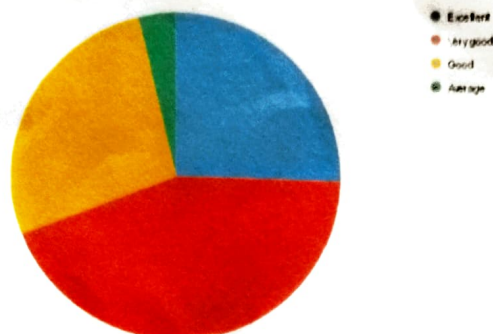


## Feedback analysis report on "Teacher's feedback on CBCS course"

Analysis of the responses:

### 1. Relevance of the course to contemporary educational scenario



Excellent	Very good	Good	Average
25.46%	43.63%	27.27%	3.64%

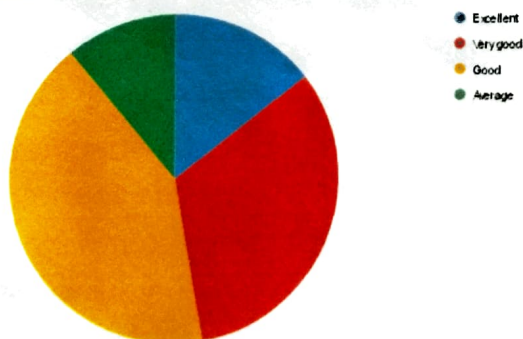
### 2. Role of course in developing original thinking and innovative idea



Excellent	Very good	Good	Average
21.8%	49.1%	20.0%	9.1%

### 3. Role of the course in enhancing the scope of employability among the students

3. Role of the course in enhancing the scope of employability among the students



Excellent	Very good	Good	Average
14.55%	32.72%	41.82%	10.91%

#### 4. Does the course provide the opportunity of learning?

Percentage of responses to the opportunity of learning?



Excellent	Very good	Good	Average
14.54%	29.1%	36.36	20.0%

#### Analysis of teachers' feedback on course:

The data indicates a predominantly positive perception of the course's relevance to contemporary education, effectiveness in fostering original thinking, and its contribution to employability. While a majority views the course positively in these aspects, there is room for improvement, particularly in enhancing employability and optimizing learning opportunities. Overall, the findings highlight a generally favorable sentiment, suggesting the course's positive impact on intellectual growth and its alignment with the contemporary educational landscape.

#### Suggestions by the faculty:

The faculty has put forward several important suggestions for the CBCS course, emphasizing its alignment with future job requirements and the need for a curriculum fostering original thinking and innovation. Recommendations include designing the course to enhance employability, addressing concerns about topic repetition in specific papers, modifying practicals to suit available facilities, and integrating experiments into theory sections. The faculty advocates for research-oriented content with proper instrumentation, specificity in the practical part of skill enhancement courses, and the inclusion of practical papers. Additionally, they propose a balanced seat allocation for the SEC paper across departments and call for an upgrade in the suggested reading portion. The suggestions highlight a commitment to providing students with relevant, skill-based learning options and extending project work duration for a more comprehensive academic experience.

J. 23.06.23