

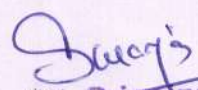
Feedback obtained from students, Teachers and Alumni

2016-17

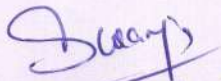
Due to its originality and foundation, Santaji Mahavidyalaya, Nagpur has become a model of quality and innovation in the field of education. With great nutrition as its main goal, the college's IQAC has created a feedback method that begins with requesting input from various stakeholders using a structured rating-based feedback form. For continuous improvement in curriculum creation and enrichment, the institution solicits feedback from students, instructors, and alumni. The analysis of the comments from stakeholders is given as follows for the 2016-17 session:

1. Feedbacks from Students:

Sr. No.	FEEDBACK	ACTION TAKEN
1.	87 % of students rated it as excellent, while 11% rated it as good, while only 2% students rated it as poor in terms of subject and domain knowledge of the teachers.	All departments were asked to develop knowledge-distribution methods that go beyond the lecture method.
2.	89% of students rated it as excellent, 8% of student rated it as good, while 3% students rated poor for the effectiveness of the teacher.	On the basis of feedback given by the students, it was decided to initiate a Learning Management System through which interaction between faculty and students was encouraged.
3.	85.60% of students rated it as excellent, 6% of student rated it as good, while 8.40% students rated it as poor in terms of attitude of the teacher towards them.	All teachers have been advised to create a healthy and friendly environment in the classroom.

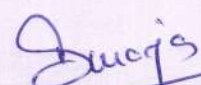

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4.	91% of students rated it as excellent for the evaluation process done by the teachers, while 5% of student rated it as good, & 4% students rated it as poor.	Regular class tests and group discussions had been taking place more frequently.
5.	94.20% of students rated it as excellent for the syllabus completion from the teachers, while.... 3.80% of student rated it as good, & 2% students rated it as poor.	Teachers had been advised to conduct extra classes after completion of the syllabus. They were asked to conduct tests based on previous years University questions papers to remove anxiety and exam phobia from students' mind.
6.	Time to time motivation and encouragement is important for a positive outcome from the students. 97% students rated it as excellent that their teacher always encourages them. While 2% of students rated it as good and 1% students rate poor.	Teachers have been advised to encourage students to broaden their own discursive knowledge so that the teaching-learning process becomes inclusive and engaging.
7.	The majority of students' i.e, 98 % agreed that a teacher organizes classroom activities on a regular basis to improve the teaching and learning process. While 2% of student rated it as good and 0% poor.	Teachers have been advised to organize more classroom activities to boost the confidence of the students.
8.	86.50% of students rated it as excellent that teachers hold In and Out classroom discussions frequently to make difficult topics easy to understand. While 10.50% of students rated it as good and only 3% students rated it as poor.	Teachers have been advised to hold more classroom discussions on hard and recent topics.
9.	Maintaining decorum and discipline in the classroom is essential for the teaching and learning process. 96.87% of students rated it as excellent that their teacher maintained classroom discipline and decorum well. While 3.13% of students rated it as good & 0% rated it as poor.	Although the good response has been received, teachers are advised to maintain decorum and discipline in a positive manner.
10.	94% of students rated it as excellent that teachers conduct tests and examinations frequently. While 4% of students rated it as good and 2% rated it as poor.	Test and evaluation are necessary for evaluating student's performance. Hence, teachers are suggested to take exams and tests time to time for continues evaluation of the students.

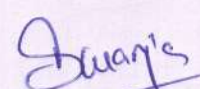

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2. Feedbacks from Teachers and Alumni:

Sr. No.	FEEDBACK	ACTION TAKEN
1.	31.70% of teachers and alumni agreed that the contents of the syllabus are excellent, 33.43% rated it as very good, 18.80% good, 11.64% satisfactory, and 4.4% poor.	Being a constituent college of Nagpur University, Santaji College follows the designated syllabus of the University. During syllabus review and revision, few teachers from Santaji college participate in the process, so suggestions are conveyed to these teachers who are in positions of authority to forward them.
2.	26.02% of teachers and alumni agreed that the syllabus is enriched with knowledge and Excellent for students, 28.36% rated it as very Good, 25.73% good, 13.45% satisfactory and 6.43% poor.	Departments were asked to add more specialization courses.
3.	27.62% of teachers and alumni agreed that the syllabus excellently contributing to the development of a student's personality. While 27.94% rated it as very good, 21.76% good, 16.18% satisfactory, and 6.5% rated it as poor.	Additional personality development programmes have been organized for the all-round development of pupils.
4.	Skill development is necessary for students for the employment. 28.87% of teachers and alumni highly agreed that the curriculum includes various skill development aspects that assist students in becoming employable. 25% rated it as very good, 20.83% good, 19.64% satisfactory, and 5.65% rated it as poor.	Skill Development Classes were focused to improve the presentations of the students.
5.	28.65% of teachers and alumni highly agreed that the syllabus is designed according to the recent trends of the industry. 27.17% rated it as very good, 23.4% good, 15.20% satisfactory, and 5.6% rated it as poor.	To improve students' ability to cope with current job challenges and adopt new technologies, it was decided to conduct additional training programmes, workshops, and hands on training sessions on latest topics relevant to industrial requirements from the next academic year.


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6.	25.60% of teachers and alumni agreed that the college has relevant resources and reference material for stakeholders. While 25.30% rated it as very good, 23.50% good, 19.35% satisfactory, and 6.25% rated it as poor.	Although books, journals were available in abundant quantity in library then also requirement were taken for new books as per need and sent to the Library Committee through department head after getting it verified.
7.	Learning cannot be done without interest. For this, the syllabus is designed in such a way that makes learning enjoyable and interesting. 29.29% of teachers and alumni highly agreed that the syllabus is excellent and interesting. While 26.63% rated it as very good, 22.49% good, 15.38% satisfactory, and 6.21% rated it as poor.	All departments were asked to use ICT tools, which make the teaching and learning process interesting.
8.	30.41% of teachers and alumni rated it as excellent that the curriculum is in line with industry trends and has practical application in the real world. While 26.31% rated it as very good, 19.88% good, 17.54% satisfactory, and 5.84% rated it as poor.	Internships were arranged for students with corporate big wigs to develop their practical skills, workplace experience, and greater knowledge of that industry.
9.	Coordination among the units and chapters of the syllabus is excellent, according to 30.06% of teachers and alumni. While 24.11% rated it as very good, 22.62% good, 16.66% satisfactory, and 6.55% rated it as poor.	Vertical and horizontal integrated it as teaching was conducted regularly to help students get a full picture about any clinical condition.
10.	26.43% of teachers and alumni agreed that the overall design of the syllabus is excellent, 29.13% rated it as very good, 24.02% good, 13.51% satisfactory, and 6.91% poor.	The Institution encourages the holistic development of our students through diverse teaching pedagogies.


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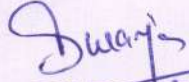
Feedback obtained from students, Teachers and Alumni

2017-18

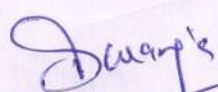
Santaji Mahavidyalaya, Nagpur has emerged as a leader in educational excellence and innovation because to its uniqueness and foundation. The college's IQAC has developed a feedback procedure with excellent nutrition as its primary objective. It starts by gathering feedback from various stakeholders using a structured rating-based feedback form. The college requests feedback from students, teachers, and alumni in order to continuously enhance curriculum development and enrichment. Following is an analysis of the stakeholder feedback for the 2017-18 sessions:

1. Feedbacks from Students:

Sr. No.	FEEDBACK	ACTION TAKEN
1.	In terms of the teachers' subject and domain knowledge, 94% of students rated it as excellent, 3% students rated it as good while 3% students rated it as poor.	The development of knowledge-distribution strategies outside of lectures was mandated across all departments.
2.	Regarding the efficacy of the instructor, 89% of students rated it as excellent, 5% students rated it as good while 6% students rated it as poor.	Based on student feedback, it was determined to launch a learning management system that would promote communication between faculty and students.
3.	92% of students agreed that the attitude of the teacher towards them is excellent, 8% students rated it as good, while 0% of students rated it as poor.	It is suggested that all teachers foster a positive atmosphere in the classroom.

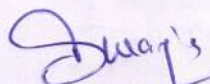

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4.	91% of students rated it as excellent, 7% students rated it as good while 2% students rated it as poor for the point, teachers always do their performance evaluations on a regular basis.	There have been more frequent regular class assessments and group discussions.
5.	96% of students rated it as excellent for the syllabus completion from the teachers, while 4% of student rated it as good, & 0% students rated it as poor.	To help students who fear exams lessen their anxiety, teachers have been urged to conduct more revision classes.
6.	98% of students rated it as excellent, 1.70% students rated it as good while 0.30% students rated it as poor For Time to time motivation and encouragement from the teachers.	In order to make the teaching-learning process inclusive and interesting, teachers have been urged to support students in broadening their own discursive knowledge.
7.	Majority of students 89% rated it as excellent for the factor that teacher organizes classroom activities on a regular basis to improve the teaching and learning process. while 8% of student rated it as good, & 3% students rated it as poor	To increase the pupils' self-confidence, teachers have been urged to plan extra classroom activities.
8.	97% of students rated it as excellent, 1% students rated it as good while 2% students rated it as poor for the point that teachers hold In and Out classroom discussions frequently to make difficult topics easy to understand.	Teachers have been advised to hold more classroom discussions on hard and recent topics.
9.	Maintaining decorum and discipline in the classroom is essential for the teaching and learning process. 96% of students rated it as excellent that their teacher maintained classroom discipline and decorum well. While 3% of student rated it as good and 1% rated it as poor.	Although there has been a favorable response, teachers are instructed to uphold decorum and discipline in the classroom.
10.	87% of students rated it as excellent for the point that teachers conduct tests and examinations frequently. While 6% rated it as good and 7% rated it as poor.	Evaluation and testing are essential for assessing student achievement. As a result, it is advised that teachers periodically administer examinations and assessments to their pupils.

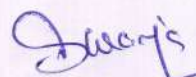

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2. Feedbacks from Teachers and Alumni:

Sr. No.	FEEDBACK	ACTION TAKEN
1.	16.06% of teachers and alumni agreed that the contents of the syllabus are excellent, 35.90% rated it as very good, 26.81% good, 15.90% satisfactory, and 5.30% poor.	As a part of Nagpur University, Santaji College adheres to the university's established curriculum. Few Santaji College teachers engage in the syllabus review and revision process; thus, proposals are sent to these teachers who are in positions of responsibility to transmit.
2.	28.96% of teachers and alumni agreed that the syllabus is enriched with knowledge and Excellent for students, 35.52% rated it as very Good, 26.25% good, 5.56% satisfactory and 2.71% poor.	The request for extra specialist courses was made to the departments.
3.	27.85% of teachers and alumni agreed that the syllabus excellently contributing to the development of a student's personality. While 33.59% rated it as very good, 21.57% good, 13.46% satisfactory, and 3.53% rated it as poor.	For the holistic development of students, additional personality development programmes have been arranged.
4.	Skill development is necessary for students for the employment. 26.75% of teachers and alumni rated it as excellent that the curriculum includes various skill development aspects that assist students in becoming employable. 29.09% rated it as very good, 21.69% good, 17.92% satisfactory, and 4.54% rated it as poor.	Improved student presentations were a primary goal of the skill development classes which was arranged by the college.
5.	30.72% of teachers and alumni rated it as excellent for the syllabus are designed according to the recent trends of the industry. 32.35% rated it as very good, 14.18% good, 17.58% satisfactory, and 5.17% rated it as poor.	It was decided to conduct additional training programmes, workshops, and hands-on training sessions on the most recent topics pertinent to industrial requirements starting with the following academic year in order to improve students' capacity to handle contemporary workplace challenges and adopt new technologies.


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6.	30.16% of teachers and alumni agreed that the college has relevant resources and reference material for stakeholders and rated it as excellent. While 27.86% rated it as very good, 19.77% good, 18.10% satisfactory, and 4.11% rated it as poor.	Although there were plenty of books and journals in the library at the time, a request for additional volumes was made according to necessity and forwarded to the library committee through the department head after being validated.
7.	Learning cannot be done without interest. For this, the syllabus is designed to make learning enjoyable and interesting. 28.22% of teachers and alumni highly agreed that the syllabus is excellent and interesting. While 29% rated it as very good, 24.01% good, 14.05% satisfactory, and 4.73% rated it as poor.	ICT tools, which make the teaching and learning process entertaining, were required to be used by all departments.
8.	31.13% of teachers and alumni rated it as excellent that the curriculum is in line with industry trends and has practical application in the real world. While 26.15% rated it as very good, 23.08% good, 15.69% satisfactory, and 3.95% rated it as poor.	For students to get practical experience, job experience, and a deeper understanding of industry, internships with powerful corporate leaders were arranged.
9.	Coordination among the units and chapters of the syllabus is excellent, according to 30.91% of teachers and alumni. While 30.26% rated it as very good, 22.99% good, 12.07% satisfactory, and 3.77% rated it as poor.	To provide pupils a complete understanding of each clinical situation, vertical and horizontal integrated it as instruction was consistently undertaken.
10.	27.77% of teachers and alumni agreed that the overall design of the syllabus is excellent, 27.51% rated it as very good, 24.25% good, 16.17% satisfactory, and 4.30% poor.	Through a variety of pedagogies, the institution supports our students' overall development.

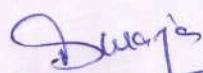

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Feedback obtained from students, Teachers and Alumni and **Action taken report of 2018-19**

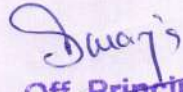
Because of its originality and foundation, Santaji Mahavidyalaya in Nagpur has emerged as a frontrunner in educational quality and innovation. The college's IQAC has created a feedback mechanism with great nutrition as its major goal. It begins by collecting input from diverse stakeholders using a structured rating-based feedback form. The institution seeks feedback from students, professors, and alumni in order to constantly improve curriculum development and enrichment. The following is a study of stakeholder comments for the 2018-19 sessions:

1. Feedbacks from Students:

Sr. No.	FEEDBACK	ACTION TAKEN
1.	91.8% of pupils thought the teacher possessed great topic and domain knowledge, 4.20 % thought it was good, and 5% thought it was poor.	Effort is to achieve 100% course content satisfaction amongst the students.
2.	Regarding the efficacy of the instructor, 87.36% of students rated it as excellent, 10.64% students rated it as good while 2% students rated it as poor.	Teaching learning process is made effective by introducing innovative methods of Teaching.
3.	94.52% of students assessed their teacher's attitude toward them as excellent, 3.48% rated it as good, and 2% of students rated it as poor.	Teachers have been advised to make teaching learning process enjoyable and fruitful.

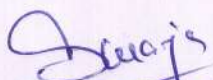

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4.	For the point, teachers regularly conduct performance assessments on a regular basis. 88.26% of students rated it as excellent, 7% rated it as good, and 4.74% of students rated it as poor.	Importance is given to make the evaluation more quick and unbiased.
5.	92.62% of students rated it as excellent for the syllabus completion from the teachers, while 4.38% of student rated it as good, & 3% students rated it as poor.	Teachers have been advised to take more revision classes before exam.
6.	76% of students rated it as excellent, 20% students rated it as good while 4% students rated it as poor For Time to time motivation and encouragement from the teachers.	Faculty members have been advised to motivate the students to make maximum involvement in extracurricular activities.
7.	The majority of students with 96.10 % rated the teacher's regular planning of classroom activities to enhance teaching and learning as excellent. While 2.90 % of pupils rated it as good, only 1% rated as poor.	More effective use of ICT has been incorporated in teaching learning and co curricular activities.
8.	For the point that teachers routinely undertake In and Out classroom conversations to make challenging topics simple to comprehend, 82% of students gave excellent, 14% good, and 6% poor ratings.	Organized quiz, debate, essay writing, poetry recitation, group discussion, field and laboratory visit and other activities at regular interval to promote learning.
9.	Maintaining decorum and discipline in the classroom is critical to the teaching and learning process. 98 % thought their instructor did a great job of maintaining classroom discipline and decorum. While 1% of students rated it as good, 1% rated it as poor.	Organized several activities to inculcate moral and social responsibilities in students.
10.	92.37% of students rated it as excellent for the point that teachers conduct tests and examinations frequently. While 5.66% rated it as good and 1.97% rated it as poor.	Test and evaluation are necessary for evaluating student's performance. Hence, teachers are suggested to take exams and tests time to time for continues evaluation of the students.

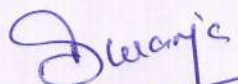

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2. Feedbacks from Teachers and Alumni:

Sr. No.	FEEDBACK	ACTION TAKEN
1.	26.69% of teachers and alumni agreed that the contents of the syllabus are excellent, 24.48% rated it as very good, 26.18% good, 18.63% satisfactory, and 4.02% poor.	The Faculty Members who are also part of Board of Studies regularly pass on suggestions to University to incorporate a more industry oriented syllabus.
2.	31.27% of teachers and alumni agreed that the syllabus is enriched with knowledge and Excellent for students, 29.53% rated it as very Good, 23.08% good, 11.79% satisfactory and 4.34% poor.	Teachers were advised to attain various faculty development programmes to facilitate up gradation of knowledge of pedagogy.
3.	28.20% of teachers and alumni agreed that the syllabus excellently contributing to the development of a student's personality. While 30.95% rated it as very good, 22.56% good, 15.16% satisfactory, and 3.13% rated it as poor.	The college aims to provide holistic development of the student and in future more programmes would be organized to boost the confidence of the students.
4.	Skill development is necessary for students for the employment. 32.27% of teachers and alumni highly agreed that the curriculum includes excellent skill development aspects that assist students in becoming employable. While 29.57% rated it as very good, 20.86% good, 13.74% satisfactory, and 3.56% rated it as poor.	Skill Development Courses were arranged for students so as to enhance their creativity.
5.	33.33% of teachers and alumni rated it as excellent that the syllabus is designed according to the recent trends of the industry. 24.36% rated it as very good, 24.73% good, 12.61% satisfactory, and 4.97% rated it as poor.	Increase in the number of extension activities and guest lectures.


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6.	25.04% of teachers and alumni rated it as excellent that the college has relevant resources and reference material for stakeholders. While 37.81% rated it as very good, 14.89% good, 18.33% satisfactory, and 3.93% rated it as poor.	Facility for online reading of Journals and Magazines will be made available.
7.	The syllabus is designed to make learning enjoyable and interesting. 31.52% of teachers and alumni highly agreed that the syllabus is excellent and interesting. While 30.41% rated it as very good, 23.73% good, 11.12% satisfactory, and 3.21% rated it as poor.	All departments were asked to use ICT tools, which make the teaching and learning process interesting.
8.	30.84% of teachers and alumni rated it as excellent for the curriculum is in line with industry trends and has practical application in the real world. While 28.80% rated it as very good, 24.58% good, 11.57% satisfactory, and 4.21% rated it as poor.	Introduce more technical training. Focus on laboratory learning & Industry interface to make students more aware of the application of theoretical knowledge gained at the college.
9.	Coordination among the units and chapters of the syllabus is excellent, according to 21.09% of teachers and alumni. While 33.86% rated it as very good, 25.68% good, 14.92% satisfactory, and 4.45% rated it as poor.	Vertical and horizontal integration was used as teaching was done on a regular basis to enable students gain a complete view of any clinical condition.
10.	25.86% of teachers and alumni agreed that the overall design of the syllabus is excellent, 30.88% rated it as very good, 23.04% good, 16.30% satisfactory, and 3.92% poor.	Through various teaching methodologies, the Institution promotes our students' entire growth.


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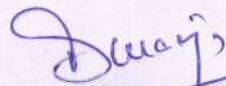
Feedback obtained from students, Teachers and Alumni

2019-20

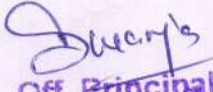
Santaji Mahavidyalaya, Nagpur has emerged as a trailblazer in educational excellence and innovation due to its uniqueness and foundation. The IQAC at the institution has developed a feedback mechanism with excellent nutrition as its primary aim. It starts by gathering feedback from various stakeholders using a systematic rating-based feedback form. In order to consistently enhance curriculum development and enrichment, the school solicits feedback from students, faculty, and alumni. The following is an analysis of stakeholder feedback for the 2019-20 sessions:

1. Feedbacks from Students:

Sr. No.	FEEDBACK	ACTION TAKEN
1.	In terms of the teacher's subject and domain expertise, 89.32 % thought it was excellent, 9.56 % thought it was really good, and 1.12 % thought it was poor.	All departments were required to design knowledge distribution initiatives outside of lectures.
2.	In terms of the teacher's effectiveness, 90.12 % of the students thought it were excellent, 6.33 % thought it was good, and 3.55 % thought it was poor.	The teaching learning process is made more successful by introducing novel teaching approaches that are recommended to teachers.
3.	87.39 % agreed that the teacher's attitude toward them is excellent, 5.12 % said it was good, and 7.49 % said it was poor.	It is recommended that all teachers create a good environment in the classroom.

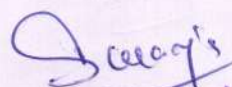

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4.	Teachers do performance assessments on a regular basis, and 93.10 % evaluated it as excellent, 4.62 % as good, and 2.28 % as poor.	HODs advised to all faculty members to increase the difficulty level of questions in assignments/ tutorials.
5.	94.02% of students rated it as excellent for the syllabus completion from the teachers, while 4.63% of student rated it as good, & 1.35% students rated it as poor.	Teachers have been asked to provide additional review workshops to aid pupils who are anxious about examinations.
6.	79.66% of students rated it as excellent, 12.32% students rated it as good while 8.02% students rated it as poor For Time to time motivation and encouragement from the teachers.	Faculty members have been urged to encourage students to participate in as many extracurricular activities as possible.
7.	The fact that the teacher plans classroom activities on a regular basis to improve the teaching and learning process was rated excellent by the majority of students 95% . Whereas 3% of students evaluated it as good, and 2% of students assessed it as poor.	Teachers have been encouraged to plan extracurricular activities to boost student's self-confidence.
8.	For the point, teachers hold In and Out classroom discussions regularly to make complex topics simple to comprehend, 86.39 % rated it as excellent, 4.01 % as good, and 9.60 % as poor.	Regularly scheduled quizzes, debates, essay writing, poetry recitation, group discussions, field and laboratory visits, and other activities to enhance learning.
9.	Maintaining classroom decorum and discipline is essential for the teaching and learning process. The teacher's ability to maintain classroom discipline and decorum was rated outstanding by 98.62 % of students. While 1.38 % thought it was good, 0 % thought it was poor.	Despite the positive response, teachers are urged to maintain decorum and control in the classroom.
10.	91.33% of students rated it as excellent for the point that teachers conduct tests and examinations frequently. While 4.92% rated it as good and 3.75% rated it as poor.	It is recommended that teachers offer tests and evaluations to their students on a regular basis.

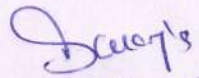

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2. Feedbacks from Teachers and Alumni:

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1.	28.56% of teachers and alumni agreed that the contents of the syllabus are excellent, 27.49% rated it as very good, 26.48% good, 13.57% satisfactory, and 3.94% poor.	Teachers always take care of the syllabus prescribed by the university and will continue to do this in future. The College staff is always very conscious about the changes in course contents.
2.	28.68 % of professors and alumni agreed that the syllabus is knowledge-rich and Excellent for students, 30.01 % thought it was very good, 23.40 % thought it was excellent, 14.67% thought it was satisfactory, and 3.24 % thought it was poor.	Teachers were encouraged to participate in various faculty development programmes in order to improve their pedagogical knowledge.
3.	30.13 % of teachers and alumni believed that the curriculum contributed significantly to the formation of a student's personality. While 31.67% thought it was very good, 23.01% thought it was good, 11.27% thought it was satisfactory, and 3.91% thought it was poor.	Organized several activities to inculcate moral and social responsibilities in students.
4.	Students must strengthen their skills in order to be employable. 28.98% of instructors and alumni strongly felt that the curriculum includes excellent skill development components that help students become professional. 28.76% thought it was very good, 25.25% thought it was good, 12.51% thought it was satisfactory, and 4.50% thought it was poor.	Skill Development Courses were organized for students in order to boost their creativity.
5.	The syllabus is structured in accordance with current industrial trends, according to 29.10 % of teachers and graduates. 28.09% thought it was very good, 24.5% thought it was good, 13.06 percent thought it was satisfactory, and 5.25 percent thought it was poor.	Increase the number of extension programmes and guest lecturers.


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6.	30.30% of teachers and alumni rated it as excellent that the college has relevant resources and reference material for stakeholders. While 28.40% rated it as very good, 25.50% good, 12.40% satisfactory, and 3.40% rated it as poor.	Although books and journals were numerous in the library, requests for additional volumes were taken as needed and given to the Library Committee through the department head after being validated.
7.	Learning cannot be done without interest. For this, the syllabus is designed to make learning enjoyable and interesting. 31.60% of teachers and alumni highly agreed that the syllabus is excellent and interesting. While 29.30% rated it as very good, 23.60% good, 11.30% satisfactory, and 4.20% rated it as poor.	Case study assignments were given to the students. This helped them to acquire problem solving skills.
8.	26.90% of teachers and alumni rated it as excellent for the curriculum is in line with industry trends and has practical application in the real world. While 26.60% rated it as very good, 30.70% good, 12.60% satisfactory, and 3.30% rated it as poor.	Internships with business bigwigs were arranged for students to enhance their practical skills, job experience, and more knowledge of that industry.
9.	Coordination among the units and chapters of the syllabus is excellent, according to 29.10% of teachers and alumni. While 28.9% rated it as very good, 24.70% good, 14.10% satisfactory, and 2.90% rated it as poor.	It was vertically and horizontally integrated as instruction was done on a regular basis to enable students gain a complete view of any clinical problem.
10.	30.30% of teachers and alumni agreed that the overall design of the syllabus is excellent, 34.4% rated it as very good, 21.02% good, 10.8% satisfactory, and 3.4% poor.	The Institution promotes our students' overall development through a variety of educational methodologies.


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Action Taken Report based on the basis of feedback obtained from students, Teachers and Alumni

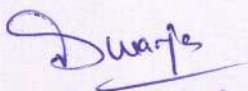
Feedback is received from the students, teachers and the alumni towards the end of the academic session. Among the responses received many were satisfied with the questions related to Teaching and syllabus. College runs 6 UG and 4 PG Programmes. The feedback from the students of all the programmes has been obtained. Most of the students were satisfied with the teacher's performance. They were satisfied with the teaching-learning method, teacher's knowledge, effectiveness and the approach of the teacher's towards them. The feedback from teachers and alumni has been obtained related to syllabus prescribed. Due to Covid-19 Pandemic Lockdown, the following measures have been taken in terms of teaching and learning:

Teaching and Learning

1. The online teaching learning Software Edfly Learn was purchased for the easy conduct of online classes.
2. The teachers are instructed to make use of ICT methods in teaching learning.
3. The teachers are instructed to complete syllabus before the commencement of the University Examination.
4. The teachers are asked to make their teaching more student friendly.
5. The teachers are asked to organise more classroom activities to boost the confidence of the students.
6. The teachers are asked to conduct test and examinations based on the RTM University Pattern.
7. The teachers were advised to devise new methods to reach the students where there is poor connectivity.

Action Taken Report in terms of Syllabus from the feedback obtained from Teachers and Alumni:

1. Career Oriented Courses have been conducted to make the students employable.
2. Skill and Entrepreneurship Development programme was organised.
3. The faculty members who are on Board of Studies of RTM Nagpur University have imparted useful suggestions in making changes in the syllabus keeping in mind the local global trend.
4. Reference material and online and offline resources have been added in the Knowledge Resource Centre of the college.
5. Personality Development Programmes have been organised.
6. Instructed to organise industrial visits.
7. Instructed to organise guest lectures on career guidance and employment.


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