MALINI KISHOR SANGHVI COLLEGE OF COMMERCE & ECONOMICS

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ATR ON TEACHERS’ FEEDBACK ON CURRICULUM AND ITS TRANSACTION

**2016 - 2021**

The College had taken feedback on curriculum and its transaction from the teaching staff on the revised syllabus of all courses. The University had revised syllabi of almost all its undergraduate programs in the academic year **2016-2017 to 2020-21.** Institution considers feedback to be extremely important as it helps us to understand our positive points and also highlights our shortcomings. The feedback mechanism of the college has been in place for more than 10 years. 131 responses were received, and analyzed.

The college **undertook feedback on syllabus and its transaction from the teachers and the analysis of the same was presented by the feedback committee to the head of the institution for necessary action** . Since the college is affiliated with University of Mumbai, syllabus taught in the institute is strictly as per the syllabus prescribed by the affiliating university. The questions having quantitative values were taken into consideration while making the statistical analysis.

The response to the questions on the basis of statistical analysis were as follows:

1. The response to question number 1 about the syllabus in terms of depth for the Program and Year was satisfactory. Most of the teachers were satisfied with the dept of the syllabus and the load of the syllabus for the respective Program and course.The least satisfactory response came from Bachelor of Commerce (Accounting & Finance) and the same was communicated to the coordinator of the Program to be further conveyed to the Syllabus revision committee when it asks suggestions from teachers in the syllabus revision process.
2. For the second question about the usefulness of is the syllabus for career growth the Bachelor of Commerce (Investment Management) students gave the least rating (3.58) and the same was conveyed to the Program coordinator to be further communicated to the Board of Studies. Students from most of the other programs gave a rating of 4 and above on a scale of 1-5 which is very good.
3. For the third question regarding the size of syllabus in terms of load on the student the Bachelor of Management Studies students find the syllabus not appropriate in terms of load and the same was communicated to the Program Coordinator for further conveying it to the syllabus revision committee.
4. For the fourth question regarding the ability of the syllabus to bridge the gap between academics and industry, the Bachelor of Commerce (Accounting & Finance) students were least satisfied and the same was communicated to the Program Coordinator for further conveying it to the syllabus revision committee.
5. Regarding the effectiveness of the syllabus in bridging the gap between Theory and Practical the Bachelor of Commerce ( Investment Management ) students expressed the need to make the syllabus more practical based as the field of Investment Management is a fast changing one. Their response was communicated to the Program Coordinator for further conveying it to the syllabus revision committee.

**Use of teaching aids :**

The other questions pertained to the teaching aids used by the teachers while conducting the syllabus. While the chalk duster method was frequently used as a means of teaching in the class rooms for many topics, in topics as per the suitability most of the teachers used power point presentations or other online modes like showing you tube videos etc for better comprehension of the topic by the students. All teachers were asked to use more examples from day to day life, discussions and case studies to enhance the understanding of the students to help the students relate the syllabus to real life.

More classrooms have been equipped with Projectors and because technology facilitates easy access to learning resources.

 Teachers were asked to increase the use of teaching aids wherever possible to increase the effectiveness of teaching – learning process.

**Use of Flipped Classroom technique:**

In another question related to use of flipped classroom concept, many teachers felt that in large classrooms of 120+ students most of the students do not undertake the assigned study creating a gap in the knowledge levels of the students. In Programs like BMs especially in the final year, the concept was found to be more useful. In the post graduate program M. Com this concept was being used more regularly and was found successful.

Teachers were asked to use the teaching methodology in suitable topics

**Seminars & Guest Lectures:**

More guest lectures were organized in specialized subjects.

More and more seminars are being organized to bring in the latest knowledge in the subject.

Feedback Committee Principal