



GEMS ARTS AND SCIENCE COLLEGE

An ISO 9001 : 2015 Certified Institution

(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 (2020-21)

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.

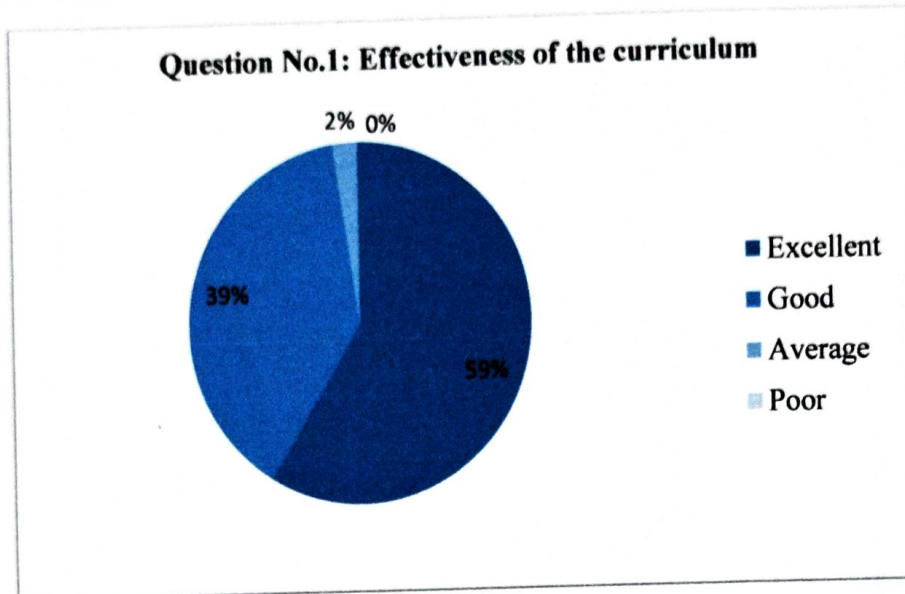


TEACHERS FEEDBACK DATA ANALYSIS 2020-21

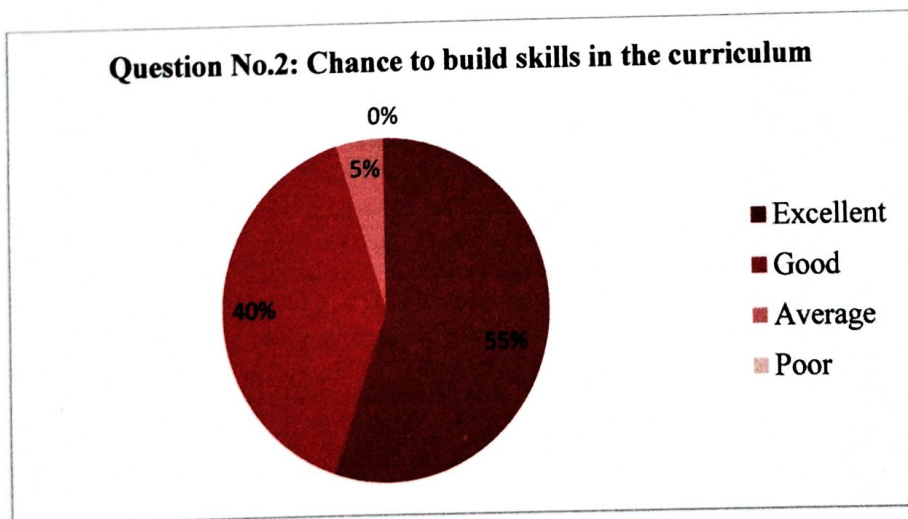
Summary of Teachers Feedback Analysis 2020-21					
Sl.No.	Parameters	Responses in %			
		Excellent	Good	Average	Poor
1	Effectiveness of the curriculum.	59	39	2	0
2	Chance to build skills in the curriculum.	55	40	5	0
3	The program's relevance to fostering employability.	53	39	8	0
4	The curriculum's goals and objectives are clearly stated and well-defined.	52	40	8	0
5	There is a good balance between theory and lab in the course/curriculum.	63	29	8	0
6	The infrastructure has been developed and is equipped adequately.	53	42	5	0
7	Your knowledge and perspective on the subject have grown as a result of the subject's syllabus	58	36	6	0
8	How would you rate online teaching learning system over traditional teaching learning process	48	40	12	0
8	Any other suggestions				



The Following graphical representations show the Teachers Feedback Analysis

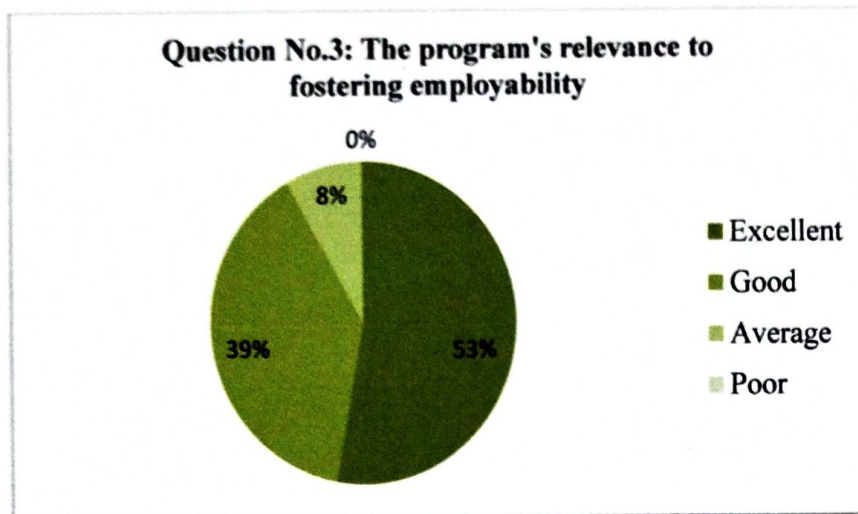


The pie chart represents the responses of teachers to the question about the effectiveness of the curriculum. The largest portion of the pie chart, 56%, is allocated to the Excellent category. 39% of the teachers responded as Good. The smallest portion of the pie, 2%, is assigned to the Average category.

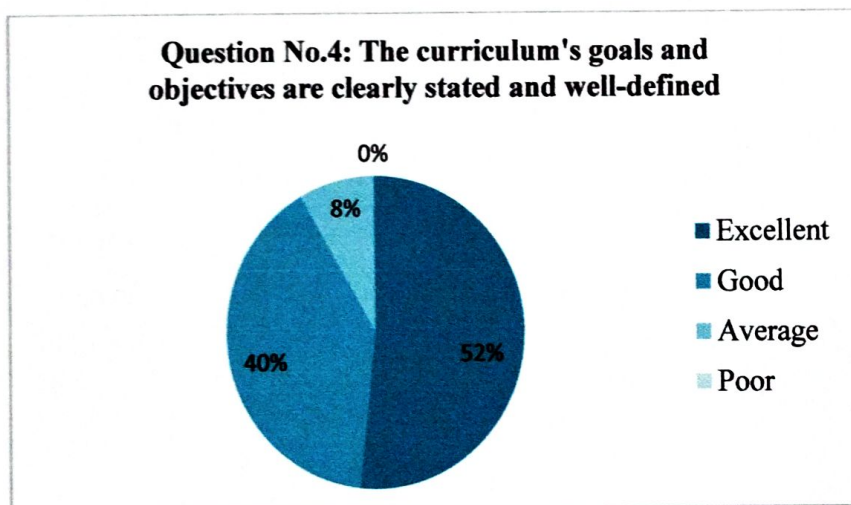


Teachers' answers to the question regarding Chance to build skills in the curriculum are displayed in a pie chart. The Excellent category occupies the highest percentage of the pie chart, at 55%. The Good category occupies 40% and Average category receives the least share of the pie, at 5%.



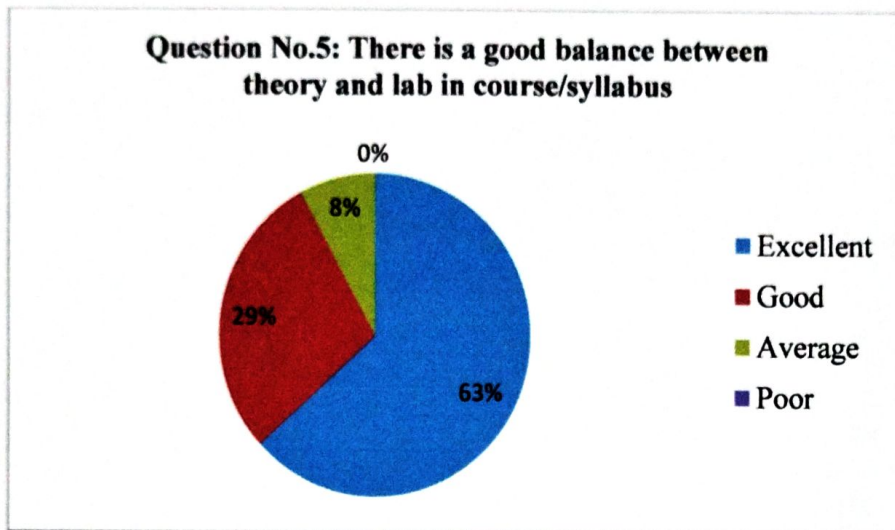


The pie chart represents the responses of teachers to a question about the program's relevance to fostering employability. At 53%, the largest portion of the pie chart shows that a sizable majority of teachers think the program is extremely relevant to promoting employability. 39% of the teachers responded as Good and 8% as Average.

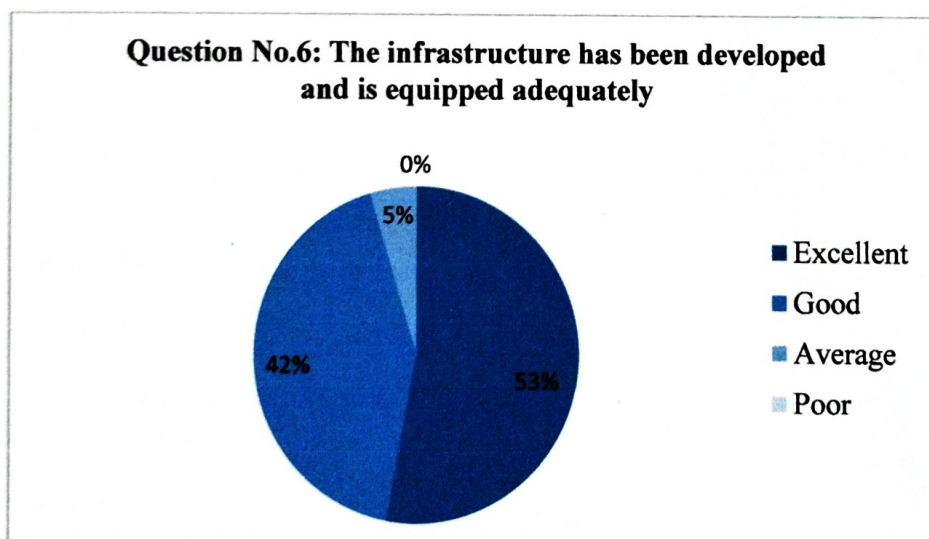


The pie chart illustrates the responses of teachers to the clarity and definition of the curriculum's goals and objectives. The largest segment of the pie chart, at 52%, indicates that a substantial majority of teachers believe that the curriculum's goals and objectives are excellently stated and well-defined. The segments, at 40% and 8%, represents the responds as Good and Average respectively.



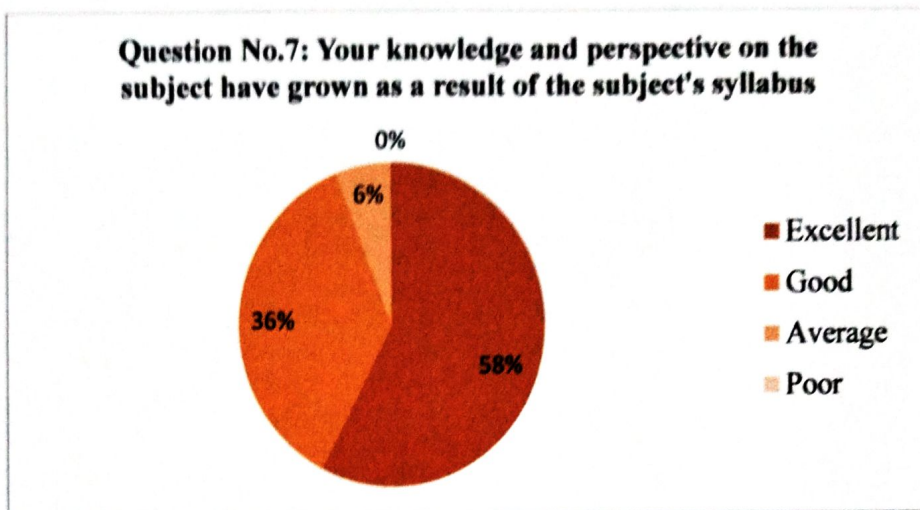


The pie chart suggests an overall positive perception among teachers regarding the balance between theory and lab components in the course or syllabus. The majority of respondents consider it to be excellent, at 63%, while a significant portion view it as good, at 29%. The relatively small percentage, at 8%, view it as Average.

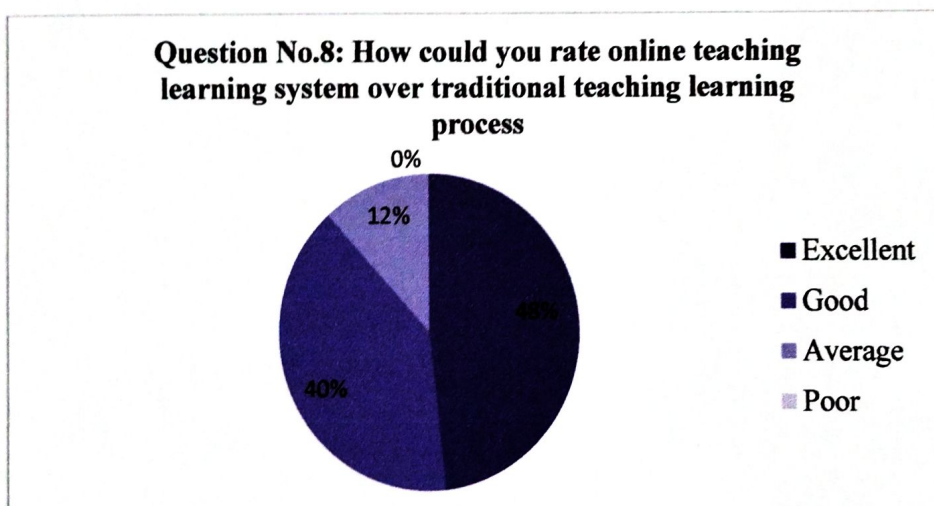


The pie chart illustrates the responses of teachers regarding the development and adequacy of the infrastructure. The majority of respondents consider it to be excellent, at 53%. The segments, at 42% and 5%, represents the response as Good and Average respectively





The pie chart represents the responses of teachers regarding the impact of the subject's syllabus on their knowledge and perspective. The largest portion of the pie chart indicates, 58% of the teachers responded it as Excellent, the middle sector as Good at 36% and smallest sector, at 6% as Average.



The pie chart suggests an overall positive perception among teachers regarding the online teaching-learning system. The largest segment of the pie chart, at 48%, indicates that a significant portion of teachers rates the online teaching-learning system as excellent. 40% of the teachers responded as Good and 12% as Average.



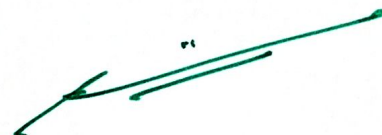
CONCLUSIONS

This feedback explores the insights on the curriculum underscore the importance of an adaptable and evolving educational framework. Continuous improvement based on feedback ensures that the curriculum remains relevant and responsive to changing educational landscapes and student requirements.

RECOMMENDATIONS

Based on the feedback received, it is highly recommended that teachers shall develop diverse and engaging content that incorporates multimedia elements like videos, infographics, quizzes, and interactive activities to cater to different online learning styles. Fostering a supportive online community among students is vital. Encouraging discussions, group projects, and forums can create an environment where students feel connected and motivated to participate actively.




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