

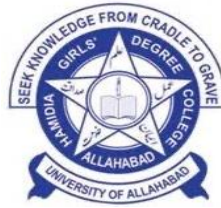
## **FEEDBACK REPORT**

Hamidia Girls Degree College is a constituent Minority college of University of Allahabad, Prayagraj. The colleges offer various courses like B.Com, B.A., and B.Voc.at under Graduation level and M.A. at Post-Graduation level. The Internal Quality Assurance Cell (IQAC) of the College has continuously been working on quality improvement and the betterment of student learning experiences. Feedback is an essential element of the learning process. The feedback collected from the individuals has been analyzed and taken to the consideration for the development of teaching learning process and environment. In order to analyze the lag areas of the college and scope for further improvement, feedback from students, teachers, Alumni and Employers have been received.

The College collects the feedback on various curriculum aspects and courses from different stakeholders such as the students, alumni, Faculty and Employers in Online Mode through Google forms. The feedback collected from the individuals has been analyzed and taken to the consideration for the development of curriculum, teaching learning process and environment.

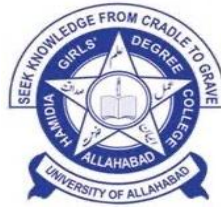
## **TEACHERS FEEDBACK**

Feedback on various aspects of curriculum is sought from 21 faculty members of the College. The aspects such as provision of adequate time and resources for framing syllabus, 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. An effort was made to receive feedback from all the faculty member of the college. For this purpose, a Google form was created and sent to the faculty members of the College. An effort was made to access the teacher's feedback on content and curriculum. As many as 13 questions on five point scale were asked to the teachers on the various aspects of Curriculum and Content Development. A sum of 21 responses was received from the faculties of the College .In order to arrive to comprehensive results; useful statistical tools like percentage analysis, etc. have been used for interpretation of teacher's feedback which is discussed as below

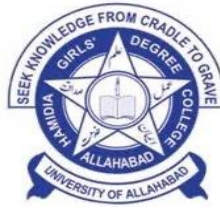
18.2% of the faculty said that the syllabus of the course is excellent as it is need based and suitable to the course while 63.6% of the faculty considered syllabus very good as it is suitable to the course and according to the need of the students. 54.5% of the faculty considers that the Aims and Objectives of the syllabus are excellent as it is well defined and clear to teacher as well as to the students, 36.4% of the faculty said that the Aims and Objectives of the syllabus are very good while 9.1% of the faculty said that it should be more clear and precise.63.6 % of the faculty said that the reference book and study material are excellent while 18.2% said that the reference books and study material are very good whereas 18.2% of the faculty said that the quality of study material and reference book should be enhanced as it is not followed by the Course content. 54.5% of the faculty said the course and syllabus of the subject increased their knowledge and perspective in the subject area while 55.5% of the faculty said the course and syllabus of the subject does not increased their knowledge and perspective in the subject area . 82% of the faculty said that course of the study carries sufficient optional paper while 18% were with a view that number of optional paper are



insufficient and more optional paper should be included to meet the diverse needs of the students. Most of the faculty members said that the reference material are relevant, updated and appropriate while some of the faculty member consider that the reference material are irrelevant and inappropriate. It should be modified and updated according to the demand of the course. Faculty members said that they get enough time to cover the topics prescribed in the syllabus of the course and to introduce new developments in their subject. Most of the teacher said that the Curriculum of the course and its content intellectually stimulates the students while some of them consider that curriculum of the course and its content does not stimulates students intellectually. 90% of the faculty said that the pattern of the question paper elicit the complete knowledge while 10% of the faculty said that the pattern of the question paper should be changed. The analysis of the teachers' feedback reflects the adequacy and availability of teaching-learning facilities. The feedback from the teachers revealed the validity and adequacy of the syllabus. Also, it is quite helpful in reframing the course content according to the societal needs. Various suggestions related to the modifications in the curricular content are noted for further necessary action.

### **STUDENT FEEDBACK**

The Internal Quality Assurance Cell (IQAC) of the College has continuously been working on quality improvement and the betterment of student learning experiences. An effort was made to access the student feedback on teachers. As many as 13 questions on five point scale were asked to the student on the various aspects like teacher's regularity, class preparation, guidance and mentoring, etc. A sum of 195 responses were received from the students and same is discussed below.



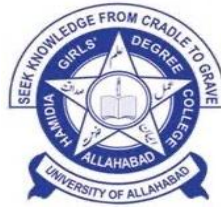
The responses of the students on the regularity of the teacher to class and it was observed that, 195 students i.e. more than 65% students feel that, teachers were excellent at maintaining the regularity to the class. 13% responses said that, the teachers were good in regularity to the class. Whereas, 10% respondents have said teacher's regularity to class was average and 4% of them have said it was acceptable. Only 8% students have said teacher's regularity to the class was unsatisfactory.

The responses of the students on the effectiveness of lecture were recorded and it was observed that 59% respondents consider that lectures were excellent, 15.4% considers teachers lectures and its effectiveness very good while 13.8% respondents said that lectures were good while 6.2% consider lectures as satisfactory and 5.6% were not satisfied with the lectures.

The responses of the students on the mastery of subject of the teacher was observed and it is found that 60.5% respondents said that teachers has excellent mastery of subject, 20% considers teachers has very good mastery of while 9.2% respondents said that teacher mastery of subject were good while 3.6% consider teachers mastery of subject as satisfactory and 6.7% were not satisfied with the teacher's mastery of subject.

The student's responses on subject knowledge of the teacher and It was noticed that, 68.7% students have said that, teacher's subject knowledge was excellent and 10.3% of them feel that, the subject knowledge of the teacher was very good. 8.7% students have responded that, the teacher's subject knowledge was good, 4.6% respondent have said that the teacher's subject knowledge was satisfactory and 7.7% of them have said it was unsatisfactory.

The responses of the students on the preparation of teacher for the class was observed that, 60% students have said that, teacher's preparation for the class was excellent and 20% of them feel that, the teacher's preparation to the class was very good. 11% of students have

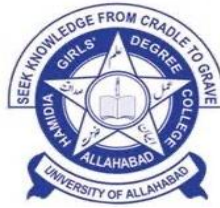


responded that, the teacher's preparation for the class was good while 7% students were satisfied with preparation of the teacher. Only 2% were unsatisfied with teacher's preparation. 61% of the respondent said that teachers delivered their lectures enthusiastically and 39% were satisfied with teacher's enthusiasm in delivering lectures.

50% of the respondents said that teachers have excellence in use of innovative approach and promote the interaction in teaching. 20% students said that teachers were very good in use of innovative approach and promoting the interaction in teaching. 20% students said that teachers were good in use of innovative approach and promoting the interaction in teaching while 10% were unsatisfied with teacher's approach.

Student responses on the process of internal assessment by teacher and It was found that, 60% students have said that, process of internal assessment by teacher was excellent and 15% of them responded that, the process of internal assessment by teacher was very good. 15% students have responded as the teacher's internal assessment process as good. 8% respondents have said that the internal assessment process was satisfactory. Notably, 2% respondents have said the process of internal assessment by teacher was unsatisfactory.

The student's responses on availability of the teacher outside the class. It was noticed that, 40% students have said that, availability of the teacher outside the class was excellent and 30% of them have responded that, availability of the teacher outside the class was very good. 15% students have responded that, the availability of the teacher outside the class was good. Whereas, 13% respondents have said that availability of the teacher outside the class was satisfactorily. Notably, 2% respondents have said availability of the teacher outside the class was unsatisfactorily.



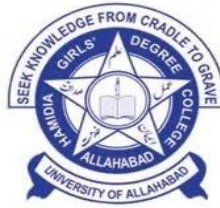
## **ALUMNI FEEDBACK**

Though the college has a history of more than twenty five years, its alumni can be traced from various fields like social, political, entertainment and industry. Our alumni feedback is valuable for us as it provides inputs regarding improvement in facilities. We appeal our alumni to provide their sincere feedback to us through prescribed forms, and during alumni meets on the infrastructure, library and teaching faculty of the college. The following analysis can be deduced from the alumni feedback.

All alumni feel proud that they are the students of this college. They are thankful to the college for providing quality education. They recollect the friendly teachers and homely atmosphere of the college. They miss the college days, activities and sports events. They do not forget the warmth of relation between students and teachers. They proudly confess that the college developed their confidence from the college programmes and the teacher's encouragement for student's participation in these programmes, they acknowledge the contribution of the college in developing their communication, leadership qualities, social commitment and responsibilities

Most of the alumni (80%) rated admission procedure as very good, 20% alumni rated it as good. 74% of the Alumni rated Ambience of the college as Very good while 26% of the Alumni rated the ambience of the college as good. 73.7% of the alumni rated faculty as very good while 26.3% of them consider faculty as average. The alumni of the college appreciated the lab facility and infrastructure of the college, 90% alumni felt it as excellent, 6% very good and 4% as good. The quality of teaching learning was rated as excellent by 94% alumni, 6% very good. 99% alumni felt the campus as excellent and 1% very good. Though college follows the prescribed syllabus, it was received ratings on syllabus as excellent by 76%, very good 10%, good 8%, average 2% and poor 4%; 82% alumni gave excellent, 10% very good, 8% good



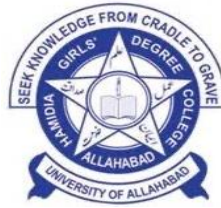


rating for the library. The alumni gave positive feedback about the hospitality they receive from the college, 58% alumni felt it as excellent, 22%very good, 14%good and 6%average. Alumni of the college suggested some new courses to be introduced to meet the diverse need of the students. Alumni of the college created a database of alumni and whatsapp group to improve networking among the alumni and to enable better contribution to their almamater. Alumni expressed a need for mentoring in curricular, co-curricular and personal aspects of students during their study period to improve their performance in identifying potential jobs and higher education prospects.

### **EMPLOYER FEEDBACK**

The feedback received from the employers about 20 faculty members of Hamidia Girls' Degree College. Employer is satisfied with the faculty members employed in their organization on the following parameters; communication skills, teaching skill, creativity in transaction of syllabus, self-motivation, ability to contribute to the Academic Progression.

Employer rated 50%of the faculty as excellent in general communication skills, 20%of the faculty were considered very good while 25%of the faculty were rated as good and 5%of the faculty were rated as average in general communication skill. Employer considers that 30%of the faculty excellently prepares teaching plan and modular curricula while 40% of the faculties were rated as very good and 30% of the faculties were rated as good in preparation of teaching plan and modular curricula. It was noticeable that none of the faculty member was considered as average and poor on this aspect. 25%of the faculty rated as excellent in transaction of syllabus creatively while 40% of them were considered as very good in transaction of syllabus in creative manner and 30% of the faculty members were rated as good in this aspect. Only 5% of the faculties were rated as average in transaction of the syllabus.



35% of the faculty members were considered as excellent as they were self-motivated and responsible. 40% of the faculty were rated as very good and 20% were rated as good on this aspect. Only 5% were rated as poor as they are not self-motivated and are irresponsible. 25% of the faculties excellently contribute to the academic progression while 30% and 40% of the faculty were rated as very good and good respectively in contribution to the Academic Progression. Only 5% were rated as average in contribution to academic progression. 30% were rated as excellent as they updated themselves to the curriculum regularly. 40% and 30% of the faculties were rated as very good and good respectively on this aspect. It was noticeable that none of the faculty member was considered as average and poor in this aspect.