



DCT's

Dhempe College of Arts and Science

Miramar-Goa

Feedback Analysis on Curriculum by Key

Stakeholders

(Students, Teachers and Alumni)

ACADEMIC YEAR 2019-20

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 from students 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 from teachers was sought on **eight** key curriculum aspects viz.:

- (i) Contribution of curriculum to development of students' analytical abilities.
- (ii) Contribution of curriculum to students' skill development.
- (iii) Curriculum contribution to promotion of students' creativity.
- (iv) Conformity of lesson plan and execution in curriculum transaction as per prescribed syllabus.
- (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/skill development courses offered by the college.

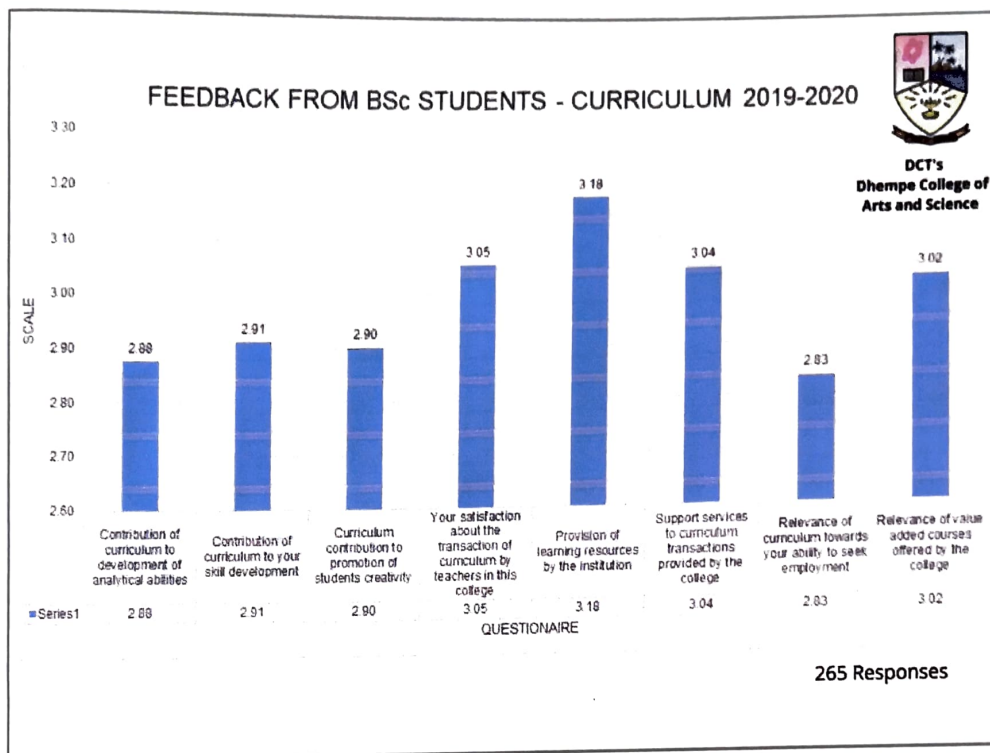
Feedback from alumni was sought on **ten** key curriculum aspects viz.:

- (i) Contribution of curriculum to development of students' analytical abilities.
- (ii) Contribution of curriculum to students' skill development.
- (iii) Curriculum contribution to promotion of students' creativity.
- (iv) Support services to curriculum transactions provided by the college.
- (v) Relevance of curriculum towards student ability to seek employment.
- (vi) Relevance of skill development courses offered by the college in the area of employment.
- (vii) Student-knowledge updated by use of Video stream, Slideshare, Flipped Learning, Dhempe Learn (MOODLE) shown in the class.
- (viii) Student-knowledge about the recent updates in the relevant subject areas.
- (ix) Your satisfaction about the transaction of curriculum by teachers in this college.
- (x) Provision of learning resources by the institution.

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 (B.Sc.)



A visible progress is seen in the arena of provision of learning resources by the institution. This may be attributed to the enhanced academic facilities provided to students viz. online repositories of books/e-journals/videos, customized content prepared by some Departments and out-of-class content delivery in flipped mode.

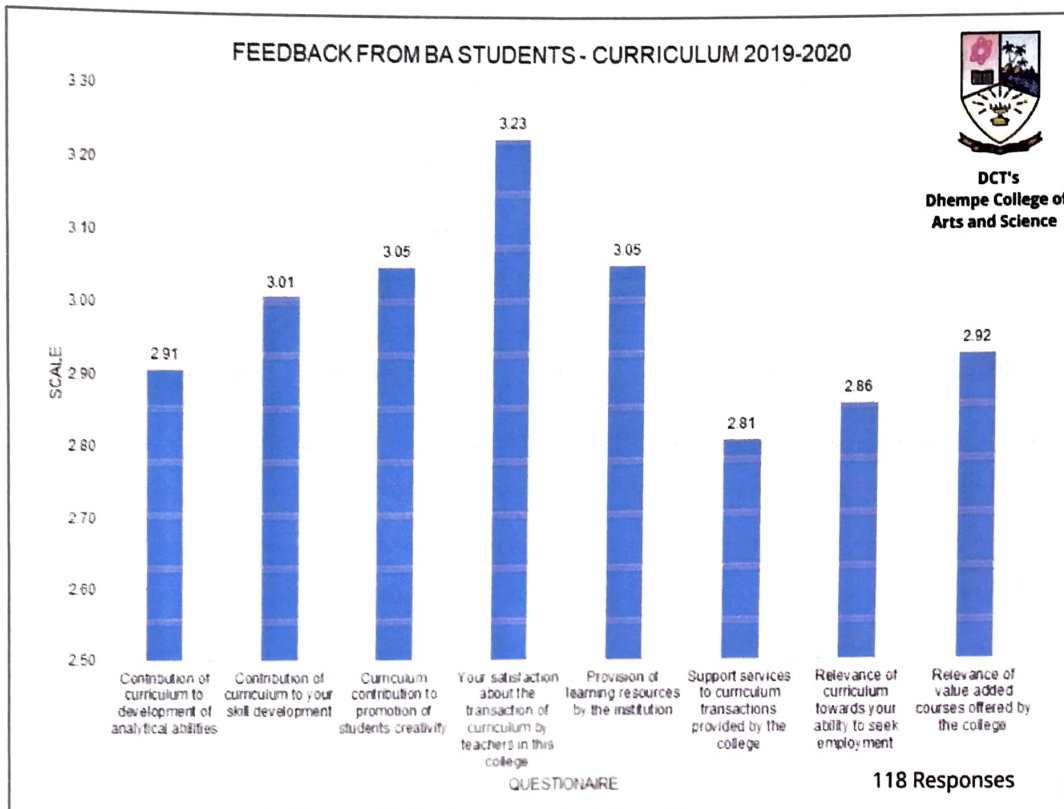
Moreover, during the lockdown, faculty members extended pedagogical help through online platforms. This also enabled students to continue the process of learning during the pandemic.

Improvement in relevance of value added courses offered by the college can be seen. This may be attributed to the process of augmenting the outcome-based element in the skill development courses. Moreover, with the establishment of DLLSDC, employment-based communication training was imparted to students. The higher score may be correlated to this aspect too.

At the start of the academic year 2019-20, a week-long skill enhancement workshop was conducted for Laboratory Assistants in collaboration with Directorate of Higher Education. This may have resulted in better efficiency of services rendered by the assistance team in laboratories. Hence the higher scoring received on the aspect of support services to curriculum transactions provided by the college may be attributed to this.

Although efforts have been taken in enhancing employability of students via curriculum-based pedagogy as well beyond-curriculum initiatives, the pandemic crisis affected employment sectors adversely. Therefore, the lower score in relevance of curriculum to seek employment may be attributed to that. However, this trend may be noted and appropriate action may be initiated, especially in areas of self-sustainability.

Feedback from Students (B.A.)



Student satisfaction about transaction of curriculum by teachers has consistently received a high score. A further improvement in this component may be attributed to a variety of hybrid methodologies incorporated by the teachers in classroom pedagogy, particularly integration of CLS.

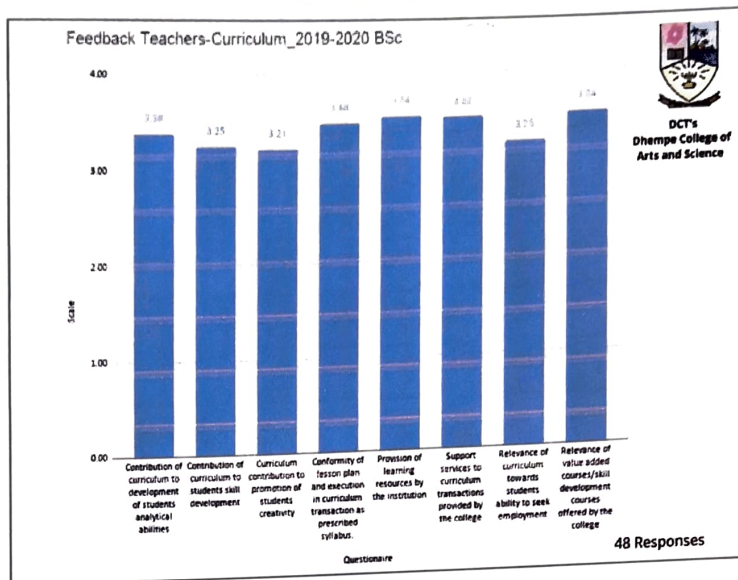
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Moreover, during the lockdown, faculty members extended pedagogical help through online platforms. This also enabled students to continue the process of learning during the pandemic.

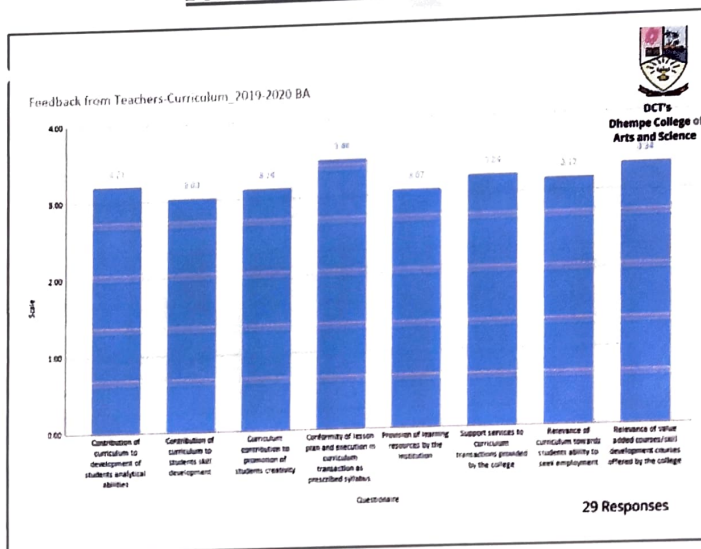
The component of support services showed a marginal improvement in the responses received. This may be due to the allied aid provided by the system administration and DLLSDC technical assistant in online curriculum transactions. However, this area needs further enhancement.

Improvement is solicited in the relevance of curriculum in seeking employment and developing analytical abilities of students. It is suggested that the technique of imparting domain-specific knowledge through interesting trivia posted as part of #lockdownlearning may be continued.

Feedback from Teachers (B.Sc.)



Feedback from Teachers (B.A.)



A marked improvement is seen in the aspect related to support services to curriculum transaction. In the feedback by teachers in the Faculty of Science, this may be attributed to the week-long intensive Skill Enhancement Workshop organised for all laboratory assistants in collaboration with DHE.

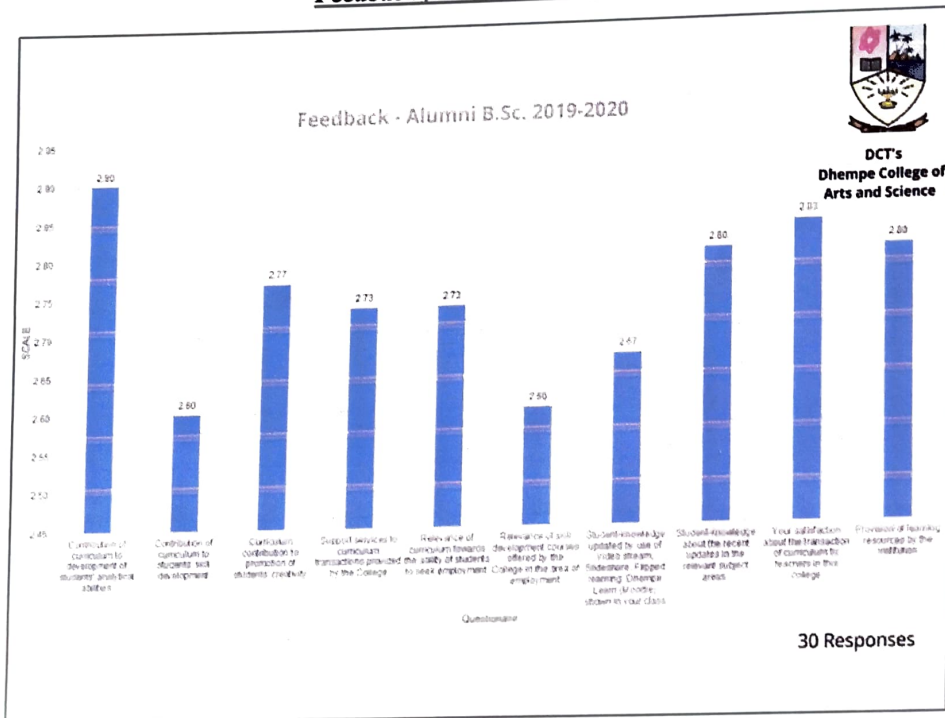
Timely assistance provided by IT staff (System Administrator and DLLSDC Technical Assistant) may also have augmented the positive outcome in the Faculties of Science as well as Arts.

As part of the flipped learning workshop, newly recruited staff members were acquainted with the innovative learning resources that could be used due to institutional provision of ICT facilities. During the lockdown, teachers exchanged information of different tools and platforms available in transitioning towards online teaching through knowledge-sharing sessions. Infrastructural augmentation (enhanced Wi-Fi connectivity) as well as training in usage of GSuite/Open Broadcaster Studio and Shotcut resulted in a relatively smooth transition in pedagogy. A higher score in the area of provision of learning resources by teachers from both Faculties of the institution may be attributed to this.

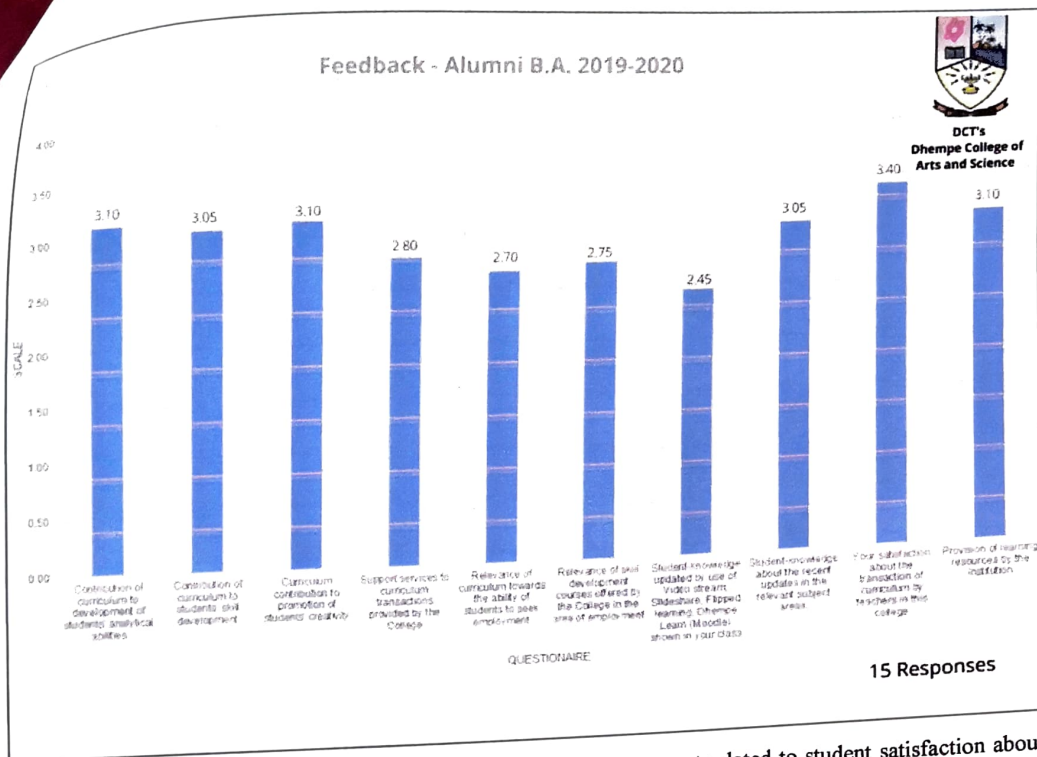
In the course of the lockdown, through activities undertaken by students and through Student Webinar series it was observed that learners applied the concepts taught through curricular and co-curricular activities to deal with real-life problems. The activities ranged from cultivating vegetables for sustenance, starting dialogues on mental health to writing poetry to deal with anxieties related to the pandemic. This perception may have led to a higher score in components related to contribution of curriculum to development of students' analytical abilities, creativity and skill-development.

The aspect related to conformity of lesson plan and execution in curriculum transaction as per prescribed syllabus received a higher score from teachers of both Faculties.

Feedback from Alumni (B.Sc.)



Feedback from Alumni (B.A.)



While a consistent progression and higher score is registered in the aspect related to student satisfaction about curriculum transaction by teachers, it is seen that contribution of curriculum to development of students' skill-development, analytical ability and creativity has also shown notable improvement. This may be due to the concerted efforts made by college in conducting experiential learning, organizing soft-skills and capacity-building activities, events under entrepreneurship and innovation as well as skill-development programme.

With efforts in bridging curriculum-gaps through a dynamic industry and global learning interfaces, it is expected that components related to employment will achieve a higher score in the next few years.

It may be noted that upgradation of students' knowledge and skills through resourceful tools such as SlideShare, LMS, video-streaming etc. may be improved, *meaningfully*.

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