



# St. Joseph's College of Arts and Science for Women

(Affiliated to Periyar University, Salem)  
An ISO 9001:2015 Certified Institution  
Recognised U/s 2(f) and 12(B) of the UGC Act  
Mookandapalli, SIPCOT, Hosur - 635 126



## CONSOLIDATED FACULTY FEEDBACK FOR YEAR 2019-2020

### A Comprehensive Analysis of Faculty Feedback on the Curriculum

#### Introduction

In pursuit of academic excellence and continuous improvement, the faculty feedback on the curriculum plays a pivotal role. This report aims to encapsulate the insights gathered from faculty members regarding the existing curriculum, identifying strengths, weaknesses, and potential areas for enhancement. By fostering a collaborative environment where faculty perspectives are valued, we endeavor to refine our educational offerings to better serve the needs of our students and align with contemporary educational standards.

#### Purpose of the Report

The primary objective of this report is to provide a comprehensive overview of the feedback received from faculty members regarding the current curriculum. Through structured surveys, interviews, and focus group discussions, faculty members have contributed their valuable insights, enabling us to critically evaluate the effectiveness of the existing curriculum in meeting the educational objectives and preparing students for future challenges.

#### Key Findings

The feedback gathered from faculty members highlighted several key findings:

**Relevance:** While many aspects of the curriculum were deemed relevant, there were concerns about certain outdated or redundant topics that could be revised or replaced with more contemporary content.

**Coherence:** Faculty members expressed the need for greater coherence and alignment between different courses/modules within the curriculum to ensure a seamless learning experience for students.

**Engagement:** There were suggestions for incorporating more interactive and experiential

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learning opportunities to enhance student engagement and foster a deeper understanding of the subject matter.

**Assessment Methods** Feedback emphasized the importance of diversified assessment methods to accurately measure student learning outcomes and promote critical thinking and problem-solving skills.

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1. Your opinion on the structure of the curriculum framed for the entire program	50	21	7	0	0
2. The appropriateness of the sequences of the courses provided in the curriculum	32	46	0	0	0
3. Courses objectives and learning outcomes of the syllabus are well defined and clear to teachers and students	38	38	2	0	0
4. The curriculum has right mix of Theory, Practical and project	20	53	5	0	0
5. The content of the courses is able to increase students' knowledge and skills to pursue higher education, job and entrepreneurship	34	44	0	0	0
6. Is the syllabus designed in a way to improve Employment?	24	50	4	0	0
7. The curriculum has the potential in developing the habit of self-learning among the students	25	45	8	0	0
8. Is the curriculum responsive to emerging trends and advancements in the field?	40	30	8	0	0
9. The books prescribed /listed as reference materials are relevant, updated and appropriate	42	28	4	4	0
10. Book facilities and other amenities like projectors, software etc., are available in the department	34	40	3	0	1

The following graphical representation are shows about a pictorial represntation for “Faculty feedback Analysis on Curriculum”.

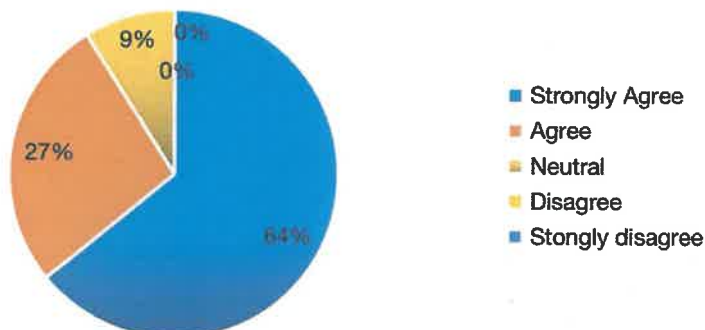
The Figure 1 depicts the response for the question “Your opinion on the structure of the curriculum framed for the entire program” Among the faculty from different sectors are giving an response for 64% is strongly agree with the structure of the curriculum. This suggests that they find the overall program organization to be logical and effective and A small portion of faculty of 9% remained neutral on the curriculum structure.



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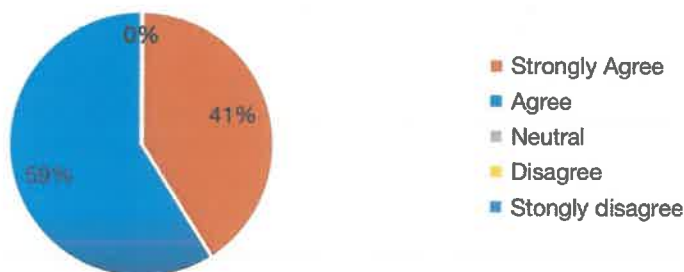
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## 1. Your opinion on the structure of the curriculum framed for the entire program



The Figure 2 depicts the response for the question “The appropriateness of the sequences of the courses provided in the curriculum” Among the faculty from different sectors are giving an response for 59 % is agree that the course sequence is appropriate. This suggests they believe the order in which courses are taught is logical and builds upon the knowledge and skills acquired in previous courses and other part of faculty of 41% remained strongly agree.

## 2. The appropriateness of the sequences of the courses provided in the curriculum



The Figure 3 depicts the response for the question “Courses objectives and learning outcomes of the syllabus are well defined and clear to teachers and students” Among the faculty from different sectors are giving an response for faculty members nearly Nearly half of the faculty is 49% strongly agree that the course objectives and learning outcomes are well-defined and clear. This suggests a strong belief that the

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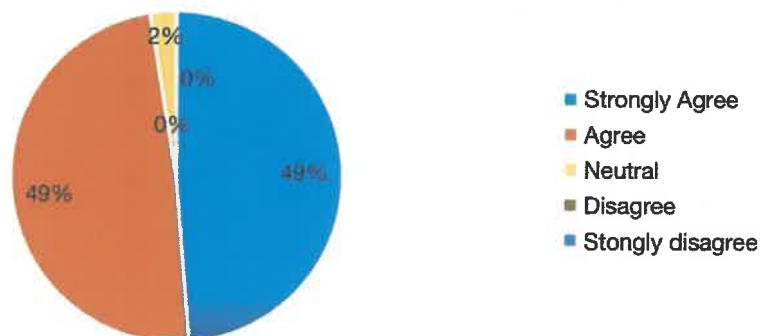


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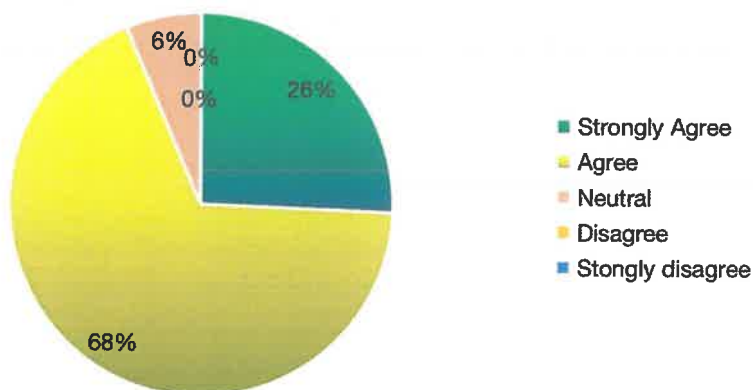
syllabus effectively communicates what students are expected to learn and achieve in each course and 49% of faculty members agree with the clarity of the syllabus and very low group of faculty is neutral, that is 2%.

### 3. Courses objectives and learning outcomes of the syllabus are well defined and clear to teachers and students



The Figure 4 depicts the response for the question “The curriculum has right mix of Theory, Practical and project” Among the faculty from different sectors are giving an response that most respondents 68% agree that the curriculum has the right mix of theory, practical, and project and very low group of faculty is neutral, that is 6%.

### 4. The curriculum has right mix of Theory, Practical and project



  
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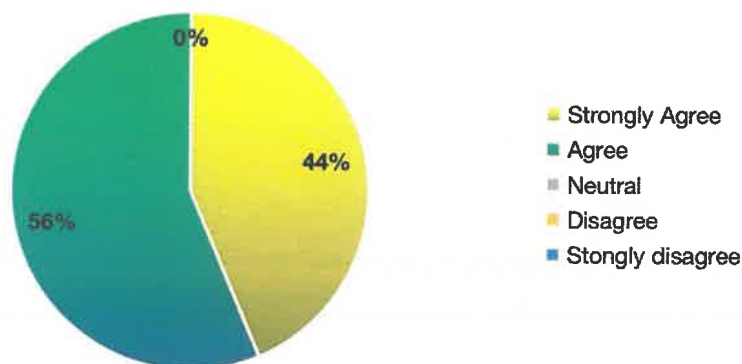
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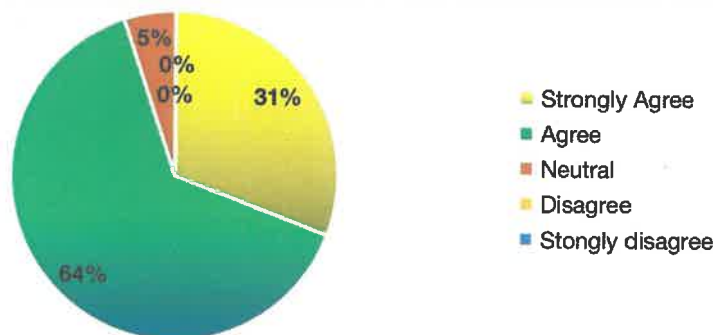
The Figure 5 depicts the response for the question “The curriculum has right mix of Theory, Practical and project” Among the faculty from different sectors are giving an response that most respondents 56% agree that the content of the courses is effective in increasing students' knowledge and skills for higher education, jobs, and entrepreneurship and other portion of faculty is strongly agree, that is 44%.


## 5. The content of the courses is able to increase students' knowledge and skills to pursue higher education, job and entrepreneurship



The Figure 6 depicts the response for the question “Is the syllabus designed in a way to improve Employment?” Among the faculty from different sectors are giving an response that most respondents 64% agree that the content of the courses is effective in increasing students' knowledge and skills for higher education, jobs, and entrepreneurship and very low response of faculty is neutral, that is 5%.

## 6. Is the syllabus designed in a way to improve Employment?



  
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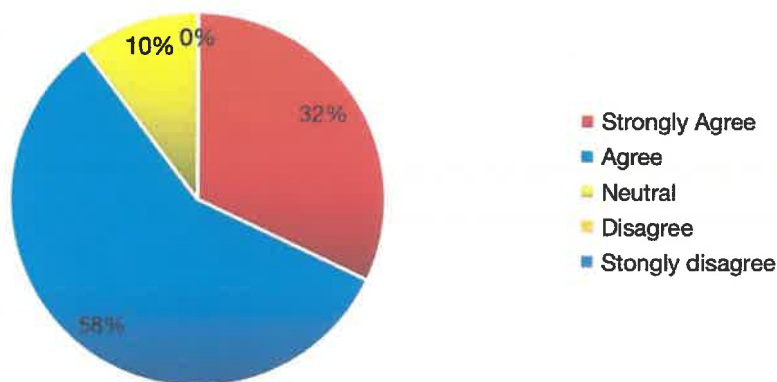


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The Figure 7 depicts the response for the question “The curriculum has the potential in developing the habit of self-learning among the students” Among the faculty from different sectors are giving an response that most respondents 58% agree that the curriculum has the potential to develop the habit of self-learning among students. This indicates a strong consensus among the respondents that the curriculum is effective in fostering self-learning skills and very low response of faculty is neutral, that is 10%.

## 7. The curriculum has the potential in developing the habit of self-learning among the students



The Figure 8 depicts the response for the question “Is the curriculum responsive to emerging trends and advancements in the field?” Among the faculty from different sectors are giving an response that most respondents 51% strongly agree that the curriculum is responsive to emerging trends and advancements in the field. This indicates a strong consensus among the respondents that the curriculum is designed in a way that keeps pace with developments in the field and very low response of faculty is neutral, that is 10%.



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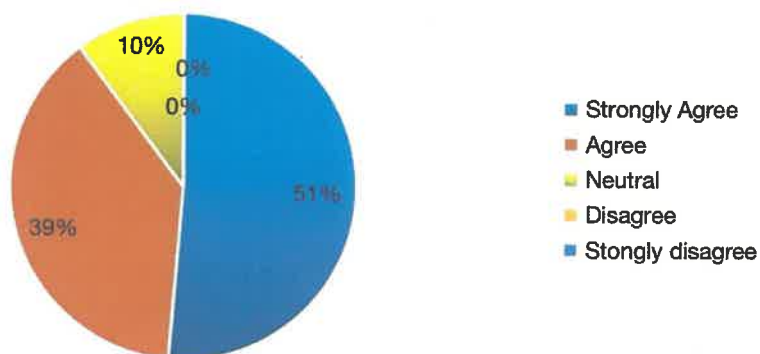
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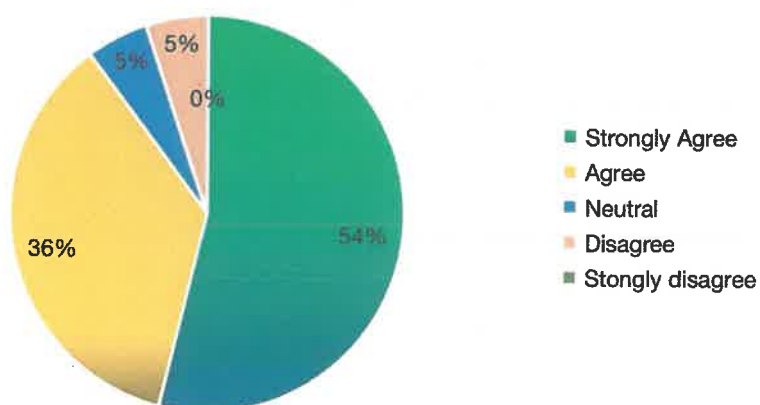
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## 8. Is the curriculum responsive to emerging trends and advancements in the field?



The Figure 9 depicts the response for the question "The books prescribed /listed as reference materials are relevant, updated and appropriate" Among the faculty from different sectors are giving an response that most respondents 54% strongly agree that the books prescribed or listed as reference materials are relevant, updated, and appropriate. This indicates a strong consensus among the respondents that the recommended books are suitable for the curriculum, up-to-date, and relevant to the subject matter and very low response of faculty is agree 5% and neutral, that is 5%.

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



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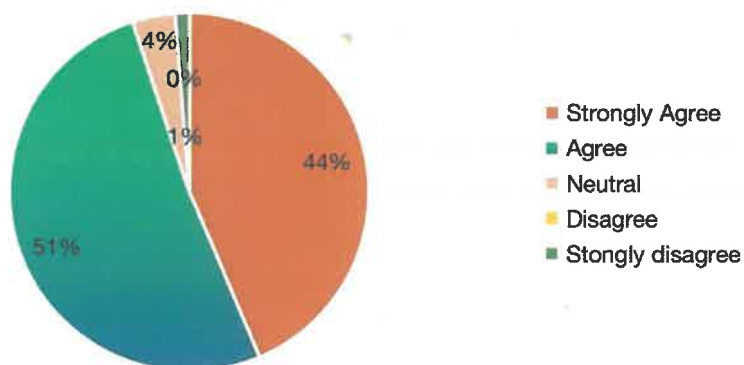
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The Figure 10 depicts the response for the question "Book facilities and other amenities like projectors, software etc., are available in the department" Among the faculty from different sectors are giving an response that most respondents 51% agree that book facilities and other amenities such as projectors and software are available in the department. This indicates a strong consensus among the respondents that the department provides adequate facilities and amenities to support learning and teaching activities and very low response of faculty is strongly agree, that is 1%.

**10. Book facilities and other amenities like projectors, software etc., are available in the department**



## Conclusion

The faculty feedback on the curriculum serves as a valuable resource for enhancing the quality and effectiveness of our educational programs. By addressing the identified areas of improvement and leveraging the collective expertise of our faculty members, we are committed to continuously refining our curriculum to provide students with a dynamic and enriching learning experience that equips them for success in their academic and professional endeavors.

This analysis sets the stage for further discussions and actions aimed at implementing positive changes that will benefit both faculty and students alike, reinforcing our institution's commitment to excellence in education.

  
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