

CURRICULUM FEEDBACK ANALYSIS REPORT 2018-19

Pass out Students 2018-19

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 pass-out students. 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 2018-19, 87 pass-out students of the year from various departments were participated. Table.1 gives the department wise breakup of participants.

Table 1: No of pass-out students representing departments

Department	Frequency	Percent
Economics	12	13.8
English	8	9.2
Commerce	9	10.3
West Asian Studies	10	11.5
BBA	9	10.3
Computer Science	8	9.2
Microbiology	10	11.5
Biochemistry	10	11.5
Biotechnology	11	12.6
Total	87	100.0

Source: Sample survey data 2019

Out of the total samples, 42.5.5% are male students and 57.5% are female students. The classification according to locality shows that 85.1% students are from rural area and only 14.9% are from urban areas. Out of total samples 81.6% are from Muslim community, 2.3% are from General Category, 9.2% from Scheduled Caste (SC), and 6.9% from OBC.

2. Department wise Analysis

2.1.Objective and goal of Curriculum:

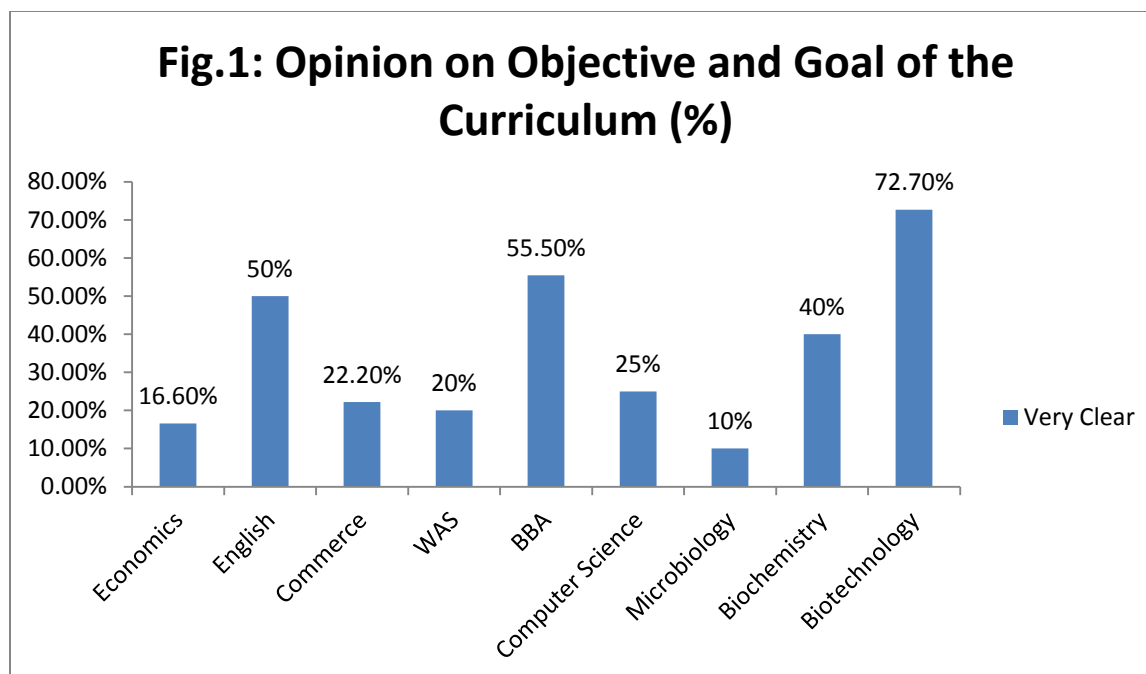
Out of the 10 sample pass out students of Microbiology department 9 (90%) opined that the objective and goal of their curriculum is clear. It is 58% of economics department. Only 27% of pass-out students of Biotechnology department viewed as the objective and goal of their curriculum is clear. The observation of pass out students 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

Department	Objective and Goal of the Curriculum				Total
	Very Clear	Clear	Somewhat Clear	Not Clear	
Economics	2	7	2	1	12
English	4	4	0	0	8
Commerce	2	7	0	0	9
West Asian Studies	2	5	2	1	10
BBA	5	4	0	0	9
Computer Science	2	4	2	0	8
Microbiology	1	9	0	0	10
Biochemistry	4	4	2	0	10
Biotechnology	8	3	0	0	11
Total	30	47	8	2	87

Source: Sample survey 2019

The percentage of opinion as the objective and goal of the curriculum is *very clear* is given in the following Fig.1.



2.2. Academic Flexibility

Out of the sample of Pass out students of Microbiology department, no one opined on the option that the academic flexibility of the course as *very flexible* and only 11% of commerce and BBA pass-out students opined on the option *very flexible*.

Table.3: Academic Flexibility (Choices to choose courses from other departments)

Department	Academic Flexibility (Choices to choose courses from other departments)				Total
	Very Flexible	Flexible	Somewhat Flexible	Not Flexible	
Economics	3	6	2	1	12
English	5	2	1	0	8
Commerce	1	5	3	0	9
West Asian Studies	5	4	0	1	10
BBA	1	8	0	0	9
Computer Science	2	3	3	0	8
Microbiology	0	7	3	0	10
Biochemistry	6	3	0	1	10
Biotechnology	2	7	1	1	11
Total	25	45	13	4	87

Source: Sample survey data 2019

2.3. Capacity of the Curriculum to develop attitude and skill for a democratic Life

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

Department	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	2	3	3	1	12
English	4	4	0	0	0	8
Commerce	2	4	3	0	0	9
West Asian Studies	2	6	2	0	0	10
BBA	2	4	3	0	0	9
Computer Science	4	4	0	0	0	8
Microbiology	1	5	3	1	0	10
Biochemistry	1	6	1	2	0	10
Biotechnology	4	5	2	0	0	11
Total	23	40	17	6	1	87

Source: Sample Survey data 2019

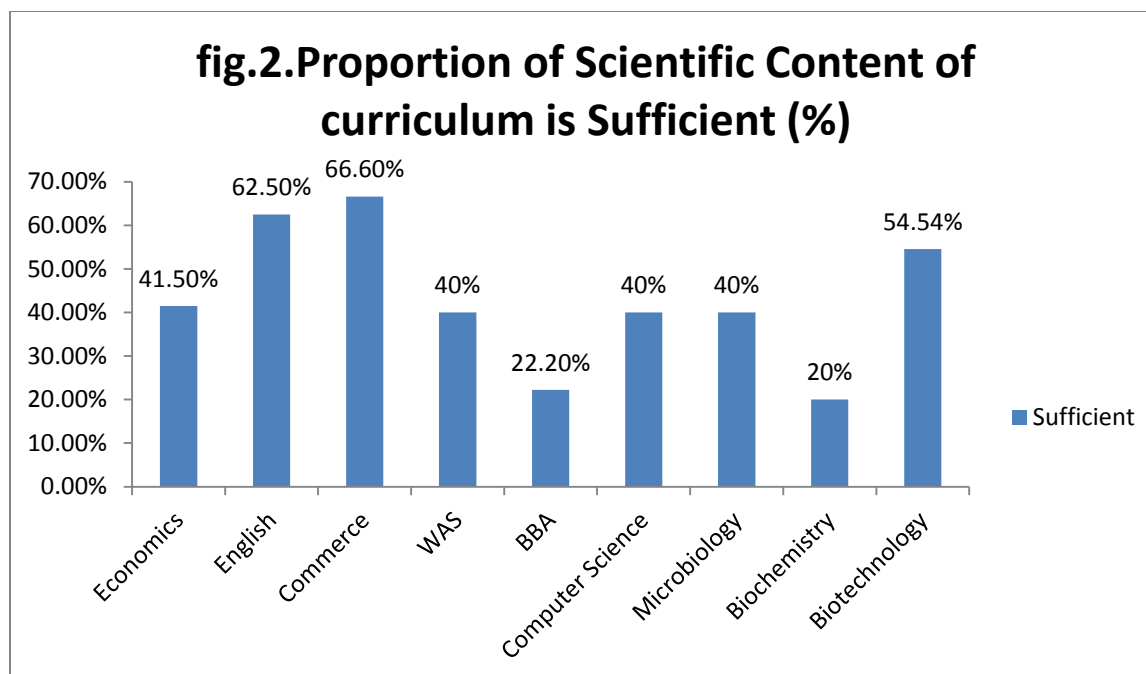
2.4. Proportion of Scientific Content

Table 5: Proportion of Scientific Content in Curriculum

Department	Proportion of Scientific Content					Total
	Sufficient Enough	Sufficient	Somewhat Sufficient	Not Sufficient	Can't Say	
Economics	0	5	6	1	0	12
English	3	5	0	0	0	8
Commerce	0	6	3	0	0	9
West Asian Studies	1	4	3	2	0	10
BBA	2	5	2	0	0	9
Computer Science	2	4	1	1	0	8
Microbiology	1	4	4	0	1	10
Biochemistry	4	2	4	0	0	10
Biotechnology	3	6	2	0	0	11
Total	16	41	25	4	1	87

Source: Sample survey data 2019

The percentage opinion on the proportion of scientific content of curriculum as sufficient is given in the fig.2.



2.5: Use of Learner Centered Methodology

Table: 6: Use of Learner Centered Methodology

Department	Use of Learner Centred Methodology				Total
	Excellent	Good	Somewhat Good	Not Good	
Economics	5	5	1	1	12
English	3	5	0	0	8
Commerce	2	5	2	0	9
West Asian Studies	4	5	1	0	10
BBA	1	3	5	0	9
Computer Science	2	5	1	0	8
Microbiology	0	6	4	0	10
Biochemistry	2	7	1	0	10
Biotechnology	4	6	1	0	11
Total	23	47	16	1	87

Source: Sample Survey data 2019

2.6. Use of ICT in Teaching and Learning

Table: 7: Use of ICT in Teaching Learning Crosstabulation

Department	Use of ICT in Teaching Learning					Total
	Excellent	Good	Somewhat Good	Not Good	Can't Say	
Economics	7	4	1	0	0	13
English	3	5	0	0	0	8
Commerce	3	3	3	0	0	9
West Asian Studies	1	7	2	0	0	10
BBA	1	3	5	0	0	9
Computer Science	3	5	0	0	0	8
Microbiology	1	5	3	1	0	10
Biochemistry	0	6	4	0	0	10
Biotechnology	3	3	3	1	1	11
Total	22	41	21	2	1	87

Source: Sample Survey data 2019

2.7. Content of Core Courses

Table.8: Content of Core Courses

Department	Content of Core Courses					Total
	Sufficient Enough	Sufficient	somewhat Sufficient	Not Sufficient	Can't Say	
Economics	3	7	2	0	0	12
English	5	3	0	0	0	8
Commerce	0	6	3	0	0	9
West Asian Studies	1	5	4	0	0	10
BBA	2	3	4	0	0	9
Computer Science	3	5	0	0	0	8
Microbiology	1	6	3	0	0	10
Biochemistry	4	3	2	1	0	10
Biotechnology	4	4	2	0	1	11
Total	23	42	20	1	1	87

Source: Sample Survey data 2019

2.8. Content of Common course:

Table: 9: Content of common Courses

Department	Content of common Courses					Total
	Sufficient Enough	Sufficient	Somewhat Sufficient	Not sufficient	Can't Say	
Economics	2	8	1	0	1	12
English	2	6	0	0	0	8
Commerce	3	3	3	0	0	9
West Asian Studies	1	5	4	0	0	10
BBA	2	1	6	0	0	9
Computer Science	2	4	2	0	0	8
Microbiology	1	2	7	0	0	10
Biochemistry	2	6	2	0	0	10
Biotechnology	2	5	3	1	0	11
Total	17	40	28	1	1	87

Source: Sample Survey data 2019

2.9. Content of Open Course

Table 10: Content of Open Courses

Department	Content of Open Courses				Total
	Sufficient Enough	Sufficient	Somewhat Sufficient	Not Sufficient	
Economics	3	9	0	0	12
English	4	4	0	0	8
Commerce	4	5	0	0	9
West Asian Studies	1	6	3	0	10
BBA	0	5	4	0	9
Computer Science	2	4	2	0	8
Microbiology	0	6	4	0	10
Biochemistry	4	4	2	0	10
Biotechnology	3	2	4	2	11
Total	21	45	19	2	87

Source: Sample Survey data 2019

2.10. Content of Complimentary Courses

Table: 11 content of Complimentary Courses

Department	content of Complimentary Courses				Total
	Sufficient Enough	Sufficient	Somewhat Sufficient	Not Sufficient	
Economics	2	9	1	0	12
English	6	1	0	1	8
Commerce	2	4	2	1	9
West Asian Studies	1	7	2	0	10
BBA	2	3	4	0	9
Computer Science	2	5	1	0	8
Microbiology	2	3	4	1	10
Biochemistry	2	7	0	1	10
Biotechnology	0	11	0	0	11
Total	19	50	14	4	87

Source: Sample survey data 2019

2.11. Capacity of the Curriculum to ensure all round growth of the Learner

Out of the total samples, the opinion is 27.58% (Very Strong), 44.82% (Strong), 21.83% (Somewhat Strong) and 5.74% (Not Strong). From economics department, 25% pass-out students opined as the capacity of the curriculum is not strong to ensure all round growth of the learner and only 16% argued as the capacity of the curriculum is very strong to ensure all round growth of the learner.

Table: 12: Capacity of the Curriculum to Ensure all round growth of the learner

Department	Capacity of the Curriculum to Ensure all round growth of the learner				Total
	Very Strong	Strong	Somewhat Strong	Not Strong	
Economics	2	3	4	3	12
English	5	3	0	0	8
Commerce	2	3	3	1	9
West Asian Studies	0	8	2	0	10
BBA	1	5	3	0	9
Computer Science	4	3	1	0	8
Microbiology	3	5	2	0	10
Biochemistry	3	4	2	1	10
Biotechnology	4	5	2	0	11
Total	24	39	19	5	87

Source: Sample Survey data 2019

2.12. Suitability of the Curriculum to Teaching and Learning Situation

Table.13: Suitability of the Curriculum to Teaching Learning Situation Crosstabulation

Department	Suitability of the Curriculum to Teaching Learning Situation					Total
	Very Suitable	Suitable	Somewhat Suitable	Not Suitable	Can't Say	
Economics	3	5	2	0	2	12
English	5	3	0	0	0	8
Commerce	0	7	1	1	0	9
West Asian Studies	1	9	0	0	0	10
BBA	0	5	4	0	0	9
Computer Science	2	4	1	1	0	8
Microbiology	1	6	3	0	0	10
Biochemistry	4	2	2	1	1	10
Biotechnology	6	3	2	0	0	11
Total	22	44	15	3	3	87

Source: Sample Survey data 2019

From Commerce and BBA students no one opined as the curriculum is very suitable to teaching and learning while 16.6% of students from Economics department opined as cannot say.
