

Report On Teachers' Feedback Forms (2024)

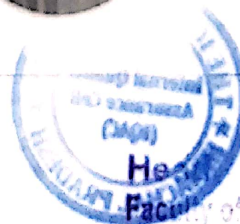
Teachers play a crucial role in evaluating the effectiveness of the syllabus in achieving academic goals. Their feedback provides insights into how well the curriculum supports learning objectives, encourages independent thinking, and integrates real-life applications. This report summarizes the responses gathered from teachers regarding various aspects of the syllabus.

The feedback form utilized a five-point Likert scale, where the Teachers rated their experience as follows:

- 1 - Strongly Disagree
- 2 - Disagree
- 3 - Neutral
- 4 - Agree
- 5 - Strongly Agree

Survey Results

S.No	Questions	Pie Charts	Observation						
1	Does the syllabus satisfy the stated objectives and learning outcomes?	<p>Syllabus Meeting Objectives</p> <table border="1"> <caption>Syllabus Meeting Objectives</caption> <thead> <tr> <th>Response</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Agree</td> <td>85%</td> </tr> <tr> <td>Disagree</td> <td>15%</td> </tr> </tbody> </table>	Response	Percentage	Agree	85%	Disagree	15%	85% of faculty agree that the syllabus meets the stated objectives.
Response	Percentage								
Agree	85%								
Disagree	15%								
2	Do you have continuous processes to propose, modify, suggest and incorporate new topics in the syllabus?	<p>Syllabus Modification Process</p> <table border="1"> <caption>Syllabus Modification Process</caption> <thead> <tr> <th>Response</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Strongly Agree</td> <td>100%</td> </tr> </tbody> </table>	Response	Percentage	Strongly Agree	100%	Every faculty member strongly agrees that the syllabus undergoes regular updates.		
Response	Percentage								
Strongly Agree	100%								
3	Is the syllabus effective in developing independent thinking?	<p>Independent Thinking Development</p> <table border="1"> <caption>Independent Thinking Development</caption> <thead> <tr> <th>Response</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Agree</td> <td>90%</td> </tr> <tr> <td>Disagree</td> <td>10%</td> </tr> </tbody> </table>	Response	Percentage	Agree	90%	Disagree	10%	90% of faculty believe the syllabus effectively fosters independent thinking.
Response	Percentage								
Agree	90%								
Disagree	10%								

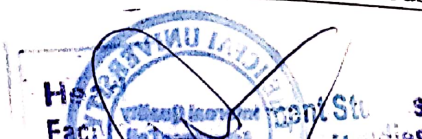


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4	Does the departmental level expert committee meet to review the syllabus?	<p>Syllabus Review by Experts</p> <p>75% of teachers agree that expert committees conduct regular syllabus reviews.</p>
5	Does the syllabus enhance your knowledge in the subject area?	<p>Enhancement of Subject Knowledge</p> <p>50% of teachers strongly feel that the syllabus enhances subject knowledge.</p>
6	Does the syllabus enable students to apply their knowledge in real life?	<p>Real-Life Application of Knowledge</p> <p>85% of faculty believe the syllabus supports real-life applications.</p>
7	Does the syllabus encourage research-inclusive teaching?	<p>Research-Inclusive Teaching</p> <p>45% of teachers agree that the syllabus demands research-focused teaching.</p>

Action Taken Report (ATR)

Issues Identified	Action Taken
Need for improved subject knowledge enhancement.	Workshops and faculty development programs will be conducted to enhance knowledge.
Limited practical exposure in real-life applications.	More real-life case studies, hands-on activities, and experiential learning will be included.
Strengthening research-inclusive teaching.	Research-based teaching methods,



	collaborations with research institutions, and faculty-led projects will be encouraged.
Ensuring syllabus review consistency.	The syllabus review process will be formalized with regular departmental meetings and expert discussions.

Conclusion

The feedback highlights that the syllabus effectively supports academic objectives and independent thinking. However, faculty development programs, enhanced research-based teaching, and expanded practical exposure will ensure continuous improvement. Consistent review mechanisms and collaboration with experts will further enhance the curriculum's relevance and effectiveness.



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