

Student Feedback:

Sr. No.	Feedback Type	Subject Name	Faculty Name	Question	Answer
1	Academic	Financial Management (Introduction to Financial Management) - I		Units in syllabus are relevant to the course	Strongly Agree
2	Academic	Cost Accounting (Introduction and Element of cost) - I		Units in syllabus are relevant to the course	Strongly Agree
3	Academic	Financial Accounting (Elements of Financial Accounting) - I		Units in syllabus are relevant to the course	Strongly Agree
4	Academic	Business Communication - I		Units in syllabus are relevant to the course	Strongly Agree
5	Academic	Foundation Course - I		Units in syllabus are relevant to the course	Strongly Agree
6	Academic	Commerce (Business Environment) - I		Units in syllabus are relevant to the course	Strongly Agree
7	Academic	Business Economics - I		Units in syllabus are relevant to the course	Strongly Agree
8	Academic	Financial Management (Introduction to Financial Management) - I		The course/syllabus has good balance between theory and application.	Strongly Agree
9	Academic	Cost Accounting (Introduction and Element of cost) - I		The course/syllabus has good balance between theory and application.	Strongly Agree
10	Academic	Financial Accounting (Elements of Financial Accounting) - I		The course/syllabus has good balance between theory and application.	Strongly Agree

Sr. No.	Feedback Type	Subject Name	Faculty Name	Question	Answer
91	Faculty	Financial Management (Introduction to Financial Management) - I	DARSHAN JOSHI	The teacher gives clear and concise instructions to students during practical/tutorials.	Strongly Agree
92	Faculty	Cost Accounting (Introduction and Element of cost) - I	Karan Chitroda	The teacher gives clear and concise instructions to students during practical/tutorials.	Strongly Agree
93	Faculty	Financial Accounting (Elements of Financial Accounting) - I	Nilesh Dubey	The teacher gives clear and concise instructions to students during practical/tutorials.	Strongly Agree
94	Faculty	Business Communication - I	Rohini Babu Chalwadi	The teacher gives clear and concise instructions to students during practical/tutorials.	Strongly Agree
95	Faculty	Foundation Course - I	Ms. Pooja Waghele	The teacher gives clear and concise instructions to students during practical/tutorials.	Strongly Agree
96	Faculty	Commerce (Business Environment) - I	Nitika Gupta	The teacher gives clear and concise instructions to students during practical/tutorials.	Strongly Agree
97	Faculty	Business Economics - I	Neha Nikhil Toraskar	The teacher gives clear and concise instructions to students during practical/tutorials.	Strongly Agree



Student Feedback

Sr. No.	Feedback Type	Subject Name	Faculty Name	Question	Answer
1	Academic	Introduction to Financial accounts		Units in syllabus are relevant to the course	Agree
2	Academic	Business Law		Units in syllabus are relevant to the course	Agree
3	Academic	Business statistics		Units in syllabus are relevant to the course	Agree
4	Academic	Business Communication-I		Units in syllabus are relevant to the course	Strongly Agree
5	Academic	Foundation course-I		Units in syllabus are relevant to the course	Agree
6	Academic	Foundation of human skills		Units in syllabus are relevant to the course	Agree
7	Academic	Business economics-I		Units in syllabus are relevant to the course	Agree
8	Academic	Introduction to Financial accounts		The course/syllabus has good balance between theory and application.	Strongly Agree
9	Academic	Business Law		The course/syllabus has good balance between theory and application.	Agree
10	Academic	Business statistics		The course/syllabus has good balance between theory and application.	Agree

Sr. No.	Feedback Type	Subject Name	Faculty Name	Question	Answer
41	Faculty	Business economics-I	Mrs. Vaishali Kothiya	Your lecturers are able to communicate effectively and make learning constructive.	Strongly Agree
42	Faculty	Introduction to Financial accounts	Nilesh Dubey	The evaluation process by the lecturers is fair.	Strongly Agree
43	Faculty	Business Law	Rohini Babu Chalwadi	The evaluation process by the lecturers is fair.	Strongly Agree
44	Faculty	Business statistics	Vinit Bakul Tandel	The evaluation process by the lecturers is fair.	Strongly Agree
45	Faculty	Foundation course-I	Ms. Pooja Waghela	The evaluation process by the lecturers is fair.	Strongly Agree
46	Faculty	Foundation of human skills	Ms. Tamanna Agrawal	The evaluation process by the lecturers is fair.	Strongly Agree
47	Faculty	Business economics-I	Mrs. Vaishali Kothiya	The evaluation process by the lecturers is fair.	Strongly Agree
48	Faculty	Business Communication-I	Rohini Babu Chalwadi	The evaluation process by the lecturers is fair.	Strongly Agree
49	Faculty	Business Law	Rohini Babu Chalwadi	The Teacher illustrate concepts through examples and applications.	Agree
50	Faculty	Business statistics	Vinit Bakul Tandel	The Teacher illustrate concepts through examples and applications.	Agree



Student Feedback

Sr. No.	Feedback Type	Subject Name	Faculty Name	Question	Answer
71	Faculty	Business Law	Rohini Babu Chalwadi	The teacher discusses recent developments in the field, encourages independent thinking and motivates class participation. (e.g. asking questions, adding points, expressing other view points.)	Strongly Agree
72	Faculty	Business statistics	Vinit Bakul Tandel	The teacher discusses recent developments in the field, encourages independent thinking and motivates class participation. (e.g. asking questions, adding points, expressing other view points.)	Strongly Agree
73	Faculty	Business Communication-I	Rohini Babu Chalwadi	The teacher discusses recent developments in the field, encourages independent thinking and motivates class participation. (e.g. asking questions, adding points, expressing other view points.)	Strongly Agree
74	Faculty	Foundation course-I	Ms. Pooja Waghela	The teacher discusses recent developments in the field, encourages independent thinking and motivates class participation. (e.g. asking questions, adding points, expressing other view points.)	Strongly Agree
75	Faculty	Foundation of human skills	Ms. Tamanna Agrawal	The teacher discusses recent developments in the field, encourages independent thinking and motivates class participation. (e.g. asking questions, adding points, expressing other view points.)	Strongly Agree



Alumni Feedback

Course Name	Passout Year	Organization	Designation	Address
B.A.M.M.C	2020-2021	NA	NA	
Student of RMC	Achievement	Organization	Employee	college
No		No		NA
curriculum suggestions	Passed Entrance Exam	Entrance Exam Details	Certificate	
	No			
Passed PG	Passed details	Certificate		
No				
Self Employed	Details	Certificate		
No				

Sr. No.	Feedback Type	Question	Answer
1	ACADEMICS & FACULTY	Is knowledge gained during program relevant in your present job?	Yes
2	ACADEMICS & FACULTY	Were the faculty members cooperative for academic support and overall development?	Yes
3	ACADEMICS & FACULTY	How do you grade student teacher relationship in RMC as a whole?	A
4	ACADEMICS & FACULTY	How do you grade the academic initiatives taken by the college to bridge the gap between industry & academia	A
5	FEEDBACK ABOUT COLLEGE	Do you feel proud to be associated with RMC as an Alumni?	Yes
6	FEEDBACK ABOUT COLLEGE	How do you grade the activities organized by the college for your overall development?	A
7	FEEDBACK ABOUT COLLEGE	Are you willing to contribute to the development of the college?	Yes
8	FEEDBACK ABOUT COLLEGE	Will you recommend your relative/friends to enroll at RMC?	Yes
9	TRAINING & PLACEMENT CELL	Do you feel that adequate knowledge was gained during your course of study?	Yes
10	TRAINING & PLACEMENT CELL	Has the T&P Cell provided ample On Campus placement opportunities?	Yes



Alumni Feedback

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Course Name	Passout Year	Organization	Designation	Address
B.M.S	2020-2021	NA	NA	

Student of RMC	Achievement	Organization	Employee	college
No		No		NA

curriculum	suggestions	Passed Entrance Exam	Entrance Exam Details	Certificate
		No		-

Passed PG	Passed details	Certificate
No		-

Self Employed	Details	Certificate
No		-

Sr. No.	Feedback Type	Question	Answer
1	ACADEMICS & FACULTY	Is knowledge gained during program relevant in your present job?	Yes
2	ACADEMICS & FACULTY	Were the faculty members cooperative for academic support and overall development?	Yes
3	ACADEMICS & FACULTY	How do you grade student teacher relationship in RMC as a whole?	A
4	ACADEMICS & FACULTY	How do you grade the academic initiatives taken by the college to bridge the gap between industry & academia	A
5	FEEDBACK ABOUT COLLEGE	Are you willing to contribute to the development of the college?	Yes
6	FEEDBACK ABOUT COLLEGE	How do you grade the activities organized by the college for your overall development?	A
7	FEEDBACK ABOUT COLLEGE	Will you recommend your relative/friends to enroll at RMC?	Yes
8	FEEDBACK ABOUT COLLEGE	Do you feel proud to be associated with RMC as an Alumni?	Yes
9	TRAINING & PLACEMENT CELL	Do you feel that adequate knowledge was gained during your course of study?	Yes
10	TRAINING & PLACEMENT CELL	Has the T&P Cell provided ample On Campus placement opportunities?	Yes



Teacher Feedback

Sr. No.	Feedback Type	Subject Name	Program Name	Question	Answer
1	Academic	Chemistry : Paper I		Units in syllabus are relevant to the course	Strongly Agree
2	Academic	Chemistry : Paper I		Aims and objectives of the syllabi are well defined and clear to teachers and students	Agree
3	Academic	Chemistry : Paper I		The course content fulfils the need of students	Agree
4	Academic	Chemistry : Paper I		Inculcates Learning values (in terms of skills, concepts, knowledge, analytical abilities, or broadening perspectives)	Agree
5	Academic	Chemistry : Paper I		The course/syllabus has good balance between theory and application.	Agree
6	Academic	Chemistry : Paper I		Curriculum facilitates adoption of new techniques/strategies of teaching	Agree
7	Academic	Chemistry : Paper I		The curriculum ensures student participation in learning process	Agree
8	Academic	Chemistry : Paper I		The curriculum is sufficient to cover the programme / course outcomes	Agree
9	Academic	Chemistry : Paper I		Online Lectures provides effective learning to the students.	Not Sure
10	Infrastrucrture			The Vision, philosophy & objectives of the College are known	Agree

Sr. No.	Feedback Type	Subject Name	Program Name	Question	Answer
1	Academic	Business Environment		Aims and objectives of the syllabi are well defined and clear to teachers and students	Strongly Agree
2	Academic	Integrated Marketing Communication (Marketing)		Aims and objectives of the syllabi are well defined and clear to teachers and students	Strongly Agree
3	Academic	Strategic Human Resource Management & Hr Policies (Human Resource Management)		Aims and objectives of the syllabi are well defined and clear to teachers and students	Strongly Agree
4	Academic	Brand Management (Marketing)		Aims and objectives of the syllabi are well defined and clear to teachers and students	Strongly Agree
5	Academic	International Marketing (Marketing)		Aims and objectives of the syllabi are well defined and clear to teachers and students	Strongly Agree
6	Academic	Commerce (Business Environment) - I		Aims and objectives of the syllabi are well defined and clear to teachers and students	Strongly Agree
7	Academic	Business Ethics & Corporate Governance		Aims and objectives of the syllabi are well defined and clear to teachers and students	Strongly Agree
8	Academic	Research Methodology in Accounting and Finance		Aims and objectives of the syllabi are well defined and	Strongly Agree



Teacher Feedback

Sr. No.	Feedback Type	Subject Name	Program Name	Question	Answer
1	Academic	Cost Accounting - IV		Aims and objectives of the syllabi are well defined and clear to teachers and students	Agree
2	Academic	Financial Accounting		Aims and objectives of the syllabi are well defined and clear to teachers and students	Agree
3	Academic	Financial Management		Aims and objectives of the syllabi are well defined and clear to teachers and students	Agree
4	Academic	Corporate & Securities Law		Aims and objectives of the syllabi are well defined and clear to teachers and students	Agree
5	Academic	Management information system		Aims and objectives of the syllabi are well defined and clear to teachers and students	Agree
6	Academic	Cost Accounting - IV		The course content fulfils the need of students	Agree
7	Academic	Financial Accounting		The course content fulfils the need of students	Agree
8	Academic	Financial Management		The course content fulfils the need of students	Agree
9	Academic	Corporate & Securities Law		The course content fulfils the need of students	Agree
10	Academic	Management information system		The course content fulfils the need of students	Agree



Employer Feedback

Sr. No.	Feedback Type	Question	Answer
1	Programme	General communication skills	very happy
2	Programme	Developing practical solutions to work place problems	satisfied
3	Programme	Working as part of a team	very happy
4	Programme	Creative in response to workplace challenges	very happy
5	Programme	Self-motivated and taking on appropriate level of responsibility	happy
6	Programme	Open to new ideas and learning new techniques	very happy
7	Programme	Using technology and workplace equipment	very happy
8	Programme	Ability to contribute to the goal of the organization	happy
9	Programme	Technical knowledge/skill	very happy
10	Programme	Ability to manage/leadership qualities	very happy

First Previous **1** 2 Next Last



REENA MEHTA COLLEGE OF COMMERCE AND MANAGEMENT STUDIES

Teacher feedback: 2017-2018

The role of faculty in designing and developing curriculum is one of the most prominent ones in the development of any institution. A feedback from the faculty pertaining to their satisfaction in modelling a curriculum plays a pivotal role in establishing the importance of an educational institution in the society.

Criticism on different parts of educational plan is looked for from all employees of RMC, inclusion of both hypothetical and useful parts in the curriculum, the lucidness of the prospectus with Program Outcomes, contribution of the field specialists while planning the prospectus, center around essential specialised abilities, guaranteeing parts that teach moral qualities, enrolling reference books, center around adaptable educational plan in view of latest educational trends, refreshed elective courses and so on. As educators assume an integral part in planning and executing the educational program, the data sources got from their criticism was made an into thought for additional fundamental decisions in any place deemed relevant

100% of the staff agree or strongly agree that equal opportunities for all staff is provided, amongst which It is observed that more than 82.4% of the respondents are of the strong opinion that enough opportunities for continuous development of Staff is being provided but 17.6% respondents are agreeing the same.

88.2% felt that a recognition/ Incentive/ Appreciation of the individual work is given but 8.8% do not agree in this context with 82.9% not sure if this is being done. This may be a result of new staff that has joined during the year and have not completed any appraisal cycle. This is against the 79.4% who strongly agree and 17.6% agreeing and 2.9% respondents are not sure that there is a feedback mechanism in place resulting in performance enhancement. This also shows up where 97% of the staff agrees that the authorities and management are easily accessible and are approachable and also 2.9% staff is not sure for any such feedback or reviews if required.

With regards to Laboratory requirements, 79.4% strongly agree 17.6% agree that all the required facilities were provided including equipment, specimens and chemicals.

While almost 91% of the staff agrees and 8.8% staff is not sure that computer facilities are made available for any such ICT based teaching, will be those who do not require such facility and hence not know about it which includes non teaching staff as well.

90% of the staff agrees that the college provided good facilities and constant encouragement to the teachers for their research to increase their knowledge base.

93% agree or strongly agree that Rest rooms, toilets, laboratory, playground, classrooms are clean and well maintained with 93% agreeing that clean portable drinking water is available at all times.


I/C Principal
Reena Mehta College of Arts, Science
Commerce & Mgt. Studies
Bhayandar (West), Dist. Thane - 401 101



Action Taken:

Based on the examinations of the criticisms from the partners i.e the Staff of the college, during the year a few activities were taken up by the college management to work with the educators in their diligent course of educating and in this manner further developing the students driven conveniences, improving instructive quality and managerial productivity of the college. A consolidated list is as below:

1. Participation of the students in live projects, debates, seminars, workshops be appreciated appropriately. And Modus operandi has been framed and implemented to student's participation in debate, workshop, seminars.
2. Research activity be promoted and integrated in teaching learning process
Research has been emphasized appropriately in revamped curriculum and organize conference for research papers
3. All the teaching faculty are instructed to follow strict guidelines related to timings and attending the lectures
4. Restructuring of the existing cells, clubs and committees of the college.
5. The staff was also instructed to use varied methodologies and techniques to educate the learners.
6. The parameters which have scored less percentage are brought to the notice of the head of the institution and discussed in the meeting held under the chairmanship of the principal.


I/C Principal
Reena Mehta College of Arts, Science
Commerce & Mgt. Studies
Bhayandar (West), Dist. Thane - 401 101



REENA MEHTA COLLEGE OF ARTS, SCIENCE, COMMERCE & MANAGEMENT STUDIES

Teacher feedback: 2018-2019

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

It is observed that more than 99.9% of the respondents are of the opinion that enough opportunities for continuous development of Staff is being provided but 8.8% respondents are not sure.

97% felt that a recognition/ Incentive/ Appreciation of the individual work is given but 2.9% are not sure in this context.

58.8% strongly agree and 41.2% agree that there is a mechanism for feedback, review and performance enhancement for the staff.

The percentages of the staff who are satisfied with laboratory requirements including equipment, chemicals and specimens are regularly provided is 94%. but 5.9 % are not sure.

94.1% respondents agree or strongly agree that Computer facilities are made available for ICT based teaching to students whereas 2.9% are not sure and also 2.9% respondents disagree on it. 92% agree or strongly agree that equal opportunities for all staff is provided.

97% staff is satisfied with the facility and encouragement to the teachers for their research whereas 2.9% staff is unsure about it.

94% agree or strongly agree that Rest rooms, toilets, laboratory, playground, classrooms are clean and well maintained whereas 5.9% respondents are not sure.

About 91.1% of respondents say that authorities are approachable and accessible on which 2.9% respondents disagree and 5.9% respondents are unsure about the same.

Action Taken:

On the basis of the analyses of the feedbacks from the stakeholders i.e the Staff of the college, during the year several actions were taken hitherto by the college management to facilitate the teachers in their persistent process of teaching and thereby improving the student centric amenities, teaching tools, educational quality and administrative efficiency of the college.

In order to boost the morale of teachers to conduct maximum curricular as well as co curricular activities for the benefit of the students, it was suggested that the college should take the initiative of appreciating the best department of the college for every academic year. Workshops/seminars should be conducted to promote effective teaching skills among the and teachers

Regular meetings of all faculty members would be organised to encourage them to participate in the various departmental development activities.

[Signature]
I/C Principal
Reena Mehta College of Arts, Science
Commerce & Mgt. Studies
Bhayandar (West), Dist. Thane - 401 101



**/REENA MEHTA COLLEGE OF ARTS, SCIENCE, COMMERCE &
MANAGEMENT STUDIES**

Teacher feedback: 2019-2020

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% of the staff agree or strongly agree that equal opportunities for all staff is provided, amongst which It is observed that more than 90% of the respondents are of the opinion that enough opportunities for continuous development of Staff is being provided but 7.1% respondents are not sure about the same.

88% felt that a recognition/ Incentive/ Appreciation of the individual work is given but 3.6% do not agree in this context with 7.1% not sure if this is being done. This may be a result of new staff that has joined during the year and have not completed any appraisal cycle. This is against the 96% who agree that there is a feedback mechanism in place resulting in performance enhancement. This also shows up where 100% of the staff agrees that the authorities and management are easily accessible and are approachable for any such feedback or reviews if required.

With regards to Laboratory requirements, 96.4% agree that all the required facilities were provided including equipment, specimens and chemicals.

While almost 93% of the staff agrees that computer facilities are made available for any such ICT based teaching, the remaining 3.6% who do not agree or the 3.6% who are not sure will be those who do not require such facility and hence not know about it which includes non teaching staff as well.

93% of the staff agrees that the college provided good facilities and constant encouragement to the teachers for their research to increase their knowledge base.

100% agree or strongly agree that Rest rooms, toilets, laboratory, playground, classrooms are clean and well maintained with 96% agreeing that clean portable drinking water is available at all times.


I/C Principal
Reena Mehta College of Arts, Science
Commerce & Mgt. Studies
Bhayandar (West), Dist. Thane - 401 101



Action Taken:

On the basis of the analyses of the feedbacks from the stakeholders i.e the Staff of the college, during the year several actions were taken hitherto by the college management to facilitate the teachers in their persistent process of teaching and thereby improving the student centric amenities, teaching tools, educational quality and administrative efficiency of the college. A consolidated list is as below:

1. Facilitating the availability of high-speed Internet connection within the college campus.
2. Orientation for all the newly recruited staff of the college.
3. Enhancement of the Lab facilities.
4. The RO facility was enhanced by regular maintenance and replacement of faulty parts if any.
5. College library was updated by procuring more books which the staff suggested to better the knowledge base of the teachers.
6. Restructuring of the existing cells, clubs and committees of the college.




I/C Principal
Reena Mehta College of Arts, Science
Commerce & Mgt. Studies
Bhayandar (West), Dist. Thane - 401 104

REENA MEHTA COLLEGE OF ARTS, SCIENCE, COMMERCE & MANAGEMENT STUDIES

Teacher feedback: 2020-2021

Feedback Input is a fundamental component of the educational experience. The college gathers the input on different educational program perspectives and courses from various partners like the Students, Alumni, Faculty, Employers and Parents through different reviews and surveys. The criticism gathered from such people has been broken down and taken to the thought for the improvement of educational programs, showing growing experience and Development.

Criticism on different parts of educational plan is looked for from all employees of RMC, inclusion of both hypothetical and useful parts in the curriculum, the lucidness of the prospectus with Program Outcomes, contribution of the field specialists while planning the prospectus, center around essential specialised abilities, guaranteeing parts that teach moral qualities, enrolling reference books, center around adaptable educational plan in view of latest educational trends, refreshed elective courses and so on. As educators assume an integral part in planning and executing the educational program, the data sources got from their criticism was made an into thought for additional fundamental decisions in any place deemed relevant

53.08% strongly agree and 38.5% agree and 3.8% people are not agreeing and also 3.9% are not sure about that equal opportunities for all staff is provided, amongst which 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 3.8% staff is of inverse opinion and also 3.8% respondents are not sure about the same.

73% felt that a recognition/ Incentive/ Appreciation of the individual work is given but 11% do not agree in this context with 15.4% not sure if this is being done. This may be a result of new staff that has joined during the year and have not completed any appraisal cycle. This is against the 92.3% who agree that there is a feedback mechanism in place resulting in performance enhancement and 3.8% staff disagree on it . This also shows up where 100% of the staff agrees that the authorities and management are easily accessible and are approachable for any such feedback or reviews if required.

With regards to Laboratory requirements, 92.3% agree that all the required facilities were provided including equipment, specimens and chemicals.

While almost 93% of the staff agrees that computer facilities are made available for any such ICT based teaching, the remaining 7.7% who are not sure about it. 96% of the staff agrees that the college provided good facilities and constant encouragement to the teachers for their research to increase their knowledge base whereas 3.8% staff is not sure.

92.3% agree or strongly agree that Rest rooms, toilets, laboratory, playground, classrooms are clean and well maintained with 92.3% agreeing but 7.7% respondents are unsure that clean portable drinking water is available at all times.

[Signature]
I/C Principal
Reena Mehta College of Arts, Science
Commerce & Mgf. Studies
Bhayandar (West), Dist. Thane - 401 101



Action Taken:

Based on the examinations of the criticisms from the partners i.e the Staff of the college, during the year a few activities were taken up by the college management to work with the educators in their diligent course of educating and in this manner further developing the students driven conveniences, improving instructive quality and managerial productivity of the college. A consolidated list is as below:

1. IQAC took the initiative to introduce a Lecture Series where teachers would record their lectures and upload on the various communication channels like Whats app groups. This helped unnecessary repetition of lectures by teachers.
2. Teachers were asked to increase the use of teaching aids wherever possible to increase the effectiveness of teaching – learning process.
3. All the teaching faculty are instructed to follow strict guidelines related to timings and attending the lectures
4. The staff was also instructed to use varied methodologies and techniques to educate the learners.
5. The parameters which have scored less percentage are brought to the notice of the head of the institution and discussed in the meeting held under the chairmanship of the principal.
6. Restructuring of the existing cells, clubs and committees of the college.


I/C Principal
Reena Mehta College of Arts, Science
Commerce & Mgt. Studies
Bhayandar (West), Dist. Thane - 401 101





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Section 2 (f) of the UGC Act 1956

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



I/C Principal
Reena Mehta College of Arts, Science
Commerce & Mgt. Studies
Bhayandar (West), Dist. Thane - 401 101



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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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Commerce & Mgf. Studies
Bhayandar (West), Dist. Thane 401 101



REENA MEHTA COLLEGE OF ARTS, SCIENCE, COMMERCE & MANAGEMENT STUDIES

Students Feedback 2018-19:

The students are an integral part of the institution. In order to capture the experiences of students for the academic session 2018-2019, a questionnaire of certain parameters has been framed and forwarded online. The survey components include an institute level feedback on infrastructure and learning experiences. The outcome of the survey will help to reach the objective of the institution. This will also help to initiate remedial action to improve the facilities whenever and wherever it is required. The result of the survey will provide a base to plan for the future. The survey questions included parameters like facilities, syllabus, redressal of grievances, course outcomes and related activities in the college revealed that the students are highly satisfied. The outcome was as follows:

While 95% of the students agreed and were satisfied that the objectives of the syllabus were well defined and clear, almost 98% 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, 97% 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 findings of the survey were discussed by the IQAC with the Principal. A meeting of all teachers with the Principal was convened wherein the strengths and weaknesses of each department were discussed and a brainstorming session was held on ways to improve student satisfaction. A copy of the Survey Report was given to each department for internal discussion and deliberation and to help them perform better

I/C Principal
Reena Mehta College of Arts, Science
B.Commerce & Mgf. Studies
Bhayandar (West), Dist. Thane - 401 101



REENA MEHTA COLLEGE OF ARTS, SCIENCE, COMMERCE & MANAGEMENT STUDIES

Students Feedback 2019-2020:

Since Quality is a benchmark to progress and in this manner the improvement degree will undoubtedly be there in any framework. Educational program Review input, is an interaction used by our foundation to request data from the key partner for example students on various parts of the educational plan. Since the students are the main partners of Higher Education frameworks, the interest and support of these students at all levels in both interior quality confirmation and outside quality confirmation need to assume a focal part. The school has gotten input on scholarly educational program from understudies through surveys, the subsequent examination is as beneath:

While 97% of the students agreed and were satisfied that the objectives of the syllabus were well defined and clear, almost 96% 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, 98% 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 excellent point of these input is to guarantee that each student gets an approach which is well equipped socially and encourages self-improvement. The establishment routinely screens the action alongside other quality drives. We want to persistently consolidate such Quality Initiatives in our frameworks and follow them in letter and soul for fulfilment of the partners. After thorough analysis on the significant data sources given, in the criticism, the educational program survey panel performs different adjustments in the educational plan, actually keeping it predictable with the current plan.

Instructors were educated to investigate the likelihood to make the educational experience more charming.

In each reaction, There is an extension for the educators to generate interest among the understudies about the schedule, course satisfaction and so on.

It was suggested that the instructors ought to keep planning for classes consistently to keep up with the interest level and produce further interest among understudies to supplement the utilization of the exceptional library to acquire experiences of the subject.


I/C Principal
Reena Mehta College of Arts, Science
Commerce & Mgf. Studies
Bhayandar (West), Dist. Thane - 401 101



It is prescribed to the educators to give adequate time for association to the understudies to get their questions explained and to support their certainty.
It is prescribed to the educators to work on the direction and tutoring process.
As a result the general viability of the educators was to be upgraded.



I/C Principal
Reena Mehta College of Arts, Science
Commerce & Mgf. Studies
Bhayandar (West), Dist. Thane - 401 101



REENA MEHTA COLLEGE OF ARTS, SCIENCE, COMMERCE & MANAGEMENT STUDIES

Students Feedback 2020-2021:

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 90% of the students agreed and were satisfied that the objectives of the syllabus were well defined and clear, almost 88% 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, 90% 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 excellent point of this criticism is to guarantee that each student has social and self-improvement. The college routinely screens the action alongside other quality drives. We want to persistently consolidate such Quality Initiatives in our frameworks and follow them in letter and soul for fulfillment of the students.

Instructors were educated to investigate the likelihood to make the teaching experience more agreeable.

In each reaction, There is an extension for the educators to generate interest among the students about the prospectus, course material and so on.


I/C Principal
Reena Mehta College of Arts, Science
Commerce & Mgf. Studies
Bhayandar (West), Dist. Thane - 401 101



It was suggested that the instructors ought to keep getting ready for classes consistently to keep up with the interest level and produce further interest among students to encourage the utilization of the exceptional library to acquire experiences of the subject.

It is prescribed to the educators to give adequate time for cooperation to the students to get explained their questions and to support their certainty.

It is prescribed to the educators to work on the direction and coaching process.

In actuality the general viability of the educators was to be improved.



I/C Principal
Reena Mehta College of Arts, Science
Commerce & Mgf. Studies
Bhayandar (West), Dist. Thane - 401 101



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.



I/C Principal
Reena Mehta College of Arts, Science
Commerce & Mgt. Studies
Bhayandar (West), Dist. Thane 401 101



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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.

I/C Principal
Reena Mehta College of Arts, Science
Commerce & Mgt. Studies
Bhayandar (West), Dist. Thane 401 101



REENA MEHTA COLLEGE OF ARTS, SCIENCE, COMMERCE & MANAGEMENT STUDIES

Alumni Feedback - 2018-2019 **ACTION TAKEN REPORT**

At the finish of the scholastic year 2018-2019, RMC led an overview of graduated class to evaluate their impression of important parts of their school encounters and to investigate graduated class action interests. The study not just tested perspectives, encounters and sentiments towards the place of graduation, yet in addition filled in as a vehicle to assemble segmented and profession related data, including further studies, as well as different levels of achievements and influential career related positions. Graduated class were qualified to take part assuming that they graduated in no less than three years before execution of the review. Graduated class were posed various inquiries, including a few segment things intended to decide generalizability of results.

A further nitty gritty examination of the overview produced intriguing outcomes which are referred to as underneath:

More than 91.8% of the passed out students responded positively with regards to 'On Campus Placement opportunities.

94.8% respondents felt that adequate knowledge was gained during the course of study.

94.4% respondents agreed that they availed career counselling and guidance for higher studies from T&P Cell.

About 94.1% respondents say that they received regular updates from the college during the course of their program.

90.7% of the passed out students agreed to deliver a guest lecture for their juniors to provide encouragement and share their positive experiences..

96.7% 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.

97.5% respondents felt that the entire college faculty members are cooperative for any kind of academic support and overall development of the students.

85.9% of the respondents said that initiatives taken academically, project the alignment of curriculum with industry requirements.

Action Taken:

1. This data is utilized to further develop the school insight for future students by distinguishing qualities in our projects as well as areas that need further turn of events. The reactions show that the majority of the graduated class are happy with the college framework. In any case, students have brought up certain shortcomings for which vital activity was undertaken
2. A panel was formed to examine and carry out the pride of the institute.
3. A different review was directed to gather data about manners by which the graduated class can add to the general improvement of the establishment which thus will upgrade the experience of the current students.
4. The different group consisting of Principal, one Senior Faculty individually from each stream and 2 different resources of each stream was shaped to screen and improve the adequacy of the general exercises directed for the students.
5. Students are presently urged to take part and exhibit their true capacity (scholarly and non scholastic) and are granted by means of endorsements and decorations which they can

I/C Principal
Reena Mehta College of Arts, Science
Commerce & Mgf. Studies
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gladly show to their loved ones which thus will turn into a method of proposal to enlist at RMC.

6. It was additionally concluded that renowned organisations will be welcomed for placing students.
7. College has begun welcoming remarkable Alumni as visitor speakers, to impart their encounters to RMC and how RMC had a necessary impact in moulding their vocations.
8. College has chosen to keep on endeavouring to integrate inventive practices to improve the showing educational experience.



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Reena Mehta College of Arts, Science
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**REENA MEHTA COLLEGE OF ARTS, SCIENCE, COMMERCE &
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Alumni Feedback - 2019-2020
ACTION TAKEN REPORT

Toward the completion of the academic year 2019-2020, RMC drove an outline of the graduating class to assess their impression of significant pieces of their college experiences and to explore graduated class activity interests. The review not just analysed viewpoints, experiences and feelings towards the journey of graduation, yet likewise filled in as a vehicle to gather personal and profession related information, including further examinations, as well as various degrees of accomplishments and compelling profession related positions. Graduated class were able to participate accepting that they graduated in like three years before execution of the audit. Graduated class were presented different requests

A further assessment of the outline created fascinating results which are alluded to as under:

More than 97.7% of the passed out students responded positively with regards to 'On Campus Placement opportunities.

99.5% respondents felt that adequate knowledge was gained during the course of study.

96.7% respondents agreed that they availed career counselling and guidance for higher studies from T&P Cell.

About 97.2% respondents say that they received regular updates from the college during the course of their program.

93.9% of the passed out students agreed to deliver a guest lecture for their juniors to provide encouragement and share their positive experiences..

100% 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.

99.5% respondents felt that the entire college faculty members are cooperative for any kind of academic support and overall development of the students.

91.1% of the respondents said that initiatives taken academically, project the alignment of curriculum with industry requirements.

Action Taken:

Based on the Alumni feedback, appropriate action is taken as notified below:

1. All the faculties were encouraged and enriched the curriculum with more appropriate teaching-learning methods and techniques.
2. Faculties were informed to keep check on the attainment of course outcomes.
3. It was decided to pay more attention to have more field visits and thus gave exposure to students for field visits.
4. It was suggested that more activities should be arranged by inviting the alumni and taking their support.


I/C Principal
Reena Mehta College of Arts, Science
Commerce & Mgf. Studies
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**REENA MEHTA COLLEGE OF ARTS, SCIENCE, COMMERCE &
MANAGEMENT STUDIES**

Alumni Feedback - 2020-2021
ACTION TAKEN REPORT

Alumni feedback is valuable for us as it provides inputs regarding improvement in facilities and employability of our students. Alumni were asked numerous questions to determine generalizability of results.

The feedback collected has been analysed and the results given below:

More than 97% of the passed out students responded positively with regards to 'On Campus Placement opportunities.

98.3% respondents felt that adequate knowledge was gained during the course of study.

88.2% respondents agreed that they availed career counselling and guidance for higher studies from T&P Cell.

About 89.5% respondents say that they received regular updates from the college during the course of their program.

86.1% of the passed out students agreed to deliver a guest lecture for their juniors to provide encouragement and share their positive experiences..

98.3% 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.


99.6% respondents felt that the entire college faculty members are cooperative for any kind of academic support and overall development of the students.

81% of the respondents said that initiatives taken academically, project the alignment of curriculum with industry requirements.

Action Taken:

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. Expert guidance lectures are conducted on different topics to inculcate interest in subjects.
2. Teachers are asked to undertake more experiential teaching learning processes.
3. Placement and guidance cell has been strengthened.
4. More interactive sessions and seminars, special lectures and mentoring was suggested.


I/C Principal
Reena Mehta College of Arts, Science
Commerce & Mgf. Studies
Bhayandar (West), Dist. Thane - 401 101



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.



[Signature]
I/C Principal
Reena Mehta College of Arts, Science
Commerce & Mgt. Studies
Bhayandar (West), Dist. Thane 401 001

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.



I/C Principal
Reena Mehta College of Arts, Science
Commerce & Mgf. Studies
Bhayander (West), Dist. Thane 401 101



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



I/C Principal
Reena Mehta College of Arts, Science
Commerce & Mgf. Studies
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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.

I/C Principal
Reena Mehta College of Arts, Science
Commerce & Mgt. Studies
Bhayandar (West), Dist. Thane 401 101



REENA MEHTA COLLEGE OF COMMERCE AND MANAGEMENT STUDIES

Dept of BAF: Students Feedback 2017-2018

Managerial bodies have an order to set norms and rules for coordinating the idea of educational foundations. Accomplices need to arrange their standpoint to quality and a short time later nobody however we can dream of a structure - that satisfies all. Quality v/s Sum has always been a fascinating issue. As key accomplices, students are stressed over the typical outcomes. Since the preparation circumstance is drifting from yield based structure to result based system, quality in such cycles ought to be tended to. We need to ensure that the outcome limits versus the objectives are arranged and the ventures are on top of the overall example. Satisfaction of stake holding students has perpetually been a test. Since Quality is a benchmark on road to advance and consequently the improvement degree will without a doubt be there in any system. Instructive plans Study input, is a cycle utilized by our foundation to demand information from the vital accomplice for instance students on different pieces of the instructive program. Since the students are the principal accomplices of High level training systems, the interest and backing of students at all levels in both internal quality affirmation and outside quality confirmation need to expect a central part. The college has obtained feedback on academic curriculum from students through questionnaires, the resulting analysis is as below:

Nearly 95.3% of students believed that the programme outcomes were student-centered and concentrated on the skills and knowledge that graduates of the programme should be able to demonstrate, and 95% of students agreed and were pleased that the syllabus's objectives were clearly expressed.

Most teaching and learning methods involve overcoming real problems. According to an examination of student comments, students feel that these courses are relevant to issues in everyday life. The majority of the students—96%—felt that the course content was appropriate and sufficient for them to completely understand the subjects.

Action Taken:

The incredible spot of this investigation is to guarantee that each student has social and self-improvement. The school consistently screens the action nearby other quality drives. We really want to enthusiastically join such Quality Drives in our frameworks and follow them in letter and soul for fulfillment of the students.

Teachers were told to investigate the likelihood to make the appearance experience more charming.

In each reaction, there is an expansion for the educators to create interest among the students about the arrangement, course material, and so on.

It was prescribed that the instructors ought to keep on planning for classes each chance to remain mindful of the interest level and produce further interest among students to help the utilization of the exceptional library to acquire experiences of the subject.

REENA MEHTA COLLEGE OF COMMERCE AND MANAGEMENT STUDIES

Dept of BBI: Students Feedback 2017-2018

Since development is measured by quality, any framework will definitely show some degree of improvement. Our foundation uses the interaction "Educational programme Review input" to ask our important partners for information on many aspects of the educational plan, like the pupils involved. Since students are the primary stakeholders in higher education frameworks, their involvement and support at all levels in both internal and external quality confirmation must take centre stage. Through questionnaires, the school solicited feedback from students on its academic curriculum; the following analysis is as follows:

Despite the fact that 94.6 % of students agreed and were pleased that the syllabus' objectives were clearly defined and unambiguous, nearly 94.6% of students believed that the program's outcomes were student-centered and concentrated on the skills and knowledge that graduates of the programme should be able to demonstrate.

Most teaching and learning methods involve overcoming real problems. According to an examination of student comments, students feel that these courses are relevant to issues in everyday life. A bit over 94% of the students responded positively about the syllabus's presentation of the course material as being adequate for their understanding of the subjects.

Action Taken:

These contributions have a great goal: to ensure that every student receives a method that promotes social development and self-improvement. Along with other high-caliber screening, the facility often broadcasts the action. In order to satisfy the partners, we wish to steadfastly solidify such Quality Initiatives in our frameworks and adhere to them to the letter and spirit. After carefully examining the important data sources mentioned in the criticism, the educational programme survey panel makes a variety of improvements to the educational plan, keeping it predictable as it is now.

Instructors received training on how to look into the possibility of improving the educational experience.

Each response includes a further opportunity for educators to pique students' interest in the schedule, course satisfaction, and other topics.

It was suggested that the teachers should continue to plan classes to match student interest levels and generate additional enthusiasm among students in addition to utilising the excellent library to gain first-hand knowledge of the subject.

It is advised that teachers allow enough time for interaction with the students so that they can get their queries answered and build confidence.

It is required of educators to improve the tutoring and guidance process.

As a result, it was necessary to improve the educators' overall viability.

Venils
Venils Chauhan



Susheel
MC Principal
Reena Mehta College of Arts, Science
Commerce & Mgt. Studies
Bhayander (West), Dist. Thane -401 101

REENA MEHTA COLLEGE OF COMMERCE AND MANAGEMENT STUDIES

Dept of BCOM: Students Feedback 2017-18

A crucial part of the organisation is the students. A survey with clear parameters has been designed and distributed to the students in order to get their perspectives regarding understudies for the academic year 2017–2018. The review sections include fundamental critique of the framework and expansion possibilities. The review's findings will help us get closer to the foundation's goal. This will also help with the beginning of such activity to build the various departments at each stage as needed. The overview's results will serve as a foundation for your curiosity about what is ahead. The survey questions, which encompassed thoughts on things like offices, timetables, complaint resolution, course outcomes, and associated activities in the college, revealed that the students are very happy. The result was as per the following:

Nearly 99% of the students felt that the programme outcomes were student-centered and focused on the information and abilities that programme graduates should be able to exhibit, while 98.9% of the students agreed and were happy that the syllabus's objectives were well stated and unambiguous.

The majority of teaching and learning techniques include tackling actual challenges. Students find these courses relatable to problems in real life, according to analysis of feedback. While 99% of the students said that the course material presented in the syllabus was acceptable and sufficient for them to fully comprehend the themes.

Action Taken:

The Principal and the IQAC had a discussion on the review's conclusions.

All the instructors attended a conference called by the principal where they examined the advantages and disadvantages of each division and came up with fresh concepts.

We looked at ways to increase understudy satisfaction. Before placing smart boards in other classes, instructors will be given instruction on how to use them and purchase smart boards.

The teacher training session was decided upon in order to aid instructors in improving their communication and teaching skills.


Vaishali Kothiyar




I/C Principal
Reena Mehta College of Arts, Science
Commerce & Mgt. Studies
Bhayandar (West), Dist. Thane - 401 101

REENA MEHTA COLLEGE OF COMMERCE AND MANAGEMENT STUDIES

Dept of BMS: Students Feedback 2017-2018

Managerial bodies have a request to set principles and standards for dealing with the idea of establishments. Those elaborate need to arrange their mindset to quality and subsequently nobody yet we can dream of a system - that satisfies all. Quality has perpetually been a provocative issue. As key accomplices, understudies are stressed over the typical outcomes. Since the system is drifting from yield based system to result based structure, quality in such cycles ought to be tended to. We truly need to ensure that the outcome limits inverse the objectives are arranged and the ventures are on top of the overall example. Satisfaction of stake holding understudies has everlastingly been a test. The school has gotten input on scholarly educational program from understudies through surveys, the subsequent examination is as beneath:

Almost 95.6% of students agreed and were happy that the syllabus objectives were clearly expressed, and 95.7% agreed and were happy that the programme results were student-centered and concentrated on the knowledge and skills that programme graduates should be able to exhibit.

Most teaching and learning methods include problem-solving components. Response studies demonstrate that students regard these courses to be pertinent to contemporary concerns. According to 95.7% of students, the course content was sufficient for them to completely understand the concepts.

Action Taken:

The Head and the IQAC had a conversation on the survey's decisions.

Every one of the teachers attended a meeting called by the head where they inspected the benefits and burdens of every division and concocted new ideas.

We took a gander at ways of expanding student fulfilment. Prior to putting savvy sheets in different classes, educators will be given guidance on the most proficient method to utilize them and buy brilliant sheets. The educator instructional meeting was settled on to help educators in working on their correspondence and educating abilities.

It is prescribed to the instructors to give adequate time for cooperation to the understudies to get explained their questions and to help their certainty.

It is prescribed to the instructors to work on the direction and tutoring process.

As a result the general viability of the instructors was to be upgraded.

In each reaction, There is an extension for the educators to make interest among the understudies about the schedule, course satisfaction and so on.

It was suggested that the instructors ought to keep getting ready for classes consistently in order to keep up with the interest level and create further interest among understudies to supplement the utilization of the exceptional library to acquire experiences of the subject.




I/C Principal
Reena Mehta College of Arts, Science
Commerce & Mgt. Studies
Bhayandar (West), Dist. Thane - 401 101

REENA MEHTA COLLEGE OF COMMERCE AND MANAGEMENT STUDIES

Dept of BSc IT: Students Feedback 2017-2018

Because quality is a barometer of progress, there will undoubtedly be room for improvement in any framework. Educational programme Review input is a method used by our foundation to collect information from key partners, such as students, about various aspects of the educational plan. Because students are the primary partners in Higher Education frameworks, their participation and support in both internal and external quality assurance must be prioritised at all levels. Through surveys, the school solicited student feedback on the scholarly educational programme; the following examination is as follows:

Nearly 94.3% of students believed that the programme results were focused on the knowledge and skills that graduates of the programme should be able to exhibit, and 94.5% of students agreed and were pleased that the syllabus objectives were clearly expressed. Solving practical problems is a common component of teaching and learning strategies. Analyses of replies reveal that students believe these courses are pertinent to concerns in the real world. The majority of students—about 95%—felt that the course material was appropriate and sufficient for them to fully comprehend the subjects.

Action Taken:

In every response, There is an expansion for the teachers to produce interest among the students about the timetable, course fulfilment, etc.

It was recommended that the educators should continue to make arrangements for classes every time to stay aware of the interest level and produce further interest among students to enhance the usage of the uncommon library to procure encounters of the subject.

It is endorsed to the teachers to give sufficient time for relationship to the students to get their inquiries made sense and to help their assurance.

It is endorsed to the instructors to chip away at the course and coaching process.

Thus the overall reasonability of the instructors was to be updated.

The magnificent mark of this info is to ensure that every understudy gets a methodology which is exceptional socially and supports personal development. The foundation regularly screens the activity close to other quality drives. We need to relentlessly merge such Quality Drives in our structures and follow them in letter and soul for satisfaction of the accomplices. After careful examination on the huge information sources given, in the analysis, the instructive program review board performs various changes in the instructive arrangement, really keeping it unsurprising with the ongoing arrangement.

Teachers were instructed to research the probability to make the instructive experience seriously beguiling.

Rinkle Solanki
Rinkle Solanki
BSc-IT Coordinator



Principal
I/C Principal
Reena Mehta College of Arts, Science
Commerce & Mgt. Studies
Bhayandar (West), Dist. Thane - 401 101

**REENA MEHTA COLLEGE OF COMMERCE AND
MANAGEMENT STUDIES**

Dept of BMM -Students Feedback 2017-18

Without the students, the institution would not be around. For the school year 2017–2018, a questionnaire with precise instructions has been developed and disseminated online. One of the survey's components is feedback on the facilities and educational experiences at the institute level. The results of the survey will help the organisation accomplish its objective. Furthermore, it will be simpler to launch corrective action whenever and wherever it is required to upgrade the facilities as a result of this. The results of the poll will be the basis for future planning. According to a research that questioned students about amenities, the curriculum, how complaints were handled, course outcomes, and related activities in the college, students are generally satisfied. The outcome was as follows:

While 95% of the students agreed and were satisfied that the objectives of the syllabus were well defined and clear, almost 95% 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:

The results of the survey were addressed by the Principal and the IQAC. The principal held a meeting and all the instructors were there. There, they examined the departments' achievements and difficulties and developed ideas for how to raise student satisfaction. Each department received a copy of the survey report for internal debate, reflection, and performance improvement.




I/C Principal
Reena Mehta College of Arts, Science
Commerce & Mgt. Studies
Bhayandar (West), Dist. Thane - 401 101

REENA MEHTA COLLEGE OF ARTS, SCIENCE, COMMERCE & MANAGEMENT STUDIES

Dept of BAF: Students Feedback 2018-2019

Criticism has a convincing impact on student accomplishment. At the point when educators look for or possibly are available to what students know, what they comprehend, where they make mistakes, when they have confusions when they are not engaged in - then instructing and learning can be synchronized and powerful. Criticism to instructors makes learning noticeable. Listening to answers to questions and looking closely at the work of learners on learning tasks provides practitioners with powerful feedback about the level of learner understanding and their practice. This evidence supports reflection and can provide strategies to more effectively assist learners to make progress with their learning. The institution believes in 'Good Governance'. The collection of regular feedback and action taken on feedback is an important characteristic of this practice. The analysis of subject wise exam results is an important element added in the feedback of the teachers by the institution. The analysis of the feedback is done by the IQAC and a report is submitted to the Principal and Governing body for suitable actions. The objective of this feedback is to assess the teachers' performance by his trainees. This feedback was received on the parameters like knowledge base of the teacher, communication skills, sincerity / commitment, interest generated by the teacher, ability to integrate course material with environment/other issues to provide a broader perspective, ability to integrate content with other courses, accessibility of the teacher in and out of the class, ability to design quizzes / tests / assignments to evaluate students understanding of the course and provision of sufficient time for feedback.

The majority of students—nearly 89.7 %—felt that the programme outcomes were student-centered and concentrated on the knowledge and skills that graduates of the programme should be able to demonstrate. Additionally, 95 % of the students agreed and expressed happiness that the syllabus's objectives were clearly stated.

Most teaching and learning methods include overcoming real problems. According to an examination of comments, students believe that these courses are comparable to difficulties in everyday life. The majority of students—nearly 93.2 %—said that the information in the syllabus was suitable and adequate for them to completely understand the concepts.

Action Taken:

Change in teaching/ learning methods.

To conduct periodical tests.

To conduct more communication classes to develop fluency and accuracy of the language.

Coaching to be conducted for competitive examinations. Lectures on competitive preparation are to be organised.

To conduct more national level and international level seminars, conferences, workshops, etc.

Teachers have been motivated to adopt new teaching methods like powerpoint based teaching etc.

The practice of internal tests has been added in the teaching learning process.

Debate and essay reading competitions are organised

Workshops are conducted for soft skill and personality development.

Student placement activities are strengthened.

The subjects which are difficult to understand are to be taught by remedial classes which should be conducted for slow learners.



I/C Principal
Reena Mehta College of Arts, Science
Commerce & Mgf. Studies
Bhayandar (West), Dist. Thane - 401 101

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Dept of BBI: Students Feedback 2018-2019

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Action Taken:

Internal and External training are being conducted on different technical fields. Industry visits for the students in each semester are to be conducted.

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Provide projects for every domain and Encourage students to do practical projects from the 1st year.

Internal and External training are being conducted on different technologies.

Audio visual ways of teaching and practical case studies should be introduced in the curriculum. And Projector must be included in classes

Ushila

Ushila Chauhan

BBI



[Signature]
I/C Principal
Reena Mehta College of Arts, Science
Commerce & Mgt. Studies
Bhayandar (West), Dist. Thane - 401 101

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Dept of BCOM: Students Feedback 2018-2019

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The majority of students—nearly 88.6 %—felt that the programme outcomes were student-centered and concentrated on the knowledge and skills that graduates of the programme should be able to demonstrate. Additionally, 86.1% of the students agreed and expressed happiness that the syllabus's objectives were clearly stated.

Most teaching and learning methods include overcoming real problems. According to an examination of comments, students believe that these courses are comparable to difficulties in everyday life. The majority of students—nearly 91.7%—said that the information in the syllabus was suitable and adequate for them to completely understand the concepts.

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Workshops are conducted for soft skill and personality development.

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I/C Principal
Reena Mehta College of Arts, Science
Commerce & Mgt. Studies
Bhayandar (West), Dist. Thane - 401 101

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Dept of BMS: Students Feedback 2018-2019

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Most teaching and learning methods include overcoming real problems. According to an examination of comments, students believe that these courses are comparable to difficulties in everyday life. The majority of students—nearly 94.4%—said that the information in the syllabus was suitable and adequate for them to completely understand the concepts.

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Commerce & Mgf. Studies
Bhayandar (West), Dist. Thane - 401 101

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Dept of BSc IT: Students Feedback 2018-2019

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The majority of students—nearly 95.3%—felt that the programme outcomes were student-centered and concentrated on the knowledge and skills that graduates of the programme should be able to demonstrate. Additionally, 95.4% of the students agreed and expressed happiness that the syllabus's objectives were clearly stated.

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Rinku S. S. S. S.
Rinku S. S. S. S.
BSC. IT Coordinator




I/C Principal
Reena Mehta College of Arts, Science
Commerce & Mgt. Studies
Bhayandar (West), Dist. Thane - 401 101

**REENA MEHTA COLLEGE OF ARTS, SCIENCE, COMMERCE &
MANAGEMENT STUDIES**


Dept of BAF: Students Feedback 2019-2020

There is an extraordinary significance of criticism in further developing opportunities for growth for the understudies. This has a likewise huge impact in professionalizing showing in the advanced education level. Notwithstanding, criticism is considered as a troublesome issue in this field. A large portion of the educators are as yet going on with the custom type of criticism. This type of criticism is frequently unfit to fulfill the understudies in further developing their opportunity for growth. It is about time for the instructors to reexamine the criticism giving interaction. They ought to keep away from the customary approach to demonstrating input towards the understudies. This survey accompanies some cutting edge and innovation based approach to demonstrating criticism which can ultimately help understudies in further developing understudy growth opportunities. This can likewise help in professionalizing the instruction of lecturers in advanced education. Taking into account criticism and its worth and viability in understudy learning, a significant and developing collection of examinations in advanced education conditions can be found. Criticism is considered as a crucial way to deal with work with understudies' improvement as free students to screen, assess, and control their own learning. The effect of input on future practice and the advancement of understudies' learning were featured.

The study illuminates further developing the criticism cycle in advanced education. It moves the concentrate immovably away from the old conveyance models of criticism to present day, successful and more resourceful ones. Giving criticism is a significant expertise for teachers in advanced education and impacts the nature of the understudies' way of learning. For certain rules given inside the examination it has been attempted to add to an overall acknowledgment of various criticisms rehearsed as significant learning devices in advanced education. Obviously this is high time when talks should reconsider the criticism cycle to work on the understudies' learning. The survey attempted to give a few critical standards of good input practice that can address a wide range - the mental, conduct and inspirational parts of reflections.

Despite the fact that 95.7 % of students agreed and were pleased that the syllabus' objectives were clearly defined and unambiguous, nearly 95.7 % of students believed that the program's outcomes were student-centered and concentrated on the skills and knowledge that graduates of the programme should be able to demonstrate.

Most teaching and learning methods involve overcoming real problems. According to an examination of student comments, students feel that these courses are relevant to issues in everyday life. A bit over 96.8 % of the students responded positively about the syllabus's presentation of the course material as being adequate for their understanding of the subjects.

 Sonal Jain

Action Taken:

Internal and External training are being conducted on different technical fields. Industry visits for the students in each semester are to be conducted.

Every semester the Dept conducts seminars on "Recent Trends in the Industry" with Industry experts.

Provide projects for every domain and Encourage students to do practical projects from the 1st year.

Internal and External training are being conducted on different technologies.

Audio visual ways of teaching and practical case studies should be introduced in the curriculum. And Projector must be included in classes.

Sain
Sonal Jain
HOD: BAF



Suzan
I/C Principal
Reena Mehta College of Arts, Science
Commerce & Mgt. Studies
Bhayandar (West), Dist. Thane - 401 101

REENA MEHTA COLLEGE OF ARTS, SCIENCE, COMMERCE & MANAGEMENT STUDIES

Dept of BBI: Students Feedback 2019-2020

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Debate and essay reading competitions are organised

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The subjects which are difficult to understand are to be taught by remedial classes which should be conducted for slow learners.

Urmil

Urmil Chauhan



[Signature]

I/C Principal
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Commerce & Mgf. Studies
Bhayandar (West), Dist. Thane - 401 101

REENA MEHTA COLLEGE OF ARTS, SCIENCE, COMMERCE & MANAGEMENT STUDIES

Dept of BCOM: Students Feedback 2019-2020

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I/C Principal
Reena Mehta College of Arts, Science
Commerce & Mgf. Studies
Bhayandar (West), Dist. Thane - 401 101

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Dept of BMS: Students Feedback 2019-2020

There is an extraordinary significance of criticism in further developing opportunities for growth for the understudies. This has a likewise huge impact in professionalizing showing in the advanced education level. Notwithstanding, criticism is considered as a troublesome issue in this field. A large portion of the educators are as yet going on with the custom type of criticism. This type of criticism is frequently unfit to fulfill the understudies in further developing their opportunity for growth. It is about time for the instructors to reexamine the criticism giving interaction. They ought to keep away from the customary approach to demonstrating input towards the understudies. This survey accompanies some cutting edge and innovation based approach to demonstrating criticism which can ultimately help understudies in further developing understudy growth opportunities. This can likewise help in professionalizing the instruction of lecturers in advanced education. Taking into account criticism and its worth and viability in understudy learning, a significant and developing collection of examinations in advanced education conditions can be found. Criticism is considered as a crucial way to deal with work with understudies' improvement as free students to screen, assess, and control their own learning. The effect of input on future practice and the advancement of understudies' learning were featured.

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Despite the fact that 91.4 % of students agreed and were pleased that the syllabus' objectives were clearly defined and unambiguous, nearly 91.2% of students believed that the program's outcomes were student-centered and concentrated on the skills and knowledge that graduates of the programme should be able to demonstrate.

Most teaching and learning methods involve overcoming real problems. According to an examination of student comments, students feel that these courses are relevant to issues in everyday life. A bit over 91.4% of the students responded positively about the syllabus' presentation of the course material as being adequate for their understanding of the subjects.

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I/C Principal
Reena Mehta College of Arts, Science
Commerce & Mgt. Studies
Bhayandar (West), Dist. Thane - 401 101

REENA MEHTA COLLEGE OF ARTS, SCIENCE, COMMERCE & MANAGEMENT STUDIES

Dept of BAMMC: Students Feedback 2019-2020

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The study illuminates further developing the criticism cycle in advanced education. It moves the concentrate immovably away from the old conveyance models of criticism to present day, successful and more resourceful ones. Giving criticism is a significant expertise for teachers in advanced education and impacts the nature of the understudies' way of learning. For certain rules given inside the examination it has been attempted to add to an overall acknowledgment of various criticisms rehearsed as significant learning devices in advanced education. Obviously this is high time when talks should reconsider the criticism cycle to work on the understudies' learning. The survey attempted to give a few critical standards of good input practice that can address a wide range - the mental, conduct and inspirational parts of reflections.

Despite the fact that 94.1 % of students agreed and were pleased that the syllabus' objectives were clearly defined and unambiguous, nearly 94 % of students believed that the program's outcomes were student-centered and concentrated on the skills and knowledge that graduates of the programme should be able to demonstrate.

Most teaching and learning methods involve overcoming real problems. According to an examination of student comments, students feel that these courses are relevant to issues in everyday life. A bit over 96.4 % of the students responded positively about the syllabus's presentation of the course material as being adequate for their understanding of the subjects.

Action Taken:

Internal and External training are being conducted on different technical fields. Industry visits for the students in each semester are to be conducted.

Every semester the Dept conducts seminars on "Recent Trends in the Industry" with Industry experts.

Provide projects for every domain and Encourage students to do practical projects from the 1st year.

Internal and External training are being conducted on different technologies.

Audio visual ways of teaching and practical case studies should be introduced in the curriculum. And Projector must be included in classes.


Anurita Pawar




I/C Principal
Reena Mehta College of Arts, Science
Commerce & Mgf. Studies
Bhayandar (West), Dist. Thane - 401 101

**REENA MEHTA COLLEGE OF ARTS, SCIENCE, COMMERCE &
MANAGEMENT STUDIES**

Dept of BAF: Students Feedback 2020-2021

In higher education, evaluating instruction through student feedback has become standard procedure. One of the best teaching and learning strategies is feedback since it directly affects both the teaching and learning processes and has a quick effect on the process of learning. In education, feedback is a crucial component of the system. The students are made aware of their professors' willingness to assist them and sincere interest in their study through the professors' timely feedback. Teachers are willing to support the students in their learning process from a closer perspective in addition to giving them constructive criticism. For example, by adding extra lectures or providing more in-depth study materials. In the world of higher education, feedback is viewed as a challenging subject. Although it is acknowledged as an essential element of improving the learning process of the students, the entire management of RMC endorsed the aforementioned statement.

Nearly 86.8% of students believed that the programme results were focused on the knowledge and skills that graduates of the programme should be able to exhibit, and 89.8% of students agreed and were pleased that the syllabus objectives were clearly expressed. Solving practical problems is a common component of teaching and learning strategies. Analyses of replies reveal that students believe these courses are pertinent to concerns in the real world. The majority of students—about 88.8%—felt that the course material was appropriate and sufficient for them to fully comprehend the subjects.

Action Taken:

- a) Academic feedbacks on syllabus and curriculum are collected from all the students
- b) These structured feedback forms are available in the website
- c) The feedback is analyzed and actions are taken according to the feedback received from the stakeholders. The reports of feedback analysis and actions taken are generated.
- d) Areas of improvement are identified by the respective departments.
- e) Suitable changes in the curriculum / course content are made by the involvement of the Head of the Department.
- f) With a view to minimize the problems faced by students with respect to library facilities, the institution has ensured the access of teaching faculty and the library resources
- g) To augment and facilitate the internet facilities within the college premises the process of making the campus “wi-fi” enabled has been completed.

Savitri
Sonal Jain
HOD: BAF



Shubra
Principal
Reena Mehta College of Arts, Science
& Management Studies
Bhayander (West), Dist. Thane - 401 101

**REENA MEHTA COLLEGE OF ARTS, SCIENCE, COMMERCE &
MANAGEMENT STUDIES**


Dept of BBI: Students Feedback 2020-2021

In higher education, evaluating instruction through student feedback has become standard procedure. One of the best teaching and learning strategies is feedback since it directly affects both the teaching and learning processes and has a quick effect on the process of learning. In education, feedback is a crucial component of the system. The students are made aware of their professors' willingness to assist them and sincere interest in their study through the professors' timely feedback. Teachers are willing to support the students in their learning process from a closer perspective in addition to giving them constructive criticism. For example, by adding extra lectures or providing more in-depth study materials. In the world of higher education, feedback is viewed as a challenging subject. Although it is acknowledged as an essential element of improving the learning process of the students, the entire management of RMC endorsed the aforementioned statement.

Nearly 66.6% of students believed that the programme results were focused on the knowledge and skills that graduates of the programme should be able to exhibit, and 66.6% of students agreed and were pleased that the syllabus objectives were clearly expressed. Solving practical problems is a common component of teaching and learning strategies. Analyses of replies reveal that students believe these courses are pertinent to concerns in the real world. The majority of students—about 66.6%—felt that the course material was appropriate and sufficient for them to fully comprehend the subjects.

Action Taken:

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Umika Chauhan
HOD of BBI




I/C Principal
Reena Mehta College of Arts, Science
Commerce & Management Studies
Bhayandar (West), Dist. Thane - 401 101

**REENA MEHTA COLLEGE OF ARTS, SCIENCE, COMMERCE &
MANAGEMENT STUDIES**

Dept of BCOM: Students Feedback 2020-2021

In higher education, evaluating instruction through student feedback has become standard procedure. One of the best teaching and learning strategies is feedback since it directly affects both the teaching and learning processes and has a quick effect on the process of learning. In education, feedback is a crucial component of the system. The students are made aware of their professors' willingness to assist them and sincere interest in their study through the professors' timely feedback. Teachers are willing to support the students in their learning process from a closer perspective in addition to giving them constructive criticism. For example, by adding extra lectures or providing more in-depth study materials. In the world of higher education, feedback is viewed as a challenging subject. Although it is acknowledged as an essential element of improving the learning process of the students, the entire management of RMC endorsed the aforementioned statement.

Nearly 79.7% of students believed that the programme results were focused on the knowledge and skills that graduates of the programme should be able to exhibit, and 78.9% of students agreed and were pleased that the syllabus objectives were clearly expressed. Solving practical problems is a common component of teaching and learning strategies. Analyses of replies reveal that students believe these courses are pertinent to concerns in the real world. The majority of students—about 79.7%—felt that the course material was appropriate and sufficient for them to fully comprehend the subjects.

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I/C Principal
Reena Mehta College of Arts, Science
Commerce & Management Studies
Bhayandar (West), Dist. Thane - 401 101

Action Taken:

Internal and External training are being conducted on different technical fields. Industry visits for the students in each semester are to be conducted.

Every semester the Dept conducts seminars on "Recent Trends in the Industry" with Industry experts.

Provide projects for every domain and Encourage students to do practical projects from the 1st year.

Internal and External training are being conducted on different technologies.

Audio visual ways of teaching and practical case studies should be introduced in the curriculum. And Projector must be included in classes




I/C Principal
Reena Mehta College of Arts, Science
Commerce & Mgf. Studies
Bhayandar (West), Dist. Thane - 401 101

**REENA MEHTA COLLEGE OF ARTS, SCIENCE, COMMERCE &
MANAGEMENT STUDIES**

Dept of BMS: Students Feedback 2020-2021

In higher education, evaluating instruction through student feedback has become standard procedure. One of the best teaching and learning strategies is feedback since it directly affects both the teaching and learning processes and has a quick effect on the process of learning. In education, feedback is a crucial component of the system. The students are made aware of their professors' willingness to assist them and sincere interest in their study through the professors' timely feedback. Teachers are willing to support the students in their learning process from a closer perspective in addition to giving them constructive criticism. For example, by adding extra lectures or providing more in-depth study materials. In the world of higher education, feedback is viewed as a challenging subject. Although it is acknowledged as an essential element of improving the learning process of the students, the entire management of RMC endorsed the aforementioned statement.

Nearly 86.2% of students believed that the programme results were focused on the knowledge and skills that graduates of the programme should be able to exhibit, and 95% of students agreed and were pleased that the syllabus objectives were clearly expressed.

Solving practical problems is a common component of teaching and learning strategies. Analyses of replies reveal that students believe these courses are pertinent to concerns in the real world. The majority of students—about 90.2%—felt that the course material was appropriate and sufficient for them to fully comprehend the subjects.

Action Taken:

- a) Academic feedbacks on syllabus and curriculum are collected from all the students
- b) These structured feedback forms are available in the website
- c) The feedback is analyzed and actions are taken according to the feedback received from the stakeholders. The reports of feedback analysis and actions taken are generated.
- d) Areas of improvement are identified by the respective departments.
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- f) With a view to minimize the problems faced by students with respect to library facilities, the institution has ensured the access of teaching faculty and the library resources
- g) To augment and facilitate the internet facilities within the college premises the process of making the campus “wi-fi” enabled has been completed.

Kothiyar
Mrs. VAISHALI KOTHIYA
HOD-BCOM



Shiraj
I/C Principal
Reena Mehta College of Arts, Science
& Mgt. Studies
Bhayandar (W), Dist. Thane - 401 101

**REENA MEHTA COLLEGE OF ARTS, SCIENCE, COMMERCE &
MANAGEMENT STUDIES**

Dept of BSc IT: Students Feedback 2020-2021

In higher education, evaluating instruction through student feedback has become standard procedure. One of the best teaching and learning strategies is feedback since it directly affects both the teaching and learning processes and has a quick effect on the process of learning. In education, feedback is a crucial component of the system. The students are made aware of their professors' willingness to assist them and sincere interest in their study through the professors' timely feedback. Teachers are willing to support the students in their learning process from a closer perspective in addition to giving them constructive criticism. For example, by adding extra lectures or providing more in-depth study materials. In the world of higher education, feedback is viewed as a challenging subject. Although it is acknowledged as an essential element of improving the learning process of the students, the entire management of RMC endorsed the aforementioned statement.

Nearly 94.7% of students believed that the programme results were focused on the knowledge and skills that graduates of the programme should be able to exhibit, and 94.7% of students agreed and were pleased that the syllabus objectives were clearly expressed. Solving practical problems is a common component of teaching and learning strategies. Analyses of replies reveal that students believe these courses are pertinent to concerns in the real world. The majority of students—about 98%—felt that the course material was appropriate and sufficient for them to fully comprehend the subjects.

Action Taken:

- a) Academic feedbacks on syllabus and curriculum are collected from all the students
- b) These structured feedback forms are available in the website
- c) The feedback is analyzed and actions are taken according to the feedback received from the stakeholders. The reports of feedback analysis and actions taken are generated.
- d) Areas of improvement are identified by the respective departments.
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- f) With a view to minimize the problems faced by students with respect to library facilities, the institution has ensured the access of teaching faculty and the library resources
- g) To augment and facilitate the internet facilities within the college premises the process of making the campus "wi-fi" enabled has been completed.

Rinku Solanki
Rinku Solanki
BSc-IT Coordinator



J. K. Jadhav
I/C Principal
Reena Mehta College of Arts, Science
Commerce & Mgt. Studies
Bhayandar (West), Dist. Thane - 401 101

REENA MEHTA COLLEGE OF ARTS, SCIENCE, COMMERCE & MANAGEMENT STUDIES

Dept of MCOM: Students Feedback 2020-2021

In higher education, evaluating instruction through student feedback has become standard procedure. One of the best teaching and learning strategies is feedback since it directly affects both the teaching and learning processes and has a quick effect on the process of learning. In education, feedback is a crucial component of the system. The students are made aware of their professors' willingness to assist them and sincere interest in their study through the professors' timely feedback. Teachers are willing to support the students in their learning process from a closer perspective in addition to giving them constructive criticism. For example, by adding extra lectures or providing more in-depth study materials. In the world of higher education, feedback is viewed as a challenging subject. Although it is acknowledged as an essential element of improving the learning process of the students, the entire management of RMC endorsed the aforementioned statement.

Nearly 75% of students believed that the programme results were focused on the knowledge and skills that graduates of the programme should be able to exhibit, and 75% of students agreed and were pleased that the syllabus objectives were clearly expressed.

Solving practical problems is a common component of teaching and learning strategies. Analyses of replies reveal that students believe these courses are pertinent to concerns in the real world. The majority of students—about 75 %—felt that the course material was appropriate and sufficient for them to fully comprehend the subjects.

Action Taken:

- Academic feedbacks on syllabus and curriculum are collected from all the students
- These structured feedback forms are available in the website
- The feedback is analyzed and actions are taken according to the feedback received from the stakeholders. The reports of feedback analysis and actions taken are generated.
- Areas of improvement are identified by the respective departments.
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[Handwritten Signature]

Principal
Reena Mehta College of Arts, Science
& Commerce & Mgt. Studies
Bhayandar (West), Dist. Thane - 401 101



JEEVAN JYOT EDUCATIONAL CHARITABLE TRUST

REENA MEHTA COLLEGE

of ARTS, SCIENCE, COMMERCE & MANAGEMENT STUDIES

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Section 2 (f) of the UGC Act 1956

Dept of BMS: 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 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



I/C Principal
Reena Mehta College of Arts, Science
Commerce & Mgt. Studies
Bhayandar (West), Dist. Thane - 401 101



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Dept of MCOM: 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.

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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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- 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.


Urmita Chauhan
HOD - MCOM Department




I/C Principal
Reena Mehta College of Arts, Science
Commerce & Mgt. Studies
Bhayandar (West), Dist. Thane - 401 101



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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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Action Taken:

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

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- 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.


Mrs. VAISHALI KOTHYAR
(HOD - BLOM)




I/C Principal
Reena Mehta College of Arts, Science
Commerce & Mgt. Studies
Bhayandar (West), Dist. Thane - 401 101



Dept of BAF: 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 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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Action Taken:

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

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- 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.

Darshan Joshi
HOD - BAF Department



I/C Principal
Reena Mehta College of Arts, Science
Commerce & Mgt. Studies
Bhayandar (West), Dist. Thane - 401 101



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Dept of BBI: 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 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.



JEEVAN JYOT EDUCATIONAL CHARITABLE TRUST

REENA MEHTA COLLEGE

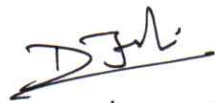
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Action Taken:

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.


Dorshan Joshi
HOD - BBI Department




I/C Principal
Reena Mehta College of Arts, Science
Commerce & Mgt. Studies
Bhayandar (West), Dist. Thane - 401 101



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Dept of BSc: 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 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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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.

Vijay D. Gangan
Dr. Vijay D. Gangan
HOD - BSc




I/C Principal
Reena Mehta College of Arts, Science
Commerce & Mgt. Studies
Bhayandar (West), Dist. Thane - 401 101



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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



Roni
I/C Principal
Reena Mehta College of Arts, Science
Commerce & Mgf. Studies
Bhayandar (West), Dist. Thane - 401 101



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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




I/C Principal
Reena Mehta College of Arts, Science
Commerce & Mgt. Studies
Bhayandar (West), Dist. Thane - 401 101



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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. Nigawale

HOD. BSc HS



I/C Principal
Reena Mehta College of Arts, Science
Commerce & Mgt. Studies
Bhayandar (West), Dist. Thane - 401 101