



Feedback Analysis Report For the Session-2023-2024

Faculty Feedback on Curriculum and Academic Processes

Collecting feedback from faculty members is crucial for continuously improving the quality and relevance of academic programs. Faculty insights offer a unique perspective on the effectiveness of course design, teaching methods, and institutional support. This feedback helps ensure that the curriculum not only meets academic standards but also aligns with industry needs and student expectations.

For this, data was collected through a structured questionnaire aimed at capturing faculty perceptions of the curriculum, teaching methodologies, and resource availability. Faculty members were invited to participate via an online survey distributed through institutional email and internal communication platforms. The survey featured 12 key statements, each focusing on different aspects of the curriculum and academic processes, and faculty were asked to provide their level of agreement. The resulting data provides a comprehensive view of faculty satisfaction and areas for improvement within the academic structure (Figure 1).



Figure: 1

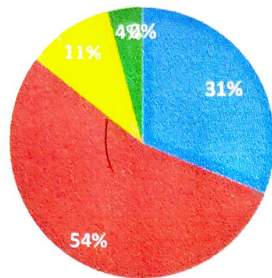
Faculty Feedback Analysis

This report analyses the feedback provided by faculty members of Holy Cross College regarding the curriculum, teaching methods, and overall course design. The feedback reflects faculty perspectives on the relevance, effectiveness, and balance of the course content they deliver, as well as their freedom and satisfaction with institutional academic policies.

1. Curriculum and Syllabus are Need-Based

85.42% of respondents (31.25% strongly agree and 54.17% agree) believe that the curriculum and syllabus are need-based, while only 4.17% disagreed.

1. CURRICULUM AND SYLLABUS ARE NEED BASED.
 ■ Strongly Agree % ■ Agree % ■ Neutral % ■ Disagree % ■ Strongly Disagree %

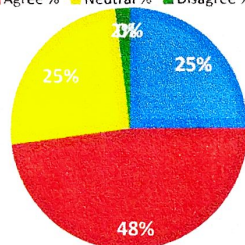


This indicates a strong consensus among faculty members that the curriculum is aligned with the academic and industry needs. The low percentage of disagreement shows that the institution is effectively designing its courses based on the evolving needs of students and the external environment. However, some may still feel there's room for refinement in ensuring that the curriculum remains current.

2. Course Outcomes are Well Defined and Clear

72.92% agree that the course outcomes are clear, while 25% remain neutral and only 2.08% disagreed.

2. THE COURSE OUTCOMES ARE WELL DEFINED AND CLEAR.
 ■ Strongly Agree % ■ Agree % ■ Neutral % ■ Disagree % ■ Strongly Disagree %

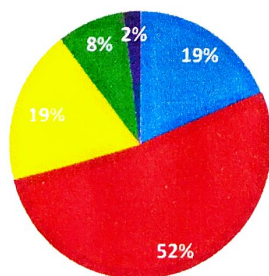


A majority of faculty members believe that the learning goals and expected outcomes of the courses are well communicated. However, the neutral responses (25%) suggest that some faculty may feel that course outcomes could be further clarified or communicated more effectively.

3. Syllabus Load on Students is Fair

70.83% agree that the syllabus size is fair in terms of student workload, but a notable 18.75% are neutral, and 10.42% express dissatisfaction.

3. SIZE OF SYLLABUS IN TERMS OF THE LOAD ON THE STUDENT IS FAIR.
 ■ Strongly Agree % ■ Agree % ■ Neutral % ■ Disagree % ■ Strongly Disagree %

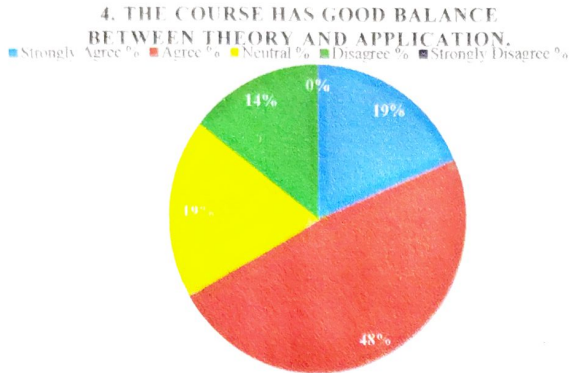


The feedback indicates that while most faculty members feel the syllabus is balanced with respect to student workload, a significant proportion either have reservations or remain neutral. This could suggest concerns regarding the intensity of the syllabus or the distribution of content over the

course duration, with some faculty feeling that the workload might be overwhelming for students.

4. Balance Between Theory and Application

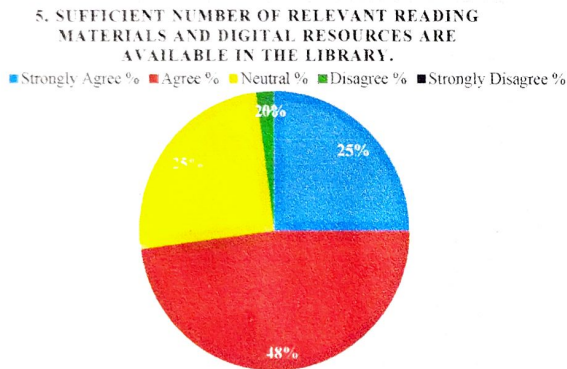
66.67% agree that the course maintains a good balance between theory and practical application, but 14.58% disagree.



While the majority of faculty members appreciate the balance between theory and hands-on learning, the relatively higher disagreement (14.58%) indicates that some faculty believe the course could either overemphasize theoretical aspects or underrepresent practical components. This points to a potential need for adjustment in the course design to better integrate theory with real-world application.

5. Availability of Relevant Reading Materials and Digital Resources

72.92% agree that sufficient reading materials and digital resources are available in the library, with a quarter of faculty members (25%) remaining neutral.

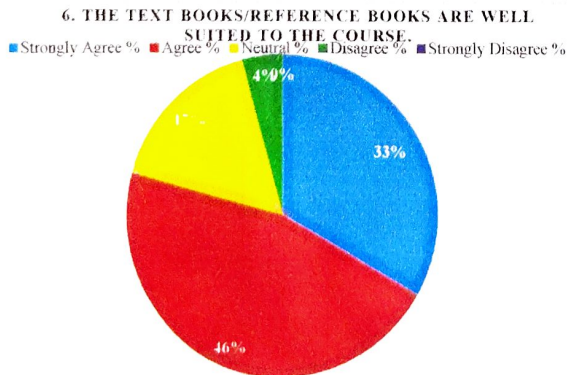


5. Availability of Relevant

Most faculty members are satisfied with the availability of educational resources, reflecting that the library and digital resource offerings are adequate to support student learning. However, the neutral responses could indicate a need for expanding the collection or improving access to more updated or specialized materials.

6. Suitability of Textbooks/Reference Books

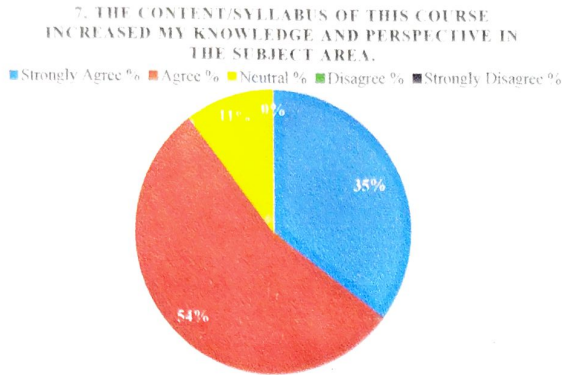
79.17% of respondents believe that the textbooks and reference materials are well-suited to the course, while only 4.17% disagreed.



This feedback reflects a general satisfaction with the quality and relevance of the books prescribed for courses. A small percentage of disagreement could signal a need for periodically reviewing and updating reading materials to stay aligned with advancements in the subject areas.

7. Increase in Knowledge and Perspective

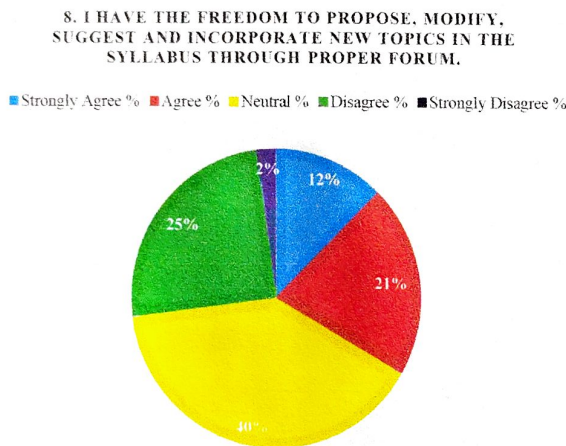
89.58% (35.42% strongly agree and 54.17% agree) believe that the course content increased their knowledge and perspective in the subject area.



This is a highly positive indicator that the curriculum is intellectually stimulating not just for students, but for faculty as well. The faculty's sense of professional growth through the course content suggests that the institution is offering modern, forward-thinking academic programs.

8. Freedom to Propose and Modify Syllabus

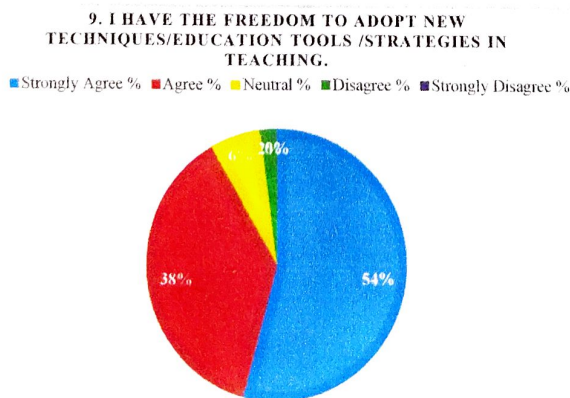
Only 33.33% of faculty members agree that they have sufficient freedom to propose modifications to the syllabus, while 39.58% are neutral, and 27.08% are dissatisfied.



This mixed feedback suggests that while some faculty feel empowered to influence course content, a significant portion feels constrained. The high level of neutral and negative feedback points to a potential lack of faculty involvement in syllabus design or a rigid curriculum framework that limits flexibility. Institutions may want to increase faculty participation in curriculum development to foster a more dynamic academic environment.

9. Freedom to Adopt New Teaching Techniques

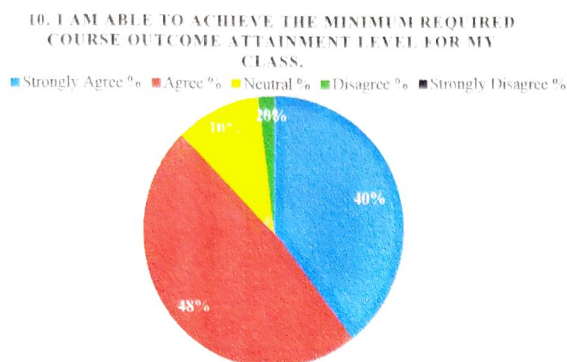
A strong 91.67% (54.17% strongly agree and 37.50% agree) feel they have the freedom to adopt new teaching strategies, with only 2.08% expressing dissatisfaction.



This overwhelmingly positive response indicates that faculty members feel supported in experimenting with innovative teaching methods, whether it's using new technologies, tools, or strategies. Such academic freedom is critical for fostering an adaptive and evolving teaching approach, which in turn benefits student engagement and learning outcomes.

10. Achievement of Course Outcome Attainment Levels

87.50% agree that they are able to achieve the minimum required course outcomes, with only 2.08% disagreeing.



This is a positive reflection of the faculty's ability to deliver on the learning outcomes defined for their courses. A high agreement rate indicates that the majority of faculty members feel confident that their teaching methods and course structure are effective in helping students reach academic goals.

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

98% of respondents either agreeing or strongly agreeing infers that almost all faculty members are making efforts to assist slow learners.

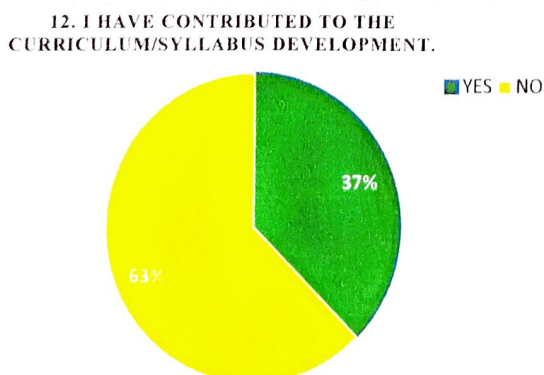


The data reflects a strong culture of inclusivity and student support within the institution. Faculty members seem to prioritize the needs of all students, including those who may struggle academically. The lack of disagreement shows that no faculty member feels they have failed in this area, which is encouraging. However, the absence of disagreement might also reflect a need for deeper reflection or a more critical assessment of whether the methods used are indeed the best

possible approaches for slow learners.

12. I have contributed to the curriculum/syllabus development.

YES (37.5%): This percentage represents the faculty members who have actively participated in developing or shaping the curriculum or syllabus for the institution. Less than half of the respondents have been involved in this process.



NO (62.5%): The majority of faculty members (over 60%) have not contributed to curriculum or syllabus development.

The result on this specific point implies the fact that the opportunity to participate in this important process is restricted to certain faculty members as it is centralized and managed by the parent University (Tripura University)

Conclusion

The faculty feedback reveals generally positive perceptions of the curriculum and teaching freedom, with room for improvement in areas like syllabus flexibility and the balance between theory and practical application. The overwhelming agreement on issues such as the suitability of reading materials, textbook relevance, and the ability to achieve course outcomes reflects a strong academic foundation. However, faculty's mixed feelings regarding their ability to influence curriculum design suggest that the institution could benefit from fostering a more collaborative environment in which faculty play a more active role in shaping course content. This feedback will be invaluable in guiding future curriculum revisions and in shaping policies that enhance both teaching and learning experiences.

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