

ANALYSIS OF TEACHER'S FEEDBACK (SESSION -2021- 2022)

Internal Quality Assurance Cell (IQAC) of PU has the mandate to design and collect feedback from its stakeholders to monitor and evaluate its quality on curriculum and curriculum-related issues. The feedback forms were collected from teachers on several aspects of the curriculum and its learning-related issues in terms of quality, competence, skills and professionalism. The respective departments submitted the analysis and action taken report to IQAC, Panjab University, Chandigarh and then IQAC collated the report of feedback analysis to the Vice Chancellor/ Dean University Instruction of the University which was subsequently analysed with departmental heads for taking necessary measures and actions as to comply with the issues raised by the different stockholders.

The sample size of teachers' feedback was 112 teachers from different departments collected with the help of google form. The responses are scored over a five-point scale (Strongly agree, Agree, neutral, Disagree, strongly disagree) which reflected the viewpoints of faculty members from the different departments. IQAC taken the suggestions and discuss with authorities and accordingly authorities given the instructions to the departments for better quality improvement in the curriculum design and teaching learning process.

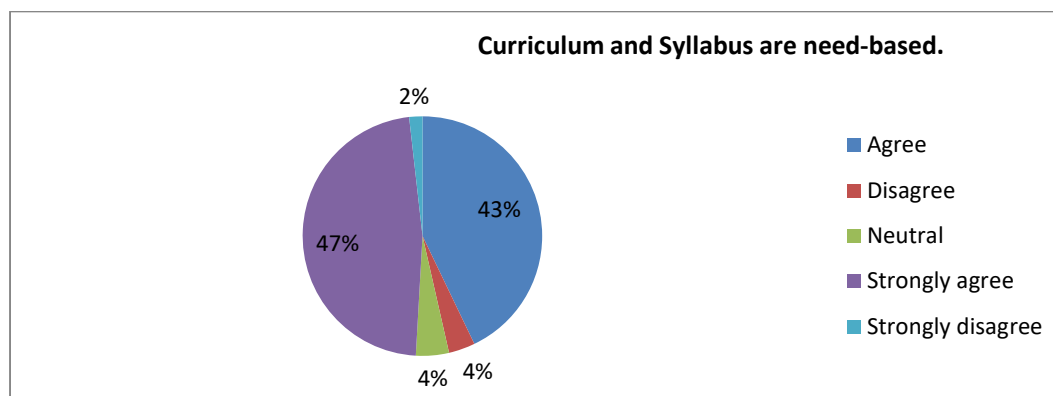
QUESTIONNAIRE ON TEACHERS FEEDBACK

	Curriculum, Teaching, Learning and Evaluation	SD	D	NAND	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.					

FEEDBACK ANALYSIS AND INTERPRETATION

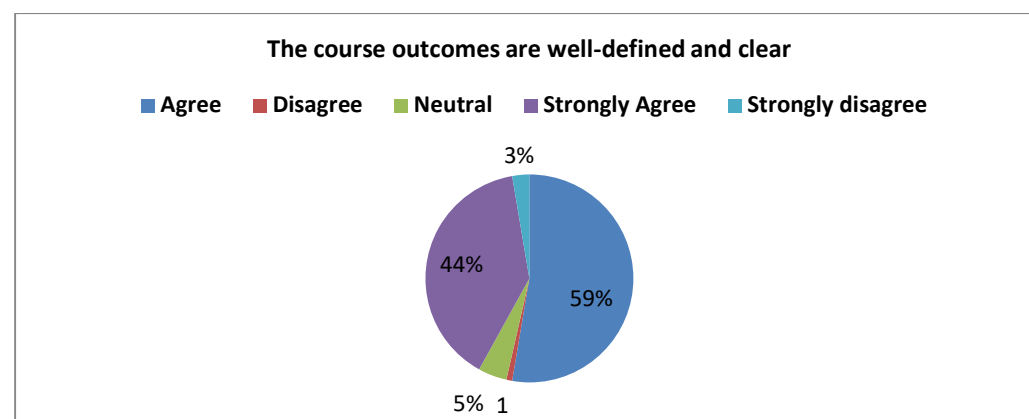
1. Curriculum and Syllabus are need-based.

Curriculum and Syllabus are need based	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
%	2	4	8	47	38
Number	2	5	9	53	43



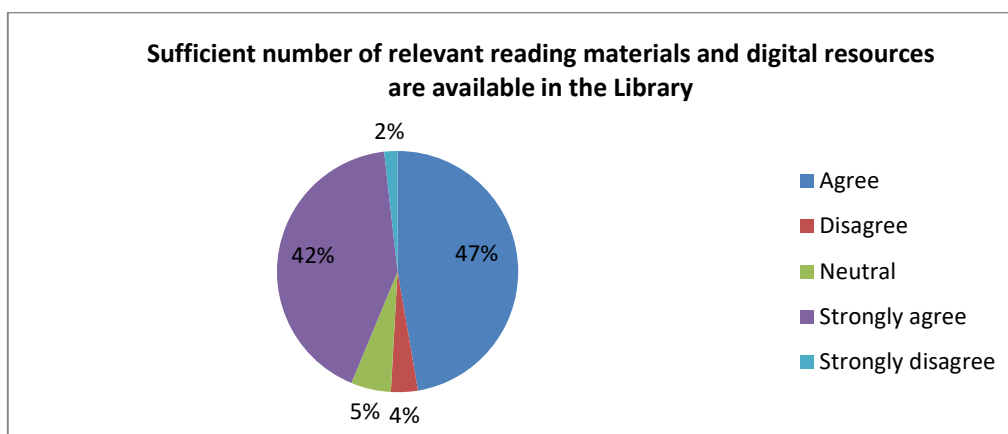
2. The course outcomes are well-defined and clear.

Curriculum and Syllabus are need based	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
%	2	4	8	47	38
Number	2	5	9	53	43



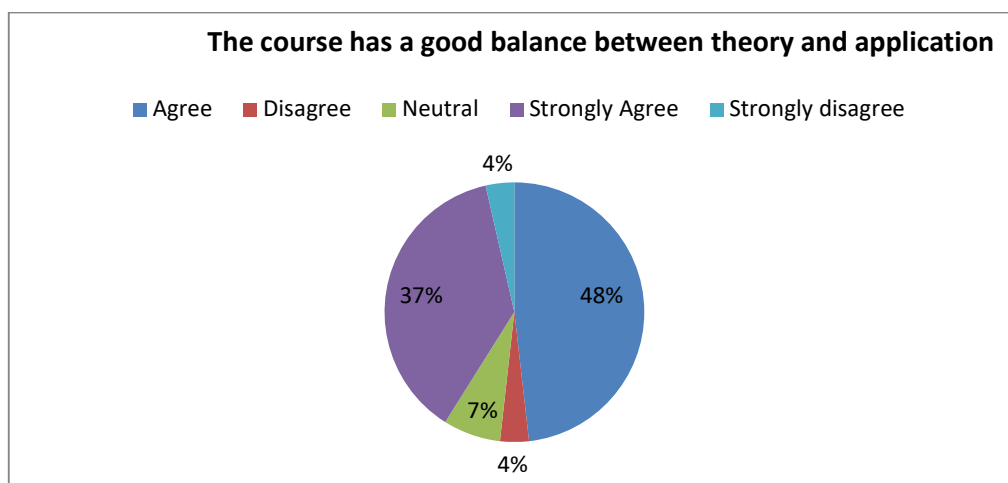
3. Sufficient number of relevant reading materials and digital resources are available in the Library

Curriculum and Syllabus are need based	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
%	2	4	8	47	38
Number	2	5	9	53	43



4. The course has a good balance between theory and application.

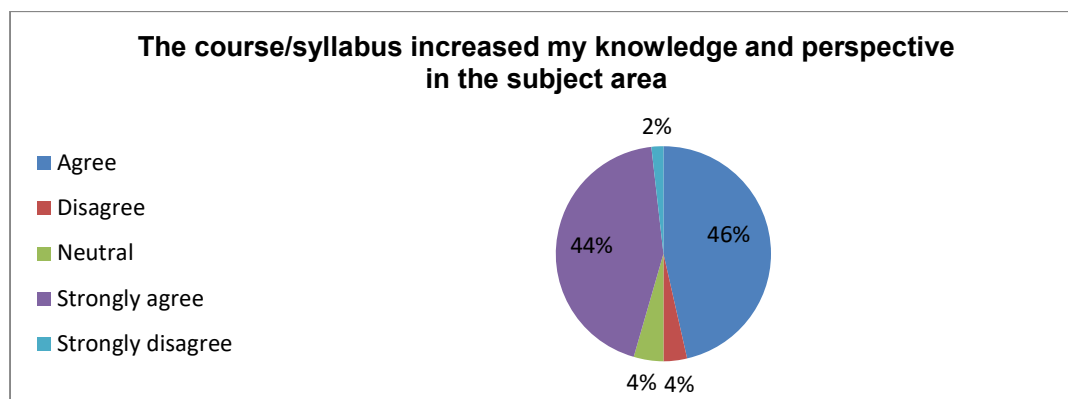
The course has good balance between theory and application.	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
%	4	4	7	48	38
Number	4	4	8	54	42



5. The course/syllabus increased my knowledge and perspective in the subject area.

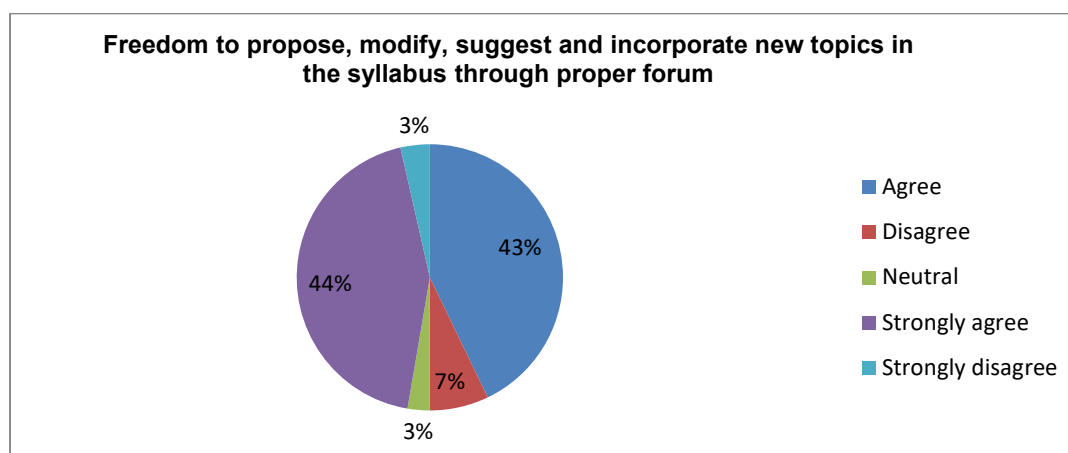
The course/syllabus increased my knowledge and perspective in the subject area.	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
%	2	4	4	46	44
Number	2	4	5	52	49

Figure -5



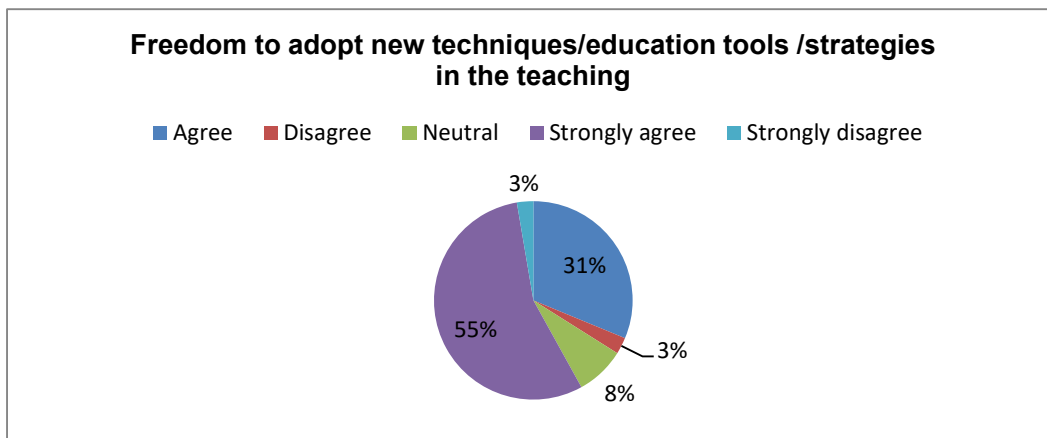
6. I have the freedom to propose, modify, suggest and incorporate new topics in the syllabus through proper forum

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
%	4	7	3	43	44
Number	4	8	3	48	49



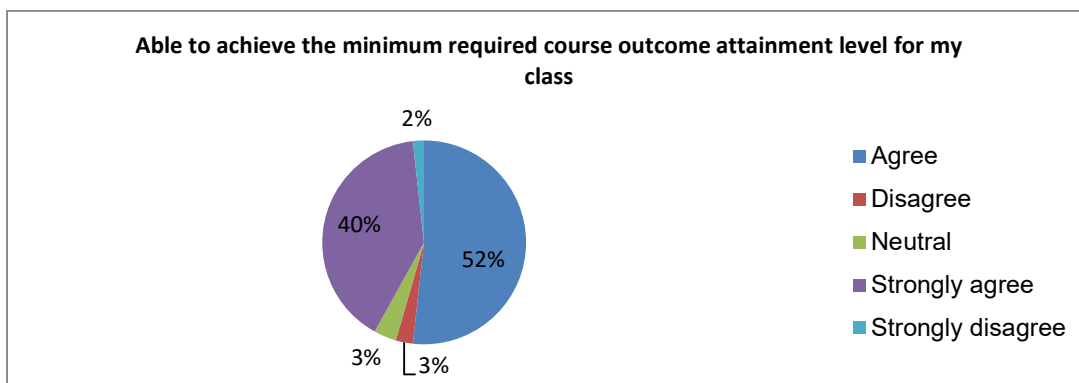
7. I have the freedom to adopt new techniques/education tools /strategies in the teaching

I have the freedom to adopt new techniques/education tools /strategies in the teaching.	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
%	3	3	8	31	55
Number	3	3	9	35	62



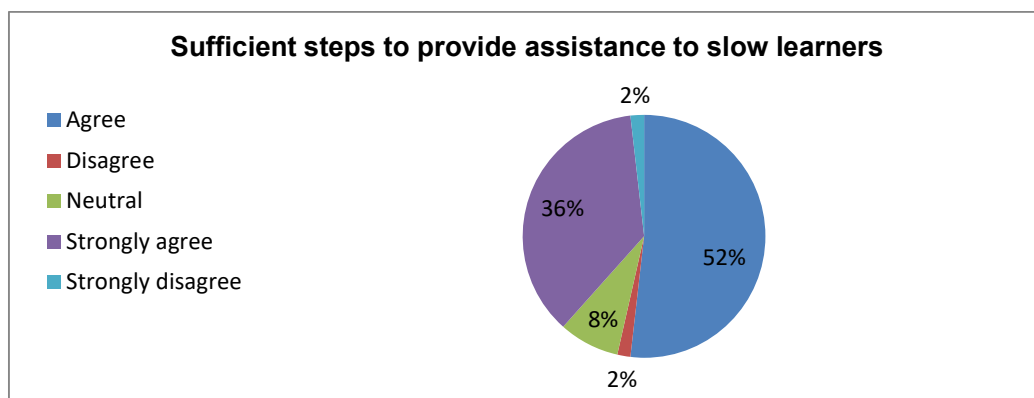
8. I can achieve the minimum required course outcome attainment level for my class.

I am able to achieve the minimum required course outcome attainment level for my class.	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
%	2	3	4	52	40
Number	2	3	4	58	45



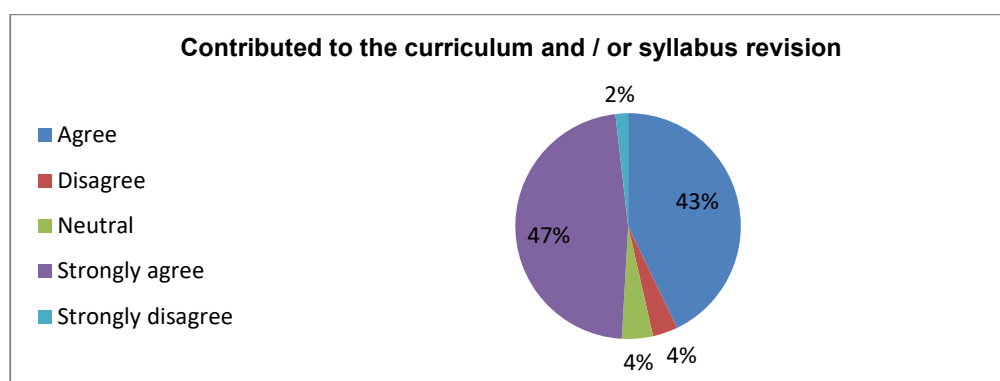
9. I have taken sufficient steps to provide assistance to slow learners.

I have taken sufficient steps to provide assistance to slow learners.	Strongly Disagree	Disagree	Neutral	Agree	Strongly agree
%	2	2	8	52	36
Number	2	2	9	58	41



10. I have contributed to the curriculum and/or syllabus revision.

I have contributed to the curriculum and / or syllabus revision.	Strongly disagree	Disagree	Neutral	Agree	Strongly Agree
%	2	4	4	43	47
Number	2	4	5	48	53



Teachers'

Analysis and Interpretation of Salient Findings


1. It has been observed that 85.8 per cent of faculty members agreed with the statement that curriculum and syllabus are need-based, whereas five per cent were neutral to the statement.
2. It has been noticed that a maximum of teachers (almost 95 %) agreed with the statement that the course outcome of their subject is well-defined. Thus it is concluded that Panjab University has well-defined course outcomes and students are developing problem-solving skills. The teachers said that clear vision and mission statements can result in valuable course outcomes.
3. It was found that 90 percent of teachers agreed that at Panjab University a sufficient number of reading material and digital resources are available.
4. 93% of faculty have expressed satisfaction at their involvement in revision of course curriculum and syllabus, providing them avenues to express their viewpoints.

Suggestions

1. Suggestions to include employment needs /societal needs / industrial needs / application-based aspects in the syllabus.
2. Suggestions for Smart classrooms, teaching tools/ laboratory equipment availability/reading material available for the teaching-learning process.
3. As per today's requirement, the changes in the syllabus will be done by considering the NEP-2020 guidelines

Action taken

1. 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.
2. The Placement cell of the university has further enhanced efforts in placement of students/career counselling programmes were organised by them. They enabled the students to be able to get a job, they organised employment mela at the centre level
3. University has given the provision to the teachers for sharing laboratory resources, and technology-based equipment' and organizing small workshops for the effective use of ICT by teachers.
4. Authorities instructed the central library as well as to departmental library to update the requirements of departments so that sufficient reading material can be available in digital form.
5. The university has taken action to follow the NEP Guidelines by including value added courses, skill development courses in the programmes.


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