

ANALYSIS OF TEACHERS' FEEDBACK AND ACTION TAKEN RPORT (SESSION 2020-2021)

Panjab University with their continuous efforts to improve the quality of the teaching-learning process as well of curriculum design. The input from the teachers on the regular basis determines the improvement in the teaching-learning process. Internal Quality Assurance Cell (IQAC) collates the annual opinion of faculty members of the Panjab University randomly by using the structured questionnaire for improvement of the quality of the institution and teaching-learning process. The responses from teachers have been analysed and then the action taken report prepared based on suggestions given by the teachers.

The total 127 faculty of Panjab University filled the questionnaire. The responses are scored over five point scale (1- Strongly Disagree ; 2-Disagree; 3-Neutral; 4-Agreed ; 5- Strongly Disagree).

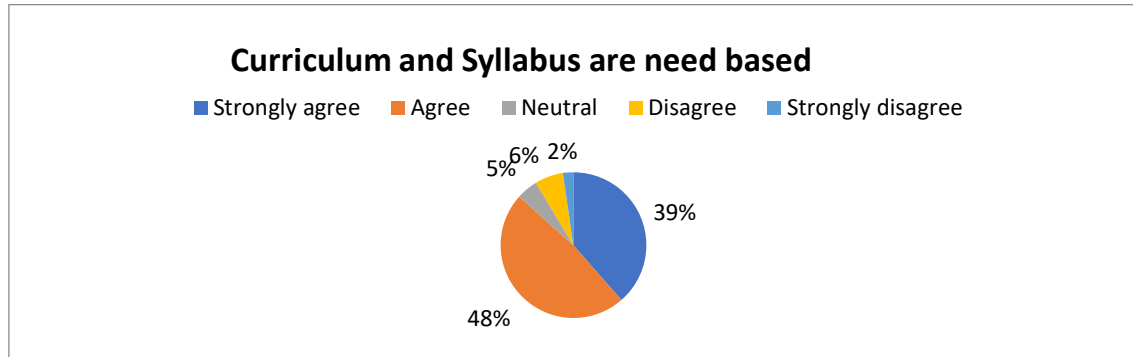
Feedback Questionnaire Items

	Curriculum, Teaching, Learning and Evaluation	SD	D	NA ND	A	SA
1.	The curriculum and Syllabus are need-based.					
2.	The course outcomes are well-defined and clear.					
3.	A sufficient number of relevant reading materials and digital resources are available in the Library.					
4.	The course has a good balance between theory and application					
5.	The course/syllabus increased my knowledge and perspective in the subject area.					
6.	I have the freedom to propose, modify, suggest and incorporate new topics in the syllabus through the proper forum.					
7.	I have the freedom to adopt new techniques/education tools /strategies in teaching.					
8.	I can achieve the minimum required course outcome attainment level for my class.					
9.	I have taken sufficient steps to provide assistance to slow learners					
10	I have contributed to the curriculum and/or syllabus revision.					

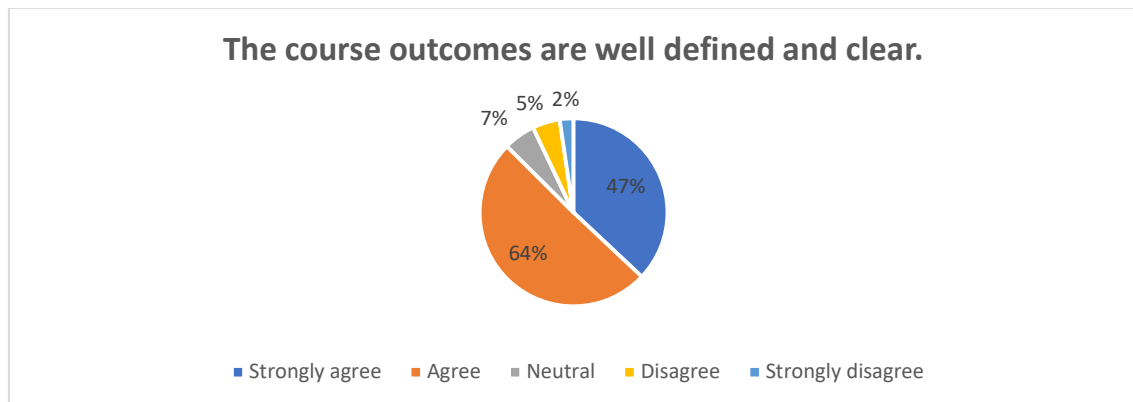
TEACHERS' FEEDBACK ANALYSIS AND INTERPRETATION

Curriculum Syllabus Need-Based

Curriculum Syllabus Need-Based	Strongly disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
Number	3	8	6	61	49
Percentage	2%	2%	5%	48%	39%



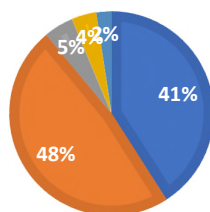
The course outcomes are well-defined and clear	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
%	3	6	7	64	47
Number	2%	5%	6%	50%	37%



A sufficient number of relevant reading materials and digital resources are available in the Library	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
%	3	5	6	61	52
Number	2%	5%	5%	48%	41%

SUFFICIENT NUMBER OF RELEVANT READING MATERIALS AND DIGITAL RESOURCES ARE AVAILABLE IN THE LIBRARY

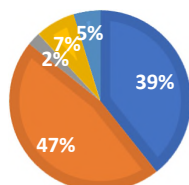
Strongly agree Agree Neutral Disagree Strongly disagree



The course has a good balance between theory and application.	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
%	6	9	3	59	50
Number	5%	7%	2%	47%	39%

THE COURSE HAS GOOD BALANCE BETWEEN THEORY AND APPLICATION.

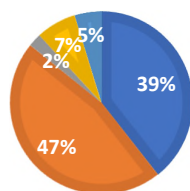
Strongly agree Agree Neutral Disagree Strongly disagree



The course/syllabus increased my knowledge and perspective in the subject area.	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
%	4	6	6	58	53
Number	3%	5%	5%	45%	42%

THE COURSE/SYLLABUS INCREASED MY KNOWLEDGE AND PERSPECTIVE IN THE SUBJECT AREA.

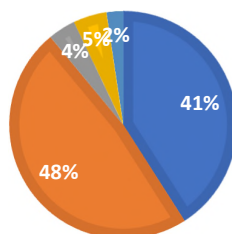
■ Strongly agree
 ■ Agree
 ■ Neutral
 ■ Disagree
 ■ Strongly disagree



I have the freedom to propose, modify, suggest and incorporate new topics in the syllabus through proper forum	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
%	3	6	5	61	52
Number	2%	5%	4%	48%	41%

I HAVE THE FREEDOM TO PROPOSE, MODIFY, SUGGEST AND INCORPORATE NEW TOPICS IN THE SYLLABUS THROUGH PROPER FORUM

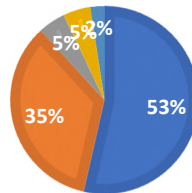
■ Strongly agree
 ■ Agree
 ■ Neutral
 ■ Disagree
 ■ Strongly disagree



I have the freedom to adopt new techniques/education tools /strategies in teaching.	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
%	3	6	6	44	68
Number	2%	5%	4%	35%	53%

I HAVE THE FREEDOM TO ADOPT NEW TECHNIQUES/EDUCATION TOOLS /STRATEGIES IN THE TEACHING.

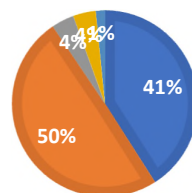
■ Strongly agree ■ Agree ■ Neutral ■ Disagree ■ Strongly disagree



I can achieve the minimum required course outcome attainment level for my class.	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
%	2	5	5	63	52
Number	1%	4%	4%	50%	41%

I Am Able To Achieve The Minimum Required Course Outcome Attainment Level For My Class.

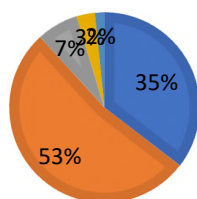
■ Strongly agree ■ Agree ■ Neutral ■ Disagree ■ Strongly disagree



I have taken sufficient steps to provide assistance to slow learners.	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
%	2	4	9	67	45
Number	2%	3%	7%	53%	35%

I have taken sufficient steps to provide assistance to slow learners.

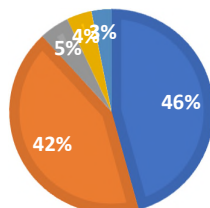
Strongly agree Agree Neutral Disagree Strongly disagree



I have contributed to the curriculum and / or syllabus revision.	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
%	4	5	6	54	58
Number	3%	4%	5%	42%	46%

I HAVE CONTRIBUTED TO THE CURRICULUM AND / OR SYLLABUS REVISION.

Strongly agree Agree Neutral Disagree Strongly disagree




SUGGESTIONS

- Need to further strengthen Interdisciplinary component in the syllabus and its delivery
- Curriculum needs to be further augmented in consultation with the industry
- Smart classrooms and syllabus updation to further enhance employability are required
- Feedback from the concerned students related to course contents and teaching tools need to be more thoroughly analysed
- Case studies and class discussions have been incorporated in most of the courses. However, there is need to develop inhouse case studies and illustrations
- Curriculum revision workshops involving all stakeholders should be conducted more frequently

ACTION TAKEN

Formal instructions were circulated and meetings were held with all heads of departments/ centres by competent authority for addressing the issues suggested by the teachers through feedback on stressing

- The syllabus have been revised in consultation with industry as well as with the changing requirement in almost all courses.
- It is suggested by the authorities that add internships/ field assignments/ projects/ case studies in the syllabus wherever possible and content regarding employability have been incorporated .
- All the departments through competent authorities got the provision of ICT-enabled classrooms and provided computers and laptops to the departments on priority basis.
- The faculty development programmes have been organised by the HRDC/CALEM in the fields of capacity development of technology in education, softskills and entrepreneurship.


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