

1.4.2 Feedback process of the institution may be classified as follows:

Option:

- A) Feedback collected, analysed and action taken and feedback available on website.
- B) Feedback collected analysed and action has been taken.
- C) Feedback collected and analysed
- D) Feedback collected
- E) Feedback not collected

Response:

A) Feedback collected and analysed

With the help of the structured questionnaire, the feedback form was used carefully and efficiently to obtain the answers to the fundamental questions posed. Designing the suitable questionnaire as per the stakeholders is the most essential aspect of the feedback process. The questions directed to the students, teachers, alumni and parents would vary due to the different perspective of the stakeholders towards the curriculum. The constructive purpose of the feedback was to know the overall quality of the curriculum which has been designed for the present and future generation. In addition to this, the level of its standard and progression was also studied. The approaches to the feedback consist of analysis design selecting, formation and reviewing. Based on the feedback forms collected from students, alumni, faculty members, and parents regarding the curriculum, it was found that majority of the stakeholders were satisfied with the current programme. Although there have been few suggestions to improve certain aspects of the curriculum and its overall performance. Feedback was received from following stake holders 1) Students 2) Parents 3) Teachers 4) Alumni

Students' Feedback: Importance of feedback from students enabled curriculum development which was based on the mission and vision focused objectives. The CBCS pattern with skill enhancement courses provided more flexibility for the students regarding their choice of elective subjects of any discipline which ensured student satisfaction. Most of the students suggest that the course met their expectations.

Parents' Feedback: Obtaining parent's opinion in syllabus was required to promote academic improvement, personality, skill and the overall development of the ward. It was noticed that there is a healthy interaction with the faculty

and parents are satisfied with the course outcome. However, the admission procedure and morality of the ward while studying in the college received average results.

Teacher's Feedback: Teacher's feedback ensured syllabus completion, efficient teaching plan and available library resources. It also analysed the curriculum's response towards practical and theoretical subjects which received a very good response.

Alumni Feedback: The alumni responded remarkably as regards to the college resolving their problems encountered during the programme. The institution received only an average rating with regards to college placement opportunities. Therefore more efforts need to be taken to improve the employment prospect for the final year students as per the report. Feedback was reviewed by various committees of the institution and was also reviewed in the Governing Council. These suggestions were decided and finalized by the Governing Council. To implement CBCS in our institution we considered the feedback from all the stake holders and was thus implemented.

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Action taken report on feedback analysis from different stake holders submitted to college governing body and Training and Placement Committee by the principal on recommendation of IQAC

As regards the placement of job, the Training and Placement Committee tries to create job opportunities for the students through "Earn while you Learn" scheme where they teach the foundation classes for small children in Nalanda Dance Research Centre.

The students are also recommended to affiliated classes of alumni of Nalanda Dance Research Centre in their institution as assistants. Also they are given job opportunities as dance teachers in various schools through Training and Placement committee of the college.

As far as the admission process is concerned, the admissions are done offline and the rules and regulations of University of Mumbai are strictly adhered too

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