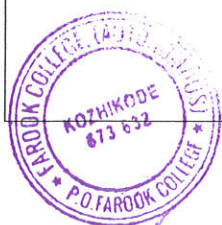# FAROOK COLLEGE (Autonomous)
Kozhikode, Kerala.

ACTION TAKEN REPORT ON CURRICULUM
2019-2020

Action taken report- 2019-20

Feedback suggestion from stake holders	Actions suggested	Action taken
ARABIC		
The feedback pointed out that the curriculum content for Arabic is perceived as outdated and not aligned with current conditions.	Revise the curriculum to ensure it is relevant to the present conditions.	The curriculum has been comprehensively revised in 2019 to address this concern.
Feedback highlighted the necessity to incorporate ICT tools into the Postgraduate (PG) curriculum.	Recommendation to introduce new ICT-oriented courses within the PG curriculum.	PG curriculum was revised in 2019. Specifically, the revision included the addition of courses such as "Arabic-enabled ICT for Academic Writings and Presentations" to meet the suggested requirement.
Feedback emphasized the need to make the learning experience in the Postgraduate (PG) curriculum more explorative.	Suggestion was made to incorporate visits to Centers of Higher Learning within the PG curriculum.	PG curriculum was thoroughly revised in 2019 to include visits to Centres of Higher Learning, aligning with the suggested enhancement for a more explorative learning experience.
Emphasize practical translation and Arabic for employment	Suggested to revise accordingly	Revised PG and UG curriculum in 2019
BOTANY		
Make curriculum more updated and need based	Suggested to integrate need-based elements to enhance the students' practical understanding and application of theoretical knowledge	Curriculum revised in 2019
Some Teachers responded that the Evaluation methods in the curriculum is not much efficient	Suggested to incorporate more dynamic and comprehensive evaluation system that accurately gauges the students' progress and mastery of the subject matter.effective evaluation methods	Revised curriculum in 2019 as per the regulations of University of Calicut

Some of the alumni responded that curriculum is not explorative and practical		Revised accordingly in 2019
	Suggested to include institutional visits and Field work. These additions provide students with real-world exposure, allowing them to apply theoretical knowledge in practical scenarios.	

CHEMISTRY

The feedback highlighted a perceived misalignment between the PG curriculum content and the requirements of both academic and industrial research.	Suggested to revise the curriculum to meet the academic and industrial needs	PG Curriculum revised in 2019
The feedback from students indicated dissatisfaction with the adequacy of the existing evaluation methods in the curriculum.	Suggestion was to enhance and improve the evaluation scheme or methods to address the perceived insufficiencies.	PG Curriculum underwent a revision in 2019.
The feedback highlighted a perceived deficiency in the curriculum, specifically noting a lack of a problem-solving approach.	The suggestion put forth was to incorporate problem-solving approaches into the respective courses within the curriculum.	A comprehensive revision of the curriculum was undertaken in 2019.
The feedback emphasized the need for skill orientation in a specific field within the curriculum.	The suggested solution was to incorporate a certificate course that specifically addresses the skill requirements in the identified field.	A certificate course in water quality assessment was initiated, aligning with the identified need for skill orientation in a specific field.
The feedback indicated that the UG curriculum was deemed insufficient to meet the requirements of the industry.	The suggestion proposed was to supplement the UG curriculum by introducing a certificate course specifically focusing on industrial applications.	A certificate course on the industrial application of chemistry was initiated.

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COMMERCE		
Students provided feedback indicating the presence of duplicated content in the BBA curriculum.	A suggestion was made to remove the duplicated contents from the BBA curriculum.	A revision was carried out in 2019, by removing the duplicated contents from the BBA curriculum.
Concerns were raised in students' feedback about the lack of motivation and leadership qualities in the curriculum content of the BBA	A suggestion was made to include elements that would enhance motivation and develop leadership qualities in the BBA curriculum.	BBA curriculum was revised in 2019
Feedback emphasized the need for the PG curriculum to be more need-based.	A suggestion was made to include modern management concepts, symbols, and start up programs in the curriculum.	A revision of the curriculum was implemented in 2019, incorporating modern topics.
The feedback suggested the incorporation of skill-oriented courses.	A suggestion was made to initiate ability enhancement courses.	The institution took action by starting ability enhancement courses, aligning with the need for skill-oriented offerings.
The feedback highlighted a perceived lack of practical experience in the curriculum.	A suggestion was made to include practical components in the curriculum	A curriculum revision was carried out in 2019
COMPUTER SCIENCE		
The feedback pointed out that the content of the UG course was not meeting the standards for graduate employability.	The suggested solution was to restructure the syllabus, with the aim of enhancing the employability of graduates.	UG Curriculum revised in 2019. The revision focused on restructuring the syllabus to better align with the skills and knowledge required for enhanced graduate employability.
The feedback highlighted a perceived dissatisfaction with the common courses, indicating that they were not meeting the needs of the students.	The suggested solution proposed the addition of new common courses, such as Web designing and OOPS, to address the identified shortcomings.	The curriculum revision in 2019 involved the incorporation of new common courses, specifically focusing on Web designing and OOPS.

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The feedback emphasized the necessity of updating the PG curriculum to align with the requirements of the industry.	The suggestion proposed was to revise the PG curriculum accordingly to address the identified misalignment with industrial needs.	In response to the feedback and suggestion, the curriculum was revised comprehensively in 2019.
Some alumni responded that it is better to include new finance related courses in the curriculum.	It was recommended to replace Human Resource Management with a Financial Management course.	A revision was implemented in 2019, where the Human Resource Management course was replaced with a Financial Management course in the B.Com curriculum.
ECONOMICS		
The feedback indicated that the content of the curriculum was not adequately updated and lacked a need-based approach.	Suggested to revise the curriculum accordingly, addressing the identified issues with currency and relevance.	A comprehensive revision of the curriculum was undertaken in 2019.
Some of the stake holders responded that to include student activities in the curriculum, with a specific emphasis on incorporating assignments such as book reviews.	The recommendation was to enhance the curriculum by integrating student activities, particularly introducing assignments like book reviews.	A revision was carried out in 2019, where adjustments were made to incorporate student activities, including the addition of book review assignments.
Several teachers expressed the importance of providing students with exposure through publications and presentations.	It was recommended to consider incorporating publication and presentation opportunities in national and international conferences as part of internal evaluation.	A curriculum revision was implemented in 2019
The feedback indicated a need to update the PG curriculum by incorporating relevant topics.	A suggestion was made to revise the PG curriculum to include the identified relevant topics.	A curriculum revision was undertaken in 2019 to update the PG curriculum by incorporating the recommended relevant topics.

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The feedback highlighted concerns about the efficiency of the evaluation pattern.	A suggestion was made to revise the evaluation reforms.	A curriculum revision was carried out in 2019 to implement changes in the evaluation pattern as per the regulations of University of Calicut.
The feedback suggested a need for the rearrangement of PG (Postgraduate) curriculum content	It was recommended to rearrange the content of the PG syllabus.	PG syllabus content was rearranged during a curriculum revision in 2019.
ENGLISH		
The feedback indicated a need for modification in the curriculum content	A suggestion was made to revise the curriculum by adding new topics.	A specific revision was made in 2019 where the short story "Karma" was replaced with "Mark of Vishnu" in the curriculum.
Feedback suggested the inclusion of oral and written tests for evaluation to enhance communication skills.	A recommendation was made to incorporate oral and written tests for internal evaluation.	The curriculum was revised in 2019, introducing oral and written tests for internal evaluation.
The feedback suggested the incorporation of special activities for communication skill development.	A suggestion was made to start a certificate course focused on communication skills.	a certificate course on SPELL (Specialised Programme in English Language Laerning) was initiated.
Alumni feedback highlighted the need to enhance writing skills.	A suggestion was made to start an Ability Enhancement Course specifically focusing on improving writing skills.	An Ability Enhancement Course aimed at enhancing writing skills was initiated.
Students expressed concerns that the content of the PG curriculum did not align well with competitive exams.	A suggestion was made to revise the curriculum content in line with NET/UGC competitive exams.	The PG curriculum was revised in 2019 to align more closely with the requirements of NET/UGC competitive exams.
HINDI		
Feedback indicated that the syllabus of a common course was not updated sufficiently.	A suggestion was made to revise the common course syllabus.	The common course syllabus was revised in 2019.

There was feedback about the need for activities to enhance communication skills.	Suggestion was made to revise the curriculum to include activities aimed at enhancing communication skills.	The curriculum was revised in 2019.
HISTORY		
Feedback highlighted the importance of skill-oriented programs in the existing curriculum.	The suggestion was to introduce new certificate courses focusing on skill development.	A certificate course on Indian epigraphy has been initiated
Feedback pointed out the need of skill enhancement programs.	Suggested to start skill development courses like book review, field anthropology studies etc as Audit courses	Curriculum revised 2019
ISLAMIC HISTORY		
Feed back	Suggestion	Action Taken
Alumni feedback indicated that the curriculum lacks alignment with current needs and is not updated.	To revise the existing curriculumThe suggestion was to revise the existing curriculum to address these concerns.	A comprehensive revision of the curriculum was undertaken in 2019, ensuring alignment with current needs.
JOURNALISM		
The Students feedback pointed out a lack of field experience in the digital publishing course.	Suggested to include field study or a photography camp as part of the course.	Curriculum was revised in 2019.
The feedback highlighted concerns about the curriculum content not being sufficiently updated and not meeting the needs of the students.	A suggestion was made to revise the curriculum.	The curriculum was revised in 2019to ensuring that the curriculum remains up-to-date and meets the evolving needs of the students and the field of study.
Feedback indicated that the curriculum content did not satisfy industrial needs.	A suggestion was made to include internships as part of curriculum.	The curriculum was revised in 2019 to better align with the requirements and expectations of the industry.
LIBRARY AND INFORMATION SCIENCE		

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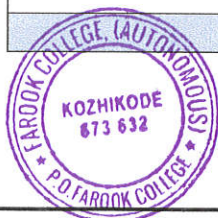| Feedback indicated that the curriculum was not providing sufficient digital exposure to students in the current scenario.	A suggestion was made to introduce MOOC/SWAYAM courses.	It was decided to start MOOC/SWAYAM courses as audit courses.
Feedback highlighted that the curriculum content for the B.Lib.ISc program was not sufficiently updated.	A suggestion was made to update the curriculum.	The curriculum for the B.Lib.ISc program was revised in 2019.
MALAYALAM		
Some students expressed that the current curriculum content lacks interest and motivation.	The suggestion was to revise the existing curriculum by incorporating more motivating components.	The curriculum underwent a revision in 2019, incorporating additional motivating elements to make the content more interesting.
Feedback emphasized the importance of a curriculum that is need-based and regularly updated.	The suggestion was to revise the existing curriculum to meet current needs and ensure ongoing updates.	The curriculum was thoroughly revised in 2019, aligning it with current needs and implementing regular updates.
MATHEMATICS		
Feedback indicated that the content in the curriculum was not relevant to the needs of students.	The suggestion was to revise the curriculum to address this relevance gap.	The syllabus was revised in 2019, ensuring alignment with the needs of students and enhancing overall relevance.
Feedback pointed out a deficiency in elective choices within the curriculum.	The suggestion was to add more electives to provide students with a broader range of choices.	The revised curriculum in 2019 includes an expanded selection of electives.
Feedback highlighted concerns about the poor standard of question papers.	The suggestion was to maintain high-quality question papers to enhance the academic performance of students.	The curriculum was revised in 2019
Feedback indicated that the existing curriculum is insufficient to meet the academic needs of students.	The suggestion was to address this insufficiency by adding certificate courses, specifically in LaTeX.	A certificate course on LaTeX was initiated to supplement the existing curriculum.
MULTIMEDIA		

The current curriculum falls short in addressing industry needs and requires updating.	Recommended the inclusion of recent topics such as the latest camera models and mobile videography techniques.	Curriculum was revised in 2019 to incorporate the suggested updates
Some students expressed dissatisfaction, stating that the curriculum lacks experiential learning opportunities.	Proposed the addition of a field study or photography camp to enhance practical experiences	Curriculum underwent revision in 2019, incorporating a field study or photography camp to address the need for experiential learning.
PHYSICS		
The current question paper pattern is deemed inefficient for proper evaluation.	Recommended a change in the existing pattern for improved assessment.	Altered the paper pattern in accordance with university regulations in 2019.
The UG and PG curricula were found to be outdated and not aligned with current needs.	Suggested a comprehensive revision of the curriculum to make it more current and need-based.	Curricula were revised in 2019 to align with contemporary requirements.
Noted a lack of emphasis on skill-oriented courses in the existing curriculum.	Proposed the introduction of skill-oriented certificate courses to address the gap.	Implemented a new certificate course on Astronomy and Astrophysics and Maintenance of common equipment.
Feedback highlighted the need for innovative teaching and evaluation methods.	Suggested a change in question paper patterns and evaluation methods to incorporate innovation.	Revised in accordance with University regulations in 2019.
PSYCHOLOGY		
Feedback highlighted a lack of sufficient fieldwork in the curriculum.	Suggested the incorporation of fieldwork for relevant courses.	Revised the curriculum in 2019, adding fieldwork to address the need for practical experience.

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Feedback emphasized the need for more skill-oriented courses.	Suggested a comprehensive revision to incorporate additional skill-oriented courses.	The curriculum was revised in 2019
Respondents expressed dissatisfaction with the insufficient field experience in the curriculum.	Suggested to add field work as assignment.	The curriculum underwent a revision in 2019.
SOCIOLOGY		
Feedback indicated a lack of a systematic order of content in the curriculum.	Suggested a review of the curriculum to align with academic challenges and establish a systematic order.	The curriculum was revised in 2019, introducing a systematic order of content.
Feedback highlighted that the content does not meet global standards.	Suggested the addition of new academically challenging courses.	Added new courses, namely "Sociology of Indian Society" and "Contemporary Indian Society," to enhance and meet global standards in the curriculum.
Feedback highlighted a lack of experiential learning in the curriculum.	Suggested the incorporation of field visits and institutional visits.	The curriculum was revised in 2019, integrating field visits and institutional visits to enhance experiential learning opportunities.
Feedback indicated a lack of skill-oriented courses in the curriculum.	Suggested the addition of Ability Enhancement Courses (AEC) to address this gap.	Revised the curriculum in 2019, incorporating Ability Enhancement Courses (AEC).
STATISTICS		
Some respondents identified a lack of significant content related to skill-oriented courses in the curriculum.	Proposed the initiation of skill-oriented certificate courses to address the deficiency.	Implemented a new certificate course in Data Analysis.

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Some respondents expressed that the curriculum lacks alignment with current needs and is not updated.	Suggested a comprehensive revision of the curriculum.	The curriculum was revised in 2019 to ensure it is need-based and up-to-date.
URDU		
Some respondents indicated that the curriculum falls short in addressing communication skills.	Proposed a revision to the curriculum to enhance communication skill development.	The curriculum was revised in 2019 to better address and improve communication skills.
ZOOLOGY		
Some respondents noted that the UG curriculum lacks sufficient time for project work.	Suggested a revision to allocate more time for project work in the UG curriculum.	Revised the curriculum in 2019, extending the time for project work to two semesters (V & VI).
Some respondents recommended the incorporation of more innovative methods to enhance curriculum quality.	Suggested the addition of innovative methods such as field study, industrial visits, debates, etc., to the curriculum.	The curriculum was revised in 2019 to include innovative methods.
Some students noted innovative practical methods helpful for animal conservation.	Suggested the adoption of virtual dissections for animals with conservation status.	Revised practical methods in 2019, incorporating virtual dissections for animals of conservation status, adhering to UGC norms.
Feedback indicated a lack of significant field experience in UG and PG curricula.	Suggested a revision to both UG and PG curricula to enhance field experience opportunities.	Revised the curricula in 2019, incorporating changes such as the addition of local biodiversity records as part of the UG curriculum to provide more field experience.

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