TEACHERS' FEEDBACK ON CURRICULUM FOR THE ACADEMIC YEAR OF 2015-16

About the survey

Curriculum is the key factor in assessing the quality of a higher education institution. Curriculum is a dynamic product that needs regular updating and revision to meet the needs of the students and to ensure its relevance in job market. Teachers play a vital role in enriching and updating the contents of the curriculum and its fruitful implementation. Here Darunnajath Arabic College used to collect structured feedback from teachers regarding curriculum through the questionnaires distributed among them at the end of the academic year. The collected data are analysed using tables, graphs, percentages etc. to get a clear cut picture of a conclusion. The result of the analysis of feedback for the academic year of 2015-16 is given below.

1 Profile of teachers

Basic details of the teachers such as higher qualification, years of experience, nature of appointment etc. are collected separately and analysed and added here for better results in this analysis.

Table1: Profile of teachers

Variable	Category	Frequency	Percentage
Highest Qualification Achieved	Ph.D.	2	14.28
	M.Phil.	2	14.28
	P.G	10	71.42
Years of Experience	Up to 5 years	6	42.85
	6-10 Years	2	14.28
	More than 10 years	6	42.85
	Adhoc	5	35.71



Nature of Appointment	Permanent	9	64.28
	Total	14	100

Table 1.1 shows that out of 14 teachers two are Ph.D. holders, two are M.Phil. holder and others postgraduates. Also, six of them have teaching experiences of more than ten years and three have more than six years of experiences and others have also more than one year. It can be noted that nine of them are permanent and others are on contract.

2 Response towards Curriculum.

In order to quantify the teachers' opinion on curriculum twenty statements were constructed and teachers were asked to their responses to this statements in five agreement scale. The important aspects covered in the statements are suitability of the syllabus to the course, need base of the syllabi, defining the aims and objectives of the syllabi to the teachers, the balance between theory and application of the course, role of the syllabi to make teachers interested in the area, sufficient number of optional papers and the relevance of the reference materials. Frequency distribution and mean scores are prepared for each statement for the purpose of drawing conclusion.

Table 1.2 Frequency distribution and mean scores for the statements relating to curriculum

Statements relating to curriculum design		Strongly disagree	Disagree	Neutral	Agree	Strongly Agree	Mean	N	SD
Syllabus is suitable to the course	N	0	0	1	5	8	4.5	14	0.62
	%	0	0	7.1	35	57.1			
Syllabus is need based	N	0	0	3	2	9	4.42	14	0.82
	%	0	0	21.4	14.2	64.28			
Aims and objectives of the syllabi well defined to the teachers and students	N	0	0	1	5	8	4.5	14	0.62
	%	0	0	7.1	35	57.1			

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The course has good balance between theory and application	N	0	0	2	4	8	4.42	14	0.72
	%	0	0	7.1	28.57	57.1			
The course/ Syllabi made the student interested in the area	N	0	0	1	5	8	4.5	14	0.62
	%	0	0	7.1	35	57.1			
The syllabus increased the knowledge and perspective in the area.	N	0	0	1	5	8	4.5	14	0.62
	%	0	0	7.1	35	57.1			
The course/ Programme carry sufficient number of optional papers	N	0	0	3	5	6	4.21	14	0.77
	%	0	0	21.4	35	42.85			
The reference material are relevant, updated and appropriate	N	0	0	1	7	6	4.35	14	0.61
	%	0	0	7.1	50	42.85			
Follow up of course content with corresponding reference material	N	0	0	0	4	10	4.71	14	0.45
	%	0	0	0	28.57	71.42			
Availability of sufficient number of books in the library	N	0	0	1	5	8	4.5	14	0.62
	%	0	0	7.1	35	57.14			
Infrastructural facilities	N	0	1	0	6	7	4.35	14	0.81
	%	0	7.1	0	42.85	50			
Availability of staff canteen	N	0	0	1	5	8	4.5	14	0.62
	%	0	0	7.1	35	57.14			
Regular conduct of tests and examinations	N	0	0	2	6	6	4.28	14	0.69
	%	0	0	14.2	42.85	42.85			
Freedom to propose, modify, suggest new topics in the syllabus	N	0	0	5	2	7	4.14	14	0.91
	%	0	0	35	14.2	50			
Freedom to adopt new techniques of teaching	N	0	1	2	1	10	4.42	14	0.97
	%	0	7.1	14.2	7.1	71.42			

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Freedom to adopt/ adapt new techniques for assessments of the students	N	0	0	1	8	5	4.28	14	0.58
	%	0	0	7.1	57.14	35			
Environment of the department is conducive to teaching and research	N	0	0	2	7	5	4.21	14	0.67
	%	0	0	14.2	50	35			
Administration is teacher friendly	N	0	0	1	4	9	4.57	14	0.62
	%	0	0	7.1	28.57	64.28			
The college provides adequate funding and support to faculty members	N	0	0	0	7	7	4.5	14	0.5
	%	0	0	0	50	50			
The college provides adequate funding and support to faculties to upgrade their skills and qualifications.	N	0	0	1	3	10	4.64	14	0.61
	%	0	0	7.1	21.4	71.42			

From table 1.2 it can be seen that all the statements used for assessing quality of curriculum having significantly high proportion of positive responses indicating teachers' agreement in general to various statement relating to curriculum. Analysis of mean scores of statements show that all the statements regarding curriculum have a mean score nearby of the response scale of i.e. 4 which indicates that teachers have highly positive opinion about the curriculum quality.

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TEACHERS' FEEDBACK ON CURRICULUM FOR THE ACADEMIC YEAR OF 2016-17

About the survey

Curriculum is a key factor in assessing the quality of a higher education institution. Curriculum is a dynamic product that needs regular updating and revision to meet the needs of the students and to ensure its relevance in job market. Teachers play a vital role in enriching and updating the contents of the curriculum and its fruitful implementation. Here Darunnajath Arabic College used to collect structured feedback from teachers regarding curriculum, teaching, learning and evaluation processes through the questionnaires distributed among them at the end of academic year. The collected data are analysed using tables, graphs, percentages etc. to get a clear-cut picture of a conclusion. The result of the analysis of feedback for the academic year of 2016-17 is given below.

1 Profile of teachers

Basic details of the teachers such as higher qualification, years of experience, nature of appointment etc. are collected separately and analysed and added here for better results in this analysis.

Table1.1 Profile of teachers

Variable	Category	Frequency	Percentage
Highest Qualification Achieved	Ph.D.	1	4.76
	M.Phil.	2	9.52
	P.G	18	85.71
Years of Experience	Up to 5 years	12	57.14
	6-10 Years	2	9.52
	More than 10 years	7	33.33
	Adhoc	12	57.14

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Nature of Appointment	Permanent	9	42.85
	Total	21	100

Table 1.1 shows that out of 21 teachers one is Ph.D. holder, two are M.Phil. holders and others postgraduates. Also seven of them have teaching experiences of more than ten years and two have more than six years of experiences and others have also more than one year. It can be noted that nine of them are permanent and others are on contract.

2 Response towards Curriculum

In order to quantify the teachers' opinion on curriculum ten statements were constructed and teachers were asked to their responses to these statements in five agreement scale. The important aspects covered in the statements are suitability of the syllabus to the course, need base of the syllabi, defining the aims and objectives of the syllabi to the teachers, the balance between theory and application of the course, inclusion of latest advancement in the subject, role of the syllabi to make teachers interested in the area, sufficient number of optional papers and the relevance of the reference materials, ICT enabled classrooms. Frequency distribution and mean scores are prepared for each statement for the purpose of drawing conclusion.

Table 1.2 Frequency distribution and mean scores for the statements relating to curriculum

Statements relating to curriculum design		Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Mean	N	SD
The curriculum is as per the need of students	N	0	0	0	7	14	4.6	21	0.47
	%	0	0	0	33.3	66.6			
Aims and objectives of the course were clear to you.	N	0	0	0	6	15	4.71	21	0.45
	%	0	0	0	28.57	71.4			
	N	0	0	0	10	11	4.52	21	0.49

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Curriculum is balanced with regards to the theoretical and practical knowledge.	%	0	0	0	47.6	52.38			
Inclusion /incorporation of latest advancement in the subject.	N	0	0	1	7	13	4.57	21	0.58
	%	0	0	4.76	33.3	61.90			
The books prescribed/listed as reference materials are relevant, updated and appropriate.	N	0	0	3	4	14	4.52	21	0.73
	%	0	0	14.28	19.04	66.6			
Evaluation of the course is appropriate to discriminate the students.	N	0	0	0	5	16	4.76	21	0.42
	%	0	0	0	23.8	76.1			
The curriculum development procedure needs improvement.	N	0	0	1	9	11	4.47	21	0.58
	%	0	0	4.76	42.85	52.38			
ICT facilities in the college are adequate and satisfactory.	N	0	0	1	7	13	4.57	21	0.58
	%	0	0	4.76	33.3	61.90			
The learning outcomes of the curriculum are of global standard.	N	0	0	1	9	11	4.47	21	0.58
	%	0	0	4.76	42.85	52.38			
The contents of the course are in conformity with the learning outcomes.	N	0	0	0	8	13	4.61	21	0.48
	%	0	0	0	38.09	61.90			

From table 1.2 it can be seen that all the statements used for assessing quality of curriculum having significantly high proportion of positive responses indicating teachers' agreement in general to various statement relating to curriculum. Analysis of mean scores of statements show that all the statements regarding curriculum have a mean score nearby of the response scale of i.e. 4 which indicates that teachers have highly positive opinion about the curriculum quality.





TEACHERS' FEEDBACK ON CURRICULUM FOR THE ACADEMIC YEAR OF 2017-18

About the survey

Curriculum is a key factor in assessing the quality of a higher education institution. Curriculum is a dynamic product that needs regular updating and revision to meet the needs of the students and to ensure its relevance in job market. Teachers play a vital role in enriching and updating the contents of the curriculum and its fruitful implementation. Here Darunnajath Arabic College used to collect structured feedback from teachers regarding curriculum, teaching, learning and evaluation processes through the questionnaires distributed among them at the end of academic year. The collected data are analysed using tables, graphs, percentages etc. to get a clear- cut picture of a conclusion. The result of the analysis of feedback for the academic year of 2017-18 is given below.

1 Profile of teachers

Basic details of the teachers such as higher qualification, years of experience, nature of appointment etc. are collected separately and analysed and added here for better results in this analysis.

Table1: Profile of teachers

Variable	Category	Frequency	Percentage
Highest Qualification Achieved	Ph.D.	1	5
	M.Phil.	2	10
	P.G	17	85
Years of Experience	Up to 5 years	11	55
	6-10 Years	1	5
	More than 10 years	8	40
	Adhoc	11	55



Nature of Appointment	Permanent	9	45
	Total	20	100

Table 1.1 shows that out of 20 teachers one is Ph.D. holder, two are M.Phil. holders and others postgraduates. Also eight of them have teaching experiences of more than ten years and one has more than six years of experiences and others have also more than one year. It can be noted that nine of them are permanent and others are on contract.

2 Response towards Curriculum

In order to quantify the teachers' opinion on curriculum ten statements were constructed and teachers were asked to their responses to this statements in five agreement scale. The important aspects covered in the statements are suitability of the syllabus to the course, need base of the syllabi, defining the aims and objectives of the syllabi to the teachers, the balance between theory and application of the course, role of the syllabi to make teachers interested in the area, Inclusion of latest development in the subject, global standard learning outcomes of the curriculum, ICT facilities, curriculum development procedure, sufficient number of optional papers and the relevance of the reference materials. Frequency distribution and mean scores are prepared for each statement for the purpose of drawing conclusion.

Table 1.2 Frequency distribution and mean scores for the statements relating to curriculum

Statements relating to curriculum design		Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Mean	N	SD
The curriculum is as per the need of students	N	0	0	0	5	15	4.75	20	0.43
	%	0	0	0	25	75			
Aims and objectives of the course were clear to you.	N	0	0	0	10	10	4.5	20	0.5
	%	0	0	0	50	50			
	N	0	0	0	5	15	4.75	20	0.43

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Curriculum is balanced with regards to the theoretical and practical knowledge.	%	0	0	0	25	75			
Inclusion /incorporation of latest advancement in the subject.	N	0	0	1	6	13	4.6	20	0.58
	%	0	0	5	30	65			
The books prescribed/listed as reference materials are relevant, updated and appropriate.	N	0	0	1	4	15	4.7	20	0.55
	%	0	0	5	20	75			
Evaluation of the course is appropriate to discriminate the students.	N	0	0	0	3	17	4.85	20	0.35
	%	0	0	0	15	85			
The curriculum development procedure needs improvement.	N	0	0	0	10	10	4.5	20	0.5
	%	0	0	0	50	50			
ICT facilities in the college are adequate and satisfactory.	N	0	0	0	11	9	4.45	20	0.49
	%	0	0	0	65	45			
The learning outcomes of the curriculum are of global standard.	N	0	0	0	3	17	4.85	20	0.35
	%	0	0	0	15	85			
The contents of the course are in conformity with the learning outcomes.	N	0	0	1	3	16	4.75	20	0.53
	%	0	0	5	15	80			

From table 1.2 it can be seen that all the statements used for assessing quality of curriculum having significantly high proportion of positive responses indicating teachers' agreement in general to various statement relating to curriculum. Analysis of mean scores of statements show that all the statements regarding curriculum have a mean score nearby of the response scale of 1 to 4 which indicates that teachers have highly positive opinion about the curriculum quality.

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TEACHERS' FEEDBACK ON CURRICULUM FOR THE ACADEMIC YEAR OF 2018-19

About the survey

Curriculum is a key factor in assessing the quality of a higher education institution. Curriculum is a dynamic product that needs regular updating and revision to meet the needs of the students and to ensure its relevance in job market. Teachers play a vital role in enriching and updating the contents of the curriculum and its fruitful implementation. Here KTM College used to collect structured feedback from teachers regarding curriculum, teaching, learning and evaluation processes through the questionnaires distributed among them at the end of academic year. The collected data are analysed using tables, graphs, percentages etc. to get a clear cut picture of a conclusion. The result of the analysis of feedback for the academic year of 2018-19 is given below.

1 Profile of teachers

Basic details of the teachers such as higher qualification, years of experience, nature of appointment etc. are collected separately and analysed and added here for better results in this analysis.

Table1: Profile of teachers

Variable	Category	Frequency	Percentage
Highest Qualification Achieved	Ph.D.	2	9.52
	M.Phil.	1	4.76
	P.G	18	85.71
Years of Experience	Up to 5 years	12	57.14
	6-10 Years	1	4.76
	More than 10 years	8	38.09
	Adhoc	12	57.14



Nature of Appointment	Permanent	9	42.85
	Total	21	100

Table 1.1 shows that out of 21 teachers two are Ph.D. holders, one is M.Phil. holders and others postgraduates. Also eight of them have teaching experiences of more than ten years and one has more than six years of experiences and others have also more than one year. It can be noted that nine of them are permanent and others are on contract.

2 Response towards Curriculum

In order to quantify the teachers' opinion on curriculum twelve statements were constructed and teachers were asked to their responses to this statements in five agreement scale. The important aspects covered in the statements are suitability of the syllabus to the course, need base of the syllabi, defining the aims and objectives of the syllabi to the teachers, the balance between theory and application of the course, updation of curriculum, timely coverage of syllabus, role of the syllabi to make teachers interested in the area, sufficient number of optional papers and the relevance of the reference materials. Frequency distribution and mean scores are prepared for each statement for the purpose of drawing conclusion.

Table 1.2 Frequency distribution and mean scores for the statements relating to curriculum

Statements relating to curriculum design		Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Mean	N	SD
The curriculum is as per the need of the students.	N	0	0	1	8	12	4.52	21	0.58
	%	0	0	4.7	38.0	57.1			
The curriculum is sufficient to cover the programme/course outcomes	N	0	0	0	7	14	4.66	21	0.47
	%	0	0	0	33.33	66.6			

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Syllabus is suitable to the course.	N	0	0	1	7	13	4.57	21	0.58
	%	0	0	4.7	33.33	61.9			
Sufficient reference material and books are available for the topics mentioned in the syllabus.	N	0	0	0	5	16	4.76	21	0.42
	%	0	0	0	23.80	76.19			
The depth of the course content is adequate to have significant learning outcome.	N	0	0	1	7	13	4.57	21	0.58
	%	0	0	4.7	33.3	61.9			
Syllabus is sufficient to bridge the gap between industry standards /current global scenarios and academics.	N	0	0	2	2	17	4.71	21	0.62
	%	0	0	9.52	9.52	80.95			
The timely coverage of syllabus is possible in the mentioned No.of hours.	N	0	1	0	8	12	4.47	21	0.73
	%	0	4.7	0	38.0	57.1			
The curriculum has been updated in terms of demand.	N	0	0	0	10	11	4.52	21	0.49
	%	0	0	0	47.61	52.38			
Aims and objectives of the syllabi are well defined and clear to teachers and students.	N	0	0	1	4	16	4.71	21	0.54
	%	0	0	4.7	19.04	76.19			
Course content is followed by corresponding reference materials.	N	0	0	0	6	15	4.71	21	0.45
	%	0	0	0	28.57	71.42			
The practical's enable the students to develop experimental, problem solving and analysis skills of the students.	N	0	1	0	5	15	4.61	21	0.72
	%	0	4.7	0	23.80	71.42			
The ICT facilities in the college are adequate and satisfactory.	N	0	0	1	11	9	4.38	21	0.57
	%	0	0	4.7	52.38	42.85			

From table 1.2 it can be seen that all the statements used for assessing quality of curriculum having significantly high proportion of positive responses indicating teachers' agreement in general to various statement relating to curriculum. Analysis of mean scores of statements show that all the statements regarding curriculum have a mean score nearby of the response scale of i.e. 4 which indicates that teachers have highly positive opinion about the curriculum q

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TEACHERS' FEEDBACK ON SYLLABUS AND ITS TRANSACTION FOR THE ACADEMIC YEAR OF 2019-20

About the survey

Syllabus and its transaction is key factor in assessing the quality of a higher education institution. Curriculum is a dynamic product that needs regular updating and revision to meet the needs of the students and to ensure its relevance in job market. Teachers play a vital role in enriching and updating the contents of the syllabus its fruitful transaction. Here KTM College used to collect structured feedback from teachers regarding syllabus and its transaction, teaching, learning and evaluation processes through the questionnaires distributed among them at the end of academic year. The collected data are analysed using tables, graphs, percentages etc. to get a clear- cut picture of a conclusion. The result of the analysis of feedback for the academic year of 2019-20 is given below.

1 Profile of teachers

Basic details of the teachers such as higher qualification, years of experience, nature of appointment etc. are collected separately and analysed and added here for better results in this analysis.

Table1: Profile of teachers

Variable	Category	Frequency	Percentage
Highest Qualification Achieved	Ph.D.	3	15
	M.Phil.	1	5
	P.G	16	80
Years of Experience	Up to 5 years	12	60
	6-10 Years	1	5
	More than 10 years	7	35
Nature of Appointment	Adhoc	12	60
	Permanent	8	40

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	Total	20	100

Table 1.1 shows that out of 20 teachers three are Ph.D. holders, one is M.Phil. Holder and others postgraduates. Also seven of them have teaching experiences of more than ten years and one has more than six years of experiences and others have also more than one year. It can be noted that eight of them are permanent and others are on contract.

2 Response towards Curriculum

In order to quantify the teachers' opinion on curriculum twelve statements were constructed and teachers were asked to their responses to this statements in five agreement scale. The important aspects covered in the statements are suitability of the syllabus to the course, need base of the syllabi, defining the aims and objectives of the syllabi to the teachers, the balance between theory and application of the course, ICT facilities, depth of the course content, role of the syllabi to make teachers interested in the area, sufficient number of optional papers and the relevance of the reference materials. Frequency distribution and mean scores are prepared for each statement for the purpose of drawing conclusion.

Table 1.2 Frequency distribution and mean scores for the statements relating to curriculum

Statements relating to curriculum design		Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Mean	N	SD
The curriculum is as per the need of the students.	N	0	0	0	5	15	4.75	20	0.43
	%	0	0	0	25	75			
The curriculum is sufficient to cover the programme/course outcomes.	N	0	0	0	5	15	4.75	20	0.43
	%	0	0	0	25	75			
Syllabus is suitable to the course.	N	0	0	0	9	11	4.55	20	0.49
	%	0	0	0	45	55			

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Sufficient reference material and books are available for the topics mentioned in the syllabus.	N	0	0	1	4	15	4.7	20	0.55
	%	0	0	5	20	75			
The depth of the course content is adequate to have significant learning outcome.	N	0	1	0	6	13	4.55	20	0.73
	%	0	5	0	30	65			
Syllabus is sufficient to bridge the gap between industry standards /current global scenarios and academics.	N	0	0	0	9	11	4.55	20	0.49
	%	0	0	0	45	55			
The timely coverage of syllabus is possible in the mentioned No.of hours.	N	0	1	0	7	12	4.5	20	0.74
	%	0	5	0	35	60			
The curriculum has been updated in terms of demand.	N	0	0	0	9	11	4.55	20	0.49
	%	0	0	0	45	55			
Aims and objectives of the syllabi are well defined and clear to teachers and students.	N	0	0	0	6	14	4.7	20	0.45
	%	0	0	0	30	70			
Course content is followed by corresponding reference materials.	N	0	0	1	6	13	4.6	20	0.58
	%	0	0	5	30	65			
The practical's enable the students to develop experimental, problem solving and analysis skills of the students.	N	0	0	0	5	15	4.75	20	0.43
	%	0	0	0	25	75			
The ICT facilities in the college are adequate and satisfactory.	N	0	0	0	6	14	4.7	20	0.45
	%	0	0	0	30	70			

From table 1.2 it can be seen that all the statements used for assessing quality of curriculum having significantly high proportion of positive responses indicating teachers' agreement in general to various statement relating to curriculum. Analysis of mean scores of statements show that all the statements regarding curriculum have a mean score nearby of the response scale of i.e. 4 which indicates that teachers have highly positive opinion about the curriculum quality.

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