

**Survey Report on**  
**Awareness of Teachers Regarding Programme**  
**and Course Outcomes**  
**Survey Year: 2023**  
**Institution: Bahona College**

## Objective

This survey was conducted to assess the awareness of teachers at Bahona College regarding various aspects of academic programmes and courses offered by the institution. The survey aimed to gather insights into teachers' familiarity with programme outcomes (POs), course outcomes (COs), course structures, and their perceptions of the relevance and impact of the courses on students.

## Survey Methodology

The survey collected responses from teachers across various departments at Bahona College. The questionnaire included both quantitative and qualitative components to measure awareness levels and gather feedback on the courses taught.

## Key Findings

### 1. Awareness Levels

The following table summarizes the levels of awareness reported by teachers on key aspects of the programmes and courses:

Aspect	Percentage of Teachers Aware
Academic Programmes offered by Bahona College	100%
Courses offered by Bahona College	100%
Course Load of Students per Semester	90%
Add-On Courses offered by Bahona College	85%
Syllabus Objectives	100%
Programme Outcomes (POs) and Course Outcomes (COs) visible on the college website	75%

## 2. Feedback on Courses

Teachers provided insights on the relevance and impact of the courses they teach. Key themes emerged from their responses:

### 1. Relevance to Students

- Most teachers (95%) believe the courses are beneficial for students, providing them with theoretical and practical knowledge essential for academic growth and employability.
- Example feedback:
  - *"Classical Indian Literature helps students to educate themselves in India's glorious past."*
  - *"The courses help students understand the theoretical and practical aspects of political affairs."*

### 2. Suggestions for Improvement

- Some teachers expressed concerns about the structure and integration of courses, noting a need for better coherence and updates aligned with student needs.
  - *"The courses are not well structured and not integrated."*
  - *"New courses should be introduced as per student demand."*

### 3. Course-Specific Observations

- Teachers highlighted unique aspects of their courses:
  - **Physics:** Focus on developing students' understanding of natural phenomena through applied knowledge.
  - **Education:** Emphasis on psychological foundations and global perspectives in education.
  - **Chemistry:** Balanced course load with a focus on employability.
  - **English Literature:** Broadening horizons through diverse genres, including classical and modern literature.

## Observations and Recommendations

### 1. Strengths

- High awareness of academic programmes and course objectives among teachers.
- Positive feedback on the relevance and impact of courses on students.

### 2. Areas for Improvement

- Increase awareness of Programme Outcomes (POs) and Course Outcomes (COs) published on the college website.

- Restructure courses for better coherence and alignment with student demands.
- 3. Recommendations**
- Conduct workshops or orientation sessions to improve awareness of POs and COs.
  - Review course structures to ensure they are well-integrated and meet contemporary academic and professional demands.
  - Expand the scope of add-on courses to cater to emerging fields and student interests.

## **Conclusion**

The survey indicates a high level of awareness among teachers regarding the programmes and courses offered by Bahona College. Teachers are committed to the academic and professional growth of their students and have provided valuable feedback for continuous improvement. By addressing the identified areas for enhancement, Bahona College can further strengthen its academic offerings and ensure alignment with institutional goals and student aspirations.

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**Survey Report on**  
**Programme Outcomes and Course Outcomes**  
**Survey Year: 2023**

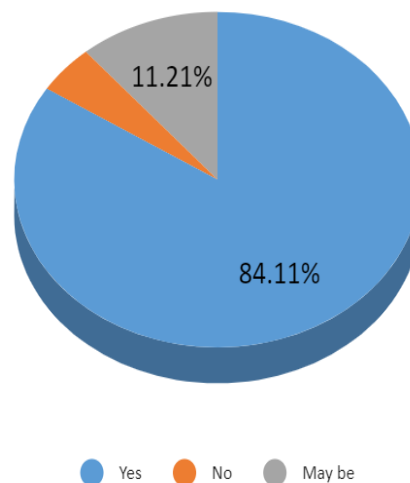
### Introduction:

This Survey Report on Programme and Course Outcomes aims to assess the outcomes of different programs and courses offered by the institute during the academic year 2023-24. This report is based on availability of different learning resources, learning outcomes of the students and the overall impact of the programmes on student's capacity building, skill upliftment and attitudes.

### Availability of relevant learning resources:

It is an essential factor in determining the quality and effectiveness of education. The data collected provides insight into the current perception of learning resource availability. The overwhelming majority (84.11%) of respondents have a positive view of the availability of learning resources. This suggests that most learners or educators feel supported in terms of access to necessary materials, tools, or content. However, the 11.21% who are uncertain ("Maybe") could indicate areas where resource availability is inconsistent, unclear, or potentially underutilized.

Relevant learning resources available

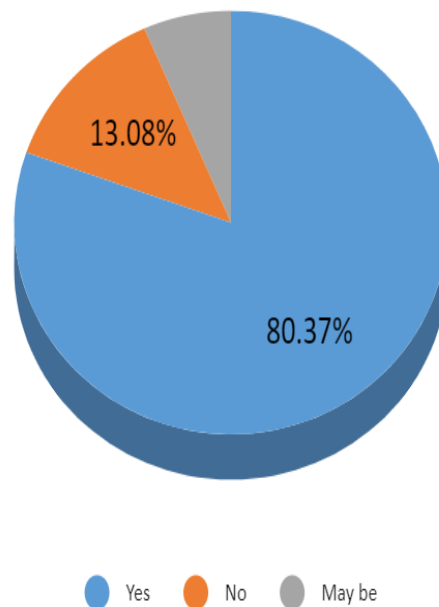


## Learned Course Content:

The ability of learners to absorb and retain course content is a key indicator of the effectiveness of educational programs. The data shared here reflects the respondents' assessment of their learning progress in relation to the course material.

A significant majority (80.37%) of respondents feel confident about having learned the course content, which reflects well on the course's design and effectiveness. The 13.08% who did not affirm complete learning may indicate challenges or gaps in understanding or engagement for that subset of students. The "Maybe" responses suggest that some learners are uncertain about the extent to which they have fully grasped the material, potentially due to issues such as difficulty, lack of clarity, or insufficient reinforcement.

Learned course content

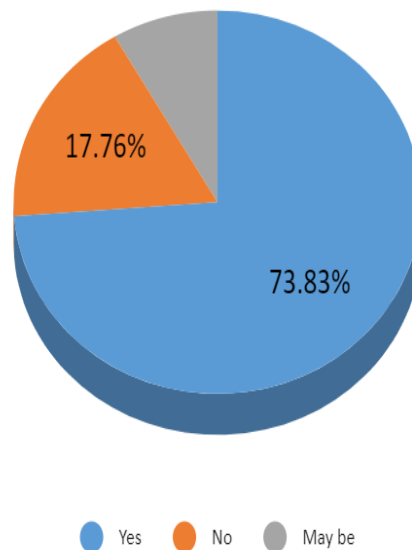


## Enhanced Capacity:

It refers to the ability of individuals, teams, or organizations to improve their skills, knowledge, and overall effectiveness. The following data reflects students' perceptions of whether their capacity has been enhanced.

A significant portion of respondents (73.83%) believes that their capacity has been enhanced, which points to the effectiveness of the processes, training, or experiences they have been exposed to. However, 17.76% reporting no enhancement suggests that certain individuals or groups may not have fully benefited from the intended opportunities for capacity building. The "Maybe" responses indicate a degree of uncertainty, which could reflect inconsistent experiences or unclear measures of capacity enhancement.

Enhanced Capacity

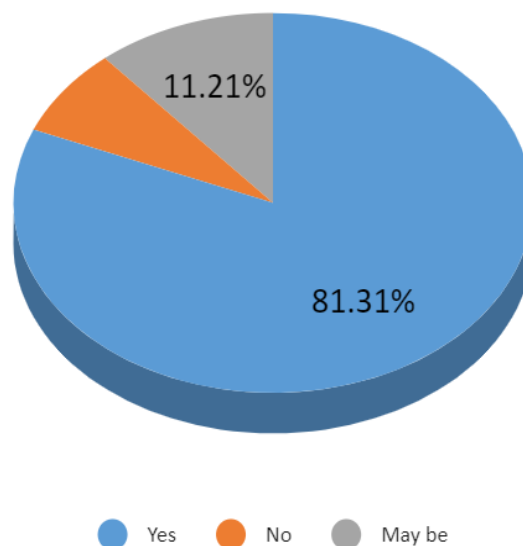


### Gained Practical Knowledge:

Practical knowledge refers to the hands-on experience and skills gained through applied learning. This report examines the perceptions of respondents regarding their acquisition of practical knowledge.

A clear majority (81.31%) of respondents believe they have gained practical knowledge, reflecting a positive outcome from the educational or training processes. The uncertainty among 11.21% who responded with "Maybe" suggests that while these individuals may have had some exposure to practical learning, they might not have fully realized its application or effectiveness. The "No" responses point to a need for further improvement in how practical knowledge is delivered or applied, as these individuals may have had limited exposure or struggled to translate learning into practice.

Gained practical knowledge

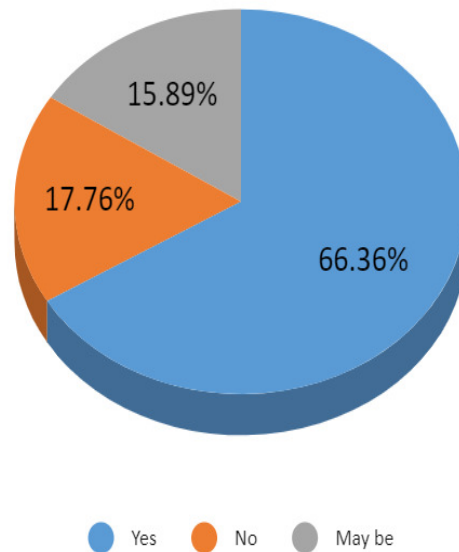


### Developed Problem-Solving Skills:

Problem-solving skills are crucial for mitigating challenges and applying critical thinking in real-life scenarios. This report examines the responses regarding the development of problem-solving skills among students.

The majority of respondents (66.36%) feel that their problem-solving skills have improved, reflecting a positive outcome in skill development. However, 17.76% of students reported no development in this area, suggesting that certain learners may not have fully engaged with or benefitted from the intended activities designed to foster problem-solving. The 15.89% who expressed uncertainty may point to a more gradual or unclear development of these skills, possibly due to inconsistent experiences or a lack of confidence in their abilities.

Developed problem solving attitude

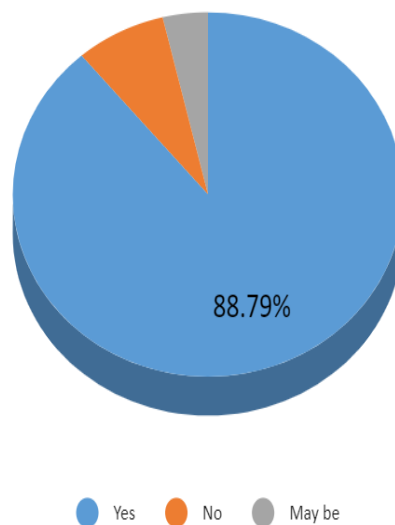


### Gained Knowledge on Social Issues:

It is vital for raising awareness, fostering empathy, and encouraging proactive engagement in society. This report summarizes the responses regarding the extent to which students have gained knowledge on social issues.

A significant majority (88.79%) of respondents feel they have gained valuable knowledge on social issues, which highlights the effectiveness of the learning process or educational initiatives in raising awareness. The remaining respondents, who answered “No” or “Maybe,” suggest that there may still be gaps in the learning experience for some individuals, either due to limited exposure to the topic or a lack of clarity in the delivery of social issue-related content.

Gained knowledge on social issues

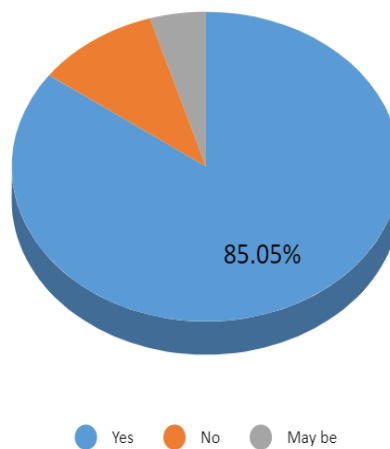


## Motivation for a Better Life:

Motivation plays a critical role in an individual's drive to improve their quality of life, whether through personal growth, career advancement, or overall well-being. This report summarizes the responses regarding how motivated students feel toward achieving a better life.

A large majority (85.05%) of respondents feel motivated to pursue a better life, reflecting positive attitudes toward self-improvement, future goals, and a sense of purpose. However, the remaining portion of students who answered “No” or “Maybe” indicates that a smaller group may either lack clarity about their goals or are uncertain about the steps required to improve their lives.

Motivated for a better life

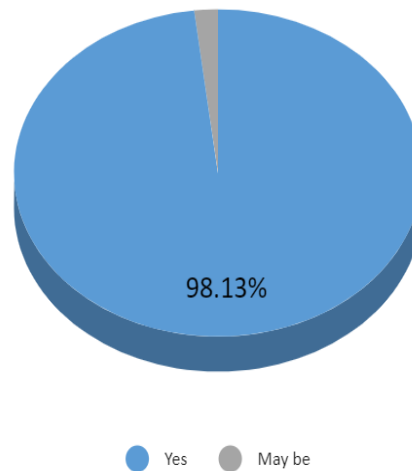


## Confidence Built:

Confidence is an essential factor in personal and professional development. It influences an individual's ability to take on challenges, make decisions, and pursue goals. This report summarizes the responses regarding the extent to which students feel their confidence has been built.

An exceptionally high percentage (98.13%) of respondents feel that their confidence has been built, suggesting that the program, activity, or experience in question has had a strong and positive impact on personal development. The few respondents who answered “No” or “Maybe” may indicate isolated cases where confidence building did not fully take place, perhaps due to individual circumstances, lack of engagement, or unmet expectations.

Confidence built

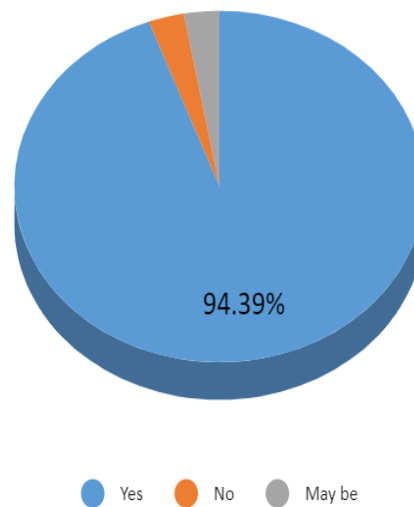


## Improved ICT Knowledge:

The improvement of ICT knowledge is crucial in today's digital world, enabling individuals to navigate technology effectively in both personal and professional settings. This report outlines the responses regarding the improvement of ICT knowledge among students.

A significant majority (94.39%) of respondents feel that their ICT knowledge has improved, highlighting the effectiveness of the educational or training efforts aimed at enhancing digital skills. However, the responses from those who answered "No" or "Maybe" point to a small group of individuals who may not have fully benefited from the ICT learning experience. This could be due to varying levels of engagement, prior knowledge, or challenges faced in grasping new technologies.

ICT knowledge improved

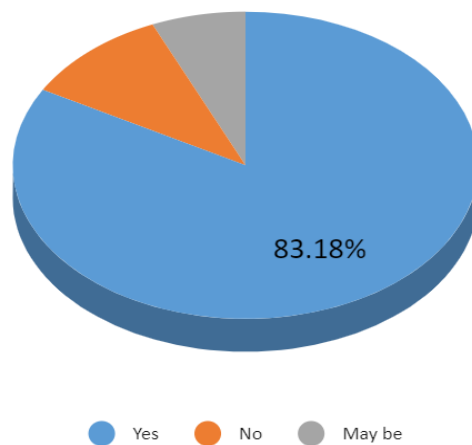


### **Achievements for what Joined the College:**

The decision to attend college is often driven by the desire to achieve personal, academic, or career-related goals. This report summarizes the responses regarding whether students feel they have achieved the objectives they had when they first joined college.

A clear majority (83.18%) of respondents feel that they have accomplished what they set out to achieve by joining college. This suggests that most students are finding success in meeting their academic or personal objectives. However, the smaller group of respondents who answered “No” or “Maybe” indicates that there are individuals who may not feel that their expectations have been met, possibly due to challenges in their college journey, changes in goals, or unmet academic or personal aspirations.

**Achieve for what joined the college**

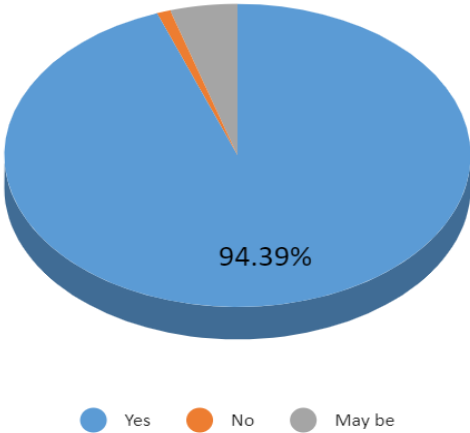


**Co-Curricular Engagement Possibility:**

Co-curricular activities play a crucial role in the holistic development of students, offering opportunities for learning beyond academics. This report summarizes the responses regarding the possibility of engaging in co-curricular activities.

A large majority (94.39%) of respondents feel that co-curricular activities are accessible and possible to engage in, suggesting that most students have ample opportunities to participate in extracurricular learning and development. However, the responses from those who answered “No” or “Maybe” indicate that a small segment may face barriers to engaging in these activities, such as lack of time, resources, or awareness of available opportunities.

**Co-curricular engagement possible**

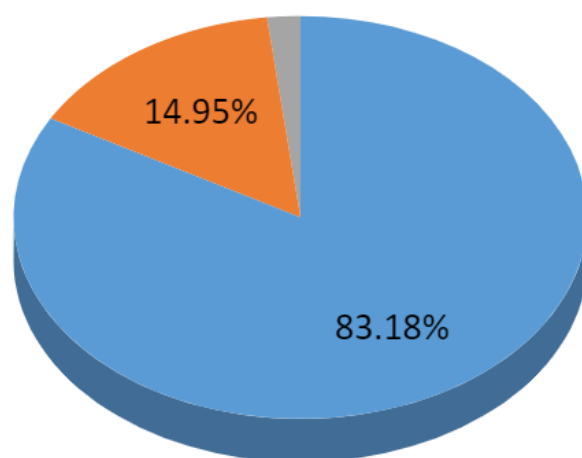


## Improved Language and Communication Skills:

Language and communication skills are essential for personal and professional success. This report summarizes the responses regarding the improvement of language and communication skills among students.

An overwhelming majority (94.39%) of respondents feel that their language and communication skills have improved, suggesting that the educational or developmental programs in place have been highly effective. However, the responses from those who answered “No” or “Maybe” indicate that a smaller group of students may not have fully benefited from the intended skill development. This could be due to various factors such as lack of engagement, insufficient practice opportunities, or varying personal experiences.

Improved language and communication skill



● Yes ● No ● Maybe

### Imparting Value Education:

Value education is essential in shaping ethical, social, and personal development. This report outlines the responses regarding the extent to which value education has been imparted to students.

A majority of respondents (69.16%) feel that value education has been successfully imparted, suggesting that a good portion of students have been exposed to and engaged with ethical, moral, and social learning. However, the 20.56% who indicated that value education has not been imparted raises concerns about gaps in delivering these teachings. The “Maybe” responses point to some uncertainty, possibly due to inconsistent exposure or a lack of clarity in how value education is presented or perceived.

Impart Value Education

