

TEACHERS' FEEDBACKREPORT
(CURRICULUM AND ITS TRANSACTION)
2021-2022

OVERVIEW:

The Internal Quality Assurance Cell of the college has continuously been working on quality improvement and enhancement of student learning experiences. To analyse the performance of the college in the aspect of the curriculum and its transaction, feedback from different stakeholders have been obtained. This report focusses on the feedback of the teachers on the syllabus and its transaction in the college during the academic session 2021-2022.

DATA COLLECTION AND ANALYSIS

The college has taken structured feedback to get the opinions of the teachers on curriculum transaction through an online mechanism using Google Forms. Questionnaires were designed on parameters like the structure of the curriculum, the effectiveness of the curriculum, student attainment of Programme and course outcomes, scope for new techniques and adequacy of optional papers. The questionnaires were sent out to the teachers using social media platforms, and notices were given regarding the closing dates. The feedback was then collected and analysed.

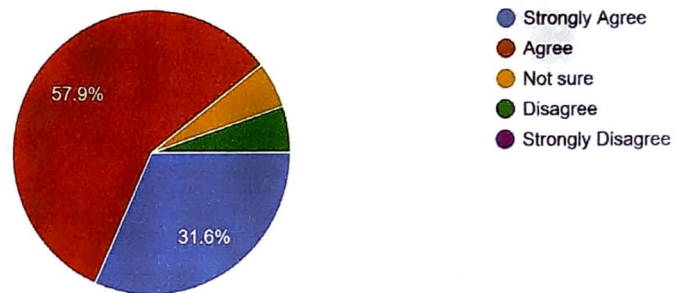
As many as 19 responses were received, and to arrive at comprehensive results, a simple statistical technique in percentile form was used. The details of the analysis are as follows:

19 responses

1. Almost 31.6% strongly agree while 57.9% agree that the aims and objectives of the syllabus are well defined and clear to teachers and students. However, 5.3% disagree and 5.2% strongly disagree.

Aims and objectives of the syllabi are well defined and clear to teachers and students.

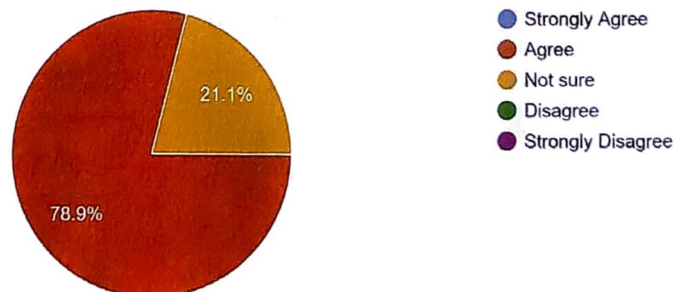
19 responses



2. On average 78.9% agree that the syllabus is contemporary and need based. However, 21.1% are not sure.

Syllabus is contemporary and need based.

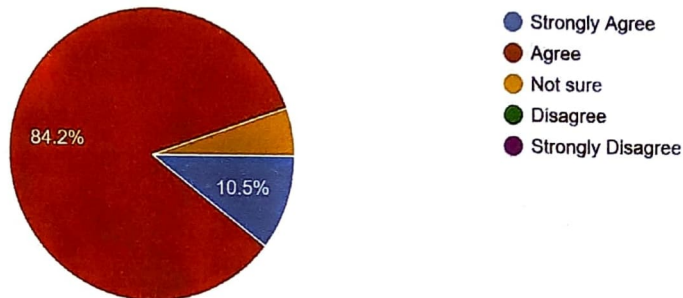
19 responses



3. 10.5% strongly agree while 84.2% agree that the pre-requisite courses are appropriate for this course. However, 5.3% are not sure.

The per-requisite courses are appropriate for this course.

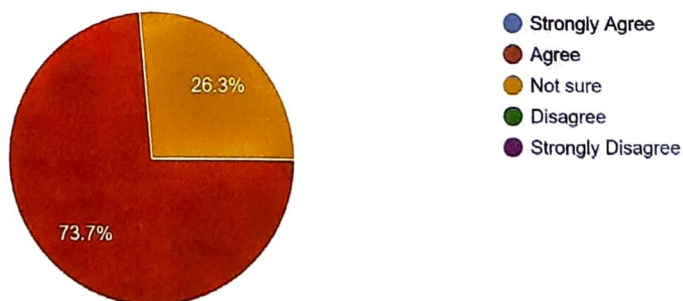
19 responses



4. On average 73.7% agree that the students attain the Pos, Cos and PSOs satisfactorily. However, 26.3% are not sure.

The students attain the POs, COs and PSOs satisfactorily.

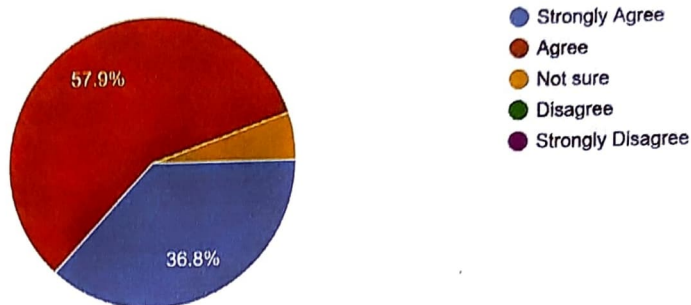
19 responses



5. On average 36.8% strongly agree which 57.9% agree that there is ample scope to adopt new techniques of teaching such as seminars, presentations, group discussions, projects etc. however, 5.3% are not sure.

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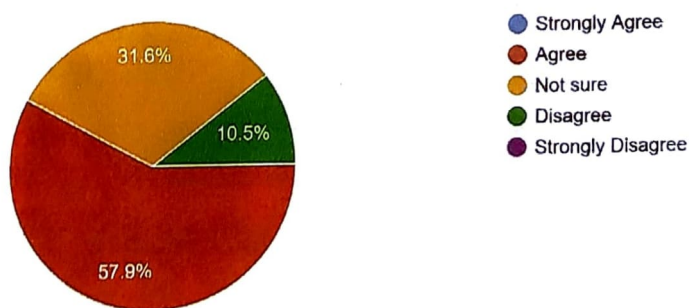
19 responses



6. On average 57.9% agree that the course/syllabus has a good balance between theory and practical work. However, 31.6% are not sure while 10.5% disagree.

The course/syllabus has a good balance between theory and practical work.

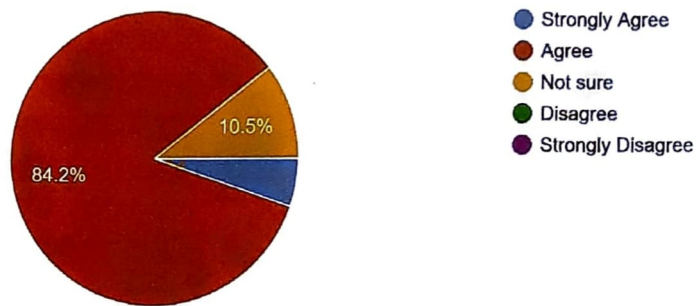
19 responses



7. On average 5.3% strongly agree while 84.2% agree that the optional papers offered for the courses are adequate. However, 10.5% are not sure.

The optional papers offered for the courses are adequate.

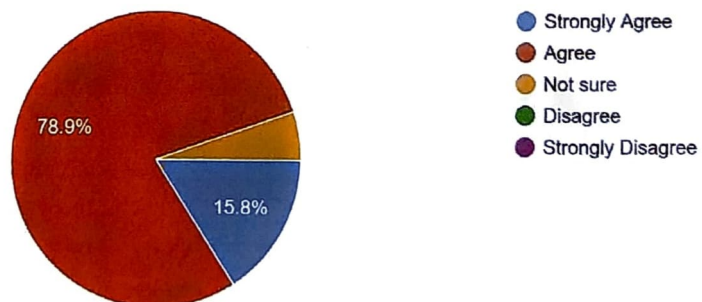
19 responses



8. On average 15.8% strongly agree while 78.9% agree that the course/syllabus of this subject has increased my knowledge and perspective in the subject area. However, 5.3% are not sure.

The course/syllabus of this subject has increased my knowledge and perspective in the subject area.

19 responses



Conclusion:

Based on the survey conducted on teachers' response to the syllabus and its transaction in the institution during the academic year 2021 to 2022, the findings suggests 90% of the respondents in agreement with the effectiveness of the well-organized and structured syllabi. Majority are of the opinion that the syllabi is contemporary and need-based. Students attain the PO's, CO's and PSO's satisfactorily. On average, 57.9% see ample scope of adopting new teaching techniques, while 57.9 % agree to a good balance between theory and practical work. Majority are satisfied with the adequacy of optional papers. However, there are aspects that require attention and have the potential to improve such as adoption of new techniques of teaching in the college and introduction of more courses with experiential learning.




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