

## **Shree Yoganand Swami Arts College, Basmathnagar Di. Hingoli**

### **Student feedback on syllabus**

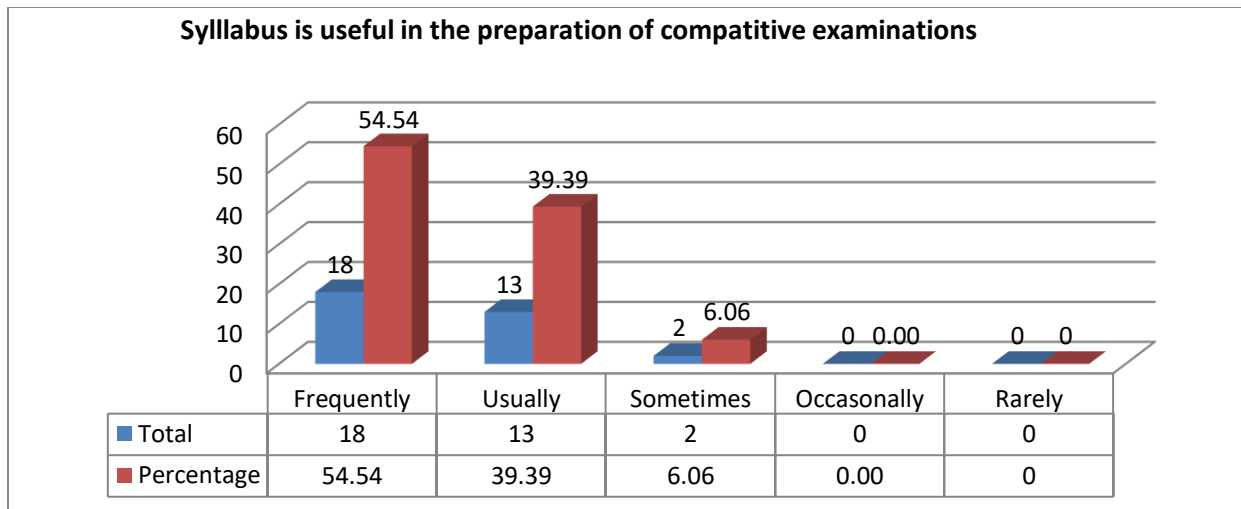
#### **Feedback Analysis (QnM-1.4.1)**

The institution obtained feedback on the existing syllabus and its transaction at the institution for the academic year 2021-22 from its stakeholders like students, teachers and alumni. The feedback from the above stakeholders was collected, tabulated and analyzed to take proper actions on their opinions. Before handing over the questionnaire to the stakeholders, the concerning faculty put its way to fill up. He also helped students in filling up the feedback by translating the questions in the mother tongue of students to receive positive and reliable replies. All questions consisted five replies based on its validity and marks such as frequently (5), Usually (4), Sometimes (3), Occasionally (2) and Rarely (1).

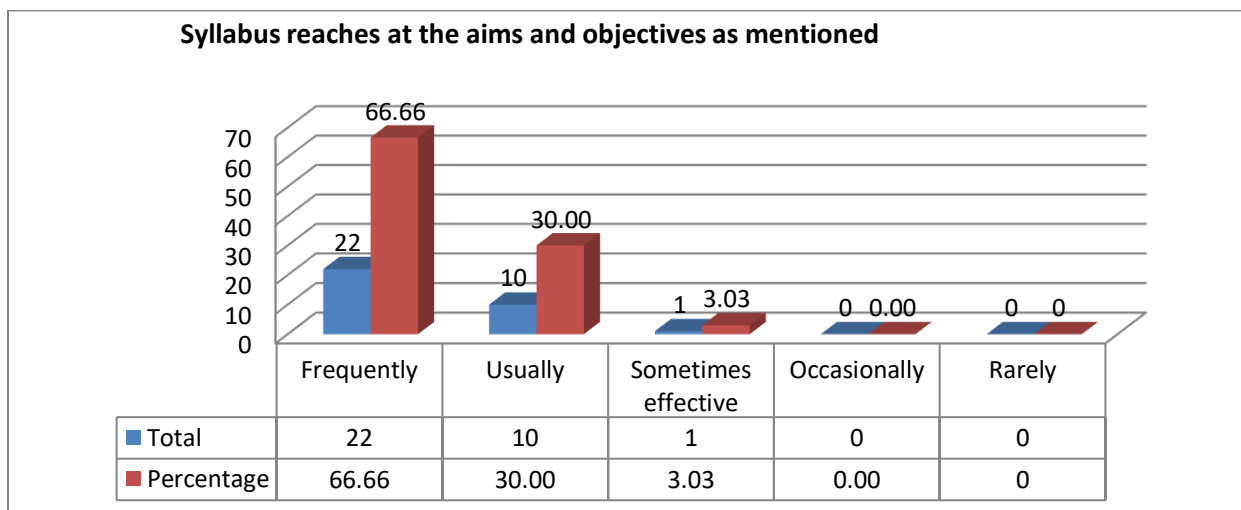
#### **Analysis of the students' feedback on the syllabus:**

The institution obtained the feedback from students belonging to the second year and third year class to receive at maximum positive results. Out of 33 obtained feedbacks, 11 students were from second year and 22 were from the third year. Out of 33 students, 22 were female students and 12 were male selected on random choice. The feedback cum questionnaire contained ten questions. The concerning faculty collected, selected the feedback and finally arrived at the conclusion with the help of their replies as mentioned in the questionnaire.

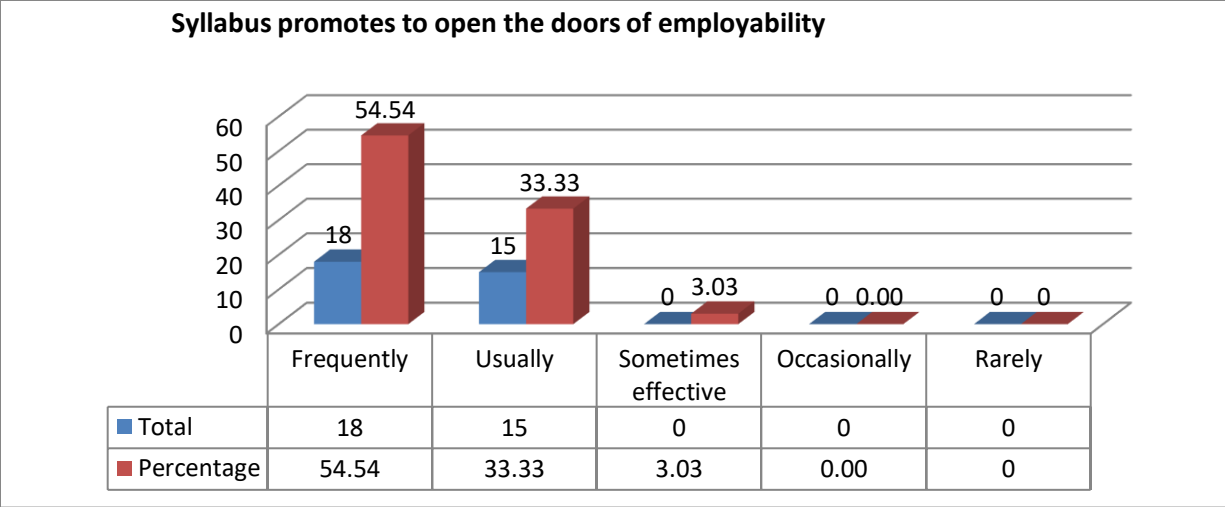
Q.1 When the students were asked whether the existing syllabus is useful in the preparation of competitive examinations or not then 18 students out of 33 replied (54.54%) that it is frequently useful in the competitive examinations, 13 out of them (39.39%) replied that it is usually useful in competitive examinations whereas only 2 (6.06%) told that it is sometimes useful in competitive examinations. It is cleared from the following diagram:



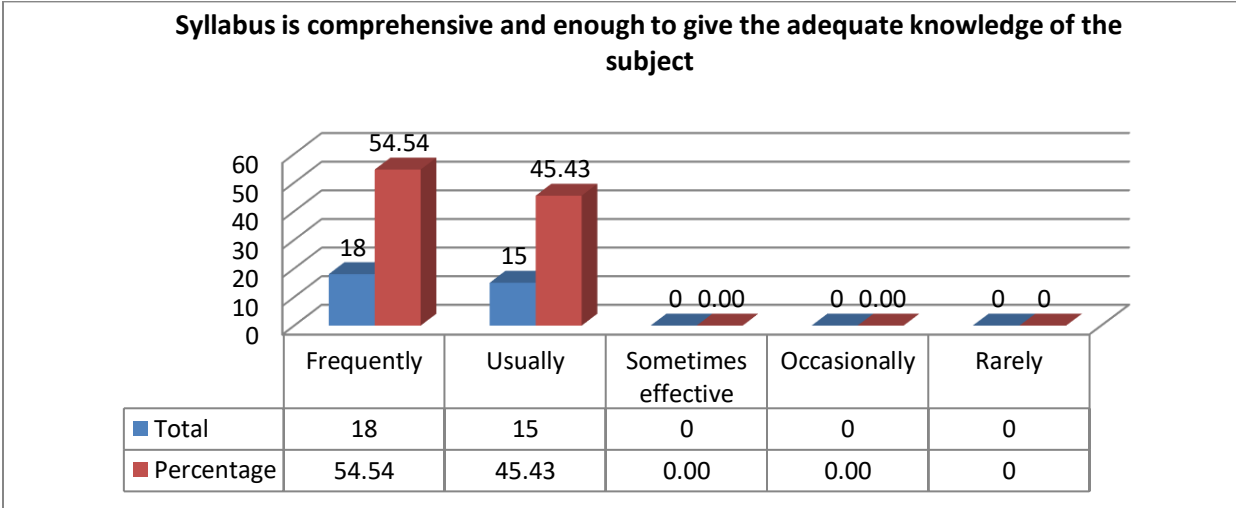
Q.2 When the question was asked to the students whether the syllabus reaches at the aims and objectives as mentioned; 22 students (66.66%) replied that the syllabus reaches at the aims and the objectives. 10 students (30.00%) said that the syllabus usually reaches at aims objectives whereas only 1 (3.03%) students said that the syllabus sometimes reaches at aims and objectives. It can be cleared form the following diagram.



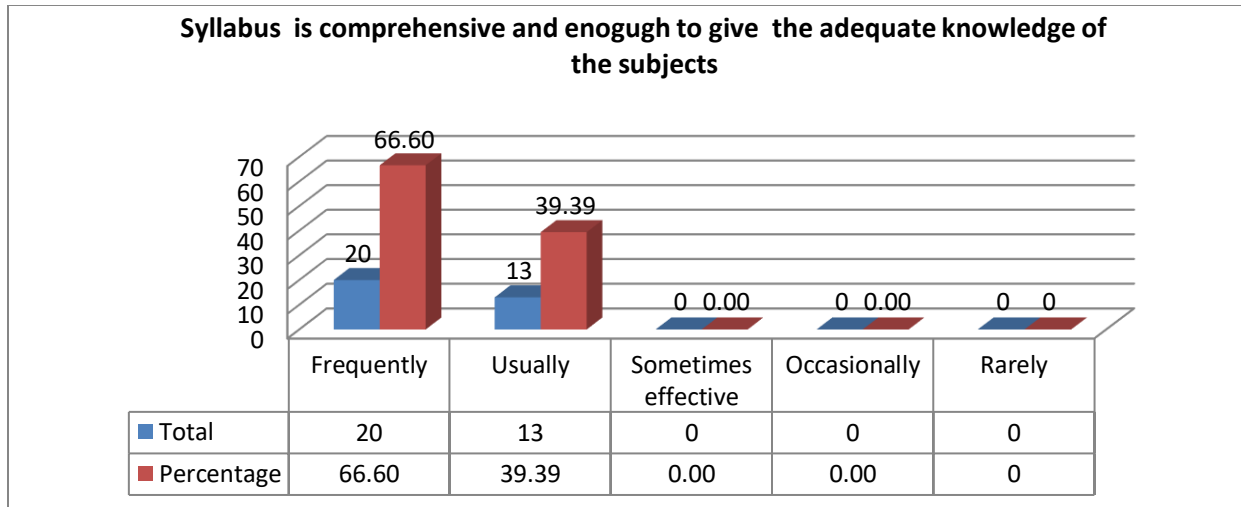
Q. 3 The question was asked to the students to receive their opinion on the syllabus if it promotes to open the doors of employability or not, 20 students (60.60%) said that it frequently opens the doors of employability and 11 (33.33%) out of them cleared that it usually opens the doors of employability, whereas only 2 (3.03%) among them said that it sometimes opens the doors of employability. It can be cleared form the following diagram.



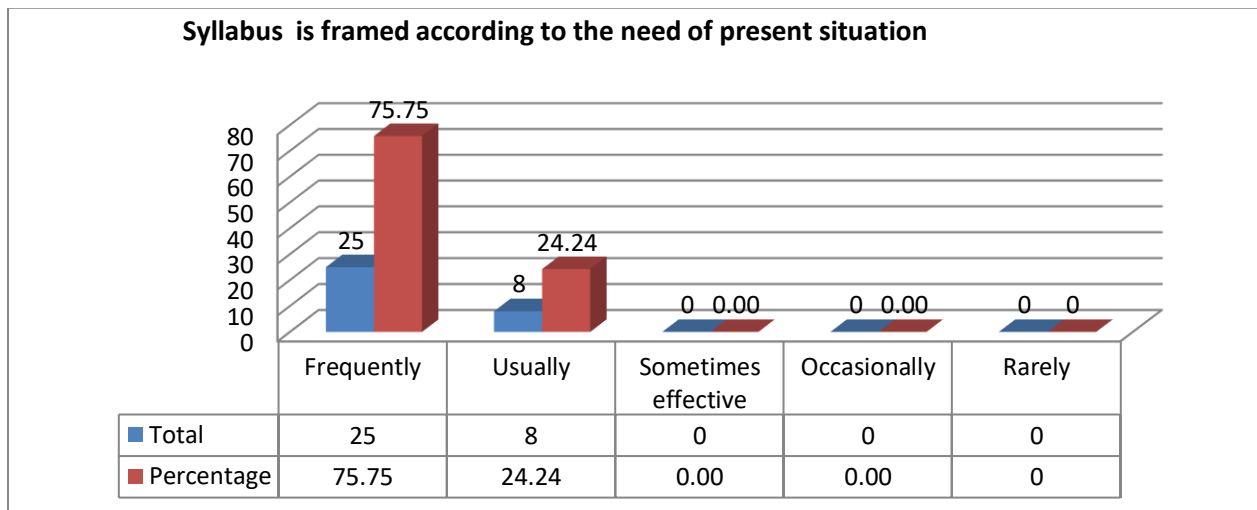
Q.4 When the students were asked the question to know if the syllabus is comprehensive and enough to give the adequate knowledge of the subject or not then 18 (54.54%) said that it is frequently comprehensive to give the adequate knowledge whereas only 15 (45.43%) said that it usually gives comprehensive adequate knowledge of subjects. It can be cleared form the following diagram:



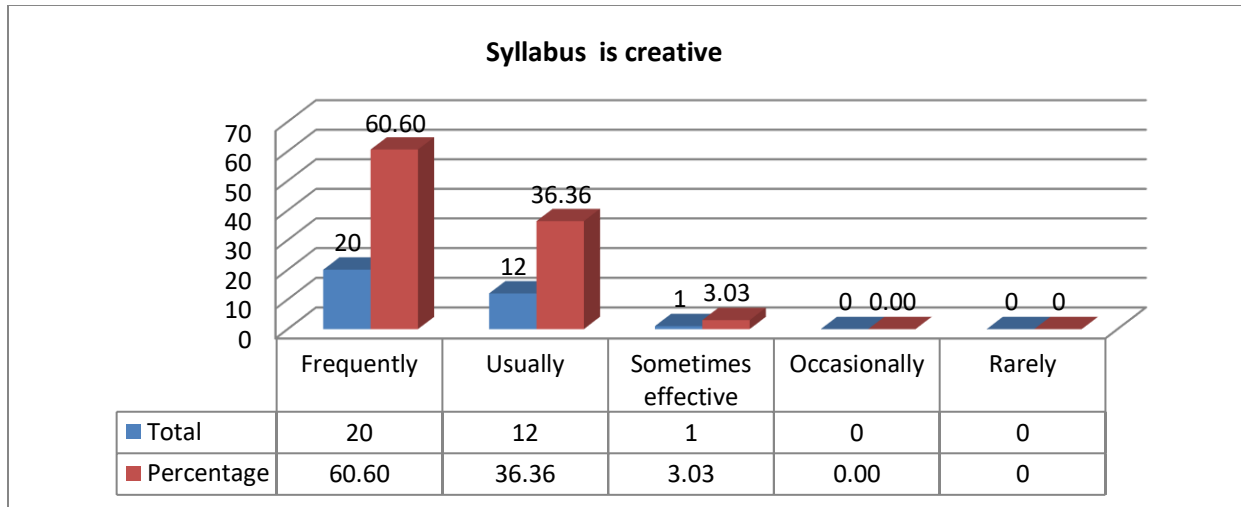
Q. 5 The students were asked to put their opinion on the syllabus if it promotes the analysis and critical thinking. Out of 33 students, 20 (66.60%) students said that it frequently promotes the analysis and thinking whereas only 13 (39.39%) told that it usually promotes the analysis and thinking. It can be cleared form the following diagram:



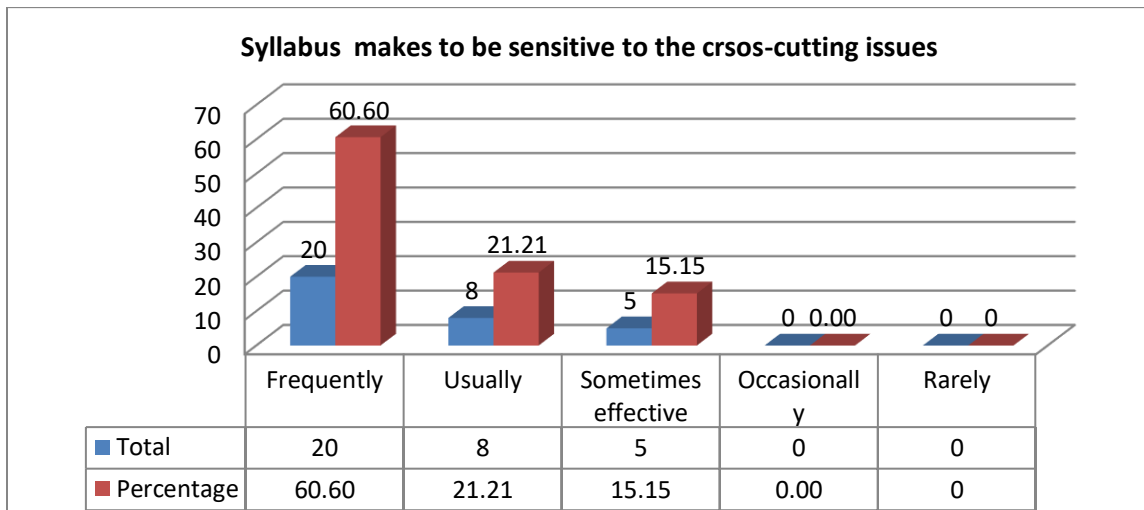
Q.6 students were asked to highlight on the Syllabus to know if it is framed according to the need of present situation or not. 25 students (75.75%) cleared it by saying that the syllabus is frequently framed according to its need to present situation. Only 8 (24.24%) out of them declared that it is usually framed according to its need to present situation. It can be cleared from the following diagram:



Q.7 Another questioned tried to know the opinion of students to know the efficacy of the syllabus. They were asked how far the present syllabus is creative. 20 out of 33 students (60.60%) said that the present syllabus is creative and 12 (36.36%) declared that the present syllabus is creative whereas only one students noted that the present syllabus is sometimes creative. It is cleared from the following diagram:

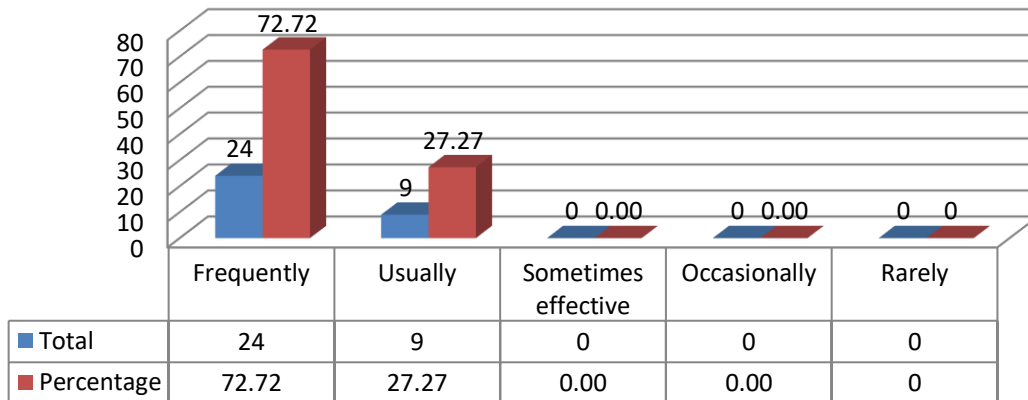


Q. 8 Cross cutting issues in the syllabus make students to step against them. The students were asked to indicate how far the syllabus makes them sensitive to about the cross-cutting issues. 20 (60.60%) out of 33 students cleared that the syllabus frequently makes them sensitive about the cross-cutting issues whereas only 8 (21.21%) students opined that the syllabus usually makes them sensible about the cross-cutting issues and only 5 among them the opined that is sometimes makes sensitive to the cross cutting issues. It can be cleared from the following diagram:



Q. 9 Syllabus must add the extra knowledge replacing the previous one. The students were asked to have their opinion to know if the syllabus enables them to from known to unknown ideas. 24 (72.72%) expressed that the present syllabus frequently carry them from known to unknown whereas only 9 (27.27%) among them replied that it usually carries them from known to unknown. It can be cleared form the following diagram:

**Syllabus enables to carry students from known to unknown**



Q. 10 Value based education plays a vital role in building of the character. So, the feedback cum questionnaire contained a question on value based education. When the students were asked to put their opinion on value based education in syllabus. 30 students (90.90%) opined that the syllabus frequently offers value based education whereas only 3 (9.09%) students opined that the syllabus usually offers value based education. The picture is cleared from the following table:

**Syllabus offers value based education**

