



FEEDBACK ANALYSIS REPORT: 2019-20

Introduction:

Government Arts and Commerce College, Netrang Dist. Bharuch was established in the month of June, 2001 under Department of Higher Education, Government of Gujarat, Our College is permanently affiliated to Veer Narmad South Gujarat University (VNSGU), Surat and adheres to the curriculum framed by the University. College follow the Choice Based Credit System (CBCS) in the semester pattern. The objective was to make higher education available to the students of tribal area in South Gujarat. The college provides to students from various socioeconomic backgrounds. The majority of the students come from tribal communities. As a result, the institution set out to discipline the minds of these students and make them aware of the competitive nature of the world. The institution promotes students in the curriculum to high standards. They are also widely praised for their abilities outside of the classroom. Government Arts and Commerce College Netrang offers B.A. (Hindi, Gujarati, Sanskrit, History, Economics, and Sociology) and B.Com. programmes (6 Semester).

The College's IQAC has designed a feedback method focused on quality sustenance, start with receiving feedback from various stakeholders using a structured rating-based feedback form. For continual improvement in curriculum design and enrichment, the College collects feedback from students and alumnae. The focus of this report is on student feedback on Syllabus and Teachers.

In the feedback form, we asked ten questions about teachers' teaching, which we analysed using a four-point scale. Feedback was gathered from students that attend class on a regular basis. A total of 132 students took part in the survey. To analyse the results, charts were produced based on their responses and are shown below.

STUDENT FEEDBACK ON TEACHERS

Sr. No.	Statements/ Questions	Strongly Agree	Agree	Disagree	Strongly Disagree
1	The teacher has covered entire syllabus as prescribed by university	78	32	17	5
2	The teacher has covered relevant topics beyond syllabus	64	38	28	2
3	Use of ICT by the teacher	69	45	8	10
4	Communication Skill of the teacher	58	41	27	6



5	Regularity of taking lectures in the class.	65	46	16	5
6	Effectiveness of the teacher in terms of co-operation in solving individual problems	68	41	23	0
7	Teaching expertise of the teacher	58	38	31	5
8	Teaching attitude of the teacher	58	37	32	5
9	Encouragement for co-curricular activities	65	36	31	0
10	Overall contribution of the teacher in teaching and learning process	66	40	19	7

Syllabus completion

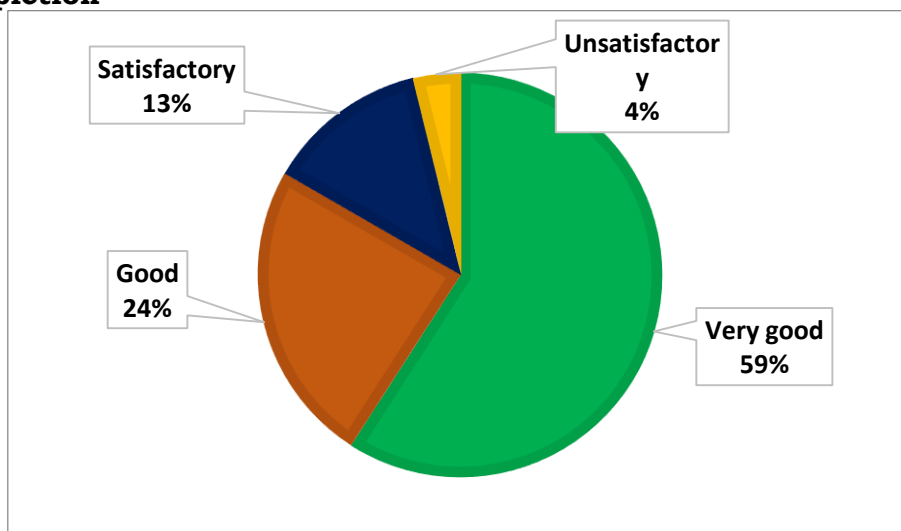


Figure-1

Figure 1 reveals that **74%** of students agreed (with **47%** strongly agreeing) that the teacher covered the entire university-mandated syllabus.

Covered relevant topics beyond syllabus

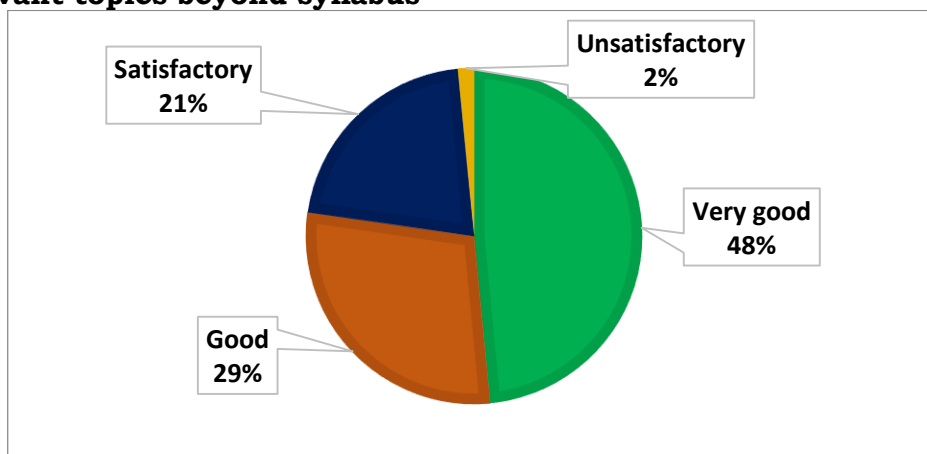


Figure-2

Figure 2 shows that **76%** of pupils agreed (**43%** strongly agreed) that the teacher covered important topics outside of the curriculum.



Use of ICT

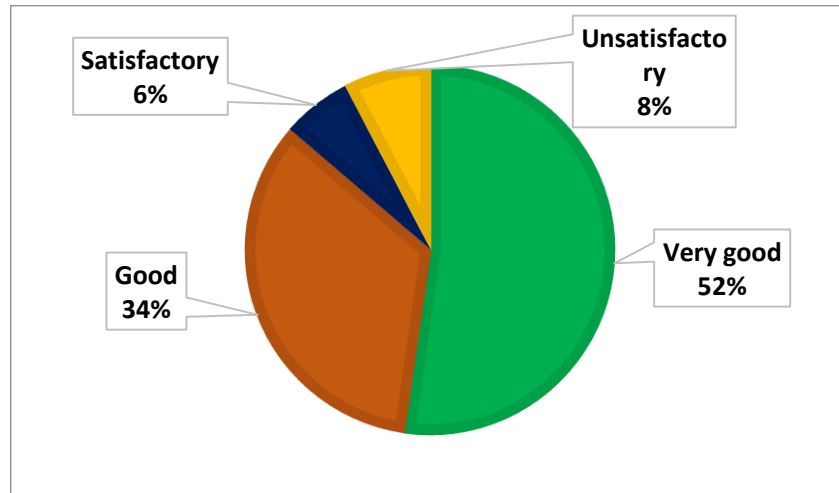


Figure-3

Figure 3 reveals that 64% of students agreed (and 44% strongly agreed) that teachers use the ICT in the classroom.

Communication Skill

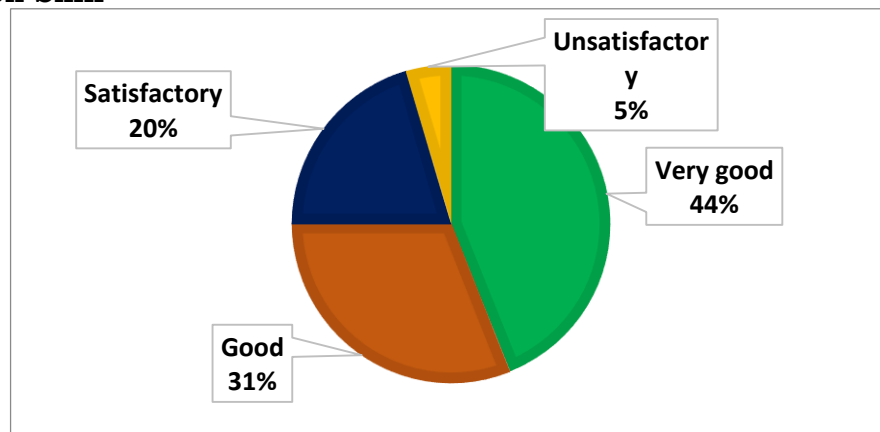


Figure-4

Figure 4 indicates that 68% think the teacher's communication skills are good (51 percent definitely agree).



Regularity of taking lectures

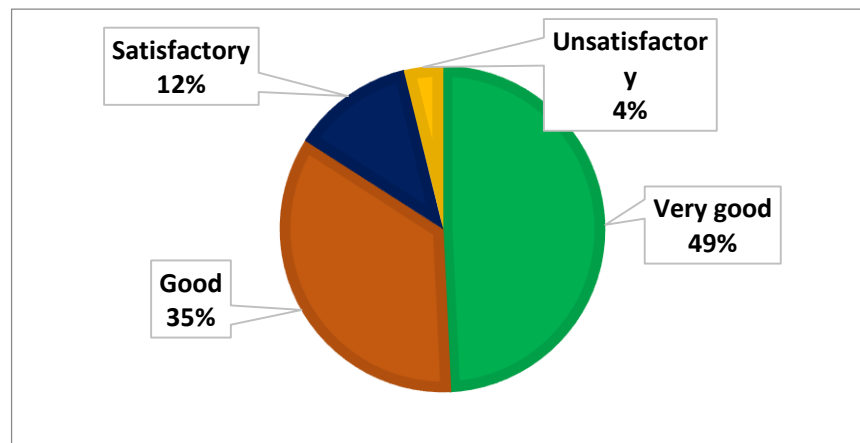


Figure-5

Figure 5 reveals that 90% of students agreed (with 51% strongly agreeing) that teachers come to class on a timely manner. The statement was not strongly opposed by any of the responders.

Co-operation in solving individual problems

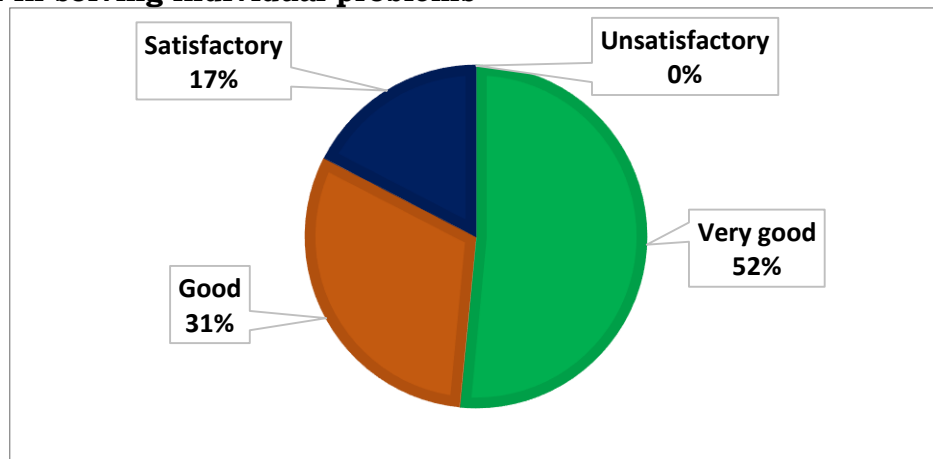


Figure-6

Figure 6 shows that 58% of students agreed (40% strongly agreed) that the teachers are in terms of co-operation in solving individual problems.



Teaching expertise

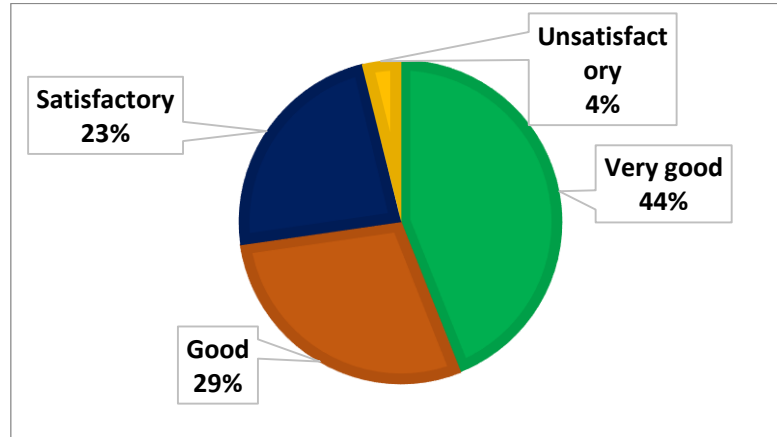


Figure-7

Figure 7 reveals that 79% of students agree (63% strongly agree) that the teachers are knowledgeable about teaching. This demonstrates that professors are well-versed in their subject areas.

Teaching attitude

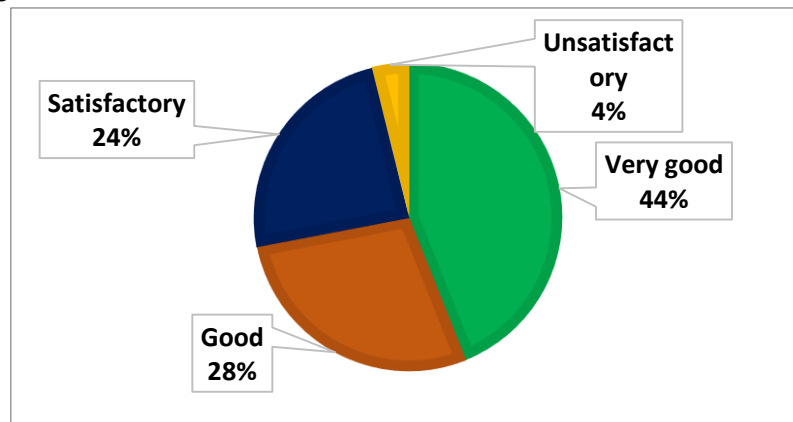


Figure-8

According to Figure 8, 78% of students agreed (57% strongly agreed) that the teachers' attitude toward teaching is positive.



Encouragement for co-curricular activities

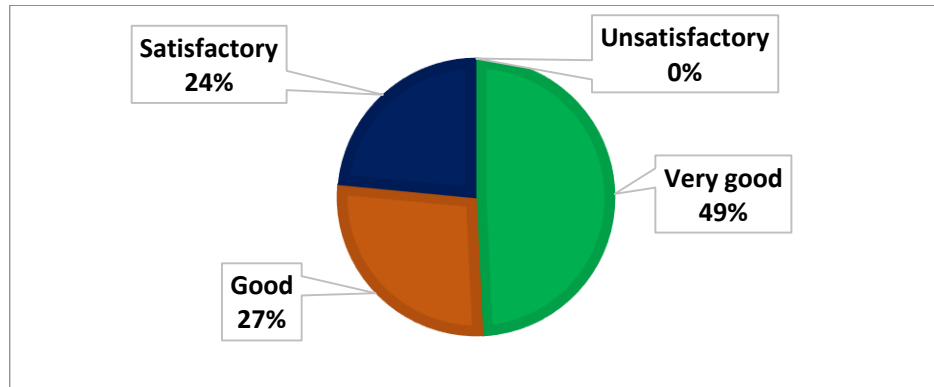


Figure-9

Figure 9 demonstrates that 83% of students agreed (with 48% strongly agreeing) that teachers encourage students to participate in co-curricular activities.

Overall contribution in teaching and learning process

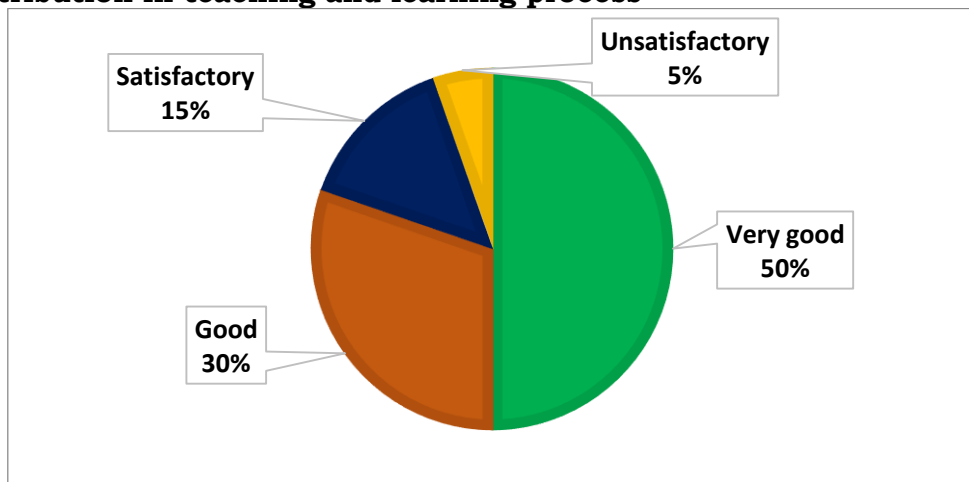


Figure-10

Figure 10 reveals that 90% of students agreed (with 69 percent strongly agreeing) that the teacher makes a significant contribution to the teaching and learning process. The teacher is very interested in the students' learning and development.