

Teacher feedback: 2021-2022

Feedback is an essential element of the learning process. The institution collects the feedback on various curriculum aspects and courses from different stakeholders such as the students, alumni, Faculty, Employers and Parents through various surveys and questionnaires. The feedback collected from such individuals has been analysed and taken to the consideration for the development of curriculum, teaching learning process and environment.

Feedback on various aspects of curriculum is sought from all faculty members of the RMC campus, coverage of both theoretical and practical components in the syllabus, the coherence of the syllabus with Programme Outcomes, involvement of the field experts while designing the syllabus, focus on necessary technical/ teaching skills, ensuring components that inculcate ethical values, enlisting reference books, focus on flexible curriculum based on current trends, updated elective courses etc. As teachers play a pivotal role in designing and implementing the curriculum, the inputs received from their feedback was taken into consideration for further necessary action wherever applicable

- 100% agree or strongly agree that there is a mechanism for feedback, review and performance enhancement for the staff.
- 92% agree or strongly agree that equal opportunities for all staff is provided.
- It is observed that more than 92% of the respondents are of the opinion that enough opportunities for continuous development of Staff is being provided but 7.4% respondents are not sure.
- 85% felt that a recognition/ Incentive/ Appreciation of the individual work is given but 15% are not sure in this context.
- The percentages of the staff who are satisfied with laboratory requirements including equipment, chemicals and specimens are regularly provided is 89%. but 11% are not sure.
- 93% respondents agree or strongly agree that Computer facilities are made available for ICT based teaching to students whereas 7% are not sure.
- More than 85% staff is satisfied with the facility and encouragement to the teachers for their research.
- About 96% of respondents say that authorities are approachable and accessible.
- 100% agree or strongly agree that rest rooms, toilets, laboratory, playground, classrooms are clean and well maintained.

Action Taken Report:

The details of the feedback were received by the principal and was analysed by the management. Formal instructions were circulated for addressing the issues suggested by the teachers through feedback. Staff were made available with appropriate ICT facilities and



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encouraged to make effective use of ICT for their research work. A regular meeting of all faculty members was organised to encourage them to participate in departmental development activities.

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Students Feedback 2021-2022:

Regulatory bodies have a mandate to set norms and standards for regulating the quality of educational institutes. Stakeholders need to orient their mindset to quality and then only we can dream of a system – that satisfies all. Quality v/s Quantity has always been a thought-provoking issue. As key stakeholders, students are concerned about the expected outcomes. Since the education scenario is drifting from output-based system to outcome-based system, quality in such processes needs to be addressed. We need to ensure that the outcome parameters vis a vis the objectives are mapped and the programs are in tune with the global trend. Satisfaction of stake holding students has always been a challenge. Since Quality is a benchmark on road to success and thus the improvement scope is bound to be there in any system. Curricula Review feedback, is a process utilised by our institution to solicit information from the key stakeholder i. e. students on different aspects of the curriculum. Since the students are the most important stakeholders of Higher Education systems, the interest and participation of students at all levels in both internal quality assurance and external quality assurance have to play a central role. The college has obtained feedback on academic curriculum from students through questionnaires, the resulting analysis is as below:

- While 93% of the students agreed and were satisfied that the objectives of the syllabus were well defined and clear, almost 92% of the students were of the opinion that the program outcomes were student-centred and they focused on the knowledge and skills that graduates of the program should be able to demonstrate.
- Most of the teaching learning practices involve solving real life problems. Analysis of feedback received clearly shows that students find these courses applicable to real life problems. Approximately, 95% of the students were satisfied that the course content specified in the syllabus is appropriate and sufficient enough to understand the topics completely.

Action Taken report:

The prime aim of this feedback is to ensure that every student has access to competent and qualitative teaching which leads to vibrant academic, social and personal growth. The institution regularly monitors the activity along with other quality initiatives. We need to continuously incorporate such Quality Initiatives in our systems and follow them in letter and spirit for satisfaction of the stakeholders. A meeting of the curriculum review committee is organised to assess the compiled feedback received from all stakeholders. After rigorous discussion on the valuable inputs given in the feedback, the curriculum review committee performs various modifications in the curriculum, still keeping it consistent with the existing scheme.

- Teachers were informed to explore the possibility to make the teaching learning process more enjoyable.



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- In every response, there is a scope for the teachers to create interest among the students about the syllabus, course content etc.
- It was recommended that the teachers should continue preparing for classes on a regular basis so as to maintain the interest level and generate further curiosity amongst students to further the use of the well-equipped library to gain more insights of the subject.
- It is recommended to the teachers to give sufficient time for interaction to the students to get clarified their doubts and to boost their confidence.
- It is recommended to the teachers to improve the guidance and mentoring process.
- In effect the overall effectiveness of the teachers was to be enhanced.

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Alumni Feedback - 2021-2022

During the end of the academic year 2021-2022, RMC conducted a survey of alumni to assess their perceptions of relevant aspects of their college experiences and to explore alumni activity interests. The survey not only probed attitudes, experiences and feelings towards the alma mater, but also served as a vehicle to gather demographic and career-related information, including further education and training, as well as various degrees of accomplishments and leadership roles. Alumni were eligible to participate if they graduated within three years prior to implementation of the survey. Alumni were asked numerous questions, including several demographic items designed to determine generalizability of results.

A further detailed analysis of the survey generated thought provoking results which are cited as below:

- More than 98.1% of the passed out students responded positively with regards to 'On Campus Placement opportunities.
- 98% respondents felt that adequate knowledge was gained during the course of study.
- 96.6% respondents agreed that they availed career counselling and guidance for higher studies from T&P Cell.
- About 97.7% respondents say that they received regular updates from the college during the course of their program.
- 96.6% of the passed out students agreed to deliver a guest lecture for their juniors to provide encouragement and share their positive experiences..
- 95.8% agreed that the knowledge they gained during the program is relevant to better their performances in their current organisations and come out as excellent employees of the same.
- 97.3% respondents felt that the entire college faculty members are cooperative for any kind of academic support and overall development of the students.
- 85.8% of the respondents said that initiatives taken academically, project the alignment of curriculum with industry requirements.

Action Taken Report

This information is used to improve the college experience for future students by identifying strengths in our programs as well as areas that need further development. The responses show that most of the alumni are satisfied with college infrastructure, teaching-learning, teaching quality etc. However, students have pointed out some weaknesses for which necessary action was taken listed as below:

1. A committee was formed to discuss and implement the pride of the alma mater.



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2. A separate survey was conducted to collect information about ways in which the alumni can contribute to the overall development of the college which in turn will enhance the experience of the existing students.
3. The separate team consisting of the principal, one Senior Faculty member of each stream and 2 other faculties of each stream was formed to monitor and enhance the effectiveness of the overall activities conducted for the students.
4. Students are now encouraged to participate and showcase their potential (academic and non-academic) and are awarded via certificates and medals which they can proudly display to their friends and family members which in turn will become a way of recommendation to enrol at RMC.
5. Career guidance lectures were conducted and placement training sessions were organised. And it was further decided that prestigious companies shall be invited for campus placements.
6. College has started inviting notable Alumni as guest speakers, to share their experiences with RMC and how RMC has played an integral role in shaping their careers.
7. It was decided to conduct Psychometric assessments which would result in letting their college mentors know about their potential and development areas.
8. College has decided to continue to strive to incorporate innovative practices to enhance the teaching learning process.



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Employer feedback 2021-2022

The Training and Placement Cell of RMC serves as an interface between the students and the corporate world. Today, the placement cell not only provides opportunities to students for their placements but also helps them in grooming up their personalities by organising various interactive training sessions. The cell has achieved great placement targets in the previous years and has maintained its relations with all its employers.

Each year the cell invites all suitable companies for campus placements and takes pride in the companies that visit our campus. Many companies like Macarius Digitech, ICICI, Vibgyor Advisors, Piramal, Lakme, MAAC, Knowledge Park and many more have been satisfied with the student pool and knowledge of our students and have been our employers for many years at the same time many new companies join our list of employers every year.

The College Placement Cell collects their feedback to determine the companies' level of satisfaction with respect to quality of students participating in the placement drives, analysis of which is as follows;

- On communication skills, most respondents have rated the participants as happy (39%), very happy (29%) and Satisfied (25%).
- 100% respondent employers confirmed that participants are open to new ideas and learning new techniques.
- On leadership skills, most respondents have rated the participants as happy (50%), very happy (29%) and Satisfied (21%).
- The response pattern indicates that the employers prefer students having experience of teamwork.
- The ability to take up extra responsibility shown by the alumni from RMC, according to their employers, is 100%.
- Employers have the opinion that the curriculum has relevance to the industrial needs.
- Most of the employers also observed that the curriculum is capable of imparting leadership qualities.

Even though the feedback given by our employers has always been positive, the cell organised various training and development sessions and workshops throughout the year to improve the quality and employability of the students as companies no longer just look for academic excellence, but more and more companies are looking at how well the students are prepared to work in an industry. The placement cell wholeheartedly welcomed suggestions for improvements in the working as well as the student quality and took the necessary steps and actions to achieve the same



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Action Taken report:

1. Introduce more add-on courses for students to be industry-ready.
2. It was decided to organise seminars to familiarise the students with the latest developments.
3. Professionals from the field were brought to the campus for wider exposure.
4. Career guidance sessions were held for the final year UG students.
5. Industrial visits were arranged.
6. Explored the possibilities for more campus recruitment opportunities with reputed firms.
7. Include more exposure programmes for students.
8. Use modern technology more as teaching and learning tools.

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Dept of BMS: Students Feedback 2021-2022

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Many responses indicated that students felt their lecturers were/are knowledgeable, skilled, enthusiastic, committed, and prepared. Comments were also typically made concerning lecturers' willingness and ability to employ effective teaching methods and incorporate various learning materials, resources and technologies into teaching in ways that enhance student learning. Students also reported that lecturers provide prompt and comprehensive feedback on their academic work, treat students in a collegial manner, and are available when students require assistance.

Some students commented that their workloads were more challenging than they had expected or felt was warranted, and that expected and anticipated outcomes of units and assessments were not always clear. On the whole, however, students felt they were academically prepared for, and supported in their studies, often expressing considerable confidence in the quality of ongoing student support.

While 90.9% of the students agreed and were satisfied that the objectives of the syllabus were well defined and clear, almost 91.2% of the students were of the opinion that the program outcomes were student-centred and they focused on the knowledge and skills that graduates of the program should be able to demonstrate.

Most of the teaching learning practices involve solving real life problems. Analysis of feedback received clearly shows that students find these courses applicable to real life problems. Approximately, 92.8% of the students were satisfied that the course content specified in the syllabus is appropriate and sufficient enough to understand the topics completely.



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Action Taken:

As a result of student feedback, the College continues to review, develop and implement policies and practices in key areas, such as

- (a) Curriculum governance, supervision and monitoring;
- (b) The creation of an academic culture in which all students and staff are expected to deploy higher-order thinking skills;
- (c) Reinforcing clear expectations concerning unit content, assessments and outcomes;
- (d) Refining and extending data analysis in order to inform and complement effective and meaningful learning and teaching practices; and
- (e) Developing strategies that enable senior academic leaders to observe teaching and thus to provide targeted feedback focused on improving teaching and enhancing lecturers' professional knowledge.

Sonal Jain

HOD: BMS



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Dept of MCOM: Students Feedback 2021-2022

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Some students commented that their workloads were more challenging than they had expected or felt was warranted, and that expected and anticipated outcomes of units and assessments were not always clear. On the whole, however, students felt they were academically prepared for, and supported in their studies, often expressing considerable confidence in the quality of ongoing student support.

While 84.2% of the students agreed and were satisfied that the objectives of the syllabus were well defined and clear, almost 84.2% of the students were of the opinion that the program outcomes were student-centred and they focused on the knowledge and skills that graduates of the program should be able to demonstrate.

Most of the teaching learning practices involve solving real life problems. Analysis of feedback received clearly shows that students find these courses applicable to real life problems. Approximately, 84.2% of the students were satisfied that the course content specified in the syllabus is appropriate and sufficient enough to understand the topics completely.



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Urmita Chauhan
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Dept of BCOM: Students Feedback 2021-2022

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Many responses indicated that students felt their lecturers were/are knowledgeable, skilled, enthusiastic, committed, and prepared. Comments were also typically made concerning lecturers' willingness and ability to employ effective teaching methods and incorporate various learning materials, resources and technologies into teaching in ways that enhance student learning. Students also reported that lecturers provide prompt and comprehensive feedback on their academic work, treat students in a collegial manner, and are available when students require assistance.

Some students commented that their workloads were more challenging than they had expected or felt was warranted, and that expected and anticipated outcomes of units and assessments were not always clear. On the whole, however, students felt they were academically prepared for, and supported in their studies, often expressing considerable confidence in the quality of ongoing student support.

While 88.6% of the students agreed and were satisfied that the objectives of the syllabus were well defined and clear, almost 86.1% of the students were of the opinion that the program outcomes were student-centred and they focused on the knowledge and skills that graduates of the program should be able to demonstrate.

Most of the teaching learning practices involve solving real life problems. Analysis of feedback received clearly shows that students find these courses applicable to real life problems. Approximately, 91.7% of the students were satisfied that the course content specified in the syllabus is appropriate and sufficient enough to understand the topics completely.



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Mrs. VAISHALI KOTHYAR
(HOD - BLOM)




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Dept of BAF: Students Feedback 2021-2022

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Many responses indicated that students felt their lecturers were/are knowledgeable, skilled, enthusiastic, committed, and prepared. Comments were also typically made concerning lecturers' willingness and ability to employ effective teaching methods and incorporate various learning materials, resources and technologies into teaching in ways that enhance student learning. Students also reported that lecturers provide prompt and comprehensive feedback on their academic work, treat students in a collegial manner, and are available when students require assistance.

Some students commented that their workloads were more challenging than they had expected or felt was warranted, and that expected and anticipated outcomes of units and assessments were not always clear. On the whole, however, students felt they were academically prepared for, and supported in their studies, often expressing considerable confidence in the quality of ongoing student support.

While 91.3% of the students agreed and were satisfied that the objectives of the syllabus were well defined and clear, almost 84.4% of the students were of the opinion that the program outcomes were student-centred and they focused on the knowledge and skills that graduates of the program should be able to demonstrate.

Most of the teaching learning practices involve solving real life problems. Analysis of feedback received clearly shows that students find these courses applicable to real life problems. Approximately, 93.4% of the students were satisfied that the course content specified in the syllabus is appropriate and sufficient enough to understand the topics completely.



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Darshan Joshi
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Dept of BBI: Students Feedback 2021-2022

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Some students commented that their workloads were more challenging than they had expected or felt was warranted, and that expected and anticipated outcomes of units and assessments were not always clear. On the whole, however, students felt they were academically prepared for, and supported in their studies, often expressing considerable confidence in the quality of ongoing student support.

While 75% of the students agreed and were satisfied that the objectives of the syllabus were well defined and clear, almost 75% of the students were of the opinion that the program outcomes were student-centred and they focused on the knowledge and skills that graduates of the program should be able to demonstrate.

Most of the teaching learning practices involve solving real life problems. Analysis of feedback received clearly shows that students find these courses applicable to real life problems. Approximately, 75% of the students were satisfied that the course content specified in the syllabus is appropriate and sufficient enough to understand the topics completely.



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Dept of BSc: Students Feedback 2021-2022

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While 54.6% of the students agreed and were satisfied that the objectives of the syllabus were well defined and clear, almost 54.6% of the students were of the opinion that the program outcomes were student-centred and they focused on the knowledge and skills that graduates of the program should be able to demonstrate.

Most of the teaching learning practices involve solving real life problems. Analysis of feedback received clearly shows that students find these courses applicable to real life problems. Approximately, 58.3% of the students were satisfied that the course content specified in the syllabus is appropriate and sufficient enough to understand the topics completely.



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Vijay D. Gangan
Dr. Vijay D. Gangan
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Affiliated to University of Mumbai | NAAC Accredited B Grade with 2.41 CGPA | ISO 9001:2015 | Gujarati Linguistic Minority
Section 2 (f) of the UGC Act 1956

Dept of BSc DS: Students Feedback 2021-2022

Reena Mehta College is committed to the highest standards of educational and other provision for its students, and encourages students to provide the Institute with thoughtful and constructive feedback. Formal evaluations, together with informal comments and consultations, are used to make improvements to our course and other provisions, and to provide encouragement to staff where appropriate. Overall, responses from both the quantitative and qualitative data indicated moderate to high levels of satisfaction with the quality of teaching, instruction, learning and student engagement; with students being less (but nevertheless still) positive about workloads, assessments, outcomes and available or assigned resources.

Many responses indicated that students felt their lecturers were/are knowledgeable, skilled, enthusiastic, committed, and prepared. Comments were also typically made concerning lecturers' willingness and ability to employ effective teaching methods and incorporate various learning materials, resources and technologies into teaching in ways that enhance student learning. Students also reported that lecturers provide prompt and comprehensive feedback on their academic work, treat students in a collegial manner, and are available when students require assistance.

Some students commented that their workloads were more challenging than they had expected or felt was warranted, and that expected and anticipated outcomes of units and assessments were not always clear. On the whole, however, students felt they were academically prepared for, and supported in their studies, often expressing considerable confidence in the quality of ongoing student support.

While 87% of the students agreed and were satisfied that the objectives of the syllabus were well defined and clear, almost 87% of the students were of the opinion that the program outcomes were student-centred and they focused on the knowledge and skills that graduates of the program should be able to demonstrate.

Most of the teaching learning practices involve solving real life problems. Analysis of feedback received clearly shows that students find these courses applicable to real life problems. Approximately, 87% of the students were satisfied that the course content specified in the syllabus is appropriate and sufficient enough to understand the topics completely.



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Action Taken:

As a result of student feedback, the College continues to review, develop and implement policies and practices in key areas, such as

- Curriculum governance, supervision and monitoring;
- The creation of an academic culture in which all students and staff are expected to deploy higher-order thinking skills;
- Reinforcing clear expectations concerning unit content, assessments and outcomes;
- Refining and extending data analysis in order to inform and complement effective and meaningful learning and teaching practices; and
- Developing strategies that enable senior academic leaders to observe teaching and thus to provide targeted feedback focused on improving teaching and enhancing lecturers' professional knowledge.

Roni
Roshmi Soni
In-Charge Bsc-DS



[Signature]
I/C Principal
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Dept of BScIT : Students Feedback 2021-2022

Reena Mehta College is committed to the highest standards of educational and other provision for its students, and encourages students to provide the Institute with thoughtful and constructive feedback. Formal evaluations, together with informal comments and consultations, are used to make improvements to our course and other provisions, and to provide encouragement to staff where appropriate. Overall, responses from both the quantitative and qualitative data indicated moderate to high levels of satisfaction with the quality of teaching, instruction, learning and student engagement; with students being less (but nevertheless still) positive about workloads, assessments, outcomes and available or assigned resources.

Many responses indicated that students felt their lecturers were/are knowledgeable, skilled, enthusiastic, committed, and prepared. Comments were also typically made concerning lecturers' willingness and ability to employ effective teaching methods and incorporate various learning materials, resources and technologies into teaching in ways that enhance student learning. Students also reported that lecturers provide prompt and comprehensive feedback on their academic work, treat students in a collegial manner, and are available when students require assistance.

Some students commented that their workloads were more challenging than they had expected or felt was warranted, and that expected and anticipated outcomes of units and assessments were not always clear. On the whole, however, students felt they were academically prepared for, and supported in their studies, often expressing considerable confidence in the quality of ongoing student support.

While 81.3% of the students agreed and were satisfied that the objectives of the syllabus were well defined and clear, almost 81.2% of the students were of the opinion that the program outcomes were student-centred and they focused on the knowledge and skills that graduates of the program should be able to demonstrate.

Most of the teaching learning practices involve solving real life problems. Analysis of feedback received clearly shows that students find these courses applicable to real life problems. Approximately, 80% of the students were satisfied that the course content specified in the syllabus is appropriate and sufficient enough to understand the topics completely.



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Action Taken:

As a result of student feedback, the College continues to review, develop and implement policies and practices in key areas, such as

- Curriculum governance, supervision and monitoring;
- The creation of an academic culture in which all students and staff are expected to deploy higher-order thinking skills;
- Reinforcing clear expectations concerning unit content, assessments and outcomes;
- Refining and extending data analysis in order to inform and complement effective and meaningful learning and teaching practices; and
- Developing strategies that enable senior academic leaders to observe teaching and thus to provide targeted feedback focused on improving teaching and enhancing lecturers' professional knowledge.

Rinkle Solanki
Rinkle Solanki
HOD BSC-IT



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Dept of BSc HS: Students Feedback 2021-2022

Reena Mehta College is committed to the highest standards of educational and other provision for its students, and encourages students to provide the Institute with thoughtful and constructive feedback. Formal evaluations, together with informal comments and consultations, are used to make improvements to our course and other provisions, and to provide encouragement to staff where appropriate. Overall, responses from both the quantitative and qualitative data indicated moderate to high levels of satisfaction with the quality of teaching, instruction, learning and student engagement; with students being less (but nevertheless still) positive about workloads, assessments, outcomes and available or assigned resources.

Many responses indicated that students felt their lecturers were/are knowledgeable, skilled, enthusiastic, committed, and prepared. Comments were also typically made concerning lecturers' willingness and ability to employ effective teaching methods and incorporate various learning materials, resources and technologies into teaching in ways that enhance student learning. Students also reported that lecturers provide prompt and comprehensive feedback on their academic work, treat students in a collegial manner, and are available when students require assistance.

Some students commented that their workloads were more challenging than they had expected or felt was warranted, and that expected and anticipated outcomes of units and assessments were not always clear. On the whole, however, students felt they were academically prepared for, and supported in their studies, often expressing considerable confidence in the quality of ongoing student support.

While 80% of the students agreed and were satisfied that the objectives of the syllabus were well defined and clear, almost 81.4% of the students were of the opinion that the program outcomes were student-centred and they focused on the knowledge and skills that graduates of the program should be able to demonstrate.

Most of the teaching learning practices involve solving real life problems. Analysis of feedback received clearly shows that students find these courses applicable to real life problems. Approximately, 79.9% of the students were satisfied that the course content specified in the syllabus is appropriate and sufficient enough to understand the topics completely.



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Action Taken:

As a result of student feedback, the College continues to review, develop and implement policies and practices in key areas, such as

- Curriculum governance, supervision and monitoring;
- The creation of an academic culture in which all students and staff are expected to deploy higher-order thinking skills;
- Reinforcing clear expectations concerning unit content, assessments and outcomes;
- Refining and extending data analysis in order to inform and complement effective and meaningful learning and teaching practices; and
- Developing strategies that enable senior academic leaders to observe teaching and thus to provide targeted feedback focused on improving teaching and enhancing lecturers' professional knowledge.

Shailesh V. Nigaveale

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