



SALAFIYYA ARABIC COLLEGE, KARINGANAD

P.O VILAYUR, PIN: 679309, PALAKKAD DT, KERALA, INDIA
(AFFILIATED TO THE UNIVERSITY OF CALICUT)

TEACHER'S FEEDBACK REPORT

2020-2021

A teacher's feedback report is a detailed document that assesses students' performance, progress, and areas for improvement within the academic environment. This report offers specific insights into a student's strengths and weaknesses, academic achievements, and behavioral traits. It serves as a crucial communication tool among teachers, students, and parents, offering valuable perspectives that guide future learning and personal development. The feedback provided is usually constructive, designed to encourage students to leverage their strengths while addressing any challenges they encounter.

Additionally, such feedback is essential for curriculum developers, school administrators, and policymakers, as it offers a frontline view that can inform decisions and lead to more effective educational practices.

Methodology

The report summarizes the response to the questionnaire designed to evaluate various aspects of the curriculum, teaching, learning, and evaluation within the program. The questionnaire consisted of ten questions and asks respondents to rate their level of satisfaction on scale from 1 to 5, where 1 indicates bad, 2 indicates satisfactory, 3 indicates good, 4 indicates very good and 5 indicates excellent. The total number of teachers surveyed is 9.



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SALAFIYYA ARABIC COLLEGE
Karinganad, P.O Vilayur-679309



SALAFIYYA ARABIC COLLEGE, KARINGANAD
VILAYUR PO, PATTAMBI, PALAKKAD 679 309.



+91 94475 63215



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REPORT ON TEACHER'S FEEDBACK ON CURRICULUM 2020-2021

REPORT ON TEACHERS FEED BACK 2020-21										
ON CURRICULUM										
SL.NO	STATEMENT		Bad	Satisfactory	Good	Very Good	Excellent	Mean Score	%	N
1	Appropriateness of syllabus to the course.	N	0	1	2	3	3	3.89	78%	9
		%	0	11.111111	22.2222	33.33333	33.3333			
2	Application level of each course	N	0	2	2	2	3	3.67	73%	9
		%	0	22.222222	22.2222	22.22222	33.3333			
3	inclusion of social values and morals in the syllabus	N	0	1	2	3	3	3.89	78%	9
		%	0	11.111111	22.2222	33.33333	33.3333			
4	effectiveness of tests and examinations	N	1	0	2	3	3	3.78	76%	9
		%	11.11	0	22.2222	33.33333	33.3333			
5	learners participation in the class	N	0	2	2	2	3	3.67	73%	9
		%	0	22.222222	22.2222	22.22222	33.3333			
6	completion of programme capable the students to take part in the research project	N	0	1	2	3	3	3.89	78%	9
		%	0	11.111111	22.2222	33.33333	33.3333			
7	the capability of the syllabus to fulfill the future occupational need of the students	N	1	1	2	2	3	3.56	71%	9
		%	11.11	11.111111	22.2222	22.22222	33.3333			
8	the programme provide opportunity to participate in extra curricular activities	N	0	2	2	2	3	3.67	73%	9
		%	0	22.222222	22.2222	22.22222	33.3333			
9	availability of educational resources both e- journal and others	N	0	1	1	3	4	4.11	82%	9
		%	0	11.111111	11.1111	33.33333	44.4444			
10	the book prescribed or listed as reference materials are relevant	N	0	1	2	2	4	4.00	80%	9
		%	0	11.111111	22.2222	22.22222	44.4444			



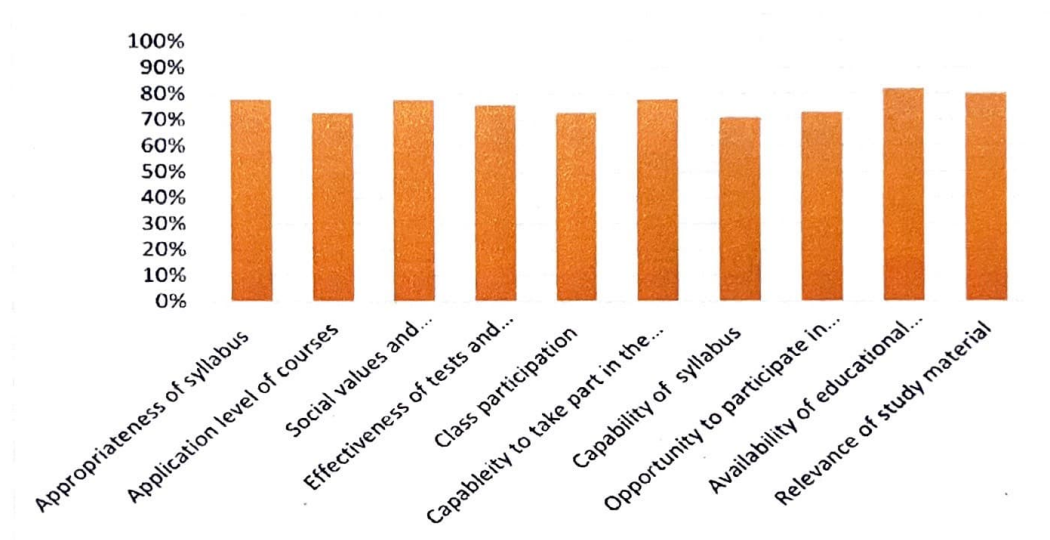
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TEACHER'S RESPONSE OVER CURRICULUM DURING 2020-21



Interpretation:

The image shows the response 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 and morals, Effectiveness of testes and exam, Class preparation, 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 all categories are rated between 71 to 82, indicating generally more positive perception. The most aspects receiving high mean scores, particularly in areas such as the relevance of prescribed reference materials and the availability of educational resources. However, there are areas with slightly lower scores, such as the capability of the syllabus to meet future occupational needs, indicating room for improvement. Overall, the curriculum is well-regarded, but some enhancements may be necessary to better align it with the evolving needs of students.



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VILAYUR PO, PATTAMBI, PALAKKAD 679 309

91 94475 63215



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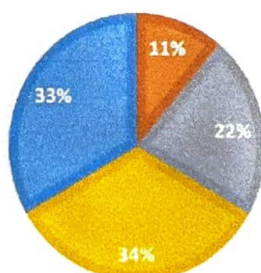
Q1: Appropriateness of Syllabus to The Course.

Response:

1	Bad	0%	0 Teachers
2	Satisfactory	11%	1 Teachers
3	Good	22%	2 Teachers
4	Very Good	34%	3 Teachers
5	Excellent	33%	3 Teachers

APPROPRIATENESS OF SYLLABUS TO THE COURSE.

■ Bad ■ Satisfactory ■ Good ■ Very Good ■ Excellent



Interpretation:

The data shows that teachers generally view the syllabus as appropriate for the course. None rated it as "Bad," indicating no significant issues. A small percentage (11%) found it "Satisfactory," while 22% rated it as "Good." The majority, 67%, rated the syllabus as either "Very Good" (34%) or "Excellent" (33%), reflecting strong overall approval. This suggests that while some improvements could be made, most teachers believe the syllabus effectively aligns with the course's objectives and content, contributing positively to the teaching and learning experience.



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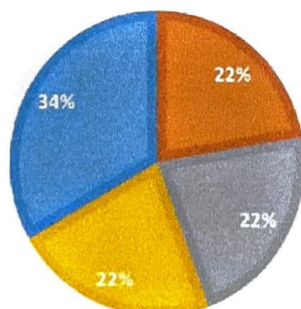
Q2: Application Level of Each Course

Response:

1	Bad	0%	0 Teachers
2	Satisfactory	22%	2 Teachers
3	Good	22%	2 Teachers
4	Very Good	22%	2 Teachers
5	Excellent	34%	3 Teachers

APPLICATION LEVEL OF EACH COURSE

■ Bad ■ Satisfactory ■ Good ■ Very Good ■ Excellent



Interpretation:

The data shows that teachers generally rate the application level of each course positively. No teachers rated it as "Bad." While 22% of teachers found it "Satisfactory," an equal percentage (22%) rated it as "Good" or "Very Good." The highest rating, "Excellent," was given by 34% of teachers. This indicates that most teachers (78%) view the courses as having a strong practical application, with the largest group considering it excellent. However, a smaller group (22%) sees room for improvement, suggesting that while overall satisfaction is high, some enhancements may still be needed.



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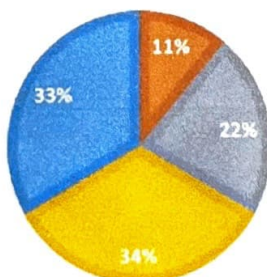
Q3: Inclusion of Social Values and Morals in The Syllabus

Response:

1	Bad	0%	0 Teachers
2	Satisfactory	11%	1 Teachers
3	Good	22%	2 Teachers
4	Very Good	34%	3 Teachers
5	Excellent	33%	3 Teachers

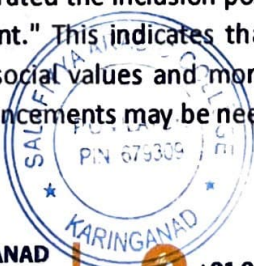
INCLUSION OF SOCIAL VALUES AND MORALS IN THE SYLLABUS

■ Bad ■ Satisfactory ■ Good ■ Very Good ■ Excellent



Interpretation:

The data reflects teachers' views on the inclusion of social values and morals in the syllabus. No teachers rated it as "Bad," indicating no major issues. A small percentage (11%) found it "Satisfactory," suggesting some room for improvement. Meanwhile, 22% rated it as "Good." The majority of teachers rated the inclusion positively, with 34% saying it's "Very Good" and 33% rating it as "Excellent." This indicates that most teachers (67%) believe the syllabus effectively incorporates social values and morals, with a high level of satisfaction overall though some minor enhancements may be needed.



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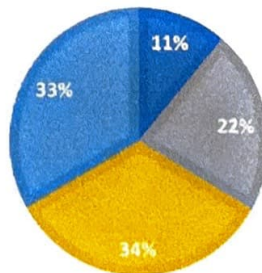
Q4: Effectiveness of Tests and Examinations

Response:

1	Bad	11%	1 Teachers
2	Satisfactory	0%	0 Teachers
3	Good	22%	2 Teachers
4	Very Good	34%	3 Teachers
5	Excellent	33%	3 Teachers

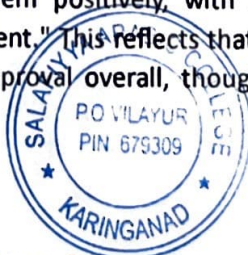
EFFECTIVENESS OF TESTS AND EXAMINATIONS

■ Bad ■ Satisfactory ■ Good ■ Very Good ■ Excellent



Interpretation:

The feedback on the effectiveness of tests and examinations shows a generally positive assessment. 11% of teachers rated them as "Bad," indicating some dissatisfaction. No teachers rated them as "Satisfactory," suggesting that if there are issues, they are more significant than minor. However, 22% found the tests and examinations "Good," while the majority (67%) rated them positively, with 34% finding them "Very Good" and 33% considering them "Excellent." This reflects that most teachers believe the assessments are effective, with strong approval overall, though there is some acknowledgment of areas needing improvement.



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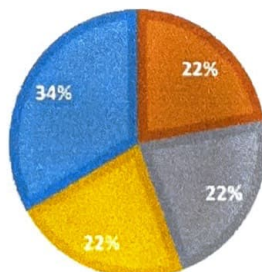
Q5: Learner's Participation in The Class

Response:

1	Bad	0%	0 Teachers
2	Satisfactory	22%	2 Teachers
3	Good	22%	2 Teachers
4	Very Good	22%	2 Teachers
5	Excellent	34%	3 Teachers

LEARNERS PARTICIPATION IN THE CLASS

■ Bad ■ Satisfactory ■ Good ■ Very Good ■ Excellent



Interpretation:

The data on learner participation in class shows that teachers generally view it positively. No teachers rated participation as "Bad." A small percentage (22%) found it "Satisfactory," and another 22% rated it as "Good." The majority rated participation highly, with 22% saying it's "Very Good" and 34% rating it as "Excellent." This indicates that most teachers (78%) are satisfied with the level of student engagement in class, with the largest group considering it excellent, reflecting overall strong participation and active involvement from students.



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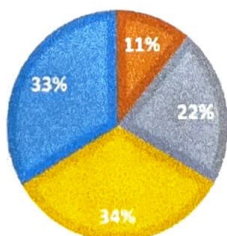
Q6: Completion Of Programme Capable the Students to Take Part in The Research Project

Response:

1	Bad	0%	0 Teachers
2	Satisfactory	11%	1 Teachers
3	Good	22%	2 Teachers
4	Very Good	34%	3 Teachers
5	Excellent	33%	3 Teachers

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

■ Bad ■ Satisfactory ■ Good ■ Very Good ■ Excellent

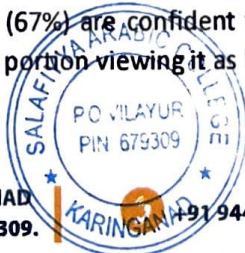


Interpretation:

The data indicates that teachers generally believe the program effectively prepares students to participate in research projects. No teachers rated it as "Bad," suggesting no major concerns. A small percentage (11%) found it "Satisfactory," indicating that some improvements may be needed. Meanwhile, 22% rated the program as "Good." The majority expressed strong approval, with 34% rating it as "Very Good" and 33% as "Excellent." This shows that most teachers (67%) are confident that the program equips students well for research, with a significant portion viewing it as highly effective.



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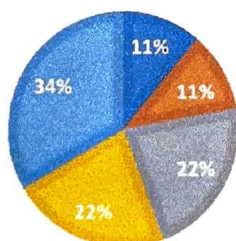
Q7: The Capability of The Syllabus to Fulfill the Future Occupational Need of The Students

Response:

1	Bad	11%	1 Teachers
2	Satisfactory	11%	1 Teachers
3	Good	22%	2 Teachers
4	Very Good	22%	2 Teachers
5	Excellent	33%	3 Teachers

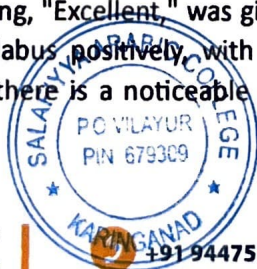
THE CAPABILITY OF THE SYLLABUS TO FULFILL THE FUTURE OCCUPATIONAL NEED OF THE STUDENTS


■ Bad ■ Satisfactory ■ Good ■ Very Good ■ Excellent



Interpretation:

The data on the syllabus's capability to meet students' future occupational needs shows mixed feedback from teachers. A small percentage (11%) rated it as "Bad," indicating some concerns. Another 11% found it "Satisfactory," suggesting room for improvement. Meanwhile, 22% of teachers rated the syllabus as "Good," and an equal percentage found it "Very Good." The highest rating, "Excellent," was given by 33% of teachers. Overall, while a majority (77%) view the syllabus positively, with many finding it effective in preparing students for future careers, there is a noticeable minority that sees significant areas for improvement.




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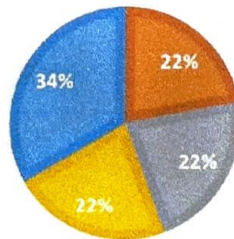
Q8: The Programme Provide Opportunity to Participate in Extra Curricular Activities

Response:

1	Bad	0%	0 Teachers
2	Satisfactory	22%	2 Teachers
3	Good	22%	2 Teachers
4	Very Good	22%	2 Teachers
5	Excellent	33%	3 Teachers

THE PROGRAMME PROVIDE OPPORTUNITY TO PARTICIPATE IN EXTRA CURRICULAR ACTIVITIES

■ Bad ■ Satisfactory ■ Good ■ Very Good ■ Excellent



Interpretation:

The data indicates that teachers generally view the program as providing good opportunities for extracurricular participation. None rated it as "Bad." A small percentage (22%) found the opportunities "Satisfactory," suggesting some room for improvement, while an equal percentage (22%) rated them as "Good." Another 22% rated the program as "Very Good," and the highest percentage (33%) gave it an "Excellent" rating. Overall, 77% of teachers believe the program offers solid to excellent opportunities for extracurricular involvement, reflecting a positive assessment with some potential for enhancement in providing even more activities.



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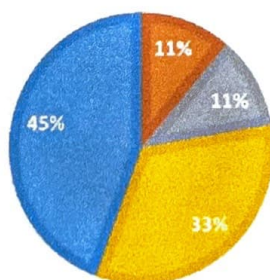
Q9: Availability of Educational Resources Both E- Journal and Others

Response:

1	Bad	0%	0 Teachers
2	Satisfactory	11%	1 Teachers
3	Good	11%	1 Teachers
4	Very Good	33%	3 Teachers
5	Excellent	45%	4 Teachers

AVAILABILITY OF EDUCATIONAL RESOURCES BOTH E- JOURNAL AND OTHERS

■ Bad ■ Satisfactory ■ Good ■ Very Good ■ Excellent



Interpretation:

The feedback on the availability of educational resources, including e-journals, is largely positive. No teachers rated the resources as "Bad." A small percentage (11%) found them "Satisfactory" or "Good," indicating some room for improvement. However, a significant majority rated the resources positively, with 33% finding them "Very Good" and 45% rating them as "Excellent." This suggests that most teachers are highly satisfied with the availability of educational resources, including both digital and traditional materials, indicating strong overall support and effectiveness in meeting their needs.





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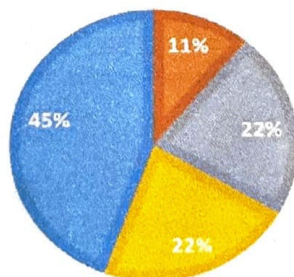
Q10: The Book Prescribed or Listed as Reference Materials are Relevant

Response:

1	Bad	0%	0 Teachers
2	Satisfactory	11%	1 Teachers
3	Good	22%	2 Teachers
4	Very Good	22%	2 Teachers
5	Excellent	45%	4 Teachers

THE BOOK PRESCRIBED OR LISTED AS REFERENCE MATERIALS ARE RELEVANT

■ Bad ■ Satisfactory ■ Good ■ Very Good ■ Excellent



Interpretation:

The feedback on the relevance of prescribed or listed reference materials is predominantly positive. No teachers rated them as "Bad." A small percentage (11%) found the materials "Satisfactory," suggesting some potential for improvement. Meanwhile, 22% of teachers rated them as "Good," and an equal percentage rated them as "Very Good." The highest rating, "Excellent," was given by 45% of teachers. This indicates that a majority (67%) find the reference materials highly relevant, reflecting strong approval overall, with only minor areas identified for potential enhancement.



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Conclusion:

In summary, the evaluations across various aspects of the program reflect a generally positive outlook from teachers. Most teachers rated the syllabus, tests, and educational resources highly, indicating strong approval of their effectiveness and relevance. While there are areas where improvements could be made, such as in providing more opportunities for extracurricular activities and ensuring the program meets all future occupational needs, the majority of feedback remains favourable. Teachers particularly appreciated the quality of reference materials and the program's capacity to prepare students for research projects and practical application. Overall, the program is seen as effective and well-regarded, with a solid foundation and areas for potential enhancement.

Action Plan

- **Enhance Extracurricular Opportunities:** Explore ways to increase and diversify extracurricular activities to provide more engagement options for students, addressing the feedback about the need for more opportunities.
- **Improve Occupational Relevance:** Review and update the syllabus to better align with future occupational needs, incorporating feedback to enhance the program's relevance and effectiveness.
- **Continue Strengthening Educational Resources:** Maintain and expand the availability of both digital and traditional resources, ensuring they remain current and highly relevant to support teaching and learning.
- **Foster Better Student Participation:** Implement strategies to further encourage and support active student participation in class, building on the already positive feedback.
- **Monitor and Adapt:** Regularly review feedback to identify new areas for improvement and adapt the program as needed to meet evolving educational demands and student needs.

These steps will help build on the strengths of the program while addressing areas for improvement, ensuring continued success and relevance.



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