

TEACHER FEEDBACK ON CURRICULUM 2019-20

Total response of 16 teachers was taken for the analysis of the feedback form for the academic year 2019-20. There were 13 measures on the feedback form which are fine tuning of CBCS System with the emerging trends, suitability of the programmes for demands, the content of the course, depth of the course, content, quality and relevance of the courses, research orientation, extent of participatory learning, effectiveness of evaluation system, career orientation and facilitate skill development, well organisation of the syllabus, progressiveness of the modules, relevance of the contents, interdisciplinary linkage in the curriculum, flexibility to choose Value Added Courses, comprehensiveness of the external examination system, effectiveness of the internal evaluation system, diversity of the open courses, capability of the Curriculum to enhance students' competency, capability of the programmes for professional requirements of the students, conduct of examinations and publication of results.

A five-point measurement scale was used in the questionnaire where Strongly Agree is scored as 5, Agree 4, Neutral 3, Disagree 2 and Strongly Disagree 1.



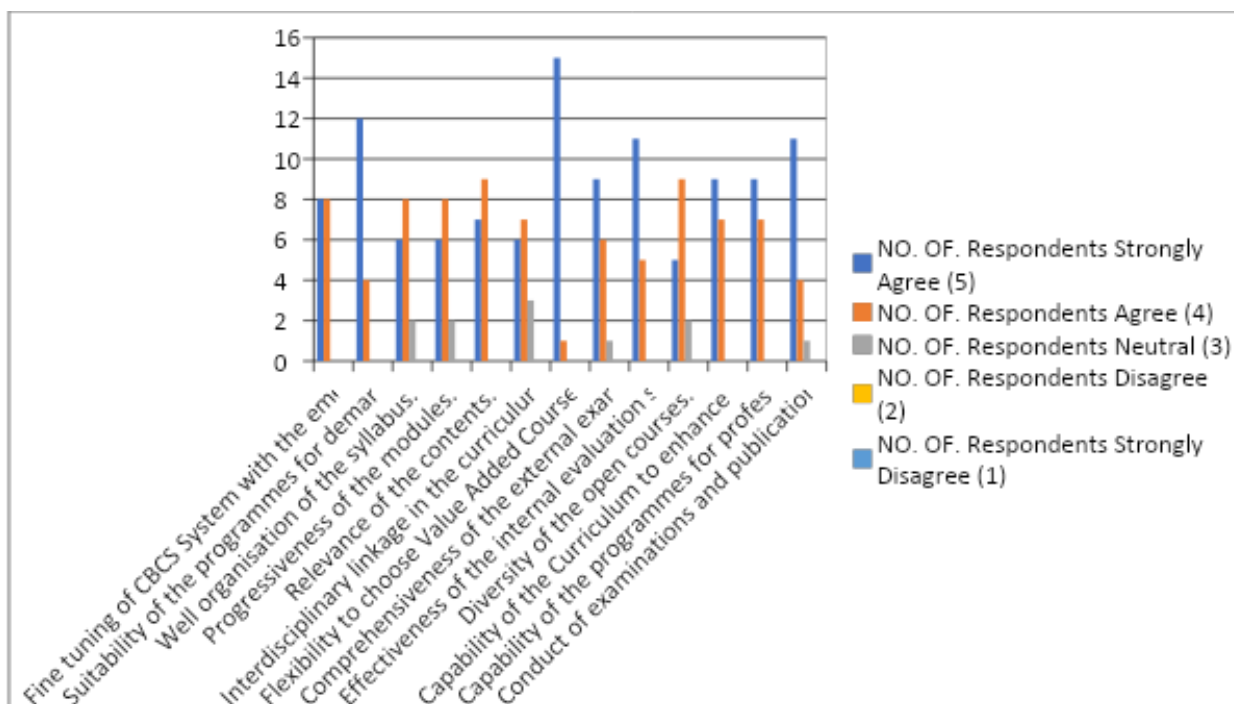

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Below table shows the feedback analysis:

	Number of Respondents					Total
	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	
Fine tuning of CBCS System with the emerging trends.	8	8	0	0	0	16
Suitability of the programmes for demands.	12	4	0	0	0	16
Well organisation of the syllabus.	6	8	2	0	0	16
Progressiveness of the modules.	6	8	2	0	0	16
Relevance of the contents.	7	9	0	0	0	16
Interdisciplinary linkage in the curriculum.	6	7	3	0	0	16
Flexibility to choose Value Added Courses.	15	1	0	0	0	16
Comprehensiveness of the external examination system.	9	6	1	0	0	16
Effectiveness of the internal evaluation system.	11	5	0	0	0	16
Diversity of the open courses.	5	9	2	0	0	16
Capability of the Curriculum to enhance students' competency.	9	7	0	0	0	16
Capability of the programmes for professional requirements of the students.	9	7	0	0	0	16
Conduct of examinations and publication of results.	11	4	1	0	0	16



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Sl No.	Measure	Score
1	Fine tuning of CBCS System with the emerging trends.	4.5
2	Suitability of the programmes for demands.	4.75
3	Well organisation of the syllabus.	4.25
4	Progressiveness of the modules.	4.25
5	Relevance of the contents.	4.43
6	Interdisciplinary linkage in the curriculum.	4.18
7	Flexibility to choose Value Added Courses.	4.93
8	Comprehensiveness of the external examination system.	4.5
9	Effectiveness of the internal evaluation system.	4.68
10	Diversity of the open courses.	4.18
11	Capability of the Curriculum to enhance students' competency.	4.56
12	Capability of the programmes for professional requirements of the students.	4.56
13	Conduct of examinations and publication of results.	4.62
Overall Mean		4.49




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TEACHER FEEDBACK ON CURRICULUM 2018-19

A total response of 15 teachers was taken for the analysis from the feedback form for the academic year 2018-19. There were 13 measures on the feedback form which are fine tuning of CBCS System with the emerging trends, suitability of the programmes for demands, the content of the course, depth of the course, content, quality and relevance of the courses, research orientation, extent of participatory learning, effectiveness of evaluation system, career orientation and facilitate skill development, well organisation of the syllabus, progressiveness of the modules, relevance of the contents, interdisciplinary linkage in the curriculum, flexibility to choose Value Added Courses, comprehensiveness of the external examination system, effectiveness of the internal evaluation system, diversity of the open courses, capability of the Curriculum to enhance students' competency, capability of the programmes for professional requirements of the students, conduct of examinations and publication of results.

A five-point measurement scale was used in the questionnaire where Strongly Agree is scored as 5, Agree 4, Neutral 3, Disagree 2 and Strongly Disagree 1.



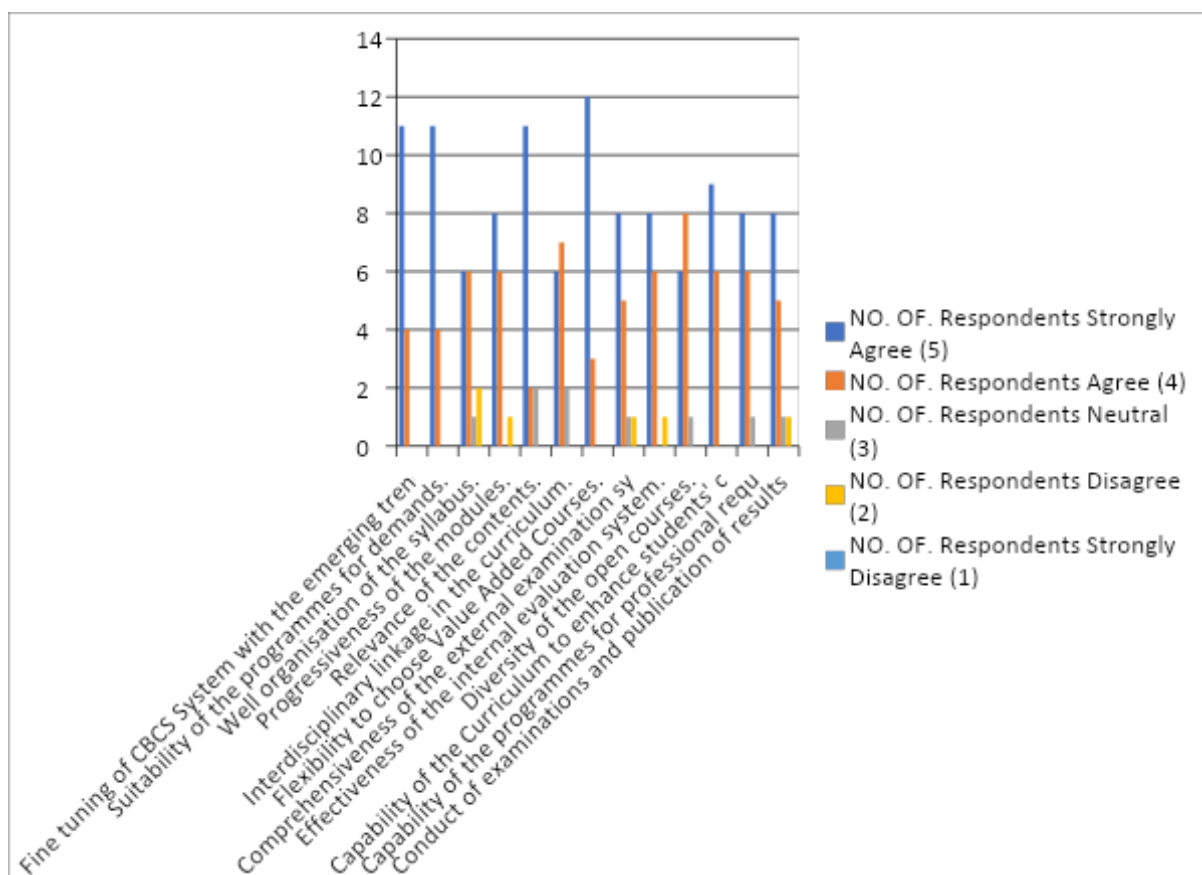

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	Number of Respondents					Total
	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	
Fine tuning of CBCS System with the emerging trends.	11	4	0	0	0	15
Suitability of the programmes for demands.	11	4	0	0	0	15
Well organisation of the syllabus.	6	6	1	2	0	15
Progressiveness of the modules.	8	6	0	1	0	15
Relevance of the contents.	11	2	2	0	0	15
Interdisciplinary linkage in the curriculum.	6	7	2	0	0	15
Flexibility to choose Value Added Courses.	12	3	0	0	0	15
Comprehensiveness of the external examination system.	8	5	1	1	0	15
Effectiveness of the internal evaluation system.	8	6	0	1	0	15
Diversity of the open courses.	6	8	1	0	0	15
Capability of the Curriculum to enhance students' competency.	9	6	0	0	0	15
Capability of the programmes for professional requirements of the students.	8	6	1	0	0	15
Conduct of examinations and publication of results.	8	5	1	1	0	15



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The table below shows the feedback analysis:



Sl No.	Measure	Score
1	Fine tuning of CBCS System with the emerging trends.	4.73
2	Suitability of the programmes for demands.	4.73
3	Well organisation of the syllabus.	4.06
4	Progressiveness of the modules.	4.4
5	Relevance of the contents.	4.6
6	Interdisciplinary linkage in the curriculum.	4.2
7	Flexibility to choose Value Added Courses.	4.8
8	Comprehensiveness of the external examination system.	4.33
9	Effectiveness of the internal evaluation system.	4.4
10	Diversity of the open courses.	4.33
11	Capability of the Curriculum to enhance students' competency.	4.6
12	Capability of the programmes for professional requirements of the students.	4.46
13	Conduct of examinations and publication of results.	4.33
Overall Mean		4.46



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TEACHER FEEDBACK ON CURRICULUM 2017-18

A total response of 14 teachers was taken and analysed through the feedback form for the academic year 2017-18. There were 13 measures on the feedback form which are fine tuning of CBCS System with the emerging trends, suitability of the programmes for demands, the content of the course, depth of the course, content, quality and relevance of the courses, research orientation, extent of participatory learning, effectiveness of evaluation system, career orientation and facilitate skill development, well organisation of the syllabus, progressiveness of the modules, relevance of the contents, interdisciplinary linkage in the curriculum, flexibility to choose Value Added Courses, comprehensiveness of the external examination system, effectiveness of the internal evaluation system, diversity of the open courses, capability of the Curriculum to enhance students' competency, capability of the programmes for professional requirements of the students, conduct of examinations and publication of results.

A five-point measurement scale was used in the questionnaire where Strongly Agree is scored as 5, Agree 4, Neutral 3, Disagree 2 and Strongly Disagree 1.



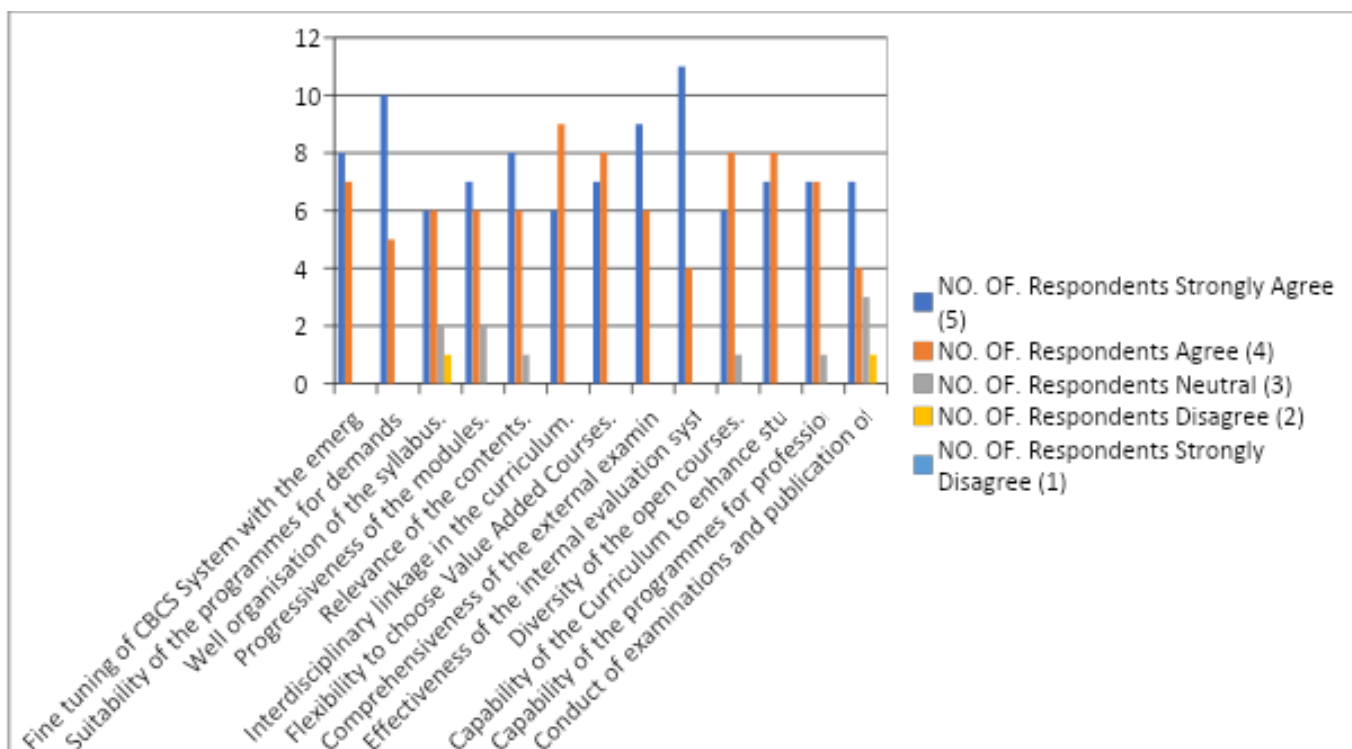

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The table below shows the feedback analysis:

	NO. OF. Respondents					Total
	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	
Fine tuning of CBCS System with the emerging trends.	8	7	0	0	0	15
Suitability of the programmes for demands.	10	5	0	0	0	15
Well organisation of the syllabus.	6	6	2	1	0	15
Progressiveness of the modules.	7	6	2	0	0	15
Relevance of the contents.	8	6	1	0	0	15
Interdisciplinary linkage in the curriculum.	6	9	0	0	0	15
Flexibility to choose Value Added Courses.	7	8	0	0	0	15
Comprehensiveness of the external examination system.	9	6	0	0	0	15
Effectiveness of the internal evaluation system.	11	4	0	0	0	15
Diversity of the open courses.	6	8	1	0	0	15
Capability of the Curriculum to enhance students' competency.	7	8	0	0	0	15
Capability of the programmes for professional requirements of the students.	7	7	1	0	0	15
Conduct of examinations and publication of results.	7	4	3	1	0	15



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Sl No.	Measure	Score
1	Fine tuning of CBCS System with the emerging trends.	4.53
2	Suitability of the programmes for demands.	4.66
3	Well organisation of the syllabus.	4.13
4	Progressiveness of the modules.	4.6
5	Relevance of the contents.	4.46
6	Interdisciplinary linkage in the curriculum.	4.4
7	Flexibility to choose Value Added Courses.	4.46
8	Comprehensiveness of the external examination system.	4.6
9	Effectiveness of the internal evaluation system.	4.73
10	Diversity of the open courses.	4.33
11	Capability of the Curriculum to enhance students' competency.	4.46
12	Capability of the programmes for professional requirements of the students.	4.4
13	Conduct of examinations and publication of results.	4.13
Overall Mean		4.45



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TEACHER FEEDBACK ON CURRICULUM 2016-17

Total response of 13 teachers was taken for the analysis of the feedback form for the academic year 2016-17. There were 13 measures on the feedback form which are fine tuning of CBCS System with the emerging trends, suitability of the programmes for demands, the content of the course, depth of the course, content, quality and relevance of the courses, research orientation, extent of participatory learning, effectiveness of evaluation system, career orientation and facilitate skill development, well organisation of the syllabus, progressiveness of the modules, relevance of the contents, interdisciplinary linkage in the curriculum, flexibility to choose Value Added Courses, comprehensiveness of the external examination system, effectiveness of the internal evaluation system, diversity of the open courses, capability of the Curriculum to enhance students' competency, capability of the programmes for professional requirements of the students, conduct of examinations and publication of results.

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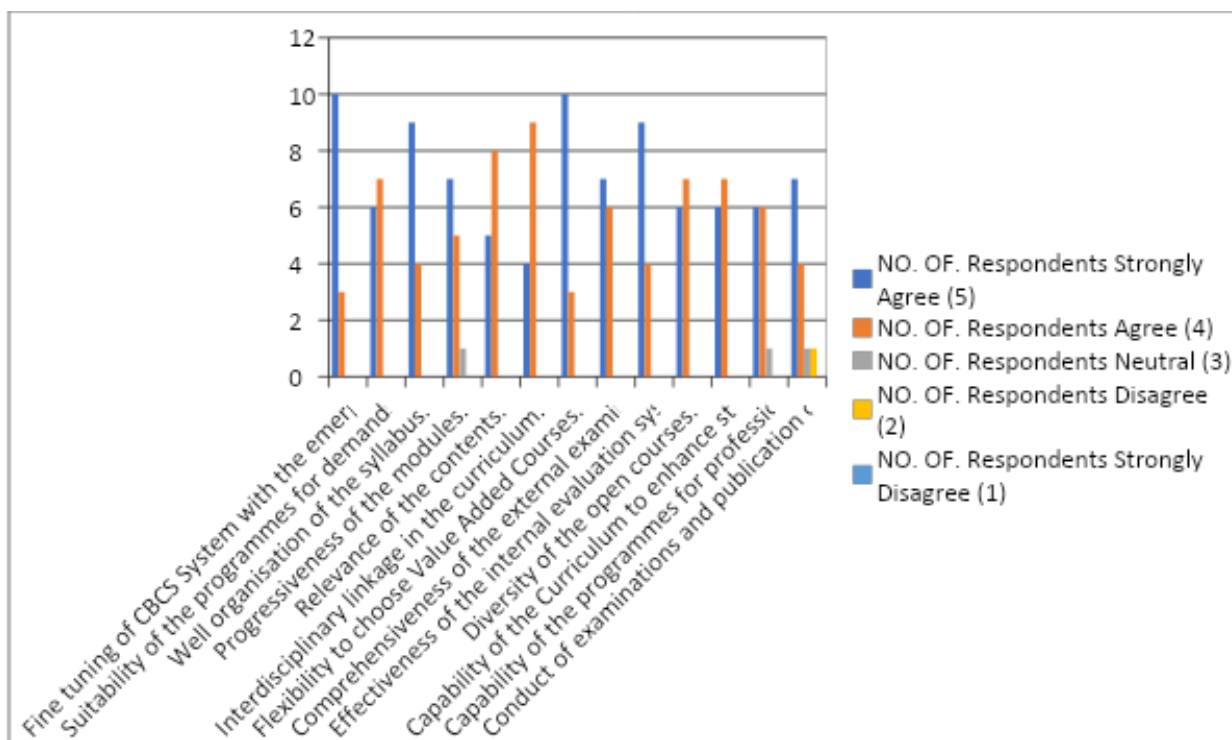


Below table shows the feedback analysis:

	NO. OF. Respondents					Total
	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	
Fine tuning of CBCS System with the emerging trends.	10	3	0	0	0	13
Suitability of the programmes for demands.	6	7	0	0	0	13
Well organisation of the syllabus.	9	4	0	0	0	13
Progressiveness of the modules.	7	5	1	0	0	13
Relevance of the contents.	5	8	0	0	0	13
Interdisciplinary linkage in the curriculum.	4	9	0	0	0	13
Flexibility to choose Value Added Courses.	10	3	0	0	0	13
Comprehensiveness of the external examination system.	7	6	0	0	0	13
Effectiveness of the internal evaluation system.	9	4	0	0	0	13
Diversity of the open courses.	6	7	0	0	0	13
Capability of the Curriculum to enhance students' competency.	6	7	0	0	0	13
Capability of the programmes for professional requirements of the students.	6	6	1	0	0	13
Conduct of examinations and publication of results.	7	4	1	1	0	13



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Sl No.	Measure	Score
1	Fine tuning of CBCS System with the emerging trends.	4.76
2	Suitability of the programmes for demands.	4.46
3	Well organisation of the syllabus.	4.69
4	Progressiveness of the modules.	4.46
5	Relevance of the contents.	4.38
6	Interdisciplinary linkage in the curriculum.	4.3
7	Flexibility to choose Value Added Courses.	4.76
8	Comprehensiveness of the external examination system.	4.53
9	Effectiveness of the internal evaluation system.	4.69
10	Diversity of the open courses.	4.84
11	Capability of the Curriculum to enhance students' competency.	4.84
12	Capability of the programmes for professional requirements of the students.	4.38
13	Conduct of examinations and publication of results.	4.3
Overall Mean		4.57




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TEACHER FEEDBACK ON CURRICULUM 2015-16

A total response of 12 teachers was taken for the analysis from the feedback form for the academic year 2015-16. There were 13 measures on the feedback form which are fine tuning of CBCS System with the emerging trends, suitability of the programmes for demands, the content of the course, depth of the course, content, quality and relevance of the courses, research orientation, extent of participatory learning, effectiveness of evaluation system, career orientation and facilitate skill development, well organisation of the syllabus, progressiveness of the modules, relevance of the contents, interdisciplinary linkage in the curriculum, flexibility to choose Value Added Courses, comprehensiveness of the external examination system, effectiveness of the internal evaluation system, diversity of the open courses, capability of the Curriculum to enhance students' competency, capability of the programmes for professional requirements of the students, conduct of examinations and publication of results.

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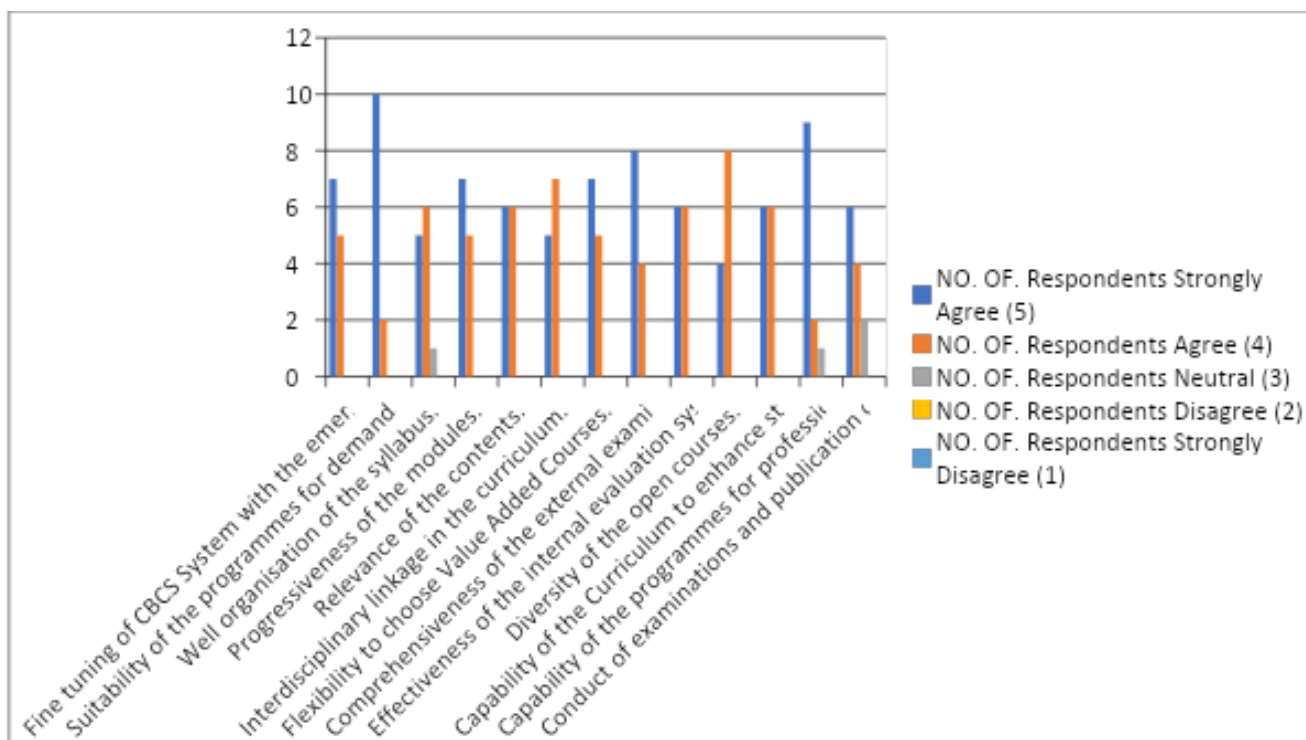

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The table below shows the feedback analysis:

	NO. OF. Respondents					Total
	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	
Fine tuning of CBCS System with the emerging trends.	7	5	0	0	0	12
Suitability of the programmes for demands.	10	2	0	0	0	12
Well organisation of the syllabus.	5	6	1	0	0	12
Progressiveness of the modules.	7	5	0	0	0	12
Relevance of the contents.	6	6	0	0	0	12
Interdisciplinary linkage in the curriculum.	5	7	0	0	0	12
Flexibility to choose Value Added Courses.	7	5	0	0	0	12
Comprehensiveness of the external examination system.	8	4	0	0	0	12
Effectiveness of the internal evaluation system.	6	6	0	0	0	12
Diversity of the open courses.	4	8	0	0	0	12
Capability of the Curriculum to enhance students' competency.	6	6	0	0	0	12
Capability of the programmes for professional requirements of the students.	9	2	1	0	0	12
Conduct of examinations and publication of results.	6	4	2	0	0	12



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Sl No.	Measure	Score
1	Fine tuning of CBCS System with the emerging trends.	4.58
2	Suitability of the programmes for demands.	4.83
3	Well organisation of the syllabus.	4.33
4	Progressiveness of the modules.	4.58
5	Relevance of the contents.	4.5
6	Interdisciplinary linkage in the curriculum.	4.41
7	Flexibility to choose Value Added Courses.	4.58
8	Comprehensiveness of the external examination system.	4.66
9	Effectiveness of the internal evaluation system.	4.5
10	Diversity of the open courses.	4.33
11	Capability of the Curriculum to enhance students' competency.	4.5
12	Capability of the programmes for professional requirements of the students.	4.66
13	Conduct of examinations and publication of results.	4.33
Overall Mean		4.52




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