GUWAHATI COLLEGE

FEEDBACK ANALYSIS REPORT

for

Annual Quality Assurance Report, 2020-21

Contents: Page no.

STUDENT FEEDBACK REPORT for AQAR, 2020-21

1.1 Student Feedback link: https://forms.gle/47gMgeh87zSAy4HU8

1.2 Student feedback data interpretation

The reason why the online feedback for 2020-21 is taken in 2021 is due to the pandemic situation and since a substantial portion of our students come from areas where network connectivity is very poor, an attempt was made to make the survey more inclusive and participatory. It was consciously considered to avoid any possible Urban-Rural divide in terms of Digital penetration and Network outreach. Once the College reopened on September, 2021 for physical classes, attendance was systematically analyzed for stratified random sampling. Out of 1896 students enrolled in all undergraduate courses of the College, randomized 334 students were surveyed, amounting to 17.6 % sample size.

1. 61.9 % students rated the course and curriculum as 8 and higher, 30.6 % rated the course as 5 and higher in scale of 10.
2. 63.2 % students rated the learning value in terms of skills, concepts and knowledge to be 4 and above, 31.1 % students rated it as 3 in scale of 5.
3. 60.8 % students rated the syllabus in terms of applicability and relevance to real life situations and contemporary scenario to be 4 and above, 29.9 % students rated it as 3 in scale of 5.
4. 59.6 % students rated the syllabus in terms of depth of course content and extent of coverage of the course to be 4 and above, 29.9 % students rated it as 3 in scale of 5.
5. 61.4 % students rated the relevance/learning value of project work to be 4 and above, 29.6 % students rated it as 3 in scale of 5.
6. 61.7 % students rated the syllabus in terms of the flexibility offered in different papers and courses to be 4 and above, 29 % students rated it as 3 in scale of 5.
7. 61.4 % students rated the relevance of Generic Elective courses (G.E) in overall output of the curriculum to be 4 and above, 26.6 % students rated it as 3 in scale of 5.
8. 66.1 % students rated the relevance of Skill Enhancement courses (S.E.C) in overall output of the curriculum to be 4 and above, 23.7 % students rated it as 3 in scale of 5.
9. 59.3 % students rated the relevance of Ability Enhancement Compulsory courses (A.E.C.C) in overall output of the curriculum to be 4 and above, 26.6 % students rated it as 3 in scale of 5.
10. 53.3 % students found elective courses like GE / SEC / AECC to be flexible enough to meet CBCS standards.
11. 87.1 % students agree that they were given choice/options in choosing elective courses like GE / SEC / AECC.
12. 67.1 % students agree that Core courses in Honours papers are relevant to the contemporary trends of the discipline.
13. More than 60 % students found Generic Elective courses to be relevant to the contemporary patterns of inter-disciplinary focus in Higher Education.
14. More than 60 % students found Skill Enhancement courses to be relevant to the contemporary trends of the social and market requirements.

15. More than 60 % students found Ability Enhancement Compulsory courses to be relevant to the contemporary trends of the social and market requirements.

16. 62 % students agree that study materials, books and online educational resources are provided to students for the papers taught.

17. 76.9 % students admit that online medium was used for teaching-learning process during the pandemic and institutional adoption of the blended learning, as per UGC guidelines.

18. 40.4 % students rated the use of ICT in enhancement of the Teaching-Learning process inside the classroom to be 4 and above, 31.1 % students rated it as 3 in scale of 5.

19. For online classes, Video Conferencing was done primarily using Google Meet and other similar platforms from time to time.

20. For structuring of the classes and dissemination of Online Educational resources, Google Classroom is being extensively used.

21. 78.4 % students admitted that more than 45 % of the syllabus was completed in online mode. However, due to pandemic, the syllabus was reduced to 50% by the affiliating University.

22. 85.6 % students are encouraged to seek opportunities using experiential learning.

23. 48.8 % students rated the efforts taken to provide students with opportunities to learn beyond the classroom to be 4 and above, 32 % students rated it as 3 in scale of 5.

24. 48.8 % students rated the efforts taken to provide students with opportunities to learn beyond the classroom to be 4 and above, 32 % students rated it as 3 in scale of 5.

25. 53.6 % students rated the internal evaluation system to be 4 and above, 35.6 % students rated it as 3 in scale of 5.

26. 58.9 % students rated the overall Student-Teacher relationship in the college to be 4 and above, 35.6 % students rated it as 3 in scale of 5.

27. 76 % students rated the Student-Teacher relationship in the department to be 4 and above, only 18.6 % students rated it as 3 in scale of 5.

28. 66.7 % students rated the level of interaction of students with the faculty members in the department to be 4 and above, 26.3 % students rated it as 3 in scale of 5.

29. 58.4 % students rated the level of interaction of students with the faculty members beyond the classroom to enhance their knowledge to be 4 and above, 26 % students rated it as 3 in scale of 5.

30. 56 % students rated the level of mentoring of students by faculty members for all-round development of the students to be 4 and above, 31.4 % students rated it as 3 in scale of 5.

31. 46.4 % students rated the response of the college's administration and its staff in dealing with student related issues to be 4 and above, 32.6 % students rated it as 3 in scale of 5.

32. 54.8 % students rated the Library facilities of the college to be 4 and above, 30.5 % students rated it as 3 in scale of 5.

33. 37.5 % students rated the response of the Library administration in providing online support to students to be 4 and above, 38.3 % students rated it as 3 in scale of 5.

34. 64.1 % students rated the overall impression of the college to be good.

1.3 Student feedback analysis report (2020-21)

In view of the data analysis of the student feedback, it was found that most of the students are highly satisfied with the course and learning value in terms of skills, concepts, knowledge, analytical abilities, broadening perspectives etc. The relevance and applicability of the syllabus to real life situations and contemporary scenario has been well received by the students and teachers alike to accomplish the desired objective of teaching-learning process and comprehensive knowledge dissemination.

Not only in terms of the depth of course content in the syllabus, but additionally in terms of flexibility of choice that is offered for inter-departmental / intra-departmental core and elective courses provide students with ample opportunities to explore trans-disciplinary domain knowledge. Students are given complete freedom to choose elective subjects.

The Core courses are especially designed to draw relevance to the contemporary trends of the discipline and contemporary patterns of inter-disciplinary focus in Higher Education. The Generic Elective and Skill Enhancement courses are quite relevant to the contemporary trends of the social and market requirements. The Ability Enhancement Compulsory courses- Communication Skills and Environmental Studies are specifically tailored to bridge the growing gap between degree and employability. Communication skills which is increasing becoming a strategic pivot to ensure effective delivery of the domain knowledge in varied platforms for diverse receptors, trans-lingual approach has been undertaken to teach the nuances and modalities of communication in the language that is comfortable to the learners.

The impetus of the entire pedagogic approach in dealing with the curriculum has been learner centric and outcome driven to ensure not only comprehensive understanding of the domain knowledge but also its applicability to real life situations. The assignments and project works are conceptualized in such a manner that the students will continuously be part of the learning experience in every step that they undertake to complete the work. The due supervision of the teachers help them in maintaining penchant of work in the optimum manner.

Though the pandemic posed a challenge, the strong foundations of the student-teacher bonding pivoted around effective teaching-learning process breached the barriers of conventional classroom teaching. As the college adopted blended learning, teaching-learning no longer remained confined to the four walls of the classroom and it transcended the arbitrary limits of conventionality to embrace innovative pedagogic methods- Video conferencing, Google Classroom to name a few. It was a welcome disruption to the monotony of conventionality. The sudden shift to online teaching was not a cake-walk, but it was the indomitable spirit of the teachers coupled with their sense of responsibilities towards the students that had pushed the frontiers of experimentation with pedagogy. Alongside the use of online mode of teaching, the students were continuously evaluated and were duly prepared for the end-semester exams.

During the tumultuous time of the pandemic, keeping the interest of the students as supreme, the administration positively cooperated to provide the faculty members with ample opportunities and resources to benefit the students. The library administration encouraged the students to access Online Educational Resources using various Govt. maintained portals like Swayamprabha, National Digital Library.
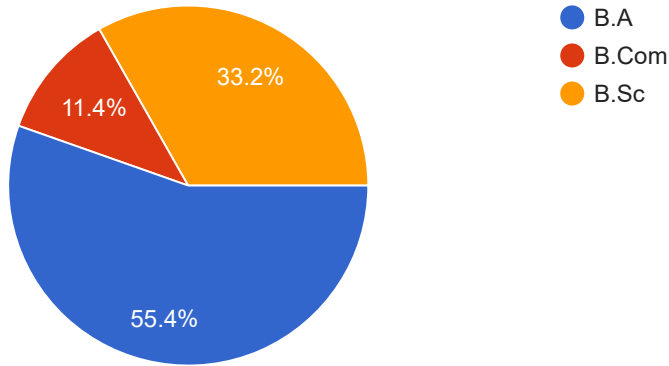
Students feedback form for the session 2020-21 (IQAC, Guwahati College)
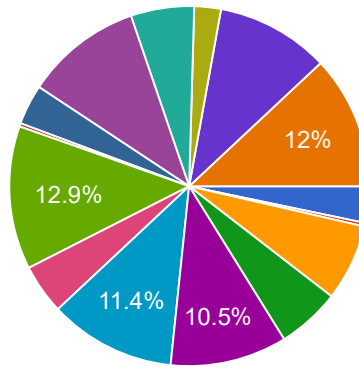
334 responses

Publish analytics

Course

334 responses

- B.A
- B.Com
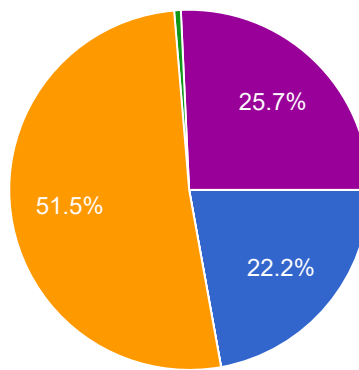- B.Sc

33.2%

11.4%

55.4%

Department

334 responses

- Assamese
- Bengali
- Botany
- Chemistry
- Commerce
- Economics
- Education
- English
- Geography
- Hindi
- History
- Mathematics
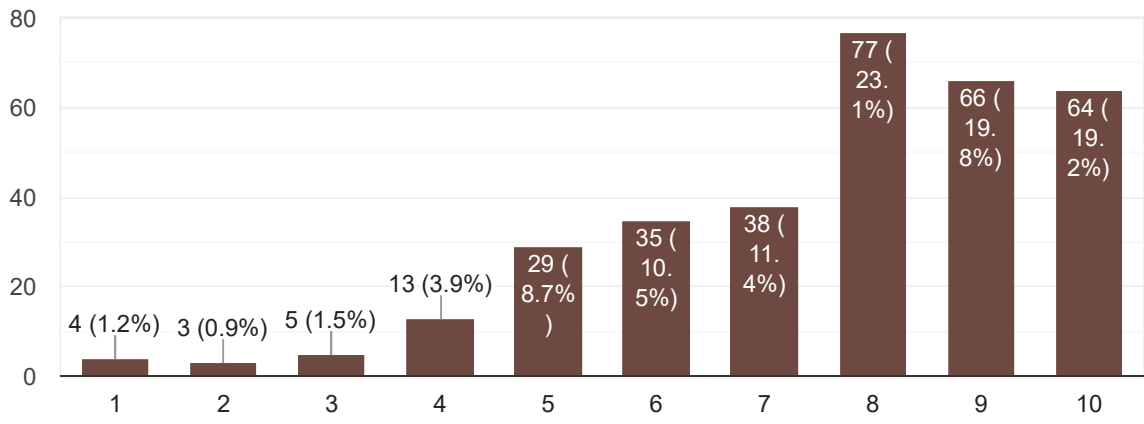- Physics
- Political Science
- Zoology

△ 1/2 ▼   ▲ 2/2 ▽

12%

12.9%

11.4%

10.5%

Semester

334 responses

- I
- II
- III
- IV
- V
- VI

25.7%

51.5%

22.2%

Rate your course in the scale of 10

334 responses

Rate the learning value in terms of skills, concepts and knowledge.

334 responses
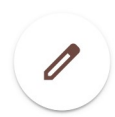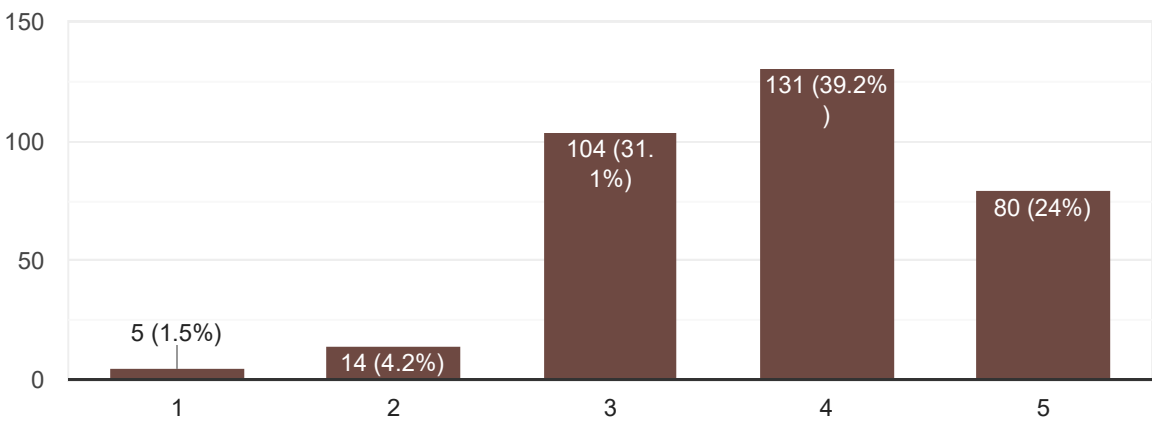
Rate the syllabus in terms of applicability and relevance to real life situations and contemporary scenario.

334 responses
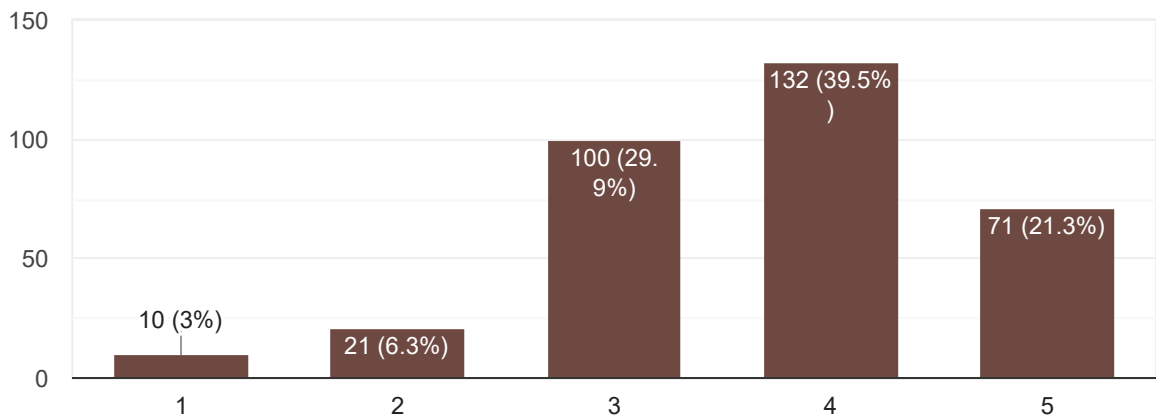
Rate the syllabus in terms of depth of course content and extent of coverage of the course

334 responses
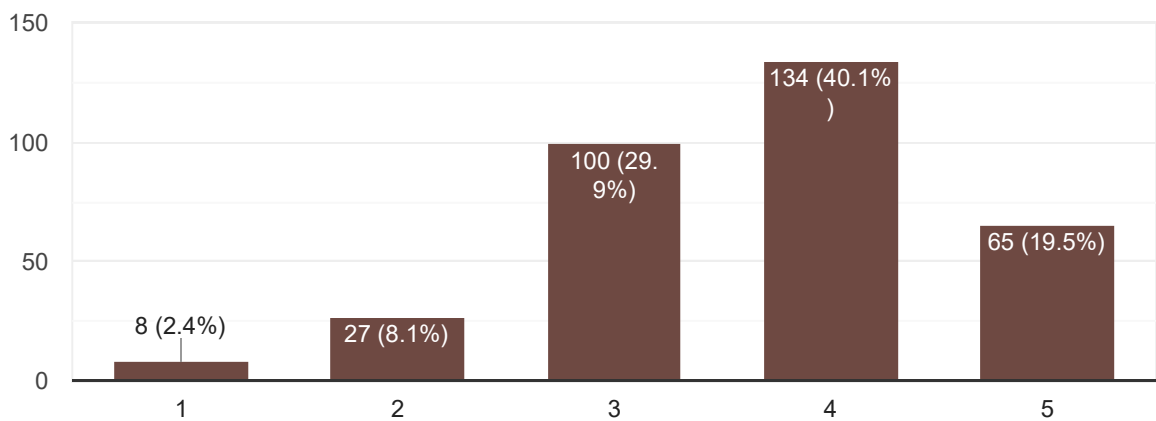
Rate the relevance/learning value of project/report

334 responses
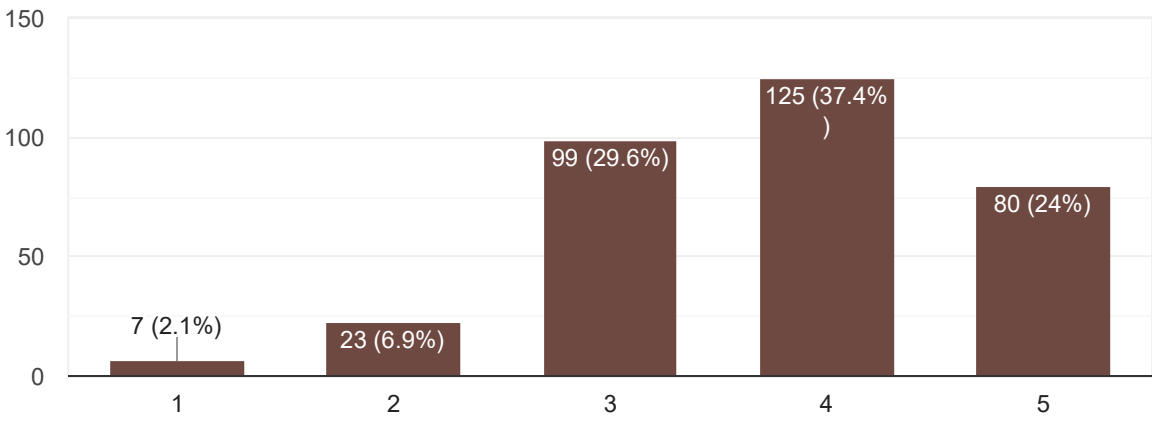
Rate the syllabus in terms of the flexibility offered in different papers and courses

334 responses
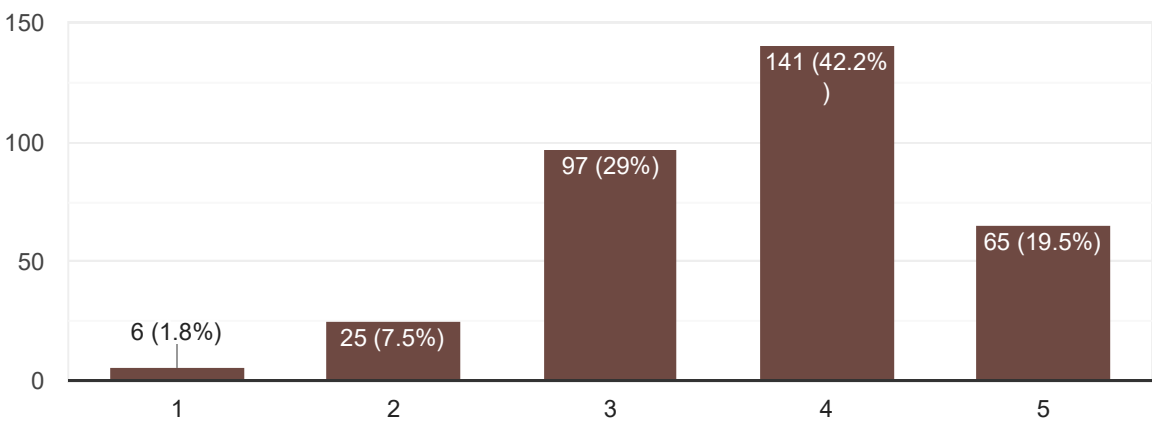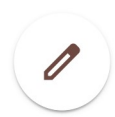
Rate the relevance of Generic Elective course (G.E) in overall output of the curriculum?
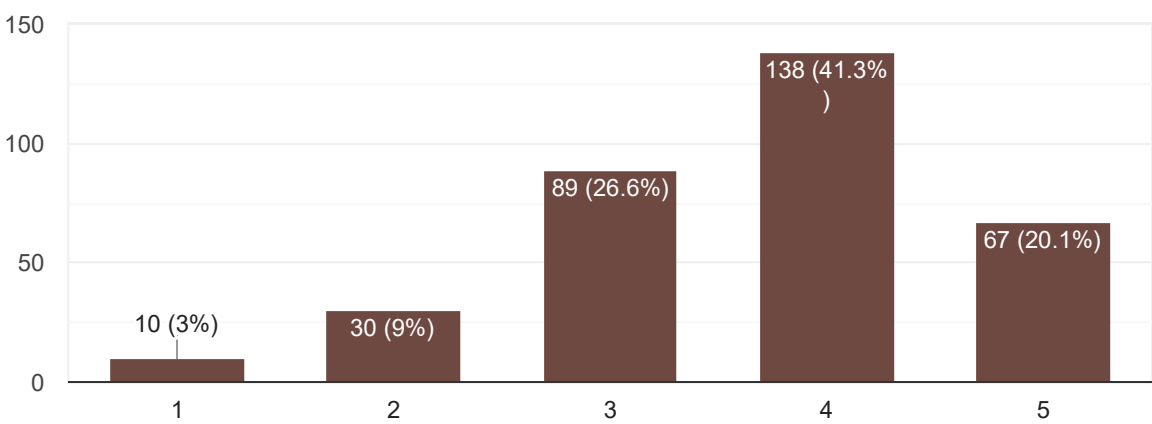
334 responses

Rate the relevance of Skill Enhancement course (SEC) in overall output of the curriculum?
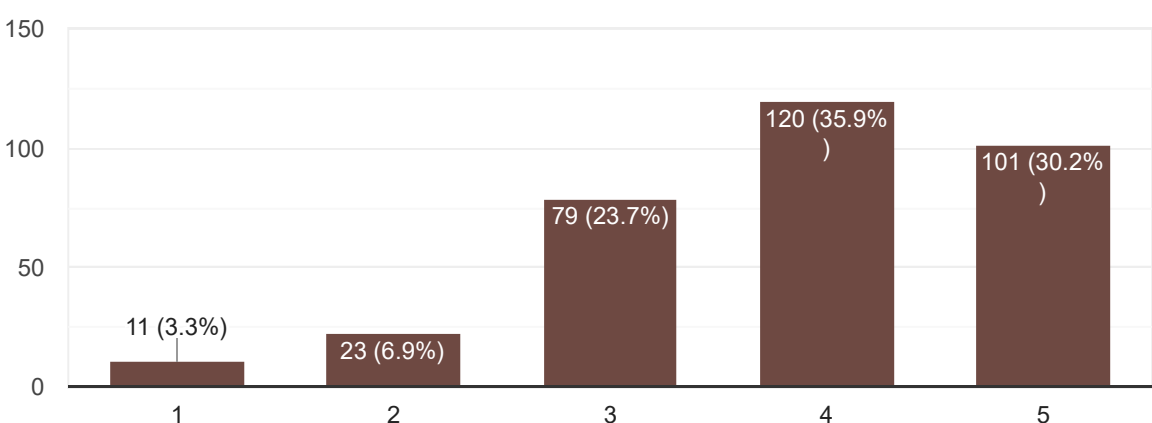
334 responses

Rate the relevance of Ability Enhancement Compulsory course (AECC) in overall output of the curriculum?
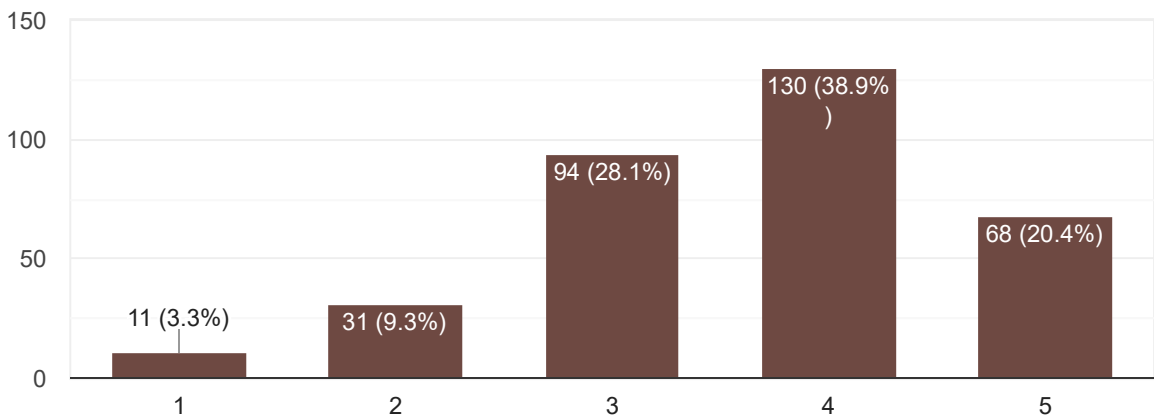
334 responses

Do you find elective courses like GE/SEC/AECC to be flexible enough to meet CBCS standards?

334 responses

- Yes
- No
- Maybe
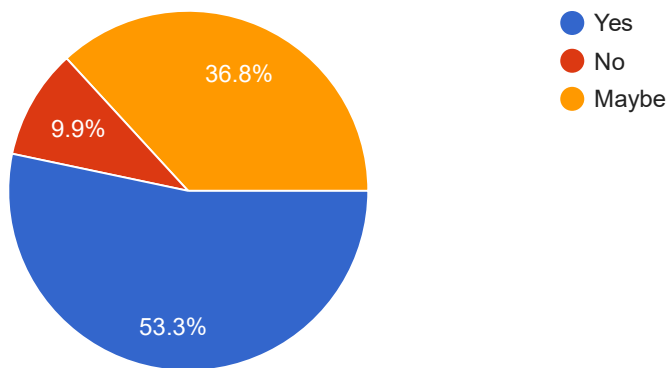
Are the students given options for choosing elective subjects GE, SEC, AECC?

334 responses
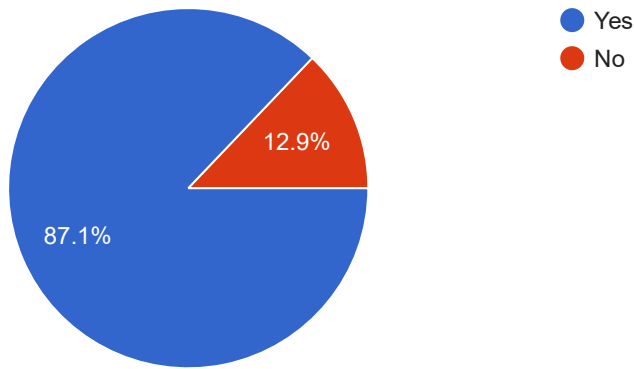
- ● Yes
- ● No

87.1%
12.9%

The Core Courses (compulsory courses in Honours papers), as per syllabus, are relevant to the contemporary trends of the discipline. Give your opinion.

334 responses

- ● Strongly Agree
- ● Agree
- ● Neutral
- ● Disagree
- ● Strongly Disagree

30.5%
9.9%
57.2%
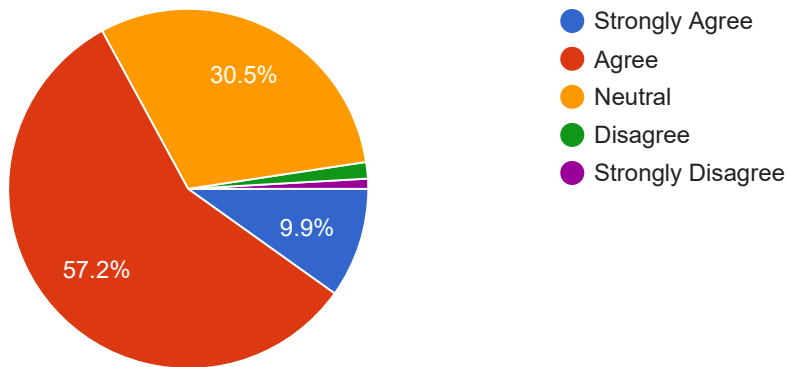
The Generic Elective Courses, as per syllabus, are relevant to the contemporary patterns of inter-disciplinary focus in Higher Education. Give your opinion.

334 responses

- Strongly Agree
- Agree
- Neutral
- Disagree
- Strongly Disagree

34.4%
55.7%
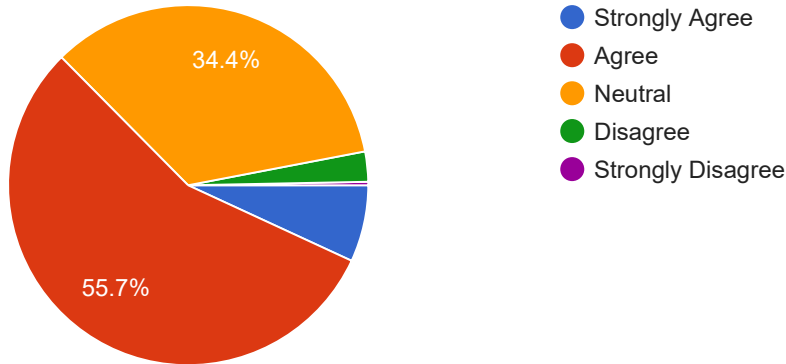
The Skill Enhancement Courses, as per syllabus, are relevant to the contemporary trends of the social and market requirements. Give your opinion.

334 responses

- Strongly agree
- Agree
- Neutral
- Disagree
- Strongly Disagree

36.8%
9.3%
50.6%
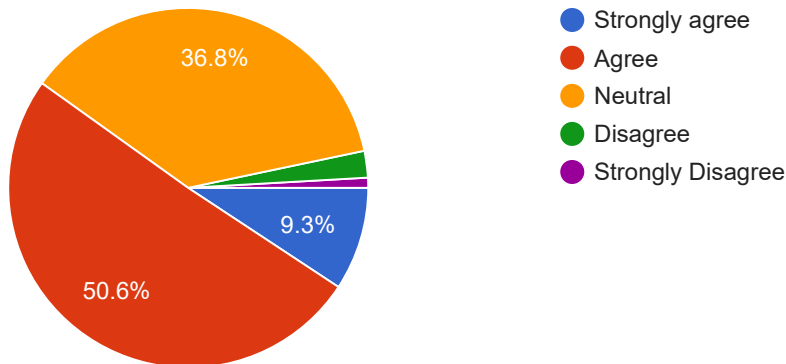
The Ability Enhancement Compulsory Courses (AECC), as per syllabus, are relevant to the contemporary trends of the social and market requirements. Give your opinion.

334 responses

- Strongly agree
- Agree
- Neutral
- Disagree
- Strongly Disagree

38.3%

50.3%
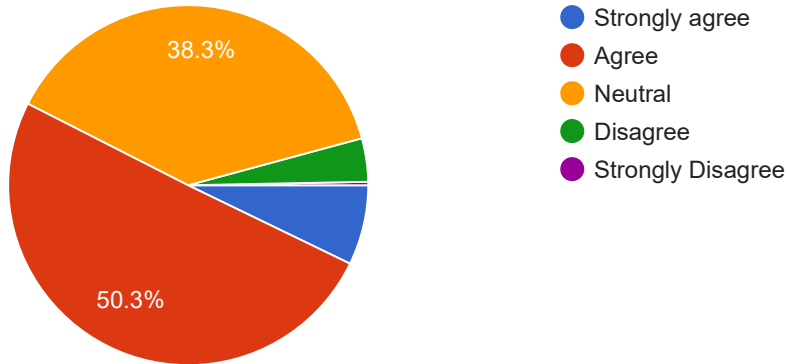
Whether study materials or books are provided for papers taught?

334 responses

- Yes
- No
- Maybe

15.6%

22.5%

62%
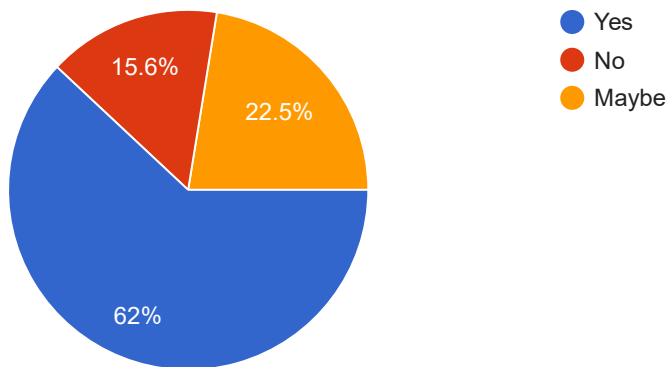
Is online medium used for teaching-learning process?

334 responses

- Yes
- No

23.1%

76.9%
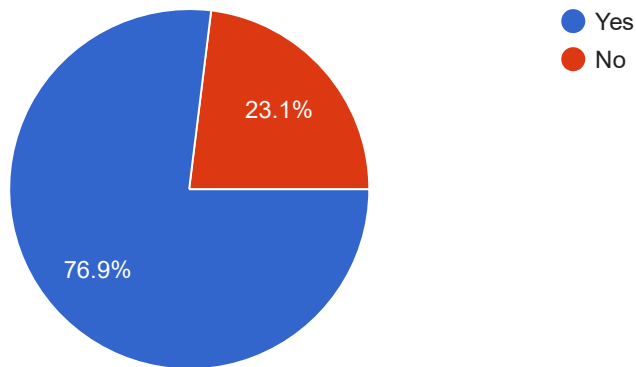
Rate the use of Information and Communication (ICT) tools and techniques, like projector, Smart Interactive Boards, video conferencing, used in Teaching-Learning process inside the classroom.

334 responses

57 (17.1%)   38 (11.4%)   104 (31.1%)   87 (26%)   48 (14.4%)
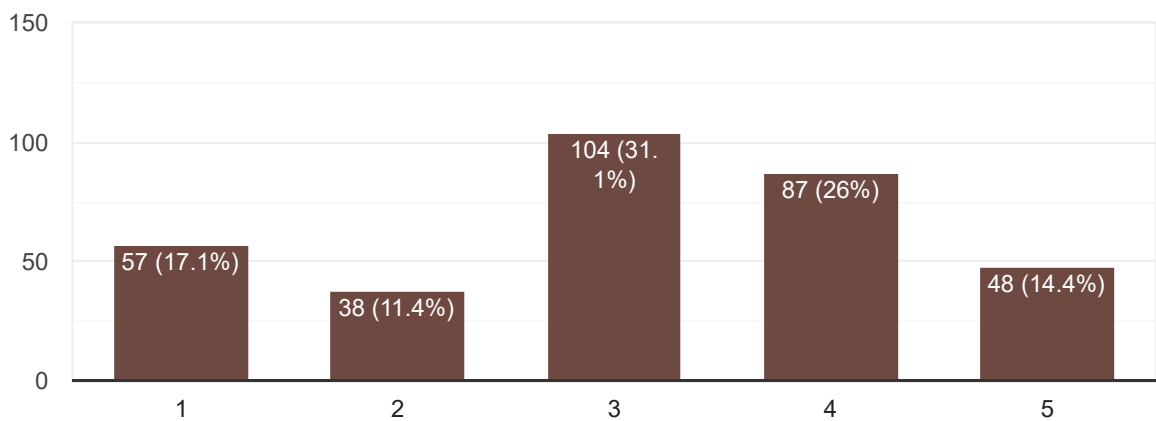
What are the online medium used for teaching?

331 responses

- Video Conferencing
- Google Classroom
- WhatsApp group

68.3%

15.4%

16.3%
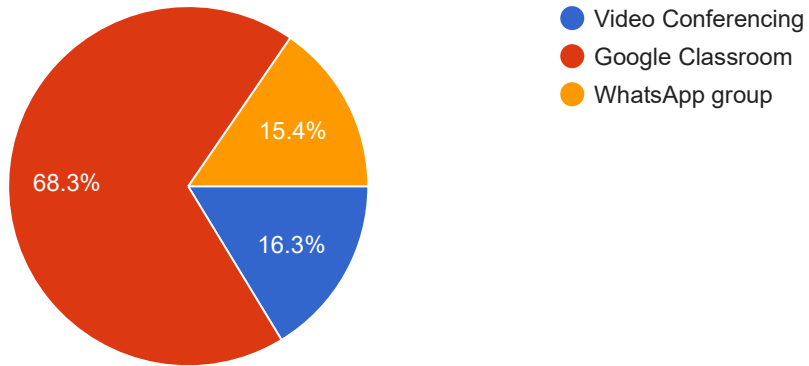
What are the online video conferencing platform used for teaching?

334 responses

- Google Meet
- Zoom
- Skype
- Any other means

94.6%
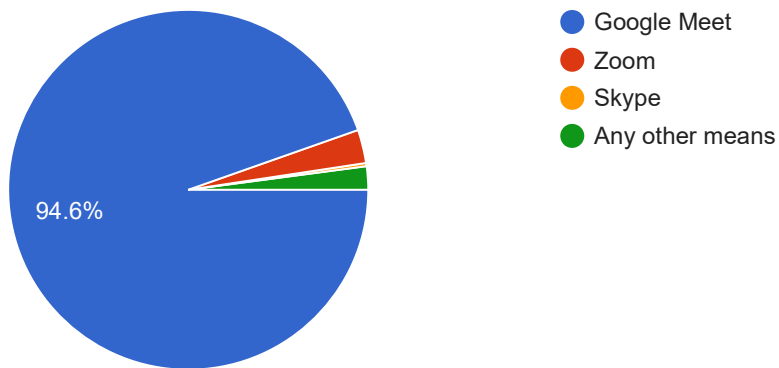
How much syllabus was completed in online mode?

334 responses

- 85 - 100 %
- 75 - 84.9%
- 65 - 74.9 %
- 55 - 64.9 %
- 45 - 54.9 %
- less than 45 %

17.7%
21.6%
21.6%
21.6%
13.2%
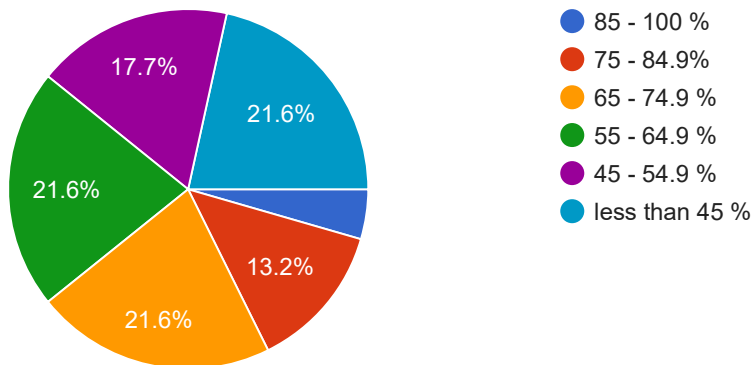
Rate the level of experiential learning opportunities provided to students.

334 responses

136 (40.7%)
107 (32%)
43 (12.9%)
32 (9.6%)
16 (4.8%)
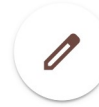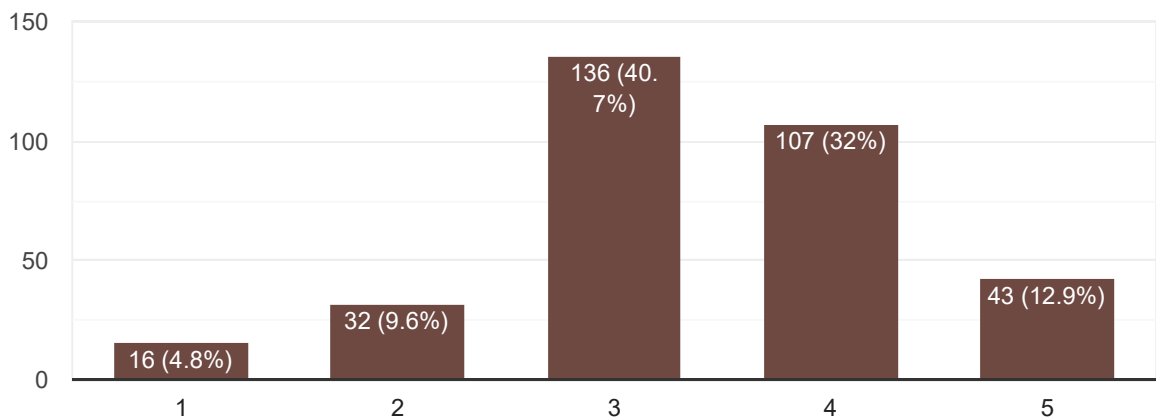
Rate the efforts taken to provided the students of opportunities to learn beyond the classroom.

334 responses
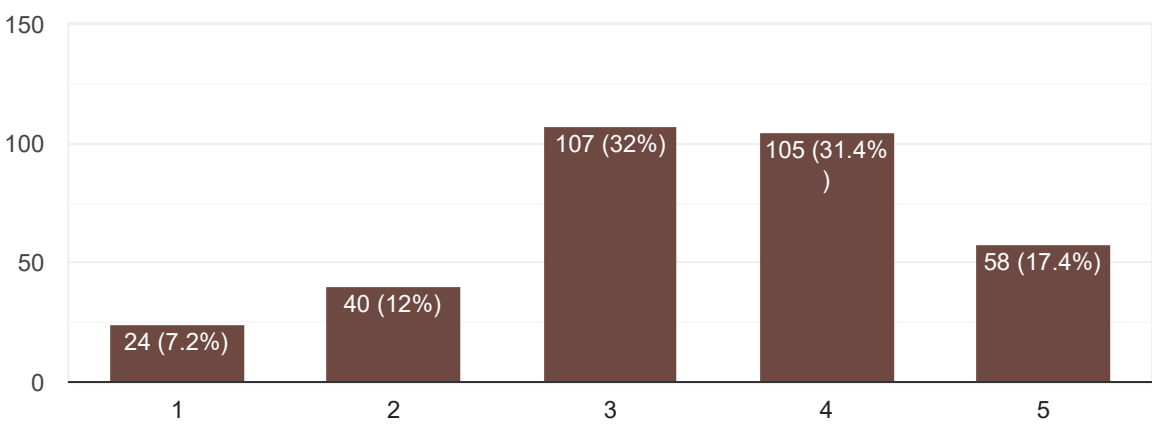
Rate the internal evaluation system

334 responses
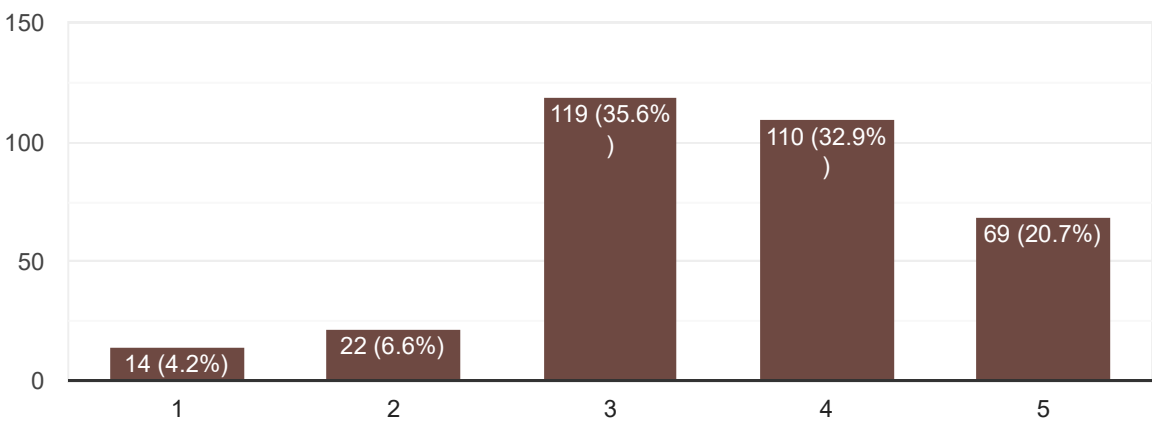
Rate the Student-Teacher relationship in the college as a whole?

334 responses
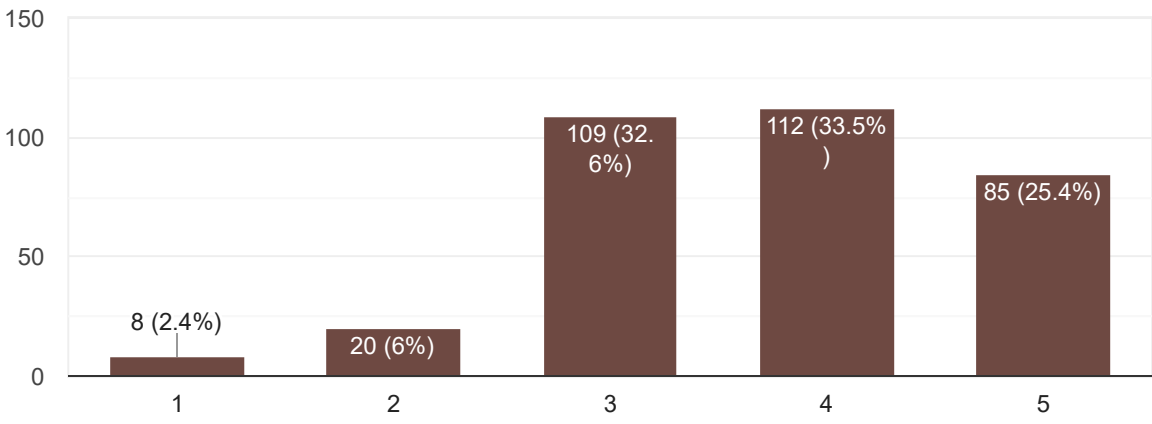
Rate the Student-Teacher relationship in the department?
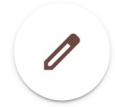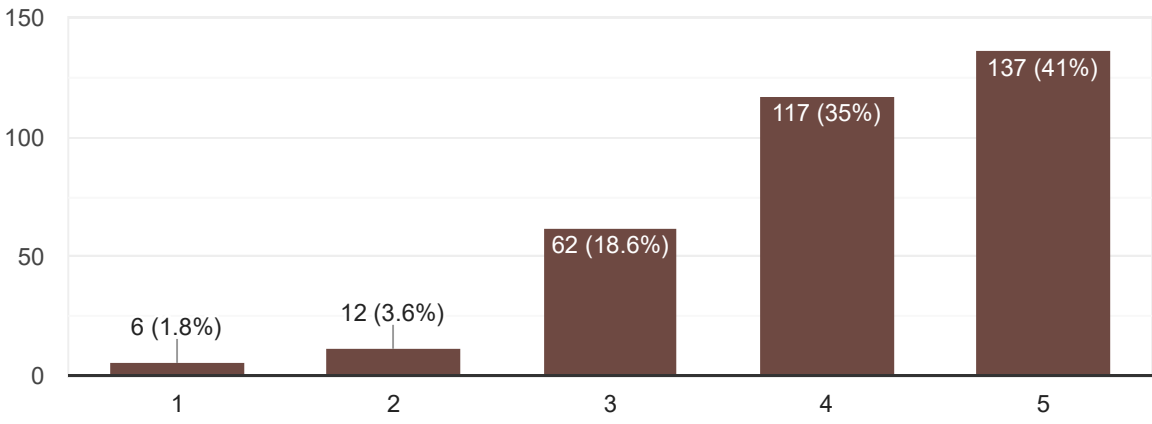
334 responses

Rate the level of interaction of students with the faculty member in the department?
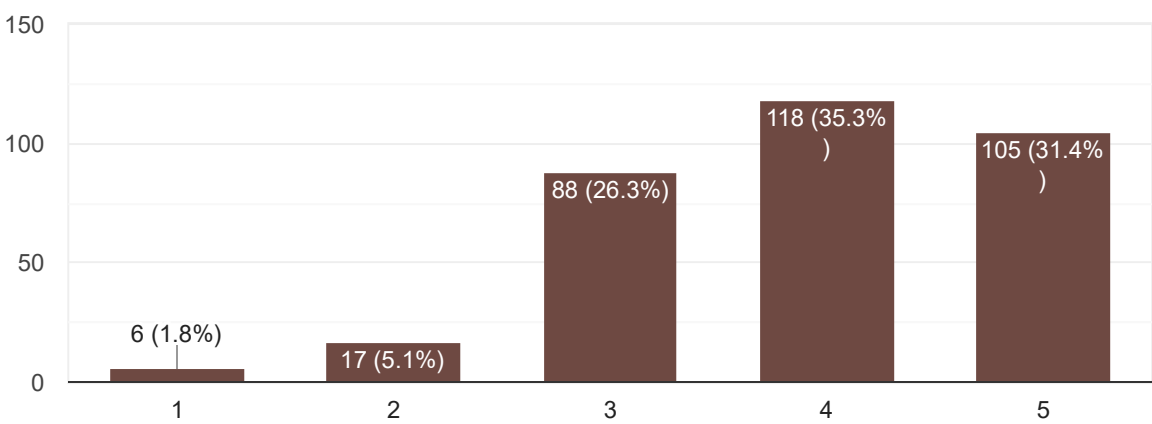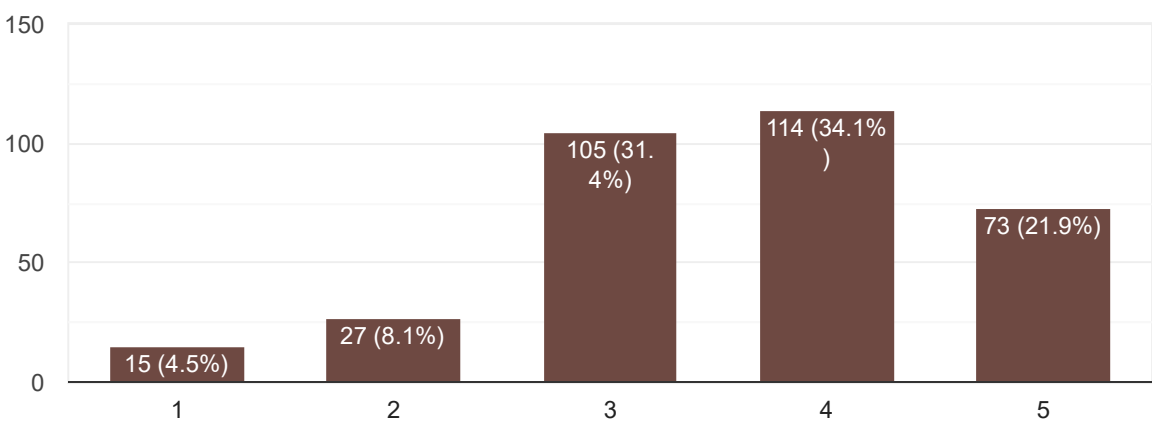
334 responses

Rate the level of interaction of students with the faculty members beyond the classroom to enhance their knowledge?
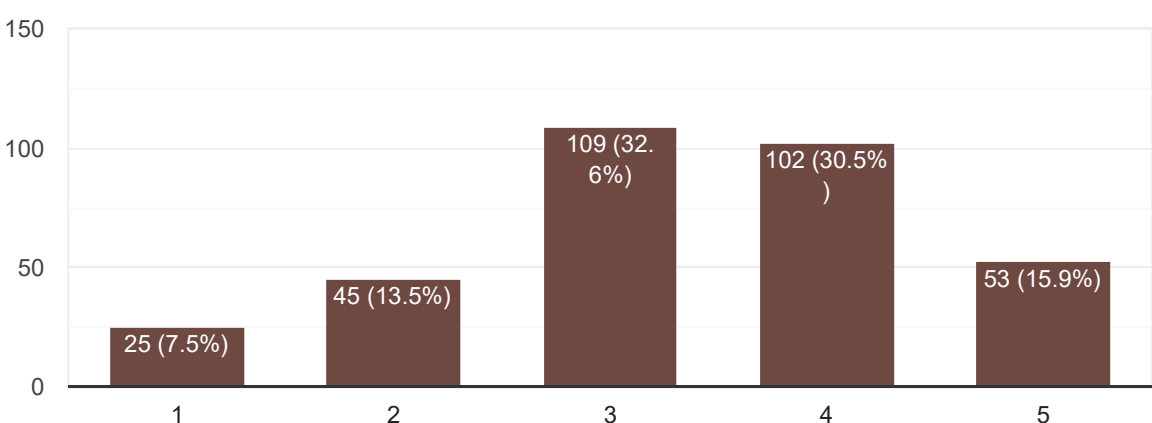
334 responses
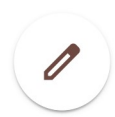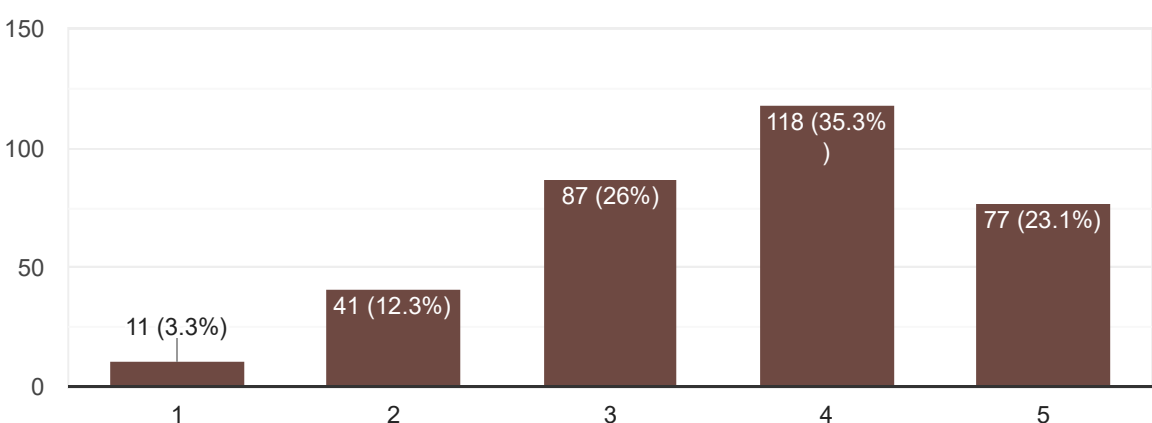
Rate the level of mentoring of students by faculty members for all-round development of the students?
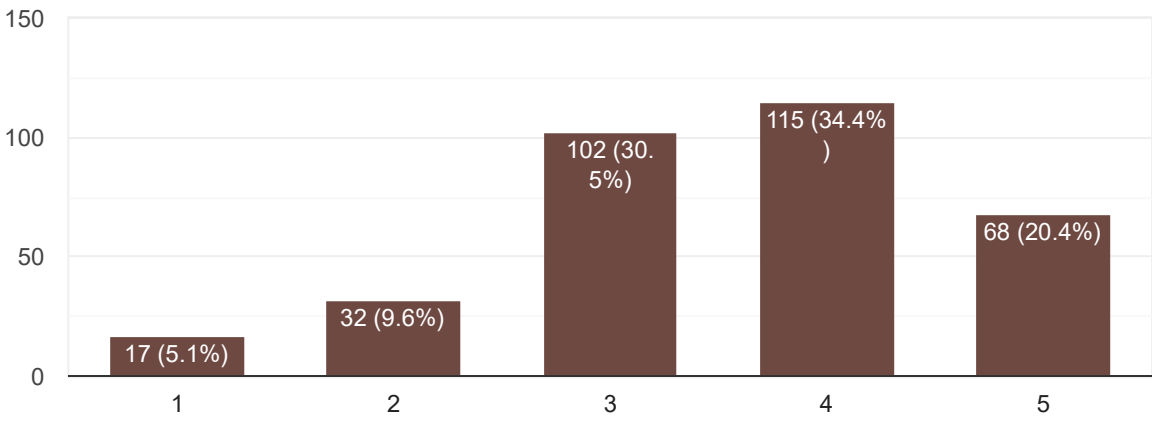
334 responses

Rate the response of the college's administration and its staff in dealing with student related issues?
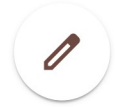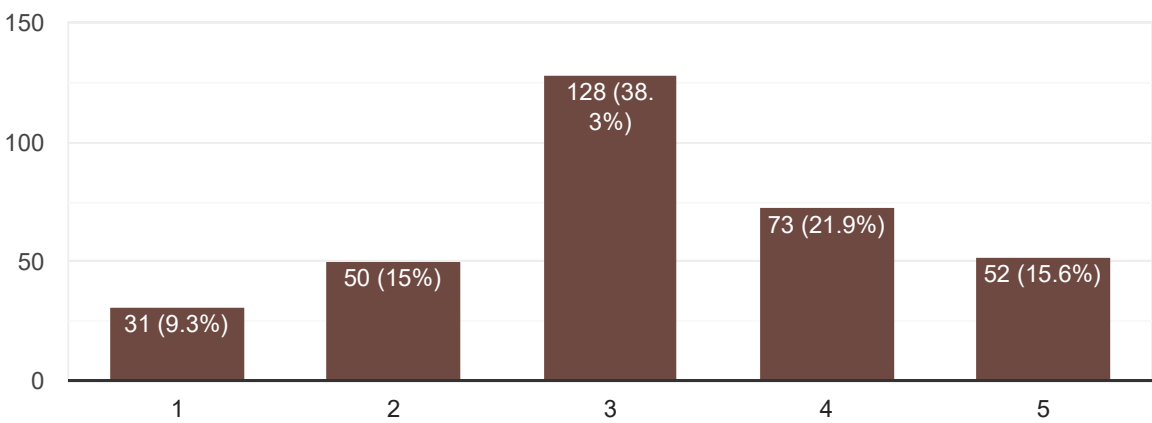
334 responses
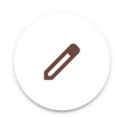
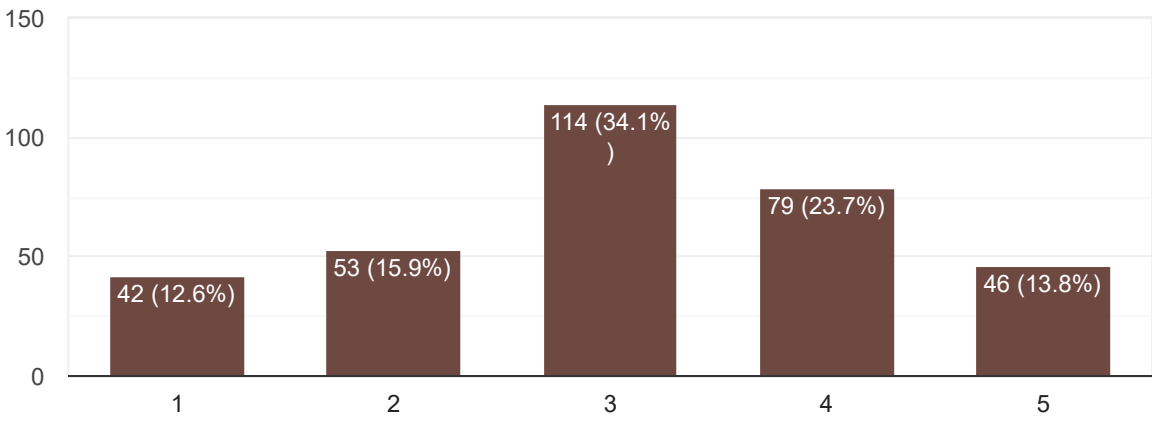## Rate the Library facilities of the college?

334 responses

Rate the response of the Library administration in providing online support to students.
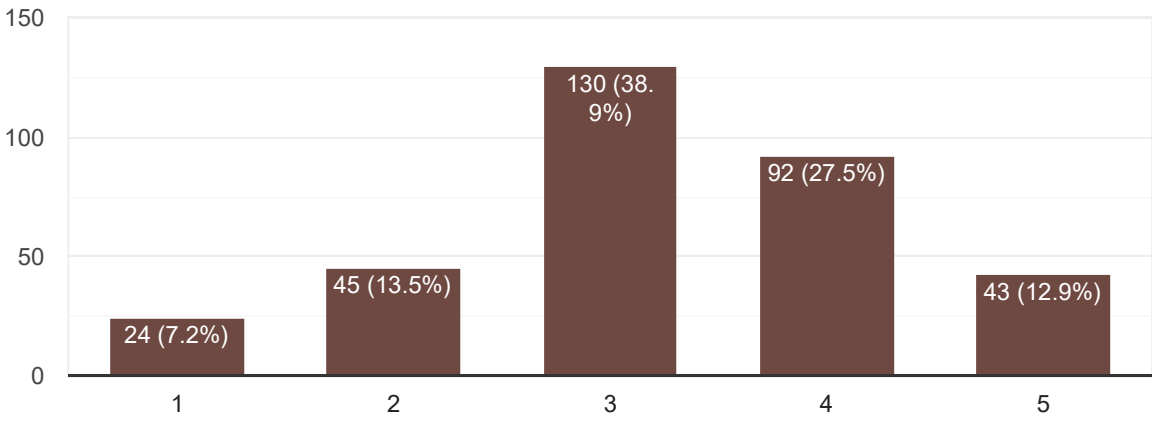
334 responses

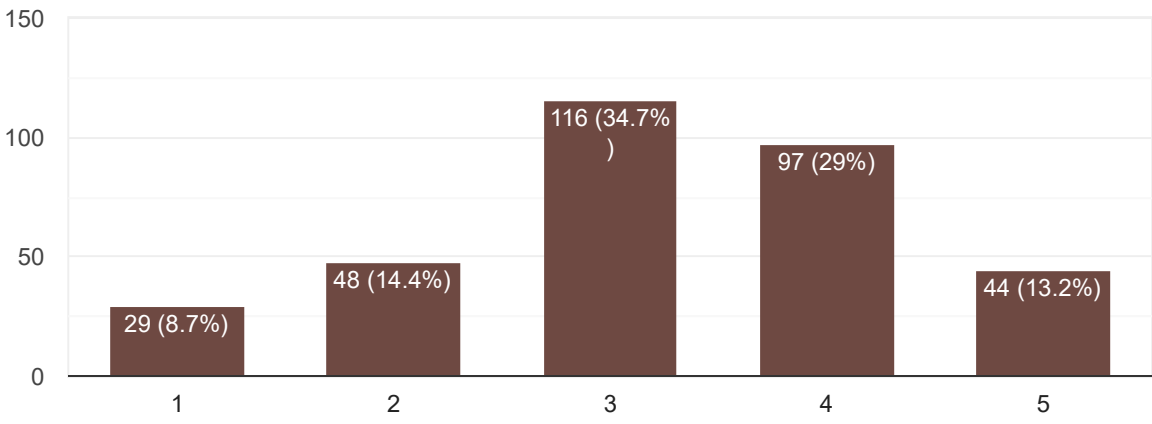## Rate the Canteen facilities of the college?

334 responses

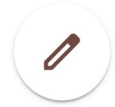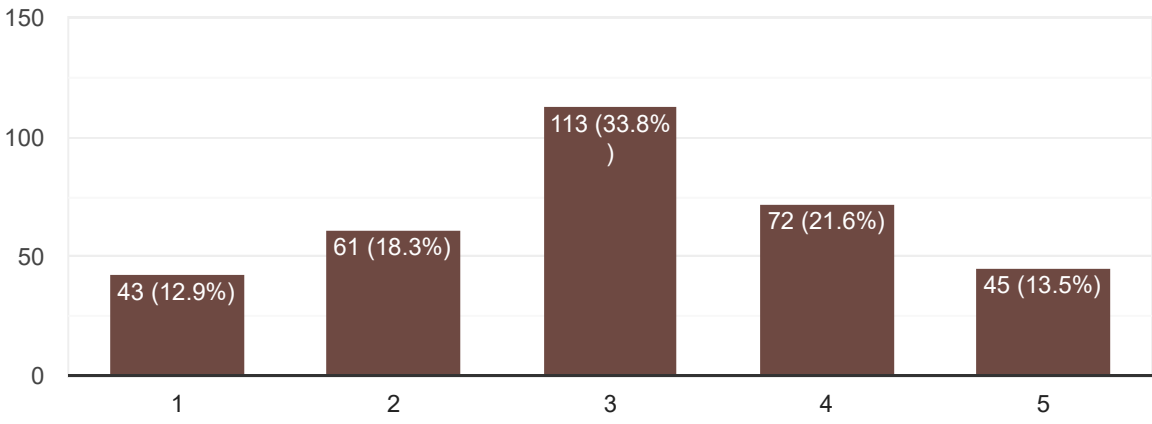## Rate the Recreational facilities of the college?

334 responses

Rate the Extra Co-Curricular activities of the college?

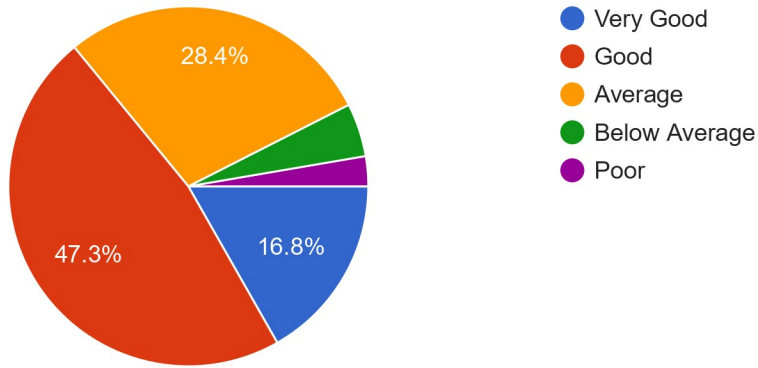334 responses

Rate the Sports activities of the college?

334 responses

What is your overall impression of the college?

334 responses

Legend:
- Very Good
- Good
- Average
- Below Average
- Poor

28.4%
47.3%
16.8%

Google Forms

FACULTY FEEDBACK REPORT for AQAR, 2020-21

1.1 Faculty Feedback link: https://forms.gle/aTsBUrzcAaC9ehAN8

1.2 Faculty feedback data interpretation

For Faculty feedback, 50 responses were recorded.

1. 86 % faculty members rated the learning value in terms of skills, concepts and knowledge to be 4 and above, 14 % faculty members rated it as 3 in scale of 5.
2. 76.1 % faculty members rated the syllabus in terms of applicability and relevance to real life situations and contemporary scenario to be 4 and above, 21.7 % faculty members rated it as 3 in scale of 5.
3. 82 % faculty members rated the syllabus in terms of depth of course content and extent of coverage of the course to be 4 and above, 16 % faculty members rated it as 3 in scale of 5.
4. 80.4 % faculty members rated the syllabus in terms of the flexibility offered in different papers and courses to be 4 and above, 19.6 % faculty members rated it as 3 in scale of 5.
5. 74 % faculty members rated the relevance of Generic Elective courses (G.E) in overall output of the curriculum to be 4 and above, 21.7 % faculty members rated it as 3 in scale of 5.
6. 82.6 % faculty members rated the relevance of Skill Enhancement courses (S.E.C) in overall output of the curriculum to be 4 and above, 15.2 % faculty members rated it as 3 in scale of 5.
7. 80.5 % faculty members rated the relevance of Ability Enhancement Compulsory courses (A.E.C.C) in overall output of the curriculum to be 4 and above, 19.6 % faculty members rated it as 3 in scale of 5.
8. 70 % faculty members found elective courses like GE / SEC / AECC to be flexible enough to meet CBCS standards.
9. 94 % faculty members agree that they were given choice/options in choosing elective courses like GE / SEC / AECC.
10. 90 % faculty members agree that Core courses in Honours papers are relevant to the contemporary trends of the discipline.
11. 96 % faculty members admit that online medium was used for teaching-learning process during the pandemic and institutional adoption of the blended learning, as per UGC guidelines.
12. For online classes, Video Conferencing was done primarily using Google Meet and other similar platforms from time to time.
13. For structuring of the classes and dissemination of Online Educational resources, Google Classroom is being extensively used.
14. 88 % faculty members rated the overall Student-Teacher relationship in the college to be 4 and above, 12 % faculty members rated it as 3 in scale of 5.
15. 94 % faculty members rated the Student-Teacher relationship in the department to be 4 and above, only 6 % faculty members rated it as 3 in scale of 5.
16. 94 % faculty members rated the level of interaction of faculty members with the students in the department to be 4 and above, 6 % faculty members rated it as 3 in scale of 5.

17. 84 % faculty members rated the level of interaction of faculty members with the students beyond the classroom to enhance their knowledge to be 4 and above, 14 % faculty members rated it as 3 in scale of 5.
18. 84.1 % faculty members rated the level of mentoring of students by faculty members for all-round development of the faculty members to be 4 and above, 12 % faculty members rated it as 3 in scale of 5.

1.3 Faculty feedback analysis report (2020-21)

The faculty members responded positively to the curriculum aspects and the manner of knowledge dissemination. Corresponding to the students' feedback, the faculty members did acknowledge the flexibility offered in execution of Choice Based Semester System and committedly tried to deliver what was expected of them evading the challenges posed by the pandemic. The feedback bear a testimony to the fact that concerted efforts of the teachers were indeed instrumental in dealing with the anxieties and uncertainties faced by the student community. The proactive response of the faculty members coupled with the support from administration bears the hallmark of Guwahati College's vision to provide inclusive and quality education to all students cutting across every perceivable strata and sections in the society. The seamless transition to online mode, albeit with some network limitations, speaks volumes of the teaching fraternity's commitment and sense of responsibility towards shaping the future generation with a definite vision of empowerment through education.
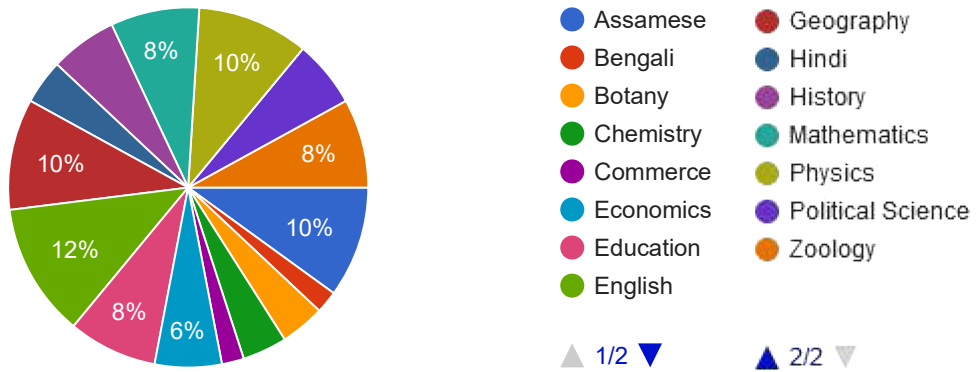
Feedback form for Faculty members, Guwahati College (Session 2020-21)
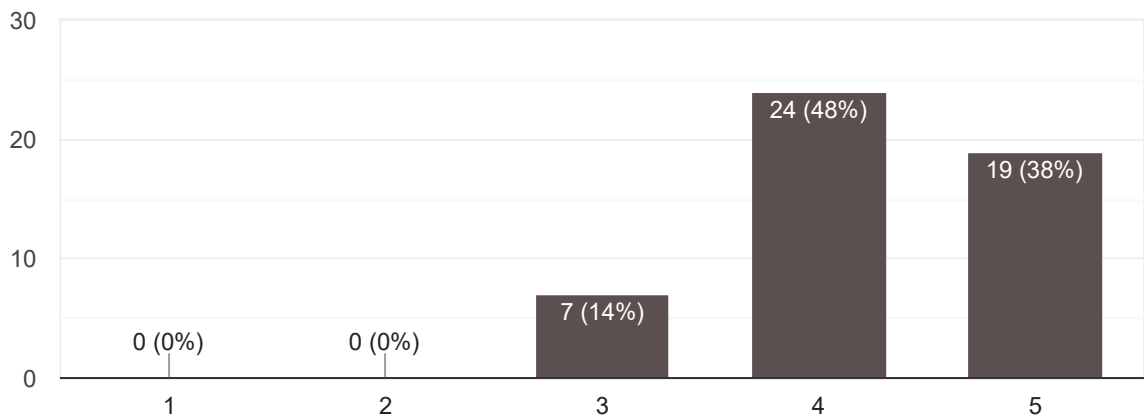
50 responses

Publish analytics

Department

50 responses


Legend:
- Assamese
- Bengali
- Botany
- Chemistry
- Commerce
- Economics
- Education
- English
- Geography
- Hindi
- History
- Mathematics
- Physics
- Political Science
- Zoology

1/2 ▼   2/2 ▼

Rate the learning value in terms of skills, concepts and knowledge.

50 responses

Rate the syllabus in terms of applicability and relevance to real life situations and contemporary scenario.

50 responses
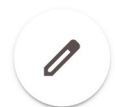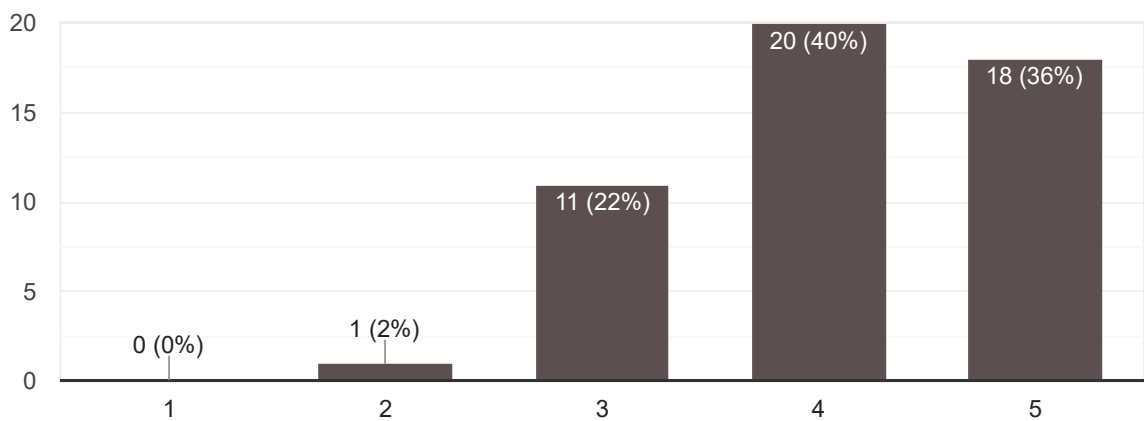
Rate the syllabus in terms of depth of course content and extent of coverage of the course

50 responses
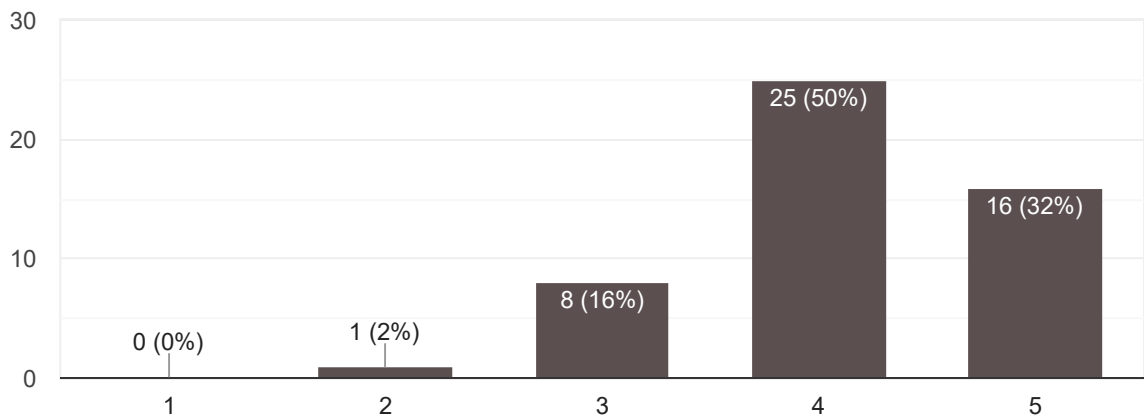
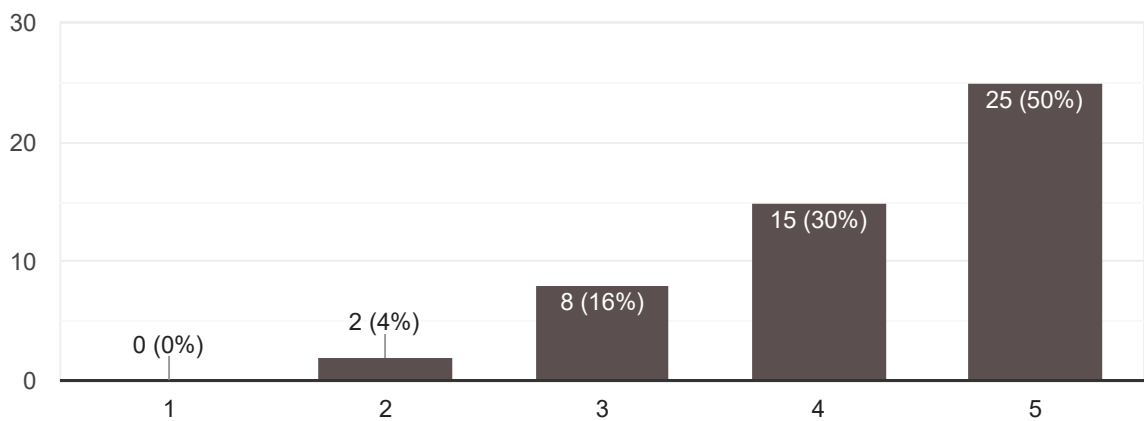## Rate the syllabus in terms of the flexibility offered in different papers and courses

50 responses
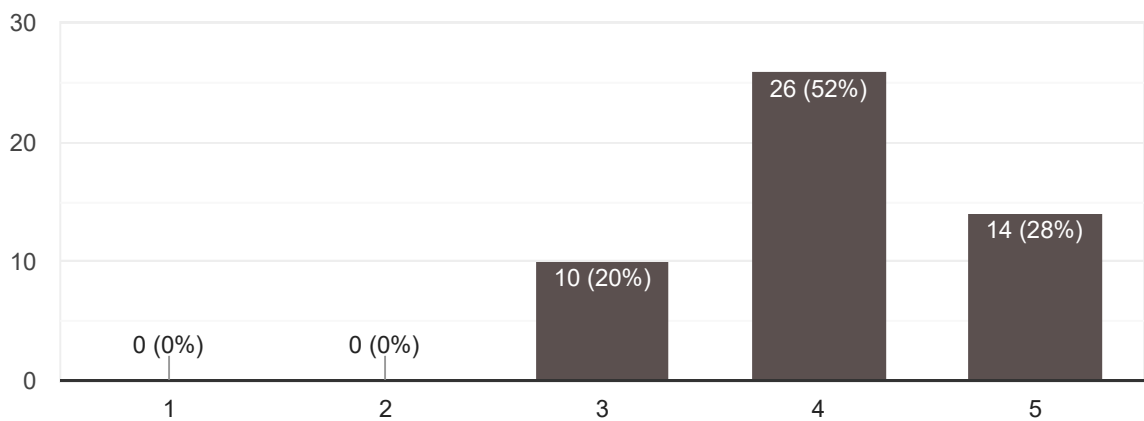
Rate the relevance of Generic Elective courses (G.E) in overall output of the curriculum?
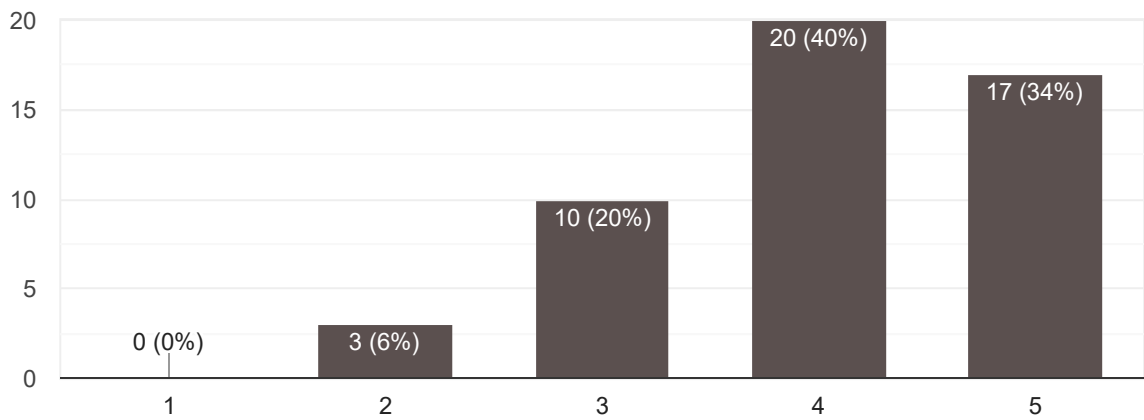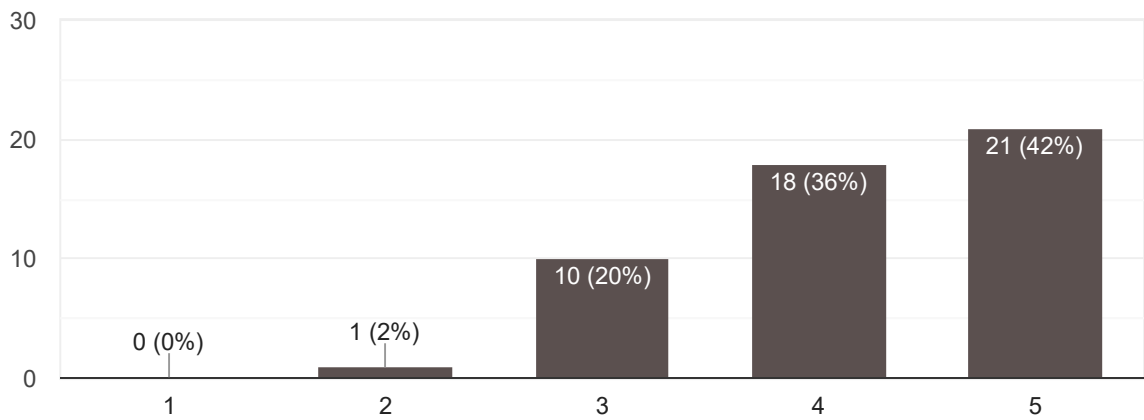
50 responses

Rate the relevance of Skill Enhancement courses (SEC) in overall output of the curriculum?
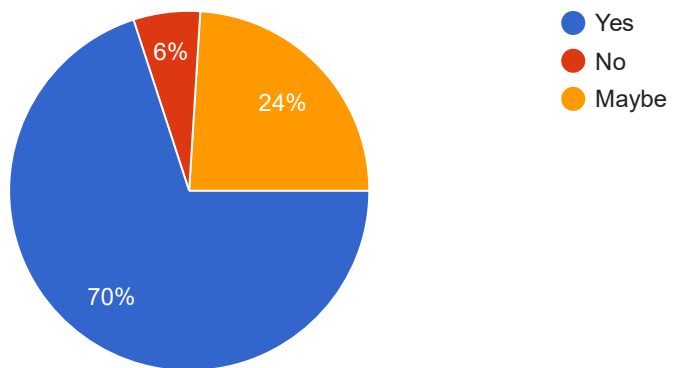
50 responses

Rate the relevance of Ability Enhancement Compulsory courses (AECC) in overall output of the curriculum?

50 responses

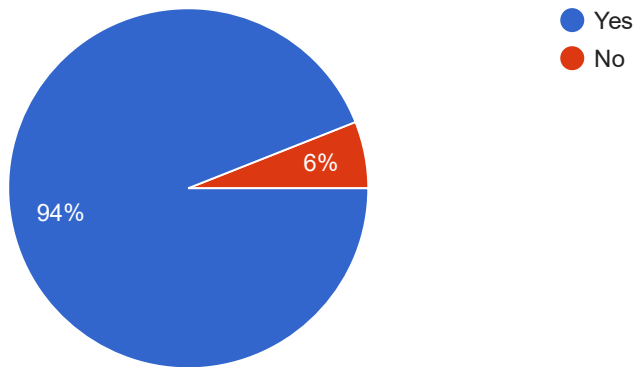## Do you find elective courses like GE/SEC/AECC to be flexible enough to meet CBCS standards?
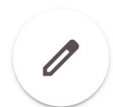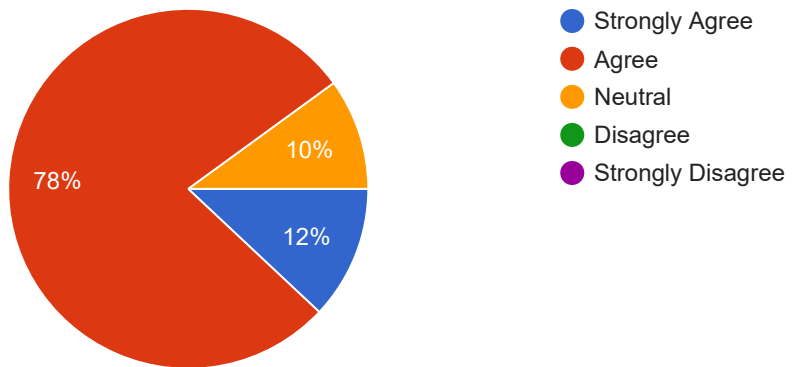
50 responses

Are the students given options for choosing elective subjects GE, SEC, AECC?

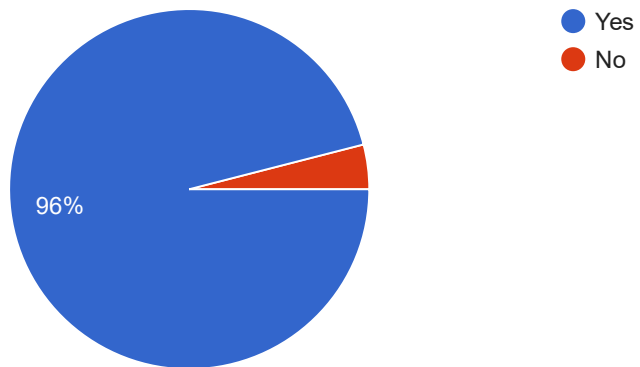50 responses

- Yes
- No

94%

6%

The Core Courses (compulsory courses in Honours papers), as per syllabus, are relevant to the contemporary trends of the discipline. Give your opinion.
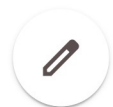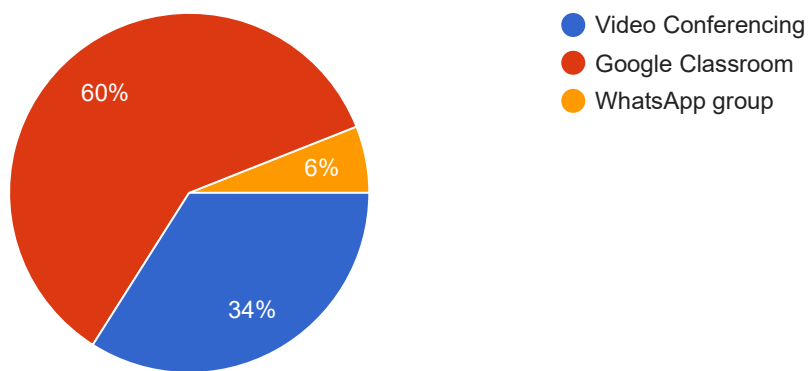
50 responses

- Strongly Agree
- Agree
- Neutral
- Disagree
- Strongly Disagree

78%

10%

12%

Is online medium used for teaching-learning process?

50 responses

Legend:
- Yes
- No

96%

What are the online medium used for teaching?

50 responses

Legend:
- Video Conferencing
- Google Classroom
- WhatsApp group

60%

6%

34%

What are the online video conferencing platform used for teaching?

50 responses

- Google Meet
- Zoom
- Skype
- Any other means

98%
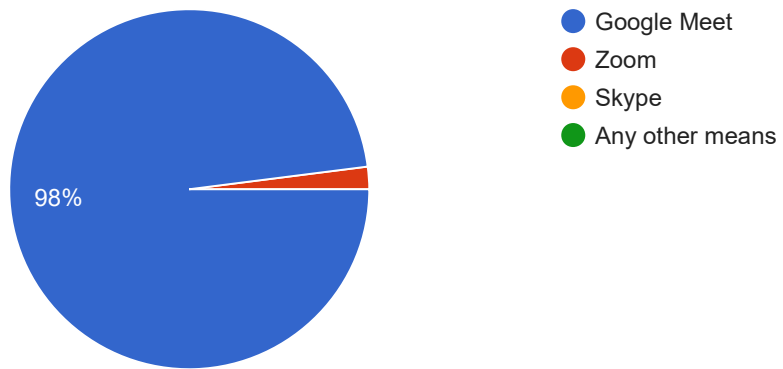
Rate the Student-Teacher relationship in the college as a whole?

50 responses
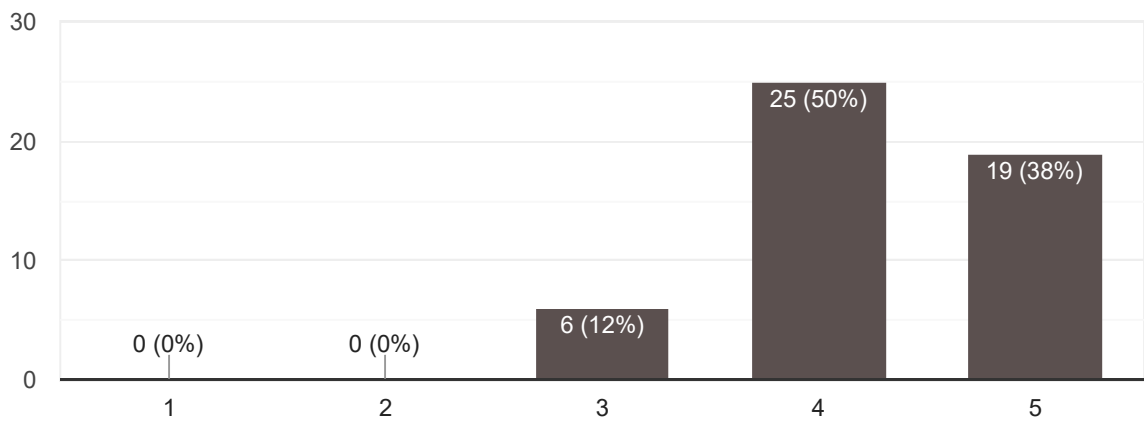
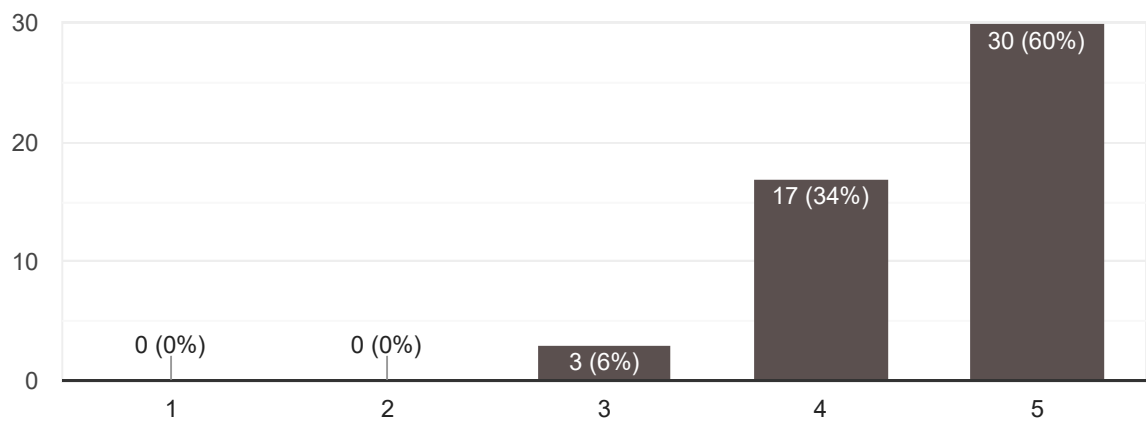| Rating	Count
1	0 (0%)
2	0 (0%)
3	6 (12%)
4	25 (50%)
5	19 (38%)
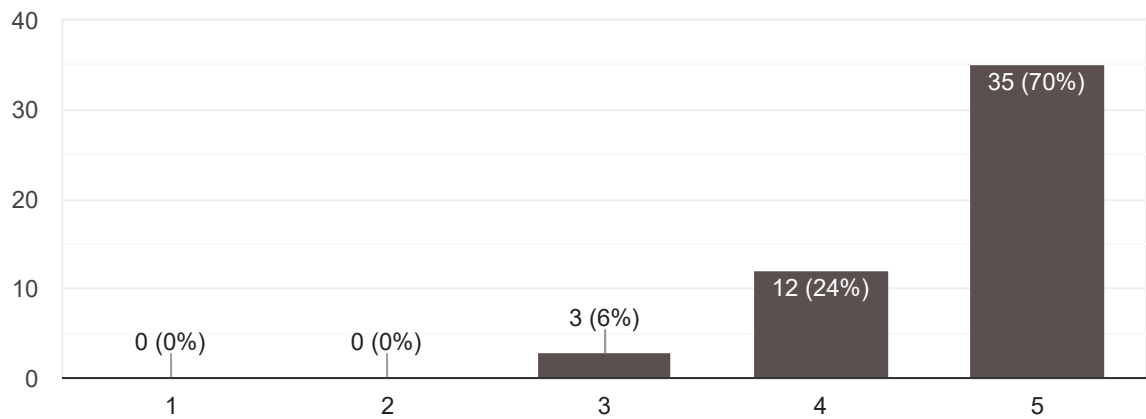
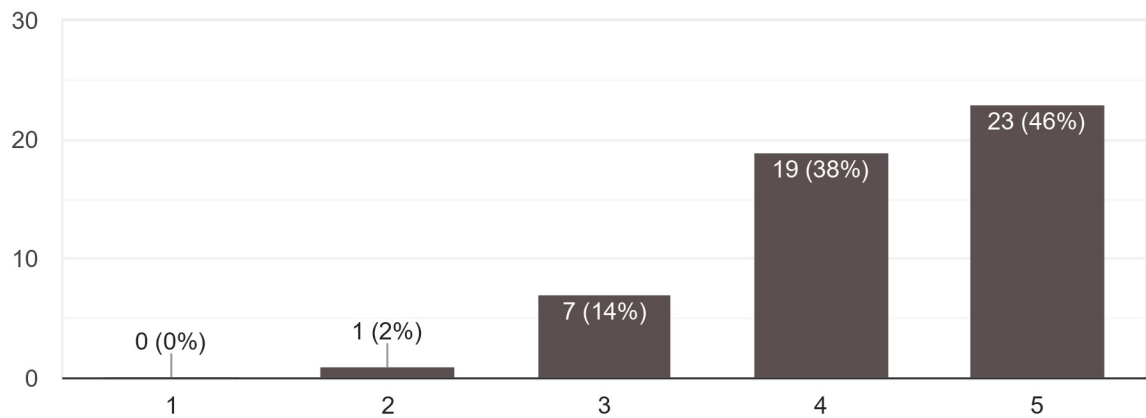## Rate the Student-Teacher relationship in the department?

50 responses

Rate the level of interaction of students with the faculty member in the department?
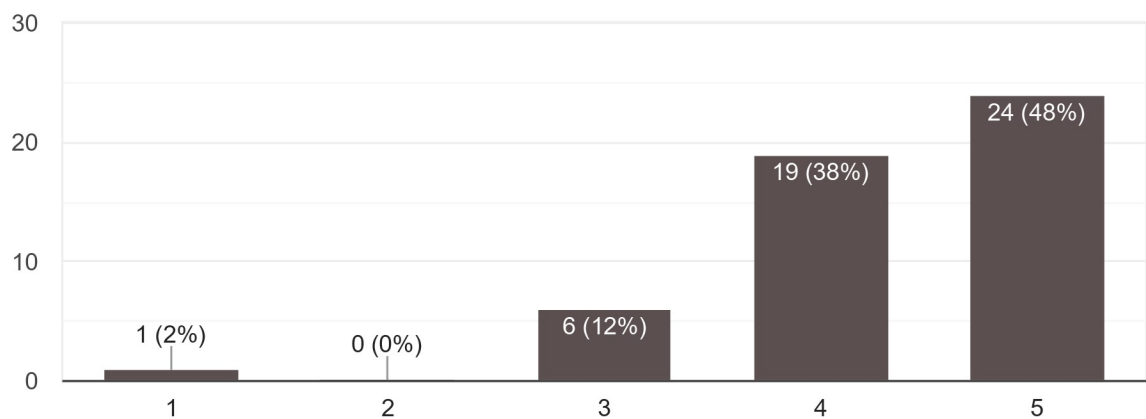
50 responses

Rate the level of interaction of students with the faculty members beyond the classroom to enhance their knowledge?

50 responses

Rate the level of mentoring of students by faculty members for all-round development of the students?

50 responses

Google Forms

Ref. No. ....   Date !4|12|2021...

Action Taken Report as per Feedback

In view of the Feedback collected from various stakeholders, as mandated by NAAC, the Governing Body of the College has been duly apprised of the feedback process in entirety. Based on the shared reports and analysis thereof, the Governing body took cognizance of certain matters in the feedback to be considered for review and suggested the following actions to be taken with immediate effect.

1. Gradual increase in ICT enabled infrastructure, Online activities and to arrange training of the faculty members for advanced ICT mediated teaching.
2. Conduct workshops for students to benefit from blended mode of learning.
3. To formulate standardized framework to identify advanced learners and slow learners, for uniform implementation across departments.
4. To formulate a uniform policy framework for transparency in internal evaluation and to ensure Continuous Internal Evaluation as per mandate.
5. To conduct comprehensive Orientation and Induction Programme prior to selection of elective subjects by students for optimal implementation of CBCS system.

Some of the actions suggested are already in force, albeit on a preliminary stage. The Governing Body decided to monitor the suggested actions for overall improvement of the College and benefit of the students in particular.

Secretary
Governing Body
Guwahati College

Dr.PRANAB SANDILYA
Principal & Secretary
GB,Guwahati College