Feedback on Syllabus and Its Transaction

(Student Feedback)

Session: 2025-26

Chaiduar College, Gohpur

Prepared by: Internal Quality Assurance Cell (IQAC)

Executive Summary

This report presents the analysis of faculty feedback collected on Syllabus and Its Transaction for the academic session 2025-26 at Chaiduar College, Gohpur. The survey covered key areas including participatory decision-making, academic freedom, infrastructure, facilities, administration, and overall satisfaction.

Responses were received on a 4-point Likert scale: Strongly Agree (SA), Agree (A), Disagree (D), and Strongly Disagree (SD). The data indicates mixed perceptions with strengths in certain facilities and notable areas requiring improvement, particularly in grievance handling, regularity of classes, and overall academic experience.

Sl. No.	Statement	Strongly Agree (%)				Agree (%)				Neutral (%)				Disagree (%)				Strongly Disagree (%)			
		Student	Teacher	Office Staff	Alumni	Student	Teacher	Office Staff	Alumni	Student	Teacher	Office Staff	Alumni	Student	Teacher	Office Staff	Alumni	Student	Teacher	Office Staff	Alumni
1.	The syllabus is well-structured and relevant to the course/ programme objectives.	30	70	50	68	60	20	40	22	10	10	8	5	0	0	2	5	0	0	0	0
2.	The syllabus has a good balance between theoretical and practical components.	32	75	56	68	58	15	34	22	8	7	8	5	2	3	2	5	0	0	0	0
3.	The syllabus content is updated and reflects current developments in the field.	26	70	50	68	72	20	40	22	2	10	8	5	0	0	2	5	0	0	0	0
4.	The syllabus promotes employability, skill development and entrepreneurship	35	70	50	68	60	20	40	22	5	10	8	5	0	0	2	5	0	0	0	0
5.	The course content enhances critical thinking, creativity and	30	70	50	68	60	20	40	22	10	10	8	5	0	0	2	5	0	0	0	0

Sl. No.	Statement	Strongly Agree (%)				Agree (%)				Neutral (%)				Disagree (%)				Strongly Disagree (%)			
		Student	Teacher	Office Staff	Alumni	Student	Teacher	Office Staff	Alumni	Student	Teacher	Office Staff	Alumni	Student	Teacher	Office Staff	Alumni	Student	Teacher	Office Staff	Alumni
	research aptitude.																				
6.	The distribution of units, credits, and workload is appropriate and manageable.	22	70	60	70	70	20	30	20	4	10	8	5	4	0	2	5	0	0	0	0
7.	The teaching-learning methods and evaluation processes effectively support the syllabus.	30	78	65	75	60	20	35	20	10	2	8	5	0	0	2	0	0	0	0	0
8.	Adequate learning resources (library, ICT, lab etc.) are available for effective syllabus transaction.	22	60	45	65	70	25	45	20	8	10	8	5	0	5	2	5	0	0	0	0
9.	The syllabus incorporates interdisciplinary and value-based learning components.	25	70	50	68	65	30	40	22	5	0	8	5	5	0	2	5	0	0	0	0

Sl. No.	Statement	Strongly Agree (%)				Agree (%)				Neutral (%)				Disagree (%)				Strongly Disagree (%)			
		Student	Teacher	Office Staff	Alumni	Student	Teacher	Office Staff	Alumni	Student	Teacher	Office Staff	Alumni	Student	Teacher	Office Staff	Alumni	Student	Teacher	Office Staff	Alumni
10.	Overall, I am satisfied with the design, relevance and delivery of the syllabus.	40	65	48	55	50	20	42	35	10	10	10	5	0	5	0	5	0	0	0	0

Key Observations

1. Overall Positive Perception across Stakeholders

The majority of students, teachers, office staff, and alumni either *Strongly Agree* or *Agree* with all ten statements, indicating a high level of satisfaction with the syllabus design, relevance, and implementation.

2. Strong Faculty and Alumni Confidence

- Teachers show exceptionally high levels of Strong Agreement (60–78%) across all parameters.
- Alumni responses are also highly positive, with 55–75% Strongly Agree and 20–35% Agree, reflecting the continued relevance of the curriculum in real-life and professional contexts.

3. Syllabus Structure and Relevance Appreciated

- For Statement 1, nearly all stakeholders agree that the syllabus is well-structured and aligned with programme objectives.
- No significant dissatisfaction is observed among any stakeholder group.

4. Good Balance of Theory and Practice

- Statement 2 indicates strong support for the balance between theoretical and practical components.
- Teachers (75% Strongly Agree) particularly acknowledge the appropriateness of the curriculum design.

5. Curriculum Reflects Current Developments

- Statement 3 receives high agreement from all groups, suggesting that the syllabus is perceived as reasonably updated and contemporary.
- Student responses show a larger proportion in the "Agree" category, indicating scope for further modernization and inclusion of emerging trends.

6. Employability and Skill Development Focus

- Statement 4 records high positive responses, demonstrating that stakeholders believe the syllabus contributes to employability, entrepreneurship, and skill enhancement.
- Students show the highest Strong Agreement (35%) in this area.

7. Promotion of Critical Thinking and Research

- Statement 5 indicates that the curriculum supports analytical thinking, creativity, and research aptitude.
- Positive responses exceed 90% across all stakeholder groups.

8. Workload Distribution is Generally Appropriate

- Statement 6 shows overall satisfaction with the distribution of units, credits, and workload.
- A small proportion of students (4%) expressed disagreement, suggesting some concerns regarding workload balance.

9. Effective Teaching-Learning and Evaluation Support

- Statement 7 receives one of the highest approval ratings.
- Teachers report 98% positive responses, indicating confidence in existing pedagogical and assessment practices.

10. Learning Resources Need Further Strengthening

- Statement 8 receives comparatively lower Strong Agreement among students (22%) and office staff (45%).
- Some teachers (5%) disagree, indicating that library, ICT, laboratory, and digital learning resources may require enhancement.

11. Interdisciplinary and Value-Based Learning Well Integrated

- Statement 9 receives favorable responses from all stakeholders.
- However, a small proportion of students (5%) disagree, suggesting room for strengthening interdisciplinary exposure.

12. High Overall Satisfaction with the Curriculum

- Statement 10 reflects overall satisfaction with syllabus design, relevance, and delivery.
- Positive responses exceed 85% among all stakeholder groups, indicating broad acceptance of the curriculum.

Recommendations

1. Regular Curriculum Revision

- Continue periodic syllabus reviews to incorporate emerging developments, industry requirements, technological advancements, and contemporary issues.

2. Enhance Practical and Experiential Learning

- Increase project-based learning, internships, fieldwork, case studies, simulations, and laboratory-based activities to strengthen practical exposure.

3. Strengthen Employability Components

- Introduce more skill-oriented, vocational, certification, and entrepreneurship-related modules aligned with current job market demands.

4. Improve Learning Resources

- Upgrade library resources, digital databases, ICT infrastructure, laboratory facilities, and e-learning platforms to support effective syllabus delivery.

5. Promote Interdisciplinary Learning

- Encourage cross-disciplinary courses, value-added programmes, and multidisciplinary projects to broaden students' perspectives.

6. Review Workload Distribution

- Examine student feedback regarding course load and assessment schedules to ensure a balanced and manageable academic workload.

7. Expand Research and Innovation Opportunities

- Provide more opportunities for student research projects, innovation activities, publication support, and participation in seminars and conferences.

8. Strengthen Industry-Academia Linkages

- Increase collaboration with industry experts, alumni, and professional bodies for curriculum enrichment, guest lectures, and career-oriented training.

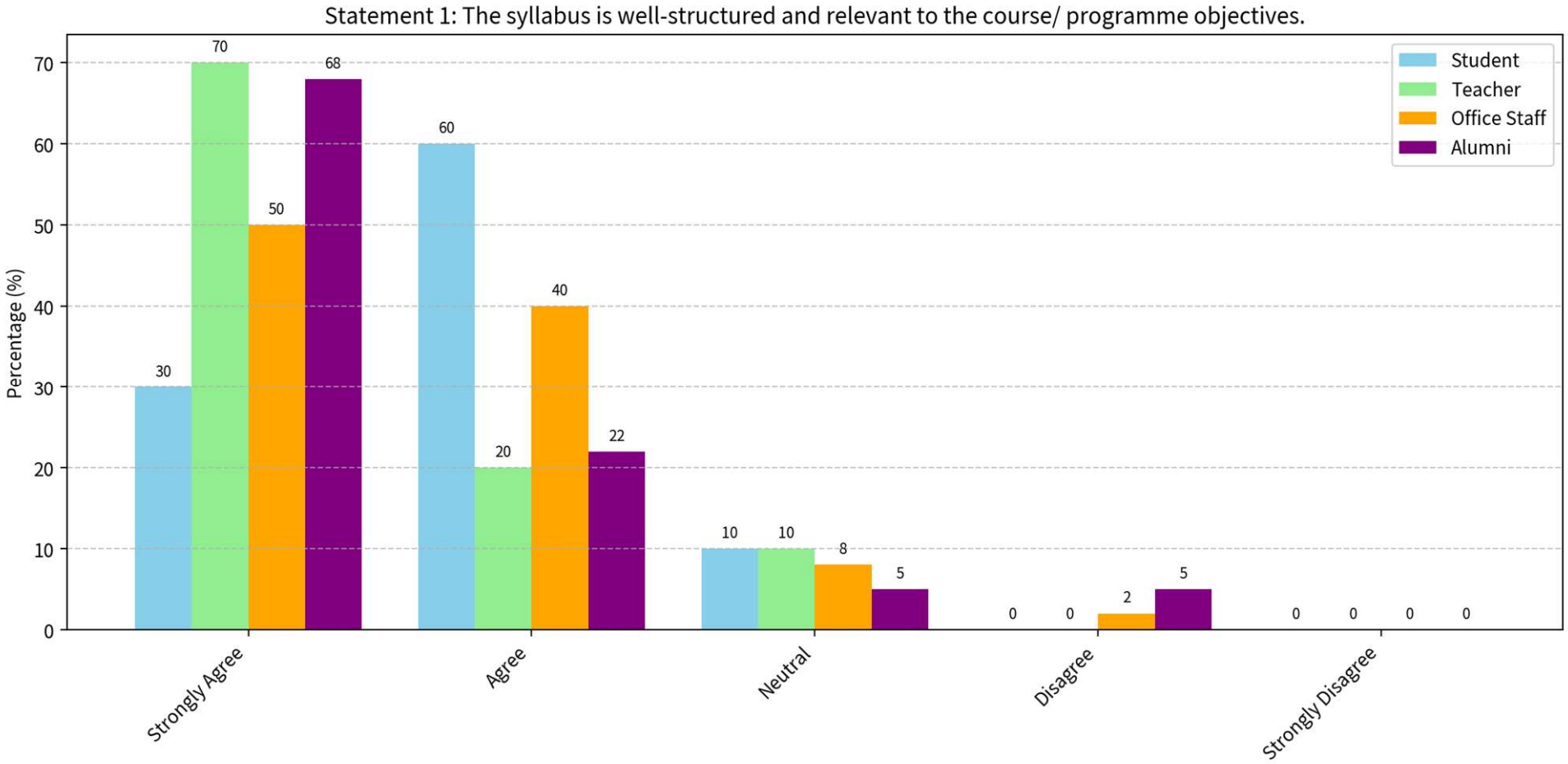
9. Enhance Continuous Feedback Mechanisms

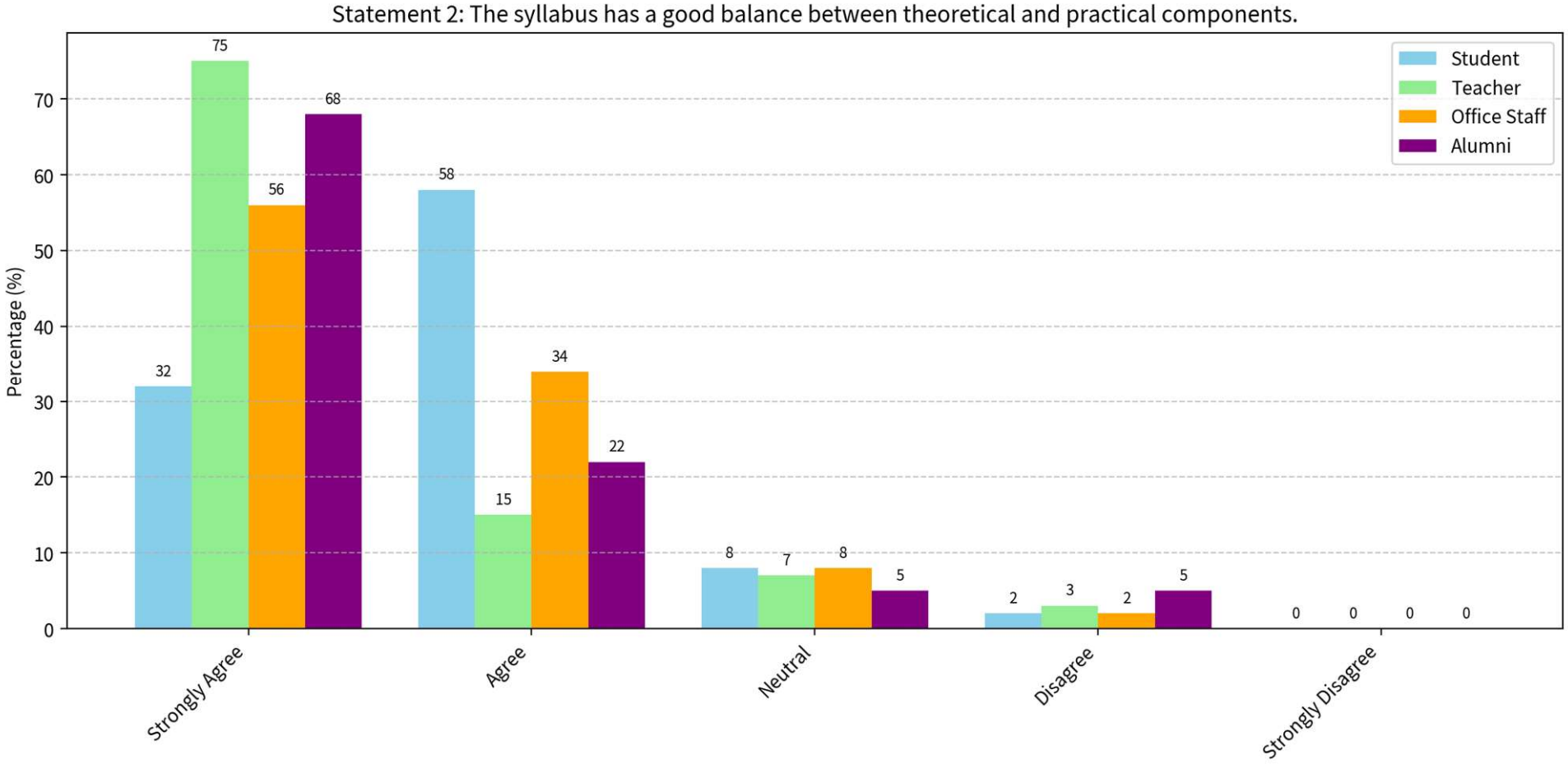
- Conduct regular stakeholder feedback surveys and systematically incorporate suggestions into curriculum planning and revision processes.

10. Maintain Existing Strengths

- Preserve the well-structured nature of the syllabus, effective teaching-learning practices, and strong stakeholder satisfaction levels while pursuing continuous improvement.

Data Analysis through Bar Diagram:




Statement 2: The syllabus has a good balance between theoretical and practical components.
Student
Teacher
Office Staff
Alumni
Percentage (%)
0
10
20
30
40
50
60
70
32
75
56
68
58
15
34
22
8
7
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2
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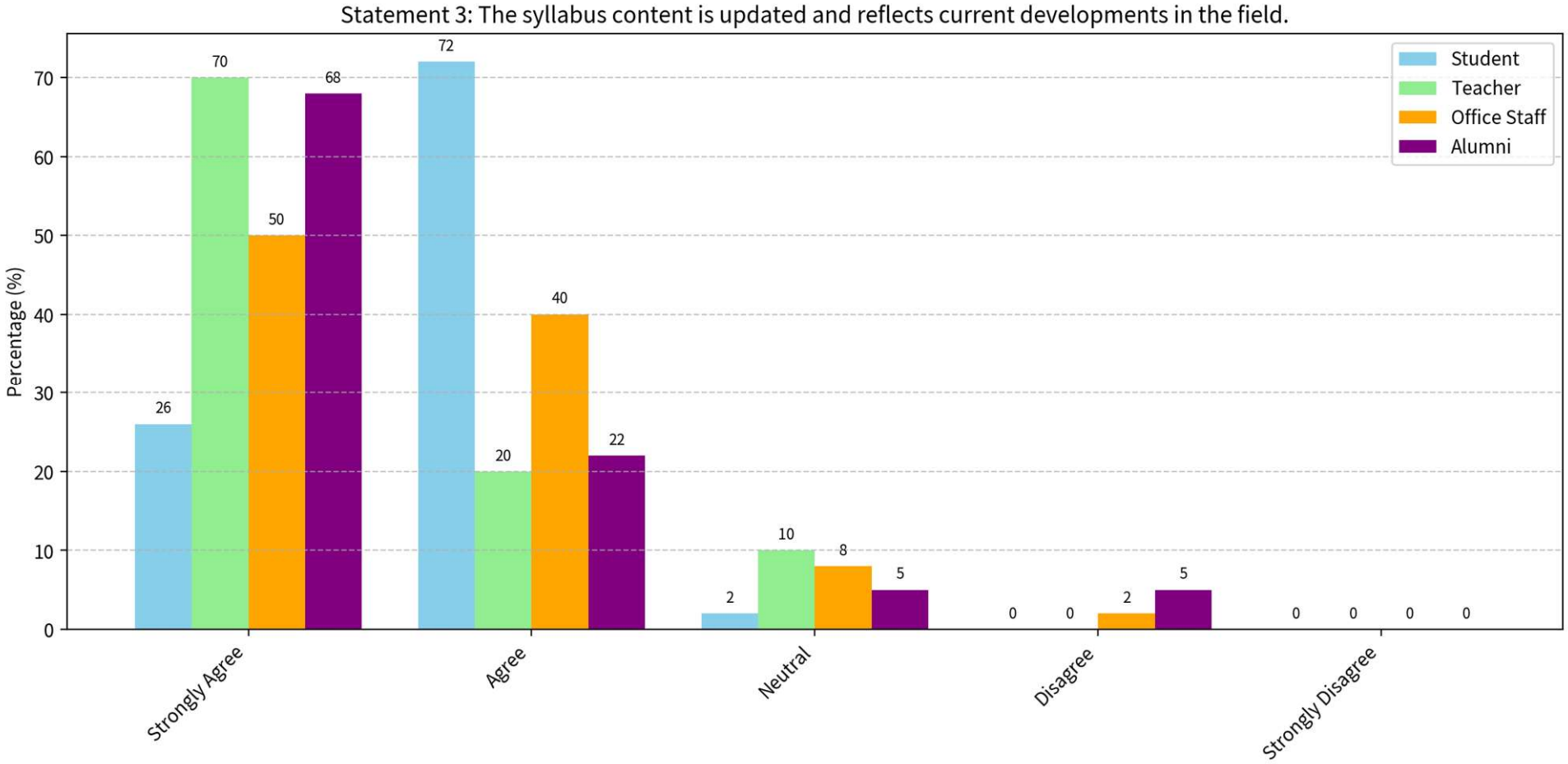
Strongly Agree
Agree
Neutral
Disagree
Strongly Disagree


Statement 3: The syllabus content is updated and reflects current developments in the field.
Percentage (%)
Student
Teacher
Office Staff
Alumni
Strongly Agree
Agree
Neutral
Disagree
Strongly Disagree
26
70
50
68
72
20
40
22
2
10
8
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2
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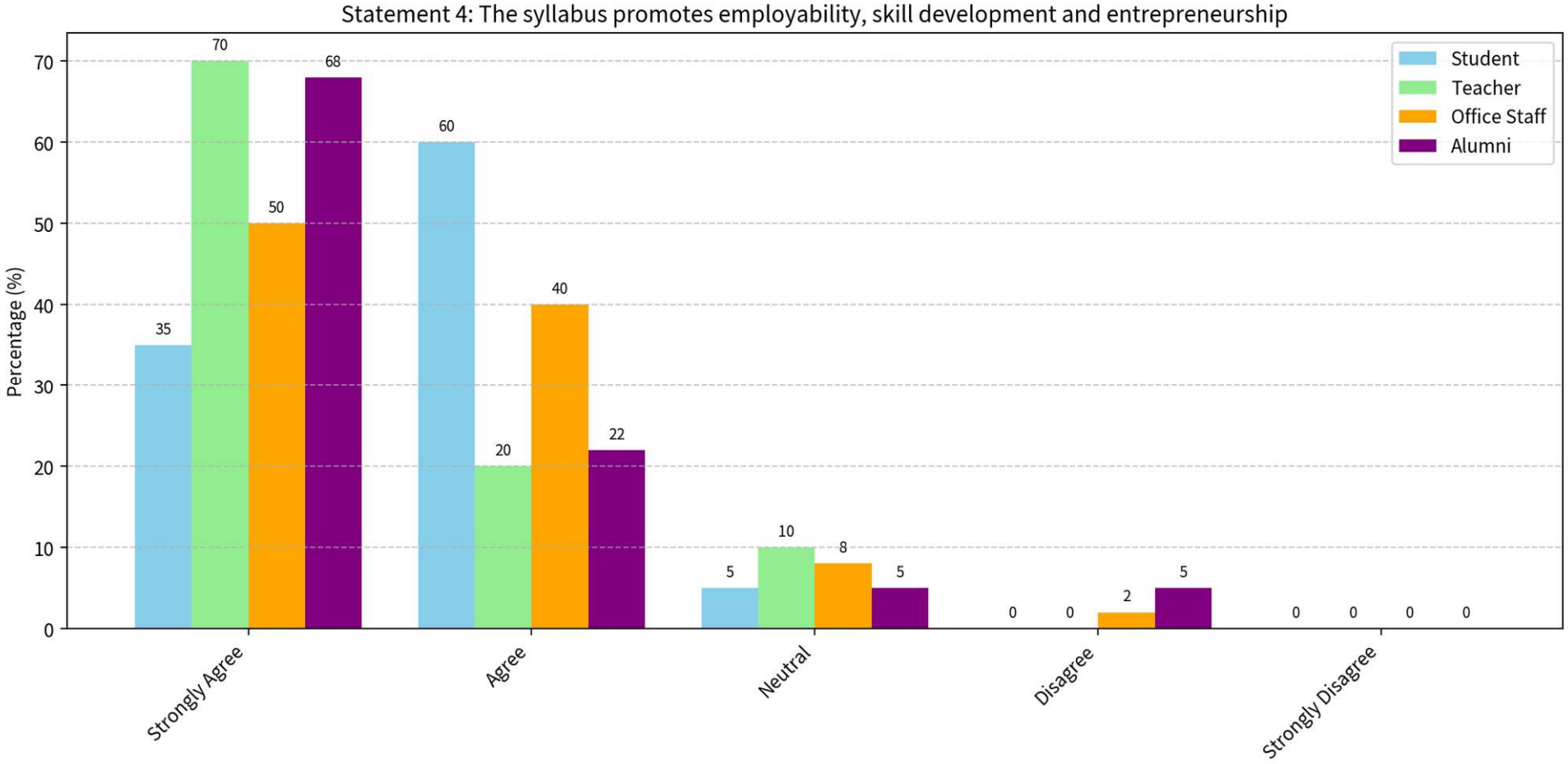
Statement 4: The syllabus promotes employability, skill development and entrepreneurship
Percentage (%)
Student
Teacher
Office Staff
Alumni
Strongly Agree
Agree
Neutral
Disagree
Strongly Disagree
35
70
50
68
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20
40
22
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10
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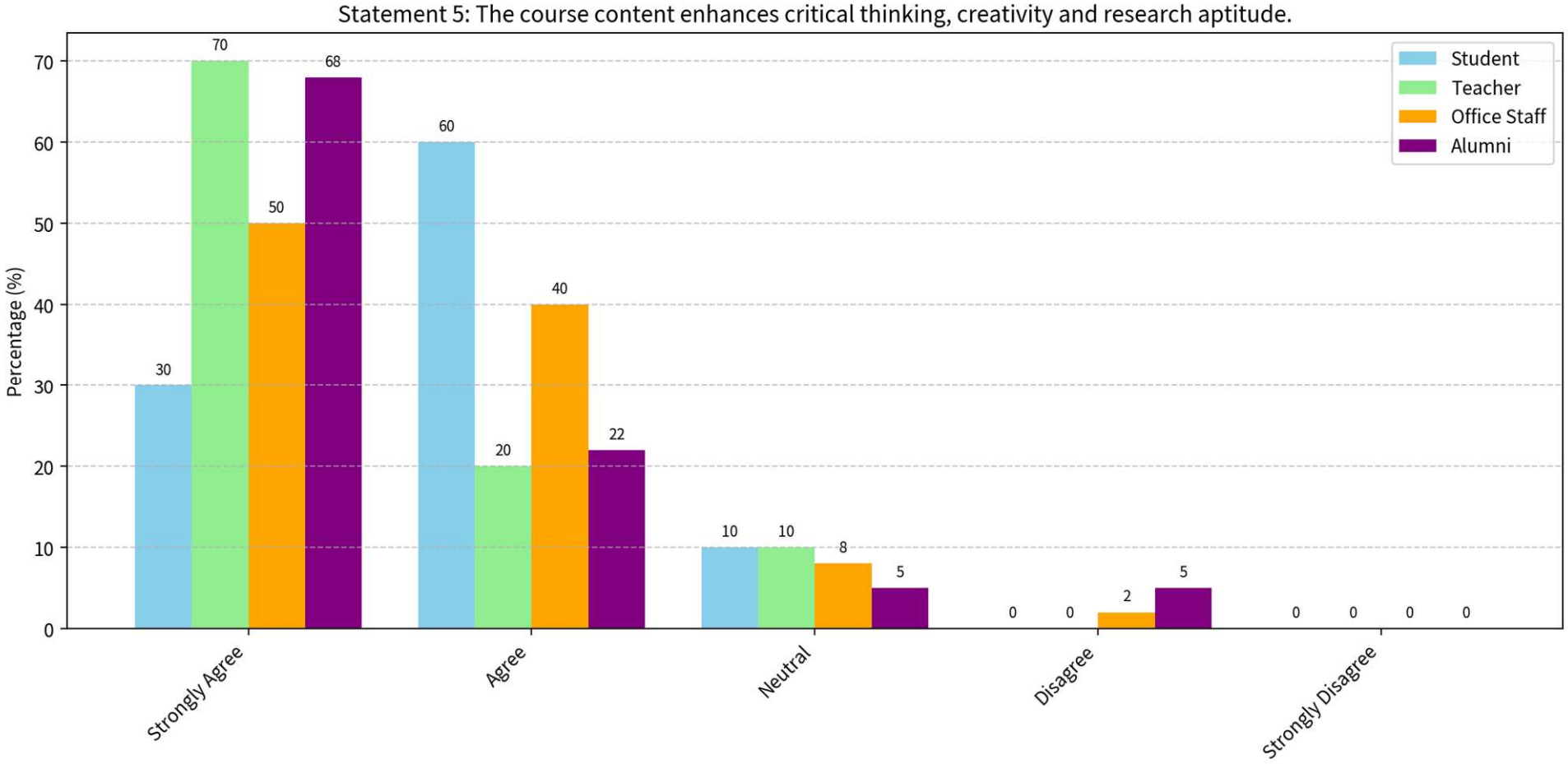
Statement 5: The course content enhances critical thinking, creativity and research aptitude.
Percentage (%)
Student
Teacher
Office Staff
Alumni
Strongly Agree
Agree
Neutral
Disagree
Strongly Disagree
30
70
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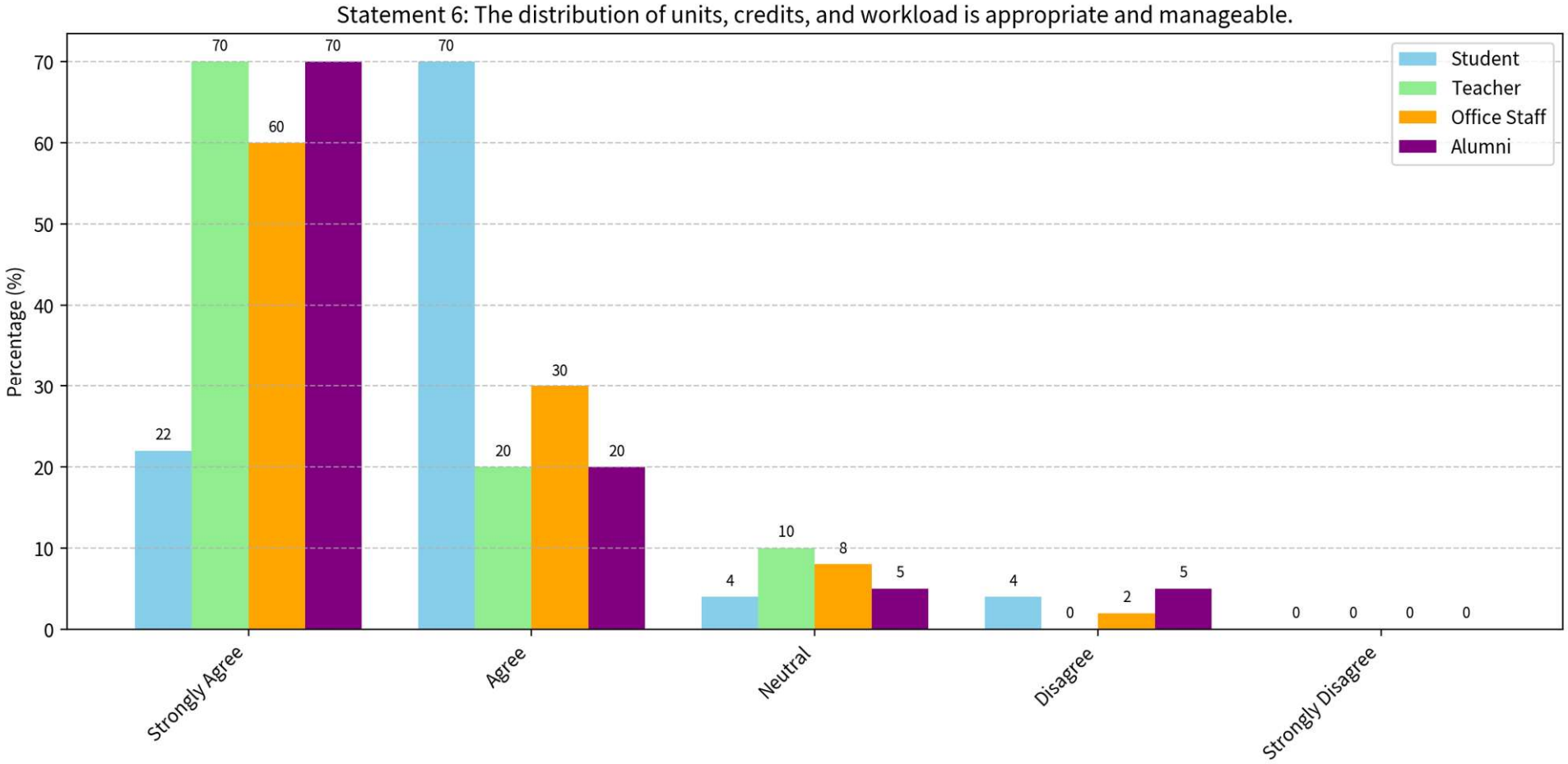
Statement 6: The distribution of units, credits, and workload is appropriate and manageable.
Percentage (%)
Student
Teacher
Office Staff
Alumni
Strongly Agree
Agree
Neutral
Disagree
Strongly Disagree
22
70
60
70
70
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10
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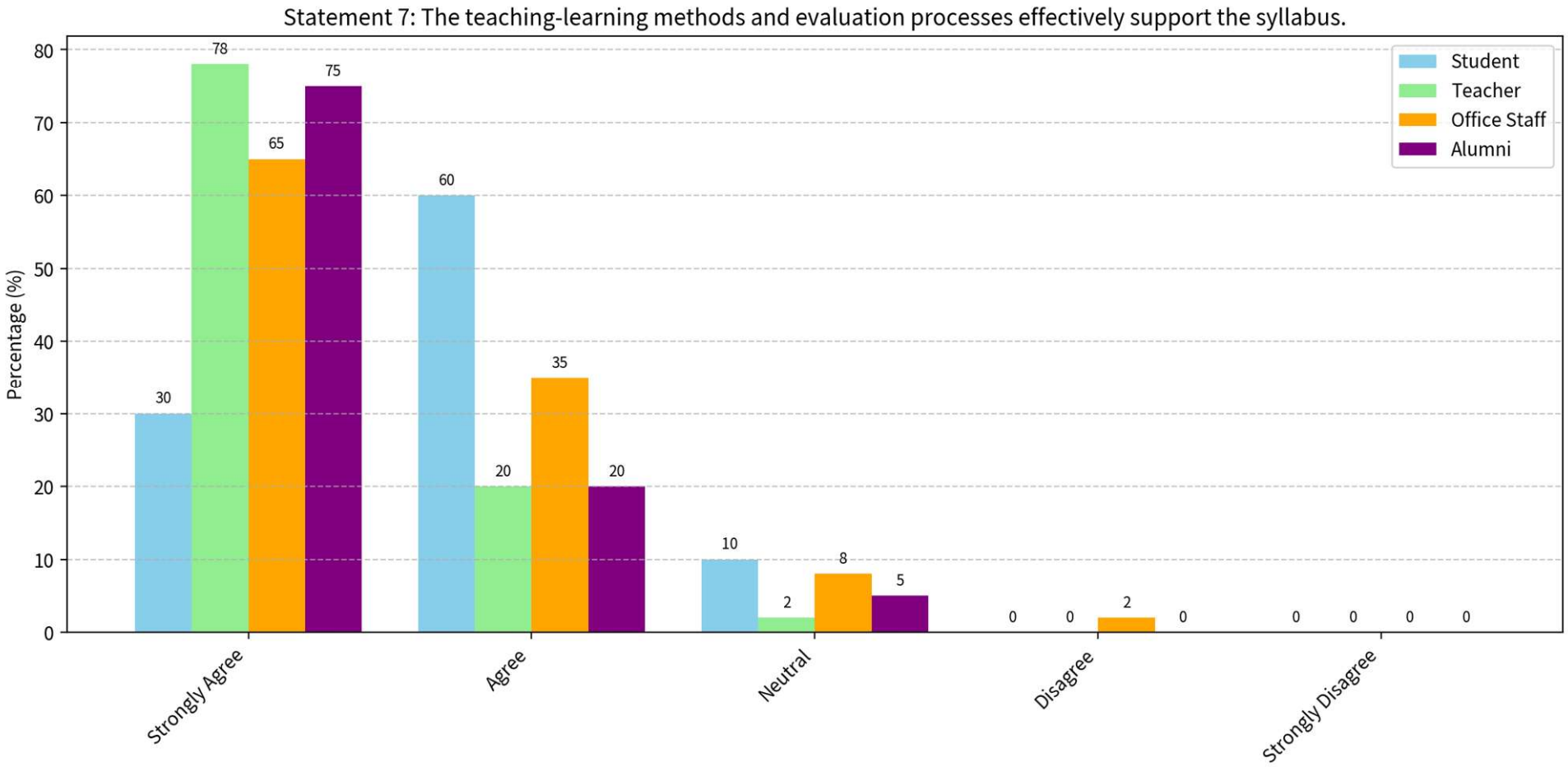
Statement 7: The teaching-learning methods and evaluation processes effectively support the syllabus.
Percentage (%)
Student
Teacher
Office Staff
Alumni
Strongly Agree
Agree
Neutral
Disagree
Strongly Disagree
30
78
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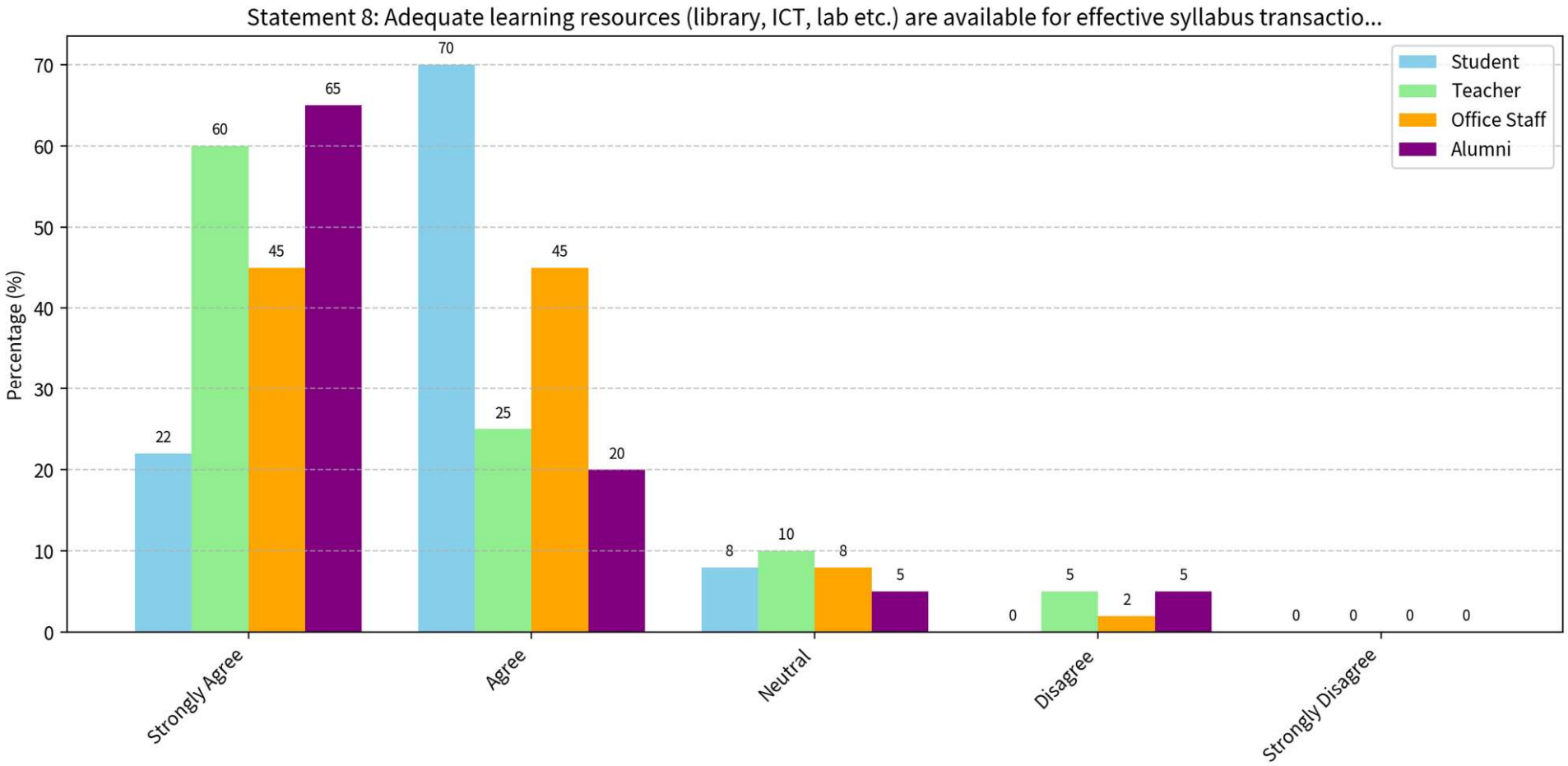
Statement 8: Adequate learning resources (library, ICT, lab etc.) are available for effective syllabus transactio...
Percentage (%)
0
10
20
30
40
50
60
70
Student
Teacher
Office Staff
Alumni
22
60
45
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25
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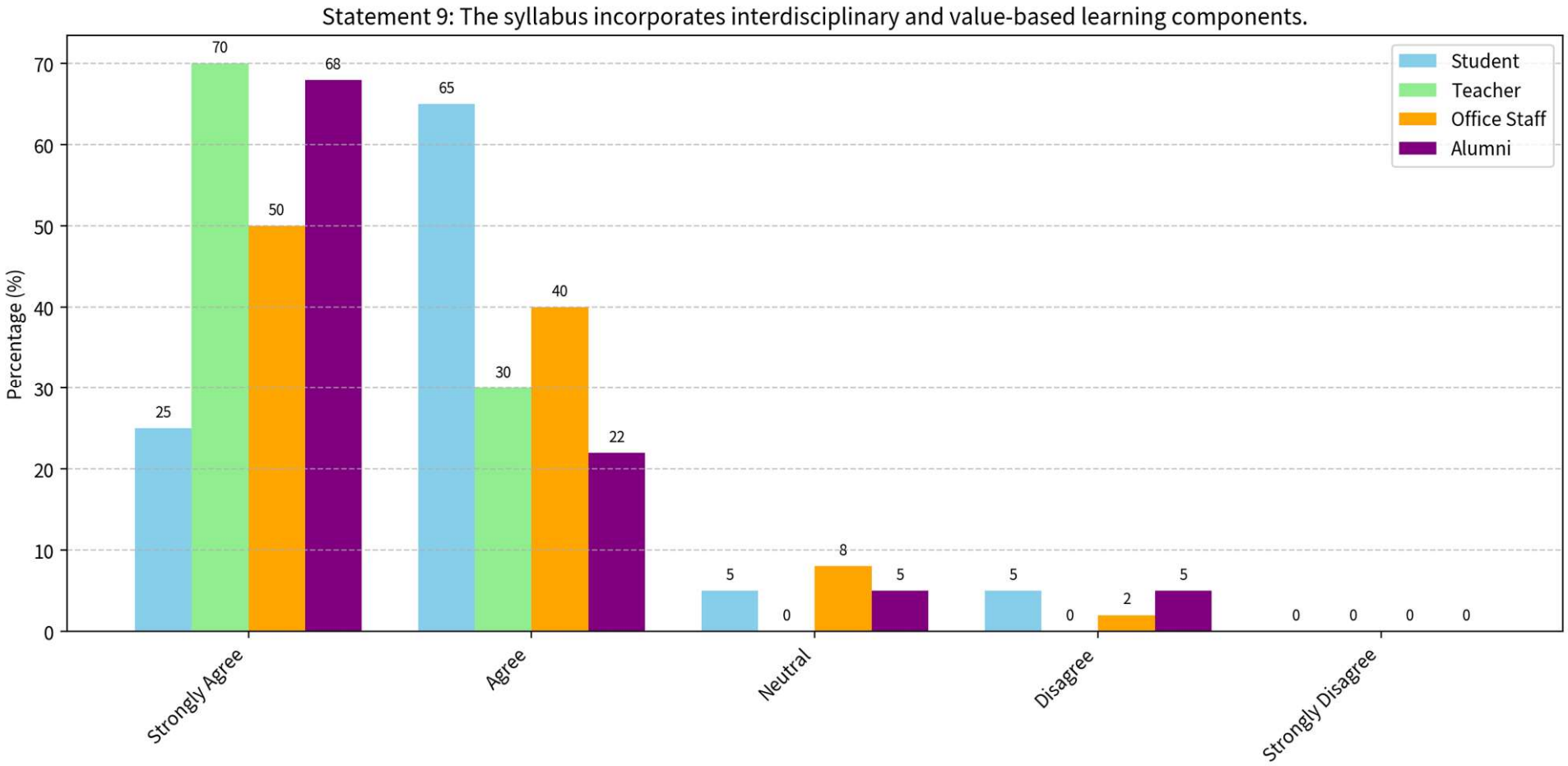
Strongly Agree
Agree
Neutral
Disagree
Strongly Disagree


Statement 9: The syllabus incorporates interdisciplinary and value-based learning components.
Percentage (%)
Student
Teacher
Office Staff
Alumni
Strongly Agree
Agree
Neutral
Disagree
Strongly Disagree
25
70
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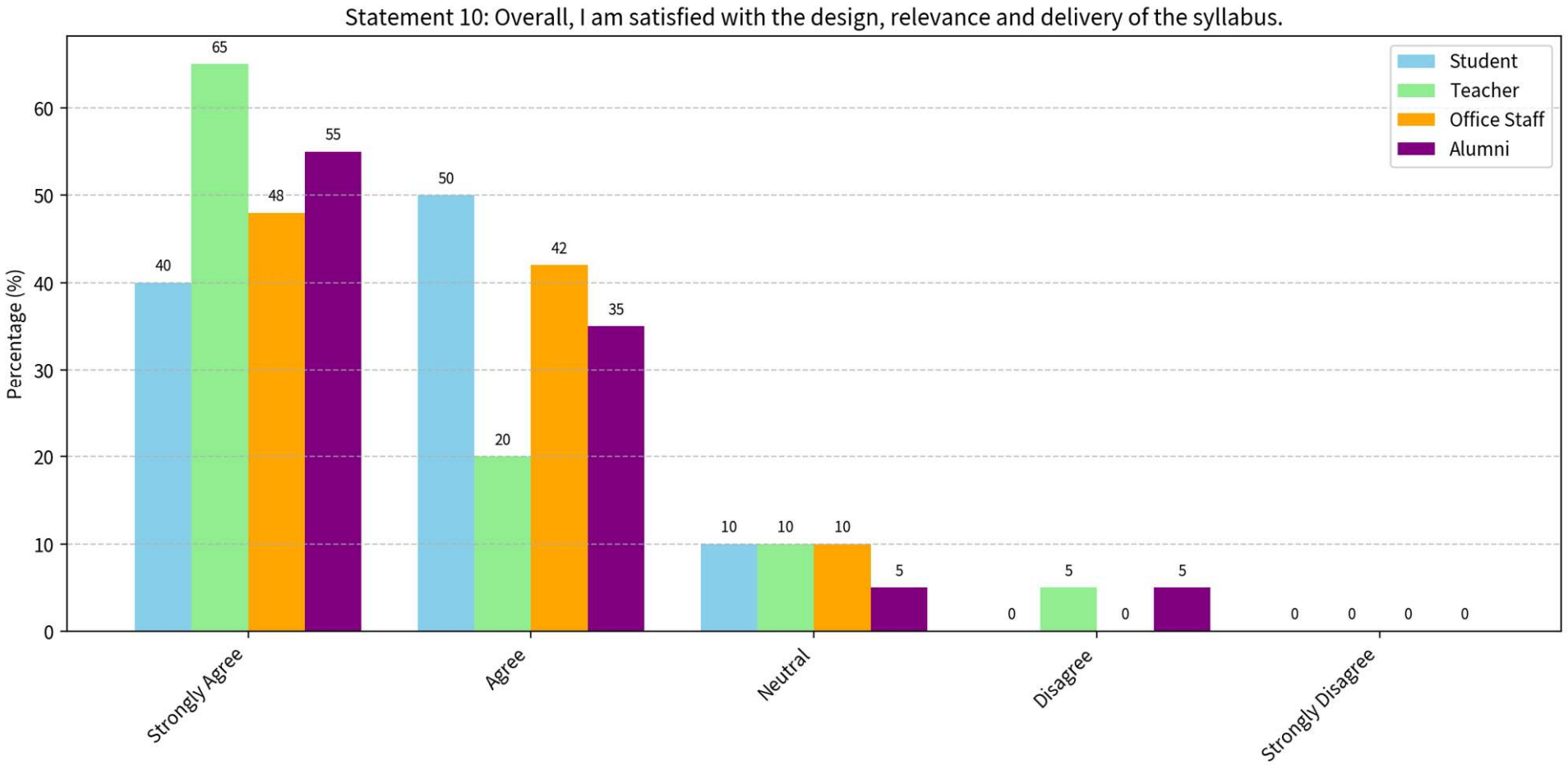
Statement 10: Overall, I am satisfied with the design, relevance and delivery of the syllabus.
Student
Teacher
Office Staff
Alumni
Percentage (%)
0
10
20
30
40
50
60
40
65
48
55
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0
0
0
Strongly Agree
Agree
Neutral
Disagree
Strongly Disagree

Action Taken Report on Syllabus Feedback
Session 2025-26
Chaiduar College (Autonomous), Gohpur

PREPARED BY
Internal Quality Assurance Cell (IQAC)

FEEDBACK GROUPS
Students, teachers, office staff and alumni

REPORT STATUS
Proposed actions for review and update

The 2025-26 feedback analysis reports broad satisfaction with syllabus structure, teaching and evaluation, while identifying opportunities to strengthen curriculum updates, practical learning, resources, workload review, grievance response and class regularity. This report turns those findings into a follow-up tracker for institutional review.

FOCUS AND FEEDBACK SIGNAL	ACTION FOR FOLLOW-UP	SUGGESTION
Curriculum relevance and structure *Feedback is broadly positive; student responses leave room for further modernization.*	Review each programme syllabus against learning outcomes, programme objectives and current developments in the field. Record proposed revisions and retain the syllabus structure that stake holders value.	**Suggested** the Departments and Boards of Studies **to Review** Before the next syllabus revision.
Practical learning and employability *Stakeholders recognize skill and employability value; experiential exposure can be expanded.*	Increase project work, fieldwork, internships, case studies, simulations and laboratory activities. Add skill-oriented, vocational, certification and entrepreneurship options where suitable.	**Suggested** theDepartments and Placement/Career Cell for **Review**in theAnnual planning cycle.

FOCUS AND FEEDBACK SIGNAL	ACTION FOR FOLLOW-UP	SUGGESTION
Teaching delivery, class regularity and grievance response *Teaching and evaluation receive strong approval. The narrative also flags class regularity and grievance handling.*	Continue effective teaching and assessment practices. Review timetable adherence, class coverage and grievance receipt, response and closure using semester records.	**Suggested** the Departments, Grievance Redressal Cell and IQAC for **Review** in Each semester.
Learning resources *Learning-resource responses are comparatively lower for students and office staff; some teachers also disagree.*	Inventory library holdings, digital databases, ICT, laboratory facilities and e-learning access. Prioritize gaps and include feasible improvements in the institutional plan.	**Suggested** the Library, ICT and laboratory in-charges with administration for **Review** in Annual resource planning.
Workload and assessment balance *A small share of students disagrees that workload is manageable.*	Review unit and credit distribution, workload and assessment schedules with student feedback. Communicate any changes to course plans and assessment calendars.	**Suggested** the Departments and Boards of Studiesfor **Review**inEach semester.
Interdisciplinary learning, research and innovation *Responses are favourable overall, with a small student concern about interdisciplinary exposure.*	Promote cross-disciplinary and value-based courses or projects. Expand student research, innovation activities, seminars and conference participation.	**Suggested** the Departments and Research Committee for **Review** in Annual academic review

FOCUS AND FEEDBACK SIGNAL	ACTION FOR FOLLOW-UP	SUGGESTION
Industry and alumni engagement *The analysis recommends stronger links to enrich curriculum and career preparation.*	Consult alumni, industry experts and professional bodies during curriculum review. Arrange guest lectures and career-oriented learning opportunities.	**Suggested** the Placement/ Career Cell, Alumni Cell and departments for **Review** in At least once each academic year
Stakeholder feedback and data quality *Regular feedback is recommended; the narrative and table use inconsistent scale descriptions.*	Continue feedback collection across stakeholder groups. Reconcile the stated four-point scale with the table, which includes Neutral; validate category labels and group totals before interpreting results.	**Suggested** the IQAC for **Review** in Every survey cycle
Maintain effective practices *The analysis reports positive views of syllabus design, teaching-learning and overall satisfaction.*	Continue effective syllabus design, teaching-learning and evaluation practices. Review course feedback each year and share practices associated with strong responses.	**Suggested** the Departments and course coordinators for **Review** in Annual course review.

IQAC Coordinator	Principal / Chairperson
Signature: Date:	Signature: Date:

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