INDIRA GANDHI NATIONAL COLLEGE, LADWA (DHANORA)

STUDENTS FEEDBACK FORM FOR DESIGN & REVIEW OF CURRICULUM

Subje	ect: Zoology	Semester: I& II / III & IV / V&VI	Session: 2019-20
1. 2. 3. 4.	Name of the stude Class Roll Nos. Email address	ent	
	Curriculum Feed	lback	
	Give (tio	k) the appropriate response	
1.	Syllabus is suitable	e to the course/subject	
	Strongly Agree Agree Neutral Disagree Strongly I		
2.	Aim and objective Strongly Agree Neutral Disagree	s of syllabus is well defined & clear Agree	
	Strongly I	Disagree	
3.	Enough books & r	eference material related to the is ava	ilable in the college library
	Strongly Agree Neutral Disagree Strongly I		
4.	There is a good bath Strongly Agree Neutral Disagree	llance between theory and practical Agree	

	Strongly Disagree	
5.	Curriculum has prospective for higher education and employability	
	Strongly Agree	
	Agree	
	Neutral Neutral	
	Disagree	
	Strongly Disagree	
6.	Syllabus is meticulously designed and unitized	
	Strongly Agree	
	Agree	
	Neutral Neutral	
	Disagree	
	Disagree	
7.	Assessment & evaluation scheme of the course is student centrically designed	
	Strongly Agree	
	Agree	
	Neutral Neutral	
	Disagree	
	Strongly Disagree	
	Signature of the studer	nt

Indira Gandhi National College, Ladwa (Dhanora)

Analysis report on Structured Feedback from Students

Zoology DepartmentSession: 2019-20

Semester-I Class: B.Sc.I

22 topics were presented/ discussed in the class during the semester. Most of the topics were cleared to the students, however, few topics were needed to reemphasize and others for reinforcement. The details given below:

- 1.One student each needed reemphasis on the topics of serial numbers; 1,5,12,17.
- 2. Two student each needed reemphasis on the topics of serial numbers; 2, 4, 14, 15, 18, 20
- 3. student each needed reemphasis on the topics of serial numbers; 11,19
- 4. student each needed reemphasis on the topics of serial numbers; 21
- 5.student each needed reemphasis on the topics of serial numbers; 22

The topics number 11,19,21,22were discussed again in the class supported by more suitable examples.

Regarding the other topics the individual students were given attention to clarify it.

Note: Summary Sheet (Matrix Table) for structured feedback responses is attached.

Semester-II

35 topics were presented/ discussed in the class during the semester. Most of the topics were cleared to the students, however, few topics were needed to reemphasize and others for reinforcement. The details given below:

1.One student each needed reemphasis on the topics of serial numbers; 3,4,7,11,13,14, 17,26,28,29,31,34,35

- 2. Two student each needed reemphasis on the topics of serial numbers; 1, 2, 8, 15, 16, 19, 2023, 24, 27.
- 3. student each needed reemphasis on the topics of serial numbers; 9,33.
- 4. student each needed reemphasis on the topics of serial numbers; 6,10,22,30,32 The topics number 6,9,10,22,30,32,33were discussed again in the class supported by more suitable examples.

Regarding the other topics the individual students were given attention to clarify it.

Note: Summary Sheet (Matrix Table) for structured feedback responses is attached.

At the end of 2nd. Semester general feedback was taken from the students based on seven questions whose analysis report is given below:

71.42% of the students were strongly agreed (28.57% agreed) that their syllabus was suitable to the course.

42.85% of the students were strongly agreed (57.14% agreed) that the aim and objectives of the syllabus was well defined and clear.

85.71% of the students were agreed that enough books & reference material related to the syllabus was available in the college library while 14.28 % were silent on it.

Regarding the balance between theory & practical 28.57% were strongly agreed while 71.54% agreed that syllabus has good balance.

14.28% students were strongly agreed & 71.42% agreed that the curriculum had prospective for higher education and employability. Remaining 14.28% were neutral.

14.28% students were strongly agreed & 71.42% agreed that the syllabus was meticulously designed and unitized. Remaining 14.28% remained silent on it.

28.57% students were strongly agreed & 71.42% agreed that the assessment and evaluation scheme of the course was student centrically designed.

Note: Summary Sheet (Matrix Table) for structured feedback responses is attached

Summary Sheet (Matrix Table) for structured feedback responses

Semester: I Session:2019-20

C. N.	Tauring / agreement adiagreement in the colors	C1	S2	S3	S4	S5	S6	S7	S8	S9	S10	Total
Sr. No.	Topics /concepts discussed in the class	S1								39	210	
1	Life history of Plasmodium	~	~	~	~	X	~	~	~			1
2	Life history of entamoeba, Trypanosoma,	~	~	~	~	~	X	Х	~			2
	Leishmania and Giardia											
3	Detailed study of Sycon	~	~	~	~	~	~	~	~			0
4	Canal System& Spicules in sponges	~	>	>	>	>	~	Χ	Χ			2
5	Ultrastructure & function of Plasma Membrane	>	\	\	\		~	~	~			1
6	Ultrastructure & function of Endoplasmic	~	~	~	~	~	\	~	~			
	Reticulum											
7	Ultrastructure & function of Golgi complex	~	~	~	~	~	~	~	~			
8	Ultrastructure & function of Ribosomes	~	~	~	~	~	~	~	~			
9	Ultrastructure & function of Mitochondria	~	~	~	~	~	~	~	~			
10	Ultrastructure & function of Lysosomes	~	~	~	~	~	~	~	~			
11	Ultrastructure & function of microtubules,	~	~	Χ	~	Χ	~	Χ	~			3
	microfilaments and basal bodies											
12	Ultrastructure & function of Cilia & flagella	~	~	~	~	Χ	~	~	~			1
13	Ultrastructure & function of Nucleus	~	~	~	~	~	~	~	~			
14	Mitosis & meiosis	~	~	~	~	Χ	~	~	Χ			2
15	Brief account of cancer	~	Χ	~	~	~	~	~	Χ			2
16	Cellular basis of Immunity	~	~	~	~	~	~	~	~			
17	Detailed study of Obelia	~	~	~	~	~	~	Χ	~			1
18	Corals & coral reefs	~	Χ	~	~	~	~	Χ	~			2
19	Polymorphism of Siphonophores	~	~	~	~	~	Χ	Χ	Χ			3
20	Detailed study of Faciola hepatica	~	~	~	~	~	~	Х	Х			2
21	Life history of Schistosoma, Ancylostoma &	~	~	Х	Х	~	~	Х	Х			4
	Trichinella											
22	Life history of Wucheraria and Oxyuris	Χ	~	~	Х	Χ	~	Х	Х			5

Semester: II Session:2019-20

Detailed study of Pheretima	Sr. No.	Topics /concepts discussed in the class	S1	S2	S3	S4	S5	S6	S7	S8	S9	S10	Total
Trochophore Larva	1	Detailed study of Pheretima	~	~	~	~	Χ	~	Χ	~			2
Detailed Study of Grasshopper	2	Metamerism in Annelida	~	~	~	~	Χ	~	Χ	~			2
Detailed study of Pila	3	Trochophore Larva	~	~	~	~	>	~	Χ	~			1
6 Torsion & detorsion in gastropoda X V V X X V V X X V V X X V V X	4	Detailed Study of Grasshopper	~	~	~	~	>	~	~	Χ			1
Respiration and foot in Mollusca	5	Detailed study of Pila	~	~	~	~	>	~	~	~			
8 Detailed study of Asterias V V V V V V X V X </td <td>6</td> <td>Torsion & detorsion in gastropoda</td> <td>Χ</td> <td>~</td> <td>~</td> <td>~</td> <td>Χ</td> <td>Χ</td> <td>Χ</td> <td>~</td> <td></td> <td></td> <td>4</td>	6	Torsion & detorsion in gastropoda	Χ	~	~	~	Χ	Χ	Χ	~			4
9 Echinoderm Larvae V V V V X	7	Respiration and foot in Mollusca	~	~	~	~	>	~	~	Χ			1
Detailed study of Balanoglosus	8	Detailed study of Asterias	~	~	~	Χ	>	~	~	Χ			2
Heredity & Variations	9	Echinoderm Larvae	~	~	~	~	Χ	~	Χ	Χ			3
12 Gene interactions	10	Detailed study of Balanoglosus	Χ	Χ	Χ	~	>	~	Χ	~			4
12 Gene interactions	11	Heredity & Variations	~	~	~	~	>	~	~	Χ			1
Male & female heterozygous system	12		~	~	~	~	>	~	~	~			
15 Genetic Balance system	13	Linkage & recombinations	~	~	~	Χ	>	~	~	~			1
16	14	Male & female heterozygous system	~	~	~	~	>	~	~	Χ			1
determination determin	15	Genetic Balance system	~	~	~	Χ	Χ	~	~	~			2
17 Role of hormones in sex determination V V V V V V V X X 1 18 Haemophilia & colour blindness in man V X X V X X V V V V V V V V V V V X X X X X X X V V V V V V V X	16	Cytoplasmic & environmental factors in sex	~	~	~	Χ	>	~	~	Χ			2
18 Haemophilia & colour blindness in man V		determination											
19 Eye colour in Drosophila V V V V V V X V V X D 2 20 Non-disjunction of sex chromosomes in Drosophila V V V V V X X X X X X X X X V V V V V V V V V V X X V X V X V X V X V X V X V X V X V X V X V X X V X X V X X V X X V X X V X X V X	17	Role of hormones in sex determination	~	~	~	~	>	~	~	Χ			1
20 Non-disjunction of sex chromosomes in Drosophila V V V V V X X DX 2 21 Sex-linked & sex-influenced inheritance V V V V V V V V V V V V V X X V X X V X X V X X V X X V X <td>18</td> <td>Haemophilia & colour blindness in man</td> <td>~</td> <td>~</td> <td>~</td> <td>~</td> <td>></td> <td>~</td> <td>~</td> <td>~</td> <td></td> <td></td> <td></td>	18	Haemophilia & colour blindness in man	~	~	~	~	>	~	~	~			
21 Sex-linked & sex-influenced inheritance V <td>19</td> <td>Eye colour in Drosophila</td> <td>~</td> <td>~</td> <td>~</td> <td>Χ</td> <td>></td> <td>~</td> <td>~</td> <td>Χ</td> <td></td> <td></td> <td>2</td>	19	Eye colour in Drosophila	~	~	~	Χ	>	~	~	Χ			2
X X X X X X X X X X	20	Non-disjunction of sex chromosomes in Drosophila	~	~	~	~	>	~	Χ	Χ			2
23 Shell coiling in Snails ✓ ✓ ✓ ✓ ✓ ✓ X ✓ ✓ X ✓ ✓ X ✓ ✓ ✓ X ✓ ✓ ✓ X ✓ ✓ ✓ X ✓ ✓ ✓ X ✓ ✓ ✓ X ✓ ✓ ✓ X ✓ ✓ ✓ X ✓ ✓ X ✓ ✓ X ✓ ✓ X ✓ ✓ X ✓ ✓ X ✓ ✓ X ✓ ✓ X ✓ X ✓ X ✓ X ✓ X ✓ X ✓ X ✓ X ✓ X ✓ X ✓ X X ✓ X X ✓ X X ✓ X </td <td>21</td> <td>Sex-linked & sex-influenced inheritance</td> <td>~</td> <td>~</td> <td>~</td> <td>~</td> <td>></td> <td>~</td> <td>~</td> <td>~</td> <td></td> <td></td> <td></td>	21	Sex-linked & sex-influenced inheritance	~	~	~	~	>	~	~	~			
24Milk factor in miceXVVVXVY25A,B,O, blood groups in manVVVVVVV26Chromosomal abnormalities in Sex-chromosomes & AutosomesVVVVVXXY27Alcaptonuria,Phenylketonuria,Albinism,& Sickle cell AnaemiaVVVXVXYY28Structure & types of nucleic acidsVVVVVXYY	22	Kappa particles in Paramecium	Χ	~	Χ	~	Χ	~	Χ	~			4
25 A,B,O, blood groups in man Y	23	Shell coiling in Snails	~	~	~	~	Χ	~	~	Χ			2
Chromosomal abnormalities in Sex-chromosomes &	24	Milk factor in mice	Χ	~	~	~	>	~	Χ	~			2
Autosomes Alcaptonuria,Phenylketonuria,Albinism,& Sickle cell Anaemia V V X V X V X V X V X V X V X V X V X V X V X V X V X V X V X X V X	25	A,B,O, blood groups in man	~	~	~	~	>	~	~	~			
27 Alcaptonuria,Phenylketonuria,Albinism,& Sickle cell Anaemia	26	Chromosomal abnormalities in Sex-chromosomes &	~	~	~	~	>	~	~	Χ			1
28 Structure & types of nucleic acids ✓ ✓ ✓ ✓ ✓ X X ✓ X X ✓ X X ✓ X X X X X X X													
29 Protein synthesis ✓ ✓ ✓ ✓ ✓ ✓ X X ✓ X X ✓ X X ✓ X X ✓ X X X X X X X X X X X X	27	Alcaptonuria,Phenylketonuria,Albinism,& Sickle cell Anaemia	~	~	~	~	Χ	~	Χ	~			2
30 Eugenics, euthenics and euphenics ✓ X ✓ X ✓ X ✓ X ✓ X ✓ ✓ X ✓ ✓ X ✓ ✓ X ✓ X ✓ X ✓ X ✓ X ✓ X X ✓ X X ✓ X X ✓ X X ✓ X X ✓ X X ✓ X X ✓ X X ✓ X X ✓ X X ✓ X X ✓ X	28	Structure & types of nucleic acids	~	~	~	~	~	~	Χ	~			1
31 Gene mutations Y	29	Protein synthesis	~	~	~	~	~	~	~	Χ			1
32 Genetic counselling X Y X X X 4 33 Pre-natal diagnosis Y X X X Y X X X 3 34 DNA finger printing Y Y X X X X X 1	30	Eugenics, euthenics and euphenics	>	X	~	X	X	~	X	~			4
33 Pre-natal diagnosis Y X X Y X Y 3 34 DNA finger printing Y Y Y Y Y X Y X 1	31	Gene mutations	>	~	~	~	>	~	~				1
34 DNA finger printing	32	Genetic counselling	Χ	>	>	Χ	>	>	X	X			4
	33	Pre-natal diagnosis	~	~	X	X	~	~	X	~			3
35 Transgenic Animals	34	DNA finger printing	~	~	~	~	~	~	~	Χ			1
	35	Transgenic Animals	~	~	~	~	~	~	X	~			1

Summary Sheet (Matrix Table) for structured feedback responses from Students

Semester: I & II Class: B.Sc. I Session:2019-20

Sr. No.	Questions	Responses	S1	S2	S3	S4	S5	S6	S7	S8	S9	Total
1	Syllabus is suitable to the	Strongly Agree	~		~							2
	course/ subject	Agree		~		~	~	~	~			5
		Neutral										
		Disagree										
		Strongly disagree										
2	Aim and objectives of syllabus	Strongly Agree	~	~	~							3
	is well defined & clear	Agree				~	~	~	~			4
		Neutral										
	nough books & reference	Disagree										
	_	Strongly disagree										
3	Enough books & reference	Strongly Agree										
	material related to the	Agree	~		~	~	~	~	~			6
	syllabus is available in the college library	Neutral		~								1
		Disagree										
		Strongly disagree										
4	There is a good balance	Strongly Agree	~		~							2
	between theory & practical	Agree		~		~	~	~	~			5
		Neutral										
		Disagree										
		Strongly disagree										
5	Curriculum has prospective	Strongly Agree	~									1
	for higher education &	Agree		~	~		~	~	~			5
	employability	Neutral				~						1
		Disagree										
		Strongly disagree										
6	Syllabus is meticulously	Strongly Agree	~									1
	designed and unitized	Agree		~	~		~	~	~			5
		Neutral				~						1
		Disagree										
		Strongly disagree										
7	Assessment & evaluation	Strongly Agree	~						~			2
	scheme of the course is	Agree		~	~	~	~	~				5
	student centrically designed	Neutral										
		Disagree										
		Strongly disagree										

Indira Gandhi National College, Ladwa (Dhanora)
Analysis report onStructured Feedback from **Students**

Zoology DepartmentSession: 2019-20

Semester-III Class: B.Sc.II

21 topics ere presented/ discussed in the class during the semester. One student needed reemphasis on the topics of serial number: 1,7,8,11,15,20. He was given personal attention to clarify these topics.

Note: Summary Sheet (Matrix Table) for structured feedback responses is attached.

Semeste-IV

34 topics were presented/ discussed in the class during the semester. One student each needed reemphasis on the topics of serial numbers; 3,6,10,13,14,20,21,23,27,33. He was given personal attention to clarify these topics.

Note: Summary Sheet (Matrix Table) for structured feedback responses is attached.

At the end of 4th. Semester general feedback was taken from the students based on seven questions whose analysis report is given below:

50.00 % of the students were strongly agreed while 50.00% remained neutral that their syllabus was suitable to the course.

50.00 % of the students were strongly agreed while 50.00 % remained neutral that the aim and objectives of the syllabus was well defined and clear.

50.00 % of the students were agreed (50.00 % disagreed) that enough books & reference material related to the syllabus was available in the college library.

Regarding the balance between theory & practical 50.00 % were strongly agreed while 50.00 % were neutral that syllabus has good balance.

50.00 % students were strongly agreed & 50.00 % were neutral that the curriculum had prospective for higher education and employability.

50.00 % students were strongly agreed & 50.00 % disagreed that the syllabus was meticulously designed and unitized.

50.00 % students were strongly agreed & 50.00 % were neutral that the assessment and evaluation scheme of the course was student centrically designed.

Note: Summary Sheet (Matrix Table) for structured feedback responses is attached

Semester: III Session: 2019-20

Sr. No.	Topics /concepts discussed in the class	S1	S2	S3	S4	S5	S6	S7	S8	S9	S10	Total
1	Origin & evolutionary tree of chordates	~	Χ									1
2	Detailed study of Herdmania	~	~									
3	Detailed study of Amphioxus	~	~									
4	Detailed study of Petromyzon	~	~									
5	Detailed Study of Labeo	~	~									
6	Scales & Fins	~	~									
7	Parental care in fishes & fish migration	~	Χ									1
8	Classification, structure, functions and general	~	Χ									1
	properties of proteins, carbohydrates and lipids											
9	Nomenclature, classification and mechanism of	~	>									
	enzyme action											
10	Transport through biomembranes, buffers	>	>									
11	Nutritional components	>	X									1
12	Types of nutrition & feeding	>	>									
13	Digestion of dietary constituents	~	>									
14	Symbiotic digestion	~	~									
15	Absorption of nutrients & assimilation	~	Χ									1
16	Control of enzyme secretion	~	~									
17	Types & ultrastructure of muscle	~	~									
18	Biochemical & physical events during muscle	~	~									
	contraction											
19	Oxygen debt and Cori's cycle	~	~									
20	Structure & types of bones	~	Χ									1
21	Effect of ageing on skeletal system and bone	~	~									
	disorder											

Semester: IV Session: 2019-20

Sr. No.	Topics /concepts discussed in the class	S1	S2	S3	S4	S5	S6	S7	S8	S9	S10	Total
1	Detailed study of Frog	~	~									
2	Parental care in Amphibia	~	~									
3	Origin & Evolutionary tree of Amphibia	~	Χ									1
4	Detailed Study of Hemidactylus	~	~									
5	Origin & Evolutionary tree of Reptilia	~	~									
6	Extinct Reptiles	~	Χ									1
7	Poisonous & non-poisonous snakes	~	~									
8	Poison apparatus in snakes	~	~									
9	Detailed study of Columba livia	~	~									
10	Flight adaptations & migration in birds	~	Χ									1
11	Detailed study of Rat	~	~									
12	Adaptive radiation of mammals	~	~									
13	Dentition in mammals	~	Χ									1
14	Origin, conduction and regulation of heart beat	~	Χ									1
15	Cardiac cycle, ECG and Cardiac output	~	~									
16	Composition & function of blood & lymph	~	~									
17	Mechanism of coagulation of blood, coagulation factors & anticoagulants	~	~									
18	Haemopoiesis	~	~									
19	Exchange of respiratory gases	~	~									
20	Transport of gases	>	Χ									1
21	Lung air volumes	>	Χ									1
22	Oxygen dissociation curve of haemoglobin	>	>									
23	Bohr's effect & chloride shift	~	Χ									1
24	Control/ regulation of respiration	~	~									
25	Ornithin cycle for urea formation in liver	~	~									
26	Counter current mechanism of urine concentration	~	~									
27	Osmoregulation & micturition	>	Χ									1
28	Origin & propagation of nerve impulse alongwith medullated & non medullated nerve fibre	~	>									
29	Conduction of nerve impulse acrodd synapse	~	~									
30	Structure and mechanism of hormone action	~	~									
31	Physiology of various hormones	~	~									
32	Spermatogenesis & capacitation of spermatozoa	~	~									
33	Oestrous cycle & menstrual cycle in man	~	Х									1
34	Fertilization,Implantation and gestation	~	~									
_	, h	1										

Summary Sheet (Matrix Table) for structured feedback responses from students

Semester: III & IV Class: B.Sc.II Session:2019-20

Sr. No.	Questions	Responses	S1	S2	S3	S4	S5	S6	S7	S8	S9	Total
1	Syllabus is suitable to the	Strongly Agree	~									1
	course/ subject	Agree										
		Neutral		~								1
		Disagree										
		Strongly disagree										
2	Aim and objectives of	Strongly Agree	~									1
	syllabus is well defined &	Agree										
	clear	Neutral		~								1
		Disagree										
		Strongly disagree										
3	Enough books & reference	Strongly Agree	~									1
	material related to the	Agree										
	syllabus is available in the college library	Neutral										
		Disagree		~								1
		Strongly disagree										
4	There is a good balance	Strongly Agree	~									
	There is a good balance between theory & practical	Agree										
		Neutral		~								1
		Disagree										
		Strongly disagree										
5	Curriculum has prospective	Strongly Agree	~									1
	for higher education &	Agree										
	employability	Neutral		~								1
		Disagree										
		Strongly disagree										
6	Syllabus is meticulously	Strongly Agree	~									1
	designed and unitized	Agree										
		Neutral										
		Disagree		~								1
		Strongly disagree										
7	Assessment & evaluation	Strongly Agree	~									1
	scheme of the course is	Agree										
	student centrically designed	Neutral		~								1
		Disagree										
		Strongly disagree										

Indira Gandhi National College, Ladwa (Dhanora)

Analysis report on Structured Feedback from **Students**

Zoology DepartmentSession: 2019-20

Semester-V Class: B.Sc.III

31 topics were presented/ discussed in the class during the semester. All the topics were cleared to

the students as attention was given to the individual student.

Note: Summary Sheet (Matrix Table) for structured feedback responses is attached.

Semester-VI

course.

15 topics were presented/ discussed in the class during the semester. All the topics were cleared to the students as attention was given to the individual student.

Note: Summary Sheet (Matrix Table) for structured feedback responses is attached.

At the end of 6th. Semester general feedback was taken from the students based on seven questions whose analysis report is given below:

66.66 % of the students were agreed while 33.33 % remained neutral that their syllabus was suitable to the

66.66 % of the students were strongly agreed while 33.33 % remained neutral that the aim and objectives of the syllabus was well defined and clear.

66.66 % of the students were strongly agreed that enough books & reference material related to the syllabus was available in the college library while 33.33 % were disagreed on it.

Regarding the balance between theory & practical 66.66 % were agreed while33.33 % remained neutral that syllabus has good balance.

66.66 % students were agreed & 33.33 % remained neutral that the curriculum had prospective for higher education and employability.

66.66 % students were agreed & 33.33 % disagreed that the syllabus was meticulously designed and unitized.

66.66 % students were strongly agreed & 33.33 % remained neutral that the assessment and evaluation scheme of the course was student centrically designed.

Note: Summary Sheet (Matrix Table) for structured feedback responses is attached

Semester: V Session:2019-20

Sr. No.	Topics /concepts discussed in the class	S1	S2	S3	S4	S5	S6	S7	S8	S9	S10	Total
1	Basic concept of ecology	~	~	~								
2	Abiotic factors	~	~	~								
3	Edaphic factors	~	~	~								
4	Biotic factors	~	~	~								
5	Ecosystem	~	~	~								
6	Biogeochemical cycles	~	~	~								
7	Population	~	~	~								
8	Biodiversity & conservation of natural resources	~	~	~								
9	Migration in Fishes and Birds	~	~	~								
10	Parental care in animals	~	~	~								
11	Population interactions	~	~	~								
12	Environmental Pollution	~	~	~								
13	Origin of life	~	~	~								
14	Evidences of organic Evolution	~	~	~								
15	Theories of organic evolution	~	~	~								
16	Concepts of micro, macro and mega-evolution	~	~	~								
17	Concept of species	~	~	~								
18	Phylogeny of horse	~	~	~								
19	Evolution of man	~	~	~								
20	Aim & Scope of Developmental biology	~	~	~								
21	Structure of mammalian ovum & Sperm	~	~	~								
22	Spermatogenesis & Oogenesis	~	~	~								
23	Fertilization	~	~	~								
24	Parthenogenesis	~	~	~								
25	Different types of eggs and pattern of cleavages	~	~	~								
26	Blastulation & fate map construction in Frog &	~	~	~								
	Chick											
27	Gastrulation in Frog & Chick up to formation of three germinal layers	~	~	~								
28	Primary organizers	~	~	~								
29	Extra embryonic membranes	~	~	~								
30	Concepts of competence, determination and differentiation	~	~	~								
31	Concept of regeneration	~	~	~								

Semester: VI Session: 2019-20

Sr. No.	Topics /concepts discussed in the class	S1	S2	S3	S4	S5	S6	S7	S8	S9	S10	Total
1	Intoduction to Fisheries: Its production,	~	~	~								
	utilization & demand											
2	River system, reservoir, Pond & tank fisheries	~	\	~								
3	Captive, culture & cold water fisheries	~	>	>								
4	Fishing crafts & gears	~	>	>								
5	Fin fish culture	\	>	>								
6	Crustaceans culture	~	~	~								
7	Molluscs culture	~	~	~								
8	Insect pests of Sugercane & cotton	~	~	~								
9	Insect pests of wheat & paddy	\	>	>								
10	Insect pests of vegetables	~	~	~								
11	Insect pests of stored grains	~	~	~								
12	Biological control of insect pests	~	~	~								
13	Chemical control of insect pests	~	~	~								
14	Integrated Pest Management	~	~	~								
15	Birds & Rodent pests & their management	~	~	~								

Summary Sheet (Matrix Table) for structured feedback responses from students

Semester: V & VI Class: B.Sc.III Session:2019-20

Sr. No.	Questions	Responses	S1	S2	S3	S4	S5	S6	S7	S8	S9	Total
1	Syllabus is suitable to the	Strongly Agree										
	course/ subject	Agree		~	~							2
		Neutral	~									1
		Disagree										
		Strongly disagree										
2	Aim and objectives of	Strongly Agree		~	~							2
	syllabus is well defined &	Agree										
	clear	Neutral	~									1
		Disagree										
		Strongly disagree										
3	Enough books & reference	Strongly Agree		~	~							2
	material related to the	Agree										
	syllabus is available in the college library	Neutral										
		Disagree	~									1
		Strongly disagree										
4	There is a good balance between theory & practical	Strongly Agree										
		Agree		~	~							2
		Neutral	~									1
		Disagree										
		Strongly disagree										
5	Curriculum has prospective	Strongly Agree										
	for higher education &	Agree		~	~							2
	employability	Neutral	~									1
		Disagree										
		Strongly disagree										
6	Syllabus is meticulously	Strongly Agree										
	designed and unitized	Agree		~	~							2
		Neutral										
		Disagree	~									1
		Strongly disagree										
7	Assessment & evaluation	Strongly Agree		~	~							2
	scheme of the course is	Agree										
	student centrically designed	Neutral	~									1
		Disagree										
		Strongly disagree										

Indira Gandhi National College, Ladwa (Dhanora) Analysis report on Structured Feedback from **Parents**

Zoology DepartmentSession: 2019-20

Curriculum feedback was obtained from the parents of the students studying Zoology subject as a part of B.Sc. (general) degree course. Nine questions were given & the parents were supposed to fill their one choice among the five parameters viz. Strongly Agree, Agree, Neutral, Disagree and Strongly disagree. An analysis report was prepared based on the feedback given by them which is given below:

- 45.45 % parents were strongly agreed while 54.54 % agreed that the syllabus was suitable to the course / Subject.
- 18.18 % parents were strongly agreed while 81.81% agreed that the aim and objectives of syllabus was well defined and clear.
- 18.18 % were strongly agreed (63.63 % agreed) that enough books and reference material related to the syllabus was available in the library. 18.18 % remained neutral on it.
- 45.45% were strongly agreed (36.36% agreed) that the prescribed course / subject inculcated moral awareness among their wards like their fundamental duties, values of national Integration, peace, love, and communal harmony. 18.18 % remained neutral on it.
- 63.63 % were strongly agreed (27.27 % agreed) that curriculum / syllabus helped their wards to develop their personalities. 09.09% remained neutral on it.
- 27.27 % were strongly agreed (63.63 % agreed) that the curriculum/syllabus was intellectually stimulated their wards. 09.09 % remained neutral on it.
- 36.36 % parents were strongly agreed while 63.63% agreed that curriculum/ syllabus had prospectus for higher education/ employability.
- 54.54% were strongly agreed (36.36% agreed) that the syllabus was moderate in length. 09.09% remained neutral on it.
- 36.36 % parents were strongly agreed while 63.63% agreed that the syllabus had practical relevance to resolve daily life problems.

Nothing was suggested by them for addition or deletion in the present curriculum/ syllabus.

Summary Sheet (Matrix Table) on feedback responses on curriculum from Parents Structured feedback assessment strategy summary for various questions Session: 2019-20

Sr.	Questions	Responses	Р	Р	Р	Р	Р	Р	Р	Р	Р	Р	Р	Total
No.	Queenens		1	2	3	4	5	6	7	8	9	10	11	
1	Syllabus is suitable to the course/	Strongly Agree	~		~						~	~	~	5
	subject	Agree		~		~	~	>	~	~				6
		Neutral												
		Disagree												
		Strongly disagree												
2	Aim and objectives of syllabus is well	Strongly Agree	~		~		_	_	_			_	4	2
	defined & clear	Agree		-		~	~	~	~	~	~	-	~	9
		Neutral												
		Disagree Strongly disagree												
3	Enough books & reference material	Strongly Agree			~						-			2
3	related to the syllabus is available in	Strongly Agree		_	_	-	_	_			+	_	_	7
	the college library	Agree Neutral	+	Ť		<u> </u>	Ť	Ť	_	_		Ť	<u> </u>	2
	the conege north y	Disagree												
		Strongly disagree												
4	The prescribed courses/ subjects	Strongly Agree					_	_	_		-			5
7	inculcate moral awareness in your	Agree		_	~							_	~	4
	wards like fundamental duties, value	Neutral				~				~				2
	of national integration, peace, Love	Disagree												_
	and communal harmony etc.	Strongly disagree												
5	Curriculum/ syllabus help your ward to	Strongly Agree	-		>	~		_			-	_	_	7
5	develop their personalities.	Agree	Ť	_	_	Ť	_	Ť	_		+ •	Ť	_	3
	develop their personanties.	Neutral		Ť						_				1
		Disagree												
		Strongly disagree												
6	Curriculum /Syllabus is intellectually	Strongly Agree							~		~			3
Ü	stimulating to your ward.	Agree		~	~		~	~		~		~	~	7
	3	Neutral				~								1
		Disagree												
		Strongly disagree												
7	Curriculum has prospective for higher	Strongly Agree	~			~			~		~			4
	education & employability for your	Agree		~	>		~	~		~		~	~	7
	ward.	Neutral												
		Disagree												
		Strongly disagree												
8	Syllabus has moderate length to be	Strongly Agree	~	~					>		>	>	~	6
	completed within stipulated teaching	Agree			>	>		>		>				4
	days by the teacher	Neutral					>							1
		Disagree												
		Strongly disagree												
9	Syllabus has practical relevance to	Strongly Agree	~	~				>			~			4
	resolve daily life problems of your	Agree			~	~	~		~	~		~	~	7
	ward.	Neutral												
		Disagree												

Strongly disagree								
		Strongly disagree						