VTM NSS College, Dhannuvachapuram

Neyyattinkara, Thiruvananthapuram

Affiliated to the University of Kerala

CURRICULUM FEEDABCK AND ITS EFFECTIVE

TRANSACTION AT THE INSTITUTION LEVEL

AND

ACTION TAKEN REPORT

2023-24

FEEDBACK ON CURRICULUM AND ITS EFFECTIVE TRANSACTION AT THE INSTITUTIONAL LEVEL 2023-24

The continuous process of self-assessment and subsequent corrections are crucial for the success of any institution. Therefore, regularly gathering feedback from stakeholders and analysing it is essential for the institution to effectively communicate and fulfil its vision and mission among students and the community. The Internal Quality Assurance Cell (IQAC) of VTM NSS College, Dhanuvachapuram, has consistently implemented various quality improvement strategies to enhance the learning experiences of its beneficiaries. Identifying areas for improvement within the college is a vital step towards progress, and with this in mind, feedback from key stakeholders—such as final-year students, parents, teachers and alumni—was collected at the end of each academic year.

The curriculum and its effective delivery play a pivotal role in shaping the educational experience of students and in fulfilling the institution's academic objectives. In line with its commitment to continuous quality enhancement, VTM NSS College, Dhanuvachapuram, has conducted a comprehensive feedback survey on the curriculum and its implementation for the academic year 2023-24. This initiative, spearheaded by the Internal Quality Assurance Cell (IQAC), aims to assess the effectiveness of curriculum delivery and identify areas for improvement.

The feedback was collected from various stakeholders, including students and faculty to gain a well-rounded perspective on the curriculum's relevance, coherence, and impact on the overall learning experience. The insights gathered from this feedback served as a valuable tool for refining educational strategies, ensuring that the college not only meets but exceeds the academic needs of students.

The data collected was analysed using statistical tools, with results visually represented through charts and graphs for clear and accessible understanding. The objective of this feedback analysis is to foster continuous improvement in curriculum design and delivery, thus aligning the institution's educational practices with its mission of academic excellence and holistic development of student community.

Figure:1 - Designation of the respondents
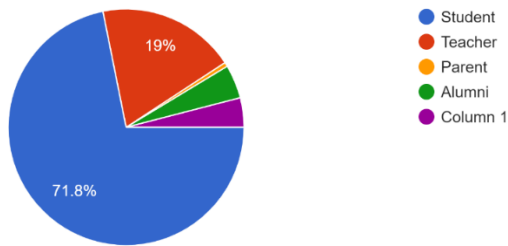
Of the total respondents 71.8 % is students and 19% is teachers. Parents and alumni also contributed to the feedback.

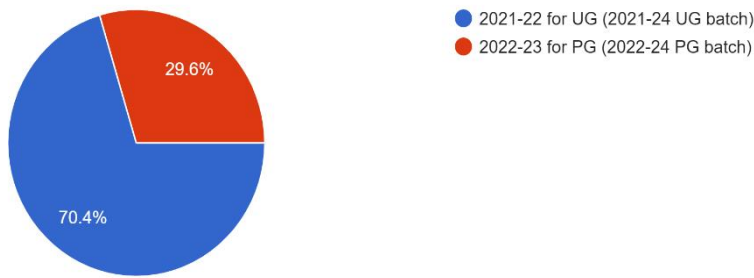Figure:2 -Gender of the respondents
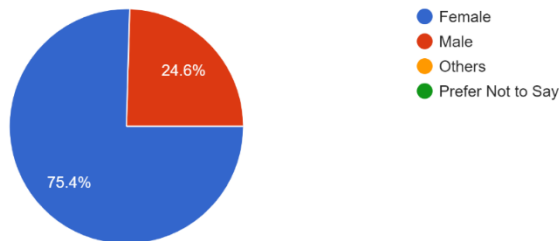
Of the total respondents, 75.4% are female indicating a dominance of female respondents. 24.6% of the respondents are male.

Figure:3- Programme Studied by the Student/Alumni/Taught by the Teacher (teachers can choose more than one FDP if they are teaching multiple disciplines)
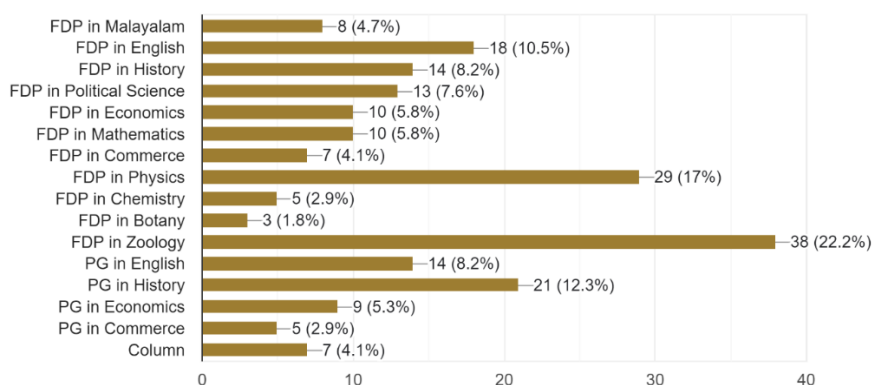

The chart represents the distribution of programs studied by students, alumni, or taught by teachers. FDP in Zoology has the highest participation (38, 22.2%). FDP in Physics comes next (29, 17%). FDPs in English and History are also significant, with 18 (10.5%) and 14 (8.2%) participants, respectively.

Figure:4- Year of Admission (for students only)

● 2021-22 for UG (2021-24 UG batch)
● 2022-23 for PG (2022-24 PG batch)

Of the total students 70.4% respondents are from undergraduate programme and the rest 29.6% students are post graduate students.

Figure:5- How do you rate the planning, implementation and curriculum delivery of University prescribed syllabus by our institution?


● 4
● 3
● 2
● 1
● 0
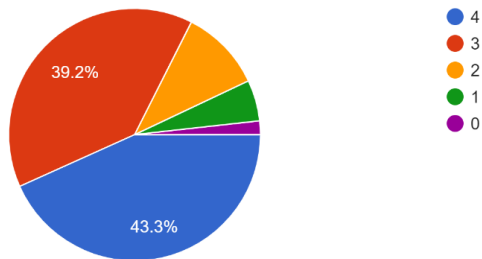
The pie chart shows the distribution of responses to a survey question about the planning, implementation, and curriculum delivery of a university-prescribed syllabus. **43.3%** of respondents rated the planning, implementation, and curriculum delivery as **4. 39.2%** rated it as **3**. Overall, the majority of respondents seem to be satisfied with the planning, implementation, and curriculum delivery, with the highest percentage rating it as a **4**. However, there is also a significant portion of respondents who rated it lower, indicating that there might be areas where improvement is needed.

Figure:6- How do you rate the content prescribed in each module and its effective delivery through classes?
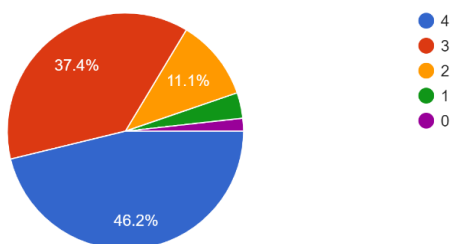

● 4
● 3
● 2
● 1
● 0

43.3% of respondents rated the planning, implementation, and curriculum delivery as 4. 39.2% rated it as 3. 10.8% rated it as **2**. Overall, the majority of respondents seem to be satisfied with the planning, implementation, and curriculum delivery, with the highest percentage rating it as a 4. However, there is also a significant portion of respondents who rated it lower, indicating that there might be areas where improvement is needed.

Figure:7- How do you rate the blended mode of learning (both online and offline)?
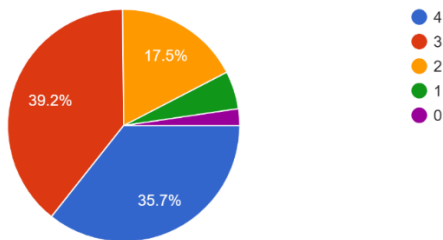
35.7 % of respondents gave a high rating of 4 point to the blended mode of learning and another 39.2 % gave good rating of 3 point. 17.5 % gave a 2-point rating to the same. Overall, a majority rated blended learning in a positive way.

Figure:8- How do you rate the virtual platforms of learning provided like Google Classroom, Google Meet, Zoom, Edmodo, social media platforms like YouTube, Telegram, etc., for additional/added information and for teaching-learning processes?
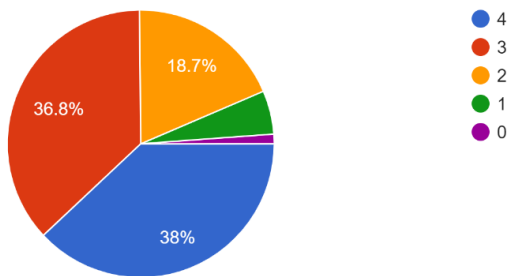

38% of respondents found these platforms to be effective for additional information and teaching-learning processes. **36.8%**, the second-largest segment, representing those who rated the platforms as "3" found the platforms to be mostly helpful. **18.7%**-a smaller group rated the platforms as "2", indicating a moderate level of satisfaction.

Figure:9- How do you rate various student centric methodologies like Peer teaching, seminars, workshops, interaction with subject experts, Satellite Group Study System, Role Play, etc?
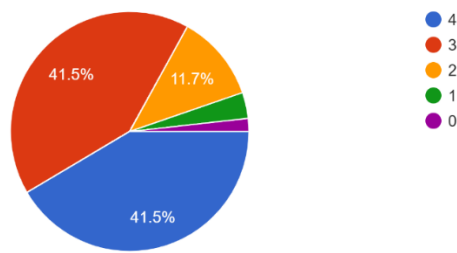

Various student centric methodologies adopted in the college are rated highly under 4 point (41.5%) or 3 point (41.5). This indicates the popularity of student centric methodologies among the respondents.

Figure:10- How do you rate the effectiveness of experiential learning like doing projects, field visits, surveys, internship programmes as part of the curriculum?
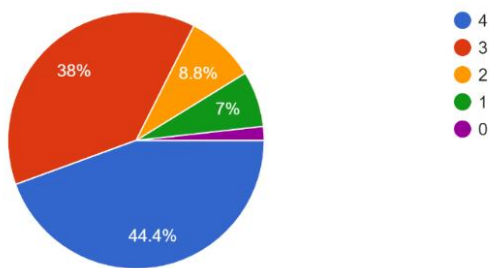

44.4 % of participants rated high the effectiveness of experiential learning like doing projects, field visits, surveys, internship programmes as part of the curriculum. 38% gave 3 point rating which is also a good rating. The rating essentially underlines the effectiveness of experiential learning methodologies adopted in the college.

Figure:11- How do you rate the conduct of Add-on courses and the level of knowledge acquired?
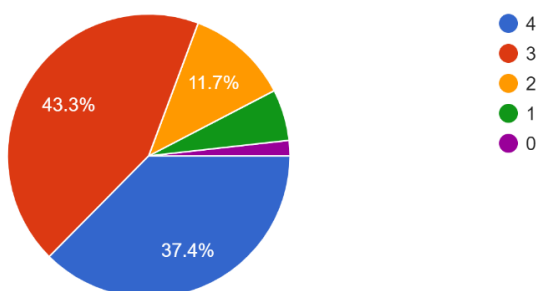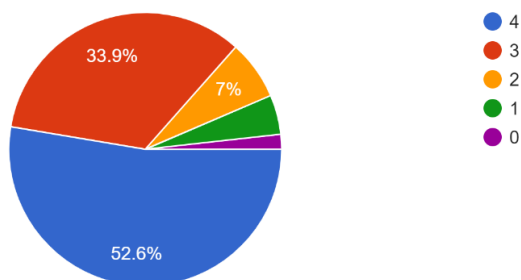
Based on the pie chart, the majority of respondents (43.3%) rated the conduct of Add-on courses and the level of knowledge acquired as 3, suggesting that while they are generally effective, there is room for improvement. A significant portion (37.4%) rated it as 4, indicating a positive perception of the add-on courses and the knowledge gained.

Figure: 12- How do you rate the ICT facilities provided by our institution for the effective delivery of the curriculum?
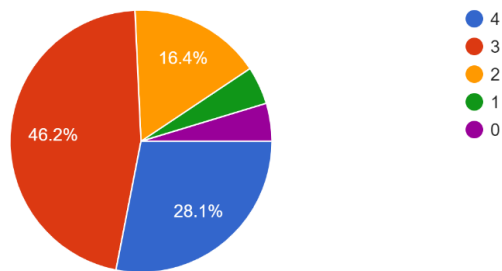

Based on the pie chart, the majority of respondents (46.2%) rated the ICT facilities provided by our institution for the effective delivery of the curriculum as 3, suggesting that while they are generally effective, there is room for improvement. A significant portion (28.1%) rated it as 4, indicating a positive perception of the ICT facilities. Only a small percentage of respondents rated it as 2, 1, or 0, indicating overall satisfaction with the ICT facilities.

Figure:13- How do you rate the quality of teaching and learning in our institution?

Based on the pie chart, the majority of respondents (52.6%) rated the quality of teaching and learning in the institution as 4, indicating a positive perception of the teaching and learning quality. A significant portion (33.9%) rated it as 3, suggesting that while it is generally effective, there is room for improvement. Only a small percentage of respondents rated it as 2, 1, or 0, indicating overall satisfaction with the quality of teaching and learning.

Figure:14- How do you rate your level of learning at the beginning and after the completion of a course? (Teachers can comment on the level of learning of the students)
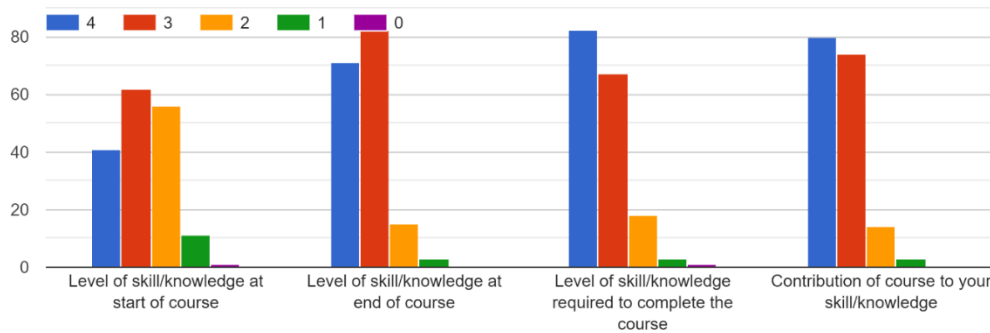
Based on the bar graph provided, it was observed that most students had a low level of skill/knowledge (Level 1 or 2) during the beginning of the course. This is indicated by the high bar for Level 1 and 2 at the "start of the course" point. However, the level of skill/knowledge of students significantly improved at the end of the course. The bar for Level 4 is much higher than at the beginning, indicating that a majority of students achieved a high level of skill/knowledge. Overall, the graph suggests that the course was effective in significantly improving the students' level of skill and knowledge.

Figure:15-How do you rate the skill and responsiveness of the teacher in imparting the curriculum?
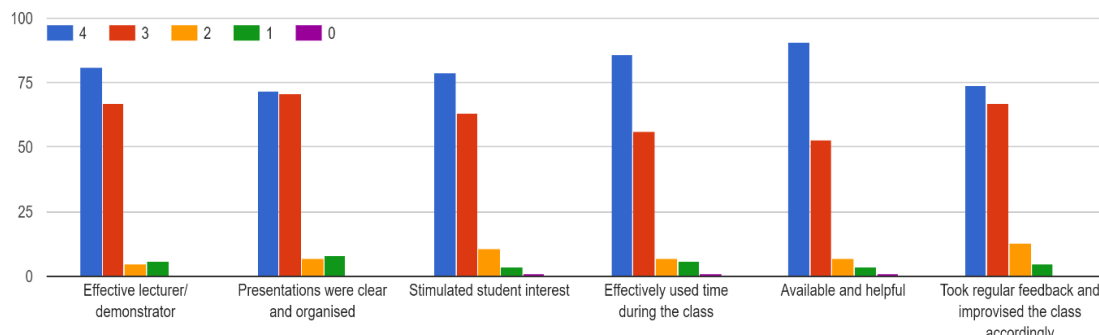
Based on the bar graph provided, it was found that the overall the ratings are positive, with a majority of respondents indicating satisfaction with the teacher's skills and responsiveness. The teacher was readily available to assist students and answer their questions secured highest rating among all variables.

Figure:16- How do you rate the course content?

Overall, the ratings are positive, with a majority of respondents indicating satisfaction with the course content. A high percentage of respondents found the learning objectives of the course to be clear and well-defined. Moreover, the course content was generally perceived as well-structured and logically organized. The course was also designed to provide opportunities for all students to actively participate and engage in the learning process.

Figure:17- How do you rate the level of effort you have put into learning/teaching a particular course (*a course is a paper that you study in a semester)?
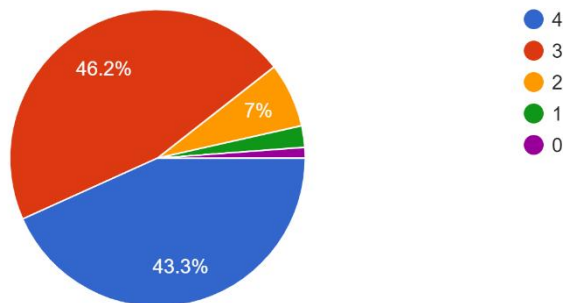
Based on the pie chart, the majority of respondents (46.2%) rated their level of effort as **3**, suggesting that they put a moderate amount of effort into learning/teaching the course. A significant portion (43.3%) rated it as **4**, indicating a high level of effort. Only a small percentage of respondents rated it as **2, 1**, or **0**, suggesting that most students put in a significant amount of effort.

ACTION TAKEN REPORT OF CURRICULUM FEEDBACK 2023-2024

1. Augmented 'Naipunya' by integrating IIC 6.0
2. Augmented infrastructure facilities by adding more computers in the computer lab
3. Upgraded Language Lab software to the latest version.
4. Ensured Wi-Fi access throughout the campus.
5. More field visits- internships are to be organised by various departments and Clubs of the college to enhance experiential learning.
6. Orientation to teachers and students regarding Four Year under Graduate Programme (FYUGP) was given.
7. Detailed orientation regarding Academic Bank of Credits (ABC) and APAAR ID for all students was given.
8. Instructions to tutors regarding regular conduct of tutorials are given.
9. 5 classrooms are upgraded to smart classrooms to augment teaching-learning experience.

Principal
V.T.M.N.S.S. College
Dhanuvachapuram