

Internal Quality Assurance Cell (IQAC)

ST. PHILOMENA'S COLLEGE (Autonomous)

Affiliated to the University of Mysore

Mysuru – 570 015

STUDENTS' 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 students is usually collected during the final examination or after the final exam or during the convocation session. The feedback link is also available on the website and all stakeholders are encouraged to fill in the feedback form.

Here the feedback given by students 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

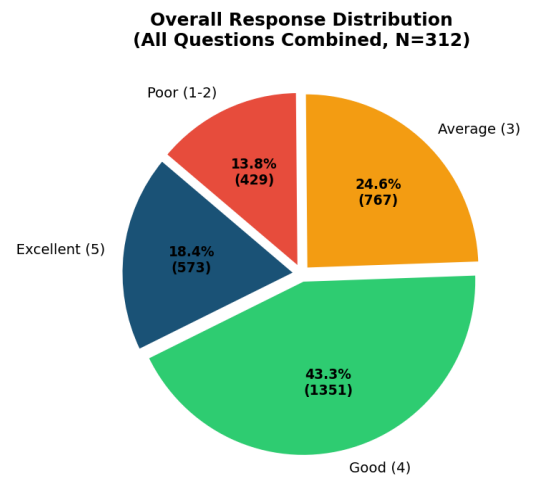
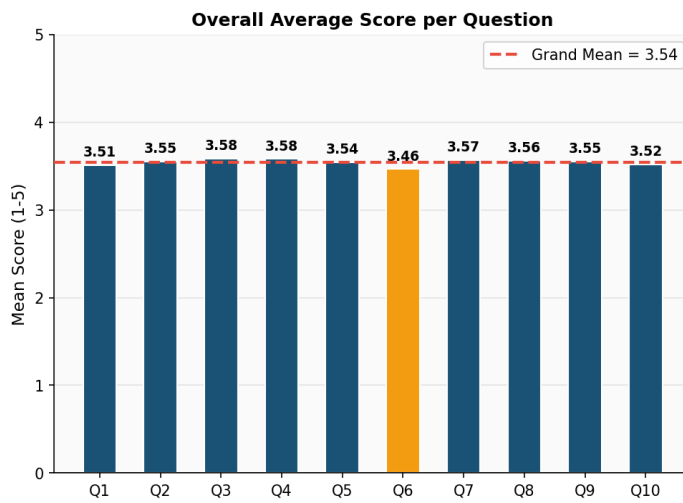
- 1. Curriculum meets local, national, regional, and global developmental needs
- 2. The curriculum is up-to-date, need based & application oriented
- 3. Syllabus and learning materials are adequate in terms of quality and quantity
- 4. Reliability weightage is given to theory and practical course content
- 5. Curriculum integrates entrepreneurship, employability, and skill development
- 6. Institution takes active interest in promoting internship/student exchange/field visit opportunities for students
- 7. Curriculum designed develops required competencies and fulfills course outcomes
- 8. Timely completion of syllabus
- 9. Curriculum provides due importance for extension and co-curricular and extra-curricular activities of the college
- 10. Size of the syllabus in terms of load to the student is appropriate

Students' 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.	%	
Curriculum meets local, national, regional, and global devel...	312	3.51	1.173	56	17.9	127	40.7	86	27.6	43	13.8	Not Required
The curriculum is up-to-date, need based & application orien...	312	3.55	1.172	59	18.9	132	42.3	79	25.3	42	13.5	Not Required
Syllabus and learning materials are adequate in terms of qua...	312	3.58	1.178	61	19.6	139	44.6	71	22.8	41	13.1	Not Required
Reliability weightage is given to theory and practical cours...	312	3.58	1.157	61	19.6	133	42.6	79	25.3	39	12.5	Not Required
Curriculum integrates entrepreneurship, employability, and s...	312	3.54	1.150	53	17.0	141	45.2	76	24.4	42	13.5	Not Required
Institution takes active interest in promoting internship/st...	312	3.46	1.229	55	17.6	132	42.3	72	23.1	53	17.0	Not Required
Curriculum designed develops required competencies and fulfi...	312	3.57	1.149	57	18.3	139	44.6	76	24.4	40	12.8	Not Required
Timely completion of syllabus	312	3.56	1.188	60	19.2	136	43.6	73	23.4	43	13.8	Not Required
Curriculum provides due importance for extension and co-curr...	312	3.55	1.169	56	17.9	141	45.2	73	23.4	42	13.5	Not Required
Size of the syllabus in terms of load to the student is appr...	312	3.52	1.156	55	17.6	131	42.0	82	26.3	44	14.1	Not Required

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

Graphical Representation of Feedback on Curriculum — Overall Summary

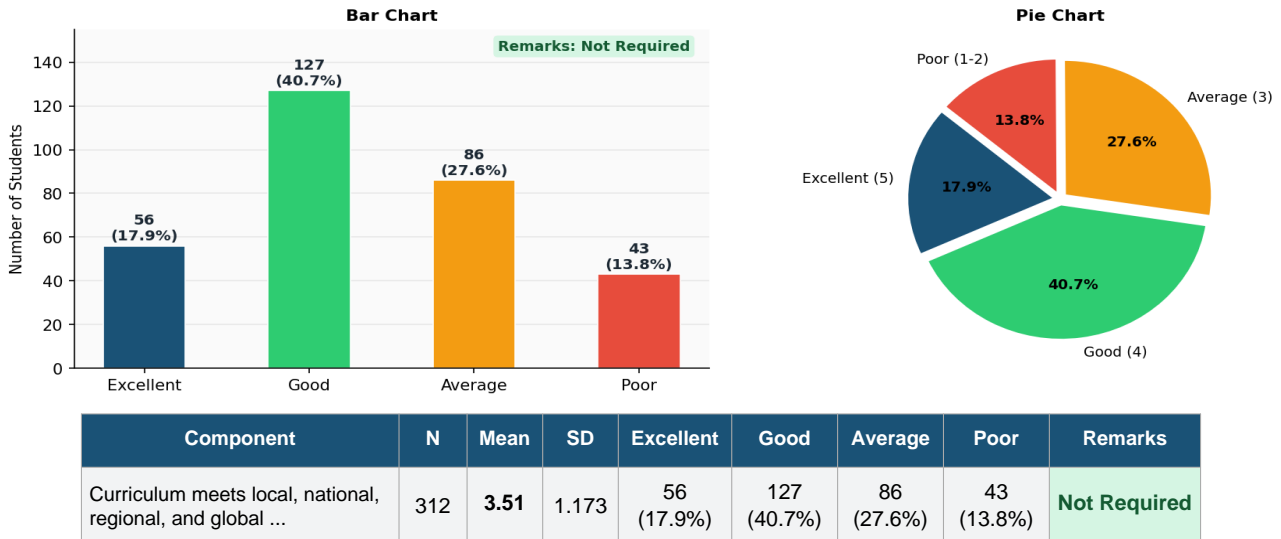


Graphical Representation of Feedback — Individual Questions

1. Content of the Course

Curriculum meets local, national, regional, and global developmental needs

Q1: Content of the Course | Mean=3.51 SD=1.173 N=312



With a mean score of 3.51 (SD = 1.173), the content of the course is rated satisfactorily. A majority of 127 students (40.7%) rated this as Good, while 56 students (17.9%) rated it Excellent. Together, 58.6% of students rated this component positively.

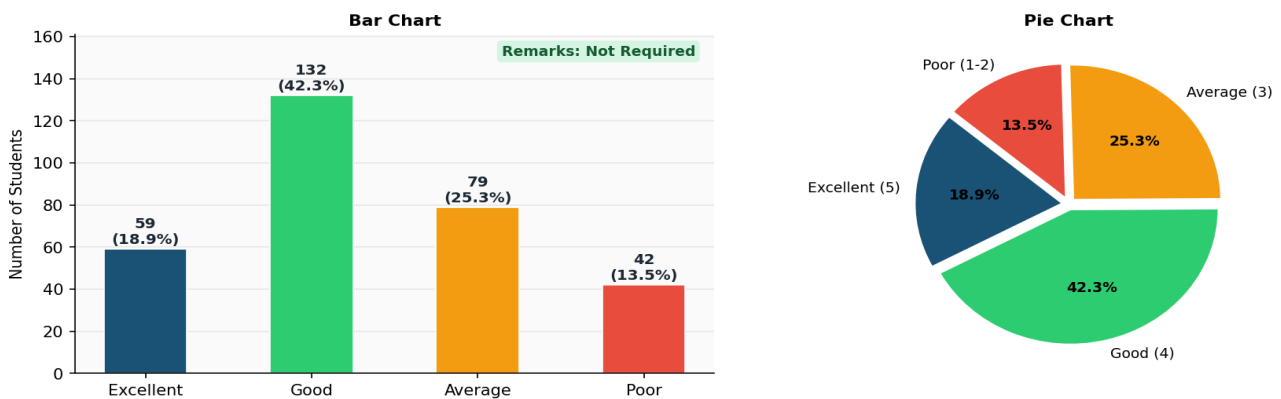
86 students (27.6%) rated it Average and 43 students (13.8%) rated it Poor. The negative skewness (-0.847) indicates responses lean toward the higher end, with most students satisfied with the curriculum's relevance to local, national, regional, and global developmental needs.

Remarks: Not Required. The mean score exceeds 3.0, indicating satisfactory performance. The institution should continue to update content periodically to sustain this positive perception.

2. Availability of the Text and Reference

The curriculum is up-to-date, need based & application oriented

Q2: Availability of Text and Reference | Mean=3.55 SD=1.172 N=312



Component	N	Mean	SD	Excellent	Good	Average	Poor	Remarks
The curriculum is up-to-date, need based & application ...	312	3.55	1.172	59 (18.9%)	132 (42.3%)	79 (25.3%)	42 (13.5%)	Not Required

This component received a mean of 3.55 (SD = 1.172). 132 students (42.3%) rated it Good and 59 students (18.9%) Excellent, together accounting for 61.2% of respondents. The negative skewness (-0.902) confirms a clear tilt toward positive ratings.

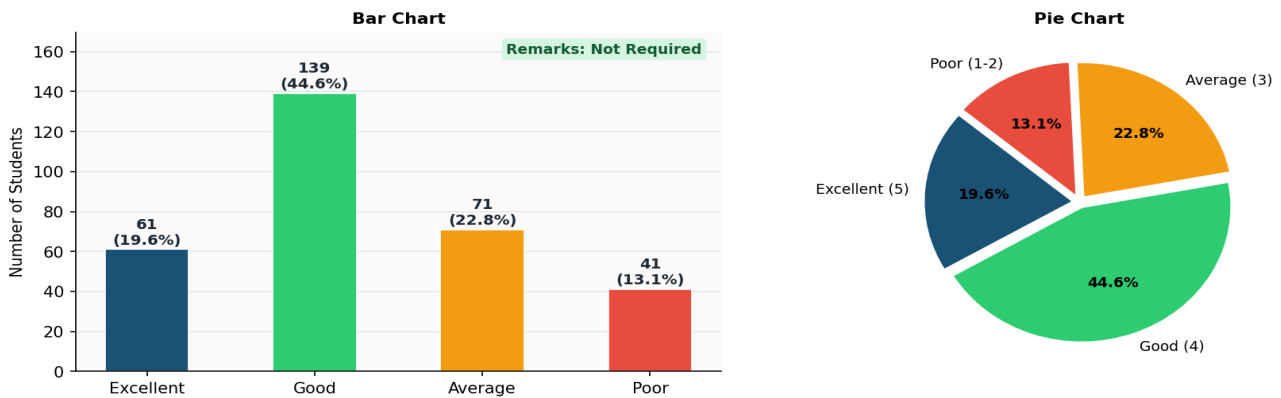
79 students (25.3%) rated it Average and 42 students (13.5%) Poor. The availability and currency of textbooks and reference materials is considered adequate by most students across all programmes.

Remarks: Not Required. The library and digital resource infrastructure should be periodically reviewed to maintain this satisfactory level and ensure resources remain current and accessible to all students.

3. Quality and Relevance of Courses

Syllabus and learning materials are adequate in terms of quality and quantity

Q3: Quality and Relevance of Courses | Mean=3.58 SD=1.178 N=312



Component	N	Mean	SD	Excellent	Good	Average	Poor	Remarks
Syllabus and learning materials are adequate in terms o...	312	3.58	1.178	61 (19.6%)	139 (44.6%)	71 (22.8%)	41 (13.1%)	Not Required

Q3 is one of the two highest-rated components with a mean of 3.58 (SD = 1.178). A total of 200 students (64.2%) rated this component as either Excellent (61, 19.6%) or Good (139, 44.6%), indicating strong approval of the syllabus quality and quantity.

71 students (22.8%) rated it Average and 41 students (13.1%) Poor — the lowest Poor count across all ten questions. The strong negative skewness (-0.980) confirms that the distribution is decisively skewed toward positive ratings.

Remarks: Not Required. This is a clear strength of the institution. Maintaining current quality standards while integrating emerging subject matter will further reinforce student confidence in the learning materials.

Curriculum integrates entrepreneurship, employability, ...	312	3.54	1.150	53 (17.0%)	141 (45.2%)	76 (24.4%)	42 (13.5%)	Not Required
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This component scores a mean of 3.54 (SD = 1.150) with 141 students (45.2%) rating it Good — the joint highest Good-frequency across all questions. 53 students (17.0%) rated it Excellent, 76 (24.4%) Average, and 42 (13.5%) Poor.

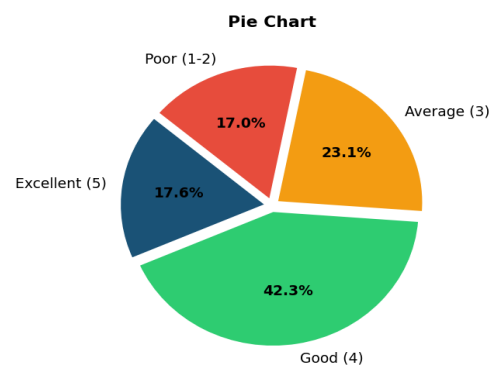
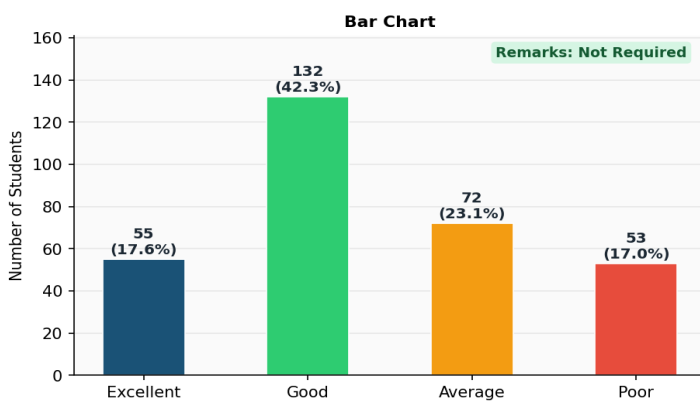
The strong integration of employability and entrepreneurship into the curriculum is positively perceived by the majority. The negative skewness (−0.946) indicates a majority lean toward positive ratings, though the 13.5% Poor response warrants ongoing monitoring.

Remarks: Not Required. To further elevate this score, the institution may consider incorporating more project-based, industry-linked assignments and formal skill certification pathways aligned with the National Skills Qualifications Framework (NSQF).

6. Quality of Teaching / Field Opportunities

Institution takes active interest in promoting internship/student exchange/field visit opportunities for students

Q6: Quality of Teaching / Field Opportunities | Mean=3.46 SD=1.229 N=312



Component	N	Mean	SD	Excellent	Good	Average	Poor	Remarks
Institution takes active interest in promoting internsh...	312	3.46	1.229	55 (17.6%)	132 (42.3%)	72 (23.1%)	53 (17.0%)	Not Required

Q6 records the lowest mean score of 3.46 (SD = 1.229) and also the highest standard deviation, indicating the greatest variability in student opinion across all ten components. 55 students (17.6%) rated it Excellent and 132 (42.3%) Good.

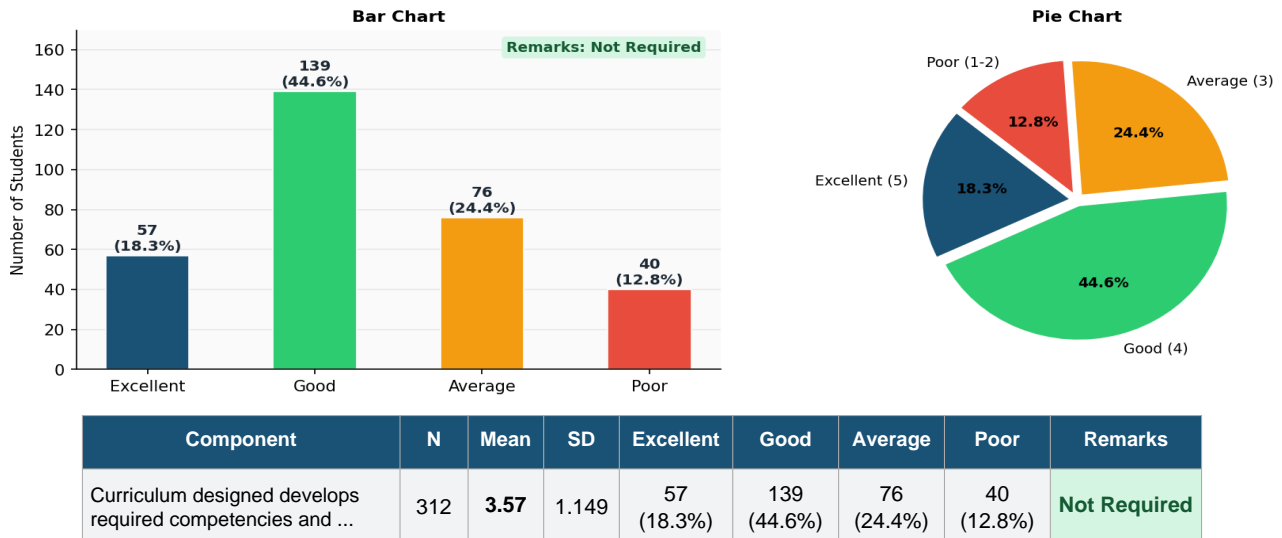
However, 53 students (17.0%) rated it Poor — the highest Poor count across all questions — and 72 students (23.1%) rated it Average. The relatively moderate negative skewness (−0.825) reflects genuine division in student experience of internship and field visit opportunities.

Remarks: Not Required (mean > 3.0), however this component warrants priority attention. The institution should establish structured internship pipelines, formalise field visit schedules, and ensure equitable access to student exchange programmes across all programmes and batches.

7. Outcome of the Course

Curriculum designed develops required competencies and fulfills course outcomes

Q7: Outcome of the Course | Mean=3.57 SD=1.149 N=312



With a mean of 3.57 (SD = 1.149) and the lowest standard deviation among all components, Q7 reflects the highest consistency of agreement among students. 57 students (18.3%) rated it Excellent, 139 (44.6%) Good, 76 (24.4%) Average, and 40 (12.8%) Poor.

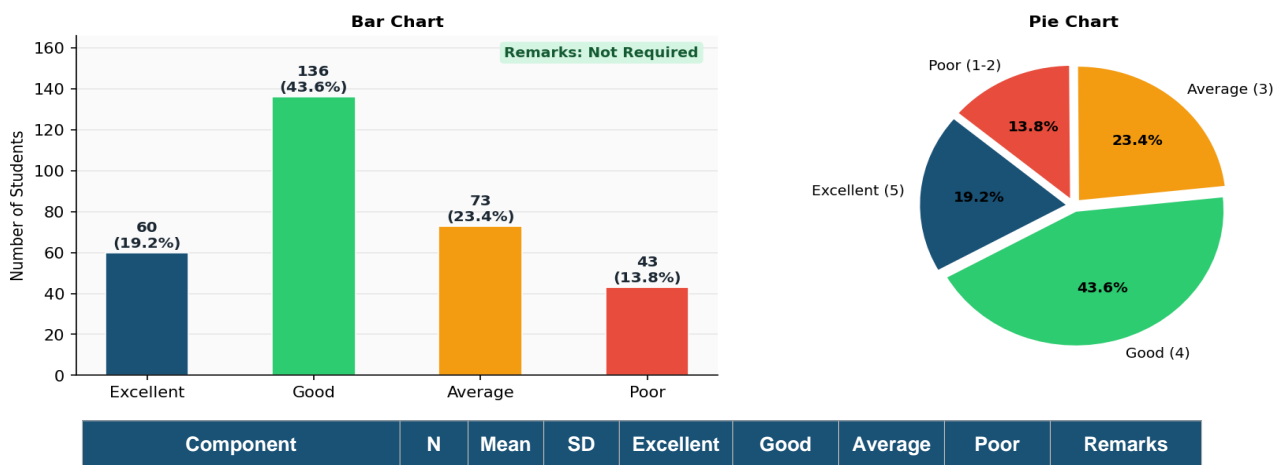
The strong negative skewness (−0.957) confirms a pronounced positive lean. Students broadly agree that the curriculum succeeds in developing the competencies outlined in course outcomes — a positive indicator for the institution's outcome-based education (OBE) alignment.

Remarks: Not Required. This is a key strength. The institution's commitment to outcome-based curriculum design is reflected in student perception and should be sustained through regular Programme Outcome (PO) and Course Outcome (CO) mapping reviews.

8. Component of Internal Assessment

Timely completion of syllabus

Q8: Component of Internal Assessment | Mean=3.56 SD=1.188 N=312



Timely completion of syllabus	312	3.56	1.188	60 (19.2%)	136 (43.6%)	73 (23.4%)	43 (13.8%)	Not Required
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The mean score for timely syllabus completion is 3.56 (SD = 1.188). 60 students (19.2%) rated it Excellent, 136 (43.6%) Good, 73 (23.4%) Average, and 43 (13.8%) Poor.

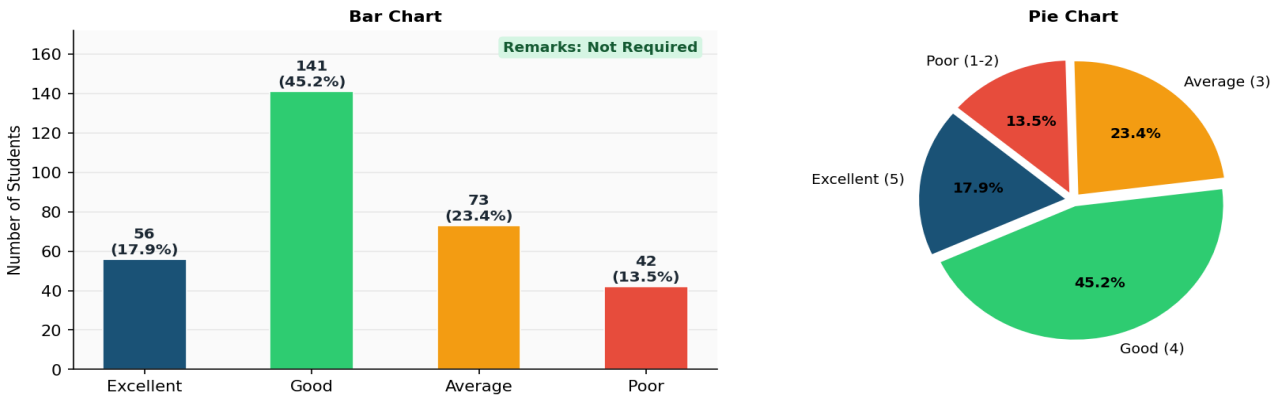
The Poor count of 43 ties with Q1 for the joint third-highest across questions. The negative skewness of -0.938 reflects overall positive sentiment, but the 13.8% Poor rating signals that a segment of students experiences delays in syllabus completion.

Remarks: Not Required. However, the institution should implement academic progress monitoring mechanisms — such as monthly syllabus completion tracking — to ensure timely coverage before examination periods in all departments.

9. Transparency of the Evaluation System

Curriculum provides due importance for extension and co-curricular and extra-curricular activities of the college

Q9: Transparency of Evaluation System | Mean=3.55 SD=1.169 N=312



Component	N	Mean	SD	Excellent	Good	Average	Poor	Remarks
Curriculum provides due importance for extension and co...	312	3.55	1.169	56 (17.9%)	141 (45.2%)	73 (23.4%)	42 (13.5%)	Not Required

Q9 records a mean of 3.55 (SD = 1.169), with 141 students (45.2%) rating it Good — the joint highest Good-frequency alongside Q5. 56 students (17.9%) rated it Excellent, 73 (23.4%) Average, and 42 (13.5%) Poor.

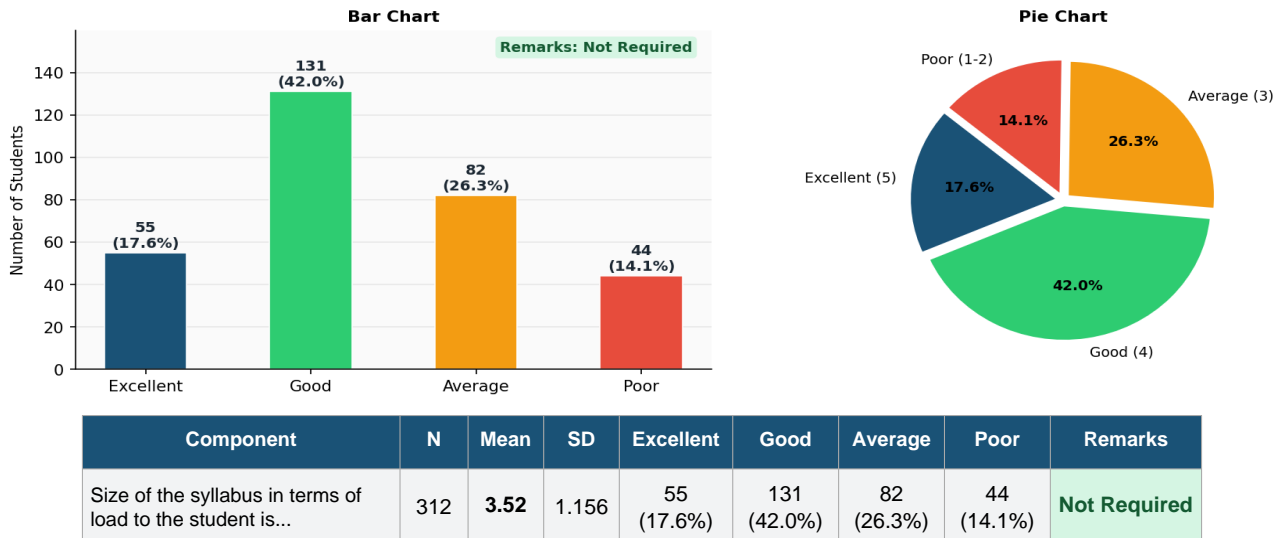
The strong negative skewness (-0.966) indicates a clear tilt toward positive ratings. The prominence given to extension work and co-curricular activities is broadly well-received by students across all programmes.

Remarks: Not Required. Extension activities and co-curricular involvement should be further institutionalised through formal credit linkages so that all students derive academic benefit from participation and perceive these activities as an integral part of their education.

10. Course in terms of Job Readiness

Size of the syllabus in terms of load to the student is appropriate

Q10: Course in terms of Job Readiness | Mean=3.52 SD=1.156 N=312



Q10 scores a mean of 3.52 (SD = 1.156). 55 students (17.6%) rated it Excellent, 131 (42.0%) Good, 82 (26.3%) Average, and 44 (14.1%) Poor — the highest Poor count after Q6.

The higher Average and Poor rates for syllabus load suggest that a notable proportion of students find the workload either excessive or inadequately calibrated. The negative skewness of -0.853 is the least negative among all questions, indicating a more moderate positive lean.

Remarks: Not Required. A programme-wise review of syllabus load is recommended, particularly for courses where student workload perception shows significant variance. Calibrating content depth with learning hours will help align student expectations and improve engagement.

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. The activities are monitored and the outcome is mentioned in the Actions Taken in the next year AQAR.

All ten components of the curriculum received a mean score above 3.0 on a five-point scale, indicating satisfactory feedback from students across all programmes and all eight participating departments. This affirms the institution's continued commitment to curriculum quality, relevance, and student-centric learning.

The highest-rated components were the adequacy of syllabus and learning materials (Q3: Mean = 3.58) and the reliability of theory-practical weightage (Q4: Mean = 3.58), underscoring student confidence in the structure and balance of the curriculum. The component related to internship, student exchange, and field visit opportunities (Q6: Mean = 3.46) received the lowest mean score and the highest proportion of Poor ratings (17.0%), indicating a need for sustained institutional effort to improve industry linkage, field exposure, and mobility opportunities for students.

The IQAC recommends that the institution continue its annual feedback cycle, strengthen industry-academia partnerships for experiential learning, and ensure that all programmes provide equitable access to internship and field visit opportunities. Progress against these recommendations will be tracked in the subsequent year's AQAR.

IQAC COORDINATOR

IQAC ANALYST

PRINCIPAL