

Report

Teachers' Feedback on Curriculum - 2019-2020

1. Introduction:

The feedback from teachers on the curriculum for the academic year 2019-2020 was subjected to a comprehensive analysis covering various dimensions such as relevance, teacher involvement, innovation, resource accessibility, content, student placement, and employability. The objective was to enhance the curriculum's alignment with the needs and perspectives of learners, and the subsequent actions taken are summarized in this report.

2. Summary of Feedback:

The feedback received from teachers provided valuable insights into various aspects of the curriculum. The following highlights the key findings from each concern area:

2.1 Curriculum Upgradation:

14 out of 16 faculties acknowledged regular updates with a learner-centric approach.

Action Taken: Commitment to ongoing curriculum updates aligned with learner needs.

2.2 Teachers' Freedom in Curriculum Design and Development:

81.25% of teachers strongly agreed on having the freedom to contribute to curriculum design.

Action Taken: Encouragement and support for active teacher participation in design and development.

2.3 Board of Studies (BOS) & Alumni/Industry Representation:

Positive responses on the relevance ensured by BOS and the value of alumni/industry representation.

Action Taken: Strengthening the role of BOS and enhancing collaboration for curriculum improvement.

2.4 Interdisciplinary and Multidisciplinary Approaches:

75.00% of teachers strongly agreed that such approaches are reflected in the curriculum.

Action Taken: Continued promotion and integration of interdisciplinary perspectives.

2.5 Courses on Community Engagement, Environmental Education, and Value-Based Education:

Varied responses, prompting a review and enhancement of courses to better align with feedback.

Action Taken: Revision of courses to align with community engagement, environmental education, and value-based principles.

2.6 Adequacy of Infrastructure for Curriculum Implementation:

81.25% strongly agreed on the adequacy of infrastructure.

Action Taken: Ongoing commitment to ensure infrastructure supports effective curriculum implementation.

2.7 Knowledge Exchange Programs for New Syllabus Introduction:

Positive responses on the effectiveness of knowledge exchange programs.

Action Taken: Commitment to organize more programs for faculty readiness in new syllabus implementation.

2.8 Availability of Reference Materials in the Library:

14 out of 16 faculties strongly agreed on the availability of reference materials.

Action Taken: Confirmation and update of library resources to ensure easy access.

2.9 Freedom in Adopting New Techniques/Strategies:

14 out of 16 teachers strongly agreed on the freedom to adopt innovative techniques.

Action Taken: Continued fostering of an environment supporting faculty in adopting innovative teaching strategies.

3. Numerical Data:

Curriculum Upgradation: 14/16 faculties, 2/16 teachers.

Teachers' Freedom: 81.25%.

BOS & Alumni/Industry: 87.50% and 68.75%.

Interdisciplinary Approaches: 75.00%.

Courses Alignment: 62.50% strongly agree, 18.75% neutral, 6.25% agree, 12.50% strongly disagree.

Infrastructure Adequacy: 81.25%.

Knowledge Exchange Programs: 75.00% strongly agree.

Library Reference Materials: 14/16 faculties.

Freedom in Techniques: 14/16 teachers.

4. Conclusion:

The meticulous scrutiny of teacher feedback resulted in targeted actions, improving the curriculum's alignment with the expectations of students, parents, and employers. This iterative process of analysis and action demonstrates a commitment to continuous enhancement and responsiveness to the evolving needs of various stakeholders. The implementation of measures aims to ensure that the curriculum remains a dynamic and effective tool for fostering learning and preparing students for future challenges.

Action Taken Report

The feedback from teachers underwent a comprehensive examination, covering various aspects such as relevance, timely updates, the involvement of teachers in design and development, openness to innovative teaching methods, accessibility of library resources, curriculum content, student placement, and employability. Subsequent to this analysis, actions were implemented, and the results are succinctly outlined in the following table.

Concern Area	Feedback from Teachers	Action Taken
1. Curriculum Upgradation	14 out of 16 faculties and 2 teachers agreed that the curriculum is regularly updated with a learner-centric approach.	Regularly update the curriculum, ensuring it aligns with the needs and perspectives of learners.
2. Teachers' Freedom in Curriculum Design and Development	81.25% of teachers strongly agree that they have freedom in contributing to curriculum design and development.	Encourage and support teachers in actively participating in curriculum design and development processes.

<p>3. Board of Studies (BOS) & Alumni/Industry Representation</p>	<p>87.50% agreed that BOS ensures updated and relevant courses; 68.75% strongly felt alumni/industry representation is helpful.</p>	<p>Strengthen the role of the Board of Studies in ensuring course relevance, and enhance alumni/industry collaboration in curriculum improvement.</p>
<p>4. Interdisciplinary and Multidisciplinary Approaches</p>	<p>75.00% of teachers strongly agreed that interdisciplinary and multidisciplinary approaches are reflected in the curriculum.</p>	<p>Continue promoting and integrating interdisciplinary and multidisciplinary perspectives into the curriculum.</p>
<p>5. Courses on Community Engagement, Environmental Education, and Value-Based Education</p>	<p>62.50% strongly agree, 18.75% neutral, 6.25% agree, 12.50% strongly disagree.</p>	<p>Review and enhance courses to better align with community engagement, environmental education, and value-based principles based on teacher feedback.</p>
<p>6. Adequacy of Infrastructure for Curriculum Implementation</p>	<p>81.25% strongly agree, 18.75% agree.</p>	<p>Continue ensuring that infrastructure adequately supports the implementation of the curriculum.</p>

7. Knowledge Exchange Programs for New Syllabus Introduction	75.00% strongly agree, 12.50% agree, 12.50% neutral.	Organize more knowledge exchange programs to introduce new syllabi, ensuring faculty are well-informed and equipped for effective implementation.
8. Availability of Reference Materials in the Library	14 out of 16 faculties strongly agreed.	Confirm and update the availability of books/journals listed in the syllabus, ensuring easy access for faculty and students.
9. Freedom in Adopting New Techniques/Strategies	14 out of 16 teachers strongly agreed.	Continue fostering an environment that supports faculty in adopting innovative techniques, strategies, and pedagogies for effective teaching, evaluation, and assessment.

Conclusion

The feedback supplied by teachers underwent meticulous scrutiny, leading to the implementation of measures aimed at meeting the expectations of students, parents, and employers. This procedure facilitated improvements to our curriculum, aligning it more closely with the expectations of various stakeholders

