

Shree Yoganand Swami Arts College, Basmathnagar Di. Hingoli

Student feedback on syllabus (2022-23)

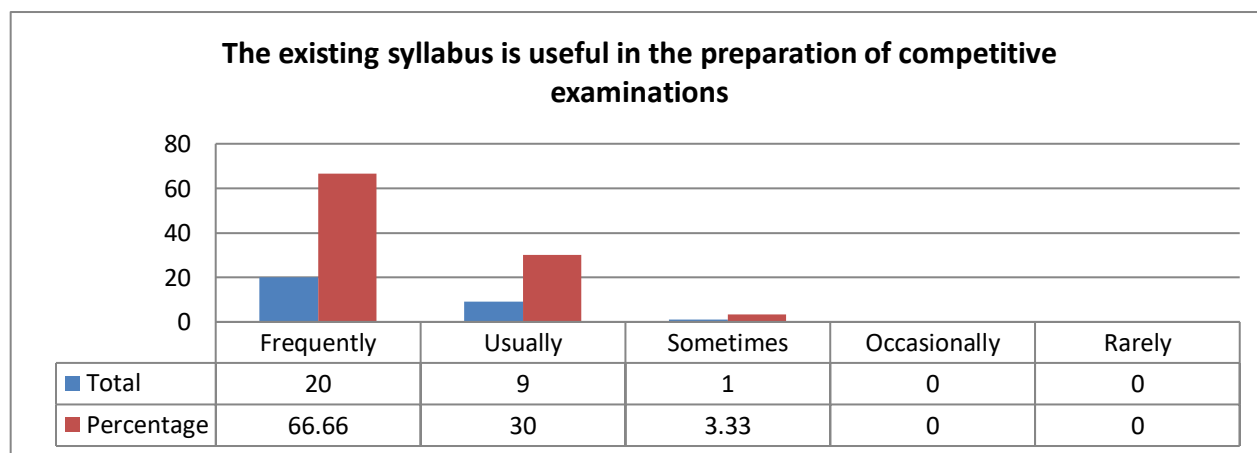
Feedback Analysis (QnM-1.4.1)

The institution obtained feedback on the existing syllabus for the academic year 2022-23 from students. The feedback was collected from the third year students to check of its validity and reliability. It was then tabulated and analyzed to take proper actions on their opinions. Before handing over the questionnaire to the students, the concerning faculty guided to fill up the questionnaire. 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).

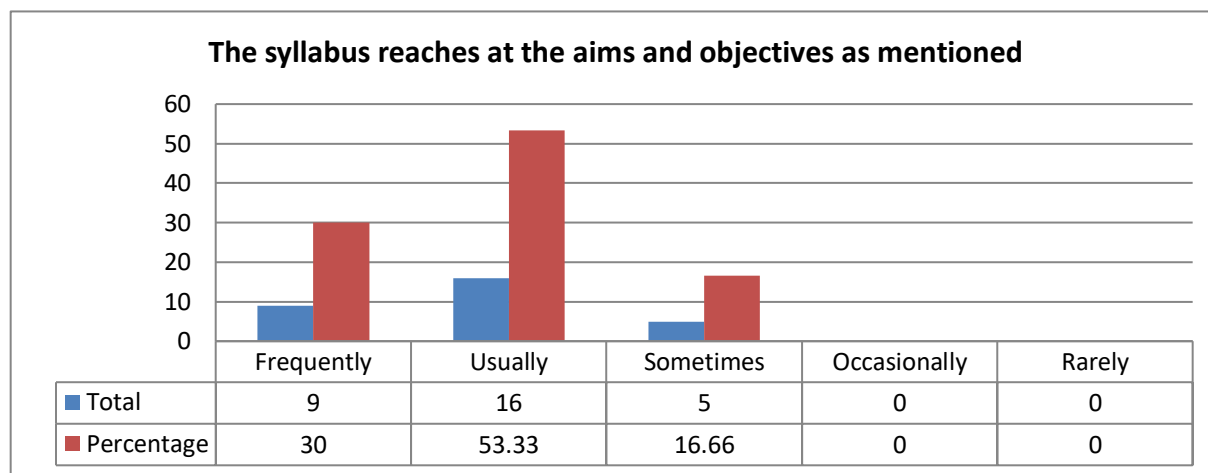
Analysis of the students' feedback on the syllabus:

The institution obtained 30 feedbacks from the students of third year to receive maximum positive results. Out of 30 samples, 16 were female students and 14 were male students 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.

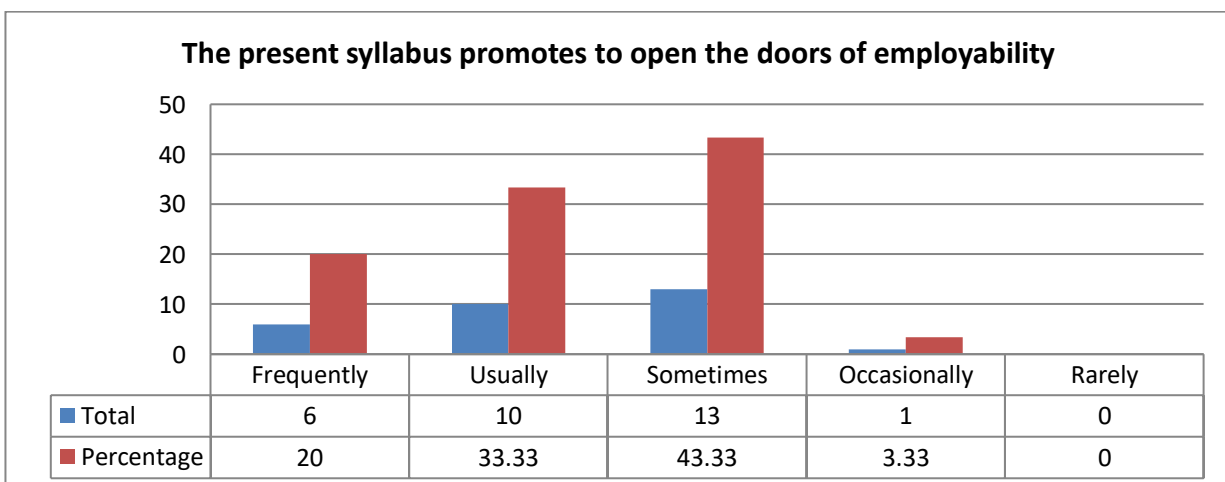
1. When the students were asked whether the existing syllabus is useful in the preparation of competitive examinations, 20 (66.66%) students replied that it is frequently useful in the competitive examinations, 09 (30.00%) out of them replied that it is usually useful and only one (3.33%) among them replied that it is sometimes useful in the competitive examinations. It becomes clear from the following diagram:



2. When the question was asked to the students whether the syllabus reaches at the aims and objectives as mentioned; 9 students (30. %) replied that the syllabus frequently reaches at the aims and the objectives, 16 students (53.33%) said that the syllabus usually reaches at aims objectives whereas 5 (16.66%) students opined that the syllabus sometimes reaches at the aims and the objectives. It becomes clear from the following diagram.

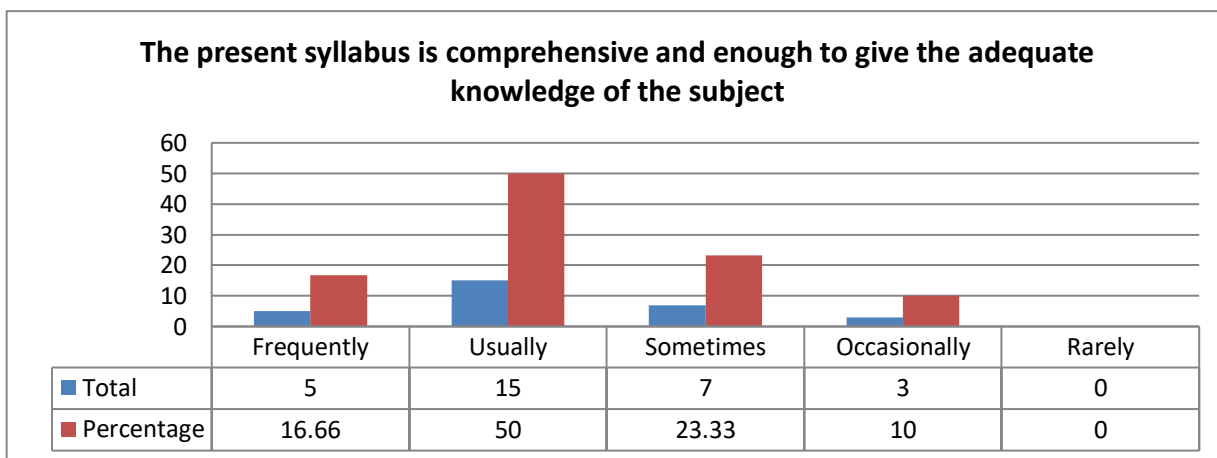


3. The question was asked to the students to receive their opinion on the syllabus if it promotes to open the doors of employability or not, 6 students (20.00 %) said that it frequently opens the doors of employability, 10 (33.33 %) out of them cleared that it usually opens the doors of employability, 13 (43.33%) among them said that it sometimes opens the doors of employability and only one (3.33%) says that it occasionally promotes to open the doors of employability. It becomes clear from the following diagram.

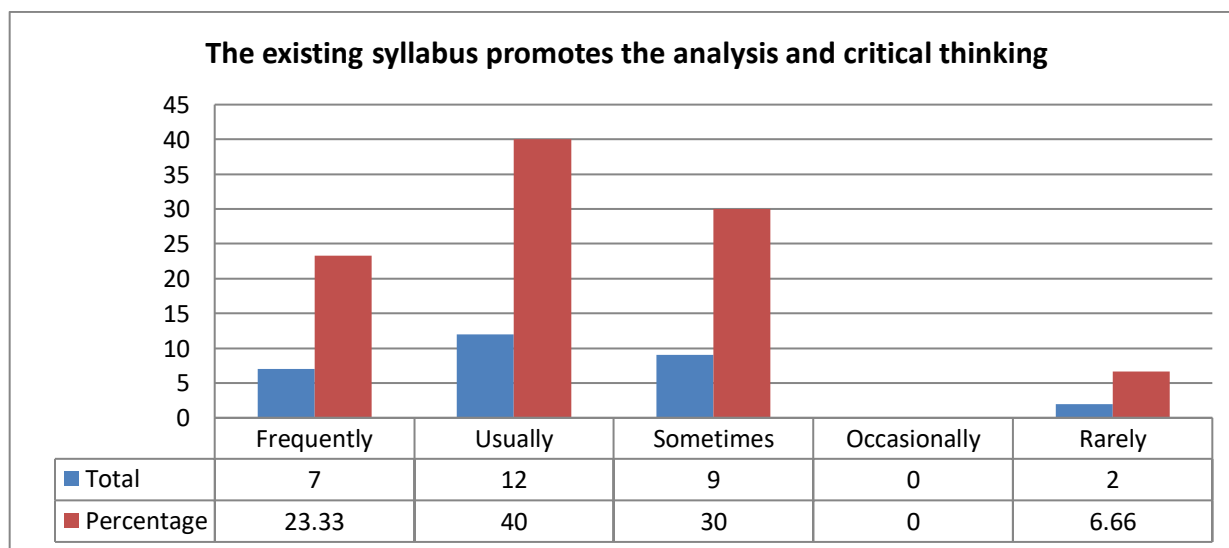


Q.4 When the students were asked the question to know if the syllabus is comprehensive and enough to give the adequate knowledge of the subject or not then 5 (16.66

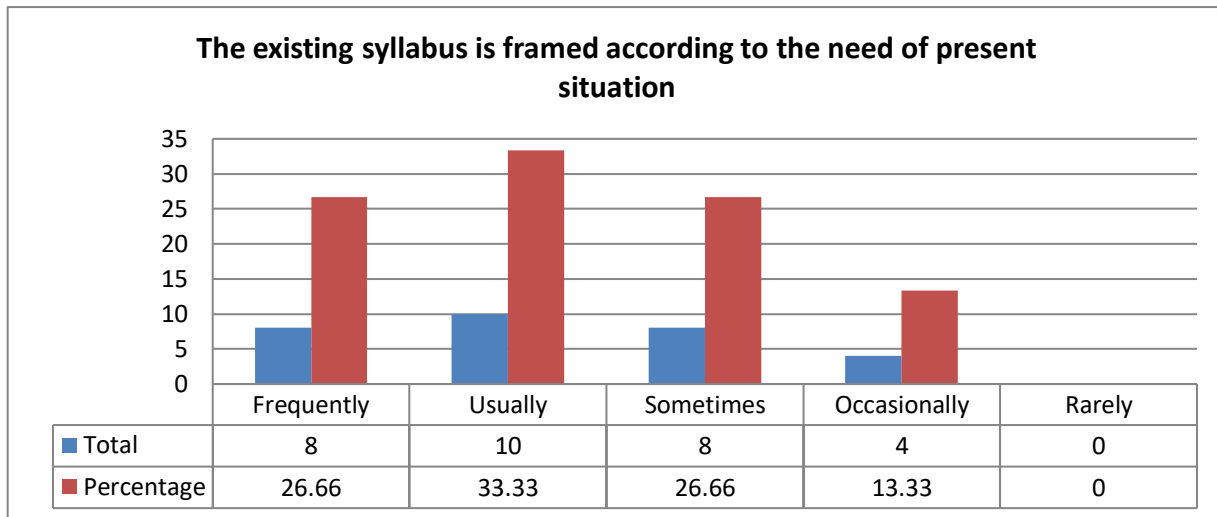
%) said that it is frequently comprehensive to give the adequate knowledge, 15 students (50.00%) said that it usually gives comprehensive and enough to give adequate knowledge of subjects and only 7 students (23.33 %) opined that the syllabus sometimes is comprehensive and enough to give adequate knowledge of subjects and only 3 (10.00%) students told that the present syllabus is comprehensive and enough to give the adequate knowledge of the subject. It becomes clear from the following diagram.



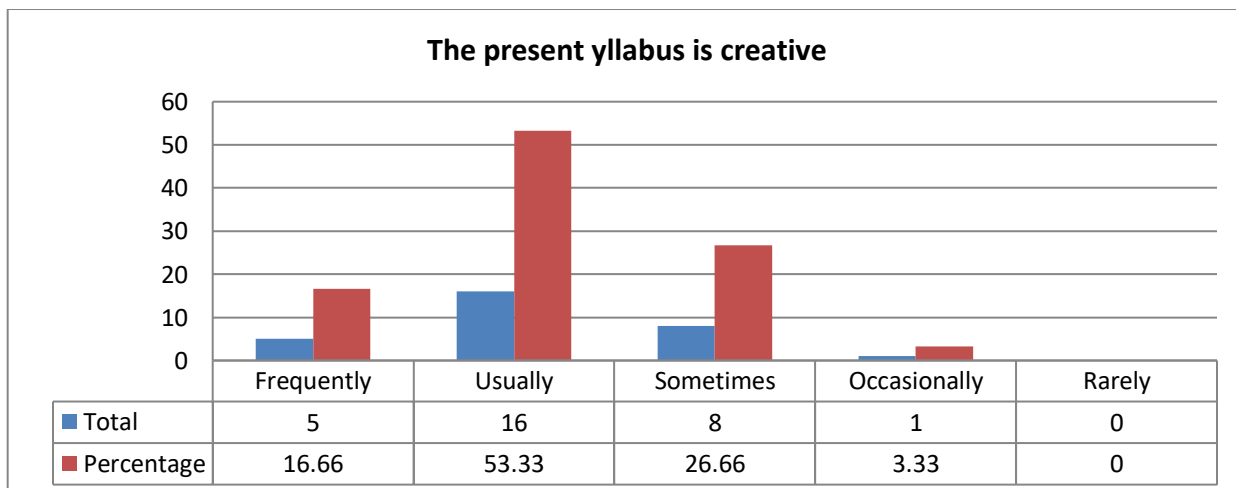
Q. 5 The students were asked to put their opinion on the syllabus if it promotes the analysis and critical thinking. Out of 30 students; 7 (23.33%) students said that it frequently promotes the analysis and thinking 12 (40.00 %) told that it usually promotes the analysis and thinking, 9 (30.00 %) told that it sometimes promotes the analysis and critical thinking and only 2 (6.66%) opined that it rarely promotes the analysis and critical thinking . It becomes clear from the following diagram:



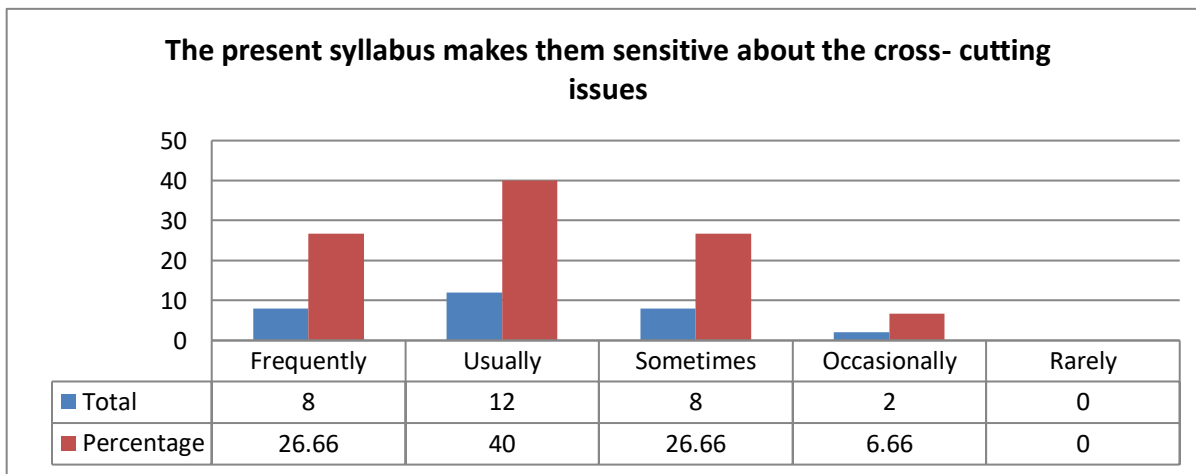
6. Students were asked to highlight on the Syllabus to know if it is framed according to the need of present situation or not, 8 students (26.66 %) cleared it by saying that the syllabus is frequently framed according to its need to present situation, 10 students (33.33 %) out of them declared that it is usually framed according to its need to present situation, 8 out of them (26.66 %) declared that the syllabus is sometimes framed according to its need to present situation whereas as only 4 (13.33%) opined that the existing syllabus is framed according to the need of the present situation. It becomes clear from the following diagram.



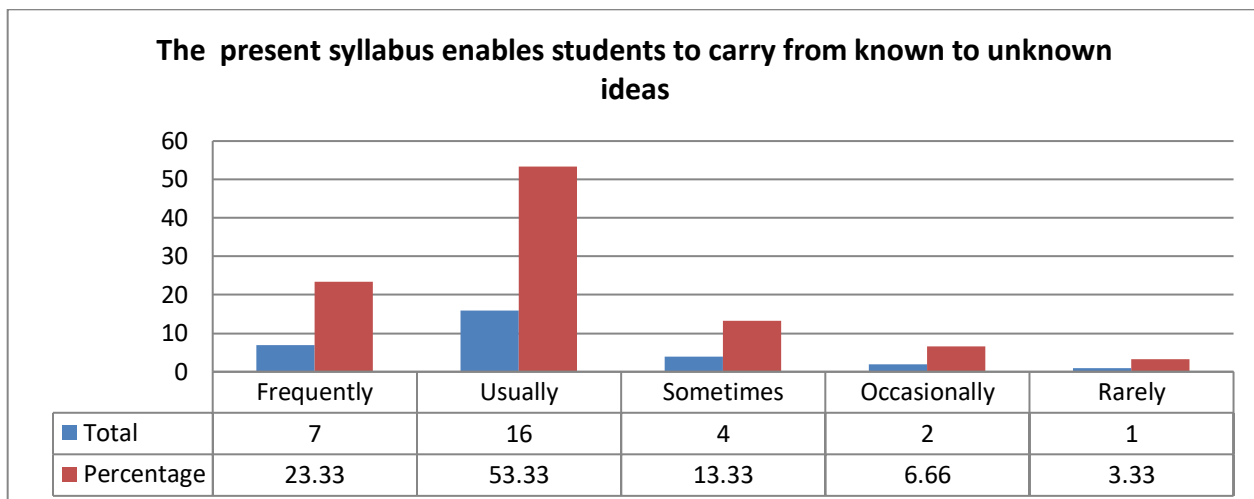
7. Another questioned tried to know the opinion of students to know the efficacy of the syllabus. They were asked how far the present syllabus is creative. 5 (16.66 %) out of 30 said that the present syllabus is frequently creative, 16 (53.33 %) declared that the present syllabus is usually creative, 8 students (26.66 %) noted that the present syllabus is sometimes creative and only one (3.33%) cleared that the present syllabus is creative. It becomes clear 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 about the cross-cutting issues. 8 (26.66 %) out of 30 students cleared that the syllabus frequently makes them sensitive about the cross- cutting issues, 12 (40.00 %) students opined that the syllabus usually makes them sensible about the cross-cutting issues, 8 students (26.66 %) among them opined that it sometimes makes sensitive to the cross cutting issues and only 2 (6.66%) opined that it sometimes makes sensitive to the cross cutting issues. It becomes clear 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. 7 (23.33 %) expressed that the present syllabus frequently carry them from known to unknown, 16 (53.33 %) among them replied that it usually carries them from known to unknown, 4 (13.33%) opined that the present syllabus sometimes carries them from known to unknown, 2 (6.66%) were of the opinion that the present syllabus occasionally carries them from known to unknown whereas only one (3.33%) noted that present syllabus rarely carries them from known to unknown. It becomes clear from the following diagram:



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. 11 students (36.66 %) opined that the syllabus frequently offers value based education, 9 (30.00%) told that the syllabus usually offers value based education, 8 (26.66%) told that the syllabus sometimes offers value based education, one among them (3.33%) told that the present syllabus occasionally provides them value based education and only one (3.33%) among them replied that the present syllabus rarely provides them value based education. The picture becomes clear from the following table:

