

St Thomas College, Kozhencherry

FEEDBACK ON CURRICULUM (2018-2019)

St Thomas College, Kozhencherry follows a structured procedure for the collation and analysis of feedback from the stakeholders regarding curriculum. The feedbacks collected are analysed and component-wise summaries are prepared. Matters that need attention are brought to the notice of the Academic Councils of the affiliated University.

STUDENT FEEDBACK

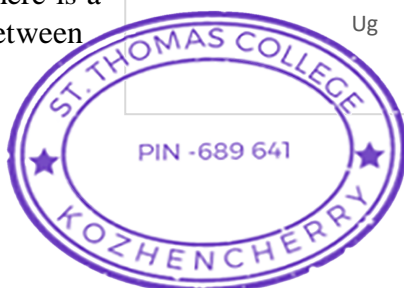
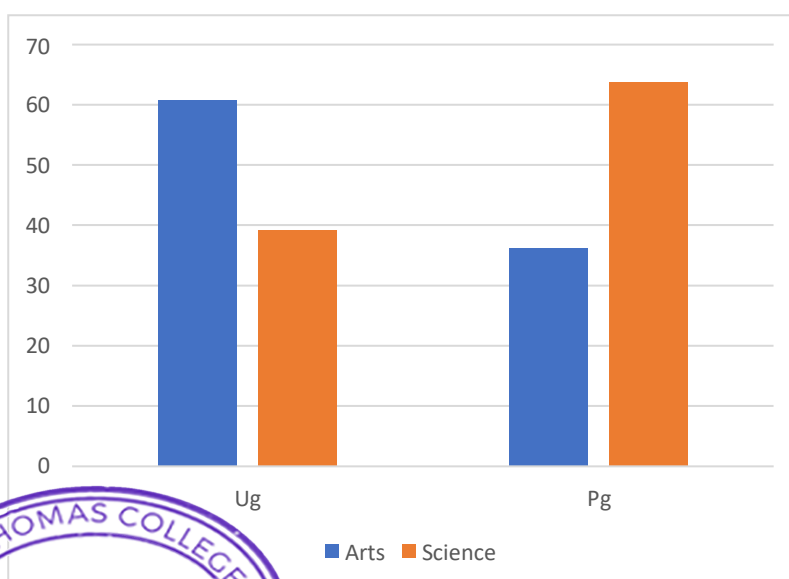
Feedback on the curriculum was collected from the students using questionnaire method. In this survey the students' opinion regarding 11 parameters--depth of the course content, relevance of the content, aims and objectives of the syllabi, potential to sensitise the students towards various issues, size of the syllabi, number of optional papers in the syllabus, increase in knowledge level in the subject area, reference materials provided in the syllabus, evaluation schemes in the syllabi, overall rating of the syllabus, and opinion regarding need of syllabus revision were collected.



Among the students who submitted their responses, 49.61 % were studying Arts subjects and 50.39 % of them were studying Science subjects. Responses from Commerce students were not recorded in the survey, which is a drawback of the survey. Regarding the level of the course, 45.67 % are PG students and 54.33 % are UG students.

There is a significant association between stream and level of teaching (p value 0.006). In this data 63.79 % of the PG students study science subjects and 60.87 % of the UG students study arts subjects. So, this interrelationship between these two variables should be considered in the further analysis.

The statistical test for checking the association between opinion regarding 11 parameters and stream reveals that there is a significant association between

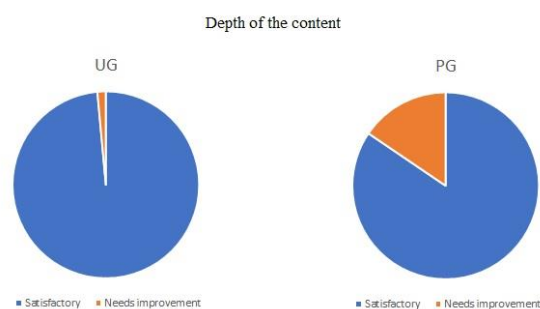


stream and PG students' opinion regarding increase in knowledge level (p value 0.073), evaluation schemes (p value 0.070), overall rating (p value 0.006) and syllabus revision (p value 0.095). But there is no significant association between stream and their opinion regarding depth of the course content (p value 0.372), relevance of the content (p value), aims and objectives of the syllabi (p value 0.988), potential to sensitise the students towards various issues (p value 0.272), size of the syllabi (p value 0.140), number of optional papers in the syllabus (p value 0.247), and reference materials provided in the syllabus (p value 0.858).

Similarly, the result of statistical tests reveals that there is a significant association between stream and opinion of UG students regarding relevance of the content (p value 0.005), potential to sensitise the students towards various issues (p value 0.035), size of the syllabi (p value 0.002), and the increase in knowledge level in the subject area (p value 0.035). But there is no association between stream and their opinion regarding aims and objectives of the syllabi (p value 0.207), reference materials provided in the syllabus (p value 0.285), evaluation schemes in the syllabi (p value 0.503), and opinion regarding need of syllabus revision (p value 0.520). Also, the tests fail to check the association between stream and their opinion regarding depth of the course content, number of optional papers in the syllabus, and overall rating of the syllabus.

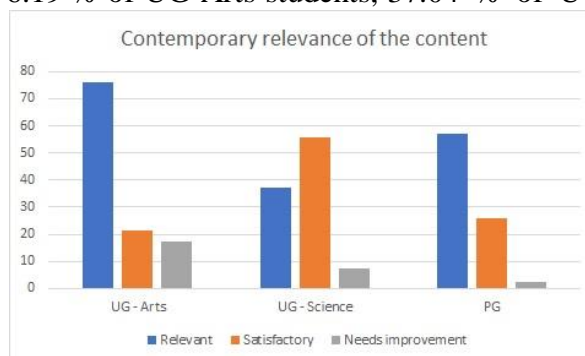
The result of the statistical analysis of the opinion towards these factors is given below.

- 1. Depth of the course content:** 84.48 % of the PG students and 98.55 % of UG students are satisfied with the depth of the course content. 15.52 % of the PG students and 1.45 % of the UG students need improvement in the depth of the course content.



A significant number of PG students demand improvement in the depth of the course content, but a significant number of UG students are satisfied with depth of the content.

- 2. Contemporary relevance of the content:** 76.19 % of UG Arts students, 37.04 % of UG science students and 56.9 % of PG students claim that the syllabus content is relevant. 21.43 % of UG Arts, 55.56 % of UG Science and 25.86 % of PG students are satisfied with the relevance of the content. But 17.24 % of PG students, 7.4 % of PG Science students and 2.38 % of UG Arts students need improvement in this aspect.



So, a significant number of PG students are not satisfied with the relevance of the content. But UG students especially UG Arts students are more or less satisfied with the relevance of the course content.

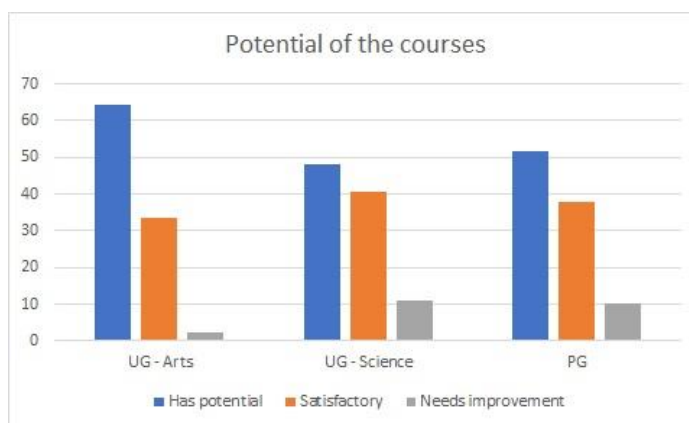


- 3. Aims and objectives of the syllabi:** 51.38 % of the PG students and 57.97 % of UG students gave good rating to the aims and objectives. 37.93 % of PG and 36.23 % of UG students are satisfied with the aims and objectives. 10.34 % of the PG students and 5.80 % of the UG students need improvement in the aims and objectives of the syllabi.

Both PG and UG students are more or less satisfied with the aims and objectives of the syllabus.

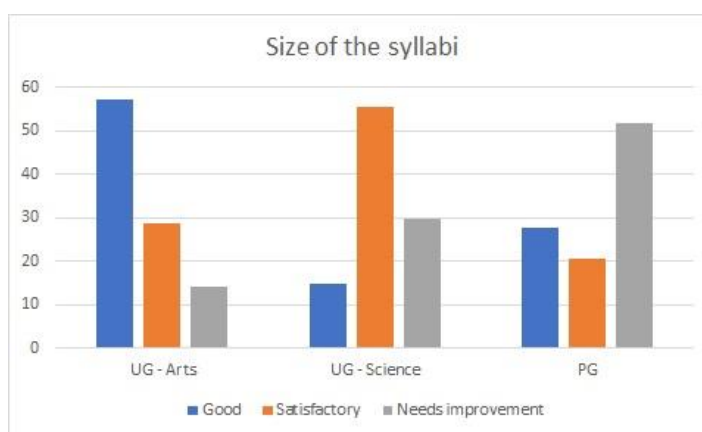
- 4. Opinion regarding the potential of the courses in the curriculum to sensitise the students towards various issues:** 64.29 % of UG Arts students, 48.15 % of UG Science students and 51.72 % of PG students claims that the syllabus has potential to sensitise the students towards various issues. 33.33 % of UG Arts, 40.74 % of UG Science and 37.94 % of PG students are satisfied with the relevance of the content. But 10.34 % of PG students, 11.11 % of UG Science students and 2.38 % of UG Arts students need improvement in this aspect.

A significant number of UG Arts students claim that the syllabus has potential to sensitise them. Generally, the students are more or less satisfied with the potential of the syllabus to sensitise them towards various issues.



- 5. Size of the syllabi in terms of load on students:** 57.14 % of UG Arts students, 14.81 % of UG Science students and 27.59 % of PG students commented good and 28.57 % of UG Arts, 55.56 % of UG Science and 20.69 % of PG students commented satisfied regarding their opinion about the size of the syllabus. But 51.72 % of PG students, 29.63 % of UG Science students and 14.29 % of UG Arts students are not satisfied in this aspect and want improvement.

So, a significant number of students are not satisfied with the size of the syllabus with respect to the load on students.



Majority of PG students and a significant number of UG Science students demand improvement in this aspect. The number of UG Arts students who need improvement is also not negligible.

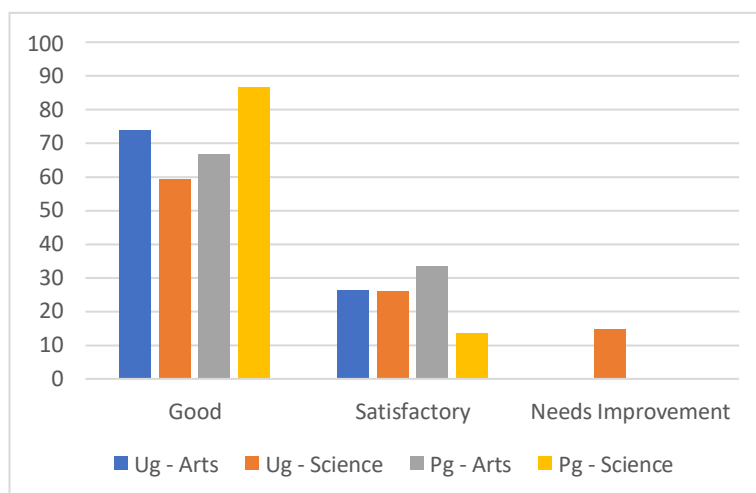
- 6. Number of optional papers:** 67.24 % of the PG students and 75.36 % of UG students gave good rating to the number of optional papers provided in the syllabus. 25.86 % of PG and 21.74 % of UG students are satisfied with the number of optional papers. 6.90 % of the PG students and 2.90 % of the UG students need improvement in the number of optional papers in the syllabus.



The UG students are satisfied with the number of optional papers in the syllabus. Also, the PG students are more or less satisfied with it.

7. Opinion regarding knowledge in the subject area provided by the syllabus: 73.81 %

of UG Arts students, 59.26 % of UG Science students, 66.67 % of PG Arts students and 86.49 % of PG Science students commented good regarding the knowledge provided by the syllabi in their subject area. 26.19 % of UG Arts, 25.93 % of UG Science, 33.33 % of PG Arts and 13.51 % of PG Science students are satisfied with the knowledge provided by the syllabi in their subject area. 14.81 % UG Science students need improvement in this aspect.



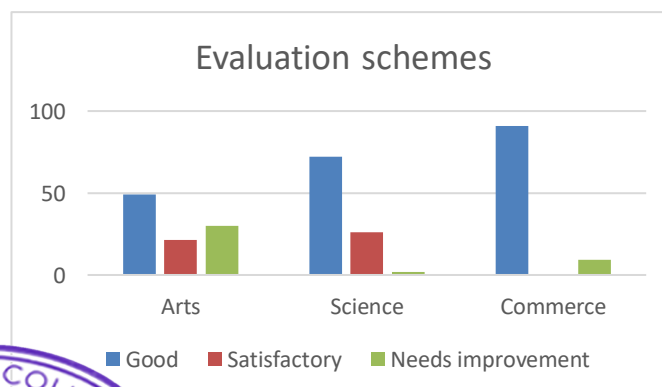
So, almost all students believe that the syllabus increases the knowledge and perspective in the subject area. But a significant number of UG Science students need improvement in this aspect.

8. Opinion regarding the reference materials: 65.52 % of the PG students and 59.42 % of UG students gave good rating to the reference materials listed in the syllabus. 22.41 % of PG and 27.54 % of UG students are satisfied with the prescribed reference materials. 12.07 % of the PG students and 13.04 % of the UG students need improvement in the prescribed reference materials.

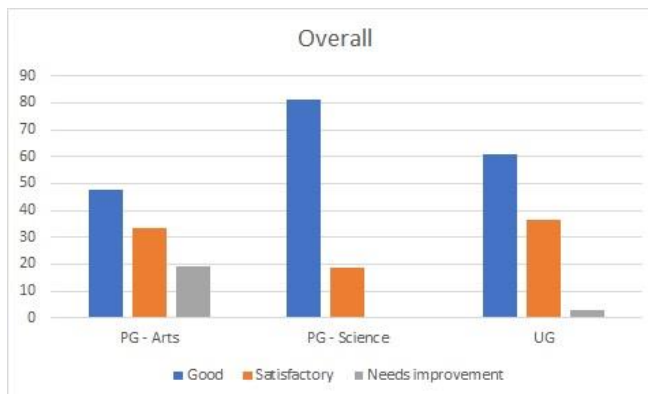
A significant number of students are satisfied with reference materials provided in their syllabus. But the number of students (both UG and PG) who need improvement are also not negligible.

9. Evaluation schemes designed for the programme: 38.10 % of PG Arts students, 67.57 % of PG Science students and 62.32 % of UG students commented good and 38.10 % of PG Arts, 24.32 % of PG Science and 24.64 % of UG students commented satisfied regarding their opinion about the evaluation schemes designed for the programme. But 23.80 % of PG Arts students, 8.11 % of PG Science students and 13.04 % of UG students are not satisfied in this aspect and want improvements.

So, a significant number of PG Science and UG students are satisfied with the evaluation schemes. But a significant number of PG Arts students need improvement in the evaluation schemes.



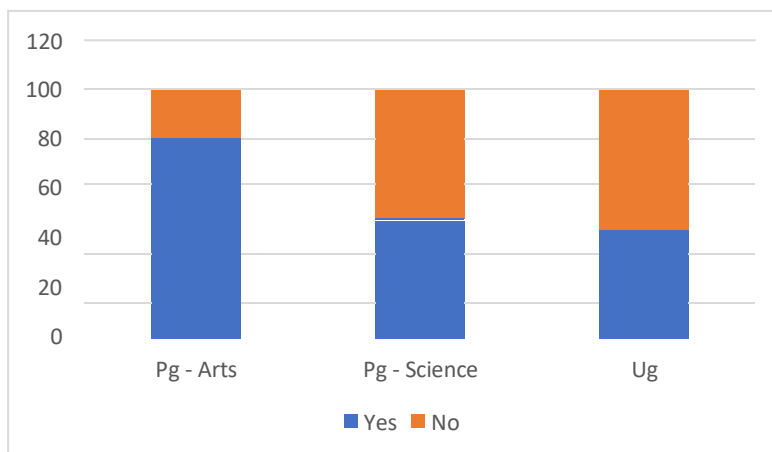
10. Overall rating: 47.62 % of PG Arts students, 81.08 % of PG Science students and 60.87 % of UG students commented good and 33.33 % of PG Arts, 18.92 % of PG Science and 36.23 % of UG students commented satisfied regarding their opinion about the overall rating. But 19.05 % of PG Arts students and 2.9 % of UG students are not satisfied in this aspect and want improvement.



Almost all PG Science and UG students are satisfied with the current syllabus. But a significant number of PG Arts students need improvement in the current syllabus.

11. Opinion regarding syllabus revision: 76.14 % of PG Arts students, 54.05 % of PG Science students and 49.28 % of UG students need a revision in their syllabi.

So, majority of the PG Arts students need syllabus revision. While considering the PG Science and UG students, the proportion of students who need syllabus revision is not significant.



Conclusion

During the analysis of the data responses of UG and PG students were analysed separately. All most all PG Science and UG students are satisfied with current syllabus. But a significant number of PG Arts students are not satisfied with current syllabus and they want revision of current syllabus. A significant number of PG students (including both Arts and Science) demand improvement in the depth of the course content, but a significant number of UG students are satisfied with depth of the content. So, a significant number of students especially PG students and UG Science students are not satisfied with the size of the syllabus with respect to the load on them and they demand improvement in that aspect. The number of UG Arts students who need improvement is also not negligible.

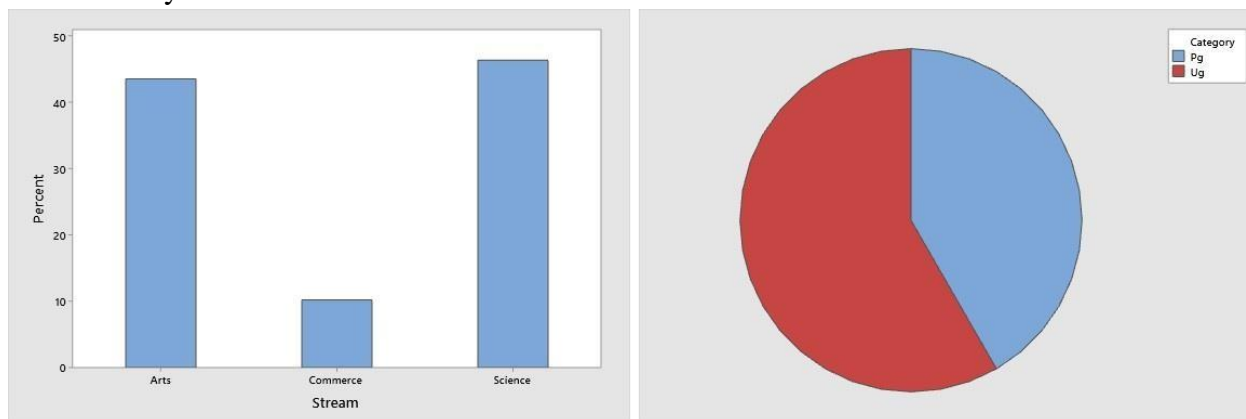
Both PG and UG students are more or less satisfied with the aims and objectives of the syllabus also. UG students, especially PG Arts students, are more or less satisfied with the relevance of the course content. But a significant number of PG students (including both Arts and Science) are not satisfied with the relevance of the content. Generally, the students are more or less satisfied with the potential of the syllabus to sensitise them towards various issues. Almost all students believe that the syllabus increases the knowledge and perspective in subject area. But a significant number of UG Science students needs improvement in this aspect.



Majority of the UG students and a significant number of PG students are satisfied regarding the optional papers offered in the syllabus. A significant number of students are satisfied with reference materials provided in their syllabus and evaluation schemes in the syllabus. But the number of students (both UG and PG) who need improvement are also not negligible.

TEACHER FEEDBACK

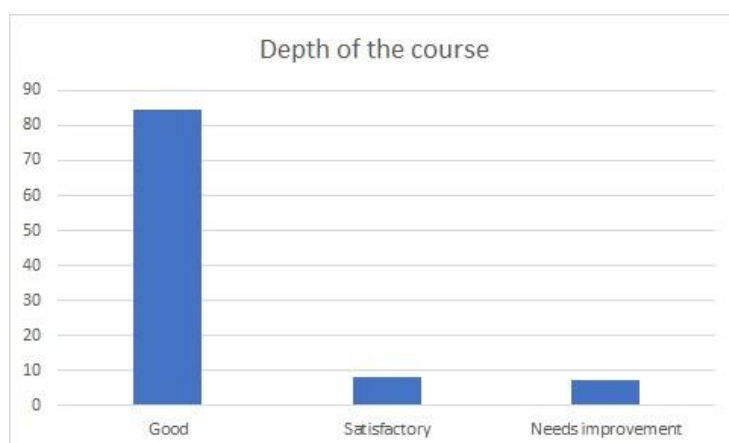
A feedback survey on the curriculum was conducted among the teachers of St Thomas College Kozhencherry using questionnaire method. 108 responses were recorded in this survey.



Among the teachers who submitted their responses, 46.30 % of teachers belong to the Science stream, 43.52 % to the Arts stream and the remaining 10.19 % belongs to the Commerce stream. Regarding the level of teaching, 41.67 % engages PG classes and 58.33 % engages UG classes. There is no association between stream and level of teaching (p value 0.464). So, both the variables can be analyzed independently. The results of analysis of various factors under consideration is given below.

1. Depth of the course content

The statistical techniques failed to check a significant association between the opinion about the depth of the content and stream or level of teaching.



84.26 % of the teachers commented that the depth of the syllabi for both PG and UG are good. Only 7.41 % needs improvement in the contents. The remaining 8.33 % commented satisfactory regarding the content of the syllabus.

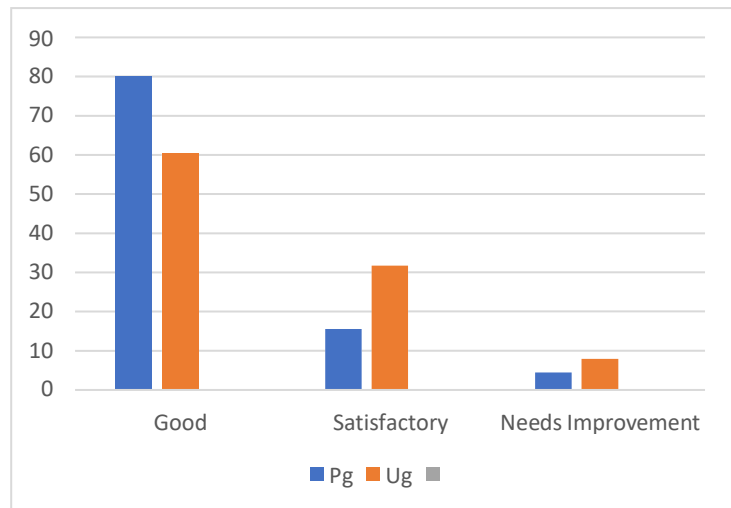
2. Contemporary relevance of the content

The statistical analysis reveals that, there is a significant association between level of teaching and the opinion regarding the contemporary relevance of the content (p value 0.032). But it fails to check any association between the relevance of the content and the stream.



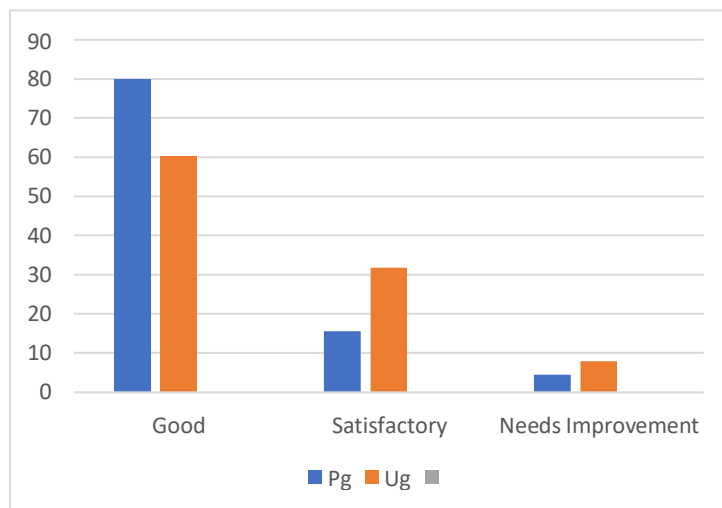
80% of teachers engaging PG classes commented good regarding the relevance of the content and 4.44 % of them suggested improvements. The remaining 15.56 % commented satisfactory regarding the relevance of the content.

While analyzing the opinion of the teachers engaging UG classes, 60.31 % commented good, 31.75 % commented satisfactory, and 7.94 % commented needs improvement. So, the contents of PG syllabus are significantly better than UG syllabus.



3. Aims and objectives of the syllabi

While considering the opinion about the aims and objectives of the syllabi, it has a significant association with level of teaching (p value 0.094). But the statistical test fails to check any association on the stream.



80% of teachers engaging PG classes commented good regarding the aims and objectives and 4.44 % of them suggested improvements. The remaining 15.56 % commented satisfactory regarding the aims and objectives of the syllabi.

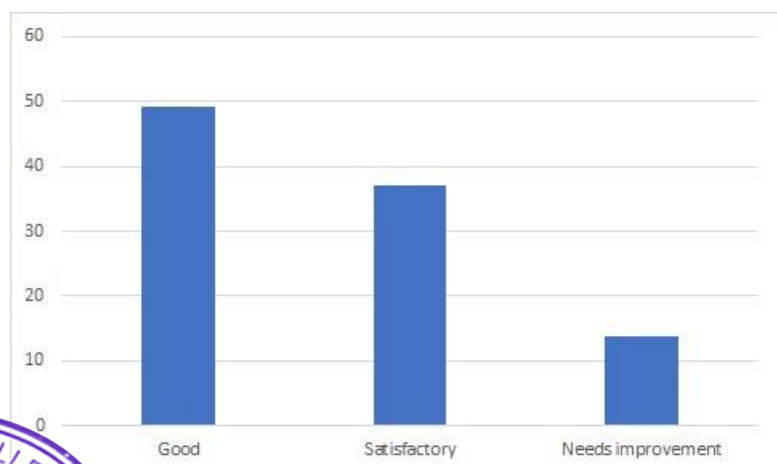
While analysing the opinion of the teachers engaging UG classes, 60.31 % commented good, 31.75 % commented satisfactory, and 7.94 % commented needs improvement. So, the aims and

objectives of PG syllabus is significantly better than UG syllabus.

4. Opinion regarding the potential of the courses in the curriculum to sensitise the students towards various issues

In the statistical analysis of the opinion regarding the potential of the syllabi to sensitise students towards various issues through the relevant courses, it is found that there is significant association between stream (p value 0.339) and level of teaching (p value 0.777).

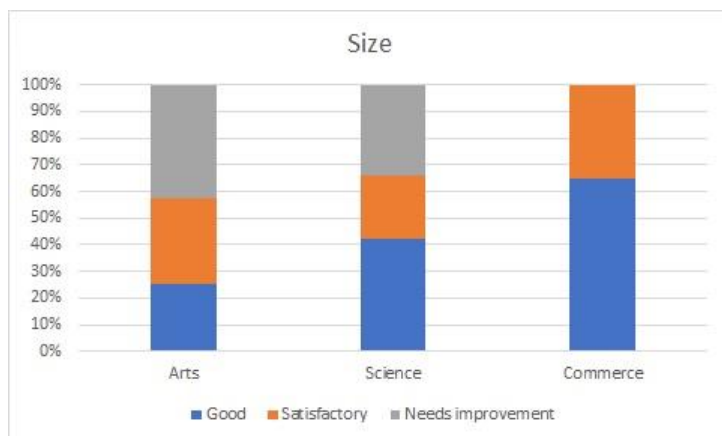
49.07 % of the teachers commented good regarding the potential of the curriculum, 37.04 % commented satisfactory and remaining 13.89 % commented need improvement.



Thus, majority of the teachers accept that the curriculum has the potential to sensitise the students.

5. Size of the syllabi in terms of load on students

The results of statistical tests conducted reveals that there is a significant association between stream and the opinion regarding the size of the syllabus in terms of the load on the student (p value 0.048). But this opinion is independent of the level of teaching (p value 0.321).



More than 60 % of the Commerce teachers claim that the size of the syllabi is good and the remaining teachers claim that it is satisfactory. So, according to the opinion of Commerce teachers, the syllabus is good for the students in terms of the load to the students.

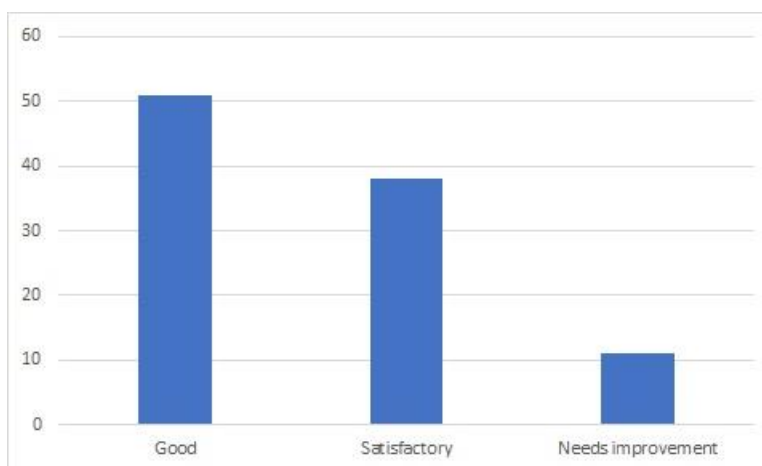
But 42.55 % of the Arts teachers claim that the size of the syllabus needs improvement and it is significant that only 25.53 %

claims that the load on the students is good. The remaining 31.91 % claims that the size of the syllabus is satisfactory. So, a significant number of Arts teachers need improvement in the size of the syllabus.

Among the Science teachers, 42 % claims that the size of the syllabus is good, 24 % claims that it is satisfactory and the remaining 34 % claims that it needs improvement. So comparatively the difference is not significant.

6. Number of optional papers

The statistical tests reveal that there is no association between the opinion of the teachers regarding the number of optional papers offered in the programme and stream (p value 0.280) or level of teaching (p value 0.280). 50.93 % of teachers commented good, 37.96 % commented satisfactory and 11.11 % commented needs improvement.

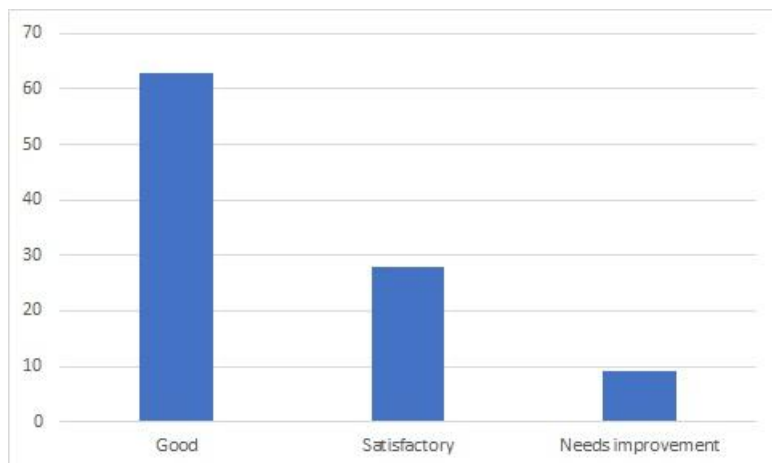


So, majority of the teachers believe that sufficient number of optional papers are offered in both UG and PG programmes.

7. Opinion regarding knowledge in subject area provided by the syllabus

There is no significant association between the opinion of teachers regarding the increase in knowledge and perspective in the subject area by the syllabus and level of teaching (p value 0.529). But the test fails to check its association on stream.





62.93 % of teachers commented good, 27.96 % commented satisfactory and 9.11 % commented needs improvement.

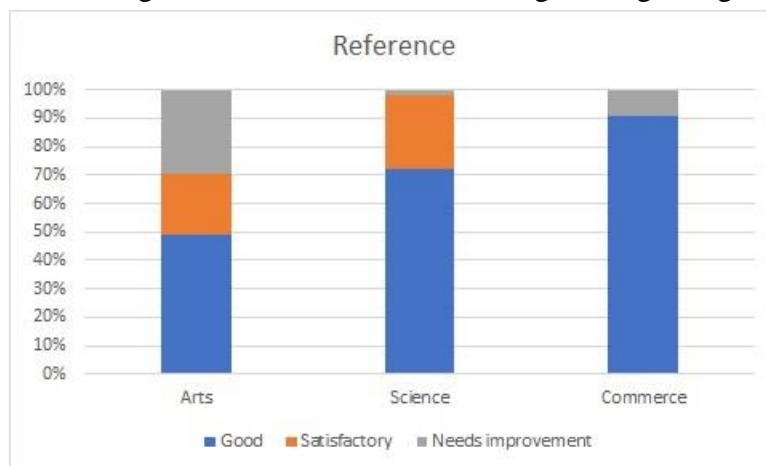
So, majority of the teachers believe that sufficient number of optional papers are offered in both UG and PG programmes.

8. Opinion regarding the reference materials

The various tests conducted reveal that, there is a significant association between stream and the opinion regarding the list of the reference materials in the syllabus (p value 0.001). But the opinion has no association on level of teaching (p value 0.954).

The Commerce teachers gave comparatively good rating regarding the reference materials provided in the syllabus. Among them 90.91 % commented good regarding the reference materials. Only 9.09 % commented that reference materials need improvement.

The Arts teachers are comparatively not satisfied with the reference materials included in the syllabus. Among them 29.79 % commented needs improvement which is significantly higher than that of the other two streams.

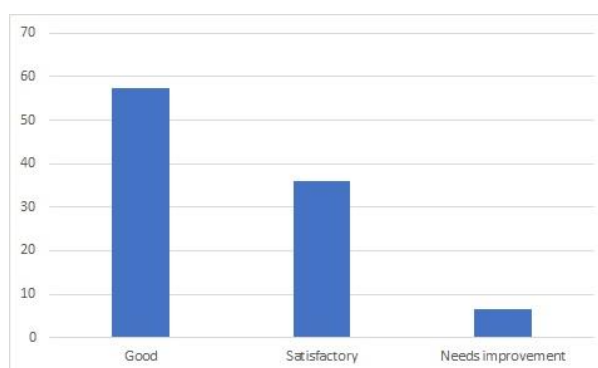


48.94 % commented good and 21.28 % commented satisfactory regarding reference materials provided.

Among the Science teachers, 72 % commented good, 26 % commented satisfactory and only 2 % commented needs improvement. They are comparatively satisfied regarding the reference materials provided in the syllabus.

9. Evaluation schemes designed for the programme

There is no significant association between the opinion of teachers regarding the evaluation schemes designed for the programme and level of teaching (p value 0.153). But the test fails to check its association on stream. 57.41 % of teachers commented good, 36.11 % commented satisfactory and only 6.48 % commented needs improvement regarding the evaluation schemes.

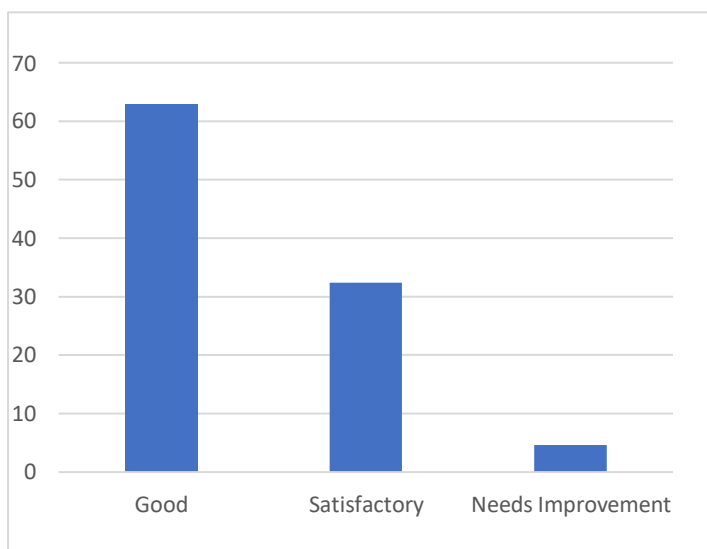


So, most of the teachers are satisfied with the evaluation schemes



10. Overall rating

There is no significant association between overall rating of the syllabus and level of teaching (p value 0.543). But the test fails to check its association on stream.



More than 60 % of teachers commented good and more than 30 % of them commented satisfactory regarding the overall rating of the syllabus irrespective of PG and UG level. Only 4.6 % of teachers suggested improvements in the current syllabus which significantly a small percentage.

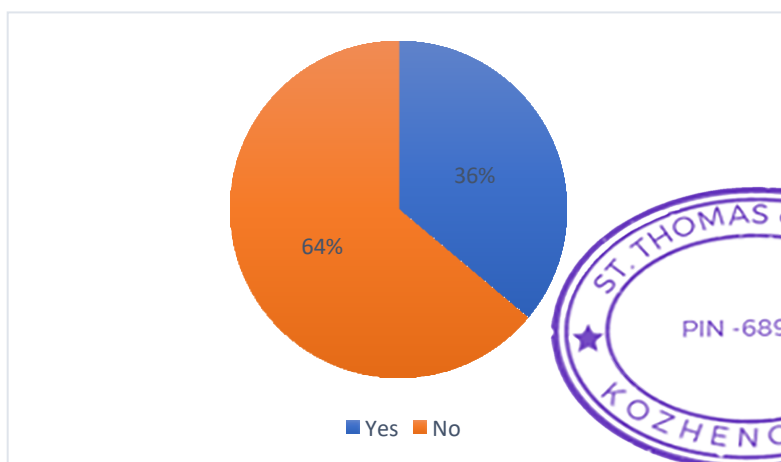
So, in general the current syllabus is a more or less good one.

11. Opinion regarding syllabus revision

The statistical tests reveal that there is no association between the opinion of the teachers regarding the revision of syllabus and stream (p value 0.120) or level of teaching (p value 0.361).

The opinion of teachers regarding syllabus revision is independent of stream and level of teaching. In this data, about 36 % of teachers need the revision of syllabus while 64 % them do not need syllabus revision.

So, most of the teachers do not want syllabus revision.



Conclusion

The current syllabi of both PG and PG programmes are more or less good and a significant number of teachers do not support the revision of the syllabus. Most of the teachers agree that the depth of the content is good and it increases the knowledge in the subject area. A significant number of teachers are satisfied with the potential of the courses to sensitise students towards various issues. The optional papers and evaluation scheme in both UG and PG programmes are more or less good.

According to the opinion of the teachers, current PG syllabus is better than the current UG syllabus in terms of its relevance, aims and objectives. Another major difference in the opinion of teachers is in the size of the syllabus and reference material provided in the syllabus. The Commerce teachers are very much satisfied with the size and list of reference materials in the syllabus. But the Arts teachers are less satisfied than other streams in these perspectives. A significant number of teachers need improvements in these areas. While considering the Science teachers, they are more or less satisfied with the syllabi and a majority of them do not need any improvement in these perspectives.

PARENT FEEDBACK

Parent's feedback on curriculum is collated during the Parent Teacher meetings conducted at the Department level, General PTA meeting, and during informal discussions. Most of the parents register no complaints regarding the course content, though some complain that the syllabus is too heavy to be learnt by the students within the short span of time during a semester. The matter was given due consideration and reported to the syllabus restructuring committee.

ALUMNI FEEDBACK

Annual Department Alumni meetings provide a platform to collect the opinion of the alumni regarding the curriculum and suggestions for improvement are noted. Informal discussions during their visits to the Departments also allow collection of their valuable opinions.

EMPLOYER FEEDBACK

The institution conducts job fairs, seminars, workshops and discussions in collaboration with academic as well as other professional organizations, which provide an opportunity to gather the feedback from employers or experts in various fields regarding the curriculum.

CONCLUSION

St Thomas College is committed to offer an academic ambience catering to the expectations of those aspiring for higher education as well as employment. As an affiliated to Mahatma Gandhi University, the institution has limited flexibility in the design of its syllabus. However, the feedback on curriculum is reported to the Boards of Studies to enable incorporation of the suggestions at the time of syllabus revision. Teacher evaluation and overall assessment of the institution by students based on various pertinent parameters form part of the institutional strategy for continuous improvement.



A handwritten signature in green ink, which appears to read "Mathew P. John".

Dr. Mathew P. John
Principal in Charge