



Fergusson College (Autonomous), Pune
Internal Quality Assurance Cell

**Analysis Report of Teaching learning Feedback
2019 – 2020**

Feedback is an important part of academic activity, which helps us to enhance the quality of teaching. This feedback process for 2019-20 was executed using GEMS ERP system. The teaching learning feedback was rolled out to all undergraduate and postgraduate programs of Arts and Science streams for both odd and even semesters.

The template and questions asked for this process is given below. Teacher's feedback is assessed on the scale of 1 to 4. Along with these questions, a text box is also provided in the feedback form where students can write about the '**Best aspect of teacher which they want to continue**'.

Template

	Parameters	A Very Good (weightage - 4)	B Good (weightage - 3)	C Satisfactory (weightage - 2)	D Needs Improvement (weightage - 1)
1.	Communication Skills (in terms of articulation and comprehensibility)				
2.	Sincerity / Commitment of Teacher				
3.	Knowledge base of the teacher				
4.	Inputs beyond the curriculum				
5.	Use of ICT and other teaching methods				
6.	Accessibility of the teachers in and out of the class (includes availability of the teacher to motivate further study and discussion outside the class)				
7.	Overall Quality of teaching				
	What were the best aspects of the session in this subject, which you would like the teacher to continue?	Text Area			
	Comments / Suggestion	Text Area			

Analysis Process

The individual teachers can access their feedback reports. The feedback reports are analysed and a comprehensive report is prepared for each department and for all the courses as well by the IQAC feedback analysis team. The report is submitted to the coordinator IQAC for further action. These reports are then shared with the college authorities.

Observations

- The overall feedback related to teaching learning was encouraging.
- Several teachers across all programmes scored > 3.5 on a scale of 4. Students expressed their appreciation not only for the knowledge and communication abilities of teachers but also showed their appreciation for the teachers' ability to move beyond the syllabus and bring in innovative methods for learning and evaluation
- However, a few teachers scored < 2.5 on a scale of 4
- One of the points of concern for a few teachers was poor communication skills. In some cases, students mentioned lack of accessibility as a concern.

Conclusion

Since it's a software-based process, every teacher has to access their feedback reports on the ERP system. Teachers were notified regarding the same. All the above-mentioned reports, suggestions and observations are shared with IQAC.

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