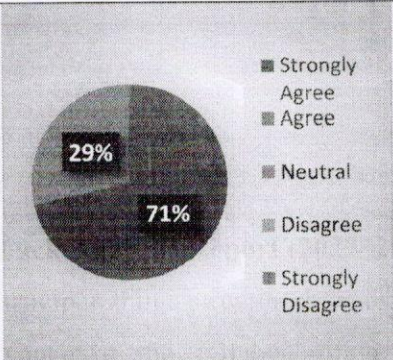
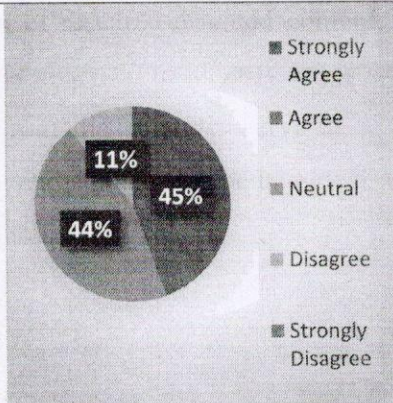
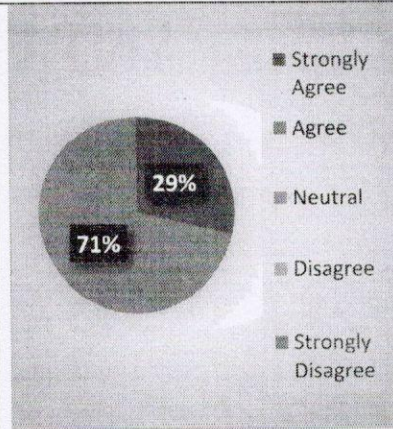
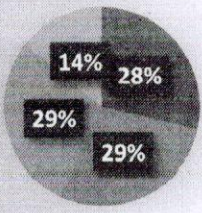
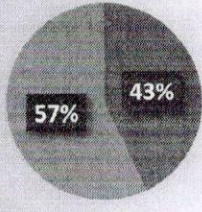
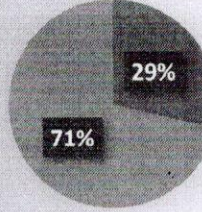
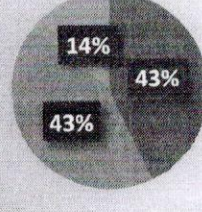


### Teacher Feedback Analysis Report (2023–2024)

Faculty members of the department participated in a structured feedback process assessing seven core parameters, including the relevance of the syllabus, opportunities for academic and professional development, integration of research-oriented content, and practical applicability. The responses have been quantitatively analysed to identify key strengths and areas for targeted improvement. The insights derived from this analysis serve as a vital input for aligning the curriculum with institutional objectives, enhancing pedagogical effectiveness, and meeting evolving academic and industry standards.

S.No.	Questions		Observation
1	Does the syllabus satisfy the stated objectives and learning outcomes?	 <p>           ■ Strongly Agree            ■ Agree            ■ Neutral            ■ Disagree            ■ Strongly Disagree         </p>	All faculty members either strongly agreed (71%) or agreed (29%) that the syllabus satisfies the stated learning objectives, indicating strong alignment and clarity.
2	Do you have continuous processes to propose, modify, suggest and incorporate new topics in the syllabus?	 <p>           ■ Strongly Agree            ■ Agree            ■ Neutral            ■ Disagree            ■ Strongly Disagree         </p>	While 86% responded positively (strongly agree or agree), one respondent (14%) disagreed. This suggests the need for more transparent or accessible mechanisms for proposing syllabus modifications.
3	Is the syllabus effective in developing independent thinking?	 <p>           ■ Strongly Agree            ■ Agree            ■ Neutral            ■ Disagree            ■ Strongly Disagree         </p>	All teachers agreed (29% strongly agree, 71% agree) that the syllabus encourages independent thinking reflecting a strength of the curriculum.

4	Does the departmental level expert committee meet to review the syllabus?	 <p>■ Strongly Agree ■ Agree ■ Neutral ■ Disagree</p>	Responses were mixed: 57% positive, 29% neutral, and 14% disagreed. This points to a need for more consistent and well-communicated committee activity.
5	Does the syllabus enhance your knowledge in the subject area?	 <p>■ Strongly Agree ■ Agree ■ Neutral ■ Disagree ■ Strongly Disagree</p>	All respondents agreed that the syllabus contributes to their subject expertise, affirming academic enrichment.
6	Does the syllabus enable the students to apply their knowledge in real life?	 <p>■ Strongly Agree ■ Agree ■ Neutral ■ Disagree ■ Strongly Disagree</p>	100% positive response (29% strongly agree, 71% agree) indicates strong integration of practical, real-world relevance within the syllabus.
7	Does the syllabus demand the teachers for research inclusive teaching?	 <p>■ Strongly Agree ■ Agree ■ Neutral ■ Disagree ■ Strongly Disagree</p>	86% positive (43% strongly agree, 43% agree), with one neutral response this highlights that while the syllabus supports research engagement, further clarity or support may benefit faculty.

### Action Taken Report (ATR)

Issue Identified	Action Taken
Limited awareness or access to syllabus revision mechanisms (Q2)	Faculty will be more actively involved in review committees; feedback channels will be streamlined and formalized.
Inconsistent functioning of syllabus review committee (Q4)	Regular committee meetings will be scheduled and communicated in advance; minutes and follow-ups will be shared transparently.
Slight uncertainty about research-integrated teaching (Q7)	Faculty development sessions and interdisciplinary workshops will be introduced to promote research-oriented pedagogy.

### Conclusion

The feedback collected from faculty members for the academic year 2023-2024 indicates high satisfaction with the overall structure, content, and objectives of the syllabus. Key strengths identified include clarity of objectives, promotion of independent thinking, enrichment of subject knowledge, and real-life application. Some areas, such as faculty participation in syllabus development and the visibility of the syllabus review committee's work, require improvement. The department has acknowledged these areas and initiated specific actions to ensure better communication, engagement, and support in line with institutional quality goals.