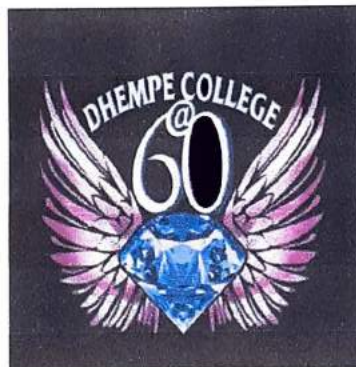




**Dempo Charities Trust's
Dhempe College of Arts and Science
Miramar, Goa**

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



ACADEMIC YEAR 2020-21

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.:

1. Contribution of curriculum to development of analytical abilities.
2. Contribution of curriculum to skill development.
3. Curriculum contribution to promotion of student's creativity.
4. Satisfaction about the transaction of curriculum by teachers in the college.
5. Provision of learning resources by the institution.
6. Support services to curriculum transactions provided by the college.
7. Relevance of curriculum towards student's ability to seek employment.
8. Relevance of value-added courses offered by the college.

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

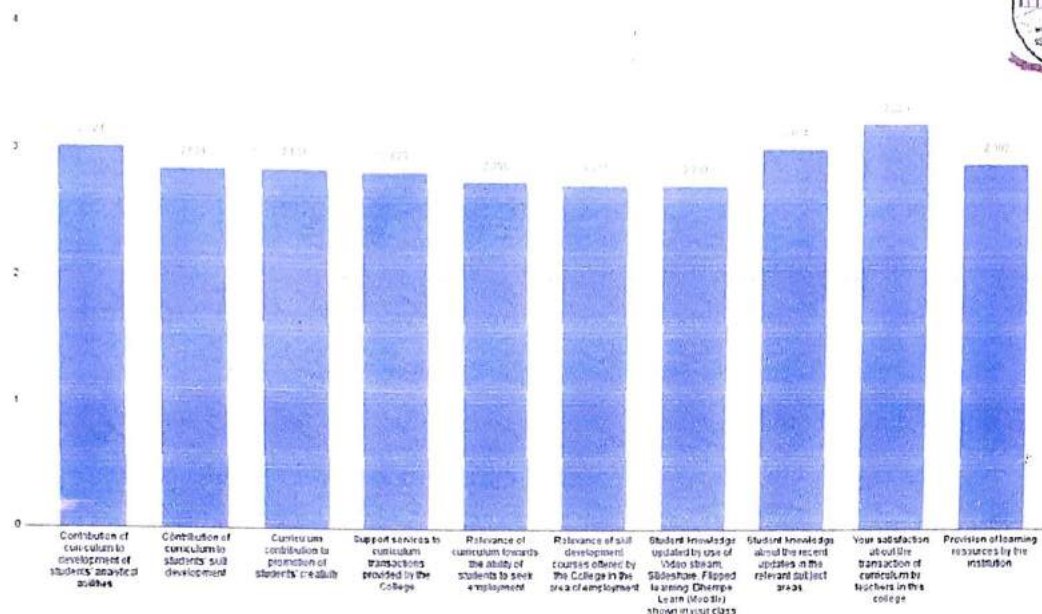
1. The requirements of employability in the (respective) organisation fulfilled by the B.A/B.Sc. course of the GU (Goa University).
2. Adequacy of (institutional) value-added courses to your employment needs.
3. Skill development of students through curriculum delivery.

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:

Alumni feedback 2020-21

Alumni Feedback 2020-2021

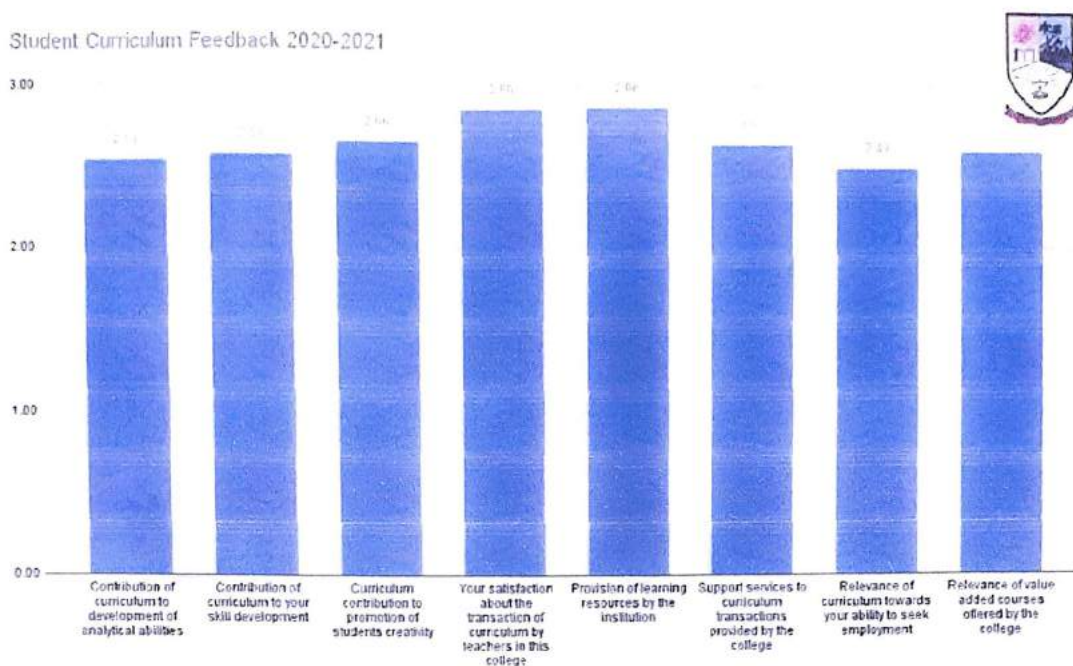


The academic year 2019-20 was hit by Covid-19 pandemic and alumnus of this batch had to switch to online teaching and examinations. However, consistent with trend of previous years, favourable response towards satisfaction about curriculum transaction by teachers was received this year also. The teachers well trained in traditional teaching methodology adapted quickly to online teaching tools using Google classroom, Google meet, making short video's using OBS etc. College administration was also quick to decide on using Google workspace (G Suite) for the same and make it available to students and teachers with dedicated email Ids (i.e. roll_number@dhempecollege.edu.in) for the same. Teachers left no stone unturned to engage students and deliver the prescribed goals in curriculum. A comparatively higher score has been recorded in the aspect related to provision of learning resources by the institution as college quickly adapted to online teaching, this was also made possible as college had background of subscribing to online tools like moodle, ebook repositories, power point presentations, short video making etc. This may also 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 when college was open to students can be attributed to higher score in contribution of curriculum in development of students' creativity. Curriculum contribution in ability to seek employment and relevance of

skill development courses offered by college has recorded a lesser score than all other aspects. This can be justified as teachers of pure science courses encourage students towards taking up post graduate courses. However it is also indicates that academia-industry interface needs greater attention to make students more employable if they do not wish to take up higher education due to various reasons. Efforts in the same need to take the diverse needs of employability into consideration. Examples of which are proficient communication skills, computer skills and benchtop working skills. Some of the comments received in feedback also indicate the same. They are

- There should be more practical and on field sessions introduced in the department. Students should learn skill and creativity based activities.
- Each subject should have sessions addressed by industry resource persons. This will help the students to choose their area of interest in the field of biotechnology.
- Would prefer more hands on or practical courses
- Tie-up with existing biotechnology companies to provide hands on experience to students and make them employment ready. This is with respect to the practical skills and ability of the students. (Example: learning how to operate HPLC, Liquid chromatography systems etc.)

Student curriculum feedback 2020-21

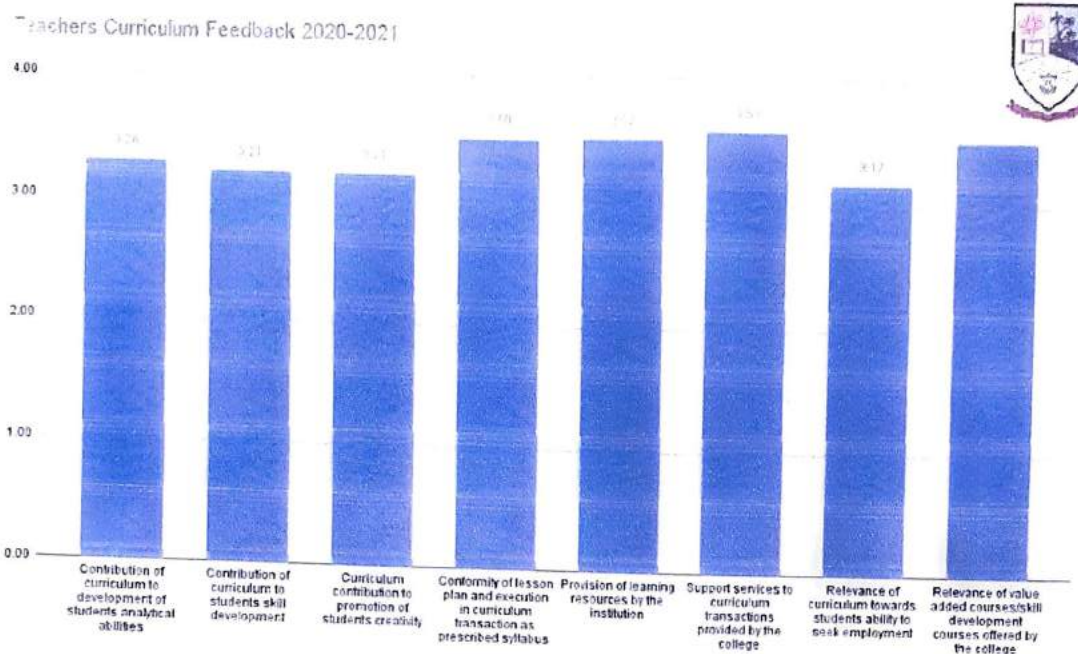


The aspect on satisfaction about curriculum transaction recorded a higher score of 2.86. The same may be attributed to the hybrid modes of pedagogy employed by teachers and quick adoption to new teaching and learning methodologies. Provision of learning resources by Institution also received a high score of 2.8 as college authorities quickly directed teachers to deploy online resources and meet the needs of students. Provision of learning resources to students was also done by teachers time to time even during lock down period. This work of teachers reflects in the feedback given by teachers.

Development of analytical abilities and students' creativity which recorded fairly lower scores from students can be attributed to online mode of curriculum transaction. Many co-curricular activities aimed towards this could not be completed. Consistency of efforts and further initiatives towards more diversified exposure for students is recommended.

Aspects related to relevance of curriculum to skill development and ability to seek employment has recorded lower scores due to the online mode of teaching. The skill development courses offered by the college could not be executed and campus placements could not be organised.

Teacher's curriculum feedback 2020-2021



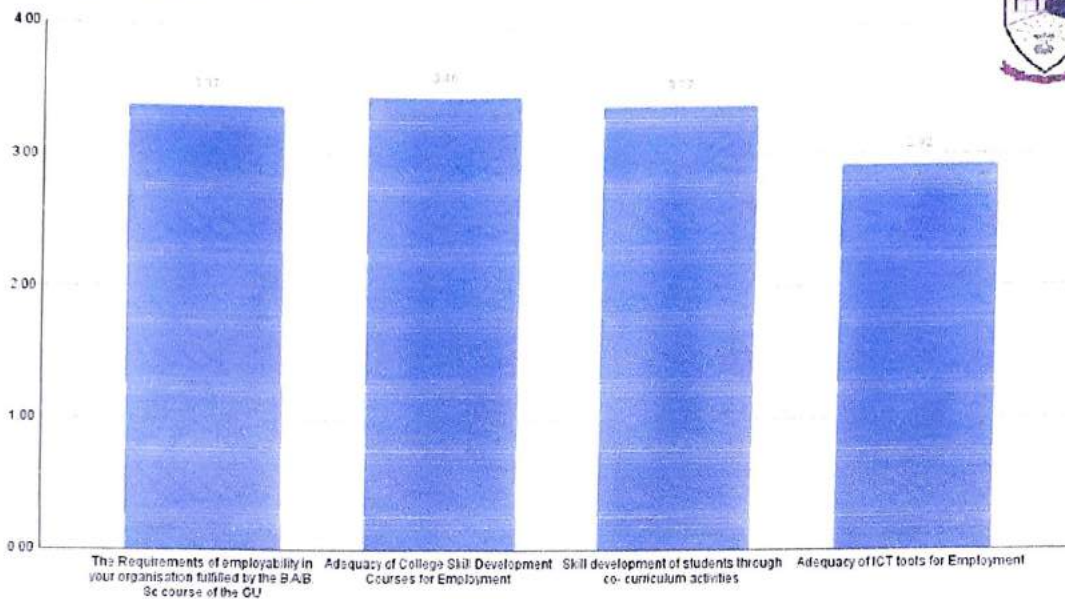
Teachers' feedback showed a favourable response towards the aspect of curriculum transaction and support services to curriculum transaction provided by the college. College being located in an urban area and the capital city, has consistently tried to be torch bearer in deploying the new pedagogical tools and meeting the goals of curriculum setters in developing skills and knowledge base of students. This is also done by streamlined course plan and execution of courses implemented by the college for all teachers. In pandemic period college has remained in forefront of deploying all possible tools to meet the need of students. Same can be interpreted from good score given by students. A blend of highly skilled and experienced and more enthusiastic well trained young faculty members cater to students to achieve the students satisfaction observed in this category. 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 curriculum contribution towards promotion of students creativity and relevance of curriculum towards students ability to seek employment. In order to bridge the gap, various skill development courses are regularly organised by the college. However the students enrollment in this remains limited as primary goal of students in pure sciences is to seek admission in courses of post graduate studies.

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 dedicated 'System Administrator' have been extended to aid blended learning, it may be noted that further training assistance may be provided in the form of human and infrastructural resources.

Employer's feedback 2020-21

Employers Feedback 2020-2021



While the employers showed a more favourable response towards adequacy of value added 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 added courses (VAC), efforts may be strengthened in procuring certification from the affiliating university in recognition to 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. More linkages with companies and research institutes is required to increase employability. Students also need to be made aware that chances of employability is better if students take up these courses. It may be also noted that teachers take extra-ordinary efforts to guide students to take up higher learning and clear the necessary entrance exams towards this. However, it was observed that teachers also need to understand needs of diverse group of students and guide them towards seeking better employment if they wish so. College plans to increase number and diversity of skill development courses offered to improve this.

Mrs Deepa M Audi

Convenor Criteria – I



Professor Vrinda Borker

Principal

Principal
Derr,po Charities Trust's
Dhempe College of Arts & Science,
Panaji-Goa.