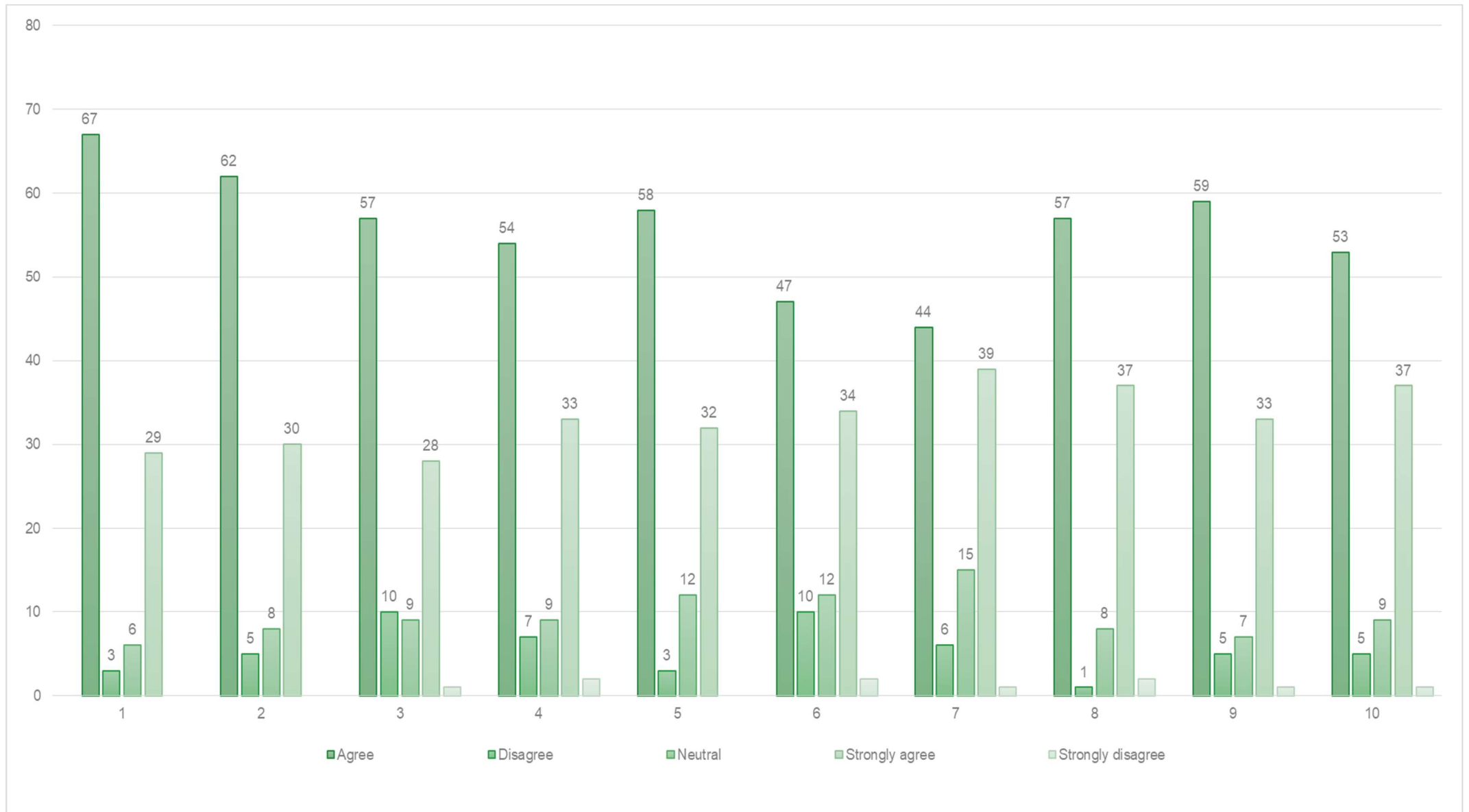# Analysis of Teachers Feedback for the Academic Year 2020-2021

On Curriculum, Teaching, Learning and Evaluation

Feed back	Agree	Disagree	Neutral	Strongly agree	Strongly disagree
1. The curriculum and Syllabus are need-based.	67	3	6	29	0
2.The course outcomes are well-defined and clear.	62	5	8	30	0
3. A sufficient number of relevant reading materials and digital resources are available in the	57	10	9	28	1
4. The course has a good balance between theory and application	54	7	9	33	2
5. The course/syllabus increased my knowledge and perspective in the subject area.	58	3	12	32	0
6. I have the freedom to propose, modify, suggest and incorporate new topics in the syllabus through the proper forum.	47	10	12	34	2
7. I have the freedom to adopt new techniques/education tools /strategies in teaching.	44	6	15	39	1
8. I can achieve the minimum required course outcome attainment level for my class.	57	1	8	37	2
9. I have taken sufficient steps to provide assistance to slow learners	59	5	7	33	1
10. I have contributed to the curriculum and/or syllabus revision.	53	5	9	37	1

Teachers Feedback 2020-2021

Bar chart showing Teachers Feedback 2020-2021 across 10 questions with categories: Agree, Disagree, Neutral, Strongly agree, Strongly disagree.

Question	Agree	Disagree	Neutral	Strongly agree	Strongly disagree
1	67	3	6	29	
2	62	5	8	30	
3	57	10	9	28	1
4	54	7	9	33	2
5	58	3	12	32	
6	47	10	12	34	2
7	44	6	15	39	1
8	57	1	8	37	2
9	59	5	7	33	1
10	53	5	9	37	1

Action Taken Report: Academic Year 2020-2021

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

Based on the analysis of teachers' feedback for the academic year 2020-2021, the following actions have been implemented to address the feedback provided by the faculty:

1. Curriculum and Syllabus Relevance

- **Feedback Summary:** 90% of the faculty (67 agree, 29 strongly agree) felt that the curriculum and syllabus were need-based, with a small percentage (3 disagree, 6 neutral) indicating areas for improvement.
- **Action Taken:** The curriculum was reviewed by a specialized committee to ensure it continues to meet current academic and industry requirements. Faculty were encouraged to submit suggestions for enhancements, and changes were made to better align the syllabus with evolving educational standards.

2. Clarity of Course Outcomes

- **Feedback Summary:** 88% of the faculty agreed that course outcomes were well-defined and clear (62 agree, 30 strongly agree). However, 12% (5 disagree, 8 neutral) suggested a need for further clarification.
- **Action Taken:** Workshops on outcome-based education were conducted, focusing on how to define and communicate course outcomes effectively. Faculty were provided with templates and examples to ensure consistent and clear articulation of course objectives.

3. Availability of Reading Materials and Digital Resources

- **Feedback Summary:** 85% of the faculty were satisfied with the availability of relevant reading materials and digital resources (57 agree, 28 strongly agree). A noticeable percentage (10 disagree, 9 neutral, 1 strongly disagree) indicated a need for more resources.
- **Action Taken:** The institution expanded its digital library and acquired additional reading materials based on faculty recommendations. Efforts were also made to improve the accessibility of online resources, especially considering the shift to more digital and remote learning environments.

4. Balance Between Theory and Application

- **Feedback Summary:** 87% of the faculty agreed that the course had a good balance between theory and application (54 agree, 33 strongly agree). However, 13% (7 disagree, 9 neutral, 2 strongly disagree) suggested a need for more practical components.
- **Action Taken:** Practical modules were further integrated into the curriculum to enhance application-based learning. Faculty were encouraged to incorporate more real-world examples, case studies, and hands-on projects in their teaching.

5. Knowledge and Perspective Enhancement

- **Feedback Summary:** 90% of the faculty felt that the course/syllabus increased their knowledge and perspective in the subject area (58 agree, 32 strongly agree). A small percentage (3 disagree, 12 neutral) expressed a need for additional enhancements.
- **Action Taken:** The curriculum was updated to include emerging trends and interdisciplinary perspectives. Faculty were provided with opportunities to attend webinars and conferences to stay current with new developments in their fields.

6. Freedom to Propose and Incorporate New Topics

- **Feedback Summary:** 81% of the faculty felt they had the freedom to propose and incorporate new topics in the syllabus (47 agree, 34 strongly agree). However, 19% (10 disagree, 12 neutral, 2 strongly disagree) felt that there was limited freedom in this area.
- **Action Taken:** The academic forum was restructured to ensure that all faculty had a voice in curriculum development. A more open and transparent process was introduced, where faculty could easily propose new topics and suggest modifications to the syllabus.

7. Adoption of New Teaching Techniques

- **Feedback Summary:** 83% of the faculty agreed they had the freedom to adopt new teaching techniques and tools (44 agree, 39 strongly agree). However, 17% (6 disagree, 15 neutral, 1 strongly disagree) expressed concerns regarding the adoption of new techniques.
- **Action Taken:** Training sessions on innovative teaching methods and the use of educational technology were provided. The institution invested in new tools and platforms to support diverse teaching strategies, ensuring that faculty had the resources needed to implement these methods effectively.

8. Achievement of Course Outcomes

- **Feedback Summary:** 88% of the faculty felt confident in achieving the minimum required course outcome attainment level (57 agree, 37 strongly agree). A small percentage (1 disagree, 8 neutral, 2 strongly disagree) indicated challenges.
- **Action Taken:** Continuous assessment strategies were enhanced to help faculty track and achieve course outcomes. Additional support was provided through peer review and mentoring, helping faculty address any issues in meeting the required outcomes.

9. Support for Slow Learners

- **Feedback Summary:** 88% of the faculty took sufficient steps to provide assistance to slow learners (59 agree, 33 strongly agree). However, a small percentage (5 disagree, 7 neutral, 1 strongly disagree) indicated a need for more support.
- **Action Taken:** The mentoring system was strengthened to provide more personalized support for slow learners. Faculty were trained in differentiated instruction techniques, and additional resources, such as remedial classes and tutoring, were made available.

10. Contribution to Curriculum and Syllabus Revision

- **Feedback Summary:** 90% of the faculty reported contributing to curriculum and syllabus revisions (53 agree, 37 strongly agree). A small percentage (5 disagree, 9 neutral, 1 strongly disagree) felt their involvement was limited.
- **Action Taken:** The curriculum revision process was made more inclusive, with regular opportunities for all faculty to participate. Faculty were encouraged to actively contribute through departmental meetings and structured feedback sessions, ensuring their input was valued and incorporated into the revisions.

Coordinator, IQAC, OU   **Director, IQAC, OU**