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M. R. Patil

A/I Principal

M.A.B.Ed., NET-SET (Hindi)

M: 9503237309

College Code: 230099 AISHE: C - 8859

Website - www.ssbmcollege.in

E-mail - sai Babaarts@rediffmail.com

Office: 02565 - 255486 / 9921034378

Hon. Vitthal H. Chaudhari
Chairman

Ref. No.



Teachers' Feedback Analysis Report 2022-23

Part A: Teachers Feedback on Syllabus

1. Scope for Acquiring Knowledge: All eight respondents strongly agree that the curriculum offers a significant scope for acquiring strong knowledge and intellect in specific domains through electives, CBCS, Value Added Courses, Certifications, etc. This suggests a robust and comprehensive educational structure.
2. Relevancy and Sufficiency of Courses: Seven teachers agree, while one teacher is neutral, that courses are relevant and sufficient to the latest societal trends. There might be room for improvement or clarification to ensure alignment with current societal trends.
3. Hierarchy and Developmental Pattern: All eight 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 well-structured 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 foster enduring educational outcomes.
5. Contribution to Mission and Vision: Seven teachers agree, while one teacher is neutral about whether academic initiatives contribute to achieving the institution's Mission and Vision. Further communication or clarification may be necessary to address any concerns or uncertainties.
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: Seven teachers agree, while one is neutral, that the curriculum is based on stakeholders' needs. 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: Seven teachers agree that the curriculum includes value-added courses, soft skill training, and domain-specific electives to enhance constructive learning, while one 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 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 eight 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. 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 can 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 eight respondents strongly agree that the department/centre 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 one 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 one 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 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 eight teachers strongly agree that the college's evaluation process is fair and transparent, maintaining academic integrity.
10. Achievement of Syllabus Outcomes: All eight respondents strongly agree that the syllabus's outcomes are achieved, indicating successful delivery of educational objectives.

Qneyilup
IQAC Co-Ordinator
 Shri Saibaba Bhakta Mondal Sanchalit
 Kala Varishta Mahavidyalay Mhasawad
 Tal.Shahada, Dist.Nandurbar



mpatil
AI PRINCIPAL
 Shri Saibaba Bhakta Mondal's
 Kala Varishta Mahavidyalay
 Mhasawad, Tal Shahada
 Dist Nandurbar