Rajeev Gandhi Govt. Post Graduate College, Ambikapur, C.G.
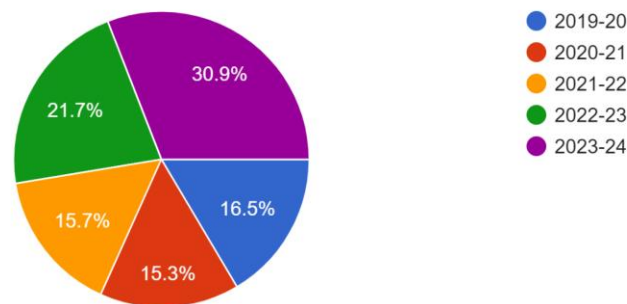
REPORT OF TEACHERS FEEDBACK

Teachers Feedback Questionnaire on Curricular Aspects

Session
249 responses

The survey question addressed in this report is part of the "Teachers Feedback Questionnaire on Curricular Aspects" conducted at Rajeev Gandhi Govt. PG College, Ambikapur (CG). The survey received a total of 249 responses. This report analyzes the distribution of these responses across different academic sessions to understand trends in teacher feedback over time.

Survey Results

The pie chart in the image illustrates the distribution of responses across four academic sessions: 2019-20, 2020-21, 2021-22, and 2022-23. The results are as follows:

- **2019-20**: 30.9% (represented in green)
- **2020-21**: 16.5% (represented in purple)
- **2021-22**: 21.7% (represented in orange)
- **2022-23**: 15.3% (represented in red)

Analysis

The data indicates that the highest percentage of feedback responses came from the 2019-20 academic session, with 30.9% of the total responses. This is followed by the 2021-22 session with 21.7%, the 2020-21 session with 16.5%, and the 2022-23 session with 15.3%.

The significant drop in feedback responses from 2019-20 to 2020-21 could be attributed to various factors, such as changes in the academic environment, the impact of the COVID-19 pandemic, or shifts in teacher engagement. The subsequent increase in 2021-22 suggests a

recovery or renewed interest in providing feedback. However, the slight decline in 2022-23 indicates that there may still be challenges in maintaining consistent feedback levels.
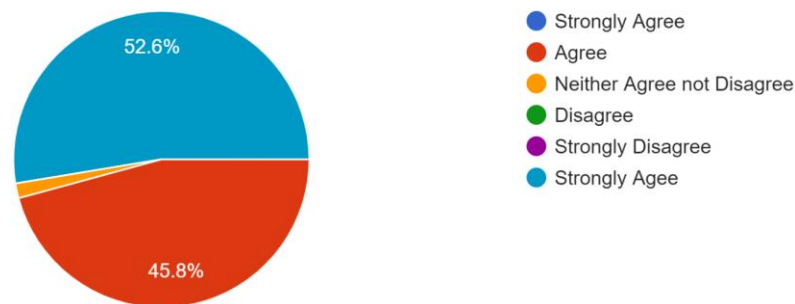
The survey results provide valuable insights into the trends in teacher feedback on curricular aspects over four academic sessions. The data highlights the importance of understanding and addressing the factors that influence teacher engagement in providing feedback.

Recommendations

1. **Investigate Factors Affecting Feedback**: Conduct further analysis to identify the reasons behind the fluctuations in feedback responses, particularly the significant drop in 2020-21 and the decline in 2022-23.
2. **Enhance Teacher Engagement**: Implement strategies to encourage consistent teacher participation in feedback surveys, such as providing incentives, simplifying the feedback process, and emphasizing the importance of their input.
3. **Monitor Trends**: Continuously monitor feedback trends to identify any emerging patterns or issues that need to be addressed promptly.

This report provides a comprehensive overview of the survey results, highlighting the trends in teacher feedback on curricular aspects and offering recommendations for further improvement.

1. Curriculum Revision & Relevant Curriculum revised and modified based on the trends and local
249 responses

Legend:
- Strongly Agree
- Agree
- Neither Agree not Disagree
- Disagree
- Strongly Disagree
- Strongly Agee

52.6%
45.8%

The survey question addressed in this report is: "Curriculum Revision & Relevant Curriculum revised and modified based on the trends and local needs." The survey received a total of 249 responses. This report analyzes the distribution of these responses to understand the perception of curriculum revision and its relevance among the respondents.

Survey Results

The pie chart in the image illustrates the distribution of responses across five categories: Strongly Agree, Agree, Neither Agree nor Disagree, Disagree, and Strongly Disagree. The results are as follows:

- **Strongly Agree**: 52.6% (represented in blue)
- **Agree**: 45.8% (represented in red)

- **Neither Agree nor Disagree**: A very small segment (grey)
- **Disagree**: A very small segment (yellow)
- **Strongly Disagree**: An extremely thin segment (green)

Analysis

The data indicates a highly positive reception towards the curriculum revision and its relevance based on trends and local needs. The majority of respondents, 52.6%, strongly agree that the curriculum is revised and modified appropriately. Additionally, 45.8% of respondents agree with this statement.

The minimal representation of neutral, disagree, and strongly disagree responses suggests that very few respondents are indifferent or dissatisfied with the curriculum revision process.

The survey results demonstrate a strong consensus among respondents that the institution effectively revises and modifies the curriculum based on current trends and local needs. This positive feedback highlights the institution's success in keeping the curriculum relevant and up-to-date.

Recommendations

1. **Maintain and Enhance Curriculum Relevance**: Continue to revise and modify the curriculum based on emerging trends and local needs to ensure it remains relevant and comprehensive.
2. **Address Minor Concerns**: Investigate the reasons behind the small percentage of neutral and negative responses to ensure that all stakeholders feel their needs are being met.
3. **Promote Transparency**: Increase transparency about the curriculum revision process to build trust and encourage more active participation from stakeholders.

This report provides a comprehensive overview of the survey results, highlighting the positive perception of curriculum revision and relevance among respondents and offering recommendations for further improvement.

2. Autonomy in curriculum Designing: Sufficient time and autonomy for framing and revision of syllabus are available.

249 responses
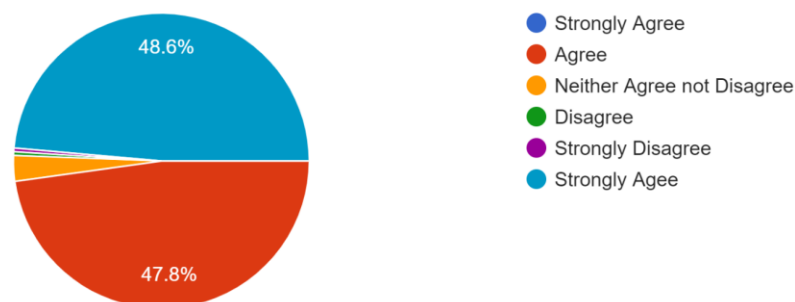
The survey question addressed in this report is: "Autonomy in curriculum designing: Sufficient time and autonomy for framing and revision of syllabus are available." The survey

received a total of 249 responses. This report analyzes the distribution of these responses to understand the perception of autonomy in curriculum designing among the respondents.

Survey Results

The pie chart in the image illustrates the distribution of responses across five categories: Strongly Agree, Agree, Neither Agree nor Disagree, Disagree, and Strongly Disagree. The results are as follows:

- **Agree**: 47.8% (represented in orange)
- **Strongly Agree**: 46.8% (represented in blue)
- **Neither Agree nor Disagree**: A very small segment (grey)
- **Disagree**: A very small segment (yellow)
- **Strongly Disagree**: Not visible

Analysis

The data indicates a highly positive reception towards the autonomy in curriculum designing. The majority of respondents, 47.8%, agree that there is sufficient time and autonomy for framing and revising the syllabus. Additionally, 46.8% of respondents strongly agree with this statement.

The minimal representation of neutral, disagree, and strongly disagree responses suggests that very few respondents are indifferent or dissatisfied with the autonomy provided in curriculum designing.
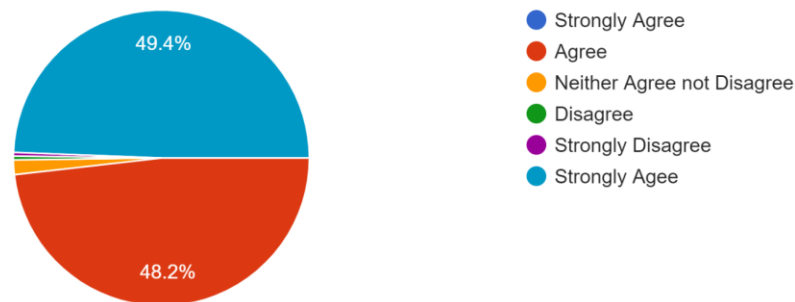
The survey results demonstrate a strong consensus among respondents that the institution provides adequate time and autonomy for framing and revising the syllabus. This positive feedback highlights the institution's success in empowering educators with the necessary autonomy to design and update the curriculum effectively.

Recommendations

1. **Maintain and Enhance Autonomy**: Continue to provide sufficient time and autonomy for educators to design and revise the curriculum, ensuring it remains relevant and comprehensive.
2. **Address Minor Concerns**: Investigate the reasons behind the small percentage of neutral and negative responses to ensure that all educators feel their autonomy needs are being met.
3. **Promote Transparency**: Increase transparency about the curriculum designing process to build trust and encourage more active participation from educators.

This report provides a comprehensive overview of the survey results, highlighting the positive perception of autonomy in curriculum designing among respondents and offering recommendations for further improvement.

3. Clarity of course objectives & outcome The curriculum is based on learning outcome and units are in alliance with programmed Outcome (PO) Pr...pecified Outcome (PSO) and Course Outcome (CO)
249 responses

- Strongly Agree
- Agree
- Neither Agree not Disagree
- Disagree
- Strongly Disagree
- Strongly Agee

49.4%

48.2%

The survey question addressed in this report is: "Clarity of course objectives & outcome: The curriculum is based on learning outcomes and units are in alliance with programmed Outcome (PO), perceived Outcome (PSO), and Course Outcome (CO)." The survey received a total of 249 responses. This report analyzes the distribution of these responses to understand the perception of the clarity of course objectives and outcomes among the respondents.

Survey Results

The pie chart in the image illustrates the distribution of responses across five categories: Strongly Agree, Agree, Neither Agree nor Disagree, Disagree, and Strongly Disagree. The results are as follows:

- **Agree**: 49.4% (represented in blue)
- **Strongly Agree**: 48.2% (represented in orange)
- **Neither Agree nor Disagree**: A very small segment (grey)
- **Disagree**: A very small segment (yellow)
- **Strongly Disagree**: An extremely thin segment (red)

Analysis

The data indicates a highly positive reception towards the clarity of course objectives and outcomes. The majority of respondents, 49.4%, agree that the curriculum is based on clear learning outcomes and units are aligned with programmed, perceived, and course outcomes. Additionally, 48.2% of respondents strongly agree with this statement.

The minimal representation of neutral, disagree, and strongly disagree responses suggests that very few respondents are indifferent or dissatisfied with the clarity of course objectives and outcomes.

The survey results demonstrate a strong consensus among respondents that the institution provides clear course objectives and outcomes that are well-aligned with programmed, perceived, and course outcomes. This positive feedback highlights the institution's success in ensuring that the curriculum is effectively designed to meet learning goals.

Recommendations

1. **Maintain and Enhance Clarity**: Continue to ensure that course objectives and outcomes are clearly defined and communicated to students, maintaining alignment with programmed, perceived, and course outcomes.
2. **Address Minor Concerns**: Investigate the reasons behind the small percentage of neutral and negative responses to ensure that all students feel confident in the clarity of their course objectives and outcomes.
3. **Promote Transparency**: Increase transparency about how course objectives and outcomes are developed and aligned to build trust and encourage more active participation from students and faculty.

This report provides a comprehensive overview of the survey results, highlighting the positive perception of the clarity of course objectives and outcomes among respondents and offering recommendations for further improvement.

4. Linkage to employability entrepreneurship skill development level of curriculum & incorporation of values the content incorporates coverage of theore...l aspects with employability and will development
249 responses
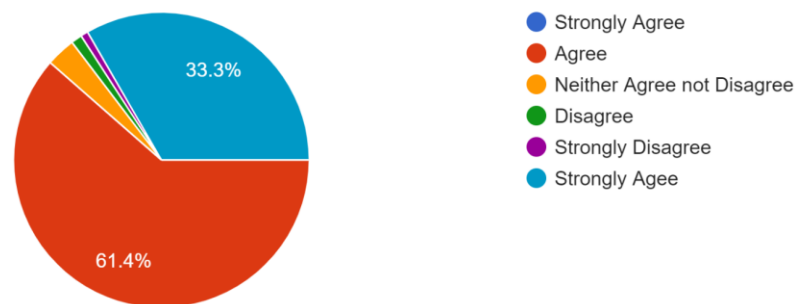
The survey question addressed in this report is: "Linkage to employability entrepreneurship skill development level of curriculum & incorporation of values the content incorporates coverage of theoretical aspects with employability and skill development." The survey received a total of 249 responses. This report analyzes the distribution of these responses to understand the perception of the curriculum's effectiveness in fostering employability and entrepreneurship skills among the respondents.

Survey Results

The pie chart in the image illustrates the distribution of responses across four categories: Strongly Agree, Agree, Neither Agree nor Disagree, and Disagree. The results are as follows:

- **Agree**: 61.4% (represented in red)
- **Strongly Agree**: 33.3% (represented in blue)
- **Neither Agree nor Disagree**: A small segment (yellow)
- **Disagree**: A very small segment (green)

There is no visible segment for 'Strongly Disagree,' indicating that none or very few respondents selected this option.

Analysis

The data indicates a highly positive reception towards the curriculum's linkage to employability and entrepreneurship skill development. The majority of respondents, 61.4%, agree that the curriculum effectively incorporates employability and entrepreneurship skills. Additionally, 33.3% of respondents strongly agree with this statement.

The minimal representation of neutral and negative responses suggests that very few respondents are indifferent or dissatisfied with the curriculum's effectiveness in this area.
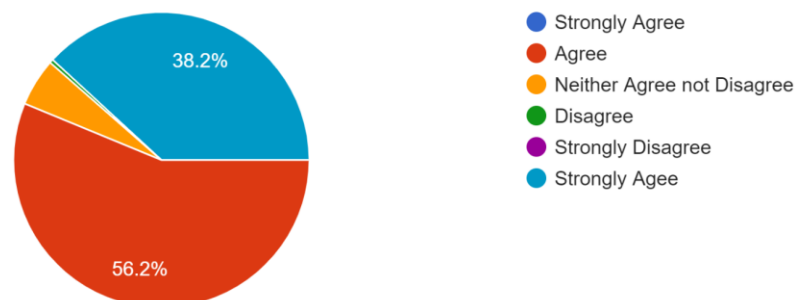
The survey results demonstrate a strong consensus among respondents that the institution's curriculum effectively incorporates employability and entrepreneurship skill development. This positive feedback highlights the institution's success in aligning its curriculum with the needs of the job market and fostering essential skills for students.

Recommendations

1. **Maintain and Enhance Curriculum Linkage**: Continue to ensure that the curriculum remains closely linked to employability and entrepreneurship skill development, incorporating relevant theoretical and practical aspects.
2. **Address Minor Concerns**: Investigate the reasons behind the small percentage of neutral and negative responses to ensure that all students feel confident in the curriculum's effectiveness.
3. **Promote Awareness**: Increase awareness among students about the employability and entrepreneurship skills embedded in the curriculum to ensure they can fully benefit from these opportunities.

This report provides a comprehensive overview of the survey results, highlighting the positive perception of the curriculum's linkage to employability and entrepreneurship skill development among respondents and offering recommendations for further improvement.

5. Inclusion of different levels and Methods. The syllabus includes different levels of learning based on bloom's taxonomy and the course contents are d...d through various teaching learning methodology
249 responses

Legend:
- Strongly Agree
- Agree
- Neither Agree not Disagree
- Disagree
- Strongly Disagree
- Strongly Agee

38.2%

56.2%

The survey question addressed in this report is: "Inclusion of different levels and methods: The syllabus includes different levels of learning based on Bloom's taxonomy and the course contents are delivered through various teaching-learning methodologies." The survey received a total of 249 responses. This report analyzes the distribution of these responses to understand the perception of the inclusion of different levels and methods in the syllabus among the respondents.

Survey Results

The pie chart in the image illustrates the distribution of responses across five categories: Strongly Agree, Agree, Neither Agree nor Disagree, Disagree, and Strongly Disagree. The results are as follows:

- **Strongly Agree**: 56.2% (represented in blue)
- **Agree**: 38.2% (represented in orange)
- **Neither Agree nor Disagree**: A very small segment (grey)
- **Disagree**: A very small segment (yellow)
- **Strongly Disagree**: Not visible

Analysis

The data indicates a highly positive reception towards the inclusion of different levels and methods in the syllabus. The majority of respondents, 56.2%, strongly agree that the syllabus includes different levels of learning based on Bloom's taxonomy and is delivered through various teaching-learning methodologies. Additionally, 38.2% of respondents agree with this statement.

The minimal representation of neutral, disagree, and strongly disagree responses suggests that very few respondents are indifferent or dissatisfied with the inclusion of different levels and methods in the syllabus.

The survey results demonstrate a strong consensus among respondents that the institution effectively includes different levels of learning and various teaching methodologies in the syllabus. This positive feedback highlights the institution's success in designing a comprehensive and effective curriculum.
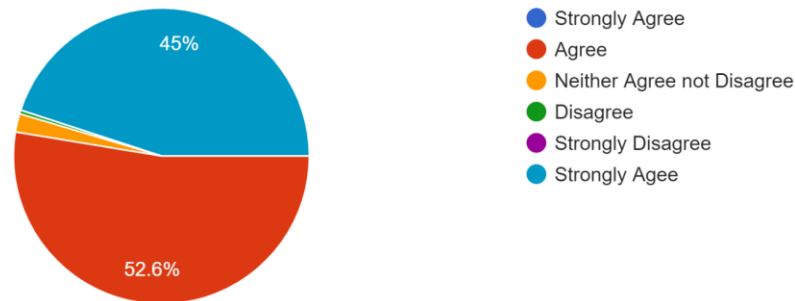
Recommendations

1. **Maintain and Enhance Methodological Diversity**: Continue to include different levels of learning based on Bloom's taxonomy and employ various teaching-learning methodologies to cater to diverse learning needs.
2. **Address Minor Concerns**: Investigate the reasons behind the small percentage of neutral and negative responses to ensure that all students feel confident in the effectiveness of the syllabus.
3. **Promote Awareness**: Increase awareness among students and faculty about the different levels of learning and teaching methodologies incorporated in the syllabus to ensure they can fully benefit from these approaches.

This report provides a comprehensive overview of the survey results, highlighting the positive perception of the inclusion of different levels and methods in the syllabus among respondents and offering recommendations for further improvement.

6. Integration of value and Life Skills Curriculum incorporates Social Moral, Gender, Environmental, Ethical values and other life skills.

249 responses

Legend:
- Strongly Agree
- Agree
- Neither Agree not Disagree
- Disagree
- Strongly Disagree
- Strongly Agee

The survey question addressed in this report is: "Integration of value and life skills: Curriculum incorporates social, moral, gender, environmental, ethical values, and other life skills." The survey received a total of 249 responses. This report analyzes the distribution of these responses to understand the perception of the integration of various values and life skills into the curriculum among the respondents.

Survey Results

The pie chart in the image illustrates the distribution of responses across five categories: Strongly Agree, Agree, Neither Agree nor Disagree, Disagree, and Strongly Disagree. The results are as follows:

- **Agree**: 52.6% (represented in blue)
- **Strongly Agree**: 45% (represented in red)
- **Neither Agree nor Disagree**: A very small segment (orange)
- **Disagree**: A very small segment (yellow)
- **Strongly Disagree**: An extremely thin segment (green)

Analysis

The data indicates a highly positive reception towards the integration of values and life skills in the curriculum. The majority of respondents, 52.6%, agree that the curriculum effectively incorporates social, moral, gender, environmental, and ethical values, along with other life skills. Additionally, 45% of respondents strongly agree with this statement.

The minimal representation of neutral, disagree, and strongly disagree responses suggests that very few respondents are indifferent or dissatisfied with the integration of these values and skills.

The survey results demonstrate a strong consensus among respondents that the institution effectively integrates various values and life skills into the curriculum. This positive feedback highlights the institution's success in fostering a holistic educational experience that goes beyond academic learning.

Recommendations

1. **Maintain and Enhance Value Integration**: Continue to ensure that the curriculum incorporates a wide range of values and life skills, promoting a well-rounded education.
2. **Address Minor Concerns**: Investigate the reasons behind the small percentage of neutral and negative responses to ensure that all students feel confident in the curriculum's effectiveness.
3. **Promote Awareness**: Increase awareness among students and faculty about the values and life skills embedded in the curriculum to ensure they can fully benefit from these educational aspects.

This report provides a comprehensive overview of the survey results, highlighting the positive perception of the integration of values and life skills in the curriculum among respondents and offering recommendations for further improvement.

7. Academic flexibility: Provision of elective course are available to Students & New courses introduced as per needs and includes advanced topics.

249 responses
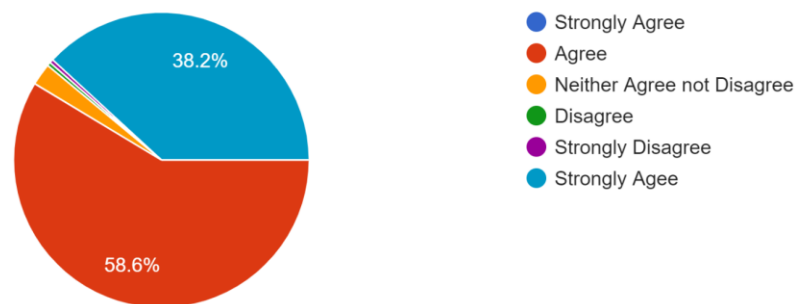
The pie chart in the image illustrates the distribution of responses across five categories: Strongly Agree, Agree, Neither Agree nor Disagree, Disagree, and Strongly Disagree. There is also an additional category labeled "Strongly Agee," which appears to be a typographical error for "Strongly Agree." The results are as follows:

- **Agree**: 58.6% (represented in red)
- **Strongly Agree**: 38.2% (represented in blue)
- **Neither Agree nor Disagree**: A very small segment (not visible)
- **Disagree**: A very small segment (not visible)
- **Strongly Disagree**: A very small segment (not visible)

Analysis

The data indicates a highly positive reception towards the academic flexibility provided by the institution. The majority of respondents, 58.6%, agree that there is sufficient provision of elective courses and the introduction of new courses as per needs, including advanced topics. Additionally, 38.2% of respondents strongly agree with this statement.

The minimal representation of neutral, disagree, and strongly disagree responses suggests that very few respondents are indifferent or dissatisfied with the academic flexibility offered.

The survey results demonstrate a strong consensus among respondents that the institution provides adequate academic flexibility through elective courses and the introduction of new, advanced topics. This positive feedback highlights the institution's success in meeting the academic needs and preferences of its students.
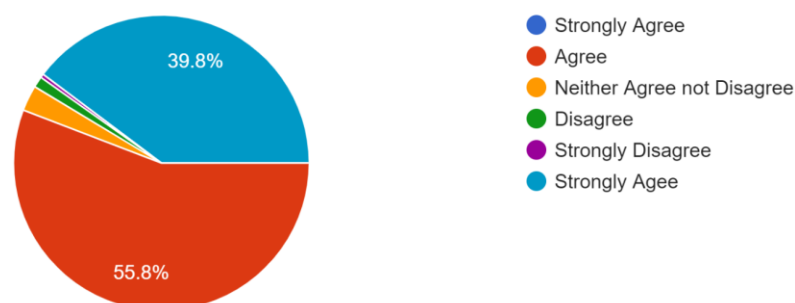
Recommendations

1. **Maintain and Enhance Flexibility**: Continue to offer a wide range of elective courses and introduce new courses based on emerging trends and student needs.
2. **Address Minor Concerns**: Investigate the reasons behind the small percentage of neutral and negative responses to ensure that all students feel their academic needs are being met.
3. **Promote Awareness**: Increase awareness among students about the available elective courses and new offerings to ensure they can make informed decisions about their academic paths.

This report provides a comprehensive overview of the survey results, highlighting the positive perception of academic flexibility among respondents and offering recommendations for further improvement.

8.Availability teaching resources. Necessary suggested references books are enlisted in the syllabus for further reading.

249 responses

- Strongly Agree
- Agree
- Neither Agree not Disagree
- Disagree
- Strongly Disagree
- Strongly Agee

39.8%

55.8%

The survey question addressed in this report is: "Availability of teaching resources. Necessary suggested reference books are enlisted in the syllabus for further reading." The survey received a total of 249 responses. This report analyzes the distribution of these responses to understand the perception of the availability of teaching resources among the respondents.

Survey Results

The pie chart in the image illustrates the distribution of responses across five categories: Strongly Agree, Agree, Neither Agree nor Disagree, Disagree, and Strongly Disagree. The results are as follows:

- **Agree**: 55.8% (represented in blue)
- **Strongly Agree**: 39.8% (represented in orange)
- **Neither Agree nor Disagree**: A very small segment (red)
- **Disagree**: A very small segment (green)
- **Strongly Disagree**: An extremely thin segment (purple)

Analysis

The data indicates a highly positive reception towards the availability of teaching resources and reference books listed in the syllabus. The majority of respondents, 55.8%, agree that the necessary suggested reference books are enlisted in the syllabus for further reading. Additionally, 39.8% of respondents strongly agree with this statement.

The minimal representation of neutral, disagree, and strongly disagree responses suggests that very few respondents are indifferent or dissatisfied with the availability of teaching resources.

The survey results demonstrate a strong consensus among respondents that the institution provides adequate teaching resources through the listing of necessary suggested reference books in the syllabus. This positive feedback highlights the institution's success in meeting the educational resource needs of its students.
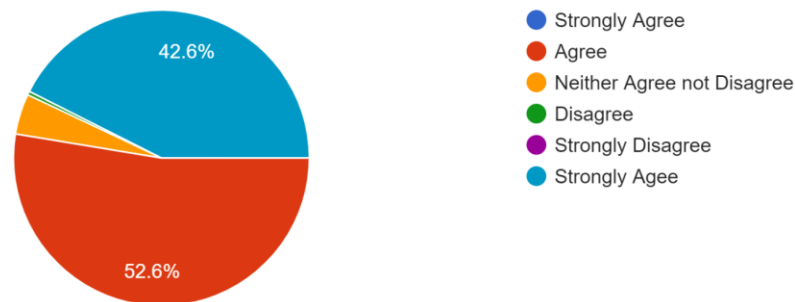
Recommendations

1. **Maintain and Enhance Resource Availability**: Continue to ensure that all necessary reference books are listed in the syllabus and are easily accessible to students.
2. **Address Minor Concerns**: Investigate the reasons behind the small percentage of neutral and negative responses to ensure that all students feel their educational resource needs are being met.
3. **Promote Awareness**: Increase awareness among students about the available reference books and other teaching resources to ensure they can make the most of these resources.

This report provides a comprehensive overview of the survey results, highlighting the positive perception of the availability of teaching resources among respondents and offering recommendations for further improvement.

9. Co Curricular and Extra Curricular Activities Curriculum is supplemented with actives focused on overall personality development.

249 responses

- Strongly Agree
- Agree
- Neither Agree not Disagree
- Disagree
- Strongly Disagree
- Strongly Agee

42.6%

52.6%

The survey question addressed in this report is: "Co-Curricular and Extra-Curricular Activities: Curriculum is supplemented with activities focused on overall personality development." The survey received a total of 249 responses. This report analyzes the distribution of these responses to understand the perception of the effectiveness of co-curricular and extra-curricular activities in personality development among the respondents.

Survey Results

The pie chart in the image illustrates the distribution of responses across four categories: Strongly Agree, Agree, Neither Agree nor Disagree, and Disagree. The results are as follows:

- **Strongly Agree**: 52.6% (represented in red)
- **Agree**: 42.6% (represented in blue)
- **Neither Agree nor Disagree**: A small segment (orange)
- **Disagree**: A very small segment (green)

There are no visible segments for 'Strongly Disagree' or 'Strongly Agee,' which might be a typographical error for 'Strongly Agree.'

Analysis

The data indicates a highly positive reception towards the co-curricular and extra-curricular activities provided by the institution. The majority of respondents, 52.6%, strongly agree that the curriculum is supplemented with activities focused on overall personality development. Additionally, 42.6% of respondents agree with this statement.

The minimal representation of neutral and negative responses suggests that very few respondents are indifferent or dissatisfied with the co-curricular and extra-curricular activities offered.

The survey results demonstrate a strong consensus among respondents that the institution effectively supplements its curriculum with co-curricular and extra-curricular activities aimed at overall personality development. This positive feedback highlights the institution's success in fostering a well-rounded educational experience for its students.

Recommendations

1. **Maintain and Enhance Activity Offerings**: Continue to offer a wide range of co-curricular and extra-curricular activities that contribute to overall personality development.
2. **Address Minor Concerns**: Investigate the reasons behind the small percentage of neutral and negative responses to ensure that all students feel their developmental needs are being met.
3. **Promote Awareness**: Increase awareness among students about the available co-curricular and extra-curricular activities to ensure they can make the most of these opportunities.

This report provides a comprehensive overview of the survey results, highlighting the positive perception of co-curricular and extra-curricular activities among respondents and offering recommendations for further improvement.

10. Inclusion of Stakeholders Suggestions from members of Board of Studies like Subject Experts, Industrial Alumni and Student members as incorporated in curriculum design and development.
249 responses
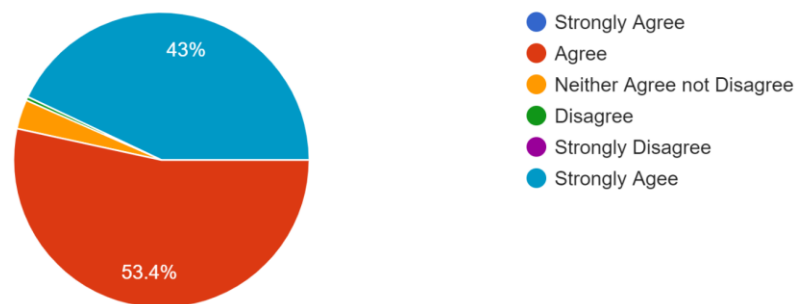
The survey question addressed in this report is: "Inclusion of Stakeholders' Suggestions from members of Board of Studies like Subject Experts, Industrial Alumni, and Student members as incorporated in curriculum design and development." The survey received a total of 249 responses. This report analyzes the distribution of these responses to understand the perception of the incorporation of stakeholders' suggestions in curriculum design among the respondents.

Survey Results

The pie chart in the image illustrates the distribution of responses across five categories: Strongly Agree, Agree, Neither Agree nor Disagree, Disagree, and Strongly Disagree. The results are as follows:

- **Agree**: 53.4% (represented in blue)
- **Strongly Agree**: 43% (represented in orange)
- **Neither Agree nor Disagree**: A small segment (grey)
- **Disagree**: A very small segment (red)
- **Strongly Disagree**: An extremely thin segment (green)

Analysis

The data indicates a highly positive reception towards the inclusion of stakeholders' suggestions in curriculum design and development. The majority of respondents, 53.4%, agree that suggestions from members of the Board of Studies, including subject experts, industrial alumni, and student members, are incorporated into the curriculum design. Additionally, 43% of respondents strongly agree with this statement.

The minimal representation of neutral, disagree, and strongly disagree responses suggests that very few respondents are indifferent or dissatisfied with the inclusion of stakeholders' suggestions.

The survey results demonstrate a strong consensus among respondents that the institution effectively incorporates stakeholders' suggestions into the curriculum design and development. This positive feedback highlights the institution's success in engaging with various stakeholders to enhance the curriculum.

Recommendations

1. **Maintain and Enhance Stakeholder Engagement**: Continue to actively involve subject experts, industrial alumni, and student members in the curriculum design process to ensure it remains relevant and comprehensive.
2. **Address Minor Concerns**: Investigate the reasons behind the small percentage of neutral and negative responses to ensure that all stakeholders feel their suggestions are valued and considered.
3. **Promote Transparency**: Increase transparency about how stakeholders' suggestions are incorporated into the curriculum to build trust and encourage more active participation.

This report provides a comprehensive overview of the survey results, highlighting the positive perception of the inclusion of stakeholders' suggestions in curriculum design among respondents and offering recommendations for further improvement.