



Christ Church College, Kanpur

Teachers Feedback

Report

2025-26

The Internal Quality Assurance Cell (IQAC) of Christ Church College, Kanpur conducted a Teacher Feedback Survey for the academic session 2025–26. The survey was administered to faculty members across all departments to gather comprehensive feedback on four critical dimensions of academic functioning:

1. **Feedback on Curriculum (University-Designed)** – 8 parameters
2. **Feedback on Course** – 8 parameters
3. **Feedback on Teaching and Learning** – 9 parameters
4. **Feedback on Evaluation** – 7 parameters

A total of **50 teachers** participated in the survey, providing valuable insights into the effectiveness of the university-prescribed curriculum, course design, pedagogical practices, and assessment mechanisms. The purpose of this exercise was to assess faculty perceptions regarding the relevance, feasibility, and effectiveness of the curriculum, as well as to identify challenges faced by teachers in curriculum transaction, pedagogical innovation, and student evaluation.

The findings have been systematically analyzed and presented through a **SWOC (Strengths, Weaknesses, Opportunities, Challenges)** framework to facilitate evidence-based enhancement of teaching-learning processes and institutional support systems.

This report serves as the primary working document for the forthcoming meeting scheduled in August 2026.

2. OBJECTIVES OF THE STUDY

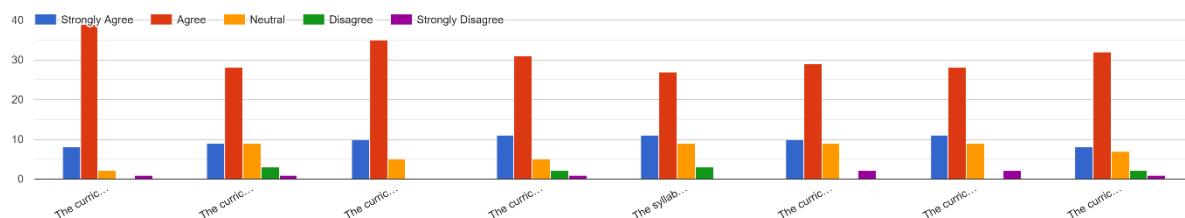
The specific objectives of this feedback survey were:

1. To assess teacher satisfaction regarding the university-prescribed curriculum, including its relevance, learning outcomes, and balance between theory and practice.
2. To evaluate the effectiveness of course design, including content relevance, prescribed resources, self-learning opportunities, and course sequencing.
3. To identify strengths and gaps in teaching-learning practices, including the use of student-centric methods, ICT integration, innovative pedagogies, and remedial support.

- To analyze the evaluation mechanisms, including continuous assessment, transparency, grading consistency, and remedial opportunities.
- To formulate actionable recommendations for improving curriculum transaction, pedagogical innovation, and institutional support within the existing university framework.
- To identify resource and infrastructure gaps affecting teaching effectiveness and propose feasible solutions.

Teachers Feedback on Curriculum (University-Designed)										
University Designed Curriculum Feedback Parameters	Strongly Agree	%	Agree	%	Neutral	%	Disagree	%	Strongly Disagree	%
The curriculum meets the current academic needs of students.	8	16	39	78	2	4	0	0	1	2
The curriculum includes adequate skill-based / employability components.	9	18	28	56	9	18	3	6	1	2
The curriculum has well-defined learning outcomes for each course	10	20	35	70	5	10	0	0	0	0
The curriculum allows flexibility for teachers to add relevant local examples	11	22	31	62	5	10	2	4	1	2
The syllabus can be completed within the allotted semester timeframe	11	22	27	54	9	18	3	6	0	0
The curriculum balances theoretical knowledge and practical application.	10	20	29	58	9	18	0	0	2	4
The curriculum promotes critical thinking among students.	11	22	28	56	9	18	0	0	2	4
The curriculum encourages a research mindset among students	8	16	32	64	7	14	2	4	1	2

Feedback on Curriculum (University-Designed)



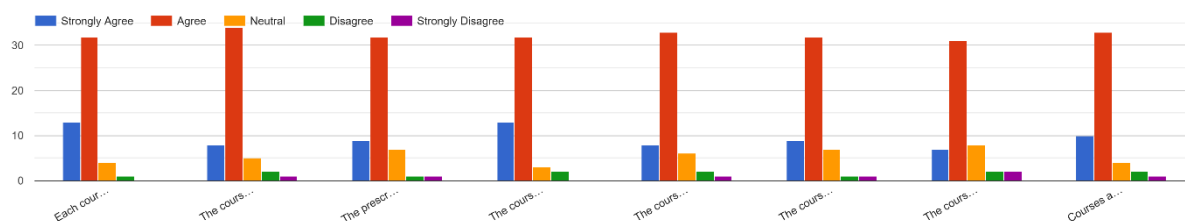
Analysis:

- Overall Satisfaction:** 81.75% (Strongly Agree + Agree) of teachers expressed satisfaction with the university-designed curriculum.
- Highest Satisfaction:** Well-defined learning outcomes (90%), flexibility to add local examples (84%), and meeting current academic needs (94%).
- Areas of Concern:** Skill-based/employability components (24% neutral/disagree), syllabus completion timeframe (24% neutral/disagree), and balance between theory and practice (22% neutral/disagree).

Teachers Feedback on Course										
Course Feedback Parameters	Strongly Agree	%	Agree	%	Neutral	%	Disagree	%	Strongly Disagree	%
Each course has clearly stated learning objectives and outcomes	13	26	32	64	4	8	1	2	0	0

The course content is relevant and up-to-date	8	16	34	68	50	12	4	1	2
The prescribed textbooks and references are adequate for the course.	9	18	32	64	74	12	2	1	2
The course includes opportunities for self-learning (assignments, projects, etc.	13	26	32	46	36	24	4	0	0
The course difficulty level is appropriate for the target students.	8	16	33	66	12	24	4	1	2
The course load (credits/classes per week) is reasonable	9	18	32	44	74	12	2	1	2
The course effectively bridges theory with real-world applications	7	14	31	26	86	24	4	2	4
Courses are sequenced logically across semesters	10	20	33	66	48	24	4	1	2

Feedback on Course

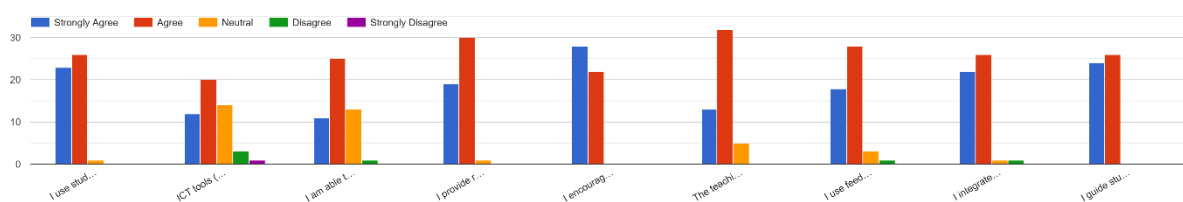


Analysis:

- **Overall Satisfaction:** 84.0% (Strongly Agree + Agree) of teachers expressed satisfaction with course design.
- **Highest Satisfaction:** Clearly stated learning objectives (90%), opportunities for self-learning (90%), and logical course sequencing (86%).
- **Areas of Concern:** Theory-real-world application bridging (20% neutral/disagree), prescribed textbooks adequacy (18% neutral/disagree), and course load (18% neutral/disagree).

Teachers Feedback on Teaching and Learning										
Teaching- Learning Feedback Parameters	Strongl y Agree	%	Ag ree	%	Neu tral	%	Disa gree	%	Strongly Disagree	%
I use student-centric teaching methods (projects, discussions, case studies, etc.)	23	46	26	52	1	2	0	0	0	0
ICT tools (smart boards, digital resources) are adequately available for effective teaching.	12	24	20	40	14	28	3	6	1	2
I am able to use innovative pedagogies (flipped classroom, peer learning, etc.).	11	22	25	50	13	26	1	2	0	0
I provide remedial support to slow learners regularly.	19	38	30	60	1	2	0	0	0	0
I encourage active participation from all students regardless of background	28	56	22	44	0	0	0	0	0	0
The teaching load is manageable and allows for quality instruction.	13	26	32	64	5	10	0	0	0	0
I use feedback from students to improve my teaching methods.	18	36	28	56	3	6	1	2	0	0
I integrate research findings or research-based activities into my teaching.	22	44	26	52	1	2	1	2	0	0
I guide students in small research projects (academic papers, surveys, case studies, dissertation).	24	48	26	52	0	0	0	0	0	0

Feedback on Teaching-Learning

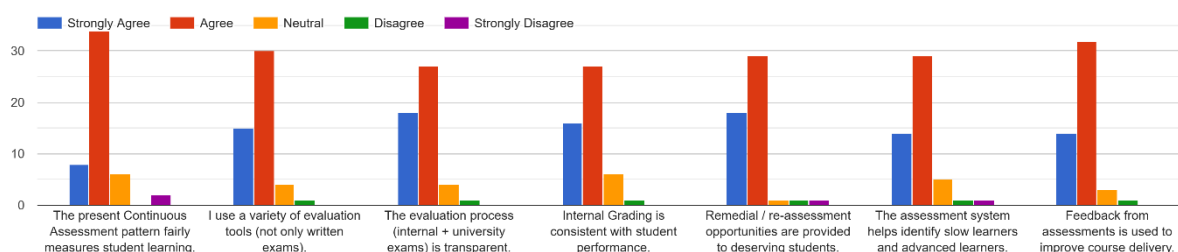


Analysis:

- **Overall Satisfaction:** 90.0% (Strongly Agree + Agree) of teachers expressed satisfaction with teaching-learning practices.
- **Highest Satisfaction:** Encouraging student participation (100%), guiding research projects (100%), remedial support (98%), student-centric methods (98%), and research integration (96%).
- **Areas of Concern:** ICT availability (36% neutral/disagree) and innovative pedagogy implementation (28% neutral) indicate a need for better infrastructure and faculty development.

Teachers Feedback on Evaluation									
Feedback on Evaluation Parameters	Strongly Agree	%	Agree	%	Neutral	%	Disagree	%	Strongly Disagree
The present Continuous Assessment pattern fairly measures student learning.	8	16	34	68	6	12	0	0	2
I use a variety of evaluation tools (not only written exams).	15	30	30	60	4	8	1	2	0
The evaluation process (internal + university exams) is transparent.	18	36	27	54	4	8	1	2	0
Internal Grading is consistent with student performance	16	32	27	54	6	12	1	2	0
Remedial / re-assessment opportunities are provided to deserving students	18	36	29	58	1	2	1	2	1
The assessment system helps identify slow learners and advanced learners.	14	28	29	58	5	10	1	2	1
Feedback from assessments is used to improve course delivery.	14	28	32	64	3	6	1	2	0

Feedback on Evaluation



Analysis:

- **Overall Satisfaction:** 88.86% (Strongly Agree + Agree) of teachers expressed satisfaction with evaluation practices.

- **Highest Satisfaction:** Transparent evaluation process (90%), remedial/re-assessment opportunities (94%), and variety of evaluation tools (90%).
- **Areas of Concern:** Continuous Assessment pattern fairness (16% neutral/disagree) and consistency of internal grading (14% neutral/disagree).

SWOC ANALYSIS

STRENGTHS <i>(Internal Attributes)</i>	WEAKNESSES <i>(Internal Gaps)</i>
Student-Centric Pedagogy: High adoption of student-centric methods, active participation encouragement, and research integration in teaching.	Limited ICT Availability: Significant concerns regarding adequacy of ICT tools and infrastructure for effective teaching.
Remedial Support & Mentorship: Strong commitment to providing remedial support and guiding students in research projects.	Innovative Pedagogy Constraints: Teachers face challenges in implementing innovative pedagogies due to resource and time constraints.
Commitment to Quality Instruction: Manageable teaching load perceived by most, allowing focus on instructional quality.	Skill-Based Curriculum Gaps: Faculty perceive the university-prescribed curriculum as lacking adequate employability and skill-based components.
Transparent Evaluation: High satisfaction with transparency of evaluation process and remedial/re-assessment opportunities.	Theory-Practice Balance: Perceived imbalance in the curriculum between theoretical knowledge and practical application.
Clear Learning Outcomes: Strong agreement on well-defined learning outcomes across courses and logical sequencing.	Textbook Adequacy: Concerns regarding prescribed textbooks and reference materials being adequate for course requirements.

OPPORTUNITIES <i>(External Enablers)</i>	CHALLENGES <i>(External Constraints)</i>
NEP 2020 Alignment: Policy support for multidisciplinary education, skill development, and digital learning provides a framework for improvement.	Infrastructural Limitations: As an aided minority institution, significant budget allocation is required for ICT upgradation and resource enhancement.
Free Digital Platforms: Availability of SWAYAM, NPTEL, DIKSHA for faculty development and innovative pedagogy integration at zero cost.	Faculty Workload: Existing teaching and administrative commitments limit time for pedagogical innovation and curriculum supplementation.
Alumni & Industry Collaboration: Untapped potential for alumni talks, industry workshops, and guest lectures to bridge theory-practice gaps.	Limited Autonomy: Since the curriculum is university-designed, the college has limited flexibility to modify content or introduce skill modules.

OPPORTUNITIES <i>(External Enablers)</i>	CHALLENGES <i>(External Constraints)</i>
Internal Faculty Development: Existing expertise can be leveraged through peer-learning circles and internal workshops.	Rapidly Changing Industry Needs: The university curriculum may not keep pace with evolving industry requirements, affecting employability outcomes.
Open Educational Resources (OER): Opportunities to supplement prescribed textbooks with free digital resources.	Diverse Student Backgrounds: Varying academic levels among students require differentiated pedagogical approaches.

STRATEGIC ACTION PLAN

Based on the SWOC analysis, the following consolidated action plan is proposed:

S. No.	Focus Area	Proposed Intervention	Expected Outcome
1.	ICT Infrastructure & Digital Resources	• Upgrade smart classrooms and ensure reliable internet connectivity • Procure ICT tools and digital resources for teaching • Provide faculty training on LMS and digital platforms	Enhanced ICT availability and effective technology integration in teaching
2.	Innovative Pedagogy & Faculty Development	• Organize faculty development programs on innovative pedagogies • Establish peer-learning circles for sharing best practices • Promote blended and flipped classroom approaches	Increased adoption of innovative teaching methods
3.	Curriculum Supplementation	• Introduce value-added/add-on courses for skill development • Incorporate local examples, case studies, and guest lectures • Bridge theory-practice gaps through practical assignments	Enhanced employability and skill components alongside university curriculum
4.	Learning Resources & Reference Materials	• Procure additional textbooks and reference books • Promote OER and digital library resources • Conduct annual review of prescribed resources	Improved adequacy and accessibility of learning resources

5.	Evaluation & Assessment Enhancement	• Strengthen Continuous Assessment mechanisms • Ensure consistency in internal grading practices • Use assessment feedback for course delivery improvement	More transparent and effective evaluation processes
6.	Collaborative & Industry Engagement	• Organize industry talks, workshops, and alumni interactions • Facilitate field visits and internships • Involve industry experts in academic discussions	Enhanced real-world connection and student career readiness

7. AGENDA FOR THE AUGUST 2026 MEETING

*The college operates within the framework of the affiliating university. Therefore, the meeting will focus on **curriculum transaction enhancement, pedagogical innovation, institutional support, and evaluation improvements** within the existing academic structure.*

Meeting Particulars	Details
Meeting Title	Meeting on Curriculum Transaction, Pedagogy & Evaluation Enhancement
Scheduled Month	August 2026
Chairperson	Prof. Vinay John Sebastian
Coordinator	Prof. Sujata Chaturvedi, IQAC Coordinator
Members	IQAC Members

Agenda:

1. **Review of Teacher Feedback & SWOC Analysis:** Presentation of key findings and identified gaps in curriculum transaction, teaching-learning, and evaluation.
2. **ICT Infrastructure & Pedagogical Enhancement:** Strategies for improving ICT availability and promoting innovative teaching methods.
3. **Curriculum Supplementation & Skill Development:** Planning for value-added courses, add-on modules, and bridging theory-practice gaps.

4. **Learning Resources & Infrastructure:** Action plan for library, laboratory, and reference material enhancement.
5. **Evaluation & Assessment Strengthening:** Improving Continuous Assessment, grading consistency, and feedback utilization.
6. **Faculty Development & Support:** Internal training programs, peer-learning circles, and workload management.
7. **Review Mechanism & Way Forward:** Finalizing departmental action plans and monitoring progress.

CONCLUSION

The Teacher Feedback Survey for the academic session 2025–26 reflects a **high level of overall satisfaction** among faculty members. Teachers expressed strong satisfaction with student-centric teaching methods, remedial support practices, research integration, transparent evaluation processes, and clearly defined learning outcomes in the university-prescribed curriculum.

However, the SWOC analysis has effectively identified critical areas requiring institutional attention, particularly in ICT infrastructure availability, innovative pedagogy implementation, skill-based curriculum supplementation, and adequacy of learning resources. These gaps, if addressed, will significantly enhance teaching effectiveness and student learning outcomes.

As the college operates within the framework of the affiliating university, the proposed strategic interventions focus on optimizing curriculum transaction, supplementing learning through value-added initiatives, and strengthening institutional support systems. The forthcoming meeting in August 2026 will serve as the platform for translating these recommendations into concrete, monitorable action plans, ensuring continuous enhancement of the teaching-learning environment at Christ Church College, Kanpur.



Prof. Sujata Chaturvedi

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