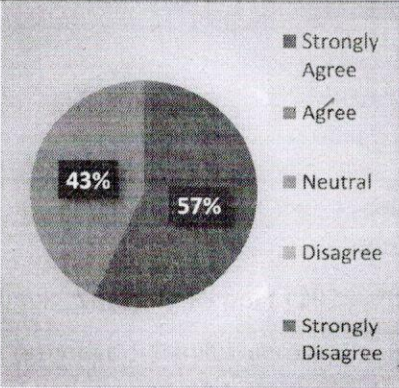
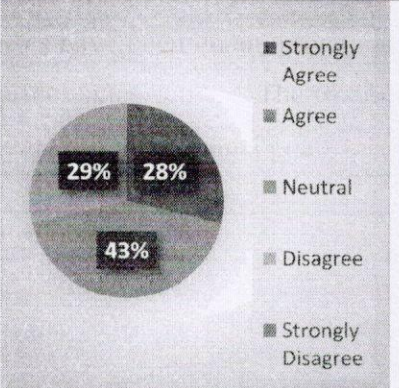
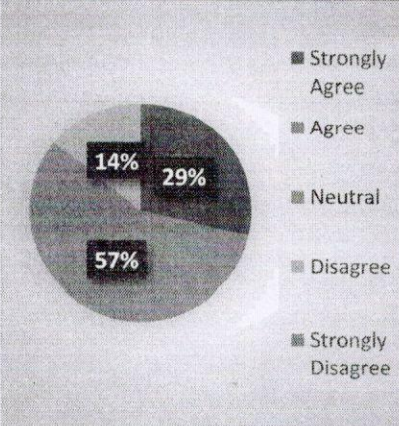
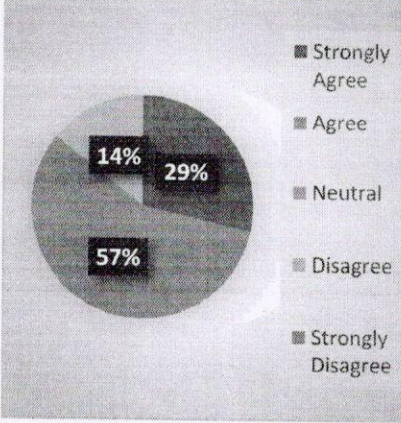
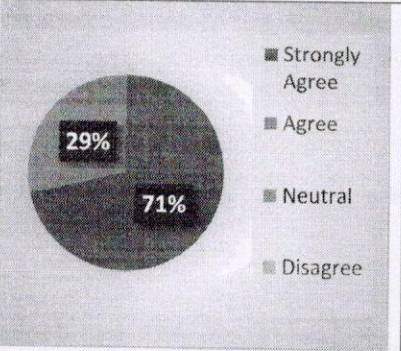
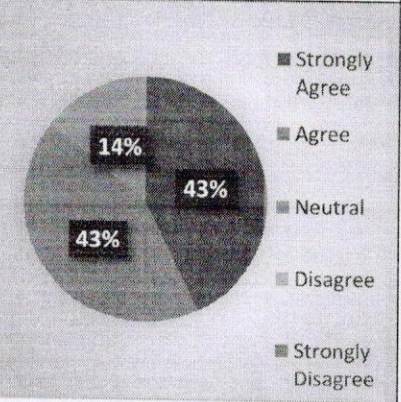
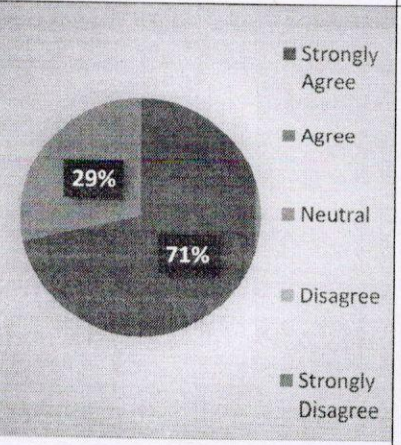


Teacher Feedback Analysis Report (2024–2025)

Faculty members from the department provided feedback across seven key parameters, including syllabus relevance, scope for academic and professional growth, integration of research elements, and practical applicability. The responses have been quantitatively analyzed to identify areas of strength as well as opportunities for further enhancement. The findings of this report serve as an essential input in aligning the curriculum with institutional goals, pedagogical effectiveness, and evolving academic 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>	A strong majority of teachers (57% strongly agree, 43% agree) affirmed that the syllabus effectively satisfies the stated objectives and intended learning outcomes. No disagreement was recorded, indicating overall consensus on the syllabus relevance and goal alignment.
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 28% strongly agreed and 43% agreed that there are continuous mechanisms to propose and update syllabus content, 29% remained neutral. This neutrality suggests a need to enhance faculty engagement in curriculum review and ensure wider awareness of existing processes.
3	Is the syllabus effective in developing independent thinking?	 <p> ■ Strongly Agree ■ Agree ■ Neutral ■ Disagree ■ Strongly Disagree </p>	The feedback reflects positively on the syllabus's ability to promote independent thinking, with 86% (29% strongly agree, 57% agree) expressing approval. However, 14% of faculty responded neutrally, indicating that more focused content or teaching strategies may further enhance this aspect.

4	Does the departmental level expert committee meet to review the syllabus?	 <p> ■ Strongly Agree ■ Agree ■ Neutral ■ Disagree ■ Strongly Disagree </p>	A total of 86% of teachers (29% strongly agree, 57% agree) acknowledged that the departmental expert committee convenes regularly to review the syllabus. The 14% neutral response may indicate occasional lapses in communication or irregularity in meetings that should be addressed.
5	Does the syllabus enhance your knowledge in the subject area?	 <p> ■ Strongly Agree ■ Agree ■ Neutral ■ Disagree </p>	An overwhelming 100% of faculty agreed that the syllabus contributes positively to their subject knowledge, with 71% strongly agreeing. This highlights the academic value and enrichment provided by the current curriculum framework.
6	Does the syllabus enable the students to apply their knowledge in real life?	 <p> ■ Strongly Agree ■ Agree ■ Neutral ■ Disagree ■ Strongly Disagree </p>	Feedback indicates that 86% of teachers (43% strongly agree, 43% agree) believe the syllabus supports real-life application of knowledge. However, 14% of faculty remained neutral, suggesting the need for increased integration of practical or case-based modules.
7	Does the syllabus demand the teachers for research inclusive teaching?	 <p> ■ Strongly Agree ■ Agree ■ Neutral ■ Disagree ■ Strongly Disagree </p>	A notable 100% of respondents agreed that the syllabus encourages research-inclusive teaching, with 71% strongly agreeing. This reflects strong support for a curriculum that fosters continuous learning and academic inquiry among faculty.

Action Taken Report (ATR)

Issue Identified	Action Taken
Limited faculty involvement in syllabus revision processes.	Departmental meetings and curriculum review committees will actively involve more faculty and formally invite suggestions during syllabus revision cycles.
Scope to strengthen development of independent thinking.	Additional open-ended assessments, reflective assignments, and brainstorming sessions will be incorporated to foster independent thought among students.
Neutral response regarding syllabus review committee activity.	Meeting schedules and minutes of the departmental expert committee will be better communicated to faculty members to increase transparency and involvement.
Need to enhance real-life application elements in teaching.	Real-world case studies, field projects, and problem-based learning modules will be embedded into course delivery to strengthen practical application.

Conclusion

The teacher feedback collected for the academic year 2024–2025 reveals a highly positive perception of the curriculum and its role in enhancing subject knowledge, encouraging research-inclusive teaching, and promoting academic growth. A majority of the respondents expressed satisfaction with the syllabus in terms of relevance, clarity, and learning outcomes.

However, some faculty members expressed neutral responses in areas related to syllabus revision participation, promotion of independent thinking, and real-life application. In response, the department has proposed and initiated targeted actions, including increased faculty engagement in review processes, incorporation of practical assignments, and strengthened communication regarding syllabus development. These measures are expected to contribute meaningfully to pedagogical improvement, curriculum relevance, and institutional excellence. The department remains committed to using faculty feedback as a key driver for academic innovation and continuous quality enhancement.