

**INTERNAL QUALITY ASSURANCE CELL (IQAC),
GIRIJANANDA CHOWDHURY UNIVERSITY (GCU), ASSAM**



FEEDBACK ANALYSIS REPORT, 2023-24

Feedback Analysis Report- 2023-24, Internal Quality Assurance Cell (IQAC), Girijananda Chowdhury University (GCU), Assam

The 4th meeting of the Internal Quality Assurance Cell (IQAC) at Girijananda Chowdhury University (GCU), Assam, was convened on May 28, 2024. One agenda item included evaluating feedback on the curriculum from stakeholders such as students and faculty members. This analysis is crucial to ensure the curriculum maintains high quality, relevance, and engagement, while also identifying gaps to meet evolving learner, industry, and societal needs. Feedback analysis fosters transparency in curriculum development, underscoring the University's commitment to incorporating stakeholder input and delivering education of the highest standards. Additionally, to clarify educational objectives, refine assessment methods, ensure effective teaching practices, and promote active student engagement in their learning journey, feedback on Outcome-Based Education from students was also reviewed.

Analysis of Student Feedback on Curriculum

To evaluate the curriculum across various courses offered under different programs at GCU, students' feedback is assessed based on the following parameters: *Depth of learning, Relevance & Applicability, Multidisciplinary & Holistic Learning, Critical thinking and Problem-solving skills / Life-long learner, Communication skill / Teamwork skill, Satisfaction with the placement of the courses, Adequate course coverage, Clarity of achievement of goals through measurable outcomes and Satisfaction of course content*. Following is the structure of the feedback form given to the students:

Please Tick the appropriate box of your response:

Tick ✓ the number that best describes your level of satisfaction with each question: **1 – being the least and 5 – being the highest**.

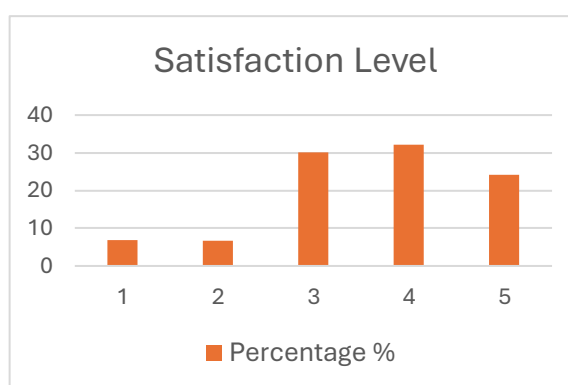
Curriculum	1 Poor	2 Satisfac- tory	3 Good	4 Very Good	5 Excellent
1. The depth of the course contents in the curriculum helped me achieve my career goals and build a solid foundation in the essentials needed for the programme. (Depth of learning)					
2. The curriculum is current, tailored to meet specific needs, and focuses on practical application, integrating the latest technological advancements and modern tools and techniques. (Relevance & Applicability)					
3. The curriculum effectively facilitates my career aspirations by offering a diverse range of subjects including business, environmental studies, societal issues, politics, ethics, health and safety, manufacturing, sustainability, and more; and enhanced my knowledge in multidisciplinary environments. (Multidisciplinary & Holistic Learning)					

4. Curriculum, laboratory, project work, and various training activities, helped me acquire skills to identify, analyze, and interpret data; conduct experiments, and solve various complex problems; which enhanced my skill to perform research and solve problems. (Critical thinking and Problem-solving skills / Life-long learner)					
5. Various co-curricular activities have also helped me develop my professional skill, teamwork & collaboration skills along with communication and presentation skills. (Communication skill / Teamwork skill)					
6. The courses are placed in the appropriate semester in the curriculum. (Satisfaction with the placement of the courses)					
7. The number of hours allocated to each course is adequate. (Adequate course coverage)					
8. Course content & course outcomes are well-defined and follow the outcome-based education system. (Clarity of achievement of goals through measurable outcomes)					
9. Whether similar/ redundant courses are present in earlier or during the semester. Answer 'No' if you are satisfied with the course curriculum. (Satisfaction of course content)					
10. If 'Yes' name the course and suggest any amendment. (Qualitative Response)	Answer (if any)				

A total of 348 students responded to the feedback questionnaires, of which 271 were from the Guwahati campus and the rest 77 were from the Tezpur campus. Here is the overall analysis of the feedback provided by the students for each of the questions:

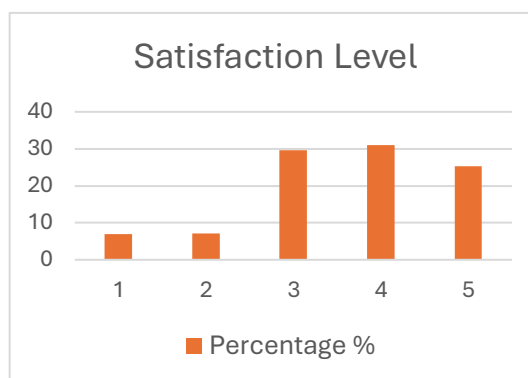
1. The depth of the course contents in the curriculum helped me achieve my career goals and build a solid foundation in the essentials needed for the programme. (**Depth of learning**):

Satisfaction Level	Percentage %
1	6.9
2	6.61
3	30.17
4	32.18
5	24.14



2. The curriculum is current, tailored to meet specific needs, and focuses on practical application, integrating the latest technological advancements and modern tools and techniques. **(Relevance & Applicability)**

Satisfaction Level	Percentage %
1	6.9
2	7.18
3	29.6
4	31.03
5	25.29



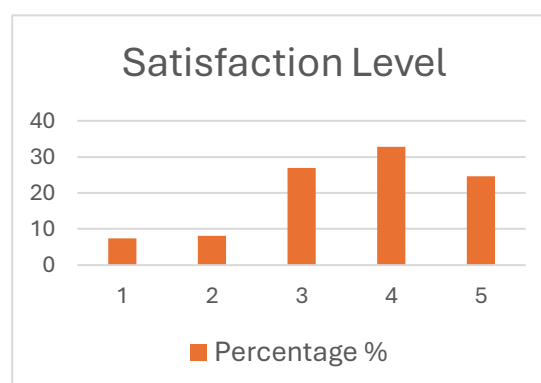
3. The curriculum effectively facilitates my career aspirations by offering a diverse range of subjects including business, environmental studies, societal issues, politics, ethics, health and safety, manufacturing, sustainability, and more; and enhanced my knowledge in multidisciplinary environments. **(Multidisciplinary & Holistic Learning)**

Satisfaction Level	Percentage %
1	5.75
2	10.63
3	27.87
4	29.31
5	26.44



4. Curriculum, laboratory, project work, and various training activities, helped me acquire skills to identify, analyze, and interpret data; conduct experiments, and solve various complex problems; which enhanced my skill to perform research and solve problems. **(Critical thinking and Problem-solving skills / Life-long learner)**

Satisfaction Level	Percentage %
1	7.47
2	8.05
3	27.01
4	32.76
5	24.71



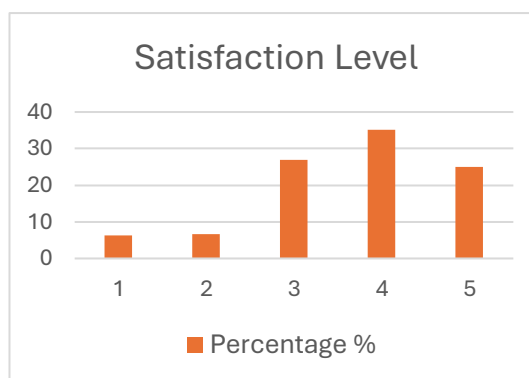
5. Various co-curricular activities have also helped me develop my professional skill, teamwork & collaboration skills along with communication and presentation skills. (**Communication skill / Teamwork skill**)

Satisfaction Level	Percentage %
1	7.76
2	8.91
3	25.86
4	29.89
5	27.59



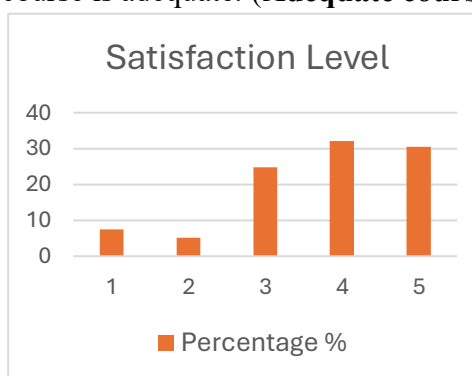
6. The courses are placed in the appropriate semester in the curriculum. (**Satisfaction with the placement of the courses**)

Satisfaction Level	Percentage %
1	6.32
2	6.61
3	27.01
4	35.06
5	25



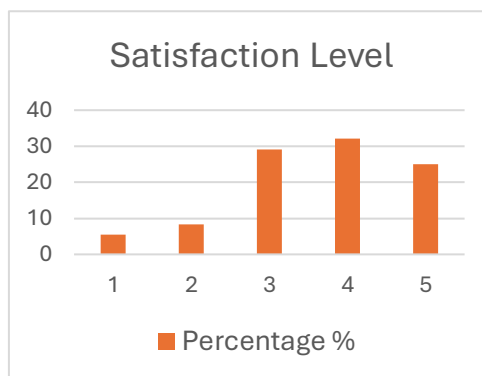
7. The number of hours allocated to each course is adequate. (**Adequate course coverage**)

Satisfaction Level	Percentage %
1	7.47
2	5.17
3	24.71
4	32.18
5	30.46



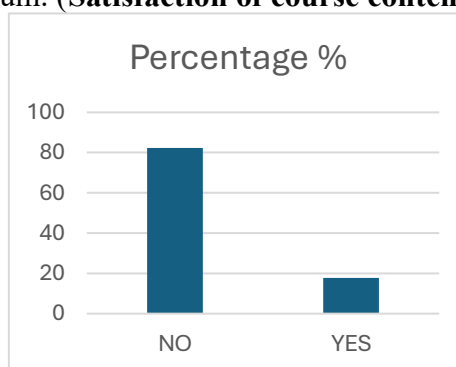
8. Course content & course outcomes are well-defined and follow the outcome-based education system. **(Clarity of achievement of goals through measurable outcomes)**

Satisfaction Level	Percentage %
1	5.46
2	8.33
3	29.02
4	32.18
5	25



9. Whether similar/ redundant courses are present in earlier or during the semester. Answer 'No' if you are satisfied with the course curriculum. **(Satisfaction of course content)**

Satisfaction Level	Percentage %
NO	82.18
YES	17.82

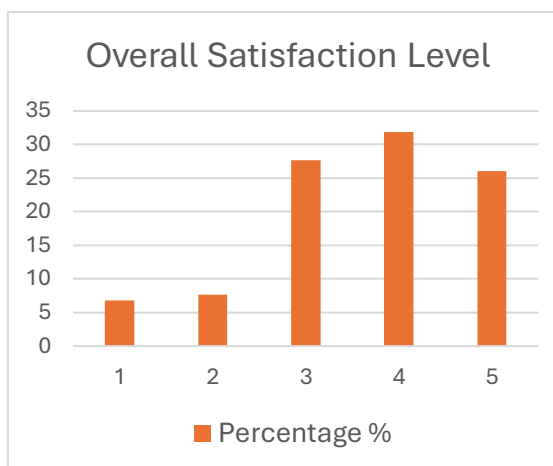


10. If 'Yes' name the course and suggest any amendment. **(Qualitative Response)**

Comments	Program name
According to me Advance Web Tech should contain the advance knowledge of Reactjs, Nodejs. But in our semester, the Advance Web Tech contains XML which is pretty much useless(according to me)..	Master of Computer Applications (MCA)
Japanese, biology,uhv not required	B.Tech in Civil Engineering
Give us the subjects that are actually needed. Like for computer science what is the meaning of including biology in the course. Totally irrelevant. Try to add subjects that are actually required by us. In the second semester the importance and credits given to subjects like physics and basic electrical engineering should have been given to programming with c++.	B.Tech in Computer Science and Engineering
Web technology	Bachelor of Computer Applications (BCA)
Some teachers don't teach in a good way	Bachelor of Computer Applications (BCA)
Ethics and universal values	Bachelor of Business Administration
Physics & BEE	B.Tech in Computer Science and Engineering
Along with the theory, teachers should give importance to practical implementation.	Master of Computer Applications (MCA)
All the subjects except chemistry.	Diploma in Pharmacy (D. Pharm) - Guwahati
Digital board and smart class is needed the most	B.Pharm - Tezpur
Lab facilities	M.Pharm in Pharmaceutics

Overall Satisfaction

Satisfaction Level	Percentage %
1	6.75
2	7.69
3	27.66
4	31.82
5	26.08



Analysis of Teacher Feedback on Curriculum

The University has also taken feedback from the faculty members under different programs at GCU. The feedback is assessed based on the following parameters: *Flexibility, Support, Motivation, Relevance, Knowledge / Research* and *Employability*. About 133 faculty members participated in the process, and the following is the analysis of the feedback received:

1. I am given enough Flexibility to contribute my ideas on curriculum design and development. **(Flexibility)**

Satisfaction Level	Percentage %
1: Poor	6
2: Satisfactory	10
3: Good	21
4: Very Good	51
5: Excellent	42

2. The faculty members/teachers are supported with adequate learning resources. **(Support)**

Satisfaction Level	Percentage %
1: Poor	6
2: Satisfactory	16
3: Good	40
4: Very Good	36
5: Excellent	32

3. The faculty members/teachers are encouraged to establish linkages with Industry. **(Motivation)**

Satisfaction Level	Percentage %
1: Poor	9
2: Satisfactory	15
3: Good	32
4: Very Good	49
5: Excellent	25

4. The syllabus is relevant and adequate in terms of scope, depth, and choice to help develop the required competencies amongst students. **(Relevance)**

Satisfaction Level	Percentage %
1: Poor	0
2: Satisfactory	7
3: Good	23
4: Very Good	58
5: Excellent	42

5. The syllabus of the curriculum has research component **(Knowledge / Research)**

Satisfaction Level	Percentage %
1: Poor	5
2: Satisfactory	11
3: Good	35
4: Very Good	43
5: Excellent	36

6. The Course curriculum has enough scope for employability of the students **(Employability)**

Satisfaction Level	Percentage %
1: Poor	2
2: Satisfactory	6
3: Good	37
4: Very Good	52
5: Excellent	33

OVERALL SATISFACTION

Satisfaction Level	Percentage %
1: Poor	4.67
2: Satisfactory	10.83
3: Good	31.33
4: Very Good	48.17
5: Excellent	35



7. Would you recommend any new course/topic to be added in the program structure? Mention (Qualitative Response)

Program Name	Comments
B.Pharm - Guwahati	No, as Remedial Mathematics is a course only for 1st semester.
B.Pharm - Guwahati	Skill Development
B.Pharm - Guwahati	No, as the course is as per NEP
B.Pharm - Tezpur	More herbal drugs and disease is given as d.pharm pharmacognosy course given
B.Pharm - Tezpur	Sports and Yoga
B.Pharm - Tezpur	Yoga, B.Sc. in Psychology
B.Pharm - Tezpur	No, as the course is as per NEP
B.Sc in Mathematics	No, as the course is as per NEP
B.Sc. in Chemistry	No, as the course is as per NEP
B.Sc. in Physics	A course on teaching programming in Python, specifically in the field of numerical analysis.
B.Sc. in Physics	This generation of students have every possibility to explore in connection to knowledge, skill and attitude through various sources. In spite of that, it becomes a matter of concern to see a society with basic problems which is a result of lack of fulfillment in right
B.Tech in Civil Engineering	Biology for Engineers, MEP drawing etc...
B.Tech in Civil Engineering	Grooming and Presentation sessions
B.Tech in Civil Engineering	MEP drawing, Interior design
B.Tech in Civil Engineering	More emphasis should be given to prepare the students industry-ready.
B.Tech in Civil Engineering	Statistics
B.Tech in Civil Engineering	No, as the course is as per NEP
B.Tech in Computer Science and Engineering	Basics of Signal and Systems
B.Tech in Computer Science and Engineering	Full stack Development
B.Tech in Computer Science and Engineering	More recent technologies practical implementation can be included
B.Tech in Computer Science and Engineering	Statistics
B.Tech in Computer Science and Engineering	No, as the course is as per NEP
B.Tech in Computer Science and Engineering	The course structure is as per NEP with the inclusion of industry-related courses.
B.Tech in Computer Science and Engineering	Our CSE course structure is incorporated with the latest industry-based courses and from time to time new courses will be added in higher semesters whenever needed.
B.Tech in Electrical Engineering	Case studies on industry and research areas
B.Tech in Electrical Engineering	Development of Simulink like virtual models is required
B.Tech in Electrical Engineering	Statistics
B.Tech in Electronics and Communication Engineering	ML in ECE
B.Tech in Electronics and Communication Engineering	Statistics

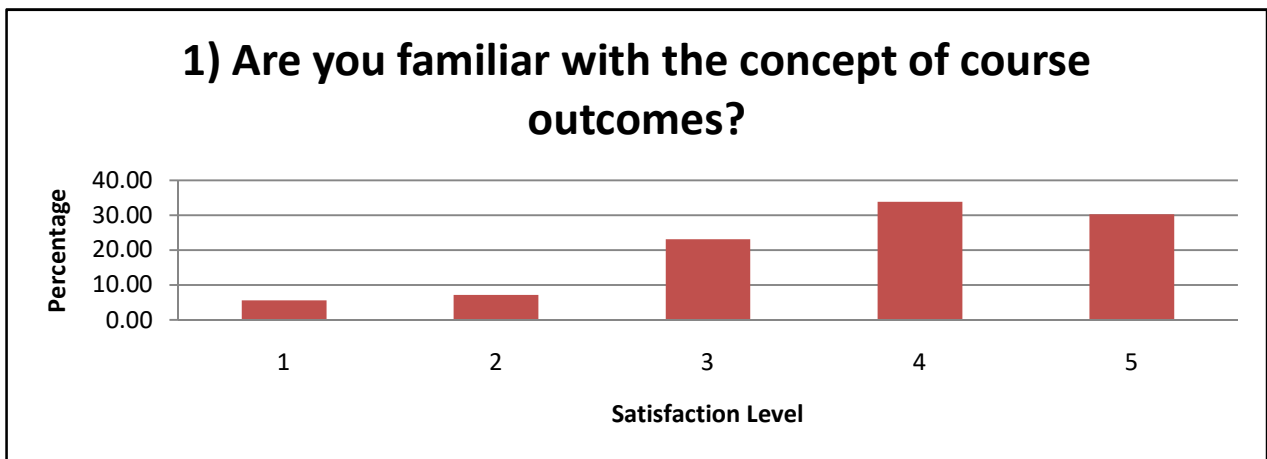
B.Tech in Electronics and Communication Engineering	No, as the course is as per NEP
B.Tech in Mechanical Engineering	Industry relevance topics/subjects
B.Tech in Mechanical Engineering	Mechatronics
B.Tech in Mechanical Engineering	Robotics
B.Tech in Mechanical Engineering	Robotics and Mechatronics
B.Tech in Mechanical Engineering	Robotics and Mechatronics
B.Tech in Mechanical Engineering	Statistics
B.Tech in Mechanical Engineering	No, as the course is as per NEP
B.Tech in Mechanical Engineering (Working Professionals)	
B.Tech in Mechanical Engineering (Working Professionals)	No, as the course is as per NEP
BA in English	I would recommend to add a course/coaching for competitive exams.
BA in History	No, as the course is as per NEP
BA in Political Science	As the faculty members are provided with maximum flexibility to frame the courses, most of the recent and relevant courses are already included in the program.
Bachelor of Business Administration	Data analytics and Design thinking
Bachelor of Business Administration	More problem solving mechanism is highly appreciated.
Bachelor of Business Administration	No, as the course is as per NEP
Bachelor of Computer Applications (BCA)	Robotics
Bachelor of Medical Lab. Technology (BMLT)	No, as the course is as per NEP
Bachelor of Physiotherapy (BPT)	No, as the course is as per NEP
Diploma in Pharmacy (D. Pharm) - Guwahati	Skill Development
Diploma in Pharmacy (D. Pharm) - Guwahati	No, as the course is as per NEP
Diploma in Pharmacy (D. Pharm) - Tezpur	Course for mental health like counseling of students with psychiatrist. Then making report on that.
Diploma in Pharmacy (D. Pharm) - Tezpur	No, as the course is as per NEP
M.Sc in Chemistry	No, as the course is as per NEP
M.Sc in Mathematics	Courses on Financial Literacy as SEC
M.Sc in Mathematics	Financial Mathematics
M.Sc in Mathematics	No, as the course is as per NEP
M.Tech in Computer Science and Engineering	At Present No. Depending on current demand in future more advanced courses need to be incorporated in the program structure.

M.Tech in Structural Engineering	Grooming and Presentation sessions
M.Tech in Structural Engineering	Retrofitting of Structure
M.Tech in Structural Engineering	Skill-based subjects/practical could be added
M.Tech in Thermal and Fluid Engineering	Comprehensive viva exam
M.Tech in Thermal and Fluid Engineering	No, as the course is as per NEP
MA in English	I would recommend to incorporate a course/coaching for UGC NET & CSIR NET exam.
MA in Sociology	No, as the course is as per NEP
Master of Business Administration (MBA)	1.Data analytics 2.Design thinking
Master of Business Administration (MBA)	Data Analytics as Elective
Master of Business Administration (MBA)	Need to add field study and case study analysis where students should go to the market and observe the studied case in the classroom for their analysis. It will enhance reading habit among students and stimulate curiosity regarding the subject.
Master of Business Administration (MBA)	The Program structure of MBA was designed last year and it is considered to be good and includes all relevant courses so far.
Master of Business Administration (MBA)	There could be more field work and industry exposure to the students.
Master of Business Administration (MBA)	No, as the course is as per NEP
Master of Commerce (M.Com)	Data analytics and Design thinking
Master of Computer Applications (MCA)	1) Quantum Computing 2) Machine Learning for Environmental Science 3) Machine Learning for Finance and Economics 4) Artificial General Intelligence
Master of Computer Applications (MCA)	Computational Biology
Master of Computer Applications (MCA)	Each subject should have practical classes (my concverned is related to our department). It will clear the concept of student more than merely theory classes is not sufficient.
Master of Computer Applications (MCA)	Robotics
Master of Computer Applications (MCA)	No, as the course is as per NEP

Student Feedback Report on OBE

This report summarizes the feedback received from 251 students regarding their satisfaction with course outcomes, communication, alignment with career goals, and their ability to achieve these outcomes through various teaching and learning activities. The feedback also covers familiarity with Bloom's Taxonomy, confidence in recalling information, application of knowledge, and the fairness and transparency of the evaluation process. Satisfaction levels are rated from 1 (lowest) to 5 (highest).

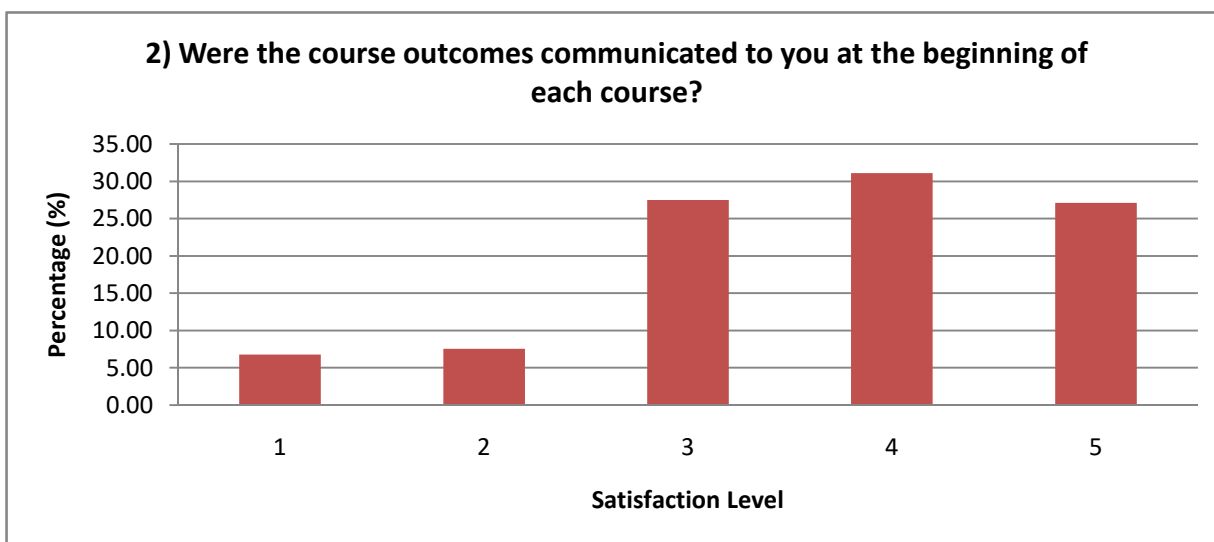
Query	1) Are you familiar with the concept of course outcomes?	Satisfaction Level	Percentage (%)
		1	5.58
		2	7.17
		3	23.11
		4	33.86
		5	30.28



A significant majority of participants (64.14%) rated their familiarity with course outcomes at level 4 or 5, indicating a high level of understanding. However, there is still a notable portion (12.75%) with low familiarity (level 1 or 2).

Query	2) Were the course outcomes communicated to you at the beginning of each course?	Satisfaction Level	Percentage (%)
		1	6.77
		2	7.57
		3	27.49
		4	31.08
		5	27.09

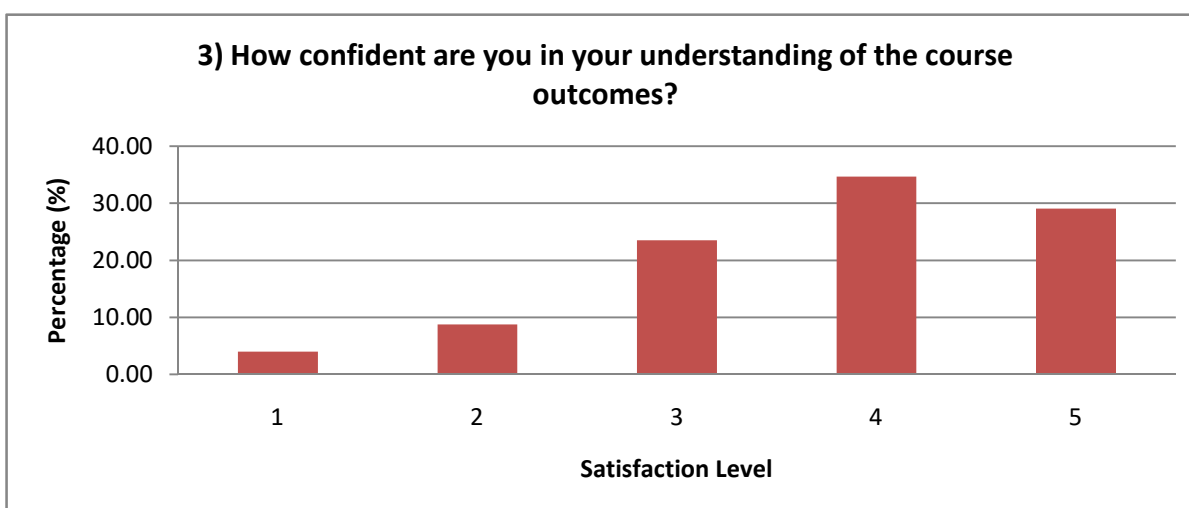
Student Feedback Report on OBE



58.17% of participants felt that the course outcomes were communicated effectively (level 4 or 5). However, 14.34% rated this aspect low (level 1 or 2), suggesting room for improvement in initial communication.

Query 3) How confident are you in your understanding of the course outcomes?

Satisfaction Level	Percentage (%)
1	3.98
2	8.76
3	23.51
4	34.66
5	29.08



It is seen that around 63.74% of participants expressed high confidence (level 4 or 5) in their understanding of course outcomes, but 12.74% had low confidence (level 1 or 2).

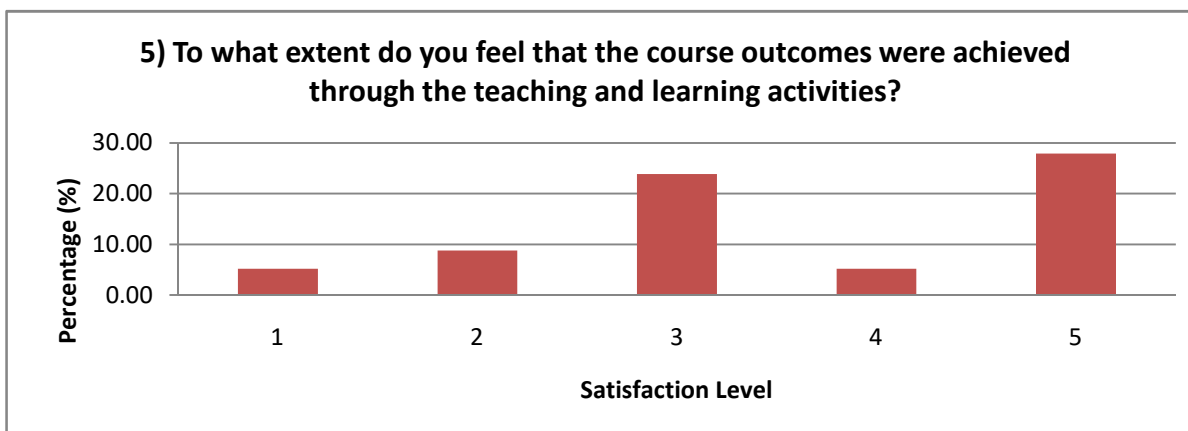
Student Feedback Report on OBE

Query	4) Were the course outcomes aligned with your expectations and career goals?	Satisfaction Level	Percentage (%)
		1	4.78
		2	9.16
		3	29.08
		4	26.69
		5	30.28



Around 56.97% of participants felt that the course outcomes aligned well with their expectations and career goals (level 4 or 5). However, 13.94% were not satisfied (level 1 or 2).

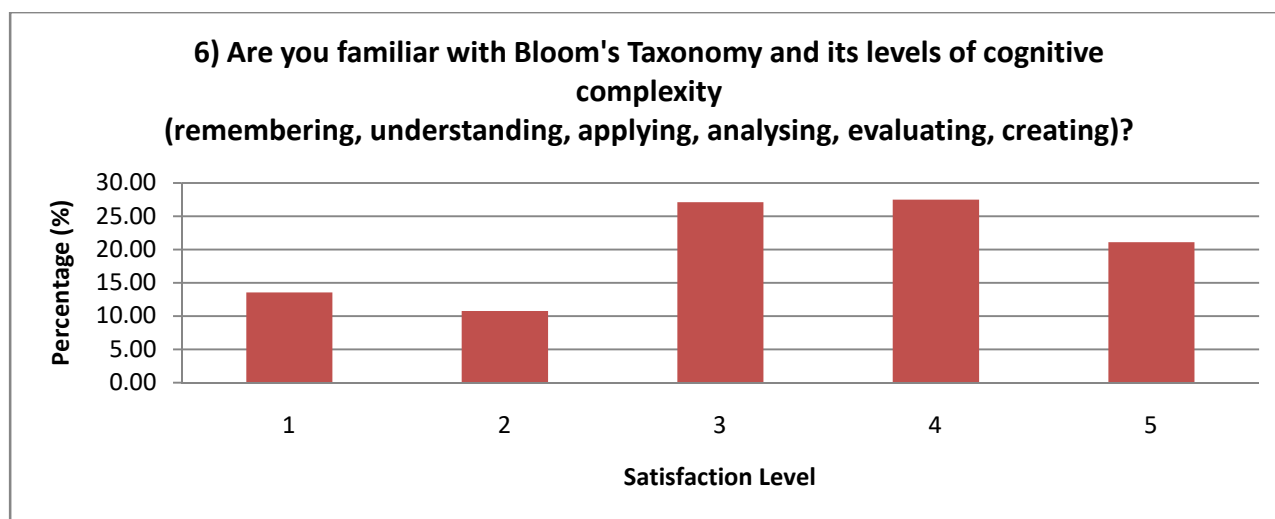
Query	5) To what extent do you feel that the course outcomes were achieved through the teaching and learning activities?	Satisfaction Level	Percentage (%)
		1	5.18
		2	8.76
		3	23.90
		4	5.18
		5	27.89



Student Feedback Report on OBE

It has been observed from the feedback that around 62.15% of participants believed the course outcomes were effectively achieved (level 4 or 5), while 13.94% felt otherwise (level 1 or 2).

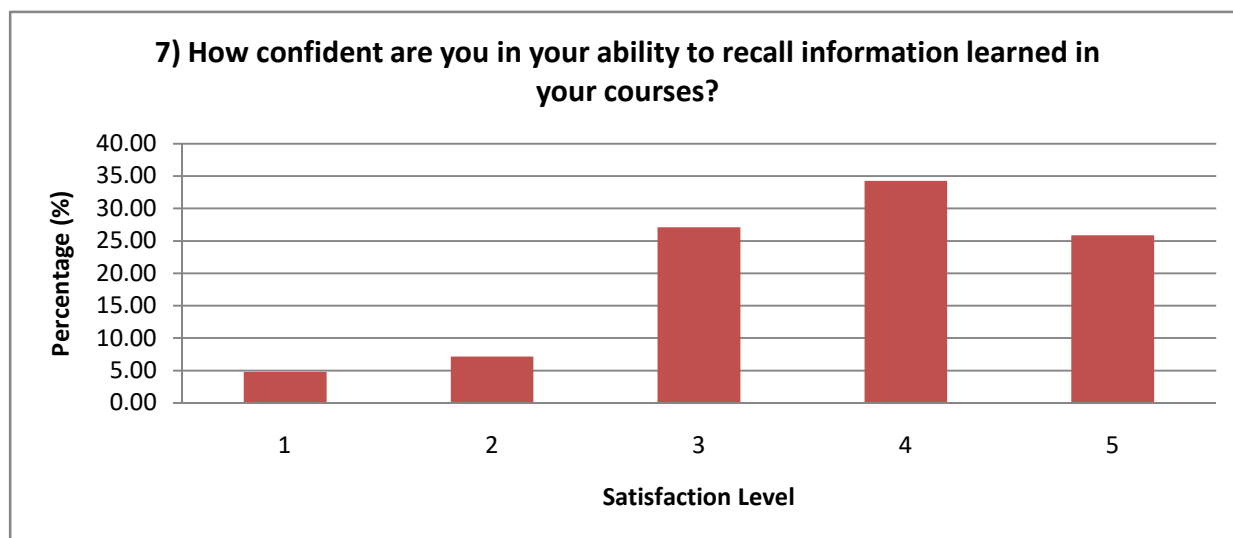
Query	6) Are you familiar with Bloom's Taxonomy and its levels of cognitive complexity (remembering, understanding, applying, analysing, evaluating, creating)?	Satisfaction Level	Percentage (%)
		1	13.55
		2	10.76
		3	27.09
		4	27.49
		5	21.12



Around 48.61% of participants are familiar with Bloom's Taxonomy (level 4 or 5), while 24.31% are not (level 1 or 2). Suggestion is to provide training sessions or materials on Bloom's Taxonomy and integrate discussions on cognitive complexity into course content.

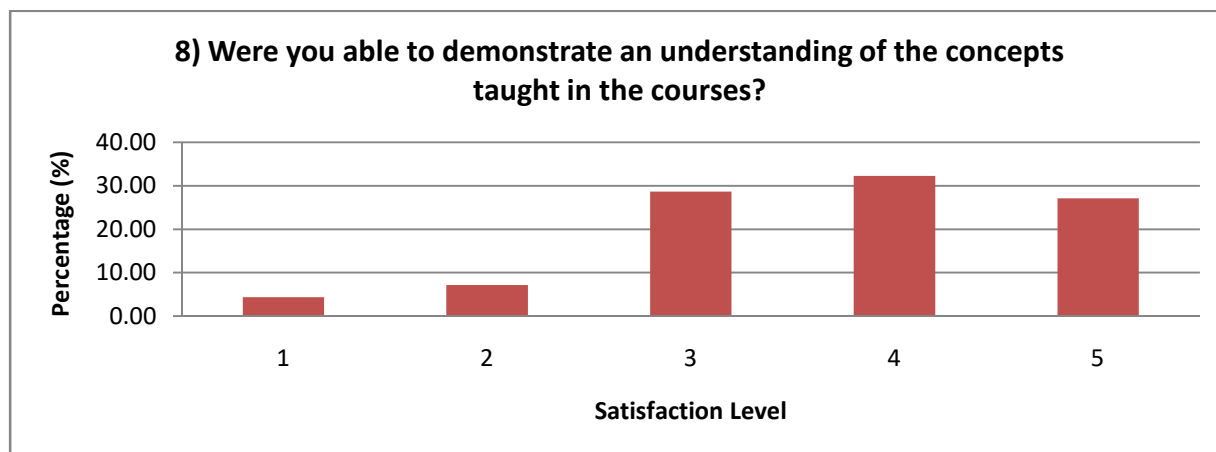
Query	7) How confident are you in your ability to recall information learned in your courses?	Satisfaction Level	Percentage (%)
		1	4.78
		2	7.17
		3	27.09
		4	34.26
		5	25.90

Student Feedback Report on OBE



60.16% of participants are confident in their ability to recall information (level 4 or 5), whereas 11.95% are not (level 1 or 2).

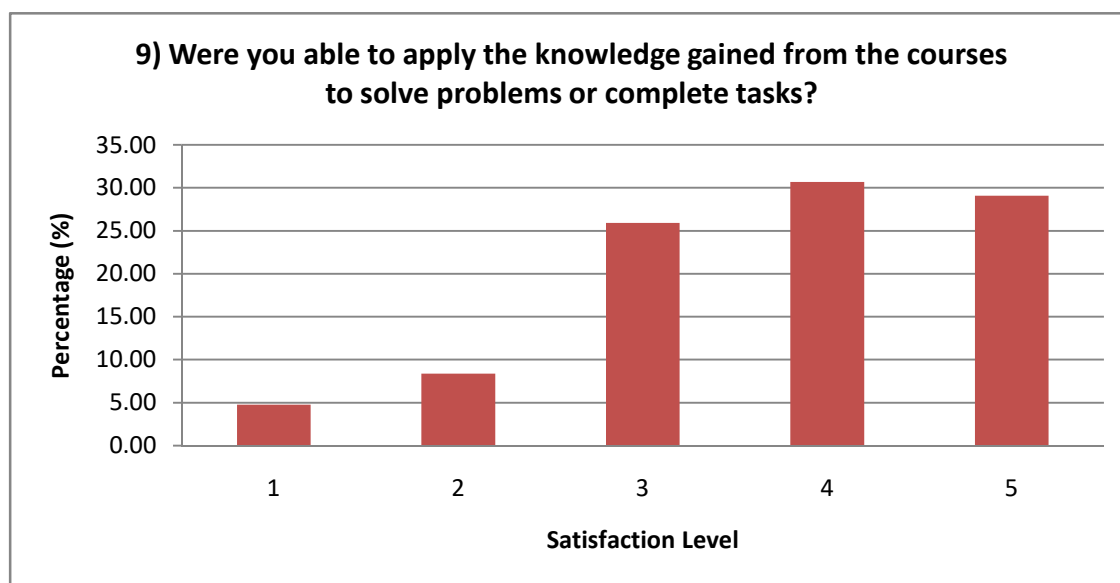
Query	8) Were you able to demonstrate an understanding of the concepts taught in the courses?	
	Satisfaction Level	Percentage (%)
	1	4.38
	2	7.17
	3	28.69
	4	32.27
	5	27.09



59.36% of participants felt they could demonstrate understanding (level 4 or 5), while 11.55% did not feel confident (level 1 or 2).

Student Feedback Report on OBE

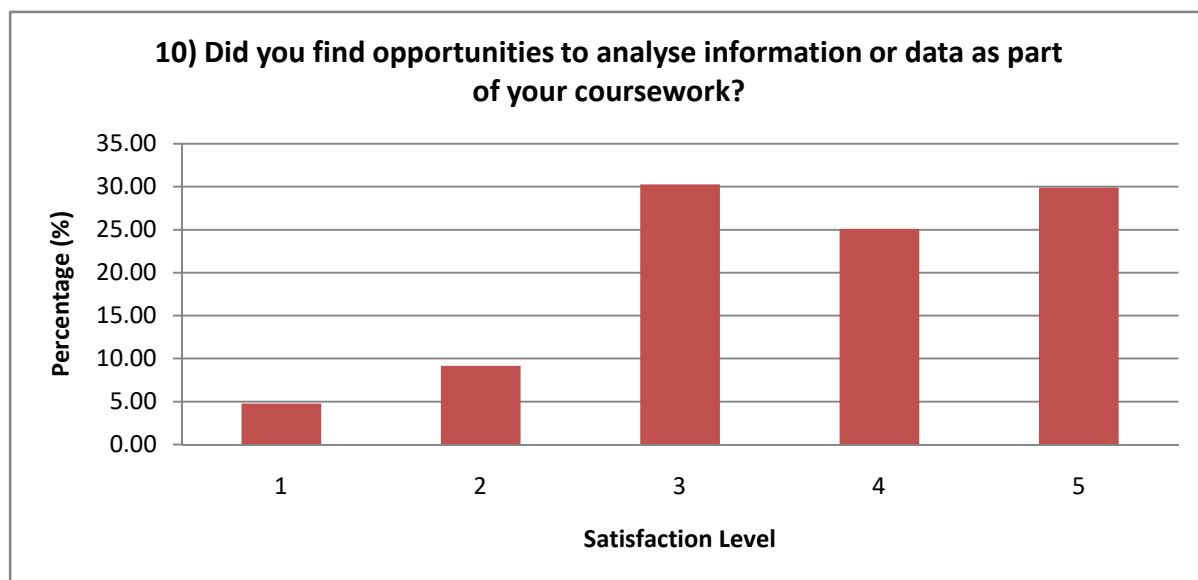
Query	9) Were you able to apply the knowledge gained from the courses to solve problems or complete tasks?	Satisfaction Level	Percentage (%)
		1	4.78
		2	8.37
		3	25.90
		4	30.68
		5	29.08



59.76% of participants could apply their knowledge effectively (level 4 or 5), while 13.15% found it challenging (level 1 or 2).

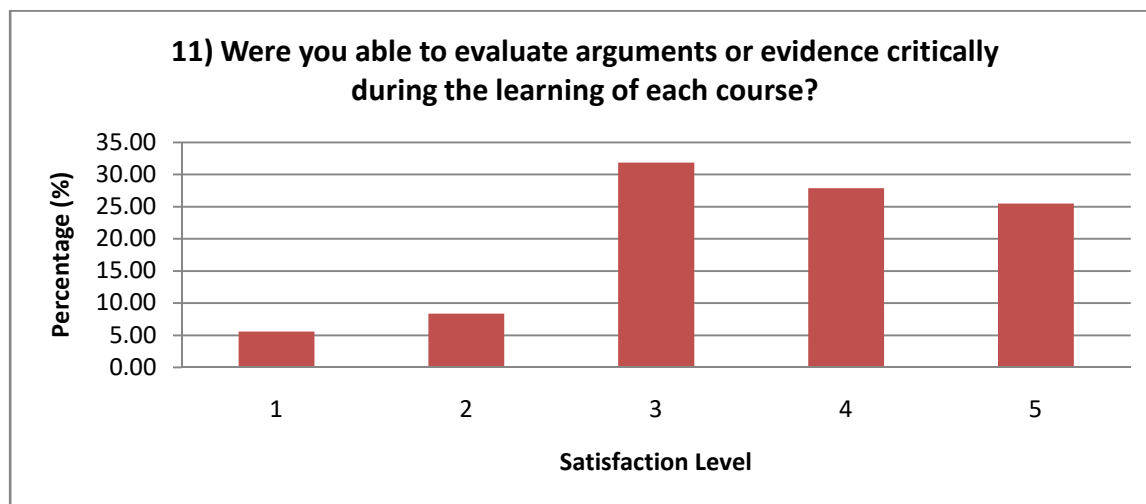
Query	10) Did you find opportunities to analyse information or data as part of your coursework?	Satisfaction Level	Percentage (%)
		1	4.78
		2	9.16
		3	30.28
		4	25.10
		5	29.88

Student Feedback Report on OBE



54.98% of participants found opportunities to analyse information or data (level 4 or 5), while 13.94% did not (level 1 or 2).

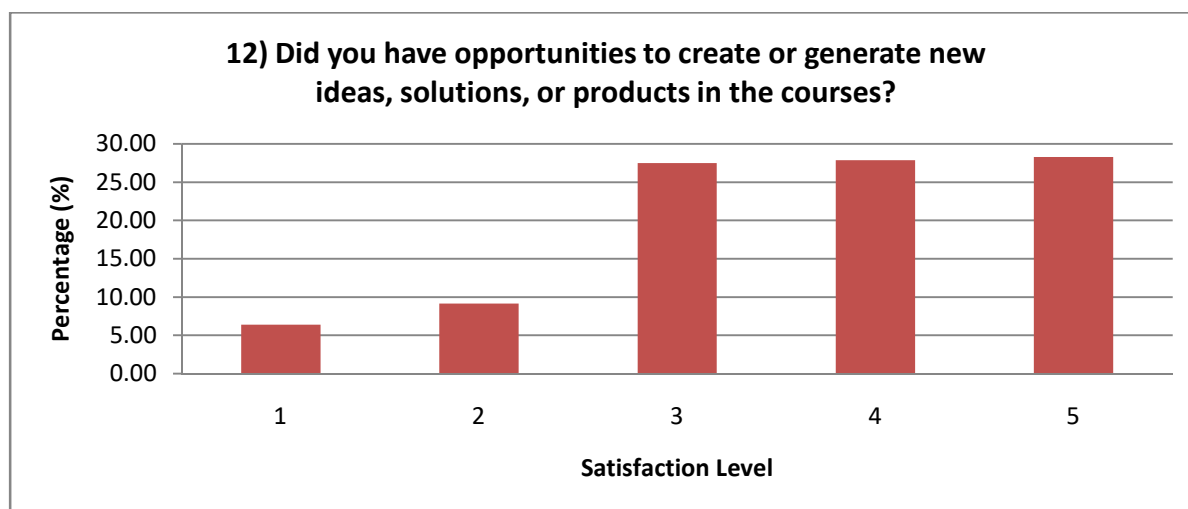
Query	11) Were you able to evaluate arguments or evidence critically during the learning of each course?	Satisfaction Level	Percentage (%)
		1	5.58
		2	8.37
		3	31.87
		4	27.89
		5	25.50



Student Feedback Report on OBE

53.39% of participants felt confident in evaluating arguments or evidence critically (level 4 or 5), while 13.95% did not (level 1 or 2).

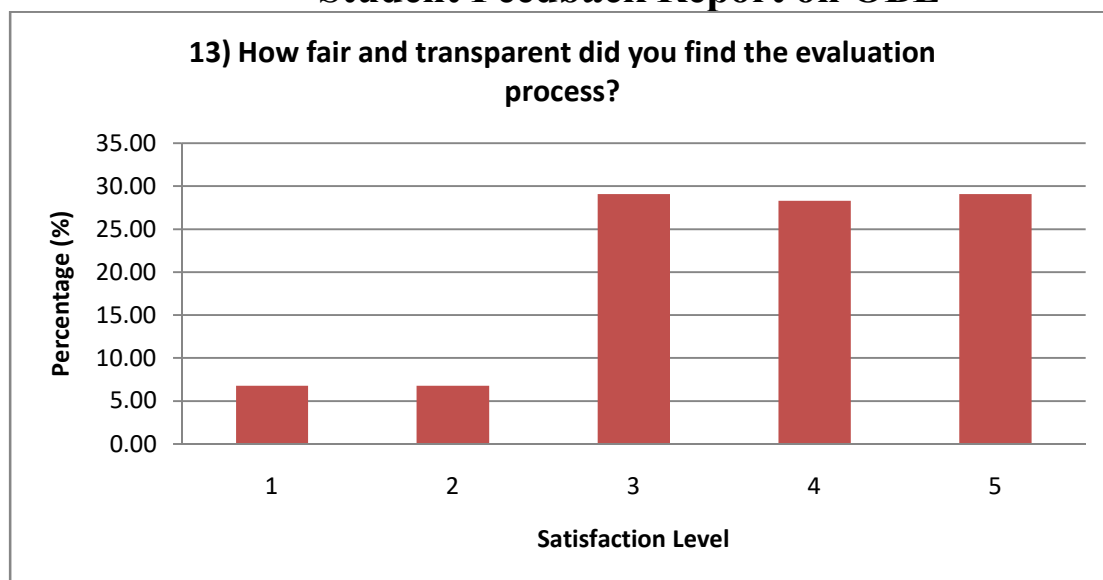
Query	12) Did you have opportunities to create or generate new ideas, solutions, or products in the courses?	Satisfaction Level	Percentage (%)
		1	6.37
		2	9.16
		3	27.49
		4	27.89
		5	28.29



56.18% of participants had opportunities to create or generate new ideas (level 4 or 5), while 15.53% felt they lacked such opportunities (level 1 or 2).

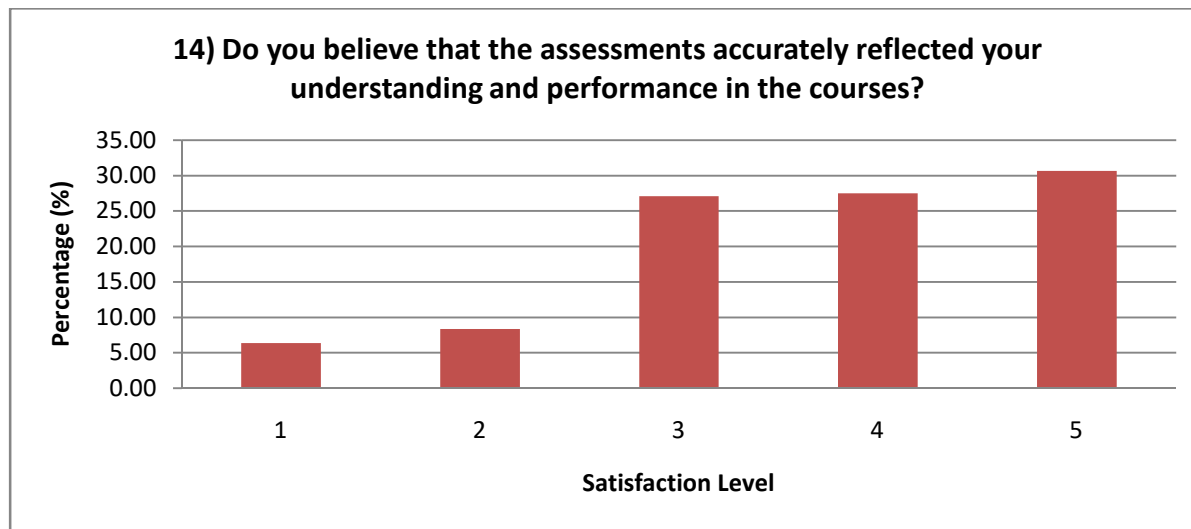
Query	13) How fair and transparent did you find the evaluation process?	Satisfaction Level	Percentage (%)
		1	6.77
		2	6.77
		3	29.08
		4	28.29
		5	29.08

Student Feedback Report on OBE



57.37% of participants found the evaluation process fair and transparent (level 4 or 5), while 13.54% did not (level 1 or 2).

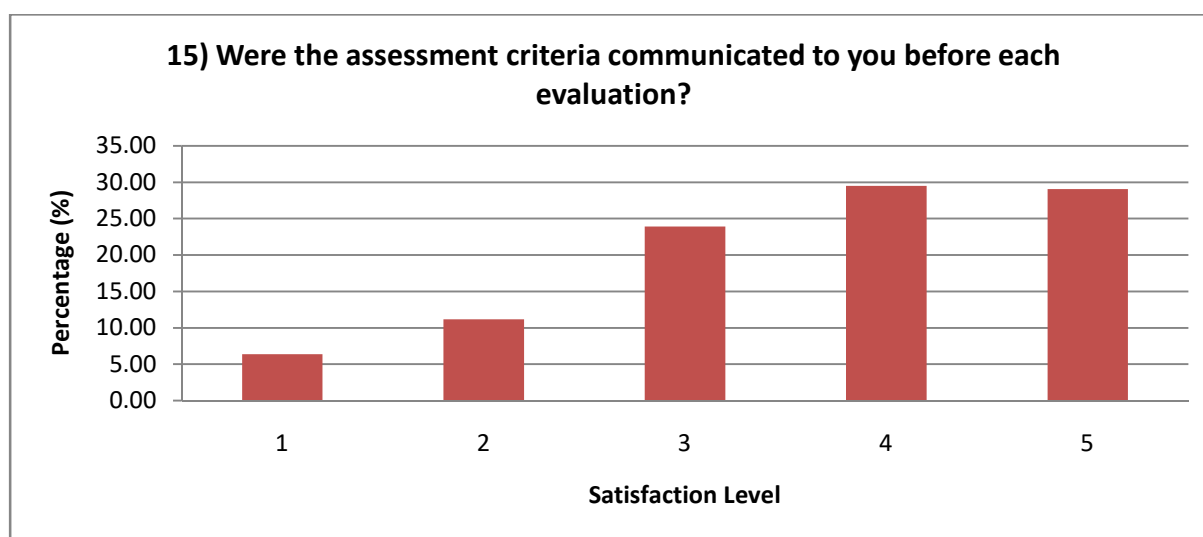
Query	14) Do you believe that the assessments accurately reflected your understanding and performance in the courses?	Satisfaction Level	Percentage (%)
		1	6.37
		2	8.37
		3	27.09
		4	27.49
		5	30.68



Student Feedback Report on OBE

58.17% of participants felt that assessments accurately reflected their understanding and performance (level 4 or 5), while 14.74% disagreed (level 1 or 2).

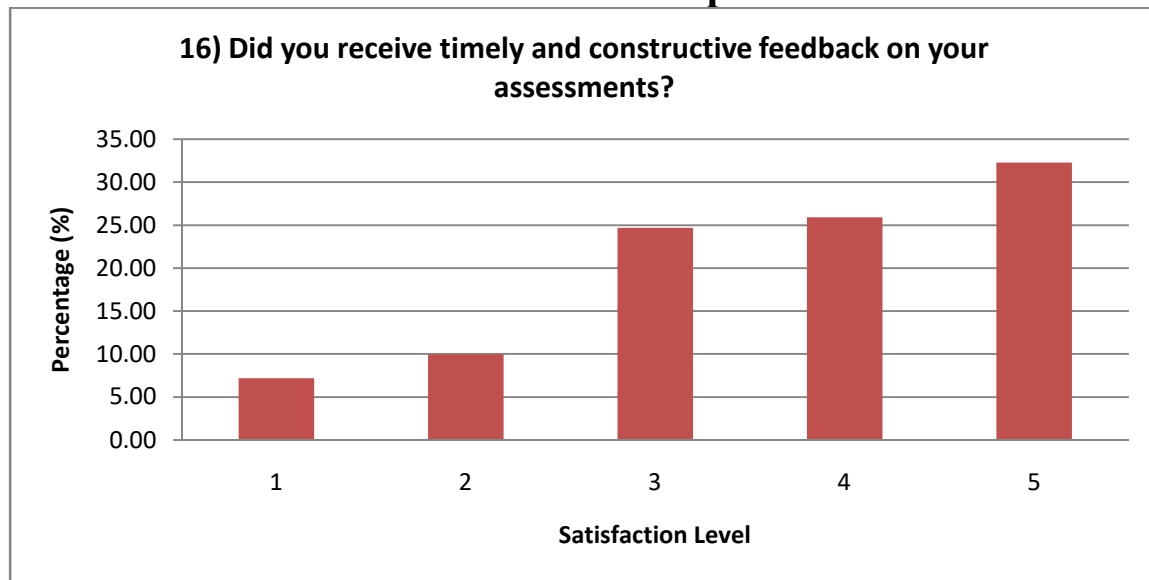
Query	15) Were the assessment criteria communicated to you before each evaluation?	Satisfaction Level	Percentage (%)
		1	6.37
		2	11.16
		3	23.90
		4	29.48
		5	29.08



58.56% of participants felt the assessment criteria were communicated effectively (level 4 or 5), while 17.53% felt they were not well communicated (level 1 or 2).

Query	16) Did you receive timely and constructive feedback on your assessments?	Satisfaction Level	Percentage (%)
		1	7.17
		2	9.96
		3	24.70
		4	25.90
		5	32.27

Student Feedback Report on OBE



58.17% of participants felt they received timely and constructive feedback (level 4 or 5), while 17.13% did not (level 1 or 2).

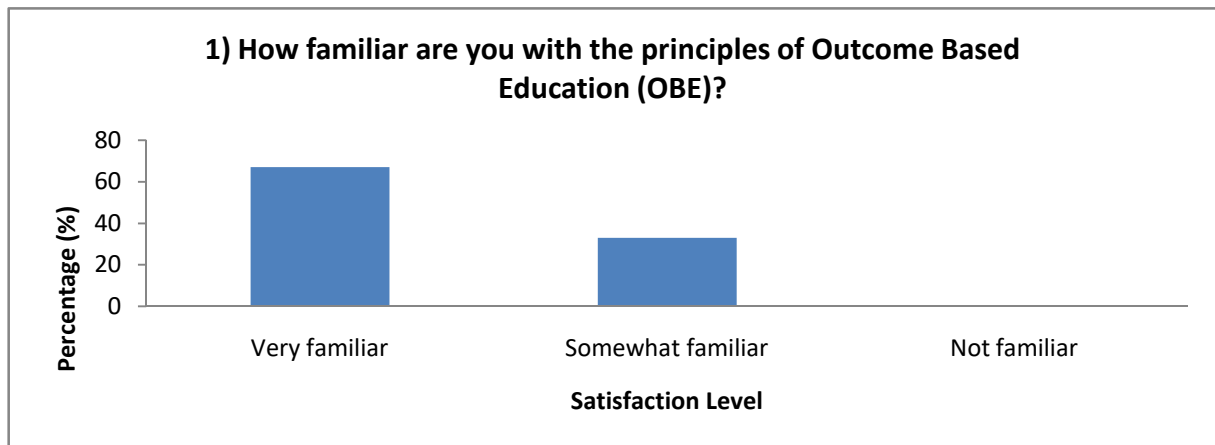
Summary

Overall, the feedback indicates that the majority of participants are satisfied with various aspects of the courses. However, there are areas that require attention and improvement. By addressing these areas, we can enhance the overall learning experience and ensure that course outcomes are effectively communicated, understood, and achieved.

Faculty Feedback Report on OBE

Query **1) How familiar are you with the principles of Outcome Based Education (OBE)?**

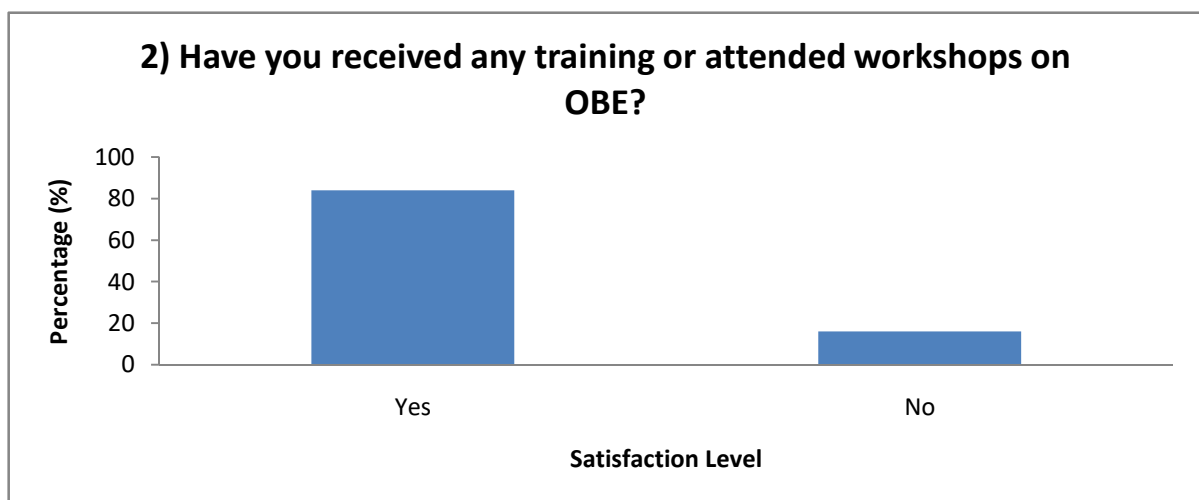
Satisfaction Level	Percentage %
Very familiar	67
Somewhat familiar	33
Not familiar	0



The majority of the faculty (67%) are very familiar with the principles of OBE, indicating a solid foundational understanding across the board. However, there is still a significant portion (33%) who are only somewhat familiar, suggesting the potential benefit of further training or resources to enhance familiarity.

Query **2) Have you received any training or attended workshops on OBE?**

Satisfaction Level	Percentage %
Yes	84
No	16

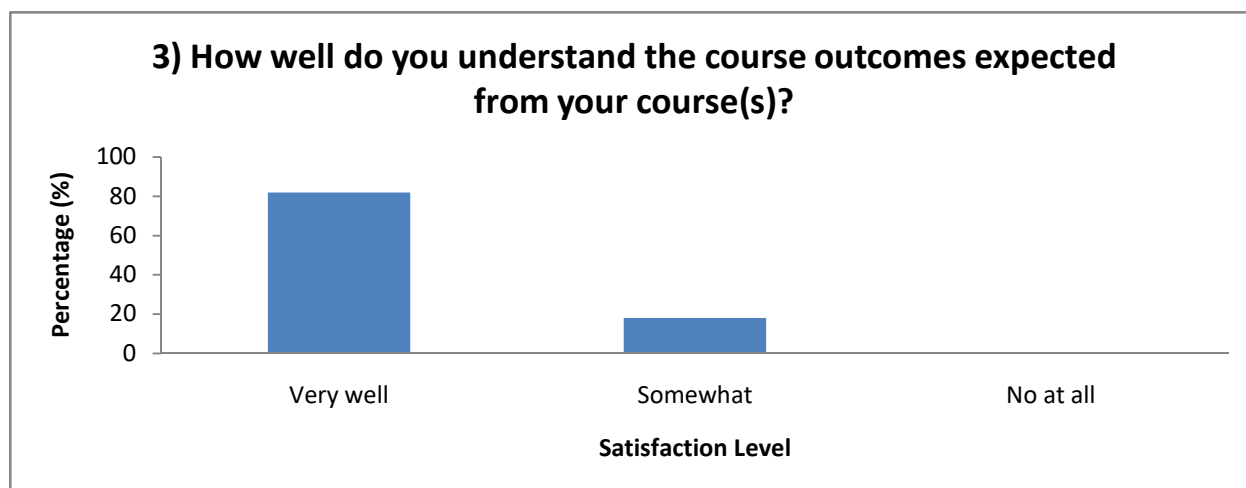


Faculty Feedback Report on OBE

A high percentage (84%) of faculty members have received training or attended workshops on OBE, reflecting a well-implemented professional development program. Nonetheless, there remains a small fraction (16%) who have not had such training, representing an area for improvement.

Query **3) How well do you understand the course outcomes expected from your course(s)?**

Satisfaction Level	Percentage %
Very well	82
Somewhat	18
No at all	0

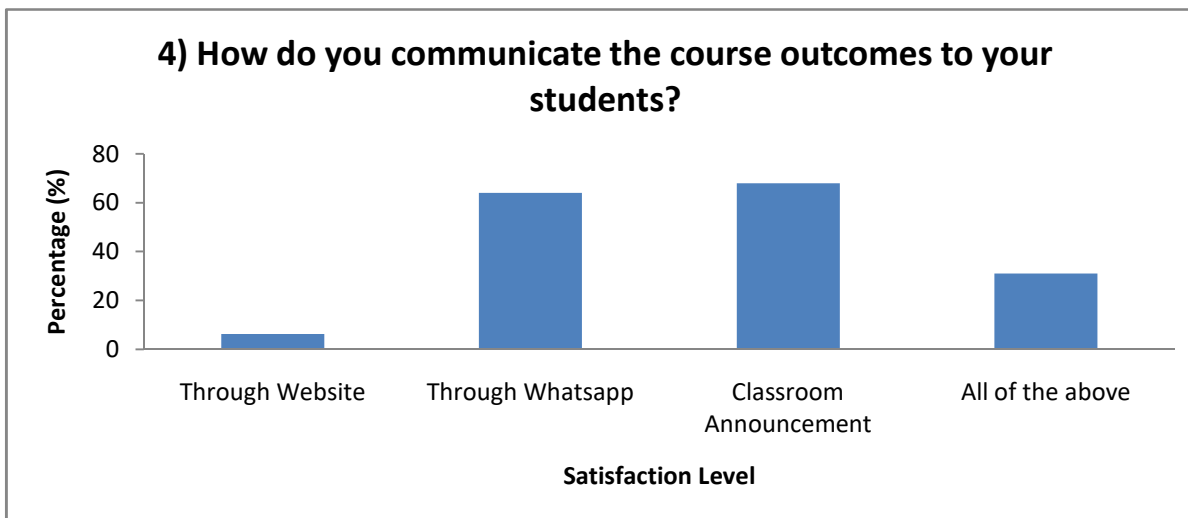


Most faculty members (82%) understand the course outcomes very well, ensuring they are well-prepared to deliver the intended educational results. The remaining 18% who only understand somewhat could benefit from additional guidance and resources.

Query **4) How do you communicate the course outcomes to your students?**

Satisfaction Level	Percentage %
Through Website	6.3
Through Whatsapp	64
Classroom Announcement	68
All of the above	31

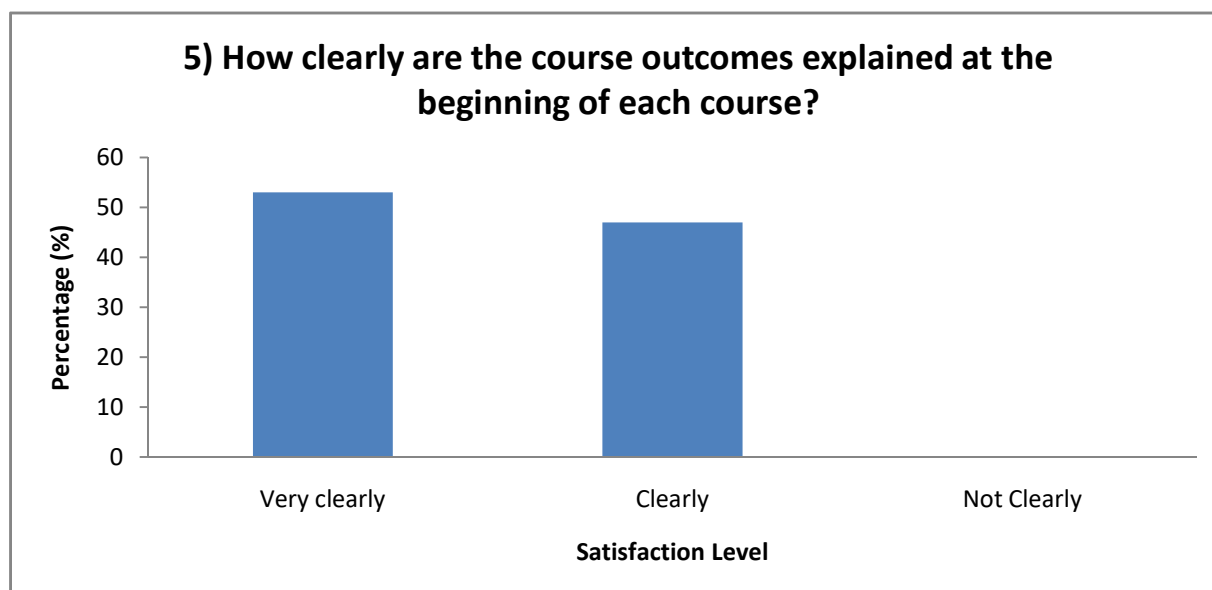
Faculty Feedback Report on OBE



Faculty members utilize multiple channels to communicate course outcomes, with classroom announcements (68%) and WhatsApp (64%) being the most common methods. A significant proportion (31%) use all available methods, demonstrating a comprehensive communication strategy.

Query **5) How clearly are the course outcomes explained at the beginning of each course?**

Satisfaction Level	Percentage %
Very clearly	53
Clearly	47
Not Clearly	0

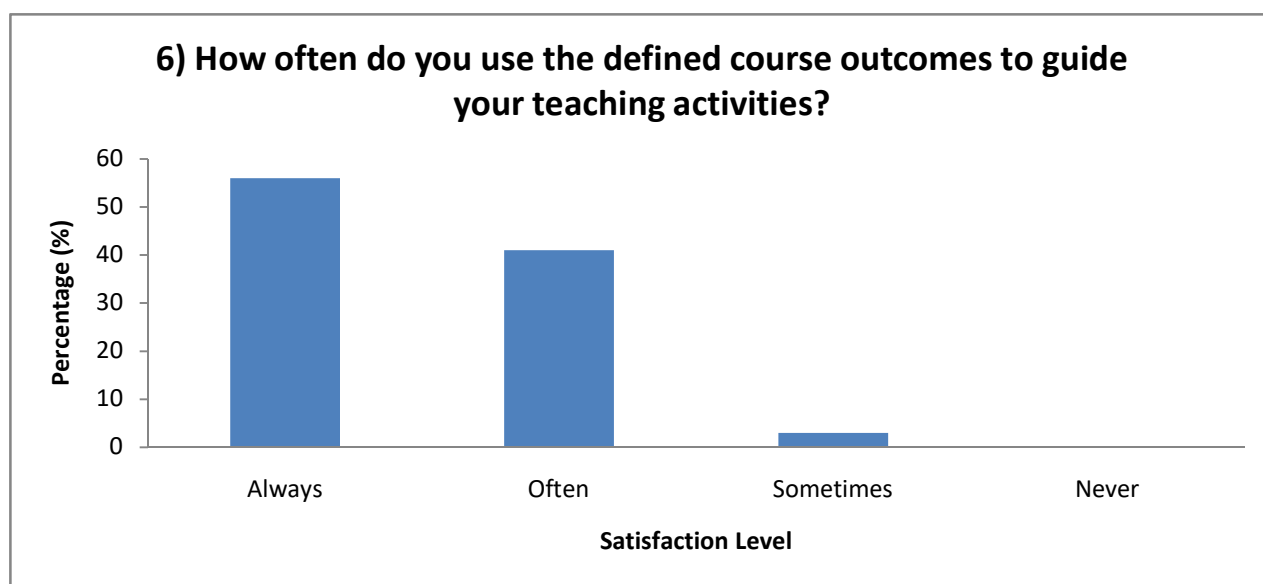


Faculty Feedback Report on OBE

Course outcomes are explained clearly at the beginning of each course, with 53% of faculty indicating they are explained very clearly and 47% saying clearly, ensuring students understand the expectations from the start.

Query **6) How often do you use the defined course outcomes to guide your teaching activities?**

Satisfaction Level	Percentage %
Always	56
Often	41
Sometimes	3
Never	0

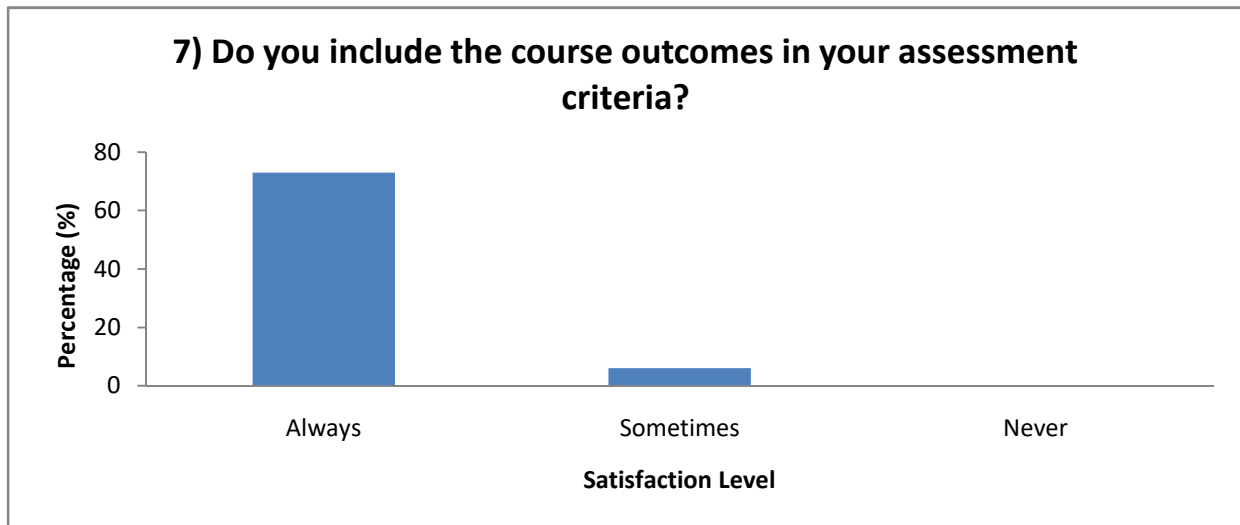


A majority of the faculty (56%) always use course outcomes to guide their teaching activities, with another 41% doing so often. This consistent alignment with course outcomes highlights the commitment to achieving educational goals.

Query **7) Do you include the course outcomes in your assessment criteria?**

Satisfaction Level	Percentage %
Always	92
Sometimes	8
Never	0

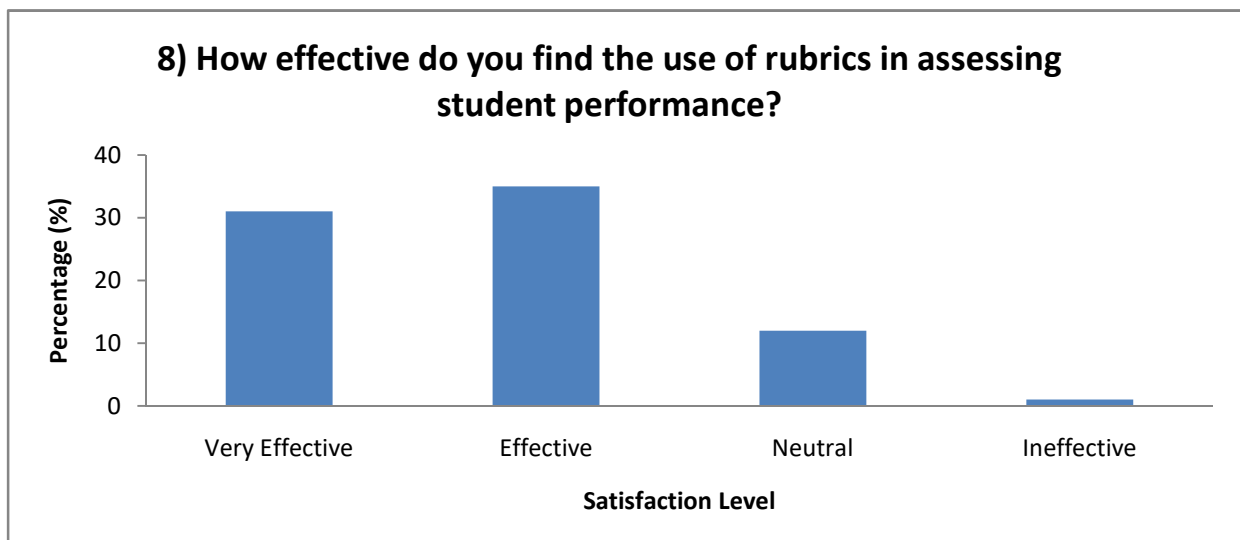
Faculty Feedback Report on OBE



An overwhelming 92% of faculty members always include course outcomes in their assessment criteria, ensuring alignment between teaching objectives and assessment methods.

Query **8) How effective do you find the use of rubrics in assessing student performance?**

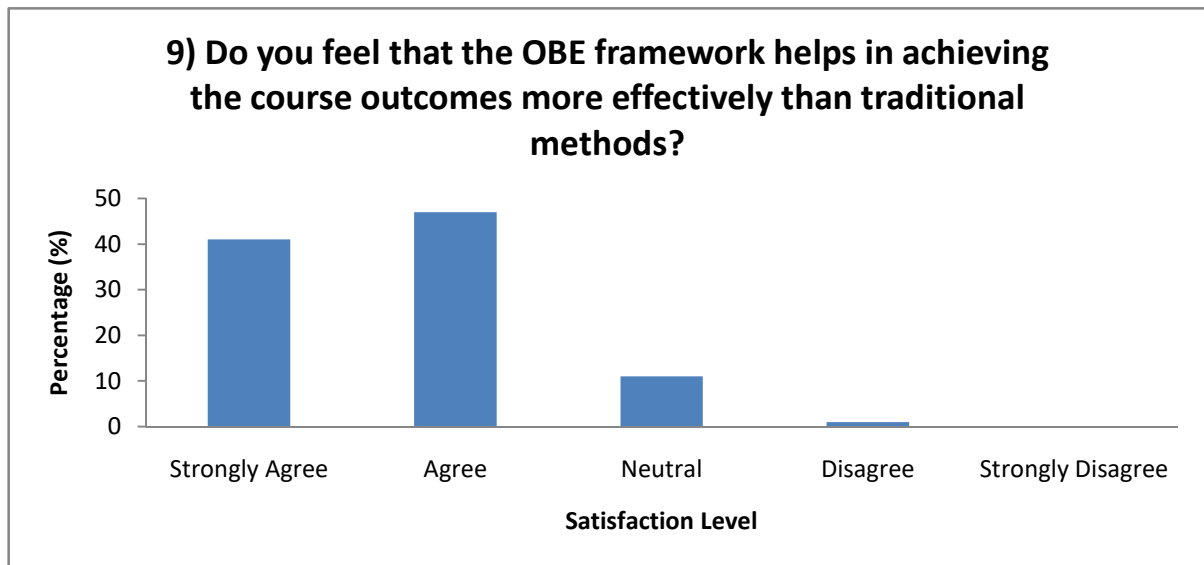
Satisfaction Level	Percentage %
Very Effective	39
Effective	44
Neutral	15
Ineffective	0



Faculty Feedback Report on OBE

Rubrics are considered effective by a majority of faculty, with 44% rating them as effective and 39% as very effective. A small portion (15%) are neutral, indicating some room for improvement or clarification on rubric usage.

Query	9) Do you feel that the OBE framework helps in achieving the course outcomes more effectively than traditional methods?	Satisfaction Level	Percentage %
		Strongly Agree	41
		Agree	47
		Neutral	11
		Disagree	1
		Strongly Disagree	0

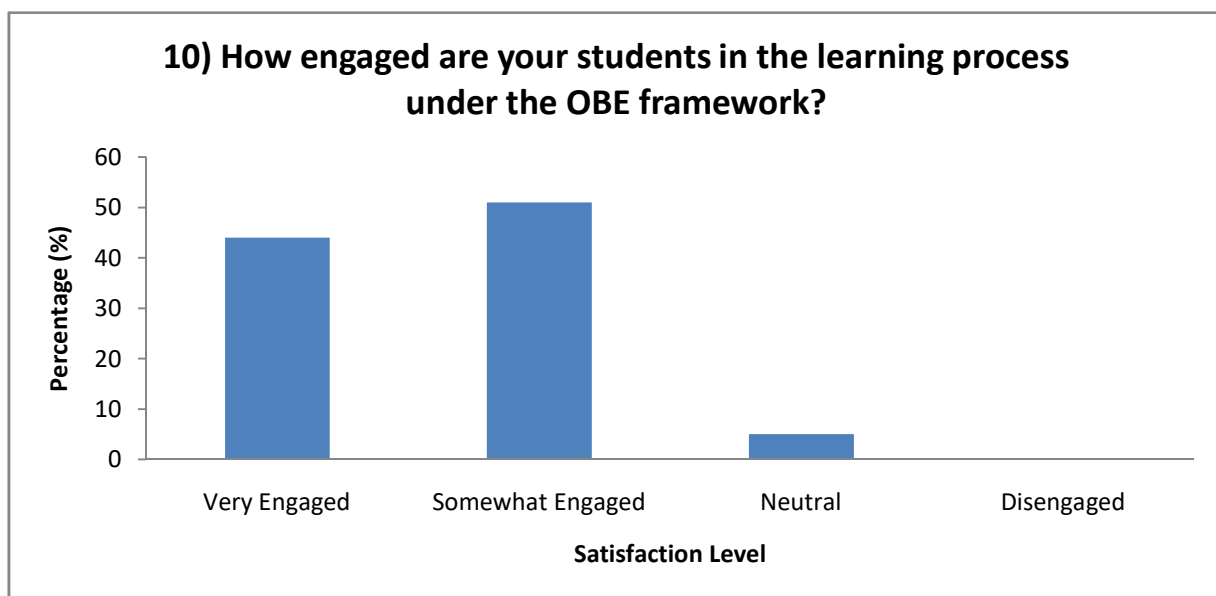


The faculty generally agrees that the OBE framework is more effective than traditional methods, with 41% strongly agreeing and 47% agreeing. Only a minimal 1% disagrees, showing strong support for the OBE approach.

Faculty Feedback Report on OBE

Query **10) How engaged are your students in the learning process under the OBE framework?**

Satisfaction Level	Percentage %
Very Engaged	44
Somewhat Engaged	51
Neutral	5
Disengaged	0

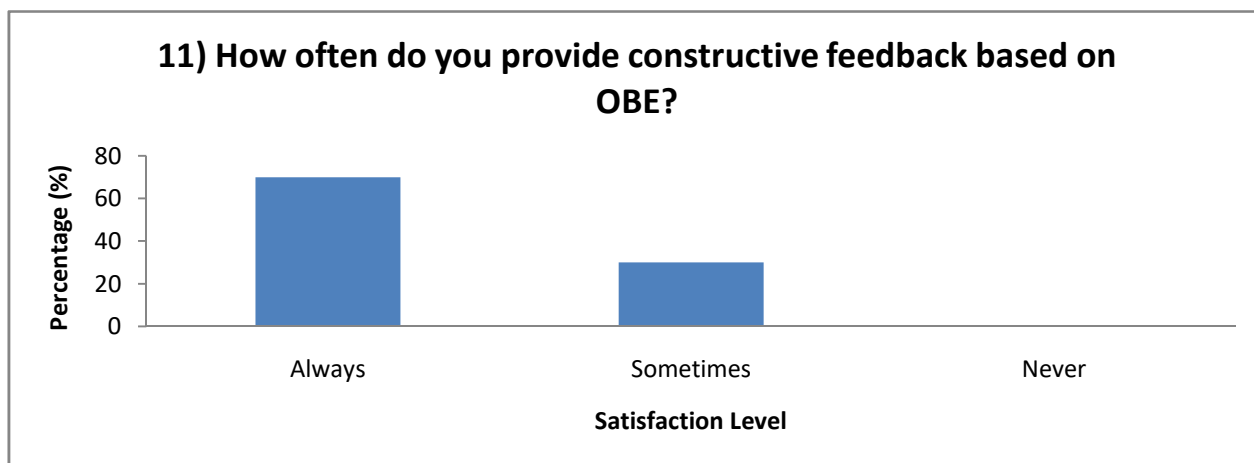


Students are generally engaged under the OBE framework, with 44% of faculty observing very engaged students and 51% somewhat engaged. Only 5% are neutral, indicating positive student engagement levels.

Query **11) How often do you provide constructive feedback based on OBE?**

Satisfaction Level	Percentage %
Always	70
Sometimes	30
Never	0

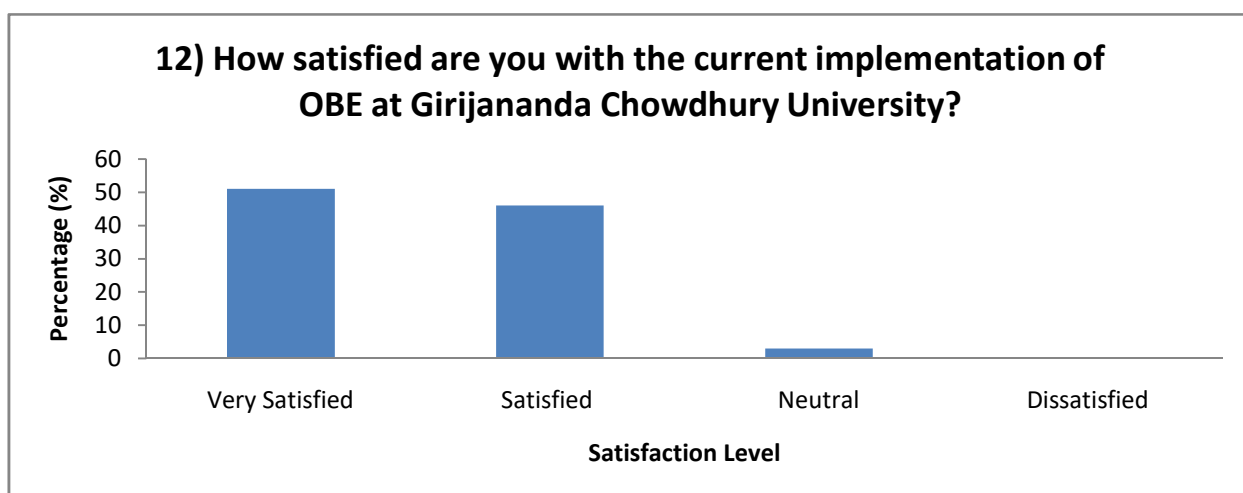
Faculty Feedback Report on OBE



A significant majority of faculty (70%) always provide constructive feedback based on OBE, and 30% do so sometimes. This practice supports continuous student improvement and course alignment.

Query 12) How satisfied are you with the current implementation of OBE at Girijananda Chowdhury University?

Satisfaction Level	Percentage %
Very Satisfied	51
Satisfied	46
Neutral	3
Dissatisfied	0



Overall satisfaction with the implementation of OBE is high, with 51% of faculty very satisfied and 46% satisfied. Only 3% are neutral, suggesting overall positive reception and effectiveness of the OBE framework.

Girijananda Chowdhury University, Assam

Student Satisfaction Survey(Academic Year 2023–2024)

The Student Satisfaction Survey for 2023–2024 utilized feedback from 184 student participants. Quantitative and qualitative results reveal insightful trends in teaching, curriculum, and learning environment.

Number of Participants

A total of 184 students completed the satisfaction survey, representing a diverse cross-section of programs and cohorts.

Feedback Analysis Highlights

Below is a summary table of average scores for each major question in the survey (range: 1=lowest, 4=highest):

Question	Avg Score
1. Syllabus coverage	2.92
2. Teacher preparation	3.23
3. Teacher communication ability	3.23
4. Teaching approach	2.88
5. Fairness of evaluation	3.30
6. Assignment discussion	2.93
7. Promotion of internships & field visits	2.69
8. Mentoring for cognitive/social/emotional growth	2.94
9. Opportunities to learn and grow	3.01
10. Clarity of competencies/outcomes	3.16
11. Mentor follow-up	3.18
12. Concept illustration by teachers	3.32
13. Recognition of student strengths	3.13
14. Help in overcoming weaknesses	3.05
15. Efforts for continuous quality improvement	2.99
16. Use of student-centric methods	3.06
17. Teacher encouragement for extracurricular activities	3.26
18. Soft skills/employability preparation	3.05
19. Use of ICT tools in teaching	2.69
20. Overall teaching-learning quality	2.98

Most questions scored well above average (closer to "Good" or "Excellent"), with clarity of outcomes, fairness of evaluation, teacher encouragement, and concept illustration being particular strengths.

Distribution Table: Rating Breakdown

	1 (Lowest)	2	3	4 (Highest)
Syllabus coverage	26	24	54	62
Teacher preparation	3	8	117	56
Communication ability	7	29	62	86
Teaching approach	8	56	68	50
Fairness of evaluation	3	20	80	81

Most students rated faculty preparation, communication, and fairness very positively, while areas such as internship promotion and ICT tool use received relatively lower average scores.

Qualitative Observations

Students most frequently suggested:

- Improved ICT infrastructure and projector availability.
- More use of digital boards and smart classrooms.
- Increased opportunities for practical learning, internships, and industry exposure.
- Enhancements in laboratory resources, and extracurricular activities.