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Teachers' Feedback Analysis Report 2019-20

Part A: Teachers Feedback on Syllabus



1. Scope for Acquiring Knowledge: All eight respondents strongly agree that the curriculum offers substantial opportunities to acquire vital knowledge and intellect across specific domains through electives, CBCS, Value Added Courses, Certifications, etc. This indicates a positive perception of the curriculum's depth and diversity.
2. Relevancy and Sufficiency of Courses: 7 teachers agree, while one teacher is neutral regarding the relevancy and sufficiency of courses concerning the latest societal trends. This suggests a generally positive view, with one respondent possibly needing more information or clarification.
3. Hierarchy and Developmental Pattern: All 8 respondents strongly agree that the syllabus's contents and experiences are hierarchically arranged based on either the logic of the subject matter or the developmental pattern of growth of cognitive, affective, and psychomotor domains. This indicates a structured approach to curriculum design.
4. Continuity and Permanency of Learning: All eight teachers strongly agree that the syllabus content provides continuity, strengthening the permanency of learning and skill development. This reflects confidence in the curriculum's ability to support long-term educational objectives.
5. Contribution to Mission and Vision: Seven teachers agree, while one teacher is neutral about whether the college's academic initiatives contribute to achieving the institution's Mission and Vision. Further communication or clarification may be necessary to address any concerns.
6. Impact of Projects/Internships/Certifications: All eight respondents strongly agree that experiences gained through projects, internships, and certifications facilitate the development of employability skills, communication skills, and confidence in students. This highlights the positive impact of practical experiences on student learning.
7. Stakeholder Needs: 7 teachers agree, while one is neutral regarding whether the curriculum is based on the needs of stakeholders. This indicates a generally positive alignment with stakeholder expectations, although further feedback or insights may be needed to address any areas of uncertainty.
8. Value-Added Courses and Soft Skill Training: 7 teachers agree, while one is neutral about whether the curriculum includes value-added courses, soft skill training, and domain-specific electives for enhancing constructive learning. This suggests a positive perception overall, with room for potential enhancements in certain areas.

9. Balance of Theory and Practical Aspects: All eight respondents strongly agree that the curriculum maintains a good balance of theory and practical aspects of courses, enhancing overall learning outcomes. This indicates satisfaction with the blend of theoretical knowledge and hands-on experience.
10. Satisfactory Curriculum Revision Process: All 8 teachers find the university's process for periodic curriculum revision satisfactory, demonstrating confidence in the ongoing updates and improvements to the curriculum.

Part B: Teacher's Feedback on the Transaction of Syllabus at the Institution

1. Clarity of Course Objectives: All eight respondents strongly agree that course objectives and outcomes are well-defined and clear to faculty members, ensuring alignment with teaching objectives.
2. Clarity of Learning Outcomes and Assessment Process: All eight teachers strongly agree that the curriculum clearly states learning outcomes and the assessment process, facilitating effective teaching and evaluation.
3. Availability of Books in the Library: Seven teachers agree, while one is neutral, that a sufficient number of prescribed and reference books are available in the library. This suggests overall satisfaction with library resources, with room for improvement in book availability.
4. Freedom for Innovative Teaching Techniques: Seven teachers agree, while 1 is neutral about whether the institution can adopt innovative teaching techniques. This indicates a generally positive environment for teaching innovation, with potential areas for further exploration.
5. Conducive Teaching-Learning Environment: All 8 respondents strongly agree that the department/center environment is conducive to teaching and learning and fosters an optimal academic atmosphere.
6. Availability of Infrastructural Facilities: 7 teachers agree, while 1 is neutral about whether infrastructural facilities such as faculty rooms, classrooms, reading rooms, and toilets are sufficient and available. This suggests overall satisfaction with infrastructure, with areas for potential enhancements.
7. Support for Projects and Research: Seven teachers agree, while one is neutral, that the institute provides adequate support for projects and research facilities. This indicates a generally positive perception of support, with potential areas for increased support in research activities.
8. Timely Conduct of Tests and Examinations: All eight respondents strongly agree that tests and examinations are conducted well in time and adequately cover all units in the curriculum, ensuring academic progress.
9. Fair and Transparent Evaluation Process: All 8 teachers strongly agree that the college's evaluation process is fair and transparent, maintaining academic integrity.
10. Achievement of Syllabus Outcomes: All 8 respondents strongly agree that the syllabus's outcomes are achieved, indicating successful delivery of educational objectives.

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