

**St. Claret College, Bangalore.**  
**Department of Commerce**

**Analysis of Teachers' Feedback on Curriculum (Based on all the subjects of B. Com)**  
**(Academic Year 2020-21)**

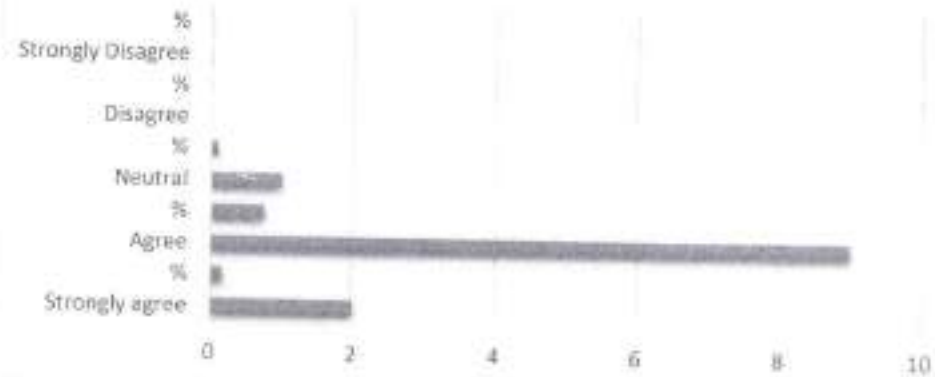
Sl. No	Parameters	Strongly agree	%	Agree	%	Neutral	%	Disagree	%	Strongly Disagree	%	TOTAL
1	Curriculum consist of wide range of course under CBCS including core, electives, internships, EC&CC etc.]	2	16.67%	9	75%	1	8.33%	0	0%	0	0%	12
2	The syllabus is need based	1	8.33%	9	75%	2	16.67%	0	0%	0	0%	12
3	Course content is updated, relevant and sufficient to bridge the gap between industry and academia	2	16.67%	7	33.33%	2	16.67%	1	8.33%	0	0%	12



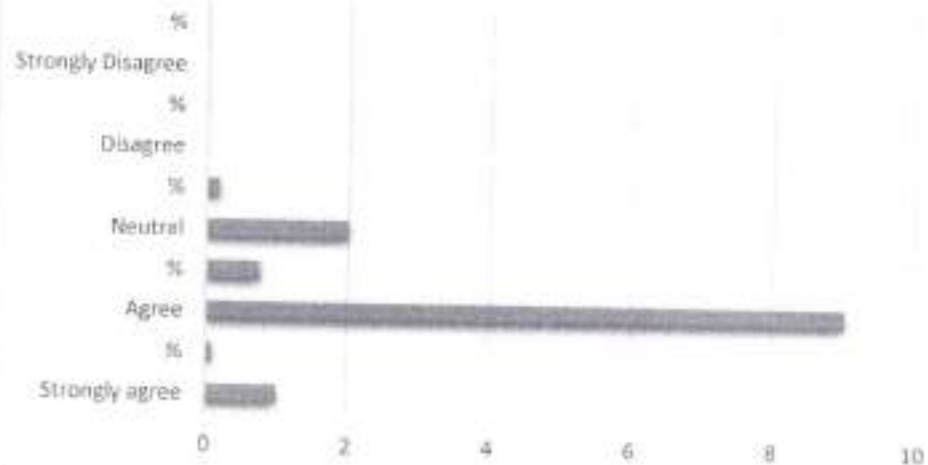
4	Sufficient reference material and books are available in the library for the topics mentioned in the syllabus.	2	16.67%	10	83.33%	0	0%	0	0%	0	0%	12
5	Skill enhancement components in the curriculum	2	16.67%	6	50%	3	25%	1	8.33%	0	0%	12
6	Relevancy of the syllabus	1	8.33%	10	83.33%	1	8.33%	0	0%	0	0%	12
7	The program fosters a research mindset amongst students	0	0%	6	50%	0	0%	4	33.33%	2	16.67%	12
8	The curricular has prospects for higher education/employment.	1	8.33%	9	75%	1	8.33%	1	8.33%	0	0%	12



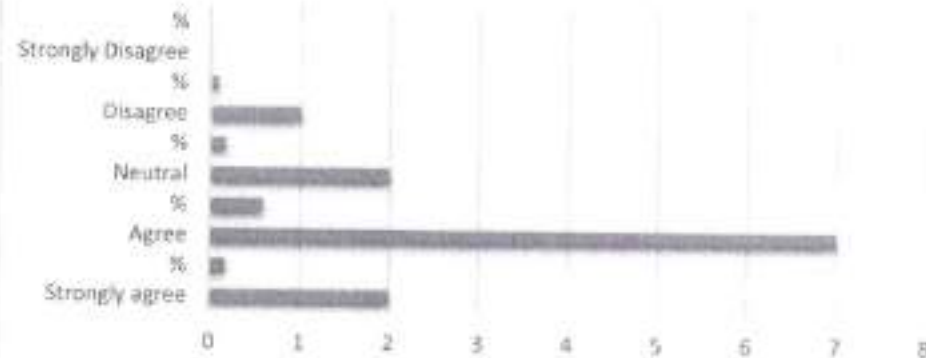
**Curriculum consist of wide range of course  
under CBCS including core, electives,  
internships, EC&CC etc.]**



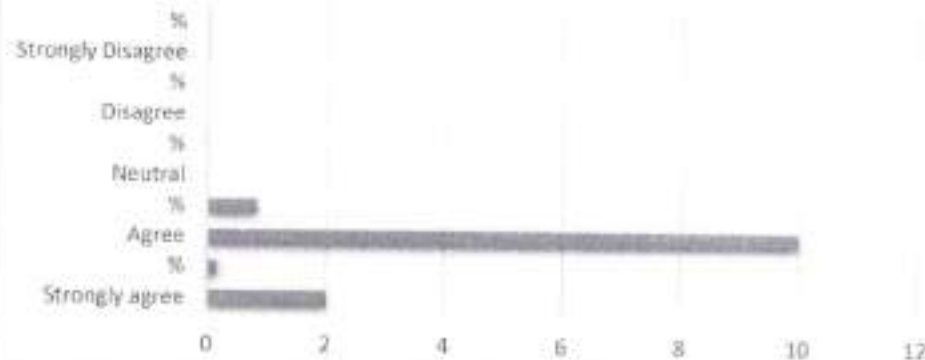
**The syllabus is need based**



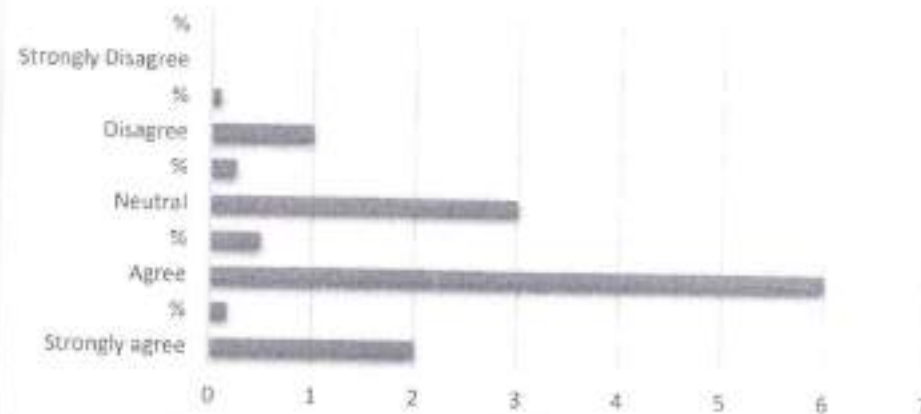
**Course content is updated, relevant and sufficient to bridge the gap between industry and academia**



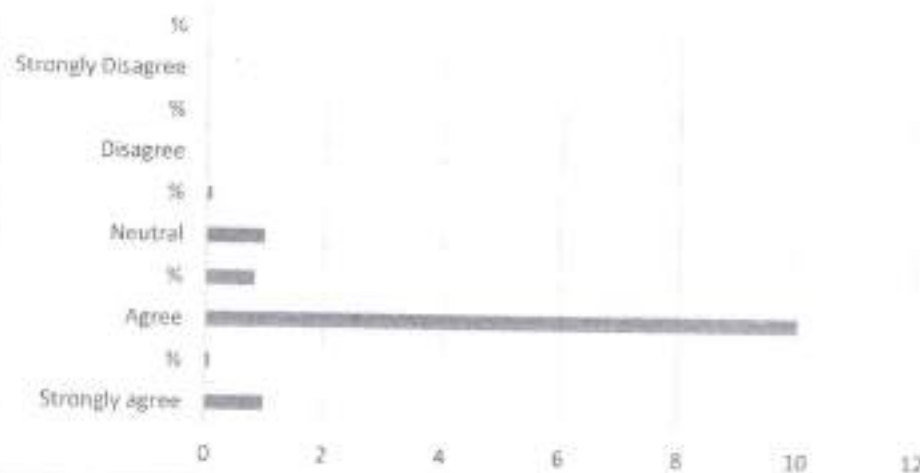
**Sufficient reference material and books are available in the library for the topics mentioned in the syllabus.**



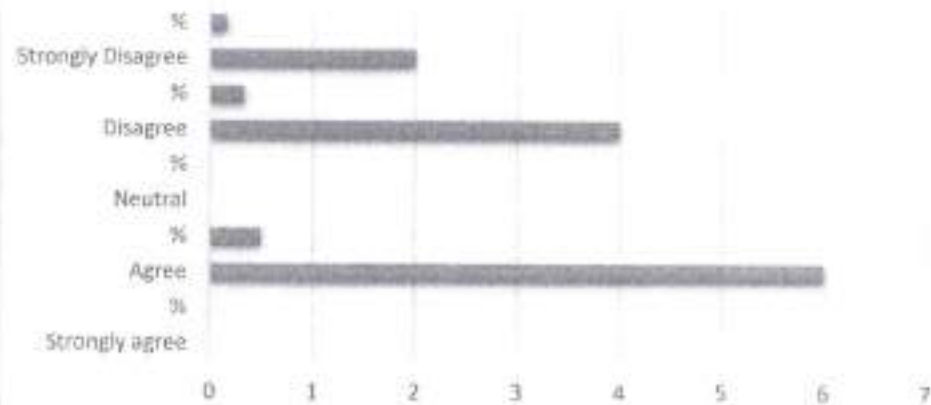
### Skill enhancement components in the curriculum



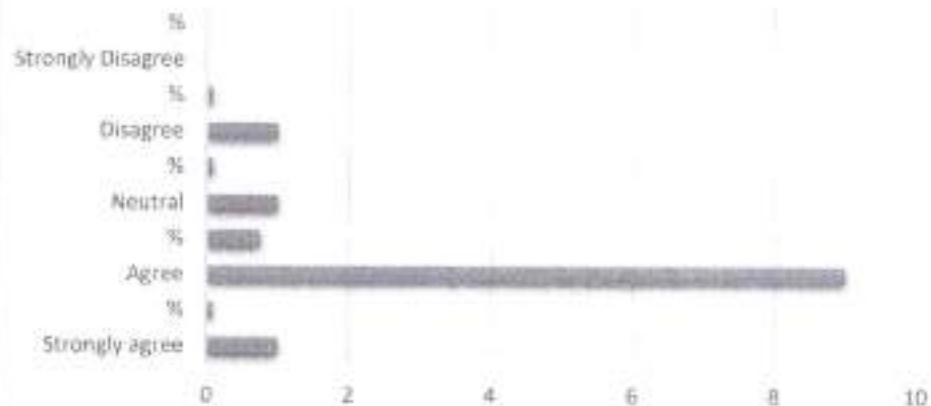
### Relevancy of the syllabus



### The program fosters a research mindset amongst students



### The curricular has prospects for higher education/employment.



The faculty members of the Department gave formal feedback on the overall B. Com curriculum based on the subjects they teach. The following are the highlights of the feedback taken from the teachers:

**Feedback Highlights:**

- It is observed that 75% of teachers agree that the Curriculum consists of a wide range of courses under CBCS including core, electives etc. On the contrary, 16.67% strongly agree to the same and 8.33% of them neutral and they feel few more course need to be added to the curriculum.
- A majority of 75 % of the teachers feel that the syllabus is tailored as per the need, but some still feels that it could be improved.
- Only 58.33% of teachers feel that the Course content is updated, relevant and sufficient to bridge the gap between industry and academia. 8.33% disagrees with the same and feel, a strong study has to be done and changes has to be made in the syllabus.
- It is observed that all the teachers have a positive opinion that the books availability in the library as per the prescribed\ listed syllabus.
- 50% of the teachers are of the opinion that Skill enhancement components are present in the curriculum. But the some of the faculty feels that there has to be more contents in the curriculum that would enhance the skill of the students.



- A majority of 91.67% of the teachers opine that the syllabus is relevant to the need of the industry and students. At the same time, 8.33% of the teachers are neutral in their opinion about the relevance of the syllabus.
- 50% of the teachers feel that the syllabus will enhance the interest of the students towards research whereas the remaining teachers feel that there has to be some changes in the syllabus so as to enhance the student's mindset towards research.
- Majority (75%) of the teachers opine that the curriculum followed currently encourages and helps the students to go for higher education/employment.

Prepared by


  
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Submitted to

  
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Approved by

  
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**St. Claret College, Bangalore.  
Department of Humanities (UG)**

**Analysis of Teachers' Feedback on Curriculum (Based on all the subjects of BA  
(Academic Year 2020 – 2021)  
CURRICULAR ASPECTS**

Parameters	STRONGLY AGREE	%	AGREE	%	NEUTRAL	%	DISAGREE	%	STRONGLY DISAGREE	%	TOTAL
Curriculum consist wide range of courses under CBCS including core, electives, internships, EC and CC etc	6	50.00	6	50.00	0	0	0	0	0	0	12
Syllabus in need based	4	33.33	6	50.00	2	16.667	0	0	0	0	12
Course Content – Updated and sufficient to bridge the gap between industry and academia.	4	33.33	4	33.33	4	33.333	0	0	0	0	12
Sufficient reference material and books are available in the library for the topics mentioned in the syllabus	7	58.33	5	41.67	0	0	0	0	0	0	12
Skill enhancement components in the curriculums	5	41.67	6	50.00	1	8.3333	0	0	0	0	12



The curricular has prospects for higher education/employment.

6

50.00

5

41.67

1

8.3333

0

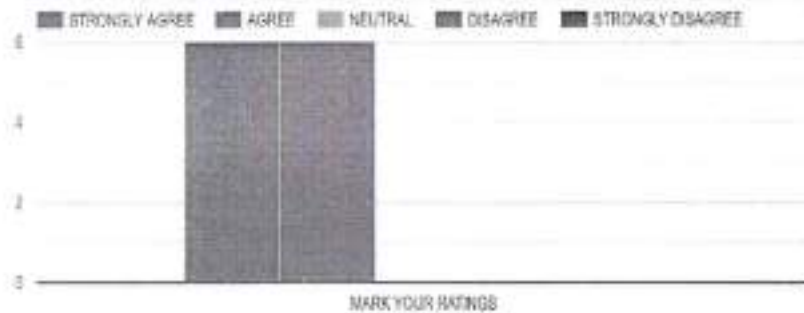
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1. Curriculum consist wide range of courses under CBCS including core, electives, internships, EC and CC etc.



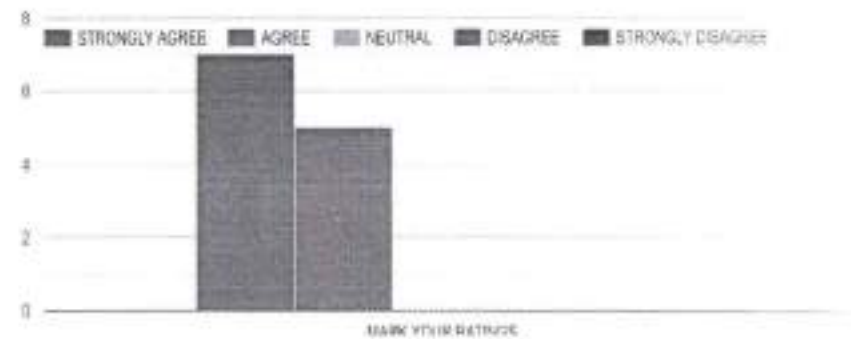
2. Syllabus in need based



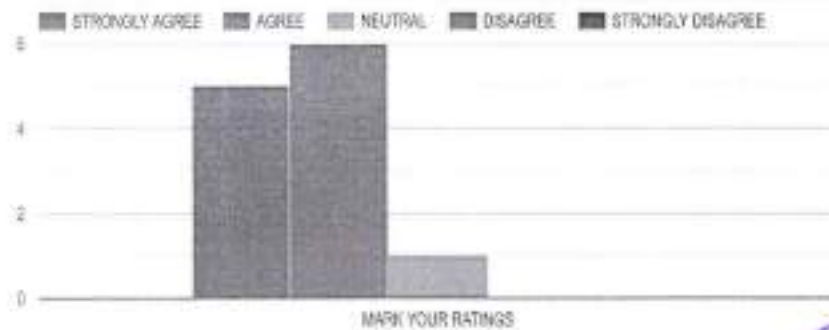
3. Course Content – Updated and sufficient to bridge the gap between industry and academia.



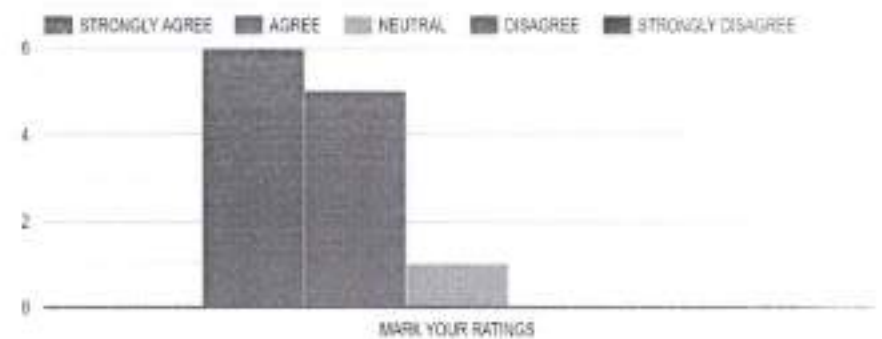
4. Sufficient reference material and books are available in the library for the topics mentioned in the syllabus.



5. Skill enhancement components in the curriculums




6. The curricular has prospects for higher education/employment.



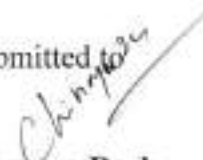
## Feedback Analysis

- It is observed that 50% of teachers strongly agree and an equal percentage feels that the Curriculum consists of a wide range of courses under CBCS including core, electives, internships, etc. At the same time 50% of them strongly disagree with this aspect and say that internships and EC&CC aspects are yet to be included in the curriculum.
- 33% of the teachers strongly agree that the syllabus is need based. 50% of them agree and 17% of the teachers are neutral about this.
- 33% of teachers strongly feel that the Course content is updated, relevant and sufficient to bridge the gap between industry and academia. An equal number of teachers (33%) also agree with the same and the remaining teachers are neutral about this (33%).
- It is observed that 58% of teachers have a positive opinion that the books prescribed/listed as reference materials are available in the library while the rest of 42% of them agree.
- For Skill Enhancement it is observed that 42% of the teachers strongly agree, 50% of them agree and 8% of them have neutral opinion that Skill enhancement components are present in the curriculum.
- A majority of 50% of the teachers opine that the syllabus is relevant to the need of the industry and students. At the same time, 41% of the teachers are agree in their opinion about the relevance of the syllabus and 8% of them are neutral.

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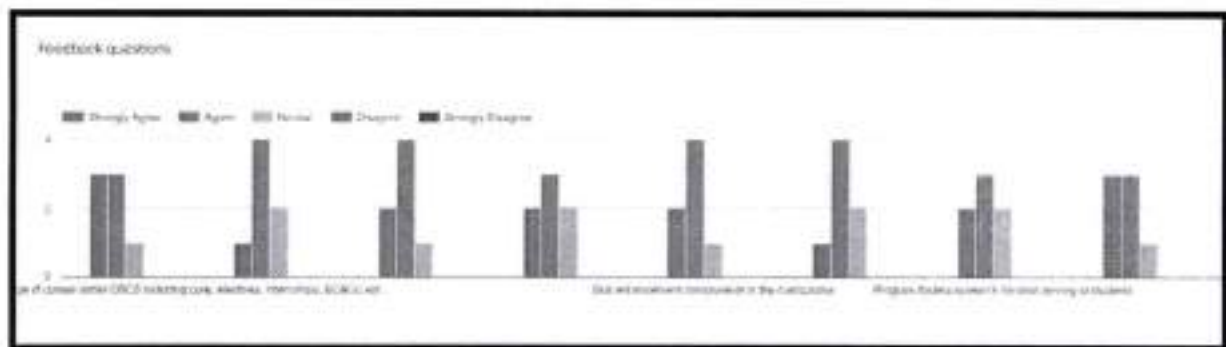
# St. Clare's College, Bengaluru

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## DEPARTMENT OF MANAGEMENT

### A Report on Teacher Feedback - Academic Year 2020-21

This report summarizes the opinions of teachers on the various aspects of curriculum that has been introduced. The feedback has been collected to understand their perspectives on curriculum, syllabus, course content, reference materials, and Skill enhancement components in the curriculums.



#### **A. Feedback questions [Curriculum consists of a wide range of courses under CBCS including core, electives, internships, EC&CC etc.]**

- ✦ With reference to the curriculum consisting of the wide range of courses under CBCS including core, electives, internships, EC&CC, most of the respondents (43%) have opinionated that they 'Strongly Agree' for the curriculum consisting of the wide range of courses under CBCS including core, electives, internships, EC&CC. On the one hand, 42% 'Agree' and on the other hand, 15% of the participants opinionated 'Neutral'.

#### **B. Feedback questions [Syllabus is need based]**

- ✦ In reference to the question "Syllabus is need based", most of the respondents (57%) have opinionated that they 'Agree' for the question "Syllabus is need based". On the one hand, 28% of them are 'Neutral' and on the other hand, 15% of the participants opinionated 'Strongly agree'.



**C. Feedback questions [Course Content Updated and sufficient to bridge the gap between industry and academia]**

- ✚ In reference to the question “Course Content Updated and sufficient to bridge the gap between industry and academia”, most of the respondents (57%) have opined that they ‘Agree’ for the question “Course Content Updated and sufficient to bridge the gap between industry and academia”, On the one hand, 28% of them are “strongly agree” and on the other hand, 15% of the participants opined ‘Neutral’.

**D. Feedback questions [Sufficient reference material and books are available in the library for the topics mentioned in the syllabus.]**

- ✚ In reference to the question “Sufficient reference material and books are available in the library for the topics mentioned in the syllabus”, most of the respondents (72%) have opined that they ‘Agree’ for the question “Sufficient reference material and books are available in the library for the topics mentioned in the syllabus”, On the one hand, 28% of them “strongly agree” as well as opined ‘Neutral’

**E. Feedback questions [Skill enhancement components in the curriculums]**

- In reference to the question “Skill enhancement components in the curriculums”, most of the respondents (57%) have opined that they ‘Agree’ for the question “Skill enhancement components in the curriculums”, On the one hand, 28% of them are “strongly agree” and on the other hand, 14% of the participants opined ‘Neutral’.

**F. Feedback questions [Relevancy of the Syllabus]**

- ✚ In reference to the question “Relevancy of the Syllabus”, most of the respondents (57%) have opined that they ‘Agree’ for the question “Relevancy of the Syllabus” On the one hand, 28% of them are ‘Neutral’ and on the other hand, 15% of the participants opined ‘Strongly agree’.

**G. Feedback questions [Program fosters research mind-set amongst students]**

- In reference to the question “Program fosters research mind-set amongst students”, most of the respondents (72%) have opined that they ‘Agree’ for the question “Program fosters research mind-set amongst students”, On the one hand, 28% of them “strongly agree” as well as opined ‘Neutral’.




**H. Feedback questions [The Curricular has prospects for higher education /employment]**

- ✦ In reference to the question “Curricular has prospects for higher education /employment”, most of the respondents (43%) have opinionated that they ‘Strongly Agree’ for the “Curricular has prospects for higher education /employment”. On the one hand, 42% ‘Agree’ and on the other hand, 15% of the participants opinionated ‘Neutral’.



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**St. Claret College, Bangalore.**  
**Department of Commerce (PG)**

**Analysis of Teachers' Feedback on Curriculum (Based on all the subjects of M. Com)**  
**(Academic Year 2020-21)**

Sl. No	Parameters	Strongly agree	%	Agree	%	Neutral	%	Disagree	%	Strongly Disagree	%	TOTAL
1	Curriculum consist of wide range of course under CBCS including core, electives, internships, EC&CC etc.]	1	33.33%	1	33.33%	0	0%	1	33.33%	0	0%	3
2	The syllabus is need based	1	33.33%	2	66.67%	0	0%	0	0%	0	0%	3
3	Course content is updated, relevant and sufficient to bridge the gap between industry and academia	1	33.33%	1	33.33%	1	33.33%	0	0%	0	0%	3

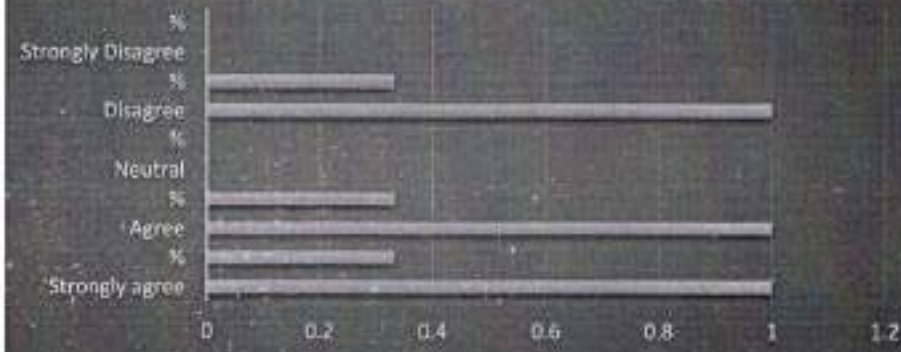




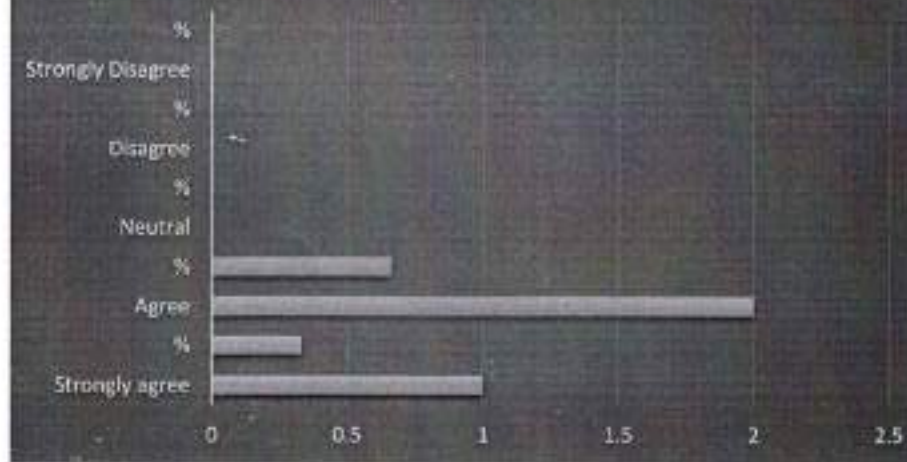
4	Sufficient reference material and books are available in the library for the topics mentioned in the syllabus.	1	33.33%	1	33.33%	1	33.33%	0	0%	0	0%	3
5	Skill enhancement components in the curriculum	0	0%	3	100%	0	0%	0	0%	0	0%	3
6	Relevancy of the syllabus	0	0%	2	66.67%	1	33.33%	0	0%	0	0%	3
7	The program fosters a research mindset amongst students	0	0%	2	66.67%	1	33.33%	0	0%	0	0%	3
8	The curricular has prospects for higher education/employment.	0	0%	3	100%	0	0%	0	0%	0	0%	3



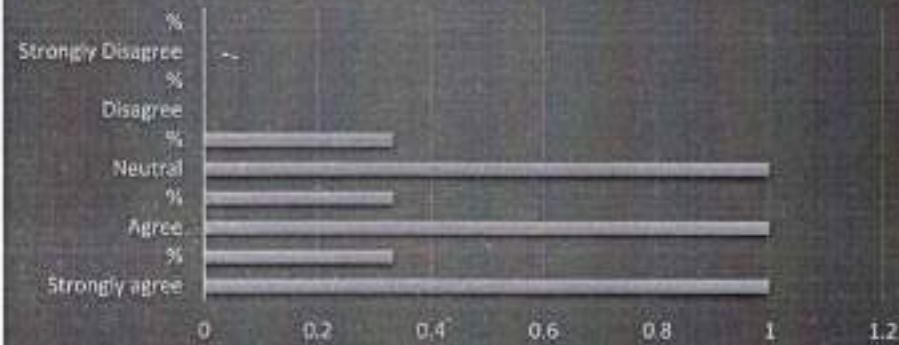
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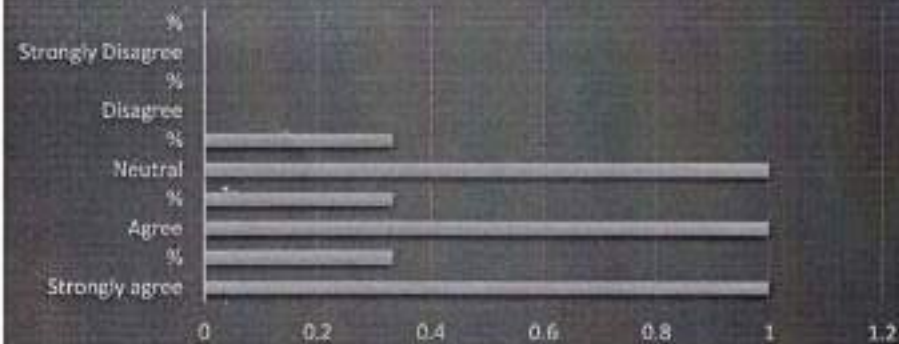
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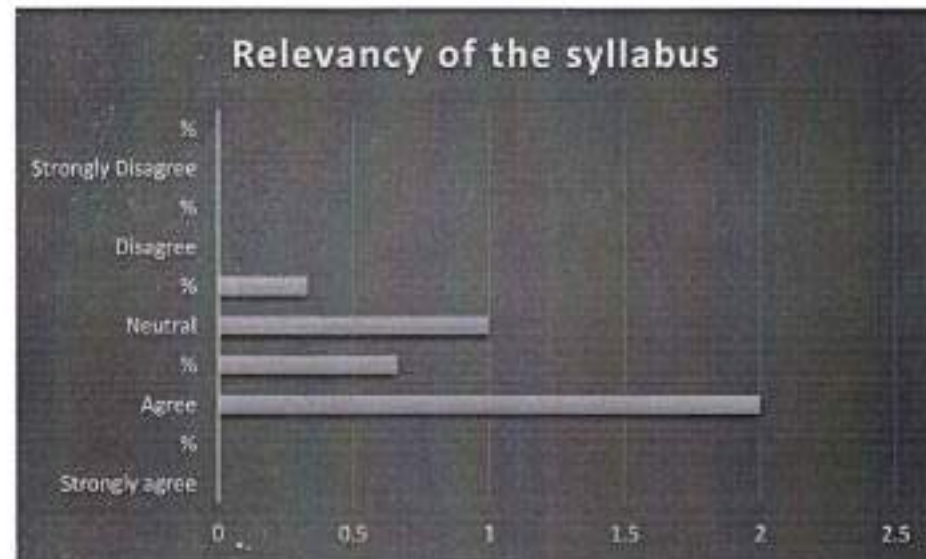
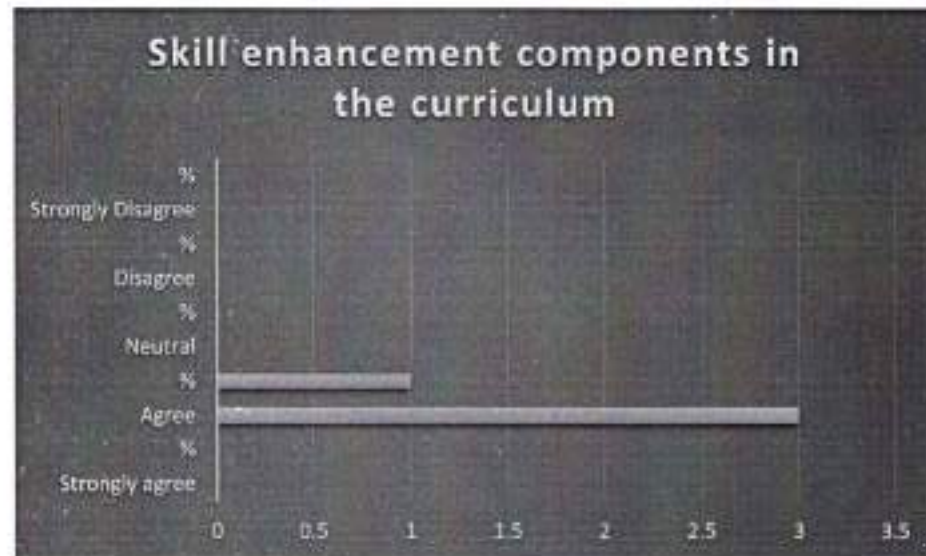


**Course content is updated, relevant and sufficient to bridge the gap between industry and academia**

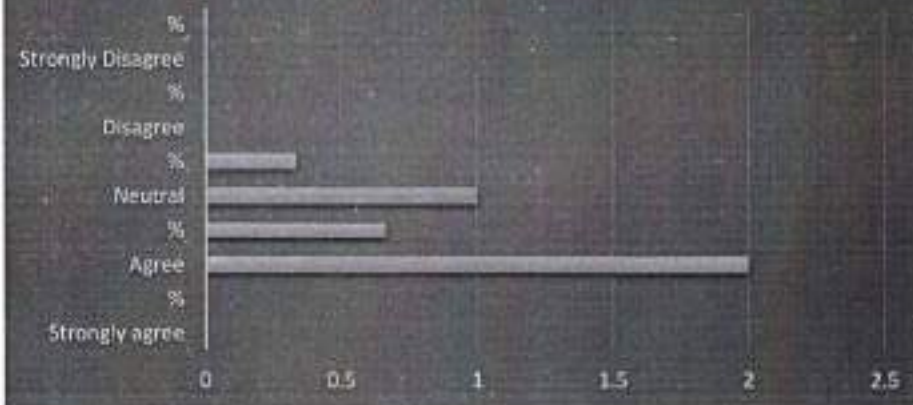


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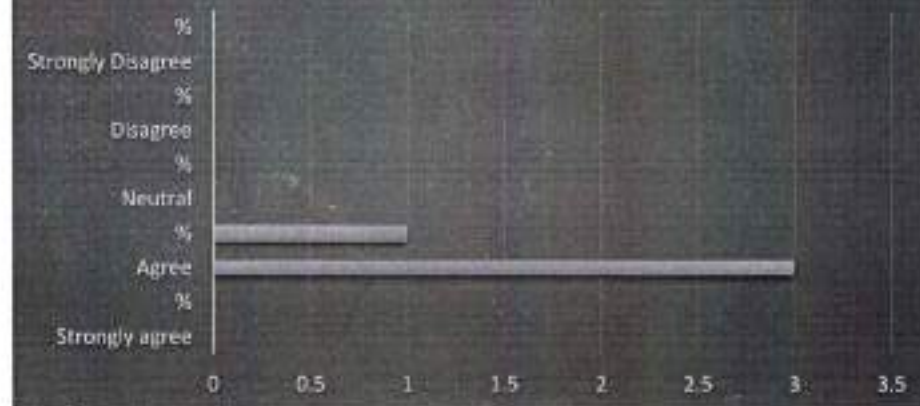




### The program fosters a research mindset amongst students



### The curricular has prospects for higher education/employment.



The faculty members of the Department gave formal feedback on the overall M. Com curriculum based on the subjects they teach. The following are the highlights of the feedback taken from the teachers:

**Feedback Highlights:**

- It is observed that 33.33% of teachers strongly agree and an equal percentage feels that the Curriculum consists of a wide range of courses under CBCS including core, electives, internships, etc. On the contrary, 33.33% of them strongly disagree with this aspect and say that internships and EC&CC aspects are yet to be included in the curriculum.
- A majority of 66.67 % of the teachers feel that the syllabus is suitable for the course. But still, it could be improved.
- Only 33.33% of teachers strongly feel that the Course content is updated, relevant and sufficient to bridge the gap between industry and academia. An equal number of teachers (33.33%) also agree with the same. But still, there needs a lot of improvement in this respect.
- It is observed that 66.67% of teachers have a positive opinion that the books prescribed/listed as reference materials are available in the library while the rest of 33.33% of them are quite neutral about it. Few more related books could be made available which would cater to the up-gradation of knowledge on the newer subjects introduced
- It is observed that all the teachers are of the opinion that Skill enhancement components are present in the curriculum.
- A majority of 66.67% of the teachers opine that the syllabus is relevant to the need of the industry and students. At the same time, 33.33% of the teachers are neutral in their opinion about the relevance of the syllabus.
- All the teachers opine that the curriculum followed encourages and helps the students to go for higher education/employment.



### Comments & Suggestions from the Teachers on the M.Com Curriculum

- The content of the 2020-21 introduced syllabus could be reduced. One chapter for each subject could have been allotted for case studies and Skill Oriented Assignments.
- The content of the ARM syllabus needs to be reduced and only two data analysis software need to be discussed in-depth so that the students could focus on those topics for practical as well as theory exams.
- There needs to be more clarity in terms of what needs to be learned for the examination as well.
- The examination pattern could be a combination of practical assignments and multiple-choice questions for 40 marks and a Theory exam for 60 marks
- A compulsory 1-month internship during the fourth semester must be scheduled and the syllabus must be reduced accordingly.
- There needs to have more clarity on the Skill-based Training Certification Course mentioned in the syllabus with regard to the no. of hours, type of skill/ course, and the way to implement it at the college level.
- Ethical values should be inculcated more in the curriculum.
- Include entrepreneurial content and syllabus need to be framed in line with the industry needs.
- Syllabus Content has to be reduced in the 2020 - 21 new syllabus. We cannot teach that much content. It is difficult for teachers and as well as students.
- Sufficient time could be given for corporate internships in the university calendar of events itself so that the colleges can plan accordingly.
- The Advanced Research Methodology subject syllabus needs to be restricted to Advanced Excel and SPSS with basic statistical tools than other software like R, python, and econometrics. Even theory would be difficult to understand on these software's as it requires much time to make students understand this software with the time period given.



- Moral based education can be included in the curriculum like NGO internship for a week, rural camps, etc. For this sufficient time should be given in the calendar of events and portions should be reduced.
- 10 hours Interview-based training programs can be added and portions could be reduced.

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# St. Clare College, Bengaluru

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Department of Social Work (PG)

## Analysis of Teachers' Feedback on Curriculum (Based on all the subjects of M.S.W) (Academic Year 2020-21)

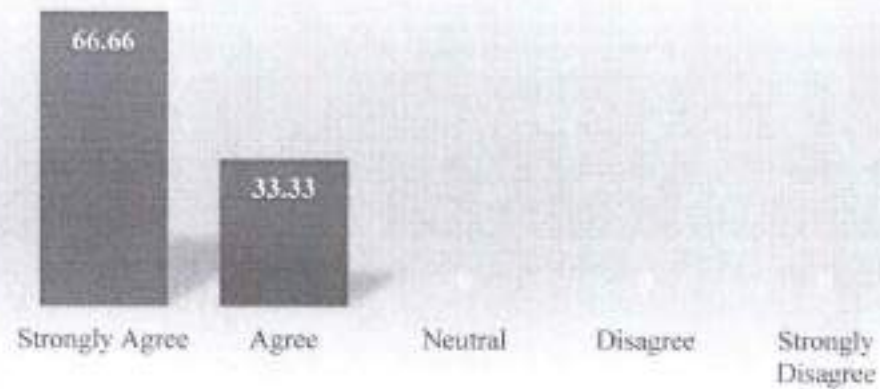
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1	Curriculum consist of wide range of course under CBCS including core, electives, internships, EC&CC etc.]	2	66.66%	1	33.33%	0	0%	0	0%	0	0%	3
2	The syllabus is need based	3	100%	0	0%	0	0%	0	0%	0	0%	3
3	Course content is updated, relevant and sufficient to bridge the gap between industry and academia	2	66.6%	0	0%	1	33.33%	0	0%	0	0%	3



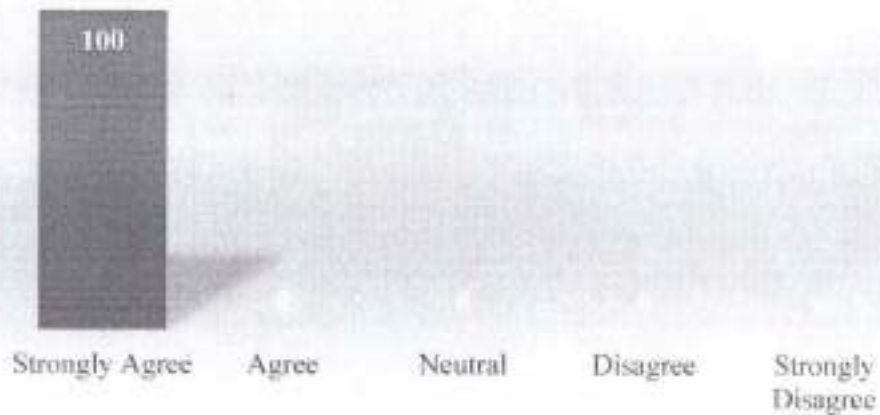
4	Sufficient reference material and books are available in the library for the topics mentioned in the syllabus.	1	33.33%	1	33.33%	1	33.33%	0	0%	0	0%	3
5	Skill enhancement components in the curriculum	0	0%	1	33.33%	1	33.33%	1	33.33%	0	0%	3
6	Relevancy of the syllabus	2	66.6%	1	33.33%	0	0%	0	0%	0	0%	3
7	The program fosters a research mindset amongst students	1	33.3%	2	66.67%	0	0%	0	0%	0	0%	3
8	The curricular has prospects for higher education/employment.	0	0%	3	100%	0	0%	0	0%	0	0%	3



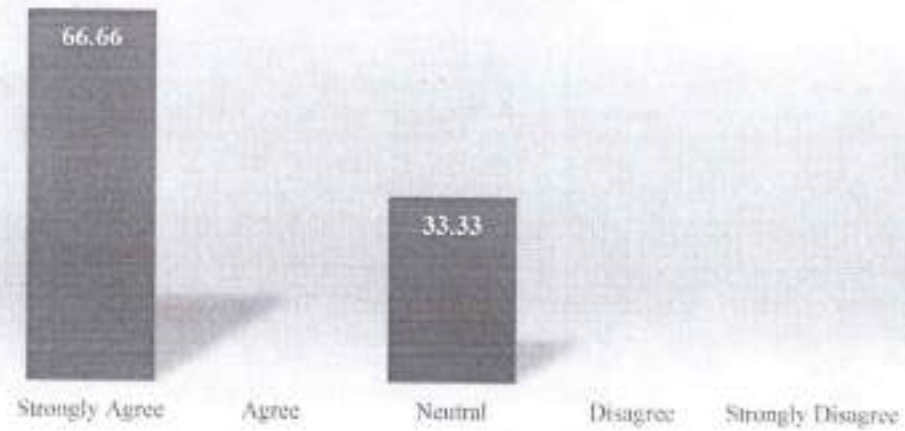
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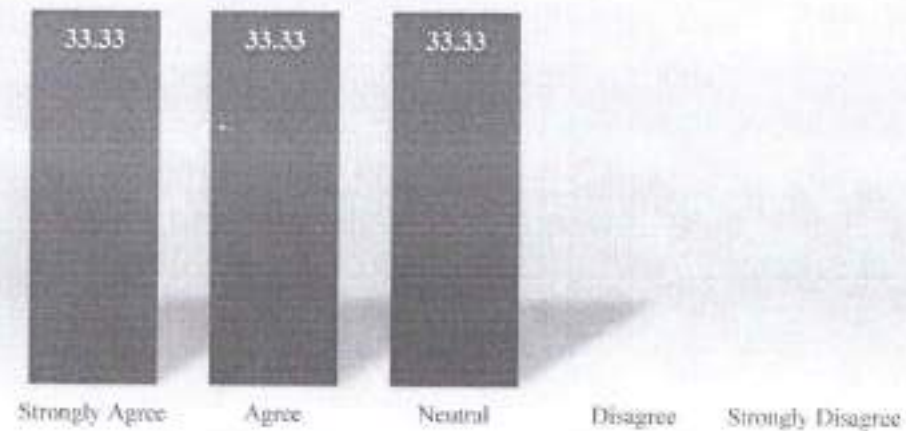
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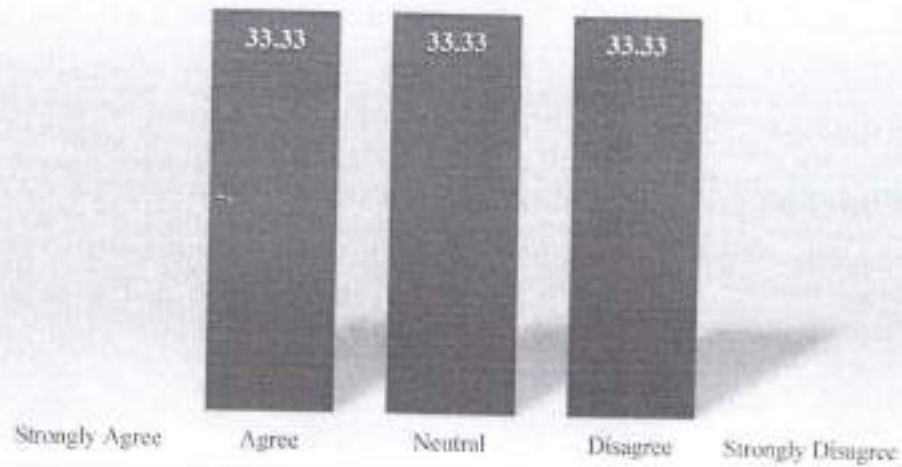
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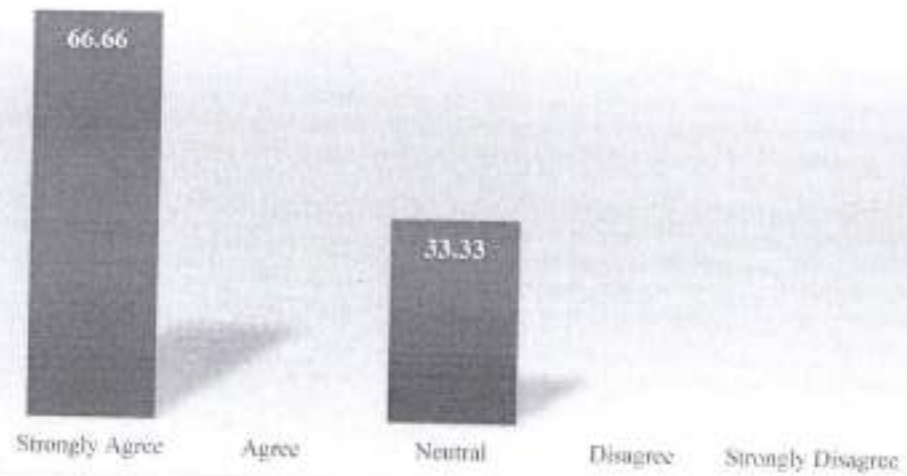
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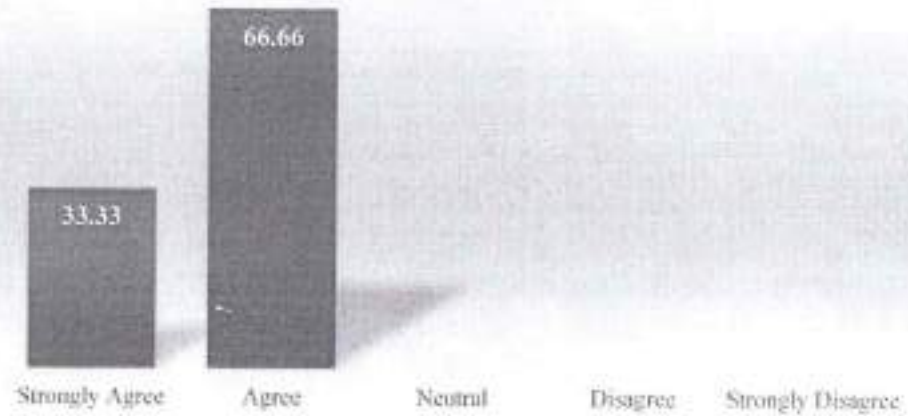
### Skill enhancement components in the curriculum



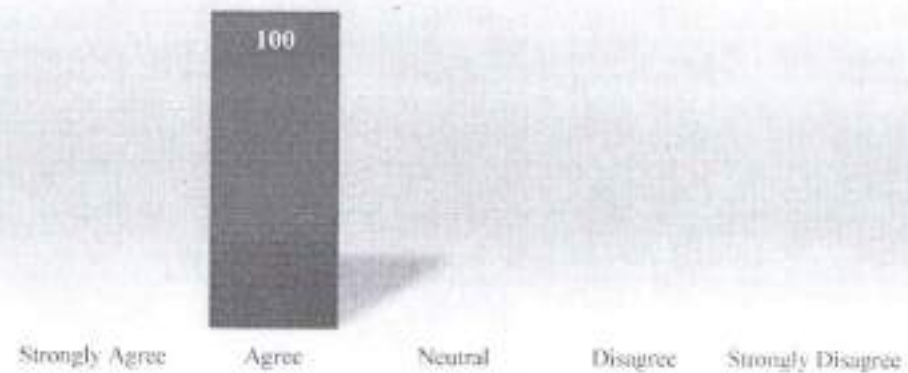
### Relevancy of the syllabus



The program fosters a research mindset amongst students



The curricular has prospects for higher education/employment



## FEEDBACK HIGHLIGHTS

- 66.66% of the faculty felt that the curriculum provided a wide range of course variety whereas 33.33% just merely agreed
- All the teachers strongly agreed that the syllabus was need based
- 66.6% of faculty members felt that the course was updated, relevant and sufficient to bridge the gap between industry and academia whereas 33.33% was neutral about it
- All the faculty members were divided on the availability of reference materials and books in the library for the course taught
- The teachers were equally divided on the skill enhancement component in the curriculum.
- 66% felt that the syllabus was relevant and 33% felt that it was just okay
- 33.3% faculty felt that the program fosters a research mindset among students whereas 66.6% felt that it was just okay
- The teachers felt the curriculum provided good enough prospects for higher education or employment.

## COMMENTS AND SUGGESTIONS BY TEACHERS

The syllabus is very outdated and not many BOS meetings have been called to keep in tune with latest developments.

The syllabus is not much addressing the latest needs of students in their field work. There is missing a certain structure in how the lessons should be taught.

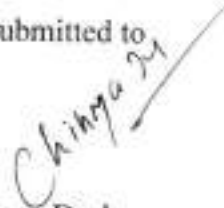
The syllabus can improve by incorporating the latest developments. One can also explore ways of teaching the latest in the ngo sector by taking them for field exposures and interactions with experts.

Prepared by


  
Dr. Christina H  
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Submitted to

  
Mr. Chinmaya Dash  
IQAC Co-ordinator

Approved by

  
Rev. Dr. Thomas Thennadiyil  
Principal  
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## DEPARTMENT OF SCIENCES

### Faculty Feedback Analysis Report (2020-21)

Number of responses : 8  
 Departments : Computer Science (4) Sciences (4)  
 Academic Year : 2020-21

Sl. No.	Name of the Faculty	Department	Courses Handled
1	Ms Jayalakshmi R	Computer Science	Data Communications and Networks Digital Electronics Information Technology for Business UNIX Shell Programming Web Programming Project
2	Mr Chinmaya Dash		Java Programming Financial Accounting and Management Problem Solving Techniques Using C Culture, Diversity and Society Theory of Computation Data Structure Using C e – Business
3	Ms Somanjoli Mohapatra		Computer Architecture Microprocessor and Assembly Language Programming Concepts Using C Object Oriented Programming Using C++ Database Management Systems System Programming; e – Business
4	Dr Rajkumar N		Software Engineering Operating Systems Cryptography and Network Security Visual Basic 6.0
5	Mr Prakash Chandra Behera	Sciences	Discrete Mathematics Object Oriented Programming Using C++ Numerical and Statistical Methods Operations Research; Mathematics
6	Ms Divya V R		Statistics
7	Ms Sherin Jibu		Environmental Science; Science and society
8	Dr Jyothi Prasad		Mathematics



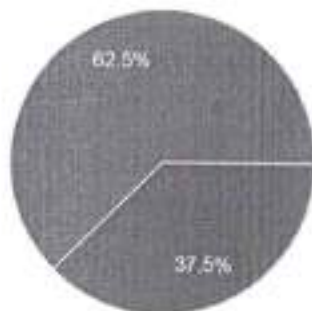


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Curriculum consist wide range of courses under CBCS including core, electives, internships, EC and CC etc.

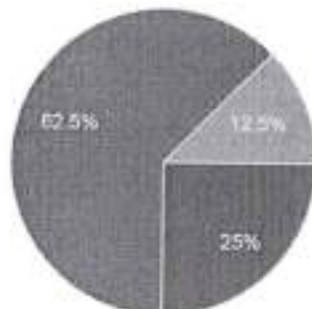
8 responses



- Strongly agree
- Agree
- Neutral
- Disagree
- Strongly disagree

Syllabus in need based

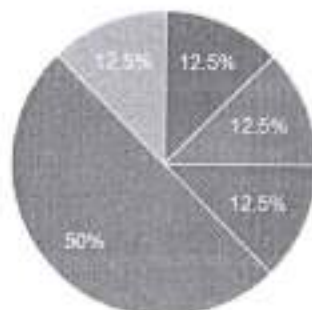
8 responses



- Strongly agree
- Agree
- Neutral
- Disagree
- Strongly disagree

Course Content – Updated and sufficient to bridge the gap between industry and academia.

8 responses



- Strongly agree
- Agree
- Neutral
- Disagree
- Strongly disagree
- Strongly agree



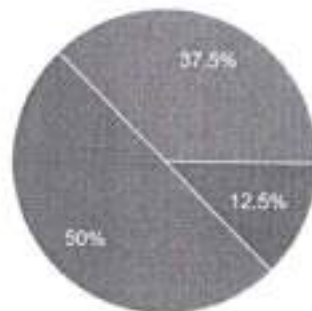


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Sufficient reference material and books are available in the library for the topics mentioned in the syllabus.

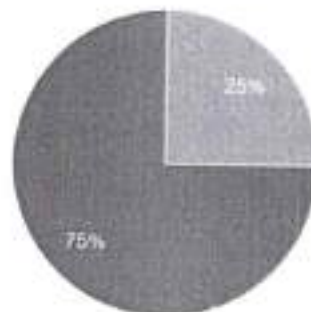
8 responses



- Strongly agree
- Agree
- Neutral
- Disagree
- Strongly disagree
- Strongly agree

Skill enhancement components in the curriculum

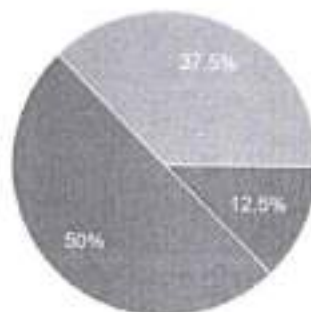
8 responses



- Strongly agree
- Agree
- Neutral
- Disagree
- Strongly disagree

Relevancy of the syllabus

8 responses



- Strongly agree
- Agree
- Neutral
- Disagree
- Strongly disagree



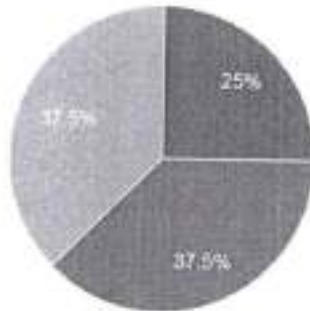


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Program fosters research mindset amongst students

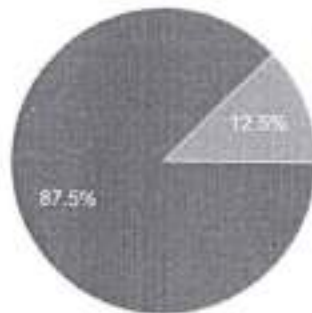
8 responses



- Strongly agree
- Agree
- Neutral
- Disagree
- Strongly disagree

The curriculum has prospects for higher education/employment.

8 responses



- Strongly agree
- Agree
- Neutral
- Disagree
- Strongly disagree

## Suggestions:

- Reference textbooks need to be used by students.
- New topics and subjects can be added to the syllabus as per current Industry requirement.
- Curriculum can be revised by considering the current industry requirements.
- Curriculum must be changed.

*Jayalakshmi R*

Ms Jayalakshmi R  
HoD

Head of the Department  
Department of Computer Science  
St. Clare's College  
Jalahalli, Bangalore-13.

*[Signature]*



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## DEPARTMENT OF COMMERCE – TOURISM AND TRAVEL MANAGEMENT

Faculty Feedback on curriculum for the A.Y 2020-21

### Feedback Analysis

#### FACULTY FEEDBACK 2020-21

SL. NO	CRITERIA	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1	Curriculum consist wide range of courses under CBCS including core, electives, internships, EC and CC etc.	2	6	3	1	0
2	Syllabus in need based	1	4	6	1	0
3	Course Content – Updated and sufficient to bridge the gap between industry and academia.	2	4	5	1	0
4	Sufficient reference material and books are available in the library for the topics mentioned in the syllabus.	2	4	3	3	0
5	Skill enhancement components in the curriculum	2	3	5	2	0
6	Relevancy of the syllabus	3	6	2	1	0
7	Program fosters research mindset amongst students	2	4	6	0	0
8	The curricular has prospects for higher education/employment.	2	6	3	1	0

**Total Number of Responses: 12**

- From the above table it is clear that majority of the faculties that is 50% agree that curriculum consist wide range of courses ,16.67% of the faculties strongly agree that curriculum provides various opportunities to students with regards to internships, electives etc whereas 25% of the faculties are of neutral opinion and one faculty disagree telling curriculum is not providing wide range of courses .





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- 41.67% of the faculties are of the neutral opinion with regards to syllabus is designed as per needs whereas 33.33% of the faculties agree that syllabus is designed according to the requirement, 16.67% of the faculties strongly agree that syllabus is designed correctly as per needs and one faculty disagree that syllabus is not based on the needs.
- It is evident from the table that 41.67% of the faculties is of neutral opinion with regards to course content whereas 33.33% of the faculties agree that course content is designed very well as it helps in bridging the gap between industry and academics, 16.67% of the faculties strongly agree with the course content and one faculty disagree telling course content is not as per industry requirement.
- From the above table it is clear that majority of the faculties that is 33.33% agree that sufficient materials are available in the library, whereas 25% of the faculties are of neutral opinion, 25% disagree that required materials are not available in the library whereas 16.67% strongly agree all the required materials are available in the library.
- 41.67% of the faculties are of the neutral opinion with regards to skill enhancement components in curriculum, 25% of the faculties agree that curriculum is having the components of skill enhancement, whereas 16.67% strongly agree that curriculum has skill enhancement components and two of the faculties disagree that skill enhancement components can be improved in curriculum.
- 50% of the faculties agree that there is relevancy of the syllabus whereas 25% of the faculties strongly agree in relevancy of the syllabus, 16.67% of the faculties are of neutral opinion and 1 faculty disagree with this regard.
- 50% of the faculties are of neutral opinion that program fosters research mind-set among students, 33.33% of the faculties agree that it creates research knowledge among students whereas 16.67% of the faculties strongly agree that syllabus creates research knowledge among students.
- 50% of the faculties agree that curriculum has prospects to higher education whereas 25% of the faculties are of neutral opinion and 16.67% strongly agree that program provides opportunity for higher education and one faculty disagree that program is not providing prospects to higher education.

  
Mr. Prashanth P

Coordinator,

Dept of Commerce – Tourism and Travel Management

  
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# ST. CLARET COLLEGE

## DEPARTMENT OF COMMERCE

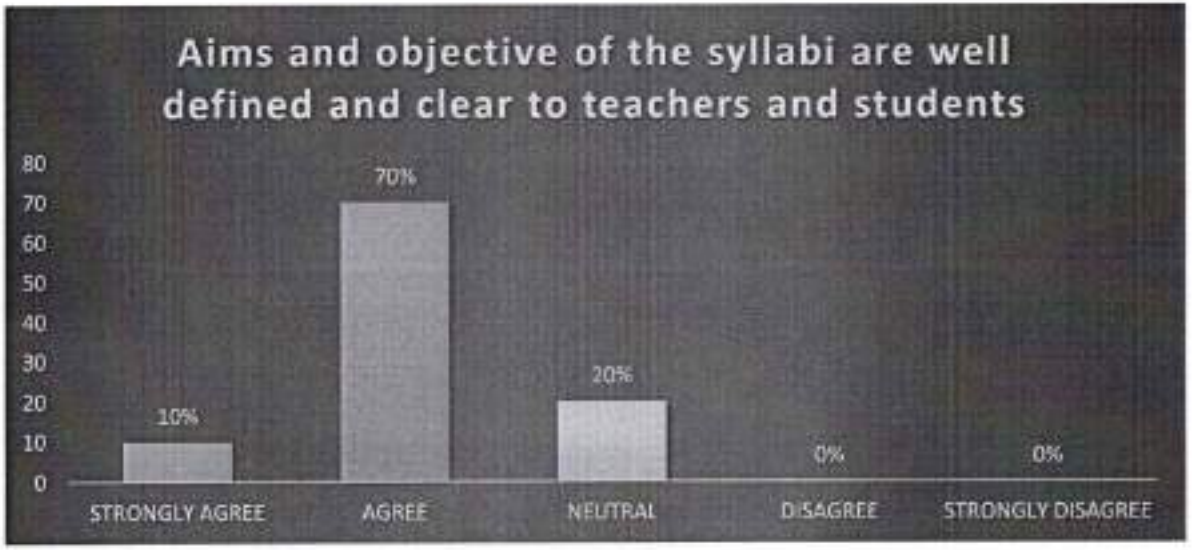
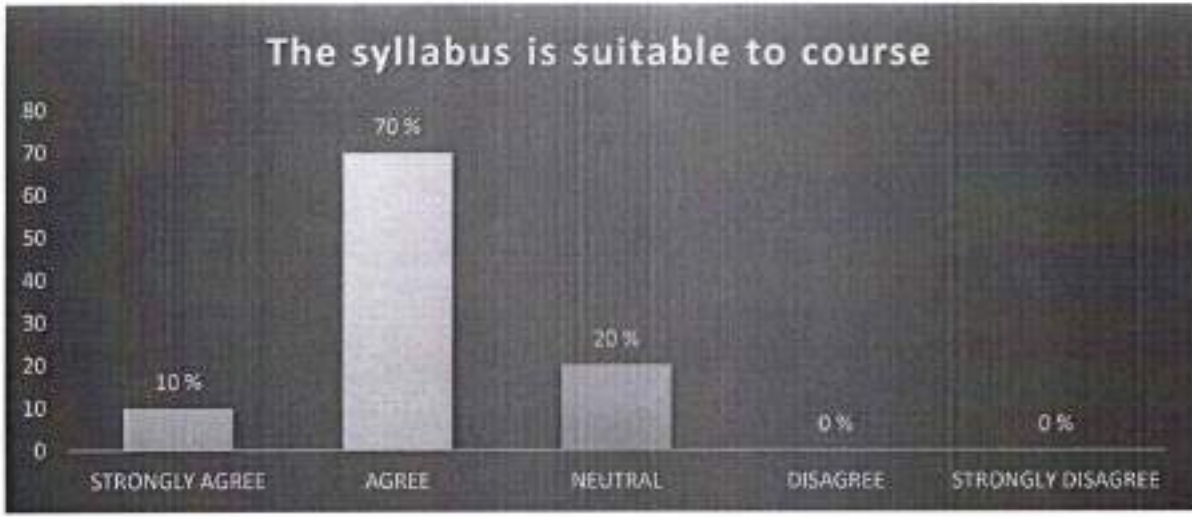
### Faculty feedback on curriculum for the A.Y 2019 – 20

#### Feedback Analysis

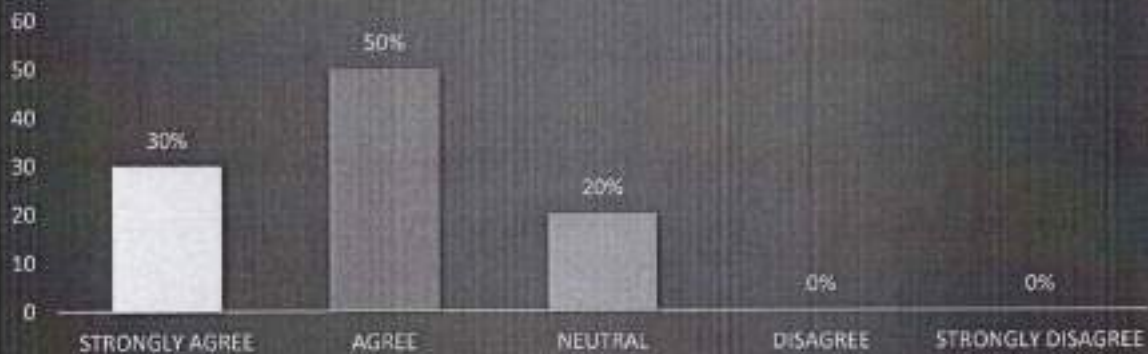
SL.N O.	CRITERIA	strongly agree	Agree	Neutral	Disagree	Strongly disagree
1	The syllabus is suitable to course	1	7	2	0	0
2	Aims and objective of the syllabi are well defined and clear to teachers and students	1	7	2	0	0
3	The content of course help to develop necessary competencies expected out of the course outcome	0	3	6	1	0
4	Curriculum consist of wide range of course under CBCS including core, electives, internships, EC&CC etc.	3	5	2	0	0
5	Course content is updated, relevant and sufficient to bridge the gap between industry and academia	0	3	5	2	0
6	The books prescribed/listed as reference materials are relevant, updated and appropriate	3	6	1	0	0
7	Skill enhancement components in the curriculum	2	3	5	0	0
8	The curriculum followed encourages and helps the students to go for higher education/employment	1	6	2	1	0
9	Course content in curriculum promote entrepreneurship intent in the student	1	4	4	1	0
10	Syllabus orients the students to professional ethics and values and sensitizes the students to issue like gender equality, environment and sustainability and other social concerns	2	3	5	0	0
11	The curriculum has a good balance between theory and practical components	3	2	5	0	0

Total Number of Responses: 10

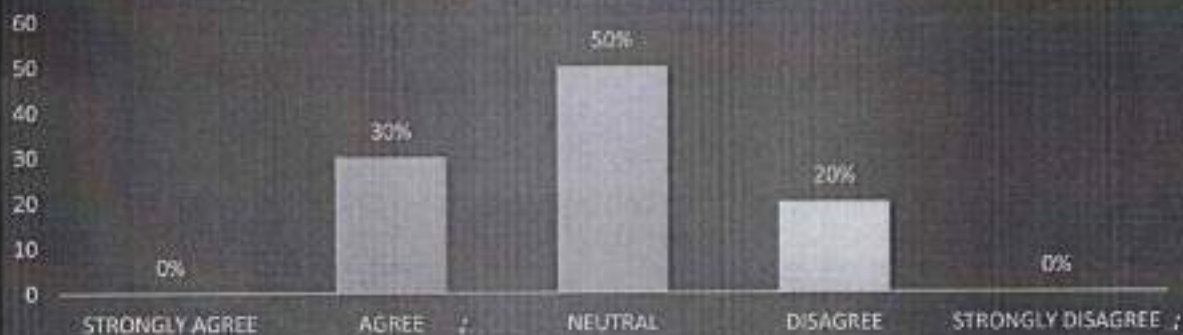




**Curriculum consist of wide range of course under CBCS including core, electives, internships, EC&CC etc.**



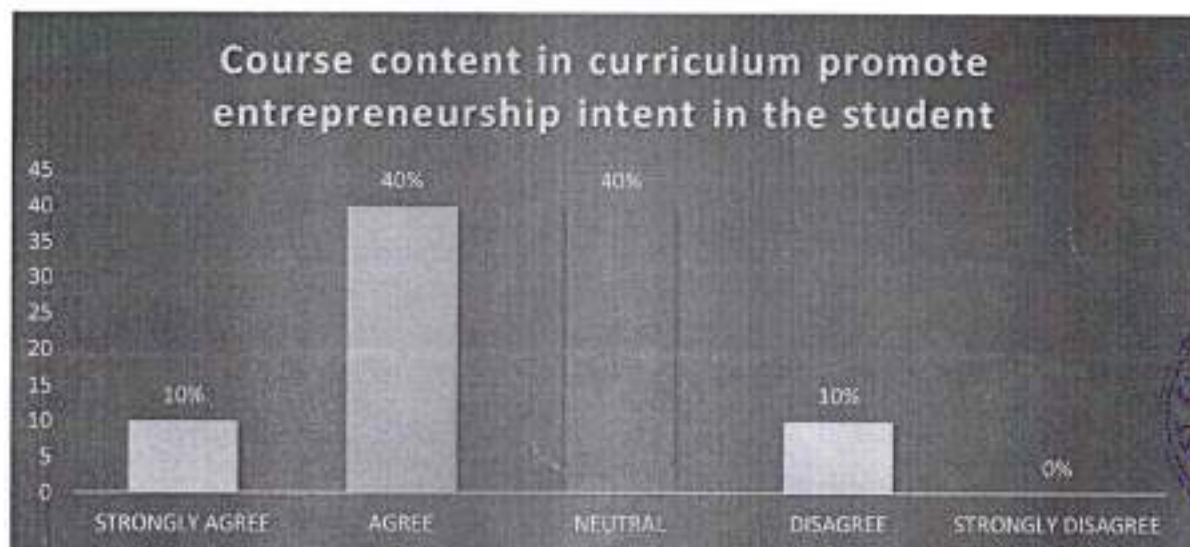
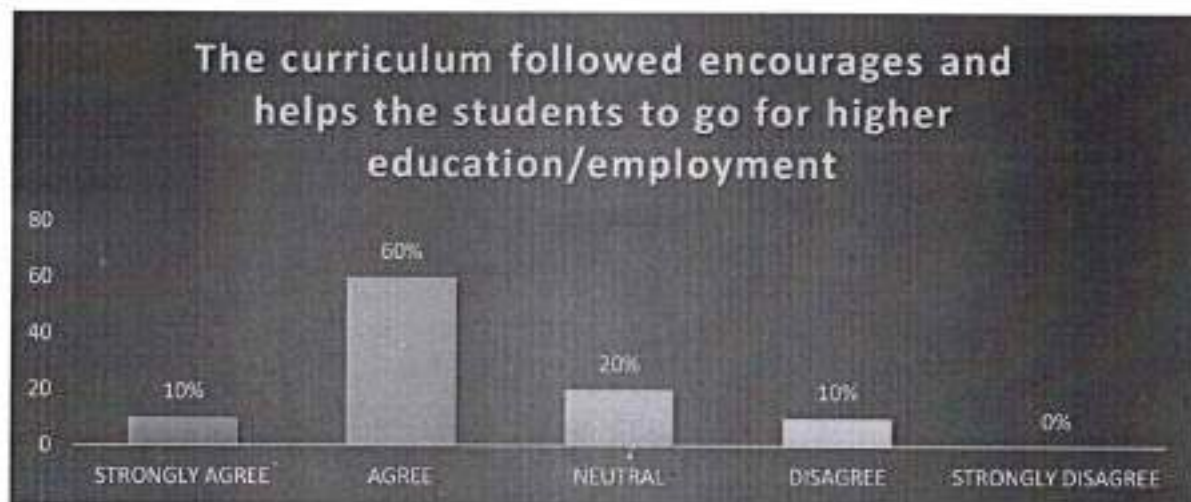
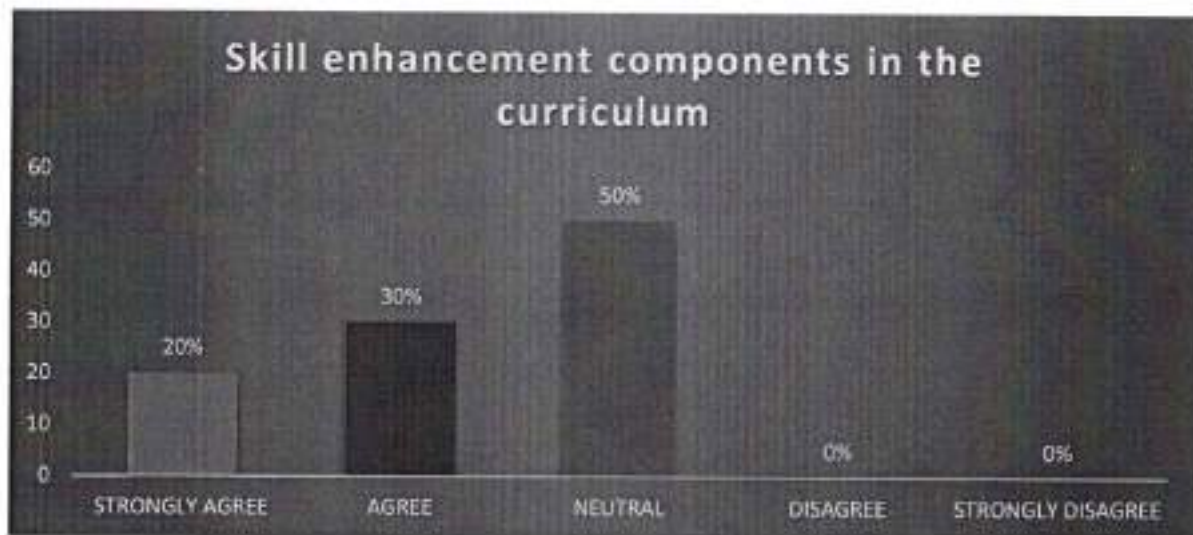
**Course content is updated, relevant and sufficient to bridge the gap between industry and academia**



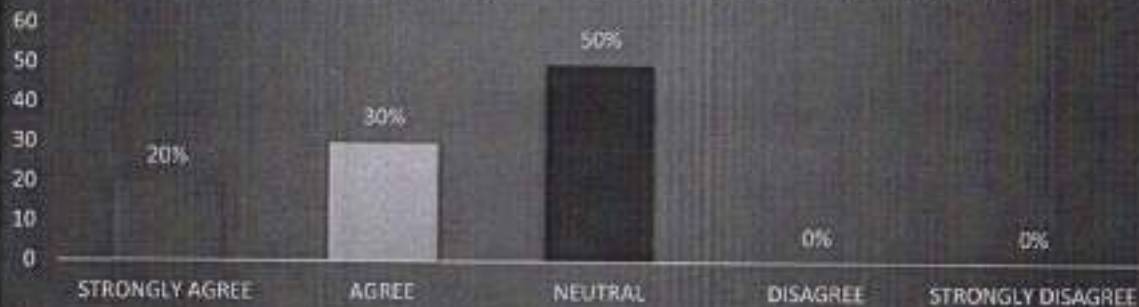
**The books prescribed/listed as reference materials are relevant, updated and appropriate**



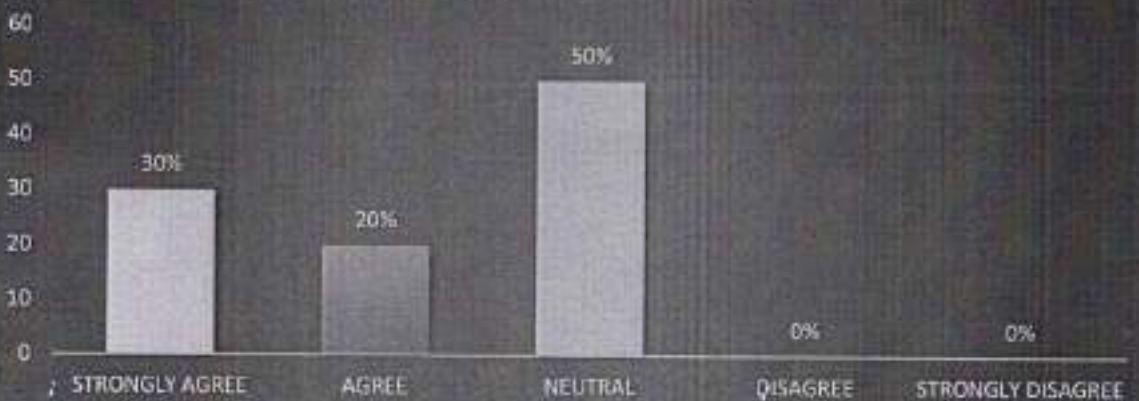




**Syllabus orients the students to professional ethics and values and sensitizes the students to issue like gender equality, environment and sustainability and other social concerns**



**The curriculum has a good balance between theory and practical components**



Based on the above Table and the pie Charts it is evident that on all parameters the faculty agree with the curriculum aspects but 20% of the faculty have not agreed that the syllabus can bridge the gap with the industry and the academia and that 10% of the faculty disagree that it does not intend to create or develop entrepreneurial skills of the students, and the same 10% of the faculty disagree that the syllabus does not help the students to take up higher education or job, with this some of the suggestions given by the faculty are as follows:

- Practical applications should be included.
- Courses required by the corporates can be integrated in the syllabus. Like Business Analytics.
- Recent trends and new concepts to be included.
- Syllabus has to be improvised based on global standards and industry requirements
- Inclusion of compulsory practical and skill oriented activities, projects is necessary
- Scope of the syllabus should be clearly defined, which topic should be covered, topics or units importance should be clearly defined



- Syllabus need to be updated as per industry requirements  
For Commerce graduate students practical exposure in terms of project work or internships needs to be made compulsory
- Could include more projects.
- Economics as a course should be brought back for B.Com students.
- Case based curriculum should be designed.
- Research aptitude to be increased from UG level and therefore including research methodology as a course can be given a thought.
- Have to be updated

The scores can be also enhanced through constant effort on the overall aspect of courses. The report is sent to the IQAC for further discussions and deliberation.

#### Action Taken Report:

- The department introduced few new add on courses which were relevant for the Industry like Business analytics.
- More number of students were asked to take up internships as a part of their practical training.
- To write to the university about additions in the syllabus, there was a change in the university syllabus for the academic year 2020 - 21.
- All First year students to attend a two days workshop on ' Research' in order to gain research aptitude.

Prepared by

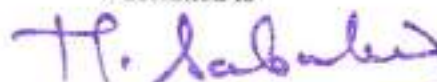


Ms. Maria Alexina Rajan

HOD, Dept of commerce

Head of Department  
Department of Commerce  
St. Clare College  
Jalahalli, Bangalore - 13

Submitted to



Rev. Dr. Sabu George

Principal

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H.O. DEPT. OF COMMERCE  
Jalahalli, Bangalore - 13, INDIA



**St. Claret College, Bangalore.**  
**Department of Humanities (UG)**

Analysis of Teachers' Feedback on Curriculum (Based on all the subjects of BA  
(Academic Year 2019 - 2020)

**CURRICULAR ASPECTS**

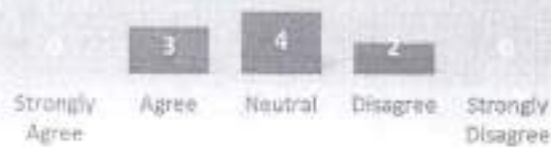
Parameters	STRONG LY AGREE	%	AGREE	%	NEUTRAL	%	DISAGREE	%	STRONGLY DISAGREE	%	TOTAL
[Aims and objective of the syllabi are well defined and clear to teachers and students]	0	0	3	33.33	4	44.44	2	22.22	0	0	09
[The content of course help to develop necessary competencies expected out of the course outcome]	0	0	6	66.67	3	33.33	0	0	0	0	09
[Curriculum consist of wide range of course under CBCS including core, electives, internships, EC&CC etc.]	0	0	06	66.67	2	22.22	1	11.11	0	0	09
[Course content is updated, relevant and sufficient to bridge the gap between industry and academia]	1	11.11	6	66.67	1	11.11	1	11.11	0	0	09
[The books prescribed/listed as reference materials are	0	0	5	55.56	2	22.22	2	22.22	0	0	9



relevant, updated and appropriate]											
[Skill enhancement components in the curriculum]	0	0	5	55.56	3	33.33	1	11.11	0	0	9
[The curriculum followed encourages and helps the students to go for higher education/employment]	0	0	6	66.67	0	0	1	11.11	0	0	9
[Course content in curriculum promote entrepreneurship intent in the student]	0	0	7	77.78	0	0	2	22.22	0	0	9
[Syllabus orients the students to professional ethics and values and sensitizes the students to issue like gender equality, environment and sustainability and other social concerns]	0	0	5	55.56	2	22.22	2	22.22	0	0	9
[The curriculum has a good balance between theory and practical components]	0	0	7	77.78	1	11.11	1	11.11	0	0	9
[The syllabus is suitable to course]	0		6		2		0		1	0	9



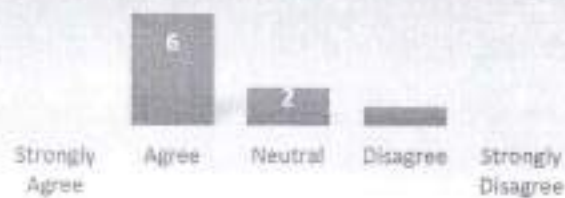
. [Aims and objective of the syllabi are well defined and clear to...



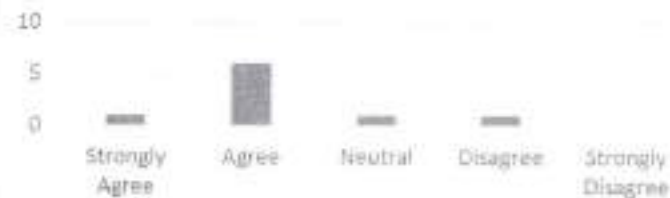
. [The content of course help to develop necessary competencies expected...



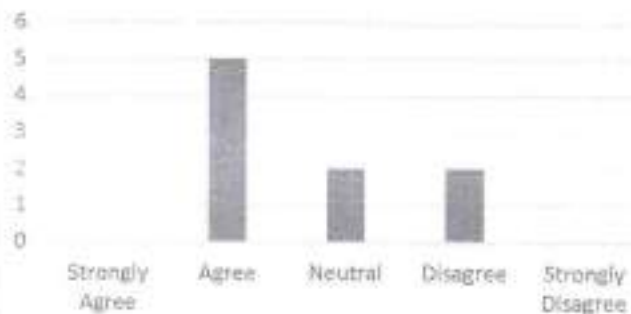
. [Curriculum consist of wide range of course under CBCS including...



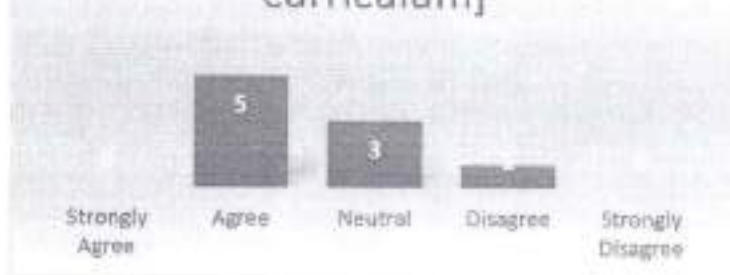
. [course content is updated, relevant and sufficient to bridge the gap between industry and academia]



. [The books prescribed/listed as reference materials are relevant, updated and appropriate]



. Skill enhancement components in the curriculum]



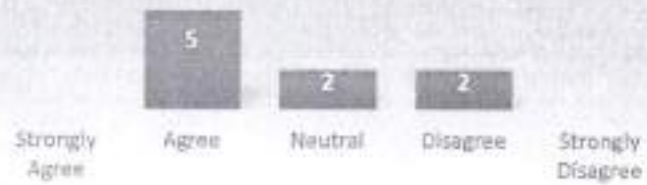
. [The curriculum followed encourages and helps the students to go for higher...



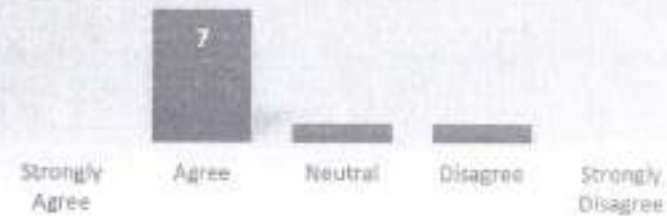
. [Course content in curriculum promote entrepreneurship intent in...



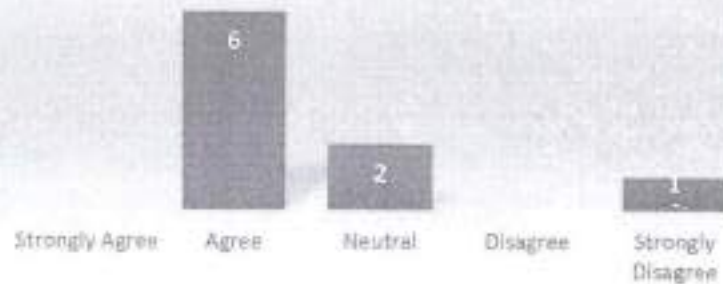
. [Syllabus orients the students to professional ethics and values and sensitizes the students to...



. [The curriculum has a good balance between theory and practical components]



. [The syllabus is suitable to course]





## Feedback Analysis

- With regard to the aims and objectives of the syllabi which are well defined and clear to teachers and students, 33% of the teachers feel very strong about this, 44% of them agree and 22% of the teachers are neutral about this.
- Based on the content of the course which helps to develop necessary competencies expected out of the course outcome, 66% of the teachers agree about this, and 33% of the teachers feel neutral about this aspect.
- It is observed that 66.67% of teachers strongly agree and 22.22% percentage feels that the Curriculum consists of a wide range of courses under CBCS including core, electives, internships, etc. At the same time 11.11% of them disagree with this aspect and say that internships and EC&CC aspects are yet to be included in the curriculum.
- It is observed that 11% of the teachers strongly feel that the course content is updated, relevant and sufficient to bridge the gap between industry and academia, 66% agree about this, 11% are neutral and 11% of the teachers disagree
- Based on the books prescribed/listed as reference materials are relevant, updated and appropriate, 55% of the teachers responded that they agree, 22% of them feel it is neutral and 22% of them disagree.
- With regard to the skill enhancement components in the curriculum, 55% of them agree, 33% of the teachers are neutral and 11% of them disagree.
- Based on the curriculum followed encourages and helps the teachers to go for higher education/employment, 66% of them are neutral and 11% of the teachers disagree
- Based on the course content in curriculum promote entrepreneurship intent in the student, 77% of the teachers are neutral and 22% of the teachers disagree
- The teachers opined that 55% of them agree on Syllabus orients the teachers to professional ethics and values and sensitizes the teachers to issue like gender equality, environment and sustainability and other social concerns, 22% of them are neutral and 22% disagree.



- With regard to the curriculum having a good balance between theory and practical components, 77% of them agree, 11% are neutral and 11% disagree.
- For syllabus being suitable for the course 6% of the teachers agree, 2% are neutral and a minimum of 1% strongly disagree

### **Action Taken Report**

The Department also make sincere efforts to fill the gaps we found in the curriculum through various initiatives at the departmental level as follows:

- The department faculty use necessary tools and innovative teaching methods such as PowerPoint presentations, audiovisual aids, group discussions, debates, quiz programs, video lectures, E-Assignments, E-notes, etc. to ensure the deliverance of the concepts with more clarity and applicability.
- The live examples and case studies from the business and economics scenario is portrayed to the students during the classroom teaching and assignments based on current industry-related topics are also given to the students to keep them updated.
- The library reference hour is incorporated in the regular class timetable to enhance the self-learning habit of the students. Assignments based on library reference makes the reference hours more focused and meaningful for the students.
- Reasoning and Aptitude sessions, Communication skills classes, and the Current Affairs Club activities are made part of the regular class timetable to make the students industry-ready.
- Industrial Visits, Guest Lectures, Expert Lectures, and Business Talks are organized to provide different learning exposure to the students. Two Corporate internships during the second and third semesters are made compulsory at the department level to further equip the students with an extra edge over the industrial requirements.
- NGO internships and extension activities among the needy people in the society are also made compulsory for the students to inculcate ethical values and concern for the society in them.



- Department also insists on undertaking a minimum of one add-on to the program by the students in a year to enable them to gain the technical skills required for better placements.
- The guidance for research paper preparation is provided to the students from the first semester onwards. The students are further asked to do paper preparations, presentations, and publications a minimum of once a year.

Prepared by

**Angela Jean Mary**  
HoD

Submitted to

**Mr. Chinmaya Dash**  
IQAC Coordinator

Approved by

**Rev. Dr. Thomas Thennadiyil**  
Principal



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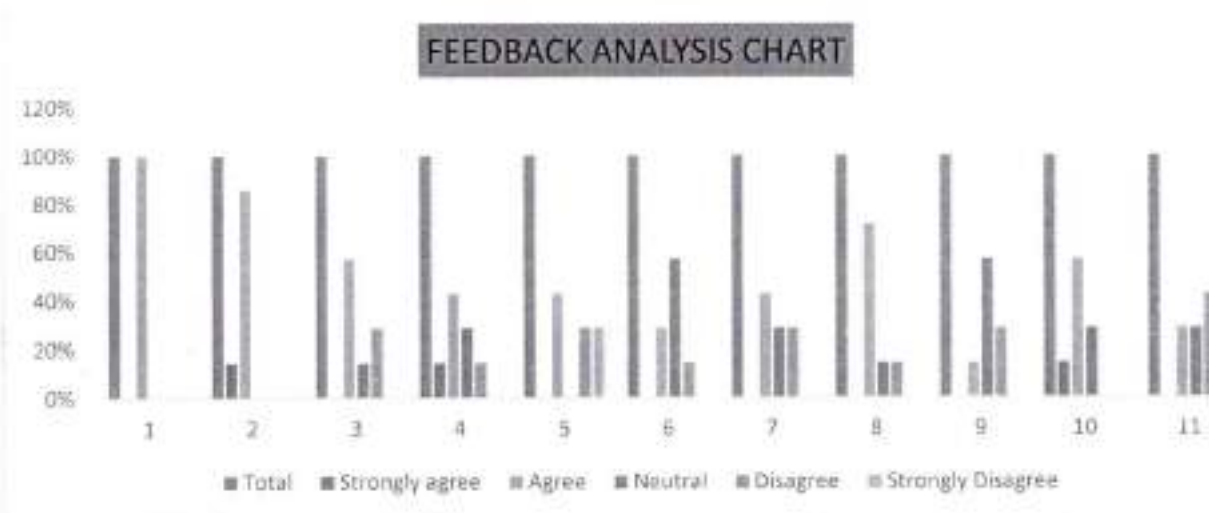
# St. Clare College, Bengaluru

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## DEPARTMENT OF MANAGEMENT

### FEEDBACK ANALYSIS REPORT ON SYLLABUS BY TEACHERS

Following is the analysis of the feedback collected from the alumni on syllabus:



The Above chart here depicts the overall feedback provided by the teacher on syllabus where in there are 11 aspects which are considered for the analysis.

1. With regards to the suitability of Syllabus, from the feedback it may be inferred that total population of teachers agree that it is suiting the course requirement and the components are supporting the academical requirement of the course.

2. With reference to the key parameter whether Aims and objective of the syllabi are well defined and clear to teachers, it may observed that the majority (86%) expressed that the overall aims and objective are clearly defined, however 14% of the teachers agreed strongly to the aspect.

3. From the above analysis, it is found that the majority (57%) of the teachers strongly agreed that the content of course help to develop necessary competencies expected out of the course outcome, however 14% of them expressed the neutrality of the aspect and 29% of them disagreed with the key parameter. Therefore, it can be inferred that majority of the teachers feel that course content supports the competencies development.



4. In line with the above analysis, it is understood that the majority (43%) of the teachers and 14% of them agreed that Curriculum consist of wide range of course under CBCS including core, electives, internships, EC&CC however 29% and 14% of them expressed the neutrality aspect and disagreement with the parameter respectively. Here by we can infer that the majority teachers are agreeing to this key parameter.

5. From the above analysis, it is found that the majority (43%) of the teachers agreed that the course content is updated, relevant and sufficient to bridge the gap between industry and academia but 29% of them disagreed and 29 % of them strongly disagreed that the aspects of course and its role in bridging the gap amongst industry and academia.

6. From the above analysis, it is found that the majority 57% expressed neutrality on the parameter whether books prescribed/listed as reference materials are relevant, updated and appropriate, 29% of them agreed to it but 14% of them disagreed. It may be inferred that the majority of them expressed that all the study materials are relevant, updated and appropriate.

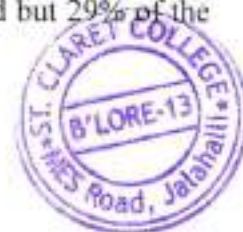
7. With reference to the key parameter whether Skill enhancement components in the curriculum, it may observed that the majority (43%) of them agreed to it however 29% of them disagreed and 29 % of them strongly disagreed that the curriculum may not have skill enhancement components.

8. In line with the above analysis, it may be understood that the majority (71%) of the teachers found that the current curriculum supports the student to go for higher education/employment. Interestingly 14% of them disagreed to it and 15% of the teacher expressed neutrality. Therefore, it may be inferred that the majority of them agreed that current curriculum extends support to students for them in terms of pursuing higher studies or to seek out the employment.

9. With reference to understanding whether the curriculum promotes entrepreneurship talent the majority (57%) of the teachers expressed neutrality on this aspect and 14% of them expressed that it is promoting the entrepreneurial talent however 29% of them expressed their disagreement towards it.

10. From the above analysis, it may be understood that the majority (57%) agreed and 14 % of them strongly agreed that the syllabus supports the professional conduct and also sensitizes students towards many aspects however 29 % were of the opinion of neutrality towards the parameter. Therefore, it may be inferred that the majority of the teachers agreed that the Syllabus orients the students to professional ethics and values and sensitizes the students to issue like gender equality, environment and sustainability and other social concerns.

11. With regards to the aspect of finding out whether there is a good balance between theory and practical components, it may be understood that the majority (43%) of the teachers expressed their dissatisfaction on the subject matter and 29 % of them agreed but 29% of the teachers opinionated their neutrality.





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## DEPARTMENT OF MANAGEMENT

### Action Taken report on the feedback collected from teachers on syllabus

Considering the above feedback from with respect to curriculum, necessary action/measures have been taken:

- The Teachers participation in the university syllabus discussion so that the issues could be addressed.
- The Department introduces Add on programmes where the relevance of the content is due considered along the industrial applications.
- Teachers would share the updated knowledge on the various subjects which they have gained through MOOC courses completion and this is done in order to supplement the inadequacy of certain modules in the subject
- Teachers would bring in a discussion in their subject classes focusing on the contemporary and current dated news which influences the students to develop different perspectives about the issues

Prepared By:

Mr Rudresh S  
Assistant Professor

Submitted To:

Ms. Cassandra Rance  
Head of the Department  
Head of Department  
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Approved By:

Rev. Dr. Sabu George  
Principal

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**St. Claret college, Bangalore.**  
**Department of Commerce (PG)**

**Analysis of Teachers' Feedback on Curriculum (Based on all the subjects of M.Com)**  
**(Academic Year 2019-20)**

Sl. No	Parameters	Strongly agree	%	Agree	%	Neutral	%	Disagree	%	Strongly Disagree	%	TOTAL
1	The syllabus is suitable to course	3	75	1	25	0	0	0	0	0	0	4
2	Aims and objective of the syllabi are well defined and clear to teachers and students	1	25	3	75	0	0	0	0	0	0	4
3	The content of course help to develop necessary competencies expected out of the course outcome	0	0	4	100	0	0	0	0	0	0	4
4	Curriculum consist of wide range of course under CBCS including core,	0	0	3	75	1	25	0	0	0	0	4



	electives, internships, EC&CC etc.]											
5	Course content is updated, relevant and sufficient to bridge the gap between industry and academia	1	25	3	75	0	0	0	0	0	0	4
6	The books prescribed/listed as reference materials are relevant, updated and appropriate	2	50	2	50	0	0	0	0	0	0	4
7	Skill enhancement components in the curriculum	1	25	2	50	0	0	1	25	0	0	4
8	The curriculum followed encourages and helps the students to go for higher education/employment.	1	25	2	50	1	25	0	0	0	0	4
9	Course content in curriculum promote entrepreneurship intent in the student	2	50	0	0	2	50	0	0	0	0	4
10	Syllabus orients the students to professional ethics and values and sensitizes the students to issue like gender equality, environment and	0	0	1	25	2	50	1	25	0	0	4





	sustainability and other social concerns											
11	The curriculum has a good balance between theory and practical components	1	25	2	50	1	25	0	0	0	0	4

The faculty members of the Department gave a formal feedback on the overall M. Com curriculum based on the subjects they teach. The following are the highlights of the feedback taken from the teachers:

**Feedback Highlights:**

- A majority of 75 % of the teachers feel that the syllabus is suitable to the course. But still, it could be improved.
- A majority of 75 % of the teachers feel that the aims and objective of the syllabi are well defined and clear to teachers and students. But still, it could be improved.
- It is observed that all the teachers feel that the content of course help to develop necessary competencies expected out of the course outcome.
- A majority of 75% of teachers feel that the Curriculum consist of wide range of course under CBCS including core, electives, internships etc., but the EC&CC aspect is yet to be included.
- A majority of 75% teachers feel that the Course content is updated, relevant and sufficient to bridge the gap between industry and academia. But still, there needs lot of improvement in this respect.



- It is observed that teachers have a positive opinion about the books prescribed/listed as reference materials are relevant, updated and appropriate.
- It is observed that only 50% teachers are of the opinion that Skill enhancement components are present in the curriculum, rest of 25% also strongly agrees with the same. About 25% of the teachers opines that there is no skill enhancement components in the curriculum.
- Almost 50% of the teachers feel that the curriculum followed encourages and helps the students to go for higher education/employment, and 25% of them strongly agrees with the same. But at the same time, 25% of the teachers are neutral about it.
- A minority of 25% teachers only agrees that the Syllabus orients the students to professional ethics and values and sensitizes the students to issue like gender equality, environment and sustainability and other social concerns. The rest of 50% are quite neutral in their opinion. At the same time, 25% of them disagrees with the same. This shows that there is sufficient room for improvement in this aspect.
- It is found that about 50% of the teachers are of the opinion that the curriculum has a good balance between theory and practical components and about 25% of the them strongly agrees with that. But another 25% of them are neutral in their opinion.

#### **Comments & Suggestions from the Teachers on the M.Com Curriculum**

- The curriculum must include compulsory case studies which gives a better exposure to the students about the practical application of the concepts they learn.



- More focus must be given to the research aspect in the syllabus.
- Ethical values should be inculcated more.
- Research and innovations are less in the syllabus.
- Industry importance is not given up to the mark.
- The content of the syllabus is good and also need to include industry integrated subject too.
- Minimum of one course to be included in any of the semester which encourages entrepreneurship intent in the student.
- Curriculum could be designed including enhancement components.
- Include entrepreneurial content and syllabus need to be framed in line with the industry needs.

### **Action Taken Report**

The Department has discussed this matter and arrived at a consensus to bring it to the notice of the concerned University authorities through an official mail to the Chairman as and when the University invites inputs from the affiliated colleges for the PG syllabus review.

Further, the Department also make sincere efforts to fill the gaps we found in the curriculum through various initiatives at the departmental level as follows:



- The faculty members adopt necessary tools and innovative teaching methods such as PowerPoint presentations, audio visual aids, case studies, group discussions, debates, quiz programmes, library references, E-Assignments, E-notes etc. to ensure the deliverance of the concepts with more clarity and applicability.
- The live examples from the business and economics scenario is portrayed to the students during the classroom teaching and assignments based on current industry related topics are also given to the students to keep them updated .
- Communication skills classes and the Current Affairs Club activities are part of the regular class timetable and activities conducted on a regular basis to make the students industry ready.
- Industrial Visits, Guest Lectures, Expert lectures and Business Talks are organized to provide different learning exposure to the students. Corporate internships are made compulsory at the department level to further equip the students with an extra edge over the industrial requirements.
- NGO internships are also made compulsory for the students to inculcate ethical values and concern for the society in them.
- Department also insist on undertaking minimum one add on program by the students in a year to enable them to gain the technical skills required for better placements.
- The guidance for research paper preparation is provided to the students from the first semester onwards. The students are further asked to do paper preparations, presentations and publications @ minimum one in a year.

Prepared by



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HoD

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Submitted to



Ms. Andrea Vincent  
IQAC Co-ordinator

Approved by



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# St. Clare College, Bengaluru

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## DEPARTMENT OF SOCIAL WORK (PG)

Analysis of Teachers' Feedback on Curriculum (Based on all the subjects of M.S.W)

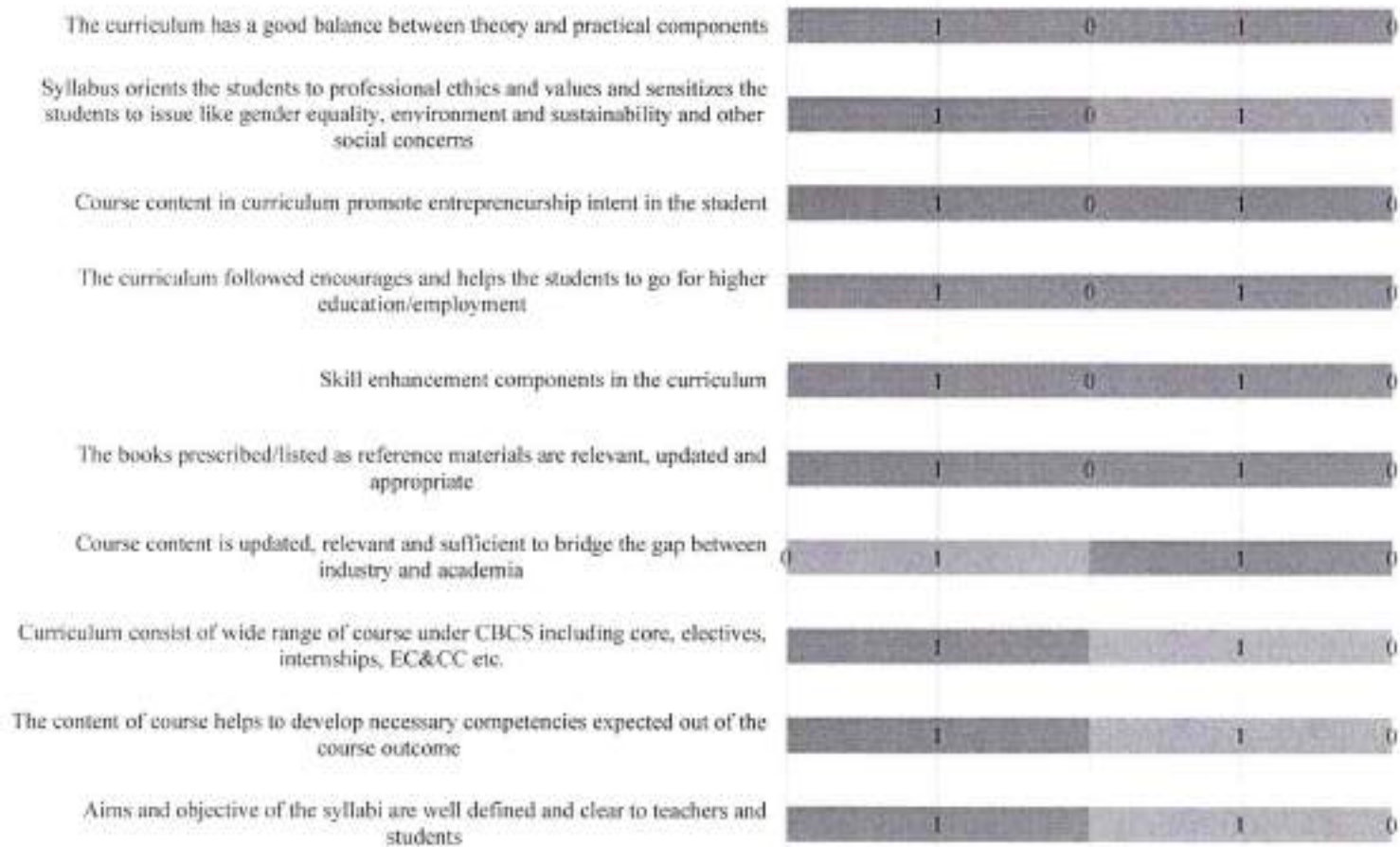
(Academic Year 2019-20)

Sl. No	Parameters	Strongly agree	%	Agree	%	Neutral	%	Disagree	%	Strongly Disagree	%	TOTAL
1	Aims and objective of the syllabi are well defined and clear to teachers and students	0	0	1	50	1	50	0	0	0	0	2
2	The content of course helps to develop necessary competencies expected out of the course outcome	0	0	1	50	1	50	0	0	0	0	2
3	Curriculum consist of wide range of course under CBCS including core, electives, internships, EC&CC etc.	0	0	1	50	1	50	0	0	0	0	2
24	Course content is updated, relevant and sufficient to bridge	0	0	0	0	1	50	1	50	0	0	2



	the gap between industry and academia											
5	The books prescribed/listed as reference materials are relevant, updated and appropriate	0	0	1	50	0	0	1	50	0	0	2
6	Skill enhancement components in the curriculum	0	0	1	50	0	0	1	50	0	0	2
7	The curriculum followed encourages and helps the students to go for higher education/employment	0	0	1	50	0	0	1	50	0	0	2
8	Course content in curriculum promote entrepreneurship intent in the student	0	0	1	50	0	0	1	50	0	0	2
9	Syllabus orients the students to professional ethics and values and sensitizes the students to issue like gender equality, environment and sustainability and other social concerns	0	0	1	50	0	0	0	0	1	50	2
10	The curriculum has a good balance between theory and practical components	0	0	1	50	0	0	1	50	0	0	2





0      0.5      1      1.5      2      2.5

■ Strongly agree   ■ Agree   ■ Neutral   ■ Disagree   ■ Strongly Disagree



## FEEDBACK HIGHLIGHTS

- With regard to the Aims and objective of the syllabi being well defined and clear to teachers and students, 50% agreed and 50% were neutral about it.
- 50% agreed and 50% were neutral about the content of course developing necessary competencies expected out of the course outcome
- Of the faculty, 50% agreed and 50% were neutral about the curriculum providing a wide range of course variety
- 50% of faculty members neutral and another 50% disagreed that the course was updated, relevant and sufficient to bridge the gap between industry and academia whereas 33.33% was neutral about it
- The faculty members were equally divided on the relevance and availability of reference materials and books in the library for the course taught
- The teachers were equally divided on the skill enhancement component in the curriculum.
- The teachers were divided about the curriculum providing good enough prospects for higher education or employment.
- With regard to the course content in curriculum promoting entrepreneurship intent in the student, the faculty were divided.
- About the syllabus orienting the students to professional ethics and values and sensitizing the students to issue like gender equality, environment and sustainability and other social concerns, 50% agreed and another 50% strongly disagreed.
- The faculty were again divided on the curriculum having a good balance between theory and practical components





## COMMENTS AND SUGGESTIONS BY TEACHERS

The syllabus is very outdated and not enough

The syllabus can improve by incorporating the latest developments. One can also explore ways of teaching the latest in the ngo sector by taking them for field exposures and interactions with experts.

Both the faculty members felt that the syllabus was not enough and needed newer models. The syllabus is not enough as the NGO world has advanced far beyond. Gender Studies, Entrepreneurship development, public policy etc should be focused upon.





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## ACTION TAKEN REPORT

- 1) Suggestions to improve and update the syllabus was given to the BOS
- 2) It was decided to incorporate various concepts apart from the syllabus to help the students keep up with the changing circumstances.
- 3) To widen the practical exposures, field visits, conferences, interaction with experts were planned
- 4) It was stressed that faculty join various academic programs and projects to become updated and more relevant to the students and the profession
- 5) Regular meetings among the faculty to update on the student progress was planned

Prepared by

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Submitted to

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# St. Claret College

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## Department of Sciences

### Faculty Feedback on Curriculum for the Academic Year 2019-20

### Feedback Analysis & Action Taken Report

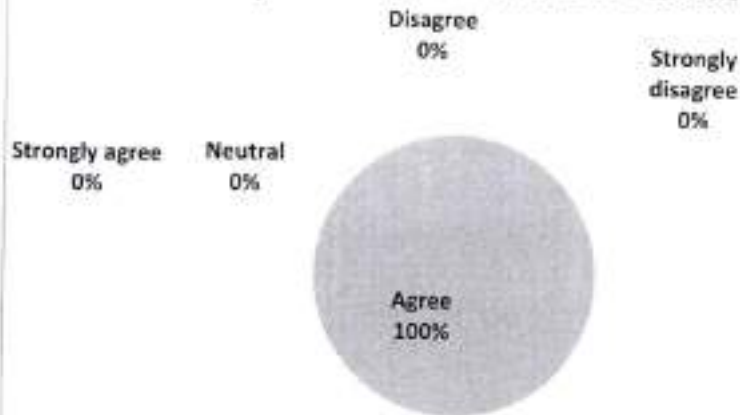
#### Feedback Analysis

Number of responses: 6

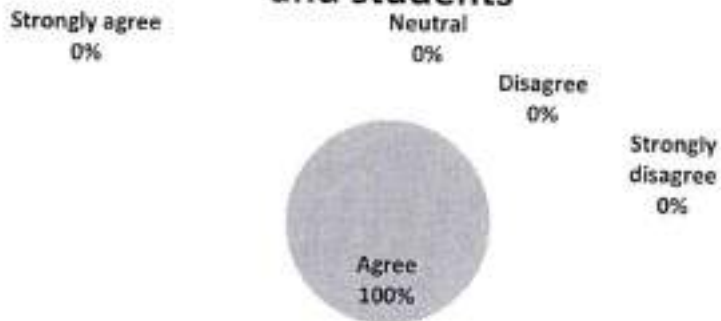
Sl. No.	Factors of Evaluation	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
1	The syllabus is suitable to course	0	6	0	0	0
2	Aims and objective of the syllabi are well defined and clear to teachers and students	0	6	0	0	0
3	The content of course help to develop necessary competencies expected out of the course outcome	0	6	0	0	0
4	Curriculum consist of wide range of course under CBCS including core, electives, internships, EC&CC etc.	0	4	1	0	1
5	course content is updated, relevant and sufficient to bridge the gap between industry and academia	0	4	2	0	0
6	The books prescribed/listed as reference materials are relevant, updated and appropriate	2	3	0	1	0
7	Skill enhancement components in the curriculum	0	5	1	0	0
8	The curriculum followed encourages and helps the students to go for higher education/employment	0	4	2	0	0
9	Course content in curriculum promote entrepreneurship intent in the student	0	5	0	0	1
10	Syllabus orients the students to professional ethics and values and sensitizes the students to issue like gender equality, environment and sustainability and other social concerns	1	3	2	0	0
11	The curriculum has a good balance between theory and practical components		4	2		



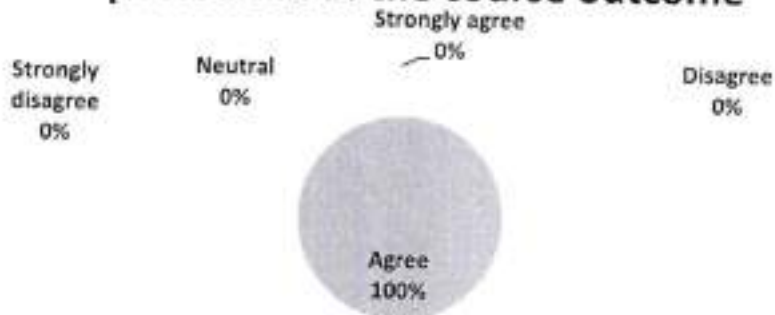
### The syllabus is suitable to course



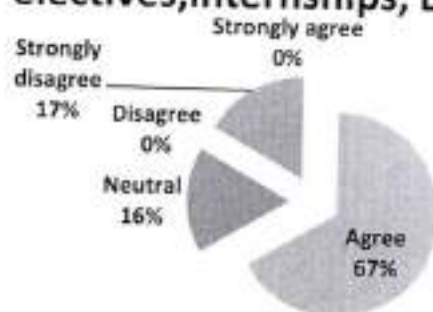
### Aims and objective of the syllabi are well defined and clear to teachers and students



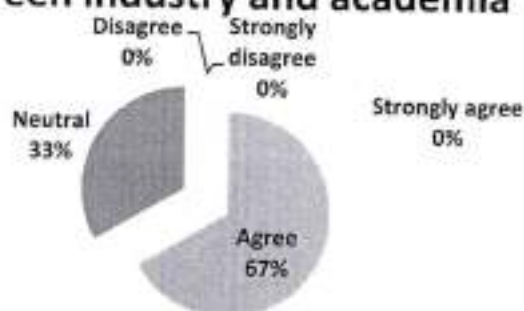
### The content of course help to develop necessary competencies expected out of the course outcome



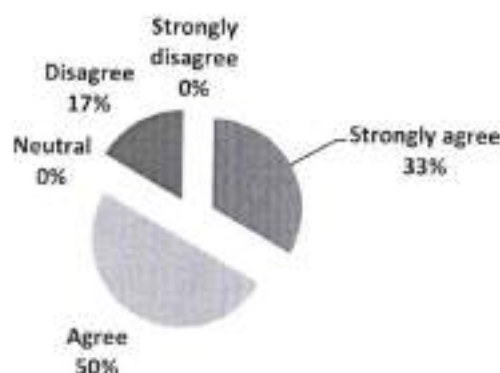
**Curriculum consist of wide range of course under CBCS including core, electives,internships, EC&CC etc.**



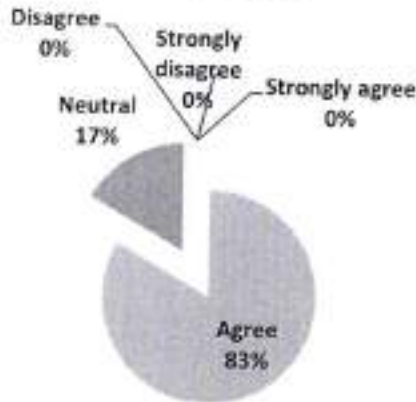
**course content is updated, relevant and sufficient to bridge the gap between industry and academia**



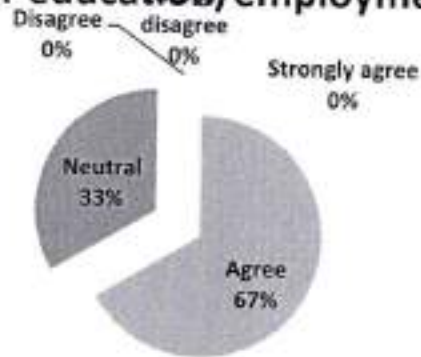
**The books prescribed/listed as reference materials are relevant, updated and appropriate**



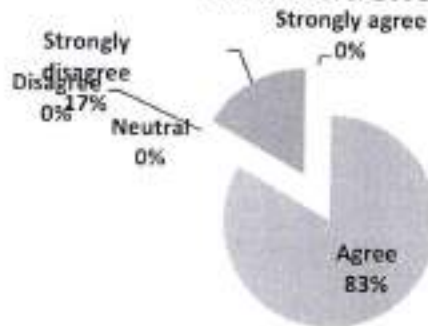
### Skill enhancement components in the curriculum



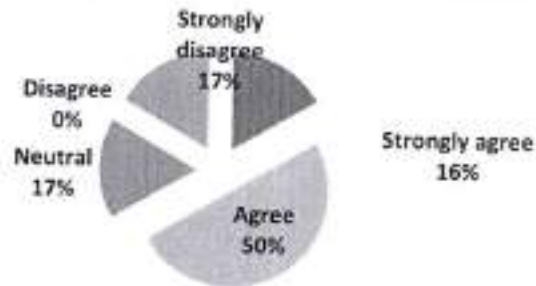
### The curriculum followed encourages and helps the students to go for higher education/employment



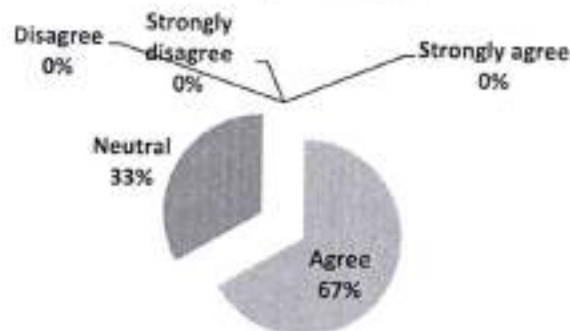
### Course content in curriculum promote entrepreneurship intent in the student



**Syllabus orients the students to professional ethics and values and sensitizes the students to issue like gender equality, environment and sustainability and other social concerns**



**The curriculum has a good balance between theory and practical components**



### **Suggestions given by the respondents:**

- The curriculum can be reworked based on the current industry trends.
- The curriculum has to offer more weightage to practicals.
- University can include more current industry relevant subjects.

### **Action Taken Report**

- Could attempt framing the curriculum of add – on programmes as per the current industry trends
- Better practical exposure and industry relevant modules could be introduced via various co-curricular activities and programmes.

*Jayalakshmi R.*

Ms Jayalakshmi R  
HoD

**Head of the Department**  
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*H. Babu*

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# St. Claret College

DEPARTMENT OF COMMERCE - VOCATIONAL

Faculty Feedback on curriculum for the A.Y 2019 – 20

## Feedback Analysis

### FACULTY FEEDBACK 2019-20

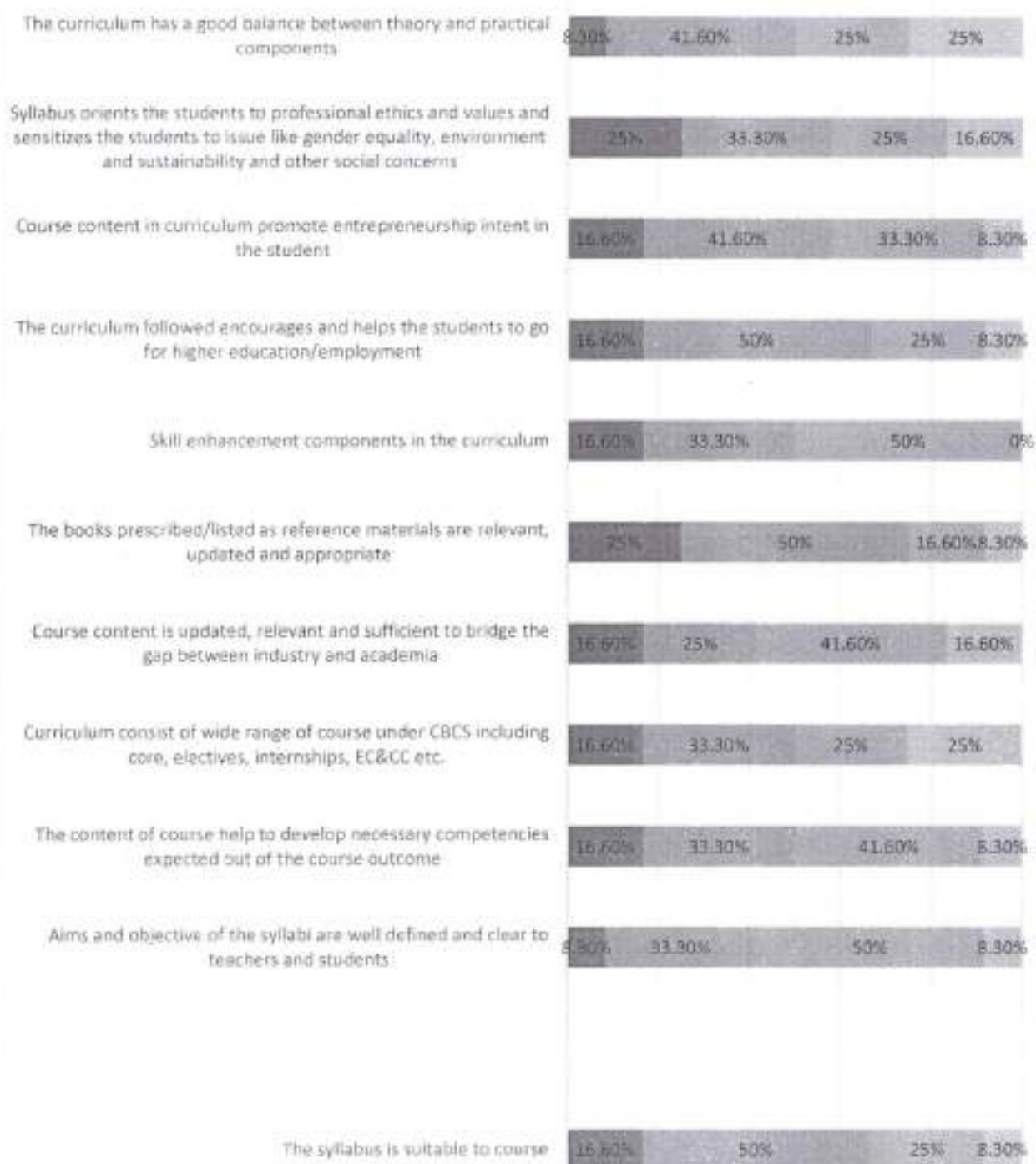
SL.N O.	CRITERIA	strongly agree	Agree	Neutral	Disagree	Strongly disagree
1	The syllabus is suitable to course	2	6	3	1	0
2	Aims and objective of the syllabi are well defined and clear to teachers and students	1	4	6	1	0
3	The content of course help to develop necessary competencies expected out of the course outcome	2	4	5	1	0
4	Curriculum consist of wide range of course under CBCS including core, electives, internships, EC&CC etc.	2	4	3	3	0
5	Course content is updated, relevant and sufficient to bridge the gap between industry and academia	2	3	5	2	0
6	The books prescribed/listed as reference materials are relevant, updated and appropriate	3	6	2	1	0
7	Skill enhancement components in the curriculum	2	4	6	0	0
8	The curriculum followed encourages and helps the students to go for higher education/employment	2	6	3	1	0
9	Course content in curriculum promote entrepreneurship intent in the student	2	5	4	1	0
10	Syllabus orients the students to professional ethics and values and sensitizes the students to issue like gender equality, environment and sustainability and other social concerns	3	4	3	2	0
11	The curriculum has a good balance between theory and practical components	1	5	3	3	0





**Total Number of Responses: 12**

### Faculty feedback on curriculum



Strongly agree  
  Agree  
  Neutral  
  Disagree  
  Strongly disagree



#### Analysis:

- Based on the above table it is clear that 50% of the faculty are of the opinion that syllabus imparts good practical knowledge.
- It is evident that on all parameters the faculty agree with the curriculum aspects but 40% of the faculty have not agreed that the syllabus can bridge the gap with the industry and the academia.
- 8% of the faculty disagree that it does not intend to create or develop entrepreneurial skills of the students, and the same
- 8% of the faculty disagree that the syllabus does not help the students to take up higher education or job.

The suggestions given by the faculty are as follows:

- The curriculum needs to be more inclined towards current industry trends and practices.
- The current syllabus is basic.
- The Curriculum should be in such a way it should build a gap between current market scenario.
- Syllabus should have been updated well
- It has lots of gap in concern with industries.
- more updating relevant to industry is needed.

The scores can be also enhanced through constant effort on the overall aspect of courses. The report is sent to the IQAC for further discussions and deliberation.

#### Action Taken Report:

- The department envisions to have better industry institute interface in the next academic year.
- Industry oriented add on programs and certificate courses will be started.
- More number of students were asked to take up internships as a part of their practical training.
- Have a component of research in the duration of the program.

Prashanth P,

Coordinator, Department of Commerce Vocational



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St. Claret College

Department of Commerce

Analysis of Teachers' feedback on curriculum

2018-19

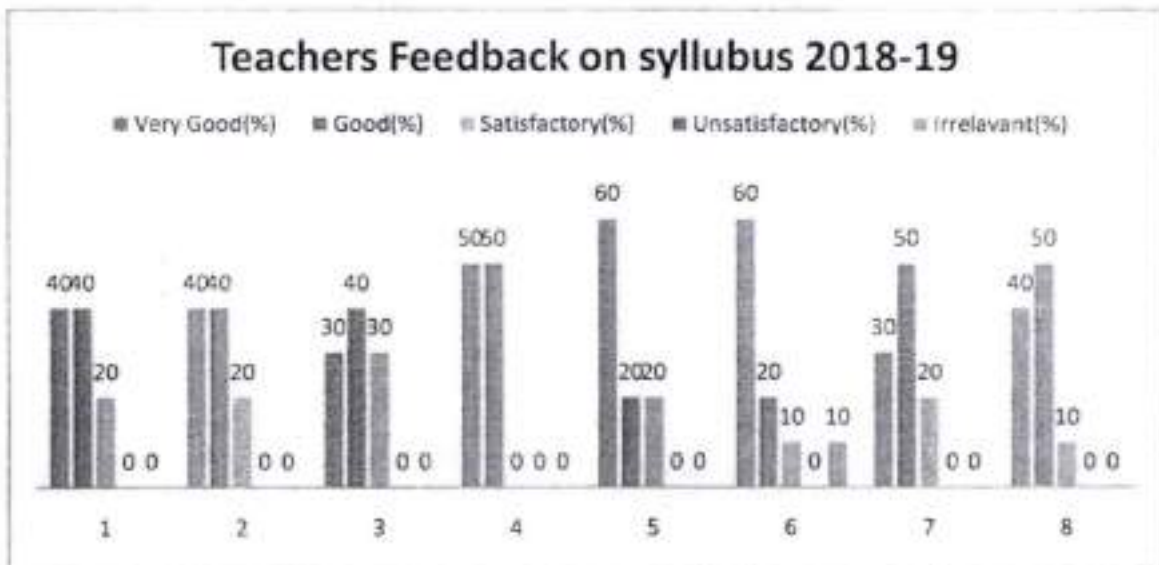


Chart depicting the response of teachers towards existing curriculum

As per the analysis, 40% of the teachers opinion is that the curriculum was very useful in gaining knowledge and developing analytical skills while a majority of 40% of them feel that it was quite useful in gaining knowledge, 20% of the teachers stated that the curriculum was only satisfactory and none of them stated that the curriculum's usefulness in gaining knowledge is unsatisfactory.

40% of the teachers stated that the curriculum is very good in terms of applicability, clarity and relevance, about 40% of them are of the opinion that curriculum is good in terms of applicability, clarity and relevance, 20% of the teachers feel that curriculum is just satisfactory in terms of applicability, clarity and relevance, 0% of them stated that the curriculum is unsatisfactory in terms of applicability, clarity and relevance and 0% of the teachers are of the opinion that the curriculum offered is irrelevant.

30% of the teachers are of the opinion that the sequence of units is very good, a majority of 40% of the teachers stated that the sequence of units is good, 30% of teachers feel that the sequence is satisfactory while 0% of them stated that the sequence of units in curriculum is unsatisfactory



50% of the teachers stated that the syllabus is very well equipped with necessary technical skills to face the industry, 50% of teachers feel that the syllabus is well equipped with necessary technical skills to face the industry, 0% of them stated that the syllabus is satisfactorily equipped with necessary skills, 0% of them are of the opinion that the syllabus is not at all equipped with necessary skills to face industry while remaining 0% of the teachers stated that it is irrelevant.

60% of the teachers are of the opinion that the inculcation of ethical values in the curriculum is very good, 20% of the teachers stated that the inculcation of ethical values in the curriculum is good, 20% of them feel that the inculcation of ethical values in the curriculum is satisfactory, 0% of them stated that the inculcation of ethical values in the curriculum is unsatisfactory while 0% of them opine that the inculcation of ethical values in the curriculum is irrelevant.

60% of the teachers stated that the adequacy of curriculum in meeting expected course outcome is very good, 20% of the teachers feel that the adequacy of curriculum in meeting expected course outcome is good, a majority of 10% of them stated that the adequacy of curriculum in meeting expected course outcome is just satisfactory, 0% of them feel that adequacy of curriculum in meeting expected course outcome is unsatisfactory while 10% of them opine that it is irrelevant.

50% of the teachers stated that the importance given to entrepreneurial development in the curriculum is very good, 30% of them feel that the importance given to entrepreneurial development in the curriculum is good, 20% of the teachers opine that the importance given to entrepreneurial development in the curriculum is satisfactory, 0% of the teachers opine that the importance given to entrepreneurial development in the curriculum is unsatisfactory and 0% of them stated that it is irrelevant.

40% of the teachers opine that the motivation given to them for research through curriculum is very good, 50% of the teachers stated that the motivation given to them for research and innovation through curriculum is good, 10% of the teachers feel that the motivation given to them for research through curriculum is satisfactory, 0% of the teachers are of the opinion that the motivation given to them for research through curriculum is very unsatisfactory and 10% of the teachers opine that the motivation given to them for research & innovation through curriculum is irrelevant.

#### **Action taken**

Considering the above feedback from teachers with respect to curriculum, necessary efforts have been made by the subject teachers to revise, realign, add and modify some content of the syllabus during the syllabus revision meetings at University level. Also, the subject teachers emphasise on giving research based assignments. The Institution has initiated various add on programs to give value addition to the existing curriculum. The add on certificate courses aim at developing technical, entrepreneurial and professional skills and make the students face the industry confidently.



  
Head of Department  
Department of Commerce  
St. Clare's College  
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**St. Claret College**  
**Jalahalli, Bangalore-13**  
**Analysis of teachers' feedback on curriculum**  
**Academic Year 2018-19**  
**Department of Humanities**

The department of humanities collected feedback regarding the curriculum from the teachers.

**The analysis of the feedback highlights the following findings/observations:**

1. It is observed that majority of 70% the teachers stated that the curriculum helped the students in learning concepts, skills and analytical abilities only to a certain extent
2. It is found that 50% of the teachers feel that the applicability, clarity and relevance of the curriculum is only to a certain extent
3. It may be stated that a majority of 60% of the teachers feel that the units and sections in the syllabus are sequenced appropriately only to a certain extent.
4. A majority of 70% of the teachers stated that the syllabus is not at all equipped with necessary technical skills to face the industry.
5. A majority of 80% of the teachers feel that the syllabus inculcates necessary ethical values and concern for the society to a great extent.
6. It is observed that 80% of the teachers feel that the depth of the course content is adequate in meeting the expected course outcome to certain extent only.
7. It maybe stated that a majority of 80% of the teachers feel that the curriculum gives sufficient importance to industry experience and entrepreneurial development only to a certain extent.
8. A majority of 80% of the teachers stated that the syllabus never motivates the students for research and innovation.



Some of the suggestions from the teachers are:

- Syllabus needs revision.
- Most of the concepts are out-dated.
- Activity based concepts may be included.

### Action taken Report

Considering the above feedback, necessary steps have been taken by the respective subject teachers

As part of the feedback mechanism, the department teachers discussed about the feedback and decided to take few measures.

The faculty members are using the necessary tools to explain the concepts with more clarity and applicability.

The teachers are giving more number of web based assignments.



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HoD of Humanities  
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**St. Claret College**  
**Jalahalli, Bangalore-13**  
**Analysis of teachers' feedback on curriculum**  
**Academic Year 2018-19**  
**Department of Management**

The teachers in the department were requested to give a formal feedback through a questionnaire on the subject's curriculum that they teach.

**The analysis of the feedback highlights the following findings/observations:**

1. It is observed that majority of 80% the teachers stated that the curriculum helped the students in learning concepts, skills and analytical abilities only to a certain extent
2. It is found that all the teachers feel that the applicability, clarity and relevance of the curriculum is only to a certain extent
3. It may be stated that a majority of 60% of the teachers feel that the units and sections in the syllabus are sequenced appropriately only to a certain extent.
4. A majority of 70% of the teachers stated that the syllabus is not at all equipped with necessary technical skills to face the industry.
5. A majority of 70% of the teachers feel that the syllabus inculcates necessary ethical values and concern for the society to a great extent.
6. It is observed that 60% of the teachers feel that the depth of the course content is adequate in meeting the expected course outcome to certain extent only.
7. It maybe stated that a majority of 90% of the teachers feel that the curriculum gives sufficient importance to industry experience and entrepreneurial development only to a certain extent.
8. A majority of 60% of the teachers stated that the syllabus never motivates the students for research and innovation.

**Some of the suggestions from the teachers are:**



- Specific tools for calculation & few mandatory case studies may be included as part of the curriculum to enhance conceptual knowledge.
- Banking Regulations & Operations: The syllabus is completely out-dated.
- Accounting papers need revision of the entire syllabus.
- Students need to know the changes & trends with regard to subject instead of theoretical concepts which are not practically applicable in the present industrial scenario.

### Action taken Report

The department teachers discussed about the feedback and decided to take few measures to bridge the gap in the syllabus.

Further, since the revision of syllabus may take a while, the teachers have been instructed to encourage students to take up minor projects / research based assignments.


The faculty members are using the necessary tools to explain the concepts with more clarity and applicability.

The faculty members have decided to highlight the ethical aspects of the subjects that they teach so that the students can understand the concept from ethical perspective too.

Concept based activities are also being conducted by the subject teachers.

Prepared by:  
  
 Sandhya Rakesh  
 Assistant Professor,  
 Dept of Management



Submitted to:  
  
 Cassandra Rane  
 HOD

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**St. Claret college, Bangalore.**  
**PG Department of Commerce**

**Analysis of Teachers' Feedback on Curriculum**  
**(Academic Year 2018-19)**

The faculty members of the Department gave a formal feedback on the overall M.Com curriculum based on the subjects they teach. The following are the highlights of the feedback taken from the teachers:

**Feedback Highlights:**

- Majority of 66.67% of the teachers felt that the curriculum helps the students to learn in terms of **knowledge, skills, analytical abilities, and border perspectives**. But still, it could be improved.
- It is observed that teachers have a **mixed opinion** about the applicability, clarity and relevance of the curriculum. Therefore, we can conclude that **certain subjects need a reframing of syllabus in terms of this criteria**.
- It may be stated that a majority of 66.67% of the teachers feel that the **units and sections of the syllabus are properly arranged**. but still, certain subjects need a bit of **restructuring** in a sequential manner.
- A majority of 66.67% of the teachers opine that the **syllabus does not equip** the students with necessary technical skills to face the industry.
- It is observed that majority of 66.67% of the teachers feel that the **syllabus inculcates necessary ethical values and concern** for the society, but **needs to be improved** to a great extent.
- Majority of 100% of the teachers opine that course content is adequate to meet the expected course outcomes.



- It is found that majority of 66.67% of the teachers feel that the **curriculum gives just a satisfactory approach to industry experience and entrepreneurial development**. There is sufficient **room for improvement** in this aspect.
- A majority of 66.67% of the teachers feel that the **syllabus does not motivates** the students for **research and innovation**.

#### Comments & Suggestions from the Teachers on the M.com Curriculum

- The curriculum must include compulsory case studies which gives a better exposure to the students about the practical application of the concepts they learn.
- More focus must be given to the research aspect in the syllabus.
- The units must be arranged in a proper order.
- Every 3 or 4 years, the syllabus has to change.
- Ethical values should be inculcated more.
- Research and innovations are less in the syllabus.
- Industry importance is not given up to the mark.

#### Action Taken Report

The Department has discussed this matter and arrived at a consensus to bring it to the notice of the concerned University authorities through an official mail to the Chairman as and when the University invites inputs from the affiliated colleges for the PG syllabus review.


Further, the Department also makes sincere efforts to fill the gaps we found in the curriculum through various initiatives at the departmental level as follows:

- The faculty members adopt necessary tools and innovative teaching methods such as PowerPoint presentations, audio visual aids, case studies, group discussions,



debates, quiz programmes, library references, E-Assignments, E-notes etc. to ensure the deliverance of the concepts with more clarity and applicability.

- The live examples from the business and economics scenario is portrayed to the students during the classroom teaching and assignments based on current industry related topics are also given to the students to keep them updated .
- Communication skills classes and the Current Affairs Club activities are part of the regular class timetable and activities conducted on a regular basis to make the students industry ready.
- Industrial Visits, Guest Lectures and Business Talks are organized to provide different learning exposure to the students .
- Corporate internships are made compulsory at the department level to further equip the students with an extra edge over the industrial requirements.
- NGO internships are also made compulsory for the students to inculcate ethical values and concern for the society in them.
- Department also insist on undertaking minimum one add on program by the students in a year to enable them to gain the technical skills required for better placements.
- The guidance for research paper preparation is provided to the students from the first semester onwards. The students are further asked to do paper preparations, presentations and publications @ minimum one in a semester.

  
Seema Joseph  
Co-ordinator  
PG Department of Commerce  
Date: 6/5/2019



  
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St. Claret College

Department of Science

Analysis of Teachers' feedback on curriculum

2018-19

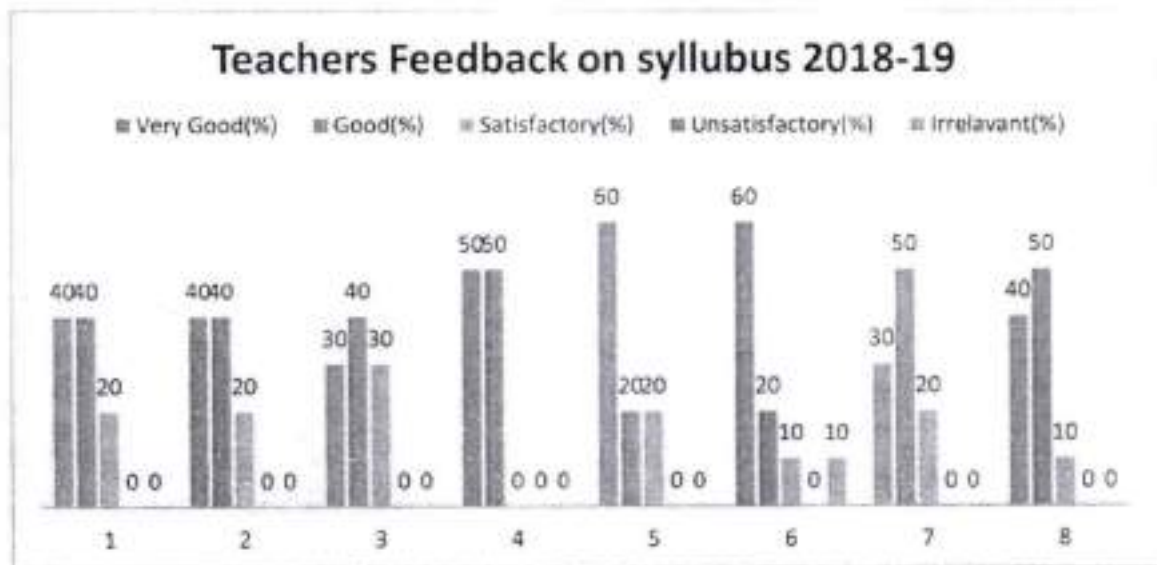
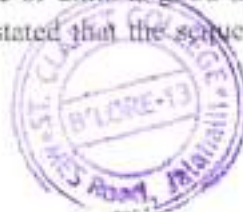


Chart depicting the response of teachers towards existing curriculum

As per the analysis, 40% of the teachers opinion is that the curriculum was very useful in gaining knowledge and developing analytical skills while a majority of 40% of them feel that it was quite useful in gaining knowledge, 20% of the teachers stated that the curriculum was only satisfactory and none of them stated that the curriculum's usefulness in gaining knowledge is unsatisfactory.

40% of the teachers stated that the curriculum is very good in terms of applicability, clarity and relevance, about 40% of them are of the opinion that curriculum is good in terms of applicability, clarity and relevance, 20% of the teachers feel that curriculum is just satisfactory in terms of applicability, clarity and relevance, 0% of them stated that the curriculum is unsatisfactory in terms of applicability, clarity and relevance and 0% of the teachers are of the opinion that the curriculum offered is irrelevant.

30% of the teachers are of the opinion that the sequence of units is very good, a majority of 40% of the teachers stated that the sequence of units is good, 30% of teachers feel that the sequence is satisfactory while 0% of them stated that the sequence of units in curriculum is unsatisfactory



50% of the teachers stated that the syllabus is very well equipped with necessary technical skills to face the industry, 50% of teachers feel that the syllabus is well equipped with necessary technical skills to face the industry, 0% of them stated that the syllabus is satisfactorily equipped with necessary skills, 0% of them are of the opinion that the syllabus is not at all equipped with necessary skills to face industry while remaining 0% of the teachers stated that it is irrelevant.

60% of the teachers are of the opinion that the inculcation of ethical values in the curriculum is very good, 20% of the teachers stated that the inculcation of ethical values in the curriculum is good, 20% of them feel that the inculcation of ethical values in the curriculum is satisfactory, 0% of them stated that the inculcation of ethical values in the curriculum is unsatisfactory while 0% of them opine that the inculcation of ethical values in the curriculum is irrelevant.

60% of the teachers stated that the adequacy of curriculum in meeting expected course outcome is very good, 20% of the teachers feel that the adequacy of curriculum in meeting expected course outcome is good, a majority of 10% of them stated that the adequacy of curriculum in meeting expected course outcome is just satisfactory, 0% of them feel that adequacy of curriculum in meeting expected course outcome is unsatisfactory while 10% of them opine that it is irrelevant.

50% of the teachers stated that the importance given to entrepreneurial development in the curriculum is very good, 30% of them feel that the importance given to entrepreneurial development in the curriculum is good, 20% of the teachers opine that the importance given to entrepreneurial development in the curriculum is satisfactory, 0% of the teachers opine that the importance given to entrepreneurial development in the curriculum is unsatisfactory and 0% of them stated that it is irrelevant.

40% of the teachers opine that the motivation given to them for research through curriculum is very good, 50% of the teachers stated that the motivation given to them for research and innovation through curriculum is good, 10% of the teachers feel that the motivation given to them for research through curriculum is satisfactory, 0% of the teachers are of the opinion that the motivation given to them for research through curriculum is very unsatisfactory and 10% of the teachers opine that the motivation given to them for research & innovation through curriculum is irrelevant.

#### Action taken

Considering the above feedback from teachers with respect to curriculum, necessary efforts have been made by the subject teachers to revise, realign, add and modify some content of the syllabus during the syllabus revision meetings at University level. Also, the subject teachers emphasise on giving research based assignments. The Institution has initiated various add on programs to give value addition to the existing curriculum. The add on certificate courses aim at developing technical, entrepreneurial and professional skills and make the students face the industry confidently.

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## ST. CLARET COLLEGE

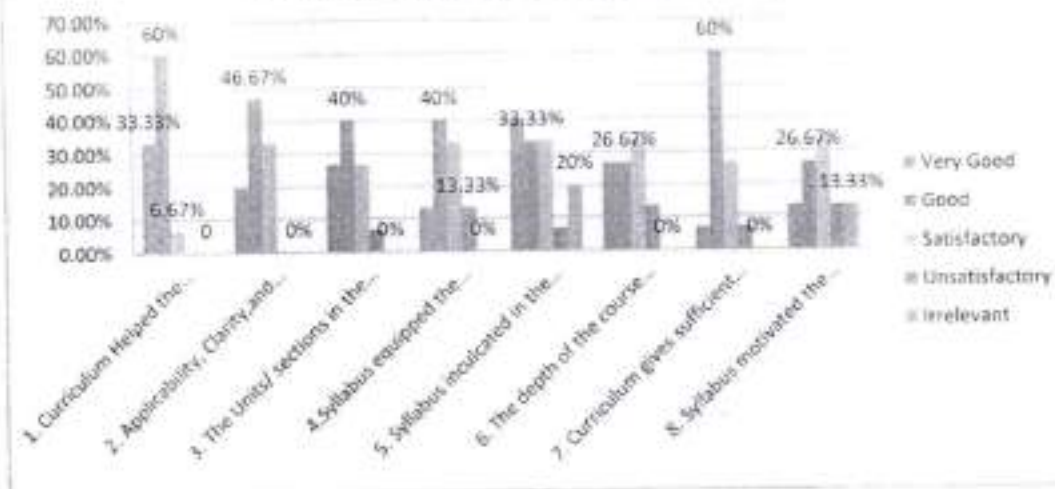
### DEPARTMENT OF COMMERCE

#### Syllabus Feedback Analysis (Teachers) 2017-18

Parameters	Very Good	Good	Satisfactory	Unsatisfactory	Irrelevant
1. Curriculum Helped the students in learning in terms of (knowledge, Concepts, Skills, Analytical abilities and Border perspectives)	33.33%	60%	6.67%	0	0
2. Applicability, Clarity and Relevance of the Curriculum	20%	46.67%	33.33%	0%	0%
3. The Units/ sections in the syllabus are properly sequenced	26.67%	40%	26.67%	6.67%	0%
4. Syllabus equipped the students with necessary technical skills to face the industry	13.33%	40%	33.33%	13.33%	0%
5. Syllabus inculcated in the student the necessary ethical values and concern for the society	6.67%	33.33%	33.33%	6.67%	20%
6. The depth of the course content is adequate in meeting the expected Course Outcome	26.67%	26.67%	33.33%	13.33%	0%
7. Curriculum gives sufficient importance to industry experience and entrepreneurial development	6.67%	60%	26.67%	6.67%	0%
8. Syllabus motivated the student for research and Innovation	13.33%	26.67%	33.33%	13.33%	13.33%



## Teachers Syllabus Feedback Analysis



- As per the analysis 33.33% of the faculty feel that that the curriculum was very good in gaining knowledge and developing analytical skills, while 60% of them feel that the syllabus was good enough in gaining knowledge and 6.67% of the faculty are just satisfied with the curriculum.
- 20% of the faculty stated that the curriculum is very good in terms of applicability, clarity and relevance, about 46.67% of them are of the opinion that the curriculum is good in these terms and 33.33% feel that the curriculum is satisfactory.
- 26.6 % of the faculty had an opinion that the sequence of the units in the syllabus is very good, 40% of them feel that it is good, 26.67% feel that it is satisfactory and 6.67 % feels that it is unsatisfactory.
- 13.33 % of the faculty had an opinion that the syllabus is very good in terms of technical skills required to face the industry, 40% of them feel that it is good, 33.33% feel that it is satisfactory and 13.33 % feels that it is unsatisfactory



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- 6.7 % of the faculty had an opinion that the inculcation of ethical values in the curriculum is very good, 33.33% of them feel that it is good, 33.33% feel that it is satisfactory, 6.67 % feels that it is unsatisfactory and 20% feel it is irrelevant.
- 27.67 % of the faculty had an opinion that the adequacy of curriculum in meeting expected course outcome is very good, 26.67% of them feel that it is good, 33.33% feel that it is satisfactory and 13.33 % feels that it is unsatisfactory.
- 6.67 % of the faculty had an opinion that the importance given to industrial and entrepreneurial development in the syllabus is very good, 60% of them feel that it is good, 26.67% feel that it is satisfactory and 6.67 % feels that it is unsatisfactory.
- 13.33 % of the faculty had an opinion that the motivation given for research and innovation in curriculum is very good, 26.67% of them feel that it is good, 33.33% feel that it is satisfactory, 13.33 % feels that it is unsatisfactory and 13.33% feels it is irrelevant.

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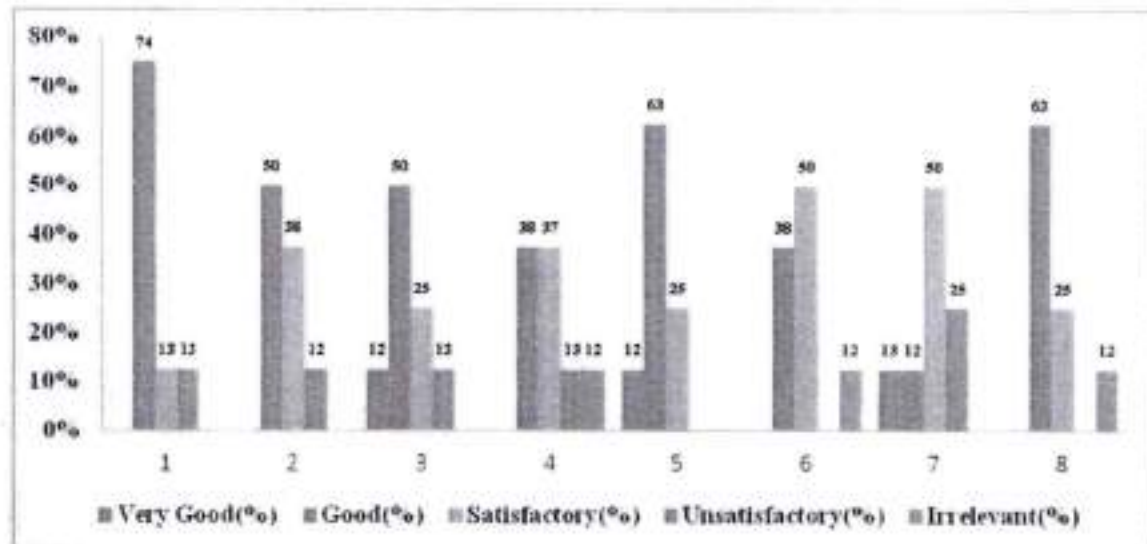
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St Clare College  
Department of Commerce  
ALUMNI FEEDBACK ON CURRICULUM  
2017-18

Parameters	VG	G	S	Un	Ir
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## BA Faculty Feedback Analysis on Syllabus 2017-18



As per the analysis, 74% of the faculty opt that the syllabus was good in gaining knowledge and developing analytical skills while 13% of them feel that the syllabus was satisfactory in gaining knowledge, 13% of the faculty stated that the syllabus was unsatisfactory.

50% of the faculty stated that the curriculum is good in terms of applicability, clarity and relevance, about 38% of them faculty stated that curriculum is satisfactory in terms of applicability, clarity and relevance, 12% of the faculty feel that curriculum is unsatisfactory in terms of applicability, clarity and relevance.

50% of the faculty stated that the sequence of units in the syllabus is good, 25% of the faculty stated that the sequence of units in the syllabus is satisfactory, 13% of faculty feel that the sequence is unsatisfactory of units in the syllabus, 12% of the faculty stated that the sequence of units in the syllabus is very good.

38% of the faculty stated that the syllabus is good and very well equipped with necessary technical skills to face the industry, 37% of faculty feel that the syllabus is satisfactory with necessary technical skills to face the industry, 13% of them stated that the syllabus is



unsatisfactory and to be equipped with necessary technical skills to face the industry. 12% of them stated that the syllabus is irrelevant and to be equipped with necessary technical skills to face the industry.

63% of the faculty are in the opinion that the inculcation of ethical values in the curriculum is good, 25% of the faculty stated that the inculcation of ethical values in the curriculum is satisfactory, 12% of them feel that the inculcation of ethical values in the curriculum is very good.

50% of the faculty stated that the adequacy of curriculum in meeting expected course outcome is satisfactory, 38% of the faculty feel that the adequacy of curriculum in meeting expected course outcome is good, 12% of them stated that the adequacy of curriculum in meeting expected course outcome is irrelevant.

50% of the faculty stated that the importance given to industrial and entrepreneurial development in the curriculum is satisfactory, 25% of them feel that the importance given to industrial and entrepreneurial development in the curriculum is unsatisfactory, 13% of the faculty opine that the importance given to industrial and entrepreneurial development in the curriculum is very good and 12% of the faculty state that the importance given to industrial and entrepreneurial development in the curriculum is good.

63% of the faculty emphasized that the motivation given for research through curriculum is good, 25% of the faculty stated that the motivation given to them for research and innovation through curriculum is satisfactory, 12% of the faculty feel that the motivation given to them for research through curriculum is irrelevant.

#### Action taken

- Considering the above feedback from the faculty with respect to curriculum, necessary efforts have been made by the subject teachers.
- Revise and realigning of syllabus are recommended to the syllabus revision meetings at the university level.
- Taking research based assignments and add on courses for faculty enrichment.
- Developing technical and professional skills among faculties.

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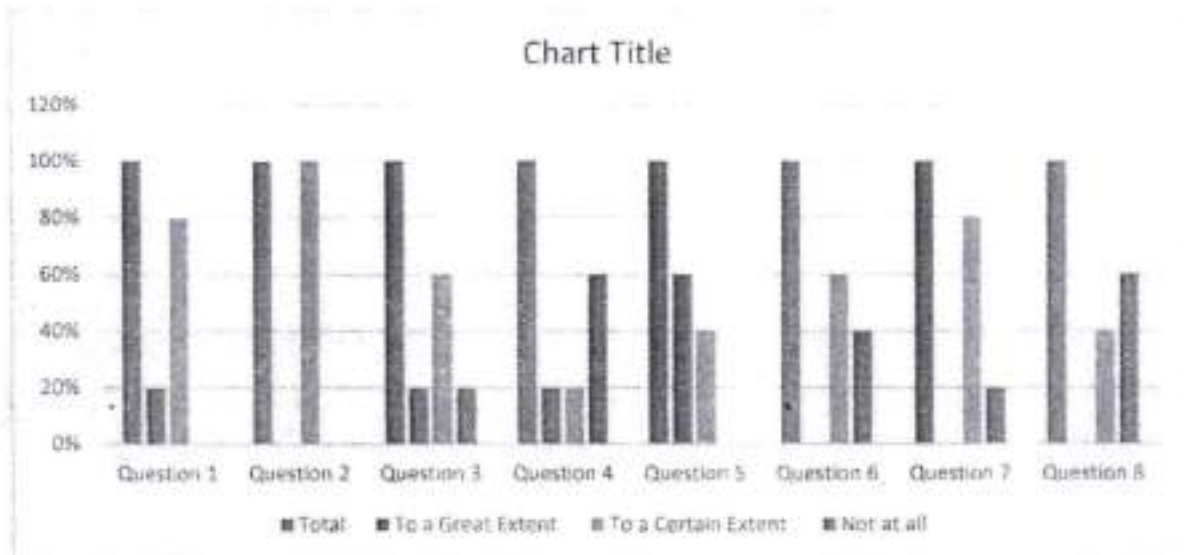
St. Claret College  
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Analysis of teachers' feedback on curriculum

Department of Management (2017-18)

The teachers teaching the BBA curriculum felt that some of the subject's curriculum was out-dated while a few subjects needed revision of only a few topics or units. Hence, the teachers in the department were requested to give a formal feedback through a questionnaire on the subject's curriculum that they teach.

The analysis of the feedback highlights the following findings/observations:



1. It is observed that majority of 80% of the teachers stated that the curriculum helped the students in **learning concepts, skills and analytical abilities only to a certain extent**
2. It is found that **all the teachers** feel that the **applicability, clarity and relevance** of the curriculum is only **to a certain extent**
3. It may be stated that a majority of 60% of the teachers feel that the units and sections in the **syllabus are sequenced** appropriately **only to a certain extent**.
4. A majority of 60% of the teachers stated that the **syllabus is not at all equipped** with necessary technical skills to face the industry.
5. A majority of 60% of the teachers feel that the syllabus inculcates **ethical values and concern for the society to a great extent**.



6. It is observed that **60%** of the teachers feel that the depth of the **course content** is adequate in meeting the **expected course outcome to certain extent only**.
7. It maybe stated that a majority of **80%** of the teachers feel that the curriculum gives sufficient importance to **industry experience** and **entrepreneurial development** only to a **certain extent**.
8. A majority of **60%** of the teachers stated that the **syllabus never motivates** the students for **research and innovation**.

**Some of the suggestions from the teachers are:**

- **Human Resource Management:** The syllabus includes out-dated theories and techniques which may not be applicable in present day's scenario. The syllabus maybe revised and latest techniques can be included.
- The entire curriculum of BBA needs revision and modification since majority of the subjects cover only the basic concepts.
- More skill-based subjects maybe included in the curriculum.
- More options for students to choose subjects after their 1<sup>st</sup> year may be considered.
- Specific tools for calculation & few mandatory case studies may be included as part of the curriculum to enhance conceptual knowledge.
- **Banking Regulations & Operations:** The syllabus is completely out-dated.
- Accounting papers need revision of the entire syllabus
- Students need to know the changes & trends with regard to subject instead of theoretical concepts which are not practically applicable in the present industrial scenario.



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## Teachers' Feedback on Curriculum

### Action taken Report

The department arrived at a consensus and decided to bring the above feedback about curriculum to the notice of the Board of Studies, Bangalore University.

Hence, a letter was drafted in consultation with the faculty members of the department and forwarded to the concerned authority.

Further, since the revision of syllabus may take a while, the teachers have been instructed to encourage students to take up minor projects / research based assignments.

The faculty members are using the necessary tools to explain the concepts with more clarity and applicability.

The teachers are also advised to quote more number of relevant, practical and current examples form the industry while explaining certain concepts.

The faculty members have decided to highlight the ethical aspects of the subjects that they teach so that the students can understand the concept form ethical perspective too.

Concept based activities are also being conducted by the subject teachers.

The subject teachers have been instructed give detailed knowledge and exposure to the students so that the content is adequate in meeting the expected course outcomes.

Prepared by:

  
Sandhya Rakesh

Assistant Professor,

Dept of Management





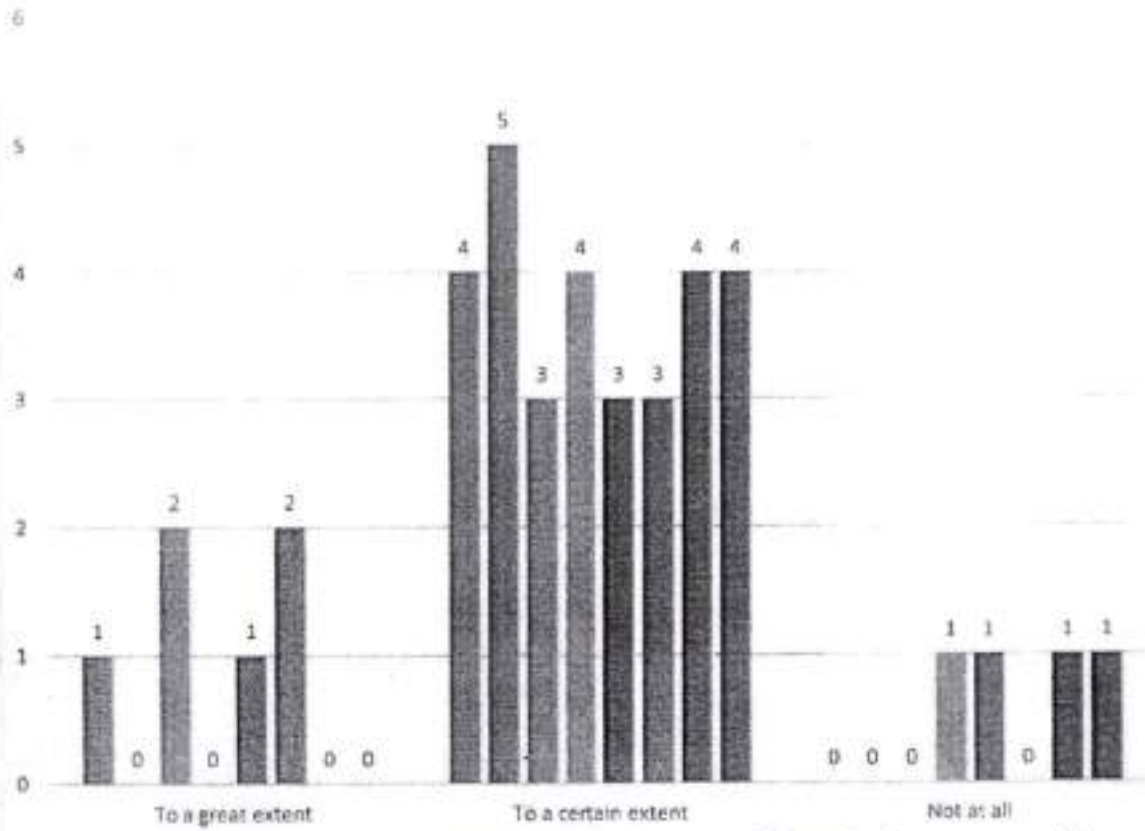
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Submitted to:

  
Cassandra Rancee

HOD of Department  
Department of Management  
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### Teachers Feedback on Curriculam



- Curriculam helped the students in learning in terms of (knowledge, concepts, skills, analytical abilities and border perspectives)
- Applicability, Clarity and relevance of the curriculam
- The units/sections in the syllabus are properly sequenced
- Syllabus equipped with student with necessar technical skills to face the industry
- Syllabus inculcated in the student the necessary ethical values and concern for the society
- The depth of the course content is adequate in meeting the expected course outcome
- Curriculam gives sufficient importance to industry experinece and enterprenurial development
- Syllabus motivated the students for research and motivation



St. Claret College

Department of Commerce

Analysis of teachers' feedback on curriculum

2016-17

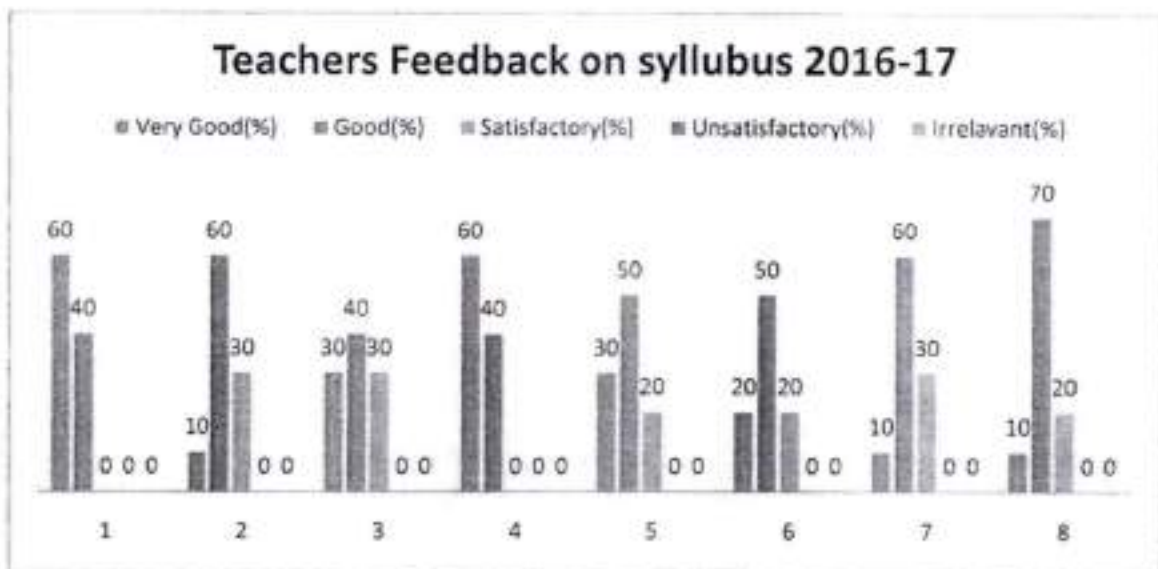


Chart depicting the response of teachers towards existing curriculum

As per the analysis, 60% of the teachers opinion is that the curriculum was very useful in gaining knowledge and developing analytical skills while a majority of 40% of them feel that it was quite useful in gaining knowledge, 0% of the teachers stated that the curriculum was only satisfactory and none of them stated that the curriculum's usefulness in gaining knowledge is unsatisfactory.

10% of the teachers stated that the curriculum is very good in terms of applicability, clarity and relevance, about 60% of them are of the opinion that curriculum is good in terms of applicability, clarity and relevance, 30% of the teachers feel that curriculum is just satisfactory in terms of applicability, clarity and relevance, 0% of them stated that the curriculum is unsatisfactory in terms of applicability, clarity and relevance and 0% of the teachers are of the opinion that the curriculum offered is irrelevant.

30% of the teachers are of the opinion that the sequence of units is very good, a majority of 40% of the teachers stated that the sequence of units is good, 30% of teachers feel that the sequence is satisfactory while 0% of them stated that the sequence of units is unsatisfactory.



60% of the teachers stated that the syllabus is very well equipped with necessary technical skills to face the industry, 40% of teachers feel that the syllabus is well equipped with necessary technical skills to face the industry, 20% of them stated that the syllabus is satisfactorily equipped with necessary skills, 0% of them are of the opinion that the syllabus is not at all equipped with necessary skills to face industry while remaining 0% of the teachers stated that it is irrelevant.

30% of the teachers are of the opinion that the inculcation of ethical values in the curriculum is very good, 50% of the teachers stated that the inculcation of ethical values in the curriculum is good, 20% of them feel that the inculcation of ethical values in the curriculum is satisfactory, 0% of them stated that the inculcation of ethical values in the curriculum is unsatisfactory while 0% of them opine that the inculcation of ethical values in the curriculum is irrelevant.

20% of the teachers stated that the adequacy of curriculum in meeting expected course outcome is very good, 50% of the teachers feel that the adequacy of curriculum in meeting expected course outcome is good, a majority of 20% of them stated that the adequacy of curriculum in meeting expected course outcome is just satisfactory, 10% of them feel that adequacy of curriculum in meeting expected course outcome is unsatisfactory while 0% of them opine that it is irrelevant.

10% of the teachers stated that the importance given to entrepreneurial development in the curriculum is very good, 60% of them feel that the importance given to entrepreneurial development in the curriculum is good, 30% of the teachers opine that the importance given to entrepreneurial development in the curriculum is satisfactory, 0% of the teachers opine that the importance given to entrepreneurial development in the curriculum is unsatisfactory and 0% of them stated that it is irrelevant.

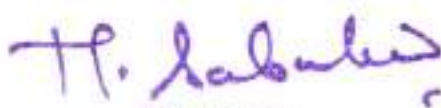
10% of the teachers opine that the motivation given to them for research through curriculum is very good, 70% of the teachers stated that the motivation given to them for research and innovation through curriculum is good, 20% of the teachers feel that the motivation given to them for research through curriculum is satisfactory, 0% of the teachers are of the opinion that the motivation given to them for research through curriculum is very unsatisfactory and 0% of the teachers opine that the motivation given to them for research & innovation through curriculum is irrelevant.

#### **Action taken**

Considering the above feedback from teachers with respect to curriculum, necessary efforts have been made by the subject teachers to revise, realign, add and modify some content of the syllabus during the syllabus revision meetings at University level. Also, the subject teachers emphasise on giving research based assignments. The Institution has initiated various add on programs to give value addition to the existing curriculum. The add on certificate courses aim at developing technical, entrepreneurial and professional skills and make the students face the industry.



  
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**Analysis of teachers' feedback on curriculum**  
**Academic Year 2016-17**  
**Department of Humanities**

The teachers in the department were requested to give a formal feedback through a questionnaire on the subject's curriculum that they teach.

**The analysis of the feedback highlights the following findings/observations:**

1. It is observed that majority of 70% the teachers stated that the curriculum helped the students in learning concepts, skills and analytical abilities only to a certain extent
2. It is found that 50% of the teachers feel that the applicability, clarity and relevance of the curriculum is only to a certain extent
3. It may be stated that a majority of 70% of the teachers feel that the units and sections in the syllabus are sequenced appropriately only to a certain extent.
4. A majority of 60% of the teachers stated that the syllabus is not at all equipped with necessary technical skills to face the industry.
5. A majority of 70% of the teachers feel that the syllabus inculcates necessary ethical values and concern for the society to a great extent.
6. It is observed that 80% of the teachers feel that the depth of the course content is adequate in meeting the expected course outcome to certain extent only.
7. It maybe stated that a majority of 80% of the teachers feel that the curriculum gives sufficient importance to industry experience and entrepreneurial development only to a certain extent.
8. A majority of 60% of the teachers stated that the syllabus never motivates the students for research and innovation.



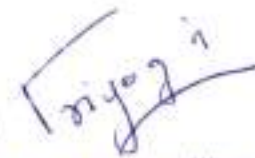
## Action taken Report

Considering the above feedback, the teachers decided to take few measures to bridge the gap in the syllabus.

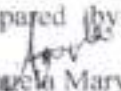
The department decided to organise more number of guest lectures to enrich the concepts.

Further, since the revision of syllabus may take a while, the teachers have been instructed to encourage students to take up minor projects / research based assignments.

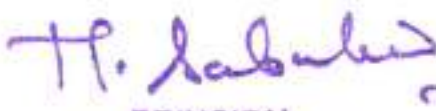
The students are encouraged to make presentations on specific topics.

  
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**St. Claret College**  
**Jalahalli, Bangalore-13**  
**Analysis of teachers' feedback on curriculum**  
**Academic Year 2016-17**  
**Department of Management**

The teachers teaching the BBA curriculum felt that some of the subject's curriculum was out-dated while a few subjects needed revision of only a few topics or units. Hence, the teachers in the department were requested to give a formal feedback through a questionnaire on the subject's curriculum that they teach.

**The analysis of the feedback highlights the following findings/observations:**

1. It is observed that majority of 70% of the teachers stated that the curriculum helped the students in learning concepts, skills and analytical abilities only to a certain extent
2. It is found that 90% of them feel that the applicability, clarity and relevance of the curriculum is only to a certain extent
3. It may be stated that a majority of 70% of the teachers feel that the units and sections in the syllabus are sequenced appropriately only to a certain extent.
4. A majority of 60% of the teachers stated that the syllabus is not at all equipped with necessary technical skills to face the industry.
5. A majority of 70% of the teachers feel that the syllabus inculcates necessary ethical values and concern for the society to a great extent.
6. It is observed that 60% of the teachers feel that the depth of the course content is adequate in meeting the expected course outcome to certain extent only.
7. It maybe stated that a majority of 80% of the teachers feel that the curriculum gives sufficient importance to industry experience and entrepreneurial development only to a certain extent.
8. A majority of 60% of the teachers stated that the syllabus better motivates the students for research and innovation.



Some of the suggestions from the teachers are:

- The subjects need to be practical oriented.
- New subjects relevant to the current business scenario maybe added
- The content of the syllabus is not research oriented.
- The syllabus of a few theory subjects needs complete revision

### Action taken Report

The department teachers discussed about the feedback and decided to take few measures to bridge the gap in the syllabus.

The faculty members are instructed to use the necessary tools to explain the concepts with more clarity and applicability.

Concept based activities are also being conducted by the subject teachers.

The subject teachers have been instructed give detailed knowledge and exposure to the students so that the content is adequate in meeting the expected course outcomes.

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Analysis of teachers' feedback on curriculum

2016-17

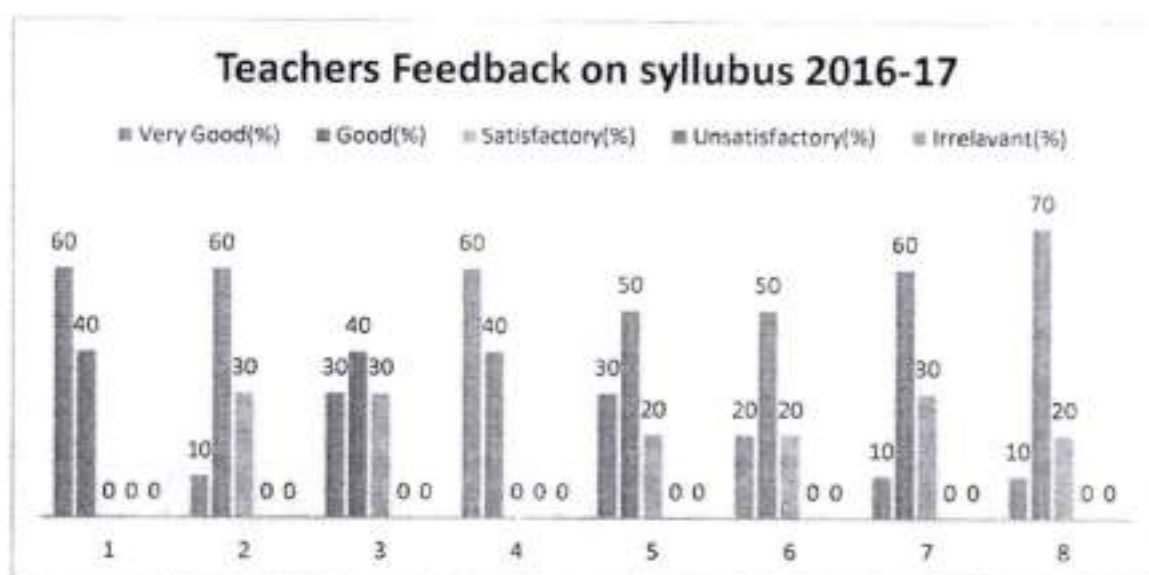


Chart depicting the response of teachers towards existing curriculum

As per the analysis, 60% of the teachers opinion is that the curriculum was very useful in gaining knowledge and developing analytical skills while a majority of 40% of them feel that it was quite useful in gaining knowledge, 0% of the teachers stated that the curriculum was only satisfactory and none of them stated that the curriculum's usefulness in gaining knowledge is unsatisfactory.

10% of the teachers stated that the curriculum is very good in terms of applicability, clarity and relevance, about 60% of them are of the opinion that curriculum is good in terms of applicability, clarity and relevance, 30% of the teachers feel that curriculum is just satisfactory in terms of applicability, clarity and relevance, 0% of them stated that the curriculum is unsatisfactory in terms of applicability, clarity and relevance and 0% of the teachers are of the opinion that the curriculum offered is irrelevant.

30% of the teachers are of the opinion that the sequence of units is very good, a majority of 40% of the teachers stated that the sequence of units is good, 30% of teachers feel that the sequence is satisfactory while 0% of them stated that the sequence of units in curriculum is unsatisfactory.



60% of the teachers stated that the syllabus is very well equipped with necessary technical skills to face the industry, 40% of teachers feel that the syllabus is well equipped with necessary technical skills to face the industry, 20% of them stated that the syllabus is satisfactorily equipped with necessary skills, 0% of them are of the opinion that the syllabus is not at all equipped with necessary skills to face industry while remaining 0% of the teachers stated that it is irrelevant.

30% of the teachers are of the opinion that the inculcation of ethical values in the curriculum is very good, 50% of the teachers stated that the inculcation of ethical values in the curriculum is good, 20% of them feel that the inculcation of ethical values in the curriculum is satisfactory, 0% of them stated that the inculcation of ethical values in the curriculum is unsatisfactory while 0% of them opine that the inculcation of ethical values in the curriculum is irrelevant.

20% of the teachers stated that the adequacy of curriculum in meeting expected course outcome is very good, 50% of the teachers feel that the adequacy of curriculum in meeting expected course outcome is good, a majority of 20% of them stated that the adequacy of curriculum in meeting expected course outcome is just satisfactory, 10% of them feel that adequacy of curriculum in meeting expected course outcome is unsatisfactory while 0% of them opine that it is irrelevant.

10% of the teachers stated that the importance given to entrepreneurial development in the curriculum is very good, 60% of them feel that the importance given to entrepreneurial development in the curriculum is good, 30% of the teachers opine that the importance given to entrepreneurial development in the curriculum is satisfactory, 0% of the teachers opine that the importance given to entrepreneurial development in the curriculum is unsatisfactory and 0% of them stated that it is irrelevant.


10% of the teachers opine that the motivation given to them for research through curriculum is very good, 70% of the teachers stated that the motivation given to them for research and innovation through curriculum is good, 20% of the teachers feel that the motivation given to them for research through curriculum is satisfactory, 0% of the teachers are of the opinion that the motivation given to them for research through curriculum is very unsatisfactory and 0% of the teachers opine that the motivation given to them for research & innovation through curriculum is irrelevant.

#### Action taken

Considering the above feedback from teachers with respect to curriculum, necessary efforts have been made by the subject teachers to revise, realign, add and modify some content of the syllabus during the syllabus revision meetings at University level. Also, the subject teachers emphasise on giving research based assignments. The Institution has initiated various add on programs to give value addition to the existing curriculum. The add on certificate courses aim at developing technical, entrepreneurial and professional skills and make the students face the industry confidently.

  
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