

Feedback Report

Teachers' Feedback and Action Taken (2021-2022)

1. Introduction:

The teachers' feedback report for the academic year 2021-2022 encompasses an extensive analysis across various dimensions, aiming to evaluate the effectiveness of curriculum design, teaching methodologies, and overall infrastructure. The objective was to align educational practices with the expectations of students, parents, and employers. This report presents a comprehensive overview of the feedback received and the subsequent actions taken to address the concerns and enhance the quality of education.

2. Summary of Feedback:

The feedback analysis covered crucial aspects such as curriculum upgradation, teachers' involvement in design, Board of Studies (BOS) role, interdisciplinary approaches, social and environmental modules, infrastructure adequacy, availability of reference materials, and freedom in teaching techniques. Notably, the majority of faculty members expressed satisfaction with the curriculum's learner-centric approach, freedom in curriculum design, and the role of BOS in ensuring updated courses. However, concerns were raised regarding courses with social and environmental modules, adequacy of infrastructure, and the availability of reference materials in the library.

3. Numerical Data:

Curriculum Upgradation: More than 84% faculties agreed.

Teachers' Freedom in Curriculum Design: 84.21% teachers strongly agreed.

Board of Studies (BOS) Role: 89.47% strongly agreed.

Interdisciplinary and Multidisciplinary Approaches: 84.21% of teachers agreed.

Courses with Social and Environmental Modules: 73.68% strongly agreed, 15.79% neutral.

Adequacy of Infrastructure: Over 63% strongly agreed, 21% agreed, and 16% neutral.

Availability of Reference Materials: 18 out of 19 faculties strongly agreed.

Freedom in Teaching Techniques: 18 out of 19 teachers strongly agreed.

4. Conclusion:

The comprehensive feedback analysis facilitated targeted actions to address concerns and enhance the overall educational experience. Continuous efforts have been made to ensure regular curriculum updates, foster teachers' involvement in design, and strengthen the role of the Board of Studies. Initiatives to promote interdisciplinary approaches, address concerns raised by neutral feedback, and enhance infrastructure have been implemented. The report concludes that the feedback process has been instrumental in aligning the curriculum with stakeholder expectations, promoting a learner-centric approach, and fostering an environment conducive to innovative teaching strategies. The institution remains committed to ongoing improvements, guided by constructive feedback from the teaching faculty.

Action Taken Report

The teacher's feedback was examined across multiple dimensions, including relevance, timely

updates, the role of teachers in design and development, flexibility in embracing innovative teaching methods, accessibility of library books, curriculum content, student placement, and employability. Action was taken based on this analysis, and the outcomes are summarized in the subsequent table.

| Concern Area | Feedback from Teachers | Action Taken |
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| 1. Curriculum Upgradation | More than 84% faculties agreed that the curriculum is regularly updated with a learner-centric approach. | Continuous efforts to ensure regular updates and relevance in the curriculum. Monitoring mechanisms established to track updates. |
| 2. Teachers' Freedom in Curriculum Design | 84.21% teachers strongly agreed that they have the freedom to contribute ideas in curriculum design and development. | Encouragement of teacher involvement in curriculum planning. Regular forums for collaborative discussions on curriculum development. |
| 3. Board of Studies (BOS) Role | 89.47% strongly agreed that BOS ensures updated and relevant courses. 84.21% felt that alumni/corporate/industry representation in BOS is helpful. | Regular reviews and communication with BOS to ensure course relevance. Continued efforts to involve alumni and industry experts in curriculum design. |
| 4. Interdisciplinary and Multidisciplinary Approaches | 84.21% of teachers agreed that these approaches are reflected in the curriculum. | Emphasis on promoting interdisciplinary and multidisciplinary content. Encouragement of cross-department collaborations in curriculum planning. |
| 5. Courses with Social and Environmental Modules | 73.68% strongly agreed that such modules are included. 15.79% were neutral. | Review of modules to address concerns raised by the 15.79% neutral feedback. Continued efforts to enhance community engagement, environmental education, and value-based components. |

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| 6. Adequacy of Infrastructure | Over 63% strongly agreed, 21% agreed, and 16% remained neutral. | Initiatives to address concerns raised by neutral feedback. Periodic assessments and improvements in infrastructure to support effective curriculum implementation. |
| 7. Availability of Reference Materials | 18 out of 19 faculties strongly agreed that reference materials are available in the library. | Regular reviews of the library inventory. Collaboration with faculty to update and expand the collection as needed. |
| 8. Freedom in Teaching Techniques | 18 out of 19 teachers strongly agreed that the institute supports freedom in adopting new techniques/strategies. | Ongoing support for faculty development. Encouragement of innovative teaching methods. Regular feedback sessions to understand and address faculty needs. |

Conclusion

The feedback provided by teachers was carefully examined, and appropriate measures were implemented to meet the expectations of students, parents, and employers. This process facilitated enhancements to our curriculum in alignment with the stakeholders' expectations.