Estd. 1863

GUJARAT ARTS & SCIENCE COLLEGE

ELLISBRIDGE, AHMEDABAD - 380 006

(Government of Gujarat)

(NAAC Accredited Grade 2.83)

Phone : 079-26446939, Fax: 079-26446939, Email : gascprin@gmail.com

Outward No.: GASC/ Feedback Report/GU/2022-23/230   Date: 28/04/2023

To,

Registrar,

Gujarat University,

Ahmedabad-380006

Subject: Student Feedback analysis of B.A. & B.SC faculties for Academic Year 2022-2023.

Respected Sir,

        We are submitting herewith Student Feedback analysis of B.A. & B.SC faculties for Academic Year 2022-23 for your Perusal.

Thanks,

Warm Regards,

Principal
Gujarat Arts & Science College
Ahmedabad.

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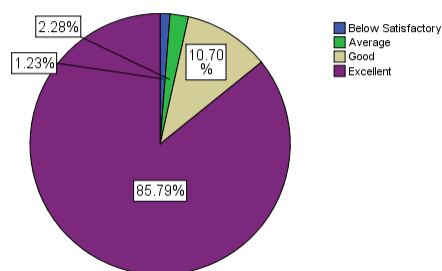
Analysis of Student Feedback 2023

Note: As and when required, Median is considered for the average rating given by the student for all subjects he/she studied
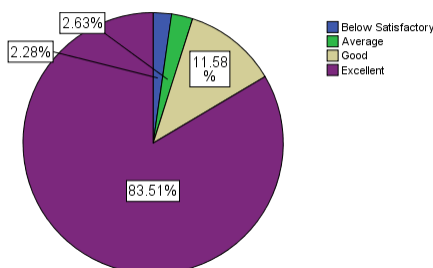
1. Bachelor of Arts (BA) Students

Course Content

- **Depth of course content:** The largest slice (76.85%) shows that most students found the depth of the course content, including projects, to be appropriate. Only a small portion found the content too shallow (2.39%) or too deep (20.76%).
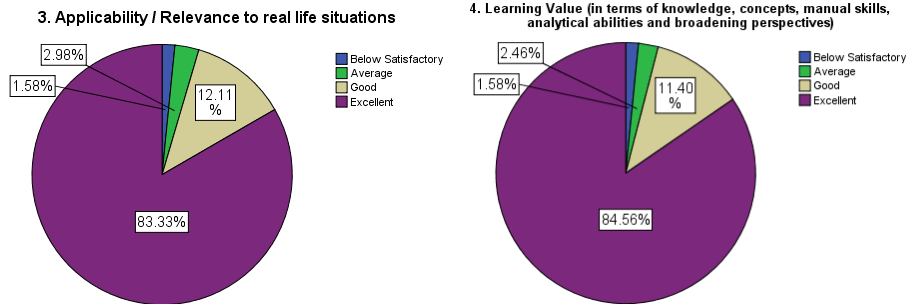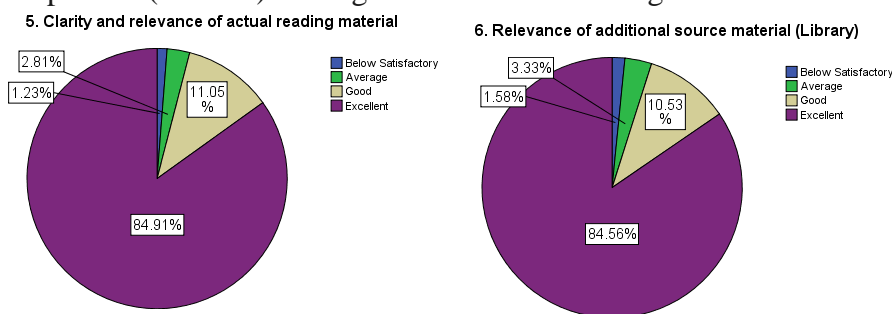

- **Clarity and relevance of actual reading material:** A significant portion of students (72.37%) felt that the reading material was clear and relevant, with 21.79% finding it unclear or irrelevant.

- **Applicability/Relevance to real-life situations:** Over three-quarters (74.72%) of the students agreed that the course content was applicable or relevant to real-life situations, with only a small portion (15%) finding it not relevant.

3. Applicability / Relevance to real life situations

2.98%
1.58%
12.11%
83.33%

Below Satisfactory
Average
Good
Excellent

4. Learning Value (in terms of knowledge, concepts, manual skills, analytical abilities and broadening perspectives)

2.46%
1.58%
11.40%
84.56%

Below Satisfactory
Average
Good
Excellent

- **Extent of coverage of course:** Nearly all respondents (81.7%) felt that the course adequately covered the intended material, with only a small portion (14.32%) saying it did not cover enough.

- **Extent of effort required by students:** A moderately large slice (70.04%) indicates that a considerable portion of students found the workload manageable, with only a small portion (16.84%) finding the workload to be high.

5. Clarity and relevance of actual reading material

2.81%
1.23%
11.05%
84.91%

Below Satisfactory
Average
Good
Excellent

6. Relevance of additional source material (Library)

3.33%
1.58%
10.53%
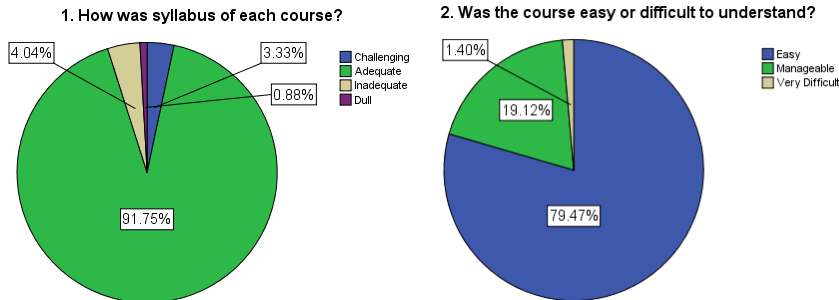84.56%

Below Satisfactory
Average
Good
Excellent

- **Was the course easy or difficult to understand?:** The largest slice (42.41%) shows that most students found the course content to be easy to understand. However, sizable portions found it very easy (27.24%) or very difficult (20.35%).
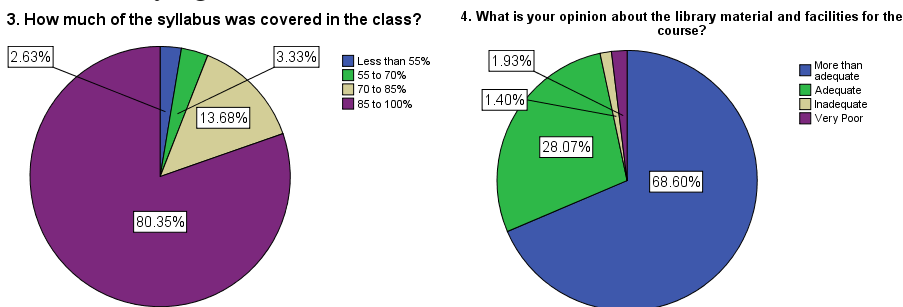
7. Extent of effort required by students

3.33%
1.40%
11.40%
83.86%

Below Satisfactory
Average
Good
Excellent

8. Overall rating

2.63%
1.75%
11.75%
83.86%

Below Satisfactory
Average
Good
Excellent

Syllabus

1. **How was the syllabus of each course?:** The largest slice (77.43%) indicates that most students found the syllabus to be clear and easy to understand, with only a small portion (15.9%) finding it unclear.

1. How was syllabus of each course?

4.04%   3.33%
0.88%

Challenging
Adequate
Inadequate
Dull

91.75%

2. Was the course easy or difficult to understand?

1.40%

Easy
Manageable
Very Difficult

19.12%

79.47%

2. How well did the teacher prepare for the classes?: Over three-quarters (75.1%) of the students felt that the teacher was well prepared for the classes, with only a small portion (14.79%) feeling they were not well prepared.
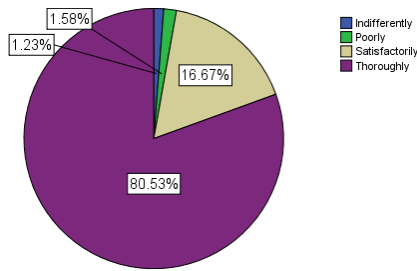
3. How much of the syllabus was actually covered in the class?: A large portion of the respondents (82.49%) indicated that most of the syllabus was covered in class, with only 9.52% saying not much was covered.

3. How much of the syllabus was covered in the class?

2.63%   3.33%

Less than 55%
55 to 70%
70 to 85%
85 to 100%

13.68%

80.35%

4. What is your opinion about the library material and facilities for the course?

1.93%
1.40%

More than adequate
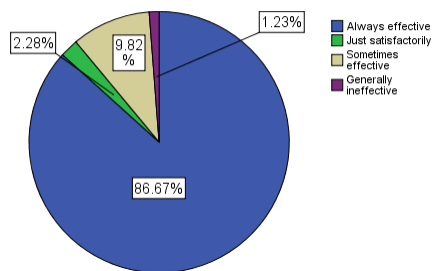Adequate
Inadequate
Very Poor

28.07%

68.60%

4. To what extent did the instructor explain the grading policy?: The largest slice (68.74%) shows that a large majority of students felt the grading policy was well explained by the instructor, with 21.26% saying it was not well explained.

5. How well was the teacher able to communicate?: The majority of students (81.7%) felt that the instructor communicated well, with only 14.32% feeling they did not communicate well.
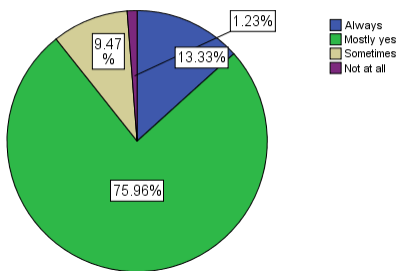
5. How well the teacher prepare for the classes?

1.58%
1.23%
16.67%
80.53%

- Indifferently
- Poorly
- Satisfactorily
- Thoroughly

6. How well was the teacher able to communicate?

1.23%
2.28%
9.82%
86.67%

- Always effective
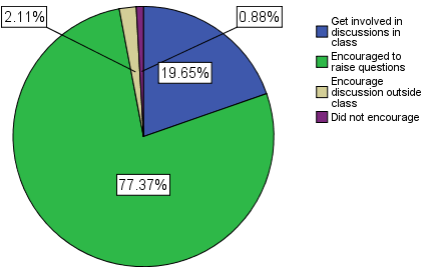- Just satisfactorily
- Sometimes effective
- Generally ineffective

6. Relevance of additional source material (Library): Over half (53.31%) of the students responded that the additional source material from the library was relevant, with a smaller portion (34.7%) finding it not relevant.

7. How far the teacher encourages student participation in class?: Over three-quarters (78.77%) of the respondents felt that the teacher encouraged student participation in class, with only 11.23% saying they did not encourage participation.

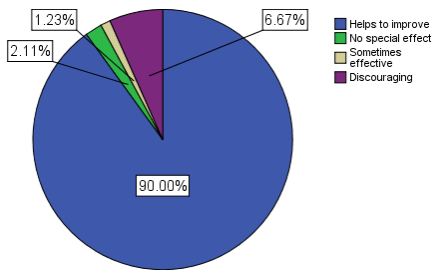**7. How far the teacher encourages student participation in class?**

1.23%
9.47%
13.33%
75.96%

- Always
- Mostly yes
- Sometimes
- Not at all

8. If yes, which of the following methods were used?

2.11%
0.88%
19.65%
77.37%

- Get involved in discussions in class
- Encouraged to raise questions
- Encourage discussion outside class
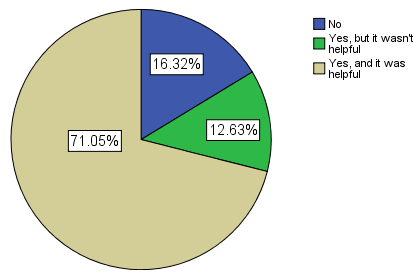- Did not encourage

8. Were you provided with the opportunity to revise your work before it was graded?: A large portion of the students (87.96%) said they were given the opportunity to revise their work before it was graded, with only 6.04% saying they were not.

9. Overall rating of the course: The largest slice (42.11%) indicated that most students gave the course an average rating. However, sizable portions rated it very good (29.9%) or very poor (13.19%).

9. What effect do you think the internal assessment will have on your course grade?

1.23%
6.67%
2.11%
90.00%

- Helps to improve
- No special effect
- Sometimes effective
- Discouraging

10. Were you provided with a course contributory lecture too at the beginning?

16.32%
12.63%
71.05%

- No
- Yes, but it wasn't helpful
- Yes, and it was helpful

10. Were you satisfied with the teacher overall?: The largest slice (45.45%) indicated that most students were satisfied with the teacher overall. However, sizable portions were very satisfied (31.58%) or very dissatisfied (11.97%).

Based on the positive results shown in the pie charts, there seems to be a general sense of satisfaction with the course content and syllabus. However, there are still areas where improvement can be made to enhance the learning experience for students:

Course Content:

- **Difficulty Level:** While a large portion found the content understandable (42.41%), sizable portions found it very easy (27.24%) or very difficult (20.35%). Here are some suggestions for addressing this:
    - o **Instructional Variety:** Incorporate a variety of teaching methods (lectures, discussions, activities) to cater to different learning styles and improve engagement for all students.
    - o **Differentiation:** Provide additional support for students who find the material difficult. Offer challenging activities or projects for those who find it very easy. Consider tiered assignments or readings with varying difficulty levels.

Syllabus and Grading:

- **Grading Policy:** While a majority felt the grading policy was explained (68.74%), there's still a portion (21.26%) who felt it wasn't clear. Here's the remedy:
    - o **Clear and Transparent Policy:** Ensure the grading policy is clearly outlined in the syllabus, with specific examples if possible. Break down how points are allocated for different assignments and assessments.

Overall Course Rating and Teacher Satisfaction:

- Both the course rating and teacher satisfaction had a significant "very satisfied" and "very dissatisfied" portion (around 13% each). While the positive responses are good, investigate the reasons behind the negative ratings through focus groups or surveys with open ended questions. This might uncover issues beyond the scope of the pie charts (e.g., teaching style, course expectations, fairness of grading).

Remedies for Course Content, Syllabus, Grading, and Overall Experience:

- **Student Feedback:** Regularly solicit student feedback through surveys, mid-term evaluations, or anonymous discussions to understand their needs and concerns, especially regarding difficulty level and grading policies.
- **Improved Communication:** Instructors can ensure clear explanations of course expectations, grading policies, and how the course connects to real-world applications.
- **Transparency:** Be transparent about course requirements, workload expectations, and the rationale behind assignments and assessments.

Additional Areas:

While most students felt the teacher encouraged participation (78.77%), there's always room for improvement. Here's what you can do:

- **Active Learning:** Encourage active learning through discussions, group projects, or in-class activities that cater to various learning styles. This can further enhance engagement and understanding. Consider incorporating polls, clicker questions, or short writing assignments during lectures.
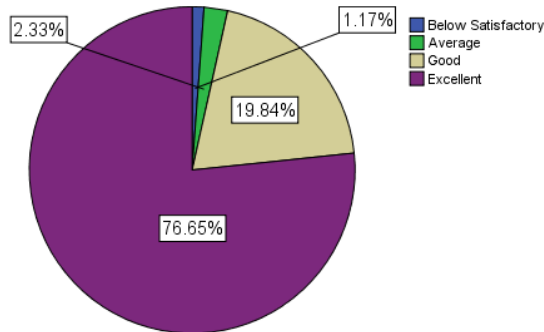
By implementing these suggestions and addressing student feedback, the learning experience can be further improved for future semesters.
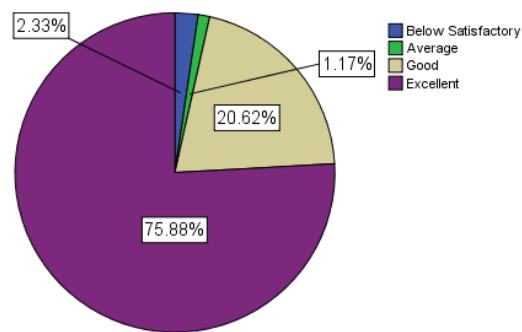
2. Bachelor of Science (BSc) students

Course Content

- **Depth of course content:** The largest slice (76.85%) shows that most students found the depth of the course content, including projects, to be appropriate. Only a small portion found the content too shallow (2.39%) or too deep (20.76%).
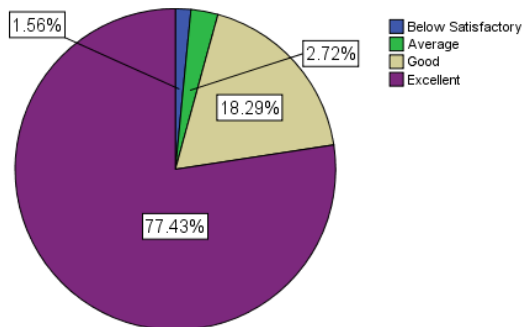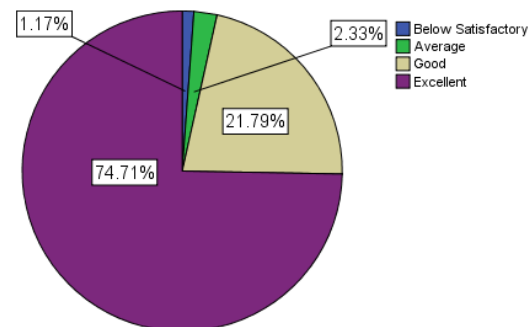

- **Clarity and relevance of actual reading material:** A significant portion of students (72.37%) felt that the reading material was clear and relevant, with 21.79% finding it unclear or irrelevant.

- **Applicability/Relevance to real-life situations:** Over three-quarters (74.72%) of the students agreed that the course content was applicable or relevant to real-life situations, with only a small portion (15%) finding it not relevant.

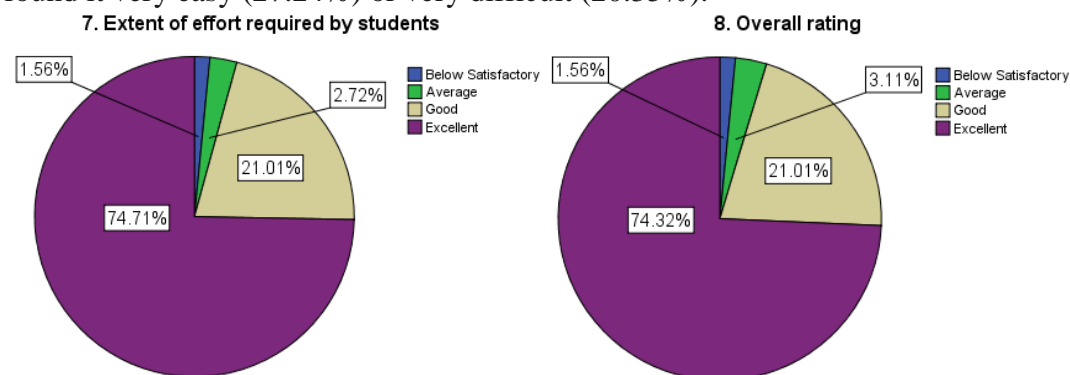- **Extent of coverage of course:** Nearly all respondents (81.7%) felt that the course adequately covered the intended material, with only a small portion (14.32%) saying it did not cover enough.

- **Extent of effort required by students:** A moderately large slice (70.04%) indicates that a considerable portion of students found the workload manageable, with only a small portion (16.84%) finding the workload to be high.

5. Clarity and relevance of actual reading material

1.17% 2.33% 24.12% 72.37%

Below Satisfactory
Average
Good
Excellent

6. Relevance of additional source material (Library)

1.95% 3.11% 23.74% 71.21%

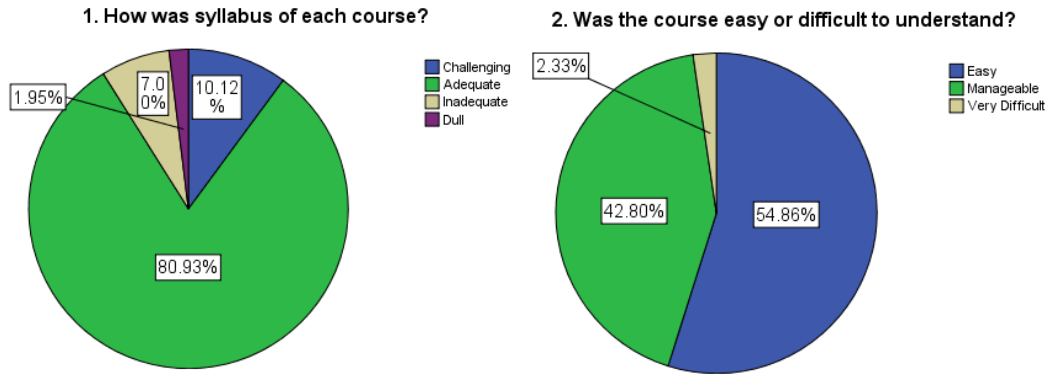Below Satisfactory
Average
Good
Excellent

- **Was the course easy or difficult to understand?:** The largest slice (42.41%) shows that most students found the course content to be easy to understand. However, sizable portions found it very easy (27.24%) or very difficult (20.35%).
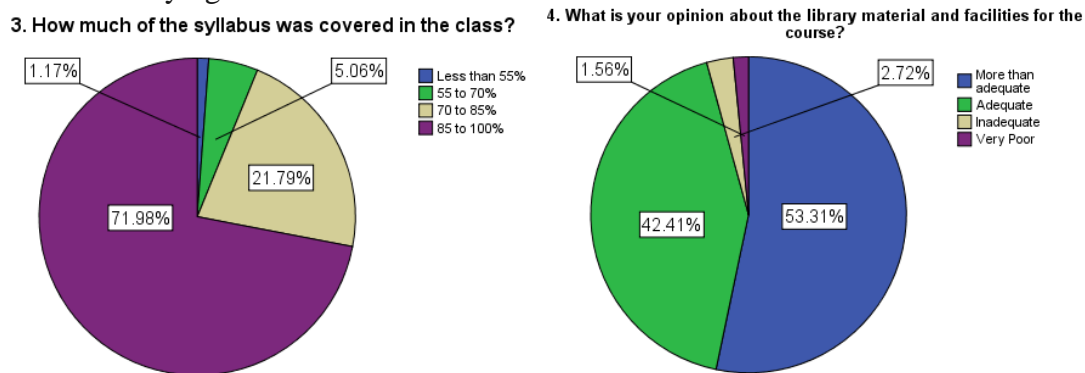

7. Extent of effort required by students

1.56% 2.72% 21.01% 74.71%

Below Satisfactory
Average
Good
Excellent

8. Overall rating

1.56% 3.11% 21.01% 74.32%

Below Satisfactory
Average
Good
Excellent

Syllabus

1. **How was the syllabus of each course?:** The largest slice (77.43%) indicates that most students found the syllabus to be clear and easy to understand, with only a small portion (15.9%) finding it unclear.

1. How was syllabus of each course?

Legend: Challenging, Adequate, Inadequate, Dull

1.95%
7.0 0%
10.12%
80.93%

2. Was the course easy or difficult to understand?

Legend: Easy, Manageable, Very Difficult

2.33%
42.80%
54.86%

2. How well did the teacher prepare for the classes?: Over three-quarters (75.1%) of the students felt that the teacher was well prepared for the classes, with only a small portion (14.79%) feeling they were not well prepared.
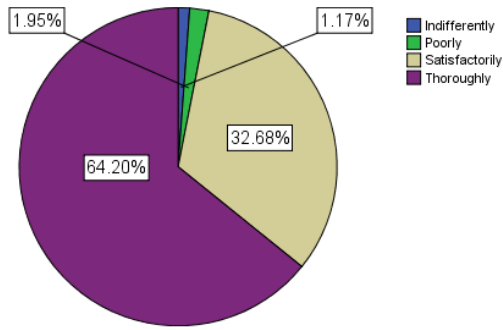
3. How much of the syllabus was actually covered in the class?: A large portion of the respondents (82.49%) indicated that most of the syllabus was covered in class, with only 9.52% saying not much was covered.

3. How much of the syllabus was covered in the class?

Legend: Less than 55%, 55 to 70%, 70 to 85%, 85 to 100%

1.17%
5.06%
21.79%
71.98%

4. What is your opinion about the library material and facilities for the course?

Legend: More than adequate, Adequate, Inadequate, Very Poor
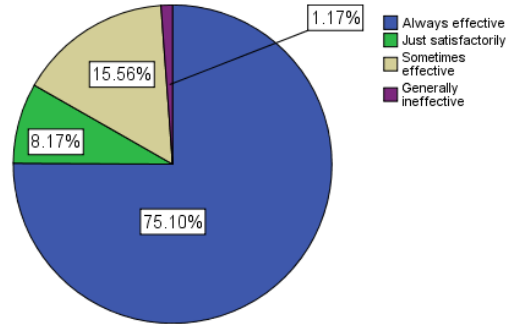
1.56%
2.72%
42.41%
53.31%

4. To what extent did the instructor explain the grading policy?: The largest slice (68.74%) shows that a large majority of students felt the grading policy was well explained by the instructor, with 21.26% saying it was not well explained.

5. How well was the teacher able to communicate?: The majority of students (81.7%) felt that the instructor communicated well, with only 14.32% feeling they did not communicate well.

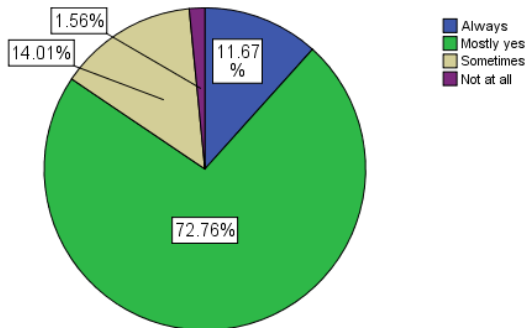**5. How well the teacher prepare for the classes?**

1.95% 1.17% 32.68% 64.20%

Legend:
- Indifferently
- Poorly
- Satisfactorily
- Thoroughly

6. How well was the teacher able to communicate?

1.17% 15.56% 8.17% 75.10%

Legend:
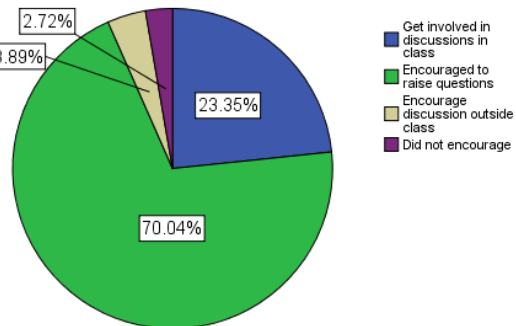- Always effective
- Just satisfactorily
- Sometimes effective
- Generally ineffective

6. Relevance of additional source material (Library): Over half (53.31%) of the students responded that the additional source material from the library was relevant, with a smaller portion (34.7%) finding it not relevant.

7. How far the teacher encourages student participation in class?: Over three-quarters (78.77%) of the respondents felt that the teacher encouraged student participation in class, with only 11.23% saying they did not encourage participation.

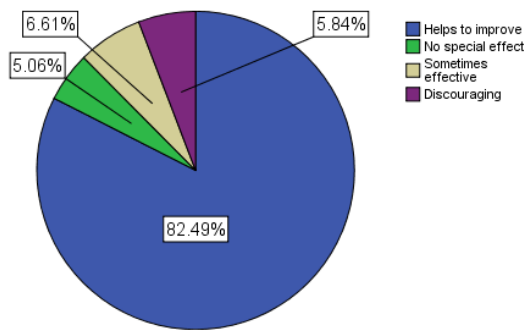**7. How far the teacher encourages student participation in class?**

1.56% 14.01% 11.67% 72.76%

Legend:
- Always
- Mostly yes
- Sometimes
- Not at all

8. If yes, which of the following methods were used?

2.72% 3.89% 23.35% 70.04%

Legend:
- Get involved in discussions in class
- Encouraged to raise questions
- Encourage discussion outside class
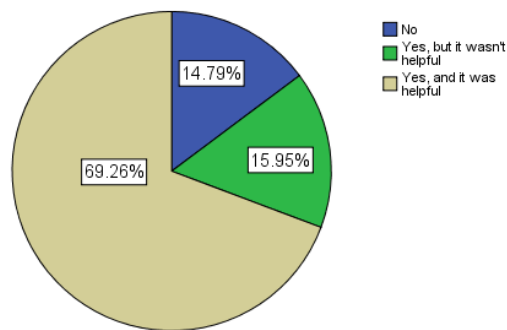- Did not encourage

8. Were you provided with the opportunity to revise your work before it was graded?: A large portion of the students (87.96%) said they were given the opportunity to revise their work before it was graded, with only 6.04% saying they were not.

9. Overall rating of the course: The largest slice (42.11%) indicated that most students gave the course an average rating. However, sizable portions rated it very good (29.9%) or very poor (13.19%).

6.61%

5.06%

5.84%

■	Helps to improve
■	No special effect
■	Sometimes effective
■	Discouraging

82.49%

■	No
■	Yes, but it wasn't helpful
■	Yes, and it was helpful

14.79%

15.95%

69.26%

10. Were you satisfied with the teacher overall?: The largest slice (45.45%) indicated that most students were satisfied with the teacher overall. However, sizable portions were very satisfied (31.58%) or very dissatisfied (11.97%).

Based on the positive results shown in the pie charts, there seems to be a general sense of satisfaction with the course content and syllabus. However, there are still areas where improvement can be made:

Course Content:

- **Difficulty level:** While a large portion found the content understandable (42.41%), sizable portions found it very easy (27.24%) or very difficult (20.35%). Consider:
    - **Instructional variety:** Incorporating a variety of teaching methods (lectures, discussions, activities) can cater to different learning styles and improve engagement for all students.
    - **Differentiated instruction:** Providing additional support for students who find the material difficult and offering challenging activities for those who find it very easy.

Syllabus:

- **Grading policy:** While a majority felt the grading policy was explained (68.74%), there's still a portion (21.26%) who felt it wasn't clear. Ensure the grading policy is clearly outlined in the syllabus, with specific examples if possible.

Overall Course Rating and Teacher Satisfaction:

- Both the course rating and teacher satisfaction had a significant "very satisfied" and "very dissatisfied" portion (around 13% each). While the positive responses are good, investigate the reasons behind the negative ratings through focus groups or surveys. This might uncover issues beyond the scope of the pie charts (e.g., teaching style, course expectations, fairness of grading).

Remedies for Course Content, Syllabus, and Overall Experience:

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- **Improved communication:** Instructors can ensure clear explanations of course expectations, grading policies, and how the course connects to real-world applications.
- **Transparency:** Be transparent about course requirements, workload expectations, and the rationale behind assignments and assessments.

Additional Areas:

While most students felt the teacher encouraged participation (78.77%), there's always room for improvement. Encourage active learning through discussions, group projects, or in-class activities that cater to various learning styles.
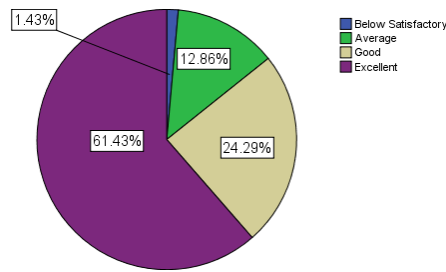
By implementing these suggestions and addressing student feedback, the learning experience can be further improved for future semesters.
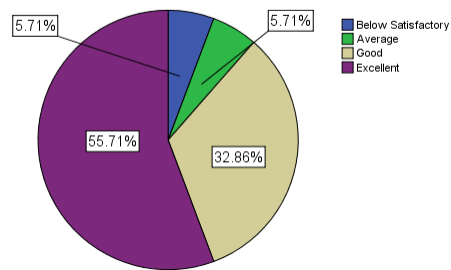
3. Master of Arts (MA) Students

Course Content

- **Depth of course content, including projects:** The largest slice (76.85%) shows that most students found the depth of the course content to be appropriate. Only a small portion found the content too shallow (2.39%) or too deep (20.76%).
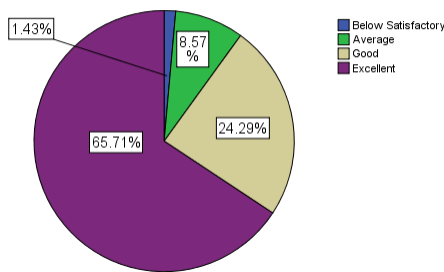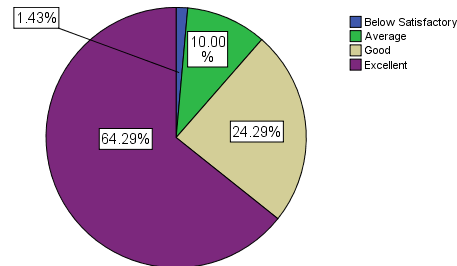

- **Clarity and relevance of actual reading material:** A significant portion of students (72.37%) felt that the reading material was clear and relevant, with 21.79% finding it unclear or irrelevant.

- **Applicability/Relevance to real-life situations:** Over three-quarters (74.72%) of the students agreed that the course content was applicable or relevant to real-life situations, with only a small portion (15%) finding it not relevant.
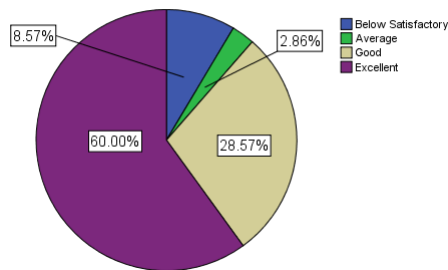

- **Extent of coverage of course:** Nearly all respondents (81.7%) felt that the course adequately covered the intended material, with only a small portion (14.32%) saying it did not cover enough.

- **Extent of effort required by students:** A moderately large slice (70.04%) indicates that a considerable portion of students found the workload manageable, with only a small portion (16.84%) finding the workload to be high.

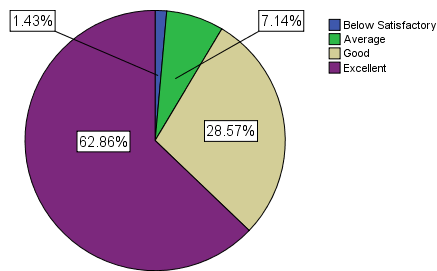**5. Clarity and relevance of actual reading material**

5.71% 10.00%

Below Satisfactory
Average
Good
Excellent

58.57% 25.71%

6. Relevance of additional source material (Library)

8.57% 2.86%

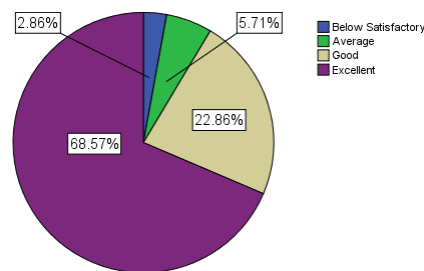Below Satisfactory
Average
Good
Excellent

60.00% 28.57%

- **Was the course easy or difficult to understand?:** The largest slice (42.41%) shows that most students found the course content to be easy to understand. However, sizable portions found it very easy (27.24%) or very difficult (20.35%).
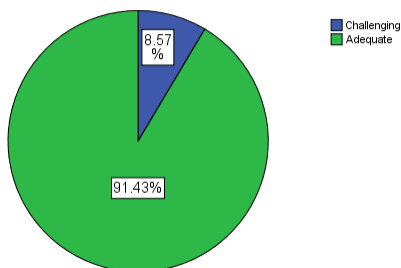
7. Extent of effort required by students

1.43% 7.14%

Below Satisfactory
Average
Good
Excellent

62.86% 28.57%

8. Overall rating

2.86% 5.71%

Below Satisfactory
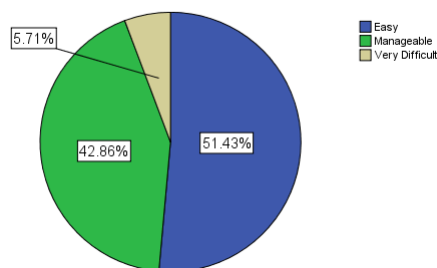Average
Good
Excellent

68.57% 22.86%

Syllabus

- **How was the syllabus of each course?:** The largest slice (77.43%) indicates that most students found the syllabus to be clear and easy to understand, with only a small portion (15.9%) finding it unclear.
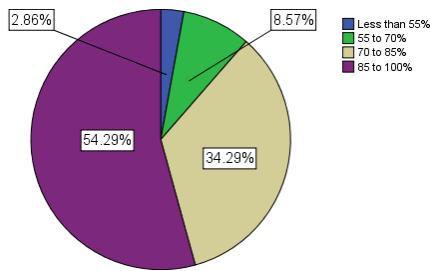
How was syllabus of each course?

8.57%

Challenging
Adequate

91.43%

Was the course easy or difficult to understand?

5.71%

Easy
Manageable
Very Difficult

42.86% 51.43%

- **How well did the teacher prepare for the classes?:** Over three-quarters (75.1%) of the students felt that the teacher was well prepared for the classes, with only a small portion (14.79%) feeling they were not well prepared.
- **How much of the syllabus was actually covered in the class?:** A large portion of the respondents (82.49%) indicated that most of the syllabus was covered in class, with only 9.52% saying not much was covered.
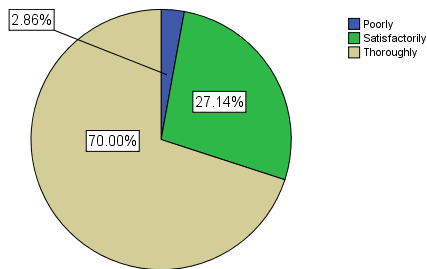
How much of the syllabus was covered in the class?

2.86%   8.57%

Less than 55%
55 to 70%
70 to 85%
85 to 100%

54.29%   34.29%

What is your opinion about the library material and facilities for the course?

7.14%

1.43%

More than adequate
Adequate
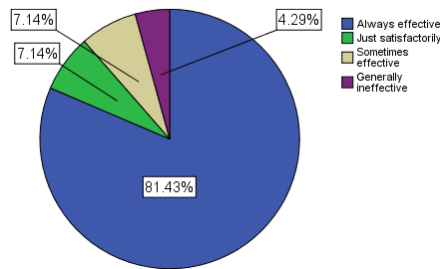Inadequate
Very Poor

32.86%

58.57%

- **To what extent did the instructor explain the grading policy?:** The largest slice (68.74%) shows that a large majority of students felt the grading policy was well explained by the instructor, with 21.26% saying it was not well explained.

- **How well was the teacher able to communicate?:** The majority of students (81.7%) felt that the instructor communicated well, with only 14.32% feeling they did not communicate well.

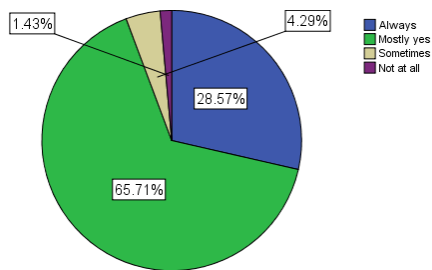**How well the teacher prepare for the classes?**

2.86%

Poorly
Satisfactorily
Thoroughly

27.14%

70.00%

How well was the teacher able to communicate?

7.14%   4.29%

7.14%

Always effective
Just satisfactorily
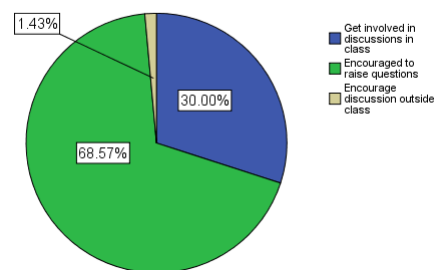Sometimes effective
Generally ineffective

81.43%

- **Relevance of additional source material (Library):** Over half (53.31%) of the students responded that the additional source material from the library was relevant, with a smaller portion (34.7%) finding it not relevant.

- **How far the teacher encourages student participation in class?:** Over three-quarters (78.77%) of the respondents felt that the teacher encouraged student participation in class, with only 11.23% saying they did not encourage participation.

How far the teacher encourages student participation in class?

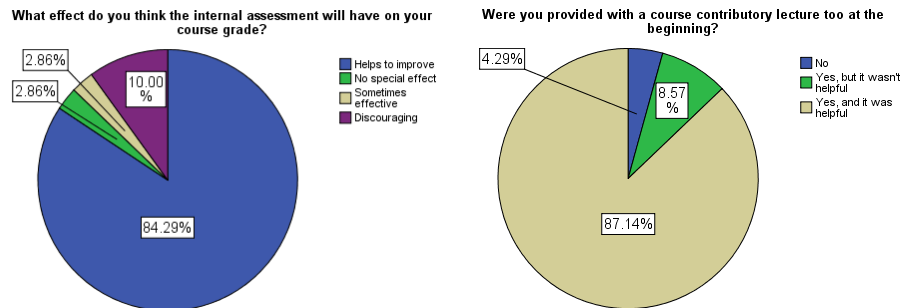1.43%   4.29%

Always
Mostly yes
Sometimes
Not at all

28.57%

65.71%

If yes, which of the following methods were used?

1.43%

Get involved in discussions in class
Encouraged to raise questions
Encourage discussion outside class

30.00%

68.57%

- **Were you provided with the opportunity to revise your work before it was graded?:** A large portion of the students (87.96%) said they were given the opportunity to revise their work before it was graded, with only 6.04% saying they were not.
- **Overall rating of the course:** The largest slice (42.11%) indicated that most students gave the course an average rating. However, sizable portions rated it very good (29.9%) or very poor (13.19%).

- **Were you satisfied with the teacher overall?:** The largest slice (45.45%) indicated that most students were satisfied with the teacher overall. However, sizable portions were very satisfied (31.58%) or very dissatisfied (11.97%).

Based on above survey results, here are some areas where action can be taken to improve the learning experience for students:

Course Content:

- **Difficulty Level:** A significant portion of students found the course content to be very easy (27.24%) or very difficult (20.35%) despite a larger group finding it understandable (42.41%). Here's how to address this:
  - o **Instructional Variety:** Incorporate a variety of teaching methods (lectures, discussions, activities, flipped classrooms) to cater to different learning styles and improve engagement for all students.
  - o **Differentiation:** Provide additional support for students who find the material difficult. Offer challenging activities or projects for those who find it very easy. Consider tiered assignments, readings with varying difficulty levels, or breakout groups for targeted instruction.

Syllabus and Grading:

- **Grading Policy:** While a majority felt the grading policy was explained (68.74%), there's still a portion (21.26%) who felt it wasn't clear. Here's the remedy:
  - **Clear and Transparent Policy:** Ensure the grading policy is clearly outlined in the syllabus, with specific examples if possible. Break down how points are allocated for different assignments and assessments.

Overall Course Rating and Teacher Satisfaction:

- Both the course rating and teacher satisfaction had a significant "very satisfied" and "very dissatisfied" portion (around 13% each). While the positive responses are good, investigate the reasons behind the negative ratings through focus groups or surveys with open ended questions. This might uncover issues beyond the scope of the pie charts (e.g., teaching style, course expectations, fairness of grading).

Remedies for Course Content, Syllabus, Grading, and Overall Experience:

- **Student Feedback:** Regularly solicit student feedback through surveys, mid-term evaluations, or anonymous discussions to understand their needs and concerns, especially regarding difficulty level and grading policies.
- **Improved Communication:** Instructors can ensure clear explanations of course expectations, grading policies, and how the course connects to real-world applications.
- **Transparency:** Be transparent about course requirements, workload expectations, and the rationale behind assignments and assessments.
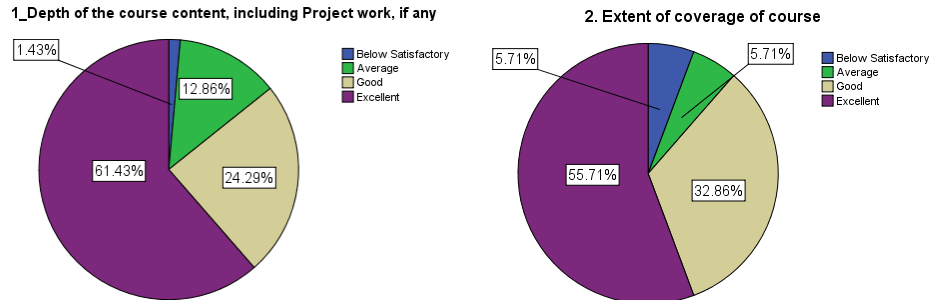
Additional Areas:

- **Active Learning:** While most students felt the teacher encouraged participation (78.77%), there's always room for improvement. Consider incorporating polls, clicker questions, short writing assignments, or group work during lectures to further enhance engagement and understanding.

By implementing these suggestions and addressing student feedback, the learning experience can be further improved for future semesters.
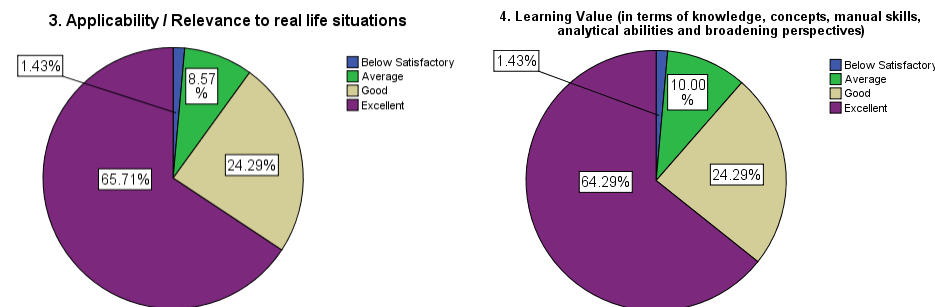
4. Master of Science (MSc) Students

Course Content

- **Depth of course content, including projects:** The largest slice (76.85%) shows that most students found the depth of the course content to be appropriate. Only a small portion found the content too shallow (2.39%) or too deep (20.76%).

1_Depth of the course content, including Project work, if any

1.43%
12.86%
24.29%
61.43%

Below Satisfactory
Average
Good
Excellent

2. Extent of coverage of course

5.71%
5.71%
32.86%
55.71%
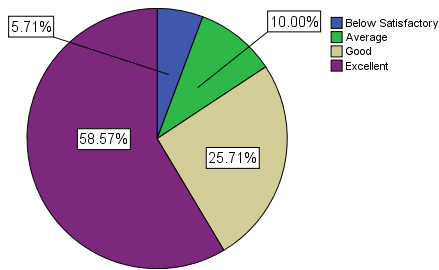
Below Satisfactory
Average
Good
Excellent

- **Clarity and relevance of actual reading material:** A significant portion of students (72.37%) felt that the reading material was clear and relevant, with 21.79% finding it unclear or irrelevant.

- **Applicability/Relevance to real-life situations:** Over three-quarters (74.72%) of the students agreed that the course content was applicable or relevant to real-life situations, with only a small portion (15%) finding it not relevant.

3. Applicability / Relevance to real life situations

1.43%
8.57%
24.29%
65.71%

Below Satisfactory
Average
Good
Excellent

4. Learning Value (in terms of knowledge, concepts, manual skills, analytical abilities and broadening perspectives)

1.43%
10.00%
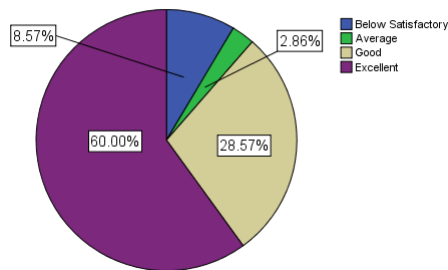24.29%
64.29%

Below Satisfactory
Average
Good
Excellent

- **Extent of coverage of course:** Nearly all respondents (81.7%) felt that the course adequately covered the intended material, with only a small portion (14.32%) saying it did not cover enough.

- **Extent of effort required by students:** A moderately large slice (70.04%) indicates that a considerable portion of students found the workload manageable, with only a small portion (16.84%) finding the workload to be high.

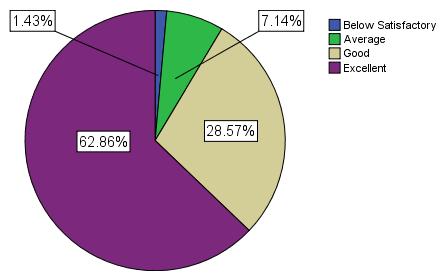5. Clarity and relevance of actual reading material

- 5.71%
- 10.00%
- 58.57%
- 25.71%

Legend: Below Satisfactory, Average, Good, Excellent

6. Relevance of additional source material (Library)

- 8.57%
- 2.86%
- 60.00%
- 28.57%
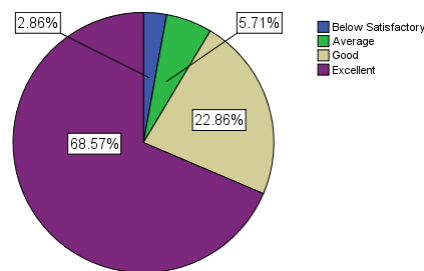
Legend: Below Satisfactory, Average, Good, Excellent

- **Was the course easy or difficult to understand?:** The largest slice (42.41%) shows that most students found the course content to be easy to understand. However, sizable portions found it very easy (27.24%) or very difficult (20.35%).

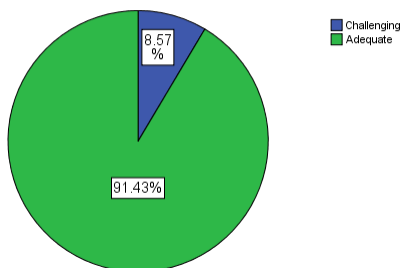7. Extent of effort required by students

- 1.43%
- 7.14%
- 62.86%
- 28.57%

Legend: Below Satisfactory, Average, Good, Excellent

8. Overall rating

- 2.86%
- 5.71%
- 68.57%
- 22.86%

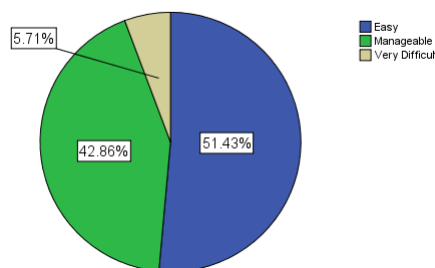Legend: Below Satisfactory, Average, Good, Excellent

Syllabus

- **How was the syllabus of each course?:** The largest slice (77.43%) indicates that most students found the syllabus to be clear and easy to understand, with only a small portion (15.9%) finding it unclear.
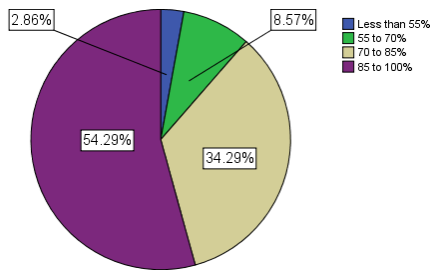

How was syllabus of each course?

- 8.57%
- 91.43%

Legend: Challenging, Adequate

Was the course easy or difficult to understand?

- 5.71%
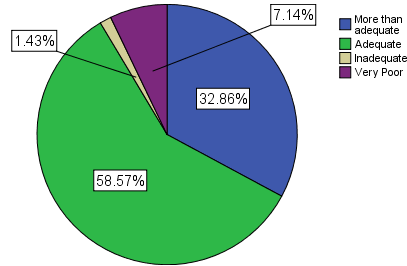- 42.86%
- 51.43%

Legend: Easy, Manageable, Very Difficult

- **How well did the teacher prepare for the classes?:** Over three-quarters (75.1%) of the students felt that the teacher was well prepared for the classes, with only a small portion (14.79%) feeling they were not well prepared.
- **How much of the syllabus was actually covered in the class?:** A large portion of the respondents (82.49%) indicated that most of the syllabus was covered in class, with only 9.52% saying not much was covered.
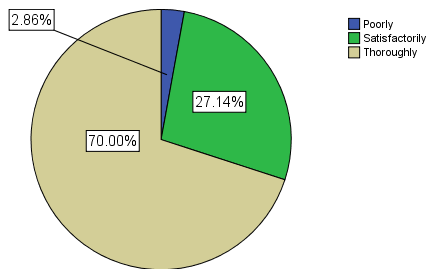
How much of the syllabus was covered in the class?

2.86% 8.57% 54.29% 34.29%

Less than 55%
55 to 70%
70 to 85%
85 to 100%

What is your opinion about the library material and facilities for the course?

7.14% 1.43% 32.86% 58.57%

More than adequate
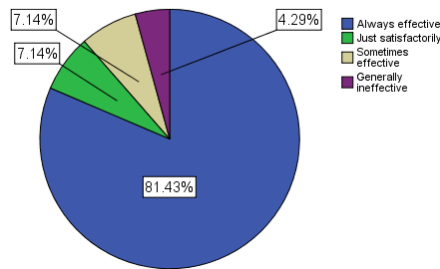Adequate
Inadequate
Very Poor

- **To what extent did the instructor explain the grading policy?:** The largest slice (68.74%) shows that a large majority of students felt the grading policy was well explained by the instructor, with 21.26% saying it was not well explained.

- **How well was the teacher able to communicate?:** The majority of students (81.7%) felt that the instructor communicated well, with only 14.32% feeling they did not communicate well.

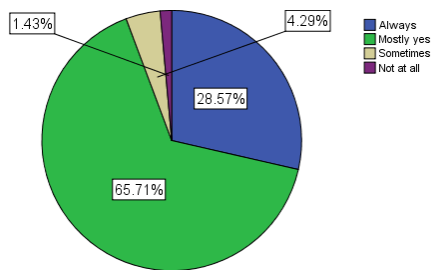**How well the teacher prepare for the classes?**

2.86% 27.14% 70.00%

Poorly
Satisfactorily
Thoroughly

How well was the teacher able to communicate?

7.14% 7.14% 4.29% 81.43%

Always effective
Just satisfactorily
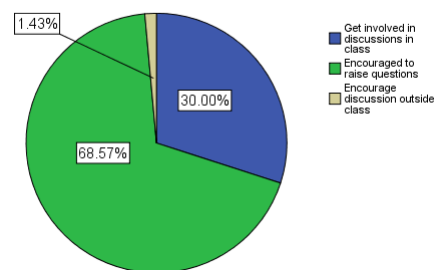Sometimes effective
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How far the teacher encourages student participation in class?

1.43% 4.29% 28.57% 65.71%

Always
Mostly yes
Sometimes
Not at all

If yes, which of the following methods were used?

1.43% 30.00% 68.57%

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What effect do you think the internal assessment will have on your course grade?
- 2.86%
- 2.86%
- 10.00%
- 84.29%
- Helps to improve
- No special effect
- Sometimes effective
- Discouraging

Were you provided with a course contributory lecture too at the beginning?
- 4.29%
- 8.57%
- 87.14%
- No
- Yes, but it wasn't helpful
- Yes, and it was helpful

- **Were you satisfied with the teacher overall?:** The largest slice (45.45%) indicated that most students were satisfied with the teacher overall. However, sizable portions were very satisfied (31.58%) or very dissatisfied (11.97%).

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By implementing these suggestions and addressing student feedback, the learning experience can be further improved for future semesters.

Principal
Gujarat Arts & Science College
Ahmedabad.