



SUGGESTION & CORRECTIVE MEASURES REPORT ON FACULTY FEEDBACK

ACADEMIC YEAR: 2021 – 2022

The Action Taken Report (ATR) on Faculty Feedback Analysis emerges from a questionnaire feedback taken from faculty on curriculum and facilities of the institution. The percentage-wise breakdown of responses shows a clear benchmark for improvement, with questions pertaining to institutional growth and excellence.

Feedback Methodology: Feedback from the Faculty on academic curriculum and facilities of the institution was taken using a questionnaire to measure the following on a four-point Likert scale with the options of Excellent, Almost Satisfied, Satisfied and Needs Improvement. This survey is conducted to determine the degree of faculty satisfaction with the curriculum and facilities.

Feedback Analysis: The breakdown of faculty responses in percentage, serves as a quantifiable representation of faculty participation in growth of the institution. This numerical analysis measures the faculty satisfaction about the facilities and constructive feedback on the curriculum. A benchmark of 80% has been set as standard for action, highlighting continuous improvement in academics and facilities. Based on the feedback responses given by faculty, all the questions have rated 80% and above. However, some general observations and action are suggested for low scoring category.

- Accessibility of Internet has scored low and hence thorough review of internet speed requirement suggested and sufficient internet accessories to be installed.
- Support and promotion of sports & cultural activities by college authorities has scored low and hence suggestion to conduct more faculty centric sports and cultural activities given.
- Additional contents included in the curriculum has scored low, hence suggestion given to add additional hands-on courses to improve academic performance.
- Availability of space to play sports in college has scored low and hence dedicated sports area and courts has been suggested.
- Availability of additional online resources has scored low and hence suggestion for subscription to wider variety of online resources given.

Principal

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