

## **REPORT ON FEEDBACK RECEIVED FROM TEACHERS 2019-20**

Teachers' feedback was collected from a total of 20 nos. of both full time and permanent teachers of both Arts & Commerce streams for the year 2019-20. The feedback, thus received, reveals the following:

<b>Sl. No.</b>	<b>Aspects of Feedback</b>	<b>Percentage (%) of satisfaction</b>	<b>Percentage (%) of dissatisfaction</b>
1	CBCS Syllabus is need based	90	10
2	CBCS Syllabi are well defined and clear to teachers and students	90	10
3	Curriculum has good academic flexibility	85	15
4	Course carries sufficient no. of optional papers	50	50
5	Curriculum has enough scope to increase knowledge	90	10
6	Curriculum has enough scope to enhance employability	80	20
7	Course content fulfils the need of students	60	40
8	Need of review of the CBCS syllabus	90	10
9	Students are disciplined and respect teachers & Non-teaching staff	100	0
10	College provides equal opportunities for all Teaching staff	100	0
11	Teachers are encouraged to undertake Research activities and participate in Seminar, Workshops, Orientation Programme etc.	100	0
12	College maintains a clean & hygienic environment	100	0
13	Computer facilities are available for ICT based teaching to students	100	0
14	Good library for teachers and students are available	100	0
15	Authorities are approachable and accessible	100	0

**Analysis:** A simple percentile statistical technique has been applied to analyze the feedbacks received from the teachers. It is evident from the result that 100%

teachers (20 in nos.) are satisfied with the academic & research flexibility offered by the college; the discipline maintained by students; cleanliness and hygiene of the college; library facilities & also the accessibility of the authorities. Some teachers (approx 25%) expressed their desires for further modifications regarding revision of the CBCS syllabus and enhancement of the scope of employability for the students. It can be concluded that all the teachers of the college are fully satisfied with the functioning/activities of the IQAC.