



SUNNIYYA ARABIC COLLEGE

CHENNAMANGALLUR

P.O. Chennamangallur, Mukkam, Kozhikode Dt. 673602

(Affiliated to the University of Calicut, Aided by the Govt. of Kerala, Recognised by UGC, New Delhi)

Phone: 0495 2297115 | E-mail: sunniyya@gmail.com | www.sunniyyacollege.com

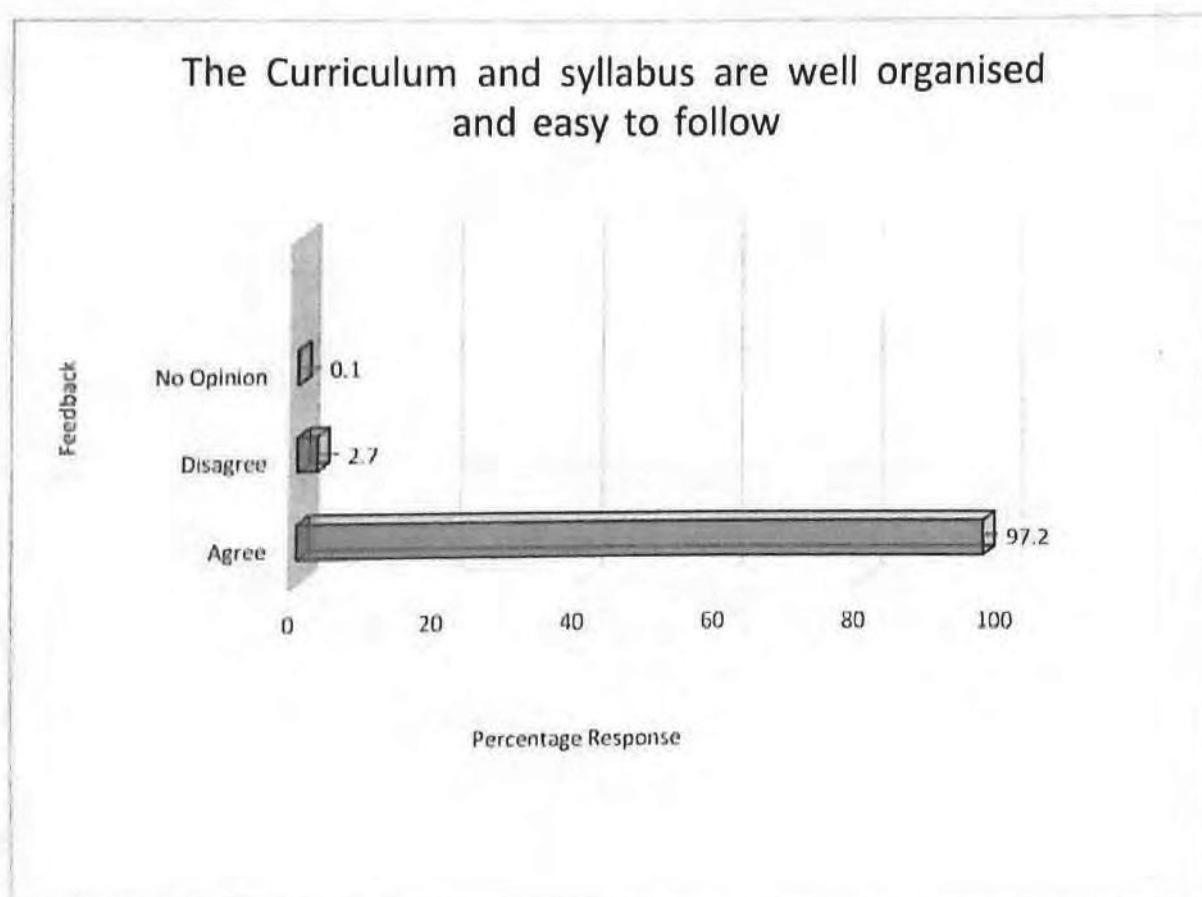
Curriculum Feedback Analysis Report- 2020-2021

Sl. No	Queries	Percentage Response (out of 307)		
		Agree	Disagree	No Opinion
1	The Curriculum and syllabus are well organised and easy to follow	97.2	2.7	0.1
2	The learning objectives are clear and appropriate to the needs of the students	95.9	3.95	0.15
3	The texts/resources are appropriate for my students' level.	97.5	2.2	0.3
4	The texts/resources are sufficient - They cover most or all of what is needed to teach the course.	98.1	1.8	0.1
5	The strategies and activities address the learning needs of all students, including students with disabilities and dual languages learnings.	97.8	2.2	0.0
6	The instructional strategies and activities appropriate for the modules	98.1	1.9	0.0
7	The assessments and instructional activities align to the learning objectives.	97.9	1.9	0.2
8	The assessment provides opportunities for students to adequately demonstrate their learning through higher order thinking	98.8	1.1	0.1
9	The questions are aligned according to the objectives and instructional processes.	98.1	1.7	0.2
10	The process of teaching, learning and evaluation are balanced.	99.7	0.3	0.0

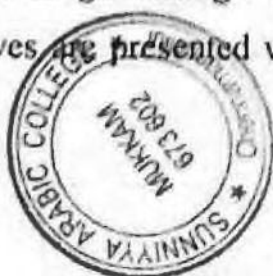


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Graph 1: This graph is about the curriculum and syllabus and how it is organized. It shows the relationship between two variables in which the horizontal axis shows the percentage response and the vertical axis shows the feedback. When asked about the curriculum and syllabus, out of 307 students 97.2% students agreed that the syllabus and curriculum is well organized and easy to follow. 2.7% of students disagreed about their access towards the knowledge of syllabus. And the remaining 0.1% students have no opinion regarding the syllabus and curriculum.

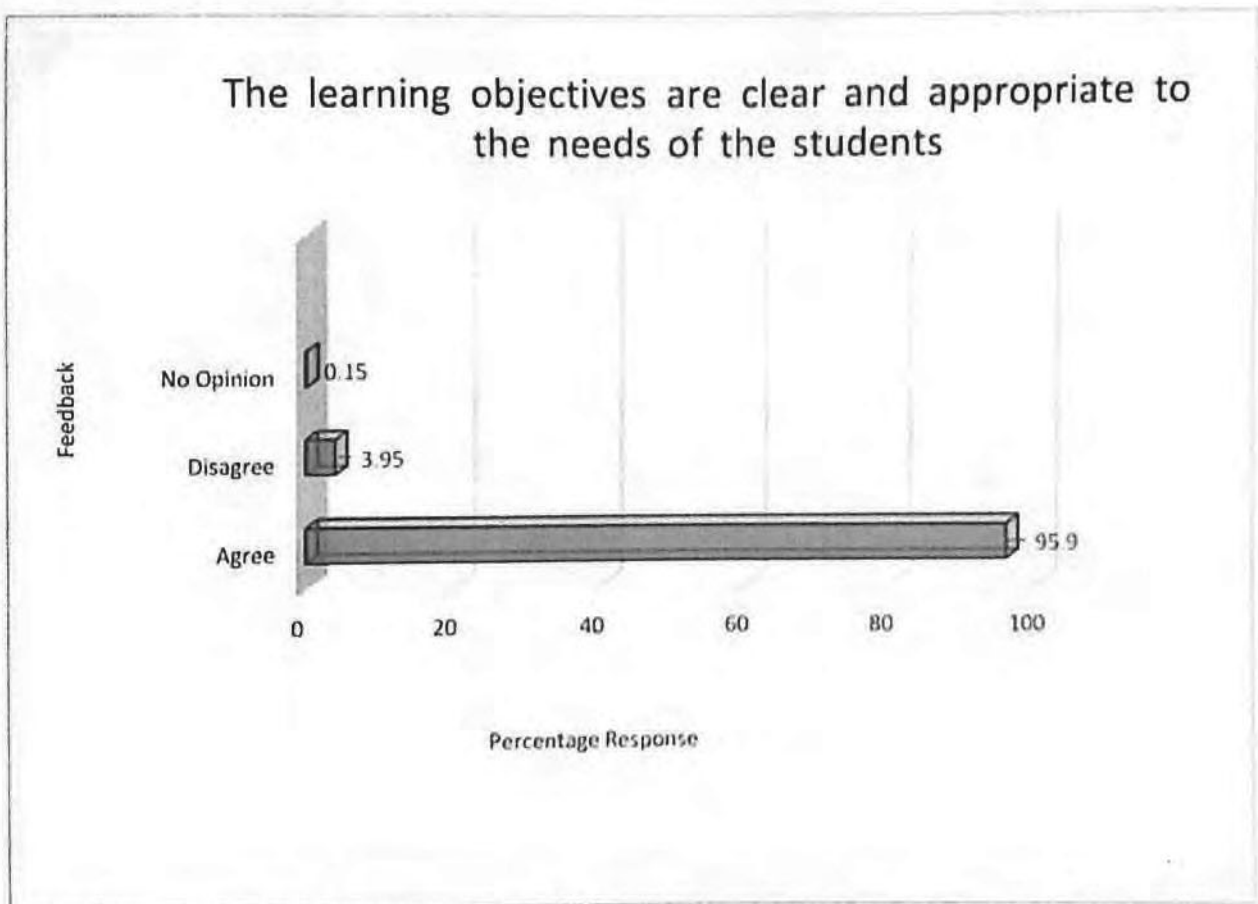


Graph 2: As far as the learning objectives are concerned with students were required to go through the appropriateness and the clarity, with which the objectives are presented while the horizontal axis dealt with the percentage of



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response that of the vertical axis featured the feedback section. Out of the total number of 307 respondents, 95.9% students agreed upon the appropriateness and clarity of the learning objectives. 3.95% of students marked their response in the column that is meant to disagree with the appropriateness of the syllabus. The remaining 0.15% opted to make no comments on the column

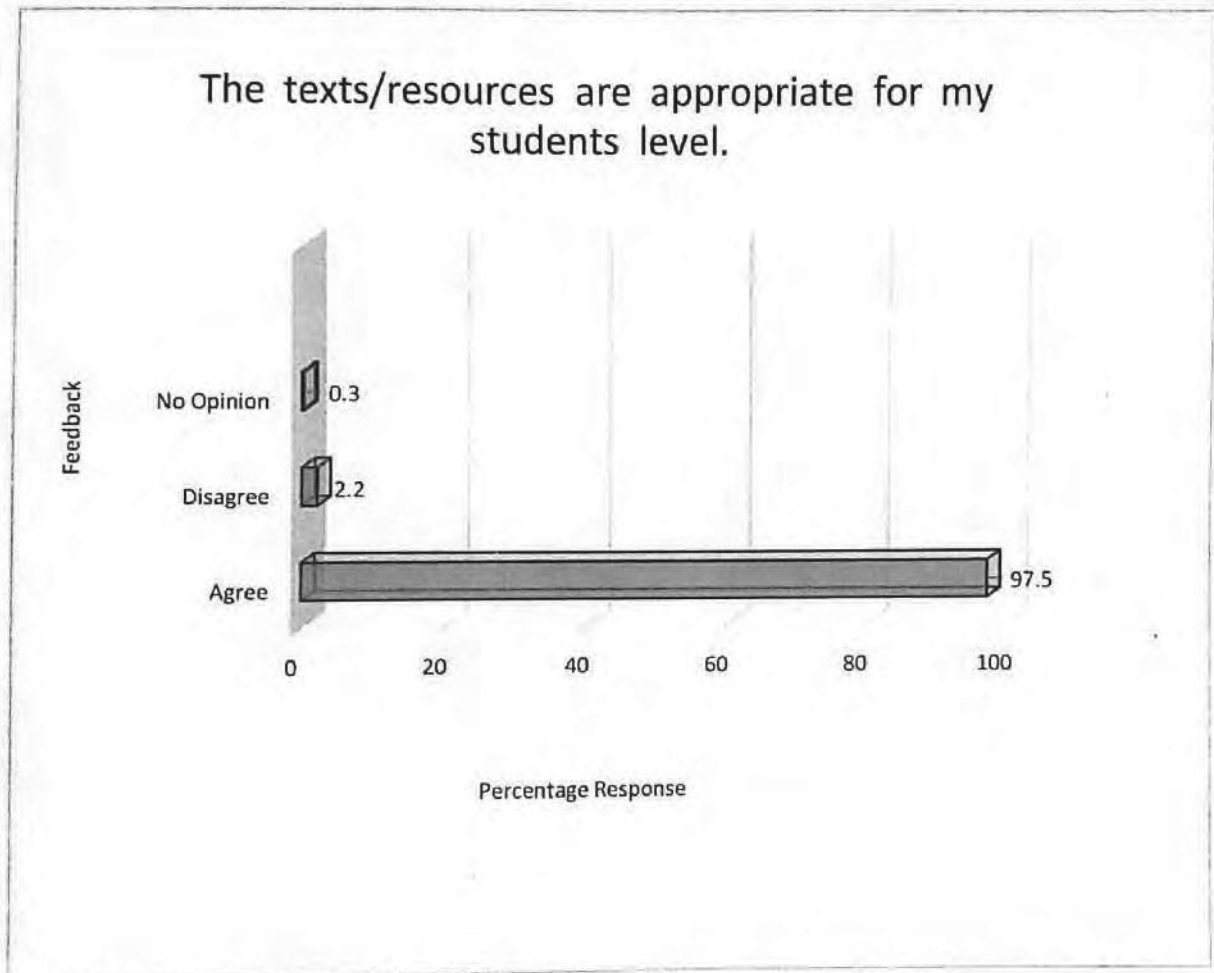


Graph 3: On considering about the texts or resources and whether it is appropriate for the student's study level, they were instructed to do an analysis on the particular and to review. On drawing a graphical representation for the question, the horizontal line represents the percentage response and the vertical line represents the feedback. A total of 97.5% of students out of the total 307 are in the opinion that the resources are appropriate for the students and their capacity



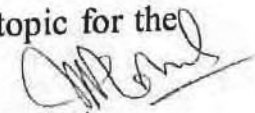
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to learn. 2.2% of students are of the opinion that this point must be disagreed with and the remaining 0.3% falls in a category of not having an opinion regarding this subject.



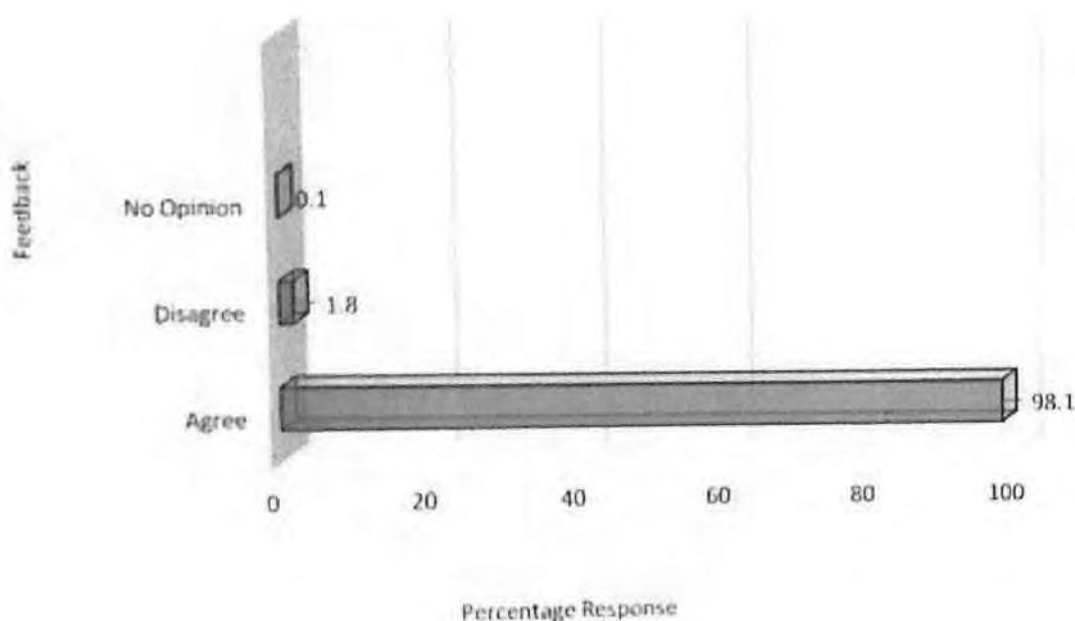
Graph4: The students were next directed to go through the point that whether the texts or resources are sufficient and they cover most and all of what which is needed to be taught according to the course. While the horizontal axis dealt with the percentage of response that of the vertical axis featured the feedback section when it is represented by a graph out of 307 students, a total of 98.1% of them agreed with the point and said that the resources are sufficient and is needful. The text book resources are not sufficient and it didn't cover the entire topic for the




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course. This was the opinion of 1.8% of the students. The rest 0.1% of students chose to say nothing regarding the topic

The texts/resources are sufficient - They cover most or all of what is needed to teach the course.

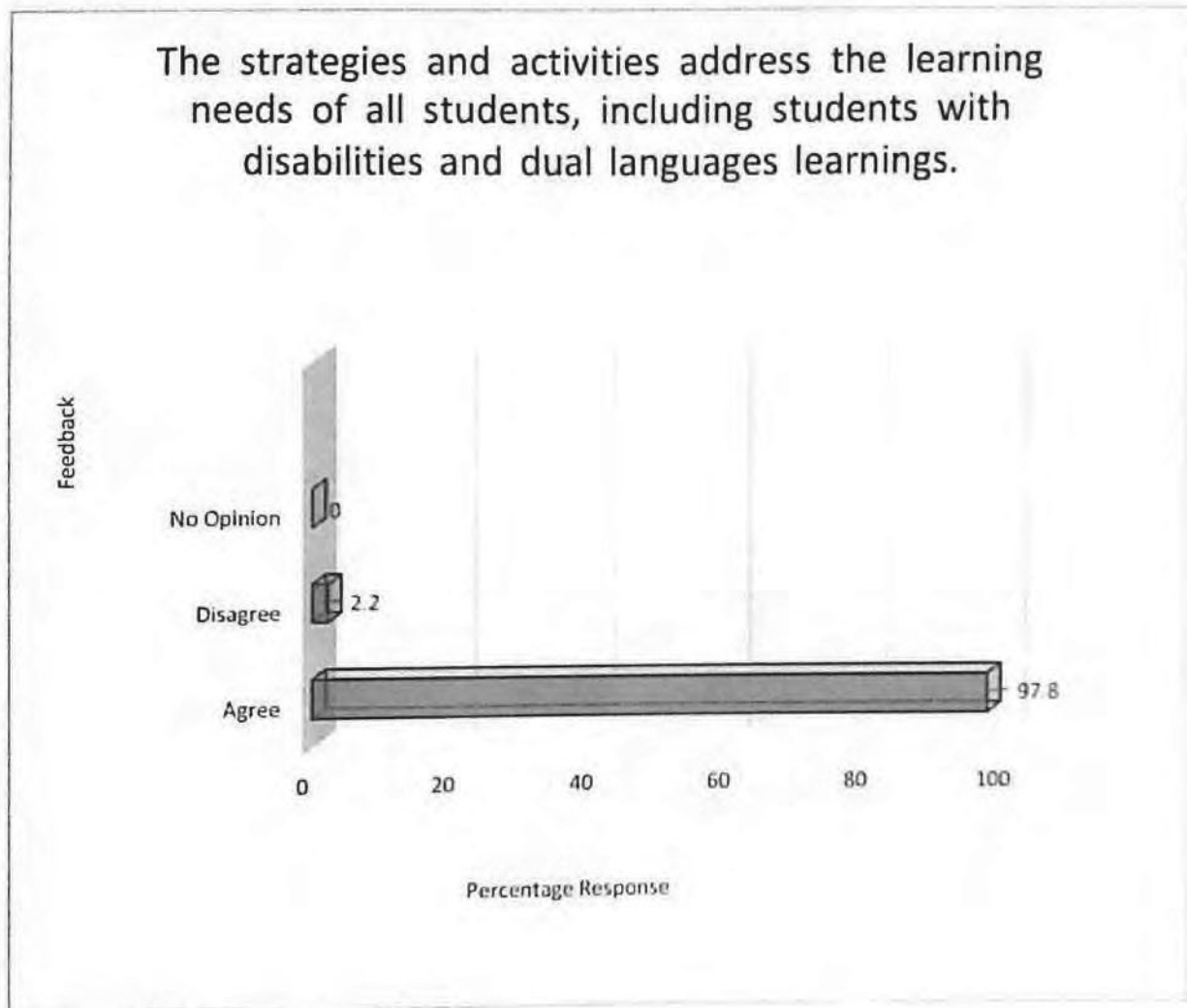


Graph5: As far as the strategies and activities for the learning needs of the students is concerned with, the students were needed to take an analysis regarding the strategies and activities address the students including students with disabilities and dual language learners. On representing graphically, the vertical axis represents the feedback and the horizontal axis represents the percentage response. 97.8% of students out of the total number of 307 students are of the opinion that the strategies and activities address the learning needs of the students including the students with disabilities. But 2.2% students strictly oppose to the




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former and they disagree with the claim that the strategies opted by the college was not in needful for the students.

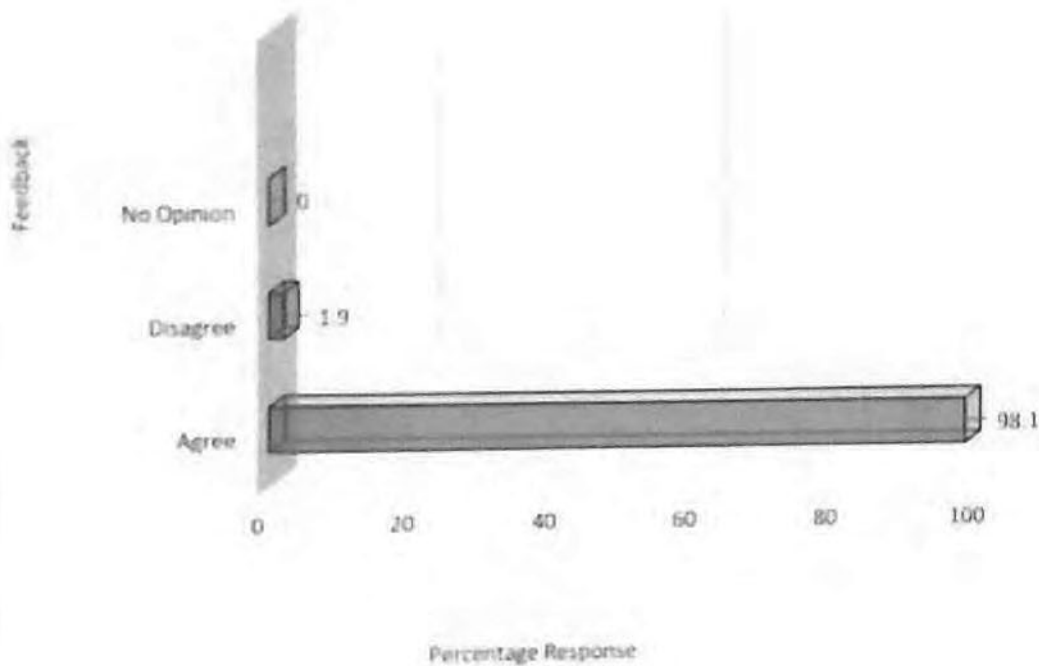


Graph6: On considering the teaching and instructional strategies for the individual modules, the students were instructed to rate the above mentioned. While the horizontal line represents the percentage response, the vertical line indicates the feedback from the students. Out of the total number of 307 students 98.1% agreed that the instructional strategies and activities are appropriate for the modules. While 1.9% of the students disagree with the point that the strategies opted were not appropriate for the modules




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The instructional strategies and activities appropriate for the modules.

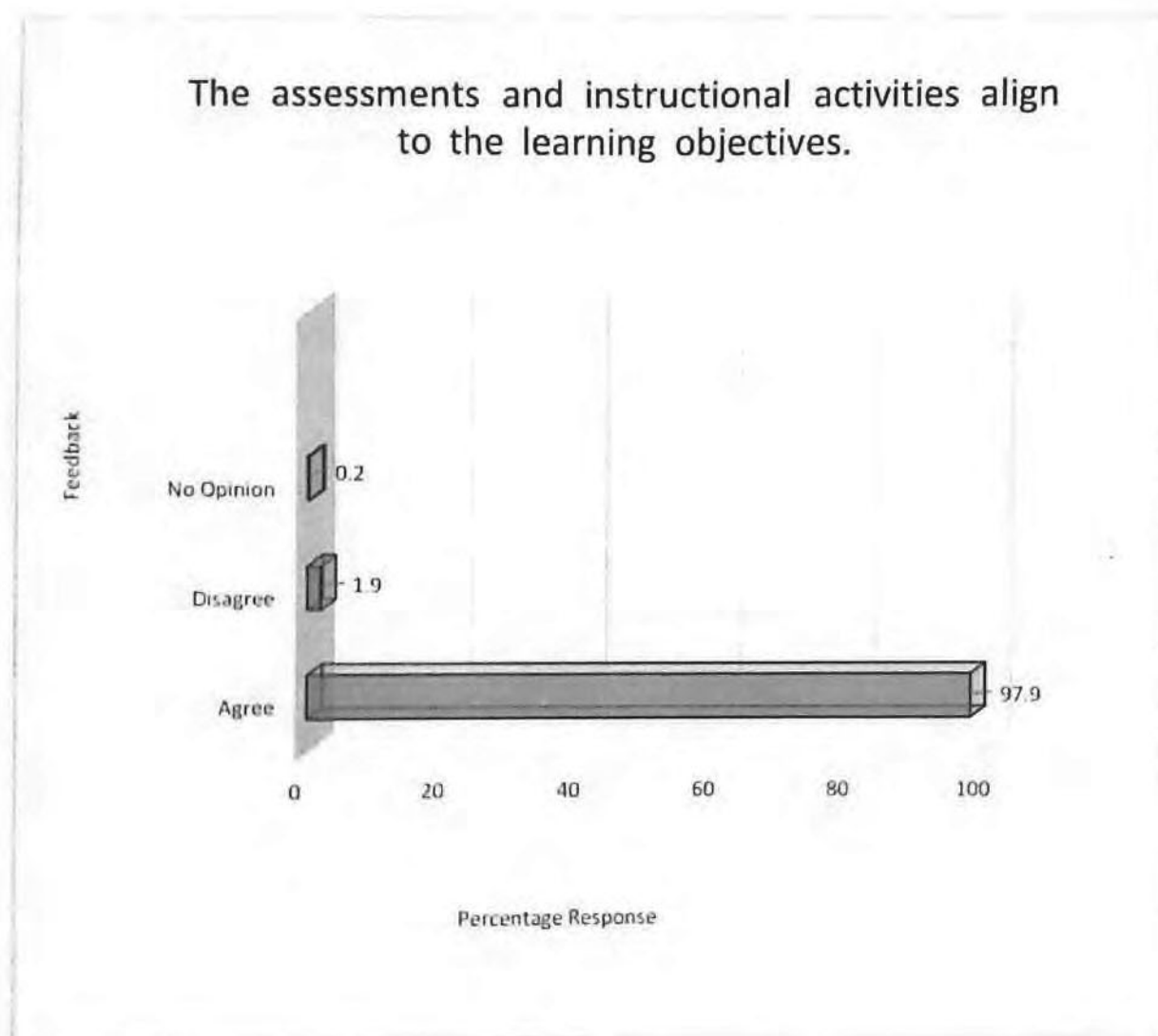


Graph7: This graphical representation gives us an idea about the ratio of student's feedback and percentage response on the question the assessments and instructional activities align to the learning objectives. The horizontal axis deals with the percentage response and the vertical axis deals with the feedback from the students. On considering the response out of 307 students 97.9% of them agree that assessments and instructional activities are aligned in a format which is appropriate for learning. 1.9% of students are of the opinion that the activities including assessments and instructions are not aligned as it favours the learning

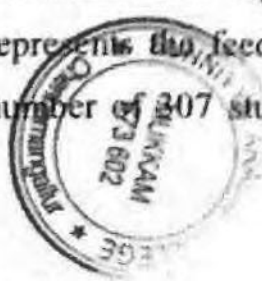


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objectives. And the remaining 0.2% falls in to the category of having no opinion regarding this.

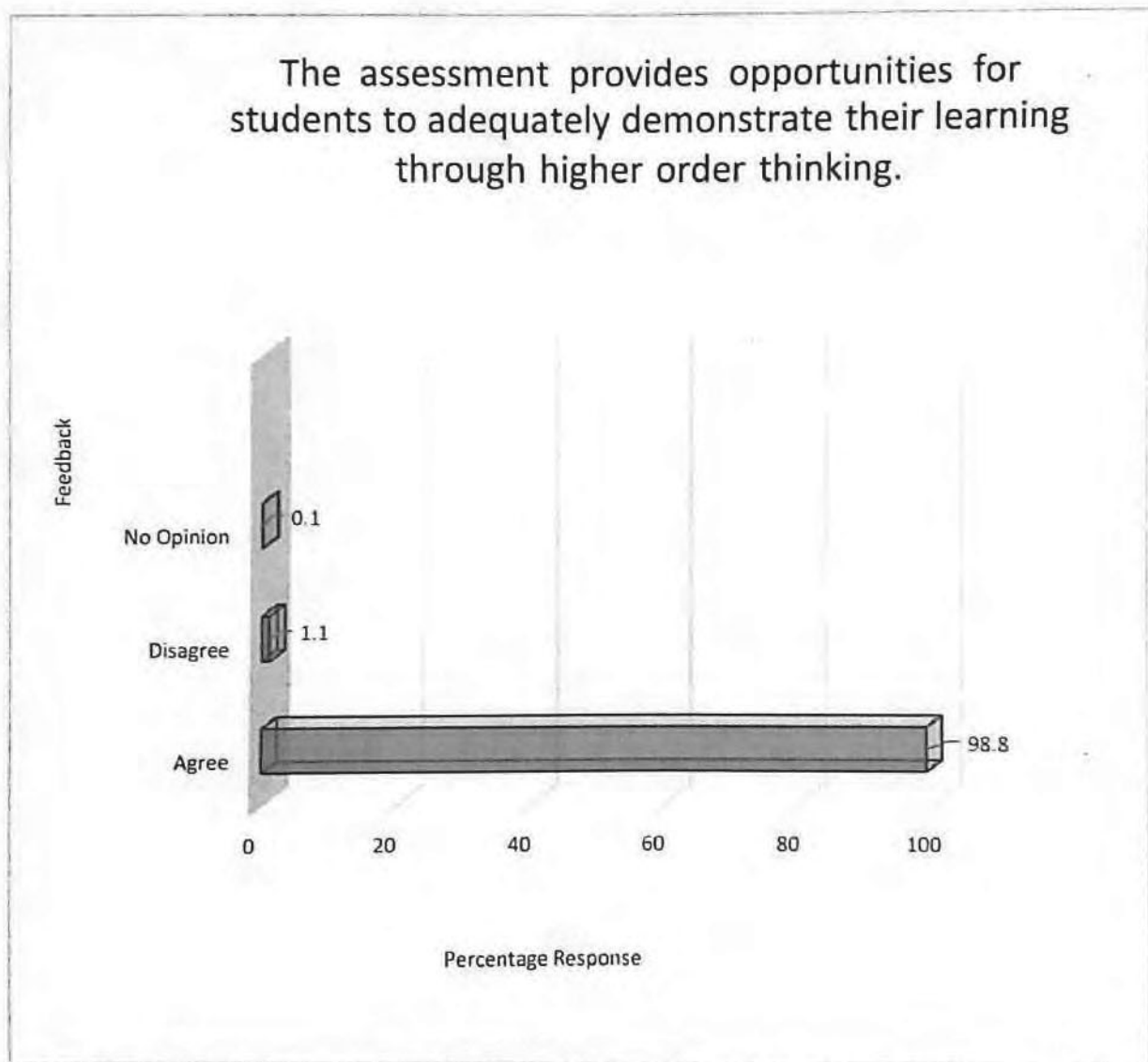


Graph8- As far as the opportunities for the students to demonstrate their learning skills and their learned outcome is concerned with, the students had to go through the assessments provided for them to demonstrate and showcase their talents and learning through higher order thinking. In the graphical representation the horizontal line represents the percentage of response and the vertical line represents the feedback from the students. 98.8% of students out of the total number of 307 students are of the opinion that the assessment programs and



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activities provide the students an opportunity for the students to adequately demonstrate their learning. While 1.1% of students disagree with this the remaining 0.1% of students does not even have an opinion.

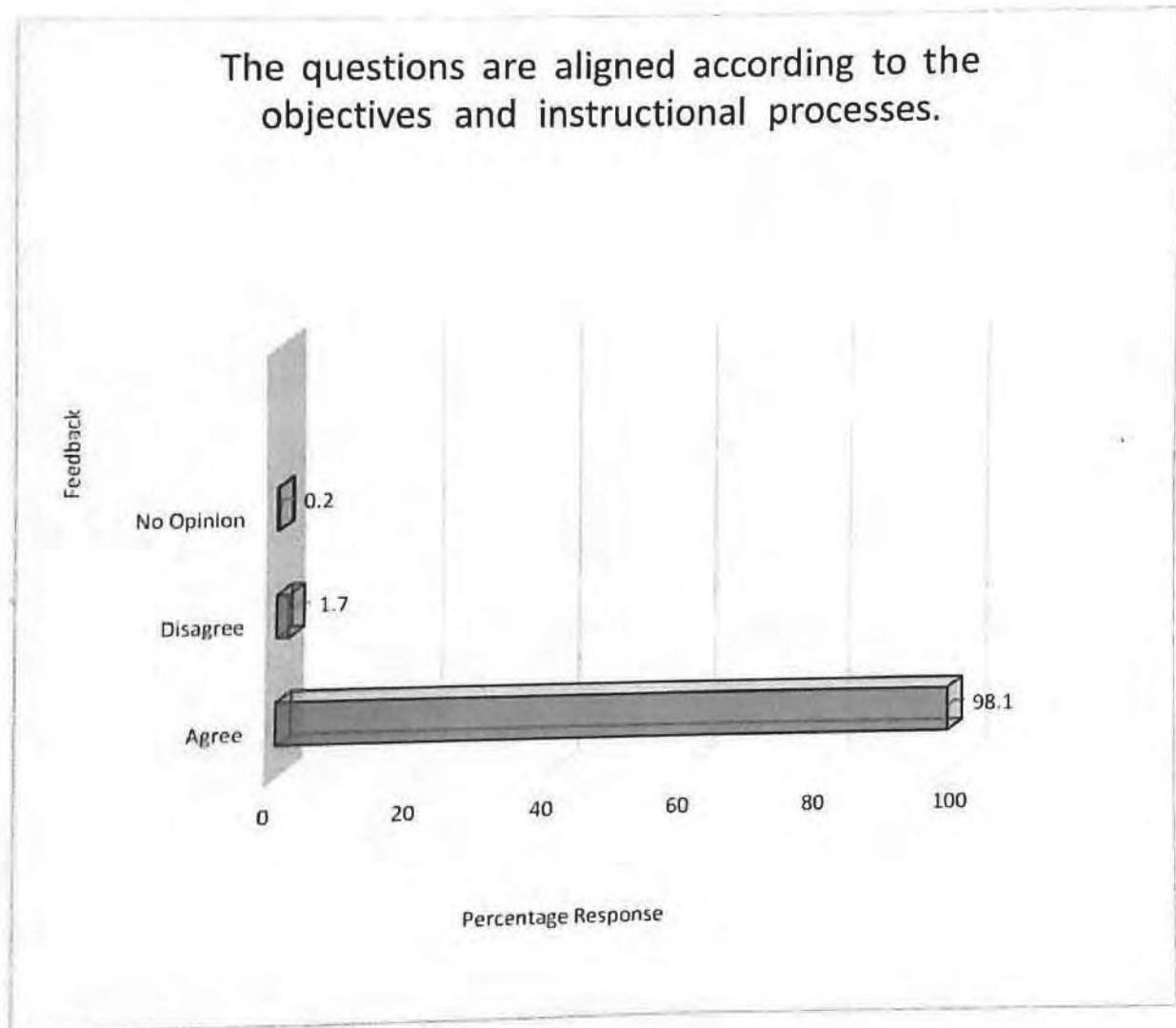


Graph9: This graphical representation is all about the alignment of questions in accordance with the objectives. In the graph the vertical line declares the feedback and the horizontal line declares the percentage response. Out of a total number of 307 students 98.1% of the students agree to the question that the questions are aligned according to the objective and instructional process. While 1.7 % of

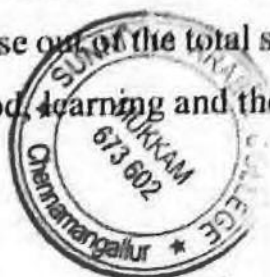


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students disagree from the above mentioned, a percentage of 0.2% does not even share an opinion.



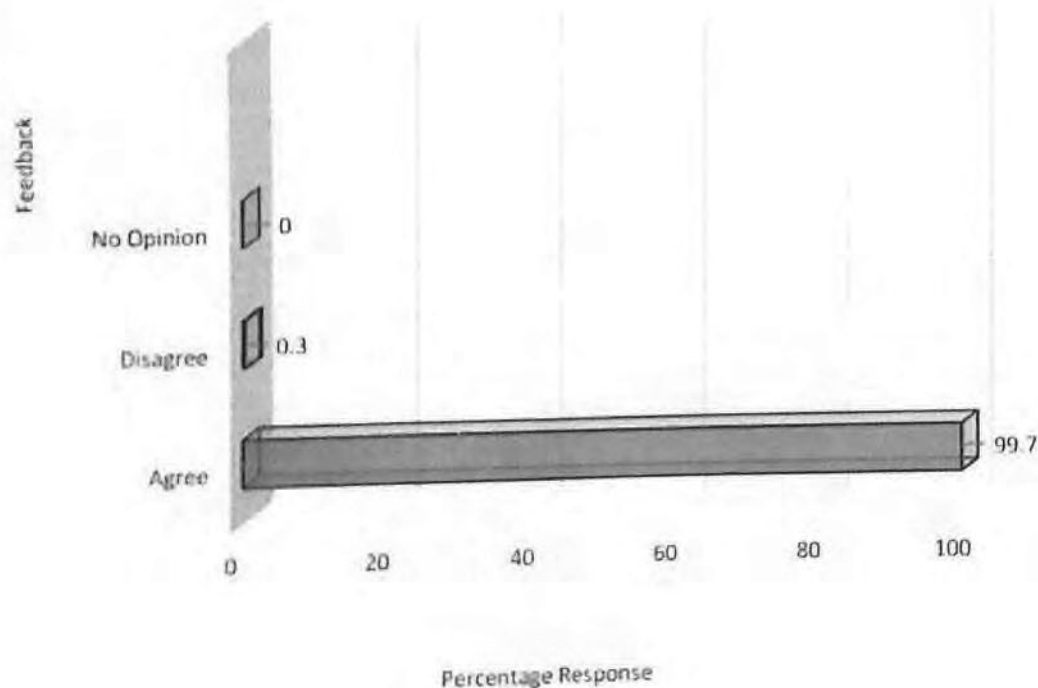
Graph10: This graphical representation gives us an idea about the ratio of feedback from the students and the percentage response towards the topic that is the process of teaching, learning and evaluation are balanced. The vertical line in the graph represents the feedback that collected from the students regarding the question and the horizontal line represents the percentage response. On evaluating the case out of the total students 307 a percentage of 99.7% agree that the teaching method, learning and the final evaluation are well balanced according to them. A



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percentage of 0.3% students disagree that the three factors which is teaching, learning and evaluation are not balanced.

The process of teaching, learning and evaluation are balanced.



[Signature]
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Sunniyya Arabic College
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