

Analysis of Students' Feedback about Syllabus

2012-13

[The information will be used for the improvement of the course]

Analysis of the Feedback received from the students in relation to the syllabus of their courses:

When the question about adequacy of the syllabus of each course was asked, 55% of the total students said the syllabus of each course was challenging. 39% students said its adequate. 5% replied that its inadequate, and 1% students said its dull.

To the question about background for benefiting from the course, 55% students felt that the background is adequate, and 29% students said that its more than adequate. 12% students were quite dissatisfied with the backround replied it is inadequate and the same number of students could not say anything

when the question about understanding of the course was asked 57% of the total students replied that it is 'manageable' whereas 20% students said it is difficult. 17% students found it 'very difficult' and 6% 'easy'

To the question about coverage of syllabus in class, 40% of the total students replied '70 to 85%' 38% students replied '85 to 100% '. 17% students only 55 to 70% syllabus is covered in the class and 5% 'less than 55%.'

When the question was asked about library material and facilities of the course, 71% of the students replied it is 'adequate' whereas 15% were in favor of 'more than adequate', 8% replied that it is 'very poor' and 6% 'inadequate'.

When the question about availability of material for the prescribed reading was asked, 53% of the students replied that they could get it with some diffuculty whereas 42% students said that the material is easily available, 3% found it very difficult to get the material, and 2% said they could not find the material at all.

63% of the total student chose 'always fair' when the question about internal assessment was asked whereas 22% students found that internal assessment ws sometimes unfair. 14% replied 'sometimes fair' and 1% replied 'usually unfair'.

When the question was put before the students about the effect of the internal assessment on their course grade, 81% of the students said that it helps to improve course grade. 7% students replied

it is sometimes effective and 6% said that it is 'discouraging' and doesn't have any special effect.

Analysis of Students' Feedback about Syllabus

2013-14

[The information will be use for the improvement of the course]

Analysis of the Feedback received from the students in relation to the syllabus of their courses:

The answer received from 50% of the total students was 'The syllabus of each course was 'challenging' when the question about the syllabus of each course was asked. 50% students responded that the syllabus is adequate.

The answer received from 42% of the total students was 'adequate' when the question about background for benefiting from the course was asked. 24% students replied that it is more than adequate. For 8% students it was inadequate and 26% students could not say anything.

The answer received from 57% of the total students was 'manageable' when the question about understanding of the course was asked. 18% found it difficult, 17% very difficult and 8% students said it is easy.

When the question about coverage of syllabus in class was asked, 39% of the total students replied '70 to 85%' 38% of the students replied '85 to 100 %'. Whereas the answer received from 20% was 55 to 70% and 3% 'less than 55%.'

When the question was asked about library material and facilities provided by the institution, 66% of the students replied it is 'adequate'. Whereas 18% responded positively by saying 'more than adequate', 7% said it is 'very poor' and 9% found it 'inadequate'.

When the question was asked about availability of material for the prescribed reading, 53% of the students replied that they found it somewhat difficult to get the material whereas 42% students said that the material was easily available. 3% faced a great difficulty to get the material and 2% said that the material was not at all available.

52% of the students said that internal assessment was always fair when asked about the internal assessment whereas 26% said that it is sometimes unfair. 14% found it 'sometimes fair' yet 8% said it is 'usually unfair'.

When the question about the effect of the internal assessment on their course grade was asked, 82% of the students replied that it 'helps to improve their grades'. 8% replied that it does not

have any special effect on grades. 6% found it 'discouraging' and 4% said that it is 'sometimes effective'.

Analysis of Students' Feedback about Syllabus

2014-15

[The information will be use for the improvement of the course]

Analysis of the Feedback received from the students in relation to the syllabus of their courses:

The answer received from 50% of the total students was 'The syllabus of each course was challenging' when asked about adequacy of the syllabus of each course. 42% students said that it is 'adequate', 8% 'inadequate'.

When the question about background for benefiting from the course was asked, 38% students could not say anything. 35% students said its adequate and 17% students found it more than adequate. 10% opined that it is inadequate

The answer received from 65% of the total students was 'manageable' when the question about understanding of the course asked. 23% students found it very difficult to understand the course. 10% chose 'difficult' and 2% said it is easy.

When the question about coverage of syllabus in class was asked, 38% of the total students replied '70 to 85%' syllabus gets covered in the class. 37% of the students chose '55 to 70%'. 21% students responded positively by saying 85 to 100% syllabus is covered in the class while 4% students chose 'less than 55%'.

When the question was asked about library material and facilities provided by the library, 63% of the students replied it is 'adequate' and 22% said it is 'more than adequate', 7% said it is 'very poor' and 6% 'inadequate'.

When the question about availability of material for the prescribed reading was asked, 52% of the students chose 'with some difficulty' whereas 36% responded positively by choosing 'Easily', 8% replies 'with great difficulty' and 4% 'with some difficulty'.

44% of the total student hav answered as 'always fair' when the question about internal assessment was asked. 27% students found internal assessment sometimes unfair. 23% said it is 'usually unfair' and 6% found it 'sometimes fair'

When the question was put before the students about the effect of the internal assessment on their course grade, 77% of the students replied it 'helps to improve'. 11% students didn't find it

effective. For 8% students it was discouraging and 4% students said that it sometimes affected their grades.

Analysis of Students' Feedback about Syllabus

2015-16

[The information will be use for the improvement of the course]

Analysis of the Feedback received from the students in relation to the syllabus of their courses:

When the question about the adequacy of the syllabus of each course was asked, 59% of the total students answered that 'The syllabus of each course was challenging'. 24% students said it is 'adequate'. 8% found it 'inadequate' and 9% said it is 'dull'.

To the question about background for benefiting from the course, 46% of the total students said it is 'adequate'. 21% said that it is 'more than adequate' whereas 18% said it is 'inadequate' and 15% chose 'cannot say'.

The answer received from 62% of the total students was 'manageable' when the question about understanding of the course was asked. 26% said it is 'easy', 12% students found it 'difficult'.

When the question about coverage of syllabus in class was asked, 45% of the total students responded positively and chose '85 to 100%'. 33% of the students replied '72 to 85 percent'. 20% chose '55 to 70%' and 2% 'less than 55 percent.'

When the question about library material and facilities provided by the library was asked, 59% of the students replied it is 'adequate'. 32% chose 'more than adequate', 6% said it is 'inadequate' and 3% found it 'very poor'.

When the question was asked about availability of material for the prescribed reading, 62% of the students replied that with some difficulty they could get the material whereas 27% students could get it easily. Yet 6% students said that the material was not at all available. 5% could find it with great difficulty.

39 percent of the total student has answered as 'always fair' when the question about capability of internal assessment was asked. 35% said it is 'sometimes unfair'. 24% replied it is 'sometimes fair' yet 2% said it is 'usually unfair'

When the question was put before the students about the effect of the internal assessment on their course grade, 59% students replied that internal assessment helps to improve grades. 29% found it 'sometimes effective'. 8% found it 'discouraging' and 4% chose 'no special effect'.

Analysis of Students' Feedback about Syllabus

2016-17

[The information will be use for the improvement of the course]

Analysis of the Feedback received from the students in relation to the syllabus of their courses:

The answer received from 55% of the total students was 'The syllabus of each course was challenging' when the question about the syllabus of each course was asked. 32% students said it was adequate while 8% found it inadequate and 5% said that it is dull

41% of the total students replied that it is adequate,when the question about background for benefiting from the course was asked. Though 25% students could not say anything, 19% of students found it more than adequate. 15% replied that it is 'inadequate'.

The answer received from 63% of the total students was 'manageable' when the question about understanding of the course was asked. 16% responded it is 'easy', 11% found it 'difficult' and 10% 'very difficult'

When the question about coverage of syllabus in class was asked, 35% students chose '85 to 100%' and '70 to 85%'. 27%students chose '55 to 70%' and 3% chose 'less than 55 percent.'

When the question was asked about library material and facilities of the course, 52% of the students replied it is 'adequate'. 30% said it is 'more than adequate', 10% chose 'inadequate' and 8% 'very poor'.

When the question was asked about availability of material for the prescribed reading, 58% of the students replied 'with some difficulty' whereas 31% could get it 'Easily', 6% chose 'with great difficulty' and 5% 'not available at all'

41% of the total student has answered as 'always fair' when the question about internal assessment asked. 32% said that it is 'sometimes unfair'. 17%said it is 'sometimes fair' and 10 said it is 'usually unfair'

When the question was put before the students about the effect of the internal assessment on course grade, 67% of the students replied that it 'helps to improve'. 18% said that it is 'sometimes effective', 8% found it 'discouraging' and 7 foun it ineffective.

Analysis of Teacher s' Feedback about Syllabus

2012-13

Feedback about the syllabus was taken from teachers and the analysis is as below –

When asked the question ‘Do you find the syllabus for every course adequate?’ majority i.e 98 % teachers chose the option ‘it is necessary to supplement this syllabus with an additional course in order to find job placement’. 2 % felt that the syllabus is adequate for acquiring a job/ profession, while 3% did not express any opinion.

97 teachers felt it is necessary to participate in the planning of the curriculum.

3 % answered that he / she had not thought about the matter.

76 % teachers said that Orientation workshops need to be organised in order to convey their suggestions about the syllabus to the Boards of Studies. 15 % of the teachers answered that they preferred writing letters or sending a sample of the syllabus prepared by them to the Board of Studies. 7 % teachers found both the above-mentioned alternatives useful. However, 2 % of the teachers opined that none of the options seemed useful.

97 % teachers expressed that the teacher as well as all other mediums as useful in the communicating of the syllabus to the students while 3 % teachers found the written and electronic mediums sufficient for the same.

The question ‘Do you prefer to teach according to a teaching plan?’, received a positive response from 72 % who said they preferred to do so, while 21% teachers were of the opinion that this method is inhibiting.. 7 % of the teachers found both methods necessary as well as restrictive.

To the question ‘Do you face any difficulties in completing the syllabus in the semester system?’ 24 % teachers replied that they did not. 4 % teachers chose not to reply. 72 % teachers answered in the affirmative and on being asked to name the difficulties specified as follows -the number of exams has increased consequently increasing exam related work, orientation workshops about the syllabus require participation which also takes up more time in the semester system, the admission process too has become lengthier – all these were cited as obstructions in completing the syllabus in the semester system.

A majority of 92 % teachers found the Choice Based Credit System (CBCS) / Elective system necessary for choice of subjects, while 8 % teachers chose not to reply.

84 % teachers found it important to experiment and use new teaching methods to achieve the objectives of the syllabus while 16 % teachers said that they would use new methods if it was required by the syllabus to do so.

When asked ‘in what way should the curriculum reflect cross cutting issues?’ a majority that is 78 % teachers felt that such issues should reflect in the curriculum both directly and indirectly. 22 % teachers opined that such issues should be reflected only through the units in the syllabus.

To the question ‘Should field projects / internships be included in the syllabus?’ 86 % teachers answered that this should be done in the case of specific subjects or topics, while 14% teachers felt that field projects / internships should be a part of all syllabi.

The question ‘Which stake-holders should be asked to fill a feedback form on the syllabus?’ got the following responses- a majority of 90% teachers opted for ‘only from teachers and students’, 7 % teachers felt that such feedback should be taken from parents and alumni also. Only 03% teachers said that feedback about syllabus should be taken from employers too.

Asked their opinion about ‘Completing the syllabus’, a majority i.e 78% expressed that teaching the syllabus as per the objectives as well as introducing the students to other complementary topics would be included in completing the syllabus. Some answered that using both curricular and co-curricular activities to develop the students’ personality is completing the syllabus. Other teachers said that – going to the classroom on time, using the teaching plan, new teaching techniques, conducting class tests and / extra lectures are all parts of completing the syllabus. However, 22% teachers chose not to express any opinion on the subject.

Analysis of Teacher s' Feedback about Syllabus

2013-14

Feedback about the syllabus was taken from teachers and the conclusions are as below –

To the question ‘How do you find the syllabus for every course? majority i.e 96% teachers chose the option ‘it is necessary to supplement this syllabus with an additional course in order to find job placement’. 4 % felt that the syllabus is adequate for acquiring a job/ profession, while 5% chose not to answer.

95% teachers felt it is desirable to participate in the planning of the curriculum. 5% answered that he / she had not thought about the matter.

73% teachers said that Orientation workshops need to be organised in order to convey their suggestions about the syllabus to the Boards of Studies. 9% of the teachers answered that they preferred writing letters or sending a sample of the syllabus prepared by them to the Board of Studies. 11% teachers found both the above-mentioned alternatives useful. However, 7 % of the teachers opined that none of the options seemed useful.

96% teachers found the teacher as well as all other mediums as useful in the communicating of the syllabus to the students while 4 % teachers found the written and electronic mediums sufficient for the same.

The question ‘Do you prefer to teach according to a teaching plan? elicited a positive response from 64 % who said they preferred to do so, while 32% teachers were of the opinion that this method is restrictive. 4 % of the teachers found both methods necessary as well as restrictive.

On being asked, ‘Do you face any difficulties in completing the syllabus in the semester system?’ 43 % teachers replied that they did not. 5 % teachers chose not to reply. 52 % teachers answered in the affirmative and on being asked to name the difficulties specified as follows -the number of exams has increased consequently increasing exam related work, orientation workshops about the syllabus require participation which also takes up more time in the semester system, the admission process too has become lengthier – all these are obstructions in completing the syllabus in the semester system.

A majority of 90 % teachers found the Choice Based Credit System (CBCS) / Elective system necessary for choice of subjects, while 10 % teachers chose not to express any opinion.

88 % teachers found it important to experiment and use new teaching methods to achieve the objectives of the syllabus while 12 % teachers said that they would use new methods if it was required by the syllabus to do so.

When asked ‘in what way should the curriculum reflect cross cutting issues?’ a majority that is 76 % teachers felt that such issues should reflect in the curriculum both directly and indirectly. 24 % teachers felt that such issues should be reflected only via the units in the syllabus.

To the question ‘Should field projects / internships be included in the syllabus?’ 48% teachers answered that this should be done in the case of specific subjects or topics, while 52 % teachers felt that field projects / internships should be a part of all syllabi.

The question ‘Which stake-holders should be asked to fill a feedback form on the syllabus?’ elicited the following responses- a majority of 87% teachers opted for ‘only from teachers and students’, 8 % teachers felt that such feedback should be taken from parents and alumni also. Only 5% teachers opined that feedback about syllabus should be taken from employers too.

Asked their opinion about ‘Completing the syllabus’, 82% expressed that teaching the syllabus as per the objectives as well as introducing the students to other complementary topics would be included in completing the syllabus. Some felt that balancing curricular and co-curricular activities to develop the students’ personality is completing the syllabus. Other teachers opined that – going to the classroom on time, teaching according to the teaching plan, using new teaching techniques, conducting class tests and / extra lectures are all parts of completing the syllabus. However, 18 % teachers did not express any opinion on the subject.

Analysis of Teacher s' Feedback about Syllabus

2014-15

When asked the question ‘ Do you find the syllabus for every course adequate ? majority i.e 92% teachers chose the option ‘ it is necessary to supplement this syllabus with an additional course in order to find job placement ‘. 5% felt that the syllabus is adequate for acquiring a job/ profession ,while 3% did not express any opinion.

97 teachers felt it is desirable to participate in the planning of the curriculum.3 % answered that he / she had not thought about the matter.

72% teachers said that Orientation workshops need to be organised in order to convey their suggestions about the syllabus to the Boards of Studies. 10% of the teachers answered that they preferred writing letters or sending a sample of the syllabus prepared by them to the Board of Studies. 10 % teachers found both the above-mentioned alternatives useful. However,8% of the teachers opined that none of the options seemed useful.

95% teachers expressed that the teacher as well as all other mediums as useful in the communicating of the syllabus to the students while 5% teachers found the written and electronic mediums sufficient for the same.

The question ‘Do you prefer to teach according to a teaching plan ?, received a positive response from 70 % who said they preferred to do so , while 25% teachers were of the opinion that this method is inhibiting.5 % of the teachers found both methods necessary as well as restrictive.

On being asked ‘Do you face any difficulties in completing the syllabus in the semester system?’ 30% teachers replied that they did not. 5% teachers chose not to reply. 65% teachers answered that they faced difficulties and on being asked gave details as follows -the number of exams has increased resulting in increased exam related work, orientation workshops about the syllabus require participation which also takes up more time in the semester system, the admission process too has become lengthier – all these act as obstructions in completing the syllabus in the semester system.

A majority of 90 % teachers found the Choice Based Credit System (CBCS) / Elective system necessary for choice of subjects, while 10 % teachers chose not to reply.

70% teachers found it necessary to experiment and make use of new teaching methods to achieve the objectives of the syllabus while 30% teachers said that they would use new methods if it was required by the syllabus to do so.

When asked ‘in what way should the curriculum reflect cross cutting issues?’ a majority that is 90 % teachers felt that such issues should reflect in the curriculum both directly and indirectly. 10 % teachers opined that such issues should be reflected only through the units in the syllabus.

The question 'Should field projects / internships be included in the syllabus?' was answered by 28 % teachers who said that this should be done in the case of specific subjects or topics, while 72% teachers felt that field projects / internships should be a part of all syllabi.

When asked 'Which stake-holders should be asked to fill a feedback form on the syllabus?' the following responses were given - a majority of 87% teachers opted for 'only from teachers and students', 10 % teachers felt that such feedback should be taken from parents and alumni also. Only 03% teachers said that feedback about syllabus should be taken from employers too.

Asked their opinion about 'completing the syllabus', a majority i.e 78% expressed that teaching the syllabus as per the objectives as well as introducing the students to other complementary topics would be included in completing the syllabus. Some answered that using both curricular and co-curricular activities to develop the students' personality is completing the syllabus. Other teachers said that – going to the classroom on time, using the teaching plan, new teaching techniques, conducting class tests and / extra lectures are all parts of completing the syllabus. However, 22% teachers did not express any opinion on the subject

Analysis of Teacher s' Feedback about Syllabus

2015-16

Feedback about the syllabus was taken from teachers and the analysis is as below –

In answer to the question ‘Do you find the syllabus for every course adequate? majority i.e 95% teachers chose the option ‘it is necessary to supplement this syllabus with an additional course in order to find job placement ‘. 4% felt that the syllabus is adequate for acquiring a job/ profession, while 1% did not answer.

96% teachers felt it is desirable to participate in the planning of the curriculum. 4 % answered that he / she had not thought about the matter.

70% teachers were of the opinion that Orientation workshops need to be organised in order to communicate their doubts /suggestions about the syllabus to the Boards of Studies. 10% of the teachers answered that their preferred mode was writing letters or sending a sample of the syllabus prepared by them to the Board of Studies. 10 % teachers found both the above-mentioned alternatives useful. However,10%of the teachers were of the opinion that none of the options seemed useful.

95% teachers found the teacher as well as all other mediums as useful in the communicating of the syllabus to the students while 5% teachers found the written and electronic mediums sufficient for the same.

The question ‘Do you prefer to teach according to a teaching plan?,received a positive response from 65% who said they preferred to do so , while 30% teachers were of the opinion that this method is restrictive. 5 % of the teachers found both methods necessary as well as restrictive.

To the question ‘Do you face any difficulties in completing the syllabus in the semester system?’ 35% teachers replied that they did not. 5% teachers chose not to reply. 60% teachers answered in the affirmative and on being asked to name the difficulties specified as follows -the number of exams has increased consequently increasing exam related work, orientation workshops about the syllabus require participation which also takes up more time in the semester system, the admission process too has become lengthier – all these are obstructions in completing the syllabus in the semester system.

A majority of 90 % teachers found the Choice Based Credit System (CBCS) / Elective system necessary for choice of subjects, while 10 % teachers chose not to express any opinion.

65% teachers found it important to experiment and use new teaching methods to achieve the objectives of the syllabus while 35% teachers said that they would use new methods if it was required by the syllabus to do so.

When asked ‘in what way should the curriculum reflect cross cutting issues?’ a majority that is 90 % teachers felt that such issues should reflect in the curriculum both directly and indirectly. 10 % teachers opined that such issues should be reflected only via the units in the syllabus.

To the question ‘Should field projects / internships be included in the syllabus?’ 32% teachers answered that this should be done in the case of particular subjects or topics, while 68% teachers felt that field projects / internships should be a part of all syllabi.

When asked, ‘Which stake-holders should be asked to fill a feedback form on the syllabus?’ elicited the following responses- a majority of 85% teachers opted for ‘only from teachers and students’ ,10 % teachers felt that such feedback should be taken from parents and alumni also. Only 5% teachers opined that feedback about syllabus should be taken from employers too.

Asked their opinion about ‘Completing the syllabus’, a majority i.e 80% expressed that teaching the syllabus as per the objectives as well as introducing the students to other complementary topics would be included in completing the syllabus. Some answered that balancing curricular and co-curricular activities to develop the students’ personality is completing the syllabus. Other teachers opined that – going to the classroom on time, teaching according to the teaching plan, using new teaching techniques, conducting class tests and / extra lectures are all parts of completing the syllabus. However, 20% teachers did not express any opinion on the subject.

Analysis of Teacher s' Feedback about Syllabus

2016-17

Feedback about the syllabus was taken from teachers and the analysis is given as below –

To the question ‘How do you find the syllabus for every course? majority i.e 90% teachers chose the option ‘it is necessary to supplement this syllabus with an additional course in order to find job placement’. 5% felt that the syllabus is adequate for acquiring a job/ profession, while 5% chose not to answer.

95% teachers felt it is desirable to participate in the planning of the curriculum. 5% answered that he / she had not thought about the matter.

77% teachers were of the opinion that Orientation workshops need to be organised in order to convey their suggestions about the syllabus to the Boards of Studies. 10% of the teachers answered that they preferred writing letters or sending a sample of the syllabus prepared by them to the Board of Studies. teachers found both the above-mentioned alternatives useful. However, 5% of the teachers opined that none of the options seemed useful.

95% teachers found the teacher as well as all other mediums as useful in the communicating of the syllabus to the students while 5% teachers found the written and electronic mediums sufficient for the same.

The question ‘Do you prefer to teach according to a teaching plan?, elicited a positive response from 62 % who said they preferred to do so, while 33% teachers were of the opinion that this method is restrictive. 5 % of the teachers found both methods necessary as well as restrictive.

On being asked ‘Do you face any difficulties in completing the syllabus in the semester system?’ 43 % teachers replied that they did not. 5 % teachers chose not to reply. 52 % teachers answered in the affirmative and on being asked to name the difficulties specified as follows -the number of exams has increased consequently increasing exam related work, orientation workshops about the syllabus require participation which also takes up more time in the semester system, the admission process too has become lengthier – all these are obstructions in completing the syllabus in the semester system.

A majority of 90 % teachers found the Choice Based Credit System (CBCS) / Elective system necessary for choice of subjects, while 10 % teachers chose not to express any opinion.

67 % teachers found it important to experiment and use new teaching methods to achieve the objectives of the syllabus while 33 % teachers said that they would use new methods if it was required by the syllabus to do so.

When asked ‘in what way should the curriculum reflect cross cutting issues?’ a majority that is 90 % teachers felt that such issues should reflect in the curriculum both directly and indirectly. 10 % teachers opined that such issues should be reflected only via the units in the syllabus.

To the question ‘Should field projects / internships be included in the syllabus?’ 48% teachers answered that this should be done in the case of specific subjects or topics, while 52 % teachers felt that field projects / internships should be a part of all syllabi.

The question ‘Which stake-holders should be asked to fill a feedback form on the syllabus?’ elicited the following responses- a majority of 86% teachers opted for ‘ only from teachers and students’ ,10 % teachers felt that such feedback should be taken from parents and alumni also. Only 4% teachers opined that feedback about syllabus should be taken from employers too.

Asked their opinion about ‘Completing the syllabus’, a majority i.e 81% expressed that teaching the syllabus as per the objectives as well as introducing the students to other complementary topics would be included in completing the syllabus. Some answered that balancing curricular and co-curricular activities to develop the students’ personality is completing the syllabus. Other teachers opined that – going to the classroom on time, teaching according to the teaching plan, using new teaching techniques, conducting class tests and / extra lectures are all parts of completing the syllabus. However, 19 % teachers did not express any opinion on the subject.

Analysis of the feedback taken from alumni about overall evaluation of the course

Year: 2012-13

Feedback about the syllabus was taken from alumni and the analysis is as below –

To the question whether the syllabus of each course was adequate, majority i.e. 90 % alumni said 'yes'. While 8% said that it is inadequate. 2 % felt that the syllabus is adequate for acquiring a job/ profession.

To the question about the adequacy of background for benefiting from the course, 35% alumni replied 'it is more than adequate', 55% alumni said that its 'adequate', while 8% alumni said it's inadequate. 2% alumni could not say anything about this

When they were asked if the course was easy to understand, 26% alumni replied 'it's easy' and 55% alumni found it 'manageable'. However for 2% of alumni it was 'difficult'.

To the question, 'how much of the syllabus was covered in the class' 42% alumni said '85 to 100%', 54 % said '70 to 85 %' and 7% alumni said '55 to 70%'.

When they were asked whether the library material and facilities provided for the course are adequate, 21% alumni said that 'it is more than adequate' and 79% alumni found it 'adequate'.

To the question 'to what extent you were able to get material for the prescribed readings, 43% alumni said that they could easily get the material while 57% alumni found it little difficult to get the material.

81% alumni said that internal assessment was always fair when the question about internal assessment was asked, 10 of alumni found it 'sometimes fair' while 9% alumni found it 'sometimes unfair'.

79% alumni replied that internal assessment helps to improve course grade, when the question about the effect of internal assessment was asked. 21% alumni felt that internal assessment is sometimes effective.

When they were asked how they were benefited by their courses, 72% alumni replied that they became more confident about their future perspectives. 9% said that they could progress to higher education, 10% felt more confident about their subject knowledge and 9 % could get jobs.

Analysis of the feedback taken from alumni about overall evaluation of the course

Year: 2013- 14

Feedback about the syllabus was taken from alumni and the analysis is as below –

When asked the question whether the syllabus of each course was adequate, 88 % alumni said ‘yes’, while 6% said that it is inadequate. 5 % felt that the syllabus is adequate for acquiring a job/ profession. Only 1 % alumni said that it’s dull.

To the question about the adequacy of background for benefiting from the course, 38% alumni replied ‘it is more than adequate’, 59% alumni said that it’s ‘adequate’, while 1% alumni said it’s inadequate. 1% alumni could not say anything about this.

To the question ‘if the course was easy to understand’, 34% alumni replied ‘it’s easy’ and 64% alumni said its ‘manageable’. 1% of alumni found it ‘difficult’ and only 1% found it ‘very difficult’.

When asked ‘how much of the syllabus was covered in the class?’ 39% alumni replied ‘85 to 100%’, 51 % said ‘70 to 85 %’ and 10% alumni said ‘55 to 70%’.

When they were asked whether the library material and facilities provided for the course are adequate, 18% alumni responded that ‘it’s more than adequate’ and 82% alumni replied ‘adequate’.

To the question ‘to what extent you were able to get material for the prescribed readings’, 46% alumni said that they could easily get the material while 51% alumni found it little difficult to get the material. Only 3% replied that they could get the material with great difficulty.

To the question about internal assessment, 79% alumni said that it was always fair. 8% alumni found it sometimes unfair while 3% of alumni found it sometimes fair.

78% alumni replied that internal assessment helps to improve course grade, when the question about the effect of internal assessment was asked whereas 19% felt that internal assessment is sometimes effective. 2% alumni could not find any effect of internal assessment on their grades and 1% found it sometimes effective.

When they were asked how they were benefited by their courses, 55% alumni replied that they became more confident about their future perspectives. 25% said that they could progress to higher education, 10% felt more confident about their subject knowledge and 10 % said that they could acquire jobs.

Analysis of the feedback taken from alumni about overall evaluation of the course

Year: 2014-15

Feedback about the syllabus was taken from alumni and the analysis is as below –

When asked the question whether the syllabus of each course was adequate or inadequate, 60 % alumni said ‘yes’. While 12 said that it is inadequate. 19 % felt that the syllabus is adequate for acquiring a job/ profession. Only 9 % alumni felt that its ‘dull’.

To the question about the adequacy of background for benefiting from the course, 29% alumni replied ‘it is more than adequate’, 60% alumni said that its ‘adequate’, while 9% alumni said its inadequate. 2% alumni could not say anything about this

When they were asked if the course was easy to understand, 40% alumni replied that its ‘easy’ and 20% alumni said its ‘manageable’. Yet 33% of alumni found it difficult and 7% found it very difficult.

To the question, ‘how much of the syllabus was covered in the class’ 71% alumni said ‘85 to 100%’, 20 % said ‘70 to 85 %’ and 9% alumni said ‘55 to 70%’.

When they were asked whether the library material and facilities provided for the course are adequate, 44% alumni said that it’s ‘more than adequate’ and 34% alumni replied that its ‘adequate’. 21% alumni relppied that it’s ‘inadequate’, and 1% said it’s ‘very poor’.

To the question ‘to what extent you were able to get material for the prescribed readings?’, 71% alumni said that they could easily get the material while 10% alumni found it little difficult to get the material. Only 19% replied that they could get the material with great difficulty.

To the question about internal assessment, 71% alumni said that it was always fair. 20% alumni found it sometimes unfair while 9% of alumni found it sometimes fair.

64% alumni replied that internal assessment helps to improve course grade, when the question about the effect of internal assessment was asked. 34% felt that internal assessment is sometimes effective. 1% alumni could not find any effect of internal assessment on their grades and 1% found it sometimes effective.

62% alumni replied that they became more confident about their future perspectives,when they were asked how they were benefited by their courses. 25% said that they could progress to higher education, 3% felt more confident about their subject knowledge and 9 % said that they could get jobs.

Analysis of the feedback taken from alumni about overall evaluation of the course

Year: 2015-16

Feedback about the syllabus was taken from alumni and the analysis is as below –

To the question whether the syllabus of each course was adequate or inadequate, 58 % alumni said ‘yes’. While 15 said that it is inadequate. 20% felt that the syllabus is adequate for acquiring a job/ profession. Only 7 % alumni felt ‘it’s dull’.

To the question about the adequacy of background for benefiting from the course, 30% alumni replied ‘it is more than adequate’, 51% alumni said that its ‘adequate’, while 18% alumni said it’s inadequate and 2% alumni could not say anything about this

When they were asked if the course was easy to understand, 51% alumni replied that it’s ‘easy’ and 31% alumni said it’s manageable. However 9% of alumni found it difficult and 9% ‘very difficult’.

To the question, ‘how much of the syllabus was covered in the class?’ 75% alumni said ‘85 to 100%’, 21 % said ‘70 to 85 %’ and 4% alumni said ‘55 to 70%’.

When they were asked whether the library material and facilities provided for the course are adequate, 61% alumni said that ‘it’s more than adequate’ and 36% alumni replied that its ‘adequate’. 1% alumni replied that ‘it’s inadequate’, and 2% said it’s ‘very poor’.

To the question ‘to what extent you were able to get material for the prescribed readings?’, 76% alumni said that they could easily get the material while 12% alumni found it little difficult to get the material. Only 12% replied that they could get the material with great difficulty.

To the question about internal assessment, 75% alumni said that it was always fair. 18% alumni found it sometimes unfair while 7% of alumni found it sometimes fair.

70% alumni replied that internal assessment helps to improve course grade, when the question about the effect of internal assessment was asked whereas 28% felt that internal assessment is sometimes effective. 1% alumni could not find any effect of internal assessment on their grades and 1% found it sometimes effective.

When they were asked how they were benefited by their courses, 44% alumni replied that they became more confident about their future perspectives. 34% said that they could progress to higher education, 21% felt more confident about their subject knowledge and 1% said that they could get jobs.

Analysis of the feedback taken from alumni about overall evaluation of the course

Year: 2016-17

Feedback about the syllabus was taken from alumni and the analysis is as below –

When asked the question whether the syllabus of each course was adequate or inadequate, majority i.e 72 % alumni said ‘yes’. While 10% said that it is inadequate. 13% felt that the syllabus is adequate for acquiring a job/ profession. Only 5 % alumni felt that its dull.

To the question about the adequacy of background for benefiting from the course, 25% alumni replied ‘it is more than adequate’, 65% alumni said that its ‘adequate’, while 9% alumni said its inadequate. 1% alumni could not say anything about this

When they were asked if the course was easy to understand, 54% alumni replied that its ‘easy’ and 25% alumni said its manageable. However 8% of alumni found it difficult and only 13% found it very difficult.

To the question, ‘how much of the syllabus was covered in the class’ 73% alumni said ‘85 to 100%’, 18 % said ‘70 to 85 %’ and 9% alumni said ‘55 to 70%’.

When they were asked whether the library material and facilities provided for the course are adequate, 58% alumni said that ‘its more than adequate’ and 30% alumni replied that its ‘adequate’. 12% alumni relppied that its inadequate.

To the question ‘to what extent you were able to get material for the prescribed readings?’, 80% alumni said that they could easily get the material while 14% alumni found it little difficult to get the material. Only 6% replied that they could get the material with great difficulty.

To the question about internal assessment, 81% alumni said that it was always fair. 12% alumni found it sometimes unfair while 7% of alumni found it sometimes fair.

78% alumni replied that internal assessment helps to improve course grade, when the question about the effect of internal assessment was asked whereas 20% felt that internal assessment is sometimes effective. 1% alumni could not find any effect of internal assessment on their grades and 20% found it sometimes effective.

When they were asked how they were benefited by their courses, 51% alumni replied that they became more confident about their future perspectives. 34% said that they could progress to higher education, 10% felt more confident about their subject knowledge and 5% said that they could get jobs.

Analysis of Parents' Feedback about Syllabus

Year: 2012-13

Following are the findings of Parents' feedback in relation to the syllabus:

When the parents were asked whether they know syllabus of the course that their children have enrolled in college, 100% of parents replied 'yes'

When they were asked what they feel about the syllabus of the course their children have opted in, 48% parents replied that 'though these courses are satisfactory, there is a need of supplementary courses to increase employability', 20% parents replied that 'these courses are sufficient to get job or to do business', 28% parents felt that these courses are complementary to the overall development of children and 4% parents replied that 'they don't know much about this'.

When parents were asked if they have discussions with their children about these courses, 82% parents replied 'yes' and 18% parents replied that 'they sometimes discuss if there is a need.'

When they were asked if there is a need of interaction with the teachers about these courses, 46 % parents responded 'always' to this whereas the same number of parents means 46% replied 'sometimes' to this question and 4 % parents replied that 'they don't feel a need to meet teachers / interact with them'.

When they were asked about the benefits their children will get from their graduation degrees, respectively, 44% of parents answered 100% , 24% of parents said 75% and 10% of parents replied 50% and 22 % of parents do not wish to say anything about this.

When they were asked about the knowledge of the library's facilities provided by the institution, 46 % parents replied that 'library provides reference books, magazines and internet facilities to the students', 34 % parents said that, 'sufficient reference books are available in the library' whereas 12% of parents feel that 'number of reference books available is insufficient' and 8% of parents are not ready to comment on this.

When their opinions about the complementary courses (Career Oriented Programmes) offered by the institute were asked 90% parents replied that they find these course very useful and 10% of parents do not find these courses useful to some extent.

When they were asked, besides the subjects which are currently being studied in college, about which subjects girls should also have more knowledge, most of the parents replied that information about general knowledge, career opportunities available in various fields should be given to the students, they should be guided to prepare for competitive exams (UPSC, MPSC, BANK RECRUITMENT etc.), students should improve their communication skills in English

and computer studies. However, some parents expressed their view that maximum awareness about value education and social responsibility should be created among girls.

When the parents were asked if they wish to say anything special about the courses, the majority of parents said that the courses that are being taught in the college are good and sufficient. But some parents also said that there should be a change in the curriculum over time.

Analysis of Parents' Feedback about Syllabus

Year: 2013-14

Following are the findings of Parents' feedback in relation to the syllabus were taken:

When the parents were asked whether they know syllabus of the course that their children have enrolled in college, 100% of parents replied 'yes'

When they were asked what they feel about the syllabus of the course their children have opted in, 57% parents replied positively that 'these courses are satisfactory', 26% parents replied that 'these courses are sufficient to get job', 17% parents were not aware of this and chose 'they don't know much about this'.

When parents were asked if they have discussions with their children about these courses, 67% parents showed interest in their children's studies by saying 'yes' and 6% parents replied that 'they sometimes discuss if there is a need' and 28% parents didn't reply.

39 % parents responded 'always' when they were asked if there is a need of interaction with the teachers about these courses whereas 40% replied 'sometimes'. 29 % parents replied that 'they don't feel a need to meet teachers / interact with them'.

The question about benefits their children will get from their graduation degrees, received positive response from 75% parents who chose '100%', 15% of parents chose '75%', 10% of parents did not wish to say anything about this.

When they were asked about the knowledge of the library's facilities provided by the institution, 45 % parents replied that 'library provides reference books, magazines and internet facilities to the students', 40 % parents said that, 'sufficient reference books are available in the library' whereas 5% of parents feel that 'number of reference books available is insufficient' and 10% of parents are didn't know much about this.

To the question about the importance of the complementary courses (Career Oriented Programmes) offered by the institute a majority that is 87% parents replied that they find these course very useful and 13% of parents do not find these courses useful to some extent.

When they were asked, other than the subjects which are currently being studied in college, about which subjects their children should have knowledge, most of the parents replied that information about general knowledge, career opportunities available in various fields should be given to the students, they should be guided to prepare for competitive exams (UPSC, MPSC, BANK RECRUITMENT etc.), students should learn to speak in English and and they should be well versed in computer applications. However, some parents expressed their opinion that maximum awareness about value education and social responsibility should be created among their children.

When the parents were asked if they wish to say anything special about the courses, the majority of parents said that the courses that are being taught in the college are good and sufficient. But some parents also said that there should be a change in the curriculum over time.

Analysis of Parents' Feedback about Syllabus

Year: 2014-15

Following are the findings of Parents' feedback in relation to the syllabus:

100% of parents replied that they are aware of the syllabus of the course that their children have enrolled in. When the parents were asked whether they know syllabus of the course that their children have opted in college.

When they were asked what they feel about the syllabus of the course their children have opted in, 63% parents replied positively that 'these courses are satisfactory', 17% parents said that 'these courses are sufficient to get job', 20% parents were not aware of this and chose 'they don't know much about this'.

When parents were asked if they have discussions with their children about these courses, 68% parents show interest in their children's studies by saying 'yes' and 11% parents replied that 'they sometimes discuss if there is a need' and 21% parents didn't reply.

58 % parents responded 'always' when they were asked if there is a need of interaction with the teachers about these courses and 30% parents replied 'sometimes'. 12% parents replied that 'they don't feel a need to meet teachers / interact with them'.

The question about benefits their children will get from their graduation degrees, received positive response from 78% parents who chose '100%', 19% of parents chose '75%', 3% of parents did not wish to say anything about this.

75 % parents replied that 'library provides reference books, magazines and internet facilities to the students', 10 % parents said that, 'sufficient reference books are available in the library' whereas 5% of parents feel that 'number of reference books available is insufficient' and 5% of parents are didn't know much about this.

To the question about the importance of the complementary courses (Career Oriented Programmes) offered by the institute a majority that is 87% parents replied that they find these course very useful and 13% of parents do not find these courses useful to some extent.

Most of the parents feel that information about different courses should be given to their children, they should be guided to prepare for competitive exams (UPSC, MPSC, BANK RECRUITMENT etc.), and they should be well versed in computer applications. Some parents also opined that their children should also be aware of social problems and social responsibilities.

When the parents were asked if they wish to say anything about the courses, the majority of parents said that more courses should be started in the institute and some of the parents also said that there should be a change in the curriculum over time.

Analysis of Parents' Feedback about Syllabus

Year: 2015-16

Following are the findings of Parents' feedback in relation to the syllabus:

100% of parents by replying 'yes' to the question 'whether they are aware of syllabus of the course their children have opted in' proved that they are aware of their responsibilities as parents

When they were asked what they feel about the syllabus of the course their children have opted in, 79% parents replied positively that 'these courses are satisfactory', 10% parents said that 'these courses are sufficient to get job', 11% parents were not aware of this and chose 'they don't know much about this'.

When parents were asked if they have discussions with their children about these courses, 52% parents show interest in their children's studies by saying 'yes' and 32% parents replied that 'they sometimes discuss if there is a need' and 16% parents didn't reply.

When they were asked if there is a need of interaction between parents and teachers about these courses, 65% parents responded 'always'. 30% replied 'sometimes' and 5% parents replied that 'they don't feel a need to meet teachers / interact with them'.

The question about benefits their children will get from their graduation degrees, received positive response from 68% parents who chose '100%', 19% of parents chose '75%', 3% of parents did not wish to say anything about this.

76 % parents replied that 'library provides reference books, magazines and internet facilities to the students', 10 % parents said that, 'sufficient reference books are available in the library' whereas 5% of parents feel that 'number of reference books available is insufficient' and 9% of parents are didn't know much about this.

To the question about the importance of the complementary courses (Career Oriented Programmes) offered by the institute a majority that is 87% parents replied that they find these course very useful and 13% of parents do not find these courses useful to some extent.

Most of the parents feel that their children should have knowledge of professional courses. The institute should also start professional courses like BAF, BBA, etc.

When the parents were asked if they wish to say anything about the courses, the majority of parents said that the courses that are being taught in the college are good, but more courses should be started. Some of the parents also said that there should be a change in the curriculum over time.

Analysis of Parents' Feedback about Syllabus

Year: 2016-17

Following are the findings of Parents' feedback in relation to the syllabus:

100% of parents replied 'yes' to the question 'whether they are aware of syllabus of the course their children have opted in'

When they were asked what they feel about the syllabus of the course their children have opted in, 86% parents replied positively that 'these courses are satisfactory', 10% parents said that 'these courses are sufficient to get job', 4% parents were not aware of this and chose 'they don't know much about this'.

When parents were asked if they have discussions with their children about these courses, 66% parents show interest in their children's studies by saying 'yes' and 20% parents replied that 'they sometimes discuss if there is a need' and 14% parents didn't reply.

When they were asked if there is a need of interaction between parents and teachers about these courses, 54% parents responded 'always'. 34% replied 'sometimes' and 12% parents replied that 'they don't feel a need to meet teachers / interact with them'.

To the question about benefits their children will get from their graduation degrees, 58% parents selected '100%', 25% of parents selected '75%', 7% of parents did not wish to say anything about this.

50% parents replied that 'library provides reference books, magazines and internet facilities to the students', 29 % parents said that, 'sufficient reference books are available in the library' whereas 6% of parents feel that 'number of reference books available is insufficient' and 19% of parents are didn't know much about this.

To the question 'whether the complementary courses (Career Oriented Programmes) offered by the institute are important' a majority that is 87% parents replied that they find these course very useful while 13% of parents do not find these courses useful to some extent.

Most of the parents feel that their children should have knowledge of professional courses. The institute should also start professional courses like BAF, BBA, etc.

When the parents were asked if they wish to say anything about the courses, the majority of parents said that more courses should be started. Some of the parents also said that there should be a change in the curriculum over time.

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Action Taken Report as minuted by the Governing Council, Board of Management

Year	Findings of Feedback taken from Teachers, Students, Alumni and Parents in relation to the Syllabus	Action Taken
2013-14	<p>1. A majority of the parents said that there should be interaction between parents and teachers concerning courses and syllabus</p> <p>2. Though a majority of parents found the Career Oriented Programmes offered by college satisfactory, 17% of parents were not aware of these courses.</p>	Parent teacher meetings were conducted at regular intervals.
	<p>3. 13% of parents didn't find the Career Oriented Programmes offered by the institute to some extent.</p> <p>4. 96% teachers expressed their view that it is necessary to supplement this syllabus with an additional course in order to find more job placements</p>	The Career Oriented programmes (Banking & Insurance, Tally with Web Designing, Travel & Tourism and Spoken English) are in continuance since they were introduced in 2004-05. These courses were redesigned with a change in syllabus. Banking and Insurance, two different courses were merged into one course entitled 'Banking & Insurance'
	<p>5. Parents showed keen interest in the career opportunities available in the government sector and were aware of the increased competition in private sector too. They opined that their children should be given extra knowledge pertaining to the changed trends in career opportunities.</p>	Course on 'Job Readiness to get employment in Public Services and Private Sectors' was conducted in February, 2014

2014-15	1. Parents said that students should be guided to choose their profession and should be given extra coaching accordingly	Job Preparedness Course was conducted by the institute in November, 2014
	2. 29% of students said that they found it very difficult to get the material for prescribed readings.	Library staff was instructed to give more books to the students under Book Bank Scheme. The students were given offered 6 books besides their regular membership.
	3. Parents and students expressed that a step should be taken by the institute to make students well versed in English.	Spoken English Course was introduced in June, 2014 under Career Oriented Programmes.
2015-16	1. Parents said that the institute should start professional course like BBA & BAF	In the Meeting of LMC (Local Managing Committee) the idea of starting professional courses was put in front of the management members. As all the rights of starting or dissolving any course are reserved by the Management Committee, the decision in connection to this is yet pending.
2016-17	1. 55% of Students said that the syllabus of each course was challenging. 2. 77% teachers were of opinion that Orientation Workshops are needed to be organized in order to convey their suggestions about the syllabus to the Board of Studies.	1) The institute organized 'Content Analysis Workshops' based on the syllabi of History, Sociology and English on 8 th December, 2016. 2) The Marathi Department organized a seminar on the new curriculum. Apart from this, teachers attended workshops and seminars organized by other affiliated colleges on the revised curriculum.

