



Rayat Shikshan Sanstha's

KARMAVEER BHAURAO PATIL MAHAVIDYALAYA, PANDHARPUR

DIST. SOLAPUR, 413304 (M.S)

(Autonomous College, Affiliated to P.A.H. Solapur University, Solapur)

REPORT OF FEEDBACK ANALYSIS

OF

THE ACADEMIC YEAR

2021-22

| ♣ INTRODUCTION: |
|--|
| In the academic year 2021-22, college has collected feedback from all the stakeholders. We have |
| collected feedback by online as well as offline mode. Offline feedback forms were collected |
| from the UG $1^{\rm st}$ and $2^{\rm nd}$ year students whereas online feedback were collected from UG last year |
| and all the student of PG. |
| Student has submitted their feedback on curriculum. Collected feedback forms were analyzed by feedback committee. This is collective report of online feedback system. |
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(Autonomous)

Student Feedback on Curriculum

| Nar | me of the Student | | Class | Year | Subject |
|-----|---------------------------------|-------------------|------------------------------------|---------------------|-------------------|
| Ins | truction: Tick (√) | on appropriate | option and writ | e your opinion i | n provided space. |
| 1. | Do you like the | curriculum of y | our subject? | | |
| | Yes | No | | | |
| 2. | How is the appround curriculum? | ropriateness of t | the sequence of c | ourses provided | in the |
| | Excellent | Very Good | Good | Average | |
| 3. | How is the appr | ropriateness of t | he sequence of u | nit/modules in t | he courses? |
| | Excellent | Very Good | Good | Average | |
| 4. | How is the adeq | uateness of the | textbook and re | ference book me | ntioned for the |
| | Excellent | Very Good | Good | Average | |
| 5. | regional and glo | obal developme | | e related to local, | , national, |
| | Yes | No | | | |
| 6. | 1 | | rse/unit/module global developm | | nowledge related |
| | | | | | |

| 7. | 19 | include a unit/mo | | npart the skill like soft skill, | |
|-----|----------------|---------------------|----------------|-----------------------------------|-----|
| | Yes | No | | | |
| 8. | How is the ap | propriateness of u | ınit/module in | the courses which impart abo | ove |
| 2 | Excellent | Very Good | Good | Average | |
| 9. | 1000 | sired skills from t | | which is essential for life, | |
| ä | Yes | No | | | |
| 10. | Is curriculum | relevant to cross | cutting issues | ? | |
| | Yes | No | | | |
| 11. | Mention the u | init/topics which a | ddresses the d | cross cutting issues of your | |
| 12. | If not, how yo | | tment integra | ite these issues. Mention it in t | he |
| 13. | Do you want t | o delete some uni | ts/chapter/pra | nctical from the existing syllab | us? |
| | | | | | |

| Do you want | t to add some more unit | s/chapters/practical in the existing syllabus? |
|--------------|-------------------------|--|
| | | |
| | | |
| Does the cur | rriculum have practical | utility/iob potential? |
| | To see | , , , , , , , , , , , , , , , , , , , |
| Yes | No | |
| e: / /20 | | Signature of Student |
| | Does the cur | Does the curriculum have practical Yes No |

Table -1: Total Number of Students Submitted Feedback on curriculum. (Online):

| Sr. No. | Department | No. of students submitted Feedback |
|------------|-------------|------------------------------------|
| 1 | Marathi | 17 |
| 2 | History | 10 |
| 3 | Economics | 10 |
| 4 | Geography | 03 |
| 5 | Politics | 18 |
| 6 | Chemistry | 31 |
| 7 | Electronics | 14 |
| 8 | Botany | 12 |
| 9 | Zoology | 17 |
| 10 | Physics | 26 |
| 11 | Mathematics | 12 |
| 12 | Commerce | 49 |
| | | |
| | Total | 219 |

♣ Feedback of Students on Curriculum:

| Sr. | Questions | Response of St | udents(Total No.219) |
|-----|---|-------------------------------|-----------------------------------|
| No. | | No. of student agree with it. | No. of student not agree with it. |
| 1. | Do you like the curriculum of your subject? | 215 | 04 |
| 2. | How is the appropriateness of the sequence of courses provided in the curriculum? | 209 | 10 |
| 3. | How is the appropriateness of the sequence of unit/modules in the courses? | 211 | 08 |
| 4. | How is the adequateness of the textbook and reference book mentioned for the courses? | 206 | 13 |
| 5. | Does the curriculum give a sufficient knowledge related to local, national, regional and global developmental needs? | 209 | 10 |
| 6. | Please mention the name of course/unit/module which impart knowledge related to local, national, regional and global developmental needs. | - | - |
| 7. | Is curriculum include a unit/module which impart the skill like soft skill, language and communication skill and life skill? | 205 | 14 |
| 8. | How is the appropriateness of unit/module in the courses which impart above skill? | 210 | 09 |

| 9. | Do you get desired skills from the curriculum which is essential for life, employability and entrepreneurship? | 200 | 19 |
|-----|---|-------------|-------------|
| 10. | Is curriculum relevant to cross cutting issues? | 108 | 111 |
| 11. | Mention the unit/topics which addresses the cross cutting issues of your curriculum | - | _ |
| 12. | If not, how your teachers/department integrate these issues. Mention it in the provided space? | - | |
| 13. | Do you want to delete some units/chapter/practical from the existing syllabus? | Annexure I | Annexure I |
| 14. | Do you want to add some more units/chapters/practical in the existing syllabus? | Annexure II | Annexure II |
| 15. | Does the curriculum have practical utility/job potential? | 194 | 25 |

Report of Analysis:

- As per the feedback submitted by students on curriculum, out of 219 students 209 students are of opinion that, the existing curriculum gives a sufficient knowledge related to local, national, regional and global developmental needs
- 2. 205 students are said curriculum include a unit/module which impart the skill like soft skill, language, communication skill and life skill.
- 3. 108 students are of opinion that, curriculum is relevant to solve the problem of environment. But the students of Physics, Chemistry Mathematics, Economics, Hindi and commerce submitted their opinion exactly opposite to it. According to them curriculum is not relevant to solve the problem of environment.
- 4. As per the feedback submitted, 200 students said that they get desired skills from the curriculum which is essential for life, employability and entrepreneurship
- 5. 04 students want to delete some units from the existing syllabus of Commerce.
- 6. 02 students want to add some units in the existing syllabus of Commerce. 03 students want to add some units in the existing syllabus of History.
- 7. Committee has given a list of units/topics which student wants to delete from existing syllabus to the respective heads of departments.

Annexure I:

 Students want to drop the cooperative development subject from the syllabus of commerce.

♣ Annexure II:

- Commerce: Student of commerce want to add cost accounting subject. Income tax subject for all 3 years of B.com.
- History: 01 Student of History, has given a information about the courses offered by Maulana Azad National Urdu University (MANUU), He want such expectations from our institute.
- Marathi: 02 Students of Marathi want to add Local language skill, Human values and professional ethics in the curriculum.
- Political Science: 01 Student of Political science want to add Human Rights, secularism, world Peace in the curriculum.
- Physics: 02 students of Physics want to get more information about galaxies and milky way in astrophysics section
- 8. We have given a list of units/topics which students want to add in existing syllabus to the Respective heads of departments.
- 9. 194 students are of opinion that, curriculum have a job potential whereas 25 students are negatively commented on it.

Chairman
Feedback Committee

IQAC Coordinator

K.B.P.Mahavidyalaya,Pandharpur

(Autonomous)



Karmaveer Bhaurao Patil Mahavidalaya, Pandharpur (Autonnomous) Analysis of Student Feedback on Curriculum Online - 2021-22 Rayat Shikshan Santha's

Faculty of Arts and Commerce

| ir.No | Questions | Options | Commerce | Mar | Hist | Econ | Geog | Politics | Total | Total | Grand |
|-------|---|-----------|----------|------|------|------|------|----------|-------|----------------------|--------------|
| | | | (49) | (17) | (10) | (10) | (03) | (18) | (107) | (Faculty of Science) | Total 219 |
| - | Do you like the curriculum of your subject? | Yes | 47 | 17 | 60 | 10 | 03 | 18 | 104 | 111 | 215 |
| | | No | 02 | | 10 | i | 3 | | 03 | 10 | 04 |
| 2 | How is the appropriateness of the sequence | Excellent | 23 | 03 | 03 | 04 | 03 | 03 | 39 | 55 | 94 |
| | | Very Good | 13 | 07 | 02 | 03 | T. | 04 | 29 | 30 | 59 |
| | | Good | 80 | 07 | 05 | 03 | a | 10 | 33 | 23 | 56 |
| | | Average | 05 | | · | | * | 10 | 90 | 04 | 10 |
| 3 | How is the appropriateness of the sequence | Excellent | 18 | 02 | 03 | 04 | 03 | 05 | 35 | 43 | 78 |
| | | Very Good | 16 | 07 | 02 | 10 | a | 10 | 36 | 33 | 69 |
| | | Good | - | 80 | 90 | 05 | Y | 03 | 32 | 32 | 64 |
| | | Average | 04 | T | | 646 | | ı, | 04 | 04 | 80 |
| 4 | How is the adequateness of the textbook | Excellent | 17 | 04 | 03 | 02 | 03 | 03 | 32 | 40 | 72 |
| | | Very Good | 12 | 90 | 10 | 02 | · | 10 | 22 | 30 | 52 |
| | | Good | 12 | 07 | 90 | 90 | | 13 | 44 | 38 | 82 |
| | | Average | 80 | ı | ı | gi. | | 10 | 60 | 04 | 13 |
| 5 | Does the curriculum give a sufficient | Yes | 43 | 17 | 60 | 10 | 03 | 18 | 100 | 109 | 209 |
| | regional and global developmental needs? | No | 90 | 1 | 01 | 0.00 | | ř. | 07 | 03 | 10 |
| | | | | | | | | | | J10 | |

| | | | | | | | 1 | | | | | | | | | 1 | |
|---|---|----|--|-----------|------|---------|------------------------------------|----|-----|---|-----|---|--|--|---|--|-----|
| | 205 | 14 | 82 | 22 | 71 | 60 | 200 | 19 | | 108 | 111 | | | | | 194 | 25 |
| | 107 | 90 | 46 | 33 | 59 | 04 | 106 | 90 | | 43 | 69 | | | | | 103 | 60 |
| | 98 | 60 | 36 | 24 | 42 | 05 | 94 | 13 | | 65 | 42 | | | | | 91 | 16 |
| | 17 | 10 | 04 | 02 | 12 | ı | 16 | 02 | i | 15 | 03 | | | | | 17 | 01 |
| | 03 | | .3 | 1 | 1É | | 03 | 1 | | 03 | ı | | | | | 03 | 1 |
| | 10 | | 03 | 02 | 90 | , | 10 | • | | 90 | 04 | | | | | 80 | 02 |
| | 60 | 01 | 03 | 04 | 03 | 9 | 90 | 04 | | 80 | 02 | | | | | 60 | 10 |
| | 17 | | 07 | 03 | 07 | 4 | 16 | 10 | | = | 90 | | | | | 14 | 03 |
| | 42 | 07 | 16 | 13 | 15 | 05 | 43 | 90 | | 22 | 27 | | | | | 40 | 60 |
| | Yes | No | Excellent | Very Good | Good | Average | Yes | No | | Yes | No | | | | | es | No |
| Please mention the name of course/unit/module which impart knowledge related to local, national, regional and global developmental needs. | Is curriculum include a unit/module which impart the skill like soft skill language and | | How is the appropriateness of unit/module in the courses which impact above skill? | | | | Do you get desired skills from the | | *** | Is curriculum relevant to cross cutting | | Mention the unit/topics which addresses the cross cutting issues of your curriculum | If not, how your teachers/department integrate these issues. Mention it in the provided space? | Do you want to delete some units/chapter/practical from the existing syllabus? | Do you want to add some more units/chapters/practical in the existing syllabus? | Does the curriculum have practical utility/job y | |
| 9 | 7 | | œ | | | | 6 | | | 10 | | = | 12 | 13 | 14 | 15 | *** |

Karmaveer Bhaurao Patil Mahavidalaya ,Pandharpur (Autonnomous) Analysis of Student Feedback on Curriculum Online - 2021-22 Rayat Shikshan Santha's Faculty of Science

| Sr.No | Questions | Options | Chemistry | Elect | Bot | Phy | Zoo | Maths | Total |
|-------|--|-----------|-----------|-------|------|------|------|-------|-------|
| | | | (31) | (14) | (12) | (26) | (11) | (12) | (112) |
| \ | Do you like the curriculum of your subject? | Yes | 30 | 14 | 12 | 26 | 17 | 12 | 111 |
| | | No | 01 | ı | J | 81 | 813 | T. | 10 |
| 2 | How is the appropriateness of the sequence of courses provided in the curriculum? | Excellent | 60 | 12 | 07 | 60 | 7 | 07 | 55 |
| | | Very Good | 1 | 02 | 04 | 70 | 04 | 02 | 30 |
| | | Good | 10 | 1 | 10 | 90 | 02 | 04 | 23 |
| | | Average | i, | | | 04 | 3 | ä | 04 |
| 3 | How is the appropriateness of the sequence | Excellent | 80 | 12 | 90 | 80 | 90 | 03 | 43 |
| | | Very Good | 12 | 10 | 03 | 80 | 90 | 03 | 33 |
| | | Good | | 01 | 03 | 07 | 90 | 90 | 32 |
| | | Average | (■) | | r: | 04 | d). | r | 04 |
| 4 | How is the adequateness of the textbook | Excellent | 04 | 12 | 90 | 60 | 05 | 04 | 40 |
| | courses? | Very Good | 07 | 10 | 04 | 04 | 60 | 05 | 30 |
| | | Good | 18 | 10 | 02 | 60 | 03 | 05 | 38 |
| | | Average | 10 | ï | 31 | 02 | 11 | 10 | 04 |
| 5 | Does the curriculum give a sufficient knowledge related to local national | Yes | 31 | 14 | Ε. | 24 | 17 | 12 | 109 |
| | regional and global developmental needs? | No | | . 10 | 10 | 02 | r. | Ē | 03 |
| 9 | Please mention the name of course/unit/module which impart knowledge related to local, national, regional and global | | | | | | | | |

| In the courses which include which in the courses which impart above skill? No 11 12 26 17 08 | | developmental needs. | | | | | | | | |
|--|----|--|-----------|-----|-----|----|---------------|----|---------------|-----|
| How is the appropriateness of unit/module Excellent 11 12 06 07 09 | 7 | Is curriculum include a unit/module which impart the skill like soft skill Januilane and | Yes | 30 | 14 | 12 | 26 | 17 | 80 | 107 |
| How is the appropriateness of unifmodule Excellent 11 12 06 07 09 | | communication skill and life skill? | No | 01 | 261 | 1 | 0 1 -0 | ı | 04 | 05 |
| Nery Good 10 02 05 08 04 | 8 | How is the appropriateness of unit/module in the courses which impart above skill? | Excellent | = | 12 | 90 | 07 | 60 | 10 | 46 |
| Average 10 07 01 04 | | | Very Good | 10 | 02 | 05 | 80 | 04 | 04 | 33 |
| Do you get desired skills from the curriculum which is essential for life, employability and entrepreneurship? | | | Good | 10 | 07 | 10 | 10 | 04 | 90 | 59 |
| Do you get desired skills from the curriculum which is essential for life, employability and entrepreneurship? | | | Average | | r | ı | 03 | ı | 10 | 04 |
| Sourticulum relevant to cross cutting No 15 13 13 17 13 | 0 | Do you get desired skills from the | Yes | 30 | 14 | 12 | 21 | 17 | 12 | 106 |
| Is curriculum relevant to cross cutting issues? Mention the unit/topics which addresses the cross cutting issues of your curriculum integrate these issues. Mention it in the provided space? Do you want to delete some units/chapter/practical from the existing syllabus? Do you want to add some more units/chapter/practical in the existing syllabus? Do you want to add some more units/chapter/practical in the existing syllabus? Do you want to add some more units/chapter/practical in the existing syllabus? Do you want to add some more units/chapters/practical in the existing syllabus? Do you want to add some more units/chapters/practical utility/job Yes 30 112 11 24 16 potential? No 01 02 01 02 01 | | employability and entrepreneurship? | No | 01 | i i | ı | 90 | 1 | 8 .6 8 | 90 |
| Is curriculum relevant to cross cutting Yes 16 01 06 09 04 Issues? | | | | | | | | | | |
| Mention the unit/topics which addresses the cross cutting issues of your curriculum If not, how your teachers/department integrate these issues. Mention it in the provided space? Do you want to delete some units/chapter/practical from the existing syllabus? Do you want to add some more units/chapters/practical in the existing syllabus? Do you want to add some more units/chapters/practical in the existing syllabus? Do so the curriculum have practical utility/job Yes 30 17 11 24 16 potential? No 01 02 01 02 01 | 10 | Is curriculum relevant to cross cutting | Yes | 16 | 10 | 90 | 60 | 04 | 70 | 43 |
| Mention the unit/lopics which addresses the cross cutting issues of your curriculum If not, how your teachers/department integrate these issues. Mention it in the provided space? Do you want to delete some units/chapter/practical from the existing syllabus? Do you want to add some more units/chapters/practical in the existing syllabus? Do so want to add some more units/chapters/practical in the existing syllabus? Does the curriculum have practical utility/job Yes 30 12 11 24 16 potential? No 01 02 01 02 01 | | | No | 15 | 13 | 90 | 17 | 13 | 90 | 69 |
| If not, how your teachers/department integrate these issues. Mention it in the provided space? Do you want to delete some units/chapter/practical from the existing syllabus? Do you want to add some more units/chapters/practical in the existing syllabus? Does the curriculum have practical utility/job Yes 30 17 24 16 potential? No 01 02 01 02 01 | = | Mention the unit/topics which addresses the cross cutting issues of your curriculum | | | | | | | | |
| Do you want to delete some units/chapter/practical from the existing syllabus? Do you want to add some more units/chapters/practical in the existing syllabus? Does the curriculum have practical utility/job Yes 30 12 11 24 16 potential? No 01 02 01 02 01 | 12 | If not, how your teachers/department integrate these issues. Mention it in the provided space? | | | | | | | | |
| Do you want to add some more units/chapters/practical in the existing syllabus? Does the curriculum have practical utility/job Yes 30 17 17 24 16 potential? No 01 02 01 02 01 | 13 | Do you want to delete some units/chapter/practical from the existing syllabus? | | | | | | | | |
| Does the curriculum have practical utility/job Yes 30 12 11 24 16 potential? No 01 02 01 02 01 | 14 | Do you want to add some more units/chapters/practical in the existing syllabus? | | | | | | | | |
| No 01 02 01 02 01 | 15 | Does the curriculum have practical utility/job | Yes | 30 | 12 | 7 | 24 | 16 | 10 | 103 |
| | | | No | 0.1 | 02 | 01 | 02 | 10 | 02 | 60 |