

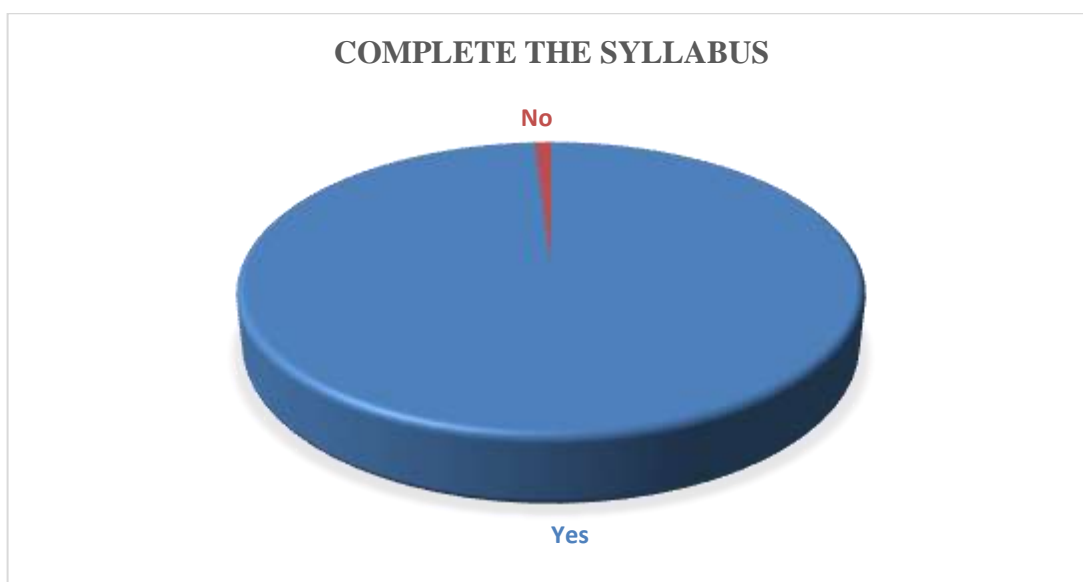
FACULTY FEEDBACK 2020-21

Descriptive Statistics							
	N	Minimum	Maximum	Mean		Std. Deviation	Variance
	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic	Statistic
1. Are you able to complete the syllabus in the allotted time?	101	0	1	.99	.010	.100	.010
2. Does the syllabus has good balance between theory and application?	101	0	1	.81	.039	.393	.154
3. Are the prime objectives addressed effectively in each unit?	101	0	1	.96	.020	.196	.038
4. Are you able to find high quality resources for the syllabus?	101	0	1	.92	.027	.271	.074
5. Did you find recently published books that would serve better for study? If "Yes" cite them.	101	0	1	.70	.046	.459	.211
6. Are the books for study appropriate for the present year students' level?	101	0	1	.92	.027	.271	.074
7. Does the library has sufficient number of prescribed books?	101	0	1	.85	.036	.357	.128
8. Does the course(s) curriculum intellectually stimulate you in teaching?	101	0	1	.97	.017	.171	.029
9. Do you have freedom to propose, modify, suggest and incorporate new topics in the syllabus?	101	0	1	.25	.043	.434	.188
Valid N (listwise)	101						

1. Are you able to complete the syllabus in the allotted time?

	Frequency	Percent	Valid Percent	Cumulative Percent
No	1	1.0	1.0	1.0
Yes	100	99.0	99.0	100.0
Total	101	100.0	100.0	

The faculty's feedback shows a majority of 99.0% of members are able to complete the syllabus within the allotted time, indicating that the syllabus design and time are well-aligned with faculty capabilities and the academic calendar. However, a small minority (1.0%) struggles with the task, suggesting occasional challenges needing to be addressed to ensure 100% efficiency.

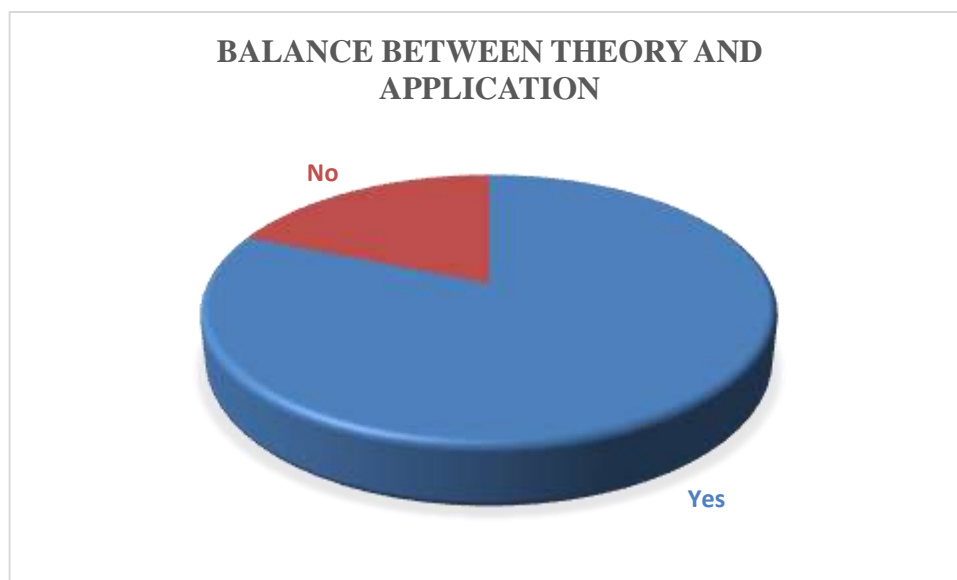


2. Does the syllabus has good balance between theory and application?

	Frequency	Percent	Valid Percent	Cumulative Percent
No	19	18.8	18.8	18.8
Yes	82	81.2	81.2	100.0
Total	101	100.0	100.0	

The majority of faculty members (81.2%) believe the syllabus has a good balance between theory and application, with 82 out of 101 members believing it does so. However, 18.8% of faculty members feel it doesn't achieve a good balance. This suggests that the syllabus design effectively integrates theoretical knowledge and practical application, ensuring a

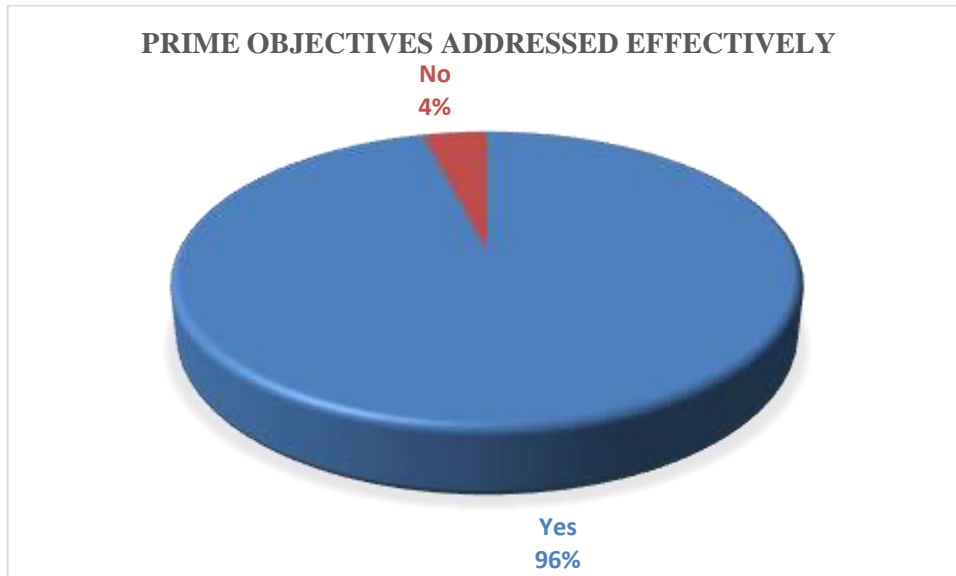
comprehensive learning experience. However, 18.8% of faculty members disagree, suggesting areas for improvement.



3. Are the prime objectives addressed effectively in each unit?

	Frequency	Percent	Valid Percent	Cumulative Percent
No	4	4.0	4.0	4.0
Yes	97	96.0	96.0	100.0
Total	101	100.0	100.0	

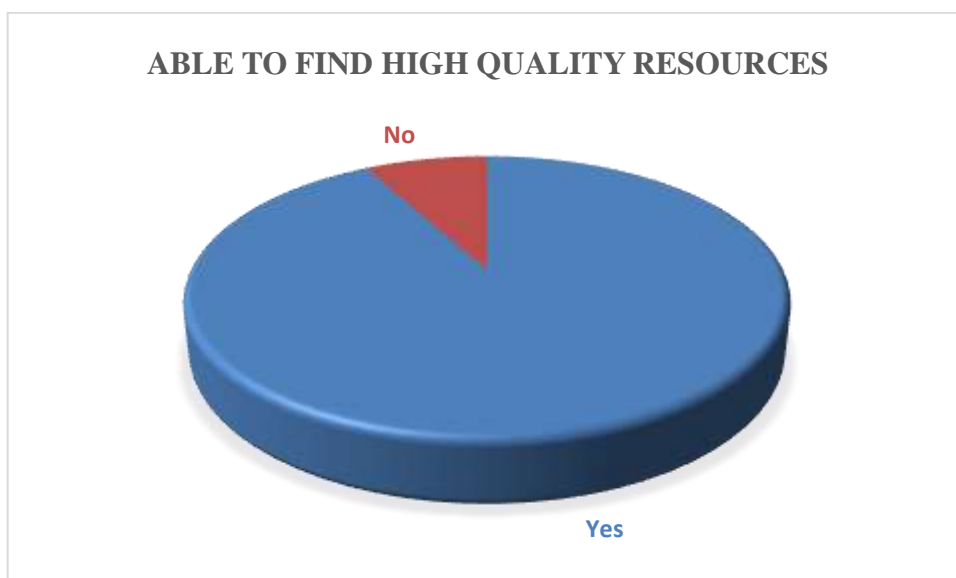
The faculty feedback shows a strong consensus on the effectiveness of addressing prime objectives in each unit of the syllabus. A majority of 96.0% of faculty members believe these objectives are addressed effectively, while a small segment of 4.0% feels they are not. This suggests that the syllabus is well-structured and designed to meet educational goals. However, a small portion of faculty members disagree, suggesting areas for improvement.



4. Are you able to find high quality resources for the syllabus?

	Frequency	Percent	Valid Percent	Cumulative Percent
No	8	7.9	7.9	7.9
Yes	93	92.1	92.1	100.0
Total	101	100.0	100.0	

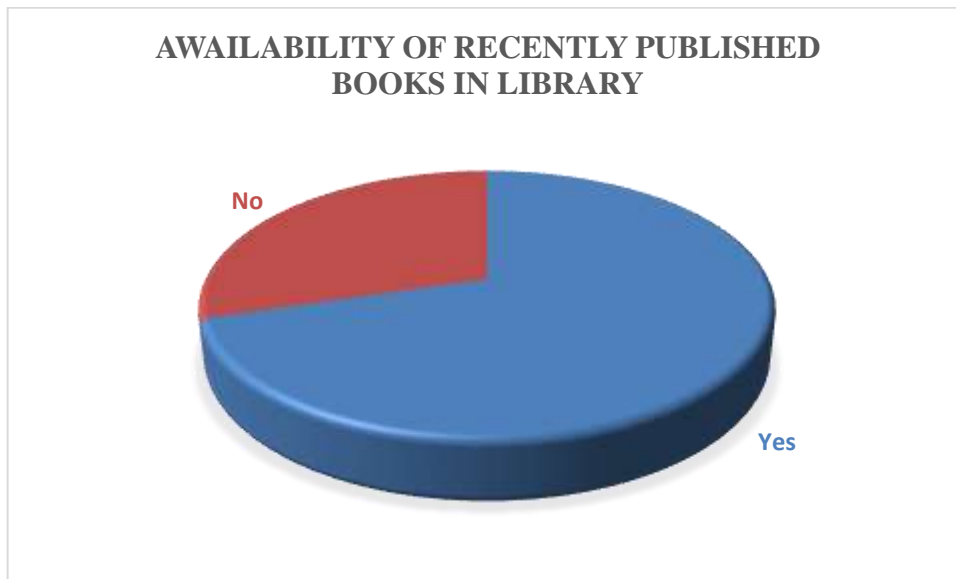
The faculty's feedback shows a strong majority opinion that they can find high-quality resources for the syllabus. 92.1% of faculty members believe they can find these resources, while 7.9% feel they cannot. The majority of affirmative responses are 100%, indicating that all faculty members can find high-quality resources. However, a small segment of faculty members, 8.9%, feel they cannot find high-quality resources. The majority of faculty members feel confident in their ability to find these resources, indicating they have sufficient access to support their teaching and meet curriculum needs.



5. Did you find recently published books that would serve better for study? If ``Yes`` cite them.

	Frequency	Percent	Valid Percent	Cumulative Percent
No	30	29.7	29.7	29.7
Yes	71	70.3	70.3	100.0
Total	101	100.0	100.0	

The majority of faculty members (70.3%) find recently published books suitable for study, indicating a proactive approach. However, 29.7% have not found suitable books, possibly due to lack of relevant publications, dissatisfaction with options, or need for more resources. To improve, further investigation into negative responses, collaboration, and regular updates on new publications and resources could help expand options and find suitable study materials.

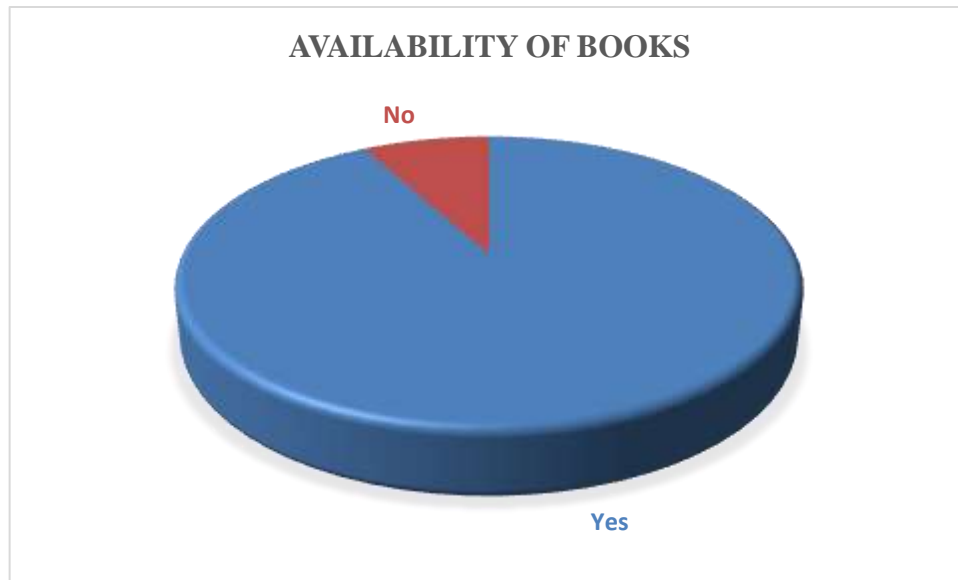


6. Are the books for study appropriate for the present year students' level?

	Frequency	Percent	Valid Percent	Cumulative Percent
No	8	7.9	7.9	7.9
Yes	93	92.1	92.1	100.0
Total	101	100.0	100.0	

The faculty's feedback shows a strong consensus on the appropriateness of books for current students' levels. A majority of 92.1% of faculty members believe the books are suitable, while a smaller segment, 7.9%, disagrees. The majority of faculty members find the books suitable,

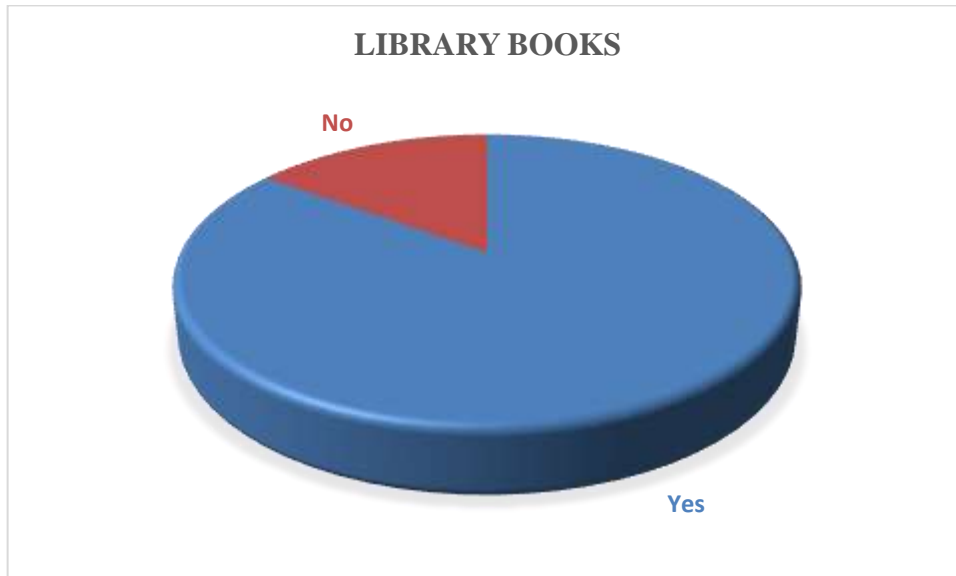
indicating that the selection aligns well with students' educational needs. However, a small portion of faculty members disagree, suggesting areas for improvement in book or subject appropriateness.



7. Does the library has sufficient number of prescribed books?

	Frequency	Percent	Valid Percent	Cumulative Percent
No	15	14.9	14.9	14.9
Yes	86	85.1	85.1	100.0
Total	101	100.0	100.0	

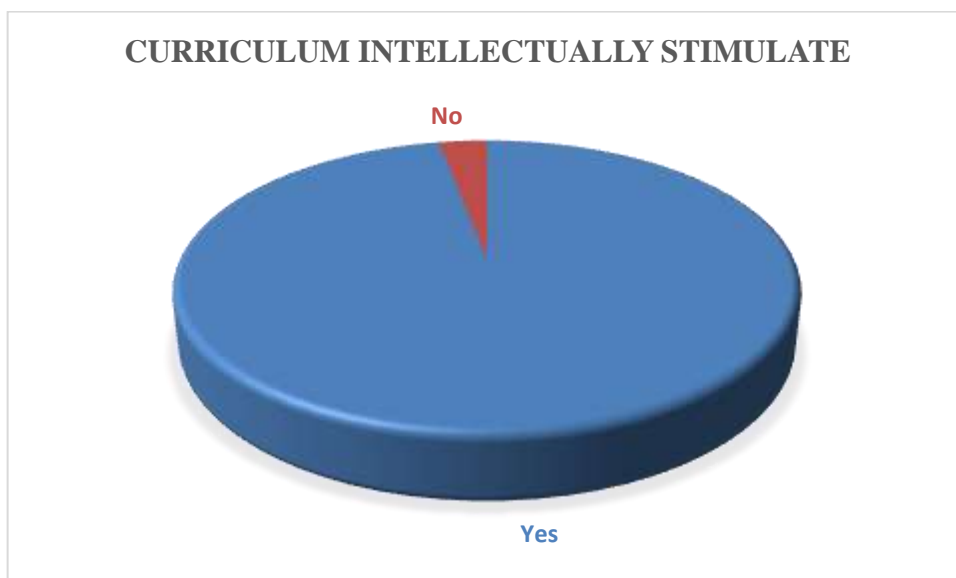
The majority of faculty members (85.1%) believe the library has a sufficient number of prescribed books, indicating it is well-equipped to meet students' academic needs. However, 14.9% of faculty members disagree, suggesting there may be areas for improvement in the library's collection. The majority of faculty members believe the library has enough books to meet students' academic needs.



8. Does the course(s) curriculum intellectually stimulate you in teaching?

	Frequency	Percent	Valid Percent	Cumulative Percent
No	3	3.0	3.0	3.0
Yes	98	97.0	97.0	100.0
Total	101	100.0	100.0	

The course curriculum is highly regarded by faculty members, with 97.0% describing it as stimulating, with only a small percentage (3 out of 101) expressing a negative view. This suggests that the curriculum is thoughtfully designed to enhance teaching effectiveness and positively impact student learning outcomes.



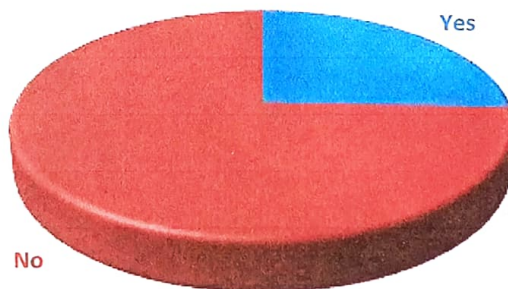
9. Do you have freedom to propose, modify, suggest and incorporate new topics in the

syllabus?

	Frequency	Percent	Valid Percent	Cumulative Percent
No	76	75.2	75.2	75.2
Yes	25	24.8	24.8	100.0
Total	101	100.0	100.0	

A significant proportion of faculty members, accounting for 75.2%, perceive a constraint in their ability to adapt the syllabus, expressing a lack of freedom to introduce new topics. This observation hints at a potential inflexibility within the existing system, which could impede academic innovation and hinder the faculty's capacity to respond promptly to emerging trends across diverse fields. Conversely, only 24.8% of faculty members feel adequately empowered with the necessary freedom to modify the syllabus.

FREEDOM TO PROPOSE, MODIFY, SUGGEST NEW TOPICS IN THE SYLLABUS




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