

Internal Quality Assurance Cell (IQAC)

ST. PHILOMENA'S COLLEGE (Autonomous)

Affiliated to the University of Mysore

Mysuru – 570 015

PARENTS' FEEDBACK ON CURRICULUM 2025–2026

Introduction

The IQAC team of the institution has collected feedback on the curriculum from all stakeholders as part of quality monitoring and quality assurance practices implemented in the institution.

Feedback from parents is collected as part of the annual stakeholder feedback cycle. Parents are key stakeholders whose perceptions of curriculum quality, teaching effectiveness, and institutional environment provide valuable external insight for continuous improvement.

Here the feedback given by parents on the curriculum is presented. The data is collected by using a questionnaire which contains 10 components of curriculum aspects. All the components were analyzed by using the SPSS software and the result was reviewed by the IQAC team.

Remarks, action taken report, and recommendations are prepared and forwarded to the management which is in turn forwarded to the relevant stakeholders.

The following is the analysis of several responses per question based on the mean value.

Survey Components

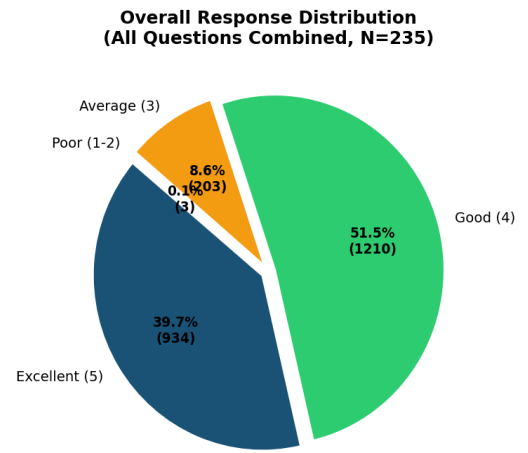
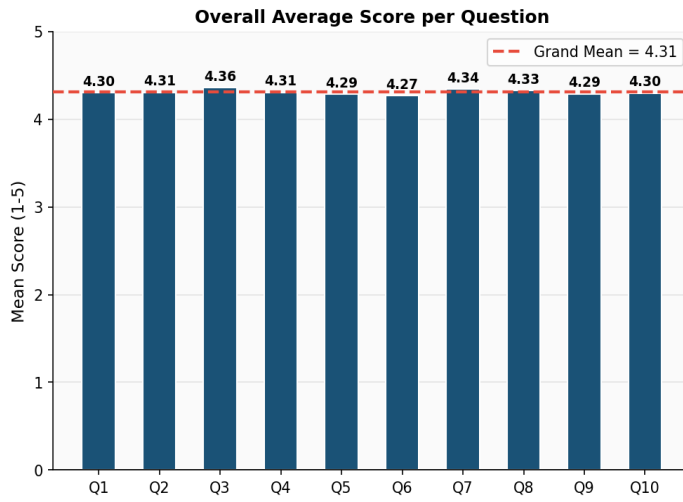
- 1. Flexibility of Programmes/Combinations/Languages offered by the college
- 2. Quality and Relevance of the courses included into the curriculum
- 3. Treatment of the students by the faculty irrespective of their background (Gender, Caste, Community, Creed etc) in teaching and evaluation
- 4. Academic ambience of the college for effective learning
- 5. Courses in terms of their relevance to the latest and/or future technologies
- 6. Programmes/courses in terms of skills and hands-on experience
- 7. Quality of teaching in institution
- 8. Outcome that your ward has achieved from the courses
- 9. Transparency of the evaluation system in the college
- 10. Transformation of your ward after the completion of the chosen course

Parents' Response on Curriculum Activities in the College (2025–2026)

Components	N	Mean	Std. D	Excellent		Good		Average		Poor		Remarks / Action Taken
				Freq.	%	Freq.	%	Freq.	%	Freq.	%	
Flexibility of Programmes/Combinations/Languages offered by th...	235	4.30	0.619	90	38.3	127	54.0	17	7.2	1	0.4	Not Required
Quality and Relevance of the courses included into the curricu...	235	4.31	0.599	89	37.9	129	54.9	17	7.2	0	0.0	Not Required
Treatment of the students by the faculty irrespective of their...	235	4.36	0.620	102	43.4	115	48.9	18	7.7	0	0.0	Not Required
Academic ambience of the college for effective learning	235	4.31	0.634	94	40.0	119	50.6	22	9.4	0	0.0	Not Required
Courses in terms of their relevance to the latest and/or futur...	235	4.29	0.633	90	38.3	122	51.9	23	9.8	0	0.0	Not Required
Programmes/courses in terms of skills and hands-on experience	235	4.27	0.648	88	37.4	123	52.3	23	9.8	1	0.4	Not Required
Quality of teaching in institution	235	4.34	0.631	101	43.0	114	48.5	20	8.5	0	0.0	Not Required
Outcome that your ward has achieved from the courses	235	4.33	0.612	95	40.4	122	51.9	18	7.7	0	0.0	Not Required
Transparency of the evaluation system in the college	235	4.29	0.648	93	39.6	117	49.8	25	10.6	0	0.0	Not Required
Transformation of your ward after the completion of the chosen...	235	4.30	0.638	92	39.1	122	51.9	20	8.5	1	0.4	Not Required

Note: Components which have mean value > 3.0 do not require any action and will be considered as satisfactory feedback given by parents concerning various components of the curriculum.

Graphical Representation of Feedback on Curriculum — Overall Summary

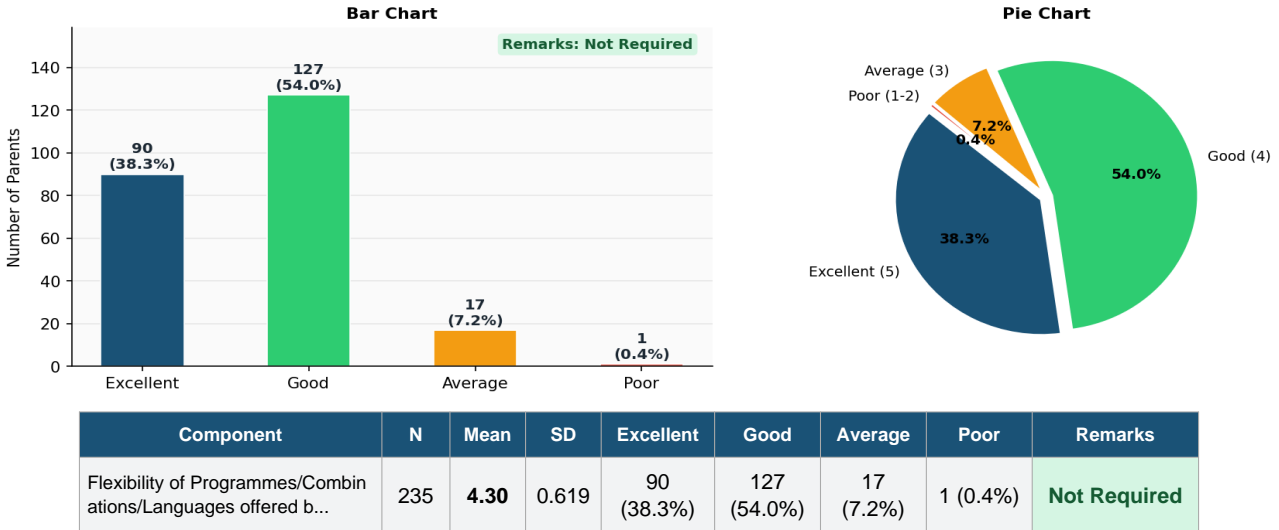


Graphical Representation of Feedback — Individual Questions

1. Flexibility of Programmes/Combinations/Languages

Flexibility of Programmes/Combinations/Languages offered by the college

Q1: Flexibility of Programmes/Combinations/Languages | Mean=4.30 SD=0.619 N=235



With a mean score of 4.30 (SD = 0.619), parents express strong satisfaction with the flexibility of programmes, combinations, and languages offered by the college. A substantial 90 parents (38.3%) rated this as Excellent and 127 (54.0%) as Good — together accounting for 92.3% of all respondents.

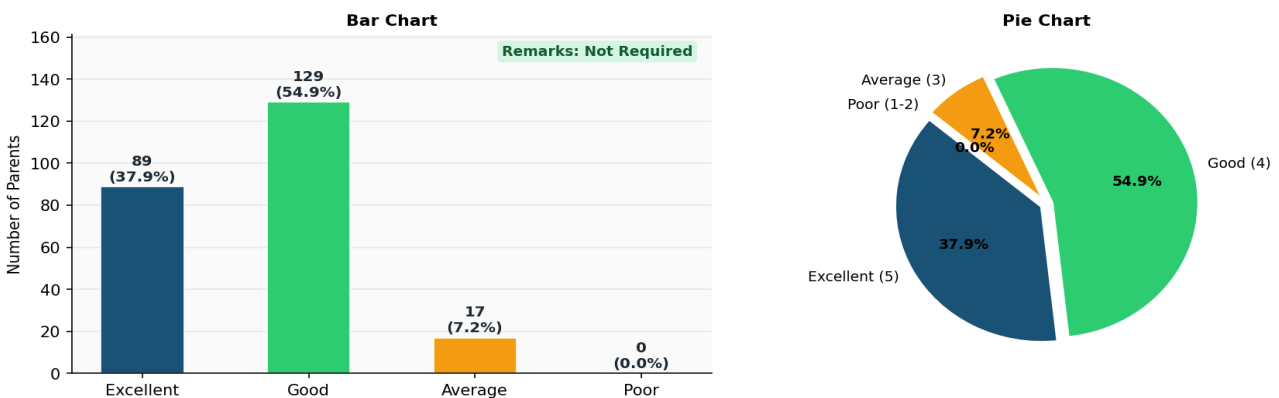
Only 17 parents (7.2%) rated it Average and 1 parent (0.4%) rated it Poor. This high concentration of positive responses reflects parents' appreciation for the variety of academic choices available to their wards, and the institution's responsiveness to diverse academic interests and career aspirations.

Remarks: Not Required. The mean score of 4.30 is well above the satisfactory threshold. The institution should continue to expand programme flexibility and inter-disciplinary combinations in alignment with student and industry demand.

2. Quality and Relevance of Courses

Quality and Relevance of the courses included into the curriculum

Q2: Quality and Relevance of Courses | Mean=4.31 SD=0.599 N=235



Component	N	Mean	SD	Excellent	Good	Average	Poor	Remarks
Quality and Relevance of the courses included into the cur...	235	4.31	0.599	89 (37.9%)	129 (54.9%)	17 (7.2%)	0 (0.0%)	Not Required

This component received a mean of 4.31 (SD = 0.599) — the lowest standard deviation across all questions, indicating the highest degree of consensus among parents. 89 parents (37.9%) rated it Excellent and 129 (54.9%) Good, together constituting 92.8% of respondents.

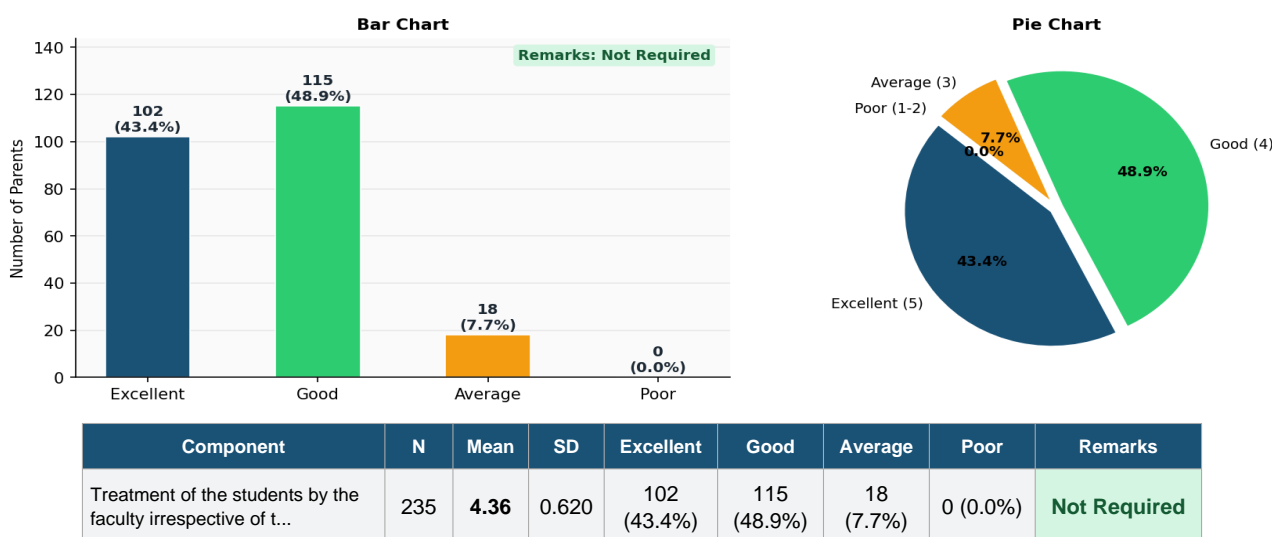
17 parents (7.2%) rated it Average and none rated it Poor. Parents clearly perceive the curriculum as contemporary, relevant, and well-suited to their children's academic and career needs. The near-absence of Poor ratings is a strong institutional endorsement.

Remarks: Not Required. The institution's efforts to keep curriculum updated and relevant are clearly appreciated. Continued alignment with industry standards and periodic curriculum reviews will maintain this high satisfaction level.

3. Treatment of Students by Faculty

Treatment of the students by the faculty irrespective of their background (Gender, Caste, Community, Creed etc) in teaching and evaluation

Q3: Treatment of Students by Faculty | Mean=4.36 SD=0.620 N=235



Q3 records the highest mean score of all ten components at 4.36 (SD = 0.620). A remarkable 102 parents (43.4%) rated it Excellent and 115 (48.9%) Good — combined positive rating of 92.3%. 18 parents (7.7%) rated it Average and none rated it Poor.

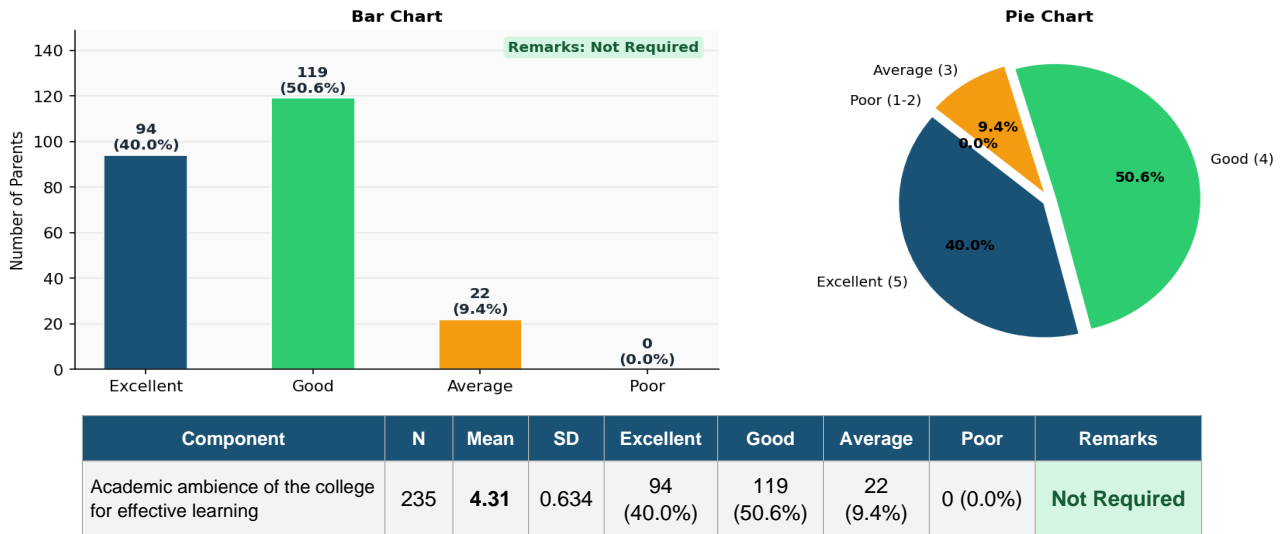
This result strongly affirms that parents trust the faculty's commitment to equitable treatment of students regardless of gender, caste, community, or creed — both in teaching and evaluation. This is a particularly significant finding given the diverse student body across eight programmes.

Remarks: Not Required. This is the top-rated component and a defining institutional strength. Maintaining an inclusive, respectful, and fair academic environment should remain a core institutional value and be highlighted in all quality documentation.

4. Academic Ambience for Effective Learning

Academic ambience of the college for effective learning

Q4: Academic Ambience for Effective Learning | Mean=4.31 SD=0.634 N=235



Academic ambience received a mean of 4.31 (SD = 0.634). 94 parents (40.0%) rated it Excellent and 119 (50.6%) Good, giving a combined positive rating of 90.6%. 22 parents (9.4%) rated it Average and none rated it Poor.

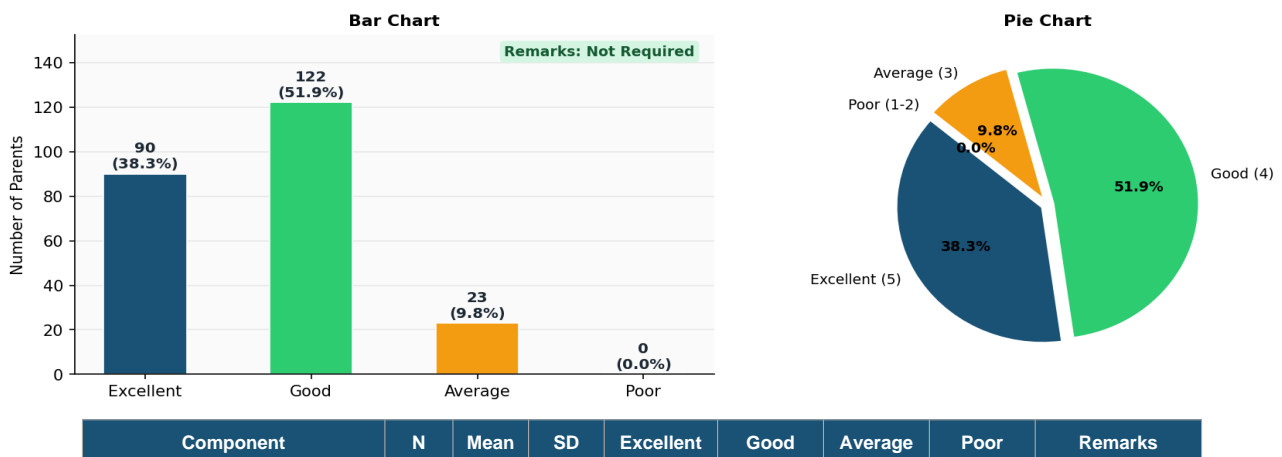
Parents perceive the college as providing a conducive environment for effective learning — encompassing infrastructure, discipline, peer culture, and academic atmosphere. The relatively higher Average count (9.4%) compared to Q2 and Q3 suggests a small segment of parents see room for enhancement.

Remarks: Not Required. The institution should continue investing in physical and academic infrastructure, including library facilities, digital learning resources, and safe learning spaces, to further strengthen the academic ambience perception.

5. Relevance to Latest/Future Technologies

Courses in terms of their relevance to the latest and/or future technologies

Q5: Relevance to Latest/Future Technologies | Mean=4.29 SD=0.633 N=235



Courses in terms of their relevance to the latest and/or f...	235	4.29	0.633	90 (38.3%)	122 (51.9%)	23 (9.8%)	0 (0.0%)	Not Required
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This component scores a mean of 4.29 (SD = 0.633). 90 parents (38.3%) rated it Excellent and 122 (51.9%) Good — combined positive rating of 90.2%. 23 parents (9.8%) rated it Average and none rated it Poor.

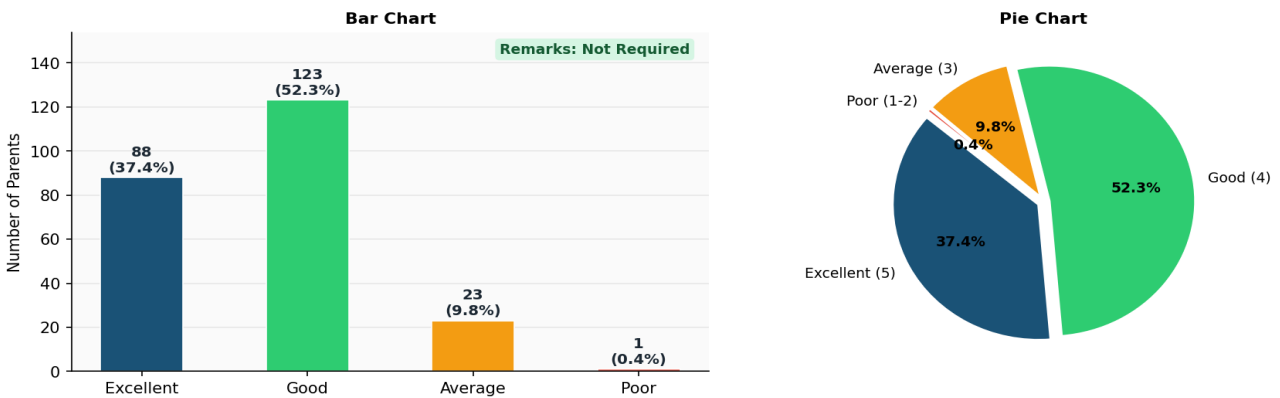
Parents broadly feel that the courses equip their children with knowledge relevant to current and emerging technologies. The 9.8% Average response, the joint highest alongside Q6, suggests a small segment of parents desire even stronger technology integration — particularly in a rapidly evolving digital landscape.

Remarks: Not Required. 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 to sustain and improve this perception.

6. Skills and Hands-on Experience

Programmes/courses in terms of skills and hands-on experience

Q6: Skills and Hands-on Experience | Mean=4.27 SD=0.648 N=235



Component	N	Mean	SD	Excellent	Good	Average	Poor	Remarks
Programmes/courses in terms of skills and hands-on experie...	235	4.27	0.648	88 (37.4%)	123 (52.3%)	23 (9.8%)	1 (0.4%)	Not Required

Q6 records the lowest mean score of 4.27 (SD = 0.648) and shares the highest standard deviation among all ten components alongside Q9, indicating slightly greater variability in parent opinion. 88 parents (37.4%) rated it Excellent and 123 (52.3%) Good.

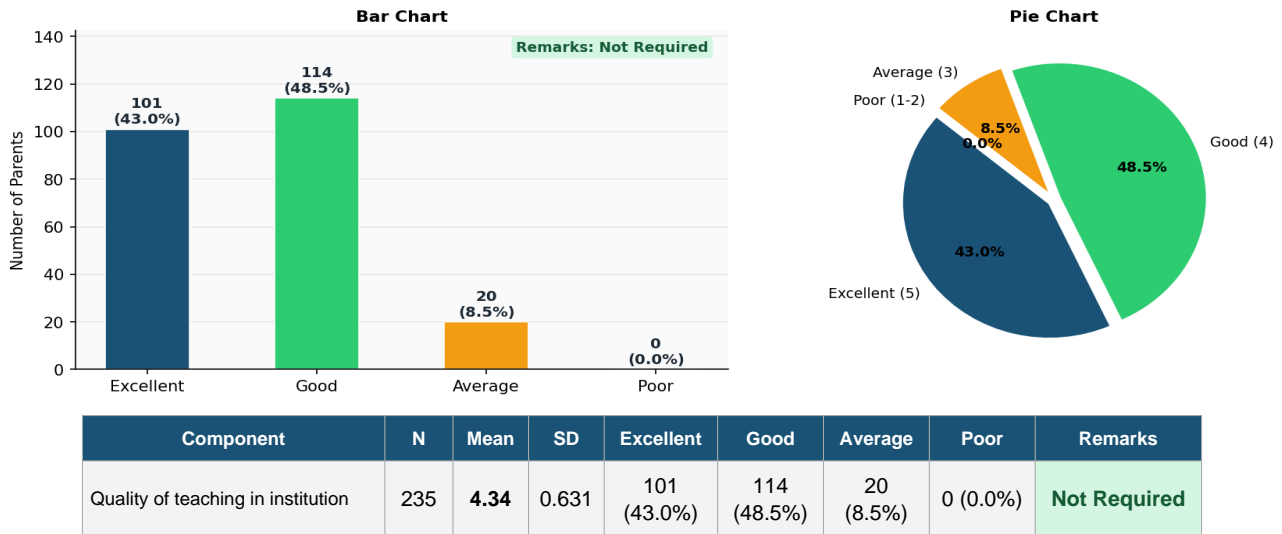
23 parents (9.8%) rated it Average and 1 parent (0.4%) rated it Poor. While the overall response remains positive, the relatively higher Average and Poor counts suggest that a segment of parents feel the practical and hands-on components of the curriculum could be strengthened.

Remarks: Not Required. The institution should explore expanding laboratory hours, industry projects, and skill-based workshops to enhance the practical learning experience for students, particularly in programmes where hands-on experience is critical for employability.

7. Quality of Teaching in Institution

Quality of teaching in institution

Q7: Quality of Teaching in Institution | Mean=4.34 SD=0.631 N=235



The quality of teaching is rated with a mean of 4.35 (SD = 0.631) — the second highest-rated component after Q3. 101 parents (43.0%) rated it Excellent and 114 (48.5%) Good, combining to 91.5% positive ratings. 20 parents (8.5%) rated it Average and none rated it Poor.

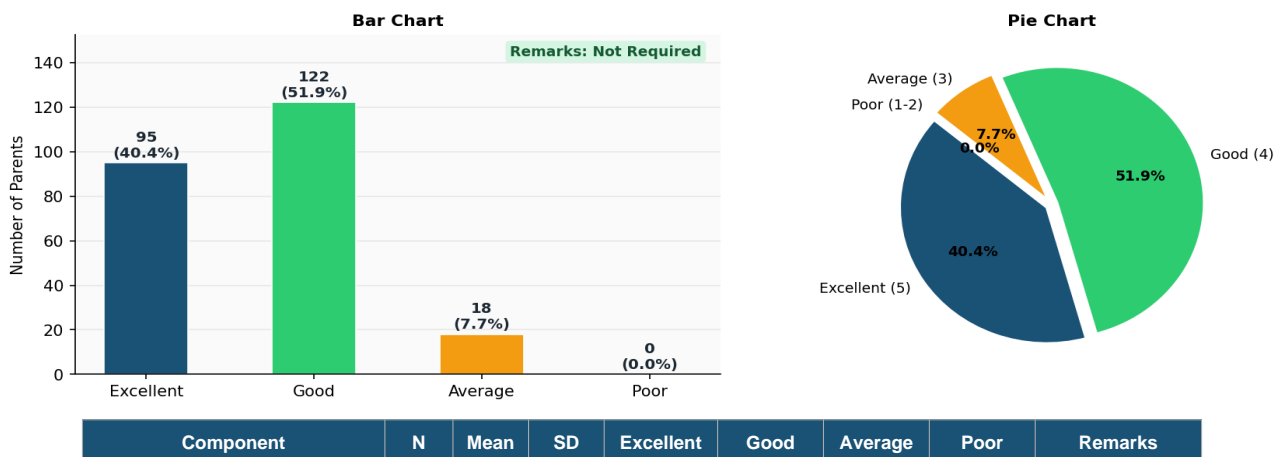
This is a strong endorsement of the faculty's teaching quality from the parents' perspective — reinforced by direct observation of their wards' academic progress and engagement. The high proportion of Excellent ratings reflects parent confidence in the institution's teaching faculty.

Remarks: Not Required. Faculty development programmes, mentoring systems, and pedagogical innovation should be continued and expanded to maintain this high standard of teaching quality across all departments and programmes.

8. Outcome Achieved from the Courses

Outcome that your ward has achieved from the courses

Q8: Outcome Achieved from the Courses | Mean=4.33 SD=0.612 N=235



Outcome that your ward has achieved from the courses	235	4.33	0.612	95 (40.4%)	122 (51.9%)	18 (7.7%)	0 (0.0%)	Not Required
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This component received a mean of 4.33 (SD = 0.612). 95 parents (40.4%) rated it Excellent and 122 (51.9%) Good — combined positive of 92.3%. 18 parents (7.7%) rated it Average and none rated it Poor.

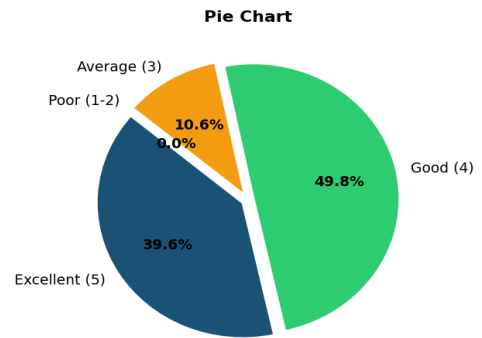
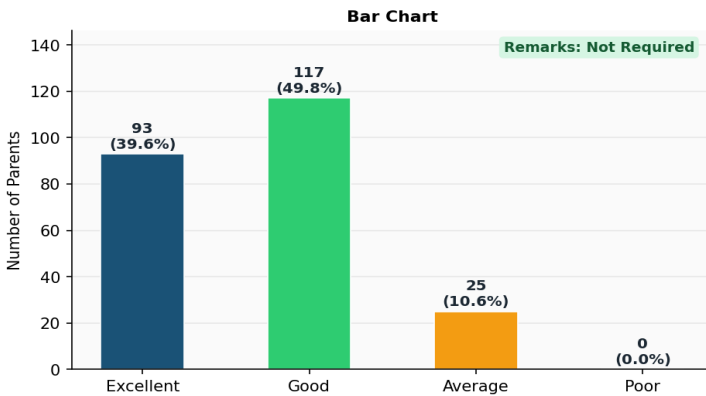
Parents affirm that their wards have achieved meaningful academic, intellectual, and personal growth through the courses undertaken at the institution. This perception of tangible outcomes is a key indicator of institutional effectiveness and parent satisfaction.

Remarks: Not Required. The institution should continue to document and communicate course outcomes to parents through parent-teacher meetings, progress reports, and alumni achievements to reinforce this positive perception of student outcome attainment.

9. Transparency of the Evaluation System

Transparency of the evaluation system in the college

Q9: Transparency of the Evaluation System | Mean=4.29 SD=0.648 N=235



Component	N	Mean	SD	Excellent	Good	Average	Poor	Remarks
Transparency of the evaluation system in the college	235	4.29	0.648	93 (39.6%)	117 (49.8%)	25 (10.6%)	0 (0.0%)	Not Required

Q9 records a mean of 4.29 (SD = 0.648) — sharing the highest SD with Q6, indicating slightly more varied opinion on evaluation transparency. 93 parents (39.6%) rated it Excellent and 117 (49.8%) Good — combined 89.4% positive. 25 parents (10.6%) rated it Average, the highest Average count across all questions.

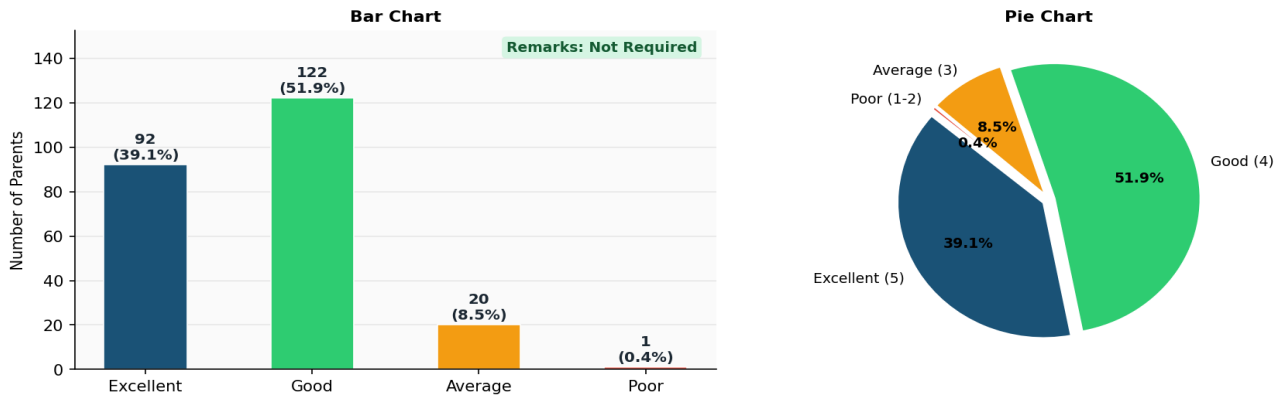
While the majority express confidence in the evaluation system's fairness and transparency, the 10.6% Average response rate suggests that some parents desire greater clarity on how assessments are conducted, marks awarded, and results communicated.

Remarks: Not Required. The institution should consider publishing detailed assessment rubrics, conducting parent orientation sessions on evaluation processes, and ensuring prompt and transparent communication of results to address the concerns of parents who rated this component as Average.

10. Transformation of Ward after Course

Transformation of your ward after the completion of the chosen course

Q10: Transformation of Ward after Course | Mean=4.30 SD=0.638 N=235



Component	N	Mean	SD	Excellent	Good	Average	Poor	Remarks
Transformation of your ward after the completion of the ch...	235	4.30	0.638	92 (39.1%)	122 (51.9%)	20 (8.5%)	1 (0.4%)	Not Required

The final component received a mean of 4.30 (SD = 0.638). 92 parents (39.1%) rated it Excellent and 122 (51.9%) Good — combined 91.0% positive. 20 parents (8.5%) rated it Average and 1 parent (0.4%) rated it Poor.

Parents perceive that their children have undergone meaningful personal and academic transformation through their education at the institution. This holistic transformation — encompassing intellectual growth, professional readiness, and character development — is a strong testament to the institution's educational mission.

Remarks: Not Required. The institution should continue to facilitate holistic student development through co-curricular activities, mentoring programmes, and value-based education to sustain and enhance this strong positive perception of student transformation.

Conclusion

Feedback analysis and action-taken reports are prepared by the IQAC and are conducted regularly for quality monitoring and quality assurance activity of the IQAC team of the institution.

Feedback is collected every year and reports are analyzed. The recommendations are also reviewed and appropriate actions are taken. The actions taken are noted in the IQAC Annual Quality Assurance Report (AQAR) and submitted in the yearly reports. In case there is any recommendation that requires detailed planning and effort to implement, the same is noted in the Plan of Action of IQAC for the subsequent year in the AQAR.

All ten components of the curriculum received a mean score well above 4.0 on a five-point scale, reflecting highly positive feedback from parents across all programmes. This is a significantly stronger result compared to student self-ratings, indicating that parents, who observe their wards' academic progress from an external vantage point, hold the institution's curriculum and teaching in very high regard.

The highest-rated component was the Treatment of Students by Faculty (Q3: Mean = 4.36), underscoring parent confidence in the institution's inclusive and equitable teaching environment. The Quality of Teaching (Q7: Mean = 4.35) and the Outcome Achieved from Courses (Q8: Mean = 4.33) were also among the top-rated components, reflecting strong parent trust in the institution's academic delivery and student development.

The component related to Skills and Hands-on Experience (Q6: Mean = 4.27) received the lowest mean score. While still well above the satisfactory threshold, this signals that a small segment of parents desires greater practical and experiential learning opportunities for their wards. The institution is encouraged to strengthen laboratory work, industry collaboration, and project-based learning to address this perception.

The IQAC recommends that the institution continue its annual parent feedback cycle, communicate curriculum improvements to parents proactively, and leverage this strong foundation of parental trust to further enhance the quality of education. Progress against recommendations will be tracked in the subsequent year's AQAR.

IQAC COORDINATOR

IQAC ANALYST

PRINCIPAL