



S.S.T. College of Arts & Commerce
(Affiliated to University of Mumbai, Mumbai) Uhasnagar - 421 004, Dist. Thane.

**FEEDBACK
ANALYSIS
AND ACTION
TAKEN
REPORT**

STUDENTS FEEDBACK



2017-18

STUDENT FEEDBACK SYSTEM

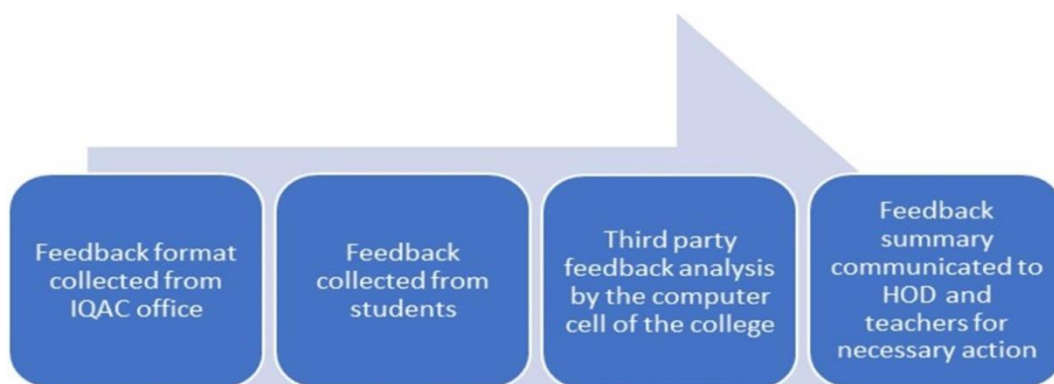
Feedback is the essence of two-way communication between the provider and the receiver. Effective feedback, both positive and negative is important for continuous improvement as it helps in understanding the strengths, weaknesses, opportunities and challenges faced by the organization. It is advantageous to the organization as well as the stakeholders as improvisations made based on the feedback received benefits all the stakeholders.

S.S.T College of Arts and Commerce is affiliated to University of Mumbai. The Revised Curriculum (REV-2016) was implemented with effect from the academic year 2016-2017. Normally the revision of the curriculum takes place every four years. Being an affiliated institute to University of Mumbai, Institute has a limited role in the revision of the curriculum. The IQAC has initiated stakeholder feedback policy for curriculum for continuous improvement in curriculum design. The main purpose of this policy is to collect the stakeholders' perceptions of the effectiveness of the curriculum. Feedback is collected from the stakeholders such as Students, Faculty, Alumni and Parents. The collective feedback of all the stakeholders was analyzed and a consolidated report of the recommendations is prepared. The recommendations are communicated to the Head of Departments, Faculty and University of Mumbai, for consideration in the forthcoming curriculum revision.

IQAC has developed a student feedback proforma.

The printed proforma is collected by departments from the IQAC office. The proforma is provided to students and "in- class" feedback from students is collected. The student feedback is

1. **Anonymous** – to encourage honest feedback without fear of reprisal from anyone.
2. **In Class** – to ensure high rate of participation.
3. **Objective** – to permit data summarization and analysis.
4. **Actionable inputs** - based on the collected and analyzed forms, individual feedback is provided to teachers by the respective head of the department. Any points about the infrastructure and aspects beyond the purview of the head of the department are communicated to the principal in various meetings.



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STUDENT FEEDBACK – DATA ANALYSIS & INTERPRETATION

Question 1 - Curriculum is relevant to contemporary needs.

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Total
No of Students	572	504	484	92	25	1677
Percentage	34.11	30.05	28.86	5.49	1.49	100
Weighted Score	2860	2016	1452	184	25	6537
Weighted mean score						3.89

Table 1 shows that out of 1677 students from different programmers surveyed 572 i.e. 34.11% of students strongly agree that the curriculum covers the relevant topics for the assigned subject 504 i.e. 30.05% of students agree for the same. 484 i.e. 28.86% of students' views are neutral. 92 i.e. 5.49% of students disagree and 25 i.e. 1.49% of students strongly disagree that the curriculum covers the relevant topics for the assigned subjects.

The results to Question 1 are presented below in diagram as shown in Fig.1

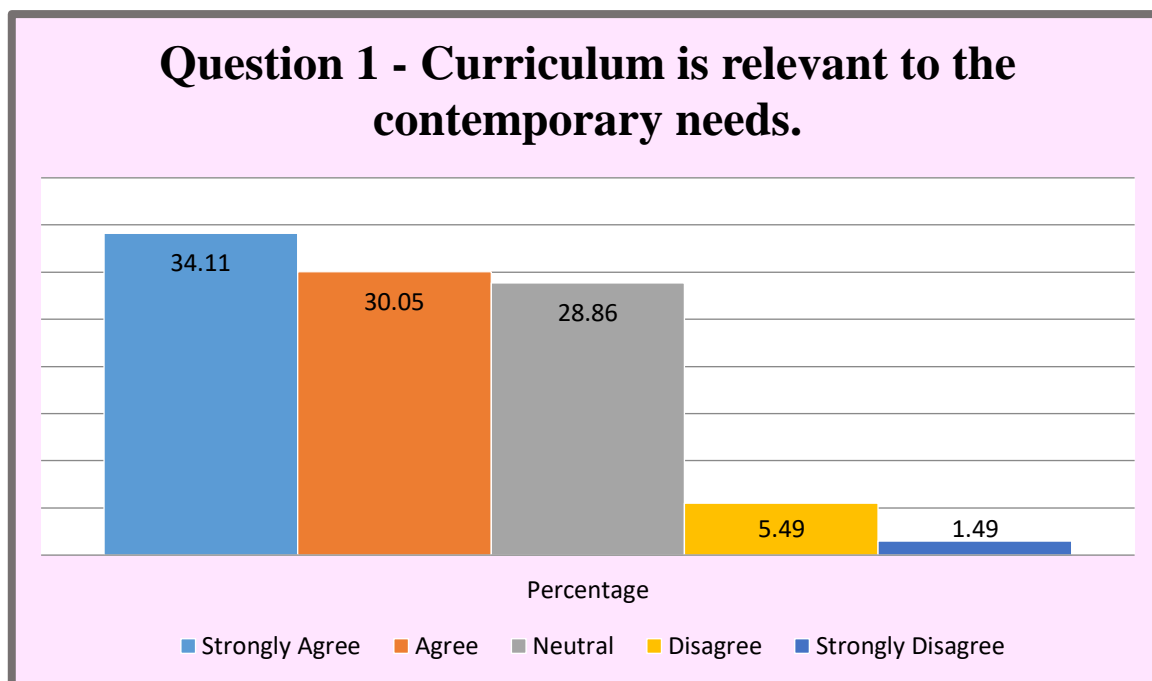


Fig1 Represents Percentage of responses on Question 1 for the assigned subject.

Here, it is also observed that the Weighted Mean Score of Question 1 is 3.89 which lies between the Likert range 3.4 to 4.2 i.e. range for "Agree" so, it can be concluded that Curriculum is relevant to the contemporary needs

Question 2 - Syllabus is suitable to the course.

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Total
No of Students	599	502	450	94	32	1677
Percentage	35.72	29.93	26.83	5.61	1.91	100
Weighted Score	2995	2008	1350	188	32	6573
Weighted mean score						3.91

Table 2 shows that out of 1677 students from different programmes surveyed 599 i.e. 35.72% of students strongly agree that the Syllabus is suitable to the assigned course. 502 i.e. 29.93% of students agree for the same. 450 i.e. 26.83% of students' views are neutral. 94 i.e. 5.61% of students disagree and 32 i.e. 1.91% of students strongly disagree that the syllabus is suitable to the course for the assigned subjects.

The results to Question 2 are presented below in diagram as shown in Fig.2

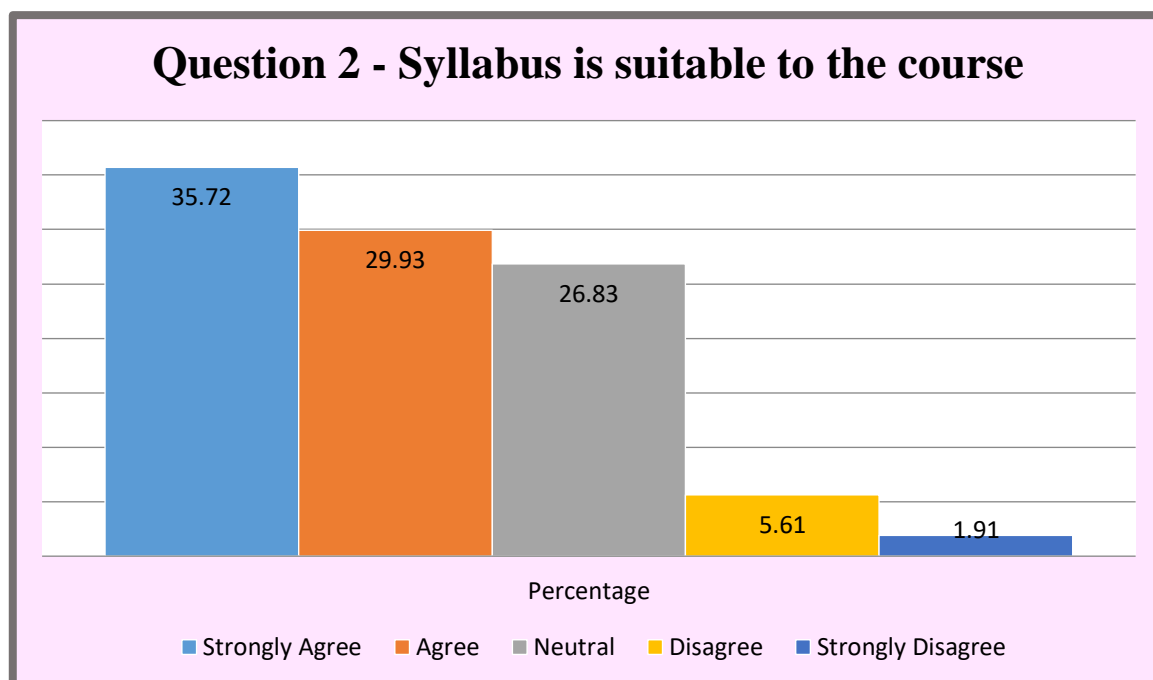


Fig2 Represents Percentage of responses on Question 2 for the assigned subject.

Here, it is also observed that the Weighted Mean Score of Question 2 is 3.91 which lies between the Likert range 3.4 to 4.2 i.e. range for "Agree" so, it can be concluded that syllabus is suitable to the assigned course.

Question 3 - The aims and objectives of the course are well defined and clear

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Total
No of Students	591	487	497	81	21	1677
Percentage	35.24	29.04	29.64	4.83	1.25	100
Weighted Score	2955	1948	1491	162	21	6577
Weighted mean score						3.92

Table 3 shows that out of 1677 students from different programmes surveyed 591 i.e. 35.24% of students strongly agree that the aims and objectives of the course are well defined and clear for the assigned subject 487 i.e. 29.04% of students agree for the same. 497 i.e. 29.64% of students' views are neutral. 81 i.e. 4.83% of students disagree and 21 i.e. 1.25% of students strongly disagree that the aims and objectives of the course are well defined and clear for the assigned subject.

The results to Question 3 are presented below in diagram as shown in Fig.3

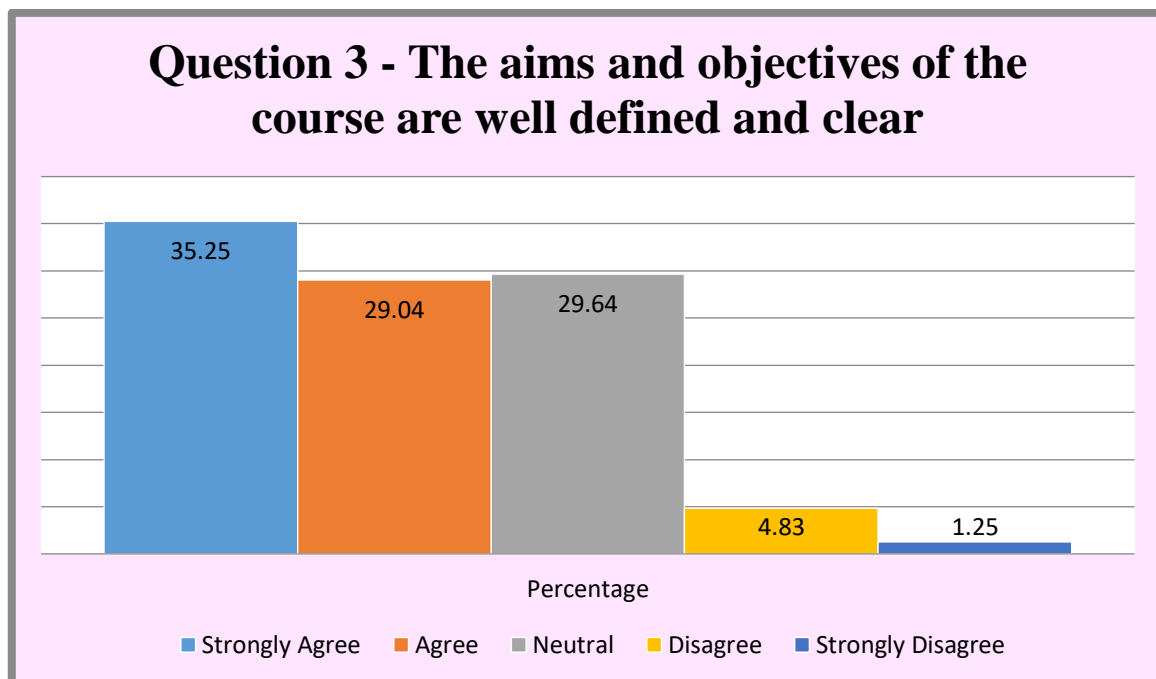


Fig3 Represents Percentage of responses on Question 3 for the assigned subject.

Here, it is also observed that the Weighted Mean Score of Question 3 is 3.92 which lies between the Likert range 3.4 to 4.2 i.e. range for "Agree" so, it can be concluded that the aims and objectives of the course are well defined and clear for the assigned subject.

Question 4 - The syllabus has a good balance between theory and application

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Total
No of Students	583	520	456	89	29	1677
Percentage	34.76	31.01	27.19	5.31	1.73	100
Weighted Score	2915	2080	1368	178	29	6570
Weighted mean score						3.91

Table 4 shows that out of 1677 students from different programmes surveyed 583 i.e. 34.76% of students strongly agree that the syllabus has a good balance between theory and application for the assigned subject 520 i.e. 31.01% of students agree for the same. 456 i.e. 27.19% of students' views are neutral. 89 i.e. 5.31% of students disagree and 29 i.e. 1.73% of students strongly disagree that the syllabus has a good balance between theory and application for the assigned subject.

The results to Question 4 are presented below in diagram as shown in Fig.4

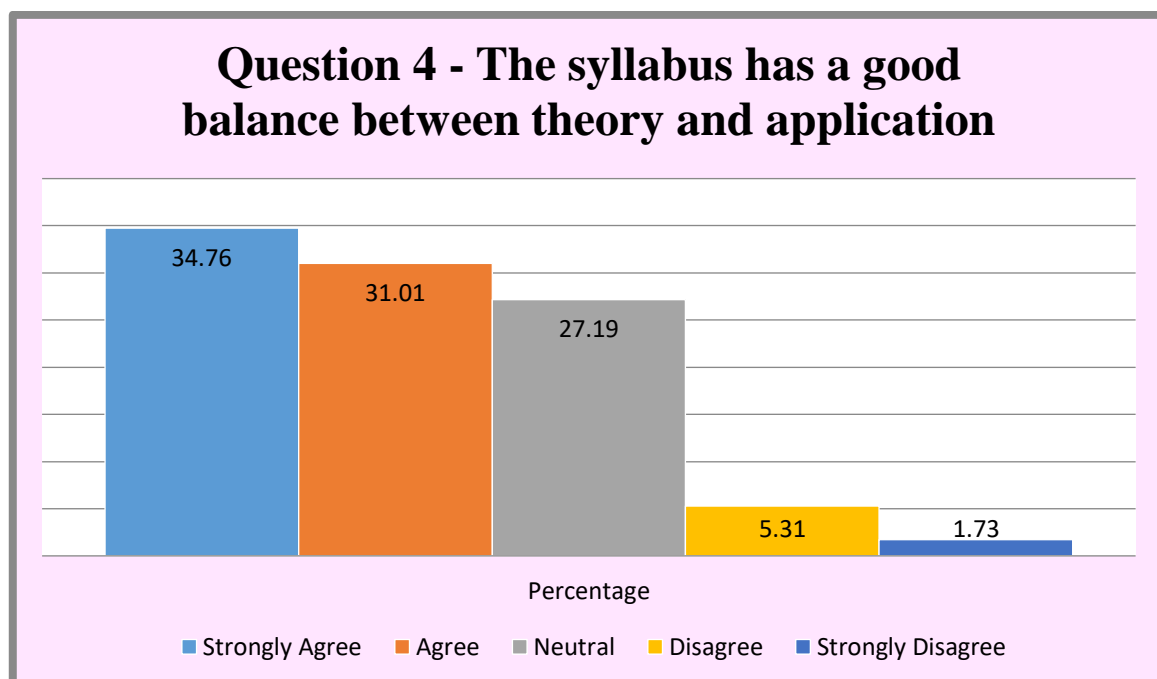


Fig4 Represents Percentage of responses on Question 4 for the assigned subject.

Here, it is also observed that the Weighted Mean Score of Question 4 is 3.91 which lies between the Likert range 3.4 to 4.2 i.e. range for "Agree" so, it can be concluded that the syllabus has a good balance between theory and application for the assigned subject.



Question 5 - The curriculum accommodates the courses with experiential learning

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Total
No of Students	594	505	440	102	36	1677
Percentage	35.42	30.11	26.24	6.08	2.15	100
Weighted Score	2970	2020	1320	204	36	6550
Weighted mean score						3.90

Table 5 shows that out of 1677 students from different programmes surveyed 594 i.e. 35.42% of students strongly agree that the curriculum accommodates the courses with experiential learning. 505 i.e. 30.11% of students agree for the same. 440 i.e. 26.24% of students' views are neutral. 102 i.e. 6.08% of students disagree and 36 i.e. 2.15% of students strongly disagree that the curriculum accommodates the courses with experiential learning.

The results to Question 5 are presented below in diagram as shown in Fig.5

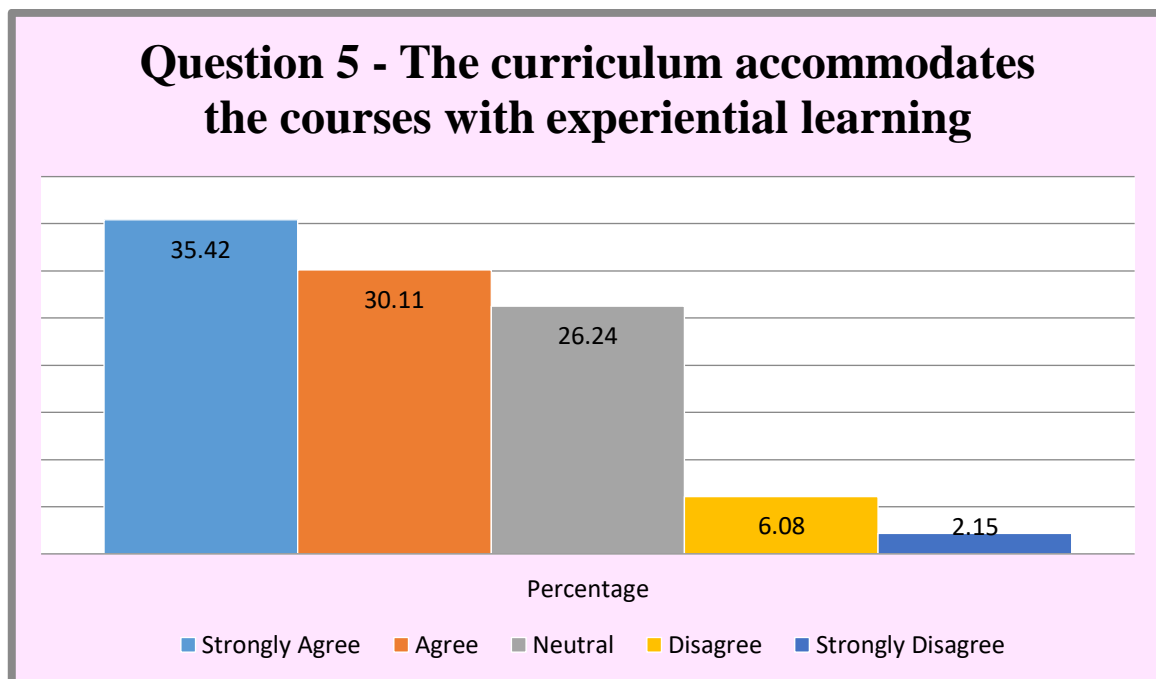


Fig5 Represents Percentage of responses on Question 5 for the assigned subject.

Here, it is also observed that the Weighted Mean Score of Question 5 is 3.90 which lies between the Likert range 3.4 to 4.2 i.e. range for "Agree" so, it can be concluded that the curriculum accommodates the courses with experiential learning.

Question 6 – Curriculum has prospects for higher education / employability

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Total
No of Students	599	494	464	98	22	1677
Percentage	35.72	29.46	27.67	5.84	1.31	100
Weighted Score	2995	1976	1392	196	22	6581
Weighted mean score						3.92

Table 6 shows that out of 1677 students from different programmes surveyed 599 i.e. 35.72% of students strongly agree that the curriculum has prospects for higher education / employability. 494 i.e. 29.46% of students agree for the same. 464 i.e. 27.67% of students' views are neutral. 98 i.e. 5.84% of students disagree and 22 i.e. 1.31% of students strongly disagree that the curriculum has prospects for higher education / employability

The results to Question 6 are presented below in diagram as shown in Fig.6

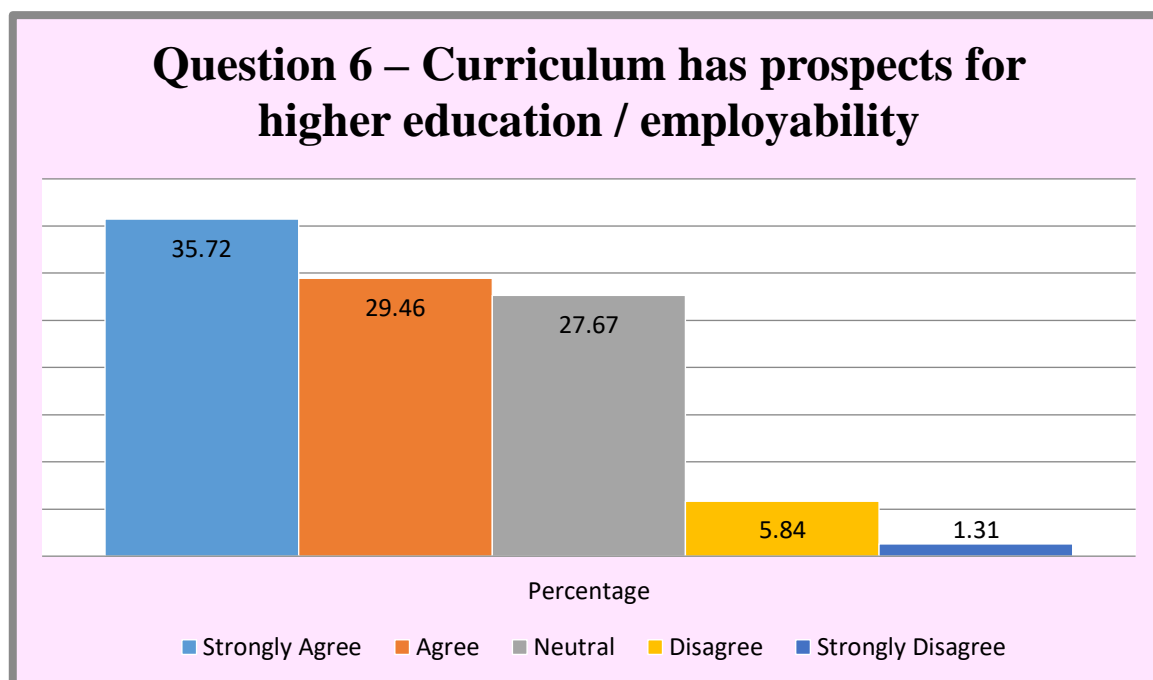


Fig6 Represents Percentage of responses on Question 6 for the assigned subject.

Here, it is also observed that the Weighted Mean Score of Question 6 is 3.92 which lies between the Likert range 3.4 to 4.2 i.e. range for “Agree” so, it can be concluded that the curriculum has prospects for higher education / employability.

Question 7 – The curriculum gives scope for Internship/training/research

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Total
No of Students	584	478	452	103	60	1677
Percentage	34.82	28.5	26.95	6.14	3.58	100
Weighted Score	2920	1912	1356	206	60	6454
Weighted mean score						3.84

Table 7 shows that out of 1677 students from different programmes surveyed 584 i.e. 34.82% of students strongly agree that the curriculum gives scope for Internship/training/research. 478 i.e. 28.5% of students agree for the same. 452 i.e. 26.95% of students' views are neutral. 103 i.e. 6.14% of students disagree and 60 i.e. 3.58% of students strongly disagree that the curriculum gives scope for Internship/training/research.

The results to Question 7 are presented below in diagram as shown in Fig.7

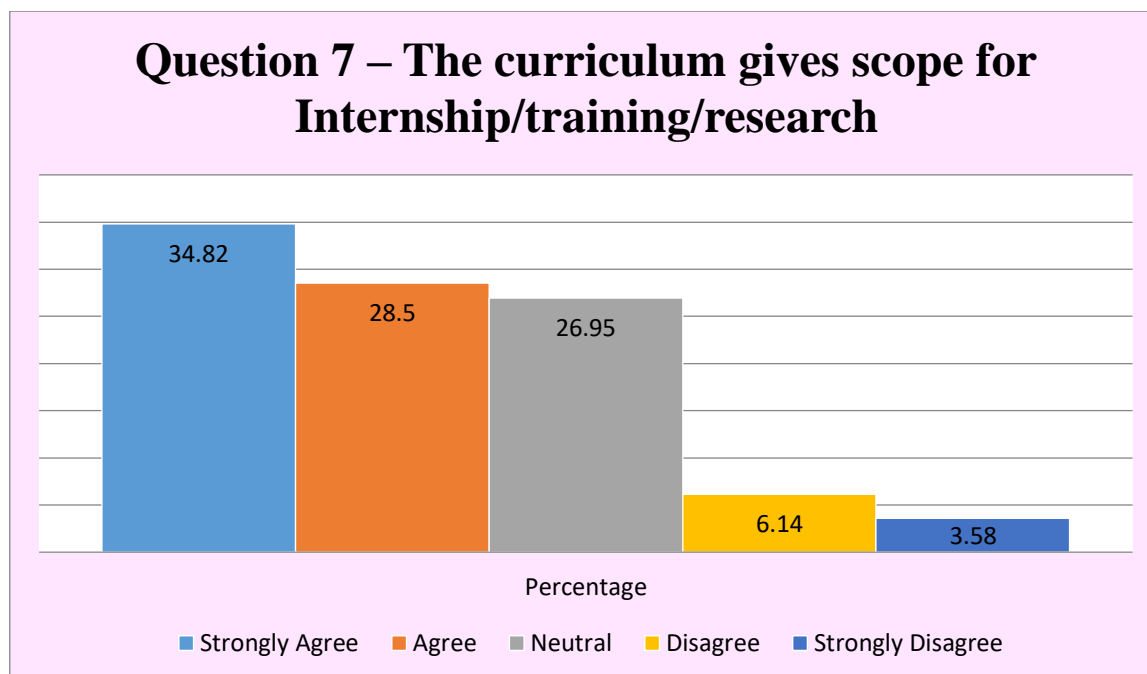


Fig7 Represents Percentage of responses on Question 7 for the assigned subject.

Here, it is also observed that the Weighted Mean Score of Question 7 is 3.84 which lies between the Likert range 3.4 to 4.2 i.e. range for “Agree” so, it can be concluded that the curriculum gives scope for Internship/training/research.

Question 8 – Course content has corresponding reference materials

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Total
No of Students	532	485	465	112	83	1677
Percentage	31.72	28.92	27.73	6.68	4.95	100
Weighted Score	2660	1940	1395	224	83	6302
Weighted mean score						3.75

Table 8 shows that out of 1677 students from different programmes surveyed 532 i.e. 31.72% of students strongly agree that the course content has corresponding reference materials. 485 i.e. 28.92% of students agree for the same. 465 i.e. 27.73% of students' views are neutral. 112 i.e. 6.68% of students disagree and 83 i.e. 4.95% of students strongly disagree that the course content has corresponding reference materials.

The results to Question 8 are presented below in diagram as shown in Fig.8

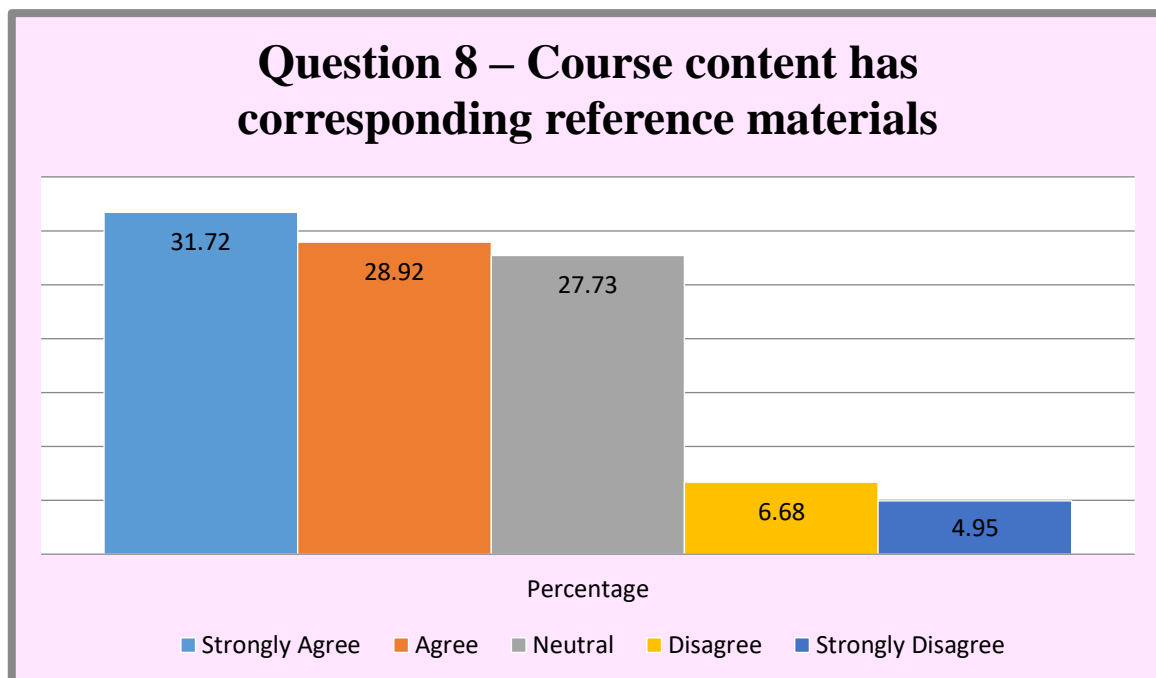


Fig8 Represents Percentage of responses on Question 8 for the assigned subject.

Here, it is also observed that the Weighted Mean Score of Question 8 is 3.75 which lies between the Likert range 3.4 to 4.2 i.e. range for "Agree" so, it can be concluded that the course content has corresponding reference materials.

ACTION TAKEN REPORTS

Sr.No.	Issued Raised	Action Taken
1	Course content with optional subject	Students have suggested adding more optional subjects to the college's BMS and Commerce skill-enhancement courses. As a result, the Department of Commerce and Business Management established a foundation course with three separate specialisations. The Department of Management Studies simultaneously introduces specialisation in human resources.
2	Course content corresponding to reference material	To arrange corresponding reference material for the courses, few suggestions were made to the library management regarding the purchase of relevant reference books, as per the requirements of BMS Students. The Library had purchased a number of reference books to get additional information on various subjects such as Customer Relationship Management, Managerial Economics, Marketing Management, Strategic Management, Globalisation and Business Growth in Indian Context, etc.
3	Curriculum gives Scope for Internship	Students were encouraged to undergo various internships offered by organisations having MOUs with our college.
4	Project Guidance	As part of the curriculum, All TY Class students have to complete the project work and viva voce. Students usually require expert sessions to fulfil this criteria, and thus, all the departments arranged such sessions respectively.
5	Curriculum accommodates the course with Experiential Learning	Activities enhancing Experiential Learning were increased, not limited to internships and field visits but also till group discussions and PowerPoint Presentations.




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