# Curriculum Feedback Analysis Report 2019-20

# Parent 2019-20

## 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 2019-20 of the category parent, 95parents representing various departments were participated. The data collected through online mode. Table.1 gives the department wise breakup of participants.

**Table 1: No of Parents representing departments**

| Course of the Student | No. of Parents | Percent |
|---|---|---|
| Economics | 9 | 10.6 |
| English | 11 | 10.5 |
| BBA | 10 | 10.5 |
| Commerce | 11 | 11.6 |
| Computer Science | 9 | 9.5 |
| Microbiology | 17 | 17.9 |
| Biotechnology | 8 | 8.4 |
| Biochemistry | 9 | 9.5 |
| History and WAS | 10 | 10.5 |
| Total | 95 | 100.0 |

Source: Sample survey data 2020

Out of the total samples, 74.7% are from Muslim community, 6.3% are General, 15.8% are SC and 3.2% are OBC. The education status of parents are given in table.2

Table.2. Education Qualification of Parents

| Education | Percent |
|---|---|
| Below SSLC | 25.3 |
| SSLC | 37.9 |
| Plus two | 21.1 |
| Degree | 13.7 |
| Post Graduation | 2.1 |
| Total | 100.0 |

Source: Sample Survey Data 2020

## 2. Department wise Analysis

### 2.1.Objective and goal of Curriculum:

**Table.3. Objective and Goal of the Curriculum**

| Parents Representing Departments | Objective and Goal of the Curriculum | | | Total |
|---|---|---|---|---|
| | Very Clear | Clear | Somewhat Clear | |
| Economics | 2 | 9 | 0 | 11 |
| English | 5 | 4 | 1 | 10 |
| BBA | 3 | 7 | 0 | 10 |
| Commerce | 2 | 8 | 1 | 11 |
| Computer Science | 8 | 1 | 0 | 9 |
| Microbiology | 13 | 4 | 0 | 17 |
| Biotechnology | 3 | 5 | 0 | 8 |
| Biochemistry | 2 | 7 | 0 | 9 |
| History and WAS | 5 | 4 | 1 | 10 |
| Total | 43 | 49 | 3 | 95 |

Source: Sample survey data 2020

### 2.2.Academic Flexibility

On the variable academic flexibility (choices to choose courses other than department) 27.27% of parents opined that the curriculum is not flexible in that sense.

**Table.4. Academic Flexibility (Choices to choose courses from other departments)**

| Course of the Student | Academic flexibility | | | | Total |
|---|---|---|---|---|---|
| | Very flexible | Flexible | Somewhat Flexible | Not flexible | |
| Economics | 4 | 4 | 3 | 0 | 11 |
| English | 5 | 3 | 2 | 0 | 10 |
| BBA | 6 | 4 | 0 | 0 | 10 |
| Commerce | 2 | 3 | 3 | 3 | 11 |
| Computer Science | 2 | 4 | 3 | 0 | 9 |
| Microbiology | 7 | 9 | 1 | 0 | 17 |
| Biotechnology | 5 | 3 | 0 | 0 | 8 |
| Biochemistry | 2 | 4 | 3 | 0 | 9 |
| History and WAS | 4 | 5 | 1 | 0 | 10 |
| Total | 37 | 39 | 16 | 3 | 95 |

Source: Sample Survey data 2020

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

**Table.5. Capacity of the curriculum to develop attitude and skills for a democratic life**

| Course of the Student | Capacity of the curriculum to develop attitude and skills for a democratic life | | | | | Total |
|---|---|---|---|---|---|---|
| | Very Strong | Strong | Somewhat Strong | Not Strong | 6.00 | |
| Economics | 5 | 3 | 3 | 0 | 0 | 11 |
| English | 5 | 4 | 1 | 0 | 0 | 10 |
| BBA | 3 | 7 | 0 | 0 | 0 | 10 |
| Commerce | 1 | 6 | 4 | 0 | 0 | 11 |
| Computer Science | 1 | 6 | 2 | 0 | 0 | 9 |
| Microbiology | 5 | 10 | 1 | 0 | 1 | 17 |
| Biotechnology | 3 | 4 | 1 | 0 | 0 | 8 |
| Biochemistry | 2 | 4 | 2 | 1 | 0 | 9 |
| History and WAS | 2 | 5 | 3 | 0 | 0 | 10 |
| Total | 27 | 49 | 17 | 1 | 1 | 95 |

Source: Sample Survey data 2020

**2.4.**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 | 9 | 1 | 0 | 0 | 11 |
| English | 2 | 8 | 0 | 0 | 0 | 10 |
| BBA | 3 | 7 | 0 | 0 | 0 | 10 |
| Commerce | 1 | 4 | 4 | 1 | 1 | 11 |
| Computer Science | 2 | 7 | 0 | 0 | 0 | 9 |
| Microbiology | 3 | 10 | 3 | 1 | 0 | 17 |
| Biotechnology | 3 | 4 | 1 | 0 | 0 | 8 |
| Biochemistry | 3 | 5 | 0 | 1 | 0 | 9 |
| History and WAS | 4 | 6 | 0 | 0 | 0 | 10 |
| Total | 22 | 60 | 9 | 3 | 1 | 95 |

Source: Sample Survey data 2020

## 2.5. Use of Learner Centered Methodology

**Table.7: Use of Learner Centered Methodology**

Count

| Course of Student | Use of Learner Centred Methodology | | | | Total |
|---|---|---|---|---|---|
| | Excellent | Good | Somewhat Good | Mot Good | |
| Economics | 7 | 2 | 2 | 0 | 11 |
| English | 3 | 5 | 2 | 0 | 10 |
| BBA | 4 | 6 | 0 | 0 | 10 |
| Commerce | 2 | 7 | 2 | 0 | 11 |
| Computer Science | 2 | 7 | 0 | 0 | 9 |
| Microbiology | 7 | 3 | 7 | 0 | 17 |
| Biotechnology | 4 | 4 | 0 | 0 | 8 |
| Biochemistry | 1 | 7 | 0 | 1 | 9 |
| History and WAS | 3 | 4 | 3 | 0 | 10 |
| Total | 33 | 45 | 16 | 1 | 95 |

Source: Sample Survey data 2020

## 2.6. Use of ICT in Teaching Learning

**Table 8: Use of ICT in Teaching Learning**

| Course of Students | Use of ICT in Teaching Learning | | | | Total |
|---|---|---|---|---|---|
| | Excellent | Good | Somewhat Good | Not Good | |
| Economics | 4 | 6 | 1 | 0 | 11 |
| English | 4 | 4 | 2 | 0 | 10 |
| BBA | 2 | 5 | 3 | 0 | 10 |
| Commerce | 3 | 4 | 4 | 0 | 11 |
| Computer Science | 3 | 6 | 0 | 0 | 9 |
| Microbiology | 9 | 3 | 5 | 0 | 17 |
| Biotechnology | 4 | 4 | 0 | 0 | 8 |
| Biochemistry | 1 | 5 | 2 | 1 | 9 |
| History and WAS | 3 | 4 | 3 | 0 | 10 |
| Total | 33 | 41 | 20 | 1 | 95 |

Source: Sample Survey data 2020

## 2.7. 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 | 5 | 6 | 0 | 0 | 11 |
| English | 3 | 4 | 2 | 1 | 10 |
| BBA | 2 | 7 | 1 | 0 | 10 |
| Commerce | 2 | 8 | 0 | 1 | 11 |
| Computer Science | 2 | 4 | 2 | 1 | 9 |
| Microbiology | 7 | 5 | 5 | 0 | 17 |
| Biotechnology | 5 | 3 | 0 | 0 | 8 |
| Biochemistry | 6 | 3 | 0 | 0 | 9 |
| History and WAS | 2 | 6 | 2 | 0 | 10 |
| Total | 34 | 46 | 12 | 3 | 95 |

Source: Sample Survey Data 2020

## 2.8. 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 | 7 | 1 | 0 | 0 | 11 |
| English | 0 | 5 | 4 | 1 | 0 | 10 |
| BBA | 3 | 7 | 0 | 0 | 0 | 10 |
| Commerce | 3 | 6 | 1 | 1 | 0 | 11 |
| Computer Science | 2 | 6 | 1 | 0 | 0 | 9 |
| Microbiology | 3 | 3 | 1 | 4 | 6 | 17 |
| Biotechnology | 3 | 5 | 0 | 0 | 0 | 8 |
| Biochemistry | 6 | 3 | 0 | 0 | 0 | 9 |
| History and WAS | 4 | 4 | 2 | 0 | 0 | 10 |
| Total | 27 | 46 | 10 | 6 | 6 | 95 |

Course: Sample Survey Data 2020

## 2.9. 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 | 6 | 1 | 0 | 0 | 11 |
| English | 3 | 3 | 2 | 1 | 1 | 10 |
| BBA | 4 | 6 | 0 | 0 | 0 | 10 |
| Commerce | 2 | 7 | 1 | 1 | 0 | 11 |
| Computer Science | 1 | 7 | 0 | 1 | 0 | 9 |
| Microbiology | 2 | 3 | 2 | 3 | 7 | 17 |
| Biotechnology | 4 | 4 | 0 | 0 | 0 | 8 |
| Biochemistry | 3 | 3 | 3 | 0 | 0 | 9 |
| History and WAS | 4 | 3 | 2 | 1 | 0 | 10 |
| Total | 27 | 42 | 11 | 7 | 8 | 95 |

Source: Sample Survey data 2020

## 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 | 7 | 1 | 1 | 0 | 11 |
| English | 1 | 6 | 3 | 0 | 0 | 10 |
| BBA | 3 | 7 | 0 | 0 | 0 | 10 |
| Commerce | 3 | 3 | 5 | 0 | 0 | 11 |
| Computer Science | 2 | 6 | 1 | 0 | 0 | 9 |
| Microbiology | 7 | 4 | 3 | 2 | 1 | 17 |
| Biotechnology | 5 | 3 | 0 | 0 | 0 | 8 |
| Biochemistry | 0 | 6 | 2 | 1 | 0 | 9 |
| History and WAS | 1 | 5 | 4 | 0 | 0 | 10 |
| Total | 24 | 47 | 19 | 4 | 1 | 95 |

Source: Sample Survey data 2020

## 2.11. The 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 | |
| Economics | 7 | 3 | 1 | 0 | 11 |
| English | 4 | 3 | 2 | 1 | 10 |
| BBA | 2 | 7 | 1 | 0 | 10 |
| Commerce | 3 | 6 | 1 | 1 | 11 |
| Computer Science | 2 | 5 | 1 | 1 | 9 |
| Microbiology | 8 | 4 | 3 | 2 | 17 |
| Biotechnology | 7 | 1 | 0 | 0 | 8 |
| Biochemistry | 1 | 4 | 4 | 0 | 9 |
| History and WAS | 2 | 6 | 2 | 0 | 10 |
| Total | 36 | 39 | 15 | 5 | 95 |

Source: Sample Survey data 2020

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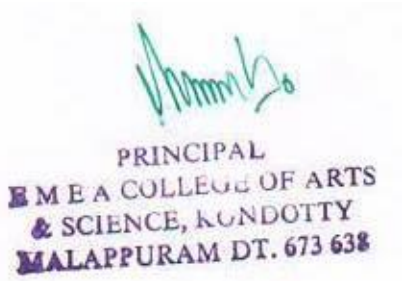
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