



JSS MAHAVIDYAPEETHA
JSS COLLEGE OF ARTS, COMMERCE AND SCIENCE

Autonomous, 'A+' Grade with CGPA 3.30 and 'College with Potential for Excellence'

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CURRICULUM FEEDBACK (2025-26)
ANALYSIS REPORT

Academic Year 2025–2026

1. Introduction

The curriculum forms the cornerstone of quality higher education by fostering academic excellence, professional competence, research aptitude, ethical values, and lifelong learning among students. In alignment with the vision of the institution and the recommendations of the present education scenario, the Internal Quality Assurance Cell (IQAC) of the college continuously reviews and support the college for enhancing the curriculum through a systematic stakeholder feedback mechanism.

As part of the Internal Quality Assurance System, structured feedback on curriculum was collected during the academic year **2025–26** from various stakeholders, namely **Students, Teachers, Parents, Alumni, Employers and External Academic Peers**. The objective of the feedback exercise was to assess the effectiveness, relevance, applicability and quality of the curriculum in meeting the academic, societal and industrial requirements.

The collected responses provide valuable insights into curriculum design, teaching-learning practices, employability, skill development, research orientation, value-based education and overall academic quality. The analysis serves as an important input for curriculum enrichment, introduction of value-added programmes, revision of syllabi through the Board of Studies, and implementation of quality enhancement initiatives under IQAC.

2. Objectives of the Feedback Survey

The curriculum feedback survey was conducted with the following objectives:

1. To evaluate the relevance and adequacy of the existing curriculum.
2. To assess whether the curriculum meets the current academic and industrial requirements.
3. To understand stakeholder perceptions regarding employability and skill development.
4. To identify strengths and areas requiring curriculum improvement.
5. To collect suggestions for introducing emerging technologies, multidisciplinary learning, and value-added programmes.
6. To assess the effectiveness of practical, laboratory, project, internship, and experiential learning components.
7. To facilitate continuous curriculum enhancement through stakeholder participation.
8. To provide evidence-based recommendations to the Board of Studies from IQAC.
9. To strengthen outcome-based education and quality assurance practices.
10. To comply with requirements of IQAC quality initiatives.

3. Stakeholders Surveyed

Feedback was collected from the following stakeholder groups:

Stakeholder	Purpose of Feedback
Students	Curriculum delivery, learning experience, practical exposure and employability
Teachers	Curriculum design, teaching effectiveness, course outcomes and academic improvements
Parents	Academic quality, student development and societal relevance
Alumni	Curriculum relevance to higher education and career progression
Employers	Industry expectations, employability and professional competencies
External Academic Peers	Academic standards, curriculum benchmarking and quality enhancement

4. Methodology

The curriculum feedback was collected in the online mode through structured questionnaires prepared by the IQAC in consultation with the teachers. The questionnaires consisted of both quantitative (Likert Scale) and qualitative (open-ended) questions covering various aspects of curriculum effectiveness.

The survey included parameters such as:

- Relevance of curriculum
- Adequacy of syllabus content
- Attainment of Programme Outcomes
- Practical and laboratory exposure
- Skill development
- Employability
- Research orientation
- ICT-enabled learning
- Value-added courses
- Entrepreneurship
- Soft skills
- Ethical and environmental values
- Overall satisfaction
- Suggestions for improvement

The responses were compiled using spreadsheet software and analysed.

5. Response Rate

The feedback survey recorded encouraging participation from all categories of stakeholders, indicating active engagement in the institutional quality assurance process.

Responses were collected from:

- Students
- Teachers
- Parents
- Alumni
- Employers
- External Academic Peers

6. Data Interpretation

The responses indicate that stakeholders generally expressed a positive opinion regarding the curriculum. The curriculum was perceived as relevant, comprehensive, and supportive of academic and professional development. At the same time, respondents recommended strengthening industry collaboration, experiential learning, interdisciplinary courses, emerging technologies, communication skills, internship opportunities, and research-based learning.

The findings provide valuable inputs for curriculum revision, enhancement of teaching-learning processes, and implementation of quality improvement measures through the IQAC and Board of Studies.

7. Expected Outcomes

The curriculum feedback analysis is expected to facilitate:

- Continuous curriculum revision and enrichment.
- Strengthening of Outcome-Based Education (OBE).
- Enhanced employability and entrepreneurship.
- Improved industry–institution interaction.
- Better integration of ICT and digital learning.
- Introduction of multidisciplinary and value-added courses.
- Improved research orientation among students.
- Strengthening of experiential and project-based learning.
- Evidence-based decision-making by the Board of Studies.
- Continuous quality improvement.

I. Alumni Feedback on Curriculum - Analysis

Total Respondents: 71

Question	Response, %
Defining the learning objectives and outcomes clearly for each course	45.97
Integration of theoretical knowledge with practical applications in the curriculum	43.29
Adequate and helpful teaching resources and materials provided	41.95
The effectiveness of the current assessment methods in evaluating learning	41.95
Adequate support by teachers in understanding the curriculum	56.04
Curriculum prepared is aligned with future career or further studies	44.30
Satisfaction on opportunities for hands-on learning and internships	44.97

Suggestions for improving the curriculum

Suggestion	Response, %
More hands-on learning	38.59
Updated course content	36.58
Better support from teachers	18.12
Improved assessment methods	6.71

Topics or areas should be added to the curriculum:

Topic	Response, %
Soft skills development	41.95
Advanced technical topics	42.95
No Additions	10.40
Interdisciplinary studies	4.70

II. Employers Feedback on Curriculum

14 Respondents

Question	Response, %
The curriculum is relevant to the current trends and demands of your industry	64.29
Our graduates are effective in applying their theoretical knowledge to practical situations	64.29
Our graduates demonstrate strong problem-solving and critical-thinking skills	64.29
Our graduates are well-prepared to work in interdisciplinary teams	57.14
Soft skills (communication, teamwork, etc.) are important in hiring decisions, and our graduates possess these skills	92.86
Interested in collaborating with the college on curriculum development or offering internships	71.43

The additional training or skills recommended to incorporate into the curriculum

Recommendation	Response, %
Communication Skills	42.86
Better teamwork strategies / Improved problem-solving techniques	7.14
Technical Skills	50.00

There are specific skills or knowledge areas where our graduates excel

Skill	Response, %
Communication skills	28.57
Problem-solving skills	7.14
Teamwork skill	21.43
Technical skills	42.86

There are specific skills or knowledge areas where our graduates need improvement

Skill	Response, %
Technical skills	42.86
Communication skills	21.43
Problem-solving skills	7.14
Teamwork skill	28.57

III. External Academic Peers Feedback on Curriculum

18 Respondents

Question	Response, %
The learning objectives and outcomes are clearly defined for each course at JSS College	83.33
The curriculum integrates theoretical knowledge with practical applications	77.78
The teaching resources and materials provided by JSS College are adequate and helpful	61.11
The current assessment methods are effective in evaluating student learning	77.78
Students are adequately supported in understanding and delivering the curriculum	77.78
The curriculum prepares students for their future careers or further studies	61.11
Satisfied with the opportunities for hands-on learning and internships provided to students	50.00

The topics or areas recommended for addition to the curriculum

Recommendation	Response, %
Advanced technical topics	33.33
Interdisciplinary studies	33.33
Soft skills development	22.22
No additions needed	11.11

Suggestions for improving the curriculum at JSS College

Suggestion	Response, %
More hands-on learning	77.78
Updated course content	16.67
Better support from colleagues	5.56

IV. Parents' Feedback on Curriculum

73 Respondents

Question	Response, %
The curriculum aligns well with industry standards and future job market demands	27.40
The curriculum supports the child's personal and academic growth	36.99
Satisfied with the communication and support provided by the institute regarding curriculum matters	31.51
The curriculum integrates practical applications with theoretical knowledge	38.36
Satisfied with the teaching resources and materials provided to the child	24.66
The curriculum prepares the child adequately for higher education or future career	30.14

The specific areas or skills recommended for inclusion in the curriculum

Recommendation	Response, %
Advanced technical skills	50.68
Soft skills	43.84
Interdisciplinary skills	2.74
No additional areas	2.74

Frequency recommended for revision of curriculum

Recommendation	Response, %
Annually	53.42
Every 2–3 years	26.03
Only when necessary	16.44
Every 4–5 years	4.11

Improvements suggested for the curriculum to better support the child's learning experience

Suggestion	Response, %
More practical applications	47.95
Updated materials/resources	36.99
Enhanced teacher support	6.85
Improved assessment methods	6.85

V. Students' Feedback on Curriculum

298 Respondents

Question	Response, %
Defining the learning objectives and outcomes clearly for each course	86.6
Integration of theoretical knowledge with practical applications in the curriculum	82.2
Adequate and helpful teaching resources and materials provided	79.5
The effectiveness of the current assessment methods in evaluating learning	79.2
Adequate support by teachers in understanding the curriculum	81.5
Curriculum prepared is aligned with future career or further studies	81.9
Satisfaction on opportunities for hands-on learning and internships	71.8

Suggestions for improving the curriculum

Suggestion	Response, %
More hands-on learning	38.6
Updated course content	36.6
Better support from teachers	18.1
Improved assessment methods	6.7

Topics or areas should be added to the curriculum

Topic	Response, %
Soft skills development	41.9
Advanced technical topics	43.0
No Additions	10.4
Interdisciplinary studies	4.7

VI. Teachers Feedback on Curriculum

Total Respondents: 95

Sl. No.	Question	Major Response	Response (%)	Analysis / Interpretation
1	Learning objectives clearly defined	Very Clear	78.95	A strong majority of teachers feel that course learning objectives are clearly defined.
2	Integration of theory with practical applications	Highly Effectively	62.11	The curriculum has a good theory–practice linkage, but 36.84% rated it only moderately effective, indicating scope for strengthening practical components.
3	Gaps in the curriculum	Minor Gaps	33.68	Curriculum gaps are perceived by a substantial proportion of teachers. 27.37% reported moderate gaps and 6.32% major gaps.
4	Gaps in the curriculum	No Gaps	32.63	About one-third of teachers consider the curriculum adequately comprehensive.
5	Interdisciplinary learning	Quite Well	62.11	Interdisciplinary learning is positively perceived, but there is scope for moving from satisfactory integration to stronger interdisciplinary practice.
6	Interdisciplinary learning	Exceptionally Well	34.74	More than one-third consider interdisciplinary integration excellent.
7	Frequency of curriculum revision	Every 2 Years	38.95	The most preferred revision cycle is once every two years.
8	Frequency of curriculum revision	Annually	35.79	A substantial proportion favour annual revision, indicating the need for regular updating in emerging and rapidly changing areas.
9	Teaching resources/materials	Fully Adequate	56.84	More than half consider resources fully adequate and up-to-date.
10	Teaching resources/materials	Mostly Adequate	35.79	Nearly one-third indicate that resources need further strengthening/updating.
11	Assessment methods	Very Effective	51.58	Teachers generally consider current assessment methods effective.

12	Assessment methods	Fairly Effective	44.21	The high proportion selecting “fairly effective” suggests scope for more application-based, competency-based and practical assessment.
13	Support and training to teach curriculum	Completely Sufficient	55.79	More than half of teachers receive adequate support and training.
14	Support and training	Mostly Sufficient	35.79	Further faculty development and training in emerging technologies and pedagogies would strengthen curriculum delivery.

Teachers’ Suggestions for Curriculum Improvement

Suggested Improvement	No. of Teachers	Response (%)	Priority
More practical applications	56	58.95	Very High
Enhanced interdisciplinary focus	24	25.26	High
Updated materials/resources	10	10.53	Moderate
Improved assessment methods	5	5.26	Moderate

Major concerns in Teachers Feedback:

Rank	Major Concern from Teachers	Evidence from Teachers’ Feedback	Priority for Action
1	Insufficient practical/application-oriented learning	58.95% specifically recommend more practical applications; only 62.11% rate theory–practice integration as highly effective	Very High
2	Need for regular curriculum updating	74.74% prefer annual or two-year revision; 33.68% identify minor, 27.37% moderate and 6.32% major gaps	Very High
3	Interdisciplinary learning	25.26% specifically recommend enhanced interdisciplinary focus	High
4	Curriculum gaps/content enrichment	67.37% identify some level of curriculum gap	High
5	Teaching resources and emerging learning materials	43.16% rate resources as only mostly/somewhat adequate	High
6	Assessment improvement	48.42% rate assessment only fairly/slightly effective	High
7	Faculty training and curriculum delivery support	44.21% report support/training as mostly or partially sufficient rather than completely sufficient	Moderate–High
8	Industry/job-oriented curriculum	Qualitative teacher suggestions repeatedly emphasise industry	Very High

		requirements, internships, skill-based education, practical training and employability	
9	Emerging technology and skill development	Teacher suggestions include AI, ongoing technologies, skill-based courses, modern teaching methods and industry-oriented content	Very High
10	Competitive examination orientation	Teachers specifically suggest alignment of curriculum with competitive examinations and competency enhancement	High

Essential Major Concerns of Students and Stakeholders about Curriculum

A. UG Programmes

UG Programme	Major concerns identified from feedback	Evidence / Specific observation	Priority for action
B.Com	Curriculum updating, practical exposure, assessment and employability	Among B.Com students, 46.7% suggested updated course content and 25.0% more hands-on learning . Concerns were also seen regarding assessment (31.7%) and career preparation (26.7%). Soft skills were the most frequently suggested additional area (48.3%).	High – Update syllabus, strengthen practical/industry-oriented learning and soft skills.
	Industry relevance, practical application and skill development	Employer feedback identifies technical skills (50%) as the highest additional training requirement, while 42.86% of employers identify technical skills as an area where graduates need improvement.	High – Strengthen industry-linked technical and professional skills.
BBA	Updating course content, soft skills and advanced technical skills	45.2% of BBA students recommended updated course content; 28.6% sought more hands-on learning. 45.2% suggested soft skills and 42.9% advanced technical topics.	High – Curriculum modernization, employability skills, case studies, projects and industry exposure.
BCA	Hands-on learning, assessment, resources and internships	BCA recorded comparatively high concern regarding hands-on learning/internships (50% somewhat/not satisfied), assessment (37.5% less than effective), teaching resources (31.2%) and practical integration (25%). 43.8% sought more hands-on learning and 37.5% updated content.	Very High – Increase coding/project-based learning, industry exposure, internships and updated technology content.

Science – B.Sc.	Practical exposure, assessment, career orientation and advanced technical skills	B.Sc. students indicated concerns regarding hands-on learning/internships (34.5% somewhat/not satisfied) and assessment (28.6% less than effective). 44% requested more hands-on learning and 46.4% wanted advanced technical topics.	High – Increase laboratory/field/project work and advanced technical components.
Vocational – B.Voc	Hands-on learning, teacher support and employability skills	44.4% expressed lower satisfaction with hands-on learning/internships. 40.7% suggested more hands-on learning and 25.9% sought better teacher support. Soft skills were suggested by 51.9% .	Very High – Strengthen workplace-based training, internships, practical modules and soft skills.
BA	Practical exposure and advanced/skill-oriented content	Although the sample is very small (3 students), 66.7% suggested more hands-on learning and 66.7% identified advanced technical topics.	Moderate / Monitor – Introduce job-oriented and skill-based components; interpret cautiously due to small sample.
	Updated content and soft skills	The small also sample indicated updated course content and soft skills development as areas requiring attention.	Moderate / Monitor – Update contemporary content and strengthen employability/communication components.

The most prominent UG concern is the need to move from predominantly curriculum-content delivery towards more practical, skill-based and employment-oriented learning. This is particularly evident in BCA and B.Voc, while B.Com and BBA show a stronger requirement for curriculum updating and employability skills.

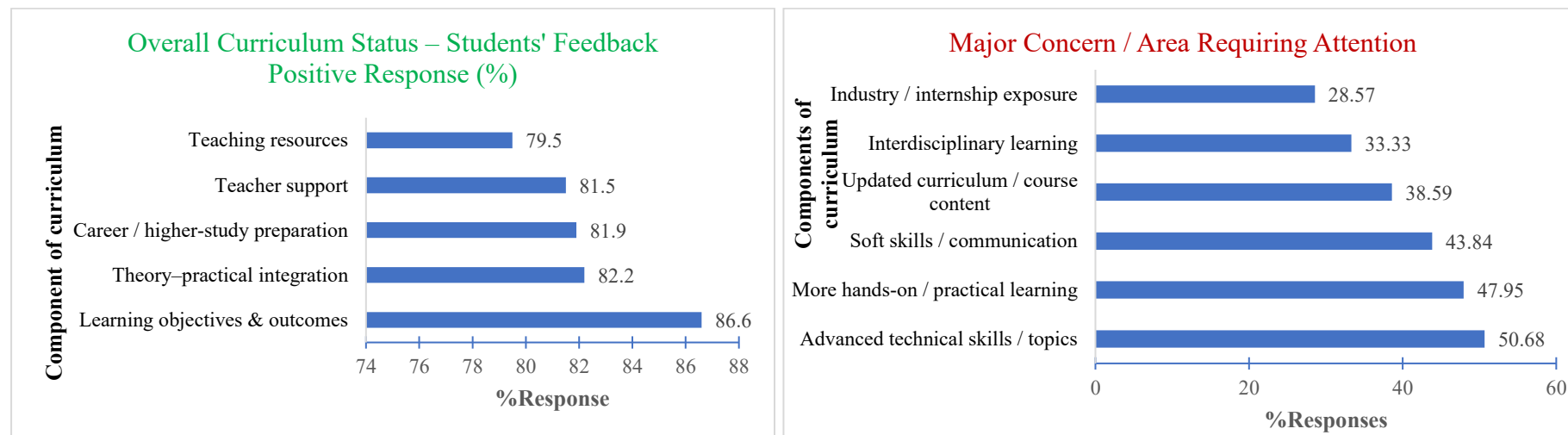
The feedback also shows that **advanced technical skills and soft skills** are recurring requirements across UG programmes. This corresponds with the employer feedback, where technical skills were the most frequently recommended additional training area (50%) and communication skills accounted for 42.86%.

B. PG Programmes

PG Department / Programme	Major concerns identified from feedback	Evidence / Specific observation	Priority for action
M.Sc. Chemistry	Hands-on/research exposure, resources and advanced technical content	36% expressed lower satisfaction with hands-on learning/internships; 44% recommended more hands-on learning and 32% better teacher support. 56% wanted advanced technical topics. Teacher feedback additionally recommends research-oriented and industrial-oriented topics .	Very High – Strengthen research, industrial exposure, advanced instrumentation and practical training.
M.Sc. Physics	Practical applications, curriculum updating, industry relevance and research orientation	58.3% recommended more hands-on learning and 58.3% wanted advanced technical topics. Teacher feedback specifically calls for industry-aligned curriculum, skill-based courses, practical training and internships , along with interdisciplinary/research relevance.	Very High – Industry-linked projects, internships, emerging technologies and research-oriented curriculum.
M.Sc. Zoology	Field/practical exposure and contemporary job-oriented curriculum	80% recommended more hands-on learning. Teachers specifically suggested greater field visits and practical exposure , a stronger practical component and e-practical approaches where conventional dissection is constrained.	Very High – Expand fieldwork, practical training, e-learning/e-practical resources and employability-oriented skills.
M.Sc. Computer Science	Updating course content and emerging technologies	71.4% of M.Sc. Computer Science students suggested updated course content. Teacher feedback in computer-related areas recommends more practical knowledge, workshops on ongoing technologies , and revision of core subjects.	Very High – Regular technology updates, workshops, projects and industry certifications/exposure.
M.Com	Practical applications and periodic syllabus revision	50% recommended more hands-on learning and 30% updated content. Teacher feedback specifically	High – Strengthen case studies, industry projects,

		recommends annual syllabus revision and additional practical applications.	financial/business applications and regular syllabus review.
M.Voc Food Processing & Engineering	Updated curriculum, career orientation and practical exposure	Although the student sample is small (4), 75% suggested updated course content and 25% more hands-on learning. 50% expressed lower confidence regarding career preparation.	Very High / Monitor – Industry-linked curriculum, food-processing technology updates, internships and practical training.
MCA	Practical knowledge, core technical subjects and emerging technologies	Teacher feedback identifies the need for revision of core/hardcore subjects , more practical knowledge and workshops related to ongoing technologies.	Very High – Update core computing content and strengthen practical, project and technology-based learning.
MSW	Practical application, interdisciplinary learning and exposure to experts	Teacher feedback recommends more opportunities to apply theoretical knowledge to the job market, resource-person lectures and greater interdisciplinary focus.	High – Field-based learning, resource-person sessions, community projects and interdisciplinary practice.
MSc Mathematics	Practical/application-oriented learning	Teacher feedback specifically recommends more practical applications in the curriculum.	Moderate–High – Increase application-oriented mathematics, computational tools and interdisciplinary applications.

Overall outcome of feedback analysis is given below in the graphs below:



C. Major Concerns Requiring BoS Attention

Rank	Major concern	Departments most requiring attention	Recommended institutional response
1	Insufficient hands-on / experiential learning	BCA, B.Voc, B.Sc., M.Sc. Chemistry, Physics, Zoology, MCA	Increase laboratory work, live projects, field visits, internships, industry projects and experiential modules.
2	Need for curriculum updating	BBA, B.Com, BCA, M.Sc. Computer Science, M.Voc, M.Com, Physics	Introduce a systematic annual/biannual review of emerging content, technologies and industry requirements.
3	Advanced technical and emerging skills	BCA, B.Sc., M.Sc. Chemistry, Physics, Computer Science, M.Voc	Add emerging technology modules, advanced tools, software, instrumentation and skill-based courses.
4	Industry readiness and internships	BCA, B.Voc, BBA, M.Sc. Chemistry, Physics, Computer Science, M.Voc	Establish/strengthen MoUs, internships, apprenticeships, live projects and employer-designed curriculum components.

5	Soft skills and communication	B.Com, BBA, BCA, B.Voc and Arts	Embed communication, teamwork, presentation, interview, leadership and workplace skills within courses/value-added programmes.
6	Research orientation	M.Sc. Chemistry, Physics, Zoology, Computer Science (specifically) and other PG programmes	Increase research projects, research methodology, publications, industrial research exposure and expert lectures.
7	Assessment improvement	BCA, B.Com, B.Sc. and selected PG programmes	Increase application-based, project-based, practical and continuous assessment components.
8	Interdisciplinary learning	Science, Computer Science, Management and Social Work	Develop interdisciplinary electives/projects involving science, technology, business, social sciences and emerging fields.

This report is prepared by IQAC and communicated to Principal and Heads for information and to oblige.

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