



2022-23

TEACHER'S FEEDBACK REPORT

On Curriculum

A teacher's feedback report on a curriculum is an essential tool for evaluating and improving educational programs. It typically includes detailed observations and insights based on the teacher's direct experience with the curriculum in the classroom. This report can cover various aspects such as Analysis of the material covered, its relevance, accuracy, and alignment with educational standards and learning objectives, Evaluation of the effectiveness of the teaching strategies recommended by the curriculum, Observations on how students interact with the material, their level of interest, and their academic performance. Assessment of the quality and sufficiency of textbooks, digital resources, and other materials provided by the curriculum. Feedback on the effectiveness of tests, quizzes, and other assessment tools in measuring student understanding and progress.

Such feedback is vital for curriculum developers, school administrators, and policymakers as it provides a ground-level perspective that can inform decisions and lead to more effective educational practices.

Methodology

This report summarizes the responses to the questionnaire designed to evaluate various aspects of the curriculum, teaching, learning, and evaluation within the program. The questionnaire focuses on ten specific areas and asks respondents to rate their level of satisfaction on a scale from 1 to 5, where 1 indicates poor, 2 indicates satisfactory, 3 indicates good, 4 indicates very good, and 5 indicates excellent. The total number of teachers surveyed is 31.




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Teacher's Feedback Report 2022-23
On curriculum

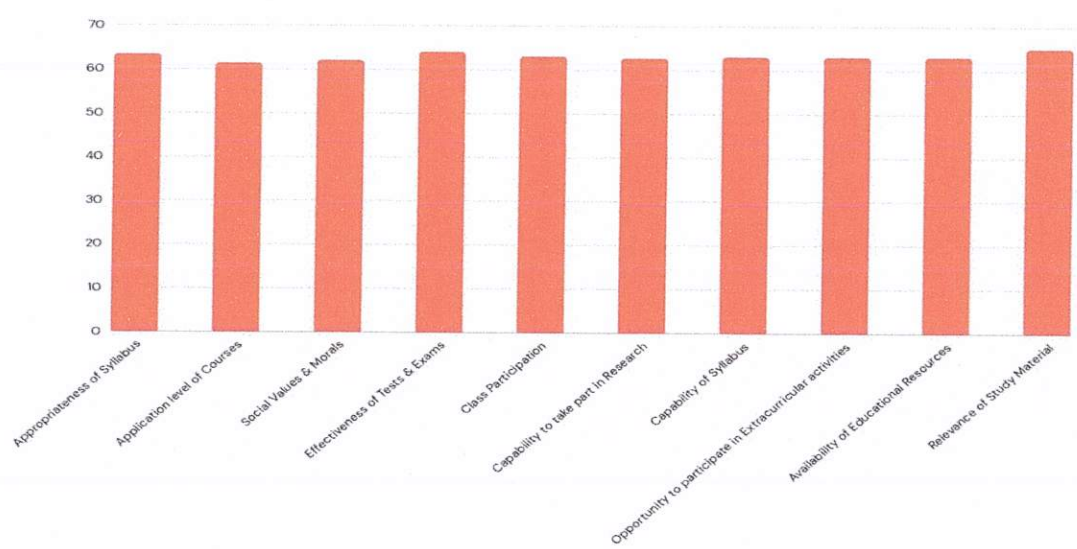
SI No.	Statement		Excellent	Very Good	Good	Average	Below average	Mean Score	%	N
1	Appropriateness of syllabus to the course.	N	6	6	7	8	4	3.17	63.33	31
		%	19.35	19.35	22.58	25.81	12.90			
2	Application level of each course	N	5	6	8	7	5	3.07	61.33	31
		%	16.13	19.35	25.81	22.58	16.13			
3	inclusion of social values and morals in the syllabus	N	6	6	7	7	4	3.10	62.00	31
		%	19.35	19.35	22.58	22.58	12.90			
4	effectiveness of tests and examinations	N	5	7	8	8	3	3.20	64.00	31
		%	16.13	22.58	25.81	25.81	9.68			
5	learners participation in the class	N	5	7	7	8	4	3.13	62.67	31
		%	19.35	19.35	22.58	22.58	12.90			
6	completion of programme capable the students to take part in the research project	N	5	7	7	9	3	3.17	63.33	31
		%	16.13	22.58	22.58	29.03	9.68			
7	the capability of the syllabus to fulfill the future occupational need of the students	N	6	6	7	7	5	3.13	62.67	31
		%	19.35	19.35	22.58	22.58	16.13			
8	the programme provide opportunity to participate in extra curricular activities		6.00	6.00	7.00	8.00	4.00	3.17	63.33	31
			19.35	19.35	22.58	25.81	12.90			
9	availability of educational resources both e-journal and others	N	5	7	7	8	4	3.13	62.67	31
		%	16.13	22.58	22.58	25.81	12.90			
10	the book prescribed or lister are reference materials are relevant	N	6	7	7	8	3	3.27	65.33	31
		%	19.35	22.58	22.58	25.81	9.68			




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Teacher's Response over curriculum during the year 2022-23



Interpretation:

The image shows the responses of teachers over curriculum during 2020-21 it shows a bar graph with various categories on the x-axis and corresponding values on the y-axis. Each bar represents a different aspect such as Appropriateness of Syllabus, Application level of Courses, Social Values & Morals, Effectiveness of Tests & Exams, Class Participation, Capability to take part in Research, Capability of Syllabus, Opportunity to participate in Extracurricular activities, Availability of Educational Resources, Relevance of Study Material.

The graph shows that most categories are rated between 60 and 70, indicating a generally positive but not perfect perception. The highest mean score is 3.27 which represent the opinion of teachers about the relevance of the reference materials. and also 3.20 for effectiveness of tests and examinations and educational references. And the teachers provided some recommendations related that increase practical applications, integrate social values, expand extracurricular activities etc.

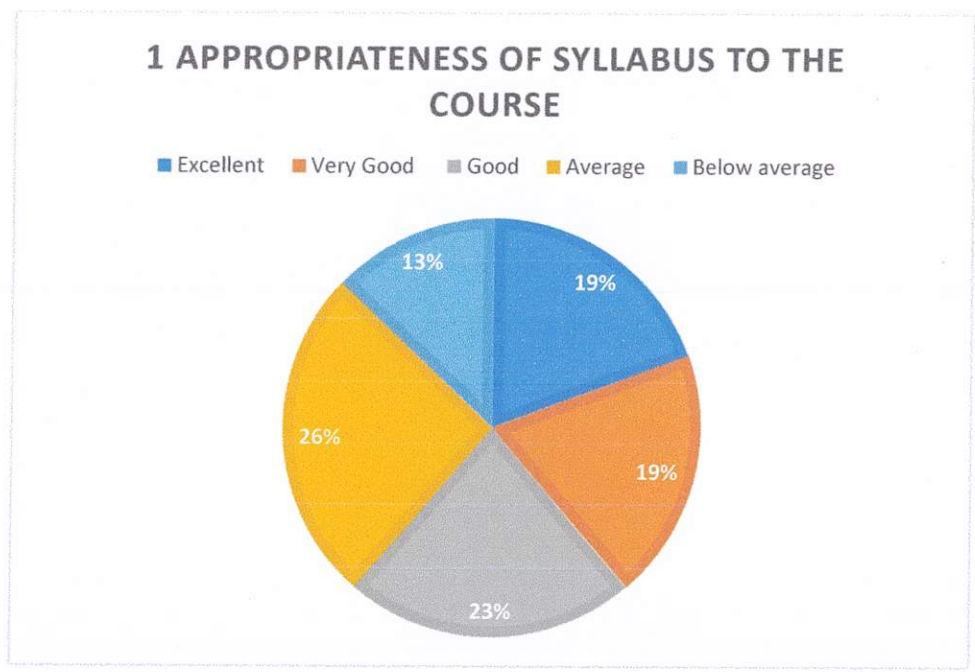
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1. Appropriateness of Syllabus to the Course

Responses:

- Poor (1): 4 teachers (12.90%)
- Satisfactory (2): 8 teachers (25.81%)
- Good (3): 7 teachers (22.58%)
- Very Good (4): 6 teachers (19.35%)
- Excellent (5): 6 teachers (19.35%)
- Positive Responses (3, 4, 5): 19 teachers (61.29%)



Analysis: 61.29% of teachers rated this aspect positively, indicating a satisfactory to excellent alignment of the syllabus with the course objectives.

Interpretation: The majority of teachers feel the syllabus is appropriate, but 38.71% rated it as poor or satisfactory.



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2. Application Level of Each Course

Responses:

Poor (1): 5 teachers (16.13%)

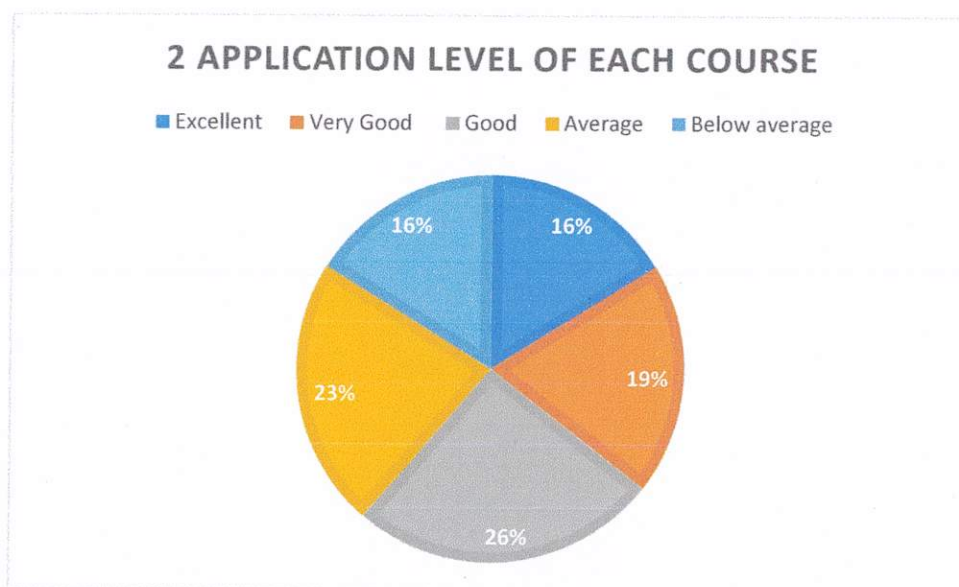
Satisfactory (2): 7 teachers (22.58%)

Good (3): 8 teachers (25.81%)

Very Good (4): 6 teachers (19.35%)

Excellent (5): 5 teachers (16.13%)

Positive Responses (3, 4, 5): 19 teachers (61.29%)



Analysis:

61.29% positive responses suggest that most teachers believe the courses adequately emphasize application.

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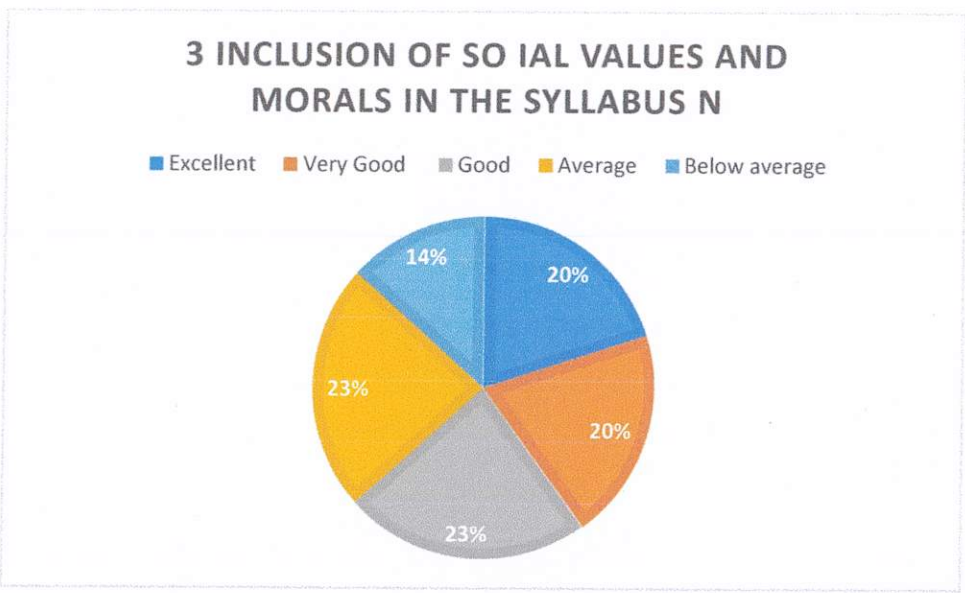




3. Inclusion of Social Values and Morals in the Syllabus

Responses:

- Poor (1): 4 teachers (12.90%)
- Satisfactory (2): 7 teachers (22.58%)
- Good (3): 8 teachers (25.81%)
- Very Good (4): 6 teachers (19.35%)
- Excellent (5): 6 teachers (19.35%)
- Positive Responses (3, 4, 5): 20 teachers (64.52%)



Analysis:

64.52% of teachers rate this positively, indicating a good inclusion of social values and morals. This aspect is relatively strong, but there is still a portion of teachers who feel it could be better integrated.

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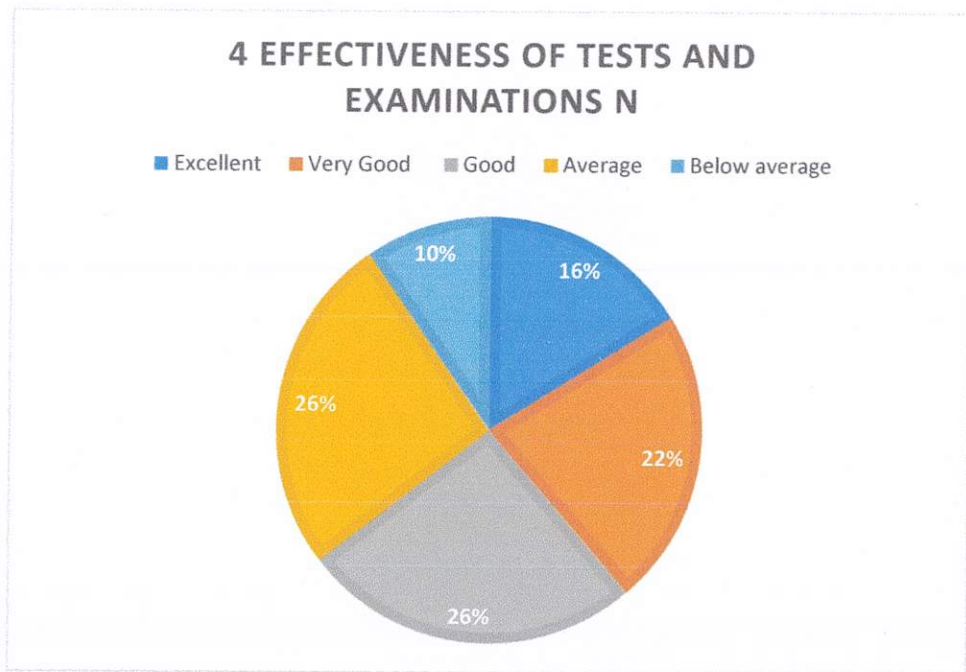




4. Effectiveness of Tests and Examinations

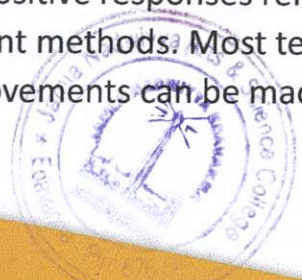
Responses;

- Poor (1): 3 teachers (9.68%)
- Satisfactory (2): 8 teachers (25.81%)
- Good (3): 8 teachers (25.81%)
- Very Good (4): 7 teachers (22.58%)
- Excellent (5): 5 teachers (16.13%)
- Positive Responses (3, 4, 5): 20 teachers (64.52%)



Analysis:

64.52% positive responses reflect a generally favourable view of the assessment methods. Most teachers find the tests and examinations effective, but improvements can be made to meet higher standards.



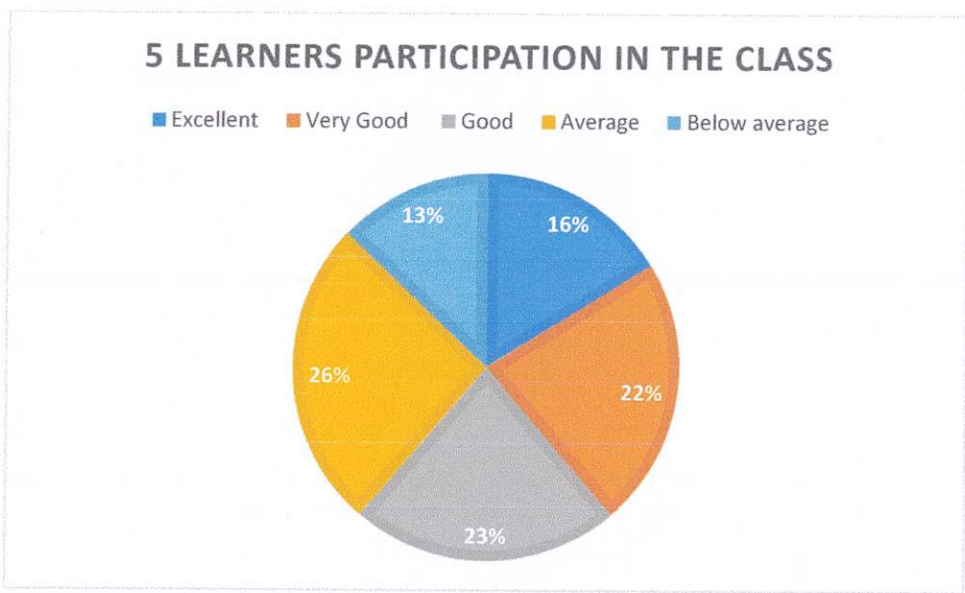
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5. Learners' Participation in the Class

Responses

- Poor (1): 4 teachers (12.90%)
- Satisfactory (2): 8 teachers (25.81%)
- Good (3): 7 teachers (22.58%)
- Very Good (4): 7 teachers (22.58%)
- Excellent (5): 5 teachers (16.13%)
- Positive Responses (3, 4, 5): 19 teachers (61.29%)

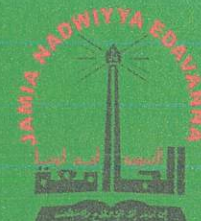


Analysis:

61.29% of teachers are satisfied with student participation, but this leaves a significant portion less satisfied.



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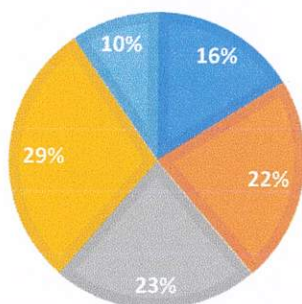
6. Completion of the Program Equips Students to Take Part in Research Projects

Responses:

- Poor (1): 3 teachers (9.68%)
- Satisfactory (2): 9 teachers (29.03%)
- Good (3): 7 teachers (22.58%)
- Very Good (4): 7 teachers (22.58%)
- Excellent (5): 5 teachers (16.13%)
- Positive Responses (3, 4, 5): 19 teachers (61.29%)

6 COMPLETION OF PROGRAMME CAPABLE THE STUDENTS TO TAKE PART IN THE RESEARCH PROJECT


■ Excellent ■ Very Good ■ Good ■ Average ■ Below average



Analysis:

61.29% positive responses suggest the program reasonably prepares students for research, but there is scope for improvement.



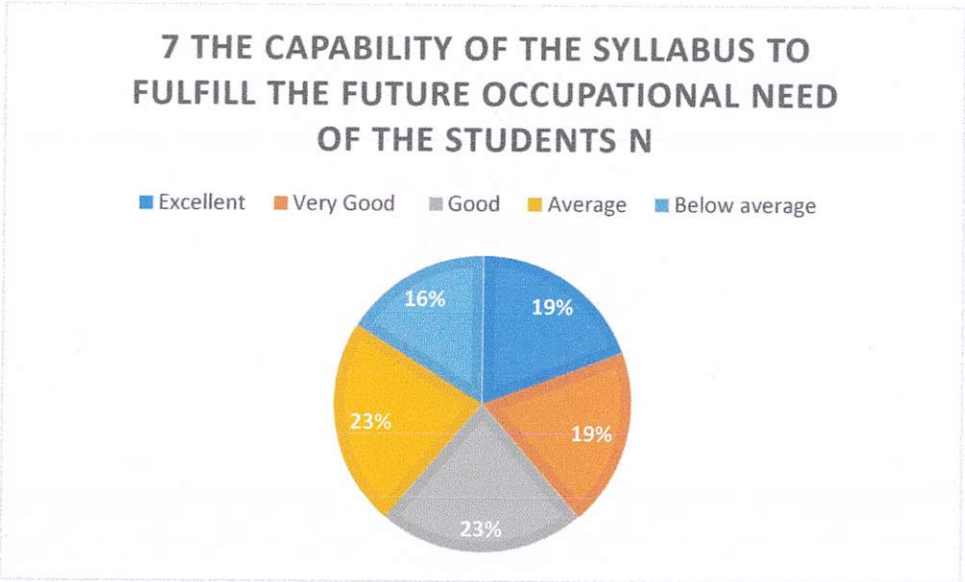

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7. Capability of the Syllabus to Full fill Future Occupational Needs of Students

Responses:

- Poor (1): 5 teachers (16.13%)
- Satisfactory (2): 7 teachers (22.58%)
- Good (3): 7 teachers (22.58%)
- Very Good (4): 6 teachers (19.35%)
- Excellent (5): 6 teachers (19.35%)
- Positive Responses (3, 4, 5): 19 teachers (61.29%)



Analysis:

61.29% of teachers believe the syllabus prepares students for future occupational needs. While the syllabus is generally viewed as effective in preparing students for their careers, enhancements are necessary

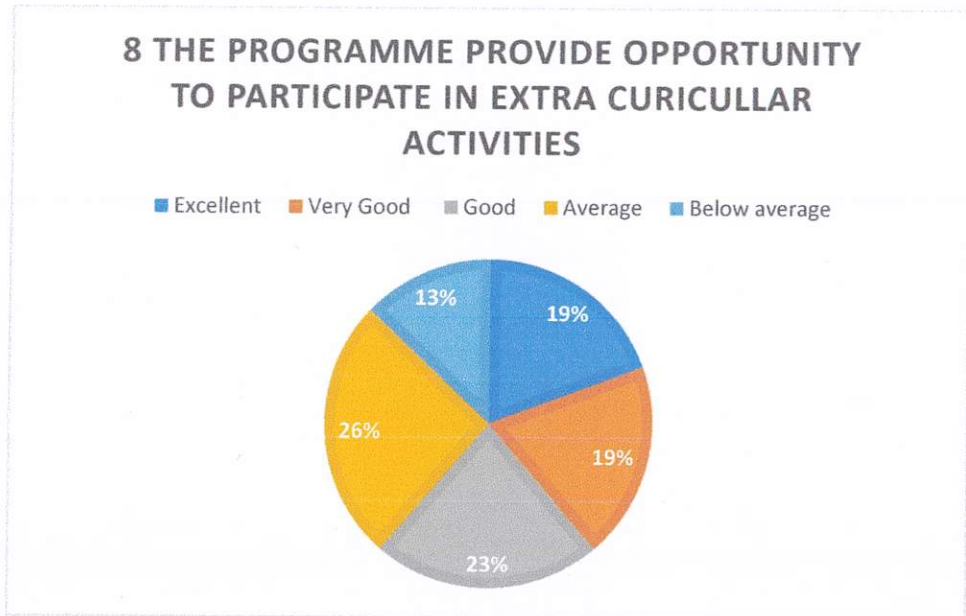
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8. Program Provides Opportunity to Participate in Extra-Curricular Activities

Responses:


- Poor (1): 4 teachers (12.90%)
- Satisfactory (2): 8 teachers (25.81%)
- Good (3): 7 teachers (22.58%)
- Very Good (4): 6 teachers (19.35%)
- Excellent (5): 6 teachers (19.35%)
- Positive Responses (3, 4, 5): 19 teachers (61.29%)



Analysis:

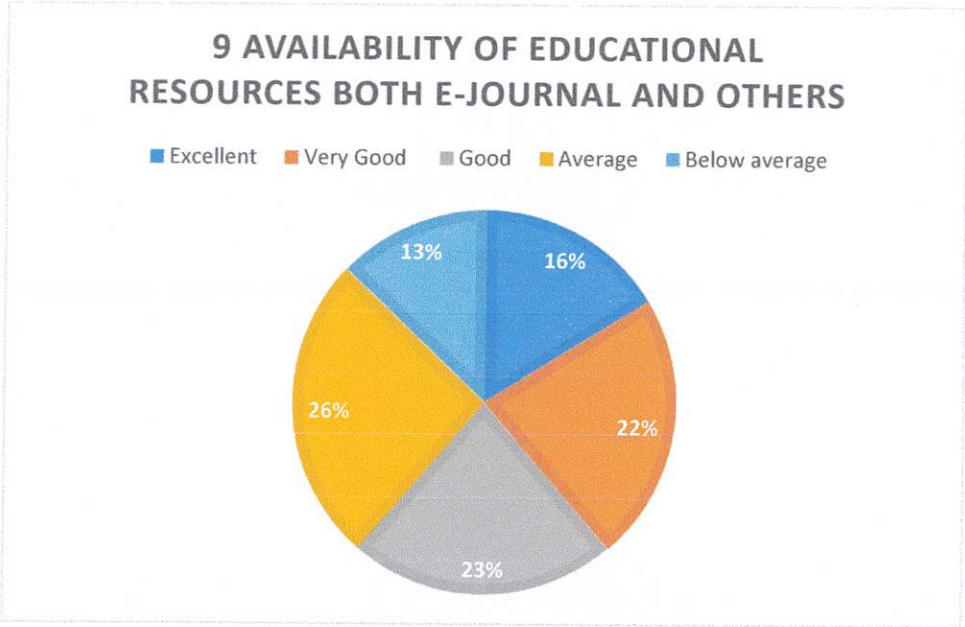
61.29% positive feedback indicates that most teachers see adequate opportunities for extracurricular involvement. The program provides extracurricular opportunities, but there is room to expand and improve.




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9. Availability of Educational Resources - Both E-Journals and Others

- Responses
- Poor (1): 4 teachers (12.90%)
 - Satisfactory (2): 8 teachers (25.81%)
 - Good (3): 7 teachers (22.58%)
 - Very Good (4): 7 teachers (22.58%)
 - Excellent (5): 5 teachers (16.13%)
 - Positive Responses (3, 4, 5): 19 teachers (61.29%)



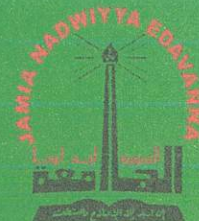
Analysis:

61.29% of teachers are satisfied with the availability of educational resources.

While resources are generally available, there is a need to enhance their accessibility and variety.



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10. Relevance of Books Prescribed or Listed as Reference Materials

Responses:

Poor (1): 3 teachers (9.68%)

Satisfactory (2): 8 teachers (25.81%)

Good (3): 7 teachers (22.58%)

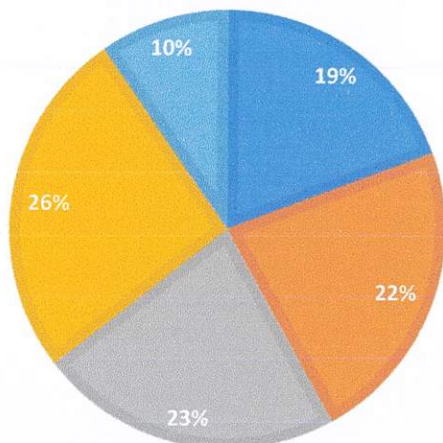
Very Good (4): 7 teachers (22.58%)

Excellent (5): 6 teachers (19.35%)

Positive Responses (3, 4, 5): 20 teachers (64.52%)

10 THE BOOD PRESCRIBED OR LISTER ARE REFERENCE MATERIALS ARE RELEVENT

■ Excellent ■ Very Good ■ Good ■ Average ■ Below average



Analysis: 64.52% positive responses suggest that the prescribed and reference materials are relevant and useful. The relevance of books is well-regarded, but continuous evaluation and updating are needed.



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Action Plan

- Incorporate more content and activities that emphasize ethical reasoning and social responsibility.
- Provide training for teachers on creating and grading effective assessments.
- Provides more opportunity to Participate in Extra-Curricular Activities
- Develop a wider range of extracurricular activities that cater to diverse interests.
- Encourage student-led initiatives and clubs to foster a more vibrant extracurricular environment.
- Regularly review and update the list of prescribed and reference materials to ensure they are current and pertinent.
- Seek input from teachers and students on the usefulness of the materials and make adjustments accordingly.

Conclusion

The overall positive feedback indicates that the program is on the right track but requires ongoing attention and improvements to address the areas of concern highlighted by the teachers. Implementing the recommended actions will help enhance the quality and effectiveness of the curriculum, teaching, learning, and evaluation processes.




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