



Office of the Principal
PRANANATH COLLEGE (AUTONOMOUS)
 KHORDHA-752057(ODISHA)
 NAAC Accredited 'A' Level

Report on feedback for Syllabus 2018-19

The Student Feedback Survey for the Academic year 2018-19 was carried out by the IQAC to assess the students' educational experience, effectiveness of curriculum along with Academic facilities (Physical infra, Library, IT infra) in the institution. This survey was regulated with the questionnaire provided by IQAC Pranath College (Autonomous), Khordha to understand Student Satisfaction regarding Teaching – Learning and Evaluation. The purpose of this survey is to upgrade the quality of teaching and learning in our institution. The survey has been done this year using feedback form containing 12 questions covering the all academic facilities with Hostel facilities. As per NAAC guidelines, responses must be received from at least 10 of the student population or 100, whichever is lesser. The questionnaire was filled by 1007 students correctly to all questions, out of 1050 served to the students and their responses were recorded and analyzed. So, 43 are found rejected for the non answering to the responses. One faculty of each department is placed in charge of student's feedback.

- Feedback thus generated is discussed in the department meetings and measures suggested to the Board of Studies and Academic Council for necessary revision in case of academic affairs and for all non academic activities are reported to the Principal for reporting to GB.
- Teacher feedback system also are collected and it helps the institute for smooth management of the college. The questionnaire contains the following questions : (for students)
 - On Physical infrastructure like class rooms, furniture, ICT mode,
 - On Computer Lab and Spoken English
 - On Training and Development facilities for jobs and employability
 - On Hostel accommodation and environment
 - Books in the library under CBCS pattern
 - Provision for safe drinking water and cleaning of washrooms.

Prinath
 25.6.24
 Principal
 Pranath College (Autonomous)
 Khordha

- on Wi-Fi connectivity in the campus.
- Emphasis on mentor system for overall development .
- Concerned with the healthy and hygienic food in the canteen.
- Suggested for Environment friendly campus.
- Teaching learning system of the college
- Syllabus updating and focus on employability The questionnaire is in the five point Likert scale from 1- strongly agree to 5- strongly dis-agree and accordingly it is analysed and presented to different sections for plan of action . This year from Arts 296 , commerce 355, and from science 356 students have given their free consent on their feedback forms and were collected in different times by the teachers concerned . Further, college also have served questionnaire to all the faculties containing of 15 questions covering all the affairs of college and 89 teachers have responded to these responses. Out of that , they positively responded to the current pattern of syllabus, trend of examinations and evaluation system , physical infra structure and co-curricular activities , budget and provisions , work culture and HR management strategy , ICT mode of teaching, outreach activities, skill development and employability programmes and wellness programmes etc.

Ch. D. Sharma
25-6-24
Principal
Prananath College (Autonomous)
Khordha



Office of the Principal
PRANANATH COLLEGE (AUTONOMOUS)
KHORDHA-752057(ODISHA)
NAAC Accredited 'A' Level

Report on feedback for Syllabus 2019-20

- One faculty of each department is placed in charge of student's feedback.
- Feedback thus generated is discussed in the department meetings and measures suggested to the Board of Studies for necessary revision.
- Student representation in Boards of Studies ensures implementation of revision.
- The college has an English Language Laboratory offering value addition through training in i) Spoken English, ii) Personality Development as per feedback report from students.
- Workshops and training programmes are held as per skill enhancement among students.
- Teacher feedback system helps the institute for smooth management of the college.
- To enhance the skill of the students, faculty members involve themselves in training the students for production of house cleaning chemicals, LED bulbs, preparation of vermin-compost, culture of aquarium fish etc. • Teacher feedback institutes the student insurance scheme.
- Purchase of books for library under CBCS pattern/Uniform State Model Syllabus
- Renovation of Resource centre.
- Publication of Commerce Journal.
- Awards and prizes for meritorious students are instituted by faculties to encourage competitive spirit.
- The answer scripts are shown to them to rectify their fault in examination.
- The percentage of attendance is displayed on the notice board to encourage punctuality and sincerity.
- Steps are taken to invite more corporate houses and companies for better placement.
- The Alumni association plays significant role in strategic development of the institution.
- The alumni provide their expertise in their occupation in developing new study programme.
- Alumni association suggests changes in syllabi.
- Introduction of need based new courses.
- Study of local history, culture and legacy.

Pr. S. S. S.
Principal
Prananath College (Autonomous)
Khordha

- Endowment prizes are instituted as per Alumni suggestion.
- Alumni suggest the installation of drinking water facility and more washrooms.
- Alumni also felicitate the achiever.
- Parent- teacher meeting is held twice in a year.
- Parents advocate for provision of safe drinking water and clean washrooms.
- They suggest Wi-Fi connectivity in the campus.
- More text and reference books in library under CBCS course.
- Emphasis on mentor system for overall development of their wards.
- Concerned with the healthy and hygienic food in the canteen.
- Suggested for Environment friendly campus.
- Student proposed to carry on discussion classes after completion of each chapter.
- The teacher who is guardian of student suggested for field visil.
- Alumni suggested departmental participation in co-curricular activities organised in state level.
- Parent are very much satisfied with the way of teaching adopted by the dept. teacher i.e. black board writings,
- The Botany Deptt. Collected feedback physically from stake holder namely student, The department of Commerce collected feedback physically.

Dr. P. S. Khanna
 25/12/24
 Pranshu College, Anandpur
 Khanna



Office of the Principal
PRANANATH COLLEGE (AUTONOMOUS)
KHORDHA-752057(ODISHA)
NAAC Accredited 'A' Level

ACTION TAKEN -2020-21

1. Sanitization work has been explored by supplying more sanitizer in different points like library, class rooms and toilets and common room
2. Placement during covid period was difficult and some students appeared before the employers of different organizations (IT related companies and some banks) on online modes .
3. Hostel condition has also been improved regarding the quality of life in hostel and their superintendents were advised to take care of them for better environment to retain and maintain wellness.
4. For library college purchased some more number of books and have added some e-books for students.
5. Internet facility in college campus is totally under wifi and will be of high speed transmission.
6. Some computer in computer lab have been repaired and replaced , and more new computers are added .

SYALLABUS:

7. As per the demands, the authority and BoS of the college retained the curriculum as it is prescribed by the Govt. of Odisha (Common Model syllabus) and the quality of syllabus is linked to employability and knowledge gain.
8. In response to the library facility, the institution hired the resources (e-resources: EBSCO) PROVIDED BY Odisha state Higher Education council with infibnet and other e- materials.
9. More add on courses in different departments have been introduced for more value based programme.
10. More digital resources and systems will be added to the present system to make the students updated in IT and related areas.

Chitra
25-6-24
Principal
Prananath College (Autonomous)
Khordha



Office of the Principal
PRANANATH COLLEGE (AUTONOMOUS)
KHORDHA-752057(ODISHA)
NAAC Accredited 'A' Level

PLAN OF ACTION RESOLVED BY GB 2020-21

- 1. Extension of science laboratory.**-Steps has already been initiated. The work will be carried out by R&B, Khordha. For this purpose RUSA Fund has already been deposited to R&B Division, Khordha and we hope that the project will be completed in the next Academic year.
- 2. Construction of internal roads within college campus.**-The construction work is in progress with RUSA fund through R& B, Khordha. It is going to be completed in the next Academic year.
- 3. Opening of new professional courses and other P.G. Courses-** In due procedure the college has applied to open P.G. Course in Pol. Sc., Odia and English. We hope to get permission from government in the next academic year.
- 4. Automation of library.**-Although our college library is partially automated, we have the plan to make it fully automated in the next session.
- 5. Automation of Examination System**-Presently Examination system is partially automated,however we have the plan to make it fully automated in the next session.
- 6. Introduction of skill based programmes.**-Negotiation at the apex level is going on to open different skill based programmes in our college.
- 7. Renovation of boys' hostel.**The renovation work is in progress with Fancee Assistance fund. It is going to be completed in the next Academic year.
- 8. Construction of well equipped Lecture Theater** - The structural design and plan of the construction of Lecture Theater are approved by the competent authority and leveling of the interior been done. The online class and blended mode of teaching work is going to be completed in the next academic session.

Principal
25-6-21
Principal
Pranath College (Autonomous)
Khordha



Office of the Principal
PRANANATH COLLEGE (AUTONOMOUS)
KHORDHA-752057(ODISHA)
NAAC Accredited 'A' Level

Report on feedback for Syllabus 2021-22

Feedback collected for syllabus from students, teachers, Alumni and other employees reveals their experiences with respect to syllabus. The feedback was taken on an online mode through Google form and link was <https://forms.gle/o5g3NBkXijBinMMp8>.

Out of total 179 responses, 84.5% are student's 12.1% are teachers, 29 % are Alumni and 0.5% are from other employees. Depth of syllabus content designates how deeply students must know, understand and be aware of what they are learning More than 75% of respondents gave positive response regarding the depth of syllabus content, while only 9.2% responded as poor and 13.8% as average.

All respondents were asked about the connection of syllabus with employability. More than 90% of respondents agreed with this category of feedback form and only 9.8 % were unhappy with the present facility of role of syllabus on employability. Next is the section of whether the syllabus is competitive in market, more than 90% of respondents were very much satisfied with the syllabus system as the syllabus will be helpful for examination related knowledge gain, aptitude and reasoning knowledge. Only 9.8 % were unhappy with this aspect of syllabus. When question is asked about teacher's interest regarding syllabus, where we can see more than 92% respondents replied in affirmative and only 7.5% gave poor as response. That itself shows the involvement of teachers in our teaching process. When the question is relating to the efficient ordering of the content in order to improve the learner's understanding, 92% of respondents gave positive response whereas only 6.9% of respondents were unhappy with the present sequencing system of syllabus.

Oh 2 form
25.6.24
Principal
College (Autonomous)

The respondents were asked about the size of the syllabus in terms of load on the students and more than 90% were satisfied with regard to the present syllabus system in terms of load on the students and only 8 % were unhappy with the system. Now coming to the objectives of the course content, 92.5 % respondents were happy with the present system and only 7.5% gave negative response. With regard to examination system, 89.1% respondents were satisfied with the present internal evaluation system where 10.9% of respondents felt that internal evaluation system should be improved.

The last option is the opinion about library holdings for the syllabus of respective course in which 80.5% of respondents were satisfied with this system and only 19.5% of respondents gave poor as an option. They are exacting for more library holding for the syllabus by proposing the Board of studies and Academic Council.

The above analysis suggests that maximum stakeholder is satisfied with the content of syllabus and its scope of employability. As the current syllabus is common Model syllabus under CBCS pattern prescribed by Government of Odisha, the necessary steps shall be taken to propose the legitimate authority to bring required alteration in syllabus in order to achieve 100% employability and to face different competitive examinations to secure employability in future. The feedback analysis is reported to the Principal as recommendations: The Principal accordingly takes necessary action and place it before G.B.

Feedback Analysis Report



Principal



G.B.

adh 23/6/24
25-6-24

IQAC, PRANANATH COLLEGE (AUTONOMOUS), KHORDHA

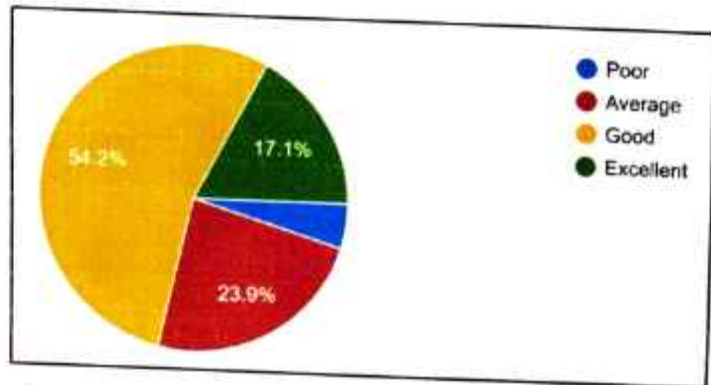
REPORT ON STAKEHOLDERS FEEDBACK ON SYLLABUS FOR ACADEMIC SESSION 2022-23

Based on the feedback received from a diverse group of respondents, including students, teachers, alumni, employees, and parents, on the syllabus adopted by the college, the following observations can be made: Students form the largest group of respondents, comprising approximately 71% of the total responses, Teachers respondents, comprising 19.4% and respondents includes Alumni, Employees and Parents comprising about 9% of the total responses.

Following is the Analysis report on Questionaries:

1. Depth of syllabus content is?

Based on the survey responses from students, teachers, alumni, employees, and parents regarding the depth of syllabus content, the following observations can be made: approximately 17.13% of total responses rated the depth of the syllabus content as excellent.



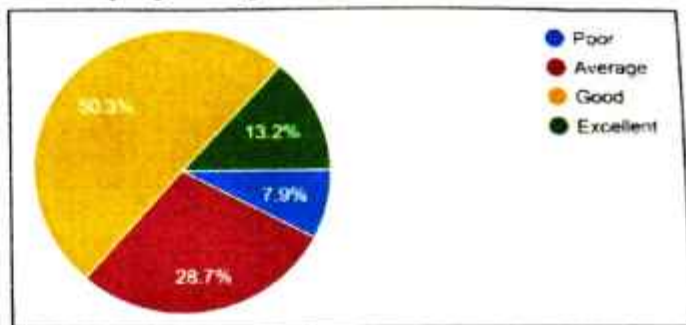
This indicates that a notable portion of respondents found the syllabus to be thorough and comprehensive, meeting their expectations or even exceeding them in terms of depth. Approximately 54.21% of total responses, considered the depth of the syllabus content to be good. This suggests that a significant portion of participants found the syllabus to cover the necessary material adequately, though perhaps not exceptionally so. Approximately 23.88% of total responses rated the depth of the syllabus content as average. This implies that some participants perceived the syllabus to be adequate but felt there were areas where it could have been more comprehensive or detailed. Approximately 4.78% of total responses), rated the depth of the syllabus content as poor. This indicates that there were individuals who felt that the syllabus lacked depth or failed to cover essential material adequately.

Overall, while a significant portion of respondents viewed the syllabus content positively, there is also room for improvement, particularly in addressing the concerns of those who rated it as average or poor. Efforts to enhance the depth of the syllabus content could lead to a more universally satisfactory educational experience.

Pr. Anand
25.6.24
Prananath C.
Prinomial
Prananath College (Autonomous)
Khordha

2. Whether syllabus is connected to employability?

Based on the feedback received from the respondents regarding the connection between the syllabus and employability, the following insights can be derived:



Excellent (13.2%):

- A small but notable portion of respondents, approximately 13.2%, rated the connection between the syllabus and employability as excellent.
- This suggests that some individuals perceive the syllabus to be exceptionally well-aligned with the skills and knowledge needed for employment in their respective fields.
- Such a high rating indicates that a significant number of respondents believe the syllabus effectively prepares students for the workforce.

Good (50.3%):

- The majority of respondents, accounting for approximately 50.3%, rated the connection between the syllabus and employability as good.
- This indicates that a significant portion of the respondents acknowledge the relevance of the syllabus content to the demands of the job market.
- While not rated as excellent, a good rating still suggests that the syllabus adequately addresses employability-related skills and knowledge.

Average (28.7%):

- A considerable portion of respondents, approximately 28.7%, rated the connection between the syllabus and employability as average.
- This implies that there is room for improvement in aligning the syllabus more closely with the requirements of the job market.
- Respondents may feel that while the syllabus covers some employability-related aspects, it could be enhanced to better meet industry needs and expectations.

Poor (7.9%):

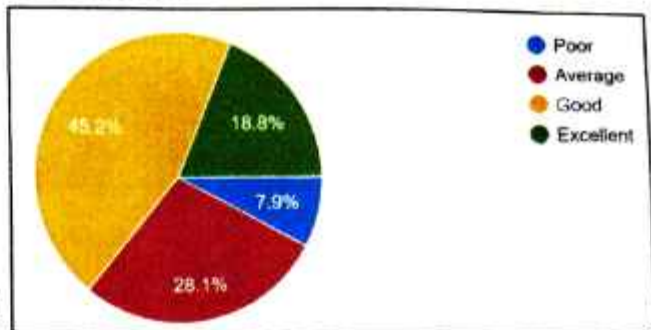
- A minority of respondents, comprising approximately 7.9%, rated the connection between the syllabus and employability as poor.
- This indicates that there are concerns among some individuals regarding the relevance and effectiveness of the syllabus in preparing students for employment.
- Such a rating suggests that significant revisions or updates may be needed to ensure that the syllabus adequately addresses employability challenges and opportunities.

Overall, while a majority of respondents view the connection between the syllabus and employability positively, there are also notable areas for improvement. Addressing these concerns could lead to a more robust and effective curriculum that better prepares students for success in the workforce.

25/3/24
Principal
Pranath College (Autonomous)
Khordha

3. Whether syllabus is competitive in market?

Based on the feedback received from respondents regarding the competitiveness of the syllabus in the market, the following insights can be drawn:



Excellent (18.8%):

- A significant portion of respondents, approximately 18.8%, rated the competitiveness of the syllabus in the market as excellent.
- This suggests that a notable number of individuals perceive the syllabus to be highly competitive and aligned with industry standards and demands.
- Such a high rating indicates that many respondents believe the syllabus effectively equips students with the knowledge and skills sought after by employers.

Good (45.2%):

- The majority of respondents, accounting for approximately 45.2%, rated the competitiveness of the syllabus in the market as good.
- This indicates that a significant portion of the respondents acknowledge the competitiveness of the syllabus and its relevance to industry needs.
- While not rated as excellent, a good rating still suggests that the syllabus is perceived to be competitive and capable of preparing students for the job market.

Average (28.1%):

- A considerable portion of respondents, approximately 28.1%, rated the competitiveness of the syllabus in the market as average.
- This implies that while the syllabus may have some competitive elements, there is room for improvement to better align it with industry trends and requirements.
- Respondents may feel that certain aspects of the syllabus could be enhanced to ensure greater competitiveness in the job market.

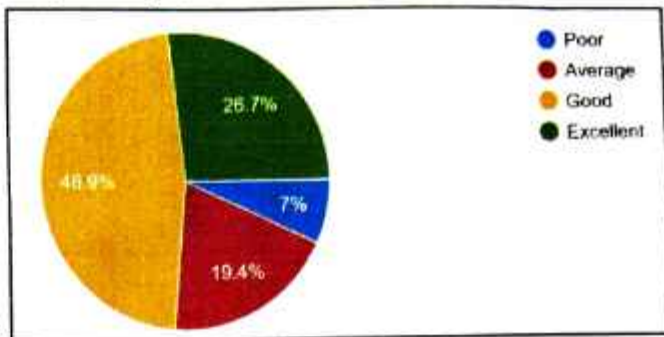
Poor (7.9%):

- A minority of respondents, comprising approximately 7.9%, rated the competitiveness of the syllabus in the market as poor.
- This indicates that there are concerns among some individuals regarding the relevance and effectiveness of the syllabus in meeting industry demands.
- Such a rating suggests that significant revisions or updates may be needed to ensure that the syllabus remains competitive and responsive to evolving market needs.

Overall, while a majority of respondents view the competitiveness of the syllabus positively, there are also areas for improvement. Addressing these concerns could lead to a more competitive curriculum that better prepares students for success in the dynamic job market.

4. Interest generated by teacher regarding syllabus is?

Based on the feedback from respondents regarding the interest generated by teachers regarding the syllabus, the following insights can be gleaned:



Excellent (26.7%):

- A significant portion of respondents, approximately 26.7%, rated the interest generated by teachers regarding the syllabus as excellent.
- This suggests that a notable number of respondents perceive their teachers to be highly engaged and enthusiastic about the syllabus content.
- Such a high rating indicates that many respondents feel motivated and inspired by their teachers' passion for the subject matter.

Good (46.9%):

- The majority of respondents, accounting for approximately 46.9%, rated the interest generated by teachers regarding the syllabus as good.
- This indicates that a significant portion of the respondents find their teachers to be generally interested and engaged in teaching the syllabus.
- While not rated as excellent, a good rating still suggests that teachers effectively convey enthusiasm for the subject matter to their students.

Average (19.4%):

- A considerable portion of respondents, approximately 19.4%, rated the interest generated by teachers regarding the syllabus as average.
- This implies that while some teachers may exhibit interest in the syllabus, there is room for improvement to enhance their enthusiasm and engagement.
- Respondents may feel that certain teachers could do more to spark interest and excitement among students about the syllabus content.

Poor (7%):

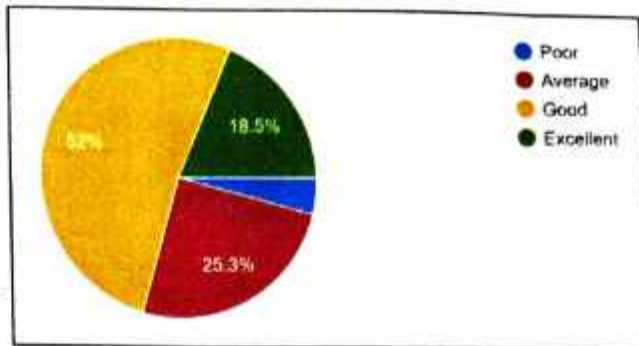
- A minority of respondents, comprising approximately 7%, rated the interest generated by teachers regarding the syllabus as poor.
- This indicates that there are concerns among some individuals regarding the level of enthusiasm and engagement demonstrated by their teachers.
- Such a rating suggests that efforts may be needed to enhance teacher motivation and involvement in teaching the syllabus effectively.

Overall, while a majority of respondents view the interest generated by teachers positively, there are also areas for improvement. Enhancing teacher enthusiasm and engagement can contribute to a more stimulating and enriching learning experience for students.

Pranath
25-6-24
Principal
Prananath College (Autonomous)
Khordha

5. How do you rate the sequence of units in the syllabus?

Based on the feedback received from respondents regarding the sequence of units in the syllabus, the following observations can be made:



Excellent (18.5%):

- A significant portion of respondents, approximately 18.5%, rated the sequence of units in the syllabus as excellent.
- This suggests that a notable number of respondents found the order in which the units are presented to be highly logical, coherent, and conducive to effective learning.
- Such a high rating indicates that many respondents believe the sequence enhances comprehension and retention of the material.

Good (52%):

- The majority of respondents, accounting for approximately 52%, rated the sequence of units in the syllabus as good.
- This indicates that a significant portion of respondents perceive the sequence to be generally appropriate and well-structured, facilitating a smooth progression of learning.
- While not rated as excellent, a good rating still suggests that the sequence adequately supports the learning objectives of the syllabus.

Average (25.3%):

- A considerable portion of respondents, approximately 25.3%, rated the sequence of units in the syllabus as average.
- This implies that while the sequence may have some merits, there are areas where improvements could be made to better align it with the learning needs and preferences of students.
- Respondents may feel that certain units could be rearranged or modified to enhance clarity and coherence.

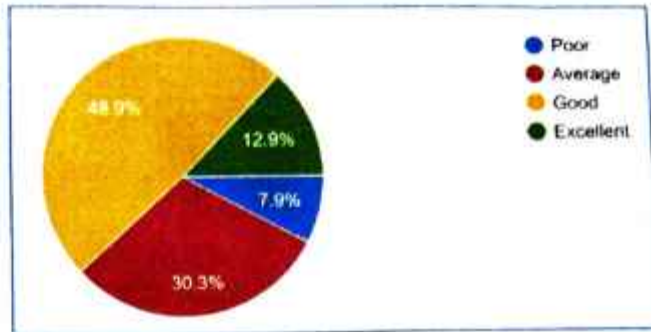
Poor (4.2%):

- A minority of respondents, comprising approximately 4.2%, rated the sequence of units in the syllabus as poor.
- This indicates that there are concerns among some individuals regarding the organization and flow of the units, potentially hindering comprehension and learning.
- Such a rating suggests that efforts may be needed to reevaluate and revise the sequence to improve its effectiveness.

Overall, while a majority of respondents view the sequence of units positively, there are also areas for improvement. Enhancing the coherence and effectiveness of the sequence can contribute to a more engaging and enriching learning experience for students.

6. Rate the size of syllabus in terms of load on the students

Based on the feedback received from respondents regarding the size of the syllabus in terms of the load on students, the following insights can be derived:



Excellent (12.9%):

- A small but notable portion of respondents, approximately 12.9%, rated the size of the syllabus as excellent in terms of its load on students.
- This suggests that some individuals perceive the syllabus to be exceptionally well-balanced, with a manageable workload that does not overwhelm students.
- Such a high rating indicates that many respondents believe the syllabus effectively balances depth of content with student workload.

Good (48.9%):

- The majority of respondents, accounting for approximately 48.9%, rated the size of the syllabus as good in terms of its load on students.
- This indicates that a significant portion of respondents find the syllabus workload to be reasonable and manageable for students.
- While not rated as excellent, a good rating still suggests that the syllabus strikes a generally favorable balance between content coverage and student workload.

Average (30.3%):

- A considerable portion of respondents, approximately 30.3%, rated the size of the syllabus as average in terms of its load on students.
- This implies that while the syllabus workload may not be excessive, there may be aspects that could be adjusted to better accommodate student needs and capabilities.
- Respondents may feel that certain modifications could be made to reduce unnecessary burden and enhance student engagement and comprehension.

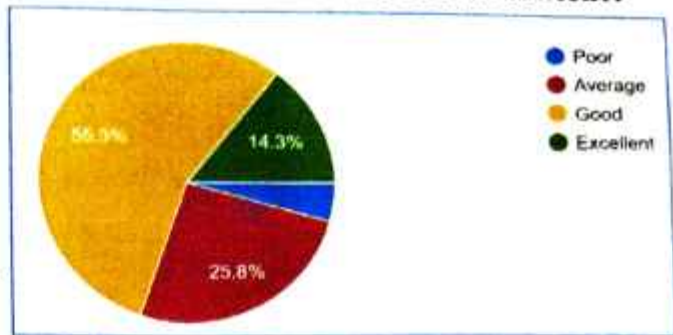
Poor (7.9%):

- A minority of respondents, comprising approximately 7.9%, rated the size of the syllabus as poor in terms of its load on students.
- This indicates that there are concerns among some individuals regarding the size of the syllabus and its potential to overwhelm students.
- Such a rating suggests that efforts may be needed to reassess and streamline the syllabus to ensure that it is more manageable and conducive to student success.

Overall, while a majority of respondents view the size of the syllabus workload positively, there are also areas for improvement. Addressing these concerns could lead to a more balanced and effective curriculum that better supports student learning and well-being.

7. How do you rate the objectives stated and relevance to the course content?

Based on the feedback received from respondents regarding the objectives stated in the syllabus and their relevance to the course content, the following observations can be made:



Excellent (14.3%):

- A notable portion of respondents, approximately 14.3%, rated the objectives stated in the syllabus as excellent in terms of their relevance to the course content.
- This suggests that a significant number of respondents perceive the objectives to be clearly defined, specific, and closely aligned with the content covered in the course.
- Such a high rating indicates that many respondents believe the objectives effectively guide the learning process and facilitate comprehension of the course material.

Good (55.3%):

- The majority of respondents, accounting for approximately 55.3%, rated the objectives stated in the syllabus as good in terms of their relevance to the course content.
- This indicates that a significant portion of respondents find the objectives to be generally appropriate and aligned with the content covered in the course.
- While not rated as excellent, a good rating still suggests that the objectives effectively outline the learning outcomes and expectations for the course.

Average (25.8%):

- A considerable portion of respondents, approximately 25.8%, rated the objectives stated in the syllabus as average in terms of their relevance to the course content.
- This implies that while the objectives may cover some essential aspects, there may be areas where improvements could be made to enhance alignment with the course content.
- Respondents may feel that certain objectives could be refined or expanded to better reflect the scope and depth of the course material.

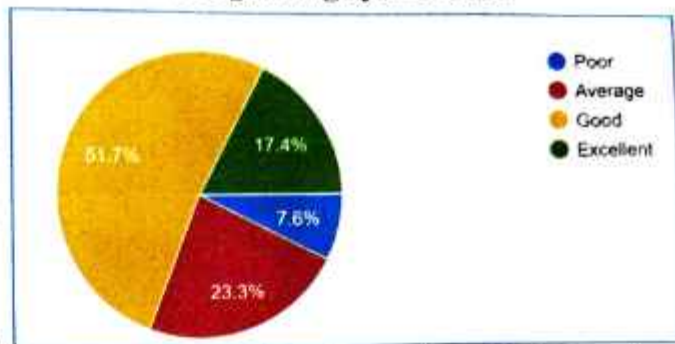
Poor (4.5%):

- A minority of respondents, comprising approximately 4.5%, rated the objectives stated in the syllabus as poor in terms of their relevance to the course content.
- This indicates that there are concerns among some individuals regarding the clarity or appropriateness of the objectives in guiding the learning process.
- Such a rating suggests that efforts may be needed to reassess and revise the objectives to ensure they accurately reflect the course content and learning outcomes.

Overall, while a majority of respondents view the objectives stated in the syllabus positively, there are also areas for improvement. Addressing these concerns could lead to a more effective and coherent curriculum that better supports student learning and achievement of course objectives.

8. **The internal evaluation system as it exist regarding syllabus is ?**

Based on the feedback received from respondents regarding the internal evaluation system as it exists regarding the syllabus, the following insights can be derived:



Excellent (17.4%):

- A significant portion of respondents, approximately 17.4%, rated the internal evaluation system as excellent.
- This suggests that a notable number of respondents perceive the existing evaluation system to be highly effective, fair, and conducive to assessing student performance accurately.
- Such a high rating indicates that many respondents believe the evaluation system aligns well with the objectives and requirements of the syllabus.

Good (51.7%):

- The majority of respondents, accounting for approximately 51.7%, rated the internal evaluation system as good.
- This indicates that a significant portion of respondents find the existing evaluation system to be generally satisfactory in assessing student progress and achievement within the syllabus.
- While not rated as excellent, a good rating still suggests that the evaluation system effectively measures student learning outcomes and provides valuable feedback for improvement.

Average (23.3%):

- A considerable portion of respondents, approximately 23.3%, rated the internal evaluation system as average.
- This implies that while the evaluation system may have some merits, there are areas where improvements could be made to enhance its fairness, transparency, or effectiveness.
- Respondents may feel that certain aspects of the evaluation system could be revised or refined to better align with student needs and expectations.

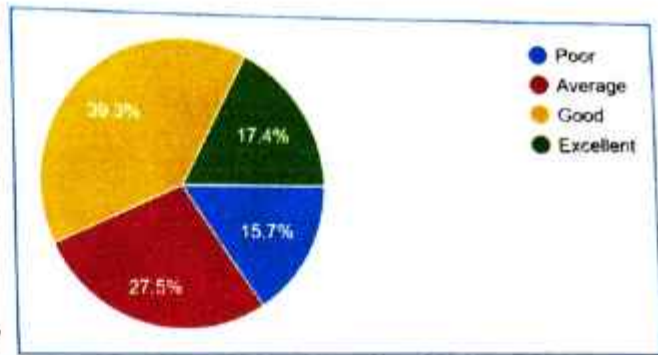
Poor (7.6%):

- A minority of respondents, comprising approximately 7.6%, rated the internal evaluation system as poor.
- This indicates that there are concerns among some individuals regarding the effectiveness or fairness of the existing evaluation system in assessing student performance within the syllabus.
- Such a rating suggests that efforts may be needed to reevaluate and improve the evaluation system to ensure it accurately reflects student learning and achievement.

Overall, while a majority of respondents view the internal evaluation system positively, there are also areas for improvement. Addressing these concerns could lead to a more robust and equitable evaluation system that better supports student success within the syllabus.

9. **What is your opinion about library holdings for the syllabus of your course?**

Based on the feedback received from 356 respondents regarding their opinion about library holdings for the syllabus of their course, the following observations can be made:



Excellent (17.4%):

- A notable portion of respondents, approximately 17.4%, rated the library holdings for their course syllabus as excellent.
- This suggests that a significant number of respondents perceive the library's collection to be comprehensive, relevant, and well-suited to support their course requirements.
- Such a high rating indicates that many respondents believe the library provides ample resources to supplement and enhance their learning experience.

Good (39.3%):

- A considerable portion of respondents, accounting for approximately 39.3%, rated the library holdings for their course syllabus as good.
- This indicates that a significant portion of respondents find the library's collection to be generally satisfactory in meeting their course-related research and study needs.
- While not rated as excellent, a good rating still suggests that the library offers a valuable range of resources to support student learning.

Average (27.5%):

- A moderate portion of respondents, approximately 27.5%, rated the library holdings for their course syllabus as average.
- This implies that while the library may offer some relevant resources, there may be areas where the collection could be expanded or improved to better meet student requirements.
- Respondents may feel that certain subjects or topics are underrepresented in the library's holdings for their course.

Poor (15.7%):

- A significant minority of respondents, comprising approximately 15.7%, rated the library holdings for their course syllabus as poor.
- This indicates that there are concerns among some individuals regarding the adequacy or accessibility of the library's collection in supporting their course-related studies.
- Such a rating suggests that efforts may be needed to enhance the library's holdings to better align with student needs and expectations.

Overall, while a majority of respondents view the library holdings positively, there are also areas for improvement. Addressing these concerns could lead to a more robust and relevant collection that better supports student learning and research endeavors related to the course syllabus.