

DCT's

Dhempe College of Arts and Science

Miramar-Goa

Feedback Analysis on Curriculum by Teachers

ACADEMIC YEAR 2015-2016, 2016-17, 2017-18

Analysis

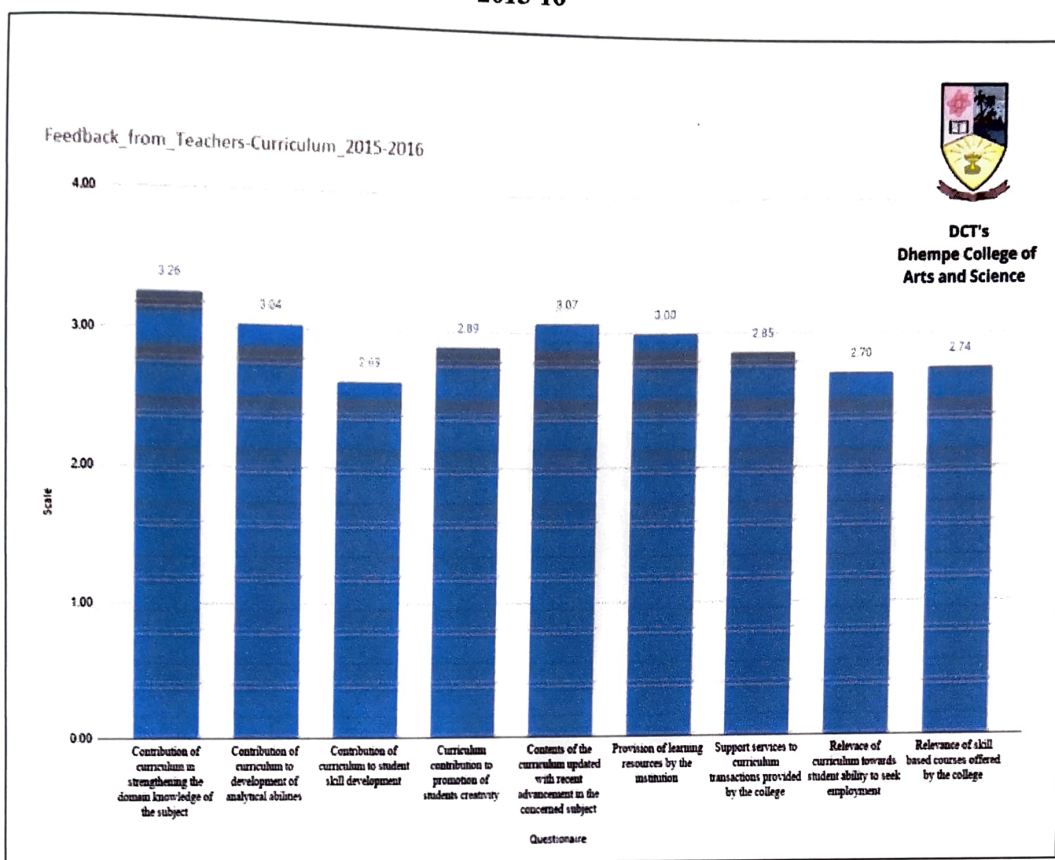
Feedback from teachers on Curriculum was taken on a 4-point linear scale; a corresponding signification was attributed to each number on the scale viz. 1: Not Adequate, 2: Satisfactory, 3: Good and 4: Excellent.

Feedback was sought on **nine** key curriculum aspects viz.:

- (i) Contribution of curriculum in strengthening the domain knowledge of the subject.
- (ii) Contribution of curriculum to development of analytical abilities.
- (iii) Contribution of curriculum to student's skill-development.
- (iv) Curriculum contribution to promotion of student creativity.
- (v) Contents of the curriculum updated with recent advancement in the concerned subject.
- (vi) Provision of learning resources by the institution.
- (vii) Support services to curriculum transaction provided by the college.
- (viii) Relevance of curriculum towards student ability to seek employment.
- (ix) Relevance of skill-based courses offered by the college.

Responses recorded were then analysed to recognise strengths, diagnose problems and initiate action.

2015-16

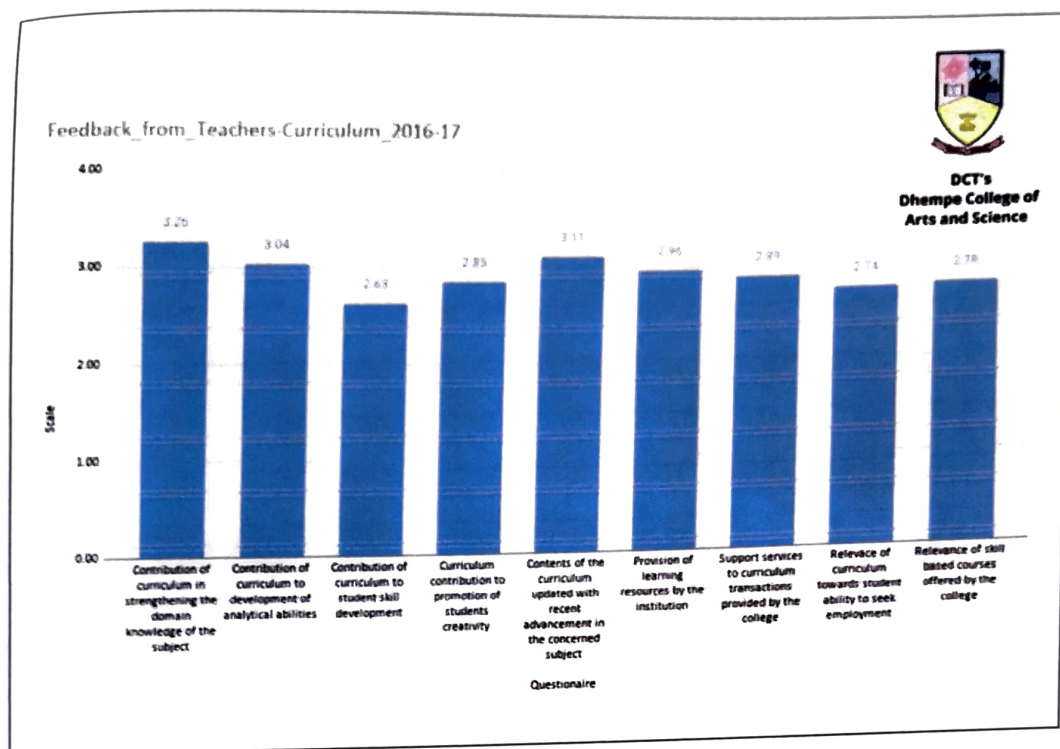


With the highest score of 3.26, contribution of curriculum in strengthening domain-knowledge of the subject was recognized as a strong attribute. Correlational aspects such as curriculum updated with recent advancements of concerned subjects and curriculum contribution in developing analytical abilities have also been recognized as positive drivers of academic proficiency.

However, inadequacies were detected in the area of support services in curriculum transaction.

Three allied areas viz. contribution of curriculum towards skill-development, value-addition and ability to seek employment procured lowest scores and hence demanded corrective action.

The report was submitted to IQAC for cognizance and action.

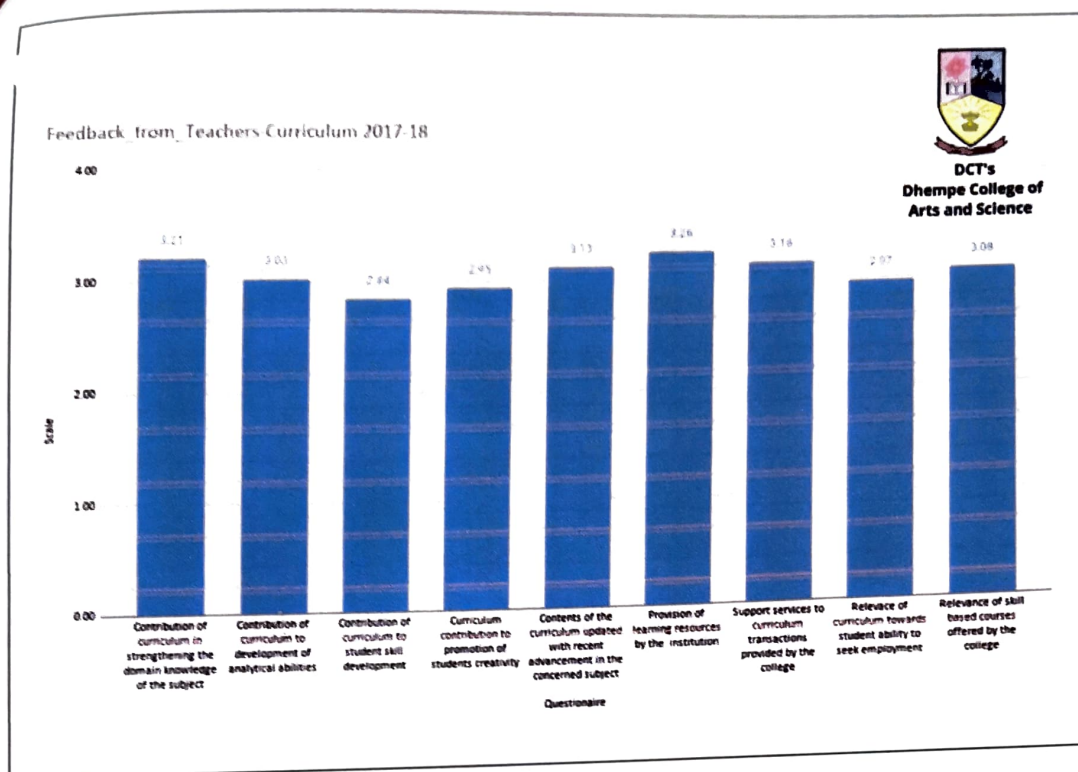


Analysis

Contribution of curriculum in strengthening domain-knowledge, developing analytical abilities and acquainting learners with recent advancements in subjects concerned maintained higher scores of above 3 on the 4-point scale. A marginal improvement was noted in responses towards support services in curriculum transaction. However, further improvement in the area is needed.

Despite actions taken towards enhancing value-added courses and activities based on the analyses of 2015-16, indicators pertaining to curriculum-contribution in skill development and enhancing employability recorded low scores. It has been noted that more initiatives need to be taken in this area especially towards introducing new skill-based, job-oriented courses.

The report has been submitted to IQAC.



Analysis

In recognition of the lacunae traced through the feedback of 2015-16 and 2016-17, actions related to key areas were taken. Support services provided for effective curriculum transaction were strengthened in terms of enhanced laboratory, library and IT assistance, and upgradation of information-management and examination systems. As such, this aspect saw an improved score of 3.16.

Students were provided training in the use of library and online resources. The institution also adopted its first phase of Flipped Classroom methodology. Hence, the aspect on provision of learning resources by the institution also received a higher score of 3.26.

Existing value-added courses were redesigned with a renewed focus on skill-development; skill-enhancement activities were also increased. Hence, aspects related to relevance of value-added courses, contribution of curriculum to skill-development and ability to seek employment also registered higher scores.

With the first phase implementation of Choice Based Credit System, teachers' participation in curriculum-design and execution became more proactive in this year. Therefore, there was a further enhancement in aspects related to strengthening of domain-knowledge, analytical abilities and appraisal with recent advancements in the subject.

It was noted that more initiatives need to be taken with respect to enhancement of students' creativity in the pedagogical endeavours. It was suggested that crossover learning initiatives may be improved.

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