



**Dempo Charities Trust's**  
**DHEMPE COLLEGE OF ARTS & SCIENCE**  
**MIRAMAR, PANAJI-GOIA**

**Feedback Analysis on Curriculum by Key**  
**Stakeholders**  
**(Students, Teachers, Alumni and Employers)**

**ACADEMIC YEAR 2018-19**

## 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 by students, teachers and alumni was sought on **eight** key curriculum aspects viz.:

- (i) Contribution of curriculum to development of analytical abilities.
- (ii) Contribution of curriculum to skill development.
- (iii) Curriculum contribution to promotion of students' creativity.
- (iv) Satisfaction about the transaction of curriculum by teachers in the college.
- (v) Provision of learning resources by the institution.
- (vi) Support services to curriculum transactions provided by the college.
- (vii) Relevance of curriculum towards student ability to seek employment.
- (viii) Relevance of value-added courses offered by the college.

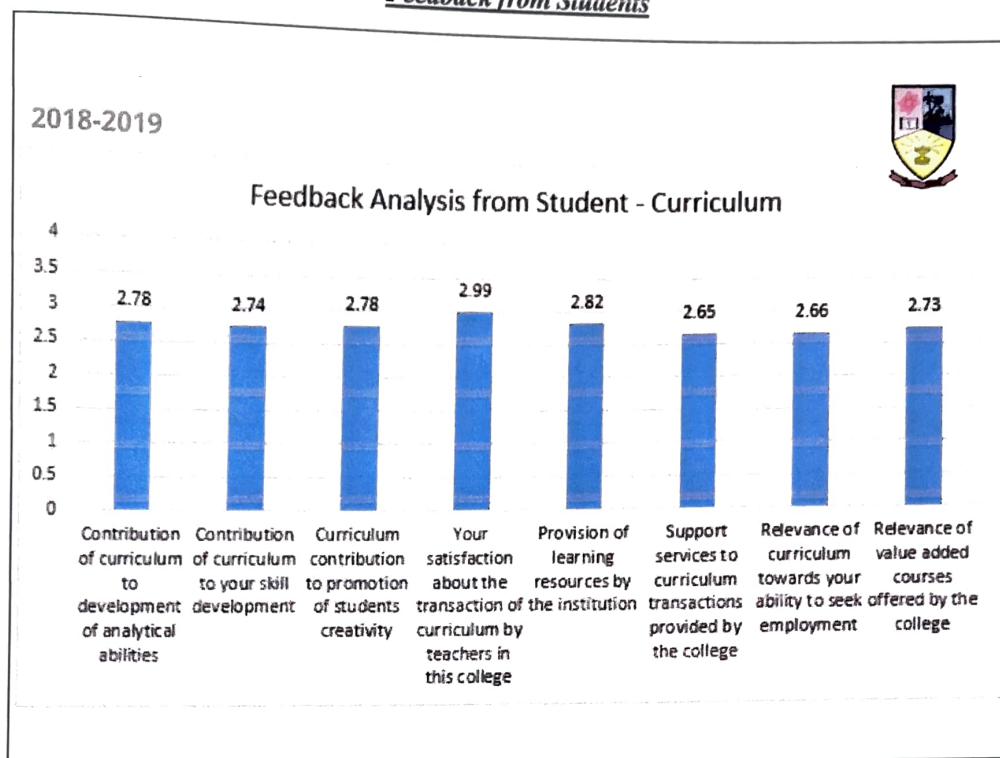
Feedback by employers was sought on **three** key curriculum aspects viz.:

- (i) The requirements of employability in the (respective) organisation fulfilled by the B.A./ B.Sc. course of the GU (Goa University).
- (ii) Adequacy of (institutional) value-addition courses to your employment needs.
- (iii) Skill development of students through curriculum delivery.

Responses recorded by each stakeholder category were then analysed to recognise strengths, diagnose problems and initiate action.

Presented below is the category-wise analysis of the same:

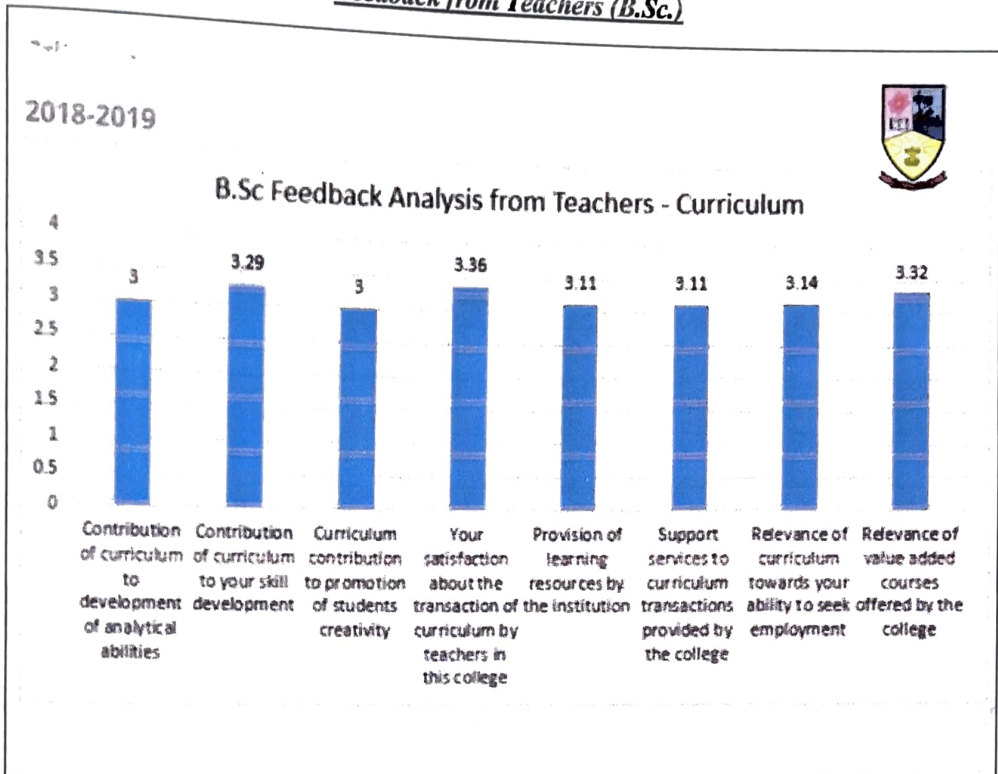
## Feedback from Students



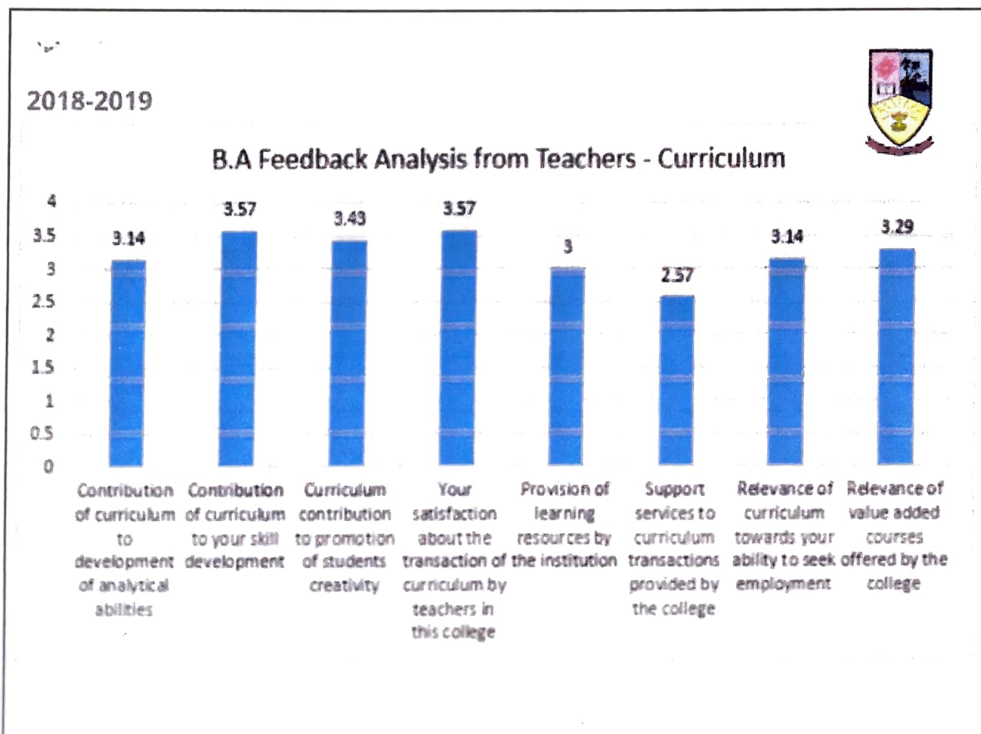
The aspect on satisfaction about curriculum transaction recorded a higher score of 2.99. The same may be attributed to the hybrid modes of pedagogy employed by teachers. Allied to this aspect are the indicators related to development of analytical abilities and students' creativity which recorded higher scores too. It may be deduced that teachers' deployment of crossover learning and problem-solving strategies are significant drivers behind this favourable response. Consistency of efforts and further escalation of initiatives towards more diversified exposure for students is recommended.

Aspects related to relevance of curriculum to skill development and ability to seek employment have recorded lower scores. Although efforts are being made in this direction through regular skill-development courses and activities, there may be a requirement to expand the outreach of the programmes to cater to diverse learning levels. It may also be noted that although a number of value-addition are being organised keeping employability in view, student enrolment in the same may be deterred due to time constraints related to curriculum schedule. Students also may be under-informed of the relevance of these courses which may negatively affect their enrolment in the courses offered. It is recommended that the same may be addressed at the entry-level itself in the induction/orientation programme for students.

### Feedback from Teachers (B.Sc.)



### Feedback from Teachers (B.A.)



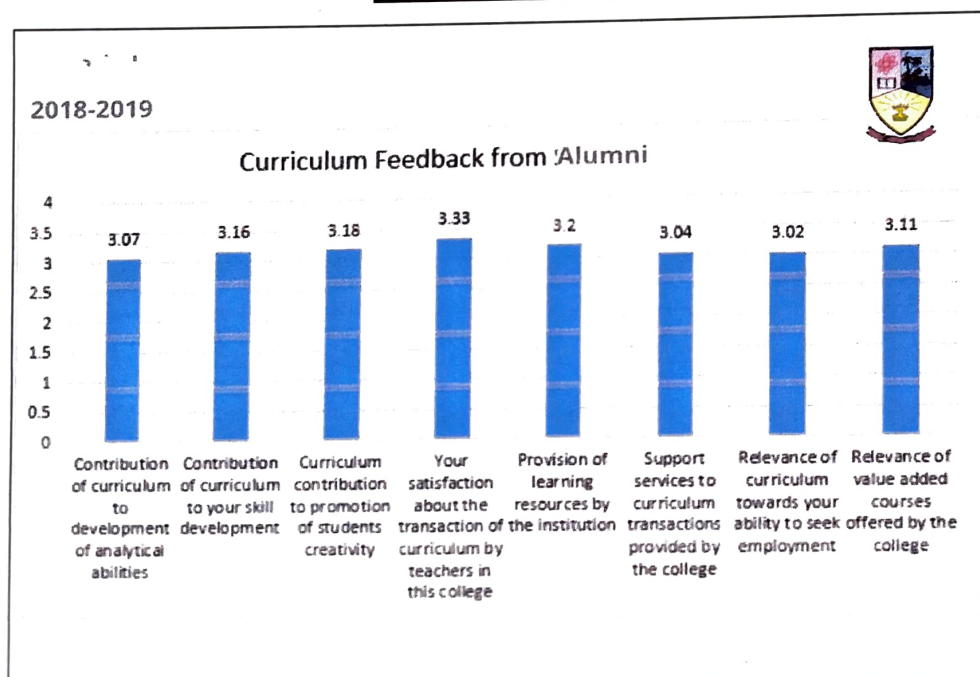
Teachers' feedback showed a favourable response towards the aspect of curriculum transaction. This may be attributed to the streamlined course plan and execution implemented by the college for all teachers. The college's emphasis on enhancing learning experience through innovative methods may also be one of the factors as the institution continues to incrementally implement its Flipped Classroom programme.

As Chairpersons/Members of BoS/Special Invitees, teachers from the institution have participated in curriculum redesigning for CBCS. They have laid emphasis on curriculum contribution towards development of skills and analytical abilities. Hence, both these aspects have recorded higher scores.

Teachers from the Faculty of Science, however, have given lesser score to the aspect of curriculum contribution towards promotion of students' creativity. In order to bridge this gap, the relevance of events such 'Inspire the Next' (the annual science exhibition) has been reinforced.

The aspect of support services in curriculum transactions received a higher score from teachers of the Faculty of Science. This may be attributed to the pedagogical support received from lab assistants in laboratory management that facilitates experiential learning. The same aspect has received a lesser score from the Faculty of Arts. Although the services of an IT assistant have been extended to aid blended learning, it may be noted that further training and assistance may be provided in the form of human and infrastructural resources.

### **Feedback from Alumni**



Consistent with the response-trend of students, feedback from alumni also recorded a favourable response towards satisfaction about curriculum transaction by teachers. The teachers' regular strengthening of domain-knowledge, integration of research and innovation

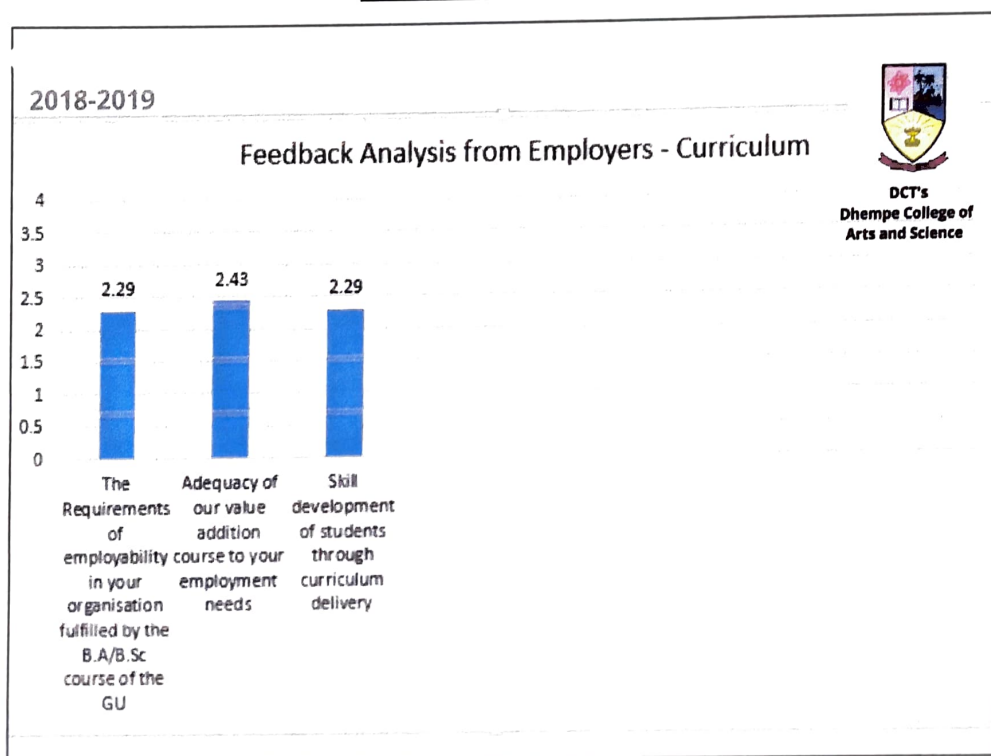
in everyday teaching may be some of the factors propelling a higher success rate in the aspect.

A significantly higher score has been recorded in the aspect related to provision of learning resources by the institution. This may be attributed to the training given to students regarding inflienet and other e-resources. It may also be an outcome of the integration of ICT in teaching-learning.

Due to a plethora of co-curricular activities, crossover learning in the form of field visits and trails, and curriculum-based creative events organised by the institution, the aspect of contribution of curriculum in development of students' creativity has also received a higher score.

Curriculum contribution in ability to seek employment has recorded a lesser score than all other aspects. This indicates that the area of developing academia-industry interface needs greater attention. Efforts in the same need to take the diverse needs of employability into consideration – one of which is proficient communication skills.

### Feedback from Employers



While the employers showed a more favourable response towards adequacy of value addition courses offered by the institution to employment needs, the requirement of employability as fulfilled by the existing B.A. and B.Sc. programme has received a lower score. This is directly connected to the lacuna detected in skill development. Although the institution's efforts in bridging curriculum gaps through value addition continue, efforts may be strengthened in procuring certification from the affiliating university in recognition of Skill Development Courses offered by the college. Focused efforts need to be made in

strengthening soft skills/communication of the students, especially those of the threshold of employment viz. students in the M.Sc. programme and third year of B.A./B.Sc. programme.

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