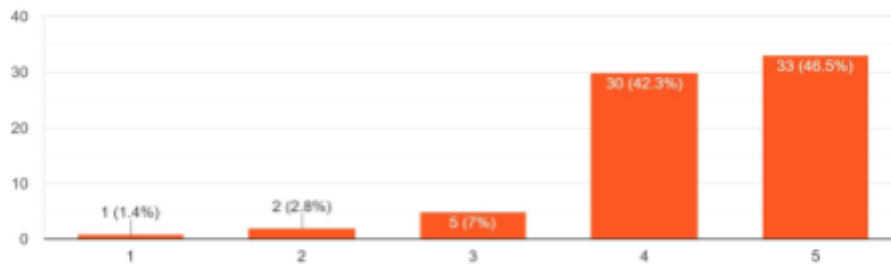# Feedback Analysis Report of Faculty 2018-19

SJCET Faculty Feedback Form - 2018-19

1. The curriculum/syllabus of the course is suitable for the program
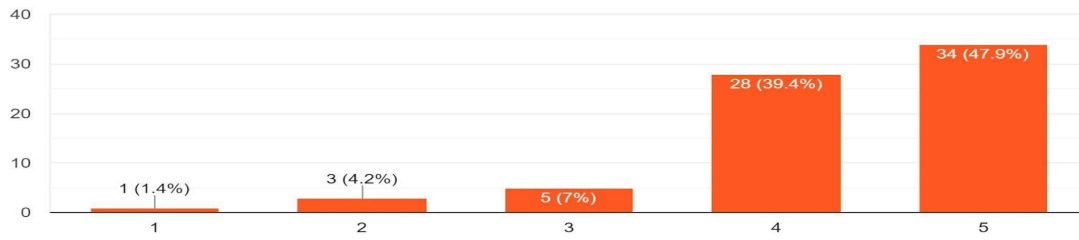71 responses

2. The course plan allotted in the syllabus is adequate and is suitable to the course.
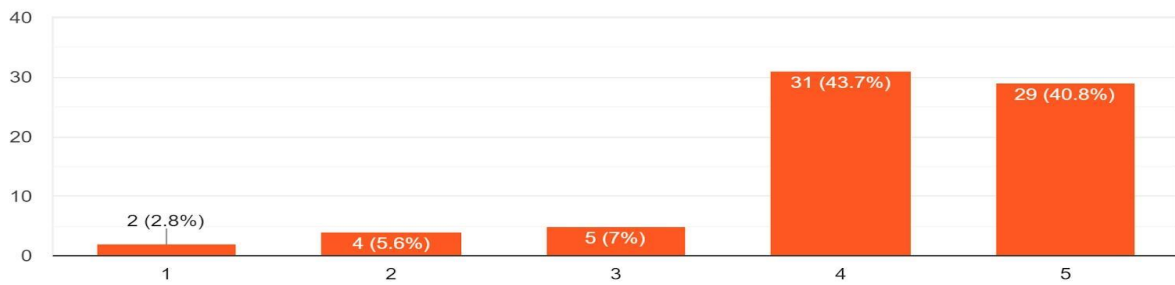71 responses

3. Course outcomes of every course is well defined.
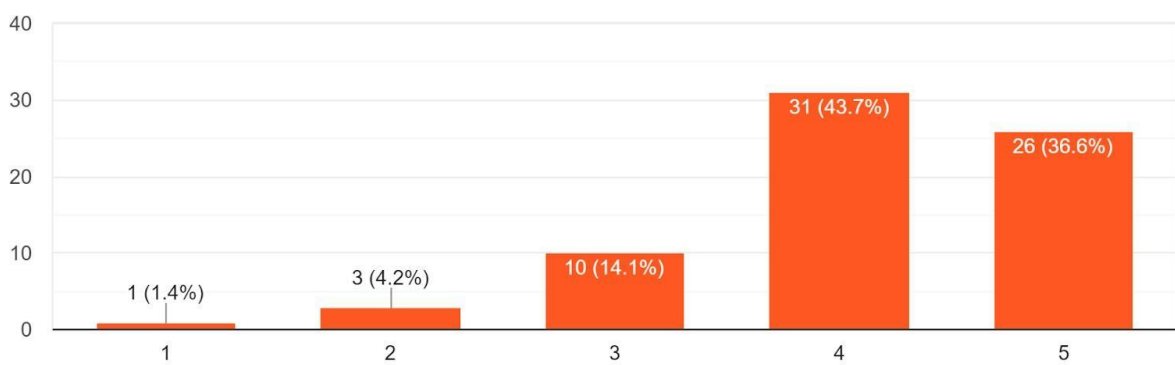
71 responses

4. Course outcome to Program outcome mapping is well defined and justified
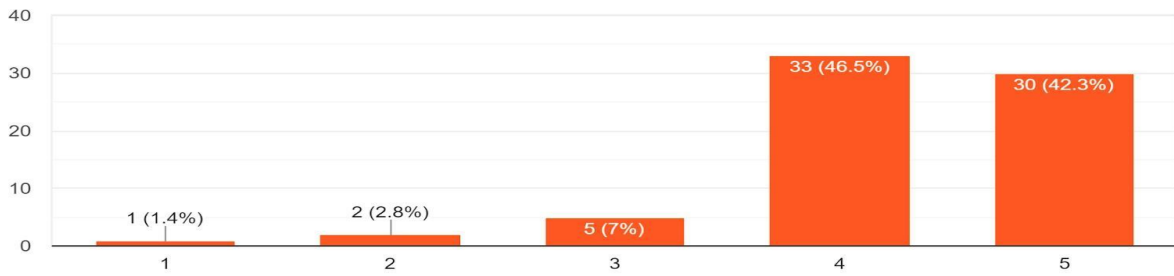
71 responses

5. The curriculum/syllabus has good balance between theory and practical sessions/application level
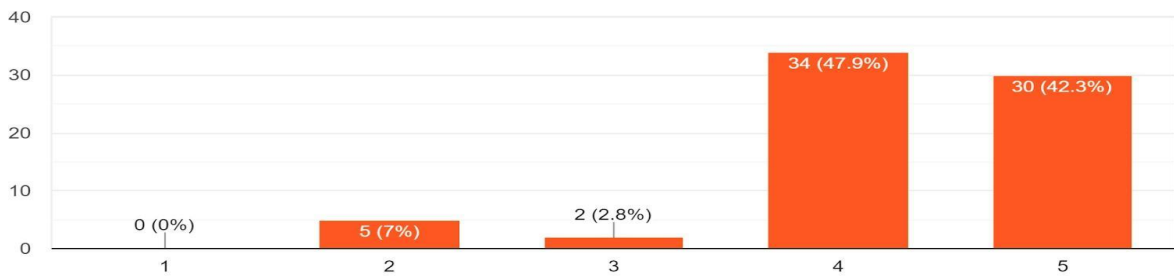
71 responses

6.   The curriculum/syllabus excites/interests me as a teacher to learn more on the topic and broaden my knowledge
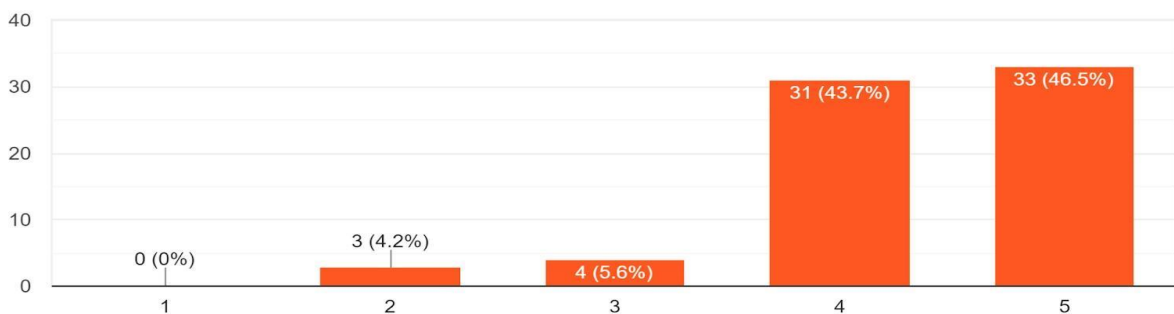
71 responses

7.   The programme curriculum has sufficient number of optional courses for the student to choose an area of expertise
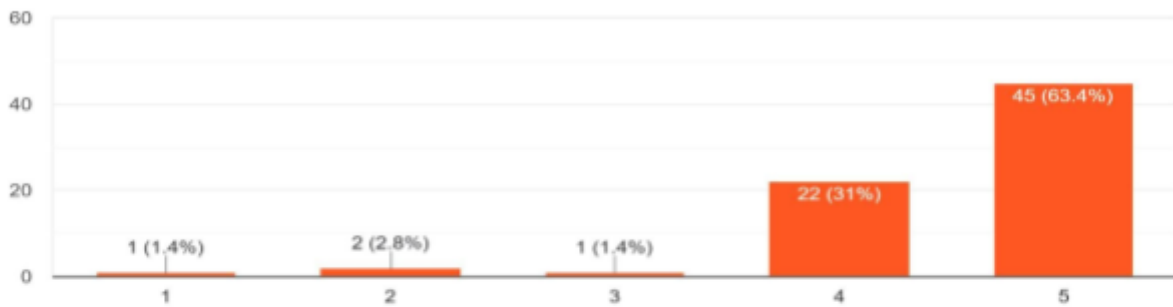
71 responses

8.   The books prescribed/listed as reference materials are relevant to the course

71 responses

9. The institute library has sufficient number of prescribed books to cater to the needs of bot faculty and students

71 responses

10. Course evaluations are conducted in time with proper planning and proper coverage as per academic calendar

71 responses
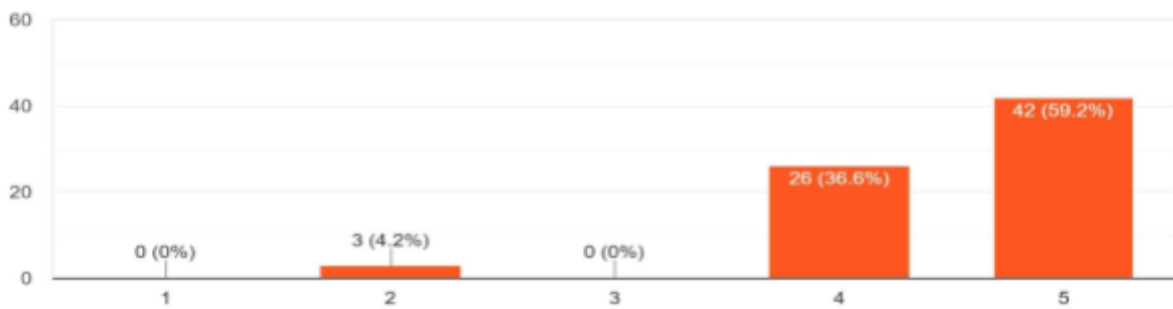
11. Infrastructural facilities in the Institute (such as Faculty rooms, reading rooms, wash rooms, Staff canteen etc) are available and are in adequat... to satisfy the needs of Faculty in the Department.

71 responses

12.   Infrastructural facility in the Institute (such as Laboratories, Laboratory equipment including hardware and softwares, Class rooms, projectors / o... for proper course delivery in the stipulated time
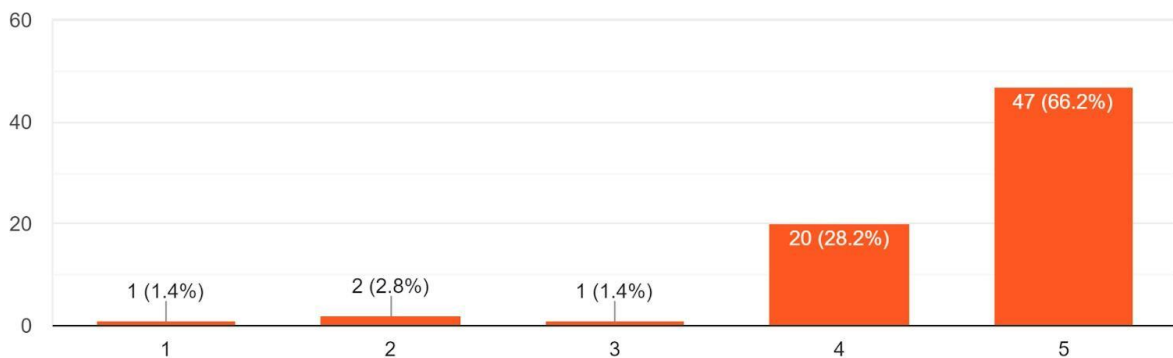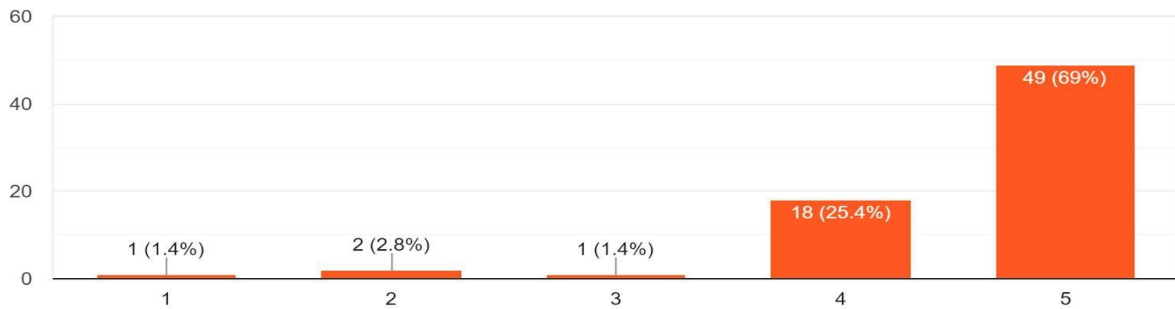
71 responses

13.   Faculty in the Institute are given adequate freedom and authority to propose, modify, suggest and incorporate new topics in the syllabus.

71 responses
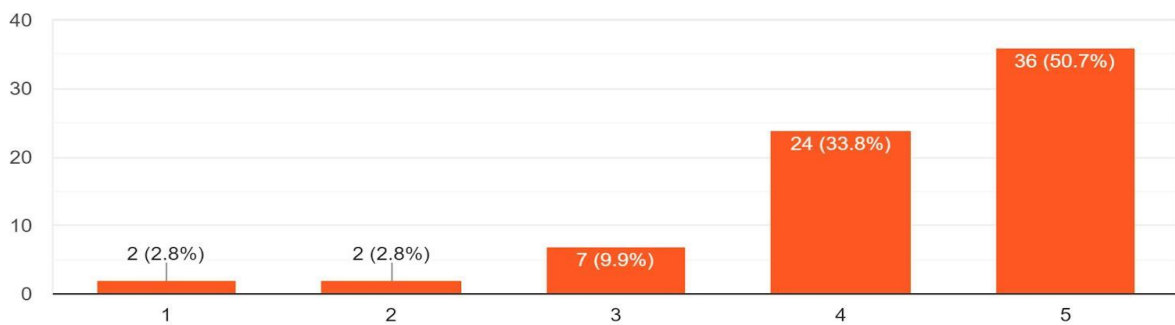
14.   Faculty in the Institute are given adequate freedom and authority to adopt new techniques/strategies of teaching such as seminar ...s, group discussions and learners' participations

71 responses
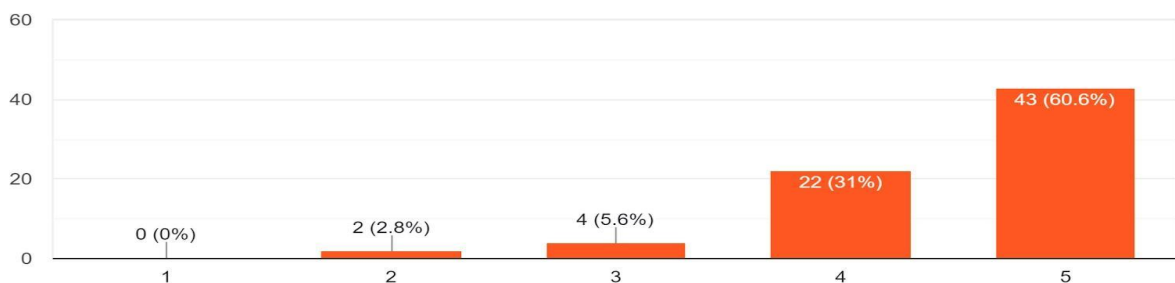
15. Faculty in the Institute are given adequate freedom and authority to adopt new techniques/strategies for evaluation assessment of students.

71 responses

16. The Institute administration/policy is teacher friendly in general

71 responses
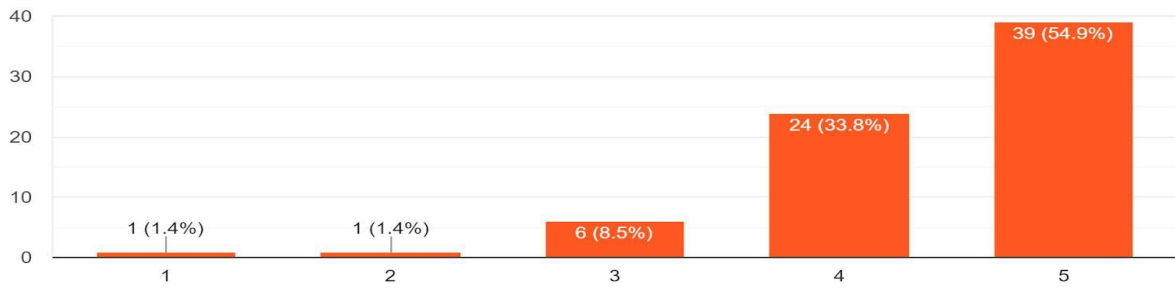
17. The Institute provides adequate support in terms of funding, workload management etc for projects and research facilities
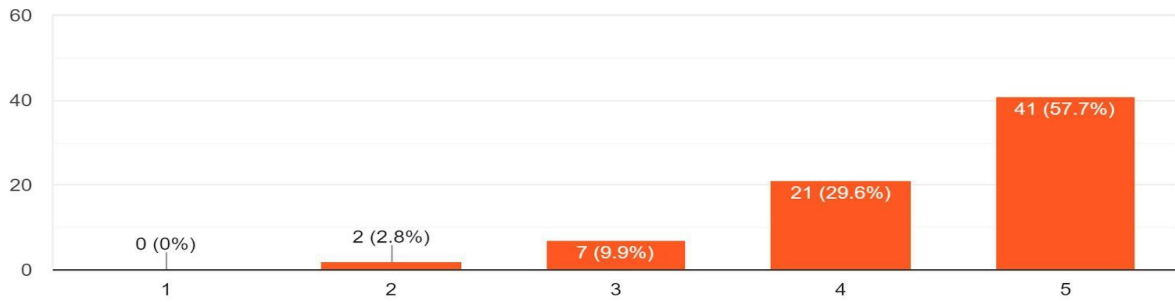
71 responses
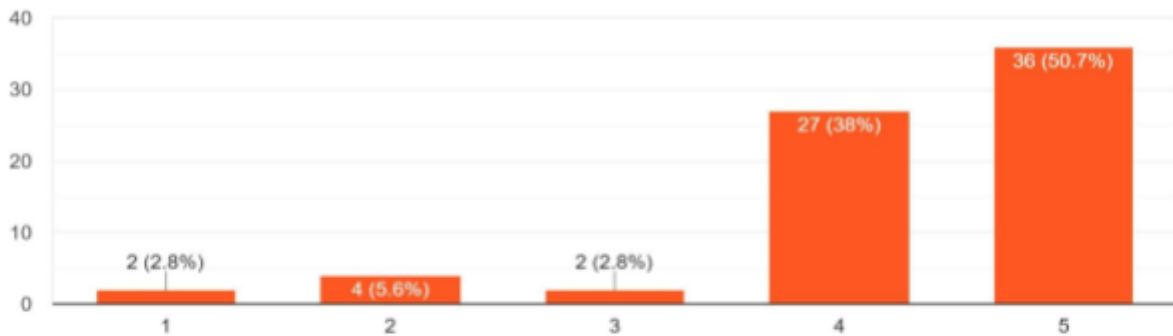
18. The Institute policy mandates adequate support (in terms of funding, workload management and leave policy) to faculty members for skill upgradation and qualification enhancement

71 responses
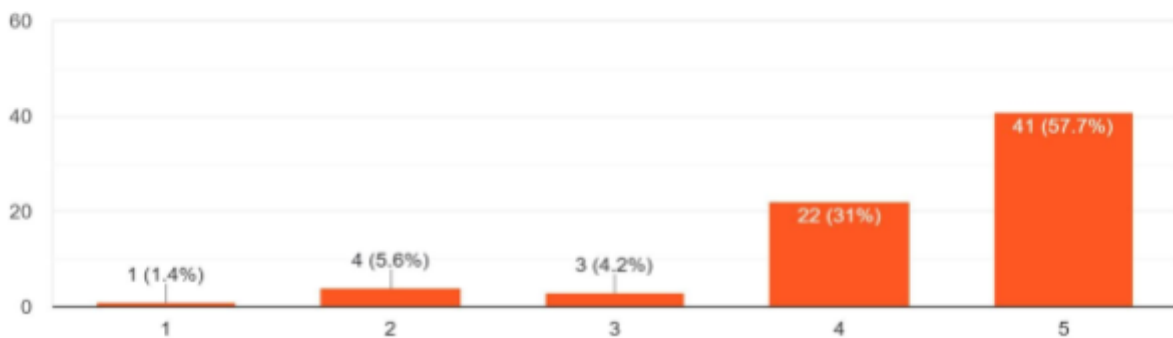
19. The Institute policy for professional development are non-discriminatory and fair.

71 responses
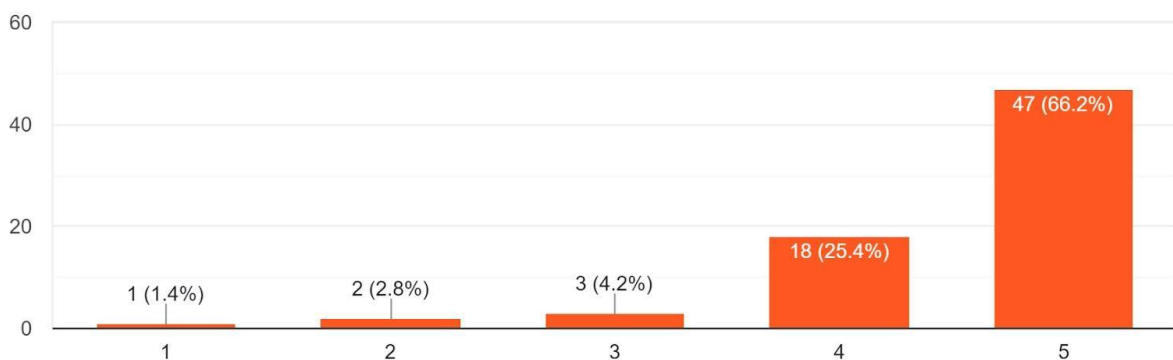
20. The overall environment in the Institute/department is favourable to teaching and research

71 responses
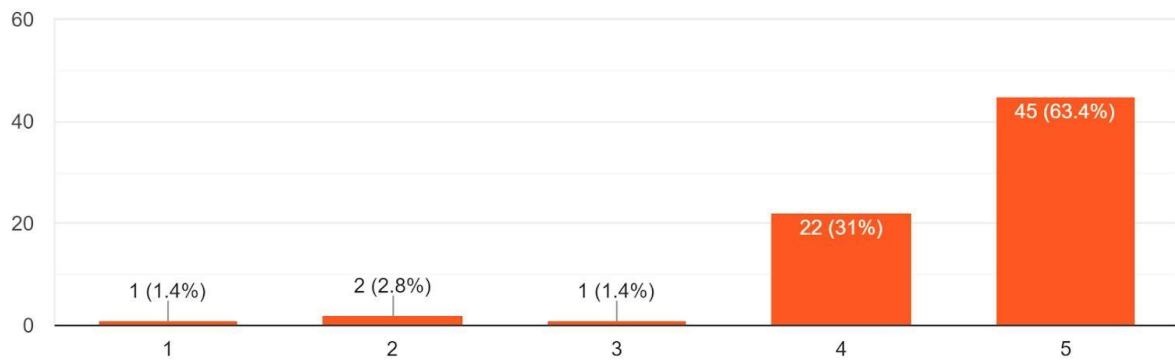
Summary of Faculty Feedback Analysis (2018-19)

In accordance with SJCET's feedback mechanism, action may be initiated if more than 40% of the faculty rate any one question on the feedback form as disagree or strongly disagree. This commitment to improvement stems from the institute's dedication to Outcome-Based Education (OBE) and its sincere desire to enhance the quality of course delivery for students by improving the faculty's skill set and incorporating necessary changes in course outcomes. After a thorough analysis of faculty feedback, the following conclusions have been drawn:

1. Faculty Training for Enhanced Teaching Effectiveness: It is evident from the feedback analysis that there is a need for faculty training aimed at improving teaching effectiveness. This aligns with the principles of OBE, as effective teaching is essential for achieving desired learning outcomes. Initiating training programs that focus on innovative teaching methods, modern pedagogical techniques, and the incorporation of real-world applications can significantly benefit both faculty and students.

2. Bridging the Gap between Industry and Curriculum Demands: Another key finding from the feedback analysis is the importance of bridging the gap between industry requirements and the curriculum. Faculty members can benefit from guidance and suggestions on how to update their teaching methods to ensure that graduates are well-prepared for the demands of the job market. Collaborative efforts with industry professionals and regular curriculum reviews are essential steps in achieving this alignment.

3. Enhancing Library Resources: While this point does not directly reach the 40% threshold, it is still a noteworthy concern. Adequate access to educational resources, including books in the library, plays a vital role in supporting the learning process. Ensuring that the library is well-stocked and regularly updated with relevant materials can significantly contribute to the overall educational experience.

SJCET's commitment to OBE and its dedication to improving the quality of education are commendable. Taking action based on faculty feedback is a proactive step toward achieving these goals. By implementing training programs, fostering industry-academia collaborations, and enhancing library resources, SJCET can continue to provide a holistic educational experience that prepares students for the challenges of the modern world.

ACTION TAKEN REPORT BASED ON THE FEEDBACK FROM FACULTY

FOR THE ACADEMIC YEAR 2018-19

This institution is affiliated to APJ Abdul Kalam Technological University. The Board of studies prepares the curriculum based on the feedback and suggestions from the affiliated colleges through the conduct of meetings with Principals before preparing the curriculum.

For continuous improvement in the quality of course delivery, institution obtains feedback on curriculum design, course delivery and the support required by the students from the department and the institution. Based on the feedback collected from the Faculty. The following are the decisions taken by the institution.

1. Decided to implement OBE Ecosystem. Two-day OBTL training program was imparted to the Faculty members to improve the teaching effectiveness. (Notice dated 13 Feb 2019, training conducted on February 18 and 19).
2. Department meetings are regularly held to discuss about the course delivery, improving practical sessions, how to bridge the gap between curriculum and industry demands, adherence to academic calender etc.
3. Purchase of books are initiated in each semester for enabling the required number of books in the library.

PRINCIPAL
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