UNIVERSITY OF KASHMIR

Teachers Feedback about Curricular Design (2021-2022)

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.

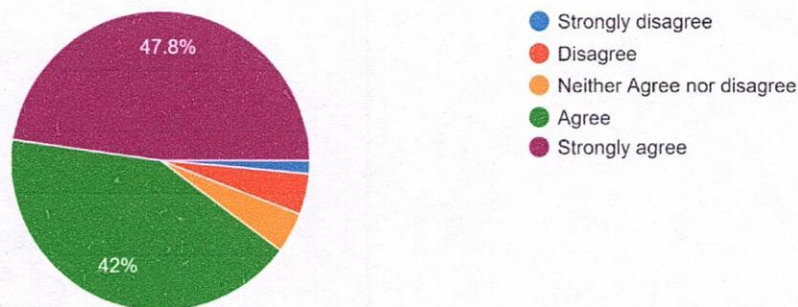| Statement	Curriculum (Design, Learning & Outcome)	1	2	3	4	5
1	The Curriculum and Syllabus offered are updated and need based.					
2	The Learning objectives and course outcomes are well defined and clear.					
3	Sufficient number of relevant reading materials and digital resources are readily available 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 (2021-2022)

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 69 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.
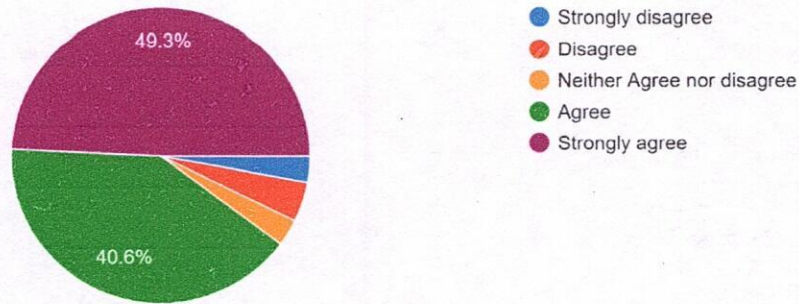69 responses

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

Curriculum and syllabus are need based	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Percentage	1	4	5	42	48
Number	1	3	3	29	33

Overall, the above data distribution suggests a strong consensus among the respondents that the curriculum and syllabus are designed to meet the needs.

2. The Learning objectives and course outcomes are well defined and clear.
69 responses

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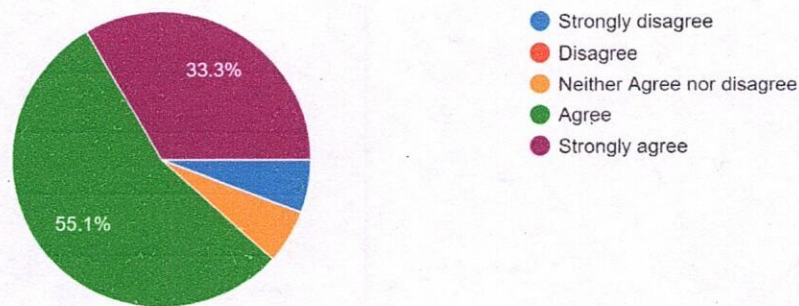- ● Disagree
- ● Neither Agree nor disagree
- ● Agree
- ● Strongly agree

The learning objectives and course outcomes are well defined and clear.	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Percentage	2	4	4	41	49
Number	1	3	3	28	34

The data suggests that majority of respondents find the learning objectives and course outcomes to be clearly and well defined..

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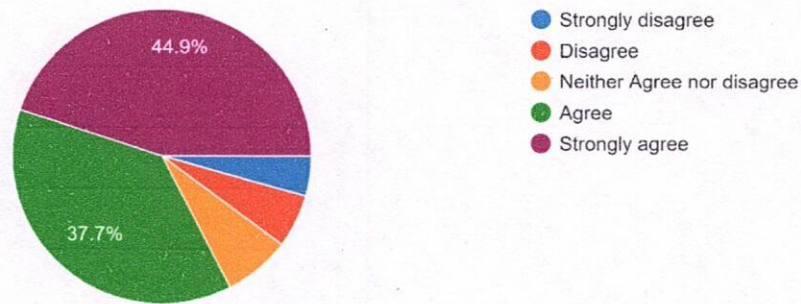69 responses

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

Sufficient number of reading materials and digital resources are readily available in the library.	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Percentage	6	0	6	55	33
Number	4	0	4	38	23

The data shows that a majority of respondents, 61 (55% + 33%), agree or strongly agree that sufficient reading materials and digital resources are readily available in the library. Most respondents are satisfied with the availability of resources in the library.

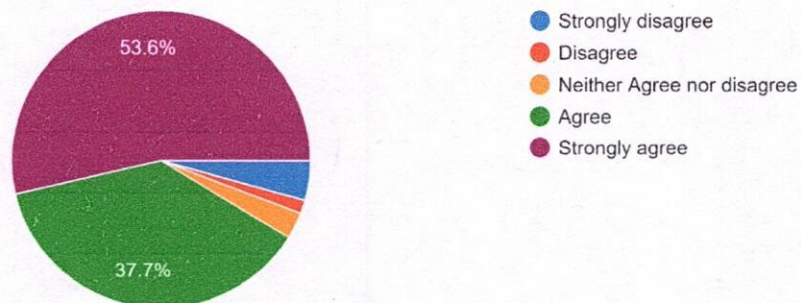4. The course/ curriculum has a balance between theory and application.
69 responses

The course/ curriculum has a balance between theory and application pie chart: 44.9% Strongly agree, 37.7% Agree. Legend: Strongly disagree, Disagree, Neither Agree nor disagree, Agree, Strongly agree.

The course has a good balance between theory and application.	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Percentage	3	6	8	38	45
Number	2	4	6	26	31

The data indicates that a majority of respondents, 57 (38% + 45%), agree or strongly agree that the course has a good balance between theory and application. A smaller percentage, 9% (3% + 6%), either strongly disagree or disagree, while 8% remain neutral. Overall, the majority view the course as well-balanced in terms of theory and application.

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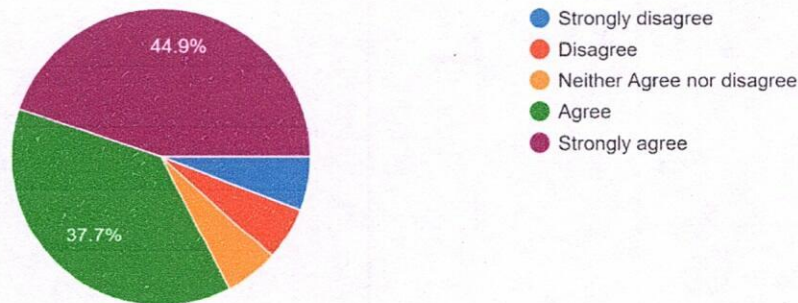69 responses

The course/ curriculum enriched my knowledge and perspective pie chart: 53.6% Strongly agree, 37.7% Agree. Legend: Strongly disagree, Disagree, Neither Agree nor disagree, Agree, Strongly agree.

The course enriched my knowledge and perspective in the subject area.	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Percentage	4	3	1	38	54
Number	3	2	1	26	37

The data reveals that a significant majority of respondents, 63 (38% + 54%), agree or strongly agree that the course enriched their knowledge and perspective in the subject area. Only a small percentage, 7% (4% + 3%), either strongly disagree or disagree, with 1% remaining neutral. Overall, the majority believe the course has significantly enhanced their understanding and perspective in the subject.

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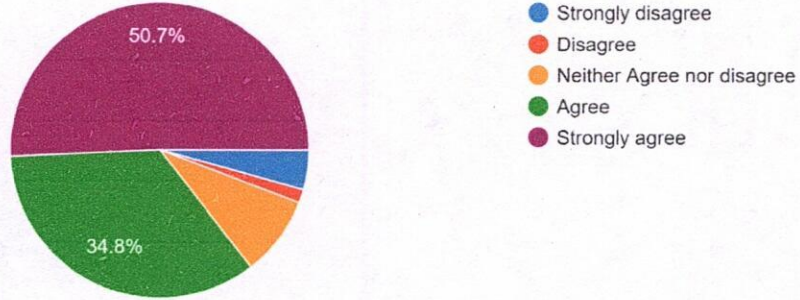
69 responses

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

I have the freedom to propose, modify, suggest and incorporate changes in the syllabus through proper forum.	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Percentage	5	5	7	38	45
Number	3	3	5	27	31

The data shows that a majority of respondents, 58 (38% + 45%), agree or strongly agree that they have the freedom to propose and incorporate changes in the syllabus. Overall, most respondent's feel they have input in syllabus changes.

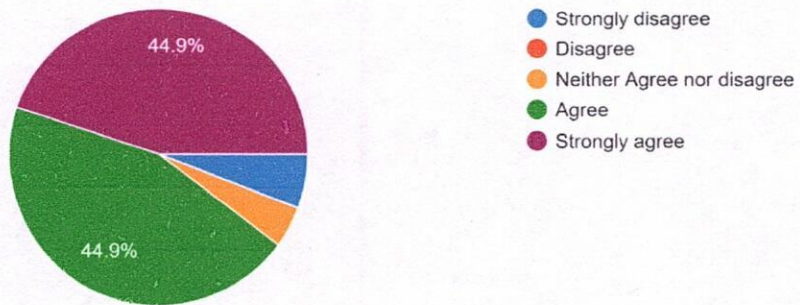7. I have the freedom to adopt new ways, techniques and tools in the teaching.
69 responses

	Strongly disagree
	Disagree
	Neither Agree nor disagree
	Agree
	Strongly agree

I have the freedom to adopt new ways, techniques and tools in the teaching.	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Percentage	4	1	9	35	51
Number	3	1	6	24	35

The data indicates that a majority of respondents, 59 (35% + 51%), agree or strongly agree that they have the freedom to adopt new ways, techniques, and tools in teaching. Only a small percentage, 5% (4% + 1%), disagree or strongly disagree, with 9% remaining neutral. Overall, most respondents feel empowered to innovate in their teaching methods.

8. I am able to achieve course outcomes at the completion of each course assigned to me.
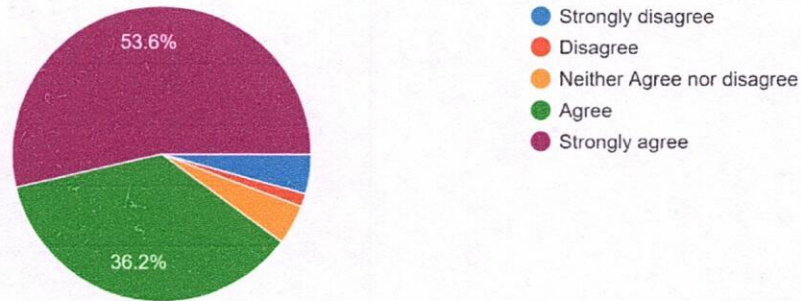69 responses

	Strongly disagree
	Disagree
	Neither Agree nor disagree
	Agree
	Strongly agree

I am able to achieve course outcomes at the completion of each course assigned to me.	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Percentage	5	0	5	45	45
Number	3	0	4	31	31

The data reveals that a majority of respondents, 62 (45% + 45%), agree or strongly agree that they are able to achieve course outcomes at the completion of each assigned course.

9. I take care of slow learners and if needed remedial classes are arranged for them.
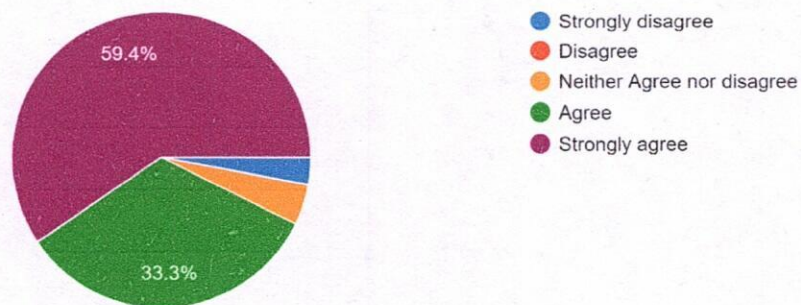69 responses

I take care of slow learners and if needed remedial classes are arranged for them.	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Percentage	4	1	6	36	54
Number	3	1	4	26	37

The above data distribution suggests that most of the respondents are proactive in supporting slow learners through remedial classes.

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

Curriculum is always designed and developed as per the statutes of the university and regulatory bodies.	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Percentage	3	0	5	33	59

Number	2	0	3	23	41

The data indicates that a vast majority of respondents, 64 (33% + 59%), agree or strongly agree that the curriculum is designed and developed according to the statutes of the university and regulatory bodies.

Key Findings of the Study.

1. **Need-Based Curriculum and Syllabus:** A majority of respondents believe that the curriculum and syllabus are need-based, with 90% (42% + 48%) agreeing or strongly agreeing with this statement, indicating strong alignment with educational needs.

2. **Clear Learning Objectives and Outcomes:** Most respondents, 90% (41% + 49%), agree or strongly agree that the learning objectives and course outcomes are well-defined and clear, suggesting effective communication and planning in course design.

3. **Resource Availability**: A significant portion of respondents, 88% (55% + 33%), agree or strongly agree that sufficient reading materials and digital resources are readily available in the library, indicating satisfactory support for learning and research needs.

4. **Innovative Teaching Methods:** A majority of respondents, 86% (35% + 51%), agree or strongly agree that they have the freedom to adopt new ways, techniques, and tools in teaching, highlighting a supportive environment for pedagogical innovation.

5. **Remedial Support for Slow Learners:** An overwhelming majority, 90% (36% + 54%), agree or strongly agree that they take care of slow learners and arrange remedial classes if needed, reflecting a commitment to inclusive education and student support.

Suggestions:

1. **Increase Clarity and Communication:** Despite the high agreement on well-defined learning objectives and course outcomes, continuously review and improve the communication of these objectives. Consider regular feedback sessions and updates to ensure all students and faculty are aligned and aware of any changes.

2. **Expand Remedial and Support Programs:** Given the strong support for remedial classes for slow learners, consider expanding these programs. Provide additional resources, training for faculty, and structured programs to ensure that all students have the support they need to succeed.

3. **Encourage and Support Pedagogical Innovation**: The high percentage of respondents feeling free to adopt new teaching methods is encouraging. Continue to foster this environment by providing ongoing professional development opportunities, sharing best practices, and investing in new technologies and tools to further enhance teaching effectiveness and student engagement.

Actions taken:

1. The university organized focus groups and surveys with students and faculty who disagree with the current curriculum, resource availability, or other aspects to identify specific concerns and areas for improvement. The concerned authorities utilized the feedback to make targeted enhancements to the curriculum and resources.

2. The authorities tried to expand the availability of remedial classes and support services for slow learners by providing faculty training on inclusive teaching strategies. Structured programs and workshops focusing on key areas where students typically need more support were conducted.

3. The authorities invested in professional development programs that offer training on the latest teaching methods, technologies, and tools.

4. The authorities created a platform for faculty to share best practices and innovative teaching techniques, fostering a collaborative and supportive teaching environment.

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