Feedback Analysis Report on Curriculum

AY-2023-24

(A) Students

Feedback from the students were collected via Google Form. The department-wise feedback was collected on curriculum from students and compiled for academic Session 2023-24. The survey recorded responses out of 908 register students from different courses of session 2023-27 during the month of November, 2023.

Note: Satisfied & Unsatisfied Percentage is calculated using following formula;

$$Satisfied = \frac{Highest\ Rating\ included\ 4\ \&\ 3 * 100}{Total\ number\ of\ Student}$$

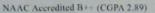$$Unsatisfied = \frac{Lowest\ Rating\ included\ 2\ \&\ 1 * 100}{Total\ number\ of\ Student}$$

(A) Feedback (in general)- On syllabus & its transaction

Questionnaire:

1. Are you satisfied with the relevance of the course, its structure and course content?
2. Course syllabus has helped to enhance your ability to meet your career aspirations.
3. Classroom Lectures have helped to achieve intended course outcomes.
4. The curriculum has a good balance of theory and practical (if applicable):
5. In the present CBCS curriculum, would you like to propose inclusion/exclusion of certain topics in any specific paper of CC/GE/AECC?
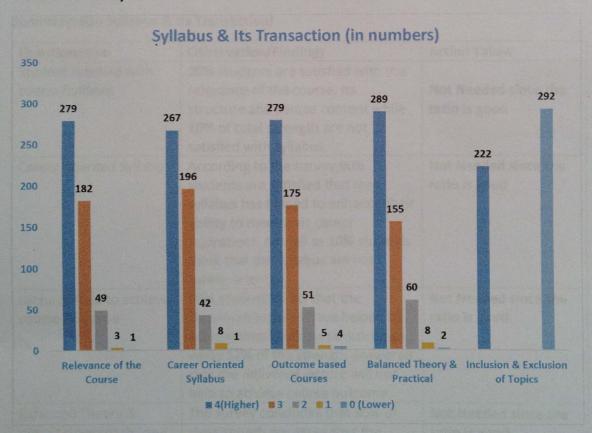
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Response	Satisfied with Course	Career Oriented Syllabus	Lectures help to achieve course outcome	Balance Theory & Practical	Inclusion/Exclusion of Topic/Papers
4(Highest)	279	267	279	289	222
3	182	196	175	155	-
2	49	42	51	60	-
1	3	8	5	8	-
0 (Lowest)	1	1	4	2	292
total	514	514	514	514	514
Satisfied (in %)	90	90	88	86	43
Unsatisfied (in %)	10	10	12	14	57

Satisfaction Analysis

Syllabus & Its Transaction (in numbers)

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Overall Satisfaction

Overall Satisfaction Analysis on Syllabus & Its Transaction (in %age)

	Unsatisfied	Satisfied
Inclusion & Exclusion of Topics	57	43
Balanced Theory & Practical	14	86
Outcome based Courses	12	88
Career Oriented Syllabus	10	90
Relevance of the Course	10	90

Summary: (On Syllabus & its Transaction)

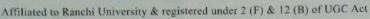| Questionnaire	Observation/Findings	Action Taken
Student satisfied with course/syllabus	**90%** students are satisfied with the relevance of the course, its structure and course content while **10%** of total strength are not satisfied with syllabus.	**Not Needed since the ratio is good**
Career oriented Syllabus	According to the survey **90%** students are satisfied that the syllabus has helped to enhance their ability to meet your career aspirations. As well as **10%** students think that the syllabus are not career oriented.	**Not Needed since the ratio is good**
Lectures help to achieve course outcome	**88%** student thinks that the classroom lectures have helped to achieve intended course outcomes, while **12%** of the strength answered that the delivered lecture will not help to achieve course outcome.	**Not Needed since the ratio is good**
Balanced Theory & practical approach used	The survey concludes that **86%** of the strength are agree that the curriculum has a good balance of	**Not Needed since the ratio is good**

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	theory and practical While **14%** students disagree.	
Inclusion/Exclusion of paper/topic	According to **43%** students, the present CBCS curriculum should have inclusion/exclusion of certain topics in any specific paper of CC/GE/AECC. But **57%** students are satisfied with the syllabus provided by university.	We have already taken the feedback on same inclusion & exclusion of paper/topic from teachers and after the analysis a detailed report were prepared and communicated to the University via principal office. **Reference Link:** Click Here

(B) Teachers.

Feedback Analysis Report 2023-24

Feedback from teachers on the curriculum was collected, with 55 responses recorded, based on the following questionnaires.

1. The current syllabus of the course(s) that you are teaching is relevant to contemporary trends in the discipline.
2. The syllabus responds to the emerging research and practical application needs of the field.
3. The curriculum focusses on skill development.
4. Programme outcomes and Course outcomes are well defined and clearly understood by the teachers and the students.
5. The curriculum has a good balance of theory and practical (if applicable).
6. The syllabus content of the course/paper and the credit hours allocated for its completion are justified.
7. In the present NEP/CBCS curriculum, would you like to propose inclusion/exclusion of certain topics in any specific paper?

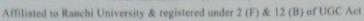| Range	Q1	Q2	Q3	Q4	Q5	Q6	Q7
5 (Strongly Agree)	14	12	12	13	13	11	24 (Yes)
4 (Agree)	36	32	32	36	29	27	-
3 (Neutral)	2	11	10	6	11	9	-
2 (Disagree)	3	0	1	0	2	8	-

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1 (Strongly Disagree)	0	0	0	0	0	0	31 (No)
Total	55	55	55	55	55	55	55
Satisfied (in %age)	95	100	98	100	96	85	44
Unsatisfied (in %age)	5	0	2	0	4	15	56

Teachers Feedback on Curriculum (in Figure)

Teachers Satisfaction Analysis-on Curriculum

	Relevance of Syllabus to Contemporary Trends	Syllabus responds to Emerging Research & Practical approach	Curriculum Focuses on Skill Development	PO's & CO's are well defined & clear	Balance of Theory & Practical	Course & its Allotted Credit Hours are Justified	Inclusion & Exclusion of Topic/Paper
Satisfied (in %age)	95	100	98	100	96	85	44
Unsatisfied (in %age)	5	0	2	0	4	15	56

The satisfied and unsatisfied percentage is being calculated by using the given formula:

Satisfied= (Rating 5 + Rating 4+ Rating 3) *100/Total number of responses

Unsatisfied= (Rating 2 + Rating 1) *100/Total number of responses
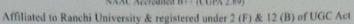
Summary (On Syllabus & its Transaction):

Questionnaire	Observation/Findings	Action Taken
Relevance of Syllabus to contemporary trends	**95%** teachers are satisfied with the relevance of the syllabus to contemporary trends, its structure and course content while **5%** of total strength are not satisfied with syllabus to contemporary trends.	**Not Needed since the ratio is good**
Syllabus responds to emerging research and practical approach	According to the survey **100%** teachers are satisfied that the syllabus responds to the emerging research and practical approaches.	**Not Needed since all are satisfied with this question.**
Curriculum focuses on skill development	**98%** teachers thinks that the curriculum focuses on skill development, while **only 2%** of	**Not Needed since the ratio is good**

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	the strength answered that the curriculum not focuses on skill development.	
Program Outcome (POs) & Course Outcome (COs) are well defined & clear	The survey concludes that **100% Faculty members are** satisfied that POs & COs are well defined and clear.	**Not Needed since the ratio is good**
Balance of theory & Practical	According to the survey 96% teachers are satisfied that Syllabus has balance of theory and practical, whereas only 4% thinks that there are not balance between theory and practical.	**Not Needed since the ratio is good**
Course & its Allotted Credit Hours are Justified	85% teachers agreed on that the course and its allotted credit hours are justified, while **only 15% teachers** answered that the course and its allotted credit hours are not justified	**Not Needed since the ratio is good**
Inclusion/Exclusion of paper/topic	According to **44% teachers**, the present CBCS/NEP curriculum should have inclusion/exclusion of certain topics/papers (the proposed topics and suggestions are also mentioned below department-wise for reference). But **55% teachers** are satisfied with the syllabus provided by university.	We have taken the suggestions on inclusion & exclusion of paper/topic from teachers. The suggestions are enclosed below for reference.

Recommendations from different Departments (in case of inclusion and exclusion in present NEP/CBCS curriculum):

I.   **Commerce**

1. The syllabus of a few major papers is relatively lengthy in context to the credit allocation.
2. The NEP curriculum lacks on specialization part as it doesn't have papers on Finance, HR and marketing specializations which were there in the previously prevailing CBCS curriculum.
3. The Subject combination notified by the state NEP implementation cell for commerce must be revised and computer and business administration must be added to the subject combination.
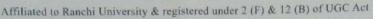
II.   **Mathematics**

1. Foundation in research courses should be added as a part of curriculum.

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III. **Zoology`**

1. Inclusion of Artificial Intelligence in the field of Biology at UG level is very important as this is the emerging area in medical, research and developmental field which required for the students to be updated.
2. Research methodology should also be included as this will encourage students to go for higher studies.
3. The syllabi have been designed diligently and adhering to it in its letters and spirits may fetch excellent outcomes.

IV. **Botany**

1. The syllabus integrates the fusion of classical botany with modern tools and techniques, applying them to regional social issues and purposes. Or highlights the fusion of traditional botanical knowledge with contemporary methods and technology, emphasizing their practical applications in addressing regional social concerns.
2. Field Visit should be included in all semester with proper funding allocation.
3. Hands on of the instrumentation should be included.

V. **Physics**

1. There must be some project, in any one semester (apart from sem6 project), which needs field/industrial visit/exposure.
2. Add some units in one semester for the sustainable indigenous knowledge of ethnobotany of Jharkhand, along with rules and acts pertaining to biodiversity.

VI. **Economics**

1. In economics minor syllabus, the units should must be limited not all branches of economics should be touched, it should be short, crisp and defined not long and vague.
2. Health Economics as separate paper should be included.
3. Inclusion of "History of Economic Thoughts" as Core/ Major Paper.
4. In Macro Economics there should be proper inclusion of Keynesian Revolution & its subsequent impact on developing economy.
5. In the syllabi of international trade, the concept of offer curves is imperative for proper understanding of tariff wars. Hence, we humbly request for its inclusion.
6. The Integration of SDGs with the concepts Green and Blue Economy may be included in syllabi.
7. Concepts of Trade Cycles and its subsequent in Post Covid Economy.

VII. **History**

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1. SEC 1- INDIAN HISTORY, CULTURE & AN INTRODUCTION TO ARCHEOLOGY. Indian Culture, the topics are vague and confusing because they don't specify periods.
2. South Indian history and their art architecture and literature should be included.

VIII. **English**
1. More skill development syllabus needs to be included.
2. Contemporary trends in literature and translation studies from lesser-known cultures need to be explored in the present syllabus.
3. Comparative Literature and Translation Studies to be included

IX. **Political Science**
1. State Politics of Jharkhand should also be a part of BA Political Science curriculum. Apart from this everything is fine. However, there is a dearth of study materials in the market for students (In case the paper is new such as Electoral democracy, Public Policy).
2. In International Politics new concepts and theories are emerging. So, the paper should also include Human Security, Global Governance, Soft Power etc.

X. **Business Administration**
1. Few topics like green HRM, digital marketing, hr analytics etc.
2. There should be inclusion of Strategy management, Business communication, Hypothesis in Research methodology.
3. There should be updation of the paper named Indian Banking System, Industrial relation, labour legislation.

XI. **Hindi**
1. राष्ट्रीय भावना को समर्पित साहित्य का अध्याय शामिल किया जाना चाहिए
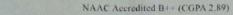
XII. **Computer Application & Information Technology**
1. Sec-1 should be included in sem-1 (currently it is in sem-3) for the students of CA & IT.
2. New trend in computer science and application course like data science, machine learning should be included in syllabus.
3. IOT with practical approach should be included.
4. There are already paper of Artificial Intelligence in Course of CA & IT. But syllabus of AI (C13) should be updated with AI along with the basic concepts of Robotics.
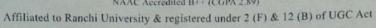5. Inclusion of Business Intelligence.

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6. Inclusion of Entrepreneurship Development Skill for final semester students.

7. Inclusion of Big Data, and MangoDB for the students of CA & IT.