

# Curriculum Feedback Analysis Report 2015-16

## Parent 2015-16

### 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 2015-16 of the category parent, 78 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	Frequency	Percent	Valid Percent	Cumulative Percent
Economics	10	12.8	12.8	12.8
BBA	9	11.5	11.5	24.4
Commerce	8	10.3	10.3	34.6
Computer Science	6	7.7	7.7	42.3
Microbiology	19	24.4	24.4	66.7
Biotechnology	8	10.3	10.3	76.9
Biochemistry	9	11.5	11.5	88.5
History and WAS	9	11.5	11.5	100.0
Total	78	100.0	100.0	

Source: Sample Survey data 2015-16

## 2. Department wise Analysis

### 2.1.Objective and goal of Curriculum:

Out of the 78 parents of students representing various departments, 37.71% opined that the objective and goal of the curriculum is very clear while 50% 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**

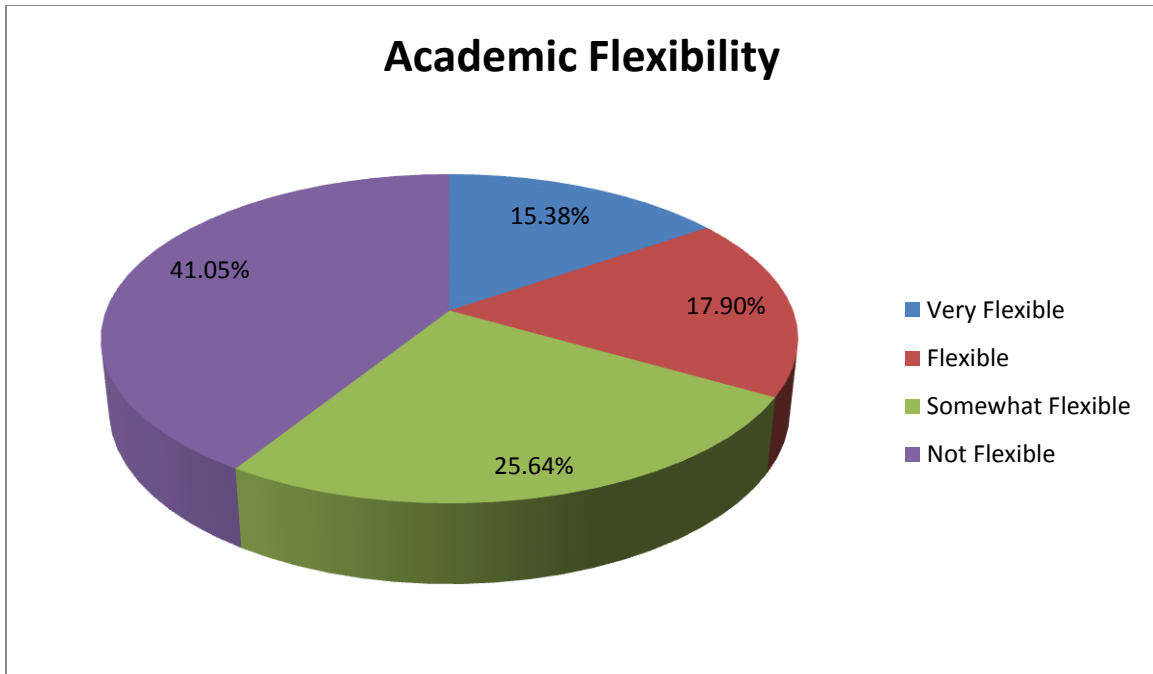
Course of the Students	Objective and Goal of the Curriculum				Total
	Very Clear	Clear	Somewhat Clear	Not Clear	
Economics	4	3	2	1	10
BBA	1	7	0	1	9
Commerce	2	5	0	1	8
Computer Science	1	4	1	0	6
Microbiology	10	8	1	0	19
Biotechnology	7	0	1	0	8
Biochemistry	2	6	1	0	9
History and WAS	2	6	1	0	9
Total	29	39	7	3	78

Source: Sample Survey Data 2015-16

**Table.3.Course of the Student \* academic flexibility (Choices to choose courses from other departments)**

Course of the Student	academic flexibility (Choices to choose courses from other departments)				Total
	Very flexible	Flexible	Somewhat Flexible	Not flexible	
Economics	2	1	2	5	10
BBA	1	1	2	5	9
Commerce	2	1	1	4	8
Computer Science	0	2	2	2	6
Microbiology	4	3	6	6	19
Biotechnology	1	1	3	3	8
Biochemistry	1	4	2	2	9
History and WAS	1	1	2	5	9
Total	12	14	20	32	78

Source: Sample Survey Data 2015-16



Source: Computed from the sample survey data 2015-16

15.38 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	4	4	1	1	10
BBA	0	7	0	2	9
Commerce	0	3	2	3	8
Computer Science	0	4	1	1	6
Microbiology	5	3	3	8	19
Biotechnology	1	4	1	2	8
Biochemistry	1	2	3	3	9
History and WAS	1	4	0	4	9
<b>Total</b>	<b>12</b>	<b>31</b>	<b>11</b>	<b>24</b>	<b>78</b>

Source: Sample Survey Data 2015-16

**Table.5. Course of the Student Versus 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	1	5	1	3	0	10
BBA	2	5	1	1	0	9
Commerce	0	3	0	4	1	8
Computer Science	1	5	0	0	0	6
Microbiology	3	6	2	7	1	19
Biotechnology	1	0	1	6	0	8
Biochemistry	1	3	3	2	0	9
History and WAS	1	7	1	0	0	9
Total	10	34	9	23	2	78

Source: Sample Survey Data 2015-16

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

Course of the Student	Use of Learner Centered Methodology					Total
	Excellent	Good	Somewhat Good	Mot Good	Can't Say	
Economics	3	2	2	3	0	10
BBA	2	3	3	1	0	9
Commerce	3	3	1	1	0	8
Computer Science	0	2	1	3	0	6
Microbiology	4	5	4	5	1	19
Biotechnology	0	5	1	2	0	8
Biochemistry	2	2	2	3	0	9
History and WAS	3	4	2	0	0	9
Total	17	26	16	18	1	78

Source: Sample Survey Data 2015-16

**Table.7. Course of the Student Versus 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	2	0	3	10
BBA	1	4	3	1	9
Commerce	0	3	5	0	8
Computer Science	0	5	1	0	6
Microbiology	4	6	5	4	19
Biotechnology	2	4	1	1	8
Biochemistry	4	3	2	0	9
History and WAS	0	7	1	1	9
Total	16	34	18	10	78

Source: Sample Survey Data 2015-16

**Table.8: 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	7	1	1	10
BBA	2	6	0	1	9
Commerce	0	6	2	0	8
Computer Science	3	2	1	0	6
Microbiology	8	4	2	5	19
Biotechnology	3	3	1	1	8
Biochemistry	5	3	1	0	9
History and WAS	1	4	4	0	9
Total	23	35	12	8	78

Source: Sample Survey Data 2015-16

**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	3	5	0	0	10
BBA	2	6	0	1	0	9
Commerce	3	3	2	0	0	8
Computer Science	3	3	0	0	0	6
Microbiology	6	4	4	4	1	19
Biotechnology	1	5	1	1	0	8
Biochemistry	3	4	1	0	1	9
History and WAS	0	6	3	0	0	9
Total	20	34	16	6	2	78

Source: Sample Survey Data 2015-16

**Table.10: Course of the Student \* 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	4	2	1	0	10
BBA	3	4	1	1	0	9
Commerce	3	4	1	0	0	8
Computer Science	1	4	0	1	0	6
Microbiology	8	4	2	4	1	19
Biotechnology	2	3	1	2	0	8
Biochemistry	3	4	2	0	0	9
History and WAS	5	4	0	0	0	9
Total	28	31	9	9	1	78

Source: Sample Survey Data 2015-16

**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	2	5	3	0	0	10
BBA	1	7	0	1	0	9
Commerce	1	2	4	0	1	8
Computer Science	3	3	0	0	0	6
Microbiology	7	5	3	3	1	19
Biotechnology	1	6	1	0	0	8
Biochemistry	5	3	1	0	0	9
History and WAS	2	5	2	0	0	9
Total	22	36	14	4	2	78

Source: Sample Survey Data 2015-16

**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	2	5	3	0	0	10
BBA	3	5	0	1	0	9
Commerce	1	2	3	2	0	8
Computer Science	0	2	1	3	0	6
Microbiology	5	5	2	5	2	19
Biotechnology	2	5	1	0	0	8
Biochemistry	2	2	5	0	0	9
History and WAS	2	6	1	0	0	9
Total	17	32	16	11	2	78

Source: Sample Survey Data 2015-16