



Key Indicator – 1.1 Curriculum Design and Development
(50)

1.1.1 Curricula developed and implemented have relevance to the local, national, regional and global developmental needs, which is reflected in the Programme outcomes (POs), and Course Outcomes(COs) of the Programmes offered by the University
(20)

Criterion 1 – Curricular Aspects
(150)



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Feedback Mechanism

Feedback Mechanism for Curriculum Development

The feedback mechanism for curriculum development is designed to ensure that educational programs remain dynamic, relevant, and aligned with evolving industry standards, academic objectives, and societal needs. It integrates insights from diverse stakeholders, including students, faculty, alumni, employers, and regulatory bodies, to foster collaboration and continuous improvement. The mechanism emphasizes systematic data collection, transparent analysis, and effective integration of feedback into actionable curriculum changes.

1. Purpose and Objectives

The feedback system seeks to maintain the curriculum's effectiveness, relevance, and alignment with academic objectives, industry standards, and social demands. It encourages cooperation between all parties involved, including employers, instructors, alumni, students, and accrediting agencies. It also encourages incremental enhancements to preserve high-quality learning results.

2. Stakeholders

To guarantee a comprehensive approach, input will be requested from a variety of groups. Regarding learning objectives, content relevance, and course delivery, students offer their perspectives. Faculty members provide input on the curriculum's viability, thoroughness, and resource needs. Alumni discuss how effectively the program prepared them for professional professions or future education. Employers, industry partners and academic peers provide information on employment market demands, industry trends, and skills gaps. Feedback is given by regulatory and accrediting organizations to guarantee adherence to standards and changing educational benchmarks. When appropriate, parents and guardians offer their opinions on the curriculum's developmental goals and perceived worth.

3. Components of the Feedback Mechanism

Feedback is gathered using several methods to ensure comprehensive data collection. Surveys and questionnaires, conducted once per semester or academic year, are designed to target specific stakeholder groups with a mix of Likert scale, multiple-choice, and open-ended questions. Focus groups provide opportunities for in-depth discussions on specific topics, facilitated by trained moderators on an annual or biannual basis. Feedback forms are integrated into Learning Management Systems (LMS) or distributed post-completion of courses. One-on-one interviews with key stakeholders offer detailed insights, while workshops and town halls create open forums for collective feedback and discussion. Additionally, performance data, such as student grades, graduation rates, and job placements, is analyzed to provide quantitative feedback.



Channels of communication include online portals and email submissions, suggestion boxes in physical locations, and dedicated feedback sessions during periodic meetings and events. Digital tools such as Google Forms, Typeform, or institutional feedback systems, along with analytics tools, are used for processing qualitative and quantitative data.

4. Feedback Analysis and Integration

The process begins with the collection and review of feedback by a centralized team responsible for compiling and categorizing data. Thematic analysis is used for qualitative data, while statistical methods handle quantitative data. Summarized reports are shared with stakeholders, including students, faculty, and administration, to ensure transparency.

A Curriculum Review Committee (CRC), comprising representatives from key stakeholder groups, evaluates the feedback, prioritizes changes, and oversees implementation. Significant curriculum changes are pilot-tested before full-scale implementation, with necessary approvals sought from accreditation and regulatory bodies when required.

5. Monitoring and Continuous Improvement

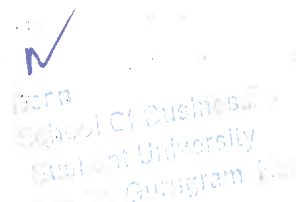
Key Performance Indicators (KPIs) are established to measure the effectiveness of curriculum changes. Periodic reviews assess the impact of implemented feedback, creating a continuous improvement cycle where feedback becomes an ongoing process integrated into the institutional culture.

6. Challenges and Mitigation Strategies

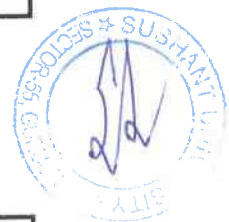
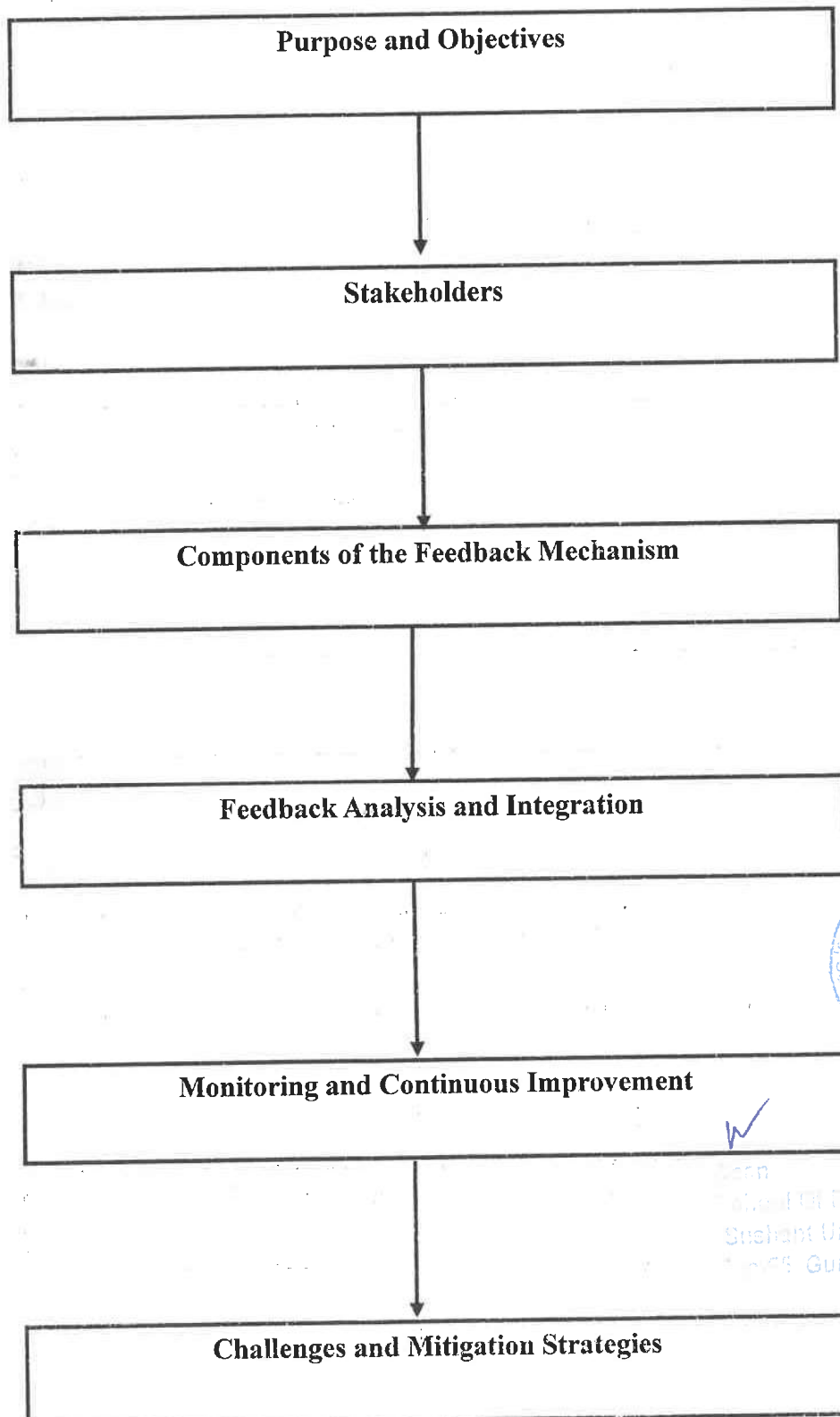
Several challenges may arise in implementing the feedback mechanism. Low response rates can be addressed by offering incentives such as certificates or recognition and simplifying the process through user-friendly platforms. Bias in feedback can be mitigated by ensuring anonymity and using diverse data sources to balance perspectives. Resistance to change can be overcome by conducting awareness sessions that highlight the benefits of feedback-driven development and fostering an inclusive environment where all stakeholders feel heard.

Conclusion

The proposed feedback mechanism ensures that curriculum development is dynamic, stakeholder-inclusive, and aligned with both academic and industry standards. Regular monitoring and transparency in communication will help build trust and foster a culture of continuous improvement.



FEEDBACK MECHANISM PROCESS FOR CURRICULUM DEVELOPMENT



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