Analysis of Students' Feedback on Teachers and Curriculum for the Academic Year 2015-16

1 About the survey

The Internal Quality Assurance Cell of the College used to collect and analyse feedbacks from students on various matters relating to the teachers of the college and comments of students on curriculum and its implementation. This feedback is a major part of such exercise. In 2015-16 we framed 11 statements which help understand about the teachers, their knowledge, communication skills and different abilities and skills they express for the sake of students, and for the assessment of curriculum we included nine statements. We distributed forms among students of the college at the end of the academic year of 2015-16. The success of the survey is that all the students took part in the survey and could collect the whole feedbacks which translates a response rate of 100%. Ten-point scale was used to assess students rating on various aspects of the teachers. The points between 8.5 to 10 are counted as Very Good, 7.0-8.5 as Good, 5.5-7.0 as Satisfactory and the rest is as below threshold in assessment of students on teachers and used "excellent, very good, good, bad" in the assessment of students on curriculum. The results of both were further analysed using tables, percentages and diagrams.

2 Profile of the students

Profile of the students such as gender, programmes studying, semester last attended etc. were collected and analysed in order to know the distribution of students. The result of the profile analysis is summarised in the following tables:

2.1 Distribution of the students by Gender

Table 1.1: Distribution of the students by Gender

		Frequency	Percentage	Valid Percentage	Cumulative Percentage
Valid	Female	68	42.51	42.51	42.51
	Male	92	57.49	57.49	57.49
	Total	160	100	100	100

Table 1.1 shows that 57.49 percentage of the students are boys and 42.51 percentage are girls. It indicates that the ratio of boys is little bit high in this college.

2.2 Distribution of students by programme studying

Table 1.2: Distribution of students by programme studying

	Frequency	Percentage	Valid percentage	Cumulative Percentage
B.A Afzal Ul Ulama	68	42.6	42.6	42.6
Valid B.com Commerce	70	43.75	43.75	43.75
MA Arabic	22	13.75	13.75	13.75

Table 1.2 illustrates that Arabic department has a greater number of students than in the Commerce department, because Arabic has U.G and P.G courses. information

3 Responses of the students on teachers

Eleven major statements were included and given for rating on teachers by the students, the statements were such as knowledge base of the teacher, communication skill, commitment of the teacher, interest generated by the teacher, ability to integrate course material with environment, ability to integrate content with other courses, accessibility of the teacher in and out of the class, ability of the teacher to design assignments, tests, quizzes etc. provision of sufficient time for feedback, regular use of ICT in the classroom and overall rating of the teacher. The summary of the results from the survey is presented in the following bar charts.

3.1 Knowledge base of the teacher

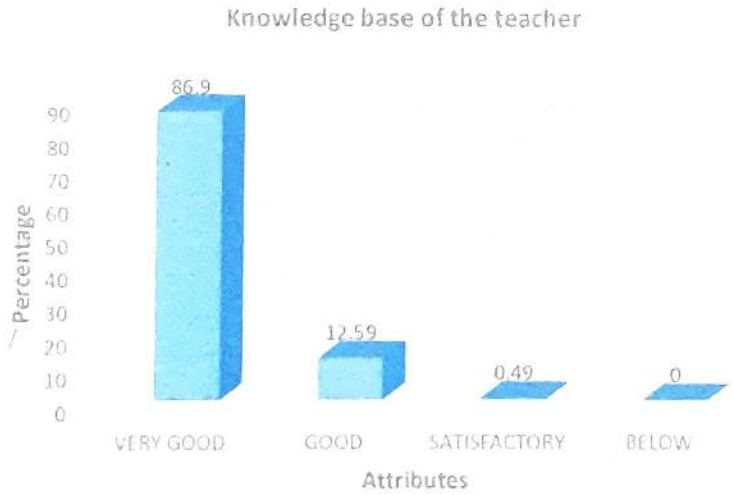


Figure 1.1

The figure 1.1 shows that a large majority of the students are very satisfied with knowledge base of the teacher as perceived by them during their study in the college.

3.2 Communication Skill



Figure 1.2

Figure 1.2 shows that a large number of students underscore that they are very satisfied with the communication skill of the teachers in terms of articulation and comprehensibility.

3.3 Sincerity/ Commitment of the teacher

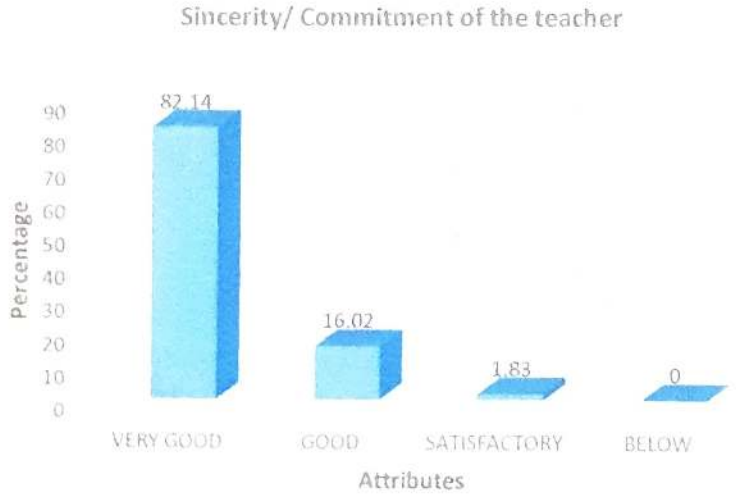


Figure 1.3

Figure 1.3 depicts that almost all students say that teachers have sincerity and good commitment towards their profession and job. It spells out the high commitment of the teachers working in the college.

3.4 Interest generated by the teacher

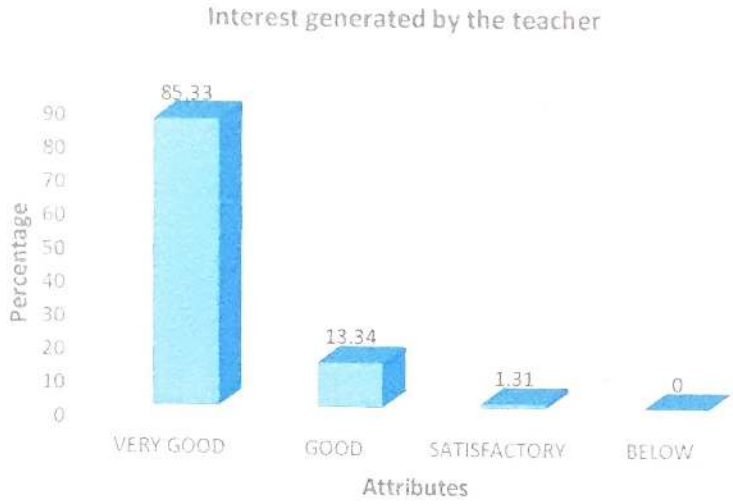


Figure 1.4

Figure 1.4 represents that most of the respondents have marked "very good" to the statement that says about the interest generated by teacher to the students.

3.5 Ability to integrate course material with environment/ other issues



Figure 1.5

Figure1.5 shows that teachers have good ability to integrate course material with environment/ other issues, to provide a broader perspective to the students which stress that the teachers have broader ideas on the topics they deal.

3.6 Ability to integrate content with other courses

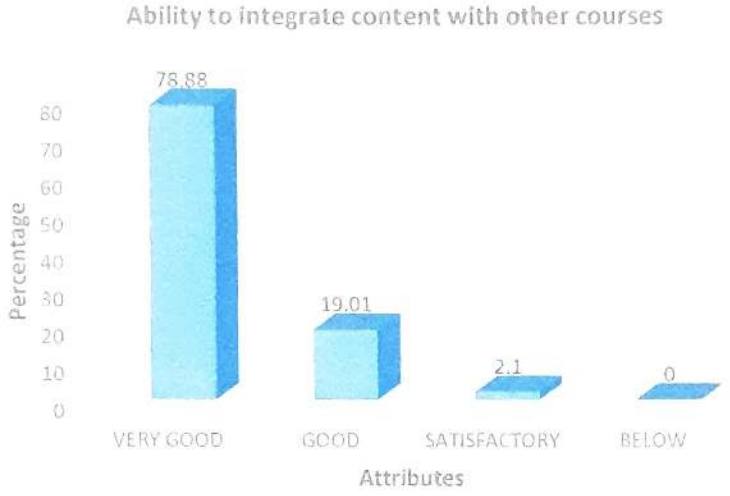


Figure 1.6

Figure 1.6 underscores the ability of the teachers to integrate course content with other courses.

3.7 Accessibility of the teacher in and out of the class

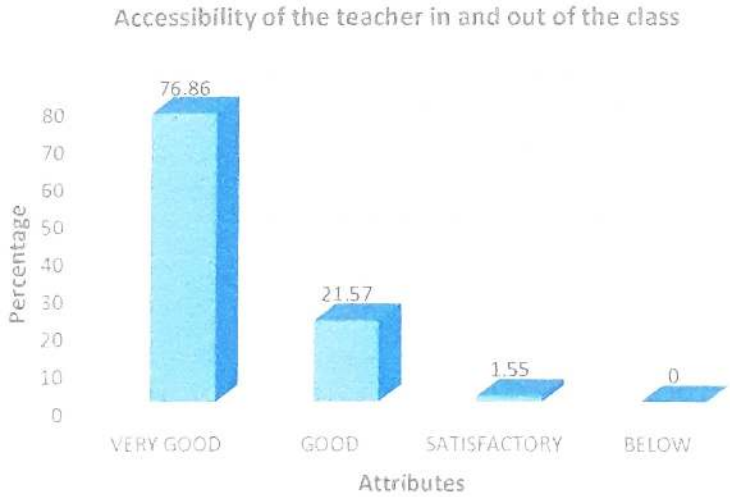


Figure 1.7

Figure 1.13 and figure 1.14 depicts that the accessibility of the teacher in and out of the class which includes availability of the teacher to motivate further study and discussion outside class is appreciated by the students and is counted with a big number of "very good".

3.8 Ability to design several programs to evaluate students

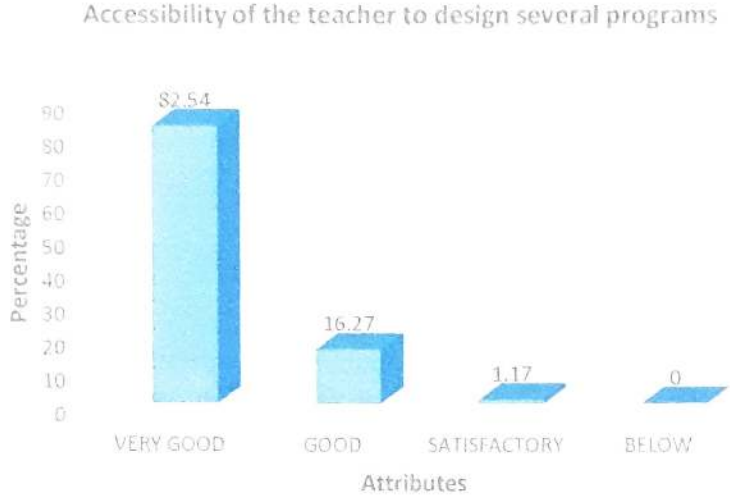


Figure 1.8

Figure 1.8 represents that the ability of the teachers to design quizzes/ tests/ assignments/ examinations and projects to evaluate students understanding of the course is very good and doing their best practices in this regard and students take good benefits from the same.

3.9 Provision of sufficient time for feedback

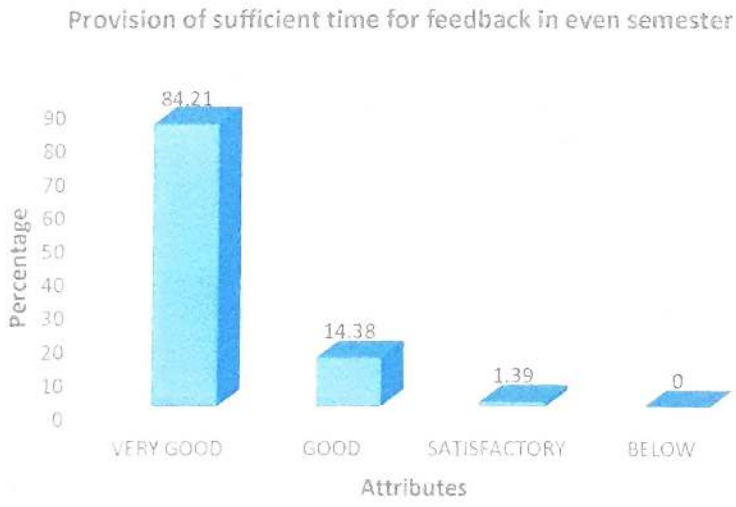


Figure 1.9

Figure 1.9 marks good "feedback" for teachers regarding their provision of sufficient time to students for taking feedback on them and around 90% marked "very good" and the rest "good". No students come in the remaining two categories.

3.10 Regular use of ICT in the classroom

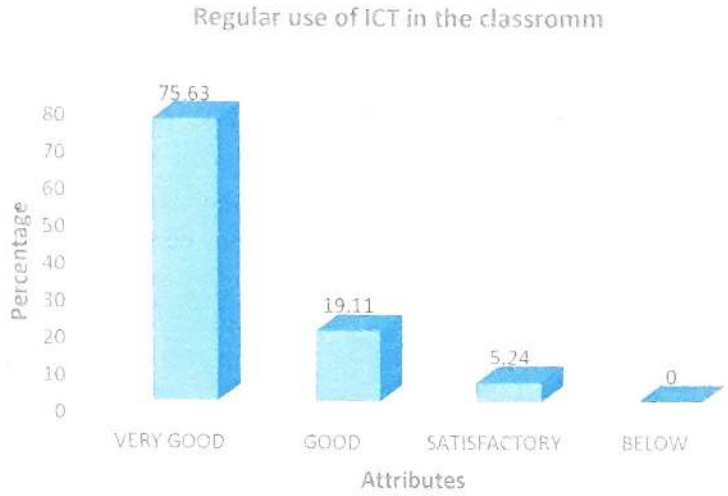


Figure 1.10

Figure 1.10 depicts that some teachers are not "very good" in regular use of ICT in the class room. This clearly says that all teachers have to become regular in the use of ICT in the classroom.

3.11 Overall rating

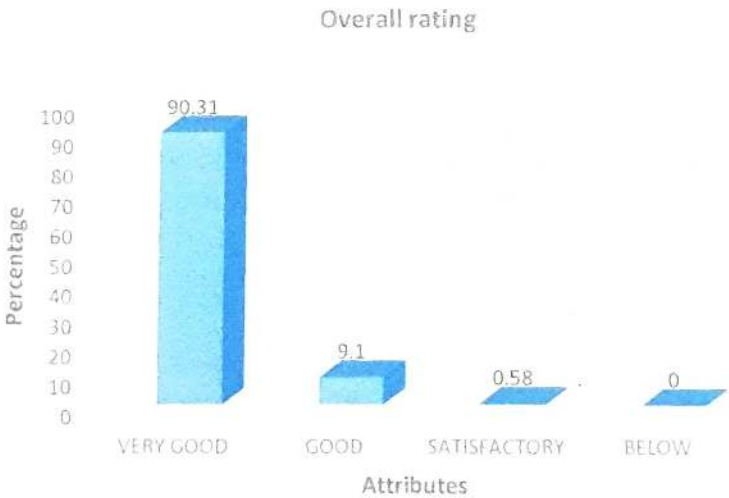


Figure 1.11

Figure 1.11 marks biggest number of "very good" to teachers in terms of overall rating of the teachers in this academic year.

4 Responses of the students on curriculum and its implementation

Nine important statements were included for rating of the students on curriculum and its implementation. The survey is done at the end of the academic year and the analysis of the same was added. The statements were such as about the contents and objectives of the syllabi, effect of classroom experiences in acquiring the objectives of the curriculum, how far the classroom experiences stimulate the students to explore new areas in the subjects, effectiveness of internal evaluation in assessing the competencies of the students, role of the curriculum in stimulating the students for innovative thinking on gender issues, environment and sustainability, human values and professional thinking, adequacy of the learning resources, opportunities to participate in seminar etc., overall learning experiences and given a space to write any other comments also.

4.1 How far the contents and objectives of the syllabi satisfy the needs of the students

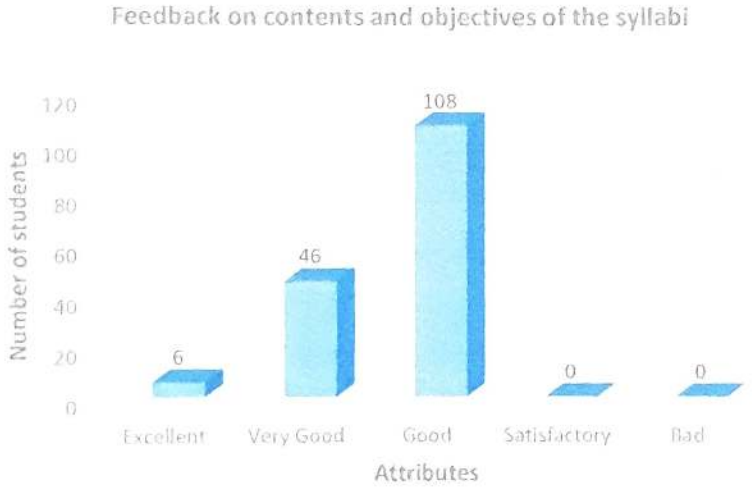


Figure 1.1

Figure 1.1 says that the number of students giving "excellent" to the above statement is less and large majority of the students marked "good" only which means the contents and objectives of the syllabi satisfying the students very much but to be reached to the rating of "excellent".

4.2 Effectiveness of classroom experiences in acquiring the objectives of the curriculum

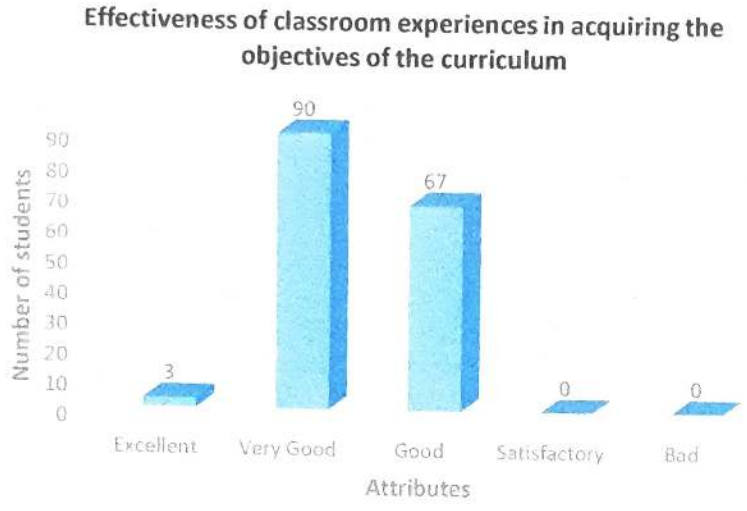


Figure 1.2

Figure 1.2 shows that most of the students are satisfied with their classroom experiences in acquiring the objectives of the curriculum in this academic year.

4.3 How far the classroom experiences stimulate students to explore new areas in the subject

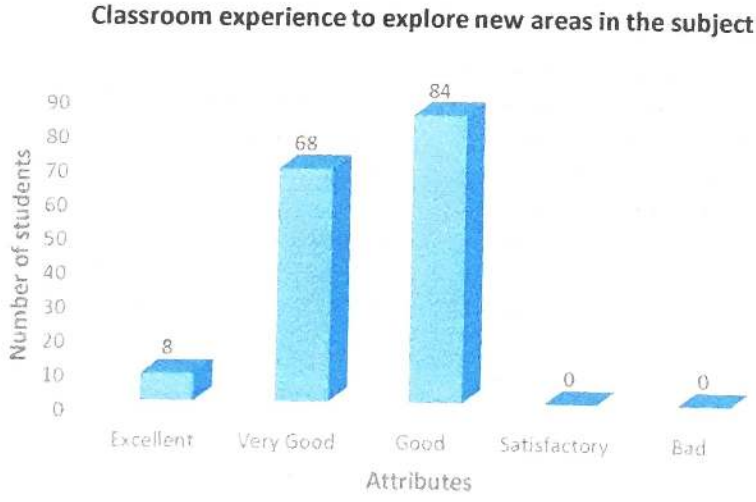


Figure 1.3

Figure 1.3 depicts that the classroom experiences stimulate the students to explore new areas in the subject and big number of students marked the rating of "good".

4.4 Effectiveness of internal evaluation process in assessing the competencies of the students

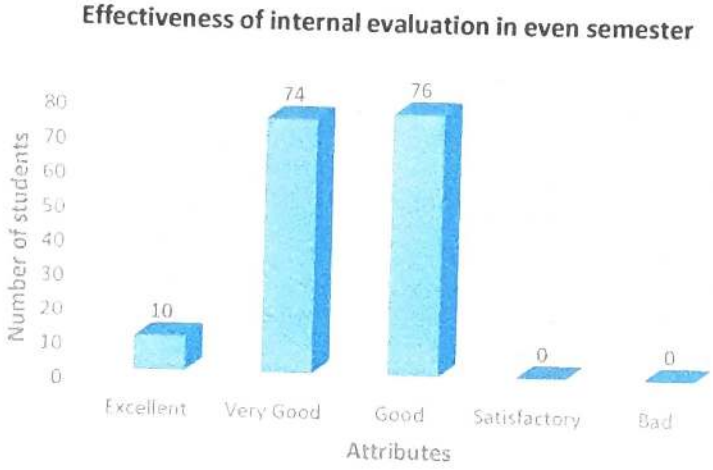


Figure 1.4

Figure 1.4 underscores that the internal evaluations are very effective in assessing the competencies of the students. So, the internal evaluation mechanism which is followed in the college is very good and could be improved and reformed to catch the rating of "excellent" in the future.

4.5 Role of curriculum in innovative thinking of students on gender issues, environment and sustainability, human values and professional thinking

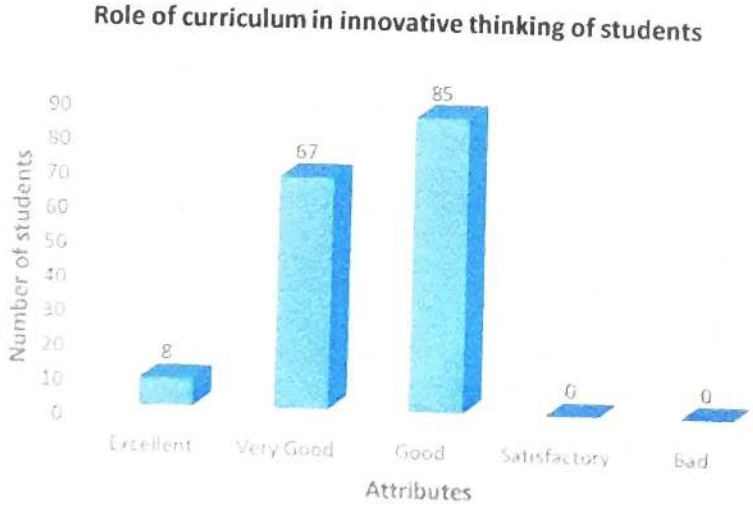


Figure 1.5

Figure 1.5 illustrates that the role of curriculum is satisfying the students well in terms of stimulating the students on innovative thinking on gender issues, environment and sustainability, human values and professional ethics.

4.6 Adequacy of the learning resources such as library, computers and e-resources

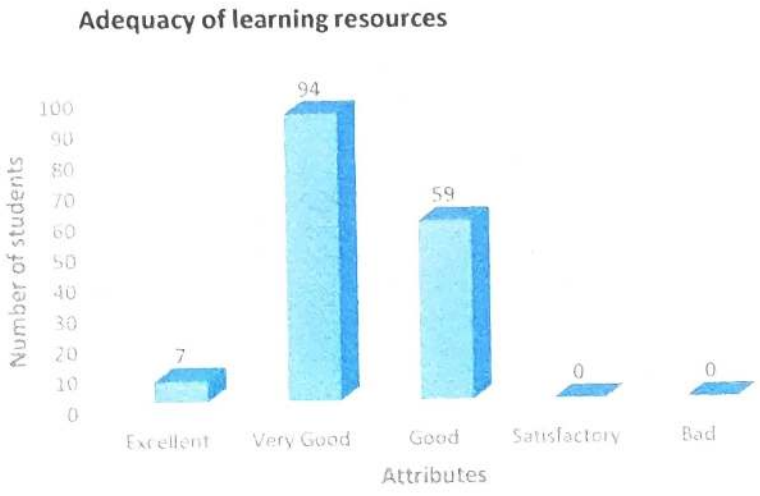


Figure 1.6

Figure 1.6 shows that the adequacy of the learning resources such as library, computers and e-resources is "very good". Though some reforms and changes should be implemented and installed to catch the heights of "excellent" in the future.

4.7 Opportunities to participate in seminars, workshops, conferences, projects and industrial visits

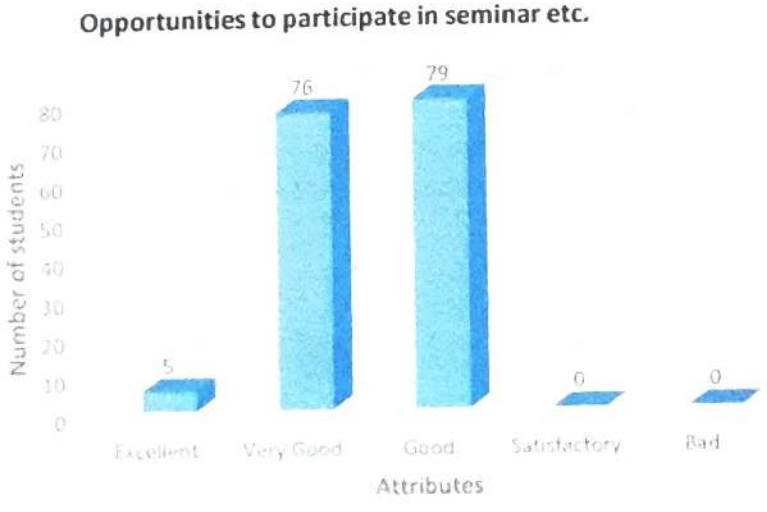


Figure 1.7

Figure 1.7 says that the students are satisfied with getting the opportunities to participate in seminars, workshops, conferences, projects and industrial visits. Though the college can initiate to give more and try to satisfy the students more.

4.8 Overall learning experiences



Figure 1.8

Figure 1.8 depicts that the students are highly satisfied with overall learning experiences in the college and to be noted that the number of students who marked "excellent" is comparatively less.

5. Conclusion

Students of the college are highly satisfied with qualities and abilities of the teachers and accessibility of the teachers in and out of the class for their needs and demands. Though some teachers have to be improved more especially in terms of regular use of ICT in the classroom. As far as the assessment of the curriculum and its implementation is concerned the students strongly agree that DA College is successful and effective in terms of implementation of curriculum of the University of Calicut at U.G and P.G levels. The survey results are to be discussed in the college council and necessary actions to be taken.

M. COLLEGE OF ADVANCED STUDIES
MALAPPURAM
Pin: 676 523
P.O. KARUVARAKUNDU

PRINCIPAL
K.T.M. COLLEGE OF ADVANCED STUDIES
P.O. KARUVARAKUNDU, MALAPPURAM
Pin: 676 523

Analysis of Students' Feedback on Teachers and Curriculum for the Academic Year 2016-17

1 About the survey

The Internal Quality Assurance Cell of the college collected and analysed feedbacks from students on various matters relating to the teachers of the college and comments of students on curriculum. This feedback is a major part of such exercise. In 2016-17 we framed 11 statements which help to understand about the teachers, their knowledge, communication skills and different abilities and skills they express for the sake of students and for the assessment of curriculum we have included nine statements. We distributed forms among students of the college at the end of the academic year of 2016-17. The success of the survey is that all the students of each semester took part in the survey and could collect whole the feedbacks which translates a response rate of 100%. Ten-point scale was used to assess students rating on teachers. The points between8.5 to 10 are counted as Very Good, 7.0-8.5 as Good, 5.5-7.0 as Satisfactory and the rest is as below threshold in assessment of students on teachers and used "excellent, very good, good, bad" in the assessment of students on curriculum. The results of both were further analysed using tables, percentages and diagrams.

2 Profile of the students

Profile of the students such as gender, programmes studying, semester last attended etc. were collected and analysed in order to know the distribution of students. The result of the profile analysis is summarised in the following tables:

2.1 Distribution of the students by Gender

Table 1.1: Distribution of the students

		Frequency	Percentage	Valid Percentage	Cumulative Percentage
Valid	Female	87	41.63	41.63	41.63
	Male	122	58.37	58.37	58.37
	Total	209	100	100	100

Table 1.1 shows that 58.37 percentage of the students are boys and 41.63 percentage are girls. It indicates that the ratio of boys is little bit high in this college.

2.2 Distribution of students by programme studying

Table 1.2: Distribution of students by programme

	Frequency	Percentage	Valid percentage	Cumulative Percentage
B.A Afzal Ul Ulama	77	36.84	36.84	36.84
Valid B.com Commerce	111	53.12	53.12	53.12
MA Arabic	21	10.04	10.04	10.04

Table 1.1 illustrates that Commerce department has more students than Arabic department, though Arabic has U. G and P. G courses and B. Com doesn't have P.G course.

2.3 Distribution of students by semester last attended

Table 1.3: Distribution of students by semester last attended

	Frequency	Percentage	Valid percentage	Cumulative Percentage
First & Second Semester	197	46.80	46.80	46.80
Third & Fourth	123	29.21	29.21	29.21
Fifth & Sixth	101	23.99	23.99	23.99
Total	421	100	100	100

Table 1.3 indicates that first and second semester students responded to the survey more actively than third and fourth semesters. Fifth and sixth semester participation is showing comparatively less because MA programme does not have fifth or sixth.

3 Responses of the students on teachers

Eleven major statements were included and given to the students for rating the teachers, the statements were such as knowledge base of the teacher, communication skill, commitment of the teacher, interest generated by the teacher, ability to integrate course material with environment, ability to integrate content with other courses, accessibility of the teacher in and out of the class, ability of the teacher to design assignments, tests, quizzes etc. provision of sufficient time for feedback, regular use of ICT in the classroom and overall rating of the teacher. There was separate survey for odd and even semesters and both are added here. The summary of the results from the survey is presented in the following bar charts.

3.1 Knowledge base of the teacher

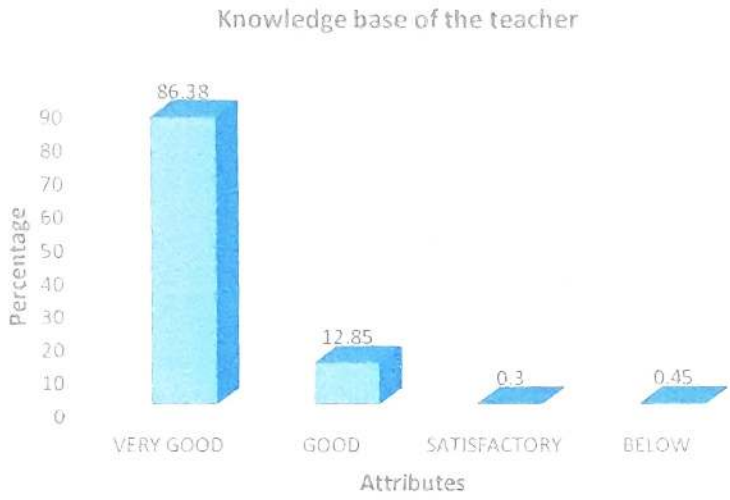


Figure 1.1

The figure 1.1 shows that a large majority of the students are very satisfied with knowledge base of the teacher as perceived by them during their study in the college.

3.2 Communication Skill



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3.3 Sincerity/ Commitment of the teacher

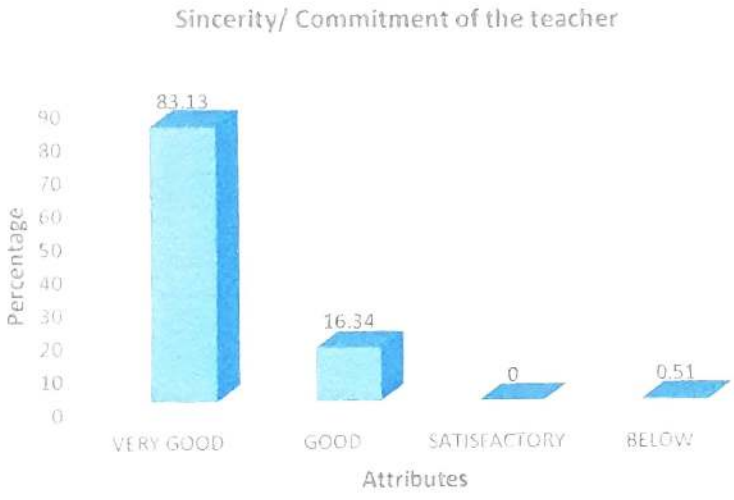


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Figure 1.3 depicts that almost all students say that teachers have sincerity and good commitment towards their profession and job. It spells out the high commitment of the teachers working in the college.

3.4 Interest generated by the teacher

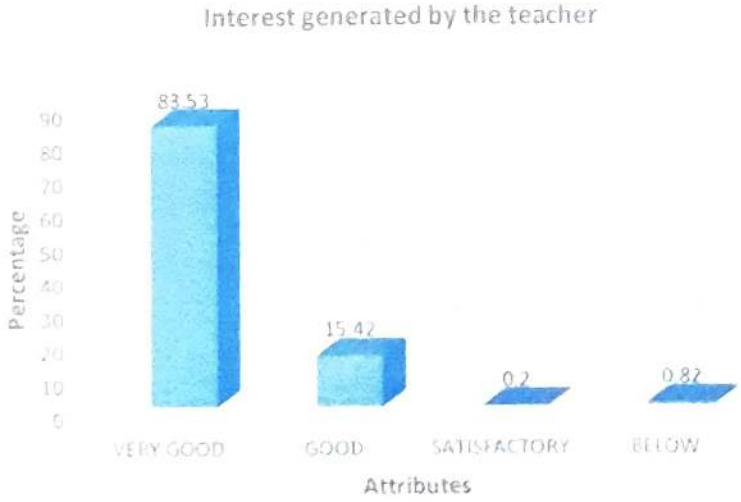


Figure 1.4

Figure 1.4 represents that most of the respondents have marked "very good" to the statement that says about the interest generated by teacher in the students.

3.5 Ability to integrate course material with environment/ other issues



Figure 1.5

Figure1.5 shows that teachers have good ability to integrate course material with environment/ other issues, to provide a broader perspective to the students which stress that the teachers have broader ideas on the topics they deal.

3.6 Ability to integrate content with other courses

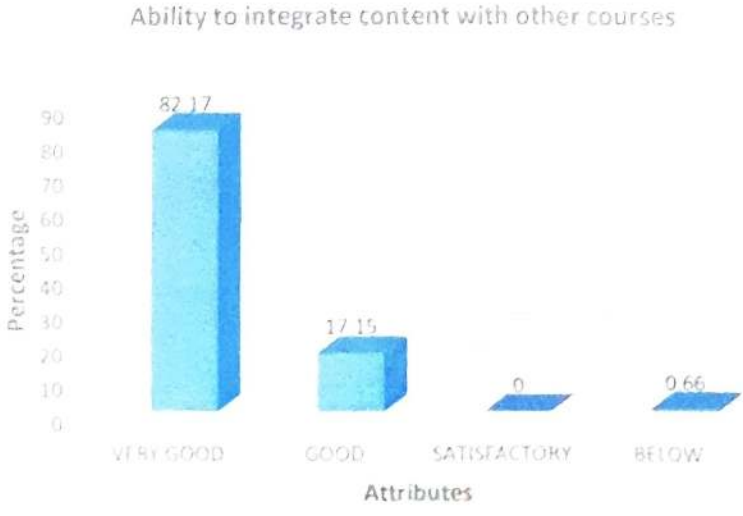


Figure 1.6

Figure 1.6 underscores that the ability of the teachers to integrate course content with other courses.

3.7 Accessibility of the teacher in and out of the class

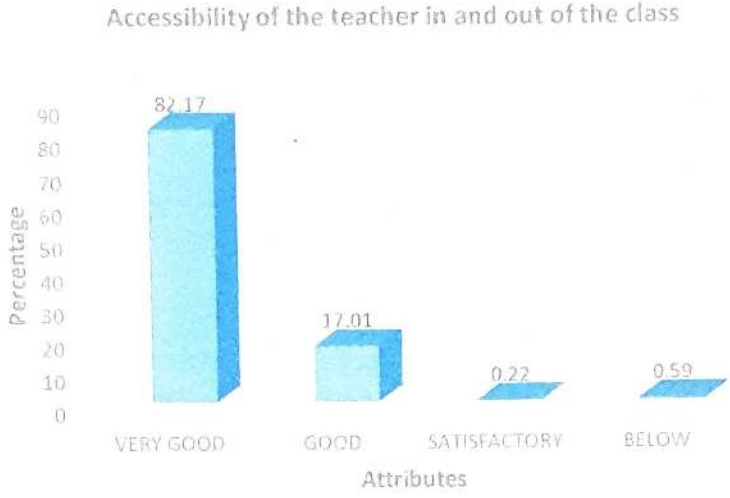


Figure 1.7

Figure 1.7 depicts that the accessibility of the teacher in and out of the class which includes availability of the teacher to motivate further study and discussion outside class is appreciated by the students and is registered with a big number of "very good".

3.8 Ability to design several programs to evaluate students

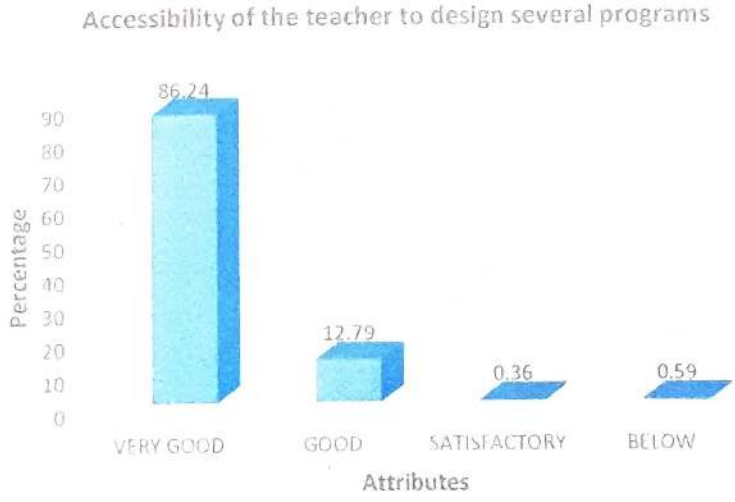


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3.9 Provision of sufficient time for feedback

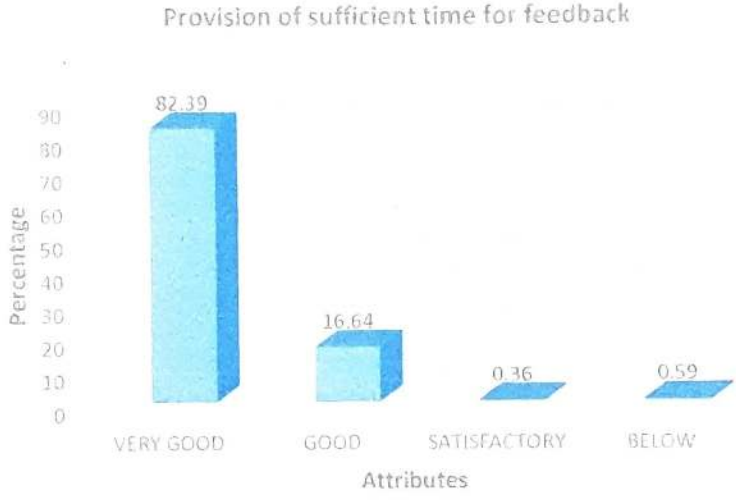


Figure 1.9

Figure 1.9 marks good "feedback" for teachers regarding their provision of sufficient time to students for taking feedback on them and around 90% marked "very good" and the rest "good". No any students come in remaining two categories.

3.10 Regular use of ICT in the classroom

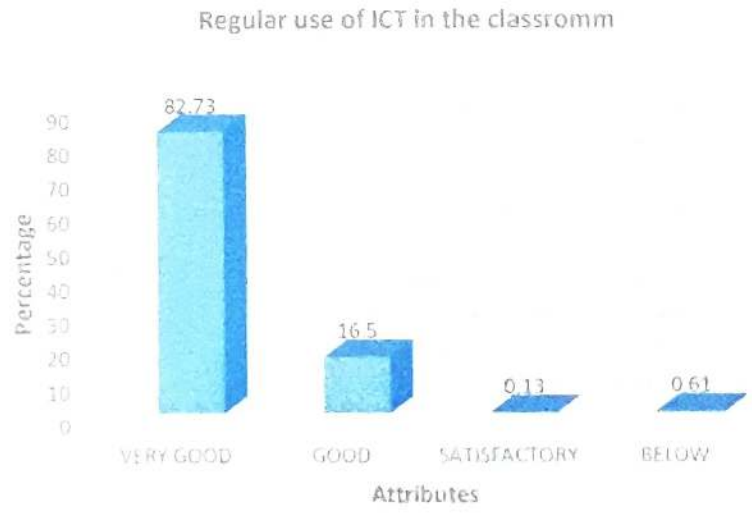


Figure 1.10

Figure 1.10 depicts that some teachers are not "very good" in regular use of ICT in the class room. This clearly says that all teachers have to become regular in use of ICT in the classroom.

3.11 Overall rating

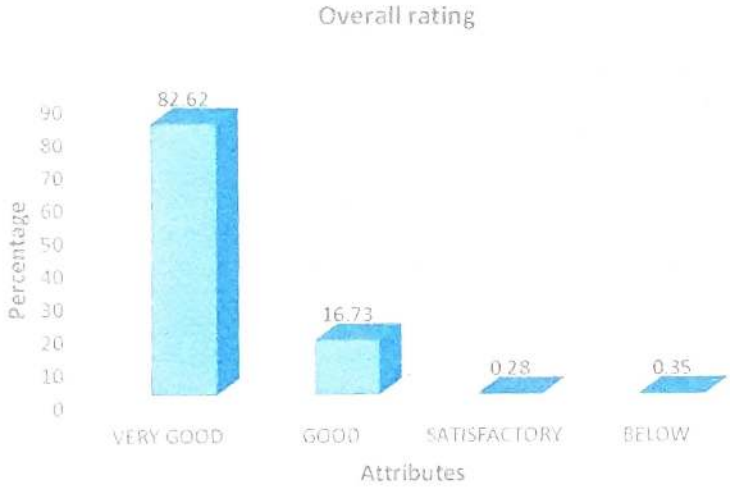


Figure 1.11

Figure 1.11 marks biggest number of "very good" to teachers in terms of overall rating of the teachers in the odd semester.

4 Responses of the students on curriculum and its implementation

Eleven important statements were included for rating of the students on curriculum and its implementation. The survey is done at the end of the academic year. The statements were such as about the curriculum- whether it was well organized and easy to follow or not, learning objectives of the syllabi, the sufficiency of the resources, strategies to address the needs of the students, aptness of the activities for assessing the learning objectives, adequacy of the learning resources, opportunities leading to higher thinking, opportunities to participate in seminars etc., overall learning experiences and space for other comments.

4.1 The curriculum and syllabus are well organized and easy to follow



Figure 1.1

Figure 1.1 says that the number of students giving "excellent" to the above statement is less and large number of students marked "good" only which means that the syllabi is well organized and easy to follow to the students very much, but not reached to the rating of "excellent".

4.2 The learning objectives are clear and appropriate to the needs of the students

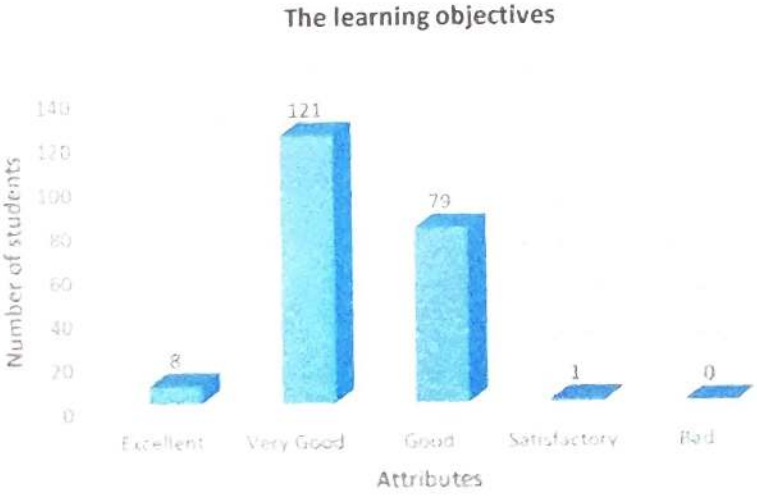


Figure 1.2

Figure 1.2 shows that a large number of students are satisfied in assessing the statement above.

4.3 The texts/ resources are sufficient- they cover most of all of what is needed to teach the course

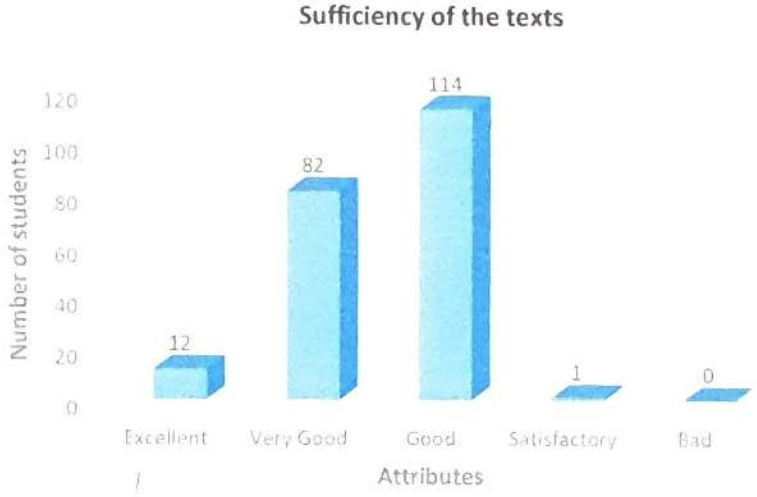


Figure 1.3

Figure 1.3 depicts that the texts and resources are sufficient and they cover most of all what is needed to deliver the courses.

4.4 The strategies and activities to address the learning needs of all students including students with disabilities

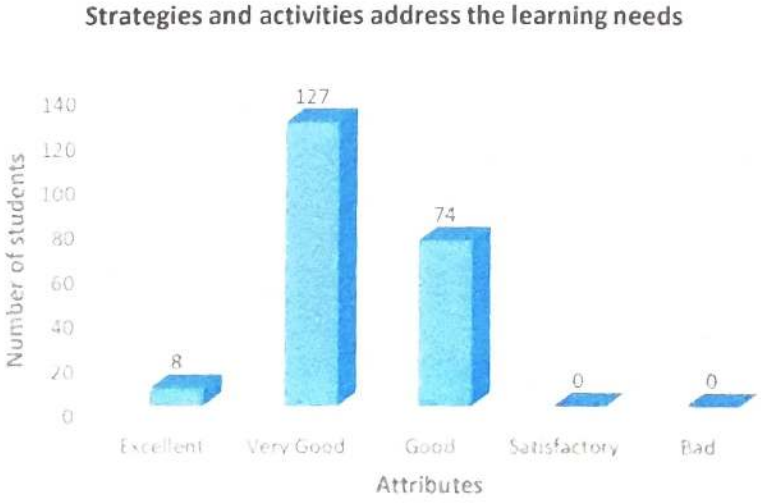


Figure 1.4

Figure 1.4 underscores that the strategies and activities to address the learning needs of all students were highly satisfying.

4.5 The assessment and instructional activities apt to the learning objectives

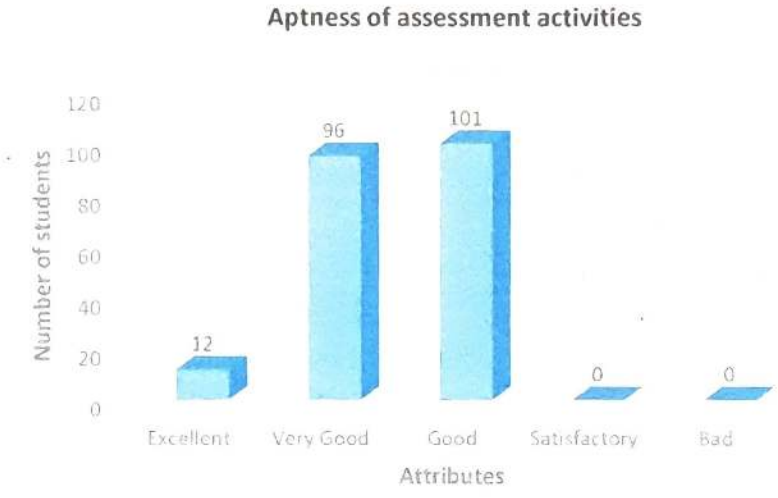


Figure 1.5

Figure 1.5 points out that the assessment and instructional activities are clear and apt to reach out to the learning experiences.

4.6 Adequacy of the learning resources such as library, computers and e-resources

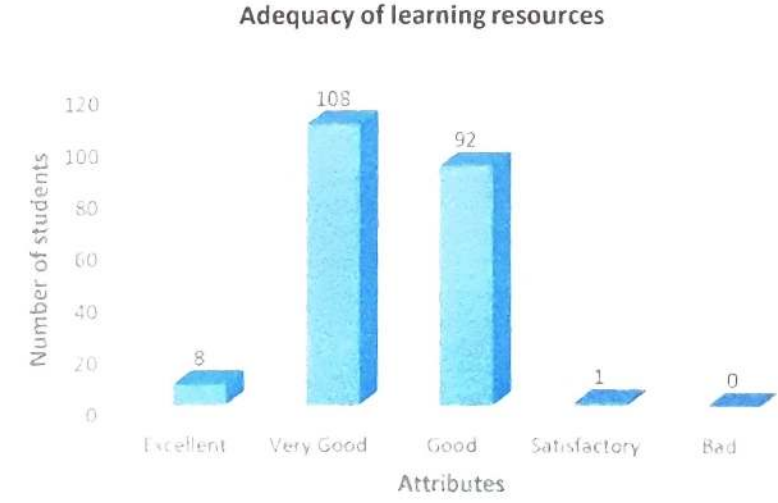


Figure 1.6

Figure 1.6 shows that the adequacy of the learning resources such as library, computers and e-resources is "very good". Though some reforms and changes should be implemented and installed to catch the heights of "excellent" in the future.

4.7 Opportunities for students to adequately demonstrate their learning through higher order thinking

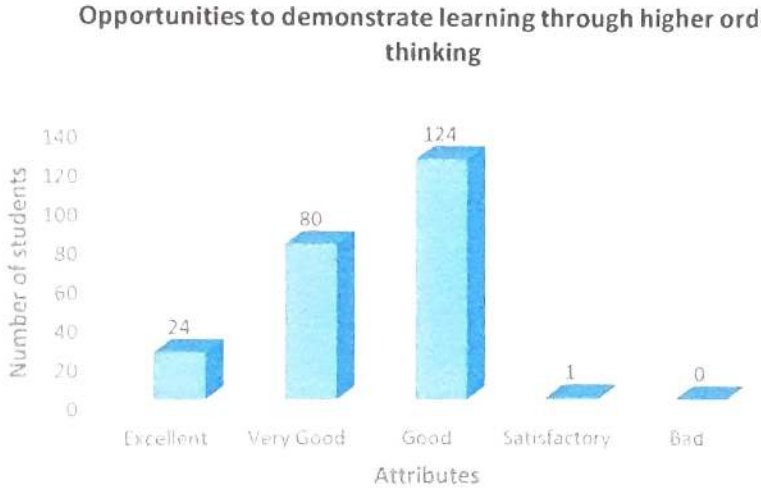


Figure 1.7

Figure 1.7 says that the students get opportunities to demonstrate learning through higher order thinking and the large number of student mark "Good" and others "very good" and very less number go beyond these scales.

4.8 The process of teaching, learning and evaluation are balanced

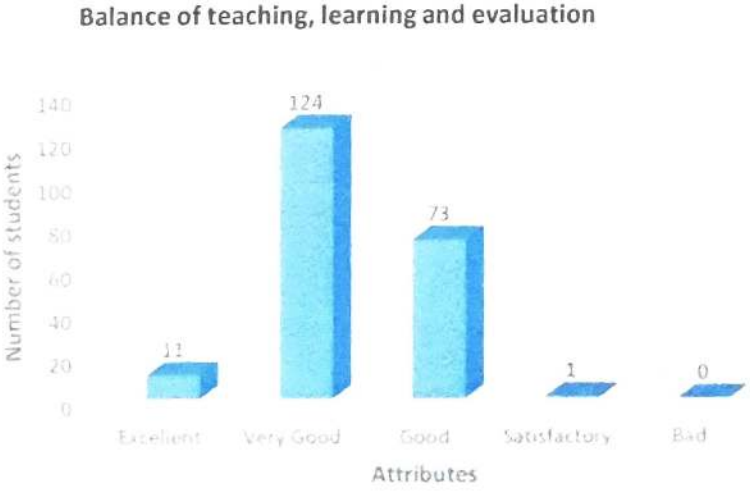


Figure 1.8

Figure 1.8 depicts that the students are highly satisfied with the balance of teaching, learning and evaluation process.

4.9 Opportunities to participate in seminars, workshops, conferences, projects and industrial visits

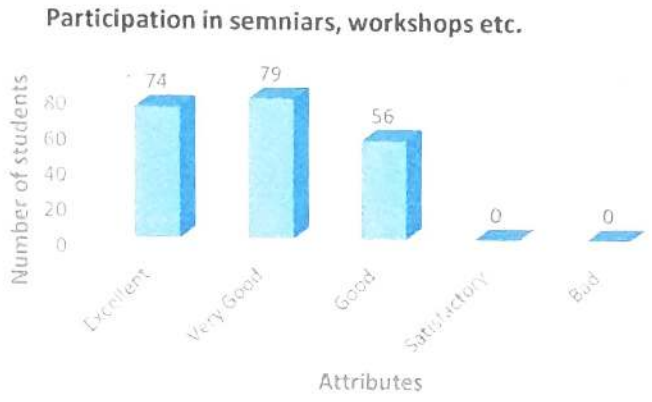


Figure 1.9

Figure 1.9 points out that the opportunities to participate in programs like seminars, workshops etc are highly satisfactory and students appreciated it very much.

4.10 Overall learning experiences

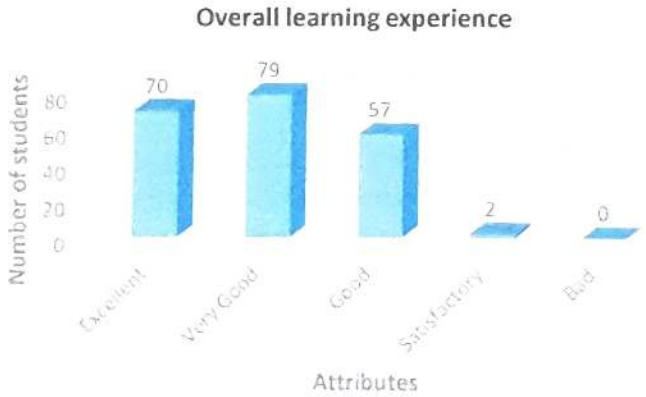


Figure 1.10

Figure 1.10 depicts that overall learning experience in the College is excellent and students are satisfied.

5. Conclusion

Students of the college are highly satisfied with qualities and abilities of the teachers and accessibility of the teachers in and out of the class also for their needs and demands. Some teachers even now have to be improved more especially in terms of regular use of ICT in the classroom. As far as the assessment of the curriculum and its implementation is concerned the students strongly agree that DA College is successful and effective in terms of implementation of curriculum of the University of Calicut at U.G and P.G levels. The survey results are to be discussed in the college council and necessary actions to be taken.

K.T.M. COLLEGE OF ADVANCED STUDIES
MALAPPURAM
Pin: 676 523
P.O. KARUVARAKUNDU

PRINCIPAL
K.T.M. COLLEGE OF ADVANCED STUDIES
P.O. KARUVARAKUNDU, MALAPPURAM
Pin: 676 523

Analysis of Students' Feedback on Teachers and Curriculum for the Academic Year 2017-18

1 About the survey

The Internal Quality Assurance Cell of the college collects and analyse feedbacks from students on various matters relating to the teachers of the college and comments of students on curriculum and its implementation. This feedback is a major part of such exercise. In 2017-18 we have framed 11 statements which help to understand about the teachers, their knowledge, communication skills and different abilities and skills they express for the sake of students, and for the assessment of curriculum we have included nine statements. We distributed forms among students of the college at the end of odd and even semesters in the academic year of 2017-18. The success of the survey is that all the students of each semester took part in the survey and could collect whole the feedbacks which translates a response rate of 100%. Ten-point scale was used to assess students rating on various aspects of the teachers. The points between8.5 to 10 are counted as Very Good, 7.0-8.5 as Good, 5.5-7.0 as Satisfactory and the rest is as below threshold in the assessment of students on teachers; and used "excellent, very good, good, bad" in the assessment of students on curriculum. The results of both were further analysed using tables, percentages and diagrams.

2 Profile of the students

Profile of the students such as gender, programmes studying, semester last attended etc. were collected and analysed in order to know the distribution of students. The result of the profile analysis is summarised in the following tables:

2.1 Distribution of the students by Gender

Table 1.1: Distribution of the students by Gender in even semester

		Frequency	Percentage	Valid Percentage	Cumulative Percentage
Valid	Male	96	46.83	46.83	46.83
	Female	109	53.17	53.17	53.17
	Total	205	100	100	100

Table 1.1 shows that 46.83 percentage of the students are boys and 53.17 percentage are girls. It indicates that the ratio of girls is little bit higher than the boys in this college.

2.2 Distribution of students by programme studying

Table 1.1: Distribution of students by programme studying

	Frequency	Percentage	Valid percentage	Cumulative Percentage
B.A Afzal Ul Ulama	79	38.53	38.53	38.53
Valid B.com Commerce	103	50.24	50.24	50.24
MA Arabic	23	11.26	11.26	11.26

Table 1.1 illustrates that Commerce department has more number of students than Arabic department though Arabic has U.G and P.G courses and B.Com doesn't have the latter.

3 Responses of the students on teachers

Eleven major statements were included and given for rating on teachers by the students, the statements were such as knowledge base of the teacher, communication skill, commitment of the teacher, interest generated by the teacher, ability to integrate course material with environment, ability to integrate content with other courses, accessibility of the teacher in and out of the class, ability of the teacher to design assignments, tests, quizzes etc. provision of sufficient time for feedback, regular use of ICT in the classroom and overall rating of the teacher. There were separate surveys for odd and even semesters and both are added here. The summary of the results from the survey is presented in the following bar charts.

3.1 Knowledge base of the teacher

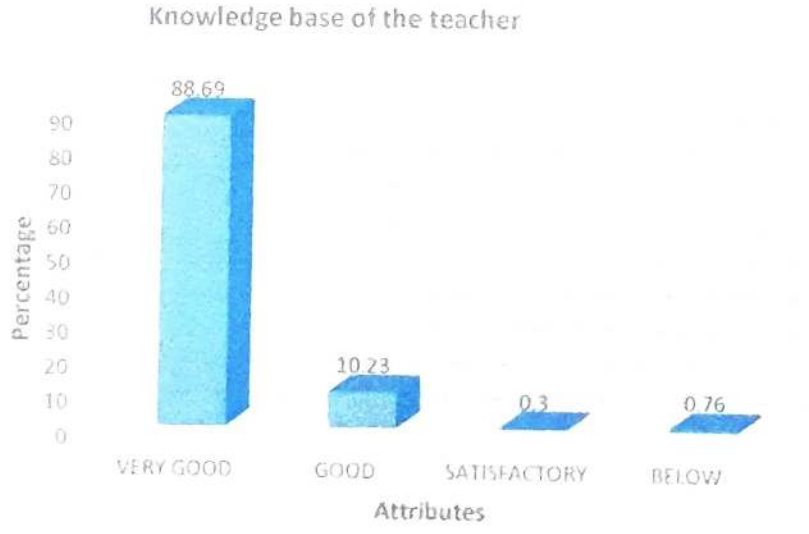


Figure 1.1

The figure 1.1 shows that a large majority of the students are very satisfied with knowledge base of the teacher as perceived by them during their study in the college.

3.2 Communication Skill



Figure 1.2

Figure 1.2 shows that a large number of students underscore that they are very satisfied with the communication skill of the teachers in terms of articulation and comprehensibility.

3.3 Sincerity/ Commitment of the teache

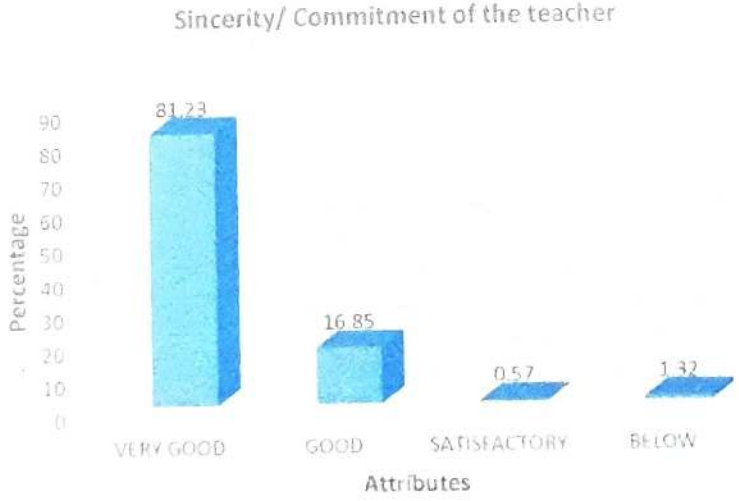


Figure 1.3

Figure 1.3 depicts that almost all students say that teachers have sincerity and good commitment towards their profession and job. It spells out the high commitment of the teachers working in the college.

3.4 Interest generated by the teacher

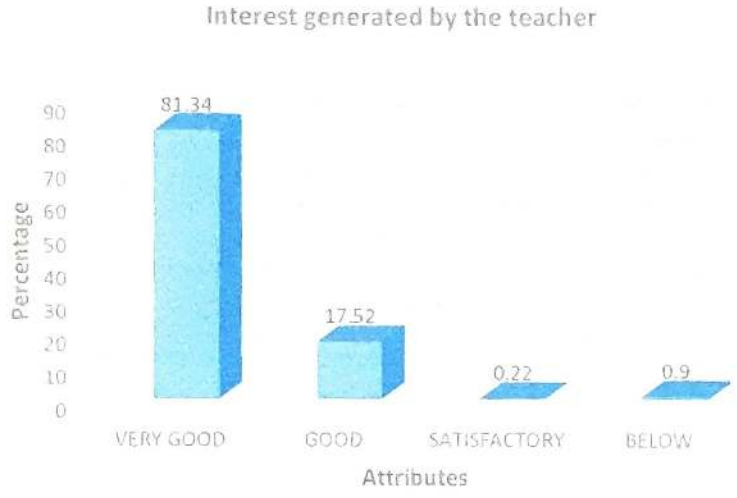


Figure 1.4

Figure 1.4 represents that most of the respondents have marked "very good" to the statement that says about the interest generated by teacher to the students.

3.5 Ability to integrate course material with environment/ other issues

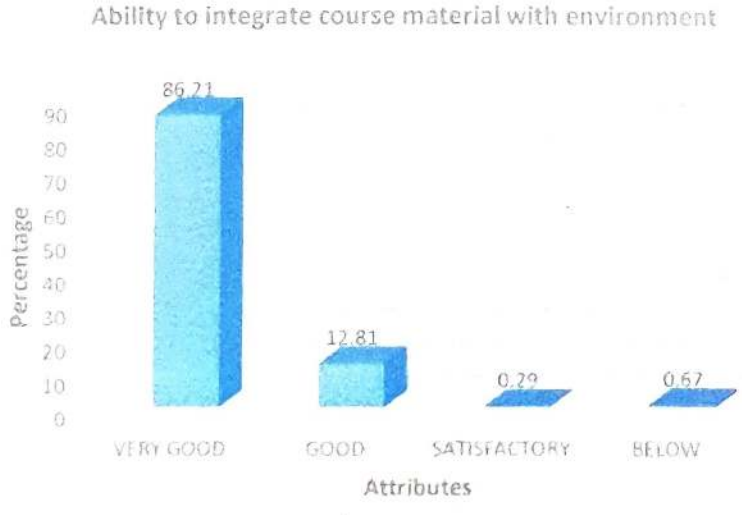


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Figure1.5 shows that teachers have good Ability to integrate course material with environment/ other issues, to provide a broader perspective to the students which stress that the teachers have broader ideas on the topics they deal.

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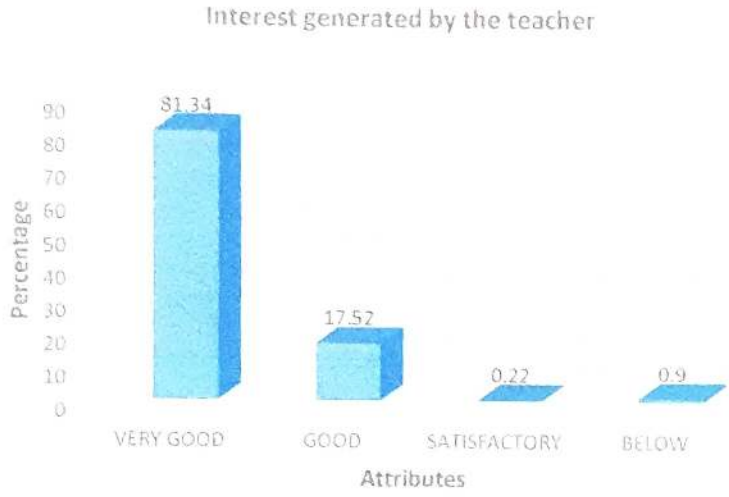


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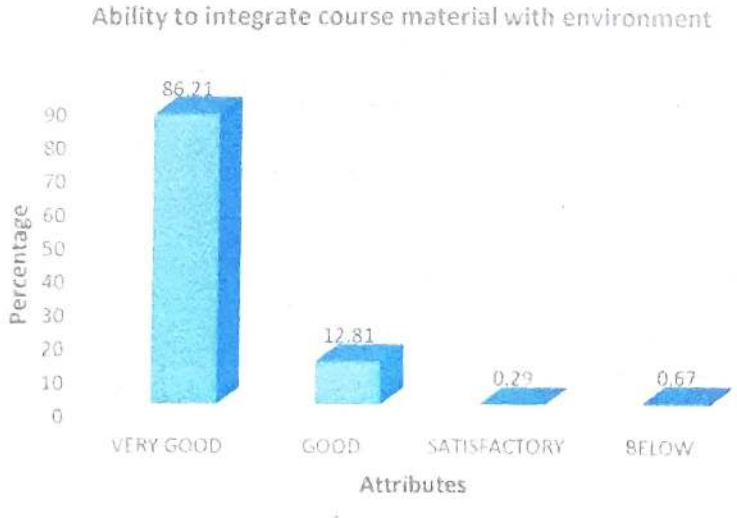


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3.6 Ability to integrate content with other courses

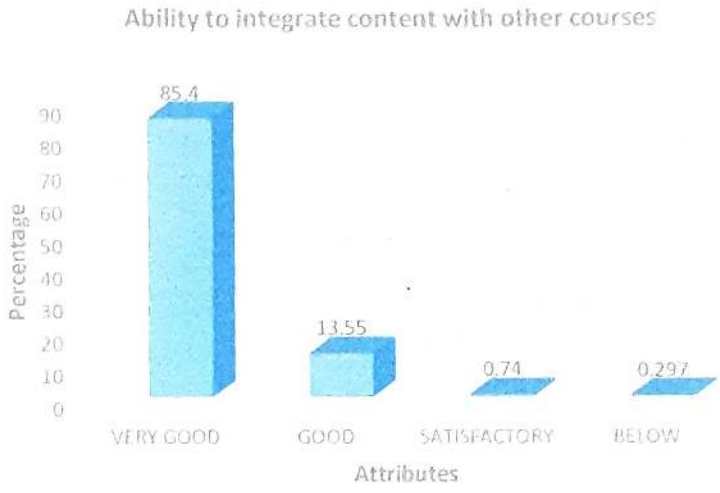


Figure 1.6

Figure 1.6 underscores the ability of the teachers to integrate course content with other courses.

3.7 Accessibility of the teacher in and out of the class

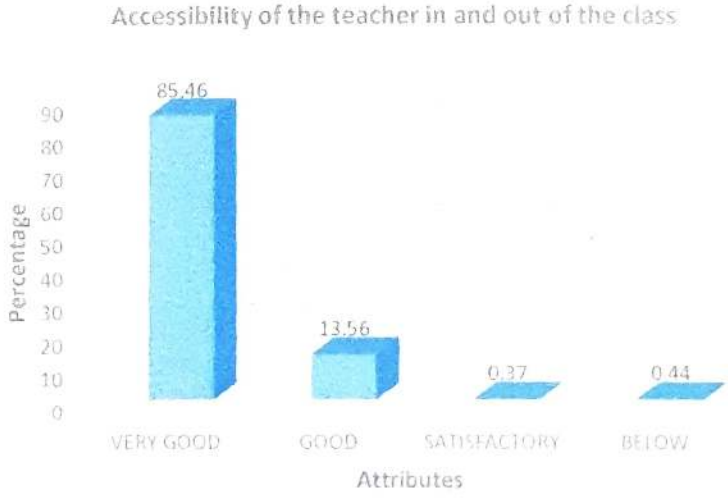


Figure 1.7

Figure 1.7 depicts that the accessibility of the teacher in and out of the class is very good. It means that the teacher was always ready to help and support the students, disregarding spatial and temporal concerns. It is reflected in their feedback as the large majority of the respondents have marked "very good".

3.8 Ability to design several programs to evaluate students

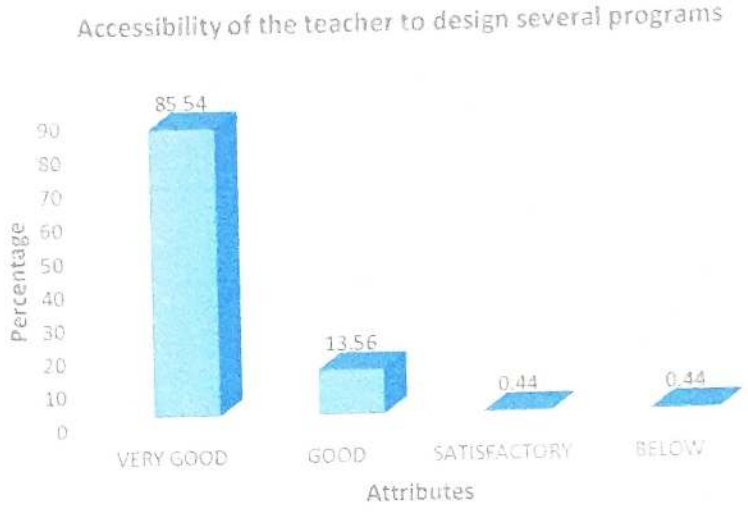


Figure 1.8

Figure 1.8 represents that the ability of the teachers to design quizzes/ tests/ assignments/ examinations and projects to evaluate students understanding of the course is very good and doing their best practices in this regard and students take good benefits from the same.

3.9 Provision of sufficient time for feedback

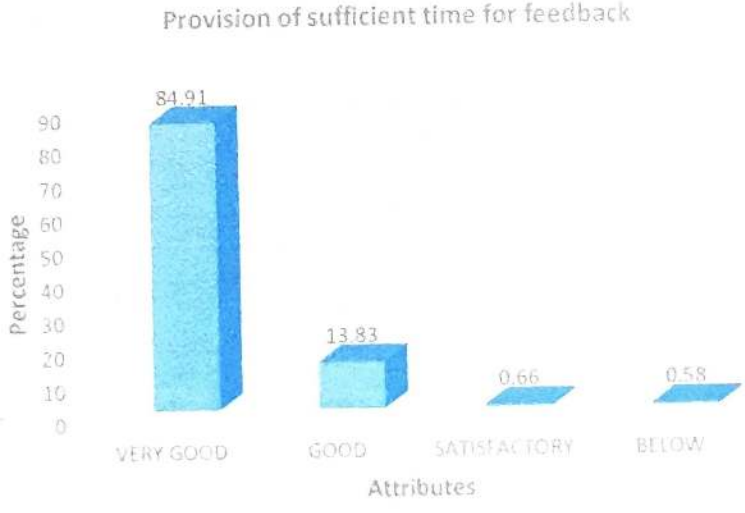


Figure 1.9

Figure 1.9 marks good "feedback" for teachers regarding their provision of sufficient time to students for taking feedback on them and around 90% marked "very good" and the rest "good". No any students come in remaining two categories.

3.10 Regular use of ICT in the classroom

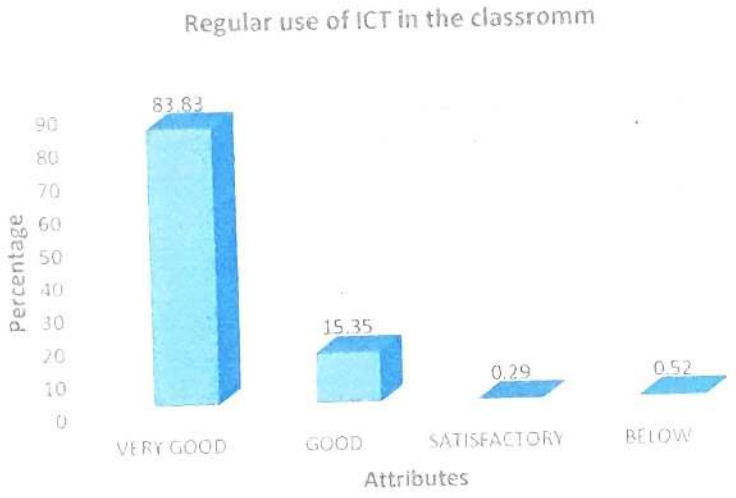


Figure 1.10

Figure 1.10 depicts that some teachers are not "very good" in regular use of ICT in the class room. This clearly says that all teachers have to become regular in use of ICT in the classroom.

3.11 Overall rating

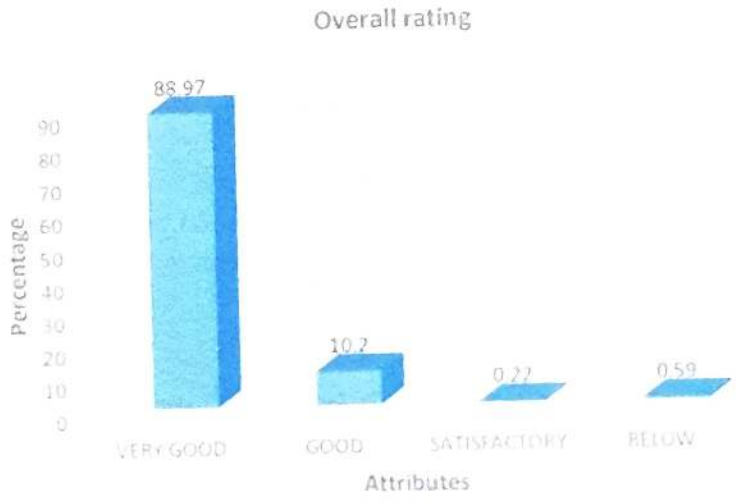


Figure 1.11

Figure 1.11 marks biggest number of "very good" to teachers in terms of overall rating of the teachers in the odd semester.

4 Responses of the students on curriculum

Eleven important statements were included for rating of the students on curriculum. The survey is done at the end of the academic year. The statements were such as about the curriculum whether it well organized and easy to follow or not, learning objectives of the syllabi, the sufficiency of the resources, strategies address the needs of the students, aptness of the activities for assessing the learning objectives, adequacy of the learning resources, opportunities leading to higher thinking, opportunities to participate in seminars etc., overall learning experiences and space for other comments.

4.1 The curriculum and syllabus are well organized and easy to follow

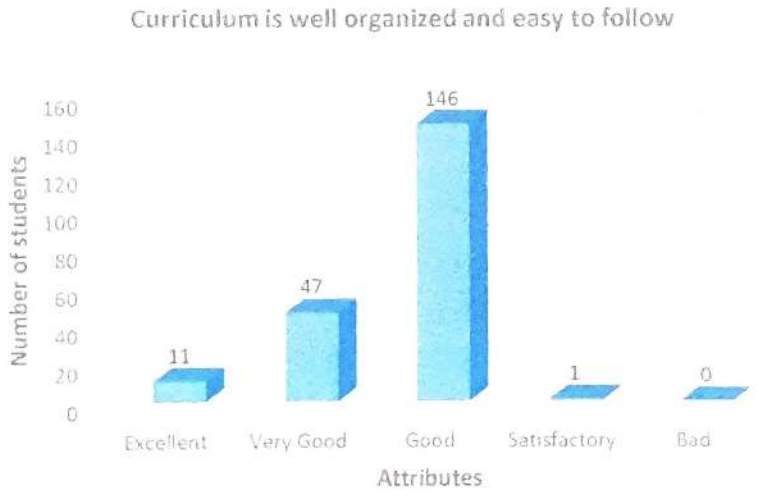


Figure 1.1

Figure 1.1 says that the number of students giving "excellent" to the above statement is less and a large number of students have marked "good" only which means the curriculum and syllabi are satisfying students very much but it has reach to the rating of "excellent".

4.2 The learning objectives are clear and appropriate to the needs of the students



Figure 1.2

Figure 1.2 shows that a large majority of the students are satisfied with learning objectives of the curriculum and they are sure that the learning objectives are clear and appropriate to the needs of the students.

4.3 Are texts/ resources sufficient? Do they cover everything that is needed to teach the course?

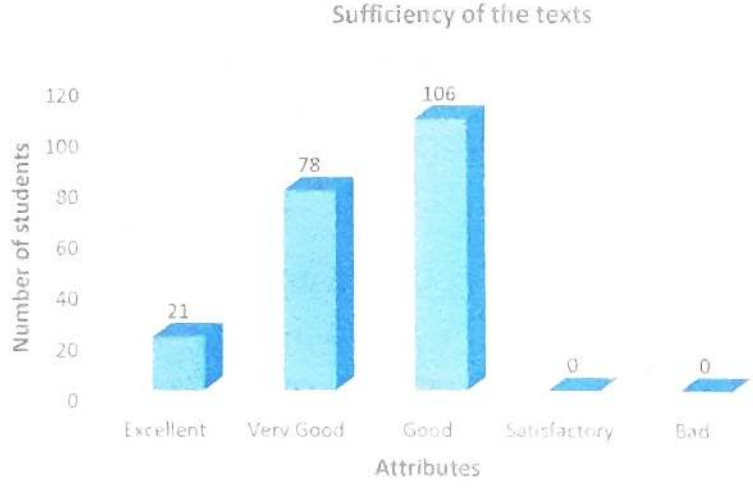


Figure 1.3

Figure 1.3 depicts that the sufficiency of the texts and resources are the perfect to explore new areas in the subject and a large number of students marked the rating of "good".

4.4 The strategies and activities to address the learning needs of all students including students with disabilities

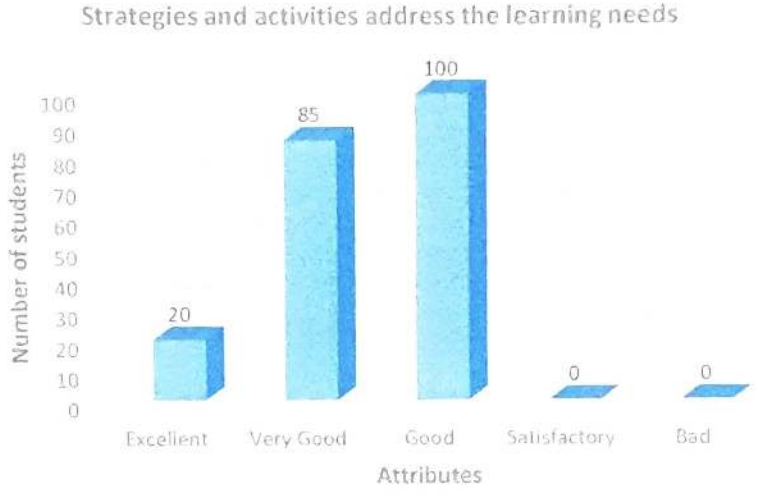


Figure 1.4

Figure 1.4 underscores that the strategies and activities to address the learning needs are more effective to the students.

4.5 The assessment and instructional activities' aptness to the learning objectives

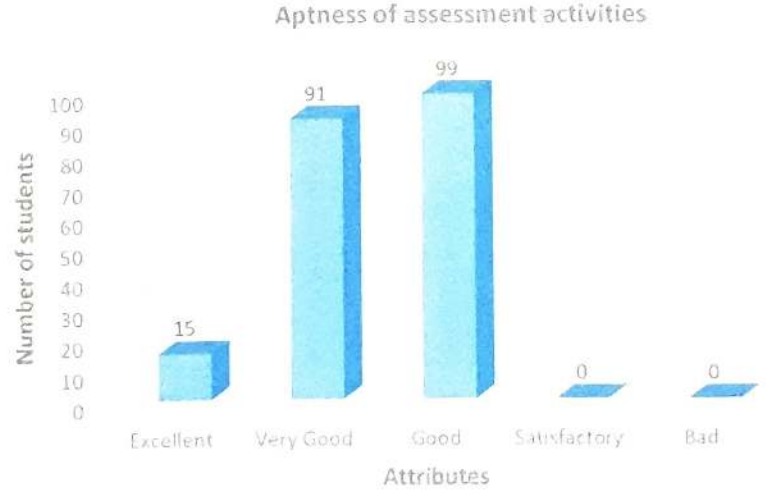


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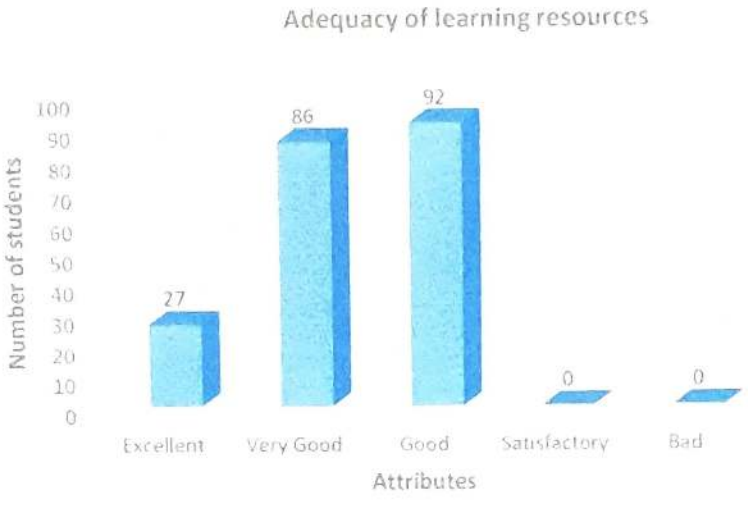


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4.7 Opportunities for students to adequately demonstrate their learning through higher order thinking

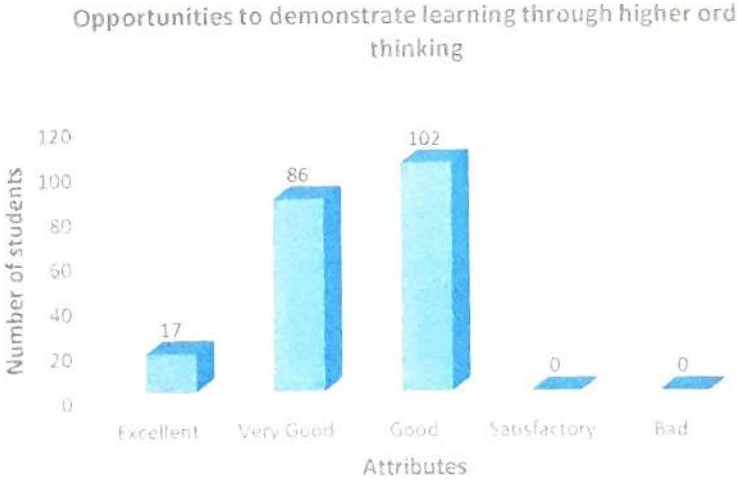


Figure 1.7

Figure 1.7 says that the students are satisfied with getting the opportunities to demonstrate learning through higher order of thinking.

4.8 The balance of teaching, learning and evaluation process

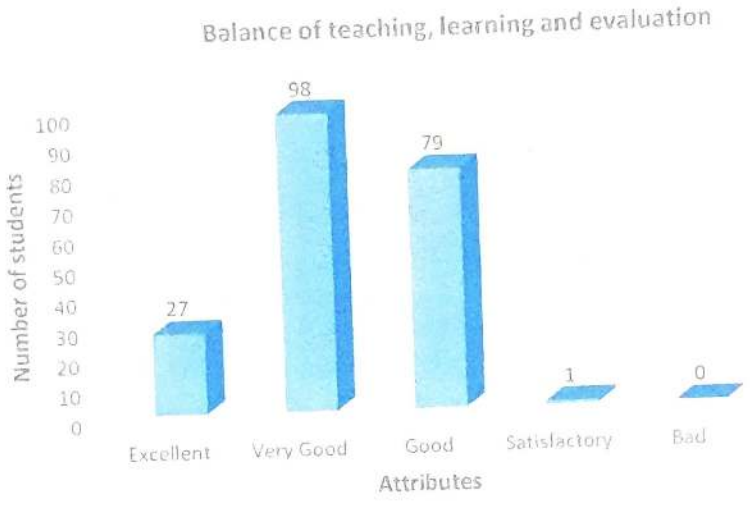


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4.9 Opportunities to participate in seminars, workshops, conferences, projects and industrial visits

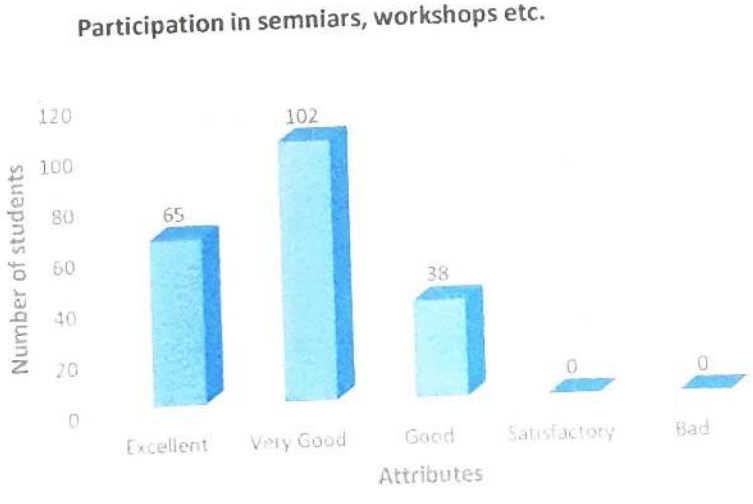


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Figure 1.9 points out that the opportunities to participate in programs like seminars, workshops etc are highly satisfactory and students appreciated it very much.

4.10 Overall learning experiences



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Students of the college are highly satisfied with qualities and abilities of the teachers and accessibility of the teachers in and out of the class also for their needs and demands. As far as the assessment of the curriculum and its implementation is concerned the students strongly agree that KTM College is successful and effective in terms of implementation of curriculum of the University of Calicut at U.G and P.G levels. The survey results are to be discussed in the college council and necessary actions to be taken.

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MALAPPURAM
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PRINCIPAL
K.T.M. COLLEGE OF ADVANCED STUDIES
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Analysis of Students' Feedback on Teachers and Curriculum the Academic Year 2018-19

1 About the survey

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2 Profile of the students

Profile of the students such as gender, programmes studying, semester last attended etc. were collected and analysed in order to know the distribution of students. The result of the profile analysis is summarised in the following tables:

2.1 Distribution of the students by Gender

Table 1.1: Distribution of the students by Gender

		Frequency	Percentage	Valid Percentage	Cumulative Percentage
Valid	Female	122	56	56	56
	Male	96	44	44	44
	Total	218	100	100	100

Table 1.1 shows that 56percentage of the students are girls and 44 percentage are boys. It indicates that the ratio of boys is little bit less than the girls in this college in this academic year.

2.2 Distribution of students by programme studying

Table 1.2: Distribution of students by programme studying

	Frequency	Percentage	Valid percentage	Cumulative Percentage
B.A Afzal Ul Ulama	83	38.07	38.07	38.07
Valid B.com Commerce	111	50.91	50.91	50.91
MA Arabic	24	11	11	11

Table 1.2 illustrates that Commerce department has more number of students than Arabic department though it has no P.G Programs.

2.3 Distribution of students by semester last attended

Table 1.3: Distribution of students by semester last attended

	Frequency	Percentage	Valid percentage	Cumulative Percentage
First & Second Semester	189	42.76	42.76	42.76
Third & Fourth	135	30.54	30.54	30.54
Fifth & Sixth	118	26.70	26.70	26.70
Total	442	100	100	100

Table 1.3 indicates that first and second semester students responded to the survey more actively than third and fourth semester. Fifth and sixth semester participation is showing less because MA programme do not have fifth and sixth semesters.

3 Responses of the students on teachers

Eleven major statements were included and given for rating on teachers by the students, the statements were such as knowledge base of the teacher, communication skill, commitment of the teacher, interest generated by the teacher, ability to integrate course material with environment, ability to integrate content with other courses, accessibility of the teacher in and out of the class, ability of the teacher to design assignments, tests, quizzes etc. provision of sufficient time for feedback, regular use of ICT in the classroom and overall rating of the teacher. There were separate survey for odd and even semesters and both are added here. The summary of the results from the survey is presented in the following bar charts.

3.1 Knowledge base of the teacher

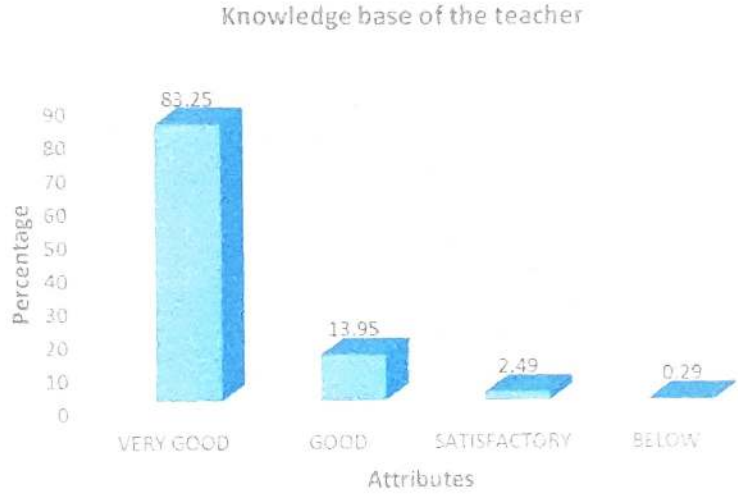


Figure 1.1

The figure 1.1 shows that a large majority of the students are very satisfied with knowledge base of the teacher as perceived by them during their study in the college.

3.2 Communication Skill



Figure 1.2

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3.3 Sincerity/ Commitment of the teacher

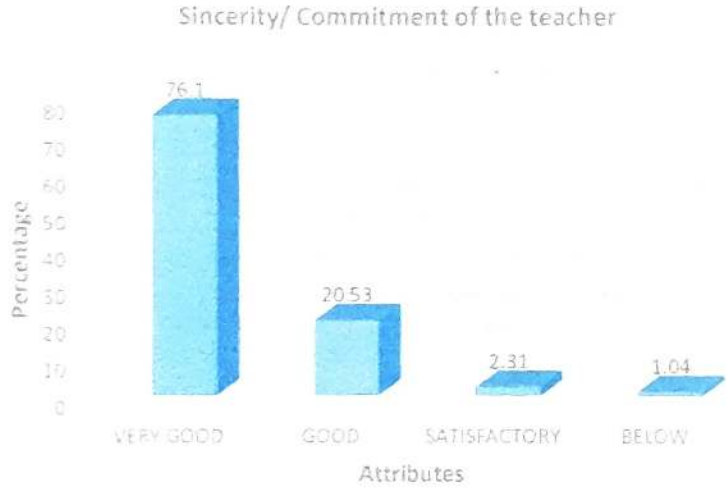


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3.4 Interest generated by the teacher

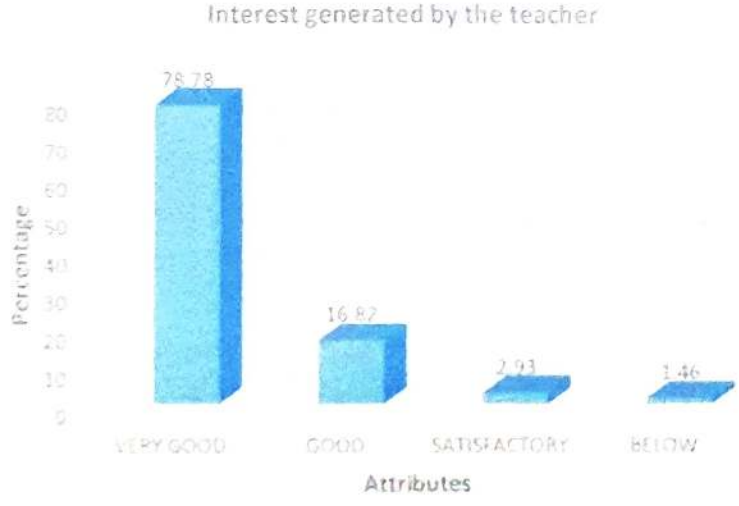


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3.5 Ability to integrate course material with environment/ other issues

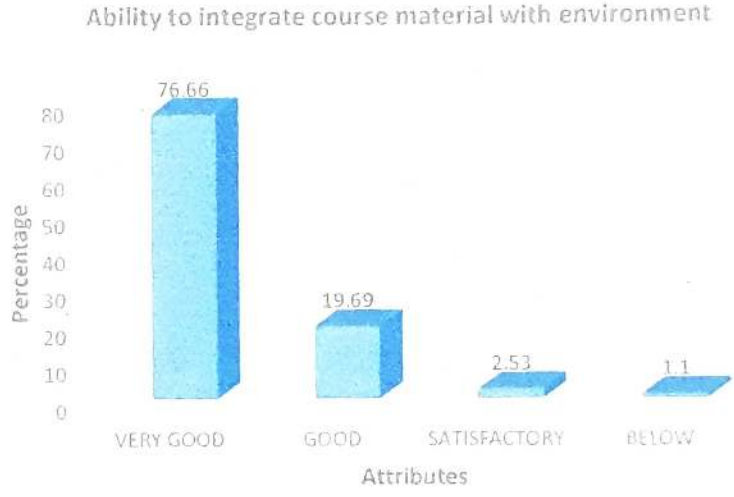


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Figure1.5 shows that teachers have good ability to integrate course material with environment/ other issues, to provide a broader perspective to the students which stress that the teachers have broader ideas on the topics they deal.

3.6 Ability to integrate content with other courses

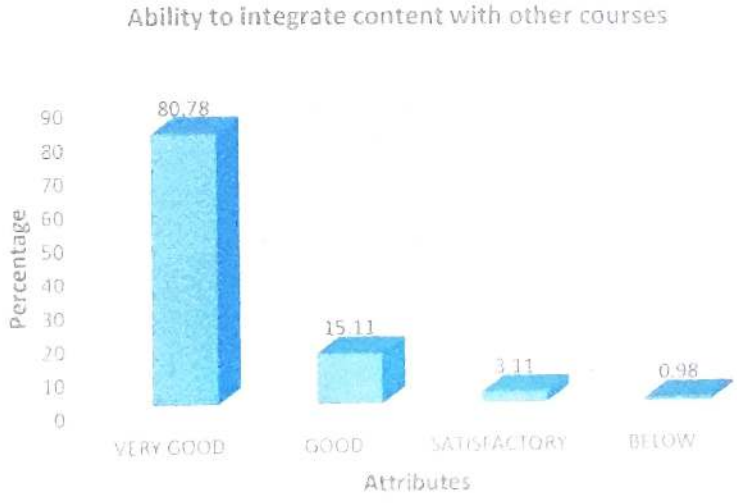


Figure 1.6

Figure 1.6 underscores that the ability of the teachers to integrate course content with other courses. Over 80percentage of the students testify the teachers' skill in integrating course content with other materials.

3.7 Accessibility of the teacher in and out of the class

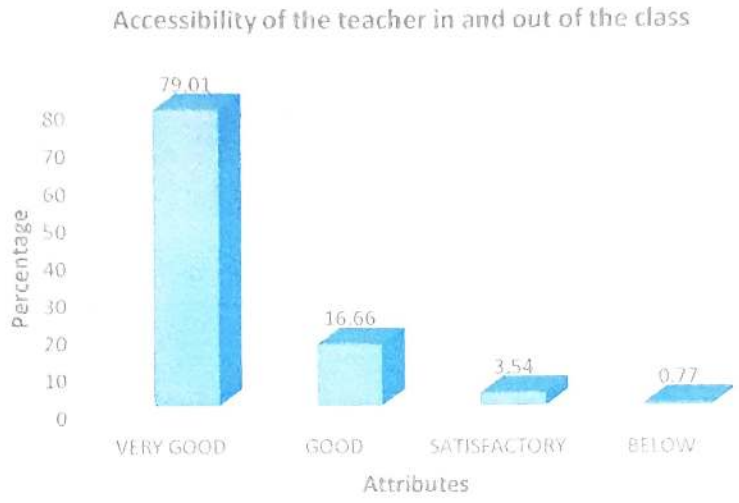


Figure 1.7

Figure 1.7 depicts that the accessibility of the teacher in and out of the class which includes availability of the teacher to motivate further study and discussion outside class is appreciated by the students and is marked with a big number of "very good".

3.8 Ability to design several programs to evaluate students

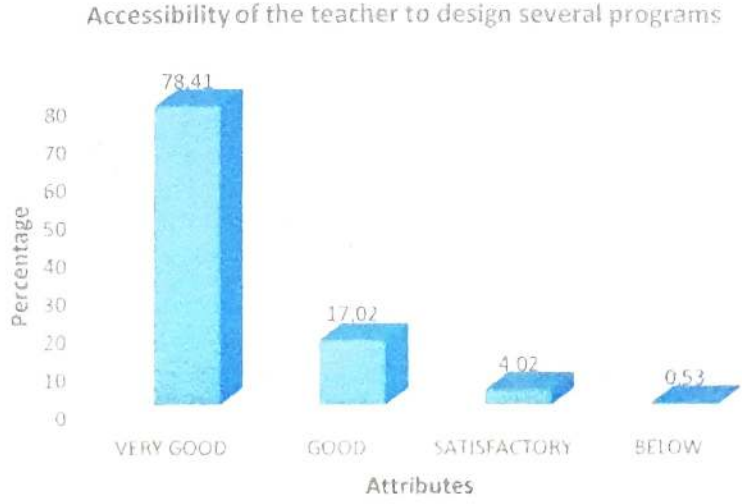


Figure 1.8

Figure 1.8 represents that the ability of the teachers to design quizzes/ tests/ assignments/ examinations and projects to evaluate students understanding of the course is very good and doing their best practices in this regard and students take good benefits from the same.

3.9 Provision of sufficient time for feedback

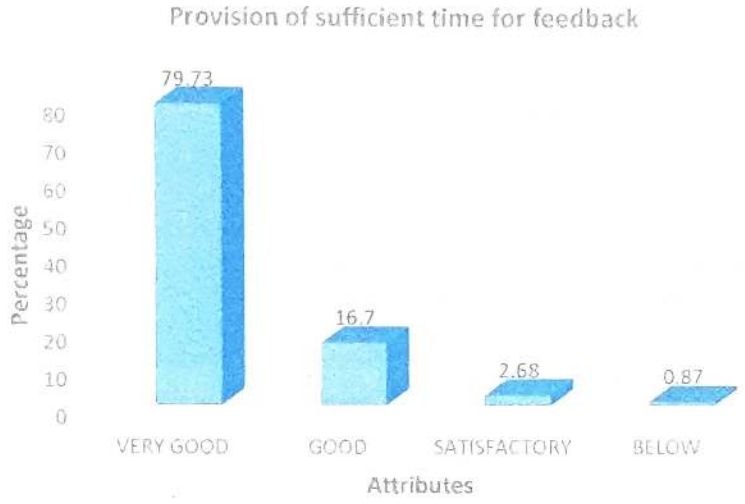


Figure 1.9

Figure 1.9 marks good "feedback" for teachers regarding their provision of sufficient time to students for taking feedback on them and around 90% marked "very good" and the rest "good". No any students come in remaining two categories.

3.10 Regular use of ICT in the classroom

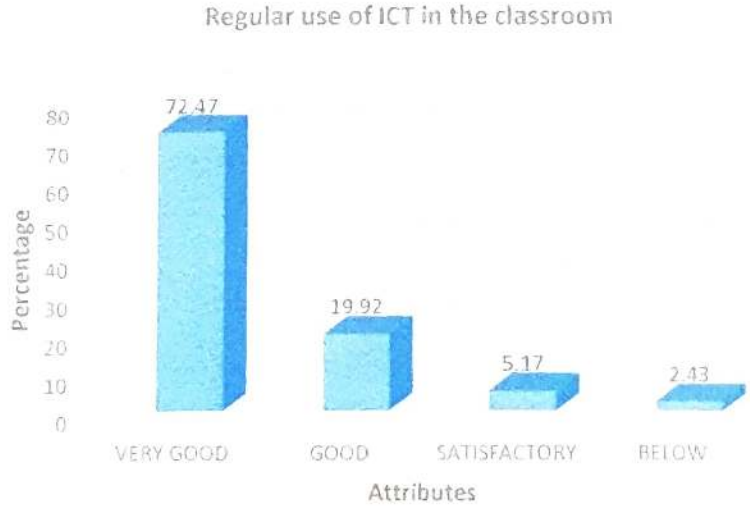


Figure 1.10

Figure 1.10 depicts that some teachers are not "very good" in regular use of ICT in the class room. This clearly says that all teachers have to become regular in use of ICT in the classroom.

3.11 Overall rating

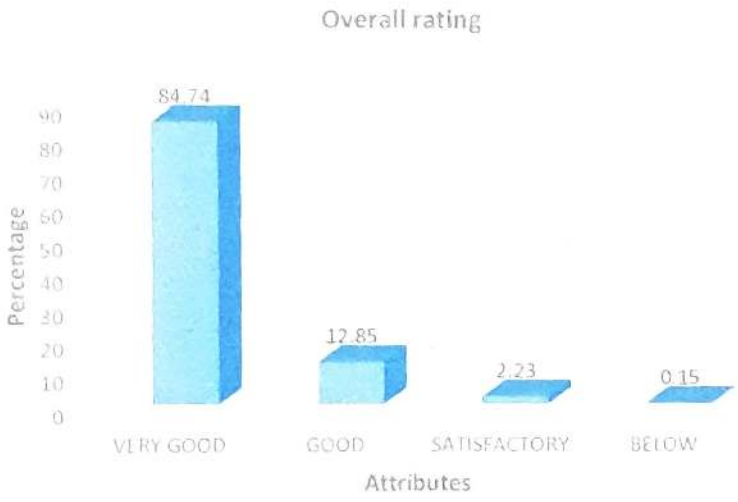


Figure 1.11

Figure 1.11 marks biggest number of "very good" to teachers in terms of overall rating of the teachers in the odd semester.

4 Responses of the students on curriculum

Ten important statements were included for rating of the students on curriculum. The survey is done at the end of the year and the analysis of the same was added. The statements were such as recent advancement and clarity of course content, sufficiency of texts, scope of innovative teaching methods, learning values, adequacy of learning resources and availability of the materials, extent of coverage and time allotment for the courses, competencies expected out of the courses, the balance between teaching, learning and evaluation, opportunities to participate seminars, workshops etc, overall learning experience and space given for the comments also.

4.1 Course content in terms of recent advancements and clarity.

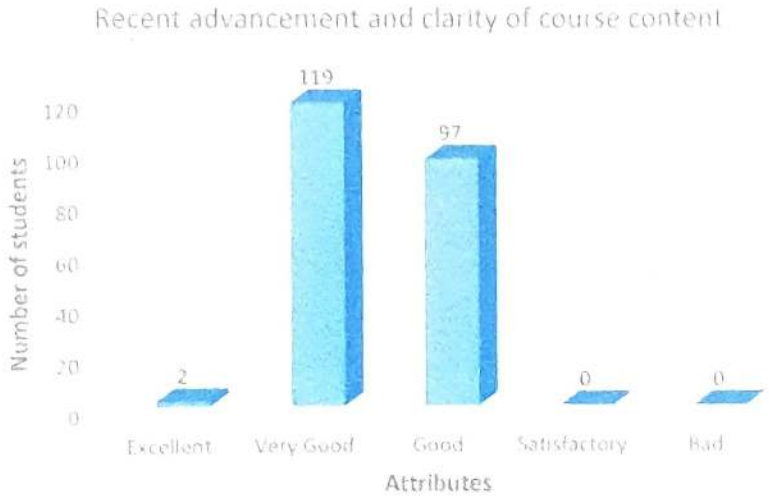


Figure 1.1

Figure 1.1 says that the number of students giving "excellent" to the above statement is less and a huge number of students marked "very good" and "good" only, which means the recent advancement of course content is highly appreciated.

4.2 The texts/ resources are sufficient- they cover most of all of what is needed to teach the course

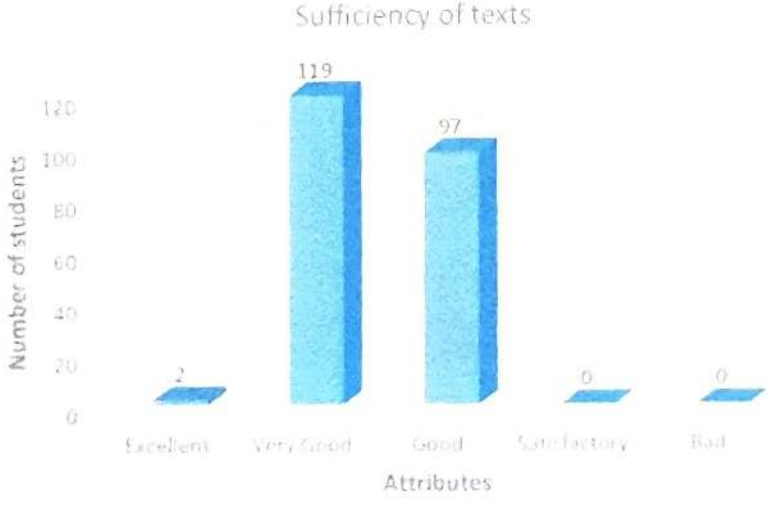


Figure 1.2

Figure 1.2 shows that a good number of students are satisfied with the sufficiency of texts. At the same time the stand of some more students with rating of "good" is to be taken into consideration.

4.3 Scope for use of innovative teaching methods

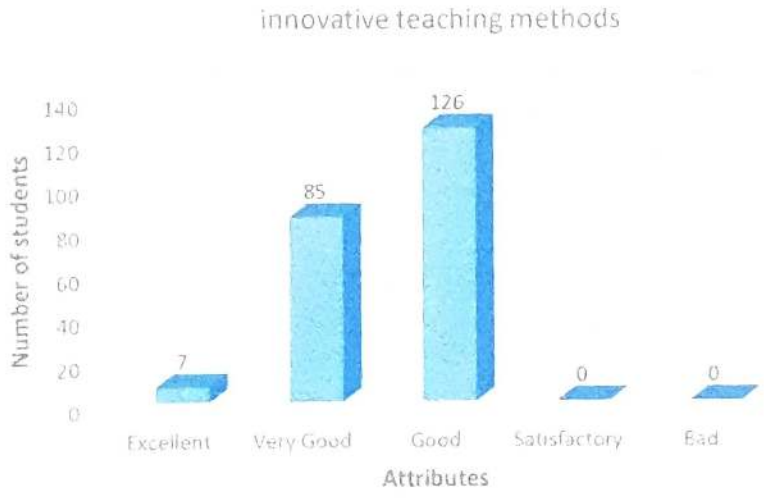


Figure 1.3

Figure 1.3 depicts that the classroom experiences of new teaching methods stimulate students and give them broader ideas and make the teaching-learning process easier.

4.4 Learning value in terms of knowledge, concepts, skills buildings, analytical abilities and in broadening one's perspectives

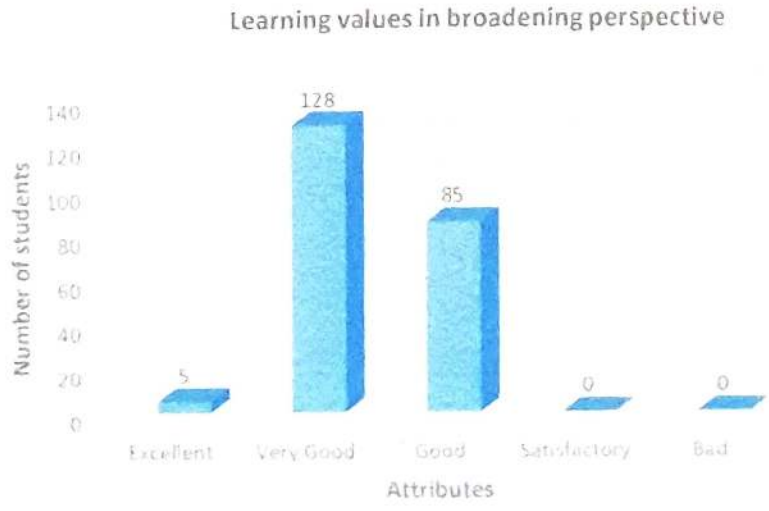


Figure 1.4

Figure 1.4 underscores that the statement above is answered by the students with "very good" and the rest with "good" also.

4.5 Adequacy of the learning resources and availability of reading material (Library, computers and e-resources)

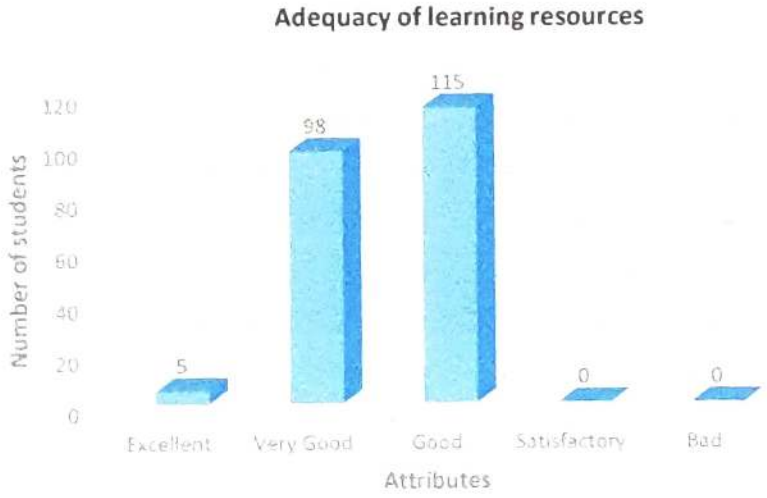


Figure 1.5

Figure 1.5 shows that adequacy of the learning resources such as library, computers and e-resources is good. Though some reforms and changes should be implemented and installed especially in terms of e-resources.

4.6 Extent of coverage and time allotted for the course (Theory and practical)

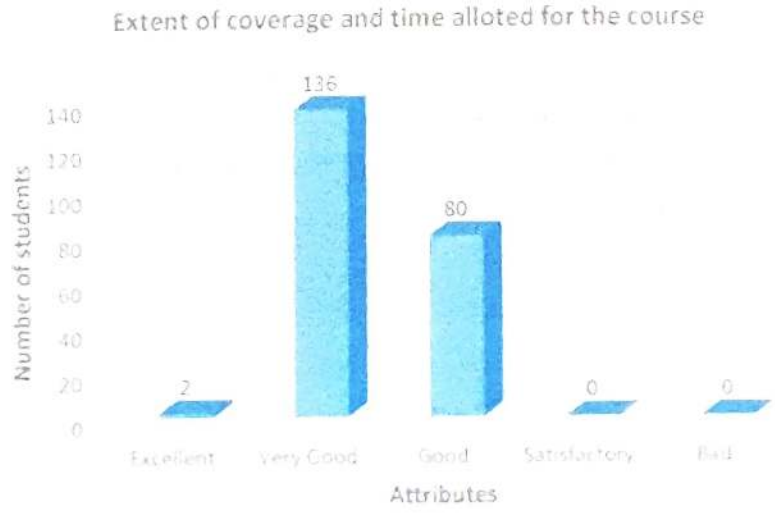


Figure 1.6

Figure 1.6 shows that the extent of coverage and time allotted for the course is satisfactory and highly appreciable one for the students.

4.7 How do you rate the syllabus of the courses in relation to the competencies expected out of the course?

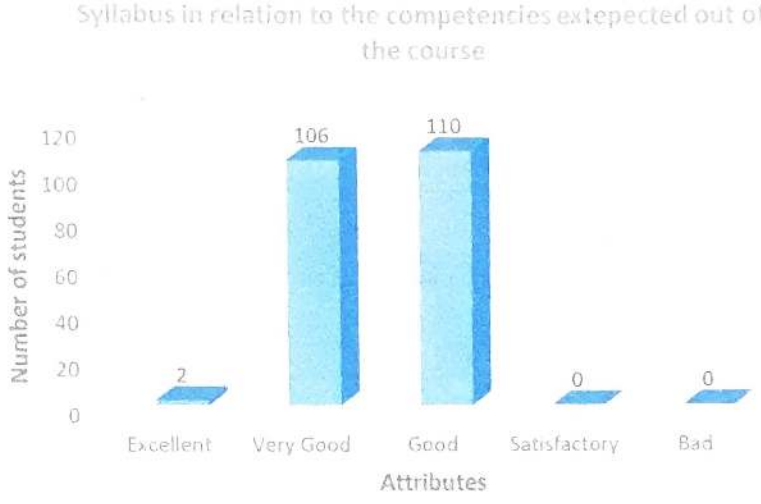


Figure 1.7

Figure 1.7 says that the students are satisfied with the syllabus in relation to the competencies expected out of the course.

4.8 Rate the process of teaching, learning and evaluation balance

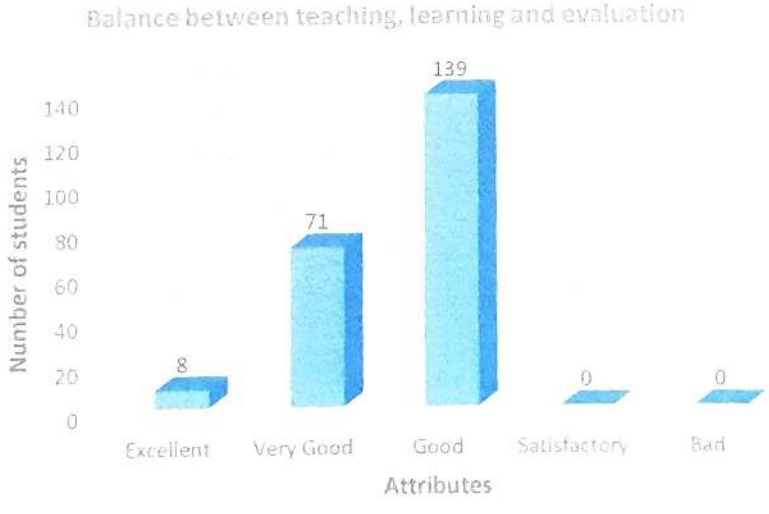


Figure 1.8

Figure 1.8 depicts that the balance between teaching, learning and evaluation is good, but to be noted that number of students marked "good" is higher than the students marked "very good" and "excellent".

4.9 Opportunities to participate in seminars, workshops, conferences, projects and industrial visits

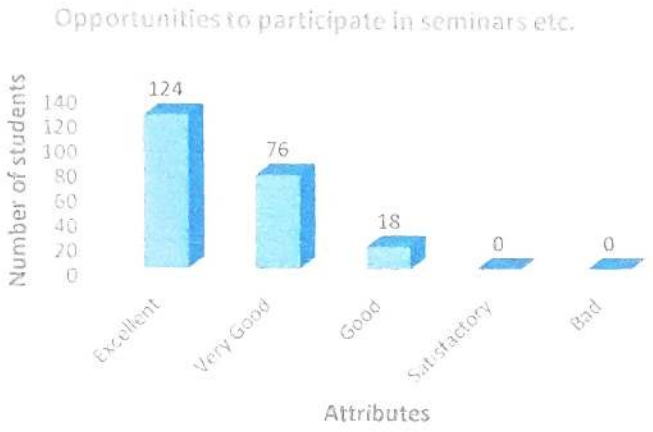


Figure 1.9

Figure 1.9 says that the students highly appreciated the system of the College which allows the students to participate seminars, workshops etc.

4.10 Overall learning experiences

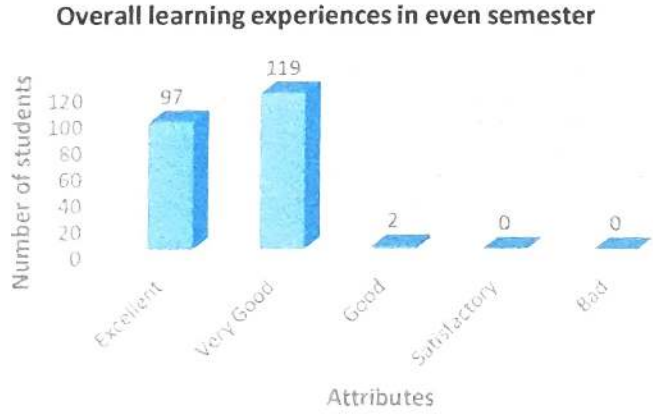


Figure 1.10

Figure 1.10 shows that the rate of the students to the overall learning experiences at the College is "excellent" which means the College keeps its good track record.

5. Conclusion

Students of the college are highly satisfied with qualities and abilities of the teachers and accessibility of the teachers in and out of the class also for their needs and demands. As far as the assessment of the curriculum and its implementation is concerned the students strongly agree that KTM College is successful and effective in terms of implementation of curriculum of the University of Calicut at U.G and P.G levels. The survey results are to be discussed in the college council and necessary actions to be taken.

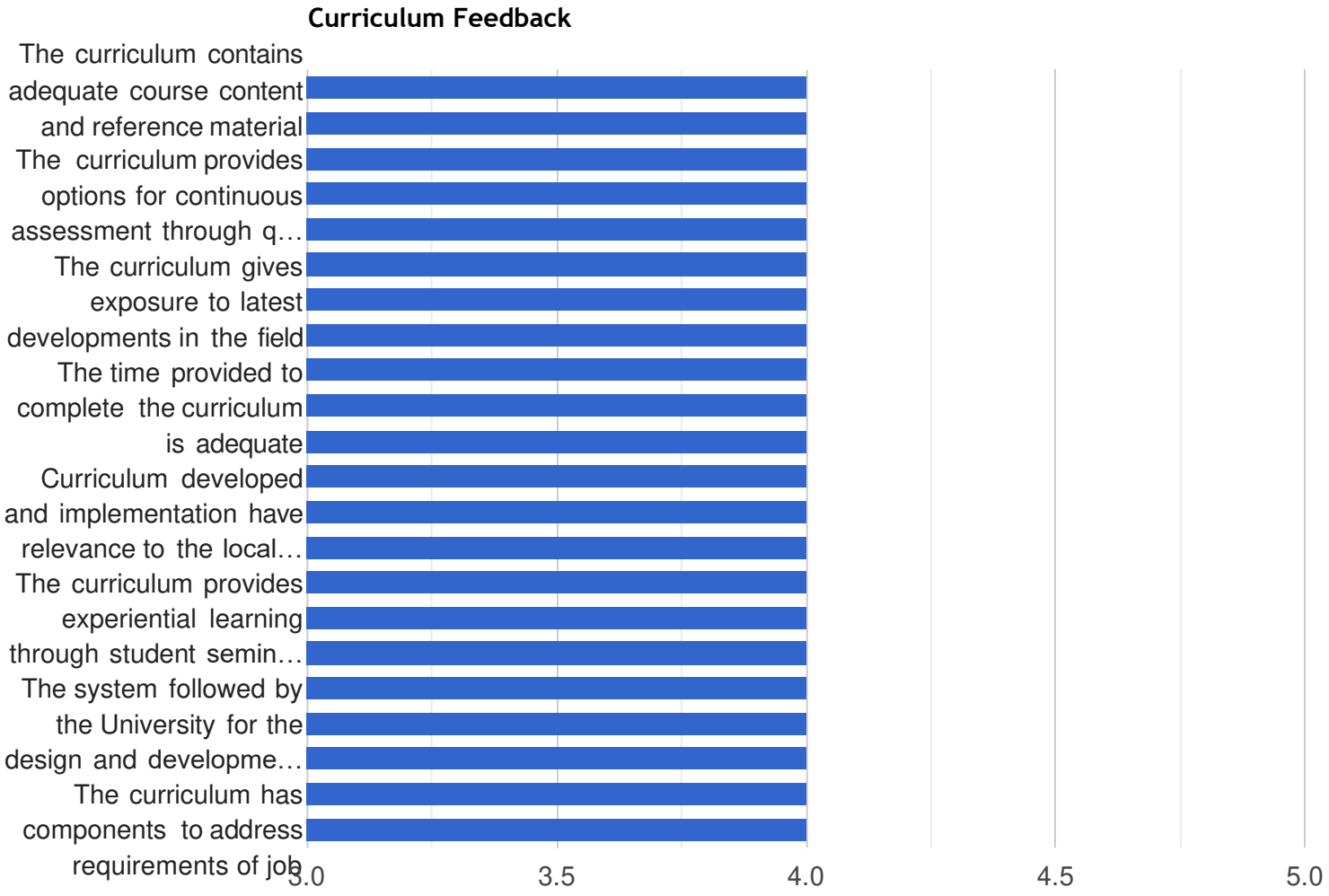
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Students' Feedback on Teachers and Curriculum

2019-20

REPORT OF STUDENTS' FEEDBACK ON CURRICULUM 2019-20



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Search:

Question	Average Score
Board of studies is taking care to ensure the currency and relevance of the programme offering	4.833333333333333
Course contents is research oriented	4.333333333333333
Course has good balance between theory and practicals	4.833333333333333
Course outcomes and program outcomes are well defined and clear	4.666666666666667
Curriculum developed and implementation have relevance to the local and national care needs	4
Employability is given weightage in curriculum design and development	4.5
Enough freedom to contribute my ideas on curriculum design and development	4.5
Reference books are available in the library	4.501526717557252
Representation from business and industry in Boards of studies is helpful in designing and improving the courses	4.333333333333333
Syllabus is need based and suitable to the course	4.809160305343512
The curriculum contains adequate balance between theory and practicals	4.5038167938931295
The curriculum contains adequate course content and reference material	4.465648854961832
The curriculum contains sufficient elective papers	4.482442748091603

All Faculties

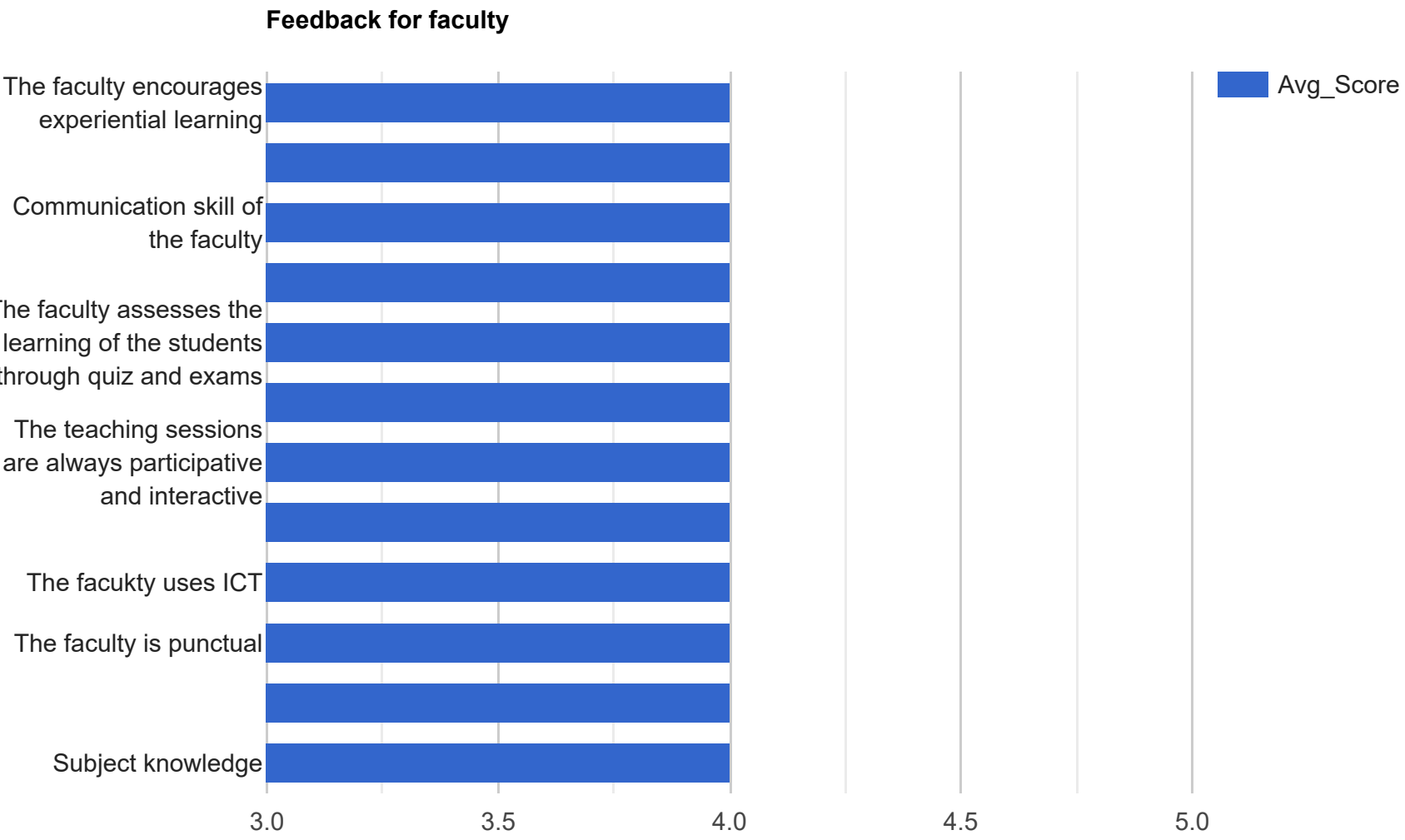
Question	Average Score
The curriculum gives exposure to latest developments in the field	4.416793893129771
The curriculum has been updated from time to time	4.833333333333333
The curriculum has components to address requirements of job	4.46412213740458
The curriculum has well defined objectives	4.470992366412213
The curriculum provides experiential learning through student seminar, group discussion, projects, field visits	4.501526717557252
The curriculum provides options for continuous assessment through quiz and exams	4.478625954198473
The system followed by the University for the design and development of curriculum is effective	4.333333333333333
The time provided to complete the curriculum is adequate	4.499236641221374 5

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REPORT OF STUDENTS' FEEDBACK ON TEACHERS 2019-20



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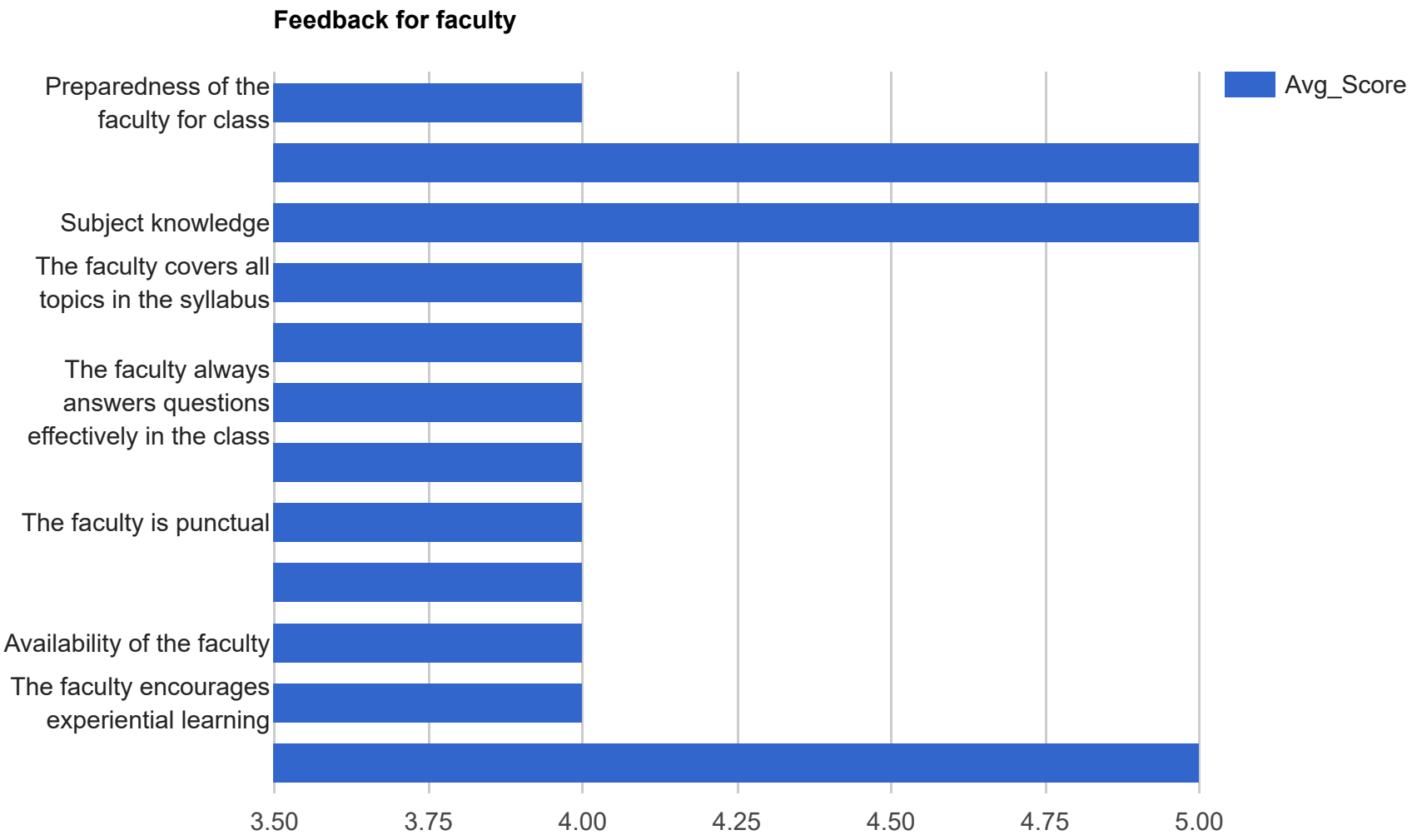
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Question	Average Score
Availability of the faculty	4.445783132530121
Communication skill of the faculty	4.72289156626506
Preparedness of the faculty for class	4.698795180722891
Subject knowledge	4.530120481927711
The facukty uses ICT	4.626506024096385
The faculty always answers questions effectively in the class	4.409638554216867
The faculty assesses the learning of the students through quiz and exams	4.445783132530121
The faculty covers all topics in the syllabus	4.457831325301205
The faculty discusses topics outside syllabus but relevant for industry	4.626506024096385
The faculty encourages experiential learning	4.542168674698795
The faculty is punctual	4.662650602409639
The teaching sessions are always participative and interactive	4.650602409638554

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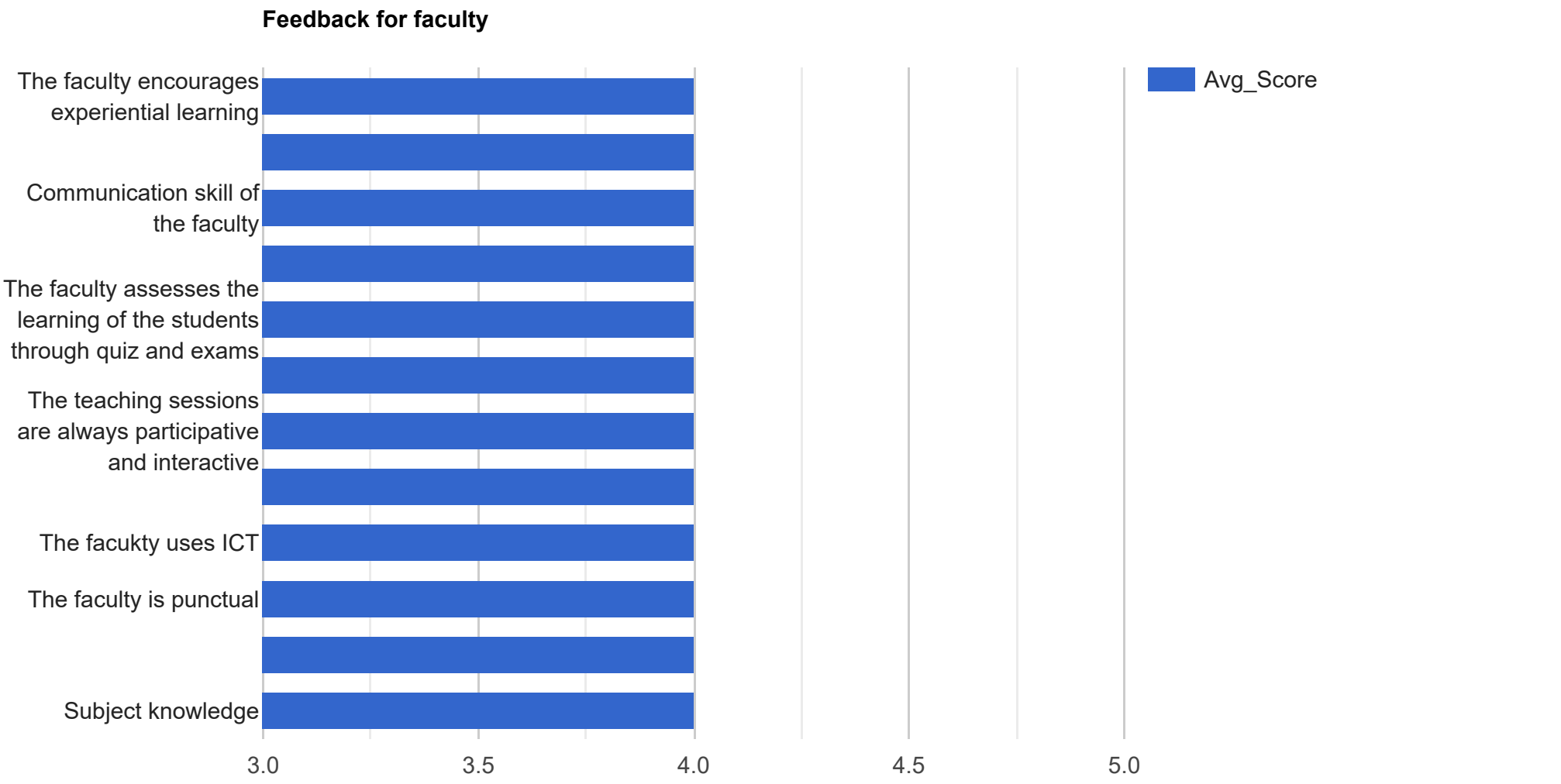
Search:

Question	Average Score
Availability of the faculty	4
Communication skill of the faculty	5
Preparedness of the faculty for class	4
Subject knowledge	5
The facukty uses ICT	4
The faculty always answers questions effectively in the class	4
The faculty assesses the learning of the students through quiz and exams	4
The faculty covers all topics in the syllabus	4
The faculty discusses topics outside syllabus but relevant for industry	5
The faculty encourages experiential learning	4
The faculty is punctual	4
The teaching sessions are always participative and interactive	4

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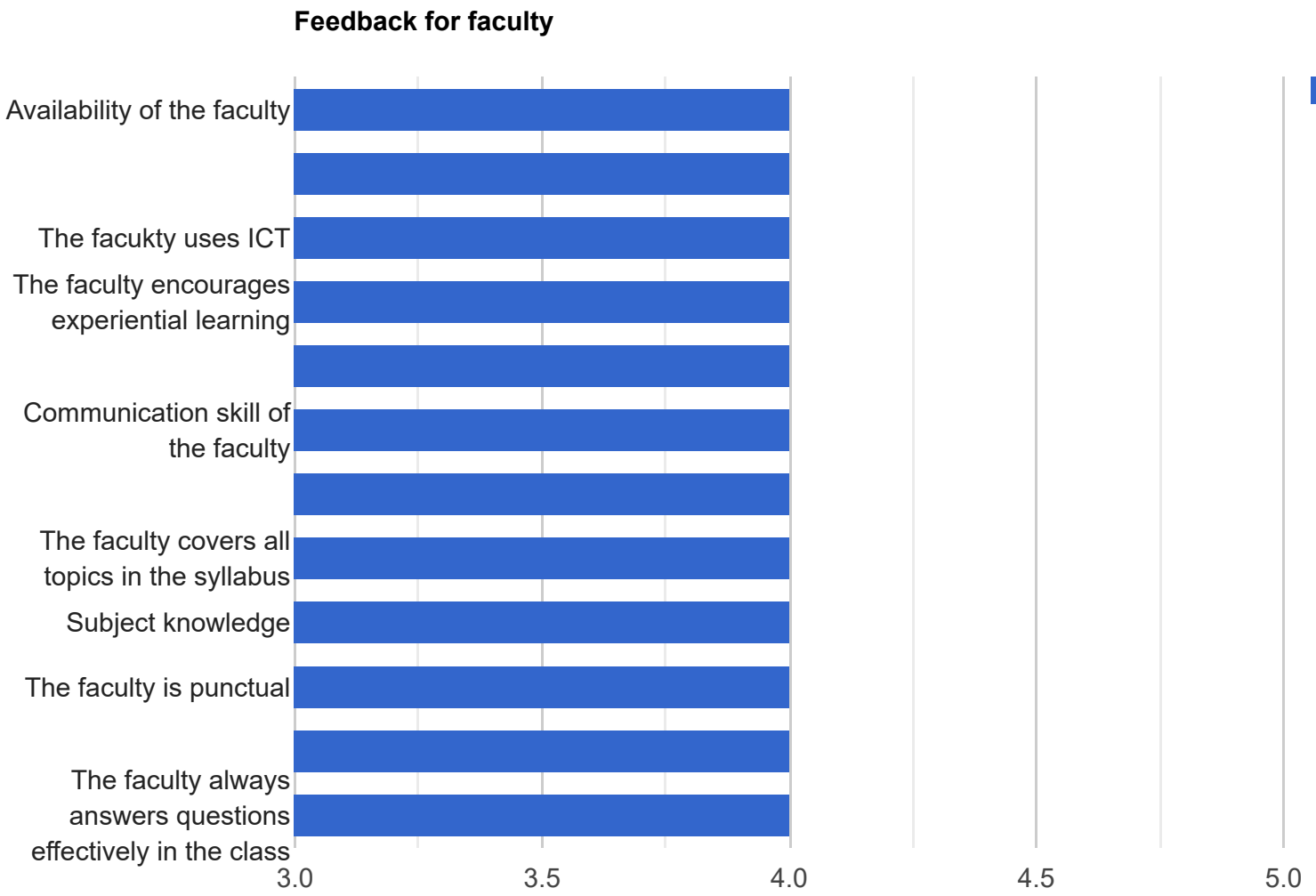
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Question	Average Score
Availability of the faculty	4.413793103448276
Communication skill of the faculty	4.712643678160919
Preparedness of the faculty for class	4.436781609195402
Subject knowledge	4.505747126436781
The facukty uses ICT	4.551724137931035
The faculty always answers questions effectively in the class	4.402298850574713
The faculty assesses the learning of the students through quiz and exams	4.482758620689655
The faculty covers all topics in the syllabus	4.517241379310345
The faculty discusses topics outside syllabus but relevant for industry	4.482758620689655
The faculty encourages experiential learning	4.505747126436781
The faculty is punctual	4.551724137931035
The teaching sessions are always participative and interactive	4.459770114942529

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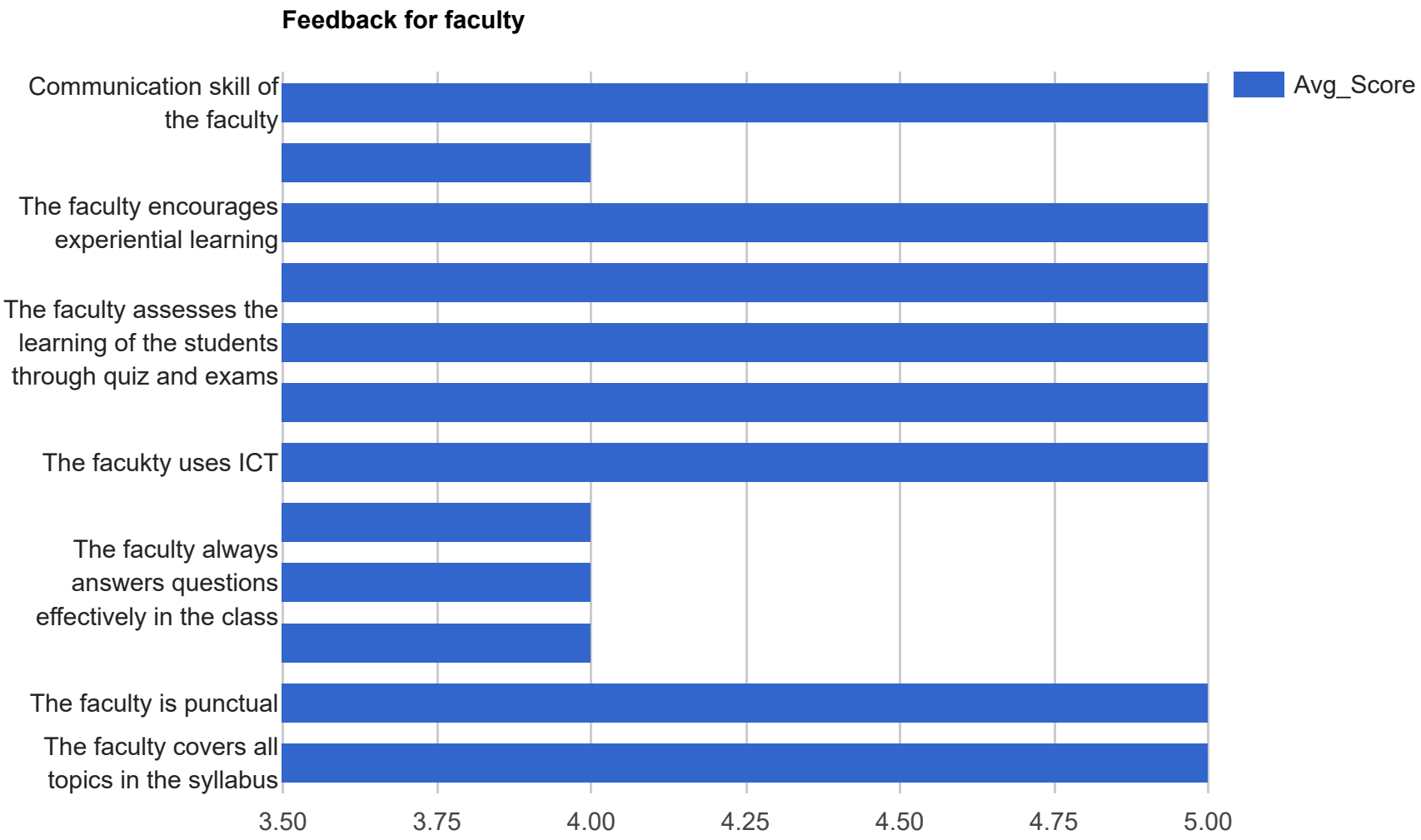
Search:

Question	Average Score
Availability of the faculty	4.512195121951219
Communication skill of the faculty	4.780487804878049
Preparedness of the faculty for class	4.536585365853658
Subject knowledge	4.560975609756097
The facukty uses ICT	4.536585365853658
The faculty always answers questions effectively in the class	4.365853658536586
The faculty assesses the learning of the students through quiz and exams	4.390243902439025
The faculty covers all topics in the syllabus	4.463414634146342
The faculty discusses topics outside syllabus but relevant for industry	4.609756097560975
The faculty encourages experiential learning	4.536585365853658
The faculty is punctual	4.585365853658536
The teaching sessions are always participative and interactive	4.682926829268292

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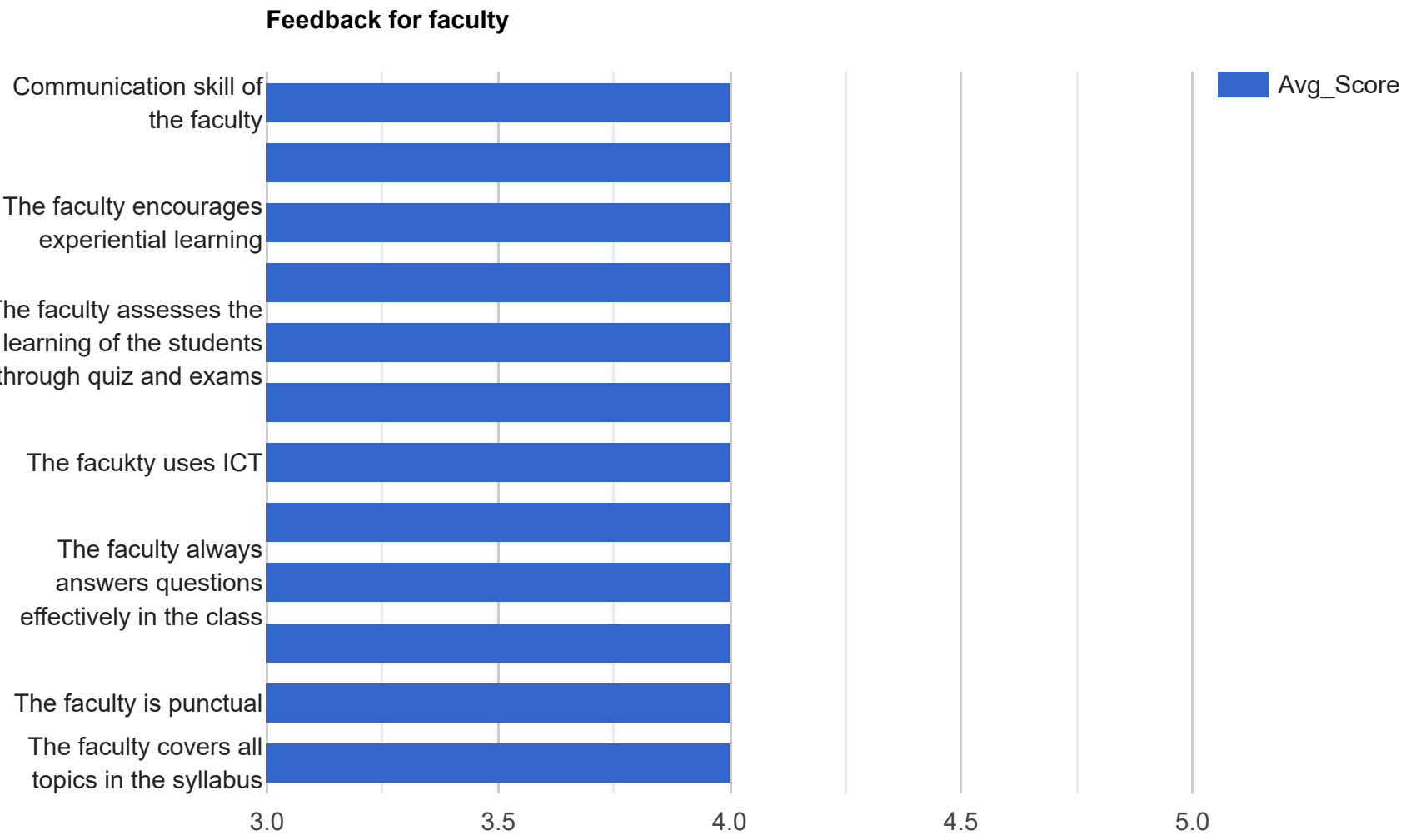
Search:

Question	Average Score
Availability of the faculty	5
Communication skill of the faculty	5
Preparedness of the faculty for class	4
Subject knowledge	4
The facukty uses ICT	5
The faculty always answers questions effectively in the class	4
The faculty assesses the learning of the students through quiz and exams	5
The faculty covers all topics in the syllabus	5
The faculty discusses topics outside syllabus but relevant for industry	5
The faculty encourages experiential learning	5
The faculty is punctual	5
The teaching sessions are always participative and interactive	4

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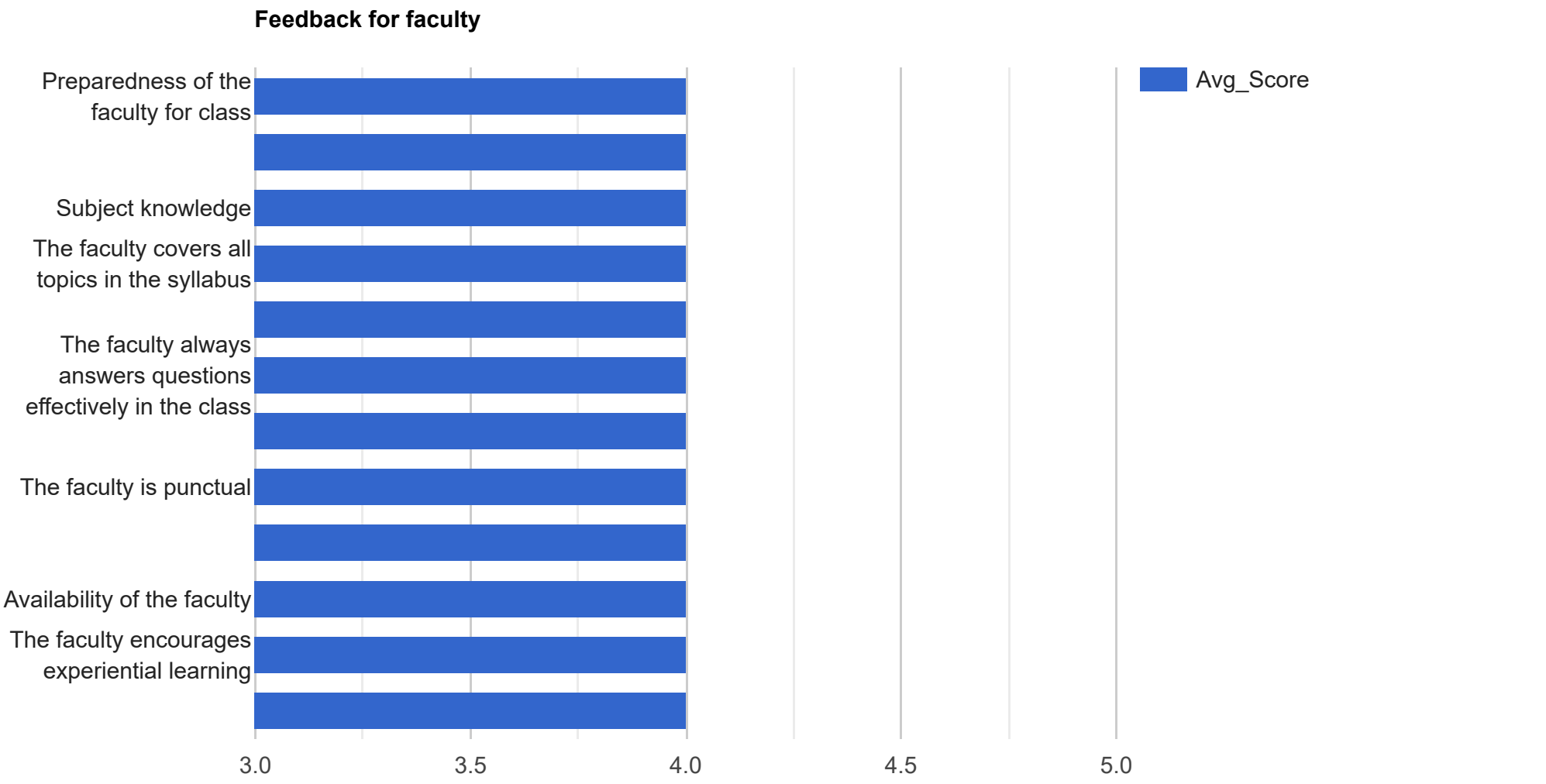
Search:

Question	Average Score
Availability of the faculty	4.451923076923077
Communication skill of the faculty	4.788461538461538
Preparedness of the faculty for class	4.519230769230769
Subject knowledge	4.615384615384615
The facukty uses ICT	4.519230769230769
The faculty always answers questions effectively in the class	4.625
The faculty assesses the learning of the students through quiz and exams	4.548076923076923
The faculty covers all topics in the syllabus	4.509615384615385
The faculty discusses topics outside syllabus but relevant for industry	4.509615384615385
The faculty encourages experiential learning	4.548076923076923
The faculty is punctual	4.538461538461538
The teaching sessions are always participative and interactive	4.519230769230769

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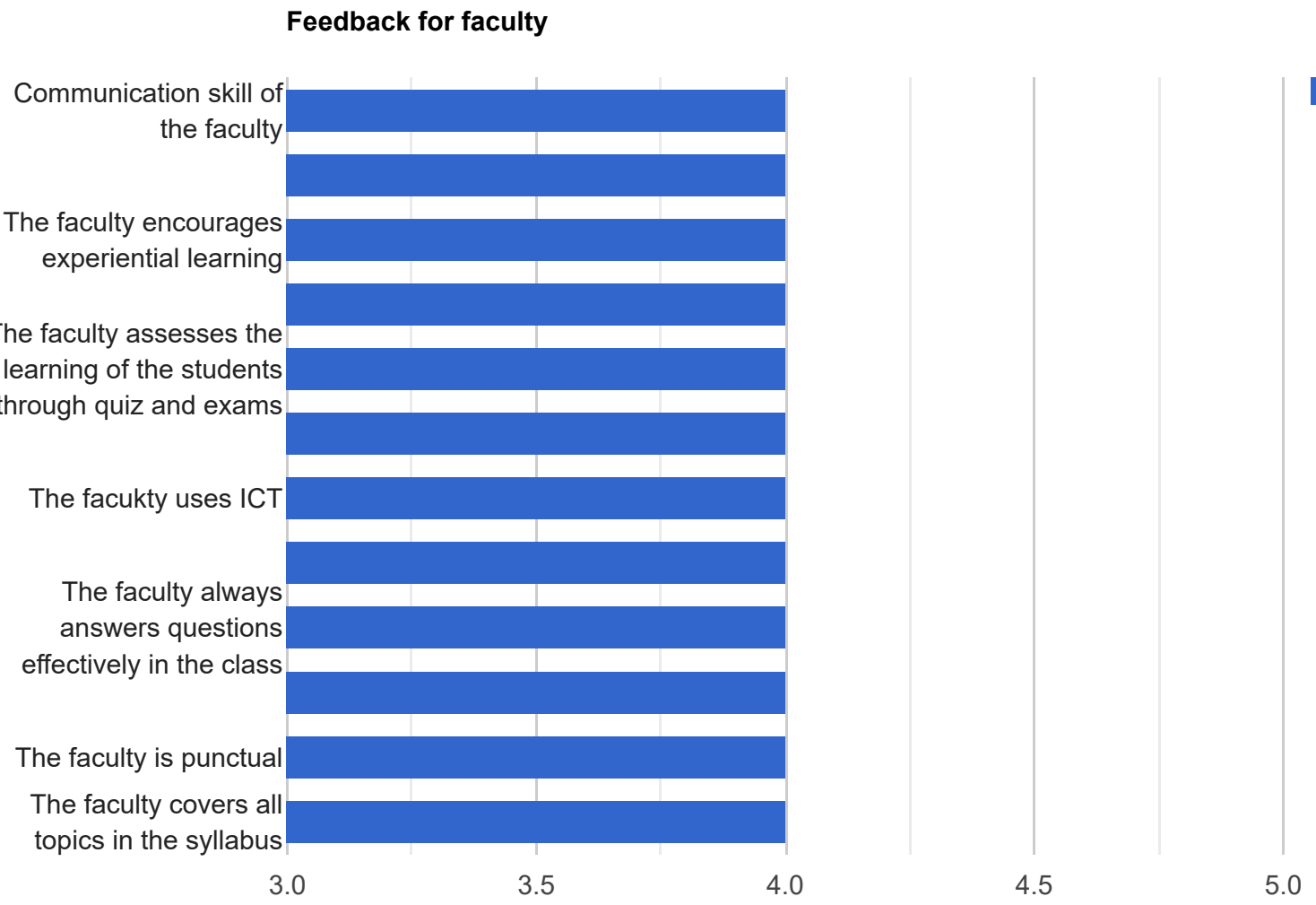
Question	Average Score
Availability of the faculty	4.3619047619047615
Communication skill of the faculty	4.695238095238095
Preparedness of the faculty for class	4.371428571428571
Subject knowledge	4.533333333333333
The facukty uses ICT	4.4
The faculty always answers questions effectively in the class	4.514285714285714
The faculty assesses the learning of the students through quiz and exams	4.457142857142857
The faculty covers all topics in the syllabus	4.561904761904762
The faculty discusses topics outside syllabus but relevant for industry	4.40952380952381
The faculty encourages experiential learning	4.4
The faculty is punctual	4.390476190476191
The teaching sessions are always participative and interactive	4.495238095238095

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All Faculties

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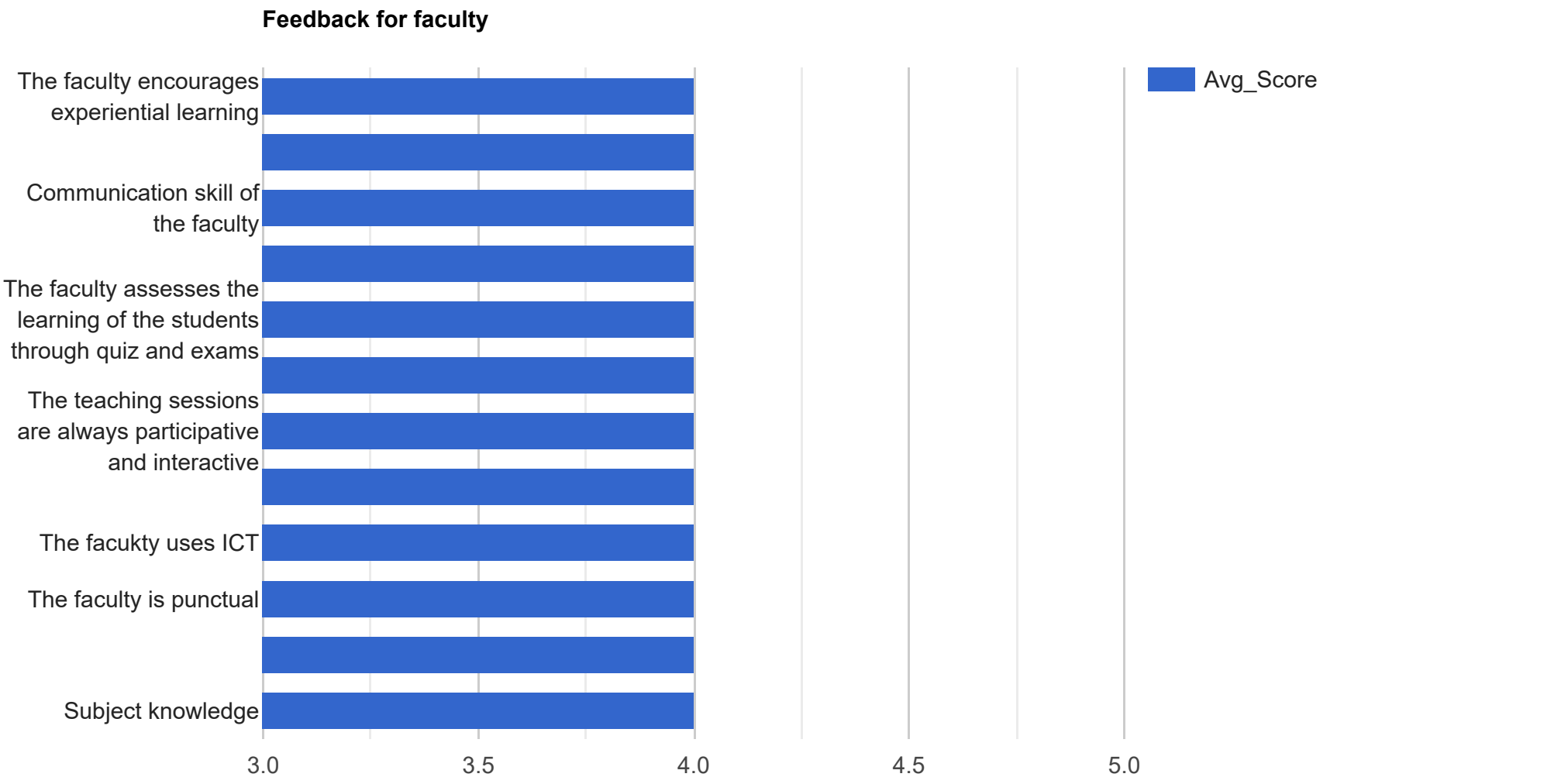
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Question	Average Score
Availability of the faculty	4.454545454545454
Communication skill of the faculty	4.654545454545454
Preparedness of the faculty for class	4.4363636363636365
Subject knowledge	4.454545454545454
The facukty uses ICT	4.6
The faculty always answers questions effectively in the class	4.472727272727273
The faculty assesses the learning of the students through quiz and exams	4.327272727272727
The faculty covers all topics in the syllabus	4.454545454545454
The faculty discusses topics outside syllabus but relevant for industry	4.4
The faculty encourages experiential learning	4.4363636363636365
The faculty is punctual	4.454545454545454
The teaching sessions are always participative and interactive	4.509090909090909

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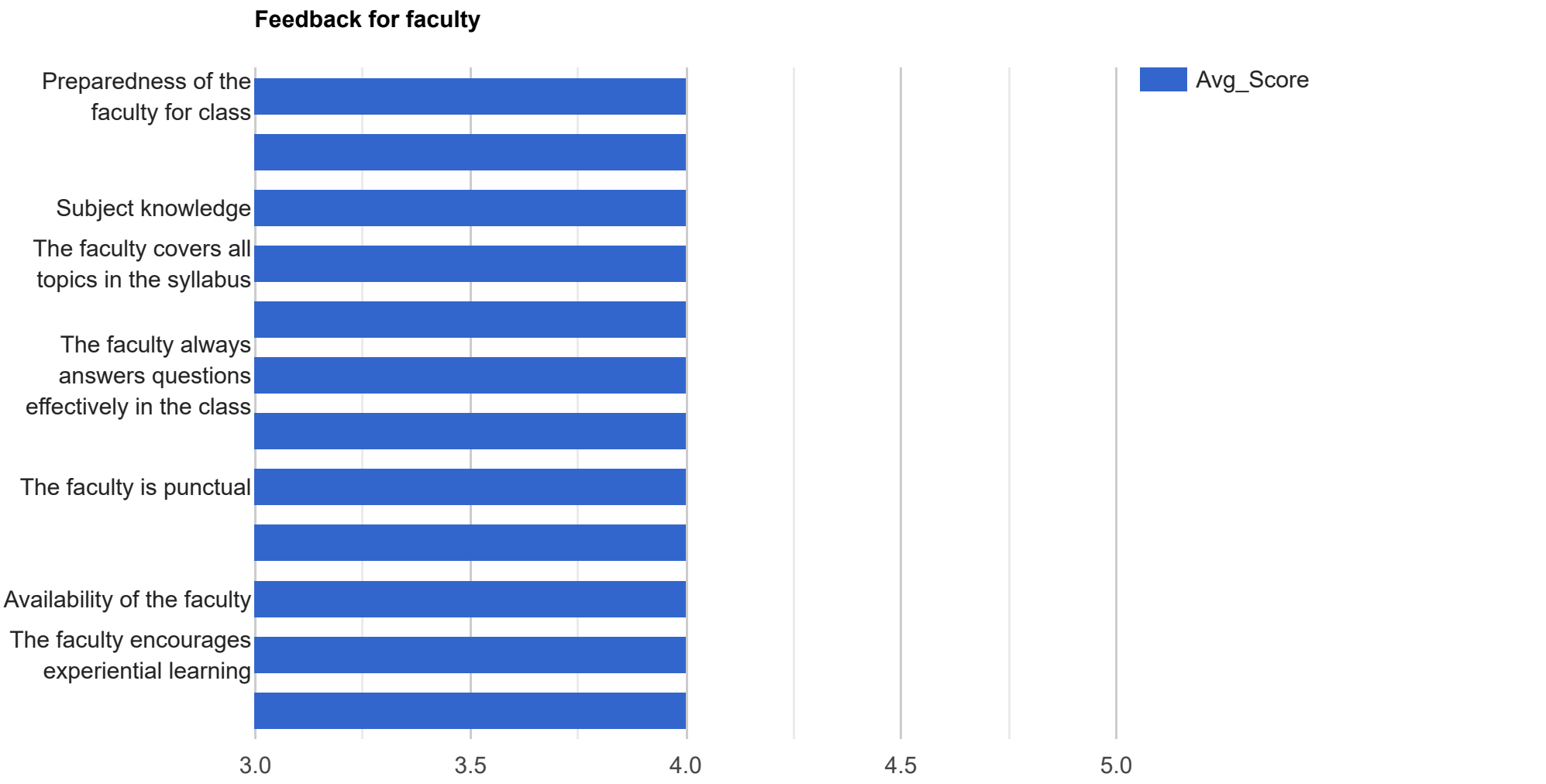
Search:

Question	Average Score
Availability of the faculty	4.338709677419355
Communication skill of the faculty	4.709677419354839
Preparedness of the faculty for class	4.5
Subject knowledge	4.725806451612903
The facukty uses ICT	4.370967741935484
The faculty always answers questions effectively in the class	4.32258064516129
The faculty assesses the learning of the students through quiz and exams	4.483870967741935
The faculty covers all topics in the syllabus	4.564516129032258
The faculty discusses topics outside syllabus but relevant for industry	4.370967741935484
The faculty encourages experiential learning	4.5
The faculty is punctual	4.467741935483871
The teaching sessions are always participative and interactive	4.580645161290323

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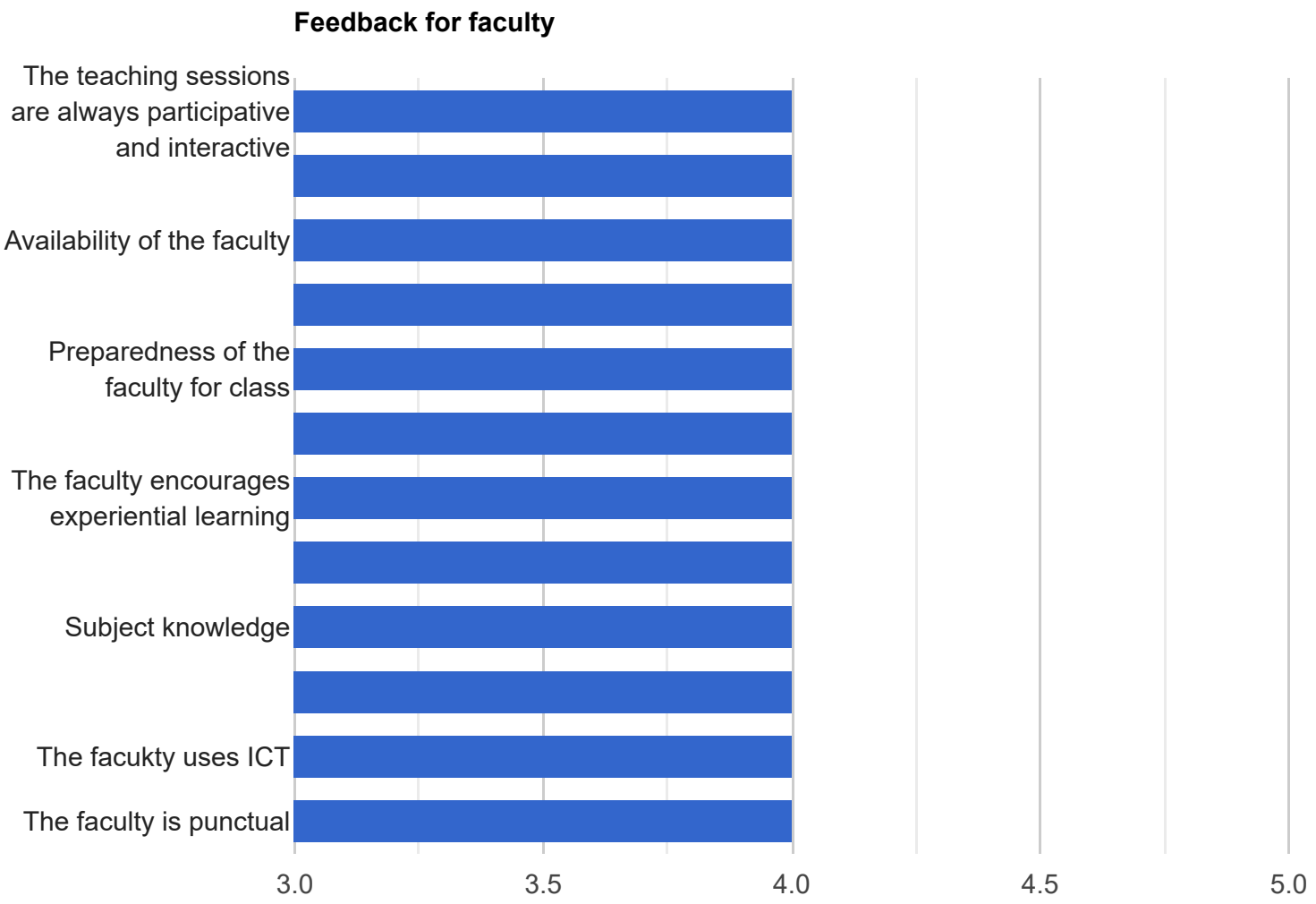
Question	Average Score
Availability of the faculty	4.338709677419355
Communication skill of the faculty	4.709677419354839
Preparedness of the faculty for class	4.5
Subject knowledge	4.725806451612903
The facukty uses ICT	4.370967741935484
The faculty always answers questions effectively in the class	4.32258064516129
The faculty assesses the learning of the students through quiz and exams	4.483870967741935
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The faculty discusses topics outside syllabus but relevant for industry	4.370967741935484
The faculty encourages experiential learning	4.5
The faculty is punctual	4.467741935483871
The teaching sessions are always participative and interactive	4.580645161290323

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All Faculties

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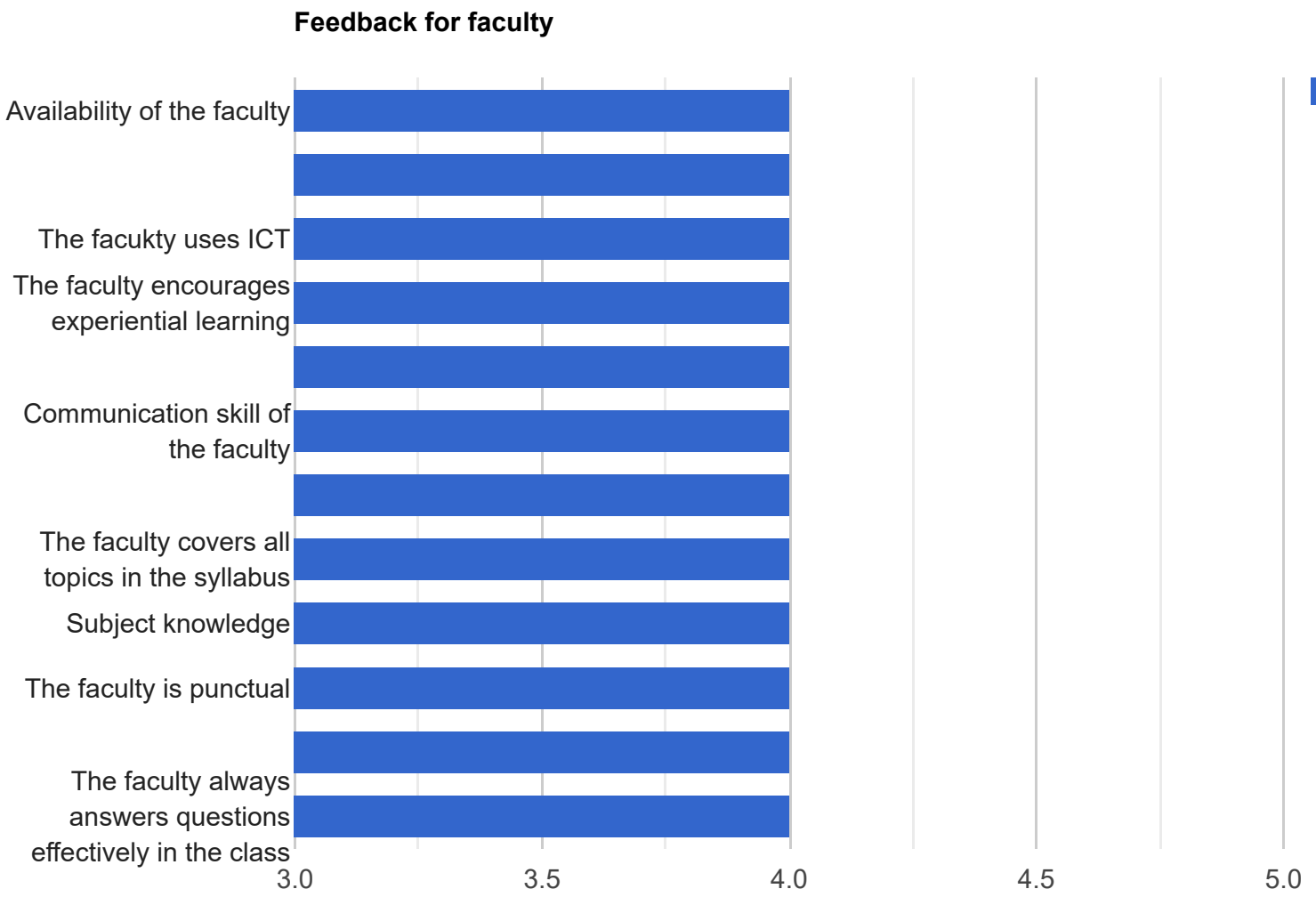
Search:

Question	Average Score
Availability of the faculty	4.428571428571429
Communication skill of the faculty	4.785714285714286
Preparedness of the faculty for class	4.514285714285714
Subject knowledge	4.614285714285714
The facukty uses ICT	4.6
The faculty always answers questions effectively in the class	4.5285714285714285
The faculty assesses the learning of the students through quiz and exams	4.5285714285714285
The faculty covers all topics in the syllabus	4.514285714285714
The faculty discusses topics outside syllabus but relevant for industry	4.571428571428571
The faculty encourages experiential learning	4.485714285714286
The faculty is punctual	4.485714285714286
The teaching sessions are always participative and interactive	4.542857142857143

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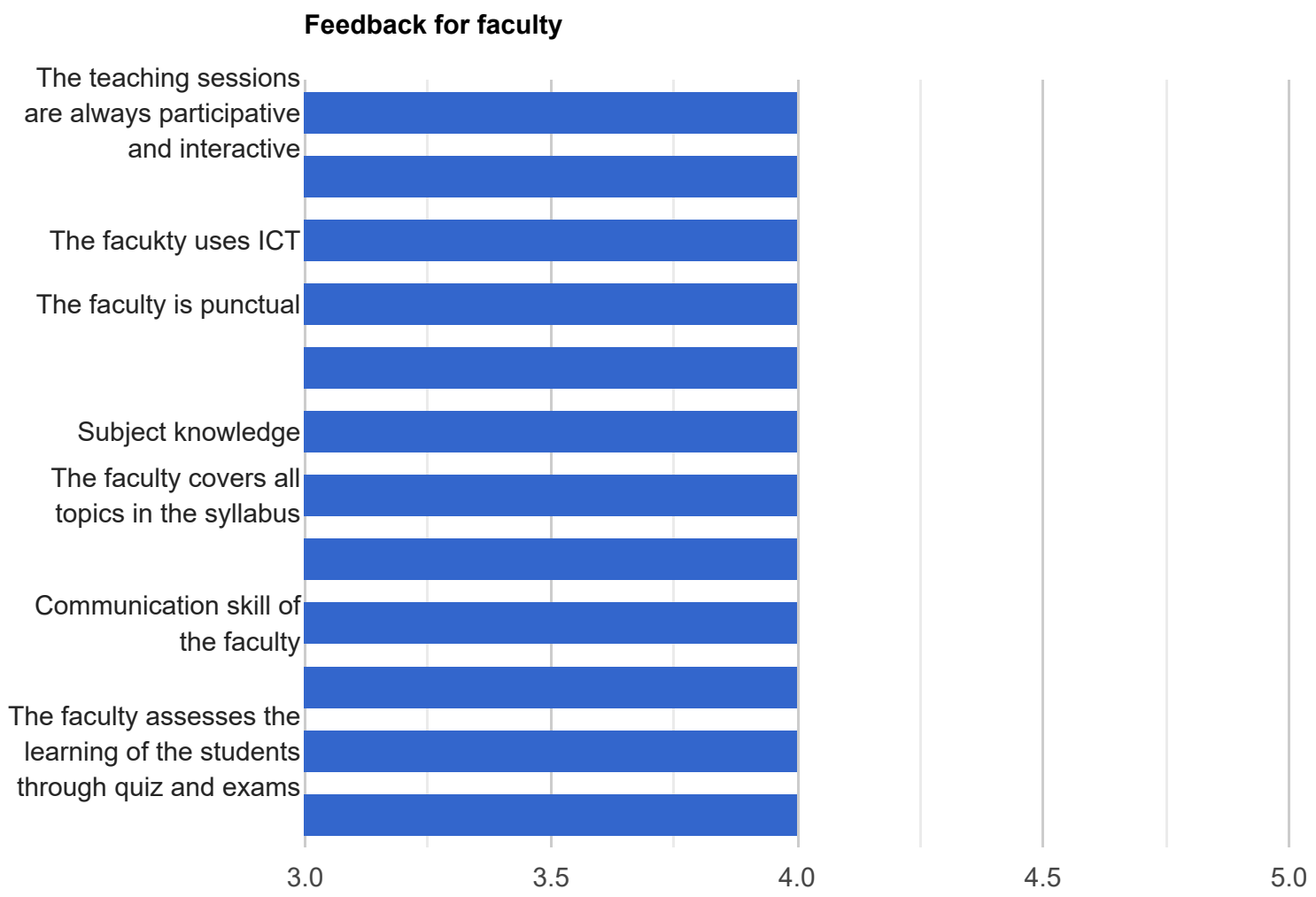
Question	Average Score
Availability of the faculty	4.349593495934959
Communication skill of the faculty	4.650406504065041
Preparedness of the faculty for class	4.390243902439025
Subject knowledge	4.373983739837398
The facukty uses ICT	4.430894308943089
The faculty always answers questions effectively in the class	4.308943089430894
The faculty assesses the learning of the students through quiz and exams	4.463414634146342
The faculty covers all topics in the syllabus	4.414634146341464
The faculty discusses topics outside syllabus but relevant for industry	4.479674796747967
The faculty encourages experiential learning	4.373983739837398
The faculty is punctual	4.3983739837398375
The teaching sessions are always participative and interactive	4.414634146341464

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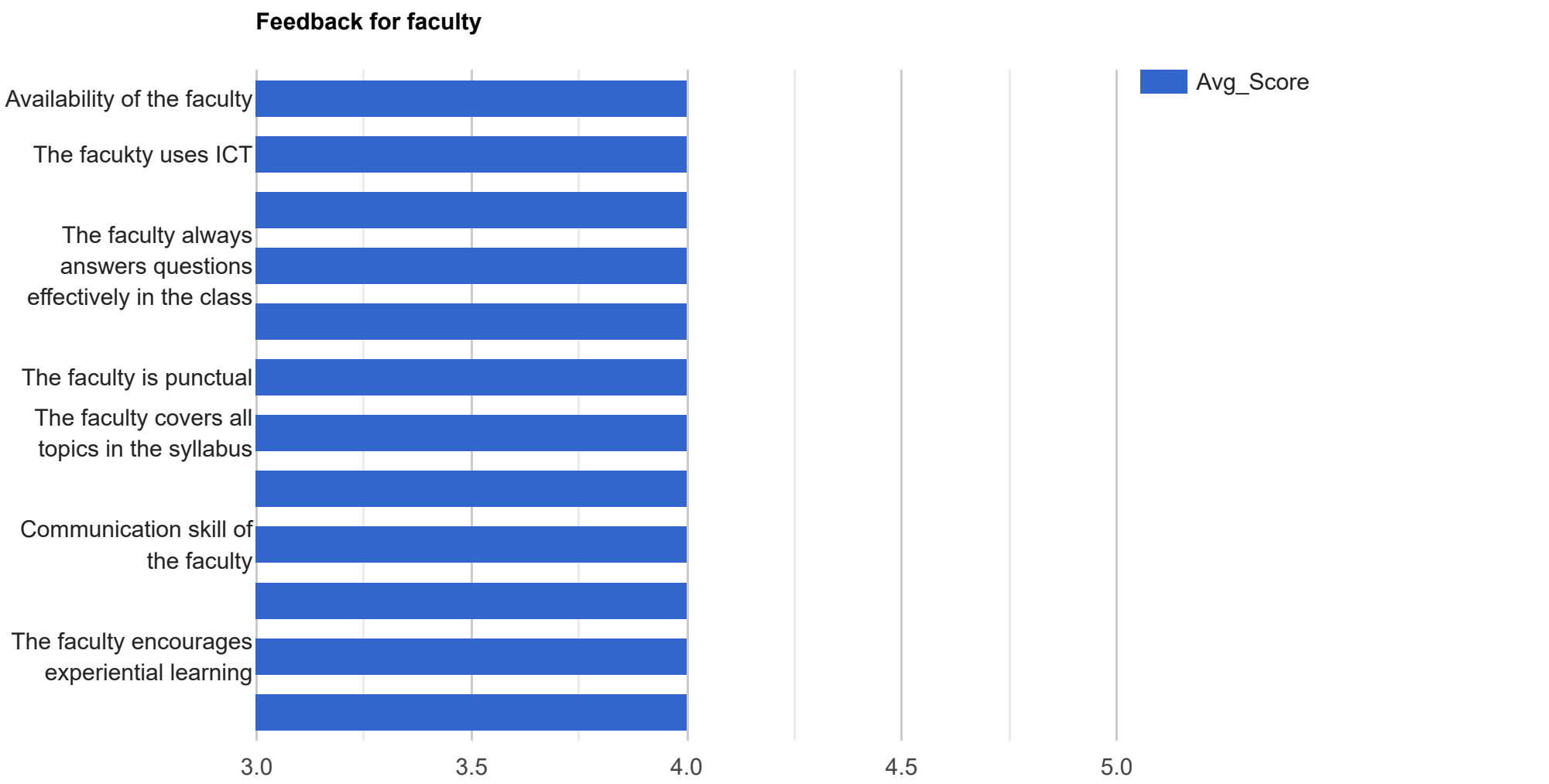
Question	Average Score
Availability of the faculty	4.415254237288136
Communication skill of the faculty	4.627118644067797
Preparedness of the faculty for class	4.432203389830509
Subject knowledge	4.52542372881356
The facukty uses ICT	4.4491525423728815
The faculty always answers questions effectively in the class	4.5423728813559325
The faculty assesses the learning of the students through quiz and exams	4.466101694915254
The faculty covers all topics in the syllabus	4.4576271186440675
The faculty discusses topics outside syllabus but relevant for industry	4.415254237288136
The faculty encourages experiential learning	4.4491525423728815
The faculty is punctual	4.432203389830509
The teaching sessions are always participative and interactive	4.389830508474576

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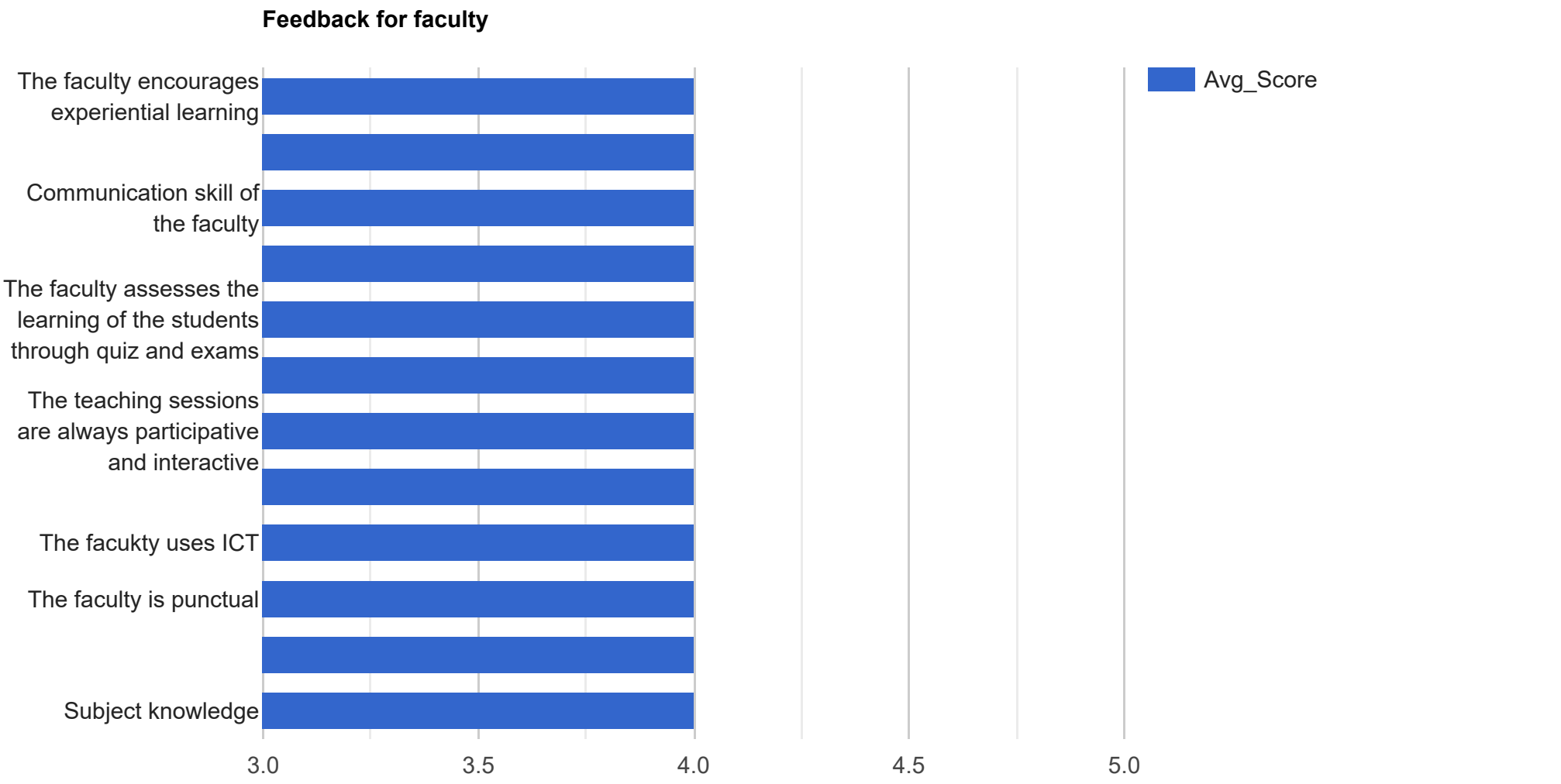
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Question	Average Score
Availability of the faculty	4.508474576271187
Communication skill of the faculty	4.711864406779661
Preparedness of the faculty for class	4.52542372881356
Subject knowledge	4.593220338983051
The facukty uses ICT	4.677966101694915
The faculty always answers questions effectively in the class	4.4576271186440675
The faculty assesses the learning of the students through quiz and exams	4.661016949152542
The faculty covers all topics in the syllabus	4.559322033898305
The faculty discusses topics outside syllabus but relevant for industry	4.661016949152542
The faculty encourages experiential learning	4.559322033898305
The faculty is punctual	4.576271186440678
The teaching sessions are always participative and interactive	4.6440677966101696

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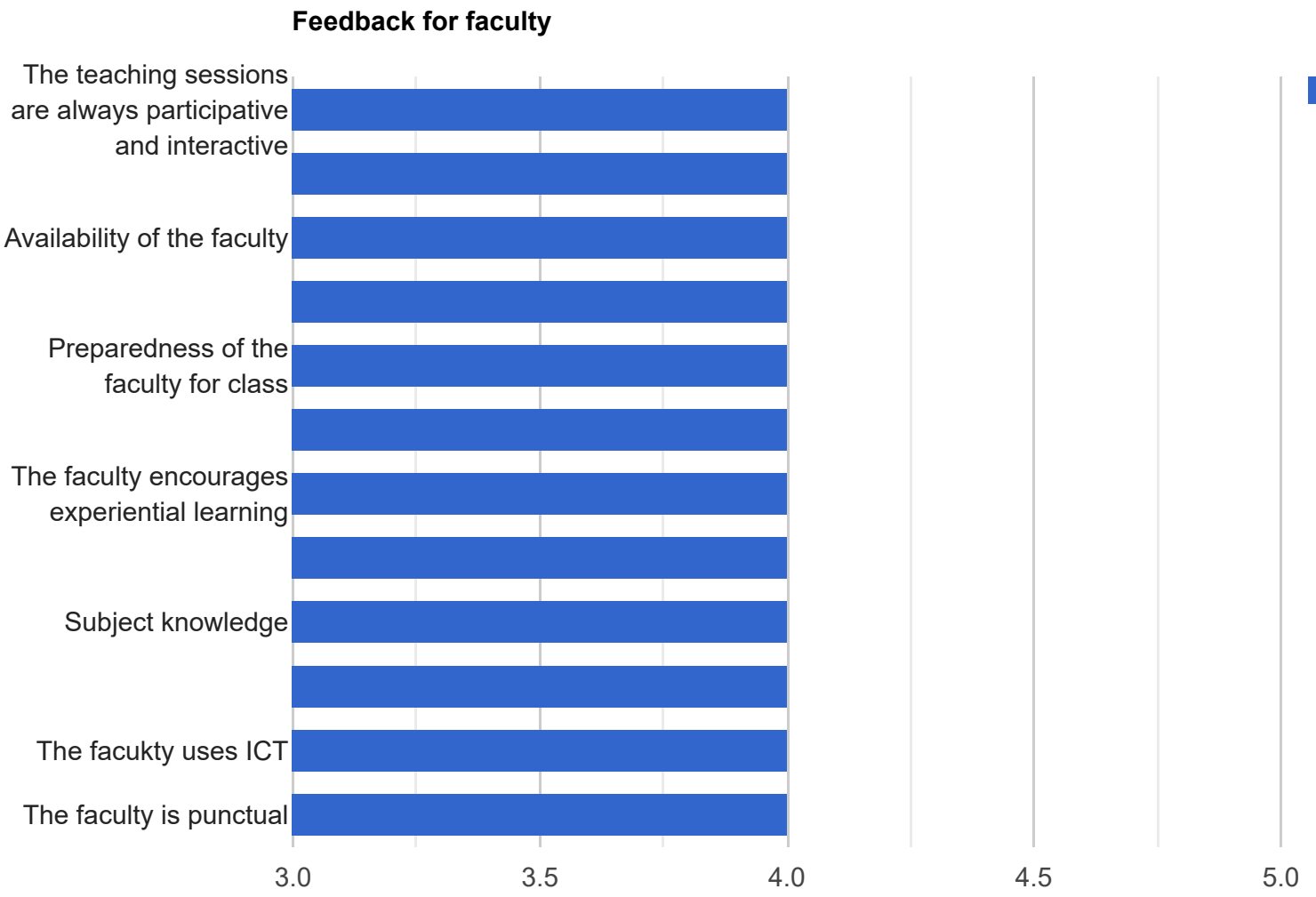
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Question	Average Score
Availability of the faculty	4.476190476190476
Communication skill of the faculty	4.626984126984127
Preparedness of the faculty for class	4.388888888888889
Subject knowledge	4.507936507936508
The facukty uses ICT	4.380952380952381
The faculty always answers questions effectively in the class	4.436507936507937
The faculty assesses the learning of the students through quiz and exams	4.404761904761905
The faculty covers all topics in the syllabus	4.5
The faculty discusses topics outside syllabus but relevant for industry	4.396825396825397
The faculty encourages experiential learning	4.476190476190476
The faculty is punctual	4.428571428571429
The teaching sessions are always participative and interactive	4.285714285714286

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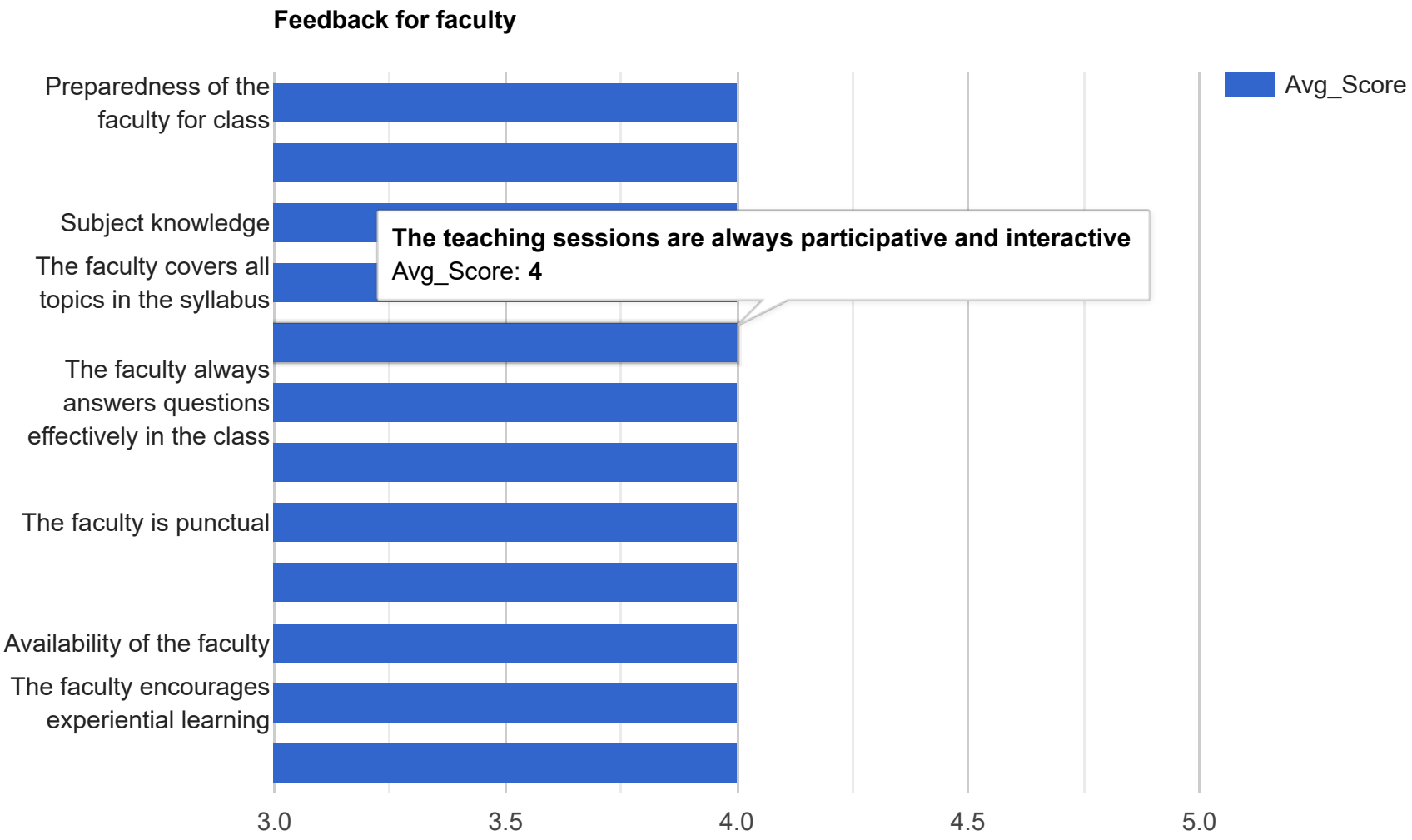
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Question	Average Score
Availability of the faculty	4.556451612903226
Communication skill of the faculty	4.645161290322581
Preparedness of the faculty for class	4.435483870967742
Subject knowledge	4.435483870967742
The facukty uses ICT	4.403225806451613
The faculty always answers questions effectively in the class	4.483870967741935
The faculty assesses the learning of the students through quiz and exams	4.532258064516129
The faculty covers all topics in the syllabus	4.451612903225806
The faculty discusses topics outside syllabus but relevant for industry	4.435483870967742
The faculty encourages experiential learning	4.451612903225806
The faculty is punctual	4.596774193548387
The teaching sessions are always participative and interactive	4.540322580645161

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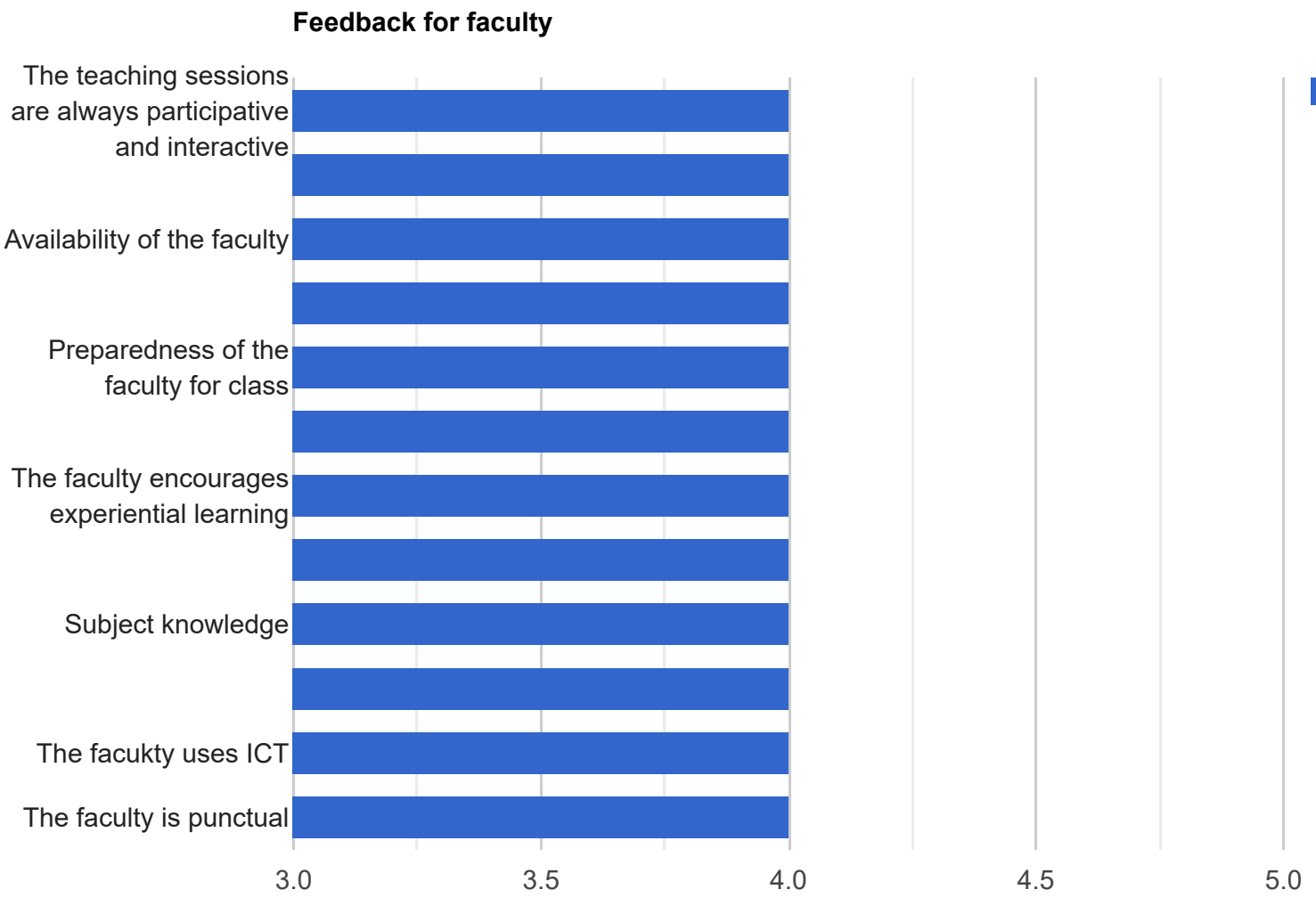
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Question	Average Score
Availability of the faculty	4.555555555555555
Communication skill of the faculty	4.7407407407407405
Preparedness of the faculty for class	4.518518518518518
Subject knowledge	4.666666666666667
The facukty uses ICT	4.518518518518518
The faculty always answers questions effectively in the class	4.518518518518518
The faculty assesses the learning of the students through quiz and exams	4.703703703703703
The faculty covers all topics in the syllabus	4.296296296296297
The faculty discusses topics outside syllabus but relevant for industry	4.333333333333333
The faculty encourages experiential learning	4.592592592592593
The faculty is punctual	4.407407407407407
The teaching sessions are always participative and interactive	4.592592592592593

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Search:

Question	Average Score
Availability of the faculty	4.383333333333334
Communication skill of the faculty	4.733333333333333
Preparedness of the faculty for class	4.316666666666666
Subject knowledge	4.525
The facukty uses ICT	4.441666666666666
The faculty always answers questions effectively in the class	4.408333333333333
The faculty assesses the learning of the students through quiz and exams	4.525
The faculty covers all topics in the syllabus	4.558333333333334
The faculty discusses topics outside syllabus but relevant for industry	4.433333333333334
The faculty encourages experiential learning	4.425
The faculty is punctual	4.466666666666667
The teaching sessions are always participative and interactive	4.566666666666666

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