

## FACULTY FEEDBACK 2022-23

<b>Descriptive Statistics</b>							
	<b>N</b>	<b>Min imu m</b>	<b>Max imu m</b>	<b>Mean</b>		<b>Std. Devi atio n</b>	<b>Vari ance</b>
	<b>Stati stic</b>	<b>Stati stic</b>	<b>Stati stic</b>	<b>Stati stic</b>	<b>Std. Err or</b>	<b>Stati stic</b>	<b>Stati stic</b>
1. Are you able to complete the syllabus in the allotted time?	107	0	1	.88	.032	.328	.108
2. Does the syllabus has good balance between theory and application?	107	0	1	.77	.041	.425	.181
3. Are the prime objectives addressed effectively in each unit?	107	0	1	.85	.035	.358	.128
4. Are you able to find high quality resources for the syllabus?	107	0	1	.81	.038	.392	.153
5. Did you find recently published books that would serve better for study? If ``Yes'' cite them.	107	0	1	.50	.049	.502	.252
6. Are the books for study appropriate for the present year students' level?	107	0	1	.78	.041	.419	.176
7. Does the library has sufficient number of prescribed books?	107	0	1	.80	.039	.399	.159

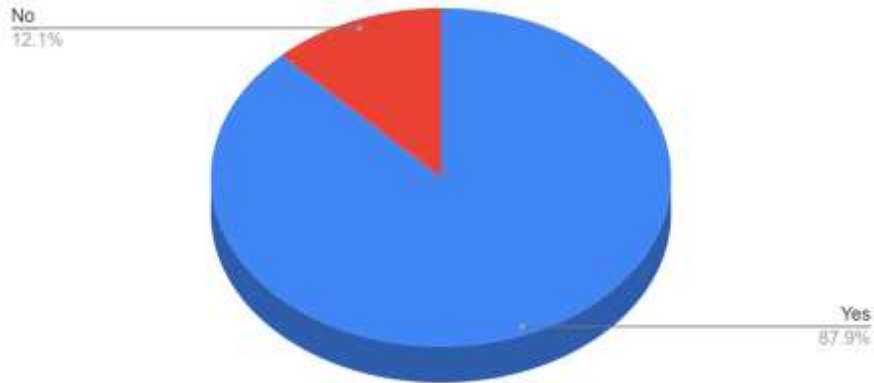
8. Does the course(s) curriculum intellectually stimulate you in teaching?	107	0	1	.79	.040	.413	.170
9. Do you have freedom to propose, modify, suggest and incorporate new topics in the syllabus?	107	0	1	.27	.043	.447	.199
<b>Valid N (listwise)</b>	107						

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

	Frequency	Percent	Valid Percent	Cumulative Percent
Yes	94	87.9	87.9	100.0
No	13	12.1	12.1	12.1
Total	107	100.0	100.0	

The majority of respondents (87.9%) can complete the syllabus within the allotted time, indicating that the syllabus is well-structured and manageable. However, 12.1% of respondents are unable to complete the syllabus, indicating potential challenges for educators due to factors like varying student learning paces, unexpected disruptions, or differing levels of course difficulty.

Frequency and Percent

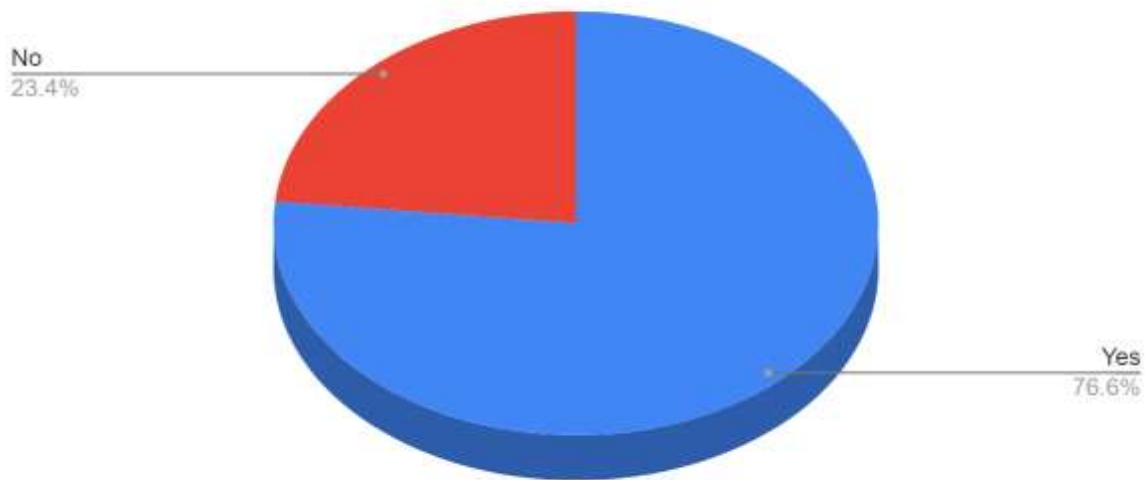


**2. Does the syllabus has good balance between theory and application?**

	Frequency	Percent	Valid Percent	Cumulative Percent
Yes	82	76.6	76.6	100.0
No	25	23.4	23.4	23.4
Total	107	100.0	100.0	

The majority of respondents (76.6%) believe the syllabus has a good balance between theory and application, while a smaller portion (23.4%) feels it doesn't. This balance is crucial for comprehensive learning, allowing students to understand fundamental principles and apply them in real-world scenarios. However, 23.4% of respondents feel the balance isn't adequate, suggesting areas for improvement in theory and application integration.

## Frequency and Percent

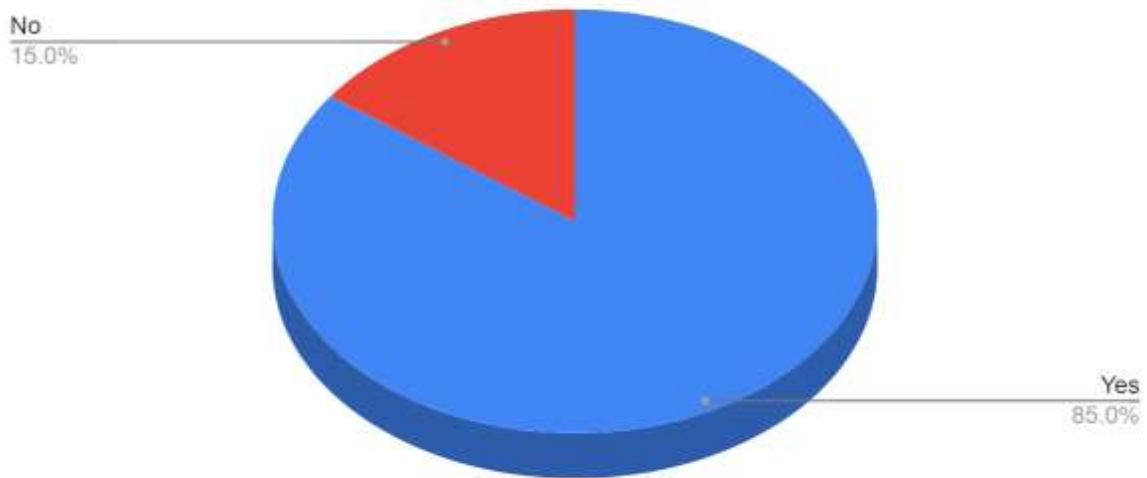


### 3. Are the prime objectives addressed effectively in each unit?

	Frequency	Percent	Valid Percent	Cumulative Percent
Yes	91	85.0	85.0	100.0
No	16	15.0	15.0	15.0
Total	107	100.0	100.0	

The majority of respondents (85.0%) believe the prime objectives are effectively addressed in each unit, indicating that the curriculum is largely successful in meeting its primary goals. However, 15.0% of respondents feel the objectives are not effectively addressed, indicating areas for improvement. These concerns may indicate specific units or aspects of the curriculum that need closer examination and adjustment.

## Frequency and Percent

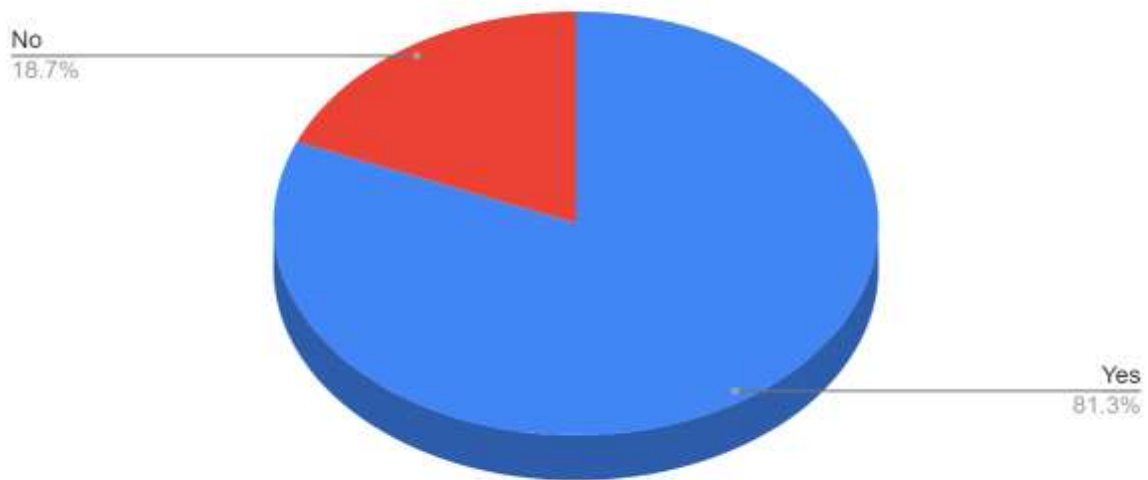


### 4. Are you able to find high quality resources for the syllabus?

	Frequency	Percent	Valid Percent	Cumulative Percent
Yes	87	81.3	81.3	100.0
No	20	18.7	18.7	18.7
Total	107	100.0	100.0	

The majority of respondents (81.3%) believe they can find high-quality resources for the syllabus, including textbooks, academic journals, and online articles. However, 18.7% feel they cannot access these resources. Addressing these challenges is crucial to ensure the availability of relevant and reliable materials, as there are ample resources available to support the syllabus.

## Frequency and Percent

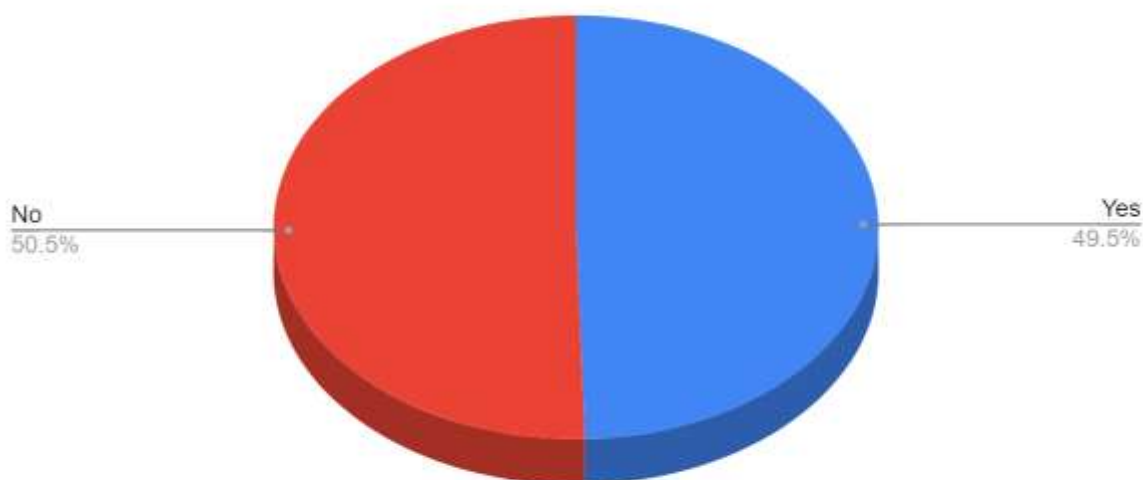


5. **Did you find recently published books that would serve better for study? If "Yes" cite them.**

	Frequency	Percent	Valid Percent	Cumulative Percent
Yes	53	49.5	49.5	100.0
No	54	50.5	50.5	50.5
Total	107	100.0	100.0	

The data shows that 49.5% of respondents have found recently published books for study, while 50.5% have not. To provide actionable information, specific titles from these books would be beneficial, but the dataset does not provide actual titles.

## Frequency and Percent

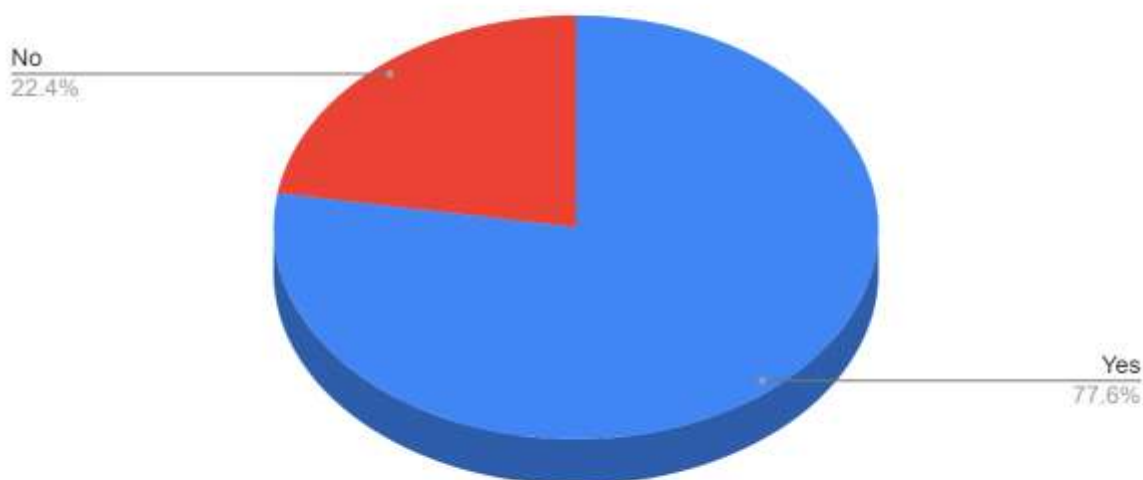


### 6. Are the books for study appropriate for the present year students' level?

	Frequency	Percent	Valid Percent	Cumulative Percent
Yes	83	77.6	77.6	100.0
No	24	22.4	22.4	22.4
Total	107	100.0	100.0	

The majority of respondents (77.6%) believe the books for study are suitable for current year students' levels, while a significant portion (22.4%) feel they are not. This indicates that the curriculum materials are aligned with intended learning outcomes and conducive to student success. However, the concerns raised by the minority should not be overlooked, as it is crucial to ensure the materials effectively meet the diverse needs of students.

## Frequency and Percent



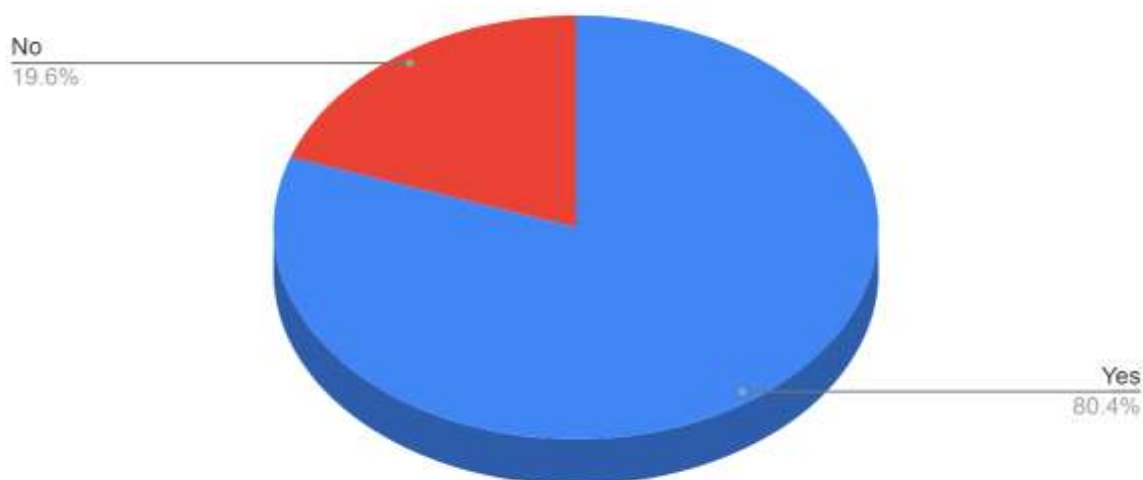
### 7. Does the library has sufficient number of prescribed books?

	Frequency	Percent	Valid Percent	Cumulative Percent
Yes	86	80.4	80.4	100.0
No	21	19.6	19.6	19.6
Total	107	100.0	100.0	

The majority of respondents (80.4%) believe the library has enough prescribed books to support students' learning and research needs. However, a significant portion (19.6%) feel the library lacks adequate supplies. This indicates that students have access to essential resources for their academic studies. Addressing the concerns of the minority is crucial to ensure students have access to a comprehensive range of resources to support their academic endeavors.



## Frequency and Percent

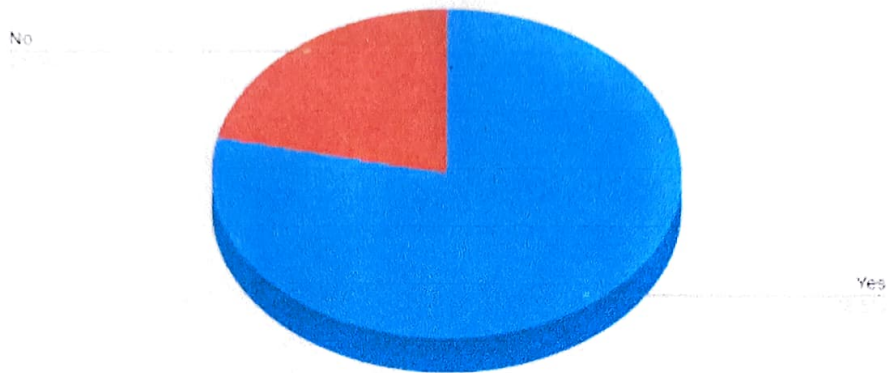


### 8. Does the course(s) curriculum intellectually stimulate you in teaching?

	Frequency	Percent	Valid Percent	Cumulative Percent
Yes	84	78.5	78.5	100.0
No	23	21.5	21.5	21.5
Total	107	100.0	100.0	

The majority of respondents (78.5%) believe the curriculum intellectually stimulates them in teaching, while 21.5% do not. This suggests the curriculum is engaging and stimulating, encouraging critical thinking and creativity. However, the concerns of the minority (21.5%) need to be addressed to identify areas where the curriculum may be lacking and explore ways to improve the overall teaching experience.

Frequency and Percent

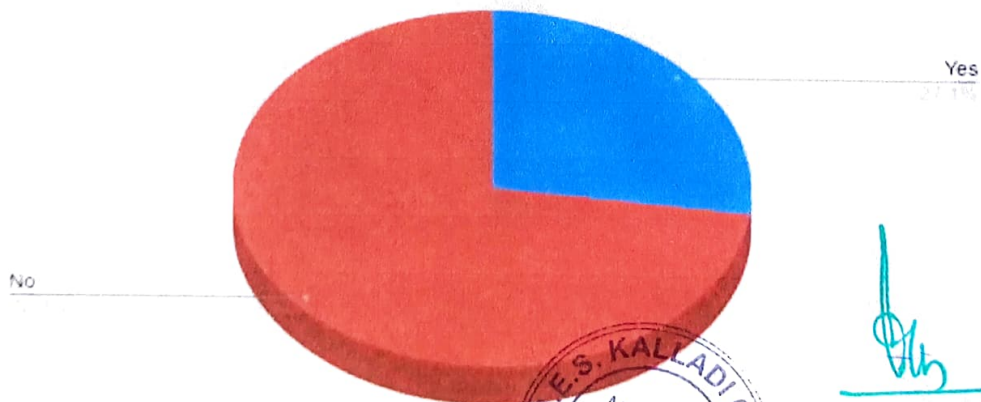


9. **Do you have freedom to propose, modify, suggest and incorporate new topics in the syllabus?**

	Frequency	Percent	Valid Percent	Cumulative Percent
Yes	29	27.1	27.1	100.0
No	78	72.9	72.9	72.9
Total	107	100.0	100.0	

The majority of respondents (72.9%) feel they lack the freedom to propose, modify, and incorporate new topics in their syllabus, while only 27.1%) feel they have this freedom. This raises concerns about academic freedom and flexibility in curriculum development, as institutional or bureaucratic barriers may limit this.

Frequency and Percent



*[Handwritten Signature]*

Assistant Professor  
Incharge of Principal  
M.E.S Kalladi College  
Mannarkkad