

Estd. 1994-95

“ಕಾಯಕದಿಂದ ಬಂದದ್ದು ಲಿಂಗಕ್ಕೆ ಅರ್ಪಿತ”

ಶ್ರೀ ಶರಣ ನೂಲಿಯ ಚಂದಯ್ಯ

College Code : 1241

Tel.:0836-2244566



ಶ್ರೀ ಶರಣ ನೂಲಿಯ ಚಂದಯ್ಯ ಡಾ|| ಬಿ. ಆರ್. ಅಂಬೇಡ್ಕರ್ ಸ್ಮಾರಕ
ಎ.ಕೆ.ಕೆ. ಶಿಕ್ಷಣ ಸಂಸ್ಥೆಯ ಕಲಾ ಹಾಗೂ ವಾಣಿಜ್ಯ ಮಹಾವಿದ್ಯಾಲಯ
ಗಂಗಾಧರನಗರ, ಹುಬ್ಬಳ್ಳಿ - 580 020 ತಾ: ಹುಬ್ಬಳ್ಳಿ ಜಿಲ್ಲಾ : ಧಾರವಾಡ ರಾಜ್ಯ : ಕರ್ನಾಟಕ

SHRI SHARANA NOOLIYA CHANDAYYA
Dr. B. R. AMBEDKAR SMARAKA A.K.K. EDUCATION
SOCIETY'S ARTS & COMMERCE COLLEGE



GANGADHARNAGAR, HUBBALLI - 580 020. TQ.: HUBBALLI DIST.: DHARWAD STATE : KARNATAKA

Affiliated to Karnatak University Dharwad & Recognised by Govt. of Karnataka

Founder & President : Late Shri K. G. GOKAK M.A., L.L.B. (Spl)

E-mail : ssncdrbrambedkar@gmail.com

Website : www.ssncdrbraakkdegreecollege.in

Ref. No.

Date : _____

FEEDBACK ANALYSIS REPORT

INTERNAL QUALITY ASSURANCE CELL

INTRODUCTION

The college offers undergraduate courses such as B.A., and B.Com. The Internal Quality Assurance Cell (IQAC) has been always focusing on quality improvement and the enhancement of student learning opportunities. In order to assess the sheathing areas of the college and the scope for further improvement. Feedback from many stakeholders (Students, Parents, Alumni etc..) has always been used to determine the scope for further improvement. This also focuses on student and teacher input on the syllabus and overall development. This report focuses on the feedback of students on Syllabus and Teachers.

DATA COLLECTION AND ANALYSIS

The institution's IQAC creates and gathers feedback from its stakeholders in order to monitor and evaluate the institution's performance on curriculum and curriculum-related issues. A feedback form was prepared and distributed to students for this purpose. We received good number of responses. These feedbacks were gathered and analysed at the departmental and institutional levels, and significant ideas, comments, and criticisms made by stakeholders for improving the curriculum and syllabi, as well as other administrative operations, were taken into account.

The responses were also taken from them and useful statistical tools such as percentage and others were employed to arrive at thorough results. Various sorts of graphs have been utilised to portray the facts in an effective manner.

For different stakeholders, the feedback targets are based on diverse material:


- It addresses curricular and learning challenges in terms of quality, competence, skills, and professionalism for students. Other difficulties addressed in this feedback include instructor delivery of content.
- Teachers' input covered topics such as course suitability and need base, curriculum results, relationship between course content and corresponding reference material, availability of

PRINCIPAL
S. S. N. C. Dr. B. R. Ambedkar Smaraka
A.K.K. Education Society

reference resources in terms of curriculum, evaluation techniques, and curriculum delivery, among others.

- It addresses concerns such as general communication skills, generating answers to real-world problems, working in a team, innovative approaches to challenges, organisational skills, learning new techniques, and integrating technology into the workplace as learned through the curriculum for employers.
- It was designed to get feedback from alumni on the appropriateness of course curriculum, the sufficiency of syllabus content in light of contemporary professional standards, and curriculum design in light of the development of self-directed learning and problem solving approaches.

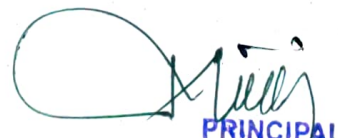



PRINCIPAL
S. S. N. C. Dr. B. R. Ambedkar Smaraka
A.K.K. Education Society's
Arts and Commerce College
Gangadharnagar, HUBBALLI-20.

FEEDBACK ANALYSIS

Sl.No	Feedback from students & Alumni	Action taken	Impact
1	Syllabi need to be improved in terms of content. For the Course Outcomes to be met, the depth of the course content must be raised.	<p>Authority for addressing the issue of enrichment of content in the syllabus was informed during principal meetings with the affiliating university and an oral talk took place in a positive part.</p> <p>All the teachers were notified about the issue and they were encouraged and enriched the curriculum with more appropriate teaching-learning methods and techniques.</p> <p>There were formal instructions distributed to all constituent colleges via appropriate sources for dealing with the challenge of obtaining COs & POs.</p> <p>Teachers were informed to keep check on the attainment of course outcomes.</p>	<p>Teachers' efforts were observed to be effective.</p> <p>Teachers introduced students to the concepts of POs and COs, as well as the intended outcomes.</p> <p>Teachers attempted to connect the curriculum to real-life scenarios. Teachers focused more on practical sessions and made their instruction more immersive.</p>
2	Practical demonstration based on evidence	All of the teachers were informed of the problem, and they were encouraged to include additional field trips in their curriculum.	Teachers paid more attention to evidence-based practical education.
3	Suggestion for improving general communication abilities	Teachers were given instructions to guarantee that the kids' communication abilities were improved.	Teachers emphasised the importance of students' improving their communication skills in their curricular instruction.




PRINCIPAL
 S. S. N. C. Dr. B. R. Ambedkar Smaraka
 A.K.K. Education Society's
 Arts and Commerce College
 Gangadharanagar, HUBBALLI-20.