FEEDBACK REPORT ON CURRICULUM

Government P.G. College Berinag, Pithoragarh (Uttarakhand)
Academic Year: 2024–25

Introduction & Survey Overview

1. Introduction

Government P.G. College Berinag, Pithoragarh conducted a comprehensive Curriculum Feedback Survey among faculty members across all programmes with the objective of assessing the relevance, effectiveness, and overall quality of the curriculum delivered in the institution. The survey aimed to collect student perceptions on curriculum relevance to industry needs, teaching-learning effectiveness, interdisciplinary opportunities, and overall satisfaction.

2. Survey Participation

Out of a total enrolment of 22 faculty members participated, representing a response rate of 51.93%. This level of participation indicates a meaningful student engagement and provides a reliable basis for institutional academic review.

3. Response Categories

Faculty members rated each of the nine survey questions on a four-point scale:

- **Excellent**
- **Good**
- **Average**
- **Not Satisfied**

The consolidated results from all questions indicate:

- **47% Excellent**
- **36% Good**
- **11% Average**
- **6% Not Satisfied**

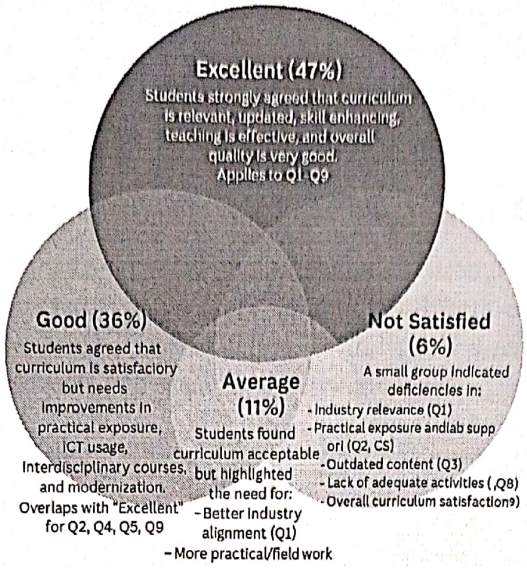
These values represent the overall perception of the curriculum and its associated academic environment.

Analysis of Question-wise Feedback

1. Curriculum Relevance to Industry (Q1):

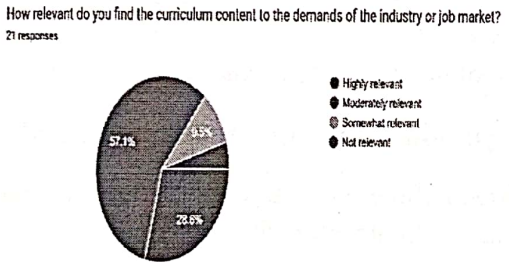
Nearly half the Faculty members marked the curriculum as excellent in meeting current job market demands, while a significant section rated it good. Students acknowledged that many subjects are aligned with emerging industry trends. However, the responses in the average

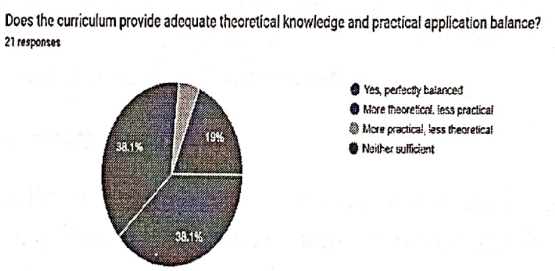
and not satisfied categories indicate a need for increased integration of industry-oriented modules, internships, and skill-based training.



2. Theoretical–Practical Balance (Q2)

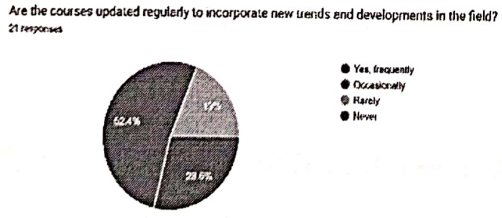
A considerable number of teachers appreciated the balance between theoretical concepts and practical applications; however, some felt that practical exposure—especially in laboratory-based and field-based disciplines—could be enhanced. The presence of 11% average/6% not satisfied responses suggests the need for more hands-on training.

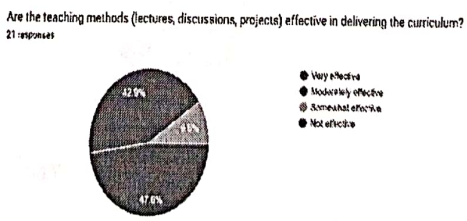




3. Curriculum Updating to Incorporate New Trends (Q3)

Most faculty members expressed satisfaction with the periodic updating of the curriculum. However, a portion of respondents indicated that updates—especially regarding digital tools, modern technologies, and contemporary developments—should be more frequent and systematic.





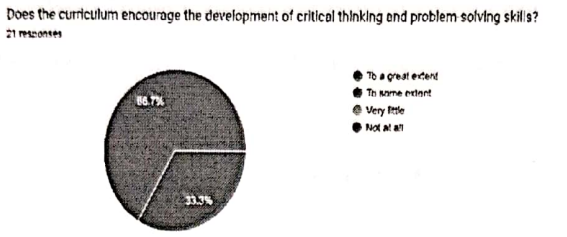
4. Effectiveness of Teaching Methods (Q4)

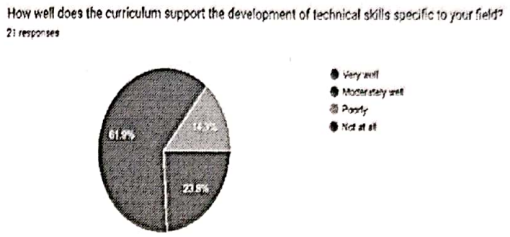
Faculty members rated teaching methods positively, praising approaches such as lectures, group discussions, demonstrations, and project-based learning. Those who expressed dissatisfaction felt that additional use of ICT tools, multimedia presentations, virtual labs, and interactive teaching strategies would enhance comprehension.

Skills Development & Interdisciplinary Learning

5. Development of Critical Thinking and Problem-Solving Skills (Q5)

Responses show that students recognize the curriculum's strength in stimulating analytical and critical thinking. The conceptual nature of many subjects encourages reasoning and logical interpretation. However, approximately 17% indicated a need for more case studies, problem-based learning sessions, and real-life applications.



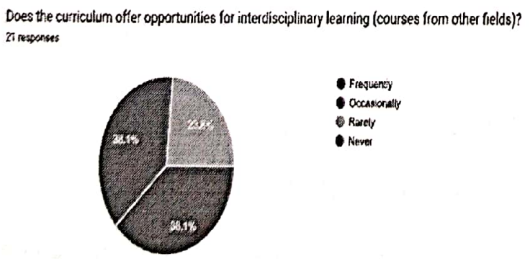


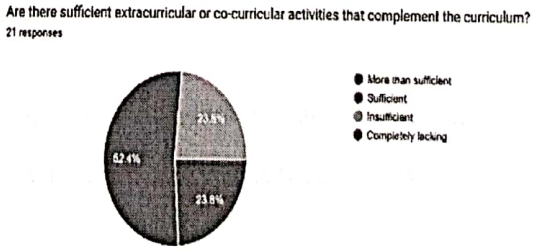
6. Development of Technical Skills (Q6)

Scientific, vocational, and commerce students especially highlighted the usefulness of course components that build technical skills. Yet, some respondents noted insufficient exposure to advanced laboratory equipment, software tools, and industry-standard techniques. This indicates scope for improved technical training and modernized infrastructure.

7. Opportunities for Interdisciplinary Learning (Q7)

Overall feedback suggests that while interdisciplinary options exist, they are not sufficiently visible or structured. Faculty members expressed interest in courses that combine fields—such as physics with computer science, environmental studies with geography, commerce with IT, and humanities with social sciences. More cross-disciplinary electives could address this gap.

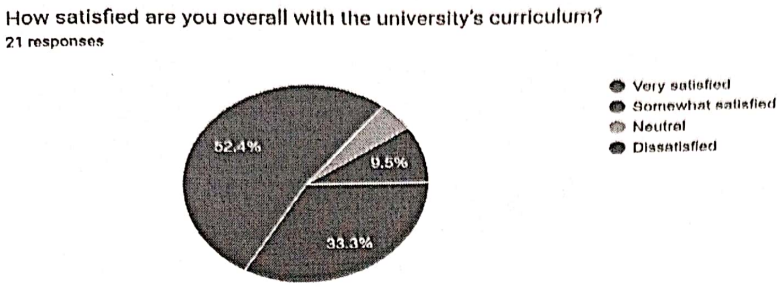




Co-Curricular Activities & Overall Satisfaction

8. Availability of Extracurricular and Co-curricular Activities (Q8)

A large majority of Faculty members rated extracurricular opportunities (NSS, sports, cultural activities, departmental events, seminars, workshops, motivational lectures) as excellent or good. The feedback suggests that while activities are available, more frequent events and broader participation could further enhance student engagement.



9. Overall Satisfaction with the Curriculum (Q9)

The overall satisfaction levels reflect a largely positive perception:

- **33.3% Excellent**
- **52.4% Somewhat Satisfied**
- **4 % Good**
- **9.5 % Dissatisfied**

Most members consider the curriculum academically sound and professionally relevant. The minority expressing dissatisfaction highlighted issues such as delayed syllabus updates, limited practical exposure, and the need for more skill-based and job-oriented components.

Summary of Findings

The survey clearly indicates that the majority of faculty members have a favourable view of the curriculum being offered. Key takeaways include:

Strengths Identified:

- Curriculum is generally relevant to industry trends and job market expectations.
- Balanced integration of theoretical and practical knowledge.
- Teaching methods are effective, and teachers are appreciated for their support and dedication.
- Curriculum encourages analytical thinking and broad intellectual development.
- Students recognize the availability of co-curricular and extracurricular avenues.

Areas Requiring Improvement:

- More practical exposure, hands-on activities, and field experiences.
- Enhanced use of ICT, digital tools, and innovative teaching strategies.

- More frequent curriculum updates with modern technological content.
- Expansion of interdisciplinary and skill-based elective courses.
- Strengthening technical laboratories, smart classrooms, and infrastructure.

RECOMMENDATIONS:

1. **Increase Industry-Oriented Curriculum Components:**
   - Introduce job-oriented certificate courses.
   - Incorporate internship opportunities, industrial visits, and expert lectures.
2. **Enhance Practical Exposure:**
   - Upgrade laboratories and procure modern equipment.
   - Increase practical sessions, demonstrations, and real-world applications.
3. **Improve ICT-Enabled Teaching:**
   - Encourage use of smart classrooms, virtual labs, simulations, and multimedia.
   - Provide training to students on digital tools, programming basics, and online resources.
4. **Strengthen Curriculum Updating Mechanisms:**
   - Periodically review and revise syllabi to include recent developments.
   - Collaborate with experts from industries and universities.
5. **Promote Interdisciplinary and Skill-Based Learning:**
   - Offer elective courses that bridge multiple disciplines.
   - Introduce skill development modules such as communication skills, data handling, basic coding, entrepreneurship, etc.
6. **Expand Co- Curricular Opportunities**:
   - Organize more academic competitions, workshops, and student seminars.
   - Encourage wider participation in NSS, sports, cultural events, and departmental activities.
7. **Provide Additional Career Guidance Support:**
   - Strengthen career counselling and placement-related activities.
   - Conduct orientation programs and training sessions for competitive exams.

Principal
Govt. P G College Berinag

IQAC Co-ordinator
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