



**1.4 Feedback System**

**1.4.2 Feedback Report - Teacher**

**Internal Quality Assurance Cell  
St. Joseph's College (Autonomous), Tiruchirappalli-2**

**TEACHER FEEDBACK ON CURRICULAR DESIGN AND DEVELOPMENT  
2021-22**

**Participants List**

**Number of Staff participated in the survey: 248**

<b>S. No</b>	<b>Department</b>	<b>Number of Staff participated</b>
<b>1</b>	<b>BBA</b>	<b>7</b>
<b>2</b>	<b>Biochemistry</b>	<b>3</b>
<b>3</b>	<b>Biotechnology</b>	<b>3</b>
<b>4</b>	<b>Botany</b>	<b>12</b>
<b>5</b>	<b>Chemistry</b>	<b>19</b>
<b>6</b>	<b>Commerce</b>	<b>21</b>
<b>7</b>	<b>B.Com. Hon.</b>	<b>1</b>
<b>8</b>	<b>Commerce CA</b>	<b>8</b>
<b>9</b>	<b>Computer Science</b>	<b>23</b>
<b>10</b>	<b>Counselling Psychology</b>	<b>2</b>
<b>11</b>	<b>Data Science</b>	<b>4</b>
<b>12</b>	<b>Economics</b>	<b>10</b>
<b>13</b>	<b>Electronics</b>	<b>3</b>
<b>14</b>	<b>English</b>	<b>30</b>

<b>15</b>	<b>French</b>	<b>1</b>
<b>16</b>	<b>Hindi</b>	<b>1</b>
<b>17</b>	<b>HRM</b>	<b>5</b>
<b>18</b>	<b>History</b>	<b>4</b>
<b>19</b>	<b>Human Excellence</b>	<b>4</b>
<b>20</b>	<b>Information Technology</b>	<b>11</b>
<b>21</b>	<b>Maths</b>	<b>22</b>
<b>22</b>	<b>Physics</b>	<b>25</b>
<b>23</b>	<b>Sanskrit</b>	<b>1</b>
<b>24</b>	<b>Statistics</b>	<b>5</b>
<b>25</b>	<b>Tamil</b>	<b>19</b>
<b>26</b>	<b>B.Sc. Vis. Com.</b>	<b>2</b>
<b>27</b>	<b>Vis. Com. Tech.</b>	<b>4</b>
<b>228</b>	<b>B. Voc. SD&amp;SA</b>	<b>1</b>



Send



Questions

Responses

248

Settings

248 responses

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Accepting responses

Summary

Question

Individual

Who has responded?

Email

michaelraj\_hr1@mail.sjctni.edu

anthonyeldred\_ma1@mail.sjctni.edu

srinivasan\_ta2@mail.sjctni.edu

richard\_it2@mail.sjctni.edu

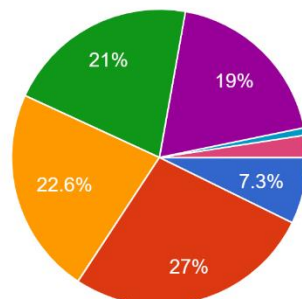
wilfredangellogerald\_hr1@mail.sjctni.edu

iqaccoor@mail.sjctni.edu

perumal\_co2@mail.sjctni.edu

## School

248 responses



- Biological Sciences
- Computing Sciences
- Languages and Culture
- Management Studies
- Physical Sciences
- Business Management
- Media Studies and Vocational Programmes

### Department

248 responses

English

Computer Science

Mathematics

Chemistry

Tamil

PHYSICS

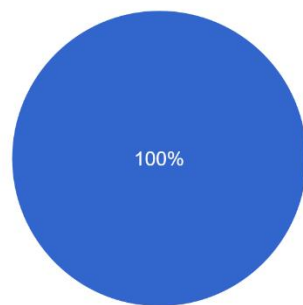
Botany

TAMIL

Economics

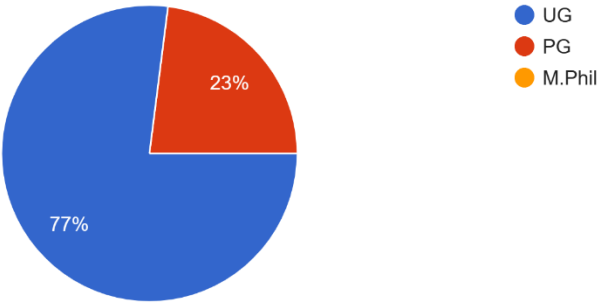
### Academic Year

248 responses

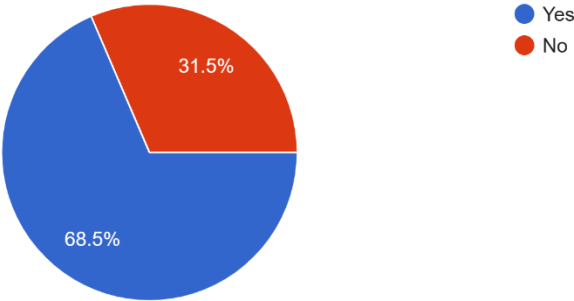


● 2021-2022

Programme  
248 responses

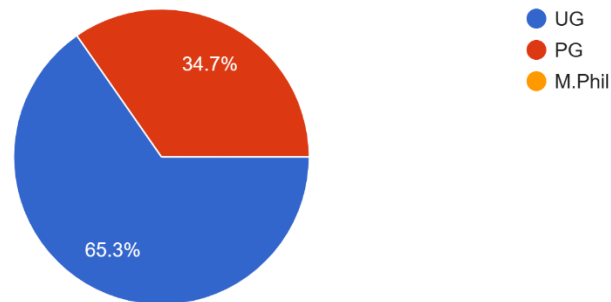


Do you want to add another course?  
248 responses



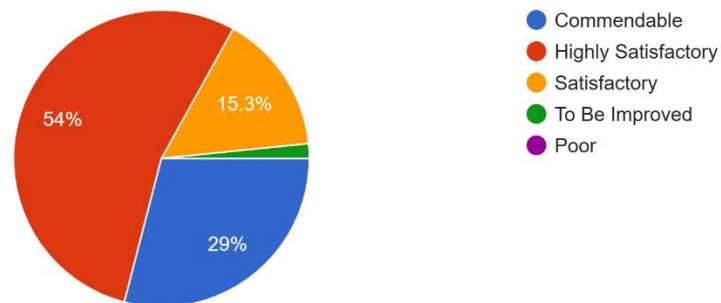
### Programme

170 responses



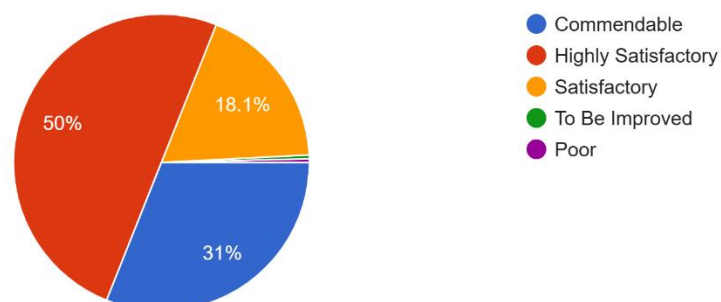
### Courses in the Syllabus cater to the Regional / National / Global needs

248 responses



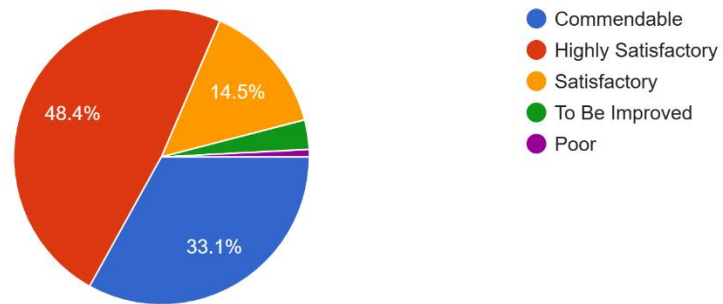
### Courses integrate / augment Professional and Employable skills

248 responses



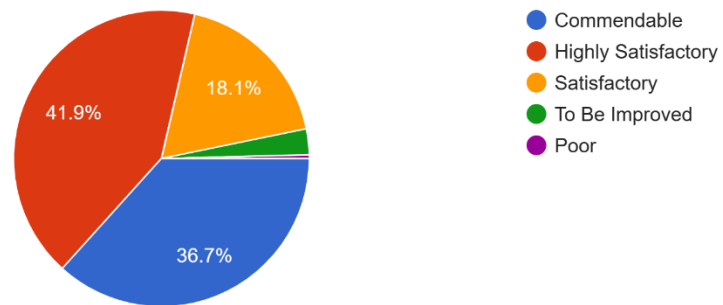
The Syllabus incorporates the recent developments in the areas of study

248 responses



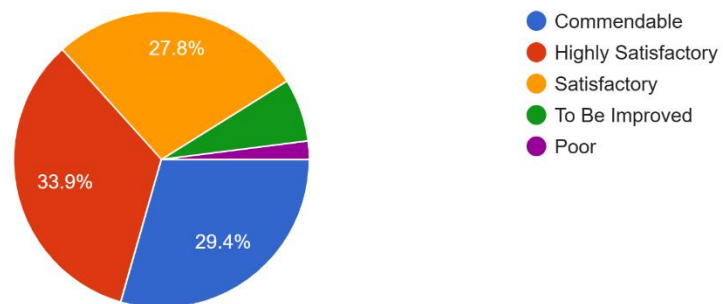
Courses involve problem solving / analytical / creative and innovative skills

248 responses

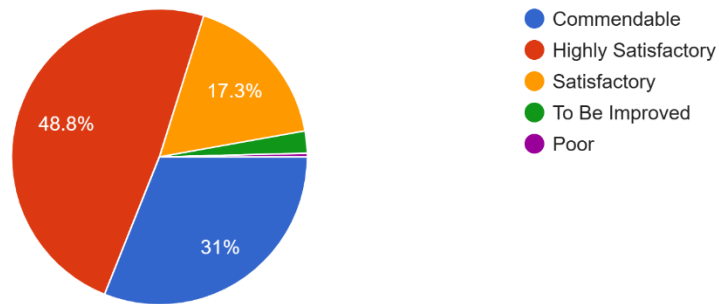


Courses involve sufficient lab work / case studies / field trips, etc.

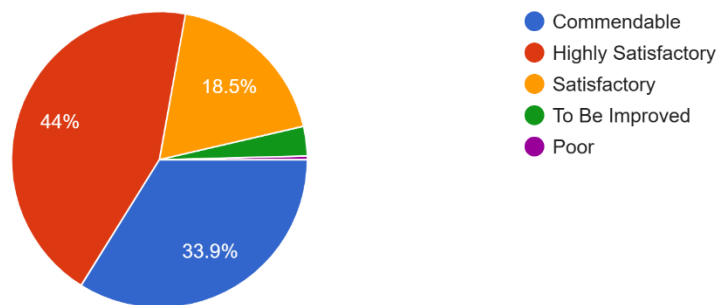
248 responses



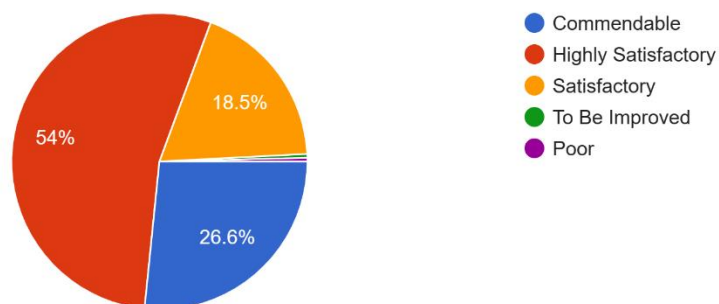
Courses motivate the students to use the resources such as library and e-gadgets for their learning  
248 responses



Curriculum contains a wide range of courses under CBCS / LOCF including Core, Core Electives, Value Additions, Projects etc.  
248 responses



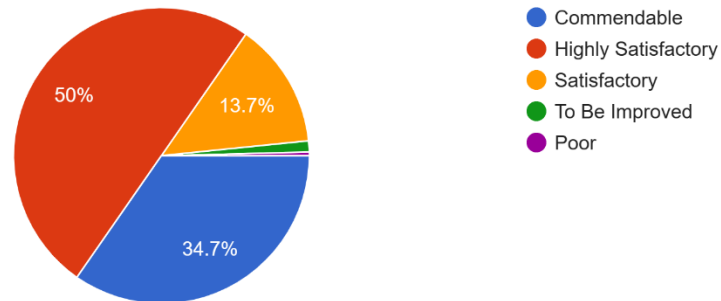
The credit and grading system followed is indicative of the weightage of the courses offered  
248 responses





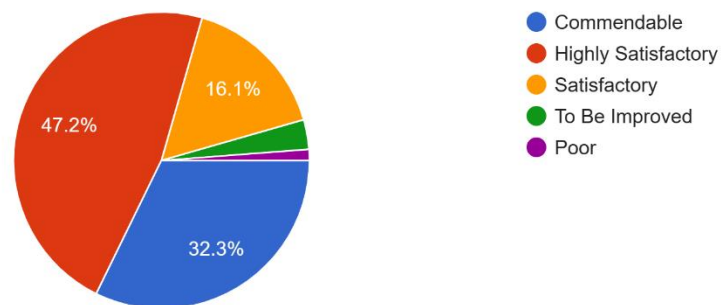
The curriculum design, Teaching-Learning-Evaluation and examination transactions are effectively carried out on time

248 responses



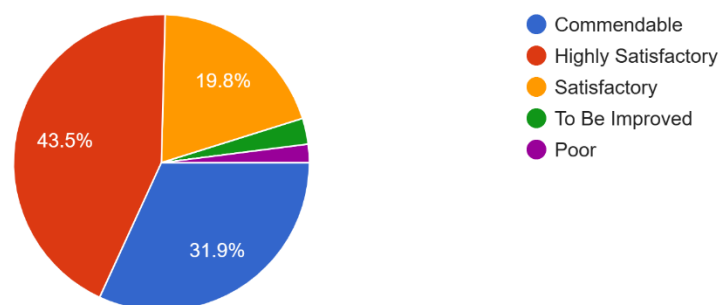
The evaluation schemes fulfill the objective of the learning system as student-centric

248 responses



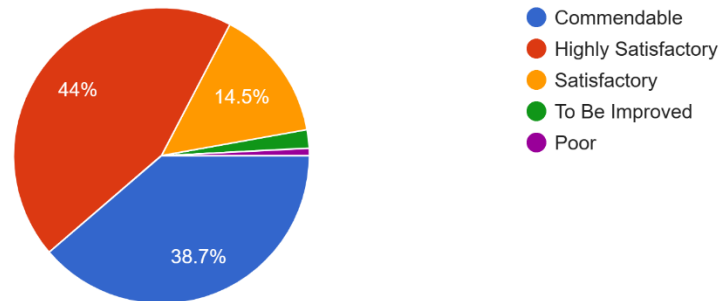
I have the autonomy to design the courses as per the common desire of the department for the benefit of students

248 responses



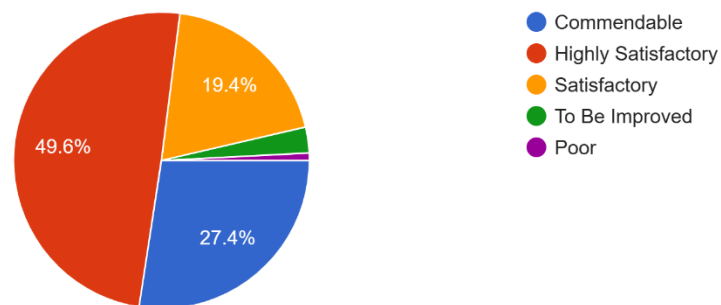
The Syllabus is the product of the collective suggestions from the staff of the Department and the feedback received from the various stakeholders

248 responses



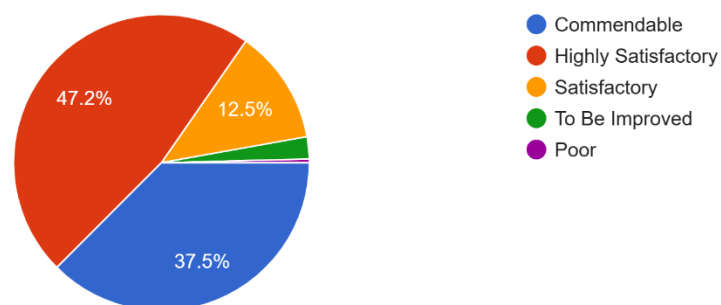
The Syllabus, in general, and its implementation meet the demands of the modern digital age

248 responses



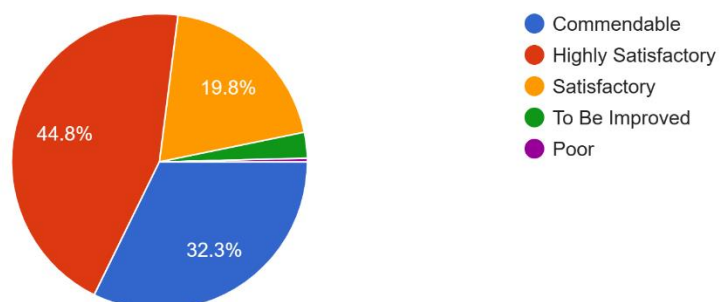
The Syllabus designed by the department is continually evolving, and is open to change whenever necessary

248 responses



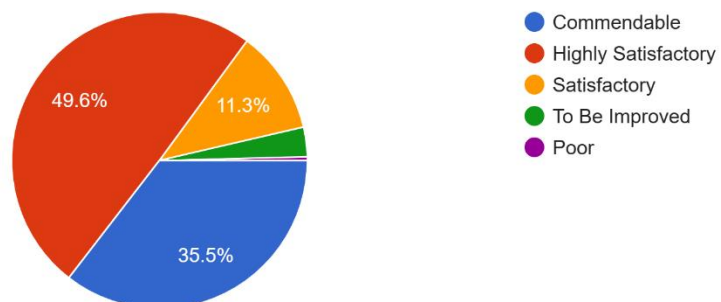
### The Syllabus designed receives efficient and effective implementation

248 responses



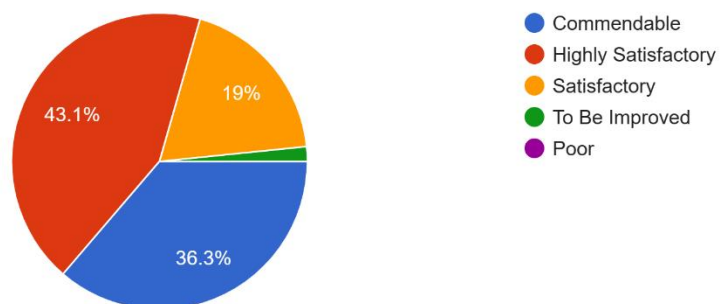
### The Syllabus exhibits high standards of quality

248 responses



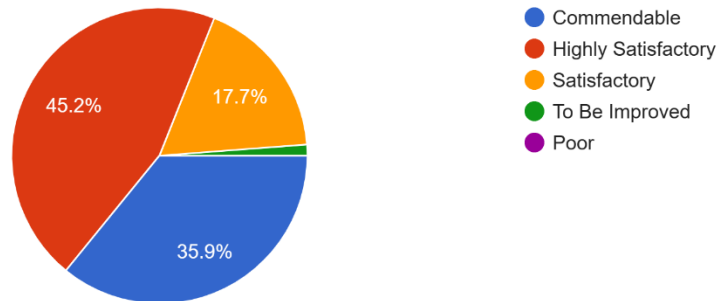
### The Syllabus takes into account the theories of learning relevant to Arts/Science

248 responses



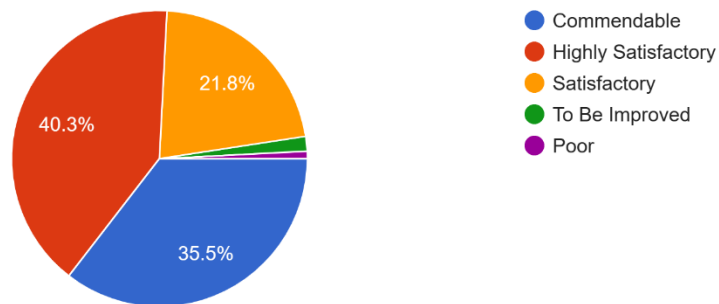
The Syllabus offers a range of courses that enables the students realize the core values of the Programme

248 responses



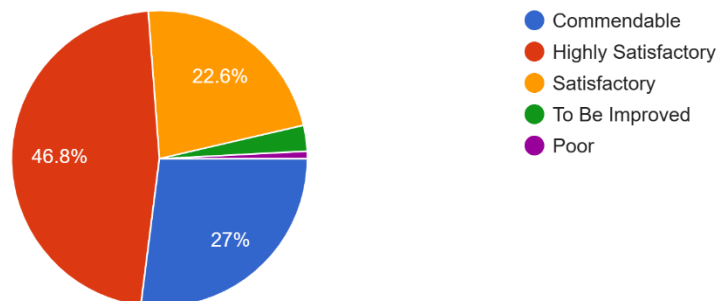
The clearly spelt out PSOs & COs facilitate employability, entrepreneurship and skill development of students

248 responses



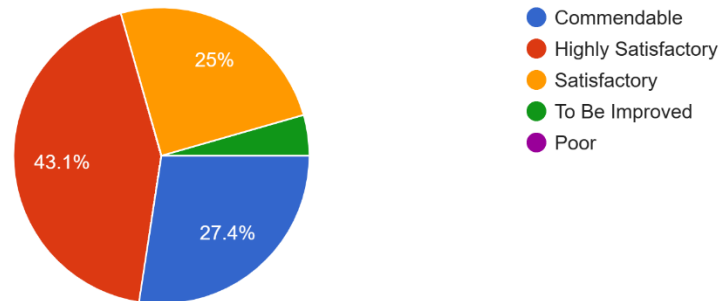
The Project / Field Visit / Internship activities contribute to experiential / participative learning, and develop problem solving skills of the students

248 responses



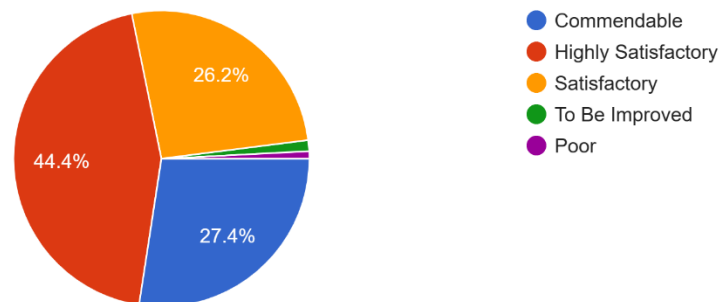
The Syllabus sensitizes students to cross-cutting issues such as gender, environment and sustainability and human values

248 responses



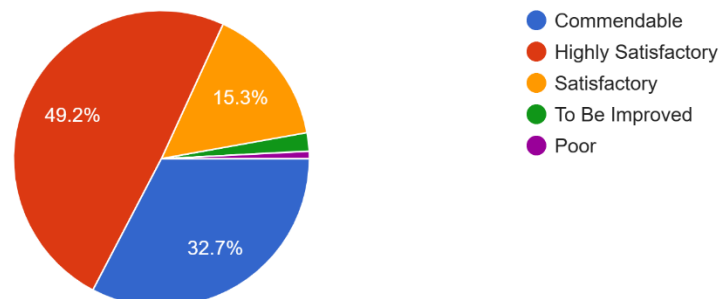
The Add-on Courses and Value-Added Courses offered by the Department contribute to the development of knowledge and skills of the students

248 responses



The analysis of the feedback on curriculum design and development leads to constructive action taken by the department

248 responses



IQAC-TeacherCurriculumFeedback-2021-22

QuestionsResponses248Settings

248 responses

View in Sheets

Accepting responses

SummaryQuestionIndividual

michaelraj\_hr1@mail.sjctni.edu1 of 248

Responses cannot be edited

TEACHER FEEDBACK ON CURRICULAR DESIGN AND DEVELOPMENT-2021-2022

The respondent's email (michaelraj\_hr1@mail.sjctni.edu) was recorded on submission of this form.

\* Required

Dr. P. B \*

Dr. J. Michael Raj

School \*

Management Studies

Department \*

Human Resource Management

Academic Year \*

☒ 2021-2022

For Courses Handled kindly fill in appropriate details of the courses that was handled in both, the Odd and the Even Semesters  
Kindly Note : Provide feedback for the Syllabus Revision of 2021

### Course Handled #1

(both Odd and Even semester courses)

Programme \*

PG

Course Handled \*

(both Odd and Even semester courses)

Management concepts and Functions, Human Resource Management, Labour legislation I, Labour legislation II

Course Code \*

21PHR1CC02, 21SMS2ES02, 21PHR2CC04, 21PHR3CC10

### Feedback

Courses in the Syllabus cater to the Regional / National / Global needs \*

- ☐ Commendable
- ☒ Highly Satisfactory
- ☐ Satisfactory
- ☐ To Be Improved
- ☐ Poor

Courses integrate / augment Professional and Employable skills \*

- ☐ Commendable
- ☒ Highly Satisfactory
- ☐ Satisfactory
- ☐ To Be Improved

The Syllabus incorporates the recent developments in the areas of study \*

- ☒ Commendable
- ☐ Highly Satisfactory
- ☐ Satisfactory
- ☐ To Be Improved
- ☐ Poor

Courses involve problem solving / analytical / creative and innovative skills \*

- ☐ Commendable
- ☒ Highly Satisfactory
- ☐ Satisfactory
- ☐ To Be Improved

Courses involve sufficient lab work / case studies / field trips, etc. \*

- ☐ Commendable
- ☒ Highly Satisfactory
- ☐ Satisfactory
- ☐ To Be Improved
- ☐ Poor

Courses motivate the students to use the resources such as library and e-gadgets for their learning \*

- ☒ Commendable
- ☐ Highly Satisfactory
- ☐ Satisfactory
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- ☐ Poor



Curriculum contains a wide range of courses under CBCS / LOCF including Core, Core Electives, Value Additions, Projects etc. \*

- ☐ Commendable
- ☒ Highly Satisfactory
- ☐ Satisfactory
- ☐ To Be Improved
- ☐ Poor

The credit and grading system followed is indicative of the weightage of the courses offered \*

- ☒ Commendable
- ☐ Highly Satisfactory
- ☐ Satisfactory
- ☐ To Be Improved

The curriculum design, Teaching-Learning-Evaluation and examination transactions are effectively carried out on time \*

- ☒ Commendable
- ☐ Highly Satisfactory
- ☐ Satisfactory
- ☐ To Be Improved
- ☐ Poor

The evaluation schemes fulfill the objective of the learning system as student-centric \*

- ☐ Commendable
- ☒ Highly Satisfactory
- ☐ Satisfactory
- ☐ To Be Improved

I have the autonomy to design the courses as per the common desire of the department for the benefit of students \*

- ☒ Commendable
- ☐ Highly Satisfactory
- ☐ Satisfactory
- ☐ To Be Improved
- ☐ Poor

The Syllabus is the product of the collective suggestions from the staff of the Department and the feedback received from the various stakeholders \*

- ☒ Commendable
- ☐ Highly Satisfactory
- ☐ Satisfactory
- ☐ To Be Improved
- ☐ Poor

The Syllabus, in general, and its implementation meet the demands of the modern digital age \*

- ☐ Commendable
- ☒ Highly Satisfactory
- ☐ Satisfactory
- ☐ To Be Improved
- ☐ Poor

The Syllabus designed by the department is continually evolving, and is open to change whenever necessary \*

- ☒ Commendable
- ☐ Highly Satisfactory
- ☐ Satisfactory
- ☐ To Be Improved
- ☐ Poor

The Syllabus designed receives efficient and effective implementation \*

- ☒ Commendable
- ☐ Highly Satisfactory
- ☐ Satisfactory
- ☐ To Be Improved
- ☐ Poor

The Syllabus exhibits high standards of quality \*

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- ☐ To Be Improved
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The Syllabus takes into account the theories of learning relevant to Arts/Science \*

- ☒ Commendable
- ☐ Highly Satisfactory
- ☐ Satisfactory
- ☐ To Be Improved
- ☐ Poor

The Syllabus offers a range of courses that enables the students realize the core values of the Programme \*

- ☐ Commendable
- ☒ Highly Satisfactory
- ☐ Satisfactory
- ☐ To Be Improved
- ☐ Poor

The clearly spelt out PSOs & COs facilitate employability, entrepreneurship and skill development of students \*

- ☐ Commendable
- ☒ Highly Satisfactory
- ☐ Satisfactory
- ☐ To Be Improved
- ☐ Poor

The Project / Field Visit / Internship activities contribute to experiential / participative learning, and develop problem solving skills of the students \*

- ☒ Commendable
- ☐ Highly Satisfactory
- ☐ Satisfactory
- ☐ To Be Improved
- ☐ Poor

The Syllabus sensitizes students to cross-cutting issues such as gender, environment and sustainability and human values

- ☒ Commendable
- ☐ Highly Satisfactory
- ☐ Satisfactory
- ☐ To Be Improved
- ☐ Poor

The Add-on Courses and Value-Added Courses offered by the Department contribute to the development of knowledge and skills of the students

- ☐ Commendable
- ☒ Highly Satisfactory
- ☐ Satisfactory
- ☐ To Be Improved
- ☐ Poor

The analysis of the feedback on curriculum design and development leads to constructive action taken by the department \*

- ☐ Commendable
- ☒ Highly Satisfactory
- ☐ Satisfactory
- ☐ To Be Improved
- ☐ Poor

Submitted 9/19/22, 4:08 PM

## The Result of the Survey

	<b>Commendable</b>	<b>Highly satisfactory</b>	<b>Satisfactory</b>	<b>Poor</b>	<b>To be improved</b>
<b>Courses in the Syllabus cater to the Regional / National / Global needs</b>	<b>72</b>	<b>134</b>	<b>38</b>	<b>4</b>	<b>0</b>
<b>Courses integrate / augment Professional and Employable skills</b>	<b>78</b>	<b>124</b>	<b>44</b>	<b>1</b>	<b>1</b>
<b>The Syllabus incorporates the recent developments in the areas of study</b>	<b>82</b>	<b>120</b>	<b>35</b>	<b>9</b>	<b>2</b>
<b>Courses involve problem solving / analytical / creative and innovative skills</b>	<b>92</b>	<b>104</b>	<b>44</b>	<b>7</b>	<b>1</b>
<b>Courses involve sufficient lab work / case studies / field trips, etc.</b>	<b>74</b>	<b>84</b>	<b>68</b>	<b>17</b>	<b>5</b>
<b>Courses motivate the students to use the resources such as library and e-gadgets</b>	<b>77</b>	<b>121</b>	<b>42</b>	<b>7</b>	<b>1</b>

<b>for their learning</b>					
<b>Curriculum contains a wide range of courses under CBCS including Core, Core Electives, Value Additions, Projects etc.</b>	<b>86</b>	<b>111</b>	<b>45</b>	<b>5</b>	<b>1</b>
<b>The credit and grading system followed is indicative of the weightage of the courses offered</b>	<b>67</b>	<b>133</b>	<b>46</b>	<b>1</b>	<b>1</b>
<b>The curriculum design, Teaching-Learning-Evaluation and examination transactions are effectively carried out on time</b>	<b>87</b>	<b>124</b>	<b>33</b>	<b>3</b>	<b>1</b>
<b>The evaluation schemes fulfill the objective of the learning system as student-centric</b>	<b>80</b>	<b>118</b>	<b>39</b>	<b>8</b>	<b>3</b>
<b>I have the autonomy to design the courses as per the common desire of the department for</b>	<b>80</b>	<b>108</b>	<b>48</b>	<b>7</b>	<b>5</b>

<b>the benefit of students</b>					
<b>The Syllabus is the product of the collective suggestions from the staff of the Department, and the feedback received from the various stakeholders</b>	<b>96</b>	<b>110</b>	<b>35</b>	<b>5</b>	<b>2</b>
<b>The Syllabus, in general, and its implementation meet the demands of the modern digital age</b>	<b>69</b>	<b>123</b>	<b>47</b>	<b>7</b>	<b>2</b>
<b>The syllabus designed by the department is continually evolving, and is open to change whenever necessary</b>	<b>93</b>	<b>118</b>	<b>30</b>	<b>6</b>	<b>1</b>
<b>The Syllabus designed receives efficient and effective implementation</b>	<b>81</b>	<b>111</b>	<b>48</b>	<b>7</b>	<b>1</b>
<b>The Syllabus exhibits high standards of quality</b>	<b>88</b>	<b>123</b>	<b>28</b>	<b>8</b>	<b>1</b>



<b>The Syllabus takes into account the theories of learning relevant to Arts/Science</b>	<b>91</b>	<b>107</b>	<b>46</b>	<b>4</b>	<b>0</b>
<b>The Syllabus offers a range of courses that enables the students realize the core values of the Programme</b>	<b>89</b>	<b>112</b>	<b>44</b>	<b>3</b>	<b>0</b>
<b>The clearly spelt PSOs &amp; COs facilitate the employability, entrepreneurship and skill development of the students</b>	<b>88</b>	<b>100</b>	<b>54</b>	<b>4</b>	<b>2</b>
<b>The Project / Field Visit / Internship activities contribute to experiential / participative learning, and develop problem solving skills of the students</b>	<b>67</b>	<b>116</b>	<b>56</b>	<b>7</b>	<b>2</b>
<b>The Syllabus sensitizes students to cross-cutting issues such as</b>	<b>68</b>	<b>107</b>	<b>62</b>	<b>11</b>	<b>0</b>

<b>gender, environment and sustainability and human values</b>					
<b>The Add-on Courses and Value-Added Courses offered by the Department contribute to the development of knowledge and skills of the students</b>	<b>68</b>	<b>110</b>	<b>66</b>	<b>3</b>	<b>1</b>
<b>The analysis of the feedback on curriculum design and development leads to constructive action taken by the department</b>	<b>81</b>	<b>122</b>	<b>38</b>	<b>5</b>	<b>2</b>

## **Report of the Survey**

### **Courses in the Syllabus cater to the Regional / National / Global needs**

29% of the staff expressed that courses in the syllabus cater to the regional / national / global needs are commendable, 54% as highly satisfactory, 15% as satisfactory and 02% to be improved

### **Courses integrate / augment Professional and Employable skills**

31% of the staff expressed that courses integrate / augment professional and employable skills are commendable, 50% as highly satisfactory, 18% as satisfactory and 01% to be improved

### **The Syllabus incorporates the recent developments in the areas of study**

33% of the staff expressed that the syllabus incorporates the recent developments in the areas of study are commendable, 48% as highly satisfactory, 14% as satisfactory, 04 % Poor and 01% to be improved

### **Courses involve problem solving / analytical / creative and innovative skills**

37% of the staff expressed that courses involve problem solving / analytical / creative and innovative skills are commendable, 42% as highly satisfactory, 18% as satisfactory and 03% to be improved

### **Courses involve sufficient lab work / case studies / field trips, etc.**

30% of the staff expressed that courses involve sufficient lab work / case studies / field trips, etc. are commendable, 34 % as highly satisfactory, 27% as satisfactory, 07 % Poor and 02% to be improved

### **Courses motivate the students to use the resources such as library and e-gadgets for their learning**

31% of the staff expressed that courses motivate the students to use the resources such as library and e-gadgets for their learning are commendable, 49% as highly satisfactory, 17% as satisfactory and, 03 % Poor.

**Curriculum contains a wide range of courses under CBCS including Core, Core Electives, Value Additions, Projects etc.**

35% of the staff expressed that curriculum contains a wide range of courses under CBCS including core, core electives, value additions, projects etc. are commendable, 45% as highly satisfactory, 18% as satisfactory and 02% to be improved

**The credit and grading system followed is indicative of the weightage of the courses offered**

27% of the staff expressed that the credit and grading system followed is indicative of the weightage of the courses offered are commendable, 53% as highly satisfactory, 19% as satisfactory and, 01 % Poor

**The curriculum design, Teaching-Learning-Evaluation and examination transactions are effectively carried out on time**

35% of the staff expressed that the curriculum design, teaching-learning-evaluation and examination transactions are effectively carried out on time are commendable, 50% as highly satisfactory, 13% as satisfactory and 02% to be improved

**The evaluation schemes fulfil the objective of the learning system as student-centric**

32% of the staff expressed that the evaluation schemes fulfil the objective of the learning system as student-centric are commendable, 48% as highly satisfactory, 16% as satisfactory, 03 % Poor and 01% to be improved

**I have the autonomy to design the courses as per the common desire of the department for the benefit of students**

32% of the staff expressed that i have the autonomy to design the courses as per the common desire of the department for the benefit of students are commendable, 44% as highly satisfactory, 19% as satisfactory, 03 % Poor and 02% to be improved

**The Syllabus is the product of the collective suggestions from the staff of the Department, and the feedback received from the various stakeholders**

39% of the staff expressed that the syllabus is the product of the collective suggestions from the staff of the department, and the feedback received from the various stakeholders are commendable, 44% as highly satisfactory, 14% as satisfactory 02% poor and 01% to be improved

**The Syllabus, in general, and its implementation meet the demands of the modern digital age**

28% of the staff expressed that the syllabus, in general, and its implementation meet the demands of the modern digital age are commendable, 49% as highly satisfactory, 19% as satisfactory, 03% poor and 01% to be improved

**The syllabus designed by the department is continually evolving, and is open to change whenever necessary**

38% of the staff expressed that the syllabus designed by the department is continually evolving, and is open to change whenever necessary are commendable, 48% as highly satisfactory, 12% as satisfactory and 02% to be improved

**The Syllabus designed receives efficient and effective implementation**

32% of the staff expressed that the syllabus designed receives efficient and effective implementation are commendable, 45% as highly satisfactory, 19% as satisfactory, 03% Poor and 01% to be improved

**The Syllabus exhibits high standards of quality**

35% of the staff expressed that the syllabus exhibits high standards of quality are commendable, 50% as highly satisfactory, 11% as satisfactory, 03% poor and 01% to be improved

**The Syllabus takes into account the theories of learning relevant to Arts/Science**

37% of the staff expressed that the syllabus takes into account the theories of learning relevant to arts/science are commendable, 43% as highly satisfactory, 18% as satisfactory and 01% to be improved

**The Syllabus offers a range of courses that enables the students realize the core values of the Programme**

36% of the staff expressed that the syllabus offers a range of courses that enables the students realize the core values of the programme are commendable, 45% as highly satisfactory, 18% as satisfactory and 01% to be improved

**The clearly spelt out PSOs & COs facilitate the employability, entrepreneurship and skill development of the students**

35% of the staff expressed that the COs facilitate the employability, entrepreneurship and skill development of the students are commendable, 40% as highly satisfactory, 22% as satisfactory, 02% to be improved and 01% poor

**The Project / Field Visit / Internship activities contribute to experiential / participative learning, and develop problem solving skills of the students**

37% of the staff expressed that the Project / Field Visit / Internship activities contribute to experiential / participative learning, and develop problem solving skills of the students are commendable, 47% as highly satisfactory, 23% as satisfactory, 03% to be improved and 01% poor

**The Syllabus sensitizes students to cross-cutting issues such as gender, environment and sustainability and human values**

27% of the staff expressed that the syllabus sensitizes students to cross-cutting issues such as gender, environment and sustainability and human values are commendable, 43% as highly satisfactory, 25% as satisfactory and 04% to be improved.

**The Add-on Courses and Value-Added Courses offered by the Department contribute to the development of knowledge and skills of the students**

27% of the staff expressed that the add-on courses and value-added courses offered by the department contribute to the development of knowledge and skills of the students are commendable, 44% as highly satisfactory, 27% as satisfactory and 02% to be improved

**The analysis of the feedback on curriculum design and development leads to constructive action taken by the department**

33% of the staff expressed that the analysis of the feedback on curriculum design and development leads to constructive action taken by the department are commendable, 49% as highly satisfactory, 15% as satisfactory and 03% to be improved

**Principal**

