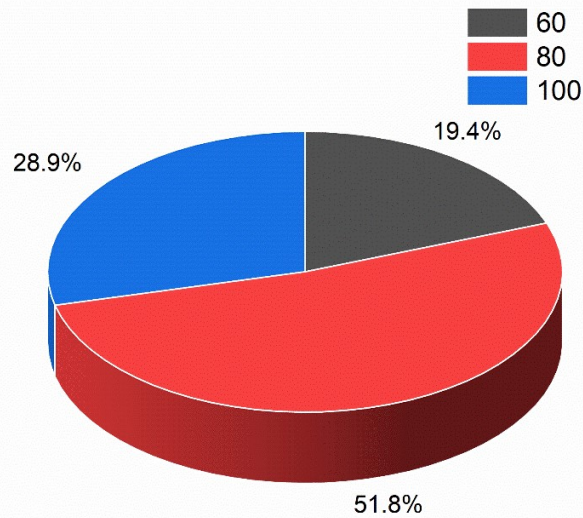


## Students Feedback on Curriculum (2020-21)

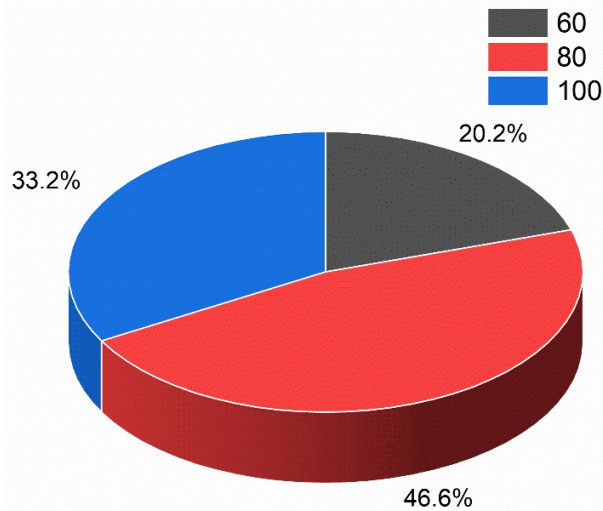
### Structured Feedback from Students

The feedback on curriculum from students were obtained after the end of each academic session. Students opinion on syllabus were measured in a five-point scale (0-poor, 1-average, 2-Good, 3-Very Good, 4-Excellent). For analysis, a random sample of feedback of 20 students from all the Departments were selected with a proportional representation to each program. The data collected has been analysed and the results given below

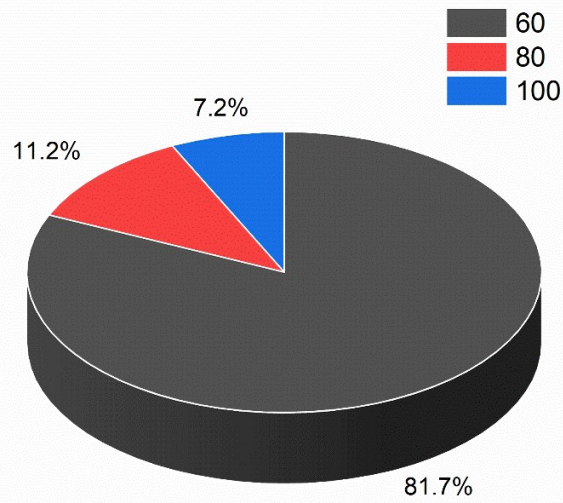
1. Relevance of Curriculum.



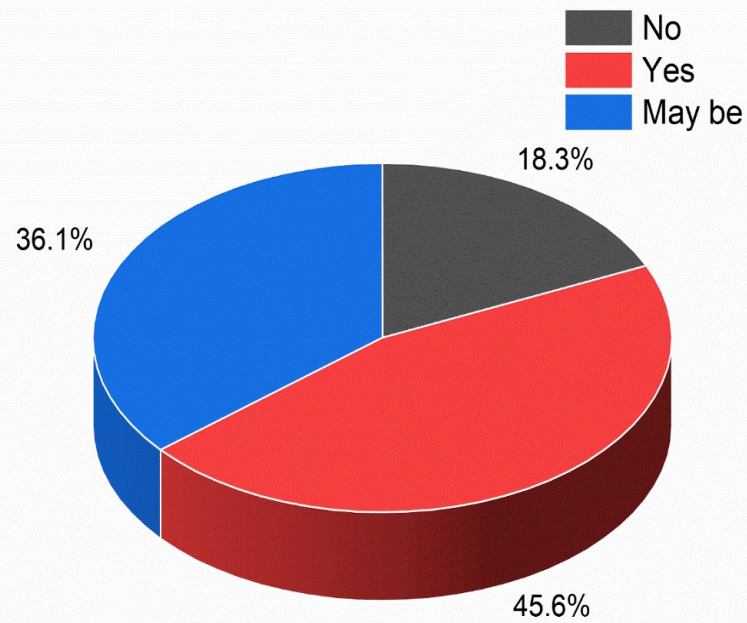
2. Relevance in continuation with previous degree course.



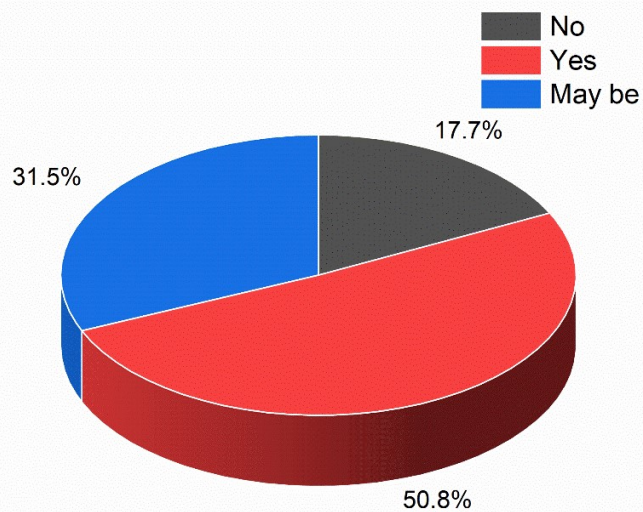
3.  
Content (size) of the syllabus.



4.  
Does the curriculum build sufficient workplace (job) skills?



5.  
Whether the Curriculum has good balance between theory and application?



<p>6. Whether the study References provided are relevant, sufficient and appropriate?</p>	<p>A 3D pie chart with three slices. The largest slice is red, representing 'Yes' at 65.4%. The second largest is blue, representing 'May be' at 21.3%. The smallest is grey, representing 'No' at 13.4%. A legend in the top right corner identifies the colors: grey for 'No', red for 'Yes', and blue for 'May be'.</p> <table border="1"> <thead> <tr> <th>Response</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>No</td> <td>13.4%</td> </tr> <tr> <td>Yes</td> <td>65.4%</td> </tr> <tr> <td>May be</td> <td>21.3%</td> </tr> </tbody> </table>	Response	Percentage	No	13.4%	Yes	65.4%	May be	21.3%		
Response	Percentage										
No	13.4%										
Yes	65.4%										
May be	21.3%										
<p>7. Does the Curriculum promote social orientation</p>	<p>A 3D pie chart with three slices. The largest slice is red, representing 'Yes' at 68.9%. The second largest is blue, representing 'May be' at 20.5%. The smallest is grey, representing 'No' at 10.6%. A legend in the top right corner identifies the colors: grey for 'No', red for 'Yes', and blue for 'May be'.</p> <table border="1"> <thead> <tr> <th>Response</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>No</td> <td>10.6%</td> </tr> <tr> <td>Yes</td> <td>68.9%</td> </tr> <tr> <td>May be</td> <td>20.5%</td> </tr> </tbody> </table>	Response	Percentage	No	10.6%	Yes	68.9%	May be	20.5%		
Response	Percentage										
No	10.6%										
Yes	68.9%										
May be	20.5%										
<p>8. How do you rate the quality of the syllabus?</p>	<p>A 3D pie chart with four slices. The largest slice is red, representing 'Good' at 54.3%. The second largest is blue, representing 'Very good' at 30.5%. The third largest is green, representing 'Excellent' at 14%. The smallest is grey, representing 'Fair' at 1.2%. A legend in the top right corner identifies the colors: grey for 'Fair', red for 'Good', blue for 'Very good', and green for 'Excellent'.</p> <table border="1"> <thead> <tr> <th>Rating</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Fair</td> <td>1.2%</td> </tr> <tr> <td>Good</td> <td>54.3%</td> </tr> <tr> <td>Very good</td> <td>30.5%</td> </tr> <tr> <td>Excellent</td> <td>14%</td> </tr> </tbody> </table>	Rating	Percentage	Fair	1.2%	Good	54.3%	Very good	30.5%	Excellent	14%
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### Analysis of the feedback

Analysis of the feedback shows that the students have rated all the domains to be most excellent. The qualitative part suggested that the students wanted to arrange more seminars and workshops. They also wanted some short-term courses. They also wanted classes specific for competitive exams and NET. They also wanted a hand on experience in how to handle interviews. They also demanded training and placement cells for various job opportunities. The students also asked for more internship programs.