



P.G.K Mandal's
HARIBHAI. V. DESAI COLLEGE OF ARTS, SCIENCE & COMMERCE, Pune.
IQAC
Feedbacks on curriculum

Constructive feedback on curriculum is invaluable for ensuring its continual improvement and alignment with educational needs and standards.

The collected feedback was analyzed, and evaluated, and appropriate action was taken. Details are available on the website. Feedbacks were collected from teachers, students, Alumni, and Employers.

The process included:

1. Preparation: the objectives of the feedback were defined, to determine the scope and have clear criteria for evaluation and should be relevant.
2. The stakeholders involved in the feedback process encompass students, teachers, alumni, and employers. Parents were included in the process however the response for years was deficient and hence is not considered in later years.
3. Data collection: feedback forms on paper were created. During covid online feedback was collected. During this, as the situation was different the student data for the year was collected from students through interviews on the phone. Teacher feedbacks for all years were collected on paper. During COVID, the teachers filled out the form related to COVID-19 and teaching.
4. The data was entered and analyzed to understand the common patterns, themes, strengths and weaknesses, and areas of improvement in the curriculum.
5. Synthesis: findings came as a comprehensive report which came with recommendations from IQAC on curriculum
6. Feedback presentation to the management: each year's feedback was presented to the management concerning the potential changes.
7. Action Planning: necessary actions were taken outlining specific steps, and timelines and, implementing the necessary changes.
8. Monitoring and evaluation of the changes implemented. Its impact on learning outcomes and satisfaction was understood.
9. Iterative Process: the feedbacks were taken each year, except for the parent feedback, where the response was continually feeble.

Important features of feedback forms:

The CBCS The feedback forms had a structured component and an open component to get genuine feedback.

The feedback for students when taken physically was in the absence of the teacher who used to teach.

The feedbacks was communicated to the teachers as they played an important role in the process.

Actions taken by the teachers were also counted.

Feedbacks were communicated to the management and the action taken was communicated or received from them.





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Feedback procedure change during COVID-19:

Separate forms for teachers were devised during covid, this was in response to the problems faced by our students. The feedback from students during COVID-19 was taken by interviews and recorded by the teachers.

Problems faced during the process:

1. Parents do not respond and fill out the forms.
2. The employers are reluctant to sign the document of feedback or give the feedback.
3. Limited participation of students post-COVID-19.
4. Time constraints & communication barriers impede the process.
5. Not filling the form with integrity.

Dr.(Mrs.)A.Z.Shaikh

Feedback Coordinator

Dr.S.S.Jagtap

IQAC Coordinator
Co-ordinator
IQAC
Haribhai V. Desai College,
Pune - 411002

Dr.Rajendra Gurao

Principal
Haribhai V. Desai College of
Arts, Science & Commerce,
PUNE - 411002