

Annexure IV

Feedback- 2019-20

I. “Feedback on Students Perception on Teaching Learning Process.”

For the maintenance of quality assurance in terms of teaching learning process in college, it is important to have feedback from students.

To accomplish the process feedback committee took structured feedback from the students and prepared the analysis report of the same for the purpose of further deliberation and use. Accordingly, feedback committee designed format of feedback questionnaire keeping in mind the fact that teaching skill and activity consist of subskill and attitudes. For this purpose the most significant skills that an effective teacher should use in teaching learning process identified as below :

- Criteria No. 1 - Teacher’s subject knowledge and class control
- Criteria No. 2 - Teaching and interaction skills
- Criteria No. 3 - Use of innovative method and teaching aids
- Criteria No. 4 - Emphasis on skill development along with knowledge
- Criteria No. 5 - Involving students in teaching learning process
- Criteria No. 6 - Stimulation students interest in the subject
- Criteria No. 7 - Completing syllabus in time
- Criteria No. 8 - Valuation and Guidance on test paper
- Criteria No. 9 - Usefulness of notes provided
- Criteria No. 10 - Availability for consultation outside classroom

The students were instructed to evaluate subject teacher for each skill/criteria employed by him/her on the four points rating scale of performance as follows.

Excellent	Very Good	Average	Below Average
4	3	2	1

Analysis of students perception on Teaching Learning Process Academic Session 2019-20

During this academic year F/B forms were distributed randomly among students. 10 students of B.A.– I, 08 students of B.A.– II and 06 students of B.A.– III and 10 students of B.Com.– I, 08 students of B.Com.– II and 06 students of B.Com.– III returned the dully filled forms to the incharge of the feedback committee.

The following chart sums up the skill-wise horizontal and teacher-wise vertical points as given by the students :

Tables for feedback analysis of B.A. and B.Com. has been prepared separately as table 1 and table 2.

Table 1 : B.A. (Feedback) B.A. –I + B.A. –II+ B.A. –III = 10 + 8 + 6 = 24

Criterion No.	Subject Teacher								
	Dr. M. Dhoble (Eng)	H. Bagde (Mar)	Dr. R. Kamble (Soc)	Dr. N. Kalambe (Eco)	R. H. Ghodeswar (His)	(MLT)	A. R. Ganvir Pol.sci.	C. Total	%
1	84	80	95	50	54	60	44	467	97.29%
2	71	68	80	42	49	61	52	423	88.12%
3	85	68	82	46	46	65	48	440	91.67%
4	81	70	84	50	50	55	52	442	92.08%
5	84	71	83	48	48	67	52	455	94.79%
6	71	70	65	49	49	70	53	428	89.16%
7	84	76	88	51	51	62	56	466	97.08%
8	81	68	89	43	43	62	52	445	92.70%
9	80	68	82	44	44	65	48	438	91.25%
10	67	68	75	40	40	56	42	391	84.45%
Total	788	707	826	463	463	623	499		
No. of F/B	24	24	24	12	12	16	12		
%	65.67%	58.91%	68.83%	77.16%	82.16%	77.87%	83.16%		

Table 2 : B.Com. (F/B) B.Com.–I + B.Com.–II+ B.Com.–III = 10 + 8 + 6 = 24

Criterion No.	Subject Teacher							Criteria Total	%
	Dr. S. Kandge (Com)	Dr. N. Ahemad (Com)	Pro.R. Tembhurne (Com)	(Mar)	(Com)	(Eng)			
1	79	72	86	67	90	66	460	95.83%	
2	88	79	64	70	85	62	448	93.33%	
3	74	68	74	72	77	62	427	88.95%	
4	70	72	65	70	80	69	426	88.75%	
5	81	77	66	61	81	74	440	91.67%	
6	64	66	59	72	83	72	416	86.67%	
7	65	64	62	64	80	61	396	82.5%	
8	75	62	52	62	76	63	390	81.25%	

9	73	60	51	63	72	59	378	78.75%
10	74	61	53	71	97	69	425	88.54%
Total	743	632	821	671	821	657		
No. of F/B	24	24	24	18	24	18		
%	61.91%	56.75%	52.67%	68.41%	56%	54.75%		

Procedure Adopted for Analysis of Individual Teacher's Valuation.

Each subject teacher can score 50 points at maximum on each feedback form. Which will indicate the fact that the teacher concern is highly skillful in pedagogical skills needing no extra efforts on his/her part to improve his/her skills.

As the subject-wise number of feedback gives differs, the maximum sum total of points that an individual subject teacher can obtain is determine by multiplying the number of feedback givers with 50 points.

The students perception on a certain subject teachers teaching-learning process performance is calculated in percentage with following formula.

Actual points scored by particular teacher, **divided** by the highest point he/she can score, **multiplied** by 100

In the present case, for instance the political science teacher scored 499 points : and the highest point he could have scored are arrived at by multiplying the number of feedback givers,

i.e. 12 with 50 which comes to 600. Thus $\frac{499 \times 100}{600} = 83.16\%$

Procedure Adopted for Analysis of Criterion-wise Teaching-Learning Process

Each criterion of teaching-learning process can score maximum 20 points on each feedback form, which will indicate the fact that the criteria in question is paid most attention to by the teachers collectively during teaching-learning process.

As there are 24 Feedback Form from each stream i.e. B.A. & B.Com., the highest score is criteria can score is $20 \times 24 = 480$ points, (24 being the number of F/B form). These points so obtained, i.e. 480 are taken as the day score against which the performance of criteria-wise teaching-learning process in the college is worked out. The criteria-wise performance of the teaching activities can be calculated in percentage with the following formula.

Actual points of particular criteria divided by 480 multiplied by 100

Conclusion

It was decided by the IQAC of the college that if the students evaluated the teaching-learning transactions, both subject-wise and criteria-wise, at above 57% could be held to be satisfactory and efforts would be made to make it better.

Any teachers evaluation following below 50 percent would be taken seriously and he/she would be advised to work hard to improve his/her performance.

The table 1 clearly illustrate that in the student's perception the teacher of political sci. tops in all aspects of teaching-learning process with 83.16% while that of English is the list with 65.67 % marks. Since no teacher was evaluated below 50% it was held that the teaching-learning transaction in the college quite satisfactory.

Criteria no. 1 - relating "Teacher'ssubject knowledge and class control" of all teacher combined, and criteria no. 10 - "Availability for consultation outside classroom" scored highest at 97.29% and lowest at 84.45 % respectively.

There seems to be an urgent need that the "Involving students in Teaching-Learning Process" be augmented, while all the same, students should be given impression that the teachers are impartial in awarding internal assessment marks.

The table 2 clearly illustrate that the students of B.Com. steam perception, the teacher of commerce Prof.S.S.Falke tops in all teaching-learning process with 68.41% while Mr. R. Tembhrune is the list with 52.67 % marks. Since no teacher was evaluated below 50% it was held that the teaching-learning transaction in the college quite satisfactory.

Criteria no. 1 – relating to "Teachers subject knowledge and class control" scored highest at 95.83 % and criteria no. 9 - "Usefulness of notes provided" scored lowest at 78.75% respectively.

There seems to be need that the "Usefulness of notes provided" be paid extra attention. While all the same, students should be given impression that the teachers are impartial in awarding internal assessment marks.

The above analysis of table 1 and table 2 carried out by the Feedback Committee was put forth before IQAC of the college for further course of action.

II. “Feedback Analysis on Institutional Overall Functioning”

Academic Session – 2019-20

During academic session 2019-20, students feedback on the overall functioning of the institution was taken through printed feedback forms distributed among them in order to assess the approach of college towards student centre-student participatory environment.

Objectives

- To assess the responsiveness of the college towards students requirements from students viewpoint.
- To realize the college’s goal of creating students participatory educational environment.
- To introduce new measures in the various departments of the college by taking into considerations students expectation and requirements.

Procedure

The feedback committee designed a feedback questionnaire that covered all important departments or functions of the college.

Que. 1. Percentage of completion of Syllabus.

Que. 2. Use of educational/teaching aids

Que. 3. Usefulness lectures in inciting interest in the subject and new thought

Que. 4. Facilitation of students questioning

Que. 5. Availability of guidance and interaction outside the classroom.

Que. 6. Pertinence of lectures to syllabus

Que. 7. Usefulness of lectures for exam preparation and prospective life

Que. 8. Availability of text books and reference books about syllabus in the library

Que. 9. Response and help from library staff

Que. 10. Responsiveness and helpfulness from office staff as to admission, exams, scholarship etc. process

Que. 11. Use of sports facilities

All the questions can be classified as under-

Question No 1-7 are about teachers and classroom activities.

Question No. 8-11 are about library, non-teaching staff and sports department respectively.

All the 11 questions were given four response options in the order of descending fulfillment and satisfaction.

Option A meant 100% fulfillment and satisfaction which indicate the ideal state of affairs.

Option B meant 75% fulfillment and satisfaction which means the aspect in question that must be maintained, though there is a room for its improvement.

Option C meant 50% fulfillment and satisfaction which means the aspect in question is functioning at help of its potential further efforts required to bring it up to 75% and

Option D meant 25% fulfillment and satisfaction which means a warning sign drastic measures need to be taken if any credibility is to be regained.

Analysis

The printed copies of the feedback questionnaire were distributed randomly among the students of B.A. – I, II, III and B.Com. – I, II, III as to have their fearless feedback on different departments and their functioning and services provided by the college.

48 students from B.A. – I, II, III and B.Com. – I, II, III returned the duly filled F/B Forms provided to them to the Feedback Committee.

The sum total of all points under each questions do summarized in the following table.

Session 2019-20, (B.A. – I + B.A. – II + B.A. – III = 10+08+06 = 24)

(B.Com. – I + B.Com. – II + B.Com. – III = 10+08+06 = 24)

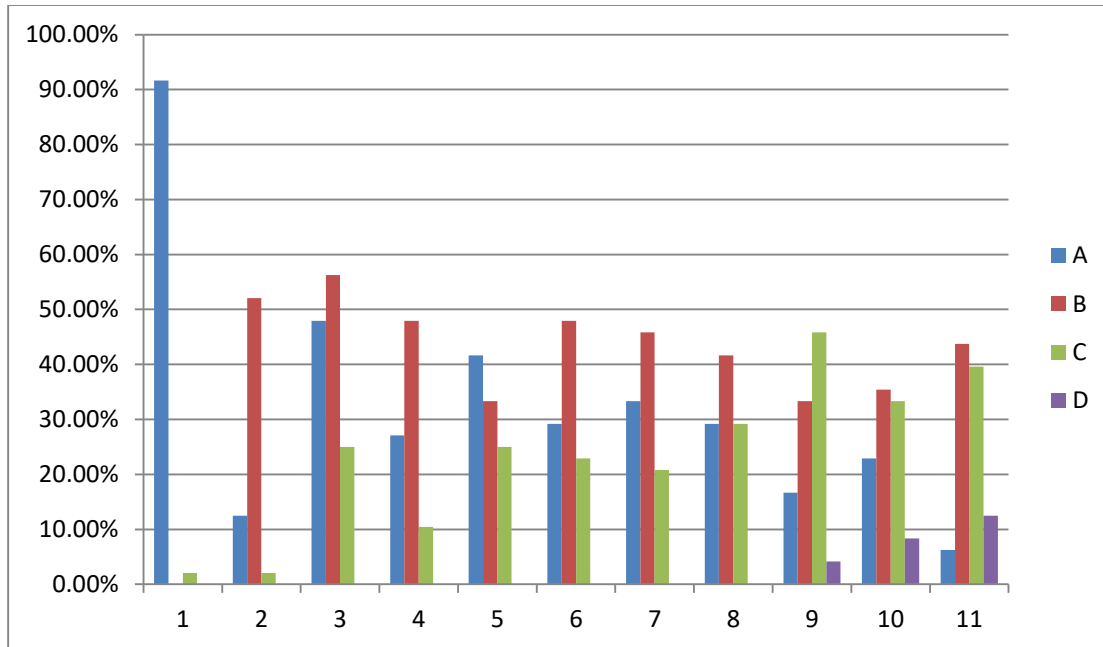
Que. No.	Options			
	A	B	C	D
1	44	-	01	-
2	06	25	01	-
3	23	27	12	-
4	13	23	05	-
5	20	16	12	-
6	14	23	11	-
7	16	22	10	-
8	14	20	14	-
9	08	16	22	02
10	11	17	16	04

11	03	21	19	06
Total	172	210	123	12

The sum total of their points 50 obtained can be converted into percentage by using the following formula.

$\frac{X \times 100}{48}$	Where X represents the total points scored under a particular option for a particular question and 48 the total number of feedback givers
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Que. No.	Options			
	A	B	C	D
1	91.67%	0%	2.08%	0%
2	12.5%	52.08%	2.08%	0%
3	47.91%	56.25%	25%	0%
4	27.08%	47.92%	10.42%	0%
5	41.67%	33.33%	25%	0%
6	29.16%	47.92%	22.92%	0%
7	33.33%	45.83%	20.83%	0%
8	29.16%	41.67%	29.16%	0%
9	16.67%	33.33%	45.83%	4.17%
10	22.92%	35.42%	33.33%	8.33%
11	6.25%	43.75%	39.58%	12.5%
Total	358.33%	437.5%	256.25%	25%
Average Total	32.57%	39.77%	23.30%	2.27%



Conclusions :

From the above table following conclusions are derived

- 1) According to 32.57% of the feedback gives the institution is functioning at optimum level of performance in all the aspects of the institution on which feedback was sought.
- 2) 39.77% feedback givers rated the college at 75% of satisfaction which means that there is some room for improvement in certain areas.
- 3) 23.30% feedback givers assessed the college at 50% for the overall institutional functioning and activities which signifies that the college is functioning at half of its potential, requiring further efforts to bring it up to better level.
- 4) Only 2.27% feedback givers opined that the college is functioning at 25% of fulfillment which means a warning sign, calling for overhaul measure to be taken to raise the level of functioning of the institution to bring it to the expected stage.
