**Pune District Education Associations'**
**Prof. Ramkrishna More Arts, Commerce and Science College, Akurdi**

# Overall Analysis Report

# of

# Feedback on Syllabus and Curriculum

## Students and Teachers

### Department wise Analysis

The feedback from stakeholders is necessary to improve the quality of education. Prof. Ramkrishna More College conducted surveys for the stakeholders of the institute to seek feedback on Curriculum, teaching and learning, infrastructure and admin staff. It is hoped that the process of obtaining the feedback will result in the involvement of relevant stakeholders in improving the content of syllabus, teaching and learning and infrastructure facilities of the institute.

The feed-back committee of the college is responsible for design and administration of feedback survey. The committee includes teachers from all the faculties including science, arts commerce and computer science and a non- teaching staff member.

The main purpose of feedback is:

- Enhancing the students' experience of learning and teaching
- Contributing to monitoring and review of quality and standards.
- Ensuring the effectiveness of course design and delivery
- Helping students reflect upon their experiences
- Measuring student satisfaction
- Contributing to staff development.

**Methodology**

Meeting of the committee with the Principal is held in the beginning of the first semester to decide the month in which the survey will be held and the process to be followed. The overview of the last year's survey feedback is taken and the draft questionnaire is prepared.

The questionnaire is designed to collect feedback on a Lickert 5 point scale.

**Data Entry and Analysis**

From the year 2013-2014 onwards Survey is taken online and data is analyzed using standard software like SPSS.

**Feedback on Syllabus and Curriculum**

The online survey on curriculum is conducted every year using https://docs.google.com/forms for the external as well as internal stakeholders, and paper pencil survey for the parents and employers where online survey is not possible.

Key accomplishments of this process include the following:

- Online survey is open to all stakeholders (students, faculty, alumni, and parents) to get feedback on the curriculum.
- Special department faculty meetings were hosted in most departments, to discuss the draft questionnaire
- discussion with BOS members in the college
- interactive session with staff members
- The questionnaire had both quantitative and open-ended questions.

**Feedback on curriculum from faculty and studetns:**

Feedback on curriculum from faculty and students is collected on google forms from each department for each programme offered by the institute and the report is submitted to the affiliating university after every five years at the time of restructuring of the syllabus.

# Department Botany

From botany department 45 responses were collected for UG and PG programs.

**Analysis report:**

- 75% teachers feel that the syllabus is very well defined in a way to clarify teaching goals and what students are expected to learn.
- 55% teachers feel that syllabus sufficient to bridge the gap between industry standards /current global scenarios and academics.
- 55% teachers feel that timely coverage of syllabus is possible in the mentioned number of hours.
- 35% teachers feel that sufficient reference material and books are available in the college library for the topics mentioned in the syllabus.
- 71% teachers feel that the evaluation methods mentioned in the syllabus are sufficient for providing proper assessment.
- 58% teachers feel that learning value (in terms of skills, concepts, knowledge, analytical abilities or broadening perspectives) is very good.
- 78% teachers feel that extent of the coverage of course is very good.
- 65% teachers feel that depth of the course content is excellent.
- 60% teachers feel that applicability/relevance of the syllabus to real life situations is very good.

**Following suggestions for improvement of curriculum were given by the students and teachers**

**M.Sc. (Botany)**

1. There should be addition of more fungi and algae in the syllabus of Cryptogamic Botany part –I syllabus.
2. Cryptogamic Botany part –I detailed Life cycles should be included.

**Third year B.Sc. (Botany)**

1. Genetics and Evolution course syllabus should be community and industry oriented
2. Plant Breeding and Seed Technology course syllabus should be career oriented.
3. Botany Practical paper-II syllabus should industry oriented include current perspectives. It should include few topics but covered in greater depth.
4. Current research developments should be added to Cryptogrammic Botany syllabus.
5. In the syllabus of Spermatophyta and Palaeobotany Sem-III Paper-IV Taxnomica approaches are lacking
6. Molecular approaches are lacking in Plant Pathology syllabus.
7. Recent developments should be included in Plant Biotechnology syllabus.
8. In Cryptogamic Botany Sem-III Paper-I syllabus details of cryptogams should be added.
9. Spermatophyta and Palaeobotany Sem-III Paper-IV syllabus should be applied.
10. In the syllabus of Plant Pathology Sem-IV Paper-III detail mechanism of pathogens should be included.
11. In the syllabus of Cell and Molecular Biology, updated knowledge of Cell and molecular biology should be included.
12. In the syllabus of Botany Practical paper-I Modern techniques should be taught.
13. In the syllabus of Plant Physiology and Biochemistry part-I course, New trends in Plant physiology and its application in Agriculture should be emphasised.
14. In the Spermatophyta and Palaeobotany syllabus, microtome sectioning must be included.

**Second year B.Sc. (Botany)**

1. Plant Physiology syllabus should be more practical oriented.
2. Plant Physiology syllabus should be more industry oriented and advanced.
3. Plant Biotechnology syllabus should be short brief and should be industry oriented.
4. Recent developments should be added to the syllabus of Plant Anatomy and Embryology course.

# Department Chemistry

From Chemistry department 70 responses were collected for UG and PG programs.

**Analysis report:**

- 1.5% teachers feel that the syllabus is very well defined in a way to clarify teaching goals and what students are expected to learn.
- 59% teachers feel that syllabus sufficient to bridge the gap between industry standards /current global scenarios and academics.
- 76% teachers feel that timely coverage of syllabus is possible in the mentioned number of hours.
- 87% teachers feel that sufficient reference material and books are available in the college library for the topics mentioned in the syllabus.
- 86% teachers feel that the evaluation methods mentioned in the syllabus are sufficient for providing proper assessment.
- 81% teachers feel that learning value (in terms of skills, concepts, knowledge, analytical abilities or broadening perspectives) is very good.
- 74% teachers feel that extent of the coverage of course is very good.
- 81% teachers feel that depth of the course content is excellent.
- 80% teachers feel that applicability/relevance of the syllabus to real life situations is very good.

**Following suggestions for improvement of curriculum were given by the students and teachers**

**M.Sc. (Chemistry)**

1. M.Sc. I, Inorganic Chemistry CH-130 section –I, Molecular Symmetry syllabus must include application to modes of vibrations.
2. M.Sc.-II Analytical Chemistry Practical Course-II syllabus should include advance analytical Instrumentation based experiments to develop better understanding of applications.
3. Analytical spectroscopy syllabus must have applications and theory of surface characterization techniques in detail.
4. Method of Analysis of body fluids syllabus must include more clinical applications. Radio immunoassay technique should include few more hormones.
5. Advanced analytical Techniques syllabus should include salt-assisted LPME and dispersive LLE as they are more eco-friendly approach for advance extraction methods.
6. Analytical Method development and validation syllabus should include method development and validation using HPLC, GC etc. advance techniques.
7. A brief knowledge about all USP apparatus should be part of syllabus.

**Third year B.Sc. (Chemistry)**

1. Practical Inorganic Chemistry Syllabus is more in quantitative analysis and less in diversity. Some of the experiments demonstrating theoretical principles such as catalysis, ionic solids, semi-conductivity, etc. may be included in the syllabus.
2. Practical Chemistry syllabus more is qualitative in nature. This part should be decreased up to 30% and few experiments demonstrating industrials products or entrepreneurship development should be included.
3. Practical like green chemistry practices related to Industrial Chemistry course of must be included in the syllabus
4. Syllabus of Practical Inorganic Chemistry is more in analytical content and less in inorganic content, syllabus of this course must have practical on all aspects of inorganic chemistry.
5. Chemistry syllabus should be modified and made industry oriented.
6. Industrial Chemistry syllabus is too descriptive.

**Second year B.Sc.(Chemistry)**

1. In reaction mechanism part of Organic and Inorganic Chemistry course syllabus few examples demonstrating applications of reaction for synthesis of applied product must be included.
2. Organic and Inorganic Chemistry course contains two non-related subjects i.e. organic and inorganic chemistry. They can be separated and taught in different semesters.

**First Year B.Sc. (Chemistry)**

1. The syllabus of Physical and inorganic chemistry should have restructured so as to include industrial applications of chemistry. Theoretical principles and their applications in day to life must be included in the syllabus.
2. At least 25% practical must be applied practical in Practical Chemistry course.

# Department of Economics

From Economics department 35 responses were collected for UG and PG programs.

- 49% teachers feel that the syllabus is very well defined in a way to clarify teaching goals and what students are expected to learn.
- 49% teachers feel that syllabus sufficient to bridge the gap between industry standards /current global scenarios and academics.
- 40% teachers feel that timely coverage of syllabus is possible in the mentioned number of hours.
- 57% teachers feel that sufficient reference material and books are available in the college library for the topics mentioned in the syllabus.
- 46% teachers feel that the evaluation methods mentioned in the syllabus are sufficient for providing proper assessment.
- 43% teachers feel that learning value (in terms of skills, concepts, knowledge, analytical abilities or broadening perspectives) is very good.
- 51% teachers feel that extent of the coverage of course is very good.
- 29% teachers feel that depth of the course content is excellent.
- 31% teachers feel that applicability/relevance of the syllabus to real life situations is very good.

**Following suggestions for improvement of curriculum were given by the students and teachers**

**Master of Arts Economics Part-I**

1. The syllabus of International Trade course should contain the elements of skills which are required for the employment in the industrial and tertiary sector. There should be discussion with the industrialists and employment providers in the tertiary sector and the syllabus should be made accordingly. Syllabus should include some relevant issues of International level.
2. New theories should be added to Micro Economic Analysis course.
3. Macro-Economic Analysis Research methodology and Econometrics subject should be compulsory for every student.

**Third year B.A. Economics**

1. Latest issue of International level should be included in International Economics course.
2. Economic Development, the syllabus should include the current scenario of the national and international economic conditions.
3. The syllabus should impart the skill which will make the students employable.

**Third year B.Com.(Economics)**

1. In the syllabus of Indian Global Economic Development course project should be included in which surveys and other different methods of research should be used.
2. Banking sector is growing very fast; syllabus of Banking Finance course should include current issues in banking.
3. Some practical knowledge component should be added to Indian Global Economic Development course.

**Second year B.Com.(Economics)**

1. Business Economics syllabus designed for the commerce discipline should include the topics in applied economics.
2. The skills and knowledge required to be added to the syllabus which would be helpful for the students seeking self-employment and employment in the industrial and the service sector.

# Department of Geography

From Geography department 19 responses were collected for UG and PG programs.

- 32% teachers feel that the syllabus is very well defined in a way to clarify teaching goals and what students are expected to learn.
- 16% teachers feel that syllabus sufficient to bridge the gap between industry standards /current global scenarios and academics.
- 58% teachers feel that timely coverage of syllabus is possible in the mentioned number of hours.
- 42% teachers feel that sufficient reference material and books are available in the college library for the topics mentioned in the syllabus.
- 79% teachers feel that the evaluation methods mentioned in the syllabus are sufficient for providing proper assessment.
- 32% teachers feel that learning value (in terms of skills, concepts, knowledge, analytical abilities or broadening perspectives) is very good.
- 53% teachers feel that extent of the coverage of course is very good.
- 16% teachers feel that depth of the course content is excellent.
- 21% teachers feel that applicability/relevance of the syllabus to real life situations is very good.

**Following suggestions were received from students and teachers for modifications desired in the syllabus keeping in the view applicability in the industry.**

**Master of Arts/Science Geography Part-I**

1. Gg-104, Principles of Population and Settlement Geography, application oriented syllabus is necessary for the students.
2. Gg-106, Practical in Human Geography Industry based and applicable syllabus is necessary for the students.
3. Gg-205, Geography of Disaster Management Practical based and IT based syllabus is necessary for the students
4. Gg-101, Principles of Geomorphology, must include inquiry-based learning and problem-based learning. So that students will be able to build theory and generalizations from case studies.
5. Gg-201, Quantitative Techniques in Geography, should focus on job oriented skills which will lead to increase specialization and efficiency of the students. Equip students with appropriate hands-on skills which helps them to be job- ready.
6. Gg-310, Tropical Geomorphology practical based syllabus is necessary.
7. Gg-405, Geography of Health syllabus needs statistical based examples must be included.
8. Gg-330, Practical in Geomorphology syllabus must include software and industry based practical.
9. Gg-320, Multivariate Statistics needs computer and software based teaching and industry based syllabus.
10. Gg-220, Fluvial Geomorphology needs practical and field visit based knowledge with proper equipment and instrument.

**Third year B.A. Geography**

Techniques of Spatial Analysis should focus on job role based skills which will be leads to increase specialization and efficiency of the students. Equip students with appropriate hands-on skills which help them to be job- ready.

**Second year B.A. Geography**

Fundamentals of Geographical Analysis, equip students with appropriate hands-on skills which helps them to be job- ready. Syllabus must include inquiry-based and problem-based learning. So that students will be able to build theory and generalizations from case studies.

**First year B.A (Geography)**

Elements of Geomorphology must include inquiry-based learning and problem-based learning. So that students will able to build theory and generalizations from case studies.

# Department of Computer Science

From **Computer Science** 82 responses were collected for UG and PG programs

1. 92% teachers feel that the syllabus is very well defined in a way to clarify teaching goals and what students are expected to learn.
2. 83% teachers feel that syllabus sufficient to bridge the gap between industry standards /current global scenarios and academics.
3. 61% teachers feel that timely coverage of syllabus is possible in the mentioned number of hours.
4. 96% teachers feel that sufficient reference material and books are available in the college library for the topics mentioned in the syllabus.
5. 91% teachers feel that the evaluation methods mentioned in the syllabus are sufficient for providing proper assessment.
6. 80% teachers feel that learning value (in terms of skills, concepts, knowledge, analytical abilities or broadening perspectives) is very good.
7. 81% teachers feel that extent of the coverage of course is very good.
8. 85% teachers feel that depth of the course content is excellent.
9. 93% teachers feel that applicability/relevance of the syllabus to real life situations is very good.
10. 96% teachers feel that the syllabus is excellent.

**Following suggestions were received from students and teachers for modifications desired in the syllabus keeping in the view applicability in the industry.**

**M.Sc. (Computer Science)**

1. Software Metrics & Project Management SPM course should include more case studies related to software industry.
2. Principles of Programming Languages course syllabus should be more practical oriented.
3. More practical should be added to Web Services course.
4. In Data Mining & Data Warehousing course, C#.net & ASP.net should be separate.
5. Artificial Intelligence course syllabus should be including industry related applications of Artificial Intelligence.
6. Android Programming should be included in the syllabus of Mobile Computing course.
7. Advanced networking and Advanced Operating Systems course syllabus is very vast and it should be reduced.
8. Software Computing Practical course should have Implementation Algorithm in Python.
9. Practical Exposure is necessary in Software Computing course.
10. Principles of Programming Languages course syllabus should emphasis more on practical knowledge.
11. Design & Analysis of Algorithms and Data Mining & Data Warehousing course syllabus should include problems on Real life scenario.
12. Programming with Dot Net Syllabus is vast, C#.net and ASP.net should be separated
13. Mobile Computing Syllabus should contain advanced generation Mobile technologies.
14. Should include industrial visit/industrial training in the curriculum

**Third year B.Sc. (Computer Science)**

1. Project should be separated from Practical based on CS-334 and CS-345 and Project course.
2. Assignment No 3 & 4 should be reduced in Practical Based on CS-331 and CS-331- System programming.
3. Computer Networks-I &II Syllabus should be practical oriented and as per the industry standards.
4. Programming in Java-II course needs more programs on AWT and Swing.
5. Programming in Java-III course needs more details of Servlets and JSP.
6. Object Oriented Software Engineering course should have more case studies.
7. More practice problems should be included in Computer Graphics course.
8. Last 3 chapters should be first in Internet Programming- II syllabus.

9. CS-345: Programming in Java-II Programming in Java-II course gives expertise in good skills for Java platform development
10. CS-348: Practical Based on CS-335 and CS-344 – Sem I & Sem II and Computer Graphics using Java Programming in java is a practical oriented course which gives hands on experience of development
11. CS-343: Computer Networks-II and CS-346: Computer Graphics courses require more explanation on Open GL functions.
12. Should include industrial visit/industrial training in the curriculum.

**Second year B.Sc. (Computer Science)**

1. Hashing Topic should be Included Data Structures using 'C' course
2. Introduction STL should be included in Object Oriented Concepts using C++ course.
3. Practical Exam should be Semester Wise for Data Structures Practical and C++ Practical courses.
4. Data Structure should be implemented using C++ in the syllabus of (Computer science) - Object Oriented Concepts using C++ course.
5. Chapter 3, (Database Security) of Relational Database Management System course should include more security algorithms.
6. Data Structures using 'C' Practical course should be replaced by Data Structures using 'C++'
7. Relational Database Management System syllabus should have more relevance about real life situations.
8. Transaction Management Concepts in Relational Database Management System course should be in more depth.
9. Data Flow Diagrams Chapter should have more weightage in Software Engineering course.
10. Development Life Cycles should have more weightage in Software Engineering System course.
11. Should include industrial visit/industrial training in the curriculum
12. Practical knowledge is less doing some practical work outside in Relational database management system.
13. More Practical component should be added to the syllabus of Communication systems
14. In Digital system hardware, Microprocessor 8085 should be in more detail
15. More practical component should be needed in the syllabus of Practical Course in Electronics More practical are needed in Practical Course in Electronics.

**First Year B.Sc. (Computer Science)**

1. Restructure the syllabus of File Organization and Fundamental of Databases as per the industry requirement.
2. More focus should be on nested subquery in Computer Science Practical course.
3. Computer Networks-II and Computer Graphics courses require more explanation on Open GL functions.
4. Problem Solving Using Computers and 'C' Programming required some simple example in Pointer in 'C'.
5. Should include industrial visit/industrial training in the curriculum.
6. Contents of the syllabus Principles of Analog Electronics, should be less
7. More practical are needed in Practical Course in Electronics.

# Department of English

From **English department** 30 responses were collected for UG program.

1. 70% teachers feel that the syllabus is very well defined in a way to clarify teaching goals and what students are expected to learn.
2. 40% teachers feel that syllabus sufficient to bridge the gap between industry standards /current global scenarios and academics.
3. 67% teachers feel that timely coverage of syllabus is possible in the mentioned number of hours.
4. 50% teachers feel that sufficient reference material and books are available in the college library for the topics mentioned in the syllabus.
5. 67% teachers feel that the evaluation methods mentioned in the syllabus are sufficient for providing proper assessment.
6. 73% teachers feel that learning value (in terms of skills, concepts, knowledge, analytical abilities or broadening perspectives) is very good.
7. 73% teachers feel that extent of the coverage of course is very good.
8. 73% teachers feel that depth of the course content is excellent.
9. 50% teachers feel that applicability/relevance of the syllabus to real life situations is very good.
10. 67% teachers feel that the syllabus is excellent.

**Following suggestions for improvement of curriculum were given by the students and teachers**

**Third Year B.A. English**

1. Special Paper, Introduction to Literary Criticism Contemporary critics should be added.
2. General English Paper: Advanced Study of English Language and Literature, Oral exams should be conducted for all the levels, BOS should be alert regarding reference books, syllabus should be appropriate and applicable to recent trends in industries.
3. In Special Paper, Appreciating Novel there should be a comparative study of 2 or more novels. Modern trends in the study of Fiction should be incorporated.
4. English Novels should be included in the syllabus of Compulsory English course.
5. In Compulsory English course more focus should be on spoken English.

**Second Year B.A. English**

1. More efforts should be taken to bridge the gap between current global scenarios and academics in Special Paper, Appreciating Poetry.
2. Appreciating Drama, American plays should be included in the syllabus.
3. Compulsory English Outdated practices like letter writing should be scraped and email writing and communicative English should be incorporated.
4. General English Paper, Study of English Language and Literature, should be more skill based so as to increase linguistic competence of the students.
5. General English course, Study of English Language and Literature Novels should be included in the syllabus instead of short stories.
6. Indian poets should be included in the syllabus of Special Paper, Appreciating Poetry.
7. English Communication Skills should be included in the syllabus of Compulsory English syllabus.
8. Compulsory English Syllabus should be given according to contemporary time.
9. In course, Appreciating Drama project work should be included.

**First Year B.A. English**

1. Some grammar topics can be included in the syllabus of Compulsory English syllabus and more efforts should be taken to bridge the gap between current global scenarios and academics.
2. The theory of literature can be added to the Optional English syllabus.
3. The syllabus of Drama in English should be applicable to real life situations.
4. Compulsory English Communication skills as per the modern trend should be incorporated

5. Compulsory English More focus should be on the spoken language. Oral and written communication skills should cater to the need of the day. Outdated means of communication should be scraped out.

# Department of Zoology

From Zoology department 53 responses were collected for UG and PG program.

1. 83% teachers feel that the syllabus is very well defined in a way to clarify teaching goals and what students are expected to learn.
2. 64% teachers feel that syllabus sufficient to bridge the gap between industry standards /current global scenarios and academics.
3. 66% teachers feel that timely coverage of syllabus is possible in the mentioned number of hours.
4. 62% teachers feel that sufficient reference material and books are available in the college library for the topics mentioned in the syllabus.
5. 89% teachers feel that the evaluation methods mentioned in the syllabus are sufficient for providing proper assessment.
6. 74% teachers feel that learning value (in terms of skills, concepts, knowledge, analytical abilities or broadening perspectives) is very good.
7. 83% teachers feel that extent of the coverage of course is very good.
8. 76% teachers feel that depth of the course content is excellent.
9. 68% teachers feel that applicability/relevance of the syllabus to real life situations is very good.
10. 74% teachers feel that the syllabus is excellent.

**Following suggestions were received from students and teachers for modifications desired in the syllabus keeping in the view applicability in the industry.**

**Third year B.Sc. (Zoology)**

1. Animal Systematics and diversity courses should have skill based and industry oriented syllabus.
2. Topics like Ecological Succession and Bioremediation should be included in Environmental Biology and Toxicology course syllabus.
3. Experimental Embryology should be included in General Embryology course syllabus.
4. Syllabus of Animal Systematics and diversity course should be more applied.

**Second year B.Sc. (Zoology)**

1. Previous practical should be added to Practical course and corresponding to theory courses.
2. Animal behaviour should be added to Animal Systematics and Diversity III and IV course syllabus.
3. Practical and corresponding theory courses needs to include more experimental component.
4. More applied syllabus should be added to the Applied Zoology – I and II course.
5. Add training/internship to curriculum.
6. Practical courses should have skill based and industry oriented syllabus.
7. The syllabus should include Analytical skills.

**First Year B.Sc. (Zoology)**

1. Practical courses should have skill based and industry oriented syllabus.

# Department of Commerce

From Commerce department 44 responses were collected for UG and PG program.

- 46% teachers feel that the syllabus is very well defined in a way to clarify teaching goals and what students are expected to learn.
- 43% teachers feel that syllabus sufficient to bridge the gap between industry standards /current global scenarios and academics.
- 36% teachers feel that timely coverage of syllabus is possible in the mentioned number of hours.
- 46% teachers feel that sufficient reference material and books are available in the college library for the topics mentioned in the syllabus.
- 46% teachers feel that the evaluation methods mentioned in the syllabus are sufficient for providing proper assessment.
- 39% teachers feel that learning value (in terms of skills, concepts, knowledge, analytical abilities or broadening perspectives) is very good.
- 43% teachers feel that extent of the coverage of course is very good.
- 32% teachers feel that depth of the course content is excellent.
- 52% teachers feel that applicability/relevance of the syllabus to real life situations is very good.
- 52% teachers feel that the syllabus is excellent.

**Following suggestions were received from students and teachers for modifications desired in the syllabus keeping in the view applicability in the industry.**

**Master of Commerce**

1. Project Work needs more practical approach.
2. Research Methodology should include 7 to 15 days actual field work compulsory.
3. M.Com-I, Business Ethics & Professional Value course needs more practical approach.
4. Syllabus of M.Com II Capital Market & Financial Services course needs practical approach.

**Third year Commerce**

1. From Business Regulatory Framework/M.Law syllabus remove the second topic (Partnership act 1932) and add rights and duties of consumers and consumer protection act 1986
2. Business Regulatory Framework /M.Law course require more reference books on current amendments. Add arbitration and conciliation and machineries in the topic Arbitration and Conciliation.
3. Add the list of various businesses included in SSI and Remove the forms of Organisation and add procedure of preparation of business plan in chapter 3 in Business Entrepreneurship –II course syllabus.
4. More practical knowledge should be included in Business Administration. - II course syllabus.
5. Add the topics of Capital market and SEBI and remove the topic of Management of Capital in Business Administration- III syllabus.
6. Add Biography of Ratan Tata and Dhirubhai Ambani in the 3rd topic of Business Entrepreneurship -III course syllabus.
7. Cover advance concepts of the course in Cost and Works Accounting- III syllabus.
8. Add theoretical and practical problems in Activity based costing in chapter 4 and include calculation of profit after completion of contract in Cost and Works Accounting-II syllabus.
9. In Auditing and Taxation course syllabus add practical problems on Income from Capital Gains.

**Second year Commerce**

1. Industrial Knowledge base internship required in Cost and Works Accounting -I syllabus. It gives only primary knowledge.
2. Practical Applicability must be there to bridge the gap between industry and education in Corporate Accounting syllabus.
3. Add deep knowledge of E- Governance and Condense the syllabus in 8 topics as syllabus of Elements of Company Law is very vast

4. Remove the first topic (Concept and Nature) and replace the new topic for forms of business organisation of Business Administration-I course syllabus.
5. Add literature of Creativity and innovation in chapter 3, Add Management functions of SHG in Group Entrepreneurship and Add Literature and Practical examples of BPO in Business Entrepreneurship - I course.
6. Add technical knowledge about advance technologies to Business Communication syllabus. It should include hard skills.
7. Remove part of communication from topic 4 and Add Human Resource Management in Business Management syllabus.

**First Year Commerce**

1. Computer based tools should be included in Mathematics and statistics syllabus.
2. Evaluation improvement must be included in Consumer Protection and Business Ethics syllabus
3. Practical based education is necessary in Insurance and transportation course.
4. From Financial Accounting course remove Hire purchase part from Hire purchase and instalment system.

# Department of Physics

From Physics department 24 responses were collected for UG and PG program.

- 79% teachers feel that the syllabus is very well defined in a way to clarify teaching goals and what students are expected to learn.
- 20% teachers feel that syllabus sufficient to bridge the gap between industry standards /current global scenarios and academics.
- 42% teachers feel that timely coverage of syllabus is possible in the mentioned number of hours.
- 42% teachers feel that sufficient reference material and books are available in the college library for the topics mentioned in the syllabus.
- 38% teachers feel that the evaluation methods mentioned in the syllabus are sufficient for providing proper assessment.
- 67% teachers feel that learning value (in terms of skills, concepts, knowledge, analytical abilities or broadening perspectives) is very good.
- 67% teachers feel that extent of the coverage of course is very good.
- 67% teachers feel that depth of the course content is excellent.
- 33% teachers feel that applicability/relevance of the syllabus to real life situations is very good.
- 63% teachers feel that the syllabus is excellent.

**Following suggestions were received from students and teachers for modifications desired in the syllabus keeping in the view applicability in the industry.**

**M.Sc. (Physics)**

1. Remove the solid state physics part from Atoms, Molecules and Lasers course.
2. Problem solving content must be increased in university examinations of Quantum mechanics course. Central potential and 3 D box well potential should be included in the syllabus of Quantum Mechanics I course.
3. MSc-I Electronics course should include some part of Opto - electronics, semiconductor devices, microcontroller in the syllabus.
4. Statistical physics and thermodynamics syllabus must include Random walk problem, phase transition and theory of magnetism.
5. Depth Departmental Course II syllabus should be reduced.
6. Include Matlab practical in MSc-II Special Lab I
7. Complex variables should be included in MSc-I Mathematical Methods in Physics course syllabus.
8. MSc-I Physics Lab I Practical course should include advanced practical and exclude practical which are already included in Third year B.Sc. physics practical course.
9. Photo luminescence spectroscopy, Raman Spectroscopy should be added in the MSc-I Experimental Techniques in Physics II course

**Third year B.Sc. (Physics)**

1. Third year B.Sc. Physics, C programming course should include more Physics based programs and file handling must be introduced.
2. Students should be introduced to R-language or Python at this level.
3. Practical on design and built a circuit, applications of laser should be added to Practical course II.
4. Problem solving content must be increased in university examinations.
5. Mathematical Methods in Physics should be application oriented.
6. Molecular spectroscopy should be in details in Atomic and Molecular physics course.
7. Canonical transformation and Poisson's brackets should be replaced by Rotating frame of reference and rigid body motion in Classical Mechanics course.
8. Syllabus of Electrodynamics Course is very vast and should be reduced.
9. In Solid State Physics course detail analysis of any two characterization techniques of material should be included.

10. The syllabus of Statistical physics and thermodynamics course should include more applications of different statistical distributions.

**Second year B.Sc. (Physics)**

1. S Y BSc Electronics, practical such as design and build a circuit using OPAMP, transistor should be added to the course.
2. Polarization should be in more detail and Interferometers should be added to Optics course.

**First Year B.Sc. (Physics)**

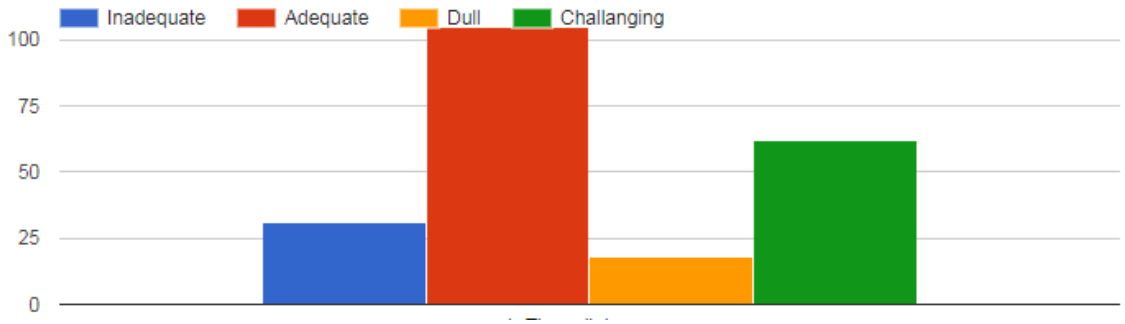
1. The syllabus of Mechanics course should include more examples of real life situations and numerical problems should be given more weightage.

PRINCIPAL
Prof. Ramkrishna More Arts, Commerce & Science College, Akurdi, Pune-411 044.

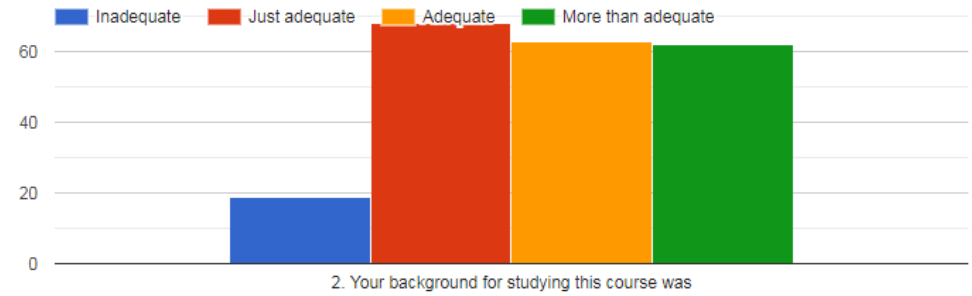
## Graphical Representation of Overall Analysis of Students Feedback on Syllabus and Curriculum

## (Analysis of randomly selected 212 students' responses)

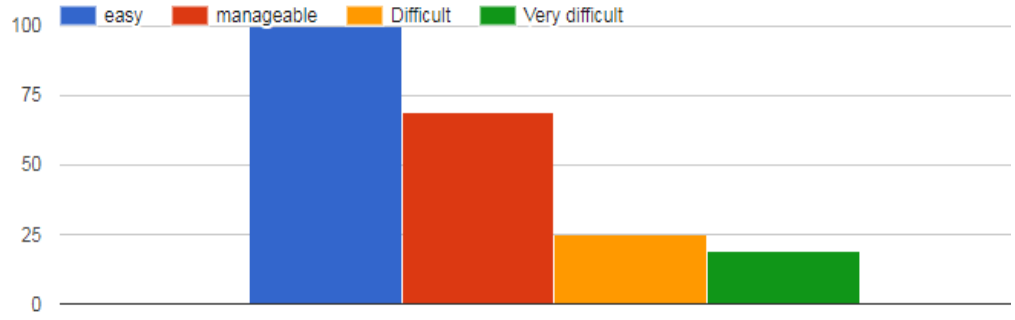
**1. The syllabus was**



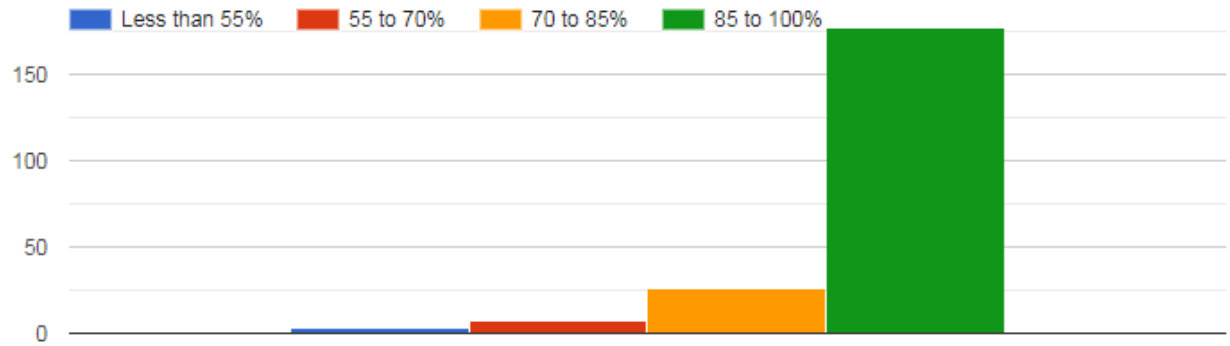

**2.** . Your background for studying this course



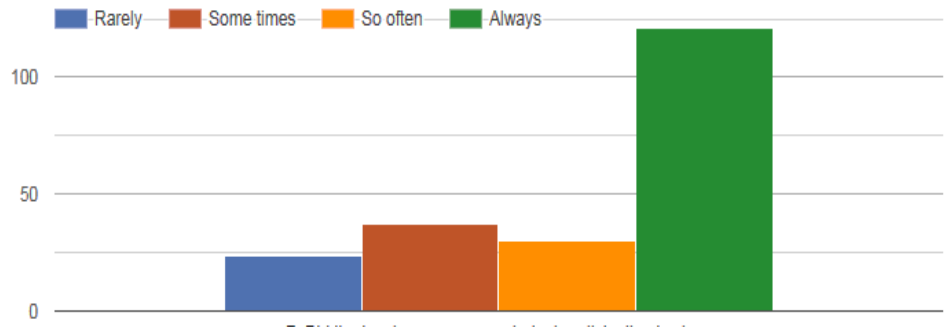

3. Was the course conceptually difficult to understand



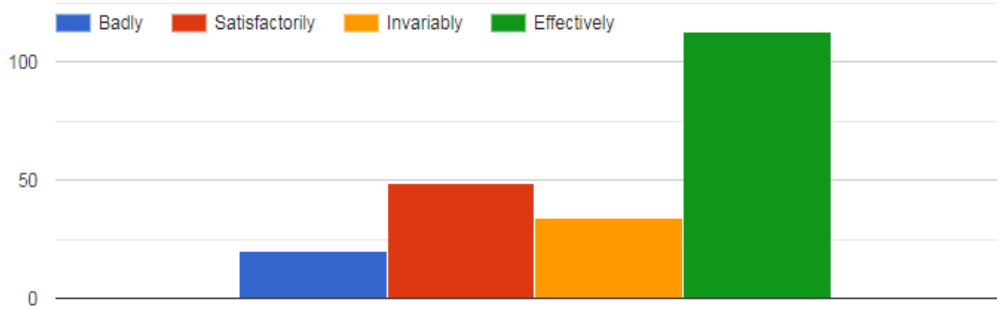

4. How much of the syllabus was covered in class



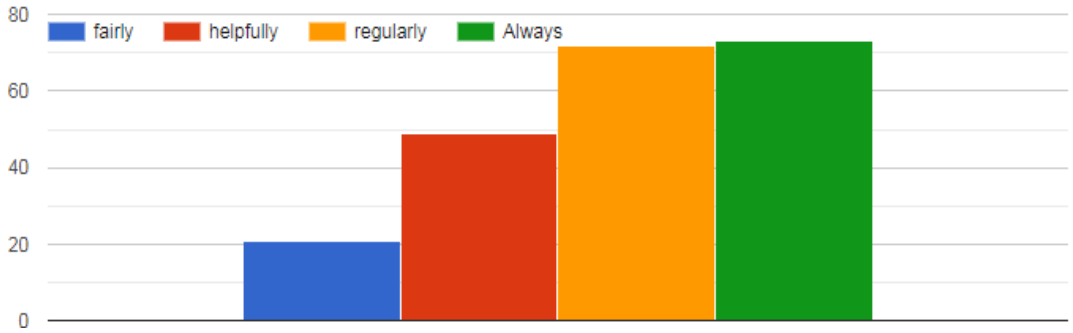
5. Did the teacher encourage student participation in class?



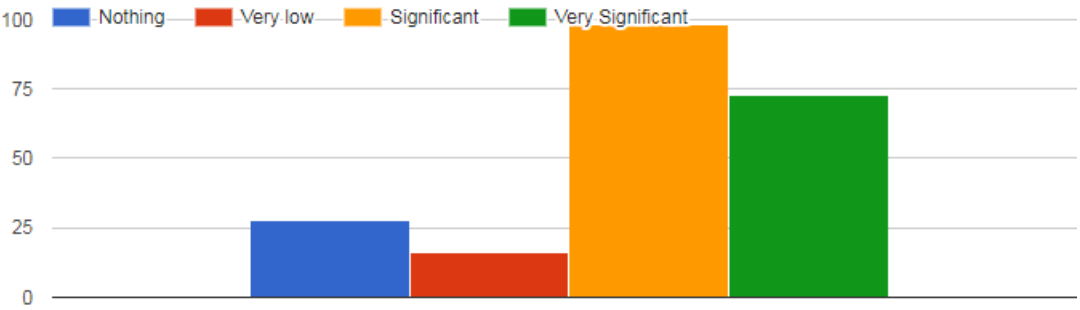

6. How well was the teacher able to communicate?



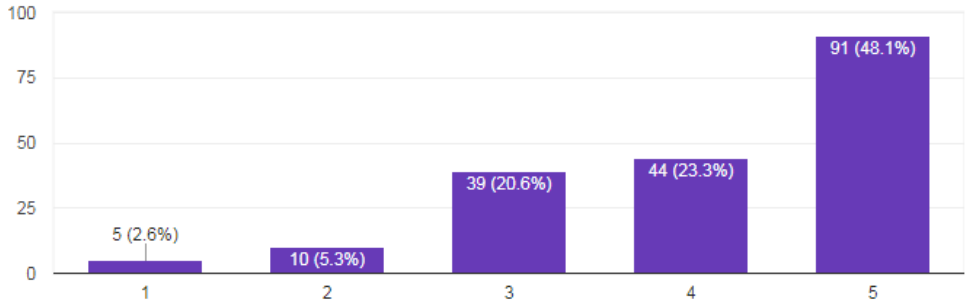

7. Did the internal assessment work?



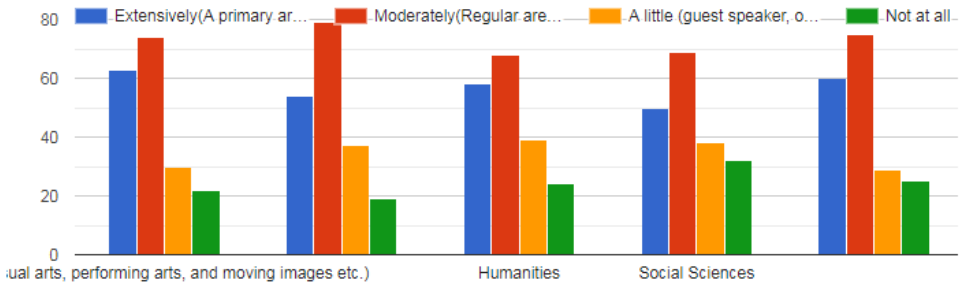

8. What effect do you think the internal assessment will have on your course grade?



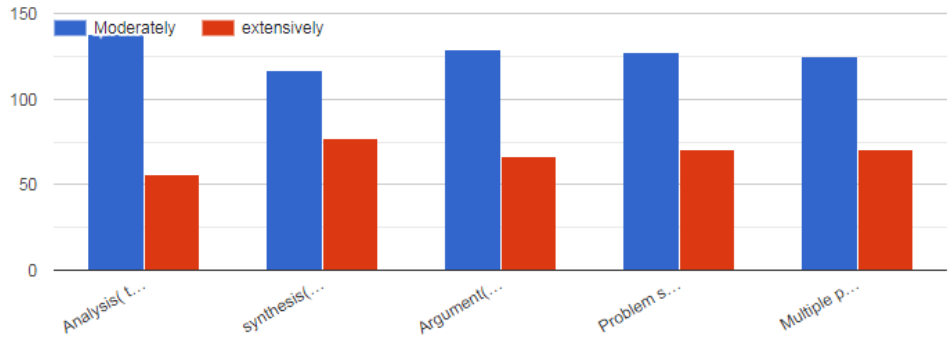
9. Support services such as tutoring and counselling were adequate and helped me succeed in the program


10. Did your program include the following divisional areas?




11. Did your program include the following modes of critical thinking?

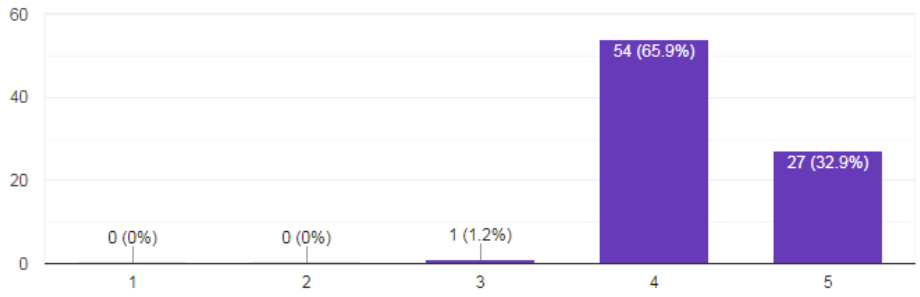


# Graphical Representation of Overall Analysis of Teachers Feedback on Syllabus and Curriculum

## (Sample representative from Computer Science Department)

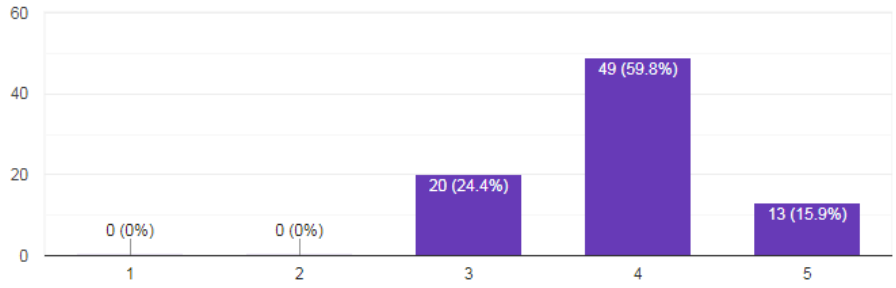
1. Do you feel that the syllabus is defined in a way to clarify your teaching goals and what you expect your students to learn?

82 responses



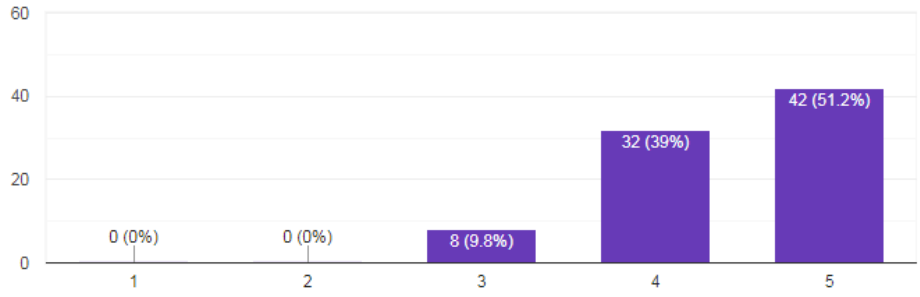

2. Is your syllabus sufficient to bridge the gap between industry standards /current global scenarios and academics?

82 responses



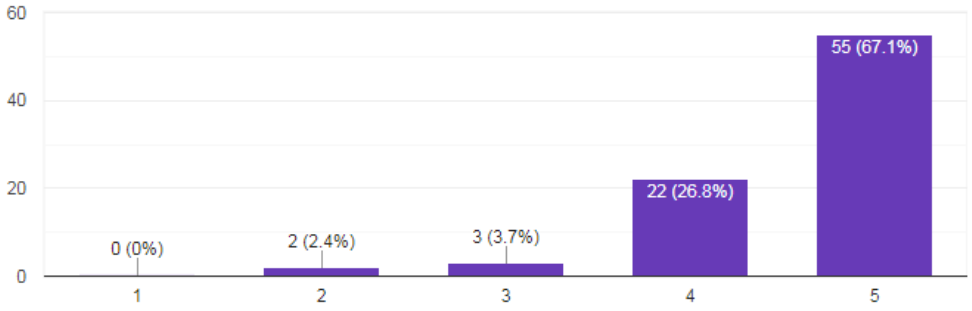

3. Is the timely coverage of syllabus possible in the mentioned number of hours?

82 responses



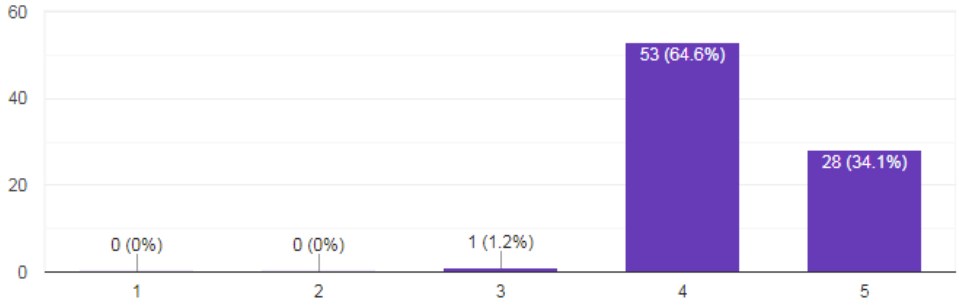
4.Sufficient reference material and books are available for the topics mentioned in the syllabus?

82 responses



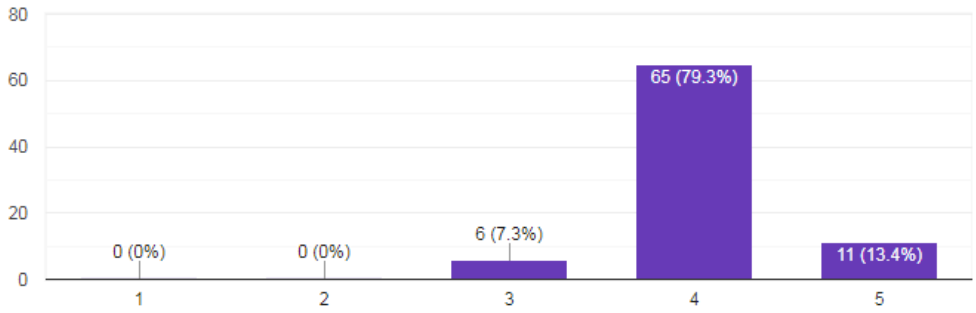

5. The evaluation methods mentioned in the syllabus are sufficient for providing proper assessment?

82 responses



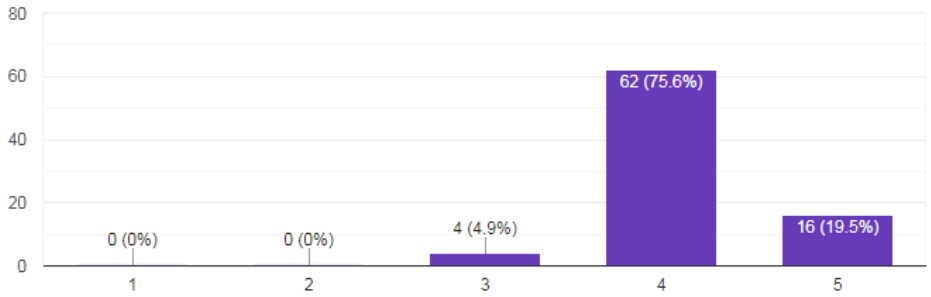

6. Learning value (in terms of skills, concepts, knowledge, analytical abilities or broadening perspectives)

82 responses



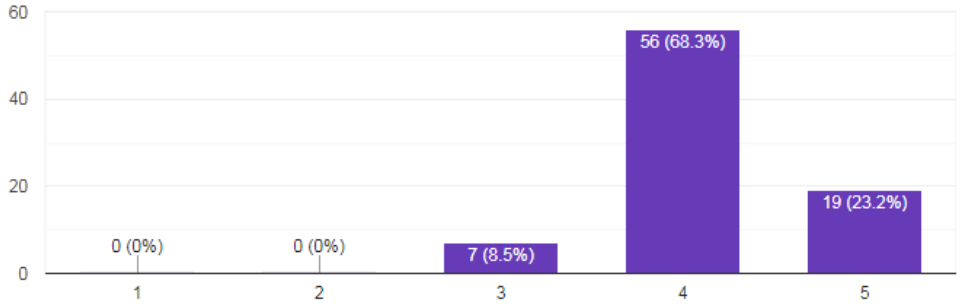
## 7. Extent of the coverage of course

82 responses



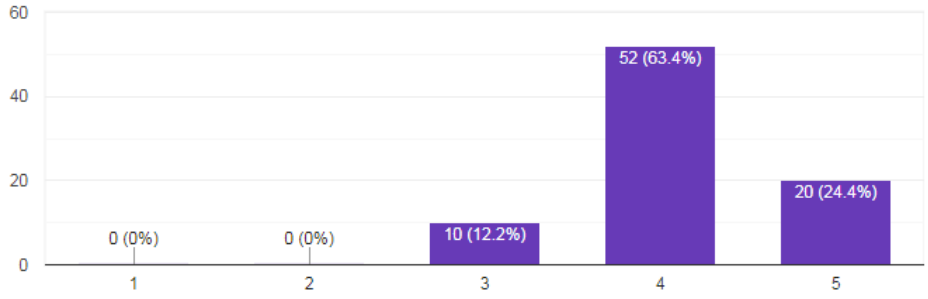

## 8. Depth of the course content

82 responses



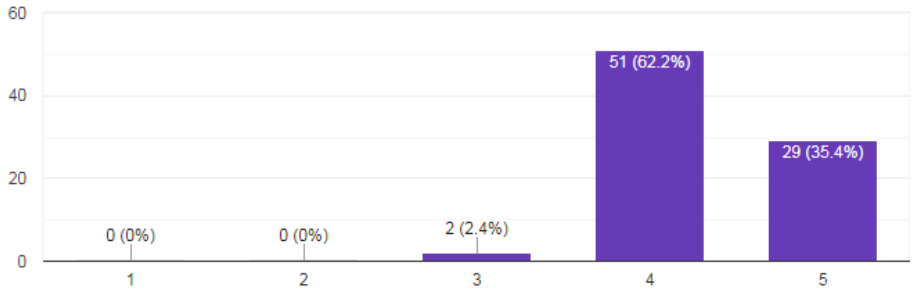

## 9. Applicability/relevance to real life situations

82 responses




## 10. The syllabus is

82 responses



## 11. Give suggestions for improvement

82 responses

| |
|---|
| No suggestions |
| No |
| No suggestion |
| No Suggestion |
| no |
| Data Structure Should be implemented using C++ |
| Practical Should be Implemented in C++ |
| In this practical project should not combine,Project practical should be separate |
| No Suggestions |
| CS-331- System programming the Assignment No 3 & 4 should be reduced |
| Chapter 3 (Database Security)should include more security algorithms |
| Syllabus should be practical oriented |