

Curriculum Feedback Analysis Report 2016-17

Parent 2016-17

1. Methodology

This survey report is descriptive and analytical in nature. For the data collection, the sample survey method was used. The respective departments did the sample selection and data collection from the respective parent list. The samples were selected by the systematic random sampling method. The data were collected by the 5-point scale questionnaire prepared by IQAC. For the analysis of data – the descriptive statistics like average, percentage and tabular and diagrammatic tools were used. The data were analyzed with the statistical software SPSS (Trial Version). The report is prepared by IQAC. A copy of the report will submit to the concerned departments and also place before the academic council body of the college for necessary actions.

1.1. Overview

In the curriculum feedback survey 2016-17 of the category parent, 75 parents representing various departments were participated. Table.1 gives the department wise breakup of participants.

Table.1. Course of the Student of respective parents

Course of Study	Frequency	Percent	Valid Percent	Cumulative Percent
Economics	8	10.7	10.7	10.7
English	13	17.3	17.3	28.0
BBA	8	10.7	10.7	38.7
Commerce	7	9.3	9.3	48.0
Computer Science	5	6.7	6.7	54.7
Microbiology	17	22.7	22.7	77.3
Biotechnology	6	8.0	8.0	85.3
Biochemistry	4	5.3	5.3	90.7
History and WAS	7	9.3	9.3	100.0
Total	75	100.0	100.0	

Source: Sample Survey Data 2016-17

2. Department wise Analysis

2.1.Objective and goal of Curriculum:

Out of the 75 parents of students representing various departments, 38.66% opined that the objective and goal of the curriculum is very clear while 50.66% opined that the objective and goal of the curriculum is clear. The observation of parents on objective and goal of curriculum of all departments can be seen from the following table.2.

Table.2. Course of the Student Versus Objective and Goal of the Curriculum

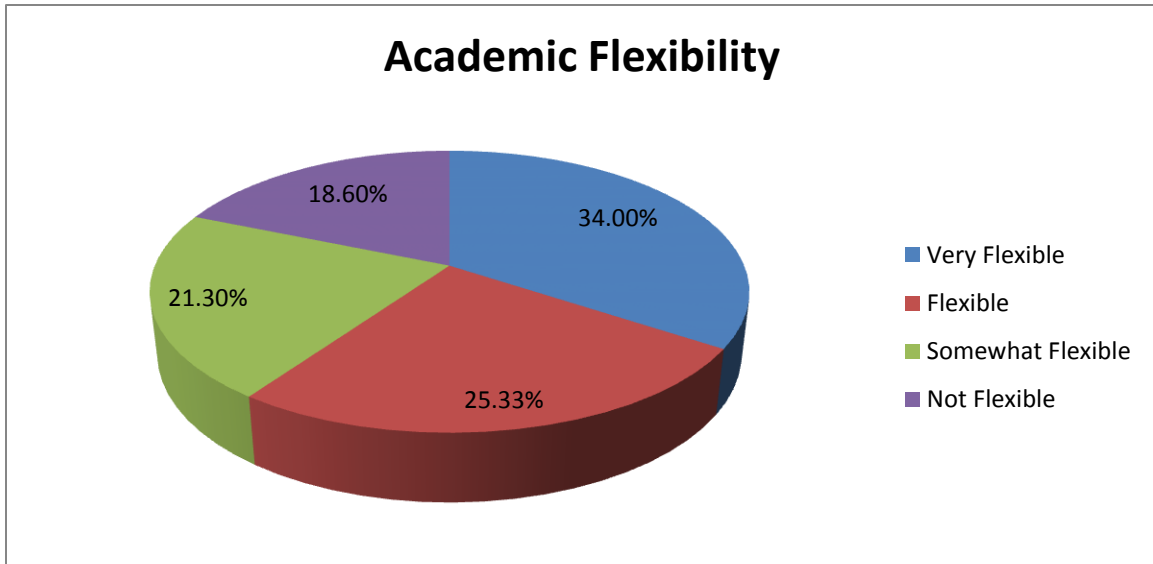
Course of the Student	Objective and Goal of the Curriculum				Total
	Very Clear	Clear	Somewhat Clear	Not Clear	
Economics	4	2	2	0	8
English	4	7	1	1	13
BBA	2	6	0	0	8
Commerce	2	4	0	1	7
Computer Science	1	4	0	0	5
Microbiology	9	7	1	0	17
Biotechnology	4	1	1	0	6
Biochemistry	1	3	0	0	4
History and WAS	2	4	1	0	7
Total	29	38	6	2	75

Source: Sample Survey Data 2016-17

Table.3: Course of the Student Versus academic flexibility

Course of the Student	academic flexibility (Choices to choose courses from other departments)				Total
	Very flexible	Flexible	Somewhat Flexible	Not flexible	
Economics	3	2	1	2	8
English	3	3	2	5	13
BBA	3	2	1	2	8
Commerce	3	1	1	2	7
Computer Science	2	2	1	0	5
Microbiology	5	5	5	2	17
Biotechnology	2	2	2	0	6
Biochemistry	2	1	1	0	4
History and WAS	3	1	2	1	7
Total	26	19	16	14	75

Source: Sample Survey Data 2016-17



Source: Computed from the sample survey data 2016-17

34 percent of parents opined that there is very academic flexibility in the current curriculum.

Table.4: Course of the Student Versus Capacity of the curriculum to develop attitude and skills for a democratic life

Course of the Student	Capacity of the curriculum to develop attitude and skills for a democratic life				Total
	Very Strong	Strong	Somewhat Strong	Not Strong	
Economics	3	3	1	1	8
English	3	6	2	2	13
BBA	1	6	0	1	8
Commerce	0	2	2	3	7
Computer Science	0	3	1	1	5
Microbiology	4	3	3	7	17
Biotechnology	1	4	1	0	6
Biochemistry	0	1	0	3	4
History and WAS	1	2	0	4	7
Total	13	30	10	22	75

Source: Sample Survey data 2016-17

Table.5: Course of the Student * The Proportion of Scientific Content

Course of the Student	The Proportion of Scientific Content					Total
	Sufficient Enough	Sufficient	Somewhat Sufficient	Not Sufficient	Can't Say	
Economics	2	3	1	2	0	8
English	2	3	4	4	0	13
BBA	3	5	0	0	0	8
Commerce	0	2	0	4	1	7
Computer Science	1	4	0	0	0	5
Microbiology	2	6	2	6	1	17
Biotechnology	2	0	1	3	0	6
Biochemistry	0	1	1	2	0	4
History and WAS	0	7	0	0	0	7
Total	12	31	9	21	2	75

Source: Sample Survey Data 2016-17

Table.6: Course of the Student * Use of Learner Centered Methodology

Count

Course of the Student	Use of Learner Centered Methodology					Total
	Excellent	Good	Somewhat Good	Mot Good	Can't Say	
Economics	3	2	1	2	0	8
English	2	3	5	2	1	13
BBA	3	3	2	0	0	8
Commerce	2	3	1	1	0	7
Computer Science	0	2	1	2	0	5
Microbiology	3	5	4	5	0	17
Biotechnology	1	2	1	2	0	6
Biochemistry	2	2	0	0	0	4
History and WAS	3	3	1	0	0	7
Total	19	25	16	14	1	75

Source: Sample Survey Data 2016-17

Table.7: Course of the Student * Use of ICT in Teaching Learning

Course of the Student	Use of ICT in Teaching Learning				Total
	Excellent	Good	Somewhat Good	Not Good	
Economics	5	1	0	2	8
English	3	5	3	2	13
BBA	2	4	2	0	8
Commerce	0	2	5	0	7
Computer Science	0	4	1	0	5
Microbiology	3	6	5	3	17
Biotechnology	1	3	1	1	6
Biochemistry	3	1	0	0	4
History and WAS	0	5	1	1	7
Total	17	31	18	9	75

Source: Sample Survey Data 2016-17

Table.: Course of the Student Versus Content of core Courses

Course of the Student	Content of core Courses				Total
	Sufficient Enough	Sufficient	Somewhat Sufficient	Not sufficient	
Economics	1	5	1	1	8
English	2	7	3	1	13
BBA	3	5	0	0	8
Commerce	0	5	2	0	7
Computer Science	3	1	1	0	5
Microbiology	7	4	2	4	17
Biotechnology	2	2	1	1	6
Biochemistry	3	1	0	0	4
History and WAS	1	4	2	0	7
Total	22	34	12	7	75

Source: Sample Survey Data 2016-17

Table.9: Course of the Student Versus Content of common Courses

Course of the Student	Content of common Courses					Total
	Sufficient Enough	Sufficient	Somewhat Sufficient	Not Sufficient	Can't Say	
Economics	2	2	4	0	0	8
English	2	6	4	1	0	13
BBA	3	5	0	0	0	8
Commerce	2	3	2	0	0	7
Computer Science	3	2	0	0	0	5
Microbiology	5	4	4	3	1	17
Biotechnology	2	2	1	1	0	6
Biochemistry	2	2	0	0	0	4
History and WAS	0	6	1	0	0	7
Total	21	32	16	5	1	75

Source: Sample Survey Data 2016-17

Table.10: Course of the Student Versus Content of Open Courses

Course of the Student	Content of Open Courses					Total
	Sufficient Enough	Sufficient	Somewhat Sufficient	Not sufficient	Can't Say	
Economics	3	2	2	1	0	8
English	4	5	3	1	0	13
BBA	4	3	1	0	0	8
Commerce	2	4	1	0	0	7
Computer Science	1	3	0	1	0	5
Microbiology	7	4	1	4	1	17
Biotechnology	1	3	1	1	0	6
Biochemistry	2	2	0	0	0	4
History and WAS	4	3	0	0	0	7
Total	28	29	9	8	1	75

Source: Sample Survey Data 2016-17

Table.11: Course of the Student Versus Content of Complimentary Courses

Course of the Student	Content of Complimentary Courses					Total
	Sufficient Enough	Sufficient	Somewhat Sufficient	Not Sufficient	Can't Say	
Economics	1	4	3	0	0	8
English	1	9	3	0	0	13
BBA	2	6	0	0	0	8
Commerce	1	1	4	0	1	7
Computer Science	3	2	0	0	0	5
Microbiology	7	4	2	3	1	17
Biotechnology	2	3	1	0	0	6
Biochemistry	3	1	0	0	0	4
History and WAS	2	4	1	0	0	7
Total	22	34	14	3	2	75

Source: Sample Survey Data 2016-17

Table.12: Course of the Student Versus The capacity of the Curriculum to Ensure all round growth of the learner

Course of the Student	The capacity of the Curriculum to Ensure all round growth of the learner					Total
	Very Strong	Strong	Somewhat Strong	Not Strong	Can't Say	
Economics	3	3	2	0	0	8
English	5	3	4	1	0	13
BBA	3	5	0	0	0	8
Commerce	0	2	3	2	0	7
Computer Science	0	2	1	2	0	5
Microbiology	4	5	2	4	2	17
Biotechnology	1	4	1	0	0	6
Biochemistry	1	1	2	0	0	4
History and WAS	2	5	0	0	0	7
Total	19	30	15	9	2	75

Source: Sample Survey data 2016-17

Table. 13: Course of the Student Versus The Suitability of the Curriculum to Teaching Learning Situation

Course of the Student	The Suitability of the Curriculum to Teaching Learning Situation					Total
	Very Suitable	Suitable	Somewhat Suitable	Not Suitable	Can't Say	
Economics	2	5	1	0	0	8
English	3	6	3	1	0	13
BBA	2	6	0	0	0	8
Commerce	0	2	5	0	0	7
Computer Science	3	1	0	1	0	5
Microbiology	4	8	0	2	3	17
Biotechnology	2	3	1	0	0	6
Biochemistry	1	2	1	0	0	4
History and WAS	1	5	1	0	0	7
Total	18	38	12	4	3	75

Source: Sample Survey Data 2016-17