MBS SCHOOL OF PLANNING AND ARCHITECTURE
AFFILIATED TO GGSIPU AND APPROVED FROM COA & AICTE

ANALYSIS OF TEACHER'S FEEDBACK
(SESSION -2023- 2024)

The Internal Quality Assurance Cell (IQAC) of MBS SPA has the mandate to design and collect feedback from its stakeholders to monitor and evaluate quality in curriculum and curriculum-related issues. Feedback forms were collected from teachers on several aspects of the curriculum and its learning-related issues concerning quality, competence, skills, and professionalism. The respective faculty members submitted their analyses and action taken reports to IQAC, MBS SPA, which were then collated into a comprehensive report. This report was subsequently discussed with Head of Department to address the issues raised by different stakeholders.

The sample size of the teachers' feedback was 47 teachers, collected using Google Forms. Responses were scored on a five-point scale -Strongly agree(SA), Agree(A), Neutral(N), Disagree(D), Strongly disagree(SD), reflecting the viewpoints of faculty members. IQAC considered the suggestions and discussed them with authorities, who subsequently instructed the department on improving curriculum design and the teaching-learning process.

QUESTIONNAIRE ON TEACHER'S 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 In corporate 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

Table 1. Curriculum and Syllabus are need-based.

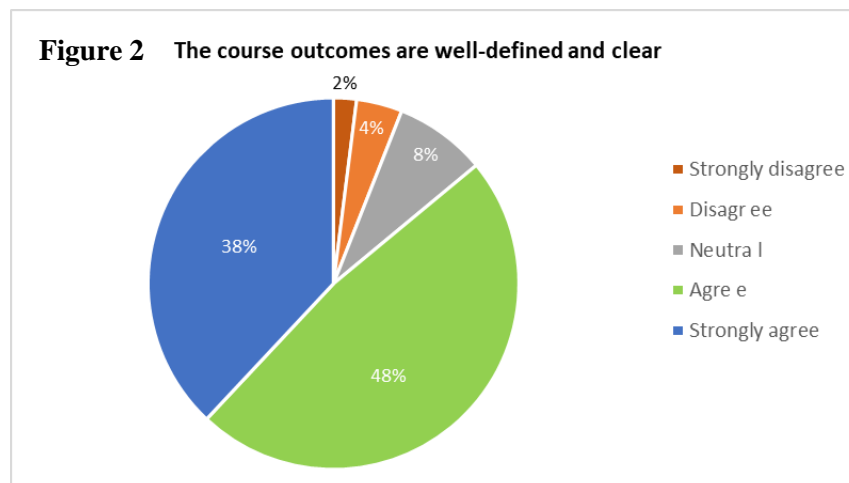| Curriculum and Syllabus are need based	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Percentage	2	4	8	48	38
Number	1	2	4	22	18

Figure 1 — Curriculum and Syllabus are need-based

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

Curriculum and Syllabus are need based	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
Percentage	2	4	8	48	38
Number	1	2	4	22	18

Figure 2 — The course outcomes are well-defined and clear

Table 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
Percentage	2	4	8	48	38
Number	1	2	4	22	18

Figure 3

Sufficient number of relevant reading materials and digital resources are available in the Library
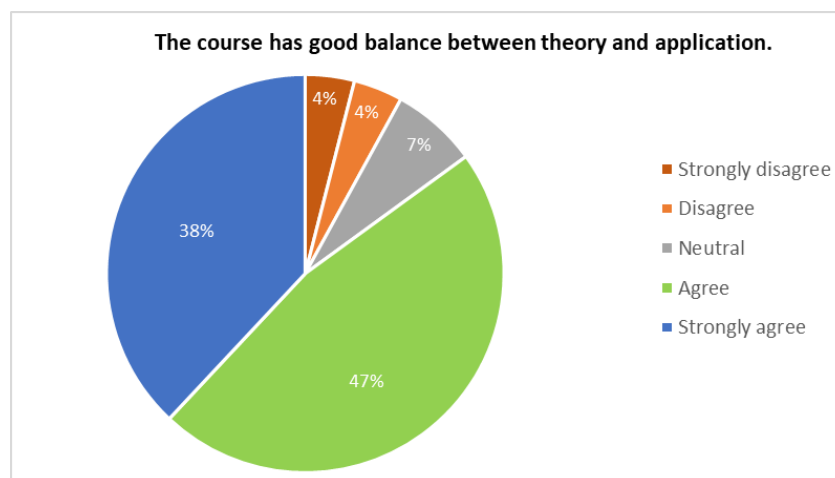
Table 4. The course has a good balance between theory and application.

The course has good balance between theory and application.	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
Percentage	4	4	7	47	38
Number	2	2	3	23	18

Figure 4

The course has good balance between theory and application.

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

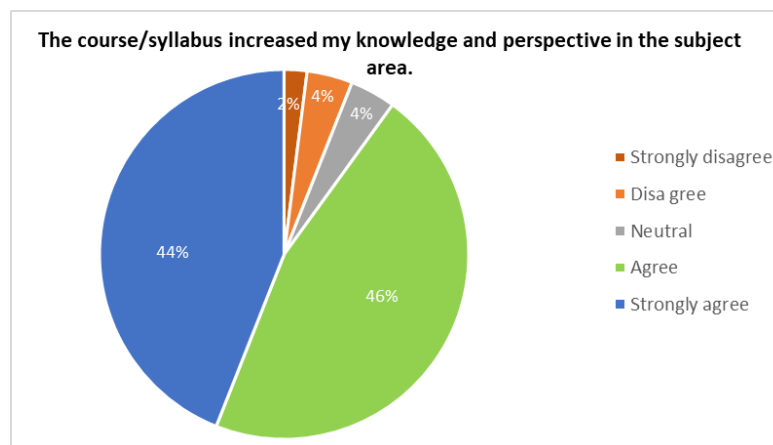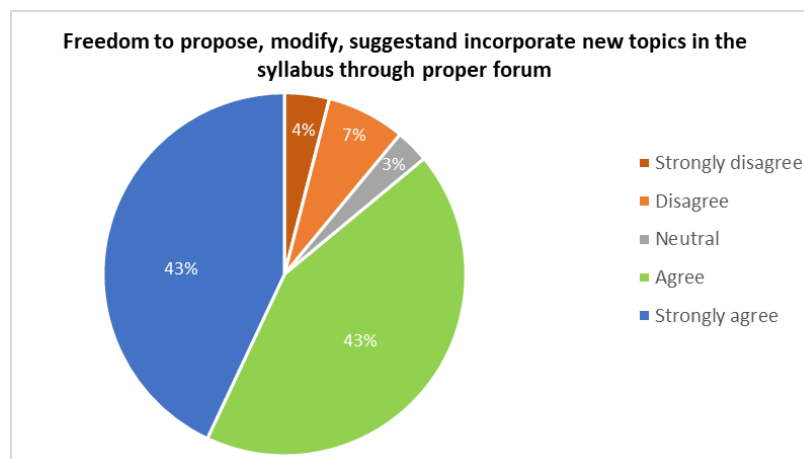| The course/syllabus increased my knowledge and perspective in the subject area.	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
Percentage	2	4	4	46	44
Number	1	2	2	22	20

Figure 5

Table 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
Percentage	4	7	3	43	43
Number	2	3	1	20	21

Figure 6

Table 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
Percentage	3	3	8	31	55
Number	1	1	4	15	26

Figure 7

Freedom to adopt newtechniques/education tools/strategies in the teaching
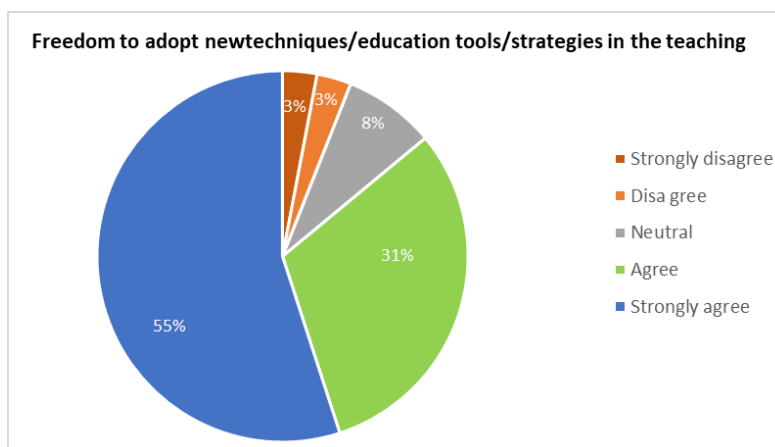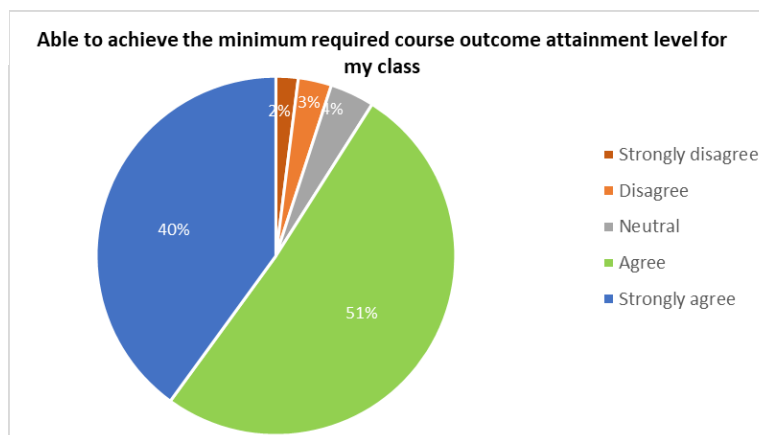
Table 8. I can achieve the minimum required course outcome attainment level for my class.

I am able to achieve the minimum required course outcome attainment level for my class.	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
Percentage	2	3	4	51	40
Number	1	1	2	24	19

Figure 8

Able to achieve the minimum required course outcome attainment level for my class

Table 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
Percentage	2	2	8	52	36
Number	1	1	4	24	17

Figure 9

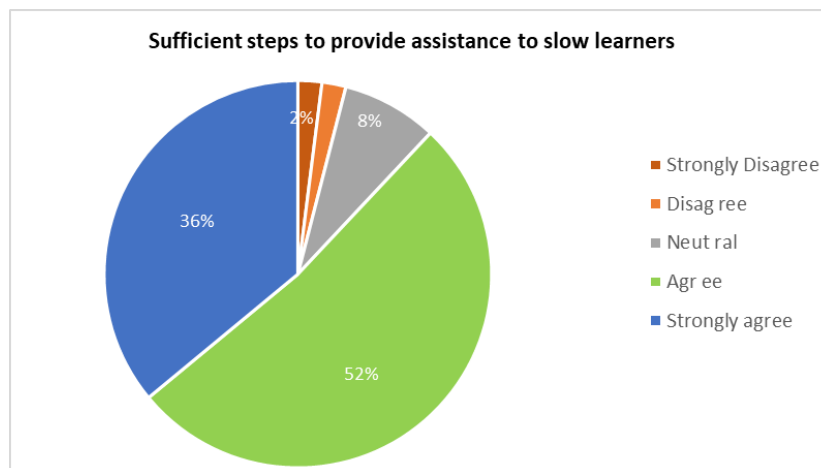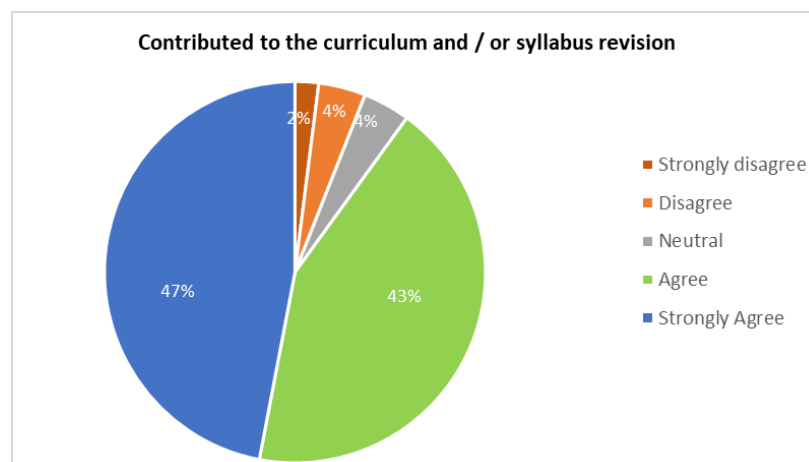Sufficient steps to provide assistance to slow learners

Table 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
Percentage	2	4	4	43	47
Number	1	2	2	20	22

Figure 10

Contributed to the curriculum and / or syllabus revision

Teachers' Analysis and Interpretation of Salient Findings

1. **Need-Based Curriculum**: 85.8% of faculty members agreed that the curriculum and syllabus are need-based, while 5% were neutral.

2. **Well-Defined Course Outcomes**: Nearly 95% of teachers agreed that the course outcomes are well-defined, indicating that MBS SPA has clear educational goals and objectives.

3. **Availability of Resources**: 90% of teachers acknowledged the availability of sufficient reading materials and digital resources at MBS SPA.

4. **Curriculum Involvement**: 93% of faculty expressed satisfaction with their involvement in revising the course curriculum and syllabus.

Suggestions

1. Incorporate employment needs, societal needs, industrial requirements, and application-based aspects in the syllabus.

2. Enhance smart classrooms and ensure availability of teaching tools and laboratory equipment.

3. Align syllabus changes with NEP-2020 guidelines.

Action Taken

1. Formal instructions and meetings were conducted with head of department to address the issues raised by teachers through feedback.

2. Provision for teachers to organize workshops for effective ICT use.

4. The librarian was instructed to update reading material requirements by taking requisitions from faculty and place order post approval from Head of department

5. The institute is implementing NEP guidelines by including value-added courses and skill development programs in the Academic calendar.