

Shiksha Mandal, Wardha's  
**Shrikrishnadas Jajoo Grameen Seva Mahavidyalaya,**  
**Pipri-Wardha**  
**2021 - 22**

The data collected from teaching faculties are tabulated in following table based on different components of curriculum of B.A (R.S.) programme

	Components	Teachers responses									
		Strongly Agree		Agree		Not Sure		Disagree		Strongly Disagree	
		F	%	F	%	F	%	F	%	F	%
1	Syllabus is suitable to the Program.	08	88.9	1	11.1	-	-	-	-	-	-
2	Syllabus is need based	06	66.7	03	33.3	-	-	-	-	-	-
3	Aims and Objectives of the syllabi are well defined and clear	08	88.9	1	11.1	-	-	-	-	-	-
4	Course content has corresponding reference materials	06	66.7	03	33.3	-	-	-	-	-	-
5	Sufficient number of prescribed books and reference materials are available in the Library	04	44.4	05	55.6	-	-	-	-	-	-
6	The curriculum has prospects for higher education/employability	05	55.6	04	44.4	-	-	-	-	-	-
7	Syllabus can be covered in time	9	100	-	-	-	-	-	-	-	-
8	The curriculum has scope for internship/training/ research	05	55.6	04	44.4	-	-	-	-	-	-
9	Is it beneficial for rural youth	09	100	-	-	-	-	-	-	-	-
10	The syllabus generates interest in the subject area	04	44.4	05	55.6	-	-	-	-	-	-

F= Frequency % = Percentage

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Feedback of Teachers on curriculum of B.A.(R.S.) programme

**Analysis Report 2021 - 22**

The feedback was collected from 9 faculties on curriculum of B.A.(R.S.) to rate the teachers' satisfaction with curriculum. It helps in quality improvement of the programme. The structured schedule was developed with 10 components on curriculum and one open ended response for remark on programme. The responses of the teachers recorded on 5 point continuum as Strongly Agree, Agree, Not Sure, Dis-agree and Strongly Disagree. The analysis and discussion of the tabulated data was done as follows

**1. Syllabus is suitable to the Program:** It was observed that 88.9 percent of the teachers rated Strongly Agree on syllabus is suitable to the B.A.(R.S.) Degree programme and 11.1 percent of the teachers rated agree. Hence, it is strong and positive sign from students' knowledge domain.

**2. Syllabus is need based:** It was stated that 66.7 per cent teachers responded Strongly Agree on syllabus is need based, whereas 33.3 per cent teachers rated Agree. Here, need and rural background of the students was given importance while designing the syllabus.

**3. Aims and Objectives of the syllabus are well defined and clear:** It was observed that 88.9 per cent faculties stated as strongly agree on aims and objectives of the syllabus are well defined and clear and 11.1 percent of the teachers rated agree.

**4. Course content has corresponding reference materials:** It was observed that 66.7 per cent faculties rated Agree followed by 33.3 per cent faculties rated strongly agree on course content have corresponding reference materials. Corresponding reference materials help to understand course content. It is clear from data that all course content has good number of corresponding reference materials.

**5. Sufficient number of prescribed books and reference materials are available in the Library :** It was stated that 55.6 per cent responded agree and 44.4 per cent faculties responded strongly agree on sufficient number of prescribed books and reference materials are available in the Library. It is clear that availability of prescribed books and reference materials in Library are needed to increase.

**6. The curriculum has prospects for higher education/employability:** It was observed that 55.6 per cent faculties rated strongly agree followed by 44.4per cent faculties rated agree on curriculum has prospects for higher education/employability. Hence, it clear that curriculum is well structured for higher education as well as self employment point of view.

**7. Syllabus can be covered in time:** It was stated that cent per cent faculties given responses as strongly agree on syllabus can be covered in time. It is clear that timely completion of syllabus is possible.

**8. The curriculum has scope for internship/training/ research:** It was observed that 55.6 per cent faculties rated strongly agree followed by 44.4 per cent faculties responded as



agree on curriculum has scope for internship / training / research. Based on this observation, it is clear that students have the opportunities of internship or training or research through curriculum.

**9. Is it beneficial for rural youth:** It was noted that cent per cent faculties reported strongly agree on B.A. (R.S.) degree programme is beneficial for rural youth. The structure of B.A (R.S.) degree programme is well suited and fulfils the needs of rural youth.

**10. The syllabus generates interest in the subject area:** It was reported and 55.6 per cent faculties had given responses as Agree that 44.4 per cent faculties had given responses as Strongly Agree on syllabus generates interest in the subject area. The syllabus is designed while considering the interest and needs of rural youth that generates interest among the students in subject area.

**Remarks given by the teachers:** Under the remark on B.A. (R.S.) degree programme, all faculties had reported their remarks as follows:

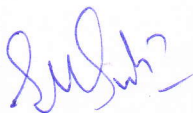
1. B.A.(R.S.) degree programme is really helpful for student specially in rural areas student it having ability to develop those skills an attitude which make student different from other program Syllabus is beneficial for overall development of students in rural area
2. Good programme for rural students
3. B.A.(R.S.) Degree programme helps the rural youth to understand rural problems in scientific way.
4. B.A.(R.S.) is suitable for rural youth
5. Excellent programme to train the professionals to assist villagers and help them in improving their life and economic
6. The course has good potential specially for rural youth. But at the same time it's up to the students to take the most out of it.

**Conclusion:**

It is concluded from above results and discussion that B.A.(R.S.) degree programme is need based and beneficial for rural youth. Course is well structured with clearly defined aims and objectives. The curriculum has great prospects for higher education as well as employment creation. There is also scope in curriculum for internship, training and research. Hence, efforts are needed to place the students for interns, self employment, skill development and also need to increase reference books of Marathi literature.

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