

DEPARTMENT OF CHEMISTRY

Action Taken Report on Curriculum Feedback

The Department of Chemistry has constantly been striving to improve and advance its functioning. In order to rapidly progress, there is the need to scrutinize the feedback and work on the queries. As the department has been offering BSc Chemistry, MSc Chemistry (Pure), MSc Chemistry (Pharmaceutical) and PhD, it is very important that the department receive valuable feedback from its stakeholders and incorporate them for the timely improvements and changes in the syllabi and curriculum.

The department has identified and recognized the importance of feedback from students as they have irreplaceable place in evaluating the teaching styles, communication and learning processes. Suggestions and opinions of the faculty are taken into consideration as they deal with the teaching dynamics, effectiveness and also research developments. The department has facilitated the feedback of the Alumni of the department. Feedback on the Campus, teaching learning process and employability are valuable from the perspectives of the alumni as they are out in the world and know the demands of the market. A close follow-up with the Employers who recruit from the campus helps the department to look at the aspect of the relevance of the syllabus, subject knowledge and employability.

The structured feedback form is common to all the departments, 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 has 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.

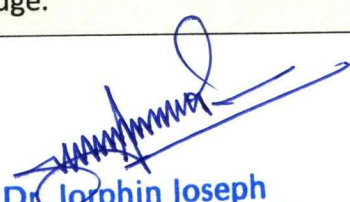
Programme: BSc Chemistry

Year of Curriculum Revision: 2018-19

Year of Curriculum Implementation: 2019-20

Sl.No.	Feedback	Action taken
1	The curriculum is not enough to develop ability to analyse real life issues.	The BSc Syllabus 2019 is designed in such a way to incorporate real life issues concerning environment. A new Course 'Environmental Chemistry' with 4 credits has been introduced in Semester V. This course exclusively deals with the impact of chemicals on the environment. A new module on the environmental aspects of Nano chemistry and Nuclear chemistry has also been introduced.
2	The curriculum is insufficient with internships or field trips.	The new BSc Syllabus 2019 envisages a three-pronged approach for promoting internships and field trips. An environmental study trip is designed in the First Year. Industry visit and Internship is given in the second year and field trip is planned in the Third year.
3	The curriculum designed for the programme does not encourage extra learning or self-learning.	The new BSc Syllabus 2019 gives importance to assignments and seminars which encourages students to learn outside the syllabus and acquire extra knowledge.


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