

Teacher Feedback 2019



Internal Quality Assurance Cell
Maharaja's College, Ernakulam

Maharaja's College, Ernakulam

Teacher Feedback 2019

1. Overview

Teaching is a challenging but very rewarding profession, with teachers playing an essential part in helping children and young people to acquire and develop the knowledge and skills they will need in later life. Maharaja's College has got an illustrious group of highly qualified teaching community that make the institution proud. The teachers of the College make sincere efforts to give the best to their student community and they make consistent and relentless efforts to improve the academic process of the College with the support of the authorities. The Internal quality Assurance Cell of the College takes feedback from teachers with an eye to improve the teaching learning process and the overall academic atmosphere of the College.

The feedback in 2019 was collected using Google Forms-an online survey administration suite. In order to ensure full transparency and fairness, the online form was designed to be filled-in anonymously and without any bias by the participants. The questionnaire had fifteen questions. A total number of one hundred and sixty four teachers responded to the survey. The responses to the questions were collected on a five point scale. The findings of the survey are analysed in the following sections of this document.

2. Summary Findings

- A total number of one hundred and sixty four teachers of the College took part in the feedback process in the current academic year.
- A majority of eighty three percent of the teaching faculty strongly agrees that prior notice is given for the Board of Studies meetings while another twelve percent expressed satisfaction.
- A majority of ninety three percent of the teachers expressed their satisfaction towards the coverage and incorporation of relevant aspects in the syllabus.
- Ninety four percent of the teachers expressed their satisfaction over the curricular objectives.
- An overall percent of ninety three respondents said that the curriculum of the College possess ample scope for theoretical and practical learning.
- An overall percent of ninety three respondents said that the curriculum of the College possess ample scope for theoretical and practical learning.

- Altogether a majority of ninety four percent of the teachers expressed their satisfaction towards appropriateness in the selection of elective courses.
- An overall percent of ninety three expressed their satisfaction regarding the achievement of learning outcomes in the College.
- More than ninety percent of the respondents opined that the process of curriculum development in the College is appropriate.
- Ninety two percent of the faculty are in agreement that the syllabus covers latest theoretical developments.
- Around ninety one percent of the teachers agreed that there is good coverage of emerging issues in the syllabus.
- A majority of around ninety three percent expressed their satisfaction towards the appropriateness of the reading list and references.
- Around eighty eight percent of the respondents agree to the aspect that the reading list of reference books and materials are available for the student community in the College.
- More than ninety percent of the respondents expressed their satisfaction regarding the appropriateness of the periodic revision and updating process of the syllabus.
- More than ninety percent of the respondents expressed their satisfaction towards the appropriateness in the allocation of contact hours.
- Around forty five percent said that they are able to do the time management in syllabus completion though under stress, while only twenty eight percent responded that they are able to manage time effectively.
- A majority of around eighty nine percent of the respondents expressed their satisfaction towards the appropriateness of the evaluation methods.

3. Participation

A total of one hundred and sixty four teachers took part in the feedback process in the current academic year. The department wise distribution of the teachers participated is presented in the table.

Table 3: Department wise Participation

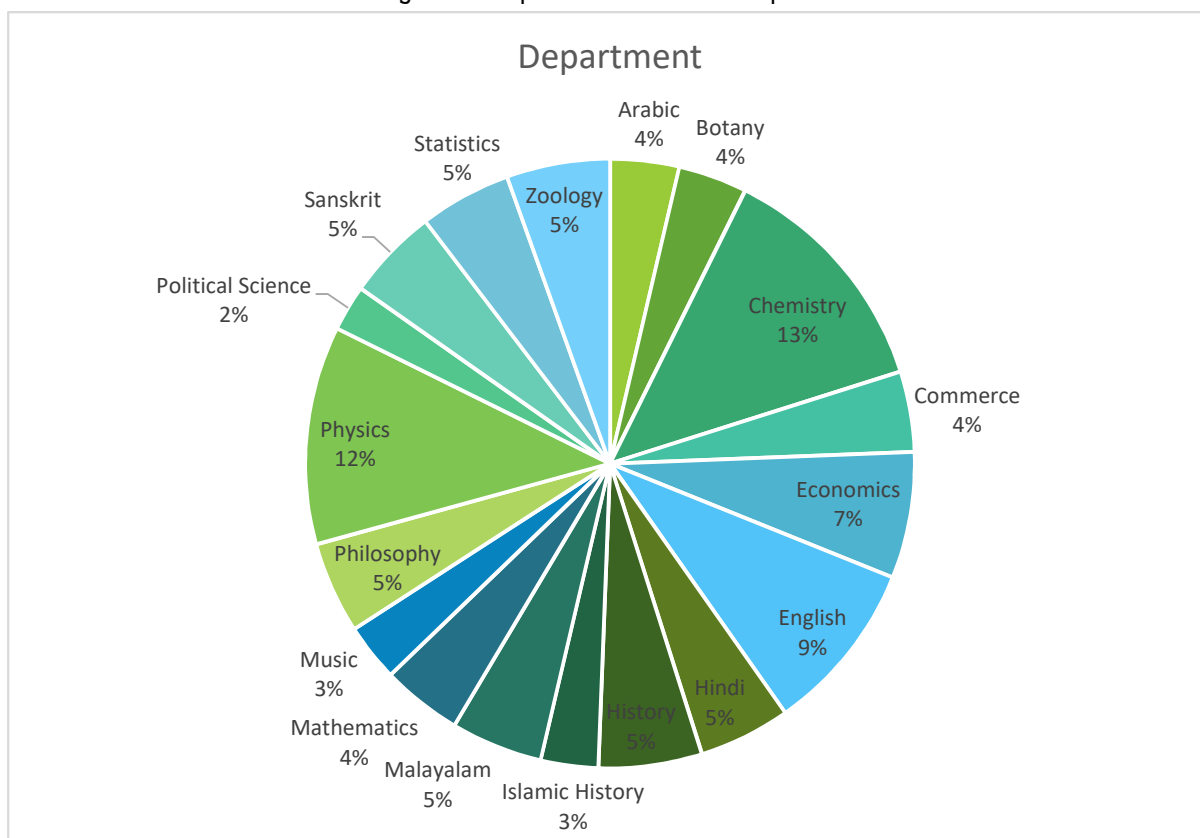
Department	No. of Participants	Percent	Valid Percent	Cumulative Percent
Arabic	6	3.7	3.7	3.7
Botany	6	3.7	3.7	7.3
Chemistry	21	12.8	12.8	20.1
Commerce	7	4.3	4.3	24.4
Economics	11	6.7	6.7	31.1
English	15	9.1	9.1	40.2
Hindi	8	4.9	4.9	45.1
History	9	5.5	5.5	50.6

Islamic History	5	3.0	3.0	53.7
Malayalam	8	4.9	4.9	58.5
Mathematics	7	4.3	4.3	62.8
Music	5	3.0	3.0	65.9
Philosophy	8	4.9	4.9	70.7
Physics	19	11.6	11.6	82.3
Political Science	4	2.4	2.4	84.8
Sanskrit	8	4.9	4.9	89.6
Statistics	8	4.9	4.9	94.5
Zoology	9	5.5	5.5	100.0
Total	164	100.0	100.0	

Source: IQAC Survey for Teacher Feedback, 2019

Information in the above table is converted into the following pie chart figure for easy understanding.

Figure 3: Department wise Participation



4. Feedback Analysis

4.1 Prior notice to the conduct of Board of Studies meeting

Board of Studies (BOS) is a major component that determines the quality of the academic process especially through the refinements of curriculum, syllabi and fixation of the learning outcomes. All teachers of the College are members of Board of Studies as the College is autonomous. Teachers are required to have good preparation for suggesting quality changes

in the syllabus. Moreover, BOS members are from different arenas and proper communication must be given to them with prior notice. Therefore, prior notice is important for Board of Studies meetings. A majority of eighty three percent of the teaching faculty strongly agrees that prior notice is given for BOS meetings while another twelve percent expressed satisfaction.

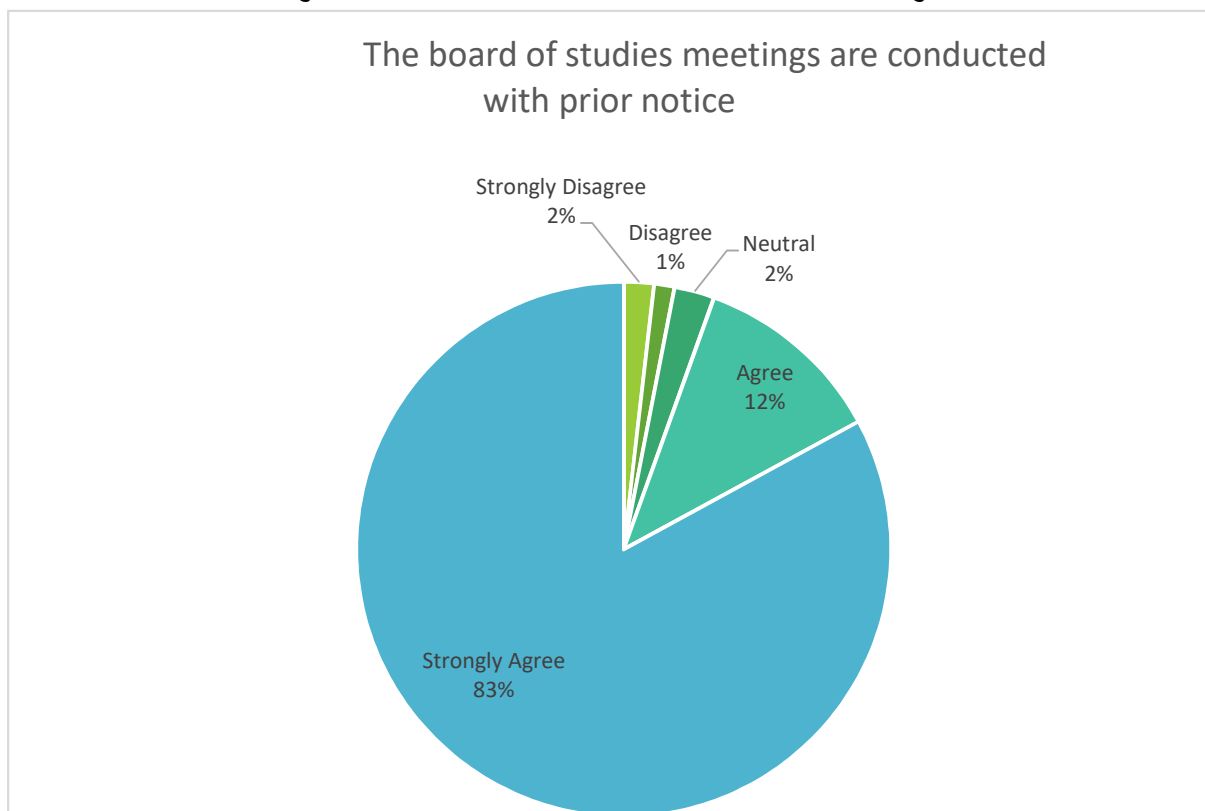
Table 4.1: Prior notice for the board of studies meetings

Response	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Disagree	3	1.8	1.8	1.8
Disagree	2	1.2	1.2	3.0
Neutral	4	2.4	2.4	5.5
Agree	19	11.6	11.6	17.1
Strongly Agree	136	82.9	82.9	100.0
Total	164	100.0	100.0	

Source: IQAC Survey for Teacher Feedback, 2019

Information in the above table is shown in the following figure for easy understanding.

Figure 4.1: Prior notice for the board of studies meetings



4.2 Coverage of aspects regarding curriculum and syllabus in BOS meetings

Meetings of the Board of Studies are the platforms through which improvements and refinements of curriculum and syllabus are done. The whole hearted and sincere efforts of teachers are very important. Moreover, all the members should have a sincere approach to

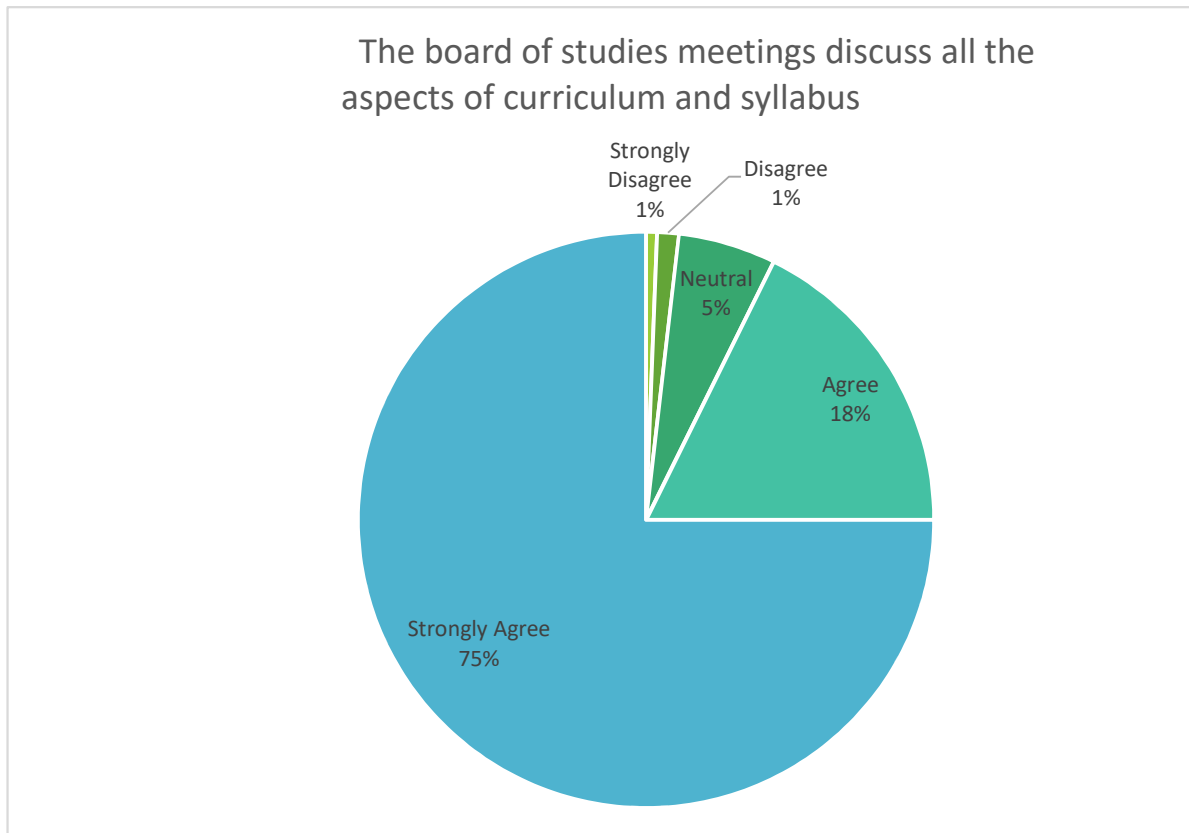
the same. Experts from various fields of education, practitioners as well as alumni are members of the BOS. The relevance and applicability of the syllabus matters a lot and it changes over time. So timely attention is important for updating the curriculum and syllabus according to the changing requirements of the society. A majority of ninety three percent of the teachers expressed their satisfaction towards the coverage and incorporation of relevant aspects in the syllabus. Amongst, a percentage of seventy five percent strongly supported the statement while another eighteen percent agreed with the same. Table 4.2: Discussion in the meetings of board of studies all the aspects of curriculum and syllabus

Response	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Disagree	1	0.6	0.6	0.6
Disagree	2	1.2	1.2	1.8
Neutral	9	5.5	5.5	7.3
Agree	29	17.7	17.7	25.0
Strongly Agree	123	75.0	75.0	100.0
Total	164	100.0	100.0	

Source: IQAC Survey for Teacher Feedback, 2019

Information in the above table is shown in the following figure for easy understanding.

Figure 4.2: Discussion in the meetings of board of studies all the aspects of curriculum and syllabus



4.3 Satisfaction over the curricular objectives

Curriculum designing is a fundamental part of an educational institution that determines the quality of the institution. It is the curricular objectives and outcomes that serve as an indicator regarding the goodness and reputation of the institution to those who are interested in joining the College. Maharajas College authority and staff takes keen attention in maintaining quality curricular objectives that help students for the overall personality development and life skills. A majority of seventy one percent of the responded teachers expressed their strong agreement with the said aspect while another twenty three percent happily agreed making the overall percent of supporters to ninety four.

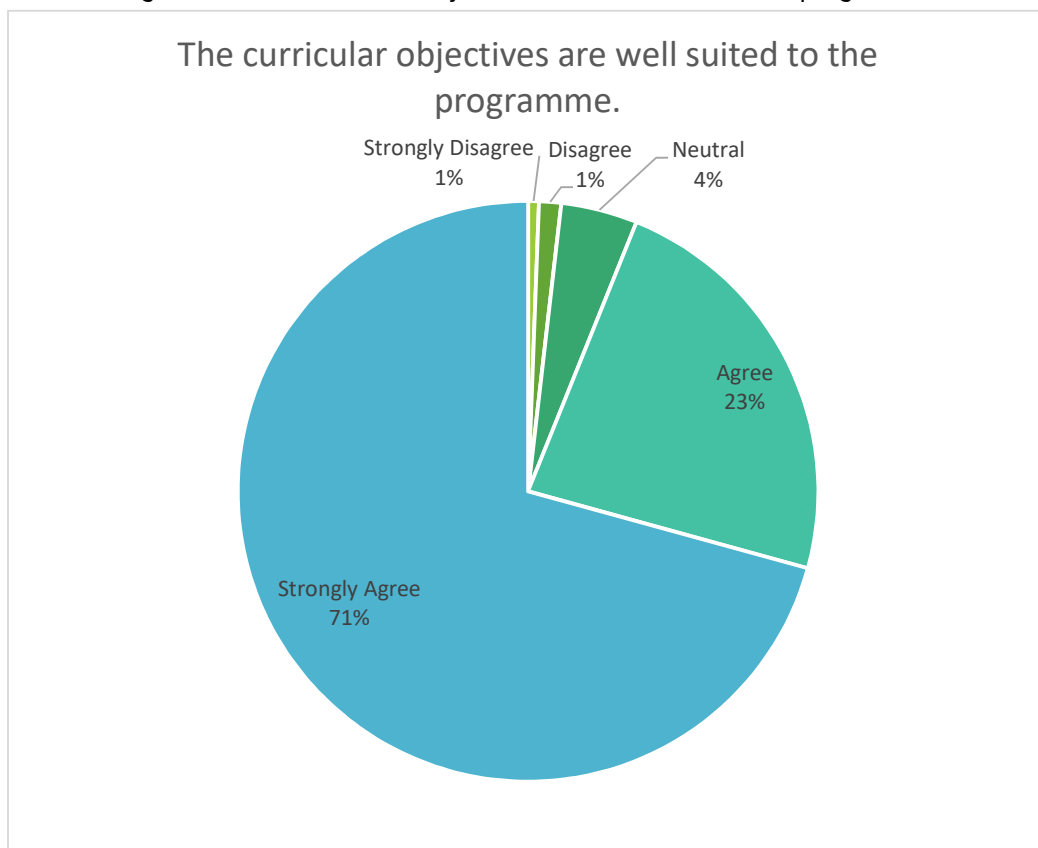
Table 4.3: The curricular objectives are well suited to the programme

Response	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Disagree	1	0.6	0.6	0.6
Disagree	2	1.2	1.2	1.8
Neutral	7	4.3	4.3	6.1
Agree	38	23.2	23.2	29.3
Strongly Agree	116	70.7	70.7	100.0
Total	164	100.0	100.0	

Source: IQAC Survey for Teacher Feedback, 2019

Information in the above table is shown in the following figure for easy understanding.

Figure 4.3: The curricular objectives are well suited to the programme



4.4 Satisfaction over the scope of curriculum for theoretical and practical understanding

The scope of curriculum is determined by how well it is leading to the knowledge development of all sorts for the students. Students must have both the theoretical and practical understandings of the subject they are learning. Theory without practice and practical without theoretical knowledge is definitely an incomplete learning process. The teaching faculty of Maharajas College always take care of the aspect that the students of College must possess both theoretical and practical knowledge of their subject of study. An overall percent of ninety three respondents said that the curriculum of the College possess ample scope for theoretical and practical learning where sixty two percent strongly supported while thirty two percent is in agreement.

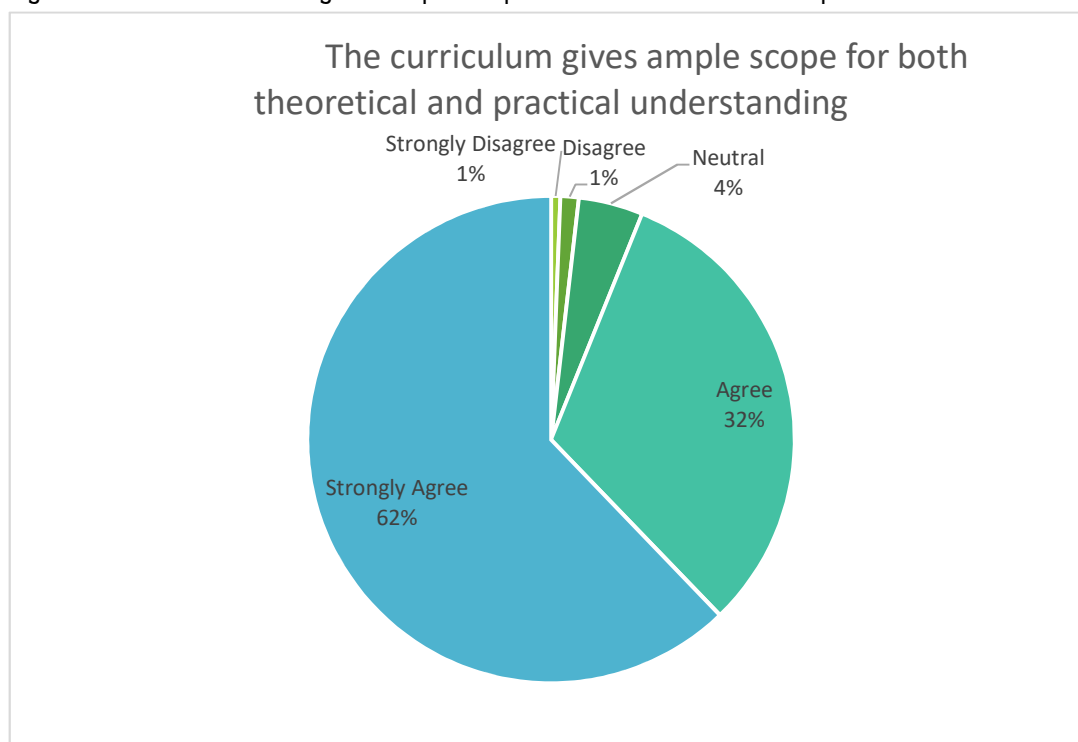
Table 4.4: The curriculum gives ample scope for both theoretical and practical understanding

Response	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Disagree	1	0.6	0.6	0.6
Disagree	2	1.2	1.2	1.8
Neutral	7	4.3	4.3	6.1
Agree	52	31.7	31.7	37.8
Strongly Agree	102	62.2	62.2	100.0
Total	164	100.0	100.0	

Source: IQAC Survey for Teacher Feedback, 2019

Information in the above table is shown in the following figure for easy understanding.

Figure 4.4: The curriculum gives ample scope for both theoretical and practical understanding



4.5 Appropriateness of elective courses

To promote the wider perspective of learning, Maharajas College offers elective courses for each programme. The respective Board of Studies discusses and decides about the courses to be offered for the subjects. Each department takes utmost care in deciding the same as the electives should act as additional sources of knowledge along with the mainstream subject knowledge. Around sixty eight percent of the respondents strongly supported that the elective course selection are appropriate while another twenty six percent expressed their satisfaction in this regard. Altogether a majority of ninety four percent of the teachers expressed their satisfaction towards appropriateness in the selection of elective courses.

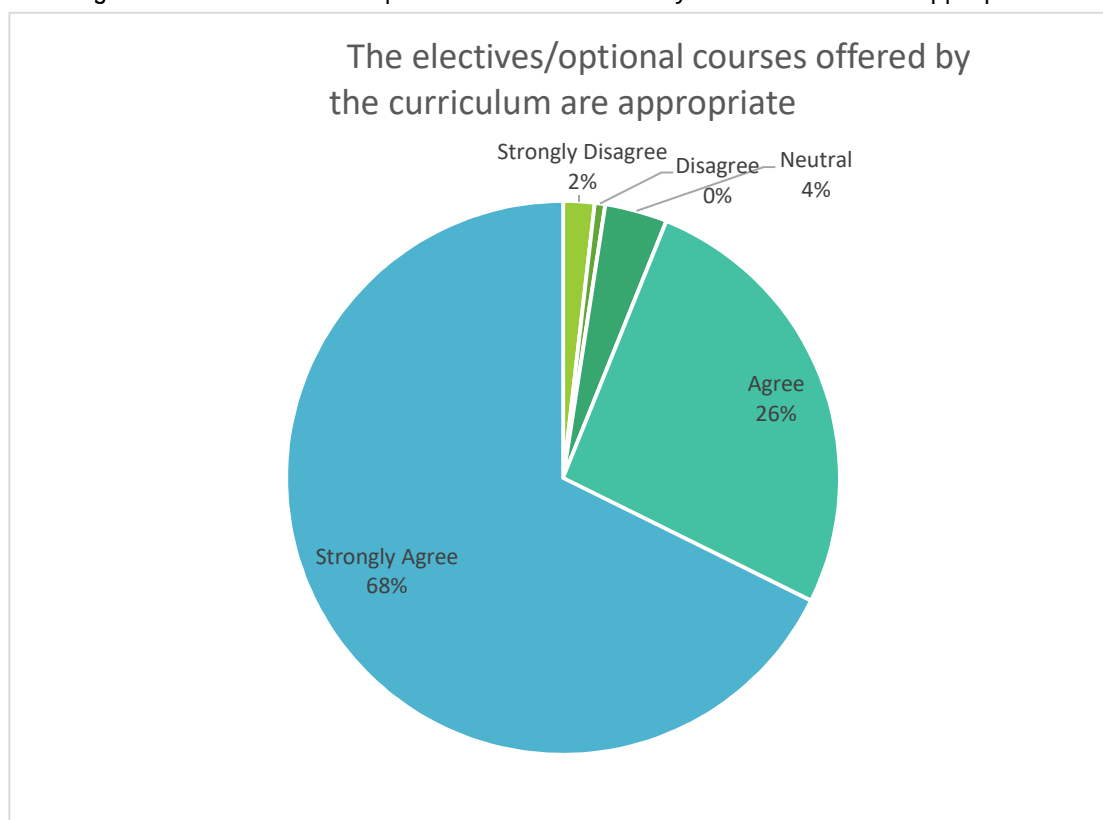
Table 4.5: The electives/optional courses offered by the curriculum are appropriate

Response	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Disagree	3	1.8	1.8	1.8
Disagree	1	0.6	0.6	2.4
Neutral	6	3.7	3.7	6.1
Agree	43	26.2	26.2	32.3
Strongly Agree	111	67.7	67.7	100.0
Total	164	100.0	100.0	

Source: IQAC Survey for Teacher Feedback, 2019

Information in the above table is shown in the following figure for easy understanding.

Figure 4.5: The electives/optional courses offered by the curriculum are appropriate



4.6 Achievement of learning objectives

Achievement of learning objectives in an educational institution is an important indicator of the success of the institution. The sincere effort of teachers is needed for the achievement of the learning objectives. The teaching community of the Maharajas Colleges tries to adopt modern teaching learning practices for the attainment of the learning objectives by the student. An important aspect is that the teachers strictly conveys the learning objectives prior to the lectures in the class so that students have a clear idea about the skill sets that they must acquire from the course at the completion. Around sixty seven percent of the respondents have expressed their good satisfaction regarding the aspect whereas another twenty four percent also expressed their satisfaction in the regard. An overall percent of ninety three expressed their satisfaction regarding the achievement of learning outcomes in the College.

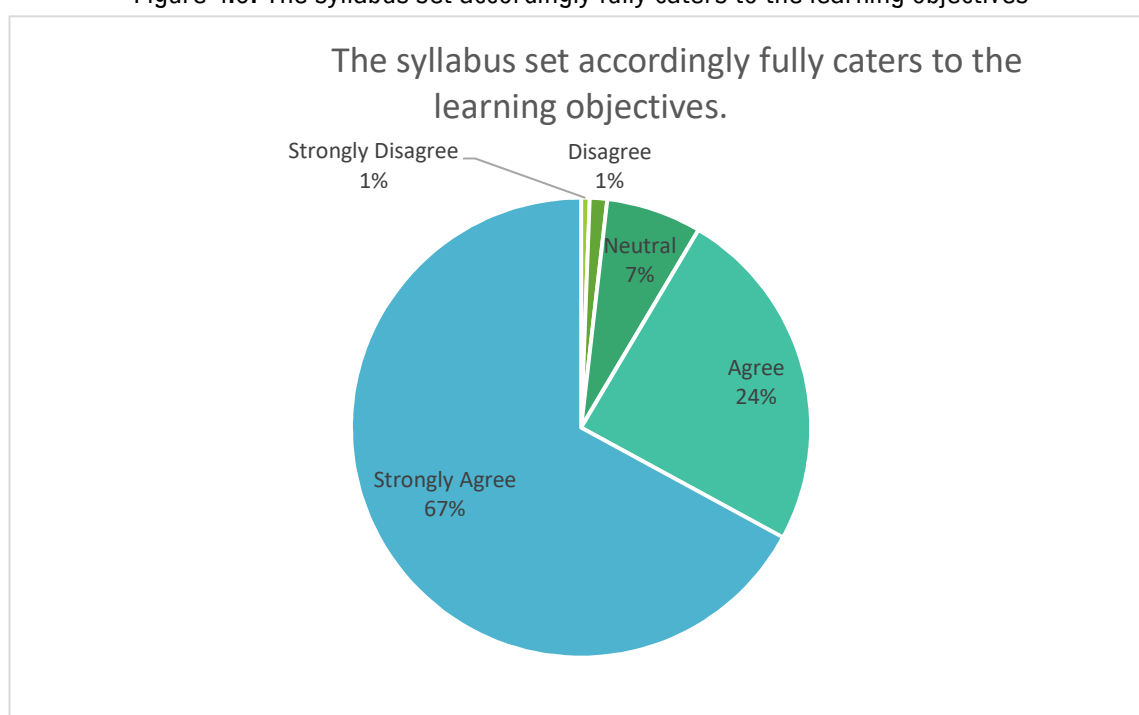
Table 4.6: The syllabus set accordingly fully caters to the learning objectives

Response	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Disagree	1	0.6	0.6	0.6
Disagree	2	1.2	1.2	1.8
Neutral	11	6.7	6.7	8.5
Agree	40	24.4	24.4	32.9
Strongly Agree	110	67.1	67.1	100.0
Total	164	100.0	100.0	

Source: IQAC Survey for Teacher Feedback, 2019

Information in the above table is shown in the following figure for easy understanding.

Figure 4.6: The syllabus set accordingly fully caters to the learning objectives



4.7 Appropriateness of the process of curriculum development

Curriculum development and curriculum designing are fundamental parts of an educational institution that determines the quality of the institution. It is the curricular objectives and outcomes that serve as an indicator regarding the goodness and reputation of the institution to those who are interested in joining the College. Curriculum development of Maharajas College is a lengthy and careful step wherein each department contributes to the same. The finalisation of the same will be done through a trial and error process of refinement. More than ninety percent of the respondents opined that the process of curriculum development in the College is appropriate. Sixty five percent strongly supported while another twenty six percent supported the same.

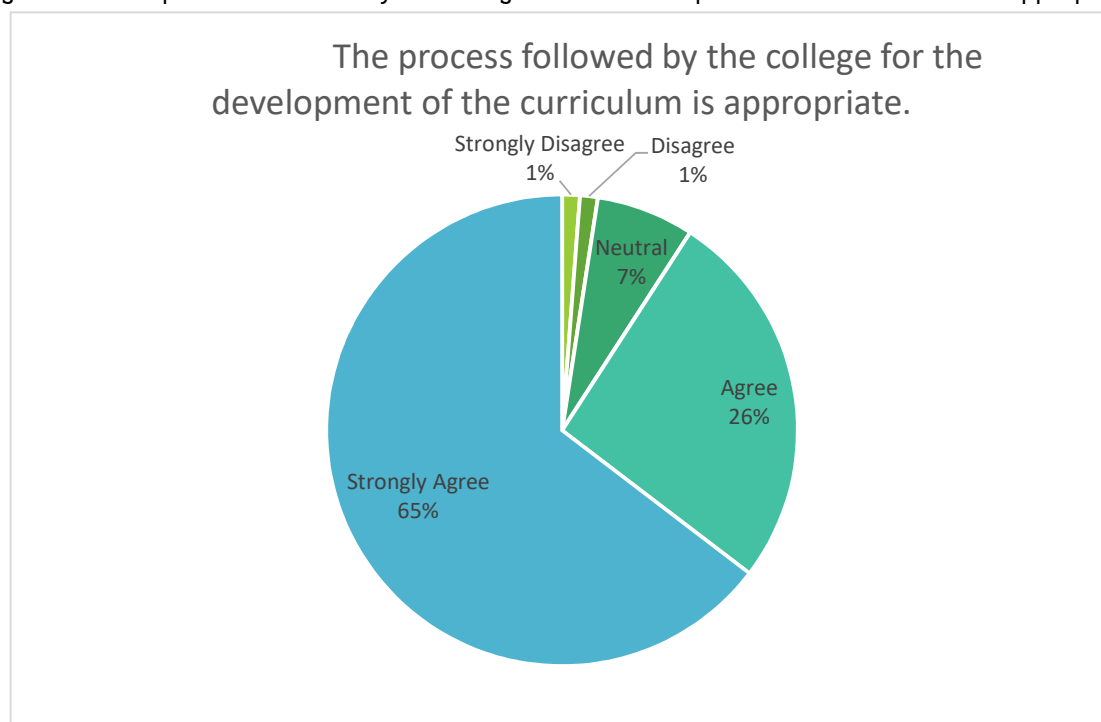
Table 4.7: The process followed by the college for the development of the curriculum is appropriate

Response	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Disagree	2	1.2	1.2	1.2
Disagree	2	1.2	1.2	2.4
Neutral	11	6.7	6.7	9.1
Agree	43	26.2	26.2	35.4
Strongly Agree	106	64.6	64.6	100.0
Total	164	100.0	100.0	

Source: IQAC Survey for Teacher Feedback, 2019

Information in the above table is shown in the following figure for easy understanding.

Figure 4.7: The process followed by the college for the development of the curriculum is appropriate



4.8 Coverage of theoretical developments in the syllabus

Syllabus of each subject must be updated with the latest theoretical developments in the field. Maharajas College and the teaching faculty takes good care of introducing and exposing the theoretical developments in the fields of subject matter through various methods such as discussing the same in the class hours, provision of references and discussions in the common platforms as well. Moreover, the College undertakes periodical revisions of syllabus especially for incorporating the latest developments in the syllabus for keeping the students abreast with the latest developments in the field. Around sixty percent of the faculty are in full agreement that the syllabus covers latest theoretical developments while another thirty two percent also expressed their satisfaction regarding the aspect making the overall percent of supporters to around ninety two percent.

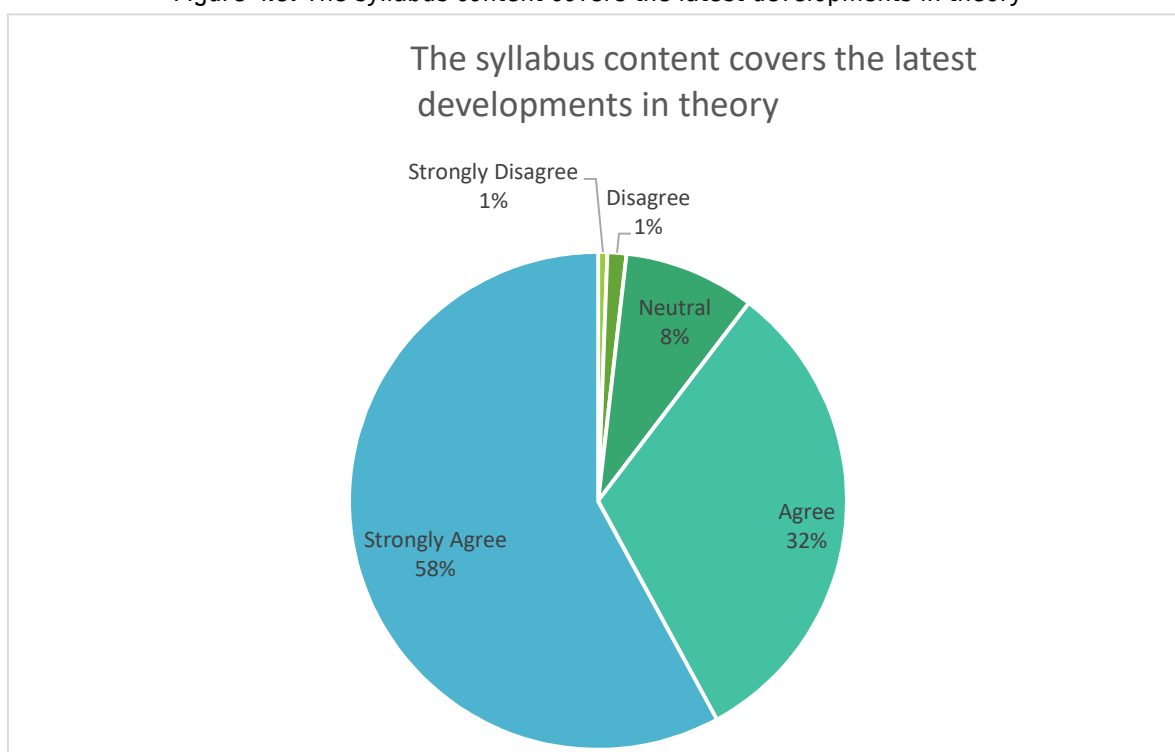
Table 4.8: The syllabus content covers the latest developments in theory

Response	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Disagree	1	0.6	0.6	0.6
Disagree	2	1.2	1.2	1.8
Neutral	14	8.5	8.5	10.4
Agree	52	31.7	31.7	42.1
Strongly Agree	95	57.9	57.9	100.0
Total	164	100.0	100.0	

Source: IQAC Survey for Teacher Feedback, 2019

Information in the above table is shown in the following figure for easy understanding.

Figure 4.8: The syllabus content covers the latest developments in theory



4.9 Coverage of emerging issues in the syllabus

The role of education for a person is not only mere knowledge development but also development of critical thinking and sensitivity towards the emerging issues in the society. The student community of Maharajas College are from diverse social, economic and political backgrounds. The discussions over the emerging issues in the subject matter and its practical applications may help the students to think in ways that can be useful for the society also. Environmental aspects are a best example for the same. Around ninety one percent of the teachers agreed that there is good coverage of emerging issues in the syllabus. Fifty two percent strongly supported while thirty nine percent expressed their satisfaction. Environmental aspects are a best example for the same. Around ninety one percent of the teachers agreed that there is good coverage of emerging issues in the syllabus. Fifty two percent strongly supported while thirty nine percent expressed their satisfaction.

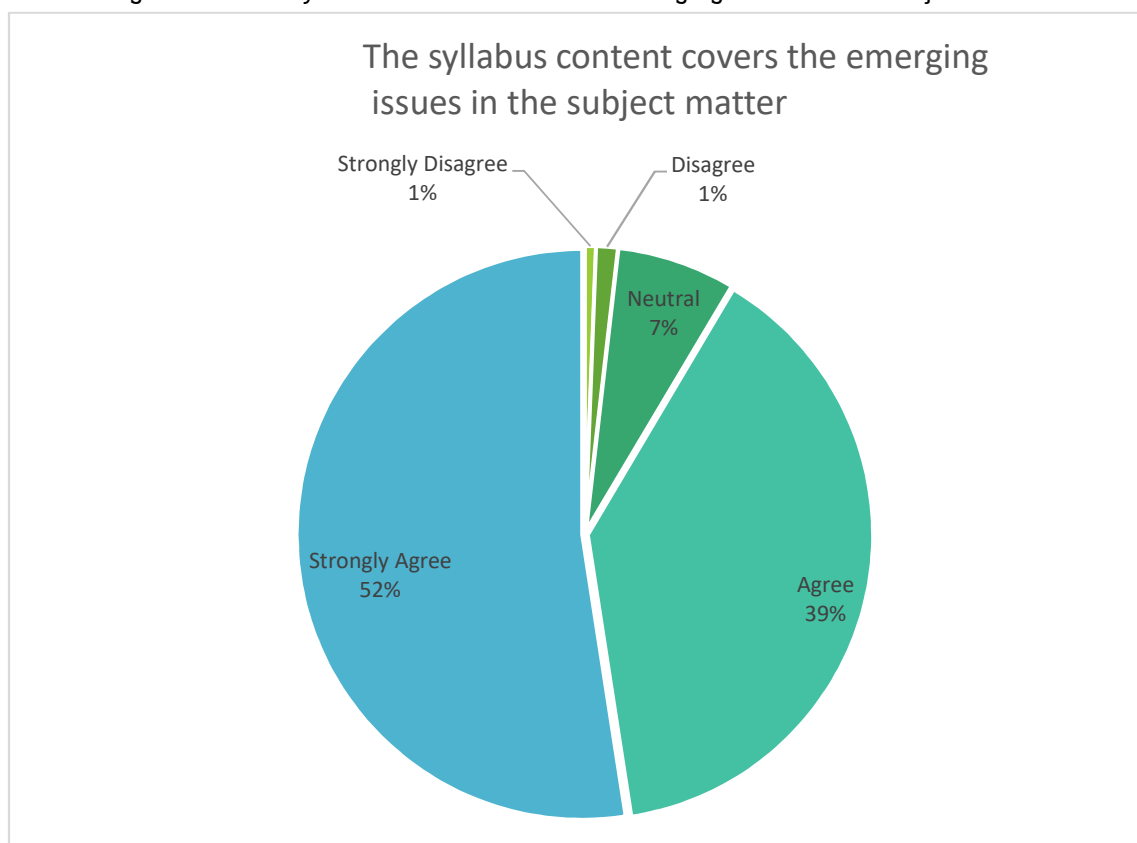
Table 4.9: The syllabus content covers the emerging issues in the subject matter

Response	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Disagree	1	0.6	0.6	0.6
Disagree	2	1.2	1.2	1.8
Neutral	11	6.7	6.7	8.5
Agree	64	39.0	39.0	47.6
Strongly Agree	86	52.4	52.4	100.0
Total	164	100.0	100.0	

Source: IQAC Survey for Teacher Feedback, 2019

Information in the above table is shown in the following figure for easy understanding.

Figure 4.9: The syllabus content covers the emerging issues in the subject matter



4.10 Appropriateness of the reading list and the reference books in the syllabus

Reading list and references are equally important as the curriculum and syllabus designing of each subject. The quality of the learning process largely depends on the quality and accuracy of the readings a student make. Timely changes will be made to the reading list as the syllabus gets restructured for incorporating latest developments in the field of knowledge. A majority of around ninety three percent expressed their satisfaction towards the appropriateness of the reading list and references while those who have strongly supported comes around sixty five percent while twenty eight percent supported.

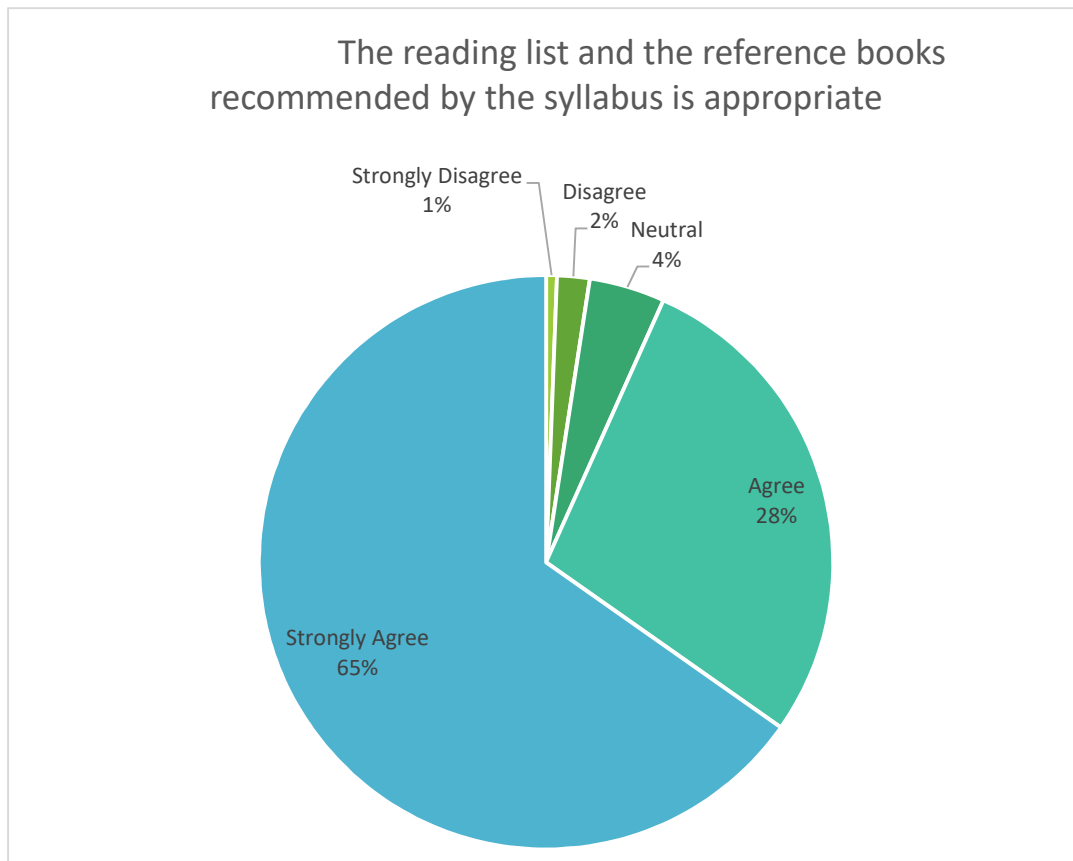
Table 4.10: The reading list and the reference books recommended by the syllabus is appropriate

Response	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Disagree	1	0.6	0.6	0.6
Disagree	3	1.8	1.8	2.4
Neutral	7	4.3	4.3	6.7
Agree	46	28.0	28.0	34.8
Strongly Agree	107	65.2	65.2	100.0
Total	164	100.0	100.0	

Source: IQAC Survey for Teacher Feedback, 2019

Information in the above table is shown in the following figure for easy understanding.

Figure 4.10: The reading list and the reference books recommended by the syllabus is appropriate



4.11 Availability of the reading list and the reference books in the syllabus

The access to the resources is yet another important aspect for the successful carrying out of the teaching learning process in an educational institution. Different funds are available for the purchase of books and reading materials along the provision of e-resources in the College. The College authority and the teaching faculty as well take sincere initiatives for making available the reading materials for the students. Around eighty eight percent of the respondents agree to the aspect that the reading list of reference books and materials are available for the student community in the College. Amongst, More than forty eight percent strongly supported the statement.

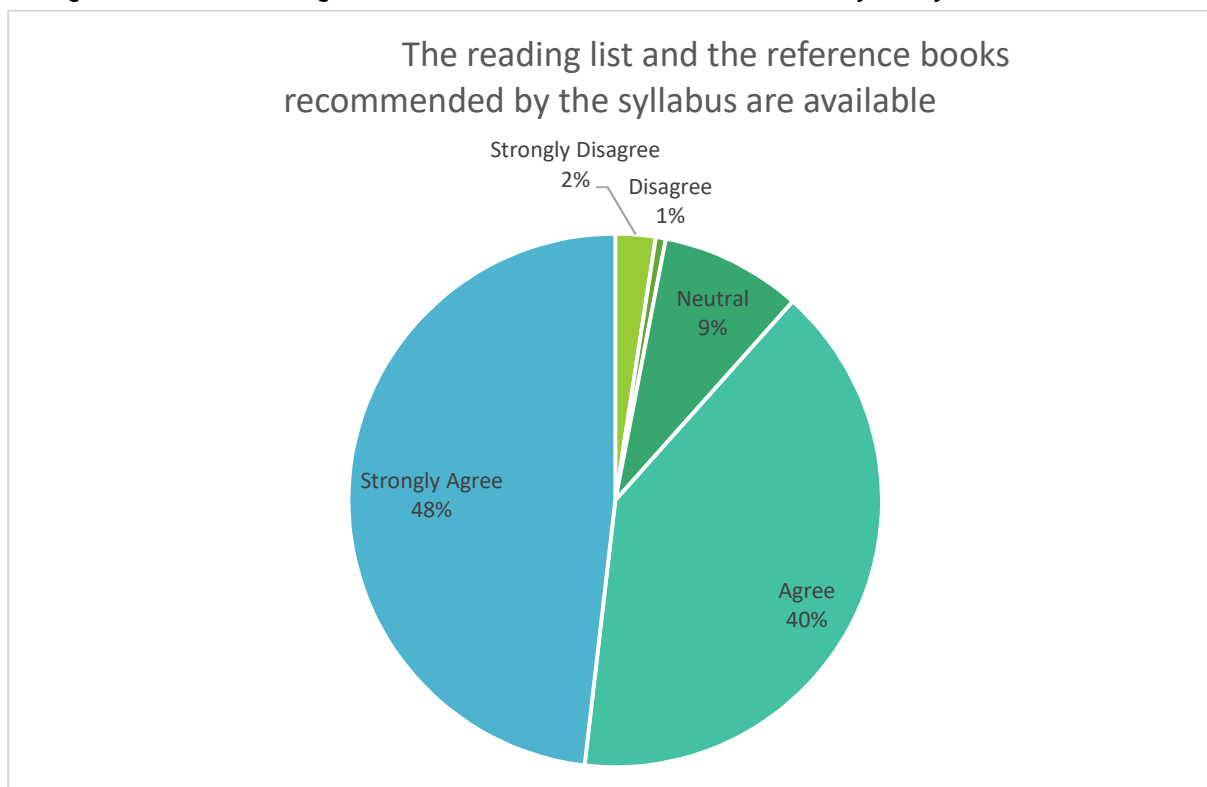
Table 4.11: The reading list and the reference books recommended by the syllabus are available

Response	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Disagree	4	2.4	2.4	2.4
Disagree	1	0.6	0.6	3.0
Neutral	14	8.5	8.5	11.6
Agree	66	40.2	40.2	51.8
Strongly Agree	79	48.2	48.2	100.0
Total	164	100.0	100.0	

Source: IQAC Survey for Teacher Feedback, 2019

Information in the above table is shown in the following figure for easy understanding.

Figure 4.11: The reading list and the reference books recommended by the syllabus are available



4.12 Appropriateness of the periodic revision and updating process of the syllabus

As mentioned earlier, periodic revisions and updating of the syllabus are undertaken in the College with much preparations. The process of updation is carried out with well-defined planning and regularity. All teaching faculty of the College becomes a part of the process as members of the Board of Studies along with reputed other experts from various fields of knowledge. More than ninety percent of the respondents expressed their satisfaction regarding the appropriateness of the periodic revision and updating process of the syllabus. Sixty seven percent strongly supported while another twenty four percent supported

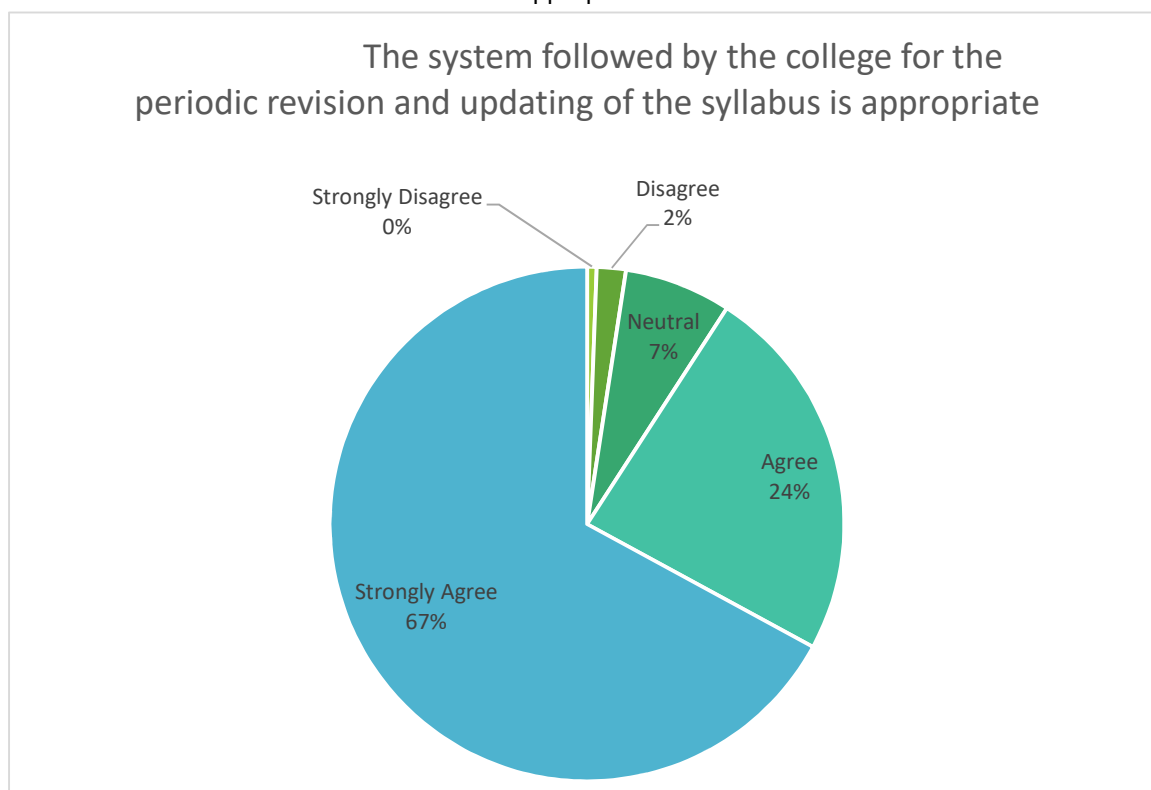
Table 4.12: The system followed by the college for the periodic revision and updating of the syllabus is appropriate

Response	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Disagree	1	0.6	0.6	0.6
Disagree	3	1.8	1.8	2.4
Neutral	11	6.7	6.7	9.1
Agree	39	23.8	23.8	32.9
Strongly Agree	110	67.1	67.1	100.0
Total	164	100.0	100.0	

Source: IQAC Survey for Teacher Feedback, 2019

Information in the above table is shown in the following figure for easy understanding.

Figure 4.12: The system followed by the college for the periodic revision and updating of the syllabus is appropriate



4.13 Appropriateness in the allocation of contact hours

The teaching faculty of Maharajas College engages all the teaching hours allocated to them in each classes for the best of the student community of the College. The contact hours allocated to each modules of a course is discussed and decided in the Board of Studies meeting. After careful discussions only the contact hours are allotted. Teachers prepare plans and do effective time management for the completion of syllabus in time. More than ninety percent of the respondents expressed their satisfaction towards the appropriateness in the allocation of contact hours. Sixty percent expressed strong satisfaction while another thirty one percent expressed satisfaction.

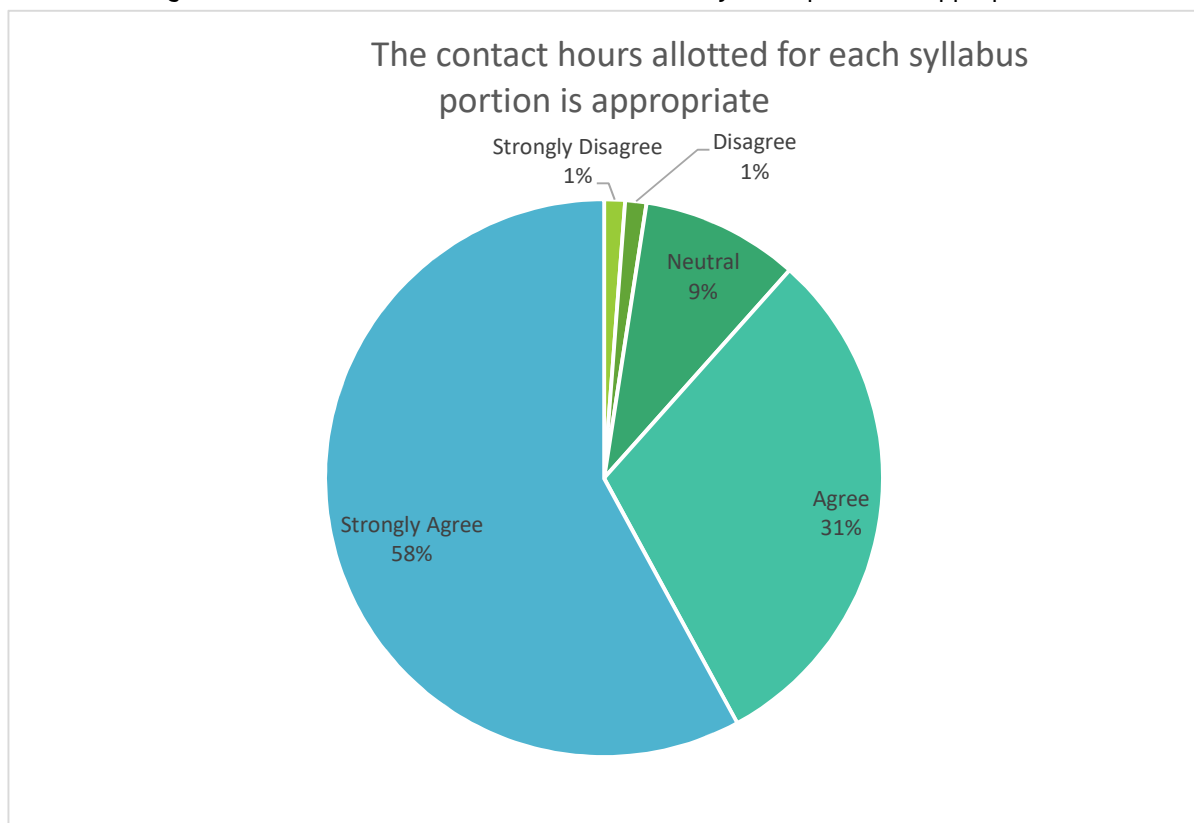
Table 4.13: The contact hours allotted for each syllabus portion is appropriate

Response	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Disagree	2	1.2	1.2	1.2
Disagree	2	1.2	1.2	2.4
Neutral	15	9.1	9.1	11.6
Agree	50	30.5	30.5	42.1
Strongly Agree	95	57.9	57.9	100.0
Total	164	100.0	100.0	

Source: IQAC Survey for Teacher Feedback, 2019

Information in the above table is shown in the following figure for easy understanding.

Figure 4.13: The contact hours allotted for each syllabus portion is appropriate



4.14 Sufficiency of working days for completion of syllabus

Maharajas College campus is home to a lot of events and fests of both academic and co-curricular nature. Despite the variant programmes, the teachers are of the opinion that more than seventy to eighty percent of the syllabus will be completely covered in the class room itself through the effective management of time. The rest of the syllabus will be directly or indirectly will be discussed with the help of assignments and seminars. But the teachers are not hesitating to share the stress in the process of rendering maximum to the student community due to lack of time, though they does to their maximum. Around forty five percent said that they are able to do the time management in syllabus completion though under stress, while only twenty eight percent responded that they are able to manage time effectively

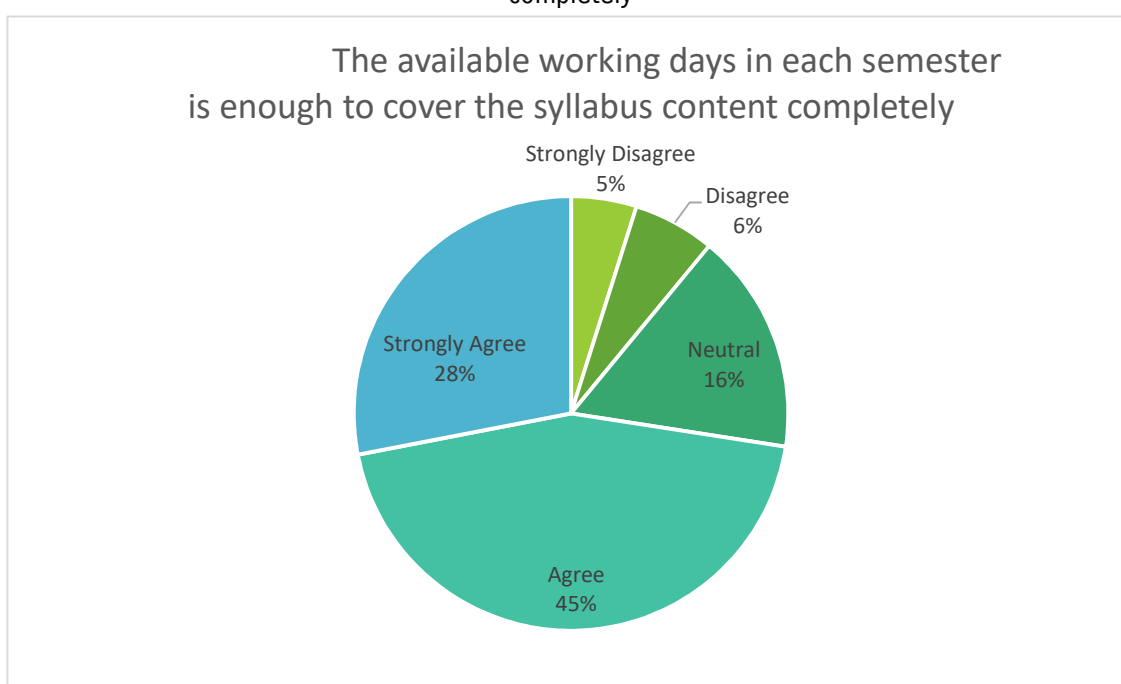
Table 4.14: The available working days in each semester is enough to cover the syllabus content completely

Response	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Disagree	8	4.9	4.9	4.9
Disagree	10	6.1	6.1	11.0
Neutral	27	16.5	16.5	27.4
Agree	73	44.5	44.5	72.0
Strongly Agree	46	28.0	28.0	100.0
Total	164	100.0	100.0	

Source: IQAC Survey for Teacher Feedback, 2019

Information in the above table is shown in the following figure for easy understanding.

Figure 4.14: The available working days in each semester is enough to cover the syllabus content completely



4.15 Appropriateness of the evaluation methods suggested by the curriculum

The teaching learning process will be complete only along with proper evaluation mechanisms too. The evaluation methods followed in the institution has a uniform pattern with assignments, seminars, viva voce and test papers. The evaluation methods are used in such a way that the performance of the students can be improved. Transparency and effectiveness of the evaluation methods are always carefully concerned by the teachers and authority of the College. A majority of around eighty nine percent of the respondents expressed their satisfaction towards the appropriateness of the evaluation methods. Fifty seven percent strongly supported while thirty two percent supported the argument.

Table 4.15: The evaluation methods suggested by the curriculum is appropriate to assess the learning objectives

Response	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Disagree	2	1.2	1.2	1.2
Disagree	5	3.0	3.0	4.3
Neutral	12	7.3	7.3	11.6
Agree	52	31.7	31.7	43.3
Strongly Agree	93	56.7	56.7	100.0
Total	164	100.0	100.0	

Source: IQAC Survey for Teacher Feedback, 2019

Information in the above table is shown in the following figure for easy understanding.

Figure 4.15: The evaluation methods suggested by the curriculum is appropriate to assess the learning objectives

