

**TEACHERS FEEDBACK ON
SYLLABUS
2017**



**St. Joseph's College
(Autonomous)
Irinjalakuda**

INTRODUCTION

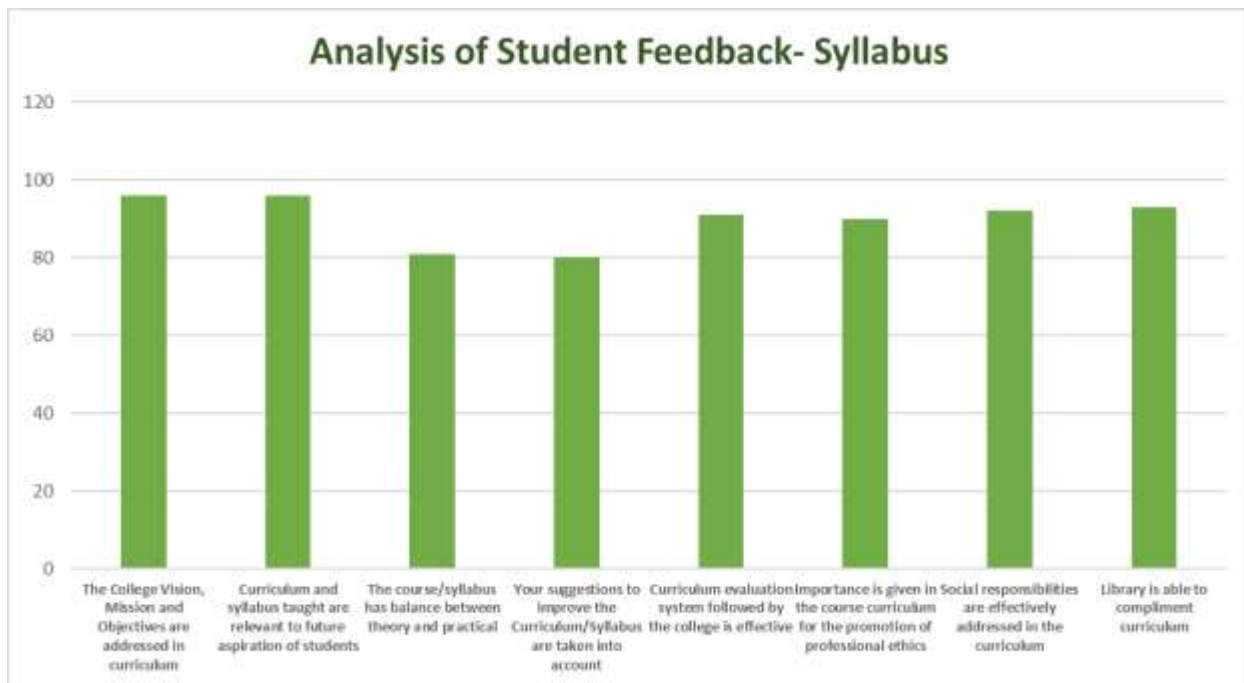
St. Joseph's holds the repute of being one of the colleges in the state of Kerala that offers not just quality education but also indulges in the holistic development of their students founded on the ever-increasing demand for higher education among young ladies. The institution strives to implement its mission of training young women and making them capable of excelling in the academic and ethical domains through value-based quality education. The success of the mission depends upon the committed endeavor of the students, the consistent effort and sacrifice of the management, faculty, staff, and the wholehearted cooperation of the guardians and well-wishers of the college.

The college plays an indomitable part in shaping the young minds that turn into successful entrepreneurs and the workforce of tomorrow. Hence, the critical task of moulding these raw minds into stones of brilliant shine and rare virtues resides with this institution. With this commitment guiding our routes, we take extreme care in framing our course programs and their respective modes of implementation. Regular revisions and checks are conducted to keep the syllabus and the curriculum up-to-date. Suggestions are sought from subject experts and stakeholders who play a significant role in designing the curricular and non-curricular agendas. After deep filtration and reviews, these opinions are forwarded to the respective authorities for approval of execution. This process is not a one-time event and necessary measures are taken by the institution to ensure the regularity of the practice.

The feedback system is the most prominent method adopted to regulate the prior mentioned updation. As an institution that operates on collaborative efforts from different units that work unitedly for its progression, it understands the importance of respecting and paying heed to their voices. Feedbacks ensure that the educational body runs democratically and with the pace of time. The foundation of a student relies on the teaching of the educator, the primary aspect of an institution. Our Institution is equipped with proficient and experienced faculty, who have the capability to inculcate quality education and yield promising individuals for the future. The teachers of St. Joseph's are considerate of every student. We value their feedbacks and consider their opinions to guarantee the finest educational environment.

ANALYSIS OF TEACHERS FEEDBACK-CURRICULAR ASPECTS

The feedback template designed customarily for the faculty enquired about the various aspects of the college. The feedback from the faculty is deemed to be significant because as subject experts, they have better insights into the curricular configuration of the institution. As an educational institution that values professional ethics, the institution realizes its responsibility to address the requirements of its faculty and staff. An organized mode of feedback collection and implementation has been followed over the years by the institution in this regard. Our major concern discerns to provide the faculty with the technical and educational supplements that aid in delivering the best services from the faculty to the students combined with high faculty satisfaction levels. It is satisfying to state that nearly 80% of the needful actions are successfully addressed and implemented after thorough discussion and evaluations of its need. The curricular suggestions are taken seriously and the changes implemented are keenly monitored for complete optimality.



For the statistical analysis of multiple-choice questions to measure the agreement or disagreement in a five-point Likert scale. ‘Strongly disagree’, and ‘disagree’ was with -1. Response as ‘no opinion’ was given 0 weightage and discarded from the further analysis. Result was expressed as percentages.

The curricular questions included in the feedback form comprised of questions that inquire on the opinion of the prevalent syllabus and the type of intended changes to be incorporated if alterations are to be made. The forms included allotted spaces for marking the preference of the faculty in introducing new modules and courses to the system. The subject experts had the facility to clearly mention the type of inclusion or omission to be installed in order to harbor a faultless curriculum. The top concern addressed in the survey was the satisfaction of the faculty in the prescribed syllabus for the year 2017-2018 and though 96% of the faculty considered the syllabus as standard, more than half of the teachers (73%) recommended that there were modifications to be brought to catch up with the educational vogue. The subject experts felt that the syllabus should include topics that are more socially relevant and those that can make the students more aware and involved with their social surroundings. This can increase the scope of teacher-student interaction, frame young opinions, and compile productive engagements for a combined social cause. Some of the faculty felt that the syllabus was outdated and should feature better and newer concepts that introduce the students to research potential areas in their respective fields, while some other deemed that the syllabus was heavy and rough on students and requires simplification of the complex ideas mentioned in the prescribed textbooks. They pointed out that the class incorporates students of different caliber and to ensure optimum comprehension, the syllabus should house only those concepts that initially provide the foundational basics of a theory or model and later mount upon an organized pattern for concept delivery. This can ensure that the students are given ample time and opportunity to grasp the idea and develop on its basics while the faculty can align their efforts and strategies towards a directional target. The remaining percentage of the faculty considered the syllabus standard and appropriate requiring no changes.

The feedback sought the preference of the faculty on the changes to be brought in the modules if they deemed necessary. 96% of the faculty stated that though the prevalent syllabus

was standardized, it required mandatory time-related changes to be incorporated in order to walk in pace with the advancements. The preferences of the faculty who supported module alterations were further expanded with additional spaces allotted for specification of the courses to be included in the syllabi. Some of the core areas suggested included topics like GST and Tax, E-Commerce and modules regarding the recent digitalization in every field. These topics confine to the developments in the employability sector and possessing a knowledge base can levitate the prospects of our students in their respective domains. It is satisfying to realize that our faculty is updated with the innovations and strives in perfecting the organization and its modes of operations.

The feedback designed sheds light on the preferences of the faculty on certain course topics. The responders were provided with seven options consisting of the areas that required additional incorporation of courses like gender, employability, entrepreneurship, human values and professional ethics, skills development courses and environment. The faculty were expected to rank these areas according to the relevance and the need to assimilate these areas into the curricular framework. This question was formulated to analyze the immediate courses that should be deployed in the syllabus at the earliest. It also affirmed the urgency in integrating relevant and novel concepts into the curriculum so that the students get an awareness of the current inclinations in their fields of interest. As per the responses received, the first ranking was given to employability courses. The college focuses on training young women for employability and assures that they are able to carve their niche in the society through a reputable career. The faculty's response on adding further employability related courses suggests that additional skill development programs and practical oriented courses are to be supplemented in the syllabus. Conforming to the previous ranking, the faculty also deemed that entrepreneurial courses should also be included in the syllabus that familiarizes the students with the basic provisions and risks involved in initiating an entrepreneurial journey and should be accessible to students of any course stream. The least preference was granted to interdisciplinary courses and human values as they are prolifically institutionalized in the syllabus and non-curricular activities of the college.

On an average, the syllabus followed this academic year as per the faculty suggestion required modifications to suit the changes and provide the best educational base for the students in the academic and employment world. The modus operandi followed in the institution for the implementation of the curriculum is widely appreciated and needs only minimal changes focusing more into practical sessions. The teachers mentioned restructuring the syllabus to include more student friendly and socially relevant topics for the upcoming academic years. The suggestions and the most rated course programs will be forwarded to the authoritative committees for further actions.

CONCLUSION

On analyzing the feedback received from our valuable responders, it can be concluded that the institution has been progressing at a steady rate over the years. The syllabus requires timely revision and some mandatory alterations to accommodate the recent trends in the fields that would proficiently equip the students to face the competitive world of opportunities that lies ahead. The area of prime focus should reside in providing ample platforms for the students to learn and practice the skills required for entrepreneurial initiatives. The received suggestions and course improvement opinions will be gathered and forwarded to the higher authorities for further implementation.