



CPA

**COLLEGE OF
GLOBAL STUDIES**

PUTHANATHANI

Affiliated to University of Calicut, Recognized by Govt. of Kerala and Run by: Nice Educational Trust

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TEACHERS FEEDBACK

2022-2023

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TEACHERS FEEDBACK 2022-2023

The teacher feedback for the academic year 2022-2023 provides insights into teaching effectiveness and faculty engagement. It acknowledges strengths like engaging course delivery and highlights areas for improvement such as assessment fairness and research opportunities. This feedback drives professional development efforts, fostering a culture of continuous improvement to enhance student learning outcomes and academic excellence.

Total number of teachers 52

Total number of responses 44




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**TEACHERS FEEDBACK ANALYSIS 2022-2023**

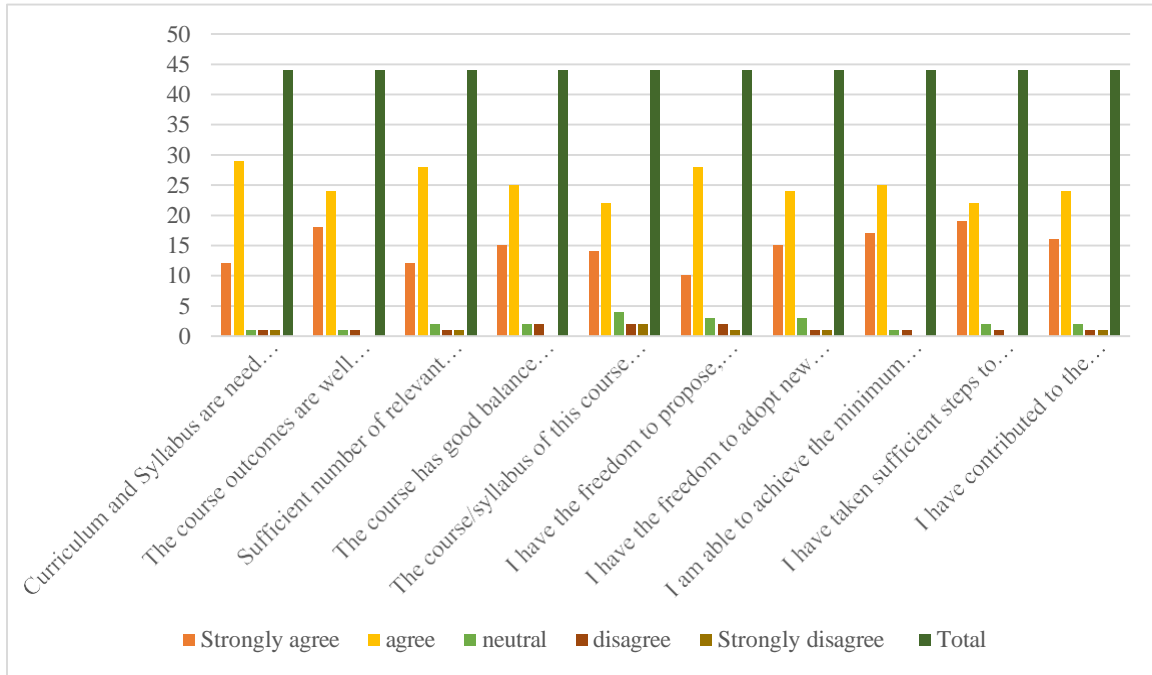
SL NO	Question	Strongly agree	agree	neutral	disagree	Strongly disagree	Total
1.	Curriculum and Syllabus are need based	12	29	1	1	1	44
2.	The course outcomes are well defined and clear	18	24	1	1	0	44
3.	Sufficient number of relevant reading materials and digital resources are available in the Library	12	28	2	1	1	44
4.	The course has good balance between theory and application	15	25	2	2	0	44
5.	The course/syllabus of this course increased my knowledge and perspective in the subject area	14	22	4	2	2	44
6.	I have the freedom to propose, modify, suggest and incorporate new topics in the syllabus through proper forum	10	28	3	2	1	44
7.	I have the freedom to adopt new techniques/education tools /strategies in Teaching	15	24	3	1	1	44
8.	I am able to achieve the minimum required course outcome attainment level for my class	17	25	1	1	0	44
9.	I have taken sufficient steps to provide assistance to slow learners	19	22	2	1	0	44
10.	I have contributed to the curriculum and or syllabus development	16	24	2	1	1	44



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FEEDBACK ANALYSIS OF TEACHERS 2022-2023



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ACTION TAKEN REPORT- TEACHERS FEEDBACK

Introduction:

The action taken report below is formulated based on the valuable feedback provided by teachers for the academic year 2022-2023. The feedback, gathered from a total of 52 teachers, covers various aspects of the curriculum, teaching methodologies, and faculty engagement.

SL NO		ACTIONS TAKEN
1.	Curriculum and Syllabus Relevance: While a significant portion of teachers (29) agreed that the curriculum and syllabus are need-based, there were also responses indicating areas for improvement, including a neutral response and occasional disagreement.	<ul style="list-style-type: none">• Conduct a comprehensive review of the curriculum to ensure alignment with current industry trends and student needs.• Establish a feedback mechanism to regularly assess and update the curriculum based on evolving requirements.




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2.	Clarity of Course Outcomes: The feedback indicates that a majority of teachers (18) strongly agree that course outcomes are well-defined and clear. However, there are responses suggesting room for further clarification.	<ul style="list-style-type: none">• Enhance communication and documentation of course outcomes to provide greater clarity for both teachers and students.• Provide training and support for teachers to effectively align teaching strategies with course outcomes.
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3.	Availability of Reading Materials and Digital Resources: Responses highlight a generally positive perception regarding the availability of reading materials and digital resources in the library. However, there are a few instances of neutral or negative feedback.	<ul style="list-style-type: none">• Conduct a thorough assessment of the existing resources and identify areas for expansion or improvement.• Collaborate with librarians and educational technology specialists to enhance access to digital resources and support diverse learning needs.
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4.	Balance between Theory and Application: While a majority of teachers (15) acknowledge a good balance between theory and application in the course, there are also responses indicating room for improvement.	<ul style="list-style-type: none">• Explore innovative teaching methodologies to enhance the application-oriented aspect of the curriculum.• Provide professional development opportunities for teachers to integrate real-world examples and case studies into their teaching.
5.	Impact of Course/Syllabus on Knowledge Enhancement: Feedback suggests that while many teachers (14) agree that the course/syllabus has increased their knowledge and perspective in the subject area, there are also responses indicating neutral or negative sentiments.	<ul style="list-style-type: none">• Review and update course content to ensure alignment with the latest developments in the subject area.• Encourage collaboration between teachers and subject matter experts to enrich course materials and foster continuous learning.




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6.	Freedom in Syllabus Modification: A significant number of teachers (28) agree that they have the freedom to propose, modify, suggest, and incorporate new topics in the syllabus through proper forums. However, there are also responses suggesting areas for improvement.	<ul style="list-style-type: none">• Streamline the process for syllabus modification to encourage greater participation and collaboration among faculty members.• Establish clear guidelines and channels for submitting proposals and incorporating feedback into the curriculum.
7.	Freedom in Adopting Teaching Techniques: While many teachers (15) agree that they have the freedom to adopt new techniques, education tools, and strategies in teaching, there are also responses indicating room for improvement.	<ul style="list-style-type: none">• Provide professional development opportunities and resources to support teachers in exploring and implementing innovative teaching methodologies.• Foster a culture of experimentation and sharing best practices among faculty members.




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8.	Achievement of Course Outcome Attainment Level: The majority of teachers (17) strongly agree that they are able to achieve the minimum required course outcome attainment level for their class, reflecting confidence in their teaching effectiveness.	<ul style="list-style-type: none">• Recognize and celebrate instances of successful course outcome attainment.• Provide support and resources for teachers who may require assistance in meeting course objectives.
9.	Support for Slow Learners: Feedback indicates that many teachers (19) have taken sufficient steps to provide assistance to slow learners, demonstrating a commitment to inclusive education practices.	<ul style="list-style-type: none">• Offer additional resources and support services for students with diverse learning needs.• Provide training and guidance for teachers to implement differentiated instruction strategies effectively.
10.	Contribution to Curriculum and Syllabus Development: A significant number of teachers (16) agree that they have contributed to the curriculum and/or syllabus development, highlighting a collaborative approach to educational planning.	<ul style="list-style-type: none">• Continue to facilitate opportunities for teacher involvement in curriculum development processes.• Establish regular forums for sharing ideas and feedback to ensure ongoing improvement and innovation.




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