

# Curriculum Feedback Analysis Report 2021-22

## Alumni 2021-22

### 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 survey 2021-22, 65 alumni from various departments were participated. Table.1 gives the department wise breakup of participants.

**Table 1: No of Alumni representing Programmes**

Programmes	Frequency	Percent
BBA	6	9.2
Biochemistry	4	6.2
Biotechnology	4	6.2
Commerce	16	24.6
Computer Science	8	12.3
Economics	10	15.4
English	7	10.8
Microbiology	6	9.2
WAS	4	6.2
Total	65	100.0

Source: Sample survey data 2022

Out of the total samples, 38.5% are male and 61.5% are female. The category wise classification shows that 68% are from Muslim community while 9% (General), 9.% (SC), and 14% (OBC).

## 2. Department wise Analysis

### 2.1.Objective and goal of Curriculum:

Out of the 10 sample alumni of Economics course 05 opined that the objective and goal of their curriculum is very clear. Out of total samples regardless of course of study 29% 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. Department \* Objective and Goal of the Curriculum Crosstabulation**

Count		Objective and Goal of the Curriculum					Total
		Very Clear	Clear	somewhat Clear	Not Clear	Can't Say	
	BBA	3	1	1	1	0	6
	Biochemistry	1	0	1	2	0	4
	Biotechnology	0	2	2	0	0	4
	Commerce	6	4	0	6	0	16
Department	Computer Science	1	2	3	2	0	8
	Economics	5	3	0	1	1	10
	English	3	4	0	0	0	7
	Microbiology	0	2	3	1	0	6
	WAS	0	0	3	1	0	4
Total		19	18	13	14	1	65

Source: Sample survey data 2022

## 2.2. Academic Flexibility

**Table.3. Department \* Academic Flexibility Crosstabulation**

Count		Academic Flexibility					Total
		Very Flexible	Flexible	Somewhat Flexible	Not Flexible	Can't say	
Department	BBA	2	2	0	1	1	6
	Biochemistry	0	1	2	0	1	4
	Biotechnology	0	2	1	1	0	4
	Commerce	2	2	5	5	2	16
	Computer Science	0	1	2	3	2	8
	Economics	6	2	0	1	1	10
	English	1	4	1	1	0	7
	Microbiology	1	0	1	3	1	6
	WAS	0	0	0	3	1	4
Total		12	14	12	18	9	65

Source: Sample survey data 2022

**Department \* Capacity to Curriculum to Develop Attitude amd Skills for a Democratic Life Crosstabulation**

Count		Capacity to Curriculum to Develop Attitude amd Skills for a Democratic Life					Total
		Very Strong	Strong	Somewhat Strong	Not Strong	Can't Say	
Department	BBA	1	2	1	0	2	6
	Biochemistry	1	0	1	2	0	4
	Biotechnology	0	1	2	1	0	4
	Commerce	3	5	3	5	0	16
	Computer Science	1	1	0	4	2	8
	Economics	3	5	0	2	0	10
	English	3	1	2	1	0	7
	Microbiology	1	1	2	1	1	6
	WAS	0	0	0	4	0	4
Total		13	16	11	20	5	65

Source: Sample Survey data 2022

**Department \* The Proportion of Scientific Content Crosstabulation**

Count		The Proportion of Scientific Content					Total
		Sufficient Enough	Sufficient	Somewhat Sufficient	Not Sufficient	Can't Say	
Department	BBA	2	2	0	1	1	6
	Biochemistry	0	3	1	0	0	4
	Biotechnology	0	3	1	0	0	4
	Commerce	3	4	5	4	0	16
	Computer Science	1	1	0	2	4	8
	Economics	4	4	0	1	1	10
	English	4	1	2	0	0	7
	Microbiology	1	0	2	3	0	6
	WAS	0	0	0	3	1	4
Total		15	18	11	14	7	65

Source: Sample Survey data 2022

### 2.3. Use of Learner Centered Methodology

**Department \* Use of Learner Centred Methodology Crosstabulation**

Count		Use of Learner Centred Methodology					Total
		Excellent	Good	Somewhat Good	Not Good	Can't Say	
Department	BBA	2	1	0	2	1	6
	Biochemistry	1	0	2	1	0	4
	Biotechnology	1	2	1	0	0	4
	Commerce	2	7	2	4	1	16
	Computer Science	1	0	1	4	2	8
	Economics	4	4	0	2	0	10
	English	1	4	1	1	0	7
	Microbiology	0	1	2	3	0	6
	WAS	0	0	2	2	0	4
Total		12	19	11	19	4	65

Source: Sample Survey data 2022

## 2.4. Use of ICT in Teaching Learning

Department \* Use of ICT in Teaching Learning Crosstabulation

Count		Use of ICT in Teaching Learning					Total
		Excellent	Good	Somewhat Good	Not Good	Can't Say	
	BBA	1	2	0	2	1	6
	Biochemistry	1	1	1	1	0	4
	Biotechnology	0	2	1	1	0	4
	Commerce	2	8	2	3	1	16
Department	Computer Science	1	1	0	2	4	8
	Economics	5	2	1	0	2	10
	English	2	3	2	0	0	7
	Microbiology	1	0	1	2	2	6
	WAS	0	0	3	0	1	4
Total		13	19	11	11	11	65

Source: Sample survey data 2022

## 2.5. Content of Core Course

Department \* Content of Core Course Crosstabulation

Count		Content of Core Course					Total
		Sufficient Enough	Sufficient	Somewhat Sufficient	Not Sufficient	Can't Say	
	BBA	0	1	1	2	2	6
	Biochemistry	0	1	3	0	0	4
	Biotechnology	0	2	1	1	0	4
	Commerce	6	4	1	4	1	16
Department	Computer Science	0	1	1	5	1	8
	Economics	4	4	0	0	2	10
	English	3	3	1	0	0	7
	Microbiology	1	0	1	1	3	6
	WAS	0	0	1	3	0	4
	Total	14	16	10	16	9	65

Source: Sample Survey data 2022

## 2.6. Content of Common Course

Department \* Content of Common Course Crosstabulation

Count		Content of Common Course					Total
		Sufficient Enough	Sufficient	Somewhat Sufficient	Not Sufficient	Can't Say	
	BBA	2	1	0	1	2	6
	Biochemistry	0	3	0	1	0	4
	Biotechnology	0	2	1	1	0	4
	Commerce	3	6	1	2	4	16
Department	Computer Science	1	1	0	4	2	8
	Economics	5	3	0	0	2	10
	English	3	1	2	0	1	7
	Microbiology	0	2	1	3	0	6
	WAS	0	0	2	1	1	4
	Total	14	19	7	13	12	65

Source: Sample Survey data 2022

## 2.7.Content of Open Course

Department \* Content of Open Course Crosstabulation

Count		Content of Open Course					Total
		Sufficient Enough	Sufficient	Somewhat Sufficient	Not Sufficient	Can't Say	
Department	BBA	0	2	0	2	2	6
	Biochemistry	0	2	1	1	0	4
	Biotechnology	0	1	1	1	1	4
	Commerce	3	4	3	3	3	16
	Computer Science	0	1	1	5	1	8
	Economics	4	3	0	1	2	10
	English	1	3	1	0	2	7
	Microbiology	1	1	1	3	0	6
	WAS	0	0	2	2	0	4
Total		9	17	10	18	11	65

Source: Sample Survey data 2022

## 2.8.Content of complimentary Course

Department \* Content of Complimentary Courses Crosstabulation

Count		Content of Complimentary Courses					Total
		Sufficient Enough	Sufficient	Somewhat Sufficient	Not Sufficient	Can't Say	
Department	BBA	2	0	0	3	1	6
	Biochemistry	1	0	2	1	0	4
	Biotechnology	0	2	1	1	0	4
	Commerce	3	7	0	4	2	16
	Computer Science	1	0	2	2	3	8
	Economics	4	3	1	2	0	10
	English	2	2	1	0	2	7
	Microbiology	0	2	1	2	1	6
	WAS	0	0	2	2	0	4
Total		13	16	10	17	9	65

Source: Sample Survey data 2022

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

Department \* The Capacity of the Curriculum to Ensure all round growth of the learner Crosstabulation

Count		The Capacity of the Curriculum to Ensure all round growth of the learner					Total
		Very Strong	Strong	Somewhat Strong	Not Strong	Can't Say	
Department	BBA	2	1	0	1	2	6
	Biochemistry	1	1	2	0	0	4
	Biotechnology	0	0	2	1	1	4
	Commerce	1	8	1	2	4	16
	Computer Science	1	1	0	5	1	8
	Economics	6	2	0	1	1	10
	English	1	2	4	0	0	7
	Microbiology	1	1	1	2	1	6
	WAS	0	0	2	2	0	4
Total		13	16	12	14	10	65

Source: Sample Survey data 2022

## 2.10. Suitability of the Curriculum to Teaching Learning Situation

Department \* The Suitability of the Curriculum to Teaching Learning Situation Crosstabulation

Count		The Suitability of the Curriculum to Teaching Learning Situation					Total
		Very Suitable	Suitable	Somewhat Suitable	Not Suitable	Can't Say	
	BBA	1	2	0	3	0	6
	Biochemistry	0	2	0	2	0	4
	Biotechnology	0	2	1	1	0	4
	Commerce	0	9	1	3	3	16
Department	Computer Science	0	1	3	1	3	8
	Economics	5	2	1	1	1	10
	English	1	4	1	1	0	7
	Microbiology	0	2	1	3	0	6
	WAS	0	0	1	3	0	4
Total		7	24	9	18	7	65

Source: Sample Survey data 2022