



# HAJEE KARUTHA ROWTHER HOWDIA COLLEGE (AUTONOMOUS)

## IQAC

CURRICULUM FEEDBACK REPORT 2020 – 2021

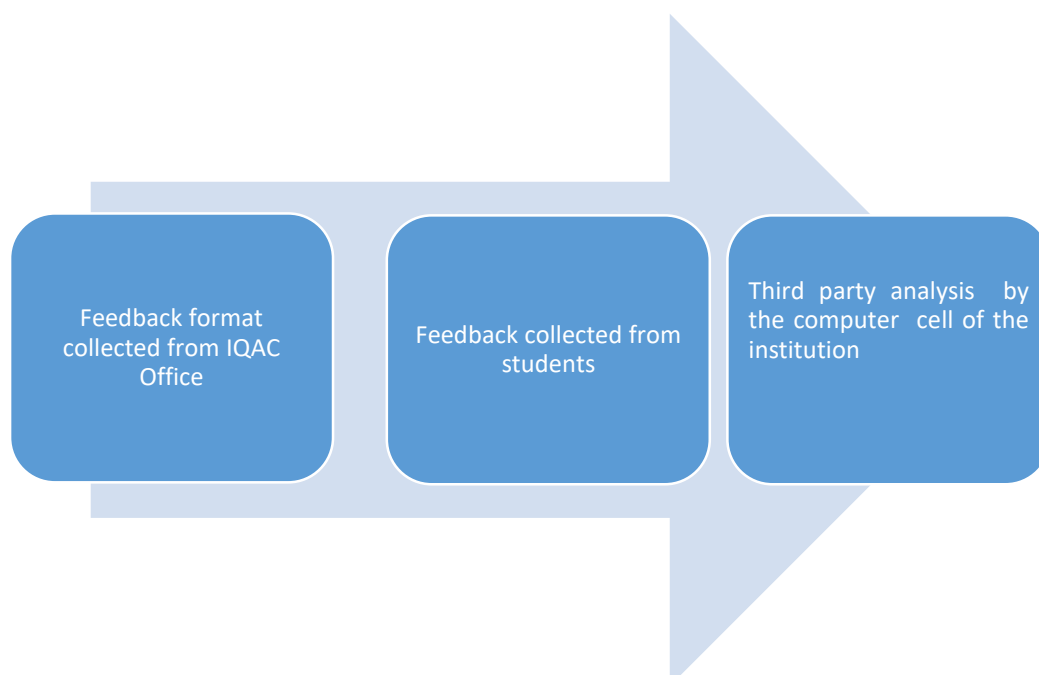
# STAKEHOLDER FEEDBACK REPORT

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

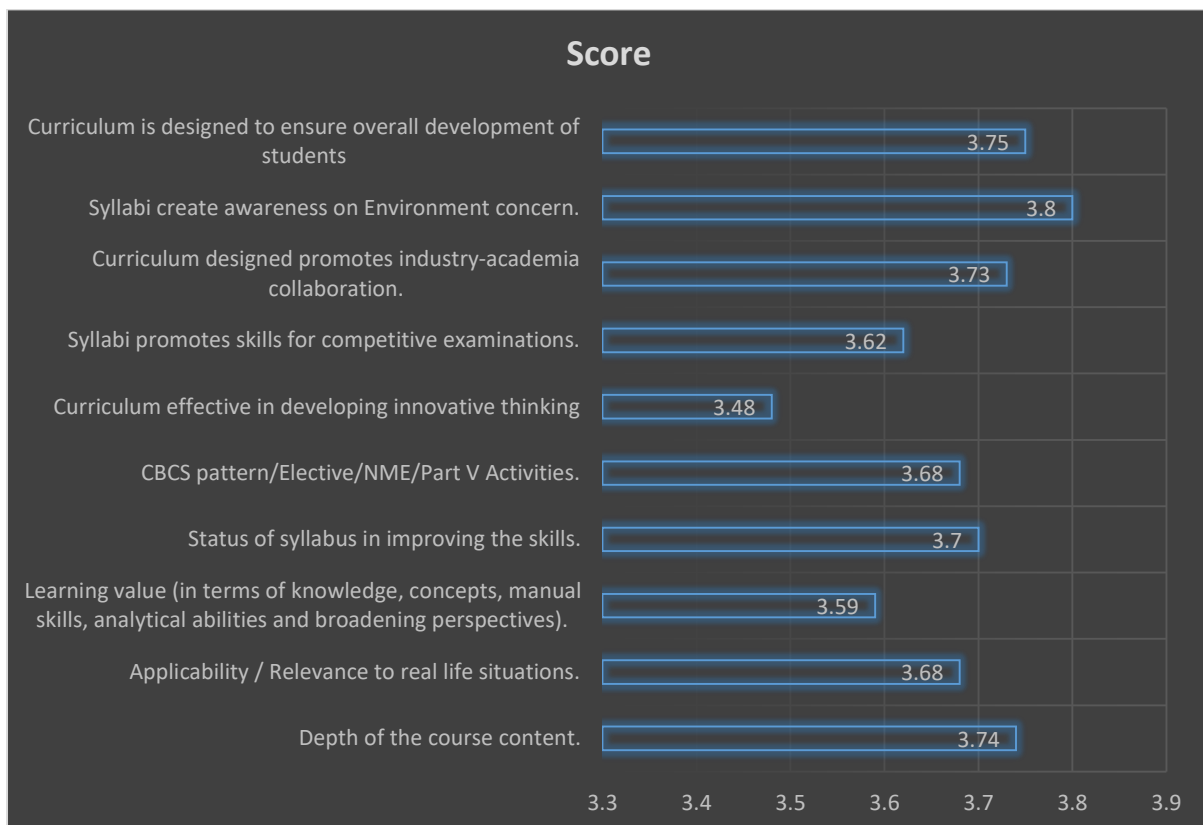
(ii) Third party analysis – Objective analysis by the Computer

(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 2020-2021

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 curriculum designed has helped in the overall development of the students.
- The students responded positively that the curriculum promotes human values in the students.
- 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.



## STAFF FEEDBACK 2020-2021

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 2020-2021 brought about the following information.

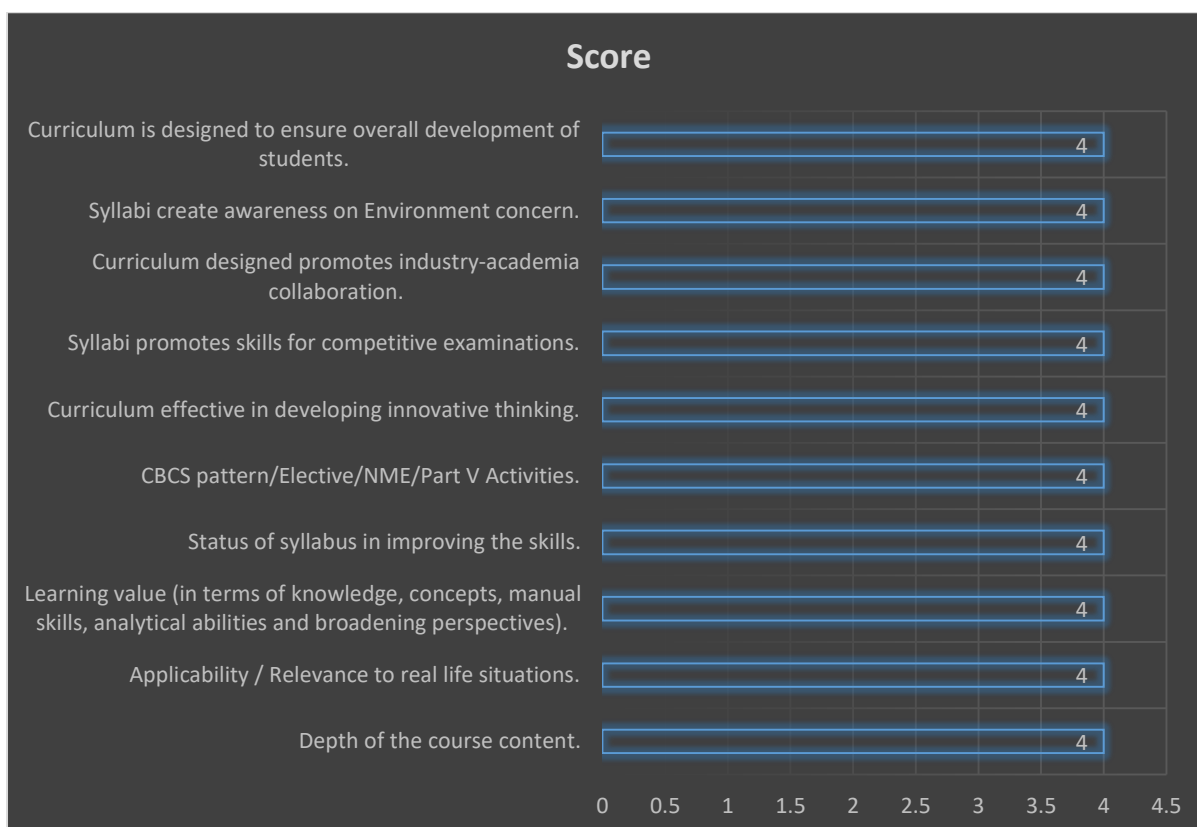
- Almost 70% of the staff members opined that the institution promotes human values as well as overall development by the courses prescribed in Part-III and the activities undertaken by the students in Part-V.
- Majority of the faculty members respond positively that the curriculum designed promotes research interest amidst students.
- The teachers observed and suggested enhancing the number of Add on Courses to enable students to become more skilled and competent.



## ALUMNI FEEDBACK 2020-2021

Analysis of the alumni feedback for the year 2020-2021 revealed the following.

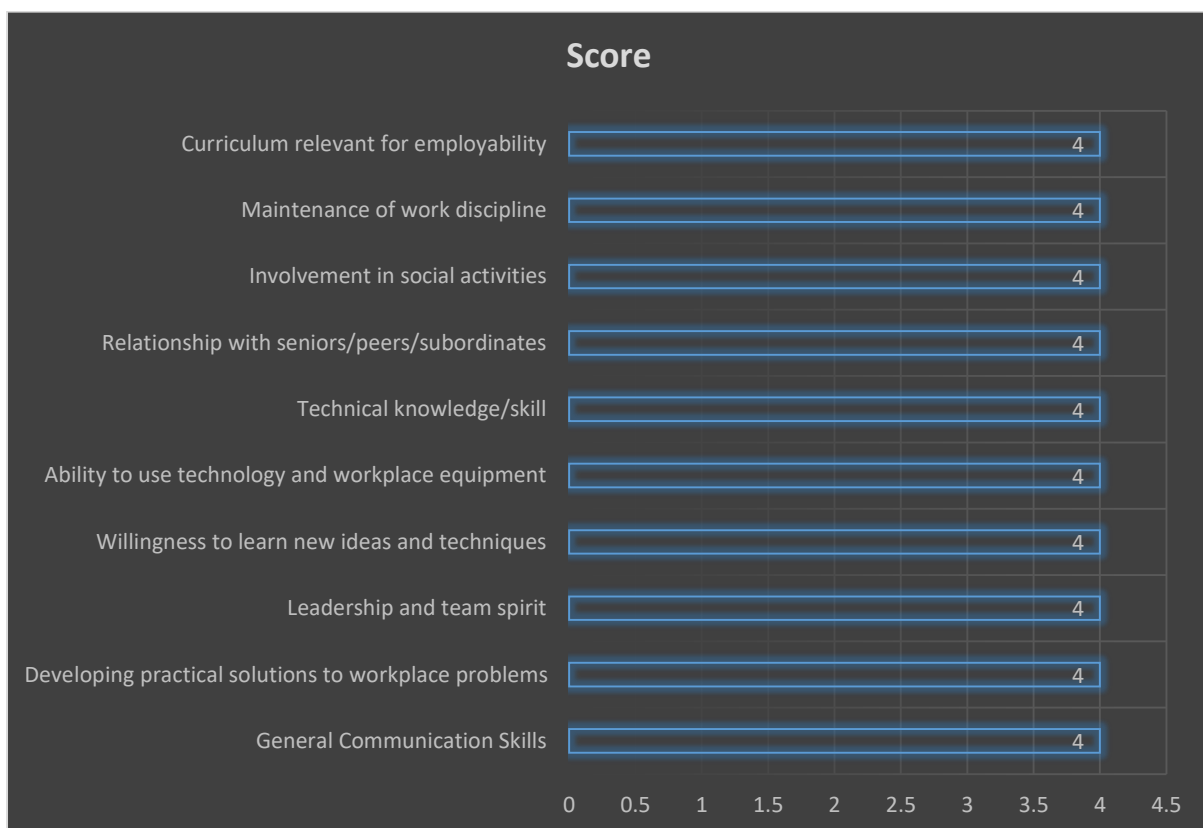
- The analysis revealed that majority of the alumni strongly agreed with the depth of the course content of their respective departments.
- Most of the alumni acknowledged that the syllabus caters to the growing demands of industry academia collaboration.
- Almost 70% of the alumni agreed that the curriculum designed has helped in the overall development of the students.
- The analysis revealed that the alumni were quite satisfied with the CBCS pattern/ Elective/NME/Part-V Activities.
- The alumni suggested increasing the number of internships for the students.



## EMPLOYER FEEDBACK 2020-2021

Employer feedback is the most important determinant of the success of any educational institution. The employer feedback for the year 2020-2021 revealed the following.

- Majority of the employers felt that the curriculum of their employees was relevant to employability.
- The employers were quite satisfied with the technical knowledge of their employees gained throughout the course in the college.
- Most of the employers highlighted that their employees exhibited willingness to learn new ideas and techniques.



## **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.