



KORAMBAYIL AHAMED HAJI MEMORIAL
UNITY WOMEN'S COLLEGE, MANJERI
(P.O) Narukara, Malappuram Dt., Kerala 676 122
(Govt.-Aided and Affiliated to University of Calicut)
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1.4 FEEDBACK SYSTEM

TEACHERS' FEEDBACK ANALYSIS REPORT 2019 -2024

Analysis Report Based on Teachers' Feedback (2023-24)

Introduction:

This report is based on the feedback provided by teachers at K.A.H.M. Unity Women's College, Manjeri, for the academic year 2023-24. The feedback touches upon various aspects of the curriculum, such as the clarity of syllabus objectives, adequacy of methods and strategies, sufficiency of time allocation, research opportunities, and the effectiveness of assessment strategies. This report summarises the key findings and offers insights into areas where improvements can be made.

1. Clarity of Objectives and Aims of the Syllabus

Positive Responses:

- A significant portion of teachers agreed that the objectives and aims of the syllabus were clearly stated. This consensus shows that the curriculum is well-structured, providing clear guidance on the learning goals and outcomes for each course.

Areas for Improvement:

- There were some neutral responses, particularly from the English department, indicating that certain objectives might not be fully understood or could be communicated more effectively to the teaching staff.

2. Methods and Strategies for Introducing the Course

Strengths:

- Most teachers agreed that the syllabus accurately described the methods and strategies needed to introduce the course. This reflects a shared understanding of the pedagogical approaches required to teach the syllabus content effectively.

Exceptional Feedback:

- Teachers from the History department expressed strong satisfaction, with some rating the methods and strategies as "Strongly Agree", showing that they found the approaches very effective in meeting the syllabus aims.

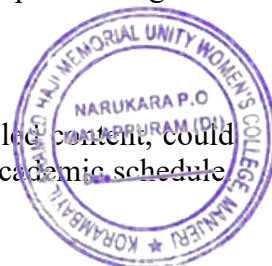
3. Sufficiency of Time Allotted to Complete the Syllabus

Concerns Raised:

- A notable number of teachers, including those from departments like Mathematics and Botany, disagreed or strongly disagreed that the time allotted was sufficient. This indicates that the pacing of the syllabus may need to be reconsidered for certain subjects that require more in-depth coverage.

Suggestions:

- Reviewing the time allocation for courses, especially those with complex or detailed content, could improve the ability of teachers to deliver the syllabus effectively within the given academic schedule.



4. Relevance and Logic of Syllabus Content

General Feedback:

- The majority of teachers agreed that the content of the syllabus was reasonable and logical. This feedback reflects a positive view of the curriculum's structure and the progression of topics.

Neutral Feedback:

- Some teachers, particularly in Mathematics, provided neutral feedback, indicating that while the content was acceptable, there might be room for improvement in how the material is presented or structured to make it more engaging or easier to understand.

5. Development of Skills and Knowledge

Positive Feedback:

- Teachers across most departments agreed that the syllabus helps in developing the necessary skills and knowledge for students. This indicates that the curriculum aligns well with the academic and professional needs of the students, preparing them for future challenges.

Room for Enhancement:

- There were no significant disagreements in this area, but continuous updates to reflect current industry and academic trends would further enhance this aspect.

6. Availability of Reference Materials

Positive Responses:

- Many teachers agreed that the syllabus provides sufficient reference materials for students to access and use. Departments such as History and English were particularly satisfied with the availability of textbooks and other academic resources.

Suggestions:

- A few neutral responses suggest that expanding access to updated digital resources, journals, and online reference materials could further support both students and faculty.

7. Opportunities for Critical Thinking

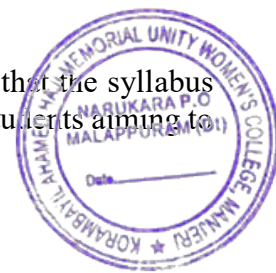
Encouraging Feedback:

- Teachers generally agreed that the syllabus encourages critical thinking and provides opportunities for students to develop their analytical skills. This aspect of the curriculum is crucial for fostering a deeper understanding of the subject matter, and it was well-received across the board.

8. Research Possibilities in the Syllabus

Positive Feedback:

- Teachers from various departments, including English, Botany, and History, agreed that the syllabus offered ample research possibilities. These research opportunities are important for students aiming to pursue higher education or careers in research.



Neutral Feedback:

- Some teachers expressed neutral opinions on the research opportunities available. This may indicate that while there are research possibilities, more structured support or encouragement for students to engage in research activities could be beneficial.

9. Assessment Strategies

Positive Feedback:

- The majority of teachers agreed that the assessment strategies used to analyse students' performance were genuine and effective. This reflects a well-balanced evaluation system that teachers believe fairly measures student understanding and learning outcomes.

Neutral Feedback:

- A few neutral responses suggest that there may be room to explore more diverse assessment techniques, such as project-based assessments or peer evaluations, to provide a more comprehensive evaluation of student capabilities.

10. Blended Learning through Online and Offline Classes

Mixed Responses:

- While most teachers agreed that the syllabus content was suitable for blended learning (a combination of online and offline classes), there were some disagreements, particularly from the English department. This feedback suggests that not all subjects may be equally suited for online teaching or that the online component may require further refinement.

Recommendations:

- Enhancing the use of online tools and platforms to complement offline classes could help make blended learning more effective. Training sessions for teachers on using these tools effectively might also address any concerns.

Conclusion:

The feedback from teachers for the academic year 2023-24 highlights several strengths in the curriculum, including the clarity of objectives, effective teaching methods, research opportunities, and critical thinking development. However, there are also areas where improvements could be made, particularly in time allocation, the availability of updated reference materials, and the alignment of the syllabus with blended learning practices.

Key Recommendations:

1. **Review Time Allocation:** Consider adjusting the time allotted for certain courses to ensure adequate coverage of complex topics.
2. **Expand Access to Resources:** Improve the availability of up-to-date reference materials, including online journals and textbooks, to support both students and faculty.



3. **Enhance Blended Learning Practices:** Provide more training and resources to ensure that the syllabus can be effectively taught through a mix of online and offline modes.
4. **Increase Research Support:** Encourage more structured opportunities for research, particularly in fields where hands-on or field-based research is crucial for student growth.

Department-Wise Analysis Report

Introduction:

This report presents a detailed department-wise analysis based on the feedback provided by teachers from major departments—English, History, Commerce, Chemistry, Botany, Home Science, Computer Science, Mathematics, and Psychology—at K.A.H.M. Unity Women’s College, Manjeri, for the academic year 2023-24. The feedback focuses on various aspects of the syllabus, including clarity of objectives, sufficiency of time, relevance, research possibilities, and assessment strategies.

1. English Department

Clarity of Objectives: Teachers from the English department provided mixed feedback. Some agreed that the objectives of the syllabus were clearly stated, while a few expressed neutrality. This indicates that while the objectives are generally clear, there may be room for improvement in how the aims are communicated to the faculty.

Syllabus Methods and Time Allocation: Teachers largely agreed that the syllabus accurately described the necessary methods for course delivery. However, there was notable disagreement regarding the sufficiency of time allotted to complete the syllabus. Several teachers felt that more time was needed to cover all aspects comprehensively.

Research and Assessment: The research possibilities in the syllabus were generally appreciated. Most teachers agreed that the assessment strategies were genuine and effectively measured student performance. However, feedback on the blend of online and offline teaching was somewhat mixed, suggesting that more refinement in the approach to blended learning could be beneficial.

2. History Department

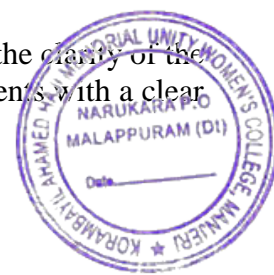
Clarity of Objectives: Teachers in the History department expressed strong satisfaction with the clarity of the syllabus objectives. Most agreed or strongly agreed that the aims of the syllabus were clearly defined and well-aligned with academic goals.

Syllabus Methods and Time Allocation: History teachers felt that the syllabus accurately described the methods and strategies for course delivery. However, they expressed concerns about the time allocated for completing the syllabus, with many disagreeing that it was sufficient. This suggests that certain topics in History may require more in-depth exploration, necessitating a review of time allocation.

Research and Assessment: The History department showed strong support for the research possibilities offered by the syllabus, and the assessment strategies were deemed effective. Teachers appreciated the critical thinking opportunities provided by the curriculum and felt that it encouraged analytical skills among students.

3. Commerce Department

Clarity of Objectives: Teachers in the Commerce department were generally satisfied with the clarity of the syllabus objectives. They agreed that the learning goals were clearly defined, providing students with a clear understanding of what is expected from them.



Syllabus Methods and Time Allocation: The feedback on syllabus methods was positive, with teachers agreeing that the strategies outlined in the syllabus were appropriate for delivering the course content. However, like other departments, there was some disagreement about the time allocated to cover the syllabus. Teachers felt that more time could be allocated, especially for practical subjects in Commerce.

Research and Assessment: Research possibilities were rated positively, but there was mixed feedback on the blend of online and offline teaching. Teachers felt that while the syllabus content could be taught online, more support might be needed to optimize blended learning experiences for students.

4. Chemistry Department

Clarity of Objectives: Teachers from the Chemistry department generally agreed that the syllabus objectives were clearly stated. They felt that the curriculum provided a strong foundation in scientific concepts and practical knowledge.

Syllabus Methods and Time Allocation: There was some concern about the time allotted for completing the syllabus. Teachers in Chemistry expressed disagreement with the sufficiency of time, indicating that the curriculum might need additional time for laboratory work and practical sessions, which are critical for understanding complex scientific topics.

Relevance and Research: The syllabus was deemed relevant and logical, though there was a suggestion that more research opportunities could be integrated into the curriculum. Teachers also felt that assessment strategies were well-structured, ensuring that students' knowledge was evaluated comprehensively.

5. Botany Department

Clarity of Objectives: Teachers from the Botany department expressed satisfaction with the clarity of the syllabus objectives. They agreed that the syllabus clearly communicated its aims and was aligned with both academic and research goals.

Syllabus Methods and Time Allocation: While the syllabus methods were seen as accurate and well-defined, there was significant concern about the sufficiency of time allotted for the syllabus. Teachers felt that more time was needed to cover certain topics in depth, particularly those involving fieldwork and practical applications.

Research and Assessment: Research possibilities were considered adequate, with teachers agreeing that students had opportunities to engage in research-based learning. The assessment strategies were also rated positively, though there were some suggestions to refine the balance between theory and practical assessments.

6. Home Science Department

Clarity of Objectives: Teachers in the Home Science department generally agreed that the objectives of the syllabus were clear. They felt that the curriculum successfully covered both theoretical and practical aspects, helping students gain relevant skills.

Syllabus Methods and Time Allocation: There was mixed feedback regarding the time allocation. While the methods were appropriate, teachers felt that more time could be devoted to practical sessions and hands-on activities, which are crucial for courses in Home Science.

Research and Assessment: The feedback on research opportunities was positive, with teachers agreeing that the syllabus offered sufficient avenues for research. Assessment strategies were deemed effective, though more practical evaluations could be integrated to better align with industry standards in fields like nutrition and textiles.



7. Computer Science Department

Clarity of Objectives: Teachers in the Computer Science department agreed that the syllabus objectives were clear, with most respondents appreciating the well-defined learning goals. However, there were some concerns regarding the balance between theory and practical components.

Syllabus Methods and Time Allocation: The methods and strategies for teaching were considered appropriate, but there was notable disagreement about the time allotted for completing the syllabus. Teachers felt that more time was required to cover the fast-evolving topics in technology and computer science, such as programming, data science, and AI.

Research and Assessment: The department was positive about the research opportunities provided in the syllabus. However, teachers suggested that more industry-aligned projects could be introduced to help students stay current with the latest developments in technology. The assessment strategies were generally well-received, though there was room to integrate more project-based assessments.

8. Mathematics Department

Clarity of Objectives: Teachers in the Mathematics department were generally satisfied with the clarity of the syllabus objectives. They felt that the curriculum provided clear guidance on the learning outcomes expected from students.

Syllabus Methods and Time Allocation: The methods and strategies for teaching were considered effective, though there was significant disagreement about the sufficiency of time allocated. Teachers expressed concerns that complex mathematical concepts required more time for thorough understanding and practice.

Relevance and Research: The content of the syllabus was seen as relevant, though some teachers suggested introducing more opportunities for critical thinking and problem-solving. Research possibilities were considered adequate, but more emphasis on advanced mathematical research could further enhance the curriculum.

9. Psychology Department

Clarity of Objectives: Teachers from the Psychology department agreed that the syllabus objectives were clearly stated, providing students with a well-defined academic path.

Syllabus Methods and Time Allocation: There were concerns about the time allotted for completing the syllabus. Teachers felt that more time was needed to cover in-depth psychological theories, case studies, and fieldwork. While the methods were seen as appropriate, they required more time for effective delivery.

Research and Assessment: Research possibilities were rated positively, with teachers agreeing that the syllabus encouraged research-based learning. However, they suggested that more practical, field-based research activities could be introduced to provide students with real-world psychological experience. The assessment strategies were seen as effective, though there were suggestions for including more case-study evaluations.

Conclusion:

The department-wise analysis reveals both strengths and areas for improvement across the selected departments at K.A.H.M. Unity Women's College. While most departments were satisfied with the clarity of the syllabus objectives and research opportunities, there were recurring concerns about the sufficiency of time allocated to complete the syllabus and the integration of blended learning practices.

Key Recommendations:

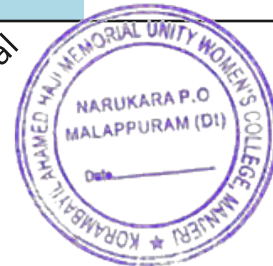
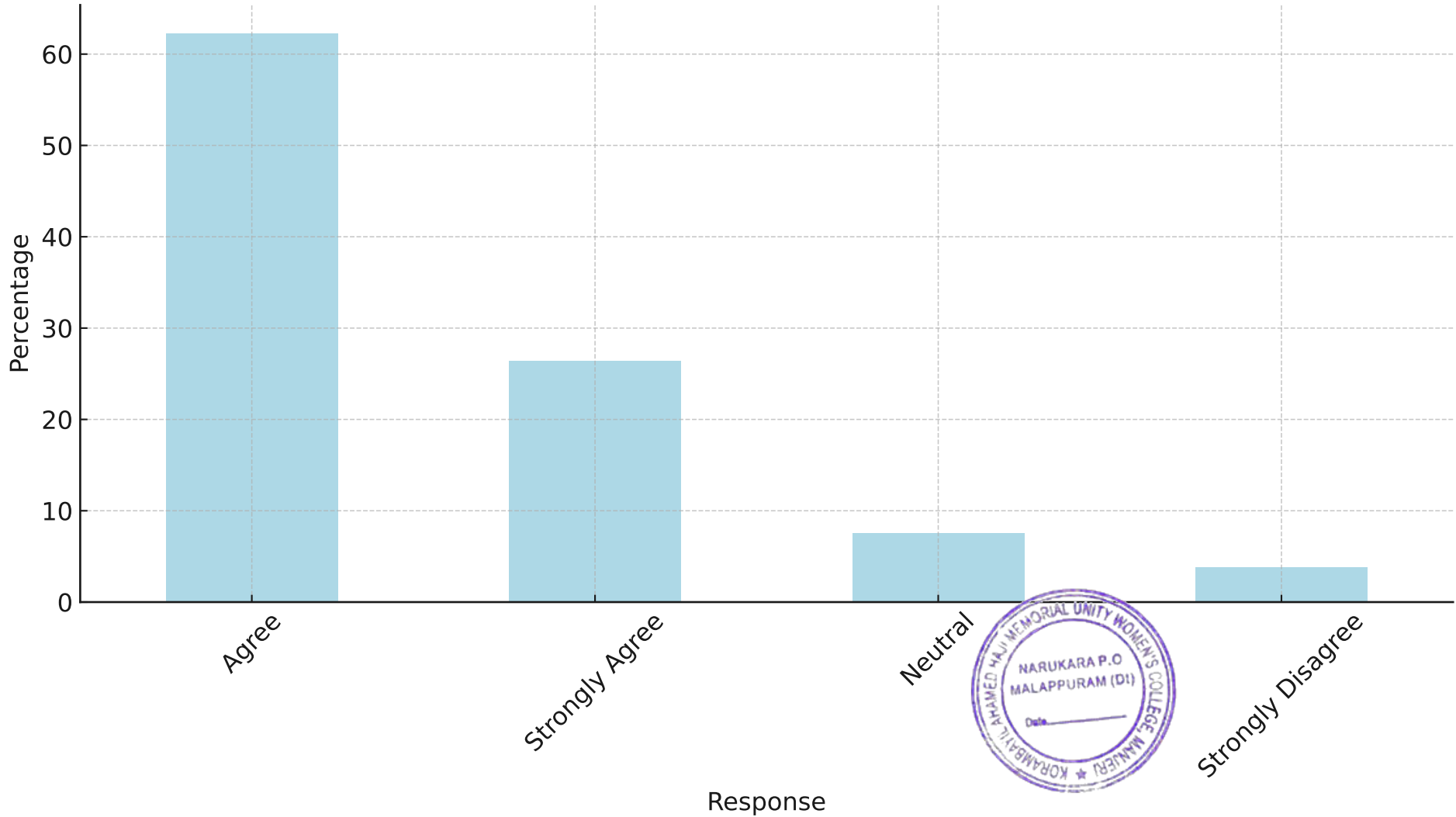


1. **Review Time Allocation:** Adjust the time allocated for complex subjects, particularly in departments like History, Chemistry, Botany, and Mathematics.
2. **Enhance Blended Learning:** Improve the effectiveness of blended learning, especially in departments where feedback was mixed regarding the combination of online and offline teaching.
3. **Increase Research Opportunities:** Encourage more structured research opportunities, particularly in practical fields like Computer Science and Home Science.
4. **Expand Practical Learning:** In departments such as Home Science and Psychology, more emphasis on fieldwork, hands-on activities, and practical assessments could better align the syllabus with professional industry standards.

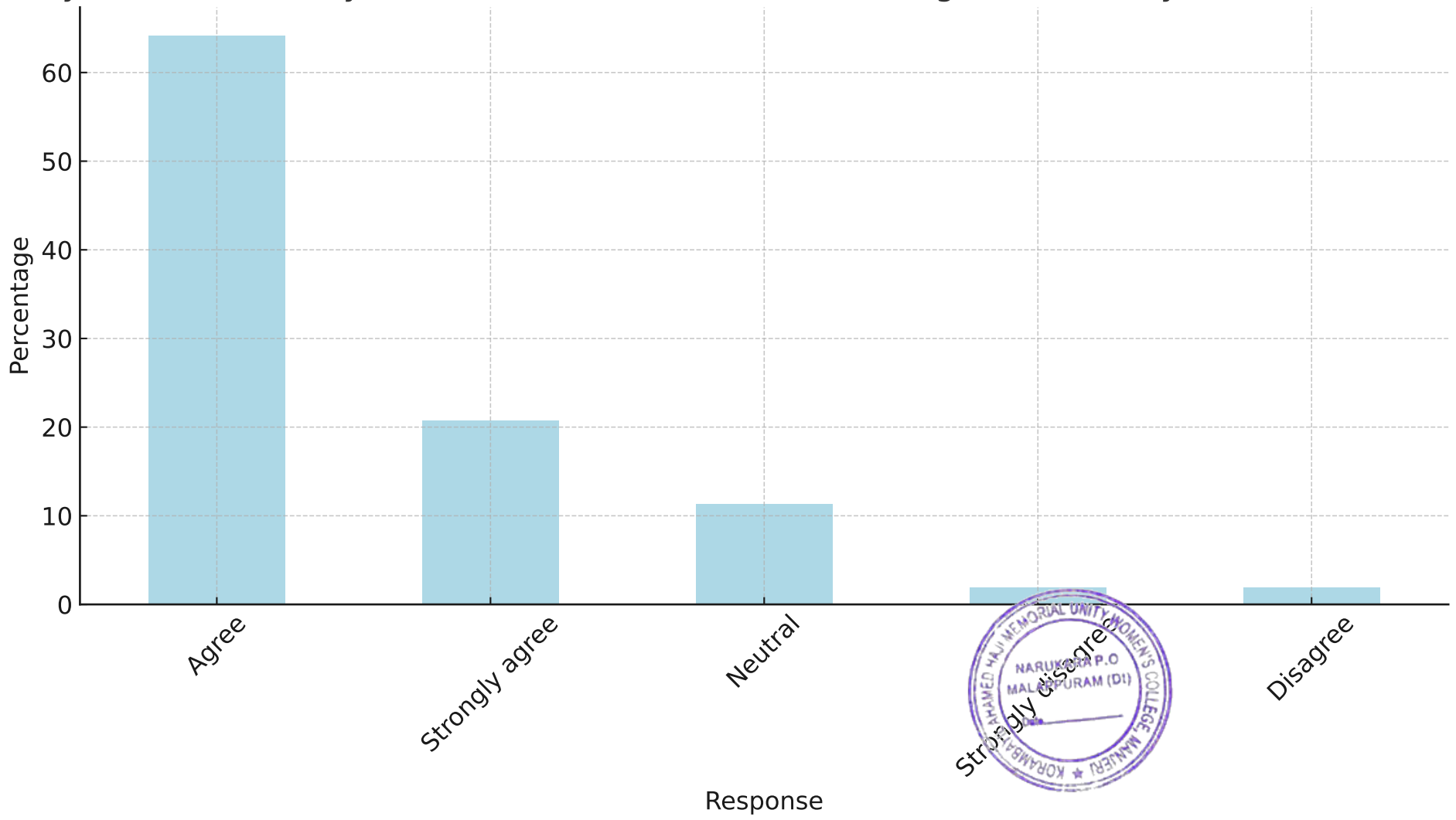



PRINCIPAL
Korambayil Ahamed Haji
Memorial Unity Women's
College, Manjeri

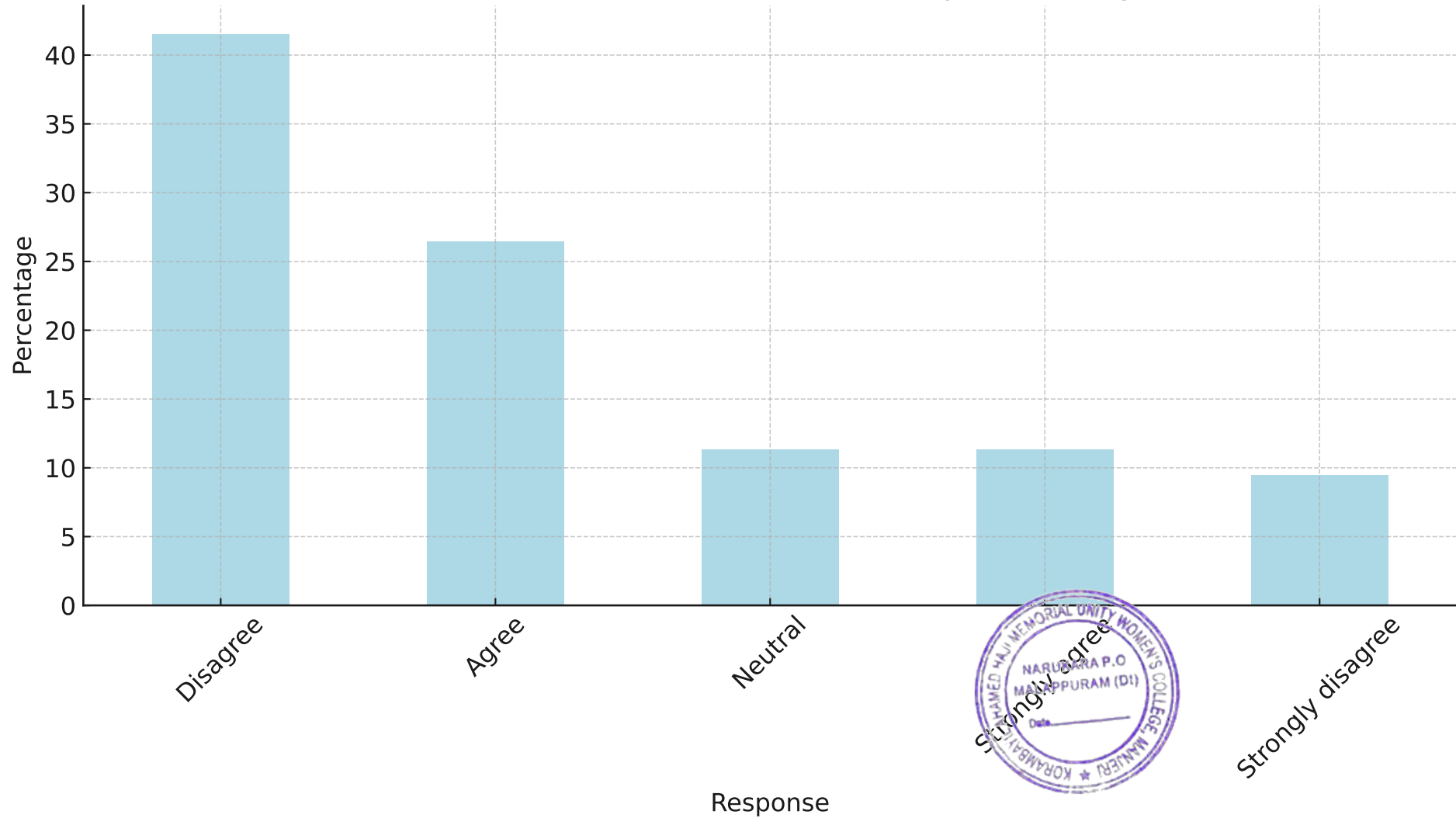
1. The objectives and aims of the syllabus have been clearly stated.



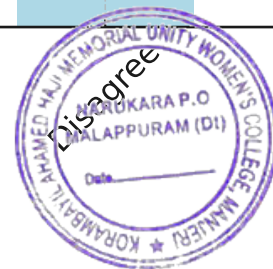
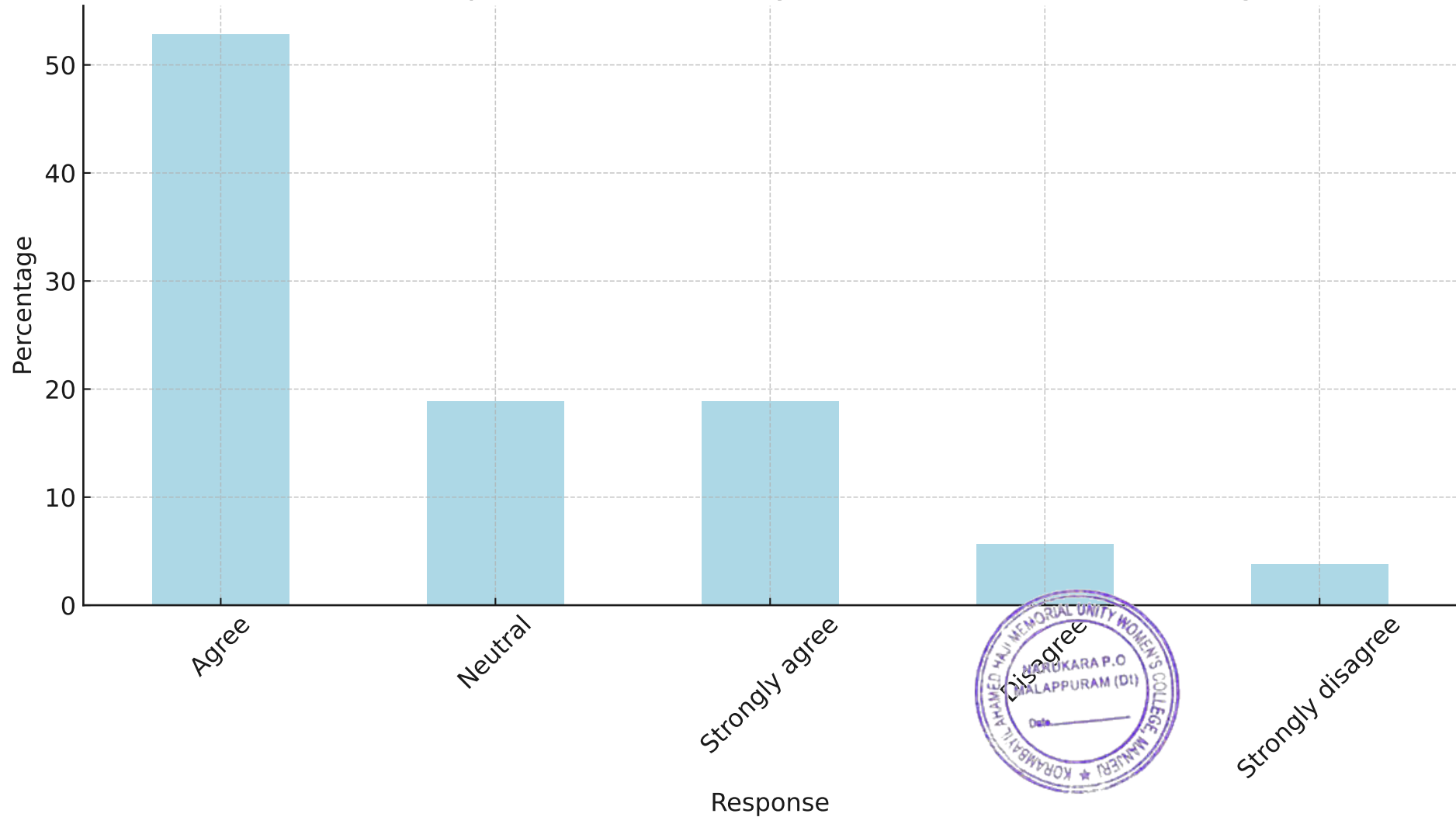
The syllabus accurately described the methods and strategies necessary to introduce the c



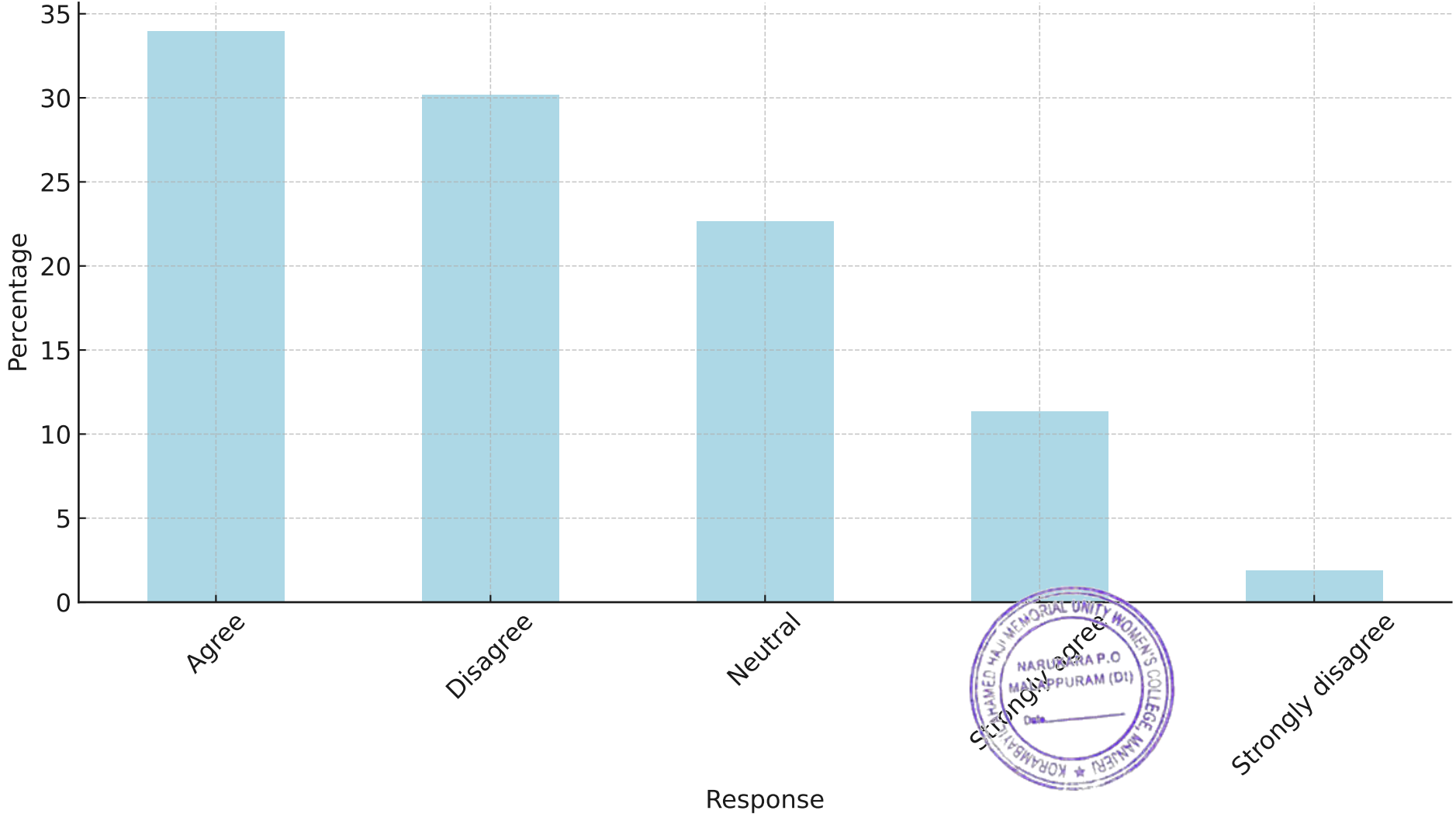
3. The time allotted is sufficient to complete the syllabus.



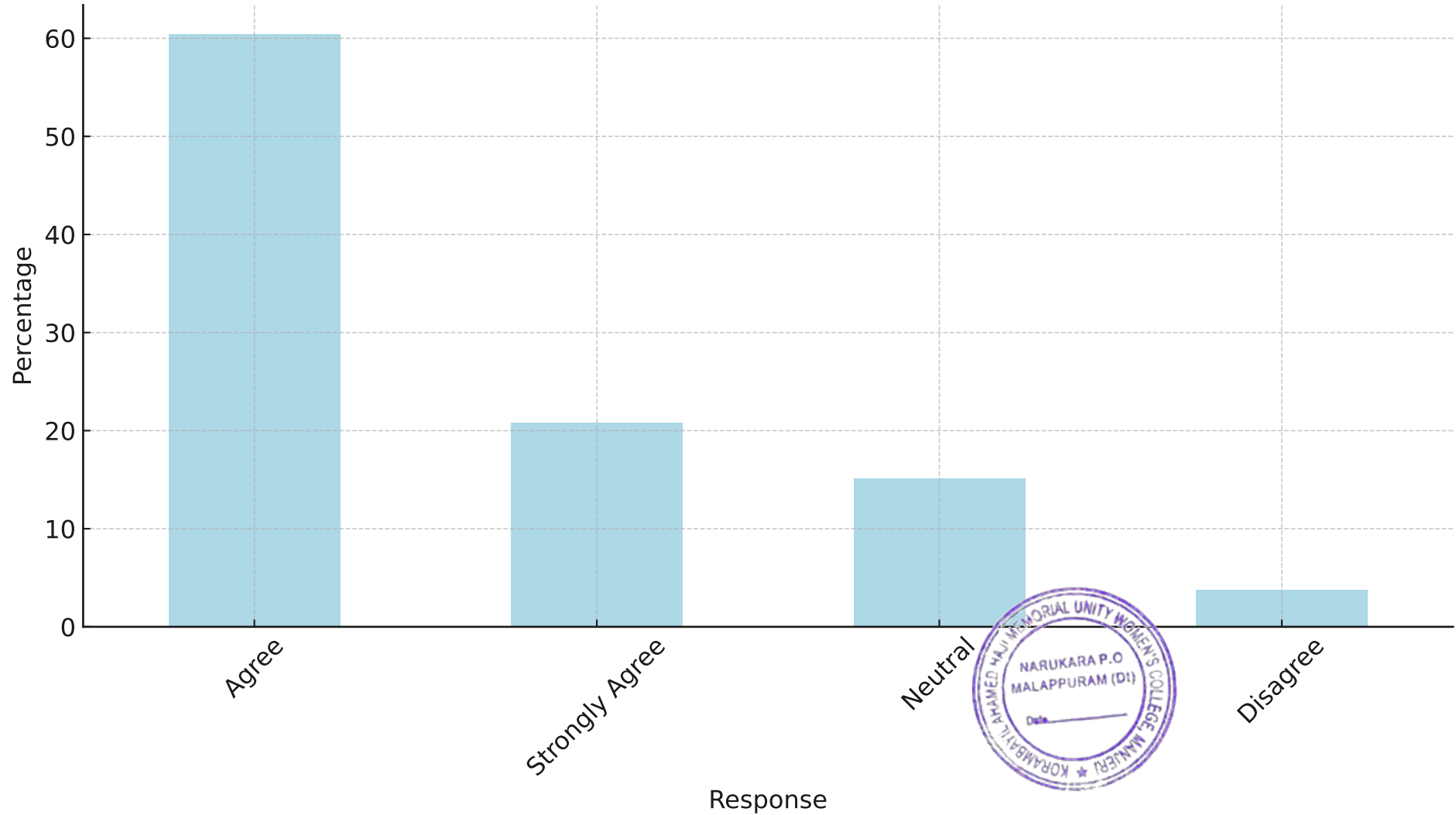
4. The content prescribed in the syllabus is reasonable and logical.



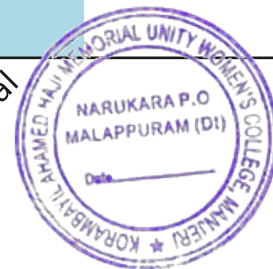
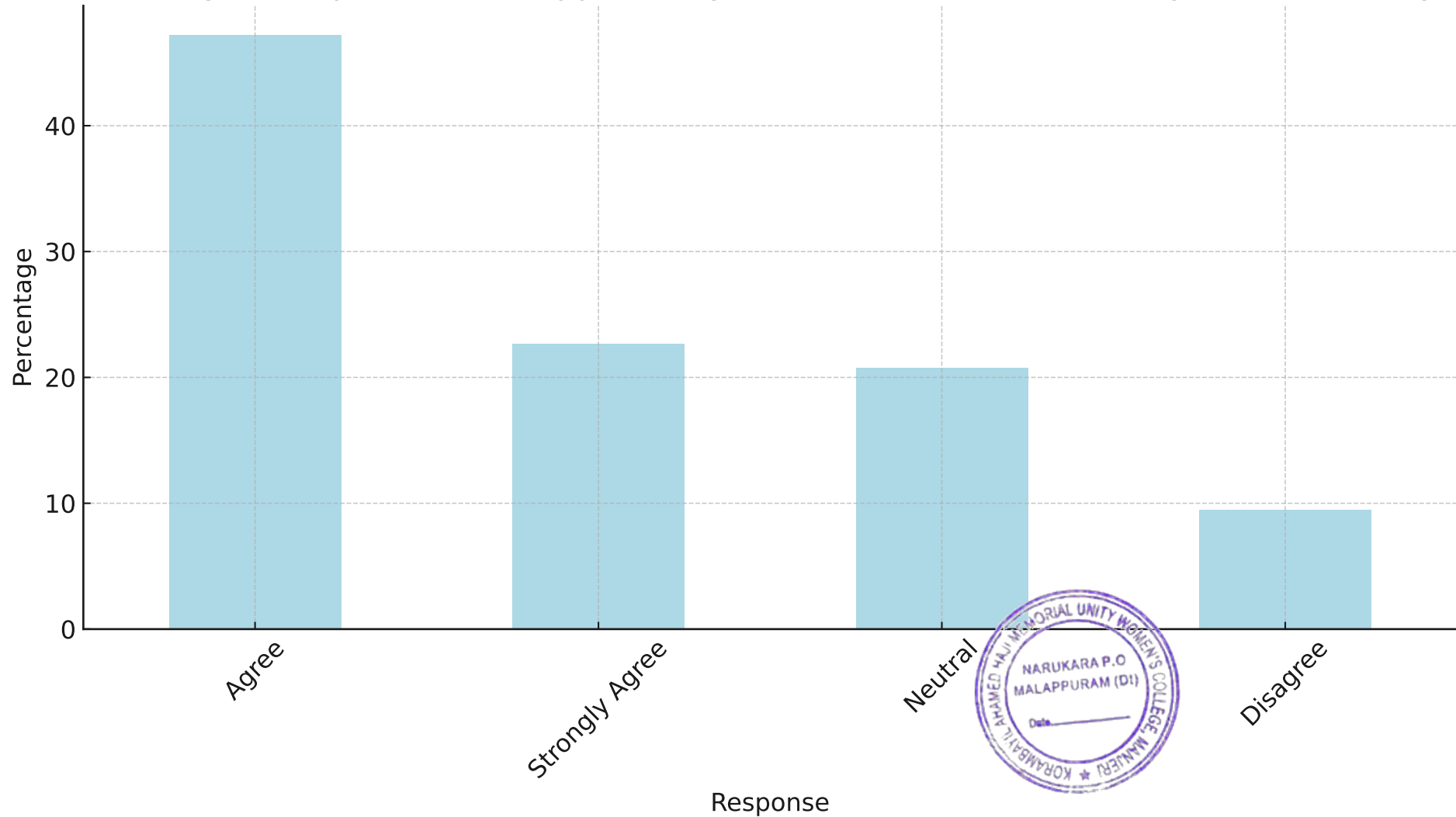
5. The skill and knowledge required to complete the course is challenging for the student



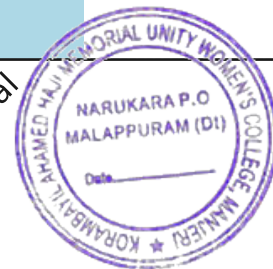
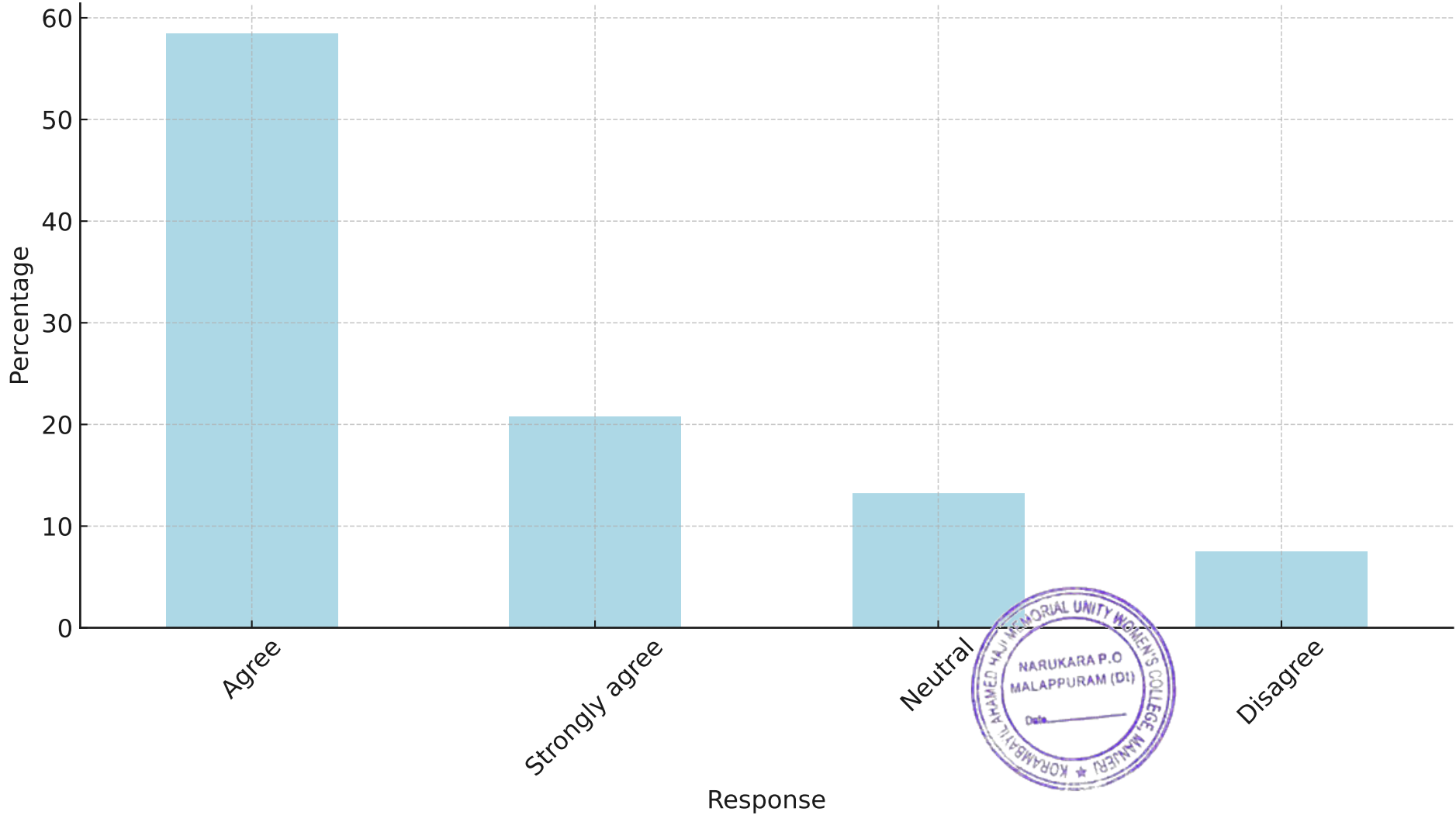
6. The availability of text books and reference books had been easier.



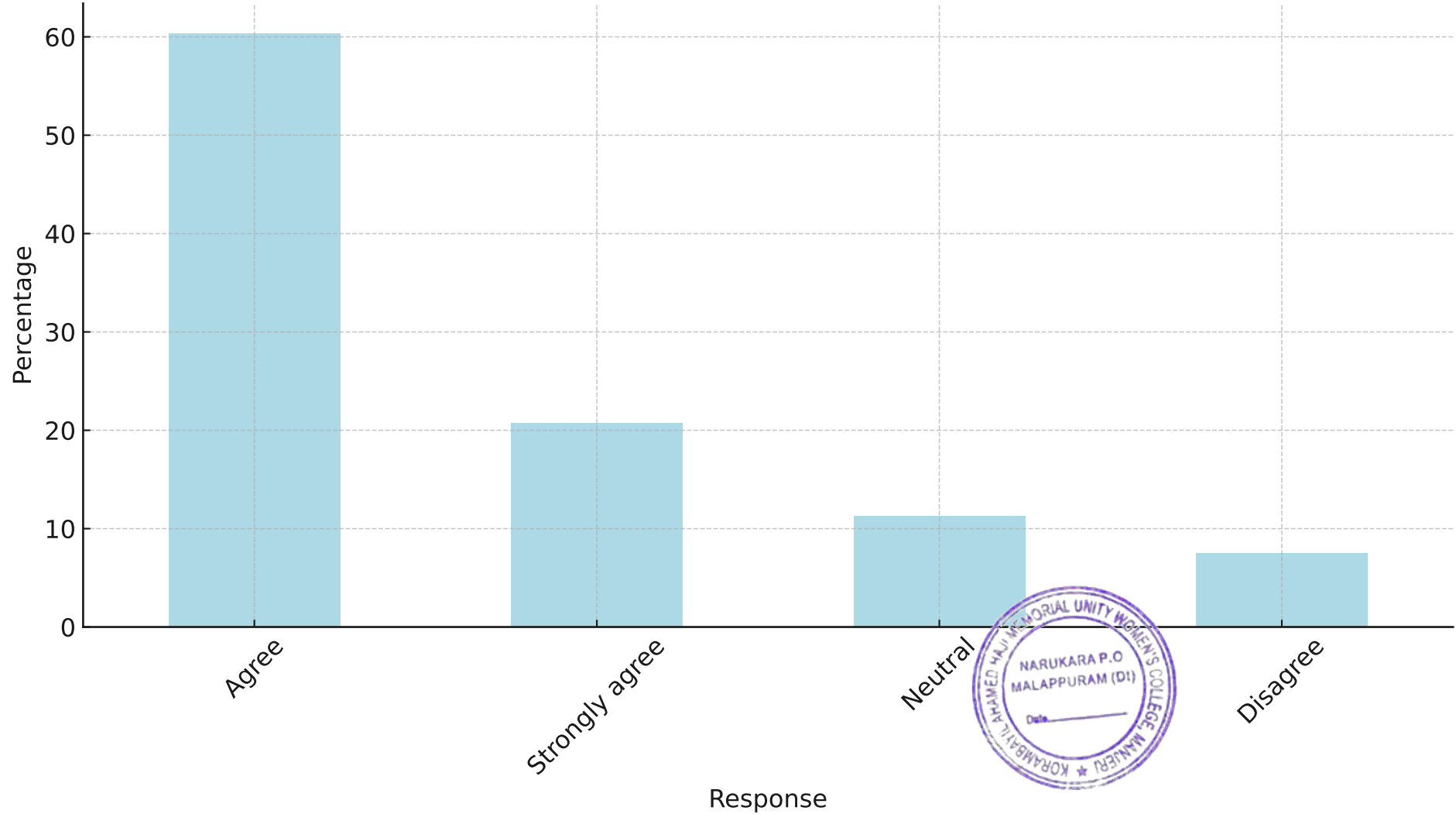
7. The syllabus provides an opportunity to connect with the society in various ways.



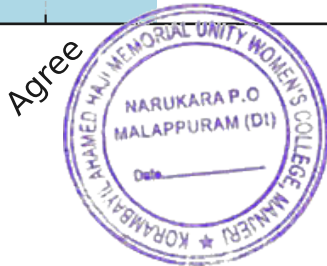
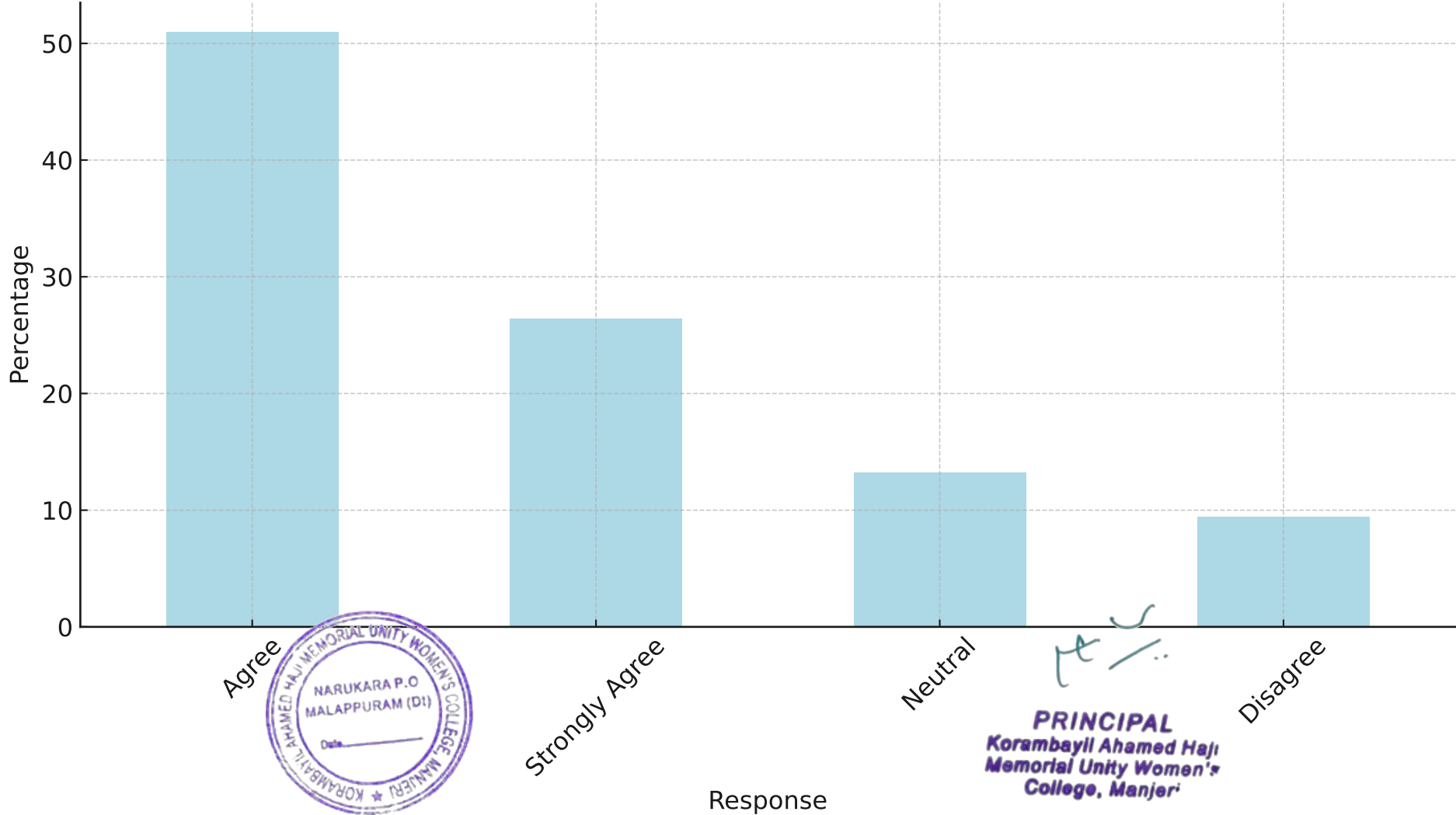
8. The syllabus offers enough research possibilities.



9. The assessment strategies to analyse the quality of the students are genuine.



The content of the syllabus had been fitting to be taught through a blend of online and offline



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PRINCIPAL
Korambayil Ahamed Haji
Memorial Unity Women's
College, Manjeri

Analysis Report of Teacher Feedback Responses (2022-23)

Introduction

This report provides a detailed analysis of the feedback collected from teachers regarding the syllabus for the academic year 2022-23. The feedback covers various aspects such as the objectives and aims of the syllabus, its relevance, time allotment, research opportunities, and more. The quantitative feedback is supplemented by qualitative suggestions provided by the teachers, giving us a comprehensive understanding of their perspectives. This report includes both a percentage breakdown of responses for each question and a qualitative summary of suggestions.

Quantitative Feedback Analysis with Percentage Breakdown

1. Objectives and Aims of the Syllabus (Q1):

- **Agree:** 73.3%
- **Strongly Agree:** 13.3%
- **Neutral:** 11.1%
- **Strongly Disagree:** 2.2%

Analysis: The majority of teachers agreed or strongly agreed that the syllabus objectives were clearly stated, indicating overall satisfaction with this aspect.

2. Methodology Description (Q2):

- **Agree:** 71.1%
- **Neutral:** 17.8%
- **Strongly Agree:** 6.7%
- **Disagree:** 2.2%
- **Strongly Disagree:** 2.2%

Analysis: Most teachers found the methodology accurately described, with only a small fraction expressing dissatisfaction.

3. Time Allotment (Q3):

- **Agree:** 33.3%
- **Neutral:** 24.4%
- **Disagree:** 28.9%
- **Strongly Disagree:** 11.1%

Analysis: There is notable concern regarding the sufficiency of time allotted for syllabus completion, with nearly 40% of responses indicating neutrality or disagreement.

4. Content Relevance (Q4):

- **Agree:** 55.6%
- **Neutral:** 24.4%
- **Disagree:** 8.9%
- **Strongly Agree:** 6.7%
- **Strongly Disagree:** 4.4%

Analysis: While the majority felt the content was relevant, the significant proportion of neutral responses suggests room for improvement in aligning content with academic goals.



5. **Skills and Knowledge Development (Q5):**

- **Agree:** 51.1%
- **Neutral:** 22.2%
- **Disagree:** 20.0%
- **Strongly Agree:** 4.4%
- **Strongly Disagree:** 2.2%

Analysis: While over half of the respondents agreed the syllabus supported skill development, a considerable portion disagreed or remained neutral, indicating varied experiences.

6. **Textbook and Reference Material Availability (Q6):**

- **Agree:** 48.9%
- **Neutral:** 24.4%
- **Strongly Agree:** 8.9%
- **Disagree:** 15.6%
- **Strongly Disagree:** 2.2%

Analysis: Almost 50% agreed that textbooks and reference materials were available, though the high neutrality and some disagreement suggest potential issues with availability or quality.

7. **Contribution to Community Engagement (Q7):**

- **Agree:** 46.7%
- **Strongly Agree:** 13.3%
- **Neutral:** 20.0%
- **Disagree:** 17.8%
- **Strongly Disagree:** 2.2%

Analysis: Feedback indicates moderate satisfaction with the syllabus' contribution to community engagement, though a noticeable percentage of teachers were either neutral or dissatisfied.

8. **Research Opportunities (Q8):**

- **Agree:** 53.3%
- **Neutral:** 28.9%
- **Disagree:** 11.1%
- **Strongly Agree:** 4.4%
- **Strongly Disagree:** 2.2%

Analysis: Most teachers felt there were adequate research opportunities, but the significant neutrality and disagreement suggest that some subjects may lack research scope.

9. **Assessment Strategies (Q9):**

- **Agree:** 64.4%
- **Neutral:** 17.8%
- **Strongly Agree:** 8.9%
- **Disagree:** 6.7%
- **Strongly Disagree:** 2.2%

Analysis: The majority were satisfied with the assessment strategies, though some teachers expressed a need for improvement.

10. **Content Fit with Industry and Academia (Q10):**

- **Agree:** 80.0%
- **Neutral:** 15.6%
- **Strongly Agree:** 4.4%

Analysis: The overwhelming majority felt that the syllabus aligned well with academic and industry needs, though a small portion of teachers provided neutral feedback.



Qualitative Feedback Summary

1. Curriculum Revisions:

- Multiple teachers suggested the need for timely revisions of the curriculum to keep it updated with current trends in both academia and industry.

2. Industry Connection:

- Teachers emphasized the importance of creating more opportunities for students to connect with industry, enhancing the employability prospects of graduates.

3. Assessment Reform:

- Several suggestions called for reforms in the assessment strategies, particularly highlighting that exams and question papers should better evaluate student skills.

4. Textbook Availability:

- Some respondents mentioned issues with the timely availability and quality of textbooks, indicating this is an area that could benefit from improvement.

5. Moral and Ethical Education:

- A few teachers suggested adding moral values to the syllabus, aiming to provide students with a more holistic education.

6. Outcome-Based Education (OBE):

- One significant suggestion was to transition the syllabus to an Outcome-Based Education (OBE) model, which could offer a more structured and measurable educational approach.

7. Faculty Training:

- Suggestions also included the need for in-service training for faculty members to ensure their teaching methods align with curriculum changes and to maintain teaching quality.

Department-Wise Feedback Analysis Report (2022-23)

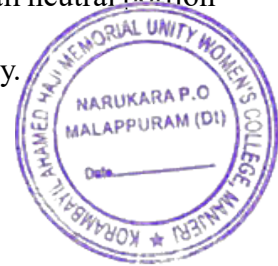
This section provides a department-wise analysis of teacher feedback for the following departments: **History, English, Commerce, Chemistry, Botany, Family and Community Science or Home Science (FCS), Mathematics, Computer Science, and Psychology**. The analysis covers key aspects such as the objectives of the syllabus, time allotment, content relevance, skills development, research opportunities, and assessment strategies.

Botany

- **Objectives and Aims:** 100% of the teachers agreed that the objectives were clearly stated.
- **Methodology:** All respondents agreed that the methodology was accurately described.
- **Time Allotment:** 66.7% disagreed, suggesting insufficient time for syllabus completion.
- **Content Relevance:** All teachers agreed that the content was relevant.
- **Skills and Knowledge Development:** 66.7% disagreed, indicating concerns about the skill development aspect.
- **Textbook Availability:** Two-thirds agreed that textbooks were available.
- **Research Opportunities:** 66.7% agreed, though a portion remained neutral.
- **Assessment Strategies:** All respondents agreed the assessment strategies were appropriate.
- **Suggestions:** None provided.

Chemistry

- **Objectives and Aims:** Teachers unanimously agreed on the clarity of the objectives.
- **Methodology:** 100% agreement on methodology description.
- **Time Allotment:** Time management was generally seen as sufficient.
- **Content Relevance:** Teachers agreed the content was relevant.
- **Skills and Knowledge Development:** Agreement on skill development, though a small neutral portion was present.
- **Textbook Availability:** Some teachers expressed concerns about textbook availability.
- **Research Opportunities:** Mixed responses with some expressing dissatisfaction.
- **Assessment Strategies:** Positive feedback overall.



- **Suggestions:** Teachers highlighted the need for curriculum revision.

Commerce

- **Objectives and Aims:** Most teachers agreed that the objectives were clear.
- **Methodology:** Positive feedback on methodology description.
- **Time Allotment:** Some concerns over the sufficiency of time for syllabus completion.
- **Content Relevance:** Generally agreed, though a few neutral responses.
- **Skills and Knowledge Development:** Mixed feedback, with some teachers expressing dissatisfaction.
- **Textbook Availability:** Positive feedback, though a few teachers remained neutral.
- **Research Opportunities:** Mixed responses, with some teachers calling for more opportunities.
- **Assessment Strategies:** Most agreed that the assessment strategies were appropriate.
- **Suggestions:** Requests for revision and better alignment with industry standards.

English

- **Objectives and Aims:** General agreement on clarity.
- **Methodology:** Teachers found the methodology description adequate.
- **Time Allotment:** Some dissatisfaction with the time allotted.
- **Content Relevance:** Positive feedback.
- **Skills and Knowledge Development:** Some concerns expressed.
- **Textbook Availability:** Neutral responses indicate potential issues with textbook access.
- **Research Opportunities:** Mixed feedback, with some calling for more research scope.
- **Assessment Strategies:** Positive overall feedback.
- **Suggestions:** Need for curriculum updates and better textbook availability.

History

- **Objectives and Aims:** Mostly positive feedback.
- **Methodology:** Teachers agreed that the methodology was adequately described.
- **Time Allotment:** Neutral and negative feedback indicating time insufficiency.
- **Content Relevance:** Generally seen as relevant.
- **Skills and Knowledge Development:** Mostly positive, but some concerns about effectiveness.
- **Textbook Availability:** Mixed feedback with concerns about the timely availability of materials.
- **Research Opportunities:** Mixed responses, with some calling for better research integration.
- **Assessment Strategies:** Positive overall.
- **Suggestions:** Calls for more industry connection and updated content.

Family and Community Science (FCS) / Home Science

- **Objectives and Aims:** Positive feedback overall.
- **Methodology:** Teachers found the methodology adequate.
- **Time Allotment:** Some concerns over time management.
- **Content Relevance:** Generally seen as relevant.
- **Skills and Knowledge Development:** Mixed responses, with some teachers dissatisfied.
- **Textbook Availability:** Mixed feedback with some neutral responses.
- **Research Opportunities:** Teachers had varying opinions on the availability of research opportunities.
- **Assessment Strategies:** Positive feedback overall.
- **Suggestions:** Curriculum should incorporate more practical and industry-related content.

Mathematics

- **Objectives and Aims:** Mostly agreed that the syllabus was clear.
- **Methodology:** Positive feedback on the methodology.
- **Time Allotment:** Some concerns over the sufficiency of time.
- **Content Relevance:** Agreed to be relevant by most.



- **Skills and Knowledge Development:** Teachers generally agreed that skill development was appropriate.
- **Textbook Availability:** Some concerns about textbook access and availability.
- **Research Opportunities:** Mixed responses, with some calling for more emphasis on research.
- **Assessment Strategies:** Positive feedback overall.
- **Suggestions:** A need for revision and curriculum updates.

Computer Science

- **Objectives and Aims:** Positive feedback overall.
- **Methodology:** Teachers generally agreed that the methodology was adequate.
- **Time Allotment:** Some concerns about the time available for syllabus completion.
- **Content Relevance:** Mostly positive feedback on content relevance.
- **Skills and Knowledge Development:** Some concerns raised regarding skill development.
- **Textbook Availability:** Mixed feedback with some neutral responses.
- **Research Opportunities:** Varying opinions, with some calling for more research scope.
- **Assessment Strategies:** Generally positive feedback.
- **Suggestions:** Calls for more focus on practical applications and industry standards.

Psychology

- **Objectives and Aims:** Teachers were satisfied with the clarity of objectives.
- **Methodology:** Positive feedback overall.
- **Time Allotment:** Some teachers felt there was insufficient time to cover the syllabus.
- **Content Relevance:** Agreed to be relevant by most.
- **Skills and Knowledge Development:** Positive feedback overall.
- **Textbook Availability:** Mixed feedback with some neutral responses.
- **Research Opportunities:** Teachers expressed a need for more research opportunities.
- **Assessment Strategies:** Positive feedback overall.
- **Suggestions:** A need for revision and more focus on real-world applications.

Conclusion

This analysis reveals overall satisfaction among teachers regarding the syllabus, especially in terms of objectives, methodology, and relevance. However, areas such as time management, research opportunities, and textbook availability require attention. Additionally, the suggestions emphasize the need for more industry engagement, revised assessment strategies, and curriculum updates to align with modern educational demands. Addressing these areas will likely enhance the effectiveness of the syllabus and better prepare students for future challenges.

The feedback varies across departments, with some areas such as time allotment and research opportunities needing improvement. Overall, teachers expressed satisfaction with the objectives, content relevance, and assessment strategies, but emphasized the need for updates and more practical applications in the curriculum.

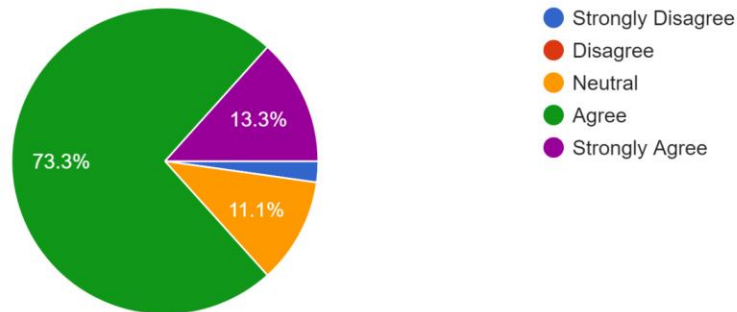



PRINCIPAL
Korambayil Ahamed Haji
Memorial Unity Women's
College, Manjeri

FEEDBACK FROM TEACHERS 2022-23

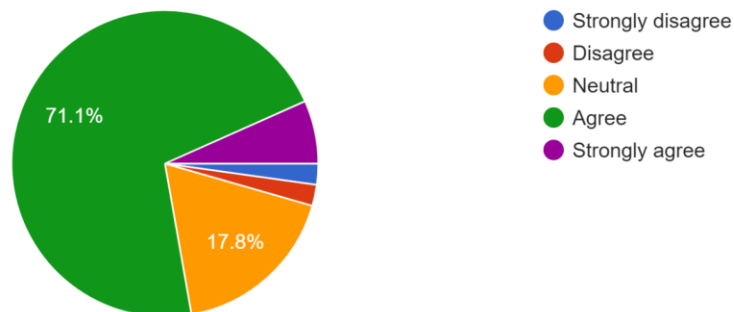
1. The objectives and aims of the syllabus have been clearly stated.

45 responses



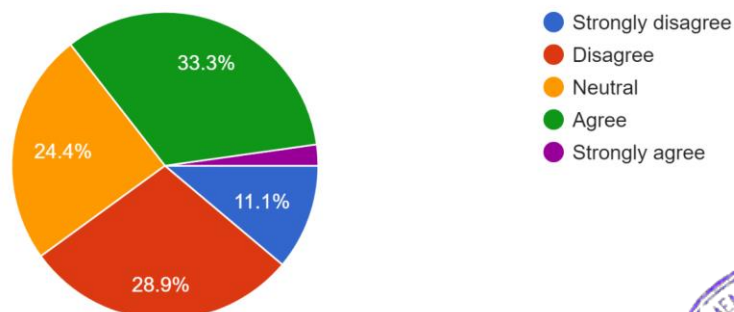
2. The syllabus accurately described the methods and strategies necessary to introduce the course

45 responses



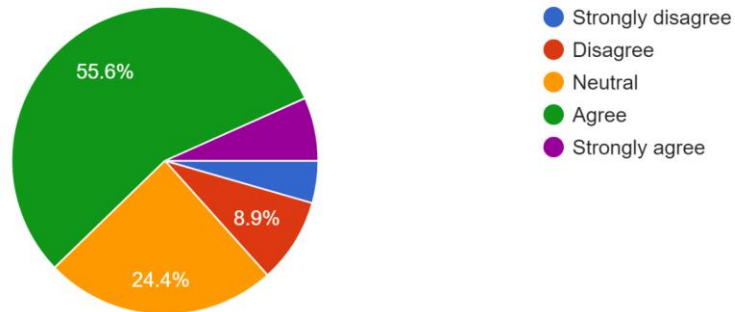
3. The time allotted is sufficient to complete the syllabus.

45 responses



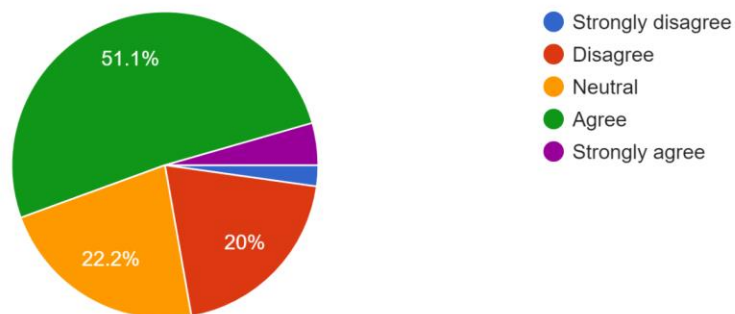
4. The content prescribed in the syllabus is reasonable and logical.

45 responses



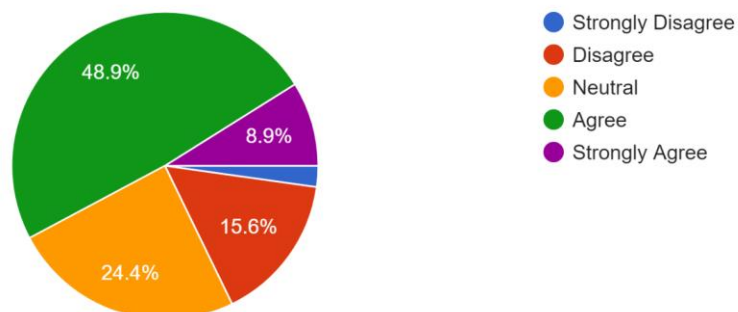
5. The skill and knowledge required to complete the course is challenging for the students.

45 responses



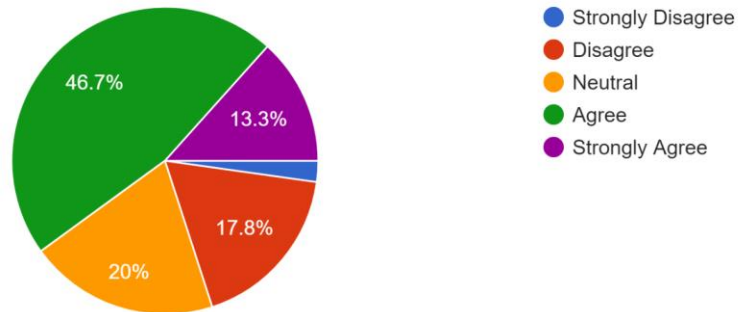
6. The availability of text books and reference books had been easier.

45 responses



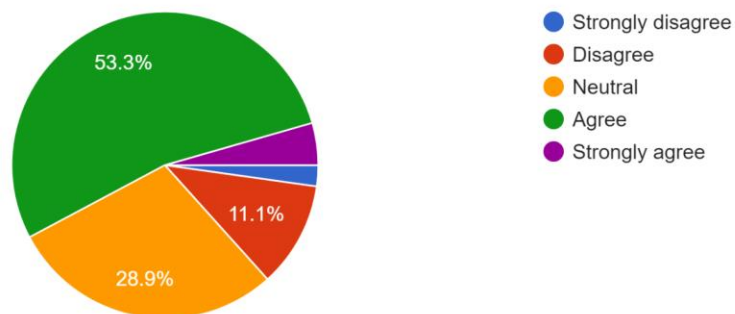
7. The syllabus provides an opportunity to connect with the society in various ways.

45 responses



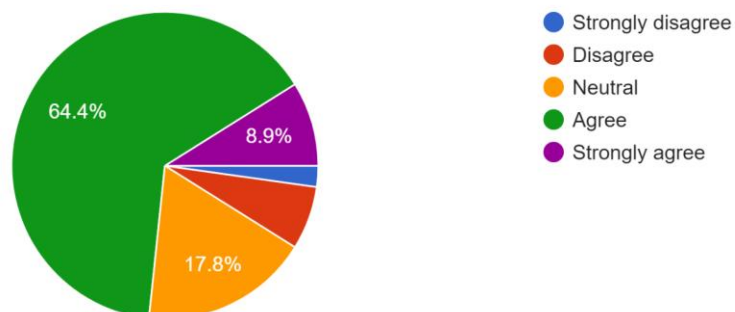
8. The syllabus offers enough research possibilities.

45 responses



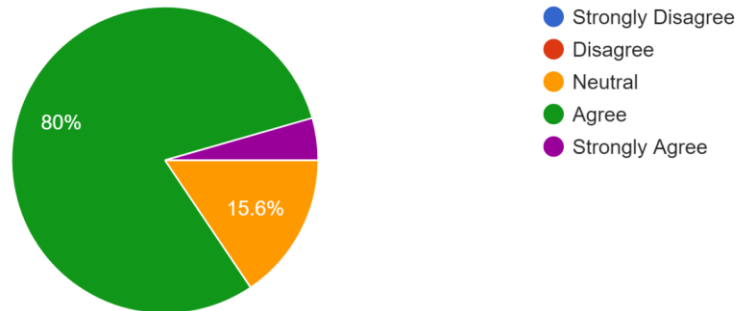
9. The assessment strategies to analyse the quality of the students are genuine.

45 responses



10. The content of the syllabus had been fitting to be taught through a blend of online and offline classes.

45 responses



Suggestions: The prospect of employability is to be addressed.




PRINCIPAL
Korambayil Ahamed Haji
Memorial Unity Women's
College, Manjeri

Analysis Report Based on Teacher Feedback 2021-22

This report presents a detailed analysis of teacher feedback regarding their experience with the curriculum and its effectiveness in achieving educational objectives. The report outlines key aspects of the syllabus and the percentage of responses for each feedback question.

1. Clarity of Syllabus Objectives

- **Agree:** 57.8% of teachers agreed that the objectives and aims of the syllabus were clearly stated.
- **Strongly Agree:** 33.3% strongly agreed, showing a high level of satisfaction.
- **Neutral:** 6.7% of teachers felt neutral.
- **Disagree:** 2.2% expressed disagreement.

Overall, most teachers were satisfied with the clarity of the syllabus objectives.

2. Description of Methods and Strategies

- **Agree:** 48.9% agreed that the syllabus accurately described the methods and strategies necessary to introduce the course.
- **Strongly Agree:** 20% strongly agreed.
- **Neutral:** 20% felt neutral.
- **Disagree:** 11.1% disagreed with the description of methods and strategies.

While the majority of teachers were satisfied, some found the methods and strategies described in the syllabus could be improved.

3. Sufficiency of Time Allotted

- **Agree:** 26.7% felt that the time allotted to complete the syllabus was sufficient.
- **Disagree:** 28.9% disagreed, indicating they found the time insufficient.
- **Neutral:** 17.8% were neutral.
- **Strongly Agree:** 13.3% strongly agreed, while 13.3% strongly disagreed.

Teachers had mixed feelings about whether the time provided to complete the syllabus was adequate, suggesting a need for adjustment.

4. Reasonableness and Logic of the Syllabus Content

- **Agree:** 55.6% felt that the syllabus content was reasonable and logically structured.
- **Strongly Agree:** 28.9% strongly agreed.
- **Neutral:** 11.1% had a neutral stance.
- **Disagree:** 4.4% disagreed.

Most teachers found the content to be well-structured and logical, but a few indicated areas for improvement.

5. Challenge Level of the Course

- **Agree:** 55.6% agreed that the course content presented the right level of challenge for students.
- **Neutral:** 13.3% were neutral.
- **Disagree:** 11.1% disagreed, indicating the course might be too challenging for some students.



The feedback reflects that most teachers were satisfied with the level of difficulty posed by the syllabus.

6. Availability of Textbooks and Reference Materials

- **Agree:** 55.6% agreed that textbooks and reference materials were easily available.
- **Strongly Agree:** 20% strongly agreed.
- **Neutral:** 13.3% of teachers were neutral on this matter.
- **Disagree:** 11.1% felt textbooks were not easily available.

This suggests that while most teachers were satisfied, there is room for improving access to resources.

7. Connection with Society

- **Agree:** 62.2% of teachers felt the syllabus provided an opportunity to connect with society.
- **Neutral:** 22.2% remained neutral.
- **Disagree:** 8.9% disagreed, indicating a need for stronger societal connections.

A majority of teachers agreed that the syllabus helped students engage with societal issues, though there is still room for improvement.

8. Research Opportunities

- **Agree:** 62.2% of teachers agreed that the syllabus provided enough research possibilities.
- **Neutral:** 15.6% felt neutral.
- **Disagree:** 8.9% disagreed.

Most teachers believe the syllabus offers good research opportunities, but a few indicated room for more research elements.

9. Assessment Strategies

- **Agree:** 62.2% agreed that the assessment strategies were genuine in evaluating student performance.
- **Neutral:** 15.6% were neutral.
- **Disagree:** 8.9% disagreed with the assessment methods.

Overall, teachers were satisfied with the assessment strategies, though a small portion indicated room for improvement.

10. Blended Learning (Online and Offline)

- **Agree:** 77.8% agreed that the syllabus was suitable for teaching through a blend of online and offline methods.
- **Strongly Agree:** 11.1% strongly agreed.
- **Neutral:** 6.7% felt neutral.
- **Disagree:** 4.4% expressed disagreement.

The majority of teachers found the syllabus suitable for blended learning, indicating a strong alignment with modern teaching methods.

Key Insights and Recommendations

1. **Clarity of Syllabus Objectives:** Teachers are generally satisfied with the clarity of the syllabus, but slight improvements can be made to ensure clarity for all.



2. **Time Allotted for Syllabus Completion:** Mixed feedback regarding the time allotted to complete the syllabus suggests a need to review the pacing and volume of content to ensure it is manageable within the academic year.
3. **Research and Societal Connection:** Although most teachers agree that the syllabus promotes research and connects with societal issues, additional efforts could be made to further strengthen these areas.
4. **Blended Learning:** The majority of teachers believe that the syllabus is well-suited for both online and offline learning. This is a positive sign, especially in an era of increasing reliance on digital education.

Conclusion

The teacher feedback indicates overall satisfaction with the syllabus, particularly in areas such as research opportunities, assessment strategies, and blended learning. However, time allocation, resource availability, and the societal relevance of the syllabus are areas that could benefit from further review and enhancement to better meet the needs of both students and faculty

Department-wise Teacher Feedback Analysis

Department of English

- **Syllabus Objectives:** 60% of teachers agreed that the syllabus objectives were clear, while 40% strongly agreed.
- **Methods and Strategies:** 50% agreed, while 25% strongly agreed that the syllabus described the necessary methods well.
- **Time Allotted:** 50% found the time sufficient, but 25% disagreed, indicating a need for more time.
- **Assessment Strategies:** 70% were satisfied with the assessment methods, and 30% were neutral.
- **Blended Learning:** 60% agreed, with 40% strongly agreeing that the syllabus fits online and offline teaching.

Department of History

- **Syllabus Objectives:** 70% of teachers strongly agreed, while 30% agreed that the objectives were clear.
- **Methods and Strategies:** 70% strongly agreed, with the remaining 30% agreeing on the sufficiency of methods and strategies.
- **Time Allotted:** Mixed feedback, with 50% agreeing, but 40% disagreeing that the time was sufficient.
- **Assessment Strategies:** 60% agreed with the assessment methods, but 40% were neutral.
- **Blended Learning:** 80% agreed that blended learning was suitable, and 20% were neutral.

Department of Commerce

- **Syllabus Objectives:** 65% agreed, while 30% strongly agreed that the objectives were clear.
- **Methods and Strategies:** 55% agreed, but 20% disagreed with how well methods were described.
- **Time Allotted:** 50% agreed, but 30% disagreed, showing a need for more time to complete the syllabus.
- **Assessment Strategies:** 60% were satisfied, with 25% neutral about assessment methods.
- **Blended Learning:** 70% found the syllabus fit well with online/offline learning, with 30% strongly agreeing.



Department of Home Science

- **Syllabus Objectives:** 60% strongly agreed that objectives were clear, while 40% agreed.
- **Methods and Strategies:** 70% strongly agreed, and 30% agreed that the methods were well-described.
- **Time Allotted:** Mixed feedback, with 50% agreeing, but 30% disagreeing that time was sufficient.
- **Assessment Strategies:** 65% agreed that assessment methods were genuine, while 25% were neutral.
- **Blended Learning:** 70% found blended learning effective, with 30% strongly agreeing.

Department of Botany

- **Syllabus Objectives:** 100% of teachers strongly agreed that the syllabus objectives were clear.
- **Methods and Strategies:** 100% agreed that methods and strategies were well-described.
- **Time Allotted:** There was some dissatisfaction about time allocation, with neutral or no strong responses.
- **Assessment Strategies:** 100% of teachers were satisfied with the assessment strategies.
- **Blended Learning:** 100% found the syllabus fit for blended learning.

Department of Mathematics

- **Syllabus Objectives:** 70% agreed, while 20% strongly agreed that the objectives were clear.
- **Methods and Strategies:** 60% were satisfied with how methods were described, while 30% felt neutral.
- **Time Allotted:** Mixed responses, with 50% agreeing that time was sufficient, but 30% disagreeing.
- **Assessment Strategies:** 65% agreed with assessment methods, and 25% were neutral.
- **Blended Learning:** 70% were satisfied with blended learning, while 20% strongly agreed.

Department of Computer Science

- **Syllabus Objectives:** 65% agreed, and 35% strongly agreed that the objectives were clear.
- **Methods and Strategies:** 55% agreed, but 20% disagreed with how well the methods were described.
- **Time Allotted:** 50% agreed, but 30% felt more time was needed.
- **Assessment Strategies:** 60% of teachers agreed with the assessment methods, while 25% remained neutral.
- **Blended Learning:** 70% agreed that the syllabus fits blended learning, while 20% strongly agreed.

Department of Chemistry

- **Syllabus Objectives:** 25% of teachers agreed that the objectives were clear.
- **Methods and Strategies:** 50% of teachers agreed with the description of methods.
- **Time Allotted:** 25% agreed, but 30% disagreed that time was sufficient.
- **Assessment Strategies:** 50% were satisfied with assessment strategies.
- **Blended Learning:** 100% agreed that the syllabus fits both online and offline teaching methods.

Department of Psychology

- **Syllabus Objectives:** 60% strongly agreed that objectives were clear, while 40% agreed.
- **Methods and Strategies:** 70% strongly agreed, while 30% agreed that methods were well-described.



- **Time Allotted:** Mixed feedback, with 50% agreeing and 30% disagreeing that time was sufficient.
- **Assessment Strategies:** 60% of teachers agreed with the assessment strategies, while 25% were neutral.
- **Blended Learning:** 70% agreed that the syllabus was fit for blended learning, while 30% strongly agreed.

Key Observations Across Departments

- **Syllabus Objectives:** Most departments had positive feedback, with many teachers strongly agreeing that the objectives were clear.
- **Time Allotted:** There were concerns in several departments (Chemistry, Commerce, History) about insufficient time to complete the syllabus.
- **Blended Learning:** Most departments responded positively to blended learning, indicating adaptability to online/offline modes.

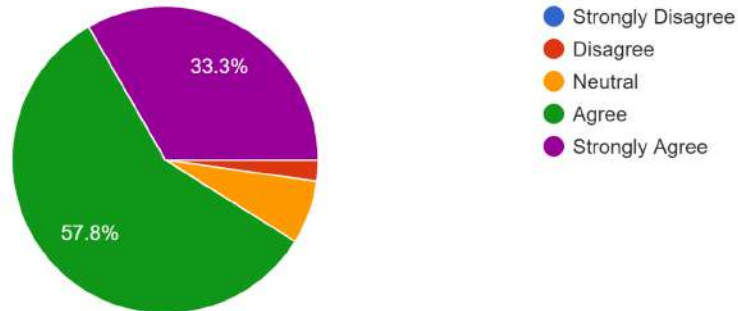



PRINCIPAL
Korambayil Ahamed Haji
Memorial Unity Women's
College, Manjeri

FEEDBACK FROM TEACHERS 2021-22

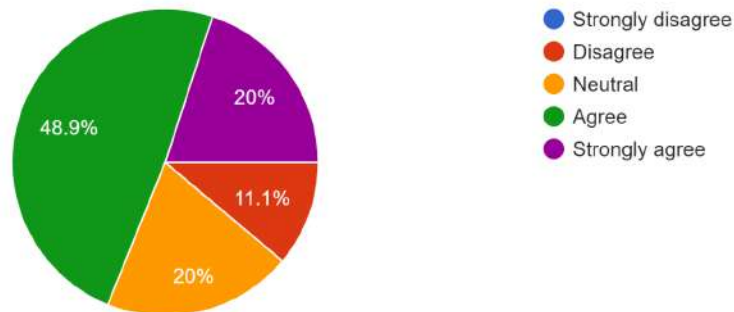
1. The objectives and aims of the syllabus have been clearly stated.

45 responses



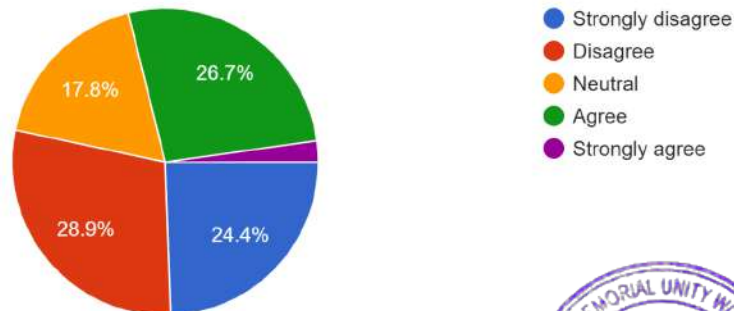
2. The syllabus accurately described the methods and strategies necessary to introduce the course

45 responses



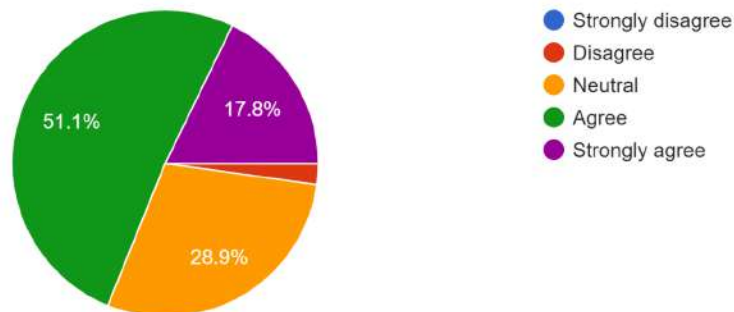
3. The time allotted is sufficient to complete the syllabus.

45 responses



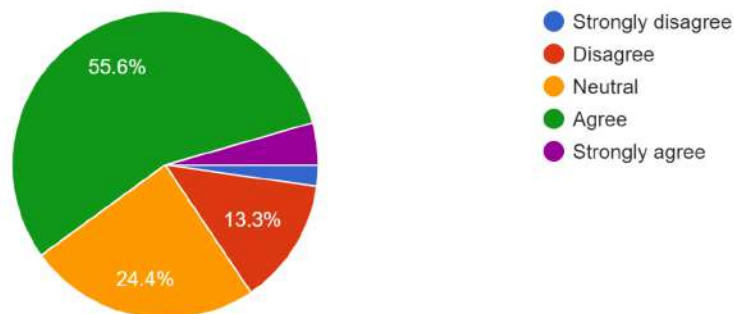
4. The content prescribed in the syllabus is reasonable and logical.

45 responses



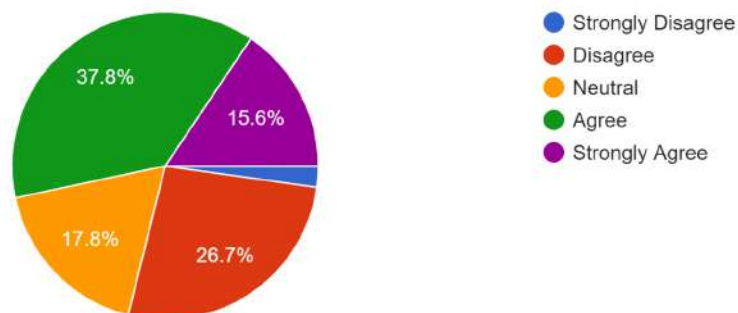
5. The skill and knowledge required to complete the course is challenging for the students.

45 responses



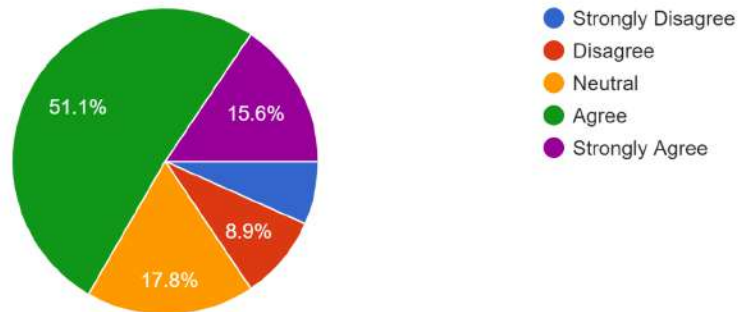
6. The availability of text books and reference books had been easier.

45 responses



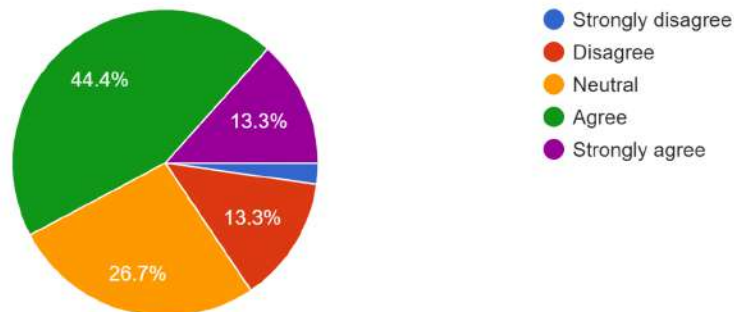
7. The syllabus provides an opportunity to connect with the society in various ways.

45 responses



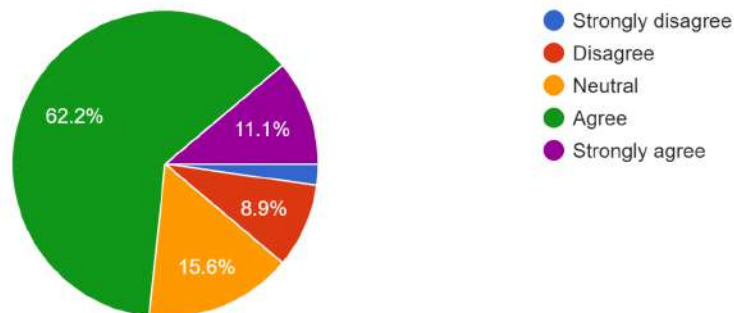
8. The syllabus offers enough research possibilities.

45 responses



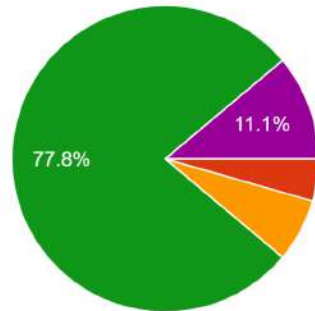
9. The assessment strategies to analyse the quality of the students are genuine.

45 responses




10. The content of the syllabus had been fitting to be taught through a blend of online and offline classes.

45 responses



- Strongly Disagree
- Disagree
- Neutral
- Agree
- Strongly Agree




PRINCIPAL
Korambayil Ahamed Haji
Memorial Unity Women's
College, Manjeri

Analysis Report Based on Teachers' Feedback (2020-21)

Introduction:

This report summarizes the feedback provided by the teachers of K.A.H.M. Unity Women's College, Manjeri, for the academic year 2020-21. The feedback covers various aspects of the curriculum, including the clarity of objectives, adequacy of the syllabus, time allocation, relevance of content, availability of resources, opportunities for research, and the alignment of the syllabus with industry needs. The aim is to identify the strengths of the curriculum and suggest areas for improvement based on the teachers' responses.

1. Objectives and Aims of the Syllabus

Strengths Identified:

- **Clear Objectives:** Most teachers agreed that the syllabus clearly outlined the objectives and aims of the courses. They felt that the syllabus provides a structured pathway for students to achieve academic growth. Some teachers even "strongly agreed" that the objectives were well-defined, particularly in departments such as History and English.

Areas for Improvement:

- While the feedback was predominantly positive, there were no significant responses indicating strong disagreement, meaning the objectives of the curriculum are well-received by the teaching faculty.

2. Accuracy in Methods and Strategies

Positive Feedback:

- **Accurate Representation of Methods:** Teachers across various departments agreed that the syllabus accurately described the methods and strategies that are to be employed in achieving the learning objectives. This consistency helps maintain a cohesive teaching-learning environment.

Suggestions:

- Some teachers felt that while the methods were generally accurate, more flexibility in pedagogy could be introduced to accommodate different learning styles and to encourage more innovative teaching approaches.

3. Sufficiency of Time Allocation

General Feedback:

- **Mixed Responses:** Most teachers agreed that the time allotted for completing the syllabus was sufficient. However, there were several "neutral" responses and a few instances of disagreement, particularly from the Computer Science department, indicating that some courses may need more time for effective coverage of the material.

Concerns:



- Teachers who expressed neutral or disagreeing opinions indicated that certain subjects, particularly technical or detailed ones, require more time to be covered comprehensively. This highlights the need for reviewing the time allocation for courses that demand more in-depth exploration.

4. Relevance of Content

Strengths:

- **Content is Relevant:** A majority of the teachers agreed that the content prescribed in the syllabus is relevant to the students' academic and professional development. Teachers felt that the syllabus provides a good foundation in core subjects, equipping students with the necessary knowledge and skills.

Areas for Improvement:

- **Disagreements:** A few teachers, especially from the English and Computer Science departments, expressed disagreement regarding the relevance of certain content. These teachers suggested updating the syllabus to reflect current industry trends and emerging topics, particularly in rapidly changing fields such as technology.

5. Skills and Knowledge Development

Positive Responses:

- **Adequate Skills Development:** Most teachers agreed that the syllabus effectively helps in the development of both skills and knowledge that are essential for students' academic and professional success. Departments such as History showed strong agreement on this point.

Room for Improvement:

- **Differing Opinions:** Some teachers, particularly in the Computer Science department, disagreed on the adequacy of skill development opportunities provided by the syllabus. This suggests the need for more skill-based components, such as practical labs, internships, or workshops, that align with industry needs.

6. Availability of Reference Materials

Feedback Summary:

- **Adequate Resources:** Many teachers agreed that the required textbooks and reference materials were available and accessible to students. The History department, in particular, expressed satisfaction with the availability of academic resources that complement the syllabus.

Concerns Raised:

- **Resource Availability Issues:** However, some teachers, particularly from the English and Computer Science departments, felt that there was a lack of sufficient reference materials. These teachers pointed out the need for more updated textbooks, journals, and digital resources to support students' learning.



7. Opportunities for Critical Thinking

Positive Feedback:

- **Encourages Critical Thinking:** Teachers generally agreed that the syllabus provides students with opportunities to develop critical thinking skills. This is particularly evident in departments such as History and English, where teachers strongly agreed that the curriculum promotes analytical and reflective thinking.

Suggestions:

- **Neutral Responses:** A few teachers gave neutral feedback, suggesting that the syllabus could place more emphasis on activities that foster deeper critical thinking, such as case studies, debates, and interactive learning exercises.

8. Research Possibilities

Strengths:

- **Opportunities for Research:** Most teachers agreed that the syllabus offers enough opportunities for students to explore research possibilities. This was a point of strong agreement from the History department, where research-based projects and assignments are encouraged.

Areas for Enhancement:

- **Research Expansion:** While the feedback was positive, teachers suggested that the college could increase support for student research by providing more guidance on research methodologies, encouraging collaboration with external research institutions, and offering more resources for research projects.

9. Assessment Strategies

General Consensus:

- **Adequate Assessment:** Teachers were generally satisfied with the assessment strategies in place. The majority agreed that the strategies were appropriate for evaluating students' understanding of the material. This indicates that the current assessment system is well-balanced and transparent.

Suggestions for Improvement:

- **Neutral Responses:** Some teachers gave neutral feedback on the assessment methods, indicating that there may be room to diversify the evaluation techniques. Suggestions include incorporating more project-based assessments, peer evaluations, and real-world problem-solving exercises.

10. Alignment with Industry Requirements

Strengths:

- **Industry-Relevant Content:** Teachers in most departments agreed that the syllabus is adequately aligned with the requirements of the industry. This was especially true for the History and Computer Science departments, where teachers felt that the content provided students with the knowledge and skills necessary for their professional fields.

Areas for Improvement:



- **Further Industry Alignment:** Some departments, including English, received neutral feedback, suggesting that more effort could be made to align the syllabus with current industry trends. This could include integrating more practical skills, internships, and industry collaborations to help students transition smoothly into the professional world.

Conclusion:

The feedback from teachers for the academic year 2020-21 highlights several strengths in the curriculum, including clear objectives, accurate teaching methods, and opportunities for research and skill development. However, there are also areas where improvements can be made, particularly in terms of updating content, increasing the availability of reference materials, and enhancing time allocation for certain subjects.

Key Recommendations:

1. **Curriculum Updates:** Regularly update the syllabus to include new developments in each field, ensuring that content remains relevant and up-to-date.
2. **Skill-Based Learning:** Introduce more practical skill-based modules, particularly in technical departments like Computer Science, to better prepare students for industry challenges.
3. **Improving Resource Availability:** Ensure that adequate and updated reference materials, both physical and digital, are available for students to support their academic growth.
4. **Diversifying Assessment Methods:** Incorporate a wider range of assessment techniques, including project-based learning, practical assignments, and critical thinking exercises.
5. **Enhancing Industry Collaboration:** Strengthen ties with industry by offering internships, guest lectures from professionals, and collaborations on research projects to ensure students are well-prepared for their careers.

Department-Wise Analysis Report Based on Teachers' Feedback

Introduction:

This report presents a detailed department-wise analysis of the feedback provided by teachers from major departments—English, History, Commerce, Chemistry, Botany, Home Science, Computer Science, Mathematics, and Psychology—at K.A.H.M. Unity Women's College, Manjeri, for the academic year 2020-21. The feedback covers various aspects of the curriculum, such as clarity of objectives, accuracy of methods, time allocation, relevance of content, research opportunities, and alignment with industry requirements.

1. English Department

Clarity of Objectives: The majority of teachers in the English department agreed that the objectives of the syllabus were clear. However, one teacher expressed neutrality, indicating that there could be areas where the clarity of the syllabus aims could be improved.

Syllabus Methods and Time Allocation: Most teachers felt that the syllabus methods were accurate, though one respondent disagreed, pointing towards a potential need to refine the pedagogical approach. Regarding time allocation, opinions were slightly mixed, with a neutral response suggesting that certain topics may require more time.

Relevance and Industry Alignment: Teachers agreed that the content of the syllabus was relevant to students' academic and professional needs, though one teacher disagreed. Some feedback also indicated that the syllabus could be more closely aligned with industry trends to better prepare students for professional careers.

Research Opportunities: There was a general agreement that the syllabus provided sufficient research possibilities, though teachers felt there could be more encouragement for students to engage in critical thinking activities.



2. History Department

Clarity of Objectives: Teachers in the History department were highly satisfied with the clarity of the syllabus objectives, with most strongly agreeing that the aims were clearly defined.

Syllabus Methods and Time Allocation: The methods and strategies outlined in the syllabus were deemed accurate and effective by all respondents. Teachers also agreed that the time allotted was sufficient to cover the required material thoroughly.

Relevance and Research: History teachers strongly agreed that the content of the syllabus was relevant, with no dissenting opinions. Additionally, they felt that the syllabus provided ample opportunities for research and critical thinking, making it well-suited for academic growth and fostering analytical skills.

Assessment Strategies: Teachers in this department appreciated the assessment strategies, with most expressing satisfaction with the system in place.

3. Commerce Department

Clarity of Objectives: Teachers in the Commerce department agreed that the objectives of the syllabus were well-defined. However, there was limited feedback, suggesting that while the objectives were clear, the department may require further feedback to explore more nuanced insights.

Syllabus Methods and Time Allocation: Teachers strongly agreed that the syllabus methods were accurate, and they were generally satisfied with the time allotted for completing the curriculum.

Industry Relevance: There was consensus that the syllabus is sufficiently aligned with industry requirements, preparing students for their future careers in the field of commerce. However, further refinement could potentially strengthen the syllabus' relevance to emerging market trends.

4. Chemistry Department

Clarity of Objectives: The Chemistry department received a positive response regarding the clarity of the syllabus objectives. Most teachers felt that the objectives were clear, though there was one suggestion to refine certain aims to ensure clarity across all levels.

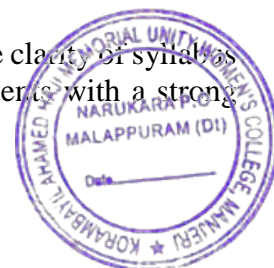
Syllabus Methods and Time Allocation: While teachers agreed that the syllabus methods were accurate, some felt that the time allotted for certain topics may not be sufficient, as indicated by a neutral response. This suggests the need for reviewing the pacing of certain complex topics.

Relevance and Research Opportunities: The feedback was slightly mixed on the relevance of the syllabus content. Some teachers agreed that the content was relevant, while others felt it needed updates to reflect modern scientific advancements. Teachers were also divided on the availability of reference materials, with a few feeling that more updated materials could enhance student learning.

Industry Alignment: Teachers generally agreed that the syllabus aligned well with industry needs, but there were suggestions for increasing the focus on research and critical thinking skills.

5. Botany Department

Clarity of Objectives: Teachers from the Botany department indicated satisfaction with the clarity of syllabus objectives. They felt that the syllabus clearly outlined the learning goals, providing students with a strong understanding of both theoretical and practical concepts.



Syllabus Methods and Time Allocation: The methods used in the syllabus were considered accurate and appropriate for teaching, with teachers agreeing that sufficient time was allocated to cover the syllabus effectively.

Relevance and Research: The content of the syllabus was deemed relevant to the field of Botany, with ample opportunities for research-based learning. Teachers appreciated the research possibilities integrated into the curriculum, which supports students' development in both academic and practical areas.

6. Home Science Department

Clarity of Objectives: The objectives of the Home Science syllabus were considered clear by the faculty, ensuring that the aims of the curriculum were well understood.

Syllabus Methods and Time Allocation: Teachers agreed that the methods described in the syllabus were effective in achieving the set learning outcomes. However, some teachers felt that more time could be allocated for certain hands-on activities, as practical subjects require more time for thorough exploration.

Relevance and Skills Development: Teachers appreciated the relevance of the content to the practical aspects of Home Science, which prepares students for careers in fields such as nutrition, textile, and human development. However, there were suggestions to increase the alignment of the curriculum with emerging trends in these sectors.

7. Computer Science Department

Clarity of Objectives: Teachers in the Computer Science department expressed satisfaction with the clarity of the syllabus objectives, indicating that the learning goals were well-defined and aligned with academic standards.

Syllabus Methods and Time Allocation: The feedback suggested that while the syllabus methods were accurate, there were concerns about the time allotted for certain technical subjects. Teachers expressed a need for more time to cover the rapidly changing technological landscape.

Relevance and Industry Alignment: The department showed a mixed response regarding the relevance of the content. While some teachers agreed that the syllabus was relevant, others felt that it required updates to better reflect the fast-evolving tech industry. More emphasis on practical skills and emerging technologies, such as AI and data science, was suggested.

8. Mathematics Department

Clarity of Objectives: Teachers in the Mathematics department were generally satisfied with the clarity of the syllabus objectives, though there was some indication that more explicit objectives could be beneficial in certain areas.

Syllabus Methods and Time Allocation: There was agreement that the syllabus methods were appropriate for teaching mathematical concepts. However, some feedback suggested that more time may be needed for complex topics that require deeper exploration.

Relevance and Critical Thinking: The syllabus was considered relevant, though some teachers suggested that more opportunities for developing critical thinking and problem-solving skills could be integrated into the curriculum.

9. Psychology Department

Clarity of Objectives: Teachers in the Psychology department agreed that the syllabus objectives were clearly outlined, helping students understand the scope of their learning.



Syllabus Methods and Time Allocation: The syllabus methods were seen as effective in achieving the objectives, though some teachers suggested that additional time could be allocated to topics involving detailed psychological theories and case studies.

Relevance and Research: Teachers were satisfied with the relevance of the syllabus, particularly in its focus on research-based learning. They appreciated the opportunities provided for students to engage in psychological research, though they suggested that more practical fieldwork could be introduced to enhance students' real-world skills.

Conclusion:

The department-wise analysis of teachers' feedback for the academic year 2020-21 reveals several strengths across the departments. Most departments were satisfied with the clarity of syllabus objectives and the methods employed to achieve them. However, there were recurring suggestions to improve time allocation for complex subjects, update syllabus content to reflect current industry trends, and introduce more practical and research-based opportunities.

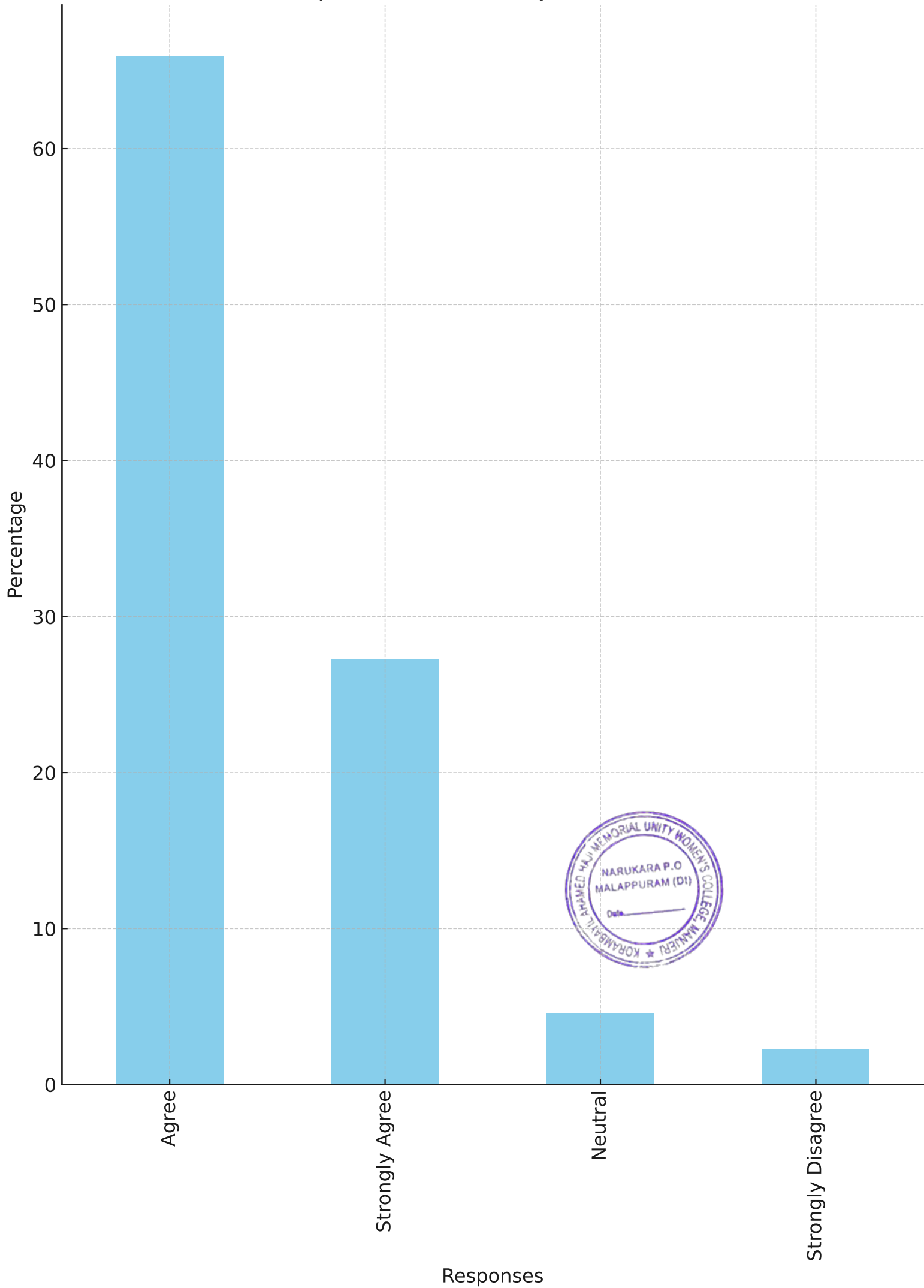
Key Recommendations:

1. **Update Syllabus Content:** Regular updates to syllabus content are needed, especially in fast-evolving fields like Computer Science and Chemistry.
2. **Enhance Practical Components:** Departments such as Home Science and Psychology could benefit from additional time and resources for hands-on activities and fieldwork.
3. **Increase Industry Alignment:** Ensuring that the syllabus is aligned with current industry practices will better prepare students for the workforce, particularly in departments like English and Computer Science.
4. **Improve Resource Availability:** Teachers in several departments suggested that more updated reference materials, both digital and physical, should be made available to support student learning.

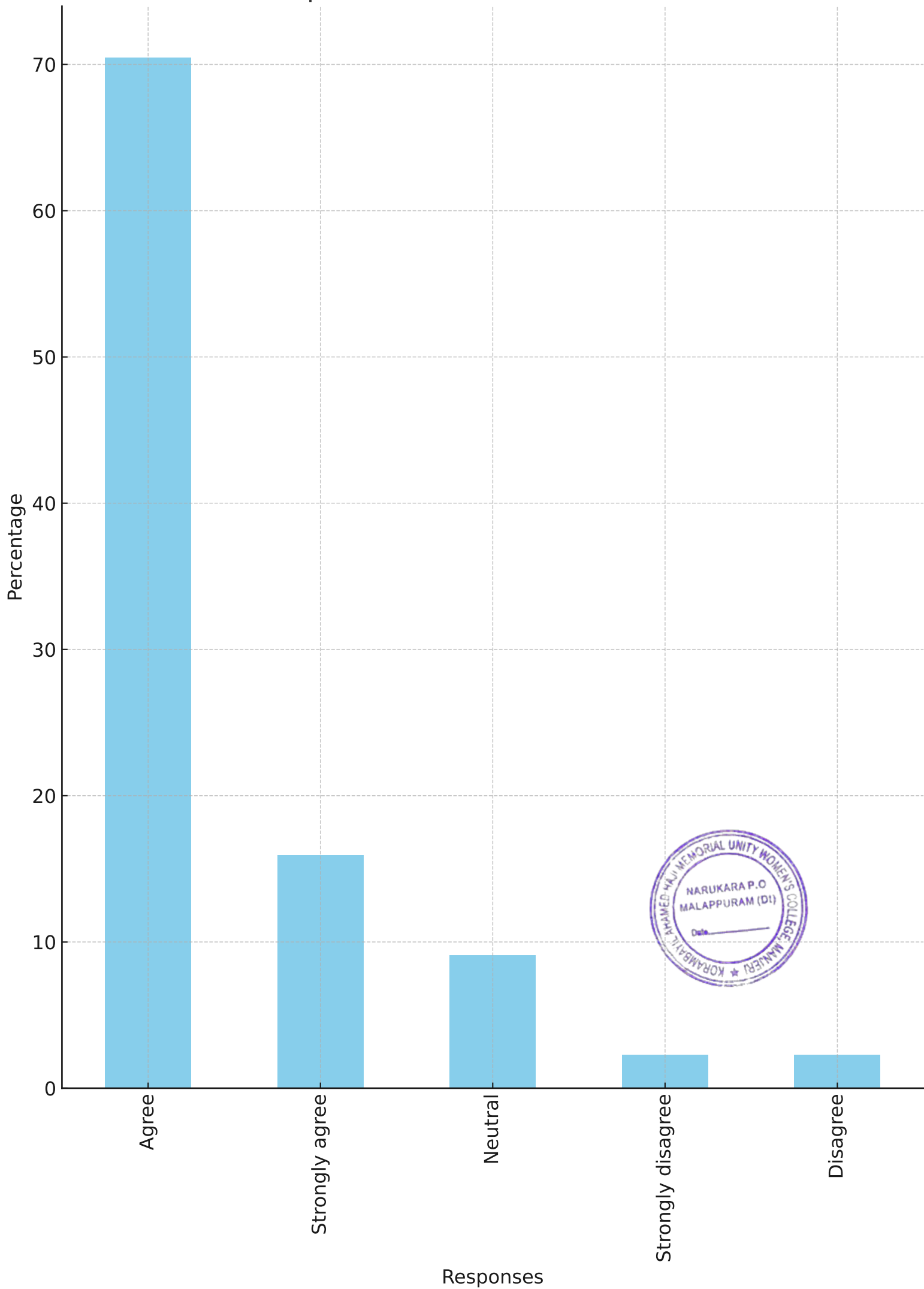



PRINCIPAL
Korambayil Ahamed Haji
Memorial Unity Women's
College, Manjeri

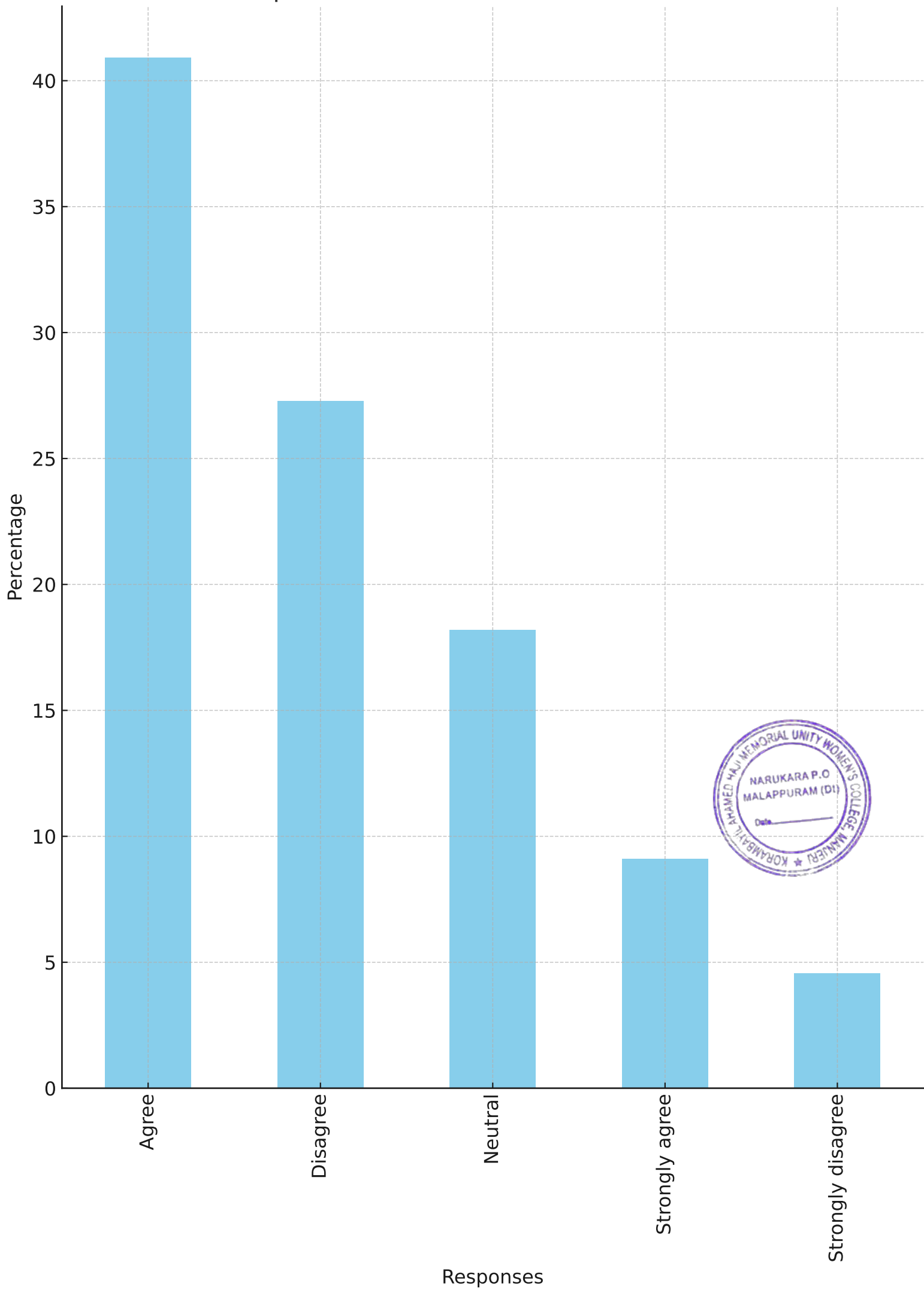
Responses for Q1 Objectives Clear



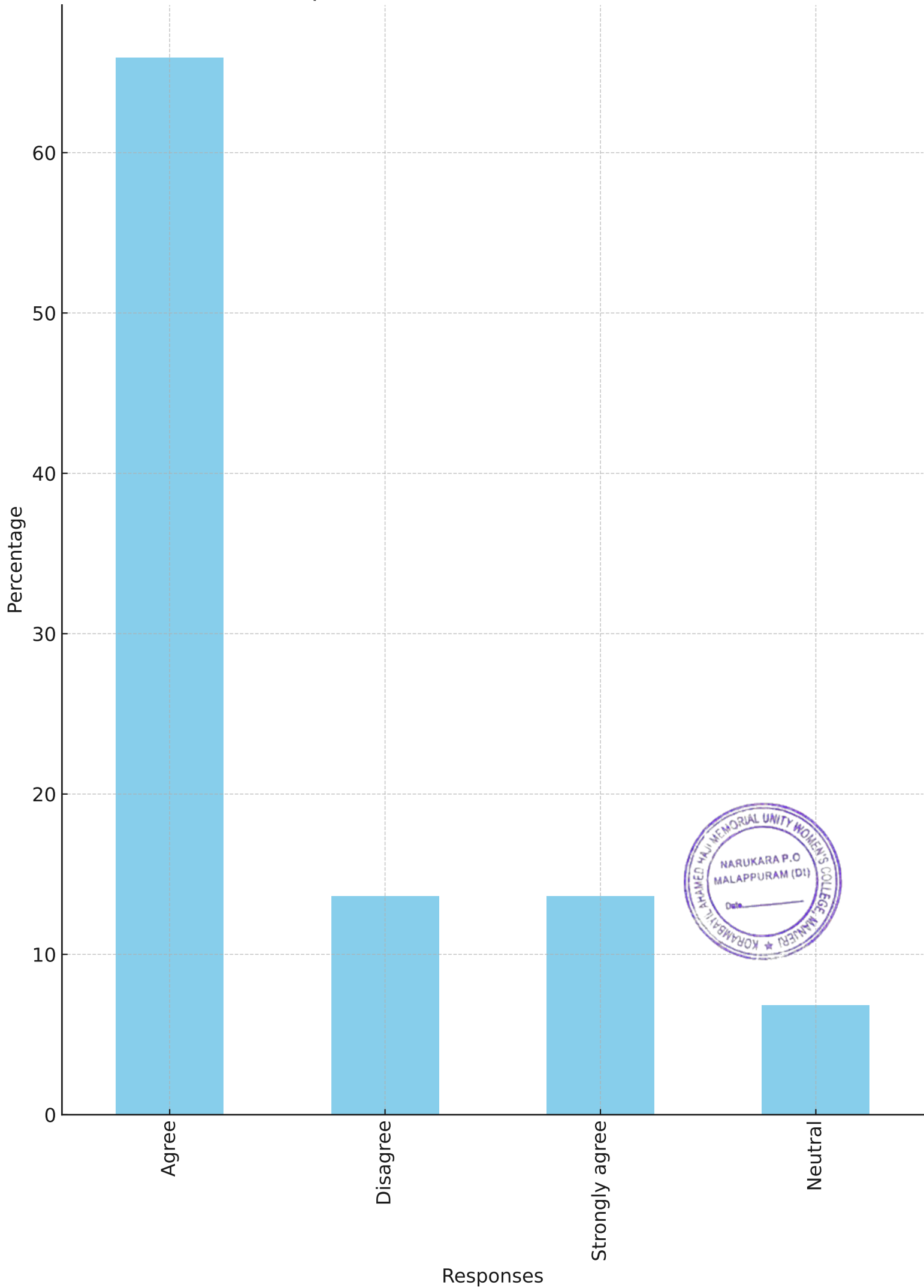
Responses for Q2 Methods Accurate



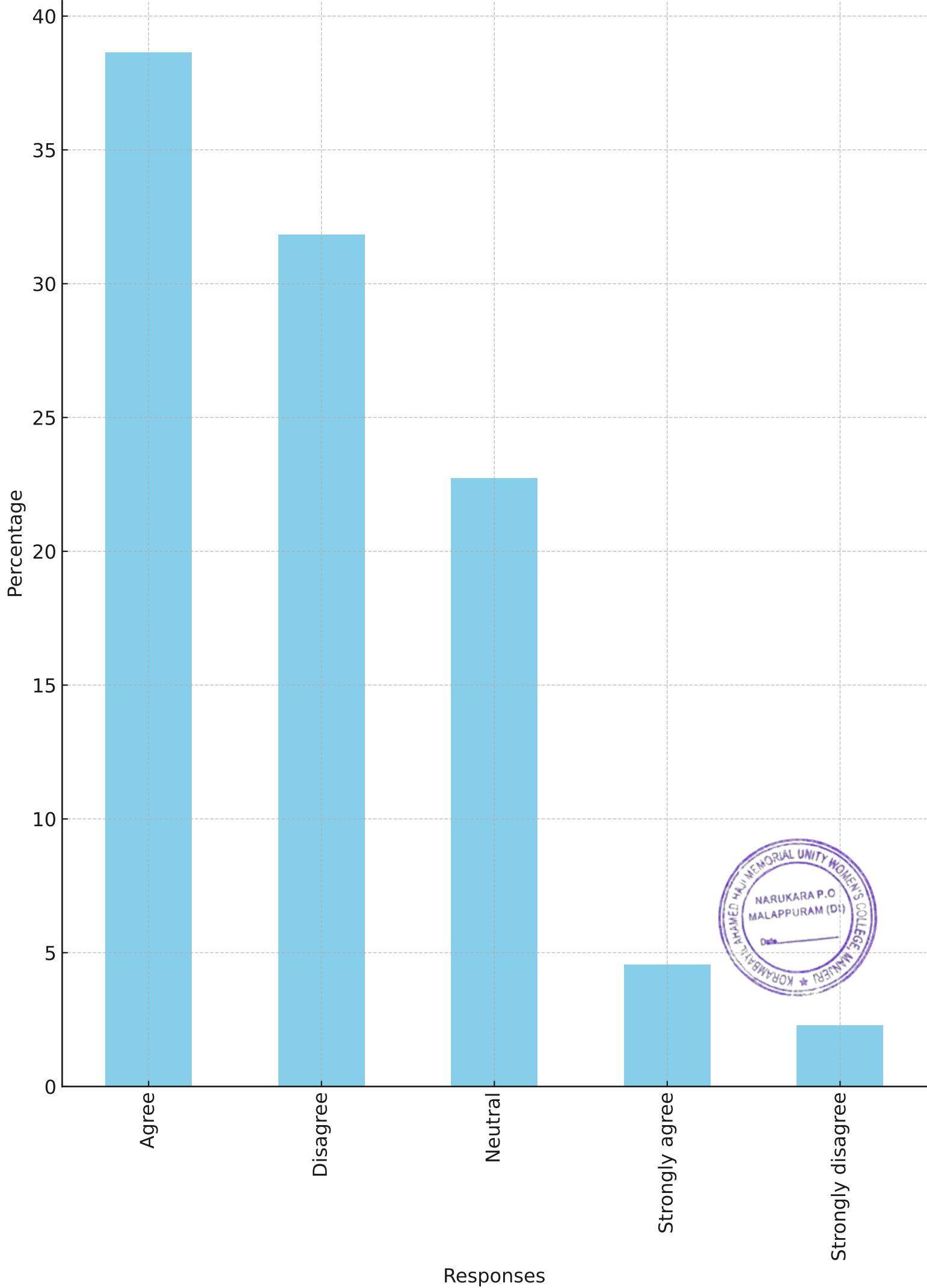
Responses for Q3 Time Allotted Sufficient



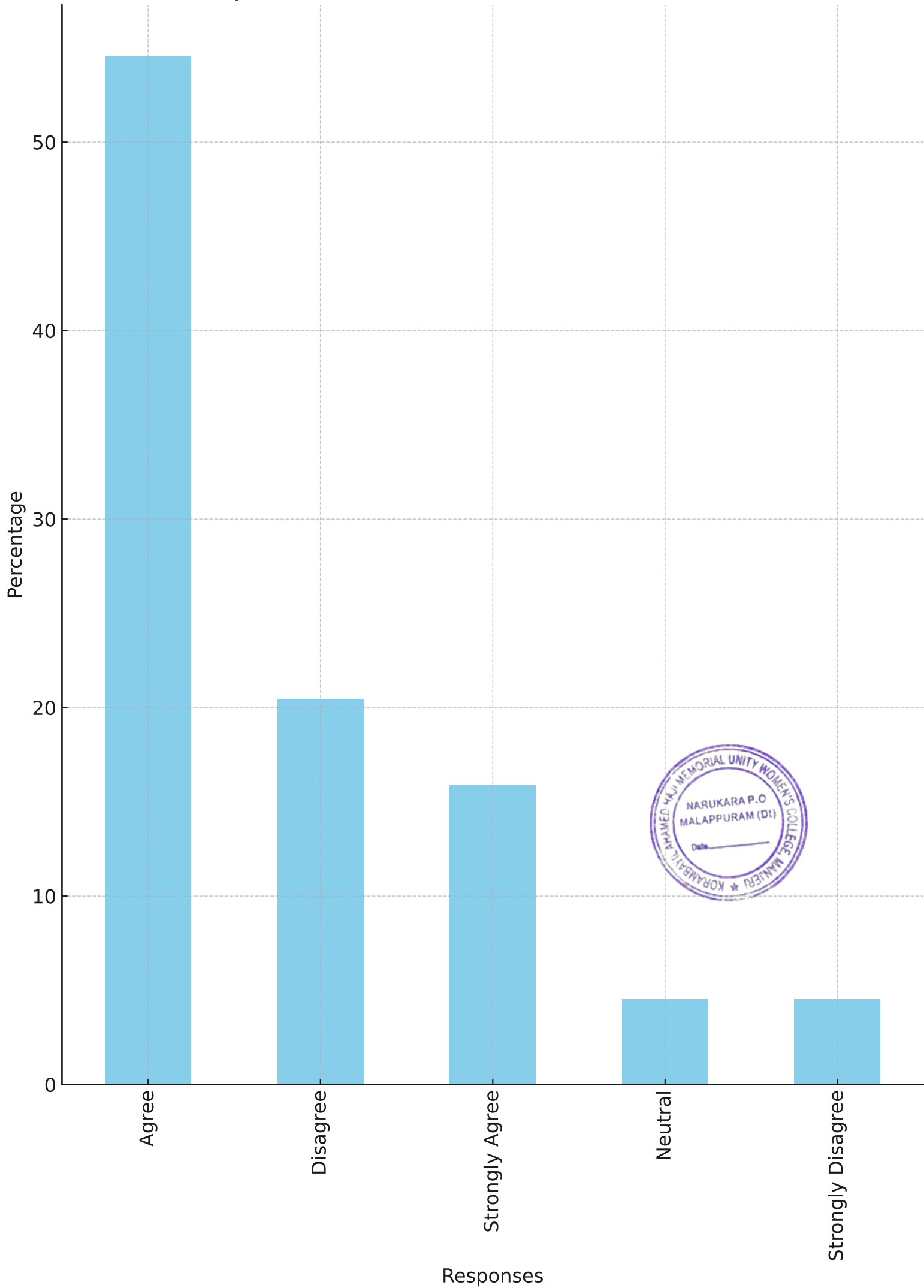
Responses for Q4 Content Relevant



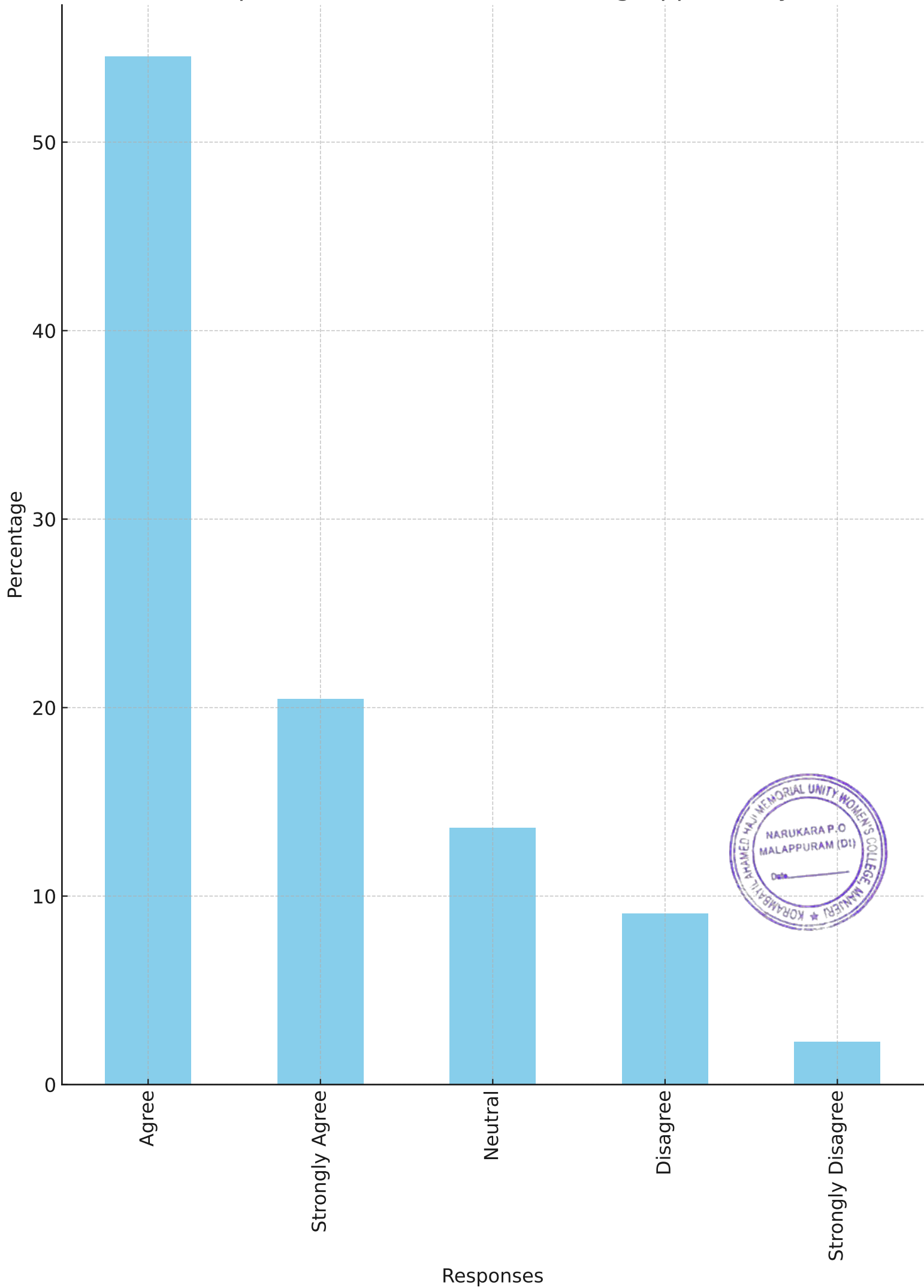
Responses for Q5 Skills Knowledge Required



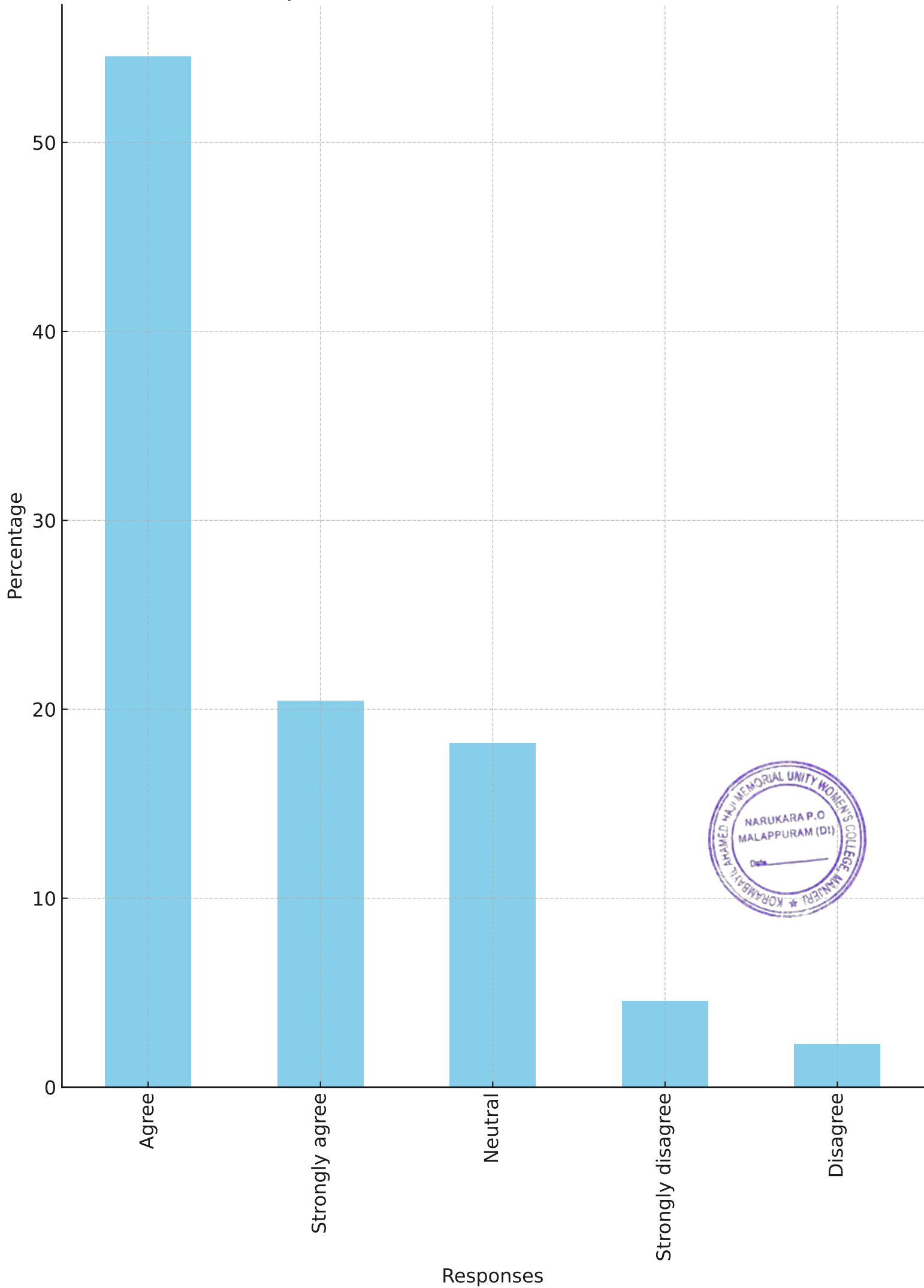
Responses for Q6 Reference Materials Available



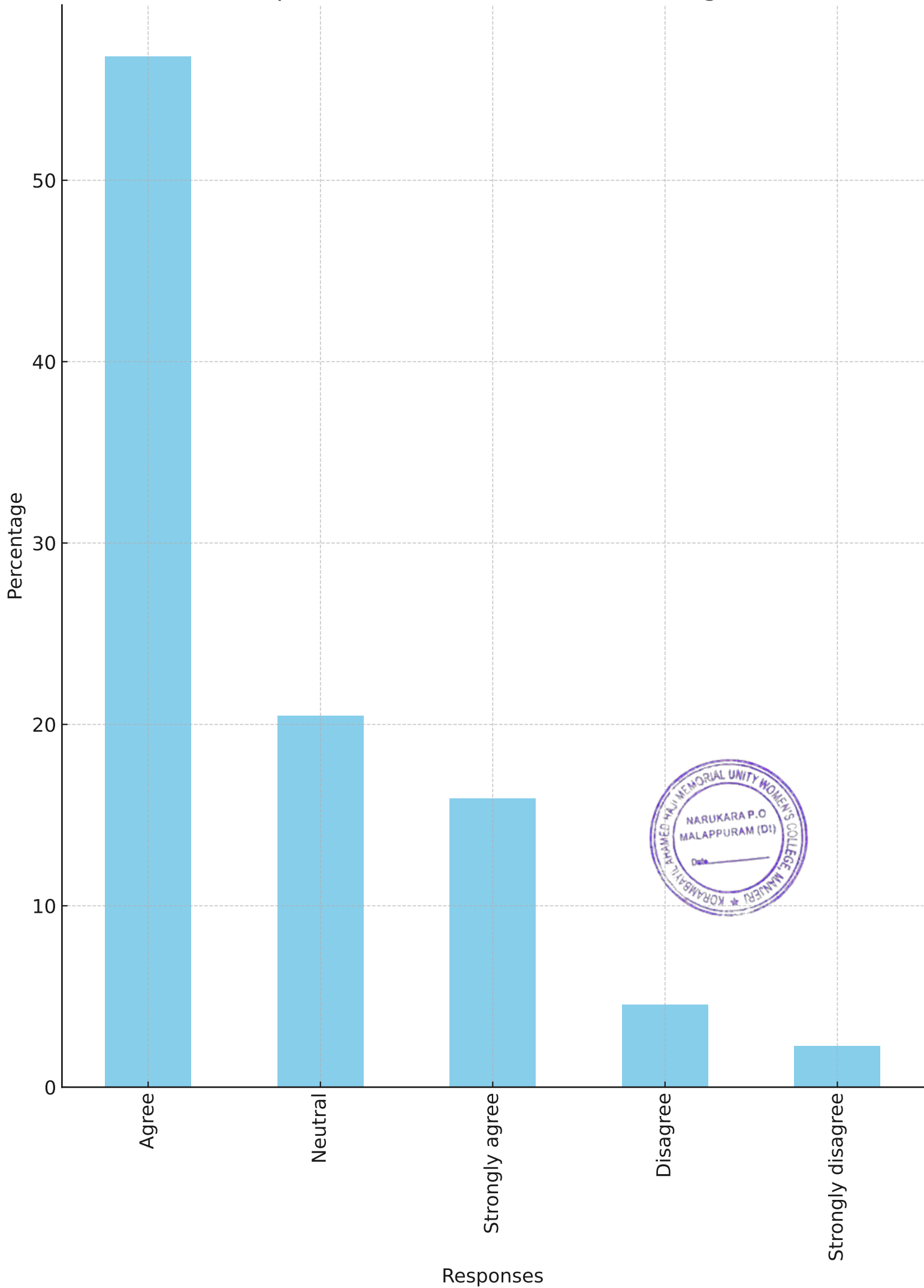
Responses for Q7 Critical Thinking Opportunity



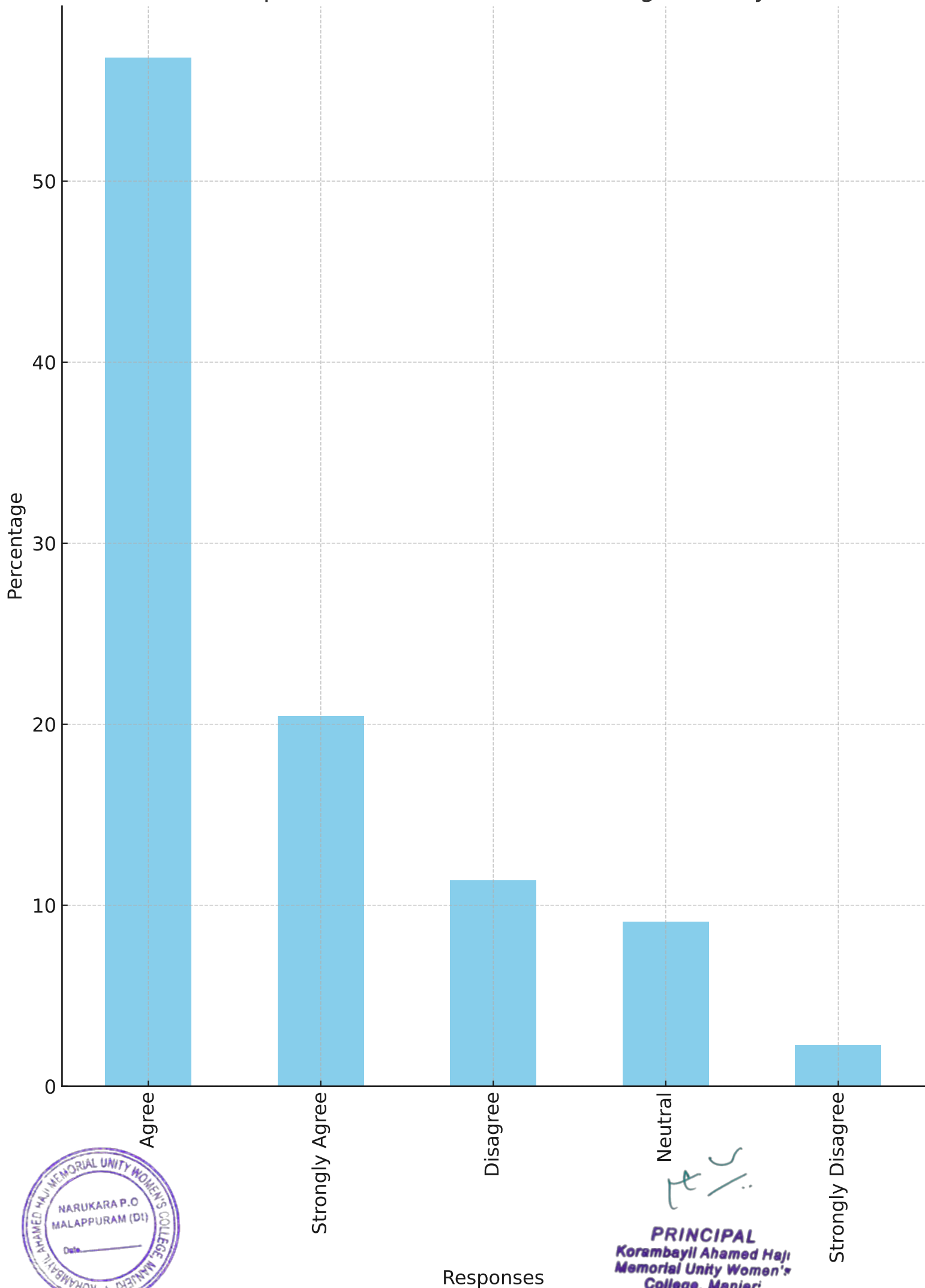
Responses for Q8 Research Possibilities



Responses for Q9 Assessment Strategies



Responses for Q10 Content Fitting Industry



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PRINCIPAL
Korambayil Ahamed Haji
Memorial Unity Women's
College, Manjeri

Analysis Report Based on Teachers' Feedback (2019-20)

Introduction:

The teacher's feedback report for the academic year 2019-20 from K.A.H.M. Unity Women's College, Manjeri, sheds light on several crucial aspects of the college, ranging from curriculum design, teaching-learning processes, evaluation methods, infrastructure, and administrative support. This report is a consolidated analysis of the feedback provided by the teaching staff and highlights both the strengths of the institution as well as areas where improvement is needed.

1. Feedback on Curriculum

Teachers were asked to provide feedback on the structure and relevance of the curriculum.

- **Strengths Identified:**
 - **Well-Structured Curriculum:** The majority of teachers were satisfied with the overall design of the curriculum, noting that it aligns with the academic and professional requirements of the students.
 - **Exposure to Diverse Knowledge:** Teachers felt that the curriculum was effective in providing students with both theoretical understanding and practical skills necessary for their respective fields.
- **Areas for Improvement:**
 - **Updating Content:** Some teachers mentioned that the syllabus could benefit from updates to include emerging trends and advancements in various fields. This was especially relevant for departments requiring up-to-date scientific and technological knowledge.
 - **Interdisciplinary Integration:** Teachers suggested that more interdisciplinary subjects could be added to encourage students to explore connections between different fields.

2. Teaching, Learning, and Evaluation

This section provides insights into how teaching practices and evaluation methods are perceived by the faculty:

- **Teaching Practices:**
 - **Innovative Methods:** Teachers appreciated the freedom they had to employ innovative teaching methods, such as interactive discussions, project-based learning, and the use of digital tools. However, some suggested that more training could be provided to enhance the use of technology in the classroom.
 - **Student Engagement:** While most teachers felt that students were able to grasp the content effectively, they also noted the importance of incorporating more student-centric learning activities, such as group projects, presentations, and discussions.
- **Evaluation Practices:**
 - **Balanced Evaluation:** Teachers were largely satisfied with the evaluation system in place, which included both internal assessments and final exams. They felt that the assessments were fair and transparent.
 - **Diverse Assessment Methods:** Some teachers suggested adopting more diverse forms of assessment, such as case studies, real-world problem-solving, and practical projects, to ensure students are assessed holistically.



3. Feedback on Infrastructure and Learning Resources

The feedback on infrastructure and learning resources sheds light on the physical and academic environment provided to students and staff.

- **Infrastructure and Facilities:**
 - **Classrooms and Laboratories:** Teachers expressed general satisfaction with the availability and condition of classrooms and laboratories. However, there was a request for periodic upgrades to lab equipment, particularly in science-related departments.
 - **Library and Digital Resources:** The feedback was positive regarding the library's physical and digital resources. Teachers appreciated access to e-books, journals, and online databases but suggested further improvement in the availability of digital tools for research.
- **Areas for Improvement:**
 - **Wi-Fi and Connectivity Issues:** Some teachers highlighted issues with internet connectivity on campus, particularly affecting the use of online learning platforms.
 - **Smart Classrooms:** A few respondents pointed out that more classrooms should be equipped with smart boards and multimedia facilities to make teaching more interactive.

4. Teacher Support and Professional Development

Teachers were also asked to reflect on the level of support provided by the college in terms of their professional growth and the functioning of the administration.

- **Support from Management:**
 - **Responsive Administration:** Teachers were generally pleased with the responsiveness of the college administration. They felt supported in their roles and believed that management was open to suggestions and improvements.
- **Professional Development:**
 - **Workshops and Training Programs:** Teachers highlighted the importance of faculty development programs, workshops, and conferences that the institution organizes. However, some faculty members felt that more frequent opportunities for research collaboration and faculty exchange programs could further enhance their professional growth.
 - **Research and Publication Support:** There was a suggestion to increase institutional support for research activities, such as providing more research grants, collaboration opportunities with external organizations, and guidance on publishing research papers.

5. Feedback on Student Support Services

Another important aspect addressed in the feedback was the student support services offered by the institution.

- **Strengths Identified:**
 - **Counselling and Mentorship:** Teachers appreciated the counselling services available to students, which helped address academic as well as personal challenges. Many faculty members also play an active role as mentors, providing personalized guidance to students.
- **Areas for Improvement:**
 - **Career Guidance and Placement:** While teachers felt that the institution provided adequate academic support, some felt that the career guidance and placement services could be enhanced, particularly by building stronger connections with industries and providing students with more internship opportunities.

6. Co-Curricular and Extra-Curricular Activities

This section highlights the feedback on the range of co-curricular and extra-curricular activities available to students.



- **Positive Feedback:**
 - **Holistic Development:** Teachers were in agreement that the college offers a variety of co-curricular activities, such as cultural events, sports, and community outreach programs, which help in the holistic development of students.
- **Suggestions for Improvement:**
 - **Increased Focus on Skill-Based Activities:** Teachers suggested introducing more skill-based activities that align with students' career aspirations, such as entrepreneurship workshops, soft skills training, and technical skill development programs.

7. Feedback on Administrative Efficiency

The administrative efficiency of the college was another key area evaluated by the teachers.

- **Positive Feedback:**
 - **Well-Organized Administration:** Teachers felt that the administrative processes, such as scheduling, communication, and handling grievances, were generally well-organized. Many appreciated the administration's efforts to streamline processes, making it easier for faculty to focus on teaching and research.
- **Areas for Improvement:**
 - **Resource Allocation:** Some teachers mentioned that resource allocation could be made more efficient, particularly in terms of funding for department-specific needs such as lab equipment, research tools, and training programs.

Conclusion:

The teacher's feedback for the academic year 2019-20 presents a positive view of the institution, with several strengths noted across curriculum, teaching methods, infrastructure, and administrative support. However, there are clear areas for improvement that the college can focus on to enhance both student and faculty experiences.

Key Recommendations:

1. **Curriculum Updates:** Periodic updates to the curriculum to include interdisciplinary and industry-relevant topics.
2. **Diverse Evaluation:** Adoption of more diverse and practical forms of student evaluation.
3. **Infrastructure Upgrades:** Modernization of labs, classrooms, and digital learning facilities.
4. **Faculty Development:** More frequent and broader opportunities for faculty development, research collaboration, and professional growth.
5. **Student Support:** Strengthening of career guidance, internships, and placement services to better prepare students for the professional world.



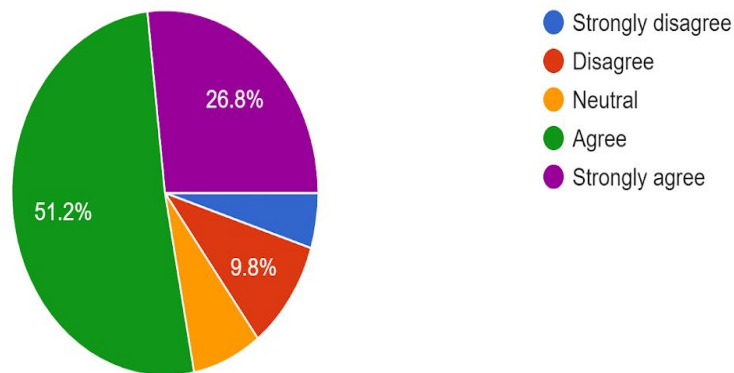

PRINCIPAL
 Korambayil Ahamed Haji
 Memorial Unity Women's
 College, Manjeri

FEEDBACK FROM TEACHERS 2019-20

FEEDBACK ON CURRICULUM

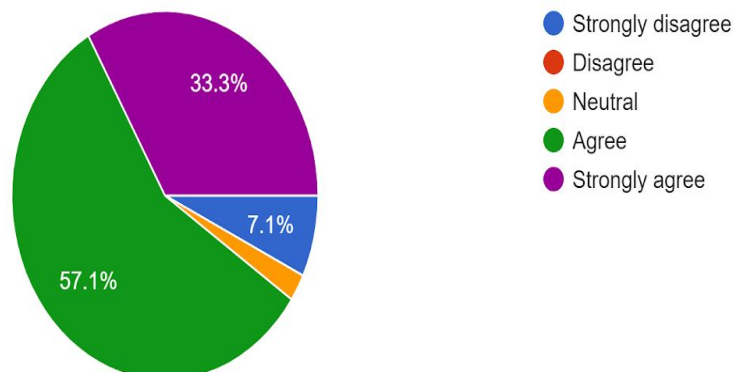
The syllabus is suitable to the course and need based

41 responses



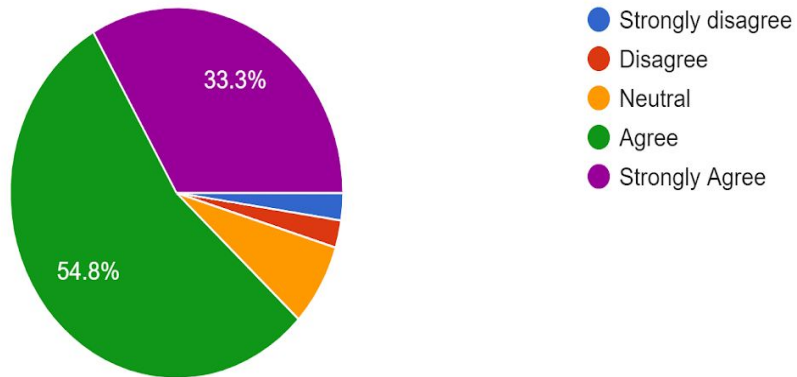
Institution has the mechanism for well planned curriculum delivery and documentation

42 responses



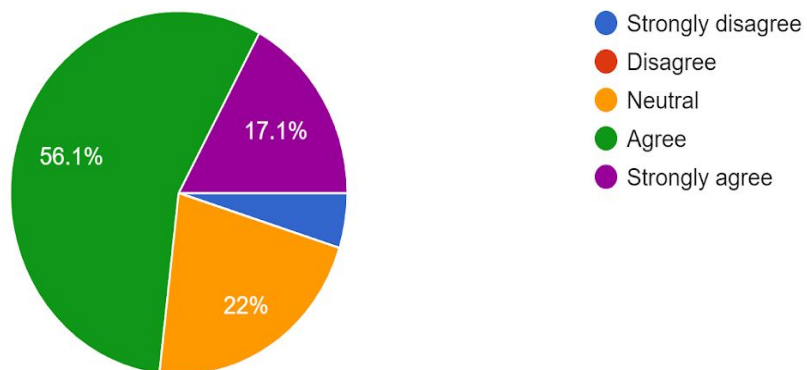
Syllabus can be covered on time

42 responses



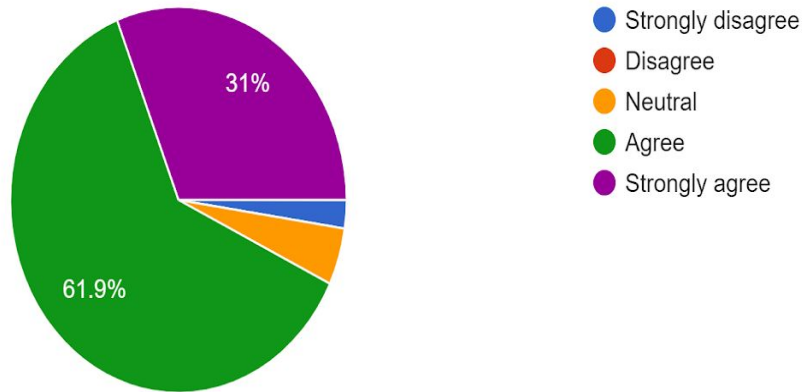
The curriculum is capable of catering to the personal and professional requirements of the students

41 responses



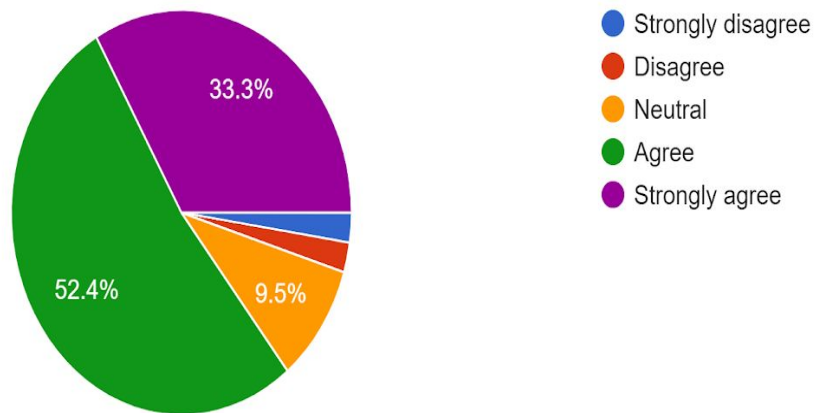
The institution offers flexibility to choose value added courses / certificate courses

42 responses



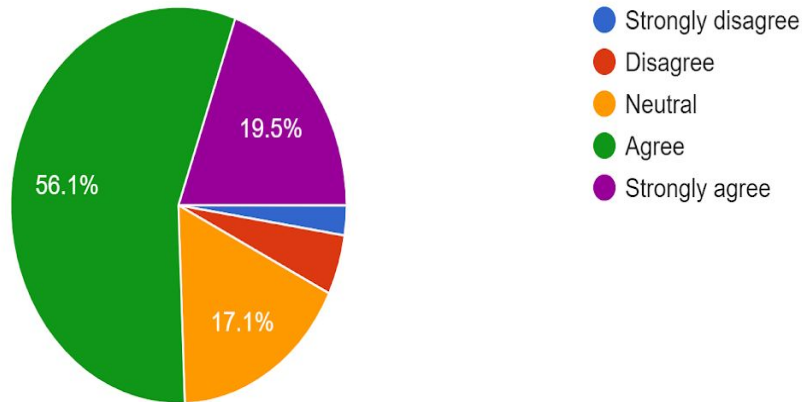
Aims and objectives of the syllabi are well defined and clear to teachers and students

42 responses



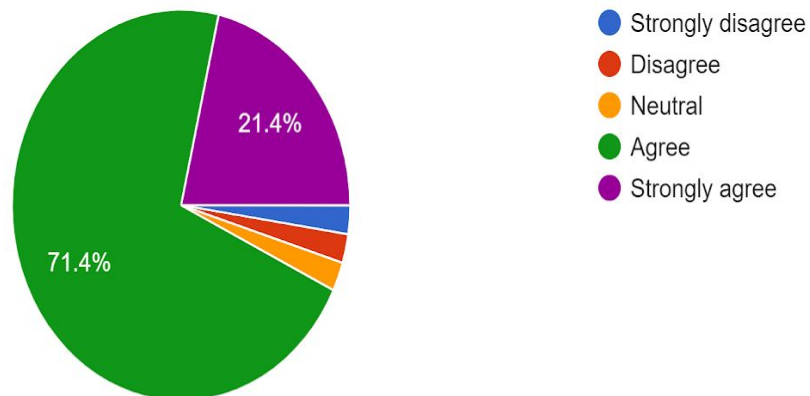
Project work/Internships offered under the programme was challenging and constructive

41 responses



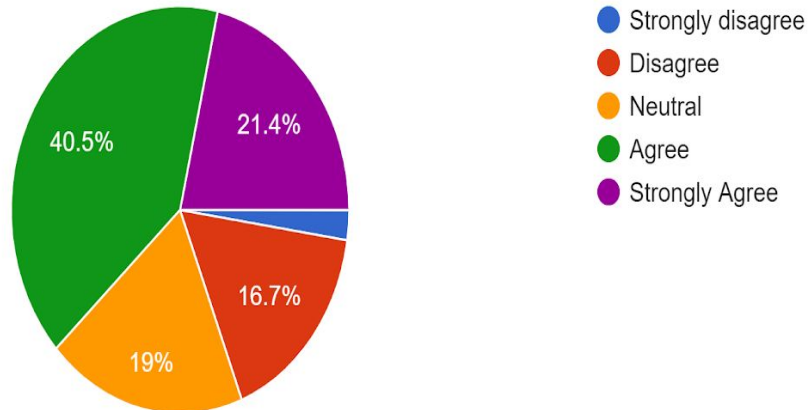
Course content is followed by corresponding reference materials.

42 responses



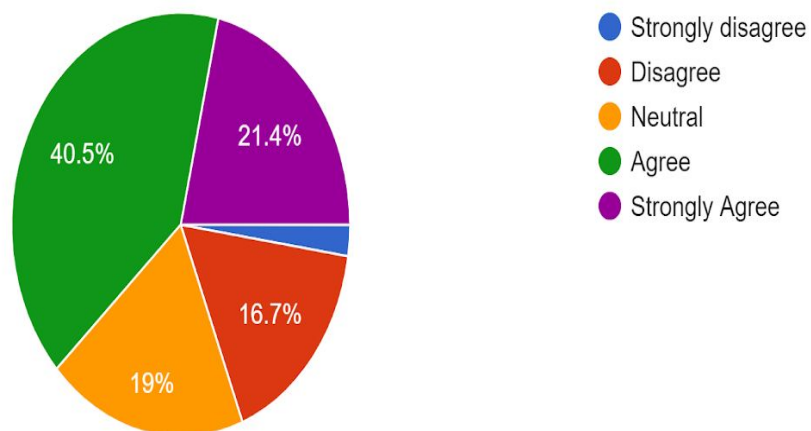
The course/syllabus has good balance between theory and application.

42 responses



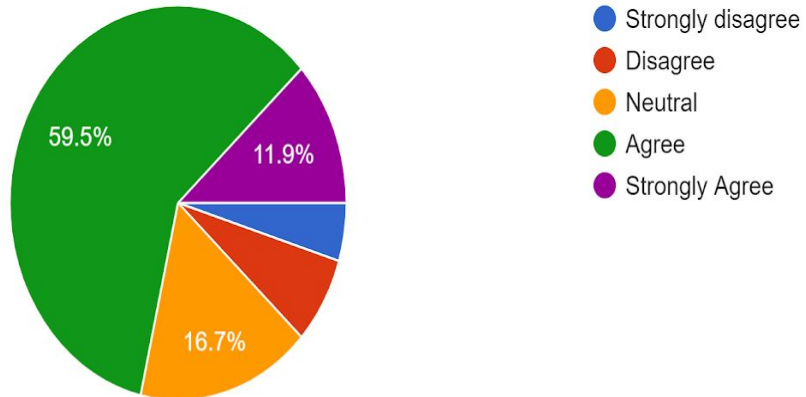
The course/syllabus has good balance between theory and application.

42 responses



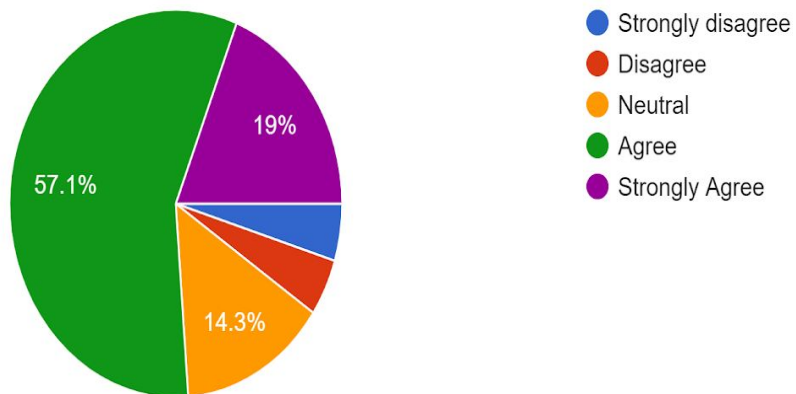
The Choice Based Credit Semester System is in tune with the emerging national and global trends

42 responses



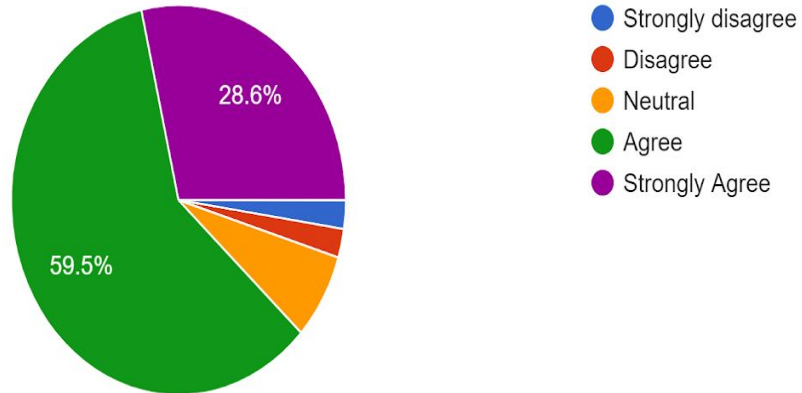
The curriculum has Interdisciplinary links

42 responses



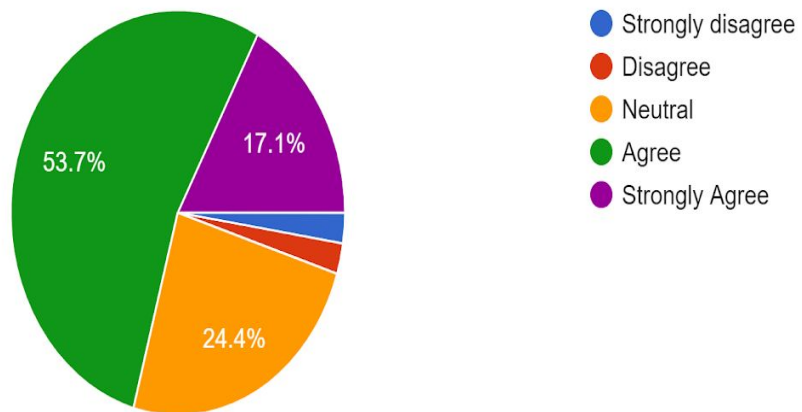
The open courses offered under CBCSS are diverse and resourceful

42 responses



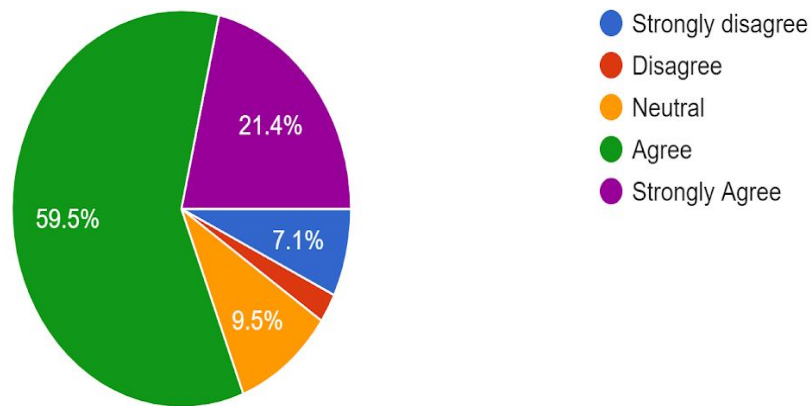
Curriculum integrates cross cutting issues relevant to Gender, Environment and Sustainability, Human Values and Professional Ethics into the Curriculum

41 responses



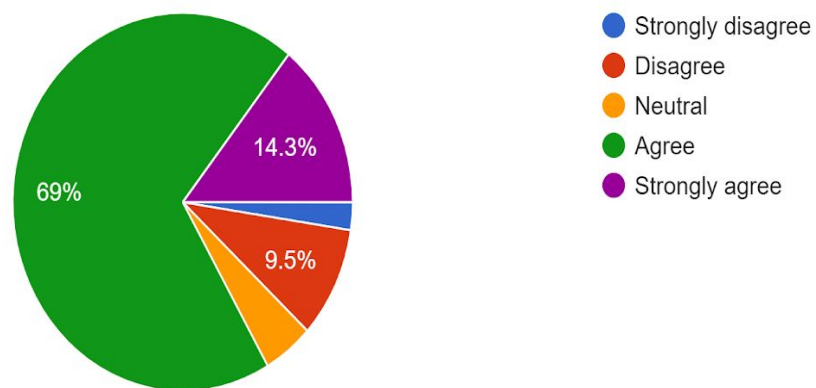
The Curriculum has the capability to enhance students' Competency in communication, critical thinking, problem solving and creativity

42 responses



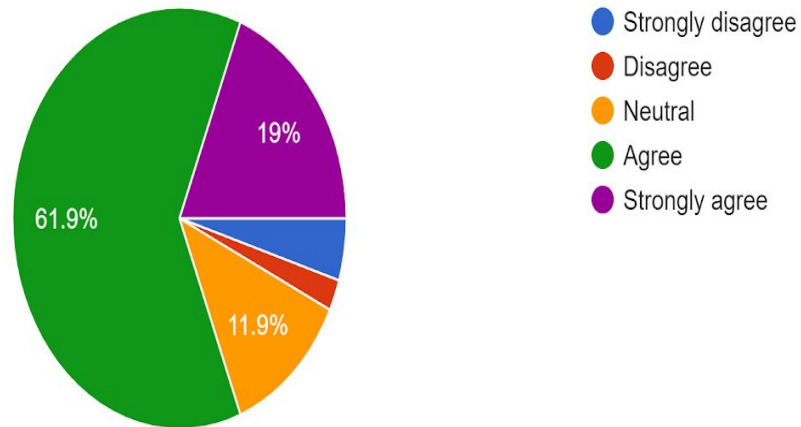
The course/programme of studies carries sufficient number of optional papers.

42 responses



The books prescribed/listed as reference materials are relevant, updated and appropriate.

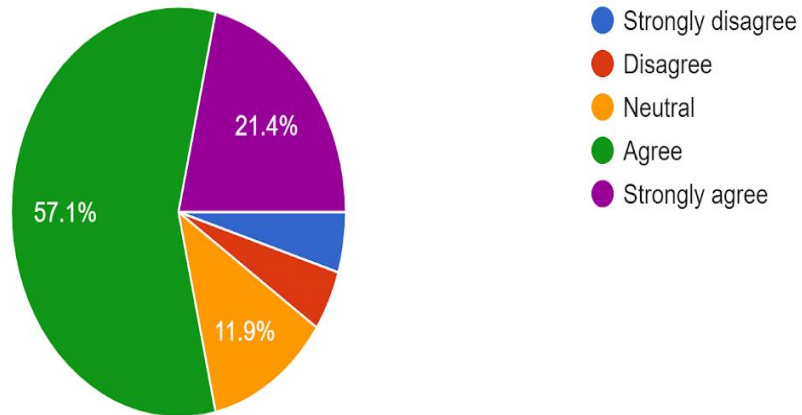
42 responses



FEEDBACK ON TEACHING, LEARNING AND EVALUATION

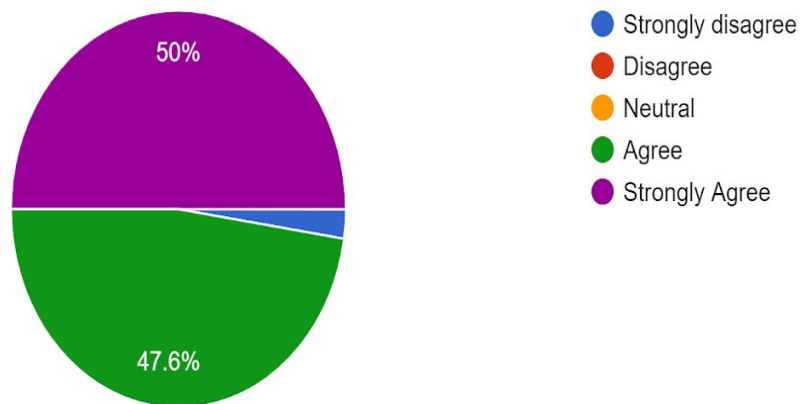
The external examination system is comprehensive and on par with national standards

42 responses

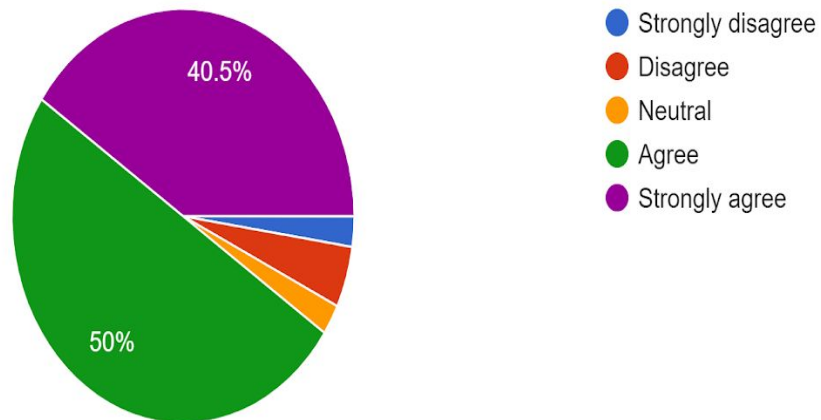


The internal evaluation system of programme is very effective, transparent and unbiased

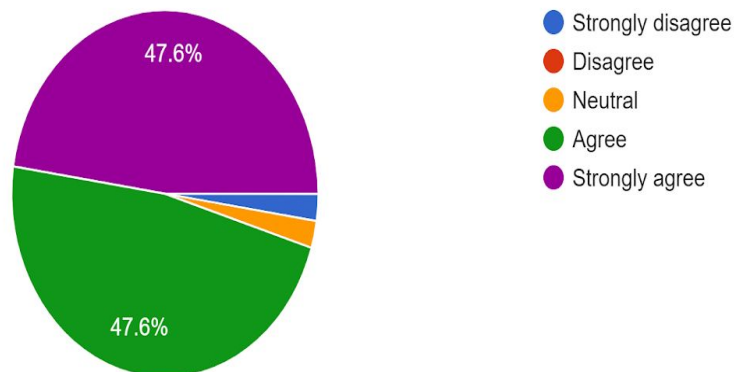
42 responses



Tests and examinations are conducted well in time with proper coverage of all units in the syllabus
42 responses

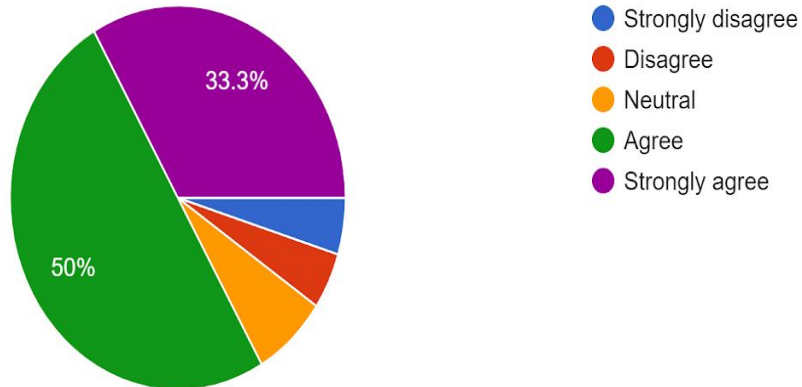


I have the freedom to adopt new techniques/strategies of teaching such as seminar presentations, group discussions and learners' participations
42 responses



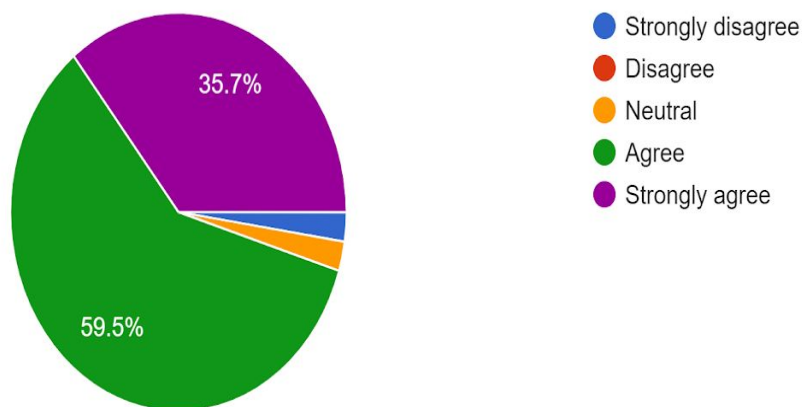
Conduct of examinations and publication of results are strictly according to the predetermined schedule

42 responses



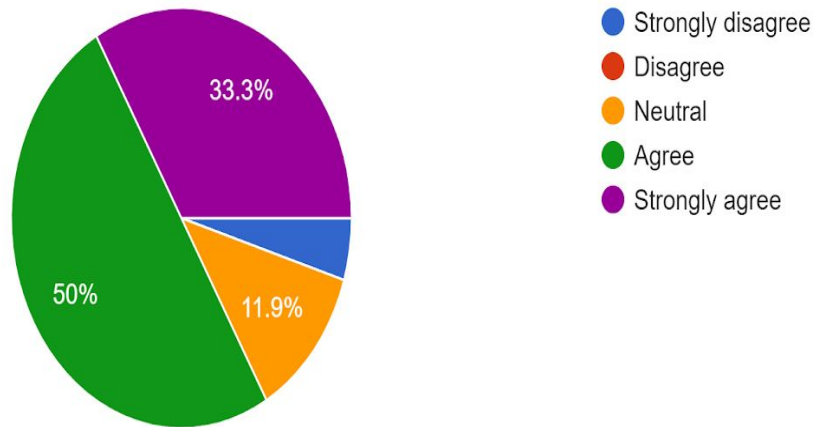
I have the freedom to adopt/adapt new techniques/strategies of testing and assessment of students.

42 responses



The environment in the college is conducive to teaching and research.

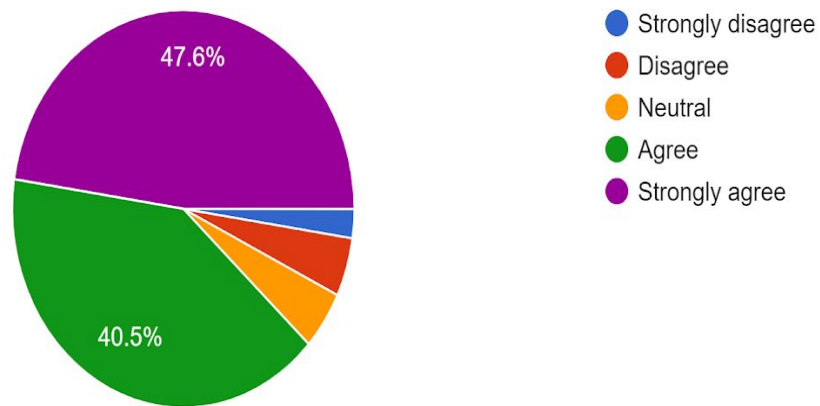
42 responses



FEEDBACK ON INFRASTRUCTURE AND LEARNING RESOURCES

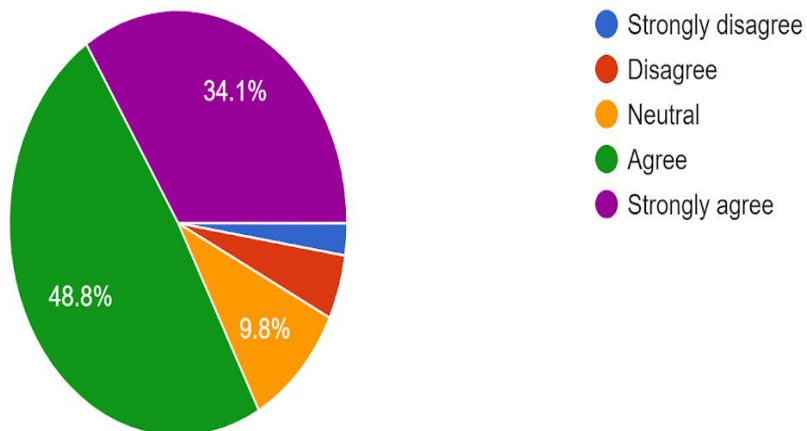
Infrastructural facilities, such as teacher's rooms/carrels, classrooms, reading rooms and toilets are available in the Department

42 responses



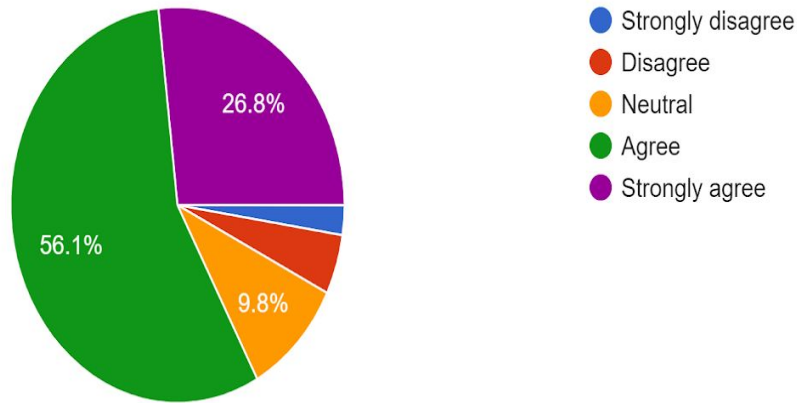
The college has adequate e-learning resources and facilities

41 responses



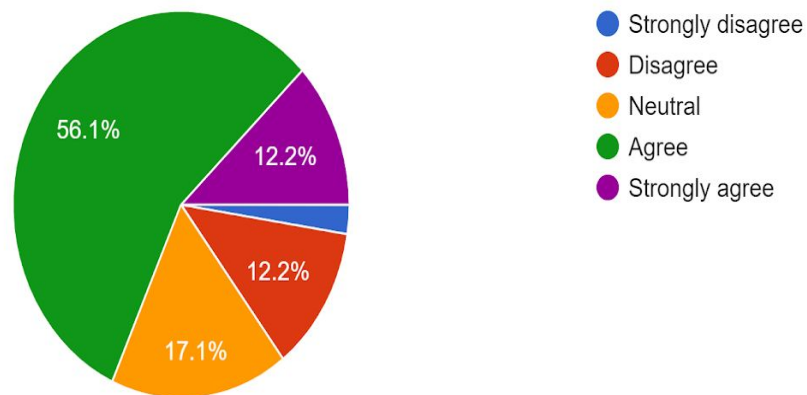
The college has enough number of conference halls with ICT facilities

41 responses



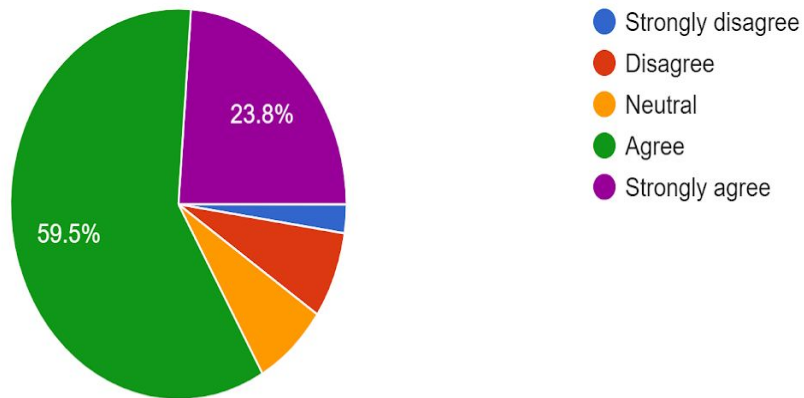
The college has sufficient number of smart class rooms

41 responses



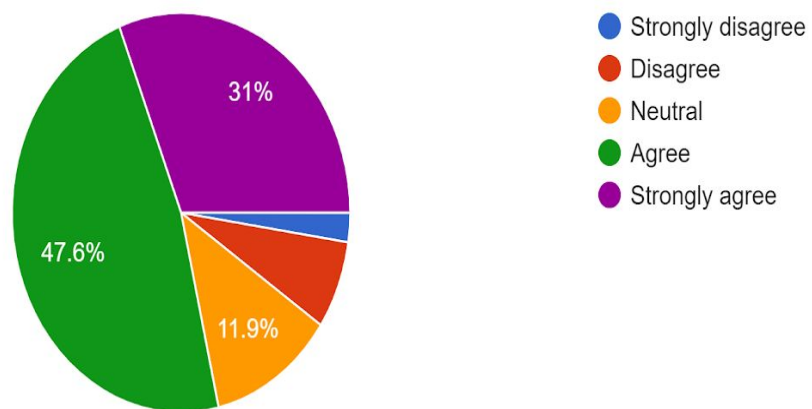
ICT facilities are available in the department

42 responses



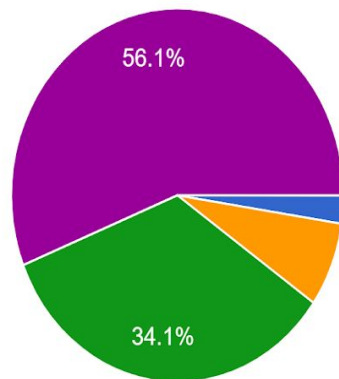
Sufficient number of prescribed books are available in the Library

42 responses



A properly functioning library is an asset of the college

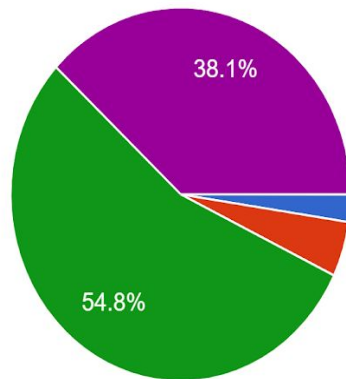
41 responses



- Strongly disagree
- Disagree
- Neutral
- Agree
- Strongly agree

Infrastructural facilities are augmented every year

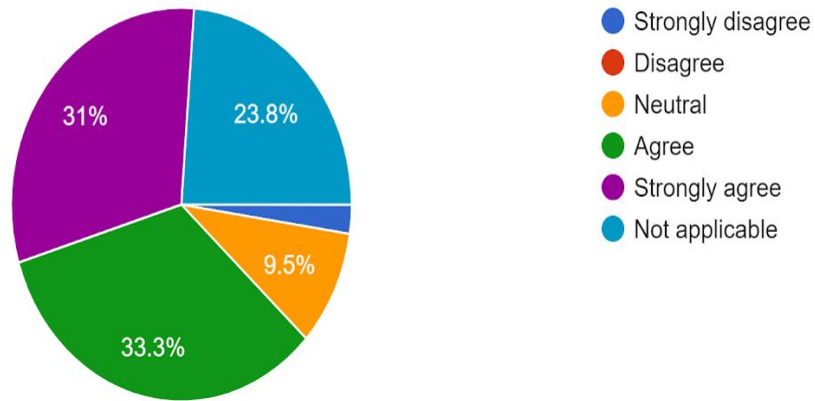
42 responses



- Strongly disagree
- Disagree
- Neutral
- Agree
- Strongly Agree

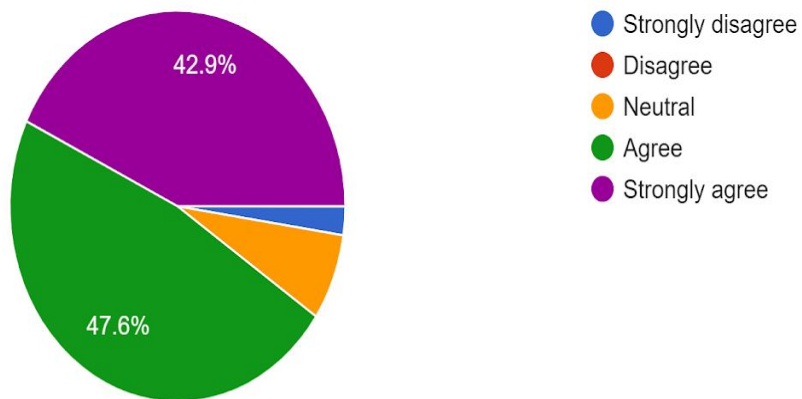
Laboratory requirements, equipments, chemicals, specimens etc. are regularly provided

42 responses



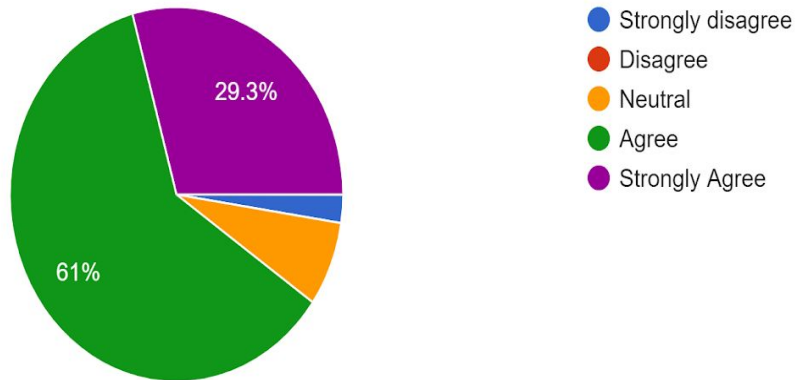
The class rooms are clean and well maintained

42 responses



Staff canteen is available at the faculty level

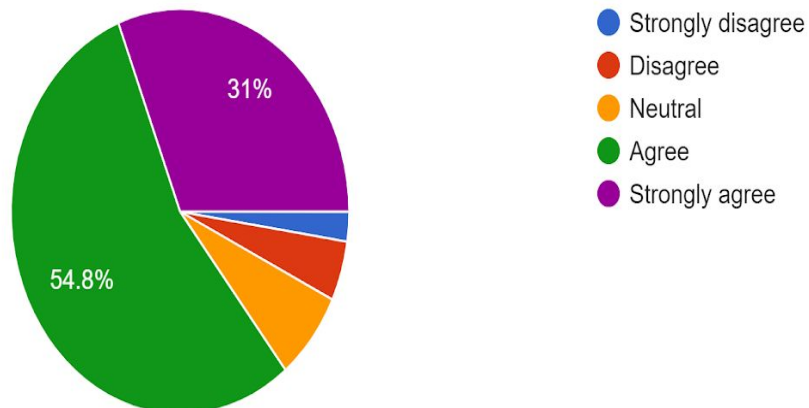
41 responses



FEEDBACK ON TEACHER SUPPORT AND ADMINISTRATION

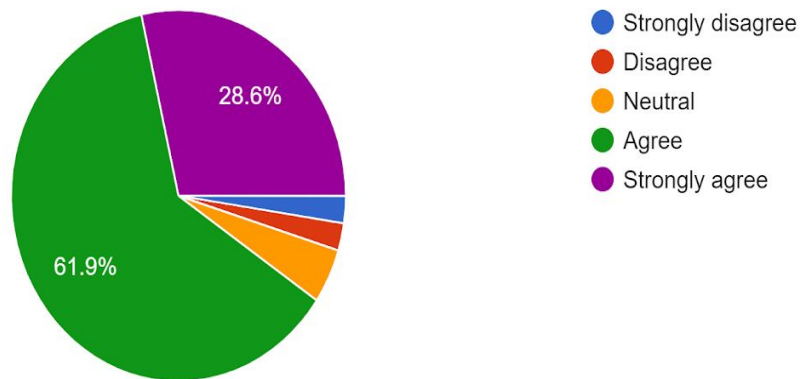
The administration is teacher friendly

42 responses



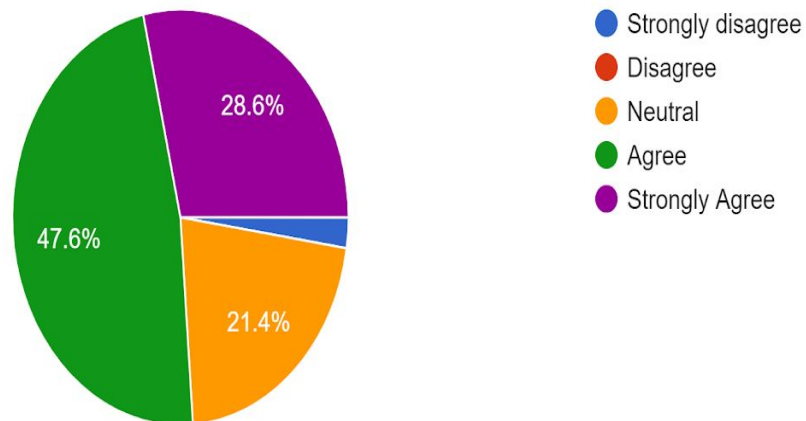
The institution has well established procedures and policies for maintaining and utilizing physical, academic and support facilities - laboratory, library, sports complex, computers, classrooms etc.

42 responses



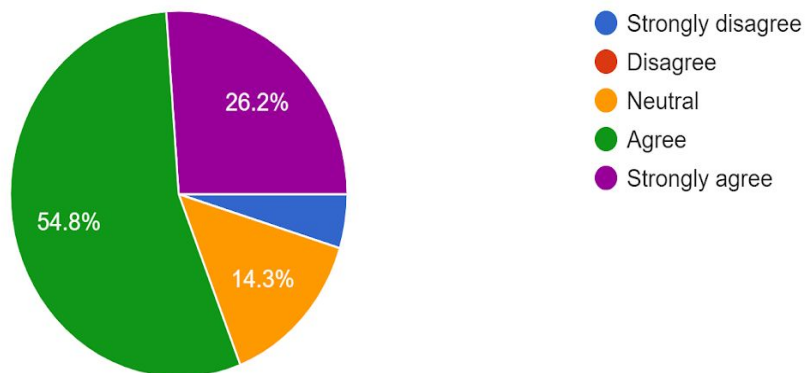
Ethical and Moral Orientation given by college is admirable

42 responses



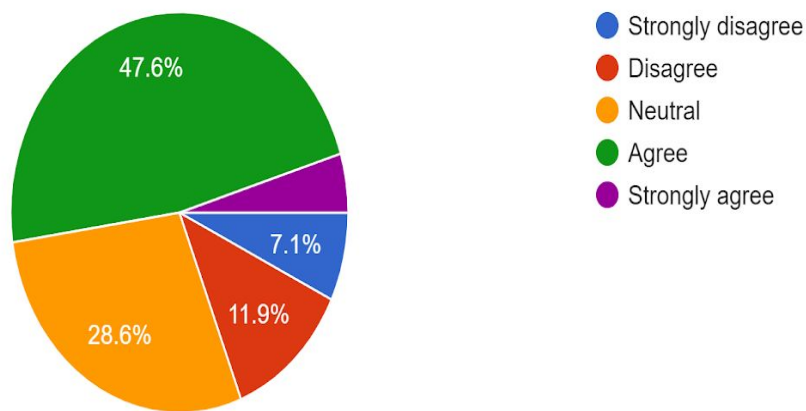
The college provides adequate and smooth support for projects and research facilities.

42 responses



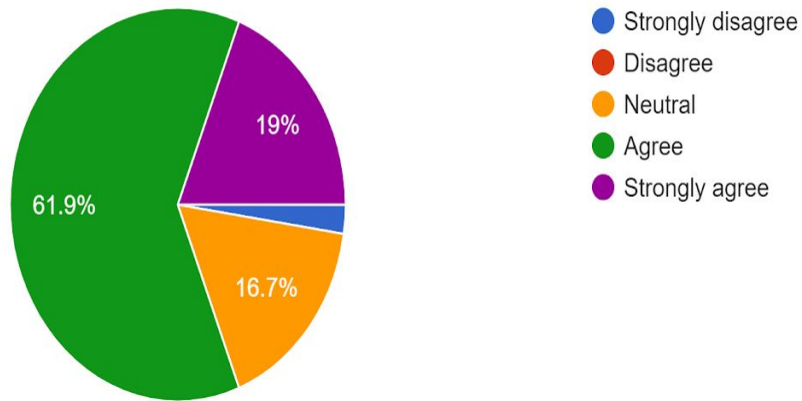
The college provides adequate opportunities and support to faculty members for upgrading their skills and qualifications.

42 responses



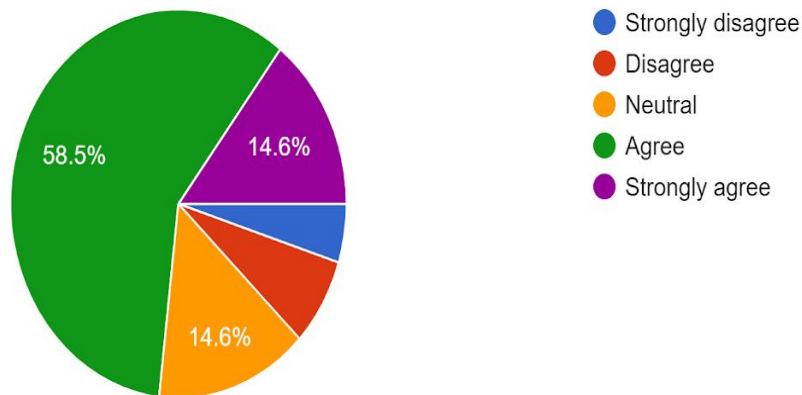
Provisions for professional development are non-discriminatory and fair.

42 responses

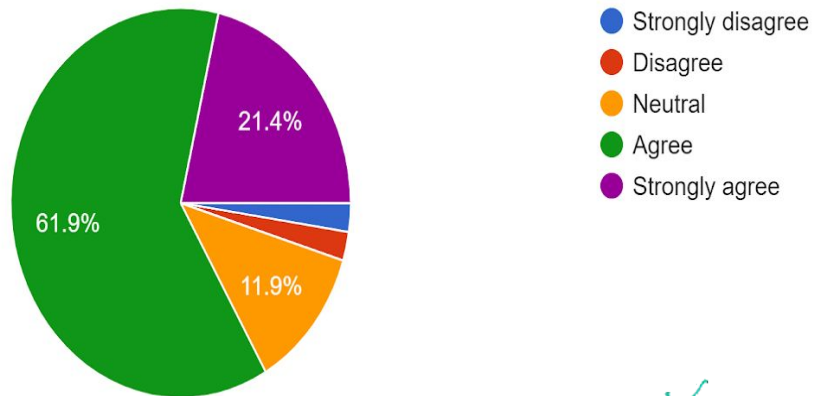



Institution provides adequate support to collaborative activities of research, faculty exchange and student exchange

41 responses



Professional development/training programmes are organized by the College for teaching staff
42 responses




Prof. (Dr). Muhammed Basheer Ummathur
Principal
Korambayil Ahamed Haji Memorial
Unity Women's College, Manjeri
Narukara (PO), Malappuram (DT), Kerala
PEN: 469626