Curriculum Feedback Analysis Report 2020-21

Alumni 2020-21

1. Methodology

This curriculum feedback report of Alumni is descriptive and analytical in nature. The sample survey method is used to collect the data. The respective departments did the sample selection and data collection from the respective alumni 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 survey2020-21, 80 alumni from various departments were participated. Table.1 gives the department wise breakup of participants.

Table 1: No of Alumni representing Courses

Course of Study	Frequency
Economics	11
English	08
Commerce	09
BBA	10
WAS	09
Microbiology	08
Computer Science	10
Biochemistry	11
Bio-technology	04
Total	80

Source: Sample survey data 2021

Out of the total samples, 35.05% are male and 64.95% are female. The classification according to year of study shows that 32% samples are from 2014-15 bathes and 23.7% are from 2015-16 batches. The category wise classification shows that 69.1% are from Muslim community while 8.2% (General), 9.3% (SC), 2.1% (ST) and 11.3% (OBC).

2. Department wise Analysis

2.1.Objective and goal of Curriculum:

Out of the 11 sample alumni of Economics course 07 opined that the objective and goal of their curriculum is clear.   Out of total samples regardless of course of study 55% viewed that the objective and goal of curriculum is very clear. The observation of alumni on objective and goal of curriculum of all departments can be seen from the following table.2.

Table.2: Objective and goal of the Curriculum

Course of Study	Objective and goal of the Curriculum				Total
	very clear	clear	somewhat clear	Can't say	
Economics	7	3	1	0	11
English	7	1	0	0	08
Commerce	7	2	0	0	09
BBA	5	5	0	0	10
WAS	0	09	0	0	09
Microbiology	1	6	1	0	08
Computer Science	9	1	0	0	10
Biochemistry	7	3	1	0	11
Bio-technology	1	3	0	0	04
Total	44	33	3	0	80

Source: Sample survey data 2021

2.2. Academic Flexibility

Table. 3: Academic Flexibility

Course of Study	Academic Flexibility				Total
	Very flexible	Flexible	Somewhat flexible	Not flexible	
Economics	0	10	1	0	11
English	1	7	0	0	08
Commerce	2	2	5	0	09
BBA	6	3	1	0	10
WAS	0	1	0	8	09
Microbiology	0	6	2	0	08
Computer Science	7	3	0	0	10
Biochemistry	7	4	0	0	11
Bio-technology	4	0	2	0	04
Total					80

Source: Sample survey data 2021

2.3. Capacity of the Curriculum to develop attitude and skills for a democratic life

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

Course of Study	Capacity of the curriculum to develop attitude and skills for a democratic life					Total
	Very Strong	strong	Somewhat Strong	Not Strong	Can't Say	
Economics	4	6	0	1	0	11
English	7	1	0	0	0	08
Commerce	4	5	0	0	0	09
BBA	4	5	0	1	0	10
WAS	1	8	0	0	0	09
Microbiology	1	1	6	0	0	08
Computer Science	6	3	0	0	1	10
Biochemistry	3	5	3	0	0	11
Bio-technology	4	0	0	0	0	04
Total						80

Source: Sample Survey data 2021

2.4. Proportion of Scientific Content

Table 5: Proportion of Scientific Content

Course of Study	Proportion of Scientific Content				Total
	Sufficient Enough	Sufficient	Somewhat Sufficient	Not Sufficient	
Economics	3	7	0	1	11
English	7	1	0	0	08
Commerce	0	6	3	0	09
BBA	5	4	1	0	10
WAS	0	9	0	0	09
Microbiology	0	3	5	0	08
Computer Science	4	4	0	2	10
Biochemistry	2	4	2	2	11
Bio-technology	0	4	0	0	04
Total					80

Source: Sample Survey data 2021

2.5. Use of Learner Centered Methodology

Table.6: Use of Learner Centered Methodology

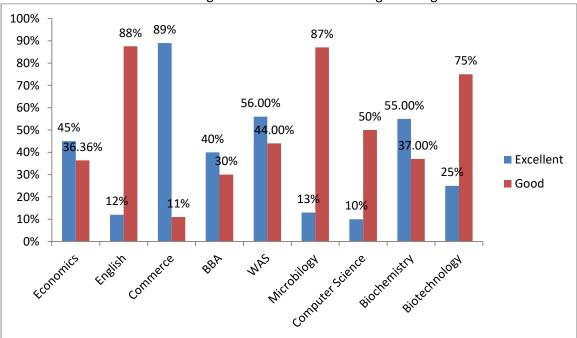| Course of Study	Use of Learner Centred Methodology					Total
	Excellent	Good	Somewhat Good	Not good	Can't Say	
Economics	5	4	1	1	0	11
English	7	1	0	0	0	08
Commerce	7	2	0	0	0	09
BBA	5	3	1	1	0	10
WAS	8	1	0	0	0	09
Microbiology	2	4	2	0	0	08
Computer Science	1	7	2	0	0	10
Biochemistry	7	2	2	0	0	11
Bio-technology	2	2	0	0	0	04
Total						80

Source: Sample Survey data 2021

2.6. Use of ICT in Teaching Learning

Table.7: Use of ICT in Teaching Learning

Course of Study	Use of ICT in Teaching Learning					Total
	Excellent	Good	Somewhat good	Not good	Can't Say	
Economics	5	4	1	0	0	11
English	1	7	0	0	0	08
Commerce	8	1	0	0	0	09
BBA	4	3	3	0	0	10
WAS	5	4	0	0	0	09
Microbiology	1	7	0	0	0	08
Computer Science	1	5	3	1	0	10
Biochemistry	6	4	1	0	0	11
Bio-technology	1	3	0	0	0	04
Total						80

Source: Sample survey data 2021

The percentage of opinion on the option Excellent and Good of the use of ICT in teaching learning can be seen from the following fig.1.

Figure 1: Use of ICT in Teaching Learning

2.7. Content of Core Course

Table.8: Content of Core Course

Course of Study	Content of Core Course					Total
	Sufficient Enough	Sufficient	Somewhat sufficient	Not sufficient	Can't Say	
Economics	7	3	1	0	0	11
English	5	3	0	0	0	08
Commerce	5	4	0	0	0	09
BBA	2	3	2	3	0	10
WAS	4	5	0	0	0	09
Microbiology	0	4	4	0	0	08
Computer Science	1	6	2	0	1	10
Biochemistry	7	4	0	0	0	11
Bio-technology	3	1	0	0	0	04
Total						80

Source: Sample Survey data 2021

2.8. Content of Common Course

Table.9: Content of Common Course

Course of Study	Content of Common Course					Total
	Sufficient Enough	Sufficient	Somewhat Sufficient	Not sufficient	Can't Say	
Economics	8	3	0	0	0	11
English	4	2	2	0	0	08
Commerce	3	5	1	0	0	09
BBA	2	5	3	0	0	10
WAS	3	6	0	0	0	09
Microbiology	2	4	2	0	0	08
Computer Science	1	7	1	1	0	10
Biochemistry	8	3	0	0	0	11
Bio-technology	0	0	4	0	0	04
Total						80

Source: Sample Survey data2021

2.9. Content of Open Course

Table. 10: Content of Open Course

Course of Study	Content of Open Course					Total
	Sufficient Enough	Sufficient	Somewhat Sufficient	Not Sufficient	Can't Say	
Economics	6	5	0	0	0	11
English	4	4	0	0	0	08
Commerce	3	6	0	0	0	09
BBA	2	6	1	0	1	10
WAS	0	4	0	0	5	09
Microbiology	0	7	1	0	0	08
Computer Science	3	4	2	1	0	10
Biochemistry	6	3	1	0	1	11
Bio-technology	2	2	0	0	0	04
Total						80

Source: Sample Survey data 2021

2.10.   Content of complimentary Course

Table.11: Content of Complimentary Course

Course of Study	Content of Complimentary Course					Total
	Sufficient Enough	Sufficient	Somewhat Sufficient	Not Sufficient	Can't Say	
Economics	5	4	2	0	0	11
English	5	3	0	0	0	08
Commerce	5	4	0	0	0	09
BBA	7	0	2	1	0	10
WAS	0	8	0	1	1	09
Microbiology	0	1	7	0	0	08
Computer Science	3	4	3	0	0	10
Biochemistry	6	4	1	0	0	11
Bio-technology	4	0	0	0	0	04
Total						80

Source: Sample Survey data 2021

2.11. The capacity of the Curriculum to Ensure All round Growth of the Learner

Table.12: The Capacity of the Curriculum to ensure all round growth of the learner

Course of Study	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	5	6	0	0	0	11
English	5	3	0	0	0	08
Commerce	5	4	0	0	0	09
BBA	5	4	1	0	0	10
WAS	0	8	1	0	0	09
Microbiology	1	5	2	0	0	08
Computer Science	4	3	2	0	1	10
Biochemistry	7	3	1	0	0	11
Bio-technology	2	2	0	0	0	04
Total						80

Source: Sample Survey data 2021

2.12. Suitability of the Curriculum to Teaching Learning Situation

Table.13: Suitability of the curriculum to teaching learning situation

Course of Study	Suitability of the curriculum to teaching learning situation				Total
	Very Suitable	Suitable	Somewhat Suitable	Can't Say	
Economics	4	6	1	0	11
English	7	2	0	0	08
Commerce	5	4	0	0	09
BBA	6	4	0	0	10
WAS	0	9	0	0	09
Microbiology	0	6	2	0	08
Computer Science	4	3	1	2	10
Biochemistry	7	1	3	0	11
Bio-technology	0	2	1	1	04
Total					80

Source: Sample Survey data 2021