



MAJLIS ARTS AND SCIENCE COLLEGE, PURAMANNUR

(A Post Graduate College Affiliated to University of Calicut, Approved by Government of Kerala and Recognized by UGC under 2(f))
Puramannur P.O., Valanchery, Malappuram Dist, Kerala, PIN: 676552

TEACHERS FEEDBACK ANALYSIS REPORT ON CURRICULUM 2018-2019

No.	Question	Feedback in percentage (Total responses 58)				
1	Where the courses difficult to teach?	Difficult	Less difficult	More difficult	Neutral	-
		8.15	68.65	2	21.2	-
2	Was the subject matter interesting??	Very interesting	Interesting	Somewhat interesting	Boring	-
		50.12	48.38	1.5	0	-
3	Where the course relevant to the programme offered?	Very relevant	Relevant	Somewhat relevant	Irrelevant	-
		71.36	26.32	2.32	0	-
4	Where the course stimulating to search for further knowledge?	Very stimulating	Stimulating	Somewhat stimulating	Not stimulating	-
		37.9	56.55	5.55	0	-
5	Where the course cover all the aspects to be studied in the area?	Cover all aspects	Cover all major aspects	Average coverage	Poor coverage	-
		40.07	55.28	4.65	0	-
6	Do you use ICT facilities to teach in offline mode?	Always	Frequently	Rarely	Not at all	-
		32.85	54.23	12.92	0	-
7	Will you be intrested in undertaking further research in the area?	Very much interested	Interested	Somewhat interested	Not interested	-
		55.28	38.38	6.34	0	-
8	The course maintain a good balance between theory and application	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
		46.71	39.88	12.51	0.9	0
9	You are able to achieve the minimum required course outcome attainment level for the class?	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
		61.19	37.06	1.75	0.00	0.00
10	Have you taken sufficient step to provide assistance to the slow learners?	Yes, perfectly	To a large extend	Some what	Not at all	-
		74.67	25.33	0.00	0.00	-



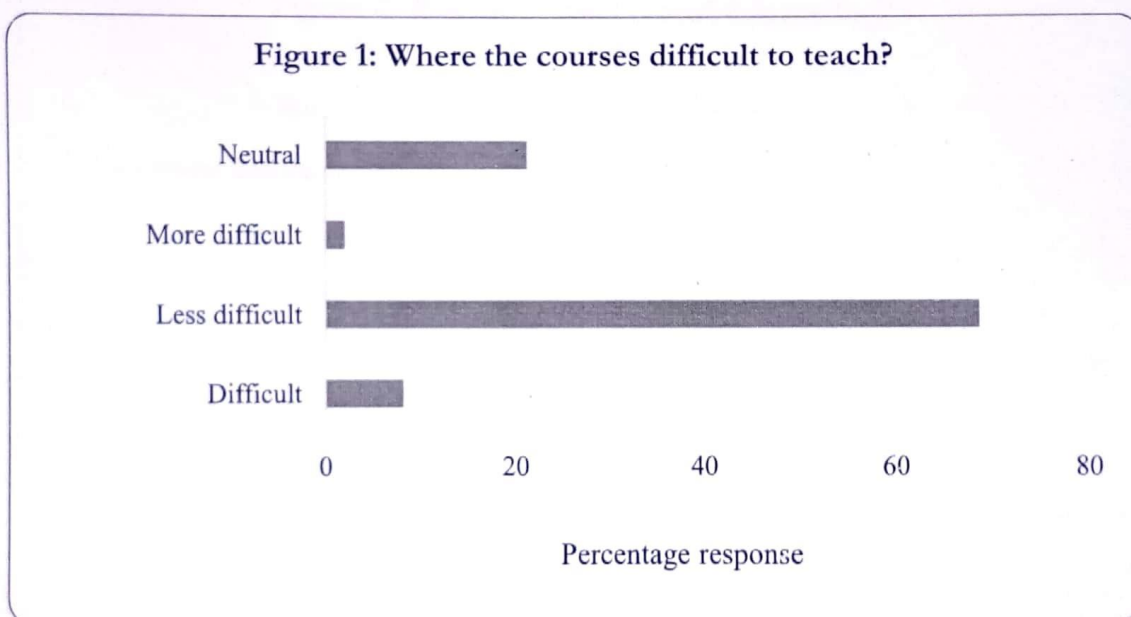
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Figure 1: The opinion of teachers' about the difficulty in teaching the courses is analysed using four levels of opinion, namely difficult, less difficult, more difficult and neutral. The graphical representation of the opinion is arranged in such a way that the horizontal axis represents the percentage response of the teachers and the vertical axis represents the teachers' feedback. Out of the total responses, 8.15 per cent are of the opinion that the course is difficult to teach. However, 68.65 per cent of teachers believe that the course is less difficult to teach. Same time, a small fraction (2 per cent) of teachers have the opinion that the course is 'more difficult' when a significant fraction (21.2 per cent) voted to favour 'neutral'.




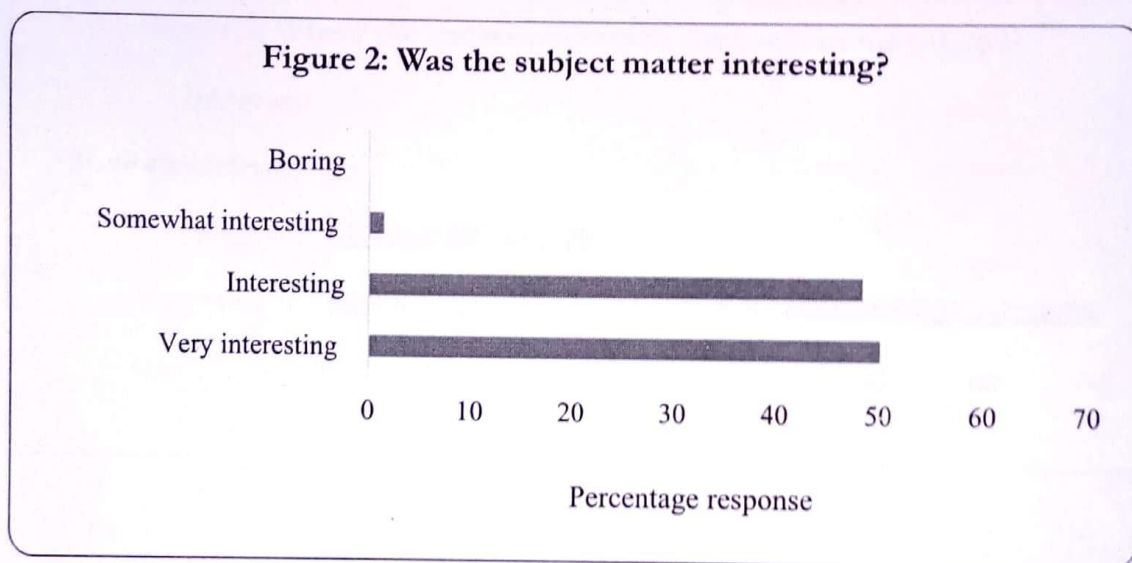

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Figure 2: Apart from students, the subject matter of an academic programme should be interesting to the teachers. The survey examined the attractiveness of the courses based on the subject matter. The responses are categorised into four as boring, somewhat interesting, interesting and very interesting. According to the survey, a significant fraction of the teachers (48.38 per cent) have responded that the subject matter is interesting to teach in the classrooms. In line with this, the majority of the respondents (50.12 per cent) have the opinion that the subject matter is very interesting. When few teachers (1.5 per cent) expressed it is somewhat boring, none of the teachers believes that the subject matter is boring.



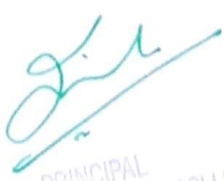
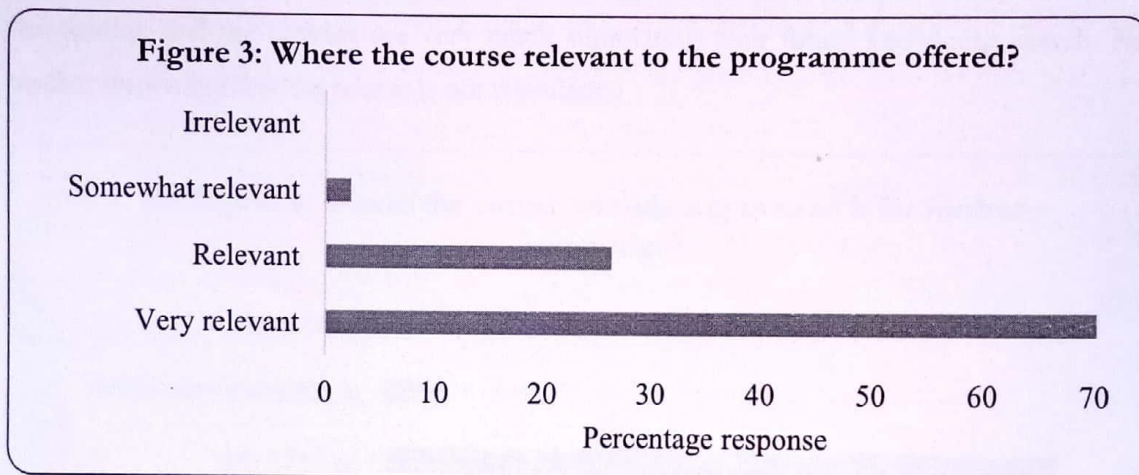

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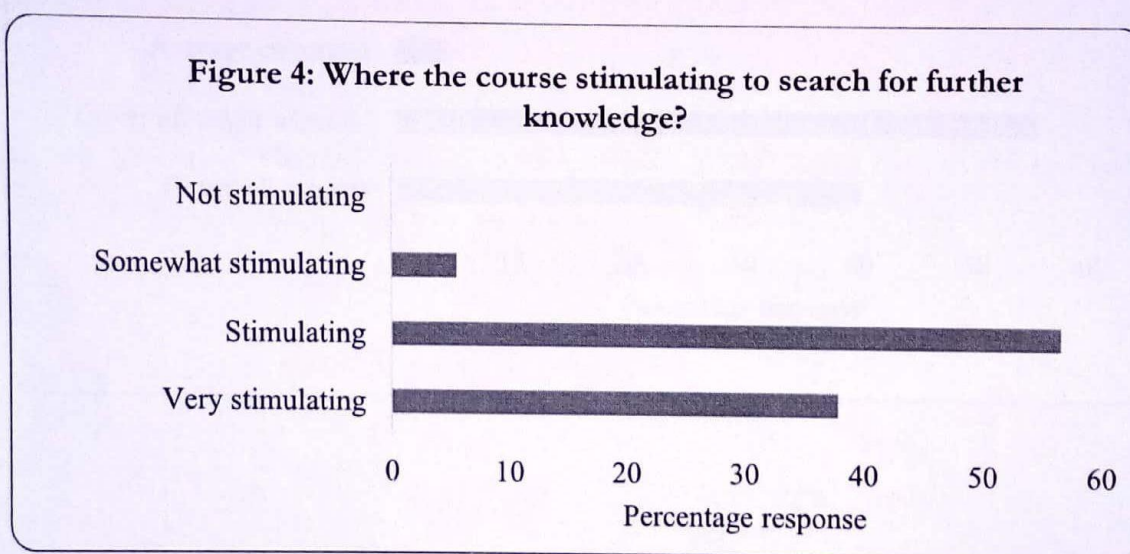
Figure 3: Understanding the teachers' opinion about the relevance of a particular course to a programme is inevitable for further improvement of the programme. The survey has explored the experience of respondents' regarding the course relevance. Of the samples collected, a few teachers (2.32) have the opinion that the course is somewhat relevant to the programme concerned. A significant portion (26.32 per cent) of the teachers' have voted as the course is relevant to the programme. In addition, the majority of the respondents (71.36 per cent) are strongly believed that the course is very relevant to the programme they taught. Further, it is found that none of the teachers experiences that the course is irrelevant to the programme.



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Figure 4: How a course contributes to a teacher's search for further knowledge is a defining criterion of a good curriculum. The survey with this objective includes obtaining teachers' opinions regarding the inspiration of the courses for further knowledge-search. With the four categories of opinions such as not stimulating, somewhat stimulating, stimulating and very stimulating, the responses remarked the fruitful inspiration of courses for the teachers' further knowledge search. Contrary to this, 5.55 per cent of the responses favour the choice 'somewhat stimulating'. In line with the positive opinion, majority (56.55 per cent) of the respondents cast their vote in favour of 'stimulating', while 37.9 per cent of the teachers have the opinion that the courses are very much stimulating their future knowledge search. No teacher responded that the course is not stimulating.



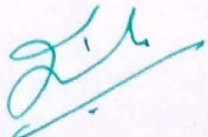
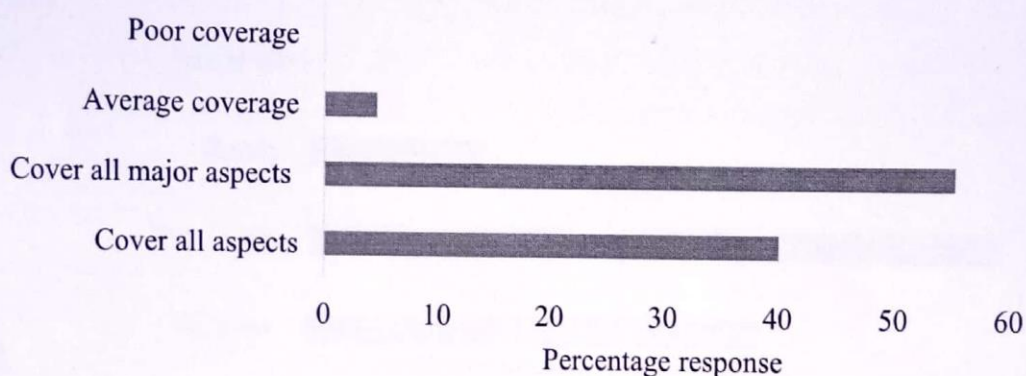

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Figure 5: The coverage of the syllabus is surveyed among the teachers using the ratings, namely, poor coverage, average coverage, cover all major aspects and cover all aspects. Out of the total responses received, 4.65 per cent said the syllabus coverage is average. The majority of the teachers (55.28 per cent) believed that the course covered all major aspects of the area when a significant portion (40.27 per cent) conveyed that the course covers all the aspects of the field. However, no teacher has the opinion that the course coverage is poor.

Figure 5: Where the course cover all the aspects to be studied in the area?

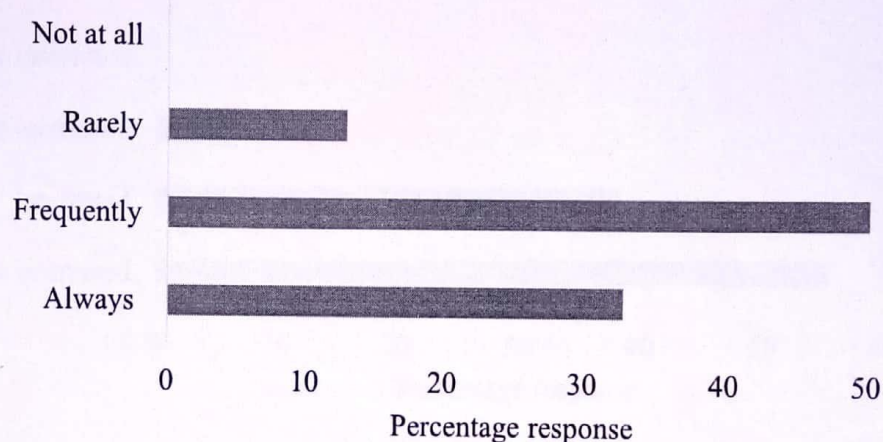


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Figure 6: ICT enabled teaching aids teachers in many ways. In this respect, the survey includes a specific question to evaluate the extend the teachers use ICT facilities for offline teaching. A fair fraction (12.92 per cent) responded that they have rarely used ICT facilities for offline teaching. A significant portion of the teachers (32.85 per cent) have always used ICT facilities. Consistent with this, the majority (54.23 per cent) of the respondents have frequently used ICT facilities for offline teaching. No teacher is negatively addressed the query that they have not used ICT facilities for offline teaching.

Figure 6: Do you use ICT facilities to teach in offline mode?



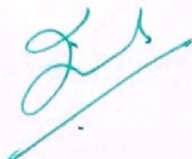
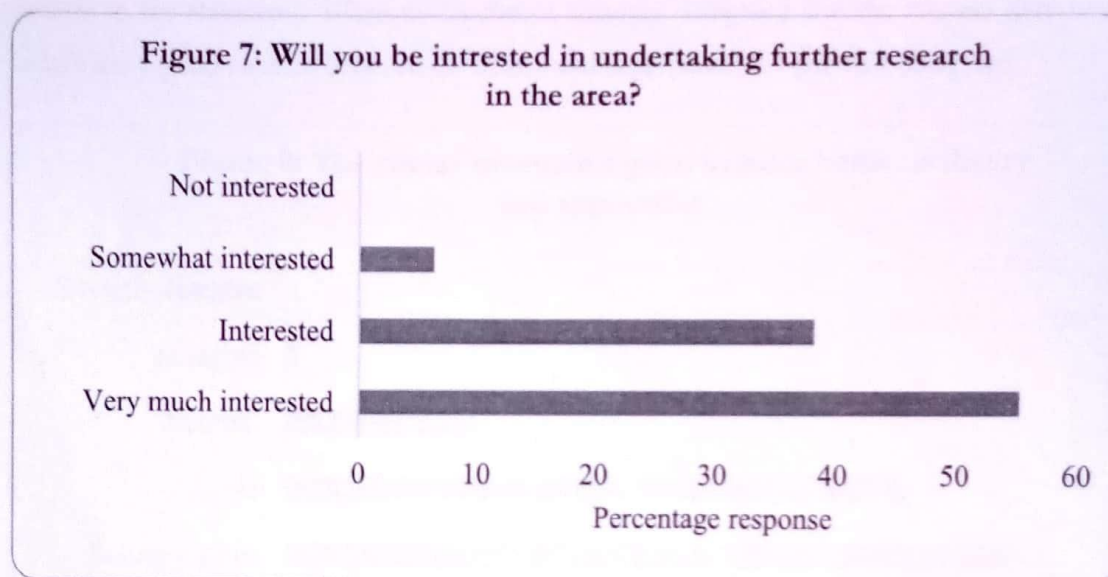

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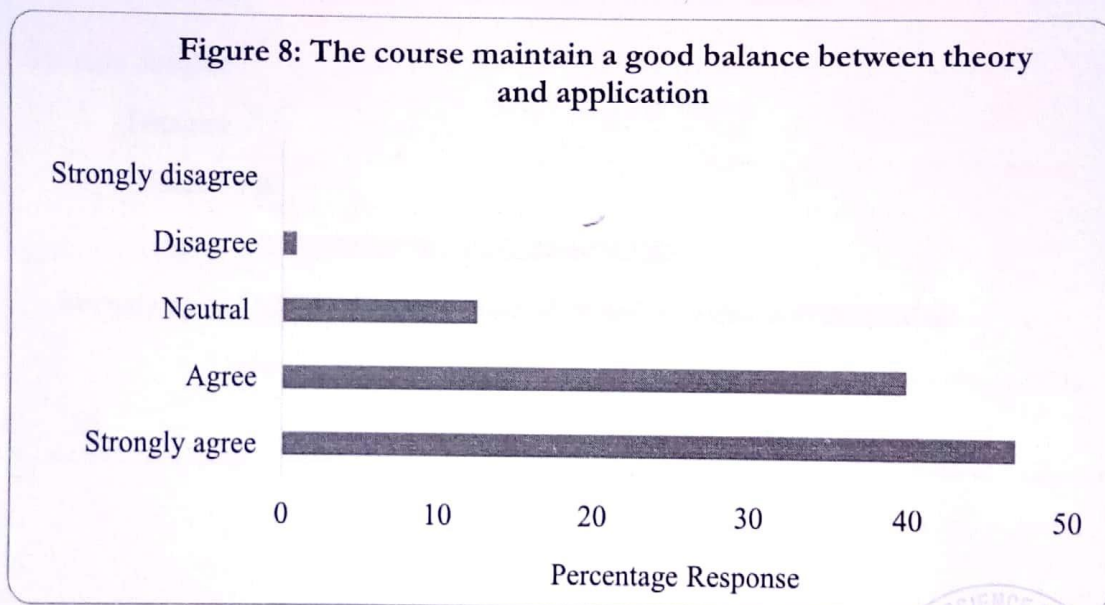
Figure 7: A teacher's interest to undertake further studies in the same area is examined using four levels of opinions. The primary aim of the question is to understand the interest in higher studies in the same field of discipline. A considerable fraction (6.34 per cent) of the respondents are somewhat interested in undertaking further studies when 38.38 per cent is interested. Aligned with this, the majority (55.28) are "very much interested" to undertake further studies in the area. However, no teachers are not interested in undertaking further studies.



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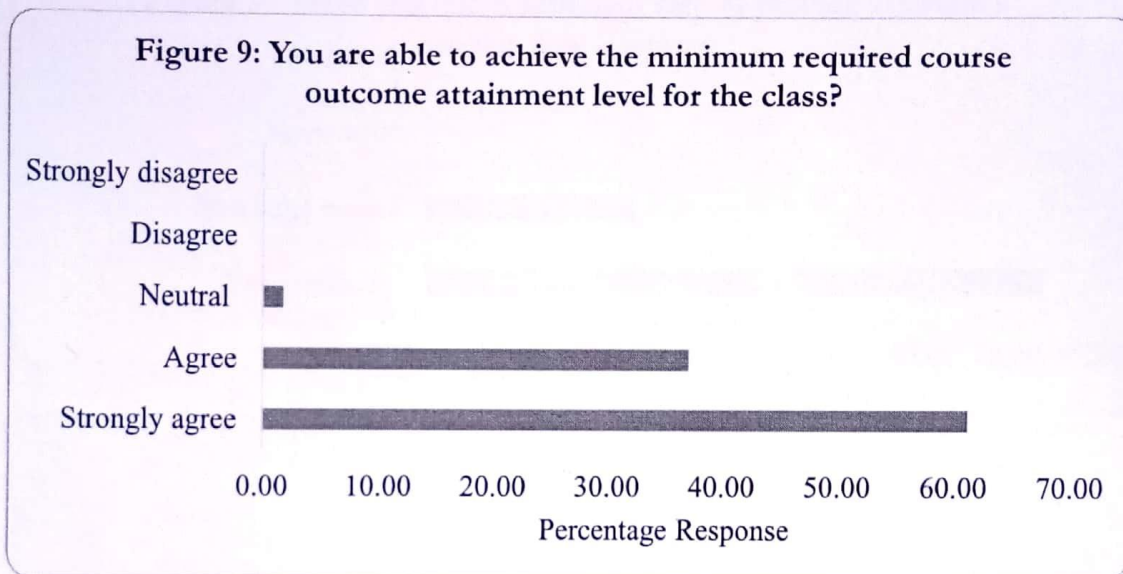
Figure 8: The application of the theory enables the teaching and learning more interested. Thus, it is inevitable to have a balance between the theory and application of the teaching content. With the intention of assessing the balance between the theory and application, the respondents are asked with selected four criteria. A significant fraction of the teachers (39.88 per cent) agrees that there is a good balance between the theory and application. Similarly, most of the teachers (46.71 per cent) strongly agree that there exists a good balance between the theory and application. However, a significant group (12.51 per cent) of the teachers are neutral to the statement. When no teacher is strongly disagreed that the content they have taught has a good balance between the theory and application, 0.9 per cent disagreed.



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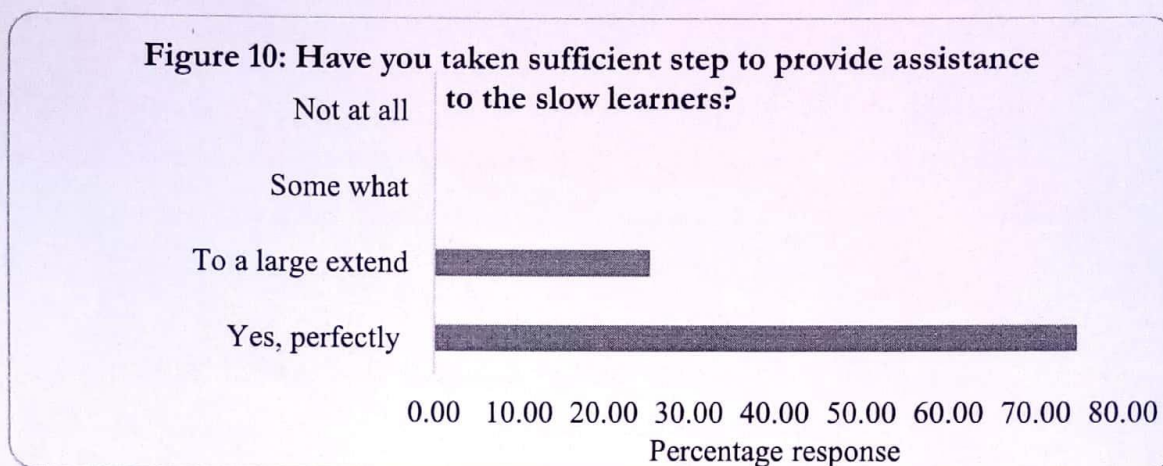
Figure 9: The level of outcome achievement is examined in the survey. It is investigated explicitly whether the teachers have attained the minimum course outcome. When a significant portion (37.06 per cent) of the teachers have agreed that they have achieved the minimum outcome attainment, the majority of the teachers (61.19 per cent) have strongly agreed that they have achieved the minimum outcome attainment. However, a small fraction (1.75 per cent) is neutral and not a single teacher is disagreed and strongly disagreed that they have achieved the minimum outcome attainment.



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Figure 10: Aiding the slow learners to improve is one of the duties of a teacher. The survey examines whether the teachers have taken measures to improve the learning abilities of slow learners. When a considerable fraction (25.33 per cent) of the respondents have taken a large extent of action to assist the slow learners, the majority (74.67 per cent) of the teachers are entirely devoted their effort to assist the slow learners. It is found that no teachers have the opinion that they have somewhat and not at all assisted the slow learners to improve.



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