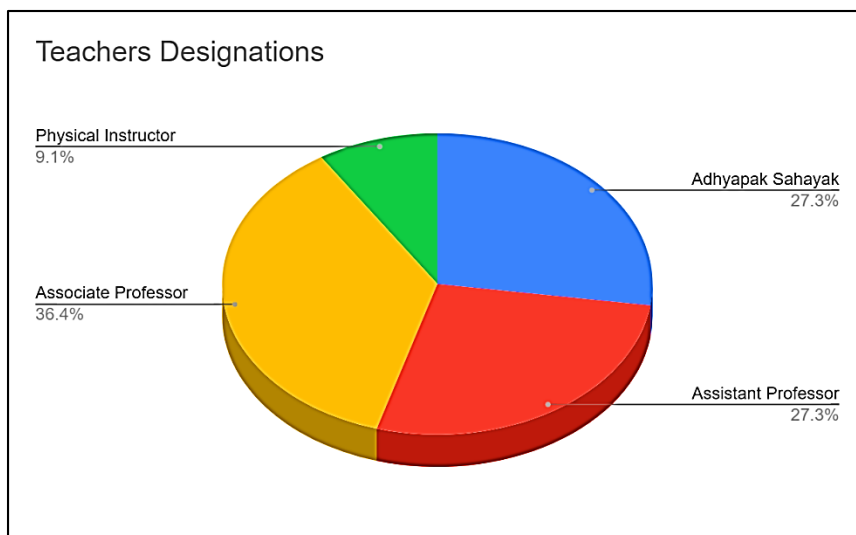


## S.M.PATEL COLLEGE OF HOME SCIENCE

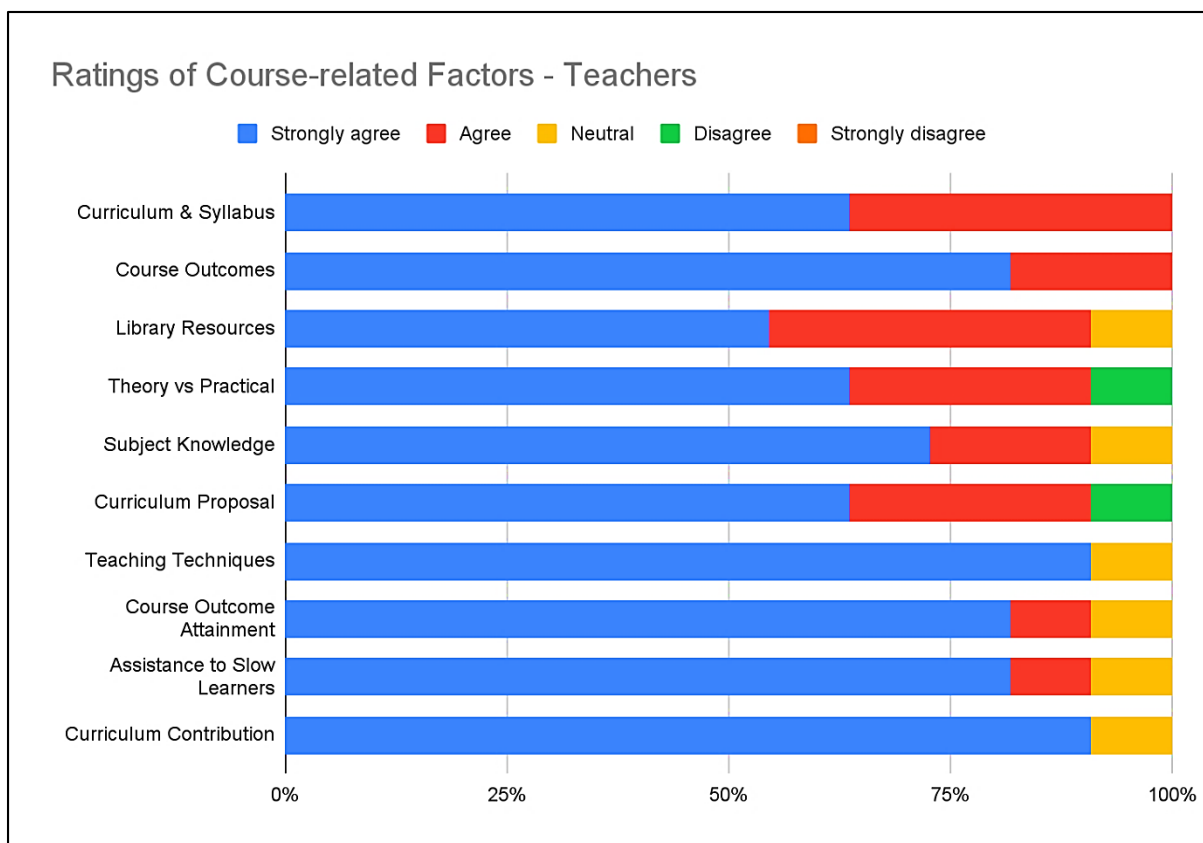
### FEEDBACK FROM TEACHERS (2022-23)

Kindly give your score for the following questions on curriculum

5 – Strongly agree, 4 – Agree, 3 – Neutral, 2 – Disagree, 1 – Strongly disagree



The above diagramme indicated that,the position of Adhyapak Sahayak accounts for approximately 27.27% of the total positions, Assistant Professor also holds a similar proportion with around 27.27%, Associate Professor represents approximately 36.36% of the positions, and Physical Instructor holds a relatively smaller portion with around 9.09% of the available positions.



### 1. Curriculum and syllabus are based on student needs.

The curriculum and syllabus were centred on student needs, according to 70% of respondents. This indicates strong satisfaction and agreement among respondents that the course's content and structure were planned with student needs and preferences in mind.

Only 40% of respondents agreed. Although this proportion is lower than the preceding group, it still reflects a positive sentiment and agreement that the curriculum and syllabus were aligned with the needs of the students. No respondents selected the indifferent, disagree, or strongly disagree categories, indicating that the curriculum and syllabus were student-centered.

Overall, respondents neutral, disagree, or strongly disagree options, suggesting that there were no mixed or negative opinions regarding the student-centric nature of the curriculum and syllabus.

### 2. The course outcomes are clearly specified.

Regarding the statement about the clarity of course outcomes, an overwhelming majority of respondents, 90%, strongly agreed that the course outcomes were clearly specified. This indicates a high level of satisfaction and agreement among the respondents that the expected learning outcomes of the course were well-defined and communicated effectively.

A smaller proportion of respondents, 20%, agreed with the statement. While this percentage is comparatively lower, it still reflects a positive sentiment and agreement that the course outcomes were adequately articulated.

No respondents selected the neutral, disagree, or strongly disagree options, suggesting that there were no mixed or negative opinions regarding the clarity of course outcomes.

The strong consensus among the respondents underscores the effectiveness of the course in providing clear and well-defined learning objectives. This clarity enables students to understand what they are expected to achieve and guides their learning efforts accordingly. It also assists instructors in designing appropriate instructional strategies and assessments to ensure that the desired learning outcomes are met. Overall, the high percentage of strong agreement indicates that the course outcomes were effectively communicated and provided a clear framework for the learning journey of the students.

### **3. Sufficient collection of relevant reading materials and digital resources are accessible via the Library.**

Regarding the statement about the accessibility of relevant reading materials and digital resources via the Library, 60% of the respondents strongly agreed that there is a sufficient collection available. This indicates a majority of respondents who are highly satisfied with the variety and abundance of reading materials and digital resources accessible through the Library. Their strong agreement suggests that they find the collection to be comprehensive and suitable for their learning needs.

Additionally, 40% of the respondents agreed that the Library provides a sufficient collection. While this percentage is lower than the previous category, it still indicates a positive sentiment and agreement that the Library's resources meet their requirements to a satisfactory extent.

A small proportion of respondents, 10%, chose the neutral option, implying that they neither strongly agree nor disagree with the statement. This may suggest a lack of a clear opinion or that they are uncertain about the adequacy of the Library's collection.

Overall, the majority of respondents expressed positive sentiments, indicating that they believe the Library offers a sufficient collection of reading materials and digital resources. This suggests that the institution has taken effective measures to curate and provide resources that support the academic needs of the students, promoting a conducive learning environment.

### **4. The course is balanced between theoretical and practical aspects.**

70% of respondents strongly agreed with the statement that the course's academic and practical components were appropriately balanced. This is a significant percentage who strongly agreed with the statement. This demonstrates the respondents' high degree of satisfaction and agreement that the course successfully combines both theoretical concepts and practical applications, resulting in a well-rounded learning experience.

Only 30% of respondents said they agreed with the statement. Even though this proportion is somewhat smaller, it nonetheless shows support for the course's satisfactory balancing of theoretical and practical components. 10% of respondents, a relatively modest number, disagreed with the assertion. This shows a minority viewpoint that the theoretical and practical components of the course may not be well balanced, suggesting a potential need for modifications or revisions in order to achieve a better equilibrium.

Overall, the findings show that respondents generally agree that the course successfully maintains a balance between academic concepts and real-world applications. This harmony is essential for allowing students to gain a thorough comprehension of the material while simultaneously developing the skills and competences required for application in the real world.

#### **5. The course's curriculum expanded my knowledge and understanding of the subject matter.**

A significant majority of respondents, 80%, strongly agreed that the course's curriculum indeed enhanced their knowledge and understanding. This indicates a high level of satisfaction and agreement among the respondents that the curriculum effectively contributed to their professional development by deepening their understanding and expanding their expertise in the subject matter.

A smaller proportion of respondents, 20%, agreed with the statement. While this percentage is relatively lower, it still reflects a positive sentiment and agreement that the course's curriculum played a role in broadening their knowledge and understanding of the subject matter.

Overall, the strong majority of respondents expressing agreement or strong agreement signifies that the course's curriculum was successful in enriching the knowledge and understanding of the subject matter for the teacher. This indicates that the course content, instructional strategies, and learning materials were effective in facilitating the professional growth and expertise of the participants, thereby contributing positively to their teaching abilities and overall competence in the subject area.

#### **6. I am permitted to propose, change, suggest, and add new topics to the curriculum using the appropriate forum.**

70% of respondents strongly agreed that they are permitted to propose, modify, suggest, and add new curriculum topics using the appropriate forum. This indicates that respondents have a high level of satisfaction and agreement that they have the freedom and opportunity to contribute to the curriculum development process by proposing, suggesting, and introducing new course-related topics, though they don't suggest much may be as undergraduates.

30% of respondents were in agreement with the statement. Although this percentage is relatively low, it still reflects a positive attitude and agreement that they have been granted permission and a forum to take part in curriculum discussions and provide their insights and suggestions.

10% of respondents expressed disagreement with the statement. This suggests a minority view that teachers may not feel fully permitted or encouraged to propose or alter topics during the curriculum development process.

The majority of respondents agree that they have been permitted and encouraged to actively participate in curriculum development by proposing, modifying, suggesting, and adding new topics. This approach empowers teachers by recognising their expertise and insights to the changing requirements of both students and the subject matter.

### **7. I have the freedom to modify new teaching techniques/educational tools/strategies.**

Regarding the statement about teachers having the freedom to modify new teaching techniques, educational tools, and strategies, a unanimous consensus was reached among the respondents. All of them, representing 100%, strongly agreed that they have the freedom to modify and incorporate new teaching techniques, educational tools, and strategies into their instructional practices.

Furthermore, a smaller proportion of respondents, 30%, agreed with the statement. Although this percentage is relatively lower, it still indicates a positive sentiment and **agreement that** they have some degree of freedom to adapt and modify their teaching techniques and utilize new educational tools and strategies.

A small percentage(10%), selected the neutral option, implying that they neither strongly agreed nor disagreed with the statement.

Overall, the results highlight a strong consensus among the respondents that they enjoy the freedom to modify and experiment with new teaching techniques, educational tools, and strategies. The unanimous agreement signifies a supportive and progressive educational environment that values teachers' autonomy and encourages innovative teaching practices.

### **8. I can reach the minimal expected level of course outcome attainment for my class.**

Regarding the statement that teachers can achieve the minimal expected level of course outcome attainment for their class, 90% of respondents firmly agreed that they can achieve the minimal expected level of course outcome attainment. This demonstrates a high level of confidence and accord among respondents that they are able to ensure that their students meet the course's minimum expected learning outcomes.

10% of respondents chose the neutral option indicated that they has some conflicting opinions regarding their ability to achieve the minimum level of course outcome attainment expected.

The high level of strong agreement demonstrates the instructors' dedication to the success of their students and their skill in facilitating effective learning experiences.

### **9. I have taken adequate measures to provide assistance to slow learners**

Regarding the statement about teachers taking adequate measures to provide assistance to slow learners, a significant majority of respondents, 90%, strongly agreed that teachers have indeed taken adequate measures to support slow learners. This indicates a high level of satisfaction and agreement among the respondents that teachers have implemented effective strategies and interventions to assist students who require additional support in their learning process.

Very few( 10%) believed to stay neutral with the statement. Overall, the results demonstrate a general consensus among the respondents that teachers have made sufficient efforts to support slow learners.

#### **10. I have contributed to the formulation of the curriculum and/or syllabus.**

Regarding the statement about the curriculum contribution of the teacher, the respondents unanimously expressed strong agreement, with 100% of them indicating that teachers make valuable contributions to the curriculum.

10% chose the neutral option, suggesting that they neither strongly agreed nor disagreed with the statement regarding the extent and impact of teacher contributions to the curriculum.

Overall, the teachers actively contribute their expertise, insights, and experiences to shape the curriculum, ensuring that it aligns with the needs of the students and the goals of the educational institution.