



Shri Saibaba Bhakta Mandal's
KALA VARISHTHA MAHAVIDYALAY

Mhasawad, Tal. Shahada, Dist. Nandurbar (M.S.)

Reg. No. NGC-2007 (189/07) MS - 3, Dt. 2/7/2007

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Teachers' Feedback Analysis Report 2021-22

Part A: Teachers Feedback on Syllabus

1. Scope for Acquiring Knowledge: All 8 respondents strongly agree that the curriculum provides a comprehensive scope for acquiring strong knowledge and intellect in specific domains through electives, CBCS, Value Added Courses, Certifications, etc. This indicates a high level of confidence in the curriculum's educational offerings.
2. Relevancy and Sufficiency of Courses: 7 teachers agree, while 1 teacher is neutral regarding the relevancy and sufficiency of courses concerning the latest trends in society. This suggests a generally positive view, with room for improvement or clarification.
3. Hierarchy and Developmental Pattern: All 8 respondents strongly agree that the syllabus's contents and experiences are arranged hierarchically, based on either the logic of the subject matter or the developmental pattern of growth in cognitive, affective, and psychomotor domains. This indicates a structured and thoughtful approach to curriculum design.
4. Continuity and Permanency of Learning: All 8 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 goals.
5. Contribution to Mission and Vision: 7 teachers agree, while 1 teacher is neutral about whether academic initiatives contribute to achieving the Mission and Vision of the institution. Further communication or clarification may be necessary to address any concerns or uncertainties.
6. Impact of Projects/Internships/Certifications: All 8 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 1 is neutral regarding whether the curriculum is based on the needs of stakeholders. This suggests 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 that the curriculum includes value-added courses, soft skill training, and domain-specific electives for enhancing constructive learning, while 1 teacher is neutral. This indicates a generally positive perception overall, with potential areas for enhancement in certain aspects of curriculum design.



9. Balance of Theory and Practical Aspects: All 8 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 8 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 8 teachers strongly agree that the curriculum clearly states learning outcomes and the assessment process, facilitating effective teaching and evaluation.
3. Book Availability in the Library: Seven teachers agree that a sufficient number of prescribed and reference books are available in the library, while one teacher is neutral. This indicates overall satisfaction with library resources, with potential areas for improvement in book availability.
4. Freedom for Innovative Teaching Techniques: Seven teachers agree that the institution has the freedom to adopt innovative teaching techniques, while one teacher is neutral. This suggests 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 that infrastructural facilities such as faculty rooms, classrooms, reading rooms, and toilets are sufficient and available, while 1 teacher is neutral. This indicates overall satisfaction with infrastructure, with areas for potential enhancements.
7. Support for Projects and Research: 7 teachers agree that the institute provides adequate support for projects and research facilities, while 1 teacher is neutral. 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 8 respondents strongly agree that tests and examinations are conducted well in time and properly 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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