

R. A. Podar College of Commerce and Economics (Autonomous)
Department of Economics and Foundation Course
FY/SY/TYBCom Curriculum Feedback Report- 2023-24

The Department of Economics and Foundation Course at R. A. Podar College of Commerce and Economics (Autonomous) conducted a comprehensive curriculum feedback survey for FYBCom, SYBCom, and TYBCom programs. The report encompasses the academic year 2023-24 and focuses on evaluating various aspects of the Business Economics and Foundation courses across different year levels.

FYBCom Curriculum Feedback Report- 2023-24

The Department of Economics is committed to continuously enhancing and refining its educational programs to align with the dynamic requirements of academia and the professional sphere. As part of this commitment, the department recently conducted an exhaustive student satisfaction survey targeting the First Year Bachelor of Commerce (FY BCom) in Business Economics-II course. This survey forms a crucial component of the department's dedication to academic excellence and a pedagogical philosophy that prioritizes the learner.

The purpose of the survey was to gather comprehensive feedback from FY BCom students concerning several pivotal aspects of the Business Economics-II course. The survey focused on evaluating the curriculum's relevance to modern economic challenges and industry demands, the effectiveness of the pedagogical strategies employed, the adequacy of educational materials and resources provided, and the equity and thoroughness of the assessment and evaluation procedures. The insights derived from this survey are of great importance. They equip the Department of Economics with essential data to scrutinize and enhance the course's structure, content, and instructional methods. By integrating the viewpoints and experiences of the students, the department endeavors to perpetually improve the educational experience, ensuring it not only meets academic standards but also equips students with the critical knowledge and skills required for their forthcoming professional pursuits.

Objectives:

- To evaluate student satisfaction with the relevance and adequacy of the Business Economics II curriculum.
- To assess the effectiveness of the teaching methods and materials used in the course.
- To determine the fairness and bias in the assessment and evaluation process as perceived by the students.

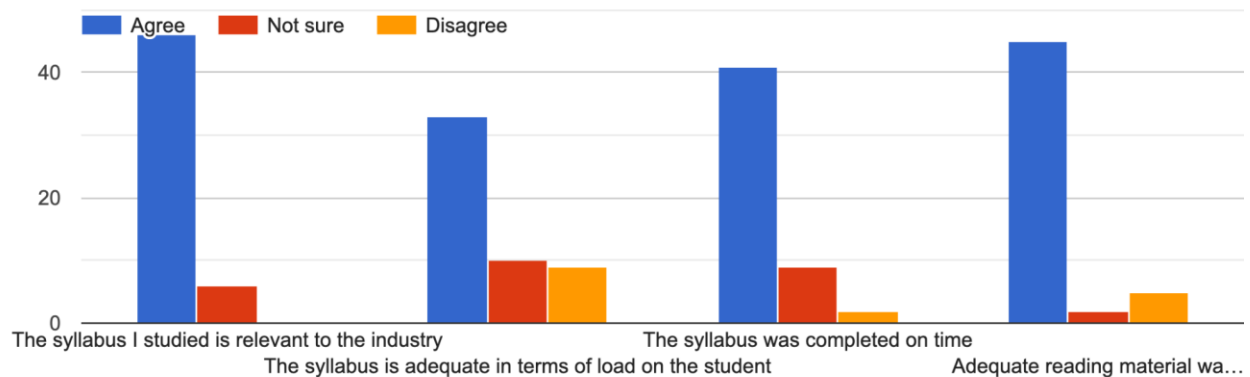
Methodology:

- **Data Collection:** Data has been collected through a survey distributed to the students of the FYBCom program. The responses include Likert-scale type questions (Agree, Not Sure, Disagree) and open-ended questions for additional comments.
- **Data Analysis:** Various qualitative and quantitative techniques have been used to analyze the obtained data.
- **Reporting:** A report has been prepared, detailing the findings of the survey, including both the quantitative analysis of closed questions and qualitative analysis of open-ended responses.

Analysis of the responses.

- A. For each statement given below, please state if you agree, not sure or disagree.
1. The syllabus I studied is relevant to the industry.
 2. The syllabus is adequate in terms of load on the student.
 3. The syllabus was completed on time.
 4. Adequate reading material was suggested/provided for the entire course by the faculty.

For each statement given below, please state if you agree, not sure or disagree



Relevance to the industry: An overwhelming majority of students agree that the syllabus is relevant to the industry, indicating that the course content is aligned with current professional standards.

Load on the student: There is some division in opinion about the adequacy of the syllabus in terms of workload. Although the majority agree that the load is adequate, there is a notable proportion of students who are either not sure or disagree.

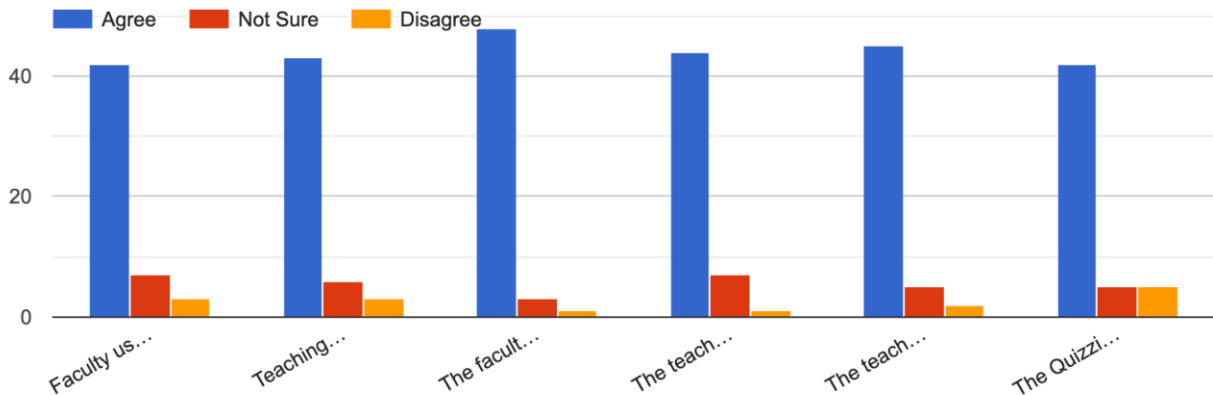
Completion on time: The majority of students agree that the syllabus was completed on time, suggesting that the course pacing is appropriate.

Availability of reading materials: Most students agree that adequate reading material was provided, which is essential for supporting learning and understanding.

B. For each statement given below, please state if you agree, not sure or disagree.

1. Faculty uses innovative teaching techniques.
2. Teaching aids-power-point presentations, web-resources, multimedia, e-content etc. are used by the teachers in the online classroom teaching.
3. The faculty is always available to guide concerns regarding understanding the curriculum.
4. The teachers kept the students updated about the latest developments in the subject/area of knowledge.
5. The teachers usually do the necessary follow-up with a task assigned to the students.
6. The Quizizz quizzes conducted in the class after every chapter was helpful.

For each statement given below, please state if you agree, not sure or disagree



Faculty use of resources: The majority of students agree that the faculty makes good use of resources, with a very small percentage not sure or disagreeing.

Teaching effectiveness: Similarly, the effectiveness of teaching seems to be positively received with most students in agreement.

Faculty feedback: There's a strong agreement that the faculty provides helpful feedback.

Teaching methods: Teaching methods are also well regarded, as reflected by the high number of agreements.

Fairness of quizzes: The fairness of quizzes also receives a high level of agreement, suggesting that students feel assessments are conducted justly.

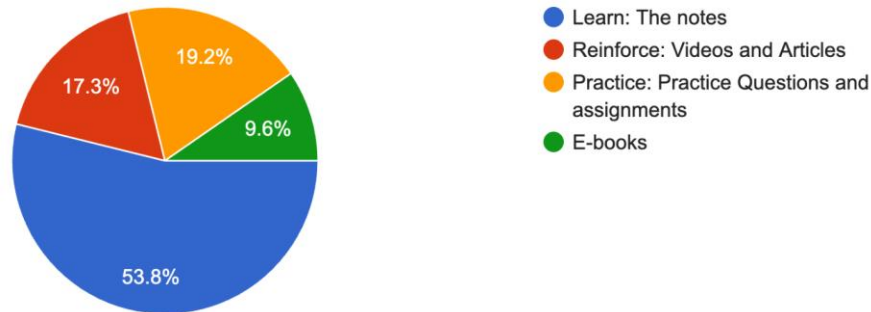
Google Classroom

A. The best section in the Google classroom.

1. Learn: The notes.
2. Reinforce: Videos and Articles.
3. Practice: Practice Questions and assignments.
4. E-books.

The best section in the Google classroom

52 responses



Learn: The notes: The majority of the students, 53.8%, consider the "Learn" section, which presumably contains course notes, as the best section of the Google Classroom.

Reinforce: Videos and Articles: 19.2% of the students favor the "Reinforce" section, which includes videos and articles.

Practice: Practice Questions and assignments: The "Practice" section, with practice questions and assignments, is preferred by 17.3% of the students.

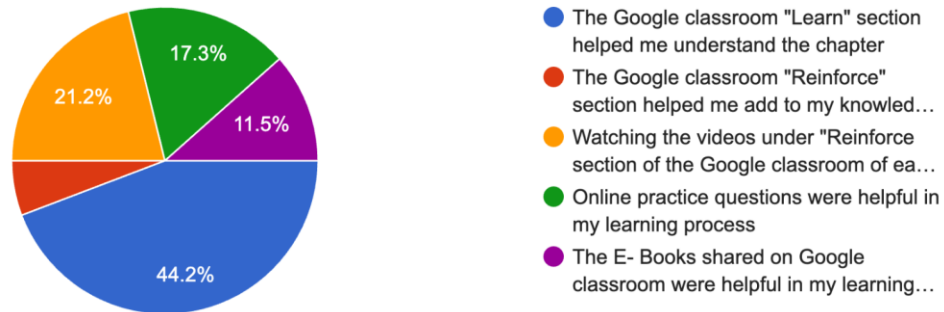
E-books: The least preferred are the E-books, with 9.6% of students finding this to be the best section.

B. Google classroom

1. The Google classroom "Learn" section helped me understand the chapter.
2. The Google classroom "Reinforce" section helped me add to my knowledge and understanding of the chapter.
3. Watching the videos under "Reinforce" section of the Google classroom of each Chapter helped my understanding of the material in this course.
4. Online practice questions were helpful in my learning process.
5. The E- Books shared on Google classroom were helpful in my learning process.

Google classroom

52 responses



Learn Section: 44.2% of the students felt that the "Learn" section, which helps them understand the chapter, was helpful in their learning process.

Reinforce Section: 21.2% appreciated the "Reinforce" section for adding to their knowledge.

Reinforce Videos: A separate section for videos under "Reinforce" helped 11.5% of the students.

Practice Questions: Online practice questions were deemed helpful by 17.3% of the students.

E-Books: The E-books shared on Google Classroom were found to be helpful by 5.8% of the students, showing a slight decrease from the first pie chart.

C. Suggestions to make Google Classroom better.

Detailed and Sufficient Notes: Some respondents appreciate the detailed explanations provided in the notes, indicating that these resources significantly aid their understanding.

Simplification and Clarity: A few students suggest simplifying the notes for better comprehension, noting that the current notes are sometimes confusing or overly complicated.

Timeliness and Organization: There are requests for notes to be posted earlier and for a more structured organization within Google Classroom. Specifically, some students would prefer notes to be available at the beginning of the semester and organized by module to reduce confusion and pressure during exam times.

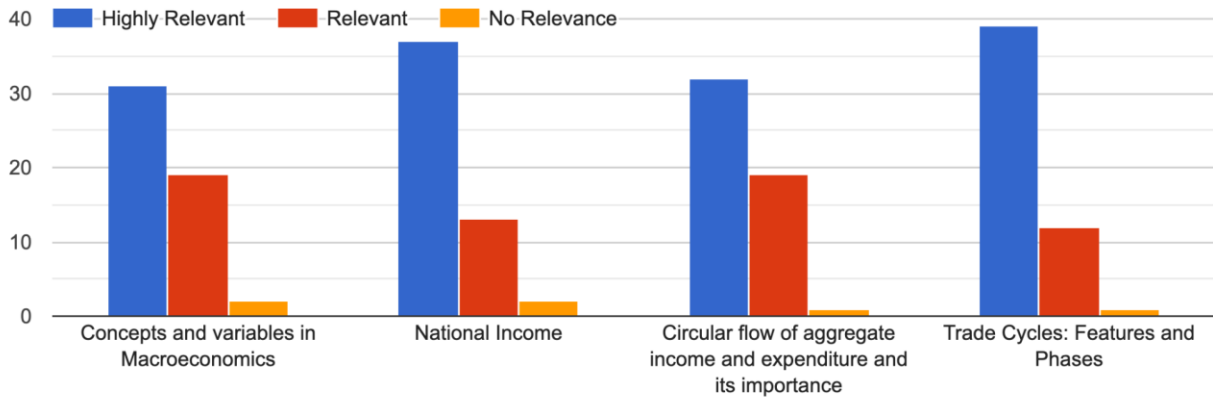
Aesthetics: One student suggests making the notes more visually appealing (e.g., more colorful) to prevent them from being boring.

FYBCOM Semester- II Curriculum Feedback.

A. State the level of relevance of the chapters covered in Unit-I- Overview of Macroeconomics.

1. Concepts and variables in Macroeconomics.
2. National Income.
3. Circular flow of aggregate income and expenditure and its importance.
4. Trade Cycles: Features and Phases.

State the level of relevance of the chapters covered in Unit-I- Overview of Macroeconomics

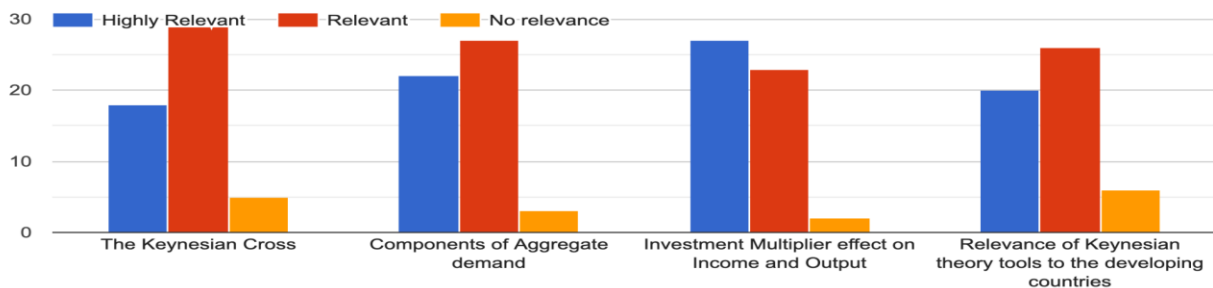


The chapter on Inflation is considered highly relevant by the majority of students, indicating its importance in the study of economics. Policy measures to curb inflation, and the short-run trade-off between inflation and unemployment also have high relevance, but to a slightly lesser degree, while Supply Side Economics has a more balanced view among the participants with regards to its relevance.

B. State the level of relevance of the chapters covered in Unit-II- Basic Concepts of Keynesian Economics.

1. The Keynesian Cross.
2. Components of Aggregate demand.
3. Investment Multiplier effect on Income and Output.
4. Relevance of Keynesian theory tools to developing countries.

State the level of relevance of the chapters covered in Unit-II- Basic Concepts of Keynesian Economics

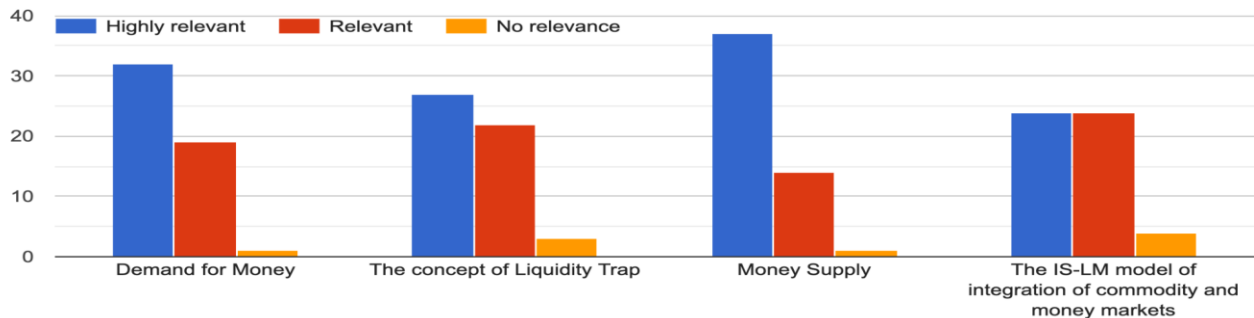


The Investment Multiplier effect on Income and Output is recognized as highly relevant by a plurality of students, reflecting its practical importance. The Keynesian Cross and Components of Aggregate demand are seen as relevant by most, but with a notable proportion finding them highly relevant, suggesting their foundational value in the curriculum.

C. State the level of relevance of the chapters covered in Unit-III- Money Demand, Supply and IS-LM Model.

1. Demand for Money.
2. The concept of Liquidity Trap.
3. Money Supply.
4. The IS-LM model of integration of commodity and money markets.

State the level of relevance of the chapters covered in Unit-III- Money Demand, Supply and IS-LM Model

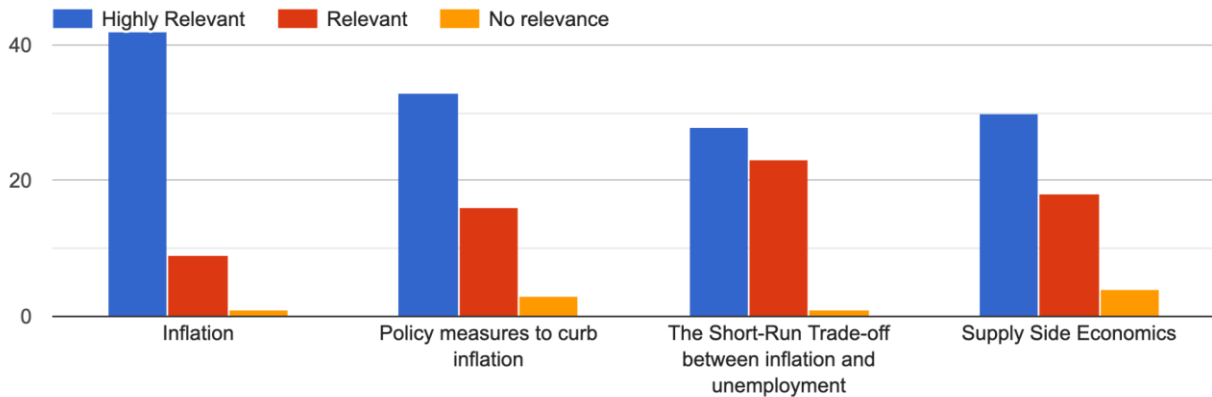


Demand for Money and Money Supply are seen as highly relevant topics by the majority, while The concept of Liquidity Trap and The IS-LM model of integration of commodity and money markets are deemed relevant but with more varied responses, indicating a need for perhaps more practical application or contemporary examples in the coursework.

D. State the level of relevance of the chapters covered in Unit-IV- Inflation, Unemployment and Phillips Curve.

1. Inflation.
2. Policy measures to curb inflation.
3. The Short-Run Trade-off between inflation and unemployment.
4. Supply Side Economics.

State the level of relevance of the chapters covered in Unit-IV- Inflation, Unemployment and Phillips Curve



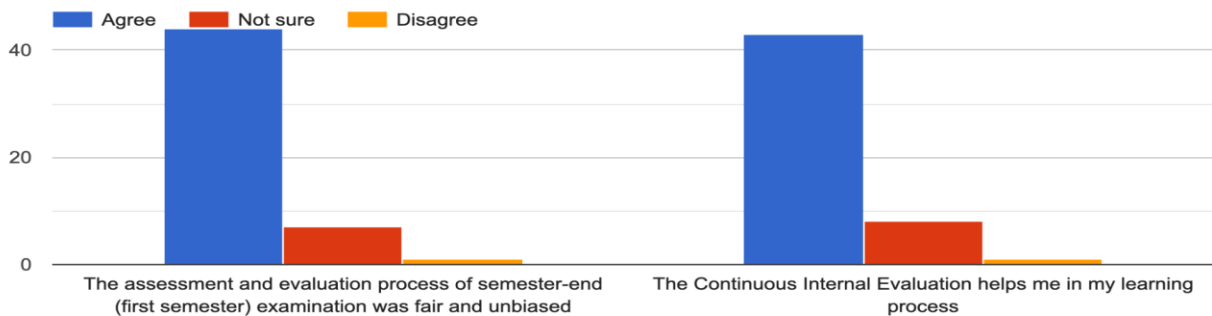
Trade Cycles: Features and Phases is overwhelmingly considered highly relevant, demonstrating the importance placed on understanding economic fluctuations. Concepts and variables in Macroeconomics and National Income are also mainly seen as highly relevant, emphasizing their core role in the field, whereas the Circular flow of aggregate income and expenditure has a more divided opinion on its relevance.

Evaluation.

A. For each statement given below, please state if you agree, not sure or disagree.

1. The assessment and evaluation process of the semester-end (first semester) examination was fair and unbiased.
2. The Continuous Internal Evaluation helps me in my learning process.

For each statement given below, please state if you agree, not sure or disagree.



The bar graph suggests that a majority of students agree that both the semester-end assessment and evaluation process, as well as the Continuous Internal Evaluation, are fair and aid in their learning

process. Fewer students are unsure or disagree, indicating a positive reception of the evaluation methods used in the course.

The Department of Economics at R. A. Podar College of Commerce and Economics (Autonomous) is dedicated to providing an education that is both rigorous and relevant to the demands of the present day. In pursuit of this objective, the department undertook a student satisfaction survey for the Second Year Bachelor of Commerce (SYBCOM) Business Economics-IV course. The primary goal of this survey was to acquire a deep understanding of the students' views on multiple critical aspects of the course, such as the relevance of the syllabus to current industry standards, the sufficiency of the workload, the efficacy of the teaching methodologies, and the fairness of the assessment and evaluation procedures.

The data obtained from this survey is designed to act as a foundational element for the ongoing development of the curriculum, enhancements in teaching strategies, and refinements in assessment techniques. This feedback will facilitate the department's efforts to more precisely tailor its educational offerings to meet the expectations of students, conform to industry requirements, and adhere to the highest standards of academic excellence.

Objectives:

- Evaluating the relevance of the Business Economics IV syllabus to the industry.
- Assessing student satisfaction with the course load and the adequacy of the syllabus.
- Determining the effectiveness of the teaching methods and materials.
- Analyzing the fairness and objectivity of the assessment and evaluation processes.
- Gathering student feedback on the syllabus and suggestions for improvement.

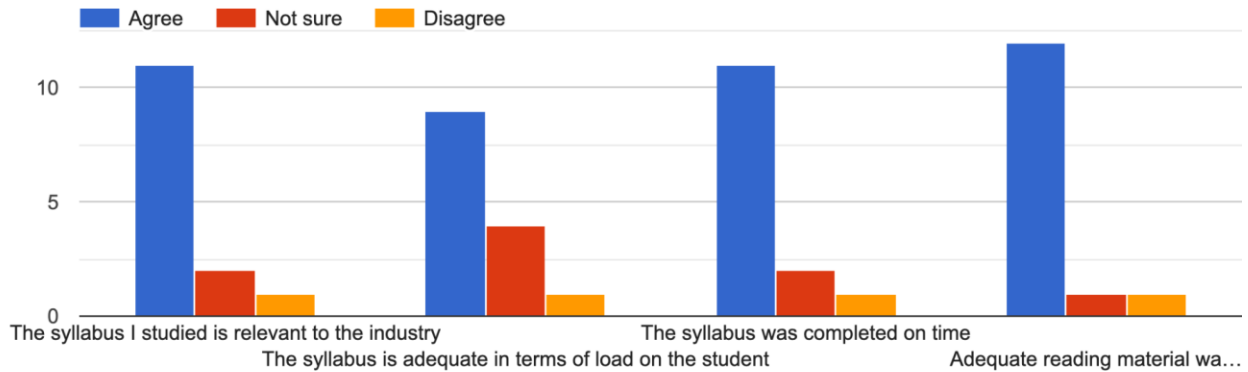
Methodology:

- **Data Collection:** Data has been collected through a survey distributed to the students of the SYBCOM program. The responses include Likert-scale type questions (Agree, Not Sure, Disagree) and open-ended questions for additional comments.
- **Data Analysis:** Various qualitative and quantitative techniques have been used to analyze the obtained data.
- **Reporting:** A report has been prepared, detailing the findings of the survey, including both the quantitative analysis of closed questions and qualitative analysis of open-ended responses.

Analysis of the responses.

- A. For each statement given below, please state if you agree, not sure or disagree.
1. The syllabus I studied is relevant to the industry.
 2. The syllabus is adequate in terms of load on the student.
 3. The syllabus was completed on time.
 4. Adequate reading material was suggested/provided for the entire course by the faculty.

For each statement given below, please state if you agree, not sure or disagree

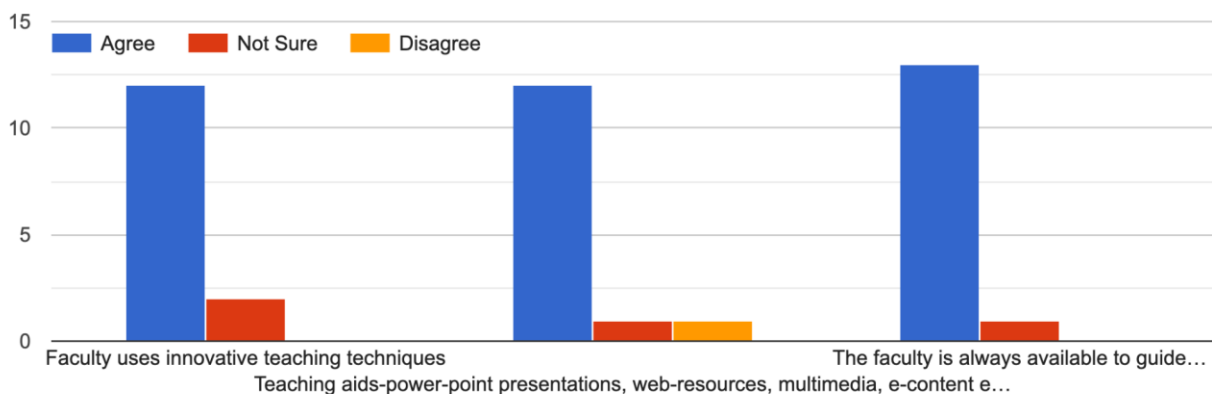


Most students agree that the syllabus is relevant to the industry and was completed on time, with a general consensus that the workload is adequate. However, there is a divide in opinion regarding the adequacy of the reading materials provided.

B. For each statement given below, please state if you agree, not sure or disagree.

1. Faculty uses innovative teaching techniques.
2. Teaching aids-power-point presentations, web-resources, multimedia, e-content etc. are used by the teachers in the online classroom teaching.
3. The faculty is always available to guide concerns regarding understanding the curriculum.

For each statement given below, please state if you agree, not sure or disagree



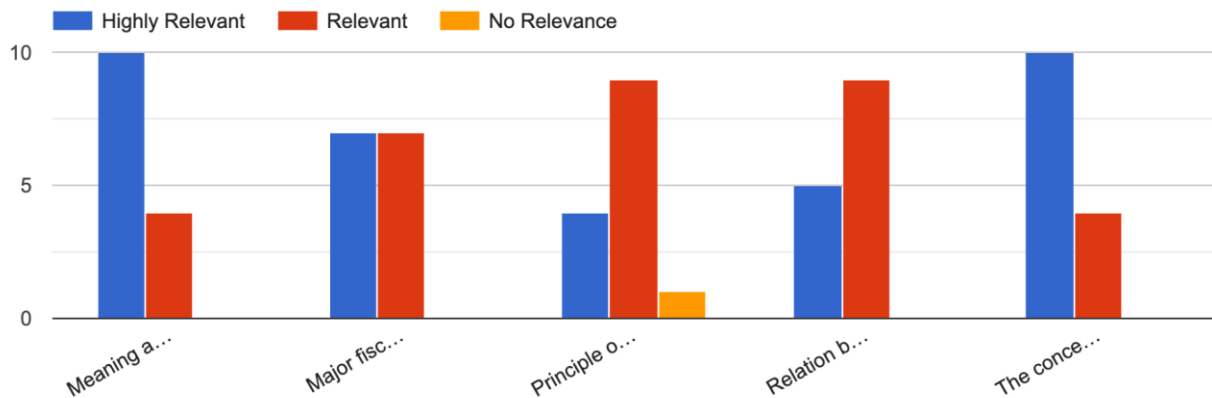
The majority of students agree that faculty use innovative teaching techniques and are available to guide, indicating approval of the teaching methods and support offered. Not many students are unsure or disagree with these statements, reflecting a positive perception of the instructional approach.

SYBCOM Semester- IV Curriculum Feedback.

A. State the level of relevance of the chapters covered in Unit-I-THE ROLE OF GOVERNMENT IN AN ECONOMY.

1. Meaning and Scope of Public finance.
2. Major fiscal functions: allocation function, distribution function & stabilization function
3. Principle of Maximum Social Advantage :Dalton and Musgrave Views- the Principle in Practice, Limitations.
4. Relation between Efficiency, Markets and Governments.
5. The concept of Public Goods and the role of Government.

State the level of relevance of the chapters covered in Unit-I-THE ROLE OF GOVERNMENT IN AN ECONOMY



The chapter on "Meaning and Scope of Public Finance" was considered highly relevant by most respondents, indicating its foundational importance in understanding the role of government in the economy.

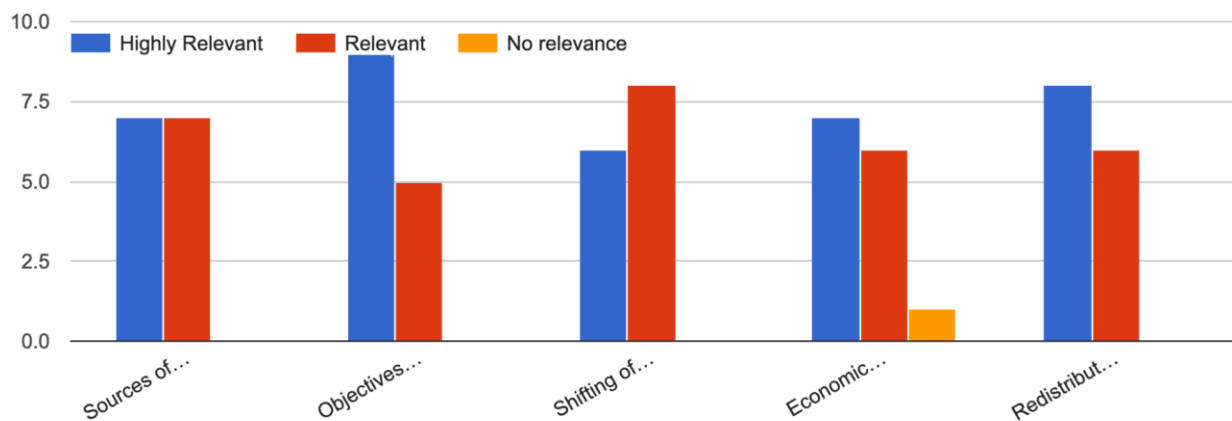
The chapters on "Major Fiscal Functions" and "The Concept of Public Goods and the Role of Government" were also highly relevant, though with some votes for mere relevance, suggesting these topics are critical but may be slightly less immediate in application.

The "Principle of Maximum Social Advantage" and "Relation between Efficiency, Markets, and Governments" chapters had a mixed reception, with relevance not as universally agreed upon, indicating these topics may be seen as more theoretical or context-specific in their application.

B. State the level of relevance of the chapters covered in Unit-II- PUBLIC REVENUE.

1. Sources of Public Revenue: tax and non-tax revenues.
2. Objectives of taxation - Canons of taxation - Types of taxes.
3. Shifting of tax burden.
4. Economic Effects of taxation.
5. Redistributive and Anti-Inflationary nature of taxation and their implications.

State the level of relevance of the chapters covered in Unit-II- PUBLIC REVENUE



"Objectives of Taxation" and "Economic Effects of Taxation" are considered highly relevant, likely due to their direct impact on policy making and economic outcomes.

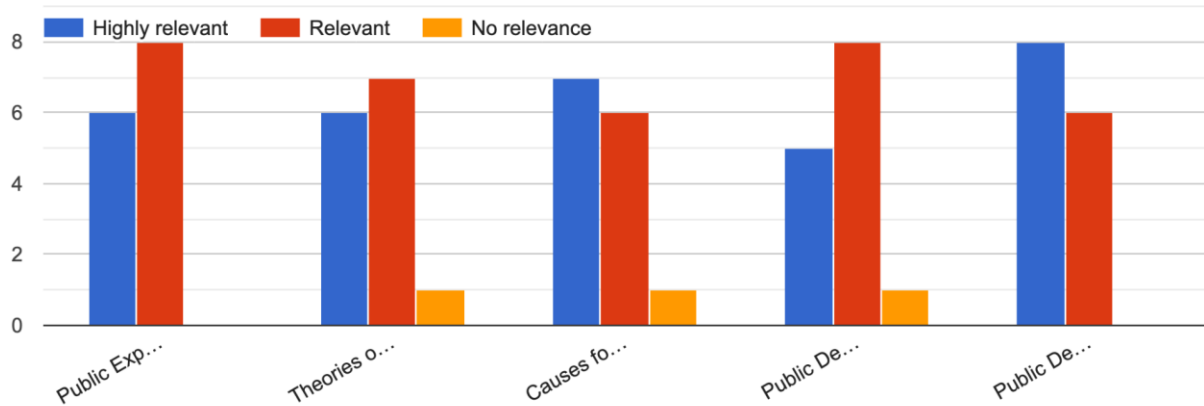
"Sources of Public Revenue" and "Redistributive and Anti-Inflationary Nature of Taxation" are also seen as highly relevant but have more recognition of being simply relevant, suggesting they are important but perhaps more nuanced in their implications.

The "Shifting of Tax Burden" chapter seems to be the most contested in terms of relevance, with a significant number of respondents viewing it as having no relevance, perhaps due to its complex and less directly observable nature.

C. State the level of relevance of the chapters covered in Unit-III- PUBLIC EXPENDITURE AND PUBLIC DEBT.

1. Public Expenditure: Canons - classification -economic effects of public spending.
2. Theories of Public expenditure.
3. Causes for Public Expenditure Growth- Significance of Public Expenditure.
4. Public Debt: Classification - Burden of Debt Finance.
5. Public Debt and Fiscal Solvency.

State the level of relevance of the chapters covered in Unit-III- PUBLIC EXPENDITURE AND PUBLIC DEBT



"Theories of Public Expenditure" and "Causes for Public Expenditure Growth" are considered highly relevant, reflecting the importance of understanding the rationale and drivers behind government spending.

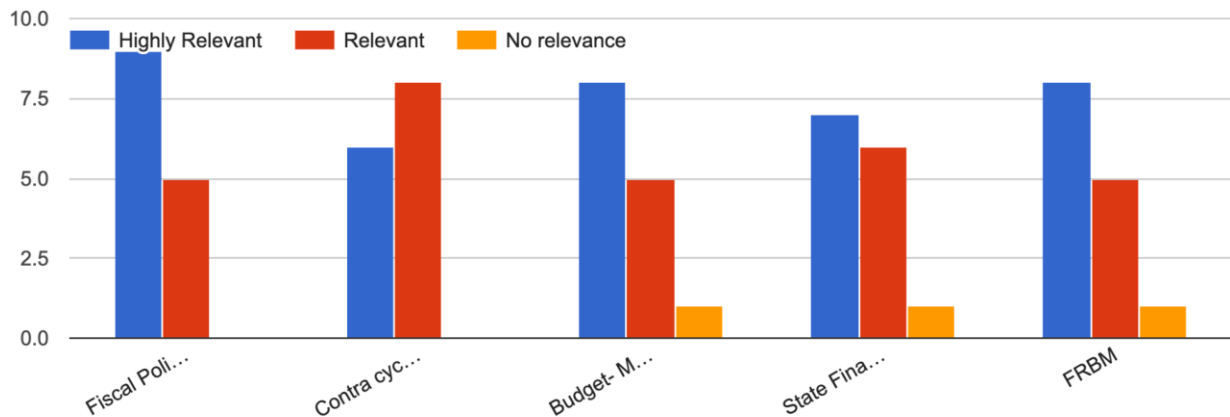
"Public Expenditure" itself, as a chapter, appears to be relevant to most but not as unanimously viewed as highly relevant, which may suggest that the principles and classifications are seen as important, yet perhaps well-established or theoretical.

The chapters on "Public Debt" show a notable division between high relevance and mere relevance, with some opinions on no relevance, indicating a debate on how immediate the impact of understanding public debt is for fiscal policy and management.

D. State the level of relevance of the chapters covered in Unit-IV- FISCAL POLICY AND MANAGEMENT.

1. Fiscal Policy: Meaning, Objectives, constituents and Limitations.
2. Contra cyclical Fiscal Policy and Discretionary Fiscal Policy.
3. Budget- Meaning objectives and types.
4. State Financial Relations, Finance Commission, FRBM.
5. FRBM.

State the level of relevance of the chapters covered in Unit-IV- FISCAL POLICY AND MANAGEMENT



"Fiscal Policy" and "State Financial Relations, Finance Commission, FRBM" are recognized as highly relevant, underlining the significance of understanding fiscal policy mechanisms and the governance structures that manage financial relationships.

"Contra Cyclical Fiscal Policy and Discretionary Fiscal Policy" have divided opinions, possibly due to their more complex and situational application in economic management.

The chapter on "Budget" shows a balanced view between high relevance and relevance, acknowledging its foundational role in fiscal management while also suggesting that its principles may be well understood or less directly applicable.

New Topics that you would want to be included in the Syllabus for Business Economics-IV

Overall, the interpretation of this feedback is that while the current curriculum is viewed as sufficient and engaging by some students, there is a notable interest in expanding the syllabus to include a broader, more practical, and more international approach to economics that reflects the interconnectedness of global markets and the relevance of economics to everyday business practices and policy understanding.

Curriculum feedback Report -SYBCom- Foundation Course-IV-Semester-IV

The Department of Economics at R. A. Podar College of Commerce and Economics (Autonomous) is steadfast in its commitment to providing a comprehensive and modern educational experience to its students. As part of this ongoing endeavor, the department recently conducted a student satisfaction survey for the Second Year Bachelor of Commerce (SYBCOM) Foundation Course-IV. The purpose of this survey was to elicit detailed insights regarding the students' perceptions of various critical aspects of the course, which include the relevance of the syllabus to contemporary industry demands, the appropriateness of the workload, the efficacy of the instructional methods employed, and the impartiality of the assessment and evaluation procedures.

The feedback obtained from this survey is intended to serve as a fundamental resource for the development of the curriculum, enhancements in instructional methods, and improvements in assessment strategies. This initiative will assist the department in more effectively aligning its educational offerings with the evolving standards of the industry, the expectations of students, and the best practices in education.

Objectives:

- Evaluating the relevance of the Foundation Course- IV Curriculum.
- Assessing student satisfaction with the course load and the adequacy of the Curriculum.
- Determining the effectiveness of the teaching methods and materials.
- Analyzing the fairness and objectivity of the assessment and evaluation processes.
- Gathering student feedback on the syllabus and suggestions for improvement.

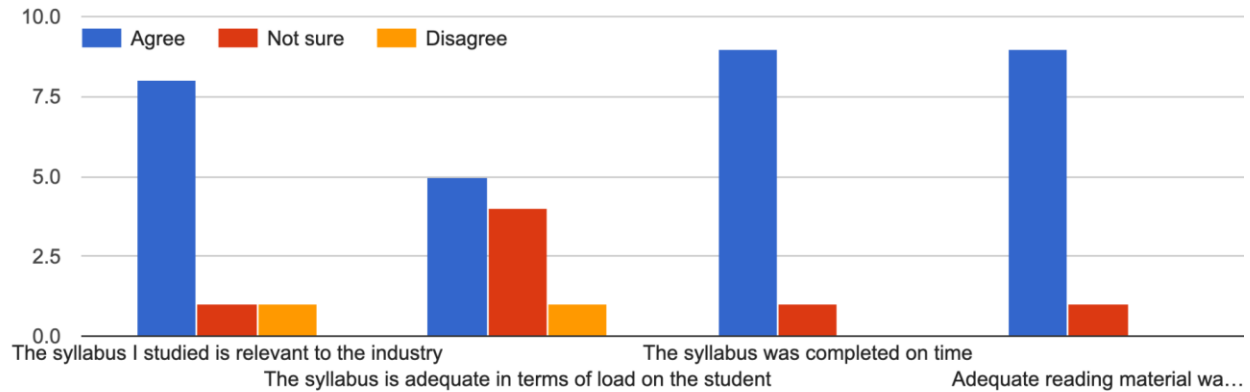
Methodology:

- **Data Collection:** Data has been collected through a survey distributed to the students of the SYBCom program. The responses include Likert-scale type questions (Agree, Not Sure, Disagree) and open-ended questions for additional comments.
- **Data Analysis:** Various qualitative and quantitative techniques have been used to analyze the obtained data.
- **Reporting:** A report has been prepared, detailing the findings of the survey, including both the quantitative analysis of closed questions and qualitative analysis of open-ended responses.

Analysis of the responses:

- A. For each statement given below, please state if you agree, not sure or disagree.
1. The syllabus I studied is relevant to the industry.
 2. The syllabus is adequate in terms of load on the student.
 3. The syllabus was completed on time.
 4. Adequate reading material was suggested/provided for the entire course by the faculty.

For each statement given below, please state if you agree, not sure or disagree



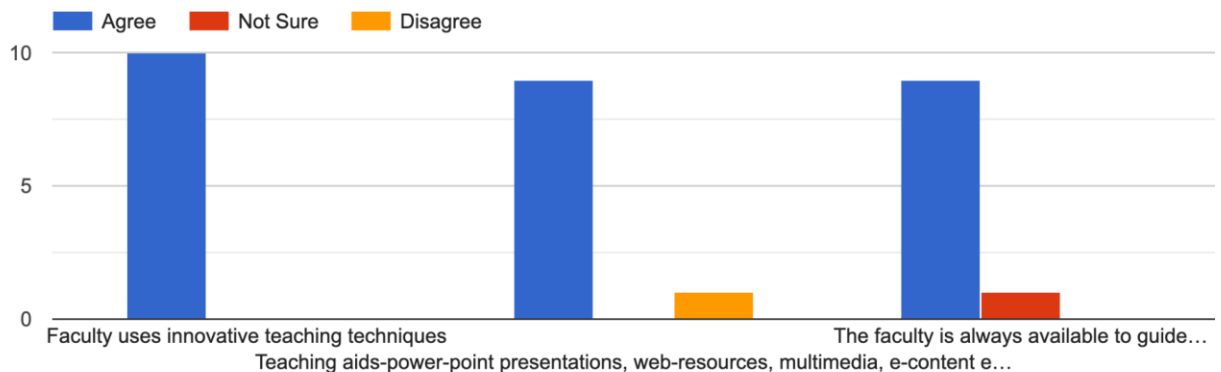
Most respondents agree that the syllabus is relevant to the industry and that adequate reading material was provided, indicating the course's practical value and support for studies.

There is mixed feedback about the adequacy of the syllabus in terms of load, and a consensus that it was completed on time, reflecting diverse perceptions of workload but overall efficient course delivery.

B. For each statement given below, please state if you agree, not sure or disagree.

1. Faculty uses innovative teaching techniques.
2. Teaching aids-power-point presentations, web-resources, multimedia, e-content etc. are used by the teachers in the online classroom teaching.
3. The faculty is always available to guide concerns regarding understanding the curriculum.

For each statement given below, please state if you agree, not sure or disagree



The majority agrees that faculty use innovative teaching techniques and are available to guide, suggesting a positive reception of teaching methods.

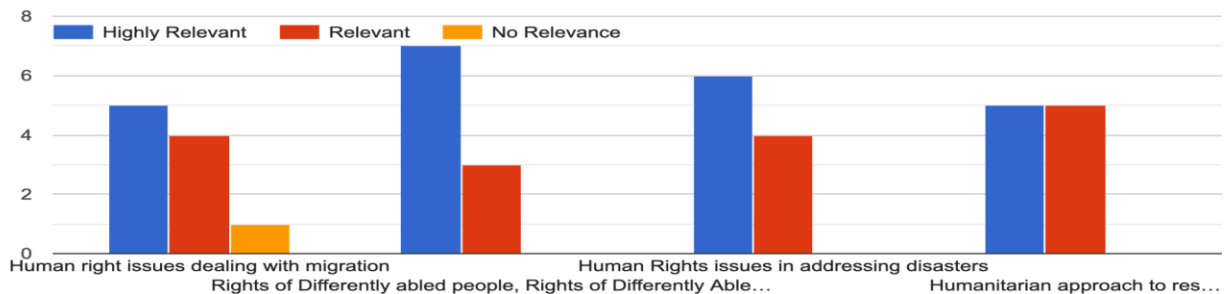
However, some are not sure about the use of teaching aids like presentations and web resources, indicating potential uncertainty about the effectiveness or utilization of these tools.

Curriculum feedback-SYBCom- Foundation Course-IV-Semester-IV

A. State the level of relevance of the chapters covered in Unit-I-Human Rights Provisions, Violations and Redressal-II

1. Human rights issues dealing with migration.
2. Rights of Differently abled people, Rights of Differently Abled people act-2016, Religious Minorities, LGBTQ and constitutional safeguards.
3. Human Rights issues in addressing disasters.
4. Humanitarian approach to resettlement and rehabilitation.

State the level of relevance of the chapters covered in Unit-I-Human Rights Provisions, Violations and Redressal-II



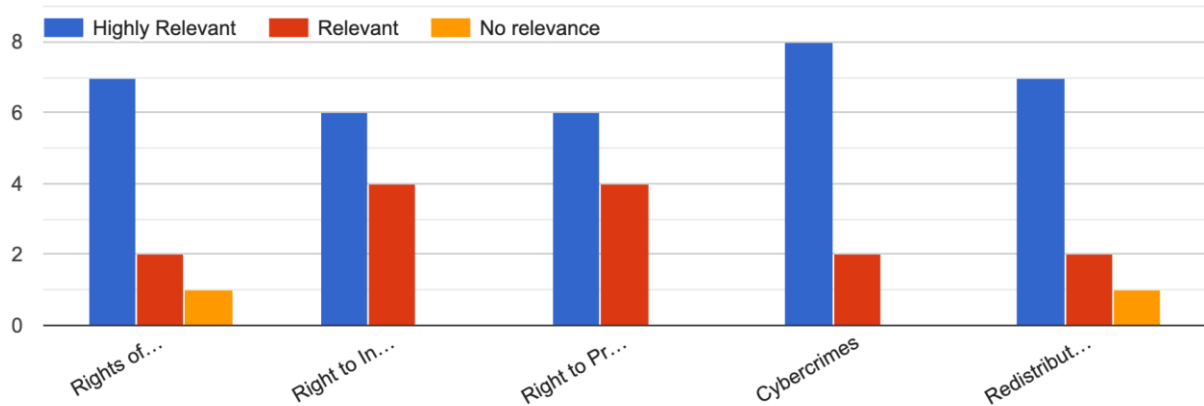
Human rights issues related to migration, addressing disasters, and the humanitarian approach to resettlement and rehabilitation are seen as highly relevant, reflecting current global challenges.

The rights of differently-abled people and religious minorities are considered relevant to a lesser extent, indicating the need for greater emphasis or awareness in these areas.

B. State the level of relevance of the chapters covered in Unit-II- Significant, Contemporary Rights of Citizens.

1. Rights of Consumers.
2. Right to Information.
3. Right to Privacy.
4. Cybercrimes.

State the level of relevance of the chapters covered in Unit-II- Significant, Contemporary Rights of Citizens



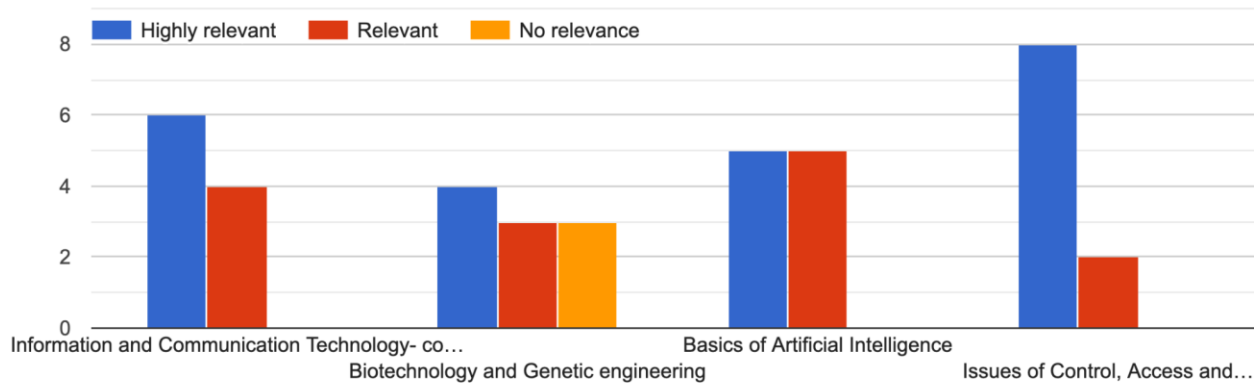
Rights of Consumers and Right to Privacy are deemed highly relevant, likely due to increasing consumerism and privacy concerns in the digital age.

The Right to Information and Cybercrimes are recognized as relevant, suggesting an acknowledgment of their importance in a transparent and secure society.

C. State the level of relevance of the chapters covered in Unit-III- Science and Technology – II.

1. Information and Communication Technology- convergence of various technologies like satellite, computer and digital in the information revolution of today's society.
2. Biotechnology and Genetic engineering.
3. Basics of Artificial Intelligence.
4. Issues of Control, Access and Misuse of Technology.

State the level of relevance of the chapters covered in Unit-III- Science and Technology – II

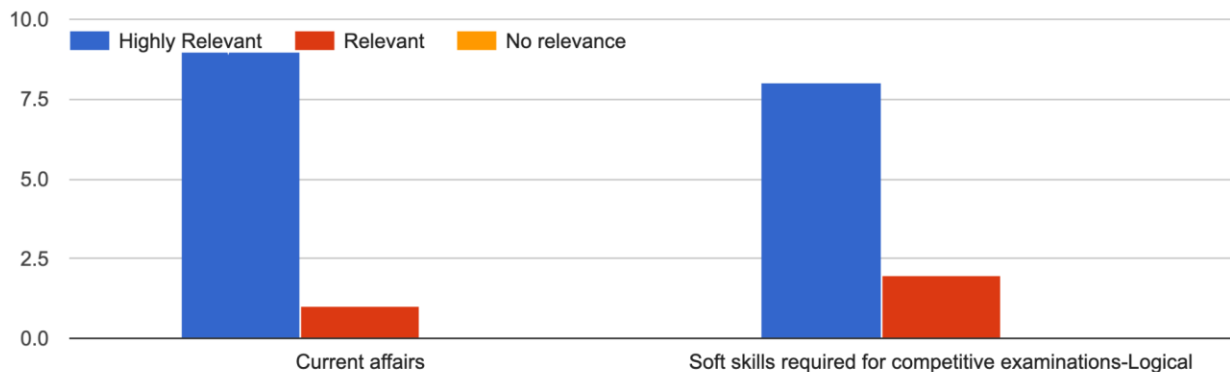


Information and Communication Technology and the Basics of Artificial Intelligence are viewed as highly relevant, aligning with the technological advancements shaping modern society. Biotechnology, Genetic Engineering, and the issues of Control, Access, and Misuse of Technology are seen as relevant, reflecting their impact and ethical considerations in technology's progress.

D. State the level of relevance of the chapters covered in Unit-IV- Soft Skills and General awareness-II.

1. Current affairs.
2. Soft skills required for competitive examinations-Logical.

State the level of relevance of the chapters covered in Unit-IV- Soft Skills and General awareness-II



Current affairs dominate in perceived relevance, which corresponds to the dynamic nature of global events and their impact on society.

Soft skills for competitive examinations are considered relevant but to a lesser extent, underscoring their role in personal development and career progression.

New Topics that you would want to be included in the Syllabus for Foundation Course-IV

A number of respondents feel that the existing syllabus is comprehensive, indicating satisfaction with the current curriculum coverage.

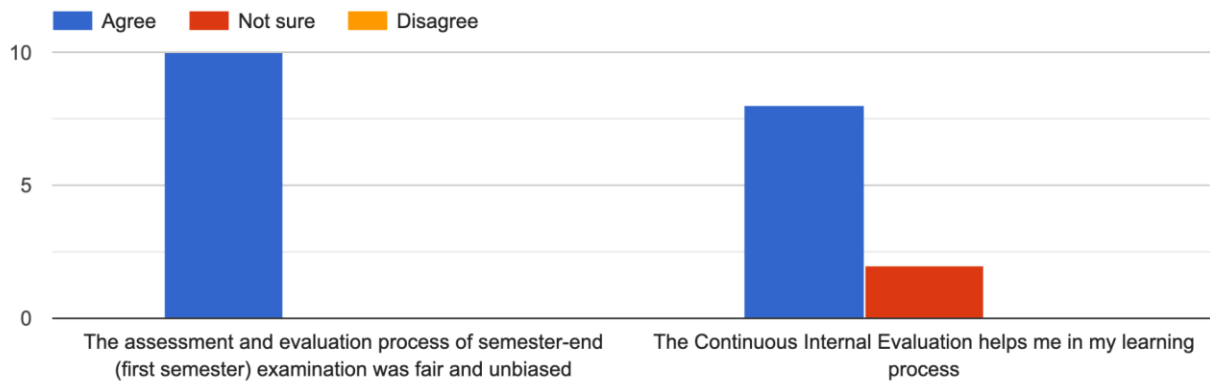
However, there are specific suggestions for inclusion such as measures to address pollution and misuse of AI, mental health importance, contemporary issues facing adolescents and youths, and legal procedures, reflecting a desire for the syllabus to address pressing environmental, technological, societal, and legal issues.

Evaluation

A. For each statement given below, please state if you agree, not sure or disagree.

1. The assessment and evaluation process of the semester-end (first semester) examination was fair and unbiased.
2. The Continuous Internal Evaluation helps me in my learning process.

For each statement given below, please state if you agree, not sure or disagree.



A majority agrees that the assessment and evaluation process of semester-end exams is fair and unbiased, indicating general satisfaction with the examination system.

On the other hand, while many agree that Continuous Internal Evaluation is helpful in their learning process, a notable number are not sure, suggesting some ambiguity or inconsistency in its effectiveness.

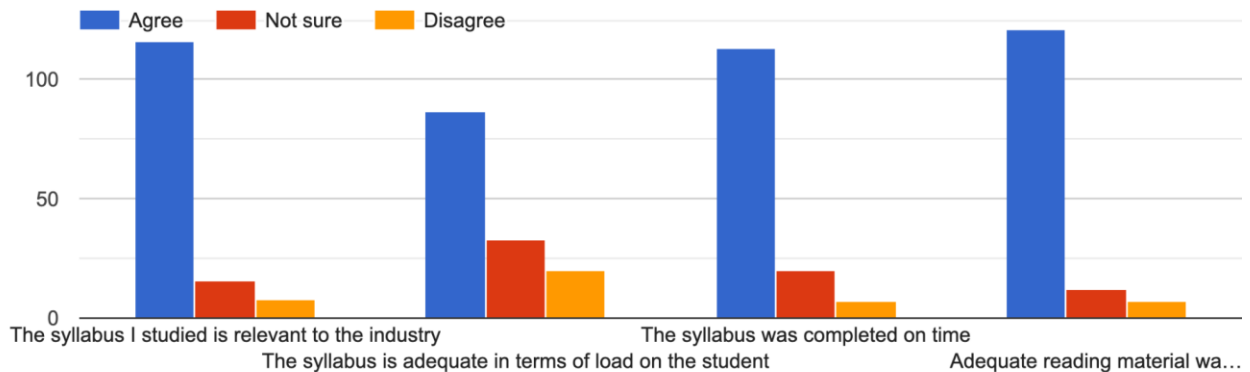
The Department of Economics at R.A. Podar College of Commerce and Economics (Autonomous) has diligently conducted a student satisfaction survey for the Third Year Bachelor of Commerce (TY BCom) students enrolled in the Business Economics-VI course. This effort is a component of the department's sustained commitment to academic rigor and the pertinence of its curriculum. The survey aimed to collect comprehensive feedback on multiple dimensions of the course, including the syllabus's alignment with current economic trends and industry requisites, the effectiveness of instructional methods, the sufficiency of educational materials, and the perceived equity of evaluation and assessment process.

The insights derived from this survey are anticipated to be instrumental in informing the continual refinement of the course, ensuring its position at the cutting edge of economic education. This includes integrating both the theoretical underpinnings and practical aspects relevant to the economics discipline. Through a meticulous evaluation of student feedback, the Department of Economics aspires to not only augment the educational journey but also to equip students with the capabilities necessary to navigate the complexities of the evolving economic environment.

Analysis of the responses.

- A. For each statement given below, please state if you agree, not sure or disagree.
1. The syllabus I studied is relevant to the industry.
 2. The syllabus is adequate in terms of load on the student.
 3. The syllabus was completed on time.
 4. Adequate reading material was suggested/provided for the entire course by the faculty.

For each statement given below, please state if you agree, not sure or disagree

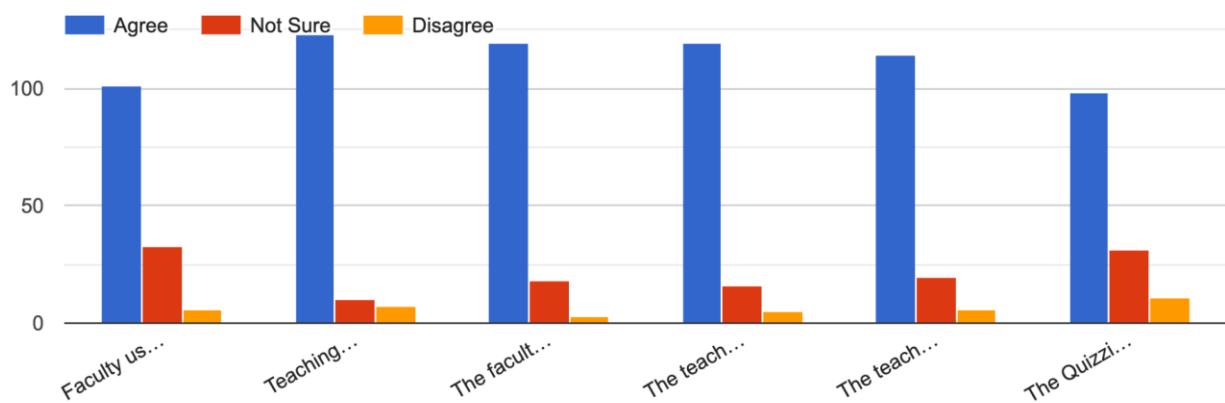


The majority of students agree that the syllabus is relevant to the industry and that adequate reading material was provided, indicating that the course content is aligned with professional standards and supported by sufficient resources.

- B. For each statement given below, please state if you agree, not sure or disagree.

1. Faculty uses innovative teaching techniques.
2. Teaching aids-power-point presentations, web-resources, multimedia, e-content etc. are used by the teachers in the online classroom teaching.
3. The faculty is always available to guide concerns regarding understanding the curriculum.
4. The teachers kept the students updated about the latest developments in the subject/area of knowledge.
5. The teachers usually do the necessary follow-up with a task assigned to the students.
6. The Quizizz quizzes conducted in the class after every chapter was helpful.

For each statement given below, please state if you agree, not sure or disagree



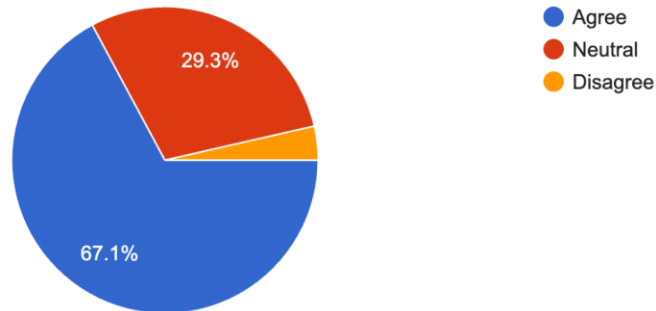
The consensus among students is that faculty use innovative teaching methods, the teaching aids are effective, and that the faculty is available for guidance, all contributing positively to the learning experience. There's also a high agreement that quizzes and assignments are useful, emphasizing the importance of continuous assessment.

Google Classroom

- A. The best section in the Google classroom
 1. Learn: The notes.
 2. Reinforce: Videos and Articles.
 3. Practice: Practice Questions and assignments.
 4. E-books.

Unit-IV-Reading of the relevant chapters of the current Economic Survey helped me gain knowledge about the contemporary issues of the Indian economy

140 responses



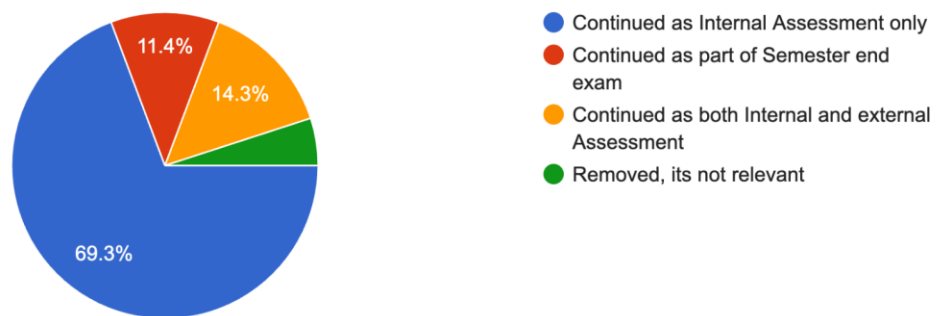
The first graph indicates that a significant majority of respondents (67.1%) agree that reading the relevant chapters of the current Economic Survey helped them gain knowledge about contemporary issues of the Indian economy, while 29.3% are neutral, and a small fraction disagree.

B. Google Classroom

1. The Google classroom "Learn" section helped me understand the chapter.
2. The Google classroom "Reinforce" section helped me add to my knowledge and understanding of the chapter.
3. Watching the videos under the "Reinforce" section of the Google classroom of each Chapter helped my understanding of the material in this course.
4. Online practice questions were helpful in my learning process.
5. The E- Books shared on Google classroom were helpful in my learning process.

Unit-IV- Reading of the Economic Survey, Government of India (recent years) and World Development Report should be:

140 responses



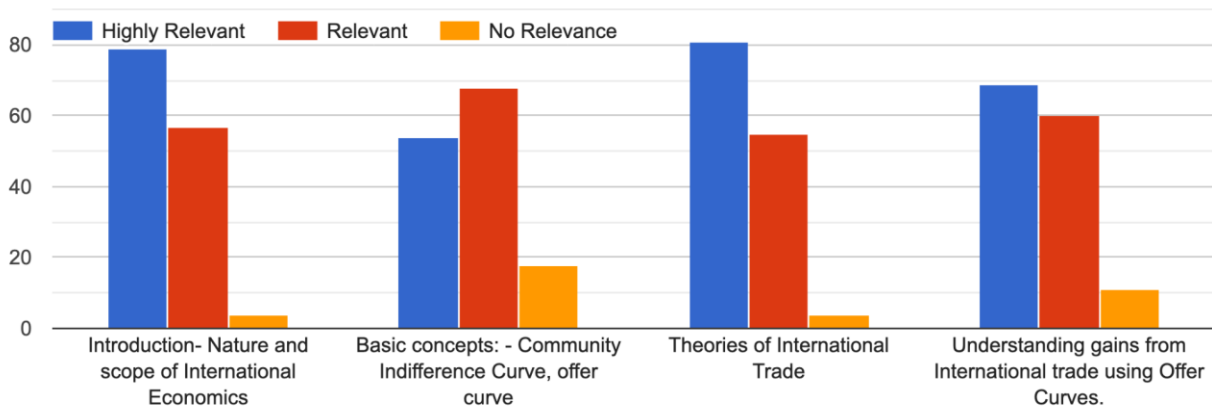
The second graph shows a strong preference (69.3%) for continuing the reading of the Economic Survey and World Development Report as both internal and external assessments, suggesting that students find it a valuable part of the curriculum, with only a small percentage (11.4%) finding it not relevant.

Curriculum feedback-TYBCom- Business Economics-VI-Semester-VI

A. State the level of relevance of the chapters covered in Unit-I- Introduction to International Economics.

1. Introduction- Nature and scope of International Economics.
2. Basic concepts: - Community Indifference Curve, offer curve.
3. Theories of International Trade.
4. Understanding gains from International trade using Offer Curves.

State the level of relevance of the chapters covered in Unit-I- Introduction to International Economics

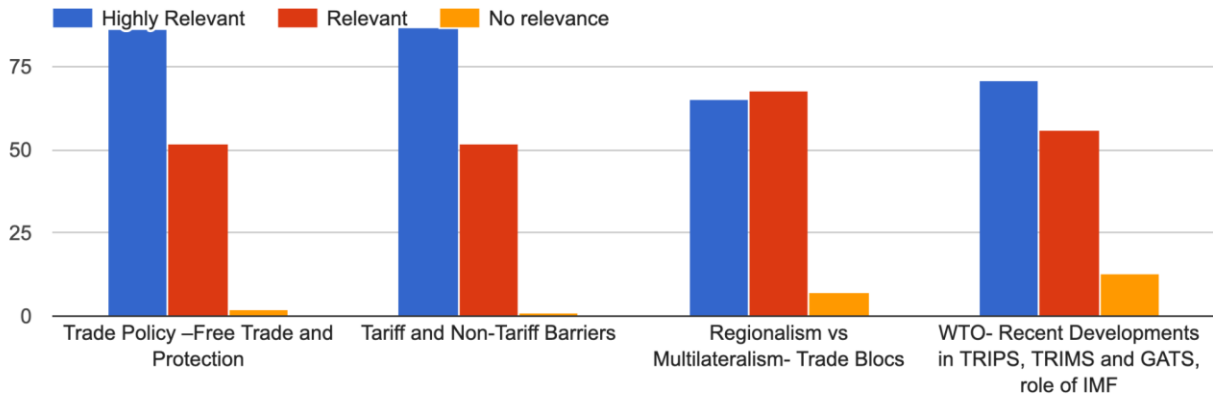


The chapters on the 'Nature and Scope of International Economics' and 'Theories of International Trade' are overwhelmingly considered highly relevant, reflecting their importance in understanding global economic dynamics.

B. State the level of relevance of the chapters covered in Unit-II- Trade Policy and Trade negotiations.

1. Trade Policy –Free Trade and Protection.
2. Tariff and Non-Tariff Barriers.
3. Regionalism vs Multilateralism- Trade Blocs.
4. WTO- Recent Developments in TRIPS, TRIMS and GATS, role of IMF.

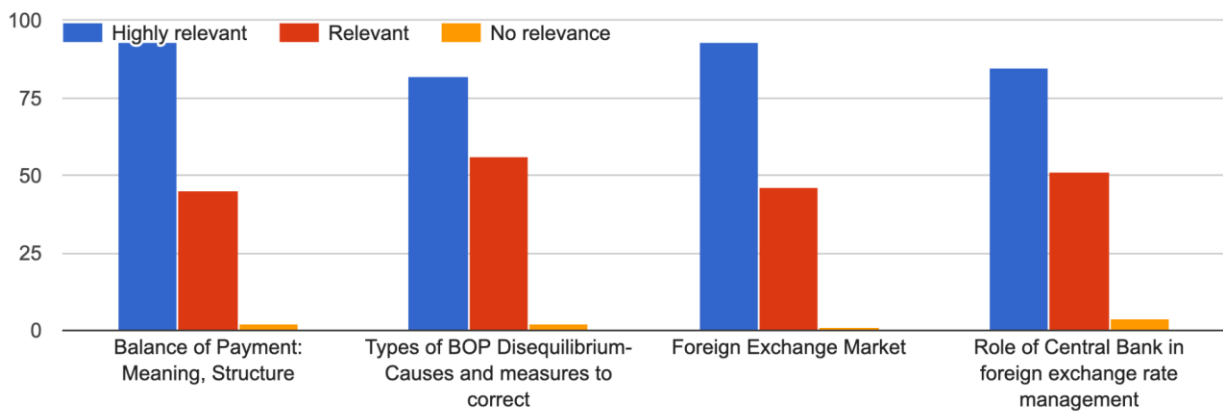
State the level of relevance of the chapters covered in Unit-II- Trade Policy and Trade negotiations



C. State the level of relevance of the chapters covered in Unit-III- Concept of Balance of payments and Foreign Exchange Market.

1. Balance of Payment: Meaning, Structure.
2. Types of BOP Disequilibrium- Causes and measures to correct.
3. Foreign Exchange Market.
4. Role of Central Bank in foreign exchange rate management.

State the level of relevance of the chapters covered in Unit-III- Concept of Balance of payments and Foreign Exchange Market

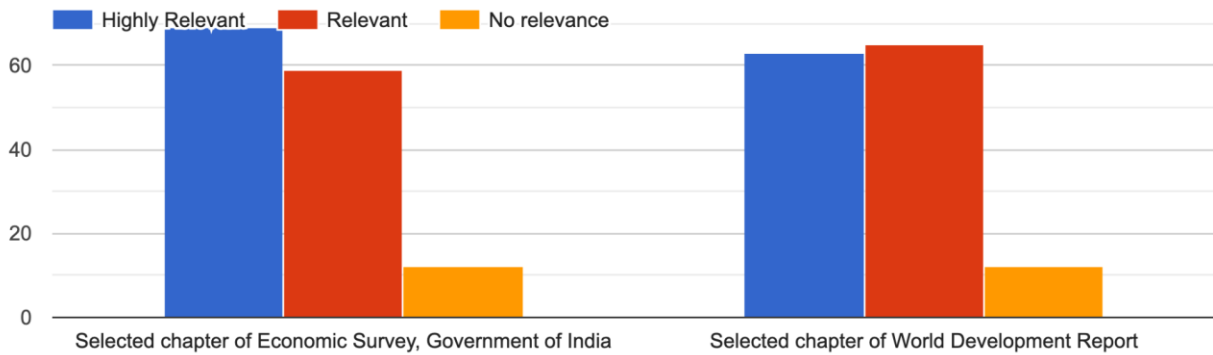


Chapters on 'Trade Policy', 'Balance of Payments', and 'Foreign Exchange Market' are also largely viewed as highly relevant, indicating their key role in shaping students' comprehension of international economic policies and mechanisms.

D. State the level of relevance of the chapters covered in Unit-IV- Reading of the Economic Survey, Government of India (recent years) - Only for Internal Assessment.

1. Selected chapter of Economic Survey, Government of India.
2. Selected chapter of World Development Report.

State the level of relevance of the chapters covered in Unit-IV- Reading of the Economic Survey, Government of India (recent years) - Only for Internal Assessment

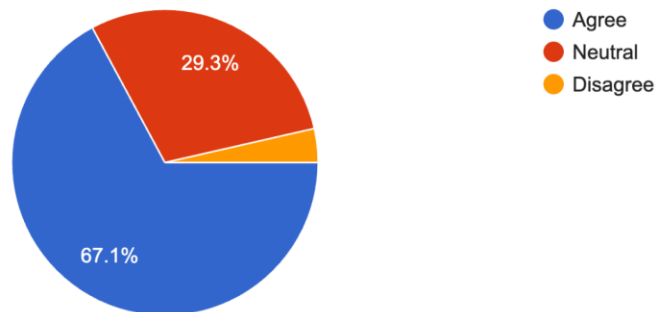


E. Unit-IV-Reading of the relevant chapters of the current Economic Survey helped me gain knowledge about the contemporary issues of the Indian economy.

1. Agree
2. Neutral
3. Disagree

Unit-IV-Reading of the relevant chapters of the current Economic Survey helped me gain knowledge about the contemporary issues of the Indian economy

140 responses

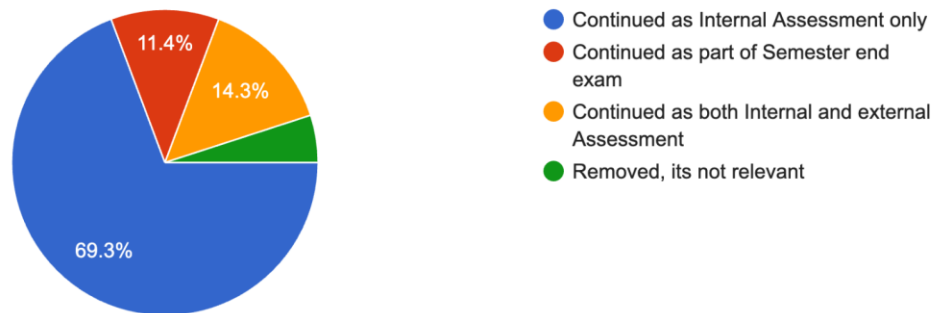


F. Unit-IV- Reading of the Economic Survey, Government of India (recent years) and World Development Report should be:

1. Continued as Internal Assessment only.
2. Continued as part of the Semester end exam.
3. Continued as both Internal and external Assessment.
4. Removed, it's not relevant.

Unit-IV- Reading of the Economic Survey, Government of India (recent years) and World Development Report should be:

140 responses



There is a noticeable consideration for the relevance of reading selected chapters of the Economic Survey and the World Development Report, with a majority finding them highly relevant and advocating for their inclusion as part of both internal and external assessments, signifying their value in understanding contemporary economic issues.

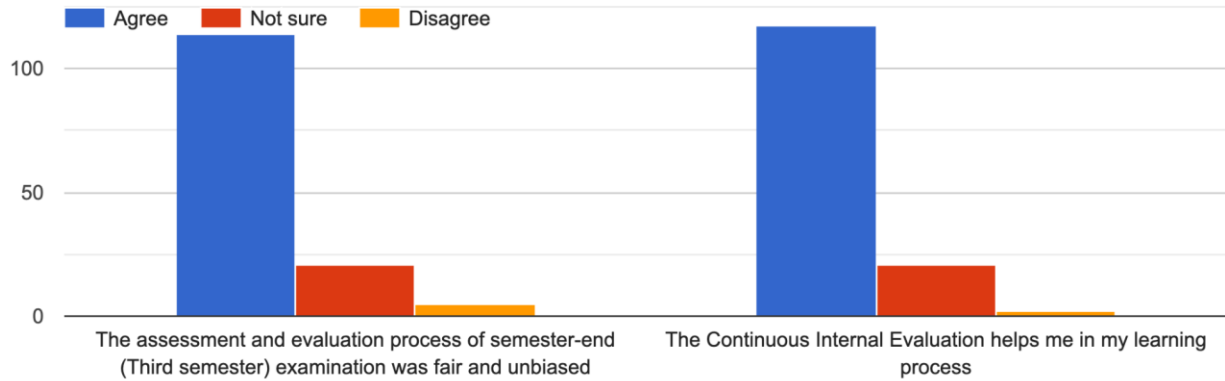
New Topics that you would want to be included in the Syllabus for Business Economics-VI

The responses to potential new topics for Business Economics-VI are varied, with a significant number of respondents satisfied with the current syllabus, indicating its comprehensive nature. However, there's a clear interest among others for inclusion of topics such as trade policy, stock markets, macroeconomics, international trade, and practical applications like reading survey reports, understanding of the foreign exchange market, and the impact of economic events on Indian economy, which reflects a desire for both depth and practical relevance in the curriculum.

Evaluation

- A. For each statement given below, please state if you agree, not sure or disagree.
1. The assessment and evaluation process of the semester-end examination was fair and unbiased.
 2. The Continuous Internal Evaluation helps me in my learning process.

For each statement given below, please state if you agree, not sure or disagree.



The graph suggests that an overwhelming majority of students agree that the assessment and evaluation process of the semester-end examination is fair and unbiased, and they also agree that Continuous Internal Evaluation is beneficial to their learning process. This reflects a positive perception of the existing evaluation systems and their role in student development.

Action Taken Report for Each Course

FYBCom Business Economics-II

- Suggestions from learners have been incorporated into teaching methods, enhancing student engagement and understanding.
- Select suggestions have been discussed with the board of studies for potential curriculum adjustments.
- Continuous efforts are made to align the course with current industry demands and academic standards.

SYBCom Business Economics-IV

- Pedagogical adjustments reflect feedback on teaching effectiveness and course content relevance.
- Key recommendations are under review by the board of studies to ensure the curriculum meets evolving industry needs.
- Enhanced use of digital resources complements traditional teaching methods, based on student feedback.

SYBCom Foundation Course-IV

- Implemented changes in teaching strategies based on learner feedback, focusing on practical application and critical thinking.
- Suggestions for course improvement have been forwarded to the board of studies, emphasizing contemporary issues and soft skills.
- Ongoing evaluation of course content and teaching methods ensures alignment with student expectations and industry relevance.

TYBCom Business Economics-VI

- Feedback has led to the incorporation of more real-world examples and case studies in teaching.
- Proposals for curriculum update, including the inclusion of current economic trends, have been submitted to the Board of Studies.
- The course continuously evolves to reflect the feedback, with a strong focus on the relevance of the Economic Survey and its impact on understanding the Indian economy.
- Each course action report highlights the department's commitment to a student-centered approach, adapting teaching methodologies, and updating the curriculum based on feedback to enhance the educational experience.

R A Podar College of Commerce and Economics (Autonomous), Mumbai.
Department of English

Students Curriculum Feedback
2023-2024

In pursuit of excellence in teaching and learning, the Department of English at R A Podar College of Commerce & Economics (Autonomous) consistently endeavors to refine the educational experience for its students. At the core of our mission lies the commitment to ensuring that our curriculum remains dynamic, relevant, and impactful, offering students enduring benefits throughout their academic journey and into their professional careers.

To uphold this commitment, we have instituted a comprehensive feedback mechanism that solicits input from students at the conclusion of each semester. This feedback serves as a critical tool in assessing the efficacy of our curriculum, gauging the learning environment, and evaluating its outcomes. Our approach encompasses a broad spectrum of considerations, encompassing conceptual comprehension, syllabus adherence, classroom engagement, pedagogical methodologies, assessment practices, and the quality of supplementary reading materials.

By actively engaging with our students and incorporating their perspectives into our continuous improvement efforts, we strive to cultivate an educational environment that is responsive, inclusive, and conducive to holistic learning.

This report presents a detailed analysis of the feedback received, highlighting areas of success, identifying areas for enhancement, and outlining strategies for further refining our curriculum to meet the evolving needs of our student body.

Objectives:

- To assess student satisfaction regarding the pertinence and sufficiency of the Language and Literature II Curriculum, Mass Communication IV and Journalism IV.
- To assess the effectiveness of the teaching methods and materials used in the course.
- To ascertain students' perceptions of fairness and bias in the assessment and evaluation procedures.

Methodology

Data Collection: We gathered data by distributing a survey (Google Form) to all FYBCom and SY BCom students. The survey consisted of objective type questions along with open-ended questions for further comments.

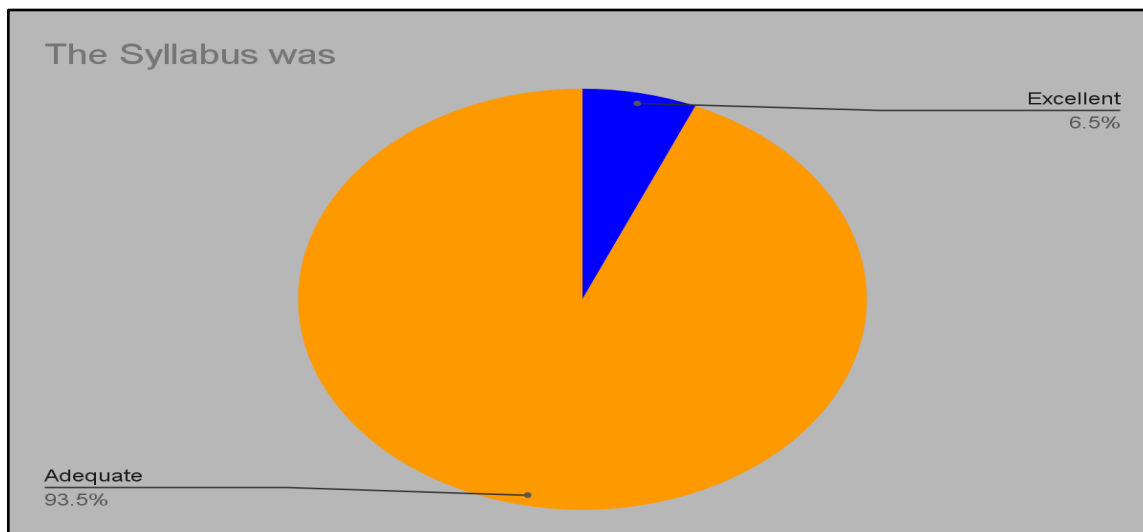
Data Analysis: We employed a combination of qualitative and quantitative methods to analyze the collected data.

Report: A comprehensive report has been compiled, presenting the survey findings. This report includes both quantitative analysis of closed questions and qualitative examination of open-ended responses.

FY BCom Language and Literature Semester II Students Curriculum Feedback

Analysis of the feedback

1. **Syllabus Adequacy:** A vast majority of students, approximately 93.5%, expressed satisfaction with the adequacy of the syllabus, indicating that it met their academic needs. However, it's notable that around 6.5% of students found the syllabus challenging, suggesting a potential area for further investigation and improvement.

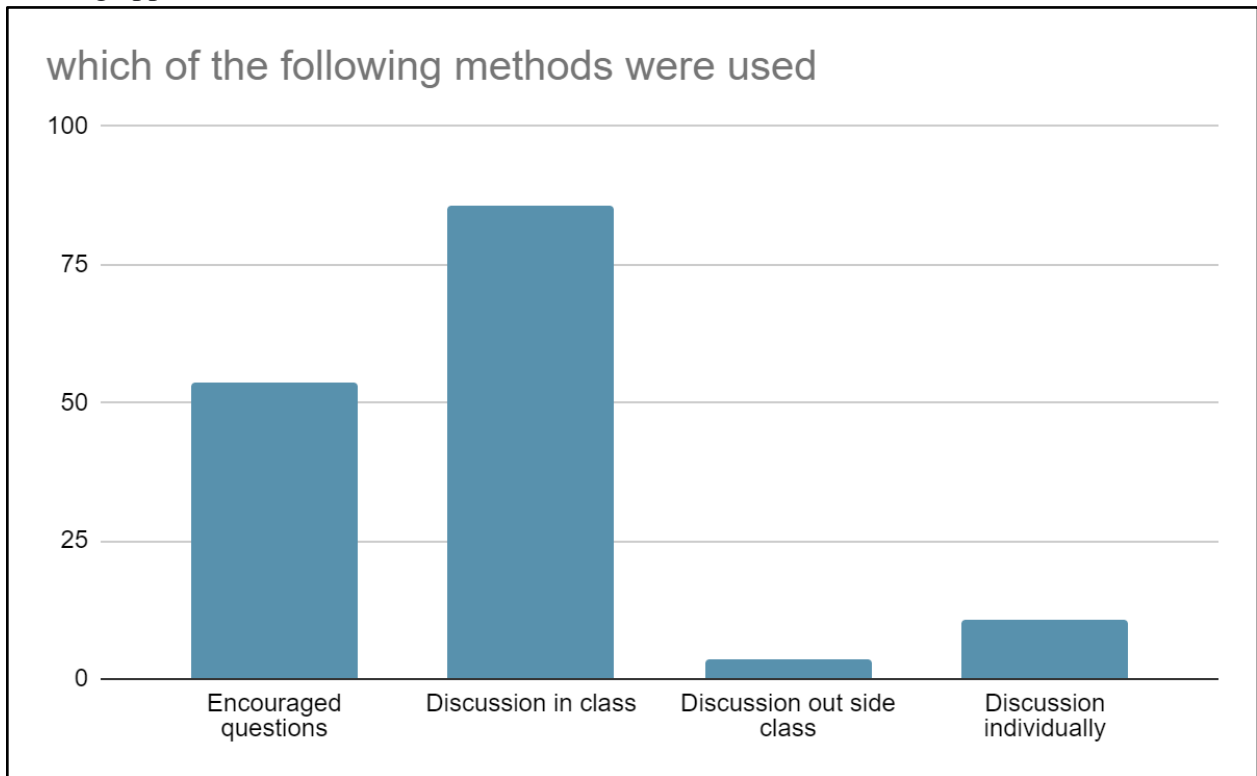


2. **Conceptual Understanding:** A significant portion of students, more than 61%, perceived the conceptual understanding based on the syllabus as manageable. Additionally, around 38.7% of students found it easy, indicating a generally positive response regarding the clarity and comprehensibility of the course material.

3. Coverage of Syllabus: Over 83% of students confirmed that a substantial portion, ranging from 85-100%, of the syllabus was covered in the classroom. This suggests effective time management by instructors in ensuring comprehensive coverage of the curriculum.

4. Teacher Encouragement: A high percentage, exceeding 80%, of students felt encouraged by teachers to actively participate in class discussions, indicating a positive and supportive learning environment.

5. Teaching Methodology: The majority of students, approximately 85%, identified discussion in the classroom as the most effective teaching methodology. This finding aligns with the encouraging response from over 53% of students, highlighting the effectiveness of interactive learning approaches.



6. Internal Assessment: A vast majority, nearly 96.8%, of students perceived the internal assessment as highly relevant, suggesting that it effectively evaluates their understanding and progress within the course.

7. Usage of Department's YouTube Channel: The overwhelming majority, more than 96%, of students found the department's YouTube channel to be very helpful, indicating its effectiveness as a supplementary learning resource.

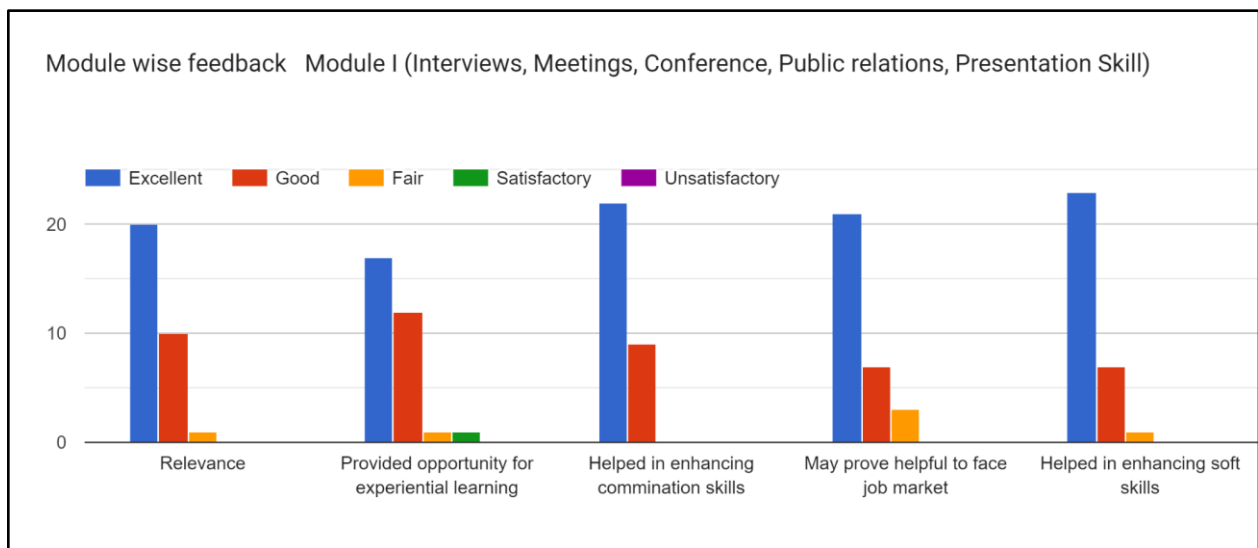
8. Impact of Internal Assessment on Grades: Around 90% of students believed that the internal assessment would contribute positively to improving their course grades, underscoring its perceived significance in their academic performance.

9. Timely Provision of Reading Material: Virtually all students, 100%, confirmed that reading materials provided by faculty were helpful, with more than 96% acknowledging their timely delivery. This indicates a commendable effort by instructors in facilitating students' access to relevant course materials.

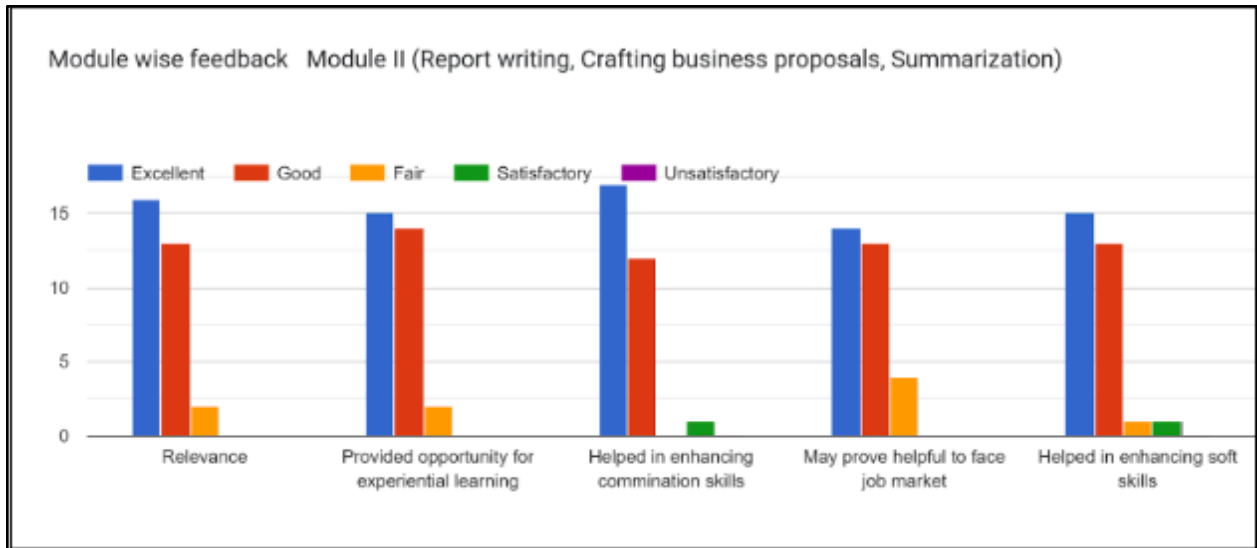
10. Availability of Practice Questions: A substantial majority, exceeding 80% of students, reported that faculty provided practice questions, enhancing their opportunities for reinforcement and self-assessment.

Module wise feedback

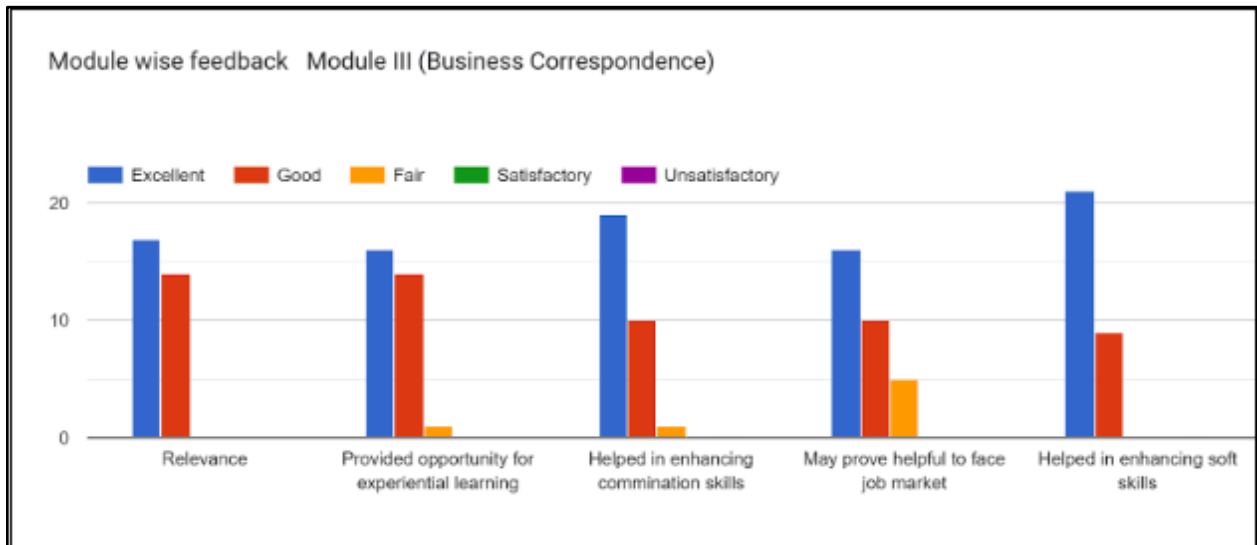
Module I



Module II



Module III



Overall, the analysis reflects a positive student perception across various dimensions of the curriculum, teaching methodologies, and support resources. However, areas such as addressing the challenges encountered by a minority of students with the syllabus and further exploring effective teaching methodologies beyond discussions could be areas of focus for continual enhancement.

The learners have mentioned some valuable inputs as follows:

Sr. No.	Suggestive	Appreciative
1	Providing more examples for business correspondence	The current syllabus is adequately designed for the circumstances.
2	Sales Skill	The course was well designed and much relevant relating to corporate world
3	Legal Literacy: Familiarize students with basic legal concepts relevant to their field to navigate legal aspects professionally.	Syllabus was perfect

Action Taken:

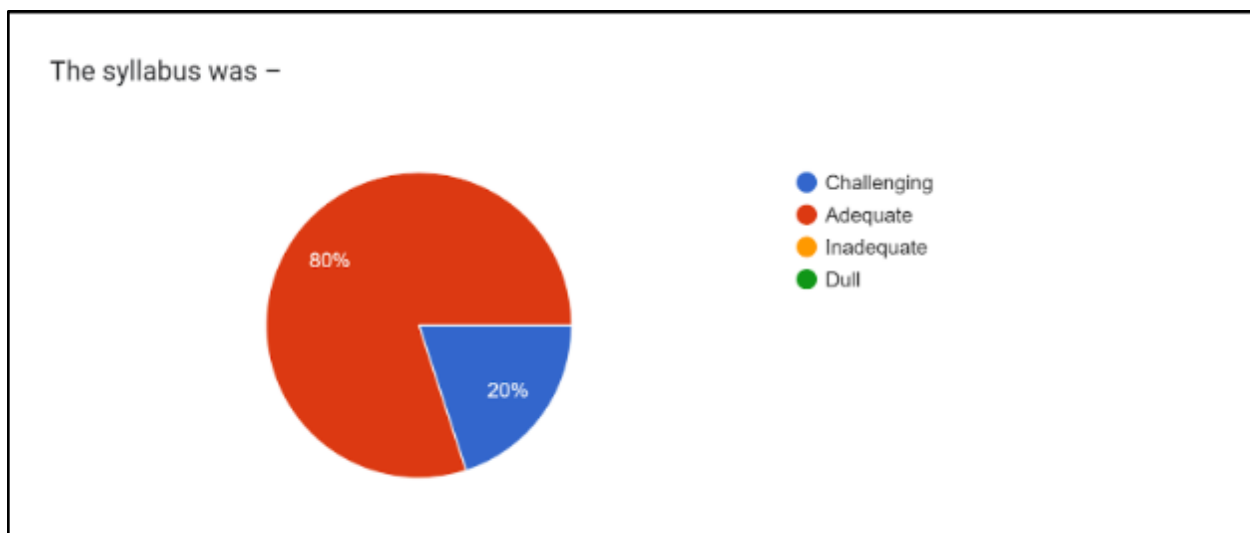
- Feedback and suggestions provided by students have been actively integrated into our teaching methodologies. This proactive approach has resulted in heightened student engagement and deeper understanding of course material, fostering a more enriching learning experience.
- Collaboration with Board of Studies for Curriculum Adaptations: Identified recommendations from students have been thoroughly reviewed and deliberated with the Board of Studies. This collaborative effort aims to assess the feasibility and potential impact of incorporating suggested adjustments into the curriculum, ensuring its continued relevance and effectiveness.
- Alignment with Industry Demands and Academic Standards: In response to evolving industry dynamics and academic benchmarks, ongoing initiatives are in place to align the course content with current industry demands and academic standards. This proactive stance enables us to equip students with the latest knowledge and skills essential for success in their chosen fields.

**SY BCom Mass Communication Semester IV
Students Curriculum Feedback**

Analysis of the feedback

The report indicates a generally positive outlook on various aspects of the academic experience among students. Firstly, concerning syllabus adequacy, the majority of students, approximately 73.9%, expressed satisfaction with the syllabus, suggesting it adequately met their academic

needs. However, it's noteworthy that around 23.2% of students found the syllabus challenging, indicating a potential area for further investigation and improvement.

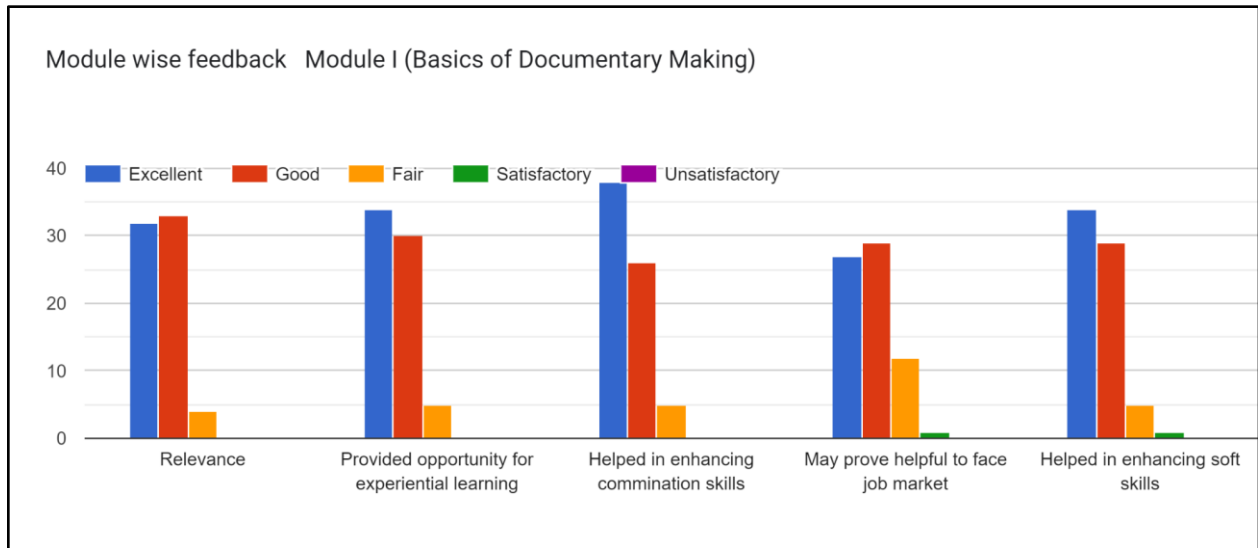


Secondly, regarding conceptual understanding, more than 73.9% of students perceived the course material as manageable, with an additional 23.9% finding it easy to comprehend. This indicates a positive response towards the clarity and comprehensibility of the syllabus.

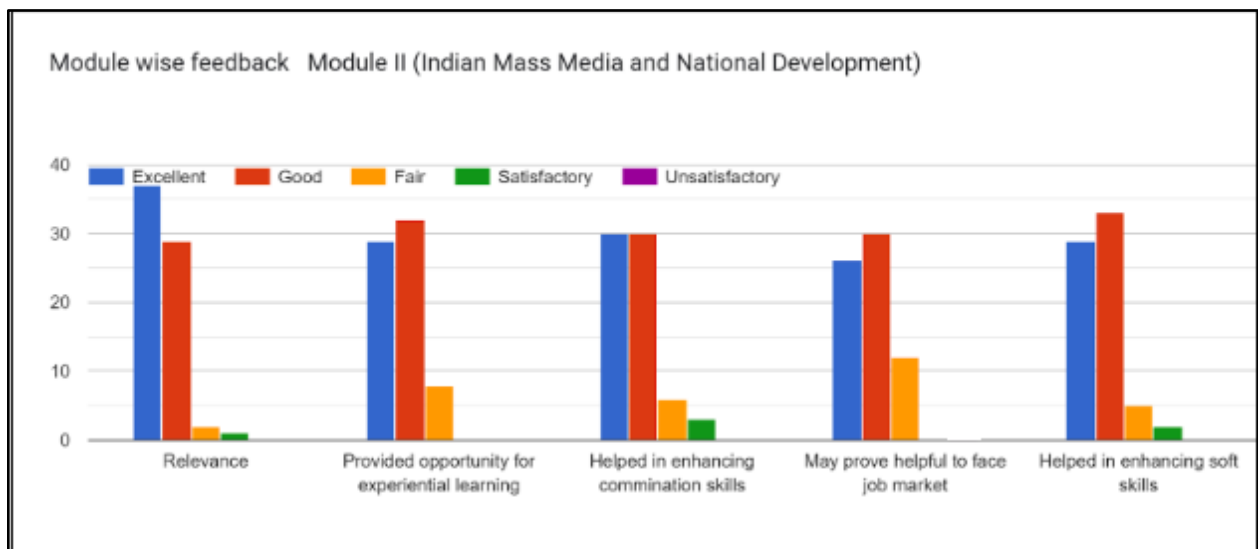
Thirdly, in terms of syllabus coverage, over 68.1% of students confirmed that a substantial portion, ranging from 85-100%, was covered in the classroom, reflecting effective time management by instructors in ensuring comprehensive coverage of the curriculum. Furthermore, a significant percentage, exceeding 72.5%, of students felt encouraged by teachers to actively participate in class discussions, contributing to a positive and supportive learning environment. The majority of students, approximately 82.5%, identified discussion in the classroom as the most effective teaching methodology, suggesting its popularity and perceived effectiveness. Additionally, nearly 91.3% of students perceived internal assessment as highly relevant, indicating its effectiveness in evaluating their understanding and progress within the course. Furthermore, the overwhelmingly positive responses to guest lectures on Documentary Making and Film Appreciation, with around 97.1% and 98.6% respectively, underscore their helpfulness in enhancing students' understanding of the concepts. Moreover, around 97.1% of students believed that internal assessment would positively contribute to improving their course grades, emphasizing its significance in their academic performance. Lastly, regarding the provision of reading material and practice questions, virtually all students found the reading materials provided by faculty helpful, with a significant majority acknowledging their timely delivery, indicating commendable efforts by instructors in facilitating access to relevant course materials and enhancing opportunities for reinforcement and self-assessment.

Module wise students feedback

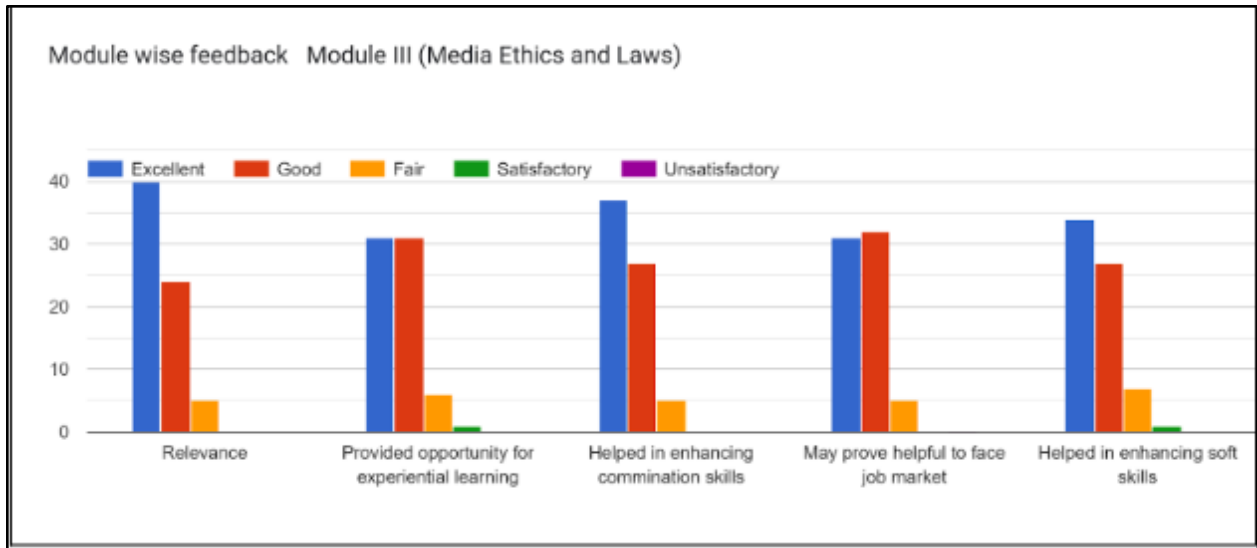
Module I



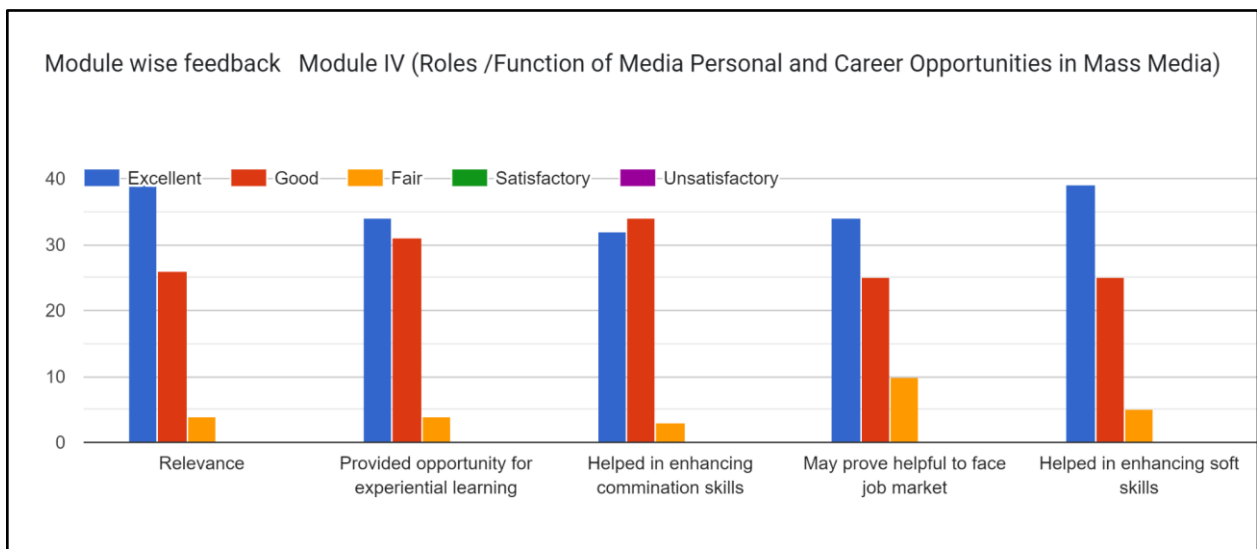
Module II



Module III



Module IV



The learners have mentioned some valuable inputs as follows:

Sr. No.	Suggestive	Appreciative
1	Media economics and business models	The department is taking care that notes are provided in time

2	Shooting as well as editing would be helpful along with actually making the documentary.	The faculties are excellent at their respective work
3	The syllabus should focus more on the practical part than the theory and include technology and its application	Everything was adequate
4	More guest lectures from professionals in the field.	The current syllabus is very informative

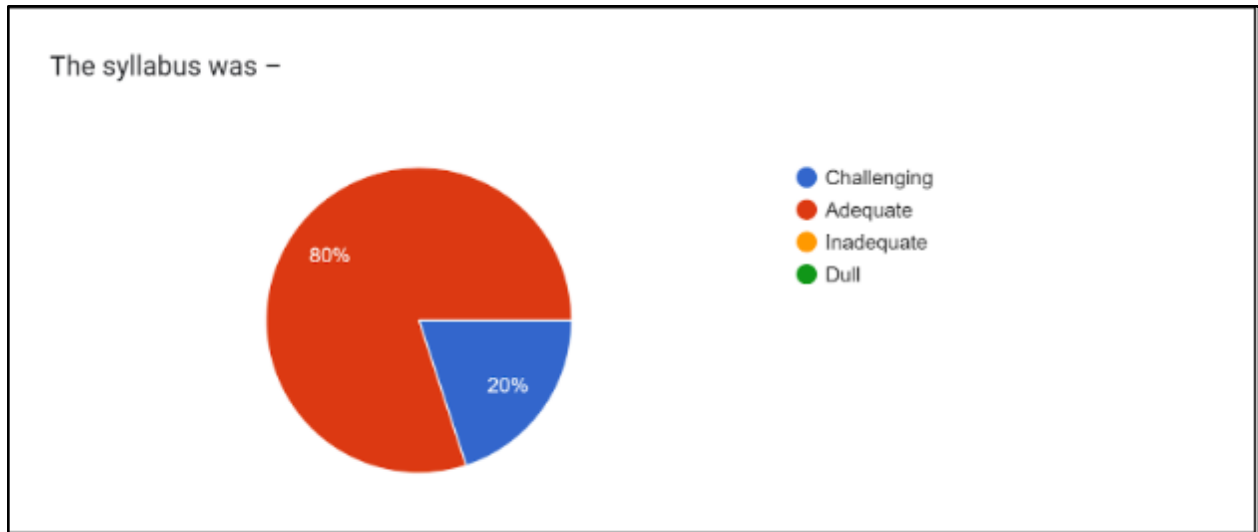
Action Taken Report

- The key recommendations have been discussed in the department and communicated to the Board of Studies
- Learner's suggestions have been seamlessly integrated into our teaching methodologies, resulting in student engagement and deeper comprehension.

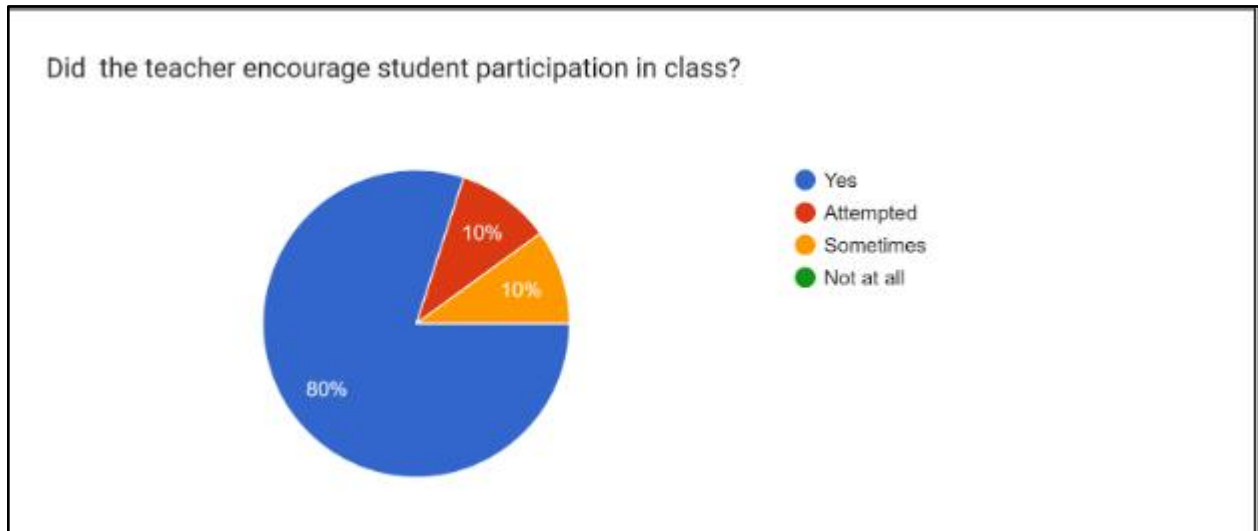
SY BCom Journalism Semester IV Students Curriculum Feedback

Analysis of the feedback

The report highlights several key aspects of the academic experience within the department. Firstly, a significant majority of students, approximately 80%, expressed satisfaction with the adequacy of the syllabus, indicating it generally met their academic needs. However, around 20% found it challenging, suggesting a need for further investigation.



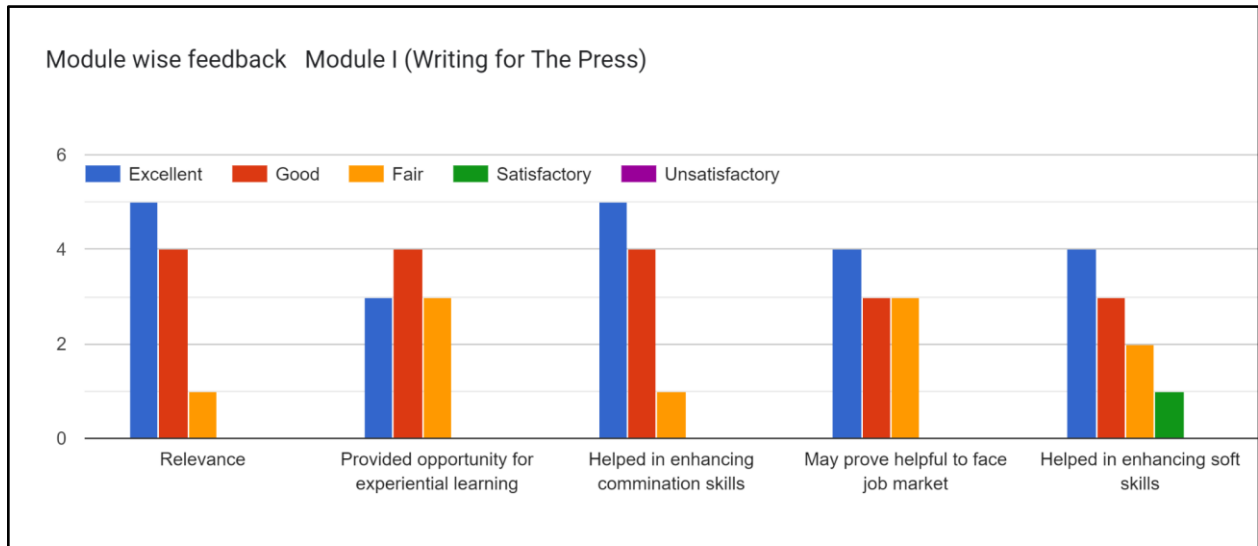
Conceptual understanding was perceived as manageable by over 70% of students, with approximately 30% finding it easy, indicating a generally positive response to course material clarity. The coverage of syllabus content was confirmed by over 60% of students, suggesting effective time management by instructors. A high percentage, exceeding 80%, felt encouraged by teachers to participate in class discussions, fostering a positive learning environment.



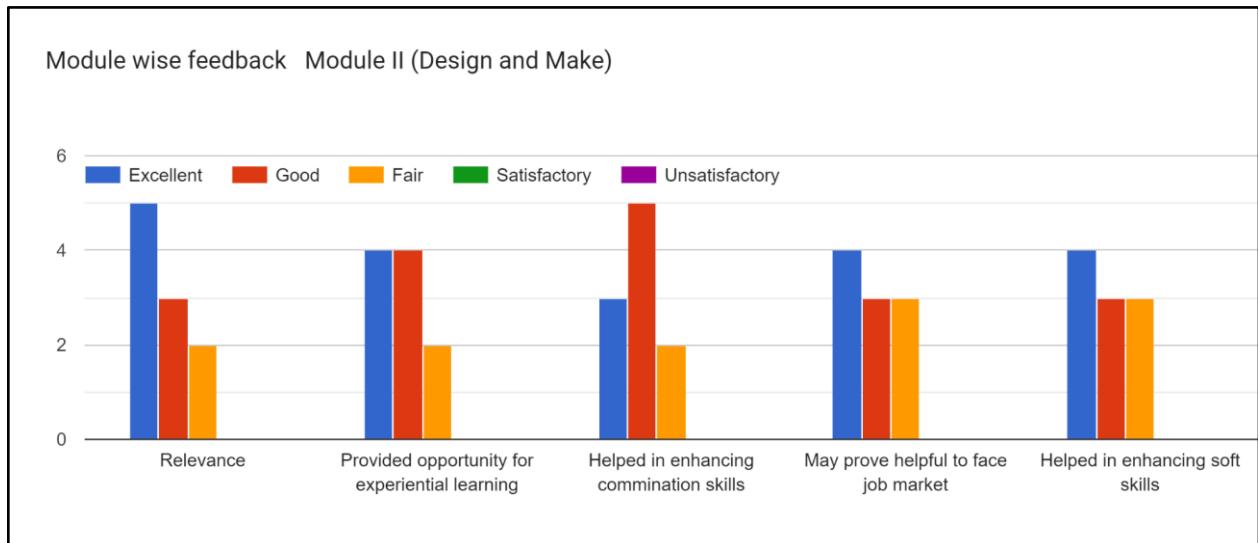
The most effective teaching methodology, identified by approximately 70% of students, was classroom discussion. Internal assessment was perceived as highly relevant by nearly 90% of students, indicating its effectiveness in evaluating progress. Guest lectures on Documentary Making and Film Appreciation were deemed helpful by all students. Around 90% believed internal assessment would positively impact their grades, while virtually all students confirmed the timely provision and helpfulness of reading materials. Additionally, more than 100% acknowledged the availability of practice questions provided by faculty, enhancing opportunities for reinforcement and self-assessment.

Module wise students feedback

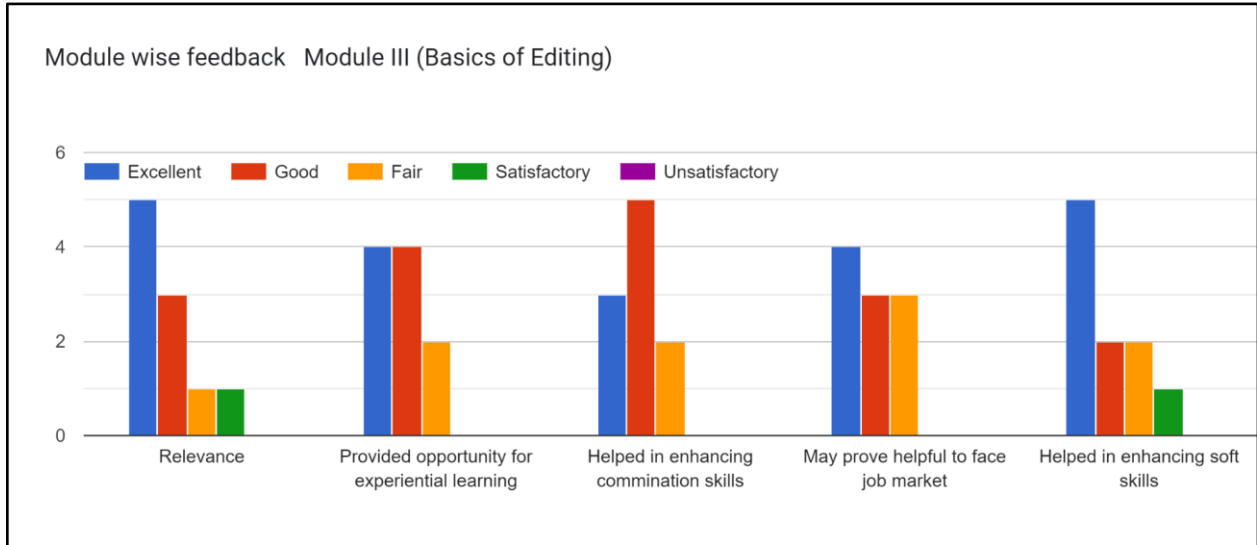
Module I



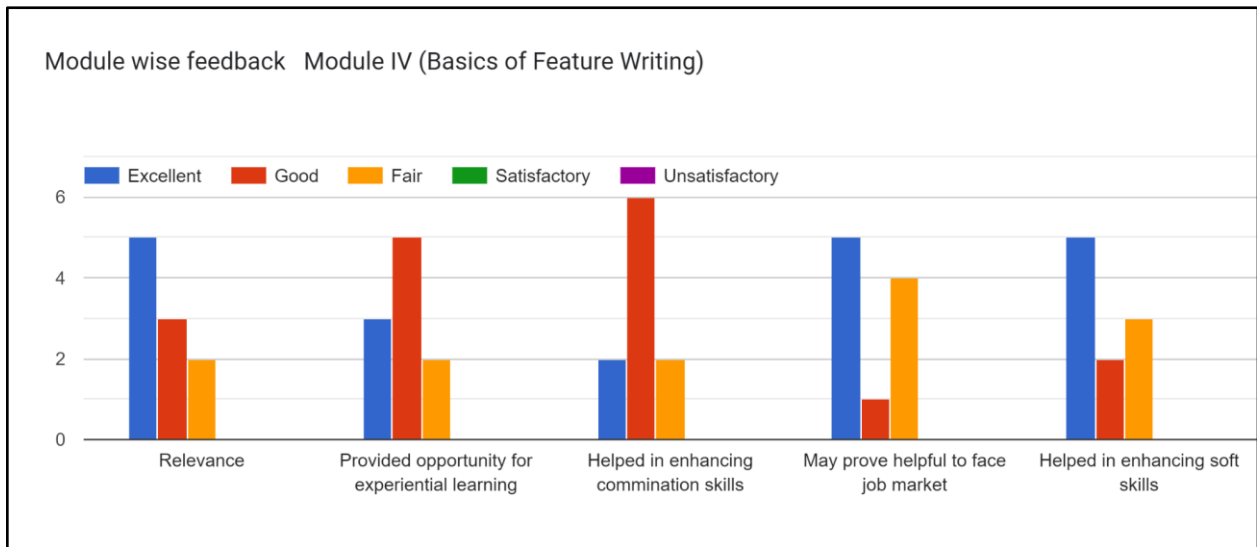
Module II



Module III



Module IV



The learners have mentioned some valuable inputs as follows:

Sr. No.	Suggestive	Appreciative
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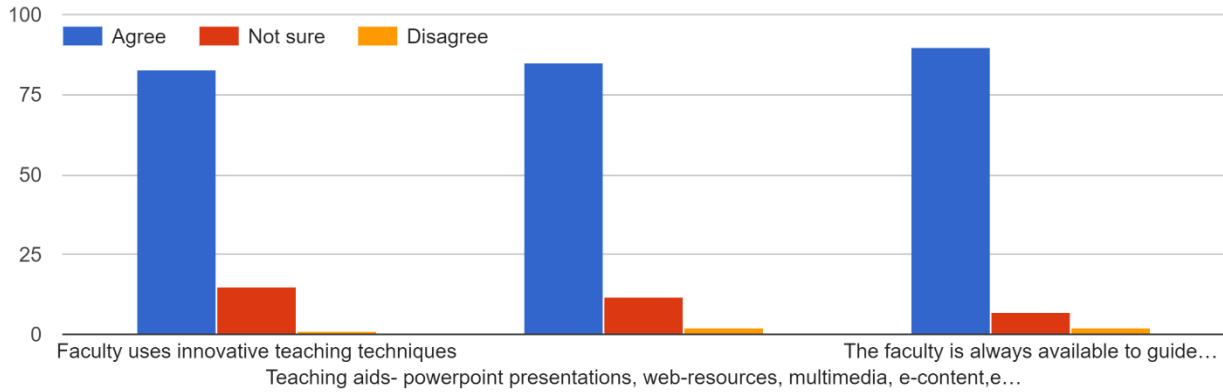
1	Additional topics can be included like data journalism	The syllabus is fine
2	Multimedia storytelling	The current syllabus is enough to understand.

Action Taken Report

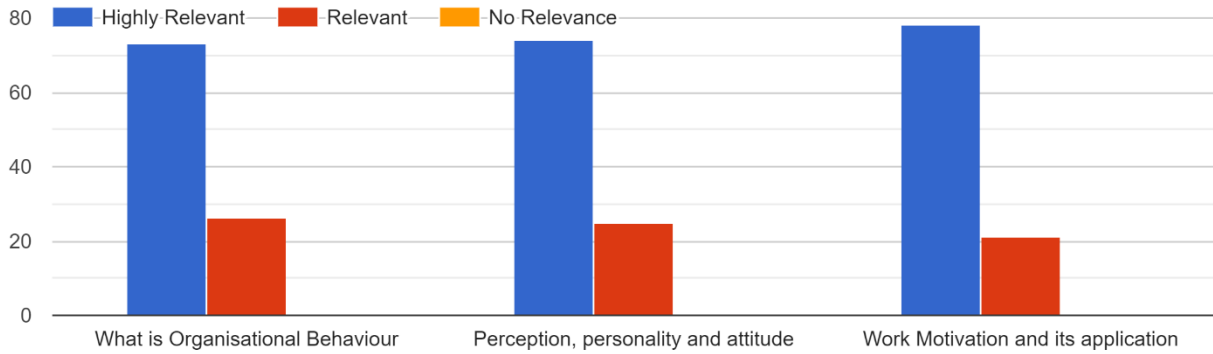
- Collaborate with industry experts to ensure the curriculum aligns with evolving industry needs.
- Revised teaching strategies in response to learner feedback, emphasizing practical application and the cultivation of critical thinking skills.
- Key recommendations have been communicated to the authority to ensure the curriculum meets evolving industry needs.

Report PHB

For each statement given below, please state if you agree, not sure or disagree

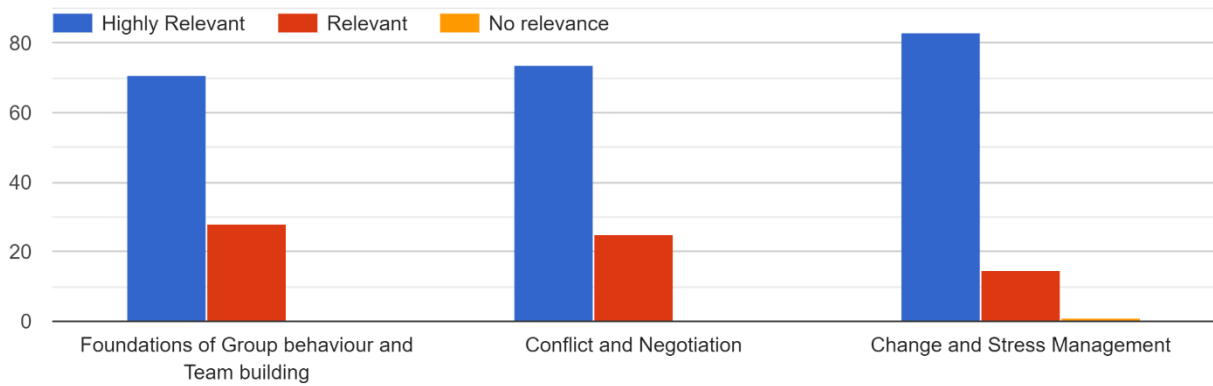


Psychology of human behaviour at work place . Semester V

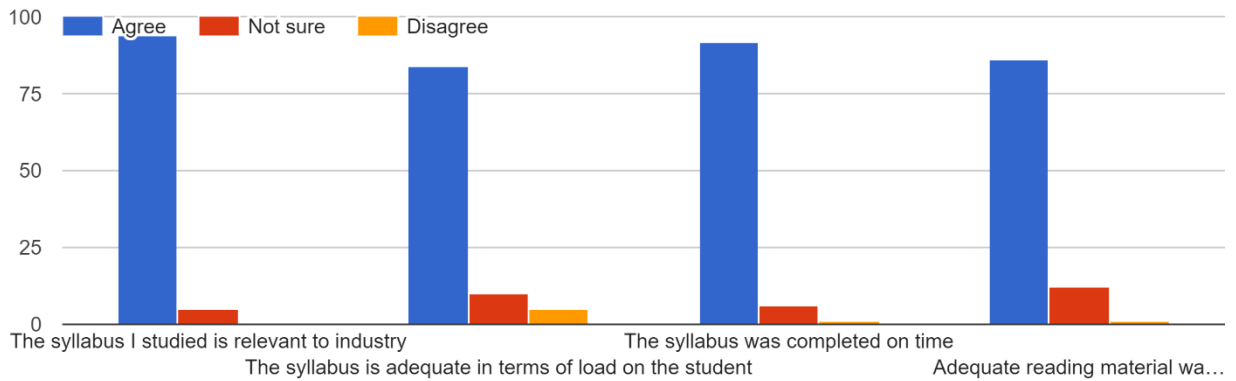


Report PHB

Semester VI : Psychology of human Behaviour at workplace



For each statement given below, please state if you agree, not sure or disagree



S.P.Mandali's
R. A. Podar College of Commerce and Economics (Autonomous)

Feedback Report 2023-24

Department of Mathematics, Statistics and Computers

Course: Mathematical and Statistical Techniques II

The feedback was taken from the learners enrolled in the B.Com program to assess their satisfaction level towards the various aspects like syllabus, teaching pedagogy, and assessment and evaluation system followed by the Department of Mathematics.

Structure of the Feedback form

The feedback form included the following aspects:

- Personal details
- Curriculum
- Teaching tools used by faculty
- Evaluation techniques

Procedure followed:

A structured questionnaire was prepared and circulated amongst the students. Responses were recorded through the Google form. The data collected was analyzed, evaluated, and understood to gain an insight into the student's perspective.

Objectives:

- Check how interested and well learners understand the course.
- See what learners think about the course content and how well they remember it.
- Ask learners how they feel about the teachers and how they teach, including any new methods they use.
- Get suggestions from learners on how to make things better.
- Find out what works best to see if learners are understanding and remembering the course material.

Analysis and Interpretation:

The initial questions in Sections 2 through 6 were tailored to the curriculum and focused on the content covered in the modules, including:

- Assessing the relevance of the entire syllabus.
- Determining if the syllabus was covered within the allocated time frame.
- Evaluating the sufficiency of provided reading materials.

Sample filled-up form:

Responses cannot be edited

Feedback of Mathematical and Statistical Techniques II (2023-24)

Dear FYBCom students,

We have completed one year of learning. It's time to reflect on this journey and take steps to improve and strengthen our quality of learning and teaching. Your constructive feedback is crucial to enhancing the quality of education we provide. We invite you to share your insights to help us refine the course content and delivery.

Kindly fill out the feedback form with the utmost honesty and sincerity to help us enhance the quality of education at RAPOCE (Autonomous).

Department of Mathematics.

* Indicates required question

Division

A

B

C

D

E

F

G

Semester II Module I : Regression Analysis

Module I: The estimation and interpretation of regression lines and its slope, coefficients of regression, correlation and determination coefficients, equations of regression lines using method of least squares, standard error, approximate prediction intervals and multiple regression equations.

Semester II Module I : Regression Analysis

Module I: The

estimation and interpretation of regression lines and its slope, coefficients of regression, correlation and determination coefficients, equations of regression lines using method of least squares, standard error, approximate prediction intervals and multiple regression equations.

Module I : Regression Analysis.

For each statement given below, please select if you strongly agree, agree, not sure, disagree, or strongly disagree.

	Strongly agree	Agree	Not sure	Disagree	Strongly disagree
The syllabus I studied is relevant to the industry.	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The syllabus is adequate in terms of load on the student.	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The syllabus was completed on time	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Adequate reading material was suggested/provided for the entire course by the faculty	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Which topics did you find most relevant?

- Estimation and interpretation of regression lines and its slope
- Coefficients of regression, correlation and determination coefficients
- Equations of regression lines using method of least squares
- Standard error and approximate prediction intervals
- Multiple regression.

Semester II Module II : Business Forecasting

Module II: Variations in time series, trend analysis, cyclic variation, seasonal variation, irregular variation. Computations of all four components of time series, time series analysis in forecasting.

Module II : Business Forecasting *

For each statement given below, please select if you strongly agree, agree, not sure, disagree, or strongly disagree.

	Strongly agree	Agree	Not sure	Disagree	Strongly disagree
The syllabus I studied is relevant to the industry	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The syllabus is adequate in terms of load on the student	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The syllabus was completed on time	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Adequate reading material was suggested/provided for the entire course by the faculty	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Which topics did you find most relevant? *

- Variations in time series
- Trend analysis, cyclic variation, seasonal variation, irregular variation
- Computations of all four components of time series
- Time series analysis in forecasting.

Semester II Module III : Statistical Applications in Decision Making

Module III: The decision-making situation/problem, decision-making under uncertainty, under risk, decision tree, multi stage decision trees.

Module III : Statistical Applications in Decision Making *

For each statement given below, please select if you strongly agree, agree, not sure, disagree, or strongly disagree.

	Strongly agree	Agree	Not sure	Disagree	Strongly disagree
The syllabus I studied is relevant to the industry	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The syllabus is adequate in terms of load on the student	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The syllabus was completed on time	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Adequate reading material was suggested/provided for the entire course by the faculty	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Which topics did you find most relevant? *

- The decision-making situation/problem
- Decision-making under uncertainty
- Decision-making under risk
- Decision tree and multi stage decision trees.

Teaching Tools

Faculty uses innovative teaching techniques *

1 2 3 4 5

Strongly Disagree Strongly Agree

The teachers kept the students updated about the latest developments in the subject/area of knowledge *

1 2 3 4 5

Strongly Disagree Strongly Agree

The faculty is always available to guide concerns regarding understanding the curriculum *

1 2 3 4 5

Strongly Disagree Strongly Agree

The provided resources (books, online materials, notes, etc.) helpful in your understanding of the course. *

1 2 3 4 5

Strongly Disagree Strongly Agree

Suggestions:

Which additional topic would you like to be added in the syllabus?

None
.....

Which topic would you like to be deleted from syllabus?

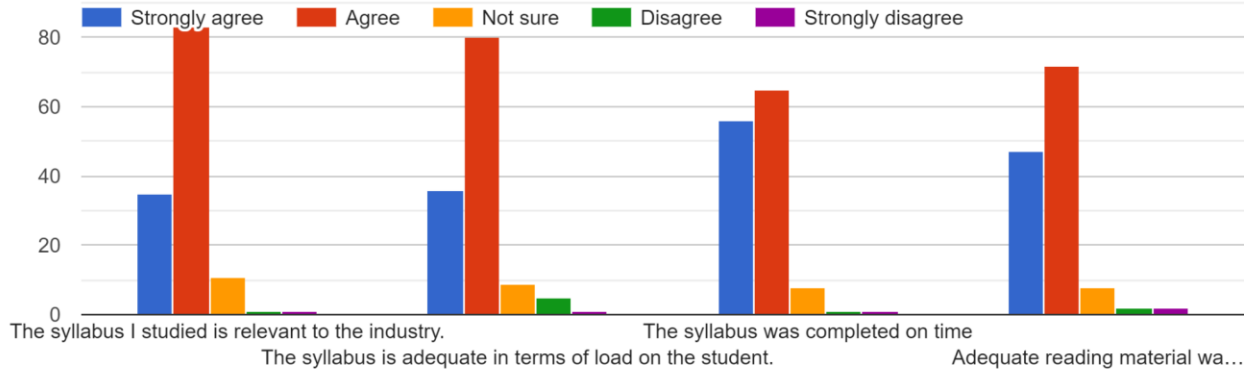
None
.....

Any other suggestions:

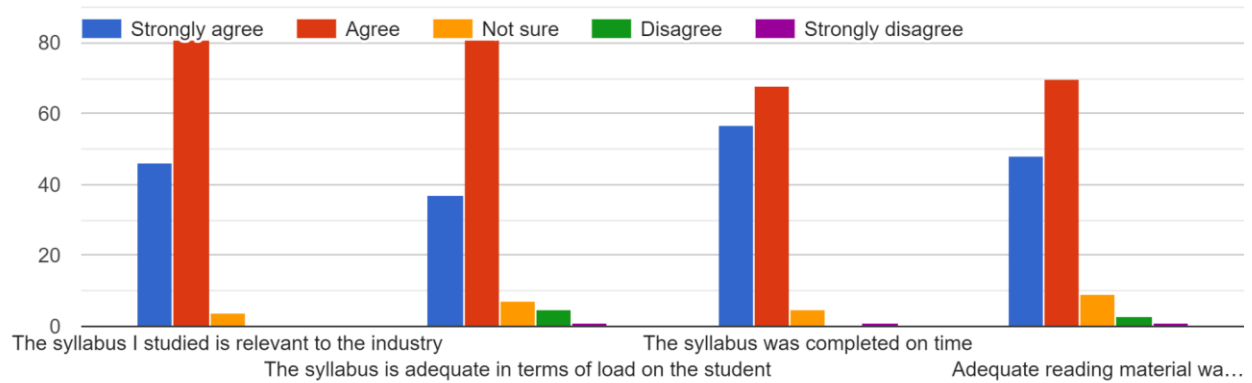
None
.....

Feedback report:

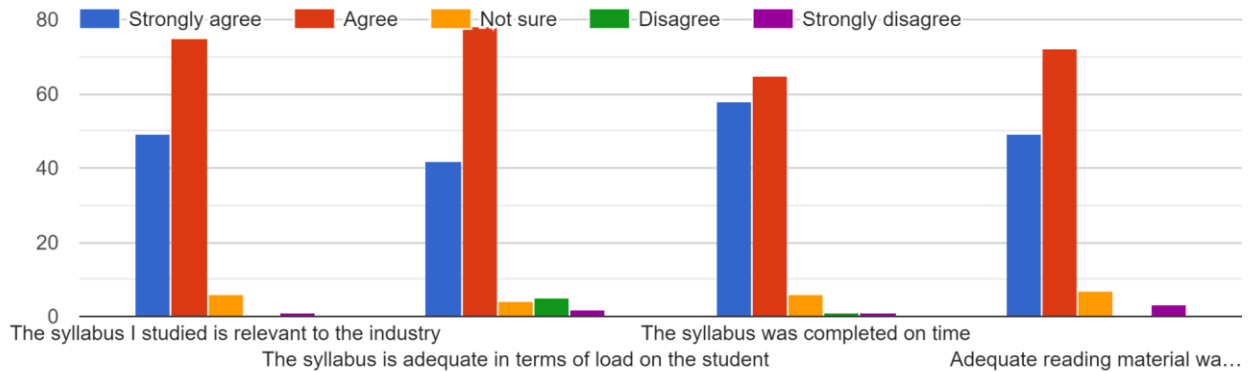
Module I : Regression Analysis. For each statement given below, please select if you strongly agree, agree, not sure, disagree, or strongly disagree.



Module II : Business Forecasting For each statement given below, please select if you strongly agree, agree, not sure, disagree, or strongly disagree.



Module III : Statistical Applications in Decision Making For each statement given below, please select if you strongly agree, agree, not sure, disagree, or strongly disagree.



Interpretation:

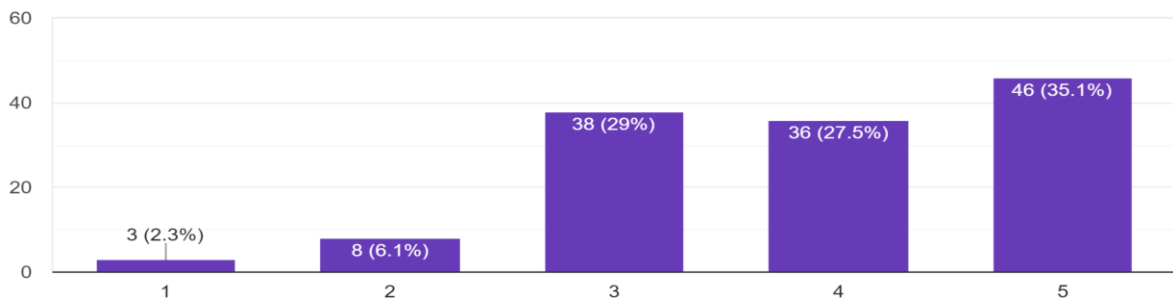
The above charts depict that the learners agreed to the following facts:

- a. The syllabus studied by students is industry-relevant.
- b. The syllabus was adequate and the learner managed to cope with the load of the syllabus and follow it properly.
- c. The faculty members were punctual and effective in completing the syllabus on time.
- d. The faculties provided them with the best quality of reading and practice material.

The second set of questions in Section 5 aimed to gauge learners' satisfaction with the instructional tools employed by faculty members to convey course content, as follows:

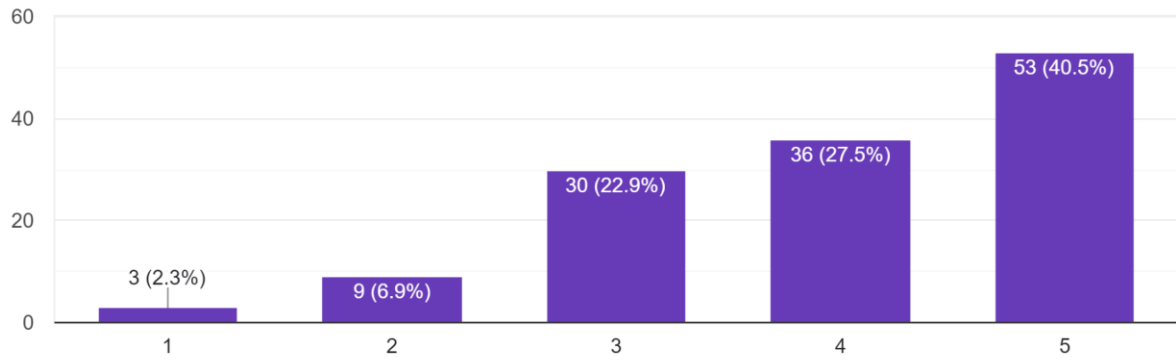
Faculty uses innovative teaching techniques

131 responses



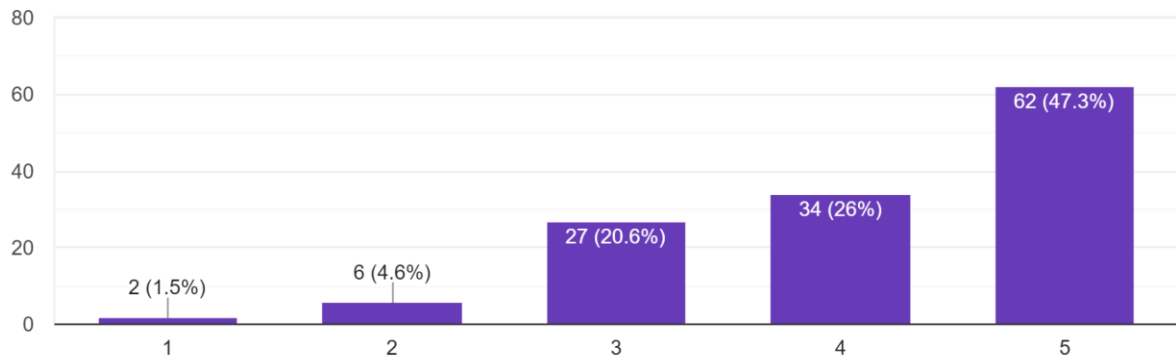
The teachers kept the students updated about the latest developments in the subject/area of knowledge

131 responses



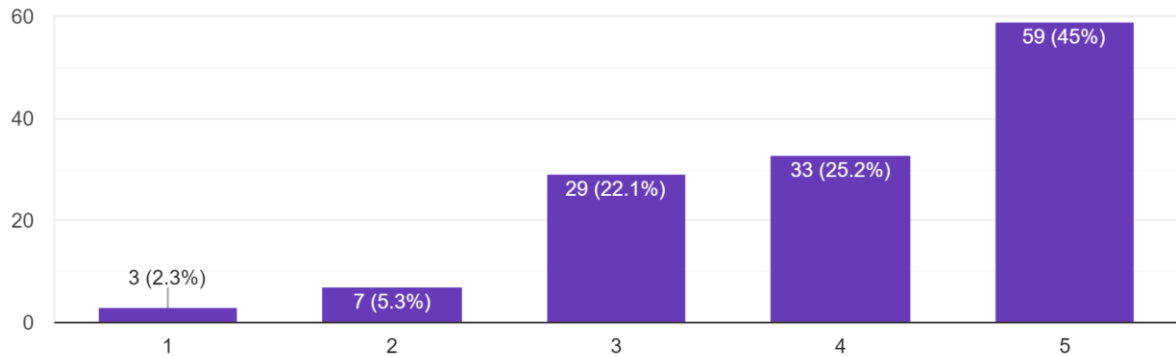
The faculty is always available to guide concerns regarding understanding the curriculum

131 responses



The provided resources (books, online materials, notes, etc.) helpful in your understanding of the course.

131 responses



Interpretation:

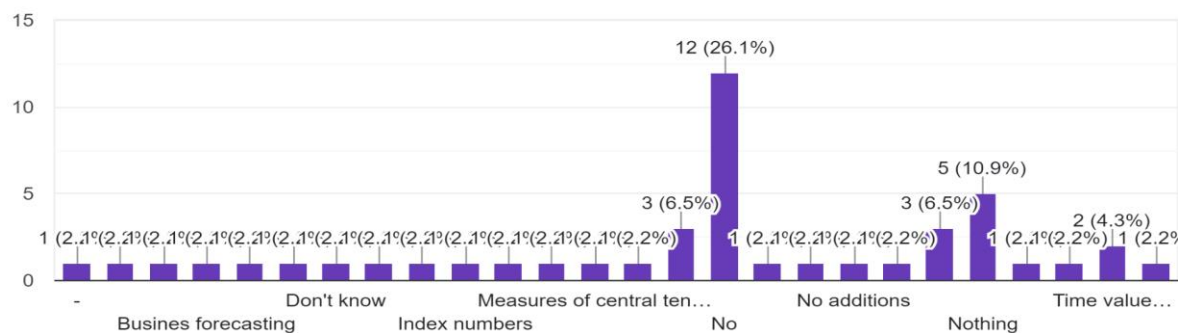
The charts above clearly indicate that learners agreed with the following points:

- Teachers utilized modern teaching aids such as PowerPoint presentations, web resources, multimedia, and e-content during classroom sessions. Additionally, they employed the MSTeams application to enhance understanding in online education settings.
- Faculty members contributed to learners' understanding by providing timely updates on course and industry developments and offering appropriate guidance.
- Faculties ensured learner engagement by promptly addressing queries and regularly reviewing learner progress.

The last set of questions in Section 6 was focused on taking valuable suggestions for improvement to be made by the department as mentioned below:

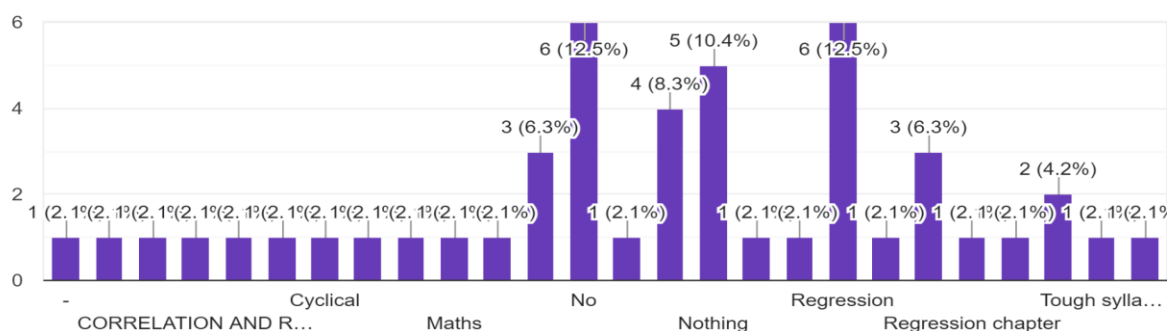
Which additional topic would you like to be added in the syllabus?

46 responses



Which topic would you like to be deleted from syllabus?

48 responses



Interpretation:

The learners have mentioned some valuable inputs as follows:

- a. Regression should be deleted
- b. I just want to appreciate the remedial lecture teachers who taught so well.
- c. The syllabus is comprehensive and industry-relevant.
- d. Topics like TIME VALUE OF MONEY should be added.

Conversely, to enrich learners' experience and stimulate their interest in the course, new and emerging concepts such as Index numbers, Methods of central tendency and dispersion, Time Value of Money, Logic (Truth Table), and Probability could be incorporated into the syllabus.

Action taken report:

Sr. No	Question	Suggestion	Action Taken
1.	What aspects of the course could be improved?	1) Positive feedback on the overall relevance of the curriculum content, and teaching methodology	1) Reviewing specific areas of the curriculum content to ensure it remains current and engaging.
2.	Do you have any suggestions for future topics or enhancements?	1) Topics like measures of central tendency and probability to be added 2) Regression should be deleted.	1) The topics will be considered by the Department of Mathematics during the syllabus revision.

S.P.Mandali's
R. A. Podar College of Commerce and Economics (Autonomous)

Feedback Report 2023-24

Department of Mathematics, Statistics and Computers

Course: Technical Skill II (Advance Spreadsheet / R Programming)

The feedback was taken from the learners enrolled in the B.Com program to assess their satisfaction level towards the various aspects like syllabus, teaching pedagogy, and assessment and evaluation system followed by the Department of Mathematics.

Structure of the Feedback form

The feedback form included the following aspects:

- Personal details
- Curriculum
- Teaching tools used by faculty
- Evaluation techniques

Procedure followed:

A structured questionnaire was prepared and circulated amongst the students. Responses were recorded through the Google form. The data collected was analyzed, evaluated, and understood to gain an insight into the student's perspective.

Objectives:

- Check how interested and well learners understand the course.
- See what learners think about the course content and how well they remember it.
- Ask learners how they feel about the teachers and how they teach, including any new methods they use.
- Get suggestions from learners on how to make things better.
- Find out what works best to see if learners are understanding and remembering the course material.

Analysis and Interpretation:

The initial questions in Sections 2 through 6 were tailored to the curriculum and focused on the content covered in the modules, including:

- Assessing the relevance of the entire syllabus.
- Determining if the syllabus was covered within the allocated time frame.
- Evaluating the sufficiency of provided reading materials.

Sample filled-up form:

Responses cannot be edited

Technical Skills Course Feedback

Dear Students,

We value your opinion and are committed to continuously improving our course. Your feedback is crucial in helping us understand your experiences and make necessary enhancements. Please take a few moments to share your thoughts by completing the feedback form below. Your input is essential in shaping the future of our course.

Thank you for your participation!

Department of mathematics

* Indicates required question

Technical Skills Course *

Advance Spreadsheet

R programming

How any TS (Technical Skills) practical you have attended? *

5

	1 (Strongly disagree)	2	3	4	5 (Strongly agree)
The course covered a wide range of relevant topics.	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
The course materials were clear and helpful.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
The course provided hands-on opportunities or practical exercises.	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
I found the pace of the course to be appropriate.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
The course encouraged active participation and engagement.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
The course met my expectations.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
Technical tools/software provided were adequate and functional.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>

What did you like most about the course?

Practicals

.....

What aspects of the course could be improved?

Nothing

.....

Do you have any suggestions for future topics or enhancements?

No

.....

Please share any additional comments or feedback about the course.

More practice

.....

Would you recommend this course to others? *

Yes

No

Would you like to disclose your identity? If yes, Please enter your name below.

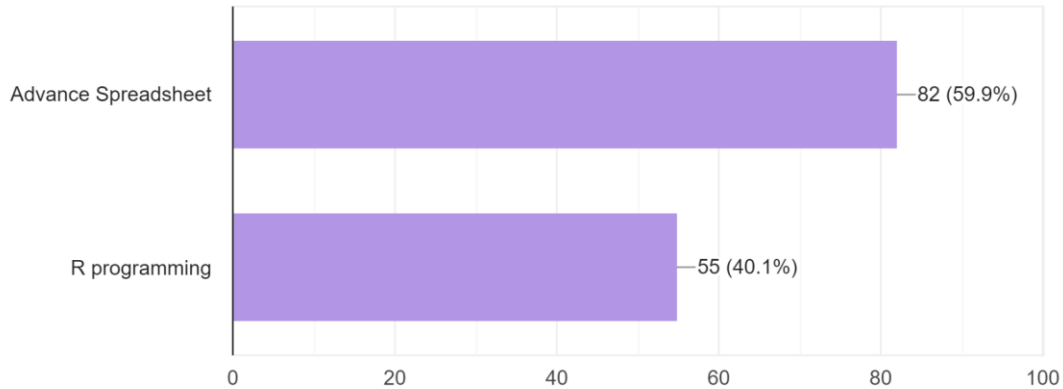
Diya Chamankar

.....

Feedback report:

Technical Skills Course

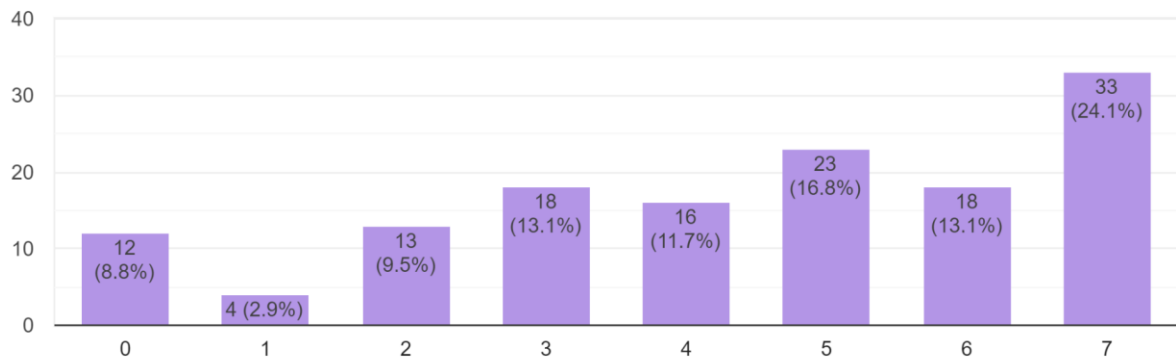
137 responses



In the academic year 2023-24, 55.7% of FYBCom opted for Advance Spreadsheet and 44.3% opted for R Programming.

How many TS (Technical Skills) practical you have attended?

137 responses



Students were enthusiastic and regular during the practicals, which shows their interest in learning new technologies with majority attendance.

What did you like most about the course?

Response: 1) helped to be more tech savvy and updated

2) The course was helpful and gave us good knowledge of how to work on Excel

3) The Mathematical problems I solved using R programming

What aspects of the course could be improved?

- Suggestion:** 1) More practical operations can be imbided and more no of practicals
2) In-depth explanation of how codes are generated

Do you have any suggestions for future topics or enhancements?

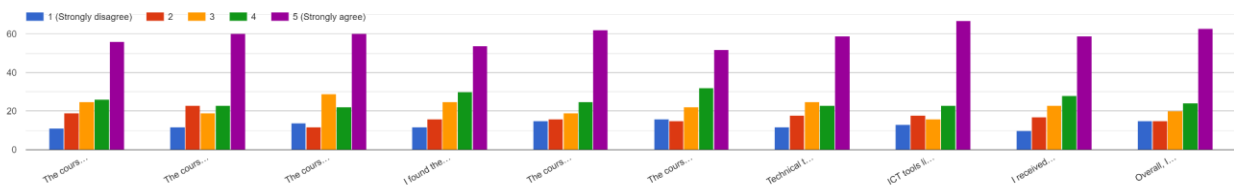
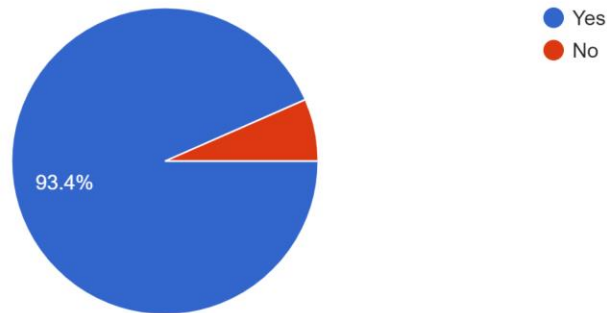
- Suggestions:** 1) Java C++
2) Having more lectures in a week can improve more knowledge about the course

Please share any additional comments or feedback about the course.

- Comments:** 1) The course is really helpful and practical. I liked the course.
2) I really liked the course and the teachers are really good in the teaching aspect

Would you recommend this course to others?

137 responses



The following is the interpretation of their responses to questions about course coverage, study materials, hands-on training, course pace, active participation, learner expectations, technical tools and software provided, ICT tools used, and overall course satisfaction:

This course offers valuable, industry-specific skills and knowledge to help learners excel in their fields. The well-paced curriculum incorporates practical exercises delivered by qualified instructors. The faculty not only completed the syllabus but also provided learners with top-notch reading materials. The addition of a new technical skills course under the NEP (National Education Policy) injects fresh ideas into our program, equipping graduates with practical knowledge and relevant competencies.

Action Taken Report:

Sr. No	Question	Suggestion	Action Taken
1.	What aspects of the course could be improved?	1) More practical operations can be imbibed and more no. of practicals	The number of weeks available do not permit more practicals though we could give assignments.
2.	Do you have any suggestions for future topics or enhancements?	1) Topics like JAVA, and C++ may be added.	1) The topics will be considered by the Department of Mathematics during syllabus revision.

R. A. Podar College of Commerce and Economics (Autonomous)

Feedback Report 2023-24

Department of Mathematics, Statistics and Computers

Course: Computer System and Applications II

The feedback was taken from the learners enrolled in the T.Y.B.Com program to assess their satisfaction level towards the various aspects like syllabus, teaching pedagogy, and assessment and evaluation system followed by the Department of Mathematics.

Structure of the Feedback Form

The feedback form included the following aspects:

- Personal details
- Curriculum
- Teaching tools used by faculty
- Evaluation techniques

Procedure followed:

A structured questionnaire was prepared and circulated amongst the students. Responses were recorded through the Google form. The data collected was analyzed, evaluated, and understood to gain an insight into the student's perspective.

Objectives:

- Evaluate learners' level of interest and comprehension of the course material.
- Gather feedback from learners regarding their perceptions of the course content and its retention.
- Assess learners' satisfaction with instructors' teaching methods, including any innovative approaches.
- Solicit suggestions from learners for improvement.
- Determine effective strategies for enhancing learners' understanding and retention of the course material.

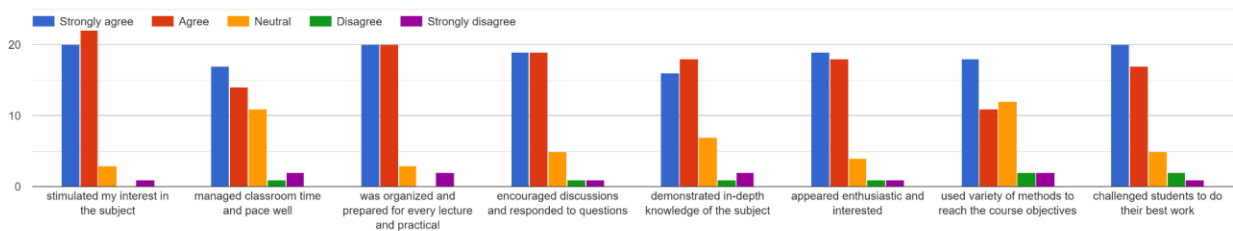
Analysis and Interpretation:

The initial questions in Sections 2 through 6 were tailored active involvement of the instructor in the class. That includes

whether the instructor

- stimulated my interest in the subject
- managed classroom time and pace well
- was organized and prepared for every lecture and practical
- encouraged discussions and responded to questions
- demonstrated in-depth knowledge of the subject
- appeared enthusiastic and interested
- used a variety of methods to reach the course objectives
- challenged students to do their best work

The instructor



Comments on course material, resources, and administration

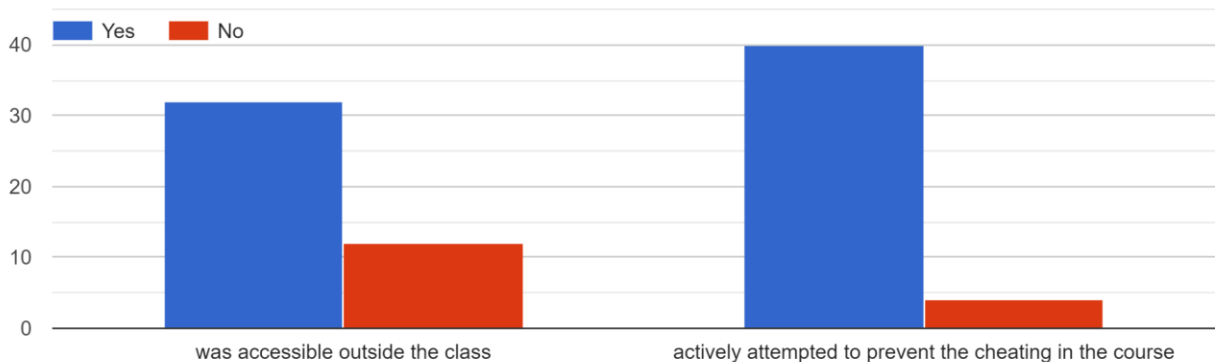
Extra practical sessions enhanced hands-on skills. Additional doubt-clearing sessions were beneficial, and model question papers became helpful in exam preparation.

Course materials are very helpful and easy to access anytime.

The videos and study material were very useful during external as well as internal exams

Another Question was whether the instructor was accessible outside the class and actively attempted to prevent cheating in the course

The instructor



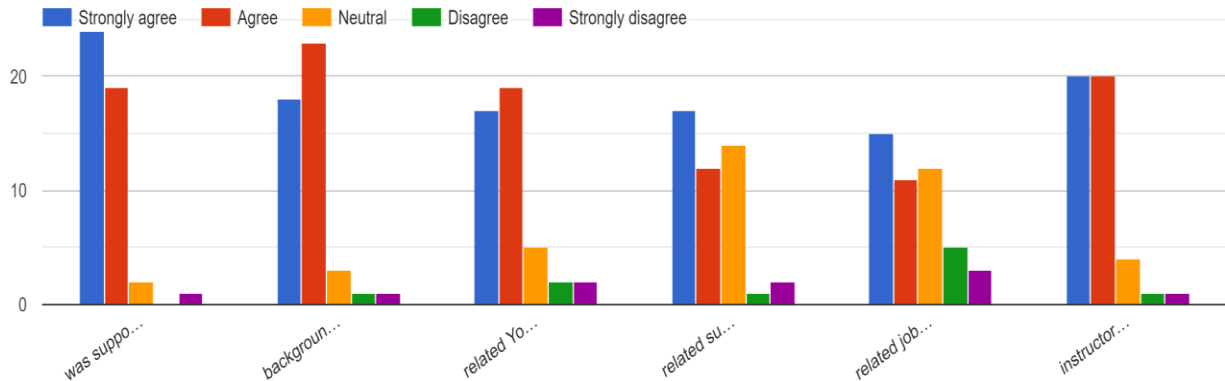
Interpretation:-

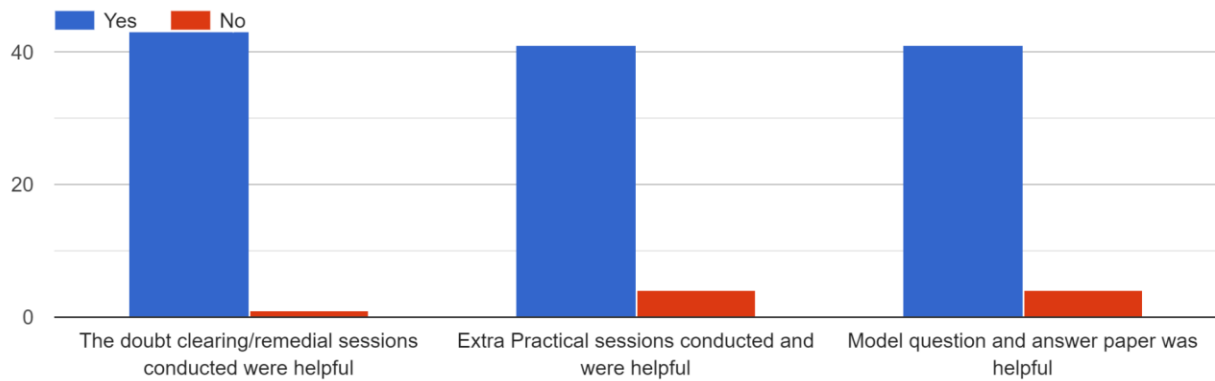
- The teacher was consistently accessible for addressing doubts outside of class.
- The teacher made active efforts to deter cheating in the course.

Section 3 is tailored to the Course material, resources, and administration. That depicts whether the course

- was supported by adequate course materials (notes, references, videos, practical sheets, etc)
- background resources were helpful
- related YouTube videos were helpful
- related success stories (about Google, www, MySQL, etc) were discussed and were exciting and motivating.
- related job opportunities discussed
- the instructor gave guidance on where to find resources.

The course





Interpretation:

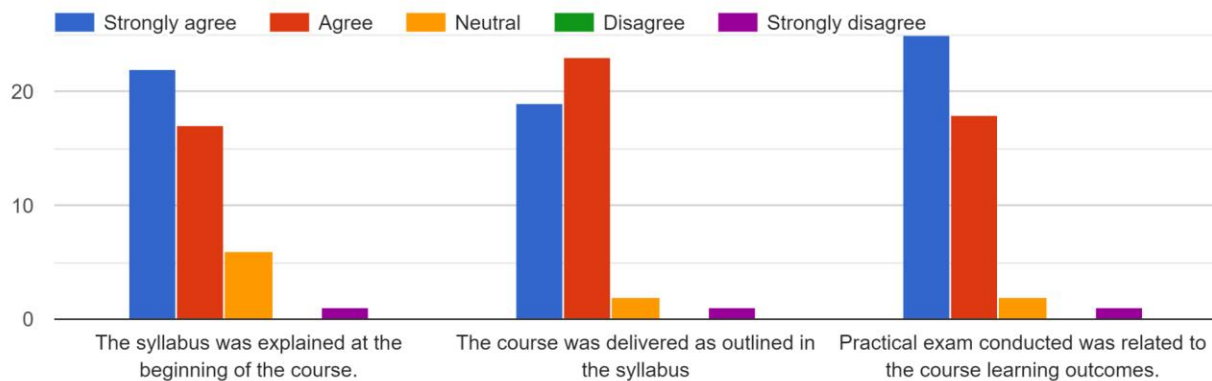
- Students found the course provided ample notes, references, videos, and practical sheets for effective learning.
- Relevant videos aided comprehension and engagement.
- Stories about Google, WWW, and MySQL were inspiring.
- Job prospects related to the course were explored.
- Resource guidance: The instructor directed students to additional resources effectively.

Section 4 depicts the overall feedback on the syllabus

The syllabus was explained at the beginning of the course.

The course was delivered as outlined in the syllabus

The practical exam conducted was related to the course learning outcomes.



Interpretation:-

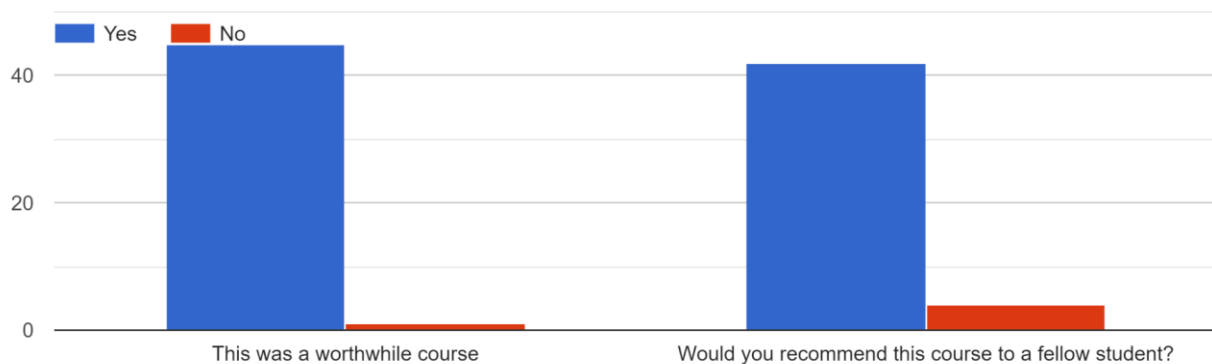
The "highly agree" responses indicate that students found the syllabus explanation clear and comprehensive at the course's start, providing a roadmap for the learning journey. They perceived the course delivery as adhering closely to the outlined syllabus, fostering predictability and trust in the instructional process. Furthermore, they appreciated the relevance of practical exams to the course's learning objectives, suggesting that assessments effectively gauged their understanding and application of key concepts. This alignment between syllabus, instruction, and assessment ensures students' expectations are met, facilitating a cohesive learning experience geared towards achieving the intended learning outcomes.

Some valuable suggestions received by students:-

Visual basics are not used in today's world so less emphasis on such applications and more emphasis on modern applications should be there

This is a very advanced topic, so restricting the course would be very helpful maybe, as in keeping simpler questions for strengthening the student base

Section 5 Tells us about the overall experience of the course



Interpretation

Students highly valued the course, considering it worthwhile and expressing a strong willingness to recommend it to peers, indicating satisfaction and confidence.

Some comments and suggestions from learners.

- The overall experience is knowledgeable and helpful to understand the syllabus which in turn is very helpful in future
- Knowledge of excel is necessary for corporate jobs and learning about advanced Excel was very helpful. We got to learn MySQL programming and Visual Basic which will be beneficial for our future opportunities
- Improving the lab infrastructure by increasing the space

Action Taken Report:

Sr. No	Question	Suggestion	Action Taken
1.	What ways would you recommend to improve this course	Instead of Visual Basics introduce languages like Python which are in industry relevant	The department is considering the suggestion to introduce Python instead of Visual Basic, to be discussed in the upcoming Board of Studies meeting.
2.	Comments on course material, resources and administration	Improve Lab infrastructure	In response to the valuable suggestions provided by the students concerning the improvement of infrastructure, the department will forward the suggestion to the management to prioritize the proposed infrastructure enhancements in alignment with the needs and expectations of the student community.

Tell us what you think...

CS Feedback form for Sem VI 2024

daborocks@gmail.com [Switch accounts](#)

 Not shared

 Draft saved

Teaching Approaches

The instructor

	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
stimulated my interest in the subject	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
managed classroom time and pace well	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
was organized and prepared for every lecture and practical	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
encouraged discussions and responded to questions	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

W











knowledge of
the subject

appeared
enthusiastic
and interested



used variety of
methods to
reach the
course
objectives



challenged
students to do
their best work



Clear selection

The instructor

Yes

No

was accessible outside
the class



actively attempted to
prevent the cheating in
the course



Clear selection

Comments on teaching approaches

You can comment on your instructors' efforts here by mentioning their names (Dhanashree Kamtekar, Nikita Bansode, Dr. Suresh Hiremath and Dr. Asif Shaikh).

All the faculties are good

Course material, resources and administration

The course

	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
was supported by adequate course materials (notes, references, videos, practical sheets etc)	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
background resources were helpful	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
related YouTube videos were helpful	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
related success stories (about Google, www, MySQL etc) were discussed and was exciting and motivating.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
related job opportunities discussed	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

related job opportunities discussed



instructor gave guidance on where to find resources.



Clear selection

Yes

No

The doubt clearing/remedial sessions conducted were helpful



Extra Practical sessions conducted and were helpful



Model question and answer paper was helpful



Clear selection

Comments on course material, resources and administration

You can comment on : quality of lecture notes, practical sheets provided, how helpful YouTube videos were, how good the computer lab infrastructure was, stories discussed in the class, extra doubt clearing/remedial sessions, extra practical sessions, model question & answer paper etc

The lecture notes were helpful. Along with practical sheets the practical sessions held by the faculties and the reference videos provided by them helped me a lot. Due to unavailability of space in M9 lab sometime I had wait, also in M2 lab some PC's were not working properly. Otherwise everything was good.

	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
The syllabus was explained at the beginning of the course.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The course was delivered as outlined in the syllabus	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Practical exam conducted was related to the course learning outcomes.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Clear selection					
Any suggestion/comment on the revision of Module 1 (E-Commerce) ?					
NA					
Any suggestion/comment on the revision of Module 2 (Advanced Excel) ?					
NA					
Any suggestion/comment on the revision of Module 3 (Visual Basic) ?					
Need extra revision session.					

Overall experience

Yes

No

This was a worthwhile course



Would you recommend this course to a fellow student?



Clear selection

Excellent

Very good

Good

Fair

poor

Overall, how do you rate your experience in this course?



Clear selection

Comment on overall experience

It was great learning experience. The course e

Students self evaluation

Please comment on your **OWN** work for this course

	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
I contributed constructively during in-class and practical.	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel, I am achieving the learning outcomes.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel, I was present for almost 75% of the regular lectures and practical.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

[Clear selection](#)

Comment on students self evaluation

The CS subject exceeded expectations, The course offering highly relevant industry topics. Extremely satisfied with the comprehensive curriculum and practical applicability.

S.P.Mandali's
R. A. Podar College of Commerce and Economics (Autonomous)

Feedback Report 2023-24

Department of Mathematics, Statistics and Computers

Course: Elements of Operations Research II

The feedback was taken from the learners enrolled in the T.Y.B.Com program to assess their satisfaction level towards the various aspects like syllabus, teaching pedagogy, and assessment and evaluation system followed by the Department of Mathematics.

Structure of the Feedback form

The feedback form included the following aspects:

- Personal details
- Curriculum
- Teaching tools used by faculty
- Evaluation techniques

Procedure followed:

A structured questionnaire was prepared and circulated amongst the students. Responses were recorded through the Google form. The data collected was analyzed, evaluated, and understood to gain an insight into the student's perspective.

Objectives:

- Check how interested and well learners understand the course.
- See what learners think about the course content and how well they remember it.
- Ask learners how they feel about the teachers and how they teach, including any new methods they use.
- Get suggestions from learners on how to make things better.
- Find out what works best to see if learners are understanding and remembering the course material.

Analysis and Interpretation:

The initial questions in Sections 2 through 6 were tailored to the curriculum and focused on the content covered in the modules, including:

- Assessing the relevance of the entire syllabus.
- Determining if the syllabus was covered within the allocated time frame.
- Evaluating the sufficiency of provided reading materials.

Sample filled-up form:

Responses cannot be edited

Feedback of Elements of Operations Research II (2023-24)

Dear TYBCom students,

We have completed one year of learning. It's time to reflect on this journey and take steps to improve and strengthen our quality of learning and teaching. Your constructive feedback is crucial to enhancing the quality of education we provide. We invite you to share your insights to help us refine the course content and delivery.

Kindly fill out the feedback form with the utmost honesty and sincerity to help us enhance the quality of education at RAPCCE (Autonomous).

Department of Mathematics.

* Indicates required question

Semester VI Module I : Project Analysis

Basic concepts and Definitions, Gantt Charts and its weaknesses, CPM and PERT networks, Numbering of Events, Contractual Obligation Time, Earliest occurrence time, Latest allowable occurrence Time and Slack Time for Events, Different types of floats for activities. Critical Path Calculations, Probability Assessment in PERT Networks. Time Cost Trade – Off Analysis for CPM Networks.

Module I : Project Analysis.

*

For each statement given below, please select if you strongly agree, agree, not sure, disagree, or strongly disagree.

	Strongly agree	Agree	Not sure	Disagree	Strongly disagree
The syllabus I studied is relevant to the industry.	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The syllabus is adequate in terms of load on the student.	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The syllabus was completed on time	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Adequate reading material was suggested/provided for the entire course by the faculty	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Which topics did you find most relevant?

- Basic concepts and Definitions, Gantt Charts and its weaknesses
- CPM and PERT networks, Numbering of Events
- Slack Time for Events, Different types of floats for activities
- Critical Path Calculations, Probability Assessment in PERT Networks
- Time Cost Trade – Off Analysis for CPM Networks

Module II : Theory of Games

For each statement given below, please select if you strongly agree, agree, not sure, disagree, or strongly disagree.

	Strongly agree	Agree	Not sure	Disagree	Strongly disagree
The syllabus I studied is relevant to the industry	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The syllabus is adequate in terms of load on the student	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The syllabus was completed on time	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Adequate reading material was suggested/provided for the entire course by the faculty	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Which topics did you find most relevant? *

- Basic Concept and Definitions. Two Person Zero Sum Game.
- Saddle point, Pure and Mixed Strategies.
- Reducing the size of the game using dominance property.
- Optimum Solution to a 2×2 game without saddle point.
- Graphical solution to $2 \times n$ and $m \times 2$ games.

Module III : Simulation *

For each statement given below, please select if you strongly agree, agree, not sure, disagree, or strongly disagree.

	Strongly agree	Agree	Not sure	Disagree	Strongly disagree
The syllabus I studied is relevant to the industry	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The syllabus is adequate in terms of load on the student	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The syllabus was completed on time	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Adequate reading material was suggested/provided for the entire course by the faculty	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Which topics did you find most relevant? *

- Introduction, Methodology of Simulation, Basic Concepts
- Simulation Procedure, Application of Simulation
- Simulation Monte-Carlo Method: Introduction, Monte-Carlo Simulation
- Applications of Simulation
- Advantages of Simulation, Limitations of Simulation.

Teaching Tools

Faculty uses innovative teaching techniques *

	1	2	3	4	5	
Strongly Disagree	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly Agree

The teachers kept the students updated about the latest developments in the subject/area of knowledge *

	1	2	3	4	5	
Strongly Disagree	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly Agree

The faculty is always available to guide concerns regarding understanding the curriculum *

	1	2	3	4	5	
Strongly Disagree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	Strongly Agree

The provided resources (books, online materials, notes, etc.) helpful in your understanding of the course. *

	1	2	3	4	5	
Strongly Disagree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	Strongly Agree

Suggestions:

Which additional topic would you like to be added in the syllabus?

.....

Which topic would you like to be deleted from syllabus?

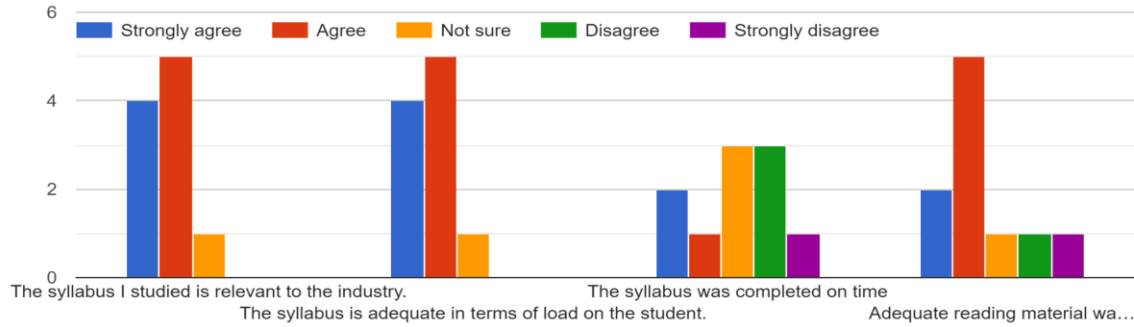
.....

Any other suggestions:

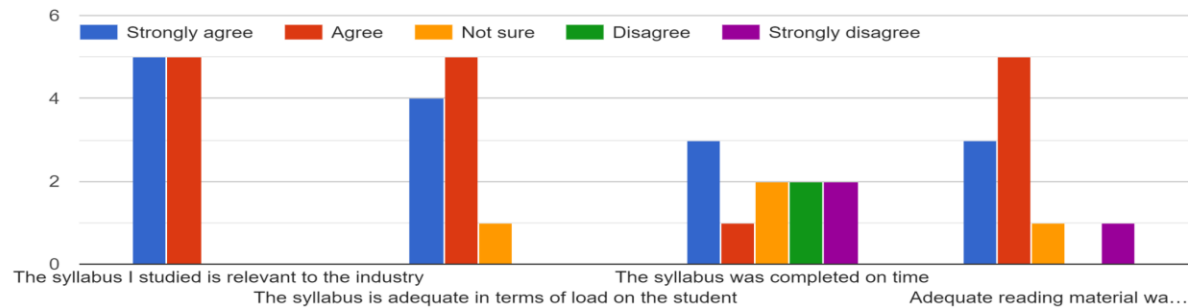
.....

Feedback report:

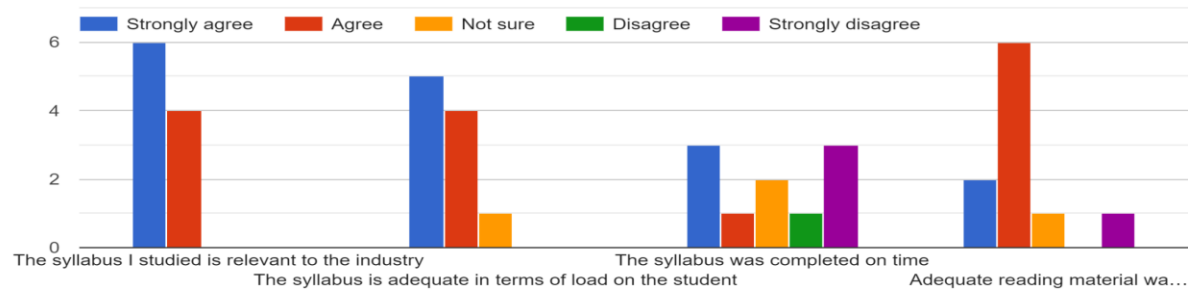
Module I : Project Analysis. For each statement given below, please select if you strongly agree, agree, not sure, disagree, or strongly disagree.



Module II : Theory of Games For each statement given below, please select if you strongly agree, agree, not sure, disagree, or strongly disagree.



Module III : Simulation For each statement given below, please select if you strongly agree, agree, not sure, disagree, or strongly disagree.



Interpretation:

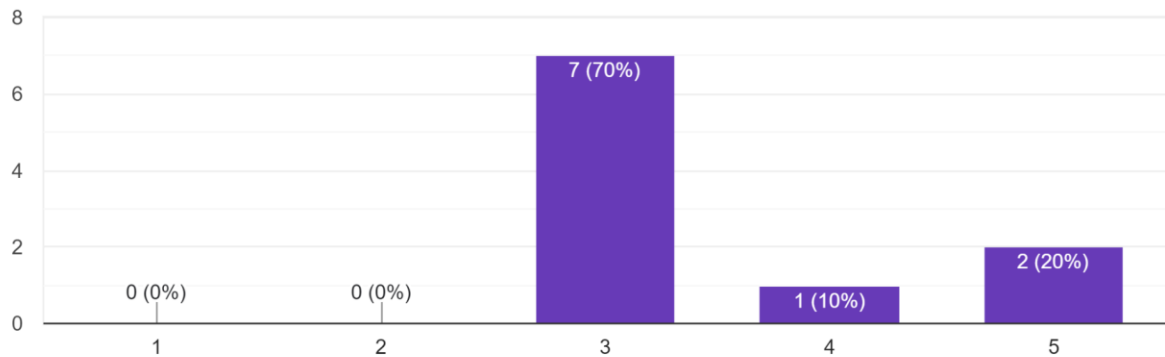
The above charts depict that the learners agreed to the following facts:

- a. The syllabus studied by students is industry-relevant.
 - b. The syllabus was adequate and the learner managed to cope with the load of the syllabus and follow it properly.
 - c. The faculties provided them with the best quality of reading and practice material.
-

The second set of questions in Section 5 aimed to gauge learners' satisfaction with the instructional tools employed by faculty members to convey course content, as follows:

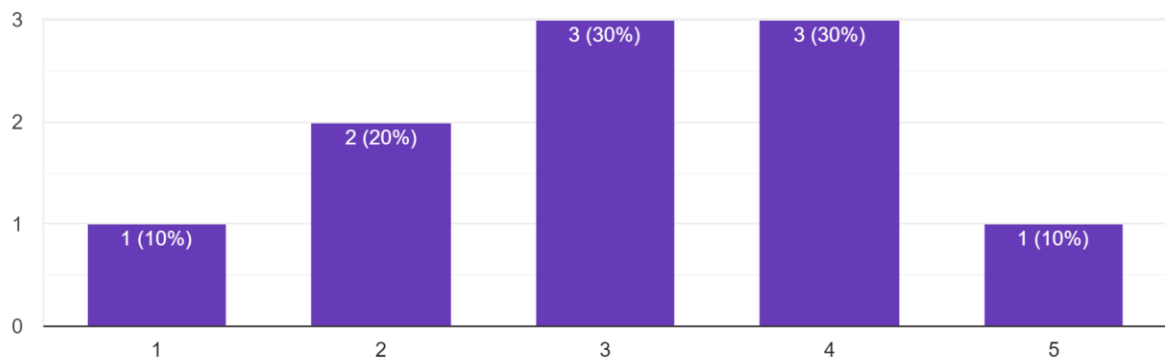
Faculty uses innovative teaching techniques

10 responses



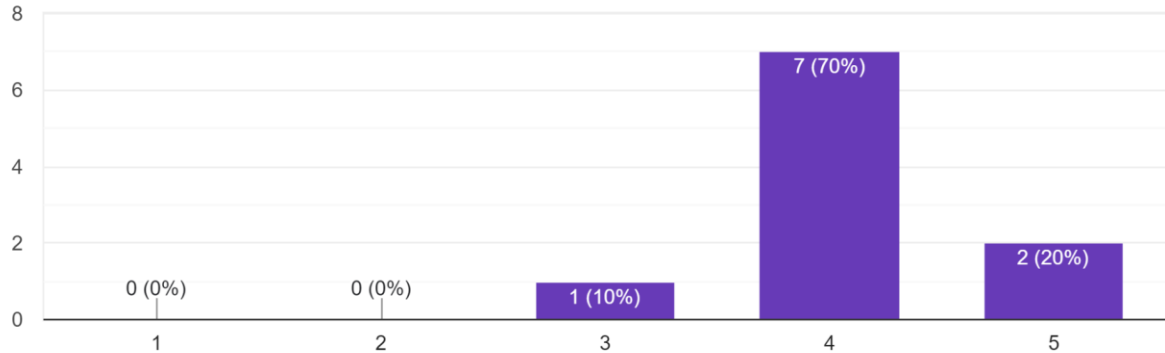
The faculty is always available to guide concerns regarding understanding the curriculum

10 responses



The provided resources (books, online materials, notes, etc.) helpful in your understanding of the course.

10 responses



Interpretation:

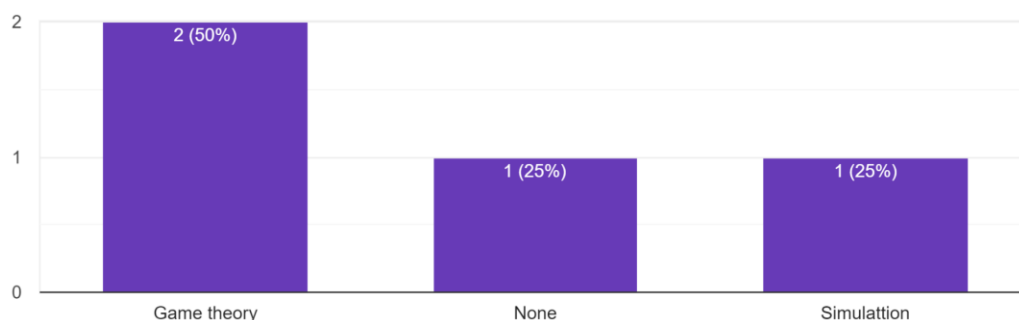
The charts above indicate that learners agreed with the following points:

- Teachers utilized modern teaching aids such as PowerPoint presentations, web resources, multimedia, and e-content during classroom sessions. Additionally, they employed the MSTeams application to enhance understanding in online education settings.
- Faculty members contributed to learners' understanding by providing timely updates on the course and offering appropriate guidance.
- Faculties ensured learner engagement by promptly addressing queries and regularly reviewing learner progress.

The last set of questions in Section 6 was focused on taking valuable suggestions for improvement to be made by the department as mentioned below:

Which topic would you like to be deleted from syllabus?

4 responses



Interpretation:

The learners have mentioned some valuable inputs as follows:

- a. Topics like Inventory Control and queuing theory should be added.
- b. Game theory should be deleted

Action taken report:

Sr. No	Question	Suggestion	Action Taken
1.	Do you have any suggestions for future topics or enhancements?	1) Topics like Inventory Control and queuing theory should be added. 2) Game theory should be deleted.	1) These suggestions will be considered by the Department of Mathematics during syllabus revision.

Academic Year 2023-24

BMS/ BAS/BFM/BSc Ds and analytics/BBA (shipping and Logistics Management)

Curriculum and Evaluation Feedback

In our pursuit of providing quality education, we collect feedback from learners, for whom the course curriculum is designed keeping in mind the requirements of the industry.

We have on board representatives from the industry and subject experts who guide us in shaping the course curriculum for the 'Gen Z'.

It is important and relevant for us to evaluate and incorporate the suggestions and recommendations that have been received by us by virtue of the said feedback.

Objective of collecting feedback:

1. Assessment of effectiveness:

By gathering feedback from learners, the curriculum designers are able to do a swot analysis that would enable them to overcome the weaknesses and maximise on the opportunities.

2. Improvisation:

We believe that improvisation is a process and it is pertinent to any institution to constantly move with times. The only thing constant is change.

3. Orientation with goals:

The curriculum is designed with the goal of providing quality education. It is important that we engage with the learners to ensure that there is constant orientation with the desired goals.

4. Involvement with learners:

By collecting feedback on specific aspects of the curriculum we are able to gather opinions and concerns if any about the curriculum. This instils confidence in the learners.

5. Enduring satisfaction:

The learners feel that their feedback is valued and acted upon and hence are more likely to be motivated and engaged in their formative years.

Process followed:

A Google form was prepared covering all aspects of the curriculum. The link for the same was shared with all the learners.

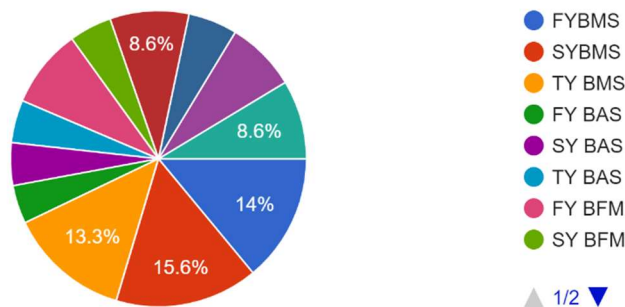
<https://forms.gle/Hv36UMbZhcGnjFik8>

429 responses were received and analysed.

Question based on who is the respondent

In AY 23-24 you were In the Class

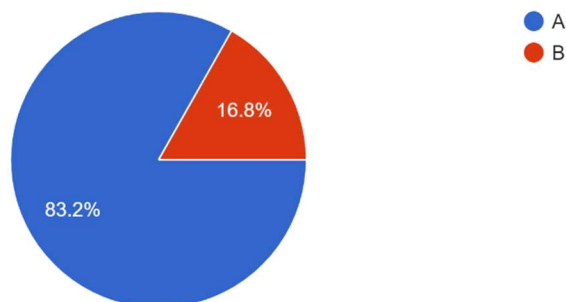
429 responses



Students from across five programs and three years have responded to the questionnaire.

Division:

429 responses

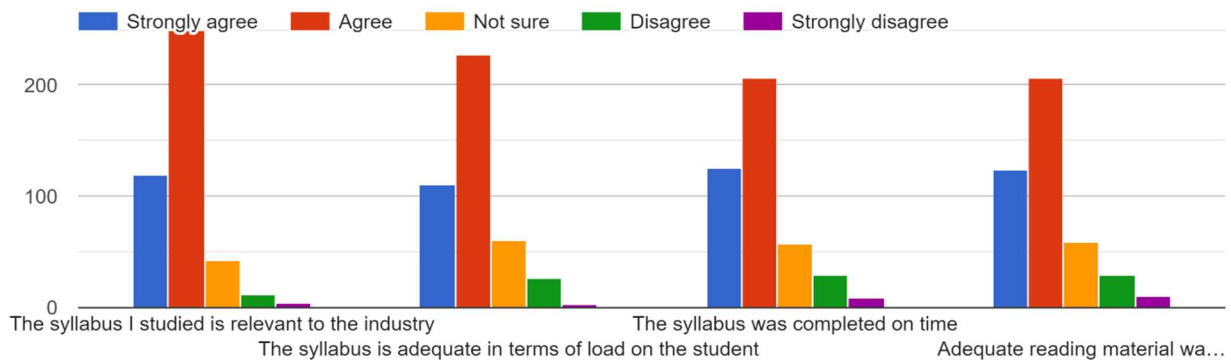


Note:

There are only 60 seats for B. Com with Actuarial Studies, B. Com with Financial Markets, BBA (Shipping and Logistics Management), BSc Data Science and Analytics hence there are more responses from 'A' division. 16.8% responses are from 'B' division of Bachelors for Management Studies as there are 120 students registered.

Question based on Curriculum:

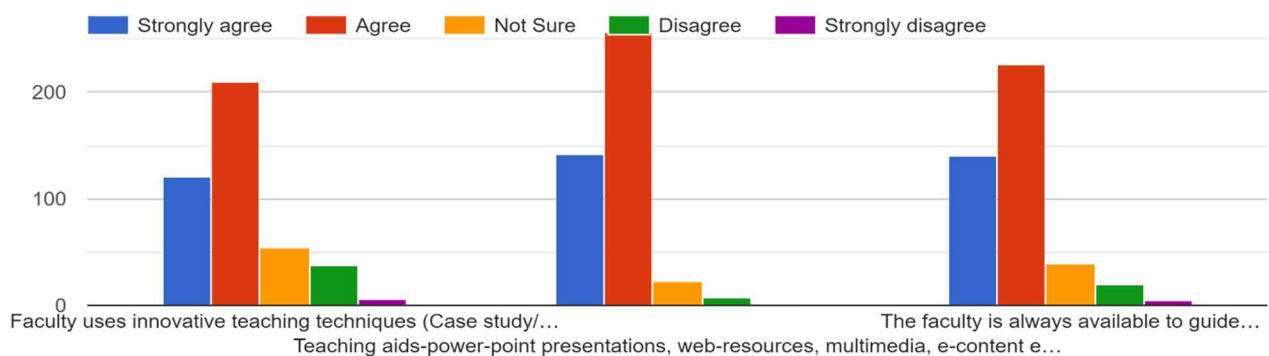
For each statement given below, please state if you strongly agree, agree, not sure, disagree, or strongly disagree.



- 86.25% of respondents affirm that the syllabus is relevant to the industry
- 79.02% of respondents affirm that the syllabus is adequate in terms of load on the students
- 77.62% of respondents affirm that the syllabus was completed on time
- 76.92% of respondents form that adequate reading material was provided for all the courses by the respective faculties

Question based on Teaching Tools:

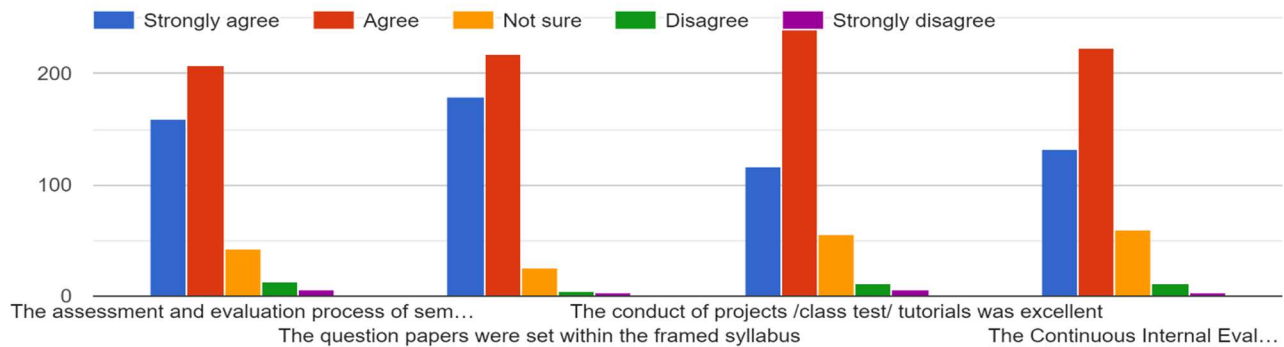
For each statement given below, please state if you strongly agree, agree, not sure, disagree, or strongly disagree.



- 77.16% of respondents affirm that the faculty's use innovative teaching techniques
- 92.77% of respondents affirm that the faculty's use teaching aids such as PowerPoint presentations, web resources, E content
- 85.31% of respondents affirm that the faculties are always available to guide regarding the understanding of the course curriculum

Question based on the evaluation:

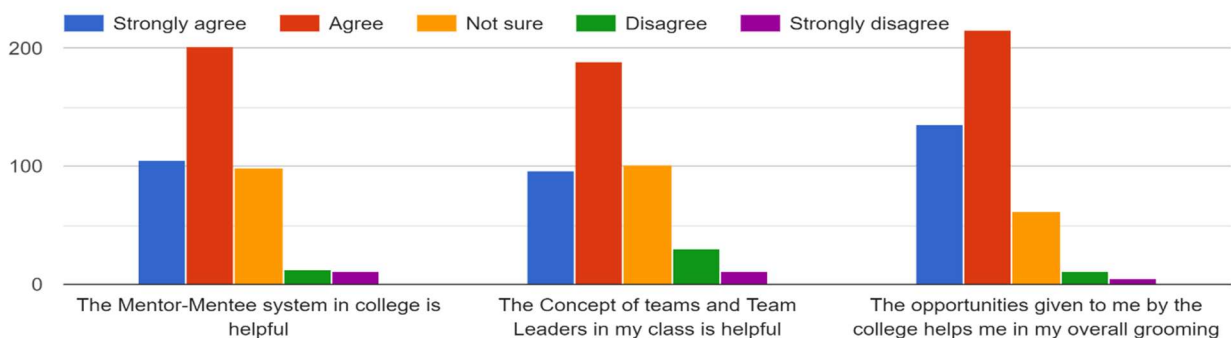
For each statement given below, please state if you strongly agree, agree, not sure, disagree, or strongly disagree.



- 85.55% of the respondents affirm that the assessment and evaluation process of semester end examination was fair and unbiased
- 91.61% of the respondents affirm that the question papers were set within the framed syllabus
- 83.22% of the respondents affirm that the conduct of projects/class test/tutorials was excellent
- 82.75% of the respondents affirm that the continuous evaluation helps them in the learning process

Question based on student support and facilities

For each statement given below, please state if you strongly agree, agree, not sure, disagree, or strongly disagree.

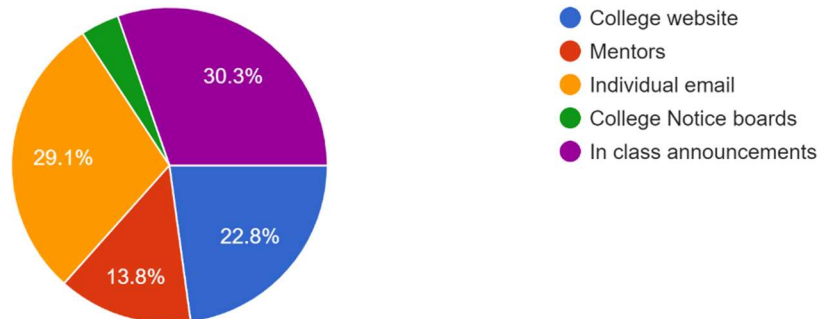


- 71.33% of the respondents affirm that the Mentor-Mentee system in college is helpful
- 66.43% of the respondents affirm that the concept of teams and team leaders in the class is helpful
- 81.82% of the respondents affirm that the opportunity given by the college helps them in their overall grooming

Question based on Communication and Suggestions

How would you like the college to announce or communicate with the learners?

429 responses

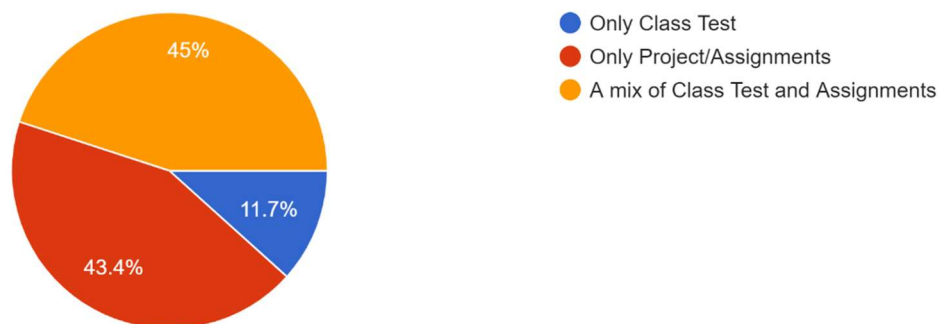


- 30.3% of the respondents prefer in class announcements
- 29.1% of the respondents prefer individual email as the mode of communication

Question based on internal assessment

For internal assessment I prefer

429 responses



- 45% of the respondents prefer a mix of class test and assignments
- 43.4% of the respondents prefer only projects/assignments

Action taken report

Suggestions/Recommendations received	Action taken
For semester end examinations at least of one day gap should be available for studying all subjects.	We have ensured that there is a gap of at least one day between all papers for the semester end examination
Probably more conduct of seminars would help to develop a profound approach.	24 seminars were conducted in the Academic year 2023-24. Representatives from the industry and subject experts were invited as resource persons
For internal we should have projects and not class test, exception maths.	Projects/PowerPoint presentations/group discussion/assignments were taken for internal for all theory courses. Class test was conducted only for numerical
Industrial visit should take in the curriculum	We had organised industrial visit to Sahyadri Farms at Nasik, Port, SEBI, industries in Mangalore for experiential learning
Provide study material for new courses	Our own faculty had printed a book on Intellectual Property Rights which was introduced in the semester Printed notes were provided for operating Systems for the students of SY BSc Data science and Analytics PowerPoint presentations were shared by all faculties