



ACTION TAKEN REPORT OF TEACHERS' FEEDBACK ANALYSIS ON CURRICULUM (2024-25)

Based on the Teachers' Feedback Report on Curriculum, some shortcomings were identified and the corresponding action plan for the next academic session (2025-26) has been prepared:

Identified Shortcomings

1. **Moderate Alignment with Student Learning Needs:** The curriculum needs more adaptability to cater to diverse learning levels and individual student needs.
2. **Imbalance Between Theory and Practical Application:** Some teachers felt that practical components and industry-oriented tasks need to be increased.
3. **Partial Alignment with Subject Advancements:** The curriculum requires update to keep pace with the latest developments and emerging trends.
4. **Limited Interdisciplinary Flexibility:** There is a need to broaden interdisciplinary approach with more cross-departmental courses.
5. **Inconsistent Student Engagement & Active Learning:** Student engagement strategies are not uniformly embedded across courses.
6. **Moderate Integration of ICT & Modern Teaching Tools:** Not all courses are leveraging ICT tools or blended learning effectively.
7. **Critical Thinking & Problem-Solving Skills:** Diverse responses suggest inconsistent incorporation of problem-based learning methodologies.
8. **Clarity of Learning Outcomes:** Some teachers suggested revising learning outcomes to make them more measurable and outcome-oriented.



Action Plan with Assigned Duties

Area of Improvement	Action Steps	Assigned Responsibility	Expected Outcome
1. Alignment with Student Learning Needs	<ul style="list-style-type: none"> Conduct departmental workshops to redesign content for diverse learning levels. Introduce bridge courses and remedial support. 	HODs and Mentoring Committee	Enhanced academic inclusivity and improved student performance.
2. Balance Between Theory & Practice	<ul style="list-style-type: none"> Incorporate at least 2 two practical assignments/case studies per course. Organize industry visits and invite professionals for application-based lectures. 	Academic Coordinators, Placement Cell	Improved practical understanding and application of concepts.
3. Updating Subject Content	<ul style="list-style-type: none"> Departmental BOS meetings to revise syllabus with emerging trends and sending it to the university for updation. Invite subject experts for content enrichment sessions. 	HODs	Curriculum aligned with recent developments in each discipline.
4. Flexibility for Interdisciplinary Learning	<ul style="list-style-type: none"> Introduce open electives across departments with implementation of NEP:2020. Organize interdisciplinary workshops or collaborative projects. 	IQAC and HODs	Broadened learning horizons and holistic student development.
5. Student Engagement & Active Learning	<ul style="list-style-type: none"> Promote use of flipped classrooms and experiential activities. Document best practices and share across departments. 	Faculty Members and IQAC	Increased participation and active learning culture.
6. ICT & Modern Teaching Tools	<ul style="list-style-type: none"> Conduct FDPs on blended learning and AI/ICT integration. Make it mandatory to use ICT tools in at least 30% of teaching hours. 	IQAC, Computer department	Enhanced digital competency and interactive classrooms.



7. Critical Thinking & Problem-Solving Skills	<ul style="list-style-type: none"> • Introduce problem-based assignments and group projects. • Organize annual student research and innovation competitions. 	Faculty Members, Hackathon Cell	Improved analytical and problem-solving abilities.
8. Clarity & Measurability of Learning Outcomes	<ul style="list-style-type: none"> • Revise and clearly define Programme Outcomes (POs), Course Outcomes (COs). • Train faculty on mapping outcomes with Bloom's Taxonomy. 	IQAC, HODs	Clearly measurable and outcome-based curriculum.

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