



# Christ Church College, Kanpur

## Student Feedback on Curriculum

### Report

2025-26

The Internal Quality Assurance Cell (IQAC) of Christ Church College, Kanpur conducted a comprehensive Student Feedback Survey on Curriculum for the academic session 2025–26. The survey aimed to assess students' perceptions regarding the relevance, effectiveness, applicability, transparency, and overall impact of the curriculum on their academic and professional development.

A total of **318 students** participated in the survey, providing valuable insights across 20 parameters. Responses were recorded on a five-point Likert scale ranging from "Strongly Agree" to "Strongly Disagree."

### OBJECTIVES OF THE FEEDBACK SURVEY

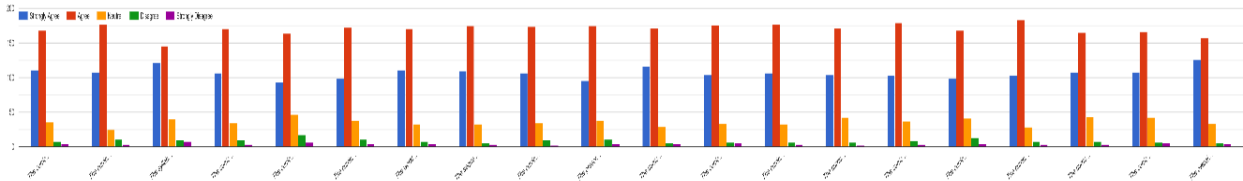
The primary objectives of conducting this feedback exercise were:

- To evaluate students' satisfaction levels with the existing curriculum structure
- To assess the relevance of the curriculum to current academic and industry needs
- To identify areas of strength and opportunities for improvement
- To gather suggestions for curriculum enhancement and pedagogical innovations
- To ensure continuous quality improvement in curriculum design and delivery

| Feedback Parameters on Curriculum                                                                  | Strongly Agree | %     | Agree | %     | Neutral | %     | Disagree | %    | Strongly Disagree | %    |
|----------------------------------------------------------------------------------------------------|----------------|-------|-------|-------|---------|-------|----------|------|-------------------|------|
| The curriculum is relevant to current academic and industry needs                                  | 111            | 34.91 | 166   | 52.20 | 33      | 10.38 | 6        | 1.89 | 2                 | 0.63 |
| The curriculum has clearly defined learning outcomes for each course.                              | 108            | 33.96 | 176   | 55.35 | 22      | 6.92  | 10       | 3.14 | 2                 | 0.63 |
| The syllabus is completed within the scheduled semester timeframe.                                 | 122            | 38.36 | 144   | 45.28 | 39      | 12.26 | 7        | 2.20 | 6                 | 1.89 |
| The curriculum balances theoretical knowledge and practical application.                           | 106            | 33.33 | 169   | 53.14 | 34      | 10.69 | 7        | 2.20 | 2                 | 0.63 |
| The curriculum includes adequate skill-based / employability components                            | 93             | 29.25 | 162   | 50.94 | 45      | 14.15 | 15       | 4.72 | 3                 | 0.94 |
| The curriculum promotes critical thinking and problem-solving skills.                              | 99             | 31.13 | 171   | 53.77 | 36      | 11.32 | 9        | 2.83 | 3                 | 0.94 |
| The workload (assignments, readings, projects) per course is reasonable.                           | 111            | 34.91 | 167   | 52.52 | 31      | 9.75  | 6        | 1.89 | 3                 | 0.94 |
| The sequence of courses across semesters is logical and progressive.                               | 110            | 34.59 | 172   | 54.09 | 31      | 9.75  | 4        | 1.26 | 1                 | 0.31 |
| The curriculum allows flexibility for elective choices                                             | 106            | 33.33 | 170   | 53.46 | 34      | 10.69 | 7        | 2.20 | 1                 | 0.31 |
| The prescribed textbooks and reference materials are adequate and accessible.                      | 96             | 30.19 | 174   | 54.72 | 37      | 11.64 | 8        | 2.52 | 3                 | 0.94 |
| The curriculum includes sufficient opportunities for self-learning (e.g., projects, case studies). | 116            | 36.48 | 169   | 53.14 | 26      | 8.18  | 4        | 1.26 | 3                 | 0.94 |
| The curriculum helps prepare for future career or higher education.                                | 104            | 32.70 | 174   | 54.72 | 32      | 10.06 | 5        | 1.57 | 3                 | 0.94 |
| The curriculum includes contemporary / updated content.                                            | 106            | 33.33 | 174   | 54.72 | 31      | 9.75  | 5        | 1.57 | 2                 | 0.63 |

|                                                                                             |     |       |     |       |    |       |    |      |   |      |
|---------------------------------------------------------------------------------------------|-----|-------|-----|-------|----|-------|----|------|---|------|
| The curriculum encourages interdisciplinary learning (connections across subjects).         | 104 | 32.70 | 168 | 52.83 | 40 | 12.58 | 5  | 1.57 | 1 | 0.31 |
| The curriculum includes relevant local / regional / national perspectives where applicable. | 103 | 32.39 | 175 | 55.03 | 34 | 10.69 | 4  | 1.26 | 2 | 0.63 |
| The curriculum includes adequate field work / hands-on components (where relevant).         | 99  | 31.13 | 167 | 52.52 | 38 | 11.95 | 11 | 3.46 | 3 | 0.94 |
| The curriculum has an appropriate balance between core and elective courses                 | 103 | 32.39 | 183 | 57.55 | 24 | 7.55  | 6  | 1.89 | 2 | 0.63 |
| The curriculum design helps in holistic development (academic + life skills).               | 108 | 33.96 | 163 | 51.26 | 39 | 12.26 | 6  | 1.89 | 2 | 0.63 |
| The curriculum is inclusive and considers diverse student backgrounds.                      | 107 | 33.65 | 162 | 50.94 | 40 | 12.58 | 5  | 1.57 | 4 | 1.26 |
| The overall structure of the curriculum is easy to understand.                              | 126 | 39.62 | 154 | 48.43 | 32 | 10.06 | 4  | 1.26 | 2 | 0.63 |

Statements related to your Feedback on Curriculum



The findings have been systematically analyzed and presented through a SWOC (Strengths, Weaknesses, Opportunities, Challenges) framework to facilitate evidence-based curriculum enhancement.

This report serves as the primary working document for the forthcoming Curriculum Review and Implementation Meeting scheduled in August 2026.

SWOC ANALYSIS OF THE CURRICULUM

Based on the analysis of student feedback and comparative benchmarking with best practices in higher education, the following SWOC framework has been developed:

| STRENGTHS (Internal Attributes)                                                                                                                                                | WEAKNESSES (Internal Gaps)                                                                                                                                                              |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Structural Coherence:</b> The curriculum is well-structured with logical progression of courses across semesters, making it easily comprehensible for students.             | <b>Limited Experiential Engagement:</b> Students perceive a gap in field-based learning, hands-on laboratory work, and real-world application opportunities.                            |
| <b>Balanced Academic Framework:</b> There is an appropriate equilibrium between core and elective courses, as well as between theoretical knowledge and its application.       | <b>Employability Skill Deficit:</b> The curriculum currently lacks explicitly integrated modules for soft skills, digital literacy, communication, and career-readiness competencies.   |
| <b>Timely Curriculum Delivery:</b> Syllabi are consistently completed within the scheduled semester timeframe, ensuring academic discipline and preparedness for examinations. | <b>Resource Accessibility Constraints:</b> Over-reliance on a limited set of prescribed textbooks restricts access to updated reference materials and contemporary knowledge resources. |
| <b>Cognitive Rigor:</b> The curriculum effectively fosters critical thinking, analytical reasoning, and problem-solving abilities among learners.                              | <b>Interdisciplinary Silos:</b> Limited opportunities for cross-disciplinary learning restrict students from exploring connections across subjects.                                     |

| <b>OPPORTUNITIES</b> ( <i>External Enablers</i> )                                                                                                                                                         | <b>CHALLENGES</b> ( <i>External Constraints</i> )                                                                                                                                                         |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>NEP 2020 Framework:</b> The policy's emphasis on multidisciplinary education, internships, and skill development provides a supportive mandate for curriculum enhancement.                             | <b>Infrastructural Limitations:</b> As an aided minority institution, expansion of high-end laboratories, frequent off-campus industry visits, and extensive infrastructural upgrades remain constrained. |
| <b>Alumni &amp; Community Network:</b> A valuable reservoir of local alumni and community members who can contribute as mentors, guest speakers, and project guides without requiring external resources. | <b>Faculty Workload Management:</b> Existing academic responsibilities limit the bandwidth available for designing and implementing new pedagogical modules.                                              |
| <b>Open Educational Resources (OER):</b> Government platforms such as SWAYAM, NPTEL, and the National Digital Library offer zero-cost supplementary learning materials.                                   | <b>Logistical Complexities:</b> Geographical location and transportation logistics pose challenges for organizing regular off-campus industrial visits and field excursions.                              |
| <b>Internal Faculty Collaboration:</b> Cross-departmental expertise within the existing faculty can be leveraged for interdisciplinary initiatives without additional financial outlay.                   | <b>Student Diversity:</b> Heterogeneity in academic backgrounds and socio-economic profiles necessitates careful design of inclusive practical components.                                                |

### 3. STRATEGIC INTERVENTIONS BASED ON SWOC MATRIX

In alignment with the SWOC findings, the following strategic interventions are proposed for phased implementation. These measures are designed to optimize existing institutional resources while leveraging external opportunities.

| <b>SWOC Quadrant</b>                    | <b>Strategic Intervention</b>                                                                                                                                                                                                                                                    | <b>Implementation Approach</b>                                                                           |
|-----------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------|
| <b>Strengths → Opportunities (S-O)</b>  | <b>Integrate Skill Modules within Existing Framework:</b> Leverage the curriculum's strong structural clarity to seamlessly introduce skill-based micro-modules (e.g., communication, digital tools, leadership) as add-on components without disrupting core course sequencing. | Identify one skill module per program to pilot in the 2026–27 session, using existing zero-period slots. |
| <b>Weaknesses → Opportunities (W-O)</b> | <b>Institutionalize Campus-Based Applied Learning:</b> Address the "experiential engagement gap" by transforming the campus, local neighbourhoods, and nearby communities into fieldwork sites for surveys, data                                                                 | Each department to identify at least two local fieldwork sites or                                        |

| SWOC Quadrant                        | Strategic Intervention                                                                                                                                                                                                                                                                                                       | Implementation Approach                                                          |
|--------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------|
|                                      | collection, and mini-projects. Simultaneously, promote OER platforms to mitigate resource accessibility concerns.                                                                                                                                                                                                            | community partners by December 2026.                                             |
| <b>Strengths → Challenges (S-T)</b>  | <b>Leverage Internal Expertise to Mitigate Infrastructural Constraints:</b> Utilize the strength of critical thinking and timely syllabus completion to introduce a peer-mentored project model, where senior students guide juniors in fieldwork and practical assignments, reducing dependence on external infrastructure. | Formalize a "Senior-Junior Project Mentorship" framework effective January 2027. |
| <b>Weaknesses → Challenges (W-T)</b> | <b>Gradual Capacity Building for Experiential Pedagogy:</b> Address faculty workload and resource constraints by introducing only <i>one</i> new practical component per department per year. Establish a "Faculty Peer-Learning Circle" for sharing low-resource teaching innovations.                                      | Conduct quarterly peer-learning meetings; first cycle begins August 2026.        |

#### 4. STRATEGIC ACTION PLAN

Based on the SWOC analysis, the following consolidated action plan is proposed for implementation:

| S. No. | Focus Area                          | Proposed Intervention                                                                                                                                                                                                                                                                                                    | Expected Outcome                                                                                        |
|--------|-------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------|
| 1.     | Experiential & Applied Learning     | <ul style="list-style-type: none"> <li>Utilize campus, local communities, and NGOs as fieldwork sites</li> <li>Engage local alumni to supervise student projects on voluntary basis</li> <li>Design community-engaged mini-projects across departments</li> </ul>                                                        | Enhanced practical exposure and societal connect without dependence on costly industrial infrastructure |
| 2.     | Employability & Skill Enhancement   | <ul style="list-style-type: none"> <li>Integrate soft skills, digital literacy, and communication exercises into existing zero-period slots</li> <li>Align curriculum activities with existing college clubs (Debate, IT, Entrepreneurship)</li> <li>Invite local professionals for affordable guest lectures</li> </ul> | Improved career-readiness and skill development without adding new courses or infrastructure            |
| 3.     | Learning Resources & Digital Access | <ul style="list-style-type: none"> <li>Promote free OER platforms (SWAYAM, NPTEL) as supplementary reading</li> </ul>                                                                                                                                                                                                    | Enhanced access to updated knowledge                                                                    |

| S. No. | Focus Area                                       | Proposed Intervention                                                                                                                                                                                                                                                                                                      | Expected Outcome                                                                             |
|--------|--------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------|
|        |                                                  | <ul style="list-style-type: none"> <li>Establish departmental reading corners through alumni book donation drives</li> <li>Encourage faculty to prepare low-cost, locally relevant case studies</li> </ul>                                                                                                                 | resources at minimal cost                                                                    |
| 4.     | Interdisciplinary Learning                       | <ul style="list-style-type: none"> <li>Organize shared guest lectures on common themes across departments</li> <li>Conduct annual low-cost cross-departmental project exhibitions</li> <li>Facilitate internal faculty exchange sessions across disciplines</li> </ul>                                                     | Broader academic perspectives and cross-disciplinary dialogue without additional expenditure |
| 5.     | Faculty Development & Sustainable Implementation | <ul style="list-style-type: none"> <li>Organize monthly peer-learning circles for sharing resource-efficient teaching methods</li> <li>Introduce <i>one</i> new practical component per department per year to manage workload</li> <li>Document and acknowledge faculty contributions to curriculum innovation</li> </ul> | Sustainable, phased enhancement with minimal burden on existing faculty                      |

#### AGENDA FOR THE AUGUST 2026 MEETING

*It is respectfully noted that the curriculum is prescribed by the affiliating university, and the college does not have the authority to alter the syllabus. Therefore, the August 2026 meeting will focus exclusively on curriculum transaction, pedagogical enhancement, supplementary initiatives, and effective implementation within the existing university framework.*

| Meeting Particulars | Details                                                              |
|---------------------|----------------------------------------------------------------------|
| Meeting Title       | Meeting on Curriculum Transaction & Pedagogical Enhancement          |
| Scheduled Month     | August 2026                                                          |
| Chairperson         | Prof. Vinay John Sebastian, Principal, Christ Church College, Kanpur |
| Co-ordinator        | Prof. Sujata Chaturvedi, IQAC Coordinator                            |
| Members             | IQAC Members                                                         |

### Agenda:

1. **Review of Student Feedback & SWOC Analysis:** Presentation of key findings and identified gaps in curriculum delivery.
2. **Pedagogical Enhancement Strategies:** Discussion on innovative teaching methods, ICT integration, and experiential learning within the existing university-prescribed syllabus.
3. **Supplementary & Value-Added Initiatives:** Planning for add-on courses, skill modules, guest lectures, and co-curricular activities to bridge employability and practical exposure gaps.
4. **Faculty Development & Resource Optimization:** Peer-learning circles, OER promotion, and internal resource mapping for effective implementation.
5. **Review Mechanism & Way Forward:** Finalizing departmental action plans, monitoring progress, and institutionalizing continuous feedback.

## 6. CONCLUSION

The Student Feedback Survey on Curriculum Delivery for the academic session 2025–26 reflects a **high level of overall student satisfaction**, with the transaction of the university-prescribed curriculum being perceived as relevant, student-centric, and academically robust. The SWOC analysis has effectively identified institutional strengths while highlighting actionable areas for pedagogical improvement, particularly in experiential engagement and skill supplementation.

Since the college operates within the framework of the affiliating university, the proposed interventions are strategically designed to **enhance curriculum delivery, supplement learning through value-added initiatives, and optimize available resources** without overstepping institutional boundaries.

The forthcoming meeting in August 2026 will serve as the pivotal platform for translating these recommendations into concrete, monitorable action plans, ensuring that the curriculum is transacted with the highest standards of quality and effectiveness.



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