ANALYSIS OF TEACHER'S FEEDBACK ON CURRICULUM

ACADEMIC YEAR 2019-20

Every year the college collects feedback from the teachers regarding curriculum considering the following criteria:

1. Curricula developed/adopted have relevance to the local/national/regional/global; development needs
2. Depth of course covered in syllabus
3. Periodical updating of the syllabus
4. Well defined learning outcomes
5. Courses having focus on employability/entrepreneurship/skill development
6. Scope of extra learning and self-study in the course content
7. Emphasis on practical/project in the course content
8. Add-on courses are relevant to local need and enriches curricula

The feedback collected regarding curriculum reveals that 30% of the teachers consider it Excellent, 62% of the teachers considers it Good, 8% of the teacher considers it Satisfactory and 0% of the teachers consider it Dissatisfactory.

The analysis of the feedback shows that the curriculum adopted is relevant. The college communicates the updates of the curriculum as and when university updates it. The learning outcomes are well defined and are communicated in the classroom by the faculty members at the beginning of every term. The suggestions provided by the teachers are communicated to the concerned authorities.

IQAC Coordinator
Government science College
Idar (S.K.)

Principal
Government Science College
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<div align="center">ANALYSIS OF TEACHER'S FEEDBACK ON CURRICULUM</div>
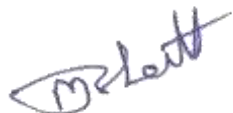
<div align="center">ACADEMIC YEAR 2020-21</div>

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2. Depth of course covered in syllabus
3. Periodical updating of the syllabus
4. Well defined learning outcomes
5. Courses having focus on employability/entrepreneurship/skill development
6. Scope of extra learning and self-study in the course content
7. Emphasis on practical/project in the course content
8. Add-on courses are relevant to local need and enriches curricula

The feedback collected regarding curriculum reveals that 44% of the teachers consider it Excellent, 52% of the teachers considers it Good, 4% of the teacher considers it Satisfactory and 0% of the teachers consider it Dissatisfactory.

The analysis of the feedback shows that the curriculum adopted is relevant. The college communicates the updates of the curriculum as and when university updates it. The learning outcomes are well defined and are communicated in the classroom by the faculty members at the beginning of every term. The suggestions provided by the teachers are communicated to the concerned authorities.

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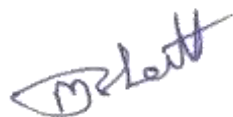# ANALYSIS OF TEACHER'S FEEDBACK ON CURRICULUM

ACADEMIC YEAR 2021-22

Every year the college collects feedback from the teachers regarding curriculum considering the following criteria:

1. Curricula developed/adopted have relevance to the local/national/regional/global; development needs
2. Depth of course covered in syllabus
3. Periodical updating of the syllabus
4. Well defined learning outcomes
5. Courses having focus on employability/entrepreneurship/skill development
6. Scope of extra learning and self-study in the course content
7. Emphasis on practical/project in the course content
8. Add-on courses are relevant to local need and enriches curricula

The feedback collected regarding curriculum reveals that 49% of the teachers consider it Excellent, 47% of the teachers considers it Good, 4% of the teacher considers it Satisfactory and 0% of the teachers consider it Dissatisfactory.

The analysis of the feedback shows that the curriculum adopted is relevant. The college communicates the updates of the curriculum as and when university updates it. The learning outcomes are well defined and are communicated in the classroom by the faculty members at the beginning of every term. The suggestions provided by the teachers are communicated to the concerned authorities.

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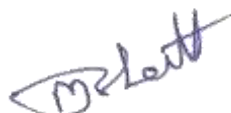
ANALYSIS OF TEACHER'S FEEDBACK ON CURRICULUM

ACADEMIC YEAR 2022-23

Every year the college collects feedback from the teachers regarding curriculum considering the following criteria:

1. Curricula developed/adopted have relevance to the local/national/regional/global; development needs
2. Depth of course covered in syllabus
3. Periodical updating of the syllabus
4. Well defined learning outcomes
5. Courses having focus on employability/entrepreneurship/skill development
6. Scope of extra learning and self-study in the course content
7. Emphasis on practical/project in the course content
8. Add-on courses are relevant to local need and enriches curricula

The feedback collected regarding curriculum reveals that 49% of the teachers consider it Excellent, 46% of the teachers considers it Good, 5% of the teacher considers it Satisfactory and 0% of the teachers consider it Dissatisfactory.

The analysis of the feedback shows that the curriculum adopted is relevant. The college communicates the updates of the curriculum as and when university updates it. The learning outcomes are well defined and are communicated in the classroom by the faculty members at the beginning of every term. The suggestions provided by the teachers are communicated to the concerned authorities.

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ANALYSIS OF TEACHER'S FEEDBACK ON CURRICULUM

ACADEMIC YEAR 2023-24

Every year the college collects feedback from the teachers regarding curriculum considering the following criteria:

1. Curricula developed/adopted have relevance to the local/national/regional/global; development needs
2. Depth of course covered in syllabus
3. Periodical updating of the syllabus
4. Well defined learning outcomes
5. Courses having focus on employability/entrepreneurship/skill development
6. Scope of extra learning and self-study in the course content
7. Emphasis on practical/project in the course content
8. Add-on courses are relevant to local need and enriches curricula

The feedback collected regarding curriculum reveals that 63% of the teachers consider it Excellent, 32% of the teachers considers it Good, 5% of the teacher considers it Satisfactory and 0% of the teachers consider it Dissatisfactory.

The analysis of the feedback shows that the curriculum adopted is relevant. The college communicates the updates of the curriculum as and when university updates it. The learning outcomes are well defined and are communicated in the classroom by the faculty members at the beginning of every term. The suggestions provided by the teachers are communicated to the concerned authorities.

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