

ANALYSIS OF TEACHER'S FEEDBACK

(SESSION From 2019 to till 2023)

The Internal Quality Assurance Cell (IQAC) of Gopal Narayan Singh University is entrusted with the responsibility of designing and collecting feedback from various stakeholders to assess and enhance the quality of the curriculum and related academic components. Feedback forms were collected from faculty members on multiple aspects of the curriculum, including its relevance, academic rigor, skill development, and alignment with professional standards. Each department conducted an analysis of the collected responses and subsequently submitted both the analysis and corresponding action taken report to the IQAC for review and further quality enhancement measures.

SAMPLE FACULTY FEEDBACK FORM

The faculty members are requested to fill the FFF and help the university administration identify the shortcomings in various aspects such as curriculum design and development, teaching, learning and evaluation, good governance, and infrastructural facilities. This form is a way to let the administration be aware of the lacuna and work in coherence for the upgradation of the university with an aim to provide the best facilities to students, faculty members, and all other members.

Faculty/ Department Name: -.....

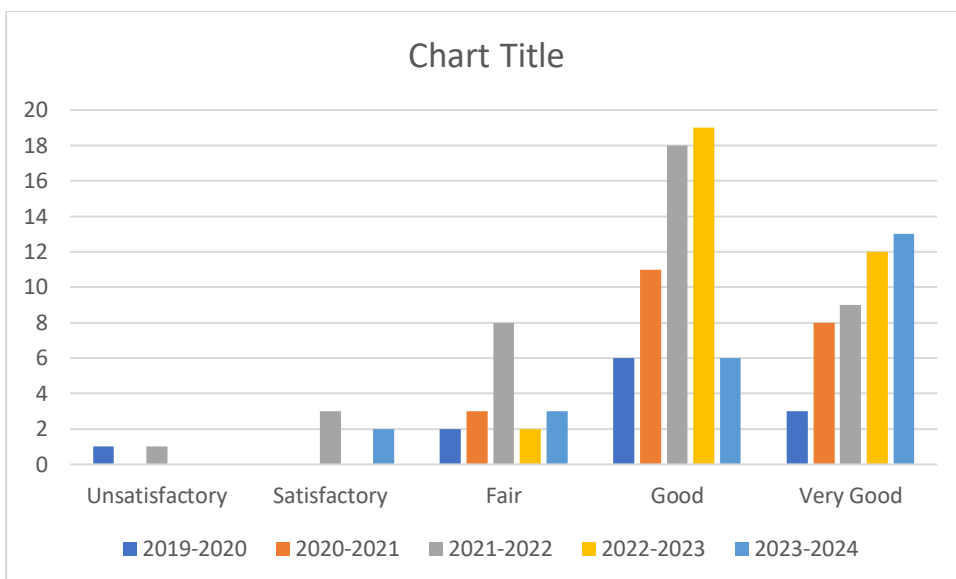
S.No	Question	Unsatisfactory	Satisfactory	Fair	Good	Very Good
1	Committee/Board of Studies is taking care to ensure the current and relevance of the programme offering.					
2	Employability is given weightage in curriculum design and development.					
3	System followed by the University for the design and					

	development of curriculum is effective.					
4	Curriculum is updated from time to time.					
5	Student centered learning resources are available in the University.					
6	Library is utilized optimally by the faculty, research scholars and students					
7	Procedure followed for acquiring new books and journals ensures right titles and journals in the library.					
8	Evaluation system followed by the University is effective.					

ANALYSIS OF FACULTY FEEDBACK

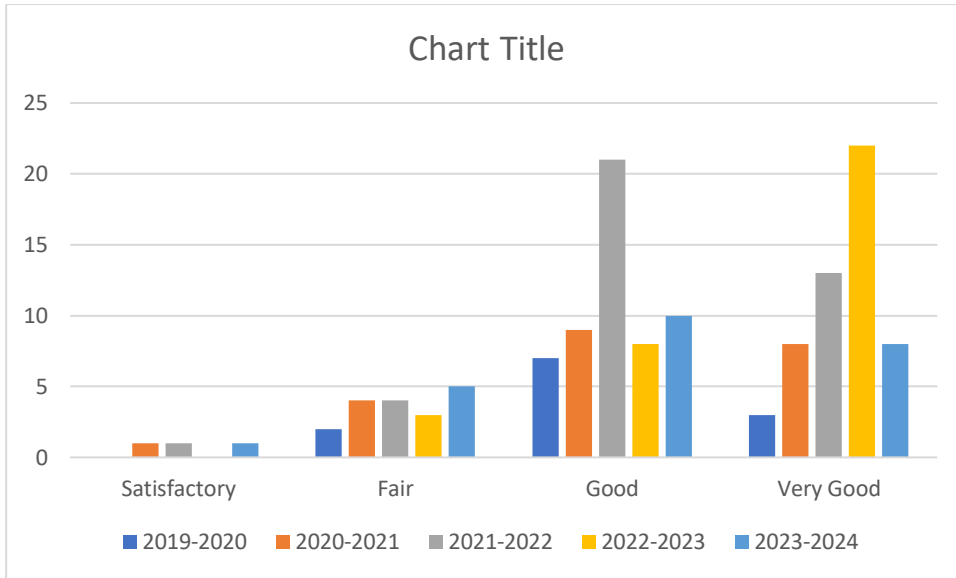
1. Committee/Board of Studies is taking care to ensure the current and relevance of the programme offering.

Year	Unsatisfactory	Satisfactory	Fair	Good	Very Good
2019-2020	1	0	2	6	3
2020-2021	0	0	3	11	8
2021-2022	1	3	8	18	9
2022-2023	0	0	2	19	12
2023-2024	0	2	3	6	13



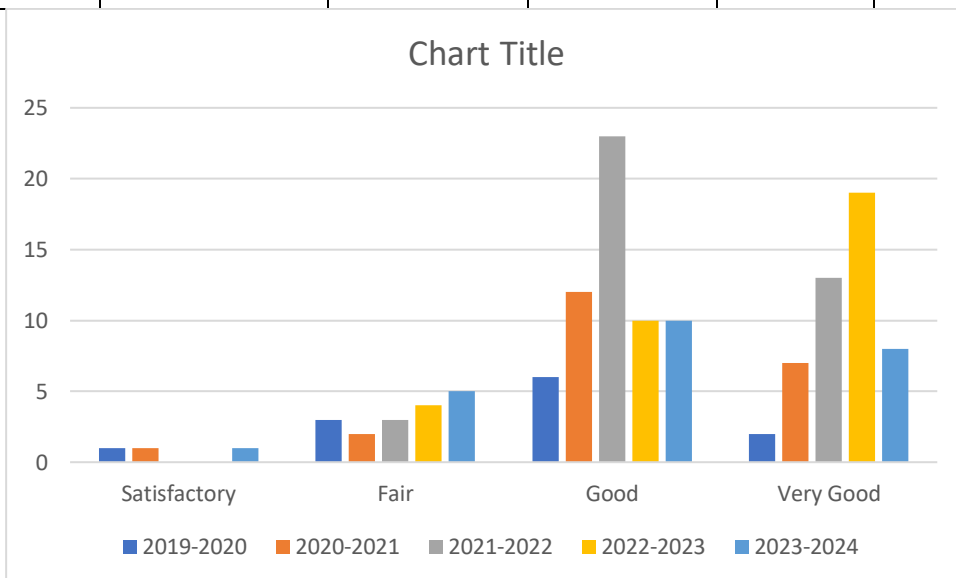
2. Employability is given weightage in curriculum design and development.

Year	Unsatisfactory	Satisfactory	Fair	Good	Very Good
2019-2020		0	2	7	3
2020-2021		1	4	9	8
2021-2022		1	4	21	13
2022-2023		0	3	8	22
2023-2024		1	5	10	8



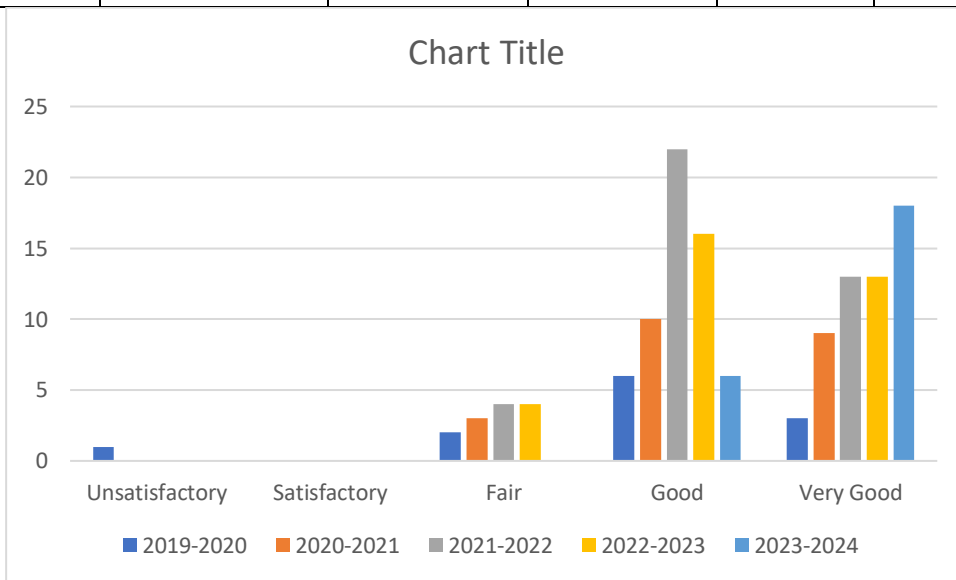
3. System followed by the University for the design and development of curriculum is effective.

Year	Unsatisfactory	Satisfactory	Fair	Good	Very Good
2019-2020		1	3	6	2
2020-2021		1	2	12	7
2021-2022		0	3	23	13
2022-2023		0	4	10	19
2023-2024		1	5	10	8



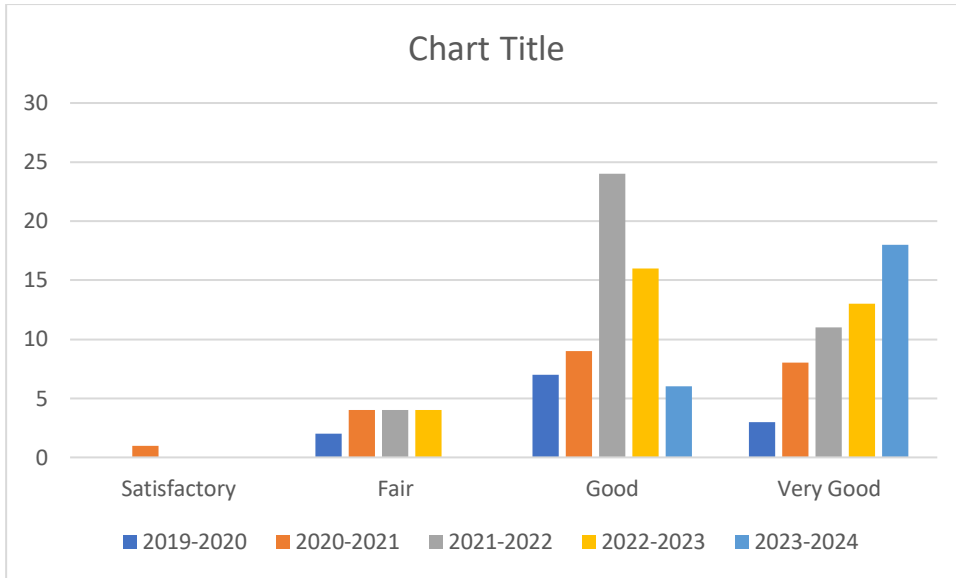
4. Curriculum is updated from time to time.

Year	Unsatisfactory	Satisfactory	Fair	Good	Very Good
2019-2020	1		2	6	3
2020-2021	0		3	10	9
2021-2022	0		4	22	13
2022-2023	0		4	16	13
2023-2024	0		0	6	18



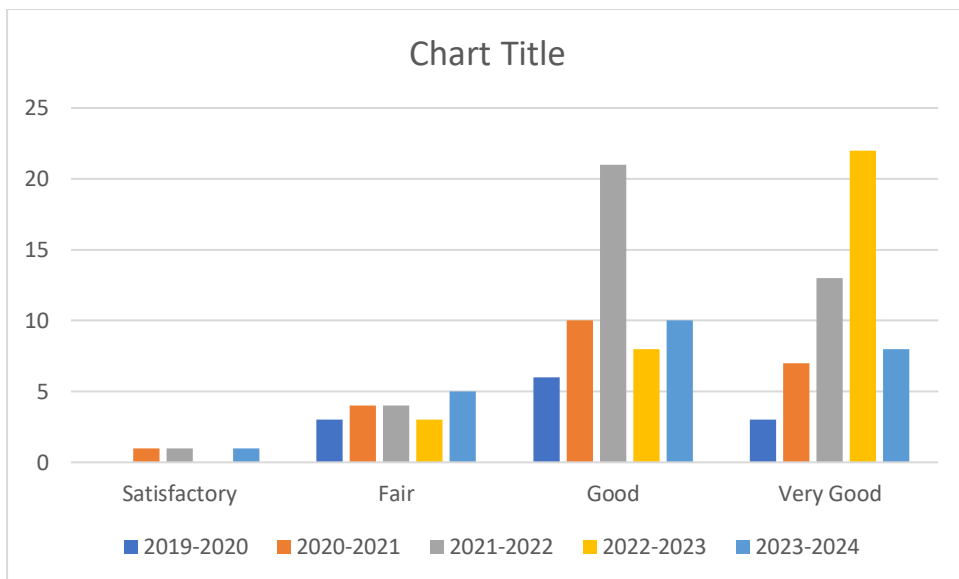
5. Student-centered learning resources are available in the University.

Year	Unsatisfactory	Satisfactory	Fair	Good	Very Good
2019-2020		0	2	7	3
2020-2021		1	4	9	8
2021-2022		0	4	24	11
2022-2023		0	4	16	13
2023-2024		0	0	6	18



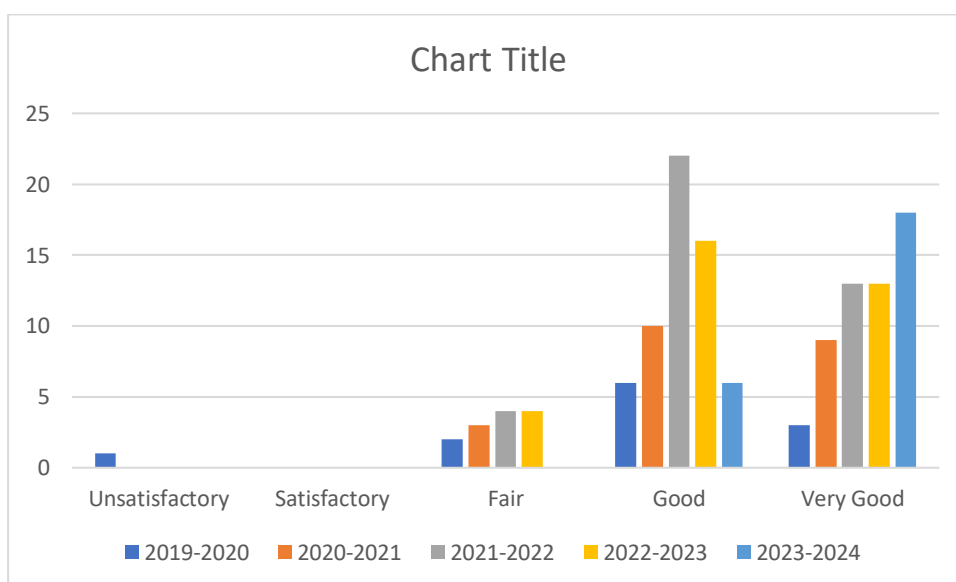
6. Library is utilized optimally by the faculty, research scholars, and students

Year	Unsatisfactory	Satisfactory	Fair	Good	Very Good
2019-2020		0	3	6	3
2020-2021		1	4	10	7
2021-2022		1	4	21	13
2022-2023		0	3	8	22
2023-2024		1	5	10	8



7. Procedure followed for acquiring new books and journals ensures the right titles and journals are in the library.

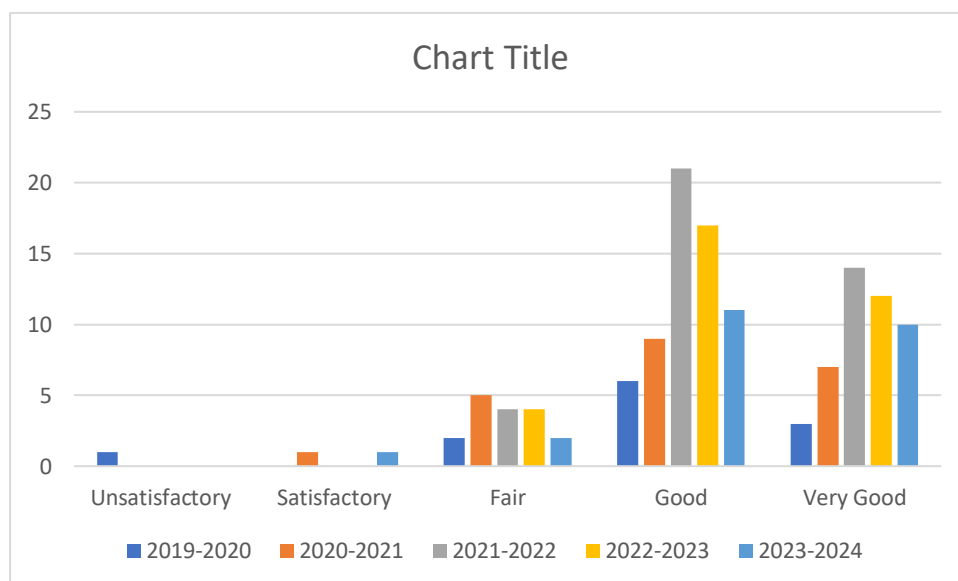
Year	Unsatisfactory	Satisfactory	Fair	Good	Very Good
2019-2020	1		2	6	3
2020-2021	0		3	10	9
2021-2022	0		4	22	13
2022-2023	0		4	16	13
2023-2024	0		0	6	18



8. Evaluation system followed by the University is effective.

Year	Unsatisfactory	Satisfactory	Fair	Good	Very Good
2019-2020	1	0	2	6	3
2020-2021	0	1	5	9	7
2021-2022	0	0	4	21	14
2022-2023	0	0	4	17	12

2023-2024	0	1	2	11	10
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ACTION TAKEN BASED ON FEEDBACK (2019-2020)

- The University’s Board of Studies and Academic Council held regular meetings to review and revise the curriculum across all departments to ensure alignment with current industry trends and societal needs.
- Internship programs, career counseling sessions, and mock interview training were made a part of the academic calendar.
- IQAC implemented a structured feedback mechanism involving faculty, students, alumni, and employers
- Orientation sessions were organized for students and faculty to promote maximum usage of library resources.

ACTION TAKEN BASED ON FEEDBACK (2020-2021)

- Employability skills, soft skills, and job-specific certifications were integrated into the curriculum.
- Collaboration with industry partners enabled internships, live projects, and placement-oriented training.
- Courses on entrepreneurship, digital tools, and vocational subjects were introduced.
- NEP 2020 guidelines were integrated gradually to align with national academic reforms.
- Regular training was provided to faculty members on Outcome-Based Education (OBE) and Bloom’s Taxonomy to refine course structures.

- Skill-oriented and job-focused electives were introduced, such as digital marketing, AI tools, medical billing, and healthcare management.

ACTION TAKEN BASED ON FEEDBACK (2021-2022)

- Ensure regular review and revision of curriculum through Board of Studies meetings.
- Embed skill development, communication training, and internship modules in almost all programs.
- Organized career-oriented workshops and certification programs.
- Organized orientation sessions to promote library usage
- Establish a Library Committee for book procurement.
- Priority was given to acquiring UGC-recommended journals and updated editions of textbooks.
- Curriculum revisions took place in major departments like the Faculty of Management Studies, Faculty of Commerce, and Faculty of Information Technology.
- The Placement cell of the university has further enhanced efforts in the placement of students/career counseling programs organized by them.

ACTION TAKEN BASED ON FEEDBACK (2022-2023)

- Academic audits and result analysis were introduced.
- Annual collection review is done by the Library Committee.
- Books and journals recommended by faculty based on curriculum changes were prioritized.
- Departments followed a structured curriculum design process in collaboration with IQAC and the Academic Council.
- Regular meetings of the Board of Studies were conducted to ensure curriculum alignment with current academic and industry standards.
- Internship programs, career counseling sessions, and mock interview training were given more focus.

ACTION TAKEN BASED ON FEEDBACK (2023-2024)

- Organized workshops, seminars, and pre-placement training to enhance student career readiness.
- Collaborated with industries for internships and hands-on exposure.

- More focused on the adoption of ICT-enabled teaching methods and Learning Management Systems (LMS).
- Conducted Faculty Development Programs (FDPs) on Outcome-Based Education (OBE) and innovative pedagogy.
- Expanded digital library access with subscriptions to e-journals, databases, and academic repositories.
- Established smart classrooms, virtual labs, and Wi-Fi-enabled zones.
- Enhanced research facilities and incubation support for student innovation and entrepreneurship.
- Comprehensive feedback collected from students, faculty, alumni, and employers, professionals, and parents