UNIVERSITY OF KASHMIR

Teachers Feedback about Curricular Design (2019-2020)

Questionnaire:

The questionnaire seeks information pertaining to your level of satisfaction with the Curriculum (Design, Learning & Outcome). Your information/Response will be kept strictly confidential and will be used for the improvement of Curriculum quality.

For each Statement, please indicate your level of satisfaction with the following statement by choosing (√) a score between 1 and 5

Note: 1 = strongly disagree, 2 = Disagree, 3 = Neither Agree nor disagree, 4 = Agree, 5 = strongly agree.

| Statement	Curriculum (Design, Learning & Outcome)	1	2	3	4	5
1	The Curriculum and Syllabus offered are updated and need based.					
2	The Learning objectives and course outcomes are well defined and clear.					
3	Sufficient number of relevant reading materials and digital resources are readily available in the Library					
4	The course/ curriculum has a balance between theory and application.					
5	The course/ curriculum enriched my knowledge and perspective in the subject area.					
6	I have the freedom to propose, modify, suggest and incorporate changes in the syllabus through proper forum.					
7	I have the freedom to adopt new ways, techniques and tools in the teaching.					
8	I am able to achieve course outcomes at the completion of each course assigned to me.					
9	I take care of slow learners and if needed remedial classes are arranged for them.					
10	Curriculum is always designed and developed as per the statutes of the university and other regulatory bodies.					

TEACHER'S FEEDBACK ANALYSIS (2019-2020)

Directorate of Internal Quality Assurance (DIQA) of University of kashmir has the mandate to design and collect feedback from its stakeholders to monitor and evaluate the quality of curriculum and curriculum-related issues. The feedback forms were collected from teachers on several aspects of the curriculum and its learning-related issues in terms of quality, competence, skills and professionalism. The sample selected respondents submitted their responses through online data collection platform via Google form.

The sample Size of teacher's feedback was 90 across different departments collected with the help of Google form. The responses are scored over a five point scale (Strongly agree, Agree, Neutral, Disagree, Strongly disagree), which reflected the viewpoints of faculty members from the different departments. The DIQA considered the suggestions and discussed them with the authorities. Subsequently, the authorities took the necessary steps to enhance the quality of curriculum design and the teaching-learning process.

FEEDBACK ANALYSIS AND INTERPRETATION:

1. The Curriculum and Syllabus offered are updated and need based.

90 responses

- Strongly disagree
- Disagree
- Neither Agree nor disagree
- Agree
- Strongly agree
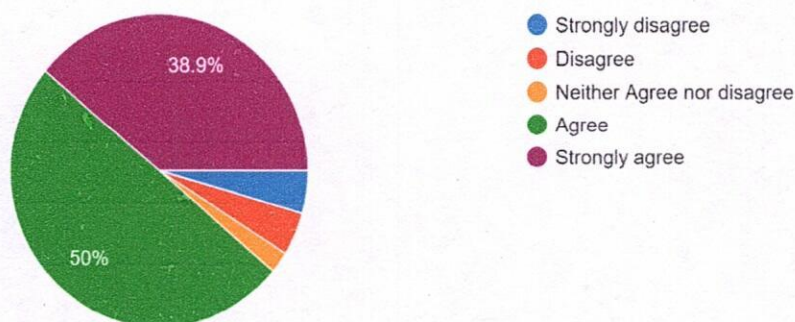
Curriculum and syllabus are need based	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Percentage	6	4	1	50	39
Number	5	4	1	45	35

The majority of faculty members (89%) agree or strongly agree that the curriculum and syllabus are need-based and updated. This suggests a strong positive perception among the faculty regarding the relevance and currency of the curriculum and syllabus.
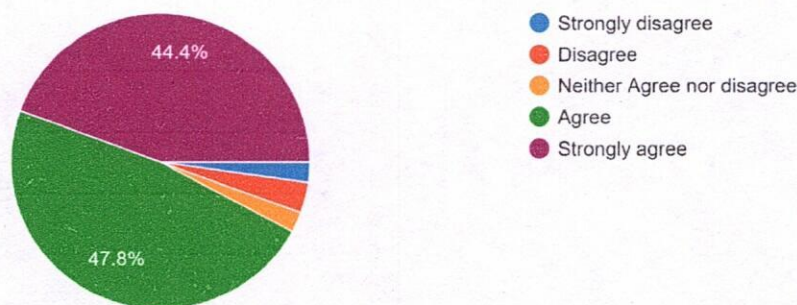
2. The Learning objectives and course outcomes are well defined and clear.
90 responses

Legend:
- Strongly disagree
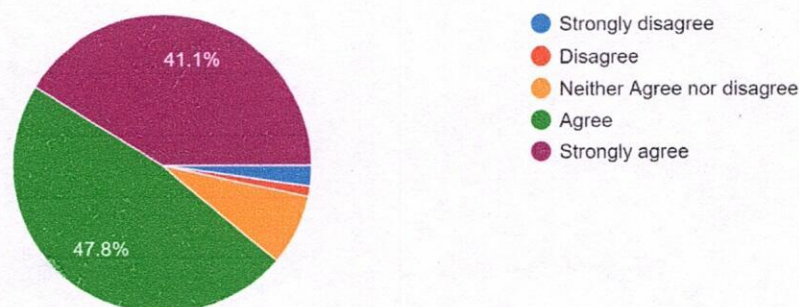- Disagree
- Neither Agree nor disagree
- Agree
- Strongly agree

44.4%
47.8%

Learning objectives and course outcomes are well defined and clear.	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Percentage	1	4	3	48	44
Number	1	3	3	43	40

The interpretation suggests that there is a strong positive perception among faculty members regarding the clarity and definition of learning objectives and course outcomes, with the vast majority expressing agreement and only a small fraction expressing disagreement or neutrality.

3. Sufficient number of relevant reading materials and digital resources are readily available in the Library
90 responses

Legend:
- Strongly disagree
- Disagree
- Neither Agree nor disagree
- Agree
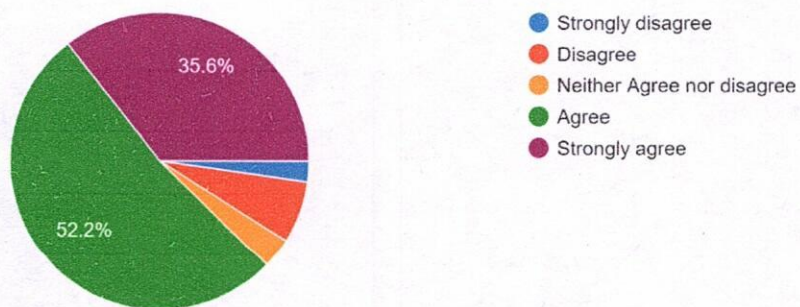- Strongly agree

41.1%
47.8%

Sufficient number of reading material and digital resources are available in the library..	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Percentage	3	1	7	48	41
Number	3	1	6	43	37

The majority of faculty members (89%) agree or strongly agree that sufficient reading materials and digital resources are available in the library, indicating a positive perception of library resources. A small portion (7%) are neutral, showing some indecision. Only 4% disagree or strongly disagree, suggesting minimal dissatisfaction.

4. The course/ curriculum has a balance between theory and application.
90 responses

- ● Strongly disagree
- ● Disagree
- ● Neither Agree nor disagree
- ● Agree
- ● Strongly agree

35.6%

52.2%

| The course has good balance between theory and application..	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Percentage	2	6	4	52	36
Number	2	5	4	47	32

A significant majority (88%) of faculty members agree or strongly agree that the course has a good balance between theory and application, indicating a positive perception.

5. The course/ curriculum enriched my knowledge and perspective in the subject area.
90 responses

- Strongly disagree
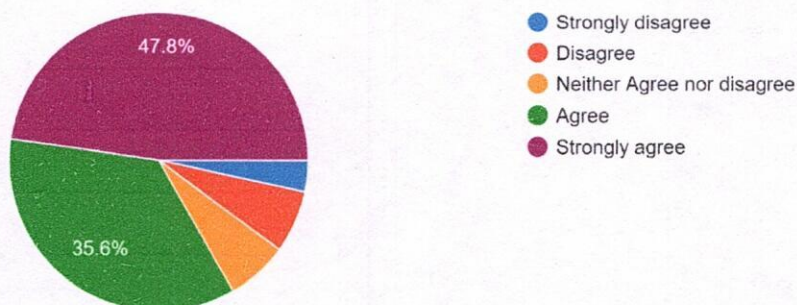- Disagree
- Neither Agree nor disagree
- Agree
- Strongly agree
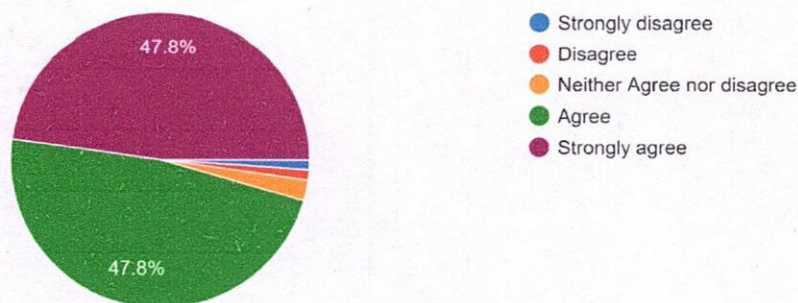
The course increased the knowledge and perspective in the subject area.	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Percentage	1	1	2	48	48
Number	1	1	2	43	43

An overwhelming majority (96%) of faculty members agree or strongly agree that the course increased knowledge and perspective in the subject area, indicating a highly positive perception. A very small portion (2%) are neutral, showing minimal indecision. Only 2% disagree or strongly disagree, suggesting almost no dissatisfaction

6. I have the freedom to propose, modify, suggest and incorporate changes in the syllabus through proper forum.
90 responses

- Strongly disagree
- Disagree
- Neither Agree nor disagree
- Agree
- Strongly agree

I have the freedom to propose, modify, suggest and incorporate new topics in the syllabus.	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Percentage	4	6	6	36	48
Number	4	5	5	33	43

The majority of faculty members (84%) agree or strongly agree that they have the freedom to propose, modify, suggest, and incorporate new topics in the syllabus. This indicates a strong positive perception of their academic freedom and involvement in curriculum development.

7. I have the freedom to adopt new ways, techniques and tools in the teaching.
90 responses
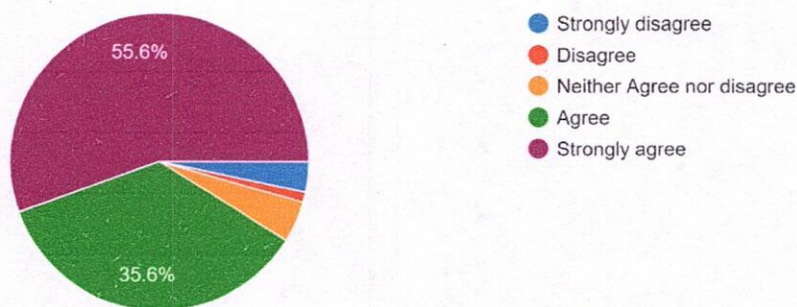
I have the freedom to adopt new ways, techniques and tools in the teaching.	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Percentage	2	1	5	36	56
Number	2	1	5	32	50

The vast majority of faculty members (92%) agree or strongly agree that they have the freedom to adopt new ways, techniques, and tools in teaching, indicating a highly positive perception. A small portion (5%) are neutral, showing minimal indecision. Only 3% disagree or strongly disagree, suggesting very limited dissatisfaction.
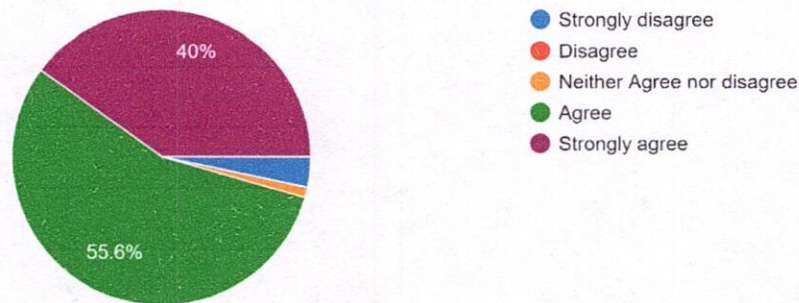
8. I am able to achieve course outcomes at the completion of each course assigned to me.
90 responses

I am able to achieve course outcomes at the completion of each course assigned to me	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Percentage	3	0	1	56	40
Number	3	0	1	50	36

The interpretation suggests that nearly all faculty members feel confident in their ability to achieve course outcomes, with very few expressing neutrality or dissatisfaction

9. I take care of slow learners and if needed remedial classes are arranged for them.
90 responses
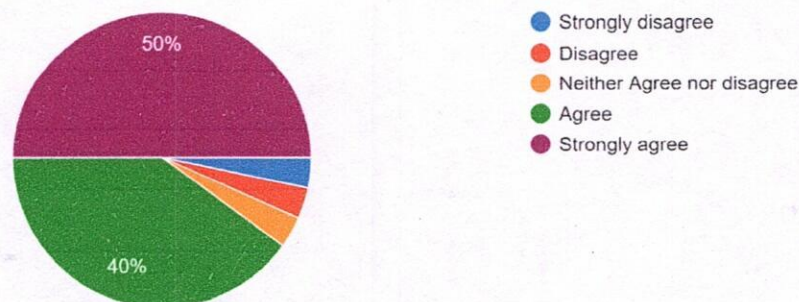
| I take care of slow learners and if needed remedial classes are arranged for them.	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Percentage	3	3	4	40	50
Number	3	3	3	36	45

The majority of faculty members (90%) agree or strongly agree that they take care of slow learners and arrange remedial classes if needed. This indicates a strong commitment to supporting slow learners

10. Curriculum is always designed and developed as per the statutes of the university and other regulatory bodies.

90 responses
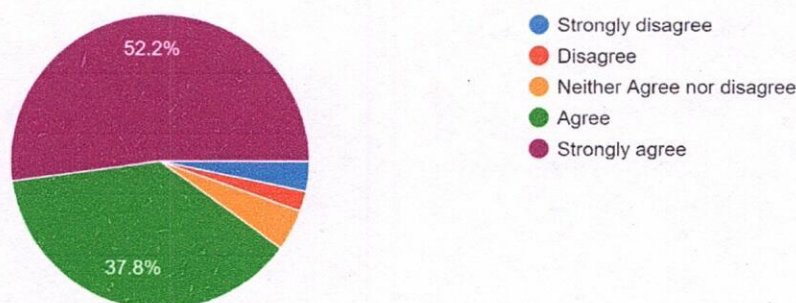
- Strongly disagree
- Disagree
- Neither Agree nor disagree
- Agree
- Strongly agree

Curriculum is designed and developed as per the statutes of the university and other regulatory bodies..	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Percentage	3	2	5	38	52
Number	3	2	4	34	47

The majority of faculty members (90%) agree or strongly agree that the curriculum is designed and developed according to the statutes of the university and other regulatory bodies. This indicates a strong positive perception of the curriculum's compliance with regulatory standards.

Key Findings of the study.

1. Curriculum and Syllabus Need-Based and Updated:

A significant majority (89%) of faculty members agree or strongly agree that the curriculum and syllabus are need-based and updated, indicating a strong positive perception of their relevance and currency.

2. Clarity of Learning Objectives and Course Outcomes:

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A significant majority (92%) of faculty members agree or strongly agree that learning objectives and course outcomes are well defined and clear, reflecting a strong consensus on their clarity and definition.

3. Availability of Reading Materials and Digital Resources:

The majority of faculty members (89%) agree or strongly agree that sufficient reading materials and digital resources are available in the library, indicating a positive perception of library resources.

4. Balance between Theory and Application:

A significant majority (88%) of faculty members agree or strongly agree that the course has a good balance between theory and application, reflecting a positive perception of the course content.

5. Increase in Knowledge and Perspective:

An overwhelming majority (96%) of faculty members agree or strongly agree that the course increased knowledge and perspective in the subject area, indicating a highly positive impact.

6. Freedom to Propose and Incorporate New Topics in the Syllabus:

The majority of faculty members (84%) agree or strongly agree that they have the freedom to propose, modify, suggest, and incorporate new topics in the syllabus, suggesting a strong positive perception of their academic freedom.

7. Adoption of New Teaching Techniques and Tools:

The vast majority of faculty members (92%) agree or strongly agree that they have the freedom to adopt new ways, techniques, and tools in teaching, indicating a highly positive perception of their teaching flexibility.

8. Achievement of Course Outcomes:

An overwhelming majority (96%) of faculty members agree or strongly agree that they are able to achieve course outcomes at the completion of each course assigned, reflecting a strong confidence in meeting course objectives.

9. Support for Slow Learners:

The majority of faculty members (90%) agree or strongly agree that they take care of slow learners and arrange remedial classes if needed, indicating a strong commitment to supporting slow learners.

10. Compliance with University and Regulatory Statutes:

The majority of faculty members (90%) agree or strongly agree that the curriculum is designed and developed according to the statutes of the university and other regulatory bodies, indicating a strong positive perception of the curriculum's compliance with regulatory standards.

Suggestions:

1. Enhancing Clarity of Learning Objectives:

Continue to clearly define and communicate learning objectives and course outcomes. Consider periodic reviews and updates to ensure they remain relevant and clear to both faculty and students.

2. Expanding Library Resources:

Ensure ongoing investment in library resources, both physical and digital. Regularly solicit feedback from faculty and students to identify and address any gaps in available materials.

3. Supporting Slow Learners:

Continue to provide strong support for slow learners through remedial classes and additional resources. Consider implementing mentorship programs and personalized learning plans to further assist these students.

Action Taken:

1. Formal instructions were circulated and meetings were held with all the heads of departments/ centers by competent authority for addressing the issues suggested by the teachers through feedback.

2. University has given the provision to the teachers for sharing laboratory resources, and technology-based equipment and organizing small workshops for the effective use of ICT by teachers.

3. The university has taken action to follow the NEP Guidelines by including value added courses, skill development courses in the programs.

4. The university conducted workshops and training sessions for faculty to develop clear and measurable learning objectives and course outcomes. The objectives were regularly reviewed and refined   to ensure clarity.

5. The University developed a comprehensive support system for slow learners, including remedial classes, mentorship programs, and personalized learning plans. It was ensured that faculty are trained to identify and support students who need additional help.