

DIGBOI COLLEGE



DIGBOI -786171

Session 2023-24

1.4.1

CONTENT:

FEEDBACK REPORT



FEEDBACK ON THE SYLLABUS AND ITS TRANSACTION AT THE INSTITUTION

Feedback is valuable information that can be used to make important decisions in the educational setup. The feedback mechanism is helpful for the educational institutions to improve the quality in terms of curriculum and teaching learning process. Feedback helps students, parents, employers, alumni and teachers to identify areas of strength and weakness, track progress and make adjustments to improve the syllabus, transaction of syllabus and learning outcomes. The educational institutions can be benefitted from feedback in a number of ways.

Keeping this in mind, Digboi College has a mechanism to obtain feedback from the stakeholders from time to time. The feedback obtained and analysis thereof in connection with the syllabus and its transaction, are presented under the following headings –

- 1) Feedback from students
- 2) Feedback from teachers
- 3) Feedback from employers and
- 4) Feedback from alumni.

1) FEEDBACK FROM STUDENTS

Students are the most important stakeholder of an institution and that is why; their viewpoints and opinions always weigh a great importance in the overall development of the institution. Keeping in view the significance of students' role the college has initiated for taking structured feedback from them related to curriculum and its transaction. The institution shared feedback forms through SURVEY HEART (<https://surveyheart.com/app?u=0#responses>) and obtained the responses from a total of 535 students. The feedback form consists of a total of 12 statements/items relating to curriculum and its delivery which were followed by a series of four answer statements. Respondents choose the option that best corresponds with how they feel about the statement. This feedback form is five point Likert type scale. This scale which assumes that the strength or intensity of an attitude is on a continuum from Excellent, Good, Average, Below Average and Poor. Thus, this feedback form resembles to the Likert scale in a five point scale which is used to allow a respondents to express how much they agree or disagree with a particular statement.

A total of 535 students have responded to the survey. The diversity of the respondents depicts that 45.61% (244) respondents belongs to Arts stream, 34.77% (186) Science stream, 19.07% (102) Commerce stream and 0.56% (3) belongs to M.Sc. in Life Science. Diversity of the respondents can be presented as follows in Figure 1.1.

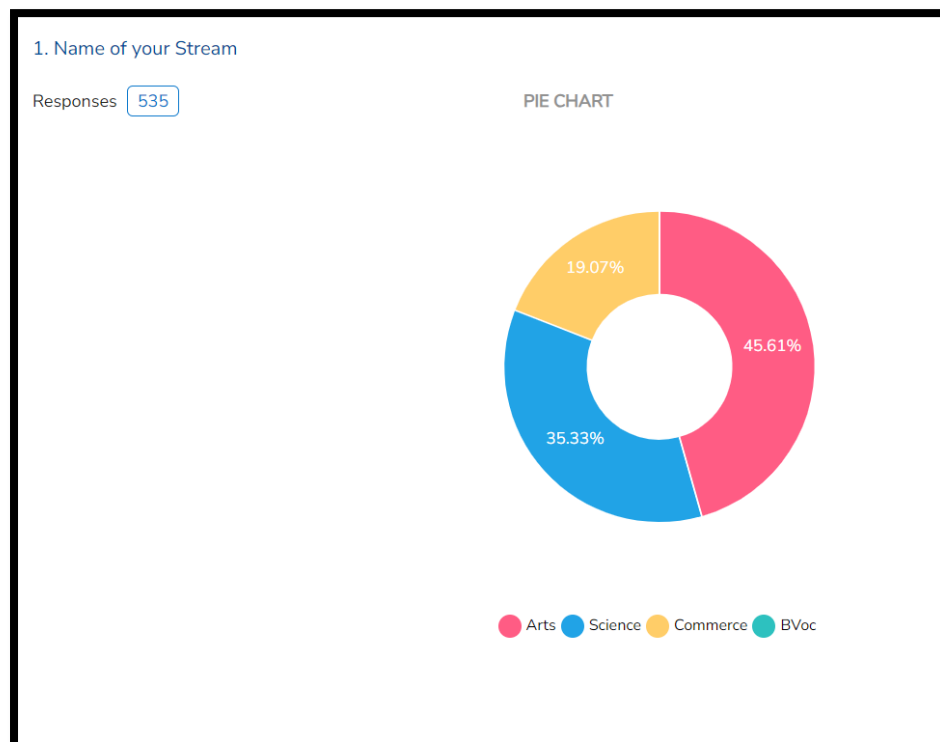


Figure 1.1: Diversity of the respondents

The feedback form consists of a total of 12 statements/items with regard to curriculum and its delivery system. Statement/item wise analysis of the responses obtained from the students are presented as follows -

a) Need based curriculum and syllabus: With regard to the issue whether the curriculum and syllabus is need based, the obtained responses depict that out of the total 535 respondent students, majority of the respondents i.e. 58.50% (313 nos.) has perceived it to be good. The details of the responses are presented in Table 1.1 and Figure 1.2.

Table 1.1: Need based curriculum and syllabus
(Figures in the bracket indicates number of respondents)

Sl. No.	Response	% of respondents
1	Excellent	25.05% (134)
2	Good	58.50% (313)
3	Average	14.58% (78)
4	Below Average	1.31% (70)
5	Poor	0.56% (3)

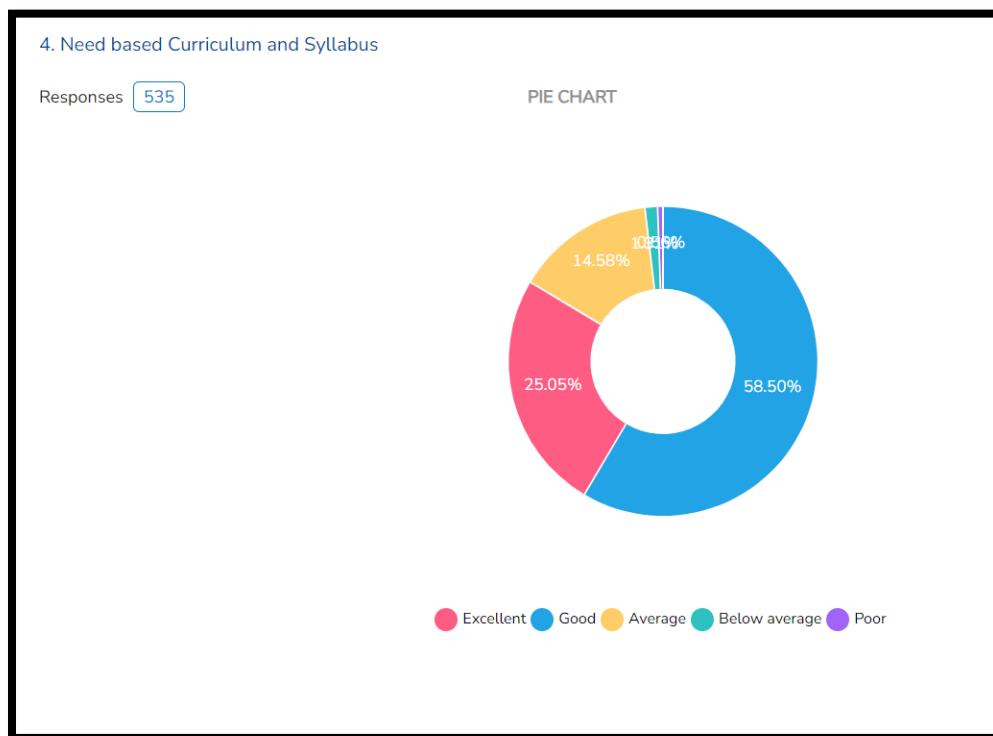


Figure 1.2: Need based curriculum and syllabus

b) **The sequences of the units provided in the course:** With regard to the issue whether the sequences of the units provided in the course are proper, the obtained responses depict that out of the total 535 respondent students; majority of the respondents i.e. 60.19% (322 nos.) has perceived it to be good. The details of the responses are presented in Table 1.2 and Figure 1.3.

Table 1.2: Sequences of the units provided in the course

(Figures in the bracket indicates number of respondents)

Sl. No.	Response	% of respondents
1	Excellent	22.99% (123)
2	Good	60.19% (322)
3	Average	15.14% (81)
4	Below Average	0.93% (5)
5	Poor	0.75% (4)

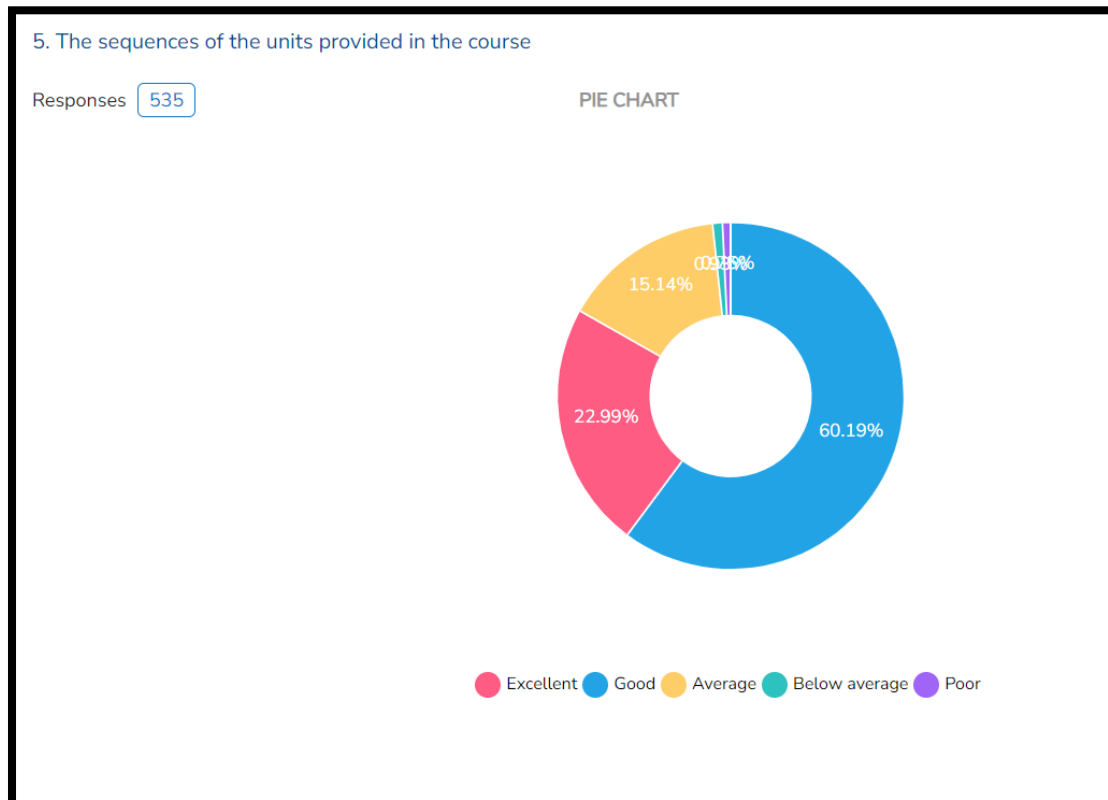


Figure 1.3: Sequences of the units provided in the course

c) **Clarity of course outcomes:** With regard to the issue of clarity of the course outcomes, the obtained responses depict that out of the total 535 respondent students; majority of the respondents i.e. 54.58% (292 nos.) has perceived it to be good. The details of the responses are presented in Table 1.3 and Figure 1.4.

Table 1.3: Clarity of course outcomes

(Figures in the bracket indicates number of respondents)

Sl. No.	Response	% of respondents
1	Excellent	21.12% (113)
2	Good	54.58% (292)
3	Average	20.93% (112)
4	Below Average	2.06% (11)
5	Poor	1.31% (7)

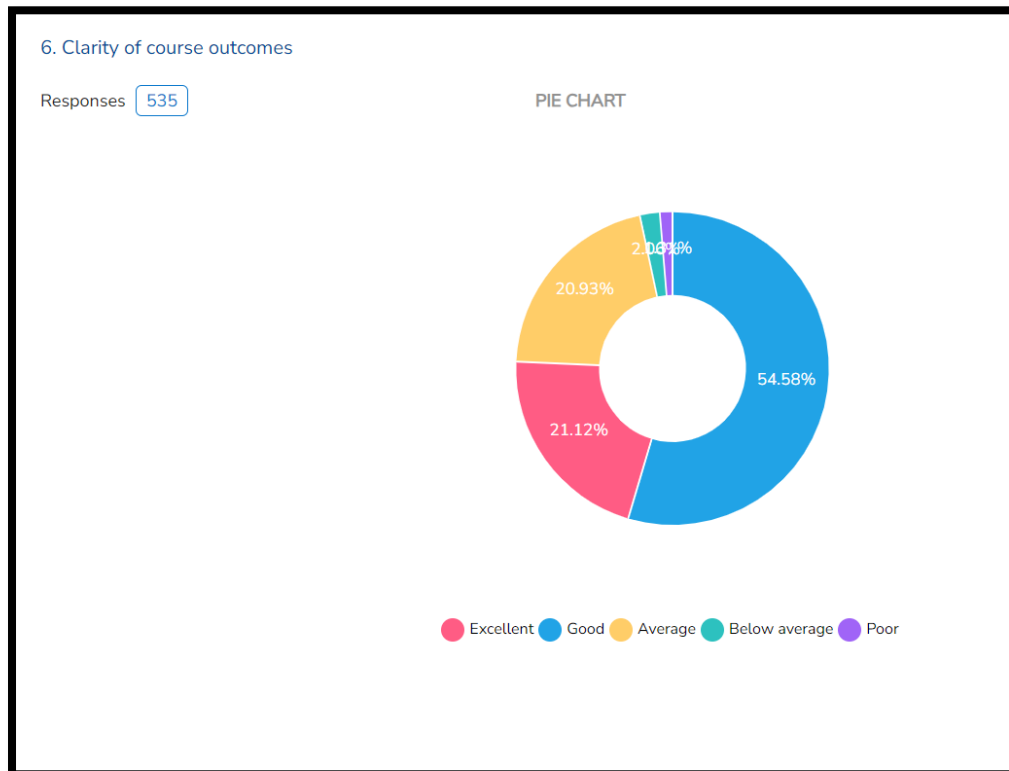


Figure 1.4: Clarity of course outcomes

d) **Adequacy of text books, reference books or digital resources relating to the syllabus:** With regard to the issue of adequacy of text books, reference books or digital resources relating to the syllabus, the obtained responses depict that out of the total 535 respondent students; a large section of the respondents i.e. 46.54% (249 nos.) has perceived it to be good. The details of the responses are presented in Table 1.4 and Figure 1.5.

Table 1.4: Adequacy of text books, reference books or digital resources relating to the syllabus

(Figures in the bracket indicates number of respondents)

Sl. No.	Response	% of respondents
1	Excellent	22.24 % (119)
2	Good	46.54 % (249)
3	Average	25.61 % (137)
4	Below Average	4.30 % (23)
5	Poor	1.31 % (7)

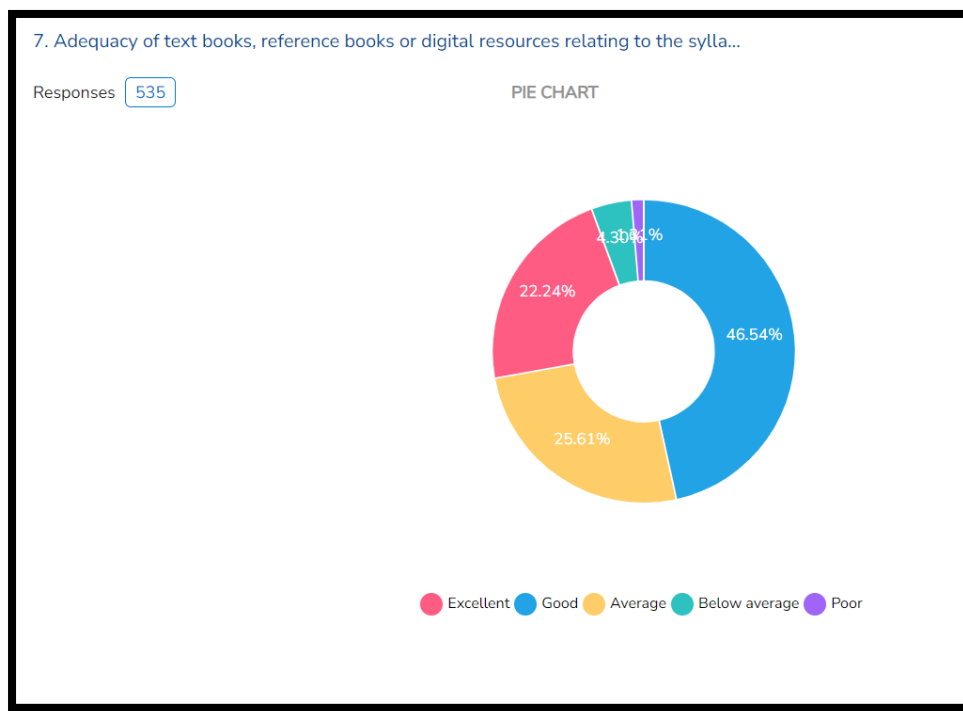


Figure 1.5: Adequacy of text books, reference books or digital resources relating to the syllabus

e) **Relevance and applicability of the course contents in real life situations:** With regard to the issue of relevance and applicability of the course contents in real life situations, the obtained responses depict that out of the total 535 respondent students; a large section of the respondents i.e. 49.35% (264 nos.) has perceived it to be good. The details of the responses are presented in Table 1.5 and Figure 1.6.

Table 1.5: Relevance and applicability of the course contents in real life situations
(Figures in the bracket indicates number of respondents)

Sl. No.	Response	% of respondents
1	Excellent	17.57 % (94)
2	Good	49.35 % (264)
3	Average	27.10 % (145)
4	Below Average	4.11 % (22)
5	Poor	1.87 % (10)

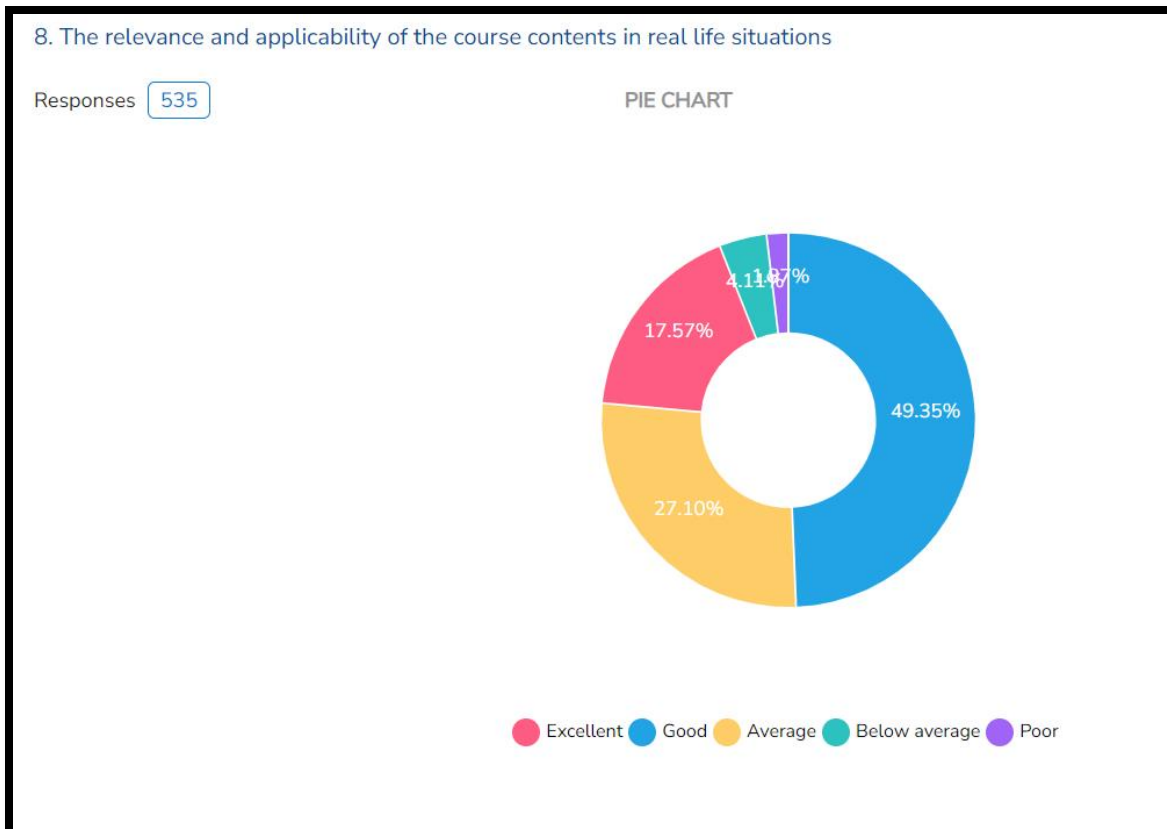


Figure 1.6: Relevance and applicability of the course contents in real life situations

f) **The size of the syllabus in terms of the burden on the students:** With regard to the issue whether the size of the syllabus in terms of the burden on the students, the obtained responses depict that out of the total 535 respondent students; a large section of the respondents i.e. 46.73% (250 nos.) has perceived it as to be good. The details of the responses are presented in Table 1.6 and Figure 1.7.

Table 1.6: Size of the syllabus in terms of the burden on the students
(Figures in the bracket indicates number of respondents)

Sl. No.	Response	% of respondents
1	Excellent	10.84% (58)
2	Good	46.73% (250)
3	Average	34.21% (183)
4	Below Average	5.98% (32)
5	Poor	2.24% (12)

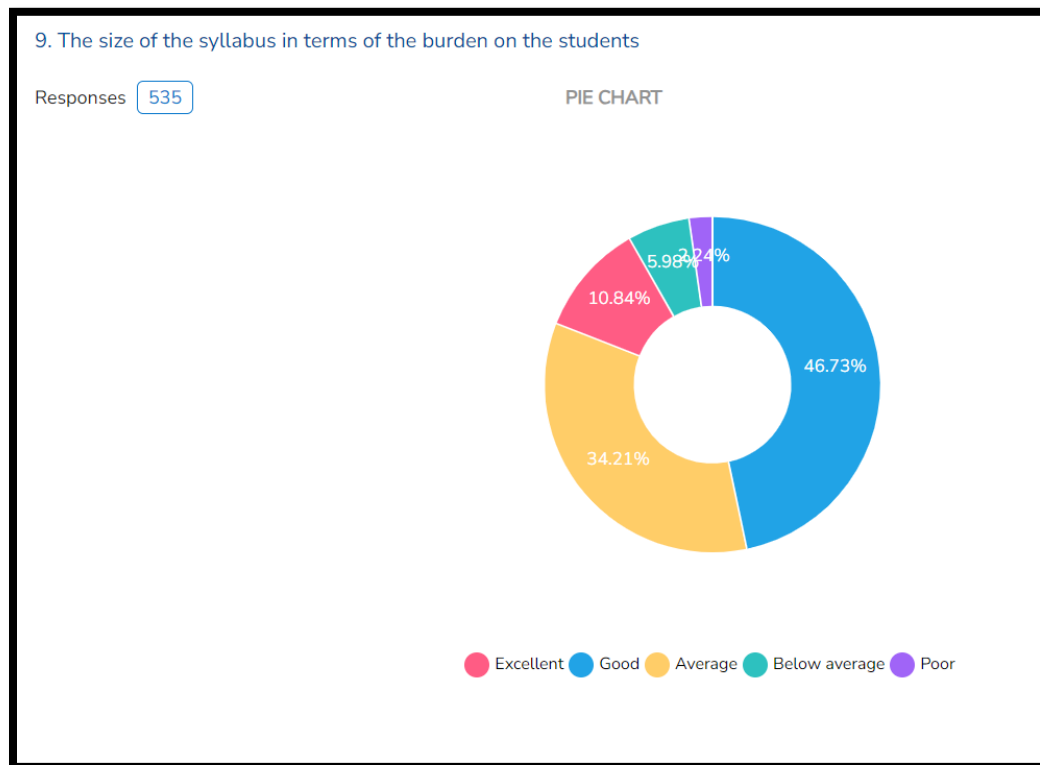


Figure 1.7: Size of the syllabus in terms of the burden on the students

g) Fulfillment of the objectives stated for each of the course: With regard to the issue of fulfillment of the objectives stated for each of the course, the obtained responses depict that out of the total 535 respondent students; majority of the respondents i.e. 59.07 % (316 nos.) has perceived it as to be good. The details of the responses are presented in Table 1.7 and Figure 1.8.

Table 1.7: Fulfillment of the objectives stated for each of the course
(Figures in the bracket indicates number of respondents)

Sl. No.	Response	% of respondents
1	Excellent	17.01 % (91)
2	Good	59.07 % (316)
3	Average	21.31 % (114)
4	Below Average	1.12 % (6)
5	Poor	1.50 % (8)

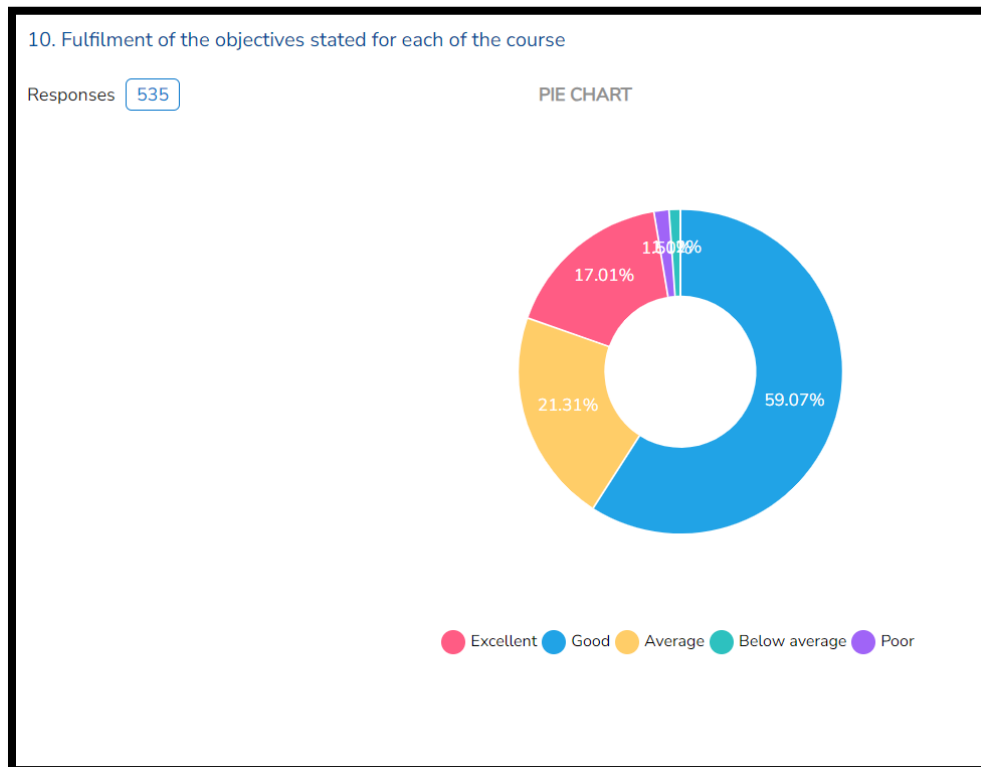


Figure 1.8: Fulfillment of the objectives stated for each of the course

h) The teaching methods used to cover the course content of the syllabus: With regard to the issue of the teaching methods used to cover the course content of the syllabus, the obtained responses depict that out of the total 535 respondent students; a large section of the respondents i.e. 48.41% (259 nos.) has perceived it as to be good. The details of the responses are presented in Table 1.8 and Figure 1.9.

Table 1.8: Teaching methods used to cover the course content of the syllabus
(Figures in the bracket indicates number of respondents)

Sl. No.	Response	% of respondents
1	Excellent	31.96% (171)
2	Good	48.41% (259)
3	Average	15.14 % (81)
4	Below Average	2.99% (16)
5	Poor	1.50 % (8)

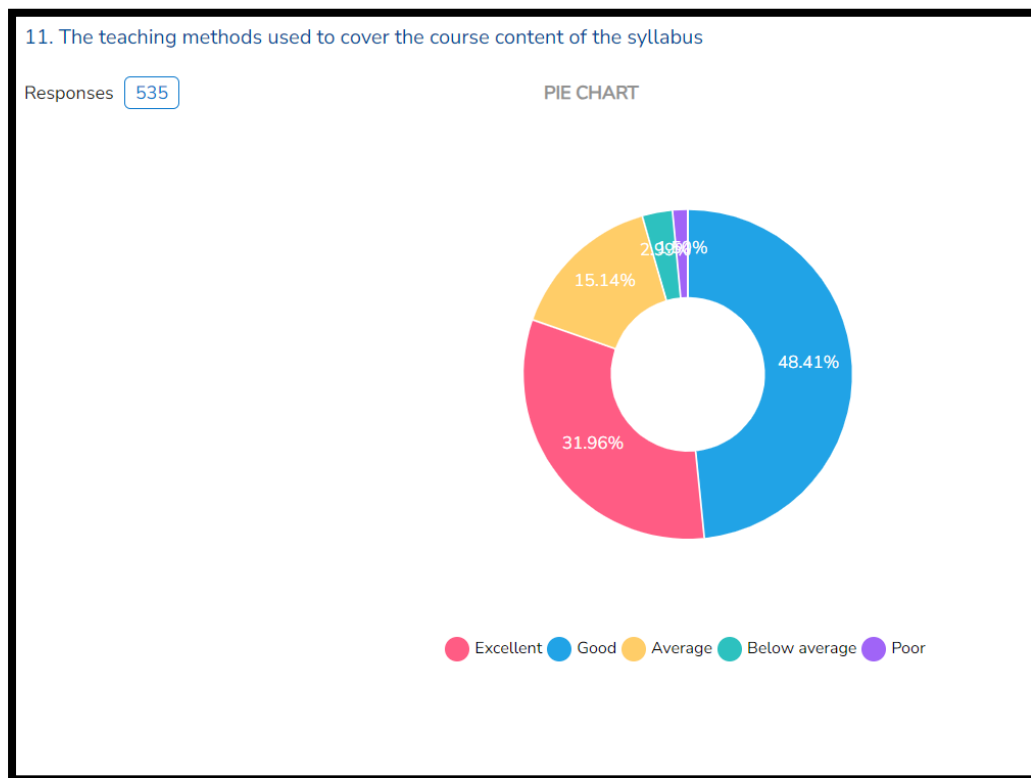


Figure 1.9: Teaching methods used to cover the course content of the syllabus

i) Development of the competencies through the syllabus essential for the present global scenario: With regard to the issue of the development of the competencies through the syllabus essential for the present global scenario, the obtained responses depict that out of the total 535 respondent students; a large section of the respondents i.e. 54.77% (293 nos.) has perceived it as to be good. The details of the responses are presented in Table 1.9 and Figure 1.10.

Table 1.9: Development of the competencies through the syllabus essential for the present global scenario

(Figures in the bracket indicates number of respondents)

Sl. No.	Response	% of respondents
1	Excellent	15.70% (84)
2	Good	54.77% (293)
3	Average	24.49 % (131)
4	Below Average	3.74% (20)
5	Poor	1.31 % (7)

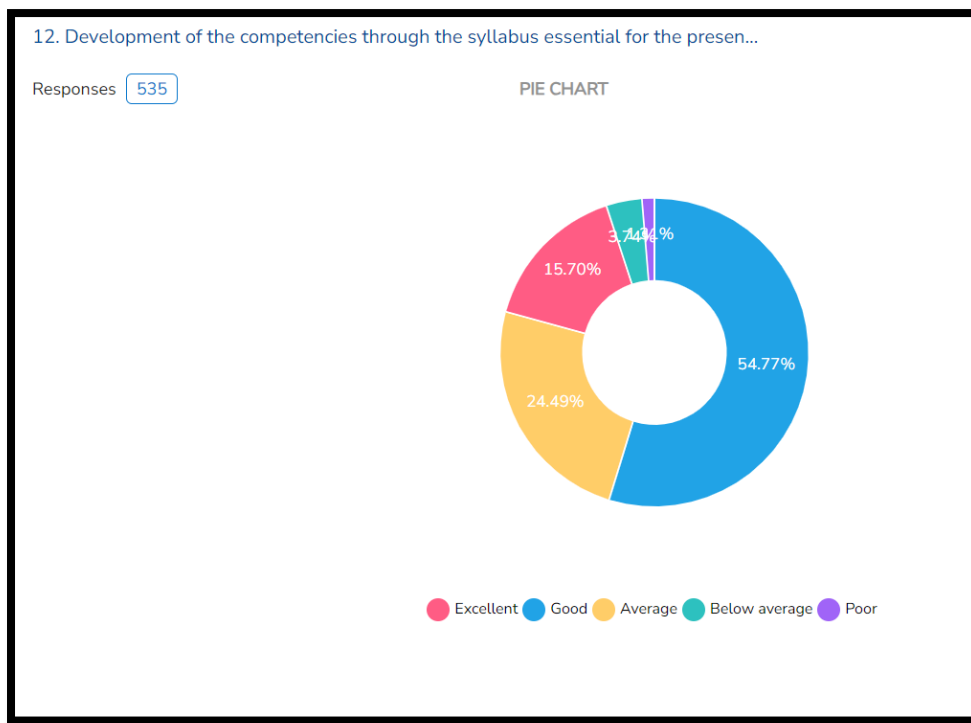


Figure 1.10: Development of the competencies through the syllabus essential for the present global scenario

j) Provision/scope for growth of the students through the curriculum: With regard to the issue of the provision/scope for growth of the students through the curriculum, the obtained responses depict that out of the total 535 respondent students; a large section of the respondents i.e. 53.64 % (287nos.) has perceived it as to be good. The details of the responses are presented in Table 1.10 and Figure 1.11.

Table 1.10: Provision/scope for growth of the students through the curriculum
(Figures in the bracket indicates number of respondents)

Sl. No.	Response	% of respondents
1	Excellent	18.69 % (100)
2	Good	53.64 % (287)
3	Average	23.93 % (128)
4	Below Average	2.62 % (14)
5	Poor	1.12 % (6)

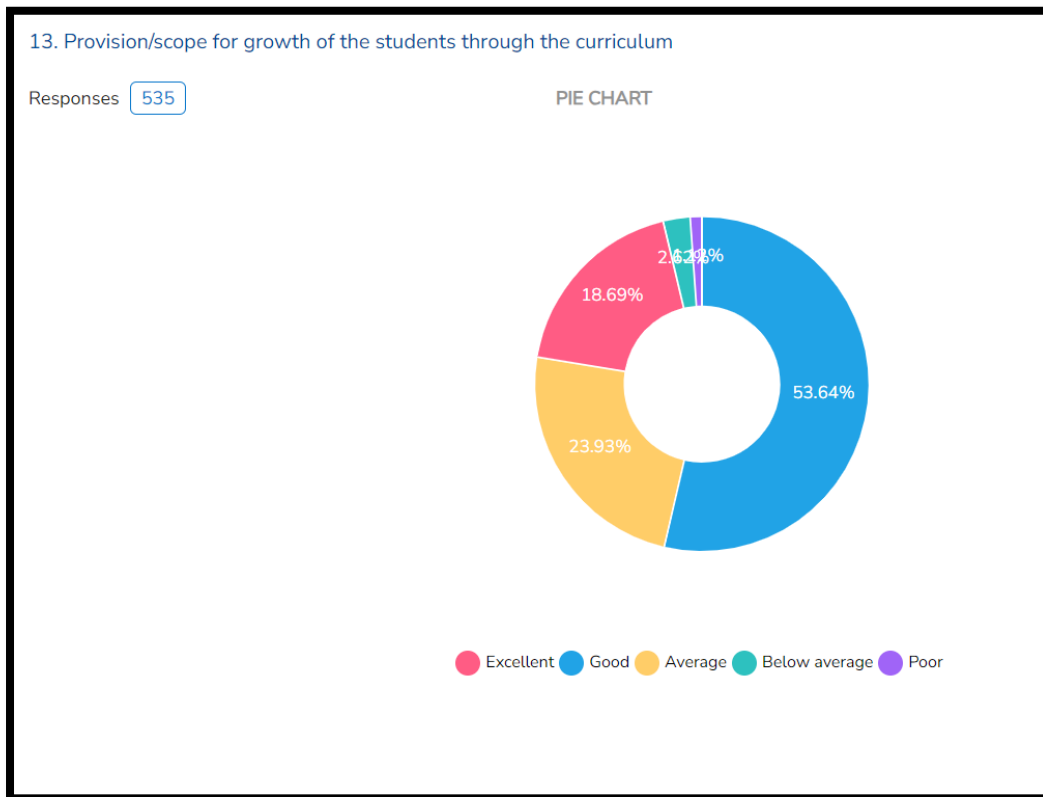


Figure 1.11: Provision/scope for growth of the students through the curriculum

k) The time allocation for course completion of the syllabus: With regard to the issue of the time allocation for course completion of the syllabus, the obtained responses depict that out of the total 535 respondent students; a large section of the respondents i.e. 40.37% (216nos.) has perceived it as to be good. The details of the responses are presented in Table 1.11 and Figure 1.12.

Table 1.11: Time allocation for course completion of the syllabus
(Figures in the bracket indicates number of respondents)

Sl. No.	Response	% of respondents
1	Excellent	17.38 % (93)
2	Good	40.37 % (216)
3	Average	28.41 % (152)
4	Below Average	8.79 % (47)
5	Poor	5.05 % (27)

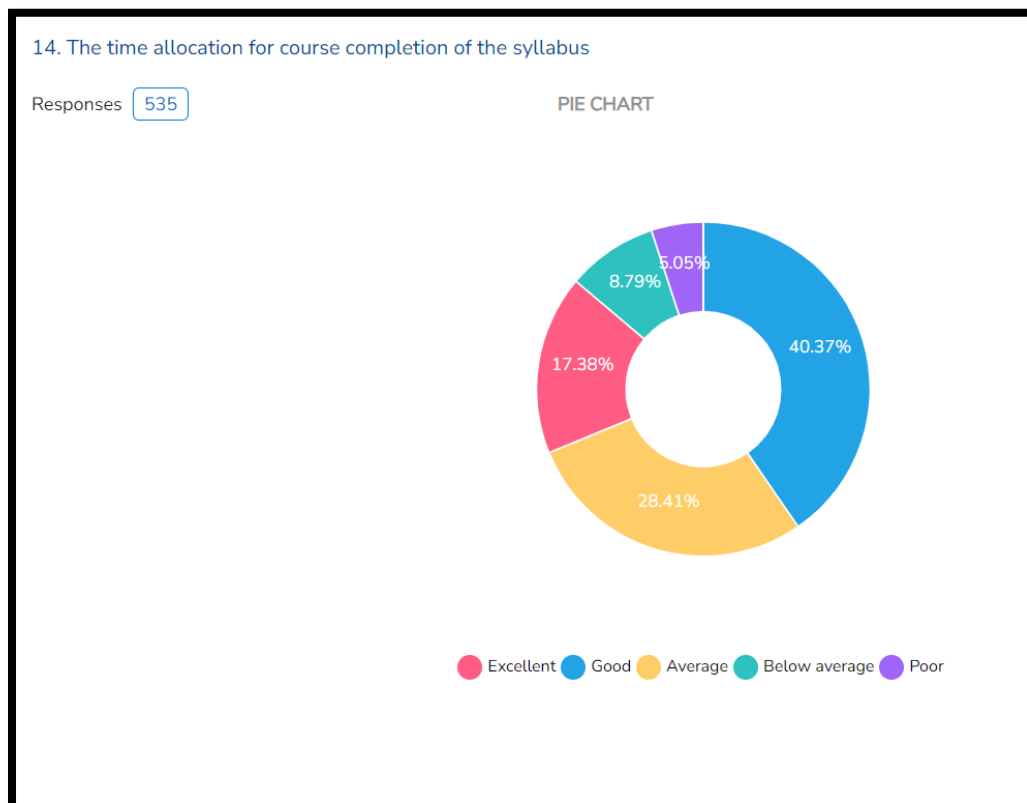


Figure 1.12: Time allocation for course completion of the syllabus

1) Use of Modern Technology in teaching-learning process: With regard to the issue of use of modern technology in teaching-learning process, the obtained responses depict that out of the total 535 respondent students; a large section of the respondents i.e. 38.69% (207 nos.) has perceived it as to be good. The details of the responses are presented in Table 1.12 and Figure1.13.

Table 1.12: Use of modern technology in teaching-learning process
(Figures in the bracket indicates number of respondents)

Sl. No.	Response	% of respondents
1	Excellent	25.23 % (135)
2	Good	38.69 % (207)
3	Average	22.99 % (123)
4	Below Average	8.41 % (45)
5	Poor	4.67 % (25)

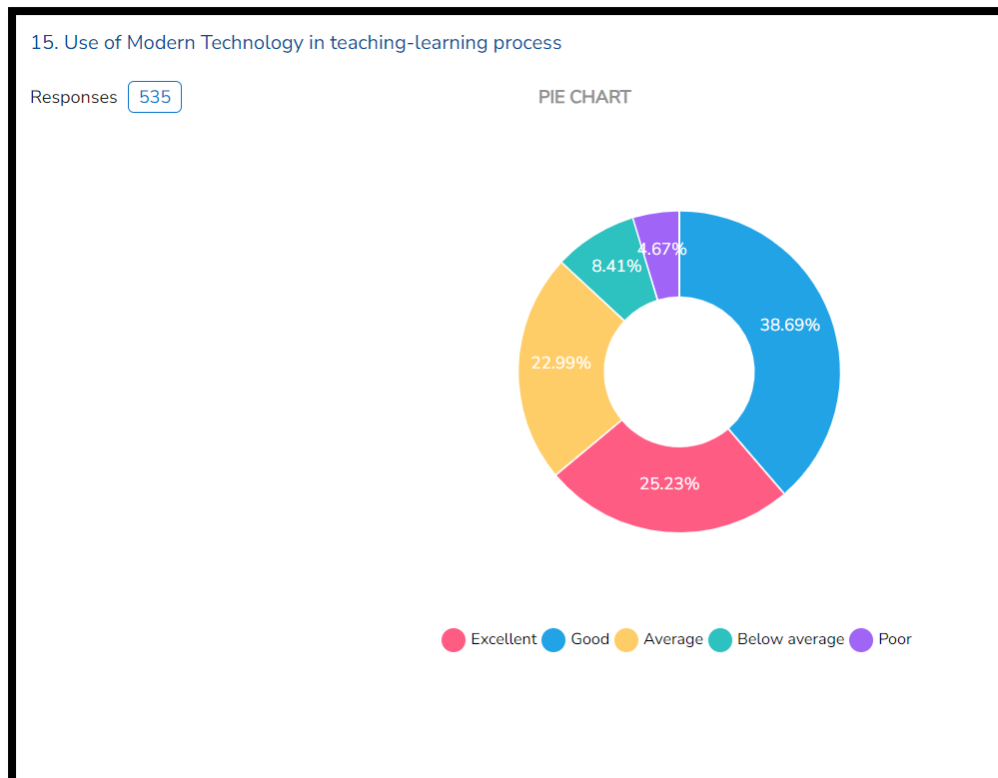


Figure 1.13: Use of modern technology in teaching-learning process

2) FEEDBACK FROM TEACHERS

Teachers are the most important stakeholder of an institution and that is why; their viewpoints and opinions always weigh a great importance in the overall development of the institution. Keeping in view the significance of teachers' role the college has initiated for taking structured feedback from them related to curriculum and its transaction. The institution shared feedback forms through SURVEY HEART (<https://surveyheart.com/app?u=0#responses>) and obtained the responses from a total of 39 teachers. The feedback form consists of a total of 8 statements/items relating to curriculum and its delivery which were followed by a series of four answer statements. Respondents choose the option that best corresponds with how they feel about the statement. This feedback form is five point Likert type scale. This scale which assumes that the strength or intensity of an attitude is on a continuum from Strongly Agree, Agree, Neither Agree nor Disagree, Disagree and Strongly Disagree. Thus, this feedback form resembles to the Likert scale in a five point scale which is used to allow a respondents to express how much they agree or disagree with a particular statement.

A total of 39 teachers have responded to the survey. The diversity of the respondents depicts that 25.64% respondents belongs to Associate professor and 74.36% belongs to Assistant professor Category. Diversity of the respondents can be presented in Figure 2.1 -

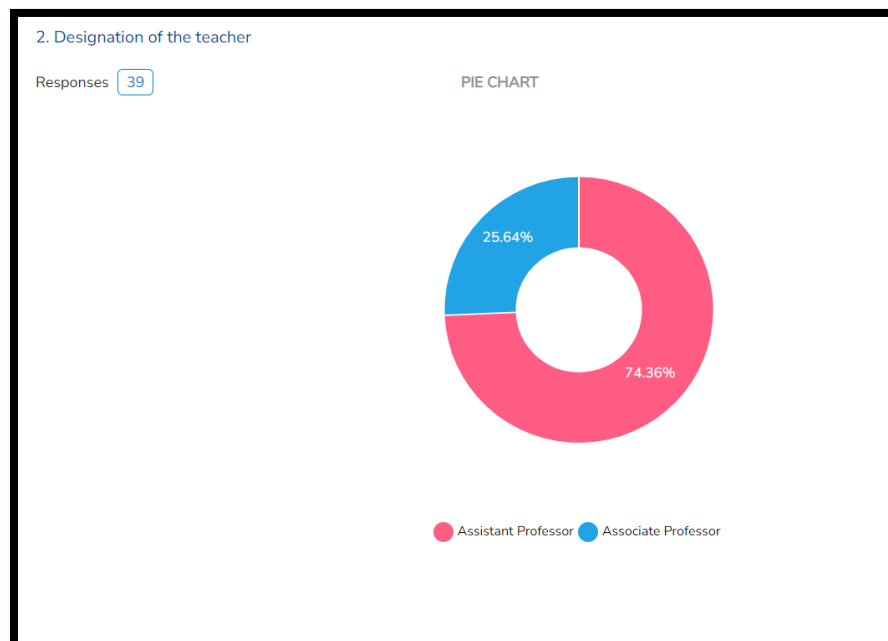


Figure 2.1: Diversity of respondents

The feedback form consists of a total of 8 statements/items with regard to curriculum and its delivery system. Statement/item wise analysis of the responses obtained from the students are presented as follows –

1) The curriculum has relevance to the practical lives of the students: With regard to the issue of relevance of the curriculum to the practical lives of the students, the obtained responses depict that out of the total respondent teachers; a large section of the respondents i.e. 69.23% has agreed. The details of the responses are presented in Table 2.1 and Figure 2.2.

Table 2.1: Relevance of curriculum to the practical lives of the students

Sl. No.	Response	% of respondents
1	Strongly Agree	05.13%
2	Agree	69.23%
3	Neither Agree nor Disagree	20.51%
4	Disagree	05.13%
5	Strongly Disagree	00%

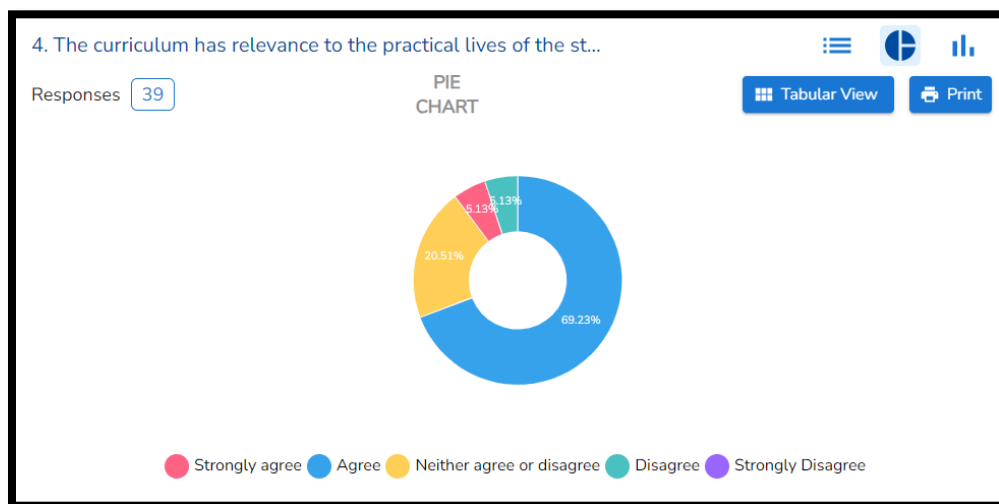


Figure 2.2: Relevance of curriculum to the practical lives of the students

2) The sequence of the units provided in the course is appropriate: With regard to the issue of appropriateness of the sequence of the units provided in the course, the obtained responses depict that out of the total respondent teachers; a large section of the respondents i.e. 71.79% has agreed. The details of the responses are presented in Table 2.2 and Figure 2.3.

Table 2.2: Appropriateness of the sequence of the units provided in the course

Sl. No.	Response	% of respondents
1	Strongly Agree	10.26%
2	Agree	71.79%
3	Neither Agree nor Disagree	10.26%
4	Disagree	07.69%
5	Strongly Disagree	00%

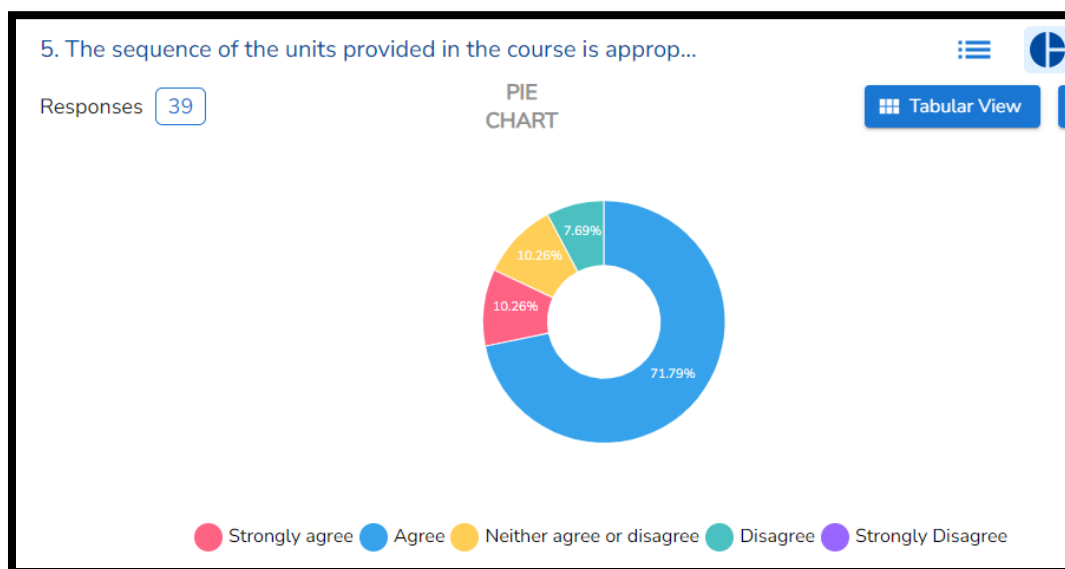


Figure 2.3 : Appropriateness of the sequence of the units provided in the course

3) Adequate text books, reference books or digital resources are available related to the syllabus: With regard to the issue of adequacy of text books, reference books or digital resources related to the syllabus, the obtained responses depict that out of the total respondent teachers; a large section of the respondents i.e. 48.72% has agreed. The details of the responses are presented in Table 2.3 and Figure 2.4.

Table 2.3: Adequacy of text books, reference books or digital resources

Sl. No.	Response	% of respondents
1	Strongly Agree	20.51%
2	Agree	48.72%
3	Neither Agree nor Disagree	15.38%
4	Disagree	15.38%
5	Strongly Disagree	00%

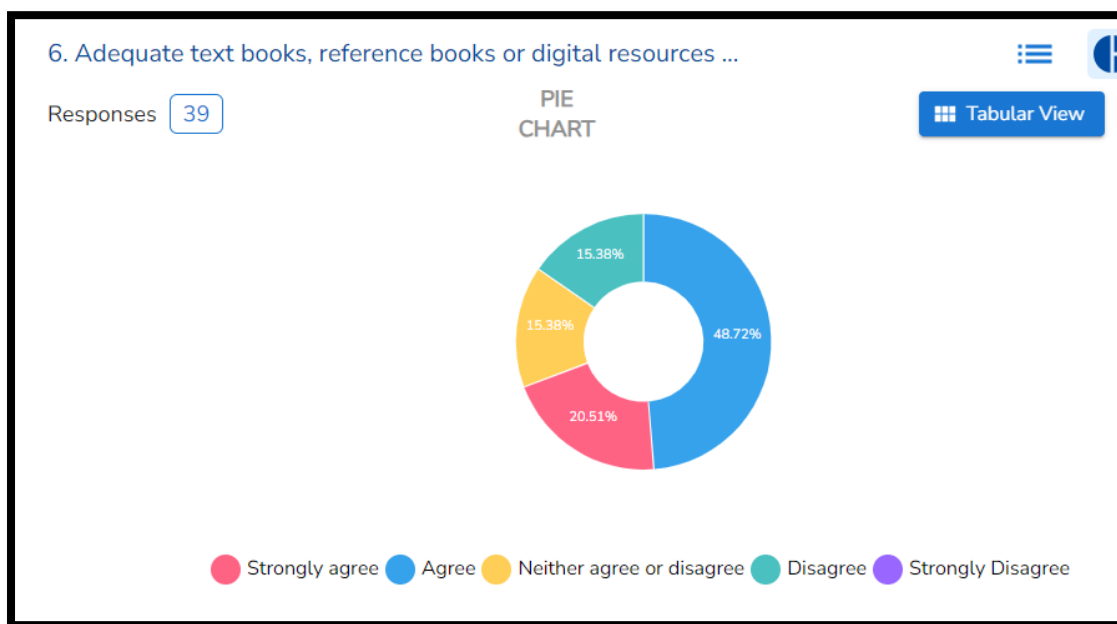


Figure 2.4: Adequacy of text books, reference books or digital resources

4) Appropriate teaching methods are used to cover course contents: With regard to the issue of appropriateness of teaching methods used to cover course contents, the obtained responses depict that out of the total respondent teachers; a large section of the respondents i.e. 51.28% has agreed. The details of the responses are presented in Table 2.4 and Figure 2.5.

Table 2.4: Appropriateness of teaching methods used to cover course contents

Sl. No.	Response	% of respondents
1	Strongly Agree	38.46%
2	Agree	51.28%
3	Neither Agree nor Disagree	07.69%
4	Disagree	02.56%
5	Strongly Disagree	00%

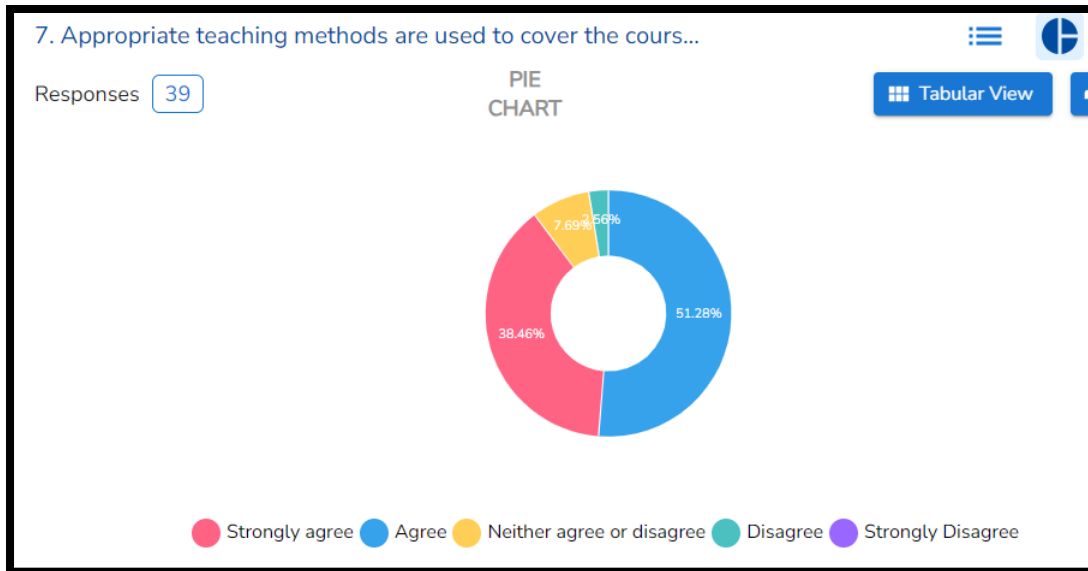


Figure 2.5: Appropriateness of teaching methods used to cover course contents

5) The time allocation for course completion of the syllabus is appropriate: With regard to the issue of appropriateness of the time allocation for course completion of the syllabus, the obtained responses depict that out of the total respondent teachers; a large section of the respondents i.e. 53.85% has agreed. The details of the responses are presented in Table 2.5 and Figure 2.6.

Table 2.5: Appropriateness of the time allocation for course completion of the syllabus

Sl. No.	Response	% of respondents
1	Strongly Agree	05.13%
2	Agree	53.85%
3	Neither Agree nor Disagree	20.51%
4	Disagree	20.51%
5	Strongly Disagree	00%

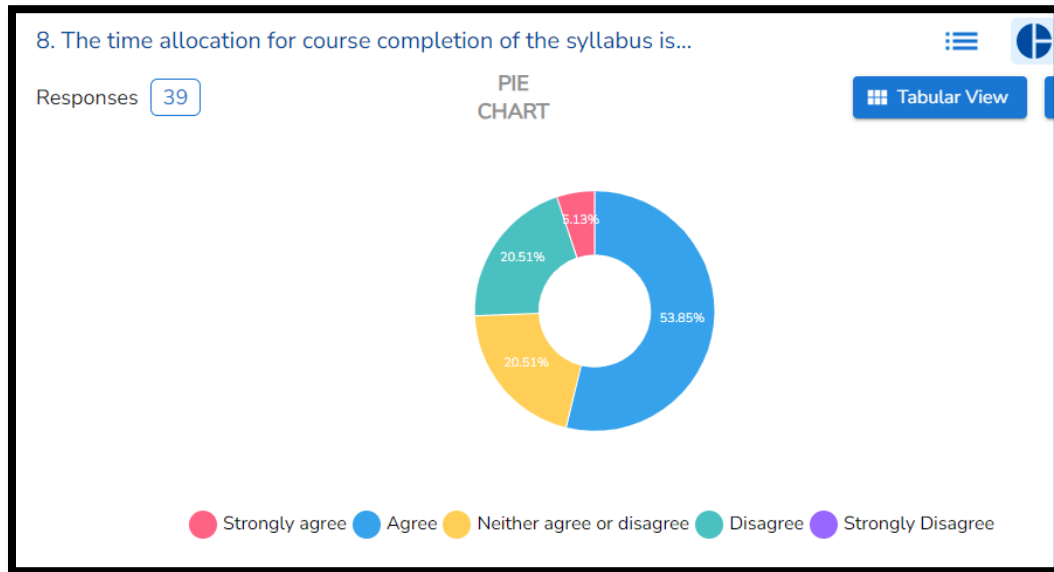


Figure 2.6: Appropriateness of the time allocation for course completion of the syllabus

6) The syllabus fulfills the competencies expected by the present global scenario:

With regard to the issue of fulfillment of the competencies expected by the present global scenario, the obtained responses depict that out of the total respondent teachers; a large section of the respondents i.e. 61.45% has agreed. The details of the responses are presented in Table 2.6 and Figure 2.7.

Table 2.6: Fulfillment of the competencies expected by the present global scenario

Sl. No.	Response	% of respondents
1	Strongly Agree	10.26%
2	Agree	61.54%
3	Neither Agree nor Disagree	17.95%
4	Disagree	10.26%
5	Strongly Disagree	00%

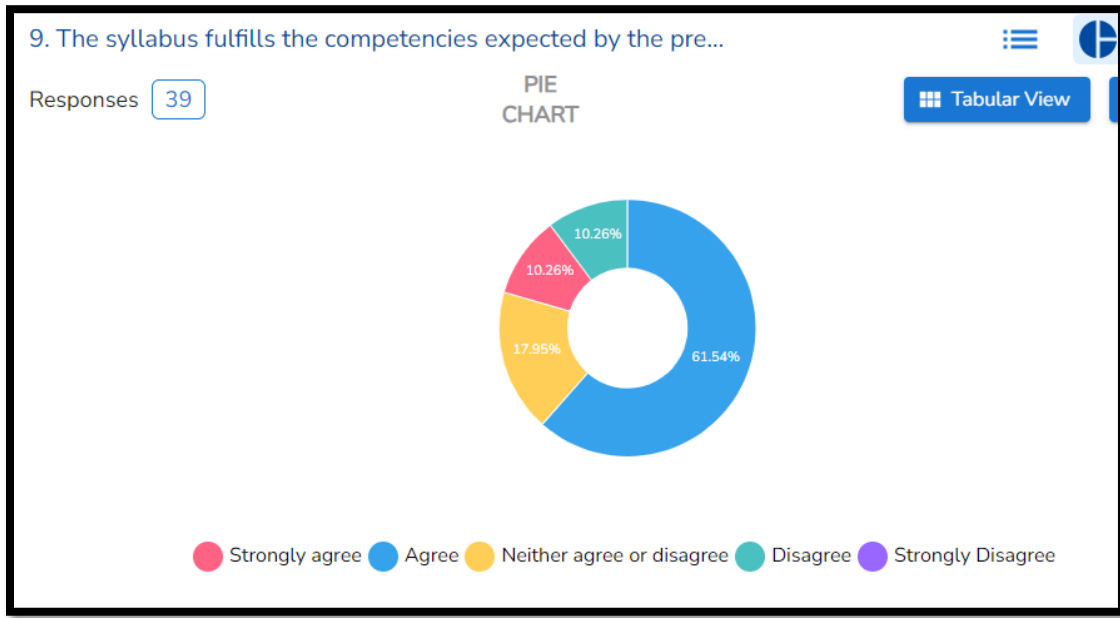


Figure 2.7: Fulfillment of the competencies expected by the present global scenario

7) The size of the syllabus is appropriate in terms of the burden on the students:

With regard to the issue of appropriateness of the size of the syllabus in terms of the burden on the students, the obtained responses depict that out of the total respondent teachers; a large section of the respondents i.e. 51.28% has agreed. The details of the responses are presented in Table 2.7 and Figure 2.8.

Table 2.7: Appropriateness of the size of the syllabus in terms of the burden on the students

Sl. No.	Response	% of respondents
1	Strongly Agree	12.82%
2	Agree	51.28%
3	Neither Agree nor Disagree	15.38%
4	Disagree	20.51%
5	Strongly Disagree	00%

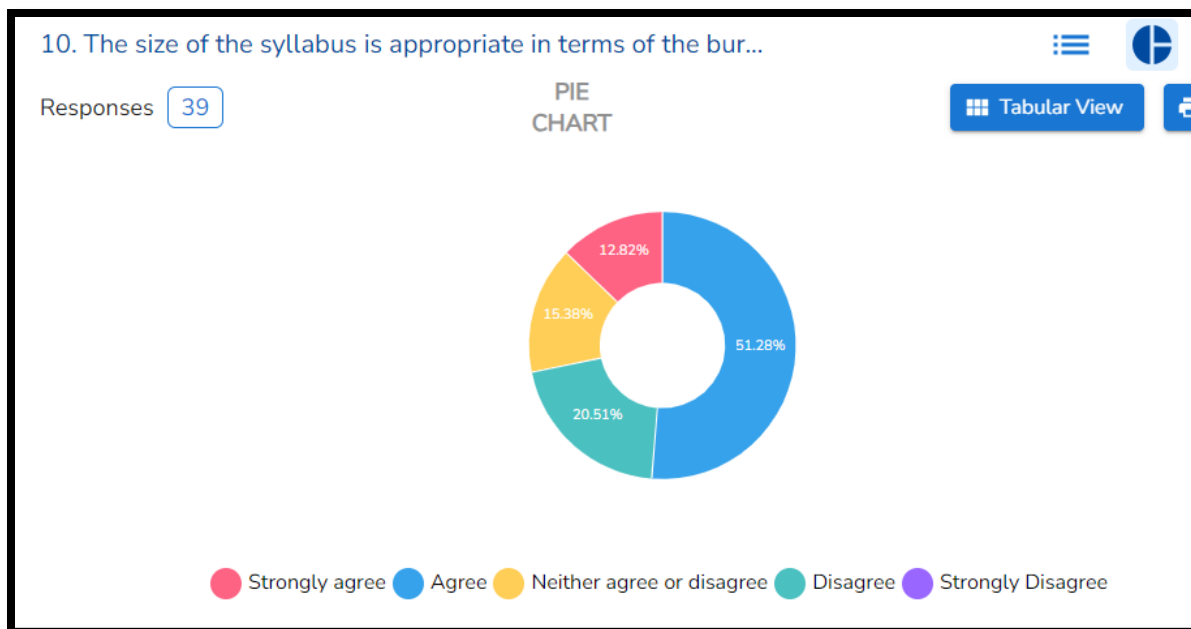


Figure 2.8 : Appropriateness of the size of the syllabus in terms of the burden on the students

8) Do you have any suggestion on existing curriculum and its transaction? With regard to the question of suggestion on existing curriculum and its transaction, the obtained responses depict that out of the total respondent teachers; a large section of the respondents have given some suggestions for improvement of the existing curriculum and its transaction. Some of the important responses are - relevant issues to be covered, should have some more practicality, should be more career oriented, more emphasis should be given on project based education, should be helpful for competitive examinations, skill component is to be incorporated into the core courses etc. The details of the responses are presented in Table 2.9.

Table 2.9: Details of the responses regarding suggestion on existing curriculum and its transaction

Respondent No.	Do you have any suggestion on existing curriculum and its transaction?
1	No
2	No answer
3	Some papers have the scope of revision for students' convenience
4	Relevant issues to be covered
5	It should have some more practicality, be more career oriented. Sufficient study materials needed
6	New concepts need to be incorporated
7	More emphasis should be given on project based education
8	No answer
9	No answer

10	No answer
11	In third semester, the paper on Economic Botany is too much lengthy to cover the whole paper on time
12	No
13	No
14	No
15	No
16	More practical based topics need to be included in the syllabus
17	No answer
18	No answer
19	No
20	No answer
21	Need to be improved
22	NA
23	No answer
24	The existing curriculum should be modified.
25	No answer
26	Syllabus is not good for today.
27	The existing syllabus for CBCS is over burden for the students in Semester V and VI of the core courses
28	Should be career oriented and helpful for competitive examinations
29	No
30	Mathematics and Computer Application in Business should be replaced with subjects like AI & Digital
31	No answer
32	None
33	Skill component is to be incorporated into the core courses
34	No answer
35	No
36	Sequence of the topic must be maintained
37	No
38	No answer
39	Prioritize the use of new technology

3) FEEDBACK FROM EMPLOYER

Employer is the most important stakeholder and that is why; their viewpoints and opinions always weigh a great importance in the overall development of the institution. Keeping in view the significance of employer's role, the college has initiated for taking structured feedback from them related to curriculum and its transaction. The institution shared feedback forms through SURVEY HEART (<https://surveyheart.com/app?u=0#responses>) and obtained the responses from 1 employer. The feedback form consists of a total of 7 statements/items relating to curriculum and its delivery which were followed by a series of four answer statements. Respondents choose the option that best corresponds with how they feel about the statement. This feedback form is five point Likert type scale. This scale assumes that the strength or intensity of an attitude falls on a continuum.

Thus, this feedback form resembles to the Likert scale in a five point scale which is used to allow a respondents to express how much they satisfied or dissatisfied with the curriculum and its transaction. The feedback form consists of a total of 7 statements/items with regard to curriculum and its delivery system. Statement/item wise analysis of the responses obtained from the employer is presented as follows –

1) THE CURRICULUM IS APPROPRIATE TO ENHANCE THE EMPLOYMENT OPPORTUNITIES

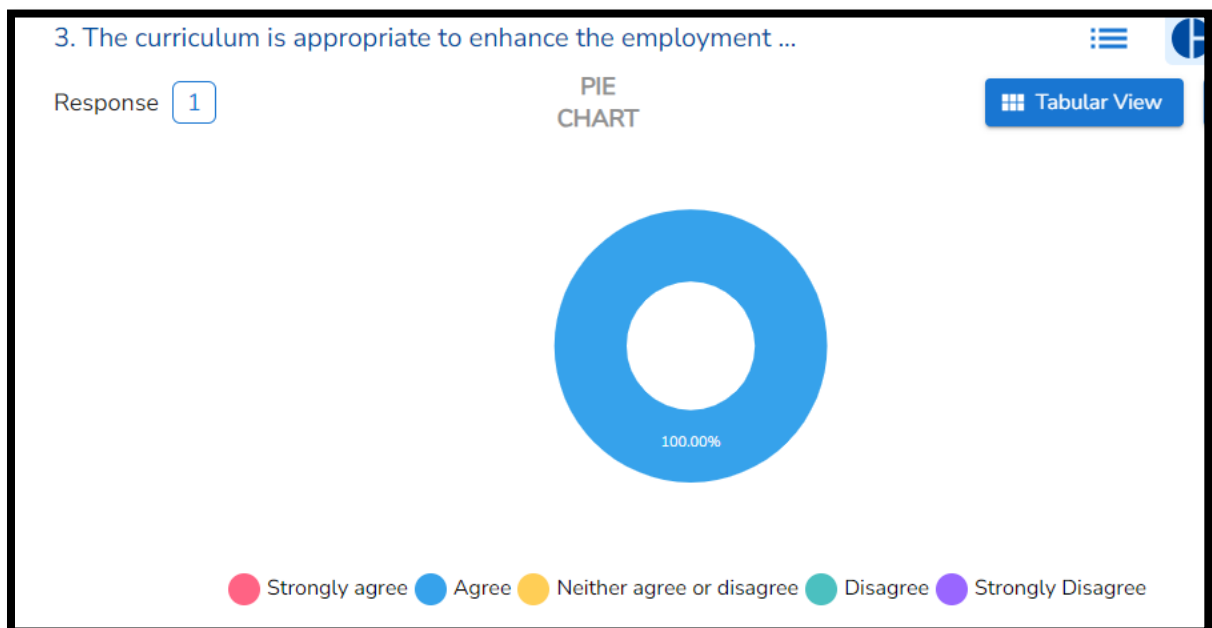


Figure 3.1: Appropriateness of curriculum to enhance the employment opportunities

2) THE COLLEGE HAS BEEN TEACHING SOME VALUABLE COURSES FOR CHARACTER BUILDING

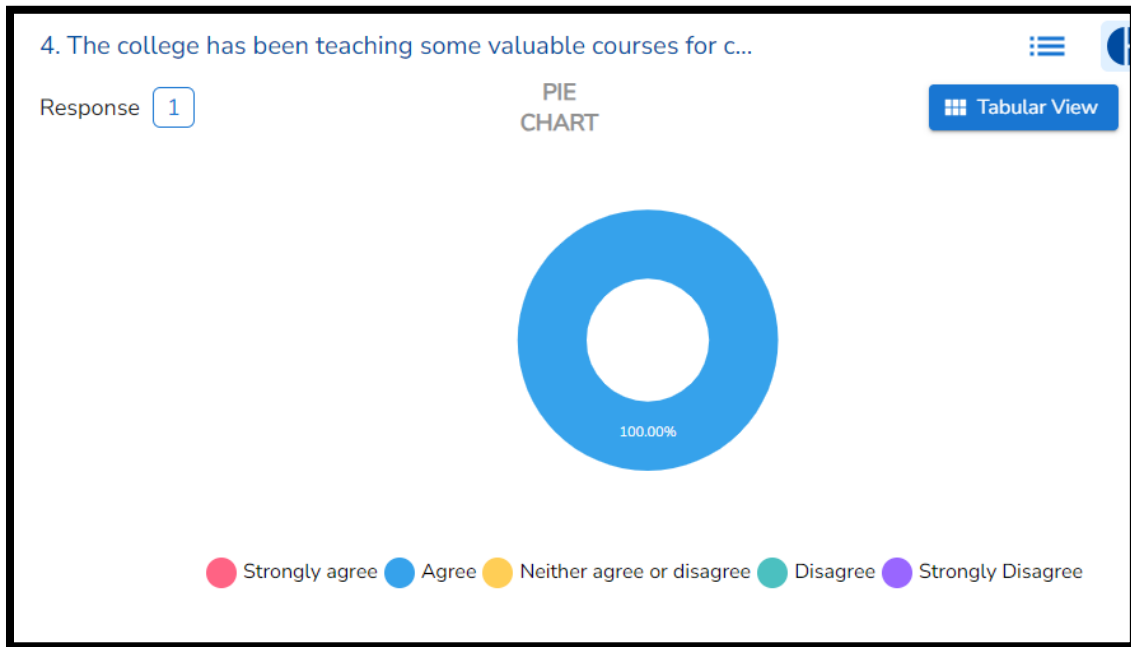


Figure 3.2: Valuable courses for character building

3) THE COLLEGE HAS BEEN PLAYING AN IMPORTANT ROLE IN INCREASING THE LEVEL OF CONFIDENCE OF THE STUDENTS

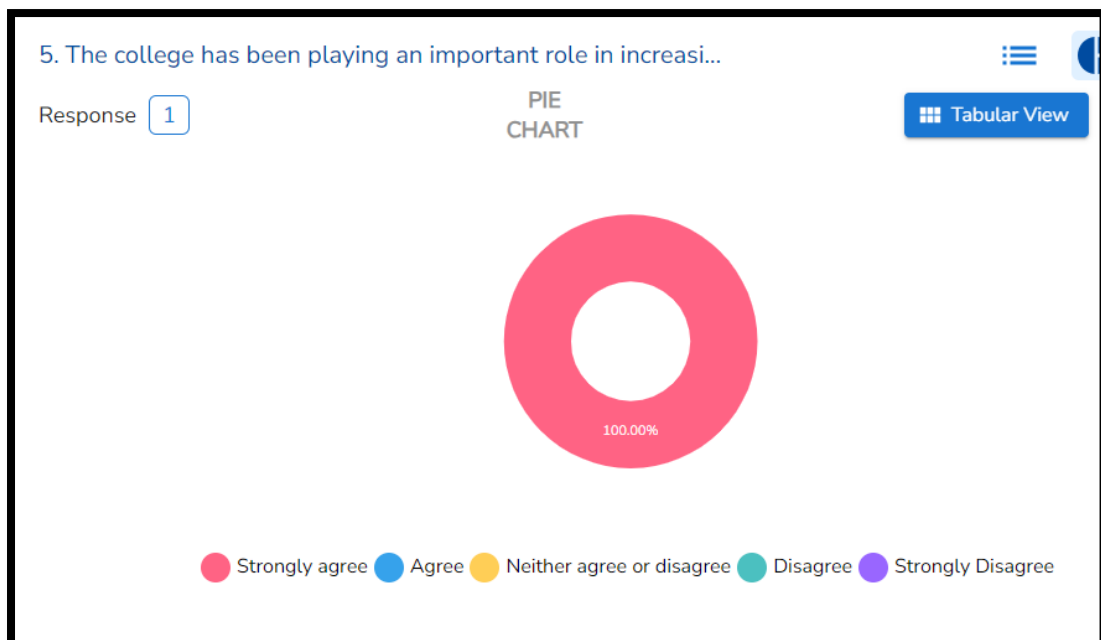


Figure 3.3: level of confidence of the students

4) THE CURRICULUM HAS SUFFICIENT SCOPE FOR EMPLOYING THE KNOWLEDGE IN REAL LIFE SITUATIONS

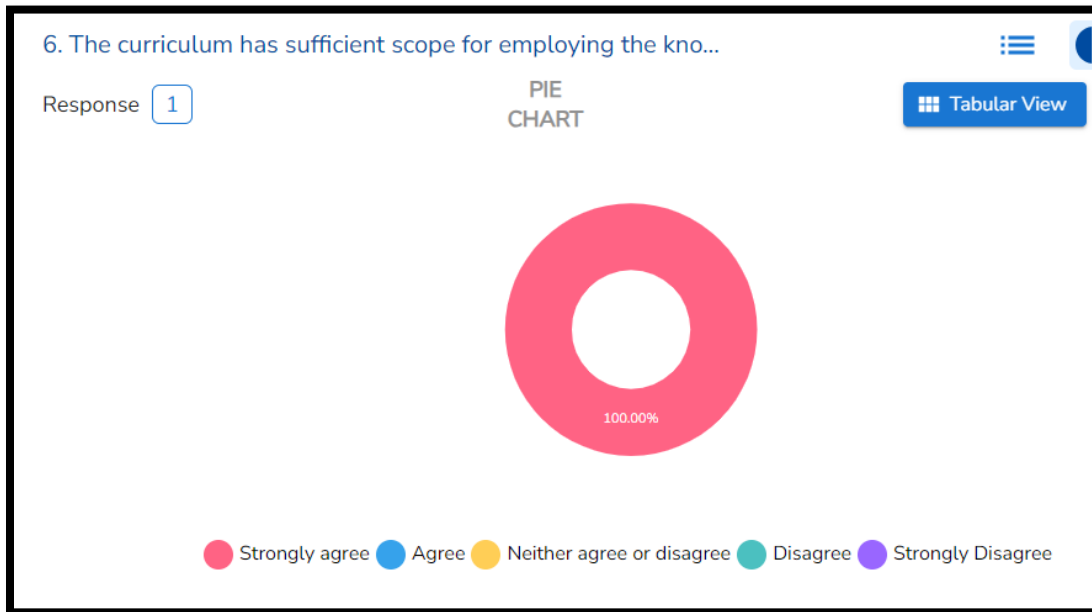


Figure 3.4: Scope for employing the knowledge in real life situations

5) THE TEACHERS HAVE BEEN EMPLOYING PROPER METHODS AND TECHNIQUES FOR CURRICULUM TRANSACTION

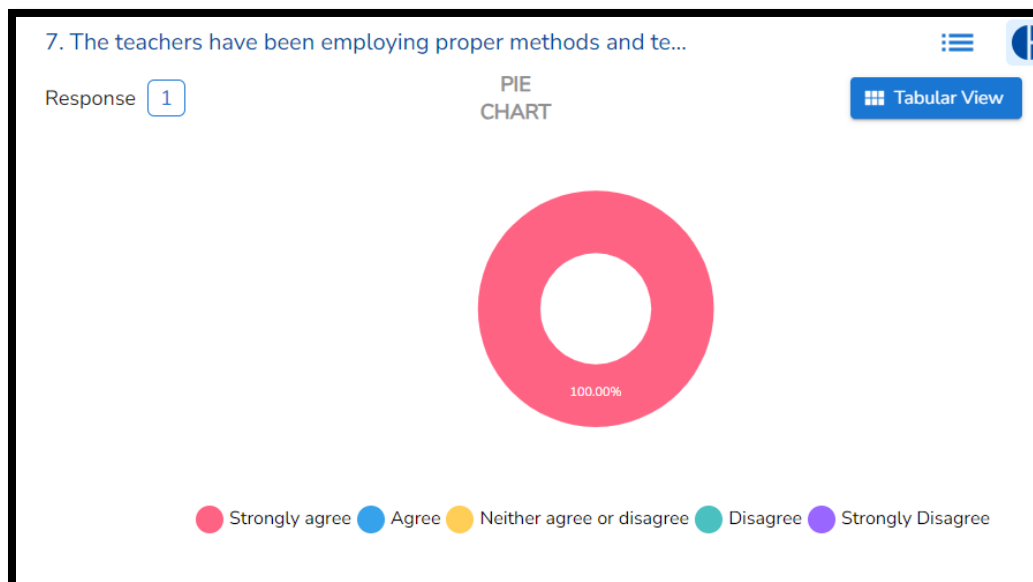


Figure 3.5: Employing proper methods and techniques for curriculum transaction

6) THE EXISTING EXAMINATION SYSTEM IS ADEQUATE TO EVALUATE THE COGNITIVE, AFFECTIVE AND PSYCHO-MOTOR DEVELOPMENT OF THE STUDENTS

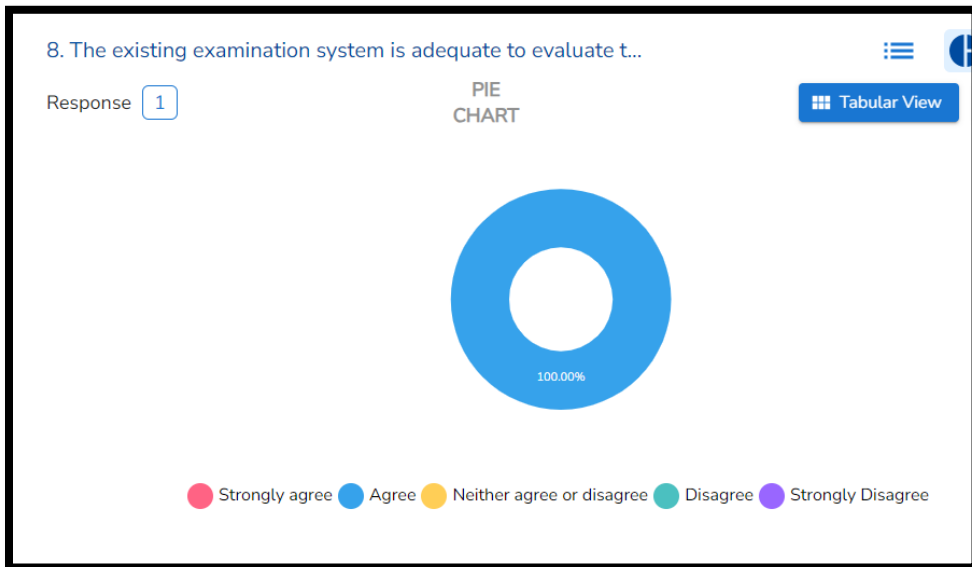


Figure 3.6: Adequacy of existing examination system to evaluate the cognitive, affective and psycho-motor development of the students

7) Do you have any suggestion on the existing curriculum and its transaction?

No Suggestion given

4) FEEDBACK FROM ALUMNI

Alumni are the most important stakeholder and that is why; their viewpoints and opinions always weigh a great importance in the overall development of the institution. Keeping in view the significance of alumni's role, the college has initiated for taking structured feedback from them related to curriculum and its transaction. The institution shared feedback forms through SURVEY HEART (<https://surveyheart.com/app?u=0#responses>) and obtained the responses from a total of 117 alumni. The feedback form consists of a total of 6 statements/items relating to curriculum and its delivery which were followed by a series of four answer statements. Respondents choose the option that best corresponds with how they feel about the statement. This feedback form is five point Likert type scale. This scale assumes that the strength or intensity of an attitude falls on a continuum.

Thus, this feedback form resembles to the Likert scale in a five point scale which is used to allow a respondents to express how much they satisfied or dissatisfied with the curriculum and its transaction. A total of 117 alumni have responded to the survey. The feedback form consists of a total of 6 statements/items with regard to curriculum and its delivery system. Statement/item wise analysis of the responses obtained from the alumni are presented as follows -

1) The curriculum is appropriate to enhance the employment opportunities: With regard to the issue of appropriateness of the curriculum to enhance the employment opportunities, the obtained responses depict that out of the total respondent alumnus; a large section of the respondents i.e. 59.83% has agreed. The details of the responses are presented in Table 4.1 and Figure 4.1.

Table 4.1: Appropriateness of the curriculum to enhance the employment opportunities

Sl. No.	Response	% of respondents
1	Strongly Agree	23.08%
2	Agree	59.83%
3	Nether Agree nor Disagree	15.38%
4	Disagree	01.71%
5	Strongly Disagree	00

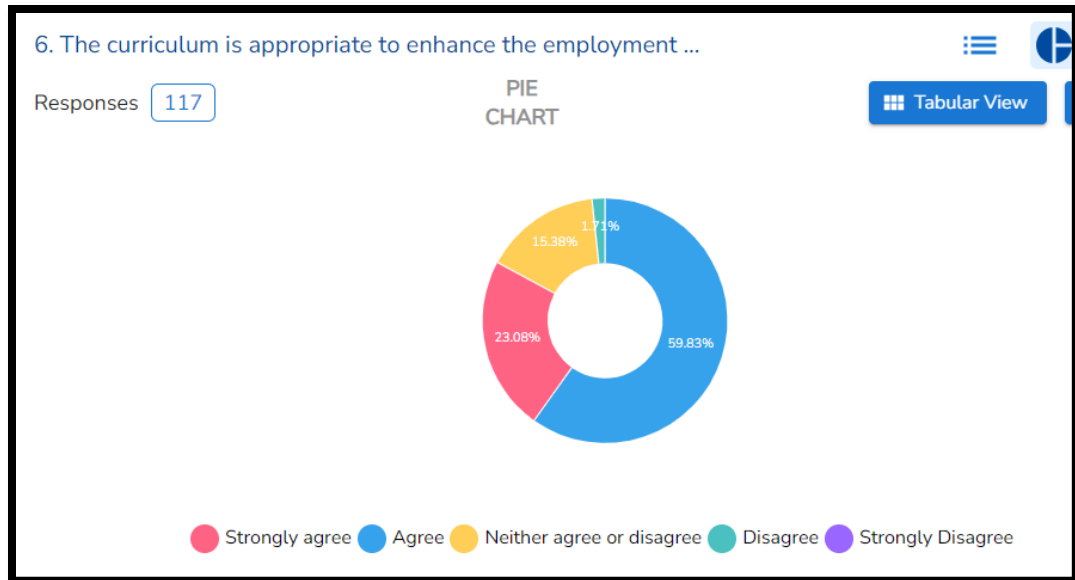


Figure 4.1: Appropriateness of the curriculum to enhance the employment opportunities

2) **The college had taught you some valuable lessons in character building:** With regard to the issue whether the college had taught some valuable lessons in character building, the obtained responses depict that out of the total respondent alumni; a large section of the respondents i.e. 52.14% has agreed. The details of the responses are presented in Table 4.2 and Figure 4.2.

Table 4.2: College had taught some valuable lessons in character building

Sl. No.	Response	% of respondents
1	Strongly Agree	45.30%
2	Agree	52.14%
3	Nether Agree nor Disagree	2.56%
4	Disagree	00
5	Strongly Disagree	00

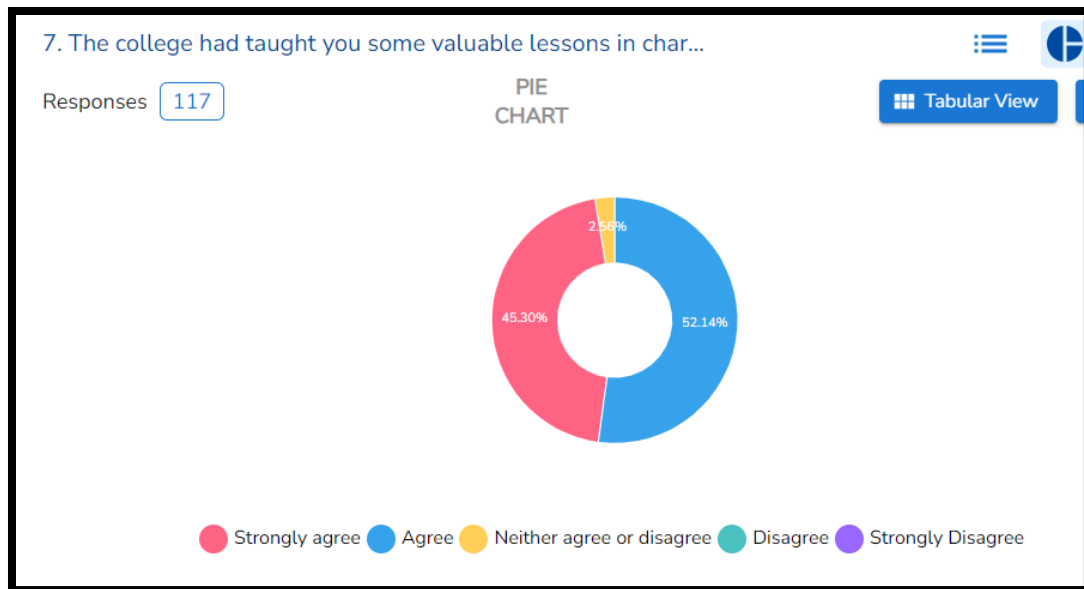


Figure 4.2: College had taught some valuable lessons in character building

3) The college had played an important role in increasing your level of confidence:

With regard to the issue whether the college had played an important role in increasing the level of confidence, the obtained responses depict that out of the total respondent alumnus; a large section of the respondents i.e. 47.01% has agreed. The details of the responses are presented in Table 4.3 and Figure 4.3.

Table 4.3: College had played an important role in increasing the level of confidence

Sl. No.	Response	% of respondents
1	Strongly Agree	42.74%
2	Agree	47.01%
3	Nether Agree nor Disagree	9.40%
4	Disagree	00
5	Strongly Disagree	0.85%

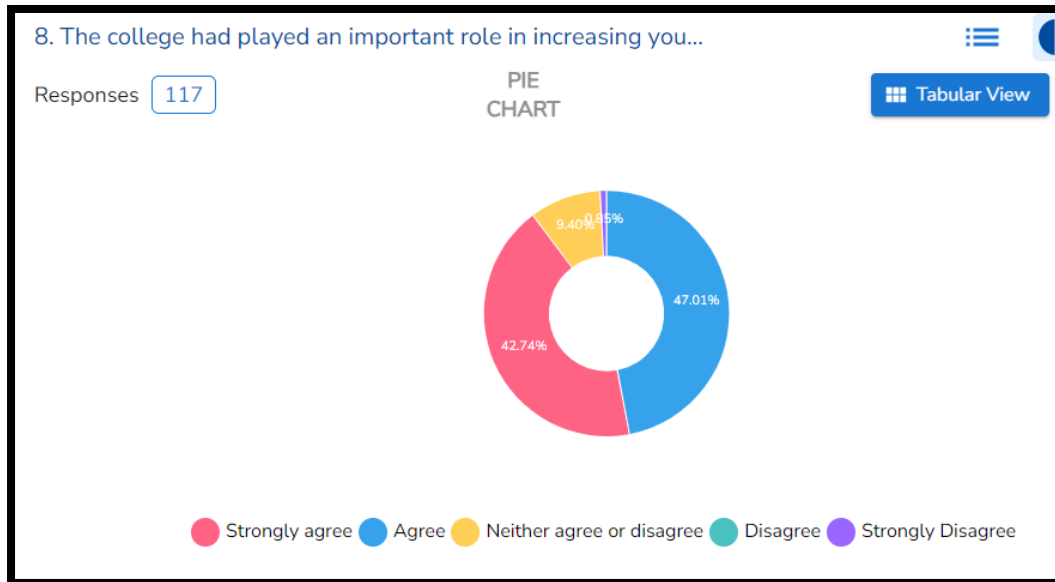


Figure 4.3: College had played an important role in increasing the level of confidence

4) The knowledge and experiences gathered from the college are useful in real life situations: With regard to the issue whether the knowledge and experiences gathered from the college are useful in real life situations, the obtained responses depict that out of the total respondent alumni; a large section of the respondents i.e. 49.57% has agreed. The details of the responses are presented in Table 4.4 and Figure 4.4.

Table 4.4: Knowledge and experiences gathered from the college are useful in real life situations

Sl. No.	Response	% of respondents
1	Strongly Agree	44.44%
2	Agree	49.57%
3	Nether Agree nor Disagree	4.27%
4	Disagree	00
5	Strongly Disagree	1.71%

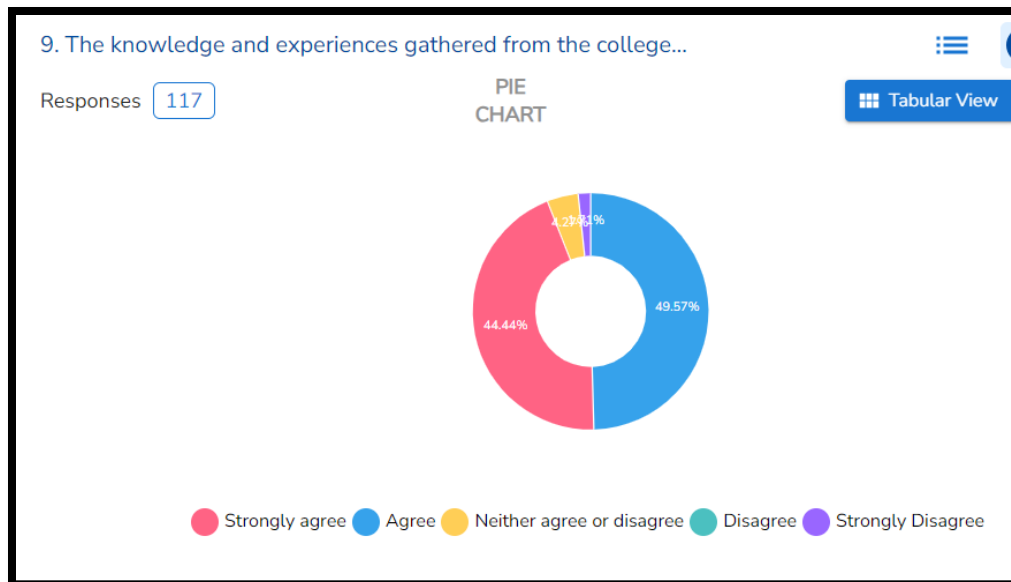


Figure 4.4: Knowledge and experiences gathered from the college are useful in real life situations

5) The quality of education imparted in the college: With regard to the issue whether the quality of education imparted in the college, the obtained responses depict that out of the total respondent alumni; a large section of the respondents i.e. 52.14% has opted as excellent. The details of the responses are presented in Table 4.5 and Figure 4.5.

Table 4.5: Quality of education imparted in the college

Sl. No.	Response	% of respondents
1	Excellent	52.14%
2	Good	45.30%
3	Average	2.56%
4	Below Average	00
5	Poor	00

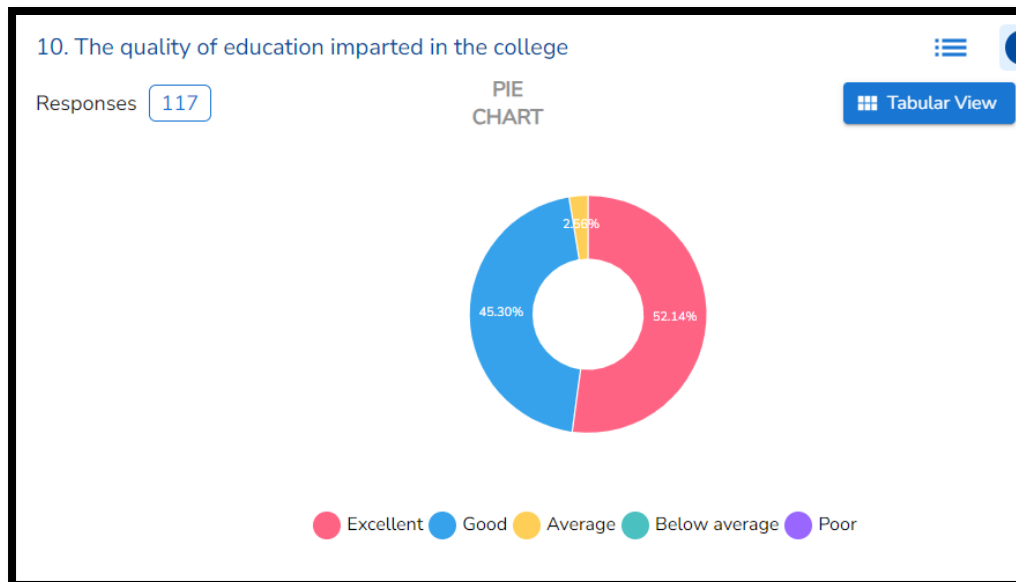


Figure 4.5: Quality of education imparted in the college

6) Effectiveness of the methods and techniques of teaching in the college: With regard to the issue of effectiveness of the methods and techniques of teaching in the college, the obtained responses depict that out of the total respondent alumni; a large section of the respondents i.e. 54.70% has been found to be satisfied. The details of the responses are presented in Table 4.6 and Figure 4.6.

Table 4.5: Quality of education imparted in the college

Sl. No.	Response	% of respondents
1	Very Satisfied	34.19%
2	Satisfied	54.70%
3	Neutral	10.26%
4	Not Satisfied	00
5	Very Dissatisfied	0.85%

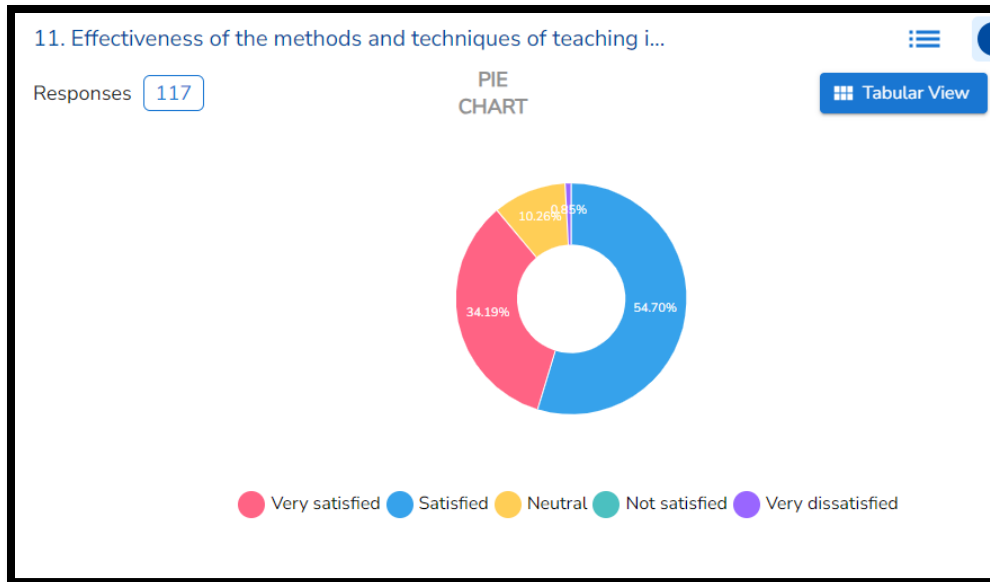


Figure 4.6: Effectiveness of the methods and techniques of teaching in the college