

ACTION TAKEN REPORT OF FEEDBACK ON CURRICULUM 2020-21

Feedback on the curriculum was solicited and received from the partnership of learning's primary stakeholders, which included students, instructors, parents, and alumni. The goal of this exercise was to examine the curriculum's ability to give students with a learning process that was both rewarding and beneficial. The spectrum of criteria used to get input was carefully picked so that a study of the same would disclose the curriculum's strengths, which could be expanded upon, as well as its faults, which could be remedied. The parameters specified allowed for the evaluation of both generic and discipline-specific aspects of the curriculum.

The results of the analysis of key stakeholders on curriculum have been presented to the College's various academic departments as well as the College's Academic Council. It has been proposed that the findings from various stakeholder groups be connected in order to generate a multidimensional understanding of the curriculum, which would be important for effective curriculum delivery and strengthening curriculum design. Faculty members have been instructed to take note of disciplinary disparities in stakeholder responses to the various parameters, carefully assessing the same in order to acquire a direction for assessing the syllabus as well as the overall approach to learning. Special consideration should be given to feedback metrics that have shown a poor level of achievement/satisfaction among various stakeholder groups.

While there are limits to the extent to which an affiliated College can intervene in the design of curriculum and syllabus content, which is primarily the responsibility of the affiliating University, teachers can only use feedback observations to plan an advantageous learning experience for their students and this has been emphasised.