GOVERNMENT DEGREE COLLEGE FOR WOMEN, BEGUMPET, HYDERABAD

STUDENT FEEDBACK ON TEACHERS

Feedback Committee Report

2020-21

2019-20

2018-19

2017-18

STUDENT FEEDBACK ON TEACHERS

2020-21

Category : Students' Feedback

Total number of Students' recorded feedback : -1289

Total number of questions attempted: 19

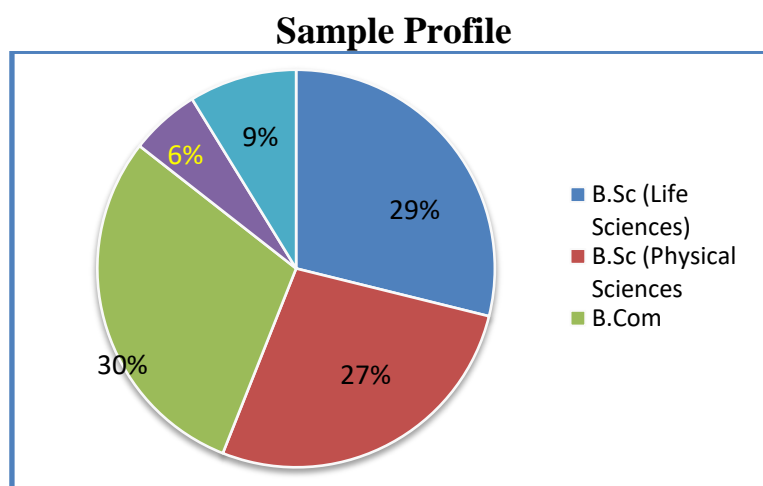Feedback Type : Online - Through Google Form

STUDENTS' FEEDBACK ON TEACHERS for the year 2020-21

DATA COLLECTION AND ANALYSIS:

An effort was made to access the student feedback on teachers. Questionnaires were administered to all the students through Google form. Feedback was taken on the five point Likert Scale from 'poor to Excellent'/ Strongly Disagree to Strongly Agree/ Always to Never (1-5 point Scale) from the student on the various aspects like teachers' 'Completion of the syllabus', Class preparation', 'Communication skills' , Approach to teaching', 'discussion of performance in assignments', feedback on institution with regard to 'Promoting internship, students exchange, field visit opportunities', 'Mentoring process in facilitates students in cognitive, social and emotional growth', and providing multiple opportunities to learn and grow', ' informing the students about their expected competencies, course outcomes, and programme outcomes', ' mentor follow-up with assigned tasks to the students', ' Concept clarity', 'identification of students strengths and weaknesses', ' Engaging the students in the monitoring, review and continuous quality improvement of teaching and learning process', ' use of student centric methods', 'encouragement for extra-curricular activities', 'soft skills, Life skills and employability skills', ' Use of IC tools' and ' Overall quality of learning process' . A sum of 1289 responses were received from the students. In order to arrive to comprehensive results, useful statistical tools like frequency and percentage, etc. have been used. For the effective presentation of the data, Bar Charts have been used and the analysis of the same is as placed below:

Sample Profile:

Table 1. Sample Profile		
Programme	**Frequency**	**%**
B.Sc (Life Sciences)	372	29
B.Sc (Physical Sciences	350	27
B.Com	381	30
B.B.A	73	6
B.A	113	9
Total	1289	100

Sample Profile

Out of 1289 respondents, 372 (29%) belong to B.Sc., (Life Sciences), 350 (27%) belong to B.Sc.,(Physical Sciences), 381 (30%) belong to B.Com and 9% belongs to B.A and 6% of B.B.A students.

2) Completion of the Syllabus: The syllabus for a particular course describes the topics and concepts to be covered while preparing for the examinations for that particular course. Completion of syllabus establishes a contact and connection between students and instructors by stating the objectives and goals to be achieved at the end of the course and sets the tone for the course by streamlining the content of course and includes the information that facilitates the academic success of the students.

The responses of the students with regard to Coverage of syllabus is detailed below:

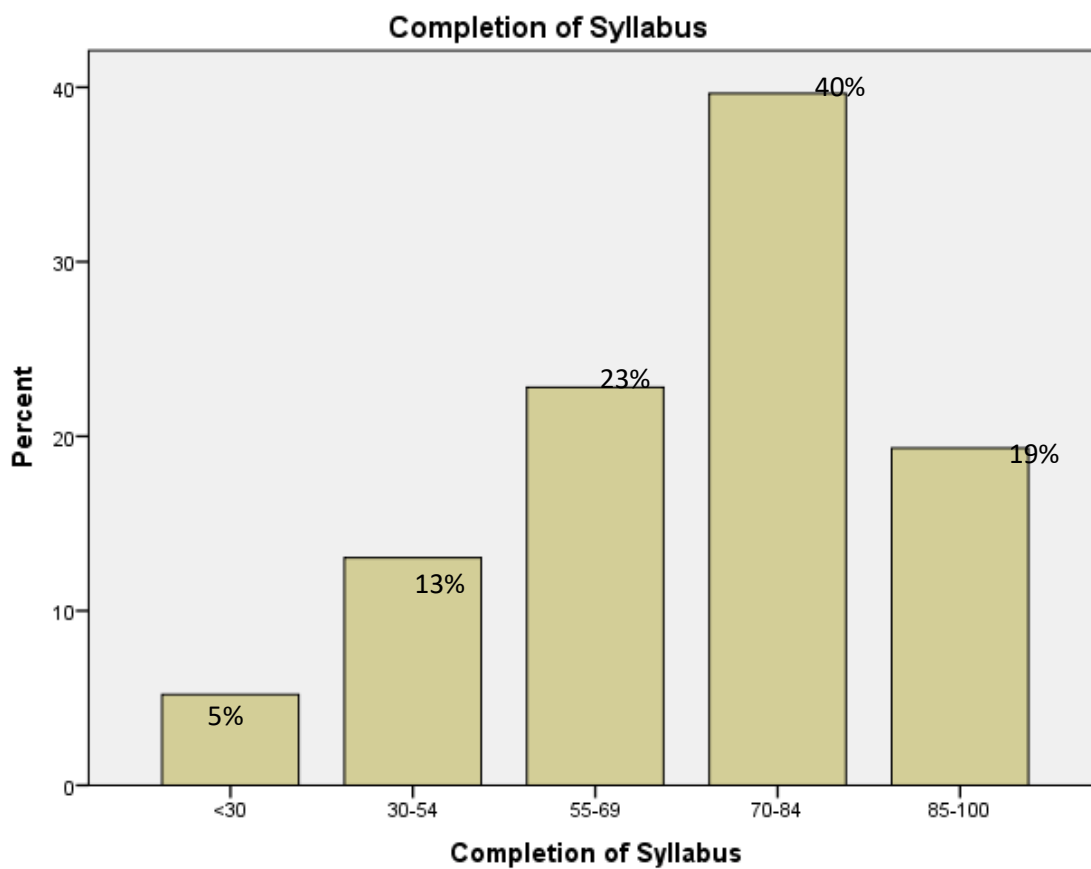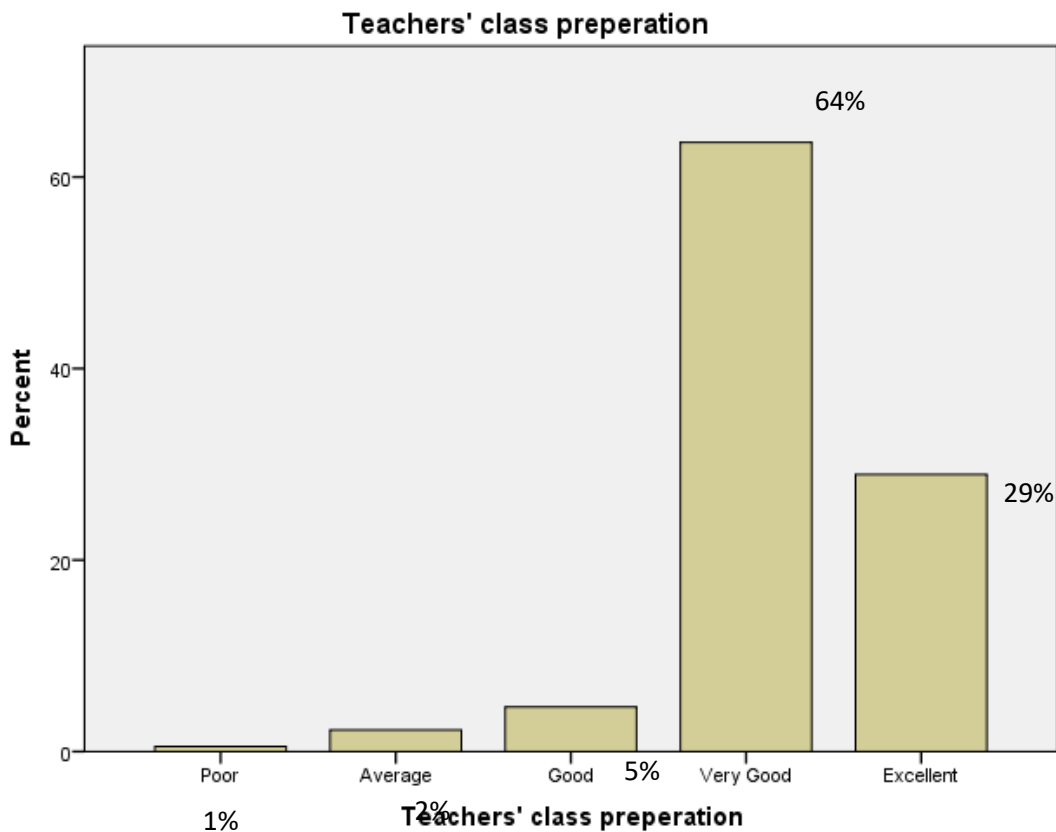| Table 2 . Completion of the syllabus		
%	Frequency	%
< 30	67	5
30 - 54	168	13
55- 69	294	23
70 - 84	511	40
85-100	249	19
Total	1289	100

TAble2 shows that the students responses on coverage of syllabus by the teachers. It was noticed from the responses of the students that 19% of the students opined that teachers 85-100% cover the syllabus, 40% stated that they were covering 70-84% syllabus.

3: Teachers' class preparation: It is always good for a teacher who always well-prepared, always thinking about the next lesson and are in a continuous state of

preparation and planning to give best quality of class room instruction. The Feedback analysis in this aspect is as detailed in table 3.
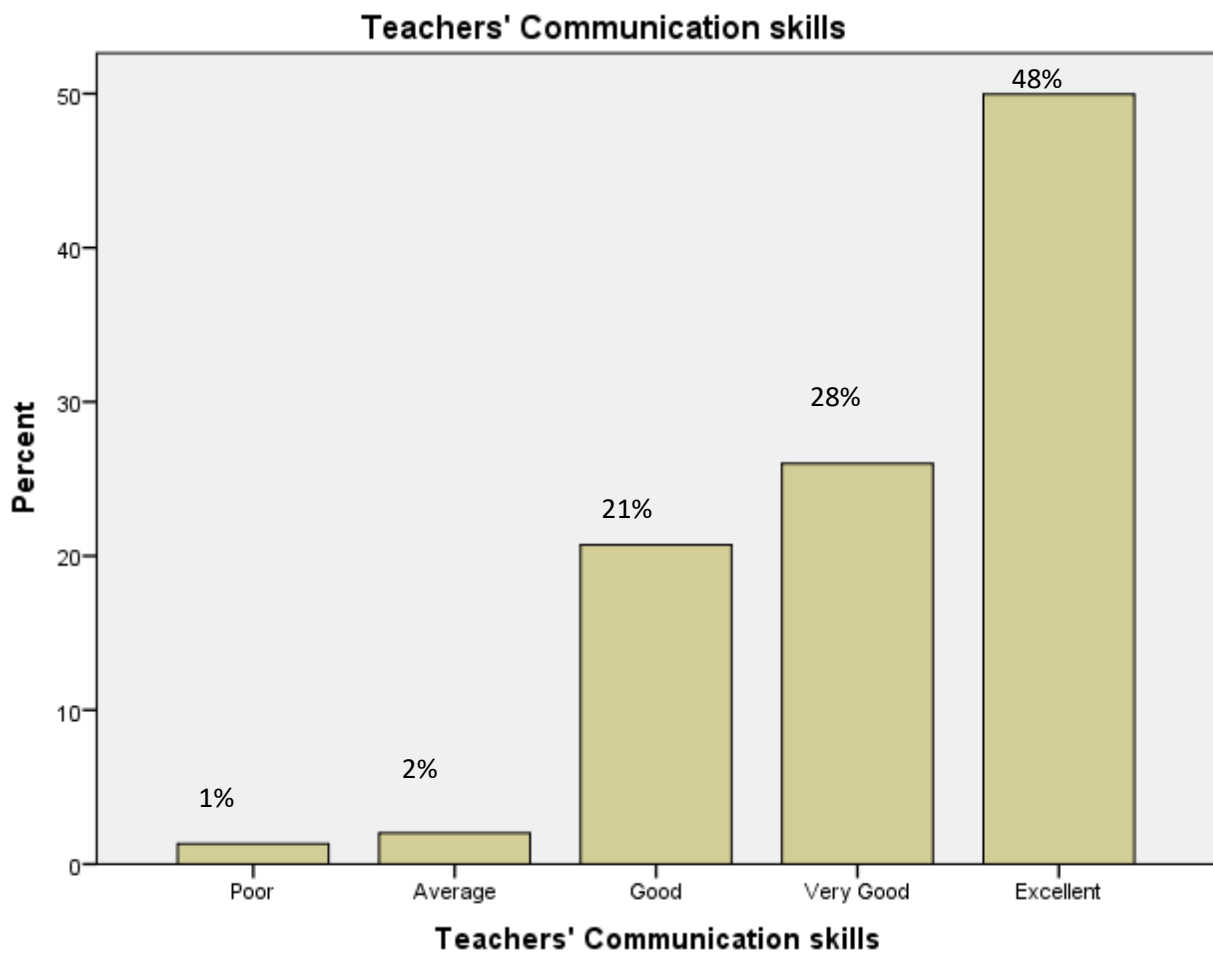
Table: 3 Teachers' Class Preparation		
Scale	Frequency	%
Poor	8	1
Average	28	2
Good	60	5
Very Good	820	64
Excellent	373	29
Total	1289	100

It is observed from the above analysis that 29% students expressed that teachers were 'Excellent' in their class room preparation and 64% stated them as 'Very Good' in that aspect.

4. Teachers' Communication Skills: Students' Feedback on teachers' Communication skills is as analyzed in table 4:
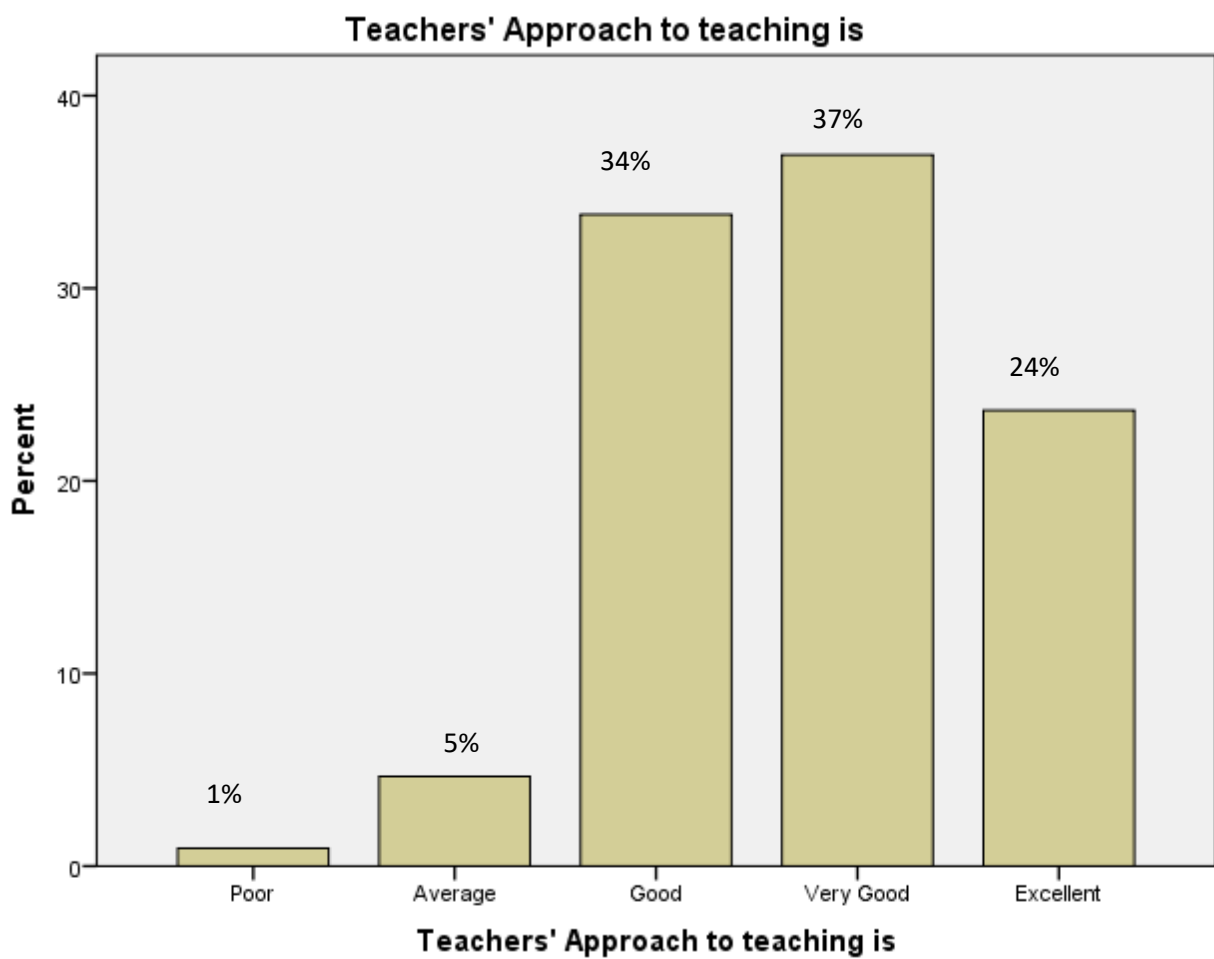
Table 4. Teachers' Communication Skills		
Scale	Frequency	%
Poor	17	1
Average	26	2
Good	267	21
Very Good	355	28
Excellent	624	48
Total	1289	100

Teachers' Communication skills

It is revealed from Table 4   that the students responses on Teachers' Communication skills that out of 1289 responses, 624(48%) opined that teachers are 'Excellent' in their communication skills and 355(28%) students rated their teachers in this aspect as ' Very Good'.

5. Teachers' Approach to Teaching : The feedback of the students in this aspect is as detailed below:

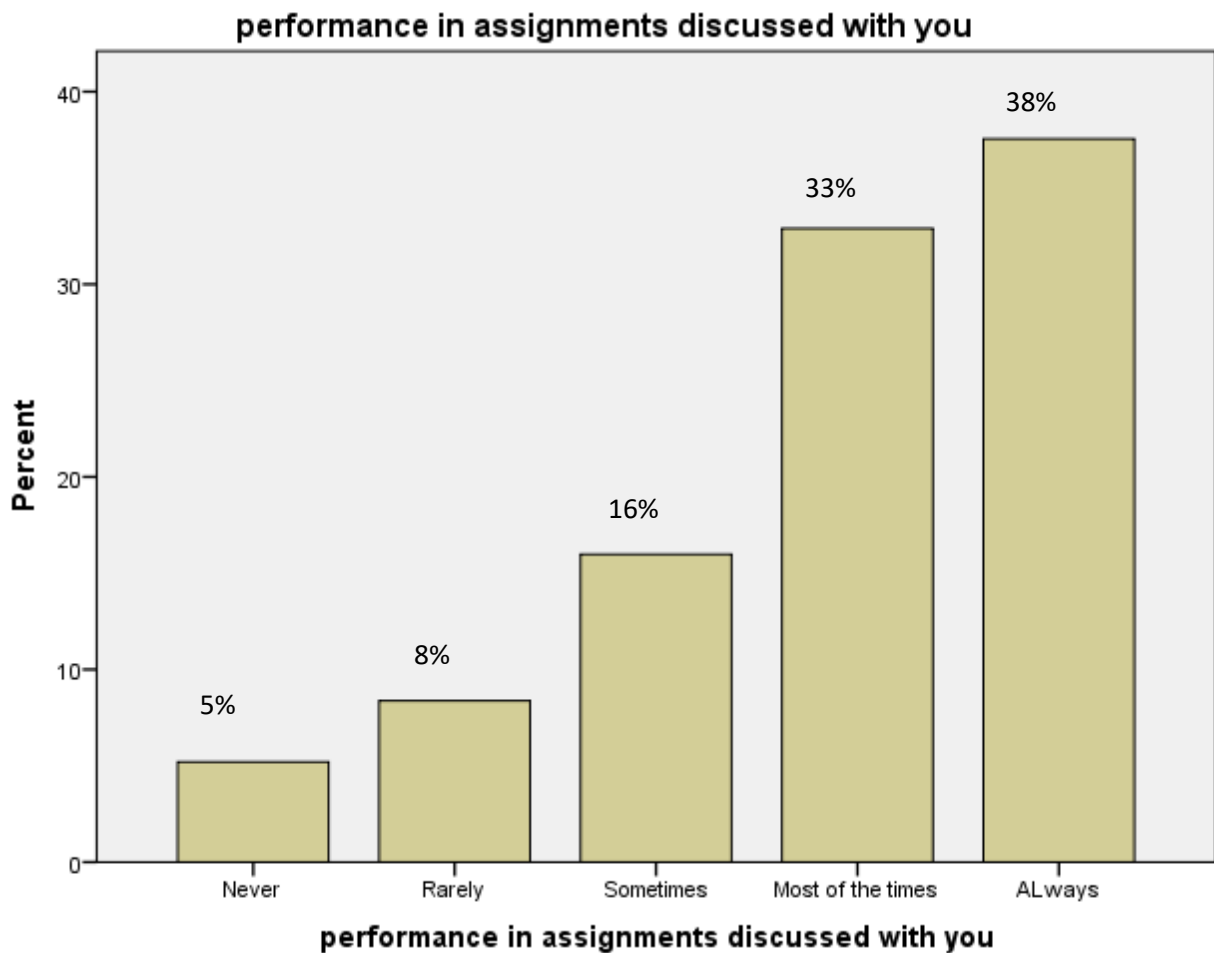| Table 5. Teachers' Approach to Teaching		
Scale 29%	Frequency	%
Poor	12	1
Average	60	5
Good	436	34
Very Good	476	37
Excellent	305	24
Total	1289	100

Teachers' Approach to teaching is

It is revealed from Table 5 that the students responses on Teachers' approaches to teaching that out of 1289 responses, 305(24%) opined that teachers are 'Excellent' in

their approach to teaching and 476(37%) students rated their teachers in this aspect as ' Very Good'.

6. performance in assignments discussed with you: The responses of the students on performance in assignments and discussion with them by the teachers were noted and analyzed as below:

Table 6. performance in assignments discussed with you		
Scale	**Frequency**	**%**
Never	67	5
Rarely	108	8
Sometimes	206	16
Most of the times	424	33
Always	484	38
Total	1289	100

performance in assignments discussed with you

performance in assignments discussed with you

It is found from the table 6 that that Out of 1259 respondents 484 (38%) students stated their teachers as **'always'** discuss the performance of the students in their
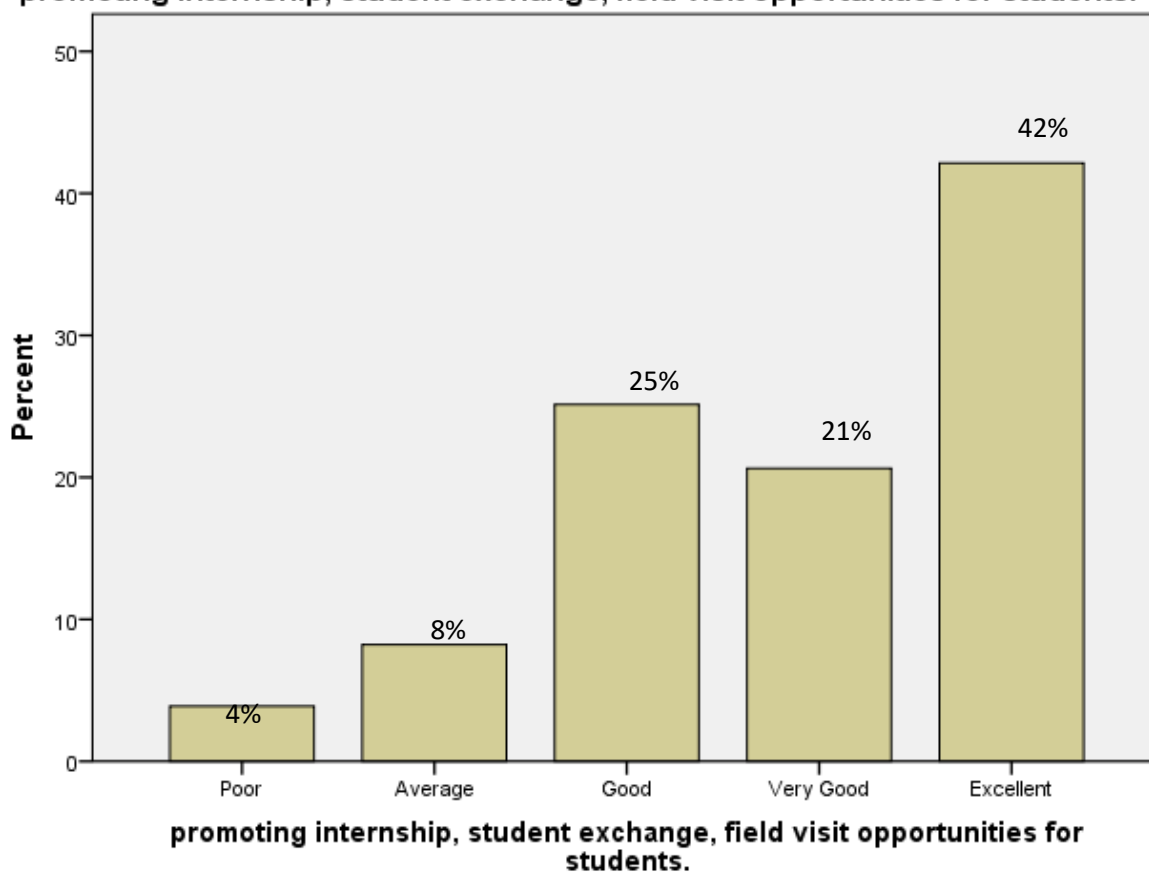
assignments by teachers and 424 (33%) stated that **'most of the times'** their teachers discuss with them about their performance in assignments.

7. Promoting internship, students exchange, field visit opportunities:

The analysis of feedback on this aspects is as detailed in table 7.

Table 7. promoting internship, student exchange, field visit opportunities for students.		
Scale	**Frequency**	**%**
Poor	50	4
Average	106	8
Good	324	25
Very Good	266	21
Excellent	543	42
Total	1289	100

promoting internship, student exchange, field visit opportunities for students.
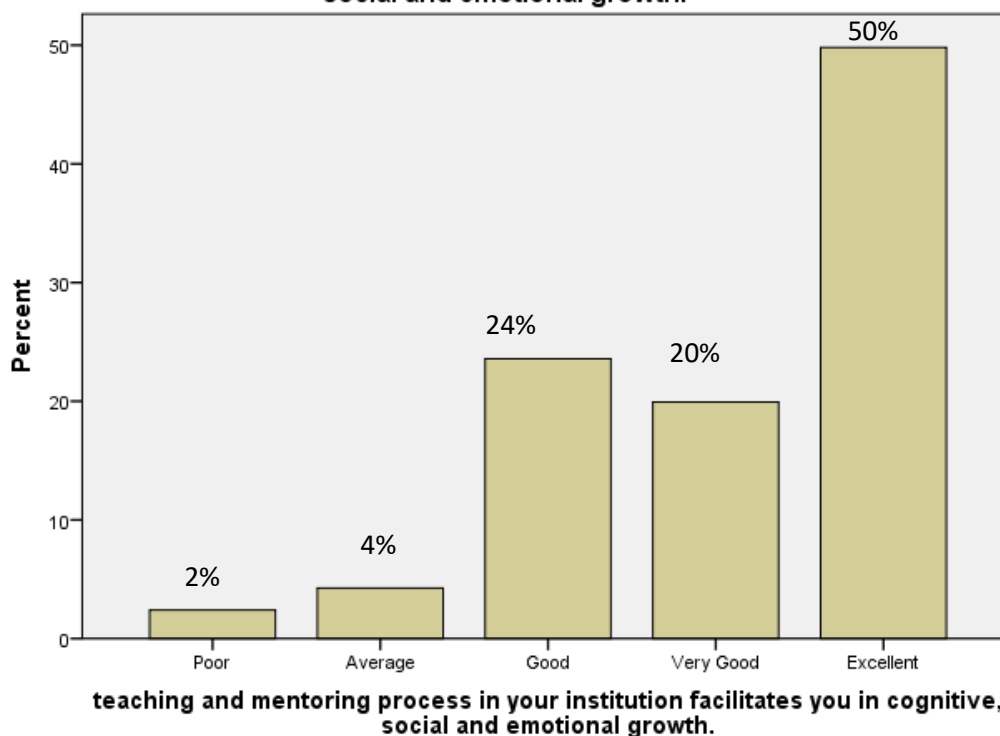
It was observed from table 7 that the responses of the students on the institution in promoting internship, students exchange, field visit opportunities for the students, 543(42%) of the students stated the institute in this aspect as 'Excellent' and 266 (21%)

rated it as 'Very Good' in promoting internship, students exchange, field visit opportunities for the students.

8. Mentoring Process in facilitates students in cognitive, social and emotional growth: The analysis of feedback on this aspects is as detailed in table 8

Table 8. teaching and mentoring process in your institution facilitates you in cognitive, social and emotional growth.		
Scale	Frequency	%
Poor	31	2
Average	55	4
Good	304	24
Very Good	257	20
Excellent	642	50
Total	1289	100

teaching and mentoring process in your institution facilitates you in cognitive, social and emotional growth.
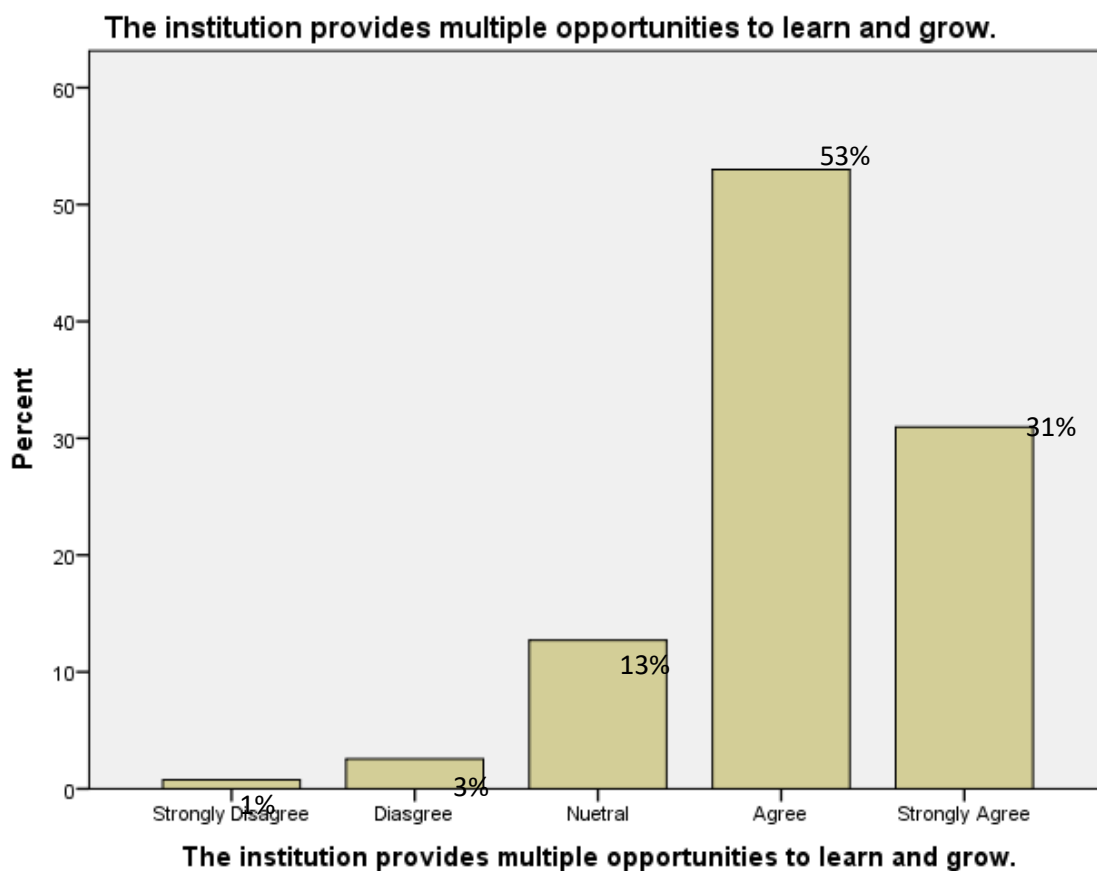
It was observed from table 8 that the responses of the students on the institution in teaching and mentoring process in facilitating you in cognitive, social and emotional growth. Out of 1289 students, 642 (50%) students stated the institute in this aspect as 'Excellent' and 257 (20%) rated it as 'Very Good'.

9. Institution provides multiple opportunities to learn and grow:

Students

feedback in this aspect is as analyzed below:

Table 9. The institution provides multiple opportunities to learn and grow.		
Scale	**Frequency**	**%**
Poor	10	1
Average	33	3
Good	164	13
Very Good	683	53
Excellent	399	31
Total	1289	100

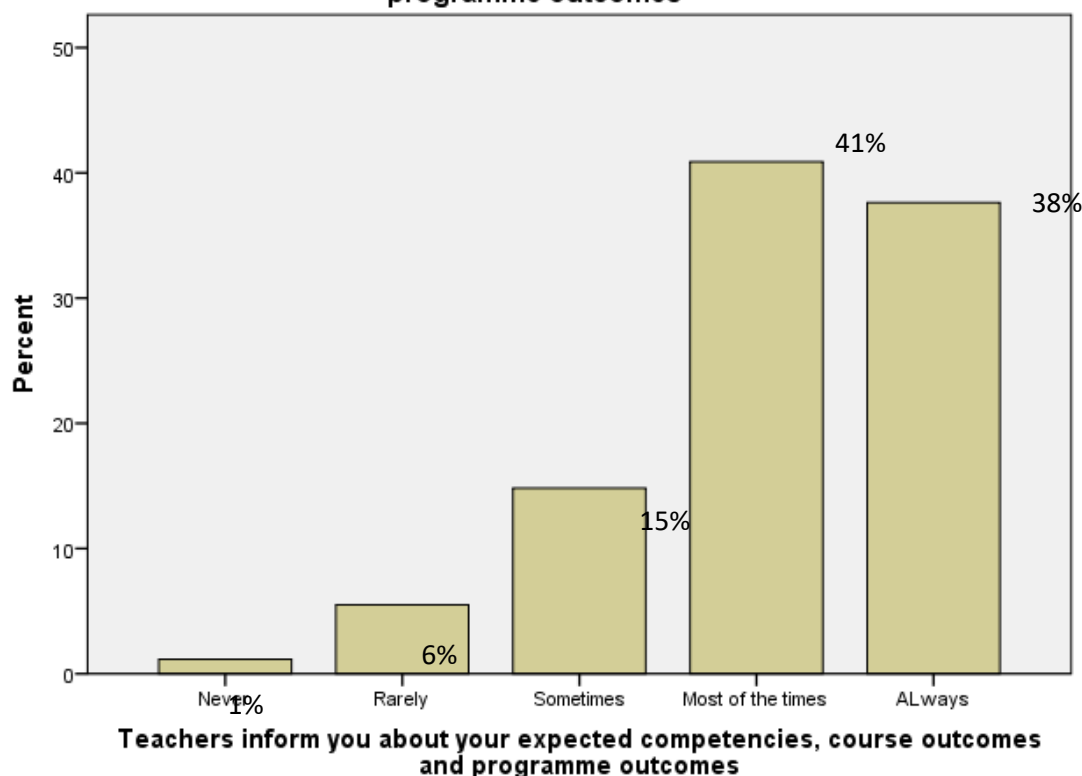The institution provides multiple opportunities to learn and grow.

It was observed from table 9 that the responses of the students on the institution in providing multiple opportunities to learn and grow that Out of 1289 students, 399 (31%) students stated the institute in this aspect as 'Excellent' and 683 (53%) rated it as 'Very Good'.

10 . Teachers inform you about your expected competencies, course outcomes and programme outcomes: The analysis of feedback on this aspects is as detailed in table 10.

Table 10. Teachers inform you about your expected competencies, course outcomes and programme outcomes		
Scale	**Frequency**	**%**
Never	15	1
Rarely	71	6
Sometimes	191	15
Most of the times	527	41
Always	485	38
Total	1289	100

Teachers inform you about your expected competencies, course outcomes and programme outcomes
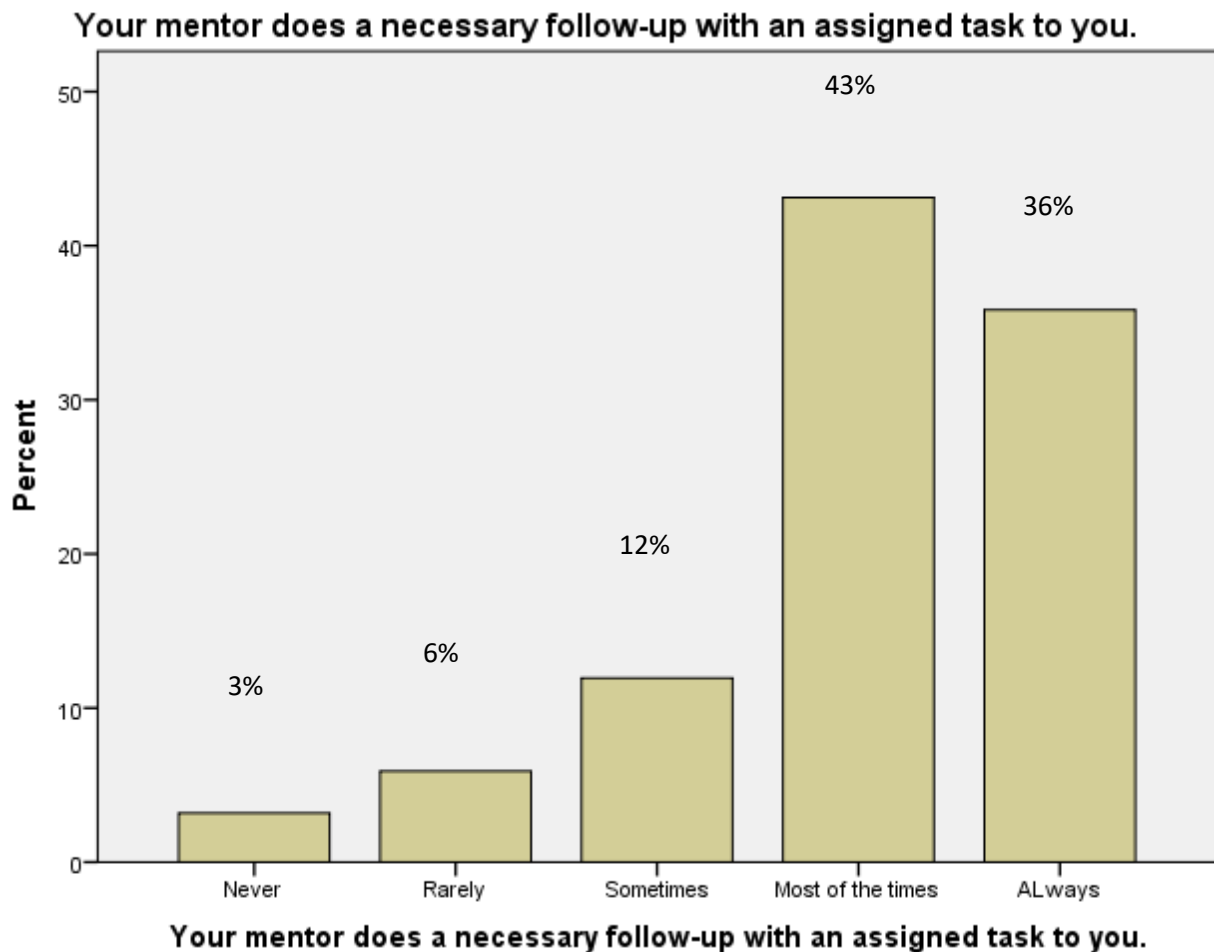
It was observed from table 10 about the responses of the students on teachers in informing the students about their expected competencies, course outcomes and programme outcomes that Out of 1289 students, 485 (38%) students stated the institute in this aspect as 'Excellent' and 527 (41%) rated it as 'Very Good'.

11. Your mentor does a necessary follow-up with an assigned task to

you: Students feedback analysis in this aspect is as detailed below:

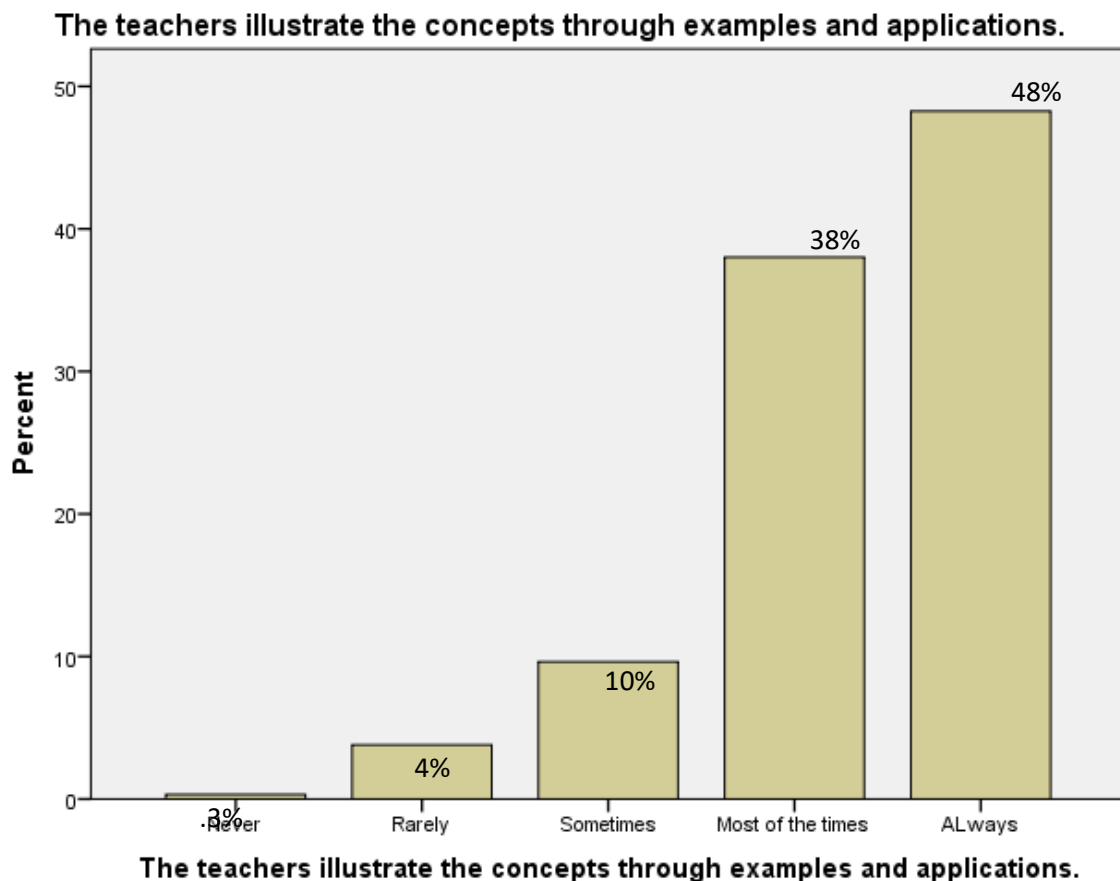| Table 11. Your mentor does a necessary follow-up with an assigned task to you.		
Scale	Frequency	%
Never	41	3
Rarely	76	6
Sometimes	154	12
Most of the times	556	43
Always	462	36
Total	1289	100

It was observed from table 11 about the responses of the students on mentor does a necessary follow-up with an assigned task to the students that 0ut of 1289 students,

462(36%) students stated the institute in this aspect as 'Excellent' and 556 (43%) rated it as 'Very Good'.

12. Teachers' Concepts Clarity: Teacher's clarity of concept refers to the ability of a teacher to provide instruction, expositional or otherwise, which helps students come to a clear understanding of the subject taught. Clarity of concept of the teacher has directly link with increases in student achievement. The concerned question was included in the questionnaire and the responses were analyzed as below:

Table 12. The teachers illustrate the concepts through examples and applications.		
Scale	**Frequency**	**%**
Never	4	0.3
Rarely	49	4
Sometimes	124	10
Most of the times	490	38
Always	622	48
Total	1289	100

The teachers illustrate the concepts through examples and applications.

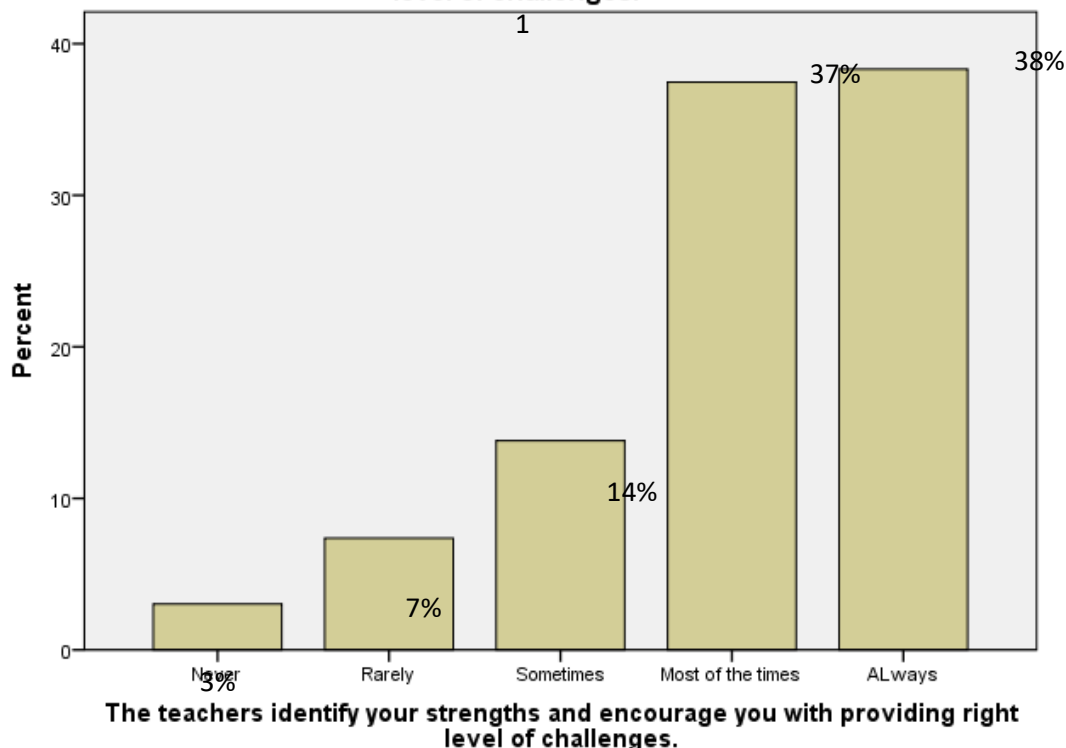The teachers illustrate the concepts through examples and applications.

It was observed from table 12 about illustrating the concepts by teacher through examples and applications that Out of 1289 students, 622 (48%) students stated the teachers in this aspect as 'Excellent' and 490 (38%) rated it as 'Very Good'.

13. Teachers' ability to identify Students' Strengths: : The analysis of feedback

on this aspects is as detailed in   table 13.

Table 13. The teachers identify your strengths and encourage you with providing right level of challenges.		
Scale	Frequency	%
Never	39	3
Rarely	95	7
Sometimes	178	14
Most of the times	483	37
Always	494	38
Total	1289	100

The teachers identify your strengths and encourage you with providing right level of challenges.
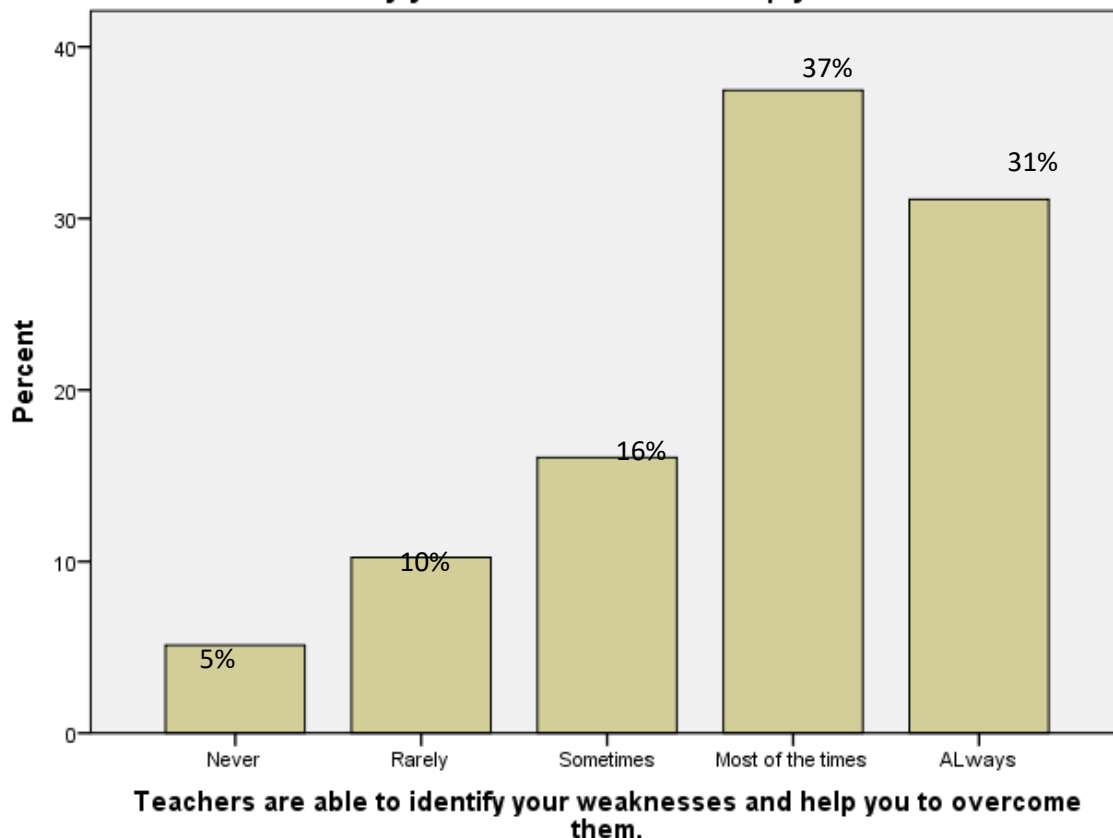
It was observed from table 13 about teacher identifying students' strength and encourage them with providing right level of challenges that Out of 1289 students, 494 (38%) students stated that teachers 'Always' identify students' strengths and encourage with providing right level of challenges and 486(37%) stated the teachers 'most of the times' do this.

14. Teachers' ability to identify Students' weaknesses and help them to come out: The analysis of feedback on this aspects is as detailed in table 14.

Table 14. Teachers are able to identify your weaknesses and help you to overcome them.		
Scale	**Frequency**	**%**
Never	66	5
Rarely	132	10
Sometimes	207	16
Most of the times	483	37
Always	401	31
Total	1289	100

Teachers are able to identify your weaknesses and help you to overcome them.
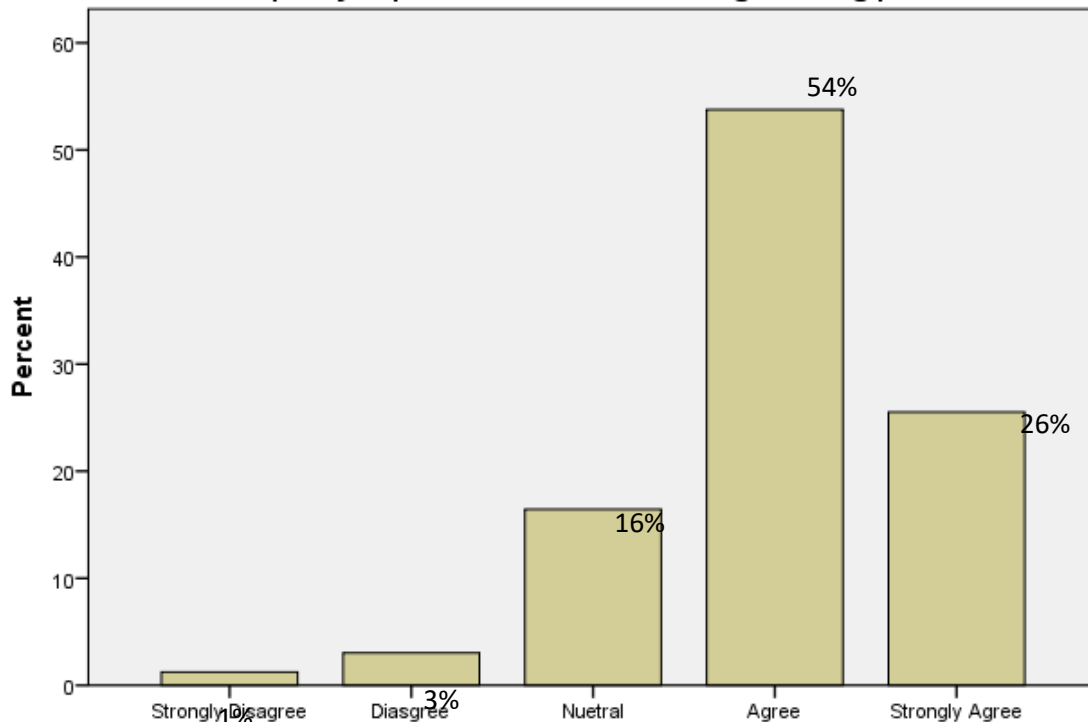
It was observed from table 14 about teachers' ability to identify students' weaknesses and help to overcome them that Out of 1289 students, 401 (31%) students stated teachers are 'Always' able to identify students' weaknesses and help them to overcome and 483(37%) stated 'Most of the times' teachers do that.

15. **Engaging the students in the monitoring, review and continuous quality improvement of the teaching learning process:** students' feedback on this aspect is as detailed below:

Table 15. The institution makes effort to engage students in the monitoring, review and continuous quality improvement of the teaching learning process.		
Scale	Frequency	%
Strongly Disagree	16	1
Disagree	39	3
Neutral	212	16
Agree	693	54
Strongly Agree	329	26
Total	1289	100

It was observed from table 15 about institution making the efforts to engage students in monitoring, review and continuous quality improvement of teaching learning process is that Out of 1289 students, 329 (26%) students stated that they strongly agree about institute make the efforts to engage students in monitoring, review and continuous quality improvement of teaching learning process and 693(54%) stated they agree on that point.

The institution makes effort to engage students in the monitoring, review and continuous quality improvement of the teaching learning process.

The institution makes effort to engage students in the monitoring, review and continuous quality improvement of the teaching learning process.
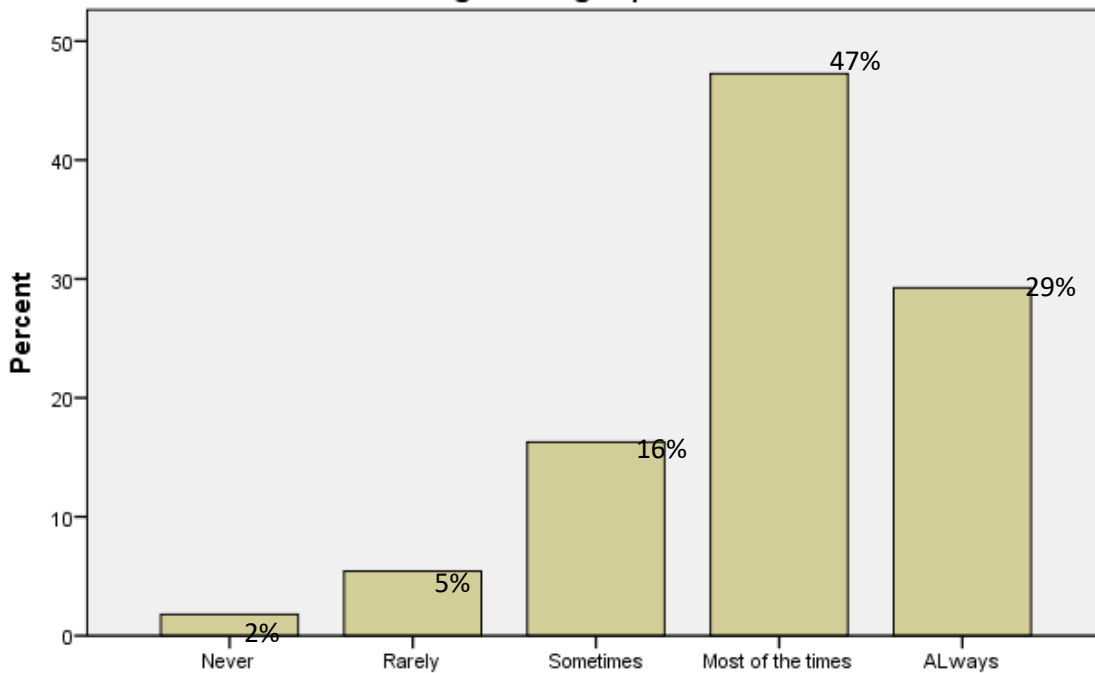
16. Use of student centric methods for enhancing learning Experiences:

Students' feedback in this aspect is as analyzed below:

Table 16. Use of student centric methods		
Scale	**Frequency**	**%**
Never	23	2
Rarely	70	5
Sometimes	210	16
Most of the times	609	47
Always	377	29
Total	1289	100

It was observed from table 16, feedback on use of student centric method for enhancing learning experiences that Out of 1289 students, 377 (29%) students stated that institute and teachers 'Always' use the student centric methods, such as experiential learning, participative learning and problem solving methodologies for enhancing learning experiences and 609(47%) stated 'Most of the times' institute and teachers do that.
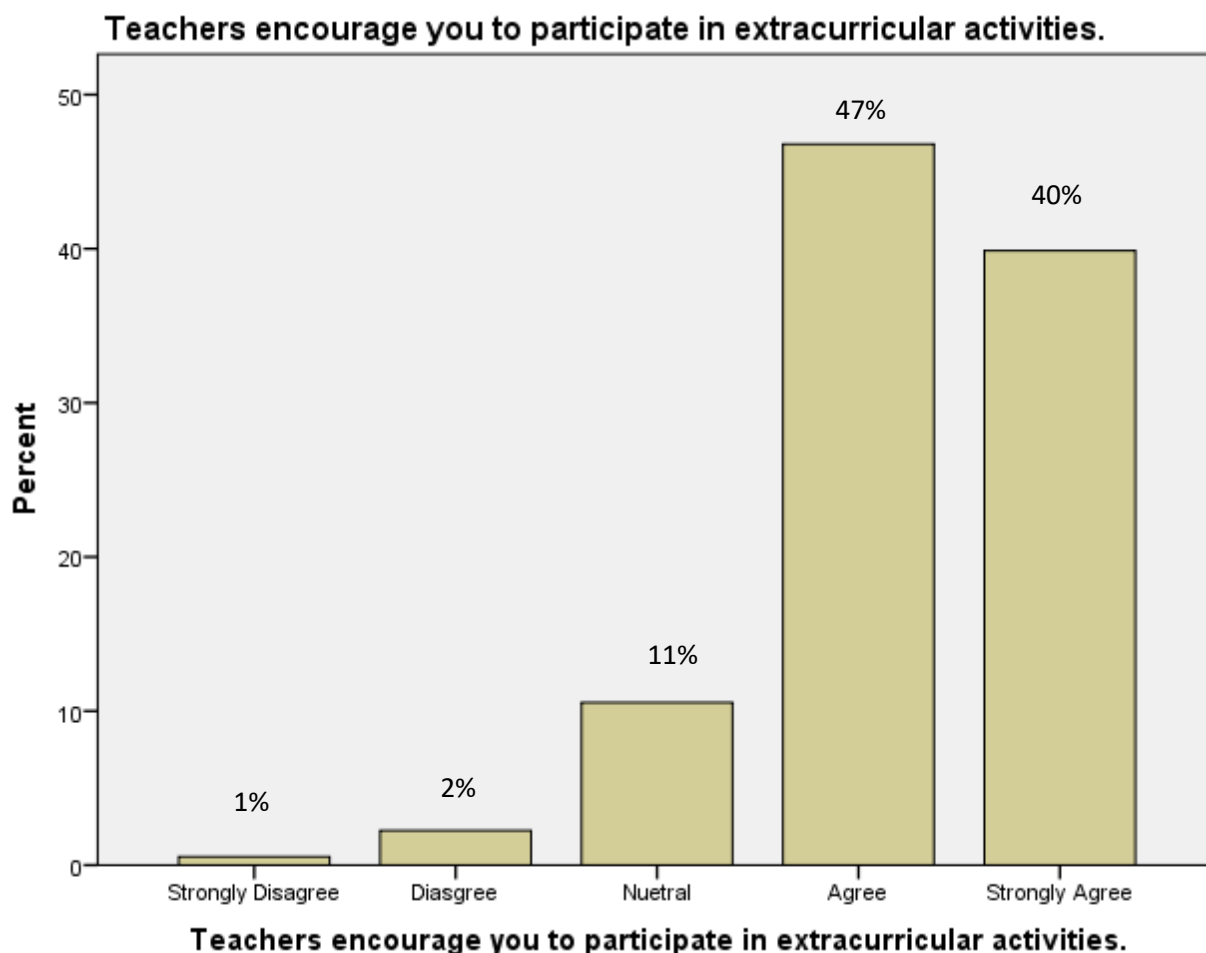
The institute/ teachers use student centric methods, such as experiential learning, participative learning and problem solving methodologies for enhancing learning experiences.

17. Encouragement for Extracurricular Activities: The analysis of feedback on extracurricular activities is as detailed in table 17.

Table 17. Teachers encourage you to participate in extracurricular activities.		
Scale	Frequency	%
Never	7	1
Rarely	29	2
Sometimes	136	11
Most of the times	603	47
Always	514	40
Total	1289	100

Teachers encourage you to participate in extracurricular activities.

Teachers encourage you to participate in extracurricular activities.
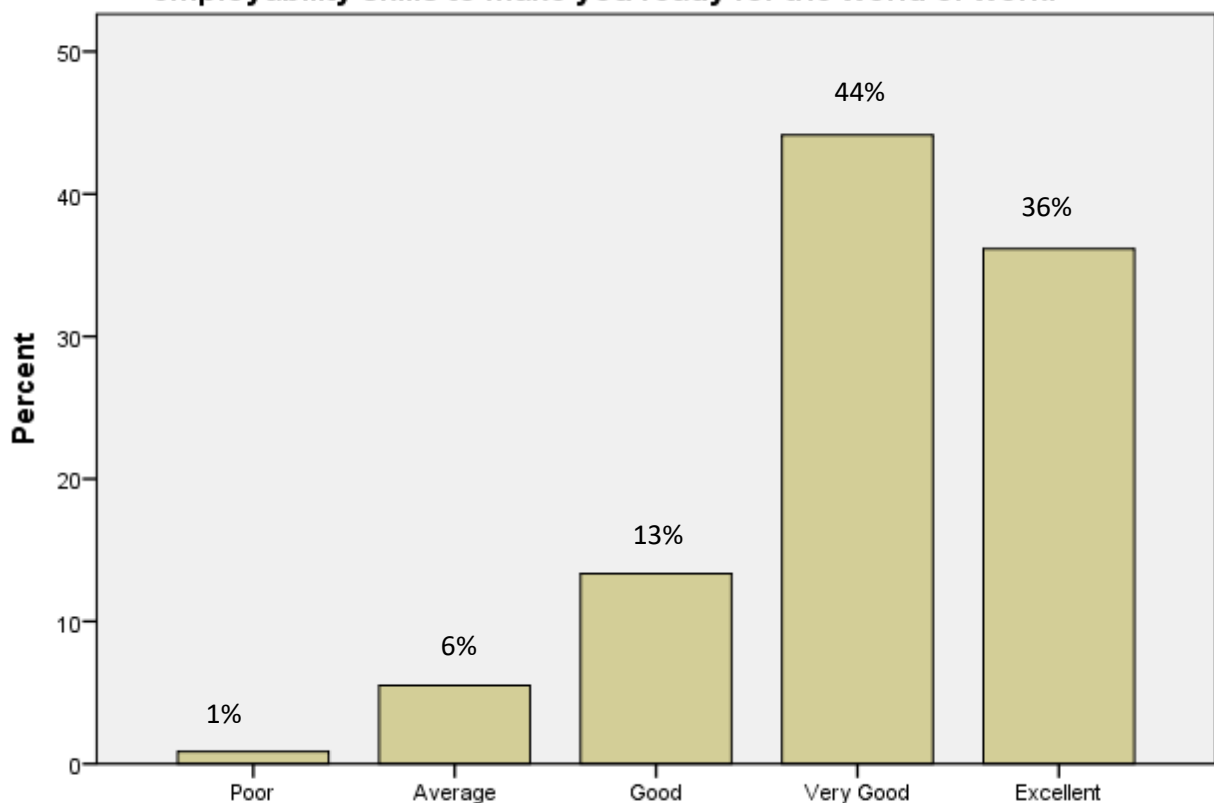
It was observed from table 17 about teachers encourage the students to participate in extracurricular activities that Out of 1289 students, 514 (40%) students stated the teachers Always encourage the students '' and 603 (47%) stated that teachers '' Most of the times' teachers encourage the students to participate in extra-curricular activities.

18. Soft Skills, Life Skills and Employability skills: Integration of Skill Development and education is essential for skilling to take wings. keeping in view of this essentiality, Skill development skill development/Employability/Entrepreneurship in the courses offered to the students alongside Academics.

The responses of the students with regard to scope of skill development courses is as detailed below:

Table 18. Efforts are made by the institute/ teachers to inculcate soft skills, life skills and employability skills to make you ready for the world of work.		
Scale	**Frequency**	**%**
Poor	11	1
Average	71	6
Good	172	13
Very Good	569	44
Excellent	466	36
Total	1289	100

Efforts are made by the institute/ teachers to inculcate soft skills, life skills and employability skills to make you ready for the world of work.

Efforts are made by the institute/ teachers to inculcate soft skills, life skills and employability skills to make you ready for the world of work.
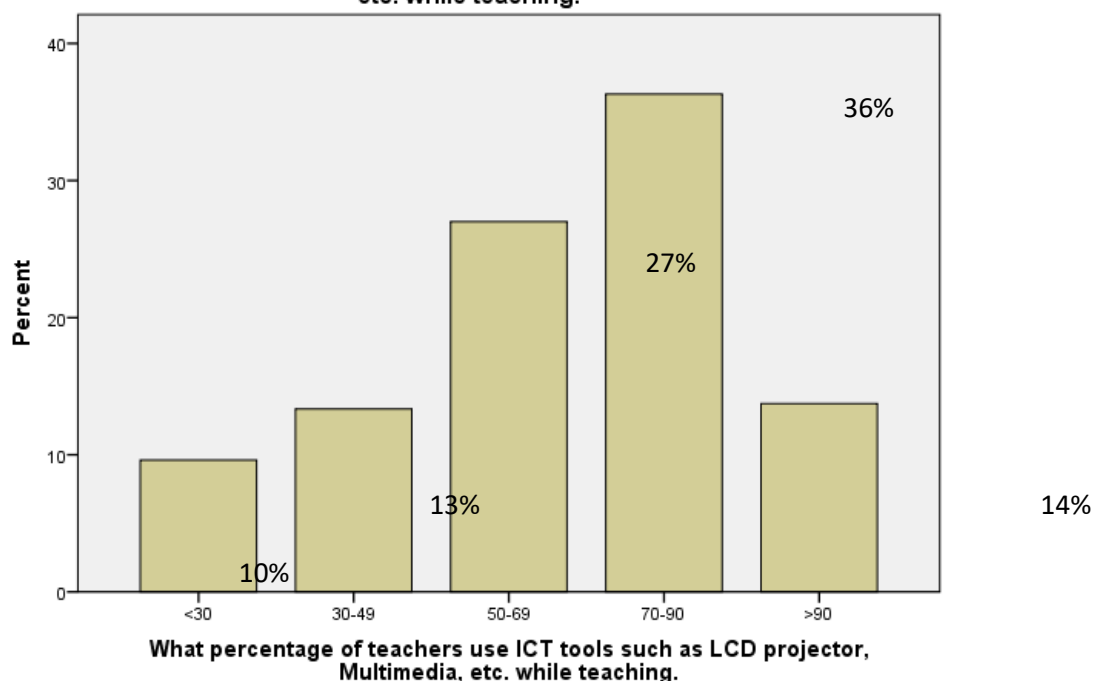
It was observed from table 18 about institute makes the efforts to inculcate soft skills, life skills and employability skills to make them ready for the world of work that Out of

1289 students, 466 (36%) students stated the institute in this aspect as 'Excellent' and 569 (44%) rated it as 'Very Good'.

19. Use of ICT Tools: : Students feedback on usage of ICT tools by teachers is as detailed in table 19.

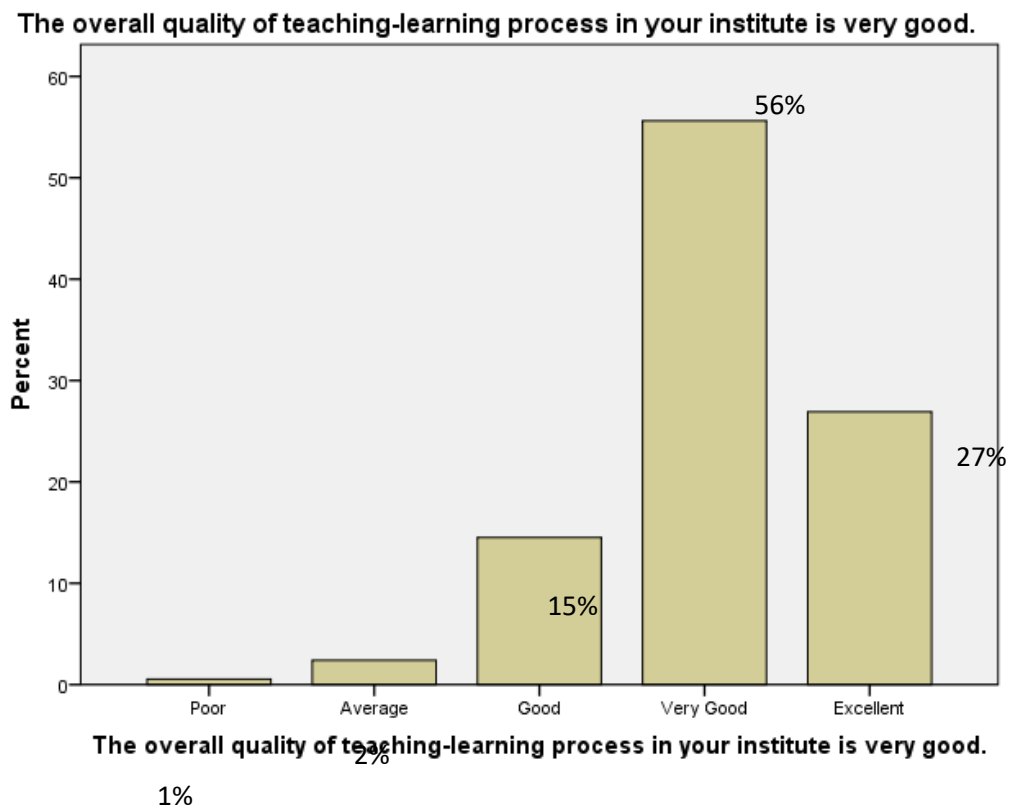| Table 19. What percentage of teachers use ICT tools such as LCD projector, Multimedia, etc. while teaching.		
Scale	**Frequency**	**%**
< 30	124	10
30 - 49	172	13
50-69	348	27
70 - 90	468	36
>90	177	14
Total	1289	100

What percentage of teachers use ICT tools such as LCD projector, Multimedia, etc. while teaching.

It was observed from table 19 about the percentage of teachers use ICT tools such as LCD projector, Multimedia etc. which teaching that Out of 1289 students, 177 (14%) students stated that more than 90% teachers use ICT tools, 468(36%) stated that 70 - 90% teachers use ICT tools.

20. Overall quality of teaching-learning process of Institute: The analysis of the feedback of students on overall quality of teaching-learning process of institutes is as detailed below:

Table 20. The overall quality of teaching-learning process in your institute is very good.		
Scale	**Frequency**	**%**
Poor	7	1
Average	31	2
Good	187	15
Very Good	717	56
Excellent	347	27
Total	1289	100

The overall quality of teaching-learning process in your institute is very good.

It was observed from table 20 overall quality of teaching-leaning process in the institute is that Out of 1289 students, 347 (27%) students stated the institute in this aspect as 'Excellent' and 717 (27%) rated it as 'Very Good'.

Major observations:

- 23% of the students stated that completion of the syllabus was between 55-69% only
- 16% of the students stated that their performance in assignments discussed by teachers sometimes only.
- 12% of the students stated that mentors only sometimes do necessary follow-up with assigned task with them.
- 14% of the students opined that only sometimes teachers identify students' strengths and encourage with providing right level of challenges.
- 10% of the students stated that teachers rarely identify students' weaknesses and help them to overcome them.

Recommendations : based on the observations made by the committee on students feedback , the below recommendations made;

- There is a need to all the faculty members to make sure that 100% syllabus is completed within the schedule time duly keeping in view of prevailing pandemic situation.
- Teachers should make it as a regular practice to discuss the performance in assignments with the students.
- Teachers should ensure that necessary follow-up of the assigned tasks with students and see that such tasks are accomplished.
- All the teachers need to take care of the students in identifying their strengths and encourage them with providing right level of challenges.

Measures taken:

PRINCIPAL
Govt. Degree College for Women
Begumpet, Hyderabad.

STUDENT FEEDBACK ON TEACHERS

2019-20

GOVERNMENT DEGREE COLLEGE FOR WOMEN (AUTONOMOUS), BEGUMPET, HYDERABAD

Feedback Committee Report 2019-20

Category : Students' Feedback

Total number of Students' recorded feedback : -579

Total number of questions attempted: 15
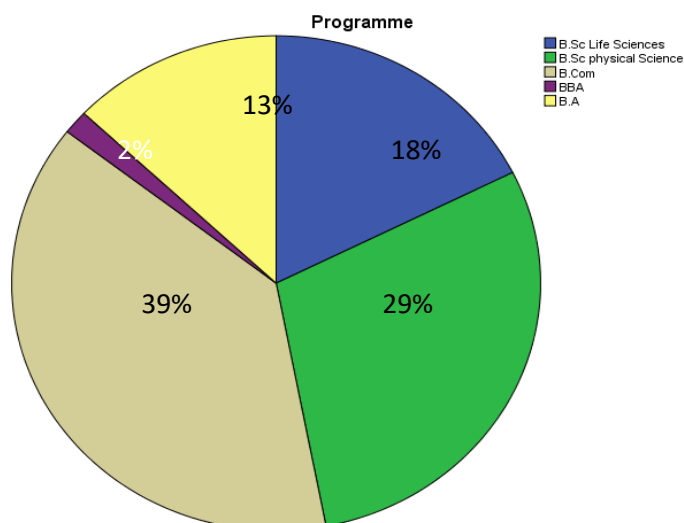
Feedback Type : Online - Through Google Forma

STUDENTS' FEEDBACK ON TEACHERS for the year 2019-20

DATA COLLECTION AND ANALYSIS:

An effort was made to access the student feedback on teachers. Questionnaires were administered to all the students. Feedback was taken on the five point Likert Scale from 'poor to Excellent' (1-5 point Scale) from the student on the various aspects like teacher's 'Completion of syllabus', 'Class preparation', Communication skills', 'performance in assignments discuss with students', ' inform the students about expected competencies, course outcomes and programme outcomes' , ' conceptual clarity', 'ability to identify students' strengths and weakness', feedback of the students on institution with regard to aspects like 'promoting internship, students exchange, field visit opportunities', 'Mentoring process in facilitates students in cognitive, social and emotional growth', ' Extracurricular Activities', 'soft skills, life skills and employability skills', 'Use of ICT Tools' and 'Overall quality of teaching-learning process of institute', . In order to arrive to comprehensive results, useful statistical tools like frequency and percentage, etc. have been used. For the effective presentation of the data, pie charts have been used and the analysis of the same is as placed below:

Sample Profile: the size of the sample and its profile for feedback is as detailed in table 1.

Table 1. Sample Profile		
Programme	**Frequency**	**%**
B.Sc (Life Sciences)	102	18
B.Sc (Physical Sciences	169	29
B.Com	223	39
B.B.A	9	2
B.A	76	13
Total	579	100

Out of 579 respondents, 108 (18%) belong to B.Sc., (Life Sciences), 169 (29%) belong to B.Sc.,(Physical Sciences), 223 (39%) belong to B.Com and 13% belongs to B.A and 2% of B.B.A students.

2) Completion of the Syllabus: The syllabus for a particular course describes the topics and concepts to be covered while preparing for the examinations for that particular course. Completion of syllabus establishes a contact and connection between students and instructors by stating the objectives and goals to be achieved at the end of the course and sets the tone for the course by streamlining the content of course and includes the information that facilitates the academic success of the students.

The responses of the students with regard to Coverage of syllabus is detailed below:

Table 2 . Completion of the syllabus		
%	**Frequency**	**%**

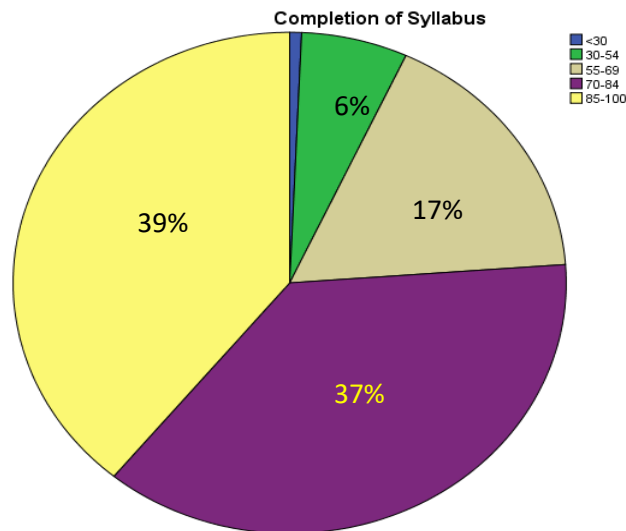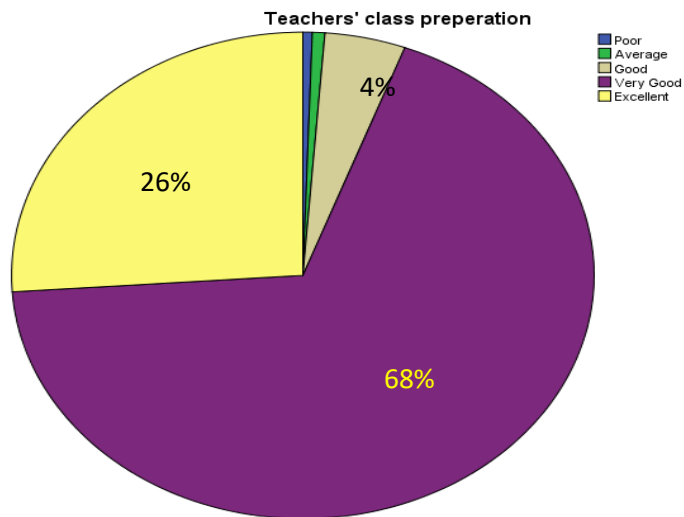|		
< 30	4	1
30 - 54	36	6
55- 69	98	17
70 - 84	215	37
85-100	226	39
Total	579	100

Completion of Syllabus

TAble2 shows that the students responses on coverage of syllabus by the teachers. It was noticed from the responses of the students that 39% of the students opined that teachers 85-100% cover the syllabus, 37% stated that they were covering 70-84% syllabus.

3: Teachers' class preparation: Students' Feedback on teachers' class preparation is as detailed below:

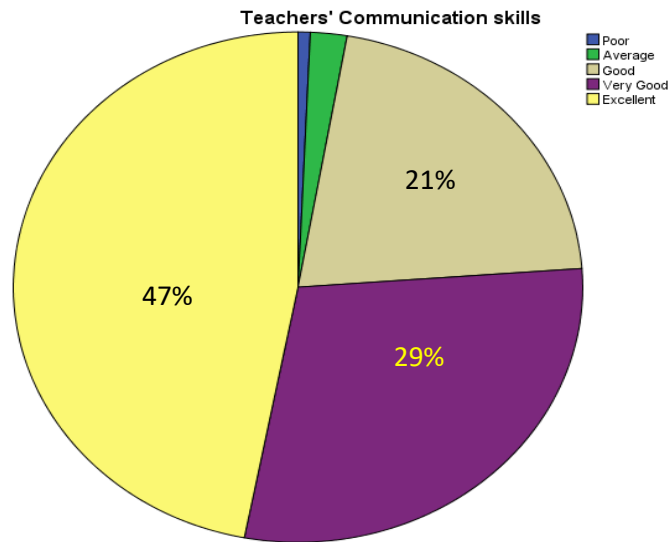| Table: 3 Teachers' Class Preparation		
Scale	Frequency	%
Poor	3	1
Average	4	1
Good	26	4
Very Good	395	68
Excellent	151	26
Total	579	100

It is observed from the above analysis that 68% students expressed that teachers were 'Very Good' in their class room preparation,

4. Teachers' Communication Skills: Students' Feedback on teachers' Communication skills is as analyzed in table 4:

Table 4. Teachers' Communication Skills		
Scale	**Frequency**	**%**
Poor	4	1
Average	12	2
Good	122	21
Very Good	169	29
Excellent	272	47
Total	579	100

Teachers' Communication skills

Legend:
- Poor
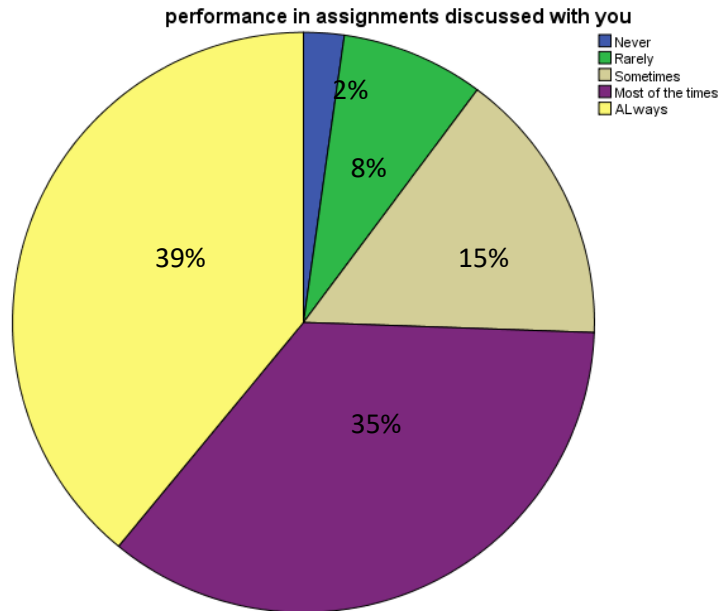- Average
- Good
- Very Good
- Excellent

21%

47%

29%

It is revealed from Table 4   that the students responses on Teachers' Communication skills that out of 579 responses, 272(47%) opined that teachers are 'Excellent' in their communication skills and 169(29%) students rated their teachers in this aspect as ' Very Good'.

5. performance in assignments discussed with Students:

The responses of the students on performance in assignments and discussion with them by the teachers were noted and analyzed as below:

Table 5. performance in assignments discussed with you		
Scale	**Frequency**	**%**
Never	13	2
Rarely	46	8
Sometimes	89	15
Most of the times	205	35
Always	226	39
Total	579	100

performance in assignments discussed with you

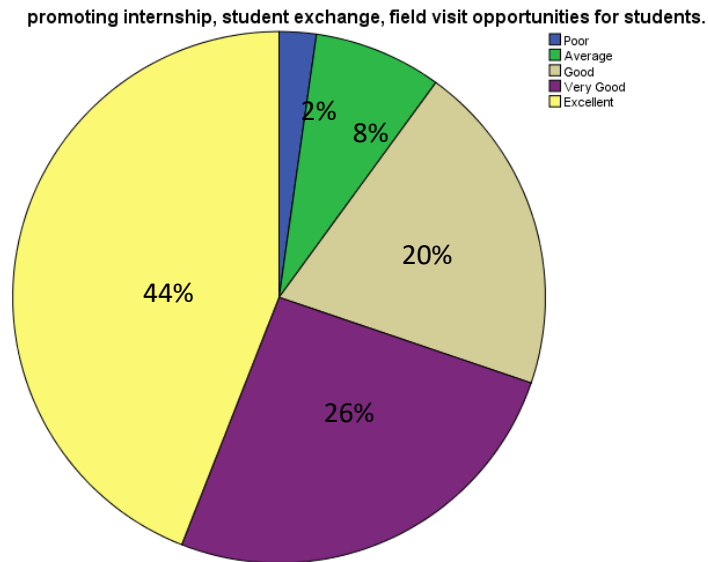Legend: Never, Rarely, Sometimes, Most of the times, ALways

It is found from the table 5 that that Out of 579 respondents 226 (39%) students stated their teachers as **'always'** discuss the performance of the students in their assignments by teachers and 205 (35%) stated that **'most of the times'** their teachers discuss with them about their performance in assignments.

6. Promoting internship, students exchange, field visit opportunities:

The analysis of feedback on this aspects is as detailed in table 6.

Table 6. promoting internship, student exchange, field visit opportunities for students.		
Scale	**Frequency**	**%**
Poor	13	2
Average	45	8
Good	117	20
Very Good	149	26
Excellent	255	44
Total	579	100

promoting internship, student exchange, field visit opportunities for students.
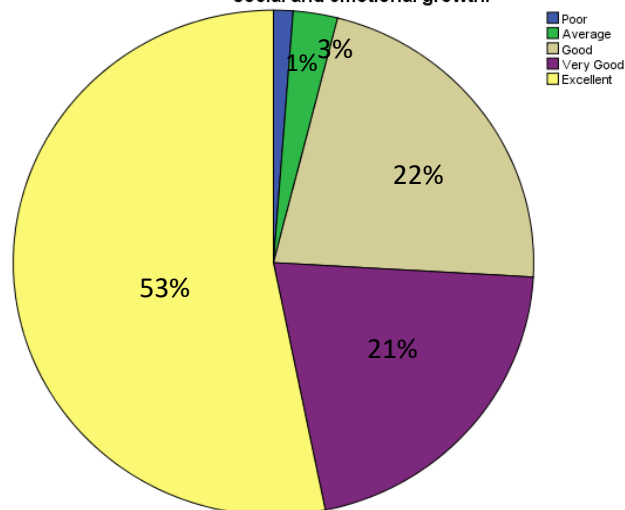
It was observed from table 6 that the responses of the students on the institution in promoting internship, students exchange, field visit opportunities for the students, 255(44%) of the students stated the institute in this aspect as 'Excellent' and 149 (26%) rated it as 'Very Good' in promoting internship, students exchange, field visit opportunities for the students.

7. Mentoring Process in facilitates students in cognitive, social and emotional growth: The analysis of feedback on this aspects is as detailed in table 7.

Table 7. teaching and mentoring process in your institution facilitates you in cognitive, social and emotional growth.		
Scale	**Frequency**	**%**
Poor	7	1
Average	16	3
Good	127	22
Very Good	121	21
Excellent	308	53
Total	579	100

teaching and mentoring process in your institution facilitates you in cognitive, social and emotional growth.
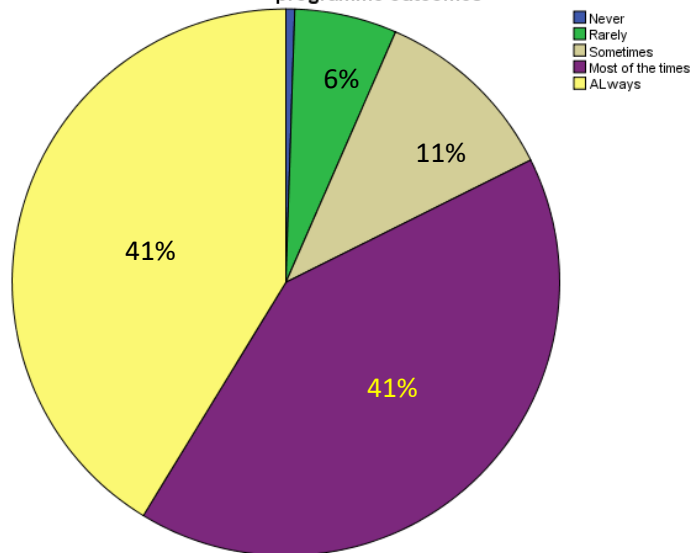
It was observed from table 7 that the responses of the students on the institution in teaching and mentoring process in facilitating you in cognitive, social and emotional growth.   Out of 579 students, 308 (53%) students stated the institute in this aspect as 'Excellent' and 121 (21%) rated it as 'Very Good'.

8 **. Teachers inform you about your expected competencies, course outcomes and programme outcomes:** The analysis of feedback on this aspects is as detailed in table 8.

Table 8. Teachers inform you about your expected competencies, course outcomes and programme outcomes		
Scale	**Frequency**	**%**
Never	3	1
Rarely	35	6
Sometimes	64	11
Most of the times	238	41
Always	239	41
Total	579	100

Teachers inform you about your expected competencies, course outcomes and programme outcomes

- Never
- Rarely
- Sometimes
- Most of the times
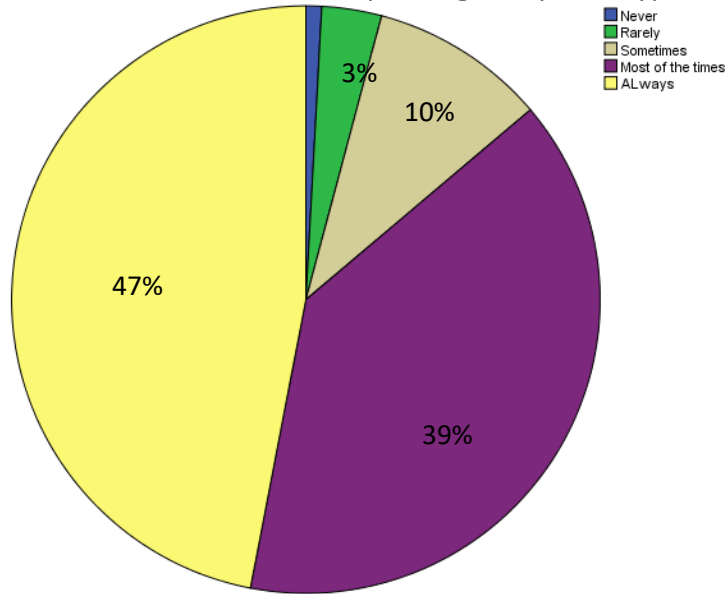- ALways

6%

11%

41%

41%

It was observed from table 8 about the responses of the students on teachers in informing the students about their expected competencies, course outcomes and programme outcomes that Out of 579 students, 239 (41%) students stated the institute in this aspect as 'Excellent' and 238 (41%) rated it as 'Very Good'.

9. Teachers' Concepts Clarity: Teacher's clarity of concept refers to the ability of a teacher to provide instruction, expositional or otherwise, which helps students come to a clear understanding of the subject taught. Clarity of concept of the teacher has directly link with increases in student achievement. The concerned question was included in the questionnaire and the responses were analyzed as below:

Table 9. The teachers illustrate the concepts through examples and applications.		
Scale	Frequency	%
Never	5	1
Rarely	19	3
Sometimes	56	10
Most of the times	227	39
Always	272	47
Total	579	100

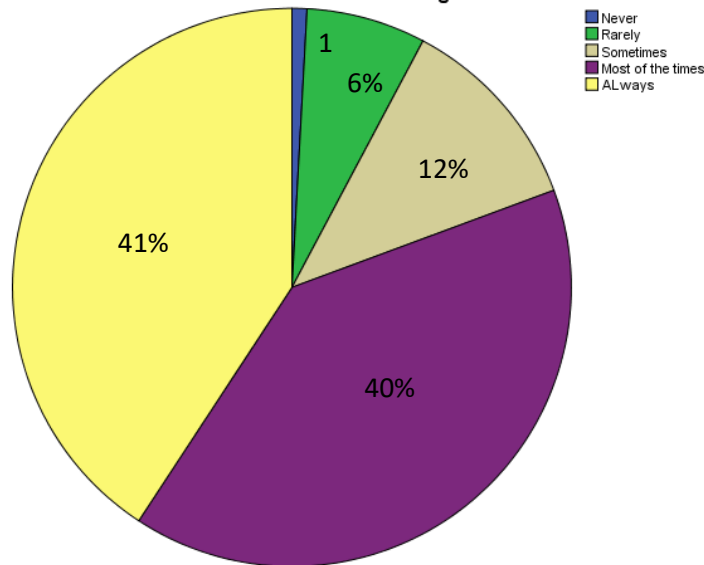**The teachers illustrate the concepts through examples and applications.**

It was observed from table 9 about illustrating the concepts by teacher through examples and applications that Out of 579 students, 272 (47%) students stated the teachers in this aspect as 'Excellent' and 227 (39%) rated it as 'Very Good'.

10. Teachers' ability to identify Students' Strengths: The analysis of feedback

on this aspects is as detailed in   table 10.

Table 10. The teachers identify your strengths and encourage you with providing right level of challenges.		
Scale	**Frequency**	**%**
Never	5	1
Rarely	40	6
Sometimes	67	12
Most of the times	231	40
Always	236	41
Total	579	100

The teachers identify your strengths and encourage you with providing right level of challenges.

- Never
- Rarely
- Sometimes
- Most of the times
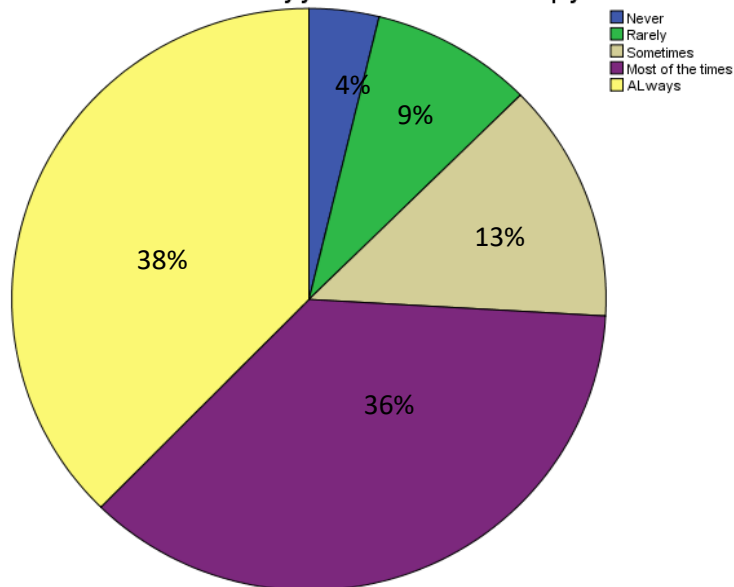- ALways

1
6%
12%
41%
40%

It was observed from table 10 about teacher identifying students' strength and encourage them with providing right level of challenges that Out of 579 students, 236 (41%) students stated that teachers 'Always' identify students' strengths and encourage with providing right level of challenges and 231(40%) stated the teachers 'most of the times' do this.

11. **Teachers' ability to identify Students' weaknesses and help them to**
    come out: The analysis of feedback on this aspects is as detailed in table 11.

Table 11. Teachers are able to identify your weaknesses and help you to overcome them.		
Scale	Frequency	%
Never	22	4
Rarely	51	9
Sometimes	77	13
Most of the times	211	36
Always	218	38
Total	579	100

Teachers are able to identify your weaknesses and help you to overcome them.

- Never
- Rarely
- Sometimes
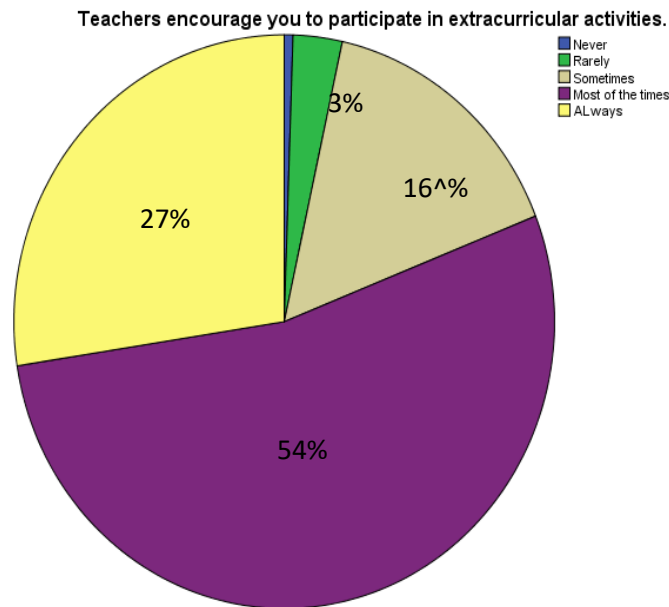- Most of the times
- ALways

4%

9%

13%

38%

36%

It was observed from table 11 about teachers' ability to identify students' weaknesses and help to overcome them that Out of 579 students, 218 (38%) students stated teachers are 'Always' able to identify students' weaknesses and help them to overcome and 211(36%) stated 'Most of the times' teachers do that.

12. Extra-curricular Activities: The analysis of feedback on extracurricular activities is
as detailed in table 12.

Table 12. Teachers encourage you to participate in extra-curricular activities.		
Scale	**Frequency**	**%**
Never	3	1
Rarely	17	3
Sometimes	90	16
Most of the times	310	54
Always	159	27
Total	579	100

Teachers encourage you to participate in extracurricular activities.

- Never
- Rarely
- Sometimes
- Most of the times
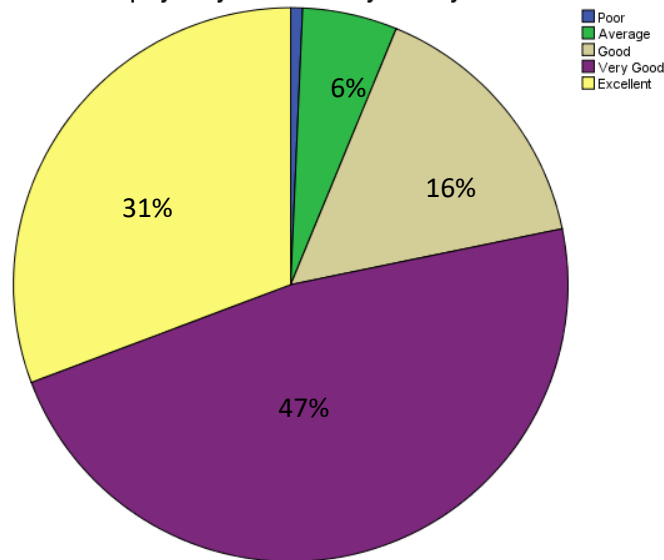- ALways

3%

16^%

27%

54%

It was observed from table 12 about teachers encourage the students to participate in extracurricular activities that Out of 579 students, 310 (54%) students stated the institute encourage the students 'Most of the times' and 159(27%) stated that the institute 'Always' encourage the students to participate in extra-curricular activities.

13. Soft Skills, Life Skills and Employability skills: Integration of Skill Development and education is essential for skilling to take wings. keeping in view of this essentiality, Skill development skill development/Employability/Entrepreneurship in the courses offered to the students alongside Academics. The responses of the students with regard to scope of skill development courses is as detailed below:

Table 13. Efforts are made by the institute/ teachers to inculcate soft skills, life skills and employability skills to make you ready for the world of work.		
Scale	Frequency	%
Poor	4	1
Average	32	6
Good	90	16
Very Good	275	47
Excellent	178	31
Total	579	100

Efforts are made by the institute/ teachers to inculcate soft skills, life skills and employability skills to make you ready for the world of work.

Legend:
- Poor
- Average
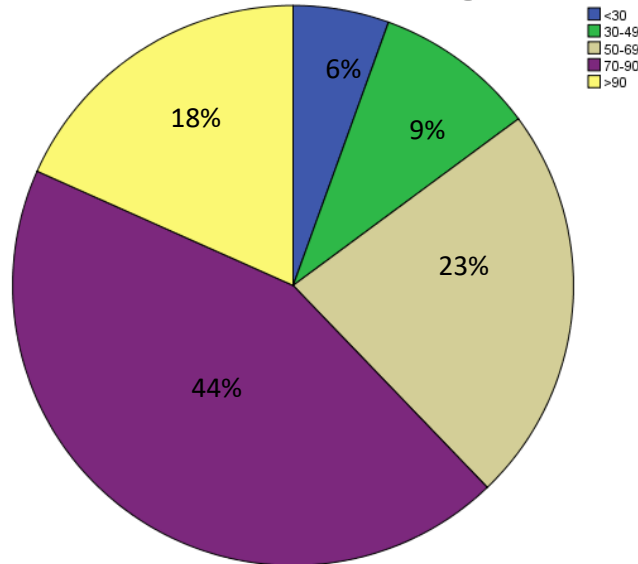- Good
- Very Good
- Excellent

6%

16%

31%

47%

It was observed from table 13 about institute makes the efforts to inculcate soft skills, life skills and employability skills to make them ready for the world of work that Out of 579 students, 178 (31%) students stated the institute in this aspect as 'Excellent' and 275 (47%) rated it as 'Very Good'.

14. Use of ICT Tools: Students feedback on usage of ICT tools by teachers is as detailed in table 14.

Table 14. What percentage of teachers use ICT tools such as LCD projector, Multimedia, etc. while teaching.		
Scale	**Frequency**	**%**
< 30	32	6
30 - 49	54	9
50-69	133	23
70 - 90	254	44
>90	106	18
Total	579	100

What percentage of teachers use ICT tools such as LCD projector, Multimedia, etc. while teaching.

Legend:
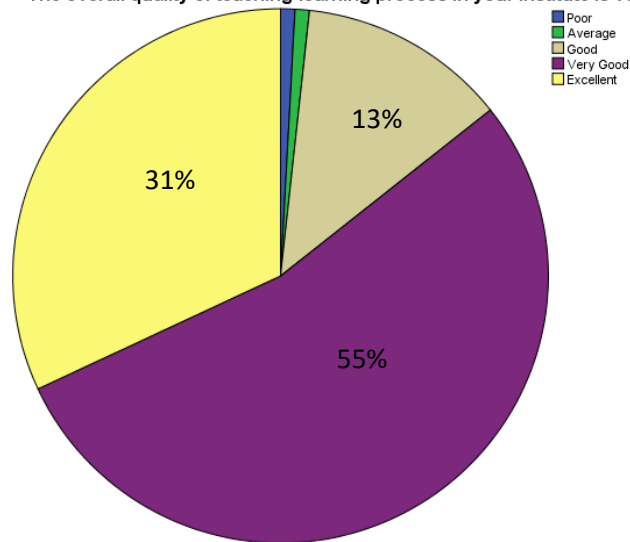- ■ <30
- ■ 30-49
- ■ 50-69
- ■ 70-90
- ■ >90

It was observed from table 14 about the percentage of teachers use ICT tools such as LCD projector, Multimedia etc. which teaching that Out of 579 students, 106 (18%) students stated that more than 90% teachers use ICT tools, 254(44%) stated that 70 - 90% teachers use ICT tools.

15. Overall quality of teaching-learning process of Institute: The analysis of the feedback of students on overall quality of teaching-learning process of institutes is as detailed below:

Table 15. The overall quality of teaching-learning process in your institute is very good.		
Scale	**Frequency**	**%**
Poor	5	1
Average	5	1
Good	73	13
Very Good	316	55
Excellent	180	31
Total	579	100

The overall quality of teaching-learning process in your institute is very good.

Legend:
- Poor
- Average
- Good
- Very Good
- Excellent

13%

31%

55%

It was observed from table 13 overall quality of teaching-leaning process in the institute is that Out of 579 students, 180 (31%) students stated the institute in this aspect as 'Excellent' and 316 (55%) rated it as 'Very Good'.

Major observations:

➢ 6% of the students opined that <30% of Teachers use ICT Tools while teaching.
➢ 6% of the students stated that efforts made by the institute/ teacher to inculcate soft skills, life skills and employability skills to make the students was 'Average'.

Recommendations : based on the observations made by the committee on students feedback , the below recommendations made;

➢ There is a need to the faculty members to make more use of ICT Tools while teaching.
➢ Institute needs to focus more on inculcating soft skills, life skills and employability skills among the students.

Measures taken:

For PRINCIPAL
GOVT. DEGREE COLLEGE FOR WOMEN
Begumpet, Hyderabad-16

STUDENT FEEDBACK ON TEACHERS

2018-19

GOVERNMENT DEGREE COLLEGE FOR WOMEN (AUTONOMOUS), BEGUMPET, HYDERABAD

Feedback Committee Report 2018-19

Category : Students' Feedback

Total number of Students' recorded feedback : 1147

Total number of questions attempted: 9

Feedback Type : Administered the questionnaires to the students.

STUDENTS' FEEDBACK ON TEACHERS for the year 2018-19:

DATA COLLECTION AND ANALYSIS:

An effort was made to access the student feedback on teachers. Questionnaires were administered to all the students. Feedback was taken on the five point Likert Scale from 'poor to Excellent' (1-5 point Scale) from the student on the various aspects like teacher's 'coverage of the syllabus', 'Clarity of Concept', 'Regularity & Punctuality', 'IT Skills', 'Organization of assignments Class Test, Quizzes and seminars', 'Skill of inking subject to life Experience & Creating interest in the subject', 'Use of Teaching Methods/Teaching Aids', and 'Overall Performance'. A sum of 1147 responses was received from the students. In order to arrive to comprehensive results, useful statistical tools like frequency and percentage, etc. have been used. For the effective presentation of the data, pie charts have been used and the analysis of the same is as placed below:

1. COVERAGE OF THE SYLLABUS: The syllabus for a particular course describes the topics and concepts to be covered while preparing for the examinations for that particular course. Completion of syllabus establishes a contact and connection between students and instructors by stating the objectives and goals to be achieved at the end of the course and sets the tone for the course by streamlining the content of course and includes the

information that facilitates the academic success of the students. The responses of the students with regard to Coverage of syllabus is detailed below:

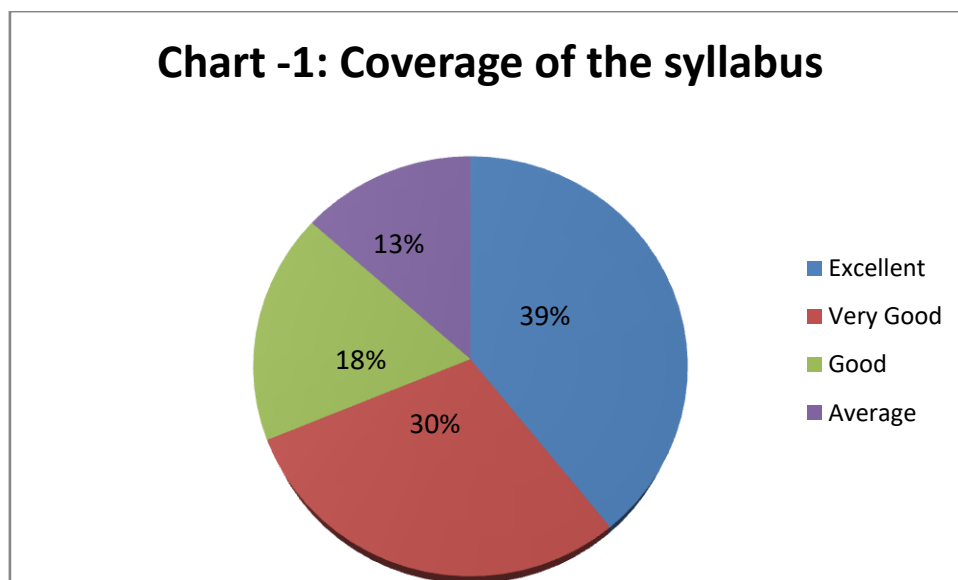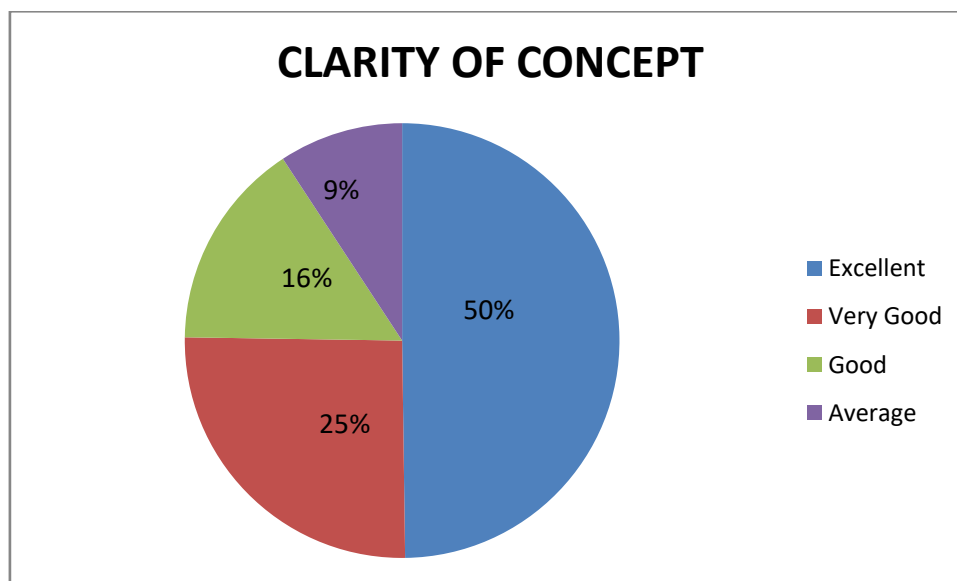| Rating	COVERAGE OF THE SYLLABUS	
	No. of respondents	%
Excellent	450	39
Very Good	339	30
Good	204	18
Average	154	13
Total	1147	100

Chart -1: Coverage of the syllabus

Chart-1 shows that the students responses on coverage of syllabus by the teachers. It was noticed from the responses of the students that 39% of the students opined that teachers were excellent in covering the syllabus, 30% stated that they were very good in covering the syllabus. 18% of them stated teachers were good in that aspect. Whereas 13% stated that teachers were average in covering the syllabus.

2: Clarity of concept: Teacher's clarity of concept refers to the ability of a teacher to provide instruction, expositional or otherwise, which helps students come to a clear

understanding of the subject taught. Clarity of concept of the teacher has directly link with increases in student achievement. The concerned question was included in the questionnaire and the responses were analyzed as below:

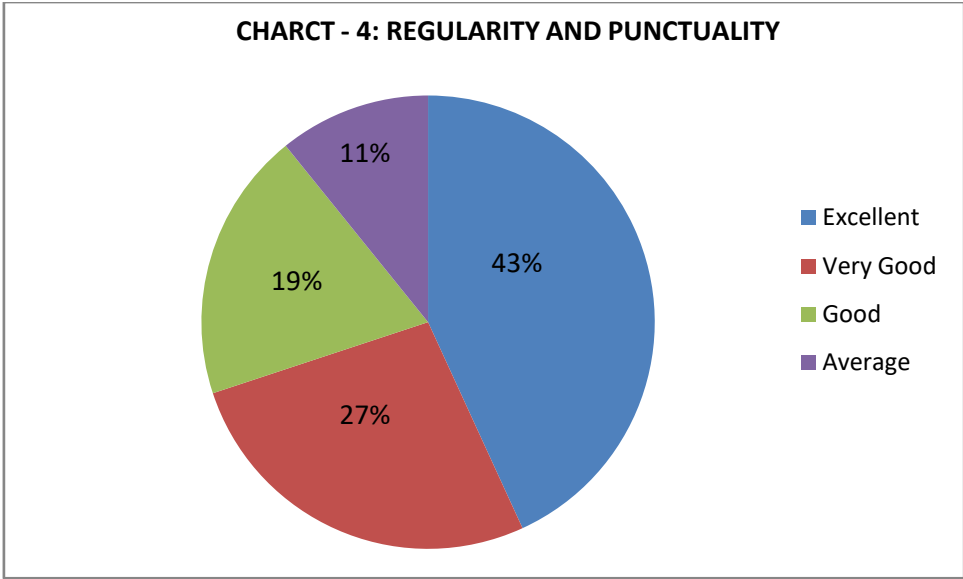| Rating	Clarity of concept	
	No. of respondents	%
Excellent	571	50
Very Good	292	25
Good	178	16
Average	106	9
Total	1147	100

It is observed from the above analysis that 50% students expressed that teachers were excellent in having concept clarity, 25% stated the teachers were very good and 16% mentioned as good. Only 9% respondents stated the teachers were average in having the concept clarity.

4. REGULARITY AND PUNCUALITY OF TEACHERS: The regularity and punctuality of teachers greatly influence the students on making themselves regular and punctual in

their lives. The responses of the students on this aspect were noted and analyzed as below:
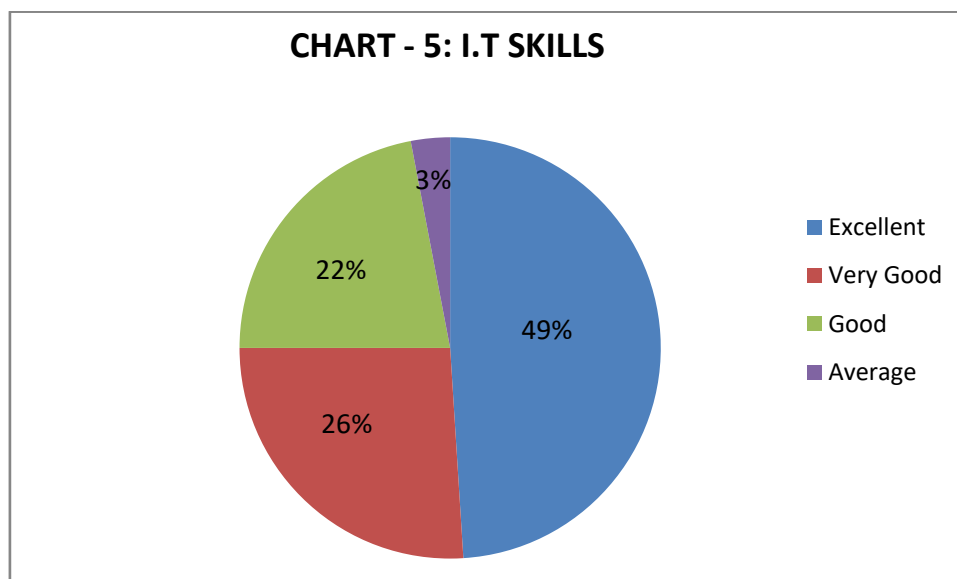
Table - 4: REGULARITY AND PUNCUALITY		
Rating	No. of respondents	%
Excellent	495	43
Very Good	307	27
Good	221	19
Average	124	11
Total	1147	100

CHARCT - 4: REGULARITY AND PUNCTUALITY

It is found from the table 4 that that Out of 1147 respondents 495 (43%) students rated their teachers as 'Excellent' in regularity and Punctuality. 307 stated them as 'Very Good', 221 mentioned as 'Average". Whereas 124 students stated their teachers as 'average' with regard to regularity and punctuality.

I.T skills: Making use of I.T skills enables a teacher's teaching process much easier and the student learning process more interesting. The responses of the students on I.T skills of teachers noted and analyzed as detailed below:

Rating	I.T skills	
	No. of respondents	%
Excellent	562	49
Very Good	298	26
Good	252	22
Average	35	3
Total	1147	100

CHART - 5: I.T SKILLS

It was observed from the Chart that the responses of the students on teacher's knowledge on usage of ICT. It was noticed that, 49% of teachers are Excellent in I.T skills, 26% of were 'very good' , 21% are good in I.T Skills. Whereas students felt that only 3% teachers were average in I.T Skills.

ORGANIZATION OF ASSIGNMENTS, CLASS TEST , QUIZZES AND SEMINARS : The ability of proper organization of assignments, class tests, quizzes and seminars by the teacher ensures the effective students' learning process. The feedback on the ability of teacher was recorded and analyzed as below:

Rating	Organization of assignments, class test , quizzes and seminars	
	No. of respondents	%
Excellent	410	36
Very Good	362	32
Good	241	21
Average	134	12
Total	1147	100

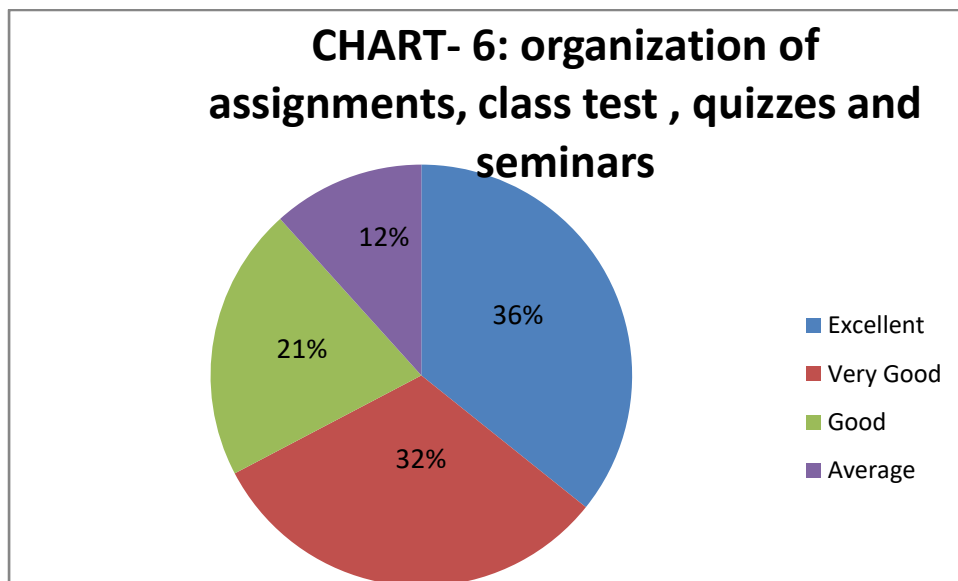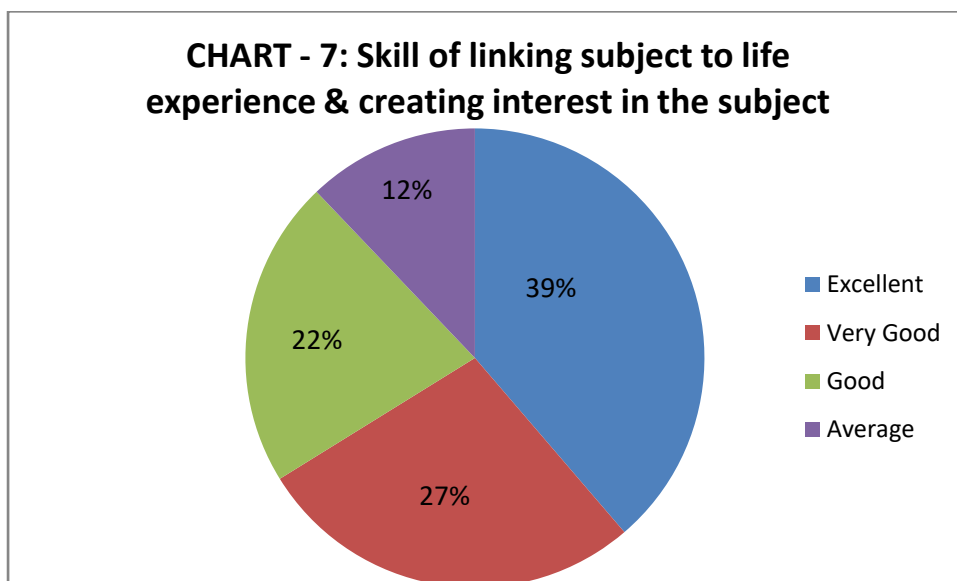CHART- 6: organization of assignments, class test , quizzes and seminars

Chart 6 reveals that the responses of the students on teacher's ability in organizing the assignment, class tests, quizzes and seminars. Out of 1147 respondents, 410 (36%) felt that teachers were 'Excellent", 362 (32%) Respondents replied as 'Very Good', 241(21%) stated as their teachers 'Good' in that aspect. While 134 (12%) students opined 'Average' .

SKILL OF LINKING SUBJECT TO LIFE EXPERIENCE & CREATING INTEREST IN THE SUBJECT:

Rating	SKILL OF LINKING SUBJECT TO LIFE EXPERIENCE & CREATING INTEREST IN THE SUBJECT:	
	No. of respondents	%
Excellent	444	39
Very Good	315	27
Good	249	22
Average	139	12
Total	1147	100

CHART - 7: Skill of linking subject to life experience & creating interest in the subject

It was observed from the Chart 7 that the responses of the students on teacher's skill of linking subject to life experience & creating interest in the subject. It was noticed from the responses that, 39% of teachers were 'Excellent', 2% of were 'very good' , 22% are good in I.T Skills. Whereas students felt that only 12% teachers were average in the particular aspect.

USE OF TEACHING METHODS/TEACHING AIDS:

Rating	Use of teaching methods/Teaching Aids	
	No. of respondents	%
Excellent	389	34
Very Good	334	29
Good	278	24
Average	146	13
Total	1147	100

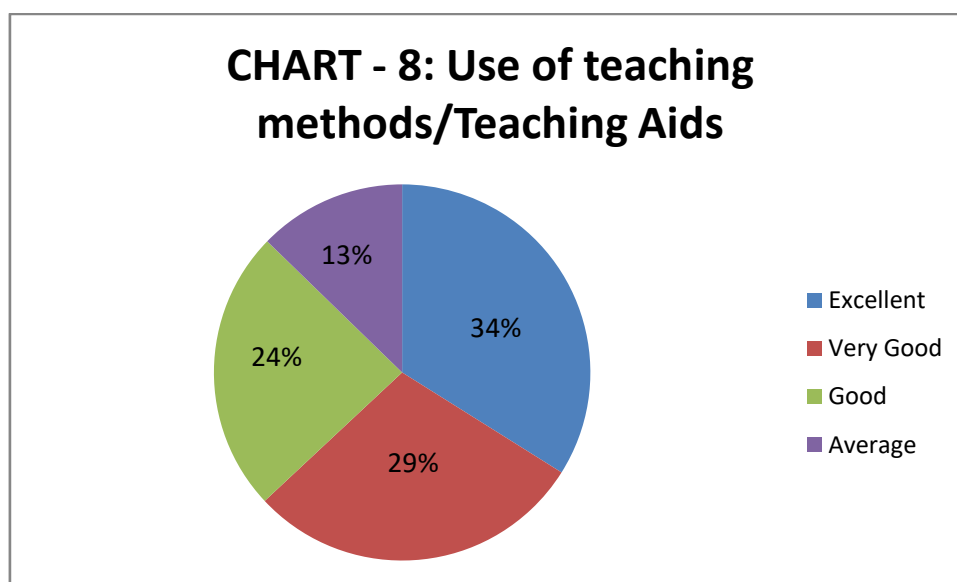CHART - 8: Use of teaching methods/Teaching Aids

Chart-8 provides the details of student responses on the use of teaching methods/Teaching Aids by teacher. It was found that, 34% students have expressed that the teachers were 'Excellent' and 29% stated the teachers as 'very good' and 24% of them responded that, the teachers were good in the use of various teaching methods and aids. 13% students have responded as the teacher's ability in the particular aspects was average.

OVERALL PERFORMANCE:

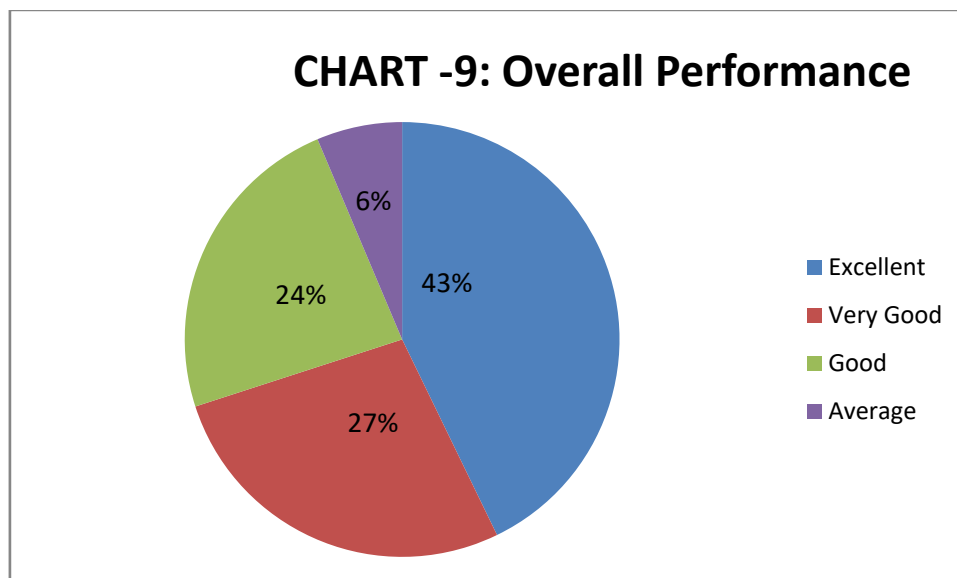| Rating	Overall Performance	
	No. of respondents	%
Excellent	491	43
Very Good	312	27
Good	271	24
Average	73	6
Total	1147	100

CHART -9: Overall Performance

Chart- 9 provides the details of student responses on overall performance of teacher. It was found that, Out of 1147 responses, 491 students have stated that the teachers were 'Excellent' and 312 stated the teachers as 'very good' and 271 of them expressed as the teachers were good in their overall performance. Only 73 (6%) have responded as the teacher's overall performance was average.

Major observations, recommendations and measures taken:

- The concepts taught by teachers were clearly understood by the students with lot of clarity.

- Uses of ICT tools should be increased by teachers.

- A measure was taken to see that the faculty are encouraged and the proposals of faculty members would be send to CCE to attend for various training programs/ FDPs on subject concerned/ multi-disciplinary/use of ICT tools/ teaching methods/teaching aids etc., in order to get self-efficiency and continuous enhancement of teaching competency levels among the teachers.

PRINCIPAL
Govt. Degree College for Women
Begumpet, Hyderabad.

STUDENT FEEDBACK ON TEACHERS

2017-18

GOVERNMENT DEGREE COLLEGE FOR WOMEN (AUTONOMOUS), BEGUMPET, HYDERABAD

Feedback Committee Report 2017-18

Category : Students' Feedback

Total number of Students' recorded feedback : -469

Total number of questions attempted: 21

Feedback Type : Administered the questionnaires to the students.

STUDENTS' FEEDBACK ON TEACHERS for the year 2017-18

DATA COLLECTION AND ANALYSIS:

An effort was made to access the student feedback on teachers. Questionnaires were administered to 469 students. Feedback was taken on the five point Likert Scale from 'poor to Excellent' (1-5 point Scale) from the student on the various aspects like Feed Back on Teachers, Institution's Adherence to Academic Calendar, Publishing of results in time, Grievance Redressal Mechanism for the students, College Information System, level of Encouragement of students in Curricular, Co-Curricular and Extra-Curricular Activities, Rewards for the students, infrastructure faculties in the college.
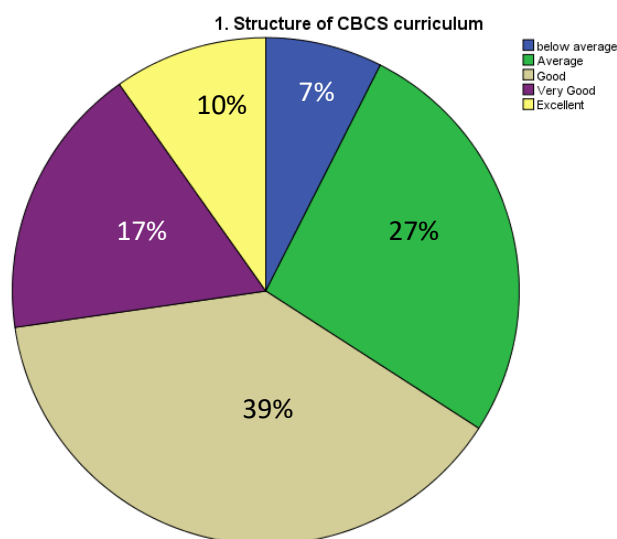
The variables taken for the feedback included   'Structure of CBCS curriculum', 'Rate the Academic Environment',   Teacher's subject knowledge', 'Teachers abiility to bring conceptual clarity', 'Teachers guidance & interaction with students outside the class', 'Coverage of the syllabus' Scope for skill Development/Employability/Entrepreneurship in the courses',   Adherence to Academic Calendar', , communicating the details of the Academic Schedule to the students in advance', 'Publishing the results of each semester in time', , ' Conducting of Foundation Courses, HVPT, and Certificate Courses etc, ' College Information System like website, handbook, notices etc.,', 'Library and Lab Facilities', Grievance Redressal Mechanism in the college', 'Encouragement to

participate in Literary and Cultural Activities ', 'Promoting Physical Education and encouraging students to take part in Sports', 'students support Services such as NCC, NSS, Red Cross, TSKC, Mana T.V etc.,', 'Provision of Scholarships, monetary rewards etc.,', 'Drinking Water, Wash Room Facilities', 'First Aid Facilities and Health Club facilities' and ' Canteen Facilities in the College'. A sum of 469 responses was received from the students. In order to arrive to comprehensive results, useful statistical tools like frequency and percentage, etc. have been used. For the effective presentation of the data, pie charts have been used and the analysis of the same is as placed below:

1. Structure of CBCS curriculum: Choice Based Credit System allows the students and more flexibility to choose inter-disciplinary, intra-disciplinary courses, skill oriented papers even from other disciplines according to their learning needs, interests and aptitude. The analysis of responses of the students with regard to the structure of CBCS curriculum in the college is as detailed in table 1.

Table 1. Structure of CBCS curriculum

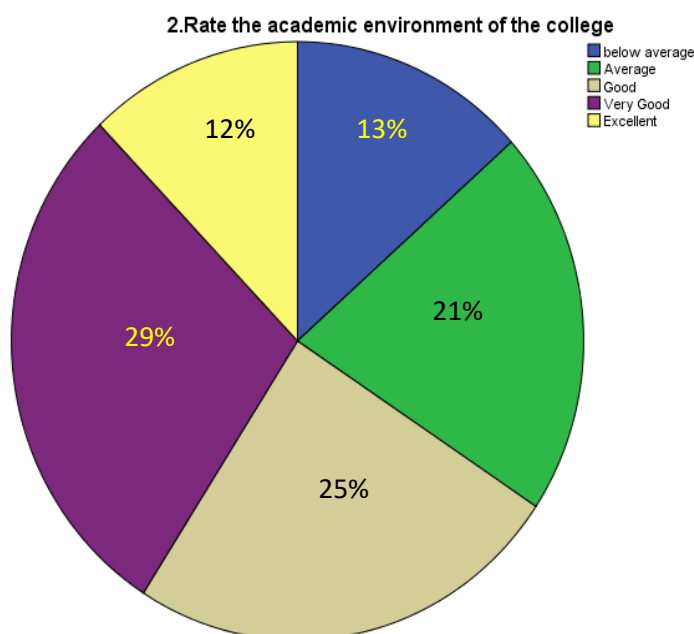| Scale	Frequency	Percent
below average	35	7
Average	125	27
Good	181	39
Very Good	82	17
Excellent	46	10
Total	469	100.0

1. Structure of CBCS curriculum

It is found from the table 1 that that Out of 469 respondents 181 (39%) students rated the structure of CBCS curriculum is 'Good' in the college, 17 % students stated it as 'Very Good', 10% mentioned as 'Excellent'.

2. Rate the academic environment of the college: Good Academic environment of the college helps the students to learn and know the relevant skills, importance of wellbeing, positive practices including how to manage emotions, how to have positive relations with others – and most critically, how to have meaning in life. The responses of the students with regard to Academic Environment of the college is as detailed in table 2.

Table 2.Rate the academic environment of the college

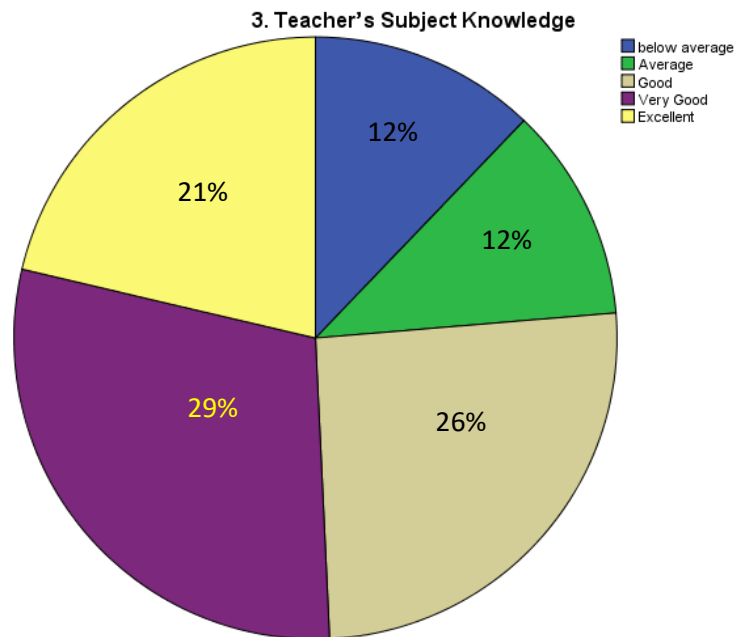| Scale	Frequency	Percent
below average	63	13
Average	98	21
Good	116	25
Very Good	135	29
Excellent	57	12
Total	469	100

2.Rate the academic environment of the college

It is found from the table 2 that that Out of 469 respondents 25% students rated as 'Good' with regard to the academic environment of the college. 29% students stated it as 'Very Good', 12%% mentioned as 'Excellent'.

3. Teacher's Subject Knowledge: The analysis of the responses of the students with regard to Teachers' subject knowledge is as detailed in table 10.

3. Teacher's Subject Knowledge

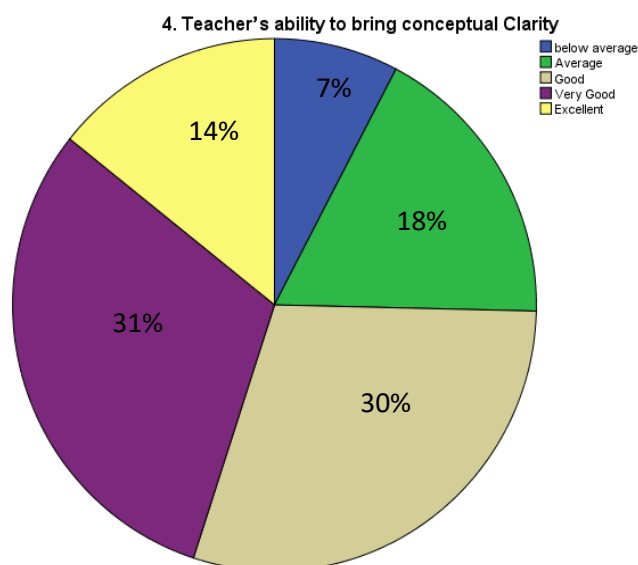| Scale	Frequency	Percent
below average	57	12
Average	54	12
Good	120	26
Very Good	138	29
Excellent	100	21
Total	469	100

3. Teacher's Subject Knowledge

It is found from the table 2 that that Out of 469 respondents 138 (29%) students rated their teachers as 'Very good ' in their subject knowledge and 21% students stated them 'Excellent' in subject knowledge.

4. Teacher's ability to bring conceptual Clarity: Teacher's clarity of concept refers to the ability of a teacher to provide instruction, expositional or otherwise, which helps students come to a clear understanding of the subject taught. Clarity of concept of the teacher has directly link with increases in student achievement. The concerned question was included in the questionnaire and the responses were analyzed as below:

Table 4. Teacher's ability to bring conceptual Clarity

Scale	Frequency	Percent
below average	36	7
Average	83	18
Good	139	30

Very Good	144	31
Excellent	67	14
Total	469	100

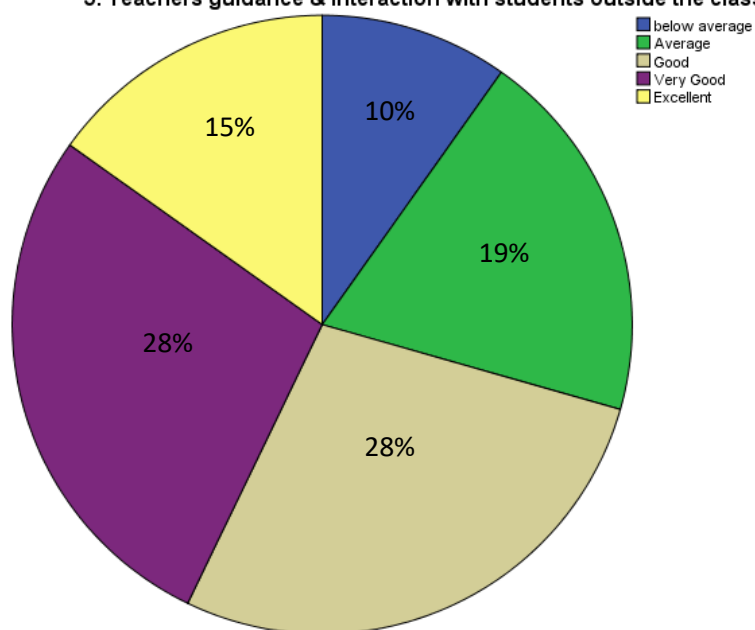4. Teacher's ability to bring conceptual Clarity

It is found from the table 4 that that Out of 469 respondents 144 (31%) students rated their teachers as ' very Good' in their ability to bring conceptual clarity to the students. 139 (30%) students stated them as good in this aspect.

5. Teachers guidance & interaction with students outside the class: Teachers' guidance and interaction with the students help to develop a Positive relationships and lead to Academic as well as social development of students. The responses of the students with regard to guidance and interaction of teachers with the students outside the class is as stated below:

Table. 5. Teachers guidance & interaction with students outside the class

Scale	Frequency	Percent
below average	46	10
Average	92	19
Good	130	28
Very Good	130	28
Excellent	71	15
Total	469	100

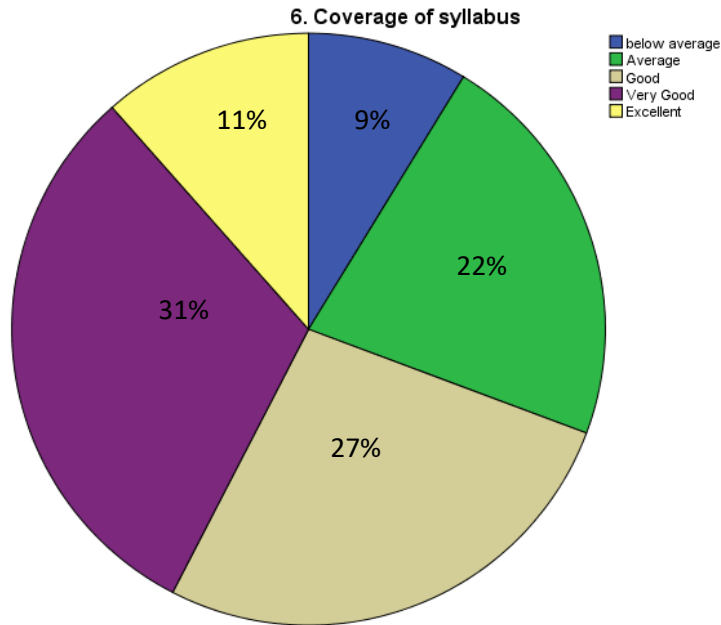**5. Teachers guidance & interaction with students outside the class**

It is found from the table 5 that that Out of 469 respondents 130 (28%) students rated their teachers as 'Good' in giving guidance and interaction with the students. Equal number of students rated their teachers as good in this aspect.

6. Coverage of syllabus: The syllabus for a particular course describes the topics and concepts to be covered while preparing for the examinations for that particular course. Completion of syllabus establishes a contact and connection between students and instructors by stating the objectives and goals to be achieved at the end of the course and sets the tone for the course by streamlining the content of course and includes the information that facilitates the academic success of the students. The responses of the students with regard to Coverage of syllabus is detailed below:

6. Coverage of syllabus

Scale	Frequency	Percent
below average	41	9
Average	103	22
Good	126	27
Very Good	145	31
Excellent	54	11
Total	469	100

6. Coverage of syllabus

■ below average	
■ Average	
□ Good	
■ Very Good	
□ Excellent	

It is found from the table 2 that that Out of 469 respondents 145 (31%) students rated their teachers as 'Very Good' in coverage of the syllabus and . 27% students stated them as 'Good' in covering of syllabus as per schedule.
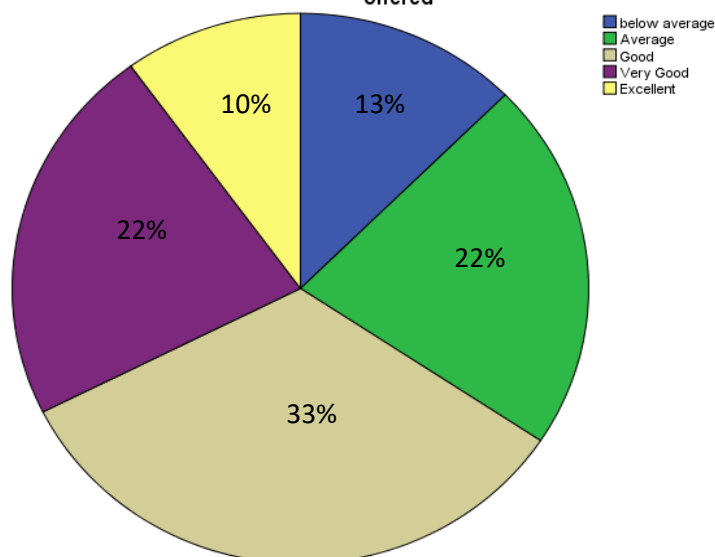
7. Scope for skill development/Employability/Entrepreneurship in the courses offered: Integration of Skill Development and education is essential for skilling to take wings. keeping in view of this essentiality, Skill development skill development/Employability/Entrepreneurship in the courses offered to the students alongside Academics. The responses of the students with regard to scope of skill development courses is as detailed below:

Table 7. Scope for skill development/Employability/ Entrepreneurship in the courses

Scale	Frequency	Percent
below average	59	13
Average	102	22
Good	156	33
Very Good	105	22
Excellent	47	10
Total	469	100

7. Scope for skill development/Employability/Entreprenuership in the courses offered

Legend:
- below average
- Average
- Good
- Very Good
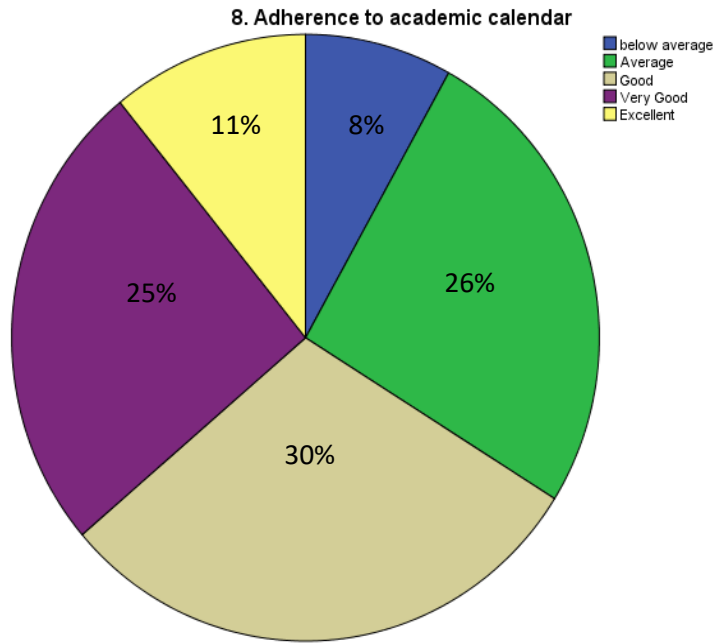- Excellent

13%, 22%, 33%, 22%, 10%

It is found from the table 7 that that 33% of that students stated that the college is good in offering skill development courses and 22% stated the college in this aspect as 'Very Good' and 10% opined as 'Excellent'

8. Adherence to academic calendar: There is an advantage for the students as well as teachers if the institution is adherence to Academic calendar. The Academic Calendar helps the students getting full visibility of the events that would happen during the year. The responses of the students in this regard is as detailed below:

Table. 8. Adherence to academic calendar

Scale	Frequency	Percent
below average	38	8
Average	121	26
Good	140	30
Very Good	119	25
Excellent	51	11
Total	469	100

8. Adherence to academic calendar

- below average
- Average
- Good
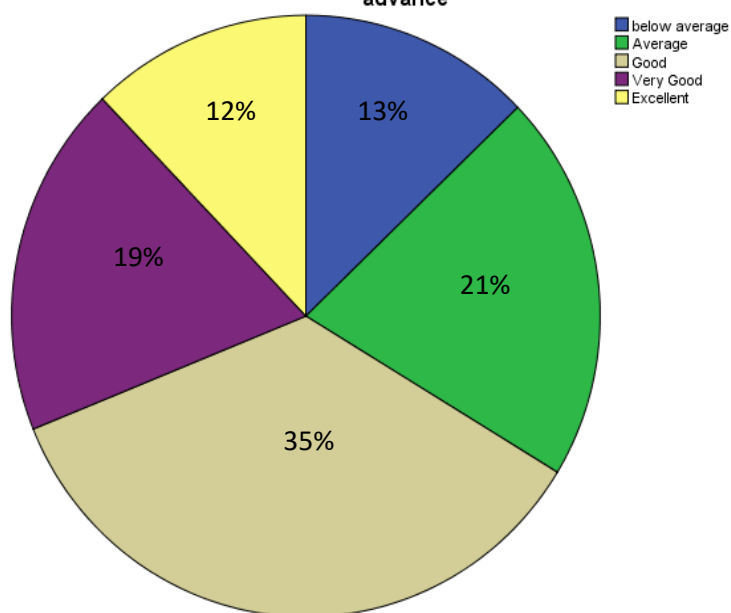- Very Good
- Excellent

8%

26%

30%

25%

11%

It is found from the table 8 that that Out of 469 respondents 140 (30%) students rated the institute as 'Good' in adherence to academic calendar. 25% students stated it as 'Very Good', 11% mentioned as Excellent".

9. Communicating the details of the Academic Schedule to the students in advance: The advance release of Academic Calendar also makes sure that activities and events happen exactly as per plans. The responses of the students with regard to this aspect is as detailed in table 9.

Table. 9. Communicating the details of the Academic Schedule to the students in advance

Scale	Frequency	Percent
below average	60	13
Average	98	21
Good	165	35
Very Good	89	19
Excellent	57	12
Total	469	100

9. Communicating the details of the Academic Schedule to the students in advance

Legend:
- below average
- Average
- Good
- Very Good
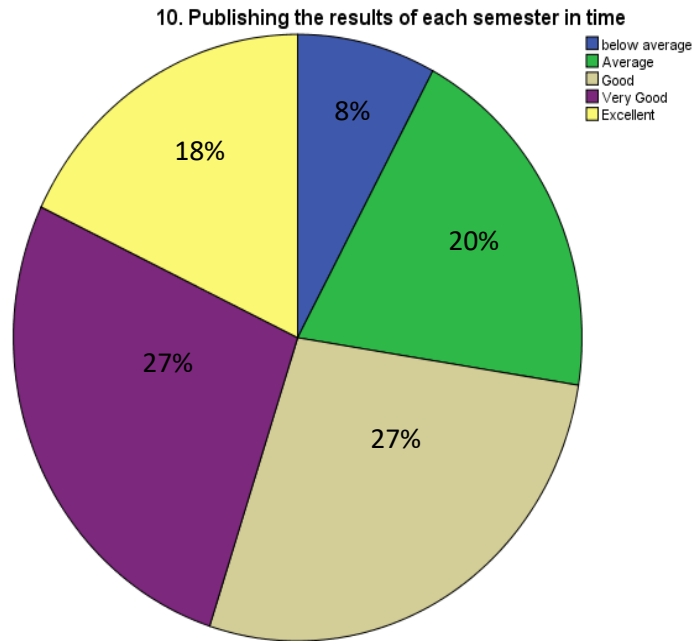- Excellent

13% / 21% / 35% / 19% / 12%

It is found from the table 2 that that Out of 452respondents 113 (29%) students rated their teachers as 'Good' in giving guidance and interaction with the students. 21% students stated them as 'Very Good', 16% mentioned as 'below average".

10. Publishing the results of each semester in time: Publishing the results in time makes the students to focus on next semester and for passing out students to focus on higher studies or enable them to enter into job market. The responses of the students with regard to this aspect is as detailed in table 10.

Table 10. Publishing the results of each semester in time

Scale	Frequency	Percent
below average	37	8
Average	92	20
Good	129	27
Very Good	127	27
Excellent	84	18
Total	469	100

10. Publishing the results of each semester in time

- below average
- Average
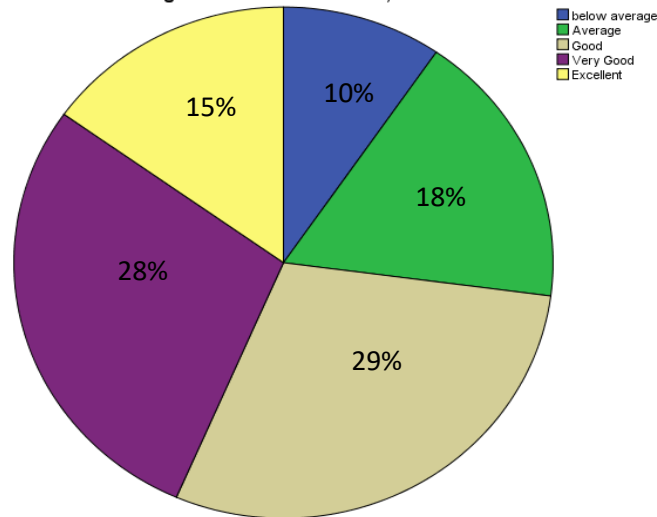- Good
- Very Good
- Excellent

It is found from the table 10 that that Out of 469 respondents 29% students rated the institute in publishing the results in time as very good, another 29% stated it as 'Good' and 18% stated the institute as ' Excellent' in publishing the results in time.

11. Conducting of Foundation Courses, HVPE and Certificate Courses etc.,: Human Values and Professional Ethics as subject helps the students in   understanding of the attitudes, motivation and behaviours , Influences perception of the world around us , able the students to identify "right and wrong" . Foundation Courses allow the students to improve   the needed academic skills. Certification Courses offer the students to become potential employee when they are passing out from the institution. The responses of the students with regard to this aspect is as detailed in table 11.

Table 11. Conducting of Foundation Courses, HVPE and Certificate Courses etc.,

Scale	Frequency	Percent
below average	45	10
Average	82	18
Good	138	29
Very Good	133	28
Excellent	71	15
Total	469	100

11. Conducting of Foundation Courses, HVPE and Certificate Courses etc.,

- below average
- Average
- Good
- Very Good
- Excellent

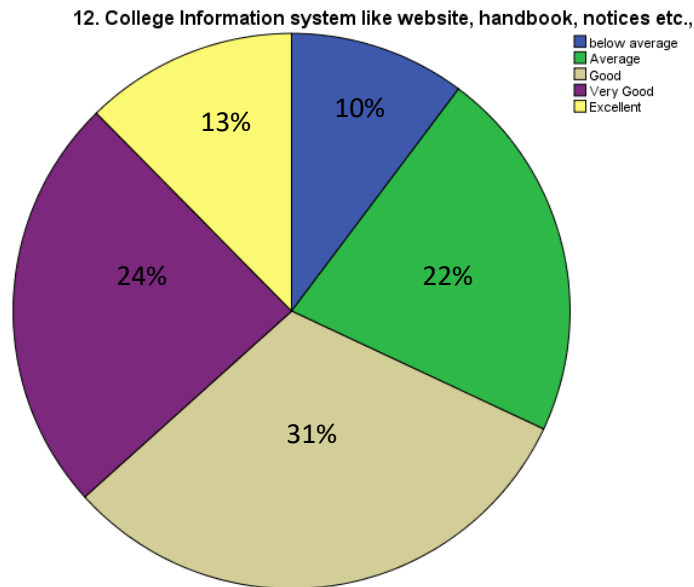|	
10%	
18%	
29%	
28%	
15%	

It is found from the table 11 that that Out of 469 respondents 71 (15%) students rated the institution in conducting foundation courses, HVPE and other Certificate Courses as 'Excellent' , 133 (28%) stated the institute in this aspect as 'Very good'.

12. College Information system like website, handbook, notices etc.,: The analysis of responses of the students with regard to College Information System is as detailed in table 12.

Table. 12. College Information system like website, handbook, notices etc.,

Scale	Frequency	Percent
below average	48	10
Average	102	22
Good	147	31
Very Good	114	24
Excellent	58	13
Total	469	100

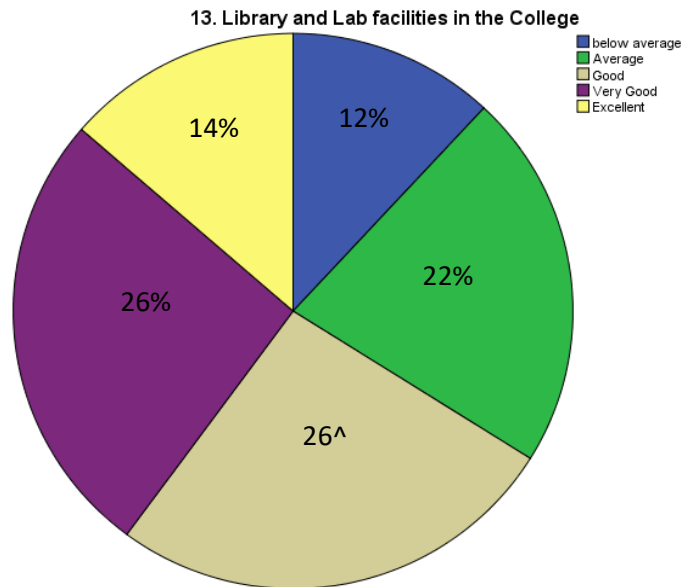12. College Information system like website, handbook, notices etc.,

It is found from table 12 that the students responses on college Information System is that 31% of the students opined that College is Good 24% of them stated as the institution is Very Good in that aspect and 13% rated it as 'Excellent'.

13. Library and Lab facilities in the College: The responses of the students with regard to Library and Lab facilities in the college are as detailed in table 13.

Table. 13. Library and Lab facilities in the College

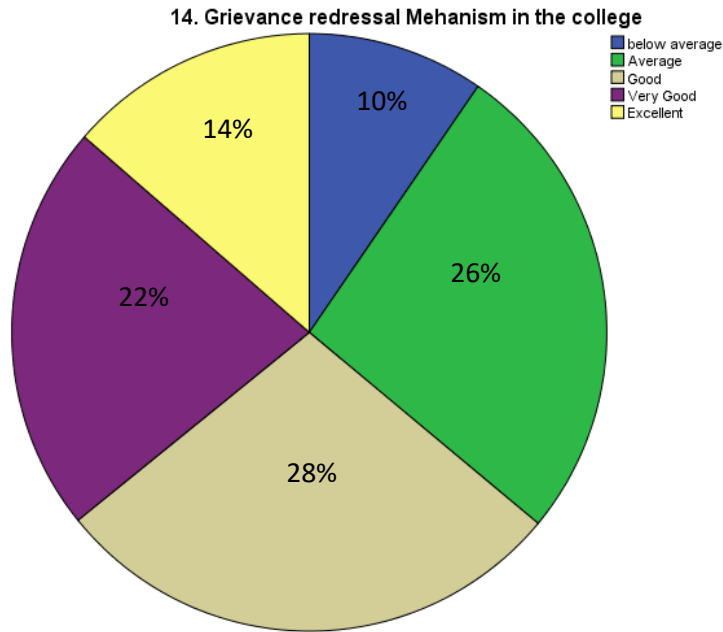| Scale	Frequency	Percent
below average	56	12
Average	103	22
Good	123	26
Very Good	123	26
Excellent	64	14
Total	469	100

13. Library and Lab facilities in the College

It is found from the table 2 that that Out of 452respondents 113 (29%) students rated their teachers as 'Good' in giving guidance and interaction with the students. 21% students stated them as 'Very Good', 16% mentioned as 'below average".

14. Grievance Redressal   Mechanism in the college: This mechanism in the college Encourage the Students to express their grievances / problems freely and frankly without any fear. The responses of the students with regard to this aspect is as detailed in table 14.

Table 14. Grievance Redressal Mechanism in the college

Scale	Frequency	Percent
below average	45	10
Average	124	26
Good	132	28
Very Good	104	22
Excellent	64	14
Total	469	100

14. Grievance redressal Mehanism in the college

It is found from table 14 that, the students responses on Grievance Redressal Mechanism in the college that 28% of the students opined that College is 'Good', 22% of them stated as the institution is 'Very Good' and 14% rated it as 'Excellent' in that aspect.

15. Encouragement to participate in Literary and Cultural Activities: The analysis of responses of the students with regard to Encouragement to participate in Literary and Cultural Activities is as detailed in table 15.

15. Encouragement to participate in Literary and Cultural Activities

Scale	Frequency	Percent
below average	54	12
Average	77	16
Good	114	24
Very Good	143	31
Excellent	81	17
Total	469	100

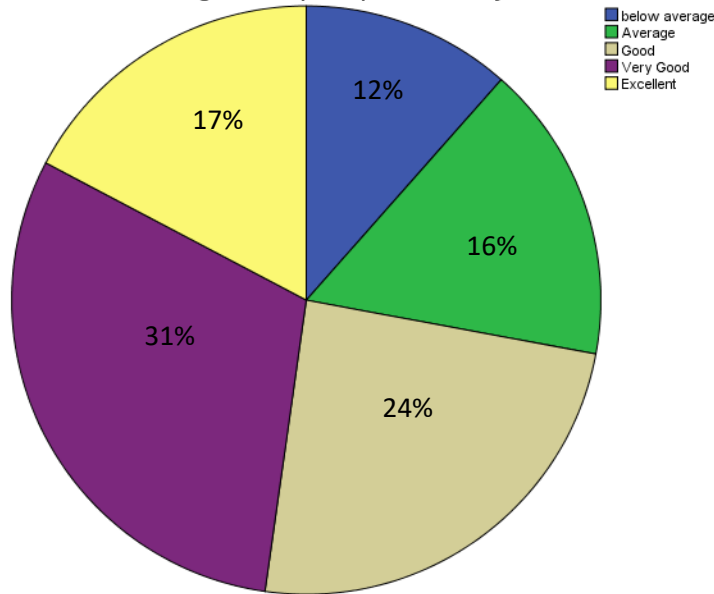**15. Encouragement to participate in Literary and Cultural Activities**

Table 15 reveals that the students responses on Encouragement to participate in Literary and Cultural Activities in the college that 17% of the students opined that College is 'Excellent', 31% stated that it was very good, 24% of them stated as the institution is Good in that aspect.
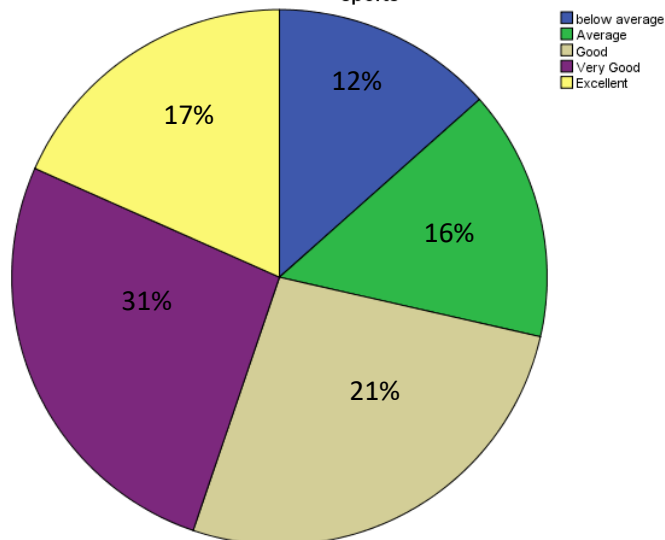
16. Promoting Physical education and encouraging students to take part in sports:

Analysis of Students feedback on institution in promoting physical education and encouraging students to take part in sports is as detailed below.

Table 16. Promoting Physical education and encouraging students to take part in sports

Scale	Frequency	Percent
below average	54	12
Average	77	16
Good	114	24
Very Good	143	31
Excellent	81	17
Total	469	100

16. Promoting Physical education and encouraging students to take part in sports

■	below average
■	Average
□	Good
■	Very Good
□	Excellent

It is found from the table 16 that that Out of 469 respondents 81 (17%) students rated the institute as 'Excellent' in promoting physical education and encouraging students to take part in sports, 143 (31%) rated the institute as 'Very Good' and 24% state it as 'Good' in this aspect.
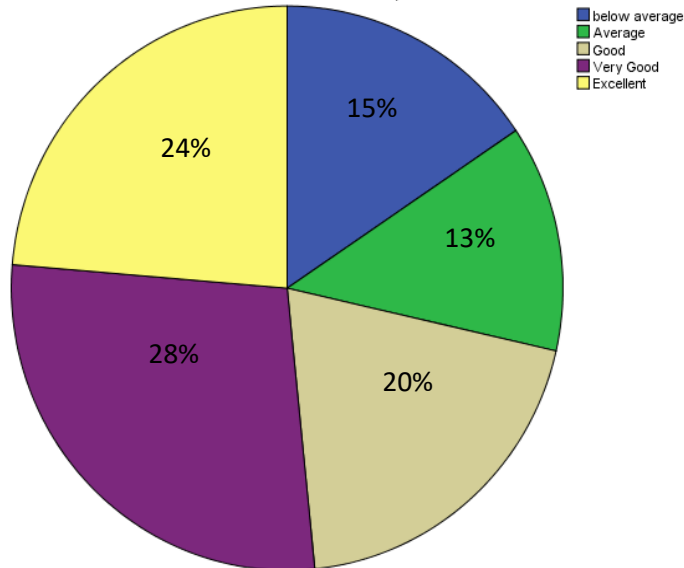
17. Students Support Services such as NCC,NSS, Red Cross, TSKC, Mana T.V etc.:
Students feedback analysis with regard to students' support services is as detailed in table 17

Table 17. Students Support Services such as NCC,NSS Red Cross, TSKC, Mana T.V etc.,

Scale	Frequency	Percent
below average	73	15
Average	61	13
Good	93	20
Very Good	131	28
Excellent	111	24
Total	469	100

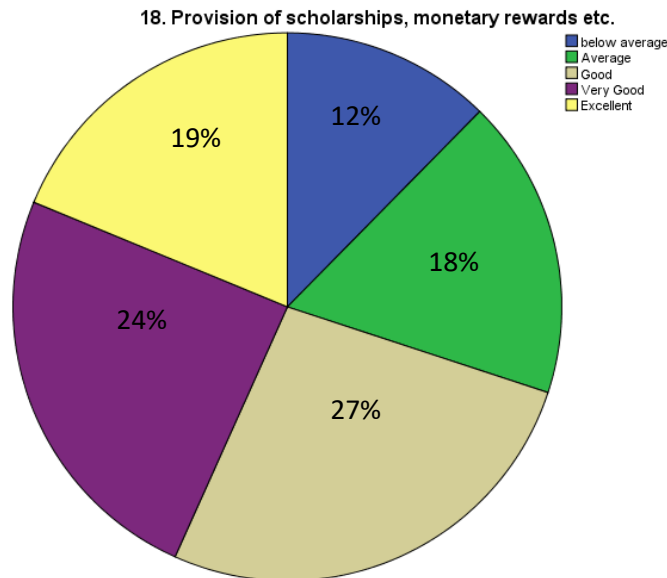17. Students Support Services such as NCC,NSS, Red Cross, TSKC, Mana T.V etc.,

It is found from the table 17 that that Out of 469 respondents 111 (24%%) students rated their institute as 'Excellent', 131(28%) as 'Very Good' and 93(20%) rated the institute as 'GOOD" with regard to Students Support Services such as NCC, NSS, Red Cross,TSKC, Mana T.V etc.,

18. Provision of scholarships, monetary rewards etc.: Getting a scholarship of financial poor students takes away financial concerns of them and it gives them more time to study, gain knowledge and secure better grades. Monitory Rewards of meritorious students encourage to study more and other students are motivated to get better grades. Students responses with regard to this aspect is as analyzed below:

Table 18. Provision of scholarships, monetary rewards etc.

Scale	Frequency	Percent
below average	58	12
Average	83	18
Good	125	27
Very Good	115	24
Excellent	88	19
Total	469	100

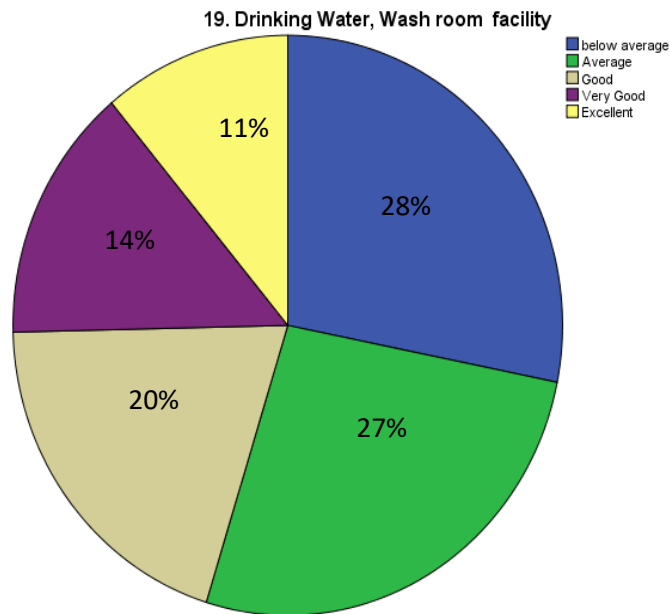18. Provision of scholarships, monetary rewards etc.

It is found from the table 18 that that Out of 469 respondents 88 (19%) students rated the institute as 'Excellent', 115(24%) stated it as 'Very Good' and 125(27%) stated the institute as 'Good' in providing scholarships and monetary awards etc to the students.

19. Drinking Water, Wash Rooms Facility: The responses of the students with regard to Drinking Water, Wash Rooms facilities in the college are as detailed in table 19.

Table 19. Drinking Water, Wash room facility

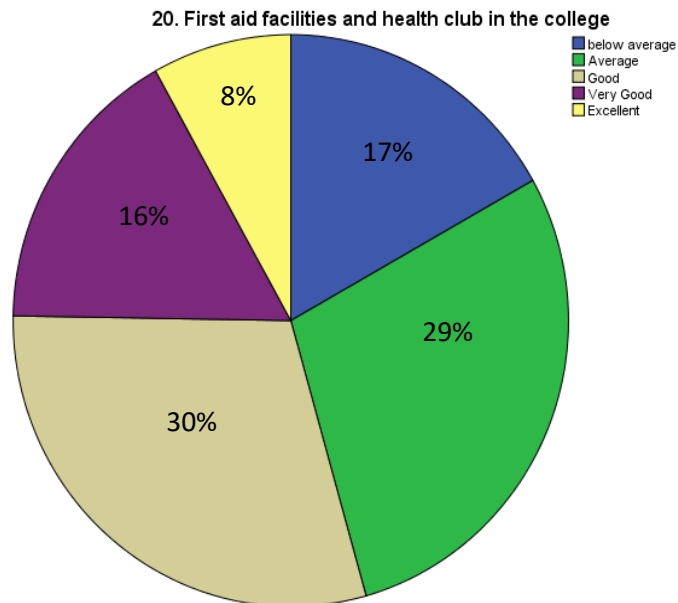| Scale	Frequency	Percent
below average	132	28
Average	125	27
Good	93	20
Very Good	67	14
Excellent	52	11
Total	469	100

19. Drinking Water, Wash room facility

It is found from the table 19 that that Out of 469 respondents 93 (20%) students rated drinking water and wash room facilities are good in the institute, 14% rated the institute as 'Very Good' in that aspect.

20. First aid facilities and health club in the college: students feedback analysis on first aid facilities and health club in the college is as detailed below:

20. First aid facilities and health club in the college

Scale	Frequency	Percent
below average	79	17
Average	135	29
Good	139	30
Very Good	78	16
Excellent	38	8
Total	469	100

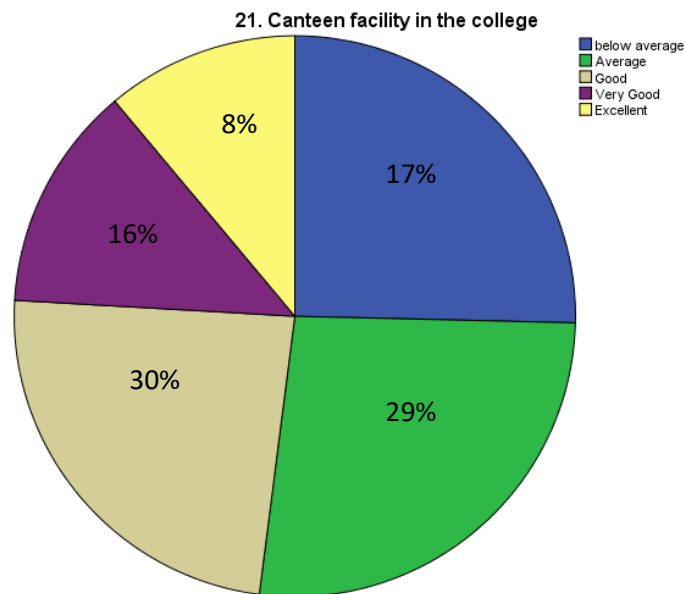**20. First aid facilities and health club in the college**

It is found from the table 20 that that Out of 469 respondents 139 (30%) students rated the institute in providing first aid facilities, health club facilities as 'Good' whereas 16% rated the institute as 'Very Good' in that aspect.

21. Canteen Facilities in the College: The responses of the students with regard to Library and Lab facilities in the college are as detailed in table 21.

Table 21. Canteen facility in the college

Scale	Frequency	Percent
below average	79	17
Average	135	29
Good	139	30
Very Good	78	16
Excellent	38	8
Total	469	100

21. Canteen facility in the college

Legend:
- below average
- Average
- Good
- Very Good
- Excellent

17%
29%
30%
16%
8%

It is found from the table 21 that that Out of 469 respondents 139 (30%) students rated the institute in providing first aid facilities, health club facilities as 'Good' whereas 16% rated the institute as 'Very Good' in that aspect.

Major observations:

➢ 19% students stated that Teachers' guidance & interaction with students outside the class was average.

➢ 22% of the students opined that scope for skill development/ Employability/ Entrepreneurships was average

➢ 22% of the students stated that college information system like website, handbook, notices et., was average

➢ 22% of the students stated that Library and lab facilities in the college was 'Average'.

➢ 21% students stated that the scope of skill development courses offered in the college is average.

➢ 28% of the students stated that Drinking water, Wash Room facilities in the college was 'Below Average'.

Recommendations : based on the observations made by the committee on students feedback , the below recommendations were made;

- there is a need to improve Teachers' guidance and interaction with the students outside the class room.
- There is a need to strengthen the scope for skill development/Employability /Entrepreneurships for the students by the institute
- College information systems needs to strengthened more.
- Library and Lab facilities are to be further improved
- There is need to focus on improving Drinking water facilities and Wash Room facilities in the college.

PRINCIPAL
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