



Student's Feedback on Curriculum (2021-22)

KOKRAJHAR GOVT. COLLEGE

(Academic Year 2021-22)

Compiled by:

Feedback Analysis Committee

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Student's Feedback Analysis on Curriculum for the session 2021-22

To obtain Student's Feedback Analysis on Curriculum for the session during the academic year 2021-22, 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, Hindi, History, Mathematics, Philosophy, Physics, Political Science, Sociology, Statistics, Zoology. Under Graduate submitted their responses. 18 UG Departments have submitted the response on the survey and accordingly analysis had been done.

The feedback form link was

https://docs.google.com/forms/d/e/1FAIpQLSexw_4IwrWfxm7FczKEPudfioyNsNFymDEFway5bFQKwykILA/viewform

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

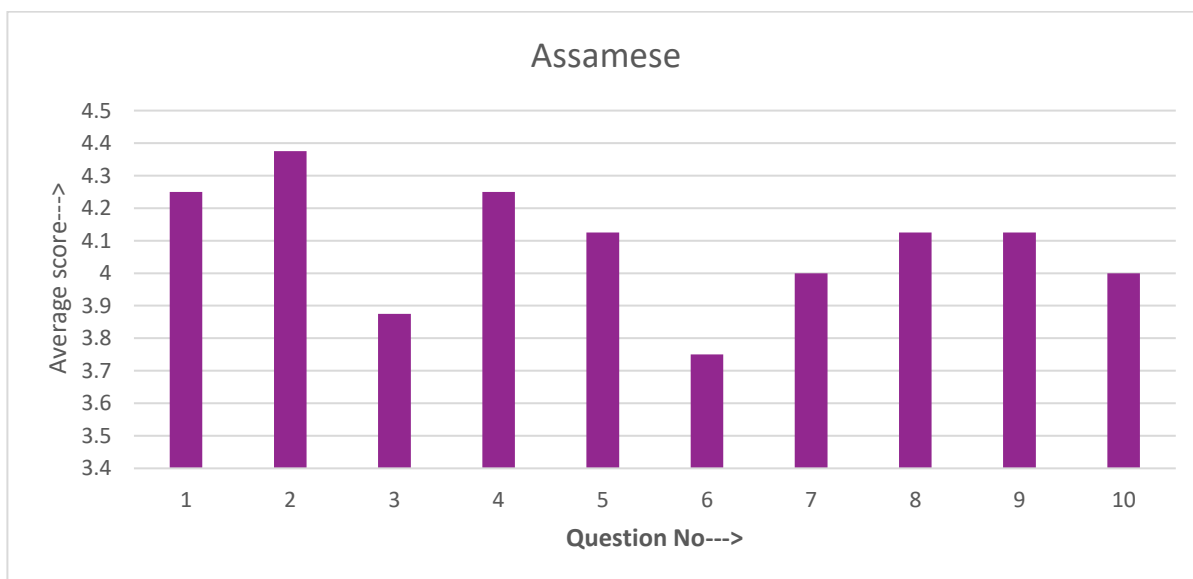


Mr. Purushattam Vaskar Narzary

**Co-ordinator, IQAC
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Student's Feedback Analysis on Curriculum for the session 2021-22

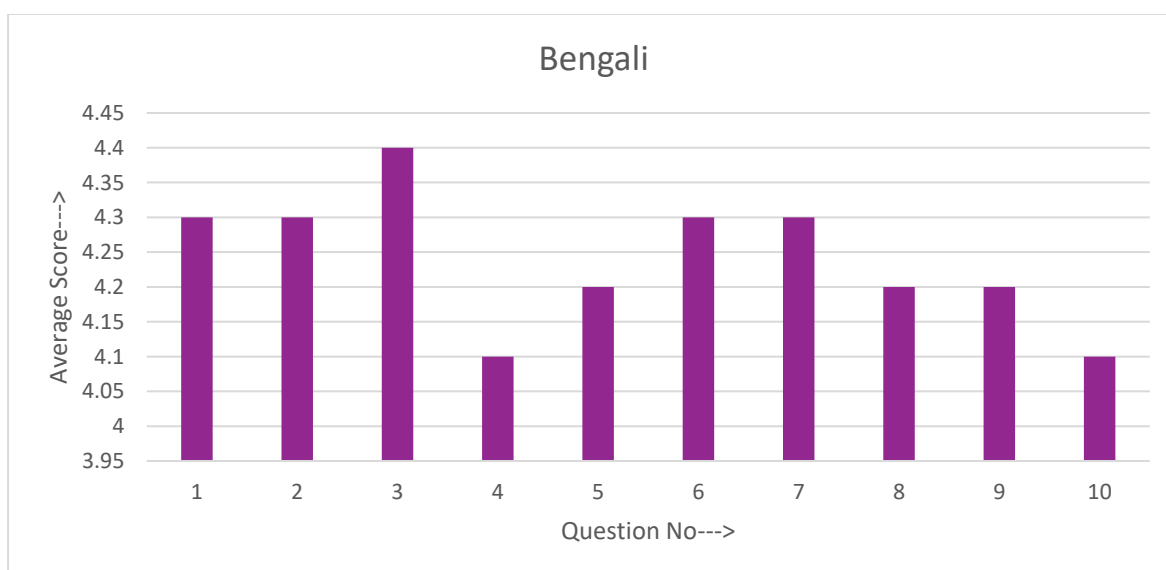
1. Department of Assamese



Analysis: The students of the department of Assamese were highly satisfied with the relevance of the units in syllabus relevant to the course. The students were equally satisfied with the syllabus of the courses in relation to the competencies expected out of the course and the offering of the electives in terms of their relevance to the specialization streams. Moreover, the students of the department of Assamese were satisfied with the electives offered in relation to the technological advancements, the evaluation scheme designed for each of the course and the objectives stated for each of the course. However, the students were not satisfied with the size of syllabus in terms of the load on the student.

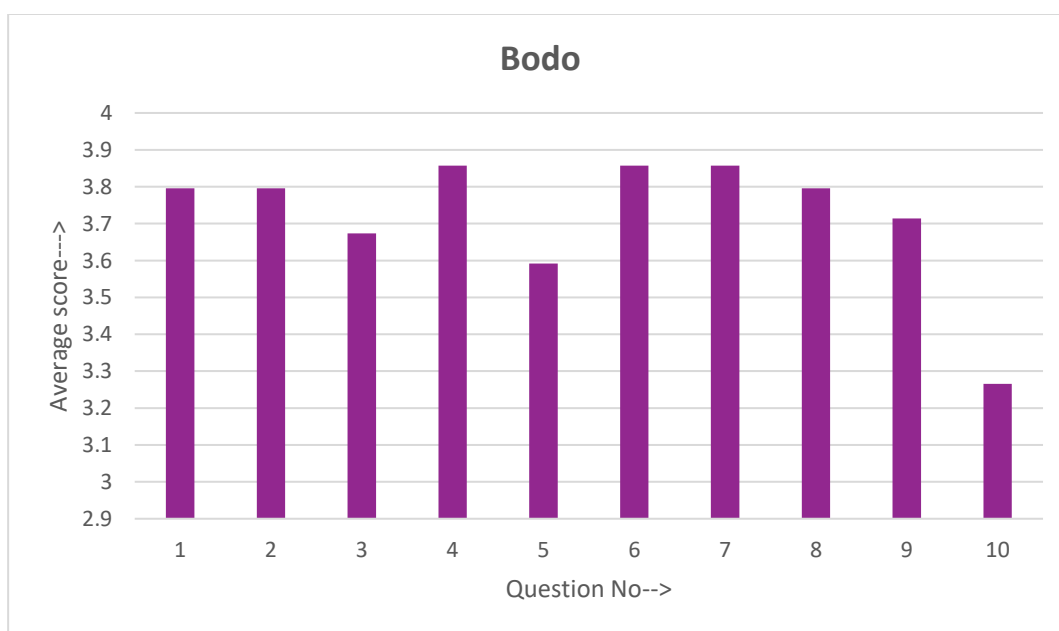
Note: Since there is not any requirement of Lab facility therefore the percentage of courses having LAB components is irrelevant.

2. Department of Bengali



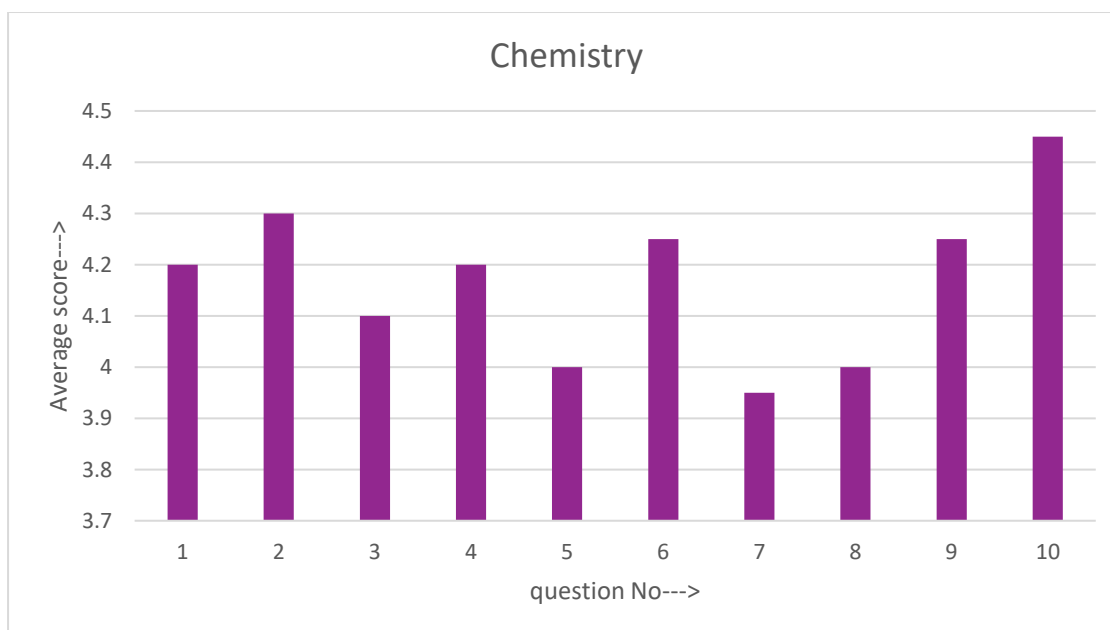
Analysis: The students of the department of Bengali were highly satisfied with the allocation of the credits to the courses. The students were also highly satisfied with the syllabus of the courses in relation to the competencies expected out of the course, the relevance of the units in syllabus relevant to the course, with the size of 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 much satisfied with the offering of the electives in terms of their relevance to the specialization streams and also the percentage of courses having LAB components.

3. Department of Bodo



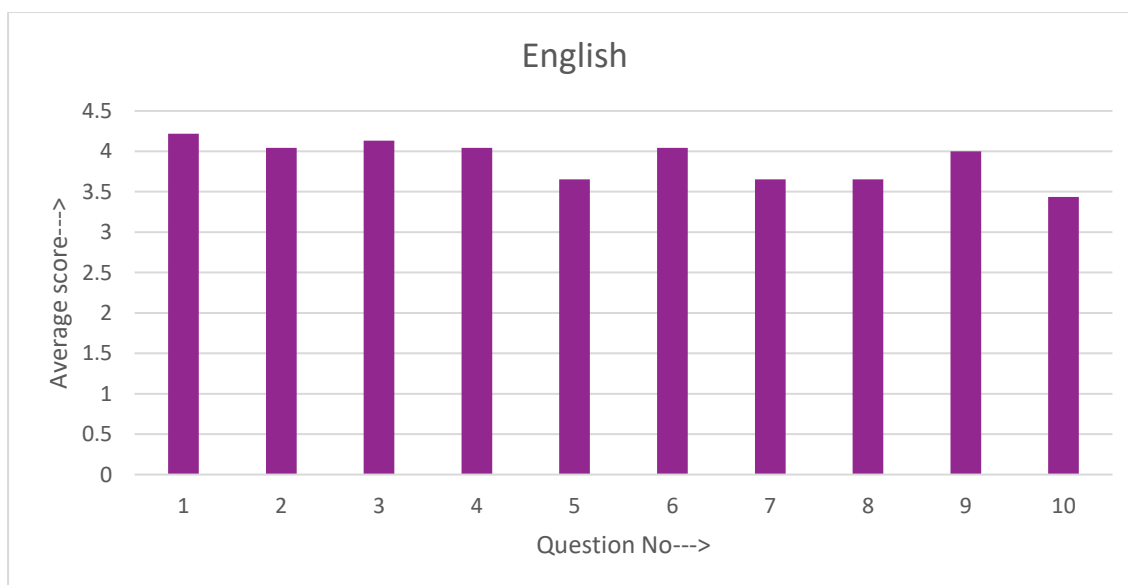
Analysis: The students of the department of Bodo were satisfied with the offering of the electives in terms of their relevance to the specialization streams, the size of syllabus in terms of the load on the student and the courses in terms of extra learning or self-learning considering the design of the courses. However, the students were not satisfied with the electives offered in relation to the technological advancements and also the percentage of courses having LAB components.

4. Department of Chemistry



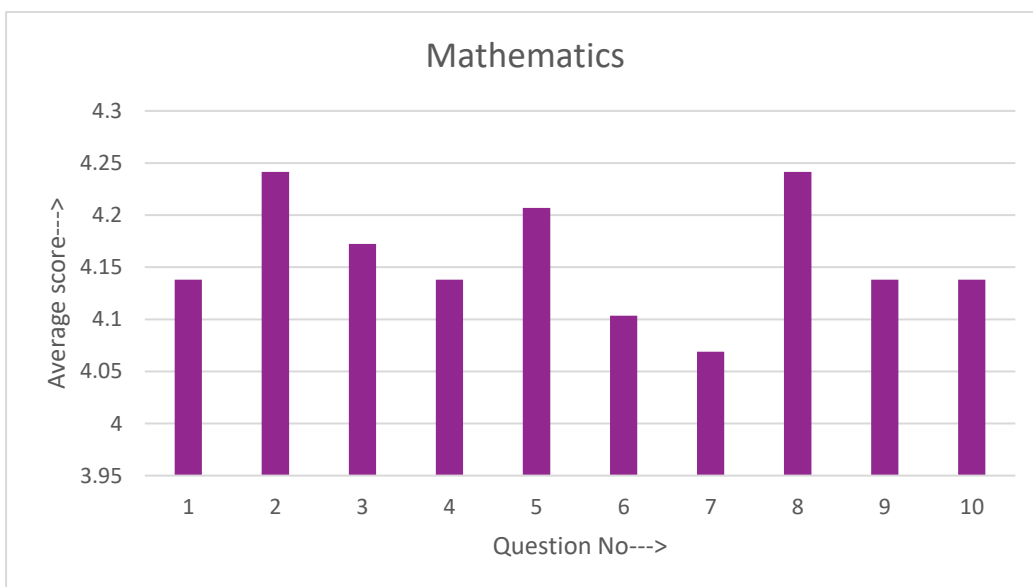
Analysis: The students of the department of Chemistry were highly satisfied with the percentage of courses having LAB components. Moreover, the students were highly satisfied with the relevance of the units in syllabus relevant to the course, the size of syllabus in terms of the load on the student and the objectives stated for each of the course. However, the students were not satisfied with the courses in terms of extra learning or self-learning considering the design of the courses.

5. Department of English



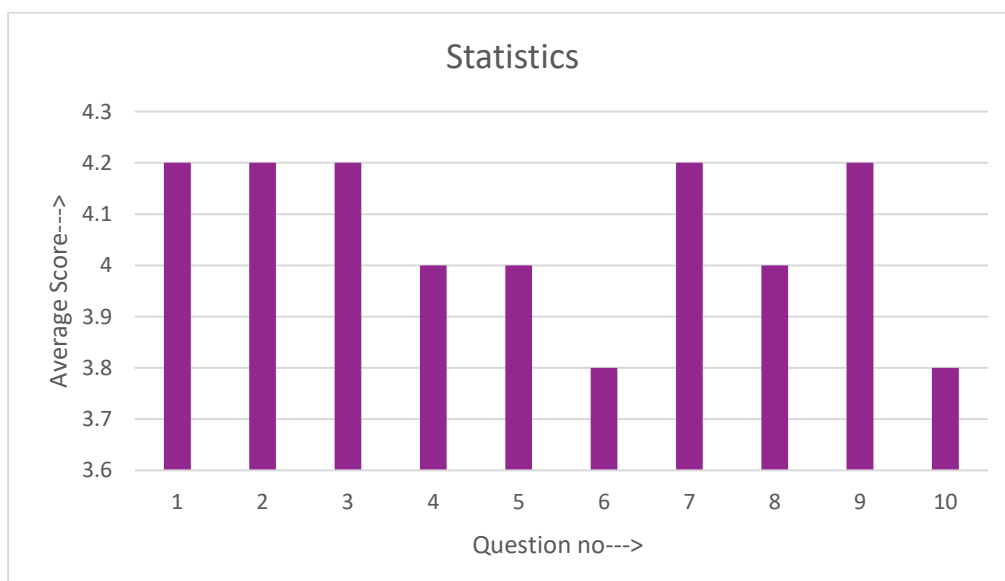
Analysis: The students of the department of English were highly satisfied with the syllabus of the courses in relation to the competencies expected out of the course and the allocation of the credits to the courses. Moreover, the students were highly satisfied with the relevance of the units in syllabus relevant to the course, the offering of the electives in terms of their relevance to the specialization streams, the size of syllabus in terms of the load on the student and the objectives stated for each of the course. However, the students were not satisfied with the percentage of courses having LAB components.

6. Department of Mathematics



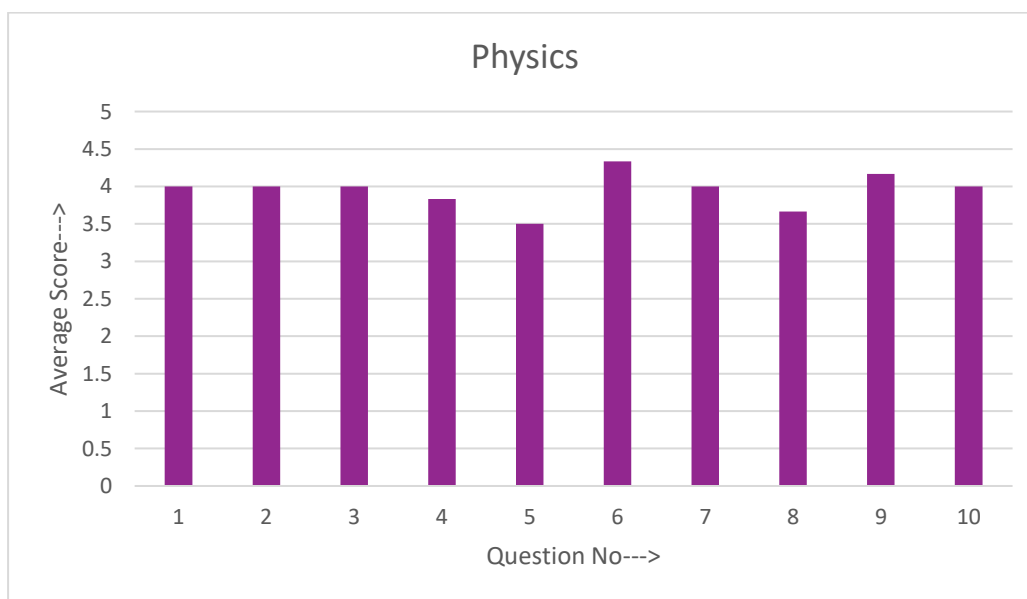
Analysis: The students of the department of Mathematics were highly satisfied with the units in syllabus relevant to the course and also the evaluation scheme designed for each of the course. Moreover, the students were also satisfied with the electives offered in relation to the technological advancements. However, the students were not satisfied with the courses in terms of extra learning or self-learning considering the design of the courses.

7. Department of Statistics



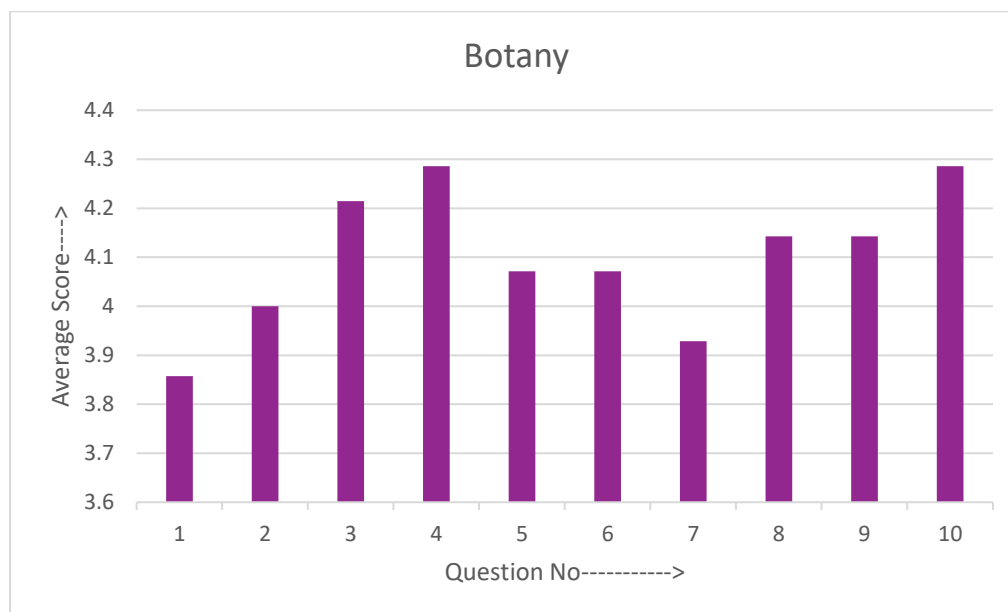
Analysis: The students of the department of Statistics were highly satisfied with the syllabus of the courses that have to be studied in relation to the competencies expected out of the course, the units in syllabus relevant to the course, the allocation of the credits to the courses, the courses in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

8. Department of Physics



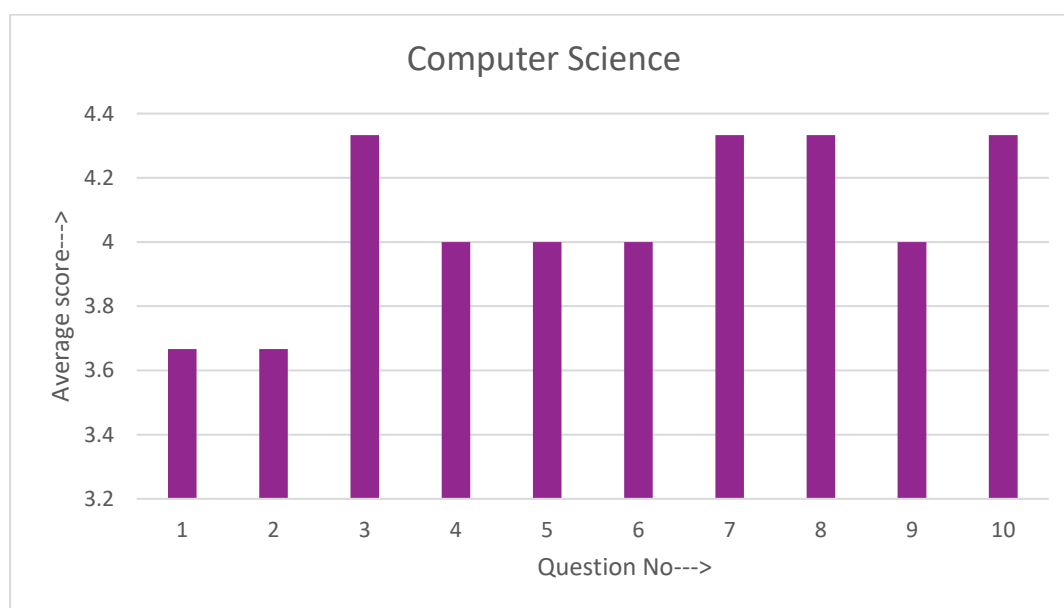
Analysis: The students of the department of Physics were highly satisfied with the size of syllabus in terms of the load on the student. Moreover, the students were satisfied with the syllabus of the courses that have to be studied in relation to the competencies expected out of the course, the units in syllabus relevant to the course, the allocation of the credits to the courses, the courses in terms of extra learning or self-learning considering the design of the courses, the objectives stated for each of the course and the courses having LAB components. However, the students were not satisfied with the electives offered in relation to the technological advancements and the evaluation scheme designed for each of the course.

9. Department of Botany



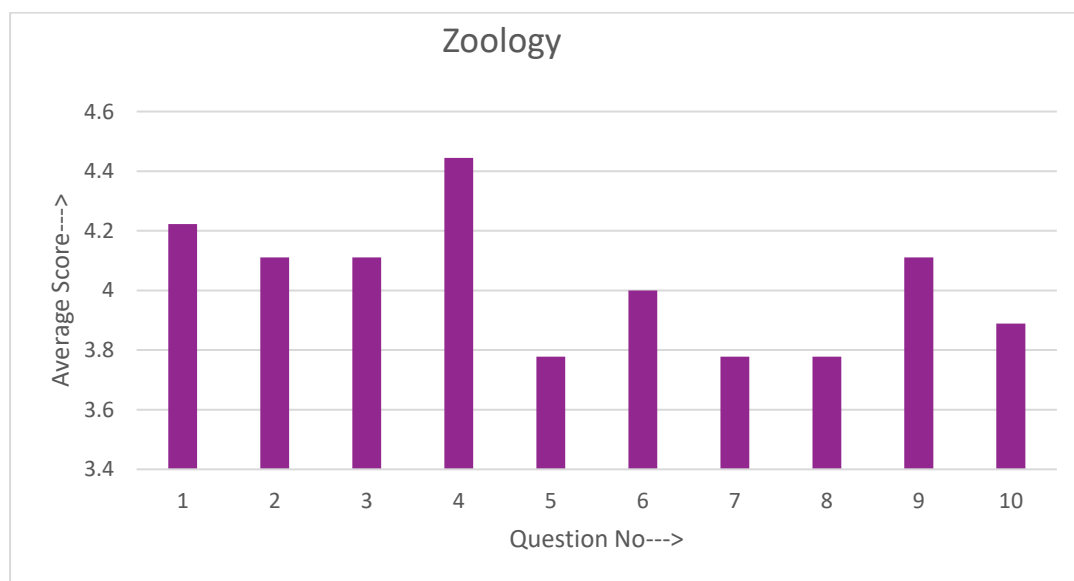
Analysis: The students of the department of Botany were highly satisfied with the electives in terms of their relevance to the specialization streams and the courses having LAB components. Moreover, the students were satisfied with the allocation of the credits to the courses. However, the students were not satisfied with the syllabus of the courses that have to be studied in relation to the competencies expected out of the course.

10. Department of Computer Science



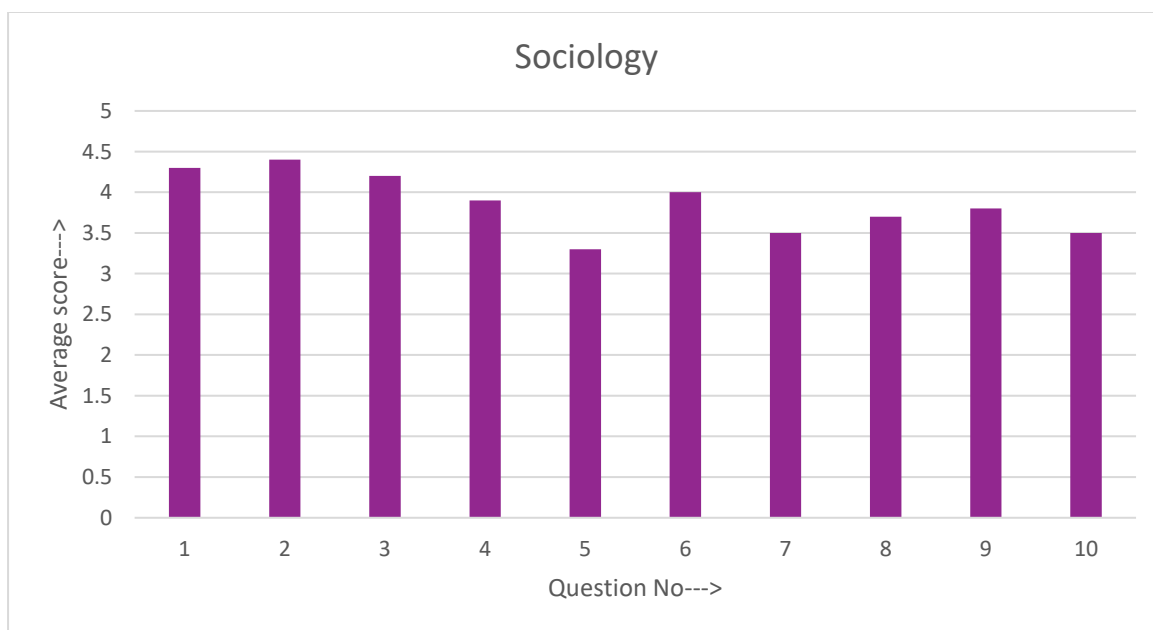
Analysis: The students of the department of Computer Science were highly satisfied with the allocation of the credits to the courses, the courses in terms of extra learning or self-learning considering the design of the courses, the evaluation scheme designed for each of the course and the courses having LAB components. Moreover, the students were satisfied with the electives in terms of their relevance to the specialization streams, the electives offered in relation to the technological advancements, the size of syllabus in terms of the load on the student and the objectives stated for each of the course. However, the students were not satisfied with syllabus of the courses that have to be studied in relation to the competencies expected out of the course and the units in syllabus relevant to the course.

11. Department of Zoology



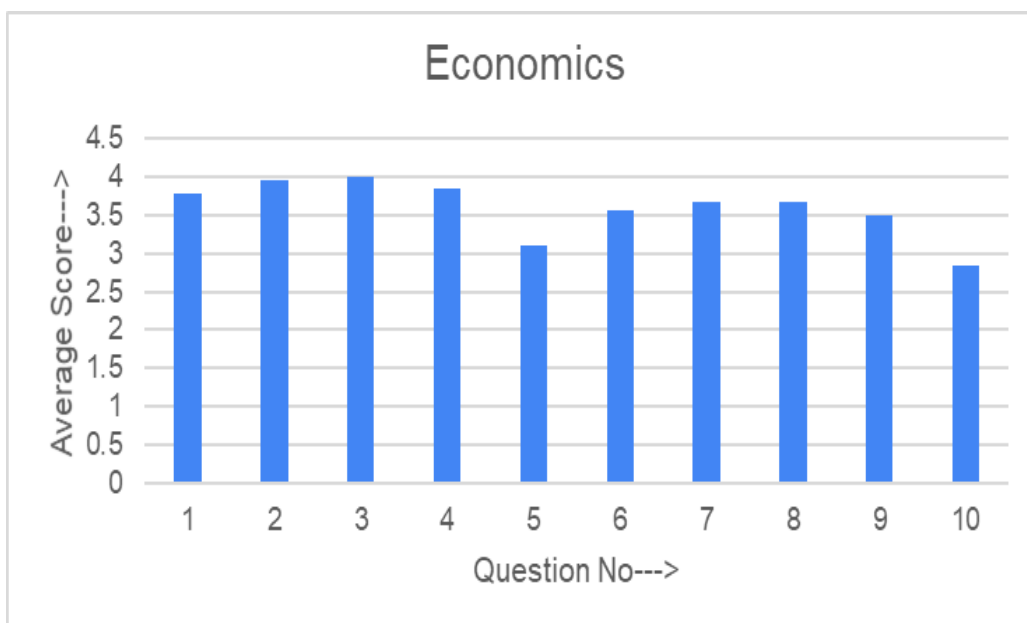
Analysis: The students of the department of Zoology were highly satisfied with the electives in terms of their relevance to the specialization streams. Moreover, the students were satisfied with the syllabus of the courses that have to be studied in relation to the competencies expected out of the course. However, the students were not satisfied with 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 evaluation scheme designed for each of the course.

12. Department of Sociology



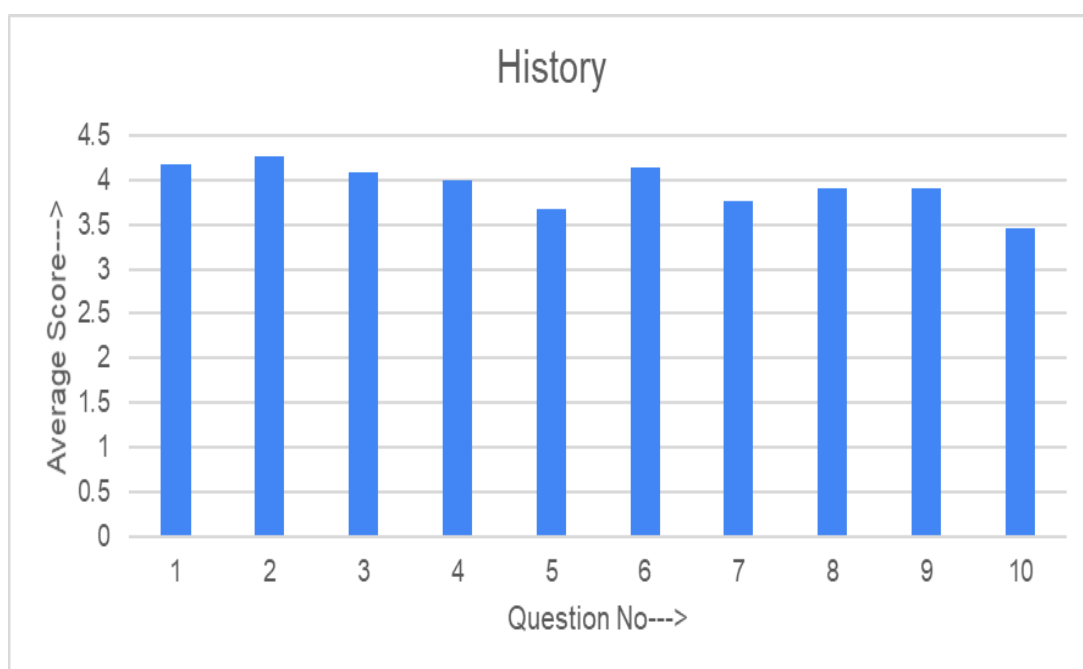
Analysis: The students of the department of Sociology were highly satisfied with the units in syllabus relevant to the course. Moreover, the students were satisfied with the syllabus of the courses that have to be studied in relation to the competencies expected out of the course and the allocation of the credits to the courses. However, the students were not satisfied with the electives offered in relation to the technological advancements.

13. Department of Economics



Analysis: The students of the department of Economics were highly satisfied with the allocation of the credits to the courses. Moreover, the students were satisfied with the relevance of the units in syllabus relevant to the course, the offering of the electives in terms of their relevance to the specialization streams, the syllabus of the courses that they have studied in relation to the competencies expected out of the course, the size of 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 electives offered in relation to the technological advancements and also the percentage of courses having LAB components.

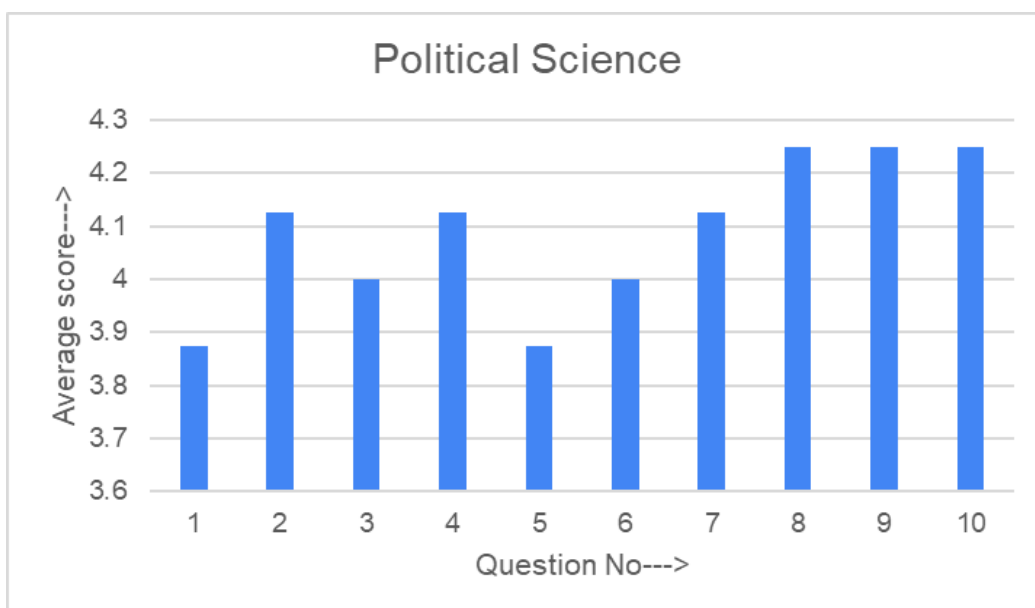
14. Department of History



Analysis: The students of the department of History were highly satisfied with the relevance of the units in syllabus relevant to the course, the syllabus of the courses that they have studied in relation to the competencies expected out of the course, the allocation of the credits to the courses and the size of syllabus in terms of the load on the student. Moreover, the students were 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, the evaluation scheme designed for each of the course and the objectives stated for each of the course. However, the students were not much satisfied with 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.

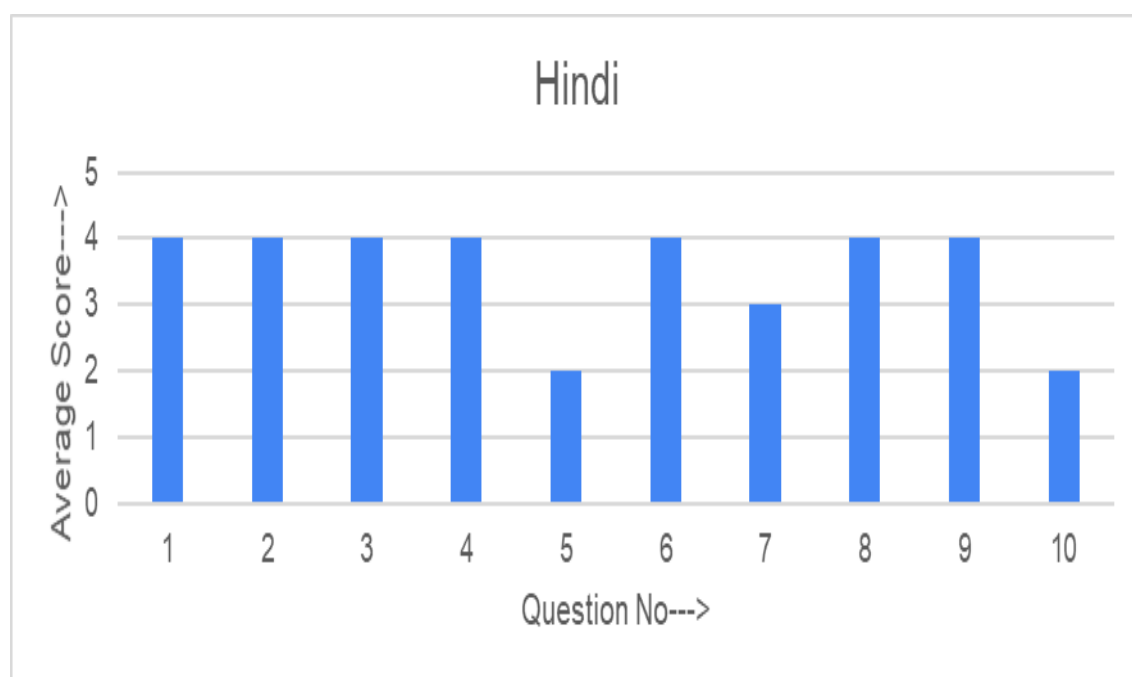
15. Department of Political Science



Analysis: The students of the department of Political Science were highly satisfied with the evaluation scheme designed for each of the course and the objectives stated for each of the course. Moreover, the students were satisfied with the relevance of the units in syllabus relevant to the course, 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, the allocation of the credits to the courses and the size of syllabus in terms of the load on the student. However, the students were not much 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.

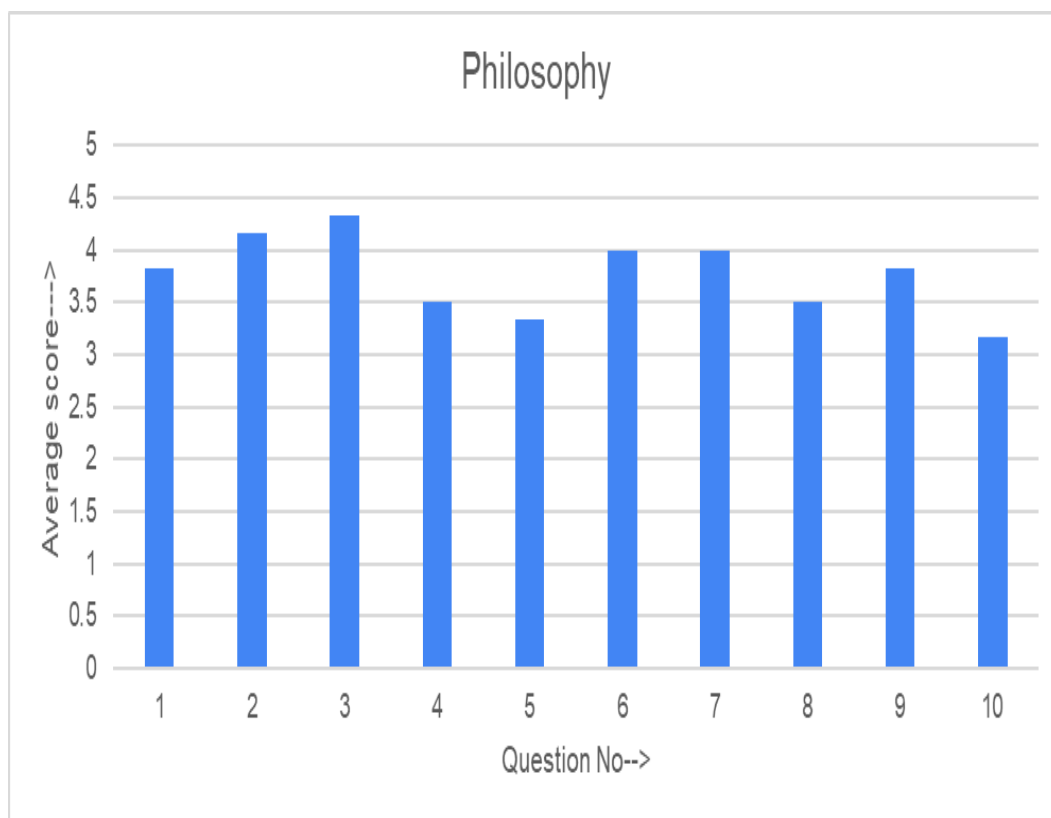
16. Department of Hindi



Analysis: The students of the department of Hindi were equally highly satisfied with the syllabus of the courses that they have studied in relation to the competencies expected out of the course, the relevance of the units in syllabus relevant to the course, the allocation of the credits to the courses, the offering of the electives in terms of their relevance to the specialization streams, the size of 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. However, the students were not satisfied with the courses in terms of extra learning or self-learning considering the design of the courses 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.

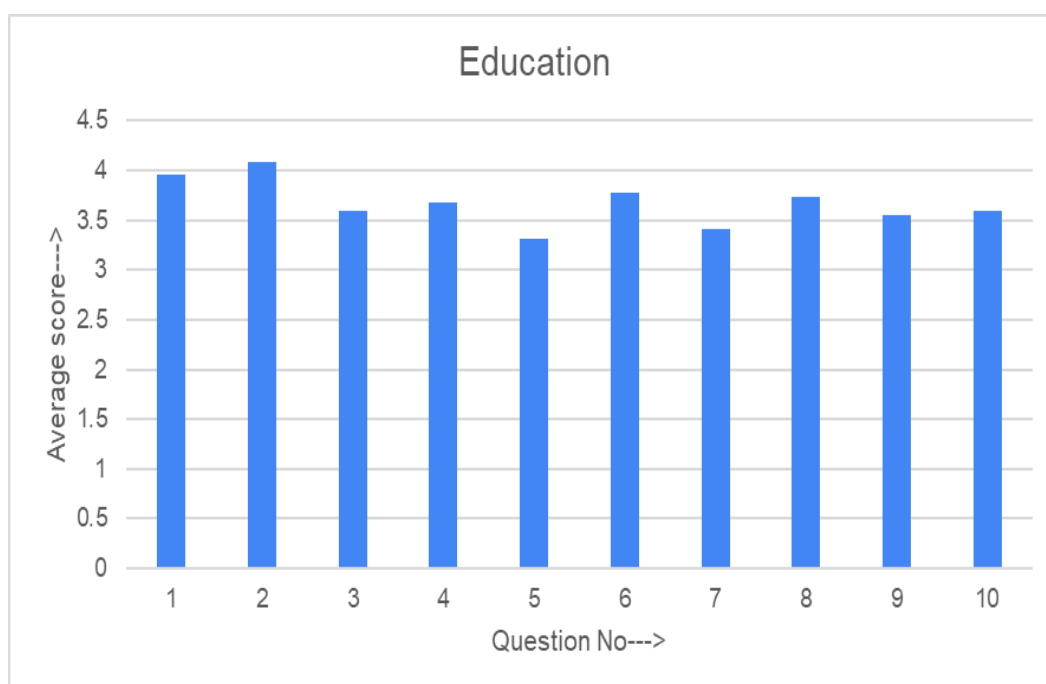
17. Department of Philosophy



Analysis: The students of the department of Philosophy were highly satisfied with the allocation of the credits to the courses and the relevance of the units in syllabus relevant to the course. Moreover, the students were satisfied with the size of 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, the syllabus of the courses that they have studied in relation to the competencies expected out of the course 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 Education



Analysis: The students of the department of Education were highly satisfied with the relevance of the units in syllabus relevant to the course and the syllabus of the courses that they have studied in relation to the competencies expected out of the course. Moreover, the students were satisfied with the size of syllabus in terms of the load on the student, the evaluation scheme designed for each of the course, the offering of the electives in terms of their relevance to the specialization streams and the percentage of courses having LAB components. However, the students were not satisfied with the electives offered in relation to the technological advancements.