

EMEA COLLEGE OF ARTS AND SCIENCE.KONDOTTI
INTERNAL QUALITY ASSURANCE CELL (IQAC)
CURRICULUM FEEDBACK ANALYSIS
2019-20
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.

1.2. Overview

In the curriculum feedback survey out of 65 teachers participated, 57 % are male and 43% are female. 43.1% have a teaching experience below 5 year. 24.6 % have 6 to 10 year experience, 12.3% have 11 to 15 year experience and 20 percent have above 15-year experience. Out of total 65 teachers (49.2%) have attended various faculty development programmes. The number of faculty participated in the curriculum feedback analysis is given in the following table.1

Table.1. Number of Faculty participated in the Survey

Department	Percent
Arabic	4.6
BBA	4.6
Biochemistry	6.2
Biotechnology	6.2
Commerce	21.5
Computer Applica	1.5
Computer Science	6.2
Economics	9.2
English	15.4

Hindi	3.1
Journalism	1.5
Malayalam	3.1
Microbiology	7.7
Physical Education	1.5
Political Science	1.5
Statistics	3.1
West Asian Studies	3.1
Total	100.0

Source: Survey data 2020

2.1.Objective and Goal of the Curriculum:

Up on the first variable, 30.8 percent teachers opined that the objective and goal of the curriculum is very clear while only 3.1 percent caste as can't say. The department wise opinion on the variable objective and goal of the curriculum is given in the table.2.

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	Can't Say	
Arabic	1	1	0	1	0	3
BBA	0	0	3	0	0	3
Biochemistry	1	2	1	0	0	4
Biotechnology	0	1	2	1	0	4
Commerce	4	4	2	4	0	14
Computer Applica	1	0	0	0	0	1
Computer Science	3	1	0	0	0	4
Economics	2	1	1	1	1	6
English	1	2	1	6	0	10
Hindi	0	1	0	1	0	2
Journalism	0	1	0	0	0	1
Malayalam	2	0	0	0	0	2
Microbiology	3	1	0	1	0	5
Physical Education	0	0	1	0	0	1
Political Science	0	1	0	0	0	1

Statistics	1	0	0	0	1	2
West Asian Studies	1	1	0	0	0	2
Total	20	17	11	15	2	65

Source: Sample Survey data 2020

2.2.Academic Flexibility:

In the variable academic flexibility, while 20 percent of teachers argued that there is very much academic flexibility 29.2 percent argued as Not flexible. The department wise break-up of the opinion on the variable is given in the following table.

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

Up on this variable, 21.5 percent of teachers opined as very strong while only 10.8 percent expressed as cant say. The department wise opinion on the variable is given in the following table 4.

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

Department	Capacity to Curriculum to Develop Attitude and Skills for a Democratic Life					Total
	Very Strong	Strong	Somewhat Strong	Not Strong	Can't Say	
Arabic	1	1	0	1	0	3
BBA	0	0	0	3	0	3
Biochemistry	1	1	1	1	0	4
Biotechnology	0	1	1	1	1	4
Commerce	2	4	1	4	3	14
Computer Applica	1	0	0	0	0	1
Computer Science	2	0	1	1	0	4
Economics	2	1	0	1	2	6
English	0	3	2	5	0	10
Hindi	0	0	1	0	1	2
Journalism	1	0	0	0	0	1
Malayalam	0	2	0	0	0	2
Microbiology	2	1	2	0	0	5
Physical Education	0	0	0	1	0	1
Political Science	1	0	0	0	0	1
Statistics	1	0	0	1	0	2

West Asian Studies	0	2	0	0	0	2
Total	14	16	9	19	7	65

Source: Survey data 2020

2.4.Proportion of Scientific Content:

Up on this variable, 26.2 percent says that the scientific content in the curriculum is sufficient enough while only 13 percent opined as can't say. The following table gives the department wise opinion on the variable proportion of scientific content.

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	1	1	0	1	0	3
BBA	0	0	0	2	1	3
Biochemistry	1	2	0	1	0	4
Biotechnology	0	1	1	2	0	4
Commerce	2	4	2	1	5	14
Computer Applica	1	0	0	0	0	1
Computer Science	4	0	0	0	0	4
Economics	1	1	2	1	1	6
English	0	2	4	4	0	10
Hindi	0	1	0	0	1	2
Journalism	1	0	0	0	0	1
Malayalam	0	2	0	0	0	2
Microbiology	3	0	1	1	0	5
Physical Education	0	0	0	1	0	1
Political Science	1	0	0	0	0	1
Statistics	1	0	0	0	1	2
West Asian Studies	1	1	0	0	0	2
Total	17	15	10	14	9	65

Source: Survey data 2020

2.5. Use of Learner Centered Methodology:

Out of total respondents 26 percent opined that the use of learner centered methodology is good while 30.8 percent argued that it is not good. The department wise opinion on the variable use of learner centered methodology is given in the following table.

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	1	0	1	1	3
BBA	0	0	2	1	0	3
Biochemistry	0	3	1	0	0	4
Biotechnology	0	0	0	4	0	4
Commerce	1	3	3	5	2	14
Computer Applica	1	0	0	0	0	1
Computer Science	3	1	0	0	0	4
Economics	2	0	1	1	2	6
English	0	3	2	5	0	10
Hindi	0	1	0	1	0	2
Journalism	1	0	0	0	0	1
Malayalam	1	1	0	0	0	2
Microbiology	1	3	1	0	0	5
Physical Education	0	0	0	1	0	1
Political Science	0	0	1	0	0	1
Statistics	1	0	0	1	0	2
West Asian Studies	1	1	0	0	0	2
Total	12	17	11	20	5	65

Source: Survey data 2020

2.6. Use of Teaching Learning Methodology:

Up on this variable out of total teachers, the percent of opinion is as 20 (Excellent), 27.7 (Good), 16.9 (somewhat good), 15.4 (Not good) and 20 (Can't Say).. The department wise break-up of the opinion on the variable use of teaching learning methodology is given in the following table.7.

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	1	1	1	0	3
BBA	0	0	3	0	0	3
Biochemistry	1	1	2	0	0	4
Biotechnology	0	0	0	1	3	4
Commerce	2	4	1	1	6	14
Computer Applica	1	0	0	0	0	1
Computer Science	2	2	0	0	0	4
Economics	2	1	0	2	1	6
English	0	4	2	2	2	10
Hindi	0	0	1	1	0	2
Journalism	1	0	0	0	0	1
Malayalam	1	1	0	0	0	2
Microbiology	2	2	0	1	0	5
Physical Education	0	0	0	1	0	1
Political Science	0	0	1	0	0	1
Statistics	0	1	0	0	1	2
West Asian Studies	1	1	0	0	0	2
Total	13	18	11	10	13	65

Source: survey data 2020

2.7.Content of Core Course:

24.6 percent teachers opined that the content of core course is sufficient enough while 13.8 percent expressed as can't say. The department wise opinion status can be seen from the following table.

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	2	0	1	0	3
BBA	0	0	1	2	0	3
Biochemistry	2	1	0	0	1	4
Biotechnology	0	0	0	2	2	4
Commerce	2	3	2	6	1	14
Computer Applica	1	0	0	0	0	1
Computer Science	3	0	1	0	0	4
Economics	1	2	1	2	0	6
English	1	2	2	3	2	10
Hindi	0	1	0	0	1	2
Journalism	1	0	0	0	0	1
Malayalam	0	1	0	0	1	2
Microbiology	2	1	2	0	0	5
Physical Education	0	0	0	1	0	1
Political Science	1	0	0	0	0	1
Statistics	1	0	0	0	1	2
West Asian Studies	1	1	0	0	0	2
Total	16	14	9	17	9	65

Source: Survey data 2020

2.8.Content of Common course:

On this variable, 24.6 percent argued that the content of common course is sufficient enough while 18.5 percent says as Cannot sufficient. Following table give department wise break-up of the opinion on the variable.

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	2	0	0	1	3
BBA	0	0	2	1	0	3
Biochemistry	0	3	0	1	0	4
Biotechnology	0	0	0	2	2	4
Commerce	3	4	1	3	3	14
Computer Applica	1	0	0	0	0	1
Computer Science	3	1	0	0	0	4
Economics	1	1	1	1	2	6
English	0	4	1	2	3	10
Hindi	0	0	0	1	1	2
Journalism	1	0	0	0	0	1
Malayalam	2	0	0	0	0	2
Microbiology	3	1	1	0	0	5
Physical Education	0	0	0	1	0	1
Political Science	1	0	0	0	0	1
Statistics	0	0	0	0	2	2
West Asian Studies	1	1	0	0	0	2
Total	16	17	6	12	14	65

Source: Survey data 2020

2.9.Content of Open Course:

In this variable, 16.9 percent respondents expressed as sufficient enough while 15.4 percent expressed as can't say. The department wise opinion on the variable given in the following table.

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	0	0	1	2	3
BBA	0	0	2	1	0	3
Biochemistry	1	2	0	1	0	4
Biotechnology	0	0	0	4	0	4
Commerce	1	3	3	6	1	14
Computer Applica	1	0	0	0	0	1
Computer Science	1	3	0	0	0	4
Economics	1	2	1	2	0	6
English	0	3	2	3	2	10
Hindi	0	0	0	0	2	2
Journalism	1	0	0	0	0	1
Malayalam	1	0	0	0	1	2
Microbiology	2	2	1	0	0	5
Physical Education	0	0	0	1	0	1
Political Science	1	0	0	0	0	1
Statistics	0	0	0	0	2	2
West Asian Studies	1	1	0	0	0	2
Total	11	16	9	19	10	65

Source: Survey Data 2020

2.10. Content of Complimentary Course:

Up on this variable, 23.1 percent says that the content of complimentary course is sufficient enough while 15.4 percent commends as can't say. Department wise break-up of the opinion on the variable 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	1	0	1	1	3
BBA	0	0	2	1	0	3
Biochemistry	0	2	2	0	0	4
Biotechnology	0	0	0	3	1	4
Commerce	3	2	3	3	3	14
Computer Applica	1	0	0	0	0	1
Computer Science	4	0	0	0	0	4
Economics	2	1	0	2	1	6
English	0	3	1	4	2	10
Hindi	0	0	0	1	1	2
Journalism	1	0	0	0	0	1
Malayalam	1	0	0	0	1	2
Microbiology	2	2	1	0	0	5
Physical Education	0	0	0	1	0	1
Political Science	1	0	0	0	0	1
Statistics	0	1	0	1	0	2
West Asian Studies	0	2	0	0	0	2
Total	15	14	9	17	10	65

Source: Survey data 2020

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

Out of the total respondents 21.5 percent opined as strong towards the capacity of the curriculum to ensure all-round growth of the learner while 13.8 percent expressed as can't say. The department wise opinion status 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	1	1	0	1	3
BBA	0	0	1	2	0	3
Biochemistry	1	2	0	1	0	4
Biotechnology	0	0	1	2	1	4
Commerce	1	4	2	6	1	14
Computer Applica	1	0	0	0	0	1
Computer Science	3	0	1	0	0	4
Economics	2	0	3	0	1	6
English	0	3	1	3	3	10
Hindi	0	1	0	0	1	2
Journalism	1	0	0	0	0	1
Malayalam	2	0	0	0	0	2
Microbiology	0	3	2	0	0	5
Physical Education	0	1	0	0	0	1
Political Science	1	0	0	0	0	1
Statistics	0	1	0	0	1	2
West Asian Studies	2	0	0	0	0	2
Total	14	16	12	14	9	65

Source: Survey data 2020

2.12. Suitability of Curriculum to Teaching Learning Situation:

Up on this variable, the opinion of respondents is as very suitable (10.8%) Suitable (35.4%), Somewhat Suitable (13.8%), not suitable (27.7%) and Can't Say (12.3%). The department wise opinion status is given in the following table.13.

Table. 13. Department versus The Suitability of the Curriculum to Teaching Learning Situation

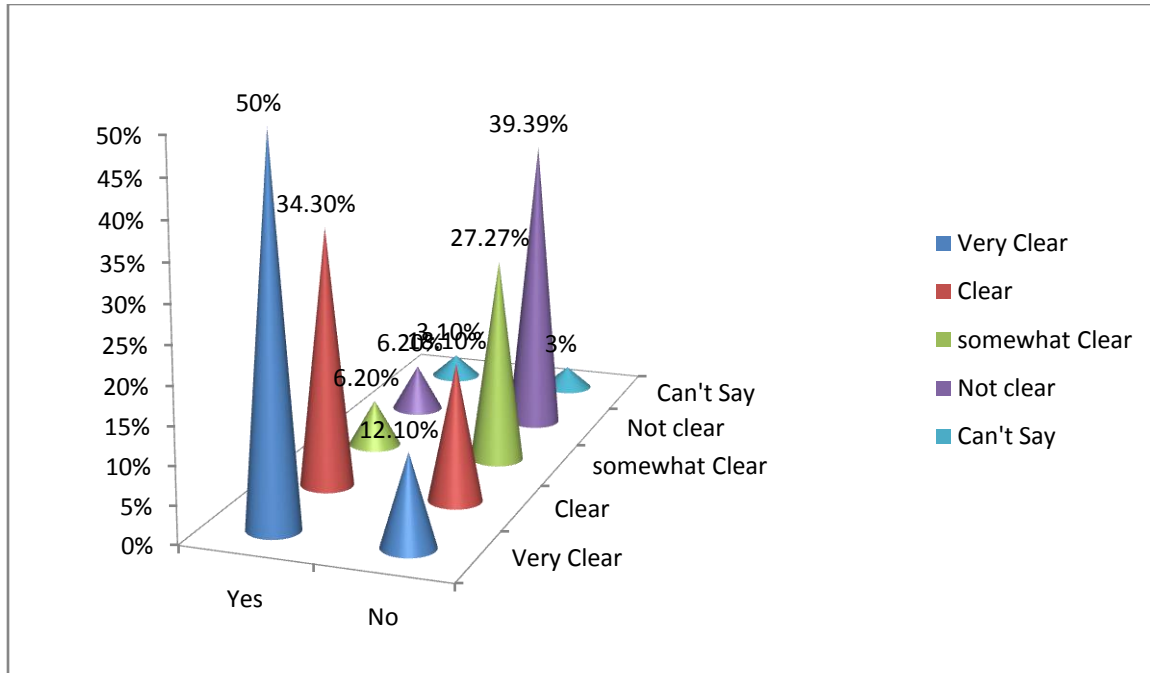
Department	The Suitability of the Curriculum to Teaching Learning Situation					Total
	Very Suitable	Suitable	Somewhat Suitable	Not Suitable	Can't Say	
Arabic	0	0	2	1	0	3
BBA	0	0	1	2	0	3
Biochemistry	0	3	1	0	0	4
Biotechnology	0	0	0	4	0	4
Commerce	1	3	3	3	4	14
Computer Applica	1	0	0	0	0	1
Computer Science	2	1	0	1	0	4
Economics	0	3	0	3	0	6
English	0	4	0	2	4	10
Hindi	0	1	0	1	0	2
Journalism	1	0	0	0	0	1
Malayalam	1	1	0	0	0	2
Microbiology	0	5	0	0	0	5
Physical Education	0	0	1	0	0	1
Political Science	0	0	1	0	0	1
Statistics	0	1	0	1	0	2
West Asian Studies	1	1	0	0	0	2
Total	7	23	9	18	8	65

Source: Survey data 2020

Faculty Programmes attended Versus Objective and Goal of Curriculum (crosstab)

Among the teachers who attended faculty development programmes like Orientation and Refresher course 50% opined that the objective and goal of the present curriculum is very clear and only 6.2% says that objective and goal of curriculum is not clear whereas among the teachers of not attended the faculty programmes, only 12.1% opined the objective and goal of present curriculum is very clear and 39.39% cast on not clear.

Figure 1 Attendance in Faculty Development Programmes versus Opinion on Objective and Goal of Curriculum



Source: Curriculum Feedback Data 2017-18 (Faculty)

