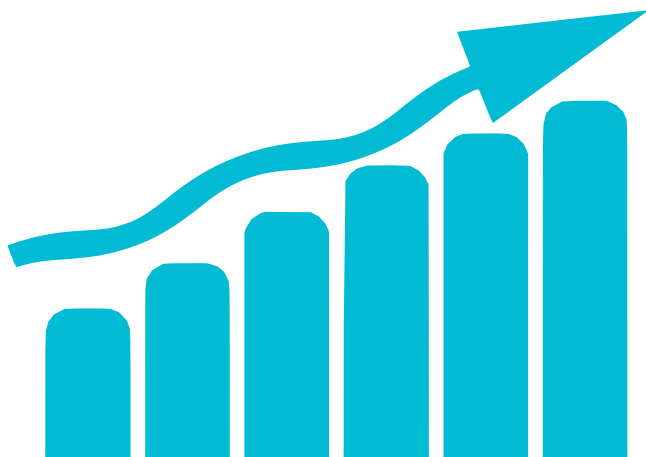




2022-23

## FEEDBACK ON CURRICULUM

### TEACHERS



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*Alex P*  
*hoas*

**Principal**  
**Bishop Chulaparambil Memorial College**  
**Kottayam**

## 1. INTRODUCTION

In ensuring a well-structured curriculum planning and delivery process, the pivotal role of collecting and analyzing feedback cannot be overstated. At Bishop Chulaparambil Memorial College, the responsibility for gathering comprehensive feedback on the curriculum lies with the Feedback Committee formed by the Internal Quality Assurance Cell (IQAC). The insights provided by teachers through their feedback serve as a valuable reflection of the inherent strengths and weaknesses of the curriculum, given their direct involvement in its different facets.

## 2. FEEDBACK COMMITTEE

The current feedback committee comprises CA Dr. Reshma Rachel Kuruvilla from the Department of Commerce, Ms. Philsy Philip from the Department of English, Ms. Jaisy Joy from the Department of Chemistry, and Ms. Alphonsa Kurian from the Department of Sociology. Their duties include the distribution, collection, filing, analysis, and guidance for implementing actions based on the feedback received. This committee serves as an advisory body to the council, enabling them to make adjustments based on the feedback gathered in the preceding year. The feedback is thoroughly examined, and recommendations are presented to the committee through a detailed report.

## 3. FEEDBACK METHODOLOGY

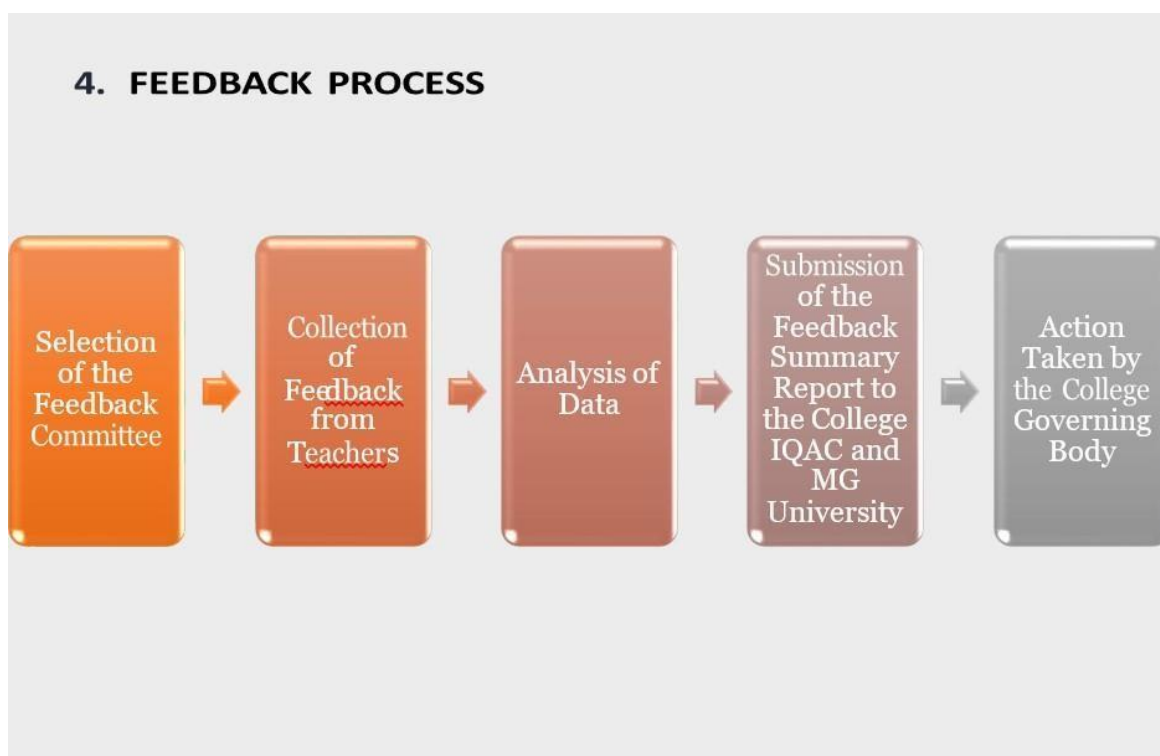
Teacher feedback is obtained through questionnaires distributed by the feedback committee. Additionally, teachers have the opportunity to provide their insights on the curriculum during department, council, and Academic Advisory Board meetings. Following

the collection of feedback, it undergoes detailed analysis, and a summary is then presented to the Internal Quality Assurance Cell (IQAC) for various implementation processes.

Once the IQAC approves the proposed changes, they are forwarded to the Governing Body for implementation. Furthermore, a feedback summary report is submitted to MG University.

<b>TEACHERS' FEEDBACK SOURCES</b>	Structured Questionnaire
	Department/Council/AAB meetings

#### 4. FEEDBACK PROCESS

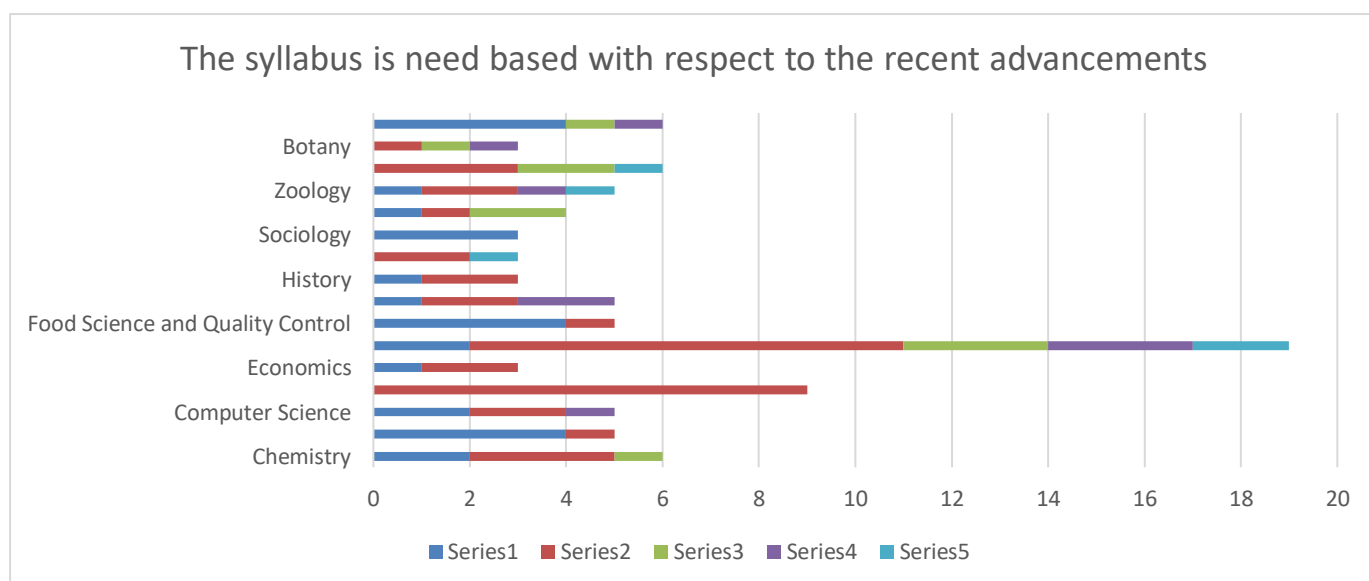


## 5. FEEDBACK ANALYSIS OF TEACHERS

### 5.1. THE SYLLABUS IS NEED BASED WITH RESPECT TO THE RECENT ADVANCEMENTS

The syllabus is need based with respect to the recent advancements						
Statement	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Total
Chemistry	2	3	1	0	0	6
Commerce (Aided)	4	1	0	0	0	5
Computer Science	2	2	0	1	0	5
Commerce (SF)	0	9	0	0	0	9
Economics	1	2	0	0	0	3
English	2	9	3	3	2	20
Food Science and Quality Control	4	1	0	0	0	5
Home Science	1	2	0	2	0	5
History	1	2	0	0	0	3
Physics	0	2	0	0	1	3
Sociology	3	0	0	0	0	3
Statistics	1	1	2	0	0	4
Zoology	1	2	0	1	1	5
Mathematics	0	3	2	0	1	6
Botany	0	1	1	1	0	3
MSW	4	0	1	1	0	6
<b>Grand Total</b>	<b>26</b>	<b>40</b>	<b>10</b>	<b>9</b>	<b>5</b>	<b>91</b>

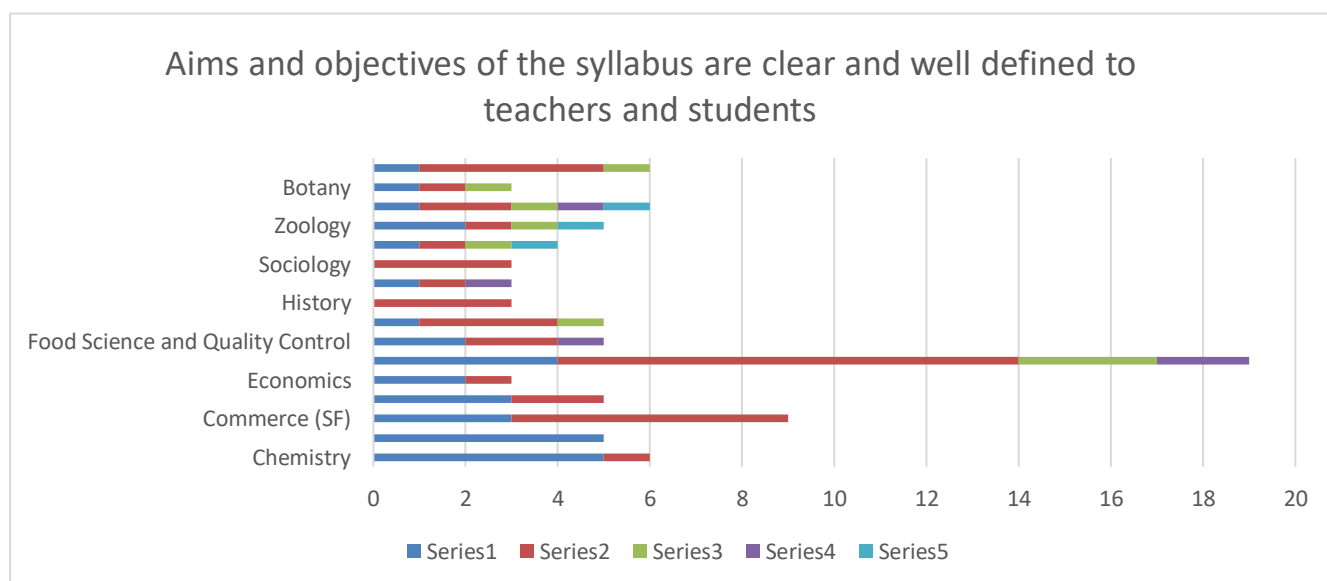
majority of respondents across all subjects either strongly agree or agree with the statement, indicating a generally positive perception of the syllabus being need-based with respect to recent advancements. However, there are some variations and mixed opinions in certain subjects.



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

Aims and objectives of the syllabus are clear and well defined to teachers and students						
Statement	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Total
Chemistry	5	1	0	0	0	6
Commerce (Aided)	5	0	0	0	0	5
Commerce (SF)	3	6	0	0	0	9
Computer Science	3	2	0	0	0	5
Economics	2	1	0	0	0	3
English	4	10	3	2	0	20
Food Science and Quality Control	2	2	0	1	0	5
Home Science	1	3	1	0	0	5
History	0	3	0	0	0	3
Physics	1	1	0	1	0	3
Sociology	0	3	0	0	0	3
Statistics	1	1	1	0	1	4
Zoology	2	1	1	0	1	5
Mathematics	1	2	1	1	1	6
Botany	1	1	1	0	0	3
MSW	1	4	1	0	0	6
<b>Grand Total</b>	<b>32</b>	<b>41</b>	<b>9</b>	<b>5</b>	<b>3</b>	<b>91</b>

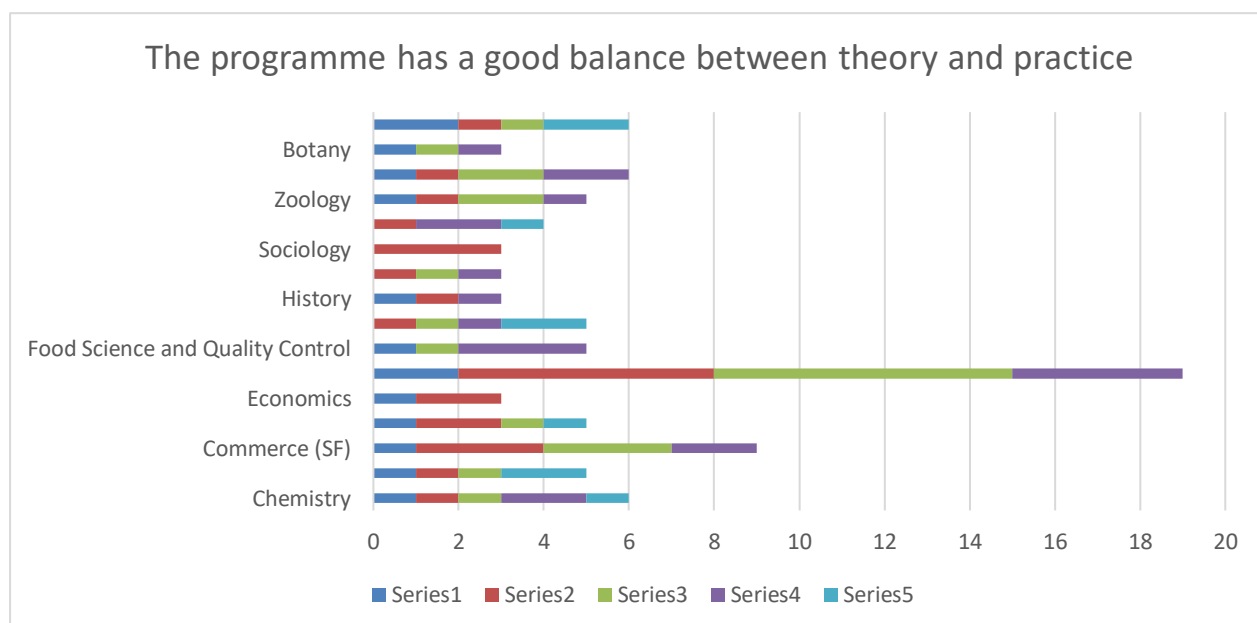
majority of respondents across all subjects either strongly agree or agree that the aims and objectives of the syllabus are clear. However, there are some variations and mixed opinions in certain subjects, particularly in subjects like Food Science and Quality Control, Physics, Statistics, and Zoology.



### 5.3. THE PROGRAMME HAS A GOOD BALANCE BETWEEN THEORY AND PRACTICE

The programme has a good balance between theory and practice						
Statement	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Total
Chemistry	1	1	1	2	1	6
Commerce (Aided)	1	1	1	0	2	5
Commerce (SF)	1	3	3	2	0	9
Computer Science	1	2	1	0	1	5
Economics	1	2	0	0	0	3
English	2	6	7	4	0	20
Food Science and Quality Control	1	0	1	3	0	5
Home Science	0	1	1	1	2	5
History	1	1	0	1	0	3
Physics	0	1	1	1	0	3
Sociology	0	3	0	0	0	3
Statistics	0	1	0	2	1	4
Zoology	1	1	2	1	0	5
Mathematics	1	1	2	2	0	6
Botany	1	0	1	1	0	3
MSW	2	1	1	0	2	6
<b>Grand Total</b>	<b>14</b>	<b>25</b>	<b>22</b>	<b>20</b>	<b>9</b>	<b>91</b>

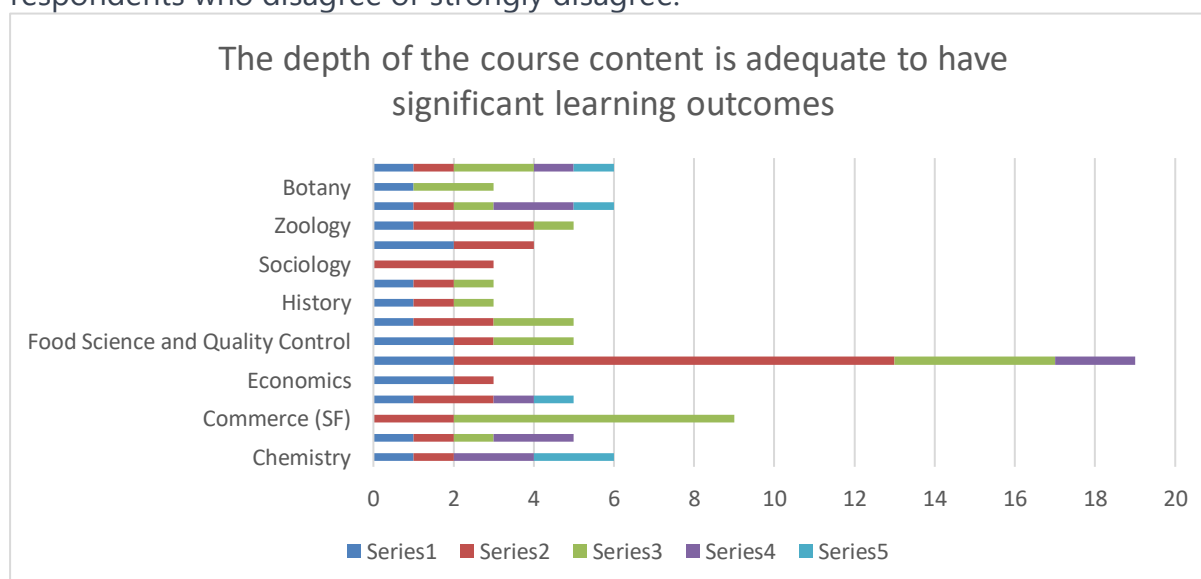
Overall, the responses indicate a diverse range of opinions regarding the balance between theory and practice in the program across different subjects. While some subjects have more agreement, others show a significant number of neutral and disagreement responses. It suggests that there may be varying perceptions of the balance between theory and practice in different academic disciplines.



#### 5.4. THE DEPTH OF THE COURSE CONTENT IS ADEQUATE TO HAVE SIGNIFICANT LEARNING OUTCOMES.

The depth of the course content is adequate to have significant learning outcomes.						
Statement	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Total
Chemistry	1	1	0	2	2	6
Commerce (Aided)	1	1	1	2	0	5
Commerce (SF)	0	2	7	0	0	9
Computer Science	1	2	0	1	1	5
Economics	2	1	0	0	0	3
English	2	11	4	2	0	20
Food Science and Quality Control	2	1	2	0	0	5
Home Science	1	2	2	0	0	5
History	1	1	1	0	0	3
Physics	1	1	1	0	0	3
Sociology	0	3	0	0	0	3
Statistics	2	2	0	0	0	4
Zoology	1	3	1	0	0	5
Mathematics	1	1	1	2	1	6
Botany	1	0	2	0	0	3
MSW	1	1	2	1	1	6
<b>Grand Total</b>	<b>18</b>	<b>33</b>	<b>24</b>	<b>10</b>	<b>5</b>	<b>91</b>

The responses indicate a diversity of opinions regarding the adequacy of the depth of course content in generating significant learning outcomes. While there is a substantial number of respondents who agree, there are also a significant number of neutral responses, and some respondents who disagree or strongly disagree.

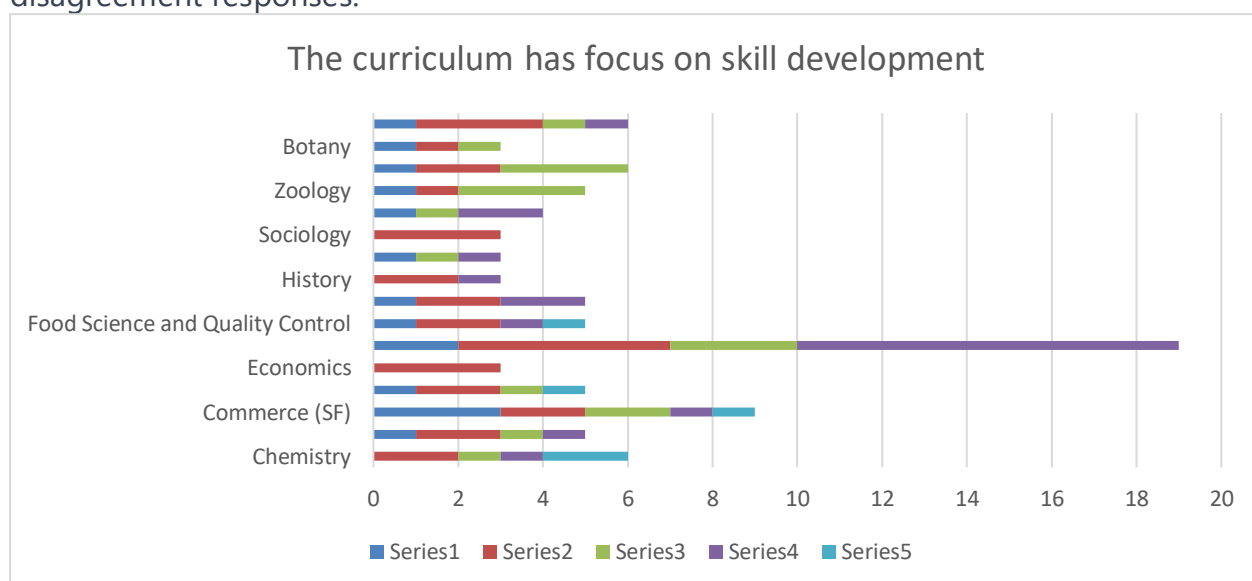




## 5.5. THE CURRICULUM HAS FOCUS ON SKILL DEVELOPMENT

The curriculum has focus on skill development						
Statement	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Total
Chemistry	0	2	1	1	2	6
Commerce (Aided)	1	2	1	1	0	5
Commerce (SF)	3	2	2	1	1	9
Computer Science	1	2	1	0	1	5
Economics	0	3	0	0	0	3
English	2	5	3	9	0	20
Food Science and Quality Control	1	2	0	1	1	5
Home Science	1	2	0	2	0	5
History	0	2	0	1	0	3
Physics	1	0	1	1	0	3
Sociology	0	3	0	0	0	3
Statistics	1	0	1	2	0	4
Zoology	1	1	3	0	0	5
Mathematics	1	2	3	0	0	6
Botany	1	1	1	0	0	3
MSW	1	3	1	1	0	6
<b>Grand Total</b>	<b>15</b>	<b>32</b>	<b>18</b>	<b>20</b>	<b>5</b>	<b>91</b>

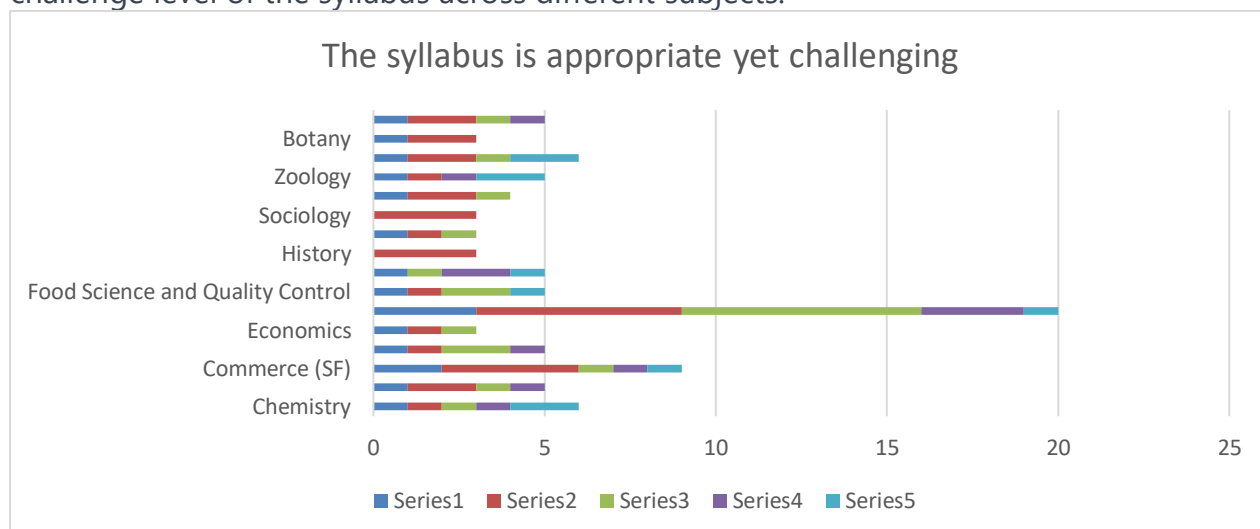
Overall, the responses indicate a diversity of opinions regarding the focus on skill development in the curriculum across different subjects. While there is a substantial number of respondents who agree, there are also significant numbers of neutral, disagreement, and strongly disagreement responses.



## 5.6. THE SYLLABUS IS APPROPRIATE YET CHALLENGING

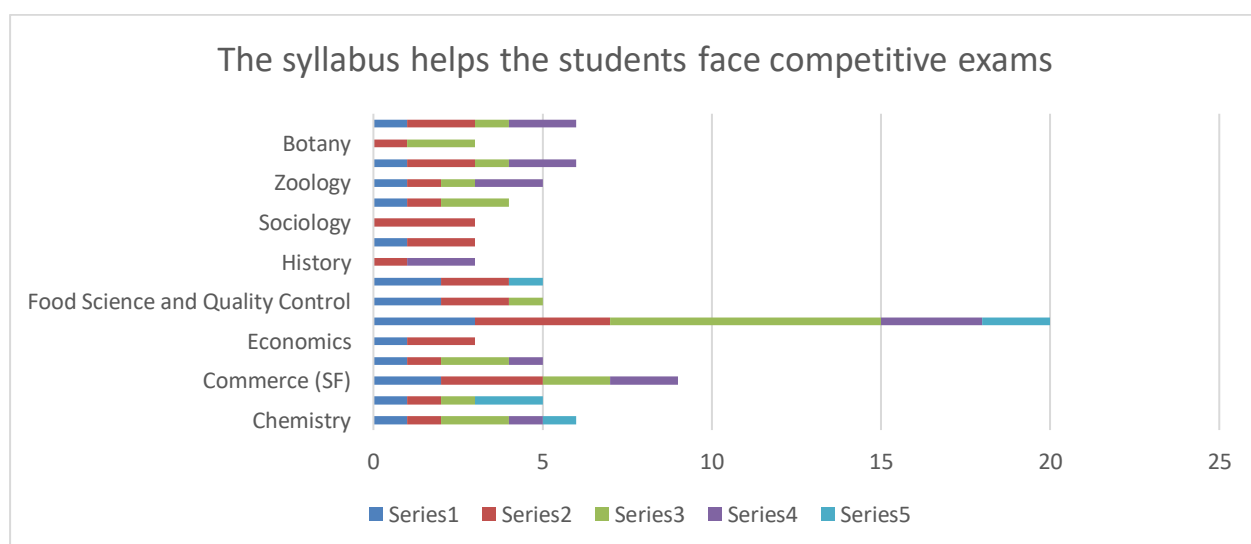
The syllabus is appropriate yet challenging						
Statement	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Total
Chemistry	1	1	1	1	2	6
Commerce (Aided)	1	2	1	1	0	5
Commerce (SF)	2	4	1	1	1	9
Computer Science	1	1	2	1	0	5
Economics	1	1	1	0	0	3
English	3	6	7	3	1	20
Food Science and Quality Control	1	1	2	0	1	5
Home Science	1	0	1	2	1	5
History	0	3	0	0	0	3
Physics	1	1	1	0	0	3
Sociology	0	3	0	0	0	3
Statistics	1	2	1	0	0	4
Zoology	1	1	0	1	2	5
Mathematics	1	2	1	0	2	6
Botany	1	2	0	0	0	3
MSW	1	2	1	1	0	6
<b>Grand Total</b>	<b>17</b>	<b>32</b>	<b>20</b>	<b>11</b>	<b>10</b>	<b>91</b>

Overall, the responses indicate a diversity of opinions regarding the appropriateness and challenge level of the syllabus across different subjects.



## 5.7. THE SYLLABUS HELPS THE STUDENTS FACE COMPETITIVE EXAMS

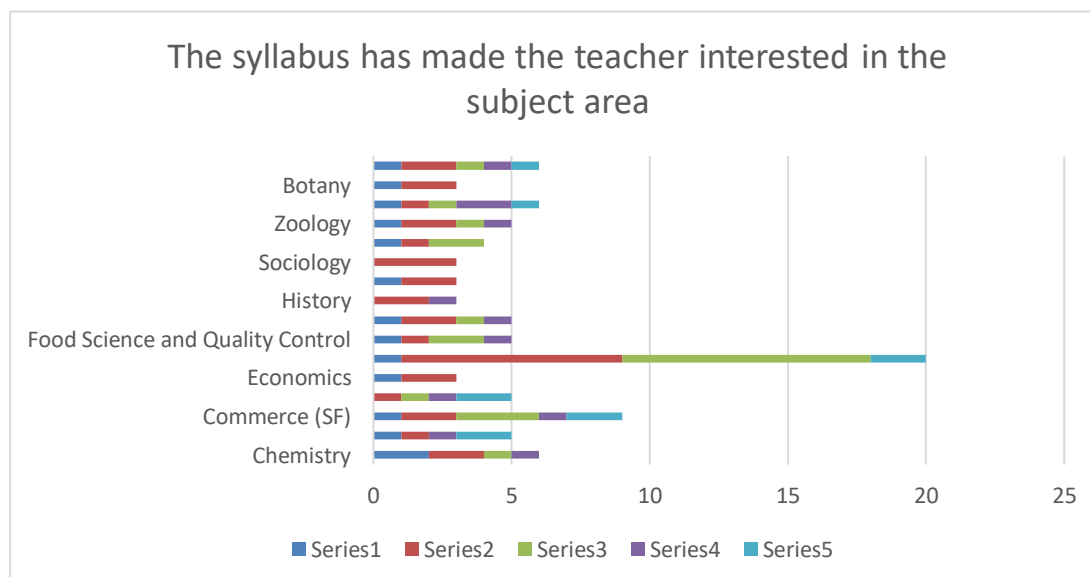
The syllabus helps the students face competitive exams						
Statement	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Total
Chemistry	1	1	2	1	1	6
Commerce (Aided)	1	1	1	0	2	5
Commerce (SF)	2	3	2	2	0	9
Computer Science	1	1	2	1		5
Economics	1	2	0	0	0	3
English	3	4	8	3	2	20
Food Science and Quality Control	2	2	1	0	0	5
Home Science	2	2	0	0	1	5
History	0	1	0	2	0	3
Physics	1	2	0	0	0	3
Sociology	0	3	0	0	0	3
Statistics	1	1	2	0	0	4
Zoology	1	1	1	2	0	5
Mathematics	1	2	1	2	0	6
Botany	0	1	2	0	0	3
MSW	1	2	1	2	0	6
<b>Grand Total</b>	<b>18</b>	<b>29</b>	<b>23</b>	<b>15</b>	<b>6</b>	<b>91</b>



## 5.8. THE SYLLABUS HAS MADE THE TEACHER INTERESTED IN THE SUBJECT AREA

The syllabus has made the teacher interested in the subject area						
Statement	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Total
Chemistry	2	2	1	1	0	6
Commerce (Aided)	1	1	0	1	2	5
Commerce (SF)	1	2	3	1	2	9
Computer Science	0	1	1	1	2	5
Economics	1	2	0	0	0	3
English	1	8	9	0	2	20
Food Science and Quality Control	1	1	2	1	0	5
Home Science	1	2	1	1	0	5
History	0	2	0	1	0	3
Physics	1	2	0	0	0	3
Sociology	0	3	0	0	0	3
Statistics	1	1	2	0	0	4
Zoology	1	2	1	1	0	5
Mathematics	1	1	1	2	1	6
Botany	1	2	0	0	0	3
MSW	1	2	1	1	1	6
<b>Grand Total</b>	<b>14</b>	<b>34</b>	<b>22</b>	<b>11</b>	<b>10</b>	<b>91</b>

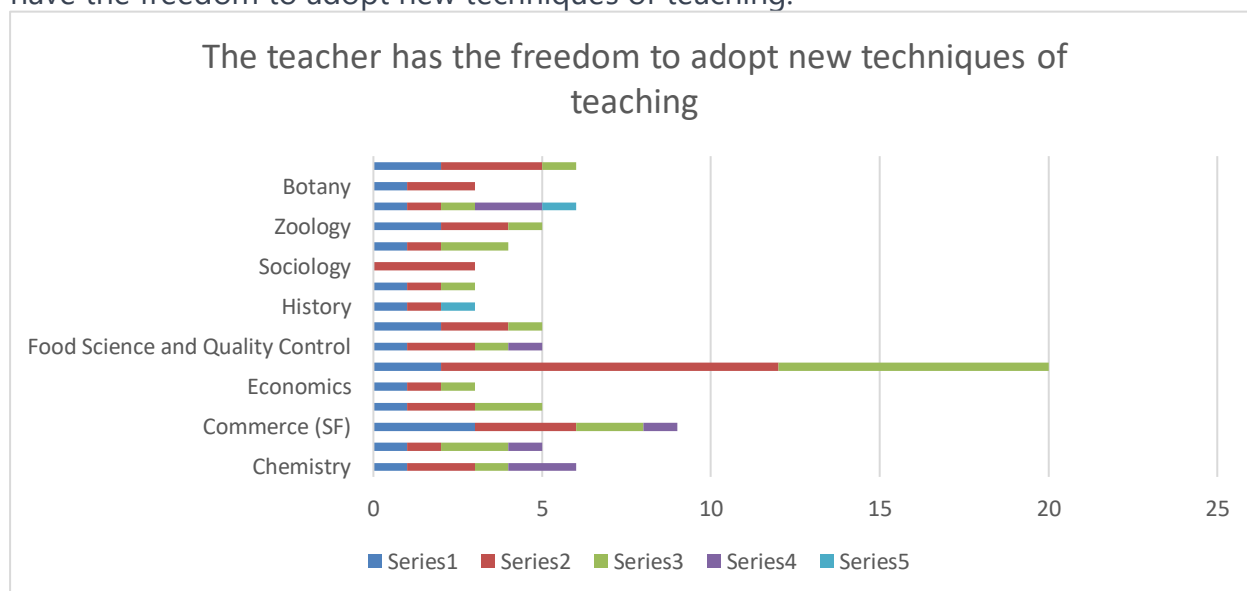
While a majority of responses are positive, there are also notable numbers of neutral and negative responses, suggesting varying perceptions among teachers in different academic disciplines.



### 5.9. THE TEACHER HAS THE FREEDOM TO ADOPT NEW TECHNIQUES OF TEACHING

The teacher has the freedom to adopt new techniques of teaching						
Statement	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Total
Chemistry	1	2	1	2	0	6
Commerce (Aided)	1	1	2	1	0	5
Commerce (SF)	3	3	2	1	0	9
Computer Science	1	2	2	0	0	5
Economics	1	1	1	0	0	3
English	2	10	8	0	0	20
Food Science and Quality Control	1	2	1	1	0	5
Home Science	2	2	1	0	0	5
History	1	1	0	0	1	3
Physics	1	1	1	0	0	3
Sociology	0	3	0	0	0	3
Statistics	1	1	2	0	0	4
Zoology	2	2	1	0	0	5
Mathematics	1	1	1	2	1	6
Botany	1	2	0	0	0	3
MSW	2	3	1	0	0	6
<b>Grand Total</b>	<b>21</b>	<b>37</b>	<b>24</b>	<b>7</b>	<b>2</b>	<b>91</b>

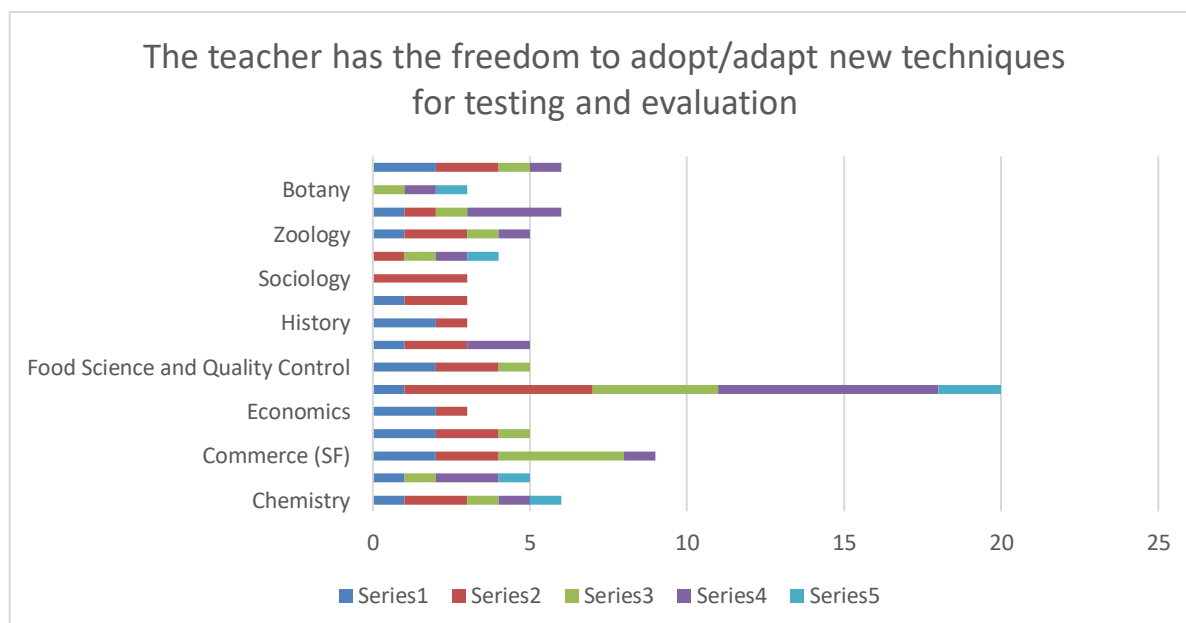
Overall, the responses indicate that a majority of teachers across different subjects feel they have the freedom to adopt new techniques of teaching.



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

The teacher has the freedom to adopt/adapt new techniques for testing and evaluation						
Statement	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Total
Chemistry	1	2	1	1	1	6
Commerce (Aided)	1	0	1	2	1	5
Commerce (SF)	2	2	4	1	0	9
Computer Science	2	2	1	0	0	5
Economics	2	1	0	0	0	3
English	1	6	4	7	2	20
Food Science and Quality Control	2	2	1	0	0	5
Home Science	1	2	0	2	0	5
History	2	1	0	0	0	3
Physics	1	2	0	0	0	3
Sociology	0	3	0	0	0	3
Statistics	0	1	1	1	1	4
Zoology	1	2	1	1	0	5
Mathematics	1	1	1	3	0	6
Botany	0	0	1	1	1	3
MSW	2	2	1	1	0	6
<b>Grand Total</b>	<b>19</b>	<b>29</b>	<b>17</b>	<b>20</b>	<b>6</b>	<b>91</b>

Overall, the responses indicate a diversity of opinions among teachers regarding whether they feel they have the freedom to adopt/adapt new techniques for testing and evaluation. While a significant number of responses are positive, there are also a notable number of neutral and negative responses, suggesting variations in perceptions among teachers in different academic disciplines.



## 6. FEEDBACK SUMMARY

STATEMENTS	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
The syllabus is need based with respect to the recent advancements	26	40	10	9	5
Aims and objectives of the syllabus are clear and well defined to teachers and students	32	41	9	5	3
The programme has a good balance between theory and practice	14	25	22	20	9
The depth of the course content is adequate to have significant learning outcomes.	18	33	24	10	5
The curriculum has focus on skill development	15	32	18	20	5
The syllabus is appropriate yet challenging	17	32	20	11	10
The syllabus helps the students face competitive exams	18	29	23	15	6
The syllabus has made the teacher interested in the subject area	14	34	22	11	10
The teacher has the freedom to adopt new techniques of teaching	21	37	24	7	2
The teacher has the freedom to adopt/adapt new techniques for testing and evaluation	19	29	17	20	6

These interpretations provide a snapshot of the perceptions reflected in the survey responses for each statement. Feedback of teachers in general appeared to be positive since majority of them either strongly agreed or have agreed to the statements presented.