

# TEACHERS' FEEDBACK

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**2018-2019**

ST GREGORIOS COLLEGE, KOTTARAKARA

## **Teachers' Feedback On curriculum-**

### **Objectives of the feedback**

As an affiliated college, St. Gregorios College does not have a direct role in designing the curriculum of program and syllabi of courses. It is prescribed by the affiliating University for all colleges. However, the college IQAC conducts curriculum surveys of teachers every year, particularly when the affiliated University introduces major changes in the curriculum design. Through such survey feedback, the IQAC can take necessary actions to enable teachers to adapt with the newly designed course curriculum. The relevant feedback collected from the teaching staff are brought to the notice of the Academic bodies of the University.

### **About the Survey.**

During the academic year 2018-19, IQAC conducted the survey through a structured questionnaire and 43 teachers responded to the questionnaire. The data collected was analyzed using a five point scale and the final report was submitted to the College Council. The teachers' suggestions on curriculum were brought to the notice of the affiliated university through various means, particularly through the members of Board of studies (BOS) and Academic Council.

### **Profile of Teachers.**

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

**Table1. Profile of Teachers.**

	<b>Category</b>	<b>Frequency</b>
<b>Department</b>	Physics	7
	Mathematics	6
	English	5
	Political Science	2
	Economics	1
	Commerce	3
	Chemistry	7
	Botany	3
	Zoology	4
	Oriental Languages	2
	Statistics	1
	History	1
	Economics	1
		<b>Total</b>

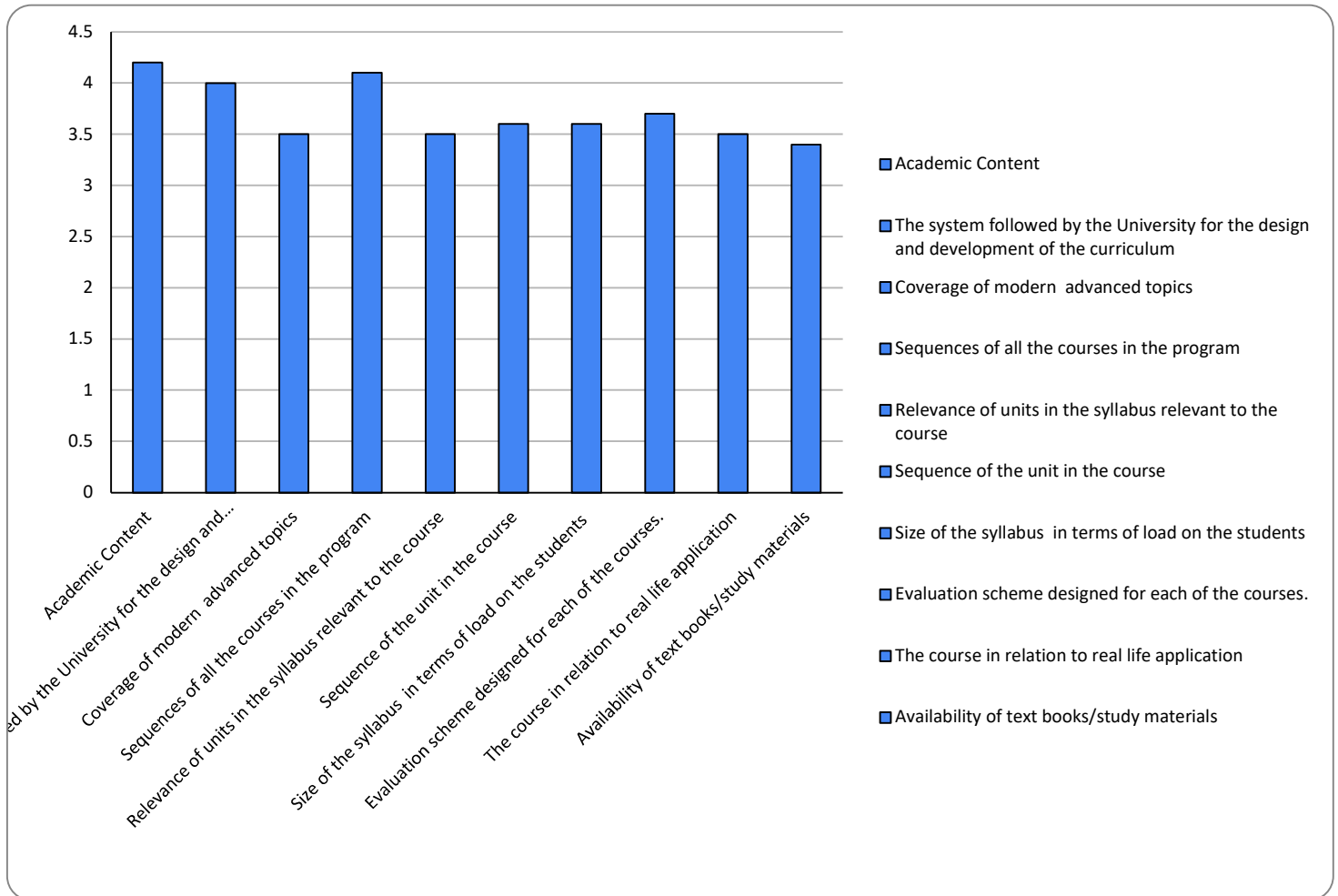
### **Response from Teachers.**

In order to quantify the teachers' opinion of the curriculum design, ten questions were constructed. The collected and analysed data is given below. Questions cover all important aspects of curriculum such as objectives, relevance, updating, flexibility, structure, usefulness, opportunities etc.

**Table 2. Frequency distribution and Mean scores of statements.**

	<b>Curriculum</b>	<b>Mean Score</b>	<b>N</b>
1	Academic Content	<b>4.2</b>	46
2	The system followed by the University for the design and development of the curriculum	<b>4</b>	46
3	Coverage of modern advanced topics	<b>3.5</b>	46
4	Sequences of all the courses in the program	<b>4.1</b>	46
5	Relevance of units in the syllabus relevant to the course	<b>3.5</b>	46
6	Sequence of the unit in the course	<b>3.6</b>	46
7	Size of the syllabus in terms of load on the students	<b>3.6</b>	46
8	Evaluation scheme designed for each of the courses	<b>3.7</b>	46
9	The course in relation to real life application	<b>3.5</b>	46
10	Availability of text books/study materials	<b>3.4</b>	46
	<b>Average of total feedback</b>	<b>3.71</b>	

**Diagram 1. Level of teachers' agreement on Curriculum.**



### **Interpretation**

Based on the above table and chart, it is evident that, on all parameters the mean of total responses has been above 3.5, which means that the teachers felt curricular aspects moderately satisfactory. The highest mean score was noted for the academic content (4.2) and the sequences of all the courses in the program (4.1). The least mean was given for availability of text books/study materials (3.4).



