

FACULTY FEEDBACK 2021-22

Descriptive Statistics							
	N	Min imu m	Max imu m	Mean		Std. Devi atio n	Vari ance
	Stati stic	Stati stic	Stati stic	Stati stic	Std. Err or	Stati stic	Stati stic
1. Are you able to complete the syllabus in the allotted time?	48	1	1	1.00	.000	.000	.000
2. Does the syllabus has good balance between theory and application?	48	0	1	.85	.051	.357	.127
3. Are the prime objectives addressed effectively in each unit?	48	0	1	.94	.035	.245	.060
4. Are you able to find high quality resources for the syllabus?	48	0	1	.94	.035	.245	.060
5. Did you find recently published books that would serve better for study? If ``Yes`` cite them.	48	0	1	.73	.065	.449	.202
6. Are the books for study appropriate for the present year students' level?	48	0	1	.90	.045	.309	.095
7. Does the library has sufficient number of prescribed books?	48	0	1	.92	.040	.279	.078

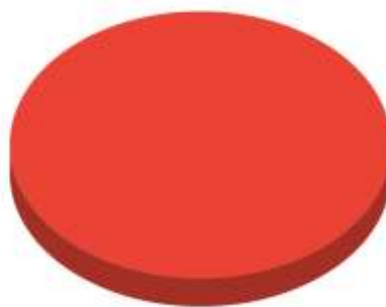
8. Does the course(s) curriculum intellectually stimulate you in teaching?	48	0	1	.98	.021	.144	.021
9. Do you have freedom to propose, modify, suggest and incorporate new topics in the syllabus?	48	0	1	.29	.066	.459	.211
Valid N (listwise)	48						

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

	Frequency	Percent	Valid Percent	Cumulative Percent
No	0	0.0	0.0	0.0
Yes	48	100.0	100.0	100.0
Total	48	100.0	100.0	

The survey results show a high level of preparedness and confidence among respondents, with 100% expressing confidence in completing the syllabus on time. No concerns or indications of difficulties were found in meeting the syllabus deadlines.

Frequency and Percent

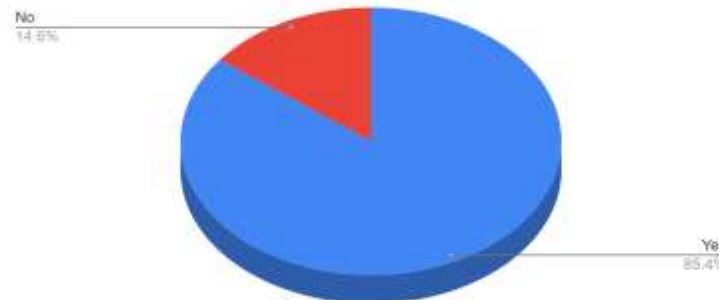


2. Does the syllabus has good balance between theory and application?

	Frequency	Percent	Valid Percent	Cumulative Percent
Yes	41	85.4	85.4	100.0
No	7	14.6	14.6	14.6
Total	48	100.0	100.0	

The majority of respondents (85.4%) believe the syllabus balances theory and application well, but a smaller group (14.6%) feels it's not adequate. This feedback could help refine the curriculum to meet the needs of all students, as a small but significant portion of respondents feel this is necessary.

Frequency and Percent

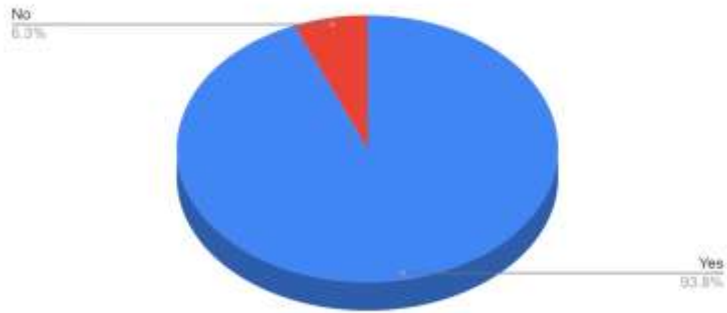


3. Are the prime objectives addressed effectively in each unit?

	Frequency	Percent	Valid Percent	Cumulative Percent
Yes	45	93.8	93.8	100.0
No	3	6.3	6.3	6.3
Total	48	100.0	100.0	

The data shows that the prime objectives are being effectively addressed in each unit, with a high percentage of respondents (93.8%) stating "yes" and only 6.3% feeling the objectives are not being effectively addressed, indicating high effectiveness.

Frequency and Percent

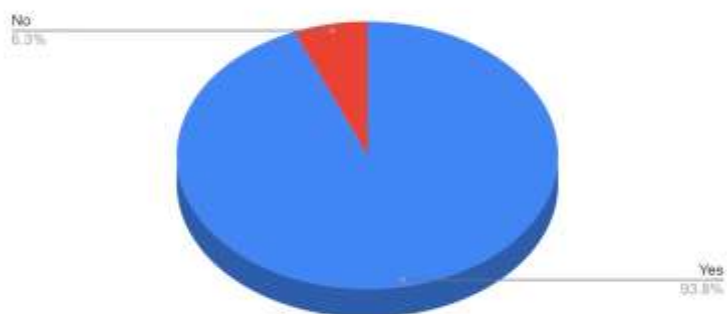


4. **Are you able to find high quality resources for the syllabus?**

	Frequency	Percent	Valid Percent	Cumulative Percent
Yes	45	93.8	93.8	100.0
No	3	6.3	6.3	6.3
Total	48	100.0	100.0	

The majority of respondents (93.8%) believe high-quality syllabus resources are readily available, with only a small minority (6.3%) experiencing difficulties. This indicates that current methods for acquiring resources are effective and meet the majority's needs.

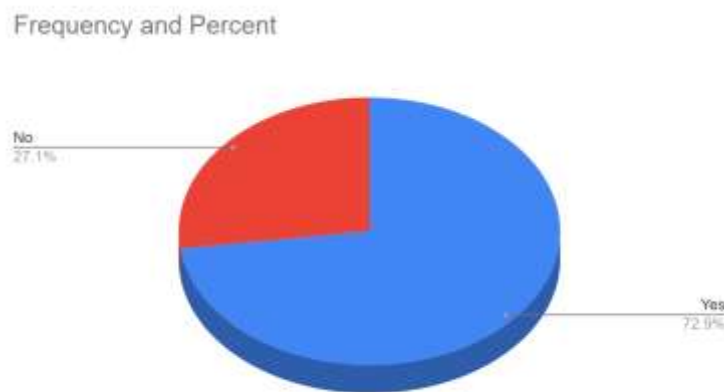
Frequency and Percent



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

	Frequency	Percent	Valid Percent	Cumulative Percent
Yes	35	72.9	72.9	100.0
No	13	27.1	27.1	27.1
Total	48	100.0	100.0	

The majority of respondents (72.9%) found recently published books suitable for study, while only 27.1% have not, indicating a substantial availability of high-quality, recently published books for study purposes.

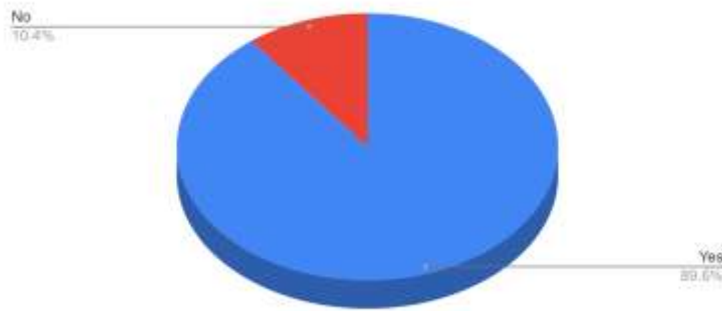


6. Are the books for study appropriate for the present year students' level?

	Frequency	Percent	Valid Percent	Cumulative Percent
Yes	43	89.6	89.6	100.0
No	5	10.4	10.4	10.4
Total	48	100.0	100.0	

The majority of respondents (89.6%) believe the study materials are suitable for the current year's students, with only 10.4% feeling unsuitable. This indicates that the curriculum and materials are aligned with students' academic requirements and comprehension levels. However, concerns from the minority should be considered to address any gaps in suitability, potentially through supplemental resources or differentiated instruction.

Frequency and Percent

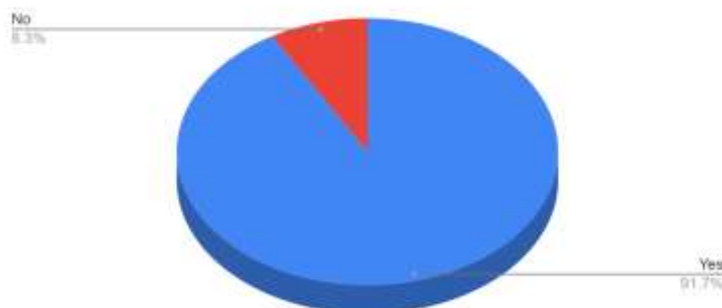


7. Does the library has sufficient number of prescribed books?

	Frequency	Percent	Valid Percent	Cumulative Percent
Yes	44	91.7	91.7	100.0
No	4	8.3	8.3	8.3
Total	48	100.0	100.0	

The majority of respondents (91.7%) believe the library has enough prescribed books, while a small minority (8.3%) feels it lacks adequate supply. This indicates effective resource management and meeting students' needs. However, the minority's concerns should be addressed, and periodic reviews of book availability, especially during peak times, could help ensure the library's supply remains satisfactory.

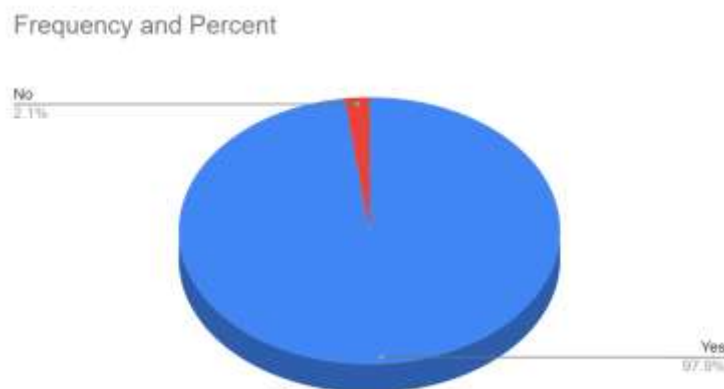
Frequency and Percent



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

	Frequency	Percent	Valid Percent	Cumulative Percent
Yes	47	97.9	97.9	100.0
No	1	2.1	2.1	2.1
Total	48	100.0	100.0	

The majority of respondents (97.9%) find the curriculum intellectually stimulating in teaching, with only 2.1% not finding it stimulating. This indicates that the curriculum is well-designed and effective in engaging and challenging educators' intellectual capabilities. The curriculum maintains high levels of interest and stimulation, crucial for effective teaching and positive student outcomes. However, the small minority's feedback should be explored to identify areas for improvement and ensure the curriculum continues to evolve and meet all educators' needs.

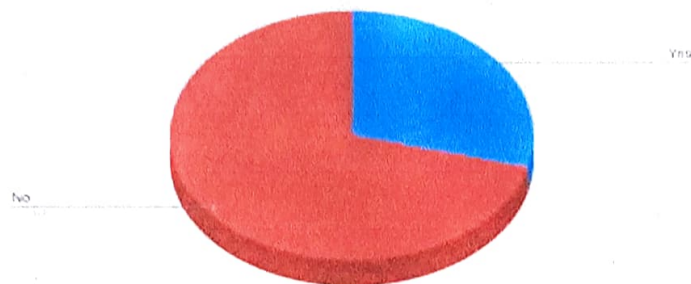


9. **Do you have freedom to propose, modify, suggest and incorporate new topics in the syllabus?**

	Frequency	Percent	Valid Percent	Cumulative Percent
Yes	14	29.2	29.2	100.0
No	34	70.8	70.8	70.8
Total	48	100.0	100.0	

The majority of respondents (70.8%) feel they lack the freedom to propose, modify, and incorporate new topics in their syllabus, indicating potential institutional or bureaucratic barriers limiting their ability to adapt and enhance the syllabus based on evolving educational needs and expertise. To address this issue, educational institutions should review their policies and processes regarding curriculum development, encouraging a more inclusive and flexible approach that benefits both educators and students. Engaging teachers in open dialogues about curriculum changes can foster ownership and innovative teaching practices.

Frequency and Percent




Assistant Professor,
Incharge of Principal
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