

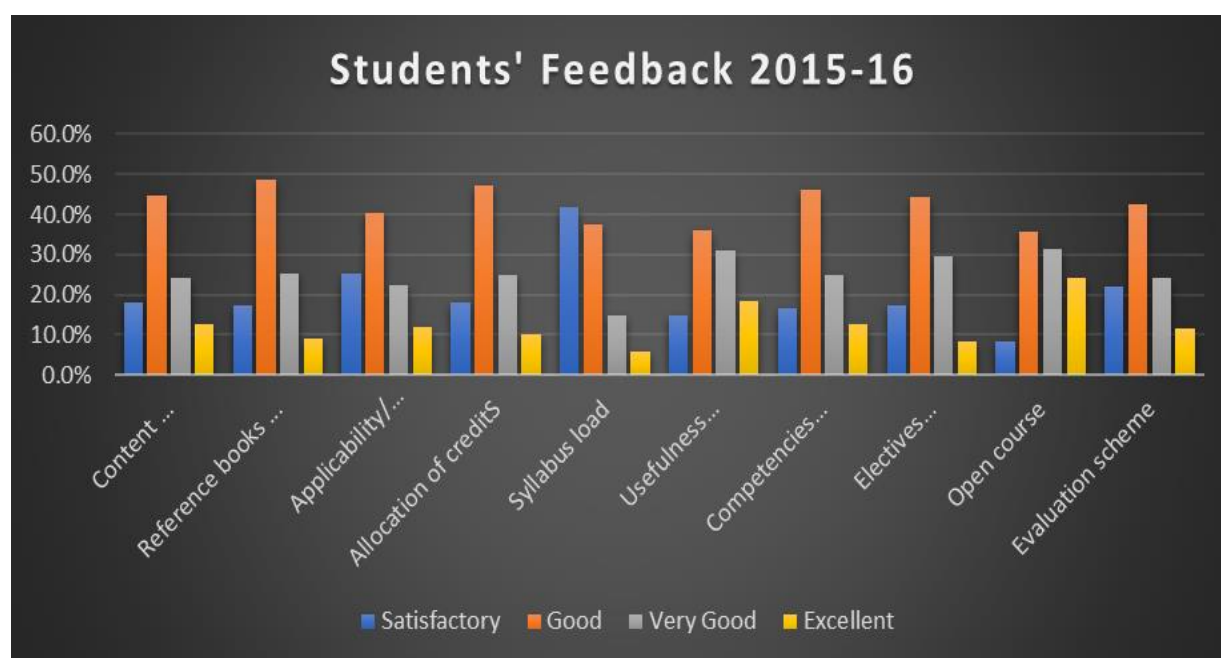
# STUDENTS' FEEDBACK ON CURRICULUM

2015-2016

Feedback is a tool for continued reading. It is an essential element of learning process. The college collects feedback from students on the content of the course, on the relevance of text books, on the applicability of the syllabus, on the allocation of credits, the load of syllabus, on the competency expected, on the evaluation scheme, on the relevance of open course and the relevance of course in real life situations.

During the academic year 2015-2016, 612 students participated in the survey. There were ten measures in the feedback form. They were, rating the content of the courses, relevance of reference books and text books, applicability of syllabus to real life situation, allocation of credits, rating the size of the syllabus in terms of load, usefulness of course in terms of knowledge, concept, vocational skills, analytical abilities, broadening perspectives, rate of competence expected, offering of electives, relevance of open course and rating the evaluation scheme.

The feedback is as follows:

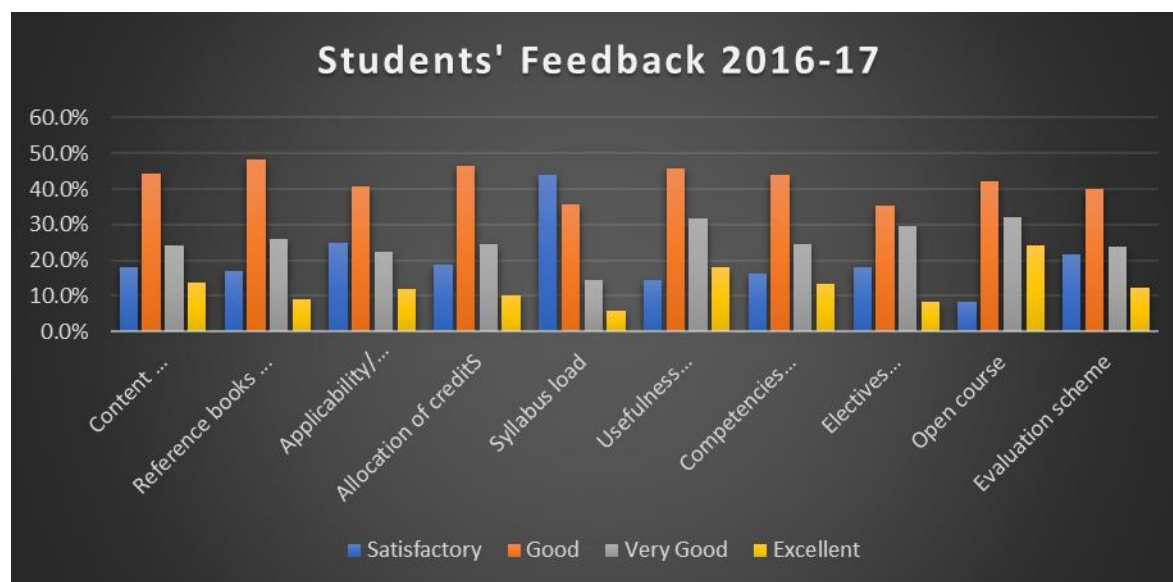


## STUDENTS' FEEDBACK ON CURRICULUM

2016-2017

During the academic year 2016-2017, 618 students participated in the survey. There were ten measures in the feedback form. They were, rating the content of the courses, relevance of reference books and text books, applicability of syllabus to real life situation, allocation of credits, rating the size of the syllabus in terms of load, usefulness of course in terms of knowledge, concept, vocational skills, analytical abilities, broadening perspectives, rate of competence expected, offering of electives, relevance of open course and rating the evaluation scheme.

The feedback is as follows:

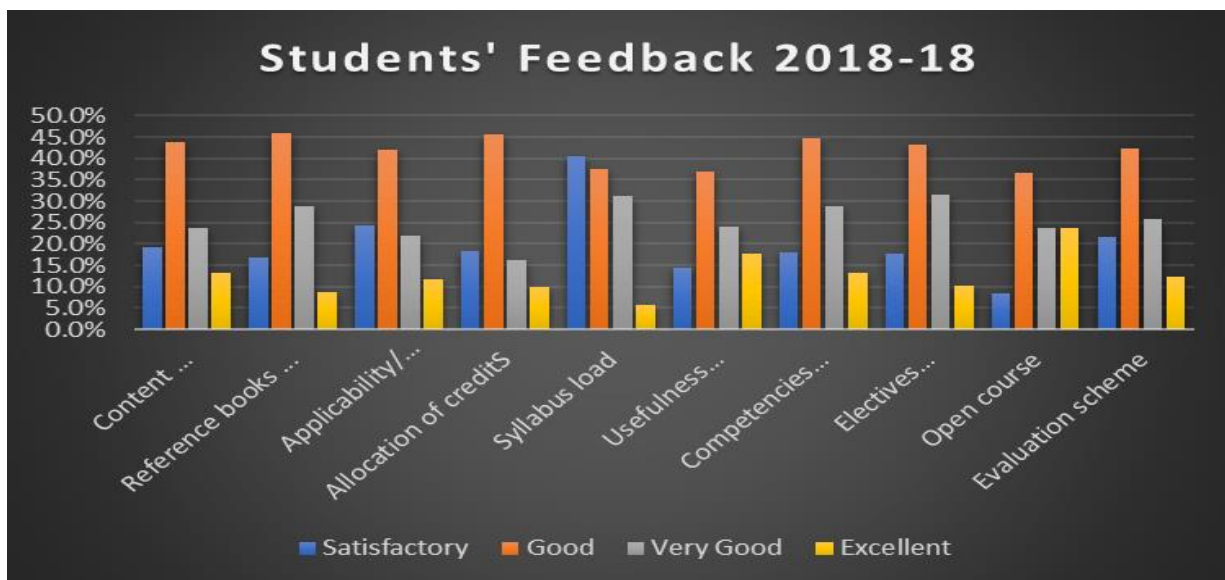


## STUDENTS' FEEDBACK ON CURRICULUM

2017-2018

During the academic year 2017-2018, 630 students participated in the survey. There were ten measures in the feedback form. They were, rating the content of the courses, relevance of reference books and text books, applicability of syllabus to real life situation, allocation of credits, rating the size of the syllabus in terms of load, usefulness of course in terms of knowledge, concept, vocational skills, analytical abilities, broadening perspectives, rate of competence expected, offering of electives, relevance of open course and rating the evaluation scheme.

The feedback is as follows:

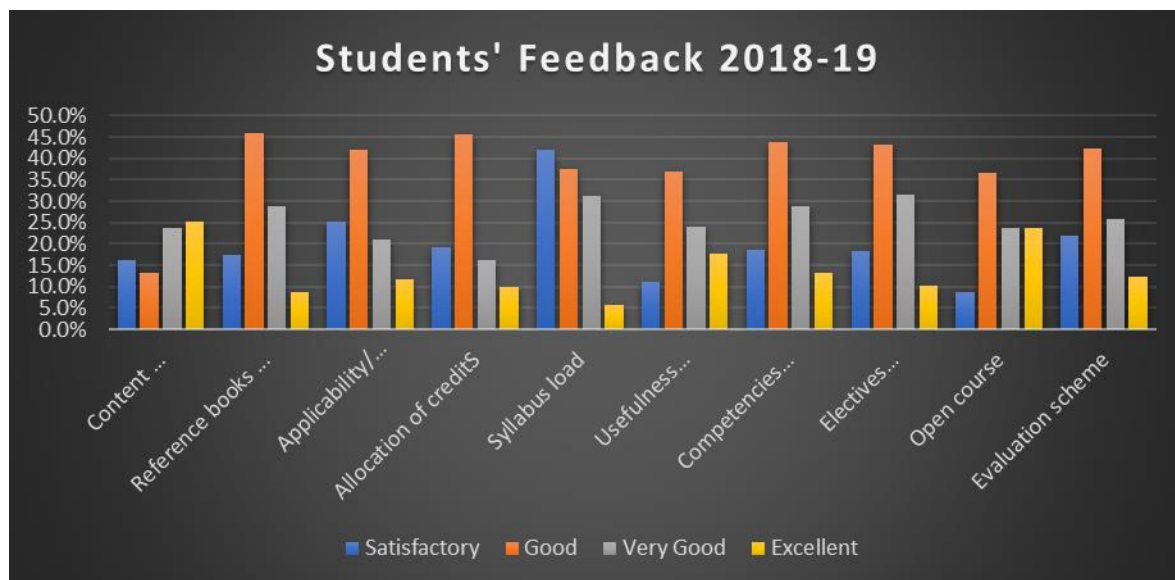


# STUDENTS' FEEDBACK ON CURRICULUM

2018-2019

During the academic year 2018-2019, 608 students participated in the survey. There were ten measures in the feedback form. They were, rating the content of the courses, relevance of reference books and text books, applicability of syllabus to real life situation, allocation of credits, rating the size of the syllabus in terms of load, usefulness of course in terms of knowledge, concept, vocational skills, analytical abilities, broadening perspectives, rate of competence expected, offering of electives, relevance of open course and rating the evaluation scheme.

The feedback is as follows:

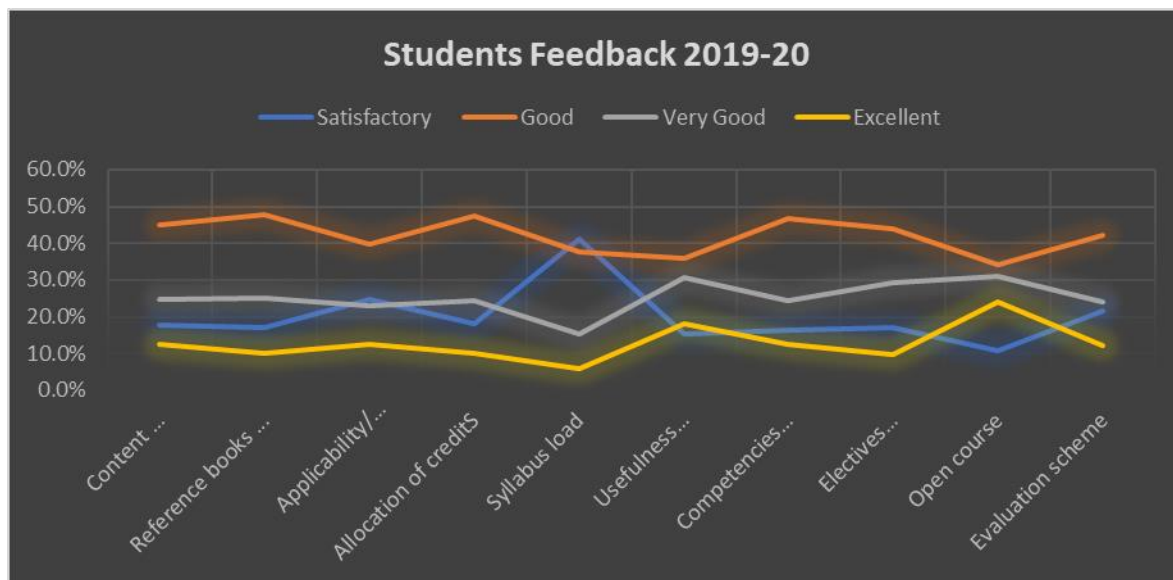


## STUDENTS' FEEDBACK ON CURRICULUM

2019-2020

During the academic year 2019-2020, 620 students participated in the survey. There were ten measures in the feedback form. They were, rating the content of the courses, relevance of reference books and text books, applicability of syllabus to real life situation, allocation of credits, rating the size of the syllabus in terms of load, usefulness of course in terms of knowledge, concept, vocational skills, analytical abilities, broadening perspectives, rate of competence expected, offering of electives, relevance of open course and rating the evaluation scheme.

The feedback is as follows:



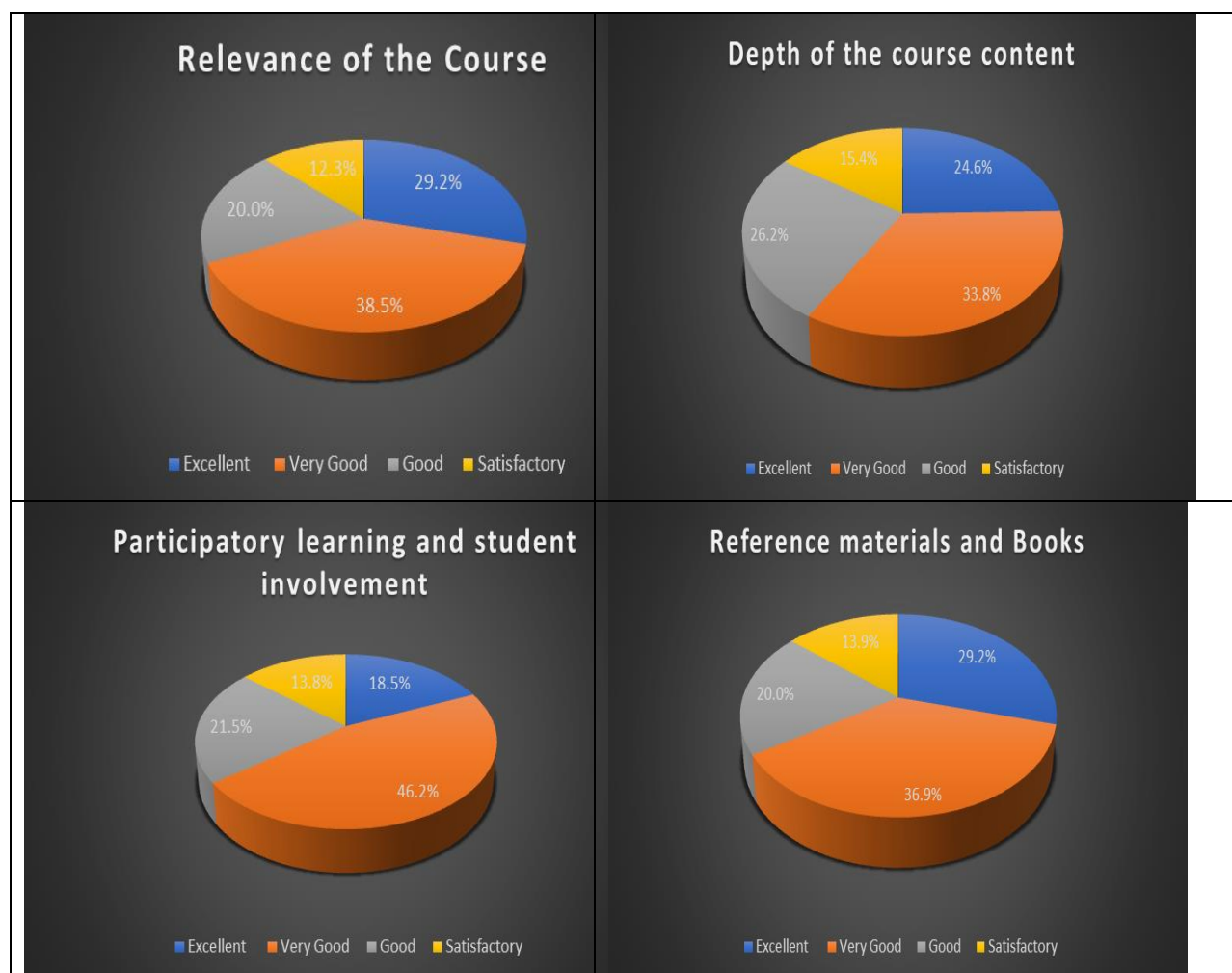
# TEACHERS' FEEDBACK ON CURRICULUM

## 2015-2016

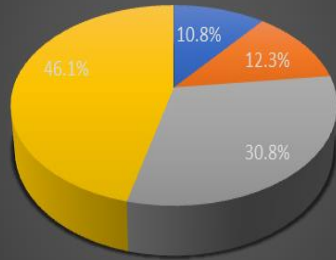
A total response of 65 teachers was taken for the analysis from the feedback form for the academic year 2015-16.

There were 10 measures on the feedback form which are the quality and relevance of the course, depth of the course content, participatory learning and student involvement, reference materials and books, teaching hours for covering the syllabus, Research orientation, syllabus in terms of learning values, skills, knowledge and attitude, effectiveness of evaluation method, conduct of exams by the university, effectiveness of syllabus in terms of employability.

The analysis of the syllabus is depicted below:

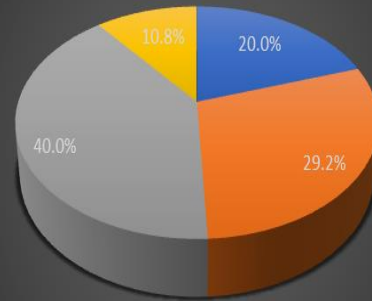


Teaching hours for covering the syllabus



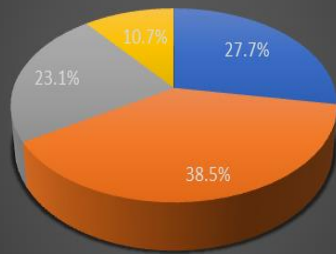
■ Excellent ■ Very Good ■ Good ■ Satisfactory

Research Orientation



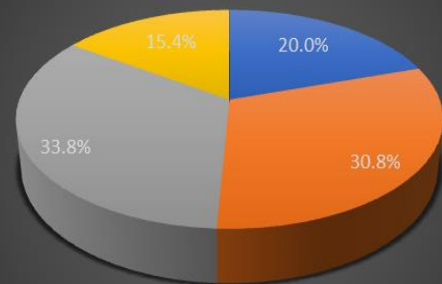
■ Excellent ■ Very Good ■ Good ■ Satisfactory

Syllabus in terms of learning value, skills, knowledge and attitude



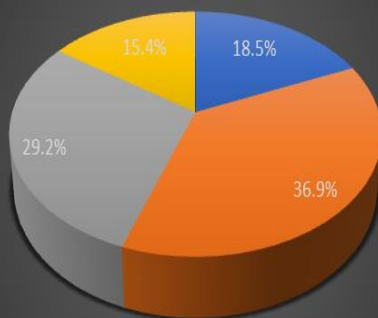
■ Excellent ■ Very Good ■ Good ■ Satisfactory

Evaluation method



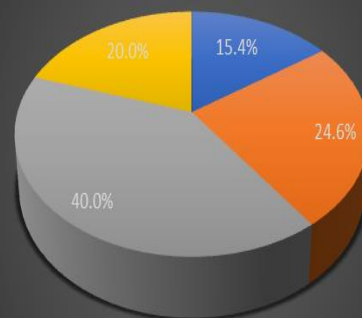
■ Excellent ■ Very Good ■ Good ■ Satisfactory

Conduct of exam by the University



■ Excellent ■ Very Good ■ Good ■ Satisfactory

Syllabus in terms of employability



■ Excellent ■ Very Good ■ Good ■ Satisfactory

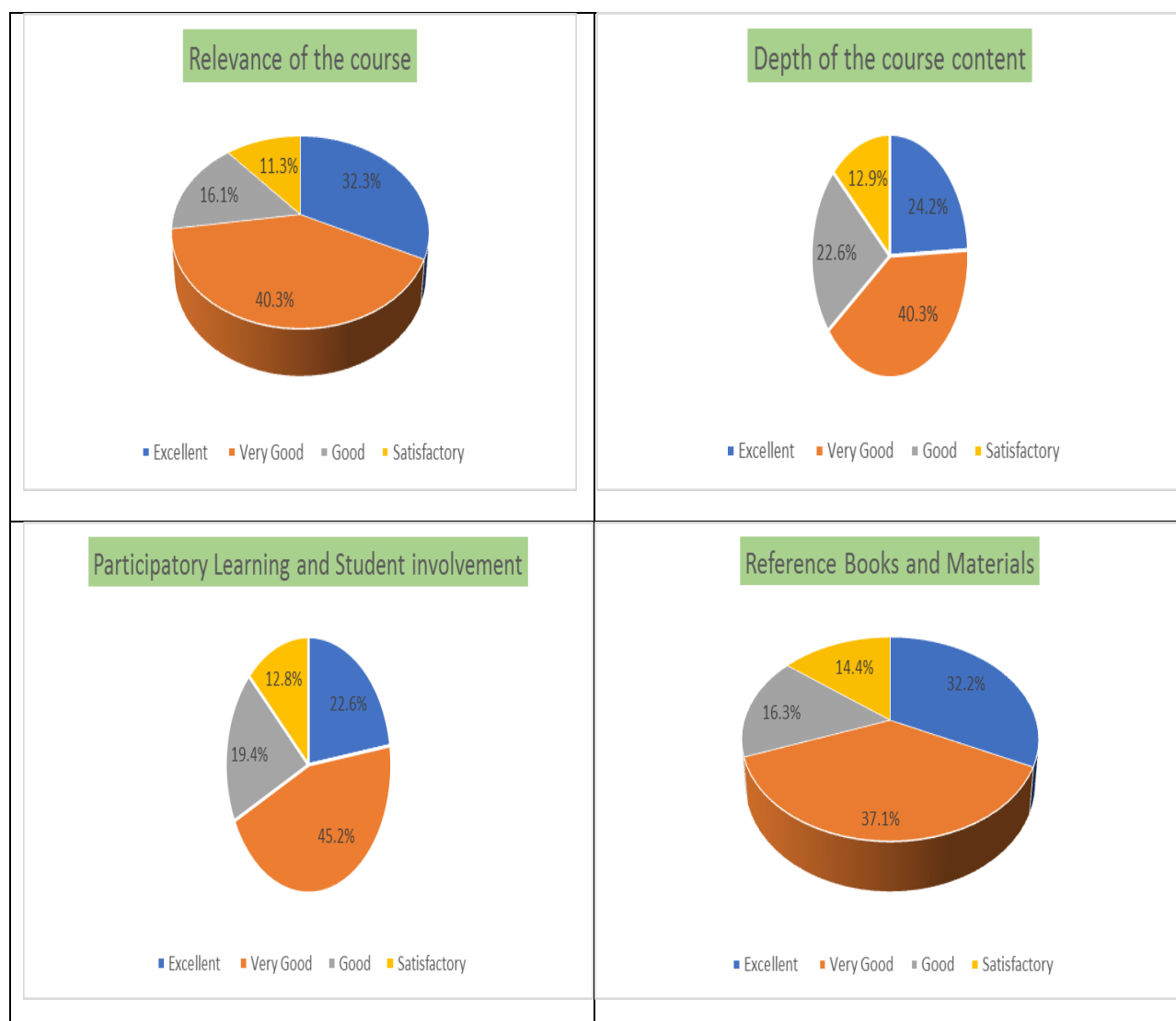
# TEACHERS' FEEDBACK ON CURRICULUM

2016-2017

A total response of 62 teachers was taken for the analysis from the feedback form for the academic year 2016-17.

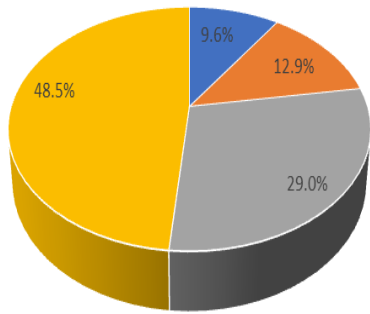
There were 10 measures on the feedback form which are the quality and relevance of the course, depth of the course content, participatory learning and student involvement, reference materials and books, teaching hours for covering the syllabus, Research orientation, syllabus in terms of learning values, skills, knowledge and attitude, effectiveness of evaluation method, conduct of exams by the university, effectiveness of syllabus in terms of employability.

The analysis of the syllabus is depicted below:



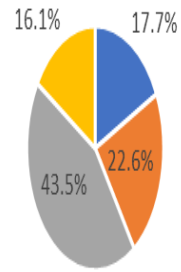


### Teaching hours for covering the syllabus



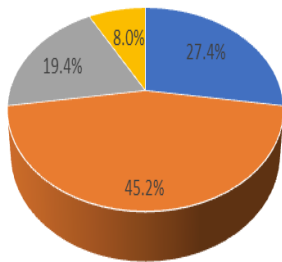
■ Excellent ■ Very Good ■ Good ■ Satisfactory

### Research Orientation



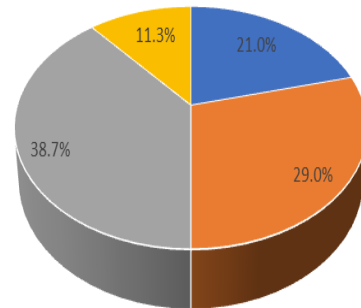
■ Excellent ■ Very Good ■ Good ■ Satisfactory

### Syllabus in terms of values, skills, knowledge and attitude



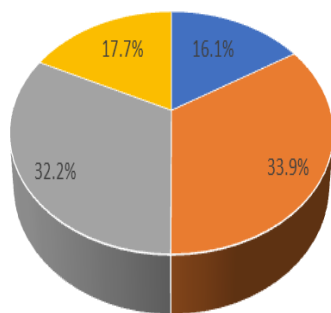
■ Excellent ■ Very Good ■ Good ■ Satisfactory

### Evaluation methods



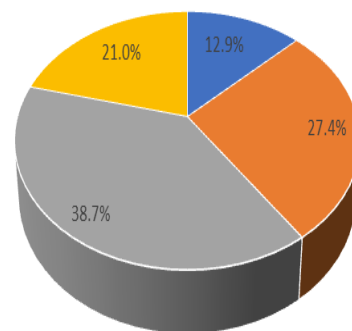
■ Excellent ■ Very Good ■ Good ■ Satisfactory

### Conduct of exam by the University



■ Excellent ■ Very Good ■ Good ■ Satisfactory

### Syllabus in terms of employability



■ Excellent ■ Very Good ■ Good ■ Satisfactory

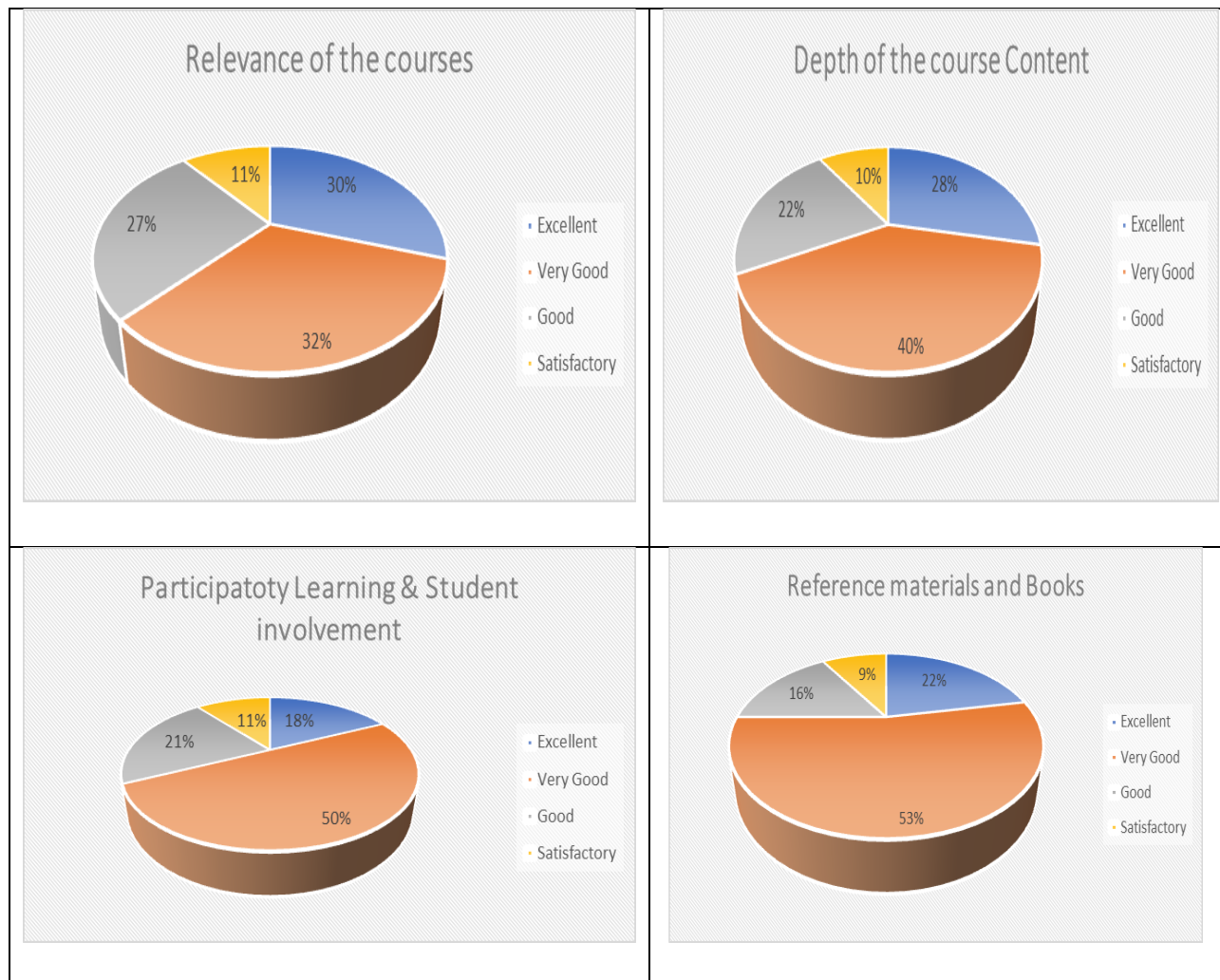
# TEACHERS' FEEDBACK ON CURRICULUM

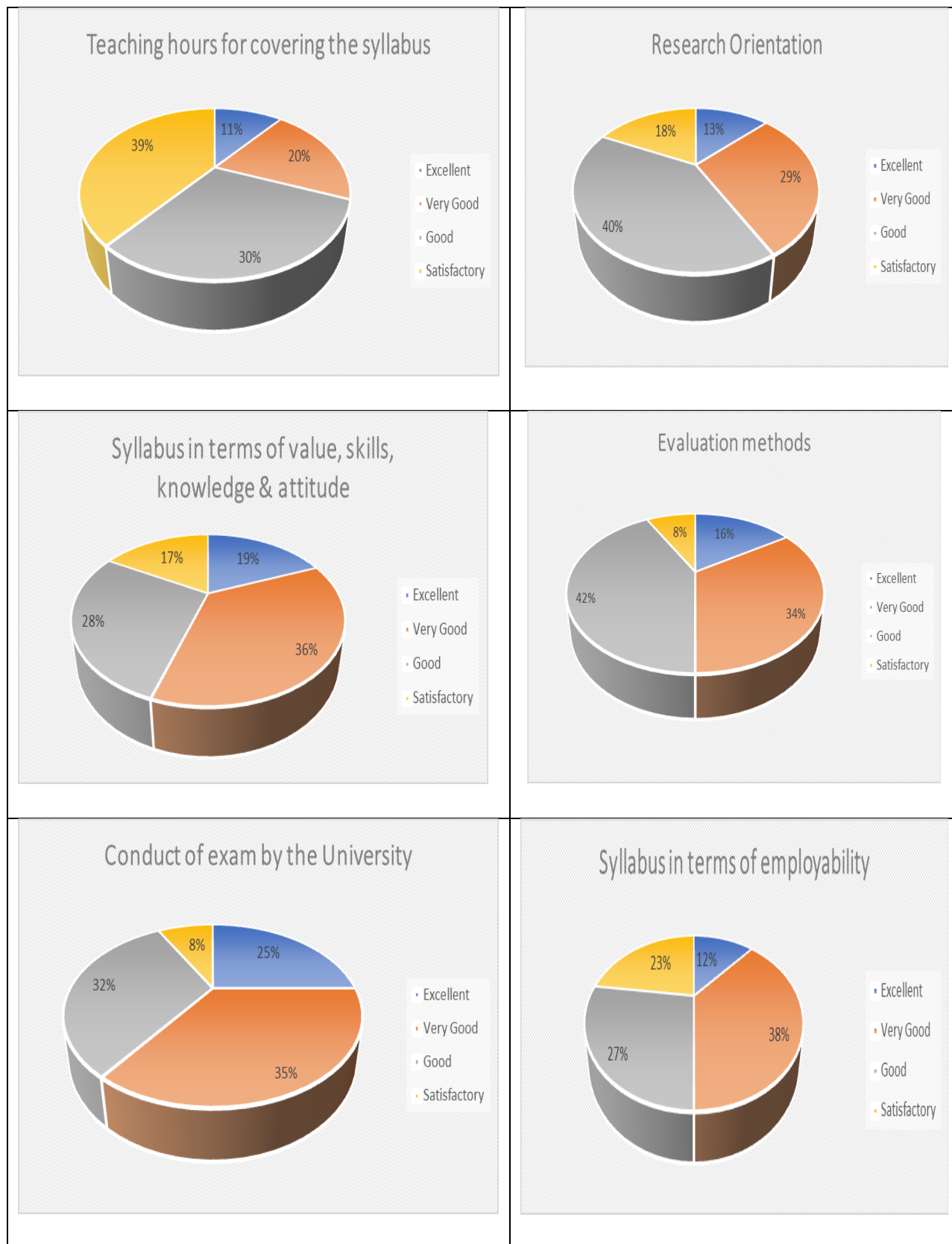
2017-2018

A total response of 56 teachers was taken for the analysis from the feedback form for the academic year 2017-18.

There were 10 measures on the feedback form which are the quality and relevance of the course, depth of the course content, participatory learning and student involvement, reference materials and books, teaching hours for covering the syllabus, Research orientation, syllabus in terms of learning values, skills, knowledge and attitude, effectiveness of evaluation method, conduct of exams by the university, effectiveness of syllabus in terms of employability.

The analysis of the syllabus is depicted below:





The analysis of the teachers' feedback reflects the improvement of curriculum in terms of employability and majority of the respondents' opined to reframe the course content in accordance with the teaching hours.

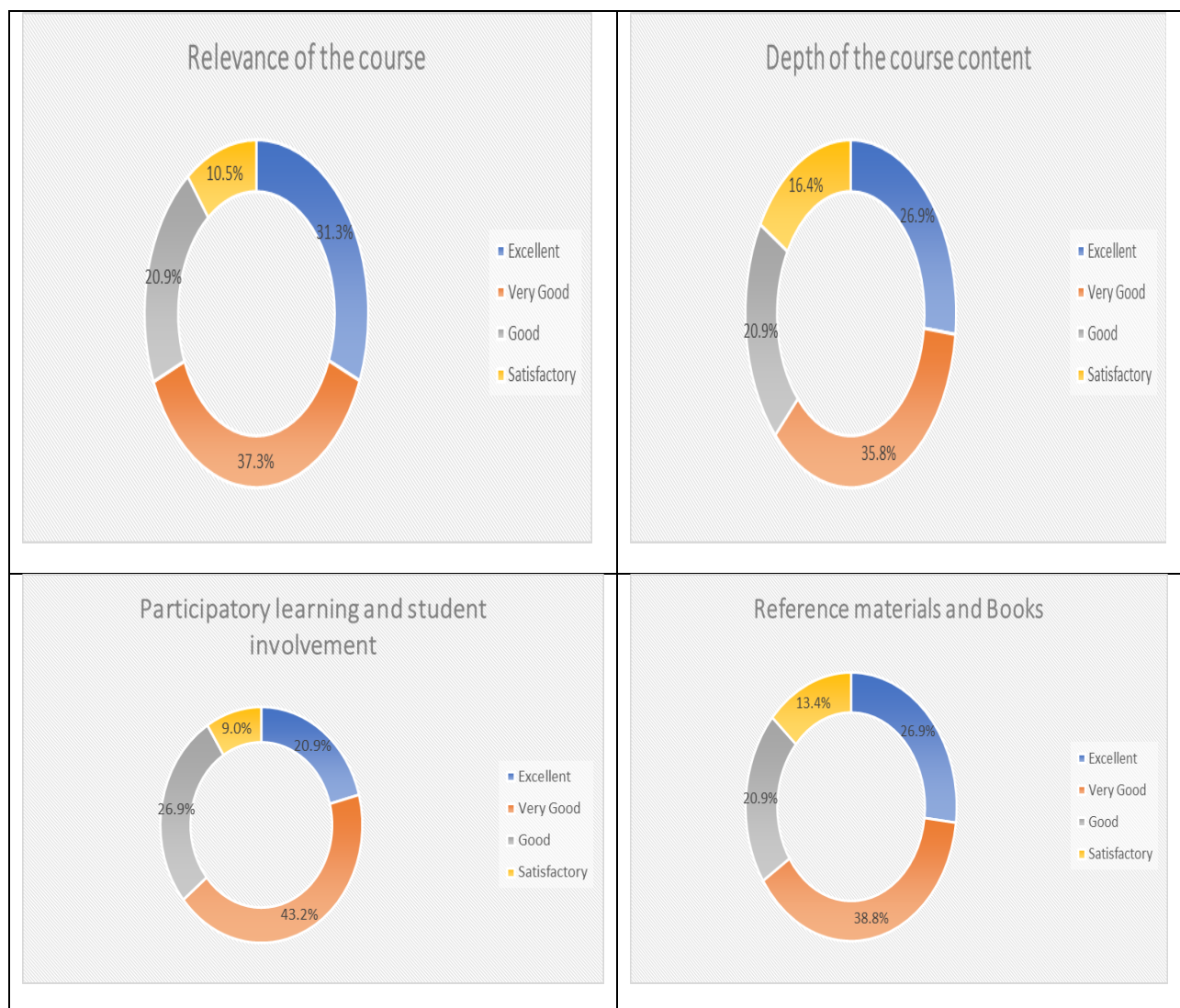
# TEACHERS' FEEDBACK ON CURRICULUM

2018-2019

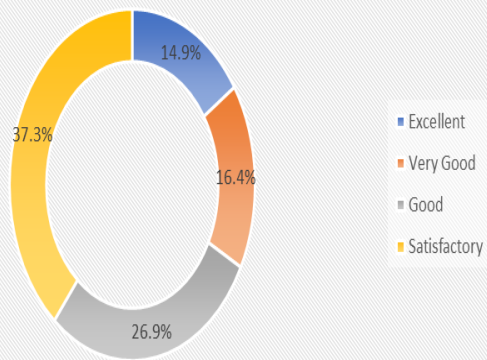
A total response of 67 teachers was taken for the analysis from the feedback form for the academic year 2018-19.

There were 10 measures on the feedback form which are the quality and relevance of the course, depth of the course content, participatory learning and student involvement, reference materials and books, teaching hours for covering the syllabus, Research orientation, syllabus in terms of learning values, skills, knowledge and attitude, effectiveness of evaluation method, conduct of exams by the university, effectiveness of syllabus in terms of employability.

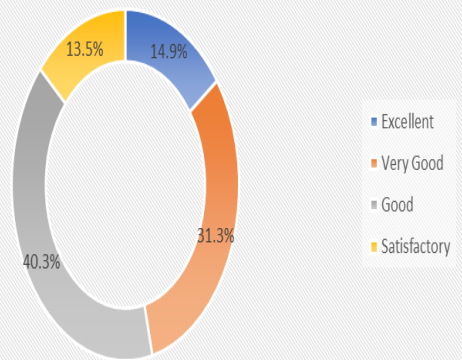
The analysis of the syllabus is depicted below:



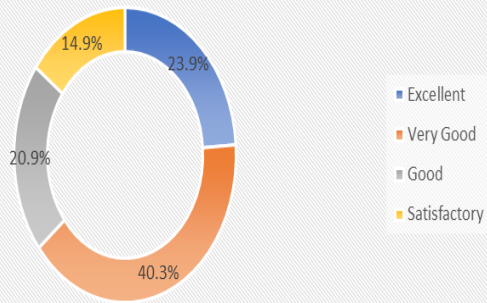
Teaching hours for covering the Syllabus



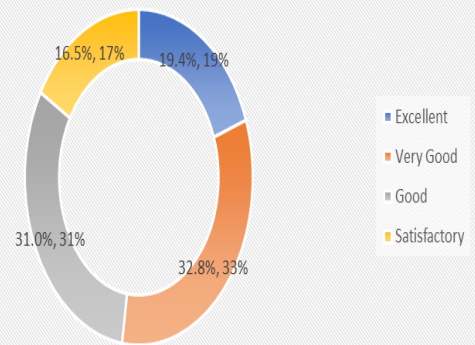
Research Orientation



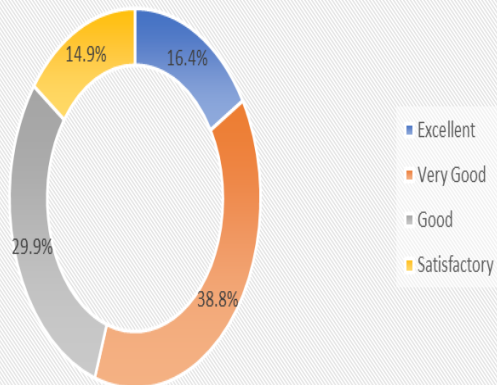
Syllabus in terms of learning value, skills, knowledge and attitude



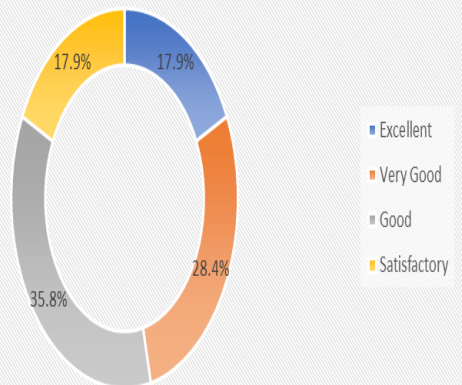
Evaluation method



Conduct of exam by the University



Syllabus in terms of employability



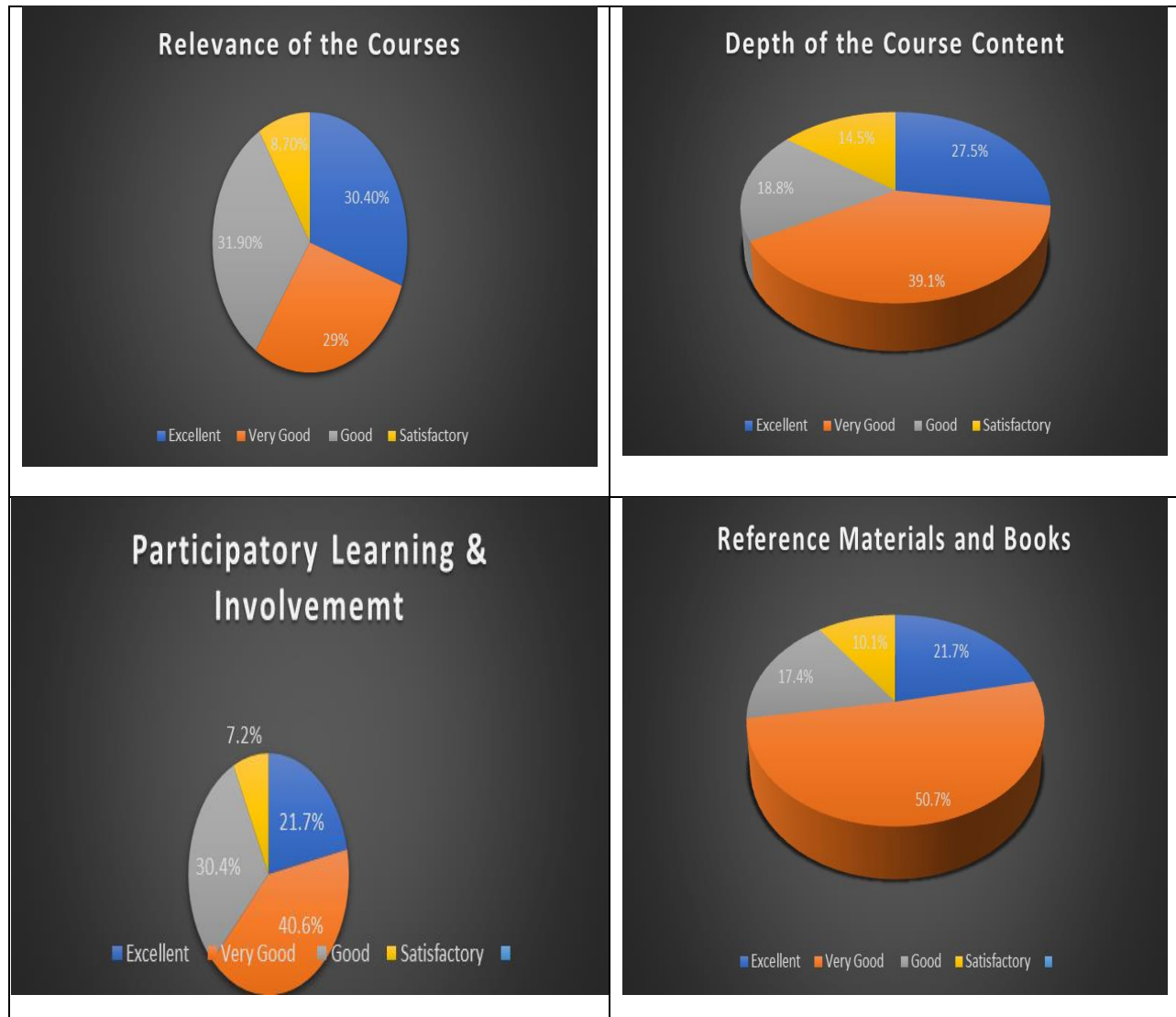
# TEACHERS' FEEDBACK ON CURRICULUM

2019-2020

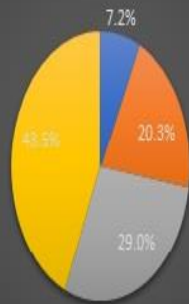
A total response of 69 teachers was taken for the analysis from the feedback form for the academic year 2019-20.

There were 10 measures on the feedback form which are the quality and relevance of the course, depth of the course content, participatory learning and student involvement, reference materials and books, teaching hours for covering the syllabus, Research orientation, syllabus in terms of learning values, skills, knowledge and attitude, effectiveness of evaluation method, conduct of exams by the university, effectiveness of syllabus in terms of employability.

The analysis of the syllabus is depicted below:

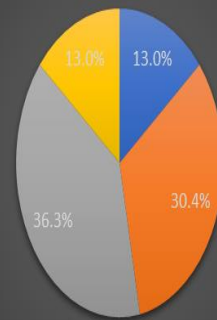


Teaching hours for covering the syllabus



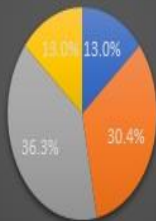
■ Excellent ■ Very Good ■ Good ■ Satisfactory

Research Orientation



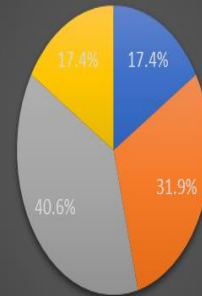
■ Excellent ■ Very Good ■ Good ■ Satisfactory

Effectiveness of syllabus in terms of values, skills, knowledge and attitude



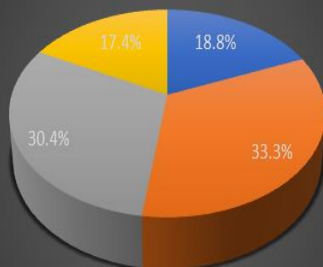
■ Excellent ■ Very Good ■ Good ■ Satisfactory

Effectiveness of evaluation method



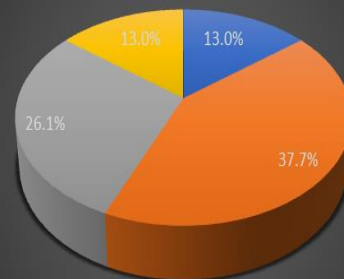
■ Excellent ■ Very Good ■ Good ■ Satisfactory

Conduct of University examination



■ Excellent ■ Very Good ■ Good ■ Satisfactory

Syllabus in terms of employability



■ Excellent ■ Very Good ■ Good ■ Satisfactory