

## STUDENTS' FEEDBACK ON CURRICULUM

SESSION: 2022-2023

*Students' feedback on the curriculum is an extensive survey conducted on the students of the College to reach their opinion regarding various aspects of the curriculum. A total of 129 students were surveyed using a questionnaire.*

A detailed report from the data so received after the necessary analysis has been presented below:

### **Section A- General Information**

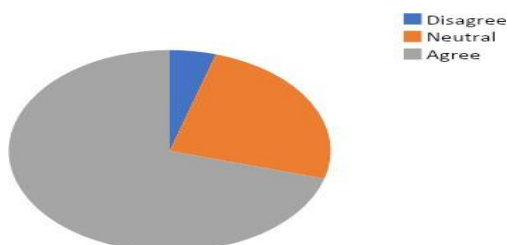
Students' composition/profile: The table below shows the distribution of 129 students from even semester of the three different streams.

Semester	Year of Admission	Arts	Commerce	Science	Total
2 <sup>nd</sup> Sem	2022	24	9	17	50
4 <sup>th</sup> Sem	2021	40	20	19	79
Total		64	29	36	129

### **Section B: Satisfaction level of students on various aspects (parameters) of the college:**

**Parameter 01: The contents of the syllabus are up-to-date and it covers contemporary topics/ global issues/recent developments in Science and Technology.**

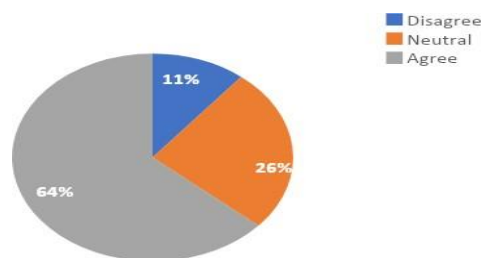
Response: The majority of students, 91 out of 129, acknowledged that the syllabus is up-to-date and adequately covers these pertinent areas. However, there were 32 students who neither agreed nor disagreed with this statement, reflecting a neutral stance or possibly a lack of strong opinion on the matter. On the other hand, a small portion of students, 6 out of 129, expressed disagreement with the statement, suggesting that they perceive gaps or inadequacies in the syllabus concerning contemporary topics and global developments in Science and Technology.



**Parameter 02: Skill Enhancement Courses (SEC) are enhancing employability skills or need-based or effective for the development of entrepreneurship.**

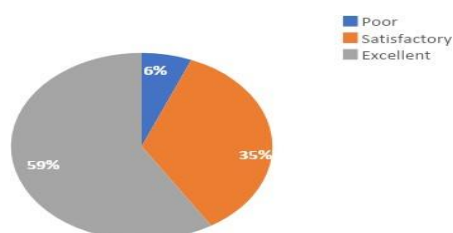
Response: Out of 129 students, the majority have admitted that the Skill Enhancement Courses (SEC) are enhancing employability skills or need-based or effective for the

development of entrepreneurship which accounted for 82 nos. students. However, 33 were such who neither agreed nor disagreed with the statement. The remaining 14 students disagree with the statement.



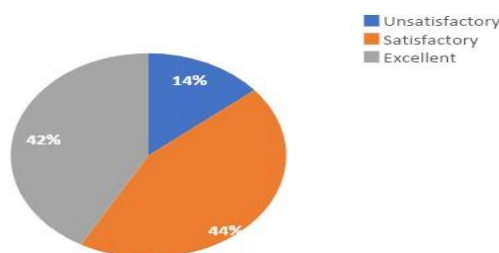
**Parameter 03: How do you rate the sequence of units in the syllabus?**

Response: A significant majority of 76 students rated the sequence of the syllabus as excellent, indicating a high level of satisfaction with the structured order of topics and units. Additionally, 45 students rated the sequence of units as satisfactory, suggesting a generally positive perception of the syllabus organization among this group. However, a small number of 8 students rated the sequence as unsatisfactory, signaling a minority viewpoint regarding potential improvements or issues with the sequence of units in the syllabus.



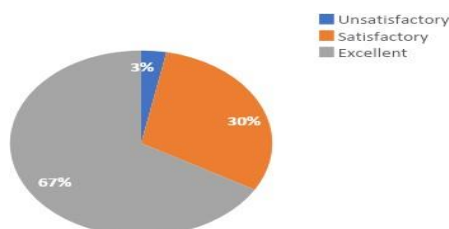
**Parameter 04: Rate the size of the syllabus in terms of load on the student.**

Response: Out of 129 students, 54 students rated excellent for the size of the syllabus in terms of load on the student. However, 57 students rated satisfactory and the remaining 18 students rated unsatisfactory for the statement.



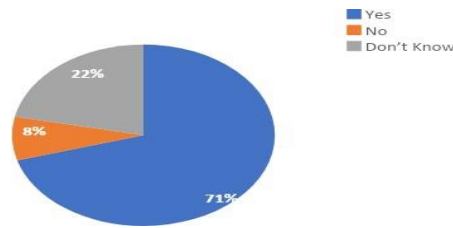
**Parameter 05: How do you rate the offering of the options of Generic Elective (GE)/ Discipline Specific Core Course (DSC) papers?**

Response: Out of 129 students, 86 students have rated excellent for the offering of the options of GE/DSC papers. However, 39 students rated satisfactory and the remaining 4 students rated unsatisfactory for the statement.



### **Parameter 06: Whether the syllabus is career-oriented?**

Response: Out of 129 students, 91 students have agreed that the syllabus is career-oriented. However, 10 students denied and the remaining 28 students don't know whether the syllabus is career-oriented.



### **Suggestions from students:**

- \* There should be some interactive sessions taken for the students for each paper which helps in doubt clearing and building confidence.
- \* I suggest more smart classrooms.
- \* The syllabus sequence is good but it needs to be precise and clear.
- \* The duration between the two examinations is not satisfactory.
- \* I have learnt many new things. I like the faculty and I had the best environment for my study.
- \* The notes should be made online.

### **Findings:**

An analysis of student feedback reveals overall satisfaction with various aspects of the curriculum, while also highlighting areas for improvement and alignment with career goals. The majority of students expressed satisfaction with the content and size of the syllabus, indicating a general approval of the curriculum's scope and depth. However, there are identified areas where enhancements could be made to better align the curriculum with career-oriented objectives.

Overall, the survey garners favorable feedback from students; there also remains a call for continuous improvement to ensure its relevance and effectiveness in meeting evolving career aspirations and industry demands.

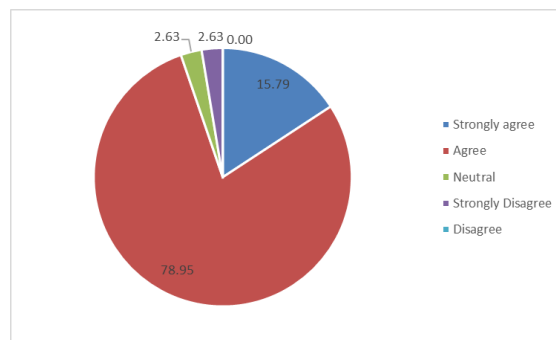
## TEACHERS FEEDBACK ON CURRICULUM SESSION 2022-23

*Teachers are in direct contact with students and can provide valuable insights into the relevance of the curriculum to real-world scenarios. Their feedback helps identify strengths and weaknesses in the curriculum design, instructional materials, and teaching methods. This information is vital for making necessary adjustments to enhance the effectiveness of the curriculum delivery.*

Below is a comprehensive analysis report based on the data received and meticulously analyzed:

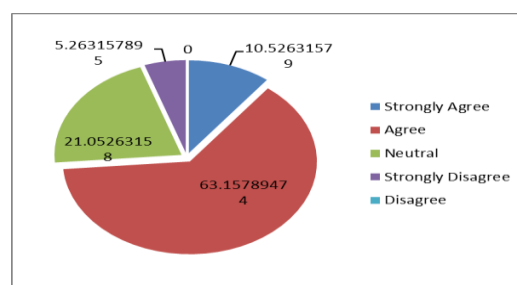
### **Parameter 01: Current Curriculum Coverage**

**Response:** Among the 38 surveyed teachers, 30 are in agreement that the syllabus is current, encompassing contemporary topics, global issues, and recent advancements in Science and Technology. Of these, 6 strongly support this view, while 1 strongly opposes it, and 1 remains neutral.



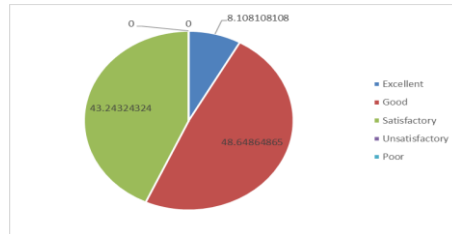
### **Parameter 02: About Skill Enhancement Course (SEC)**

**Response:** In terms of the impact of Skill Enhancement Courses (SEC) on enhancing employability skills and fostering entrepreneurship, the survey results show that 10.53 percent of teachers strongly agree, 63.16 percent agree, 21.05 percent are neutral, and 5.26 percent strongly disagree with this assertion.



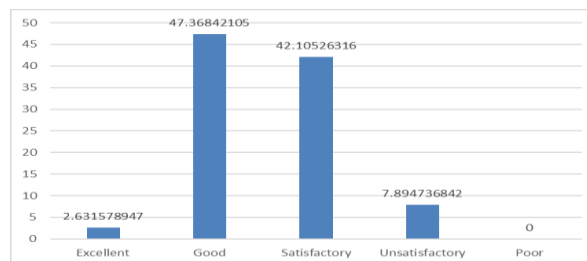
### Parameter 03: Unit Sequence Rating

**Response:** While rating the sequence of units in the syllabus, out of 38 teachers, 3 teachers have rated excellent, 18 of them rated good and 16 teachers find it satisfactory.



### Parameter 04: Syllabus Workload Assessment

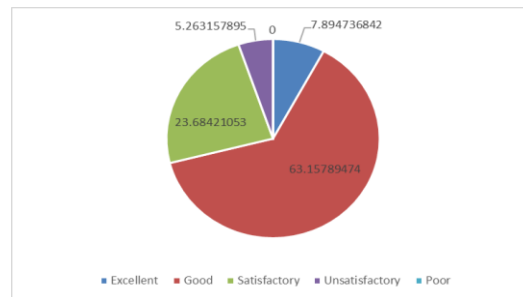
**Response:** Nearly half of the teachers, accounting for 47.4 percent, find the workload to be good, indicating that they believe it strikes an appropriate balance between depth of content and manageable workload. Another 47.4 percent find it satisfactory, suggesting that while they may not consider it ideal, they still perceive it as manageable within the constraints of the curriculum. On the other hand, 7.89 percent of teachers find the workload unsatisfactory, indicating that they perceive it as either too heavy or inadequately balanced. Only a small fraction of teachers, 2.63 percent, view the workload as excellent. This indicates a very positive perception of the workload among a small segment of teachers.



### Parameter 05: GEC and DSC paper offering assessment

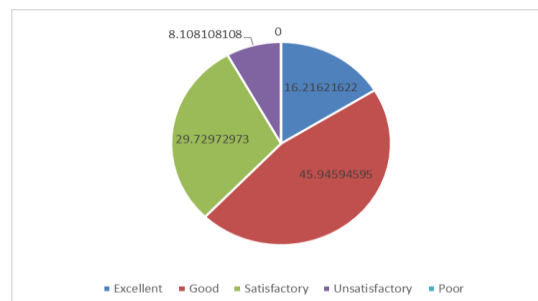
**Response:** Among the surveyed 38 teachers, the analysis of their ratings regarding the offering of generic elective (GE) or Discipline Specific Core Course (DSC) papers reveals a generally positive perception. Specifically: 7.89 percent of teachers rated this offering as excellent, indicating an exceptional level of satisfaction with the options provided. A significant majority, 63.2 percent, rated it as good, suggesting a high level of approval and effectiveness in meeting their needs. 23.7 percent of teachers expressed satisfaction with the options, indicating that while they may not consider them excellent or perfect, they still find them acceptable and suitable. Only a small percentage, 5.26 percent, finds this option

unsatisfactory, indicating a minority view of dissatisfaction or inadequacy with the available choices.



### Parameter 06: Rating of textbooks and reference books mentioned in the syllabus

**Response:** Under this parameter, the analysis indicates a mixed perception among respondents regarding the quality or effectiveness of the aspect being evaluated. 16.23 percent rated it as excellent, signifying a notable proportion of respondents who have a very positive perception or experience with the textbooks and reference books. A larger portion, 45.95 percent, rated it as good, suggesting a majority view of satisfaction and effectiveness with the aspect. 29.80 percent rated it as satisfactory, indicating that while they may not consider it excellent or good, they still find it acceptable or adequate. The remaining respondents described it as "unsatisfactory and poor,".



### Parameter 07: Syllabus Engagement Assessment

**Response:** 13.6 percent of respondents rated the aspect as excellent, highlighting a notable segment with a highly positive perception. A significant majority, comprising 47.37 percent, expressed agreement, indicating a strong level of approval. Additionally, 39.47 percent of respondents also showed neither excellent nor satisfactory, further reinforcing the overall positive sentiment towards the aspect in question.

### Parameter 08: Syllabus Leadership Impact

**Response:** 5.41 percent of respondents rated the leadership impact of the syllabus as excellent, indicating a small but notable segment with a highly positive perception. A

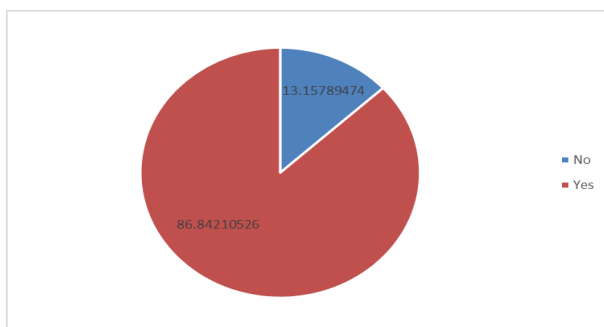
significant majority of 48.65 percent described it as good, reflecting a significant level of approval. Furthermore, 37.84 percent of respondents expressed satisfaction, indicating an overall positive sentiment. However, 8.11 percent of respondents expressed dissatisfaction with the leadership impact of the syllabus, highlighting areas for potential improvement or further exploration.

**Parameter 09: The balance between theory and Lab in the syllabus/ course**

**Response:** The analysis of responses regarding the balance between theory and lab in the syllabus/course reveals a generally positive perception. 17.65 percent of teachers rated it as excellent, indicating a notable portion with a highly positive perception. Another 23.53 percent of respondents described it as good, reflecting a significant level of approval. A significant majority, comprising 52.94 percent, expressed satisfaction with the balance between theory and lab in the syllabus or course, showcasing a generally positive sentiment. However, there is a small fraction, 5.882 percent, who expressed dissatisfaction with the balancing between theory and lab, signalling potential areas for improvement or further consideration.

**Parameter 10: Whether the syllabus is career-oriented.**

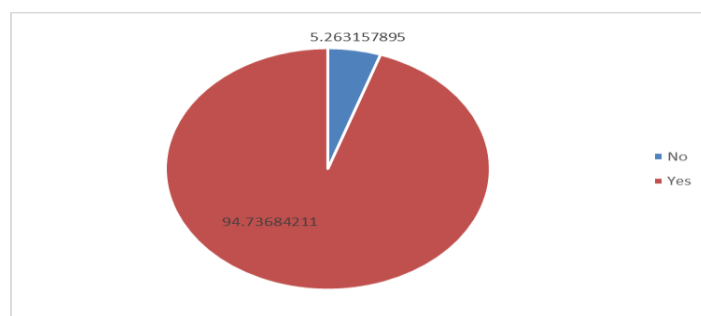
**Response:** An overwhelming majority of 86.84 percent of respondents expressed that the syllabus is career-oriented, highlighting a strong alignment with professional pathways. In contrast, a small fraction, comprising only 13.15 percent, indicated a different perspective, suggesting room for further exploration or clarification.



**Parameter 11: Do you think the syllabus can be covered on time?**

**Response:** An impressive 94.74 percent of respondents indicated that the syllabus can be covered within the allocated time frame, reflecting a high level of confidence in the curriculum's manageability. Conversely, a small fraction of 5.26 percent expressed concerns

about the feasibility of timely coverage, suggesting areas that may require attention or optimization.



### **Suggestions from Teachers:**

- \* The examination system as well as the syllabus needs some changes in terms of load and future prospects
- \* A meeting of BUGS once a year be organized by the affiliating University to maintain continuous updation and rectification
- \* More syllabus-oriented textbooks and reference books are needed
- \* The syllabus should be revised or re-structured every five years and all the updates should be incorporated
- \* SEC course needs more practical-oriented
- \* The BUGS committee should comprised of both senior and junior faculty members
- \* The laboratories should be provided with sufficient material needed for the fulfilment of syllabus

### **Findings:**

Analysis reveals that most teachers perceive the curriculum as career-focused and manageable within the allotted time. When assessing the sequence and size of units in the syllabus, the majority rated them positively. Regarding the availability of generic elective (GE) or Discipline Specific Core Course (DSC) papers, most teachers expressed satisfaction, with only a small percentage, 5.26%, indicating dissatisfaction with this option.

Further, all suggestions appear pertinent and warrant serious consideration.