# FEEDBACK ANALYSIS – DEPARTMENT OF ECONOMICS- UG-2018 Admission (2019-20)

## Feedback Analysis – Department of Economics 2018 admission (2018-19)
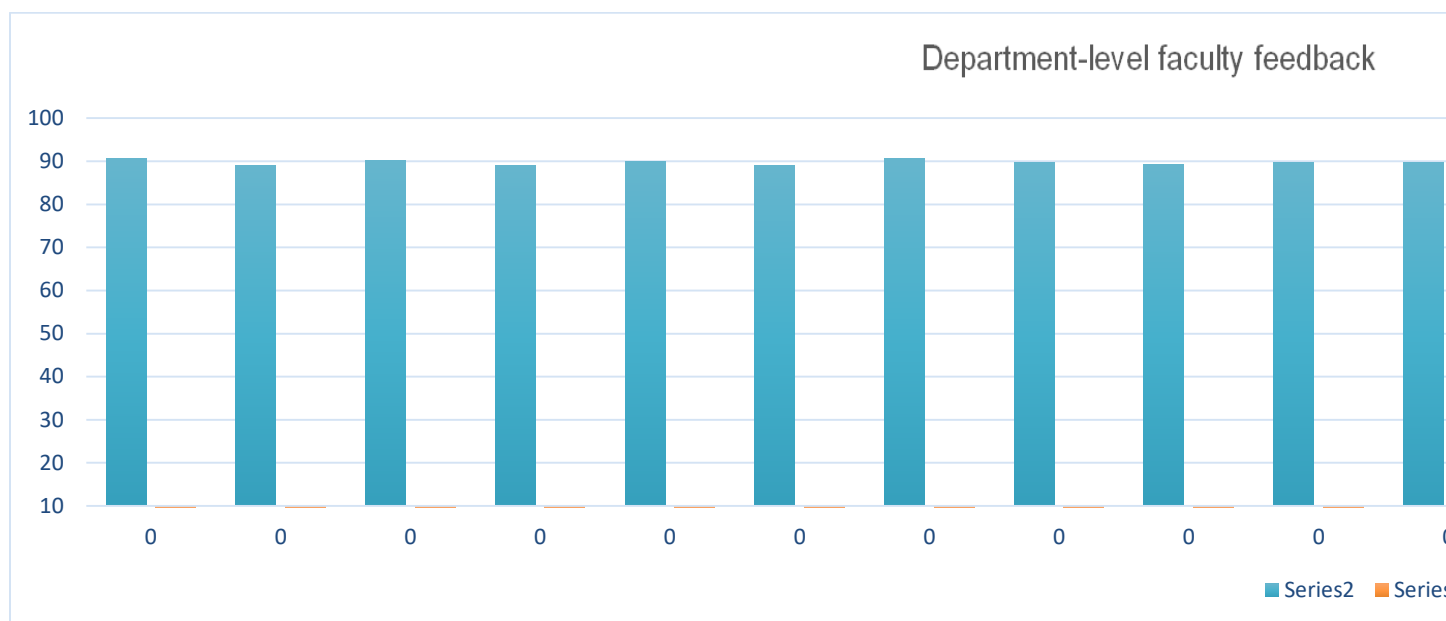
### Faculty Feedback and ATR

| Items | Average |
| --- | --- |
| Subject Knowledge | 91 |
| Communication Skill | 89 |
| Interesting to students | 90 |
| continuous and comprehensive evaluation | 89 |
| Doubt clearance in time | 90 |
| Preparation for class | 89 |
| Portion covering in time | 91 |
| Proper Feedback on class tests | 90 |
| Use of ICT | 89 |
| Dedication | 90 |
| Classroom Management | 90 |
| Punctuality | 90 |
| No partiality | 90 |
| Job oriented teaching | 90 |
| Special attention on Weaker students | 89 |
| Help and Guidance | 90 |
| Advice on Curricular and co curricular aspects | 90 |
| Compassion | 90 |
| Additional classes | 90 |
| Overall Performance | 90 |

The overall analysis of the teacher evaluation indicated that certain criteria like communication skill, Use of ICT, Special attention to weaker students need improvisation. Key indicators like Subject knowledge, potionscompletion on time is strong. More attention should be paid towards extracurricular activities, additional classes' etc. Hence, based on the evaluation, the department took certain valid measures to

redress these matters by arranging meetings and preparing plans for the effective teaching strategies and implementing them at the earliest.

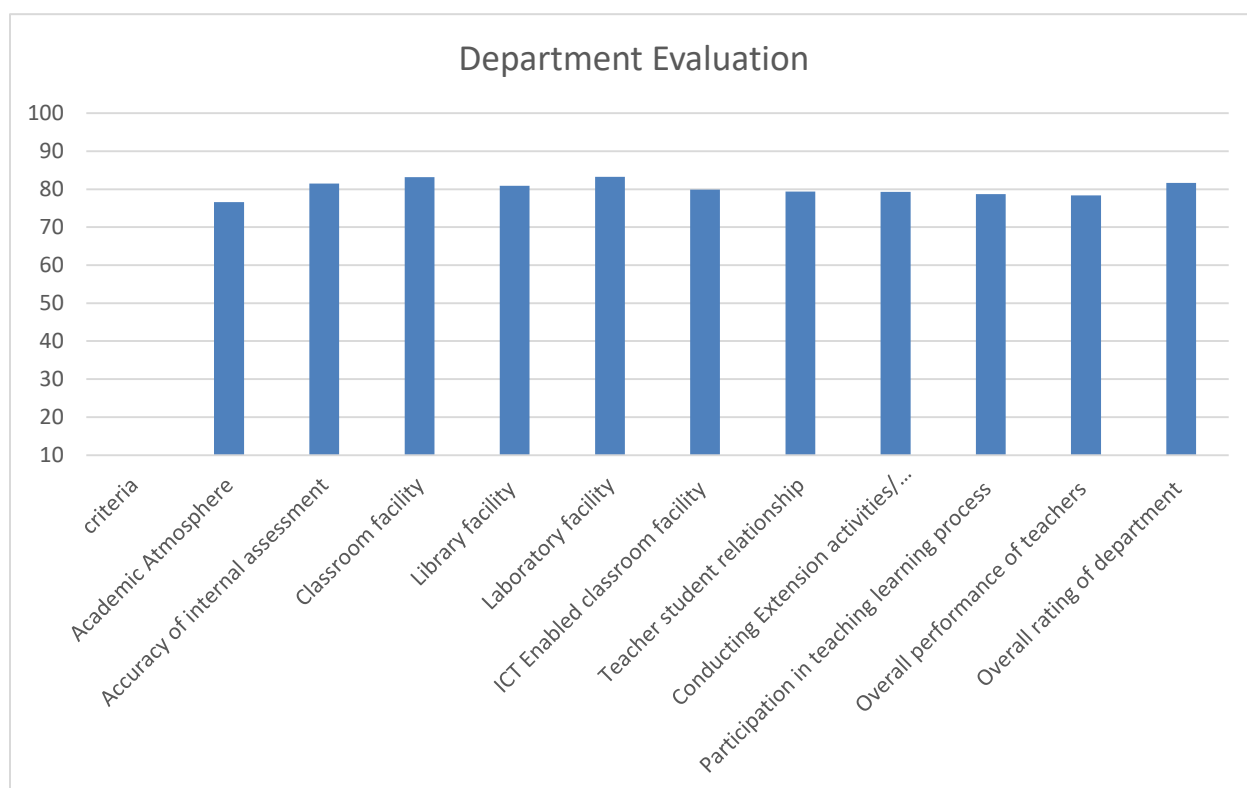**Faculty Feedback Analysis – Department of Economics  2017 admission (2018-19)**



**Department Evaluation and ATR 2019-20**

| DEPARTMENT EVALUATION | |
|---|---|
| **Characteristics** | **Score (%)** |
| Academic atmosphere | 77 |
| Accuracy of Internal Assessment | 81 |
| Classroom Facility | 83 |
| Library Facility | 81 |
| Laboratory facility | 83 |
| ICT Facility | 80 |
| Teacher Student Relationship | 79 |

| | |
|---|---|
| Extension activities/Workshops/seminars | 79 |
| Participation in T-L Process | 79 |
| Overall Performance of Teachers | 78 |
| Overall Rating of DEPT. | 82 |

From this analysis, it was clear that the key areas like academic atmosphere, teacher student relationship, Participation in T-L Process etc needed special attentionThe department discussed the matter in its monthly meeting and to further action, the requirements were discussed with Principal to effect changes and to achieve better standards in pedagogy. Apart from the above mentioned aspects, students also mentioned insufficient classroom facility. The matter was redressed by installation of fans and replacement of the damaged lights in the classroom.
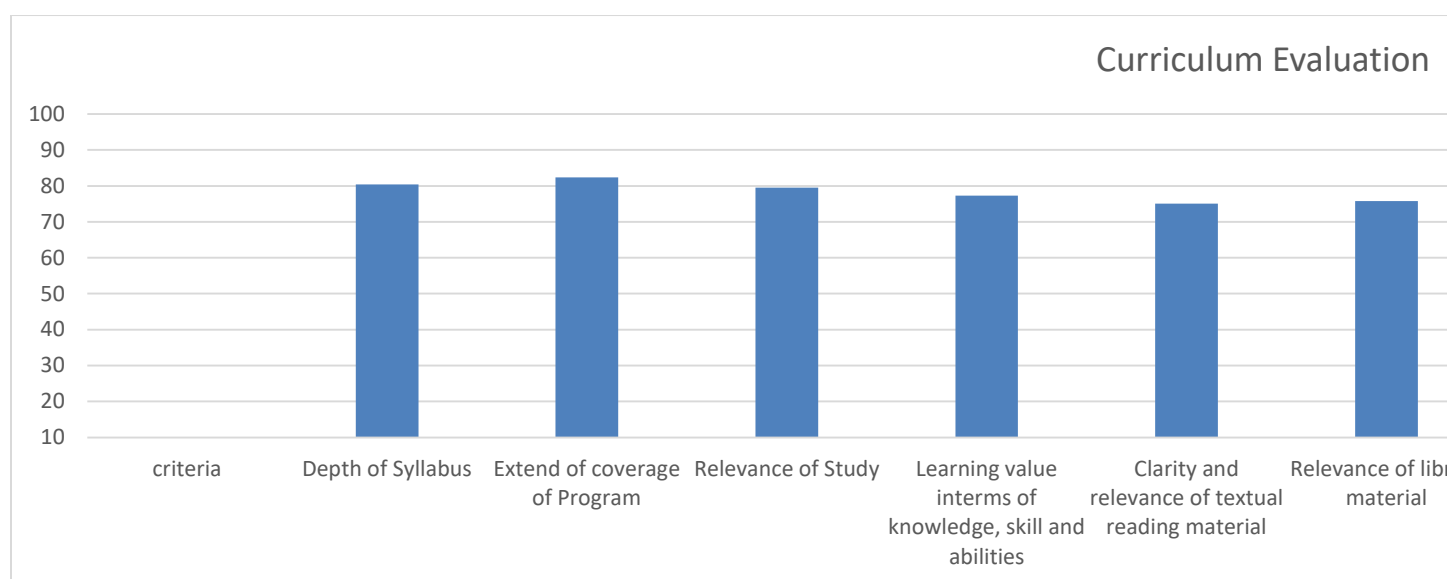
## Department Evaluation



**Curriculum evaluation and ATR 2019-20**

| Curriculum Feedback | |
|---|---|
| **Characteristics** | **Score (%)** |
| Depth of Syllabus | 80 |
| Extend of coverage | 82 |
| Relevance | 80 |
| Learning Values | 77 |
| Clarity and Relevance of Learning material | 75 |
| Relevance of Library material | 76 |
| level of motivation(for higher studies) | 81 |
| Catering student needs | 79 |
| Curriculum for Empowerment | 78 |

| | |
|---|---|
| Challenge taking | 81 |
| Overall rating | 83 |

Analysis of feedback on curriculum indicated that learning values needed improvement. Besides, clarity and relevance of learning material was another concern raised by students. The matter of concern was decided to be discussed in the upcoming Board of Studies meeting for materialising appropriate action.
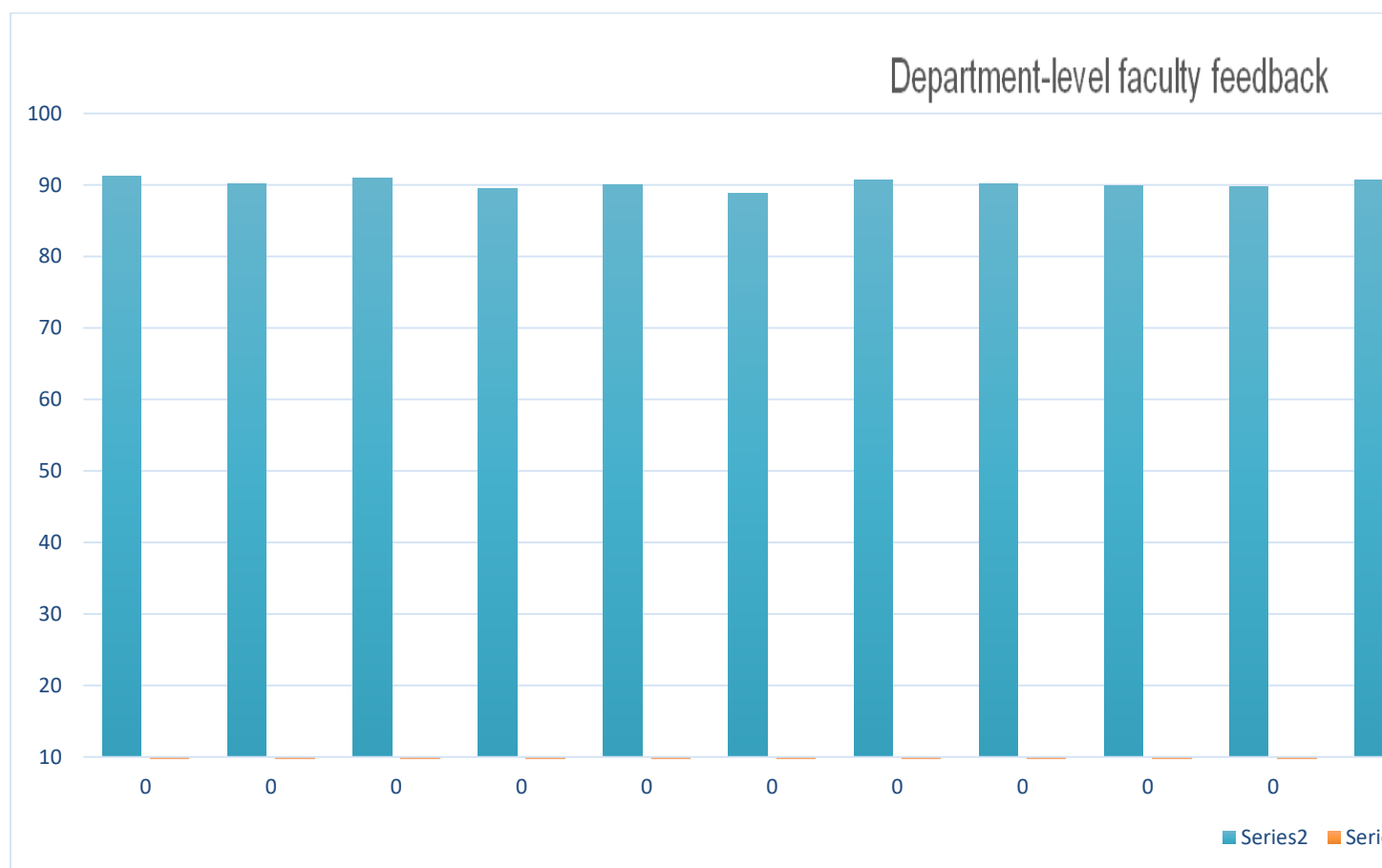


Curriculum Evaluation

# Feedback Analysis – Department of Economics 2018 admission (2019-20)

## Faculty Feedback and ATR

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|---|---|
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| Punctuality | 91 |
| No partiality | 90 |
| Job oriented teaching | 91 |
| Special attention on Weaker students | 89 |
| Help and Guidance | 90 |
| Advice on Curricular and co curricular aspects | 91 |
| Compassion | 91 |
| Additional classes | 91 |
| Overall Performance | 91 |

Analysis of department level data on teacher evaluation shows that certain criteria needed improvement, such as preparation and special attention to weaker students. The data also cited the need for special attention on providing assistance to studentsfor higher education. Advice to students on curricular and co- curricular aspects also required special attention. Based on the results, department took appropriate steps for redressing the matter at the earliest,by convening meeting of teachers to formulate a more effective teaching strategy that incorporated required changes.

**Faculty Feedback Analysis – Department of Economics 2018 admission (2019-20)**



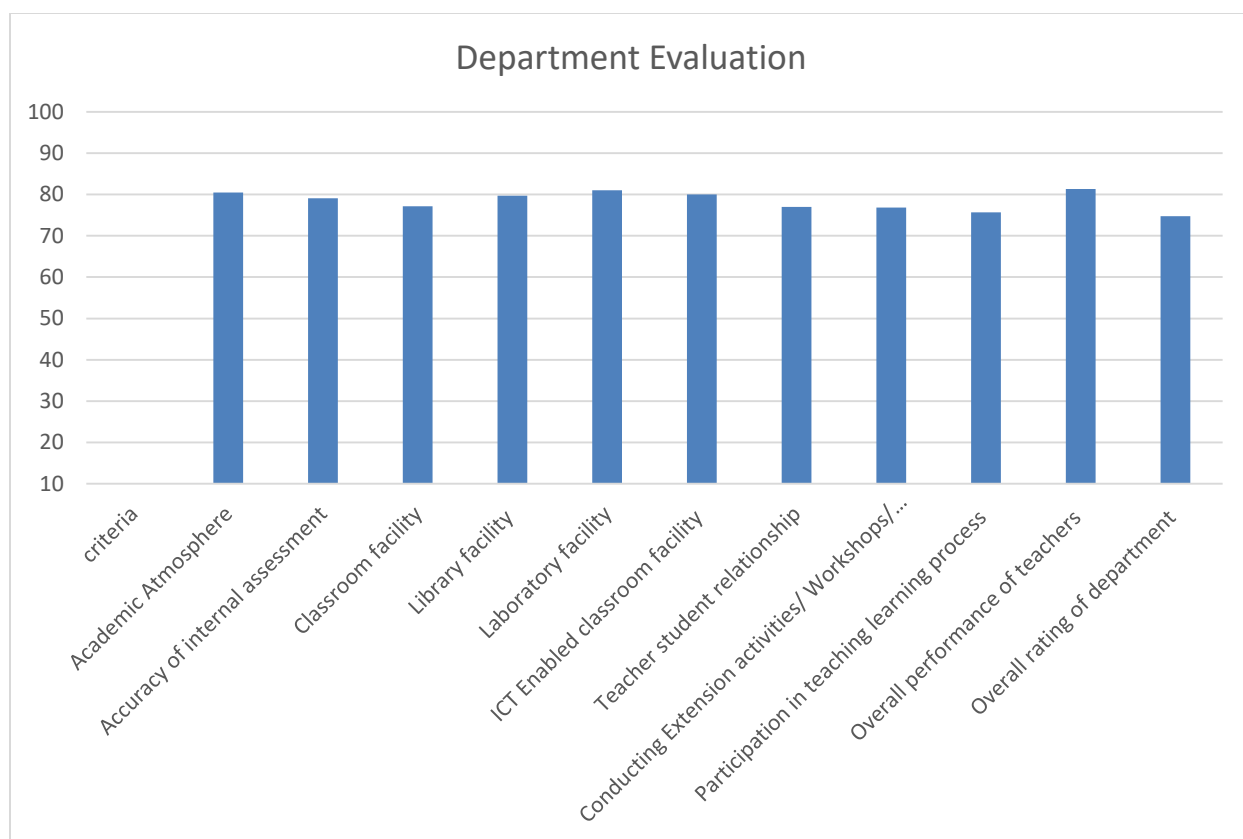Department-level faculty feedback

**Department Evaluation and ATR 2018-19**

| DEPARTMENT EVALUATION 2018-19 | |
|---|---|
| **Characteristics** | **Score (%)** |
| Academic atmosphere | 80 |
| Accuracy of Internal Assessment | 79 |
| Classroom Facility | 77 |

| | |
|---|---|
| Library Facility | 80 |
| Laboratory facility | 81 |
| ICT Facility | 80 |
| Teacher Student Relationship | 77 |
| Extensionactivities/Workshops/seminars | 77 |
| Participation in T-L Process | 76 |
| Overall Performance of Teachers | 81 |
| Overall Rating of DEPT. | 75 |

Analysis indicated insuffiency of certain classroom facilities. The department discussed the matter- the requirements of the students like electrification of the classroom and maintenance and repair of fan and light were communicated with Principal to effect changes and to achieve better classroom facilities. Apart from the above mentioned aspects, students also mentioned insufficient laboratory (computer) facility. The matter was resolved by replacement of the damaged computer system and repair of printer in the library.

**Department Evaluation**

Categories (left to right): criteria, Academic Atmosphere, Accuracy of internal assessment, Classroom facility, Library facility, Laboratory facility, ICT Enabled classroom facility, Teacher student relationship, Conducting Extension activities/ Workshops/..., Participation in teaching learning process, Overall performance of teachers, Overall rating of department

**Curriculum evaluation and ATR 2018-19**

| Curriculum Feedback 2018-19 | |
|---|---|
| **Characteristics** | **Score (%)** |
| Depth of Syllabus | 79 |
| extend of coverage | 81 |
| Relevance | 83 |
| Learning Values | 83 |
| Clarity and Relevance of Learning material | 83 |
| Relevance of Library material | 82 |
| level of motivation(for higher studies) | 81 |

| | |
|---|---|
| Catering student needs | 80 |
| curriculum for Empowerment | 79 |
| Challenge taking | 79 |
| Overall rating | 85 |

Analysis of feedback on curriculum indicated that the depth of syllabus needed improvement with measures for the Curriculum for empowerment, Challenge taking also is another area that required improvement. The matter of concern was decided to be discussed in the upcoming Board of Studies meeting for materialising appropriate action.



Curriculum Evaluation