Feedback analysis report for the feedback on curriculum was taken from the faculty for the session 2023-24
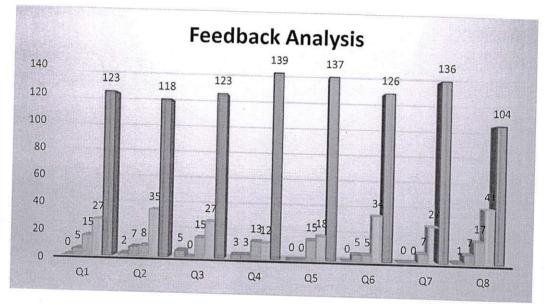
The feedback was collected from the faculty members of the university based on a set of 8 questions regarding the curriculum design, development, infrastructure, and support system of the department. The responses were categorized into five options: Strongly Disagree, Disagree, Neutral, Agree, and Strongly Agree. This analysis focuses on evaluating the trends in the responses and identifying areas for improvement based on the feedback. The responses obtained are as follows:

Detailed report:

Question-Wise Analysis:

Q1: The curricula of the programs offered by the department have been updated regularly.

- Responses:
  - Strongly Disagree: 0
  - Disagree: 5
  - Neutral: 15

- o Agree: 27
- o Strongly Agree: 123
- **Analysis:** The majority (85%) of respondents believe that the curricula are regularly updated, indicating a positive trend in curriculum management. A small percentage (4%) expressed some dissatisfaction.
- **Action Taken:** No immediate action required. Continue periodic reviews and updates to maintain relevance.

Q2: I am given enough freedom to contribute my ideas on curriculum design and development.

- Responses:
    - o Strongly Disagree: 2
    - o Disagree: 7
    - o Neutral: 8
    - o Agree: 35
    - o Strongly Agree: 118
- **Analysis:** Approximately 84% of respondents agree or strongly agree that they have the freedom to contribute ideas. However, 7% disagree, suggesting room for improvement in inclusiveness.
- **Action Taken:** Organize more frequent curriculum meetings and feedback sessions to increase faculty participation in curriculum design.

Q3: The curricula of the department are relevant to local, regional, national, and global developmental needs/issues.

- Responses:
    - o Strongly Disagree: 5
    - o Disagree: 0
    - o Neutral: 15
    - o Agree: 27
    - o Strongly Agree: 123

- **Analysis:** 85% of respondents agree or strongly agree that the curriculum aligns with broader developmental needs, though 5 respondents expressed dissatisfaction.

- **Action Taken:** Engage with the 5% of dissatisfied respondents to understand specific concerns and incorporate any relevant suggestions into the next curriculum review.

Q4: BoS of the department has representation and significant contribution from corporate/industry sector.

- Responses:
  - Strongly Disagree: 3
  - Disagree: 3
  - Neutral: 13
  - Agree: 12
  - Strongly Agree: 139
- **Analysis:** While 84% feel that the Board of Studies (BoS) has adequate industry representation, 6% disagree. The high neutral response indicates that some faculty may not be aware of industry involvement.
- **Action Taken:** Increase awareness about the composition and role of the BoS through departmental meetings or newsletters.

Q5: Employability and cross-cutting issues (professional ethics, gender, human values, environment, and sustainability) are reflected in the curriculum.

- Responses:
  - Strongly Disagree: 0
  - Disagree: 0
  - Neutral: 15
  - Agree: 18
  - Strongly Agree: 137

- **Analysis:** 85% of respondents affirm that employability and cross-cutting issues are well-integrated into the curriculum, but 15 respondents are neutral.
- **Action Taken:** Conduct workshops on the integration of employability and ethical issues to ensure all faculty recognize their inclusion in the curriculum.

Q6: Adequate infrastructure is available in the university for the curriculum transactions in different modes (face to face/blended/online).

- Responses:

- o Strongly Disagree: 0
- o Disagree: 5
- o Neutral: 5
- o Agree: 34
- o Strongly Agree: 126

- **Analysis:** 84% of respondents are satisfied with the available infrastructure, but a combined 10% are neutral or dissatisfied, indicating potential gaps in infrastructure for different learning modes.

- **Action Taken:** Assess specific needs regarding infrastructure for online/blended learning and address the gaps through investment in digital tools and technologies.

Q7: The system followed by the university for the design and development of the curriculum is effective.

- Responses:
  - o Strongly Disagree: 0
  - o Disagree: 0
  - o Neutral: 7
  - o Agree: 27
  - o Strongly Agree: 136

- **Analysis:** Nearly all respondents (94%) believe the system for curriculum design is effective. The neutral responses suggest minor room for improvement.

- **Action Taken:** Continue current practices but invite suggestions from those who responded neutrally to enhance the system.

Q8: Books etc. prescribed/listed as reference materials in the syllabi are available in the library.

- Responses:
  - o Strongly Disagree: 1
  - o Disagree: 7
  - o Neutral: 17
  - o Agree: 41
  - o Strongly Agree: 104

- **Analysis:** While 73% agree or strongly agree that prescribed books are available in the library, 8% of respondents disagree, indicating some issues with book availability.
- **Action Taken:** Conduct a review of library resources and ensure that all prescribed books and reference materials are available or accessible, especially in digital format.

Conclusion:

Overall, the feedback indicates a positive outlook on curriculum design, development, and infrastructure. However, certain areas, such as enhancing faculty participation in curriculum design, improving awareness about the BoS, and addressing infrastructure concerns, require attention.

Summary of Action Points:

1. Increase opportunities for faculty input in curriculum design (Q2).
2. Improve awareness regarding industry representation in BoS (Q4).
3. Ensure availability of resources and reference materials in the library (Q8).
4. Address specific infrastructure needs for blended and online learning (Q6).

ATTESTED

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