



TEACHER FEEDBACK REPORT ON CURRICULUM & ITS TRANSACTION

Academic Year: 2024–2025

1. Introduction

St. Joseph's Institute of Hotel Management & Catering Technology, Palai (SJIHMCT) collects structured feedback from faculty members every academic year as part of its continuous quality improvement initiatives. Teacher feedback serves as a critical input for curriculum revision, teaching–learning enhancement, and strengthening academic processes. The Internal Quality Assurance Cell (IQAC) reviews this feedback to evaluate curriculum relevance, delivery, and academic support systems.

2. Feedback Collection Methodology

Mode of Collection:

Online via Google Forms.

Target Group:

Teaching faculty handling BHM courses.

Total Responses Received:

22

Rating Scale: 5-point Likert scale (Strongly Agree to Strongly Disagree).

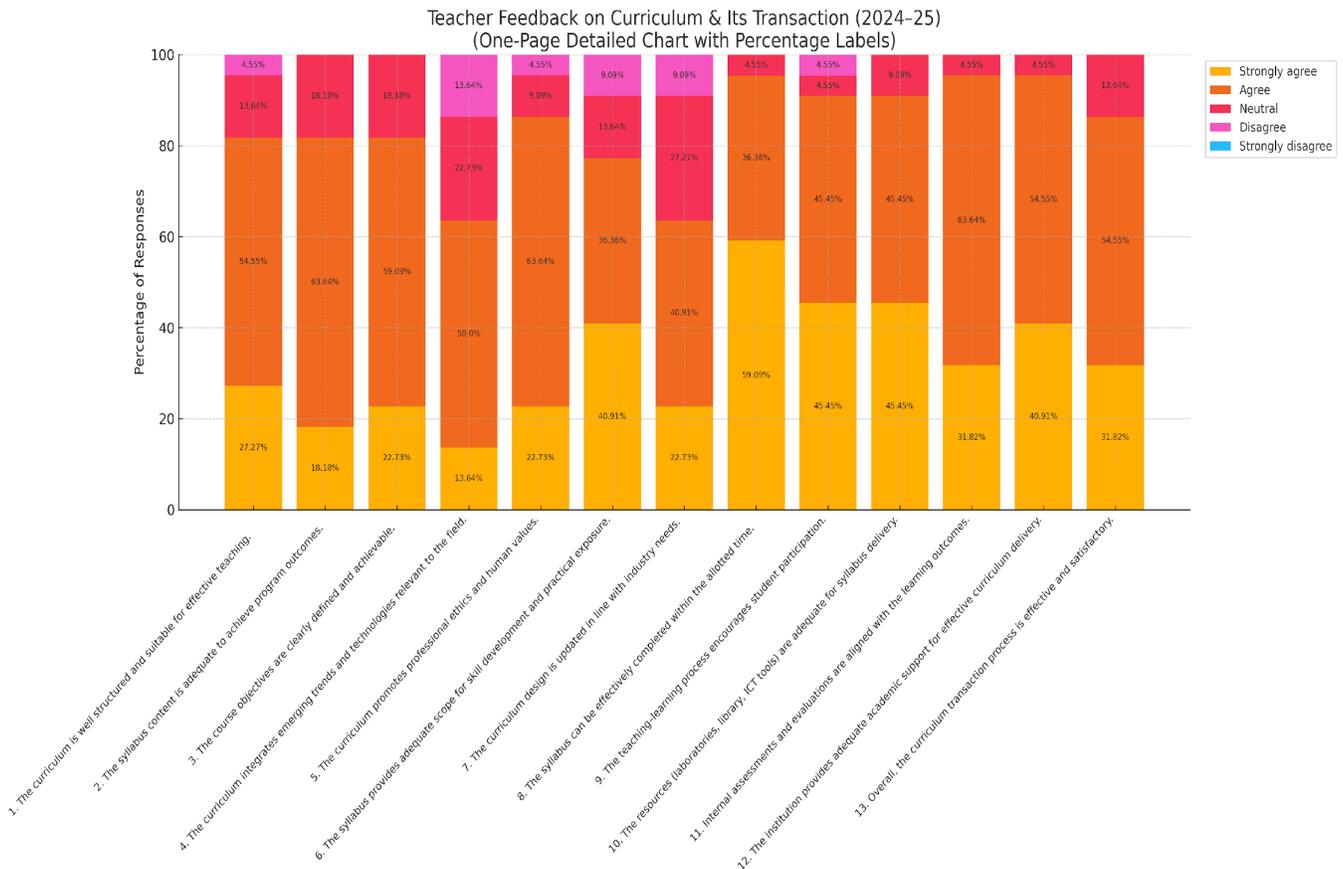
Structure: 12 statements focusing on curriculum design, relevance, delivery, assessment, and overall effectiveness.



3. Data Analysis Process

The responses were exported from Google Forms to a spreadsheet, verified, and organized question-wise. For each statement, the percentage distribution of responses across the five-point scale was computed. A 100% stacked bar chart was generated to visually depict the overall pattern of teacher perceptions.

Figure 1: Percentage Distribution of Teacher Feedback on Curriculum & Its Transaction.





4. TEACHER FEEDBACK – MEAN SCORE TABLE (2024–2025)

Sl. No.	Feedback Question	Mean Score (Out of 5)
1	The curriculum is well structured and suitable for effective teaching.	4.05
2	The syllabus content is adequate to achieve program outcomes.	4.00
3	The course objectives are clearly defined and achievable.	4.05
4	The curriculum integrates emerging trends and technologies relevant to the field.	3.64
5	The curriculum promotes professional ethics and human values.	4.05
6	The syllabus provides adequate scope for skill development and practical exposure.	4.09
7	The curriculum design is updated in line with industry needs.	3.77
8	The syllabus can be effectively completed within the allotted time.	4.55
9	The teaching–learning process encourages student participation.	4.32
10	The resources (laboratories, library, ICT tools) are adequate for syllabus delivery.	4.36
11	Internal assessments and evaluations are aligned with the learning outcomes.	4.27
12	The institution provides adequate academic support for effective curriculum delivery.	4.36

5. Summary of Key Findings

Based on the analysis of faculty feedback, the following points were observed:

Strengths Identified:

- Curriculum is well-structured, logically sequenced, and aligned with BHM program objectives.



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- Course content is relevant to current hospitality industry needs and practices.
- Adequate emphasis is given to practical exposure, skills, and application-oriented learning.
- Teachers are able to clearly communicate course objectives and outcomes.
- Internal assessments are fair, transparent, and aligned with course content.
- Adequate academic resources (library, ICT tools, laboratories) support effective delivery.

Areas for Improvement:

- Introduce more interdisciplinary and emerging-area electives in the curriculum.
- Increase integration of advanced hospitality technologies and digital tools.
- Further streamline the workload and pacing to ensure uniform coverage across all courses.
- Enhance structured opportunities for curriculum review with greater faculty participation.

6. Action Taken Report (ATR)

1. Suggestions from faculty have been communicated to the Board of Studies (BoS) for curriculum strengthening.
2. Additional workshops, demonstrations, and guest sessions have been conducted to enhance practical exposure.
3. Faculty development programs (FDPs) on innovative pedagogy and ICT-enabled teaching have been organized.
4. Mechanisms for timely communication of Course Outcomes (COs) and assessment criteria have been reinforced.
5. Planning of teaching schedules and lesson plans has been streamlined for effective and timely syllabus completion.

The Action Taken Report based on teacher feedback has been shared with IQAC and Governing Body for review.



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7. Conclusion

The teacher feedback for the academic year 2024–25 reflects a high level of satisfaction with the structure, relevance, and delivery of the BHM curriculum at SJHMCT, Palai. Faculty members positively endorsed the alignment of the syllabus with industry expectations, the adequacy of resources, and the fairness of internal assessments. The constructive suggestions received have been acknowledged and integrated into institutional action plans to ensure continuous improvement in curriculum design and teaching–learning processes.