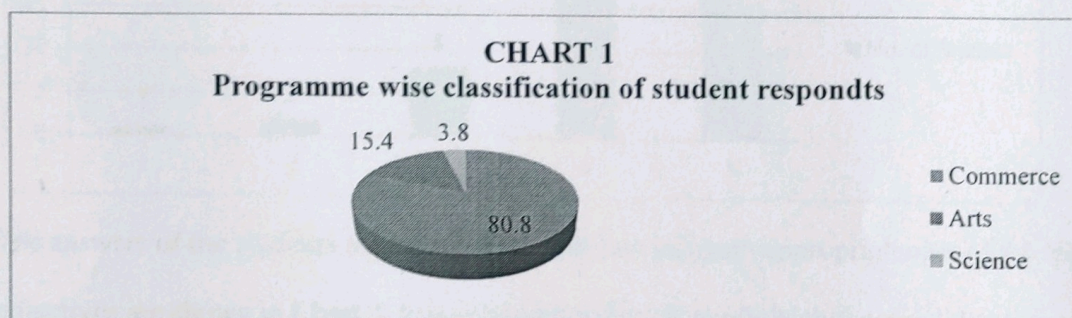


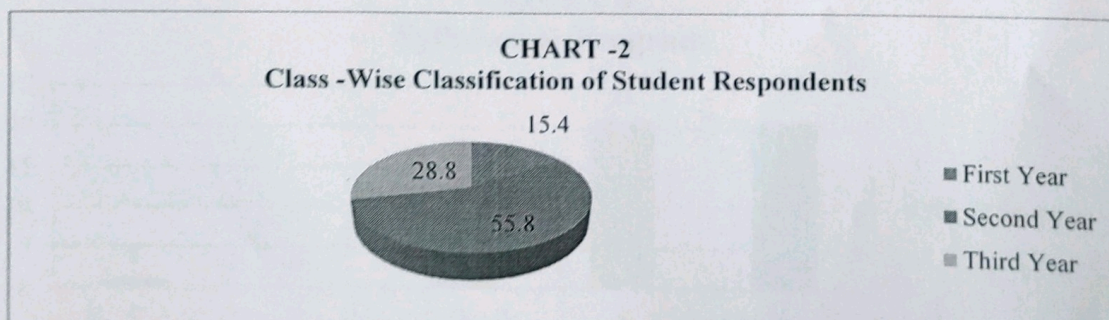
ANALYSIS OF STUDENTS FEEDBACK ON CURRICULUM

FOR ACADEMIC YEAR 2022-23

A concerted attempt was made to obtain input from every college student. Students were issued a Google form with this goal in mind. Students have responded to the syllabus in as many as fifty-two ways. Useful statistical tools like %, etc., have been employed to get thorough results. Many kinds of graphs have been utilized to effectively convey the facts.



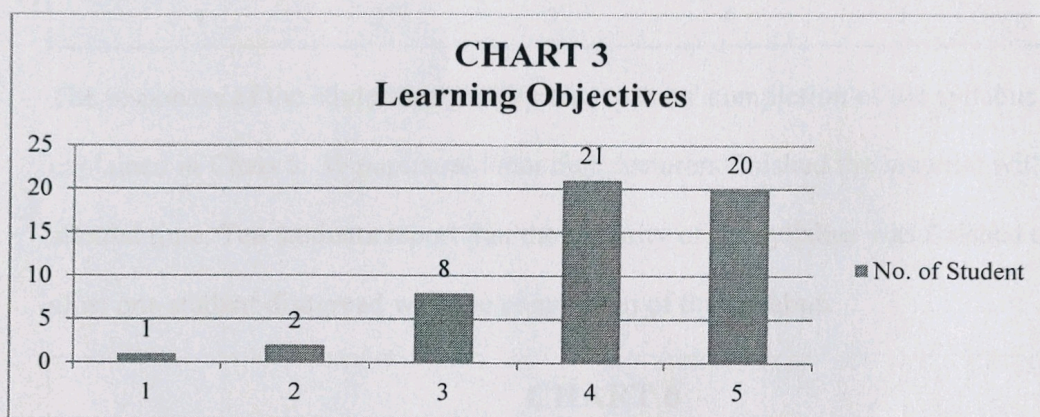
The student respondents' course-wise classification is shown in Chart 1. It was observed that the majority of the survey's contributors were from scientific and commerce programs. 15% came from science, while 80% of the responses came from the business sector. The Arts program only recorded 3.8% of the replies.



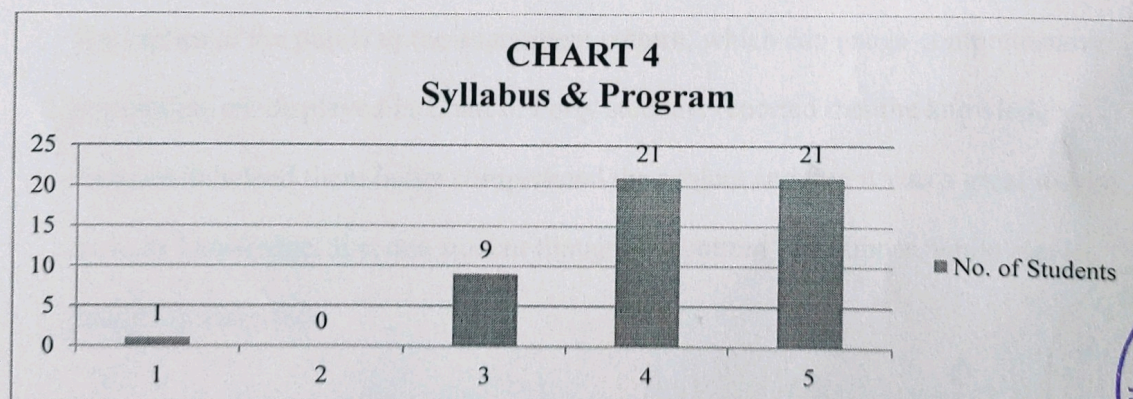
- The student responses are classified by class in Chart 2. It was observed that second-year students provided 55.8% of the responses, third-year students recorded 28.8% of the responses, and first-year students provided 15.4% of the responses.

➤ STUDENT FEEDBACK ON SYLLABUS

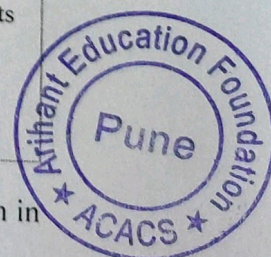
- The university Savitribai Phule Pune University is connected to the college. It adheres to the university's established syllabus. 52 student responses to a variety of questions were gathered in order to assess the responses on the syllabus. The explanations of each are given below.



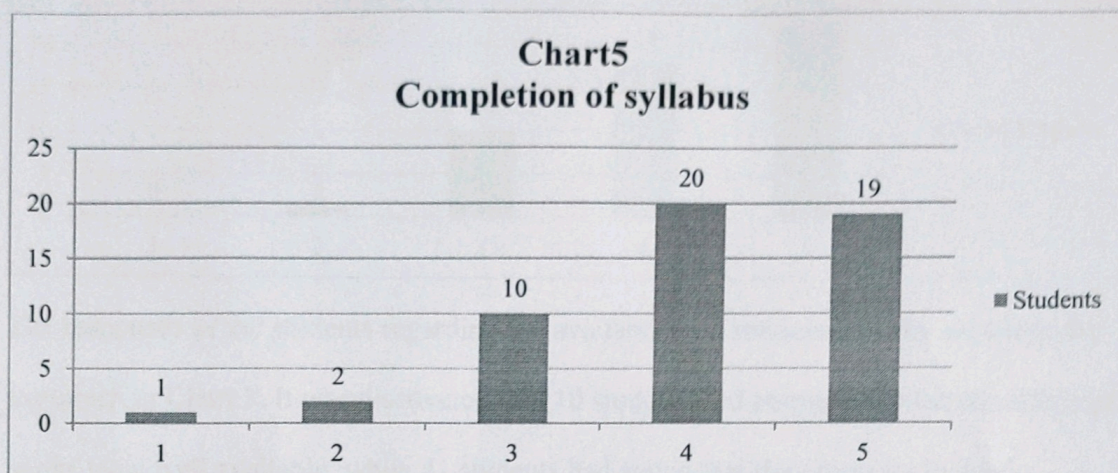
The answers of the students regarding the clarity and program appropriateness of the learning objectives are shown in Chart 3. It was observed that 41 pupils highly agreed that the objectives for the learning are obvious. However, eight students gave excellent answers to the question. Just one student thought that the learning objectives were subpar, while two said they were merely ordinary in relation to the curriculum.



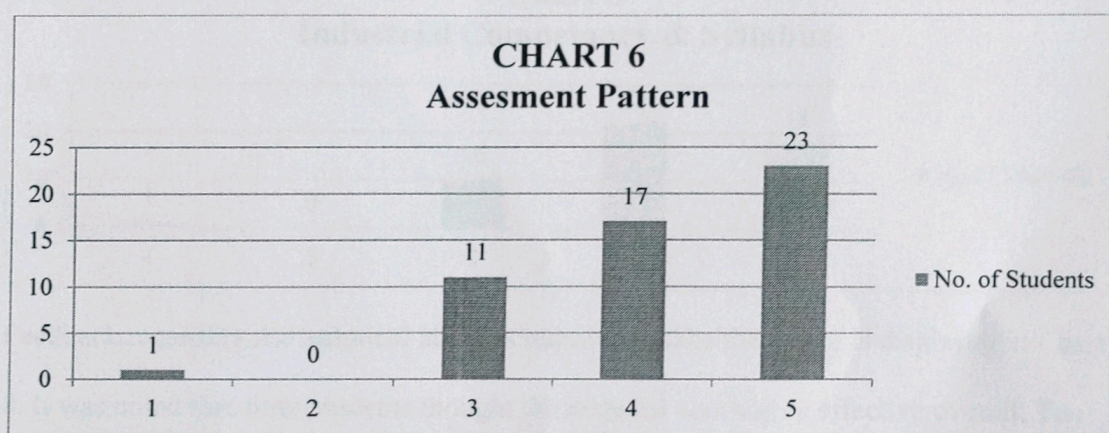
The responses of the students regarding how well the syllabus fit the program are shown in Chart 4. 42 students were found to have stated that the syllabus fit the program. Nine students



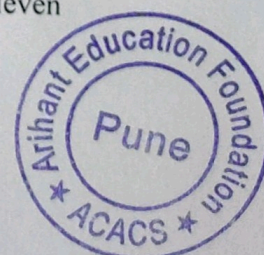
felt that there was a decent connection between the chapters, whereas only one student thought there was a weak connection between the program and the syllabus.

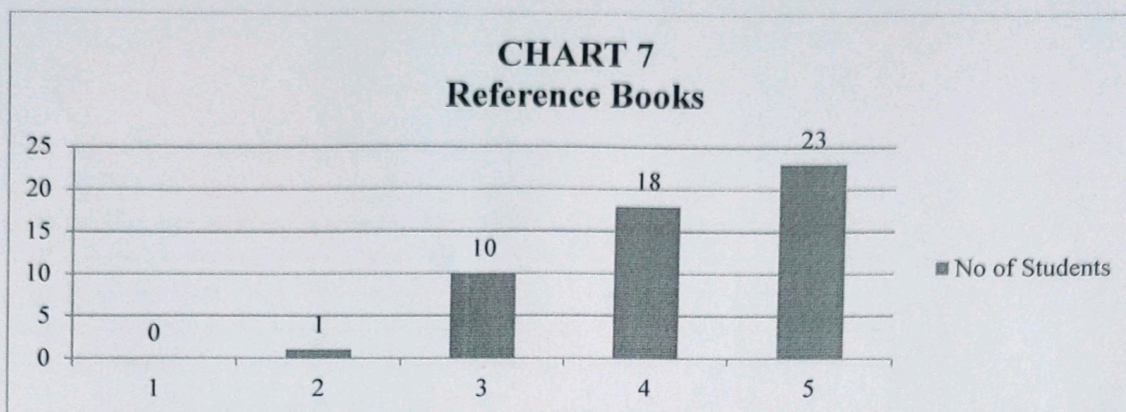


The responses of the students regarding the teachers' completion of the syllabus are explained in Chart 5. 39 pupils said that their lecturers finished the material within the allotted time. Ten students report that the majority of the syllabus was finished on time. sJust one student disagreed with the completion of the syllabus.

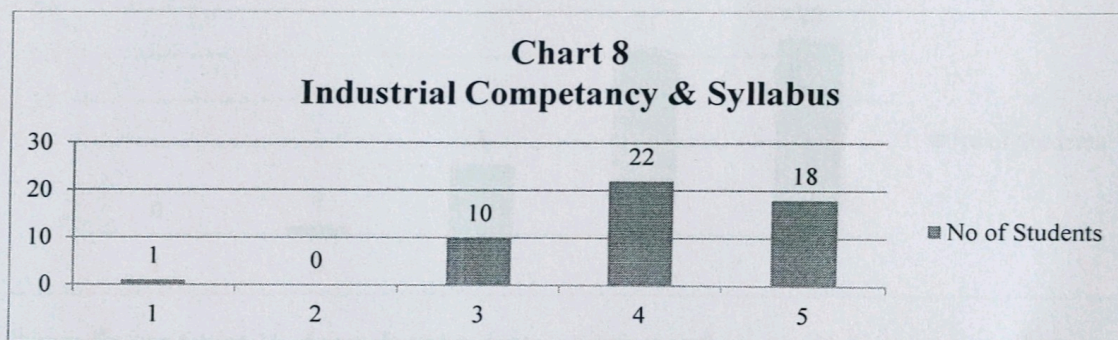


The replies of the pupils to the assessment pattern, which can gauge comprehensive knowledge, are displayed in Chart 6. Forty students reported that the knowledge assessment helped them better comprehend the subject and that it was a great way to measure knowledge. Just one student thought the pattern was subpar, while eleven thought it was good.

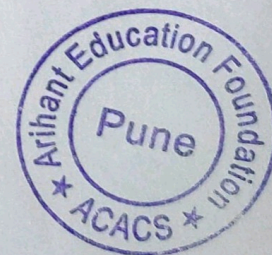


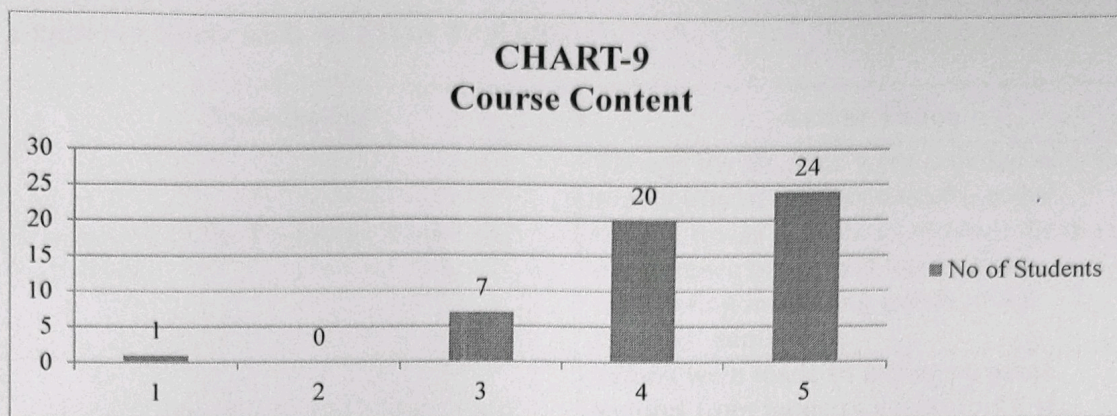


The responses of the students regarding the availability of reference books at college are explained in Chart 7. It was discovered that 10 students had commented that the reference books were well available, while 41 students had stated that they were really well available. Conversely, 1.9% of students claimed that the reference book's availability was mediocre. Not one student has brought up the issue of poor availability of reference books.

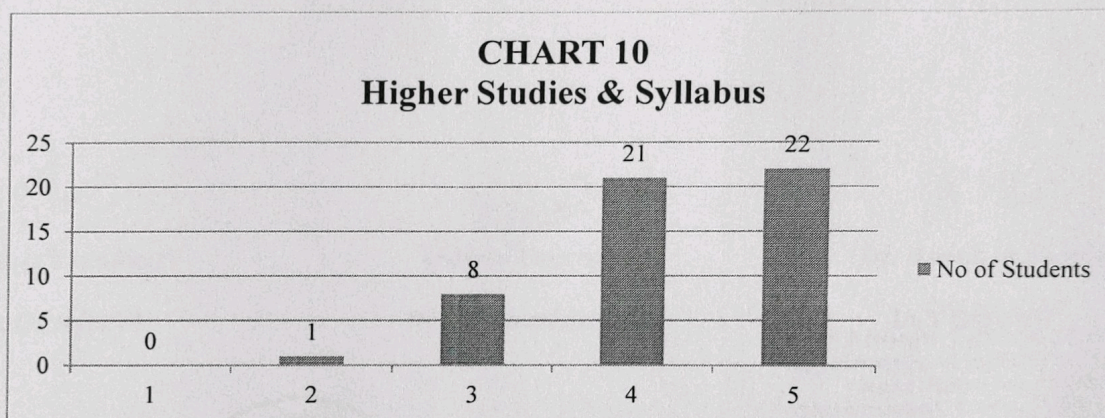


Feedback regarding the technical abilities required to face the sector is displayed in Chart 8. It was noted that forty students thought the material was highly effective overall. Ten students disagreed, stating that the industry standard for syllabus proficiency is mediocre. One student claimed that the industry's syllabus competency was lacking.

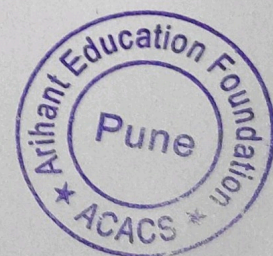




- The student reactions to the course material are shown in Chart 9. It was noted that 44 students reported feeling piqued by the material covered in the course. Seven pupils rated the content as mediocre. There was only one student who claimed that the material was uninspiring.

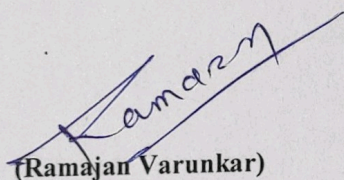


According to Chart 10, forty-three students concur that their curriculum inspires them to pursue higher education. Eight students stated that, in the context of higher education, the syllabus is good. Just one student stated that it is mediocre for advanced study.

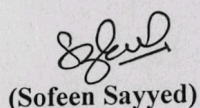


ISSUE RAISED AND ACTION TAKEN:

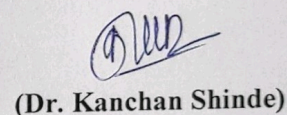
Issue Raised	Action Taken
Availability of the Reference Books and Text Books	Though the students were satisfied with the availability of reference books in the library, it was advised to increase the count of reference books and text books considering increasing trends of the students' admission.
Industrial Competency and Syllabus gap should be covered	Efforts were made in arranging guest lectures from industry expert to fill gap between syllabus and current need of industry.
All teachers should use ICT in teaching-learning	All teachers were advised to use ICT in Teaching-learning to make teaching – learning more interesting and student oriented.


(Ramajan Varunkar)

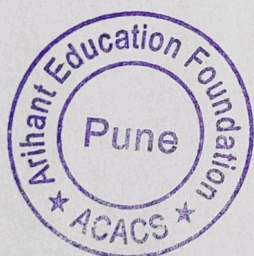
Head, Criterion-I


(Sofeen Sayyed)

IQAC Coordinator


(Dr. Kanchan Shinde)

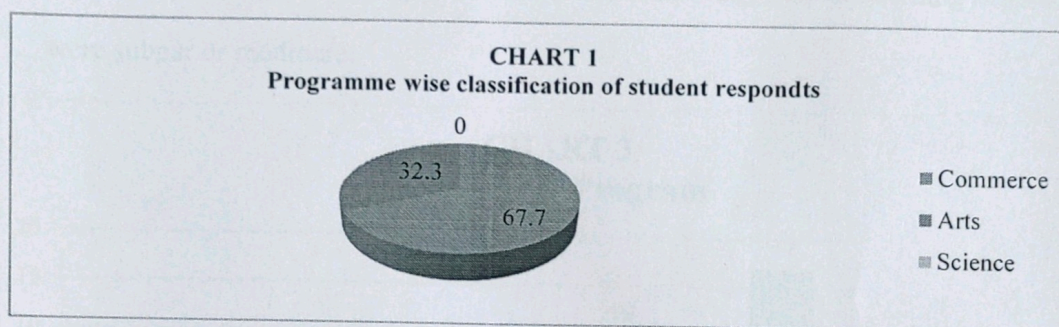
Principal
I/c Principal
Arihant College of Arts,
Commerce & Science (ACACS)
Near Pulgate Bus Stand,
Solapur Bazar, Camp, Pune - 411 001.
[INDIA]



ANALYSIS OF ALUMNI FEEDBACK ON CURRICULUM

FOR ACADEMIC YEAR 2022-23

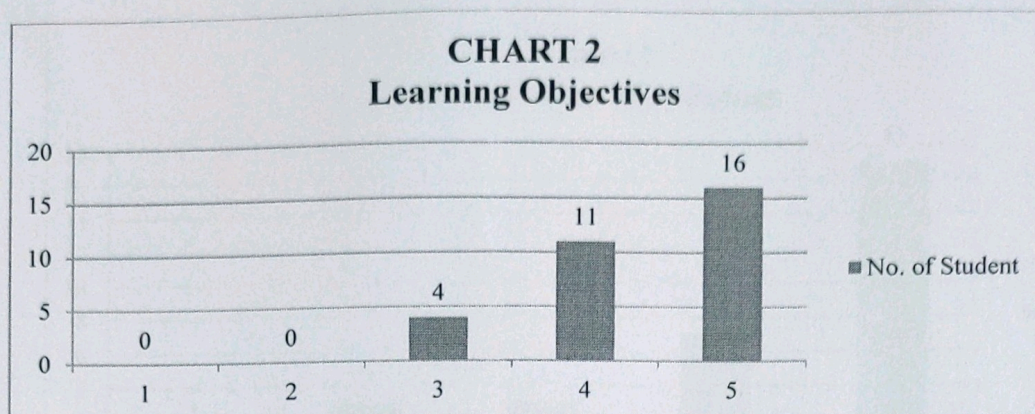
A concerted attempt was made to obtain input from former college students. A Google form was made for this purpose and distributed to alumni. Students have responded to the syllabus in as many as thirty-one cases. Useful statistical tools like %, etc., have been employed to get thorough results. Several sorts of graphs have been used to convey the facts effectively.



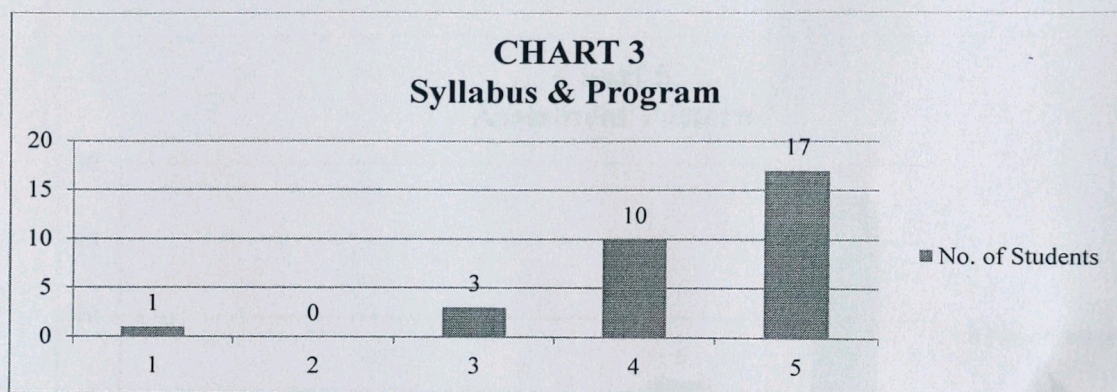
The alumni respondents' course-wise classification is shown in Chart 1. It was observed that the majority of the survey's contributors were from the business and arts programs. 32.3 percent of the responses were from the arts, and 67.7 percent from commerce. There were no documented answers from the science program.

➤ ALUMNI FEEDBACK ON SYLLABUS

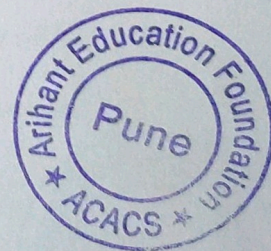
- The university Savitribai Phule Pune University is connected to the college. It adheres to the university's established syllabus. Thirty-one student replies were gathered in response to a variety of questions posed in order to examine the responses on the syllabus. The explanations of each are given below.

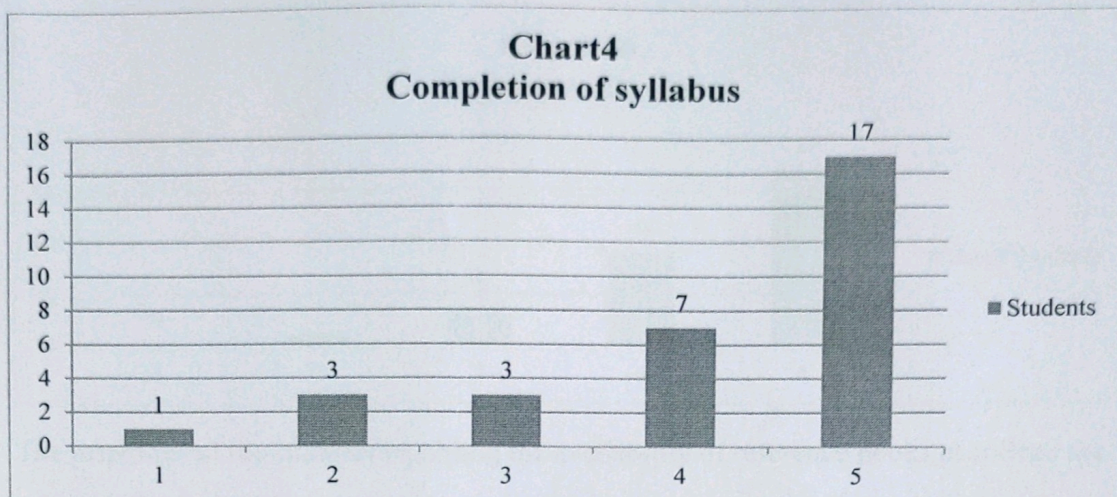


- The responses of the students about the clarity and program appropriateness of the learning objectives are shown in Chart 2. It was observed that 27 pupils highly agreed that the objectives for the learning are obvious. However, four students have given equally good answers to the question. Students did not say that the learning objectives were subpar or mediocre.

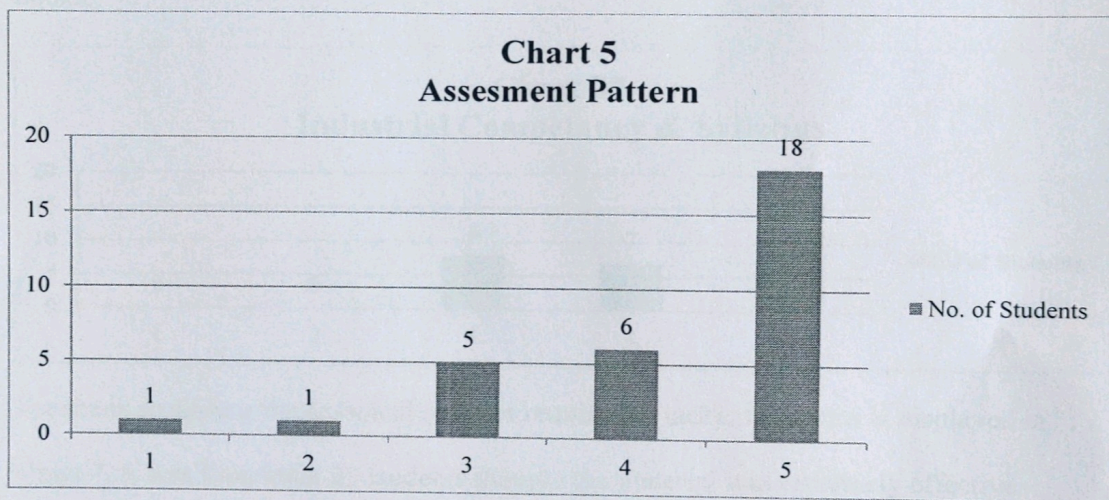


- The responses of the students regarding how well the syllabus fit the program are shown in Chart 3. It was noted that 27 students felt the syllabus fit the program well. Only one student felt that there was a poor connection between the program and the curriculum, whereas three students thought there was a decent connection between the chapters.

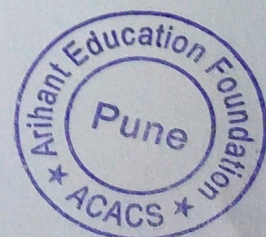


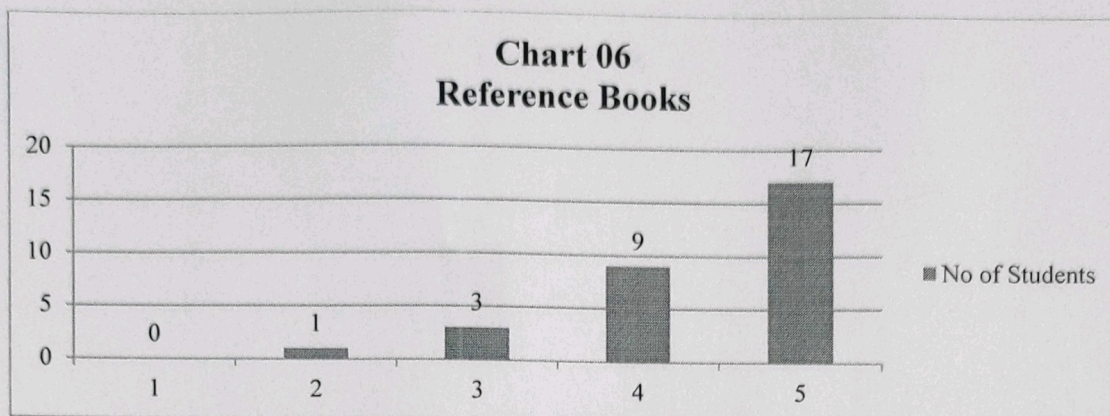


The answers of the students about the teachers' completion of the syllabus are explained in Chart 4. 24 students said that their lecturers finished the syllabus in the allotted time. Six students report that the majority of the syllabus was finished on time. Just one student disagreed with the completion of the syllabus.

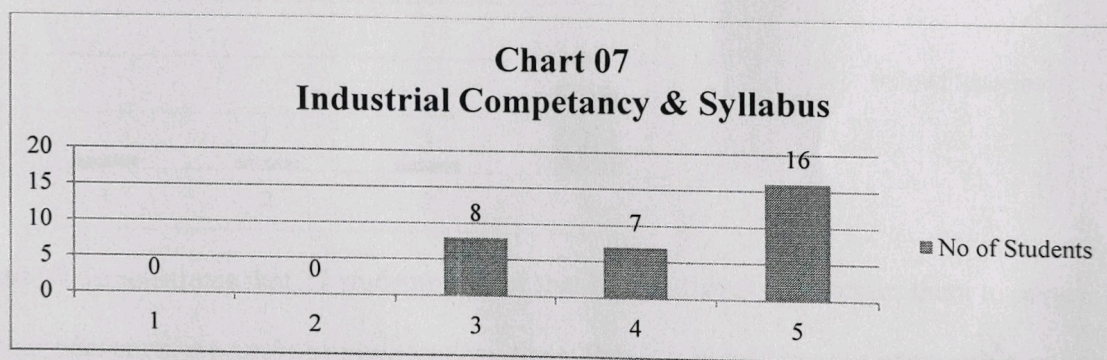


The replies of pupils on the assessment pattern, which can gauge comprehensive knowledge, are displayed in Chart 05. It was noted that 24 students thought the knowledge evaluation was very good because it improved their comprehension of the material. Six students thought it was good, while just one thought the pattern was bad.

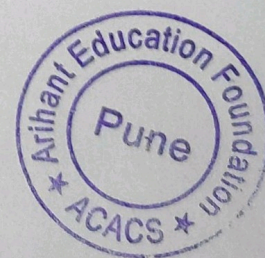


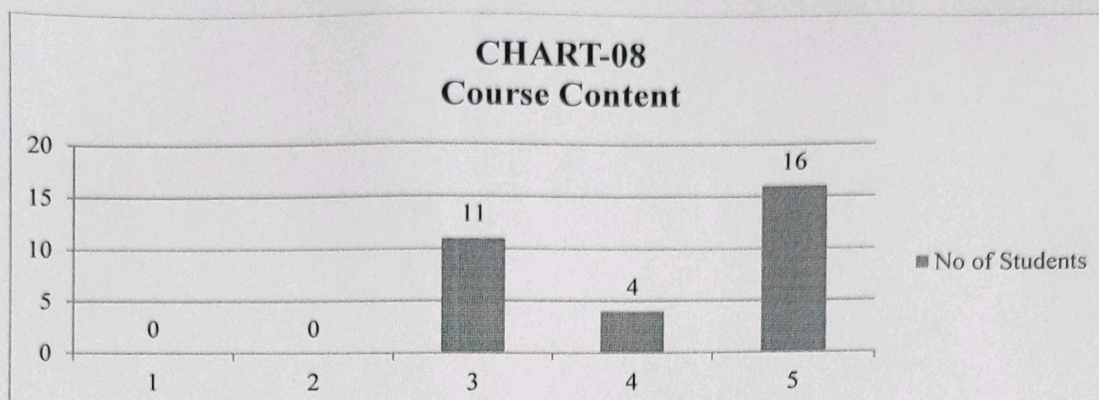


The responses of the students regarding the availability of reference books at college are explained in Chart 06. It was discovered that 26 students reported that reference books were really well available, while three students claimed that reference books were goodly available. On the other hand, one student claimed that the reference book's availability was mediocre. Not one student has brought up the issue of poor availability of reference books.



Feedback regarding the technical abilities required to tackle the sector is displayed in Chart 7. It was found that 23 students thought the material was extremely effective overall. In contrast, eight students stated that the industry's standard of syllabus proficiency is mediocre. Not a single student claimed that the industry's syllabus lacked expertise.





Students' responses to the course material are shown in Chart 8. It was noted that 20 pupils reported becoming piqued by the course material. Eleven students rated the content as mediocre. Not a single student claimed the course material was uninspiring.

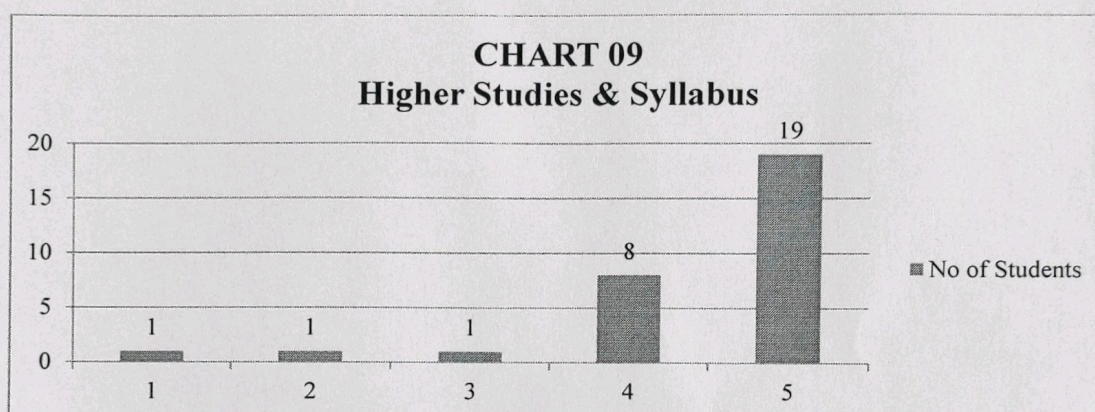
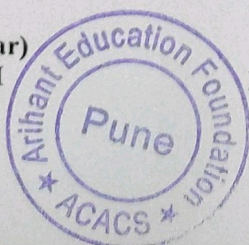


Chart 09 demonstrates that 27 students concur that their syllabus encourages them to pursue further education. According to one student, the syllabus is good from the perspective of higher education. Just one student stated that it is mediocre for advanced study. Additionally, a student commented that, from a higher study perspective, it is poor.

ISSUE RAISED AND ACTION TAKEN:

Issue Raised	Action Taken
Industry Interaction with students should be increased	MOU's are signed and Collaborations were made to increase industry interaction with the students
Alumni Guest Lectures	Advised to Alumni Association to organize more guest lectures for students.

(Signature)
(Ramajan Varunkar)
Head, Criterion-I



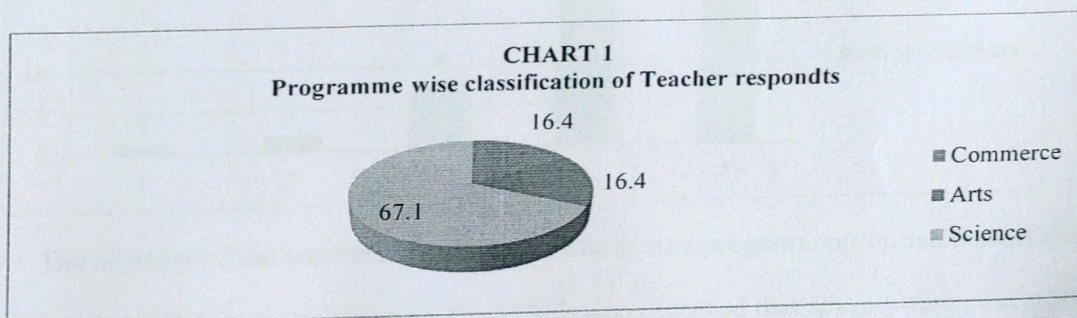
(Signature)
(Sofeen Sayyed)
IQAC Coordinator

(Signature)
(Dr. Kaanchan Shinde)
Principal
Arthant College of Arts,
Commerce & Science (ACACS)
Near Pulgate Bus Stand,
Solapur Bazar, Camp, Pune - 411 001.
[INDIA]

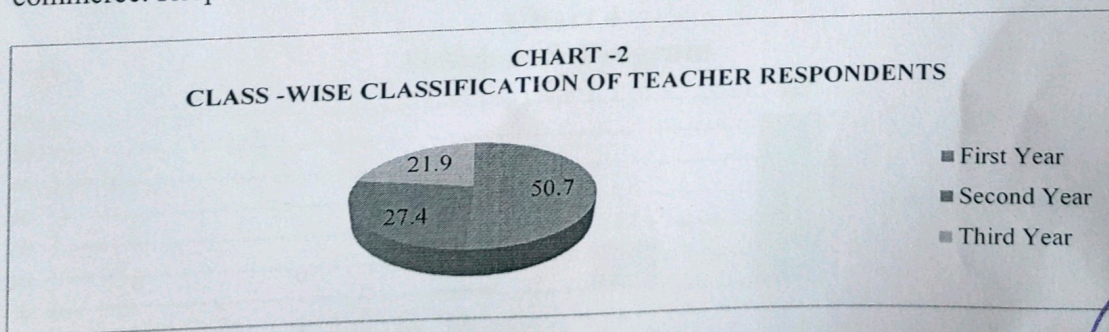
ANALYSIS OF TEACHERS FEEDBACK ON CURRICULUM

FOR ACADEMIC YEAR 2022-23

Every attempt was made to obtain input from every instructor in the college. Teachers were provided a Google form made specifically for this purpose. Up to 72 replies on the syllabus have been sent in by the educators. Useful statistical tools like %, etc., have been employed to get thorough results. Many kinds of graphs have been utilized to effectively convey the facts.



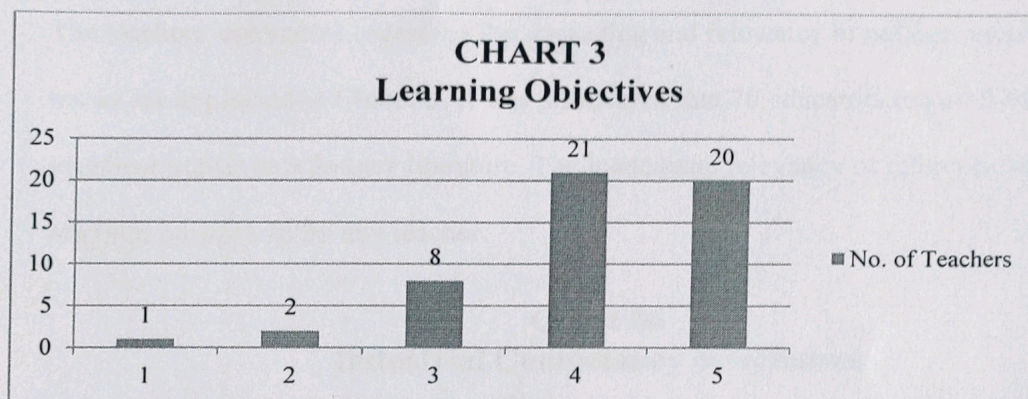
The instructor responses' course-wise classification is shown in Chart 1. It was observed that the majority of the survey's contributors were from scientific and commerce programs. Sixty-seven percent of the comments came from science, while sixteen percent came from commerce. Responses from the Arts program totalled 16.4%.



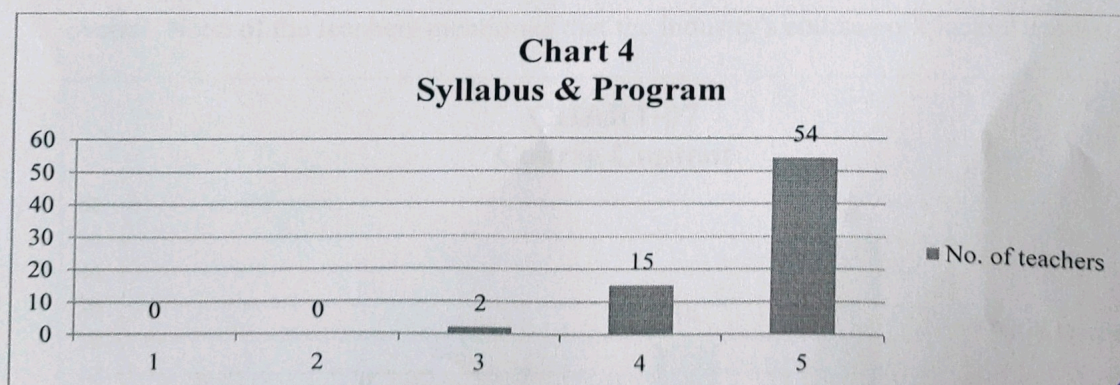
- The teacher responses are classified by class in Chart 2. It was observed that teachers who instruct second-year students provided 27.4% of the responses, followed by teachers who instruct third-year students (21.9%) and teachers who instruct first-year students (50.7%).

➤ TEACHER FEEDBACK ON SYLLABUS

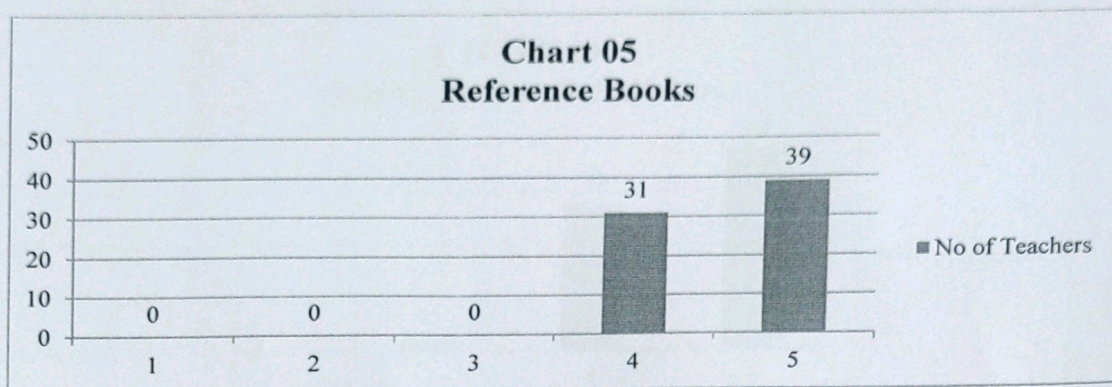
- The university Savitribai Phule Pune University is connected to the college. It adheres to the university's established syllabus. A series of questions were posed to the teachers, and 73 answers were gathered from them in order to examine their responses to the syllabus. The explanations of each are given below.



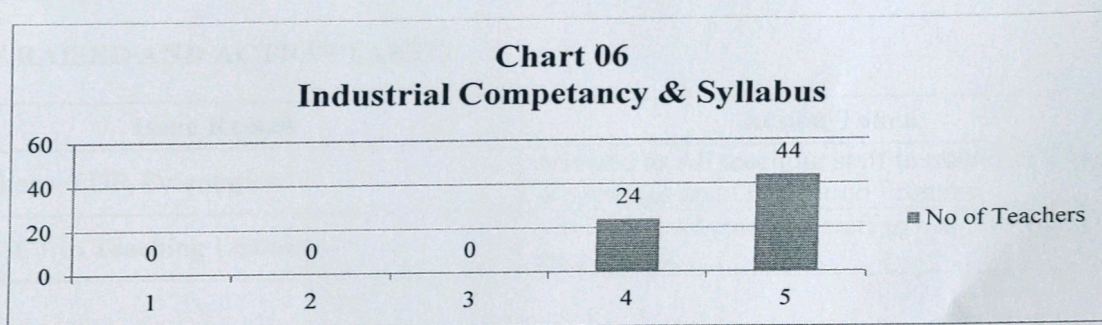
- The answers of the teachers regarding the clarity and program appropriateness of the learning objectives are shown in Chart 3. It was observed that seventy-two educators highly concurred that the learning objectives are unambiguous. However, the first teacher's response to the query was excellent. Poor learning objectives were not mentioned by any teacher,



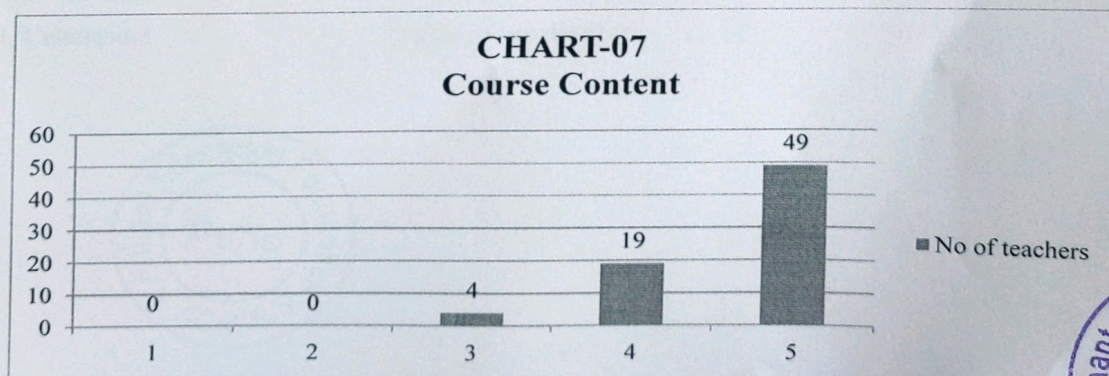
- The answers of the teachers regarding how well the syllabus fit the program are shown in Chart 4. It was noted that 69 educators had stated that the curriculum aligned with the program. Two teachers thought there was a good connection between the chapters.



The teachers' comments regarding the upgrading and relevancy of college reference books are explained in Chart 05. It was discovered that 70 educators reported having excellent access to reference literature. The inadequate relevancy of reference books has not been brought up by any teacher.



Feedback regarding the technical abilities required to handle the industry is displayed in Chart 06. It was found that 68 teachers thought the syllabus was extremely effective overall. None of the teachers mentioned that the industry's coursework lacked expertise.



The answers from the professors regarding the course material are shown in Chart 7. It was observed that 68 educators reported feeling piqued by the course material. Four educators deemed the content to be mediocre.

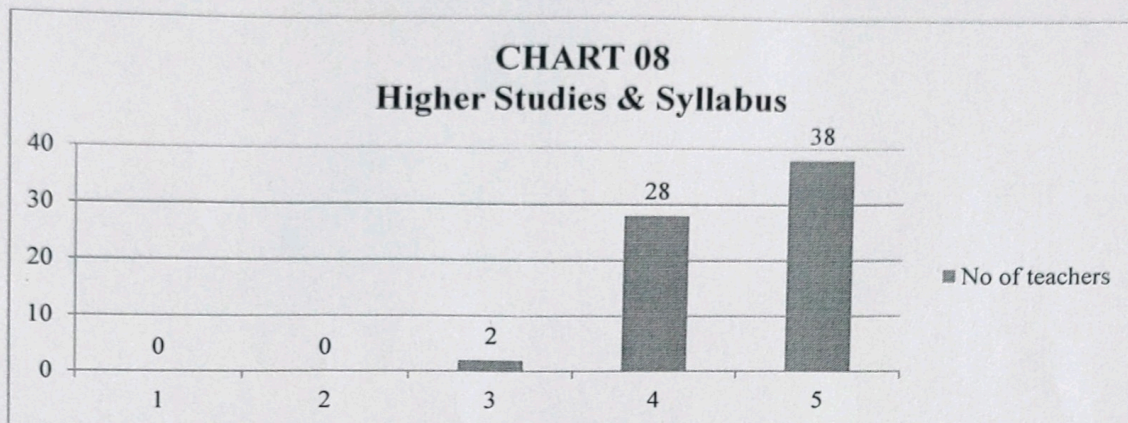
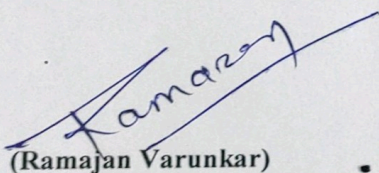


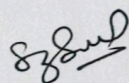
Chart 08: 66 educators concur that a well-designed curriculum encourages pupils to seek higher education. According to two teachers, the syllabus is good from the perspective of higher education. No instructor ever said that the curriculum was useless for advanced coursework.

ISSUE RAISED AND ACTION TAKEN:

Issue Raised	Action Taken
Workshops, FDP, Orientation	Advised to All teaching staff to attend FDP's, Workshops and Orientation Program
Use of ICT in Teaching Learning	Advised to all teaching staff to use ICT for all the subjects.

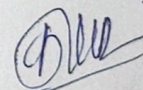

(Ramajan Varunkar)

Head, Criterion-I



(Sofeen Sayyed)

IQAC Coordinator



(Dr. Kanchan Shinde)

I/c Principal
Principal

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