

Internal Quality Assurance Cell (IQAC)  
**ST. PHILOMENA'S COLLEGE (Autonomous)**  
 Affiliated to the University of Mysore | Mysuru – 570 015

# PARENTS' FEEDBACK ON CURRICULUM — 2025

Academic Year 2024–25 | St. Philomena's College (Autonomous) | Mysuru

The Internal Quality Assurance Cell (IQAC) of St. Philomena's College (Autonomous) collected feedback on the curriculum from parents during **the academic year 2024–25**. Parents are key stakeholders whose perceptions of curriculum quality, teaching effectiveness, and institutional environment provide valuable external insight for continuous quality improvement. A total of **207 parents** across **six programmes** (B. Com, BBA, BA, BBA-TH, B.Voc., and BSW) participated in this feedback exercise. The survey comprised **10 components** of curriculum aspects, analysed using mean scores on a five-point scale (Excellent = 5, Good = 4, Average = 3, Poor = 2, Very Poor = 1).

## 1. RESPONDENT PROFILE

<b>207</b> Total Respondents	<b>6</b> Programmes	<b>10</b> Survey Components	<b>4.48</b> Grand Mean (5-pt)	<b>94.7%</b> Highest Positive (Q10)
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### Programme-wise Distribution of Respondents

Programme	Number of Respondents
B.Com	90
BBA	44
BA	32
BBA-TH	26
B.VOC	9
BSW	6

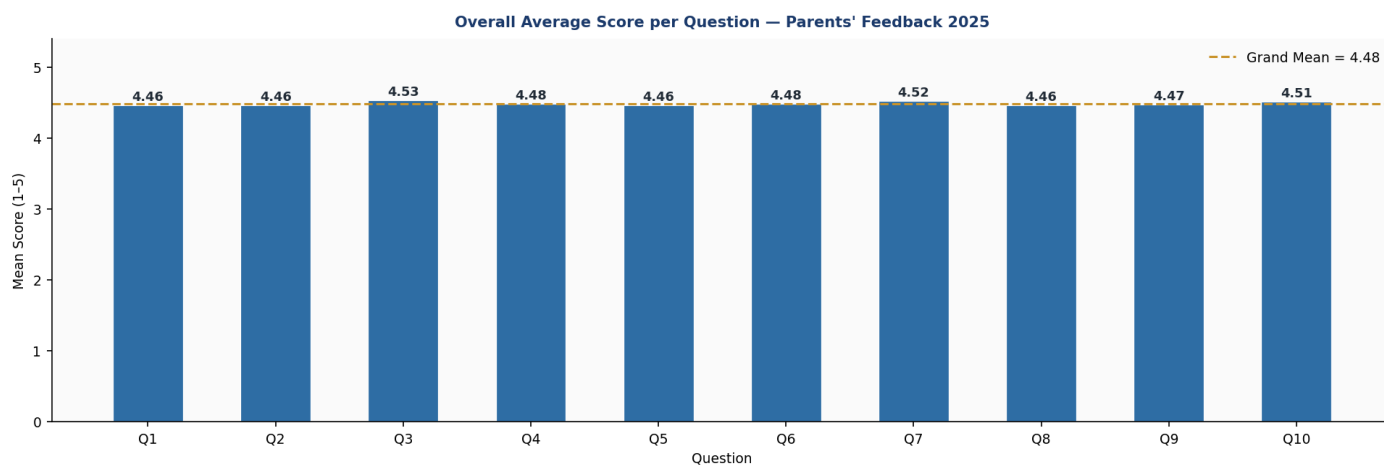
*Note: A mean score > 3.0 on the five-point scale (Excellent=5, Good=4, Average=3, Poor=2, Very Poor=1) is considered satisfactory and does not require corrective action.*

## 2. OVERALL FEEDBACK SUMMARY

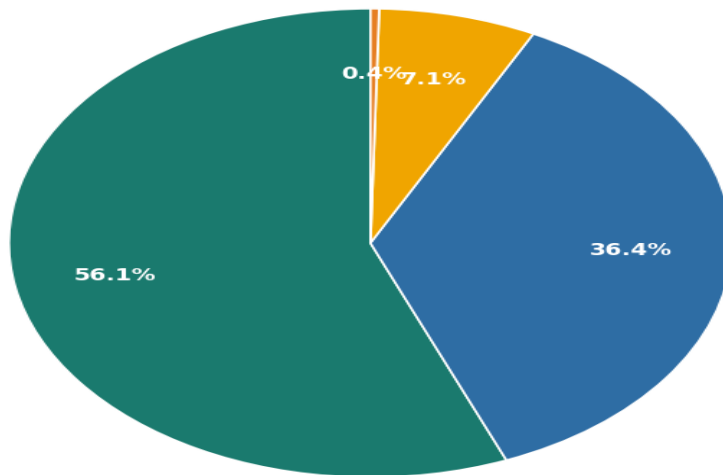
Q#	Component	N	Mean	SD	Excellent	Good	Average	Poor	Very Poor	Remarks
Q1	Flexibility of Programmes/Combinations/Languages offered by the college	207	4.46	0.636	110 (53%)	83 (40%)	13 (6%)	1 (0%)	0 (0%)	Not Reqd.
Q2	Quality and Relevance of the courses included in the curriculum	207	4.46	0.613	108 (52%)	86 (42%)	13 (6%)	0 (0%)	0 (0%)	Not Reqd.
Q3	Treatment of the students by the faculty, irrespective of their background (Gender, Caste, Community, creed, etc.) in teaching and evaluation	207	4.53	0.629	125 (60%)	67 (32%)	15 (7%)	0 (0%)	0 (0%)	Not Reqd.
Q4	Academic ambience of the college for effective learning	207	4.48	0.667	118 (57%)	73 (35%)	14 (7%)	2 (1%)	0 (0%)	Not Reqd.
Q5	Courses in terms of their relevance to the latest and/or future technologies	207	4.46	0.666	114 (55%)	75 (36%)	17 (8%)	1 (0%)	0 (0%)	Not Reqd.
Q6	Programmes/courses in terms of skills and hands-on experience	207	4.48	0.637	114 (55%)	79 (38%)	13 (6%)	1 (0%)	0 (0%)	Not Reqd.
Q7	Quality of teaching in the institution	207	4.52	0.674	126 (61%)	64 (31%)	15 (7%)	2 (1%)	0 (0%)	Not Reqd.
Q8	The outcome that your ward has achieved from the courses	207	4.46	0.666	115 (56%)	74 (36%)	17 (8%)	1 (0%)	0 (0%)	Not Reqd.
Q9	Transparency of the evaluation system in the college	207	4.47	0.652	115 (56%)	74 (36%)	18 (9%)	0 (0%)	0 (0%)	Not Reqd.
Q10	Transformation of your ward after the completion of the chosen course	207	4.51	0.598	117 (57%)	79 (38%)	11 (5%)	0 (0%)	0 (0%)	Not Reqd.
<b>Grand Mean</b>			<b>4.48</b>	<b>—</b>						<b>—</b>

Note: All ten components have mean scores well above 3.0 (satisfactory threshold). No corrective action is required. The grand mean of 4.48 reflects highly positive parental perception across all dimensions.

### Graphical Representation — Overall Summary



**Overall Response Distribution  
(All Questions, N=207, Total=2070)**

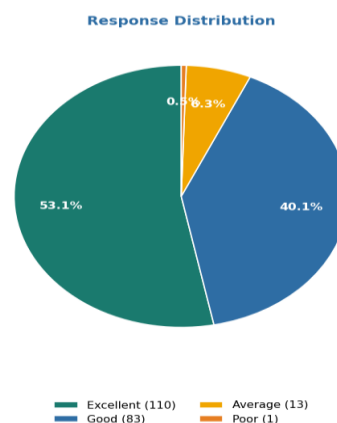
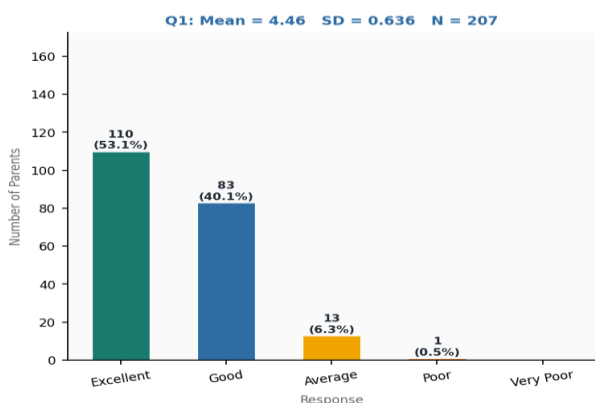


Excellent (1162, 56.1%)      Average (146, 7.1%)  
Good (754, 36.4%)      Poor (8, 0.4%)

### 3. INDIVIDUAL QUESTION ANALYSIS

**Q1 Flexibility of Programmes/Combinations/Languages offered by the college** Mean = 4.46 | SD = 0.636 | N = 207 | Remarks: Not Required

N	Mean	SD	Excellent 110 (53.1%)	Good 83 (40.1%)	Average 13 (6.3%)	Poor 1 (0.5%)	Very Poor 0 (0.0%)	Remarks
207	4.46	0.636	110	83	13	1	0	Not Required

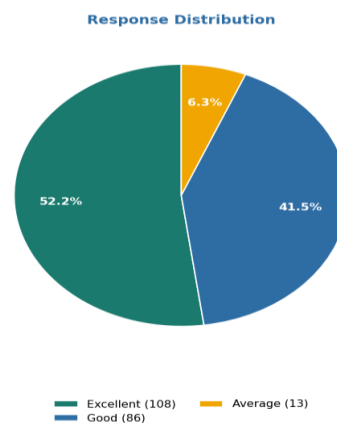
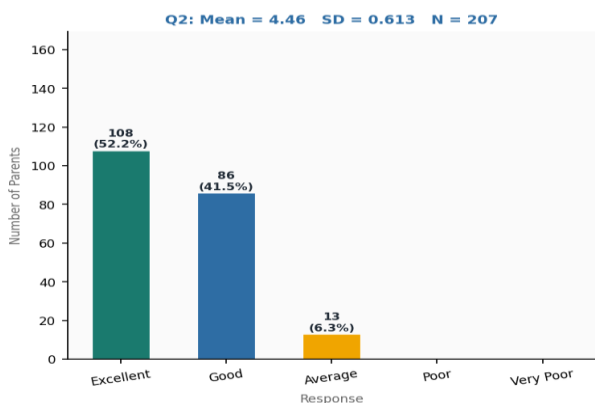


With a mean score of 4.46 (SD = 0.636), parents express strong satisfaction with the flexibility of programmes, combinations, and languages offered. 110 parents (53.1%) rated it Excellent, and 83 (40.1%) Good — combined 93.2% positive. Only 13 (6.3%) rated it Average and 1 (0.5%) Poor. The high positive response reflects parents' confidence in the variety of academic choices available and the institution's responsiveness to diverse academic interests.

**Recommendation:** *The institution should continue to expand programme flexibility and interdisciplinary combinations in alignment with student and industry demand. Introducing new elective streams under NEP 2020 guidelines will further strengthen this perception.*

**Q2 Quality and Relevance of the courses included into the curriculum** Mean = 4.46 | SD = 0.613 | N = 207 | Remarks: Not Required

N	Mean	SD	Excellent 108 (52.2%)	Good 86 (41.5%)	Average 13 (6.3%)	Poor 0 (0.0%)	Very Poor 0 (0.0%)	Remarks
207	4.46	0.613	108	86	13	0	0	Not Required

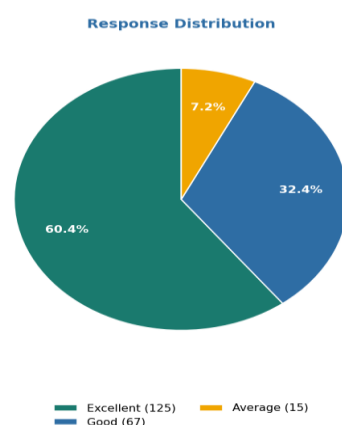
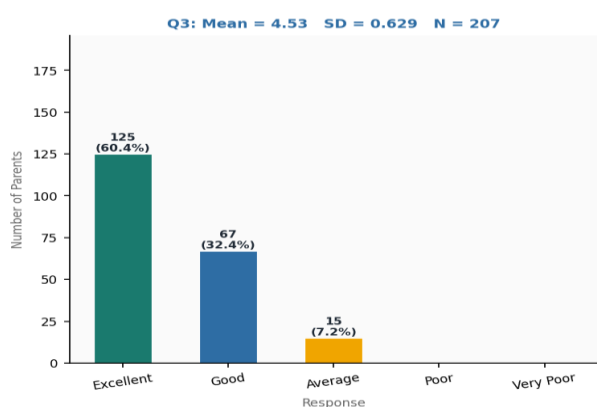


This component received a mean of 4.46 (SD = 0.613) — the lowest standard deviation among all questions, indicating the strongest parental consensus. 108 parents (52.2%) rated it Excellent and 86 (41.5%) Good — combined 93.7% positive. 13 (6.3%) rated it Average and none rated it Poor or Very Poor. Parents broadly perceive the curriculum as contemporary, relevant, and well-suited to their wards' academic and career needs.

**Recommendation:** *Continued alignment with industry standards and periodic curriculum reviews — ideally involving parent and alumni input — will sustain this high satisfaction level. Sharing curriculum updates with parents through newsletters or parent-teacher meetings is recommended.*

**Q3 Treatment of the students by the faculty irrespective of their background (Gender, Caste, Community, Creed etc) in teaching and evaluation** Mean = 4.53 | SD = 0.629 | N = 207 | Remarks: Not Required

N	Mean	SD	Excellent 125 (60.4%)	Good 67 (32.4%)	Average 15 (7.2%)	Poor 0 (0.0%)	Very Poor 0 (0.0%)	Remarks
207	4.53	0.629	125	67	15	0	0	Not Required

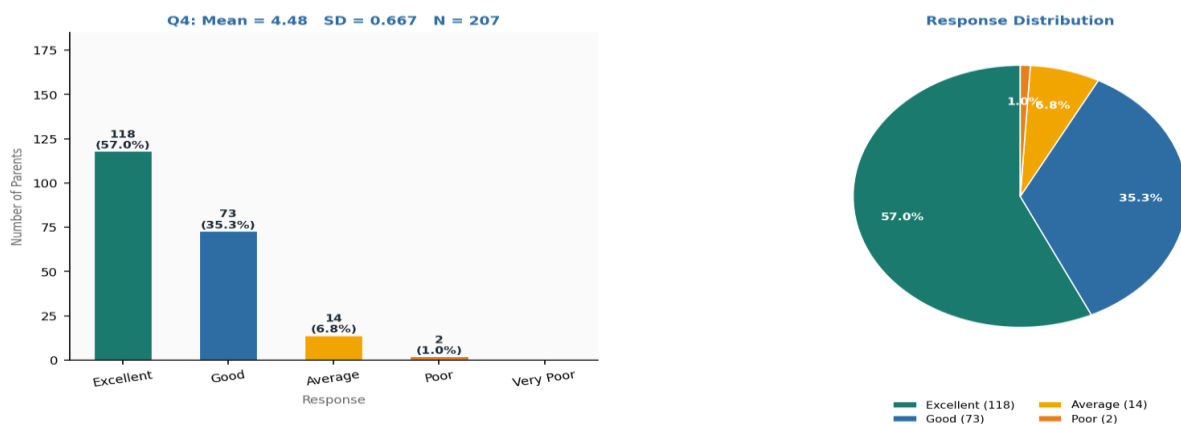


Treatment of students by faculty scored the highest mean of 4.53 (SD = 0.629), making it the top-rated component. 125 parents (60.4%) rated it Excellent and 67 (32.4%) Good — combined 92.8% positive. 15 (7.2%) rated it Average and none gave a negative rating. This strongly affirms parental trust in the faculty's commitment to equitable and respectful treatment of students regardless of gender, caste, community, or creed — both in teaching and evaluation.

**Recommendation:** *Equitable treatment and inclusive teaching remain a core institutional strength. The institution should continue faculty sensitisation programmes, maintain transparent evaluation processes, and celebrate instances of inclusive pedagogy as best practices.*

**Q4 Academic ambience of the college for effective learning** Mean = 4.48 | SD = 0.667 | N = 207 | Remarks: Not Required

N	Mean	SD	Excellent 118 (57.0%)	Good 73 (35.3%)	Average 14 (6.8%)	Poor 2 (1.0%)	Very Poor 0 (0.0%)	Remarks
207	4.48	0.667	118	73	14	2	0	Not Required

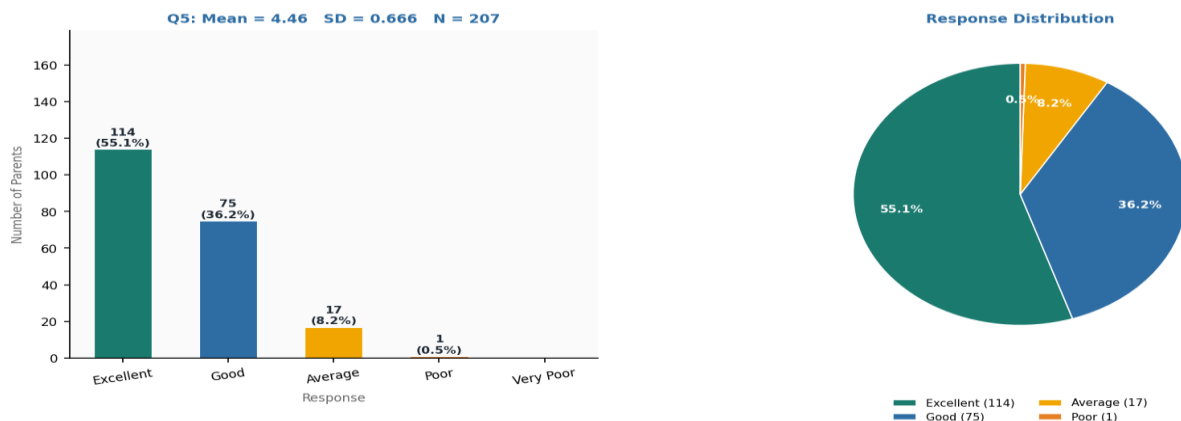


Academic ambience received a mean of 4.48 (SD = 0.667). 118 parents (57.0%) rated it Excellent, and 73 (35.3%) Good — combined 92.3% positive. 14 (6.8%) rated it Average, and 2 (1.0%) Poor. Parents perceive the college as providing a conducive environment for learning, encompassing infrastructure, discipline, peer culture, and academic atmosphere. The marginal Poor responses and suggestions around mosquito control and classroom facilities signal areas for attention.

**Recommendation:** *The institution should continue investing in physical and academic infrastructure, including library facilities, digital learning resources, and safe learning spaces. Addressing specific facility concerns raised by parents (washrooms, campus hygiene, mosquito control) will further strengthen the academic ambience.*

**Q5 Courses in terms of their relevance to the latest and/or future technologies** Mean = 4.46 | SD = 0.666 | N = 207 | Remarks: Not Required

N	Mean	SD	Excellent 114 (55.1%)	Good 75 (36.2%)	Average 17 (8.2%)	Poor 1 (0.5%)	Very Poor 0 (0.0%)	Remarks
207	4.46	0.666	114	75	17	1	0	Not Required

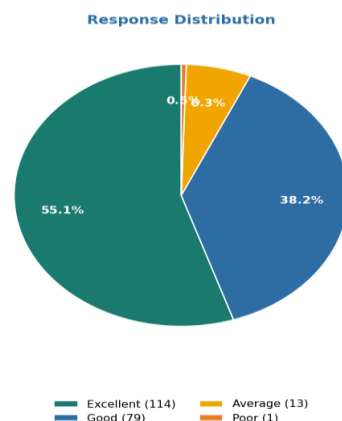
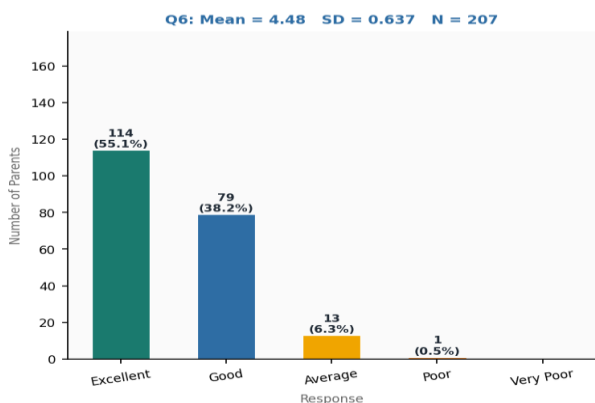


This component scores a mean of 4.46 (SD = 0.666). 114 parents (55.1%) rated it Excellent and 75 (36.2%) Good — combined 91.3% positive. 17 (8.2%) rated it Average and 1 (0.5%) Poor. While the overall response is highly positive, the 8.2% Average rating indicates a small segment of parents feel the curriculum's integration with emerging and future technologies could be strengthened.

**Recommendation:** *The institution is encouraged to further integrate emerging technologies — such as artificial intelligence, data analytics, and industry-specific tools — into curriculum content across all programmes. Regular technology curriculum reviews will sustain and improve this perception.*

**Q6 Programmes/courses in terms of skills and hands-on experience** Mean = 4.48 | SD = 0.637 | N = 207  
 | Remarks: Not Required

N	Mean	SD	Excellent 114 (55.1%)	Good 79 (38.2%)	Average 13 (6.3%)	Poor 1 (0.5%)	Very Poor 0 (0.0%)	Remarks
207	4.48	0.637	114	79	13	1	0	Not Required

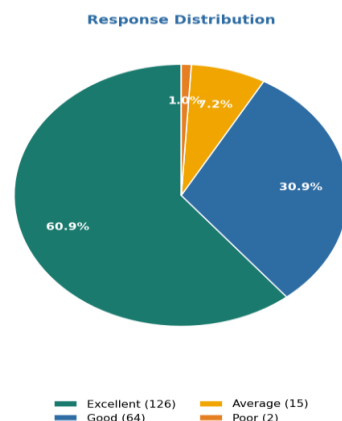
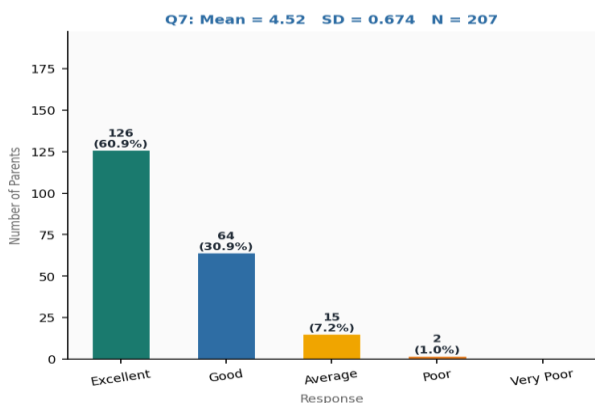


Skills and hands-on experience scored a mean of 4.48 (SD = 0.637). 114 parents (55.1%) rated it Excellent, and 79 (38.2%) Good — combined 93.2% positive. 13 (6.3%) rated it Average, and 1 (0.5%) Poor. Parents broadly appreciate the practical components of the curriculum. Suggestions for industrial visits, hospital internships, and skills workshops indicate a desire for more structured experiential learning.

**Recommendation:** *The institution should expand laboratory hours, industry projects, internship coordination, and skill-based workshops to enhance practical learning. Formal MoUs with industry and healthcare partners — especially for BBA-TH and BSW students — will directly address the hands-on learning expectations of parents.*

**Q7 Quality of teaching in institution** Mean = 4.52 | SD = 0.674 | N = 207 | Remarks: Not Required

N	Mean	SD	Excellent 126 (60.9%)	Good 64 (30.9%)	Average 15 (7.2%)	Poor 2 (1.0%)	Very Poor 0 (0.0%)	Remarks
207	4.52	0.674	126	64	15	2	0	Not Required



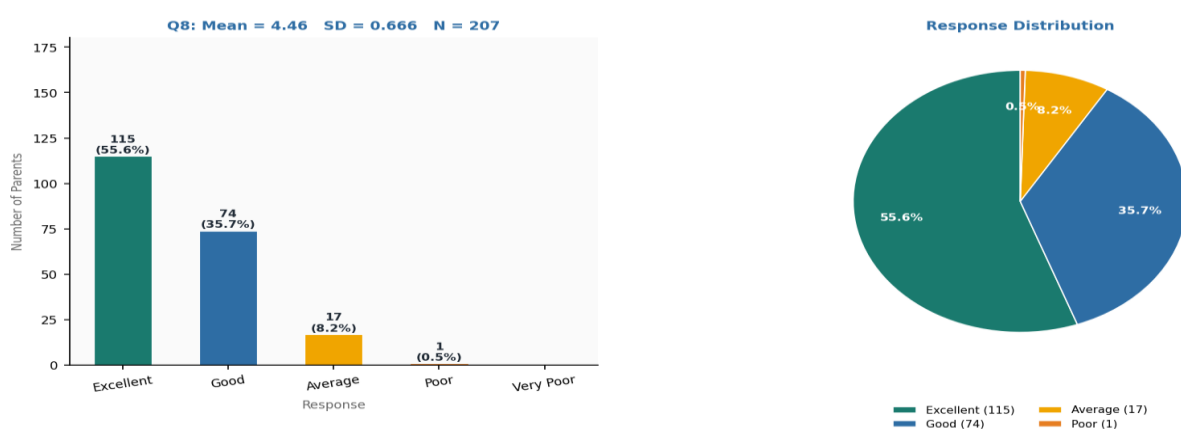
Quality of teaching is the second-highest-rated component with a mean of 4.52 (SD = 0.674). 126 parents (60.9%) rated it Excellent, and 64 (30.9%) Good — combined 91.8% positive. 15 (7.2%) rated it Average, and 2 (1.0%) Poor. This is a strong endorsement of faculty teaching quality, reinforced by

parents' direct observation of their wards' academic progress. One parent noted the need for projector-based teaching as an enhancement.

**Recommendation:** Faculty development programmes, mentoring systems, and pedagogical innovation should be continued. Adopting technology-enhanced teaching methods — including projector-based and digital learning tools — will further raise this rating. The near-zero Poor response is a significant institutional achievement to be maintained.

**Q8 Outcome that your ward has achieved from the courses** Mean = 4.46 | SD = 0.666 | N = 207 | Remarks: Not Required

N	Mean	SD	Excellent 115 (55.6%)	Good 74 (35.7%)	Average 17 (8.2%)	Poor 1 (0.5%)	Very Poor 0 (0.0%)	Remarks
207	4.46	0.666	115	74	17	1	0	Not Required

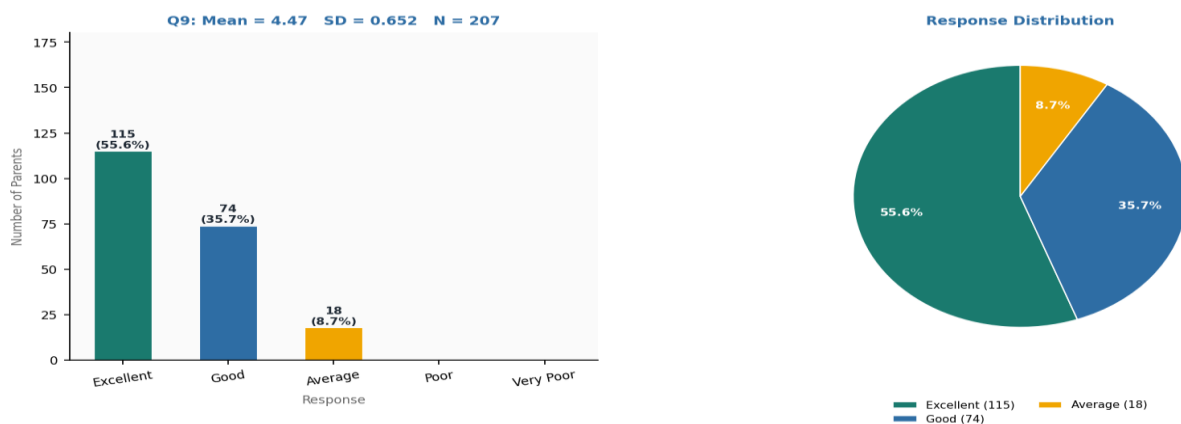


Outcome achieved from courses scored a mean of 4.46 (SD = 0.666). 115 parents (55.6%) rated it Excellent, and 74 (35.7%) Good — combined 91.3% positive. 17 (8.2%) rated it Average, and 1 (0.5%) Poor. While the overall response is highly positive, parent suggestions around motivating individual students and improving academic support indicate that a segment seeks more personalised progress tracking.

**Recommendation:** The institution should document and communicate course outcomes to parents through regular parent-teacher meetings and progress reports. Individual student support mechanisms — including mentoring, remedial coaching, and academic counselling — will help convert Average perceptions to Excellent in future surveys.

**Q9 Transparency of the evaluation system in the college** Mean = 4.47 | SD = 0.652 | N = 207 | Remarks: Not Required

N	Mean	SD	Excellent 115 (55.6%)	Good 74 (35.7%)	Average 18 (8.7%)	Poor 0 (0.0%)	Very Poor 0 (0.0%)	Remarks
207	4.47	0.652	115	74	18	0	0	Not Required

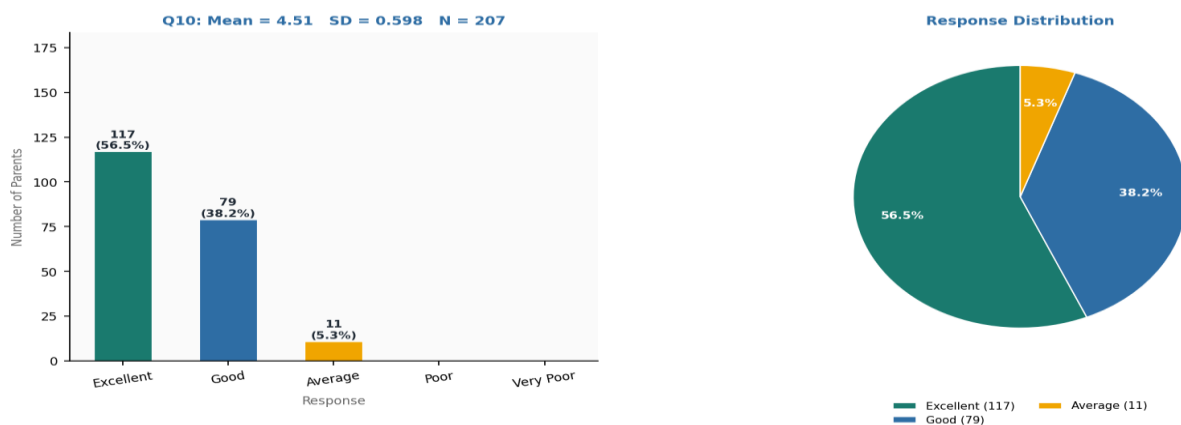


Transparency of the evaluation system received a mean of 4.47 (SD = 0.652). 115 parents (55.6%) rated it Excellent and 74 (35.7%) Good — combined 91.3% positive. 18 (8.7%) rated it Average — the highest Average count across all questions — and none rated it Poor. While the majority express strong confidence, the 8.7% Average rate and a parent suggestion for fairer internal marking indicate that a segment seeks greater clarity on assessment processes.

**Recommendation:** *The institution should publish detailed assessment rubrics, conduct parent orientation sessions on evaluation processes, and ensure timely and transparent communication of results. Addressing perceptions of fairness in internal evaluations will directly improve this rating.*

**Q10 Transformation of your ward after the completion of the chosen course** Mean = 4.51 | SD = 0.598 | N = 207 | Remarks: Not Required

N	Mean	SD	Excellent 117 (56.5%)	Good 79 (38.2%)	Average 11 (5.3%)	Poor 0 (0.0%)	Very Poor 0 (0.0%)	Remarks
207	4.51	0.598	117	79	11	0	0	Not Required



The transformation of the ward after course completion scored a mean of 4.51 (SD = 0.598) — the lowest standard deviation across all questions, indicating the strongest consensus among parents on this dimension. 117 parents (56.5%) rated it Excellent, and 79 (38.2%) Good — combined 94.7% positive, the highest combined positive rate of all ten questions. 11 (5.3%) rated it Average, and none rated it negatively. Parents overwhelmingly affirm that the institution contributes meaningfully to their wards' holistic development and personal transformation.

**Recommendation:** *The institution should continue to facilitate holistic student development through co-curricular activities, mentoring programmes, value-based education, and personality development workshops. Sharing student transformation stories through newsletters, social media, and parent events will reinforce and celebrate this strong perception.*

#### 4. PARENTS' SUGGESTIONS FOR CURRICULUM IMPROVEMENT

#	Suggestion	Theme
1	Provide a WhatsApp group to inform parents about college programmes and events	Communication / Parent Engagement
2	Install proper washroom facilities near the BBA block	Campus Facilities
3	Take students for industrial visits and tech company tours	Industry Exposure
4	Provide books or study materials to students	Academic Resources
5	Conduct projector-based / technology-enabled classes	Pedagogy / Infrastructure
6	Give specific training in etiquette and grooming	Soft Skills / Personality Development
7	Motivate students individually and focus on developing their skills	Student Support / Mentoring
8	Ensure fair and appropriate marking in internals and semester exams	Evaluation Transparency
9	Provide more hands-on learning, skill-based workshops, and stronger industry linkages	Curriculum / Skill Development
10	Arrange more co-curricular activities, regular field trips, and workshops	Co-curricular / Experiential Learning
11	Provide internship opportunities in good hospitals (relevant to BBA-TH/BSW)	Internship / Placement
12	Address mosquito concerns on campus — a green campus safety request	Campus Health & Safety
13	Concentrate on French language subject for relevant students	Curriculum / Language

Of the 207 respondents, the majority expressed high satisfaction with phrases such as "Excellent", "Good", or "Nothing to suggest". **13 parents** provided specific, actionable suggestions. The most recurring themes are **campus facilities, industry exposure, communication with parents, skill development, and evaluation fairness**. These align well with the components receiving slightly lower scores (Q1, Q2, Q5, Q8, Q9) and the higher Average ratings in transparency and technology relevance.

## 5. CONCLUSION AND IQAC RECOMMENDATIONS

The 2024–25 parents' feedback survey received responses from **207 parents** across six programmes. All ten curriculum components received mean scores above 4.0 on a five-point scale, with a **grand mean of 4.48** — reflecting **highly positive parental perception** of the curriculum, teaching quality, and learning environment. This represents a notable improvement over the 2023–24 grand mean of 4.21.

The **highest-rated components** were Treatment of Students by Faculty (Q3: 4.53), Quality of Teaching (Q7: 4.52), and Transformation of Ward after Course (Q10: 4.51). Notably, Q10 also recorded the **lowest standard deviation (0.598)** and the **highest combined positive rating (94.7%)** across all questions — reflecting exceptional parental consensus on the institution's holistic impact on student development.

The **relatively lower-scoring components** — though still highly positive — were Flexibility of Programmes (Q1: 4.46), Quality and Relevance of Courses (Q2: 4.46), Technology Relevance (Q5: 4.46), and Outcome Achieved (Q8: 4.46). Q9 (Transparency of Evaluation: 4.47) recorded the highest Average count (8.7%), indicating a targeted opportunity to improve evaluation communication with parents.

Parent suggestions highlight practical priorities: **better parent–institution communication, campus facility improvements, more industry exposure, and skill-based learning**. These should be incorporated into the IQAC Plan of Action for the subsequent year.

### IQAC Recommendations

#	IQAC Recommendation	Priority
1	Continue faculty sensitisation and inclusive teaching programmes to maintain the top-rated Treatment of Students component (Q3: 4.53).	Ongoing
2	Adopt technology-enhanced teaching methods, including projector-based and digital learning tools, to further improve teaching quality (Q7: 4.52).	High
3	Establish formal parent communication channels (WhatsApp groups, e-newsletters) to share curriculum updates and student progress.	High
4	Expand industrial visits, internship placements, and skill-based workshops — particularly for BBA-TH, B.Voc., and BSW programmes.	High
5	Publish detailed assessment rubrics and conduct parent orientation sessions on evaluation processes to address the 8.7% Average rating in Q9.	Medium
6	Upgrade campus facilities: install washrooms near the BBA block, address campus hygiene and mosquito concerns, and improve classroom infrastructure.	Medium
7	Integrate emerging technologies (AI, data analytics, industry tools) into the curriculum across all programmes to improve Q5 ratings.	Medium
8	Strengthen individual student mentoring and academic counselling to address concerns about personalised student development (Q8).	Medium
9	Provide recommended textbooks and digital study materials to students; strengthen library acquisition based on programme needs.	Medium
10	Continue the annual IQAC parent feedback cycle; analyse programme-wise data separately in the next cycle for more granular insights.	Ongoing

**IQAC COORDINATOR**

**IQAC ANALYST**

**PRINCIPAL**