

SAFI INSTITUTE OF ADVANCED STUDY
VAZHAYUR



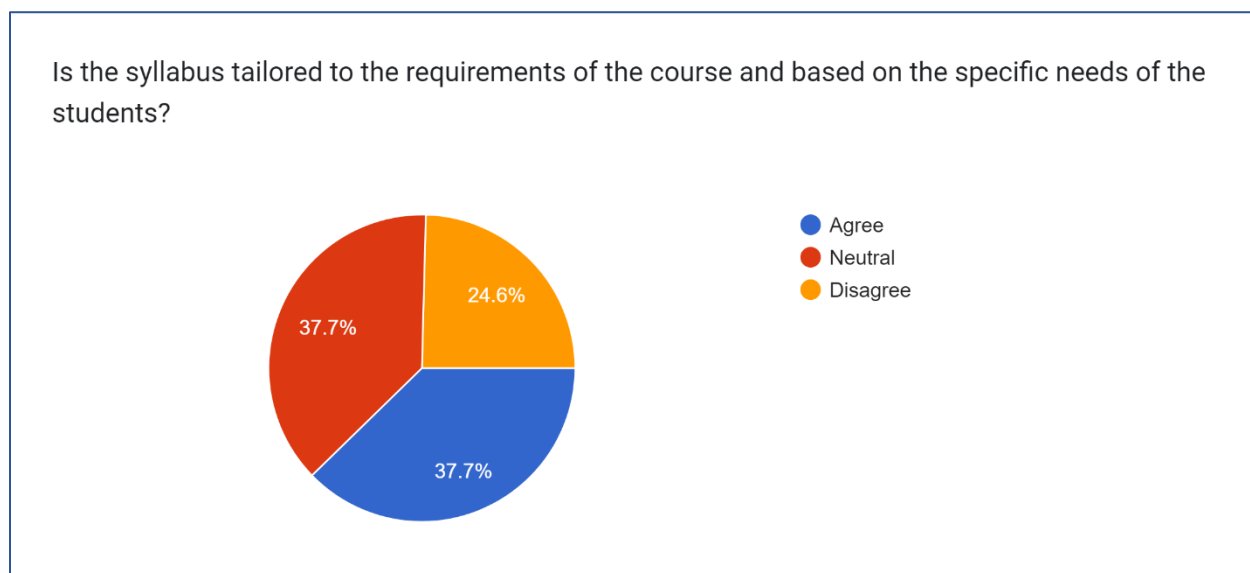
TEACHERS' FEEDBACK ON
CURRICULUM DESIGN AND IMPLEMENTATION
REPORT 2022-23

SAFI Institute of Advanced Study (SIAS) provides rich avenues of teaching, learning and research with excellent infrastructure. To review and reform the teaching-learning procedure and to sustain the quality of education, the institution seeks feedback from the faculty community every year.

This IQAC led quality enhancement process includes feedback collection on various important aspects of the curriculum and its implementation. The need-based importance of the curriculum, clarity of the course objectives, effectiveness of course contents and activities, the learning assessments, availability of referential materials, and several other aspects of the institution are evaluated through this online feedback collection process.

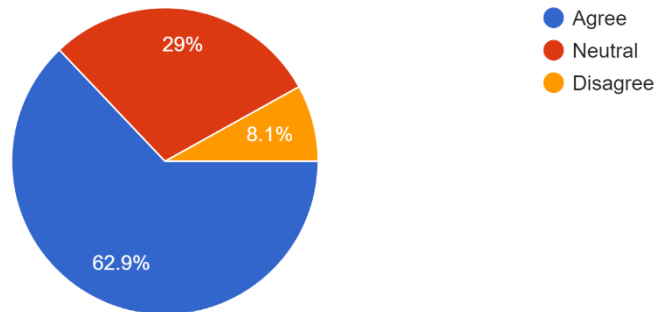
The collected data is hereby analyzed by the IQAC into insights and submitted before the college council for further actions.

Number of responses	75
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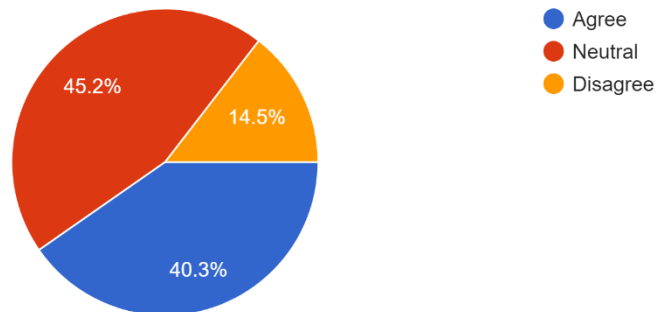
The data shows that 36% agree the syllabus aligns with course requirements and student needs, suggesting a significant portion is satisfied. However, 37% disagree, indicating notable concerns. Additionally, 24% are neutral, implying uncertainty or lack of strong opinion, highlighting potential areas for improvement or further clarification.

Are the aims and objectives of the syllabus clearly and precisely defined?



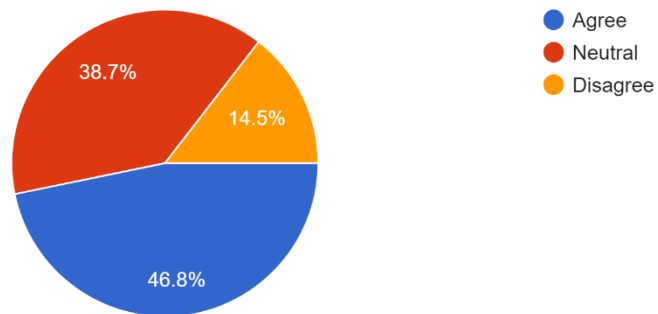
The majority (61%) agree that the aims and objectives of the syllabus are clearly and precisely defined, indicating strong clarity and understanding. However, 8% disagree, suggesting a minority find them unclear or imprecise. Meanwhile, 29% remain neutral, potentially indicating a need for further clarification or communication of objectives.

Does the course/syllabus maintain a suitable equilibrium between theoretical instruction and laboratory practical?



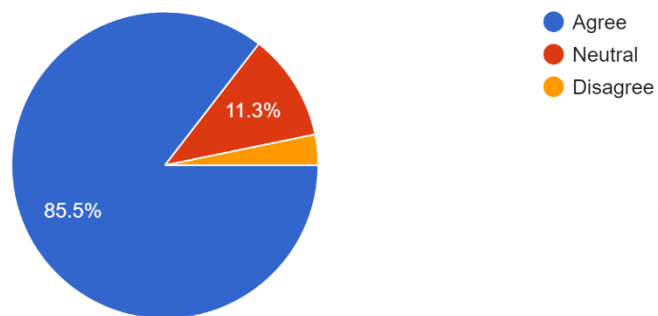
The data reveals a lack of consensus regarding the equilibrium between theoretical instruction and laboratory practical in the course/syllabus. While 40% agree it maintains a suitable balance, indicating some satisfaction, 45% disagree, suggesting dissatisfaction. Only 14% disagree, underscoring significant room for improvement to achieve a balanced approach.

Does the course/programme of study offer an adequate selection of optional papers?



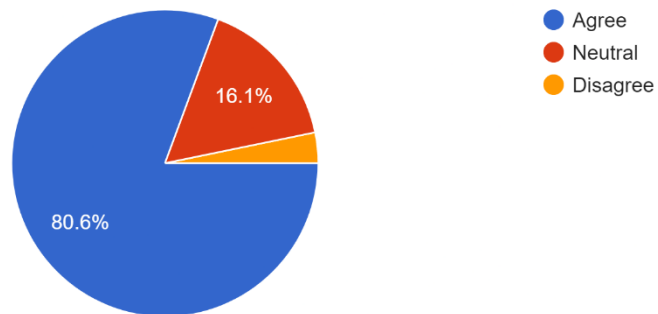
The survey indicates mixed views on the adequacy of optional papers offered in the course/programme of study. While 46% agree they're adequate, suggesting satisfaction with the selection, 14% disagree, indicating dissatisfaction. 38% stays neutral, highlighting potential room for improvement in offering a broader range of optional papers.

Is the academic infrastructure is well developed and sufficiently equipped ?



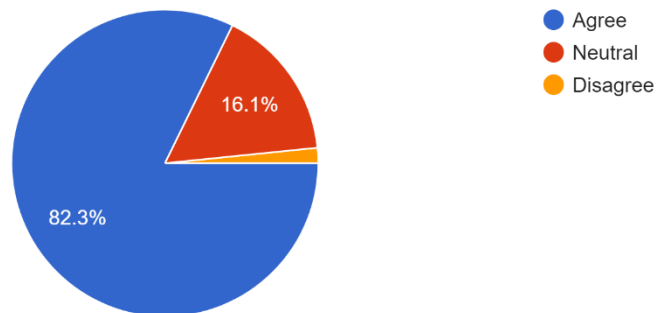
The overwhelming majority (85%) agree that the academic infrastructure is well-developed and sufficiently equipped, indicating high satisfaction. However, 4% disagree, suggesting some concerns about adequacy. A small percentage (11%) remain neutral, possibly indicating a need for further assessment or clarification of specific infrastructure aspects.

Is the library adequately equipped and easily accessible?



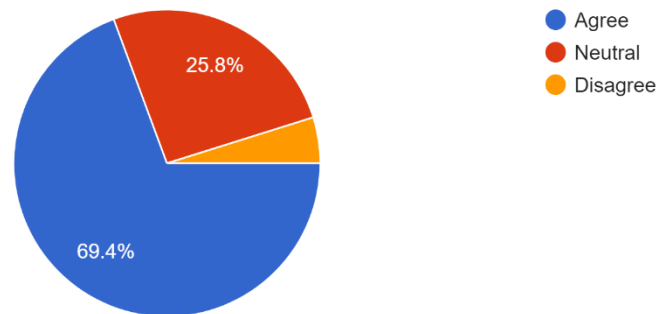
The data suggests strong satisfaction with the library's adequacy and accessibility, with 80% agreeing. However, 4% disagree, indicating some dissatisfaction, potentially due to perceived inadequacies or accessibility issues. A small percentage (16%) remain neutral, suggesting a need for further investigation into specific concerns or areas for improvement.

Is there consistent maintenance and provision of necessary academic resources?



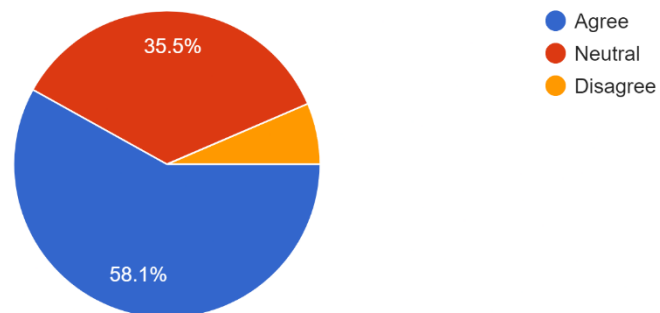
The majority (82%) affirm consistent maintenance and provision of necessary academic resources, reflecting high satisfaction. However, 2% disagree, suggesting some concerns about resource availability or upkeep. A notable 16% remain neutral, potentially indicating a need for further assessment or communication regarding resource provision and maintenance practices.

Are the books recommended as reference materials pertinent, up-to-date, and suitable?



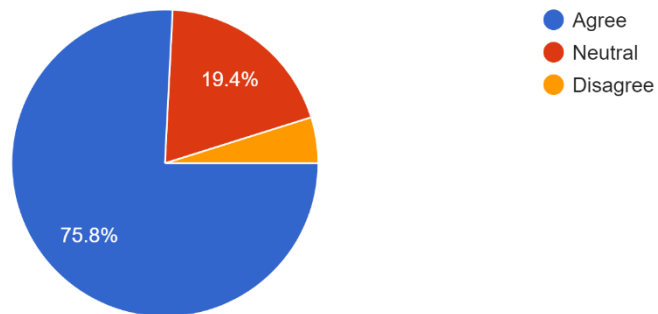
The majority (69%) find the recommended reference books pertinent, up-to-date, and suitable, indicating satisfaction with their quality. However, 6% disagree, suggesting dissatisfaction with relevance or suitability. A notable 25% remain neutral, potentially indicating a need for further evaluation or clarification on the adequacy of recommended materials.

Did the syllabus for your subject expand your understanding and perspective within the field?



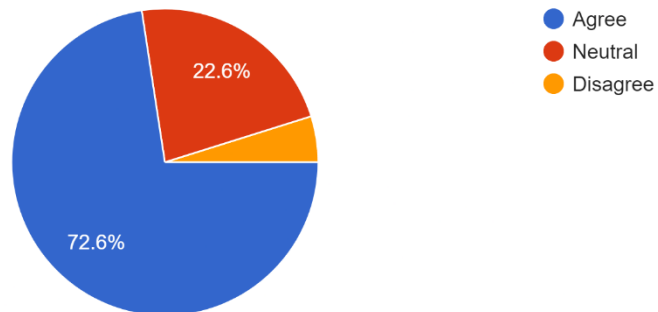
The data suggests a moderate level of positive impact, with 58% agreeing that the syllabus expanded their understanding and perspective within the field. However, 7% disagree, indicating some limitations in achieving this goal. A significant 35% remain neutral, possibly reflecting varying levels of engagement or effectiveness in the syllabus.

Is there flexibility to implement new teaching techniques/strategies?



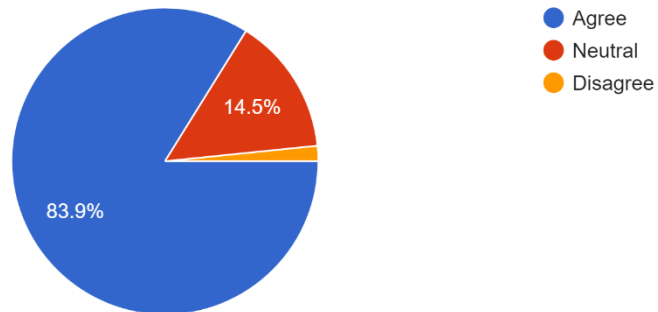
The majority (75%) perceive flexibility to implement new teaching techniques/strategies, indicating an environment supportive of innovation. However, 6% disagree, suggesting constraints or resistance to change. A notable 19% remain neutral, possibly indicating uncertainty or mixed experiences regarding the extent of flexibility available for implementing new teaching methods.

Is the internal evaluation system of the program deemed to be highly effective, transparent, and impartial?



The data indicates a strong perception of the internal evaluation system's effectiveness, transparency, and impartiality, with 72% in agreement. However, 6% disagree, suggesting concerns about its fairness or transparency. Meanwhile, 22% remain neutral, possibly indicating a need for further clarification or assessment of the evaluation process.

Is there opportunity and provision for faculty training and competence development?



The majority (83%) affirm the existence of opportunities for faculty training and competence development, indicating a supportive environment for professional growth. However, 3% disagree, suggesting potential gaps in training provision. A notable 14% remain neutral, possibly indicating varying experiences or perceptions regarding the extent of available opportunities.

What recommendations do you have regarding the course syllabi and its implementation?

Updated syllabi with more internship and training

Would like to include more industrial oriented courses in the program

Include practical session for required courses

Can include practice application

The syllabus should include more complementary courses.

For CS students, mathematics syllabus is difficult to understand. it is better to modify the syllabus.

Need to introduce advanced courses and technical facilities

Could avoid complicated details from common course textbooks.

Updating syllabus according to current application requirements

<p>This program provides students with a solid foundation in mass communication and journalism, emphasizing theoretical knowledge, practical skills, and ethical considerations.</p> <p>Students will explore various forms of media, including print, broadcast, digital, and social media, and develop critical thinking, research, writing, and production skills essential for success in the industry.</p> <p>Implementation Recommendations:</p> <ol style="list-style-type: none"> 1. Interactive Learning: Incorporate guest lectures, workshops, and field visits to media organizations to provide real-world exposure. 2. Hands-on Training: Provide access to state-of-the-art equipment and software for practical training in media production. 3. Industry Collaboration: Establish partnerships with media companies for internships, guest lectures, and recruitment opportunities. 4. Ethical Education: Integrate discussions on media ethics and responsible journalism throughout the curriculum. 5. Continuous Evaluation: Implement regular assessments, including assignments, projects, and presentations, to gauge student learning and progress. 6. Feedback Mechanism: Encourage student feedback to continuously improve the curriculum and teaching methods. 7. Adaptability: Update the syllabus regularly to keep pace with industry trends and technological advancements.
<p>Students are facing much difficulty to understand Complimentary Mathematics syllabus , so the syllabus should be changed as such students can accept and combine with their core subject.</p>
<p>Keep course syllabi clear, concise, and organized, ensuring alignment with objectives and standards while allowing flexibility for student needs and ongoing improvement.</p>
<p>Syllabus is academic oriented, should be regarding job opportunities and industrial exposure.</p>
<ol style="list-style-type: none"> 1) Industry demand 2) specialization of the program 3) Include Software 4) Industrial visit and internships
<p>Update it according to the needs of the students and give more preference to practical and experiential learning</p>
<ol style="list-style-type: none"> 1. It would be better to add more practical based exercises in English texts. 2. For first semester common courses, chapters could be a little bit on the easier side. It seems to be philosophically heavy considering they're first semester students.

Reduce the languages (common course in university syllabus) in the syllabus, give more importance to the core papers and optional papers supporting the core papers.
The syllabus of Food technology should be more of practical's, industrial exposure and should include case studies.
The syllabus should be modified to meet the current requirements of industry there by enable the students fit for their job role.
Maintain a proper balance between the content of the course and the availability of working hours / days.
To enhance the computer science course, consider integrating real-world case studies and industry projects to bridge the gap between theory and practical application. Additionally, updating the syllabus to include emerging technologies like machine learning, cybersecurity, cloud computing and data science will ensure relevance to current industry demands. Incorporating regular guest lectures and workshops by professionals in the field can provide students with valuable insights and networking opportunities.
<p>The food technology course mainly focuses industrial field, so it is necessary to include more practical experiments.</p> <p>The syllabus of both BSc and MSc food technology are almost same. So, it needs updating in MSc syllabus based on the need.</p>
Syllabi is helpful for students' entire development, both theoretical and practical aspects, job market, career development etc...
Practical and theoretical equilibrium can be done better in a way that both should go parallel for better understanding in the application level.
The syllabus is expected to included contents oriented towards enhancing the learners' speaking skills in English
Build flexibility into the syllabus to accommodate unexpected events or changes in students' needs
Need at least one FDP Annually.

Conclusion

The faculty feedback indicates a generally positive perception of various aspects related to the academic environment. The majority acknowledge well-developed infrastructure, adequately equipped libraries, and consistent provision of academic resources. Moreover, respondents express satisfaction with the syllabus's ability to expand understanding within their fields and the flexibility to implement new teaching techniques.

However, there are areas of concern, albeit relatively minor. Some faculty members indicate dissatisfaction with certain aspects, such as the equilibrium between theoretical instruction and practical components, the adequacy of optional papers, and the transparency of the internal evaluation system. Additionally, while most agree on the existence of opportunities for faculty training and competence development, a notable proportion remains neutral, suggesting potential room for improvement in communication or access to these opportunities.

In conclusion, while the majority of faculty members are generally satisfied with various aspects of the academic environment, there are areas identified for enhancement, particularly regarding curriculum balance, evaluation transparency, and perhaps more robust communication regarding training opportunities. Addressing these concerns could further strengthen the institution's academic offerings and support faculty professional development.