

**ANALYSIS & ACTION TAKEN
REPORT ON CURRICULUM FEEDBACK
OBTAINED FROM VARIOUS
STAKEHOLDERS**

Feedback analysis and Action taken report for academic year 2021-2022

The curriculum is the heart of education and IQAC collects regular feedback on curriculum from various stake holders; alumnae, students, teachers and employers. After the completion of the academic year 2021-22, feedback was collected from all four stakeholders i.e. Students, Teachers, Alumni and Employers regarding curriculum.

The collected feedback is then analysed and the report is submitted to the Faculty Council. Since the institution is an affiliating college, curriculum design is done by Affiliating University or by APSICHE. However, IQAC intimates the feedback reports to the Head of institution. Principal, Head of institution, thereby intimate the same to College development council and members in the Syllabus Revision Committee to represent in Board of Studies of concerned subject. By this procedure the matter brings to the notice of the Affiliating University. The syllabus of various programs undergoes timely revision and most of the concerns are addressed in the revised syllabus.

The feedback forms have been designed specially by an expert team headed by IQAC Coordinator and Respected members of the IQAC and Lecturer in charges of the various Departments. The feedback form or Questionnaire consists of items specific to the stakeholders and there are statements which are rated on a 5 point rating scale (poor, average, Good, Very Good, Excellent) and one item is qualitative in nature for their open comments to alumnae, teachers and employers. Feedback is taken anonymously from the stakeholders from and across the college collected in random basis. From students, feedback collected randomly collected from Slow learners, Moderate learners, Advanced learners to get all their ideas and problems they faced.

Ways of Collection:

From students, teachers, alumni & Employers curriculum feedback was collected in offline mode.

Responses Received:

Responses received from different stakeholders are mentioned below:

Stakeholder	No. of Responses Received
Students	340
Faculty	39
Alumni	7
Employer	6

Procedure of analysis:

Different questionnaires of closed ended and open ended are prepared to collect the responses from different stakeholders.

1. Student feedback 2021-2022:

Questionnaires designed to collect feedback responses on curriculum consist of 9 closed ended questions. To assess the perception of students different aspects of curriculum such as: employability, usefulness for higher education, internship, research development etc. were used.

Response against feedback collected, Most of the stakeholders have orally suggested that the curriculum/syllabus should include: G.K, Current Affairs, Moot courts should be introduced. Syllabus should be timely reviewed based on society needs, Sports activities, Curriculum should be modified according to the competitive exams.

The feedback taken from students about the present syllabus and curriculum of the college represents:

- The Syllabus is need based and suitable to the course.
- The syllabus has good balance between theory and application.
- The curriculum had scope for internship programmes newly designed by APSCHE.
- It is also observed that the students both in UG and PG courses are satisfied with the reference materials available in the college library.
- The curriculum is capable of supporting students in their higher studies as per the observation of both UG and PG students.
- The curriculum had the ability to foster entrepreneurial skills among the students.

2. Faculty feedback 2021-2022:

Faculty being the most important person in curriculum design, implementation and development, feedback of faculty on curricular aspects are of utmost importance. Analysis of the faculty feedback for the year 2021- 2022 brought about the following information.

- The responses given by faculty for the curriculum related activities of the college are
- Most of the faculty are satisfied with the course content.
- Most of them has clarity on aims, course objectives and course outcomes.
- It is also revealed that the syllabus is enriched with the inclusion of advanced topics.
- The availability of instructional hours to cover the syllabus is not sufficient up to the mark.
- The entire faculty are contented with the availability of teaching resources and reference text in the college Library.

- To some of them curriculum is providing an opportunity for applied learning through internship.
- Most of them have the opinion that the curriculum has the capacity to support students in their higher education.

3. Alumni feedback 2021-2022:

The alumni feedback for the year 2021-2022 gives the following.

- The alumni are satisfied with the course content and admit that the course content was rather pertinent in their jobs.
- Syllabus was quite career-oriented and employment opportunistic and helpful for them to find out an employment soon after their graduation/post-graduation.
- These stake holders are highly satisfied with the quality of teaching.
- The college has a positive and balanced academic atmosphere which enabled them to be successful in their life.
- The alumni feedback also revealed that the institution supports higher learning and the curriculum provided in the college also fosters the entrepreneurial skills of the student.

4. Employers feedback 2021-2022:

Employer feedback is the most important determinant of the success of the educational institution. The employer feed-back for the year 2021-2022:

- Most of the employers observed that the curriculum is capable of imparting leadership qualities.
- Employers have the opinion that the curriculum has relevance to the industrial needs and the capacity of curriculum in ensuring professional ethics and positive attitude among the students.
- Employers pointed out that the curriculum fosters team spirit mentality among the students.

Action taken report:

The college authorities were intimated about the feedback. Some of the previous issues were put before the affiliating university to modify the issues in curriculum of different disciplines. Necessary initiatives were taken to purchase books and journals for the library. N- LIST facility is provided to all the faculty and students. Teachers took extra classes and remedial classes to improve results. The point regarding introduction of interdisciplinary courses were addressed as the university decided to implement Choice Based Credit System (CBCS) which would provide greater opportunity to the students for interdisciplinary choices. APSCHE revised the syllabus and introduced Skill Enhancement Courses so that the students can have more choices. All the teaching departments were instructed to organize seminars, workshops and special lectures to supplement the learning processes and to promote research initiatives. Educational tours, excursions and field studies were organized by Departments for participative and experiential learning.