

**CO-OPERATIVE ARTS AND SCIENCE COLLEGE  
MADAYI**

**AFFILIATED TO KANNUR UNIVERSITY**



**ANALYSIS REPORT OF FEEDBACK ON CURRICULUM  
FROM TEACHERS**

**2020-21**

**Prepared by  
Feedback Committee  
Cooperative Arts and Science College, Madayi**

## Curriculum Feedback from the Teachers

Since the academic year 2020-2021, the Institutional Quality Assurance Cell (IQAC) has annually conducted a curriculum survey involving teachers of all departments. This survey comprises 14 questions aimed at evaluating curriculum quality and delivery. Sample feedback is collected using a Five Point Scale.

SL No.	Statements	Excellent	Very good	Average	Poor	Very Poor
1	Rate the frame work of curricular structure	83	10	7	0	0
2	The appropriateness of the sequence of the courses offered in the curriculum	89	10	1	0	0
3	The depth of the syllabus for the course in relation to the competencies expected	82	14	4	0	0
4	Rate the distribution of credits to the course	80	10	6	4	0
5	The texts and reference materials a relevant, updated and appropriate	80	11	9	0	0
6	Updated topics are included in the syllabus	82	16	2	0	0
7	Contribution of curriculum in terms of career prospect and perspective in the subjects concerned	80	15	5	0	0
8	Potential of the students in understanding course objectives	82	10	6	2	0
9	Distribution of credits to course	82	15	3	0	0
10	Sequencing of Modules	81	11	8	0	0
11	Number of teaching hours allotted to each course is adequate.	84	10	5	1	0

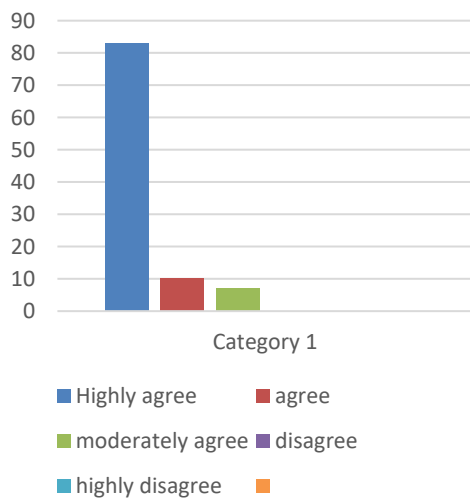
12	Awareness about environmental/social issues among students.	80	15	5	0	0
13	Freedom to adopt activity-oriented teaching-learning techniques.	83	15	2	0	0
14	Suggestions & Observations to improve the overall quality of the curriculum					

Date :

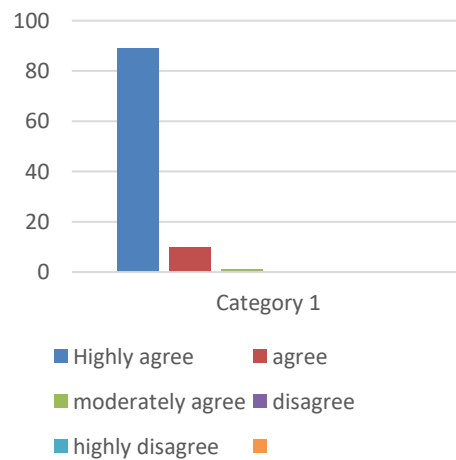
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### Graphical Result of the feedback from Teachers

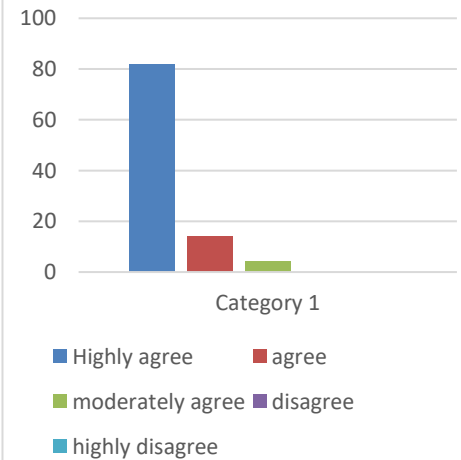
**1. Rate the frame work of curricular structure**



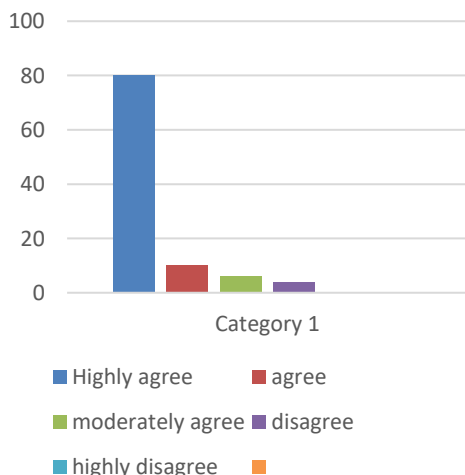
**2. The appropriateness of the sequence of the courses offered in the curriculum**



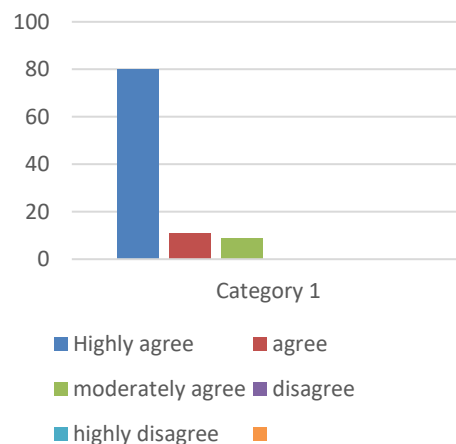
**3. The depth of the syllabus for the course in relation to the competencies expected**



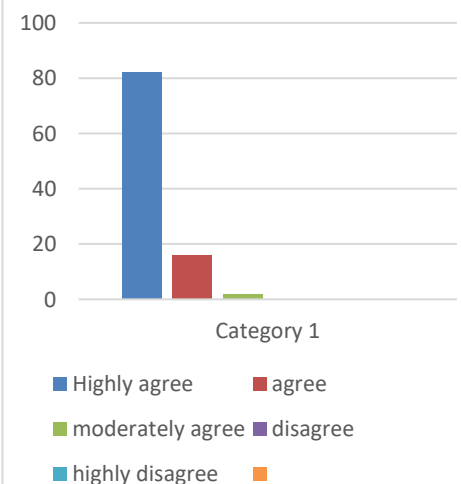
**4. Rate the distribution of credits to the course**



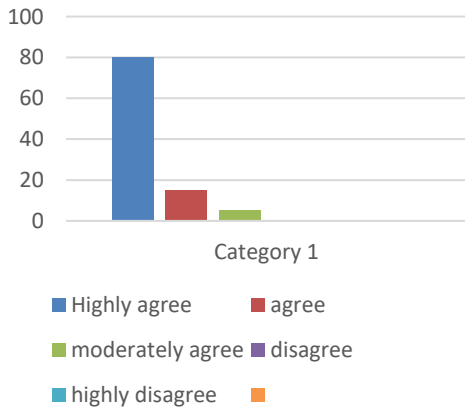
**5. The texts and reference materials a relevant, updated and appropriate**



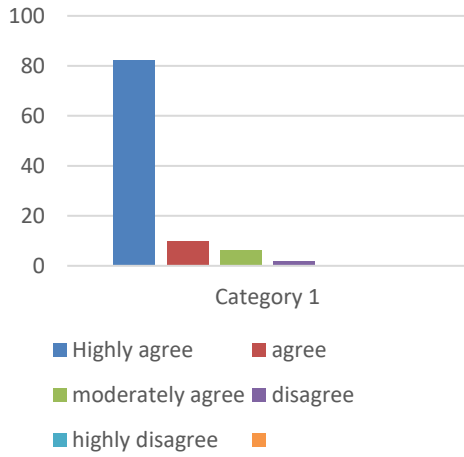
**6. Updated topics are included in the syllabus**



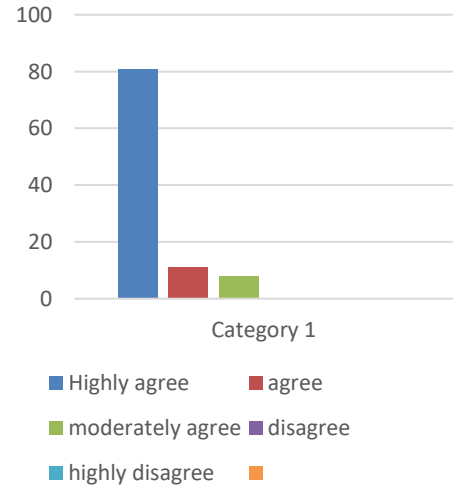
**7. Contribution of curriculum in terms of career prospect ...**



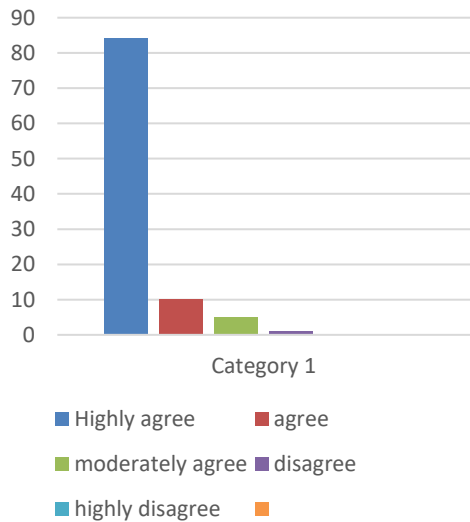
**8. Potential of the students in understanding course objectives**



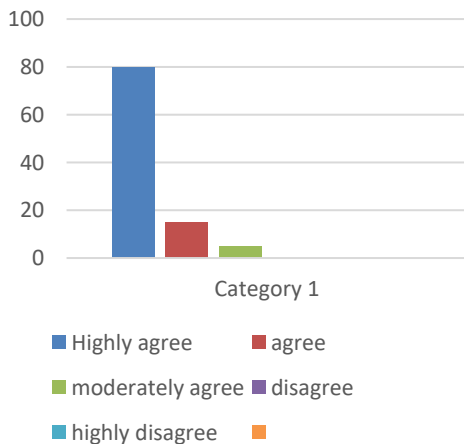
**9. Distribution of credits to course**



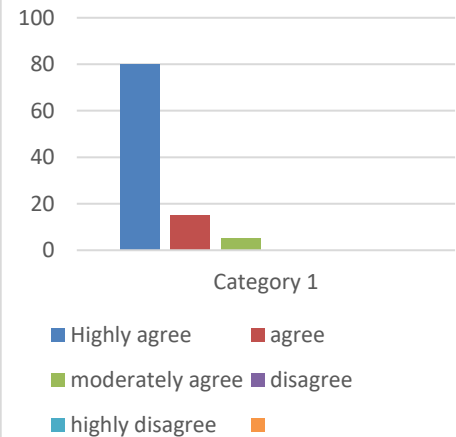
**10. Sequencing of Modules**



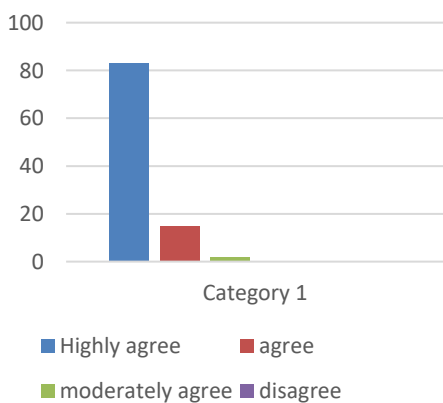
**11. Number of teaching hours allotted to each course is adequate**



**12. Awareness about environmental/social issues among students.**



**13. Freedom to adopt activity-oriented teaching-learning techniques**



## Feedback Analysis

1. **Curricular Structure:** The majority of respondents rate the framework of curricular structure as excellent (83%), indicating a strong positive perception of the overall organization of the curriculum.
2. **Sequence of Courses:** Similarly, most respondents find the appropriateness of the sequence of courses offered in the curriculum to be very good or excellent (89%), suggesting satisfaction with the order in which courses are presented.
3. **Depth of Syllabus:** A significant majority (82%) rate the depth of the syllabus for the course in relation to the expected competencies as excellent or very good, indicating satisfaction with the depth of coverage.
4. **Distribution of Credits:** While a majority (80%) rate the distribution of credits to the course positively, a small proportion (4%) rate it as poor, suggesting some disagreement or dissatisfaction with credit allocation.
5. **Texts and Reference Materials:** Most respondents (80%) find the texts and reference materials to be relevant, updated, and appropriate, indicating satisfaction with the resources provided.
6. **Inclusion of Updated Topics:** A majority (82%) believe that updated topics are included in the syllabus, indicating responsiveness to contemporary developments in the field.
7. **Contribution to Career Prospects:** A majority (80%) perceive the curriculum as contributing positively to career prospects and perspective in the subjects concerned, suggesting alignment with real-world application.
8. **Understanding of Course Objectives:** Most respondents (82%) believe in the potential of students to understand course objectives, indicating clarity in communication of learning outcomes.
9. **Credits Distribution:** A significant majority (82%) rate the distribution of credits to the course positively, similar to statement 4, indicating general satisfaction with credit allocation.
10. **Sequencing of Modules:** While a majority (81%) rate the sequencing of modules positively, a notable proportion (8%) rate it as poor, suggesting some disagreement or dissatisfaction with module arrangement.

11. **Adequate Teaching Hours:** The majority (84%) believe that the number of teaching hours allotted to each course is adequate, suggesting satisfaction with the time allocated for instruction.
12. **Awareness about Environmental/Social Issues:** Most respondents (80%) perceive awareness about environmental and social issues among students, indicating recognition of the importance of these issues in education.
13. **Freedom for Activity-Oriented Teaching-Learning Techniques:** A majority (83%) believe there is freedom to adopt activity-oriented teaching-learning techniques, suggesting support for innovative pedagogical approaches.