



SAFA

COLLEGE OF
ARTS AND SCIENCE

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FEEDBACK SYSTEM

ANALYSIS REPORT

TEACHERS: 2020-21



REPORT

INTRODUCTION

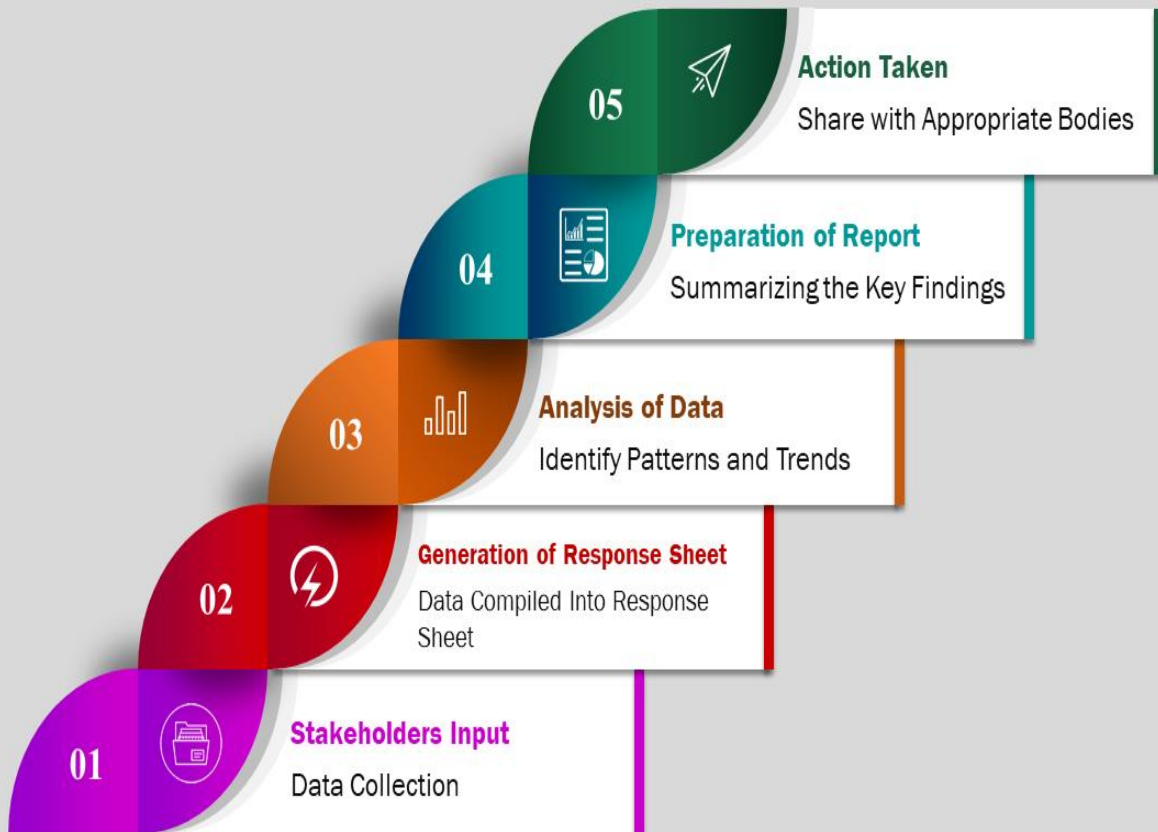
Feedback is the backbone of any institution. No institution can grow and make arrangements for the betterment of the institution without taking feedback from different stakeholders. Academic performance, ambience of the institution, curriculum and its transactions are the crucial factors of teaching –learning process. Effective feedback is henceforth designed to determine a learner’s level of understanding which varies to each individual so that they can plan for the next steps towards achieving their targeted learning goals.

Just before the completion of the academic session, IQAC collected feedback in blended mode from different stakeholders i.e. Students, Teachers, Alumni, Parents and Employer regarding ambience of the institution and its curriculum transactions in order to ensure constant growth of the institution and progress of the students. A structured questionnaire consisted of multiple-choice questions and one descriptive question was prepared, collected and analysed to develop the road map for the academic year ahead.

FEEDBACK PROCEDURE

The Internal Quality Assurance Cell (IQAC) of the College has continuously been working on quality culture and the betterment of student learning experiences. The IQAC of the college prepared questionnaires in a 5-point Likert method, and collected information relating to the institutional Ambience and the curriculum. An effort was made to receive feedback from the 6th semester students of the college. For this purpose, offline mode was used to collect feedback responses. Following the collection of data from stakeholders, the response sheet is prepared and analysed using pre-set parameters and for the effective presentation of the data, various types of graphs have been used. Departments take necessary action based on the report. The department sends a copy of the report, together with the action performed, to the Internal Quality Assurance Cell (IQAC) for any additional action that is necessary.

Feedback Procedures



Link for the feedback forms;

Teacher feedback (Curriculum) form - [Click here](#)

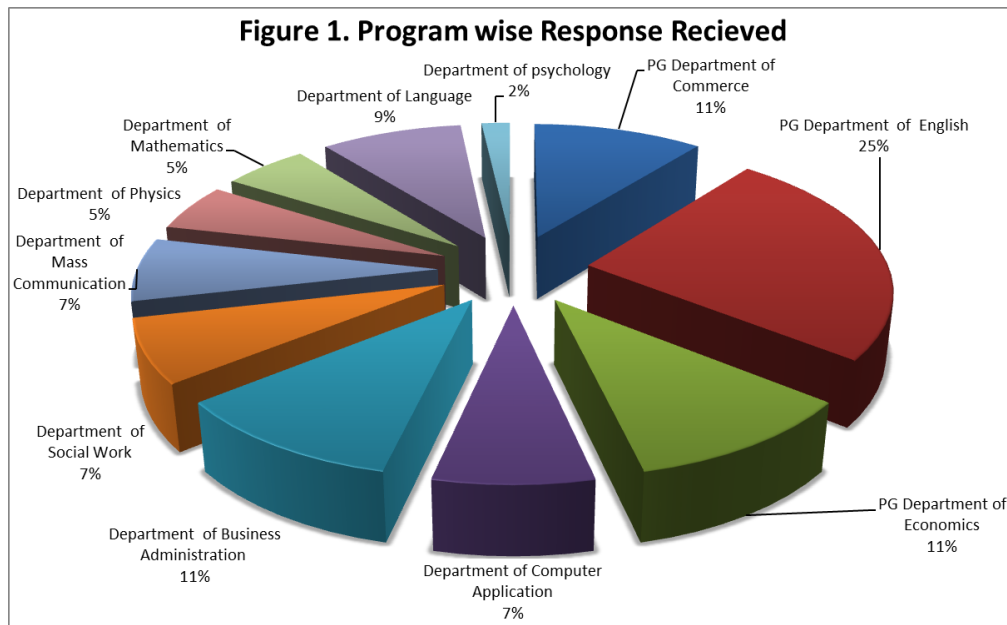
TEACHERS' FEEDBACK ANALYSIS AND REPORT

1. NUMBER OF RESPONSES RECEIVED

Program Wise Responses Received from Teacher on the Academic Performance and Ambience of the Institution

SI No	Program Name	No. of Responses
01	PG Department of Commerce	6
02	PG Department of English	14
03	PG Department of Economics	6
04	Department of Computer Application	4
05	Department of Business Administration	6
06	Department of Social Work	4
07	Department of Mass Communication	4
08	Department of Physics	3
09	Department of Mathematics	3
10	Department of Language	5
11	Department of psychology	1
TOTAL		56

A total of 56 curriculum based (Department wise) questionnaires were filled by Teachers from various departments.



2. DATA SUMMARY OF TEACHER'S FEEDBACK ON ACADEMIC PERFORMANCE AND AMBIENCE OF THE INSTITUTIONS

SL NO	ATTRIBUTES	Response of Teachers Sample size is 56					TOTAL RESPONSES
		STRONGLY AGREE	AGREE	NEUTRAL	DISAGREE	STRONGLY DISAGREE	
1	Aims and objectives of the syllabi are well defined and clear to teachers and students	22	30	3	1	0	56
2	Ability to support higher Learning	25	20	11	0	0	56
3	Opportunity for applied learning	16	29	11	0	0	56
4	Career orientation in the syllabus	20	18	18	0	0	56
5	Adequacy of instructional hours	22	22	12	0	0	56
6	Inclusion of advanced Topics	19	25	12	0	0	56
7	Clarity of course outcome and programme outcome and their objectives	22	21	13	0	0	56
8	Content of the courses in the programme	20	28	7	1	0	56
9	Sufficient reference material and related books and other resources are available for the topics mentioned in the syllabus	27	18	9	2	0	56
10	The course/ syllabus of the subject has increased my knowledge perspective in the subject area	23	22	8	0	0	56

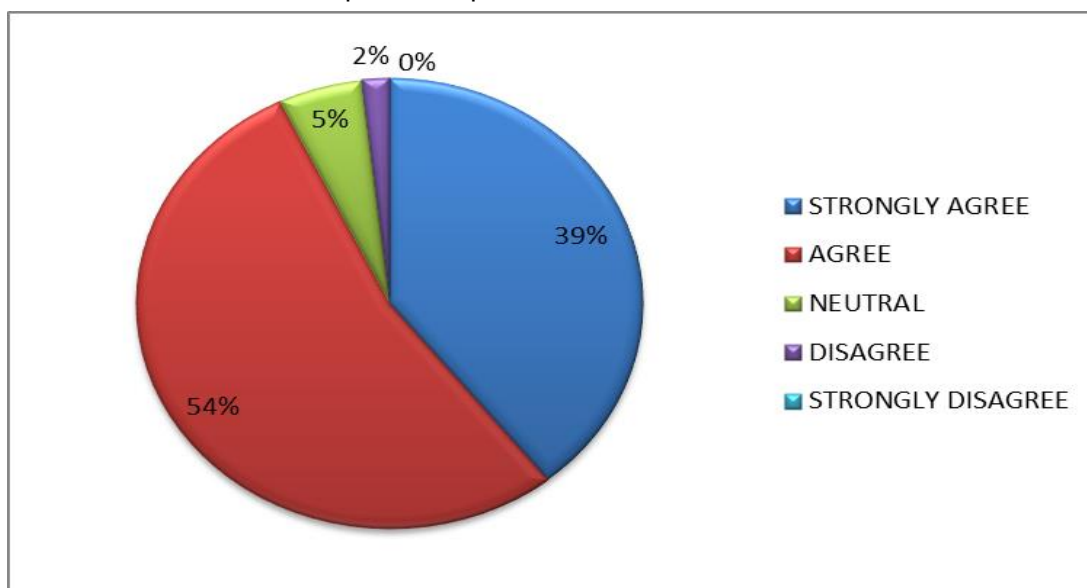
3. CONSOLIDATED ATTRIBUTE WISE (QUESTIONNAIRE) ANALYSIS REPORT

Attribute (Questionnaire)1: Aims and objectives of the syllabi are well defined and clear to teachers and students

Tabular presentation of Attribute No:1

ATTRIBUTE	Response of Teachers Sample size is 56					TOTAL RESPONSES
	STRONGLY AGREE	AGREE	NEUTRAL	DISAGREE	STRONGLY DISAGREE	
Aims and objectives of the syllabi are well defined and clear to teachers and students	22	30	3	1	0	56

Graphical Representation of Attribute No:1



Analysis Report:

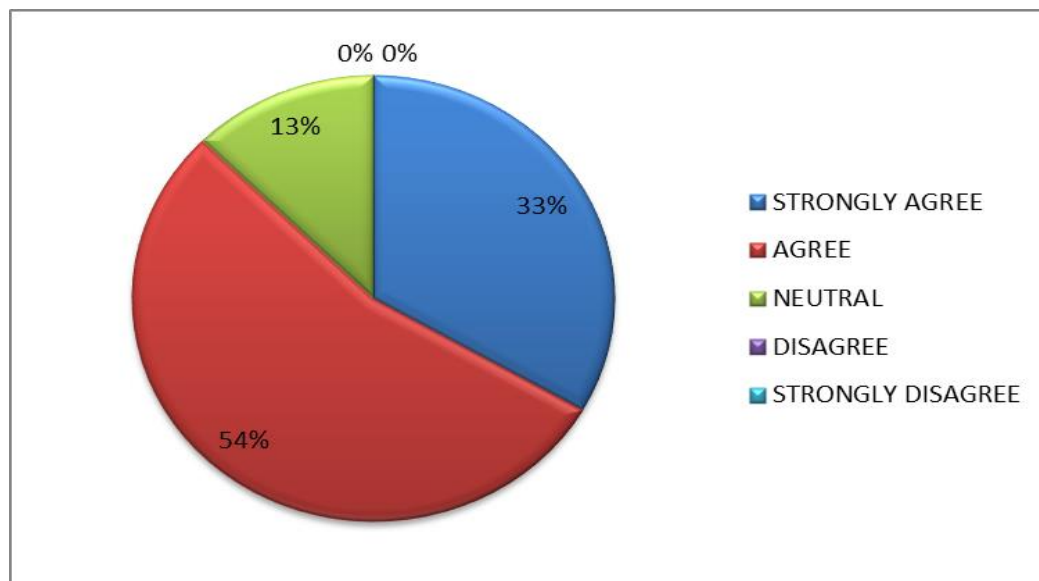
A Syllabus is a document that outlines the content, requirements and grading policies for a course. The clarity and precision of the syllabi's aims and objectives are crucial in facilitating effective communication between teachers and students. Well-defined goals provide a roadmap for educators to structure their instruction, enabling students to understand the learning outcomes and align their efforts towards achieving them. In the survey assessing clarity in syllabi, 39% of respondents (teachers) strongly agree and 54% agree that syllabi aims and objectives are clearly defined. With only 5% expressing neutrality, and a minimal 2% in disagreement, these findings underscore a high consensus on the effectiveness of syllabi in communicating educational goals from teachers.

Attribute (Questionnaire)2: Ability to support higher learning

Tabular presentation of Attribute No:2

ATTRIBUTE	Response of Teachers Sample size is 56					TOTAL RESPONSES
	STRONGLY AGREE	AGREE	NEUTRAL	DISAGREE	STRONGLY DISAGREE	
Ability to support higher learning	25	20	11	0	0	56

Graphical Representation of Attribute No: 2



Analysis Report:

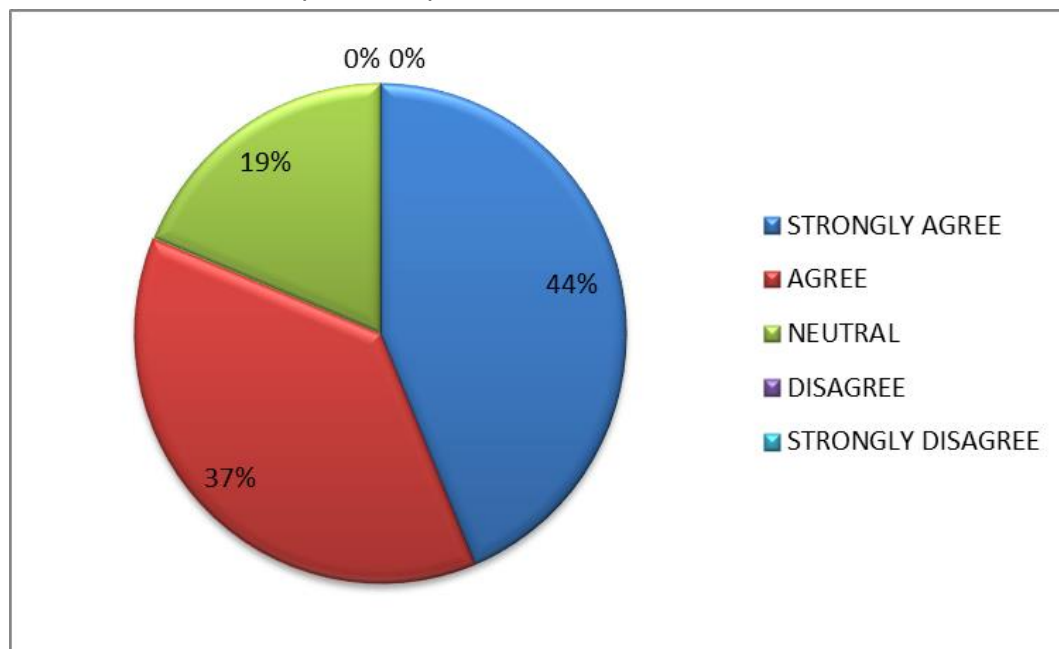
To facilitate higher education, one must develop critical thinking abilities, encourage self-directed research, and advance a thorough comprehension of difficult ideas. This helps people get ready for the demands of higher education and lifetime learning. There is a strong consensus when it comes to syllabi's potential to encourage greater learning, with 54% agreeing and 33% strongly agreeing. Just 13% of respondents are neutral, indicating that instructors and students have a very positive opinion of how well syllabi support higher education.

Attribute (Questionnaire) 3: Opportunity for applied learning

Tabular presentation of Attribute No:3

ATTRIBUTE	Response of Teachers Sample size is 56					TOTAL RESPONSES
	STRONGLY AGREE	AGREE	NEUTRAL	DISAGREE	STRONGLY DISAGREE	
Opportunity for applied learning	16	29	11	0	0	56

Graphical Representation of Attribute No:3



Analysis Report:

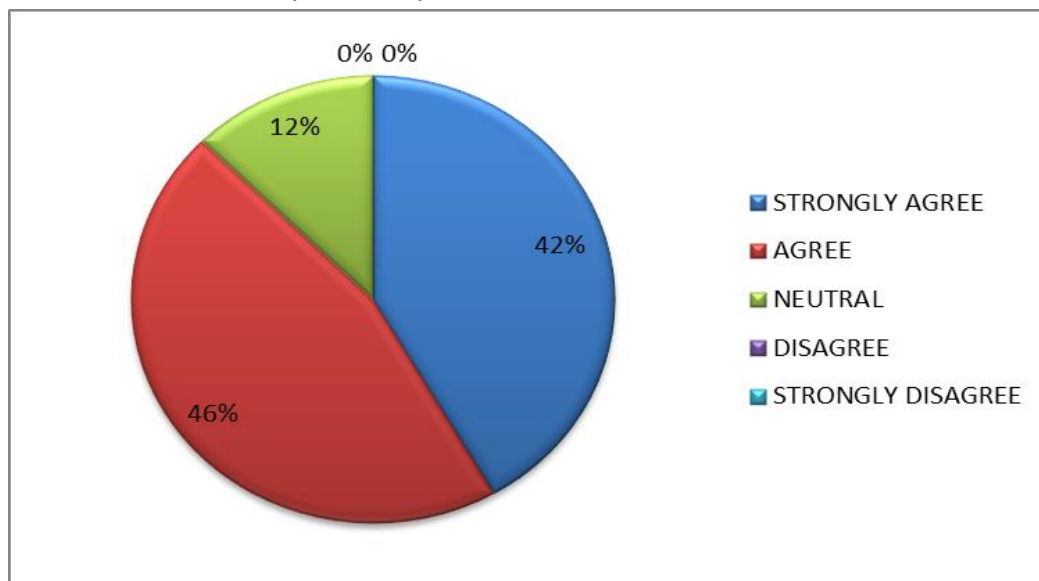
Integrating opportunities for applied learning into the curriculum and its transaction involves incorporating practical, real-world scenarios directly into the curriculum design. This method not only enhances the educational experience by linking theoretical ideas to real-world applications but also provides students with the essential skills and competencies needed for success in their respective fields, promoting a comprehensive and influential learning process. The analysis of opportunities for applied learning in the syllabi among teachers indicates positive perceptions, with 44% strongly agreeing, 37% agreeing, and 19% expressing neutrality. This balanced distribution suggests a generally favourable view among teachers highlighting room for practical and hands-on learning experiences in the educational setting.

Attribute (Questionnaire)4: Career orientation in the syllabus

Tabular presentation of Attribute No:4

ATTRIBUTE	Response of Teachers Sample size is 56					TOTAL RESPONSES
	STRONGLY AGREE	AGREE	NEUTRAL	DISAGREE	STRONGLY DISAGREE	
Career orientation in the syllabus	20	18	18	0	0	56

Graphical Representation of Attribute No:4



Analysis Report:

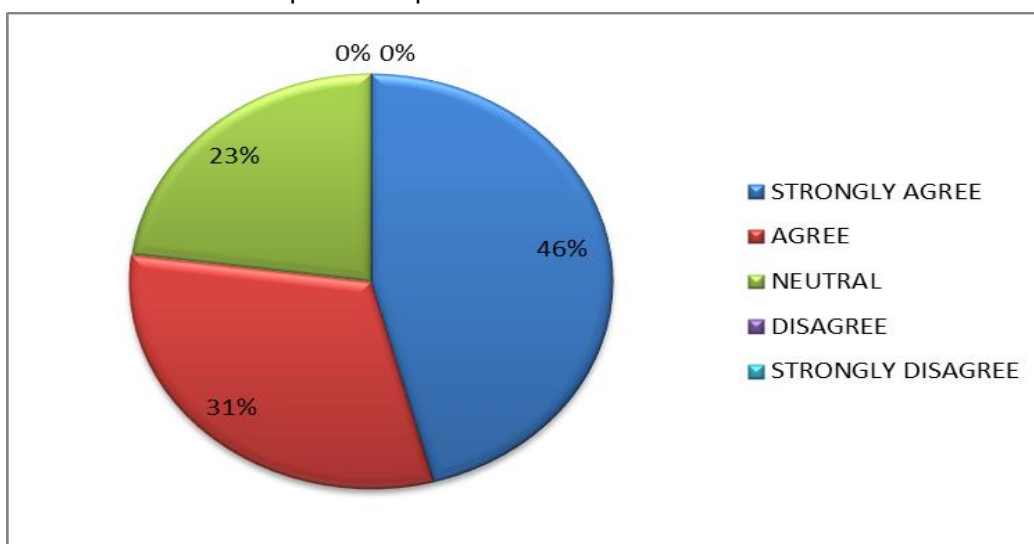
Incorporating career orientation into the syllabus involves aligning the educational content with the practical skills and knowledge required in specific professional fields. This ensures that students not only acquire theoretical understanding but also gain insights and capabilities that directly contribute to their career readiness, fostering a curriculum that prepares individuals for success in the workforce. The assessment of feedback of teachers on career orientation in the syllabus reveals a positive perception, with 42% strongly agreeing, 46% agreeing, and 12% expressing neutrality. These findings suggest a strong alignment of the syllabus with career-focused objectives, catering to the needs and expectations of both teachers and students.

Attribute (Questionnaire)5: Adequacy of instructional hours

Tabular presentation of Attribute No:5

ATTRIBUTE	Response of Teachers Sample size is 56					TOTAL RESPONSES
	STRONGLY AGREE	AGREE	NEUTRAL	DISAGREE	STRONGLY DISAGREE	
Adequacy of instructional hours	22	22	12	0	0	56

Graphical Representation of Attribute No:5



Analysis Report:

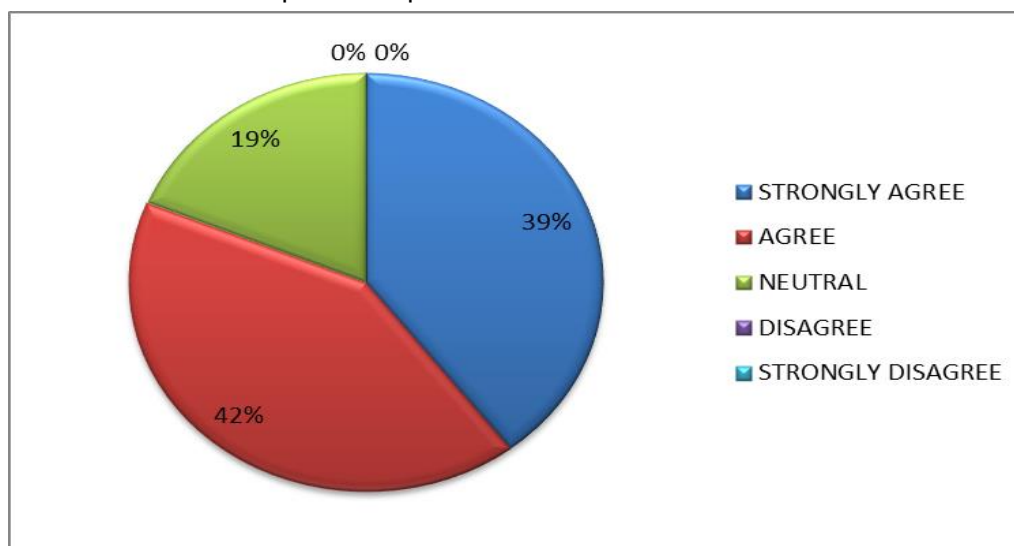
The adequate number of instructional hours is crucial in determining the depth and breadth of the educational experience, allowing sufficient time for the comprehensive coverage of curriculum content. A balance between the quantity and quality of instructional hours ensures effective teaching and learning, providing students with the necessary exposure and engagement to master the material and achieve the intended learning outcomes. The analysis of instructional hour's adequacy from the feedback of the teachers shows a positive trend, with 46% strongly agreeing, 31% agreeing, and 23% expressing neutrality. These findings indicate overall satisfaction among teachers, suggesting an effective balance in allocated instructional time.

Attribute (Questionnaire) 6: Inclusion of advanced Topics

Tabular presentation of Attribute No:6

ATTRIBUTE	Response of Teachers Sample size is 56					TOTAL RESPONSES
	STRONGLY AGREE	AGREE	NEUTRAL	DISAGREE	STRONGLY DISAGREE	
Inclusion of advanced Topics	19	25	12	0	0	56

Graphical Representation of Attribute No:6



Analysis Report:

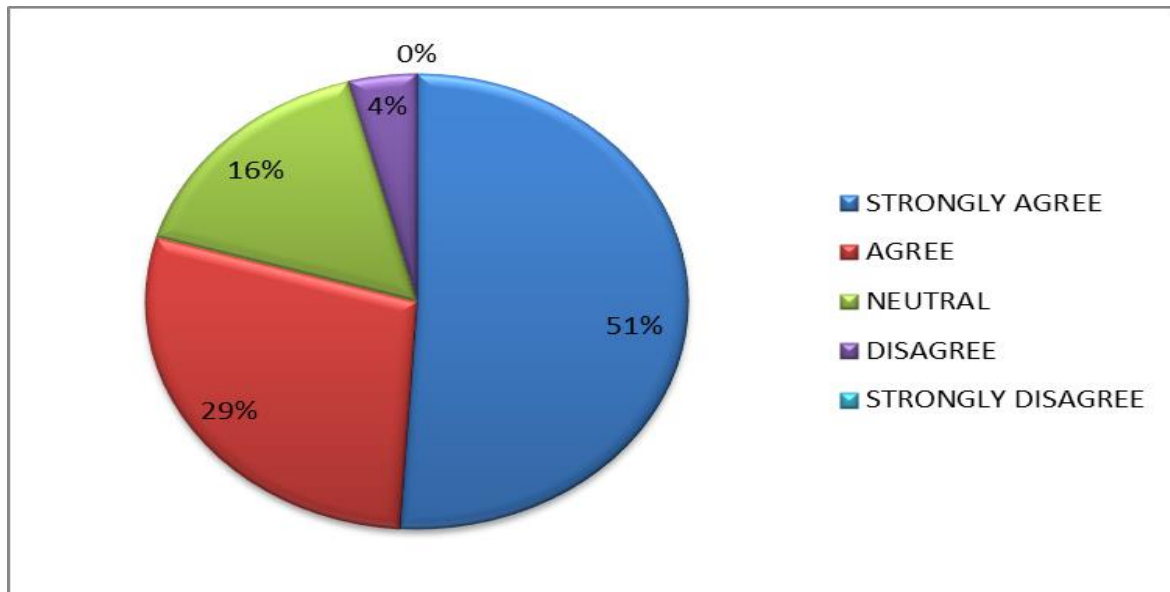
Integrating advanced topics enriches students, deepening understanding and fostering critical thinking, preparing them for challenges in our dynamic, technology-driven society. The analysis of feedback on the inclusion of advanced topics on curriculum from teachers demonstrates, with 39% strongly agreeing, 42% agreeing, and 19% expressing neutrality. It indicates a balanced approach in meeting the expectations for advanced content among both teachers and students.

Attribute (Questionnaire)7: Clarity of course outcome and programme outcome and their objectives

Tabular presentation of Attribute No:7

ATTRIBUTE	Response of Teachers Sample size is 56					TOTAL RESPONSES
	STRONGLY AGREE	AGREE	NEUTRAL	DISAGREE	STRONGLY DISAGREE	
Clarity of course outcome and programme outcome and their objectives	22	21	13	0	0	56

Graphical Representation of Attribute No:7



Analysis Report:

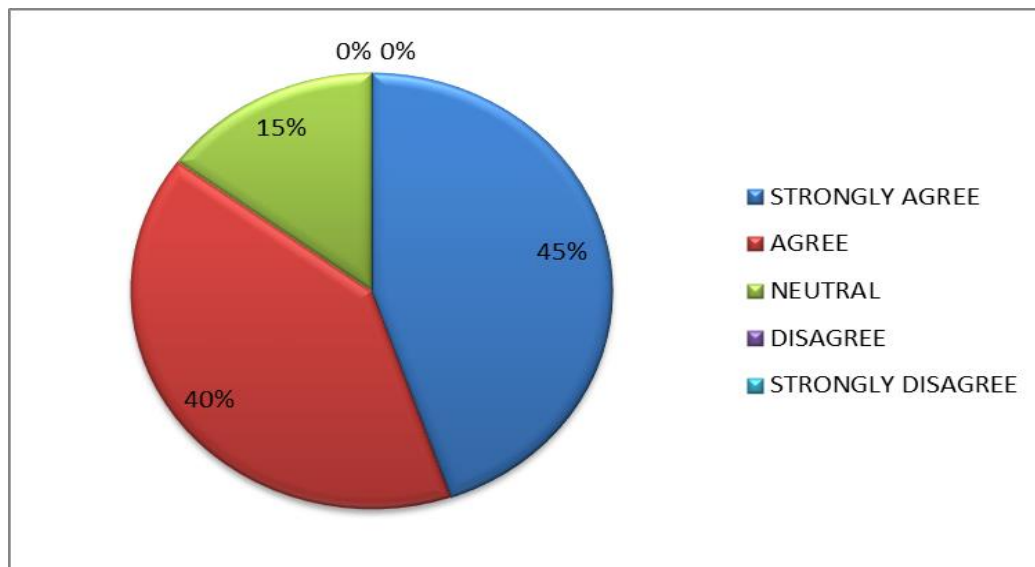
Course outcomes define specific learning goals, while program outcomes encompass broader skills. Both guide education with clear objectives for success. The analysis on the clarity of course outcome and programme outcome and their objectives among teachers shows 51% strongly agreeing, 29% agreeing, and 16% expressing neutrality. A notable 4% in disagreement suggests diverse opinions, highlighting the need for further examination and potential adjustments to the course outcome and program outcome to meet varying expectation of syllabi among teachers.

Attribute (Questionnaire) 8: Content of the courses in the programme

Tabular presentation of Attribute No: 8

ATTRIBUTE	Response of Teachers Sample size is 56					TOTAL RESPONSES
	STRONGLY AGREE	AGREE	NEUTRAL	DISAGREE	STRONGLY DISAGREE	
Content of the courses in the programme	20	28	7	1	0	56

Graphical Representation of Attribute No: 8



Analysis Report:

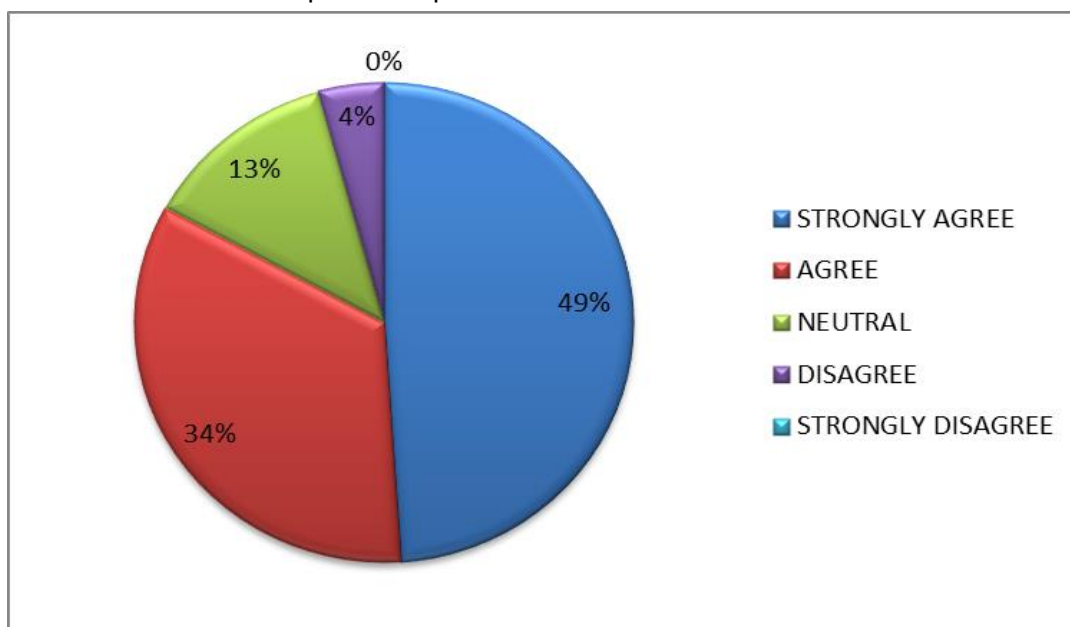
The content in the curriculum of a program comprised with skills and information that a student to be acquired by studying a specific course in order to achieve the program outcome. The analysis of the feedback from teachers on course content reflects positive perceptions, with 45% strongly agreeing, 40% agreeing, and 15% expressing neutrality. These findings suggest general satisfaction among teachers, indicating a well-received incorporation of advanced subjects in the curriculum.

Attribute (Questionnaire) 9: Sufficient reference material and related books and other resources are available for the topics mentioned in the syllabus

Tabular presentation of Attribute No: 9

ATTRIBUTE	Response of Teachers Sample size is 56					TOTAL RESPONSES
	STRONGLY AGREE	AGREE	NEUTRAL	DISAGREE	STRONGLY DISAGREE	
Sufficient reference material and related books and other resources are available for the topics mentioned in the syllabus	27	18	9	2	0	56

Graphical Representation of Attribute No:9



Analysis Report:

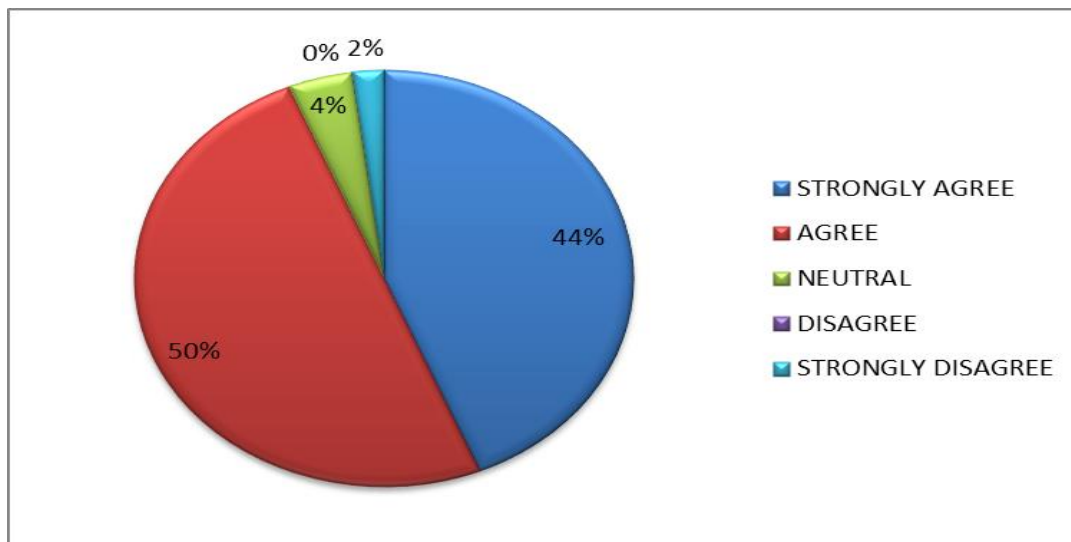
Adequate reference materials for syllabus topics are vital, fostering a rich learning environment, empowering teachers to effectively impart the course content to the students. Perceptions on the availability of reference material for syllabus of teachers are mixed, with 49% strongly agreeing, 34% agreeing, 13% expressing neutrality, and 4% in disagreement. These findings suggest diverse opinions, indicating a need for further evaluation and potential improvements in resource accessibility for teachers.

Attribute (Questionnaire)10: The course/ syllabus of the subject has increased my knowledge perspective in the subject area

Tabular presentation of Attribute No: 10

ATTRIBUTE	Response of Teachers Sample size is 56					TOTAL RESPONSES
	STRONGLY AGREE	AGREE	NEUTRAL	DISAGREE	STRONGLY DISAGREE	
The course/ syllabus of the subject has increased my knowledge perspective in the subject area	23	22	8	0	0	56

Graphical Representation of Attribute No:10



Analysis Report:

The assessment of the course/syllabus impact on knowledge of the teachers indicates positive outcomes, with 44% strongly agreeing, 50% agreeing, and 4% expressing neutrality and 4% in disagreement. These findings suggest a positive influence on the knowledge perspective of teachers in the subject area.

Further, the following points were also conveyed by the students

1. Teacher training should be provided for greater and effective use of ICT in classrooms.
2. Introduce activities that help boost students' confidence and communication skills, both within and outside the scholastic limits.
3. Clarifications on PO , PSO and CO need to be made and the syllabi missing the same need to be rectified.
4. Automation of the Library, through softwares such as KOHA, must be completed at the earliest.
5. Make digital copies of learning resources materials available in user friendly manner and provide the necessary training to access the resources.
6. Establish a systematic approach to collect and consider student feedback for continuous improvement.
7. Make the College Learning Mangement System more efficient to collect and assess students.
8. Improve infrastructural facilities to enable ICT in Teaching Learning process such as providing WiFi facility, Smart TV in classrooms etc.