

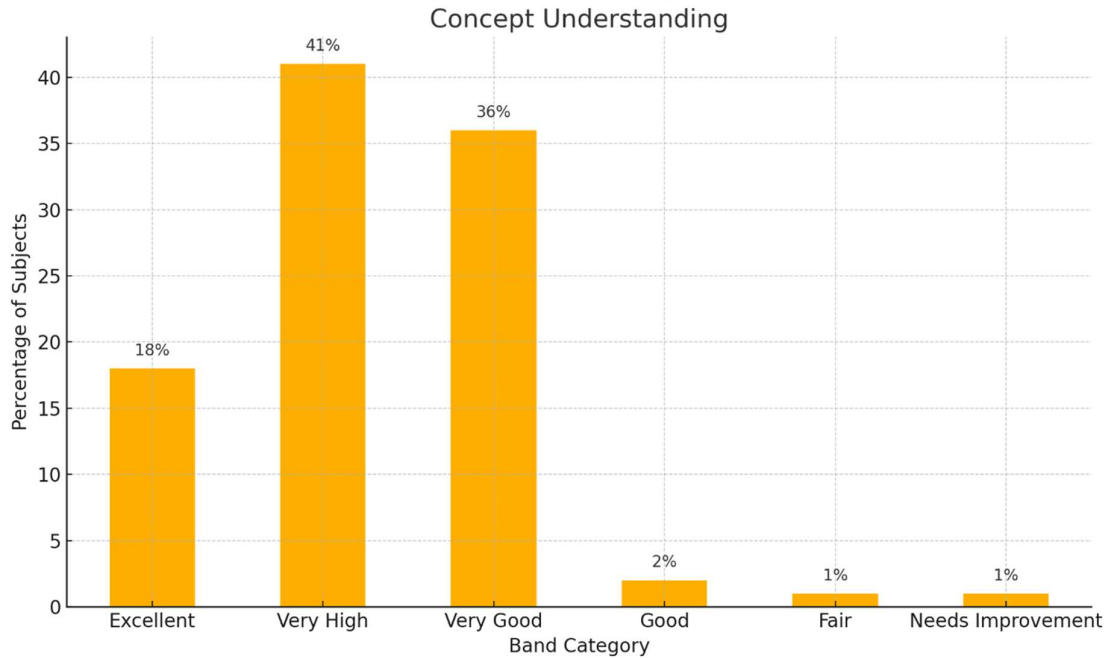
## Teaching–Learning Feedback Analysis Report 2024–25

### Analysis based on responses received for the following questions:

- ✓ Q1: Did you understand what the teacher explained in the class?
- ✓ Q2: What percentage of the syllabus was covered in the class?
- ✓ Q3: The teacher gives examples and illustrations and makes concepts clear:
- ✓ Q4: Does the teacher identify your weakness and help you overcome them?
- ✓ Q5: Does the teacher use interactive teaching–learning methods to improve your learning experience?
- ✓ Q6: Does the teacher use ICT tools such as LCD projector, multimedia, PPT, etc. while teaching?

Score Range	used for the analysis
3.76–4.00	Excellent
3.51–3.75	Very High
3.01–3.50	Very Good
2.51–3.00	Good
2.01–2.50	Fair
< 2.00	Needs Improvement

**Q1: Did you understand what the teacher explained in the class?**



Band	% of Subjects	Interpretation
Excellent	18%	Highest clarity of explanation; student comprehension near total
Very High	41%	Strong explanation quality; students consistently grasp classroom teaching
Very Good	36%	Majority understand well; occasional reinforcement needed
Good	2%	Some content gaps remain; clarity must be improved
Fair	1%	Low comprehension; requires focused communication scaffolding
Needs Improvement	1%	Rare outlier; requires urgent pedagogical correction

**Interpretive Analysis**

**Institutional Teaching Clarity**

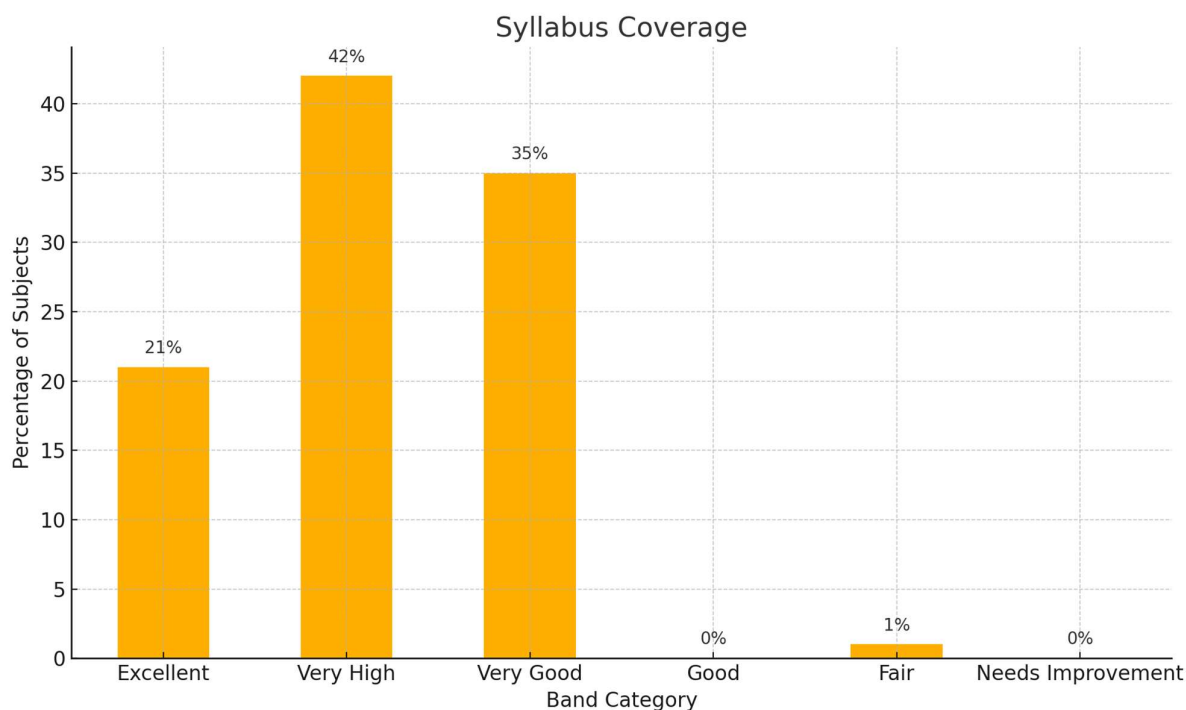
- **97% of total subjects fall in Very High → Very Good → Excellent → Good**
  - Indicates **strong core explanation proficiency** across faculty
  - Classroom delivery effectively meets institutional standards

**Critical Zone**

- **< 2% fall into Fair / Needs Improvement**

Approximately 97% of the subjects fall under Very Good to Excellent band, indicating institutional clarity of instructional delivery. Only 2% subjects reflected Fair to Needs Improvement levels requiring structured content reinforcement.

## Q2: What percentage of the syllabus was covered in the class?

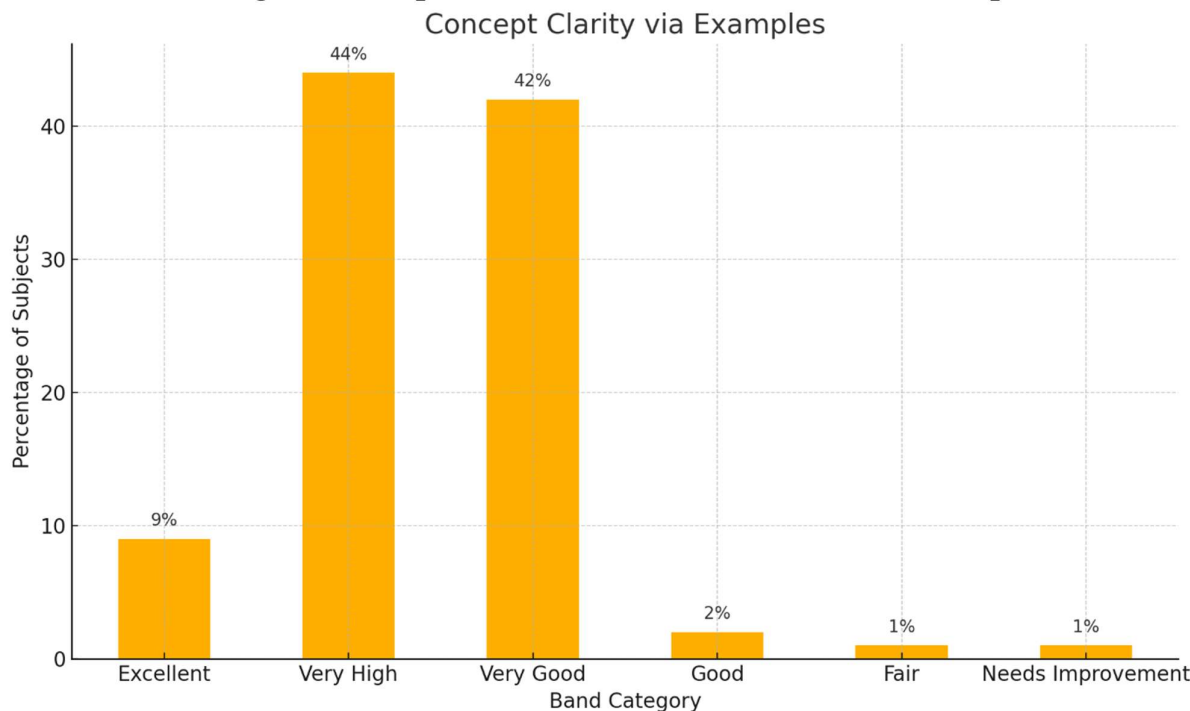


Band	% Subjects	Observation
Very High	42%	Strong timely completion & communication
Very Good	35%	Coverage strong, though pacing slightly lagged in select cases
Excellent	21%	Full completion with documented closure
Fair	1%	Minor backlog / spillover
Good & Needs Improvement	0%	No systemic coverage deficit

Note:

- **98% of subjects achieved syllabus coverage in Very High → Very Good → Excellent range.**
- Only 1% indicated Fair.

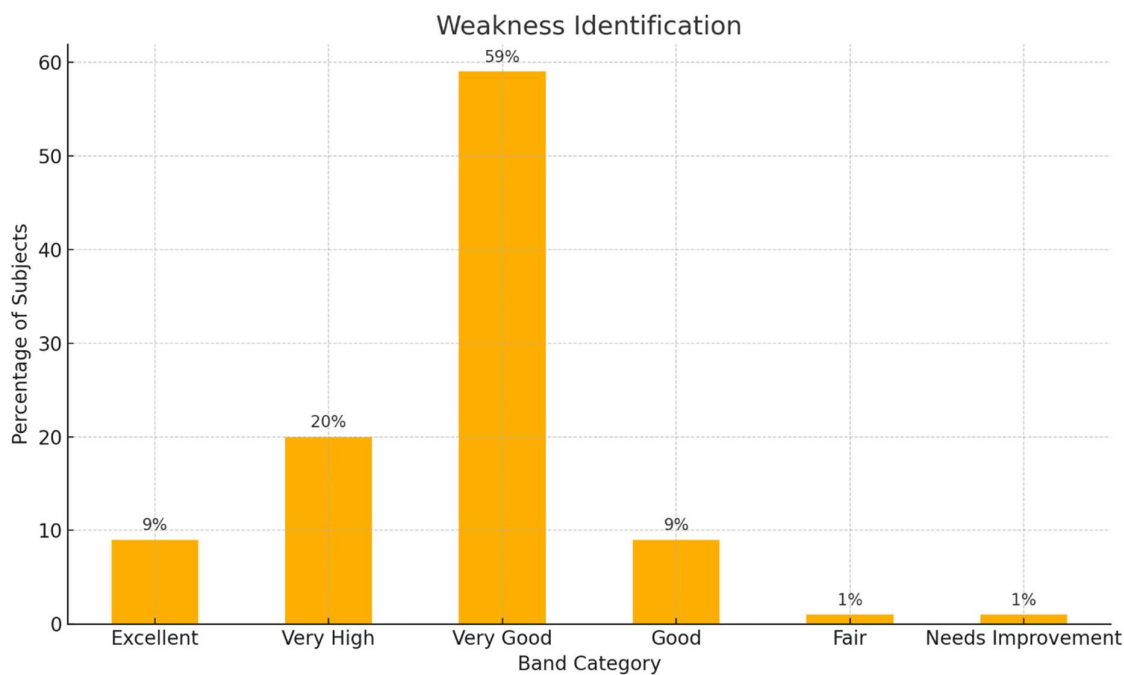
**Q3: The teacher gives examples and illustrations and makes concepts clear:**



Band	% of Subjects	Meaning
Very High	44%	Strong use of illustrations & relevant examples
Very Good	42%	Good conceptual clarity but examples not consistent in every unit
Excellent	9%	Exceptional articulation with live or industry-based examples
Good	2%	Some examples but weak linkage to core concepts
Fair	1%	Illustrations minimal, students rely on self-decoding
Needs Improvement	1%	Abstract teaching without applied demonstration

**97% of course experiences fall into Very Good → Very High → Excellent → Good**

**Q4: Does the teacher identify your weakness and help you overcome them?**

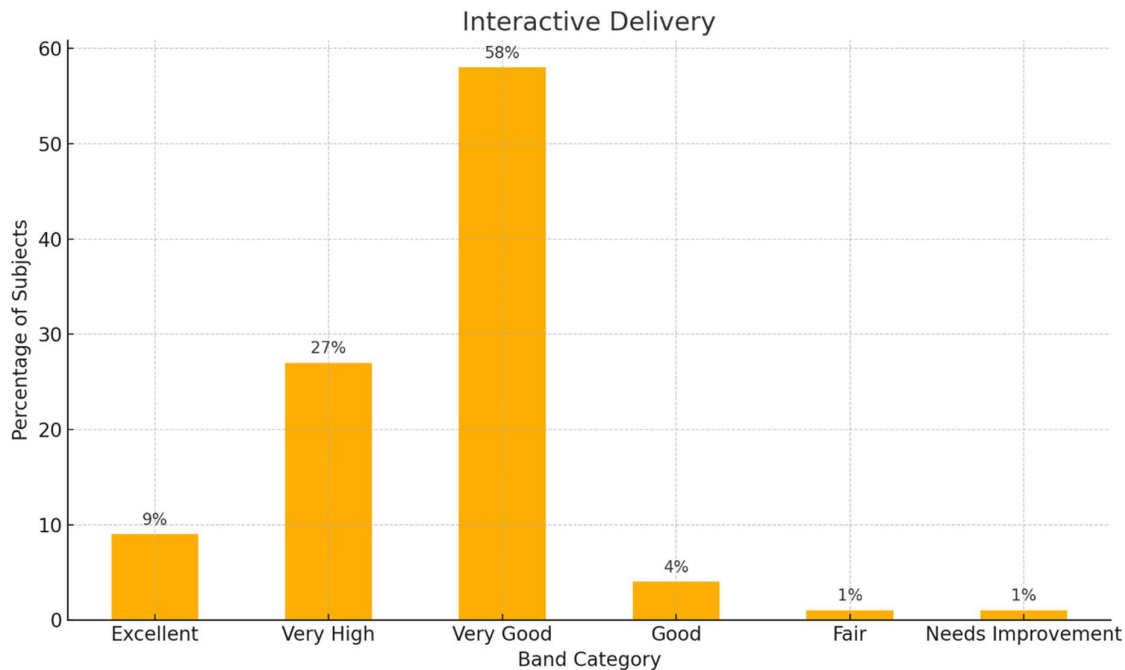


Band	% of Subjects	Interpretation
Very Good	59%	Teachers identify weaknesses but not always individually
Very High	20%	Consistent diagnosis of student learning gaps
Excellent	9%	Clear, specific, actionable weakness identification
Good	9%	Weakness recognition present but limited in frequency
Fair	1%	Minimal diagnostic tracking
Needs Improvement	1%	Students feel weaknesses are not identified at all

**Note:**

- **97%** fall into **Good** → **Very Good** → **Excellent** → **Very High**  
Institution demonstrates **strong awareness of student learning barriers**
- 1% each = *Fair & Needs Improvement* (rare but needs support)

**Q5: Does the teacher use interactive teaching–learning methods to improve your learning experience?**

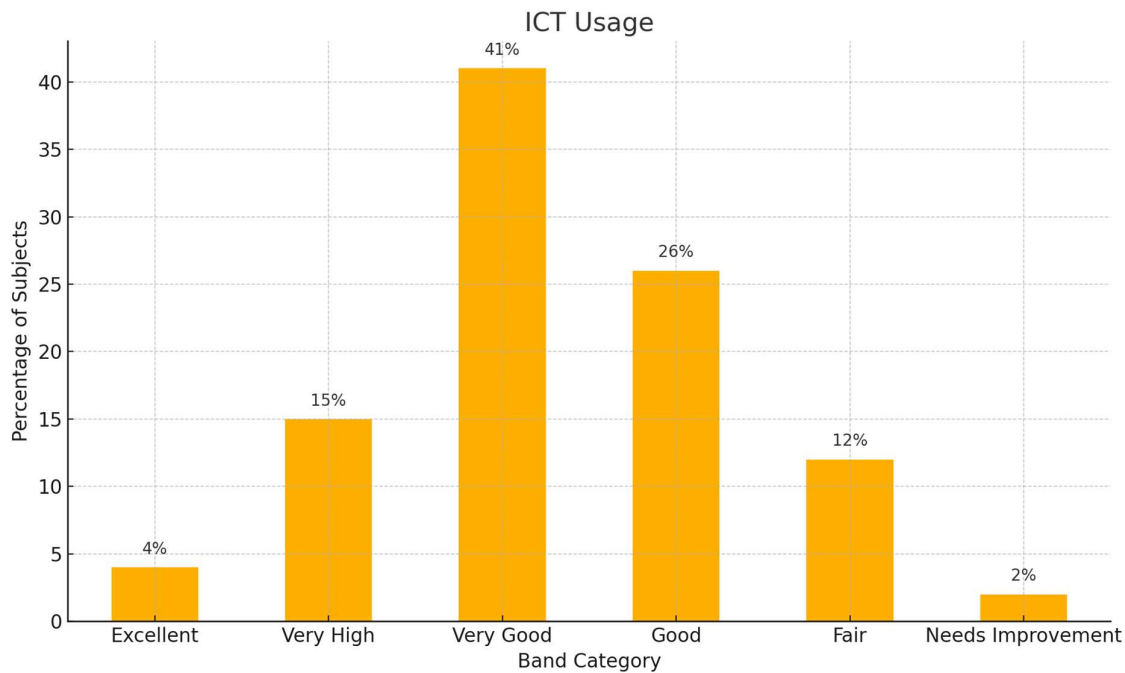


Band	% Subjects	Interpretation
Very Good	58%	Interaction present but not deeply dialogic every session
Very High	27%	Consistent questioning & student response engagement
Excellent	9%	Highly interactive teaching with strong engagement cycles
Good	4%	Limited interaction; mostly lecture-led
Fair	1%	Minimal dialogic exchange, students mostly listeners
Needs Improvement	1%	Pure monologue delivery, no engagement attempts

Note:

- **98% fall in Very Good → Very High → Excellent → Good**, indicating interaction is a strong institutional norm.
- Majority teachers use live questioning, doubt handling, and verbal check-ins.
- Only 2% fall below acceptable band, showing no systemic concern

**Q6: Does the teacher use ICT tools such as LCD projector, multimedia, PPT, etc. while teaching?**



Band	% of Subjects	Interpretation
Very Good	41%	ICT used regularly but selectively based on topic
Good	26%	ICT used occasionally, mainly during revision or theory-heavy units
Very High	15%	Integration frequent and consistent
Fair	12%	Minimal ICT use; traditional methods dominate
Excellent	4%	Strong ICT integration with systematic multimedia use
Needs Improvement	2%	No ICT use at all, full chalk-and-talk mode

Note:

- **86% of courses fall between Very Good → Good → Very High → Excellent**, showing broad ICT adoption
- Peak concentration (41%) indicates:
  - ICT not used daily, but strategically timed for conceptual clarity, visuals, maps, diagrams, business models, etc.
- 14% - Fair and Needs Improvement

## **ACTION TAKEN REPORT (ATR)**

### **On Student Feedback Analysis – Teaching–Learning Process (2024–25)**

Student feedback on the teaching–learning process was systematically collected and analyzed for the academic year 2024–25 across six key dimensions, namely clarity of explanation, syllabus coverage, use of examples, identification of student weaknesses, interactive teaching methods, and use of ICT tools. The analysis indicates that an overwhelming majority of subjects fall within the **Very Good to Excellent** performance bands, reflecting strong institutional teaching practices.

However, a small percentage of responses falling under **Good, Fair, and Needs Improvement** categories were carefully examined, and corrective actions were planned and initiated to further strengthen instructional quality.

#### **Issue-wise Action Taken**

##### **1. Clarity of Explanation in Classroom Teaching**

###### **Feedback Outcome:**

Approximately **97%** of subjects were rated **Very Good to Excellent**, while around **2%** reflected Fair to Needs Improvement.

###### **Action Taken:**

- Faculty members with lower scores were advised to:
  - Adopt structured lesson plans with defined learning outcomes.
  - Use recap and reinforcement strategies at the end of each session.
- Peer observation and mentoring were initiated within departments to improve instructional clarity.

##### **2. Syllabus Coverage**

###### **Feedback Outcome:**

About **98%** of subjects achieved **Very High to Excellent** syllabus coverage.

###### **Action Taken:**

- Departments were instructed to:
  - Maintain **Teaching Plans and Syllabus Completion Reports**.
  - Conduct periodic syllabus progress reviews.
- Faculty with minor backlogs were guided to use remedial or extra sessions to ensure full completion.



### **3. Use of Examples and Illustrations**

#### **Feedback Outcome:**

Nearly **97%** of subjects were rated **Very Good to Excellent** in conceptual clarity through examples.

#### **Action Taken:**

- Faculty were encouraged to:
  - Incorporate real-life, industry-based, and case-study examples.
  - Align illustrations closely with learning objectives.
- Best practices were shared during departmental meetings.

### **4. Identification of Student Weaknesses**

#### **Feedback Outcome:**

About **97%** of responses indicated effective identification of student learning gaps.

#### **Action Taken:**

- Faculty were advised to:
  - Increase use of formative assessments, quizzes, and class interactions.
  - Provide individualized academic guidance wherever feasible.
- Remedial teaching and doubt-clearing sessions were strengthened.

### **5. Use of Interactive Teaching–Learning Methods**

#### **Feedback Outcome:**

Around **98%** of subjects reflected strong use of interactive methods, though a small percentage indicated lecture-dominated delivery.

#### **Action Taken:**

- Teachers were encouraged to:
  - Use questioning techniques, group discussions, and student presentations.
  - Increase student participation through activity-based learning.
- Workshops on innovative teaching methods were recommended.

## 6. Use of ICT Tools

### Feedback Outcome:

While **86%** of subjects showed Good to Excellent ICT usage, about **14%** reflected minimal or no ICT integration.

### Action Taken:

- Faculty were sensitized to:
  - Integrate ICT tools such as PPTs, videos, simulations, and online resources.
- Training sessions on ICT-enabled teaching were proposed.
- Departments were encouraged to optimize use of available smart classroom facilities.

### Overall Outcome

- The feedback confirms **strong institutional teaching standards** with no systemic deficiencies.
- Corrective and enhancement measures have been initiated for the small percentage of identified gaps.
- Continuous monitoring through feedback, mentoring, and academic reviews will be undertaken.