



FEEDBACK ON CURRICULUM
TEACHERS
2019-20

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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 (2019-20)

This year's feedback committee consisted of Dr. Annu Thomas (*Department of Chemistry*), Ms. Shalini Thomas (*Department of Economics*), Ms. Jaisy Joy (*Department of Chemistry*) and Ms. Alphonsa Kurien (*Department of Sociology*).

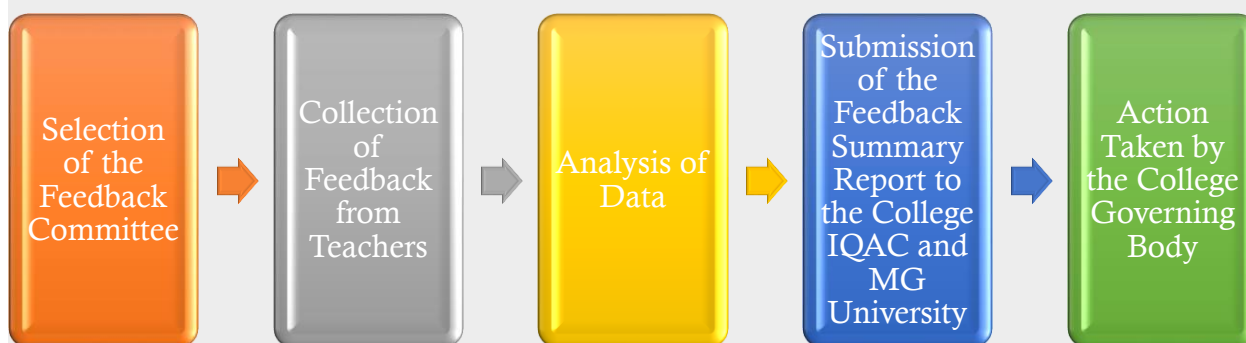
This Committee would be responsible for distributing, collecting, filing, analysing and directing the actions taken based on the feedback. This committee acts as an advisory body to the council, allowing them to make changes based on the feedback collected from the previous year. The collected feedback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

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

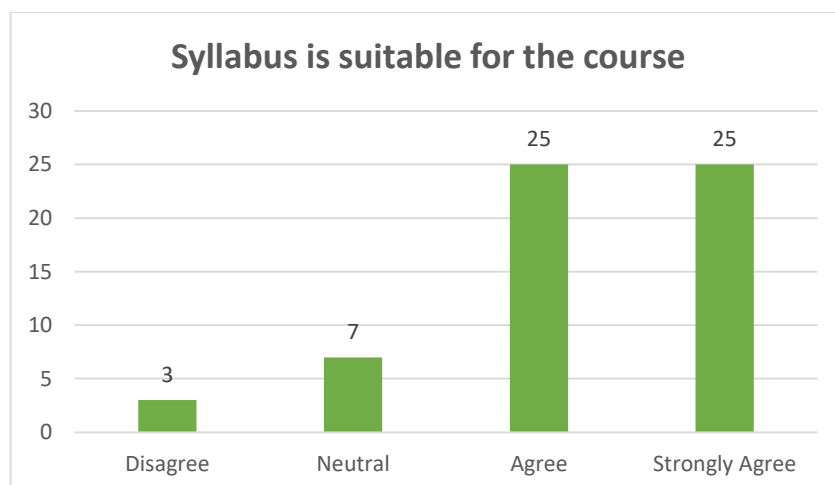
4. FEEDBACK PROCESS



5. FEEDBACK ANALYSIS OF TEACHERS

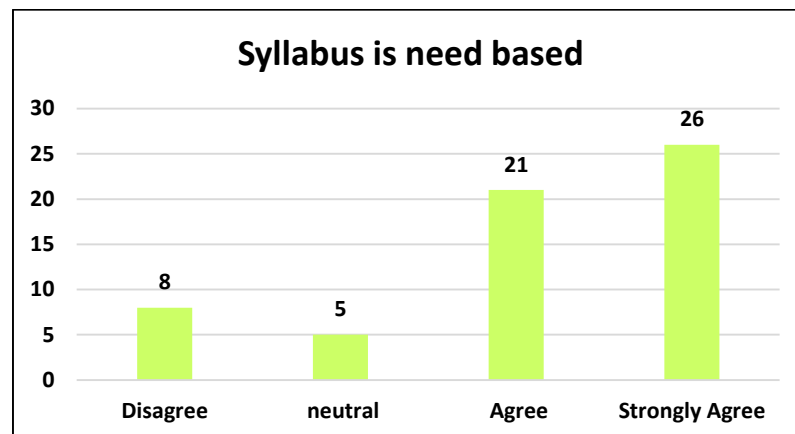
Total number of responses: 60

5.1. SYLLABUS IS SUITABLE TO THE COURSE



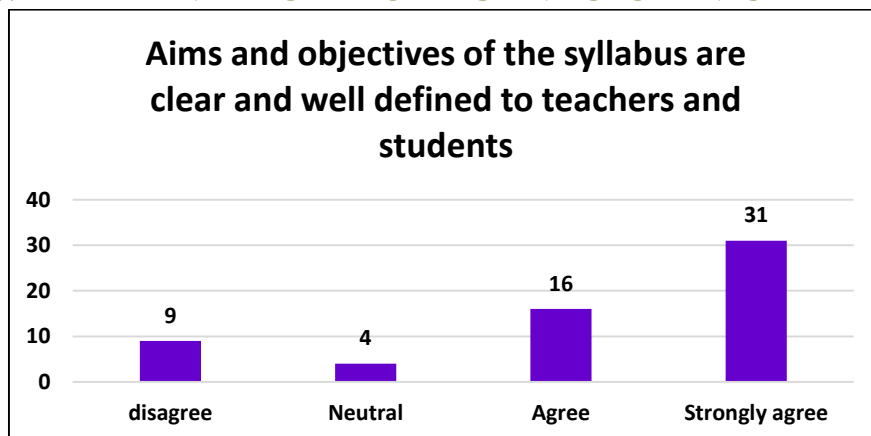
41.6% of the teachers strongly agree that the syllabus suits the course, 41.6% agree, 11.6% had neutral response and 5% of the teachers disagree with the statement.

5.2. SYLLABUS IS NEED BASED



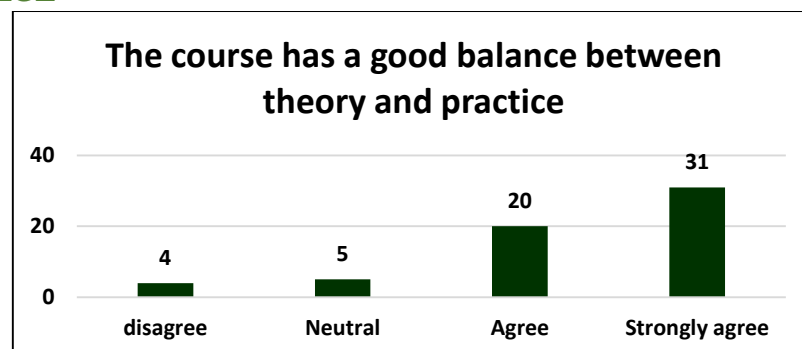
43.3% of the teachers strongly agree that the 'Syllabus is Need Based', 35% agree, 8.3% have neutral response and 13.3% disagree with the statement.

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



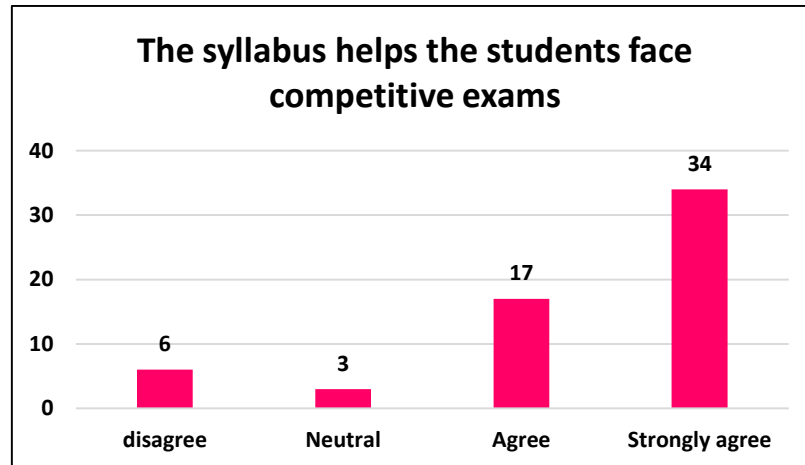
51.6% of the teachers strongly agree that 'Aims and Objectives of Syllabus are Clear and Well Defined to Teachers and Students', 26.6% agree, 6.6% have neutral response and 15% disagree with the statement.

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



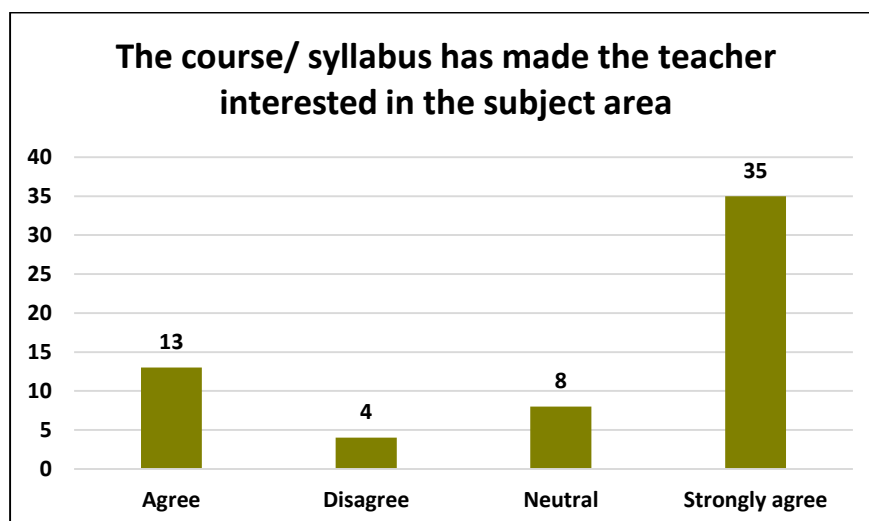
51.6% of the teachers strongly agree that the Course has a Good Balance between Theory and Practice, 33.3% agree, 8.3% have neutral response and 6.6% disagree with the statement.

5.5. THE SYLLABUS HELPS THE STUDENTS FACE COMPETITIVE EXAMS



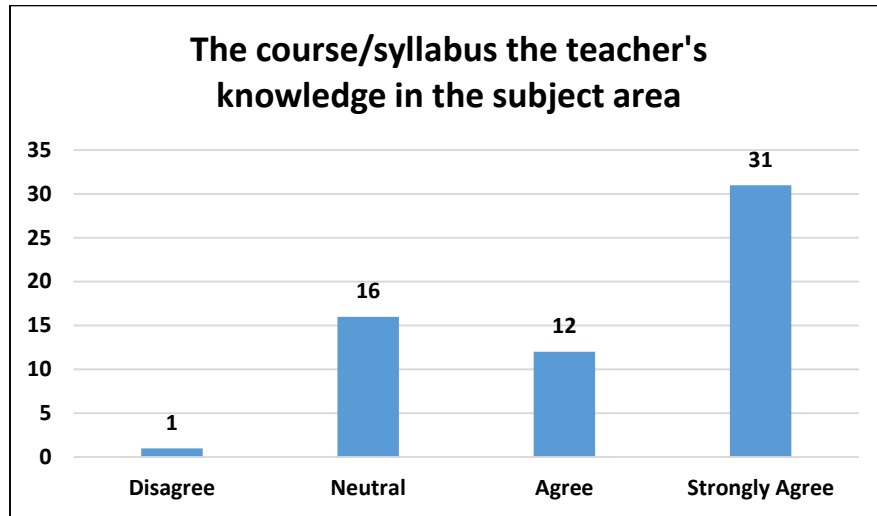
56.6% of the teachers strongly agree, 28.3% agree, 5% neutral response and 10% disagree with the statement 'The Syllabus Helps the Students Face Competitive Exams'.

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



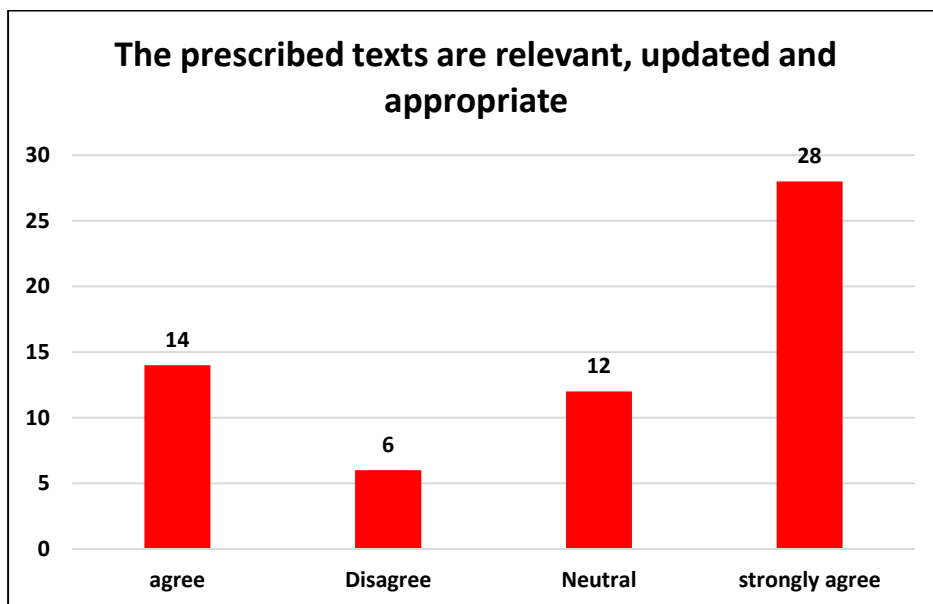
For the statement 'The Course/ Syllabus has made the Teacher Interested in the Subject Area' majority (58.3%) of the teachers strongly agree, 21.6% agree, 13.3% have neutral response and 6.6% disagree.

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



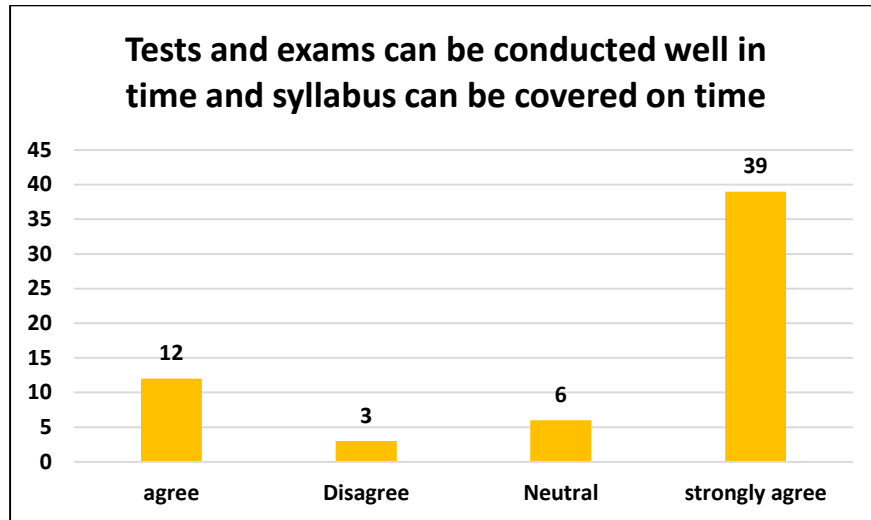
51.6% of the teachers strongly agree that 'the Course/ Syllabus has Increased the Teacher's Knowledge in the Subject Area', 20% agree, 26.6% have neutral response and 1.6% degree with the statement.

5.8. THE PRESCRIBED TEXTS ARE RELEVANT, UPDATED AND APPROPRIATE



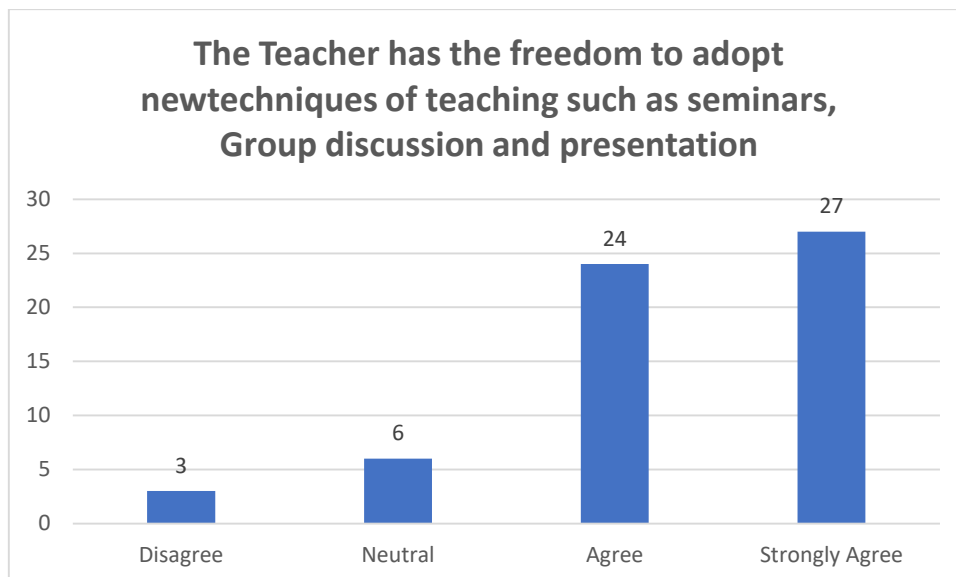
46.6% of the teachers strongly agree that 'the prescribed texts are relevant, updated and appropriate', 23.3% agree, 20% have neutral response and 10% disagree.

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



65% of the respondents strongly agree that 'Tests and exams can be conducted well in time and syllabus can be covered on time', 20% agree, 10% had neutral response and 5% disagree.

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



Majority (45%) of the respondents strongly agree that 'the teacher has the freedom to adopt new techniques of teaching such as seminars, GD, presentations etc., 40% agree, 10% have neutral response and 5% disagree.

6. FEEDBACK SUMMARY

Statements	Strongly Agree	Agree	Neutral	Disagree
Syllabus is suitable to the course	41.6%	41.6%	11.6%	5%
Syllabus is need based	43.3%	35%	8.3%	13.3%
Aims and objectives of the syllabus are clear and well defined to teachers and students	51.6%	26.6%	6.6%	15%
The course has a good balance between theory and practice	51.6%	33.3%	8.3%	6.6%
The syllabus helps the students face competitive exams	56.6%	28.3%	5%	10%
The course/ syllabus has made me interested in the subject area	58.8%	21.6%	13.3%	6.6%
The course/syllabus has increased teachers knowledge in the subject area	51.6%	20%	26.6%	1.6%
The prescribed texts are relevant, updated and appropriate	46.6%	23.3%	20%	10%
Tests and exams can be conducted well in time and syllabus can be covered on time	65%	20%	10%	5%
The teacher has the freedom to adopt new techniques of teaching such as seminars, GD, presentations etc.	45%	40%	10%	5%

All the teachers were delighted with every aspect of the curriculum. However, regarding the statement the syllabus is suitable for the course, they preferred to choose an equal number of agreeing and strongly agree responses.



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