

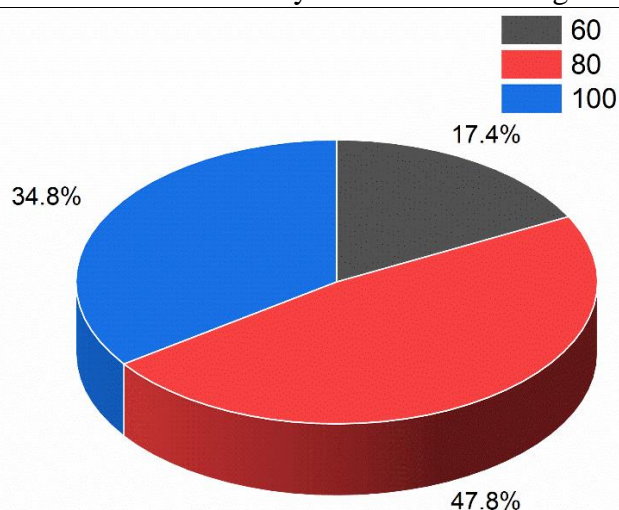
### Structured Feedback from Students (2021-22)

#### 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

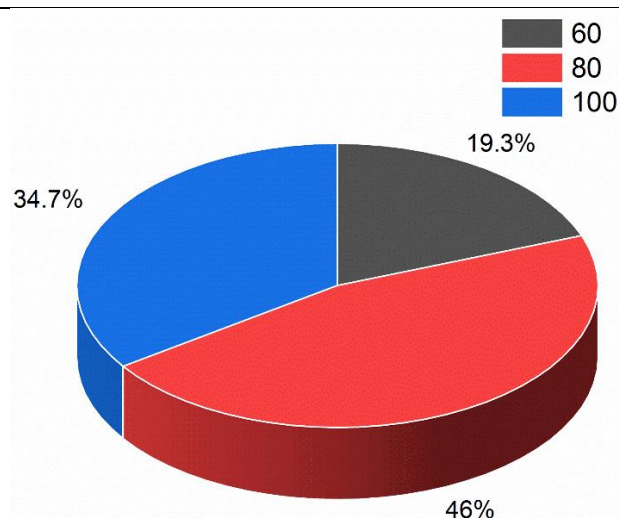
1. Relevance of Curriculum.

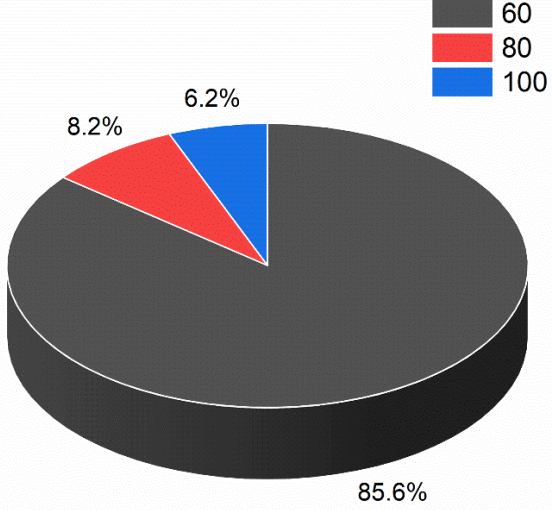
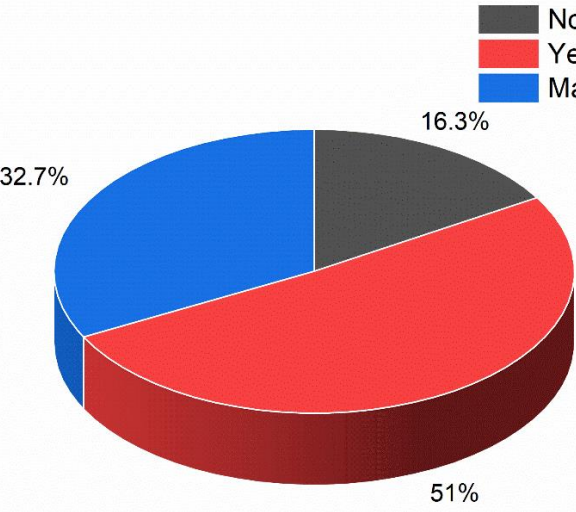
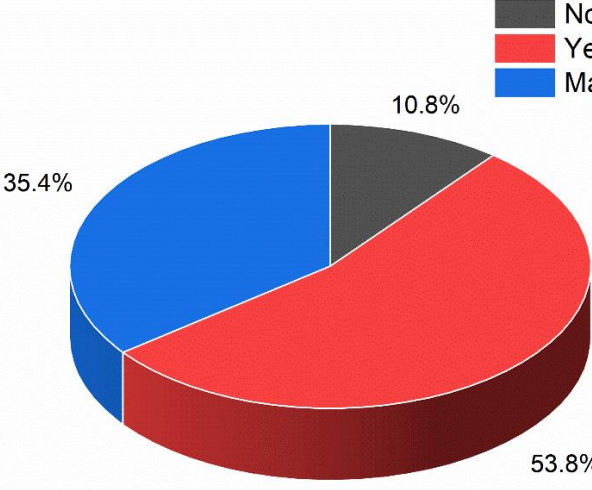
2021-22

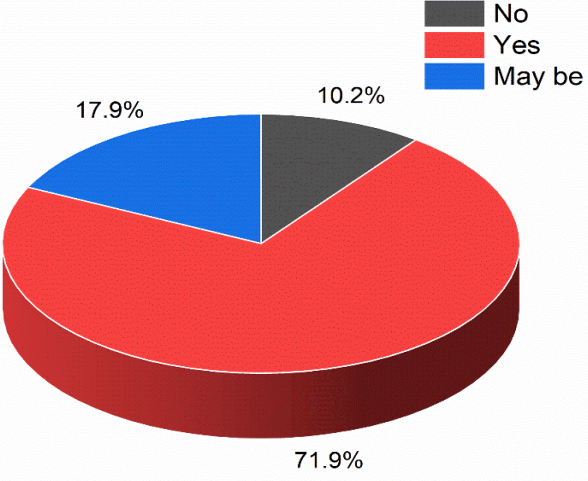
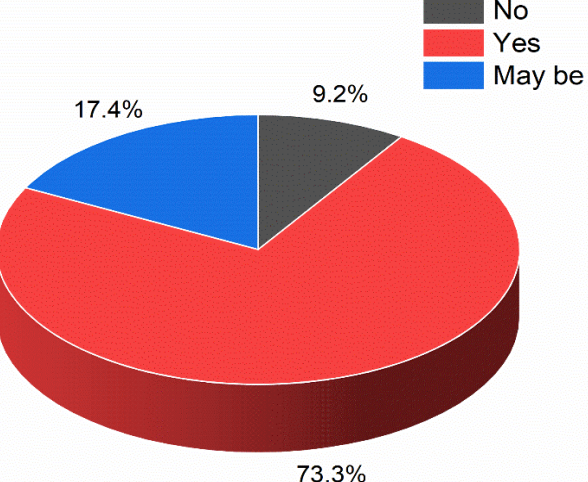
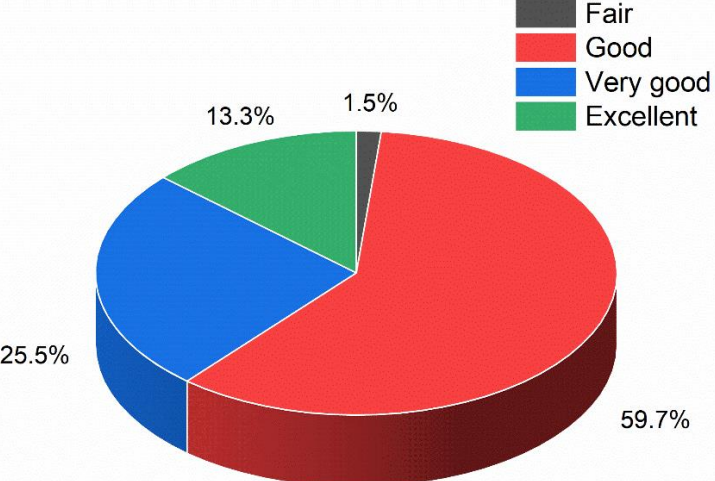


2. Relevance in continuation with previous degree course

2021-22



<p>3. Content (size) of the syllabus.</p>	<p>2021-22</p>	 <p>60 80 100</p> <p>85.6% 8.2% 6.2%</p>
<p>4. Does the curriculum build sufficient workplace (job) skills?</p>	<p>2021-22</p>	 <p>No Yes May be</p> <p>51% 32.7% 16.3%</p>
<p>5. Whether the Curriculum has good balance between theory and application?</p>	<p>2021-22</p>	 <p>No Yes May be</p> <p>53.8% 35.4% 10.8%</p>

<p>6. Whether the study References provided are relevant, sufficient and appropriate?</p>	<p>2021-22</p>	 <p>A 3D pie chart showing the distribution of responses for question 6. The chart is divided into three segments: a large red segment representing 'Yes' at 71.9%, a smaller blue segment representing 'May be' at 17.9%, and a small grey segment representing 'No' at 10.2%. 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>10.2%</td> </tr> <tr> <td>Yes</td> <td>71.9%</td> </tr> <tr> <td>May be</td> <td>17.9%</td> </tr> </tbody> </table>	Response	Percentage	No	10.2%	Yes	71.9%	May be	17.9%		
Response	Percentage											
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May be	17.9%											
<p>7. Does the Curriculum promote social orientation</p>	<p>2021-22</p>	 <p>A 3D pie chart showing the distribution of responses for question 7. The chart is divided into three segments: a large red segment representing 'Yes' at 73.3%, a smaller blue segment representing 'May be' at 17.4%, and a small grey segment representing 'No' at 9.2%. 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>9.2%</td> </tr> <tr> <td>Yes</td> <td>73.3%</td> </tr> <tr> <td>May be</td> <td>17.4%</td> </tr> </tbody> </table>	Response	Percentage	No	9.2%	Yes	73.3%	May be	17.4%		
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<p>8. How do you rate the quality of the syllabus?</p>	<p>2021-22</p>	 <p>A 3D pie chart showing the distribution of ratings for question 8. The chart is divided into four segments: a large red segment representing 'Good' at 59.7%, a blue segment representing 'Very good' at 25.5%, a green segment representing 'Excellent' at 13.3%, and a very small grey segment representing 'Fair' at 1.5%. 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>1.5%</td> </tr> <tr> <td>Good</td> <td>59.7%</td> </tr> <tr> <td>Very good</td> <td>25.5%</td> </tr> <tr> <td>Excellent</td> <td>13.3%</td> </tr> </tbody> </table>	Rating	Percentage	Fair	1.5%	Good	59.7%	Very good	25.5%	Excellent	13.3%
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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.