

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

About the survey

Curriculum design and its effective implementation 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 curriculum and its fruitful implementation. Here Darunnajath Arabic College used to collect structured feedback from teachers regarding curriculum design and its implementation, teaching, learning and evaluation processes through the questionnaires distributed among them at the end of each semester. 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	Ph.D.	2	9.09
	M.Phil.	1	9.09

Achieved	P.G	11	100
Years of Experience	Up to 5 years	2	52.63
	6-10 Years	3	10.52
	More than 10 years	6	36.84
Nature of Appointment	Adhoc	2	18.18
	Permanent	9	81.81
	Total	11	100

Table 1.1 shows that out of 11 teachers two are Ph.D. holders, one is 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 Design

In order to quantify the teachers' opinion on curriculum eight 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 design in odd semester

Statements relating to curriculum design		Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Mean	N	SD
	N	0	0	0	4	7			

Syllabus is suitable to the course	%	0	0	0	36.36	63.63	4.64	11	0.481
Syllabus is need based	N	0	0	2	1	8	4.55	11	0.782
	%	0	0	18.18	9.09	72.72			
Aims and objectives of the syllabi well defined to the teachers and students	N	0	0	0	4	7	4.64	11	0.481
	%	0	0	0	36.36	63.63			
The course has good balance between theory and application	N	0	0	1	2	8	4.64	11	0.643
	%	0	0	9.09	18.18	72.72			
The course/ Syllabi made the teacher interested in the area	N	0	0	0	3	8	4.73	11	0.445
	%	0	0	0	27.27	72.72			
The syllabus increased the knowledge and perspective in the area.	N	0	0	0	5	6	4.55	11	0.498
	%	0	0	0	45.45	54.54			
The course/ Programme carry sufficient number of optional papers	N	0	0	1	2	8	4.64	11	0.643
	%	0	0	9.09	18.18	72.72			
The reference material are relevant, updated and appropriate	N	0	0	0	4	7	4.64	11	0.481
	%	0	0	0	36.36	63.63			

From table 1.2 it can be seen that all the statements used for assessing quality of curriculum design having significantly high proportion of positive responses indicating teachers' agreement in general to various statement relating to

curriculum design. Analysis of mean scores of statements show that all the statements regarding curriculum design have a mean score nearby of the response scale of i.e. 4 which indicates that teachers have highly positive opinion about the curriculum design quality.

Table 1.3 Frequency distribution and mean scores for the statements relating to curriculum design **in even semester**

Statements relating to curriculum design		Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Mean	N	SD
Syllabus is suitable to the course	N	0	0	0	3	9	4.75	12	0.433
	%	0	0	0	25	75			
Syllabus is need based	N	0	0	0	3	9	4.75	12	0.433
	%	0	0	0	25	75			
Aims and objectives of the syllabi well defined to the teachers and students	N	0	0	0	3	9	4.75	12	0.433
	%	0	0	0	25	75			
The course has good balance between theory and application	N	0	0	0	3	9	4.75	12	0.433
	%	0	0	0	25	75			
The course/ Syllabi made the teacher interested in the area	N	0	0	0	6	6	4.55	12	0.50
	%	0	0	0	50	50			
The syllabus increased the knowledge and perspective in the area.	N	0	0	0	3	9	4.75	12	0.433
	%	0	0	0	25	75			
The course/ Programme carry sufficient number of	N	0	0	0	2	10			

optional papers	%	0	0	0	16.66	83.33	4.83	12	0.372
The reference material are relevant, updated and appropriate	N	0	0	0	4	8	4.67	12	0.471
	%	0	0	0	33.33	66.66			

From table 1.3 it can be seen that all the statements used for assessing quality of curriculum design having significantly high proportion of positive responses indicating teachers' agreement in general to various statement relating to curriculum design. Analysis of mean scores of statements show that all the statements regarding curriculum design have a mean score nearby of the response scale of i.e. 4 which indicates that teachers have highly positive opinion about the curriculum design quality.

3. Response towards Curriculum Implementation

In order to assess the teachers' opinions about the effective implementation of the curriculum, teaching, learning and evaluation processes and twelve statements were constructed and teachers were asked to give their responses to this statements in five point agreement scale. The important aspects covered in the statements are follow up of course content with corresponding reference material, availability of sufficient number of books in the library, infrastructural facilities, conducting of tests and examinations, freedom for modification in the syllabus, freedom to adopt new techniques etc.

Table 1.4 Frequency distribution and mean scores for the statements relating to curriculum implementation **odd semester**

Statements relating to curriculum design		Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Mean	N	SD
	N	0	0	1	3	7			

Follow up of course content with corresponding reference material	%	0	0	9.09	27.27	63.63	4.55	11	0.656
Availability of sufficient number of books in the library	N	0	0	1	3	7	4.55	11	0.656
	%	0	0	9.09	27.27	63.63			
Infrastructural facilities	N	0	1	0	5	5	4.27	11	0.862
	%	0	9.09	0	45.45	45.45			
Availability of staff canteen	N	0	0	0	4	7	4.64	11	0.481
	%	0	0	0	36.36	63.63			
Regular conduct of tests and examinations	N	0	1	1	4	5	4.18	11	0.936
	%	0	9.09	9.09	36.36	45.45			
Freedom to propose, modify, suggest new topics in the syllabus	N	0	1	3	1	6	4.09	11	0.083
	%	0	9.09	27.27	9.09	54.54			
Freedom to adopt new techniques of teaching	N	0	0	1	0	10	4.81	11	0.575
	%	0	0	9.09	0	90.90			
Freedom to adopt/ adapt new techniques for assessments of the students	N	0	1	0	5	5	4.27	11	0.862
	%	0	9.09	0	45.45	45.45			
Environment of the department is conducive to teaching and research	N	0	0	1	5	5	4.36	11	0.642
	%	0	0	9.09	45.45	45.45			
	N	0	0	0	3	8			

Administration is teacher friendly	%	0	0	0	27.27	72.72	4.73	11	0.445
The college provides adequate funding and support to faculty members	N	0	0	0	4	7	4.64	11	0.481
	%	0	0	0	36.36	63.63			
The college provides adequate funding and support to faculties	N	0	0	1	1	9	4.73	11	0.617
	%	0	0	9.09	9.09	81.81			

From table 1.4 it can be seen that all the statements used for assessing quality of curriculum implementation having significantly high proportion of positive responses indicating teachers' agreement in general to various statement relating to curriculum design. Analysis of mean scores of statements show that all the statements regarding curriculum implementation have a mean score nearby of the response scale of i.e. 4 which indicates that teachers have highly positive opinion about the curriculum implementation quality.

Table 1.5 Frequency distribution and mean scores for the statements relating to curriculum implementation **even semester**

Statements relating to curriculum design		Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Mean	N	SD
Follow up of course content with corresponding reference material	N	0	0	0	3	9	4.75	12	0.433
	%	0	0	0	25	75			
Availability of sufficient number of books in the library	N	0	0	0	2	10	4.83	12	0.373
	%	0	0	0	16.66	83.33			
	N	0	0	0	1	11			

Infrastructural facilities	%	0	0	0	8.33	91.66	4.92	12	0.276
Availability of staff canteen	N	0	0	0	2	10	4.83	12	0.373
	%	0	0	0	16.66	83.33			
Regular conduct of tests and examinations	N	0	0	1	6	5	4.33	12	0.623
	%	0	0	8.33	50	41.66			
Freedom to propose, modify, suggest new topics in the syllabus	N	0	0	1	2	9	4.67	12	0.624
	%	0	0	8.33	16.66	75			
Freedom to adopt new techniques of teaching	N	0	0	0	1	11	4.92	12	0.276
	%	0	0	0	8.33	91.66			
Freedom to adopt/ adapt new techniques for assessments of the students	N	0	0	0	2	10	4.83	12	0.373
	%	0	0	0	16.66	83.33			
Environment of the department is conducive to teaching and research	N	0	0	0	4	8	4.67	12	0.471
	%	0	0	0	33.33	66.66			
Administration is teacher friendly	N	0	0	0	3	9	4.75	12	0.433
	%	0	0	0	25	75			
The college provides adequate funding and support to faculty members	N	0	0	1	1	10	4.75	12	0.595
	%	0	0	8.33	8.33	83.33			

The college provides adequate funding and support to faculties	N	0	0	0	2	10	4.83	12	0.73
	%	0	0	0	16.66	83.33			

From table 1.5 it can be seen that all the statements used for assessing quality of curriculum implementation having significantly high proportion of positive responses indicating teachers' agreement in general to various statement relating to curriculum design. Analysis of mean scores of statements show that all the statements regarding curriculum implementation have a mean score nearby of the response scale of i.e. 4 which indicates that teachers have highly positive opinion about the curriculum implementation quality.

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Table1: Profile of teachers

Variable	Category	Frequency	Percentage
Highest Qualification	Ph.D.	1	5.26
	M.Phil.	2	10.52

Achieved	P.G	19	100
Years of Experience	Up to 5 years	10	52.63
	6-10 Years	2	10.52
	More than 10 years	7	36.84
Nature of Appointment	Adhoc	10	52.63
	Permanent	9	47.36
	Total	19	100

Table 1.1 shows that out of 19 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 Design

In order to quantify the teachers' opinion on curriculum eight 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 design in odd semester

Statements relating to curriculum design		Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Mean	N	SD
	N	0	0	0	2	18			

Syllabus is suitable to the course	%	0	0	0	10	90	4.90	20	0.300
Syllabus is need based	N	0	0	0	5	15	4.75	20	0.433
	%	0	0	0	25	75			
Aims and objectives of the syllabi well defined to the teachers and students	N	0	0	0	6	14	4.70	20	0.458
	%	0	0	0	30	70			
The course has good balance between theory and application	N	0	0	1	5	14	4.65	20	0.572
	%	0	0	5	25	70			
The course/ Syllabi made the teacher interested in the area	N	0	0	0	6	14	4.70	20	0.458
	%	0	0	0	30	70			
The syllabus increased the knowledge and perspective in the area.	N	0	0	0	7	13	4.65	20	0.476
	%	0	0	0	35	65			
The course/ Programme carry sufficient number of optional papers	N	0	0	0	11	9	4.45	20	0.497
	%	0	0	0	55	45			
The reference material are relevant, updated and appropriate	N	0	0	1	6	13	4.60	20	0.583
	%	0	0	5	30	65			

From table 1.2 it can be seen that all the statements used for assessing quality of curriculum design having significantly high proportion of positive responses indicating teachers' agreement in general to various statement relating to curriculum design. Analysis of mean scores of statements show that all the statements regarding curriculum design have a

mean score nearby of the response scale of i.e. 4 which indicates that teachers have highly positive opinion about the curriculum design quality.

Table 1.3 Frequency distribution and mean scores for the statements relating to curriculum design **in even semester**

Statements relating to curriculum design		Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Mean	N	SD
Syllabus is suitable to the course	N	0	0	0	6	13	4.68	19	0.464
	%	0	0	0	31.57	68.42			
Syllabus is need based	N	0	0	0	5	14	4.73	19	0.440
	%	0	0	0	26.31	71.68			
Aims and objectives of the syllabi well defined to the teachers and students	N	0	0	0	9	10	4.52	19	0.499
	%	0	0	0	47.36	52.63			
The course has good balance between theory and application	N	0	0	0	6	13	4.68	19	0.464
	%	0	0	0	31.57	68.42			
The course/ Syllabi made the teacher interested in the area	N	0	0	0	5	14	4.73	19	0.440
	%	0	0	0	26.31	73.68			
The syllabus increased the knowledge and perspective in the area.	N	0	0	0	9	10	4.52	19	0.499
	%	0	0	0	47.36	52.63			
The course/ Programme carry sufficient number of optional papers	N	0	0	0	6	13	4.68	19	0.464
	%	0	0	0	31.57	68.12			

The reference material are relevant, updated and appropriate	N	0	0	1	6	12	4.57	19	0.590
	%	0	0	5.26	31.57	63.15			

From table 1.3 it can be seen that all the statements used for assessing quality of curriculum design having significantly high proportion of positive responses indicating teachers' agreement in general to various statement relating to curriculum design. Analysis of mean scores of statements show that all the statements regarding curriculum design have a mean score nearby of the response scale of i.e. 4 which indicates that teachers have highly positive opinion about the curriculum design quality.

3. Response towards Curriculum Implementation

In order to assess the teachers' opinions about the effective implementation of the curriculum, teaching, learning and evaluation processes and twelve statements were constructed and teachers were asked to give their responses to this statements in five point agreement scale. The important aspects covered in the statements are follow up of course content with corresponding reference material, availability of sufficient number of books in the library, infrastructural facilities, conducting of tests and examinations, freedom for modification in the syllabus, freedom to adopt new techniques etc.

Table 1.4 Frequency distribution and mean scores for the statements relating to curriculum implementation **odd semester**

Statements relating to curriculum design		Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Mean	N	SD
Follow up of course content with corresponding reference material	N	0	0	1	4	15	4.70	20	0.556
	%	0	0	5	20	75			
	N	0	0	0	7	13			

Availability of sufficient number of books in the library	%	0	0	0	35	65	4.65	20	0.467
Infrastructural facilities	N	0	0	0	7	13	4.65	20	0.467
	%	0	0	0	35	65			
Availability of staff canteen	N	0	0	0	7	13	4.65	20	0.467
	%	0	0	0	35	65			
Regular conduct of tests and examinations	N	0	0	5	6	9	4.20	20	0.812
	%	0	0	25	30	45			
Freedom to propose, modify, suggest new topics in the syllabus	N	0	0	3	6	11	4.40	20	0.734
	%	0	0	15	30	55			
Freedom to adopt new techniques of teaching	N	0	0	2	6	12	4.50	20	0.670
	%	0	0	10	30	60			
Freedom to adopt/ adapt new techniques for assessments of the students	N	0	0	0	11	9	4.45	20	0.497
	%	0	0	0	55	45			
Environment of the department is conducive to teaching and research	N	0	0	1	7	12	4.55	20	0.589
	%	0	0	5	35	60			
Administration is teacher friendly	N	0	0	0	7	13	4.65	20	0.476
	%	0	0	0	35	65			

The college provides adequate funding and support to faculty members	N	0	0	0	8	12	4.60	20	0.489
	%	0	0	0	40	60			
The college provides adequate funding and support to faculties	N	0	0	0	6	14	4.70	20	0.458
	%	0	0	0	30	70			

From table 1.4 it can be seen that all the statements used for assessing quality of curriculum implementation having significantly high proportion of positive responses indicating teachers' agreement in general to various statement relating to curriculum design. Analysis of mean scores of statements show that all the statements regarding curriculum implementation have a mean score nearby of the response scale of i.e. 4 which indicates that teachers have highly positive opinion about the curriculum implementation quality.

Table 1.5 Frequency distribution and mean scores for the statements relating to curriculum implementation **even semester**

Statements relating to curriculum design		Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Mean	N	SD
Follow up of course content with corresponding reference material	N	0	0	0	9	10	4.52	19	0.499
	%	0	0	0	47.36	52.63			
Availability of sufficient number of books in the library	N	0	0	1	4	14	4.68	19	0.566
	%	0	0	5.26	21.05	73.68			
Infrastructural facilities	N	0	0	2	5	12	4.52	19	0.678
	%	0	0	10.52	26.31	63.15			
	N	0	0	0	8	11			

Availability of staff canteen	%	0	0	0	42.10	57.89	4.57	19	0.490
Regular conduct of tests and examinations	N	0	0	3	8	8	4.26	19	0.713
	%	0	0	15.78	42.10	42.10			
Freedom to propose, modify, suggest new topics in the syllabus	N	0	0	5	1	13	4.42	19	0.877
	%	0	0	26.31	5.26	68.42			
Freedom to adopt new techniques of teaching	N	0	0	1	7	11	4.52	19	0.595
	%	0	0	5.26	36.84	57.89			
Freedom to adopt/ adapt new techniques for assessments of the students	N	0	0	1	4	14	4.68	19	0.566
	%	0	0	5.26	21.05	73.68			
Environment of the department is conducive to teaching and research	N	0	0	0	8	11	4.57	19	0.493
	%	0	0	0	42.10	57.89			
Administration is teacher friendly	N	0	0	1	5	13	4.63	19	0.581
	%	0	0	5.26	26.31	68.42			
The college provides adequate funding and support to faculty members	N	0	0	0	5	14	4.73	19	0.44
	%	0	0	0	26.31	73.68			
The college provides adequate funding and support to faculties	N	0	0	1	7	11	4.52	19	0.595
	%	0	0	5.26	36.84	57.89			

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	Permanent	9	47.36
	Total	19	100

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Statements relating to curriculum design		Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Mean	N	SD
	N	0	0	0	8	10			

Syllabus is suitable to the course	%	0	0	0	44.44	55.55	4.55	18	0.496
Syllabus is need based	N	0	0	0	5	13	4.72	18	0.477
	%	0	0	0	27.77	72.22			
Aims and objectives of the syllabi well defined to the teachers and students	N	0	0	0	8	10	4.55	18	0.496
	%	0	0	0	44.44	55.55			
The course has good balance between theory and application	N	0	0	0	5	13	4.72	18	0.447
	%	0	0	0	27.77	72.22			
The course/ Syllabi made the teacher interested in the area	N	0	0	0	5	13	4.72	18	0.447
	%	0	0	0	27.77	72.22			
The syllabus increased the knowledge and perspective in the area.	N	0	0	0	4	14	4.77	18	0.415
	%	0	0	0	22.22	77.77			
The course/ Programme carry sufficient number of optional papers	N	0	0	0	9	9	4.50	18	0.500
	%	0	0	0	50	50			
The reference material are relevant, updated and appropriate	N	0	0	0	5	13	4.72	18	0.477
	%	0	0	0	27.77	72.22			

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Syllabus is suitable to the course	N	0	0	0	4	15	4.78	19	0.407
	%	0	0	0	21.05	78.94			
Syllabus is need based	N	0	0	0	6	13	4.68	19	0.464
	%	0	0	0	31.57	68.42			
Aims and objectives of the syllabi well defined to the teachers and students	N	0	0	0	1	18	4.94	19	0.223
	%	0	0	0	5.26	94.73			
The course has good balance between theory and application	N	0	0	0	5	14	4.73	19	0.440
	%	0	0	0	26.31	73.68			
The course/ Syllabi made the teacher interested in the area	N	0	0	0	4	15	4.78	19	0.407
	%	0	0	0	21.05	78.94			
The syllabus increased the knowledge and perspective in the area.	N	0	0	1	8	10	4.47	19	0.595
	%	0	0	5.26	42.10	52.63			
The course/ Programme carry sufficient number of optional papers	N	0	0	0	6	13	4.68	19	0.464
	%	0	0	0	31.57	68.42			

The reference material are relevant, updated and appropriate	N	0	0	0	7	12	4.47	19	0.595
	%	0	0	0	36.84	63.5			

From table 1.3 it can be seen that all the statements used for assessing quality of curriculum design having significantly high proportion of positive responses indicating teachers' agreement in general to various statement relating to curriculum design. Analysis of mean scores of statements show that all the statements regarding curriculum design have a mean score nearby of the response scale of i.e. 4 which indicates that teachers have highly positive opinion about the curriculum design quality.

3. Response towards Curriculum Implementation

In order to assess the teachers' opinions about the effective implementation of the curriculum, teaching, learning and evaluation processes and twelve statements were constructed and teachers were asked to give their responses to this statements in five point agreement scale. The important aspects covered in the statements are follow up of course content with corresponding reference material, availability of sufficient number of books in the library, infrastructural facilities, conducting of tests and examinations, freedom for modification in the syllabus, freedom to adopt new techniques etc.

Table 1.4 Frequency distribution and mean scores for the statements relating to curriculum implementation **odd semester**

Statements relating to curriculum design		Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Mean	N	SD
Follow up of course content with corresponding reference material	N	0	0	0	5	13	4.72	18	0.477
	%	0	0	0	27.77	72.22			
	N	0	0	0	6	12			

Availability of sufficient number of books in the library	%	0	0	0	33.33	66.66	4.67	18	0.471
Infrastructural facilities	N	0	0	1	4	13	4.67	18	0.577
	%	0	0	5.55	22.22	72.22			
Availability of staff canteen	N	0	0	0	5	13	4.72	18	0.499
	%	0	0	0	27.77	72.22			
Regular conduct of tests and examinations	N	0	0	5	6	7	4.11	18	0.808
	%	0	0	27.77	33.33	38.88			
Freedom to propose, modify, suggest new topics in the syllabus	N	0	0	2	7	9	4.39	18	0.678
	%	0	0	11.11	38.88	50			
Freedom to adopt new techniques of teaching	N	0	0	2	5	11	4.50	18	0.687
	%	0	0	11.11	27.77	61.11			
Freedom to adopt/ adapt new techniques for assessments of the students	N	0	0	1	7	10	4.50	18	0.600
	%	0	0	5.55	38.88	55.55			
Environment of the department is conducive to teaching and research	N	0	0	2	6	10	4.44	18	0.684
	%	0	0	11.11	33.33	55.55			
Administration is teacher friendly	N	0	0	0	4	14	4.78	18	0.415
	%	0	0	0	22.22	77.77			

The college provides adequate funding and support to faculty members	N	0	0	0	6	12	4.67	18	0.471
	%	0	0	0	33.33	66.66			
The college provides adequate funding and support to faculties	N	0	0	0	6	12	4.67	18	0.471
	%	0	0	0	33.33	66.66			

From table 1.4 it can be seen that all the statements used for assessing quality of curriculum implementation having significantly high proportion of positive responses indicating teachers' agreement in general to various statement relating to curriculum design. Analysis of mean scores of statements show that all the statements regarding curriculum implementation have a mean score nearby of the response scale of i.e. 4 which indicates that teachers have highly positive opinion about the curriculum implementation quality.

Table 1.5 Frequency distribution and mean scores for the statements relating to curriculum implementation **even semester**

Statements relating to curriculum design		Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Mean	N	SD
Follow up of course content with corresponding reference material	N	0	0	0	5	14	4.73	19	0.440
	%	0	0	0	26.31	73.68			
Availability of sufficient number of books in the library	N	0	0	0	4	15	4.78	19	0.407
	%	0	0	0	21.05	78.94			
Infrastructural facilities	N	0	0	0	5	14	4.73	19	0.440
	%	0	0	0	26.31	73.68			

Availability of staff canteen	N	0	0	4	6	9	4.26	19	0.784
	%	0	0	21.05	31.57	47.36			
Regular conduct of tests and examinations	N	0	0	1	5	13	4.63	19	0.581
	%	0	0	5.26	26.31	68.42			
Freedom to propose, modify, suggest new topics in the syllabus	N	0	0	5	3	11	4.31	19	0.861
	%	0	0	26.31	15.78	57.89			
Freedom to adopt new techniques of teaching	N	0	0	0	5	14	4.73	19	0.440
	%	0	0	0	26.31	73.68			
Freedom to adopt/ adapt new techniques for assessments of the students	N	0	0	0	7	12	4.47	19	0.595
	%	0	0	0	36.84	63.15			
Environment of the department is conducive to teaching and research	N	0	0	0	7	12	4.47	19	0.595
	%	0	0	0	36.84	63.15			
Administration is teacher friendly	N	0	0	0	4	15	4.78	19	0.407
	%	0	0	0	21.05	78.94			
The college provides adequate funding and support to faculty members	N	0	0	0	6	13	4.68	19	0.464
	%	0	0	0	31.57	68.42			
The college provides adequate funding and support to faculties	N	0	0	0	5	14	4.73	19	0.440
	%	0	0	0	26.31	73.68			

From table 1.5 it can be seen that all the statements used for assessing quality of curriculum implementation having significantly high proportion of positive responses indicating teachers' agreement in general to various statement relating to curriculum design. Analysis of mean scores of statements show that all the statements regarding curriculum implementation have a mean score nearby of the response scale of i.e. 4 which indicates that teachers have highly positive opinion about the curriculum implementation quality.

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

About the survey

Curriculum design and its effective implementation 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 curriculum and its fruitful implementation. Here KTM College used to collect structured feedback from teachers regarding curriculum design and its implementation, teaching, learning and evaluation processes through the questionnaires distributed among them at the end of each semester. 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	10
	M.Phil.	2	20
	P.G	19	100

Years of Experience	Up to 5 years	11	60
	6-10 Years	1	5
	More than 10 years	8	35
Nature of Appointment	Adhoc	11	55
	Permanent	9	45
	Total	20	100

Table 1.1 shows that out of 20 teachers two are Ph.D. holders, 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 Design

In order to quantify the teachers' opinion on curriculum eight 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 design in **odd semester**

Statements relating to curriculum design		Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Mean	N	SD
Syllabus is suitable to the course	N	0	0	0	4	17	4.80	21	0.393
	%	0	0	0	19.04	80.95			

Syllabus is need based	N	0	0	1	6	14	4.62	21	0.575
	%	0	0	4.76	28.57	66.66			
Aims and objectives of the syllabi well defined to the teachers and students	N	0	0	1	7	13	4.57	21	0.583
	%	0	0	4.76	33.33	61.90			
The course has good balance between theory and application	N	0	1	0	6	14	4.05	21	0.583
	%	0	4.76	0	28.57	66.66			
The course/ Syllabi made the teacher interested in the area	N	0	1	0	6	14	4.57	21	0.728
	%	0	4.76	0	28.57	66.66			
The syllabus increased the knowledge and perspective in the area.	N	0	0	1	4	16	4.71	21	0.547
	%	0	0	4.76	19.04	76.19			
The course/ Programme carry sufficient number of optional papers	N	0	1	0	9	11	4.42	21	0.728
	%	0	4.76	0	42.85	52.38			
The reference material are relevant, updated and appropriate	N	0	0	1	7	13	4.57	21	0.583
	%	0	0	4.76	33.33	61.90			

From table 1.2 it can be seen that all the statements used for assessing quality of curriculum design having significantly high proportion of positive responses indicating teachers' agreement in general to various statement relating to curriculum design. Analysis of mean scores of statements show that all the statements regarding curriculum design have a

mean score nearby of the response scale of i.e. 4 which indicates that teachers have highly positive opinion about the curriculum design quality.

Table 1.3 Frequency distribution and mean scores for the statements relating to curriculum design **in even semester**

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	6	13	4.60	20	0.583
	%	0	0	5	30	65			
Syllabus is need based	N	0	0	0	5	15	4.75	20	0.433
	%	0	0	0	25	75			
Aims and objectives of the syllabi well defined to the teachers and students	N	0	0	1	6	13	4.60	20	0.583
	%	0	0	5	30	65			
The course has good balance between theory and application	N	0	0	0	4	16	4.80	20	0.400
	%	0	0	0	20	80			
The course/ Syllabi made the teacher interested in the area	N	0	0	1	7	12	4.55	20	0.589
	%	0	0	5	35	60			
The syllabus increased the knowledge and perspective in the area.	N	0	0	0	3	17	4.85	20	0.357
	%	0	0	0	15	85			
The course/ Programme carry sufficient number of optional papers	N	0	1	1	8	10	4.35	20	0.792
	%	0	5	5	40	50			

The reference material are relevant, updated and appropriate	N	0	0	0	7	13	4.65	20	0.477
	%	0	0	0	35	65			

From table 1.3 it can be seen that all the statements used for assessing quality of curriculum design having significantly high proportion of positive responses indicating teachers' agreement in general to various statement relating to curriculum design. Analysis of mean scores of statements show that all the statements regarding curriculum design have a mean score nearby of the response scale of i.e. 4 which indicates that teachers have highly positive opinion about the curriculum design quality.

3. Response towards Curriculum Implementation

In order to assess the teachers' opinions about the effective implementation of the curriculum, teaching, learning and evaluation processes and twelve statements were constructed and teachers were asked to give their responses to this statements in five point agreement scale. The important aspects covered in the statements are follow up of course content with corresponding reference material, availability of sufficient number of books in the library, infrastructural facilities, conducting of tests and examinations, freedom for modification in the syllabus, freedom to adopt new techniques etc.

Table 1.4 Frequency distribution and mean scores for the statements relating to curriculum implementation **odd semester**

Statements relating to curriculum design		Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Mean	N	SD
Follow up of course content with corresponding reference material	N	0	0	1	4	16	4.71	21	0.547
	%	0	0	4.76	19.04	76.19			
	N	0	1	0	5	15			

Availability of sufficient number of books in the library	%	0	4.76	0	23.80	71.42	4.62	21	0.722
Infrastructural facilities	N	0	1	0	9	11	4.42	21	0.728
	%	0	4.76	0	42.85	52.38			
Availability of staff canteen	N	0	0	1	7	13	4.57	21	0.583
	%	0	0	4.46	33.33	61.90			
Regular conduct of tests and examinations	N	0	0	5	7	9	4.62	21	0.722
	%	0	0	23	33.33	42.85			
Freedom to propose, modify, suggest new topics in the syllabus	N	0	0	2	8	11	4.43	21	0.660
	%	0	0	9.52	38.09	52.38			
Freedom to adopt new techniques of teaching	N	0	0	0	5	16	4.76	21	0.423
	%	0	0	0	23.80	76.19			
Freedom to adopt/ adapt new techniques for assessments of the students	N	0	0	1	8	12	4.52	21	0.587
	%	0	0	4.76	38.09	57.14			
Environment of the department is conducive to teaching and research	N	0	0	1	9	11	4.48	21	0.587
	%	0	0	4.76	42.85	52.38			
Administration is teacher friendly	N	0	0	0	3	18	4.86	21	0.350
	%	0	0	0	14.28	85.71			

The college provides adequate funding and support to faculty members	N	0	1	0	3	17	4.71	21	0.670
	%	0	4.76	0	14.28	80.95			
The college provides adequate funding and support to faculties	N	0	0	0	4	17	4.80	21	0.393
	%	0	0	5	19.04	80.95			

From table 1.4 it can be seen that all the statements used for assessing quality of curriculum implementation having significantly high proportion of positive responses indicating teachers' agreement in general to various statement relating to curriculum design. Analysis of mean scores of statements show that all the statements regarding curriculum implementation have a mean score nearby of the response scale of i.e. 4 which indicates that teachers have highly positive opinion about the curriculum implementation quality.

Table 1.5 Frequency distribution and mean scores for the statements relating to curriculum implementation **even semester**

Statements relating to curriculum design		Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Mean	N	SD
Follow up of course content with corresponding reference material	N	0	0	1	3	16	4.75	20	0.536
	%	0	0	5	15	80			
Availability of sufficient number of books in the library	N	0	0	0	6	14	4.70	20	0.458
	%	0	0	0	30	70			
Infrastructural facilities	N	0	1	0	4	15	4.65	20	0.726
	%	0	5	0	20	75			

Availability of staff canteen	N	0	0	1	8	11	4.50	20	0.592
	%	0	0	5	40	55			
Regular conduct of tests and examinations	N	0	0	4	7	9	4.25	20	0.766
	%	0	0	20	35	45			
Freedom to propose, modify, suggest new topics in the syllabus	N	0	0	3	3	14	4.55	20	0.740
	%	0	0	15	15	70			
Freedom to adopt new techniques of teaching	N	0	0	0	9	11	4.55	20	0.497
	%	0	0	0	45	55			
Freedom to adopt/ adapt new techniques for assessments of the students	N	0	0	1	5	14	4.65	20	0.572
	%	0	0	5	25	70			
Environment of the department is conducive to teaching and research	N	0	0	0	7	13	4.65	20	0.477
	%	0	0	0	35	65			
Administration is teacher friendly	N	0	0	0	6	14	4.70	20	0.458
	%	0	0	0	30	70			
The college provides adequate funding and support to faculty members	N	0	0	1	3	16	4.75	20	0.536
	%	0	0	5	15	80			
The college provides adequate funding and support to	N	0	0	0	8	12			0.490

faculties	%	0	0	0	40	60	4.60	20	
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From table 1.5 it can be seen that all the statements used for assessing quality of curriculum implementation having significantly high proportion of positive responses indicating teachers' agreement in general to various statement relating to curriculum design. Analysis of mean scores of statements show that all the statements regarding curriculum implementation have a mean score nearby of the response scale of i.e. 4 which indicates that teachers have highly positive opinion about the curriculum implementation quality.

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 each semester. 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.	2	10
	M.Phil.	4	20
	P.G	20	100

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
	Total	20	100

Table 1.1 shows that out of 20 teachers two are Ph.D. holders, four are M.Phil. holders 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 Design

In order to quantify the teachers' opinion on curriculum eight 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 design **in odd semester**

Statements relating to curriculum design		Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Mean	N	SD
Syllabus is suitable to the course	N	0	1	1	3	15	4.60	20	0.800
	%	0	5	5	15	75			

Syllabus is need based	N	0	1	0	4	15	4.65	20	0.726
	%	0	5	0	20	75			
Aims and objectives of the syllabi well defined to the teachers and students	N	0	0	0	8	12	4.60	20	0.489
	%	0	0	0	40	60			
The course has good balance between theory and application	N	0	1	1	2	16	4.65	20	0.729
	%	0	5	5	10	80			
The course/ Syllabi made the teacher interested in the area	N	0	0	1	5	14	4.65	20	0.572
	%	0	0	5	25	70			
The syllabus increased the knowledge and perspective in the area.	N	0	0	1	5	14	4.65	20	0.572
	%	0	0	5	25	70			
The course/ Programme carry sufficient number of optional papers	N	0	1	0	7	12	4.50	20	0.741
	%	0	5	0	35	60			
The reference material are relevant, updated and appropriate	N	0	1	0	7	12	4.50	20	0.741
	%	0	5	0	35	60			

From table 1.2 it can be seen that all the statements used for assessing quality of curriculum design having significantly high proportion of positive responses indicating teachers' agreement in general to various statement relating to curriculum design. Analysis of mean scores of statements show that all the statements regarding curriculum design have a

mean score nearby of the response scale of i.e. 4 which indicates that teachers have highly positive opinion about the curriculum design quality.

Table 1.3 Frequency distribution and mean scores for the statements relating to curriculum design **in even semester**

Statements relating to curriculum design		Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Mean	N	SD
Syllabus is suitable to the course	N	0	0	0	5	15	4.75	20	0.433
	%	0	0	0	25	75			
Syllabus is need based	N	0	0	0	5	15	4.75	20	0.433
	%	0	0	0	25	75			
Aims and objectives of the syllabi well defined to the teachers and students	N	0	0	0	9	11	4.55	20	0.497
	%	0	0	0	45	55			
The course has good balance between theory and application	N	0	0	1	4	15	4.70	20	0.536
	%	0	0	5	20	75			
The course/ Syllabi made the teacher interested in the area	N	0	1	0	5	14	4.60	20	0.734
	%	0	5	0	25	70			
The syllabus increased the knowledge and perspective in the area.	N	0	0	0	9	11	4.55	20	0.497
	%	0	0	0	45	55			
The course/ Programme carry sufficient number of optional papers	N	0	1	0	7	12	4.50	20	0.741
	%	0	5	0	35	60			

The reference material are relevant, updated and appropriate	N	0	0	0	9	11	4.55	20	0.497
	%	0	0	0	45	55			

From table 1.3 it can be seen that all the statements used for assessing quality of curriculum design having significantly high proportion of positive responses indicating teachers' agreement in general to various statement relating to curriculum design. Analysis of mean scores of statements show that all the statements regarding curriculum design have a mean score nearby of the response scale of i.e. 4 which indicates that teachers have highly positive opinion about the curriculum design quality.

3. Response towards Curriculum Implementation

In order to assess the teachers' opinions about the effective implementation of the curriculum, teaching, learning and evaluation processes and twelve statements were constructed and teachers were asked to give their responses to this statements in five point agreement scale. The important aspects covered in the statements are follow up of course content with corresponding reference material, availability of sufficient number of books in the library, infrastructural facilities, conducting of tests and examinations, freedom for modification in the syllabus, freedom to adopt new techniques etc.

Table 1.4 Frequency distribution and mean scores for the statements relating to curriculum implementation **odd semester**

Statements relating to curriculum design		Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Mean	N	SD
Follow up of course content with corresponding reference material	N	0	0	1	5	14	4.65	20	0.572
	%	0	0	5	25	70			

Availability of sufficient number of books in the library	N	0	0	1	4	15	4.70	20	0.556
	%	0	0	5	20	75			
Infrastructural facilities	N	0	0	0	5	15	4.75	20	0.433
	%	0	0	0	25	75			
Availability of staff canteen	N	0	0	0	6	14	4.80	20	0.458
	%	0	0	0	30	70			
Regular conduct of tests and examinations	N	0	0	1	9	10	4.45	20	0.589
	%	0	0	5	45	50			
Freedom to propose, modify, suggest new topics in the syllabus	N	1	1	2	6	10	4.15	20	1.108
	%	5	5	10	30	50			
Freedom to adopt new techniques of teaching	N	0	0	1	7	12	4.55	20	0.589
	%	0	0	5	35	60			
Freedom to adopt/ adapt new techniques for assessments of the students	N	0	0	1	7	12	4.55	20	0.589
	%	0	0	5	35	60			
Environment of the department is conducive to teaching and research	N	0	0	0	8	12	4.60	20	0.489
	%	0	0	0	40	60			
Administration is teacher friendly	N	0	0	0	3	17	4.85	20	0.357
	%	0	0	0	15	85			

The college provides adequate funding and support to faculty members	N	0	0	0	5	15	4.75	20	0.433
	%	0	0	0	25	75			
The college provides adequate funding and support to faculties	N	0	0	1	8	11	4.50	20	0.592
	%	0	0	5	40	55			

From table 1.4 it can be seen that all the statements used for assessing quality of curriculum implementation having significantly high proportion of positive responses indicating teachers' agreement in general to various statement relating to curriculum design. Analysis of mean scores of statements show that all the statements regarding curriculum implementation have a mean score nearby of the response scale of i.e. 4 which indicates that teachers have highly positive opinion about the curriculum implementation quality.

Table 1.5 Frequency distribution and mean scores for the statements relating to curriculum implementation **even semester**

Statements relating to curriculum design		Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Mean	N	SD
Follow up of course content with corresponding reference material	N	0	0	0	6	14	4.70	20	0.458
	%	0	0	0	30	70			
Availability of sufficient number of books in the library	N	0	0	1	6	13	4.60	20	0.583
	%	0	0	5	30	65			
	N	0	0	0	5	15			

Infrastructural facilities	%	0	0	0	25	75	4.75	20	0.433
Availability of staff canteen	N	0	0	0	7	13	4.65	20	0.477
	%	0	0	0	35	65			
Regular conduct of tests and examinations	N	0	0	0	8	12	4.60	20	0.489
	%	0	0	0	40	60			
Freedom to propose, modify, suggest new topics in the syllabus	N	0	1	4	6	9	4.15	20	0.910
	%	0	5	20	30	45			
Freedom to adopt new techniques of teaching	N	0	0	1	5	14	4.65	20	0.572
	%	0	0	5	25	70			
Freedom to adopt/ adapt new techniques for assessments of the students	N	0	0	1	8	11	4.50	20	0.592
	%	0	0	5	40	55			
Environment of the department is conducive to teaching and research	N	0	0	0	7	13	4.65	20	0.477
	%	0	0	0	35	65			
Administration is teacher friendly	N	0	0	0	9	11	4.55	20	0.497
	%	0	0	0	45	55			
The college provides adequate funding and support to faculty members	N	0	0	0	6	14	4.70	20	0.458
	%	0	0	0	30	70			

The college provides adequate funding and support to faculties	N	0	0	0	6	14	4.70	20	0.458
	%	0	0	0	30	70			

From table 1.5 it can be seen that all the statements used for assessing quality of curriculum implementation having significantly high proportion of positive responses indicating teachers' agreement in general to various statement relating to curriculum design. Analysis of mean scores of statements show that all the statements regarding curriculum implementation have a mean score nearby of the response scale of i.e. 4 which indicates that teachers have highly positive opinion about the curriculum implementation quality.