Action Taken Report on Teachers' Feedback Analysis for the Year 2023-2024

Feedback Summary and Actions Taken

1. The curriculum and syllabus are need-based.

- **Feedback Summary:** Majority of the teachers strongly agreed (88) or agreed (78) that the curriculum and syllabus are need-based. However, a few expressed neutrality (7) or disagreement (6).
- **Action Taken:**
  - Conducted departmental meetings to evaluate the alignment of the curriculum with industry and academic needs.
  - Invited feedback from stakeholders (students, alumni, and industry experts) to further refine the syllabus.

2. The course outcomes are well-defined and clear.

- **Feedback Summary:** Most teachers (76 strongly agree, 92 agree) found the course outcomes clear, with minimal disagreement (4).
- **Action Taken:**
  - Reviewed and restructured course outcomes where necessary to enhance clarity and specificity.
  - Organized workshops to train faculty on defining and mapping course outcomes effectively.

3. Availability of relevant reading materials and digital resources in the library.

- **Feedback Summary:** While 145 teachers strongly agreed or agreed, 34 were neutral or dissatisfied.
- **Action Taken:**
  - Procured additional subject-relevant books and subscribed to more digital databases.
  - Improved access to e-resources by setting up more digital terminals and providing remote access to library resources.

4. Balance between theory and application in the course.

- **Feedback Summary:** Most teachers (59 strongly agree, 98 agree) were satisfied, though 22 expressed dissatisfaction or neutrality.
- **Action Taken:**
  - Integrated more practical components such as projects, case studies, and hands-on sessions into relevant courses.
  - Established industry partnerships to provide real-world exposure through internships and live projects.

5. The course/syllabus increased knowledge and perspective in the subject area.

- **Feedback Summary:** Majority (75 strongly agree, 87 agree) felt positively, with minor concerns (17 neutral or disagree).
- **Action Taken:**

- o Organized faculty development programs to stay updated on recent advancements in their respective fields.
- o Revised certain course modules to incorporate interdisciplinary and emerging topics.

6. Freedom to propose, modify, and incorporate new topics in the syllabus.

- **Feedback Summary:** While most (69 strongly agree, 81 agree) felt they had sufficient freedom, a notable 29 expressed concerns.
- **Action Taken:**
  - o Strengthened the mechanism for faculty input by conducting biannual curriculum review forums.
  - o Enhanced transparency in syllabus revision by involving all faculty members in the review process.

7. Freedom to adopt new teaching techniques/tools.

- **Feedback Summary:** A majority (82 strongly agree, 78 agree) were satisfied, but 19 raised concerns.
- **Action Taken:**
  - o Provided training in modern teaching tools such as Learning Management Systems (LMS), gamification, and interactive learning.
  - o Allocated funds for the purchase of advanced teaching aids and software.

8. Achieving the minimum required course outcome attainment level.

- **Feedback Summary:** Most teachers (173 strongly agree/agree) were confident, with minimal disagreement (4).
- **Action Taken:**
  - o Introduced peer-mentoring programs to share best teaching practices.
  - o Conducted regular analysis of student performance data to ensure timely interventions.

9. Assistance to slow learners.

- **Feedback Summary:** Teachers (171 strongly agree/agree) felt they had taken sufficient steps, with only two disagreeing.
- **Action Taken:**
  - o Launched remedial classes and personalized mentoring programs for slow learners.
  - o Developed self-paced learning modules and digital resources tailored to individual learning needs.

10. Contribution to curriculum and/or syllabus revision.

- **Feedback Summary:** A majority (100 strongly agree, 70 agree) indicated active involvement, with only a few dissatisfied (8).
- **Action Taken:**
  - o Continued to actively involve faculty in periodic curriculum updates and revisions.

o Recognized faculty contributions to curriculum development during academic review meetings.

Conclusion:

The teachers' feedback has provided valuable insights into the strengths and areas for improvement in the curriculum and teaching practices. Proactive measures have been taken to address the identified gaps and enhance the teaching-learning experience, ensuring better outcomes for both faculty and students.