

Teachers' feedback Analysis Report (Academic Session 2021-22)

1. Introduction

Shaheed Major Harminderpal Singh (Shaurya Chakra) Government College is situated in Sahibzada Ajit Singh Nagar (Mohali), Punjab. The college's Internal Quality Assurance Cell (IQAC) has the responsibility of creating and gathering input from various groups involved to oversee and assess the quality of the curriculum and related matters. Teachers provided feedback through forms on multiple aspects of the curriculum, including quality, skills, competence, and professionalism. The responses of the teachers were recorded on a four point scale (Excellent, Very Good, Good and Average). Each department then analyzed the feedback and took appropriate actions, reporting to the IQAC. The IQAC compiled these analyses and presented the feedback report to the Principal. Subsequently, the Principal and department heads examined the report together to determine the required steps and actions to address the concerns raised by different stakeholders.

This report presents the analysis of the feedback taken from the students for the academic session 2021-22.

2. Data Collection and Analysis

To collect feedback from teachers, feedback form was circulated among teachers and 38 responses were received. For a comprehensive understanding, percentages along with appropriate charts and graphs have been used to depict the results clearly.

2.1 Course-wise Classification of Teachers

To ensure broader representation, efforts were made to include teachers from all the offered courses in the college. Figure 1 depicts the course-wise classification of teacher respondents. The majority of the responses were received from the teachers in Arts Stream followed by Science, Commerce and other courses.

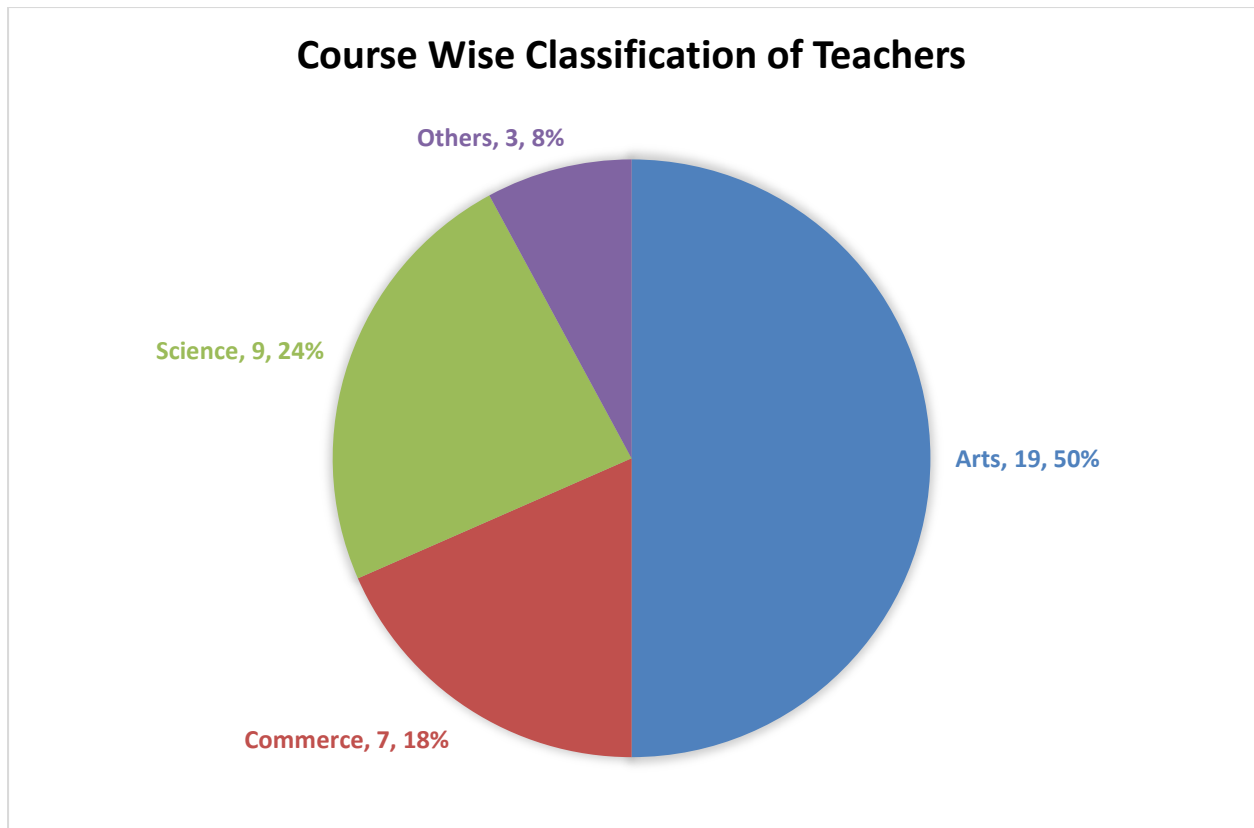


Figure 1

3. Teachers' Feedback and Analysis

The feedback from the teachers were taken on various issues related to balanced nature of curriculum, learning infrastructure, teaching- learning experiences, and teaching methods etc.

3.1 Balance between theory and practice

A well-balanced blend of theory and application in the courses is vital in the present times. It equips students with both foundational knowledge and practical skills, fostering a deeper understanding of real-world relevance. This approach cultivates critical thinking, problem-solving abilities, and prepares students for seamless transitions into professional settings. The teachers opinion on the balance of theory and practice in the curriculum of the course was obtained. The responses are depicted in Figure 2. As per the data, it is evident that majority of the responses of the teachers ranges between excellent, very good and good.

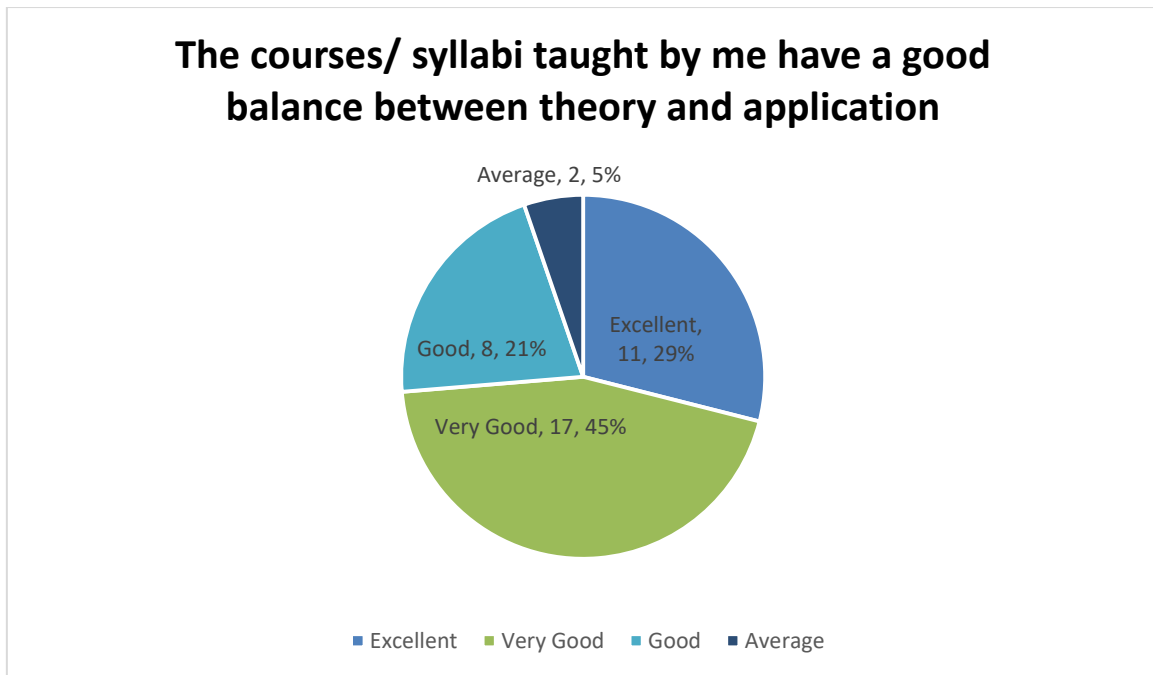


Figure 2

3.2. Well Defined Course Objectives

College recognizes that clear and well-defined course objectives hold paramount importance as they provide a roadmap for both educators and students. Well defined course objectives ensure alignment between teaching goals and learning outcomes, guiding effective instruction and assessment. This clarity enhances students' understanding of what's expected and facilitates meaningful learning. The responses of the teachers with respect to feedback on nature of course objectives are depicted in Figure 3. As per the data, it is evident that majority of the responses of the teachers ranges between very good and good.

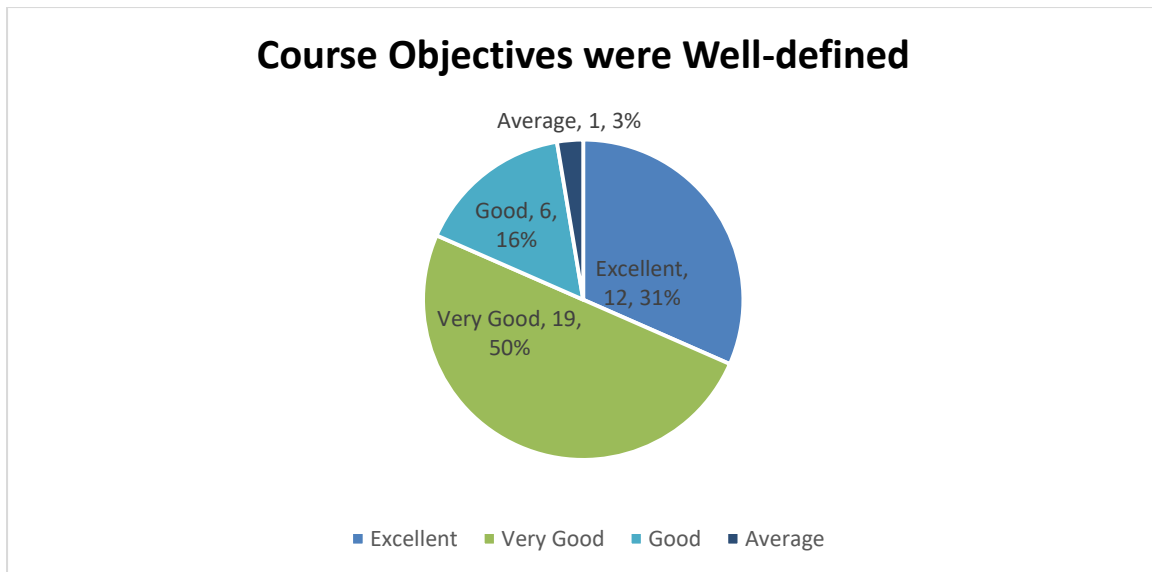


Figure 3

3.3. Potential of the curriculum in developing the habit of self-learning among the students

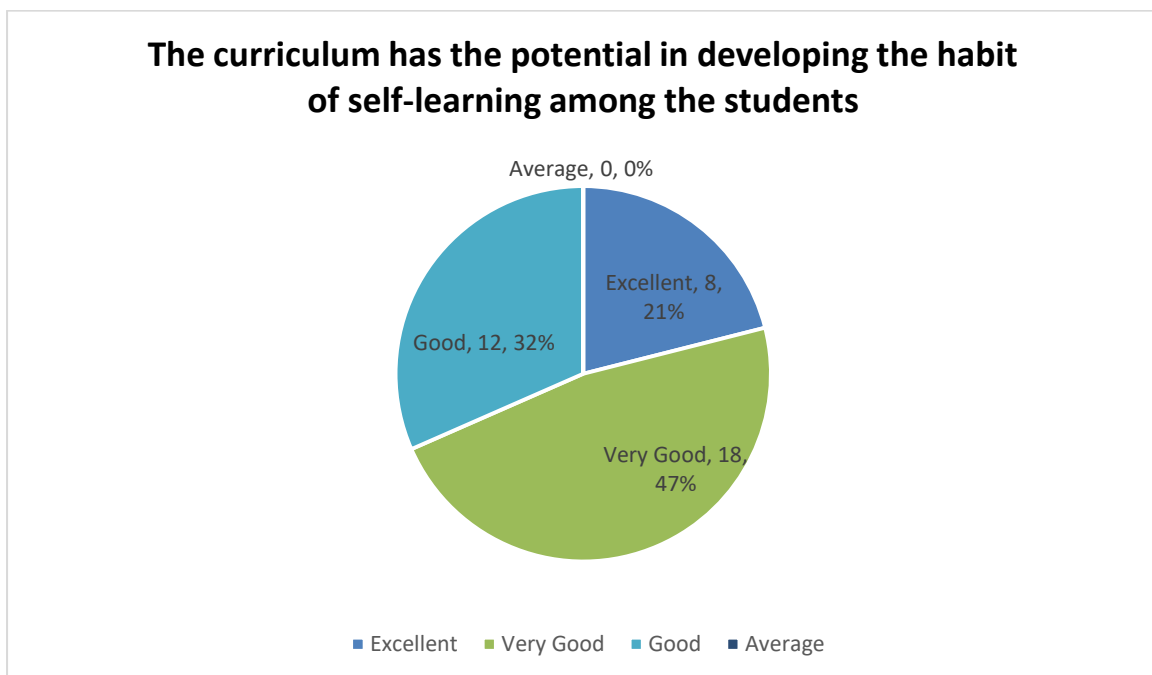


Figure 4

The college focuses on fostering the habit of self-learning within students which crucial for their life-long growth and success. To instill this trait, college encourage teachers to adapt student-centered learning methodologies, encouraging active participation and self-discovery. Further, the teachers involve students in projects, research and real world applications, motivating students to seek knowledge beyond text books. It is evident from the Figure 4

that, majority of the teachers are satisfied with the curriculum's potential in developing the habit of self-learning among the students.

3.4. Reference material prescribed the university was relevant and covered the entire syllabus

College recognizes the relevance and coverage of reference materials contribute to the overall quality of education. They align students' learning with the intended outcomes of the syllabus, enabling them to build a strong foundation and excel in their academic pursuits. College ensures that reference materials cover the entire syllabus and students are provided with a holistic understanding of the subject matter. The responses of the teachers with respect to feedback on relevance of reference material prescribed by the university are depicted in Figure 5. As per the data, it is evident that majority of the responses of the teachers ranges between excellent, very good and good.

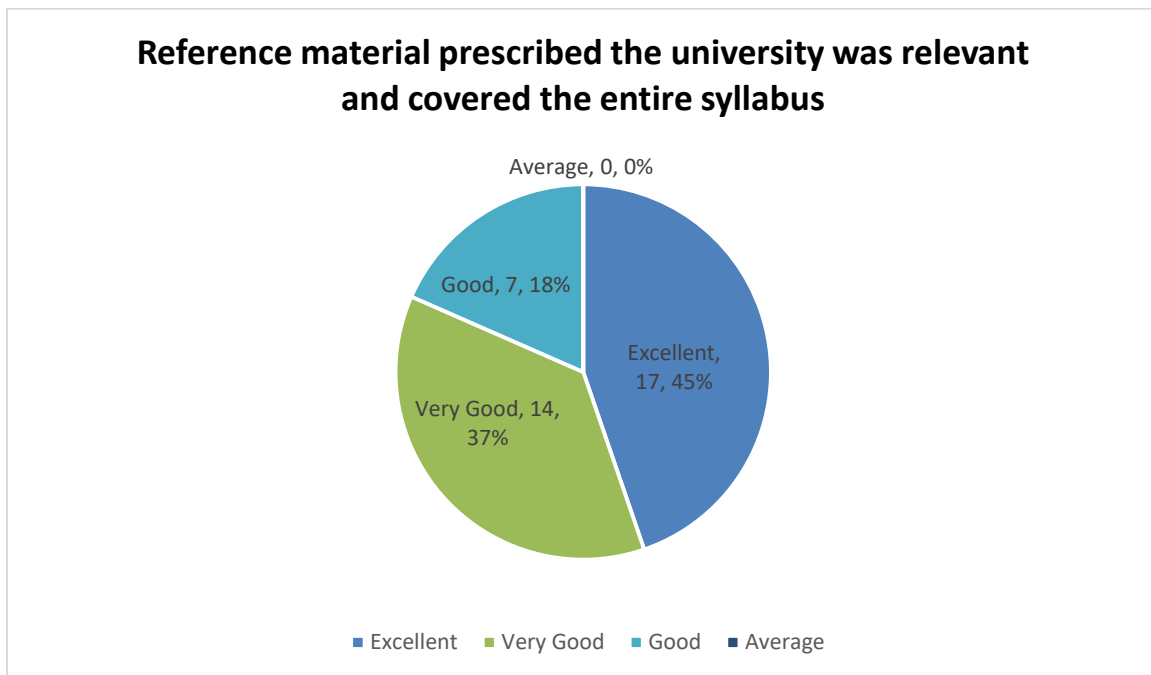


Figure 5

3.5. Freedom to choose teaching methods

The College also provides the freedom to choose teaching methods like group discussions, seminars, and learner participation is invaluable. Teachers are encouraged to engage students in diverse ways, promotes active learning, builds real-world skills, and nurtures critical thinking. This tailored approach prepares students holistically for future challenges beyond

academics. The responses of the teachers with respect to feedback on freedom to choose methods are depicted in Figure 6. As per the data, it is evident that majority of the responses of the students ranges between excellent, very good and good.

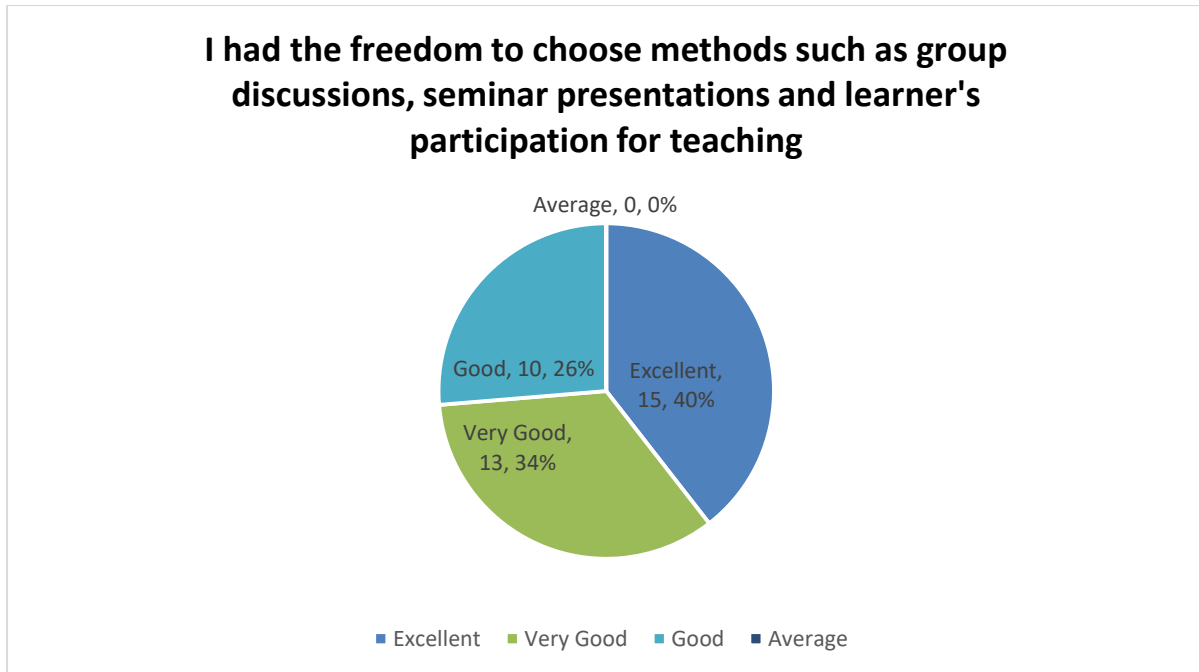


Figure 6

3.6 Availability of books in library

The College also strives to provide adequate availability of prescribed books in the library as it holds immense importance for students' academic pursuits. It ensures equitable access to essential resources, supporting comprehensive learning. Students can delve deep into subjects, conduct research, and reinforce their understanding. College provides accessibility to foster a conducive learning environment, enabling students to excel in their studies and develop a strong foundation of knowledge. The responses of the teachers with respect to feedback on availability of books in library in Figure 7. As per the data, it is evident that majority of the responses of the teachers ranges between excellent, very good and good.

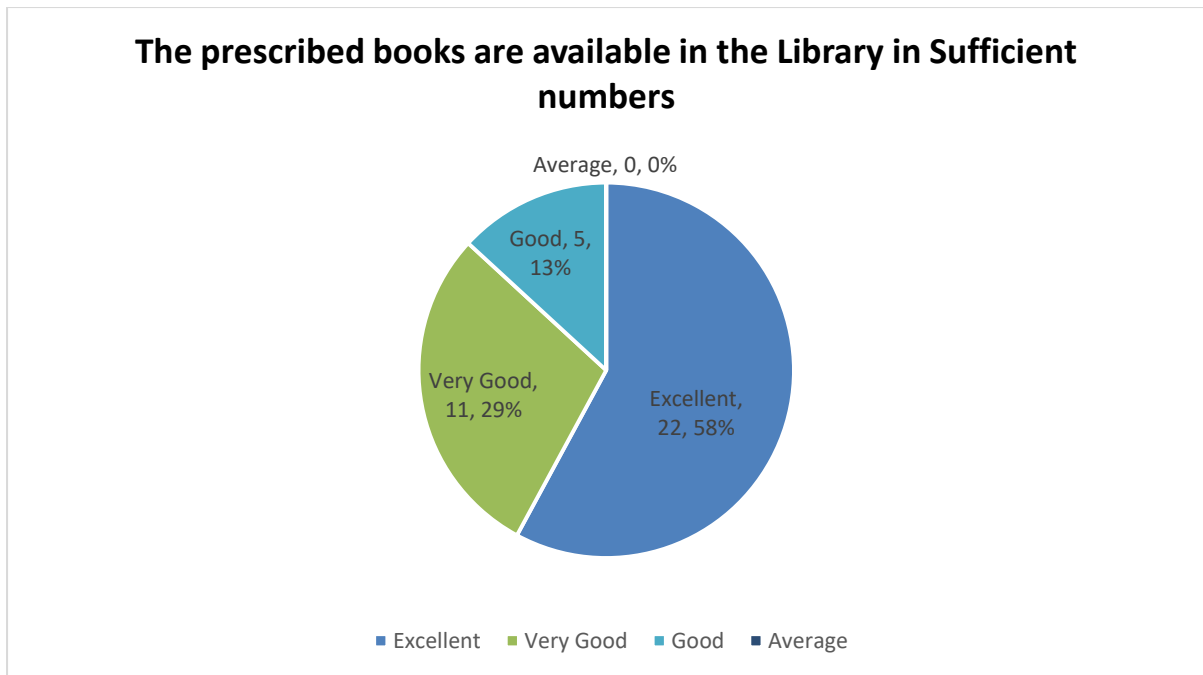


Figure 7

4. Action Taken Report

The college conducts feedback process for knowing perspective of the teachers. The thoughtful and constructive feedback is used to make improvements in order to enhance students and teachers' growth and development as well as the development of the institution itself. The feedback & suggestions obtained are discussed by the principal and college council and the issues of special concerns are addressed and discussed in the in-house meetings. The college took several steps:

- Regular staff meetings held to address concerns raised by teachers through feedback.
- Wifi connectivity enhanced through new connections.
- Teaching staff was encouraged and supported for participating in various faculty development programmes.




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