



AMAL COLLEGE
OF ADVANCED STUDIES

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Myladi, Eranhimangad PO, Nilambur, Kerala – 679329

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FEEDBACK ANALYSIS REPORT

Teacher's Feedback on Curriculum Design and Implementation for the Academic Year 2019-2020



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TEACHERS FEEDBACK ON CURRICULUM DESIGN AND IMPLEMENTATION FOR THE ACADEMIC YEAR 2019-20

Introduction

Feedback from the stakeholders are the key element in imparting quality in higher education. Curriculum of the courses taught in a programme should be carefully designed and implemented to ensure high standards. At Amal college we have been taking feedback from all stakeholders. Teachers are being an unavoidable party to higher education, we have collected exhaustive feedback from them on curriculum design and implementation.

Methodology of data collection and analysis

Variable	Category	Frequency	Percent
Gender	Female	16	44.4
	Male	20	55.6
Nature of appointment	Adhoc	10	27.8
	Permenant	26	72.2
Teaching experience	Less than 5 years	10	27.8
	5-10 years	17	47.2
	More than 10 years	9	25.0
	Total	36	100.0

We have used a structured Google form questionnaire for collecting responses online from all our teachers at every academic year. Qualitative statements in a five point agreement scale were used to study teachers feedback. Basic profile analysis and descriptive analysis of teachers feedback for various dimensions of curriculum are done.

Response Analysis and Discussions

Table 1: Teacher Profile

Table 1 shows the basic profile of teachers who participated in the curriculum feedback survey. Out of the 36 teachers 55% were and male, 77% were permanent and 25% have more than 10 years of experience.

Table 2: Distribution of responses on curriculum design according to their level of agreement

Statements	Frequency, Percentage	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Total
The Choice Based Credit Semester System is in tune with the emerging national and global trends.	N %	4 11.1	19 52.8	6 16.7	6 16.7	1 2.8	36 100
The program offered is suitably demanding and skill component is enriching	N %	5 13.9	20 55.6	5 13.9	6 16.7	0 0	36 100
The Program Objective and goals are clearly defined in the curriculum	N %	8 22.2	20 55.6	7 19.4	1 2.8	0 0	36 100
The syllabus prescribed for the Program is well organised and structured	N %	7 19.4	14 38.9	10 27.8	4 11.1	1 2.8	36 100
Modules of the courses are appropriately sequenced and progressive	N %	4 11.1	23 63.9	6 16.7	2 5.6	1 2.8	36 100
Content of the courses (Subjects) offered under my program is up-to-date and relevant	N %	5 13.9	17 47.2	9 25	4 11.1	1 2.8	36 100
The institution offers flexibility to choose value added and Certificate courses	N %	15 41.7	18 50	3 8.3	0 0	0 0	36 100
Institution integrates crosscutting issues relevant to Gender, Environment, Sustainability, Human Values and Professional Ethics into curriculum	N %	12 33.3	16 44.4	6 16.7	1 2.8	1 2.8	36 100
The internal evaluation system of program was very effective and transparent	N %	15 41.7	14 38.9	5 13.9	0 0	2 5.6	36 100
The external examination system is comprehensive and on par with national standards	N %	9 25	14 38.9	6 16.7	6 16.7	1 2.8	36 100
Project work/Internships offered under my programme was challenging and constructive	N %	10 27.8	18 50	4 11.1	3 8.3	1 2.8	36 100

The open courses offered under CBCSS are diverse and resourceful	N	12	17	5	0	2	36
	%	33.3	47.2	13.9	0	5.6	100
The Curriculum has the capability to enhance students' competency in communication, critical thinking, problem solving and creativity	N	9	17	7	1	2	36
	%	25	47.2	19.4	2.8	5.6	100
Programmes are capable of catering to the personal and professional requirements of the students	N	8	18	7	3	0	36
	%	22.2	50	19.4	8.3	0	100
Conduct of examinations and publication of results are strictly according to the predetermined schedule	N	6	10	10	7	3	36
	%	16.7	27.8	27.8	19.4	8.3	100

From the above frequency distribution it is found that a large majority of teachers either strongly agree or agree to the different statements used to assess teachers feedback on curriculum design and implementation. However with respect to schedule examination nearly half of the respondents either neutral or disagree with the statements.

Suggestions

The major suggestion from the above finding is that examination schedules need to strictly time bound to make the curriculum delivery effective,

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