

## M. E. S. PONNANI COLLEGE

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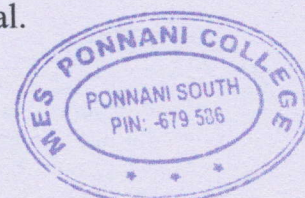
Website: mesponnani.org E-mail: [principal.mesponnani.org](mailto:principal.mesponnani.org)

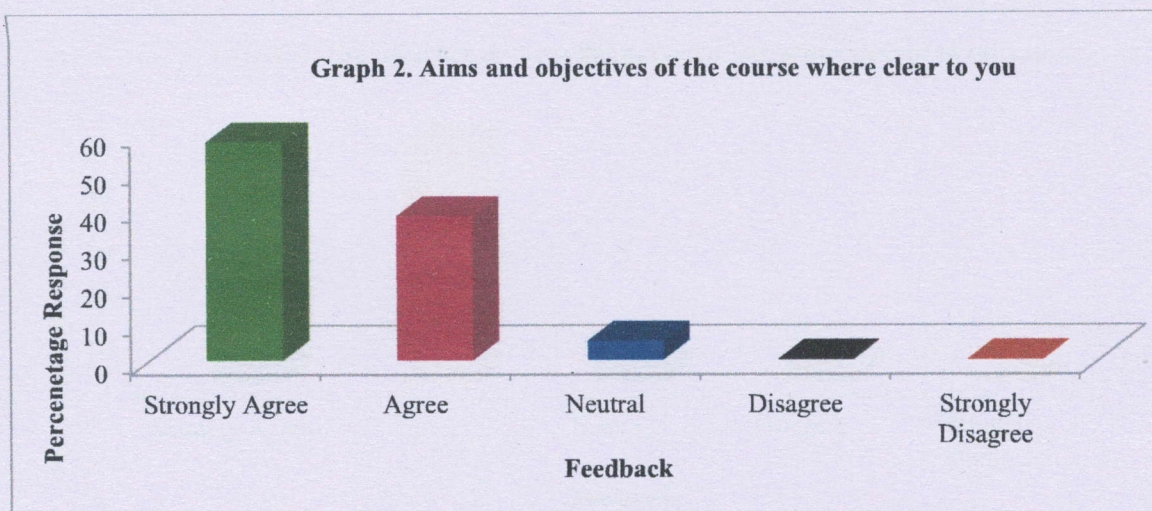
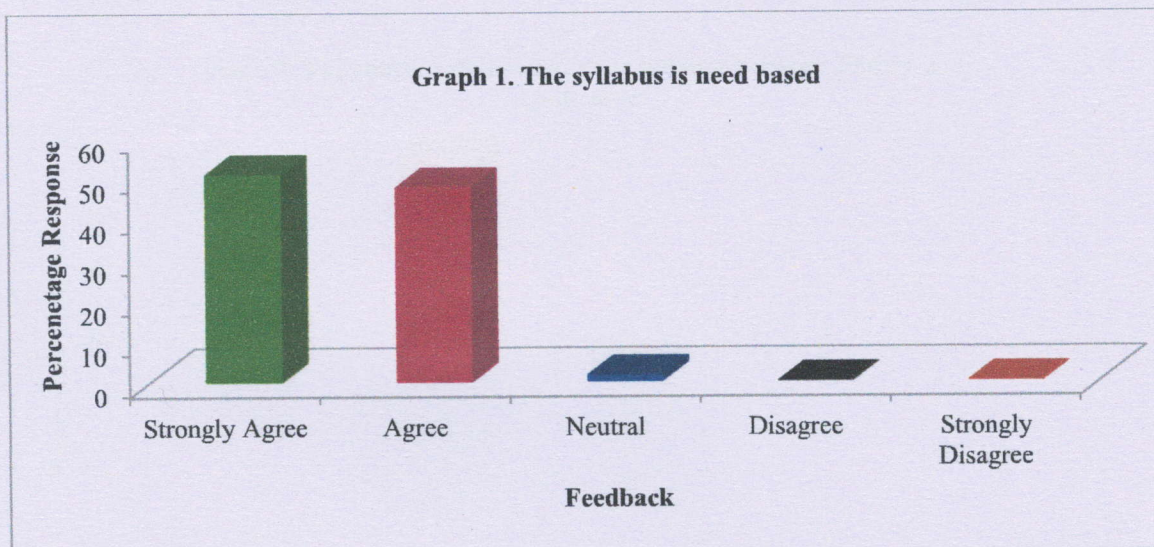
### TEACHERS FEEDBACK ON CURRICULUM-2019-2020

Sl. No	Queries	Percentage Response (out of 61)				
		Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1	The syllabus is need based	50.8	47.5	1.6	0.0	0.0
2	Aims and objectives of the course where clear to you	57.4	37.7	4.9	0.0	0.0
3	The course/syllabus has good balance between Theory and Application	18.0	75.4	6.6	0.0	0.0
4	The sequence of the syllabus is semester wise relevant to the course	44.3	49.2	3.3	3.3	0.0
5	The books prescribed/listed as reference materials are relevant, updated and appropriate	34.4	60.7	3.3	1.6	0.0
6	Sufficient number of books are available in the library	31.1	57.4	9.8	1.6	0.0
7	Are there enough practical hours/tutorials per week	34.4	50.8	14.8	0.0	0.0
8	Does the given curriculum mold into the semester period	34.4	59.0	6.6	0.0	0.0
9	ICT facilities in the college are adequate and satisfactory	23.0	60.7	13.1	1.6	1.6

Graph1- The first question to which the teachers have to give feedbacks on was about the syllabus they are teaching. The teachers were asked to comment on the issue that whether the syllabus is need based or not. And the feedback was given like strongly agree, agree, and disagree etc. In the graphical representation the vertical line shows the percentage response and the horizontal line shows the feedbacks collected from the staff members. Out of a total number of 61 teachers a total of 50.8% strongly agree that the syllabus is need based. While 47.5% of teachers agreed to the point the remaining 1.6 had a neutral opinion regarding the syllabus.

Graph2- To a teacher the syllabus and the course must be clear as they have to teach the students. As much as the syllabus is needed the teachers must know about the aims and objectives of the course. As the question was asked to the teachers about the aims and objectives they were instructed to answer whether the aims and objectives were clear to them. In the graphical representation the vertical line shows the percentage response and the horizontal line shows the feedbacks collected from the staff members. 57.4% of teachers out of the total 61 strongly agreed that the aims and objectives were clear to them. While 37.7% agreed to the question the rest 4.9% said the knowledge of them regarding the aims and objectives are neutral.

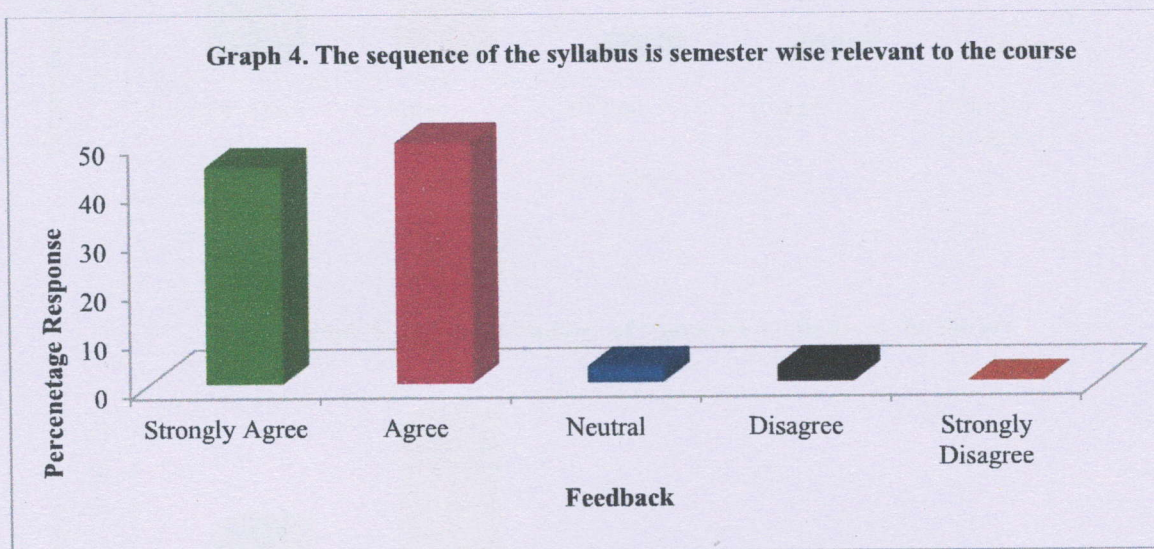
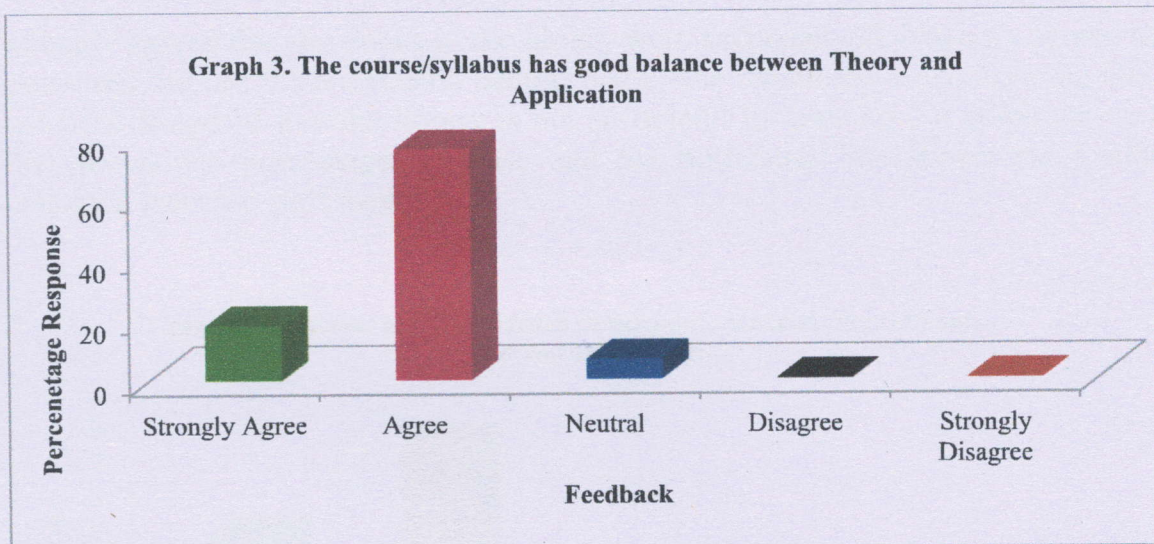




Graph3- As far as the course and syllabus is concerned with the teachers were required to make a research on the syllabus had a good balance between the theory and it's application. The textual part and the practice is parallel in its importance. So the teachers have to make sure that the students also have an application in every topic they study. In the graphical representation the vertical line shows the percentage response and the horizontal line shows the feedbacks collected from the staff members. On analyzing the question a total of 18% teachers strongly agreed that the theory and application has a well balance. But a majority of 75.4% among the 61 teachers only agreed with the question. And the remaining 6.6% had a neutral opinion.

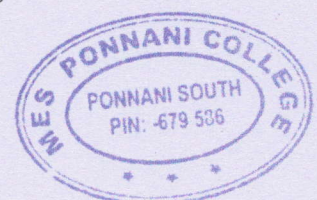
Graph4- The next graphical representation gives us a clear idea about the syllabus and the relevance of the semester system. The question was about the sequence of the syllabus is semester wise and whether it is relevant to the course. In the graph the vertical line shows the percentage response and the horizontal line shows the feedbacks collected from the staff members. To the question a percentage of 44.3 out of the total 61 teachers strongly agreed to its relevance. While 49.2% only agreed to the question, 3.3% are of neutral opinion. The remaining 3.3% disagreed to the question.



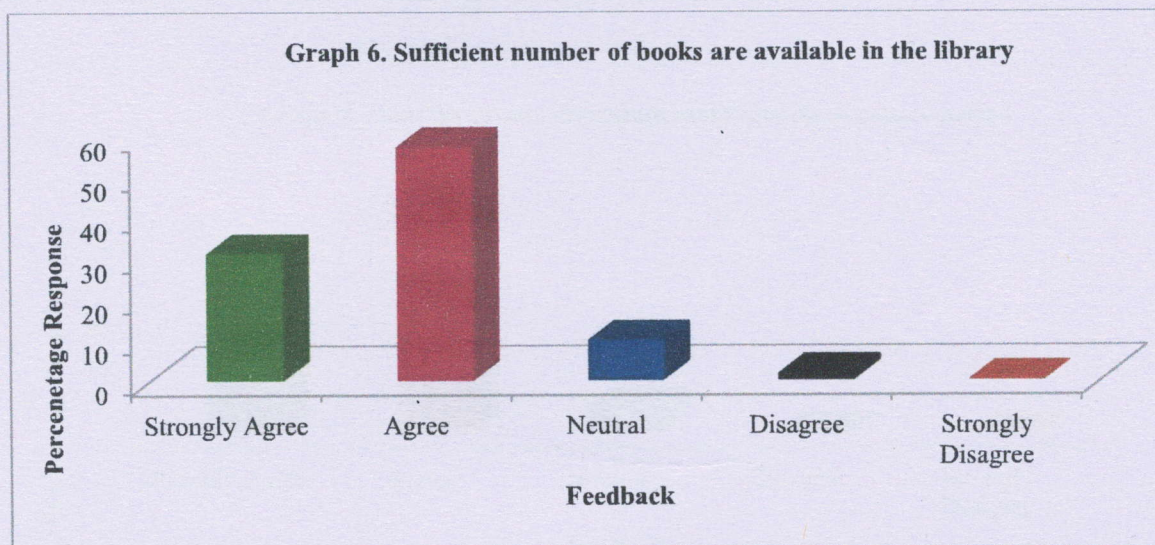
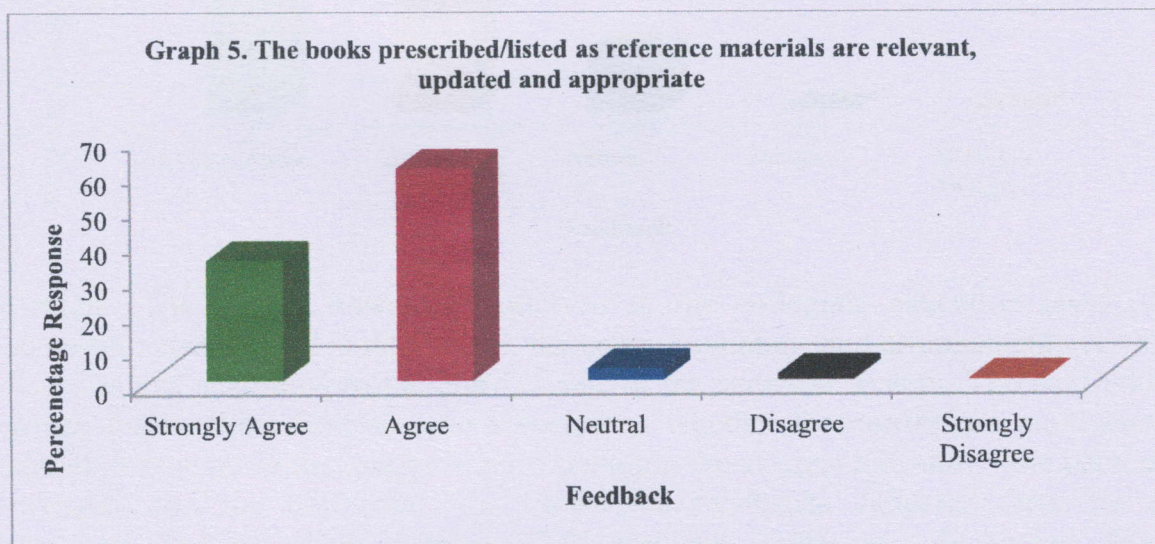


Graph5- For every course and syllabus there are many books and texts prescribed. Other than every primary text there are many materials which may include secondary materials, reference books etc. The next question to which the teachers are requested to give feedbacks was about whether the reference books prescribed to the students were relevant, updated and appropriate. In drawing the graph the vertical line shows the percentage response and the horizontal line shows the feedbacks collected from the staff members. Out of a total number of 61 teachers 34.4 % of teachers strongly agreed the reference books are appropriate and updated. While a percentage of 60.7% only agreed, the next 3.3% had a neutral opinion. The remaining 1.6% disagreed that the reference books are not updated.

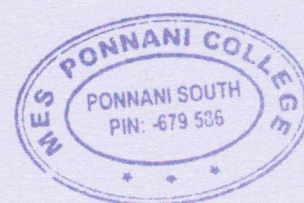
Graph6- A major and very important part of a college is its library. A student and a teacher always depended to the library whenever they need any help regarding their study purpose. Other than the primary text the student may get their secondary sources as well as the reference books from the library only. The next question the teachers rated was about the number of books in library and whether the number of books present in the library was sufficient. In this issue a percentage of 31.1 teachers

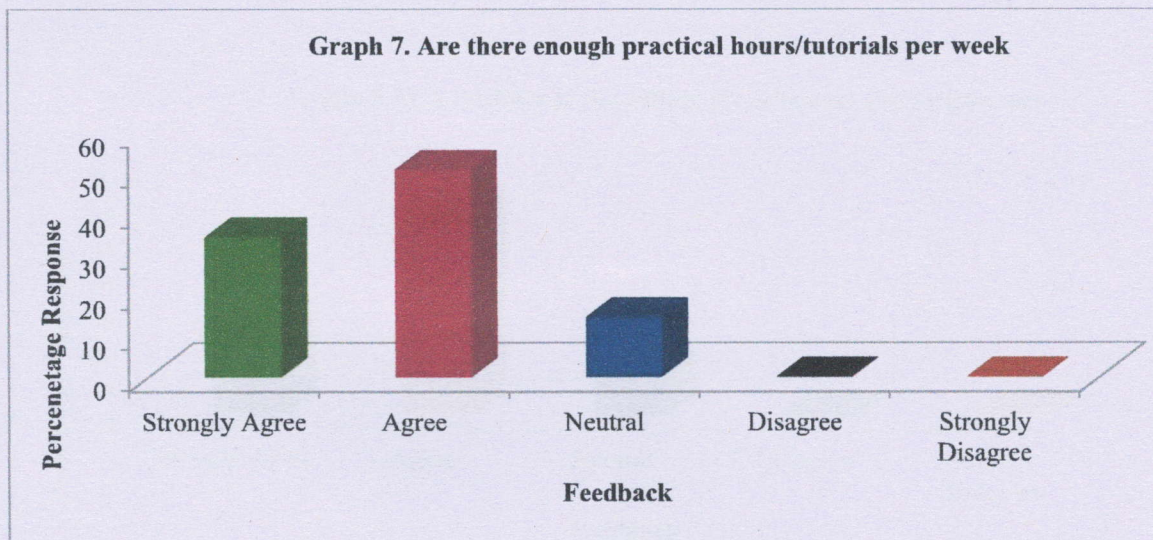


strongly agreed that the books in the library were sufficient. 57.4 % only agreed to the point and the rest 9.8% shared a neutral point. The remaining 1.6% from the total 61 teachers disagreed that the library is not sufficient. In drawing the graph the vertical line shows the percentage response and the horizontal line shows the feedbacks collected from the staff members.

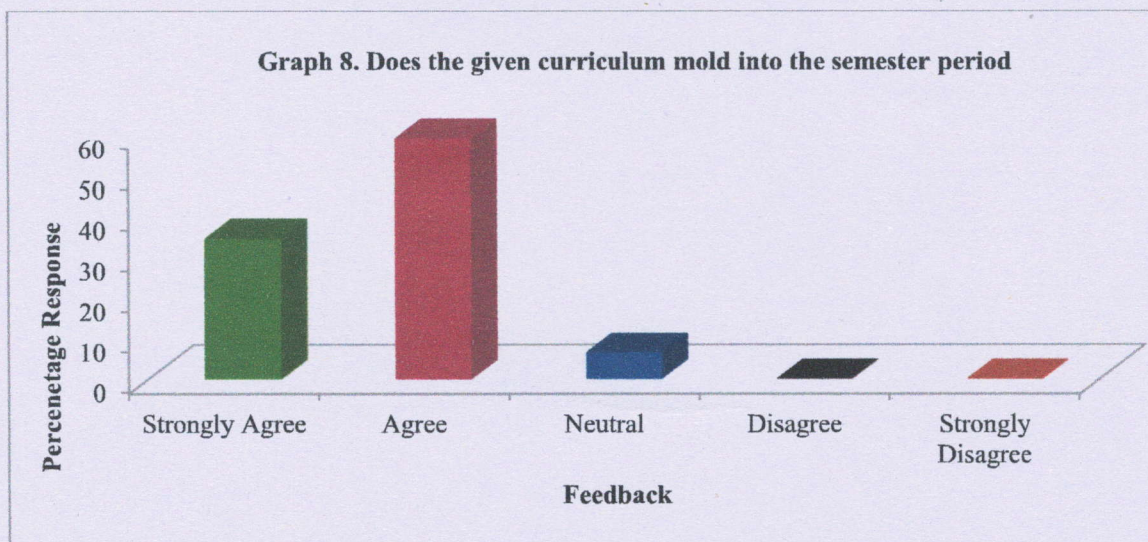


Graph7- As far as the teaching practices and the practical hours are concerned with the teachers was instructed to do an analysis on the practical hours and tutorials. They were directed to give a feedback on whether the students get enough practical hours to do their lab works and there are enough tutorials with the students in weeks. Out of a total umber of 61 teachers a percentage of 34.4 strongly agreed that the students get enough practical hours and tutorials in a week. But 50.8% only agreed to the point and the remaining 14.8% conveyed a neutral message. . In drawing the graph the vertical line shows the percentage response and the horizontal line shows the feedbacks collected from the staff members.

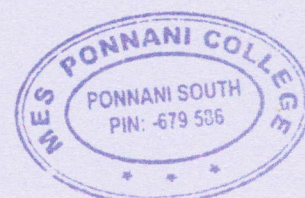




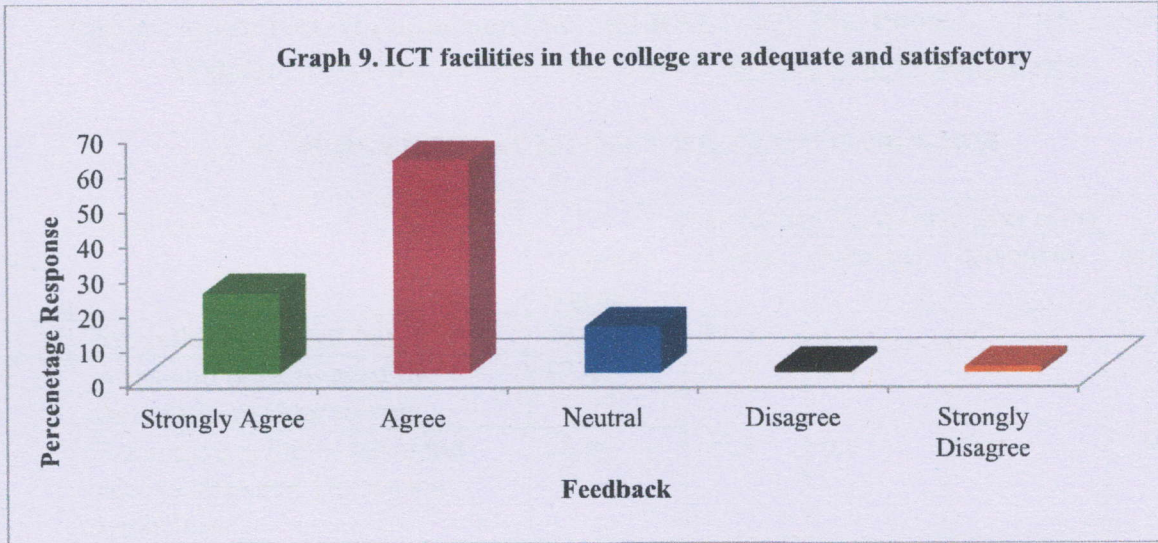
Graph8- The system nowadays followed in the collegiate education level is the semester system. As it is introduced, the course, syllabus, and arrangement everything had changed according to the convenience of the semester system. The next point to which the teachers have to give a review is whether the curriculum mold into the semester system. In the graphical representation the vertical line shows the percentage response and the horizontal line shows the feedbacks collected from the staff members. Out of a total number of 61 teachers 34.4% strongly agreed, 59% of teachers agreed and the remaining 6.6% shared a neutral view.



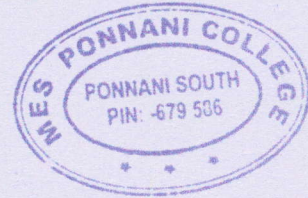
Graph9- When asked about the lab facilities the main attention will be towards the ICT facilities. On asking about the ICT facilities in the college campus and its adequacy and also whether the ICT facilities they have is satisfactory, the teachers rated it through their agreement and disagreement. In their graphical representation the vertical line indicates the percentage response and the horizontal line indicates the feedbacks. Out of the total of 71 teachers a percentage of 23 strongly agrees and believe that ICT facilities they have is adequate and is satisfactory. While 60.7% only agrees, 13.1% share a neutral view. The remaining 1.6% disagreed and 1.6% strongly disagreed.



**Graph 9. ICT facilities in the college are adequate and satisfactory**



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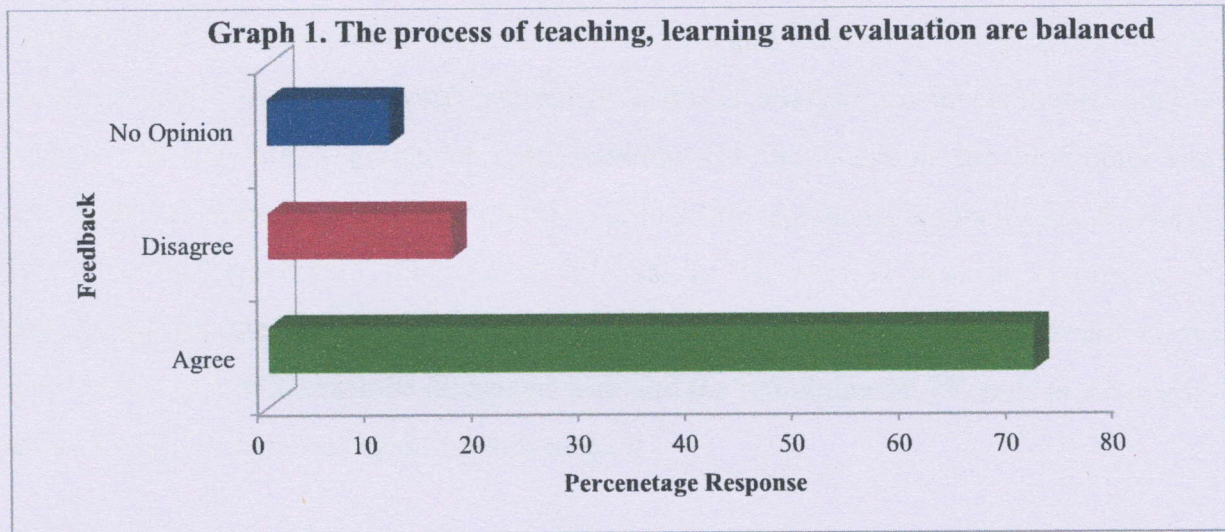


### Arts and Commerce stream

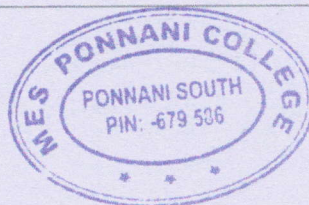
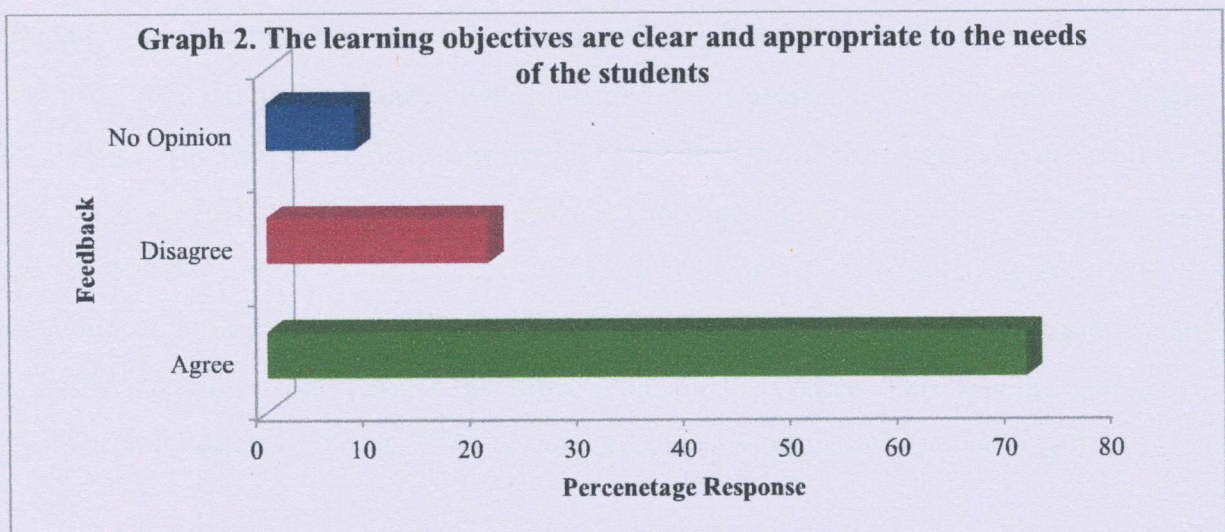
Sl. No	Queries	Percentage Response (out of 596)		
		Agree	Disagree	No Opinion
1	The curriculum and syllabus are well organized and easy to follow	71.5	17.1	11.4
2	The learning objectives are clear and appropriate to the needs of the students.	71.0	20.7	8.3
3	The texts / resources are appropriate for my students' level.	70.5	18.8	10.7
4	The texts / resources are sufficient - They cover most or all of what is needed to teach the course.	70.7	19.3	10.0
5	The strategies and activities address the learning needs of all students, including students with disabilities and dual language learners	62.7	15.3	22.0
6	The instructional strategies and activities appropriate for the modules.	66.6	16.3	17.1
7	The assessments and instructional activities align to the learning objectives.	69.0	18.6	12.4
8	The assessments provide opportunities for students to adequately demonstrate their learning through higher order thinking	64.9	21.2	13.9
9	The questions are aligned according to the objectives and instructional processes.	60.8	19.2	20.0
10	The process of teaching, learning and evaluation are balanced.	70.2	19.2	10.7

Graph 1: This graph is about the curriculum and syllabus and how it is organized. It shows the relationship between two variables in which the horizontal axis shows the percentage response and the vertical axis shows the feedback. When asked about the curriculum and syllabus, out of 596 students 71.5% of students agreed that the syllabus and curriculum is well organized and easy to follow. 17.1% of students disagreed about their access towards the knowledge of syllabus. And the remaining 11.4% students have no opinion regarding the syllabus and curriculum.



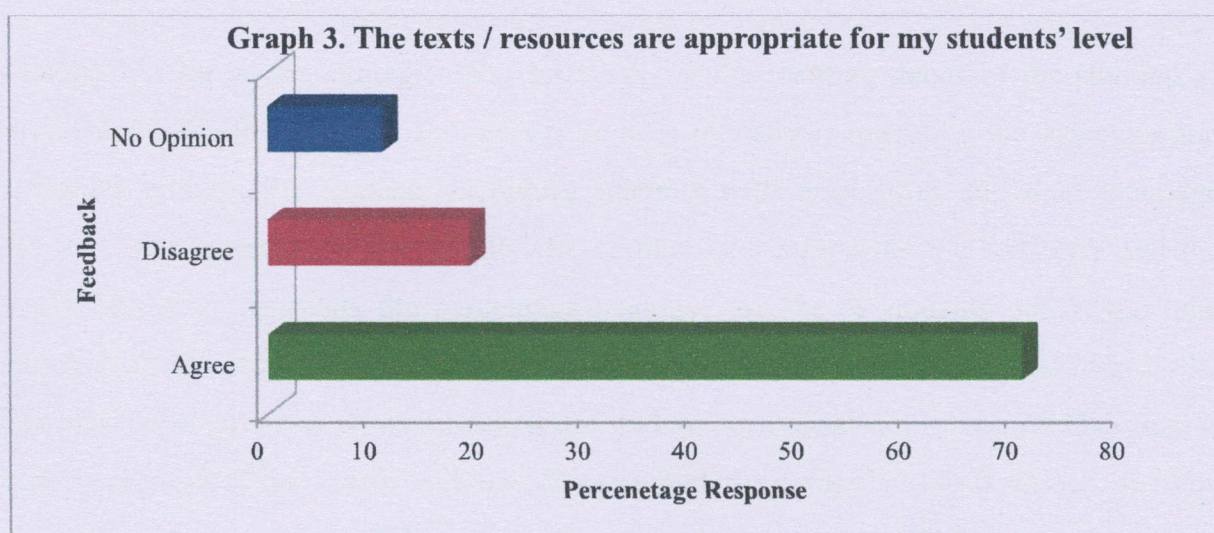


Graph2: As far as the 'learning objectives' are concerned with, students were required to go through the appropriateness and the clarity, with which the objectives are presented. While the horizontal axis dealt with the 'percentage of response', that of the vertical axis featured the 'feedback' section. Out of the total number of 596 respondents, 71 percentage students agreed upon the appropriateness and clarity of the learning objectives. 20.7 % of students marked their response in the column that is meant to disagree with the appropriateness of the syllabus. The remaining 8.3 percentage opted to make 'no comments' on the column



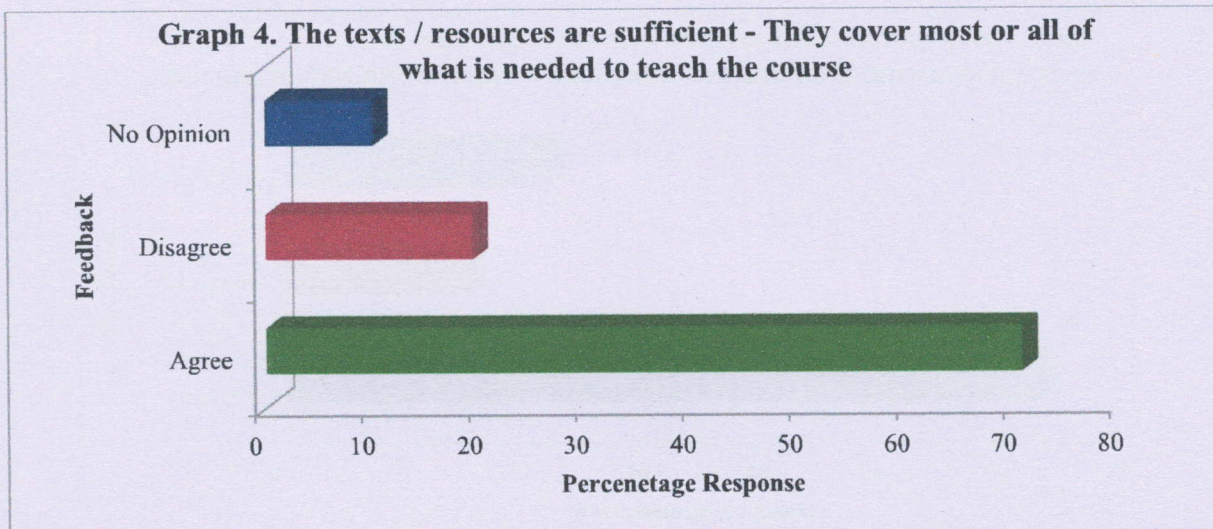


Graph3: On considering about the texts or resources and whether it is appropriate for the student's study level, they were instructed to do an analysis on the particular and to review. On drawing a graphical representation for the question the horizontal line represents the percentage response and the vertical line represents the feedback. A total of 70.5% of students out of the total of 596 are in the opinion that the resources are appropriate for the students and their capacity to learn. 18.8% of students are of the opinion that this point must be disagreed with and the remaining 10.7% falls in a category of not having an opinion regarding this subject.



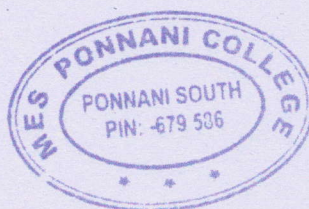
Graph4: The students were next directed to go through the point that whether the texts or resources are sufficient and they cover most and all of what which is needed to be taught according to the course. While the horizontal axis dealt with the 'percentage of response', that of the vertical axis featured the 'feedback' section when it is represented by a graph. Out of 596 students from the science stream, a total of 70.7% of them agreed with the point and said that the resources are sufficient and is needful. The text book resources are not sufficient and it didn't cover the entire topic for the course. This was the opinion of 19.3% of the students. The rest 10% of students chose to say nothing regarding the topic.

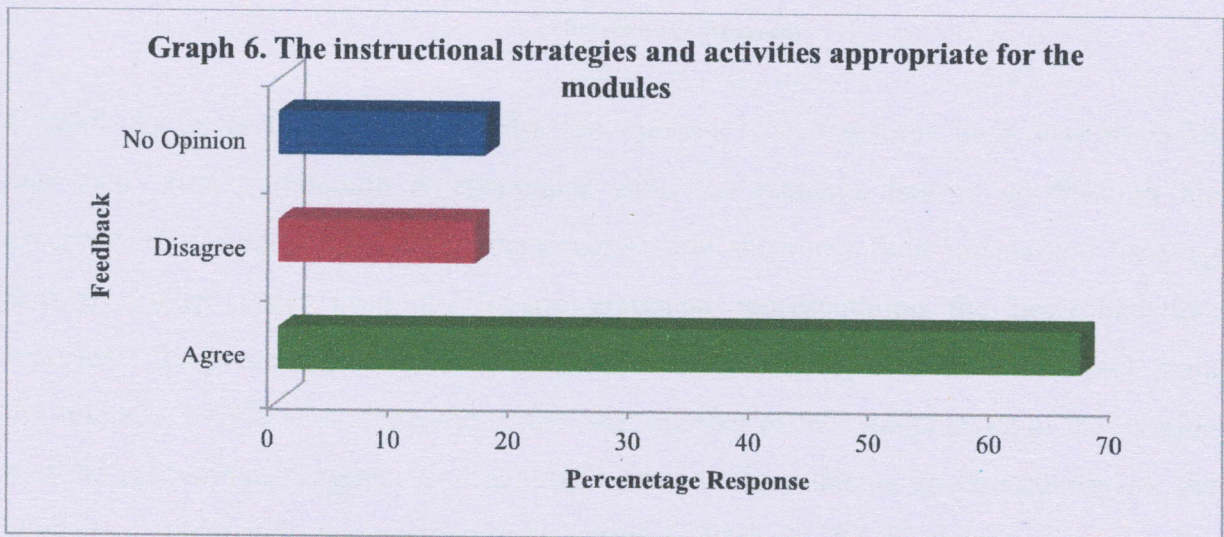
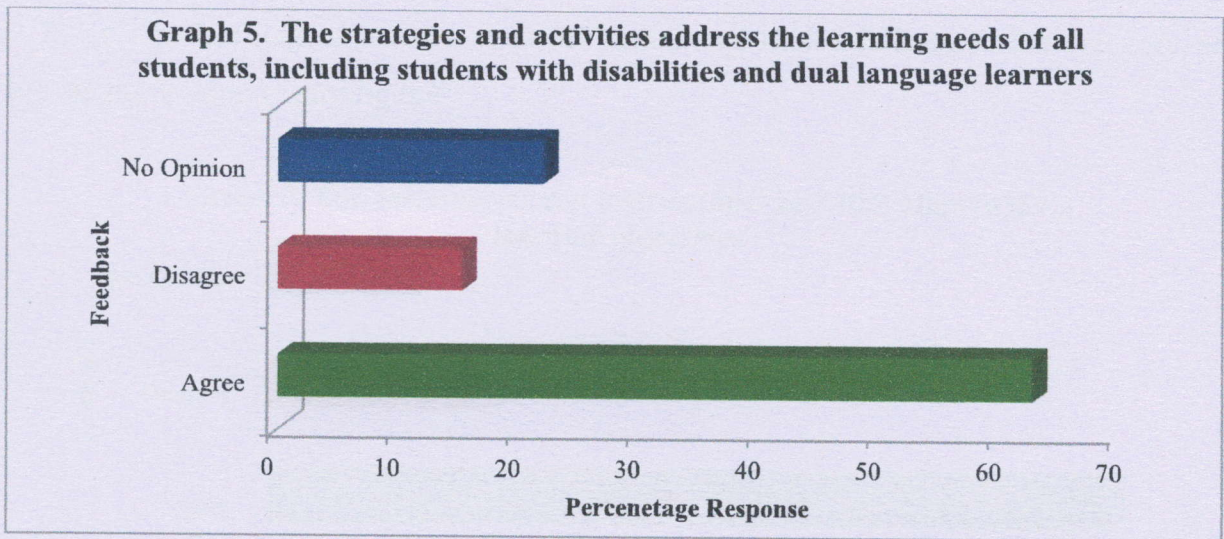




Graph5: As far as the strategies and activities for the learning needs of the students is concerned with, the students were needed to take an analysis regarding the strategies and activities address the students including students with disabilities and dual language learners. On representing graphically the vertical axis represents the feedback and the horizontal axis represents the percentage response. 62.7% of students out of the total number of 596 students are of the opinion that the strategies and activities address the learning needs of the students including the students with disabilities. But 15.3% students strictly opposes to the former and they disagree with the claim that the strategies opted by the college was not in needful for the students. And the remaining 22 % of students opted to keep quiet and leave no opinion regarding this.

Graph6: On considering the teaching and instructional strategies for the individual modules, the students were instructed to rate the above mentioned. While the horizontal line represents the percentage response, the vertical line indicates the feedback from the students. Out of the total number of 596 students 66.6% agreed that the instructional strategies and activities are appropriate for the modules. While 16.3% of the students disagree with the point that the strategies opted were not appropriate for the modules, the remaining 17.1% have no opinion regarding the strategies and its appropriateness.

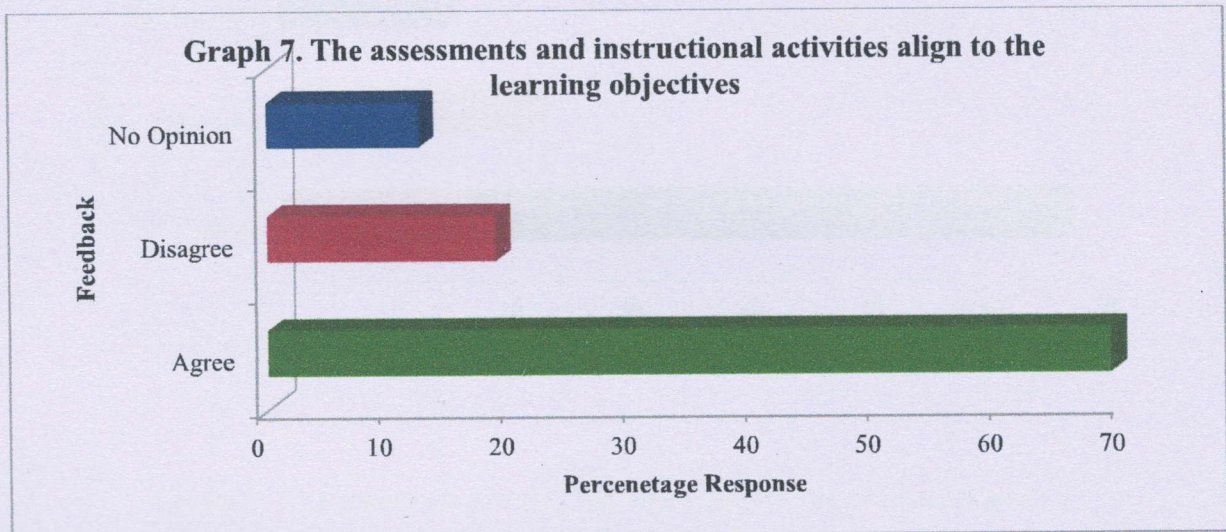




Graph7: This graphical representation gives us an idea about the ratio of student's feedback and percentage response on the question the assessments and instructional activities align to the learning objectives. The horizontal axis deals with the percentage response and the vertical axis deals with the feedback from the students. On considering the response out of 596 students 69% of them agree that assessments and instructional activities are aligned in a format which is appropriate for learning. 18.6% of students are of the opinion that the activities including assessments and instructions are not aligned as



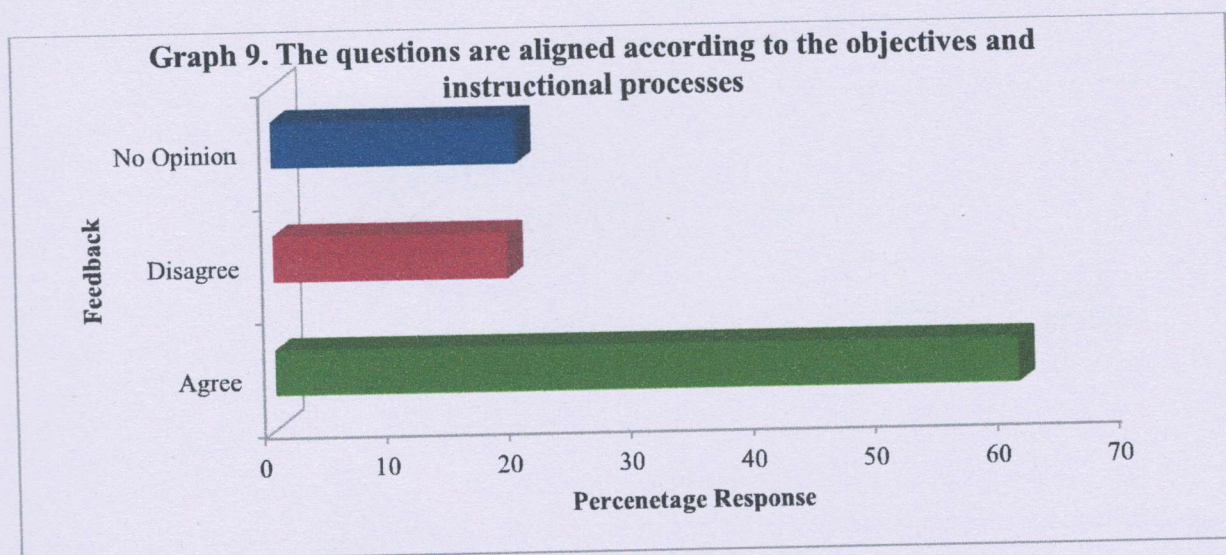
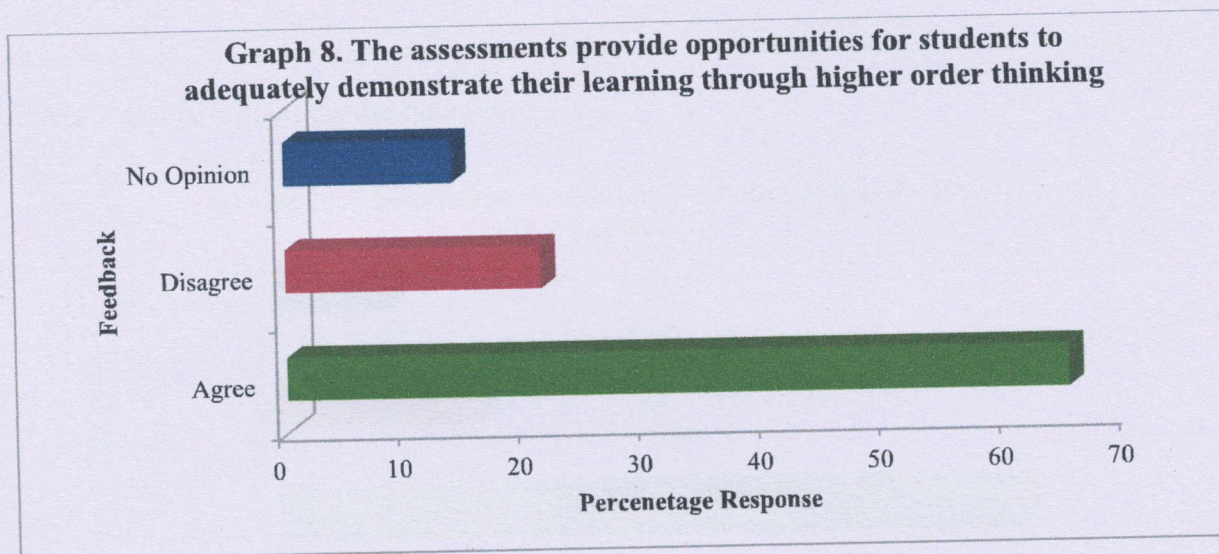
it favors the learning objectives. And the remaining 12.4% falls in to the category of having no opinion regarding this.



Graph8: As far as the opportunities for the students to demonstrate their learning skills and their learned outcome is concerned with, the students had to go through the assessments provided for them to demonstrate and showcase their talents and learning through higher order thinking. In the graphical representation the horizontal line represents the percentage of response and the vertical line represents the feedback from the students. 64.9% of students out of the total number of 596 students are of the opinion that the assessment programs and activities provide the students an opportunity for the students to adequately demonstrate their learning. While 21.2% of students disagree with this the remaining 13.9% of students does not even have an opinion.

Graph9: This graphical representation is all about the alignment of questions in accordance with the objectives. In the graph the vertical line declares the feedback and the horizontal line declares the percentage response. Out of a total number of 596 students 60.8% of the students agree to the question that the questions are aligned according to the objective and instructional process. While 19.2 % of students disagree from the above mentioned, a percentage of 20 does not even share an opinion.

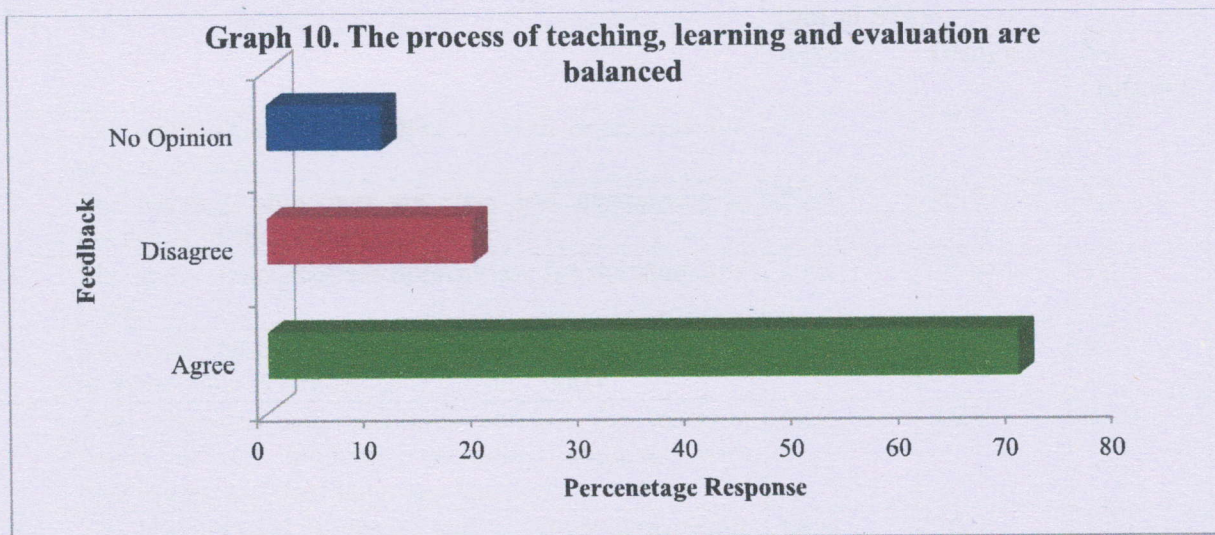




Graph10: This graphical representation gives us an idea about the ratio of feedback from the students and the percentage response towards the topic that is the process of teaching, learning and evaluation are balanced. The vertical line in the graph represents the feedback that collected from the students regarding the question and the horizontal line represents the percentage response. On evaluating the case out of the total students 596, a percentage of 70.2 agree that the teaching method, learning and the final evaluation are well balanced according to them. A percentage of 19.2 students disagree that the three



factors which is teaching, learning and evaluation are not balanced. The remaining 10.7% opted to not comment on the question.



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