

Analysis of Teachers' Feedback on Curriculum

(Academic session 2017-18)

Feedback was invited from teachers through offline mode for the CBCS syllabus for the academic session 2017-18. The CBCS syllabus was implemented from the academic session 2016-17 throughout the state of Odisha. The questionnaire was based on 11 parameters. 26 responses have been received from the teachers. The brief analysis of the responses on syllabus are mentioned below.

Parameter-1

How to rate the syllabus of the courses that we studied in relation to the competencies expected out of the course/content/syllabus?

Out of 26 responses it is observed from the pie-chart that 61.5% teachers responded very good, 30.8% teachers responded good, 7.7% responded excellent & no teachers marked that as poor. As 61.5% responded good, 30.8% very good, it is observed that most of the teachers are satisfied with model CBCS syllabus framed by the State Higher Education Council.

Parameter-2

How do you rate the relevance of the units in syllabus to the course?

From the pie chart it is observed that out of 26 respondents, 69.2% teachers marked as very good, as regard to the relevance of the units in the syllabus, 23.1% teachers marked as good, 7.7% marked as excellent, and no teachers responded as poor to the relevance of unitization in the syllabus. Hence the unitization as framed in the syllabus are relevant to the courses and the course outcome is quite encouraging.

Parameter-3

How do you rate the allocation of the credits to the courses?

From the pie chart it is observed that, out of 26 respondents 50% teachers marked as very good as regard to allocation of credit to the courses, 23.1% responded as good, 23.1% as excellent, below 5% marked as average. Therefore, the allocation of credit to the courses is marked good and very good by the teachers. So, it can be said that the allocation of credit to the courses is quite satisfactory.

Parameter-4

How do you rate the offering of electives in terms of their relevance to the specialization stream?

From the pie chart, it is observed that out of 26 respondents, 61.5% and 34.6% teachers have marked as very good and good respectively, below 5% teachers have exercised their responses as average. Therefore, as regard to offering of the electives in terms of their relevance to the specialization stream can be regarded as quite satisfactory.

Parameter-5

Rate the size of the syllabus in terms of the load.

As regard to the size of the syllabus it is observed from the pie chart that out of 26 respondents, 50% are marked as good, 26.9% as very good, 15.4% as excellent. Hence in this parameter the teachers have exercised their positive responses regarding the size and load of the syllabus.

Parameter-6

Rate the course in terms of extra learning and self learning considering the design of the course.

With regard to self learning, teachers guide the students, but students have to perform their self learning. From the pie chart of the parameter, it is observed that out of 26 respondents, 53.8% and 26.9% teachers have marked as very good and good respectively. 11.5% and 7.7% teachers have exercised their experiences as excellent and average. So, in this parameter, teachers have exercised their positive views on syllabus.

Parameter-7

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

In this parameter it is observed from the pie chart that 61.5% of the teachers have exercised their options as very good, 23.1% as good and 15.4% as excellent. Hence, in this parameter the teachers have exercised their very positive responses as regard to the evaluation scheme of the courses.

Parameter-8

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

In this parameter out of 26 respondents, 61.5% teachers have exercised their satisfaction marking as very good, 26.9% as good, 7.7% as excellent. Hence, teachers are very much satisfied on the CBCS syllabus as regard to increase of their knowledge and perspective in the subject area.

Parameter-9

The books prescribed as reference materials are relevant, updated and appropriate.

In this pie chart, 46.2%, 38.5%, 7.7% and 7.7% teachers have exercised their satisfaction over the reference materials as relevant, updated and appropriate by sharing their views as good, very good, excellent and average respectively.

Sethi
21.09-2021

Principal
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Parameter-10

Syllabus is need based.

From this pie chart it is observed that out of 26 respondents, 53.8% teachers have marked as very good, 30.8% as good, 7.7% as excellent and 7.7% as average as regard to the employability of the syllabus. Therefore, the syllabus is framed as need-based and outcome based.

Parameter-11

Aims and objectives of the syllabus are well defined and clear to the teachers and teachers.

Out of 26 responses, 50%, 34.6%, 7.7% teachers have responded as very good, good and excellent respectively regarding the aims and objectives of the CBCS syllabus, which is well defined and clear to both teachers and teachers.

From the above analysis of the 11 parameters, it is observed that maximum number of teachers have exercised their satisfaction and positive views on the CBCS syllabus, which is effective from the academic session 2017-18. As there is no negative remark on the syllabus, there is no need to take any action for the change/modifications of the syllabus.

Analysis of Teachers' Feedback on Curriculum

(Academic session 2018-19)

Feedback was invited from teachers through offline mode for the CBCS syllabus for the academic session 2018-19. The CBCS syllabus was implemented from the academic session 2016-17 throughout the state of Odisha. The questionnaire was based on 11 parameters. 30 responses have been received from the teachers. The brief analysis of the responses on syllabus are mentioned below.

Parameter-1

How to rate the syllabus of the courses that we studied in relation to the competencies expected out of the course/content/syllabus?

Out of 30 responses it is observed from the pie-chart that 73.3% teachers responded very good, 20% responded excellent, 6.7% teachers responded good & no teachers marked that as poor. As 73.3% responded good, 20% excellent, it is observed that most of the teachers are satisfied with model CBCS syllabus framed by the State Higher Education Council.

Parameter-2

How do you rate the relevance of the units in syllabus to the course?

From the pie chart it is observed that out of 30 respondents, 50% teachers marked as very good, as regard to the relevance of the units in the syllabus, 26.7% marked as excellent, 23.3% teachers marked as good, and no teachers responded as poor to the relevance of unitization in the syllabus. Hence the unitization as framed in the syllabus are relevant to the courses and the course outcome is quite encouraging.

Parameter-3

How do you rate the allocation of the credits to the courses?

From the pie chart it is observed that, out of 30 respondents 46.7% teachers marked as very good as regard to allocation of credit to the courses, 33.3% responded as good, 20% as excellent, and no teacher marked as average and poor. Therefore, the allocation of credit to the courses is marked good and very good by the teachers. So, it can be said that the allocation of credit to the courses is quite satisfactory.

Parameter-4

How do you rate the offering of electives in terms of their relevance to the specialization stream?

From the pie chart, it is observed that out of 30 respondents, 44.8% and 24.1% teachers have marked as very good and good respectively, 24.1% marked as excellent, and below 5% teachers have exercised their responses as average. Therefore, as regard to offering of the electives in terms of their relevance to the specialization stream can be regarded as quite satisfactory.

Parameter-5

Rate the size of the syllabus in terms of the load.

As regard to the size of the syllabus it is observed from the pie chart that out of 30 respondents, 46.7% are marked as very good, 40% as good, 10% as excellent. Hence in this parameter the teachers have exercised their positive responses regarding the size and load of the syllabus.

Parameter-6

Rate the course in terms of extra learning and self-learning considering the design of the course.

With regard to self-learning, teachers guide the students, but students have to perform their self-learning. From the pie-chart of the parameter, it is observed that out of 30 respondents, 41.4% and 41.4% teachers have marked as very good and good respectively, 10.3% teachers have exercised their experiences as excellent. So, in this parameter, teachers have exercised their positive views on syllabus.

Parameter-7

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

In this parameter it is observed from the pie chart that 50% of the teachers have exercised their options as very good, 33.3% as good and 16.7% as excellent. Hence, in this parameter the teachers have exercised their very positive responses as regard to the evaluation scheme of the courses.

Parameter-8

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

In this parameter out of 30 respondents, 50% teachers have exercised their satisfaction marking as very good, 36.7% as excellent, and 10% as good. Hence, teachers are very much satisfied on the CBCS syllabus as regard to increase of their knowledge and perspective in the subject area.

Parameter-9

The books prescribed as reference materials are relevant, updated and appropriate.

In this pie chart, 40%, 23.3%, 23.3% and 10% teachers have exercised their satisfaction over the reference materials as relevant, updated and appropriate by sharing their views as very good, good, excellent and average respectively.

Parameter-10

Syllabus is need based.

From this pie chart it is observed that out of 30 respondents, 60% teachers have marked as very good, 16.7% as good, 16.7% as excellent and below 1% as average as regard to the employability of the syllabus. Therefore, the syllabus is framed as need-based and outcome based.

Parameter-11

Aims and objectives of the syllabus are well defined and clear to the teachers and teachers.

Out of 30 responses, 60%, 20%, 20% teachers have responded as very good, good and excellent respectively regarding the aims and objectives of the CBCS syllabus, which is well defined and clear to both teachers and teachers.

From the above analysis of the 11 parameters, it is observed that maximum number of teachers have exercised their satisfaction and positive views on the CBCS syllabus, which is effective in the academic session 2018-19. As there is no negative remark on the syllabus, there is no need to take any action for the change/modifications of the syllabus.

Sethi.
30.09.2019

Analysis of Teachers' Feedback on Curriculum

(Academic session 2019-20)

Feedback was invited from teachers through offline mode for the CBCS syllabus for the academic session 2017-18. The CBCS model syllabus was implemented from the academic session 2019-20 throughout the state of Odisha. The questionnaire was based on 11 parameters. 26 responses have been received from the teachers. The brief analysis of the responses on syllabus are mentioned below.

Parameter-1

How to rate the syllabus of the courses that we studied in relation to the competencies expected out of the course content syllabus?

Out of 26 responses it is observed from the pie-chart that 53.8% teachers responded very good, 26.9% teachers responded good, 15.4% responded excellent & no teachers marked that as poor. As 53.8% responded good, 26.9% very good, it is observed that most of the teachers are satisfied with model CBCS syllabus framed by the State Higher Education Council.

Parameter-2

How do you rate the relevance of the units in syllabus to the course?

From the pie chart it is observed that out of 26 respondents, 53.8% teachers marked as very good, as regard to the relevance of the units in the syllabus, 23.1% teachers marked as good, 19.2% marked as excellent, and no teachers responded as poor to the relevance of unitization in the syllabus. Hence the unitization as framed in the syllabus are relevant to the courses and the course outcome is quite encouraging.

Parameter-3

How do you rate the allocation of the credits to the courses?

From the pie chart it is observed that, out of 26 respondents 38.5% teachers marked as very good as regard to allocation of credit to the courses, 30.8% responded as good, 23.1% as excellent, below 5% marked as average and poor. Therefore, the allocation of credit to the courses is marked good and very good by the teachers. So, it can be said that the allocation of credit to the courses is quite satisfactory.

Parameter-4

How do you rate the offering of electives in terms of their relevance to the specialization stream?

From the pie chart, it is observed that out of 26 respondents, 57.7% and 34.6% teachers have marked as very good and good respectively, below 5% teachers have exercised their responses as average. Therefore, as regard to offering of the electives in terms of their relevance to the specialization stream can be regarded as quite satisfactory.

Parameter-5

Rate the size of the syllabus in terms of the load.

As regard to the size of the syllabus it is observed from the pie chart that out of 26 respondents, 53.8% are marked as good, 30.8% as very good, 7.7% as excellent. Hence in this parameter the teachers have exercised their positive responses regarding the size and load of the syllabus.

Parameter-6

Rate the course in terms of extra learning and self-learning considering the design of the course.

With regard to self-learning, teachers guide the students, but students have to perform their self-learning. From the pie-chart of the parameter, it is observed that out of 26 respondents, 50% and 19.2% teachers have marked as very good and good respectively, 19.2% and 11.5% teachers have exercised their experiences as excellent and average. So, in this parameter, teachers have exercised their positive views on syllabus.

Parameter-7

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

In this parameter it is observed from the pie chart that 53.8% of the teachers have exercised their options as very good, 19.2% as good and 19.2% as excellent. Hence, in this parameter the teachers have exercised their very positive responses as regard to the evaluation scheme of the courses.

Parameter-8

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

In this parameter out of 26 respondents, 60% teachers have exercised their satisfaction marking as very good, 16% as good, 16% as excellent. Hence, teachers are very much satisfied on the CBCS syllabus as regard to increase of their knowledge and perspective in the subject area.

Parameter-9

The books prescribed as reference materials are relevant, updated and appropriate.

In this pie chart, 38.5%, 34.6%, 15.4% and 11.5% teachers have exercised their satisfaction over the reference materials as relevant, updated and appropriate by sharing their views as good, very good, excellent and average respectively.

Parameter-10

Syllabus is need based.

From this pie chart it is observed that out of 26 respondents, 57.7% teachers have marked as very good, 19.2% as good, 11.5% as excellent and 11.5% as average as regard to

the employability of the syllabus. Therefore, the syllabus is framed as need-based and outcome based.

Parameter-11

Aims and objectives of the syllabus are well defined and clear to the teachers and teachers.

Out of 26 responses, 46.2%, 26.9%, 19.2%, 7.7% teachers have responded as very good, good, excellent and average respectively regarding the aims and objectives of the CBCS syllabus, which is well defined and clear to both teachers and teachers.

From the above analysis of the 11 parameters, it is observed that maximum number of teachers have exercised their satisfaction and positive views on the CBCS syllabus, which is effective in the academic session 2019-20. As there is no negative remark on the syllabus, there is no need to take any action for the change/modifications of the syllabus.


31.09.2021

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Analysis of Teachers' Feedback on Curriculum

(Academic session 2020-21)

Feedback was invited from teachers through online for the model syllabus on Choice Based Credit System for the academic session 2020-21. The model syllabus was implemented from the academic session 2019-2020 throughout the state of Odisha with a little modification of CBCS syllabus of UGC by the State Higher Education Council, Govt. of Odisha. The questionnaire was based on 11 parameters. 31 responses have been received from the teachers. The brief analysis of the responses on syllabus are mentioned below.

Parameter-1

How to rate the syllabus of the courses that we studied in relation to the competencies expected out of the course/content/syllabus?

Out of 31 responses it is observed from the pie-chart that 41.9% teachers responded very good and 35.5% teachers responded good, 22.6% responded excellent & below 1% teachers marked as poor. As 41.9% responded very good and 35.5% responded good, it is observed that most of the teachers are satisfied with model CBCS syllabus framed by the State Higher Education Council.

Parameter-2

How do you rate the relevance of the units in syllabus to the course?

From the pie chart it is observed that out of 31 respondents, 32.3% teachers marked as good, as regard to the relevance of the units in the syllabus, 32.3% teachers marked as very good, 29% marked as excellent, and below 1% teachers responded as poor to the relevance of unitization in the syllabus. Hence the unitization as framed in the syllabus are relevant to the courses and the course outcome is quite encouraging.

Parameter-3

How do you rate the allocation of the credits to the courses?

From the pie chart it is observed that, out of 31 respondents 54.8% teachers marked as very good as regard to allocation of credit to the courses, 29% responded as good, 12.9% as excellent. Therefore, the allocation of credit to the courses is marked good and very good by the teachers. So, it can be said that the allocation of credit to the courses is quite satisfactory.

Parameter-4

How do you rate the offering of electives in terms of their relevance to the specialization stream?

From the pie chart, it is observed that out of 31 respondents, 54.8% and 25.8% teachers have marked as very good and good respectively, 12.9% and 9.7% and 9.7% teachers have exercised their responses as excellent and average respectively. Below 1% responses have been

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30 09 2021
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marked as poor. Therefore, as regard to offering of the electives in terms of their relevance to the specialization stream can be regarded as quite satisfactory.

Parameter-5

Rate the size of the syllabus in terms of the load.

As regard to the size of the syllabus it is observed from the pie chart that out of 31 respondents, 32.3% are marked as good, 32.3 as very good, 19.4 as average, 16.1 as excellent. Hence in this parameter the teachers have exercised their positive responses regarding the size and load of the syllabus.

Parameter-6

Rate the course in terms of extra learning and self-learning considering the design of the course.

As per the decision of the Govt. in the Dept. of Higher Education vide Letter No.20119 dated 19th June 2020, 25% of portions are marked as guided self-learning in each course. Teachers are to guide the students, but students have to perform their self-learning. From the pie-chart of the parameter, it is observed that out of 31 respondents, 45.2% and 35.5% teachers have marked as very good and good respectively, 9.7 and 9.7% teachers have exercised their experiences as average and excellent, and below 1% responded poor. So, in this parameter, teachers have exercised their positive views on syllabus.

Parameter-7

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

In this parameter it is observed from the pie chart that 48.4% of the teachers have exercised their options as very good, 25.8% as good and 19.4% as excellent, below 1% as poor. Hence, in this parameter the teachers have exercised their very positive responses as regard to the evaluation scheme of the courses.

Parameter-8

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

In this parameter out of 31 respondents, 41.9% teachers have exercised their satisfaction marking as very good, 35.5% as excellent and 22.6% as very good. Hence, teachers are very much satisfied on the CBCS model syllabus as regard to increase of their knowledge and perspective in the subject area.

Parameter-9

The books prescribed as reference materials are relevant, updated and appropriate.

In this pie chart, 35.5%, 35.5%, 16.1% and 12.9 teachers have exercised their satisfaction over the reference materials as relevant, updated and appropriate by sharing their views as good, very good, excellent, and average respectively.

Parameter-10

Syllabus is need based.

From this pie chart it is observed that out of 31 respondents, 45.2% teachers have marked as very good, 22.6% as good, 19.4% as excellent and 12.9% as average as regard to the employability of the syllabus. Therefore, the syllabus is framed as need-based and outcome based.

Parameter-11

Aims and objectives of the syllabus are well defined and clear to the teachers and teachers.

Out of 31 responses, 38.7%, 29%, 22.6% and 9.7% teachers have responded as very good, good, excellent and average respectively regarding the aims and objectives of the CBCS syllabus, which is well defined and clear to both teachers and teachers.

From the above analysis of the 11 parameters, it is observed that maximum number of teachers have exercised their satisfaction and positive views on the model CBCS syllabus, which is effective from the academic session 2019-2020. As there is no negative remark on the syllabus, there is no need to take any action for the change/modifications of the syllabus.

Del. 20.09.2021
Principal
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Analysis of Students' Feedback on Curriculum

(Academic session 2019-20)

Feedback was invited from students through online for the model syllabus on Choice Based Credit System for the academic session 2019-2020. The model syllabus was implemented from the academic session 2019-2020 throughout the state of Odisha with a little modification of CBCS syllabus of UGC by the State Higher Education Council, Govt. of Odisha. The questionnaire was based on 11 parameters. 171 responses have been received from the students. The brief analysis of the responses on syllabus are mentioned below.

Parameter-1

How to rate the syllabus of the courses that we studied in relation to the competencies expected out of the course/content/syllabus?

Out of 171 responses it is observed from the pie-chart that 55% students responded good, 28.7% students responded very good, 8.2% students responded average, 7.6% responded excellent & below 1% students marked as poor. As 55% responded good, 28.7% very good, it is observed that most of the students are satisfied with model CBCS syllabus framed by the State Higher Education Council.

Parameter-2

How do you rate the relevance of the units in syllabus to the course?

From the pie chart it is observed that out of 171 respondents, 48% students marked as good, as regard to the relevance of the units in the syllabus. 28.1% students marked as very good, 13.5% as average, 9.9% marked as excellent, and below 1% students responded as poor to the relevance of unitization in the syllabus. Hence the unitization as framed in the syllabus are relevant to the courses and the course outcome is quite encouraging.

Parameter-3

How do you rate the allocation of the credits to the courses?

From the pie chart it is observed that, out of 171 respondents 43.9% students marked as good as regard to allocation of credit to the courses., 28.7% responded as very good, 16.4% marked as average, 11.1% as excellent. Therefore, the allocation of credit to the courses is marked good and very good by the students. So, it can be said that the allocation of credit to the courses is quite satisfactory.

Parameter-4

How do you rate the offering of electives in terms of their relevance to the specialization stream?

From the pie chart, it is observed that out of 171 respondents, 47.4% and 27.5% students have marked as good and very good respectively., 12.9% and 11.7% students have exercised their responses as excellent and average respectively. Below 1% responses have been marked

as poor. Therefore, as regard to offering of the electives in terms of their relevance to the specialization stream can be regarded as quite satisfactory.

Parameter-5

Rate the size of the syllabus in terms of the load.

As regard to the size of the syllabus it is observed from the pie chart that out of 171 respondents, 45% are marked as good, 19.1 as very good, 17.5 as average, 11.7 as excellent and 6% of the responses are poor. Hence in this parameter the students have exercised their positive responses regarding the size and load of the syllabus.

Parameter-6

Rate the course in terms of extra learning and self-learning considering the design of the course.

As per the decision of the Govt. in the Dept. of Higher Education vide Letter No.20119 dated 19th June 2020, 25% of portions are marked as guided self-learning in each course. Teachers are to guide the students, but students have to perform their self-learning. From the pie-chart of the parameter, it is observed that out of 171 respondents, 42.7% and 24% students have marked as good and very good respectively, 16.4 and 14% students have exercised their experiences as average and excellent with 4% as poor. So, in this parameter, students have exercised their positive views on syllabus.

Parameter-7

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

In this parameter it is observed from the pie chart that 44.4% of the students have exercised their options as good and 9.4% as excellent, 15.2% students have given their responses as average and below 4% as poor. Hence, in this parameter the students have exercised their very positive responses as regard to the evaluation scheme of the courses.

Parameter-8

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

In this parameter out of 171 respondents, 34.5% students have exercised their satisfaction marking as good, 32.7% as very good, 25.7% as excellent. Hence, students are very much satisfied on the CBCS model syllabus as regard to increase of their knowledge and perspective in the subject area.

Parameter-9

The books prescribed as reference materials are relevant, updated and appropriate.

In this pie chart, 32.1%, 35.1% and 11.7% students have exercised their satisfaction over the reference materials as relevant, updated and appropriate by sharing their views as good, very good and excellent respectively.

Parameter-10

Syllabus is need based

From this pie chart it is observed that out of 171 respondents, 43.3 students have marked as good, 25.7% as very good, 19.3% as excellent and 11.1% as average as regard to the employability of the syllabus. Therefore, the syllabus is framed as need-based and outcome based.

Parameter-11

Aims and objectives of the syllabus are well defined and clear to the teachers and students.

Out of 171 responses, 37.4%, 31.6% and 18.7% students have responded as good, very good and excellent respectively regarding the aims and objectives of the CBCS syllabus, which is well defined and clear to both teachers and students.

From the above analysis of the 11 parameters, it is observed that maximum number of students have exercised their satisfaction and positive views on the model CBCS syllabus, which is effective from the academic session 2019-2020. As there is no negative remark on the syllabus, there is no need to take any action for the change/modifications of the syllabus.

Self
27.09.2021
Principal
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15

Analysis of Students' Feedback on Curriculum

(Academic session 2020-21)

Student's feedback on curriculum

Feedback on syllabus was invited from students through online for the model syllabus on Choice Based Credit System for the academic session 2020-21. The model syllabus was implemented from the academic session 2019-2020 throughout the state with a little modification of CBCS syllabus of UGC by the State Higher Education Council, Govt. of Odisha.

The questionnaire was based on 11 parameters. 147 responses have been received from the students. The brief analysis of the responses on syllabus are mentioned below.

Parameter-1

How to rate the syllabus of the courses that we studied in relation to the competencies expected out of the course/content/syllabus?

Out of 147 responses it is observed from the pie-chart that 59.9% students responded good, 22.4% students responded very good, 11.6% responded excellent & below 1% students marked as poor. As 59.9% responded good, 22.4% very good, it is observed that most of the students are satisfied with model CBCS syllabus framed by the State Higher Education Council.

Parameter-2

How do you rate the relevance of the units in syllabus to the course?

From the pie chart it is observed that out of 147 respondents, 63.3% students marked as good, as regard to the relevance of the units in the syllabus, 22.4% students marked as very good, 10.2% marked as excellent to the relevance of unitization in the syllabus. Hence the unitization as framed in the syllabus are relevant to the courses.

Parameter-3

How do you rate the allocation of the credits to the courses?

From the pie chart it is observed that, out of 147 respondents 57.8% students marked as good as regard to allocation of credit to the courses., 24.5% responded as very good, 10.2% as excellent and 7.5% marked as average. Therefore, the allocation of credit to the courses is marked good and very good by the students. So, it can be said that the allocation of credit to the courses is quite satisfactory.

Parameter-4

How do you rate the offering of electives in terms of their relevance to the specialization stream?

From the pie chart, it is observed that out of 147 respondents, 51.7% and 31.3% students have marked as good and very good respectively, 12.9% students have exercised their response

as excellent. Below 1% responses have been marked as poor. Therefore, as regard to offering of the electives in terms of their relevance to the specialization stream can be regarded as quite satisfactory.

Parameter-5

Rate the size of the syllabus in terms of the load.

As regard to the size of the syllabus it is observed from the pie chart that out of 147 respondents, 64.6% are marked as good, 17.7 as very good, 7.5 as excellent and. Hence in this parameter the students have exercised their positive responses regarding the size and load of the syllabus.

Parameter-6

Rate the course in terms of extra learning and self-learning considering the design of the course.

As per the decision of the Govt. in the Dept. of Higher Education vide Letter N0. 20119 dated 19th June, 2020, 25% of the course are marked as guided self-learning in each course. Teachers are to guide the students, but students have to perform their self-learning. From the pie-chart of the parameter, it is observed that out of 147 respondents, 53.7% and 27.2% students have marked as good and very good respectively, 12.2% students have exercised their experiences as excellent, and with below 1% as poor. So, as regard to the self-learning exercise of the courses, students are very much satisfied.

Parameter-7

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

In this parameter it is observed from the pie chart that 53.7% of the students have exercised their options as good, 25.2% as very good and 11.6% as excellent. Hence, in this parameter the students have exercised their very positive responses as regard to the evaluation scheme of the courses.

Parameter-8

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

In this parameter out of 147 respondents, 42.2% students have exercised their satisfaction marking as very good, 37.4% as good, 16.3% as excellent. Hence, students are very much satisfied on the CBCS model syllabus as regard to increase of their knowledge and perspective in the subject area.

Parameter-9

The books prescribed as reference materials are relevant, updated and appropriate.

In this pie chart, 57.1%, 27.2% and 11.6% students have exercised their satisfaction over the reference materials as relevant, updated and appropriate by sharing their views as good, very good and excellent respectively.

Parameter-10

Syllabus is need based.

From this pie chart it is observed that out of 147 respondents, 49% students have marked as good, 29.3% as very good, 17.7% as excellent as regard to the employability of the syllabus. Therefore, the syllabus is framed as need-based.

Parameter-11

Aims and objectives of the syllabus are well defined and clear to the teachers and students.

Out of 147 responses, 49%, 29.3% and 17.7% students have responded as good, very good and excellent respectively regarding the aims and objectives of the CBCS syllabus, which is well defined and clear to both teachers and students.

From the above analysis of the 11 parameters, it is observed that maximum number of students have exercised their satisfactory and positive views on the model CBCS syllabus, which is effective from the academic session 2020-21. As there is no negative remark on the syllabus, there is no need to take any action for the change/modifications of the syllabus.

Seth
31.09.2021
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