

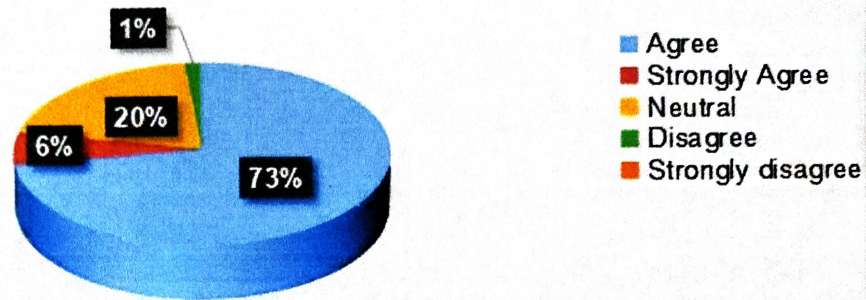
REPORT ON
ANALYSIS OF TEACHERS' FEEDBACK
ON
THE SYLLABUS AND ITS TRANSACTION AT THE INSTITUTION
2022-23

The College's Internal Quality Assurance Cell (IQAC) has compiled feedback from the teaching faculty, recognizing their crucial role in the teaching-learning process. The inputs received from this feedback have been carefully considered, guiding subsequent actions wherever deemed necessary. Using a 5-point Likert scale, the IQAC Cell devised questionnaires to systematically gather input from teachers, employing a Google form for distribution. A total of 69 teachers actively participated in providing their responses.

The collected data underwent thorough analysis, employing various statistical tools such as percentages, to ensure a comprehensive evaluation. Additionally, graphs were utilized to present the analyzed data effectively. This meticulous approach to data analysis allows the IQAC to derive meaningful insights from the feedback provided by the teaching staff, facilitating informed decision-making and targeted actions aimed at enhancing the overall quality of the teaching-learning environment within the institution.

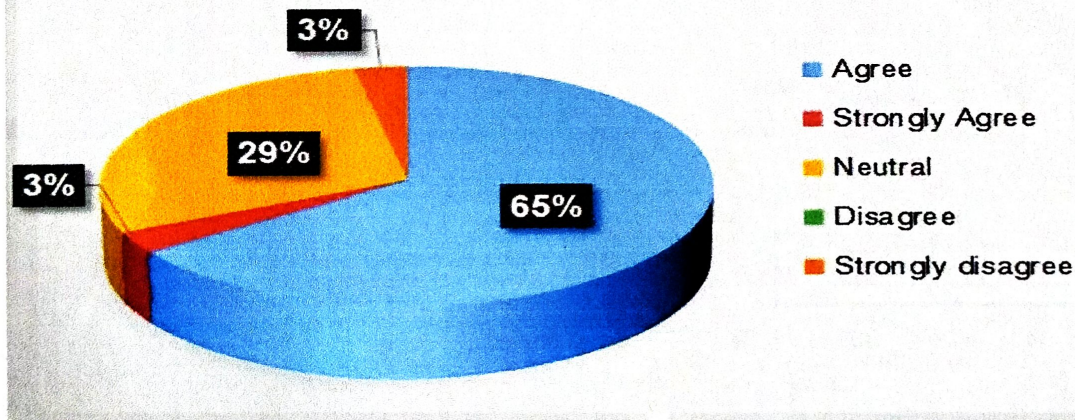
To evaluate the viewpoints of teachers regarding the syllabus and its implementation, a series of questions were presented, and the responses were collected from the teaching staff. Each of these inquiries is detailed below.

1. Is the curriculum tailored to meet specific needs?



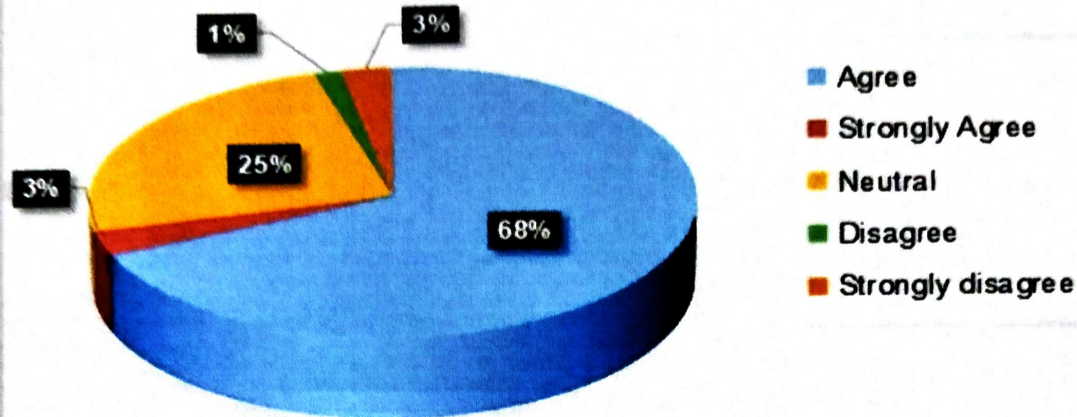
The chart offers a glimpse into the feedback provided by teachers concerning whether the curriculum is customized to address specific needs. It is noted that 73% of the teachers express agreement, while 20% maintain a neutral stance. Furthermore, 6% strongly agree with the tailored nature of the curriculum, and merely 1% disagree with this perspective.

2. Are the Program/Course Syllabi Outcome based?



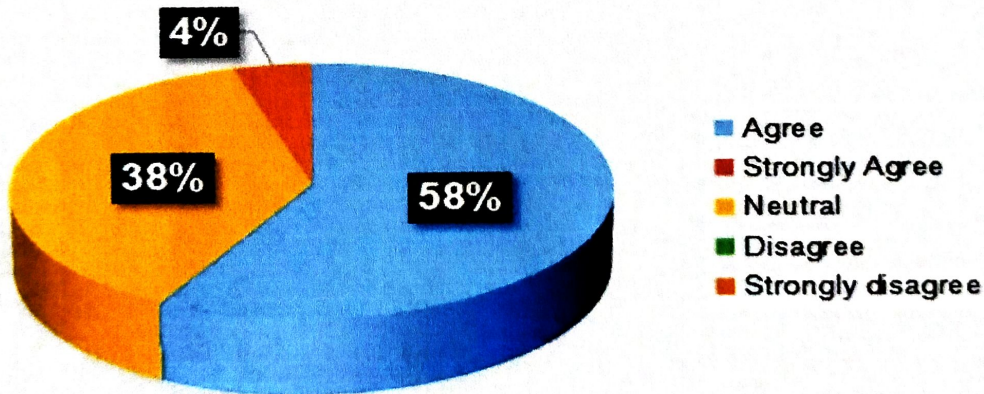
The chart offers an overview of teachers' responses concerning whether the program or course syllabi are outcome-based. It is evident that 65% of the teachers agree, 29% maintain a neutral position, 3% strongly agree, and an additional 3% strongly disagree.

3. Are the offered courses both relevant and subject to regular content updates?



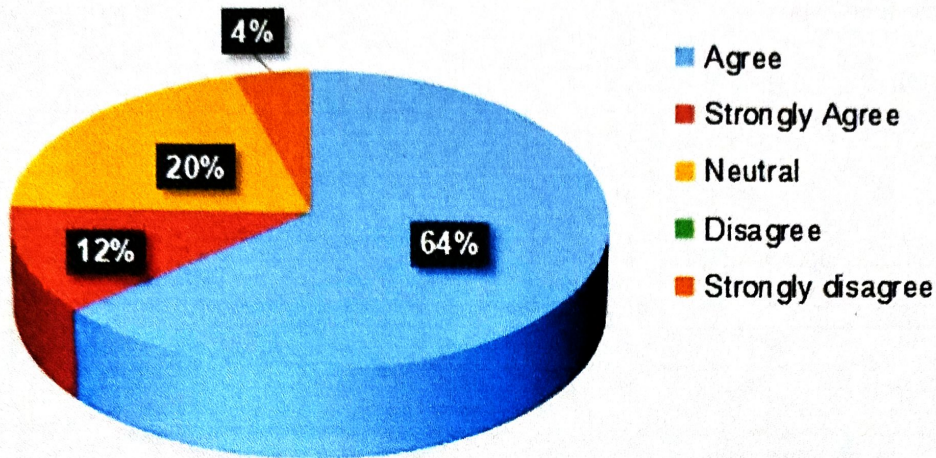
The chart delineates the responses of teachers regarding the relevance and regular content updates of the offered courses. It is apparent that 68% of the teachers agree, approximately 25% maintain a neutral stance, around 3% strongly agree, and an additional 3% strongly disagree with the statement.

4. Is the curriculum designed to improve students' employability?



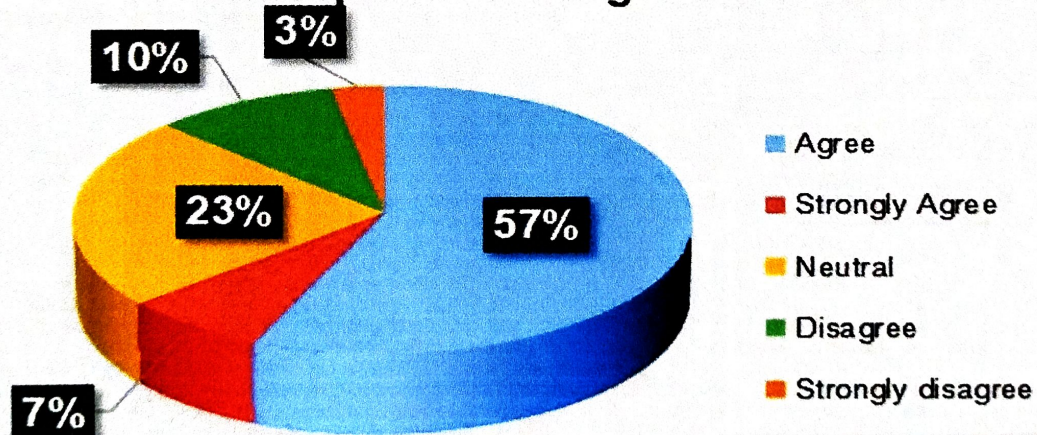
The chart details teachers' responses regarding whether the curriculum is crafted to enhance employability. It is evident that 58% of the teachers agree, approximately 38% maintain a neutral stance, and only 4% strongly disagree with the statement.

5. Are teachers motivated to implement innovative teaching approaches?

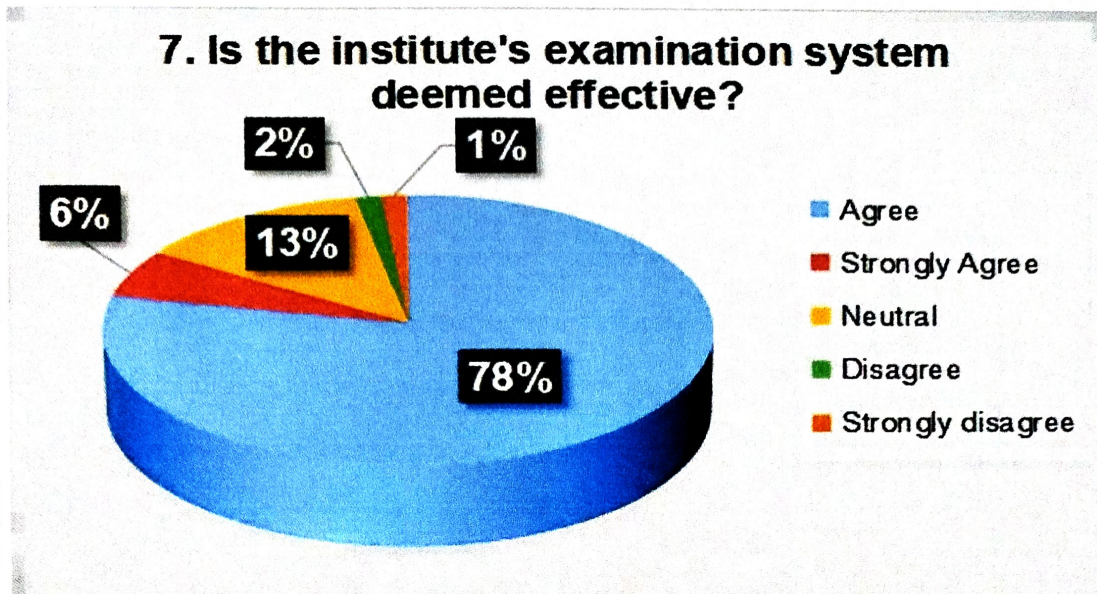


The chart offers a glimpse into the feedback provided by teachers concerning whether the teachers are motivated to implement innovative teaching approaches. It is noted that 64% of the teachers express agreement, while 20% maintain a neutral stance. Furthermore, 12% strongly agree with the tailored nature of the curriculum, and merely 4% strongly disagree with this perspective.

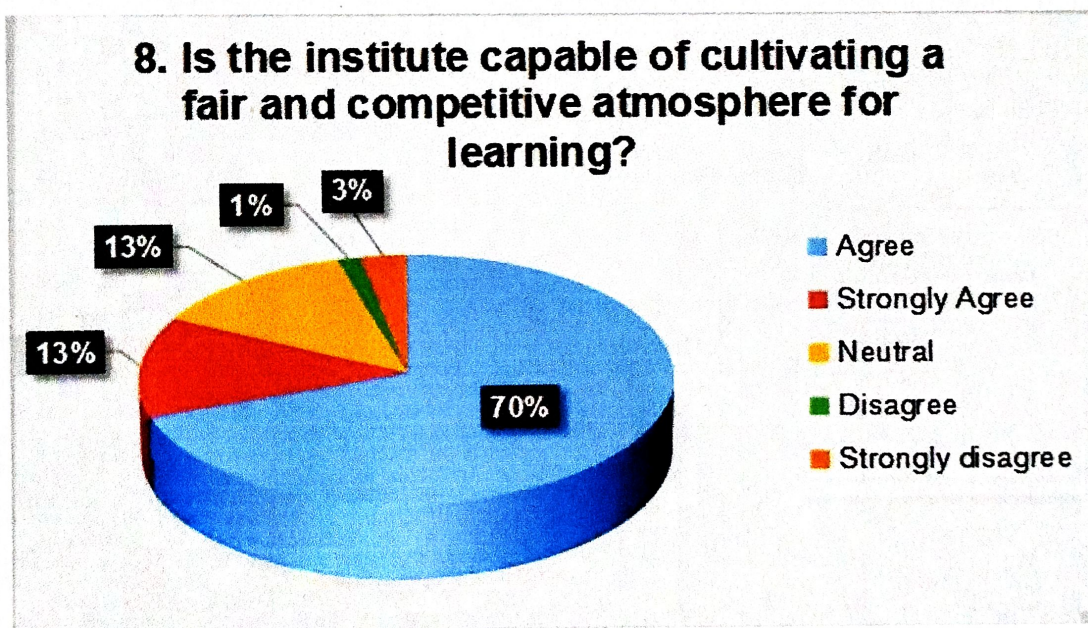
6. Are teachers sufficiently equipped with the required learning resources?



The chart offers insights into teachers' feedback regarding whether they are adequately equipped with the required learning resources. It is observed that 57% of the teachers agree, 23% maintain a neutral stance, 10% disagree, 7% strongly agree, and 3% strongly disagree.

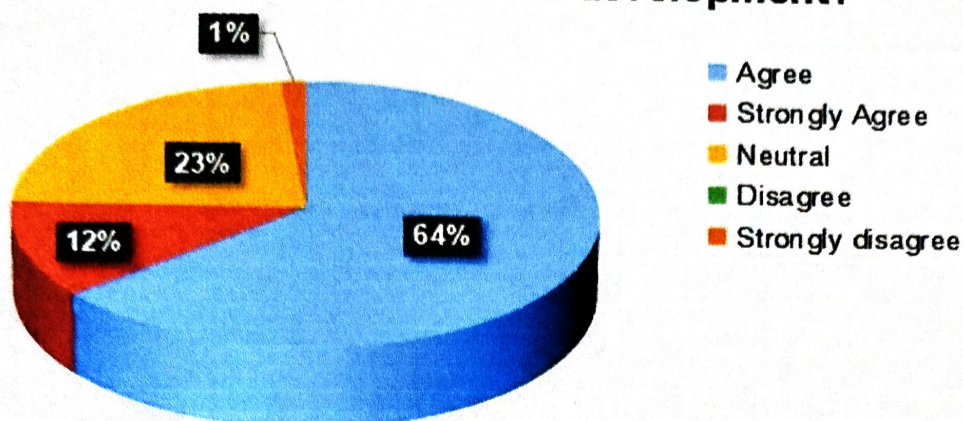


The chart presents teachers' perspectives on the effectiveness of the institute's examination system. It is evident that 78% of the teachers agree, 13% remain neutral, 6% strongly agree, and a mere 1% strongly disagree.



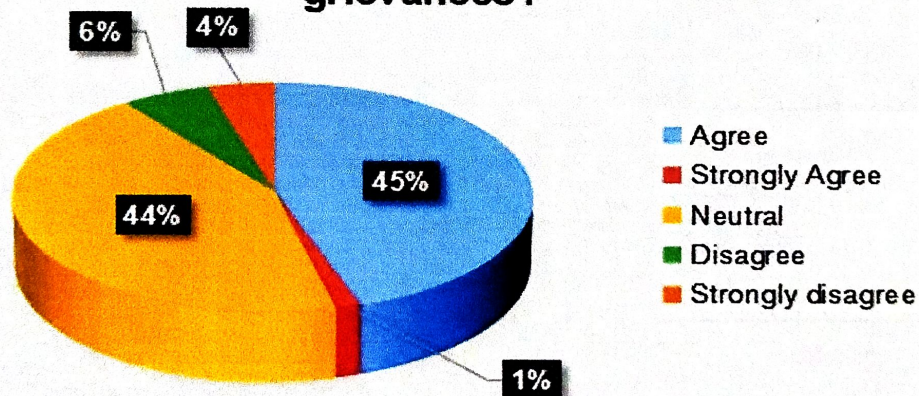
The chart depicts teacher responses regarding the institute's ability to foster a fair and competitive learning atmosphere. It is evident that 70% of the teachers agree, 13% remain neutral, 13% express strong agreement, and only 3% strongly disagree.

9. Is the administration genuinely making efforts for the institution's development?



The chart outlines teacher responses regarding whether the administration is genuinely working towards the development of the institution. It is evident that 64% of the teachers agree, approximately 23% maintain a neutral stance, 12% strongly agree, and only 1% express strong disagreement.

10. Is the institute timely and satisfactorily responsive to your grievances?



The chart illustrates teacher responses regarding whether the institute promptly and adequately addresses their grievances. It is evident that 45% of the teachers agree, 44% maintain a neutral stance, 6% disagree, 4% strongly disagree, and only 1% strongly agree.

In conclusion, the comprehensive feedback collected from the teaching faculty through the College's Internal Quality Assurance Cell (IQAC) has proven to be instrumental in shaping strategic actions for the enhancement of the teaching-learning environment. Recognizing the

indispensable role of teachers in the educational process, the careful consideration of their inputs underscores the institution's commitment to continuous improvement.

The positive responses from the majority of teachers affirm the strengths and effectiveness of various aspects within the institution. However, the feedback also highlights areas where improvements can be made, offering valuable direction for targeted actions. The insights gathered serve as a foundation for informed decision-making, allowing the IQAC to address concerns, implement enhancements, and ensure the continual development of a conducive and competitive learning environment.

In essence, the teacher feedback, meticulously collected and analyzed, serves as a dynamic tool for ongoing improvement efforts. The institution, guided by these insights, is well-positioned to foster a holistic and enriching educational experience, aligning with its commitment to excellence in teaching and learning.



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