



## **Metric: 1.4.1**

### **‘Feedback Report on the Syllabus by B.A Students’**

**Academic Session: 2019-2020**



# **DON BOSCO COLLEGE**

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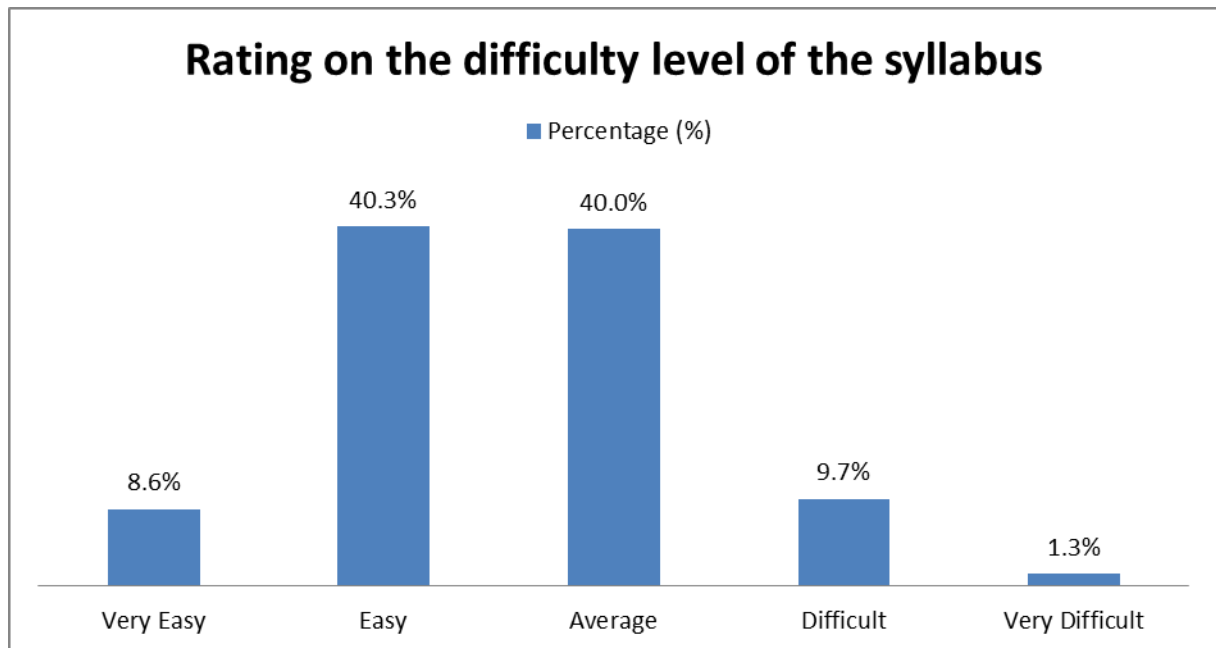
**BA STUDENTS' FEEDBACK ON THE SYLLABUS  
2019-20**

The feedback forms on the syllabus were sent to the students of the departments of the Bachelor of Arts (BA) seeking their response on the integrated course of academic studies for the year 2019-20. The feedback obtained and analyzed from the students are as follows.

**1. Rating on the difficulty level of the syllabus**

Particulars	Percentage (%)	Frequency (Nos.)
Very Easy	8.6%	55
Easy	40.3%	257
Average	40.0%	255
Difficult	9.7%	62
Very Difficult	1.3%	8
<b>Total</b>	<b>100%</b>	<b>637</b>

**Figure 1: Rating on the difficulty level of the syllabus**



Above figure 1 depicts the difficulty level of the syllabus among the student respondents. It is depicted that out of 637 students, around 40% of the responses were recorded as easy (40.3%) and 40% average, 9.7% responded difficult and remaining 1.3% of the students were found it to be very difficult.



**2. The workload of the papers in semester**

<b>Particulars</b>	<b>Percentage (%)</b>	<b>Frequency (Nos.)</b>
Very Light	10.1%	65
Light	40.4%	260
Average	36.3%	234
Heavy	11.0%	71
Very Heavy	2.2%	14
<b>Total</b>	<b>100%</b>	<b>644</b>

**Figure 2: The workload of the papers in semester**

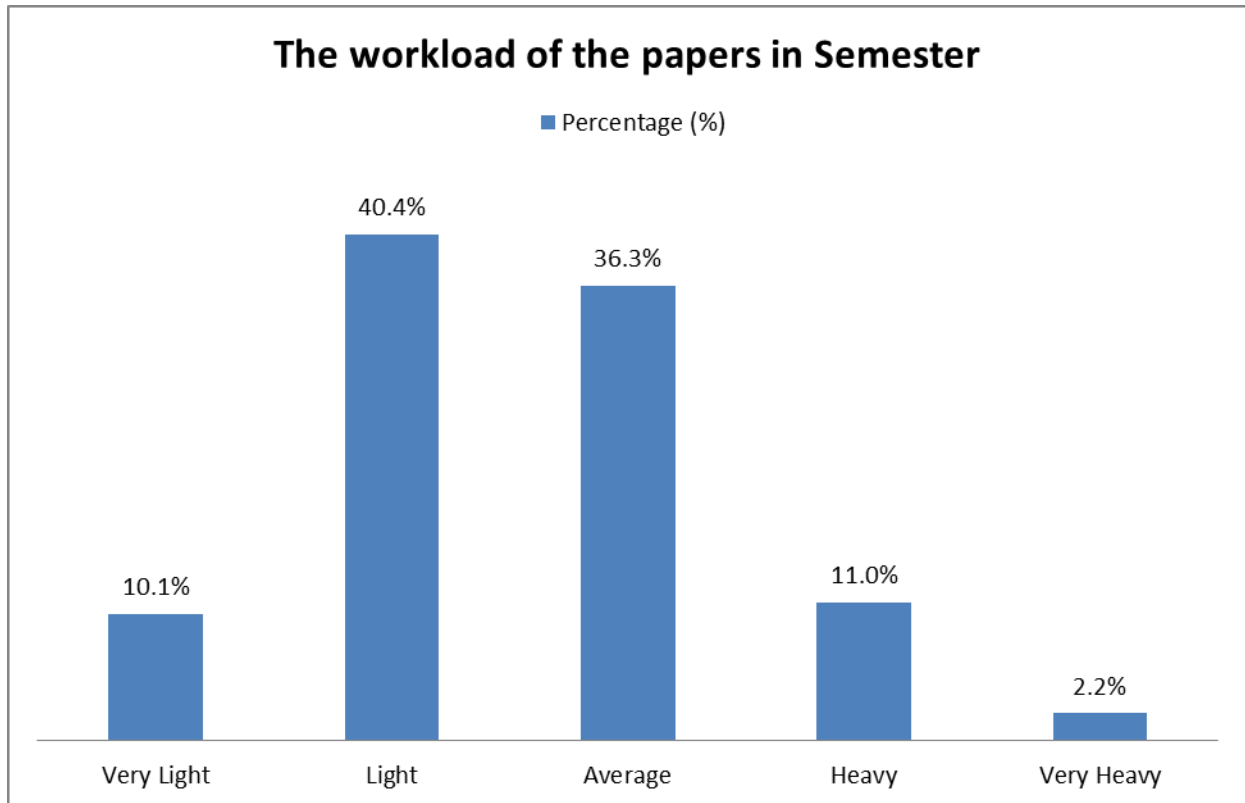


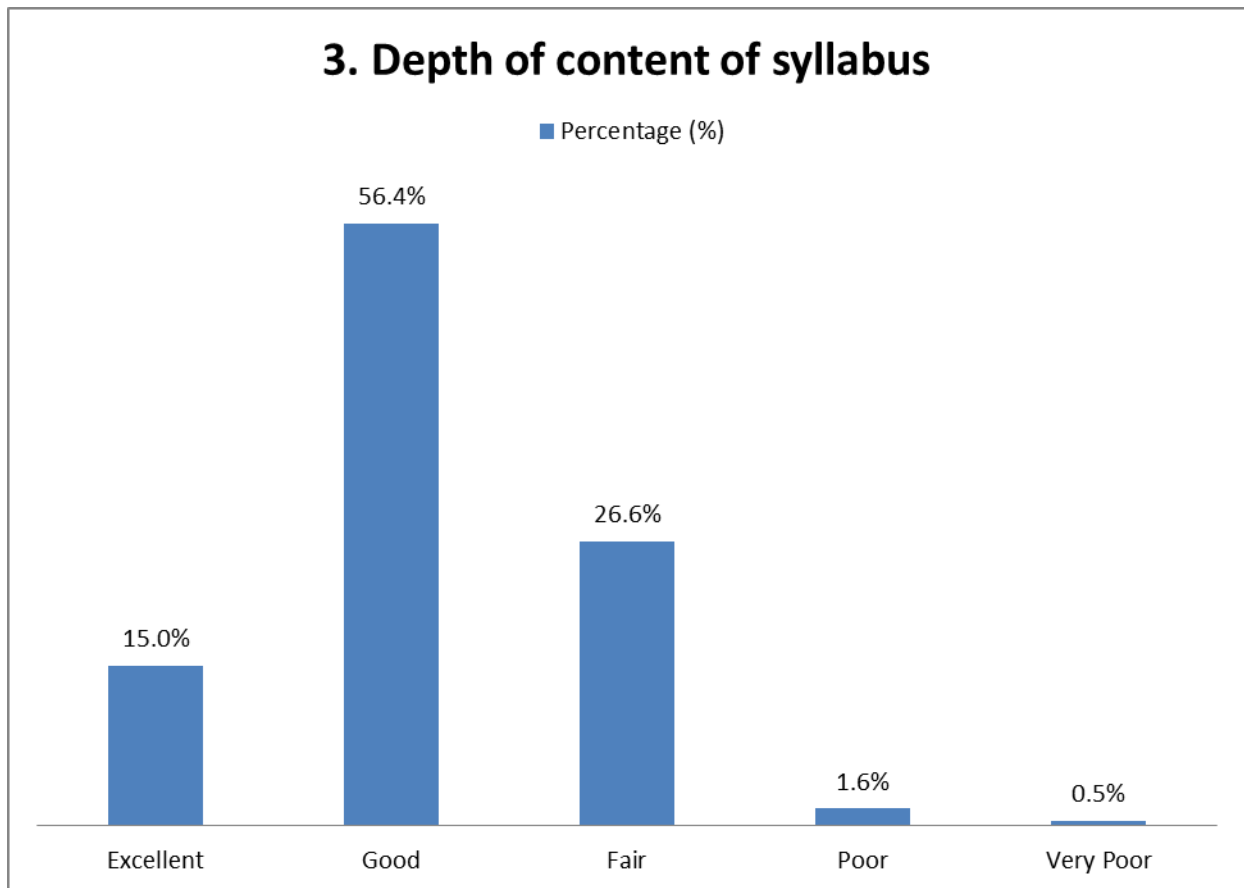
Figure 2 shows the students workload of the paper in semester. It reveals that out of 644 students, 40.4% of students are agreed that the workload of the papers in their respective semester is light while around 36.3% are average on it, 11% heavy and the rest 2.2% feels very heavy.



**3. Depth of content of syllabus**

<b>Particulars</b>	<b>Percentage (%)</b>	<b>Frequency (Nos.)</b>
Excellent	15.0%	96
Good	56.4%	362
Fair	26.6%	171
Poor	1.6%	10
Very Poor	0.5%	3
<b>Total</b>	<b>100%</b>	<b>642</b>

**Figure 3: Depth of content of syllabus**



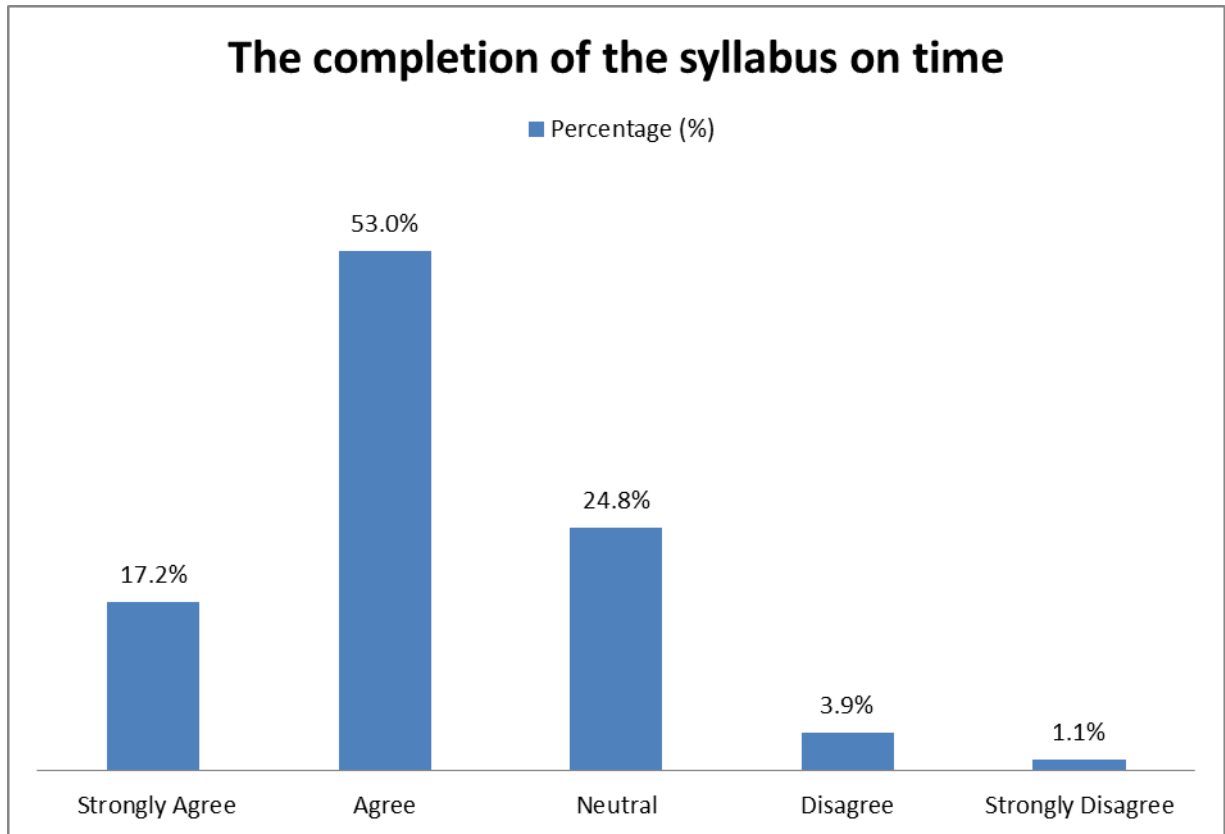
The above figure 3 shows that majority of the respondents i.e. 56.4% of students agree that the depth of content as per syllabus is good, 26.6% responded it fair, 15% excellent, 1.6% poor and 0.5% responded it to be very poor.



**4. The completion of the syllabus on time.**

<b>Particulars</b>	<b>Percentage (%)</b>	<b>Frequency (Nos.)</b>
Strongly Agree	17.2%	111
Agree	53.0%	341
Neutral	24.8%	160
Disagree	3.9%	25
Strongly Disagree	1.1%	7
<b>Total</b>	<b>100%</b>	<b>644</b>

**Figure 4: The completion of the syllabus on time**



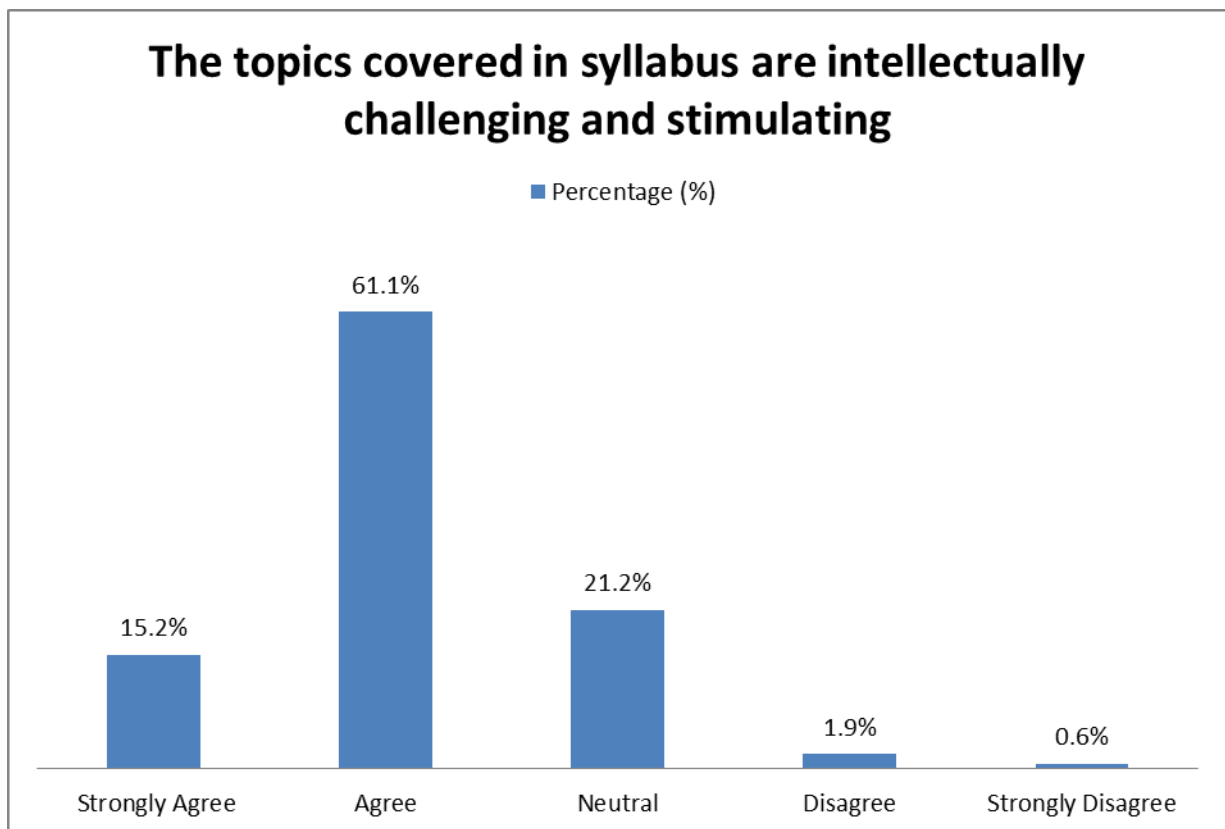
From the above table and figure 4, out of 644 students in a college majority of the respondents i.e. 53.0 % agree that the completion of the syllabus on time, 24.8 % neutral, 17.2 % strongly agree, 3.9 % disagree and 1.1 % strongly disagree on it.



**5. The topics covered in syllabus are intellectually challenging and stimulating**

<b>Particulars</b>	<b>Percentage (%)</b>	<b>Frequency (Nos.)</b>
Strongly Agree	15.2%	98
Agree	61.1%	393
Neutral	21.2%	136
Disagree	1.9%	12
Strongly Disagree	0.6%	4
<b>Total</b>	<b>100%</b>	<b>643</b>

**Figure 5: The topics covered in syllabus are intellectually challenging and stimulating**



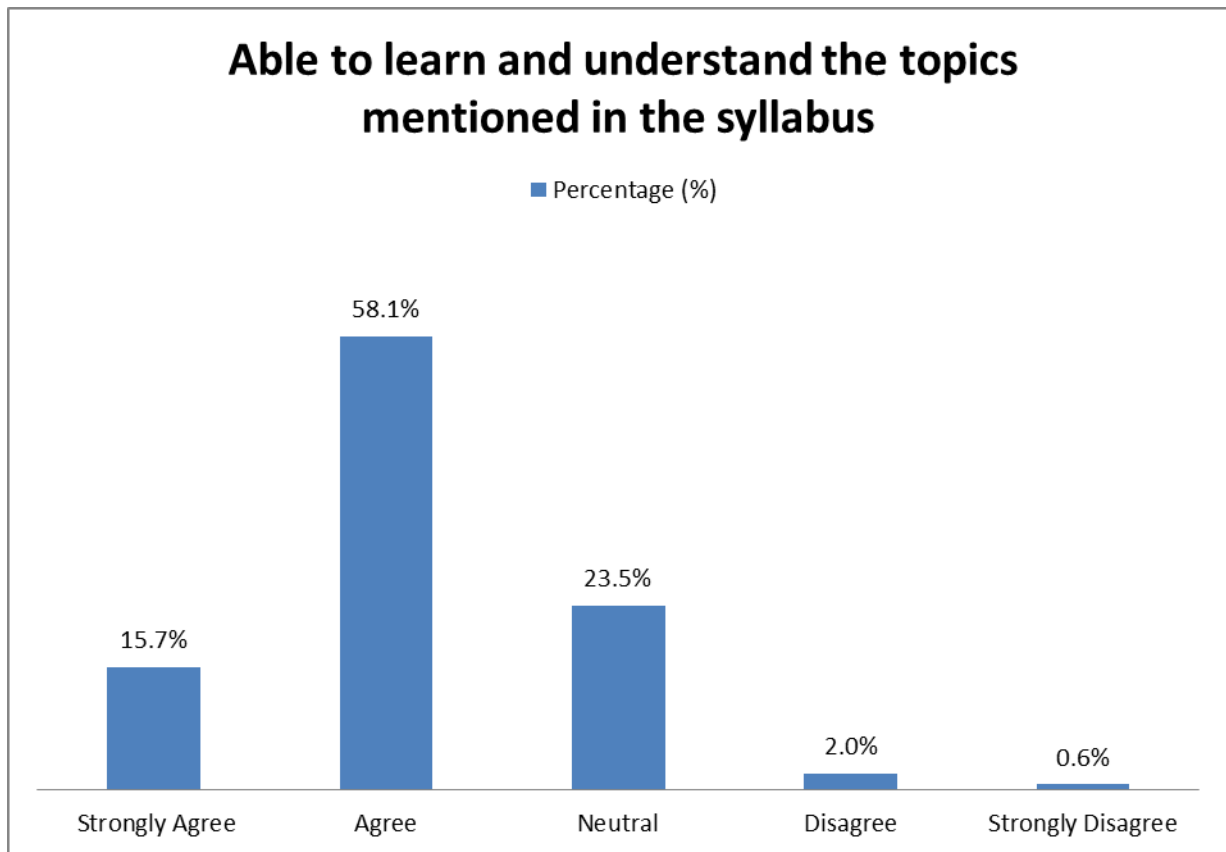
As seen in the figure 5 above, the highest i.e. 61.1% (393) agree that the topics covered in syllabus are intellectually challenging and stimulating. This is followed by neutral 21.2 %, strongly agree 15.2 %, disagree 1.9 % and strongly disagree with 0.6 % respectively.



**6. Able to learn and understand the topics mentioned in the syllabus**

<b>Particulars</b>	<b>Percentage (%)</b>	<b>Frequency (Nos.)</b>
Strongly Agree	15.7%	101
Agree	58.1%	373
Neutral	23.5%	151
Disagree	2.0%	13
Strongly Disagree	0.6%	4
<b>Total</b>	<b>100%</b>	<b>642</b>

**6. Able to learn and understand the topics mentioned in the syllabus**



It can be seen from the figure 6 that out of 642 students, 58.1 % agree to learn and understand the topics mentioned in the syllabus while others 23.5% neutral, 15.7 % strongly agree, 2.0 % disagree and 0.6 % strongly disagree on it.



**7. The courses in the syllabus have relevance in social context**

<b>Particulars</b>	<b>Percentage (%)</b>	<b>Frequency (Nos.)</b>
Strongly Agree	15.8%	102
Agree	54.8%	353
Neutral	25.9%	167
Disagree	3.0%	19
Strongly Disagree	0.5%	3
<b>Total</b>	<b>100%</b>	<b>644</b>

**Figure 7: The courses in the syllabus have relevance in my social context**

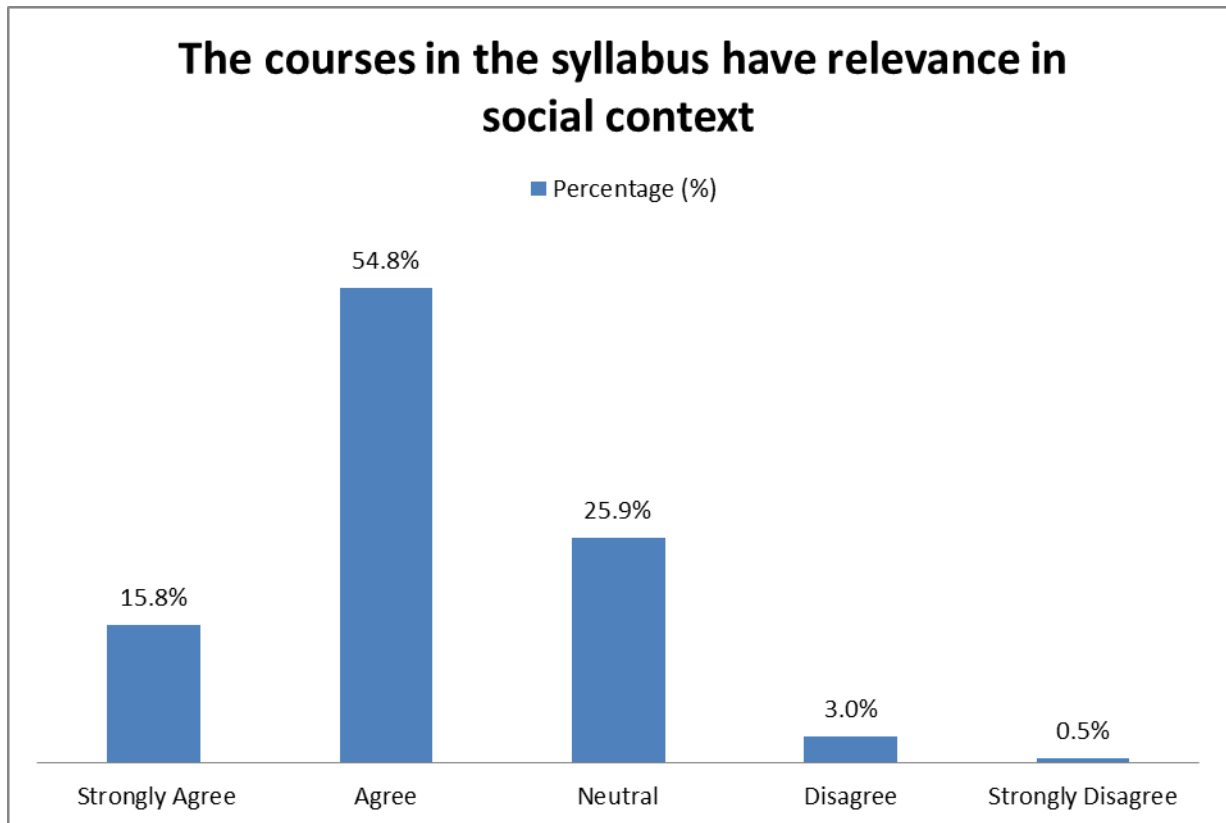


Figure 7, shows the courses in the syllabus have relevance in social context among the respondent. It is found that the 54.8% of students agree that the existing syllabus has relevance in social context, while 25.9% and 15.8 % students have neutral and strongly agree respectively. But the rest 3.0% disagree and 0.5% strongly disagrees on it.





**8. The topics in the syllabus allow student-centric learning process**

Particulars	Percentage (%)	Frequency (Nos.)
Strongly Agree	15.5%	100
Agree	57.8%	372
Neutral	23.6%	152
Disagree	2.8%	18
Strongly Disagree	0.3%	2
<b>Total</b>	<b>100%</b>	<b>644</b>

**Figure 8: The topics in the syllabus allow student-centric learning process**

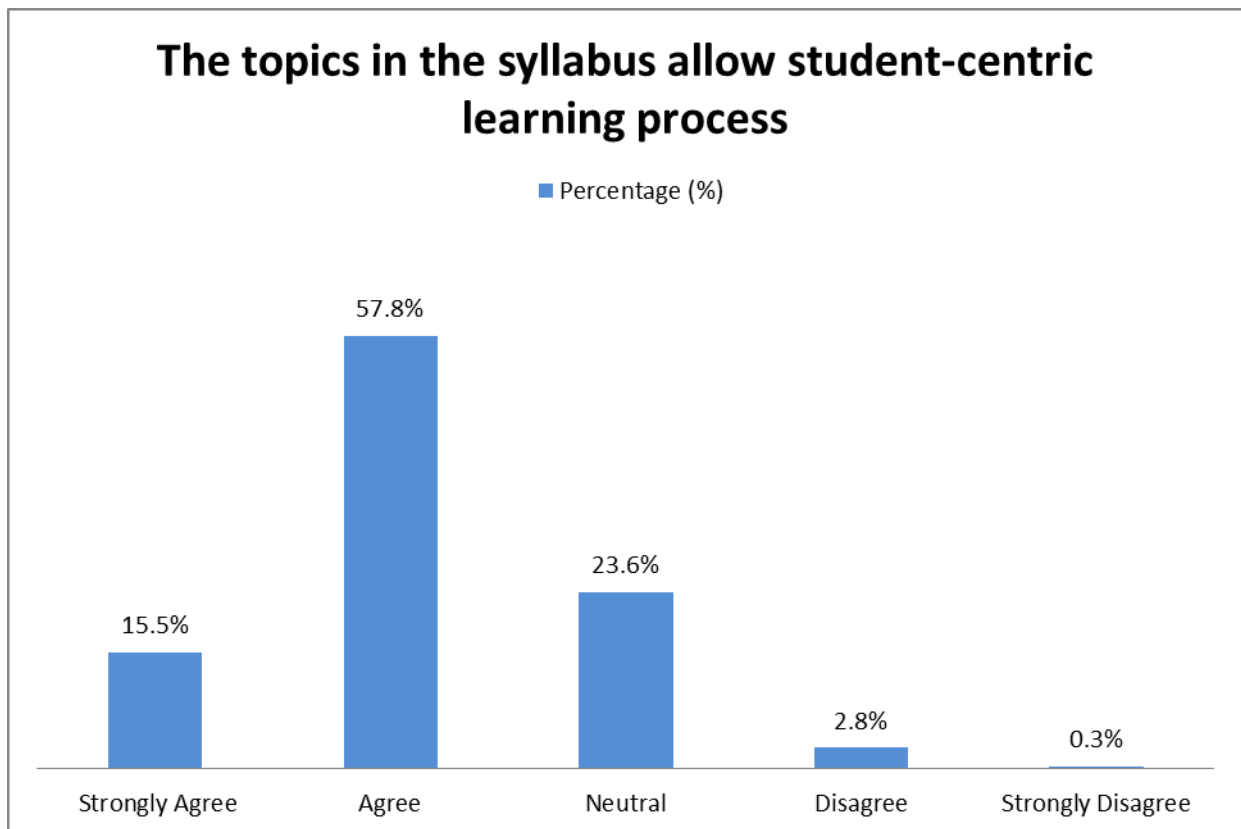


Figure 8, describes the responses of the students on whether the topic in the syllabus allow student centric learning process. It was noticed that, 57.8 % agree that syllabus allow student-centric learning process. On the other hand 23.6% and 15.5 % students have responded as



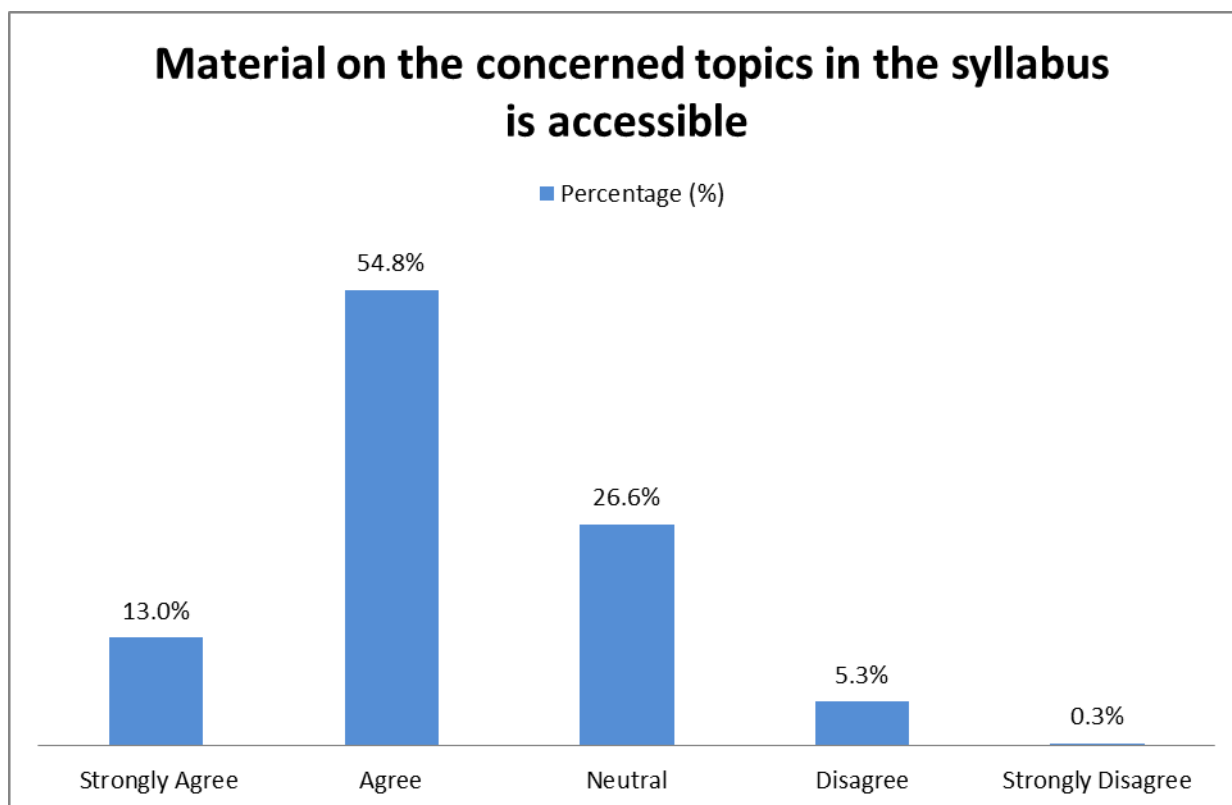
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neutral and strongly agree respectively. It was also noticed that only 2.8% have disagree and 0.3% strongly disagree respectively.

### 9. Material on the concerned topics in the syllabus is accessible

Particulars	Percentage (%)	Frequency (Nos.)
Strongly Agree	13.0%	84
Agree	54.8%	353
Neutral	26.6%	171
Disagree	5.3%	34
Strongly Disagree	0.3%	2
<b>Total</b>	<b>100%</b>	<b>644</b>

Figure: 9 Material on the concerned topics in the syllabus is accessible



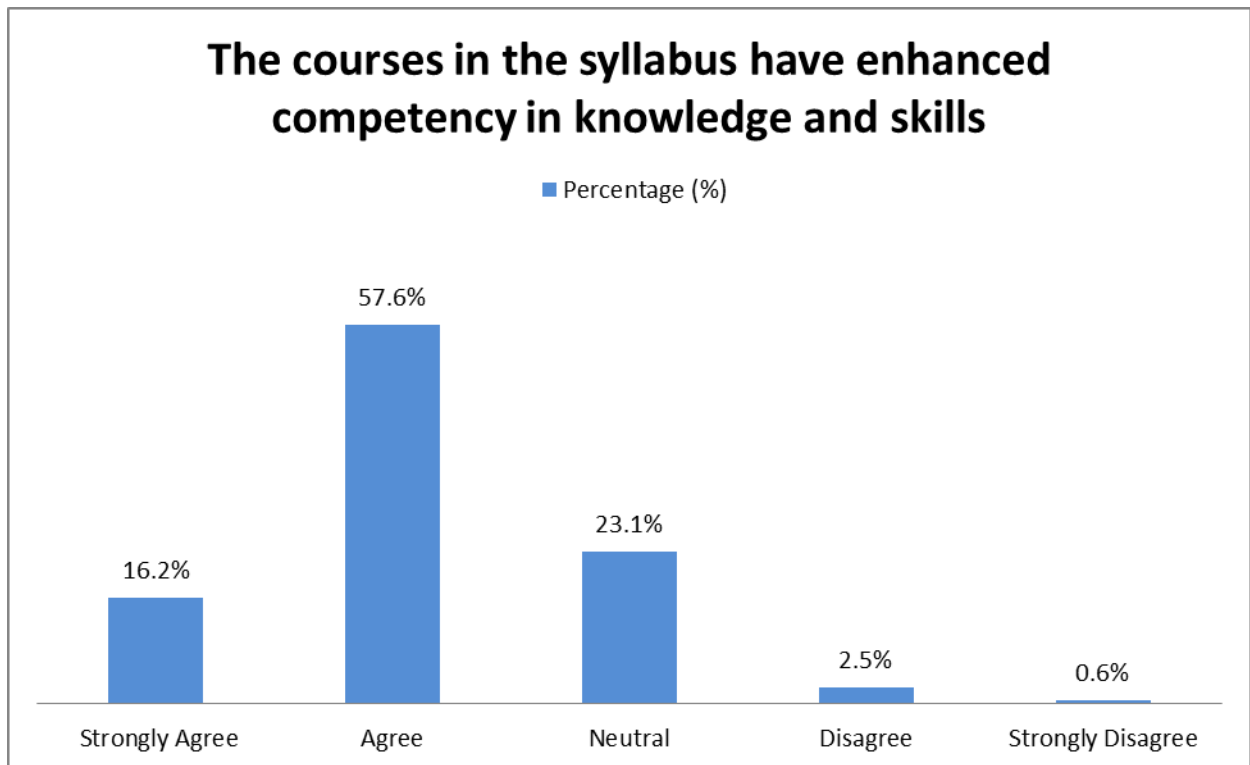
The above data portrays the responses of the students on accessibility of the materials content in the syllabus. It was observed that, highest number of students responses on agree i.e. 353 (54.4%) followed by strongly agree (13.0%), neutral (26.6%) and disagree (5.3%). However, only 2 students have responded that a material is not accessible as per the content of the syllabus in the college.



**10. The courses in the syllabus have enhanced competency in knowledge and skills**

<b>Particulars</b>	<b>Percentage (%)</b>	<b>Frequency (Nos.)</b>
Strongly Agree	16.2%	104
Agree	57.6%	369
Neutral	23.1%	148
Disagree	2.5%	16
Strongly Disagree	0.6%	4
<b>Total</b>	<b>100%</b>	<b>641</b>

**Figure 10: The courses in the syllabus have enhanced competency in knowledge and skills**



The above data reveals and gives the details of students' responses on whether the courses in the syllabus have enhanced competency in knowledge and skills. Out of total 641 students, 57.6% students agree on it. Whereas, 23.1% and 16.2% of responded were neutral and



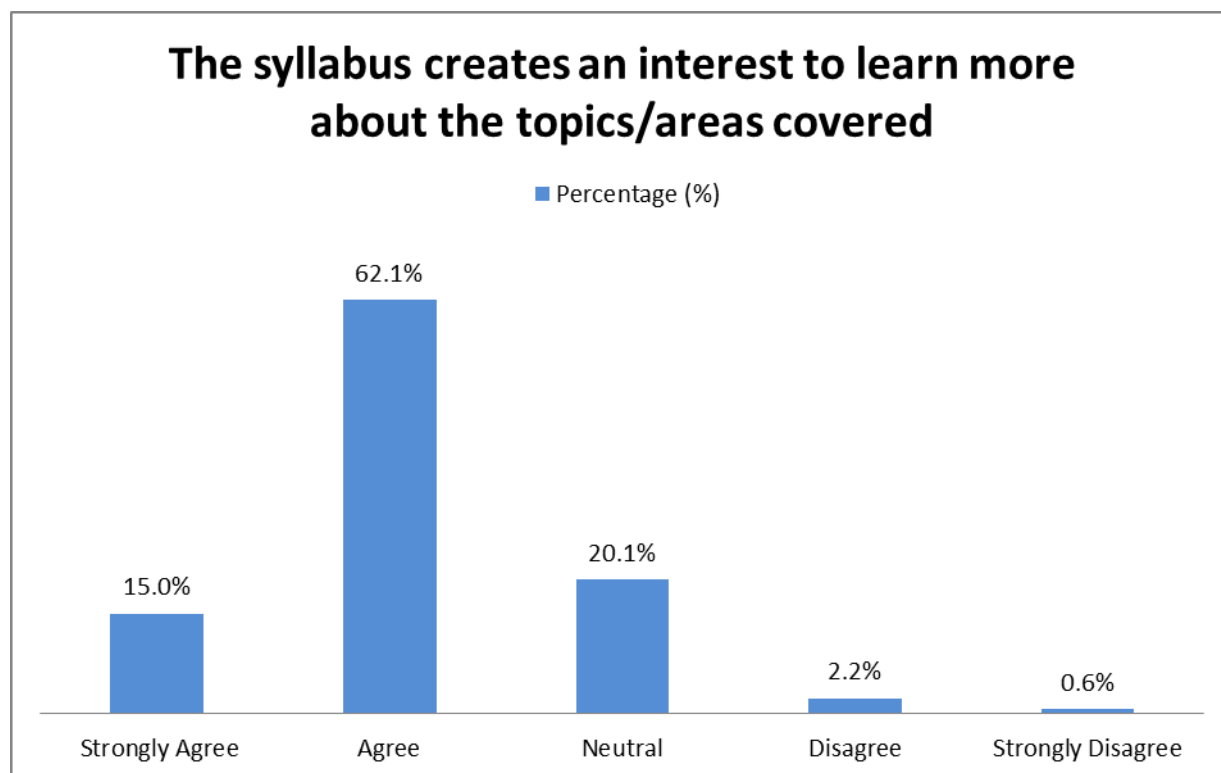
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strongly agree respectively, 2.5% of them disagree and the remaining 0.6% has strongly disagreed on it.

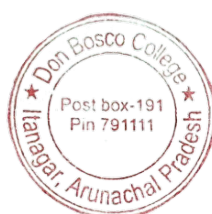
### **11. The syllabus creates an interest to learn more about the topics/areas covered**

Particulars	Percentage (%)	Frequency (Nos.)
Strongly Agree	15.0%	96
Agree	62.1%	399
Neutral	20.1%	129
Disagree	2.2%	14
Strongly Disagree	0.6%	4
<b>Total</b>	<b>100%</b>	<b>642</b>

**Figure 11: The syllabus creates an interest to learn more about the topics/areas covered**



Above data and figure 11 gives the details of the students' response on syllabus create an interest to learn more about the topic or not. It was noticed that, 62.1 % of students feel that the syllabus creates an interest to learn more about the given topic. Around 20.1% and 15.0%



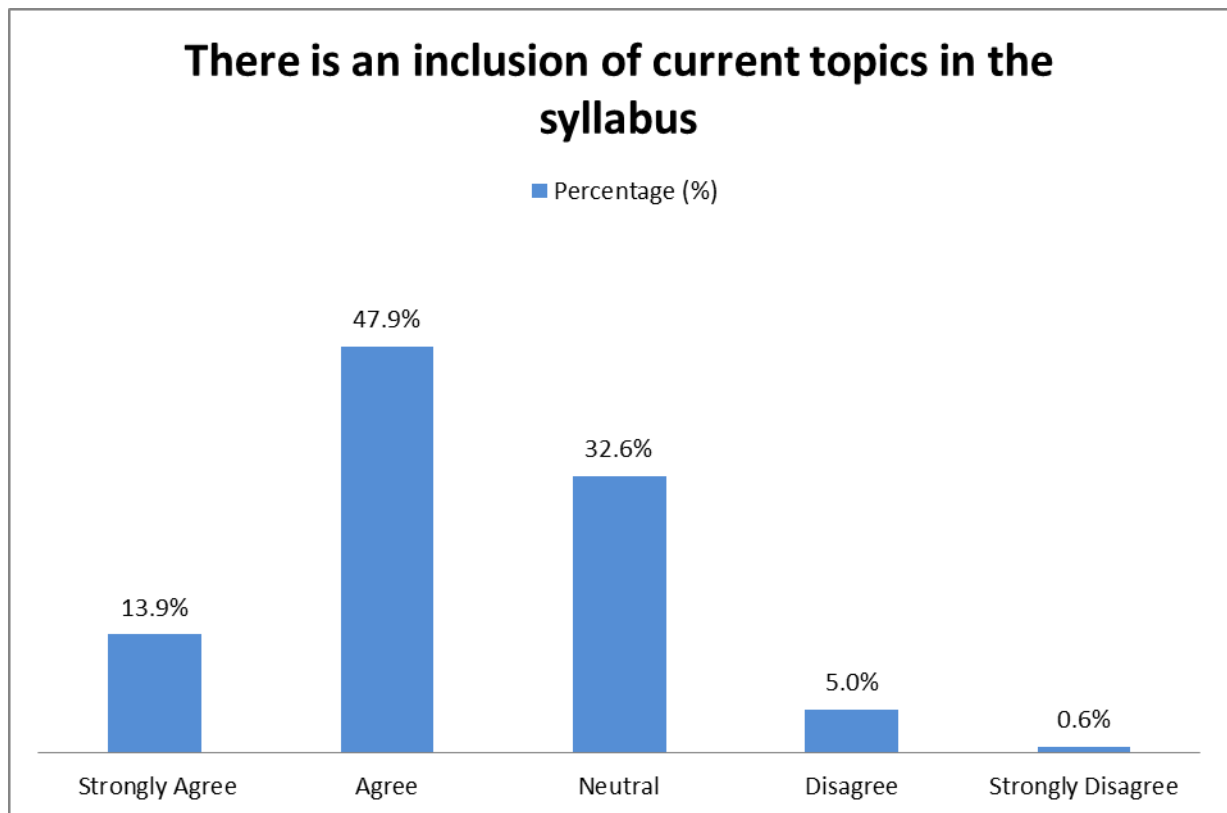
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feels neutral and strongly agrees on it. However, 2.2% were disagreeing and 0.6% strongly disagrees respectively.

### 12. There is an inclusion of current topics in the syllabus

Particulars	Percentage (%)	Frequency (Nos.)
Strongly Agree	13.9%	89
Agree	47.9%	307
Neutral	32.6%	209
Disagree	5.0%	32
Strongly Disagree	0.6%	4
<b>Total</b>	<b>100%</b>	<b>641</b>

Figure: There is an inclusion of current topics in the syllabus



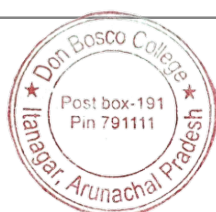
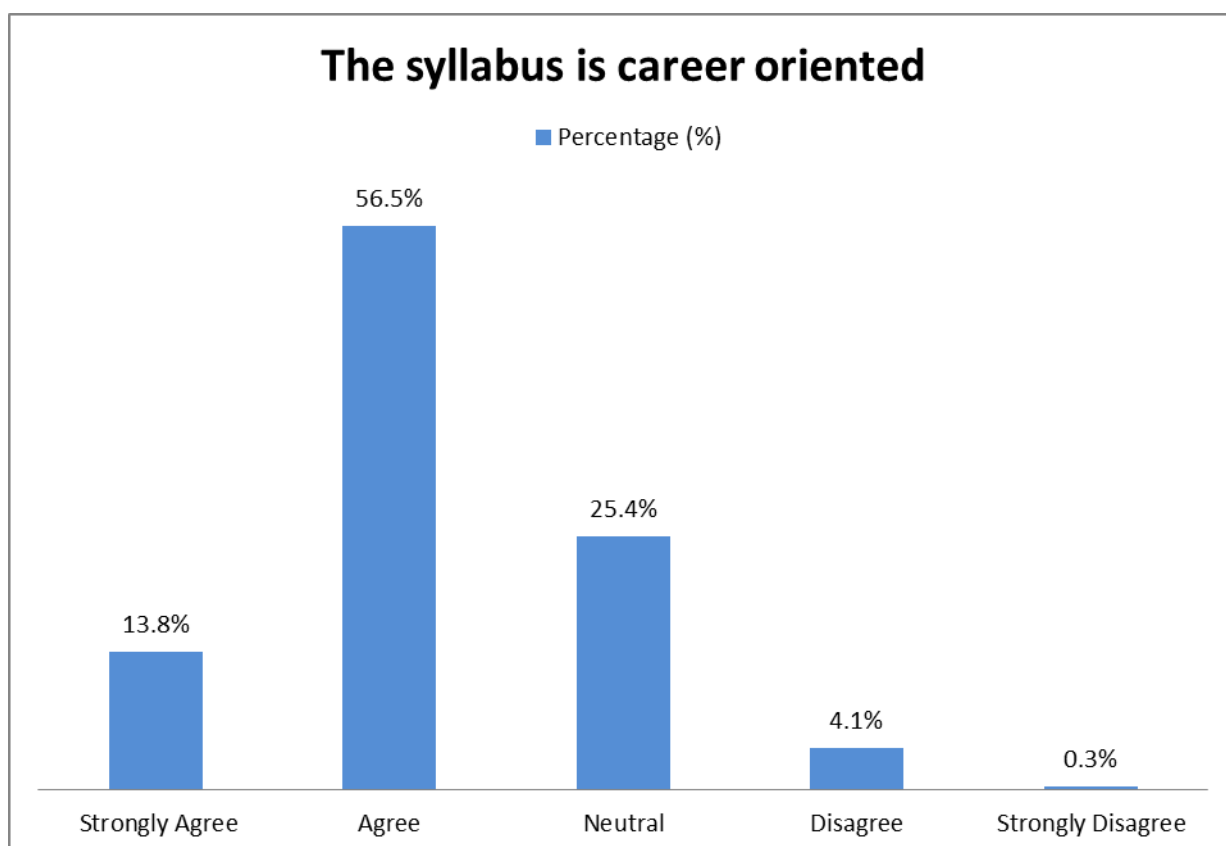
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The above data reveals that out of 641 students, 307 (47.9 %) students are agree that there is an inclusion of current topics in the syllabus, while the rest 209 (32.6 %) responded are neutral, strongly agree 89(13.9 %), disagree 32 (5.0 %) and strongly disagree 4 (0.6%) on it.

### 13. The syllabus is career oriented

Particulars	Percentage (%)	Frequency (Nos.)
Strongly Agree	13.8%	88
Agree	56.5%	361
Neutral	25.4%	162
Disagree	4.1%	26
Strongly Disagree	0.3%	2
<b>Total</b>	<b>100%</b>	<b>639</b>

**Figure 13: The syllabus is career oriented**



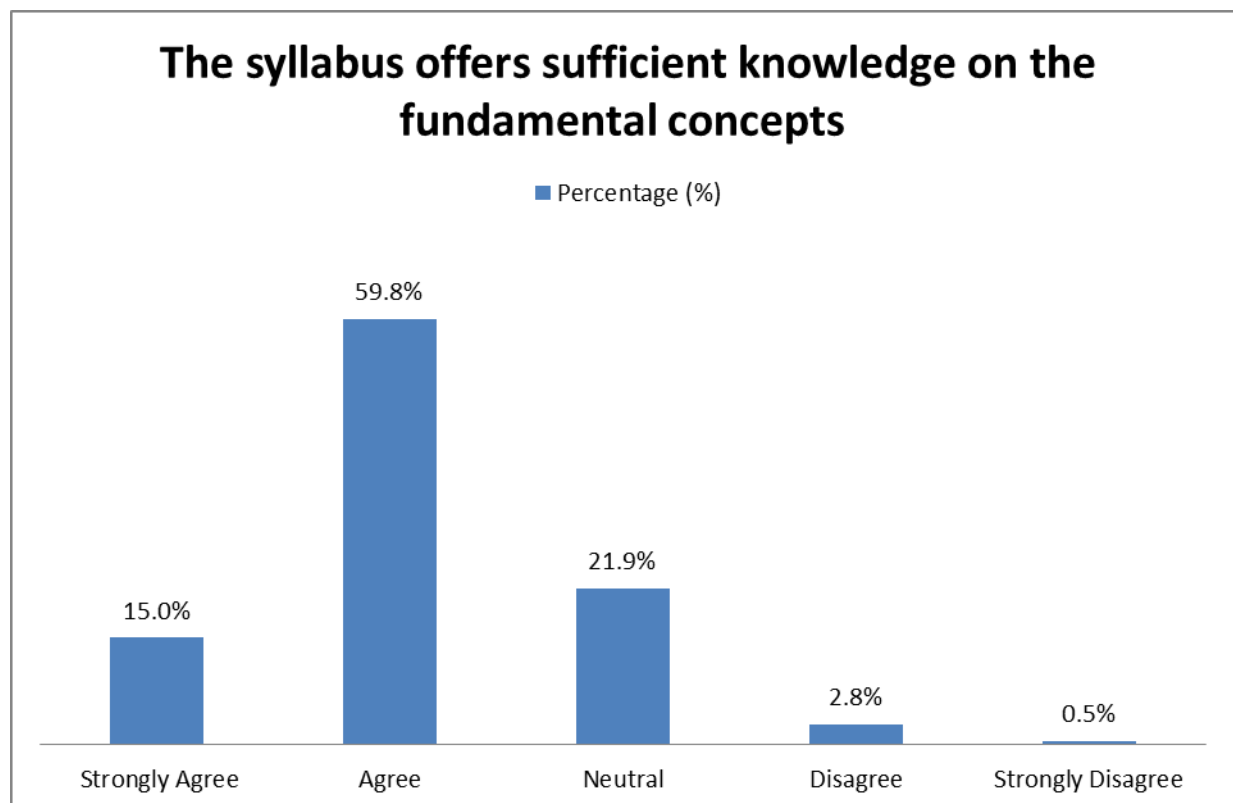
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The above data reveals that out of 639 students, 361 (56.5 %) students are agree that the syllabus is career oriented. Whereas 162 (25.4 %) are neutral and 88 (13.8 %) are strongly agree, while the remaining are either disagree 26 (4.1 %) or strong disagree 2 (0.3 %) on it.

### 14. The syllabus offers sufficient knowledge on the fundamental concepts

Particulars	Percentage (%)	Frequency (Nos.)
Strongly Agree	15.0%	96
Agree	59.8%	383
Neutral	21.9%	140
Disagree	2.8%	18
Strongly Disagree	0.5%	3
<b>Total</b>	<b>100%</b>	<b>640</b>

Figure 14: The syllabus offers sufficient knowledge on the fundamental concepts



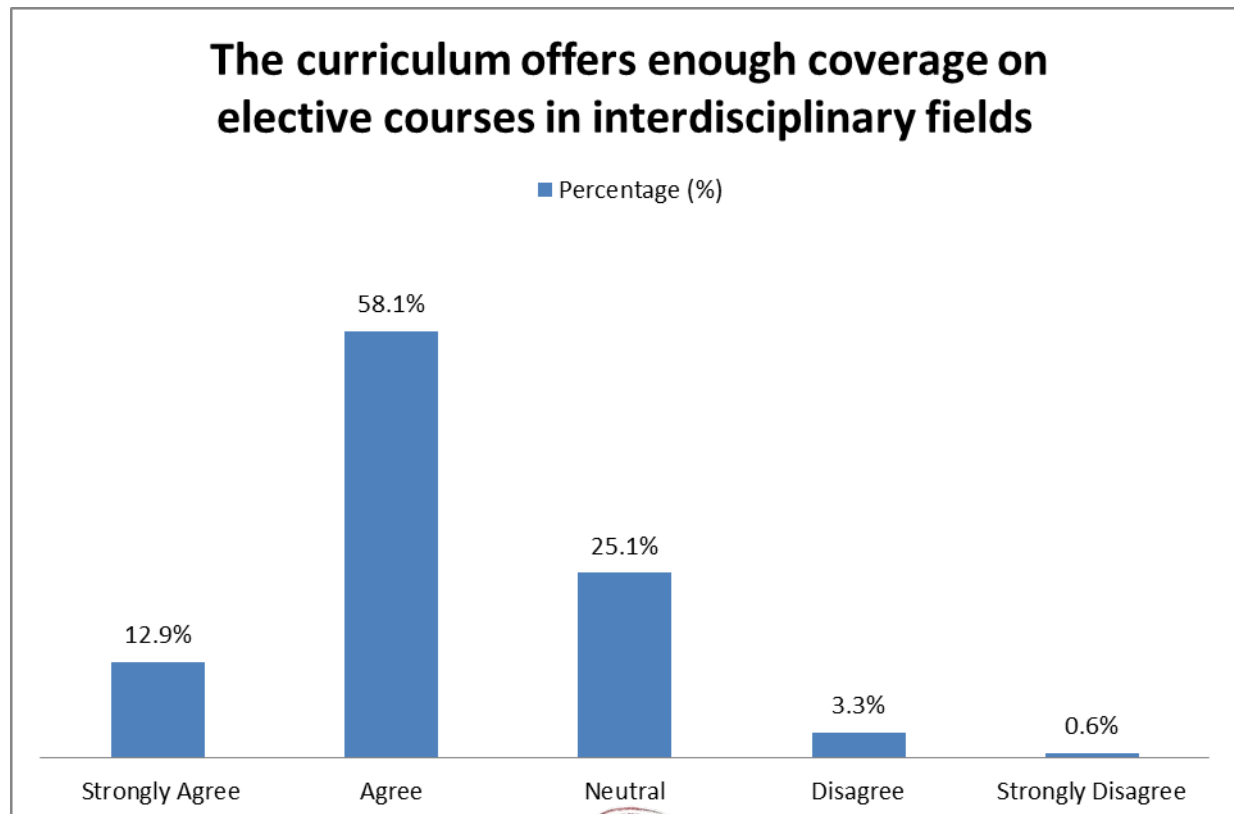
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Figure 14 reveals that out of 640 students, 59.8% of students responded have agree that the syllabus offers sufficient knowledge on the fundamental concepts, followed by 21.9% neutral, 15.0% strongly agree, 2.8% disagree and only 0.5% strong disagree on it.

### 15. The curriculum offers enough coverage on elective courses in interdisciplinary fields

Particulars	Percentage (%)	Frequency (Nos.)
Strongly Agree	12.9%	83
Agree	58.1%	373
Neutral	25.1%	161
Disagree	3.3%	21
Strongly Disagree	0.6%	4
<b>Total</b>	<b>100%</b>	<b>642</b>

Figure 15: The curriculum offers enough coverage on elective courses in interdisciplinary fields





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Figure 15 shows the curriculum offers enough coverage on elective courses in interdisciplinary fields among the students. It is found that the 58.1% of students agree that the existing curriculum offers enough coverage in interdisciplinary fields, while the others 25.1% and 12.9% of the students have neutral and strongly agree respectively. But the rest 3.3% are disagree and 0.6% strongly disagrees on it.

#### **16. The curriculum equips students for higher education in reputed national and international universities**

<b>Particulars</b>	<b>Percentage (%)</b>	<b>Frequency (Nos.)</b>
Strongly Agree	14.7%	94
Agree	53.2%	341
Neutral	27.8%	178
Disagree	4.1%	26
Strongly Disagree	0.3%	2
<b>Total</b>	<b>100%</b>	<b>641</b>

**Figure: 16 Curriculum equips students for higher education in reputed national and international universities**



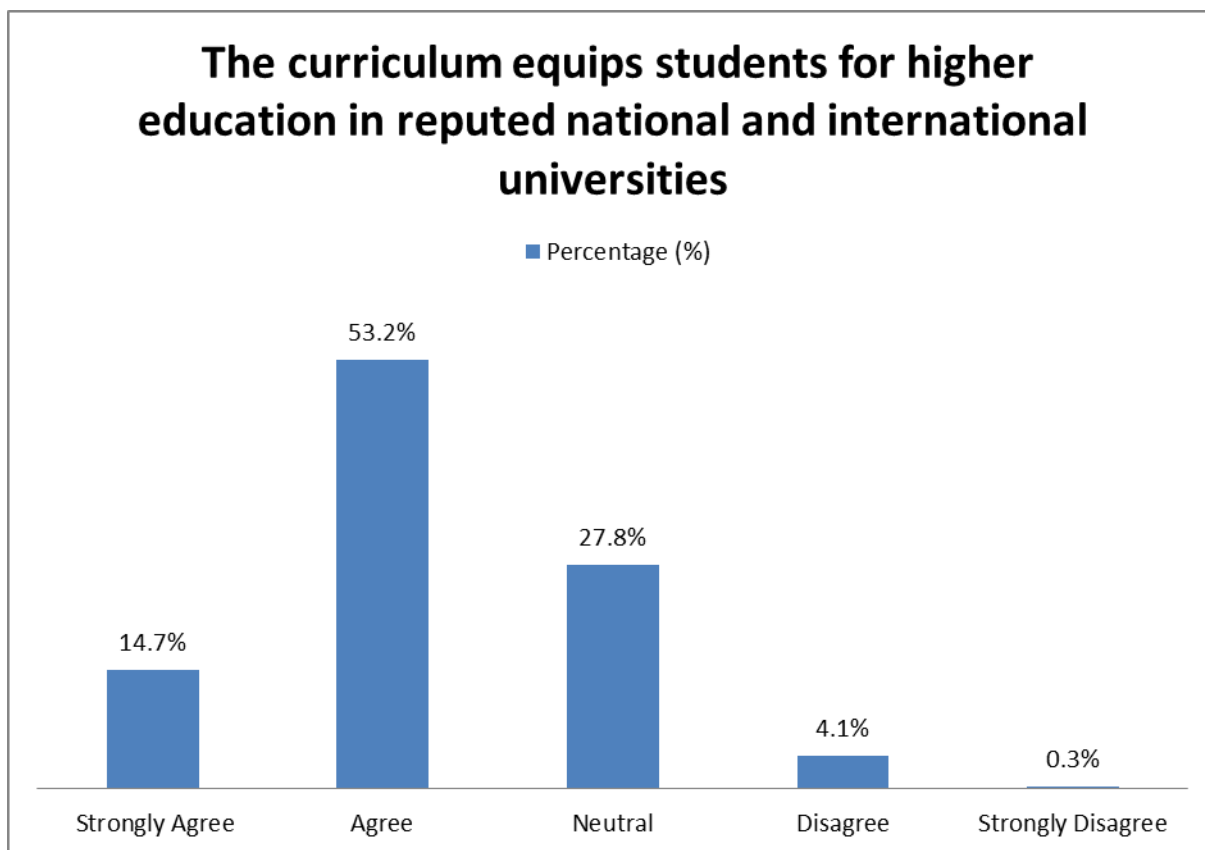


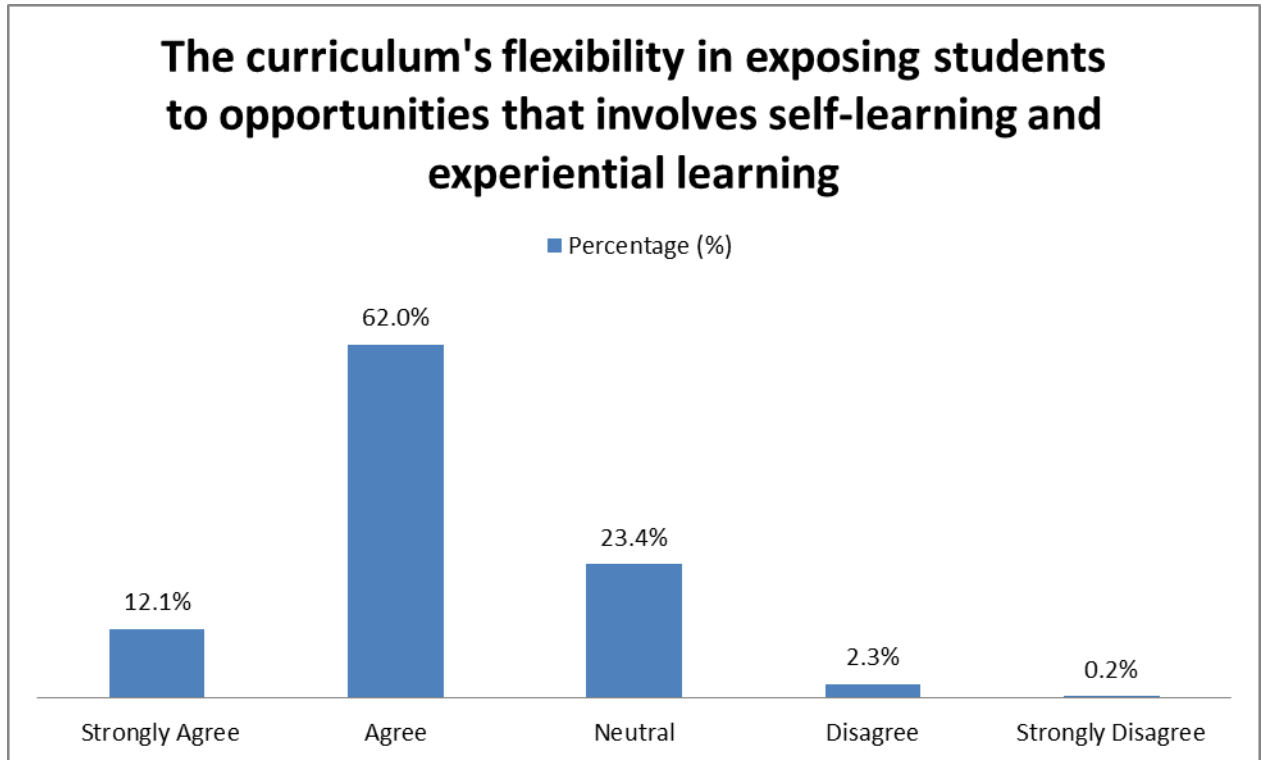
Figure 2 reveals that out of 641 students, 53.2% of students agree that the curriculum equips students for higher education in reputed national and international universities, followed by 27.8% are neutral, 14.7% strongly agree, 4.1% disagree and remaining 0.3% strong disagree on it.

**17 The curriculum's flexibility in exposing students to opportunities that involves self-learning and experiential learning**

Particulars	Percentage (%)	Frequency (Nos.)
Strongly Agree	12.1%	78
Agree	62.0%	398
Neutral	23.4%	150
Disagree	2.3%	15
Strongly Disagree	0.2%	1
<b>Total</b>	<b>100%</b>	<b>642</b>

**Figure 17: The curriculum's flexibility in exposing students to opportunities that involves self-learning and experiential learning**





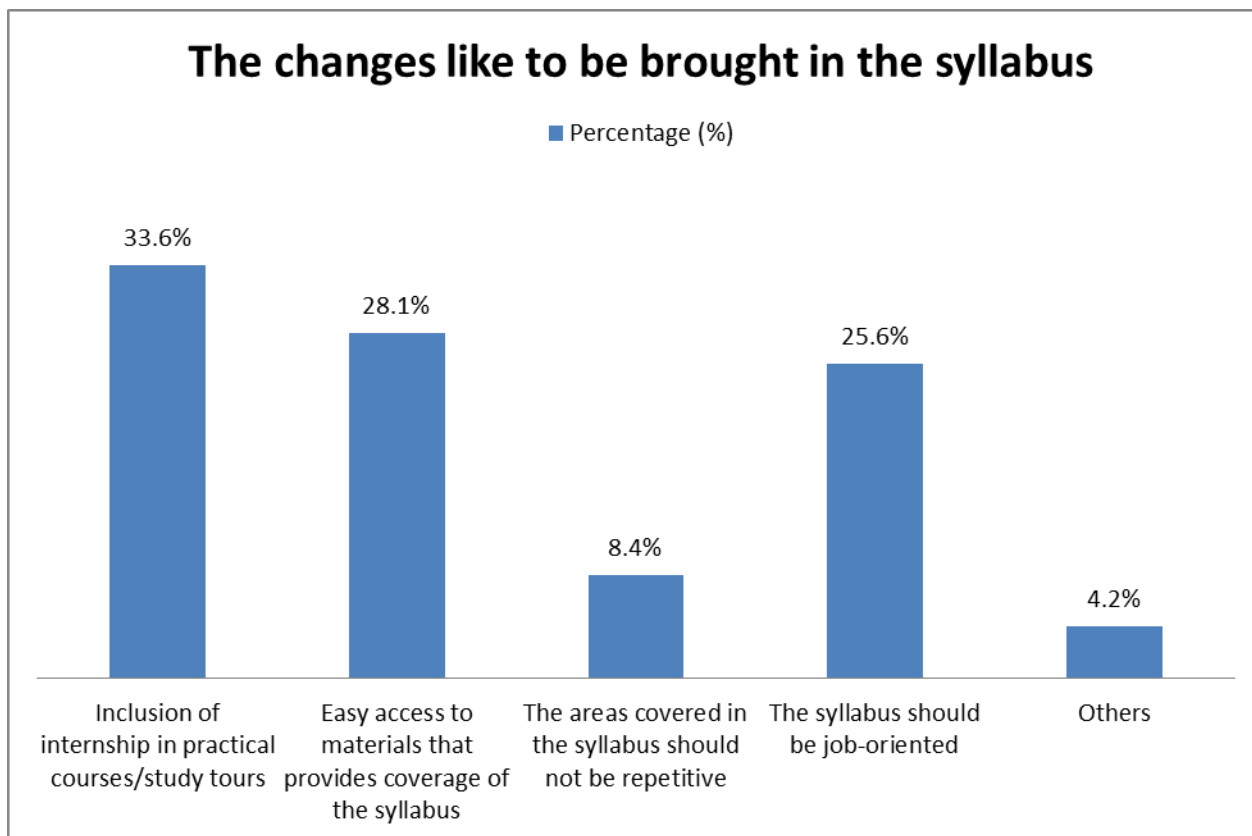
Above figure depicts the curriculum's flexibility in exposing students to opportunities that involves self-learning and experiential learning among the students respondent. It was depicted that out of 642 students, most of the students, 62.0 % of its responses recorded as agree, while neutral and strongly agree are 23.4% and 12.1 respectively. Only 2.3% and 0.2% of the students are found to be disagreeing and strongly disagree respectively.

18. The changes like to be brought in the syllabus

Particulars	Percentage (%)	Frequency (Nos.)
Inclusion of internship in practical courses/study tours	33.6%	215
Easy access to materials that provides coverage of the syllabus	28.1%	180
The areas covered in the syllabus should not be repetitive	8.4%	54
The syllabus should be job-oriented	25.6%	164
Others	4.2%	27
<b>Total</b>	<b>100%</b>	<b>640</b>

**Figure 18: The changes like to be brought in the syllabus**





It can be seen from the figure 18 that out of 640 students, 33.6 % of the students wanted changes in the syllabus to include internship in practical courses/study tours, 28.1% for making easy access to materials that provides coverage of the syllabus, 8.4 % suggested that the areas covered in the syllabus should not be repetitive, 25.6 % of them felt that the syllabus should be job-oriented and 4.2 % responded in ‘others’ option.

**19. Request the authorities of RGU to bring some changes in the syllabus**

Particulars	Percentage (%)	Frequency (Nos.)
Strongly Agree	16.6%	107
Agree	41.5%	267
Neutral	31.9%	205
Disagree	9.2%	59
Strongly Disagree	0.8%	5
<b>Total</b>	<b>100%</b>	<b>643</b>

**Figure 19: Request the authorities of RGU to bring some changes in the syllabus**



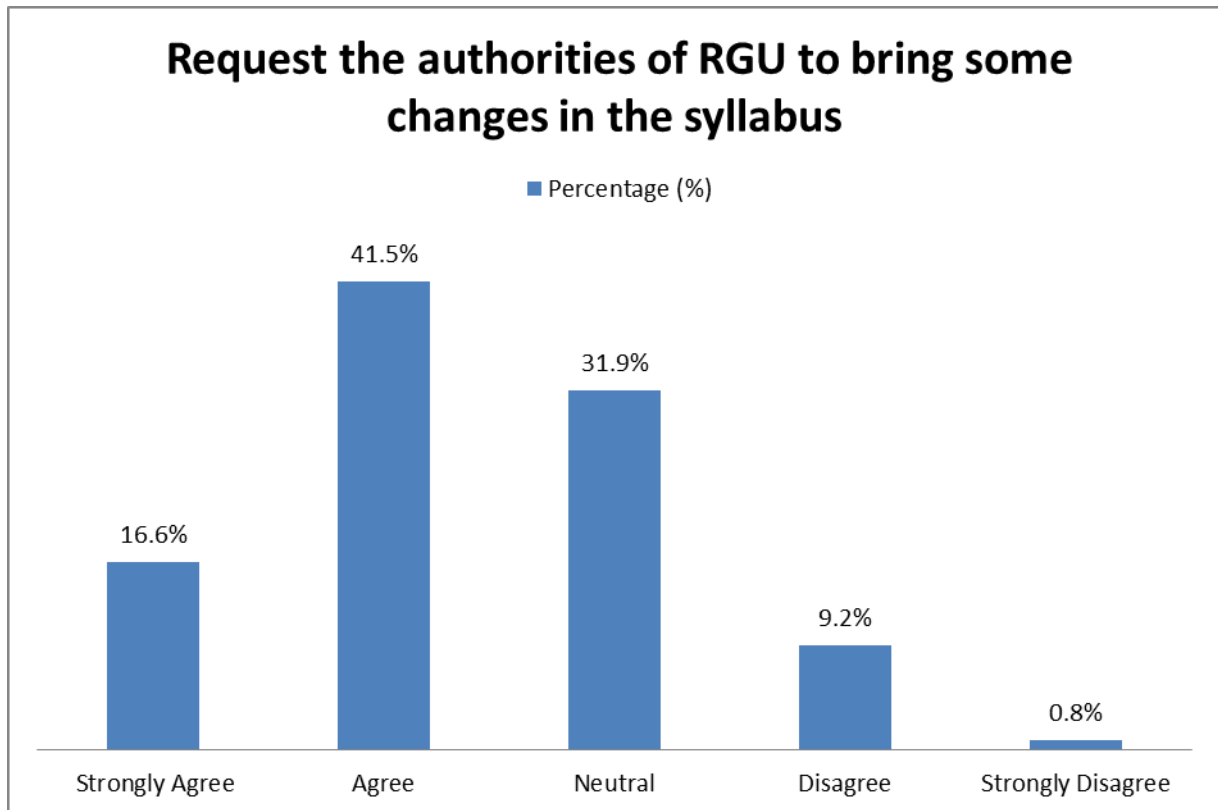



Figure 19, describes the responses of the students on to request the authorities of RGU to bring some changes in the syllabus. It was noticed that, 41.5 % agree to bring changes in the syllabus. While 31.9 %, 16.6 % and 9.2 % of the students have responded as neutral, strongly agree and disagree respectively. It was also noticed that only 0.8 % strongly disagree.



  
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