R A Podar College of Commerce and Economics(Autonomous), Mumbai
Teachers Feedback on Curriculum

2023-2024

Curriculum development is a crucial aspect of educational institutions, ensuring that courses remain relevant and effective in meeting the needs of students and society. This report examines the feedback received from teachers regarding curriculum updates, freedom in contributing ideas, and the adequacy of infrastructure for implementation and other such relevant questions have been covered in the feedback.

Objectives:
1. To assess teachers' perceptions of curriculum updates and their involvement in curriculum design.
2. To evaluate the role of the Board of Studies (BOS) in ensuring the relevance of offered courses.
3. To analyze feedback on interdisciplinary approaches, community engagement modules, and infrastructure availability.
4. To determine teachers' satisfaction with knowledge exchange programs and the availability of reference materials.

Methodology:
The data for this report was collected through a survey administered to teachers, focusing on various aspects of curriculum development and implementation. The survey consisted of multiple-choice questions and Likert scale statements to gather quantitative feedback. The responses were analyzed to identify trends and patterns.

Analysis of the feedback

1. Curriculum Updates:
   - 60% of teachers stated that the curriculum of courses taught by them has been updated regularly, indicating a positive perception of the curriculum revision process.
   - However, only 34.4% agreed with this statement, suggesting that there may be discrepancies in teachers' experiences with curriculum updates.

2. Freedom in Curriculum Design:
   - Teachers were given enough freedom to contribute their ideas on curriculum design and development.

- The majority (62.9%) strongly agreed, while 20% agreed with this statement, highlighting a high level of satisfaction among teachers regarding their involvement in curriculum design.

3. Role of Board of Studies (BOS):
  - BOS ensures the offering of updated and relevant courses.
  - A significant percentage (60%) strongly agreed with this statement, indicating confidence in the role of BOS in curriculum quality assurance.

4. Representation from Alumni/Corporate/Industry Sector in BOS:
  - Representation from external stakeholders in BOS is helpful in designing and improving courses.
  - The majority (62.9%) strongly agreed, emphasizing the importance of industry input in curriculum development.

5. Interdisciplinary and Multidisciplinary Approaches:
  - A considerable percentage of teachers (51.4% strongly agree, 31.4% agree) believe that interdisciplinary and multidisciplinary approaches are reflected in the curriculum.

6. Modules on Community Engagement and Service:
  - Feedback regarding the inclusion of modules on community engagement, environmental education, and value-based education was moderately positive, with 48.6% strongly agreeing and 34.3% agreeing.

7. Infrastructure Availability:
  - Teachers' perceptions of adequate infrastructure availability for curriculum implementation were mixed, with 34.3% strongly agreeing and 54.3% agreeing.

8. Knowledge Exchange Programs:
  - Satisfaction with knowledge exchange programs for introducing new syllabi was moderate, with 34.3% strongly agreeing, 31.4% agreeing, and 17.1% neutral.

9. Availability of Reference Materials:
  - The availability of books/journals listed as reference materials in the new syllabus received positive feedback, with 45.7% strongly agreeing and 45.7% agreeing.

10. Freedom in Adopting New Techniques/Strategies:
  - A significant proportion of teachers (48.6% strongly agree, 37.1% agree) feel that they are given freedom in adopting new techniques/strategies for teaching, evaluation, and assessment of students.

The feedback from teachers provides valuable insights into various aspects of curriculum development and implementation. While there are areas of satisfaction, such as teachers' involvement in curriculum design and the role of BOS, there are also areas for improvement, such as infrastructure availability and knowledge exchange programs. Addressing these areas can further enhance the quality and effectiveness of the curriculum.

Unique techniques/strategies used by teachers in teaching, evaluation, or assessment of students during the even semester:

1. Using Infographics for Explaining a Topic:
   Infographics can visually simplify complex concepts, making them easier for students to understand. It enhances comprehension and retention, providing a creative alternative to traditional teaching methods.

2. Activity Involving All Students Ensuring Teamwork, Brainstorming, Presentation Skills, etc.:
   Engaging all students in activities that promote teamwork, problem-solving, and presentation skills fosters holistic development. It encourages active participation and enhances collaborative learning.

3. Using Comic Strips for Learning Monetary Policy:
   Utilizing comic strips created by RBI to explain monetary policy is a fun and engaging method. It helps students grasp economic concepts in an enjoyable way, facilitating better understanding and retention.

4. Introducing New Concepts/Updates Outside Syllabus for Knowledge Expansion:
   Introducing new concepts or updates, whether related to the syllabus or not, broadens students' knowledge horizons. It encourages curiosity, critical thinking, and lifelong learning beyond the prescribed curriculum.

5. Using Case Studies Related to Real-World Business Scenarios:
   Integrating case studies into the curriculum allows students to apply theoretical knowledge to practical situations. It enhances critical thinking and problem-solving skills by exposing students to real-world challenges.

6. Exit Tickets for Assessment and Evaluation:
   Using exit tickets at the end of each lesson provides immediate feedback on students' understanding. It helps teachers identify areas of improvement and tailor their teaching strategies accordingly, promoting effective learning outcomes.

7. Freedom of Assignments/Projects for Learners:
   Allowing learners to choose their assignments or projects promotes autonomy and personalized learning. It encourages creativity, engagement, and ownership of learning outcomes.

These techniques enhance student engagement, understanding, and skill development, contributing to a more effective teaching and learning environment.