# CURRICULUM FEEDBACK ANALYSIS
## 2018-19
## CATEGORY: FACULTY

## 1. Methodology

This survey report is descriptive and analytical in nature. The data were collected from the each faculty (census method) of departments. The respective departments collected the data using the questionnaire prepared by IQAC. For the analysis of data – the descriptive statistics like average, percentage and tabular and diagrammatic tools were used. The data were analyzed with the statistical software IBM-PASW (SPSS) (Trial Version). The report is prepared by IQAC. A copy of the report will submit to the concerned departments and also place before the academic council of the college for necessary decisions.

### 1.1. Overview

Out of the total 55 teachers attended the curriculum feedback survey 61.8 percent are male and 38.2 are female. Teachers are classified in four groups on teaching experience as 1-5 year, 6 to 10 year, 11 to 15 year and above 15 years. Among the teachers surveyed, 41.8 percent have below 5-year experience and 23.6 percent have an experience above 15 years. Among the teachers, 63.6 percent have attended various faculty development programmes. The department wise break-up of the teachers participated in the survey is given in the table.1.

Table.1. Number of Teachers Participated in the Survey

| Department | Frequency | Percent |
|---|---|---|
| Arabic | 3 | 5.5 |
| Biochemistry | 3 | 5.5 |
| Biotechnology | 3 | 5.5 |
| Commerce | 12 | 21.8 |
| Computer application | 1 | 1.8 |
| Computer Science | 3 | 5.5 |
| Economics | 7 | 12.7 |
| English | 8 | 14.5 |
| Hindi | 2 | 3.6 |
| Journalism | 1 | 1.8 |
| Malayalam | 2 | 3.6 |
| Microbiology | 5 | 9.1 |
| Political Science | 1 | 1.8 |
| Statistics | 2 | 3.6 |
| WAS | 2 | 3.6 |
| Total | 55 | 100.0 |

Source: Survey data 2019

## 2.1.Objective and Goal of the Curriculum:

On this first variable41.8 percent, opined that the objective and goal of curriculum is very clear and 40 percent tick on 'clear' as their opinion. This high percentage positive opinion is may be due to high attendance of teachers in faculty development programmes.



**Fig. 1: Opinion on Objective and Goal of the Curriculum**

- Very Clear: 41.80%
- Clear: 40%
- Some what clear: 9.10%
- Not clear: 9.10%
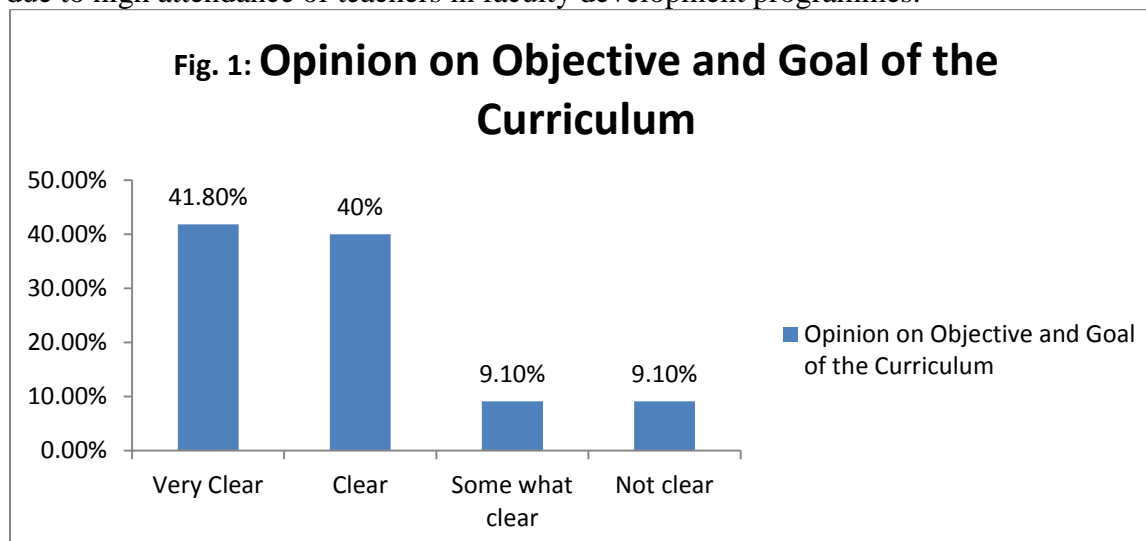
Source: Curriculum feedback data 2018-19 (Faculty)

The following table.2. gives the department wise break-up of the opinion on objective and goal of the curriculum.

**Table.2. Department versus Objective and Goal of the Curriculum**

| Department | Objective and Goal of the Curriculum | | | | Total |
|---|---|---|---|---|---|
| | Very Clear | Clear | somewhat Clear | Not Clear | |
| Arabic | 0 | 2 | 1 | 0 | 3 |
| Biochemistry | 2 | 1 | 0 | 0 | 3 |
| Biotechnology | 1 | 0 | 0 | 2 | 3 |
| Commerce | 3 | 4 | 3 | 2 | 12 |
| Computer applicati | 1 | 0 | 0 | 0 | 1 |
| Computer Science | 2 | 1 | 0 | 0 | 3 |
| Economics | 3 | 2 | 1 | 1 | 7 |
| English | 3 | 5 | 0 | 0 | 8 |
| Hindi | 0 | 2 | 0 | 0 | 2 |
| Journalism | 0 | 1 | 0 | 0 | 1 |
| Malayalam | 2 | 0 | 0 | 0 | 2 |
| Microbiology | 3 | 2 | 0 | 0 | 5 |
| Political Science | 0 | 1 | 0 | 0 | 1 |
| statistics | 1 | 0 | 0 | 0 | 1 |
| Statistics | 1 | 0 | 0 | 0 | 1 |
| WAS | 1 | 1 | 0 | 0 | 2 |
| Total | 23 | 22 | 5 | 5 | 55 |

Source: Survey data 2019

## 2.2.Academic Flexibility:

In the variable academic flexibility, while 38.2 percent of teachers argued that there is academic flexibility 10.9 percent opined 'Not flexible'. The following table 3 gives the department wise opinion on academic flexibility.

**Table.3. Department versus Academic Flexibility**

| Department | Academic Flexibility | | | | | Total |
|---|---|---|---|---|---|---|
| | Very Flexible | Flexible | Somewhat Flexible | Not Flexible | Can't say | |
| Arabic | 0 | 3 | 0 | 0 | 0 | 3 |
| Biochemistry | 0 | 2 | 1 | 0 | 0 | 3 |
| Biotechnology | 0 | 1 | 2 | 0 | 0 | 3 |
| Commerce | 2 | 3 | 2 | 4 | 1 | 12 |
| Computer Application | 1 | 0 | 0 | 0 | 0 | 1 |
| Computer Science | 1 | 2 | 0 | 0 | 0 | 3 |
| Economics | 2 | 2 | 2 | 0 | 1 | 7 |
| English | 0 | 2 | 6 | 0 | 0 | 8 |
| Hindi | 0 | 2 | 0 | 0 | 0 | 2 |
| Journalism | 0 | 1 | 0 | 0 | 0 | 1 |
| Malayalam | 0 | 1 | 0 | 0 | 1 | 2 |
| Microbiology | 0 | 2 | 2 | 1 | 0 | 5 |
| Political Science | 0 | 0 | 1 | 0 | 0 | 1 |
| Statistics | 0 | 0 | 1 | 1 | 0 | 2 |
| WAS | 2 | 0 | 0 | 0 | 0 | 2 |
| Total | 8 | 21 | 17 | 6 | 3 | 55 |

Source: Survey data 2019

## 2.3. Capacity of Curriculum to Develop Attitude and Skills for a Democratic Life

On this variable, 45.5 percent of teachers opined that the capacity of curriculum to develop attitude and skills for a democratic life is strong while only 12.7 percent expressed 'not strong'. The department wise opinion on the variable capacity of curriculum to develop attitude and skills for a democratic life is given in the table 4.

**Table.4. Department versus Capacity to Curriculum to Develop Attitude amd Skills for a Democratic Life**

| Department | Capacity to Curriculum to Develop Attitude amd Skills for a Democratic Life | | | | | Total |
|---|---|---|---|---|---|---|
| | Very Strong | Strong | Somewhat Strong | Not Strong | Can't Say | |
| Arabic | 0 | 3 | 0 | 0 | 0 | 3 |
| Biochemistry | 0 | 2 | 1 | 0 | 0 | 3 |
| Biotechnology | 0 | 1 | 1 | 1 | 0 | 3 |
| Commerce | 2 | 2 | 3 | 4 | 1 | 12 |
| Computer application | 1 | 0 | 0 | 0 | 0 | 1 |
| Computer Science | 2 | 0 | 1 | 0 | 0 | 3 |
| Economics | 2 | 2 | 2 | 1 | 0 | 7 |
| English | 0 | 8 | 0 | 0 | 0 | 8 |
| Hindi | 0 | 1 | 1 | 0 | 0 | 2 |
| Journalism | 0 | 1 | 0 | 0 | 0 | 1 |
| Malayalam | 1 | 1 | 0 | 0 | 0 | 2 |
| Microbiology | 0 | 1 | 4 | 0 | 0 | 5 |
| Political Science | 0 | 0 | 0 | 1 | 0 | 1 |
| Statistics | 1 | 1 | 0 | 0 | 0 | 2 |
| WAS | 0 | 2 | 0 | 0 | 0 | 2 |
| Total | 9 | 25 | 13 | 7 | 1 | 55 |

Source: Survey data 2019

## 2.4. Proportion of Scientific Content:

The opinion of teachers on this variable  'sufficient enough' 20 percent, sufficient 34.5 percent, somewhat sufficient 27.3 percent, Not sufficient 12.7 percent and Can't say 5.5 percent.

The department wise break-up of opinion on the variable proportion of scientific content is given in the following table.5.

**Table.5. Department versus The Proportion of Scientific Content**

| Department | The Proportion of Scientific Content | | | | | Total |
|---|---|---|---|---|---|---|
| | Sufficient Enough | Sufficient | Somewhat Sufficient | Not Sufficient | Can't Say | |
| Arabic | 0 | 2 | 1 | 0 | 0 | 3 |
| Biochemistry | 0 | 2 | 1 | 0 | 0 | 3 |
| Biotechnology | 0 | 1 | 0 | 2 | 0 | 3 |
| Commerce | 2 | 4 | 2 | 2 | 2 | 12 |
| Computer application | 1 | 0 | 0 | 0 | 0 | 1 |
| Computer Science | 3 | 0 | 0 | 0 | 0 | 3 |
| Economics | 2 | 2 | 2 | 1 | 0 | 7 |
| English | 0 | 3 | 4 | 1 | 0 | 8 |
| Hindi | 0 | 2 | 0 | 0 | 0 | 2 |
| Journalism | 0 | 1 | 0 | 0 | 0 | 1 |
| Malayalam | 0 | 1 | 0 | 0 | 1 | 2 |
| Microbiology | 2 | 0 | 3 | 0 | 0 | 5 |
| Political Science | 0 | 0 | 0 | 1 | 0 | 1 |
| Statistics | 1 | 0 | 1 | 0 | 0 | 2 |
| WAS | 0 | 1 | 1 | 0 | 0 | 2 |
| Total | 11 | 19 | 15 | 7 | 3 | 55 |

Source: survey data 2019

## 2.5.Use of Learner Centered Methodology:

Out of total respondents 25.5 percent opined excellent on the variable and 50.9 percent tick on the option 'Good'. The department wise opinion on the variable learner centered methodology is given in the following table.6.

**Table.6. Department versus Use of Learner Centered Methodology**

| Department | Use of Learner Centered Methodology | | | | | Total |
|---|---|---|---|---|---|---|
| | Excellent | Good | Somewhat Good | Not Good | Can't Say | |
| Arabic | 0 | 2 | 0 | 1 | 0 | 3 |
| Biochemistry | 0 | 3 | 0 | 0 | 0 | 3 |
| Biotechnology | 0 | 1 | 0 | 2 | 0 | 3 |
| Commerce | 2 | 4 | 2 | 3 | 1 | 12 |
| Computer application | 1 | 0 | 0 | 0 | 0 | 1 |
| Computer Science | 2 | 1 | 0 | 0 | 0 | 3 |
| Economics | 3 | 2 | 1 | 1 | 0 | 7 |
| English | 0 | 7 | 1 | 0 | 0 | 8 |
| Hindi | 1 | 1 | 0 | 0 | 0 | 2 |
| Journalism | 0 | 1 | 0 | 0 | 0 | 1 |
| Malayalam | 2 | 0 | 0 | 0 | 0 | 2 |
| Microbiology | 1 | 4 | 0 | 0 | 0 | 5 |
| Political Science | 0 | 0 | 1 | 0 | 0 | 1 |
| Statistics | 1 | 1 | 0 | 0 | 0 | 2 |
| WAS | 1 | 1 | 0 | 0 | 0 | 2 |
| Total | 14 | 28 | 5 | 7 | 1 | 55 |

Source: Survey data 2019

## 2.6. Use of Teaching Learning Methodology:

In this variable, 23.6 percent opined ICT in teaching learning methodology is excellent, 49.1 percent expressed as 'good', and only 7.3 opined 'not good' the curriculum to use ICT in teaching and learning. The following table.7. gives the department wise break-up on the variable use of teaching learning methodology.

**Table.7. Department versus Use of ICT in Teaching Learning**

| Department | Use of ICT in Teaching Learning | | | | | Total |
|---|---|---|---|---|---|---|
| | Excellent | Good | Somewhat Good | Not Good | Can't Say | |
| Arabic | 0 | 2 | 1 | 0 | 0 | 3 |
| Biochemistry | 0 | 2 | 1 | 0 | 0 | 3 |
| Biotechnology | 0 | 1 | 1 | 1 | 0 | 3 |
| Commerce | 2 | 5 | 1 | 2 | 2 | 12 |
| Computer application | 1 | 0 | 0 | 0 | 0 | 1 |
| Computer Science | 2 | 1 | 0 | 0 | 0 | 3 |
| Economics | 2 | 4 | 0 | 1 | 0 | 7 |
| English | 3 | 4 | 1 | 0 | 0 | 8 |
| Hindi | 0 | 1 | 1 | 0 | 0 | 2 |
| Journalism | 0 | 1 | 0 | 0 | 0 | 1 |
| Malayalam | 0 | 1 | 0 | 0 | 1 | 2 |
| Microbiology | 2 | 3 | 0 | 0 | 0 | 5 |
| Political Science | 0 | 0 | 1 | 0 | 0 | 1 |
| Statistics | 0 | 1 | 1 | 0 | 0 | 2 |
| WAS | 1 | 1 | 0 | 0 | 0 | 2 |
| Total | 13 | 27 | 8 | 4 | 3 | 55 |

Source: survey data 2019

## 2.7. Content of Core Course:

32.7 percent teachers opined that the content of core course is 'sufficient enough' and 38.2 percent opined sufficient while only 3.6 percent have no commends and expressed 'can't say'. The following table gives the department wise break-up of opinion on the variable content of core course.

**Table.8.Department versus Content of Core Course**

| Department | Content of Core Course | | | | | Total |
|---|---|---|---|---|---|---|
| | Sufficient Enough | Sufficient | Somewhat Sufficient | Not Sufficient | Can't Say | |
| Arabic | 0 | 3 | 0 | 0 | 0 | 3 |
| Biochemistry | 1 | 1 | 1 | 0 | 0 | 3 |
| Biotechnology | 0 | 0 | 2 | 1 | 0 | 3 |
| Commerce | 5 | 2 | 1 | 3 | 1 | 12 |
| Computer application | 1 | 0 | 0 | 0 | 0 | 1 |
| Computer Science | 3 | 0 | 0 | 0 | 0 | 3 |
| Economics | 2 | 3 | 2 | 0 | 0 | 7 |
| English | 2 | 6 | 0 | 0 | 0 | 8 |
| Hindi | 0 | 2 | 0 | 0 | 0 | 2 |
| Journalism | 1 | 0 | 0 | 0 | 0 | 1 |
| Malayalam | 0 | 1 | 0 | 0 | 1 | 2 |
| Microbiology | 2 | 1 | 2 | 0 | 0 | 5 |
| Political Science | 0 | 0 | 1 | 0 | 0 | 1 |
| Statistics | 1 | 1 | 0 | 0 | 0 | 2 |
| WAS | 0 | 1 | 1 | 0 | 0 | 2 |
| Total | 18 | 21 | 10 | 4 | 2 | 55 |

Source: Survey data 2019

## 2.8. Content of Common course:

On this variable38.2 percent argued that the content of common course is sufficient enough while only 9.1 percent says can't say. The department wise break of opinion on the variable content of common course is given in the following table.9.

**Table. 9. Department versus Content of Common Course**

| Department | Content of Common Course | | | | | Total |
|---|---|---|---|---|---|---|
| | Sufficient Enough | Sufficient | Somewhat Sufficient | Not Sufficient | Can't Say | |
| Arabic | 0 | 3 | 0 | 0 | 0 | 3 |
| Biochemistry | 0 | 2 | 1 | 0 | 0 | 3 |
| Biotechnology | 0 | 0 | 2 | 1 | 0 | 3 |
| Commerce | 3 | 4 | 1 | 3 | 1 | 12 |
| Computer application | 1 | 0 | 0 | 0 | 0 | 1 |
| Computer Science | 3 | 0 | 0 | 0 | 0 | 3 |
| Economics | 1 | 2 | 3 | 1 | 0 | 7 |
| English | 0 | 8 | 0 | 0 | 0 | 8 |
| Hindi | 0 | 0 | 0 | 0 | 2 | 2 |
| Journalism | 0 | 0 | 1 | 0 | 0 | 1 |
| Malayalam | 2 | 0 | 0 | 0 | 0 | 2 |
| Microbiology | 0 | 0 | 4 | 0 | 1 | 5 |
| Political Science | 0 | 0 | 1 | 0 | 0 | 1 |
| Statistics | 0 | 1 | 0 | 0 | 1 | 2 |
| WAS | 0 | 1 | 0 | 1 | 0 | 2 |
| Total | 10 | 21 | 13 | 6 | 5 | 55 |

Source: Survey data 2019

## 2.9. Content of Open Course:

In this variable, 36.4 percent respondents expressed as sufficient enough while only 12.7 percent expressed as can't say. The department wise opinion on the variable is given in the table.10.

**Table.10. Department versus Content of Open Course**

| Department | Content of Open Course | | | | | Total |
|---|---|---|---|---|---|---|
| | Sufficient Enough | Sufficient | Somewhat Sufficient | Not Sufficient | Can't Say | |
| Arabic | 0 | 1 | 0 | 0 | 2 | 3 |
| Biochemistry | 0 | 3 | 0 | 0 | 0 | 3 |
| Biotechnology | 1 | 0 | 0 | 2 | 0 | 3 |
| Commerce | 3 | 3 | 1 | 4 | 1 | 12 |
| Computer application | 1 | 0 | 0 | 0 | 0 | 1 |
| Computer Science | 1 | 2 | 0 | 0 | 0 | 3 |
| Economics | 3 | 1 | 2 | 1 | 0 | 7 |
| English | 3 | 5 | 0 | 0 | 0 | 8 |
| Hindi | 0 | 0 | 0 | 0 | 2 | 2 |
| Journalism | 0 | 0 | 1 | 0 | 0 | 1 |
| Malayalam | 1 | 1 | 0 | 0 | 0 | 2 |
| Microbiology | 0 | 2 | 2 | 0 | 1 | 5 |
| Political Science | 0 | 0 | 1 | 0 | 0 | 1 |
| Statistics | 0 | 0 | 1 | 0 | 1 | 2 |
| WAS | 0 | 2 | 0 | 0 | 0 | 2 |
| Total | 13 | 20 | 8 | 7 | 7 | 55 |

Source|: Survey data 2019

## 2.10.    Content of Complimentary Course:

Up on this variable, 23.6 percent says that the content of complimentary course is 'sufficient enough' and 40 percent says 'sufficient' while only 9.1 percent commends as 'can't say'. Department wise opinion on the variable content of complimentary course is given in the table 11.

**Table. 11. Department versus  Content of Complimentary Courses**

| Department | Content of Complimentary Courses | | | | | Total |
|---|---|---|---|---|---|---|
| | Sufficient Enough | Sufficient | Somewhat Sufficient | Not Sufficient | Can't Say | |
| Arabic | 0 | 2 | 0 | 0 | 1 | 3 |
| Biochemistry | 0 | 1 | 2 | 0 | 0 | 3 |
| Biotechnology | 0 | 0 | 1 | 1 | 1 | 3 |
| Commerce | 3 | 4 | 1 | 3 | 1 | 12 |
| Computer application | 1 | 0 | 0 | 0 | 0 | 1 |
| Computer Science | 3 | 0 | 0 | 0 | 0 | 3 |
| Economics | 3 | 1 | 2 | 1 | 0 | 7 |
| English | 1 | 7 | 0 | 0 | 0 | 8 |
| Hindi | 0 | 0 | 0 | 0 | 2 | 2 |
| Journalism | 0 | 1 | 0 | 0 | 0 | 1 |
| Malayalam | 1 | 1 | 0 | 0 | 0 | 2 |
| Microbiology | 1 | 1 | 2 | 0 | 1 | 5 |
| Political Science | 0 | 0 | 1 | 0 | 0 | 1 |
| Statistics | 0 | 2 | 0 | 0 | 0 | 2 |
| WAS | 0 | 2 | 0 | 0 | 0 | 2 |
| Total | 13 | 22 | 9 | 5 | 6 | 55 |

Source: Survey data 2019

## 2.11.   Capacity of the curriculum to ensure all-round Growth of Learner:

Out of the total respondents 23.6 percent opined 'very strong' towards the capacity of the curriculum to ensure all-round growth of the learner and 41.8 percent argued 'strong' while only 3.6 percent expressed can't say. The department wise opinion on the variable is given in the following table.

**Table.12. Department Versus The Capacity of the Curriculum to Ensure all round growth of the learner**

| Department | The Capacity of the Curriculum to Ensure all round growth of the learner | | | | | Total |
|---|---|---|---|---|---|---|
| | Very Strong | Strong | Somewhat Strong | Not Strong | Can't Say | |
| Arabic | 0 | 2 | 1 | 0 | 0 | 3 |
| Biochemistry | 0 | 2 | 1 | 0 | 0 | 3 |
| Biotechnology | 0 | 0 | 1 | 1 | 1 | 3 |
| Commerce | 2 | 5 | 0 | 5 | 0 | 12 |
| Computer application | 1 | 0 | 0 | 0 | 0 | 1 |
| Computer Science | 2 | 0 | 1 | 0 | 0 | 3 |
| Economics | 3 | 0 | 3 | 1 | 0 | 7 |
| English | 0 | 8 | 0 | 0 | 0 | 8 |
| Hindi | 0 | 1 | 0 | 0 | 1 | 2 |
| Journalism | 0 | 1 | 0 | 0 | 0 | 1 |
| Malayalam | 2 | 0 | 0 | 0 | 0 | 2 |
| Microbiology | 0 | 2 | 3 | 0 | 0 | 5 |
| Political Science | 0 | 0 | 0 | 1 | 0 | 1 |
| Statistics | 0 | 2 | 0 | 0 | 0 | 2 |
| WAS | 1 | 0 | 1 | 0 | 0 | 2 |
| Total | 11 | 23 | 11 | 8 | 2 | 55 |

Source: Survey data 2019

## 2.12. Suitability of Curriculum to Teaching Learning Situation:

On this variable 45.5 percent tick on the option suitable while, only 3.6 percent argued for not suitable the curriculum to teaching learning situation
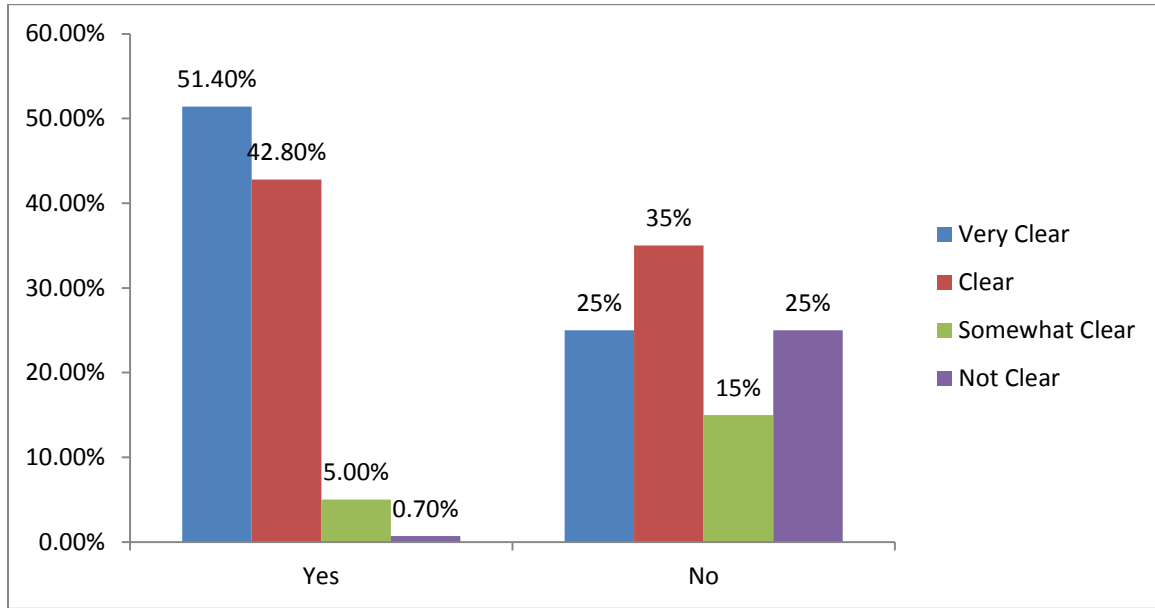
**Table.13. Department Versus The Suitability of the Curriculum to Teaching Learning Situation**

| Department | The Suitability of the Curriculum to Teaching Learning Situation | | | | | Total |
|---|---|---|---|---|---|---|
| | Very Suitable | Suitable | Somewhat Suitable | Not Suitable | Can't Say | |
| Arabic | 0 | 1 | 2 | 0 | 0 | 3 |
| Biochemistry | 0 | 3 | 0 | 0 | 0 | 3 |
| Biotechnology | 0 | 1 | 0 | 1 | 1 | 3 |
| Commerce | 2 | 3 | 2 | 4 | 1 | 12 |
| Computer applicati | 1 | 0 | 0 | 0 | 0 | 1 |
| Computer Science | 2 | 0 | 1 | 0 | 0 | 3 |
| Economics | 2 | 3 | 1 | 1 | 0 | 7 |
| English | 4 | 4 | 0 | 0 | 0 | 8 |
| Hindi | 0 | 2 | 0 | 0 | 0 | 2 |
| Journalism | 0 | 1 | 0 | 0 | 0 | 1 |
| Malayalam | 1 | 1 | 0 | 0 | 0 | 2 |
| Microbiology | 0 | 4 | 1 | 0 | 0 | 5 |
| Political Science | 0 | 0 | 1 | 0 | 0 | 1 |
| Statistics | 0 | 1 | 1 | 0 | 0 | 2 |
| WAS | 1 | 1 | 0 | 0 | 0 | 2 |
| Total | 13 | 25 | 9 | 6 | 2 | 55 |

Source: Survey data 2019

The following fig.2 clearly distinguishes the state of opinion on the objective and goal of curriculum on account of faculty development programme attended.

**Faculty Development Programmes versus Opinion of Objective and Goal of Curriculum (Crosstab)**

Source: Curriculum feedback data 2018-19 (Faculty)