



## **Student's Feedback on Curriculum (2020-21)**

**KOKRAJHAR GOVT. COLLEGE**

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Academic Year 2020–21 Compiled by:  
Feedback Analysis Committee

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## Student's Feedback Analysis on Curriculum for the session 2020-21

To obtain Student's Feedback Analysis on Curriculum for the session during the academic year 2020-21, IQAC of Kokrajhar Govt. College designed a questionnaire in online mode via google form. This google form was circulated to the Under Graduate students (Major Course) 6th Semester, students of Assamese, Bengali, Bodo, Botany, Chemistry, Computer Science, Economics, Education, English, Geography, Hindi, History, and Mathematics, Philosophy, Physics, Political Science, Sociology, Statistics, Zoology. Among these, 135 Nos. of under Graduate and PG students submitted their responses. 15 UG Departments and 3 PG departments have submitted the response on the survey and accordingly analysis had been done.

The feedback form link was

<https://forms.gle/Re2WEZSBTVXSFz317>

The questions in the google form was prepared covering various aspects of curriculum, learning and evaluation. The ten questions included for the students in the survey were:

1. How do you rate the syllabus of the courses that you have studied in relation to the competencies expected out of the course?
2. How do you rate the relevance of the units in Syllabus relevant to the course?
3. How do you rate the allocation of the credits to the courses?
4. How do you rate the offering of the electives in terms of their relevance to the specialization streams?
5. How do you rate the electives offered in relation to the Technological advancements?
6. Rate the Size of syllabus in terms of the load on the student.
7. Rate the courses in terms of extra learning or self learning considering the design of the courses.
8. How do you rate the evaluation scheme designed for each of the course?
9. How do you rate the objectives stated for each of the course?
10. How do you rate the percentage of courses having LAB components? (to be filled for subjects with Practical)

All the questions in the form had five responses out of which the respondent was asked to tick the response which he/she considered to be the most appropriate. The responses were rated in the weightage 1 to 5 with the legends "Poor", "Average", "Good", "Very Good", and "Excellent" respectively.

The response submitted by the students to IQAC was analysed thoroughly and quantitatively by a committee formed by the Principal headed by Leeladhar Chouhan, Assistant Professor of the Department of Physics along with members of the committee Dr. Roselin Basumatary, Assistant Professor of Economics and Smritimayee Sarma, Assistant Professor of Statistics, Kokrajhar Govt. College. The committee took the utmost care in tabulating the various aspects of the responses and finally plotted the ratings into comprehensive bar diagram by using scientific graphing program Origin 6.1 Software. The bar diagrams were drawn with "Question No." as abscissa and "Average Scores" as ordinate of coordinate system. The bar diagrams illustrate responses of students of Kokrajhar Govt. College regarding the Curriculum studied by them.

Submitted By

1. Mr. Leeladhar Chouhan
2. Dr. Roselin Basumatary
3. Mrs. Smritimayee Sarma

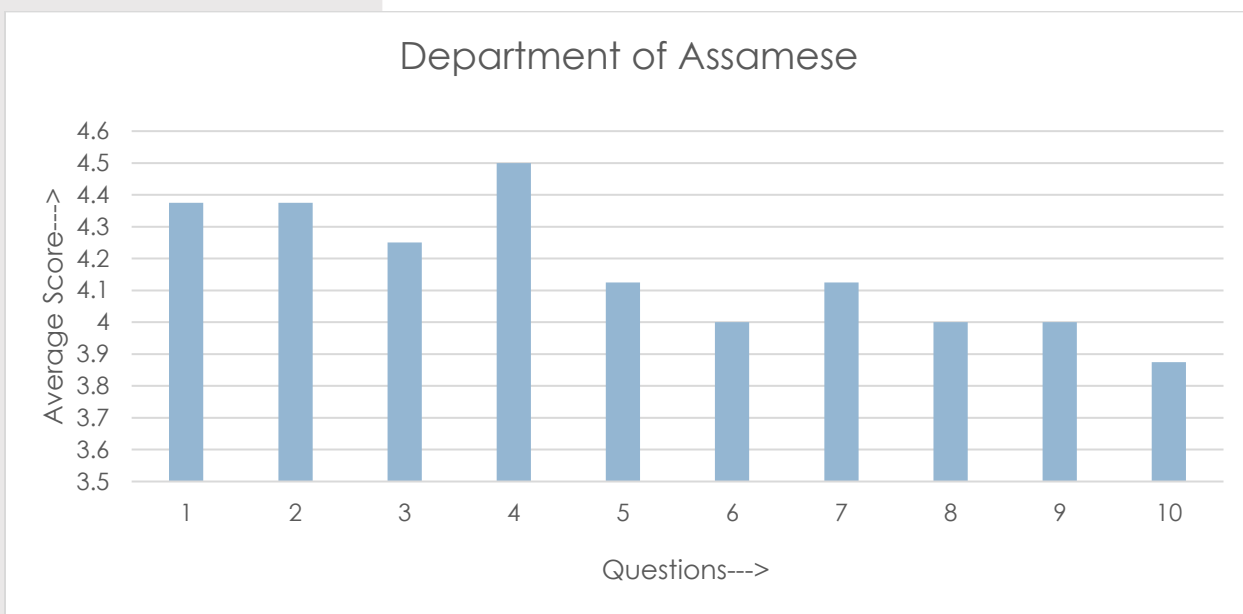
Received By



Mr. P.V. Narzary

Coordinator IQAC  
Co-ordinator, IQAC  
Kokrajhar Govt. College  
Kokrajhar,

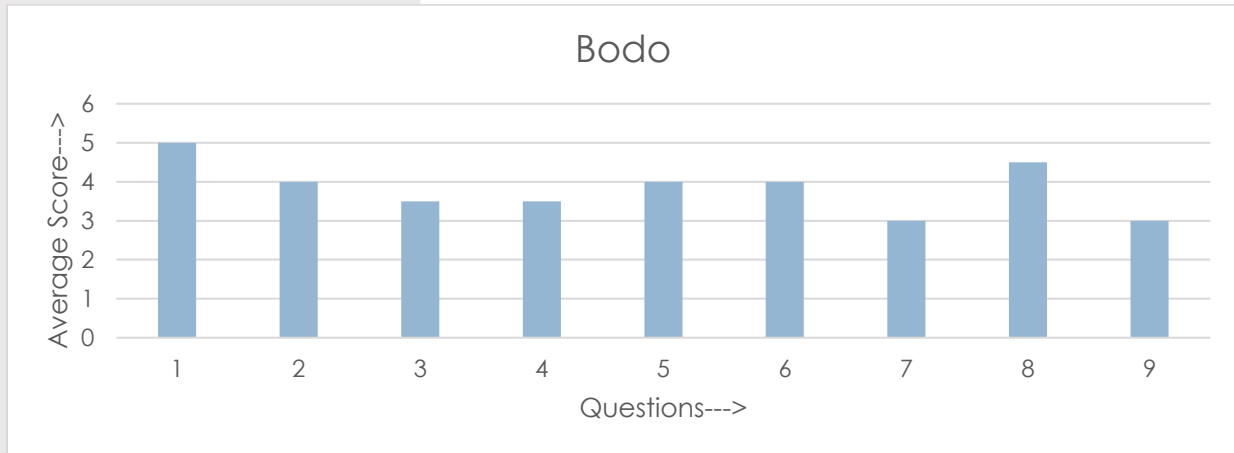
## 1. Department of Assamese:



**Analysis:** The students of the department of Assamese were highly satisfied with offering of the electives in terms of their relevance to the specialization streams. Moreover the students were also satisfied with the syllabus of the courses that they have studied in relation to the competencies expected out of the course, relevance of the units in syllabus relevant to the course, allocation of credits to the courses, the electives offered in relation to the technological advancements and the courses in terms of extra learning or self-learning considering the design of the courses.

Note: Since there is not any requirement of Lab facility therefore the percentage of courses having LAB components is irrelevant.

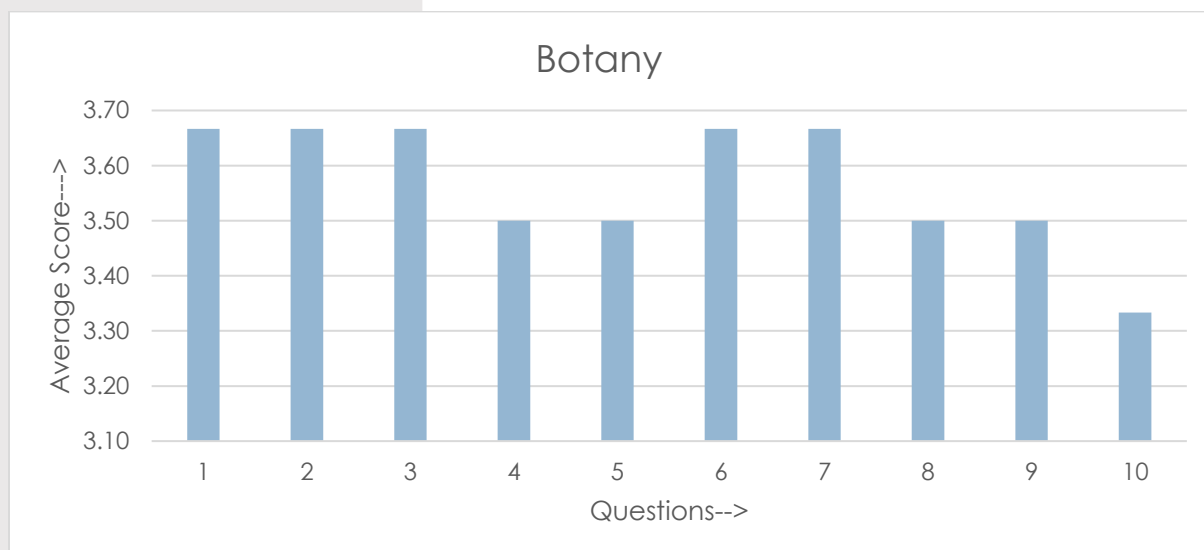
## 2. Department of Bodo:



**Analysis:** The students of the department of Bodo were highly satisfied with the syllabus of the courses that they have studied in relation to the competencies expected out of the course. They were also satisfied with the evaluation scheme designed for each of the course. Moreover, the students were satisfied with relevance of the units in syllabus relevant to the course, the electives offered in relation to the technological advancements and the size of syllabus in terms of load on the student.

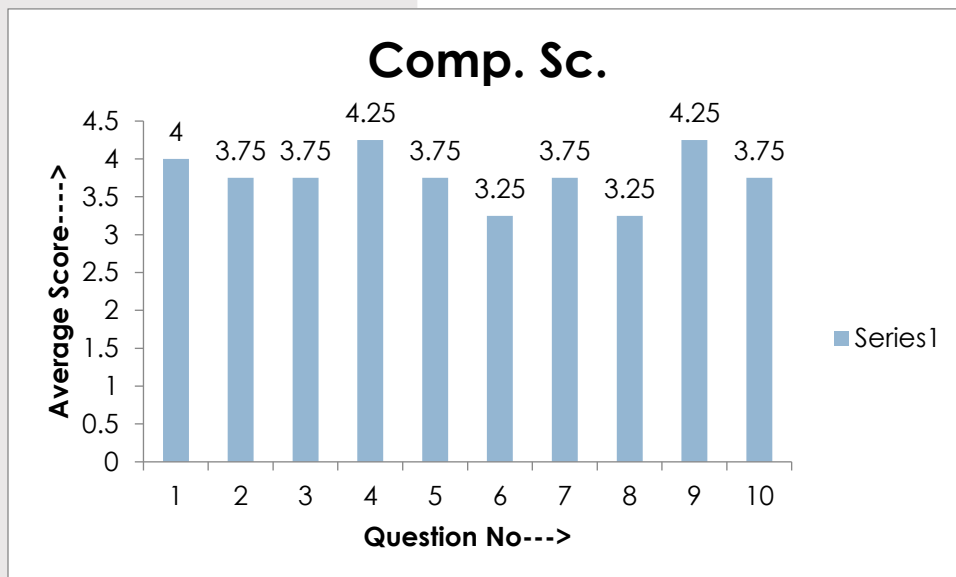
Note: Since there is not any requirement of Lab facility therefore the percentage of courses having LAB components is irrelevant.

### 3. Department of Botany:



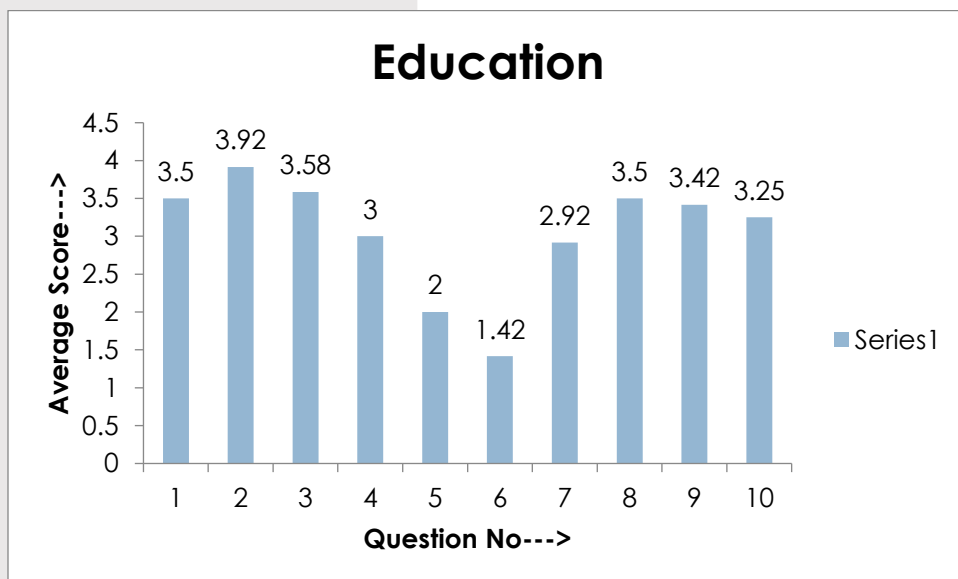
**Analysis:** The students of the department of Botany were satisfied with the syllabus of the courses that they have studied in relation to the competencies expected out of the course, relevance of the units in syllabus relevant to the course, allocation of credits to the courses, the size of syllabus in terms of load on the student and the courses in terms of extra learning considering the design of the courses.

#### 4. Department of Computer Science:



**Analysis:** The students of the department of Comp. Sc. were highly satisfied with the offering of the electives in terms of their relevance to the specialization streams, the syllabus of the course in relation to the competencies as well as the objectives stated for each of the course. Moreover the students were equally satisfied with, the relevance of the units in syllabus relevant to the course, the allocation of the credits to the courses, the electives offered in relation to the technological advancements, the courses in terms of extra learning or self learning considering the design of the courses and the LAB components. However the students were not satisfied with the size of the syllabus in terms of the load on the student and the evaluation scheme designed for each of the course.

## 5. Department of Education:

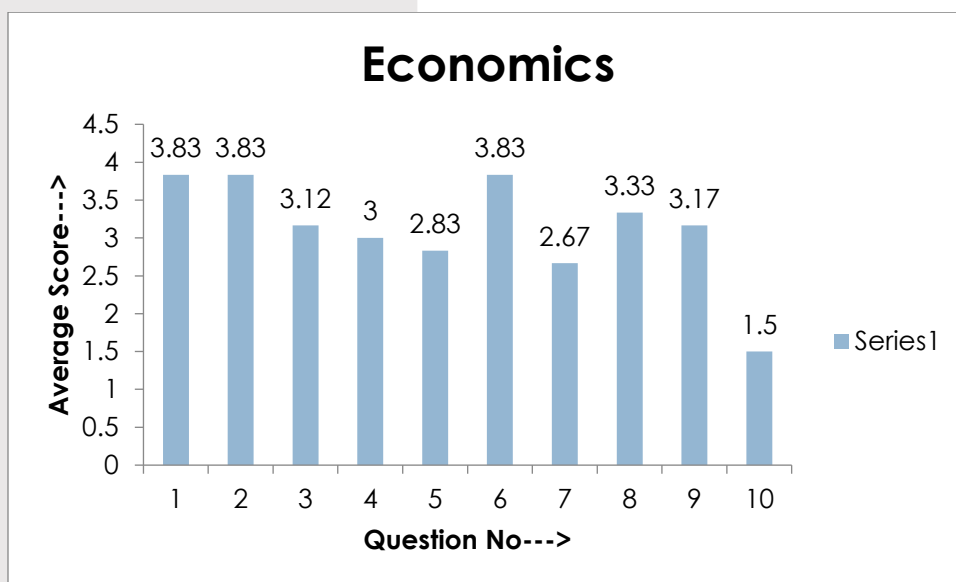


**Analysis:** The students of the department of Education were highly satisfied with the relevance of the units in syllabus relevant to the course as well as the allocation of the credits to the courses. However the students were not satisfied with the electives offered in relation to the technological advancements and size of the syllabus in terms of the load on the student.

Note: Since there is not any requirement of Lab facility therefore the percentage of courses having LAB components is irrelevant.



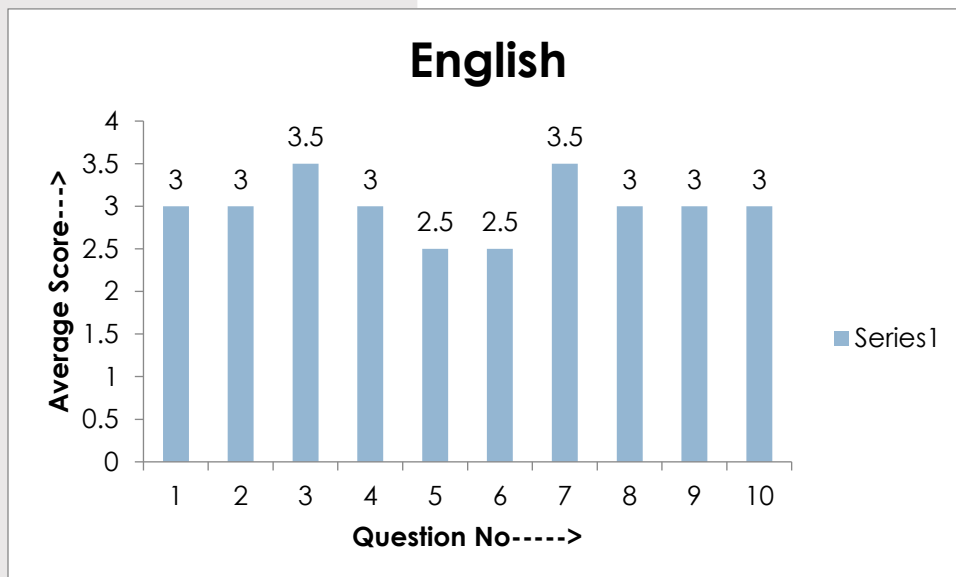
## 6. Department of Economics:



**Analysis:** The students of the department of Economics were equally satisfied with the syllabus of the course in relation to the competencies, the relevance of the units in syllabus relevant to the course and with the size of the syllabus in terms of the load on the student. However the students were not satisfied in terms of extra learning or self learning considering the design of the courses.

Note: Since there is not any requirement of Lab facility therefore the percentage of courses having LAB components is irrelevant.

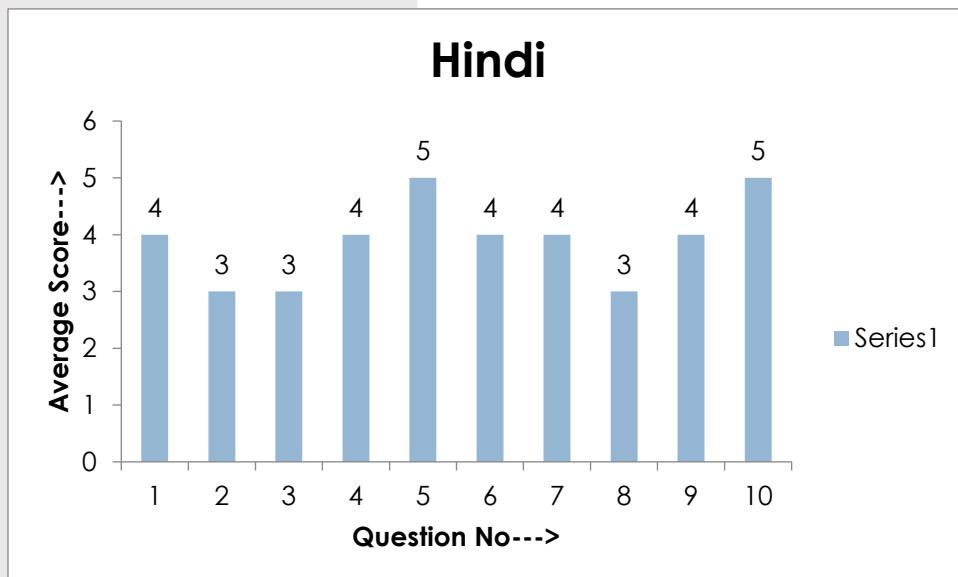
## 7. Department of English:



**Analysis:** The students of the department of English were equally satisfied with the allocation of the credits to the courses and the courses in terms of extra learning or self learning considering the design of the courses. The students were also satisfied with the syllabus of the course in relation to the competencies, the relevance of the units in syllabus relevant to the course, the evaluation scheme designed for each of the course and the objectives stated for each of the course. However the students were not satisfied the electives offered in relation to the technological advancements and the size of the syllabus in terms of the load on the student.

Note: Since there is not any requirement of Lab facility therefore the percentage of courses having LAB components is irrelevant.

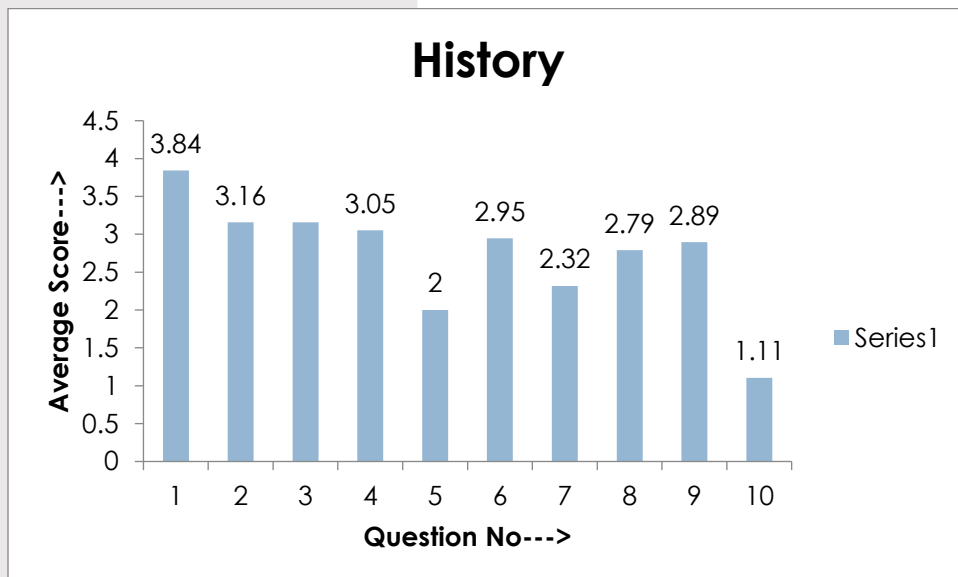
## 8. Department of Hindi:



**Analysis:** The students of the department of Hindi were highly satisfied with the electives offered in relation to the technological advancements. Moreover the students were equally satisfied with the syllabus of the course in relation to the competencies, offering of the electives in terms of their relevance to the specialization streams, the size of the syllabus in terms of the load on the student, the courses in terms of extra learning or self learning considering the design of the courses and the objectives stated for each of the course. However and the students were not satisfied with the relevance of the units in syllabus relevant to the course, the allocation of the credits to the courses and the evaluation scheme designed for each of the course.

Note: Since there is not any requirement of Lab facility therefore the percentage of courses having LAB components is irrelevant.

## 9. Department of History:

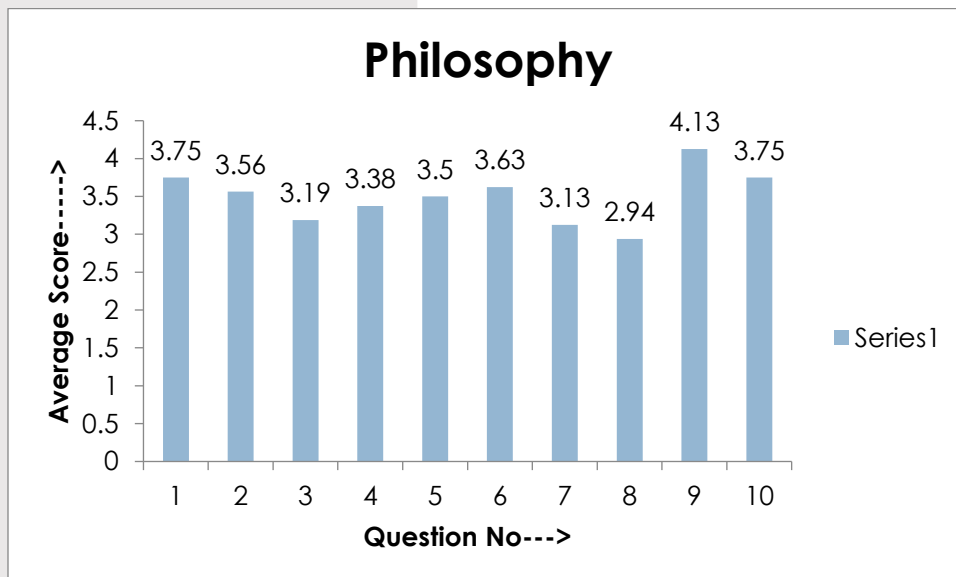


**Analysis:** The students of the department of History were satisfied with the syllabus of the course in relation to the competencies.

However and the students were not satisfied with the electives offered in relation to the technological advancements.

Note: Since there is not any requirement of Lab facility therefore the percentage of courses having LAB components is irrelevant.

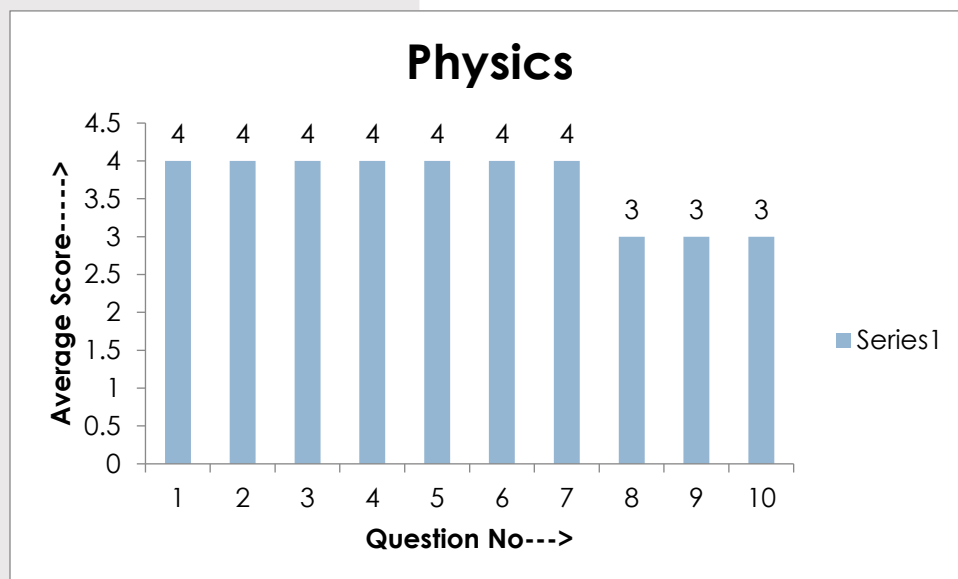
## 10. Department of Philosophy:



**Analysis:** The students of the department of Philosophy were highly satisfied with the objectives stated for each of the course. Moreover the students were also satisfied with the syllabus of the course in relation to the competencies and the size of the syllabus in terms of the load on the student. However and the students were not satisfied with the evaluation scheme designed for each of the course.

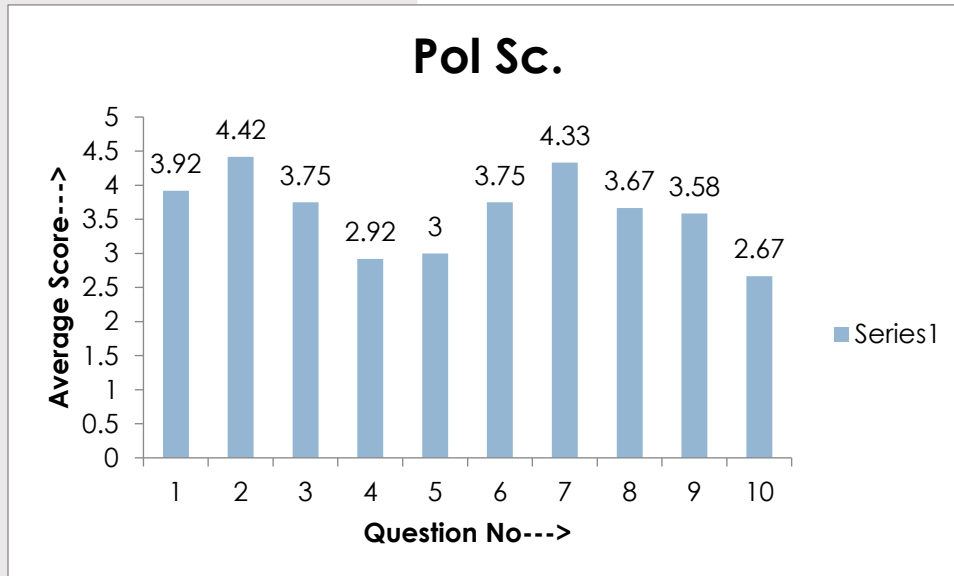
Note: Since there is not any requirement of Lab facility therefore the percentage of courses having LAB components is irrelevant.

## 11. Department of Physics:



**Analysis:** The students of the department of Physics were equally satisfied with the syllabus of the course in relation to the competencies, the offering of the electives in terms of their relevance to the specialization streams, relevance of the units in syllabus relevant to the course, the allocation of the credits to the courses, the electives offered in relation to the technological advancements, the size of the syllabus in terms of the load on the student and the courses in terms of extra learning or self learning considering the design of the courses. However the students were not satisfied with the evaluation scheme designed for each of the course, the objectives stated for each of the course and the LAB components.

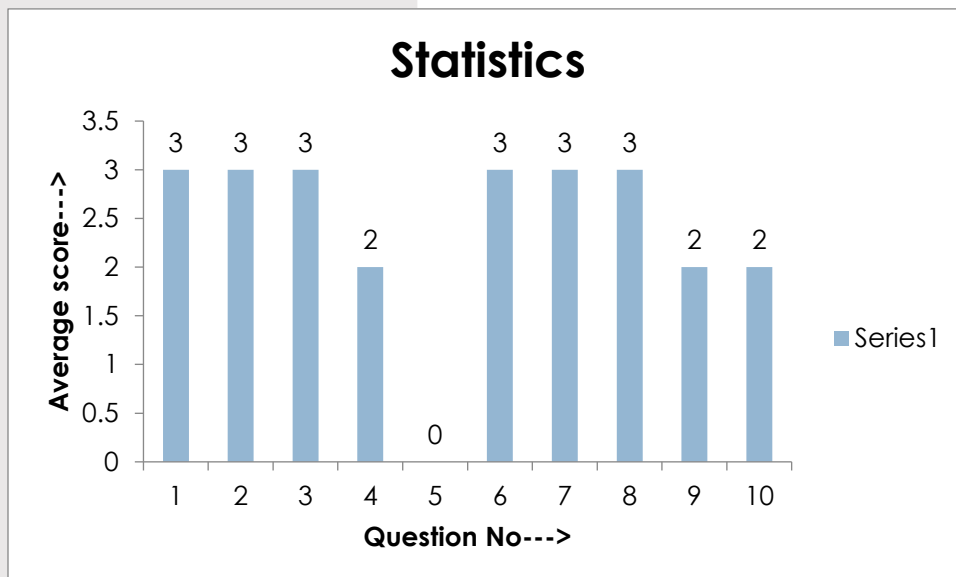
## 12. Department of Political Science:



**Analysis:** The students of the department of Pol. Sc. were highly satisfied with the relevance of the units in syllabus relevant to the course and the courses in terms of extra learning or self learning considering the design of the courses. However the students were not satisfied with the offering of the electives in terms of their relevance to the specialization streams and the electives offered in relation to the technological advancements.

Note: Since there is not any requirement of Lab facility therefore the percentage of courses having LAB components is irrelevant.

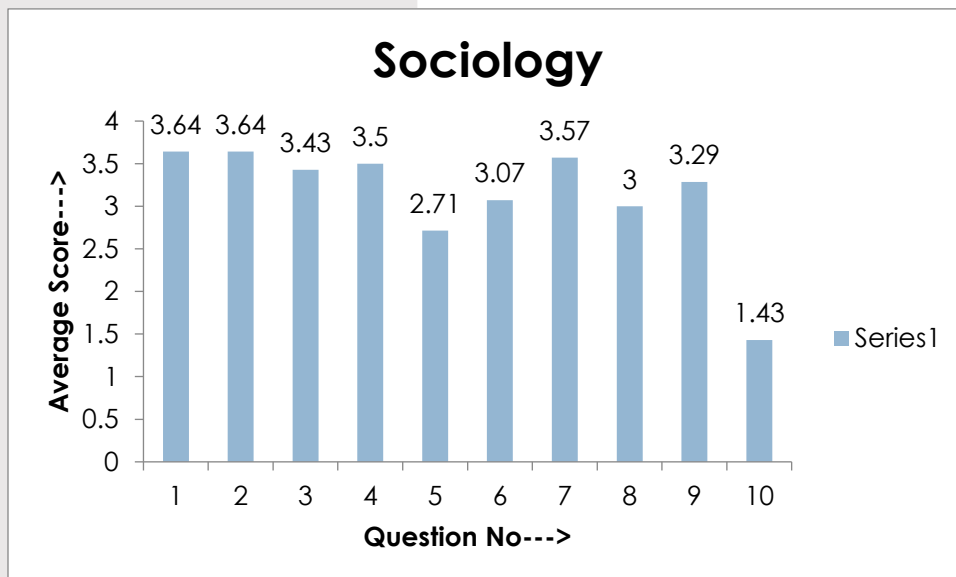
### 13. Department of Statistics:



**Analysis:** The students of the department of Statistics were equally satisfied with the syllabus of the course in relation to the competencies, relevance of the units in syllabus relevant to the course, the allocation of the credits to the courses, the size of the syllabus in terms of the load on the student, the courses in terms of extra learning or self learning considering the design of the courses and the evaluation scheme designed for each of the course. However the students were not satisfied with the offering of the electives in terms of their relevance to the specialization streams, the objectives stated for each of the course and the LAB components. Moreover the students were totally not satisfied with the electives offered in relation to the technological advancements.



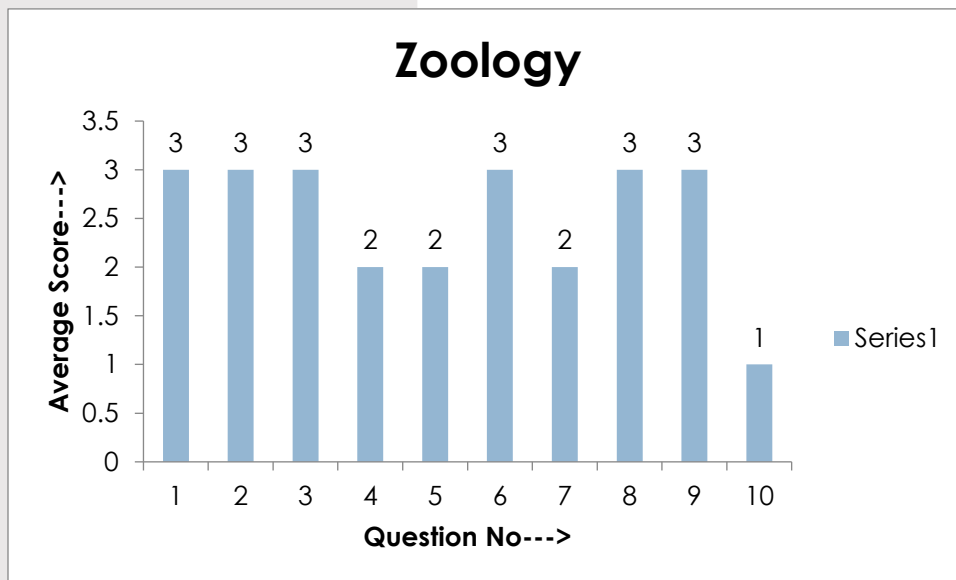
#### 14. Department of Sociology:



**Analysis:** The students of the department of Sociology were equally satisfied with the syllabus of the course in relation to the competencies and the relevance of the units in syllabus relevant to the course. However the students were not satisfied with the electives offered in relation to the technological advancements, the size of the syllabus in terms of the load on the student and the evaluation scheme designed for each of the course.

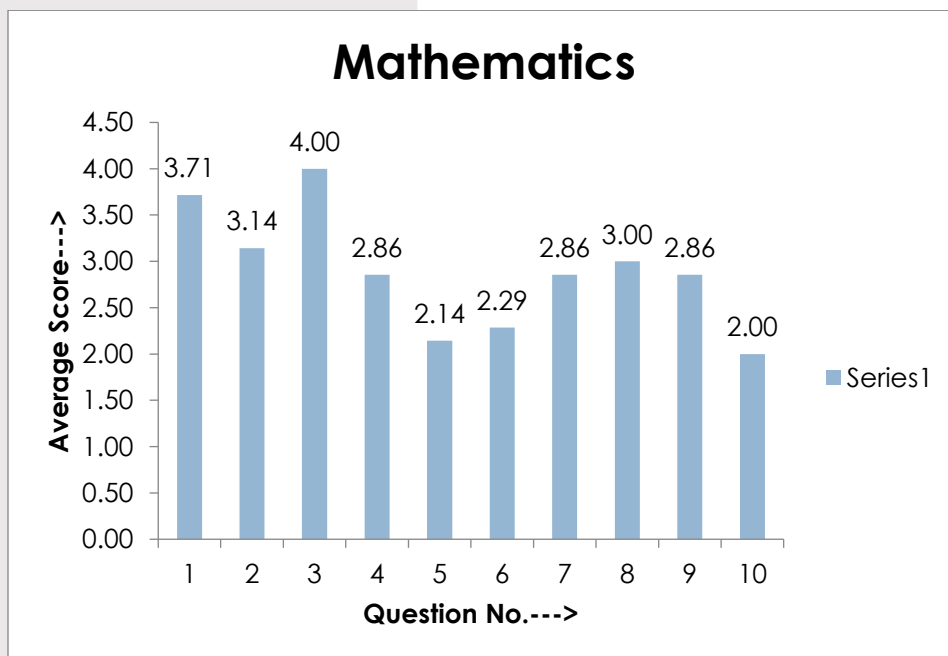
Note: Since there is not any requirement of Lab facility therefore the percentage of courses having LAB components is irrelevant.

### 15. Department of Zoology:



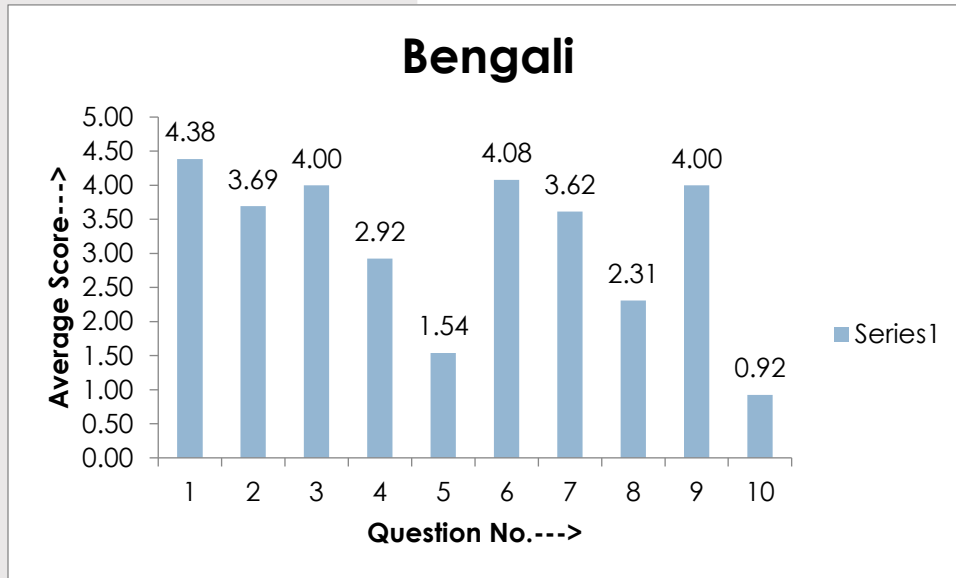
**Analysis:** The students of the department of Zoology were equally satisfied with the syllabus of the course in relation to the competencies, the relevance of the units in syllabus relevant to the course, the allocation of the credits to the courses, the size of the syllabus in terms of the load on the student, the evaluation scheme designed for each of the course and the objectives stated for each of the course. Moreover the students were not satisfied with the offering of the electives in terms of their relevance to the specialization streams, the electives offered in relation to the technological advancements, the courses in terms of extra learning or self learning considering the design of the courses and However the LAB components.

## 16. Department of Mathematics:



**Analysis:** The students of the department of Mathematics were highly satisfied with the allocation of the credits to the courses and the syllabus of the course in relation to the competencies. The students were equally satisfied with the offering of the electives in terms of their relevance to the specialization streams, the courses in terms of extra learning or self learning considering the design of the courses and the objectives stated for each of the course. However, the students were not satisfied with the electives offered in relation to the technological advancements and the LAB components.

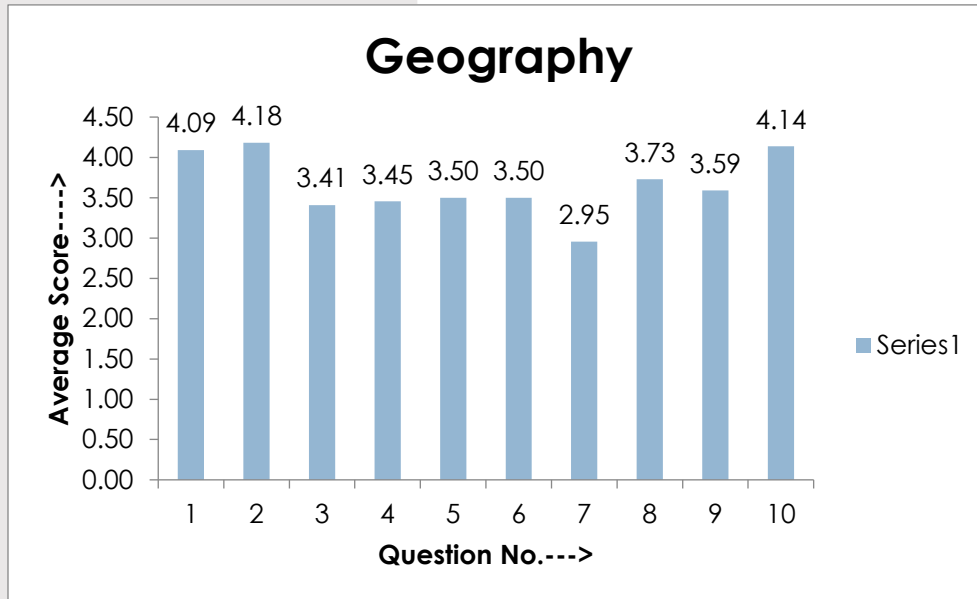
## 17. Department of Bengali:



**Analysis:** The students of the department of Bengali were highly satisfied with the syllabus of the course in relation to the competencies, the allocation of the credits to the courses, the size of the syllabus in terms of load on the students and the objectives stated for each of the course. However, the students were not satisfied with the electives offered in relation to the technological advancements.

Note: Since there is not any requirement of Lab facility therefore the percentage of courses having LAB components is irrelevant.

## 18. Department of Geography:



**Analysis:** The students of the department of Geography were highly satisfied with the syllabus of the course in relation to the competencies, the relevance of the units in syllabus relevant to the course and the LAB components. The students were almost equally satisfied with the allocation of the credits to the courses, the offering of the electives in terms of their relevance to the specialization streams, the electives offered in relation to the technological advancements the size of the syllabus in terms of load on the students, the evaluation scheme designed for each of the course and the objectives stated for each of the course. However, the students were not so satisfied with the courses in terms of extra learning or self learning considering the design of the courses.