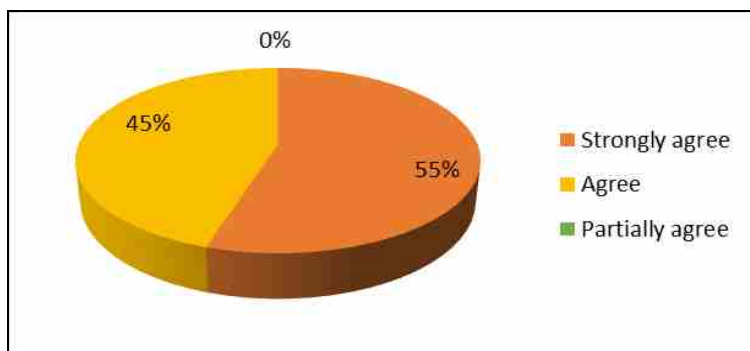
11. Issues with respect to Professional Ethics, Gender, Moral Values and Environment - are addressed in the program.



Responses	Total	Percentage
Strongly agree	18	58
Agree	10	32
Partially agree	3	10

Chart- 9 depicts the responses to whether the curriculum addresses the professional ethics, gender issues, moral values or not. The responses varied from strongly agree to partially agree, i.e., 58% and 10% respectively.

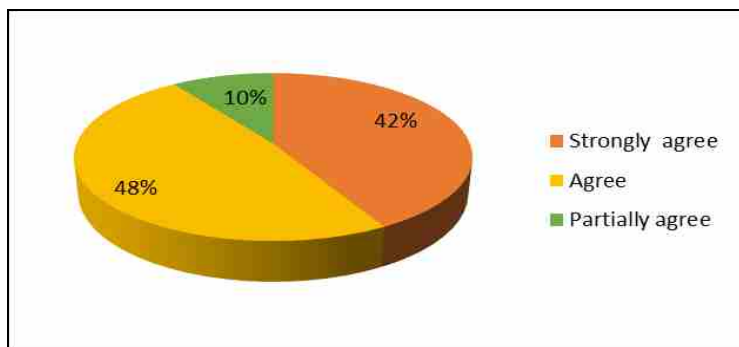
12. The CBCS curriculum has focused on skill development



Responses	Total	Percentage
Strongly agree	17	55
Agree	14	45
Partially agree	0	0

Chart- 12 is to know whether the CBCS curriculum has focused on skill development. It was noticed that 55% of the teachers strongly agreed and 45 % agreed that the new CBCS syllabus focused on skill development.

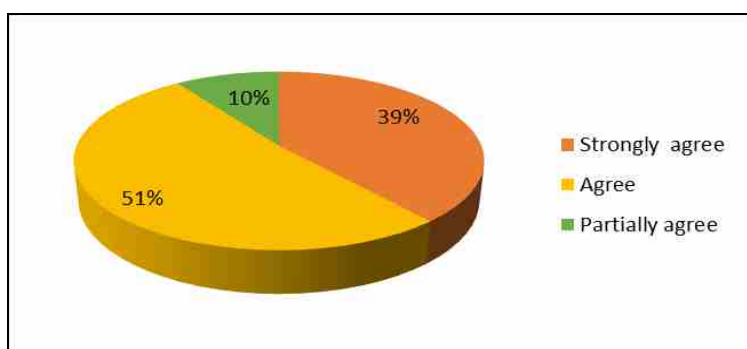
13. Is the CBCS syllabus career orientated?



Responses	Total	Percentage
Strongly agree	13	42
Agree	15	48
Partially agree	3	10

Chart- 12 depicts the teachers' responses to whether the CBCS syllabus was career oriented. The responses recorded were as follows: 42% strongly agreed, 48% agreed and 10% partially agreed that, the new CBCS syllabus is career oriented. Only 10% of the teachers are partially agreed to it.

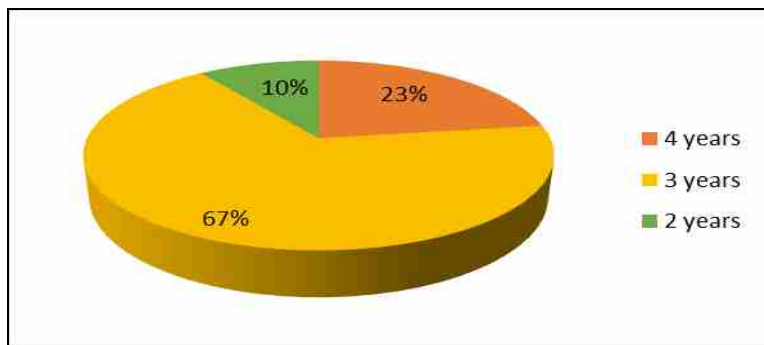
14. The CBCS syllabus is updated to meet the demands of the student



Responses	Total	Percentage
Strongly agree	12	39
Agree	16	52
Partially agree	3	10

Chart- 14 is to know whether the CBCS syllabus was updated to meet the demands of the students. It was noticed that 52% of the teachers agreed to it, 39 % strongly agreed, and only 10% of the teachers partially agreed to it.

15. The syllabus should be revised once in every _____



Year	Percentage
4 years	23
3 years	68
2 years	10

As depicted in Chart- 15 around 67% of the teachers opined that the syllabus should be revised once in every 3 years, around 23% opined that it should be revised once in every 4 years while only 10% of the teachers opined that it should be revised every 2 years.

OVERALL OBSERVATION OF STUDENTS' FEEDBACK 2020-21

Feedback on curriculum was obtained from teachers during the academic year 2020-21. These feedbacks were collected and collated in IQAC. The feedback taken from teachers about the present syllabus and curriculum of the college revealed the following facts:

- the curriculum is contemporary and need based
- the objectives and course outcomes are well defined and clear and in accordance with the learning outcomes.
- is effective to develop innovative thinking
- helps to increase the knowledge in the subject area.
- the books related to the curriculum are relevant and updated ones.
- the syllabus is well updated and helps teachers to adopt new techniques and strategies during their teachings.
- the curriculum also addresses the important issues related to professional ethics, gender issues, moral values etc.

ACTION TAKEN REPORT 2020-21

- Some of the teachers are partially agreed to the books prescribed as reference materials are relevant, updated and appropriate, this matter was discussed in the IQAC meeting and asked all the HoDs to propose the reference materials which are relevant, updated and appropriate.
- Some of the teachers partially responded to, the effective coverage of syllabus is possible within the prescribed number of hours, this matter was discussed in the IQAC meeting and asked the teachers who are BoS members of Rani Channamma University to bring to the notice to University Bodies during their meetings.

R.P.D. COLLEGE OF ARTS AND COMMERCE, BELAGAVI

EMPLOYERS' FEEDBACK ANALYSIS ON CURRICULUM

2020-21

The College is affiliated with Rani Channamma University Belagavi. It follows the syllabus prescribed by the university. In order to analyse the employers' responses on curriculum various questions were asked to the employers from various professional fields and only 07 responses were received from them.

Parameter of employer feedback:

1. To know whether the Curriculum is apt enough for employment
2. To know whether the curriculum addresses all aspects like Professional Ethics, Gender, Moral values and Environment.
3. To know whether the curriculum enhances the Professional Skill
4. To know whether the curriculum helps to gain work experience while learning

Analysis: Most of the employers rated that the curriculum is effective.

1. It helps in Developing Innovative thinking
2. It helps in Professional Ethics
3. It helps to enhance Profession skills.

R.P.D. COLLEGE OF ARTS AND COMMERCE, BELAGAVI

STUDENT FEEDBACK ANALYSIS ON CURRICULUM

2019-20

Feedback Analysis Committee

1. Dr. (Smt.) A.A. Desai - Chairman
Principal
2. Dr. Abhay M. Patil - Member
IQAC Coordinator
3. Dr. R. J. Powar - Member
4. Dr. S. H. Patil - Member
5. Dr. C. M. Munnoli - Member
6. Sri. S. S. Shinde - Member
7. Sri. P. B. Joshi - Member
8. Dr. Smt. S.I.Kittali - Member
9. Sri. S.S. Shimangoudar - Member

R.P.D. COLLEGE OF ARTS AND COMMERCE, BELAGAVI

STUDENT FEEDBACK

2019-20

The college is affiliated with Rani Channamma University Belagavi. It follows the syllabus prescribed by the university. In order to analyse the student responses on syllabus a questionnaire was prepared and the responses of 282 students has been recorded. The response to each parameter has been explained below.

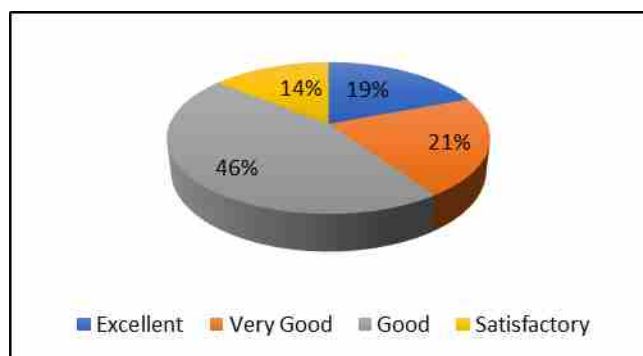
PARAMETERS FOR STUDENTS' FEEDBACK:

1. Is the syllabus objective oriented?
2. Is the syllabus career oriented?
3. Does the design of the programme facilitate extra learning and self-learning?
4. Does the curriculum balance the theoretical and practical knowledge?
5. Are the Learning Outcomes met?
6. Has the evaluation scheme been discussed with you?
7. Has the syllabus enabled you to improve knowledge and skills?
8. Are the required books available in the library?
9. Does the curriculum provide opportunity to inculcate research activity?
10. Does the curriculum focuses on skill development?

COLLECTION AND ANALYSIS: As an IQAC initiative RPD College has made efforts to collect feedback on curriculum from all its stakeholders. As many as 282 responses have been recorded on Curriculum from the students from all the programmes. In order to arrive at comprehensive results statistical tool like percentage has been used and for the effective presentation of the data; charts and/or graphs have been used.

STUDENTS' FEEDBACK ANALYSIS ON CURRICULUM 2019-20

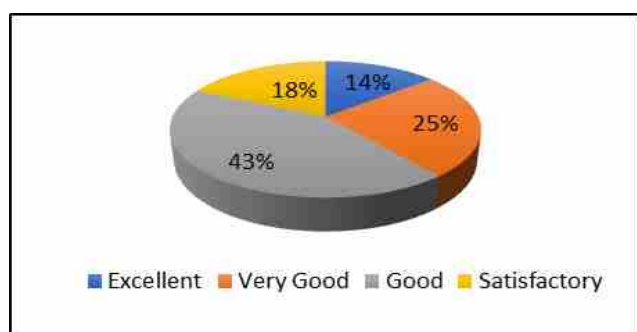
Chart 1. How close the syllabus is objective oriented?



Responses	Percentage
Excellent	19
Very Good	21
Good	45
Satisfactory	14

Chart-1 depicts how close the syllabus is objective oriented. It was noticed that a majority of the students found the syllabus to be objective oriented, about 45 % students have responded good and 21% have responded very good. 19% of the students responded that syllabus is excellently objective oriented. Only 14% students have responded as satisfactory.

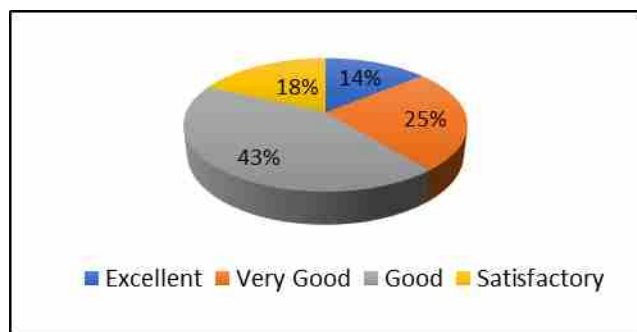
Chart 2. To what extent the syllabus is career oriented?



Responses	Percentage
Excellent	14
Very Good	25
Good	43
Satisfactory	18

The extent to which the syllabus is career is oriented is shown in Chart-2. From the chart it can be observed that a majority of the students found the syllabus to be career oriented. A total of 14 % students agreed that the syllabus was excellently career oriented and 43 % students have responded that the syllabus was good, 25% students responded as very good, and only a small portion of the students, around 18%, responded as satisfactory.

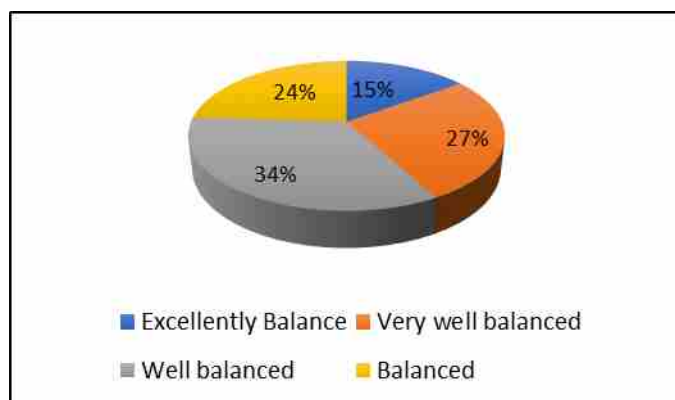
Chart 3. Considering the design of the programme, [BA, BCOM, BBA,] how are they in terms of extra learning and self-learning?



Responses	Percentage
Excellent	19
Very Good	29
Good	39
Satisfactory	13

In terms of extra learning and self-learning aspects, Chart 3 showcases that, around 43%, 25%, 18%, and 14% of the students found the design of the programme for various courses offered by RPD College to be Good, very good, satisfactory and excellent respectively.

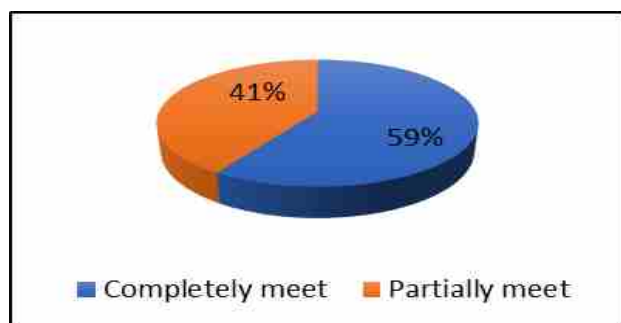
Chart 4. How well is the curriculum balanced with the theoretical and practical knowledge?



Responses	Percentage
Excellently Balance	15
Very well balanced	27
Well balanced	34
Balanced	24

As shown in Chart-4 a majority of the respondents agreed that the curriculum well balanced the theoretical and practical knowledge. 15 % respondents agreed that the curriculum is excellently balanced the theoretical and practical knowledge, 27 % respondents felt it was very well balanced, 34% respondents agreed that it was well-balanced. Around 24% respondents opined that the syllabus was just balanced with theoretical and practical knowledge.

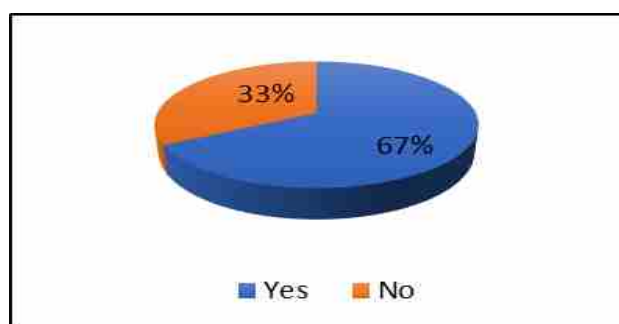
Chart 5. The Learning Outcomes are _____



Responses	Percentage
Completely meet	59
Partially meet	41

Chart-5 shows the responses of the students to know the level of learning outcomes met through curriculum. It was noted that most of the students i.e., 59 % of the students responded that, the learning outcomes are completely met through the curriculum, whereas 41% of the students responded that, the learning outcomes are partially met.

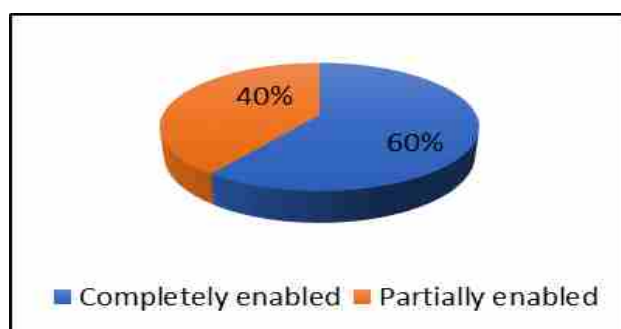
Chart 6. Is the evaluation scheme discussed with you?



Responses	Percentage
Yes	67
No	33

Chart-6 shows the responses of the students to know whether the evaluation scheme was discussed/communicated by the teacher or no. It was noted that most of the students i.e. 67% of the students responded yes to the question and only 33% students responded no.

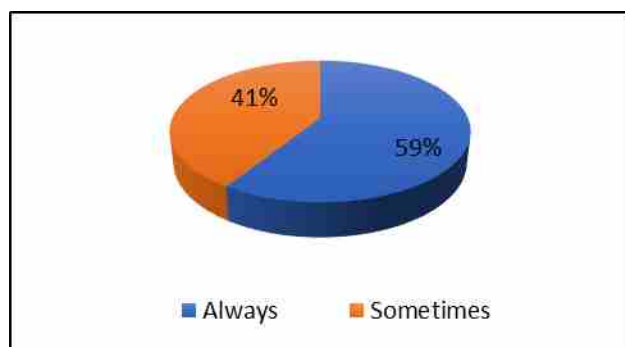
Chart 7. To what extent does the syllabus enable you to improve knowledge and skills?



Responses	Percentage
Completely enabled	60
Partially enabled	40

It is very clearly observed from Chart-7 that around 60% of the respondents agreed that the syllabus was well framed and enabled them to improve their knowledge and skills., whereas 40% respondents opined that the syllabus partially enabled to improve their knowledge and skills.

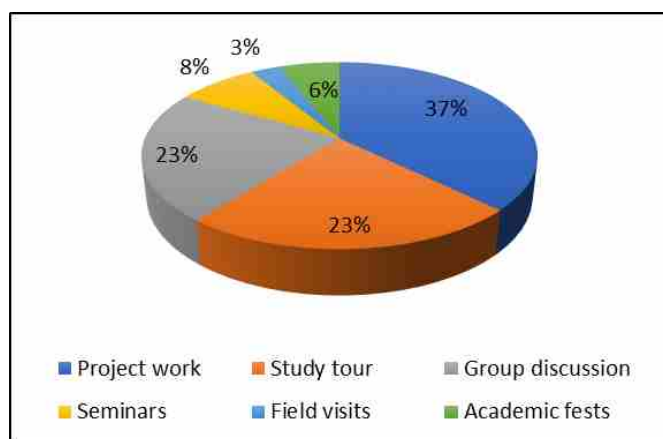
Chart 8. Do you get required books from the library?



Responses	Percentage
Always	59
Sometimes	41

Chart-8 depicts that around 59% of the students opined that they always got the required books from the library, while 41% of the respondents felt that at times the books were not available

Chart 9. The curriculum provides opportunity to inculcate research activity through ... (Select all the points that satisfy the above question)

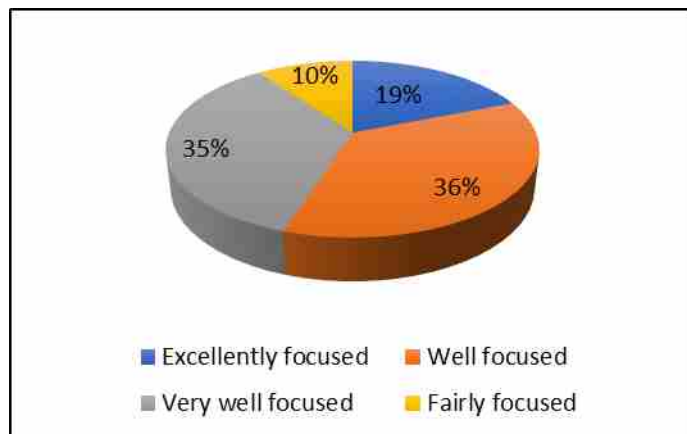


Responses	Percentage
Project work	38
Study tour	24
Group discussion	23
Seminars	8
Field visits	3
Academic fests	6

Chart-9 summarizes as to how the curriculum provides opportunities to promote research activities and enhance professional and personal skills. 37% of the respondents agreed that project work was the best way to promote research activities and enhance professional and personal skills, 23% respondents opted study tour, 23% opted Group Discussions, 8% opted seminars, 6% opted academic fests, while a very small percentage of respondents, around

3%, felt field visits also provided opportunity to promote research activity and enhance professional and personal skills.

Chart 10. How well is the curriculum focused on skill development?



Responses	Percentage
Excellently focused	19
Very Well focused	36
Well focused	35
Fairly focused	10

From Chart- 10 it can be clearly observed that around 36% of the respondents found that the curriculum focused well on skill development, 35% respondents felt it was very well focused, 19% felt that it was excellently focused and a meagre 10% respondents felt that the curriculum was fairly focused on skill development.

OVERALL OBSERVATION OF STUDENTS' FEEDBACK 2019-20

Feedback on curriculum was obtained from students during the academic year 2019-20. These feedbacks were collected and collated in IQAC. The feedback taken from students about the present syllabus and curriculum of the college reveals the following facts:

Majority of the respondents opined that:

- the present syllabus is Objective and Career Oriented.
- the present curriculum well balances the theoretical and practical knowledge
- the well-balanced curriculum helped them in extra-learning and self-learning.
- the curriculum meets the learning outcomes completely.
- the evaluation scheme was discussed in the classroom.
- the syllabus has completely enabled them to improve their knowledge and skill.
- the library always provided them with the required books.

- the curriculum provided them with opportunities to inculcate research activity through various activities, but opined that project work was the best of all.
- the curriculum focused on overall skill development.

ACTION TAKEN REPORT 2019-20

During the evaluation of the feedback it was observed:

- that some students opined that the evaluation scheme was not discussed with them. The matter was brought up in the IQAC meeting and a discussion was carried out. IQAC advised the HoDs of all the departments to re-discuss the scheme of evaluation with the students before the commencement of the Semester End Exams.
- that some percentage of respondents opined that the syllabus partially enabled them to improve their knowledge and skill. This matter was also discussed in the IQAC meeting and an initiative was taken to encourage, apart from the ongoing, additional skill-based certificate courses.
- that some of the respondents were unable to get the required books from the library. The same was taken up and discussed in the IQAC meeting and keeping into mind the needs of the students IQAC advised the HoDs to suggest good and better books to encourage great reading, it was also unanimously decided by the IQAC and HoD's to add books in greater number to the already existing stock. In this regard, the librarian was asked to submit a list of the outdated books.

R.P.D. COLLEGE OF ARTS AND COMMERCE, BELAGAVI

STUDENT FEEDBACK AND TEACHER'S EVALUATION 2018-19

The College is affiliated with Rani Channamma University Belagavi. It follows the syllabus prescribed by the university. In order to raise the standard of teaching learning process and to meet the challenges of the ever-changing educational framework a questionnaire on the efficiency and effectiveness of the teacher was prepared and circulated among the students, in addition to these responses to other variables like Library facility, office administration, computer facility, other facilities and extra-curricular facility were also sought. These responses have been analysed as below.

PARAMETERS FOR STUDENTS' FEEDBACK ON TEACHER'S EVALUATION

1. Comes to class at right time/engages classes regularly
2. Comes to class with full preparation and knowledge of subject
3. Uses modern teaching aids (PPT, Audio Visual)
4. Has good communication skills
5. Covers complete syllabus in time
6. Class discussion is relevant to subject
7. Impartial and friendly towards the students

PARAMETERS FOR STUDENTS' FEEDBACK APART FROM TEACHING

1. Library facility
2. Office administration
3. Computer Department
4. Other college facilities
5. Extra-curricular facilities

Structure

A questionnaire consisting of several questions and each question had the point allocation system, varying from 1 to 5. The questionnaire was compared with the standard questionnaires used by universities and institutions of high repute and it was found to be at par with the standards and reliability of questionnaires used for the similar objectives.

Methodology

The feedback form was distributed to students randomly from each semester pursuing their B.A., B.Com. and BBA Programs, an anonymous status was maintained for freedom of thought and expression. The feedback was taken for all teaching faculty members, working under 3 different Programmes of the institute. Each question had a rating scale from 1 to 5, in which 1 being below average (needs to improve) and 5 being excellent. The mean of all the variables was the total score given to each faculty member. A score of 4 and above was considered to be an excellent score and a score between 3 and 4 meant that there should be a definite improvement in the specific domains of the teaching skills and parameters.

Objectives

The objectives of the questionnaire were

1. to assess the different variables, varying from subject matter expertise to knowledge transfer and time management skills to the personal ability to motivate and inspire the students.
2. to use the feedback data and results as an important criterion for the evaluation and appraisal process.
3. to assess the subject matter expertise, subject allocation, and work efficiency
4. to evaluate the optimum outcome of the teaching-learning and evaluation process.

Additional subjective feedback from each student was procured to evaluate other variables like Library facility, office administration, computer facility, other facilities and extra-curricular facility.

Feedback Analysis Committee

1. Dr. (Smt.) A.A. Desai - Chairman
Principal
2. Dr. R.J. Powar - Member
IQAC Coordinator
3. Dr. (Smt.) S. A. Naik - Member
4. Dr. S. H. Patil - Member
5. Sri. R.V. Bhatt - Member
6. Sri. S. S. Shinde - Member
7. Sri. P. B. Joshi - Member
8. Dr. Abhay M. Patil - Member

ANALYSIS ON STUDENTS' FEEDBACK ON TEACHER'S EVALUATION 2018-19

Programme	Semester	Total Responses	Range (Average Score)
BA	Second	25	4.18 – 5.00
	Fourth	20	3.00 - 5.00
	Sixth	15	2.86 - 5.00
Total Responses		60	2.86 – 5.00
BCom	Second	41	3.39 – 4.54
	Fourth	25	3.81 – 4.78
Total Responses		66	3.39 – 4.78
BBA	Second	30	3.91 – 4.27
	Fourth	32	3.91 – 4.27
	Sixth	30	3.67 – 4.34
Total Responses		62	3.67 – 4.38
Grand Total		188	2.86 – 5.00

Analysis

The faculty members of RPD College were assessed on various parameters and student's feedback was one of the important criteria. A total of 188 (BA - 60, BCom- 66 and BBA - 62) students having more than 75% attendance have given anonymous feedback. The score of the 7 parameters feedback report ranged between 2.86 to 5.00 in Arts section, 3.39 to 4.78 in commerce section and 3.67 to 4.38 in BBA section. Most of the teachers as mentioned by the students were regular, prepared their class well, used adequate audio-visual aids, and communicated effectively. Most of them were approachable and also encouraged students to participate in various academic and extracurricular activities. Whereas, some of the students have addressed their concern for faculty members regarding use of modern teaching aids and completion of syllabus in time.

Action Taken:

1. Individual feedback analysis reports were compiled and communicated to teachers by the Principal.
2. The staff members with less than 4.00 average score were advised orally to strengthen the areas of concern highlighted in the student feedback report.
3. Some of the staff members were advised to be use modern teaching aid during their class.
4. Some of the staff members were advised to complete the syllabus in time

R.P.D. COLLEGE OF ARTS AND COMMERCE, BELAGAVI

FEEDBACK ANALYSIS ON CURRICULUM 2017-18

Feedback Analysis Committee

1. Dr. (Smt.) A.A. Desai - Chairman
Principal
2. Dr. R.J.Powar - Member
IQAC Coordinator
3. Dr.(Smt.) S.A. Naik - Member
4. Dr. S. H. Patil - Member
5. Sri. S. S. Shinde - Member
6. Sri. P. B. Joshi - Member
7. Dr. A. M. Patil - Member
8. Sri. R.V.Bhatt - Member

R.P.D. COLLEGE OF ARTS AND COMMERCE, BELAGAVI

TEACHERS' FEEDBACK

2017-18

The college is affiliated with Rani Channamma University Belagavi. It follows the syllabus prescribed by the university. In order to analyse the teachers' responses on syllabus various questions were asked and 121 course wise responses were received from the teachers. Each one of them is explained below.

PARAMETERS FOR STUDENTS' FEEDBACK:

1. Does the syllabus fulfil the main objectives of the paper?
2. Is the syllabus sufficient to bridge the gap between industry standards / current global scenarios and academic?
3. Is the timely coverage of syllabus possible in the mentioned number of hours
4. Are sufficient reference materials and books available for the topics mentioned in the syllabus
5. Are the evaluation methods mentioned in the syllabus sufficient for providing proper assessment

R.P.D. COLLEGE OF ARTS AND COMMERCE, BELAGAVI

STUDENT FEEDBACK AND TEACHER'S EVALUATION

The College is affiliated with Rani Channamma University Belagavi. It follows the syllabus prescribed by the university. In order to raise the standard of teaching learning process and to meet the challenges of the ever-changing educational framework a questionnaire on the efficiency and effectiveness of the teacher was prepared and circulated among the students, in addition to these responses to other variables like Library facility, office administration, computer facility, other facilities and extra-curricular facility were also sought. These responses have been analysed as below.

PARAMETERS FOR STUDENTS' FEEDBACK ON TEACHER'S EVALUATION

1. Comes to class at right time/engages classes regularly
2. Comes to class with full preparation and knowledge of subject
3. Uses modern teaching aids (PPT, Audio Visual)
4. Has good communication skills
5. Covers complete syllabus in time
6. Class discussion is relevant to subject
7. Impartial and friendly towards the students

PARAMETERS FOR STUDENTS' FEEDBACK APART FROM TEACHING

1. Library facility
2. Office administration
3. Computer Department
4. Other college facilities
5. Extra-curricular facilities

Structure

A questionnaire consisting of several questions and each question had the point allocation system, varying from 1 to 5. The questionnaire was compared with the standard questionnaires used by universities and institutions of high repute and it was found to be at par with the standards and reliability of questionnaires used for the similar objectives.

Methodology

The feedback form was distributed to students randomly from each semester pursuing their B.A., B.Com. and BBA Programs, an anonymous status was maintained for freedom of thought and expression. The feedback was taken for all teaching faculty members, working under 3 different Programmes of the institute. Each question had a rating scale from 1 to 5, in which 1 being below average (needs to improve) and 5 being excellent. The mean of all the variables was the total score given to each faculty member. A score of 4 and above was considered to be an excellent score and a score between 3 and 4 meant that there should be a definite improvement in the specific domains of the teaching skills and parameters.

Objectives

The objectives of the questionnaire were

1. to assess the different variables, varying from subject matter expertise to knowledge transfer and time management skills to the personal ability to motivate and inspire the students.
2. to use the feedback data and results as an important criterion for the evaluation and appraisal process.
3. to assess the subject matter expertise, subject allocation, and work efficiency
4. to evaluate the optimum outcome of the teaching-learning and evaluation process.

Additional subjective feedback from each student was procured to evaluate other variables like Library facility, office administration, computer facility, other facilities and extra-curricular facility.

Feedback Analysis Committee

1. Dr. (Smt.) A.A. Desai - Chairman
Principal
2. Dr. R.J. Powar - Member
IQAC Coordinator
3. Dr. (Smt.) S. A. Naik - Member
4. Dr. S. H. Patil - Member
5. Sri. R.V. Bhatt - Member
6. Sri. S. S. Shinde - Member
7. Sri. P. B. Joshi - Member
8. Dr. Abhay M. Patil - Member

ANALYSIS ON STUDENTS' FEEDBACK ON TEACHER'S EVALUATION 2017-18

Programme	Semester	Total Responses	Range (Average Score)
BA	First	18	4.13 – 4.63
	Third	25	3.89 – 4.95
	Fifth	35	3.21 – 5.00
Total Responses		78	3.21 – 5.00
BCom	First	60	2.97 – 4.75
	Third	42	2.46 – 4.43
	Fifth	57	3.61 – 4.57
Total Responses		159	2.46 – 4.75
BBA	Second	52	4.12 – 4.58
	Third	34	3.77 – 4.36
	Fifth	38	3.70 – 4.35
Total Responses		124	3.70 – 4.58
Grand Total		361	

Analysis

The faculty members of RPD College were assessed on various parameters and student's feedback was one of the important criteria. A total of 361 (BA - 78, BCom- 159 and BBA - 361) students having more than 75% attendance have given anonymous feedback. The score of the 7 parameters feedback report ranged between 3.21 to 5.00 in Arts section, 2.46 to 4.75 in commerce section and 3.70 to 4.58. Most of the students have communicated their extreme satisfaction with the teaching skills and subject handling capabilities of the faculties. Whereas, some of the students have addressed their concern for faculty members regarding use of modern teaching aids.

Action Taken:

1. Individual feedback analysis reports were compiled and communicated to teachers by the Principal.
2. The staff members with less than 4.00 average score were advised orally to strengthen the areas of concern highlighted in the student feedback report.
3. Some of the staff members were advised to be use modern teaching aid during their class.

R.P.D. COLLEGE OF ARTS AND COMMERCE, BELAGAVI

TEACHERS' FEEDBACK

2017-18

The college is affiliated with Rani Channamma University Belagavi. It follows the syllabus prescribed by the university. In order to analyse the teachers' responses on syllabus various questions were asked and 121 course wise responses were received from the teachers. Each one of them is explained below.

PARAMETERS FOR STUDENTS' FEEDBACK:

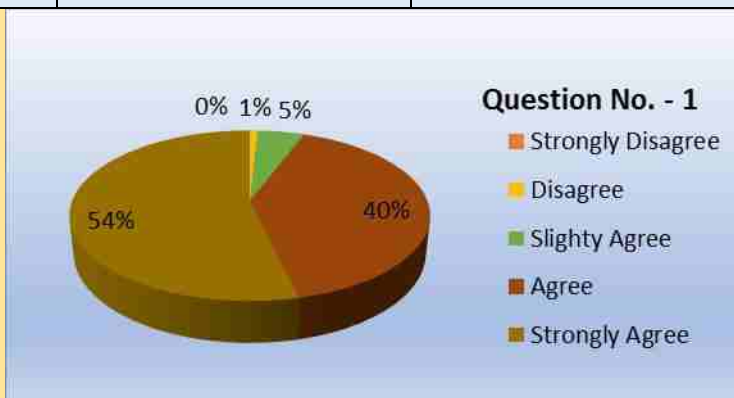
6. Does the syllabus fulfil the main objectives of the paper?
7. Is the syllabus sufficient to bridge the gap between industry standards / current global scenarios and academic?
8. Is the timely coverage of syllabus possible in the mentioned number of hours
9. Are sufficient reference materials and books available for the topics mentioned in the syllabus
10. Are the evaluation methods mentioned in the syllabus sufficient for providing proper assessment

TEACHERS' FEEDBACK ANALYSIS

2017-18

QUESTION NO. - 1 : THE SYLLABUS FULFILS THE MAIN OBJECTIVES OF THE PAPER

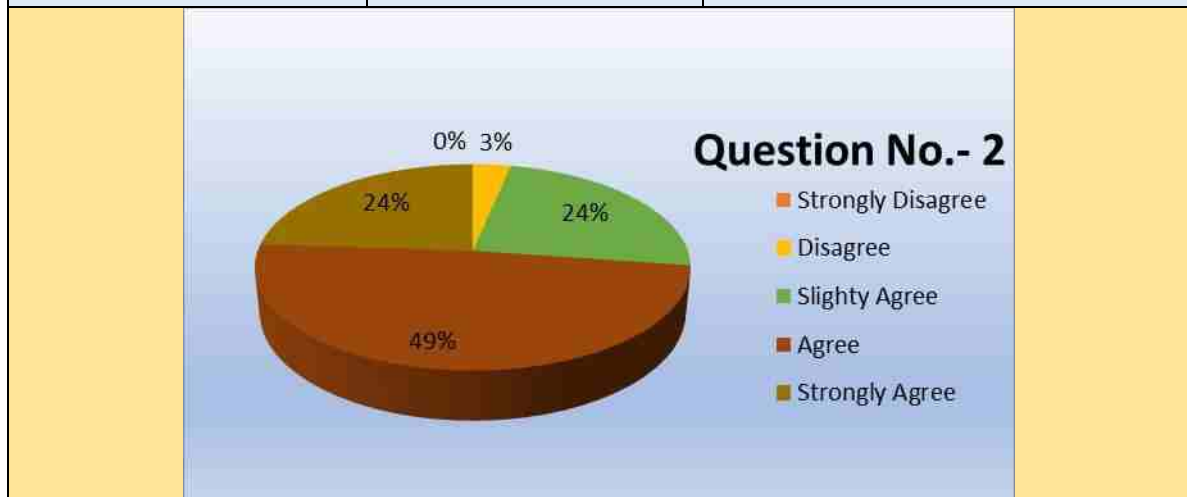
DATA ANALYSIS		
Grade Scale	No. of Responses	%
Strongly Disagree	0	0.00
Disagree	1	0.83
Slightly Agree	6	4.96
Agree	49	40.50
Strongly Agree	65	53.70
	121	100



This chart shows to what extent the respondents felt the syllabus fulfilled the main objectives of the paper. It was noted that most of the teachers i.e., 54% strongly agreed and 40% are agreed that the syllabus prescribed by the University fulfilled the main objectives. Only 0.83% respondent disagree to it.

QUESTION NO. - 2 : THE SYLLABUS IS SUFFICIENT TO BRIDGE THE GAP BETWEEN INDUSTRY STANDARDS / CURRENT GLOBAL SCENARIOS AND ACADEMICS

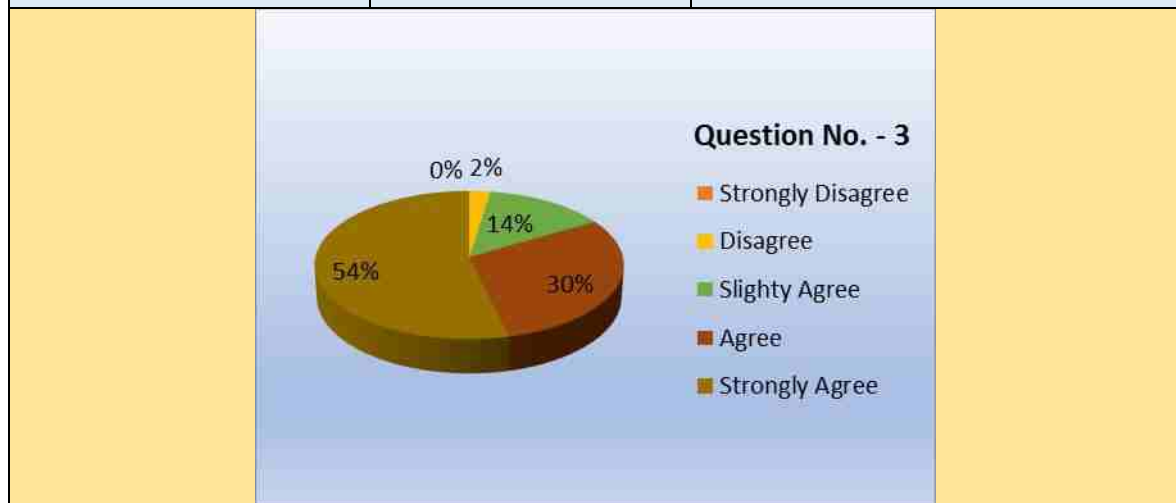
DATA ANALYSIS		
Grade Scale	No. of Responses	%
Strongly Disagree	0	0.00
Disagree	4	3.31
Slightly Agree	29	24.0
Agree	59	48.8
Strongly Agree	29	24.0
	121	100



This chart shows whether the syllabus is sufficient to bridge the gap between industry standards/current global scenarios and academics. It is noted that most of the teachers i.e. 49% are agreed and 24% are strongly agreed to it, whereas, only 3.3% respondents are disagree to it and 24% are slightly agree to the question.

QUESTION NO. - 3 : THE TIMELY COVERAGE OF SYLLABUS IS POSSIBLE IN THE MENTIONED NUMBER OF HOURS?

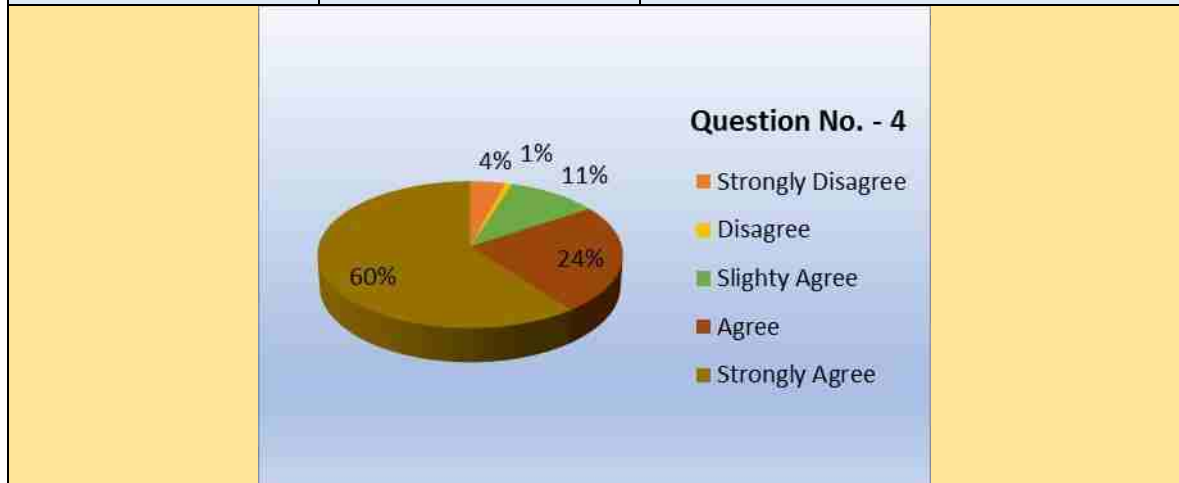
DATA ANALYSIS		
Grade Scale	No. of Responses	%
Strongly Disagree	0	0.0
Disagree	3	2.48
Slightly Agree	17	14.0
Agree	36	29.8
Strongly Agree	65	53.7
	121	100



This chart shows whether the timely coverage of syllabus is possible in the mentioned number of hours. It is noted that most of the teachers i.e. 53.7% are strongly agreed and 29.8% are agreed that timely coverage of syllabus is possible, and 14% respondents are slightly agree and only 2.48% of the respondents disagree to it.

QUESTION NO. - 4 : SUFFICIENT REFERENCE MATERIAL AND BOOKS ARE AVAILABLE FOR THE TOPICS MENTIONED IN THE SYLLABUS

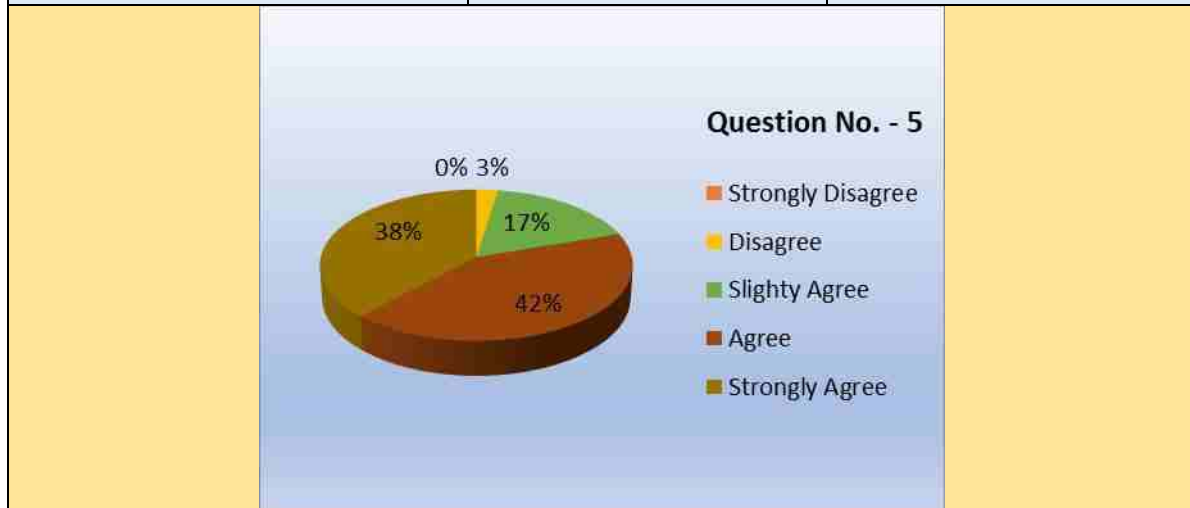
DATA ANALYSIS		
Grade Scale	No. of Responses	%
Strongly Disagree	5	4.13
Disagree	1	0.83
Slightly Agree	13	10.7
Agree	29	24.0
Strongly Agree	73	60.3
	121	100



This chart shows whether the sufficient reference materials and books are available for the topic mentioned in the syllabus. It is noted that most of the teachers i.e. 60.3% are strongly agreed and 24% are agreed that, the reference materials and books are available as per the syllabus. whereas, only 4.13% respondents are strongly disagreeing to it.

QUESTION NO. - 5 : THE EVALUATION METHODS MENTIONED IN THE SYLLABUS ARE SUFFICIENT FOR PROVIDING PROPER ASSESSMENT

DATA ANALYSIS		
Grade Scale	No. of Responses	%
Strongly Disagree	0	0.0
Disagree	3	2.48
Slightly Agree	21	17.4
Agree	51	42.1
Strongly Agree	46	38.0
	121	100



This chart shows the evaluation methods mentioned in the syllabus are sufficient for providing proper assessment. It is noted that most of the teachers i.e. 42.1% are agreed and 38% are strongly agreed to it, whereas, only 2.48% respondents are disagreed to it and 17.4% are slightly agreed to the question.

OVERALL OBSERVATION OF TEACHERS' FEEDBACK 2017-18

Feedback on curriculum was obtained from teachers during the academic year 2017-18. These feedbacks were collected and collated in IQAC. The feedback taken from teachers about the syllabus and curriculum of the college reveals the following facts:

- Most of the teachers are of the opinion that, the syllabus fulfils the main objectives of the paper and is sufficient to bridge the gap between industry standards and global scenarios and academics.
- There are sufficient reference books and materials are available as per the topics mentioned in the syllabus and the timely coverage of syllabus is possible in the mentioned number of hours by the university.

ACTION TAKEN REPORT 2017-18

- Some of the teachers of the opinion that, for some of the topics, the availability of reference books and materials are less, this matter was discussed in the IQAC meeting and asked all the HoDs to identify such topics and propose the reference books to the librarian.
- Some of the teachers responded that, the syllabus is not sufficient enough to bridge the gap between industry standards and global scenarios, this matter was discussed in the IQAC meeting and asked the teachers who are BoS members of Rani Channamma University to bring to the notice to University Bodies during their meetings.

R.P.D. COLLEGE OF ARTS AND COMMERCE, BELAGAVI

STUDENT FEEDBACK AND TEACHER'S EVALUATION 2016-17

The College is affiliated with Rani Channamma University Belagavi. It follows the syllabus prescribed by the university. In order to raise the standard of teaching learning process and to meet the challenges of the ever-changing educational framework a questionnaire on the efficiency and effectiveness of the teacher was prepared and circulated among the students, in addition to these responses to other variables like Library facility, office administration, computer facility, other facilities and extra-curricular facility were also sought. These responses have been analysed as below.

PARAMETERS FOR STUDENTS' FEEDBACK ON TEACHER'S EVALUATION

11. Comes to class at right time/engages classes regularly
12. Comes to class with full preparation and knowledge of subject
13. Uses modern teaching aids (PPT, Audio Visual)
14. Has good communication skills
15. Covers complete syllabus in time
16. Class discussion is relevant to subject
17. Impartial and friendly towards the students

PARAMETERS FOR STUDENTS' FEEDBACK APART FROM TEACHING

1. Library facility
2. Office administration
3. Computer Department
4. Other college facilities
5. Extra-curricular facilities

Structure

A questionnaire consisting of several questions and each question had the point allocation system, varying from 1 to 5. The questionnaire was compared with the standard questionnaires used by universities and institutions of high repute and it was found to be at par with the standards and reliability of questionnaires used for the similar objectives.

Methodology

The feedback form was distributed to students randomly from each semester pursuing their B.A., B.Com. and BBA Programs, an anonymous status was maintained for freedom of thought and expression. The feedback was taken for all teaching faculty members, working under 3 different Programmes of the institute. Each question had a rating scale from 1 to 5, in which 1 being below average (needs to improve) and 5 being excellent. The mean of all the variables was the total score given to each faculty member. A score of 4 and above was considered to be an excellent score and a score between 3 and 4 meant that there should be a definite improvement in the specific domains of the teaching skills and parameters.

Objectives

The objectives of the questionnaire were

1. to assess the different variables, varying from subject matter expertise to knowledge transfer and time management skills to the personal ability to motivate and inspire the students.
2. to use the feedback data and results as an important criterion for the evaluation and appraisal process.
3. to assess the subject matter expertise, subject allocation, and work efficiency
4. to evaluate the optimum outcome of the teaching-learning and evaluation process.

Additional subjective feedback from each student was procured to evaluate other variables like Library facility, office administration, computer facility, other facilities and extra-curricular facility.

Feedback Analysis Committee

1. Dr. (Smt.) S.P. Surebankar - Chairman
Principal
2. Dr. (Smt.) A.A. Desai - Member
IQAC Coordinator
3. Dr. (Smt.) S. A. Naik - Member
4. Dr. S. H. Patil - Member
5. Sri. R.V. Bhatt - Member
6. Sri. S. S. Shinde - Member
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8. Dr. Abhay M. Patil - Member

**ANALYSIS ON STUDENTS' FEEDBACK ON TEACHER'S EVALUATION
2016-17**

Programme	Semester	Total Responses	Range (Average Score)
BA	First	76	3.74 – 5.00
	Third	77	2.77 – 4.51
	Fifth	28	3.84 – 5.00
Total Responses		181	2.77 – 5.00
BCom	First	157	3.32 – 4.55
	Third	65	2.81 – 4.68
	Fifth	141	3.14 – 4.67
Total Responses		363	2.81 – 4.68

The faculty members of RPD College were assessed on various parameters and student's feedback was one of the important criteria. A total of 544 (BA -181, BCom- 363) students having more than 75% attendance have given anonymous feedback. The score of the 7 parameters feedback report ranged between 2.77 to 5.00 in Arts section and 2.81 to 4.68 in commerce section. Most of the students have communicated their extreme satisfaction with the teaching skills and subject handling capabilities of the faculties. Whereas, some of the students have addressed their concern for faculty members regarding use of modern teaching aids, to be impartial and friendly towards the students and to come to class with full preparation.

ANALYSIS ON STUDENTS' FEEDBACK APART FROM TEACHING 2016-17

As far as the additional subjective feedback was also procured to evaluate other variables like Library facility, office administration, computer facility, other facilities and extra-curricular facility. It is observed that, students are happy with the existing facilities.

Action Taken:

1. Individual feedback analysis reports were compiled and communicated to teachers by the Principal.
2. The staff members with less than 4.00 average score were advised orally to strengthen the areas of concern highlighted in the student feedback report.
3. Some of the staff members were advised to use modern teaching aids
4. Some of the staff members were advised to be impartial and friendly towards the students.
5. Some of the staff members were advised to prepare the synopsis before they go to class.



Principal

R.P.D. College of Arts & Commerce,
Belagavi