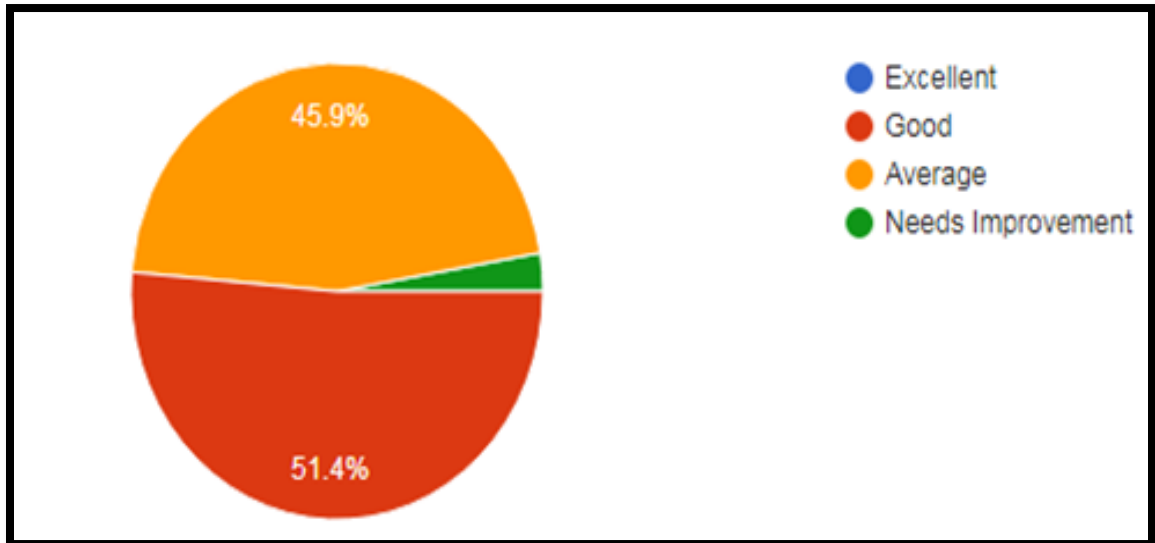


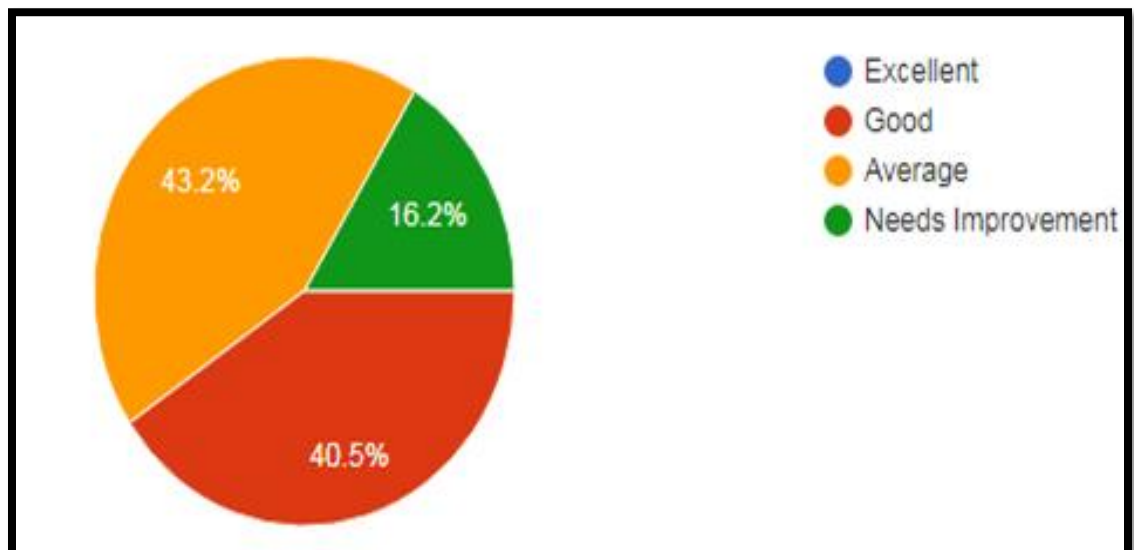


## TEACHERS' FEEDBACK ON CURRICULUM 2024-25

1. How much does the current curriculum align with the learning needs of the students?

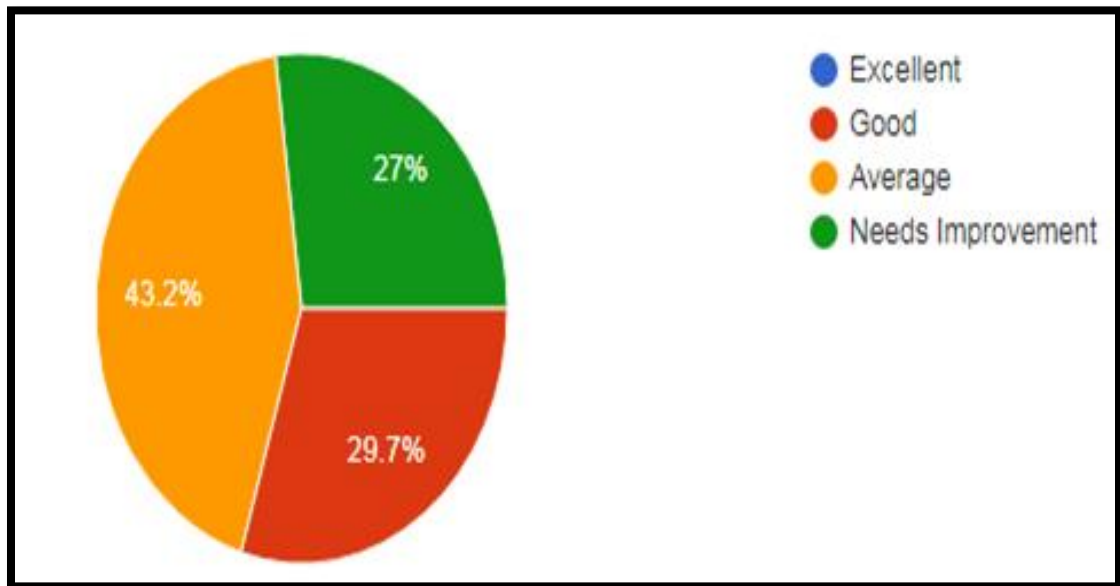


2. Does the curriculum provide a balance between theoretical knowledge and practical application?

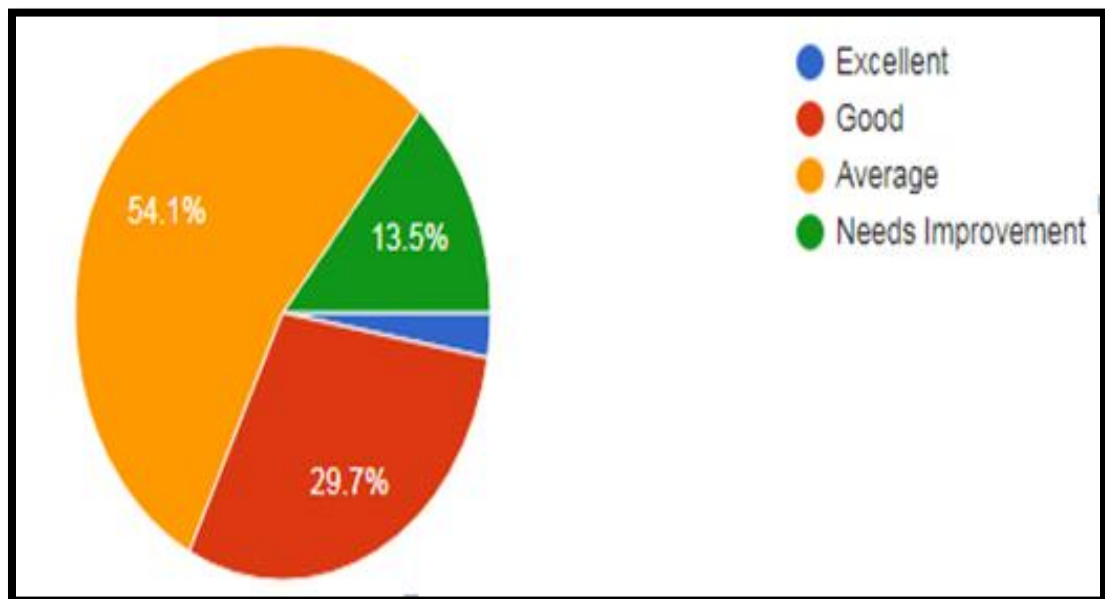




3. How relevant is the curriculum to the latest advancements in your subject area?

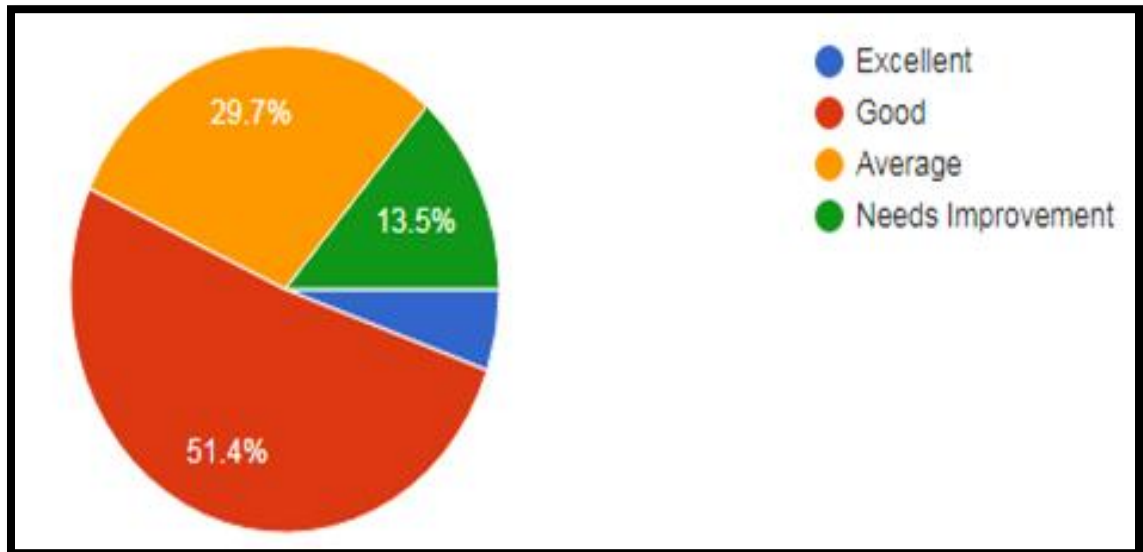


4. Does the curriculum provide sufficient flexibility for interdisciplinary learning?

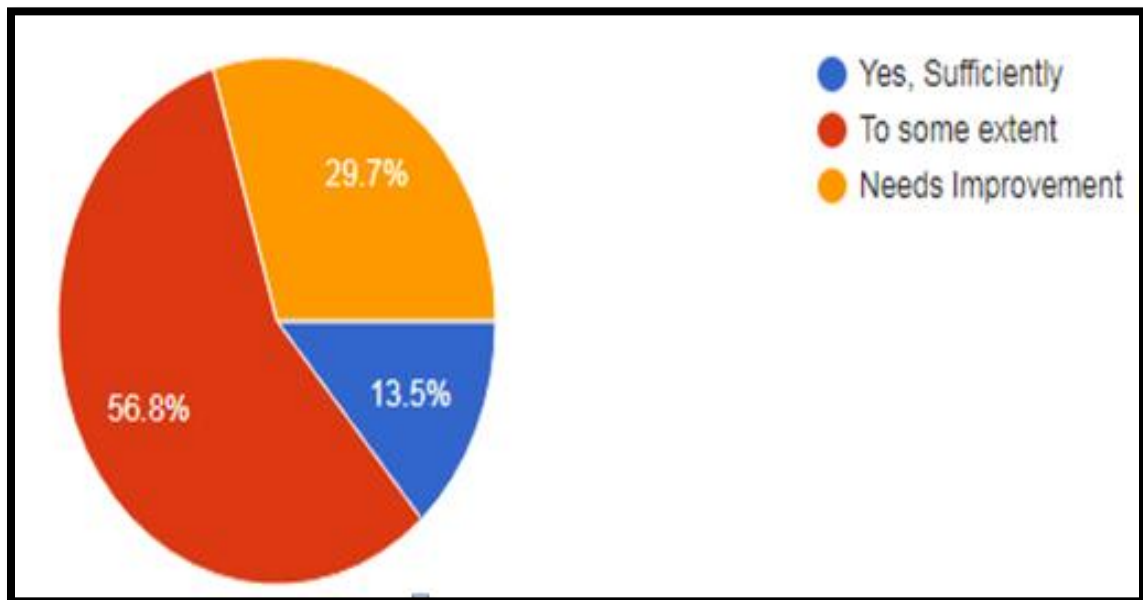




5. How effectively does the curriculum support student engagement and active learning?

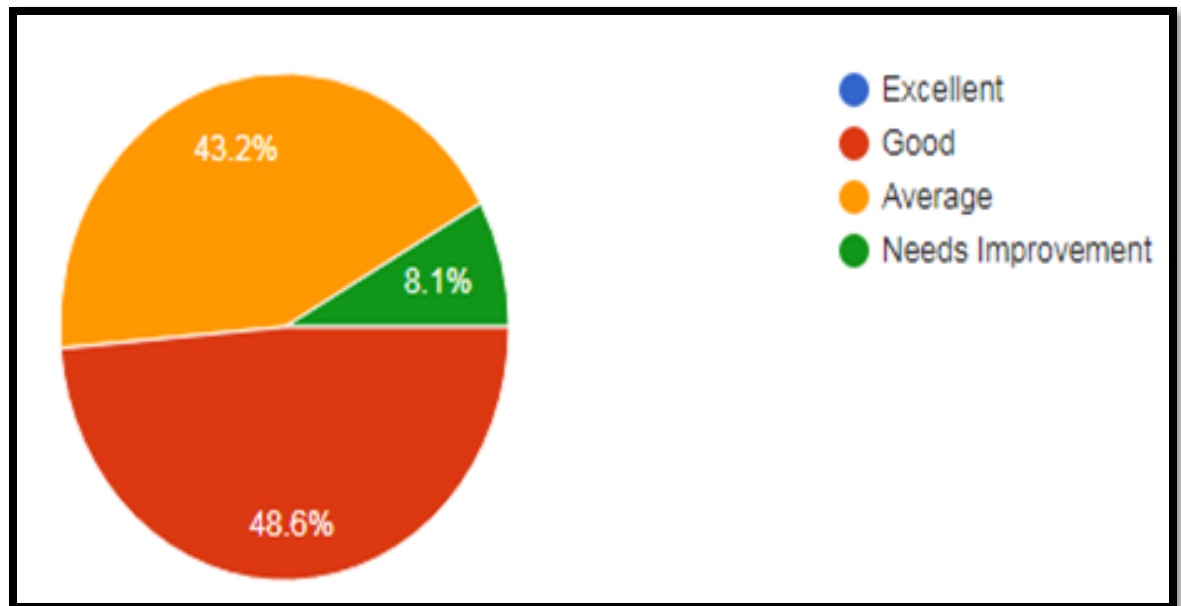


6. Are there enough opportunities for project-based learning, research and hands-on experience?

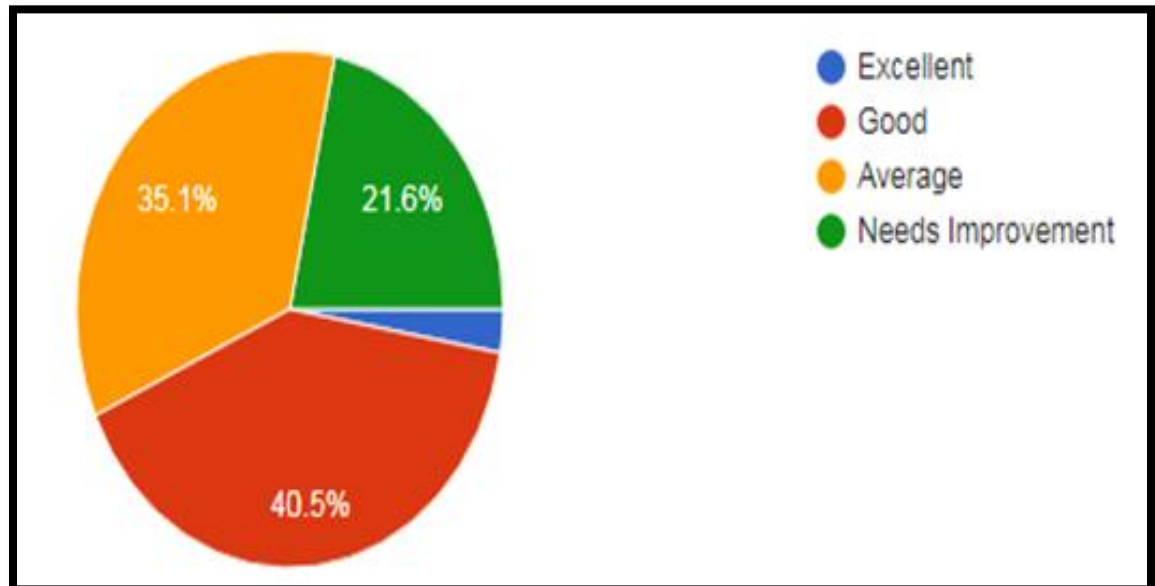




7. How well does the curriculum integrate digital tools, ICT, and modern teaching methodologies?

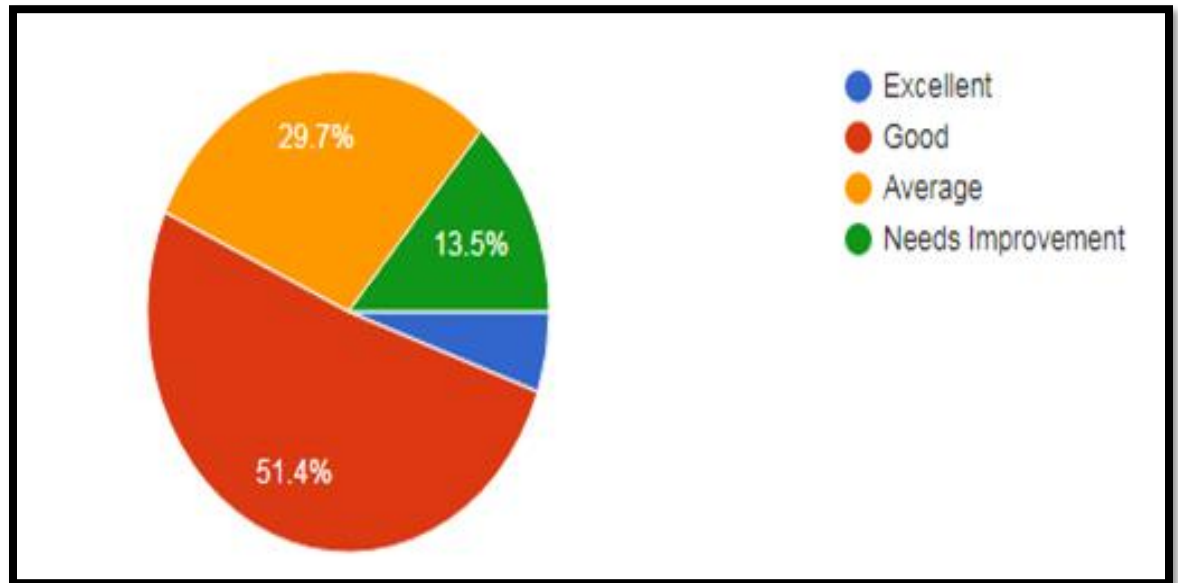


8. How effectively does the curriculum develop the Research & Analytical abilities in students?

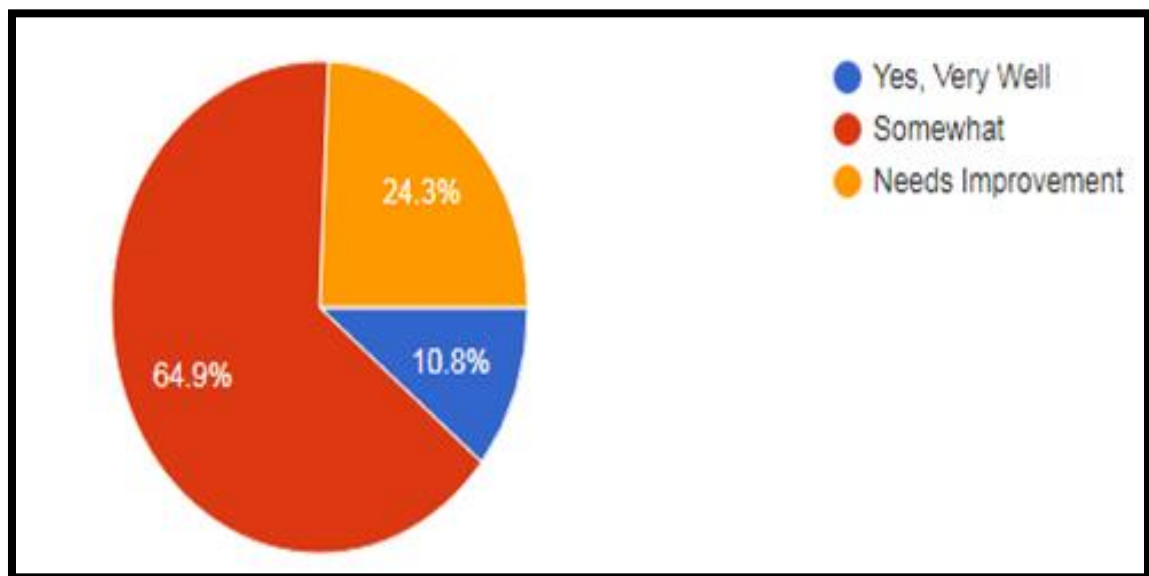




9. How effectively does the curriculum develop the Critical Thinking & Problem Solving skills in students?

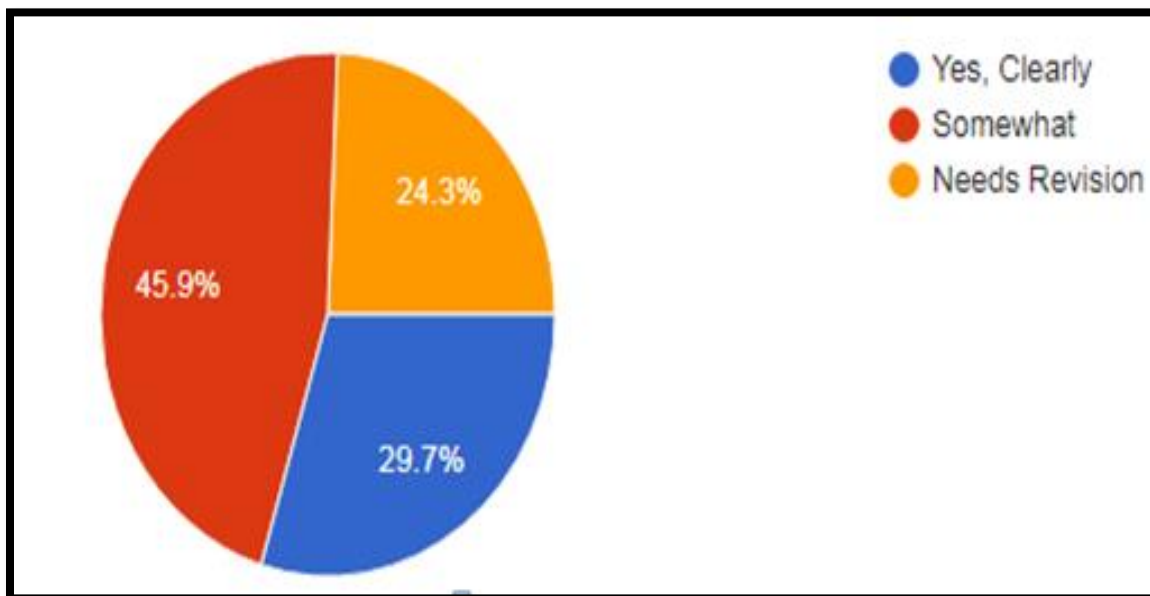


10. Does the curriculum align with employability and higher education opportunities for students?





11. Are the learning outcomes of the curriculum well defined and measurable?



#### ANALYSIS OF TEACHERS' FEEDBACK ON CURRICULUM (2024-25)

To evaluate the effectiveness and relevance of the curriculum for the academic year 2024–25, structured feedback was obtained from the teaching faculty. The insights gathered provide a comprehensive overview of how well the current curriculum aligns with academic standards, professional expectations, and practical application.

1. **Student Learning Needs:** Most faculty members rated the curriculum as average to good in addressing the diverse learning needs of students.
2. **Theory–Practice Balance:** Feedback indicated mixed opinions regarding the curriculum's ability to maintain a balance between theoretical instruction and practical application.
3. **Relevance to Emerging Subject Trends:** Faculty responses on this point varied, suggesting that while some elements are up-to-date, improvements are needed to better align with current subject advancements.
4. **Interdisciplinary Flexibility:** An average proportion of faculty felt the curriculum offers adequate flexibility for interdisciplinary learning, pointing to potential for expansion.
5. **Student Engagement & Active Learning:** Approximately 52.6% of respondents agreed that the curriculum supports student engagement and active learning, while others indicated inconsistent effectiveness in this area.



6. **Experiential Learning Opportunities:** A majority of teachers affirmed that the curriculum provides sufficient opportunities for project-based learning, research, and hands-on activities.
7. **Integration of Digital Tools & ICT:** Responses indicated a satisfactory integration of digital tools, ICT, and modern teaching methods, with room for enhancement.
8. **Research & Analytical Skill Development:** Many faculty members recognized that the curriculum **effectively promotes** students' research capabilities and analytical thinking.
9. **Critical Thinking & Problem-Solving:** Feedback was divided, highlighting the need for more targeted strategies to foster critical thinking and problem-solving competencies.
10. **Career & Higher Education Alignment:** A majority somewhat agreed that the curriculum supports career readiness and progression to higher education, though further alignment is advisable.
11. **Learning Outcomes:** While some educators viewed the learning outcomes as clear and measurable, others emphasized the need for greater clarity and refinement.

Overall, the faculty feedback underscores that while the curriculum meets several key academic and practical benchmarks, there is a clear need for refinement in areas such as interdisciplinary flexibility, critical thinking development, and alignment with contemporary subject advancements. These insights provide valuable direction for ongoing curriculum enhancement initiatives

Principal  
Prof. Molly Abraham  
St. Bede's College