

## **DEPARTMENT OF PHYSICS**

### **Action Taken Report on Curriculum Feedback**

The Department values the stakeholders' feedback as very significant and takes into account the suggestion in the curriculum revision as well as in the up-gradation of the teaching learning process. The Department had been maintaining the system of collecting feedback from different stakeholders since the first NAAC accreditation in 2000. The well-defined and structured feedback on curriculum and syllabi, which was introduced with autonomy of the college, is used to take feedback from students, teachers, employers and alumni.

The feedback questions pertain to different aspects of curriculum like its relevance, its ability to meet industry requirement, develop leadership qualities, communication skills, professional ethics, extra-learning, gender equity and care for nature and environment. On the basis of the feedback collected and its analysis, the department effected appropriate changes in the syllabus and policy decisions have been made to ensure continuous improvement in the curriculum.

The college also has two other methods of collecting feedback from its stakeholders. One is the teacher evaluation feedback collected from every student after every semester, before the issue of hall tickets. This is a mandatory requirement for the students to download the hall ticket. This gives a comprehensive evaluation about the teaching learning process in the college. Two, the college collects exit evaluation where the students express their genuine feeling about the programme and the college.

The exit survey includes questions about the curriculum, teaching-learning, infrastructure, employability, skill development, conduct of examination, grievance redressal mechanism and service learning programme in the college. The college has been making use of the feedback system to improve the teaching-learning process and well as other activities of the college.

**Programme: B.Sc. Physics**

**Year of Curriculum Revision: 2014-15**

**Year of Curriculum Implementation: 2015-16**

Sl. No	Feed Back	Action Taken
1	The learning objectives of each course in the syllabus are well defined and clear	Well defined course objectives have included in the syllabus
2	The syllabus designed for the programme is appropriate and suitably updated.	The MG University syllabus was adopted by incorporating advanced topics in the paper concerned
3	The difficulty level of the syllabus is fair.	The syllabus is at par with MG University and UGC norms
4	The recommended textbooks and other learning resources are adequately available	Additional books/study materials are provided to crack various competitive exams
5	The electives offered are pertinent to the core subject and helpful in specialising in an area.	New Books purchased
6	The curriculum sufficiently motivates for further study and research.	The paper-Optoelectronics is pertinent to the core subject and will be useful for students to have an orientation for research
7	The curriculum develops self-confidence and self-reliance to face various competitive Exams.	Provided additional books/study materials to write various competitive exams and to face the challenges offered by such examinations.
8	The curriculum is designed to develop ability to model and analyse the real life issues.	Provisions for more practical experiments are included in syllabus
9	The students are sensitized towards issues like gender equality, environment and sustainability.	Additional programmes/Talks are envisaged to make aware students of Gender equality, environment sustainability
10	The curriculum is designed to develop ability to model and analyse the real life issues.	More practical experiments are included in syllabus

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