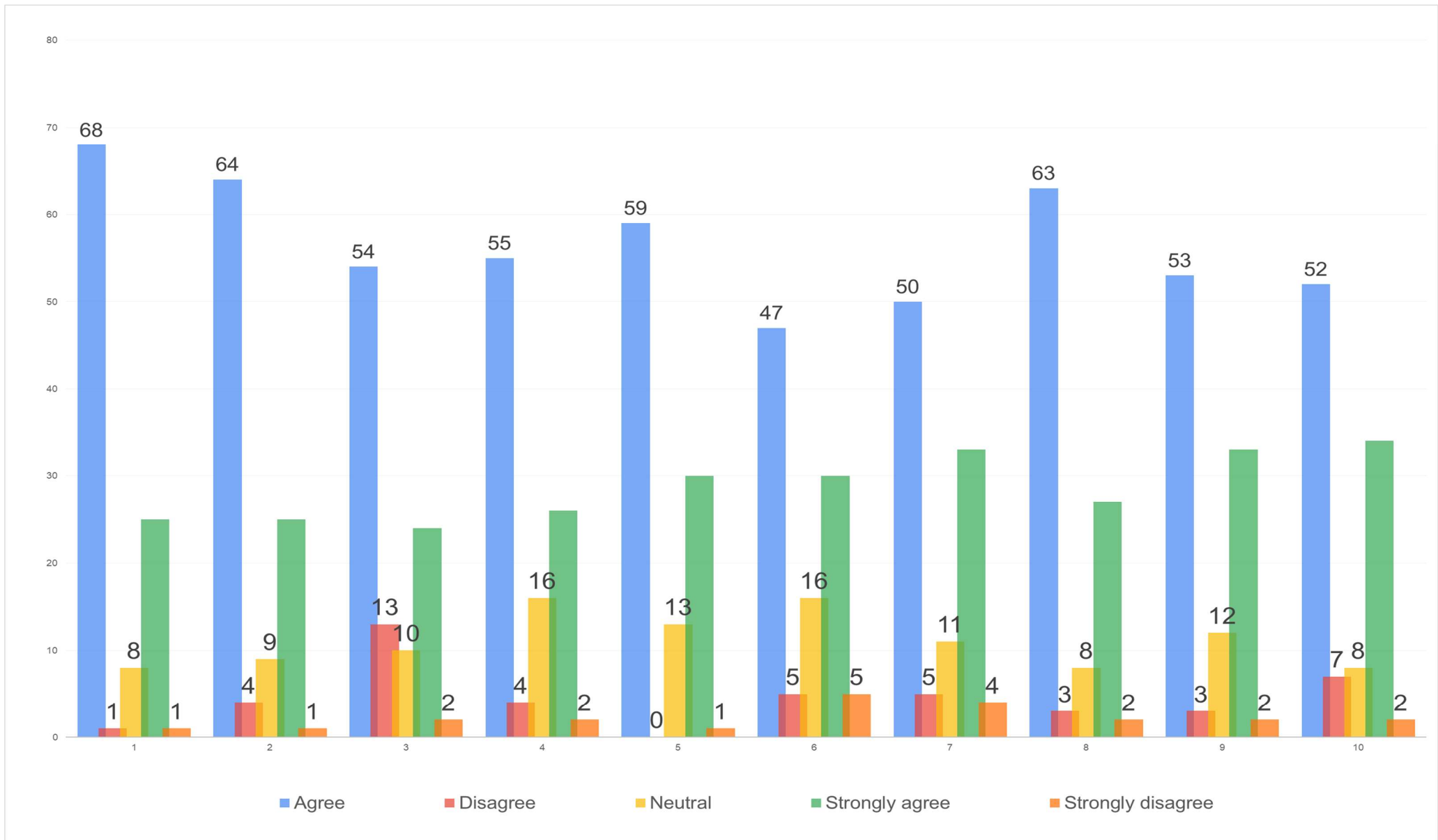


Analysis of Teachers Feedback for the Academic Year 2021-2022

On Curriculum, Teaching, Learning and Evaluation

Feed back	Agree	Disagree	Neutral	Strongly agree	Strongly disagree
1. The curriculum and Syllabus are need-based.	68	1	8	25	1
2.The course outcomes are well-defined and clear.	64	4	9	25	1
3. A sufficient number of relevant reading materials and digital resources are available in the	54	13	10	24	2
4. The course has a good balance between theory and application	55	4	16	26	2
5. The course/syllabus increased my knowledge and perspective in the subject area.	59	0	13	30	1
6. I have the freedom to propose, modify, suggest and incorporate new topics in the syllabus through the proper forum.	47	5	16	30	5
7. I have the freedom to adopt new techniques/education tools /strategies in teaching.	50	5	11	33	4
8. I can achieve the minimum required course outcome attainment level for my class.	63	3	8	27	2
9. I have taken sufficient steps to provide assistance to slow learners	53	3	12	33	2
10. I have contributed to the curriculum and/or syllabus revision.	52	7	8	34	2

Teachers Feedback 2021-2022



Action Taken Report: Academic Year 2021-2022

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

Based on the analysis of teachers' feedback for the academic year 2021-2022, the following actions have been implemented to address the feedback provided by the faculty:

1. Curriculum and Syllabus Relevance

- **Feedback Summary:** 88% of the faculty (68 agree, 25 strongly agree) felt that the curriculum and syllabus were need-based. A small percentage (1 disagree, 8 neutral, 1 strongly disagree) indicated that improvements could be made.
- **Action Taken:** The curriculum was reviewed to ensure that it continues to meet the current academic and industry standards. Faculty suggestions were collected and incorporated where feasible to better align the syllabus with emerging trends and student needs.

2. Clarity of Course Outcomes

- **Feedback Summary:** 89% of the faculty agreed that course outcomes were well-defined and clear (64 agree, 25 strongly agree). A small percentage (4 disagree, 9 neutral, 1 strongly disagree) suggested a need for greater clarity.
- **Action Taken:** Faculty were provided with additional training on outcome-based education, with a focus on defining clear and measurable course outcomes. Workshops were conducted to ensure that all faculty members could articulate course objectives effectively.

3. Availability of Reading Materials and Digital Resources

- **Feedback Summary:** 78% of the faculty were satisfied with the availability of relevant reading materials and digital resources (54 agree, 24 strongly agree). However, 22% (13 disagree, 10 neutral, 2 strongly disagree) indicated a need for more resources.
- **Action Taken:** Efforts were made to enhance the availability of reading materials and digital resources. The library was updated with new titles, and digital resources were expanded to support remote and hybrid learning models. Faculty were encouraged to recommend additional materials that would benefit their courses.

4. Balance Between Theory and Application

- **Feedback Summary:** 81% of the faculty agreed that the course had a good balance between theory and application (55 agree, 26 strongly agree). A small percentage (4 disagree, 16 neutral, 2 strongly disagree) suggested a need for more practical components.
- **Action Taken:** Practical components were further integrated into the curriculum to enhance application-based learning. Faculty were encouraged to incorporate more experiential learning opportunities, such as projects, internships, and case studies, into their teaching.

5. Knowledge and Perspective Enhancement

- **Feedback Summary:** 89% of the faculty felt that the course/syllabus increased their knowledge and perspective in the subject area (59 agree, 30 strongly agree). A small percentage (13 neutral, 1 strongly disagree) indicated room for improvement.
- **Action Taken:** The curriculum was updated to include more interdisciplinary content and contemporary issues to broaden the knowledge base and perspectives of students and faculty. Opportunities for professional development were also provided to faculty to enhance their expertise.

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 in the syllabus (47 agree, 30 strongly agree). However, 23% (5 disagree, 16 neutral, 5 strongly disagree) felt that there were limitations in this area.
- **Action Taken:** The process for curriculum revision was made more inclusive, allowing faculty greater freedom to suggest and incorporate new topics. Regular departmental meetings were scheduled to discuss potential syllabus modifications, ensuring that all faculty had a platform to voice their ideas.

7. Adoption of New Teaching Techniques

- **Feedback Summary:** 83% of the faculty agreed they had the freedom to adopt new teaching techniques and tools (50 agree, 33 strongly agree). A small percentage (5 disagree, 11 neutral, 4 strongly disagree) indicated challenges in adopting new methods.
- **Action Taken:** Training and resources were provided to faculty to support the adoption of new teaching techniques and educational tools. The institution invested in educational technology to facilitate innovative teaching methods and encouraged faculty to experiment with and share successful strategies.

8. Achievement of Course Outcomes

- **Feedback Summary:** 88% of the faculty felt confident in achieving the minimum required course outcome attainment level (63 agree, 27 strongly agree). A small percentage (3 disagree, 8 neutral, 2 strongly disagree) indicated challenges.
- **Action Taken:** Continuous assessment methods were refined to ensure that course outcomes were consistently met. Faculty were provided with additional support through peer mentoring and collaborative teaching sessions to address any difficulties in achieving course outcomes.

9. Support for Slow Learners

- **Feedback Summary:** 86% of the faculty took sufficient steps to provide assistance to slow learners (53 agree, 33 strongly agree). However, 14% (3 disagree, 12 neutral, 2 strongly disagree) indicated a need for more support.
- **Action Taken:** The mentoring program for slow learners was strengthened, providing more personalized support and resources. Faculty received training on differentiated instruction and were encouraged to implement targeted strategies to help slow learners succeed.

10. Contribution to Curriculum and Syllabus Revision

- **Feedback Summary:** 86% of the faculty reported contributing to curriculum and syllabus revisions (52 agree, 34 strongly agree). A small percentage (7 disagree, 8 neutral, 2 strongly disagree) felt their involvement could be improved.
- **Action Taken:** The curriculum revision process was further democratized, with more opportunities for faculty input. Structured feedback sessions and workshops were organized to ensure that all faculty members could actively participate in the revision process and have their contributions recognized.



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