



BCM
BISHOP CHULAPARAMBIL MEMORIAL
COLLEGE | KOTTAYAM
Sapientia et Gratia-Wisdom and Grace

FEEDBACK REPORT ON CURRICULUM- TEACHERS

2016-17

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Principal
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1. INTRODUCTION

For effective curriculum planning and delivery, feedback collection and analysis play a crucial role. In Bishop Chulaparambil Memorial College, the entire feedback on the curriculum is vested in the Feedback Committee constituted by the IQAC. Teachers' feedback on the curriculum portrays the natural strength and weaknesses of the curriculum since teachers are directly involved in various aspects of the curriculum.

2. FEEDBACK COMMITTEE (2016-17)

This year's feedback committee consisted of

- *Ms. Ponnu Liz Malieckal (Department of English),*
- *Ms. Shalini Thomas (Department of Economics) and*
- *Ms. Elizabeth Johnny ((Department of Commerce)*

This Committee would be responsible for distributing, collecting, filing, analysing and directing the actions taken based on the feedback. This committee acts as an advisory body to the council, allowing them to make changes based on the feedback collected from the previous year. The collected feedback is analysed and suggestions are made to the committee based on the report.

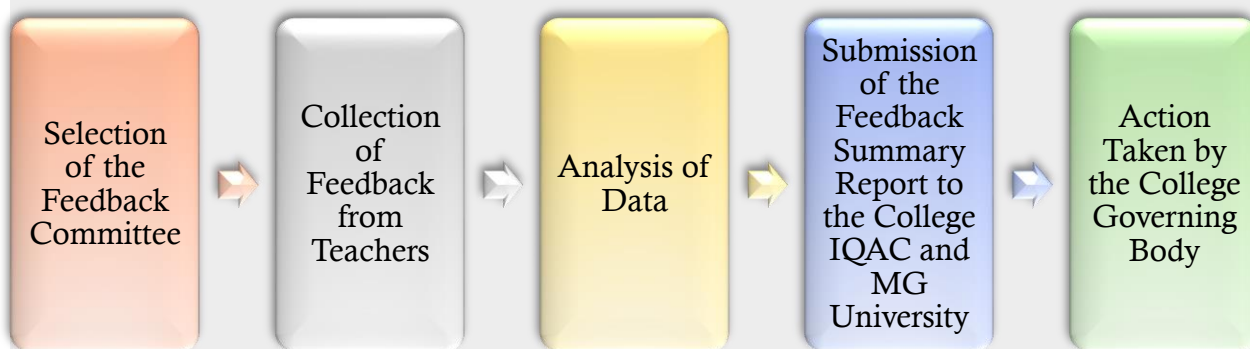
The stakeholders of this feedback are: students, teachers, alumni and employees.

3. FEEDBACK METHODOLOGY

Feedback from the teachers is taken from the questionnaires circulated by the feedback committee. Also, Teachers can express their input on the curriculum during department/council/Academic Advisory Board meetings. After collecting the feedback, it is put for further analysis, and the summary is submitted to IQAC for different implementation. Once the IQAC is convinced of the changes, they put it forward to the Governing Body, where the changes are implemented. The feedback summary report is submitted to MG University also.

TEACHERS' FEEDBACK SOURCES	Structured Questionnaire
	Department/Council/AAB meetings

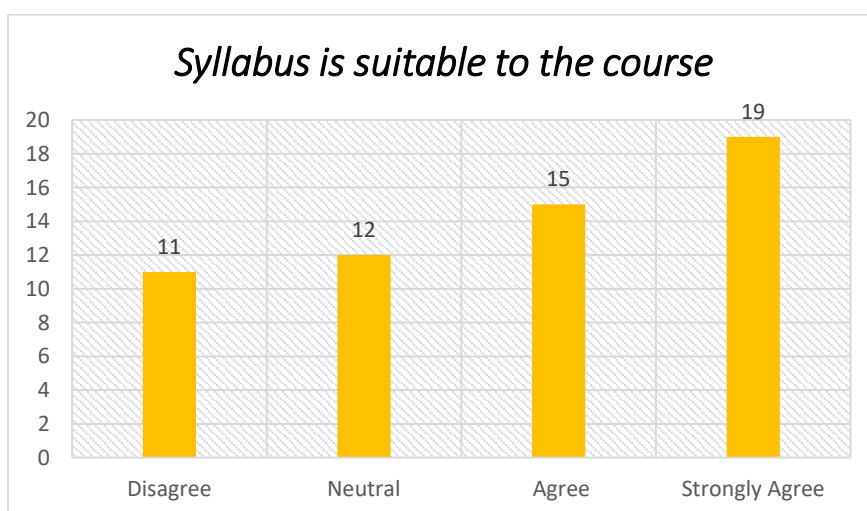
4. FEEDBACK PROCESS



5. FEEDBACK ANALYSIS OF TEACHERS

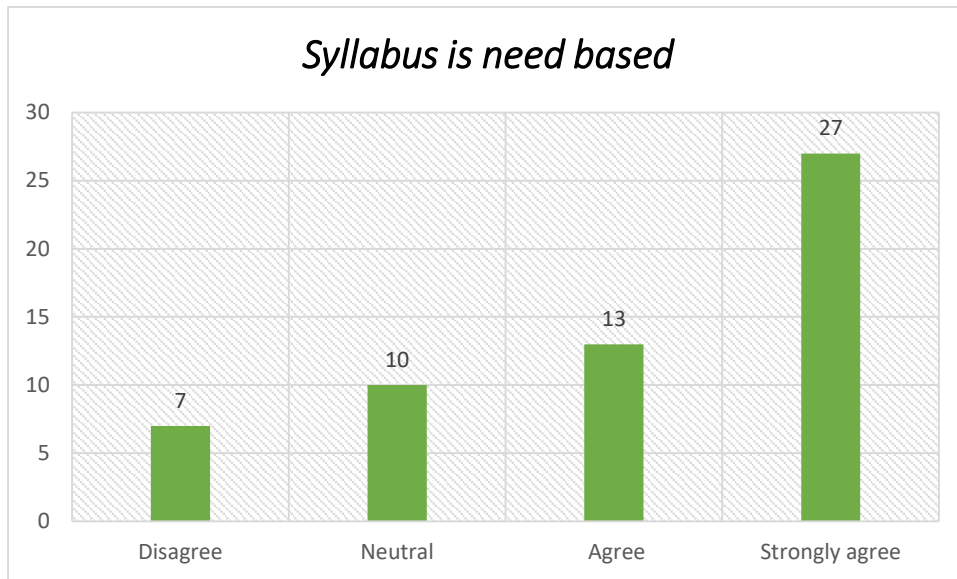
Total number of responses: 57

5.1. SYLLABUS IS SUITABLE TO THE COURSE



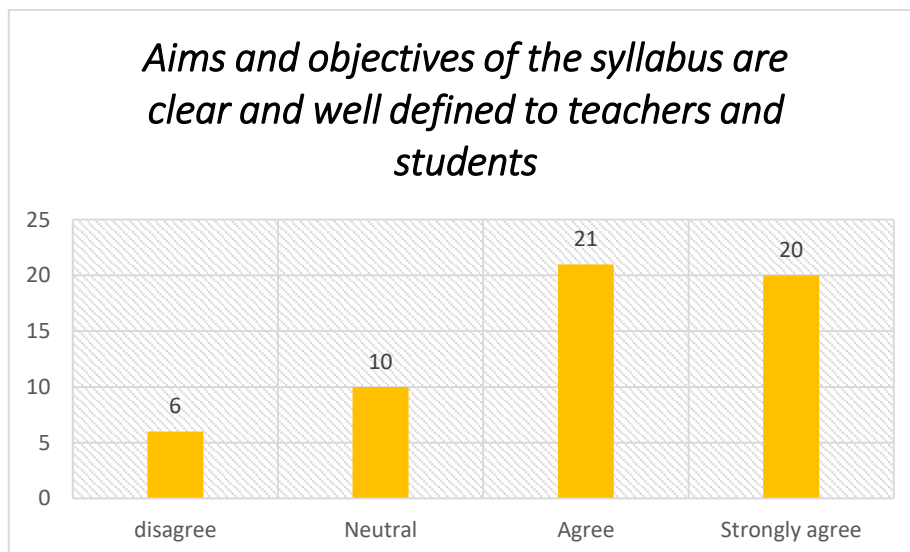
33.3% of the teachers strongly agree that 'the syllabus suits the course', 26.3% agree, 21.1% had neutral response and 19.3% of the teachers disagree with the statement.

5.2. SYLLABUS IS NEED BASED



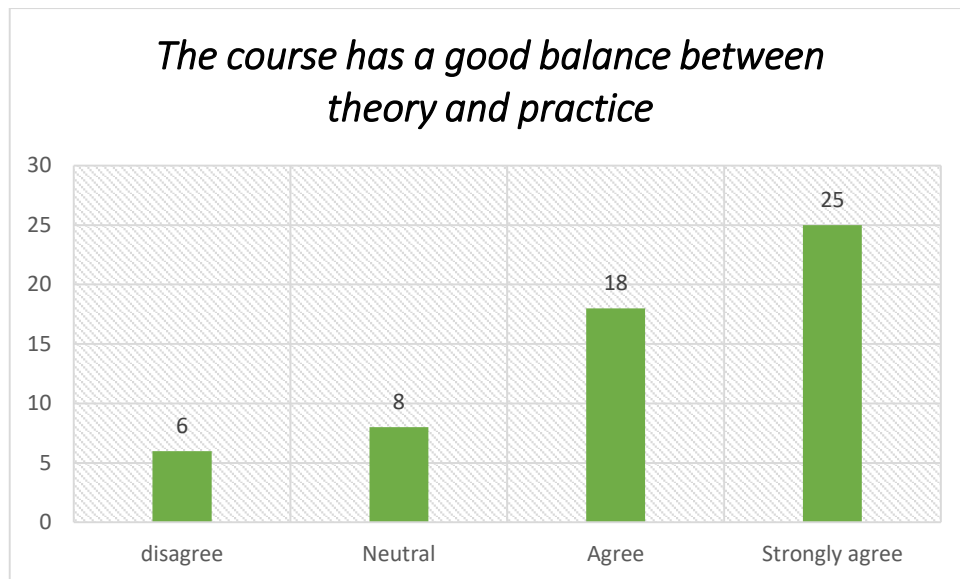
47.4% of the teachers strongly agree that 'the syllabus is need based', 22.8% agree, 17.5% had neutral response and 12.3% disagree with the statement.

5.3. AIMS AND OBJECTIVES OF THE SYLLABUS ARE CLEAR AND WELL DEFINED TO TEACHERS AND STUDENTS



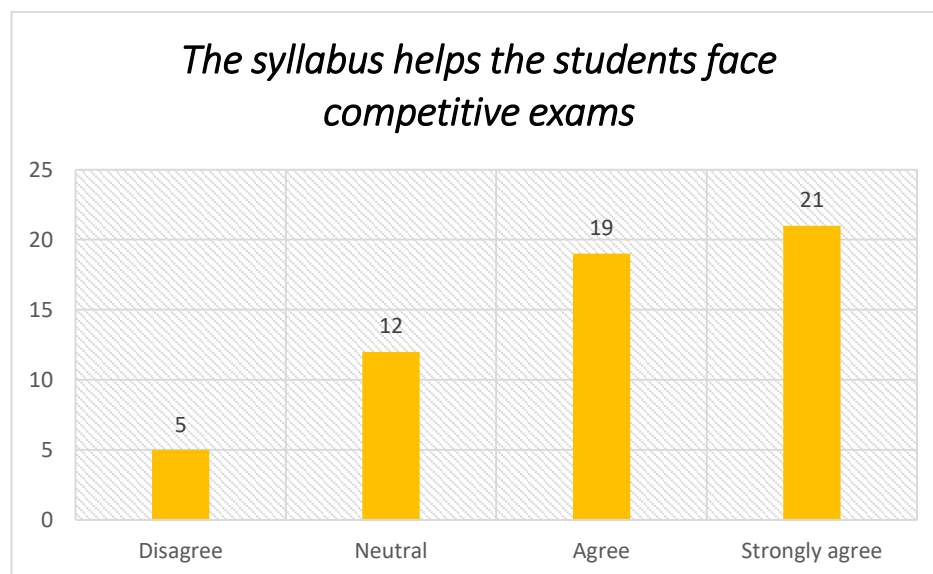
36.8% of the teachers agree that 'Aims and Objectives of Syllabus are Clear and Well Defined to Teachers and Students', 35.1% strongly agree, 17.6% have neutral response and 10.5% disagree with the statement.

5.4. THE COURSE HAS A GOOD BALANCE BETWEEN THEORY AND PRACTICE



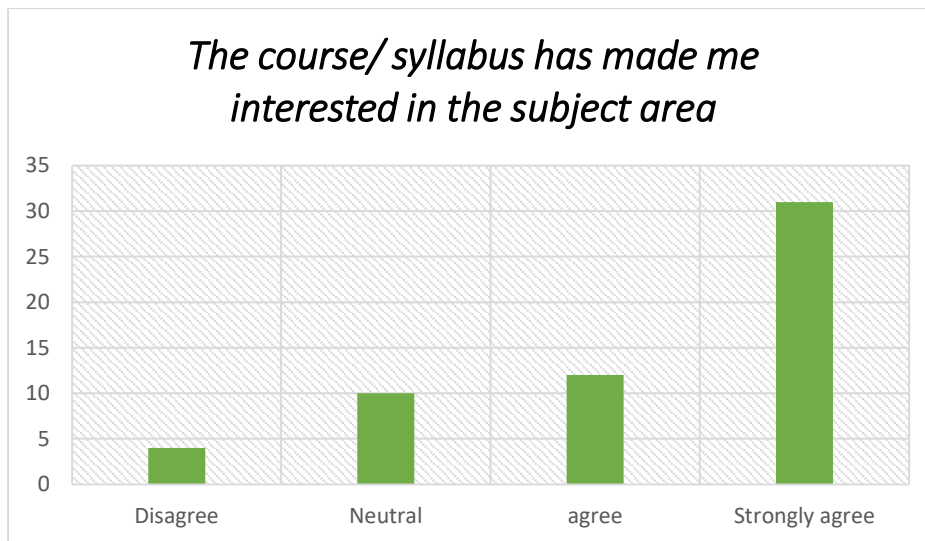
43.9% of the teachers strongly agree that the Course has a Good Balance between Theory and Practice, 31.6% agree, 14% have neutral response and 10.5% disagree with the statement.

5.5. THE SYLLABUS HELPS THE STUDENTS FACE COMPETITIVE EXAMS



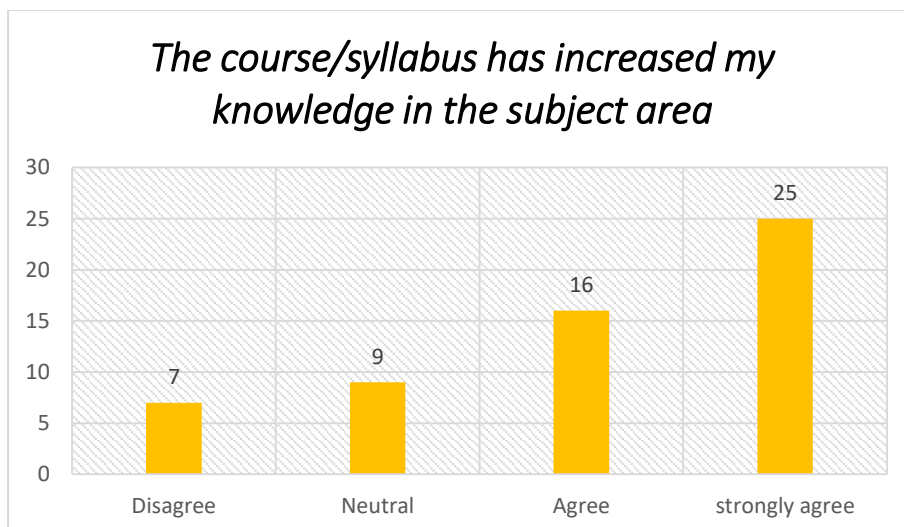
36.8% of the teachers strongly agree that 'The Syllabus Helps the Students Face Competitive Exams', 33.3% agree, 21.1% had neutral response and 8.8% disagree with the statement.

5.6. THE COURSE/ SYLLABUS HAS MADE THE TEACHER INTERESTED IN THE SUBJECT AREA



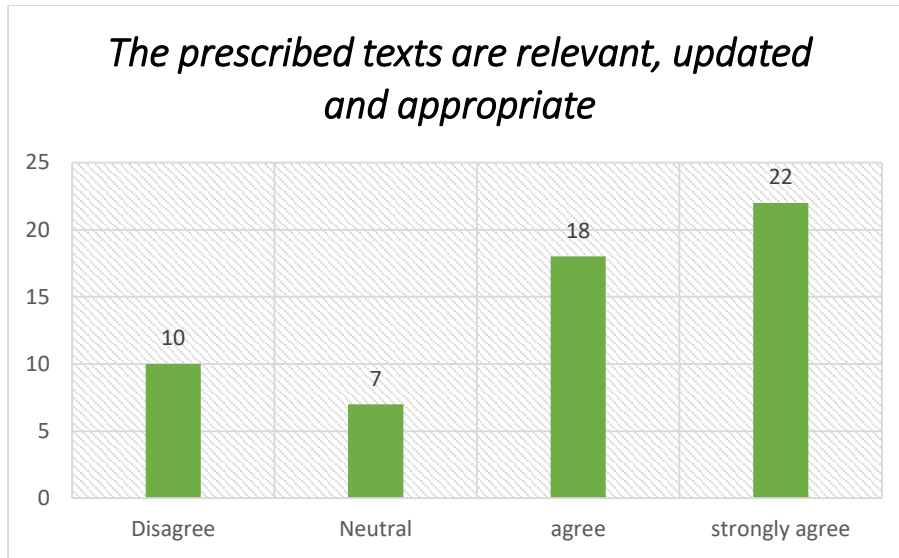
For the statement 'The Course/ Syllabus has made the Teacher Interested in the Subject majority of the teachers strongly agree.

5.7. THE COURSE/SYLLABUS HAS INCREASED THE TEACHER'S KNOWLEDGE IN THE SUBJECT AREA



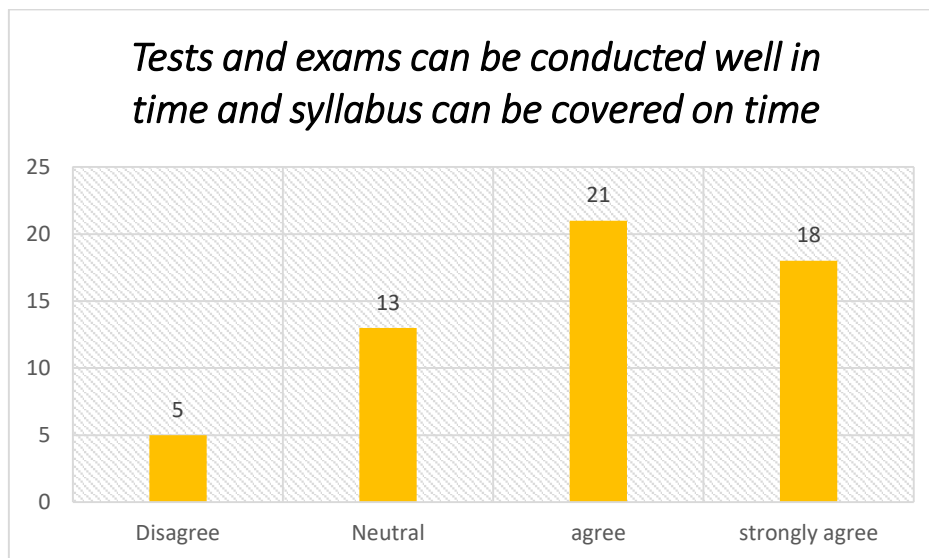
43.8% of the teachers strongly agree that 'the Course/ Syllabus has Increased the Teacher's Knowledge in the Subject Area', 28.1% agree, 15.8% have neutral response and 12.3% degree with the statement.

5.8. THE PRESCRIBED TEXTS ARE RELEVANT, UPDATED AND APPROPRIATE



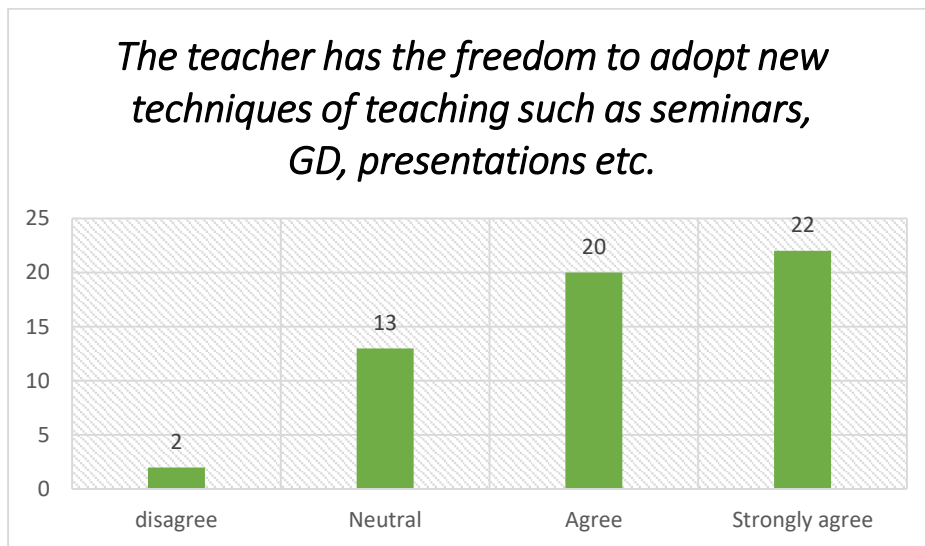
38.6% of the teachers strongly agree that 'the prescribed texts are relevant, updated and appropriate', 31.6% agree, 12.3% have neutral response and 17.5% disagree.

5.9. TESTS AND EXAMS CAN BE CONDUCTED WELL IN TIME AND SYLLABUS CAN BE COVERED ON TIME



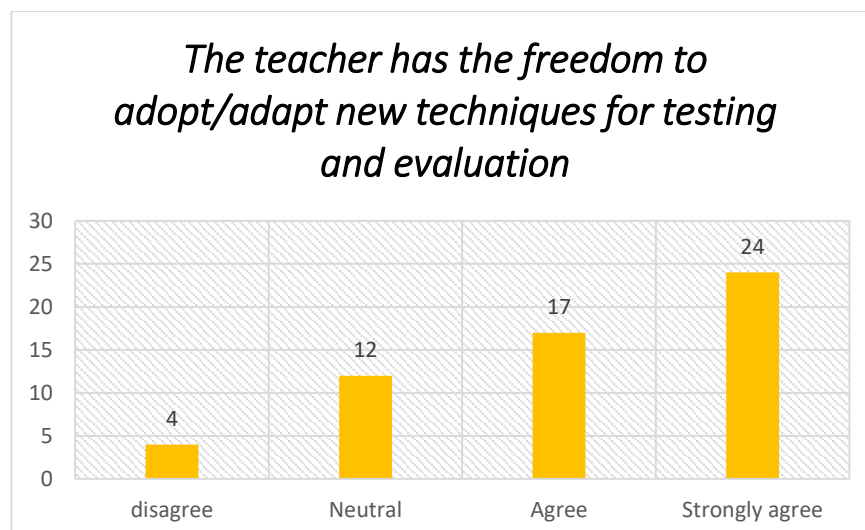
36.8% of the respondents agree that 'Tests and exams can be conducted well in time and syllabus can be covered on time', 31.6% strongly agree, 22.8% have neutral response and 8.8% disagree.

5.10. THE TEACHER HAS THE FREEDOM TO ADOPT NEW TECHNIQUES OF TEACHING SUCH AS SEMINARS, G.D AND PRESENTATIONS



38.6% of the respondents strongly agree that 'the teacher has the freedom to adopt new techniques of teaching such as seminars, GD, presentations etc.', 35.1% agree, 22.8% had neutral response and 3.5% disagree.

5.11. THE TEACHER HAS THE FREEDOM TO ADOPT/ADAPT NEW TECHNIQUES FOR TESTING AND EVALUATION



42.1% of the teachers strongly agree that 'The teacher has the freedom to adopt/adapt new techniques for testing and evaluation', 29.8% agree, 21.1% have neutral response and 7% disagree.

6. FEEDBACK SUMMARY

Statements	Strongly Agree	Agree	Neutral	Disagree
Syllabus is suitable to the course	33.3	26.3	21.1	19.3
Syllabus is need based	47.4	22.8	17.5	12.3
Aims and objectives of the syllabus are clear and well defined to teachers and students	35.1	36.8	17.6	10.5
The course has a good balance between theory and practice	43.9	31.6	14	10.5
The syllabus helps the students face competitive exams	36.8	33.3	21.1	8.8
The course/ syllabus has made me interested in the subject area	31.5	12	10	4.5
The course/syllabus has increased my knowledge in the subject area	43.8	28.1	15.8	12.3
The prescribed texts are relevant, updated and appropriate	38.6	31.6	12.3	17.5
The teacher has the freedom to adopt new techniques of teaching such as seminars, GD, presentations etc.	38.6	35.1	22.8	3.5
The teacher has the freedom to adopt/adapt new techniques for testing and evaluation	42.1	29.8	21.1	7

**All figures are in percentage*

Teachers are highly satisfied with all the aspects of the present curriculum.



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