

Curriculum Feedback Analysis Report 2015-16

Alumni 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 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 of 2015-16, 93 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				
Course of Study	Frequency	Percent	Valid Percent	Cumulative Percent
Economics	14	15.1	15.1	15.1
English	10	10.8	10.8	25.8
Commerce	9	9.7	9.7	35.5
BBA	9	9.7	9.7	45.2
WAS	9	9.7	9.7	54.8
Microbiology	10	10.8	10.8	65.6
Computer Science	11	11.8	11.8	77.4
Biochemistry	10	10.8	10.8	88.2
Biotechnology	11	11.8	11.8	100.0
Total	93	100.0	100.0	

Source: Sample Survey data 2016

Out of the total samples 43.05% are male and 56.05 % are female. The classification according to year of study shows that 40% samples are from 2013-14 batches and 20.5 are from 2014-15 batches. The category wise classification shows that 60% are from Muslim community while 20% (General), 6.6% (SC), 3.1% (ST) and 10.3% (OBC).

2. Department wise Analysis

2.1.Objective and goal of Curriculum:

3. Out of the alumni's samples of EMEA college 35 respondents were opined that objective and goal of their curriculum is clear. Out of total samples regardless of course of study 50 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. Course of Study Versus Objective and goal of the Curriculum

Course of Study	Objective and goal of the Curriculum				Total
	very clear	clear	somewhat clear	not clear	
Economics	7	6	1	0	14
English	5	4	1	0	10
Commerce	6	3	0	0	9
BBA	5	4	0	0	9
WAS	3	6	0	0	9
Microbiology	3	6	1	0	10
Computer Science	5	6	0	0	11
Biochemistry	3	6	0	1	10
Biotechnology	9	2	0	0	11
Total	46	43	3	1	93

Source: Sample survey data 2016

3.1. Academic Flexibility

Table. 3: Academic Flexibility

Course of Study	Academic Flexibility				Total
	Very flexible	Flexible	Somewhat flexible	Not flexible	
Economics	8	1	1	1	11
English	9	1	0	1	11
Commerce	7	2	3	0	12
BBA	5	5	0	0	10
WAS	1	11	0	0	12
Microbiology	3	6	1	0	10
Computer Science	9	6	0	0	15
Biochemistry	3	2	0	0	5
Bio-technology	3	1	1	1	6
Total	48	35	6	3	93

Source: Sample survey data 2016

3.2. 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	3	5	2	1	0	11
English	7	3	0	0	1	11
Commerce	4	6	2	0	0	12
BBA	4	5	0	1	0	10
WAS	1	10	1	0	0	12
Microbiology	1	3	6	0	0	10
Computer Science	6	3	5	0	1	15
Biochemistry	3	2	0	0	0	5
Bio-technology	4	2	0	0	0	6
Total	33	39	16	2	2	93

Source: Sample Survey data 2016

3.3. 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	1	0	11
English	7	3	0	1	11
Commerce	2	6	3	1	12
BBA	5	4	1	0	10
WAS	2	9	1	0	12
Microbiology	1	3	5	1	10
Computer Science	4	4	5	2	15
Biochemistry	2	3	0	0	5
Bio-technology	3	3	0	0	6
Total	29	42	16	5	93

Source: Sample Survey data 2016

3.4. 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	5	1	0	0	11
English	7	3	0	1	0	11
Commerce	7	3	2	0	0	12
BBA	5	3	1	1	0	10
WAS	8	1	1	1	1	12
Microbiology	2	4	2	2	0	10
Computer Science	1	7	2	5	0	15
Biochemistry	3	2	0	0	0	5
Bio-technology	5	1	0	0	0	6
Total	43	29	9	10	1	93

Source: Sample Survey data 2016

3.5. Use of ICT in Teaching Learning

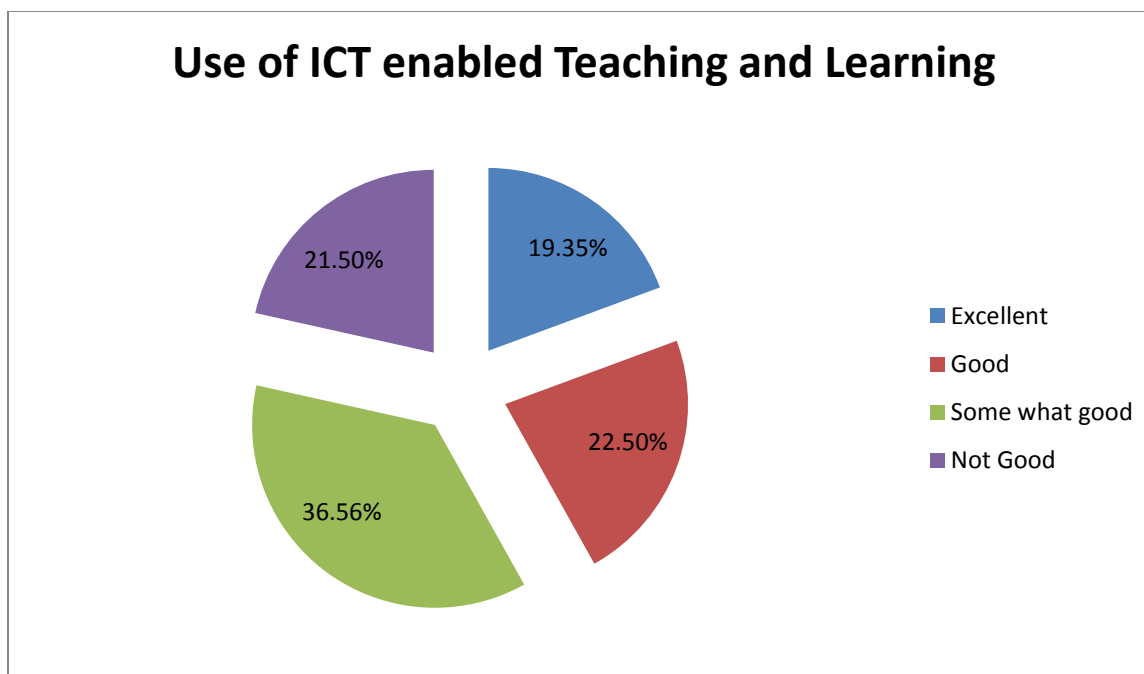
Table.7: Use of ICT in Teaching Learning

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

Course of Study * Use of ICT in Teaching Learning

Course of Study	Use of ICT in Teachin Learning				Total
	Excellent	Good	Somewhat good	Not good	
Economics	3	6	5	0	14
English	0	0	2	8	10
Commerce	4	2	2	1	9
BBA	2	2	2	3	9
WAS	0	0	7	2	9
Microbiology	1	1	7	1	10
Computer Science	2	3	4	2	11
Biochemistry	0	5	3	2	10
Biotechnology	6	2	2	1	11
Total	18	21	34	20	93

Source: Sample Survey data 2016



Source: Computed from Sample Survey Data 2016

3.6. 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	10	1	0	0	0	11
English	5	5	0	0	1	11
Commerce	5	4	2	1	0	12
BBA	2	3	2	3	0	10
WAS	6	5	1	0	0	12
Microbiology	0	4	4	2	0	10
Computer Science	1	6	2	6	0	15
Biochemistry	3	2	0	0	0	5
Bio-technology	3	3	0	0	0	6
Total	35	33	11	12	1	93

Source: Sample Survey data 2015

3.7. 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	6	1	0	0	11
Commerce	3	5	1	1	2	12
BBA	2	5	3	0	0	10
WAS	3	7	2	0	0	12
Microbiology	2	4	3	1	0	10
Computer Science	1	7	1	1	5	15
Biochemistry	3	2	0	0	0	5
Bio-technology	5	1	0	0	0	6
Total	31	40	11	3	7	93

Source: Sample Survey data 2016

3.8. 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	7	0	0	0	11
Commerce	3	6	1	2	0	12
BBA	2	6	1	0	1	10
WAS	6	6	0	0	0	12
Microbiology	2	7	1	0	0	10
Computer Science	3	4	2	6	0	15
Biochemistry	3	2	0	0	0	5
Bio-technology	3	2	1	0	0	6
Total	32	45	6	8	1	93

Source: Sample Survey data 2016

3.9.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	4	7	0	0	0	11
English	6	5	0	0	0	11
Commerce	5	5	2	0	0	12
BBA	7	0	2	1	0	10
WAS	4	8	0	0	0	12
Microbiology	0	3	7	0	0	10
Computer Science	3	4	3	5	0	15
Biochemistry	3	2	0	0	0	5
Bio-technology	4	0	2	0	0	6
Total	36	34	16	6	0	93

Source: Sample Survey data 2015

3.10. 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	7	0	0	0	12
English	5	5	0	0	0	10
Commerce	5	5	2	0	0	12
BBA	5	4	1	0	0	10
WAS	4	10	1	0	0	15
Microbiology	1	5	2	2	0	10
Computer Science	4	3	2	5	1	15
Biochemistry	3	2	0	0	0	5
Bio-technology	2	4	0	0	0	6
Total	34	45	8	7	1	93

Source: Sample Survey data 2015

3.11. 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	2	10	0	0	12
English	7	3	0	0	10
Commerce	5	5	2	0	12
BBA	6	4	0	0	10
WAS	4	11	0	0	15
Microbiology	0	8	2	0	10
Computer Science	9	3	1	2	15
Biochemistry	3	1	1	0	5
Bio-technology	6	0	0	0	6
Total	42	43	6	2	93

Source: Sample Survey data 2015
