

Curriculum Feedback Analysis Report 2015-16

Students 2015-16

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, 86 pass-out students of the year 2015-16 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	Valid Percent	Cumulative Percent
Economics	12	14.0	14.0	14.0
English	8	9.3	9.3	23.3
Commerce	9	10.5	10.5	33.7
West Asian Studies	10	11.6	11.6	45.3
BBA	9	10.5	10.5	55.8
Computer Science	8	9.3	9.3	65.1
Microbiology	10	11.6	11.6	76.7
Biochemistry	9	10.5	10.5	87.2
Biotechnology	11	12.8	12.8	100.0
Total	86	100.0	100.0	

Source: Sample Survey Data 2016

Out of the total samples, 40% are male students and 60% 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), 3% ST and 12% from OBC.

1. Department wise Analysis

2.1. Objective and goal of Curriculum:

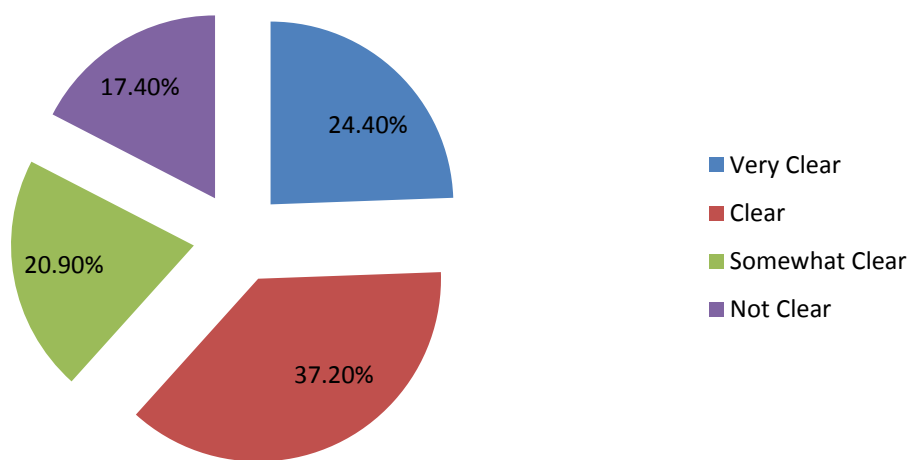
In economics department 24.4 percent of the pass out students observed that the objective and goal of curriculum is *very clear* while 37.2% observed as *clear*. The observation of pass out students on objective and goal of curriculum of all departments can be seen from the following table.2.

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

	Objective and Goal of the Curriculum				Total
	Very Clear	Clear	Somewhat Clear	Not Clear	
Economics	3	6	2	1	12
English	3	1	3	1	8
Commerce	2	1	0	6	9
West Asian Studies	0	2	4	4	10
Department BBA	1	5	1	2	9
Computer Science	4	3	1	0	8
Microbiology	3	4	2	1	10
Biochemistry	1	4	4	0	9
Biotechnology	4	6	1	0	11
Total	21	32	18	15	86

Source: Sample Survey data 2016

Objective and Goal of Curriculum



2.2. Academic Flexibility

Table.3. Department Versus 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	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	2	0	1	9
Biotechnology	2	7	1	1	11
Total	25	44	12	4	85

Source: Sample Survey Data 2016

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	5	1	2	0	0	9
Biotechnology	4	5	2	0	0	0	11
Total	22	39	17	6	1	1	86

Source: Sample Survey Data 2016

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	3	0	0	9
Biotechnology	3	6	2	0	0	11
Total	16	41	24	4	1	86

Source: Sample Survey Data 2016

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	6	1	0	9
Biotechnology	4	6	1	0	11
Total	23	46	16	1	86

Source: Sample survey data 2016

2.6. Content of Core Course

Table.6. Department Versus Use of ICT in Teaching Learning

Department	Use of ICT in Teaching Learning						Total
	Excellent	Good	Somewhat Good	Not Good	Can't Say	21.00	
Economics	6	4	1	0	0	1	12
English	3	5	0	0	0	0	8
Commerce	3	3	3	0	0	0	9
West Asian Studies	1	7	2	0	0	0	10
BBA	1	3	5	0	0	0	9
Computer Science	3	5	0	0	0	0	8
Microbiology	1	5	3	1	0	0	10
Biochemistry	0	5	4	0	0	0	9
Biotechnology	3	3	3	1	1	0	11
Total	21	40	21	2	1	1	86

Source: Sample Survey Data 2016

2.7.Content of Common Course:

Table.7: Department versus 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	5	2	0	0	9
Biotechnology	2	5	3	1	0	11
Total	17	39	28	1	1	86

Source: Sample Survey data 2016

2.8.Content of Open Course

Table 8: 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	3	2	0	9
Biotechnology	3	2	4	2	11
Total	21	44	19	2	86

Source: Sample Survey data 2016

2.9.Content of Complimentary Courses

Table:9. Department versus 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	6	0	1	9
Biotechnology	0	11	0	0	11
Total	19	49	14	4	86

Source: Sample Survey Data 2016

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

Table.10: Department Versus 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	3	2	1	9
Biotechnology	4	5	2	0	11
Total	24	38	19	5	86

Source: Sample Survey data 2016

2.11. Suitability of Curriculum to Teaching Learning Situation

Department versus Suitability of the Curriculum to Teaching Learning Situation

Count

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	1	2	1	1	9
Biotechnology	6	3	2	0	0	11
Total	22	43	15	3	3	86

Source: Sample survey data 2016
