



# GEMS ARTS AND SCIENCE COLLEGE

(A Unit of Global Education and Management Studies Co-operative Ltd., No. M. 782)

(Affiliated to University of Calicut and UGC Recognized under Section 2 (f) of UGC Act 1956)

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## TEACHERS FEEDBACK ANALYSIS REPORT (2018-19)

### INTRODUCTION

Introducing a feedback mechanism is essential for fostering an environment of open communication and continuous improvement. It serves as a valuable channel for gathering insights, opinions, and constructive criticism. By implementing a feedback mechanism, we aim to create a platform where all voices are heard and valued. This mechanism not only provides an opportunity for individuals to express their thoughts but also enables us to identify areas of strength and areas that require attention. Emphasizing the importance of feedback encourages a culture of transparency, collaboration, and growth within our community, ultimately contributing to our collective success and development.

Building a culture of collaboration among educators is crucial. The feedback emphasizes the importance of facilitating peer learning and mentorship opportunities, fostering an environment where teachers can share best practices, offer support, and collectively enhance their teaching abilities.

The feedback collected from teachers plays a pivotal role in shaping our educational environment. It serves as a compass, guiding us toward improvements and innovations that enhance the teaching-learning experience. The input provided by our educators highlights both their dedication and areas where support or development might be beneficial.

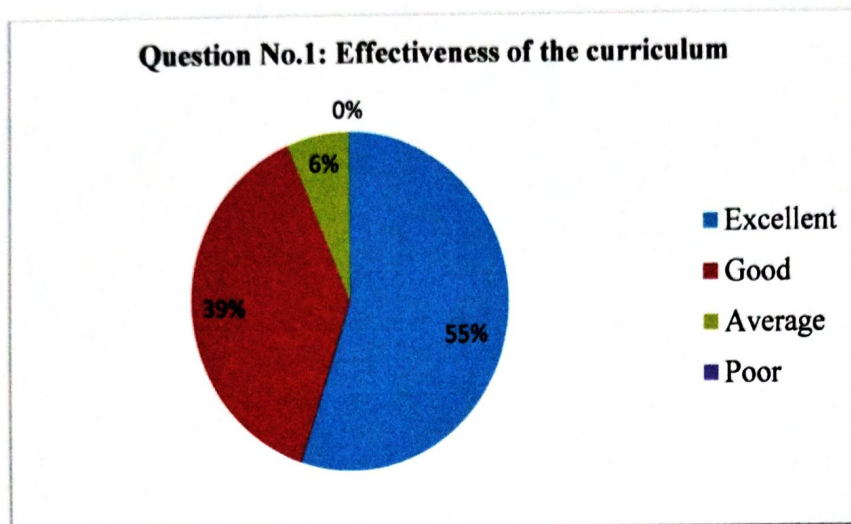


## TEACHERS FEEDBACK DATA ANALYSIS 2018-19

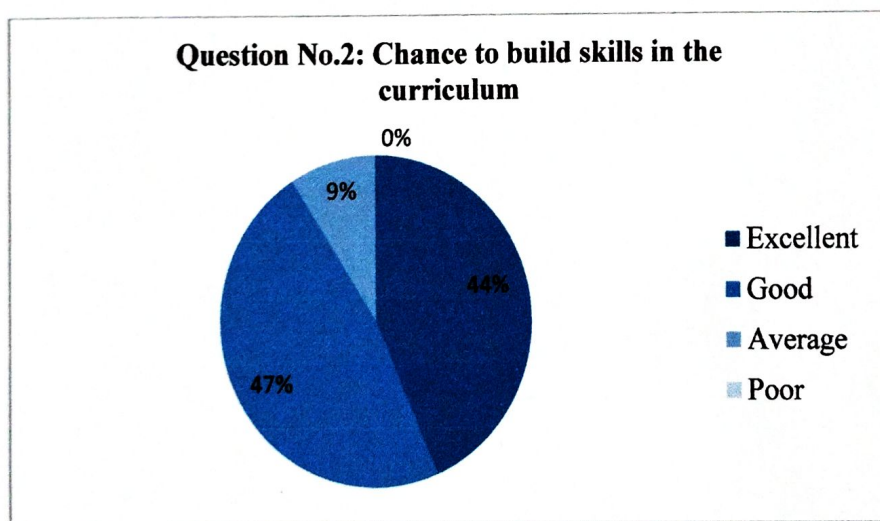
<b>Summary of Teachers Feedback Analysis 2018-19</b>					
SI.No.	Parameters	Responses in %			
		Excellent	Good	Average	Poor
1	Effectiveness of the curriculum.	55	39	6	0
2	Chance to build skills in the curriculum.	44	47	9	0
3	The program's relevance to fostering employability.	55	37	7	1
4	The curriculum's goals and objectives are clearly stated and well-defined.	51	45	4	0
5	There is a good balance between theory and lab in the course/curriculum.	58	42	0	0
6	The infrastructure has been developed and is equipped adequately.	56	39	5	0
7	Your knowledge and perspective on the subject have grown as a result of the subject's syllabus	45	50	5	0
8	Any other suggestions				



**The Following graphical representations show the Teachers Feedback Analysis**



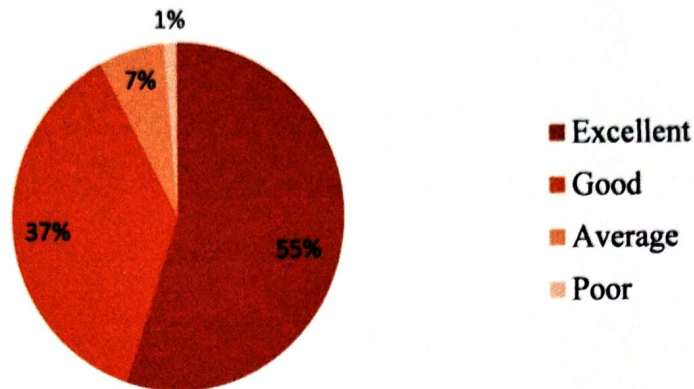
The pie chart visually represents the distribution of opinions on the effectiveness of the curriculum among the faculties. In this representation, each sector of the pie chart corresponds to the percentage of faculties that marked the effectiveness of the curriculum in a particular category. The "Excellent" category, being 55%, will take up the largest portion of the pie chart, followed by "Good" at 39%, and "Average" at 6%.



In this representation, each sector of the pie chart corresponds to the percentage of faculties that marked the chance to build skills in the curriculum in a particular category. The "Good" category takes up the largest portion of the pie chart at 47%, followed by "Excellent" at 44%, and "Average" at 9%

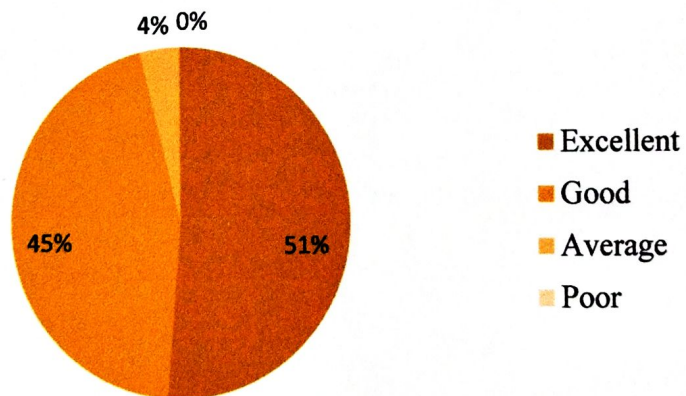


**Question No.3: The program's relevance to fostering employability**



Each section of the pie chart in this illustration represents the proportion of faculty members who indicated that the program was relevant to promoting employability in a given category. The majority of the pie chart is occupied by the Excellent category, which makes up 55%. Good is next, at 37%, while Average is at 7%.

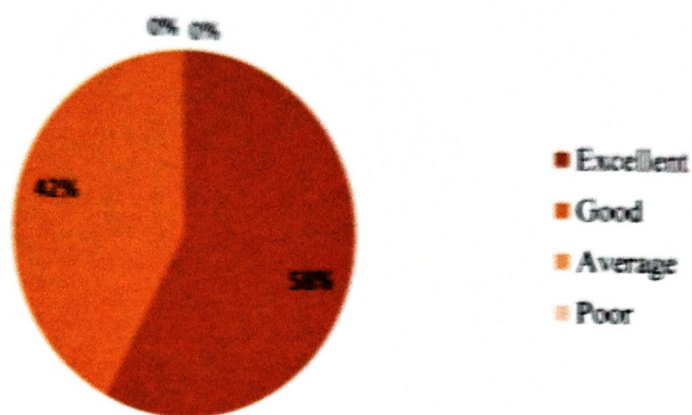
**Question No.4: The curriculum's goals and objectives are clearly stated and well defined**



The percentage of faculties that indicated in a given category that the curriculum's goals and objectives were clearly communicated and well-defined is represented by each sector of the pie chart in this depiction. In the pie chart, the Excellent category occupies the biggest share (51%), followed by Good (45%) and Average (4%).

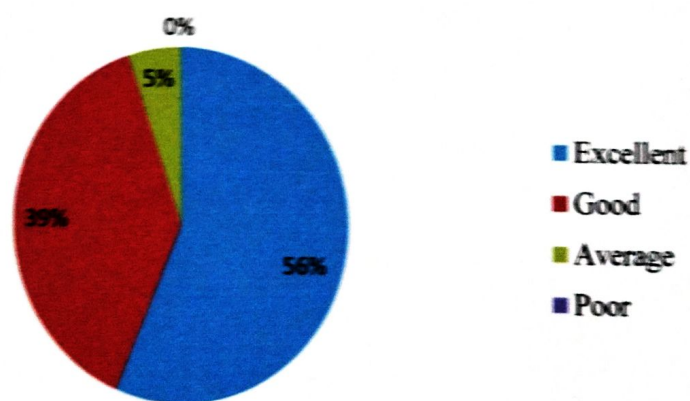


**Question No.5: There is a good balance between theory and lab in course/syllabus**



The percentage of faculty who rated the course/syllabus's balance between theory and lab as either outstanding or good is represented by each sector of the pie chart in this depiction. The majority of the pie chart 58% is occupied by the "Excellent" category, with "Good" coming in second at 42%.

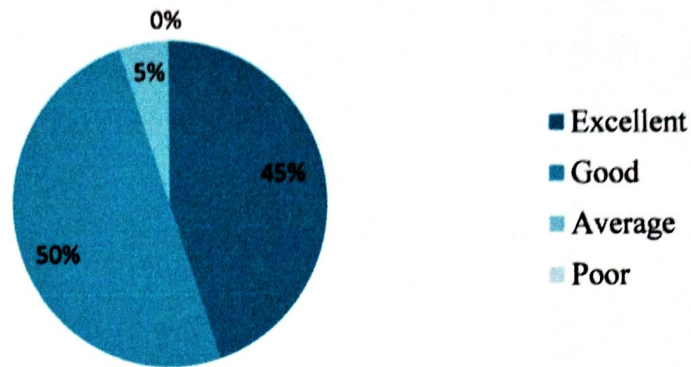
**Question No.6: The infrastructure has been developed and is equipped adequately**



Each area of the pie chart represents the proportion of faculties that rated the equipment and infrastructure development as excellent, good, or average. With 56% of the pie, the "Excellent" category is largest. It is followed by "Good" with 39% and "Average" with 5%.



**Question No.7: Your knowledge and perspective on the subject have grown as a result of the subject's syllabus**



The percentage of faculties who rated their knowledge and perspective growth as a result of the subject's syllabus as outstanding, good, or ordinary is represented by each sector of the pie chart in this illustration. With 50% of the pie chart occupied by the "Good" category, "Excellent" at 45%, and "Average" at 5%, make up the majority of the categories.




## CONCLUSIONS

The feedback gathered emphasizes the role of ongoing teacher professional development to effectively implement the curriculum. It underscores the need for training and support to enable teachers to optimize their delivery and adapt teaching methodologies.

## RECOMMENDATIONS

Based on the feedbacks received it's highly recommended that the teachers shall make use of various educational resources, including guest speakers, field trips, and educational technology to enrich learning experiences.



  
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