



**KHALSA COLLEGE FOR WOMEN, CIVIL LINES, LUDHIANA**  
(Affiliated to Panjab University, Chandigarh)

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## **1.4. Feedback Analysis and Action Taken Report**



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### **1.4. Feedback Analysis and Action Taken Report of the College on feedback 2022-23**

The Feedback Analysis Committee of the institution designs and collects feedback from its stakeholders to monitor and evaluate its performance quality on curriculum, infrastructure and their related issues. The feedback forms were collected from students, teachers, and alumni. The feedback targets following different content for different stakeholders.

- The student feedback covered various aspects including syllabus coverage, teacher preparedness, communication effectiveness, teaching approach, internal evaluation process, teaching and mentoring impact, discussion of assignment performance, communication about expected competencies, teacher follow-up on assigned tasks, and use of examples and applications in teaching.
- The alumni feedback was collected across various parameters, including syllabus relevance for employability, alignment with industry practices, effectiveness in developing entrepreneurial skills and fostering innovative thinking, inclusion of skill enhancement subjects, addressing prime objectives and course outcomes, availability of resources, consistency between program outcomes and learning outcomes, curriculum design focusing on employability, sufficiency of course duration, conduct of tests and examinations, importance of learning about knowledge, skills, and competencies (KCW), willingness to contribute to college development, willingness to deliver guest lectures, and likelihood to recommend the institution for higher education.
- The teacher's feedback was gathered across various parameters, including syllabus and curriculum development, incorporation of suggestions, curriculum design, balance between theory and application, addressing course outcomes, availability of resources, alignment of program outcomes with course content, focus on employability, and the conduct of examinations.
- The parents' feedback covered various aspects including safety of college environments, personality development of wards, self-study and research orientation, monitoring systems, values instillation, critical thinking promotion, technical knowledge and communication skills enhancement, learning resources provision, adaptation to online teaching, disciplinary practices, parental pride, responsiveness to demands, and benefits received by wards.

The feedback committee after analysis submits the report to IQAC for further debates and discussions. The copy of the report signed by Principal is forwarded to respective authorities for further action and improvements.



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### The feedback targets following different content for different stakeholders:

Feedback	Action Taken
<b>STUDENTS</b>	
<ol style="list-style-type: none"> <li><b>1. Syllabus Coverage and Teaching Methodology:</b> Majority of students agree that syllabus coverage is adequate, and teaching methods are effective. However, there's room for improvement in certain areas to address concerns of some students.</li> <li><b>2. Teacher Preparation and Communication:</b> While most students find teacher preparation satisfactory, there's scope for enhancement in communication effectiveness to ensure clarity and understanding among all students.</li> <li><b>3. Evaluation Process and Feedback:</b> Feedback indicates a generally fair evaluation process, but addressing concerns of students who perceive occasional unfairness is essential to maintain trust and transparency.</li> <li><b>4. Teaching and Mentoring Impact:</b> Students acknowledge the positive impact of teaching and mentoring on cognitive, social, and emotional growth, highlighting the institution's role in holistic development.</li> <li><b>5. Infrastructure and Facilities:</b> Students express high satisfaction with key facilities, emphasizing their importance in supporting academic and holistic development.</li> <li><b>6. Overall, College Environment:</b> Students largely support the involvement of students in monitoring and continuous improvement processes, indicating a need for further clarification and engagement.</li> </ol>	<p>In response to feedback received from students to upgrade the curriculum through career or professional skill courses, the enrichment of skills initiatives taken by various departments has been paramount in our pursuit of holistic education and technological advancement. Enrichment of skills initiatives taken by various departments has been paramount in our pursuit of holistic education and technological advancement. Workshops and seminars featuring industry and academic experts were hosted across departments, providing students with practical insights. The Department of Psychology facilitated internships, while Departments of Computer Science, Bio-Tech, Commerce, Office Management, Botany, and Geography aligned training and project work with the curriculum. Notably, the Department of Computer Applications launched key programs such as Website Designing Using Bootstrap (71 students), Python Programming (37), and Digital Marketing (27), while the Commerce department offered Basic to Advanced Excel (32) and Branding, Graphic Design &amp; Social Media Marketing (36). Business Management contributed with GST Filing and Practice (25), and the Career Coaching Cell supported 90 students in Employability Skills Training. Furthermore, initiatives spearheaded by the IQAC cell, including I-Connect and E-Vidya programs (129), Surf Smart Drive (149), and workshops on cyber security and digital marketing, underline our commitment to empowering students with practical skills for future success.</p>



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Feedback	Action Taken
<b>TEACHERS</b>	
<p><b>1. Curriculum Development:</b> Strong endorsement for freedom and involvement in syllabus development, with some neutral responses suggesting a need for clarification.</p> <p><b>2. Engagement in Curriculum:</b> Mixed responses on individual contributions to curriculum development, indicating room for increased inclusivity.</p> <p><b>3. Incorporation of Suggestions:</b> Mixed response regarding the incorporation of suggestions for syllabus changes, highlighting a need for clearer communication.</p> <p><b>4. Curriculum Design:</b> Positive perception of curriculum design, yet some neutrality suggests room for improvement in communication and showcasing adaptability.</p> <p><b>5. Theory-Application Balance:</b> Widespread belief in the effectiveness of balancing theory and application, with some neutral responses suggesting a need for further clarification.</p>	<p>The Khalsa College for Women is an affiliated college of Panjab University and follows its predetermined syllabus. The college ensures effective curriculum delivery by taking several effective measures, through a well-planned and documented process. Even, Valuable suggestions were noted by the Feedback Committee and forwarded to the IQAC for further action, as the college adheres to the curriculum prescribed by Punjab University, of which it is a constituent.</p>



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Feedback	Action Taken
<b>ALUMNI</b>	
<p><b>1. Curriculum Relevance:</b> Majority perceive syllabus as relevant for employability and aligned with industry practices.</p> <p><b>2. Skill Development:</b> Strong recognition of effectiveness in fostering entrepreneurial skills and innovative thinking.</p> <p><b>3. Resource Availability:</b> Acknowledgment of the adequacy of resources, but some neutrality suggests room for improvement.</p> <p><b>4. Alignment with Objectives:</b> Consensus on addressing course objectives, yet significant neutral responses indicate a need for clarification.</p> <p><b>5. Engagement and Recommendation:</b> High willingness to contribute to college development and recommend the institution, though mixed responses on delivering guest lectures suggest further communication needed.</p>	<p>In response to the feedback, the Placement Cell, Commerce, and Computer Departments have launched a series of workshops and seminars aimed at boosting students' employability. These initiatives include workshops on resume writing, career opportunities, financial data analysis and soft skills, as well as the introduction of various value-added courses such as website designing, digital marketing, graphic designing &amp; social media marketing, and "Basic to Advance Excel."</p>



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Feedback	Action Taken
<b>PARENTS</b>	
<p><b>1. Safety and Environment:</b> Predominantly positive perception of college safety, with some neutral responses suggesting potential areas for clarification or improvement in safety communication.</p> <p><b>2. Personality Development:</b> Generally positive outlook on wards' personality development, with opportunities for further engagement to address neutral sentiments.</p> <p><b>3. Self-Study and Research:</b> Positive acknowledgment of wards' self-study and research orientation, with scope for increased communication to address neutral responses.</p> <p><b>4. Monitoring Systems:</b> Positive reception of monitoring systems, yet neutral responses suggest a need for clearer communication or understanding of monitoring processes.</p> <p><b>5. Values and Culture:</b> Widespread belief in colleges' ability to foster value-based organizations, with potential for addressing neutral sentiments through enhanced communication.</p>	<p>Various Safety awareness programs such as rally on “say no to plastic” solid waste management, e-waste awareness and collection week, and many personality development workshops were organised for students, for personal grooming, skill, as well as body language and etiquettes.</p>



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**FEEDBACK REPORT**  
**“Curriculum and Infrastructure Review”**  
**(2022-23)**

**STAKEHOLDERS**



**STUDENTS**

**TEACHERS**

**ALUMNI**

**PARENTS**



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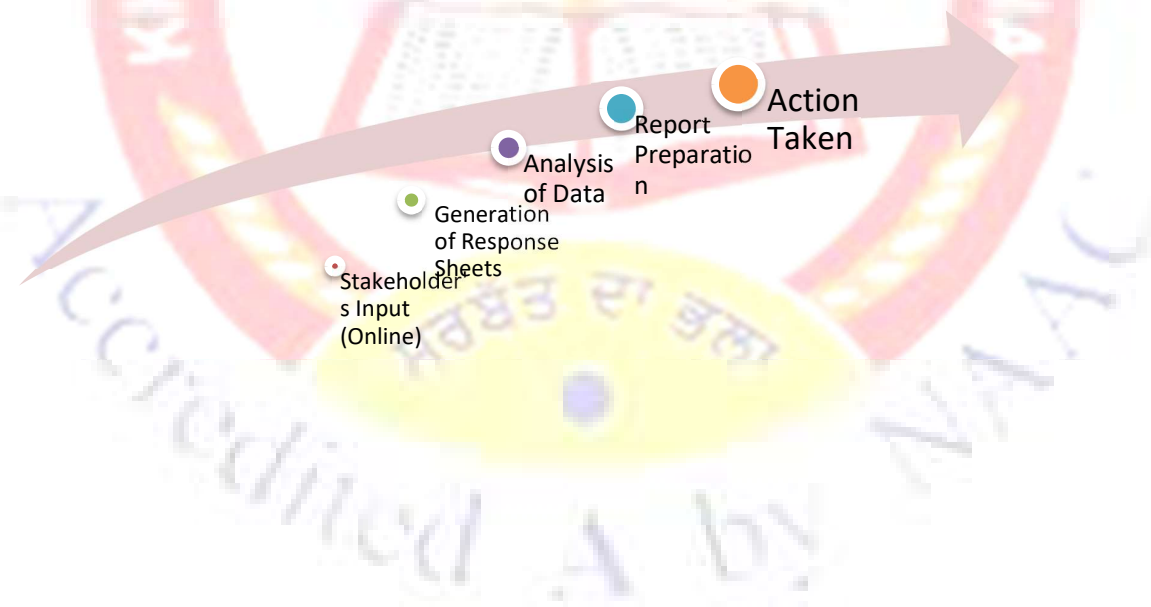


### Introduction

The change in Global education scenario which is drifting from output based system to outcome based system, we need to ensure that the outcome parameters vis a vis the objectives are mapped and the programs are in tune with the national policies with reference to the global trend.

Curriculum is one of the crucial aspects of teaching learning process, so it requires regular and continuous assessment. Stakeholder's feedback plays a remarkable role in curriculum Design and Development by providing useful insights for upgrading various aspects of teaching, learning, assessing the curriculum.

Feedback for the session 2022-23 was obtained from three stakeholders i.e., **Teachers, Students, Alumni and Parents**. Online mechanism for collection of feedback using predesigned google forms for collection. After collecting data from the Stakeholders, the response sheets were generated and analyzed thereof by using predefined parameters. In order to achieve a comprehensive result, useful statistical tools like percentage, pie and histograms have been used. The feedback committee after analysis submits the report to IQAC for further debates and discussions. The copy of the report signed by Principal is forwarded to respective authorities for further action and improvements.







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## **FEEDBACK RESPONSES ON CURRICULUM AND INFRASTRUCTURE FROM STAKEHOLDERS**

S.N O.	STAKEHOLDE RS	VIEW FILE
1.	STUDENTS	<a href="https://drive.google.com/file/d/1qw7ebq0UkpD3v2xhGN2_wd1hQ5rRaOjG/view?usp=sharing">https://drive.google.com/file/d/1qw7ebq0UkpD3v2xhGN2_wd1hQ5rRaOjG/view?usp=sharing</a>
2.	ALUMNI	<a href="https://drive.google.com/file/d/1gDuPIxrLkubVdJnw6T2p8y9XkSS8UteR/view?usp=sharing">https://drive.google.com/file/d/1gDuPIxrLkubVdJnw6T2p8y9XkSS8UteR/view?usp=sharing</a>
3.	TEACHERS	<a href="https://drive.google.com/file/d/19KpniLQ_InMb9dVvvXFWL46fXOB4dRdV/view?usp=sharing">https://drive.google.com/file/d/19KpniLQ_InMb9dVvvXFWL46fXOB4dRdV/view?usp=sharing</a>
4.	PARENTS	<a href="https://drive.google.com/file/d/1QOFLe74_ymluOZs4-v-93KkyU_JOB_D/view?usp=sharing">https://drive.google.com/file/d/1QOFLe74_ymluOZs4-v-93KkyU_JOB_D/view?usp=sharing</a>

