

RGM Government College, Joginder Nagar*(Affiliated to Sardar Patel University, Mandi)***Report on Teachers' Feedback on Curriculum****Academic Session 2025-26**

Metric	Value
Total responses recorded	34
Male respondents	17 (50.0%)
Female respondents	17 (50.0%)
Departments / subjects represented	20
Respondents using ICT tools in syllabus delivery	31 (91.2%)

1. Introduction

This report presents an analysis of the feedback collected from teaching faculty of RGM Government College, Joginder Nagar, on the curriculum and syllabus followed under Sardar Patel University (SPU), Mandi, for the academic session 2025-26. The feedback was collected through a structured Google Form circulated among faculty members across departments, covering aspects such as clarity of learning objectives, organization of the curriculum, balance between theory and practice, skill development, job readiness, suitability for learners of varying abilities, and use of ICT tools in syllabus delivery.

A total of 34 faculty members responded to the survey, representing 20 subject areas across the college. This report summarizes the quantitative ratings, highlights key trends, and consolidates the qualitative suggestions offered by teachers for the improvement of the curriculum.

2. Methodology

- Instrument: Google Form titled “Teachers’ feedback on curriculum 2025-26”.
- Respondents: Teaching faculty of RGM Government College, Joginder Nagar.
- Sample size: 34 responses.
- Structure: A mix of five-point agreement scales (Strongly Disagree to Strongly Agree), four-point quality ratings (Average to Excellent), Yes/No items, and open-ended questions.
- Analysis: Responses were tabulated by category and expressed as counts and percentages of total respondents; open-ended responses were grouped thematically.

3. Respondent Profile

3.1 Gender Distribution

Gender	Count	Percentage
Male	17	50.0%
Female	17	50.0%

3.2 Subject-wise Distribution

Respondents represented a wide cross-section of the college's academic departments, from Sciences and Commerce to Humanities and Fine Arts, indicating that the feedback captured reflects a college-wide perspective rather than any single discipline.

Subject	No. of Respondents
English	4
Commerce	3
Economics	2
Computer Science	4
Chemistry	2
Zoology	2
Geography	2
Political Science	2
Music (Vocal/Instrumental)	2
Sociology	1
BBA	1
Mathematics (BCA)	1
Physical Education	1
Botany	1
Physics	1
Hindi	1
Sanskrit	1
Education	1
Management Accounting	1
History	1

4. Curriculum Feedback Analysis

4.1 Agreement-based Indicators

The following table shows faculty responses to statements rated on a five-point agreement scale.

Statement	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
The learning objectives are clear and appropriate to the program	1 (2.9%)	1 (2.9%)	3 (8.8%)	24 (70.6%)	5 (14.7%)
The curriculum and syllabus are well organized and suitable to the program	1 (2.9%)	3 (8.8%)	3 (8.8%)	22 (64.7%)	5 (14.7%)
The curriculum is as per the need of the students	1 (2.9%)	2 (5.9%)	5 (14.7%)	22 (64.7%)	4 (11.8%)
The curriculum is balanced with regard to theoretical and practical knowledge	1 (2.9%)	3 (8.8%)	6 (17.6%)	22 (64.7%)	2 (5.9%)

Across all four statements, a clear majority of respondents (65-71%) selected “Agree,” and a further 6-15% selected “Strongly Agree,” indicating broad satisfaction with the clarity of learning objectives and overall organization of the curriculum. The lowest agreement was recorded for the balance between theoretical and practical knowledge, where 17.6% of respondents remained neutral and 11.7% disagreed or strongly disagreed — consistent with the recurring open-ended request for more practical content.

4.2 Quality Ratings

The following statements were rated on a four-point quality scale.

Statement	Average	Good	Very Good	Excellent
The allocation of the content of the course is uniform	5 (14.7%)	16 (47.1%)	10 (29.4%)	3 (8.8%)
The curriculum has focus on skill development	6 (17.6%)	17 (50.0%)	10 (29.4%)	1 (2.9%)
Suitability of the syllabus for both fast and slow learners	5 (14.7%)	18 (52.9%)	8 (23.5%)	3 (8.8%)

For all three items, “Good” was the most common rating (47-53%), followed by “Very Good” (23-29%).

“Average” ratings ranged from 14.7% to 17.6%, while “Excellent” ratings remained low (under 9%) across the board, suggesting the curriculum is functioning well but has room for improvement in uniform content allocation, skill development focus, and catering to learners of differing paces.

4.3 Job Readiness and ICT Integration

Item	Yes	No
Curriculum supports job-readiness capability	22 (64.7%)	12 (35.3%)
Teacher integrates ICT tools / innovative methods in delivery	31 (91.2%)	3 (8.8%)

While a majority (64.7%) of teachers feel the curriculum supports job readiness, more than one-third (35.3%) do not — the second-highest dissatisfaction rate in the survey after the theory-practice balance item. In contrast, ICT integration is nearly universal, with 91.2% of teachers reporting that they use ICT tools or innovative methods in syllabus delivery.

5. Qualitative Suggestions

Teachers were asked to suggest changes or additions to the syllabus. Responses have been grouped into the following themes:

Theme	Mentions	Notes
Greater emphasis on practical / hands-on / skill-based learning	8	Most frequently raised concern; teachers across Commerce, Botany, Political Science, and General streams asked for a stronger practical component alongside theory.
No changes suggested / satisfied with existing syllabus	10	Roughly a third of respondents indicated the syllabus is adequate as prescribed by Sardar Patel University, Mandi.
Curriculum should better support job-readiness / employability	3	Suggestions to align content with the needs of the job market and current industry requirements.
Inclusion of emerging/contemporary topics (AI, cloud computing, ICT)	2	Requests to update syllabus with current technology topics and greater use of ICT tools.
Pedagogical and structural suggestions	3	Includes splitting a Botany paper (BOTA 101/102) for better coverage, simpler language/terminology, more field visits, group discussions, and project work.

Selected Verbatim Responses

- Field work should be made compulsory.
- Curriculum should be as per the need of the hour.

- Syllabus content required focus towards fulfilling practical, skill based and job related application.
- Syllabus should be skill based.
- The syllabus has to be more focused on practical knowledge so that students are job ready after completion of their course.
- There should be practical knowledge also.
- No need to change syllabus prescribed by Sardar Patel University, Mandi.
- It should help students to procure employment after graduation.
- Include local & indigenous knowledge; simple language and terminology; increase involvement of students through group discussions, field visits (geographic excursions), project work, and presentations on simple topics.
- Practical aspects should be increased.
- Curriculum for the first-year paper BOTA 101 should be split into two papers, and paper BOTA 102 should include the study of important families in the Taxonomy section so it can be properly covered with practicals.
- Latest topics like AI, cloud computing, and quantum computing should be included in the syllabus.
- Syllabus needs to be more skill based.
- Too lengthy in a few courses.
- Greater use of ICT tools.

6. Key Findings

- Overall satisfaction with the curriculum is high: 79-85% of respondents agreed or strongly agreed that learning objectives are clear and the curriculum is well organized and suited to student needs.
- The theory-practice balance is the weakest-rated agreement item, with the highest combined neutral/disagree share (26.5%) among the four statements.
- Practical and skill-based learning is the single most requested change in open-ended feedback, echoing the quantitative findings on theory-practice balance and skill development.
- Job readiness shows the largest gap in the Yes/No items — over a third of teachers feel the curriculum does not adequately prepare students for employment.
- ICT adoption among faculty is very high (91.2%), reflecting strong uptake of technology-enabled teaching methods.
- A notable share of respondents (about 29%) explicitly stated no changes are needed, indicating a core group who consider the SPU-prescribed syllabus adequate as it stands.

7. Recommendations

- Review subject-wise curricula to increase the proportion of practical, field-based, and project work, particularly in Commerce, Political Science, Botany, and Sociology, where this was most requested.
- Strengthen the employability/job-readiness component of the curriculum through industry-aligned modules, internships, or add-on skill certifications.
- Introduce contemporary and emerging topics (e.g., AI, cloud computing) into relevant syllabi, particularly in Computer Science and allied subjects.
- Review content allocation and pacing in courses flagged as “too lengthy,” and consider restructuring specific papers (e.g., the Botany BOTA 101/102 sequence) as suggested by faculty.
- Continue to encourage and support ICT-based teaching methods, building on the already high adoption rate among faculty.
- Share findings with the Board of Studies at Sardar Patel University, Mandi, for consideration in future curriculum revision cycles.

8. Conclusion

The feedback gathered from 34 faculty members across 20 subject areas indicates that the curriculum for the 2025-26 session is generally well regarded in terms of clarity, organization, and relevance to student needs. The principal area for improvement identified consistently across both quantitative ratings and open-ended responses is the strengthening of practical, skill-based, and employability-oriented content. Addressing this, along with the specific subject-level suggestions noted above, would further enhance the curriculum's effectiveness for students at RGM Government College, Joginder Nagar.