



HAJEE KARUTHA ROWTHER HOWDIA COLLEGE (AUTONOMOUS)

IQAC

CURRICULUM FEEDBACK REPORT 2015 – 2016

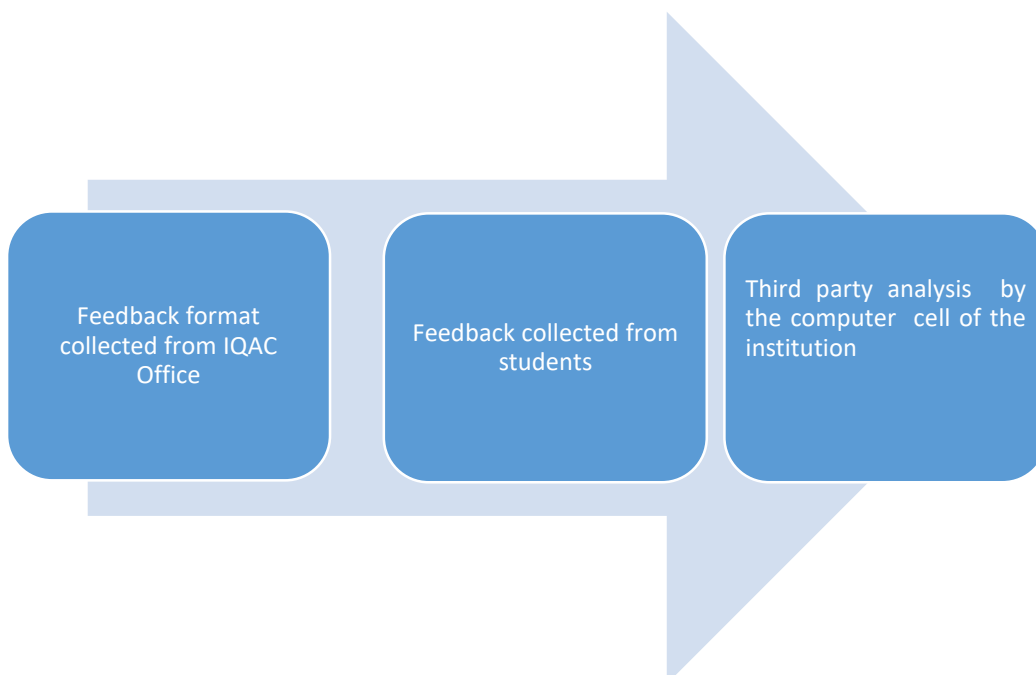
STAKEHOLDER FEEDBACK REPORT

Summary of the feedback system followed by Hajee Karutha Rowther Howdia College (Autonomous), Uthamapalayam, Theni District.

a) Student Feedback

IQAC has developed a student feedback proforma for collecting feedback from the students. The feedback collected assists in the revision of the curriculum. The student feedback is

- i. In-class – to ensure high rate of participation
- ii. Objective – to permit data summarization and analysis
- iii. Comprehensive – feedback is collected on ten parameters about various aspects of curriculum such as its depth, relevancy to real life situations and its role in the overall development of students
- iv. Third party analysis – Objective analysis by the Computer
- v. Actionable inputs – based on the collected and analyzed forms as well as interaction, individual feedback is provided to the faculty members by the respective Head of the Department. Any suggestions beyond the purview of the Head of the Department are communicated to the Principal in various meetings.



b) Staff Feedback

Teacher's feedback is collected by every department, in the feedback proforma for further action and changes. The questionnaire comprises parameters related to the Depth of the Course Content, CBCS pattern/ Elective/ NME/ Part-V Activities, Relevance of the syllabi to the needs of the society, syllabi in terms of promoting human values, skills required for competitive examinations and research interest. The staff are encouraged to offer suggestions or observations to improve the above facets.

c) Alumni Feedback

Our alumni feedback is valuable for us as it provides us the inputs regarding improvement in facilities and employability of our students. The questionnaire is designed to get feedback of alumni regarding the depth of the course content, their role in revising the syllabus, relevance of the syllabi to real life situations and skill development, learning value, library, CBCS pattern/ Elective/ NME/ Part-V Activities and Examination system. Furthermore, the alumni are asked to offer their valuable suggestions or observations to improve the teaching-learning process in the Alumni Association Meetings organized regularly.

d) Employer Feedback

IQAC has developed an employer feedback proforma. The feedback is collected from their employers about the alumni and their curriculum learnt. The suggestions and requirements of the employers related to the curriculum are incorporated during the revision of the syllabus.

(i) Comprehensive – feedback is collected on parameters such as the aspects of curriculum, employability skills, work discipline and team spirit of the alumnus employed in the organization/institution

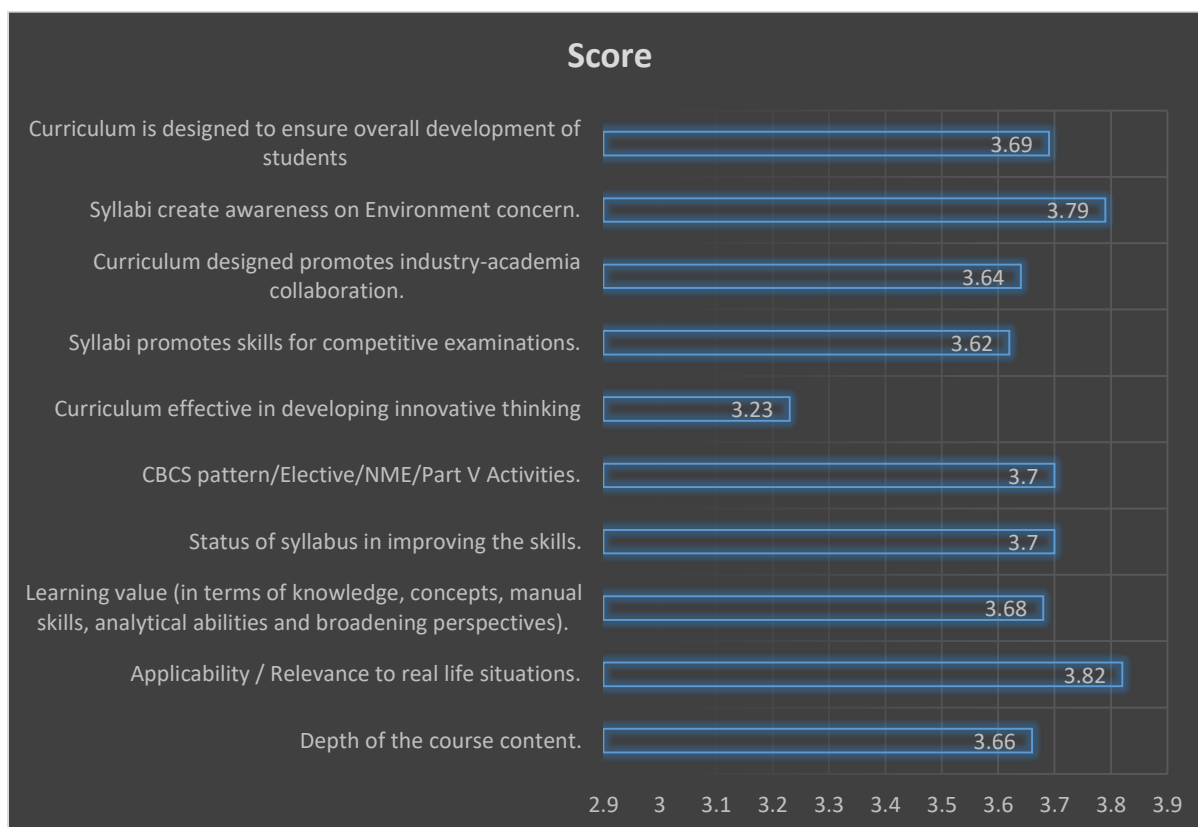
(ii) Third party analysis – Objective analysis by the Computer

(iii) Actionable inputs – based on the collected and analysed forms as well as interaction. The suggestions provided by the employers are discussed with the Heads of the Departments and the Principal in various meetings.

STUDENTS FEEDBACK 2015-2016

The feedback on curriculum from students were obtained after the end of each academic session. The data collected has been analysed and the results given below.

- Most of the students agreed that the content of the courses prescribed provide them in depth knowledge.
- The learning value in terms of knowledge, concepts, manual skills, analytical abilities and broadening perspectives was agreed to be excellent by majority of the students.
- The analysis revealed that the students were quite satisfied with the CBCS pattern/ Elective/NME/Part-V Activities.
- The students suggested increasing the number of coaching classes conducted for competitive examinations.



STAFF FEEDBACK 2015-2016

Faculty being the most important person in curriculum design, implementation and development, feedback of teaching staff on curricular aspects are of utmost importance. Analysis of the staff feedback for the year 2015-2016 brought about the following information.

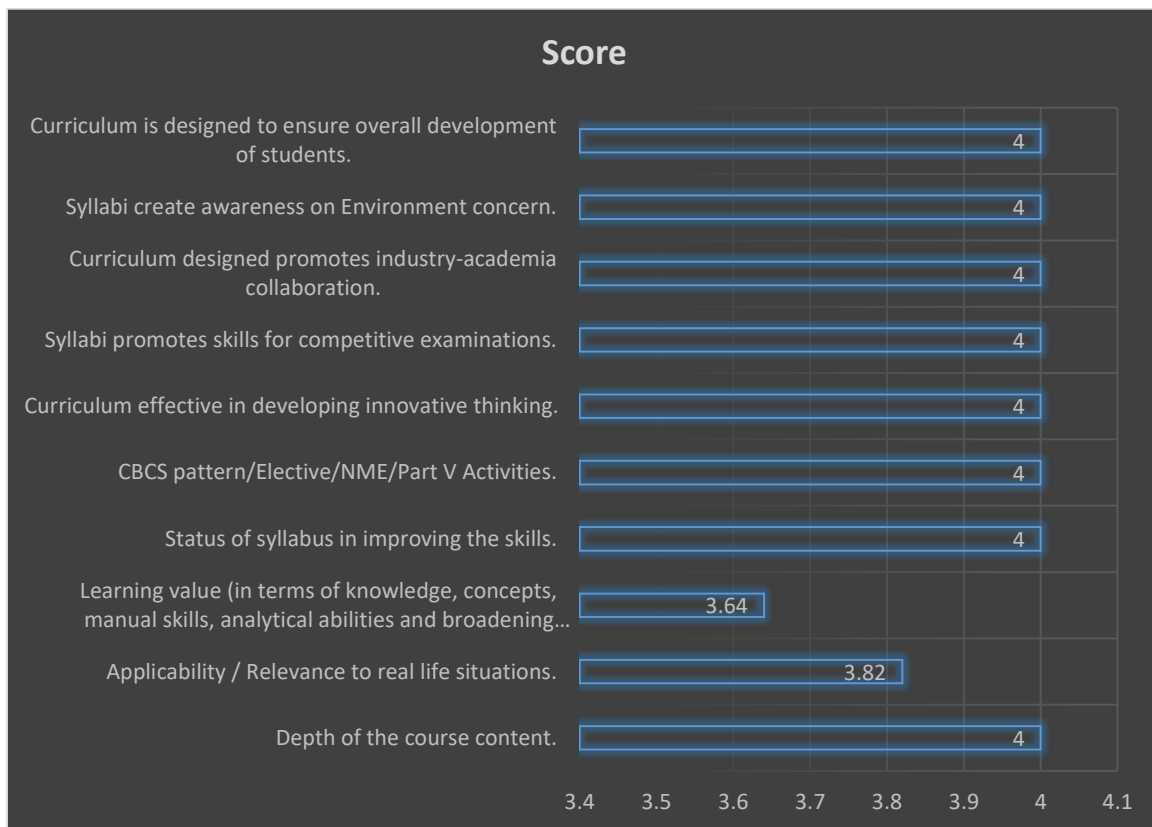
- The staff members have found that the curriculum promoted industry academia collaboration.
- Majority of the faculty members respond positively that the curriculum designed promotes research interest amidst students.
- Most of the staff members agreed that the syllabi designed by their departments have relevance to the needs of the society.
- The faculty members emphasized the requirement for skill based courses in the next syllabus revision.



ALUMNI FEEDBACK 2015-2016

Analysis of the alumni feedback for the year 2015-2016 revealed the following.

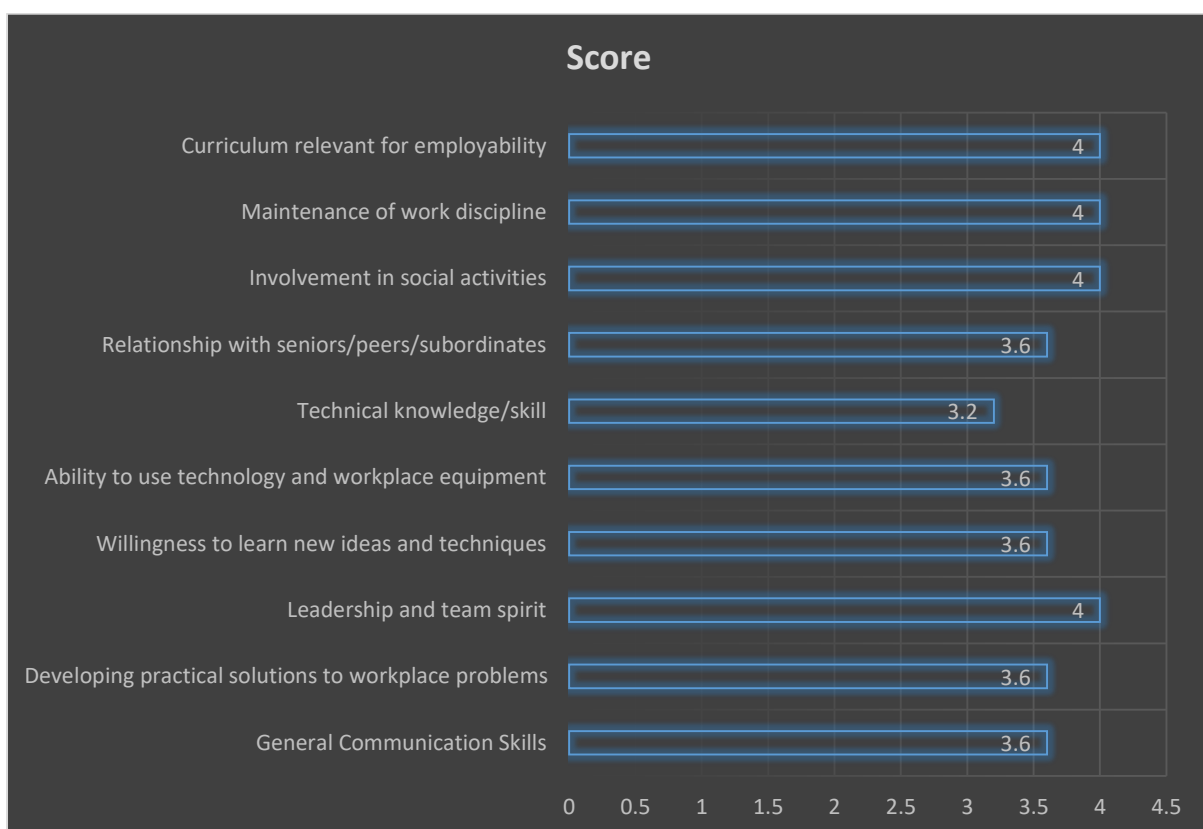
- The analysis revealed that majority of the alumni strongly agreed with the depth of the course content of their respective departments.
- Most of the alumni have responded positively that the syllabus has provided learning value in terms of knowledge, concepts, manual skills, analytical abilities and broadening perspectives.
- The alumni agreed that the syllabus prescribed has relevancy to real life situations.
- The alumni suggested increasing the number of field visits.



EMPLOYER FEEDBACK 2015-2016

Employer feedback is the most important determinant of the success of any educational institution. The employer feedback for the year 2015-2016 revealed the following.

- Almost all the employers expressed that their employees maintained work discipline.
- The employers stated that their employees possessed the required leadership and team spirit.
- Majority of the employers felt that the curriculum of their employees was relevant to employability.



Action Taken Report

In view of identifying the gap in the syllabus as per the requirement of various stakeholders, the institution takes feedback from the students, staff, alumni and employers on certain parameters such as depth of the course content, competency of the teaching faculty, relevancy of the syllabi to skill development, the CBCS pattern, employability skills, syllabi in terms of promoting human values, skills required for competitive examinations, research interest and the like. The suggestions offered in the interaction are consolidated and discussed in IQAC and CDC, then communicated to the faculty members of the institution who actively participate in the syllabus restructuring process, as being members of Boards of Studies. The suggestions of the stakeholders are considered and incorporated in the curriculum during revision.