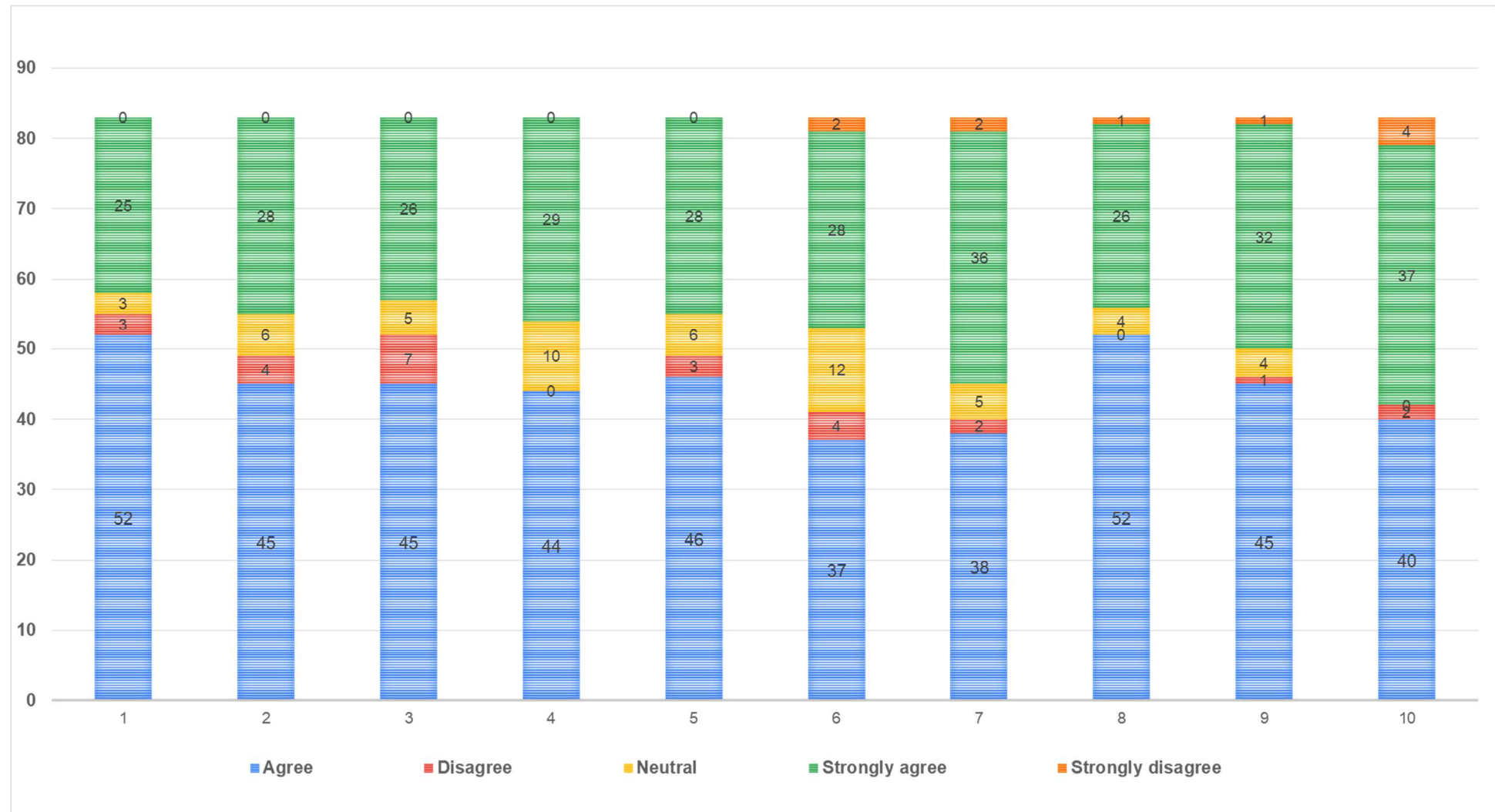


Analysis of Teachers Feedback for the Academic Year 2019-2020 on Curriculum, Teaching, Learning and Evaluation

Feed back	Agree	Disagree	Neutral	Strongly agree	Strongly disagree
1. The curriculum and Syllabus are need-based.	52	3	3	25	0
2. The course outcomes are well-defined and clear.	45	4	6	28	0
3. A sufficient number of relevant reading materials and digital resources are available in the	45	7	5	26	0
4. The course has a good balance between theory and application	44	0	10	29	0
5. The course/syllabus increased my knowledge and perspective in the subject area.	46	3	6	28	0
6. I have the freedom to propose, modify, suggest and incorporate new topics in the syllabus through the proper forum.	37	4	12	28	2
7. I have the freedom to adopt new techniques/education tools /strategies in teaching.	38	2	5	36	2
8. I can achieve the minimum required course outcome attainment level for my class.	52	0	4	26	1
9. I have taken sufficient steps to provide assistance to slow learners	45	1	4	32	1
10. I have contributed to the curriculum and/or syllabus revision.	40	2	0	37	4

Teachers Feedback 2019-2020



Action Taken Report: Academic Year 2019-2020

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

Based on the analysis of teachers' feedback for the academic year 2019-2020, the following actions have been implemented to address the concerns and suggestions provided by the faculty:

1. Curriculum and Syllabus Relevance

- **Feedback Summary:** 87% of the faculty (52 agree, 25 strongly agree) felt that the curriculum and syllabus were need-based. A small percentage (3 disagree, 3 neutral) suggested areas for improvement.
- **Action Taken:** The syllabus committee reviewed the feedback and conducted a curriculum review to better align the syllabus with industry standards and academic needs. Faculty were encouraged to participate in these reviews and contribute suggestions for further refinement.

2. Clarity of Course Outcomes

- **Feedback Summary:** 83% of the faculty agreed that course outcomes were well-defined and clear (45 agree, 28 strongly agree). However, 17% (4 disagree, 6 neutral) indicated that there was room for improvement.
- **Action Taken:** Training sessions were organized to help faculty clearly define and communicate course outcomes. Additionally, guidelines were provided on formulating outcomes that align with the curriculum and meet the expectations of both students and educators.

3. Availability of Reading Materials and Digital Resources

- **Feedback Summary:** 81% of the faculty were satisfied with the availability of relevant reading materials and digital resources (45 agree, 26 strongly agree). However, 19% (7 disagree, 5 neutral) indicated a need for more resources.
- **Action Taken:** The library and digital resource centers were updated with additional materials based on faculty recommendations. Efforts were made to increase the accessibility of digital resources, particularly in light of increasing online and blended learning needs.

4. Balance Between Theory and Application

- **Feedback Summary:** 88% of the faculty agreed that the course offered a good balance between theory and application (44 agree, 29 strongly agree), with a small percentage (10 neutral) suggesting a need for more practical components.
- **Action Taken:** The curriculum was adjusted to include more hands-on experiences, case studies, and practical projects. Faculty were provided with resources and support to incorporate these elements into 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 (46 agree, 28 strongly agree), with a small percentage (3 disagree, 6 neutral) expressing a need for improvement.
- **Action Taken:** Interdisciplinary workshops, guest lectures, and seminars were organized to enhance faculty knowledge and perspectives. The curriculum was also reviewed to include emerging topics and new areas of research.

6. Freedom to Propose and Incorporate New Topics

- **Feedback Summary:** 76% of the faculty felt they had the freedom to propose and incorporate new topics in the syllabus (37 agree, 28 strongly agree). However, 24% (4 disagree, 12 neutral, 2 strongly disagree) indicated a need for more freedom in this area.
- **Action Taken:** The academic forum was restructured to allow for more inclusive and transparent processes for syllabus changes. Faculty were encouraged to actively participate in curriculum development, with a more streamlined process for incorporating their suggestions.

7. Adoption of New Teaching Techniques

- **Feedback Summary:** 79% of the faculty agreed they had the freedom to adopt new teaching techniques and tools (38 agree, 36 strongly agree). However, 21% (2 disagree, 5 neutral, 2 strongly disagree) expressed concerns.
- **Action Taken:** The institution provided faculty with training on innovative teaching methods and the use of educational technology. Resources were allocated to support the implementation of new teaching strategies, ensuring faculty had the necessary tools to innovate in their classrooms.

8. Achievement of Course Outcomes

- **Feedback Summary:** 90% of the faculty felt confident in achieving the minimum required course outcome attainment level (52 agree, 26 strongly agree), with a very small percentage (4 neutral, 1 strongly disagree) indicating challenges.
- **Action Taken:** Continuous assessment methods were strengthened to ensure course outcomes were consistently met. Faculty were provided with additional support, including peer review sessions and mentorship, to address any challenges in achieving course outcomes.

9. Support for Slow Learners

- **Feedback Summary:** 88% of the faculty took sufficient steps to provide assistance to slow learners (45 agree, 32 strongly agree), with a small percentage (1 disagree, 4 neutral, 1 strongly disagree) indicating a need for improvement.
- **Action Taken:** A structured mentoring program was established to support slow learners. Faculty were provided with training on differentiated instruction techniques to better address the needs of diverse learners. Additional resources and remedial classes were also introduced.

10. Contribution to Curriculum and Syllabus Revision

- **Feedback Summary:** 77% of the faculty reported contributing to curriculum and syllabus revisions (40 agree, 37 strongly agree), with a noticeable percentage (2 disagree, 4 strongly disagree) indicating limited involvement.
- **Action Taken:** The curriculum revision process was made more collaborative and transparent, encouraging wider faculty participation. Regular meetings and workshops were held to gather input from all faculty members, ensuring their contributions were recognized and incorporated.



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