



**PROVIDENCE WOMEN'S COLLEGE**  
**COLLEGE WITH POTENTIAL FOR EXCELLENCE**  
Re-Accredited with grade A+ by NAAC

## **DEPARTMENT WISE ACTION TAKEN REPORT AND STAKEHOLDER FEEDBACK ANALYSIS-2022-2023**

The college has a well-structured mechanism to collect feedback every year from various stakeholders like students, alumnae, employers, and teachers. We give prime importance to implement the valuable suggestions given by the stakeholders to improve the academic ambience. The diligent faculty strive their best to excel in academic performance. Amidst all the challenges posed by the pandemic, the college has tried its best to impart quality education to the students last year. A department specific Action Taken Report has been prepared after analysing the feedback with utmost caution and care. Since the institution is an affiliated college, it must follow the curriculum formulated by the university. But we take a lot of effort to act according to the suggestions from stakeholders regarding the curriculum and its transaction.

### **Department of Business Administration**

- The overall feedback received from the students of Business Administration indicated exceptional performance, a few improvements based on best practices in teaching could further enhance the teacher's effectiveness. More interactive activities such as role plays or case studies to encourage active learning which would help to make classes more engaging. As per student's feedback exploring more advanced technological tools shall make classes more dynamic and innovative.
- While impartiality is commendable providing guidance and support to students who struggle with specific topics can help ensure to gain improvements where they find difficulty. Offering regular mentoring sessions to know students better is was also decided.

- Occasional sessions on stress management or study techniques to address students overall wellbeing and academic performance were planned. These would ensure strong foundations and continued improvement in teaching effectiveness.

### **Department of Chemistry**

- Feedback was collected from 35 third-year Chemistry students regarding department, teaching-learning practices, and the syllabus. The syllabus was rated as excellent and very good. All the students are satisfied with the curriculum following. The curriculum encourages more than half of the students for higher studies. The curriculum helps the majority of students for national level competitive examinations. The suggestions from the students are they required more managerial and entrepreneurial skills and more job orientation programs, competitive exam question papers discussion and an efficient problem-solving methodology

#### **Action taken**

- Department should conduct more commercial project
- Department should organise more management programs and career directions
- Competitive exam question paper discussion related to each topic and practices
- Faculty should categorize and instrument innovative problem-solving teaching methods using ICT technologies

### **Department of commerce**

- Feedback was gathered from students and alumni to assess whether the syllabus and curriculum support academic enrichment, promote experiential learning, prepare students for competitive exams, and how the value-based education system at Providence has equipped them to adapt to life's challenges.

#### **Findings**

- The syllabus and curriculum effectively contribute to academic enrichment.
- The syllabus is designed to promote experiential learning.
- The curriculum supports preparation for competitive exams.
- The value-based education system at Providence equips students to adapt to the demands of life effectively..

#### **Action taken report**

- To emphasize experiential and participatory learning, the department introduced an innovative initiative called 'Practical Pathways.' This approach allows students to explore the practical dimensions of the theories they have studied, encouraging deeper comprehension and real-world application of their knowledge.

### **Department of Economics**

- The Department of Economics reviewed student feedback on the curriculum and syllabus and has taken actions to address the concerns raised.
- In response to requests for updated content requirement, sessions by resource persons on contemporary topics such as digital economies and climate change economics has been provided
- To enhance engagement, more interactive teaching methods, such as case studies and field visits have been introduced for selected topics .

### **Department of English**

- Of the students who responded to the questionnaire on curriculum feedback, the vote percentage was 75 with regard to the questions as to whether the curriculum supports the development of entrepreneurial skills and whether it builds managerial capabilities.
- More exposure for students with assistance from the faculty of BBA, HRM and commerce has been included in the action plan
- The vote percentage was 74 and 71 respectively for questions pertaining to the help rendered by the curriculum in competing for national level entrance examination / providing employment opportunities and inclusion of current developments in the curriculum, catering to future needs.
- More sessions are planned for training in competing in national level examinations and students will be directed to interviews for recruitment, content writing etc. The percentage for current development is sought to be increased by modifying the syllabus taking advantage of the autonomy status.
- The total points percentage regarding faculty performance was 79.44.
- Based on the inputs and evaluating the relatively weak areas, the department decided to strengthen remedial coaching, mentoring, counselling, motivation etc. and to upgrade the grievance redressal mechanism.

## **Department of History**

- An analysis of the feedback given by the stakeholders including the students, alumnae, teachers and employers was done after the academic year 2023-2024 and the following actions were taken in the department-
- International /national seminars- As the students suggested more interaction with the experts in the discipline, it was decided to conduct more national and international seminars that would provide them opportunity to interact with experts in History.
- Job-oriented courses- To improve the chances of employability , career oriented certificate course like “Experiential Archaeology” would be arranged for the students.
- Experiential Learning- It was decided that students should be spending more hours visiting sites of historical importance that would inculcate in them love for heritage. A ten day tour to Delhi which would enable the students to engage in the finest architecture, exotic art and rich tapestry of the nation was chalked out for the next academic year.
- Skill Development Courses- To enable the students ‘earn while learn’ the department decided to facilitate it by arranging tailoring , umbrella making and ornament making classes, next year.

## **Department of Human Resource Management**

- Feedback was collected from 57 third-year Human Resource Management students regarding teacher performance, teaching-learning practices, and the curriculum. Key insights from the feedback indicated a need to enhance participative learning in the classroom.

### **Actions Taken:**

- Incorporating Interactive Teaching Methods
- To promote participative learning, the department has introduced interactive teaching tools, including the use of Mentimeter and online quizzes through Quizzes.com. These methods aim to make classroom sessions more engaging and collaborative.
- Increased Remedial Coaching Classes- In response to feedback highlighting the need for additional support for slow learners, particularly students with back papers in semester exams, the department has decided to increase the number of remedial

coaching classes. This initiative is expected to help students improve their academic performance and meet learning objectives effectively.

- The department is committed to continuously improving the teaching-learning process by addressing student feedback and ensuring a conducive learning environment.

### **Department of Physics**

- Teacher Support-Generally good at identifying student needs, but some feel there's room for improvement.
- Opportunities- Strong in promoting internships and field visits, though not all students feel equally included.
- Teaching Methods-Positive feedback on student-centric approaches, but consistency can vary.
- ICT Usage- Well-received, but there's potential for broader application.
- Student Development-Good support for cognitive and emotional growth, but some students feel neutral.

### **Recommended Actions**

- Improve Personalized Support-Offer more tailored mentoring and support sessions through one to one doubt clearing session and peer teaching.
- Ensure Equal Access to Opportunities-Standardize information distribution for internships and field visits.Also try to start in the beginning of academic year itself
- Standardize Teaching Methods- Promote consistent use of effective teaching strategies like flip classroom, problem solving tutorial sessions, group work etc.
- Expand ICT Tools- Increase variety and innovative use of technology in teaching by demonstrating you tube videos, mobile app development etc
- Enhance Development Programs- Introduce more workshops and activities for holistic student growth.

### **Feedback for BSc Physics Program**

- Entrepreneurial Skills- Generally positive, but some students are neutral or disagree.
- Managerial Capabilities-Mostly positive feedback with some neutrality.
- Competitive Exams and Employment: Mixed responses on preparation effectiveness.
- Current Developments- Mostly agree it's up-to-date, with minor dissent.

### **Recommended Actions**

- Increase Entrepreneurial Content: Add more real-world projects.
- Boost Managerial Skills Training: Include more leadership modules.
- Align with Exam/Job Needs: Update syllabus for better alignment with national exams and job markets.
- Regular Curriculum Updates: Ensure content stays current with industry trends.

### **Department of Politics and International Relations**

- For academic year 2023-24, there were suggestions for introducing more discipline-based students' activities like debate, mock parliament and current issues discussions. Considering the feedback from the students department has been stepped up.
- Next suggestion is to encourage students who scored low in semester examinations. The department decided to encourage students through peer learning, remedial class, concept clearance session, and one-on-one session.
- Another suggestion is to enhance students' skills in communication, presentation and critical thinking. The department decided to conduct workshops, lectures and interactive sessions with subject experts.

### **Department of Psychology**

- For academic year 2023-2024 feedback was collected from third year students in terms of teacher performance, teaching learning and curriculum. From the feedback collected from students it was found that students expect more innovative teaching methods in the present teaching learning process. Considering feedback it was decided by the department council to increase the number of institutional visits so that they gain practical knowledge from experts in the various fields of psychology. Also innovative methods such as flipped classroom, jigsaw method, inverted method were also implemented in the process.
- Another suggestion came from students was to use more ICT tools in the present academic setting. Department decided to provide more video lectures on classic experiments in psychology. A request for a portable projector was also suggested by the department to make the teaching learning process more meaningful. To support students who are weak academically and psychology department ensured to have a

strict one to one mentor mentee system everyday after 3:15 PM. It was decided to meet a student by mentor at least once every month.

### **Department of Travel and Tourism Management**

- For the academic year 2023-2024, feedback was collected from BTTM students regarding academic and non-academic programs. Based on the feedback received, the following actions were taken.
- Based on the feedback regarding the need for practical exposure, the department has organized a national tour for students. The tour will offer hands-on experience in the travel and tourism industry. To encourage student engagement and provide platform for showcasing their talents, the department has initiated plans for one week tourism fest. The fest will include both academic (seminars and industry experts sessions) and non-academic activities (Cultural events, Tourism Quizzes, Photography contests) to create a holistic learning and celebratory environment. Students expressed their need for additional career focusing on career-oriented programs such as resume building, interview skills and digital marketing in Tourism industry guidance and professional development opportunities department has planned workshops.