Curriculum Feedback Analysis Report 2014-15

Parent 2014-15

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 2014-15 of the category parent, 76 parents representing various departments were participated.   Table.1 gives the department wise breakup of participants.

Table.1. Course of the Students representing parents

Departments	Frequency	Percent	Valid Percent	Cumulative Percent
Economics	10	13.2	13.2	13.2
BBA	8	10.5	10.5	23.7
Commerce	8	10.5	10.5	34.2
Computer Science	6	7.9	7.9	42.1
Microbiology	19	25.0	25.0	67.1
Biotechnology	8	10.5	10.5	77.6
Biochemistry	8	10.5	10.5	88.2
History and WAS	9	11.8	11.8	100.0
Total	76	100.0	100.0	

Source: Sample Survey data 2014-15

2. Department wise Analysis

2.1.   Objective and goal of Curriculum:

Out of the 76 parents of students representing various departments, 40.76% opined that the objective and goal of the curriculum is very clear while 51.31% 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.
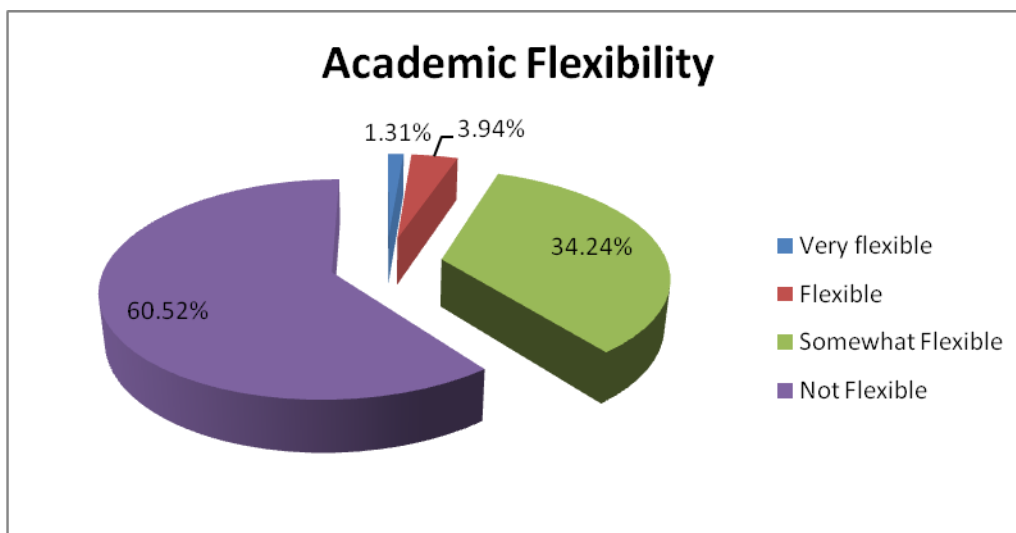
Table.2. Course of the Student versus Objective and Goal of the Curriculum Cross tabulation

Course of the Student	Objective and Goal of the Curriculum				Total
	Very Clear	Clear	Somewhat Clear	Not Clear	
Economics	4	3	2	1	10
BBA	1	7	0	0	8
Commerce	2	5	0	1	8
Computer Science	1	5	0	0	6
Microbiology	10	8	1	0	19
Biotechnology	8	0	0	0	8
Biochemistry	3	5	0	0	8
History and WAS	2	6	1	0	9
Total	31	39	4	2	76

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

Course of the students	academic flexibility				Total
	Very Flexible	Flexible	Somewhat Flexible	Not flexible	
Economics	0	0	2	8	10
BBA	0	0	2	6	8
Commerce	0	0	1	7	8
Computer Science	0	0	3	3	6
Microbiology	1	0	7	11	19
Biotechnology	0	0	5	3	8
Biochemistry	0	2	3	3	8
History and WAS	0	1	3	5	9
Total	1	3	26	46	76

Source: Sample Survey Data 2014-15

Academic Flexibility

- Very flexible — 1.31%
- Flexible — 3.94%
- Somewhat Flexible — 34.24%
- Not Flexible — 60.52%

Source: Computed from the sample survey data 2014-15

Only 1.32 percent of parents opined that there is 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	1	8
Commerce	0	3	2	3	8
Computer Science	0	4	1	1	6
Microbiology	5	3	3	8	19
Biotechnology	1	5	0	2	8
Biochemistry	1	1	2	4	8
History and WAS	1	4	0	4	9
Total	12	31	9	24	76

Source: Sample Survey Data 2014-15

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	0	0	8
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	0	7	0	8
Biochemistry	1	2	2	3	0	8
History and WAS	1	7	1	0	0	9
Total	10	33	7	24	2	76

Source: Sample Survey Data 2014-15

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	0	0	8
Commerce	3	3	1	1	0	8
Computer Science	0	2	1	3	0	6
Microbiology	4	5	4	5	1	19
Biotechnology	0	6	0	2	0	8
Biochemistry	2	3	0	3	0	8
History and WAS	3	4	2	0	0	9
Total	17	28	13	17	1	76

Source: Sample Survey Data 2014-15

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	0	8
	Commerce	0	3	5	0	8
	Computer Science	0	5	1	0	6
	Microbiology	4	6	5	4	19
	Biotechnology	2	5	0	1	8
	Biochemistry	4	3	1	0	8
	History and WAS	0	7	1	1	9
Total		16	35	16	9	76

Table.8. Course of the Student * Content of core Courses

		Content of core Courses				Total
		Sufficient Enough	Sufficient	Somewhat Sufficient	Not sufficient	
	Economics	1	7	1	1	10
	BBA	2	6	0	0	8
	Commerce	0	6	2	0	8
	Computer Science	3	2	1	0	6
Course of the Student	Microbiology	8	4	2	5	19
	Biotechnology	4	3	0	1	8
	Biochemistry	6	2	0	0	8
	History and WAS	1	4	4	0	9
Total		25	34	10	7	76

Source: Sample Survey Data 2014-15

Table.9. Course of Student versus Content of Course

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	0	0	8
Commerce	3	3	2	0	0	8
Computer Science	3	3	0	0	0	6
Microbiology	6	4	4	4	1	19
Biotechnology	2	5	0	1	0	8
Biochemistry	3	4	0	0	1	8
History and WAS	0	6	3	0	0	9
Total	21	34	14	5	2	76

Table.10. Course of the Student Versus 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	0	0	8
Commerce	3	4	1	0	0	8
Computer Science	1	4	0	1	0	6
Microbiology	8	4	2	4	1	19
Biotechnology	2	4	0	2	0	8
Biochemistry	4	3	1	0	0	8
History and WAS	5	4	0	0	0	9
Total	29	31	7	8	1	76

Source: Sample Survey Data 2014-15

Table.11: 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	0	0	8
Commerce	1	2	3	2	0	8
Computer Science	0	2	1	3	0	6
Microbiology	5	5	2	5	2	19
Biotechnology	2	6	0	0	0	8
Biochemistry	2	2	4	0	0	8
History and WAS	2	6	1	0	0	9
Total	17	33	14	10	2	76

Table.12: Course of the Student Versus The Suitability of the Curriculum to Teaching Learning Situation

Course of the Student	The Suitability of the Curriculum to Teaching Learning Situation					Total
	Very Suitable	Suitable	Somewhat Suitable	Not Suitable	Can't Say	
Economics	1	7	2	0	0	10
BBA	1	7	0	0	0	8
Commerce	1	2	5	0	0	8
Computer Science	3	2	0	1	0	6
Microbiology	5	8	0	3	3	19
Biotechnology	3	5	0	0	0	8
Biochemistry	2	5	1	0	0	8
History and WAS	1	6	2	0	0	9
Total	17	42	10	4	3	76

Source: Sample Survey Data 2014-15