

# GOVERNMENT DEGREE COLLEGE THEOG

## FEEDBACK 2017-18

Feedback on curriculum was collected from the main stakeholders i.e. students, parents and teachers to assess the relevance and success of the programs, syllabi, work load, availability of study material, quality of delivery system, infrastructural facilities etc.

### OBJECTIVE

The main objective of the feedback was to assess the suitability of the courses, its usefulness, work-load, availability of study material, quality of delivery and transparency of evaluation system, so that any modification can be made to improve the quality of education and its relevance in the present time.

### METHODOLOGY

The data was collected by drawing a sample of 100 students and 100 parents on random basis. It constituted about 10 per cent of total strength of students and their parents. While this sample study was being conducted, the relevant information was collected from the teachers concerned. A well-structured questionnaire was framed to collect the data from all the stakeholders. The data was edited, tabulated and analyzed. Percentages of the various scales of opinion, i.e. excellent, v. good, good, average and poor were worked out and presented in tabular form. Diagrams were also used to present the data. The data was collected during the academic year 2017-18.

### RESULTS

The present study has been divided into three sections. Section-I (students feedback data) deals with the analysis of data pertaining to students' feedback. Section –II (Parents feedback data) covers the opinions of parents, and Section-III (Teacher's feedback data) contains the feedback given by the teachers.

#### Section- I

#### Students' Feedback on Curriculum

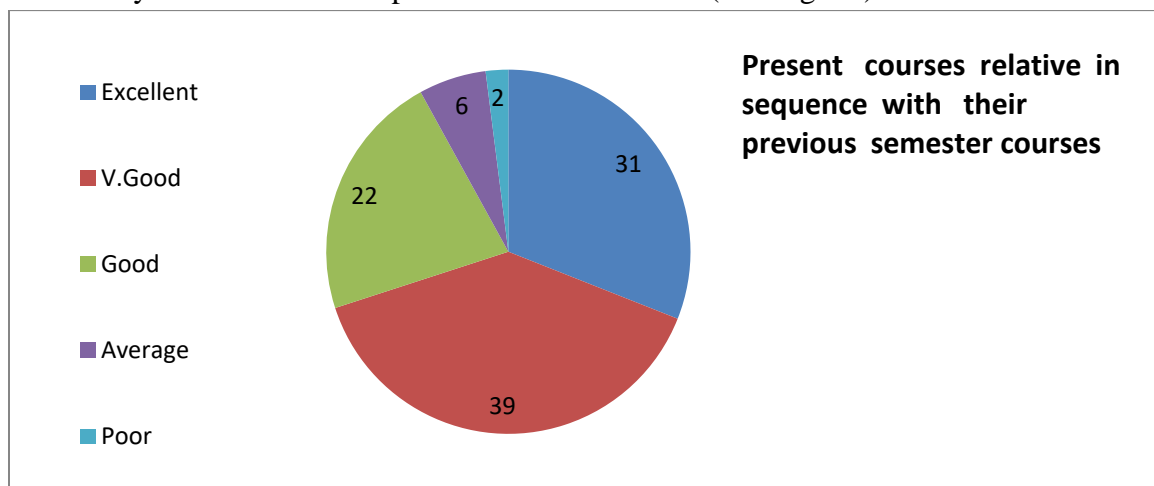
(2017-2018)

Criterion	Excellent	Very Good	Good	Average	Poor
How do you rate the sequence of the Course that you have studied in sequence to those you have studied in the previous semester?	31	39	22	6	2

How do you rate the syllabus of the courses that you have studied in relation to the competencies expected out of the course?	21	37	27	13	2
How do you rate the relevance of the units in syllabus to the course?	19	33	37	7	4
How do you rate the sequence of the units in the course?	26	33	31	10	
How do you rate the allocation of the credits to the courses?	19	30	40	9	2
How do you rate the distribution of the contact hours among the course components?	12	28	36	16	8
How do you rate relevance of the text books & reference books ?	24	31	28	11	6
Rate the Size of syllabus in terms of the load on the student.	16	27	33	16	8
How do you Rate the load of the courses in a semester?	11	31	34	17	6
How do you rate the evaluation scheme designed for each of the course?	22	27	35	15	1

1. **How do you rate the sequence of the Course that you have studied in sequence to the ones you have studied in the previous semester?**

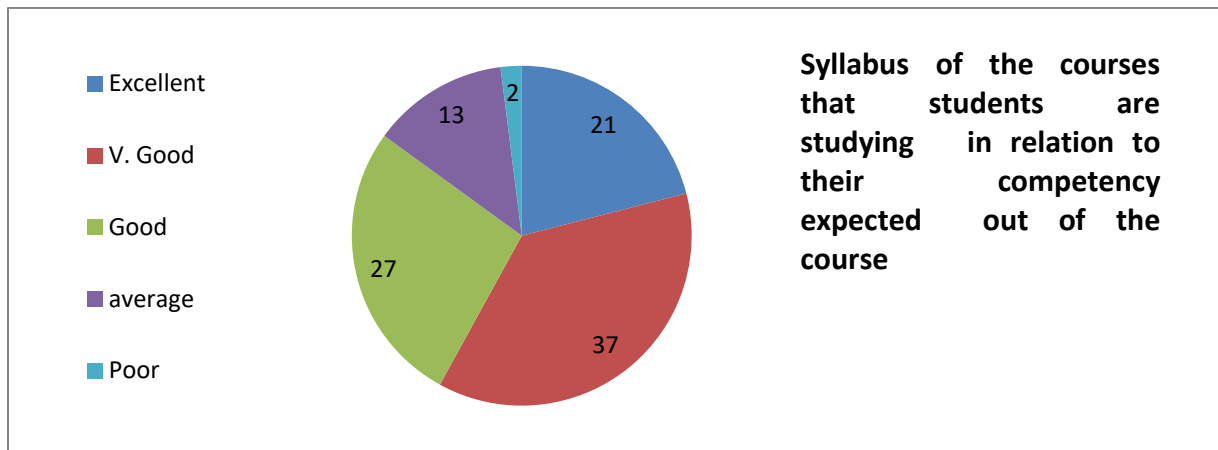
**ANALYSIS:** - 70 per cent of the students favoured that present courses were in sequence to that they had studied in the previous semester/Year. (See Fig 1.1)



**Figure 1.1**

2. **How do you rate the syllabus of the courses that you have studied in relation to the competencies expected out of the course?**

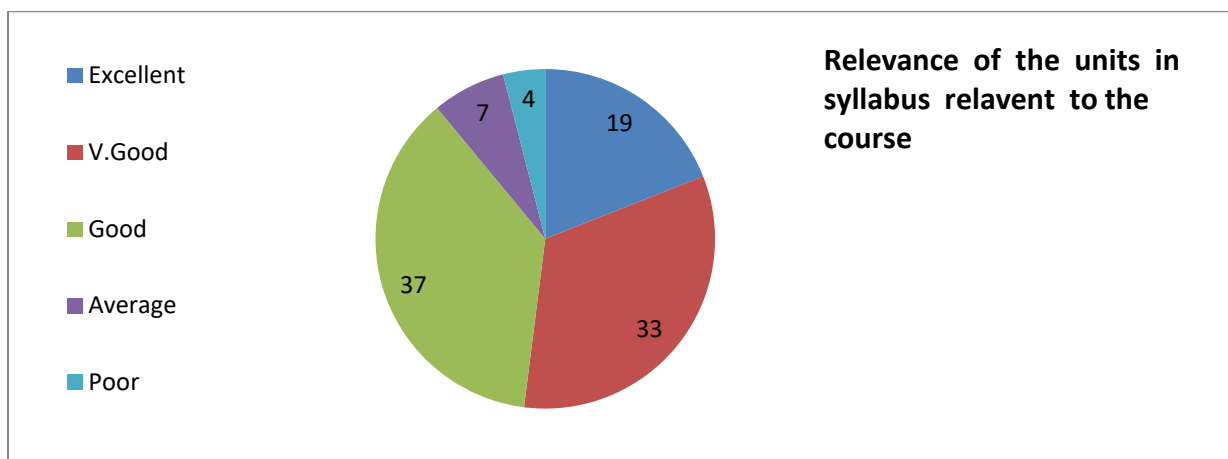
**ANALYSIS:-** 88 per cent of the respondents revealed that the syllabus of various courses was as per their competency. (See Fig 1.2)



**Figure1.2**

3. **How do you rate the relevance of the units in the syllabus relevant to the course?**

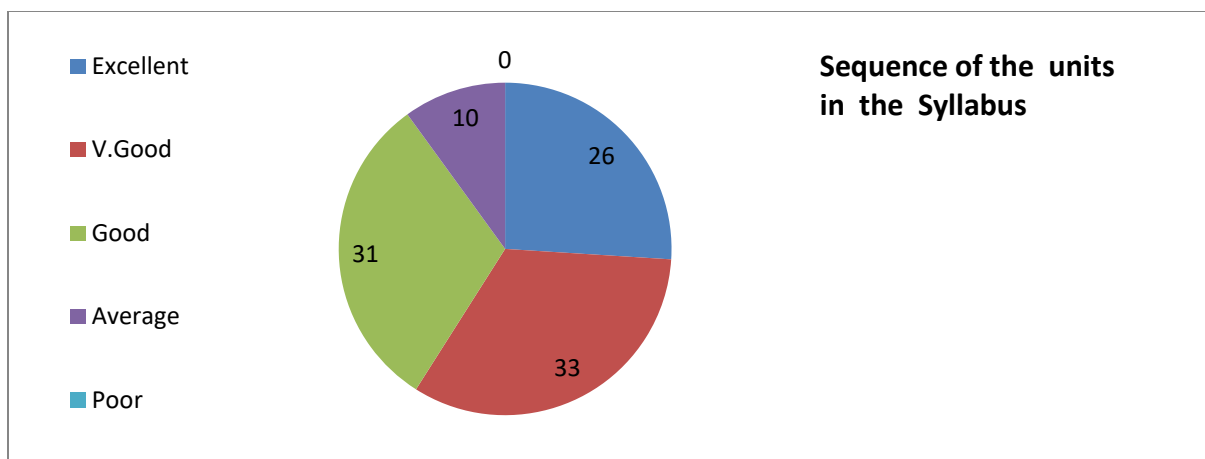
**ANALYSIS:-** About 90 per cent of the students favoured the relevance of various units in the syllabi structure for various courses.(See Fig 1.3)



**Figure1.3**

4. **How do you rate the sequence of the units in the course?**

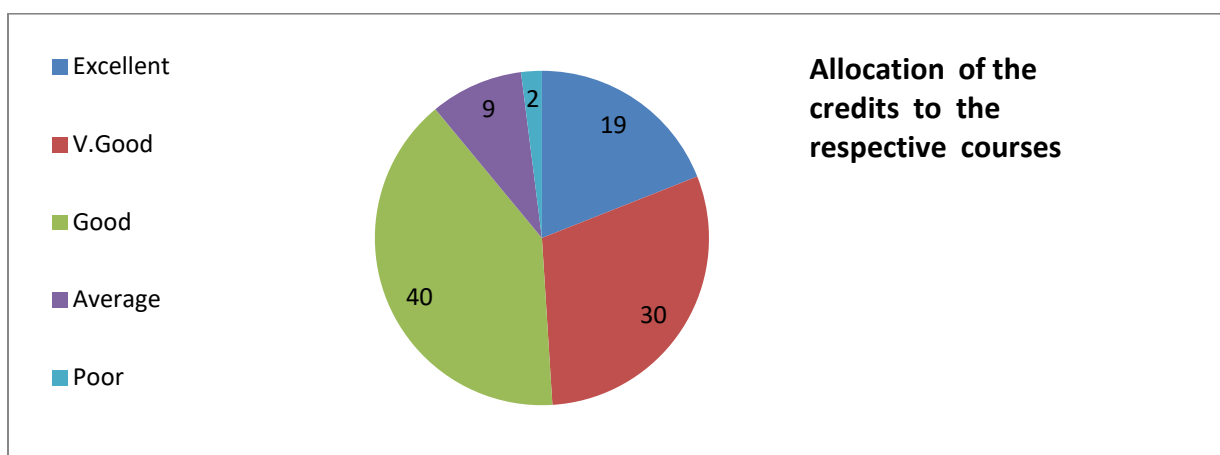
**ANALYSIS:-** Most of the students revealed that the units in the syllabus were in sequence and it was easy for them to understand the content. . (See Fig 1.4)



**Figure 1.4**

**5. How do you rate the allocation of the credits to the courses?**

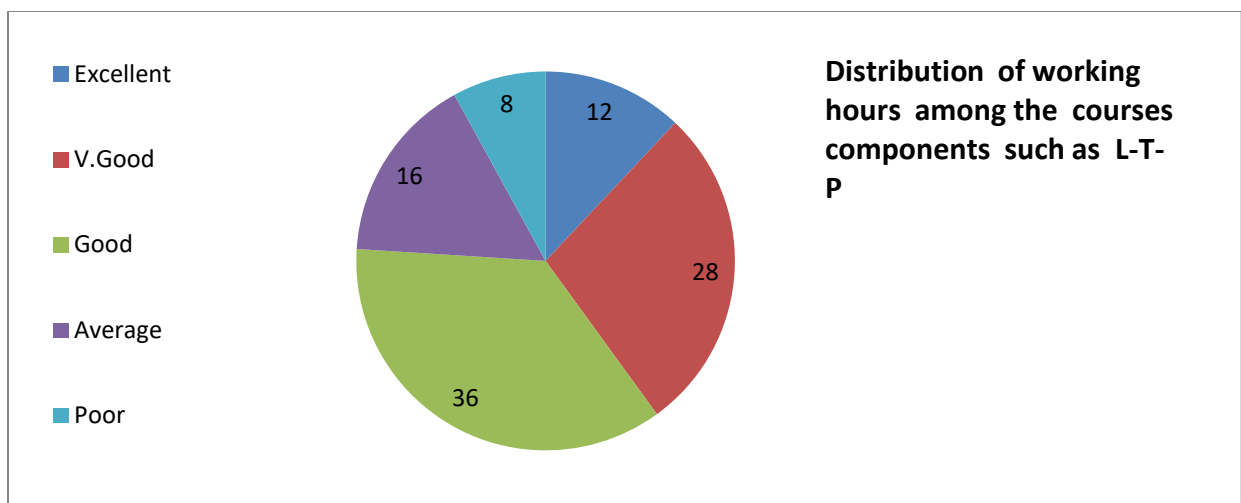
**ANALYSIS:-** As far as the allocation of credits in respective courses is concerned 89 per cent of the respondents revealed that the allocation was appropriate. (See Fig 1.5)



**Figure 1.5**

**6. How do you rate the distribution of the contact hours among the course components?**

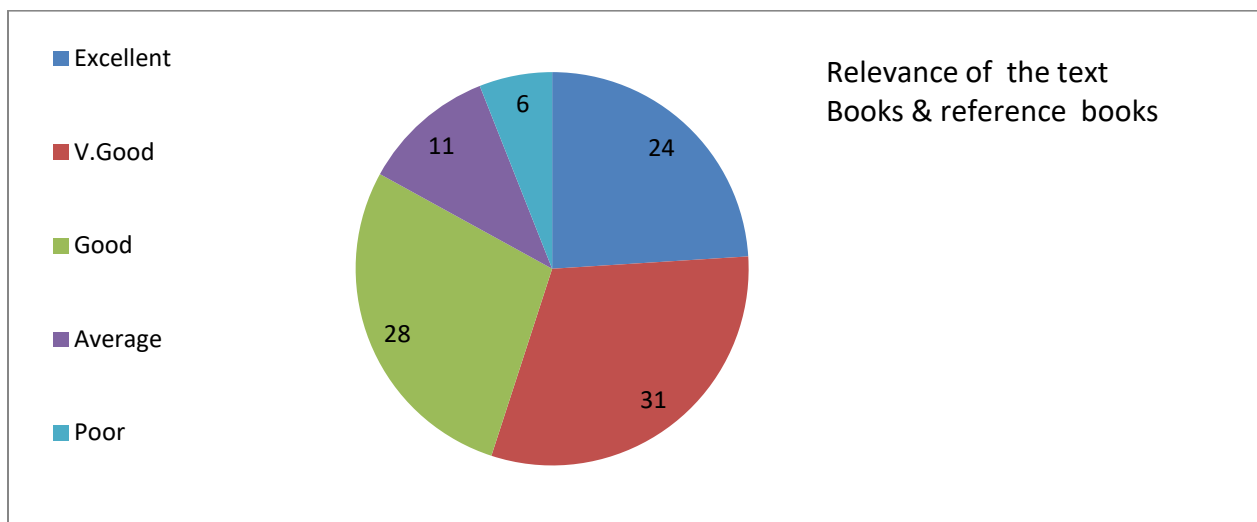
**ANALYSIS:-** 76 per cent of the respondents were of the opinion that the distribution of the working hours among Lecture-Tutorial-Practical was either Excellent or V. Good. (See Fig 1.6)



**Figure1.6**

**7. How do you rate the relevance of the Text Books & reference books?**

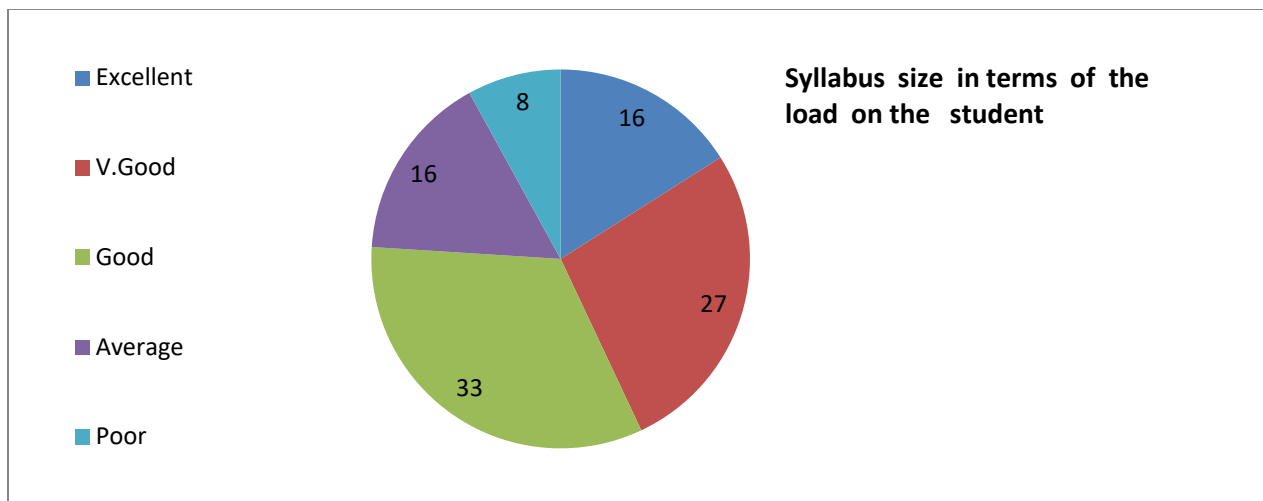
**ANALYSIS:-** More than 80 per cent of the students were of the opinion that the text books and reference books were relevant with regard to international recognition to the courses.(See Fig 1.7)



**Figure 1.7**

**8. Rate the Size of syllabus in terms of the load on the student.**

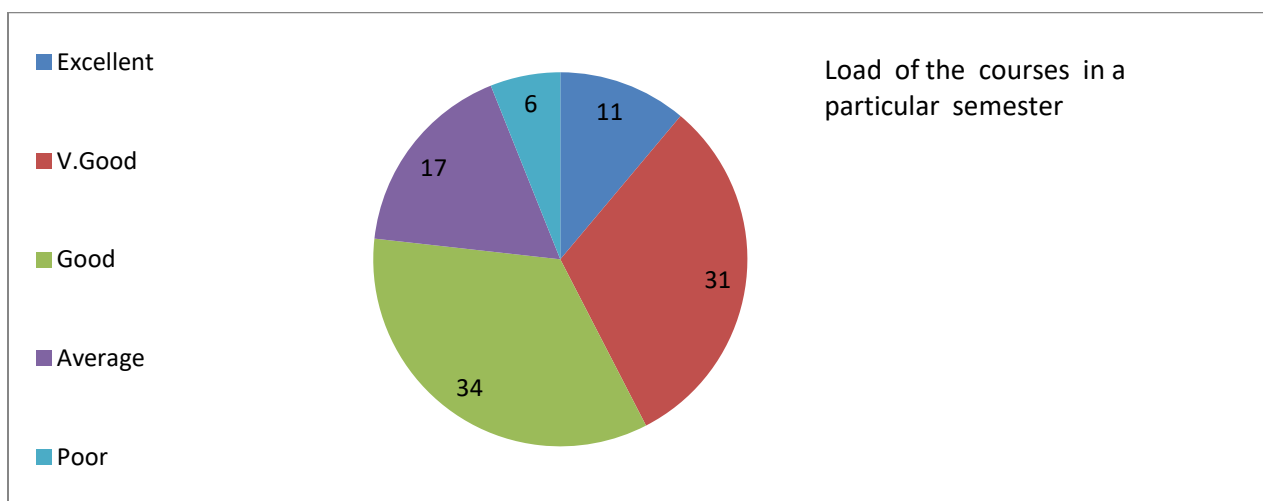
**ANALYSIS:-** 76 per cent of the students rated the size of syllabus in terms of the work load as excellent ,V.good or good. (See Fig 1.8)



**Figure1.8**

**9. How do you rate the load of the courses in a semester?**

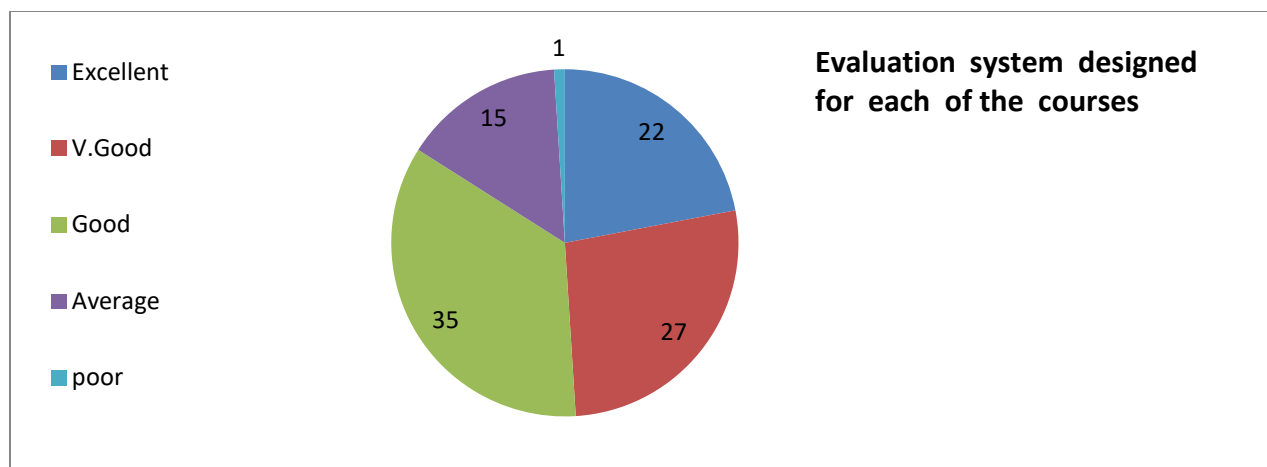
**ANALYSIS:-** More than 75 per cent revealed that there was fair distribution of work load in a particular semester. (See Fig 1.9)



**Figure1.9**

**10. How do you rate the evaluation scheme designed for each of the course?**

**ANALYSIS:-** 84 per cent of the students rated the evaluation system designed for various courses as excellent, v.good or good. (See Fig 1.10)



**Figure 1.10**

**Section-II**

**PARENTS' FEEDBACK ON CURRICULUM**

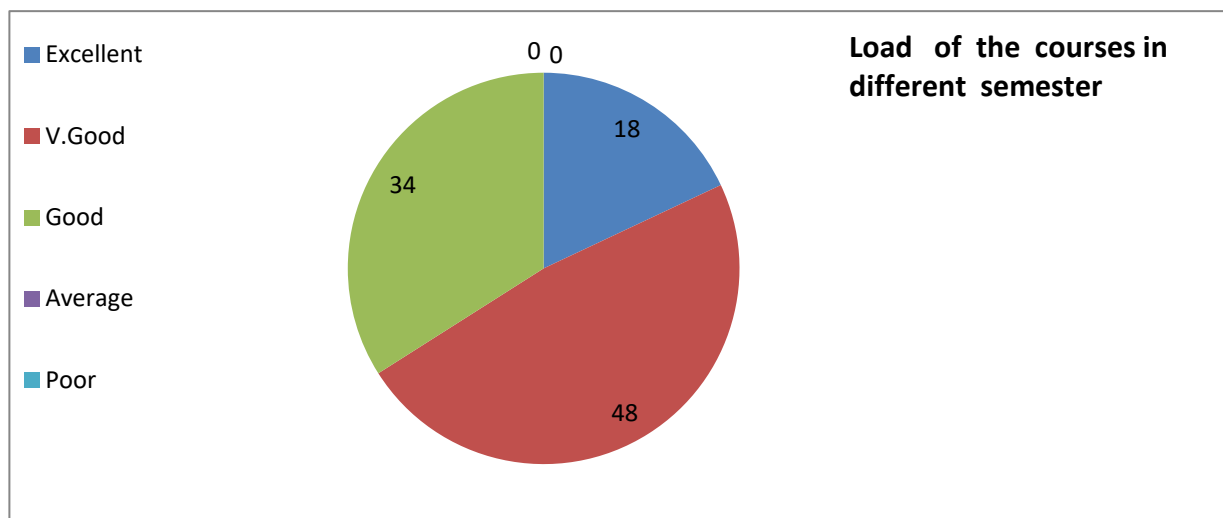
**(2017-18)**

S. N.	Question	Excellent	Very Good	Good	Average	Poor	If average or poor changes suggested
1	How do you rate the program that your ward is undergoing in terms of the load of the courses in different semesters?	18	48	34	00	00	
2	How do you rate the availability of the text and reference books in the market?	06	26	56	12	00	
3	How do you rate the quality and relevance of the courses included in the semester?	00	54	34	12	00	
4	How do you rate the treatment of the students by the faculty irrespective of the background of the student that includes gender, cast, community creed etc. in teaching and evaluation?	40	22	32	06	00	

5	How do you rate ambience of the college for effective delivery of the academic programs?	63	22	15	00	00	
6	How do you rate the courses in terms of their relevance to the latest scenario or future perspectives?	14	22	64	00	00	
7	How do you rate the programs based on the comfort of your ward in coping with the workload?	10	30	48	12	00	
8	How do you rate the quality of teaching in the College?	58	38	04	00	00	
9	How do you rate the outcomes that your ward has achieved from the courses	08	46	44	02	00	
10	How do you rate the transparency of the evaluation system in the college?	22	54	20	04	00	
Total							

**1. How do you rate the program that your ward is undergoing in terms of the load of the courses in different semesters?**

**ANALYSIS:-** Most of the parents i.e.66 per cent rated the courses being taught as excellent or V.good (See Fig.2.1)

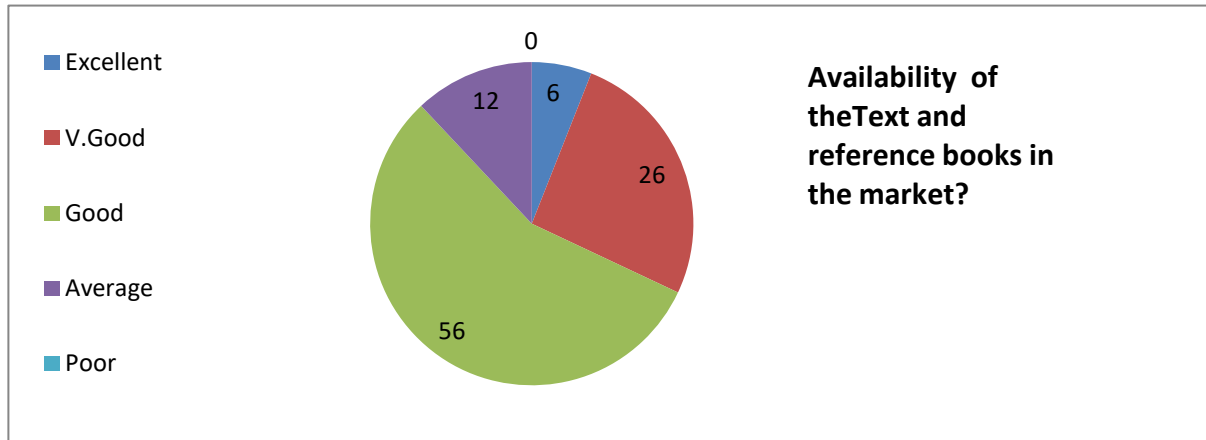


**Figure 2.1**



**2. How do you rate the availability of the text and reference books in the market?**

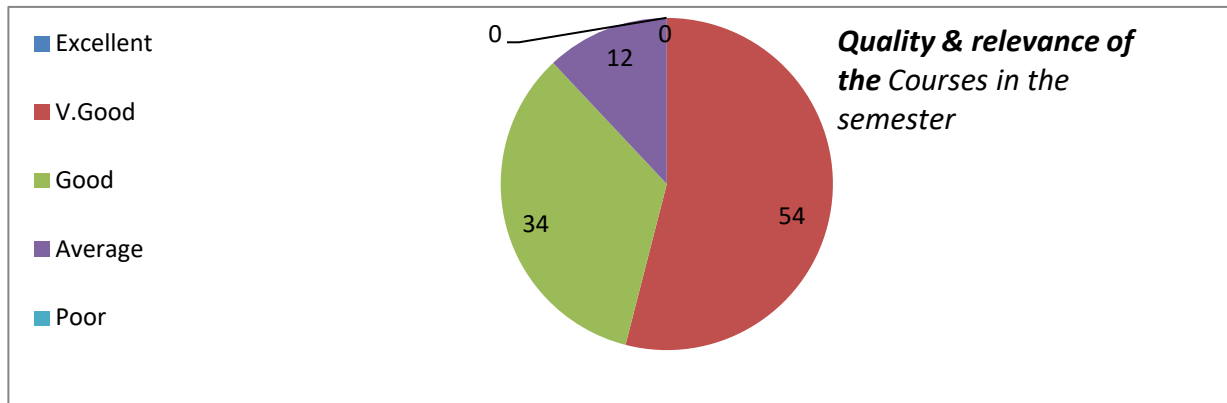
**ANALYSIS:-** 94 per cent of the parents revealed that the availability of Text and reference books in the market was either excellent, V. good or good. .(See Fig.2.2)



**Figure 2.2**

**3. How do you rate the quality and relevance of the courses included in the semester?**

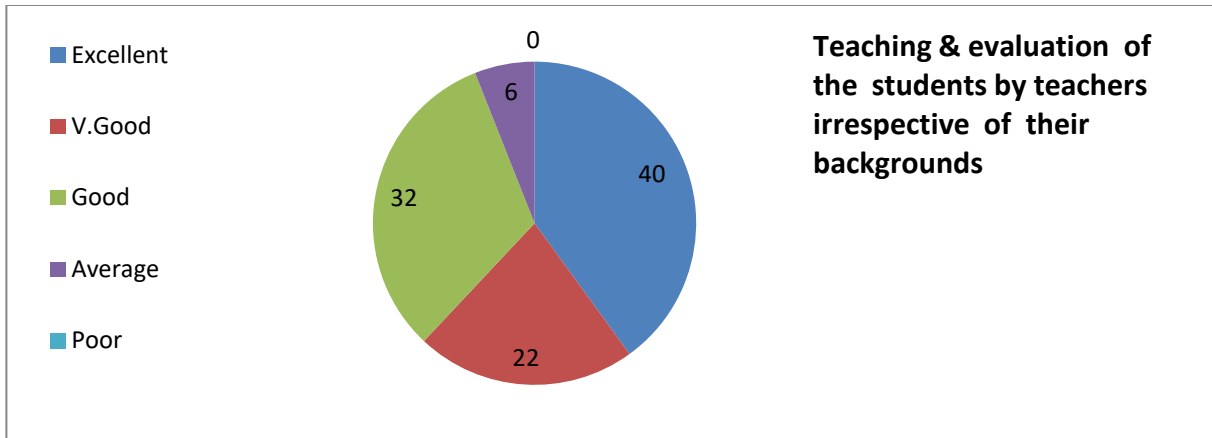
**ANALYSIS:-** 88 per cent favoured the relevance of the courses included in various semesters.(See Fig.2.3)



**Figure 2.3**

**4. How do you rate the treatment of the students by the faculty irrespective of the background of the student that includes gender, cast, community creed etc. in teaching and evaluation?**

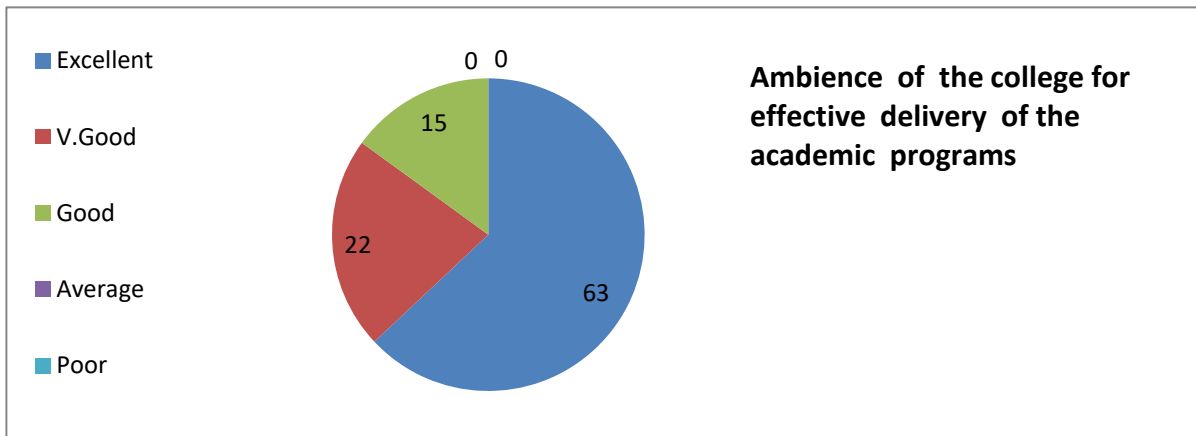
**ANALYSIS:-** 94 per cent of the parents were of the opinion that the students are treated by the faculty members without any bias with respect of gender, cast. Community creed etc.(See Fig.2.4)



**Figure 2.4**

**5. How do you rate ambience of the college for effective delivery of the academic programs?**

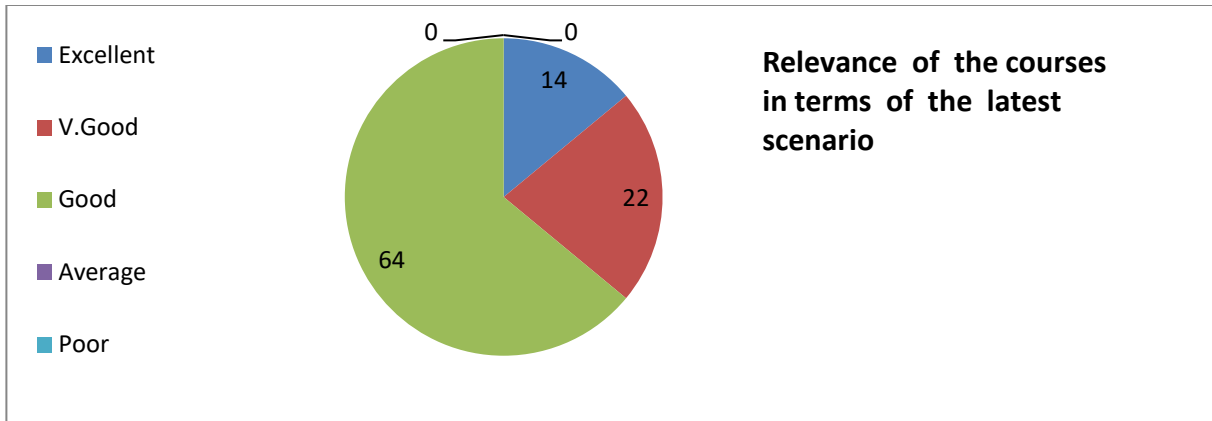
**ANALYSIS:-** 63 per cent of the parents rated the ambience of the college for effective delivery as excellent. (See Fig.2.5)



**Figure 2.5**

**6. How do you rate the courses in terms of their relevance to the latest scenario or future perspectives?**

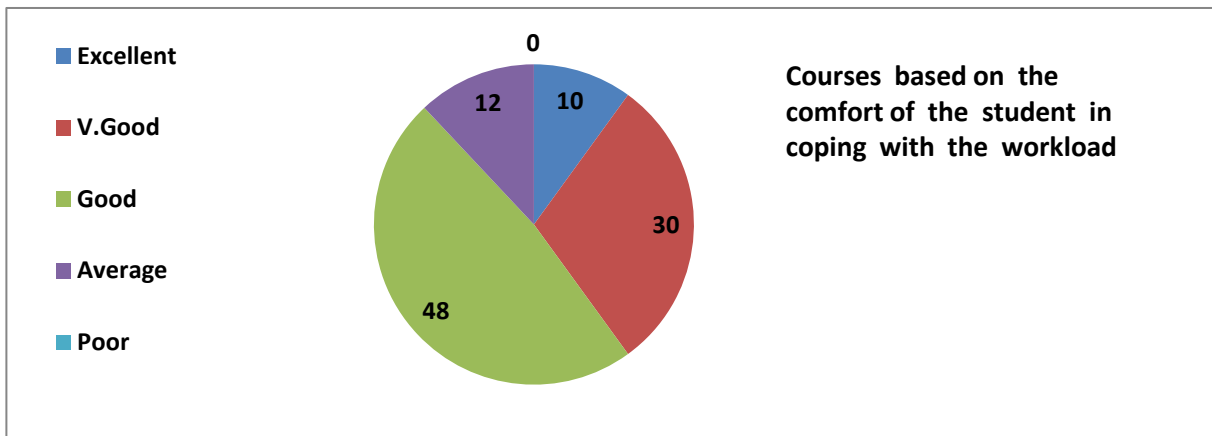
**ANALYSIS:-** Almost all the parents were in favour of the relevance of the courses in terms of the latest scenario in prospective. (See Fig.2.6)



**Figure 2.6**

**7. How do you rate the programs based on the comfort of your ward in coping with the workload?**

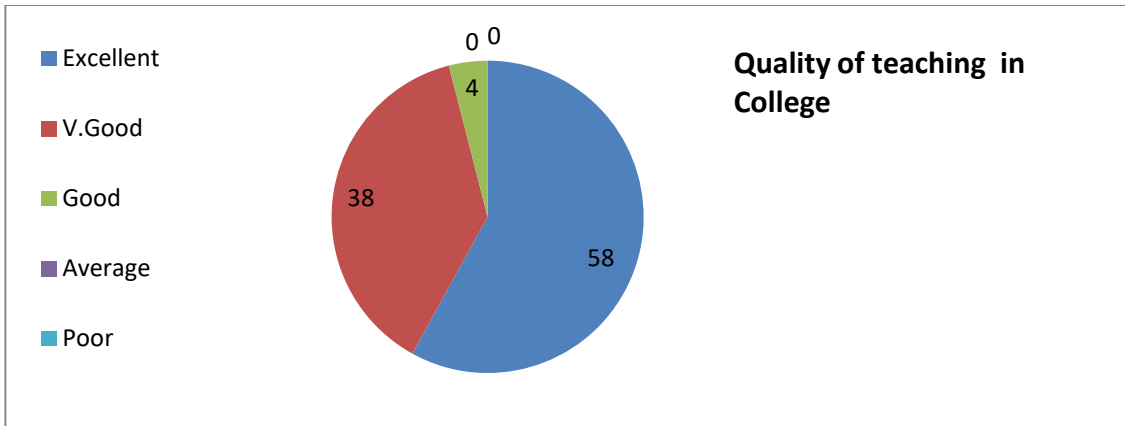
**ANALYSIS:-** Most of the parents i.e. 88 per cent were of the view that their wards were able to cope with the workload comfortably.(See Fig.2.7)



**Figure 2.7**

**8. How do you rate the quality of teaching in the College?**

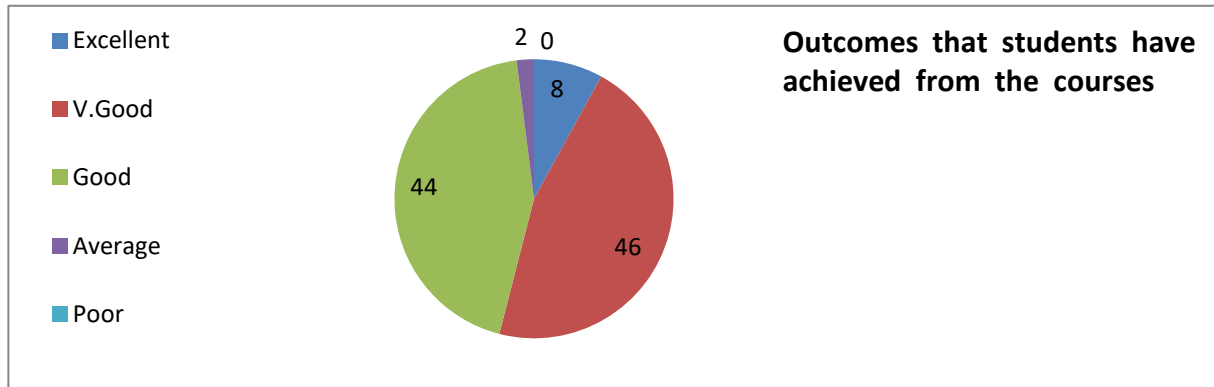
**ANALYSIS:-** Nearly 96 per cent favoured the teaching in the college as excellent and v. good. (See Fig.2.8)



**Figure 2.8**

**9. How do you rate the outcomes that your ward has achieved from the courses?**

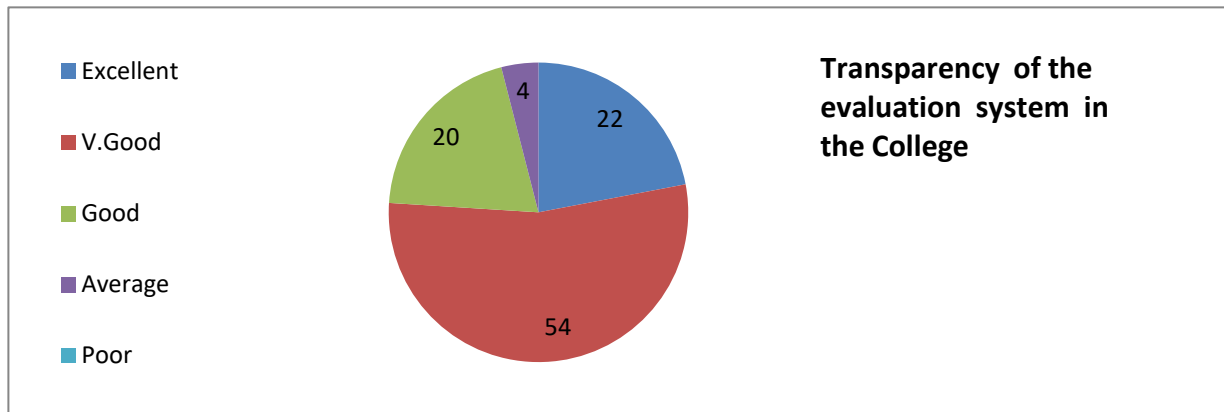
**ANALYSIS:-** 98 per cent of the parents revealed that the outcomes achieved by their ward from various courses were satisfactory.(See Fig.2.9)



**Figure 2.9**

**10. How do you rate the transparency of the evaluation system in the college?**

**ANALYSIS:-** All the parents opined that the evaluation system being followed in college was transparent.(See Fig.2.10)



**Figure 2.10**

**Section-III**  
**TEACHERS FEEDBACK ON CURRICULUM**  
**2017-18**

Criteria	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
Syllabus is suitable to the course		5.26		52.6	42.1
Syllabus is need based		10.5		66.7	21
Aims & objective of the syllabi are well defined & clear to teachers & students		15.8	5.26	42.1	36.8
Sufficient number of prescribed books are available in the library	5.26	26.3	10.5	57.9	
The course/syllabus has a good balance between theory & application		15.8	21	47.4	21
The course/syllabus has made me interested in the subject area			5.26	63.2	31.6
The course /syllabus of this subject increased my knowledge & changed my perspective in the subject area		5.26	10.5	36.8	42.1
The course /programme of study carries sufficient number of optional papers		21	26.3	31.6	21
The books prescribed/listed as reference materials are relevant ,updated &appropriate		5.26	15.8	68.4	10.5
Infrastructural facilities , such as teachers rooms, class rooms, reading rooms &toilets are available in the college		10.5	31.5	42.1	10.5
Tests &examinations are conducted well in time with proper coverage of all units in the syllabus		5.26	15.8	26.3	52.6
I have the freedom to adopt/adapt new techniques/strategies of testing &assessment of students			26.3	31.6	36.8
The environment in the college is conducive to teaching & research		10.5	21	47.4	21
The Govt. provides adequate support to faculty members for upgrading their skills & qualifications			26.3	52.6	21
Provisions for professional development are non -discriminatory &fair			26.3	57.9	21

**1. Syllabus is suitable to the course.**

**ANALYSIS:-** Most of the teachers (about 95 per cent) revealed that the syllabi of various courses being taught in the college were suitable.(See Fig. 3.1)

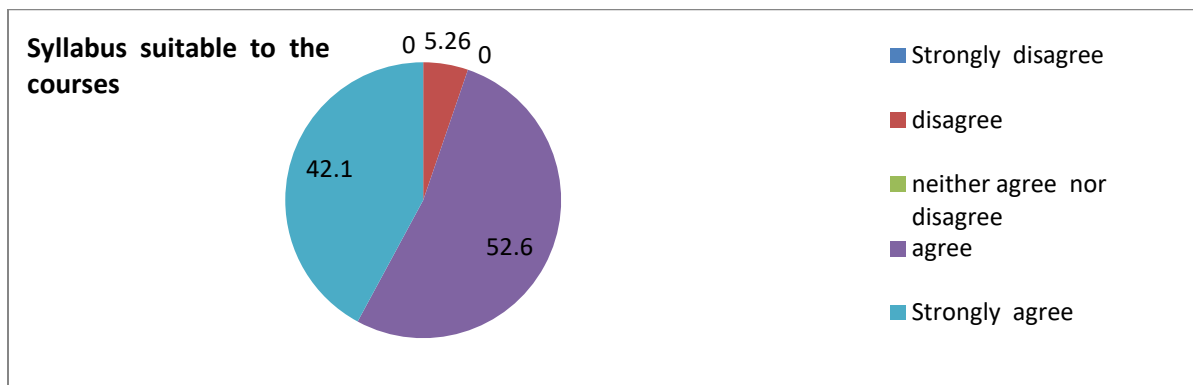


Figure 3.1

**2. Syllabus is need based.**

**ANALYSIS:-** About 87 per cent of the revealed that the syllabi of the different courses were need based and relevant. (See Fig. 3.2)

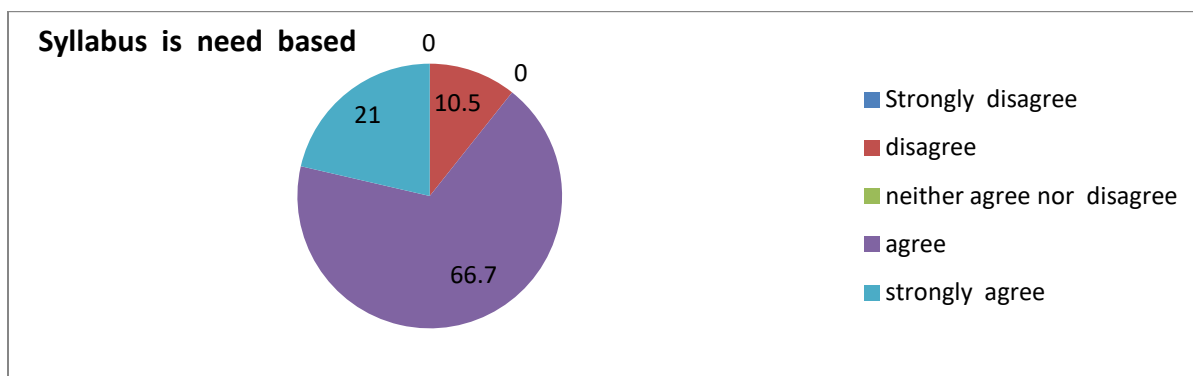
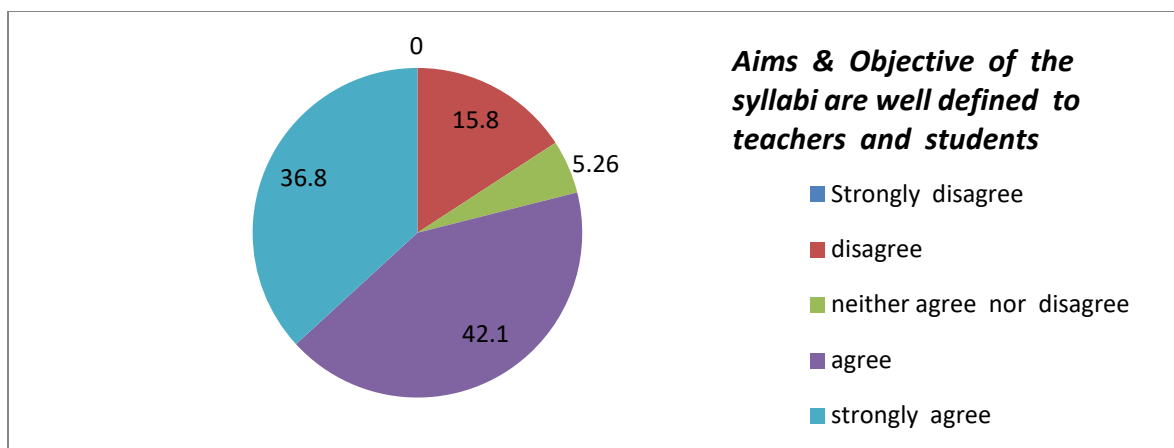


Figure 3.2

**3. Aims and objective of the syllabi are well defined & clear to teachers and students.**

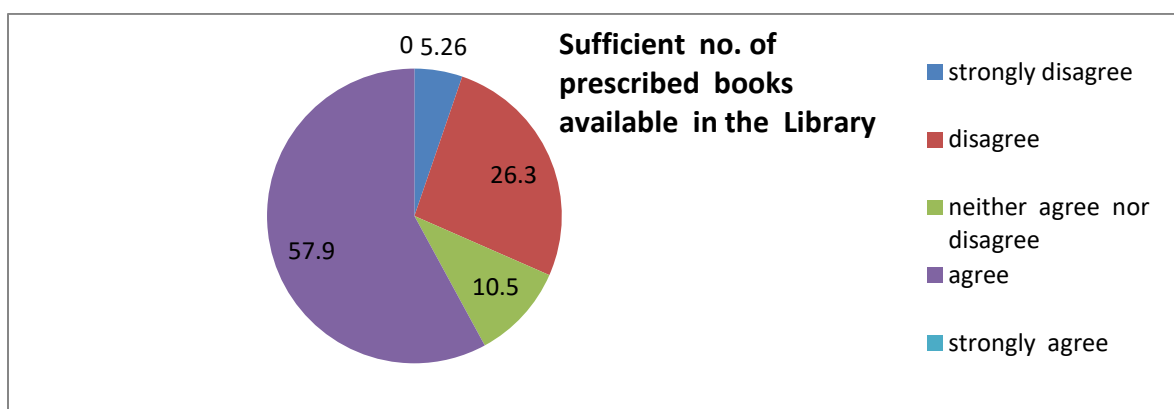
**ANALYSIS:-** As far as aims and objectives of the syllabi are concerned, nearly 79 per cent of the teachers felt that aims and objectives of the syllabi are well defined. (See Fig. 3.3)



**Figure 3.3**

**4. Sufficient number of prescribed books is available in the library.**

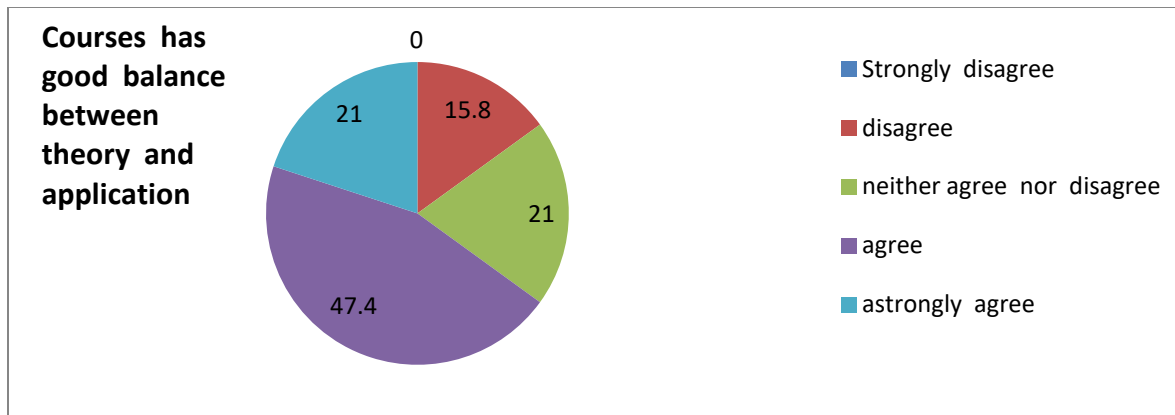
**ANALYSIS:-** 63 per cent of the teachers supported the fact that there were sufficient number of books available in the college Library. (See Fig. 3.4)



**Figure 3.4**

**5. The courses/syllabus has a good balance between theory and application.**

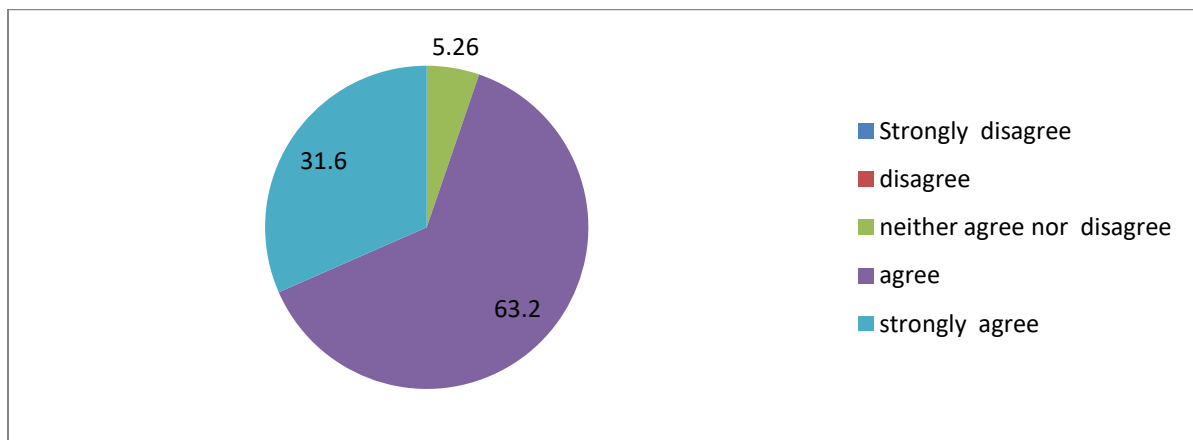
**ANALYSIS:-** As far as the balance between theory and application is concerned, about 68 per cent of the respondents agreed that a balance was maintained between these two items. (See Fig. 3.5)



**Figure 3.5**

**6. The course/syllabus has made me interested in the subject area.**

**ANALYSIS:-** About 95 per cent of the teachers were of the opinion that the courses / syllabi had inculcated their interest in their subject area and they enjoyed teaching the same. (See Fig. 3.6)

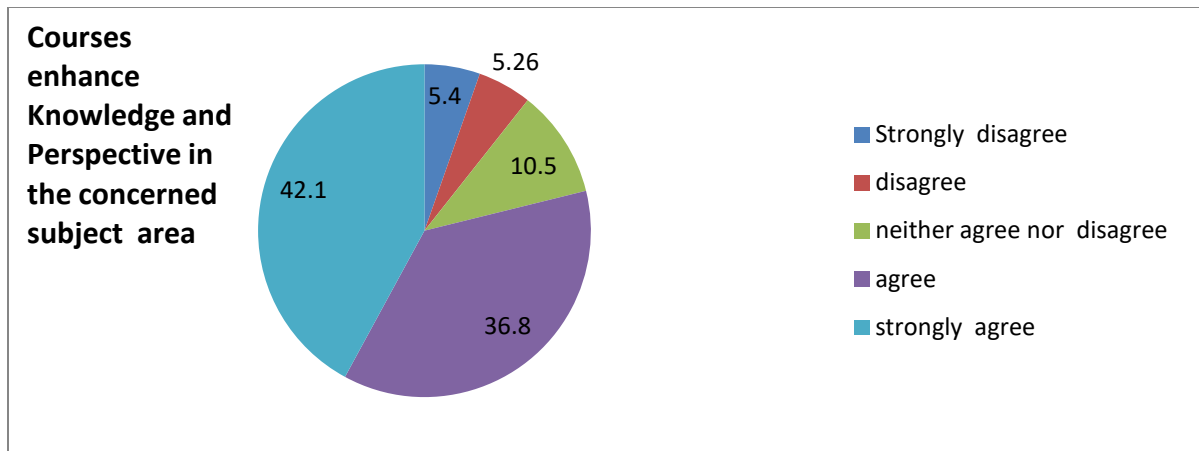


**Figure 3.6**

**7. The courses /syllabus of this subject increased my knowledge and perspective in the subject area.**

**ANALYSIS:-** Nearly 79 per cent of the teachers said that the syllabi and the courses increased their knowledge and transformed their perspective in the subject area (See Fig. 3.7).

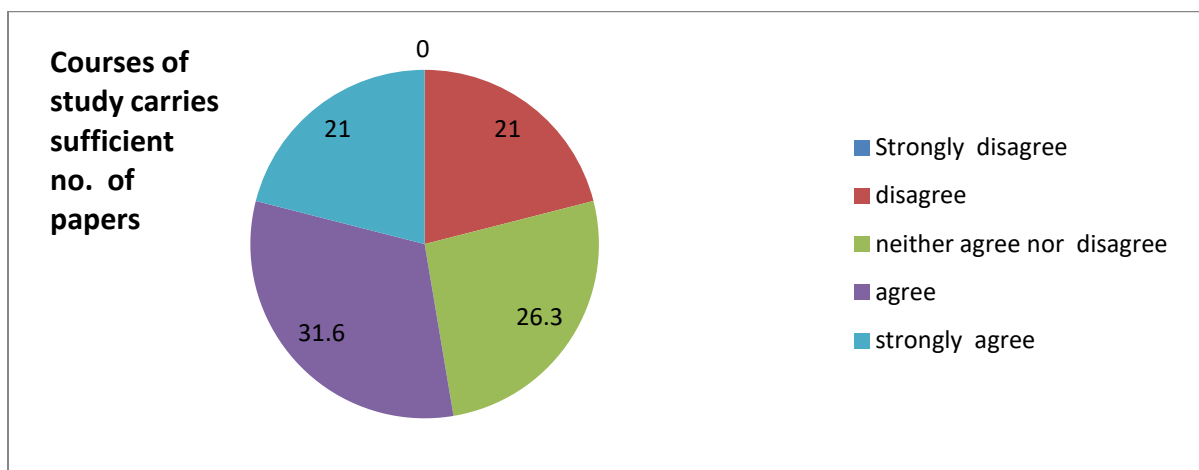




**Figure 3.7**

**8. The course/programme of study carries sufficient number of optional papers.**

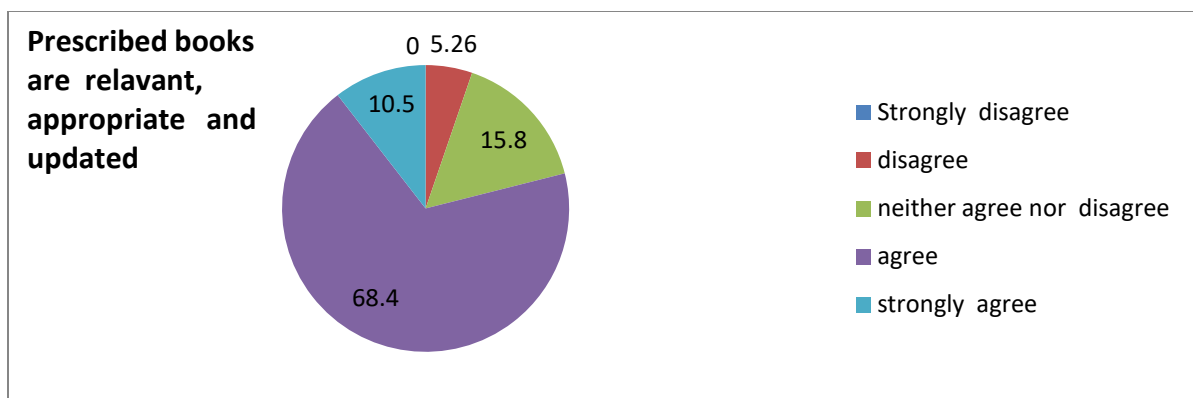
**ANALYSIS:-** As far as the adequacy of the optional paper is concerned, about 53 per cent of the teachers revealed that the number of optional papers were sufficient in various courses/ programme. (See Fig. 3.8)



**Figure 3.8**

**9. The books prescribed/listed as reference materials are relevant, updated and appropriate.**

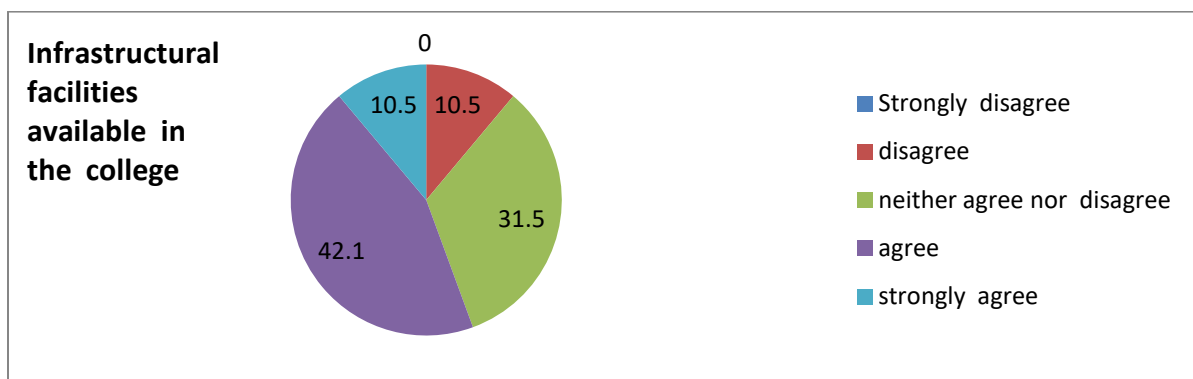
**ANALYSIS:-** Nearly 79 per cent teachers feel that the prescribed books are relevant, appropriate and updated. (See Fig. 3.9)



**Figure 3.9**

**10. Infrastructural facilities, such as teachers rooms, class rooms, reading rooms and toilets are available in the college.**

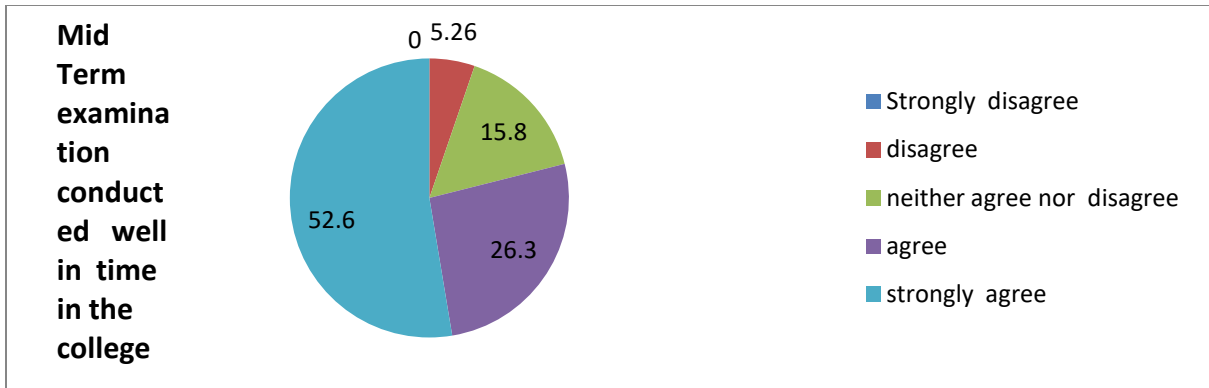
**ANALYSIS:-** About 53 per cent of the faculty members were satisfied with the infrastructure facility available in the college, while 31.5 per cent neither agree nor disagree with this question. (See Fig. 3.10)



**Figure 3.10**

**11. Tests and examinations are conducted well in time with proper coverage of all units in the syllabus.**

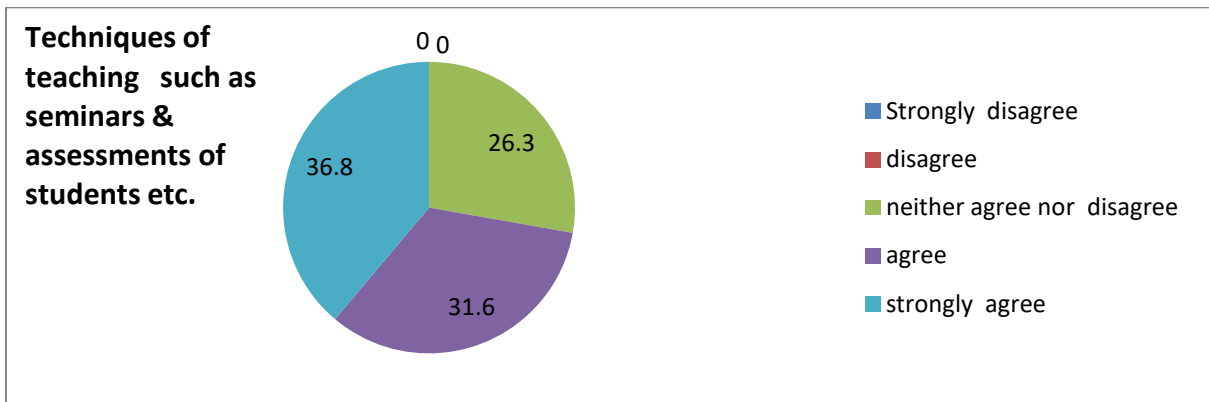
**ANALYSIS:-** About 79 per cent of the teachers were of the opinion that the midterm examination were conducted well in time with proper coverage of all units. (See Fig. 3.11)



**Figure 3.11**

**12. I have the freedom to adopt/adapt new techniques/strategies of testing and assessment of students.**

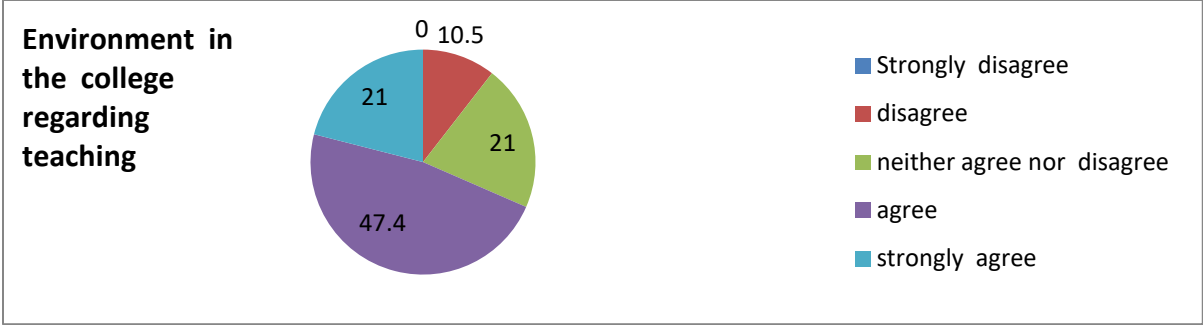
**ANALYSIS:-** Nearly 68 per cent of the teachers revealed their freedom to adopt new methods such as seminars, Presentations, group discussion etc. in improving teaching learning process to ensure the delivering of the lecture. (See Fig. 3.12)



**Figure 3.12**

**13. The environment in the college is conducive to teaching and research.**

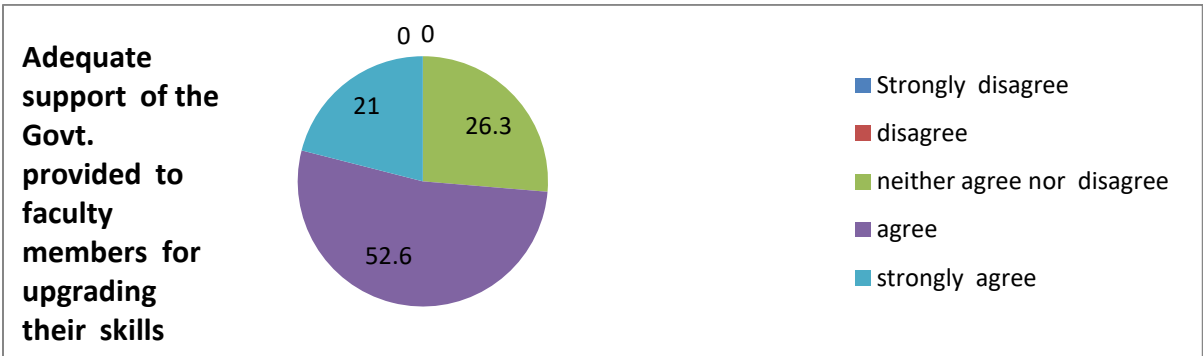
**ANALYSIS:-** Nearly 68 % of teachers felt that the environment for teaching and research was conducive in the college. (See Fig. 3.13)



**Figure 3.13**

**14. The Govt. provides adequate support to faculty members for upgrading their skills and qualifications.**

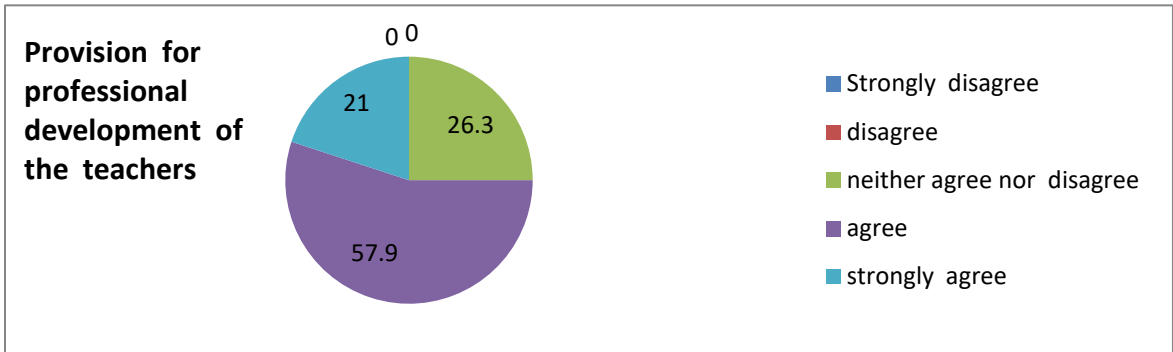
**ANALYSIS:-** About 73 per cent of the faculty members agreed that the facilities being provided by the gov't. for the upgradation of their skills was adequate and suitable. (See Fig. 3.14)



**Figure 3.14**

**15. Provisions for professional development are non-discriminatory and fair.**

**ANALYSIS:-** About 79 per cent of the teachers were of the opinion that the provision of professional development was adequate. (See Fig. 3.15)



**Figure 3.15**

## **CONCLUSION**

On the basis of the information gathered from the stakeholders it can be concluded that the students, their parents and teachers were satisfied with the syllabi being taught, their relevance and the system of delivery. The findings of this survey are going to become a guiding factor for further perspective planning and modification of the current system of transaction. These findings have been submitted to the higher authorities, to be incorporated in the planning of any future policy.