

Curriculum Feedback Analysis Report 2021-22

Pass out Students 2021-22

1. Methodology:

The curriculum feedback report of pass out students 2021-22 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 placed before the academic council body of the college for necessary actions.

1.1. Overview

In the curriculum feedback survey 2021-22, 102 pass-out students of the year from various departments were participated. The data were collected through online mode. Table.1 gives the department wise breakup of participants.

Table 1: No of pass-out students representing departments

Department	Frequency
Economics	14
English	10
Commerce	13
West Asian Studies	7
BBA	11
Computer Science	10
Microbiology	12
Biochemistry	12
Biotechnology	13
Total	102

Source: Sample survey data 2022

Out of the total samples, 31% are male students and 69% are female students. The classification according to locality shows that 85% students are from rural area and only 15% are from urban areas. Out of total samples 80% are from Muslim community, 3% are from General Category, 12% from Scheduled Caste (SC), and 5% from OBC.

2. Department wise Analysis

2.1.Objective and goal of Curriculum:

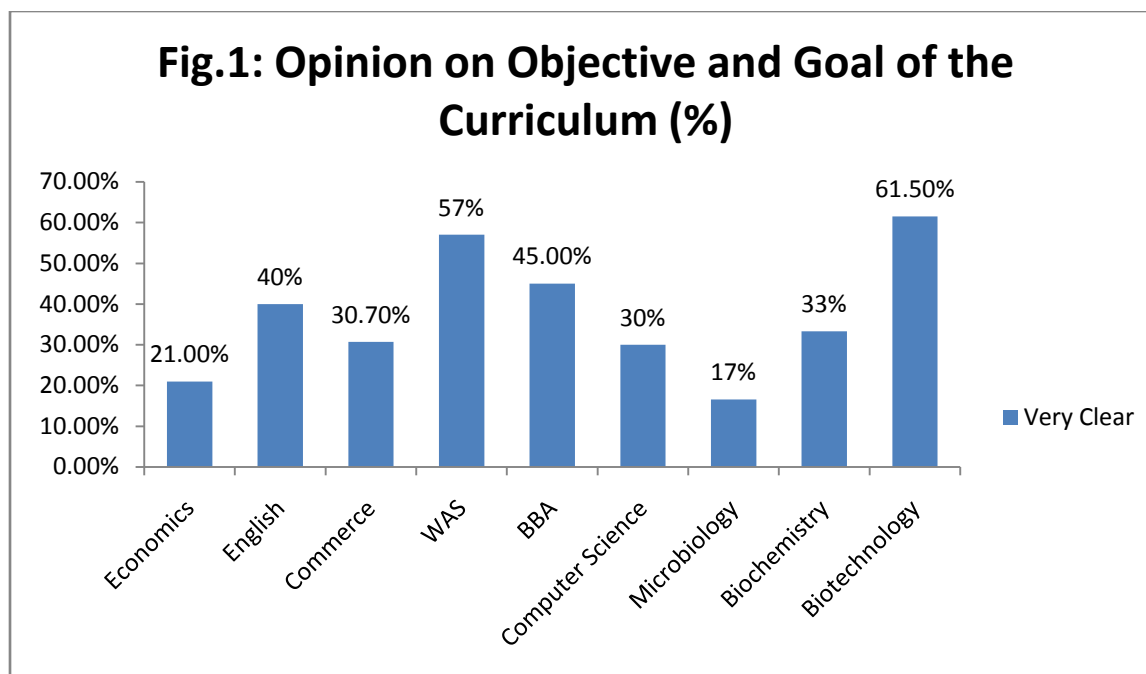
Out of the 12 sample pass out students of Microbiology department 10 (83%) opined that the objective and goal of their curriculum is clear. It is 57% of economics department. Only 54% of pass-out students of Biotechnology department viewed as the objective and goal of their curriculum is clear. The observation of pass out students on objective and goal of curriculum of all departments can be seen from the following table.2.

Table.2: Objective and Goal of the Curriculum

Department	Objective and Goal of the Curriculum				Total
	Very Clear	Clear	Somewhat Clear	Not Clear	
Economics	3	7	2	1	14
English	4	4	0	0	10
Commerce	4	7	0	0	13
West Asian Studies	4	5	2	1	7
BBA	5	4	0	0	11
Computer Science	3	4	2	0	10
Microbiology	2	9	0	0	12
Biochemistry	4	4	2	0	12
Biotechnology	8	3	0	0	13
Total					102

Source: Sample survey 2022

The percentage of opinion as the objective and goal of the curriculum is *very clear* is given in the following Fig.1.



2.2. Academic Flexibility

Out of the sample of Pass out students of Microbiology department, no one opined on the option that the academic flexibility of the course as *very flexible* and only 9% of commerce and BBA pass-out students opined on the option *very flexible*.

Table.3: 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	14
English	5	2	1	0	10
Commerce	4	5	3	0	13
West Asian Studies	5	4	0	1	7
BBA	1	8	0	0	11
Computer Science	2	3	3	0	10
Microbiology	0	7	3	0	12
Biochemistry	6	3	0	1	12
Biotechnology	2	7	1	1	13
Total	25	45	13	4	102

Source: Sample survey data 2022

2.3. Capacity of the Curriculum to develop attitude and skill for a democratic Life

Table.4: 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	
Economics	3	2	3	3	1	14
English	4	4	0	0	0	10
Commerce	2	4	3	0	0	13
West Asian Studies	2	6	2	0	0	7
BBA	2	4	3	0	0	11
Computer Science	4	4	0	0	0	10
Microbiology	1	5	3	1	0	12
Biochemistry	1	6	1	2	0	12
Biotechnology	4	5	2	0	0	13
Total						102

Source: Sample Survey data 2022

2.4. Proportion of Scientific Content

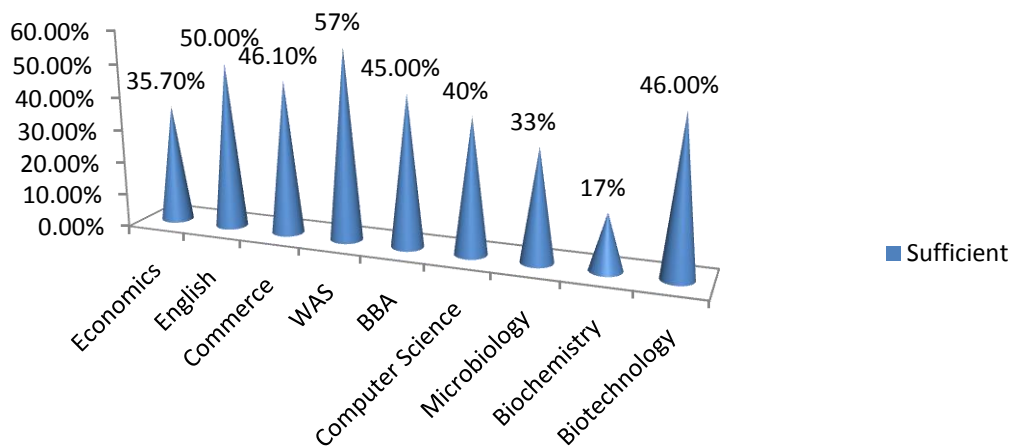
Table 5: Proportion of Scientific Content in Curriculum

Department	Proportion of Scientific Content					Total
	Sufficient Enough	Sufficient	Somewhat Sufficient	Not Sufficient	Can't Say	
Economics	0	5	6	1	0	14
English	3	5	0	0	0	10
Commerce	0	6	3	0	0	13
West Asian Studies	1	4	3	2	0	7
BBA	2	5	2	0	0	11
Computer Science	2	4	1	1	0	10
Microbiology	1	4	4	0	1	12
Biochemistry	4	2	4	0	0	12
Biotechnology	3	6	2	0	0	13
Total						102

Source: Sample survey data 2022

The percentage opinion on the proportion of scientific content of curriculum as sufficient is given in the fig.2.

fig.2.Proportion of Scientific Content of curriculum is Sufficient (%)



2.5: Use of Learner Centered Methodology

Table: 6: Use of Learner Centered Methodology

Department	Use of Learner Centred Methodology				Total
	Excellent	Good	Somewhat Good	Not Good	
Economics	5	5	1	1	14
English	3	5	0	0	10
Commerce	2	5	2	0	13
West Asian Studies	4	5	1	0	7
BBA	1	3	5	0	11
Computer Science	2	5	1	0	10
Microbiology	0	6	4	0	12
Biochemistry	2	7	1	0	12
Biotechnology	4	6	1	0	13
Total					102

Source: Sample survey data 2022

2.8. Content of Common course:

Table: 9: 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	14
English	2	6	0	0	0	10
Commerce	3	3	3	0	0	13
West Asian Studies	1	5	4	0	0	7
BBA	2	1	6	0	0	11
Computer Science	2	4	2	0	0	10
Microbiology	1	2	7	0	0	12
Biochemistry	2	6	2	0	0	12
Biotechnology	2	5	3	1	0	13
Total						102

Source: Sample Survey data 2022

2.9. Content of Open Course

Table 10: Content of Open Courses

Department	Content of Open Courses				Total
	Sufficient Enough	Sufficient	Somewhat Sufficient	Not Sufficient	
Economics	3	9	0	0	14
English	4	4	0	0	10
Commerce	4	5	0	0	13
West Asian Studies	1	6	3	0	7
BBA	0	5	4	0	11
Computer Science	2	4	2	0	10
Microbiology	0	6	4	0	12
Biochemistry	4	4	2	0	12
Biotechnology	3	2	4	2	13
Total					102

Source: Sample Survey data 2022

2.10. Content of Complimentary Courses

Table: 11 content of Complimentary Courses

Department	content of Complimentary Courses				Total
	Sufficient Enough	Sufficient	Somewhat Sufficient	Not Sufficient	
Economics	2	9	1	0	14
English	6	1	0	1	10
Commerce	2	4	2	1	13
West Asian Studies	1	7	2	0	7
BBA	2	3	4	0	11
Computer Science	2	5	1	0	10
Microbiology	2	3	4	1	12
Biochemistry	2	7	0	1	12
Biotechnology	0	11	0	0	13
Total					102

Source: Sample survey data 2022

2.11. Capacity of the Curriculum to ensure all round growth of the Learner

Out of the total samples, the opinion is 26.% (Very Strong), 45.8% (Strong), 23% (Somewhat Strong) and 5.4% (Not Strong). From economics department, 25.% pass-out students opined as the capacity of the curriculum is not strong to ensure all round growth of the learner and only 16% argued as the capacity of the curriculum is very strong to ensure all round growth of the learner.

Table: 12: 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	14
English	5	3	0	0	10
Commerce	2	3	3	1	13
West Asian Studies	0	8	2	0	7
BBA	1	5	3	0	11
Computer Science	4	3	1	0	10
Microbiology	3	5	2	0	12
Biochemistry	3	4	2	1	12
Biotechnology	4	5	2	0	13
Total					102

Source: Sample Survey data 2022

2.12. Suitability of the Curriculum to Teaching and Learning Situation

Table.13: Suitability of the Curriculum to Teaching Learning Situation Crosstabulation

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	14
English	5	3	0	0	0	10
Commerce	0	7	1	1	0	13
West Asian Studies	1	9	0	0	0	7
BBA	0	5	4	0	0	11
Computer Science	2	4	1	1	0	10
Microbiology	1	6	3	0	0	12
Biochemistry	4	2	2	1	1	12
Biotechnology	6	3	2	0	0	13
Total						102

Source: Sample Survey data 2022

From Commerce and BBA students no one opined as the curriculum is very suitable to teaching and learning while 21.4% of students from Economics department opined as cannot say.
