

ANALYSIS OF TEACHERS FEEDBACK ON CURRICULUM

FOR ACADEMIC YEAR 2023-24

Google form were created and circulated among the teachers to collect their opinion on the syllabus the teach. Twenty five responses recorded from the teachers on the various subject they teach for the UG & PG students. Useful statistical tools like %, etc., have been employed to get thorough results. Many kinds of graphs have been utilized to effectively convey the facts.

CHART 1
Programme wise classification of Teacher respondents



The teacher's responses' course-wise classification is shown in Chart 1. It was observed that the majority of the survey's contributors were from commerce and scientific programs. No one from arts program recorded their response. 72% from commerce stream and 28% from science stream recorded their feedback on the curriculum.

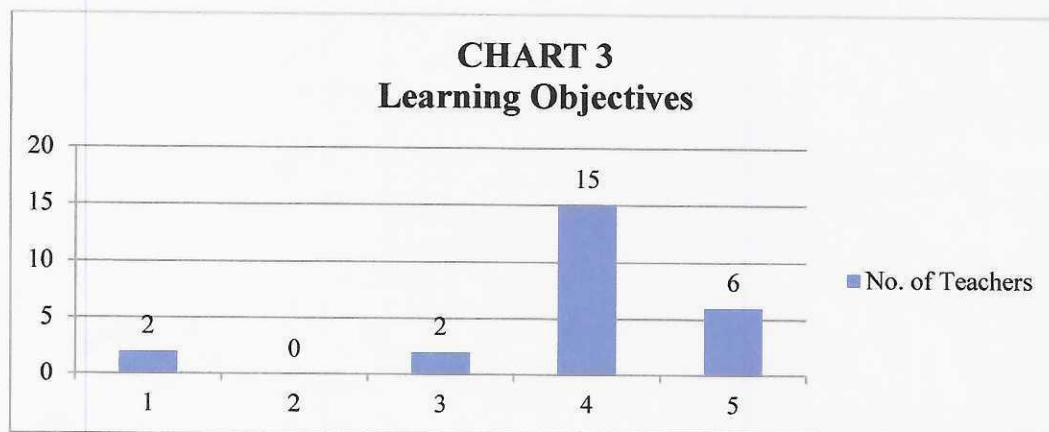
CHART -2
CLASS -WISE CLASSIFICATION OF TEACHER RESPONDENTS



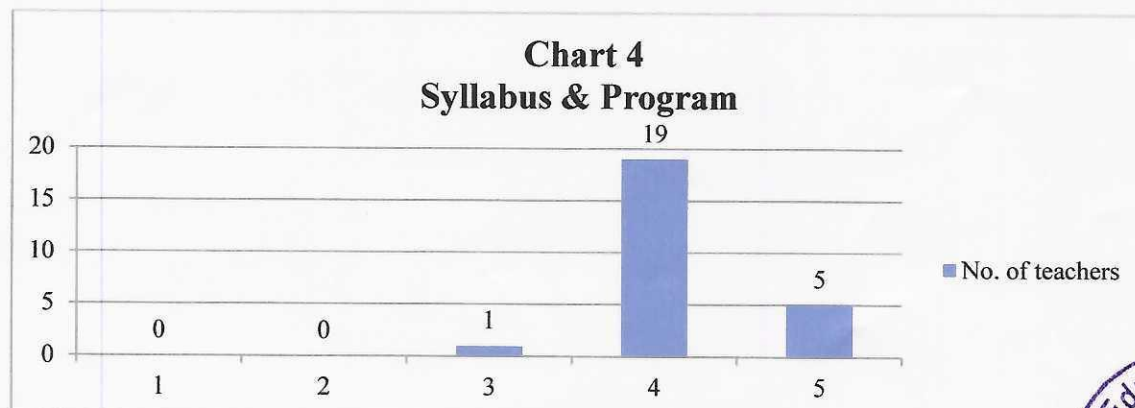
- The teacher responses are classified by class in Chart 2. It was observed that teachers who instruct third year have recorded 48% responses while teachers who teach to second-year have recorded 36% responses. 16% teachers who have recorded their responses are teaching to first year students.

➤ **TEACHER FEEDBACK ON SYLLABUS**

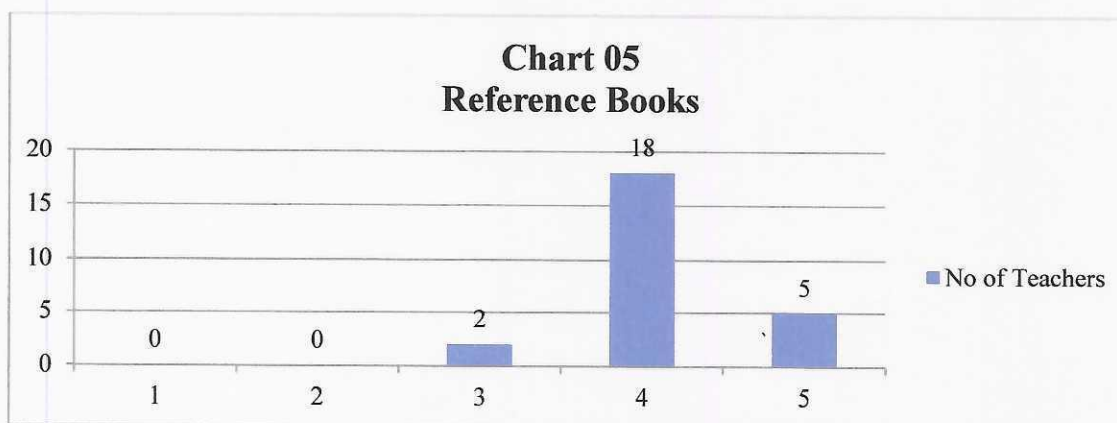
- The institute is affiliated to the Savitribai Phule Pune University. The institute adheres to syllabus framed by the university. Twenty five teachers' responses to a variety of questions were gathered in order to assess the responses on the syllabus. The explanations of each question are given below.



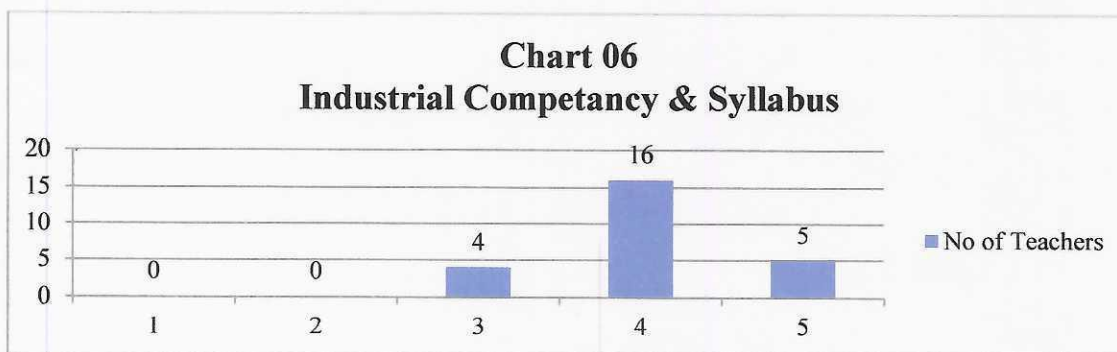
- The answers of the teachers regarding the clarity and program appropriateness of the learning objectives are shown in Chart 3. It was observed that six teachers strongly agreed to the connection of the syllabus and learning objectives. Fifteen teachers are agreed on the suitability of the syllabus with the learning objectives. Two teachers are not sure while two teachers disagree with the said question.



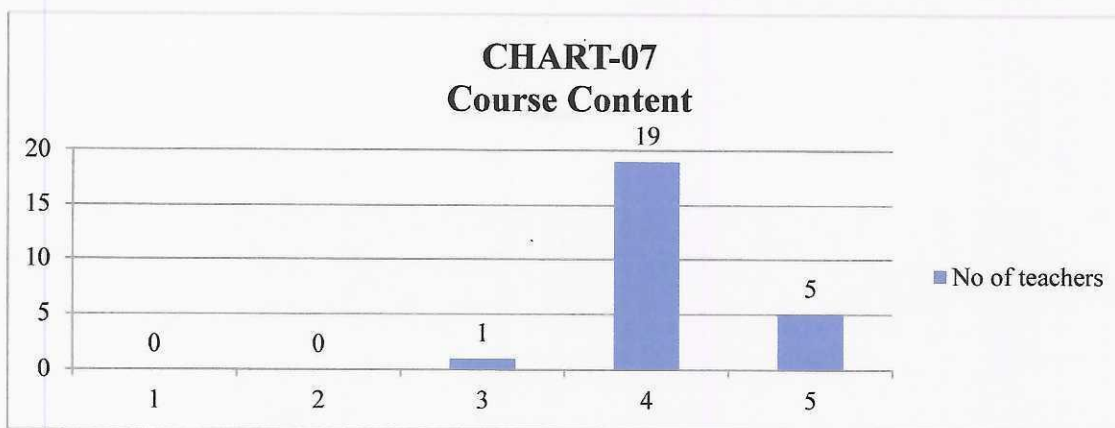
- The answers of the teachers regarding how well the syllabus fit the program are shown in Chart 4. It was noted that five teachers are strongly agree and nineteen teachers are agree on the suitability of the syllabus and program. One teacher is disagreeing while no one is disagree on the syllabus suitability with the program.



The teachers' comments regarding the upgrading and relevancy of college reference books are explained in Chart 05. It was discovered that five teachers are agree while eighteen teachers are agree on the availability of the reference and text books in the college library. Two teachers are uncertain on the same question.



Feedback regarding the technical abilities required to handle the industry is displayed in Chart 06. It was found that five teachers thought the syllabus was extremely effective overall. Sixteen teachers are agreed on the competency of the syllabus with the requirement of industry. Four teachers were uncertain in their response.



The answers from the professors regarding the course material are shown in Chart 7. It was observed that five teachers are strongly support the content of the syllabus while nineteen teachers are agreed that the syllabus content is good. One teacher was uncertain in the response.

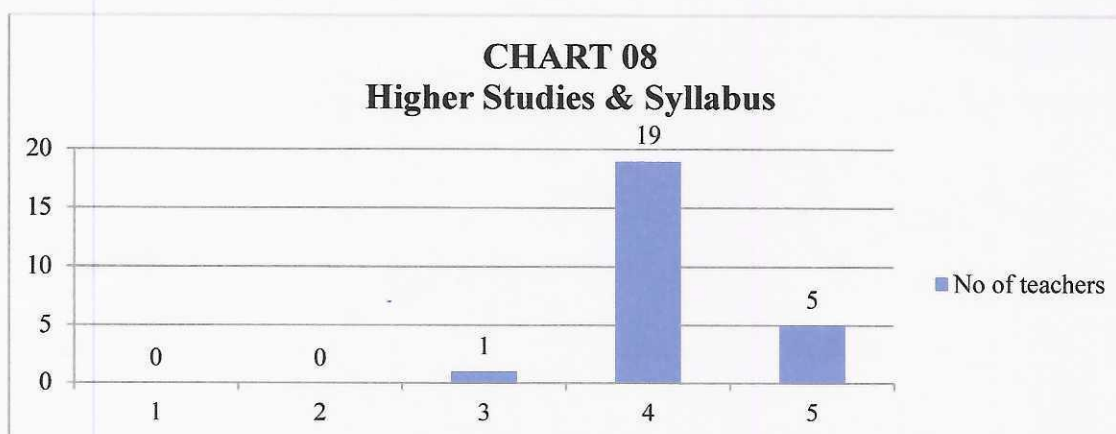



Chart 08 depicts the interest created by the curriculum among the students to pursue higher education. Five teachers strongly believes that it creates strong interest in the students to pursue higher education. Nineteen teachers are agree on the fact that the syllabus is good enough to create among the students for higher studies. One teacher was not sure about the response on the said question.



ISSUE RAISED AND ACTION TAKEN:

Issue Raised	Action Taken
Workshops, FDP, Orientation	Advised to All teaching staff to attend FDP's, Workshops and Orientation Program
Use of ICT in Teaching Learning	Advised to all teaching staff to use ICT for all the subjects.
Incorporating more hands-on practical applications, would help students bridge the gap between theory and real-world practice.	MoU's were signed to incorporate and collaborate with hands on training for the students. Efforts were also made to give students on job training.


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