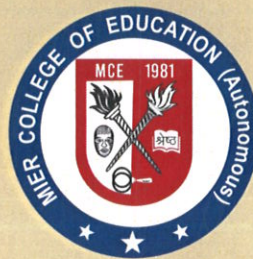

FACULTY FEEDBACK ANALYSIS & ACTION TAKEN REPORT ON CURRICULUM (2023-24)

INTERNAL QUALITY ASSURANCE CELL



**MIER COLLEGE OF EDUCATION
(AUTONOMOUS)
ACCREDITED BY THE NAAC WITH 'A+' GRADE**

INTRODUCTION

As an essential part of the institution's quality assurance system, the Internal Quality Assurance Cell (IQAC) has continuously strived to ensure quality maintenance and improvement. All stakeholders' input is gathered and analysed about institutional processes related to quality to guarantee the development and enhancement of a quality culture.

This report focuses on the analysis of the feedback of faculty on the curriculum. For the faculty, the feedback addressed issues like suitability of the curriculum, course content, outcomes of the curriculum, relationship with course content, curriculum delivery, etc.

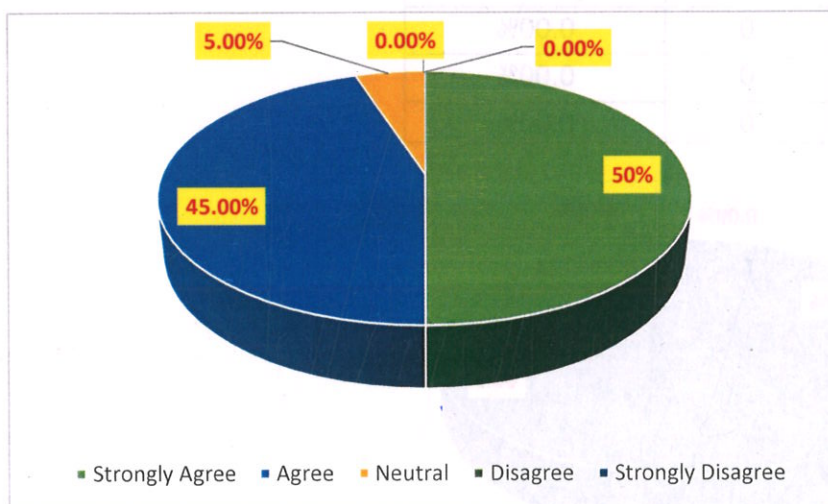
DATA COLLECTION AND ANALYSIS

An online feedback form was created through **Performance Insight-360 (PI-360)**, Quality Analytics Framework and sent to the faculty. Responses were received from 20 faculty members. To arrive at comprehensive results, percentages have been calculated. For effective presentation of the data, tables and graphs have been used. Questions were based on a 5-point Likert scale: 1: Strongly agree, 2: Agree, 3: Neutral, 4: Disagree and 5: Strongly disagree.

A. The question-wise analysis of the feedback is given below:

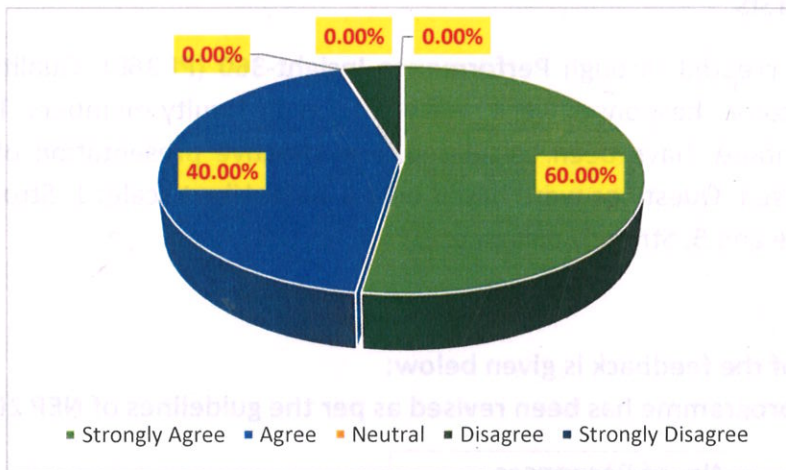
1. The curriculum of the programme has been revised as per the guidelines of NEP 2020

Answer Choices	No. of Responses	
Strongly Agree	10	50%
Agree	9	45%
Neutral	1	5.00%
Disagree	0	0.00%
Strongly Disagree	0	0.00%



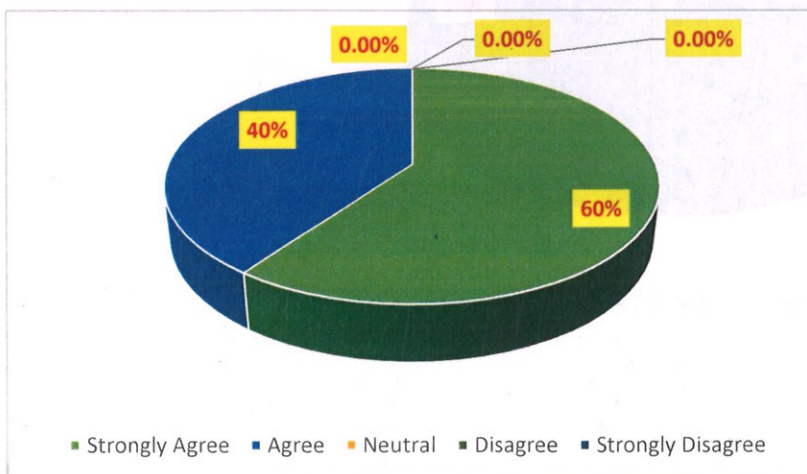
2. The curriculum is aligned with the requirements of professional fields of Teacher Education/ Social Sciences/Humanities

Answer Choices	No. of Responses	
Strongly Agree	12	60%
Agree	8	40%
Neutral	0	0.00%
Disagree	0	0.00%
Strongly Disagree	0	0.00%



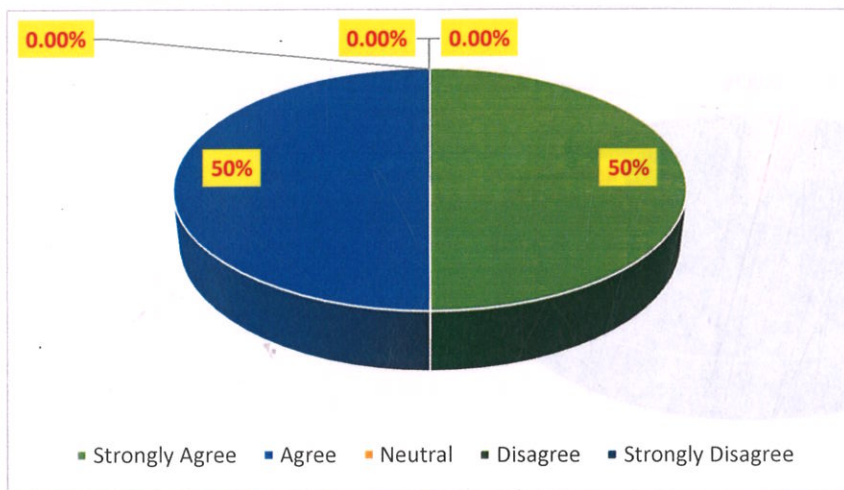
3. The curriculum conforms to the National Curriculum Framework as stipulated by the respective statutory bodies (UGC/NCTE/RCI)

Answer Choices	No. of Responses	
Strongly Agree	13	65%
Agree	7	40%
Neutral	0	0.00%
Disagree	0	0.00%
Strongly Disagree	0	0.00%



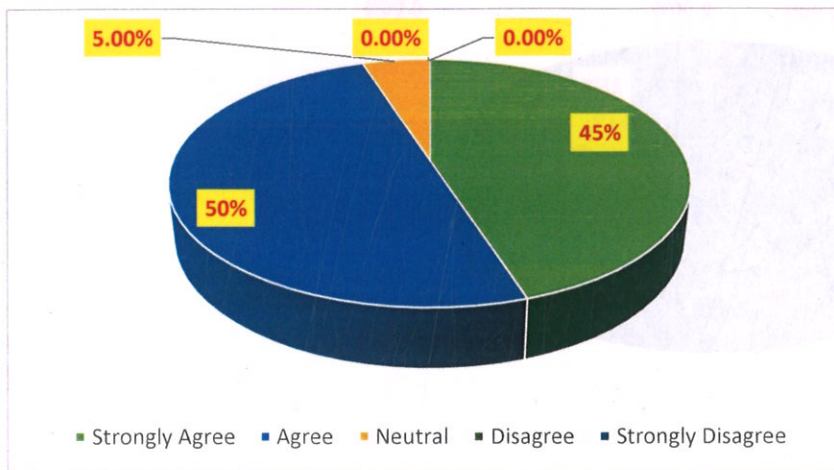
4. The syllabus includes exposure to emerging domains and areas

Answer Choices	No. of Responses	
Strongly Agree	10	50%
Agree	10	50%
Neutral	0	0.00%
Disagree	0	0.00%
Strongly Disagree	0	0.00%



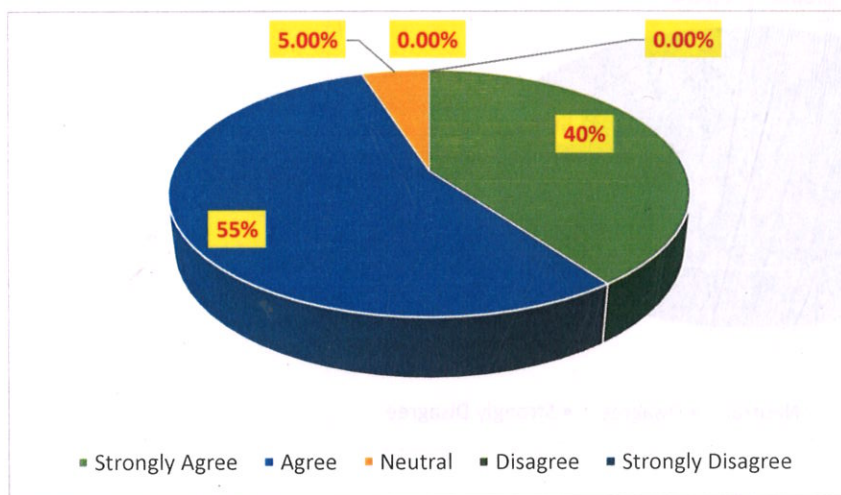
5. The programme learning outcomes and course learning outcomes of the curriculum are well-defined and clear to the teachers

Answer Choices	No. of Responses	
Strongly Agree	9	45%
Agree	10	50%
Neutral	1	5.00%
Disagree	0	0.00%
Strongly Disagree	0	0.00%



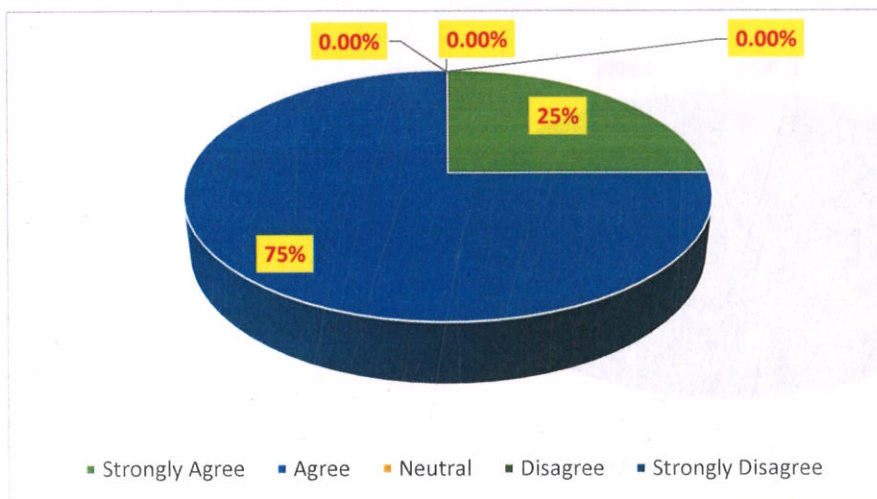
6. The curriculum provides an adequate choice of courses to students as optional/electives/pedagogy courses

Answer Choices	No. of Responses	
Strongly Agree	8	40%
Agree	11	55%
Neutral	1	5.00%
Disagree	0	0.00%
Strongly Disagree	0	0.00%



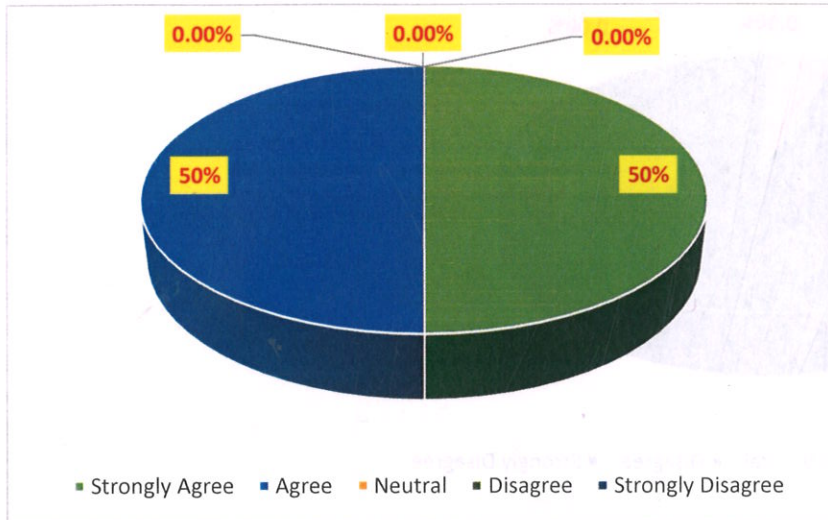
7. The curriculum is designed to ensure that there is no repetition of topics

Answer Choices	No. of Responses	
Strongly Agree	5	25%
Agree	15	75%
Neutral	0	0.00%
Disagree	0	0.00%
Strongly Disagree	0	0.00%



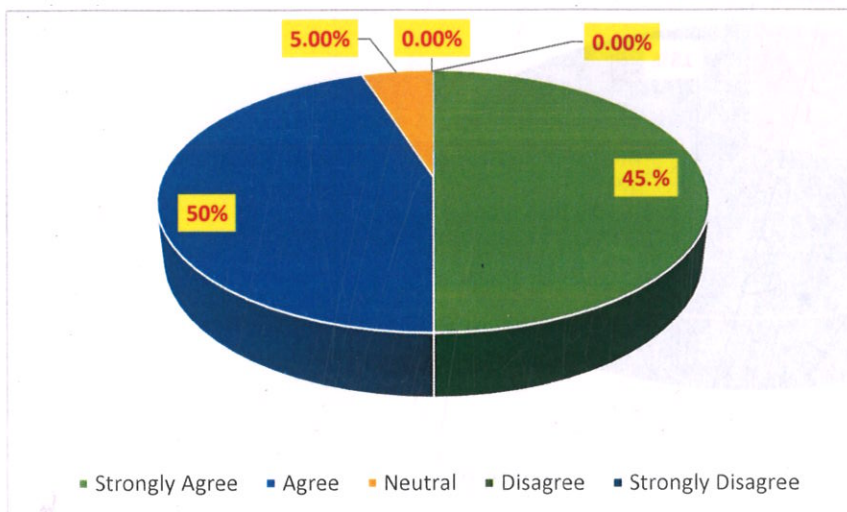
8. The curriculum has a good balance between theory and practical aspects

Answer Choices	No. of Responses	
Strongly Agree	9	45%
Agree	11	55%
Neutral	0	0.00%
Disagree	0	0.00%
Strongly Disagree	0	0.00%



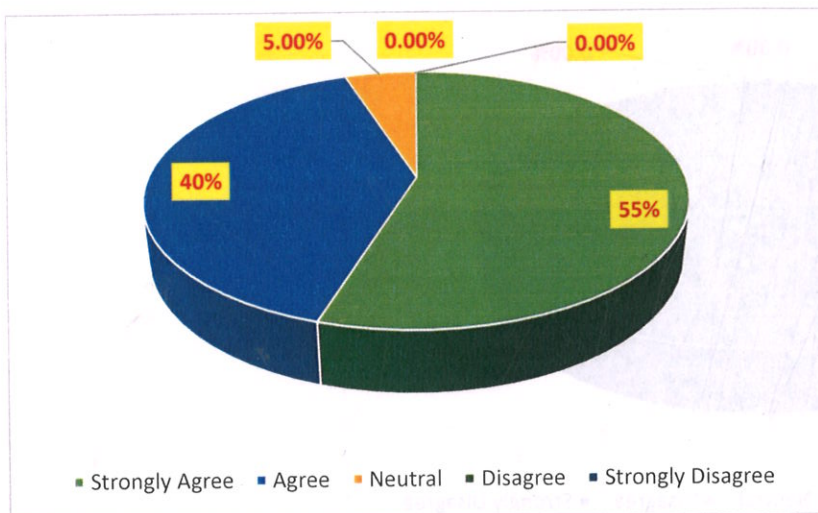
9. The curriculum has an adequate/equal distribution of the courses and the academic load in each semester is balanced

Answer Choices	No. of Responses	
Strongly Agree	9	45%
Agree	10	50%
Neutral	1	5.00%
Disagree	0	0.00%
Strongly Disagree	0	0.00%



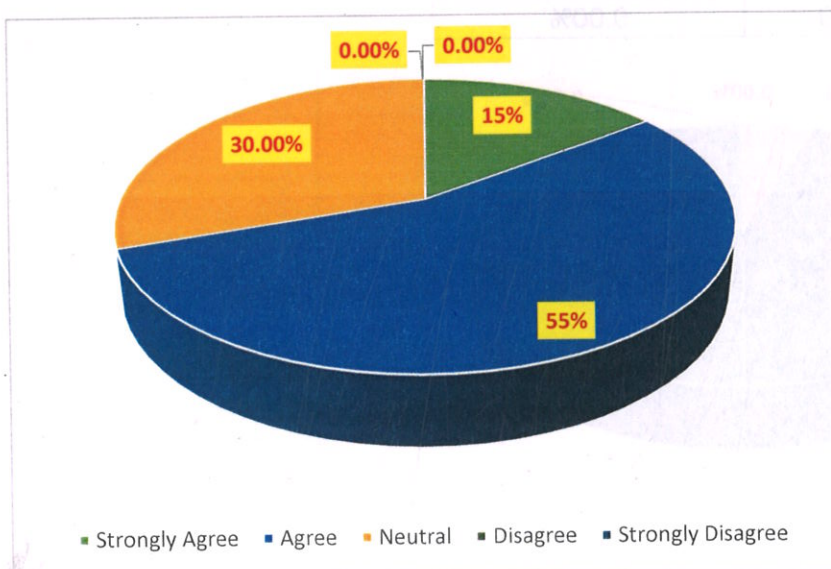
10. The components related to sessional work/assignments are adequate and appropriate

Answer Choices	No. of Responses	
Strongly Agree	11	55%
Agree	8	40%
Neutral	1	5.00%
Disagree	0	0.00%
Strongly Disagree	0	0.00%



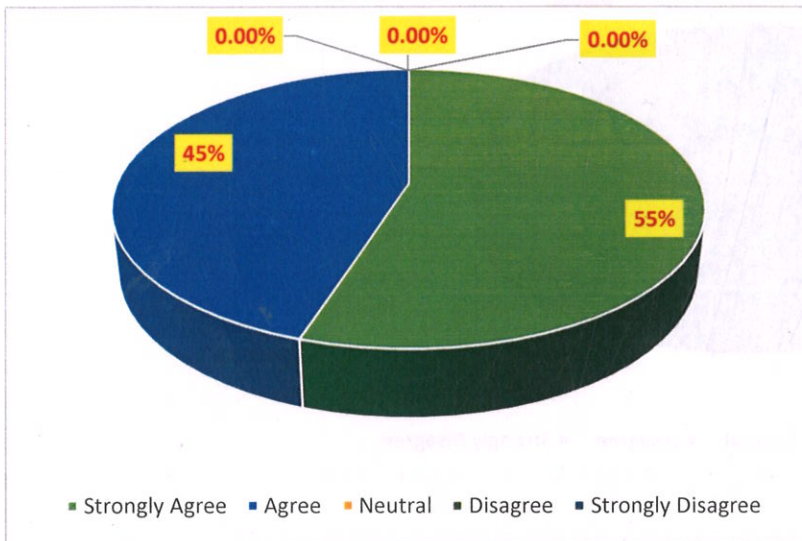
11. The books prescribed in the curriculum are available in the library

Answer Choices	No. of Responses	
Strongly Agree	3	15%
Agree	11	55%
Neutral	6	30.00%
Disagree	0	0.00%
Strongly Disagree	0	0.00%



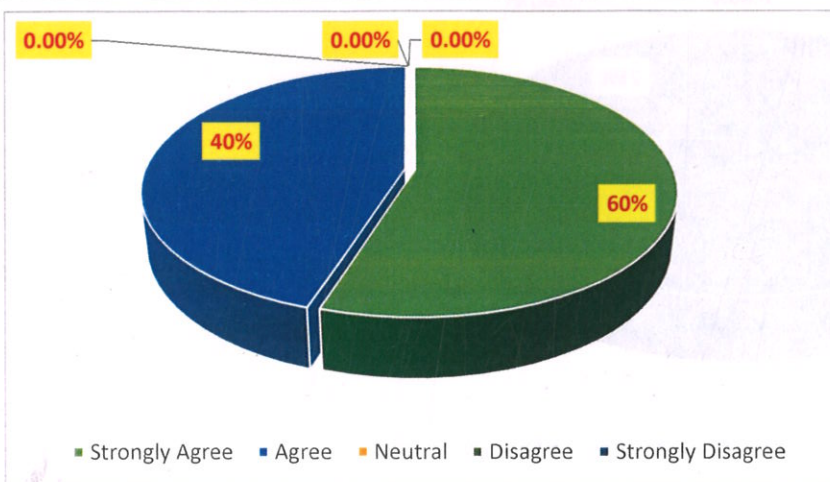
12. The curriculum provides an opportunity for incorporating different methods of teaching for course delivery

Answer Choices	No. of Responses	
Strongly Agree	11	55%
Agree	9	45%
Neutral	0	0.00%
Disagree	0	0.00%
Strongly Disagree	0	0.00%



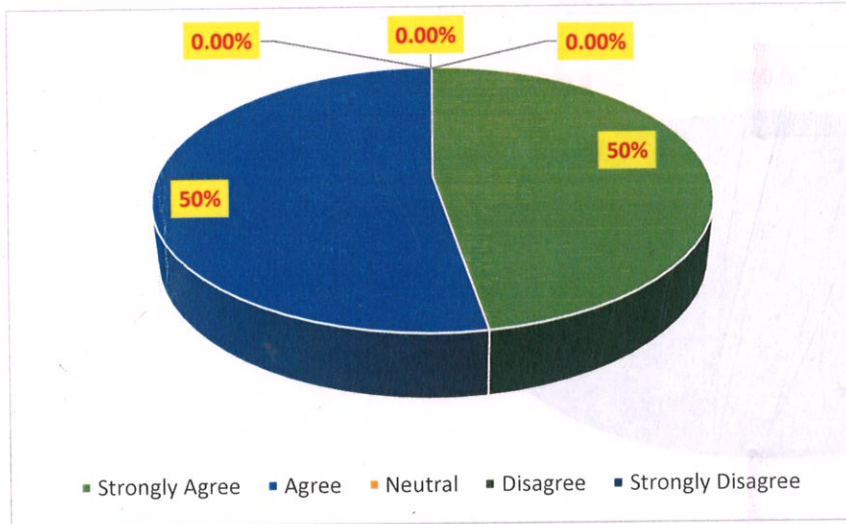
13. The curriculum provides scope for integrating technology into the teaching and assessment process

Answer Choices	No. of Responses	
Strongly Agree	12	60%
Agree	8	40%
Neutral	0	0.00%
Disagree	0	0.00%
Strongly Disagree	0	0.00%



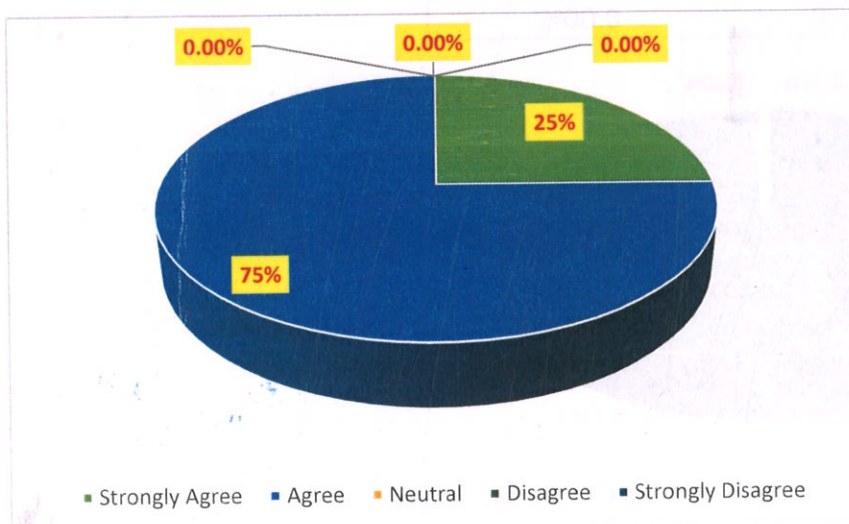
14. The curriculum will help improve the standards of academics at MCE

Answer Choices	No. of Responses	
Strongly Agree	10	50%
Agree	10	50%
Neutral	0	0.00%
Disagree	0	0.00%
Strongly Disagree	0	0.00%



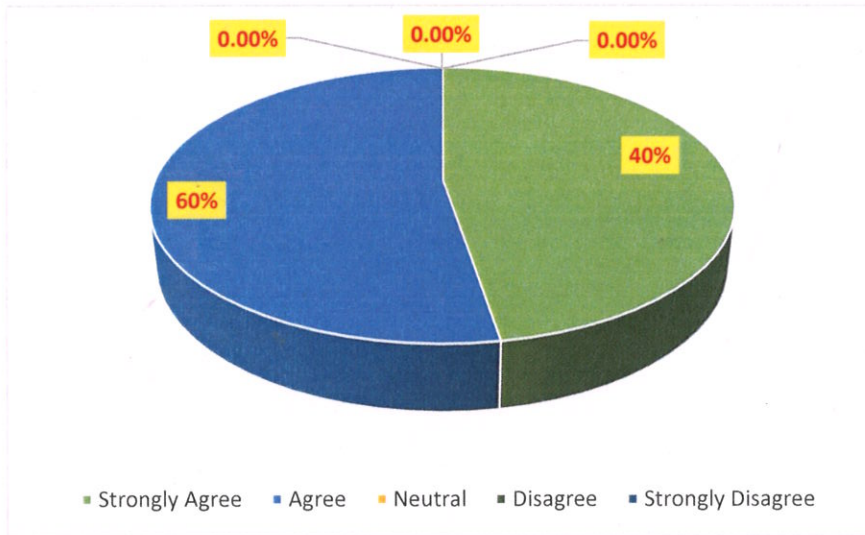
15. The curriculum enhances the employability prospects of the students

Answer Choices	No. of Responses	
Strongly Agree	5	25%
Agree	15	75%
Neutral	0	0.00%
Disagree	0	0.00%
Strongly Disagree	0	0.00%



16. Overall, I am satisfied with the curriculum and its delivery

Answer Choices	No. of Responses	
Strongly Agree	8	40%
Agree	12	60%
Neutral	0	0.00%
Disagree	0	0.00%
Strongly Disagree	0	0.00%



B. Descriptive Feedback

Overall, the feedback analysis highlighted several strengths of the curriculum, along with areas for improvement. Faculty members appreciated the clear connection between course content and desired outcomes, noting that it effectively prepares students for their future careers. 40 percent of the faculty strongly agreed and 60 percent agreed with curriculum satisfaction and delivery. A few suggestions for improvement have been given by the faculty:

1. Different Assessment strategies may be adopted in addition to theory exams.
2. The collection of books in the library for certain courses/topics need to be increased.
3. There is a Scope to add field trips, practical sessions and self-directed learning.

Follow-Up Action:

The analysis shall be submitted to the Principal. A meeting shall be convened by the Principal to discuss the feedback and an action taken report of the feedback shall be prepared.

Jasleen Kour Mohial

Jasleen Kour Mohial
Coordinator, IQAC

Prof. Adit Gupta
Prof. Adit Gupta
Principal
Principal
MIER COLLEGE OF EDUCATION (AUTONOMOUS)

Action Taken Report

Faculty Feedback Analysis and Action Taken Report on Curriculum- (2023-24)

A meeting was held by the Principal with the HoDs of SOE and SSSH, CoE, Deputy HoD SOE, Programme Coordinators, SSSH, the faculty and the IQAC team to discuss the major observations of the feedback and the suggestions given by the faculty. The following action taken report has been prepared based on the decisions taken in the meeting:

S.No.	Major Observations/Suggestions	Action Taken
1.	Different Assessment strategies may be adopted in addition to theory exams.	<ul style="list-style-type: none">It was decided that a range of alternative assessment methods such as project-based assessments, portfolios, presentations, and case studies shall be developed to supplement traditional theory exams.
2.	The collection of books in the library for certain courses/topics need to be increased.	<ul style="list-style-type: none">The faculty has been directed to provide a list of essential books along with the titles and authors so that the books can be ordered immediately.
3.	There is a Scope to add field trips, practical sessions and self-directed learning.	<ul style="list-style-type: none">Field trips, practical sessions, and self-directed learning MOOCs across relevant courses were introduced to enhance practical understanding and application of theoretical concepts.



Jasleen Kour Mohial
Coordinator
IQAC



Prof. Adit-Gupta
Principal





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