Curriculum Feedback Analysis Report 2014-2015

Alumni 2014-2015

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 2014-2015, 95 alumni from various departments were participated.

Table 1: Course of Study of Alumni				
Department	Frequency	Percent	Valid Percent	Cumulative Percent
Economics	14	14.7	14.7	14.7
English	10	10.5	10.5	25.3
Commerce	10	10.5	10.5	35.8
BBA	10	10.5	10.5	46.3
WAS	9	9.5	9.5	55.8
Microbiology	10	10.5	10.5	66.3
Computer Science	11	11.6	11.6	77.9
Biochemistry	10	10.5	10.5	88.4
Biotechnology	11	11.6	11.6	100.0
Total	95	100.0	100.0	

Source: Sample Survey Data 2014-15

Out of the total samples, 43% are male and 57% are female. The classification according to year of study shows that 28.2% samples are from 2012-13 bathes and 71.8% are from 2013-14 batches. The category wise classification shows that 64% are from Muslim community while 9.3% (General), 20% (SC), 1.6% (ST) and 5.1% (OBC).

2. Department wise Analysis

2.1.Objective and goal of Curriculum:

Out of the alumni's samples of EMEA college 48 respondents were opined that objective and goal of their curriculum is very clear.   Out of total samples regardless of course of study, 48 respondents were 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	7	3	0	0	10
BBA	5	5	0	0	10
WAS	3	6	0	0	9
Microbiology	3	7	0	0	10
Computer Science	5	6	0	0	11
Biochemistry	3	6	0	1	10
Biotechnology	10	1	0	0	11
Total	48	44	2	1	95

Source: Sample survey data 2014-15

2.2. Academic Flexibility:

Out of total alumni 31.57% opined as the curriculum is very flexible while 51.5% argued as flexible, 13.6% as somewhat flexible and the remaining 3.15% opined as not flexible

Table.3: Course of Study Versus Academic Flexibility					
Course of Study	Academic Flexibility				Total
	Very flexible	Flexible	Somewhat flexible	Not flexible	
Economics	1	11	2	0	14
English	5	4	1	0	10
Commerce	2	7	1	0	10
BBA	3	5	0	2	10
WAS	5	3	1	0	9
Microbiology	2	4	4	0	10
Computer Science	6	4	1	0	11
Biochemistry	2	4	3	1	10
Biotechnology	4	7	0	0	11
Total	30	49	13	3	95

Source: Sample Survey Data 2014-15

2.3.Capacity of Curriculum to Develop Attitude and Skills for a Democratic Life

Table.4. Course of Study Versus 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	
Economics	5	3	5	1	14
English	6	4	0	0	10
Commerce	6	4	0	0	10
BBA	1	6	2	1	10
WAS	3	5	1	0	9
Microbiology	0	4	5	1	10
Computer Science	2	6	2	1	11
Biochemistry	3	2	4	1	10
Biotechnology	8	3	0	0	11
Total	34	37	19	5	95

Source: Sample Survey Data 2014-15

2.4. Proportion of Scientific Content

Table.5. Course of Study Versus Proportion of Scientific Content

Course of Study	Proportion of Scientific Content					Total
	Sufficient Enough	Sufficient	Somewhat Sufficient	Not Sufficient	Can't Say	
Economics	1	9	4	0	0	14
English	6	3	1	0	0	10
Commerce	0	8	2	0	0	10
BBA	3	2	5	0	0	10
WAS	2	5	2	0	0	9
Microbiology	2	3	5	0	0	10
Computer Science	2	6	2	0	1	11
Biochemistry	2	3	3	1	1	10
Biotechnology	2	9	0	0	0	11
Total	20	48	24	1	2	95

Source: Sample Survey Data 2014-15

2.5. Use of Learner Centered Methodology

Table.6. Course of Study Versus Use of Learner Centered Methodology

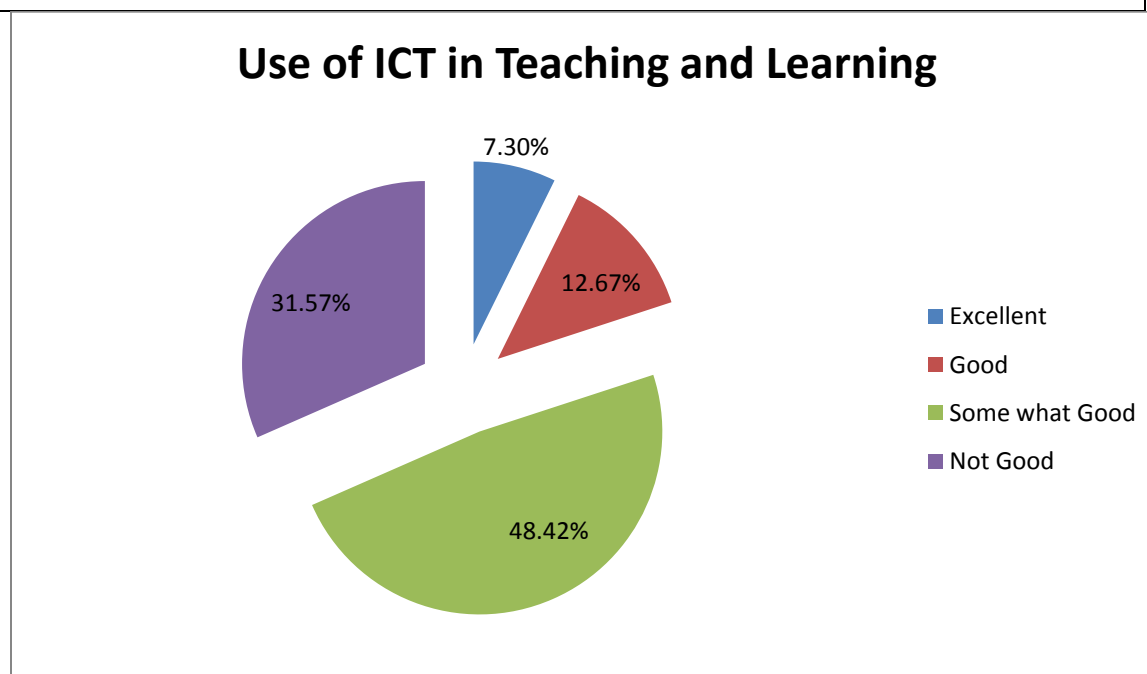| Course of Study	Use of Learner Centered Methodology				Total
	Excellent	Good	Somewhat Good	Not good	
Economics	4	8	1	1	14
English	4	5	1	0	10
Commerce	3	6	1	0	10
BBA	2	5	3	0	10
WAS	3	5	1	0	9
Microbiology	1	5	3	1	10
Computer Science	2	5	4	0	11
Biochemistry	1	5	4	0	10
Biotechnology	10	1	0	0	11
Total	30	45	18	2	95

Source: Sample Survey data 2015

2.6. Use of ICT in Teaching Learning

Table.7: Use of ICT in Teaching Learning

Course of Study * Use of ICT in Teaching Learning

Course of Study	Use of ICT in Teaching Learning				Total
	Excellent	Good	Somewhat good	Not good	
Economics	0	6	8	0	14
English	0	0	2	8	10
Commerce	0	0	6	4	10
BBA	3	1	3	3	10
WAS	0	0	7	2	9
Microbiology	0	0	7	3	10
Computer Science	1	1	6	3	11
Biochemistry	0	2	4	4	10
Biotechnology	3	2	3	3	11
Total	7	12	46	30	95

Source: Sample survey Data 2015

Use of ICT in Teaching and Learning

- Excellent — 7.30%
- Good — 12.67%
- Some what Good — 48.42%
- Not Good — 31.57%

Source: Computed from Sample Survey Data 2015

Only 7.3% of sample opined as excellent in use of ICT enabled teaching and learning while 31.57% expressed as no good in use of ICT enabled teaching and learning.

2.7. Content of Core Course

Table.8: Course of Study Versus Content of Core Course

Course of Study	Content of Core Course					Total
	Sufficient Enough	Sufficient	Somewhat sufficient	Not sufficient	Can't Say	
Economics	5	5	0	3	1	14
English	4	3	3	0	0	10
Commerce	5	5	0	0	0	10
BBA	3	4	3	0	0	10
WAS	3	4	2	0	0	9
Microbiology	1	1	7	1	0	10
Computer Science	4	5	2	0	0	11
Biochemistry	1	5	3	1	0	10
Biotechnology	4	7	0	0	0	11
Total	30	39	20	5	1	95

Source: Sample Survey data 2015

2.8. Content of Common Course

Course of Study * Content of Common Course Crosstabulation

Count

Course of Study	Content of Common Course				Total
	Sufficient Enough	Sufficient	Somewhat Sufficient	Not sufficient	
Economics	7	5	2	0	14
English	6	3	0	1	10
Commerce	4	5	1	0	10
BBA	3	2	5	0	10
WAS	4	3	2	0	9
Microbiology	1	5	4	0	10
Computer Science	3	5	2	1	11
Biochemistry	5	2	3	0	10
Biotechnology	1	8	2	0	11
Total	34	38	21	2	95

Source: Sample Survey Data 2015

2.9. Content of Open Course

Table.10: Course of Study Versus Content of Open Course

Course of Study	Content of Open Course					Total
	Sufficient	Sufficient	Somewhat	Not Sufficient	Can't	

		Enough		Sufficient		Say	
	Economics	5	5	2	1	1	14
	English	6	2	0	2	0	10
	Commerce	6	4	0	0	0	10
	BBA	3	5	2	0	0	10
	WAS	4	3	2	0	0	9
	Microbiology	0	5	5	0	0	10
	Computer Science	5	4	2	0	0	11
	Biochemistry	2	5	2	1	0	10
	Biotechnology	5	6	0	0	0	11
Total		36	39	15	4	1	95

Source: Sample Survey data 2015

2.10.   Content of complimentary Course

Course of Study * Content of Complimentary Course Crosstabulation						
Count						
Course of Study	Content of Complimentary Course					Total
	Sufficient Enough	Sufficient	Somewhat Sufficient	Not Sufficient	Can't Say	
Economics	4	7	2	1	0	14
English	5	2	2	0	1	10
Commerce	6	3	1	0	0	10
BBA	4	4	2	0	0	10
WAS	2	6	1	0	0	9
Microbiology	1	7	1	0	1	10
Computer Science	2	5	4	0	0	11
Biochemistry	1	6	2	1	0	10
Biotechnology	4	5	2	0	0	11
Total	29	45	17	2	2	95

Source: Sample Survey Data 2015

2.11.   The capacity of the Curriculum to Ensure All round Growth of the Learner

Table.12. Course of Study Versus The Capacity of the Curridulum to ensure all round growth of the learner						
Course of Study	The Capacity of the Curridulum to ensure all round growth of the learner					Total
	Very Strong	Strong	Somewhat Strong	Not Strong	Can't Say	

Economics	3	6	3	1	1	14
English	8	0	2	0	0	10
Commerce	0	8	2	0	0	10
BBA	7	2	1	0	0	10
WAS	5	2	1	0	1	9
Microbiology	1	4	4	0	1	10
Computer Science	2	8	1	0	0	11
Biochemistry	5	2	2	1	0	10
Biotechnology	6	4	1	0	0	11
Total	37	36	17	2	3	95

Source: Sample Survey Data 2015

2.1.Suitability of the Curriculum to Teaching Learning Situation

Table. 14: Course of Study * 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	Not suitable	
Economics	2	9	2	1	14
English	5	4	1	0	10
Commerce	5	5	0	0	10
BBA	1	4	5	0	10
WAS	4	4	1	0	9
Microbiology	0	7	3	0	10
Computer Science	7	4	0	0	11
Biochemistry	1	5	3	1	10
Biotechnology	5	6	0	0	11
Total	30	48	15	2	95

Source: Sample Survey Data 2015

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