



St. Xavier's College (Autonomous), Mumbai

Course Feedback Report

2019-20

Stakeholder: Student

Introduction:

A course-wise feedback was collected from students across all courses in the Arts, Commerce and Science faculties of the college, as well as self-financing departments.

Mechanism of feedback:

A form was created with questions pertaining to the different aspects to be assessed. The weblink to this form was shared with students. Students were requested to fill the form separately for all courses they were taking in the odd and even semesters. This was achieved by faculty members administering the questionnaire for their respective course towards the end of their lecture on an appointed day, when more than 75% of students were present in class.

Aspects of the questionnaire:

The Course Feedback questionnaire comprised of following areas:

- Clarity of course content listed in the syllabus.
- Academic enhancement achieved on completion of this course in terms of clarity of concepts / increase in knowledge and awareness / ability to apply the theory studied to practical situations (or solution of problems)
- Percentage of syllabus covered through lectures/ self-study/ not covered at all
- Evaluation methods used for CIA
- Student's interest level in the course



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Summary of Results:

Arts*:

*** Commerce courses have been included under the Arts section for analysis**

Odd Semester: The highest rating for academic enhancement in all three aspects considered were for the Hindi (compulsory and ancillary) course, each scoring 4 and above. All the other courses in the subjects of Ancient Indian History, Culture and Archaeology, Anthropology and Sociology, Economics, History, Political Science, French, English, Psychology and Statistics were rated as 'Good'. The only courses that students felt needed improvement in terms of problem solving ability and application of theory to practical were in commerce and economics courses. As these are courses with direct application to day-to-day life, it becomes necessary to identify the cause of dissatisfaction among students with respect to these courses.

A marked distribution was observed with respect to syllabus completion, with Hindi once again being the highest with 80% or more syllabus being taught in class, followed by Anthropology, French, Psychology and Statistics (70 -80%), the others between 60 – 70% and only AIHCA between 50 – 60%, probably because the subject demands a higher degree of analysis and self-study about the ancient history and culture of India and includes field trips and assignments based on it.

Even Semester: A similar trend was observed in the even semester courses as well with all courses scoring 'Good' to 'High' ranking in academic enhancement on course completion, with courses in French, Hindi, History, Statistics, Anthropology and Masters in Psychology scoring the highest. All the rest were ranked under the 'Good' category. The syllabus completion in the even semester was 80% and above for French, Hindi and Statistics, between 70 – 80% for Anthropology, English, Political Science, Psychology, and Sociology, and between 60 – 70% for AIHCA, Commerce and History. There were no courses in the < 60% syllabus taught category.

Science:

Odd Semester: All courses in the Science faculty were rated between 'Good' and 'High' by the students, with Zoology, Statistics, and Economics scoring the highest, Zoology in all three aspects. All the rest were in the 'Good' category. Further, Statistics and Zoology 80% of the



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syllabus was completed in class, between 70 -80% was completed for Chemistry, Economics, Geology, Life Science, Biochemistry, Mathematics and Microbiology, between 60 -70% for Botany, Physics and IT, as also the Masters courses in Geology, Physics and Microbiology. Only the Masters courses in Botany and Life Science fell under the between 50 – 60% range, which was in accordance with the BOS-approved pattern followed by these departments to allocate 50% syllabus for guided self-study.

Even Semester: For this semester also a similar trend was observed with respect to academic enhancements, with Life Science and Masters in Life Science being highest in all three aspects studied, followed by Statistics. All other courses ranked in the 'Good' category with a score of between 3 and 4, with none in the below 3 range. With respect to syllabus completion, Botany, Zoology, Geology, Chemistry, IT and Statistics covered more than 80% of the syllabus in class, followed by Life Science, Mathematics, Microbiology and Masters in Physics between 70 – 80%, Physics and Masters in Geology between 60 – 70%, and for the reasons stated above, Masters in Botany and Life Science lying in the 50 – 60% in-class syllabus coverage range.

Self-financing (BMM/ BMS/ BVoc):

Odd Semester: All courses in the three self-financing departments considered were ranked 3 or above, with BMM and BMS courses also ranging in the 'High' category for academic enhancement in terms of clarity of concepts and increase in knowledge and awareness. However, none of the self-financing courses got a high ranking for practical applications to solving real life problems. This aspect needs to be looked into as to why students felt a lack thereof, since these courses are designed to cater towards direct applications in everyday life with adequate exposure to the same provided. Once the causes are understood, relevant examples and exercises can be included, if indeed found lacking.

Students from all three departments stated that between 60 – 70% of syllabus was completed in class. This again, would be in accordance with certain curricular aspects of the courses demanding real time involvement and exposure to cover those topics in the forms of internships or assignments.






Even Semester: Most courses of the self-financing departments in the even semester were ranked in the 'High' category for academic enhancements, with the rest being in the 'Good' category. All courses without exception ranked high in the increase in knowledge and awareness aspect, with the BVoc courses also scoring a high in application of theory to practical day-to-day aspects. In the even semester, the BMM courses covered more than 80% syllabus in class, followed by the BMS at 70 – 80% and BVT at 60 – 70% coverage.

Over all, across all disciplines taught in college, students seem to have rated most courses in the Good to High range, with syllabus coverage, on an average to be between 70 – 80%, except for a few Masters courses, where the self-study component is necessarily higher.




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