

TEACHERS' FEEDBACK

2017-2018

ST GREGORIOS COLLEGE, KOTTARAKARA

Teachers' Feedback On Curriculum

Objectives of the feedback

Although affiliated colleges do not have a primary role in designing the curriculum and syllabi of the programmes, the IQAC of St. Gregorios College conducts curriculum survey of teachers at least once in an academic year. Through such survey feedback, the IQAC can take necessary action to enable teachers to adapt with revisions in course curriculum. The University of Kerala has introduced massive changes in curriculum after the implementation of Choice-based Credit & Semester System (CBCSS). Since then curriculum revisions are made by the Academic bodies from time to time. The teachers' feedback has helped in identifying the challenges encountered by the teachers in curriculum implementation and strategies to overcome them.

About the Survey.

The IQAC conducted the survey through a structured questionnaire and 32 teachers responded to the questionnaire. The data collected was analyzed and the findings were summarized. The report of the IQAC was submitted to the Principal. Being matters related to curriculum and its delivery in the institution, it was seriously discussed in the College council. It was decided that all matters of importance and suggestions should be brought to the notice of the University through the members of Board of studies (BOS) and Academic Council.

Profile of Teachers.

For the survey, basic details about the teachers such as name, teaching department, courses handled were collected and analyzed to get a clear idea about the respondents of the survey.

Table1. Profile of Teachers.

	Category	Frequency
Department	Physics	5
	Mathematics	4
	English	4
	Political Science	1
	Economics	1
	Commerce	3
	Chemistry	4
	Botany	3
	Zoology	2
	Oriental Languages	2
	Statistics	1
	History	1
	Economics	1
		Total

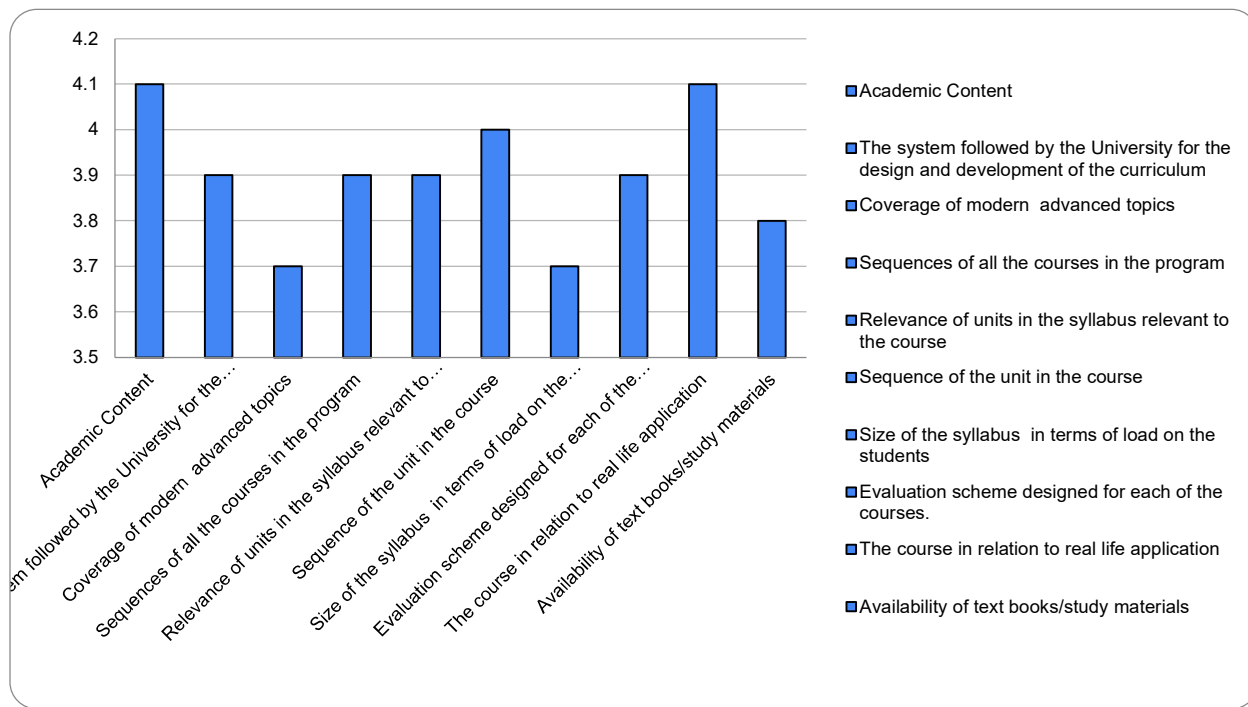
Response from Teachers.

In order to quantify the opinion regarding curriculum by the teachers, a structured five point questionnaire was prepared for data collection. The questions covered important aspects of curriculum such as objectives, relevance, updating, flexibility, structure, usefulness and opportunities etc.

Table 2. Frequency distribution and Mean scores of statements.

	Curriculum	Mean Score	N
1	Academic content	4.1	32
2	The system followed by the University for the design and development of the curriculum	3.9	32
3	Coverage of modern advanced topics	3.7	32
4	Sequences of all the courses in the program	3.9	32
5	The units in the syllabus relevant to the course	3.9	32
6	Sequence of the unit in the course	4	32
7	Size of the syllabus in terms of load on the students	3.7	32
8	Evaluation scheme designed for each of the courses	3.9	32
9	The course in relation to real life application	4.1	32
10	Availability of text books/study materials	3.8	32
	Average of total feedback	3.9	

Diagram 1. Level of teachers' agreement on Curriculum.



Based on the above table and chart, it is evident that, on all parameters the mean of total responses have been above 3, which means that the teachers felt curricular aspects moderately satisfactory. The highest mean score was noted for the academic content and the course in relation to real life application (4.1). The least mean was given for Coverage of modern advanced topics and the size of the syllabus in terms of load on the students (3.7).