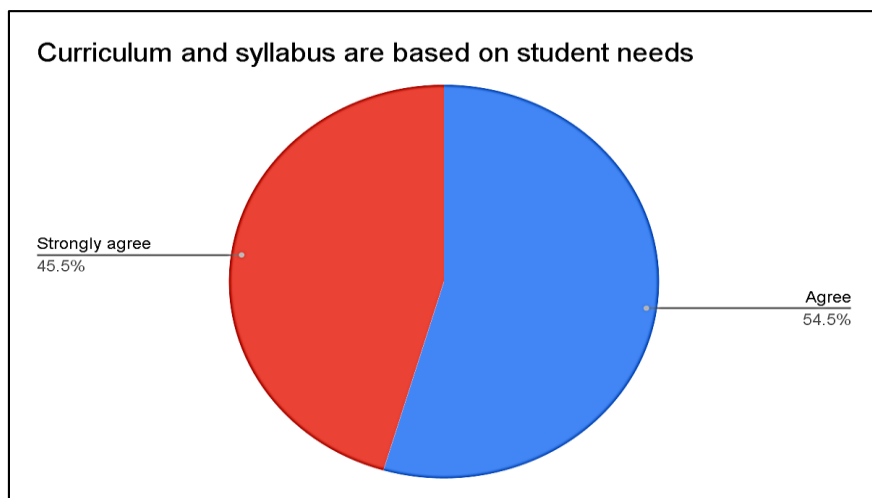
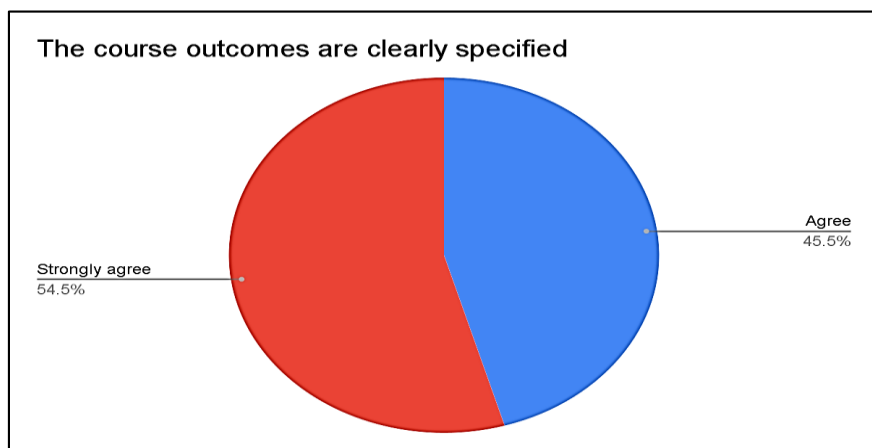


**S.M.PATEL COLLEGE OF HOME SCIENCE  
FEEDBACK FROM TEACHERS (2023-24)**

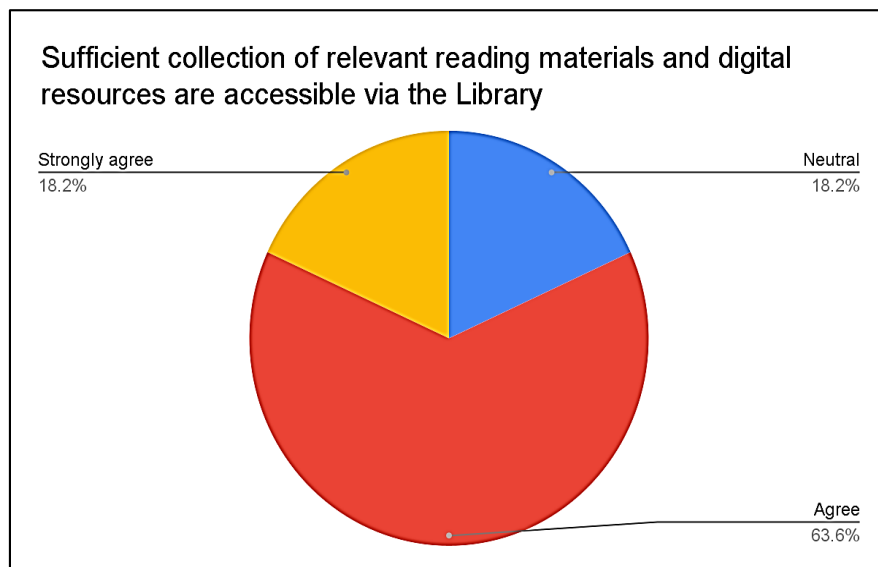
Kindly give your score for the following questions on the curriculum  
5 – Strongly agree, 4 – Agree, 3 – Neutral, 2 – Disagree, 1 – Strongly disagree



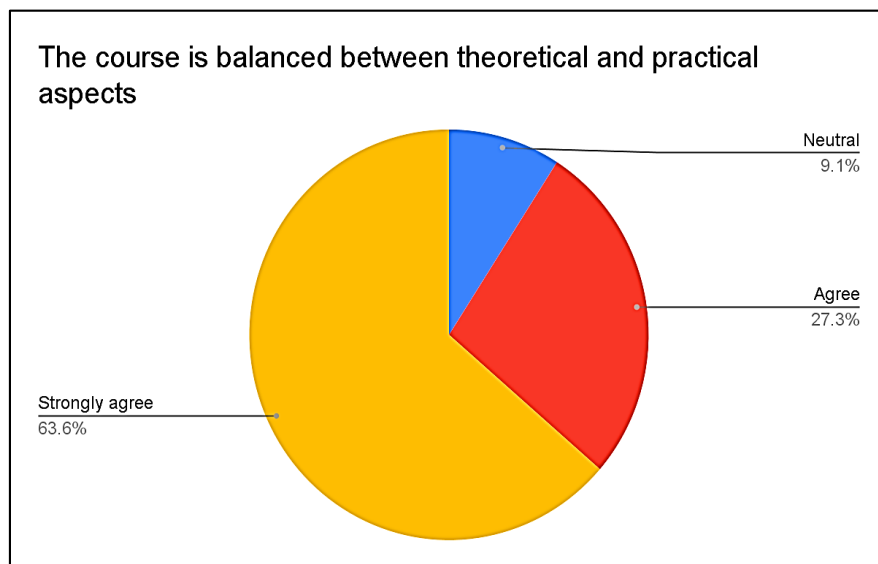
The pie chart provides feedback on aligning curriculum and syllabus with student needs. The majority of respondents agreed that the curriculum and syllabus are based on their needs, with 54.5% agreeing and 45.5% strongly agreeing. This suggests that the curriculum and syllabus are generally perceived as relevant and responsive to students' requirements.



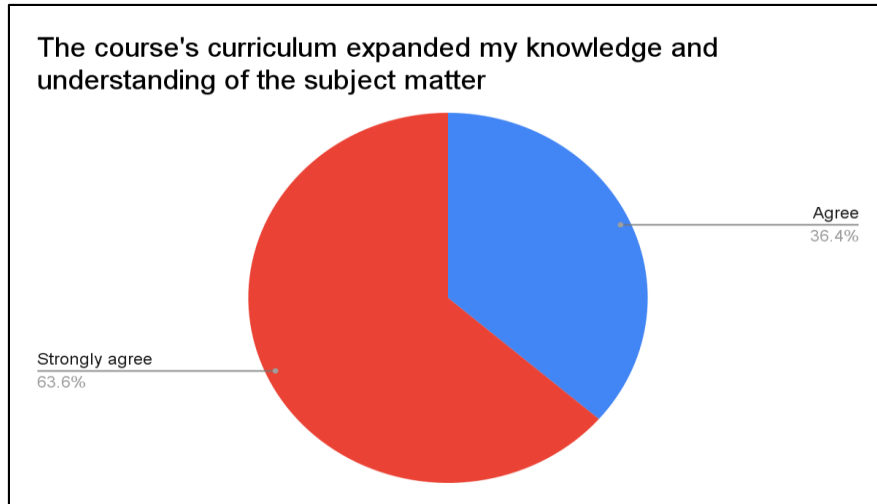
The majority of teachers, 54.5%, strongly agree that the course outcomes are specified, while 45.5% agree. This indicates a high level of satisfaction with the clarity of course outcomes and suggests that the teachers have effectively communicated the expected learning goals to students, fostering a clear understanding of the course objectives.



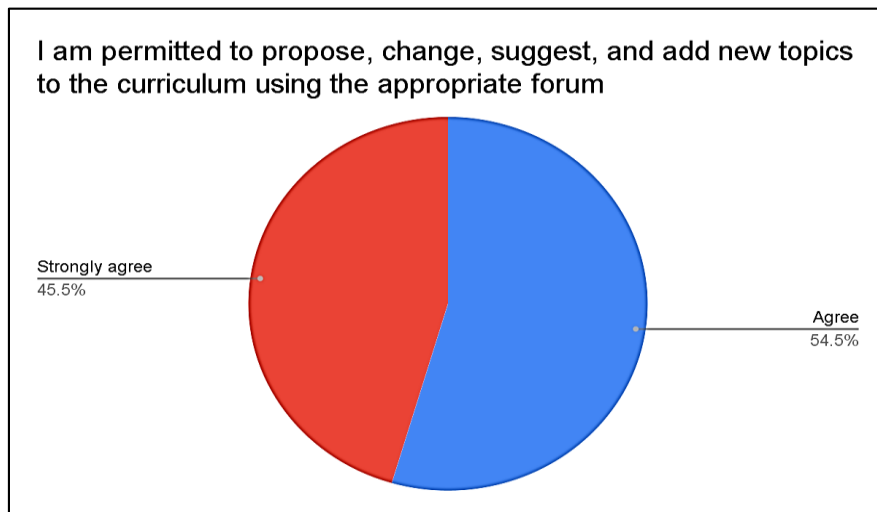
The above chart illustrates the distribution of teachers' opinions on the availability of sufficient relevant reading materials and digital resources in the library. The majority of respondents, 63.6%, agree that there is an adequate collection, while 18.2% strongly agree and 18.2% are neutral. This indicates a generally positive perception of the library's resources, with a significant portion of respondents expressing strong agreement.



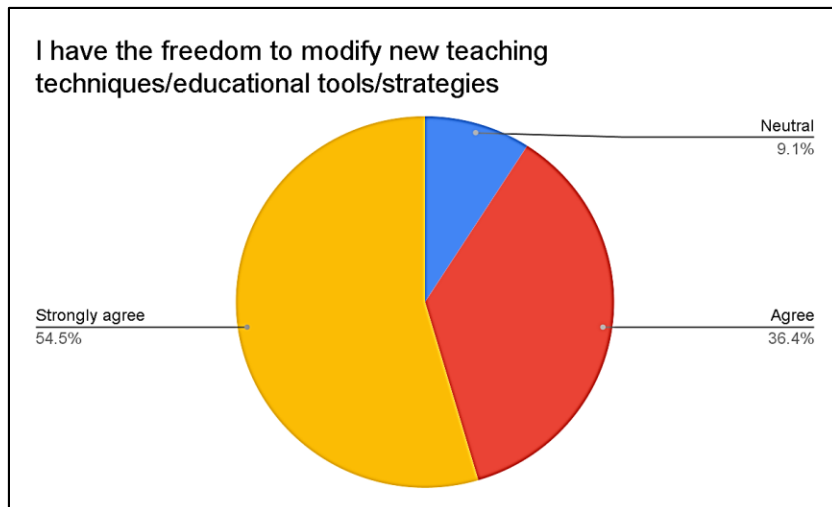
The response from teachers for the balance between theoretical and practical aspects of the course is depicted in the above chart. The majority of respondents, 63.6%, strongly agree that the course is well-balanced, while 27.3% agree. Only 9.1% are neutral. This indicates high satisfaction with the course's balance, suggesting that the curriculum effectively combines theoretical concepts with practical applications.



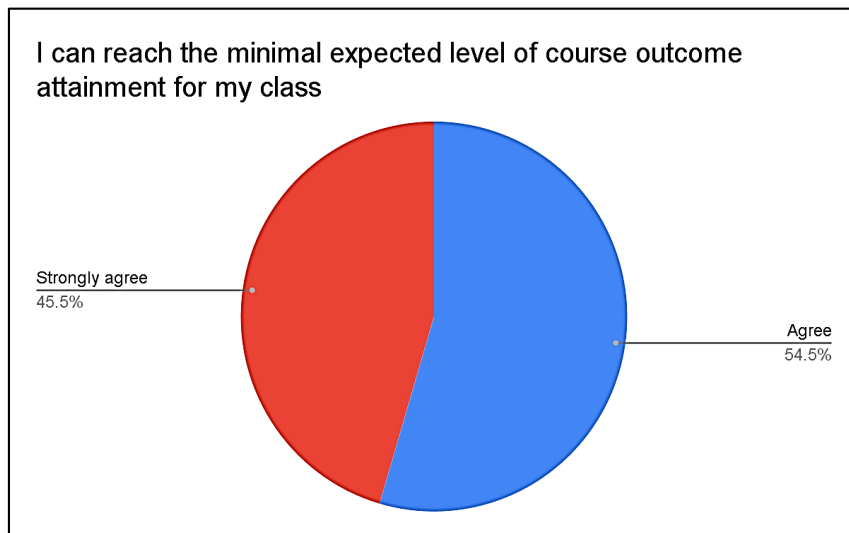
The above chart shows teachers' opinions on the effectiveness of the course curriculum in expanding their knowledge and understanding of the subject matter. A significant majority, 63.6%, strongly agree that the curriculum successfully achieved this, while 36.4% agree. This reflects high satisfaction with the curriculum's role in enhancing students' knowledge and comprehension.



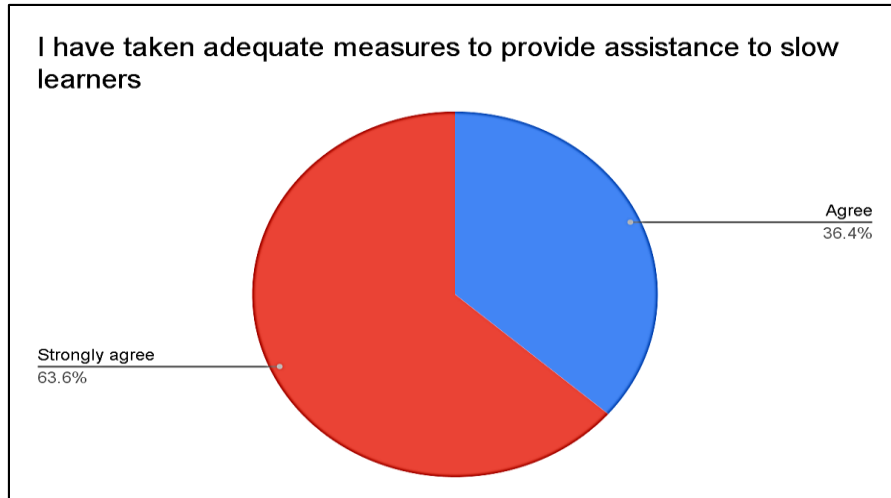
The above chart illustrates the distribution of teachers' opinions on their perceived involvement in curriculum development. Most respondents, 54.5%, agree they can propose, change, suggest, and add new topics to the curriculum using the appropriate forum. Additionally, 45.5% strongly agree with this statement. These results indicate high satisfaction with the degree of involvement in curriculum development among the respondents.



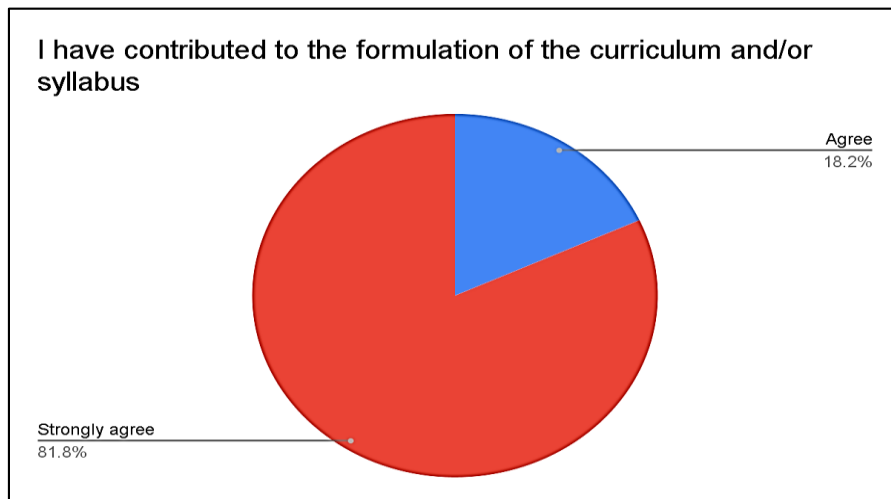
The pie chart illustrates the distribution of teachers' opinions on their freedom to modify new teaching techniques, educational tools, and strategies. Most respondents, 54.5%, strongly agree that they have this freedom, while 36.4% agree. Only 9.1% are neutral. These results indicate a high level of satisfaction with the degree of autonomy in pedagogical innovation among the respondents.



The majority of respondents, 54.5%, agree that they can achieve the minimum expected level of course outcomes, while 45.5% strongly agree. This suggests a strong overall confidence among students in meeting course objectives. The near-equal distribution of agreement and strong agreement highlights a positive perception of the course's structure and support, indicating that most students feel adequately equipped to reach the desired academic outcomes.



The distribution of teachers opinions on the adequacy of measures taken to assist slow learners reveals a clear trend. A significant majority, 63.6%, strongly agree that the measures are sufficient, while 36.4% agree. This strong consensus indicates a high level of satisfaction with the support provided to slow learners and suggests that the institution has effectively addressed the needs of slow learners.



The chart indicates that most teachers feel involved in curriculum development. 81.8% strongly agree, and 18.2% agree that they have contributed to formulating the curriculum or syllabus. This suggests high satisfaction with the degree of involvement in shaping the academic programme.