CURRICULUM FEEDBACK ANALYSIS REPORT 2018-19

PARENTS

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 parent 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 2018-19 of the category parent, 85parents representing various departments were participated. Table.1 gives the department wise breakup of participants.

Table 1: No of Parents representing departments

Departments	Frequency	Percent
Economics	11	12.9
BBA	9	10.6
Commerce	10	11.8
Computer Science	7	8.2
Microbiology	20	23.5
Biotechnology	9	10.6
Biochemistry	9	10.6
History and WAS	10	11.8
Total	85	100.0

Source: Sample survey data 2019

Out of the total samples, 69.4% are from Muslim community, 1.2% are General, 15.3% are SC, 1.2% are ST and 12.9% are OBC. The education status of parents are given in table.2

Table.2. Education Qualification of Parents

Education	Frequency	Percent
Below SSLC	22	25.9
SSLC	37	43.5
Plus two	16	18.8
Degree	7	8.2
Post Graduation	3	3.5
Total	85	100.0

Source: Sample Survey Data 2019

2. Department wise Analysis

2.1.Objective and goal of Curriculum:

Out of the 85 parents of students representing various departments, 43.52% opined that the objective and goal of the curriculum is very clear while 48.23% opined that the objective and goal of the curriculum is clear. The observation of parents on objective and goal of curriculum of all departments can be seen from the following table.3.

Table.3: Objective and Goal of the Curriculum

Course of the Student	Objective and Goal of the Curriculum				Total
	Very Clear	Clear	Somewhat Clear	Not Clear	
Economics	5	3	2	1	11
BBA	1	8	0	0	9
Commerce	4	5	0	1	10
Computer Science	2	5	0	0	7
Microbiology	10	9	1	0	20
Biotechnology	9	0	0	0	9
Biochemistry	4	5	0	0	9
History and WAS	2	6	2	0	10
Total	37	41	5	2	85

Sample Survey Data 2019

2.2.Academic Flexibility

Table.4: academic flexibility (Choices to choose courses from other departments)

Course of the Student	academic flexibility (Choices to choose courses from other departments)					Total
	Very flexible	Flexible	Somewhat Flexible	Not flexible	Can't Say	
Economics	3	5	2	1	0	11
BBA	7	2	0	0	0	9
Commerce	2	3	3	0	2	10
Computer Science	3	2	2	0	0	7
Microbiology	5	6	7	2	0	20
Biotechnology	6	3	0	0	0	9
Biochemistry	3	2	4	0	0	9
History and WAS	2	6	2	0	0	10
Total	31	29	20	3	2	85

Source: Sample Survey Data 2019

2.3. The Proportion of Scientific Content

Table. 6: The Proportion of Scientific Content

Course of the Student	The Proportion of Scientific Content					Total
	Sufficient Enough	Sufficient	Somewhat Sufficient	Not Sufficient	Can't Say	
Economics	1	7	2	1	0	11
BBA	2	6	1	0	0	9
Commerce	1	4	0	4	1	10
Computer Science	2	5	0	0	0	7
Microbiology	4	7	2	6	1	20
Biotechnology	8	1	0	0	0	9
Biochemistry	4	3	2	0	0	9
History and WAS	1	8	1	0	0	10
Total	23	41	8	11	2	85

Source: Sample Survey Data 2019

2.4. Use of Learner Centered Methodology

Table. 7: Course of the Student * Use of Learner Centered Methodology

Course of the Student	Use of Learner Centred Methodology					Total
	Excellent	Good	Somewhat Good	Mot Good	Can't Say	
Economics	5	3	2	1	0	11
BBA	2	4	3	0	0	9
Commerce	4	4	1	1	0	10
Computer Science	0	4	1	2	0	7
Microbiology	5	5	4	5	1	20
Biotechnology	2	7	0	0	0	9
Biochemistry	3	5	0	1	0	9
History and WAS	3	4	3	0	0	10
Total	24	36	14	10	1	85

Source: Sample Survey Data 2019

2.5. Use of ICT in Teaching Learning

Table.8: Use of ICT in Teaching Learning

Course of the Student	Use of ICT in Teaching Learning				Total
	Excellent	Good	Somewhat Good	Not Good	
Economics	5	3	0	3	11
BBA	1	4	4	0	9
Commerce	1	4	5	0	10
Computer Science	1	5	1	0	7
Microbiology	4	6	6	4	20
Biotechnology	2	7	0	0	9
Biochemistry	4	4	1	0	9
History and WAS	0	8	1	1	10
Total	18	41	18	8	85

Source: Sample Survey data 2019

2.6. Content of Core Courses

Table: 9. Content of core Courses

Course of the Student	Content of core Courses				Total
	Sufficient Enough	Sufficient	Somewhat Sufficient	Not sufficient	
Economics	2	7	1	1	11
BBA	3	6	0	0	9
Commerce	2	6	2	0	10
Computer Science	3	3	1	0	7
Microbiology	8	4	2	6	20
Biotechnology	6	3	0	0	9
Biochemistry	7	2	0	0	9
History and WAS	1	5	4	0	10
Total	32	36	10	7	85

Source: Sample Survey Data 2019

2.7. Content of Common Courses

Table. 10: Content of common Courses

Course of the Student	Content of common Courses					Total
	Sufficient Enough	Sufficient	Somewhat Sufficient	Not Sufficient	Can't Say	
Economics	3	3	5	0	0	11
BBA	2	7	0	0	0	9
Commerce	5	3	2	0	0	10
Computer Science	3	4	0	0	0	7
Microbiology	6	4	4	5	1	20
Biotechnology	4	5	0	0	0	9
Biochemistry	3	5	0	0	1	9
History and WAS	0	7	3	0	0	10
Total	26	38	14	5	2	85

Source: Sample Survey data 2019

2.8. Content of Open Courses

Table.11: Content of Open Courses

Course of the Student	Content of Open Courses					Total
	Sufficient Enough	Sufficient	Somewhat Sufficient	Not sufficient	Can't Say	
Economics	4	4	2	1	0	11
BBA	4	4	1	0	0	9
Commerce	5	4	1	0	0	10
Computer Science	2	5	0	0	0	7
Microbiology	8	4	2	4	2	20
Biotechnology	4	5	0	0	0	9
Biochemistry	4	3	2	0	0	9
History and WAS	6	4	0	0	0	10
Total	37	33	8	5	2	85

Source: Sample Survey Data 2019

2.9. Content of complimentary Courses

Table. 12: Content of Complimentary Courses

Course of the Student	Content of Complimentary Courses					Total
	Sufficient Enough	Sufficient	Somewhat Sufficient	Not Sufficient	Can't Say	
Economics	3	5	3	0	0	11
BBA	1	8	0	0	0	9
Commerce	2	3	4	0	1	10
Computer Science	3	4	0	0	0	7
Microbiology	7	5	3	3	2	20
Biotechnology	2	7	0	0	0	9
Biochemistry	7	2	0	0	0	9
History and WAS	2	5	3	0	0	10
Total	27	39	13	3	3	85

Source: Sample Survey data 2019

2.10. Capacity of the Curriculum to ensure all round Growth of the Learner

Table. 13: The capacity of the Curriculum to Ensure all round growth of the learner

Course of the Student	The capacity of the Curriculum to Ensure all round growth of the learner					Total
	Very Strong	Strong	Somewhat Strong	Not Strong	Can't Say	
Economics	2	5	4	0	0	11
BBA	3	6	0	0	0	9
Commerce	2	3	3	2	0	10
Computer Science	0	3	2	2	0	7
Microbiology	5	5	2	5	3	20
Biotechnology	3	6	0	0	0	9
Biochemistry	2	3	4	0	0	9
History and WAS	2	7	1	0	0	10
Total	19	38	16	9	3	85

Source: Sample Survey Data 2019

2.11. Suitability of the Curriculum to Teaching Learning Situation

Table.14: The Suitability of the Curriculum to Teaching Learning Situation

Course of the Student	The Suitability of the Curriculum to Teaching Learning Situation					Total
	Very Suitable	Suitable	Somewhat Suitable	Not Suitable	Can't Say	
Economics	1	8	2	0	0	11
BBA	1	8	0	0	0	9
Commerce	2	3	5	0	0	10
Computer Science	5	2	0	0	0	7
Microbiology	5	8	0	3	4	20
Biotechnology	4	5	0	0	0	9

Biochemistry	2	6	1	0	0	9
History and WAS	1	6	3	0	0	10
Total	21	46	11	3	4	85

Source: Sample Survey Data 2019