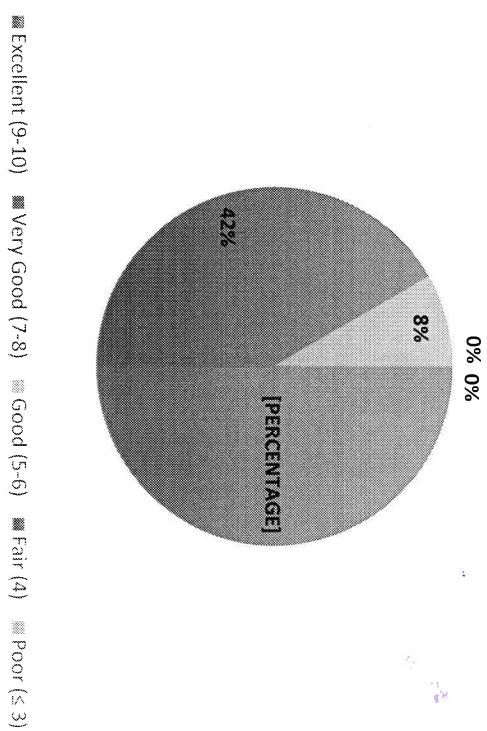
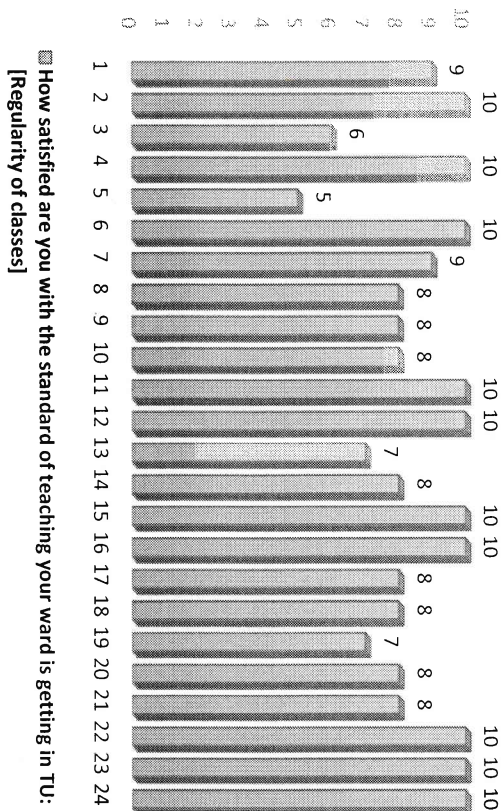


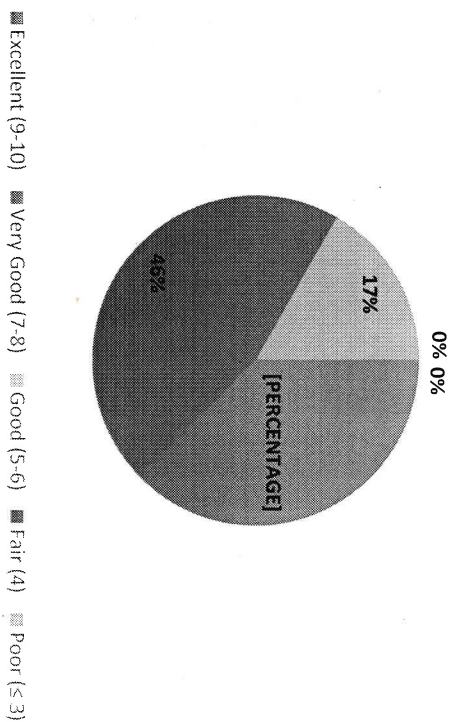
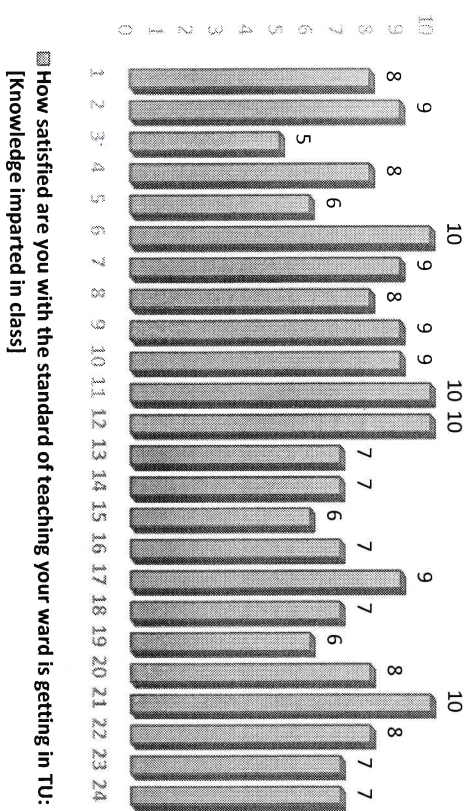
Analysis of Students/Parent's Feedback 2020-21

Department Of Commerce

1. Regularity of Classes:

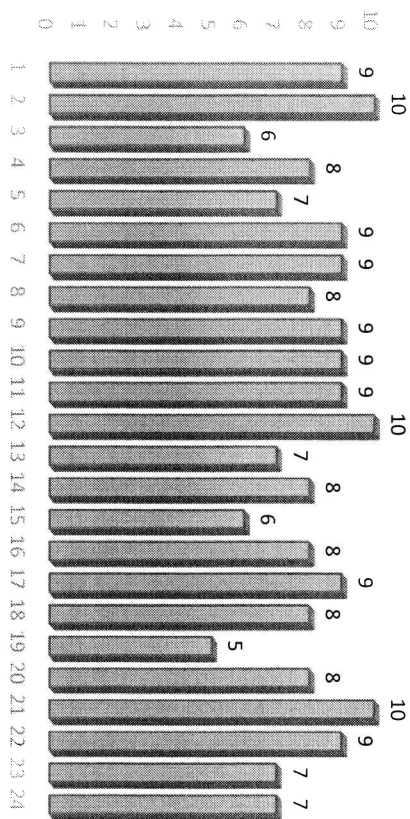


2. Knowledge Imparted in Class:

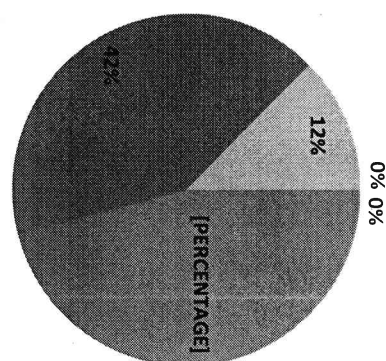


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3. Communication Skill of Teachers:

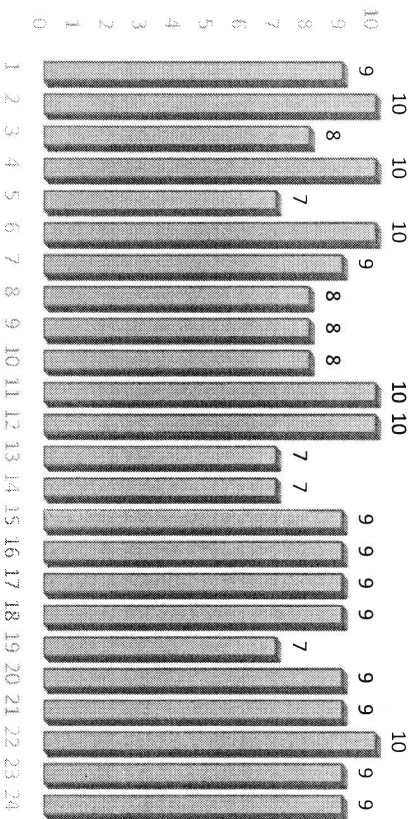


How satisfied are you with the standard of teaching your ward is getting in TU: [Communication skill of teachers]

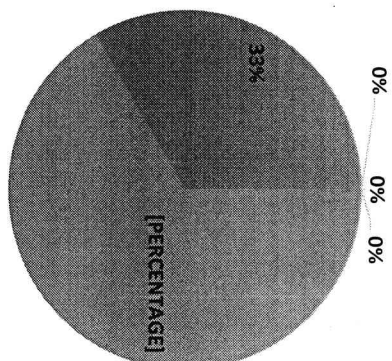


Excellent (9-10) Very Good (7-8) Good (5-6) Fair (4) Poor (≤3)

4. On-time Examinations:



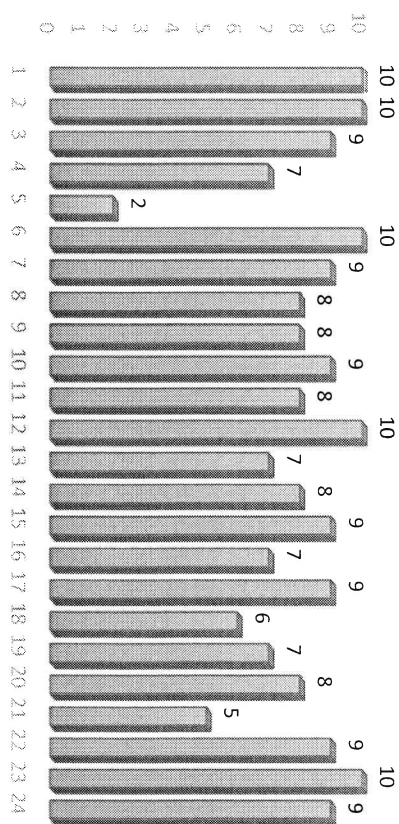
How satisfied are you with the standard of teaching your ward is getting in TU: [On-time examinations]



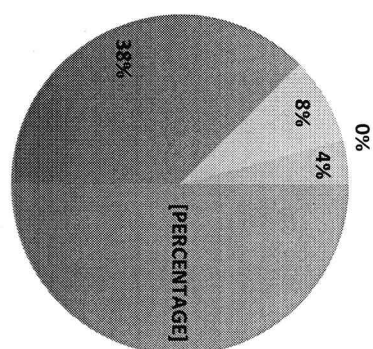
Excellent (9-10) Very Good (7-8) Good (5-6) Fair (4) Poor (≤3)

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5. Transparency in Evaluation:

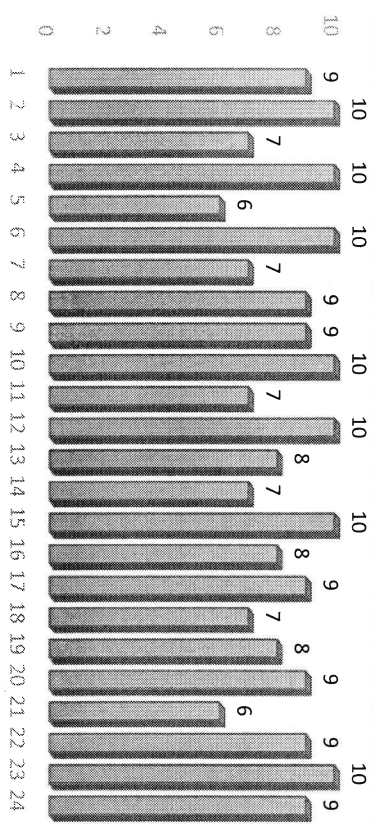


■ How satisfied are you with the standard of teaching your ward is getting in TU:
[Transparency in evaluation]

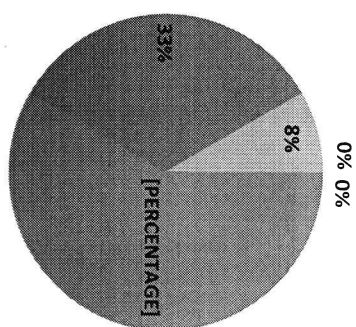


■ Excellent (9-10) ■ Very Good (7-8) ■ Good (5-6) ■ Fair (4) ■ Poor (≤3)

6. Mentoring by Teachers:



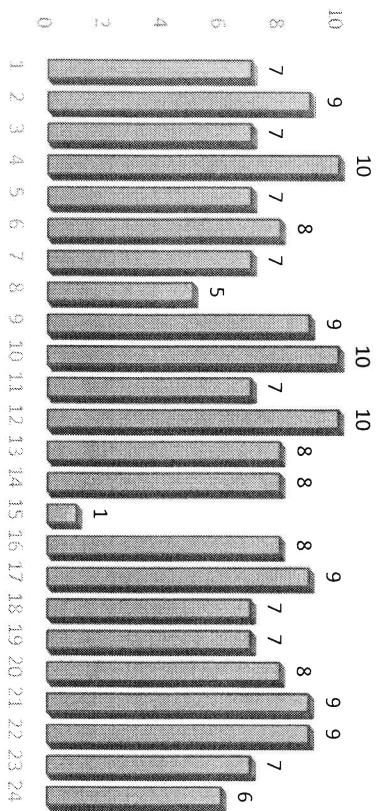
■ How satisfied are you with the standard of teaching your ward is getting in TU:
[Mentoring by teachers]



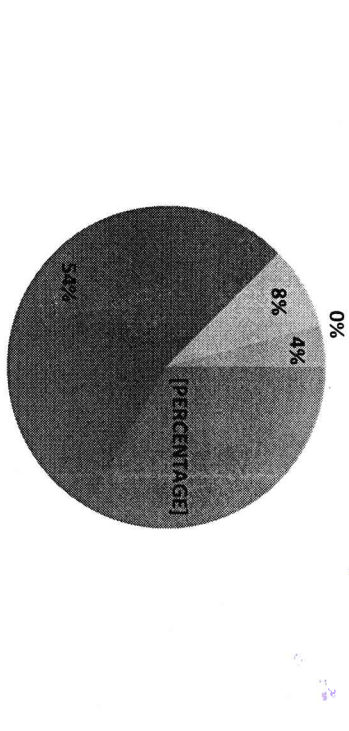
■ Excellent (9-10) ■ Very Good (7-8) ■ Good (5-6) ■ Fair (4) ■ Poor (≤3)

Handwritten signature and date: 10/10/20

7. Special Treatment, If Required:

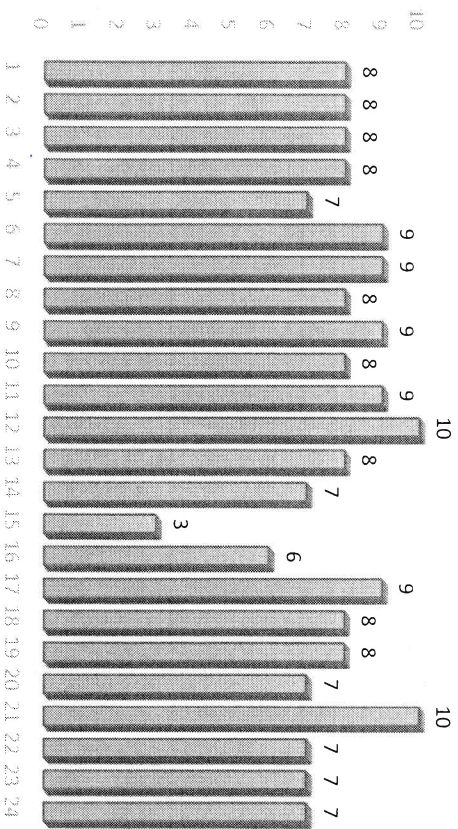


How satisfied are you with the standard of teaching your ward is getting in TU:
[Special treatment, if required]

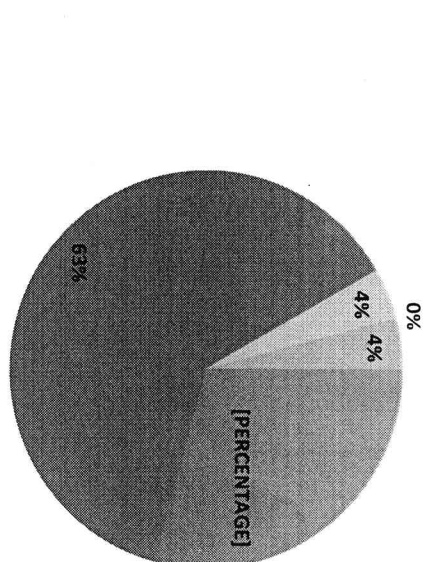


Excellent (9-10) Very Good (7-8) Good (5-6) Fair (4) Poor (≤3)

8. Ability of your ward to cope with studies:



How satisfied are you with the standard of teaching your ward is getting in TU:
[Ability of your ward to cope with studies]



Excellent (9-10) Very Good (7-8) Good (5-6) Fair (4) Poor (≤3)

Head
Department of Commerce
Tezpur University

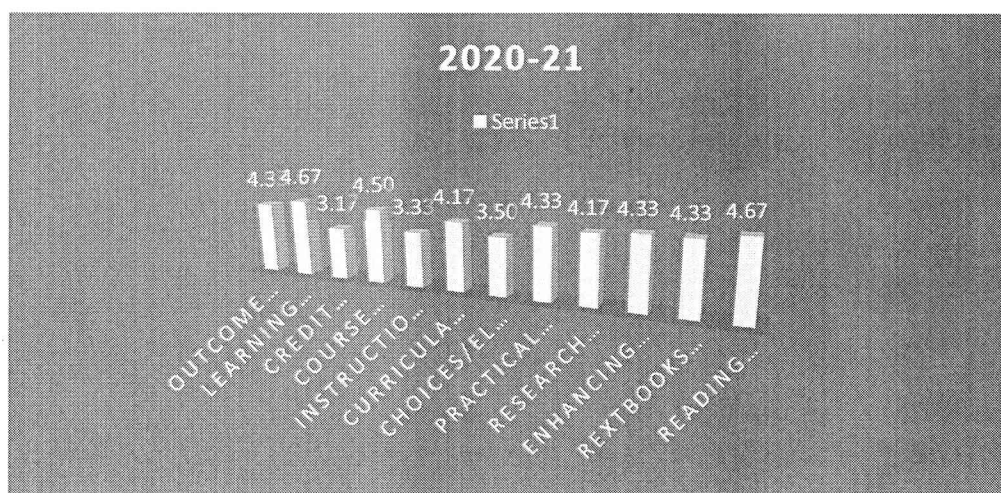
[Signature]

TEACHERS FEEDBACK ANALYSIS : ACADEMIC YEAR 2020-21

DEPARTMENT OF COMMERCE

TEZPUR UNIVERSITY

The teachers' feedback had been collected for various criteria on the curriculum of Integrated M.Com on a scale of 1-5 with 1 being the lowest and 5 being the highest. For the purpose of analysis, average scores of responses for each criterion as given by all the faculty members have been considered. The graphical analysis of the same is presented below.



In academic year 2020-21, the same was observed as in the previous academic year 2019-20. 'Fulfillment of learning objectives through the course content' had the highest score while 'Semester wise course credit distribution in the syllabus' had the least score'.

The academic year wise analysis have reflected that 'Fulfillment of learning objectives through the course content' has been found to be the best performing criteria over all the years. This has been closely followed by two other criteria, namely- 'Sequence of the courses in the syllabus' and 'Availability of the reading material suggested for the courses' throughout the period under consideration. Similarly, it is observed that 'Adequacy of instructional hours in terms of lecture, practicals, tutorials' and 'Semester wise course credit distribution in the syllabus' are two of the criteria that have scored on the lower side of the scale. It gives the impression that the course curriculum has been designed appropriately with regard to its content, ordering of courses with a good score on 'Alignment of the course and programme outcomes'. The 'Availability of the reading material suggested for the courses' and 'Adequacy of projects/ internships/ fieldwork/

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laboratories for practical exposure in the syllabus' with high scores are indicative of the good infrastructural facilities in support of the curriculum. However, the problem arises with the 'Semester wise course credit distribution in the syllabus' and 'Adequacy of instructional hours in terms of lecture, practicals, tutorials'.



Head
Department of Commerce
Tezpur University