

# Curriculum Feedback Analysis Report 2016-17

## Alumni 2016-17

### 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 2016-17, 95 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	Frequency	Percent	Valid Percent	Cumulative Percent
Economics	12	12.6	12.6	12.6
English	11	11.6	11.6	24.2
Commerce	10	10.5	10.5	34.7
BBA	9	9.5	9.5	44.2
WAS	9	9.5	9.5	53.7
Microbiology	10	10.5	10.5	64.2
Computer Science	11	11.6	11.6	75.8
Biochemistry	12	12.6	12.6	88.4
Biotechnology	11	11.6	11.6	100.0
Total	95	100.0	100.0	

Source: Sample Survey data 2017

Out of the total samples, 25.05% are male and 74.95% are female. The classification according to year of study shows that 32% samples are from 2013-14 batches and 23.7% are from 2014-15 batches. The category wise classification shows that 69.1% are from Muslim community while 9.3% (General), 8.2% (SC), 3.1% (ST) and 10.3% (OBC).

## 2. Department wise Analysis

### 2.1.Objective and goal of Curriculum:

Out of the alumni's samples of EMEA college 36 respondents were opined that objective and goal of their curriculum is clear. Out of total samples regardless of course of study 53 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: Objective and goal of the Curriculum**

Course of Study	Objective and goal of the Curriculum				Total
	very clear	clear	somewhat clear	Can't say	
Economics	10	2	0	0	12
English	9	1	0	0	10
Commerce	7	2	2	0	11
BBA	5	5	0	0	10
WAS	4	11	0	0	15
Microbiology	3	6	1	0	10
Computer Science	9	4	0	2	15
Biochemistry	3	2	1	0	6
Bio-technology	3	3	0	0	6
Total	53	36	4	2	95

Source: Sample survey data 2017

## 2.2. Academic Flexibility

**Table. 3: Academic Flexibility**

Course of Study	Academic Flexibility				Total
	Very flexible	Flexible	Somewhat flexible	Not flexible	
Economics	0	11	1	0	12
English	3	7	0	0	10
Commerce	2	3	5	2	12
BBA	6	3	1	0	10
WAS	0	5	0	10	15
Microbiology	0	8	2	0	10
Computer Science	7	8	0	0	15
Biochemistry	1	4	0	0	5
Bio-technology	4	2	0	0	6
Total	23	51	9	12	95

Source: Sample survey data 2017

## 2.3. 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	2	0	12
English	7	3	0	0	0	10
Commerce	4	6	2	0	0	12
BBA	4	5	0	1	0	10
WAS	1	10	4	0	0	15
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	10
Total	33	39	19	3	1	95

Source: Sample Survey data 2017

## 2.4. 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	1	12
English	7	3	0	0	10
Commerce	2	6	3	1	12
BBA	5	4	1	0	10
WAS	2	9	4	0	15
Microbiology	1	3	5	1	10
Computer Science	4	4	5	2	15
Biochemistry	2	3			5
Bio-technology	3	3	0	0	6
Total	29	42	19	5	95

Source: Sample Survey data 2017

## 2.5. 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	2	0	0	12
English	7	3	0	0	0	10
Commerce	7	3	2	0	0	12
BBA	5	3	1	1	0	10
WAS	8	3	4	0	0	15
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	1	6
Total	43	31	13	8	1	95

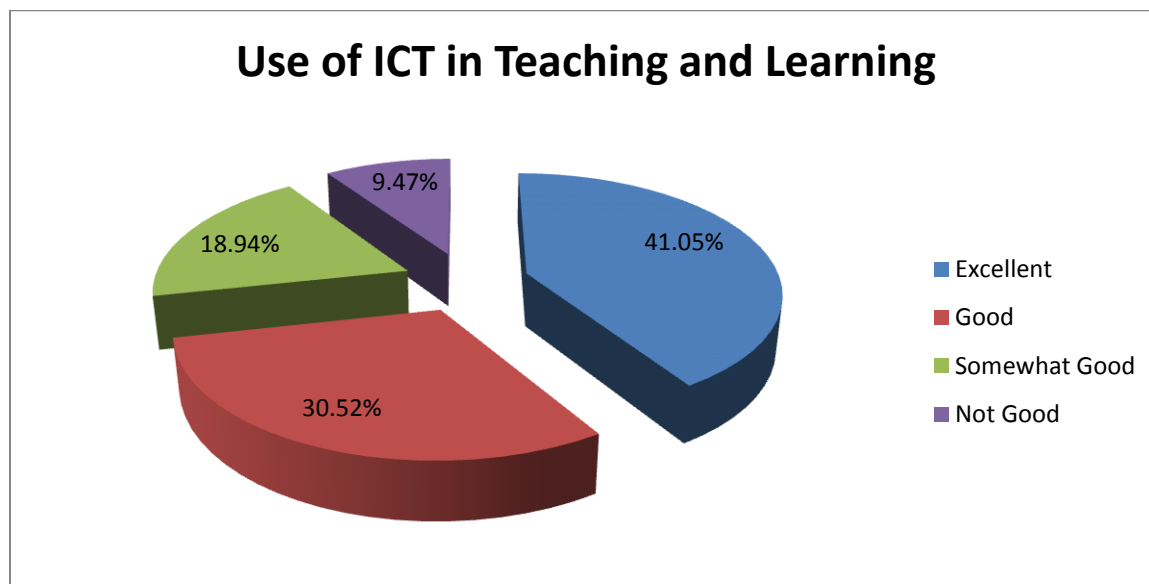
Source: Sample Survey data 2017

## 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				Total
	Excellent	Good	Somewhat good	Not good	
Economics	5	6	1	0	12
English	4	2	1	4	11
Commerce	6	2	1	1	10
BBA	4	3	1	1	9
WAS	2	1	4	2	9
Microbiology	3	4	3	0	10
Computer Science	4	4	2	1	11
Biochemistry	3	5	4	0	12
Biotechnology	8	2	1	0	11
Total	39	29	18	9	95

Source: Sample Survey Data 2017



Source: Computed from Sample Survey Data 2017

## 2.7. 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	2		0	0	12
English	5	5	0	0	0	10
Commerce	5	4	2	1	0	12
BBA	2	3	2	3	0	10
WAS	6	5	4	0	0	15
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	34	14	12	0	95

Source: Sample Survey data 2017

## 2.8.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	4	0	0	0	12
English	4	6	0	0	0	10
Commerce	3	5	1	1	2	12
BBA	2	5	3	0	0	10
WAS	3	7	4	0	1	15
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	41	12	3	8	95

Source: Sample Survey data 2017

## 2.9. 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	6	0	0	0	12
English	4	6	0	0	0	10
Commerce	3	6	1	2	0	12
BBA	2	6	1	0	1	10
WAS	6	4	0	0	5	15
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	43	6	8	6	95

Source: Sample Survey data 2017

## 2.10. 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	5	7	0	0	0	12
English	5	5	0	0	0	10
Commerce	5	5	2	0	0	12
BBA	7	0	2	1	0	10
WAS	4	8	1	1	1	15
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	17	7	1	95

Source: Sample Survey data 2017

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

**Table.12: 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	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	95

Source: Sample Survey data 2018

**2.12. 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	45	6	2	95

Source: Sample Survey data 2017

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