

# **GURU NANAK COLLEGE (AUTONOMOUS)**

**Affiliated to University of Madras | Approved by AICTE**

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**Guru Nanak Salai, Velachery, Chennai 600042.**



## **TEACHERS' FEEDBACK REPORT**

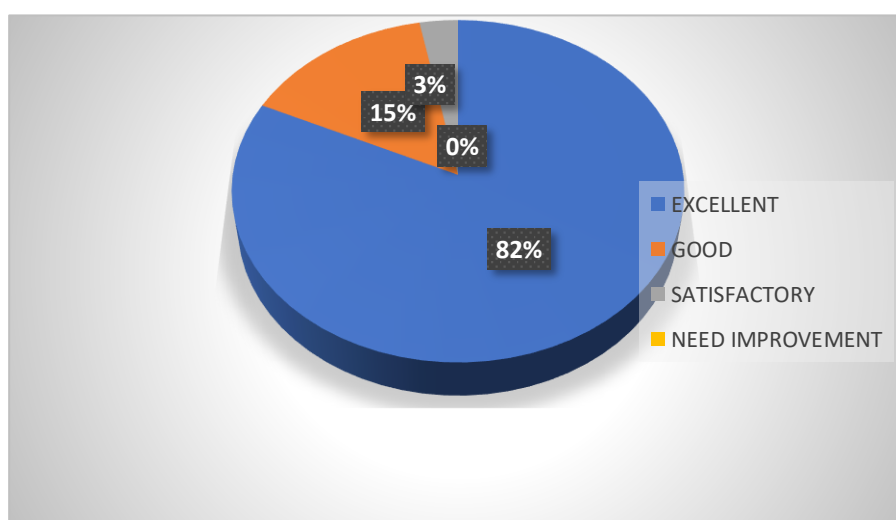
## **TEACHERS' FEEDBACK**

Employee were asked to register opinion on Relevance of curriculum to the Local, Regional, National and global developmental needs, the mechanism for periodic curriculum revision, relevance of curriculum for current trends and industrial requirements, the curriculum focus on employability, entrepreneurship and skill development, learning outcomes in terms of concepts, Knowledge, skills and analytical abilities, allotment of teaching hours to complete the syllabus, adaptability of the curriculum for enhancement of knowledge and skill through Projects and hands on training, scope for practical exposure through internship/ Field visits/ Industrial Visits and research activities in the curriculum, in-depth subject knowledge provided through course content, course content facilitate the students for higher education and competitive exams, impact of Multi-disciplinary learning approach towards the holistic development of the students, scope of Capability enhancement through Soft skills and NME, the evaluation tools in the curriculum, References for learning materials indicated in the course syllabus and overall Rating for the curriculum. The following scales were used to assess their rating: 'Excellent', 'Good', 'Satisfactory', and 'Need improvement'.

<b>TEACHERS' RESPONSES (In percentage)</b>				
<b>PARAMETERS</b>	<b>EXCELLENT</b>	<b>GOOD</b>	<b>SATISFACTORY</b>	<b>NEED IMPROVEMENT</b>
Q1	82	15	3	0
Q2	71	25	4	0
Q3	74	21	4	1
Q4	70	28	2	0
Q5	75	21	4	0
Q6	76	21	3	0
Q7	71	24	5	0
Q8	67	26	6	1
Q9	76	14	4	0
Q10	75	21	3	0
Q11	70	27	3	0
Q12	72	24	4	0
Q13	72	26	1	1
Q14	76	21	3	0
Q15	78	20	2	0

**Q-1: Relevance of curriculum to the Local, Regional, National and global developmental needs**

EXCELLENT	GOOD	SATISFACTORY	NEED IMPROVEMENT
82	15	3	0

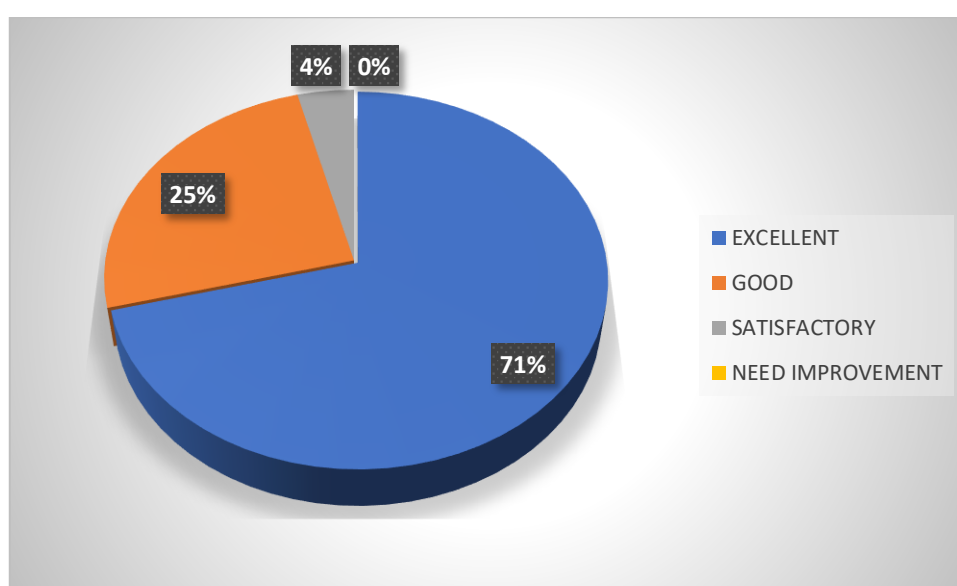


**Inference:**

The majority of the respondents (82%) rated 'Excellent' on the relevance of curriculum to local, regional, national, and global developmental needs. A considerable percentage (15%) of the respondents graded 'good' on the relevance of curriculum to local, regional, national, and global developmental needs. A minimum percentage (3%) of the respondents preferred 'satisfactory' on the relevance of curriculum to local, regional, national, and global developmental needs. It reveals that a significant majority of the respondents were satisfied with the relevance of the curriculum to local, regional, national, and global developmental needs.

### Q - 2 : The mechanism for periodic curriculum revision

EXCELLENT	GOOD	SATISFACTORY	NEED IMPROVEMENT
71	25	4	0

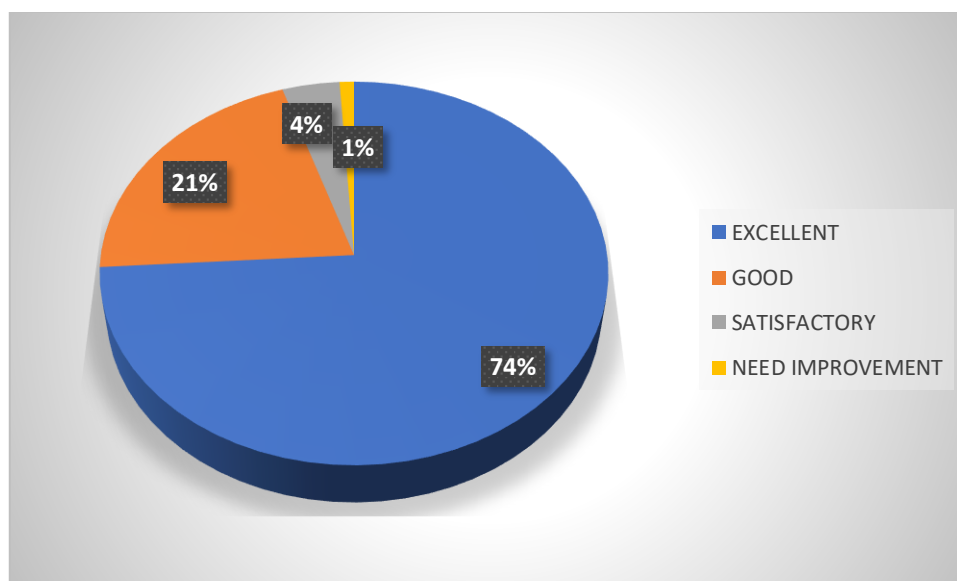


#### Inference:

71% of the respondents were in favor of the mechanism for periodic curriculum revision, rated as 'Excellent'. 25% of the respondents expressed their positive attitude toward the mechanism for periodic curriculum revision, graded as 'Good'. Only 4% of the respondents expressed 'satisfaction with the mechanism for periodic curriculum revision'.

### Q - 3 : Relevance of curriculum for current trends and industrial requirements

EXCELLENT	GOOD	SATISFACTORY	NEED IMPROVEMENT
74	21	4	1

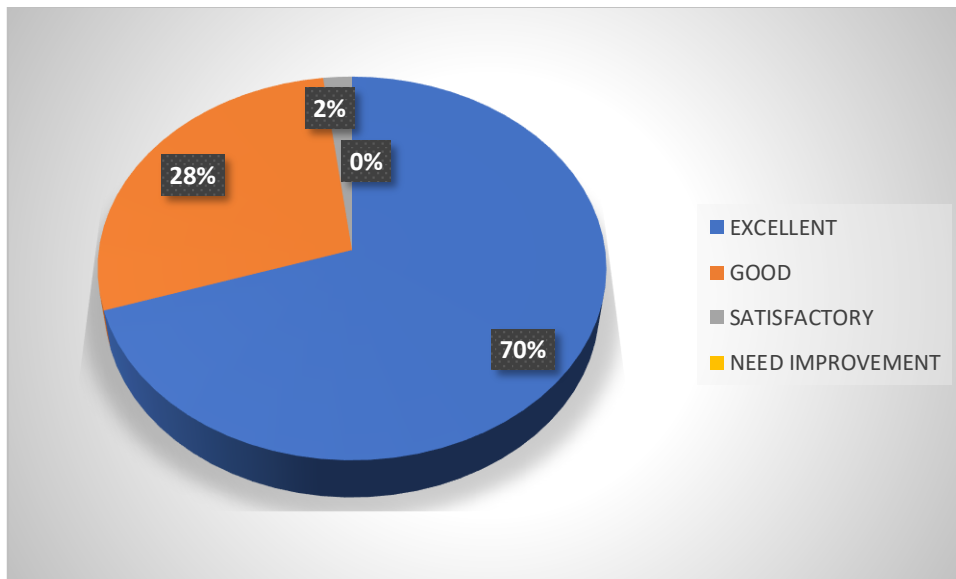


#### Inference:

A significant majority of the respondents (74%) graded 'Excellent' on the relevance of curriculum for current trends and industrial requirements. A majority of the respondents (21%) rated 'Good' on the relevance of curriculum for current trends and industrial requirements. 4% of the respondents expressed 'satisfactory' on the relevance of curriculum for current trends and industrial requirements. A minimum percentage (1%) of the respondents suggested 'need improvement' on the relevance of curriculum for current trends and industrial requirements.

**Q - 4 : The curriculum focus on employability, entrepreneurship and skill development**

EXCELLENT	GOOD	SATISFACTORY	NEED IMPROVEMENT
70	28	2	0

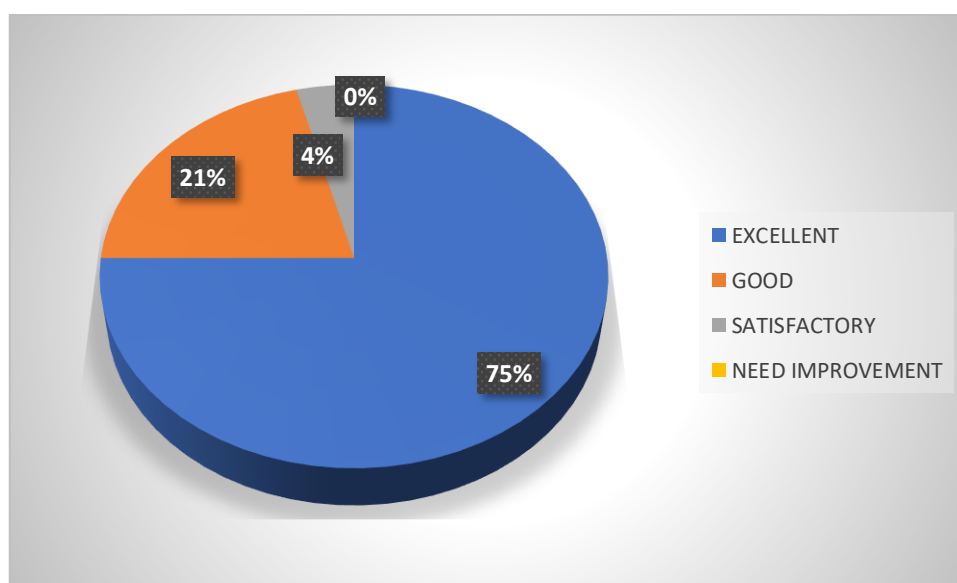


**Inference:**

A considerable percentage (70%) of the respondents were rated 'Excellent' on the curriculum, which focuses on employability, entrepreneurship, and skill development. A significant percentage (28%) of the respondents graded 'Good' on the curriculum that emphasizes employability, entrepreneurship, and skill development. A minimum percentage (2%) of the respondents stated 'Satisfactory' on the curriculum that places prominence on employability, entrepreneurship, and skill development. No respondents suggested improvements to the curriculum.

**Q - 5 : Learning outcomes in terms of concepts, Knowledge, skills and analytical abilities**

EXCELLENT	GOOD	SATISFACTORY	NEED IMPROVEMENT
75	21	4	0



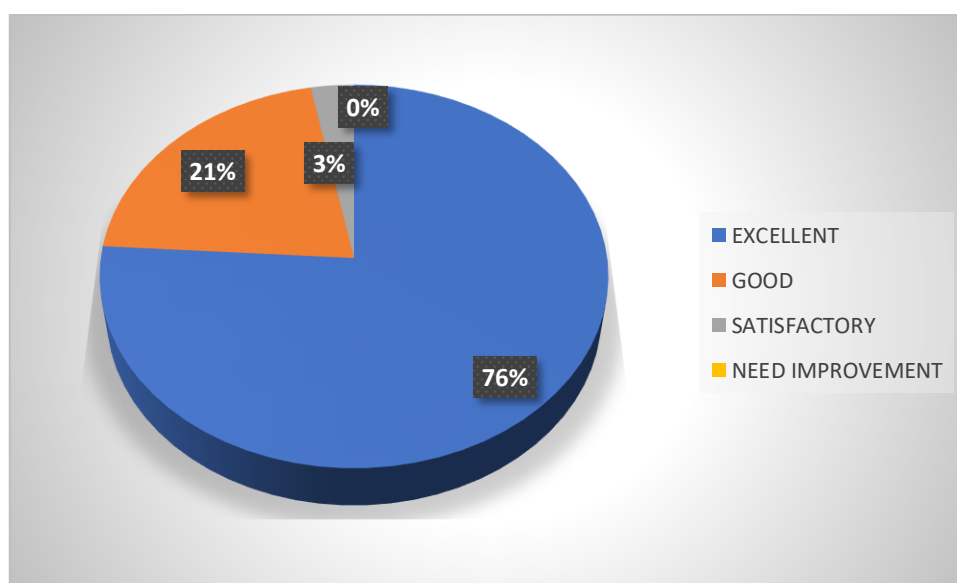
**Inference:**

A substantial majority (75%) of the respondents graded 'Excellent', which indicates the learning outcomes in terms of concepts, knowledge, skills, and analytical abilities are dynamic in the curriculum. A moderate percentage (21%) of the respondents expressed a 'good' opinion on the learning outcomes in terms of concepts, knowledge, skills, and analytical abilities bonded with the curriculum. A minimum percentage (4%) of the respondents communicated 'satisfactory' about the learning outcomes in terms of concepts, knowledge, skills, and analytical abilities attached to the curriculum. No staff member suggested improvements to the curriculum.



**Q - 6 : Allotment of teaching hours to complete the syllabus**

EXCELLENT	GOOD	SATISFACTORY	NEED IMPROVEMENT
76	21	3	0

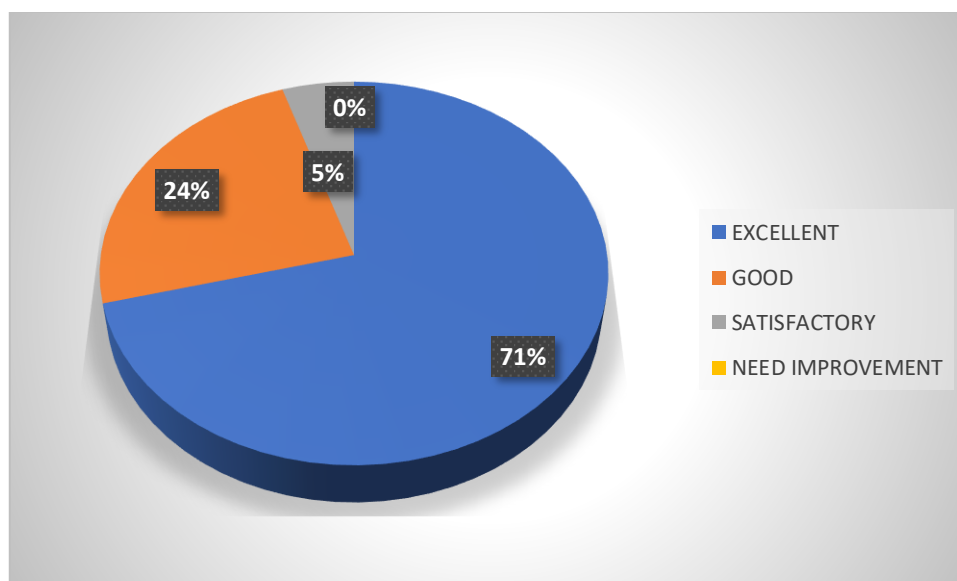


**Inference:**

The majority of the respondents (76%) valued the curriculum as ‘Excellent’ pertaining to the allotment of teaching hours to complete the syllabus. A moderate proportion (21%) of the respondents have a positive attitude toward the allotment of teaching hours to complete the syllabus, rated as ‘Good’. A minimum percentage (3%) of the respondents conveyed ‘satisfactory’ on the allotment of teaching hours to complete the syllabus. No respondent suggested improvement on the allotment of teaching hours to complete the syllabus.

**Q - 7 : Adaptability of the curriculum for enhancement of knowledge and skill through  
Projects and hands on training**

EXCELLENT	GOOD	SATISFACTORY	NEED IMPROVEMENT
71	24	5	0

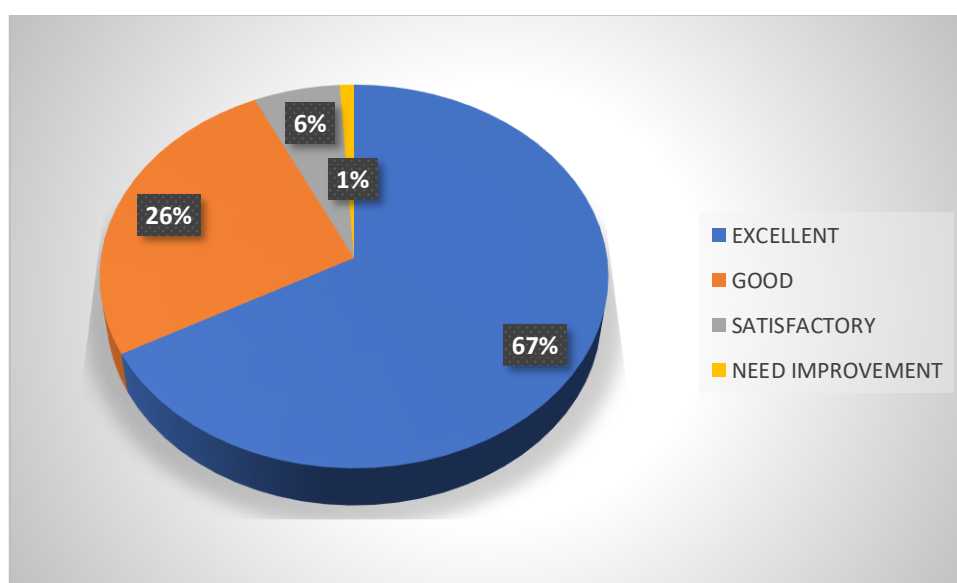


**Inference:**

An enormous percentage of the respondents (71%) have rated ‘the’ adaptability of the curriculum for the enhancement of knowledge and skills through projects and hands-on training. A judicious percentage (24%) of the respondents have a ‘good’ judgment on the adaptability of the curriculum for the enhancement of knowledge and skills through projects and hands-on training for the students. A very minimum percentage (4%) of the respondents have proposed 'satisfactory’” adaptability of the curriculum for enhancement of knowledge and skills through projects and hands-on training for the pupils. No staff has recommended improving the adaptability of the curriculum for the enhancement of knowledge and skills through projects and hands-on training.

**Q - 8 : Scope for practical exposure through internship/ Field visits/ Industrial Visits  
and research activities in the curriculum :**

EXCELLENT	GOOD	SATISFACTORY	NEED IMPROVEMENT
67	26	6	1

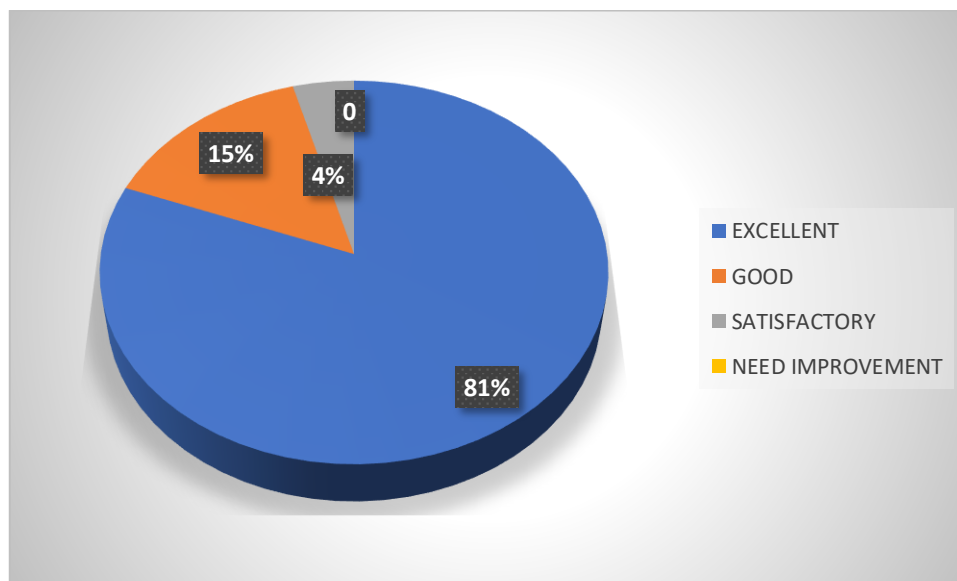


**Inference:**

A determined percentage (67%) of the respondents graded 'Excellent' on the curriculum, which focused on the scope for practical exposure through internships, field visits, industrial visits, and research activities in the curriculum. A sensible percentage (26%) of the respondents evaluated the curriculum as 'good' which indicates that the scope for practical exposure through internships, field visits, industrial visits, and research activities in the curriculum is creditable. An insignificant percentage (6%) of the respondents articulated 'Satisfactory on the scope for practical exposure through internships, field visits, industrial visits, and research activities in the curriculum. A very trivial percentage (1%) of the respondents recommended the improvement of the curriculum towards scope for practical exposure through internships, field visits, industrial visits, and research activities.

**Q - 9 : In-depth subject knowledge provided through course content**

EXCELLENT	GOOD	SATISFACTORY	NEED IMPROVEMENT
81	15	4	0

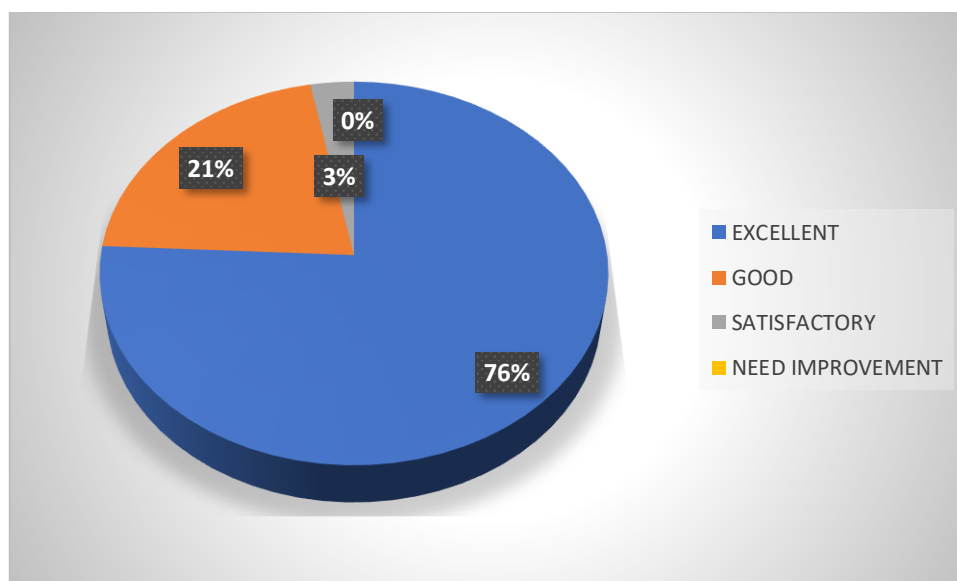


**Inference:**

A substantial majority (81%) of the respondents were very positive about the curriculum, which provides in-depth subject knowledge through course content and was graded as 'Excellent'. A significant percentage (15%) of the respondents rated 'Good' on the in-depth subject knowledge provided through course content. A minimum percentage (4%) of the respondents enunciated 'satisfactory' on the in-depth subject knowledge provided through course content. No respondents suggested improvement in the depth of the course content.

**Q - 10 : Course content facilitate the students for higher education and competitive exams**

EXCELLENT	GOOD	SATISFACTORY	NEED IMPROVEMENT
75	21	3	0

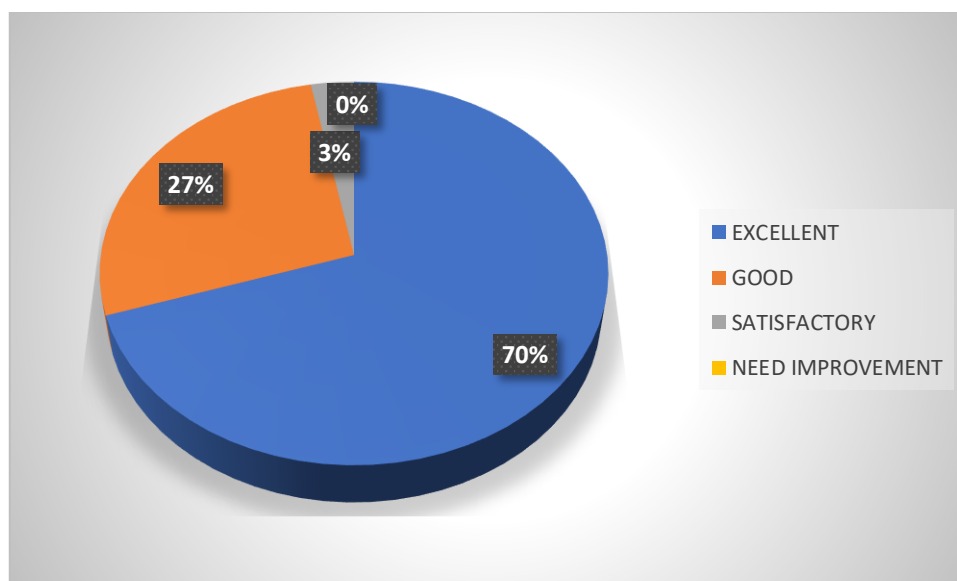


**Inference:**

A significant majority (76%) of the respondents strongly stated that the course content facilitates students for higher education and competitive exams and was rated as 'Excellent'. A sensible percentage (21%) of the respondents expressed a 'good' opinion on course content that facilitates students for higher education and competitive exams. A very minimum percentage (3%) of the respondents advocated 'satisfactory' course content that facilitates students for higher education and competitive exams. No respondent has suggested improvements to the course content to enable students to pursue higher education and competitive exams.

**Q - 11 : Impact of Multi-disciplinary learning approach towards the holistic development of the students**

EXCELLENT	GOOD	SATISFACTORY	NEED IMPROVEMENT
70	27	3	0

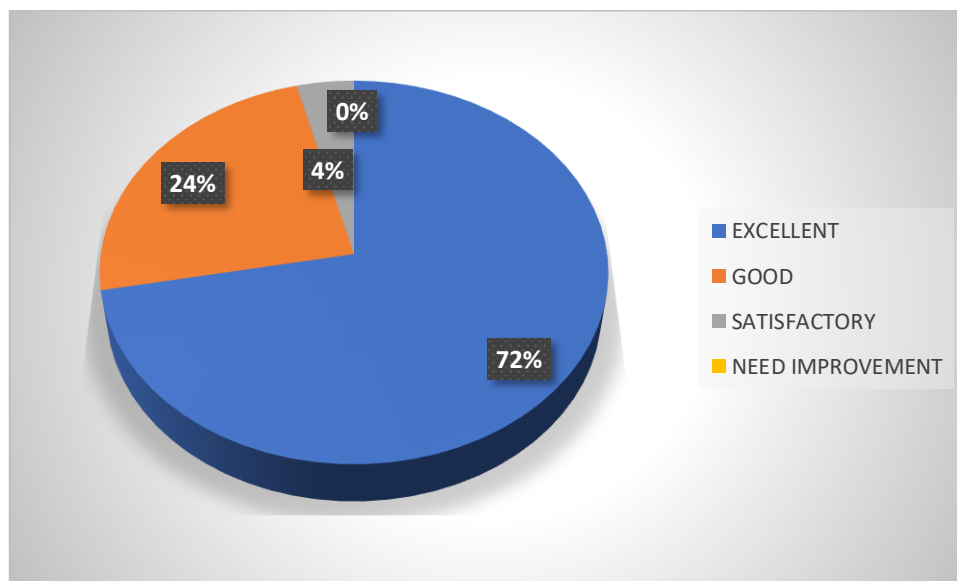


**Inference:**

A majority of the respondents (70%) graded 'Excellent' on the curriculum, which creates an impact of the multi-disciplinary learning approach towards the holistic development of the students. A judicious percentage (27%) of the respondents have a 'good' opinion on the impact of a multi-disciplinary learning approach on the holistic development of the students. A minimum percentage (3%) of the respondents conveyed 'satisfactory' on the impact of a multi-disciplinary learning approach on the holistic development of the students. No respondents suggested improvement in the multi-disciplinary learning approach towards the holistic development of the students.

### Q - 12 : Scope of Capability enhancement through Soft skills and NME

EXCELLENT	GOOD	SATISFACTORY	NEED IMPROVEMENT
72	24	4	0

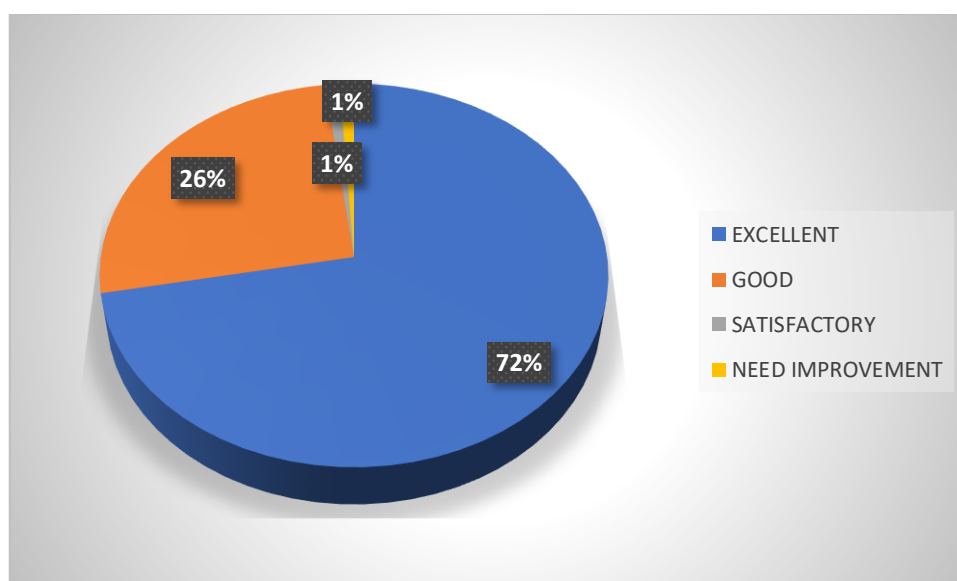


#### Inference:

A major proportion (72%) of the respondents graded 'Excellent' on the scope of capability enhancement through soft skills and non-major electives in the curriculum. A reasonable percentage (24%) of the respondents rated 'Good' on the capability enhancement through soft skills and NME in the curriculum. A tiny percentage (4%) of the respondents proposed 'Satisfactory' on the curriculum, which executes capability enhancement through soft skills and NME. No respondent suggested improvement in capability enhancement through soft skills and NME.

### Q - 13 : The evaluation tools in the curriculum

EXCELLENT	GOOD	SATISFACTORY	NEED IMPROVEMENT
72	26	1	1



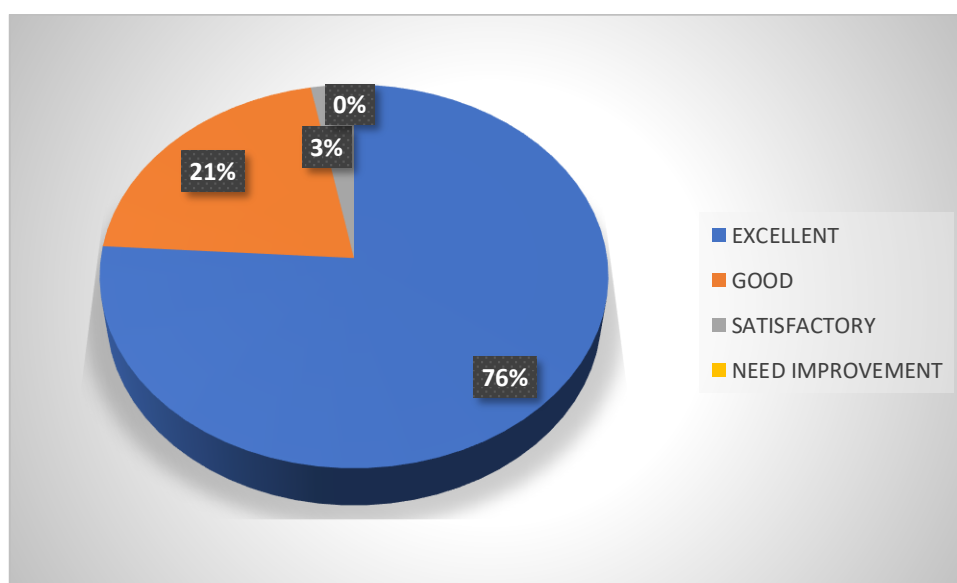
#### **Inference:**

A substantial majority (72%) of the respondents rated 'Excellent' on the evaluation tools in the curriculum. A moderate percentage (26%) of the respondents expressed a 'good' opinion on the evaluation tools in the curriculum. A trivial percentage of the respondents articulated 'satisfactory' on the evaluation tools in the curriculum. Another 1% of the respondents suggested improvement in the evaluation tools in the curriculum.



**Q - 14 : References for learning materials indicated in the course syllabus :**

EXCELLENT	GOOD	SATISFACTORY	NEED IMPROVEMENT
76	21	3	0

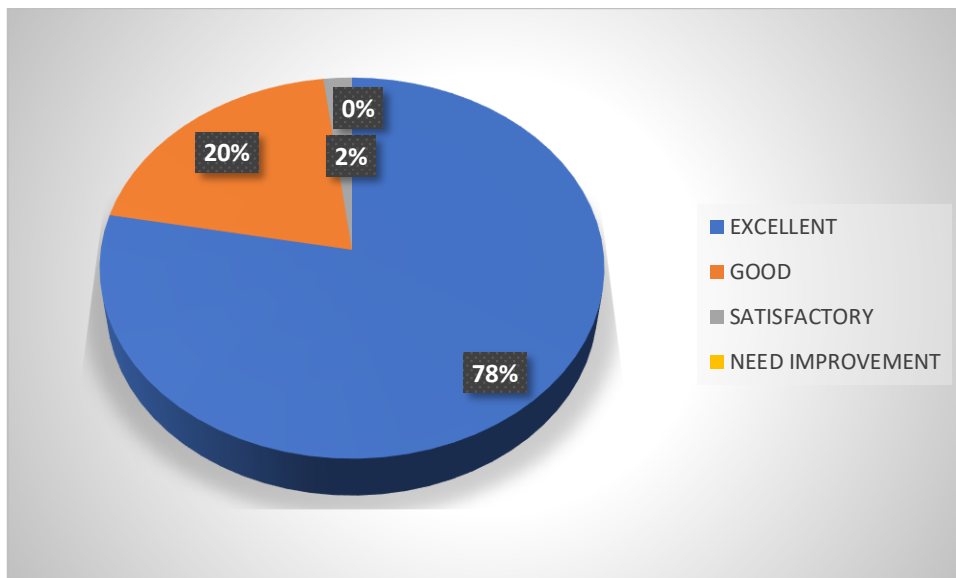


**Inference:**

A significant percentage (76%) of the respondents appreciated the references for learning materials indicated in the course syllabus, rated as 'Excellent'. A moderate percentage (21%) of the respondents opined 'Good' on the references for learning materials indicated in the course syllabus. A tiny percentage (3%) of the respondents conveyed 'satisfactory' on the references, which are rightly indicating the learning materials indicated in the course syllabus. No respondent has suggested any improvement to the references representing the learning material in the course syllabus.

**Q - 15 : Overall Rating for the curriculum :**

EXCELLENT	GOOD	SATISFACTORY	NEED IMPROVEMENT
78	20	2	0



**Inference:**

A majority (78%) of the respondent's overall rating on the curriculum is 'Excellent'. A moderate percentage (20%) of the respondent's overall rating on the curriculum is 'Good'. A minimum percentage of the respondent's overall opinion on the curriculum 'is 'satisfactory'. No respondent has mentioned any improvement in the overall performance of the curriculum.