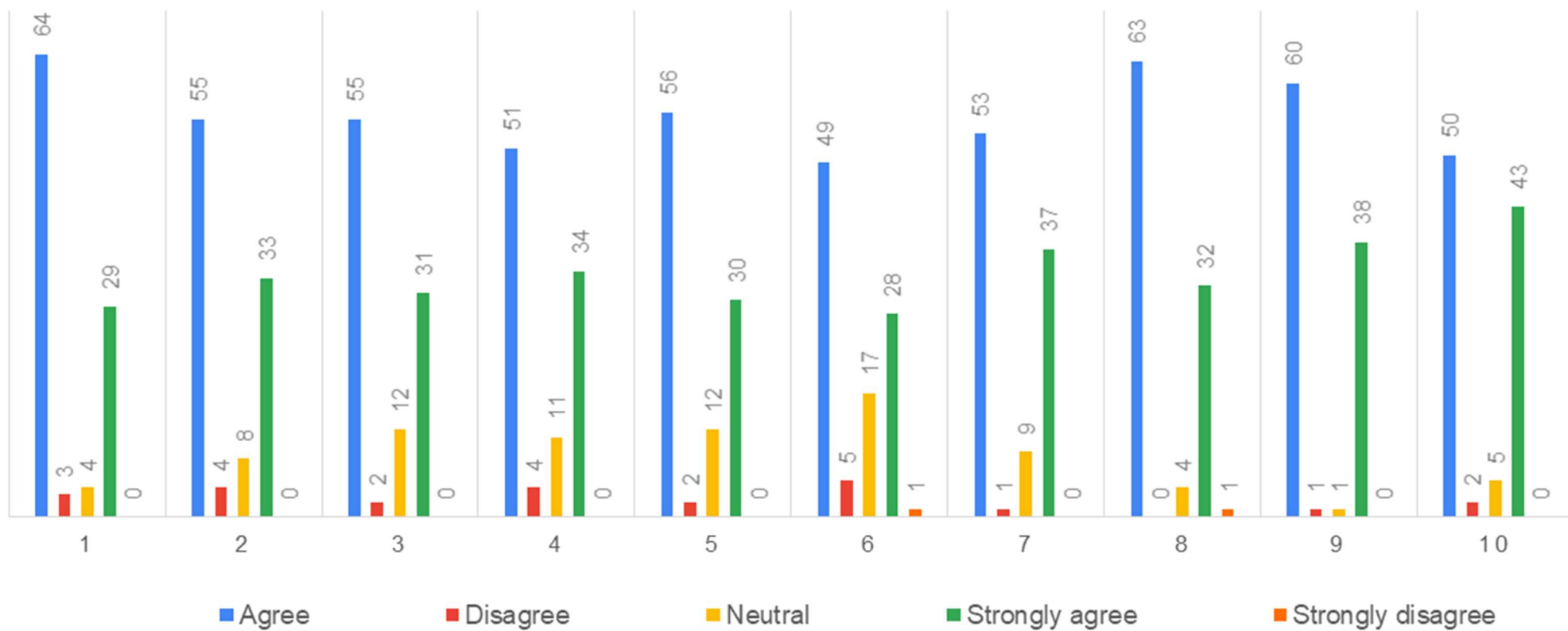


Analysis of Teachers Feedback for the Academic Year 2018-2019 on Curriculum, Teaching, Learning and Evaluation

| Feed back | Agree | Disagree | Neutral | Strongly agree | Strongly disagree |
|--|-------|----------|---------|----------------|-------------------|
| 1. The curriculum and Syllabus are need-based. | 64 | 3 | 4 | 29 | 0 |
| 2.The course outcomes are well-defined and clear. | 55 | 4 | 8 | 33 | 0 |
| 3. A sufficient number of relevant reading materials and digital resources are available in the | 55 | 2 | 12 | 31 | 0 |
| 4. The course has a good balance between theory and application | 51 | 4 | 11 | 34 | 0 |
| 5. The course/syllabus increased my knowledge and perspective in the subject area. | 56 | 2 | 12 | 30 | 0 |
| 6. I have the freedom to propose, modify, suggest and incorporate new topics in the syllabus through the proper forum. | 49 | 5 | 17 | 28 | 1 |
| 7. I have the freedom to adopt new techniques/education tools /strategies in teaching. | 53 | 1 | 9 | 37 | 0 |
| 8. I can achieve the minimum required course outcome attainment level for my class. | 63 | 0 | 4 | 32 | 1 |
| 9. I have taken sufficient steps to provide assistance to slow learners | 60 | 1 | 1 | 38 | 0 |
| 10. I have contributed to the curriculum and/or syllabus revision. | 50 | 2 | 5 | 43 | 0 |

TEACHERS FEEDBACK 2018-2019



Action Taken Report: Academic Year 2018-2019

Teachers' Feedback Analysis on Curriculum, Teaching, Learning, and Evaluation

Based on the feedback provided by the faculty for the academic year 2018-2019, the following actions have been taken to address the concerns and suggestions highlighted in the survey:

1. Curriculum and Syllabus Relevance

- **Feedback Summary:** 93% of the faculty (64 strongly agree, 29 agree) felt that the curriculum and syllabus were need-based, while a small percentage (3 disagree, 4 neutral) indicated a need for improvement.
- **Action Taken:** The curriculum was reviewed by the syllabus committee to ensure its alignment with current industry trends and academic needs. Faculty members were encouraged to propose modifications to enhance the curriculum further.

2. Clarity of Course Outcomes

- **Feedback Summary:** 88% of the faculty agreed that course outcomes were well-defined and clear (55 agree, 33 strongly agree). However, 12% (4 disagree, 8 neutral) felt that there was room for improvement.
- **Action Taken:** Workshops were conducted to provide faculty with guidance on defining and communicating course outcomes effectively. The importance of clarity in learning objectives was emphasized, and resources were provided for outcome-based education.

3. Availability of Reading Materials and Digital Resources

- **Feedback Summary:** 86% of the faculty were satisfied with the availability of relevant reading materials and digital resources (55 agree, 31 strongly agree). A few faculty members (2 disagree, 12 neutral) expressed the need for more resources.
- **Action Taken:** Additional digital resources and reading materials were procured and made accessible through the library and online platforms. The faculty was also encouraged to recommend resources to be added to the repository.

4. Balance Between Theory and Application

- **Feedback Summary:** 85% of the faculty agreed that the course offered a good balance between theory and application (51 agree, 34 strongly agree). However, some (4 disagree, 11 neutral) indicated a need for more practical components.
- **Action Taken:** Practical modules and case studies were integrated into the curriculum to enhance the application-oriented learning experience. Faculty were encouraged to incorporate more hands-on projects in their teaching.

5. Knowledge and Perspective Enhancement

- **Feedback Summary:** 86% of the faculty felt that the course/syllabus increased their knowledge and perspective in the subject area (56 agree, 30 strongly agree), with a small percentage (2 disagree, 12 neutral) suggesting improvements.
- **Action Taken:** Seminars, guest lectures, and interdisciplinary workshops were organized to broaden faculty knowledge and perspectives. The curriculum was adjusted to include emerging topics and areas of interest.

6. Freedom to Propose and Incorporate New Topics

- **Feedback Summary:** 77% of the faculty felt they had the freedom to propose and incorporate new topics (49 agree, 28 strongly agree). A noticeable percentage (5 disagree, 17 neutral, 1 strongly disagree) felt this freedom was limited.
- **Action Taken:** The academic forum was restructured to make it more inclusive, allowing faculty to propose syllabus changes more freely. A more transparent process was established for curriculum revisions.

7. Adoption of New Teaching Techniques

- **Feedback Summary:** 90% of the faculty agreed they had the freedom to adopt new teaching techniques (53 agree, 37 strongly agree). However, a small percentage (1 disagree, 9 neutral) highlighted constraints.
- **Action Taken:** Training sessions on innovative teaching strategies and tools were provided. The institution invested in modern educational technology to facilitate the adoption of new techniques.

8. Achievement of Course Outcomes

- **Feedback Summary:** 95% of the faculty felt confident in achieving the minimum required course outcome attainment level (63 agree, 32 strongly agree), with a very small percentage (4 neutral, 1 strongly disagree) expressing concerns.
- **Action Taken:** Continuous evaluation methods were reviewed and strengthened to ensure that course outcomes are consistently met. Faculty were provided with additional support and resources to address any challenges in outcome attainment.

9. Support for Slow Learners

- **Feedback Summary:** 98% of the faculty took sufficient steps to provide assistance to slow learners (60 agree, 38 strongly agree), with minimal disagreement (1 disagree, 1 neutral).
- **Action Taken:** A mentoring system was formalized where slow learners were paired with faculty mentors. Remedial classes and personalized learning plans were also introduced to provide additional support.

10. Contribution to Curriculum and Syllabus Revision

- **Feedback Summary:** 93% of the faculty reported contributing to curriculum and syllabus revisions (50 agree, 43 strongly agree), with a few (2 disagree, 5 neutral) indicating limited involvement.
- **Action Taken:** Faculty participation in curriculum development was encouraged through departmental meetings and workshops. The process was made more collaborative, with inputs from all faculty members being actively sought and considered.



Coordinator, IQAC, OU

Coordinator
Internal Quality Assurance Cell
Osmania University,
Hyderabad-500 007



Director, IQAC, OU

DIRECTOR
Internal Quality Assurance Cell (IQAC)
OSMANIA UNIVERSITY
Hyderabad.