



GURU NANAK COLLEGE (Autonomous)

Affiliated to University of Madras | Accredited at 'A++' Grade by NAAC

Approved by AICTE | An ISO 9001:2015 Certified Institution

Guru Nanak Salai, Velachery, Chennai – 600042

AQAR 2023-24

SUPPORTING DOCUMENTS



1.4.2

The feedback system of the Institution comprises the following

GURU NANAK COLLEGE (AUTONOMOUS)

Affiliated to University of Madras | Approved by AICTE | NIRF Ranking 82nd

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TEACHERS' FEEDBACK REPORT

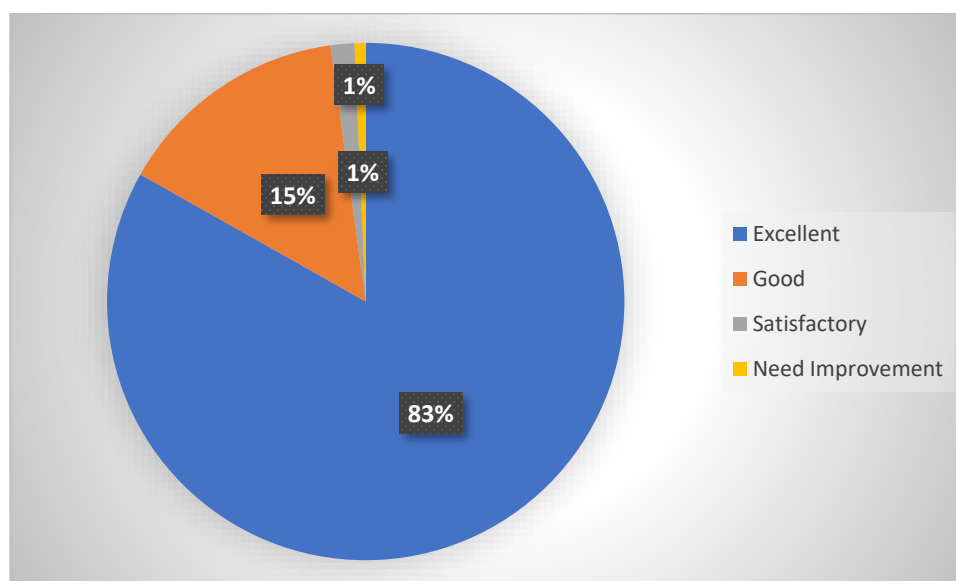
TEACHERS' FEEDBACK ON CURRICULUM

Employee were asked to register opinion on Relevance of curriculum to the Local, Regional, National and global developmental needs, the mechanism for periodic curriculum revision, relevance of curriculum for current trends and industrial requirements, the curriculum focus on employability, entrepreneurship and skill development, learning outcomes in terms of concepts, Knowledge, skills and analytical abilities, allotment of teaching hours to complete the syllabus, adaptability of the curriculum for enhancement of knowledge and skill through Projects and hands on training, scope for practical exposure through internship/ Field visits/ Industrial Visits and research activities in the curriculum, in-depth subject knowledge provided through course content, course content facilitate the students for higher education and competitive exams, impact of Multi-disciplinary learning approach towards the holistic development of the students, scope of Capability enhancement through Soft skills and NME, the evaluation tools in the curriculum, References for learning materials indicated in the course syllabus and overall Rating for the curriculum. The following scales were used to assess their rating: 'Excellent', 'Good', 'Satisfactory', and 'Need improvement'.

PARAMETERS	Teachers Response (In Percentage)			
	Excellent	Good	Satisfactory	Need Improvement
Q1	83.19	14.44	1.60	0.77
Q2	74.96	22.39	1.58	1.07
Q3	78.57	18.23	2.43	0.77
Q4	77.62	20.03	1.27	1.08
5Q	81.63	15.64	1.65	1.08
Q6	77.84	19.26	2.13	0.77
Q7	75.09	21.17	2.42	1.31
Q8	73.29	20.75	3.72	2.24
Q9	79.13	17.72	2.34	0.80
Q10	80.39	17.08	1.61	0.92
Q11	76.47	20.20	2.56	0.77
Q12	75.09	22.20	1.27	1.44
Q13	76.35	20.11	1.53	1.64
Q14	79.77	17.19	2.24	0.80
Q15	80.90	16.03	2.30	0.77

Q-1: Relevance of curriculum to the Local, Regional, National and global developmental needs

EXCELLENT	GOOD	SATISFACTORY	NEED IMPROVEMENT
83.19	14.44	1.60	0.77

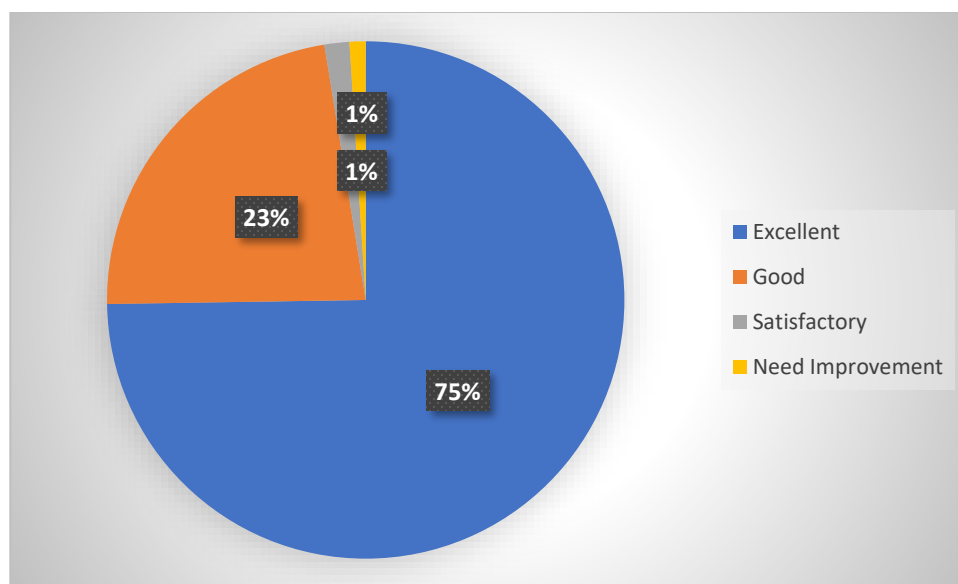


Inference:

The majority of the respondents (83.19%) rated 'Excellent' on the relevance of curriculum to local, regional, national, and global developmental needs. A considerable percentage (14.44%) of the respondents graded 'good' on the relevance of curriculum to local, regional, national, and global developmental needs. A minimum percentage (1.60%) of the respondents preferred 'satisfactory' on the relevance of curriculum to local, regional, national, and global developmental needs. A lowest percentage (0.77 %) of the respondents suggested 'need improvement' on the relevance of curriculum to local, regional, national, and global developmental needs. It reveals that a significant majority of the respondents were satisfied with the relevance of the curriculum to local, regional, national, and global developmental needs.

Q - 2 : The mechanism for periodic curriculum revision

EXCELLENT	GOOD	SATISFACTORY	NEED IMPROVEMENT
74.96	22.39	1.58	1.07

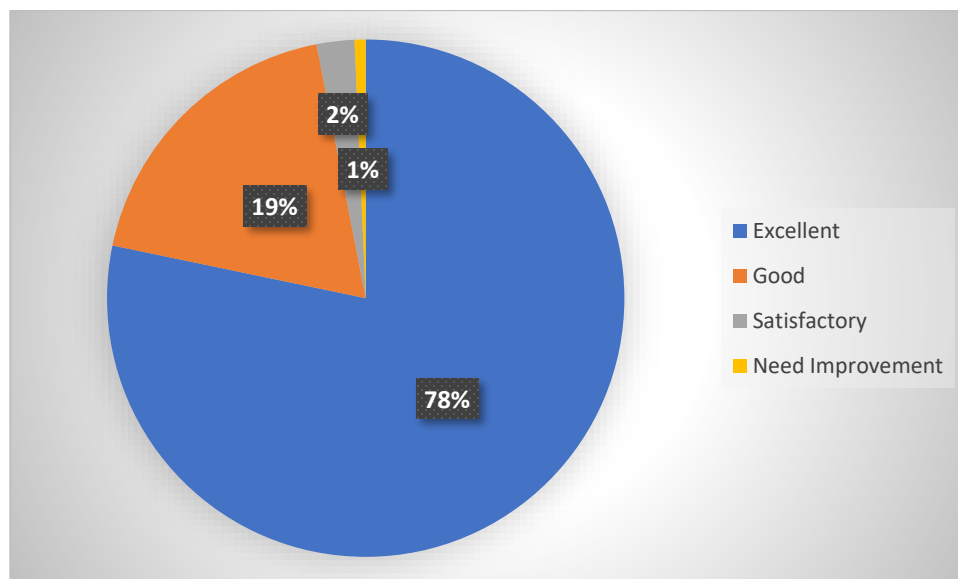


Inference:

74.96 % of the respondents were in favour of the mechanism for periodic curriculum revision, rated as 'Excellent'. 22.39 % of the respondents expressed their positive attitude toward the mechanism for periodic curriculum revision, graded as 'Good'. Only 1.58 % of the respondents expressed 'satisfaction with the mechanism for periodic curriculum revision and A smallest percentage (1.07 %) of the respondents suggested 'need improvement' on the mechanism for periodic curriculum revision

Q - 3 : Relevance of curriculum for current trends and industrial requirements

EXCELLENT	GOOD	SATISFACTORY	NEED IMPROVEMENT
78.57	18.23	2.43	0.77

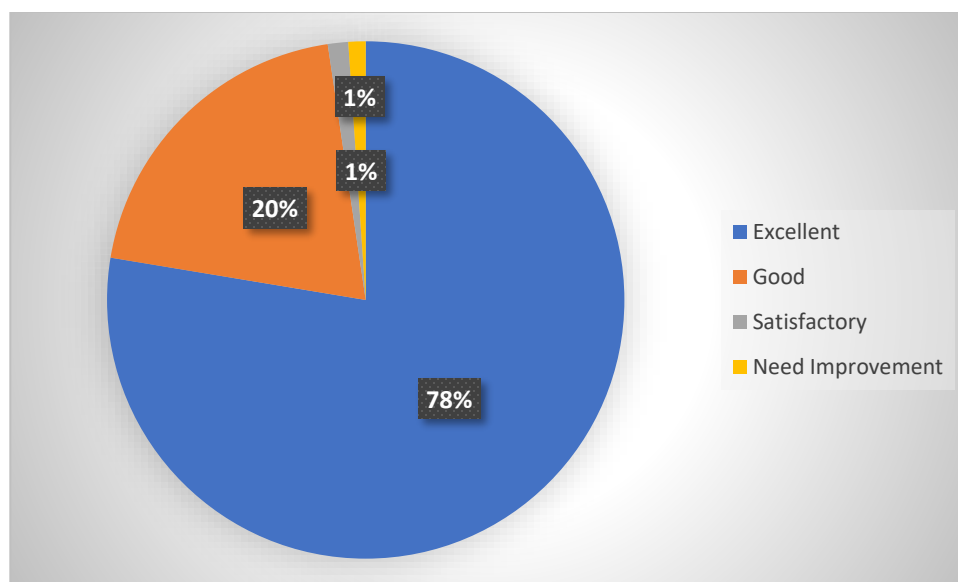


Inference:

A significant majority of the respondents (78.57%) graded 'Excellent' on the relevance of curriculum for current trends and industrial requirements. A majority of the respondents (18.23%) rated 'Good' on the relevance of curriculum for current trends and industrial requirements. 2.43 % of the respondents expressed 'satisfactory' on the relevance of curriculum for current trends and industrial requirements. A minimum percentage (0.77 %) of the respondents suggested 'need improvement' on the relevance of curriculum for current trends and industrial requirements.

Q - 4 : The curriculum focus on employability, entrepreneurship and skill development

EXCELLENT	GOOD	SATISFACTORY	NEED IMPROVEMENT
77.62	20.03	1.27	1.08

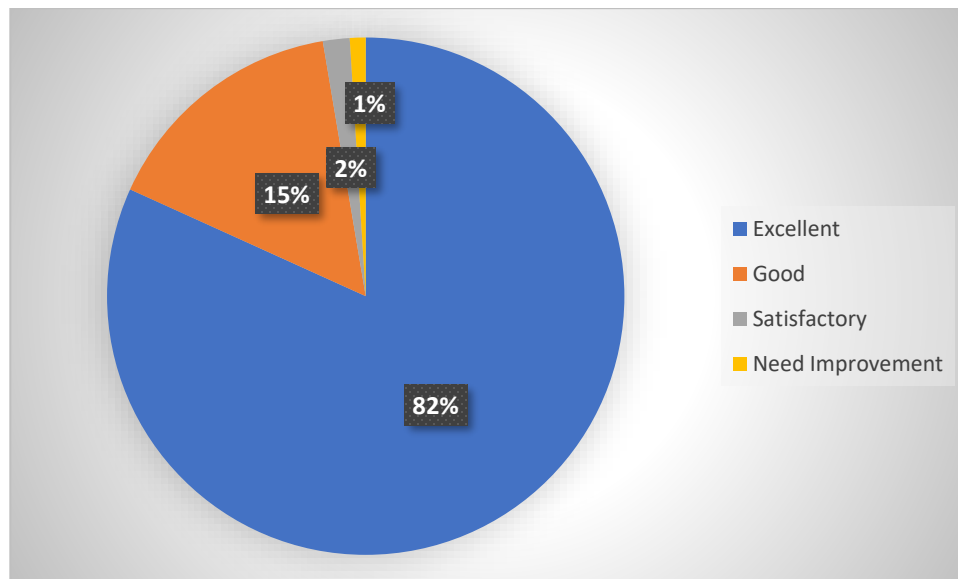


Inference:

A considerable percentage (77.62%) of the respondents were rated 'Excellent' on the curriculum, which focuses on employability, entrepreneurship, and skill development. A significant percentage (20.03 %) of the respondents graded 'Good' on the curriculum that emphasizes employability, entrepreneurship, and skill development. A minimum percentage (1.27 %) of the respondents stated 'Satisfactory' on the curriculum that places prominence on employability, entrepreneurship, and skill development. No respondents suggested improvements to the curriculum and A tiniest percentage (1.08 %) of the respondents suggested 'need improvement' on the curriculum that emphasizes employability, entrepreneurship, and skill development.

Q - 5 : Learning outcomes in terms of concepts, Knowledge, skills and analytical abilities

EXCELLENT	GOOD	SATISFACTORY	NEED IMPROVEMENT
81.63	15.64	1.65	1.08

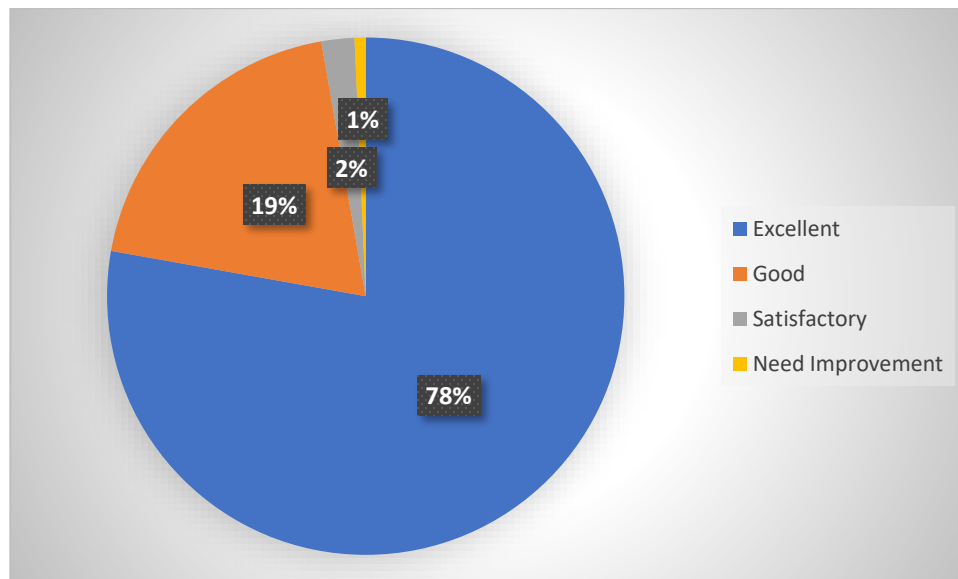


Inference:

A substantial majority (81.63 %) of the respondents graded 'Excellent', which indicates the learning outcomes in terms of concepts, knowledge, skills, and analytical abilities are dynamic in the curriculum. A moderate percentage (15.64 %) of the respondents expressed a 'good' opinion on the learning outcomes in terms of concepts, knowledge, skills, and analytical abilities bonded with the curriculum. A minimum percentage (1.65 %) of the respondents communicated 'satisfactory' about the learning outcomes in terms of concepts, knowledge, skills, and analytical abilities attached to the curriculum and A least percentage (1.08 %) of the respondents suggested 'need improvement' on the learning outcomes in terms of concepts, knowledge, skills, and analytical abilities attached to the curriculum.

Q - 6 : Allotment of teaching hours to complete the syllabus

EXCELLENT	GOOD	SATISFACTORY	NEED IMPROVEMENT
77.84	19.26	2.13	0.77

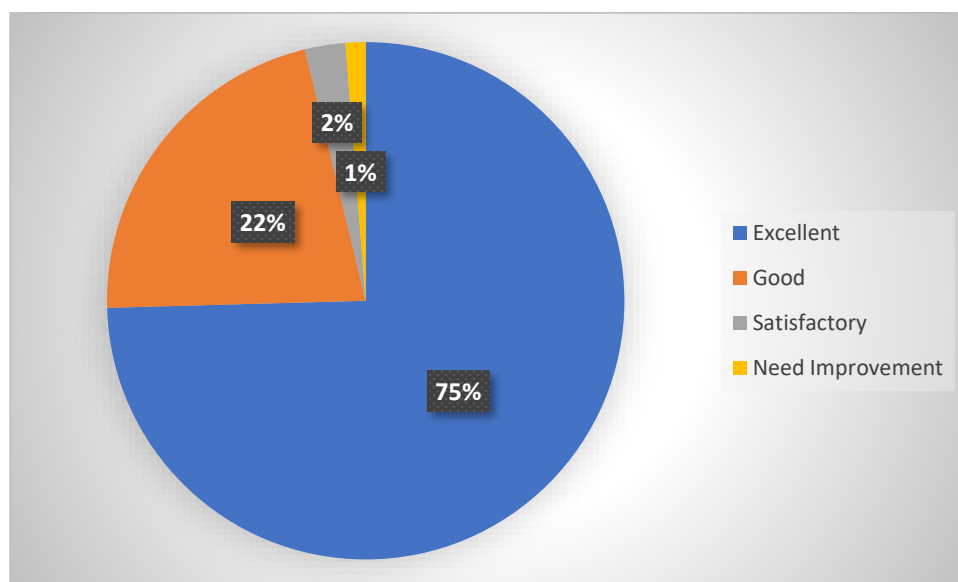


Inference:

The majority of the respondents (77.84 %) valued the curriculum as 'Excellent' pertaining to the allotment of teaching hours to complete the syllabus. A moderate proportion (19.26 %) of the respondents have a positive attitude toward the allotment of teaching hours to complete the syllabus, rated as 'Good'. A minimum percentage (2.13 %) of the respondents conveyed 'satisfactory' on the allotment of teaching hours to complete the syllabus and A minimum percentage (0.77 %) of the respondents suggested 'need improvement' on the allotment of teaching hours to complete the syllabus.

Q - 7 : Adaptability of the curriculum for enhancement of knowledge and skill through Projects and hands on training

EXCELLENT	GOOD	SATISFACTORY	NEED IMPROVEMENT
75.09	21.17	2.42	1.31

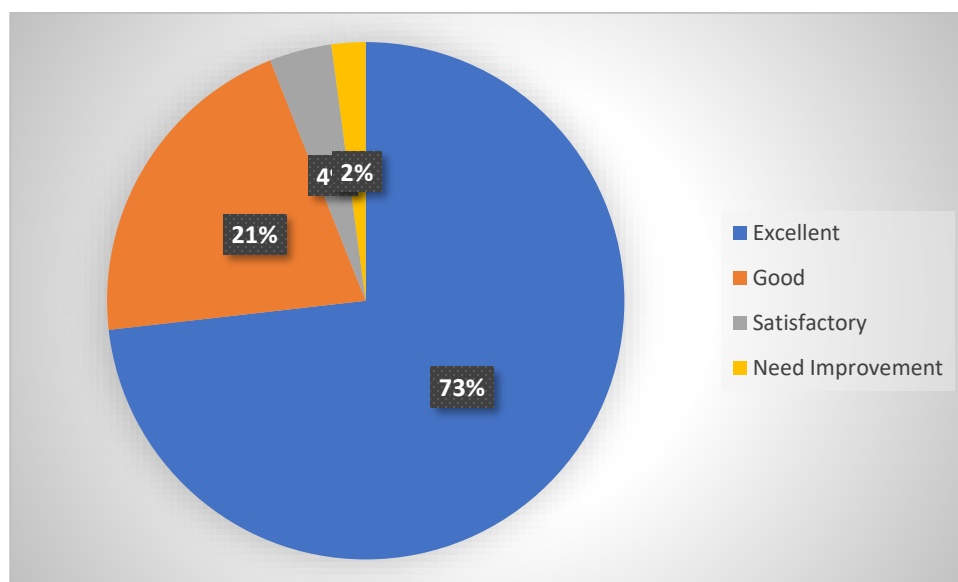


Inference:

An enormous percentage of the respondents (75.09 %) have rated ‘the’ adaptability of the curriculum for the enhancement of knowledge and skills through projects and hands-on training. A judicious percentage (21.17 %) of the respondents have a ‘good’ judgment on the adaptability of the curriculum for the enhancement of knowledge and skills through projects and hands-on training for the students. A very minimum percentage (2.42 %) of the respondents have proposed 'satisfactory' adaptability of the curriculum for enhancement of knowledge and skills through projects and hands-on training for the pupils. A lowest percentage (1.31 %) of the respondents advocated ‘need improvement’ on the adaptability of the curriculum for the enhancement of knowledge and skills through projects and hands-on training.

Q - 8 : Scope for practical exposure through internship/ Field visits/ Industrial Visits and research activities in the curriculum :

EXCELLENT	GOOD	SATISFACTORY	NEED IMPROVEMENT
73.29	20.75	3.72	2.24

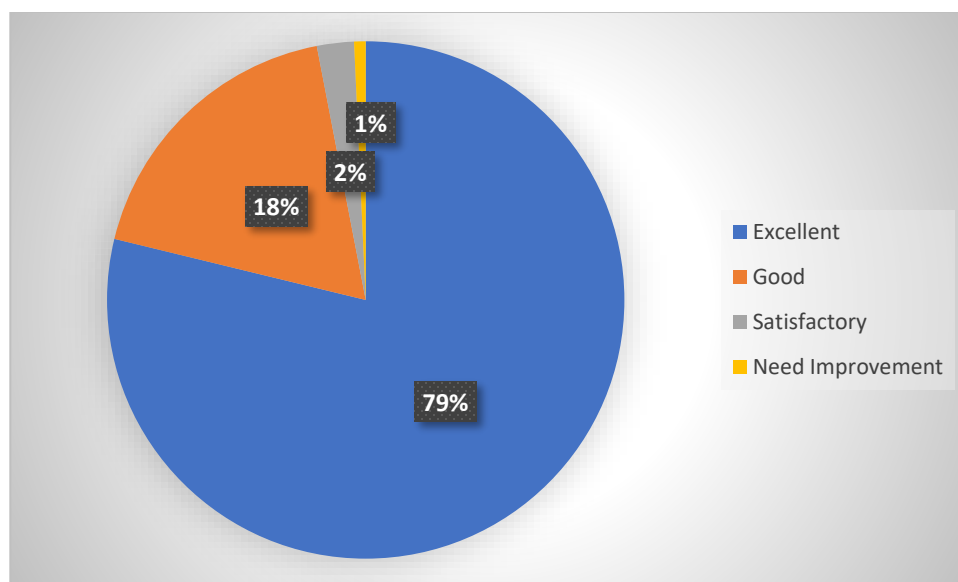


Inference:

A determined percentage (73.29 %) of the respondents graded 'Excellent' on the curriculum, which focused on the scope for practical exposure through internships, field visits, industrial visits, and research activities in the curriculum. A sensible percentage (20.75 %) of the respondents evaluated the curriculum as 'good' which indicates that the scope for practical exposure through internships, field visits, industrial visits, and research activities in the curriculum is creditable. An insignificant percentage (3.72 %) of the respondents articulated 'Satisfactory on the scope for practical exposure through internships, field visits, industrial visits, and research activities in the curriculum. A very trivial percentage (2.24 %) of the respondents recommended the improvement of the curriculum towards scope for practical exposure through internships, field visits, industrial visits, and research activities.

Q - 9 : In-depth subject knowledge provided through course content

EXCELLENT	GOOD	SATISFACTORY	NEED IMPROVEMENT
79.13	17.72	2.34	0.80

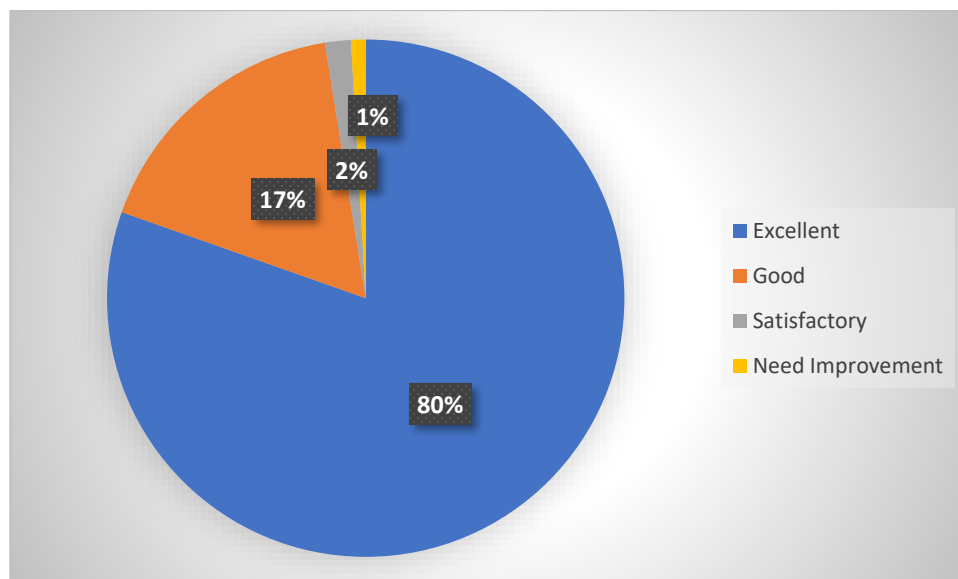


Inference:

A substantial majority (79.13 %) of the respondents were very positive about the curriculum, which provides in-depth subject knowledge through course content and was graded as 'Excellent'. A significant percentage (17.72 %) of the respondents rated 'Good' on the in-depth subject knowledge provided through course content. A minimum percentage (2.34 %) of the respondents enunciated 'satisfactory' on the in-depth subject knowledge provided through course content. A very small percentage (0.80 %) of the respondents recommended the improvement on in the depth of the course content.

Q - 10 : Course content facilitate the students for higher education and competitive exams

EXCELLENT	GOOD	SATISFACTORY	NEED IMPROVEMENT
80.39	17.08	1.61	0.92

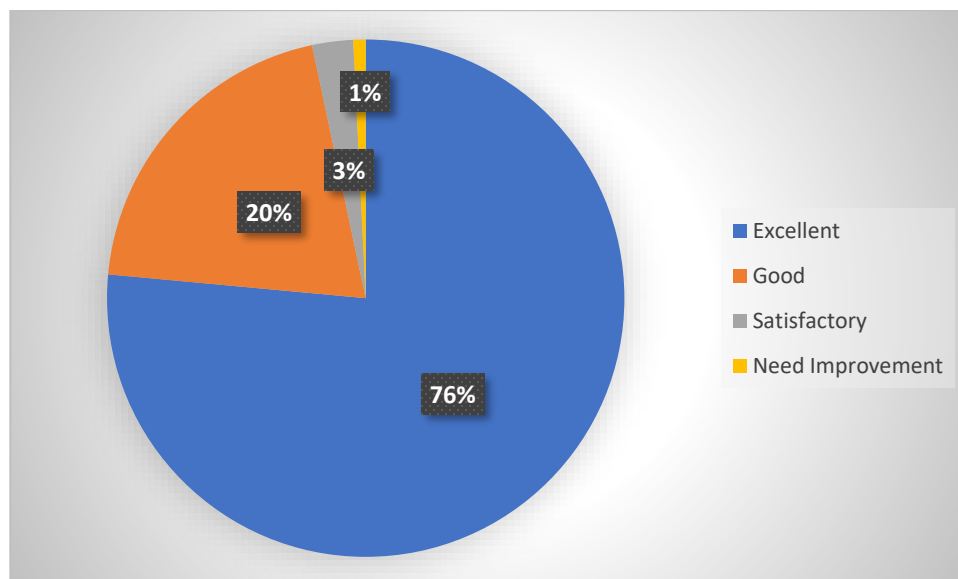


Inference:

A significant majority (80.39 %) of the respondents strongly stated that the course content facilitates students for higher education and competitive exams and was rated as 'Excellent'. A sensible percentage (17.08 %) of the respondents expressed a 'good' opinion on course content that facilitates students for higher education and competitive exams. A very minimum percentage (1.61 %) of the respondents advocated 'satisfactory' course content that facilitates students for higher education and competitive exams and A very small percentage (0.80 %) of the respondents recommended the improvement on the course content to enable students to pursue higher education and competitive exams.

Q - 11 : Impact of Multi-disciplinary learning approach towards the holistic development of the students

EXCELLENT	GOOD	SATISFACTORY	NEED IMPROVEMENT
76.47	20.20	2.56	0.77

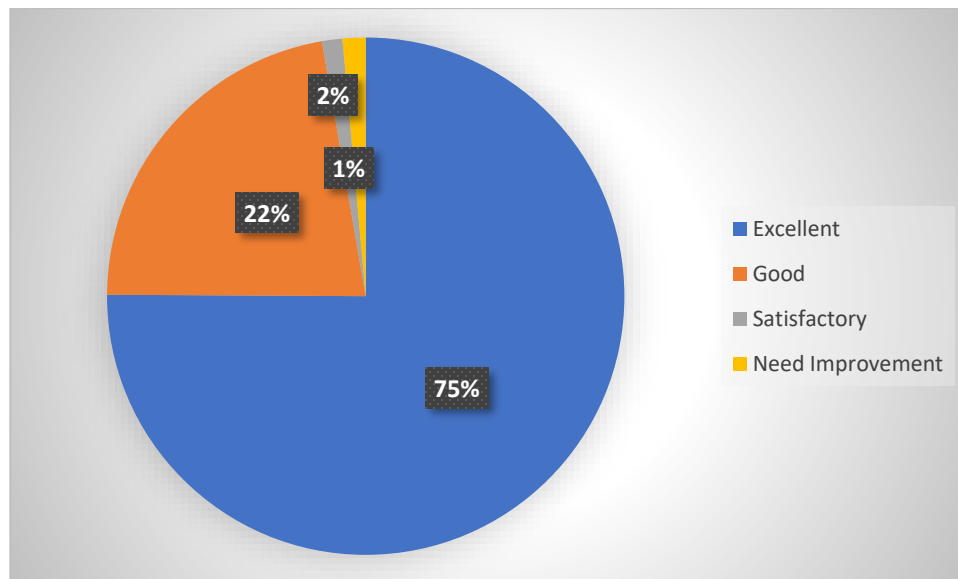


Inference:

A majority of the respondents (76.47 %) graded 'Excellent' on the curriculum, which creates an impact of the multi-disciplinary learning approach towards the holistic development of the students. A judicious percentage (20.20 %) of the respondents have a 'good' opinion on the impact of a multi-disciplinary learning approach on the holistic development of the students. A minimum percentage (2.56 %) of the respondents conveyed 'satisfactory' on the impact of a multi-disciplinary learning approach on the holistic development of the students and A lowest percentage (0.77 %) of the respondents advocated 'need improvement' on the multi-disciplinary learning approach towards the holistic development of the students.

Q - 12 : Scope of Capability enhancement through Soft skills and NME

EXCELLENT	GOOD	SATISFACTORY	NEED IMPROVEMENT
75.09	22.20	1.27	1.44

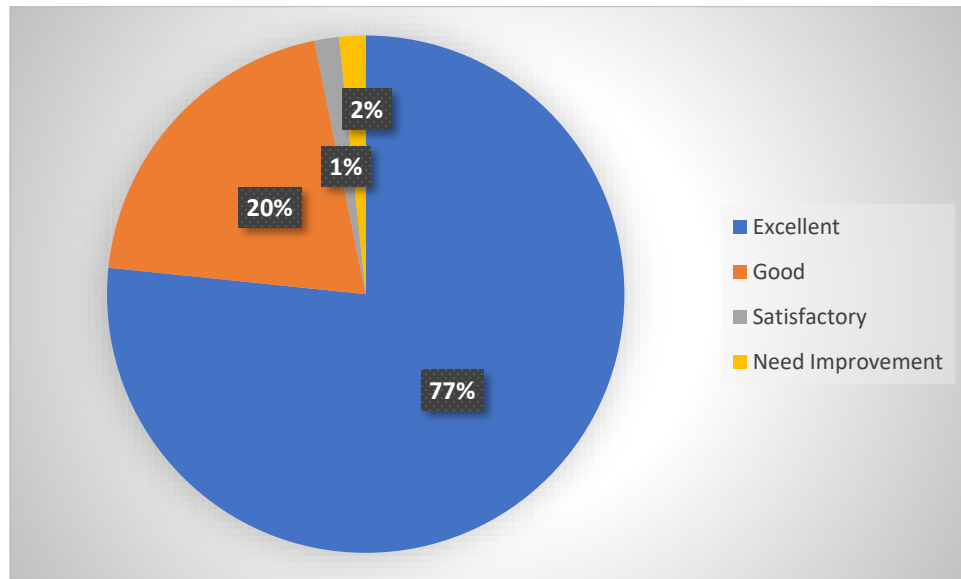


Inference:

A major proportion (75.09 %) of the respondents graded 'Excellent' on the scope of capability enhancement through soft skills and non-major electives in the curriculum. A reasonable percentage (22.20 %) of the respondents rated 'Good' on the capability enhancement through soft skills and NME in the curriculum. A tiny percentage (1.27 %) of the respondents proposed 'Satisfactory' on the curriculum, which executes capability enhancement through soft skills and NME. and A smallest percentage (1.44 %) of the respondents advocated 'need improvement' on the capability enhancement through soft skills and NME.

Q - 13 : The evaluation tools in the curriculum are

EXCELLENT	GOOD	SATISFACTORY	NEED IMPROVEMENT
76.35	20.11	1.53	1.64

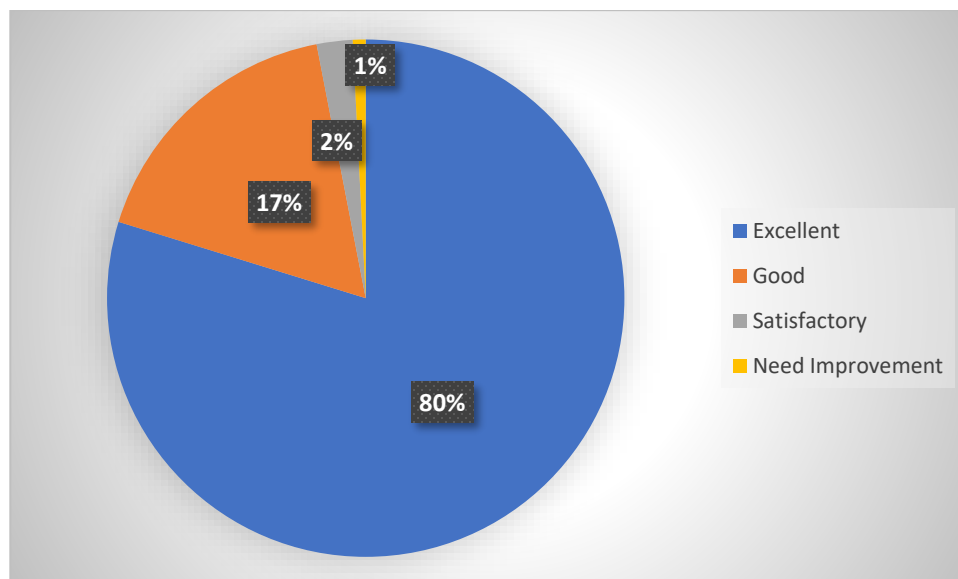


Inference:

A substantial majority (76.35 %) of the respondents rated 'Excellent' on the evaluation tools in the curriculum. A moderate percentage (20.11 %) of the respondents expressed a 'good' opinion on the evaluation tools in the curriculum. A trivial percentage (1.53 %) of the respondents articulated 'satisfactory' on the evaluation tools in the curriculum. Another 1.64 % of the respondents suggested improvement in the evaluation tools in the curriculum.

Q - 14 : References for learning materials indicated in the course syllabus :

EXCELLENT	GOOD	SATISFACTORY	NEED IMPROVEMENT
79.77	17.19	2.24	0.80

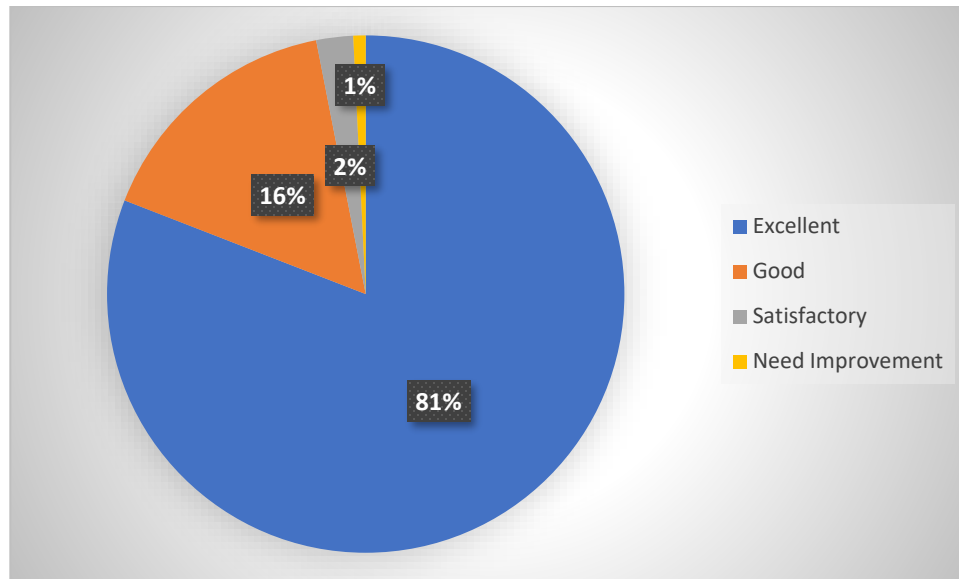


Inference:

A significant percentage (79.77 %) of the respondents appreciated the references for learning materials indicated in the course syllabus, rated as 'Excellent'. A moderate percentage (17.19 %) of the respondents opined 'Good' on the references for learning materials indicated in the course syllabus. A tiny percentage (2.24 %) of the respondents conveyed 'satisfactory' on the references, which are rightly indicating the learning materials indicated in the course syllabus and A smallest percentage (0.80 %) of the respondents advocated 'need improvement' on the references representing the learning material in the course syllabus.

Q - 15 : Overall Rating for the curriculum :

EXCELLENT	GOOD	SATISFACTORY	NEED IMPROVEMENT
80.90	16.03	2.30	0.77



Inference:

A majority (80.90 %) of the respondent's overall rating on the curriculum is 'Excellent'. A moderate percentage (16.03 %) of the respondent's overall rating on the curriculum is 'Good'. A minimum percentage (2.30 %) of the respondent's overall opinion on the curriculum 'is 'satisfactory'. and A smallest percentage (0.77 %) of the respondents advocated 'need improvement' on the overall performance of the curriculum.