



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 : gascpin@gmail.com

Outward No.: GASC/ Feedback Report/GU/2021-22/798

Date: 26/04/2022

To,
Registrar,
Gujarat University,
Ahmedabad-380006

Subject: Student Feedback analysis of B.A. & B.SC faculties for Academic Year 2021-2022.

Respected Sir,

We are submitting herewith Student Feedback analysis of B.A. & B.SC faculties for Academic Year 2021-22 for your Perusal.

Thanks,

Warm Regards,




Principal
Gujarat Arts & Science College
Ahmedabad.



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Analysis of Student Feedback 2022-23

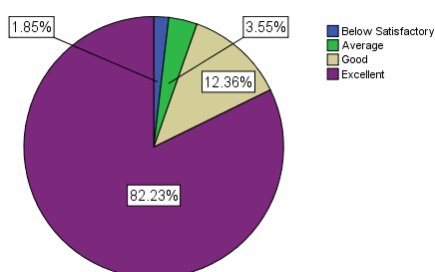
Note: As and when required, Median is considered for the average rating given by the student for all subjects he/she studied

1. Bachelor of Arts (BA) Students

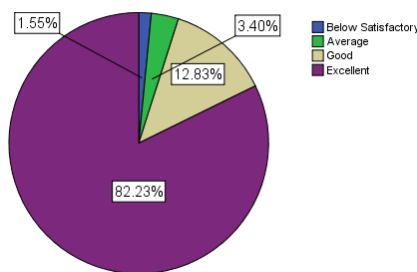
Course Content

- **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%).

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

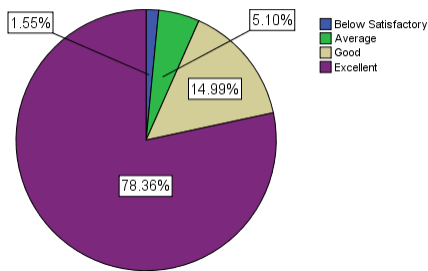


2. Extent of coverage of course

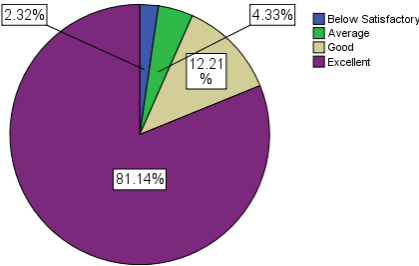


- **Clarity and relevance of actual reading material:** A significant portion of students (72.37%) felt that the reading material was clear and relevant, with 21.79% finding it unclear or irrelevant.
- **Applicability/Relevance to real-life situations:** Over three-quarters (74.72%) of the students agreed 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

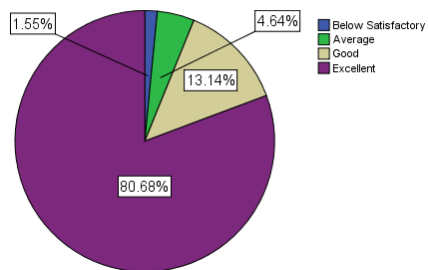


4. Learning Value (in terms of knowledge, concepts, manual skills, analytical abilities and broadening perspectives)

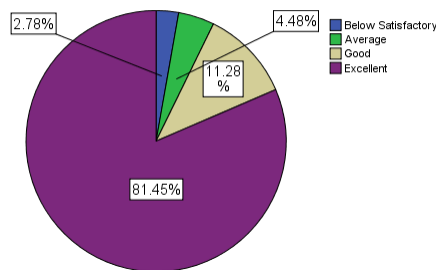


- **Extent of coverage of course:** Nearly all respondents (81.7%) felt that the course adequately covered the intended material, with only a small portion (14.32%) saying it did not cover enough.
- **Extent of effort required by students:** A moderately large slice (70.04%) indicates that a considerable 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

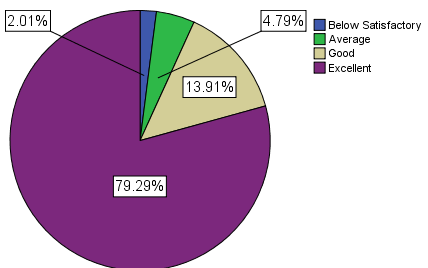


6. Relevance of additional source material (Library)

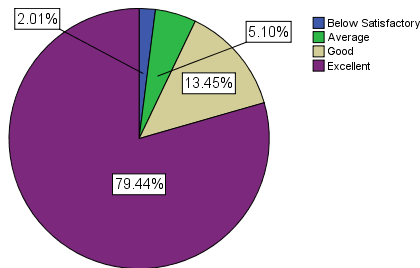


- **Was the course easy or difficult to understand?:** The largest slice (42.41%) shows that most students found the course content to be easy to understand. However, sizable portions found it very easy (27.24%) or very difficult (20.35%).

7. Extent of effort required by students

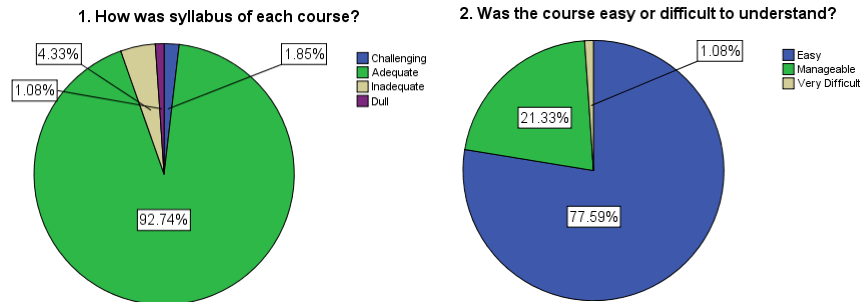


8. Overall rating



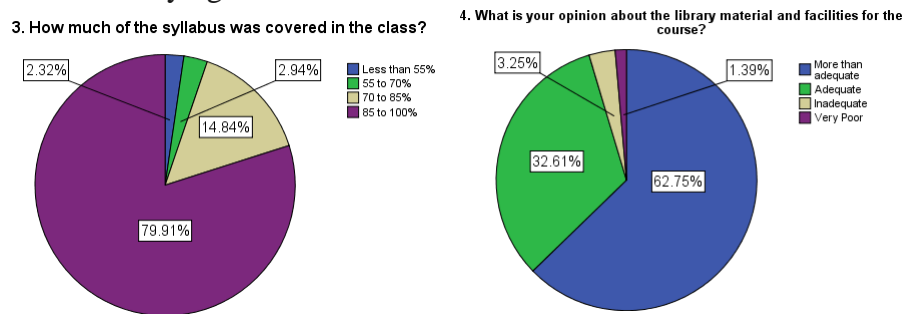
Syllabus

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.



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.

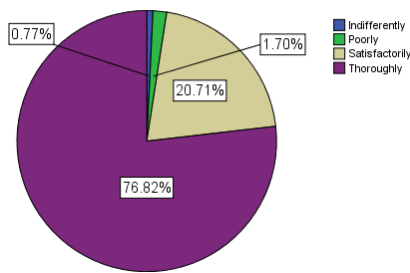
3. How much of the syllabus was actually covered in the class?: A large portion of the respondents (82.49%) indicated that most of the syllabus was covered in class, with only 9.52% saying not much was covered.



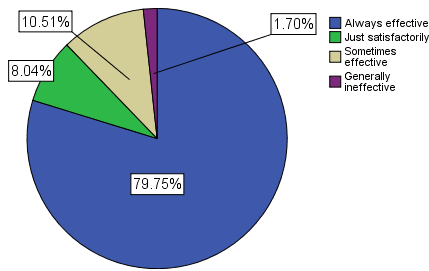
4. To what extent did the instructor explain the grading policy?: The largest slice (68.74%) shows that a large majority of students felt the grading policy was well explained by the instructor, with 21.26% saying it was not well explained.

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?



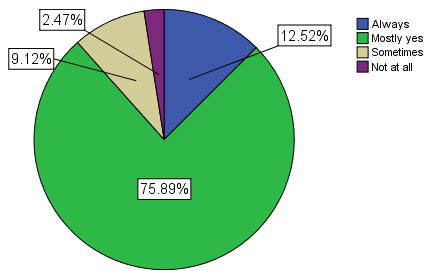
6. How well was the teacher able to communicate?



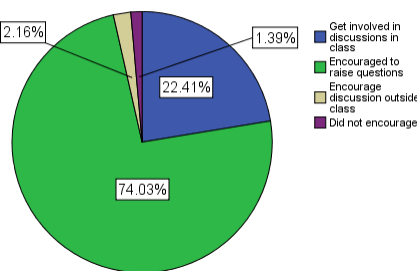
6. Relevance of additional source material (Library): Over half (53.31%) of the students responded that the additional source material from the library was relevant, with a smaller portion (34.7%) finding it not relevant.

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?



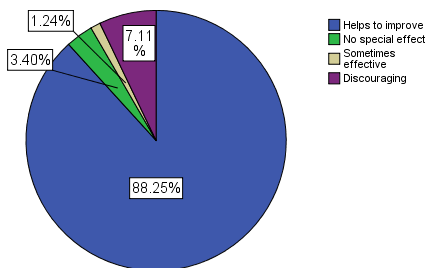
8. If yes, which of the following methods were used?



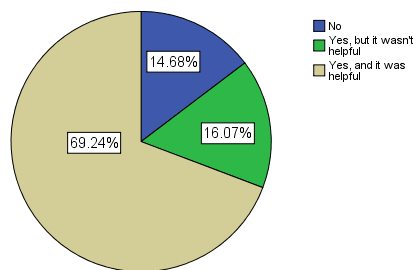
8. Were you provided with the opportunity to revise your work before it was graded?: A large portion of the students (87.96%) said they were given the opportunity to revise their work before it was graded, with only 6.04% saying they were not.

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?



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



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%). Here's how to address this:
 - **Instructional Variety:** Incorporate a variety of teaching methods (lectures, discussions, activities) to cater to different learning styles and improve engagement for all students.
 - **Differentiation:** Provide additional support for students who find the material difficult. Offer challenging activities or projects for those who find it very easy.

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.

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, 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.

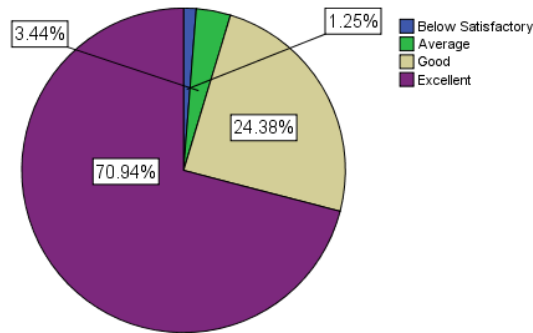
By implementing these suggestions and addressing student feedback, the learning experience can be further improved for future semesters.

2. Bachelor of Science (BSc) Students

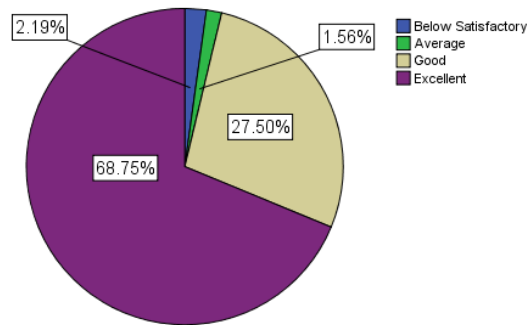
Course Content

- Depth of course content:** The largest slice (46.56%) shows that most students found the depth of the course content, including projects, to be appropriate. A smaller portion (22.19%) found the content too shallow, and another portion (29.44%) found it too deep.

1. Depth of the course content, including Project work, if any

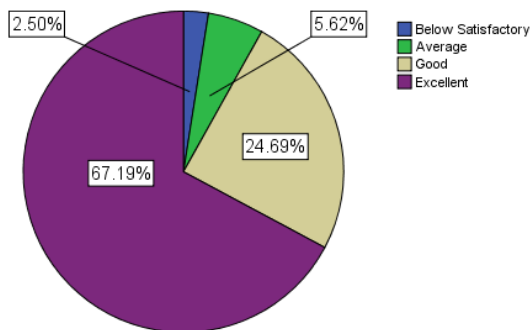


2. Extent of coverage of course

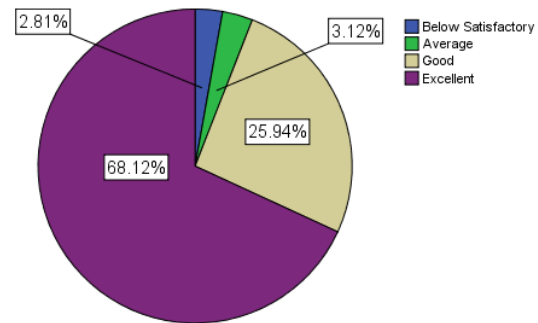


- Clarity and relevance of actual reading material:** A significant portion of students (47.5%) felt that the reading material was clear and relevant, with 43.12% finding it unclear or irrelevant.
- Applicability/Relevance to real-life situations:** Less than half (37.69%) of the students agreed that the course content was applicable or relevant to real-life situations, with a larger portion (44.38%) finding it not relevant.

3. Applicability / Relevance to real life situations



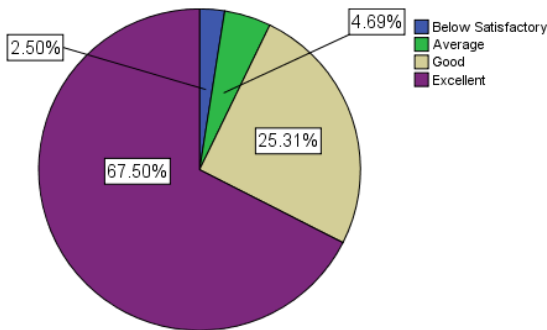
4. Learning Value (in terms of knowledge, concepts, manual skills, analytical abilities and broadening perspectives)



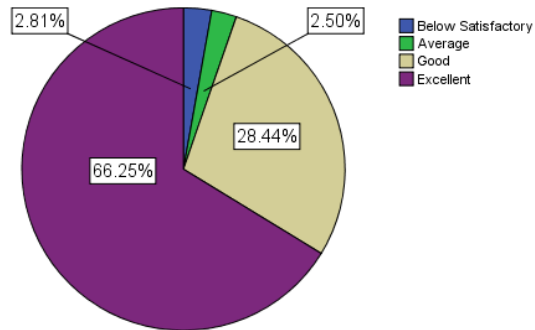
- Extent of coverage of course:** Nearly half (48.48%) of the respondents felt that the course adequately covered the intended material, with 34.44% saying it did not cover enough.

- Extent of effort required by students:** A moderately large slice (40.2%) indicates that a considerable portion of students found the workload manageable, but a sizable portion (37.5%) found the workload to be high.

5. Clarity and relevance of actual reading material

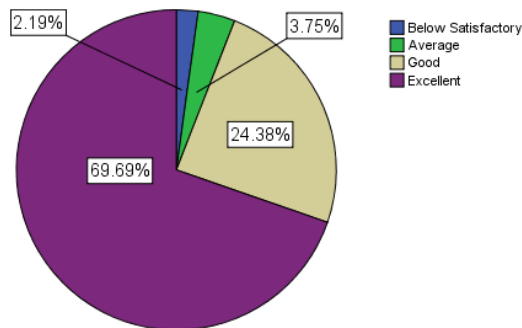


6. Relevance of additional source material (Library)

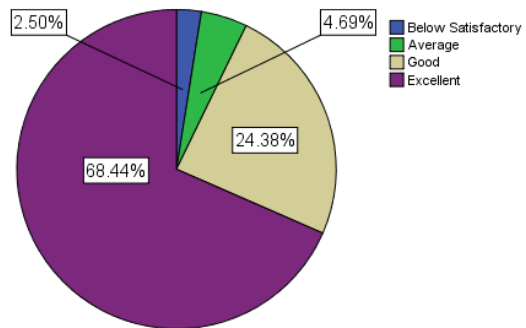


- Was the course easy or difficult to understand?:** The largest slice (37.9%) shows that most students found the course content to be easy or difficult to understand. However, sizable portions found it very easy (24.24%) or very difficult (24.24%).

7. Extent of effort required by students

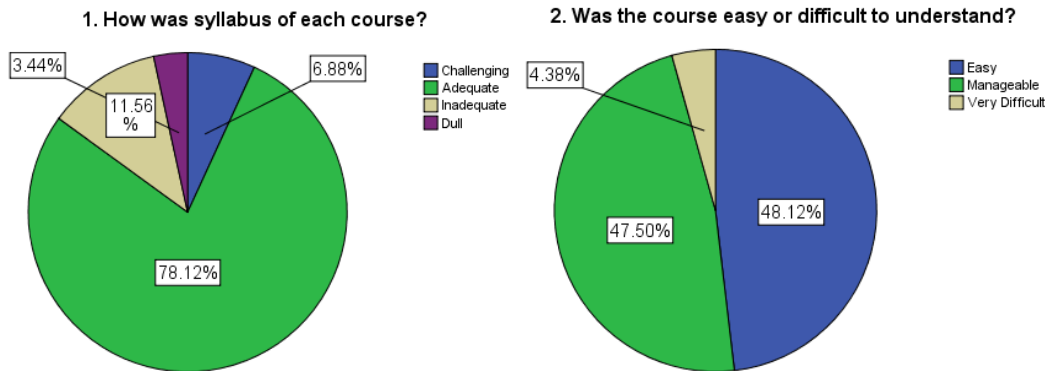


8. Overall rating



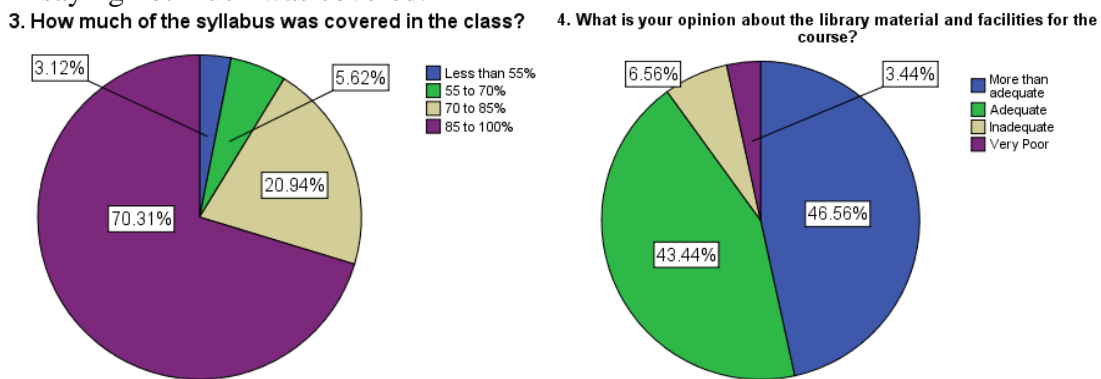
Syllabus

1. How was the syllabus of each course?: The largest slice (62.5%) indicates that most students found the syllabus to be clear and easy to understand, with 25% finding it unclear.



2. How well did the teacher prepare for the classes?: Over half (58.18%) of the students felt that the teacher was well prepared for the classes, with 21% feeling they were not well prepared.

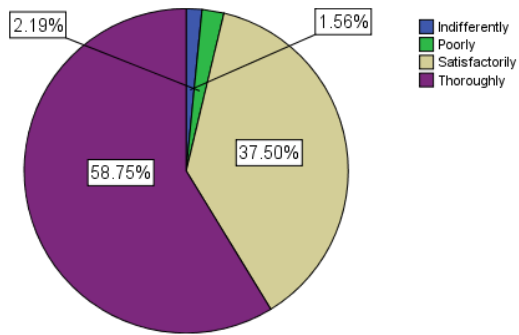
3. How much of the syllabus was actually covered in the class?: A large portion of the respondents (79%) indicated that most of the syllabus was covered in class, with 15.31% saying not much was covered.



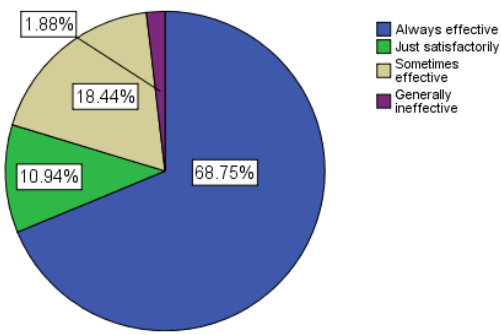
4. To what extent did the instructor explain the grading policy?: The largest slice (59.38%) shows that a majority of students felt the grading policy was well explained by the instructor, with 28.13% saying it was not well explained.

5. How well was the teacher able to communicate?: The majority of students (71.97%) felt that the instructor communicated well, with 18.03% feeling they did not communicate well.

5. How well the teacher prepare for the classes?



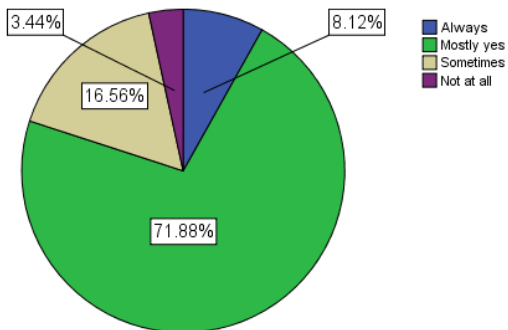
6. How well was the teacher able to communicate?



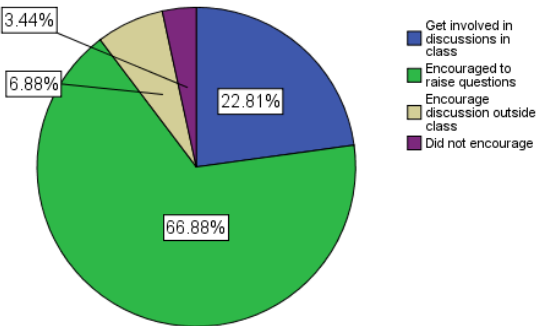
6. Relevance of additional source material (Library): Less than half (40%) of the students responded that the additional source material from the library was relevant, with a larger portion (45.31%) finding it not relevant.

7. How far the teacher encourages student participation in class?: Over half (50.7%) of the respondents felt that the teacher encouraged student participation in class, with 29.44% saying they did not encourage participation.

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



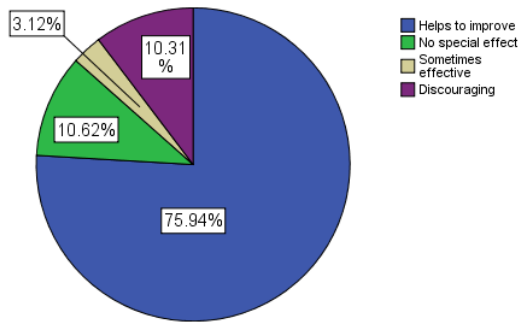
8. If yes, which of the following methods were used?



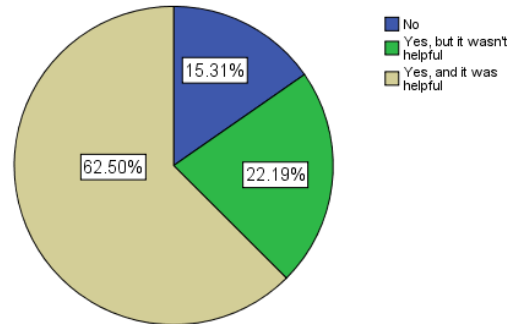
8. Were you provided with the opportunity to revise your work before it was graded?: A large portion of the students (73.11%) said they were given the opportunity to revise their work before it was graded, with 18.75% saying they were not.

9. Overall rating of the course: The largest slice (43.44%) indicated that most students gave the course an average rating. However, sizable portions rated it very good (25.94%) or very poor (18.12%).

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



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



10. Were you satisfied with the teacher overall?: The largest slice (43.75%) indicated that most students were satisfied with the teacher overall. However, sizable portions were very satisfied (29.44%) or very dissatisfied (15.63%).

Based on the survey analyses, some areas where action might be taken to improve the learning experience for students have been identified and potential remedies suggested as follows.

Course Content:

- **Relevance to real-life situations:** Less than half (37.69%) found the content relevant. Consider:
 - **Real-world examples:** Integrate real-world examples, case studies, or projects to make the material more relatable and engaging for students.
 - **Connect course content to future careers:** Show students how the course material applies to their future careers or goals.
- **Clarity of reading materials:** Over 40% found the reading materials unclear. Consider:
 - **Variety of materials:** Offer a variety of reading materials with different writing styles and difficulty levels.
 - **Instructor explanations:** Instructors can highlight key points from the readings and clarify any confusing concepts.
- **Workload:** A sizable portion (37.5%) found the workload to be high. Consider:
 - **Workload distribution:** Distribute assignments and projects more evenly throughout the semester to avoid cramming.
 - **Workload justification:** Explain the purpose and value of each assignment to students.

Syllabus:

- **Relevance of library materials:** Less than half (40%) found the library materials relevant. Consider:
 - **Librarian collaboration:** Collaborate with librarians to identify library resources that directly align with course content.
 - **Highlighting resources:** Instructors can specifically mention relevant library resources in the syllabus or during lectures.
- **Teacher preparation:** While most felt the teacher was prepared, there's room for improvement for the 21% who disagreed. Conduct professional development opportunities or provide resources to improve teaching preparation.

Overall Course Rating and Teacher Satisfaction:

- Both the course rating and teacher satisfaction had a significant "very satisfied" and "very dissatisfied" portion. Investigate 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).

Remedies for Course Content, Syllabus, and Overall Experience:

- **Student feedback:** Regularly solicit student feedback through surveys, mid-term evaluations, or anonymous discussions to understand their needs and concerns.
- **Improved communication:** Ensure instructors clearly explain course expectations, grading policies, how the course connects to real-world applications, and the value of assigned readings.
- **Transparency:** Be transparent about course requirements and workload expectations.

Additional Areas:

- **Student participation:** While over half (50.7%) felt participation was encouraged, there's room for improvement. Encourage active learning through discussions, group projects, or in-class activities.

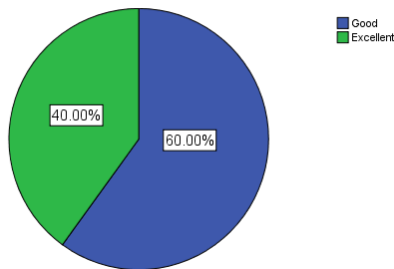
By implementing these suggestions and addressing student feedback, the learning experience can be improved for future semesters.

3. Master of Arts (MA) Students

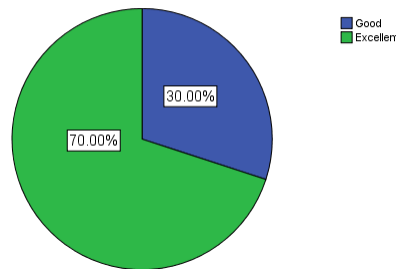
Course Content

- **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%).

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

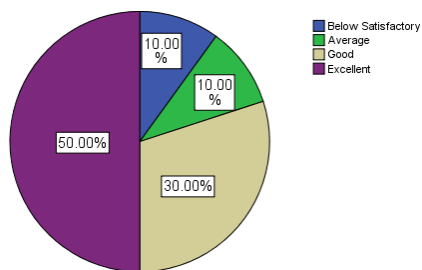


2. Extent of coverage of course

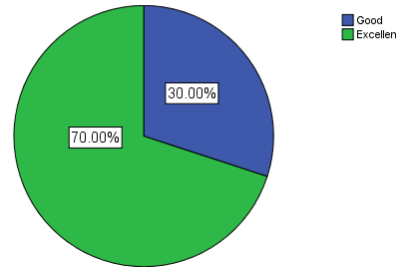


- **Clarity and relevance of actual reading material:** A significant portion of students (72.37%) felt that the reading material was clear and relevant, with 21.79% finding it unclear or irrelevant.
- **Applicability/Relevance to real-life situations:** Over three-quarters (74.72%) of the students agreed 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

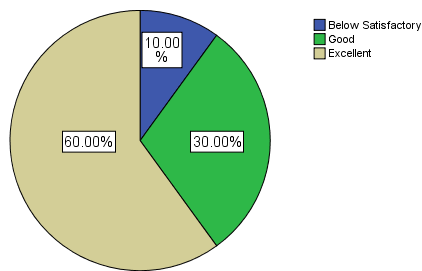


4. Learning Value (in terms of knowledge, concepts, manual skills, analytical abilities and broadening perspectives)

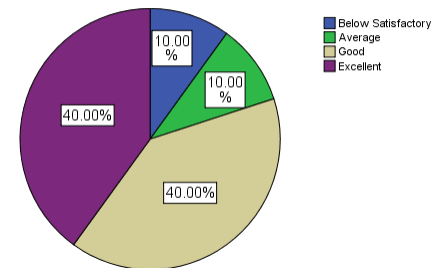


- **Extent of coverage of course:** Nearly all respondents (81.7%) felt that the course adequately covered the intended material, with only a small portion (14.32%) saying it did not cover enough.
- **Extent of effort required by students:** A moderately large slice (70.04%) indicates that a considerable 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

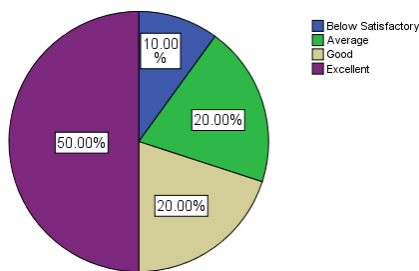


6. Relevance of additional source material (Library)

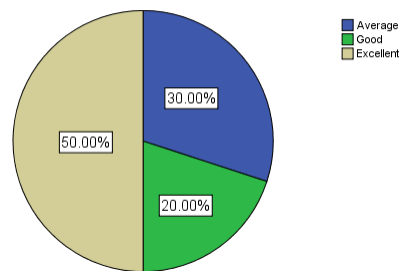


- **Was the course easy or difficult to understand?:** The largest slice (42.41%) shows that most students found the course content to be easy to understand. However, sizable portions found it very easy (27.24%) or very difficult (20.35%).

7. Extent of effort required by students



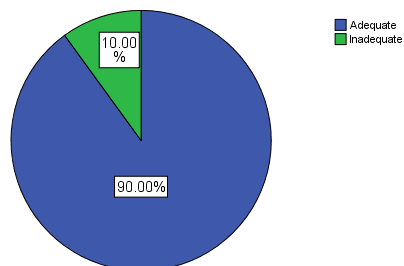
8. Overall rating



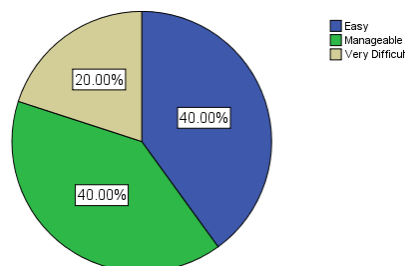
Syllabus

- **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?

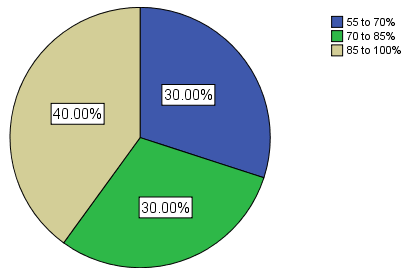


Was the course easy or difficult to understand?

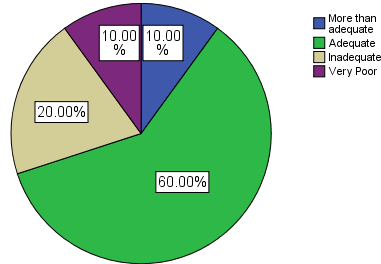


- **How well did the teacher prepare for the classes?:** Over three-quarters (75.1%) of the students felt that the teacher was well prepared for the classes, with only a small portion (14.79%) feeling they were not well prepared.
- **How much of the syllabus was actually covered in the class?:** A large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

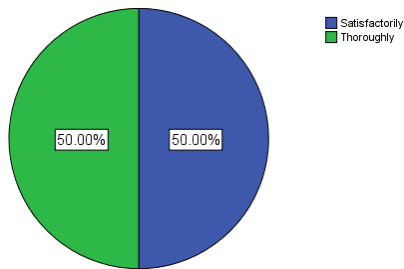


What is your opinion about the library material and facilities for the course?

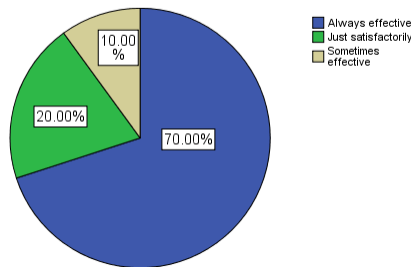


- **To what extent did the instructor explain the grading policy?:** The largest slice (68.74%) shows that a large majority of students felt the grading policy was well explained by the instructor, with 21.26% saying it was not well explained.
- **How well was the teacher able to communicate?:** The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

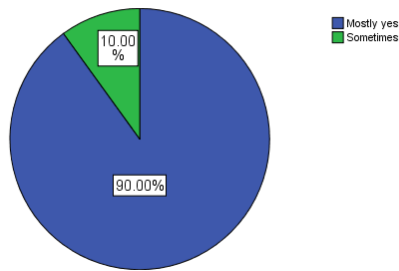


How well was the teacher able to communicate?

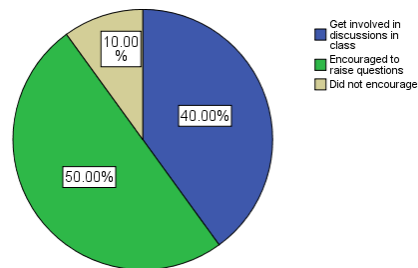


- **Relevance of additional source material (Library):** Over half (53.31%) of the students responded that the additional source material from the library was relevant, with a smaller portion (34.7%) finding it not relevant.
- **How far the teacher encourages student participation in class?:** Over three-quarters (78.77%) of the respondents felt that the teacher encouraged student participation in class, with only 11.23% saying they did not encourage participation.
- **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%).

How far the teacher encourages student participation in class?

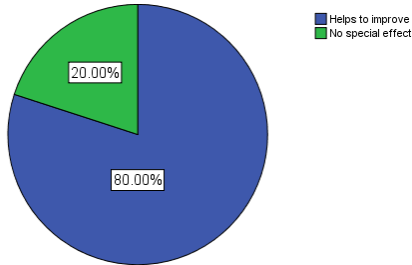


If yes, which of the following methods were used?



- **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%).

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



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's how to address this:
 - **Instructional Variety:** Incorporate a variety of teaching methods (lectures, discussions, activities) to cater to different learning styles and improve engagement for all students.
 - **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:
 - **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.

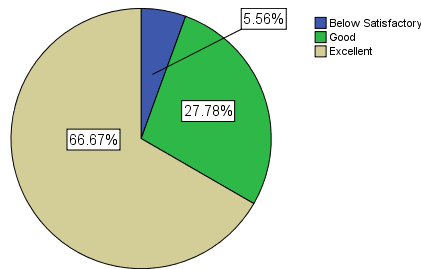
By implementing these suggestions and addressing student feedback, the learning experience can be further improved for students.

4. Master of Science (MSc) Students

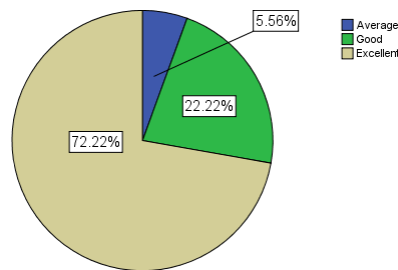
Course Content

- **Depth of the 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

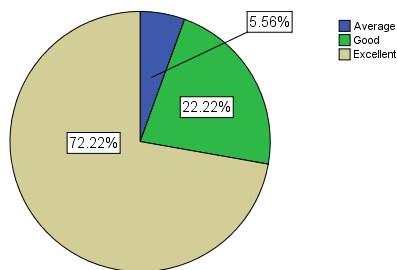


2. Extent of coverage of course

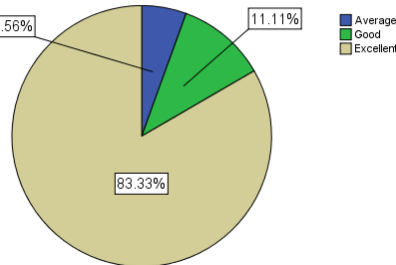


- **Clarity and relevance of actual reading material:** A significant portion of students (72.37%) felt that the reading material was clear and relevant, with 21.79% finding it unclear or irrelevant.
- **Applicability/Relevance to real-life situations:** Over three-quarters (74.72%) of the students agreed 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

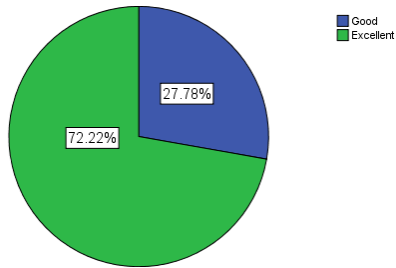


4. Learning Value (in terms of knowledge, concepts, manual skills, analytical abilities and broadening perspectives)

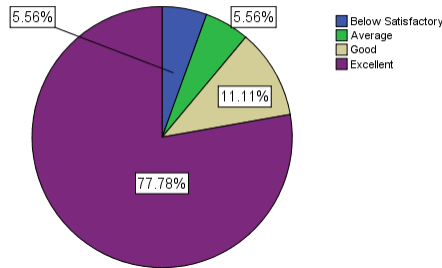


- **Extent of coverage of course:** Nearly all respondents (81.7%) felt that the course adequately covered the intended material, with only a small portion (14.32%) saying it did not cover enough.
- **Extent of effort required by students:** A moderately large slice (70.04%) indicates that a considerable 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

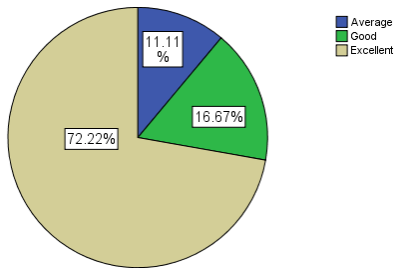


6. Relevance of additional source material (Library)

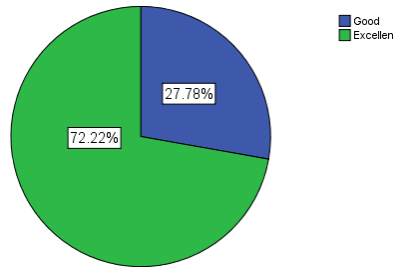


- **Learning value in terms of knowledge, concepts, manual skills, analytical abilities and broadening perspectives:** The pie chart slices are spread more evenly here, with the largest slice being 22.22% for "developing analytical abilities."

7. Extent of effort required by students



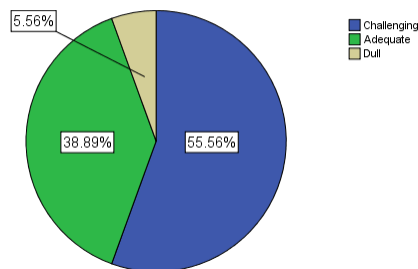
8. Overall rating



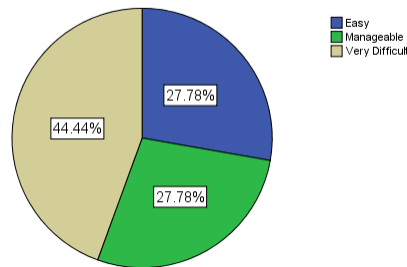
Syllabus

- **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?

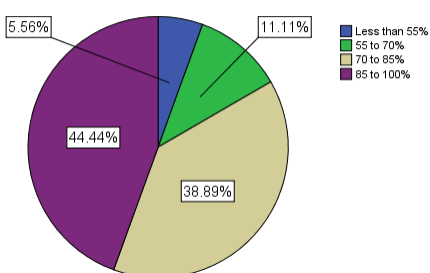


Was the course easy or difficult to understand?

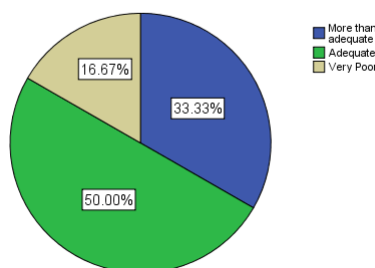


- **How well did the teacher prepare for the classes?:** Over three-quarters (75.1%) of the students felt that the teacher was well prepared for the classes, with only a small portion (14.79%) feeling they were not well prepared.
- **How much of the syllabus was actually covered in the class?:** A large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

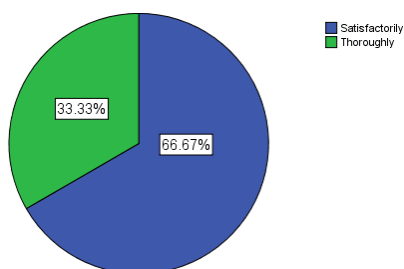


What is your opinion about the library material and facilities for the course?

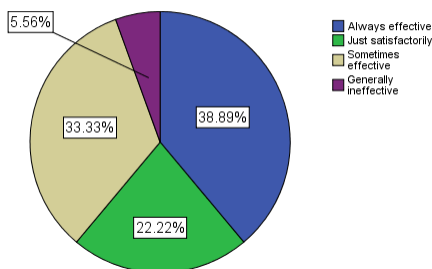


- **To what extent did the instructor explain the grading policy?:** The largest slice (68.74%) shows that a large majority of students felt the grading policy was well explained by the instructor, with 21.26% saying it was not well explained.
- **How well was the teacher able to communicate?:** The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

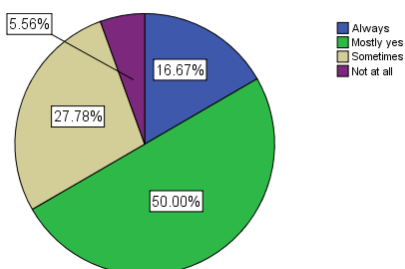


How well was the teacher able to communicate?

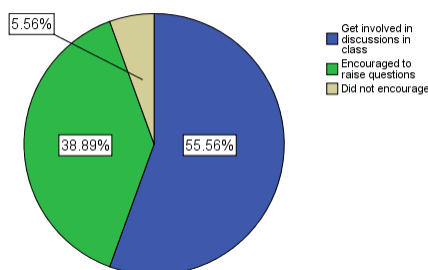


- **Relevance of additional source material (Library):** Over half (53.31%) of the students responded that the additional source material from the library was relevant, with a smaller portion (34.7%) finding it not relevant.
- **How far the teacher encourages student participation in class?:** Over three-quarters (78.77%) of the respondents felt that the teacher encouraged student participation in class, with only 11.23% saying they did not encourage participation.

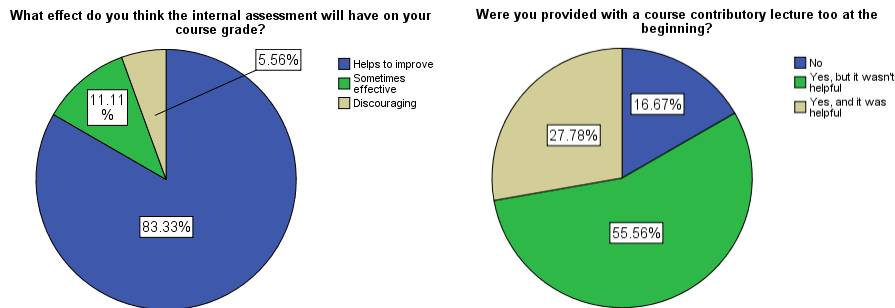
How far the teacher encourages student participation in class?



If yes, which of the following methods were used?



- **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 the survey results, some areas where action can be taken to improve the learning experience for students are identified as follows:

Course Content:

- **Learning Value:** The pie chart for "Learning value" showed a relatively even spread of responses, indicating a lack of emphasis on specific learning goals. Here's what you can do:
 - **Highlight Learning Objectives:** Clearly outline the specific knowledge, concepts, skills, and perspectives students will develop throughout the course.
 - **Connect Content to Learning Objectives:** Ensure the course content, assignments, and assessments directly connect to the stated learning objectives. Students will be more engaged if they understand how the course contributes to their overall development.

- **Clarity of Reading Material:** While a significant portion found the reading material clear (72.37%), there's still a portion who found it unclear (21.79%). Here's how to address this:
 - **Review Reading Materials:** Instructors can review the reading materials for clarity and consider offering alternative or supplemental resources for students who find the assigned texts challenging.

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, Overall Experience, and Student Engagement:

- **Student Feedback:** Regularly solicit student feedback through surveys, mid-term evaluations, or anonymous discussions to understand their needs and concerns, especially regarding learning objectives, clarity of materials, and course engagement.
- **Improved Communication:** Instructors can ensure clear explanations of course expectations, learning objectives, and the rationale behind assignments and assessments.
- **Active Learning:** Incorporate active learning strategies (discussions, group projects, in-class activities) to cater to different learning styles and improve student engagement.

Additional Areas:

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.




 Principal
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