

I. STUDENTS FEEDBACK ON TEACHING -LEARNING

Student feedback plays an important role in improving the teaching-learning aspect, especially the pedagogical. Guru Ghasidas Vishwavidyalaya is constantly striving to improve teaching-learning by responding to students' needs based on their feedback. In this regard, our university collected students' feedback on various pedagogical components. The feedback was collected in both quantitative and qualitative aspects. In this report, the students' open feedback has been analysed qualitatively, and their suggestions are listed for each department as described below:

1. ANTHROPOLOGY:

Almost all students in the department were satisfied with the teachers' teaching and indicated that the teachers have good teaching skills and motivate the learners. The teachers do their best in teaching the content, yet the learners have difficulty in conceptual understanding of the content and feel that the curriculum needs improvement. Teachers were sincere in delivering the lessons. Very few students were dissatisfied with the teaching. Apart from that, students suggested that more teachers and facilities are needed and practical classes should be organised regularly. There are some room for improvements in making the teaching-learning more stimulating for all, in enhancing the accessibility of the Teachers in and out of the class, and in improving the regularity of classes.

2. CHEMICAL ENGINEERING

Most of the chemical engineering students were satisfied with the overall teaching and interaction style of the teachers. They felt that mostly the instructors taught well, had extensive subject knowledge and good teaching techniques, and were supportive, helpful, and interested in teaching the students. Suggested areas of finer improvement are in teachers' communication skills and presentation. and, the access of the teachers in and out of the class. There are some room for improvements in making the teaching-learning more stimulating for all, in enhancing the accessibility of the Teachers in and out of the class, and in improving the regularity of classes as well as in creating a better perception of students about the subject understanding of the teachers.

3. CHEMISTRY

Most of the chemistry students were satisfied with the overall teaching and interaction style of the teachers, presentation, perceived subject expertise, accessibility of teachers, motivating and participatory class environment. However, as per their suggestion, a modest improvement in overall voice-tone of teaching with required modulation and appropriate the speed of delivery, in maintaining regularity and punctuality, and in making the classes more stimulating may enhance the quality of teaching-learning.

4. COMPUTER SCIENCE AND ENGINEERING

The students of CSE department responded in terms of qualitative feedback. Of all the students surveyed, most were satisfied with the teaching-learning experience. The teacher's voice was audible the speed of delivery was appropriate, and the overall experience was interesting. However, the department has a room of improvement in the accessibility of the Teachers and the regularity of classes as well as in making lessons more stimulating, by improving presentation and increasing question-answering in the class. Some measures may improve the perception of subject-expertise of Teachers among the students.

5. CSIT & MATHS

The students of CSIT AND MATHS department responded in terms of qualitative feedback. Of all the students surveyed, most were satisfied with the teaching-learning experience. The teacher's voice was audible the speed of delivery was appropriate, and the overall experience was interesting. However, the department has a room of improvement in the accessibility of the Teachers and the regularity of classes as well as in making lessons more stimulating, by improving presentation and increasing question-answering in the class. Some measures may improve the perception of subject-expertise of Teachers among the students.

6. COMMERCE

Many students of commerce gave their feedback on the qualitative aspect. They were satisfied with the pedagogical aspect of the teachers in terms of voice modulation, communication, presentation, and motivation of the teachers. Many students found it difficult to reach the teacher inside and outside the classroom and missed the encouraging temperament of the teacher to encourage the students. Some students found better voice modulation may help in improving their teaching-learning experience.

7. ELECTRONICS AND COMMUNICATION TECHNOLOGY

The qualitative feedback from the students of the ECE department indicated overall satisfaction with the teaching-learning experience. Most students reported positive aspects such as clear audibility of the teacher's voice, appropriate speed of delivery, and engaging lessons. However, there are areas where the department can make improvements. Enhancing the accessibility of teachers and ensuring regularity of classes are important aspects that need attention. Additionally, making lessons more stimulating through improved presentations and increased question-answering in class can contribute to a better learning experience. Implementing these measures has the potential to enhance the perception of subject expertise among the students.

8. ECONOMICS

Overall teaching-learning has been appreciated by most of the students with right kind of knowledge, presentation, temperament and accessibility of the teacher that were instrumental to raise the interest level of the students. However, the department should focus on the identified areas of improvement like regularity of classes, communication skill and speed of delivery, as well as take steps to help Teachers making the teaching-learning stimulating.

9. ENGLISH

A large number of students gave their feedback on the qualitative aspects of the teachers. Most of the students think that the teachers of English departments teach very well, explain concepts, make students curious about topics, and guide, help and motivate students every step of the way. Students also felt that teachers were accessible to them and also, motivate students to participate in classroom discussions. Few suggestions came improvement in the voice quality, making the lectures more thought provoking and stimulating. Few steps towards regularising classes more would also help to create a better teaching-learning experience.

10. FORESTRY

Students in the forestry department were satisfied with the teachers' pedagogy. They felt that communication skills, speed of delivery, and regularity of the classes needed little bit improvement. The teaching style was good, the teaching was interactive, the concept was clearly explained, the students were motivated. The subject was well mastered, the teachers were accessible, presentation and voice modulation were good. Though there is enough positive support of students, but there is a room for improvement in making the classes regular and more stimulating.

11. Hindi:

Overall response of students towards quality of teaching-learning was quite good. A little improvement can be suggested as per their responses in regularising the timely classes, as well as making the classes lively though adopting better presentation, incorporating skills to make classes more stimulating, encourage questions and interaction in the class and deliberating ways to enhance the perception of subject-expertise of the teachers among the students.

12. HISTORY

The students of History department were almost satisfied with the teaching of the faculty members. they felt that the teachers have good subject knowledge, good presentation skill which helps to generate interest in the subject. They are accessible to the students to support and motivate. The teaching style helps them to understand the topics well. Apart from that, the students suggested that the delivery speed, and communication skill may be improved a little. Ensuring the classes go regular and incorporating elements that can make the class more stimulating may enhance the teaching-learning experience.



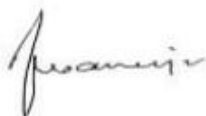
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