

DEPARTMENT OF SOCIOLOGY

Action Taken Report on Curriculum Feedback

The department of Sociology is one of the earliest departments of the college and it has the prestige of giving birth to a new institution dedicated completely to social sciences – Rajagiri College of Social Sciences. The department offers UG programme in the aided stream and PG programme in the self-financing stream. The PG programme was introduced in 2015. The department conducted four syllabus revisions and it has considered the feedback of the stakeholders before every syllabus revision. The department has been taking various kinds of feedback for the continuous improvement of the curriculum as well as the teaching, learning and evaluation process. On the basis of the analysis of the feedback collected from the stakeholders, students, teachers, employers and alumni, the department effected appropriate changes in the syllabus and policy decisions have been made to ensure continuous improvement in the curriculum. The feedback form is common to all the departments having a structured format with relevant questions regarding the syllabi and curriculum. The student format has 12 questions, alumni feedback has 9 questions, employer feedback has 8 questions and teachers' format has 12 questions. The 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.

The Department has also been depending on other avenues to collect feedback from its stakeholders. The department collects teacher evaluation feedback from the students after every semester, before the issue of hall tickets. This is a mandatory requirement for every student to download the hall ticket. This is a comprehensive evaluation about the teaching learning process in the department. The department collects exit evaluation where the students express their genuine feeling about the programme and the way the department conducts the programme. 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 department and the college have been making use of the feedback system to provide the students an opportunity to record their appreciations as well as to suggest improvements. Many of the changes in the curriculum and syllabi have been the result of the creative suggestions of the stakeholders, particularly, students and employers.

Programme: M.A. Sociology

Year of Curriculum Revision: 2018-19

Sl. No.	Feedback	Action taken
1	The syllabus is not appropriate for the programme and does not include the recent advancements in the subject.	The syllabus is updated and modified with the inclusion of topics and papers of contemporary importance. Papers such as: Human Resources management, Crime and Society, Sociology of Health are newly introduced. Also topics such as Technological Change, Communication and its new horizons, Structural Transformation in Industrial societies, Contemporary theories related to post modernity and post structuralism are also added.
2	The recommended learning materials and resources are not available in the library.	Recommendations for new books are initiated as per the need of curriculum, especially from the newly introduced areas such as, structural changes, health, human resource management, crime and society etc.
3	The curriculum is insufficient with internships or field trips.	Course trips, Field works, internships and project work etc. are systematically included as per the requirements. An Additional Credit of 5 is being proposed to be given to those who successfully complete these elements.
4	The learning objectives of each course in the syllabus are not well defined.	The learning objectives of each course in the syllabus are clarified and made clearer. Students are to be well equipped with the programme outcome and course specific outcomes given part of each course.
5	The curriculum designed for the programme does not encourage extra learning or self-learning.	The curriculum is redesigned so as to encourage extra learning and self-learning by the students even beyond the syllabus specified. It would enhance the ability of students to deal with in real life situations more effectively. Also enables the soft skill development of the students.

Dr. Johnson X Palackappan
Principal
Sacred Heart College (Autonomous)
Thevara, Kochi-682 013

SIBI - K. I.
HEAD, DEPT. OF SOCIOLOGY
S.H. COLLEGE, THEVARA
KOCHI - 682 013

6	The curriculum is not enough to develop self-confidence and self-reliance to face various competitive and other examinations.	The curriculum has been re-modified accordingly, to develop self-confidence and self-reliance in students while attempting for competitive and professional examinations. More topics on general knowledge have been introduced.
7	The electives offered are not relevant to the core subject and are not useful for the specialisation of the subject.	Lists of new electives are being offered to the core subject. This is made according to emerging trends in contemporary society. The new courses like, Human Resource Management, Crime and Society, Sociology of Health, which invite contemporary attention.
8	The curriculum is not enough to develop ability to analyse real life issues.	The curriculum has been reformed so as to develop the abilities of the students to analyse the real life issues. Courses like Sociology of Indian Society: Structure and Transformation, Sociology of Kerala Society, Sociology of Technological Change and Globalisation etc. are apt for serving this aim.
9	The curriculum is not appropriate for the students to address issues such as gender equality, environment and sustainability, ethics and other values.	The curriculum is reorganised by incorporating such concepts as gender equality, environment, sustainability, ethics and other values in various courses such as Gender and Society, Sociology of Health and Medicine and Environmental Sociology.
10	The curriculum is not enough to motivate the students for further study and research.	The curriculum has been prepared in such a way to equip the learners for competitive examinations and doctoral research. Courses such as Research Methods and Statistics and Modern Theoretical Approaches in Sociology, Social Anthropology and Dissertation serve this purpose.

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