

Curriculum Feedback Analysis Report 2014-15

Students 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 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, 87 pass-out students of the year 2014-15 from various departments were participated. Table.1 gives the department wise breakup of participants.

Table 1: No of pass-out students representing departments

Course of Study	Frequency	Percent	Valid Percent	Cumulative Percent
Economics	12	13.8	13.8	13.8
English	8	9.2	9.2	23.0
Commerce	9	10.3	10.3	33.3
West Asian Studies	10	11.5	11.5	44.8
BBA	9	10.3	10.3	55.2
Computer Science	8	9.2	9.2	64.4
Microbiology	10	11.5	11.5	75.9
Biochemistry	10	11.5	11.5	87.4
Biotechnology	11	12.6	12.6	100.0
Total	87	100.0	100.0	

Source: Sample Survey Data 2015

Out of the total samples, 42.5% are male students and 57.5% are female students. The classification according to locality shows that 89.6% students are from rural area and only 10.4% are from urban areas. Out of total samples 76% are from Muslim community, 2.1% are from General Category, 6.3% from Scheduled Caste (SC), 1% ST and 14.6 from OBC.

1. Department wise Analysis

2.1. Objective and goal of Curriculum:

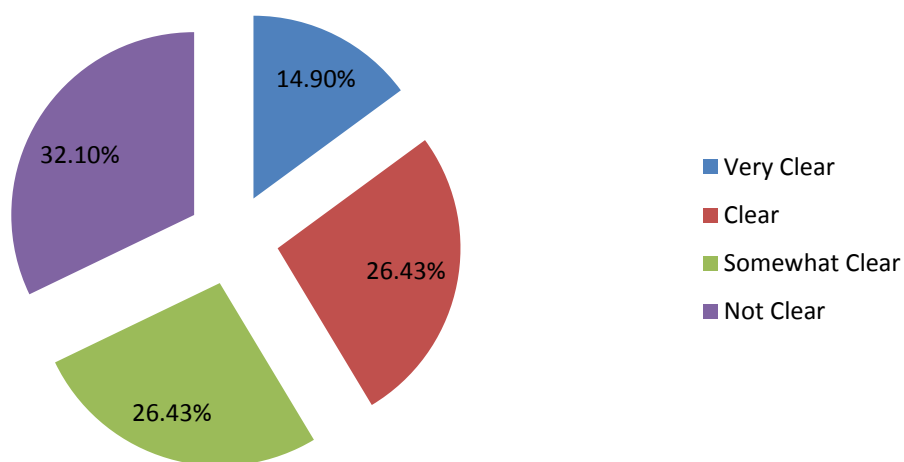
In economics department 14.9 percent of the pass out students observed that the objective and goal of curriculum is *very clear* while 26.4% observed as *clear*. The observation of pass out students on objective and goal of curriculum of all departments can be seen from the following table.2.

Table.2. Department Versus Objective and Goal of the Curriculum

Department	Objective and Goal of the Curriculum				Total
	Very Clear	Clear	Somewhat Clear	Not Clear	
Economics	0	3	6	3	12
English	3	1	3	1	8
Commerce	2	0	0	7	9
West Asian Studies	0	2	4	4	10
BBA	1	5	1	2	9
Computer Science	2	1	1	4	8
Microbiology	1	3	3	3	10
Biochemistry	1	3	4	2	10
Biotechnology	3	5	1	2	11
Total	13	23	23	28	87

Source: Sample Survey data 2015

Objective and Goal of Curriculum



2.2. Academic Flexibility

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

Department	Academic Flexibility (Choices to choose courses from othr departments)				Total
	Very Flexible	Flexible	Somewhat Flexible	Not Flexible	
Economics	3	6	2	1	12
English	5	2	0	0	7
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	12	4	86

Source: Sample Survey Data 2015

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

Table.4. Department Versus 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	11.00	
Economics	3	2	3	3	1	0	12
English	3	4	0	0	0	1	8
Commerce	2	4	3	0	0	0	9
West Asian Studies	2	6	2	0	0	0	10
BBA	2	4	3	0	0	0	9
Computer Science	4	4	0	0	0	0	8
Microbiology	1	5	3	1	0	0	10
Biochemistry	1	6	1	2	0	0	10
Biotechnology	4	5	2	0	0	0	11
Total	22	40	17	6	1	1	87

Source: Sample Survey Data 2015

2.4. Use of Learner Centered Methodology

Table.5. Department Versus Proportion of Scientific Content

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 2015

2.5. Use of ICT in Teaching and Learning

Department * Use of Learner Centered Methodology

Department	Use of Learner Centered 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 2015

2.6. Content of Core Course

Out of total 87 samples from various departments 43.6% put their option as content of core course is sufficient enough while 40.70% argued for the option sufficient and 13.4 % chose the option somewhat sufficient.

2.7. Content of Common Course:

The overall observation on this variable is 34.37% argued for sufficient enough and 44.79% students opined as sufficient the content of common course.

2.8.Content of Open Course

Department Versus 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 2015

2.9.Content of Complimentary Courses

Up on this variable, out of total 87 samples 24 argued for the option sufficient irrespective of departments.

2.10. Capacity of the Curriculum to Ensure all round growth of the Learner

Out of total samples 43.13% opined that the capacity of the curriculum to ensure all round growth of the learner is strong irrespective of departments.

2.11. Suitability of Curriculum to Teaching Learning Situation

Department Versus Suitability of the Curriculum to Teaching Learning Situation

	Suitability of the Curriculum to Teaching Learning Situation					Total
	Department 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 2015
