

SUNNIYYA ARABIC COLLEGE

Chennamangallur

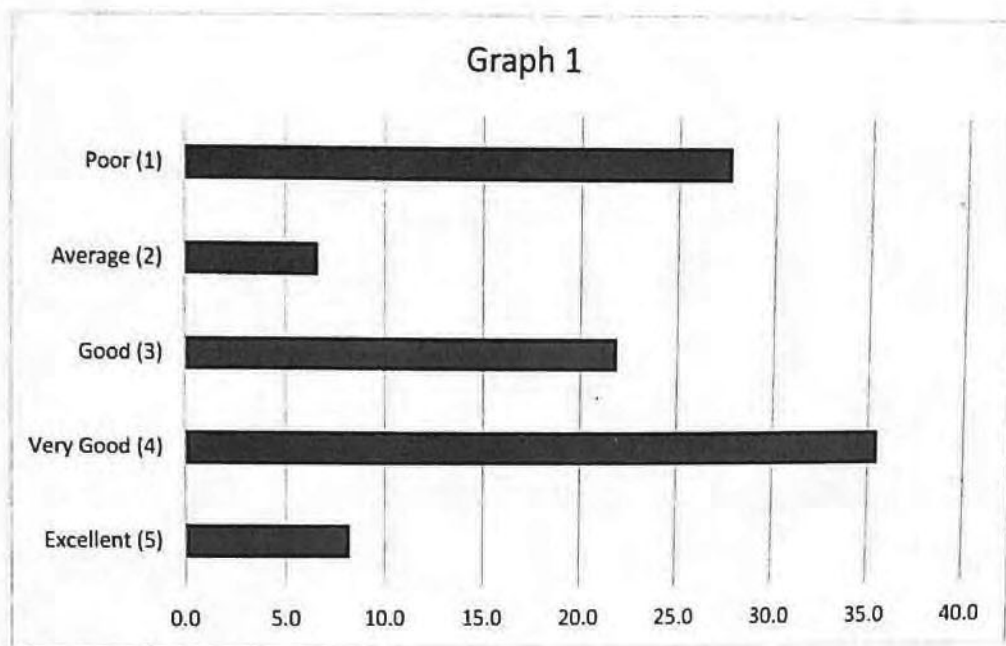
Mukkam, Calicut, Kerala, India. Pin: 673602 Phone: 0495 2297115

TEACHERS' FEEDBACK ON CURRICULUM 2020-2021

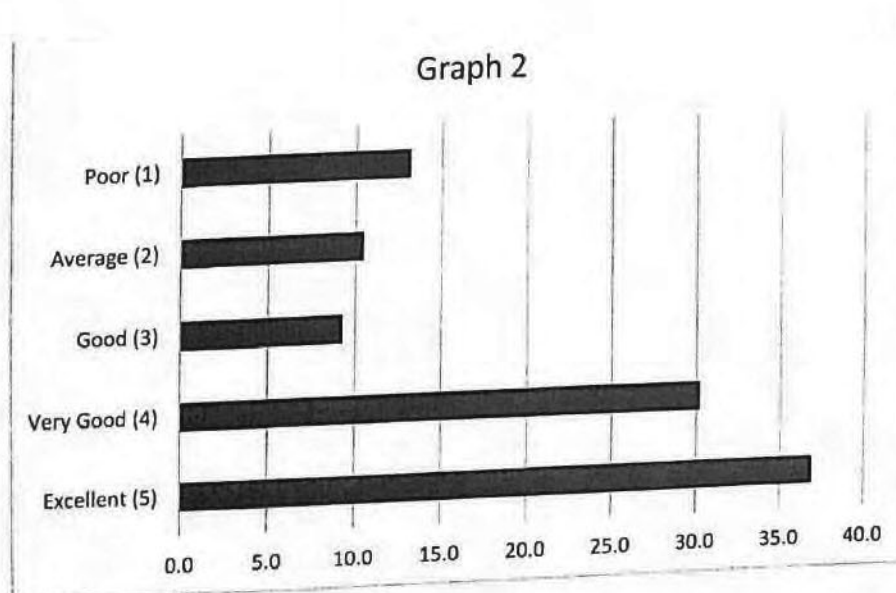
Sl.No	Queries	Percentage Response (out of 16)				
		Excellent	Very Good	Good	Average	Poor
1.	Syllabus is suitable to the course.	8.2	35.5	21.9	6.7	27.7
2.	Syllabus is need based.	36.9	30.2	9.3	10.5	13.1
3.	Aims and objectives of the syllabi are well defined and clear to teachers and students.	30.0	29.6	4.7	19.0	16.7
4.	Course content is followed by corresponding reference materials.	15.4	4.8	14.9	43.7	21.2
5.	Sufficient reference material and books are available for the topics mentioned in the syllabus.	15.0	8.4	34.6	43.7	21.2
6.	The depth of the course content is adequate to have significant learning outcomes.	0.6	30.8	26.0	25.3	17.4
7.	Syllabus is sufficient to bridge the gap between industry standards/current global scenarios and academics.	12.0	23.5	4.4	43.5	16.6
8.	The timely coverage of syllabus is possible in the mentioned number of hours.	30.1	13.9	23.4	31.8	0.8
9.	The curriculum has been updated in terms of demand.	23.2	23.2	8.5	35.4	9.6
10.	The practical's enable to develop experimental, design, problem solving and analysis skills of the students.	3.0	23.6	62.0	1.3	10.2
11.	The curriculum is sufficient to cover the programme/course outcomes.	16.4	12.4	22.8	28.3	20.1



[Signature]
Principal
Sunniyya Arabic College
Chennamangallur, Mukkam



Graph 1- The first question that the teachers were asked to answer was about the curriculum that they were teaching. The teachers were asked to comment on whether or not the course syllabus was appropriate. Among the responses were Excellent, Very Good, Good, Average, and Poor. The vertical line in the graphical representation represents the percentage answer, while the horizontal line represents employee feedback. The syllabus is appropriate for the course, according to 8.2percent of the 16 teachers. While 35.5 percent of teachers agreed with the statement, the remaining 21.9 percent were unsure about the curriculum.

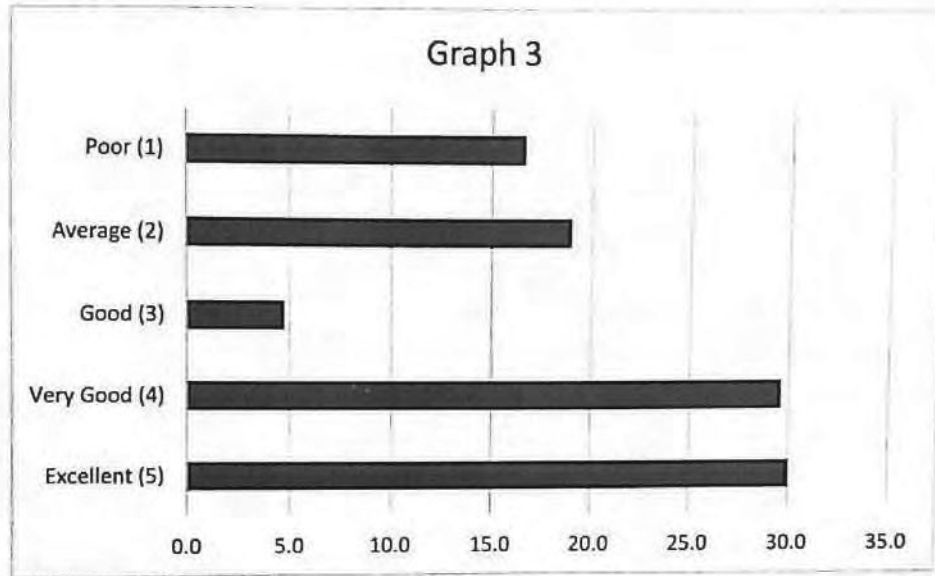


Graph 2- The syllabus and course must be clear to a teacher because they must teach the students. As much as the syllabus is required, teachers must be aware of whether the syllabus is required or not. When asked about the need basis, teachers were instructed to respond by

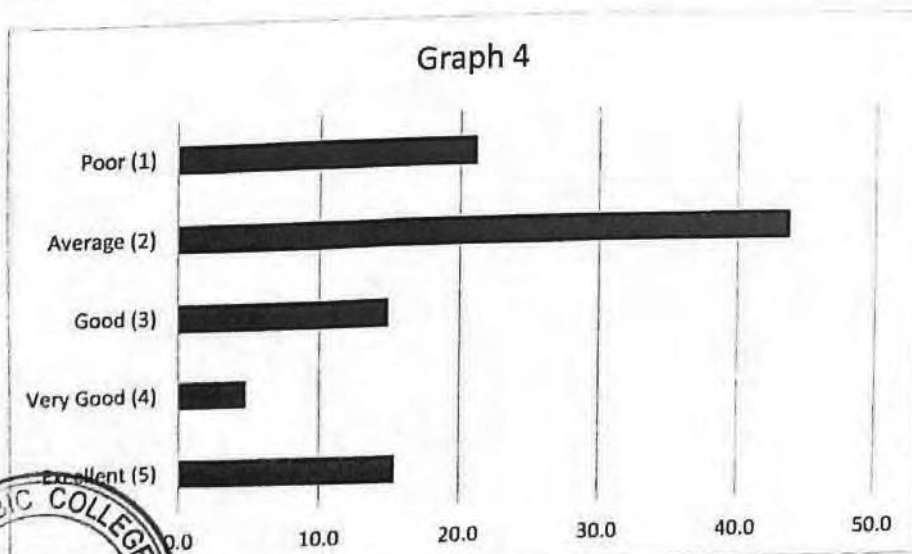


Principal
Sunniyya Arabic College
Chennamangallur, Mukkam

stating whether the syllabus covers the entire subject and its areas. The vertical line in the graphical representation represents the percentage response, and the horizontal line represents the feedback collected from staff members. 36.9% of the teachers (out of a total of 16) thought the goals and objectives were clear. While 30.2% responded very positively to the question, the remaining 9.3% stated that they were unaware of the objectives.

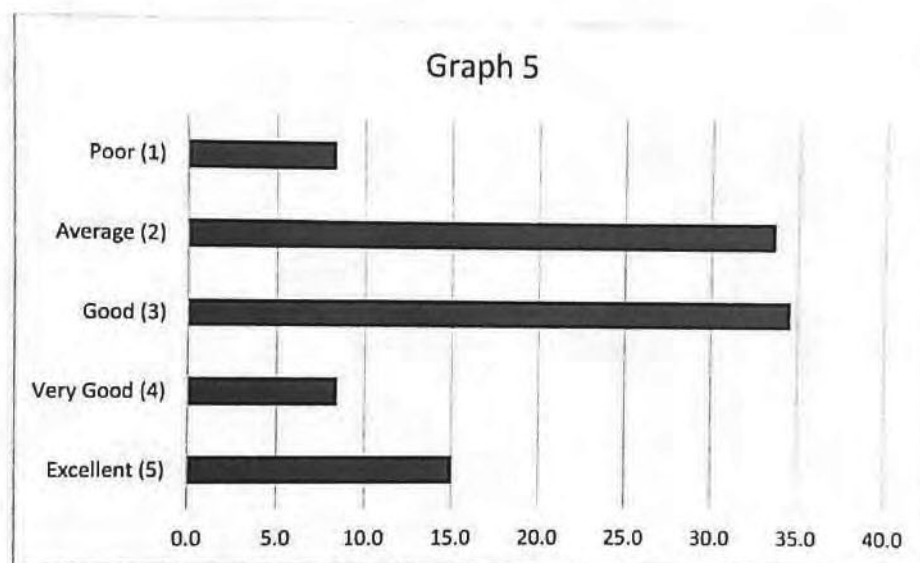


Graph 3- Because teachers are in charge of teaching the students, their syllabus and course must be clear. Teachers, like the curriculum, need to be aware of the course's goals and objectives. Teachers were asked if the goals and objectives were clear to them. The vertical line in the graphical representation represents the percentage answer, while the horizontal line represents employee feedback. Out of a total of 16 teachers, 30.0 percent thought the goals and objectives were crystal clear. While 29.6 percent of respondents said the question was very good, the remaining 4.7 percent said they were aware of the goals and objectives.



Principal
Sunniyya Arabic College
Chennamangallur, Mukkam

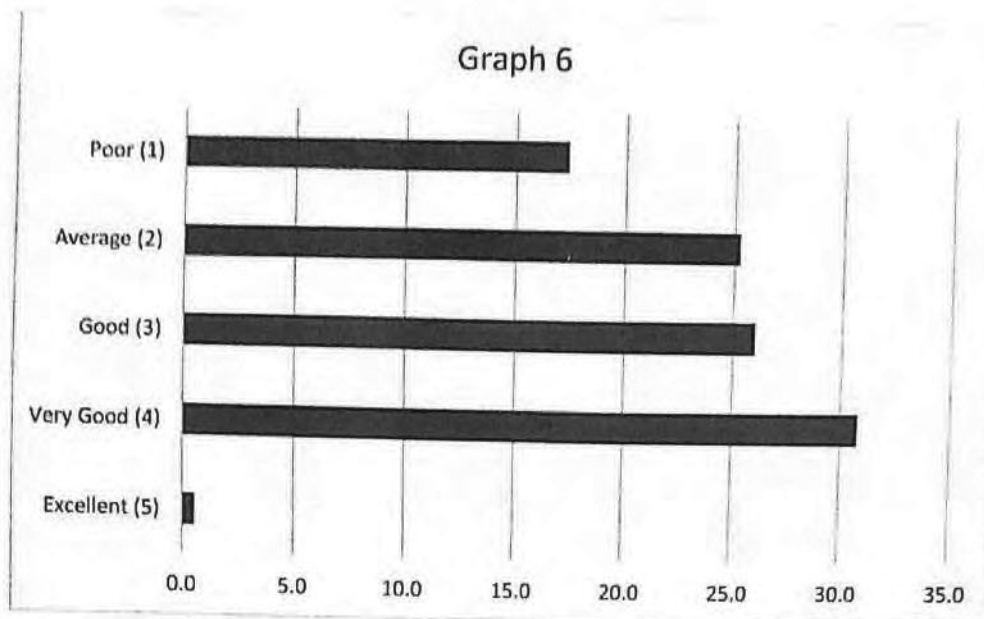
Graph 4- Each course and syllabus necessitate a large number of books and texts. Aside from the core text, additional materials such as secondary materials, reference books, and so on are available. The teachers were then asked to comment on whether the reference books assigned to the students were current, relevant, and appropriate. The graph's vertical line represents the percentage response, while the horizontal line represents employee feedback. The reference books are acceptable and up to date, according to 15.4 percent of the 16 teachers polled. While 4.8 percent of respondents said they were Very Good, the remaining 14.9% were undecided. The remaining 43.7percent did not think reference books were very useful.



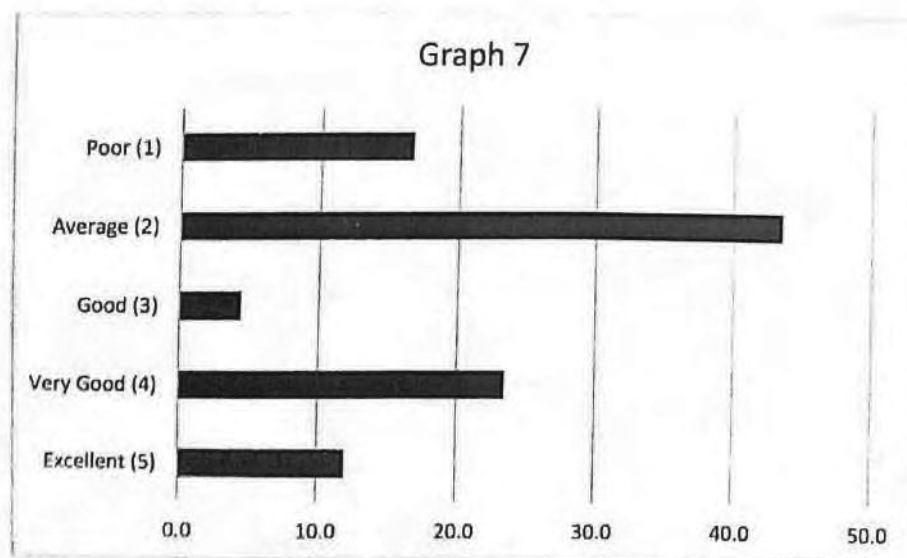
Graph 5- The library at a college is an important and necessary component. When a student or a teacher needed help with their studies, they would always go to the library. Students must rely solely on the library for secondary materials and reference books, aside from the major text. The teachers then ranked the number of volumes in the library and determined whether the number of books in the library was adequate. In this case, 33.3 percent of teachers were adamant that the library's volumes were adequate. Only 15.0% agreed that the argument was Very Good, while the remaining 8.4% agreed that it was Good. The remaining 34.6 percent of the 16 teachers felt that the library was insufficient. The vertical line in the graph depicts the percentage response.



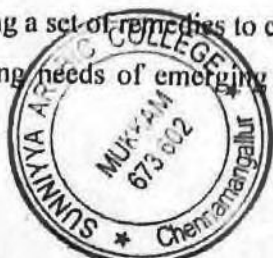
Principal
Sunniyya Arabic College
Chennamangallur, Mukkam



Graph 6: In order to determine whether or not a course is a good fit for their interests and preferences, students need an accurate description of the course material. The curriculum of any course should reflect the program's goals as well as the skills and knowledge that students should gain during the course. The curriculum must support the goals of a course, which should be to provide a thorough grounding in the fundamentals of a subject. Out of a total of 16 Teachers, 0.6 percent Excellent that the course content's depth is adequate. However, 30.8 percent of respondents Very Good the argument, while the remaining 26.0% sent a Good message and 25.3 percent Averaged. The graph's vertical line depicts the percentage response, while the horizontal line depicts

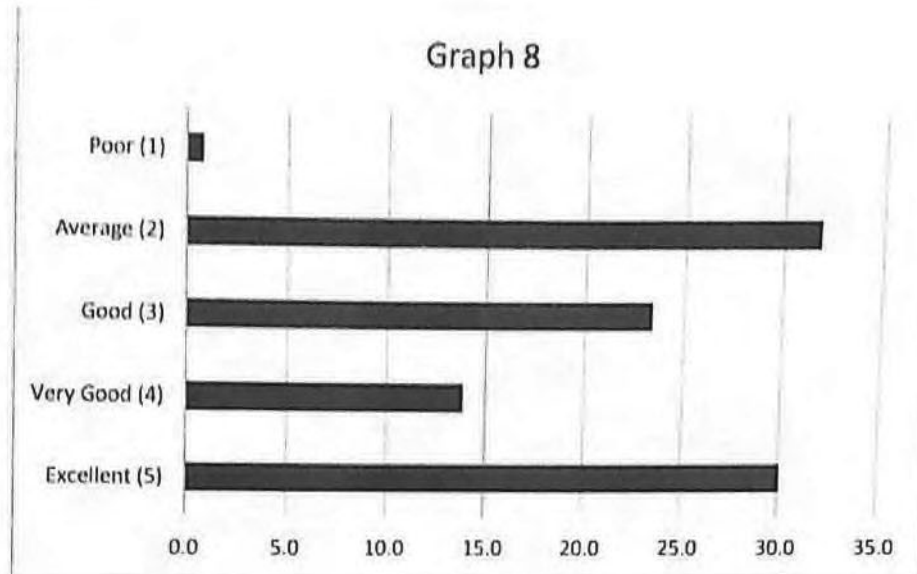


Graph 7: The curriculum must meet industry demands. There are numerous approaches to devising a set of remedies to close the skill gap, and it should be adaptable enough to meet the changing needs of emerging industries. The first stage is education, which starts with the

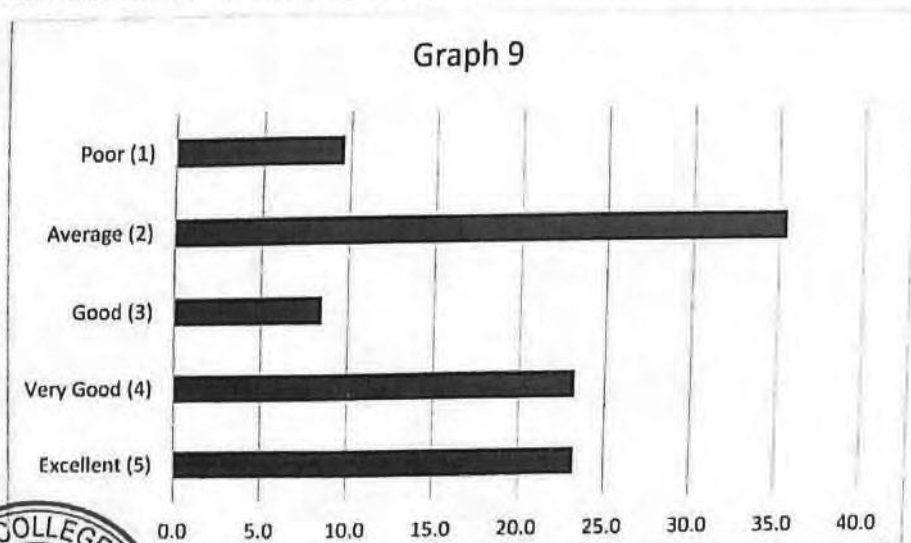


Principal
Sunniyya Arabic College
Chennamangallur, Mukkam

curriculum. The vertical line in the graphical representation represents the percentage response, and the horizontal line represents the feedback collected from staff members. Out of a total of 16 teachers, 12.0 percent were Excellent, 23.5 percent were Very Good, and the remaining 4.4 percent were Good.

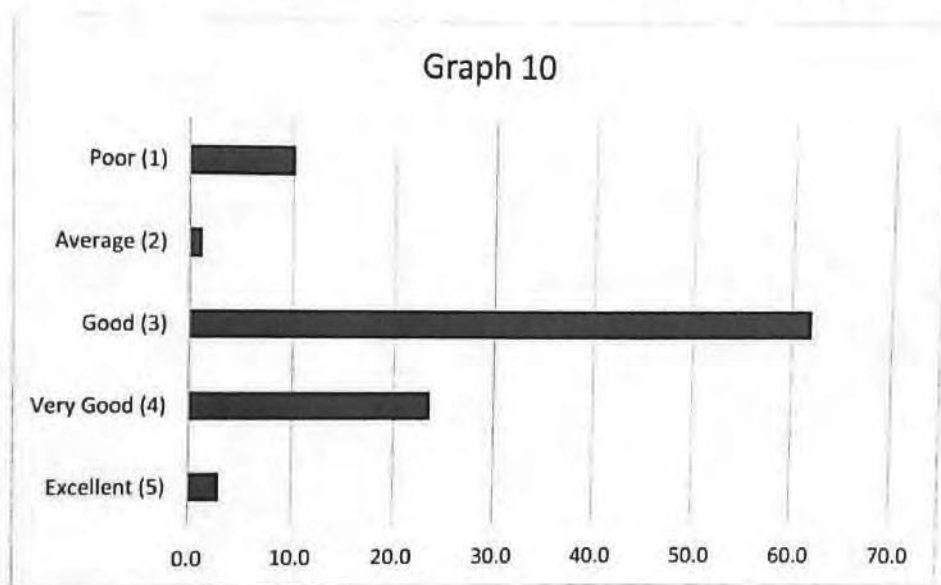


Graph 8: A syllabus is a type of instructional tool that establishes a framework for what should take place throughout the course session. It outlines the subjects and concepts on which students will be evaluated in the final exam. A syllabus is essentially a contract between faculty and students that includes functions and ideas used to assess students' performance. Out of 16 college teachers, 30.1 percent were Excellent that timely coverage of the syllabus was possible in the specified number of hours, 13.9 percent were Very Good that it is possible, and only 23.4 percent were Good and the remaining 31.8 percent Averaged with the question.



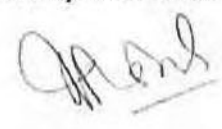
Principal
Sunniyya Arabic College
Chennamangallur, Mukkam

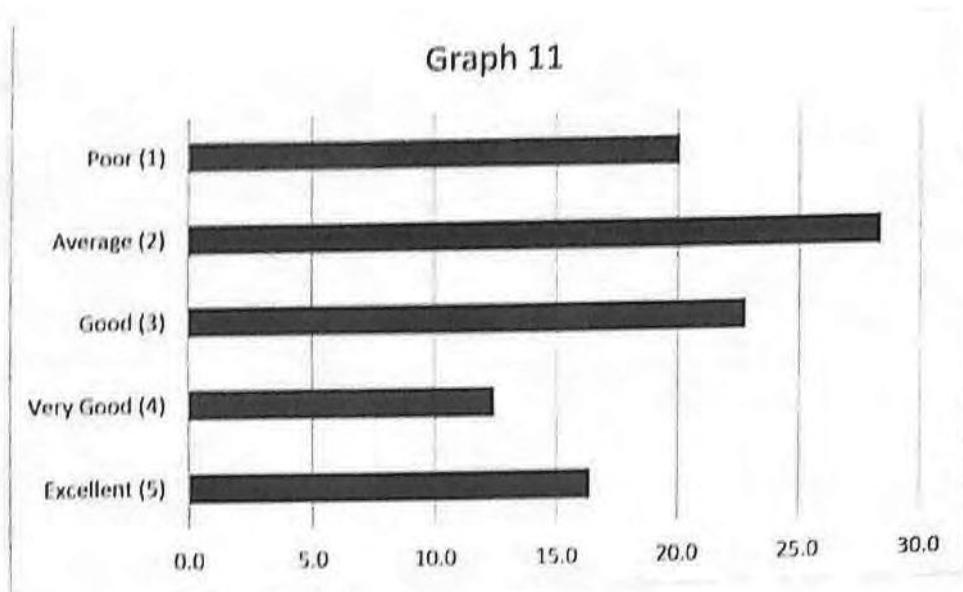
Graph 9: A well-designed curriculum can serve as a guide to ensure you're on the right track. Its components are designed to help students progress from basic concepts to more complex topics or skills. The objectives for each subject are not only for students, but also for teachers. We have curriculum-driven goals for what we need to teach in a given year, and our students have goals for what they need to learn. 23.2 Excellent that the curriculum is being updated in terms of demand, based on a total of 16 teachers. However, 23.2% were only Very Good to the point, while 8.5 percent conveyed a Good message and 35.4 percent were average.



Graph 10: Practicals are one of the most important instruments for our students to gain both scientific knowledge and how to conduct research. However, we all know that doing practical work in class comes with its own set of difficulties. Teachers have told us about the challenges they experience in finding appropriate space, time, and resources. They're also concerned about health and safety hazards, as well as the lack of experience students have in recognising and operating scientific equipment. The graph's vertical line represents the percentage response, while the horizontal line represents employee feedback. A total of 3.0 percent of 16 teachers rated the practicals as excellent in terms of allowing students to develop their skills. While 23.6 percent of respondents said they were only Very Good, the remaining 62.0% were undecided. The remaining 1.3 percent did not believe that practicals allow students to develop their skills.




 Principal
 Sunniyya Arabic College
 Chennamangallur, Mukkam



Graph 11: The curriculum must support a course's goals of offering a comprehensive grounding in the fundamentals of a subject. Regardless of whether students have gained and mastered the requisite writing skills, teachers are expected to teach all course materials prior to the final examination. This viewpoint raises the question of whether teachers should teach the students or the textbook assigned as the primary source for the course. Out of a total of 16 teachers, 16.4 percent thought the curriculum was adequate. However, 12.4% of respondents rated the argument as Very Good, while the remaining 22.8 percent rated it as Good. The graph's vertical line represents the percentage response, while the horizontal line represents employee feedback.

[Handwritten Signature]



Principal
Sunniyya Arabic College
Chennamangallur, Mukkam