

# CURRICULUM FEEDBACK ANALYSIS REPORT 2017-18

## Pass out Students 2017-18

### 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 pass-out students. 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, 96 pass-out students of the year 2017-18 from various departments were participated. Table.1 gives the department wise breakup of participants.

**Table 1: No of pass-out students representing departments**

Department	No of Students	Percent
Economics	10	10.4
English	11	11.5
Commerce	10	10.4
West Asian Studies	11	11.5
BBA	10	10.4
Computer Science	13	13.5
Microbiology	9	9.4
Biochemistry	11	11.5
Biotechnology	11	11.5
Total	96	100.0

Source: Sample survey data 2018

Out of the total samples, 38.5% are male students and 61.5% are female students. The classification according to locality shows that 89.6% students are from rural area and only

10.4% are from urban areas. Out of total samples 76% are from Muslim community, 2.1% are from General Category, 6.3% from Scheduled Caste (SC), 1% ST and 14.6 from OBC.

**Table 2: Gender wise classification of Samples**

<b>Gender</b>	<b>Frequency</b>	<b>Percent</b>
Male	37	38.5
Female	59	61.5
Total	96	100.0

Source: Sample Survey 2018

**Table 3: Locality wise Classification of Samples**

<b>Locality</b>	<b>Frequency</b>	<b>Percent</b>
Rural	86	89.6
Urban	10	10.4
Total	96	100.0

Source: Sample survey 2018

## **1. Department wise Analysis**

### **2.1. Objective and goal of Curriculum:**

In economics department 20 percent of the pass out students observed that the objective and goal of curriculum is *very clear* while 70% observed as *clear*. The observation of pass out students on objective and goal of curriculum of all departments can be seen from the following table.4.

**Table 4: Department versus Objective and Goal of the Curriculum (Cross tabulation)**

Department	Objective and Goal of the Curriculum			Total
	Very Clear	Clear	Somewhat Clear	
Economics	2	7	1	10
English	11	0	0	11
Commerce	4	6	0	10
West Asian Studies	2	9	0	11
BBA	8	2	0	10
Computer Science	9	4	0	13
Microbiology	2	7	0	9
Biochemistry	6	5	0	11
Biotechnology	8	3	0	11
Total	52	43	1	96

Source: Sample Survey data 2018

## **2.2. Academic Flexibility**

Among the samples of economics department 30% opined that there is academic flexibility while 30% opined as not flexible. The opinion of the students up on this variable is depicted in the following table.5.

**Table.5: Department Versus Academic Flexibility (Choices to choose courses from other departments) Cross tabulation (%)**

Department	Academic Flexibility					Total (%)
	Very Flexible	Flexible	Somewhat Flexible	Not Flexible	Can't Say	
Economics	10	30	0	30	30	100
English	27.27	72.72	0	0	0	100
Commerce	40	60	0	0	0	100
WAS	0	72.72	18.18	9	0	100
BBA	0	40	0	60	0	100
Computer Science	23.07	76.92	0	0	0	100
Microbiology	0	55.55	44.44	0	0	100
Biochemistry	18.18	63.63	18.18	0	0	100
Biotechnology	0	90.90	9.09	0	0	100

Source: Sample survey 2018

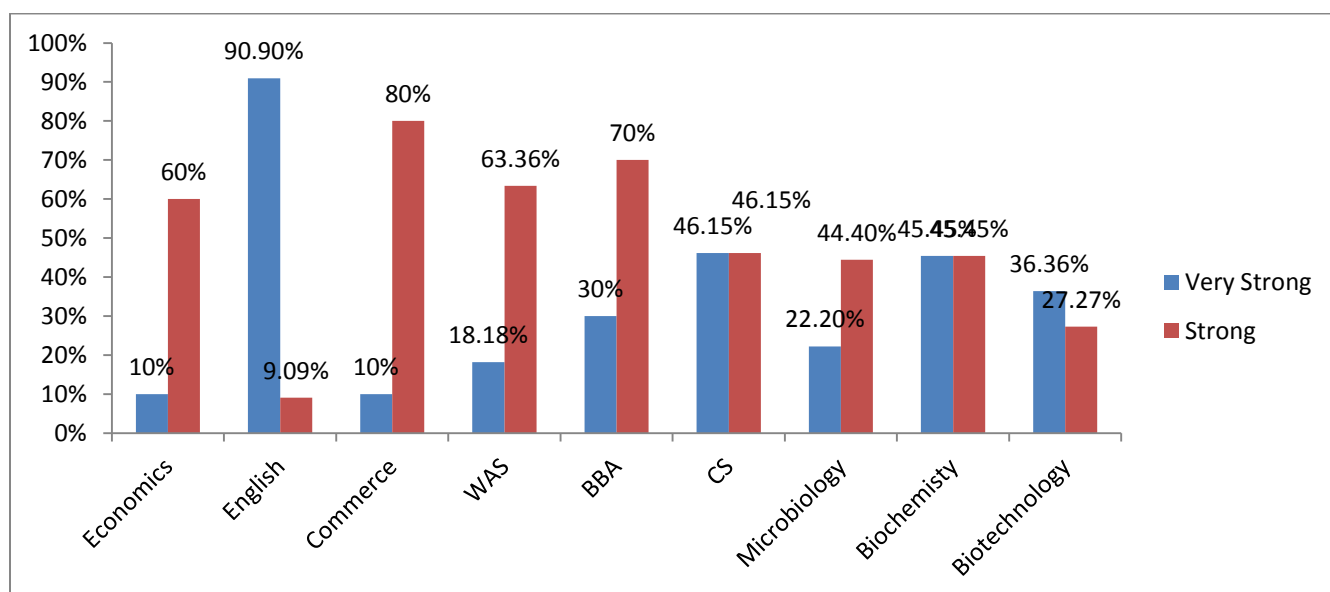
### **2.3. Capacity of the Curriculum to develop attitude and skills for a democratic Life**

Up on this variable the students mostly choose the option very strong and strong. The following fig.1. depicts this.

#### **2.4.Proportion of Scientific Content:**

Students from economics department 70 %students opined that the proportion of scientific content in the curriculum is sufficient. It is 27.27% (English), 60% (Commerce), 45.45% (WAS), 40% (BBA), 69.23% (CS), 44.44% (Microbiology), 54.54% (BC) and 36.36% (BT). Among the students of WAS 36.36% opined as Not Sufficient.

**Figure 1: Opinion on Capacity of Curriculum (Department Wise Analysis)**



### 2.5. Use of Learner Centered Methodology

Up on the variable “use of learner centered methodology” almost all departments students stick on the option ‘excellent’ or ‘good’. The following table.6 shows in detail.

**Table.6: Use of Learner Centered Methodology (Cross tabulation)**

Department	Use of Learner Centered Methodology				Total
	Excellent	Good	Somewhat Good	Not Good	
Economics	3	7	0	0	10
English	2	9	0	0	11
Commerce	2	6	2	0	10
West Asian Studies	0	8	3	0	11
BBA	6	4	0	0	10
Computer Science	6	5	2	0	13
Microbiology	3	4	2	0	9
Biochemistry	4	5	1	1	11
Biotechnology	1	3	7	0	11
Total	27	51	17	1	96

Source: Sample survey data 2018

## 2.6. Use of ICT in Teaching and Learning

On this variable also almost all department students expressed their opinion on the option 'excellent' or 'good'. Table 7 gives the details.

**Table 7: Department versus Use of ICT in Teaching Learning (Cross tabulation)**

Department	Use of ICT in Teaching Learning					Total
	Excellent	Good	Somewhat Good	Not Good	Can't Say	
Economics	6	4	0	0	0	10
English	5	6	0	0	0	11
Commerce	2	4	4	0	0	10
West Asian Studies	2	7	2	0	0	11
BBA	4	4	2	0	0	10
Computer Science	6	6	1	0	0	13
Microbiology	3	4	2	0	0	9
Biochemistry	5	4	1	1	0	11
Biotechnology	3	5	2	0	1	11
Total	36	44	14	1	1	96

Source: Sample survey data 2018

## 2.7. Content of Core Course

Out of total 96 samples from various departments 40.62% put their option as content of core course is sufficient enough while 42.70% argued for the option sufficient and 13.54 % chose the option somewhat sufficient. Following table.8 shows in detail.

## 2.8. Content of Common Course:

The opinion of pass-out students on content of common course – a department wise break-up is in the given table.9. The overall observation on this variable is 34.37% argued for sufficient enough and 44.79% students opined as sufficient the content of common course.

**Table 8: Content of Core Courses –Department wise analysis (Cross tabulation)**

Department	Content of Core Courses					Total
	Sufficient Enough	Sufficient	somewhat Sufficient	Not Sufficient	Can't Say	
Economics	3	7	0	0	0	10
English	8	2	1	0	0	11
Commerce	2	5	3	0	0	10
West Asian Studies	3	7	1	0	0	11
BBA	7	2	1	0	0	10
Computer Science	5	7	0	0	1	13
Microbiology	2	3	4	0	0	9
Biochemistry	6	3	0	2	0	11
Biotechnology	3	5	3	0	0	11
Total	39	41	13	2	1	96

Source: Sample survey data 2018

**Table 9: Content of common Courses (Cross tabulation)**

Department	Content of common Courses					Total
	Sufficient Enough	Sufficient	Somewhat Sufficient	Not sufficient	Can't Say	
Economics	4	6	0	0	0	10
English	8	3	0	0	0	11
Commerce	3	4	3	0	0	10
West Asian Studies	3	7	1	0	0	11
BBA	4	2	4	0	0	10
Computer Science	2	9	1	1	0	13
Microbiology	1	4	3	1	0	9
Biochemistry	3	4	2	1	1	11
Biotechnology	5	4	2	0	0	11
Total	33	43	16	3	1	96

Source: Sample survey data 2018

## 2.9. Content of Open Course

Against this variable 47.91% of the sample students argued as the content of open course is sufficient. Details given in the following table.10

**Table 10: Department \* Content of Open Courses Crosstabulation**

Department	Content of Open Courses					Total
	Sufficient Enough	Sufficient	Somewhat Sufficient	Not Sufficient	Can't Say	
Economics	2	7	1	0	0	10
English	5	6	0	0	0	11
Commerce	1	7	2	0	0	10
West Asian Studies	0	6	5	0	0	11
BBA	6	3	1	0	0	10
Computer Science	4	5	2	1	1	13
Microbiology	2	3	4	0	0	9
Biochemistry	4	2	2	1	2	11
Biotechnology	3	7	1	0	0	11
Total	27	46	18	2	3	96

Source: Sample survey data 2018

## 2.10. Content of Complimentary Courses

Up on this variable, out of total 96 samples 31 argued for the option sufficient irrespective of departments. The department wise opinion break-ups is given in the following table.11

## 2.11. Capacity of the Curriculum to Ensure all round growth of the Learner

Out of total samples 53.13% opined that the capacity of the curriculum to ensure all round growth of the learner is strong irrespective of departments. The department wise classification is given in the table 12.



**Table.11: Department versus content of Complimentary Courses (Cross tabulation)**

Department	content of Complimentary Courses					Total
	Sufficient Enough	Sufficient	Somewhat Sufficient	Not Sufficient	Can't Say	
Economics	3	7	0	0	0	10
English	8	3	0	0	0	11
Commerce	4	3	2	0	1	10
West Asian Studies	0	6	5	0	0	11
BBA	6	4	0	0	0	10
Computer Science	4	8	1	0	0	13
Microbiology	0	4	4	0	1	9
Biochemistry	3	3	3	1	1	11
Biotechnology	3	5	3	0	0	11
<b>Total</b>	<b>31</b>	<b>43</b>	<b>18</b>	<b>1</b>	<b>3</b>	<b>96</b>

Source: Sample survey data 2018

**Table.12: Capacity of the Curriculum to Ensure all round growth of the learner (Cross-tabulation)**

Department	Capacity of the Curriculum to Ensure all round growth of the learner				Total
	Very Strong	Strong	Somewhat Strong	Can't Say	
Economics	3	7	0	0	10
English	7	4	0	0	11
Commerce	4	4	2	0	10
West Asian Studies	0	10	1	0	11
BBA	0	8	2	0	10
Computer Science	5	5	3	0	13
Microbiology	1	6	2	0	9
Biochemistry	5	4	1	1	11
Biotechnology	6	3	2	0	11
<b>Total</b>	<b>31</b>	<b>51</b>	<b>13</b>	<b>1</b>	<b>96</b>

Source: Sample survey data 2018

## 2.12. Suitability of Curriculum to Teaching Learning Situation

Out of total 96 samples 52 (54.16%) argued that the curriculum is suitable for teaching and learning situation. The department wise status is given in the following table.13.

**Table 13: Suitability of the Curriculum to Teaching Learning Situation (Cross-tabulation)**

Department	Suitability of the Curriculum to Teaching Learning Situation				Total
	Very Suitable	Suitable	Somewhat Suitable	Not Suitable	
Economics	2	8	0	0	10
English	6	5	0	0	11
Commerce	4	5	1	0	10
West Asian Studies	0	10	1	0	11
BBA	2	1	7	0	10
Computer Science	6	6	0	1	13
Microbiology	0	6	3	0	9
Biochemistry	3	5	3	0	11
Biotechnology	4	6	1	0	11
Total	27	52	16	1	96

Source: Sample survey data 2018



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