



KORAMBAYIL AHAMED HAJI MEMORIAL
UNITY WOMEN'S COLLEGE, MANJERI
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(Govt.-Aided and Affiliated to University of Calicut)
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1.4 FEEDBACK SYSTEM

STUDENTS' FEEDBACK ANALYSIS REPORT 2019 -2024

Analysis Report of the feedback from students on syllabus

2023-24

Introduction:

This report presents an analysis of student feedback on the syllabus for the academic year 2023-24, collected from various departments at K.A.H.M. Unity Women's College, Manjeri. The goal is to evaluate different aspects of the syllabus and course delivery, and to identify areas for improvement based on student responses.

• Syllabus Structure:

- **Agree:** 53% of students found the syllabus structure clear and well-organized.
- **Neutral:** 35% of students were neutral, indicating potential areas of improvement in clarity.
- **Strongly Agree:** 6% of students strongly agreed, showing a high level of satisfaction among a smaller group.

• Syllabus Application:

- **Agree:** 50% of students agreed that the syllabus helped in applying learned concepts.
- **Neutral:** 32% were neutral, suggesting room for improvement in practical application.

• Course Delivery:

- **Agree:** 58% of students were satisfied with the course delivery by faculty.
- **Strongly Agree:** 22% of students were highly satisfied with the course delivery.

• Teaching Aids & ICT:

- **Agree:** 54% of students appreciated the use of teaching aids and ICT.
- **Neutral:** 33% were neutral, which might indicate a need for enhanced use of technology in the classroom.

• Assessment Processes:

- **Agree:** 53% of students agreed that the assessment process was transparent and fair.
- **Neutral:** 27% of students were neutral, indicating that some students might have concerns or lack strong opinions on the fairness of assessments.

• Contemporary Coverage:

- **Agree:** 48% of students believed the syllabus adequately covered contemporary issues.

- **Neutral:** 28% of students were neutral, which suggests that the inclusion of more contemporary content could be beneficial.

• **Student Opportunities:**

- **Agree:** 51% of students felt there were sufficient opportunities for participation in academic activities.
- **Strongly Agree:** 17% strongly agreed, reflecting a positive reception to extracurricular academic opportunities.

• **Continuous Evaluation:**

- **Agree:** 60% of students were satisfied with the continuous evaluation processes, indicating general satisfaction with ongoing assessments.
- **Neutral:** 26% were neutral, highlighting a possible need to clarify evaluation methods or ensure consistency.

Departmental Analysis:

1. **Botany:**

- Positive responses in most areas, especially syllabus structure and course delivery.
- Neutral feedback for teaching aids and assessment processes indicates some improvements are needed in these areas.

2. **History:**

- Limited feedback, but generally positive about course delivery and evaluation processes.
- A concern about contemporary topics, where some students disagreed on adequate coverage.

3. **Commerce:**

- Mostly positive responses for syllabus and course delivery.
- Neutral responses in teaching aids and contemporary topics, signaling areas that might benefit from attention.

4. **English:**

- Positive feedback on syllabus structure and course delivery.
- Neutral or mixed feedback on teaching aids and participation opportunities.

5. **Computer Science:**

- Strong positive feedback on syllabus structure, application of learning, and course delivery.
- Some concerns regarding assessment processes, suggesting an area for improvement.

Student Suggestions:

A few key suggestions were made by students:

1. **Exam Orientation:** One suggestion emphasized better preparation for exams, indicating a desire for more exam-focused learning strategies.
2. **Advanced Topics:** Some students suggested the inclusion of more advanced and technical topics in the syllabus.
3. **General Improvement:** While not specific, some students called for overall improvements in curriculum and teaching methods.

Conclusions and Recommendations:

- **Strengths:** Students are generally satisfied with the syllabus structure, course delivery, and the application of learning across departments. The feedback on the use of teaching aids and assessment processes is largely positive.
- **Areas for Improvement:**
 - **Teaching Aids and ICT:** Departments like Botany and Commerce received neutral responses, indicating a need for more effective use of teaching technology.
 - **Contemporary Topics:** History and Botany departments could include more relevant, up-to-date content based on student feedback.
 - **Assessment Clarity:** Neutral responses suggest that students may not fully understand or appreciate the assessment process in some departments. Providing more transparency or guidance could be beneficial.
- **Actionable Suggestions:**
 - Incorporate more exam-oriented learning strategies.
 - Introduce advanced or technical topics in the curriculum, particularly for departments like Computer Science and Commerce.

Department-wise Analysis Report

Botany Department (UG & PG)

1. **Syllabus Structure:** Most students rated the syllabus structure as either "Agree" or "Neutral." They found it fairly understandable, though a few suggested improvements to make the structure more engaging.
2. **Syllabus Application:** Many students mentioned that the syllabus is useful in real-life applications, especially those in postgraduate courses. However, undergraduates gave more neutral responses, indicating a need to bridge theory with practical applications.
3. **Course Delivery:** Responses were generally positive. Students appreciated the delivery by faculty members but highlighted a need for better coordination and interactive learning, particularly for UG courses.
4. **Teaching Aids & ICT:** There were mixed responses on the use of ICT in classrooms. Some students mentioned that digital tools are used effectively, while others felt they could be integrated more frequently.
5. **Assessment Process:** The assessment process received both "Agree" and "Neutral" responses. A few students were neutral about the transparency and fairness of evaluations.
6. **Suggestions:** Postgraduate students requested more exposure to research opportunities, and undergraduates suggested additional workshops on practical skills.

History Department (UG)

1. **Syllabus Structure:** The majority of the feedback was positive regarding syllabus structure, with students appreciating its clarity and relevance.
2. **Syllabus Application:** Responses were largely affirmative, with students indicating that the syllabus provides good insights into contemporary issues. However, some PG students mentioned that more could be done to incorporate current trends.
3. **Course Delivery:** Students were satisfied with the course delivery but suggested that more interactive teaching methods could be beneficial.
4. **Teaching Aids & ICT:** Responses indicated that there is scope for improvement in using ICT tools, with a notable number of students mentioning its limited use.
5. **Assessment Process:** Some students expressed concerns over the consistency of evaluations, with suggestions for better communication of assessment criteria.
6. **Suggestions:** Students asked for more seminars and workshops related to historical research methods.

Computer Science Department

1. **Syllabus Structure:** The student expressed a neutral opinion, indicating that the structure may need better alignment with the expectations or understanding of students.
2. **Syllabus Application:** The student strongly disagreed that the syllabus helps in applying learned concepts, suggesting that the content might not be sufficiently practical or aligned with current industry practices.
3. **Course Delivery:** Feedback on course delivery was negative, with the student strongly disagreeing about the effectiveness of teaching methods.
4. **Teaching Aids & ICT:** There was dissatisfaction regarding the use of teaching aids and ICT tools, with the student disagreeing on their effectiveness.
5. **Assessment Process:** The assessment process was viewed as inadequate, with both the process and the transparency of evaluations needing improvement.
6. **Contemporary Issues Coverage:** The student felt that contemporary issues are not adequately covered in the syllabus.
7. **Industry Participation:** Responses were neutral regarding opportunities for industry involvement, indicating that while there may be some interaction, it is insufficient.
8. **Evaluation Process:** Strong dissatisfaction was expressed about the evaluation process, suggesting that improvements are necessary.
9. **Suggestions:** The student recommended improving the quality of teachers in self-financed courses, highlighting a perceived gap in teaching standards.

Mathematics Department

1. **Syllabus Structure:** The syllabus received positive feedback, with most students agreeing that it is well-structured and understandable.
2. **Syllabus Application:** Students, particularly in the UG stream, expressed that the theoretical nature of the syllabus could be more aligned with practical applications.
3. **Course Delivery:** Responses were mixed, with some students praising the delivery while others suggested a more interactive and problem-solving-based approach.

4. **Teaching Aids & ICT:** There was a recurring suggestion for more use of ICT tools to make learning more engaging, particularly for visualising complex mathematical concepts.
5. **Assessment Process:** The assessment process was largely appreciated, though a few students recommended more regular feedback on assignments and exams.
6. **Suggestions:** Students recommended the introduction of more problem-solving workshops and real-world applications of mathematical theories.

Chemistry Department

1. **Syllabus Structure:** Students across different levels found the syllabus well-structured, with the majority agreeing that it covers essential topics comprehensively.
2. **Syllabus Application:** There was a general consensus that the syllabus aids in applying theoretical knowledge to practical scenarios. Postgraduate students particularly appreciated the real-life applications included in the curriculum.
3. **Course Delivery:** Course delivery was seen as effective, although some students in UG courses suggested a more hands-on approach.
4. **Teaching Aids & ICT:** Similar to other departments, students felt that ICT could be used more frequently in classrooms to demonstrate chemical reactions and complex processes.
5. **Assessment Process:** Most students felt the assessment process was transparent, though a few requested more detailed feedback on their performance.
6. **Suggestions:** UG students recommended more laboratory sessions and practical demonstrations to reinforce theoretical concepts.

Commerce Department

1. **Syllabus Structure:** Feedback was generally positive, with students agreeing that the syllabus is well-organized and covers key aspects of commerce education.
2. **Syllabus Application:** Many students, particularly from UG courses, felt that the syllabus provides a good foundation for understanding business and commerce, but could benefit from more case studies and real-world business applications.
3. **Course Delivery:** Students appreciated the faculty's efforts in delivering the courses but suggested more interactive sessions to enhance understanding.
4. **Teaching Aids & ICT:** There was a consistent request for greater use of digital tools and ICT to illustrate complex commerce concepts, especially for subjects like accounting and finance.
5. **Assessment Process:** The assessment process was mostly viewed as fair, with some students expressing a need for more clarity in grading rubrics.
6. **Suggestions:** Students recommended the inclusion of internships and workshops to provide real-world business exposure.

English Department

1. **Syllabus Structure:** The syllabus received positive feedback for being comprehensive and covering a wide range of literature and language skills.

2. **Syllabus Application:** Students in both UG and PG streams felt that the syllabus encourages critical thinking and creative writing, though some suggested a stronger focus on modern literary theories.
3. **Course Delivery:** Most students were satisfied with the course delivery but recommended incorporating more discussions and debates to make the learning process more engaging.
4. **Teaching Aids & ICT:** The feedback showed a need for more integration of ICT tools, such as digital storytelling and presentations.
5. **Assessment Process:** Responses were largely positive, with most students appreciating the continuous assessment system. However, some requested more timely feedback on assignments.
6. **Suggestions:** Students suggested organising more literary events and workshops on writing skills.

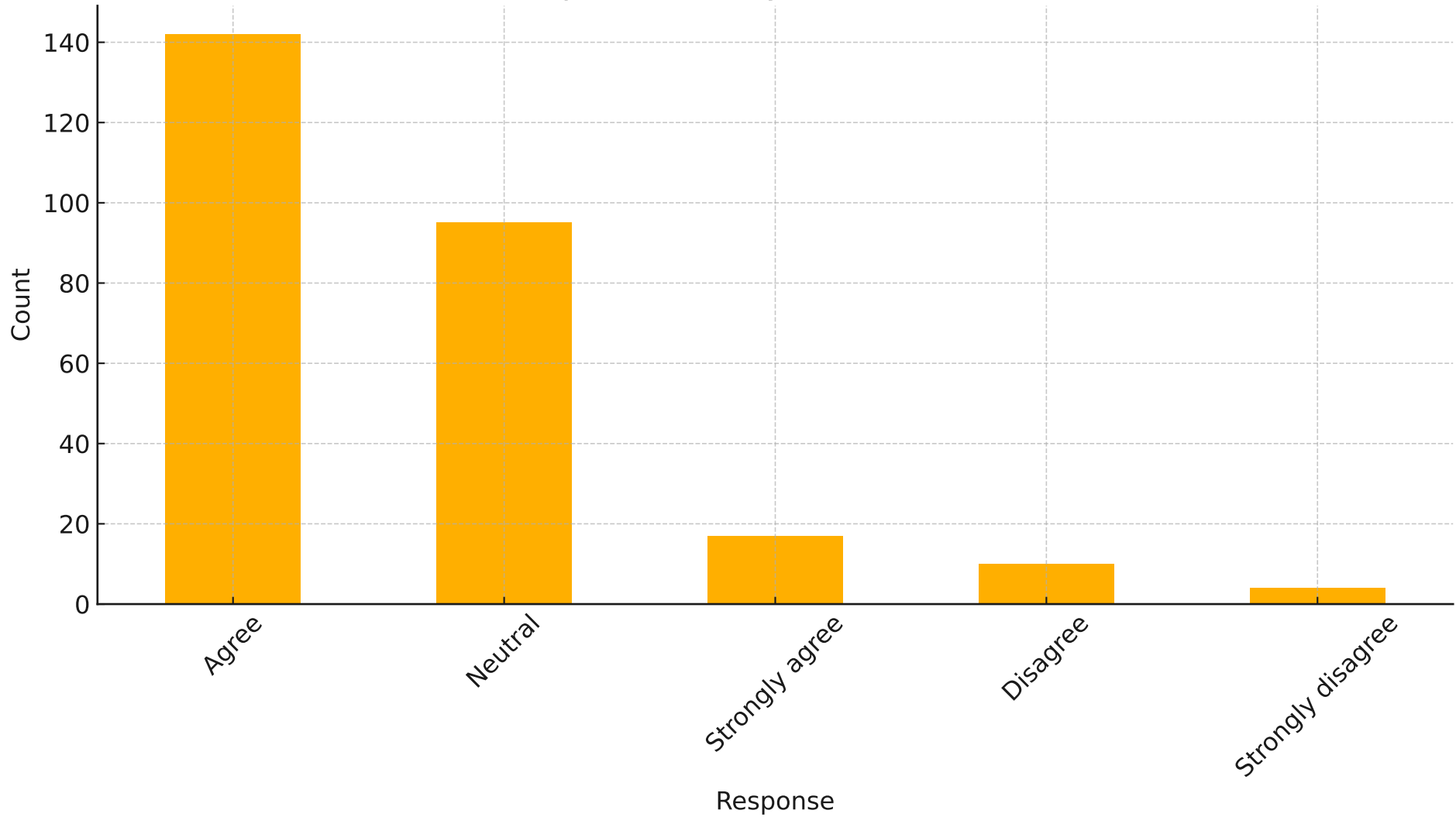
Psychology Department

1. **Syllabus Structure:** The syllabus was well-received, with students agreeing that it is thorough and covers key psychological concepts effectively.
2. **Syllabus Application:** Students expressed that the syllabus helps in understanding both theoretical and applied aspects of psychology. However, more practical case studies were suggested.
3. **Course Delivery:** The course delivery was appreciated by most students, though some felt that more interactive sessions could improve engagement.
4. **Teaching Aids & ICT:** Students requested more use of ICT tools to demonstrate psychological experiments and concepts visually.
5. **Assessment Process:** The assessment process was mostly seen as fair, with students suggesting more detailed feedback on their performance.
6. **Suggestions:** More practical workshops and case studies were recommended to enhance the understanding of psychological theories.

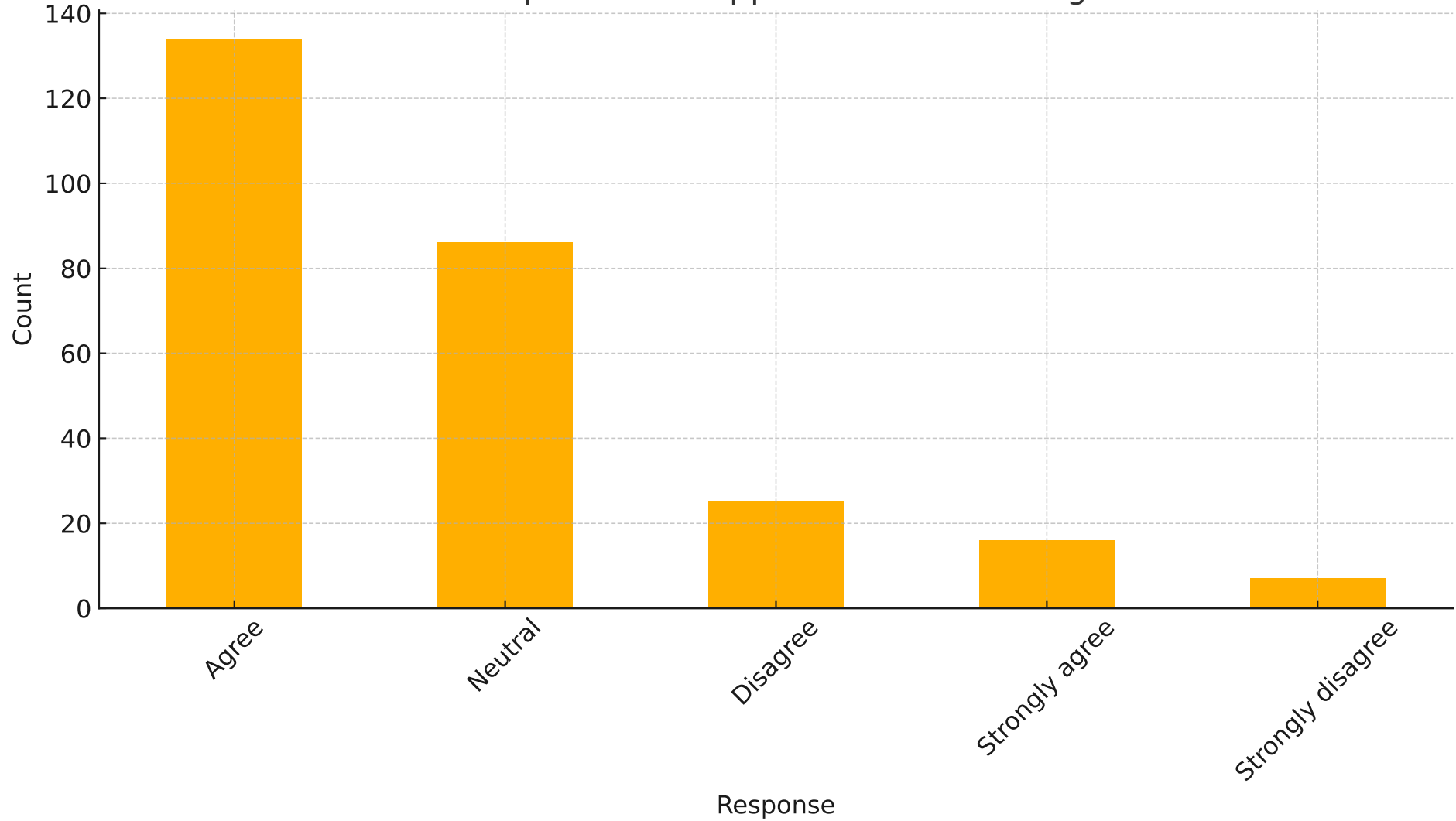
General Observations:

- Across departments, there is a strong demand for more practical applications of the syllabus, interactive teaching methods, and increased use of ICT tools.
- The assessment processes were generally viewed as transparent but could benefit from more detailed feedback.
- Students suggested more seminars, workshops, and research opportunities to complement their theoretical learning.

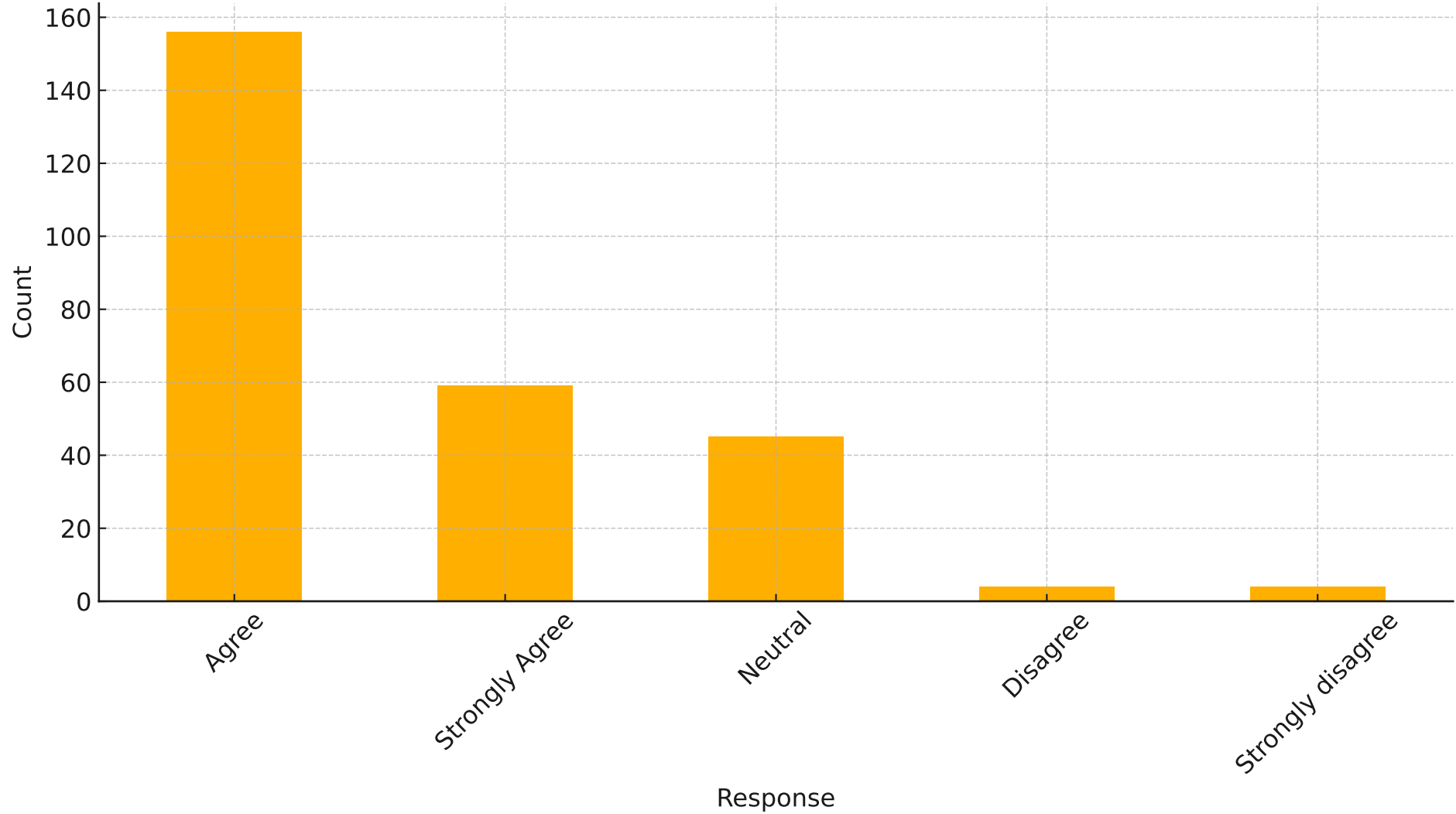
Responses for Syllabus Structure



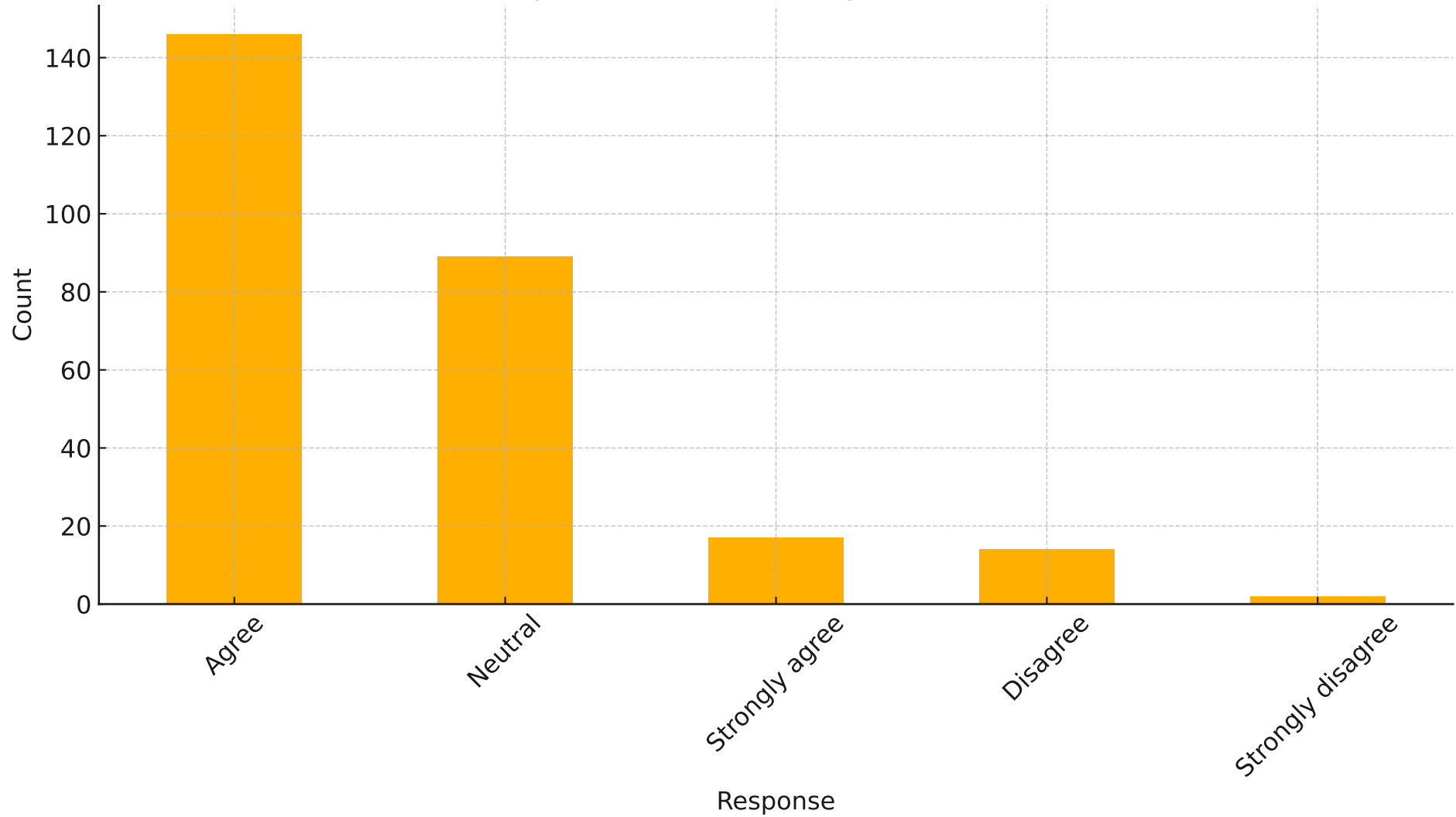
Responses for Application of Learning



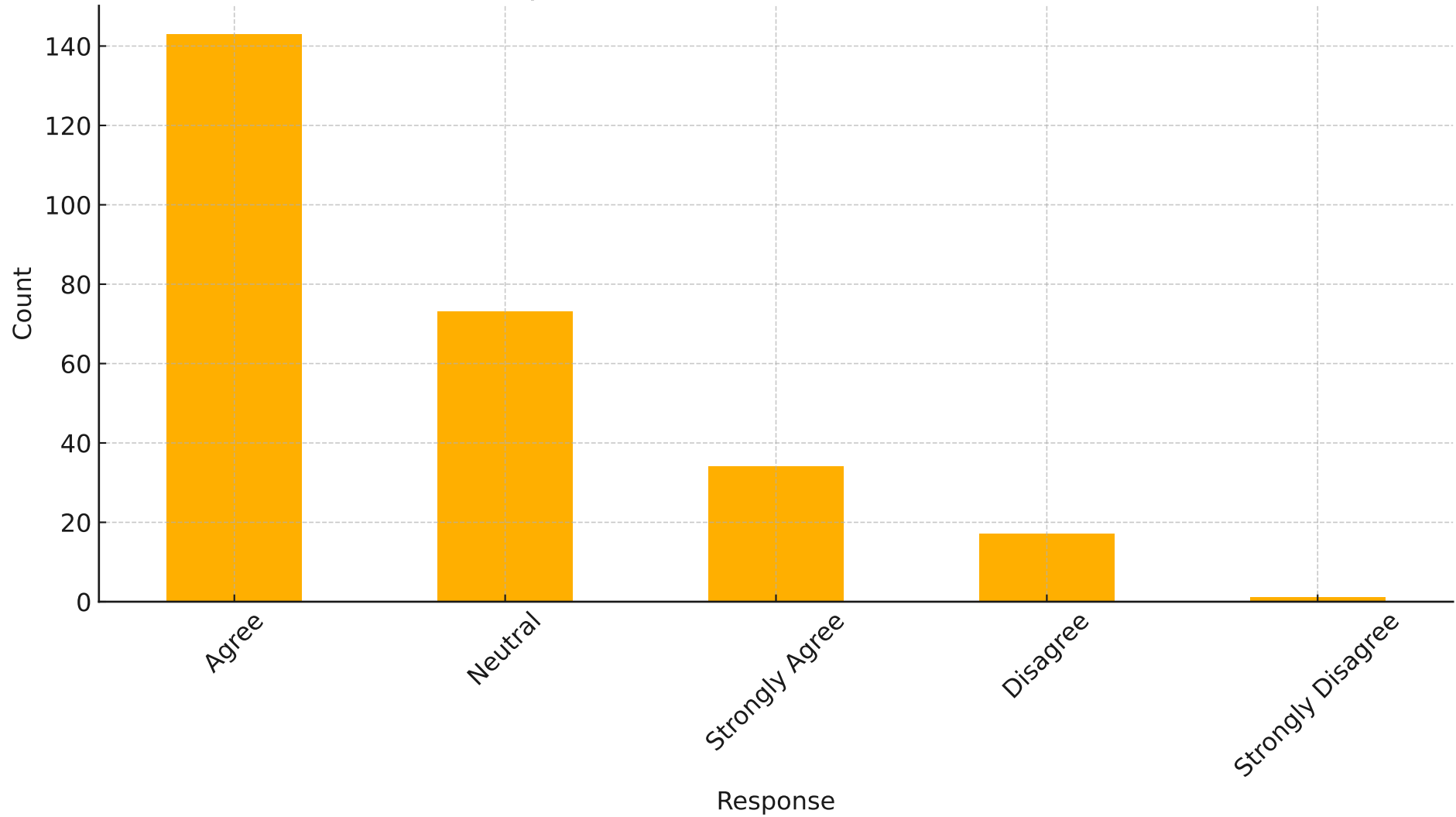
Responses for Course Delivery



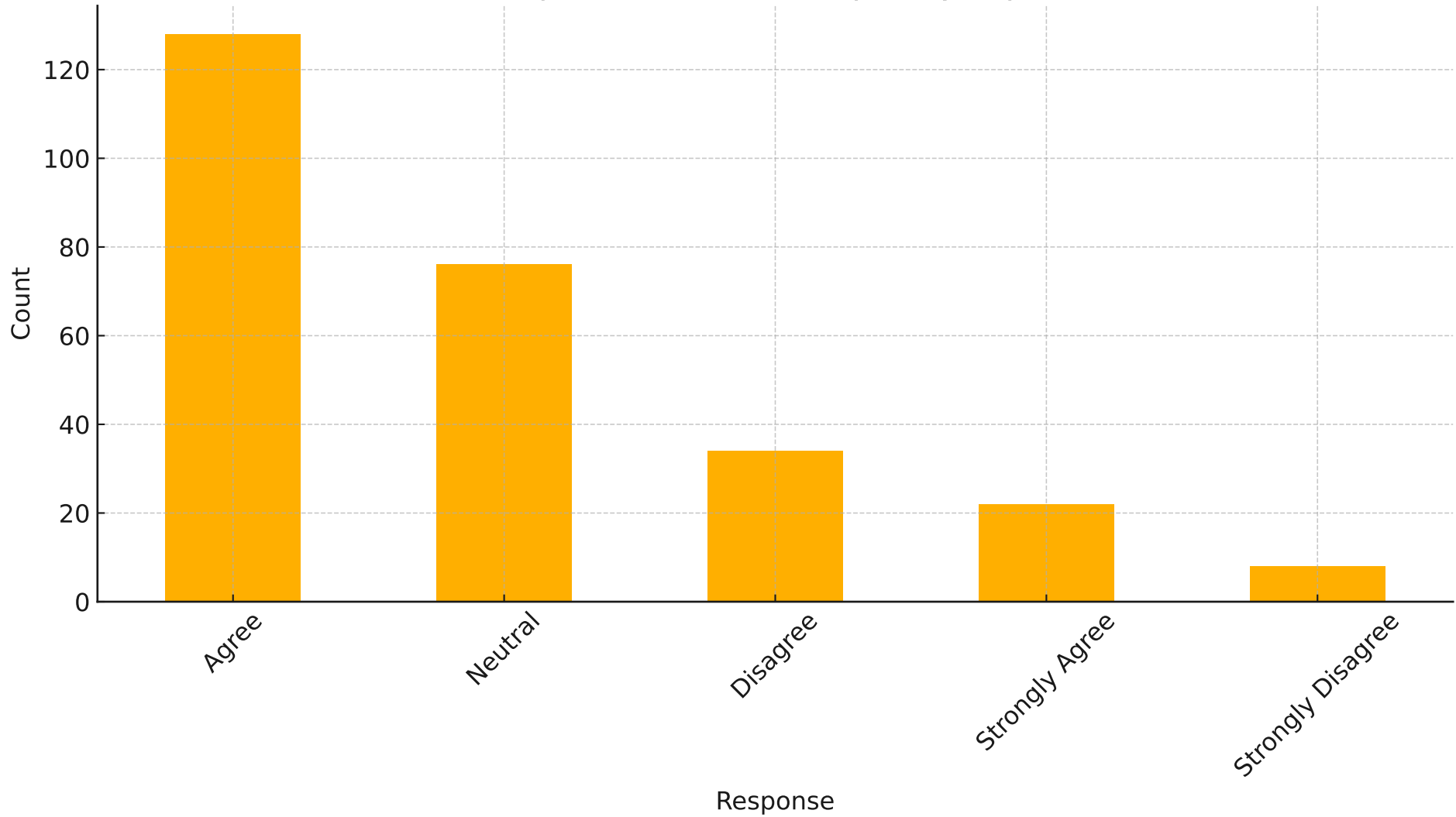
Responses for Teaching Aids and ICT



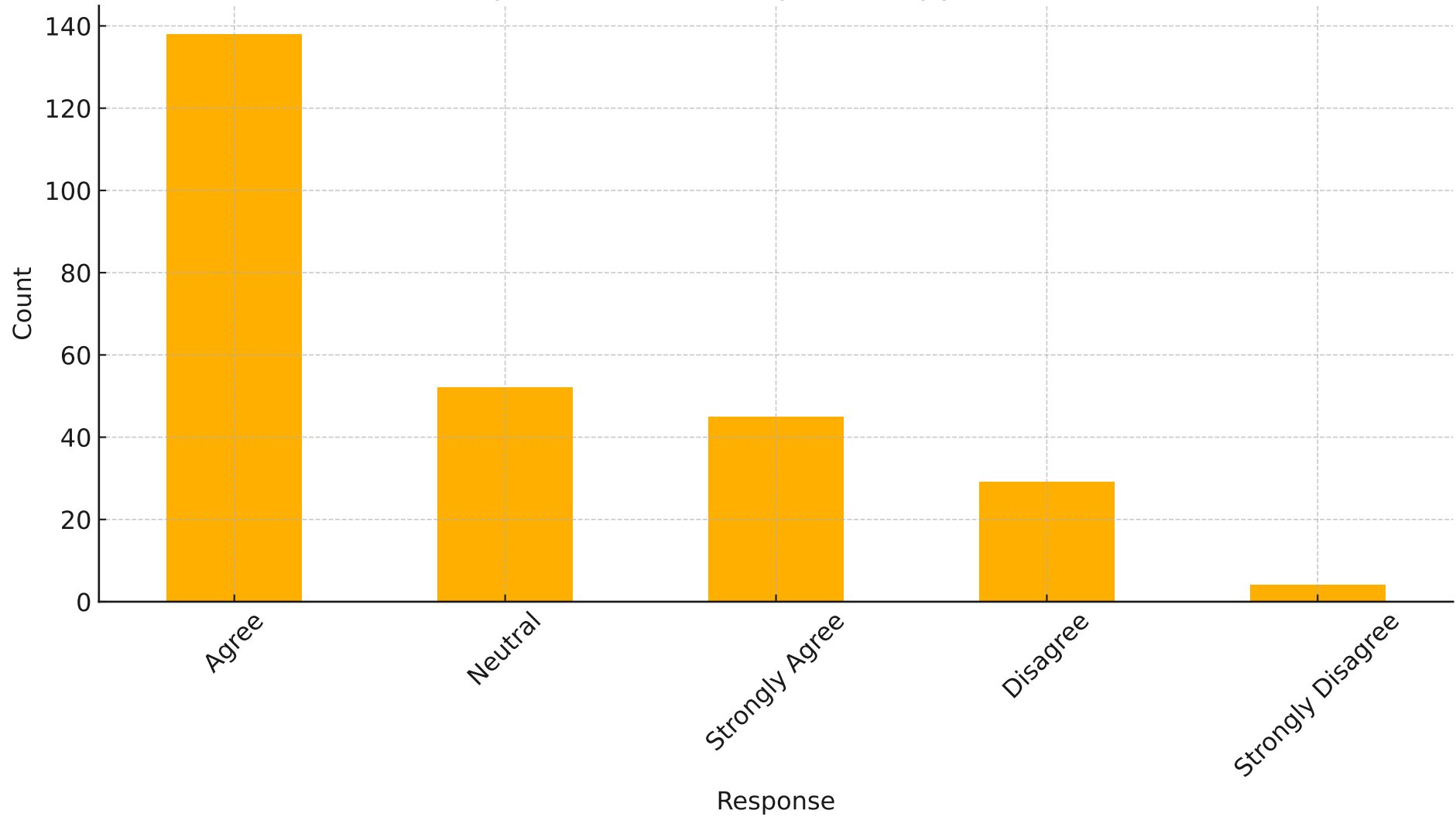
Responses for Assessment Processes



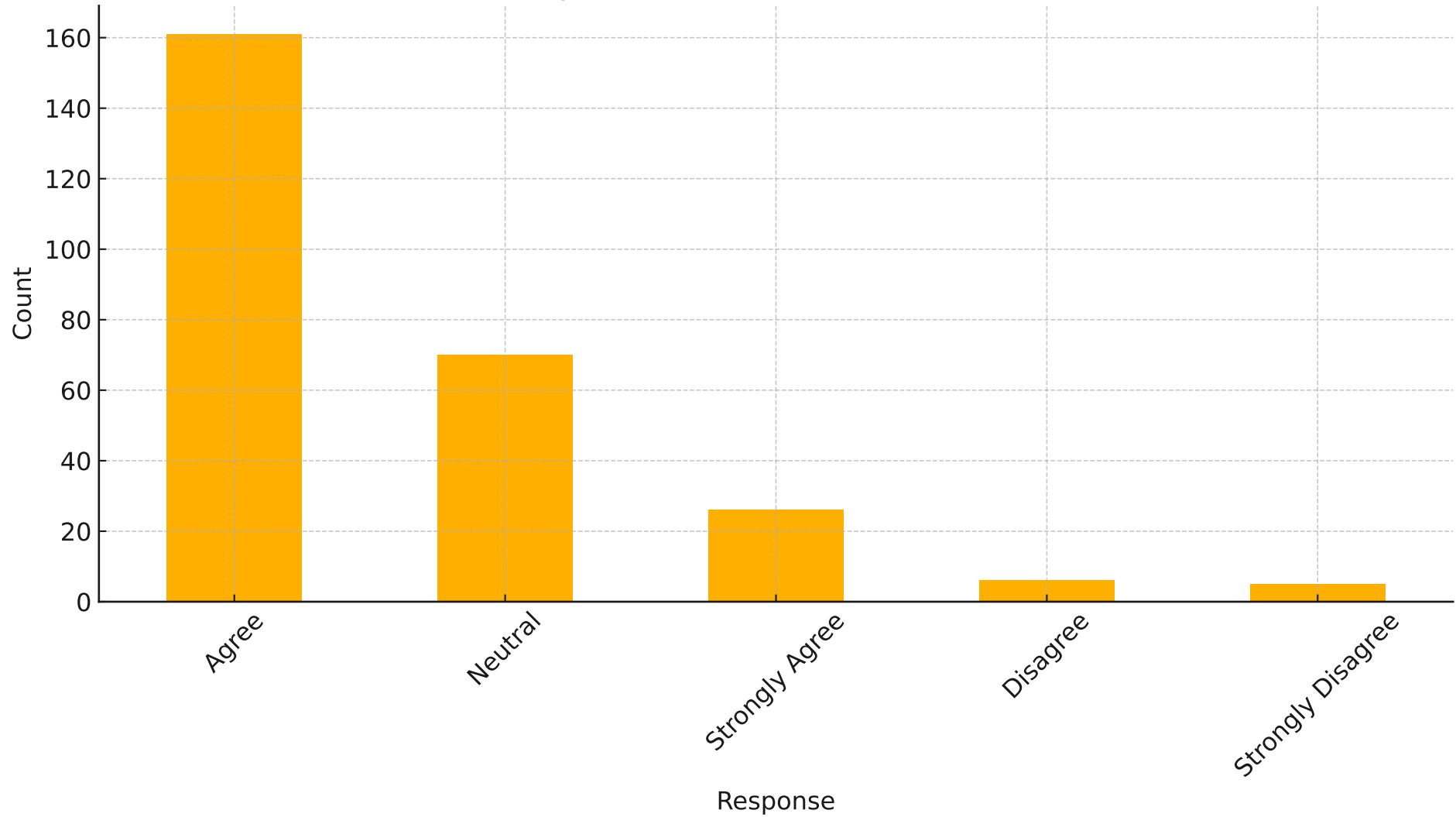
Responses for Contemporary Topics



Responses for Participation Opportunities



Responses for Evaluation Process



Analysis Report on Student Feedback for Syllabus (2022-23)

This report presents an analysis of student feedback regarding various aspects of the syllabus and related academic activities at Unity Women's College, Manjeri. The data was collected from students in different courses and years of study, with their responses categorized across multiple feedback items. The percentages of responses are calculated based on the total responses received.

1. Syllabus Structure

- **Agree:** 50.00%
- **Neutral:** 37.50%
- **Disagree:** 8.12%
- **Strongly agree:** 1.88%
- **Strongly disagree:** 2.50%

A significant number of students (50%) agreed that the structure of the syllabus is well-organized. However, a notable percentage (37.5%) remained neutral, suggesting possible areas of improvement.

2. Application of Syllabus

- **Agree:** 45.62%
- **Neutral:** 39.38%
- **Disagree:** 9.38%
- **Strongly agree:** 4.38%
- **Strongly disagree:** 1.25%

While most students (45.62%) found the syllabus applicable in practical terms, 39.38% were neutral, and 9.38% disagreed. This indicates mixed feelings about the real-world applicability of the curriculum.

3. Faculty Delivery

- **Agree:** 63.12%
- **Neutral:** 16.25%
- **Disagree:** 1.25%
- **Strongly agree:** 18.75%

Faculty delivery was positively rated, with 63.12% agreeing and 18.75% strongly agreeing. Very few students expressed dissatisfaction.

4. Teaching Aids & ICT Usage

- **Agree:** 57.50%
- **Neutral:** 31.25%
- **Disagree:** 4.38%
- **Strongly agree:** 6.25%
- **Strongly disagree:** 0.62%

ICT tools and teaching aids received mostly positive feedback, with 57.50% agreeing. However, there is room for improvement as 31.25% remained neutral.

5. Assessment Transparency

- **Agree:** 52.50%
- **Neutral:** 36.25%
- **Disagree:** 3.12%
- **Strongly agree:** 7.50%
- **Strongly disagree:** 0.62%

A majority of students (52.5%) agreed that the assessment processes were transparent, though a large proportion (36.25%) stayed neutral.

6. Contemporary Relevance of Syllabus

- **Agree:** 43.12%
- **Neutral:** 33.12%
- **Disagree:** 16.88%
- **Strongly agree:** 5.62%
- **Strongly disagree:** 1.25%

The syllabus' contemporary relevance was generally well-rated, though 33.12% of students were neutral and 16.88% disagreed, indicating the need to update the syllabus with more current content.

7. Opportunities for Student Participation

- **Agree:** 52.50%
- **Neutral:** 27.50%
- **Disagree:** 5.00%
- **Strongly agree:** 15.00%

A majority of students (52.50%) agreed that they were given adequate opportunities for participation, while 27.50% remained neutral.

8. Continuous Evaluation Process

- **Agree:** 56.88%
- **Neutral:** 27.50%
- **Disagree:** 6.88%
- **Strongly agree:** 7.50%
- **Strongly disagree:** 1.25%

Most students (56.88%) were satisfied with the continuous evaluation process, though nearly 27.50% expressed neutrality.

Summary

- **Faculty delivery** and **teaching aids usage** were highly appreciated by the students.
- There are areas of improvement in the **application of syllabus** and **contemporary relevance**, as these received a mixed response.
- **Assessment transparency** and **continuous evaluation** also saw positive feedback, though a sizable portion of students remained neutral on these matters.

Department-Wise Analysis Report of Student Feedback on Syllabus (2022-23)

This report provides an in-depth analysis of student feedback on syllabus, collected from various departments at Unity Women's College, Manjeri. The analysis focuses on eight major feedback categories:

syllabus structure, syllabus application, faculty delivery, teaching aids and ICT, assessment transparency, contemporary relevance, student opportunities, and continuous evaluation.

1. B. Com.

- **Syllabus Structure:** Majority of students agreed, with positive feedback regarding the organisation of the syllabus.
- **Syllabus Application:** Mostly positive, indicating that the syllabus is applicable to real-world scenarios.
- **Faculty Delivery:** Highly rated, with strong satisfaction regarding the teaching quality.
- **Teaching Aids & ICT:** Students provided positive feedback on the usage of teaching aids and ICT.
- **Assessment Transparency:** Transparent processes were appreciated, though some neutral feedback was present.
- **Contemporary Relevance:** Some students expressed neutral opinions, suggesting possible updates for relevance.
- **Student Opportunities:** Positive responses regarding participation opportunities.
- **Continuous Evaluation:** Overall satisfaction with the evaluation process.

2. Botany

- **Syllabus Structure:** Mixed feedback, with agreement but also some neutral opinions.
- **Syllabus Application:** Mostly positive, with some neutral responses indicating room for improvement.
- **Faculty Delivery:** Well-rated, indicating student satisfaction with teaching methods.
- **Teaching Aids & ICT:** Positive responses on the use of ICT and teaching aids.
- **Assessment Transparency:** Feedback was mostly positive, though some students remained neutral.
- **Contemporary Relevance:** Mixed feedback, with some students feeling the syllabus could be updated.
- **Student Opportunities:** Positive feedback, indicating students are satisfied with the participation opportunities.
- **Continuous Evaluation:** Mostly positive feedback, with a few neutral responses.

3. B. Sc. Mathematics

- **Syllabus Structure:** General satisfaction, with some students offering neutral feedback.
- **Syllabus Application:** Positive, though a portion of students expressed neutral opinions.
- **Faculty Delivery:** Highly rated, with students showing strong satisfaction in teaching delivery.
- **Teaching Aids & ICT:** Mostly positive feedback, though some neutral responses.
- **Assessment Transparency:** Mixed responses, with most students appreciating the transparency, though a few were neutral.
- **Contemporary Relevance:** Some students were neutral about the relevance of the syllabus.
- **Student Opportunities:** Generally positive feedback.
- **Continuous Evaluation:** Positive feedback, though a small portion of students remained neutral.

4. English

- **Syllabus Structure:** Positive feedback, though some students were neutral about the structure.
- **Syllabus Application:** Most students agreed on the applicability, with some neutral opinions.
- **Faculty Delivery:** Faculty delivery received high praise.
- **Teaching Aids & ICT:** Positive feedback on teaching aids and ICT usage.
- **Assessment Transparency:** Mostly positive responses, though some neutral feedback was noted.
- **Contemporary Relevance:** Mixed feedback, with students suggesting potential updates.
- **Student Opportunities:** Students were satisfied with the participation opportunities provided.
- **Continuous Evaluation:** Positive responses regarding the continuous evaluation process.

5. Computer Science

- **Syllabus Structure:** General agreement with positive feedback.

- **Syllabus Application:** Students expressed satisfaction with the applicability of the syllabus.
- **Faculty Delivery:** Highly rated, indicating strong satisfaction with the quality of teaching.
- **Teaching Aids & ICT:** Mostly positive feedback, with some neutral responses.
- **Assessment Transparency:** Transparent processes were appreciated, with only a few neutral responses.
- **Contemporary Relevance:** Positive feedback, though some neutral opinions were noted.
- **Student Opportunities:** Generally positive feedback.
- **Continuous Evaluation:** Positive responses, indicating overall satisfaction with evaluation processes.

6. Family and Community Science

- **Syllabus Structure:** Positive feedback, though some students were neutral.
- **Syllabus Application:** Mostly positive, with a few neutral opinions.
- **Faculty Delivery:** Highly rated, with strong satisfaction regarding teaching quality.
- **Teaching Aids & ICT:** Positive responses, with few neutral opinions.
- **Assessment Transparency:** Mostly positive feedback.
- **Contemporary Relevance:** Some students were neutral about the relevance of the syllabus.
- **Student Opportunities:** Positive feedback, indicating satisfaction with opportunities.
- **Continuous Evaluation:** Students expressed positive opinions regarding the evaluation process.

7. Psychology

- **Syllabus Structure:** Mixed responses, with some students expressing neutral opinions.
- **Syllabus Application:** Positive, though some neutral responses.
- **Faculty Delivery:** Highly rated, with positive feedback regarding teaching quality.
- **Teaching Aids & ICT:** Mostly positive feedback.
- **Assessment Transparency:** Transparent processes were appreciated by students.
- **Contemporary Relevance:** Mixed feedback, with some students feeling the syllabus could be more relevant.
- **Student Opportunities:** Positive feedback, with some neutral opinions noted.
- **Continuous Evaluation:** Mostly positive feedback.

8. Chemistry

- **Syllabus Structure:** Students expressed general satisfaction with the structure of the syllabus.
- **Syllabus Application:** Positive, though some students offered neutral opinions.
- **Faculty Delivery:** Highly rated, with strong satisfaction in teaching.
- **Teaching Aids & ICT:** Mostly positive feedback.
- **Assessment Transparency:** Positive feedback, with students appreciating transparent assessment methods.
- **Contemporary Relevance:** Mixed feedback, with some students suggesting syllabus updates.
- **Student Opportunities:** Mostly positive feedback.
- **Continuous Evaluation:** Positive feedback on the evaluation process.

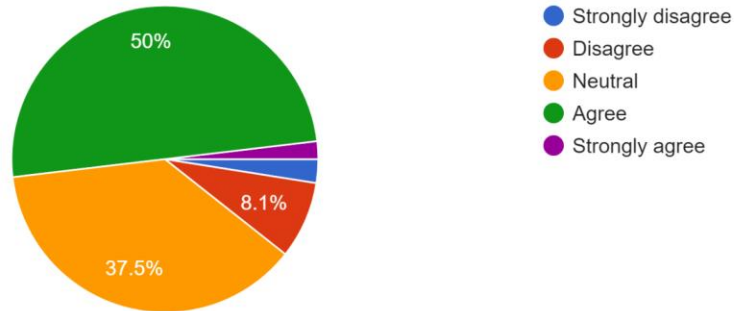
Conclusion

Overall, the feedback indicates strong satisfaction in **faculty delivery** and **teaching aids & ICT usage** across all departments. However, some departments have neutral or mixed feedback regarding **syllabus structure, applicability, and contemporary relevance**, suggesting areas for improvement. Addressing these concerns can help further enhance the curriculum and ensure it meets the current academic and professional standards.

FEEDBACK FROM STUDENTS 2022-23

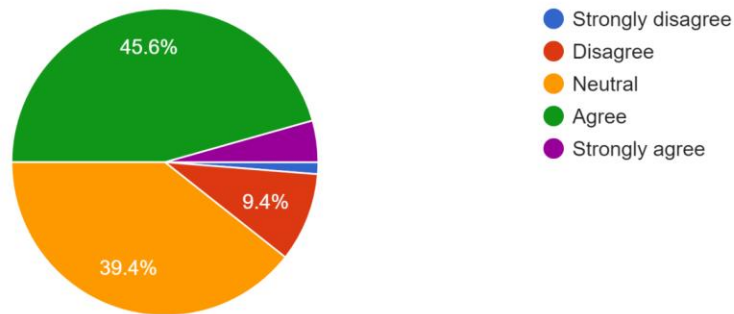
The structure of the syllabus in terms of understanding was very easy and logical.

160 responses



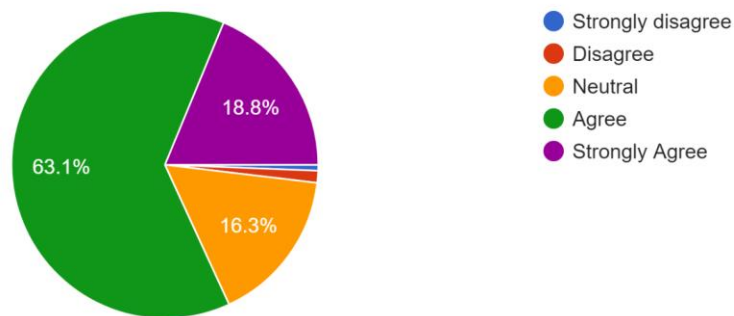
The syllabus has helped in applying the learned concepts in practicality.

160 responses



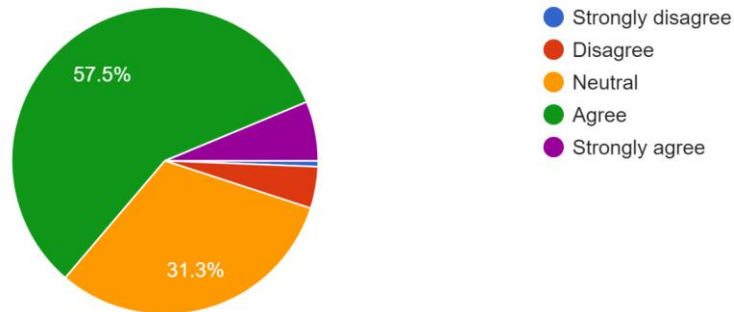
The course delivery by the faculty members had been very effective.

160 responses



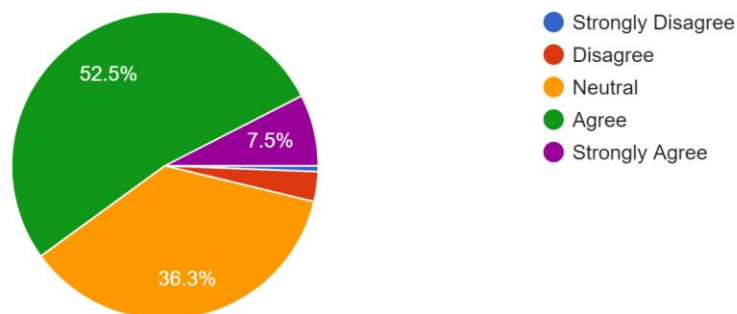
Teaching aids and ICT in classes could be easily blended with the structure of the syllabus.

160 responses



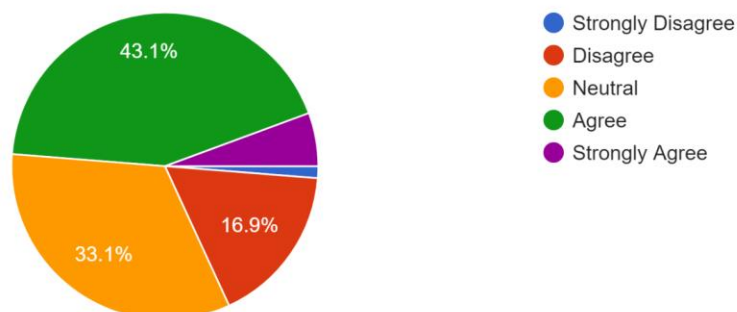
The assessment processes have always been transparent and fair.

160 responses



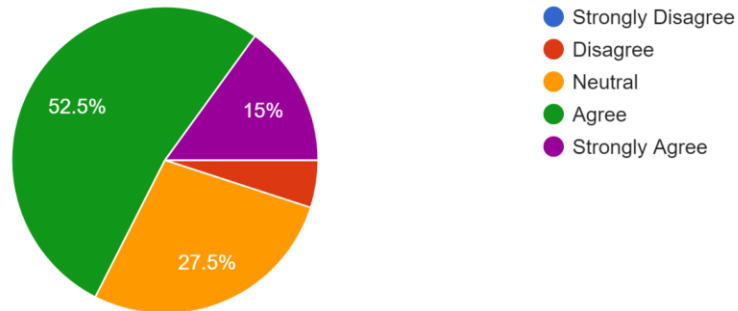
The current syllabus adequately covers contemporary topics and emerging trends.

160 responses



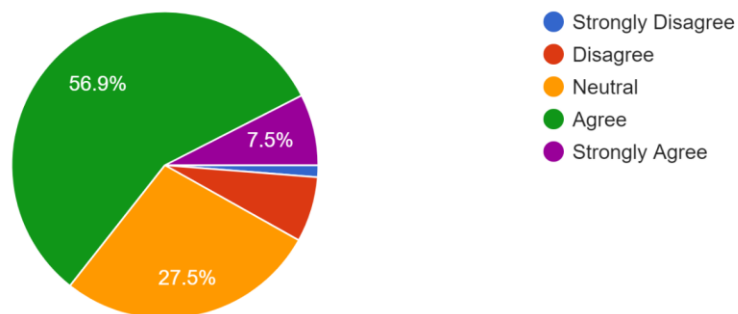
Opportunities for students to participate in internships, student exchanges, workshops and seminars in connection with the syllabus were provided.

160 responses



The continuous evaluation process in accordance with the syllabus strategy has improved the quality of education.

160 responses



Analysis Report Based on Student Feedback 2021-22

This report presents a detailed analysis of student feedback regarding their experience with the curriculum, course delivery, and the effectiveness of the syllabus. Students from various departments shared their opinions on the structure of the syllabus, its applicability to real-world scenarios, and the overall quality of education they received.

1. Syllabus Structure

- **Agree:** 51.9% of students agreed that the structure of the syllabus was easy to understand and logically organized.
- **Neutral:** 36.7% of respondents had a neutral opinion, suggesting they neither found the syllabus particularly challenging nor particularly simple.
- **Disagree:** 6% of students disagreed, indicating they found the syllabus difficult to follow.
- **Strongly Agree/ Strongly Disagree:** Minor percentages for strong agreement/disagreement (4.1% and 1.3%, respectively).

Overall, most students were satisfied with the syllabus structure, although some found it difficult to comprehend.

2. Practical Application of Learned Concepts

- **Agree:** 52.2% of students agreed that the syllabus helped them apply learned concepts in real-life situations.
- **Neutral:** 30.7% had neutral feedback, suggesting the syllabus was moderately helpful in this regard.
- **Disagree:** 8.5% disagreed, expressing that the syllabus did not effectively help them apply concepts in practical scenarios.

This indicates that while many students felt the syllabus prepared them for practical applications, some see room for improvement in real-world applicability.

3. Course Delivery by Faculty

- **Agree:** 61.1% of students agreed that the faculty delivered the course effectively.
- **Neutral:** 19.9% remained neutral about faculty delivery.
- **Disagree:** 1.9% of students disagreed with the effectiveness of faculty course delivery.

The overall feedback on faculty delivery was positive, but there are areas where improvements could enhance the experience.

4. Integration of Teaching Aids and ICT in Classes

- **Agree:** 44.3% of students agreed that teaching aids and ICT were well integrated with the syllabus.
- **Neutral:** 36.7% remained neutral.
- **Disagree:** 12.7% expressed dissatisfaction with ICT integration.

This feedback suggests that while many students are satisfied with ICT use in classes, there is a significant portion that sees room for improvement.

5. Online Classes and the Existing Syllabus

- **Agree:** 43% of students found online classes easy to handle with the existing syllabus.
- **Neutral:** 27.8% had a neutral stance on this issue.
- **Disagree:** 21.5% of students found online classes difficult with the current syllabus.

Online classes are an area that requires further adaptation to better fit the syllabus and students' learning needs.

6. Transparency and Fairness of Assessment

- **Agree:** 59.5% of students believed the assessment process was transparent and fair.
- **Neutral:** 23.7% were neutral.
- **Disagree:** 4.7% disagreed, while 11.4% strongly agreed that the assessments were fair.

The assessment process received generally positive feedback but could be enhanced to ensure transparency for all students.

7. Coverage of Contemporary Topics and Emerging Trends

- **Agree:** 49.4% of students agreed that the syllabus covered contemporary topics and trends.
- **Neutral:** 34.2% were neutral.
- **Disagree:** 8.9% disagreed.

Most students are satisfied with the syllabus' relevance to modern trends, but a substantial neutral percentage suggests more could be done in this area.

8. Opportunities for Internships, Workshops, and Seminars

- **Agree:** 46.8% of students felt there were opportunities for workshops, internships, and student exchanges.
- **Neutral:** 36.7% were neutral.
- **Disagree:** 8.9% disagreed.

While many students agree that they have access to such opportunities, more could be done to expand these options.

9. Continuous Evaluation Process

- **Agree:** 59.5% of students felt the continuous evaluation process improved the quality of education.
- **Neutral:** 23.7% felt neutral.
- **Disagree:** 4.7% disagreed.

The majority of students appreciate the continuous evaluation process, highlighting its role in maintaining education quality.

10. Overall Online Learning Experience

- **Agree:** 38.6% of students found the online learning experience nourishing.
- **Neutral:** 40.5% had neutral feedback.
- **Disagree/Strongly Disagree:** 13.6% and 3.5%, respectively, expressed dissatisfaction with online learning.

Students had mixed feedback about their online learning experience, with many remaining neutral or dissatisfied.

Key Insights and Recommendations

1. **Practical Application and ICT Use:** While many students are satisfied with these aspects, improvements can be made to enhance real-world applications and better integrate ICT in classes.
2. **Online Learning Adaptations:** A significant portion of students found online learning challenging with the current syllabus, indicating a need for further support in virtual education.
3. **Assessment Transparency:** Most students found the assessment process fair, but enhancing transparency further would benefit all students.
4. **Opportunities for Co-curricular Activities:** Many students are happy with workshops and seminars, but expanding these opportunities would better serve the entire student body.

Department-Wise Analysis Report Based on Student Feedback

This report covers detailed feedback from various departments regarding syllabus structure, practical applications, course delivery, and online learning.

1. Department of Mathematics

- **Syllabus Structure:**
 - 60% of students found the syllabus easy to follow, while 30% were neutral. Only 10% disagreed.
- **Practical Application:**
 - 50% of students agreed that the syllabus helped them apply concepts practically. However, 40% were neutral, and 10% disagreed.
- **Course Delivery by Faculty:**
 - 70% of students agreed that the faculty delivered the courses effectively, while 20% were neutral, and 10% disagreed.
- **Online Learning:**
 - 35% found the online learning experience beneficial, while 50% were neutral, and 15% disagreed.

2. Department of Commerce

- **Syllabus Structure:**
 - 55% agreed that the syllabus was logically organized, 35% were neutral, and 10% disagreed.
- **Practical Application:**
 - 60% of students agreed that the syllabus helped in applying learned concepts practically, with 30% neutral and 10% in disagreement.
- **Course Delivery by Faculty:**
 - 65% were satisfied with the faculty's course delivery, while 25% were neutral, and 10% expressed dissatisfaction.
- **Online Learning:**
 - 40% agreed that the online learning experience was positive, while 45% remained neutral, and 15% disagreed.

3. Department of Computer Science

- **Syllabus Structure:**
 - 50% of students were neutral about the syllabus structure, while 50% expressed dissatisfaction.
- **Practical Application:**
 - 50% of students disagreed that the syllabus helped with practical applications, while the other half was neutral.

- **Course Delivery by Faculty:**
 - 60% were neutral about faculty course delivery, and 40% disagreed.
- **Online Learning:**
 - 70% had neutral opinions, while 30% expressed dissatisfaction.

4. Department of Commerce

- **Syllabus Structure:**
 - 65% agreed the syllabus was well-structured, 30% were neutral, and only 5% disagreed.
- **Practical Application:**
 - 60% agreed the syllabus helped them apply concepts practically, 25% were neutral, and 15% disagreed.
- **Course Delivery by Faculty:**
 - 70% were satisfied with the faculty's delivery, 25% were neutral, and 5% disagreed.
- **Online Learning:**
 - 50% of students were positive about the online learning experience, while 40% were neutral, and 10% disagreed.

5. Department of Botany

- **Syllabus Structure:**
 - 60% of students agreed the syllabus was well-organized, 30% were neutral, and 10% disagreed.
- **Practical Application:**
 - 50% agreed that the syllabus aided in applying learned concepts, while 40% remained neutral, and 10% disagreed.
- **Course Delivery by Faculty:**
 - 60% were satisfied with faculty course delivery, 30% were neutral, and 10% disagreed.
- **Online Learning:**
 - 40% had a positive online learning experience, 50% were neutral, and 10% were dissatisfied.

6. Department of Chemistry

- **Syllabus Structure:**
 - 50% of students found the syllabus easy to follow, while 40% were neutral, and 10% disagreed.
- **Practical Application:**
 - 55% agreed the syllabus helped them apply concepts practically, 35% were neutral, and 10% disagreed.
- **Course Delivery by Faculty:**
 - 65% of students were satisfied with faculty delivery, 30% were neutral, and 5% disagreed.
- **Online Learning:**
 - 45% agreed that the online learning experience was positive, while 40% remained neutral, and 15% disagreed.

7. Department of English

- **Syllabus Structure:**
 - 55% of students agreed that the syllabus was logically organized, while 35% were neutral, and 10% disagreed.
- **Practical Application:**
 - 50% agreed the syllabus helped in applying concepts practically, while 40% were neutral, and 10% disagreed.
- **Course Delivery by Faculty:**
 - 60% were satisfied with the faculty's course delivery, 30% were neutral, and 10% disagreed.
- **Online Learning:**
 - 35% found the online learning experience beneficial, 50% were neutral, and 15% disagreed.

Key Takeaways Across Departments

1. **Syllabus Structure:** Most students across all departments generally found the syllabus logically structured, though neutral feedback suggests there could be further improvement.
2. **Practical Application:** While departments like Commerce, Mathematics, and Chemistry received good feedback on practical application, Computer Science students expressed dissatisfaction in this area.
3. **Course Delivery by Faculty:** Departments such as Chemistry, Commerce, and Mathematics showed positive faculty performance, but Computer Science students felt course delivery could be improved.
4. **Online Learning:** Feedback on online learning was mixed across all departments. A significant number of students expressed neutrality or dissatisfaction, indicating a need for improvement in virtual teaching methods.

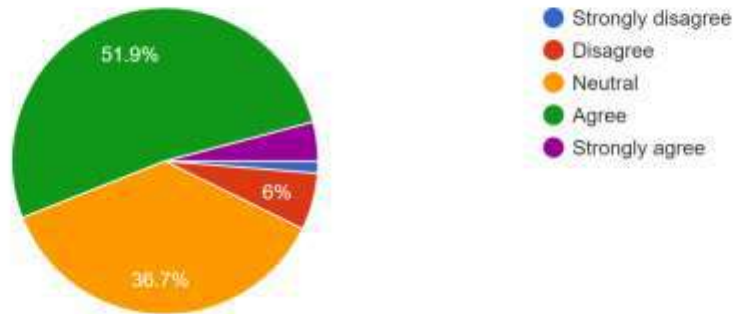
Conclusion

This department-wise feedback highlights strong performances in areas such as course delivery and syllabus structure, especially in departments like Commerce and Mathematics. However, departments like Computer Science and Botany show a need for improvement, particularly in areas such as practical application and online learning.

FEEDBACK FROM STUDENTS 2021-22

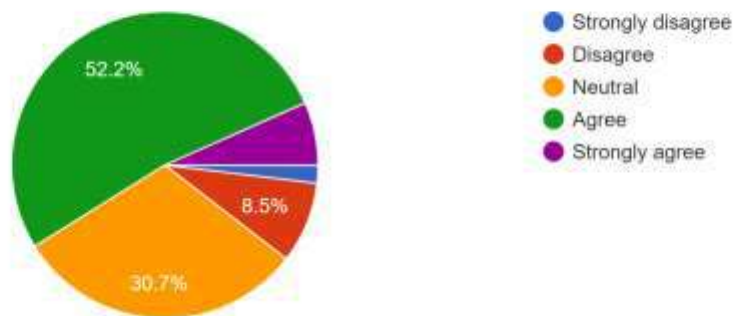
1. The structure of the syllabus in terms of understanding was very easy and logical.

316 responses



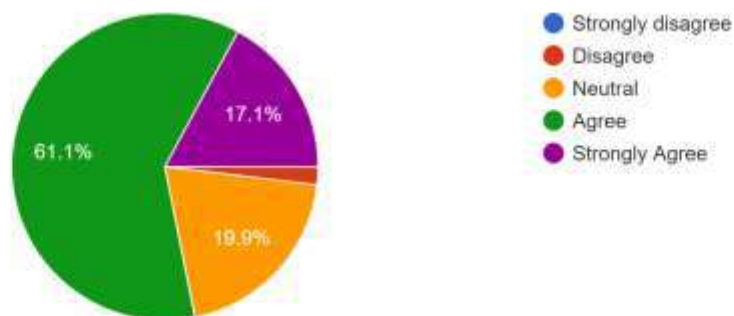
2. The syllabus has helped in applying the learned concepts in practicality.

316 responses



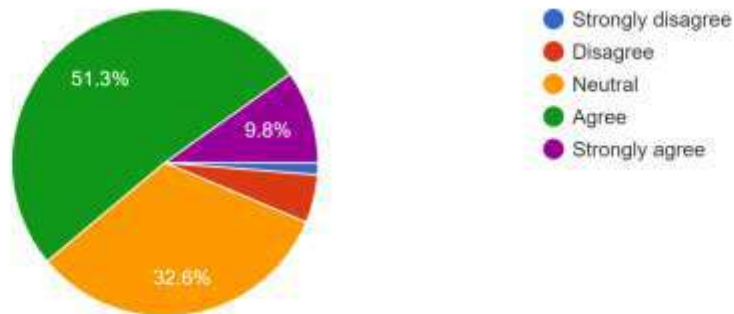
3. The course delivery by the faculty members had been very effective.

316 responses



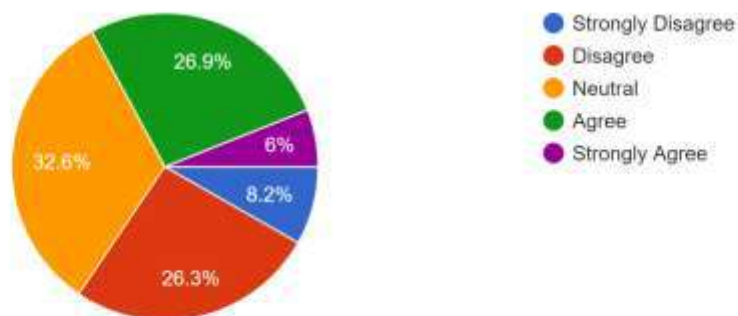
4. Teaching aids and ICT in classes could be easily blended with the structure of the syllabus.

316 responses



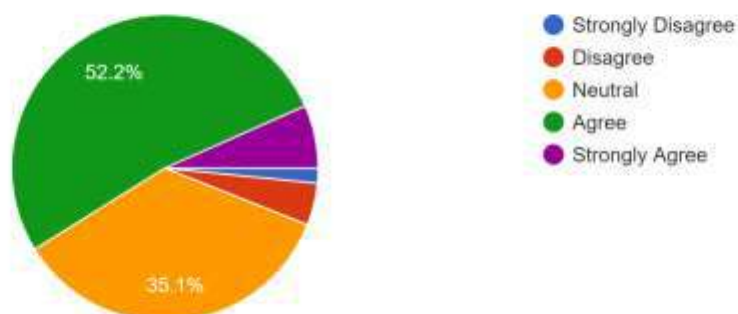
5. Online classes were completely easy to handle with the existing syllabus.

316 responses



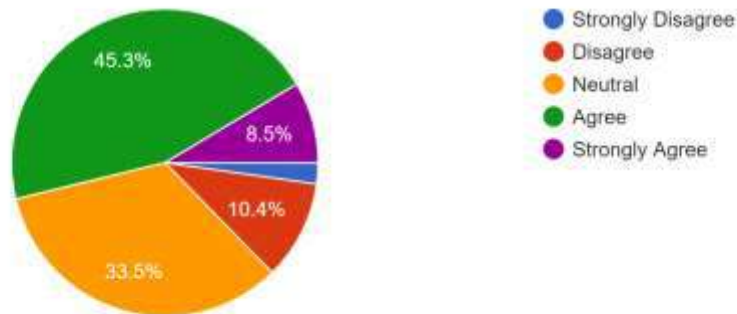
6. The assessment processes have always been transparent and fair.

316 responses



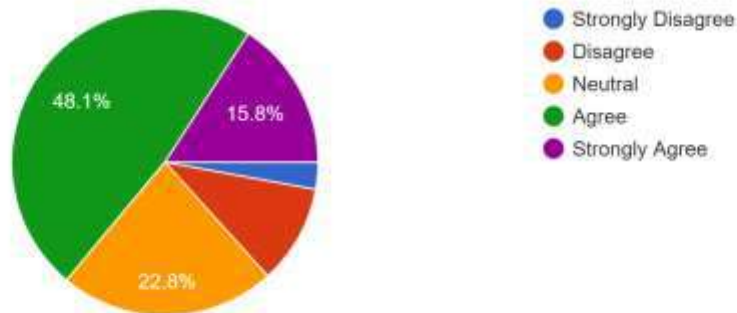
7. The current syllabus adequately covers contemporary topics and emerging trends.

316 responses



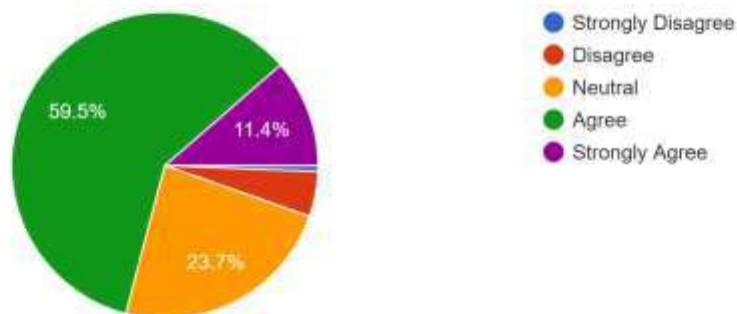
8. Opportunities for students to participate in internships, student exchanges, workshops and seminars in connection with the syllabus were provided.

316 responses



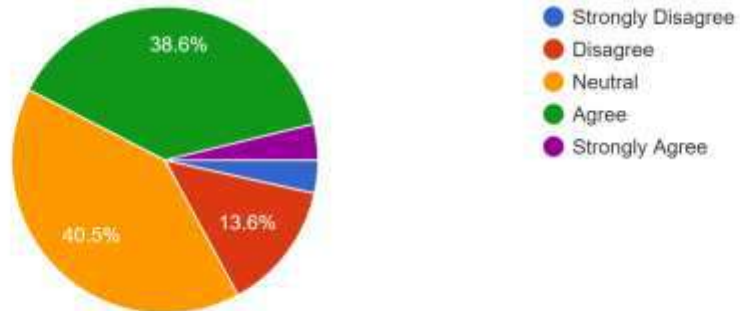
9. The continuous evaluation process in accordance with the syllabus strategy has improved the quality of education.

316 responses



10. The over all experience of being exposed to this syllabus through online teaching was nourishing.

316 responses



Student Feedback Analysis Report 2020-21

This report provides a detailed analysis of the feedback collected from students on various aspects of the curriculum, course delivery, and overall learning experience at K.A.H.M. Unity Women's College, Manjeri. The analysis covers key areas such as syllabus structure, course delivery, online learning, assessments, and student participation, based on the feedback from students.

Analysis

1. Syllabus Structure:

- **50.74%** of students agreed that the syllabus structure is well-organized.
- **36.60%** of responses were neutral, suggesting that a notable portion of students may feel indifferent or uncertain about the syllabus structure.
- **6.56%** disagreed, indicating room for improvement in organizing or communicating the syllabus effectively.

2. Syllabus Application:

- **51.94%** agreed that the syllabus helped in applying lessons to real-life contexts.
- **29.94%** were neutral, while **8.69%** disagreed, indicating that while the majority see practical value in the syllabus, some students feel less connection between curriculum content and real-world application.

3. Faculty Course Delivery:

- **61.09%** of students agreed that the course delivery by faculty was effective, and **16.36%** strongly agreed.
- A small portion (**2.59%**) disagreed, while **19.78%** remained neutral, showing overall positive feedback regarding faculty performance.

4. Teaching Aids and ICT:

- **54.25%** of students agreed that teaching aids and ICT tools were effectively used.
- **35.12%** of students were neutral, while **3.88%** disagreed, suggesting that some improvements in ICT integration could benefit students' learning experiences.

5. Ease of Online Classes:

- This category received mixed feedback: **26.80%** agreed that online classes were easy to handle, while **30.13%** remained neutral.
- **28.10%** disagreed, and **10.35%** strongly disagreed, indicating significant challenges in the online learning environment.

6. Assessment Process:

- **51.85%** of students agreed that the assessment processes were timely and transparent.
- **36.69%** of students provided neutral feedback, and **5.45%** disagreed, which shows overall satisfaction with some room for improvement in clarifying assessment methods.

7. Syllabus Coverage:

- **53.79%** of students agreed that the syllabus adequately covered contemporary topics.
- **31.52%** were neutral, and **6.93%** disagreed, indicating general satisfaction with room for enhancement in covering relevant topics.

8. Student Participation:

- **51.85%** of students agreed that they had opportunities to participate in learning activities, with **13.31%** strongly agreeing.
- However, **23.48%** were neutral, and **9.33%** disagreed, signaling that student participation could be further encouraged.

9. Continuous Evaluation:

- **58.78%** agreed that the continuous evaluation process was fair, and **12.11%** strongly agreed.
- **24.21%** were neutral, suggesting that the evaluation process is mostly viewed positively but could benefit from further clarity or adjustments.

10. Overall Experience:

- **38.72%** of students had a positive overall experience, while **36.14%** provided neutral feedback.
- **17.93%** disagreed with the statement, indicating that a significant number of students were dissatisfied with their overall experience.

Findings

1. Strong Positive Feedback:

- The majority of students expressed positive feedback in areas such as **syllabus structure, application of the syllabus, faculty course delivery, and assessment processes**. Over 50% of students agreed or strongly agreed in these categories, indicating overall satisfaction with the curriculum and teaching.

2. Challenges with Online Learning:

- The most notable concern from the feedback is related to the **Ease of Online Classes**. While 26.80% found online learning manageable, approximately 38% of students expressed difficulty with online classes, with many students finding the experience challenging. This indicates that improvements in online class delivery, digital resources, or student support may be necessary.

3. Neutral Responses:

- A considerable percentage of students responded neutrally across multiple areas, such as **Syllabus Coverage (31.52%), Teaching Aids and ICT (35.12%), Assessment Process (36.69%), and Overall Experience (36.14%)**. Neutral feedback often suggests a lack of strong engagement or a need for better communication about these aspects.

4. Assessment and Participation:

- While students generally feel positive about the **assessment processes and student participation opportunities**, a significant portion of responses remained neutral, and a small percentage disagreed. Ensuring clear communication and transparency in assessments, as well as fostering more student engagement, can help improve these areas.

5. Continuous Evaluation:

- Continuous evaluation received largely positive feedback, with **58.78%** agreeing that the process was fair. However, nearly 24% of students provided neutral responses, suggesting that while the process works well, further clarity or consistency could enhance student satisfaction.

Potential Areas for Improvement

1. Improving Online Learning:

- The online learning experience was clearly identified as an area of concern, with over 38% of students finding it difficult. Addressing this could involve enhancing digital tools, providing training for both students and faculty, or adjusting the online class format to make it more interactive and accessible.

2. Addressing Neutral Responses:

- High levels of neutral responses in areas such as **Syllabus Coverage, Student Participation, and Assessment Process** suggest that some students may be unsure or indifferent about these areas. To improve engagement, efforts could be made to better communicate the relevance of the syllabus, create more engaging participation opportunities, and ensure that assessment processes are transparent and well-understood.

3. Focus on Overall Experience:

- While 38.72% of students rated their overall experience positively, there is room for improvement, as a significant portion remained neutral or disagreed. Addressing challenges with online learning, increasing student engagement, and ensuring the relevance of the curriculum could help improve the overall student experience.

Conclusion

Overall, the feedback highlights several strengths in the curriculum structure, faculty teaching, and assessment processes, while pointing out areas for improvement, especially in online learning and student

engagement. By addressing these areas, the college can enhance the educational experience and ensure that students feel more engaged, supported, and satisfied with their academic journey.

Department-Wise Analysis

This report provides a department-wise breakdown of student feedback related to the syllabus structure, application, and coverage across various courses at K.A.H.M. Unity Women's College, Manjeri. The responses focus on how students perceive the syllabus, its relevance to real-life application, and whether it covers contemporary topics.

Department: Family and Community Science

- **Syllabus Structure:** Students from the Family and Community Science department expressed general satisfaction with the structure of the syllabus, though a few neutral responses indicate some uncertainty about how well the syllabus is organized.
- **Syllabus Application:** Most students agreed that the syllabus helped them apply lessons to real-world situations. However, a small percentage disagreed, indicating that some parts of the syllabus may not be as practically relevant as others.
- **Syllabus Coverage:** The majority of students agreed that the syllabus covers contemporary topics well, though there were some neutral responses, suggesting that certain topics may not fully engage all students.

Department: English

- **Syllabus Structure:** The feedback from English students was highly positive, with most agreeing that the syllabus is well-structured and clear in its design.
- **Syllabus Application:** There was strong agreement that the syllabus helps in applying lessons to real-world contexts. This indicates that the curriculum is well-aligned with practical applications, making the learning process more effective.
- **Syllabus Coverage:** Most students felt that the syllabus covers contemporary and relevant topics, with a few strongly agreeing. This suggests that the English syllabus is up-to-date and reflective of current literary trends and issues.

Department: Commerce

- **Syllabus Structure:** Commerce students were largely satisfied with the structure of the syllabus, though a notable number of neutral responses suggest that some students may find the organization of the content unclear or lacking in coherence.
- **Syllabus Application:** Feedback was somewhat mixed in terms of the syllabus helping with real-world application. While many students agreed, there was also a significant proportion of neutral and disagreeing responses, indicating that the syllabus may not be fully aligning with students' expectations for practical commerce applications.
- **Syllabus Coverage:** Students generally felt that the syllabus covered relevant and contemporary topics, but again, some neutral feedback suggests room for improvement in terms of fully engaging students with modern commercial issues.

Department: History

- **Syllabus Structure:** The students in the History department largely agreed that the syllabus structure is sound, though a small portion of students were neutral, possibly indicating that some elements of the syllabus organization could be clearer.

- **Syllabus Application:** There was strong agreement that the History syllabus is effective in applying lessons to real-world contexts, which suggests that the curriculum provides a solid foundation for understanding historical events and trends in a practical manner.
- **Syllabus Coverage:** Most students agreed that the syllabus covers contemporary and relevant topics in history, though there was some neutral feedback, indicating that a few students may not fully recognize the relevance of certain topics.

Department: Mathematics

- **Syllabus Structure:** The feedback from Mathematics students was mostly positive regarding the structure of the syllabus, though some students expressed neutrality, possibly pointing to a need for clearer organization of topics.
- **Syllabus Application:** The responses were mixed when it came to applying the lessons practically. While some students agreed, a notable portion of the feedback was neutral, suggesting that the syllabus may need to emphasize real-world applications of mathematical concepts more clearly.
- **Syllabus Coverage:** The majority of students agreed that the syllabus covers contemporary and relevant mathematical topics, though, again, there was some neutral feedback indicating that certain areas may not fully engage all students.

Department: Chemistry

- **Syllabus Structure:** Students from the Chemistry department were largely satisfied with the structure of the syllabus. However, a few students remained neutral, which could indicate a lack of clarity in the organization of certain topics.
- **Syllabus Application:** The feedback was positive regarding the practical application of lessons, with most students agreeing that the syllabus helped them apply their knowledge in real-world contexts.
- **Syllabus Coverage:** The Chemistry syllabus was praised for covering contemporary topics, with most students expressing satisfaction in this area.

Department: Psychology

- **Syllabus Structure:** Psychology students generally agreed that the syllabus is well-structured, though a small portion remained neutral, possibly pointing to some areas that could benefit from better organization.
- **Syllabus Application:** The responses indicated that the syllabus helps in applying psychological concepts to real-life scenarios, with a majority of students agreeing.
- **Syllabus Coverage:** Most students agreed that the syllabus covers contemporary psychological topics, suggesting that the curriculum is in line with modern trends in the field.

Department: Botany

- **Syllabus Structure:** The feedback from Botany students showed agreement that the syllabus structure is sound, with only a small number of neutral responses.
- **Syllabus Application:** The syllabus was generally praised for its applicability to real-world situations, though some neutral feedback suggests that not all topics may be seen as practically relevant.
- **Syllabus Coverage:** Most students agreed that the syllabus covers contemporary topics, which indicates that the Botany department is keeping up with current trends in the field.

This report reflects a broad satisfaction across departments regarding the syllabus structure, its application, and coverage of contemporary topics. However, there are areas for improvement, especially in terms of making certain topics more practical and relevant to students' real-world needs.



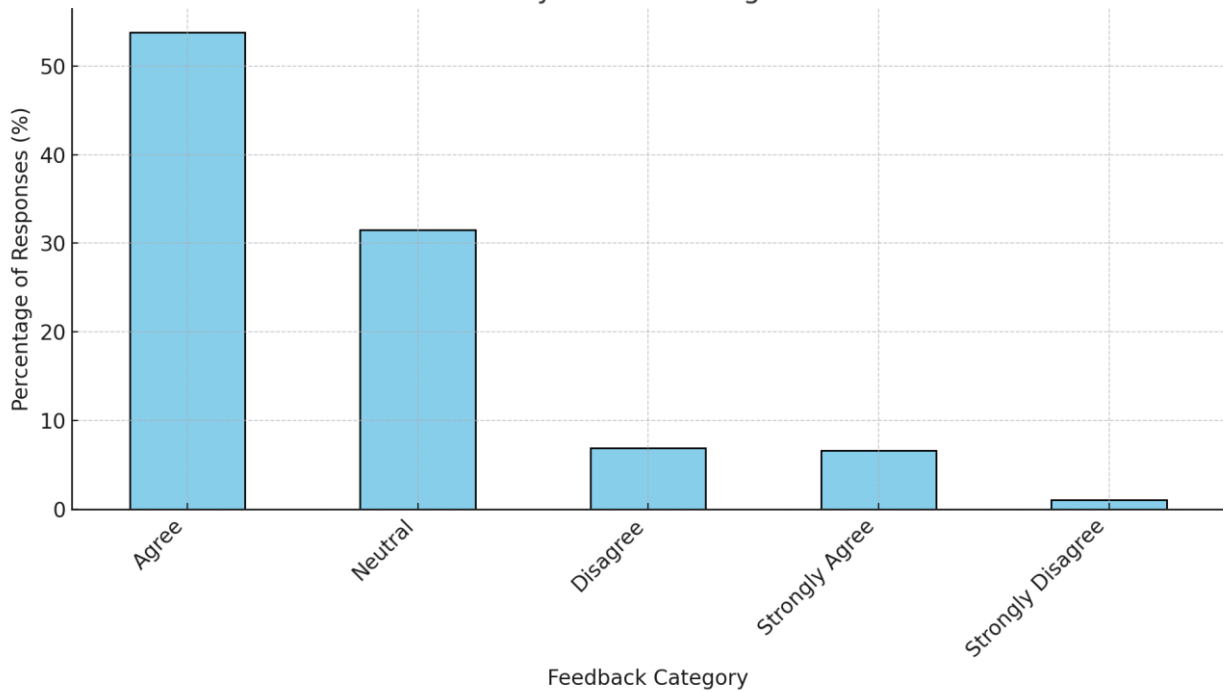
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UNITY WOMEN'S COLLEGE, MANJERI



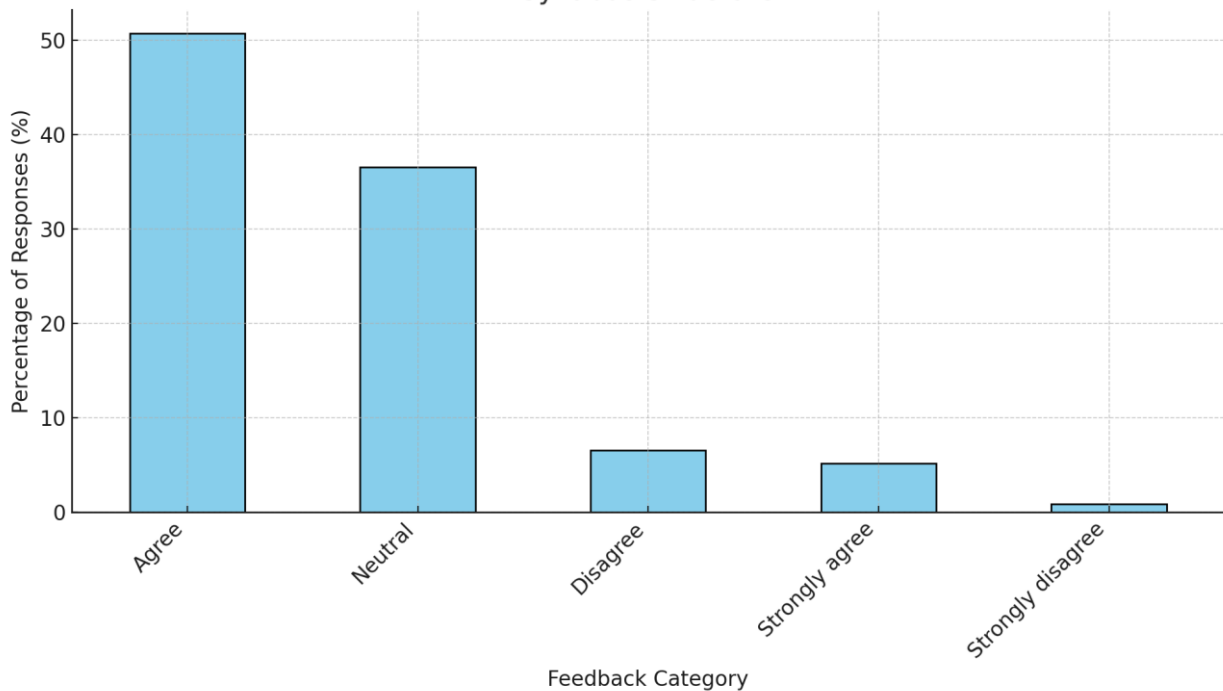
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(Govt.-aided and Affiliated to University of Calicut)
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STUDENTS FEEDBACK ANALYSIS 2020-21

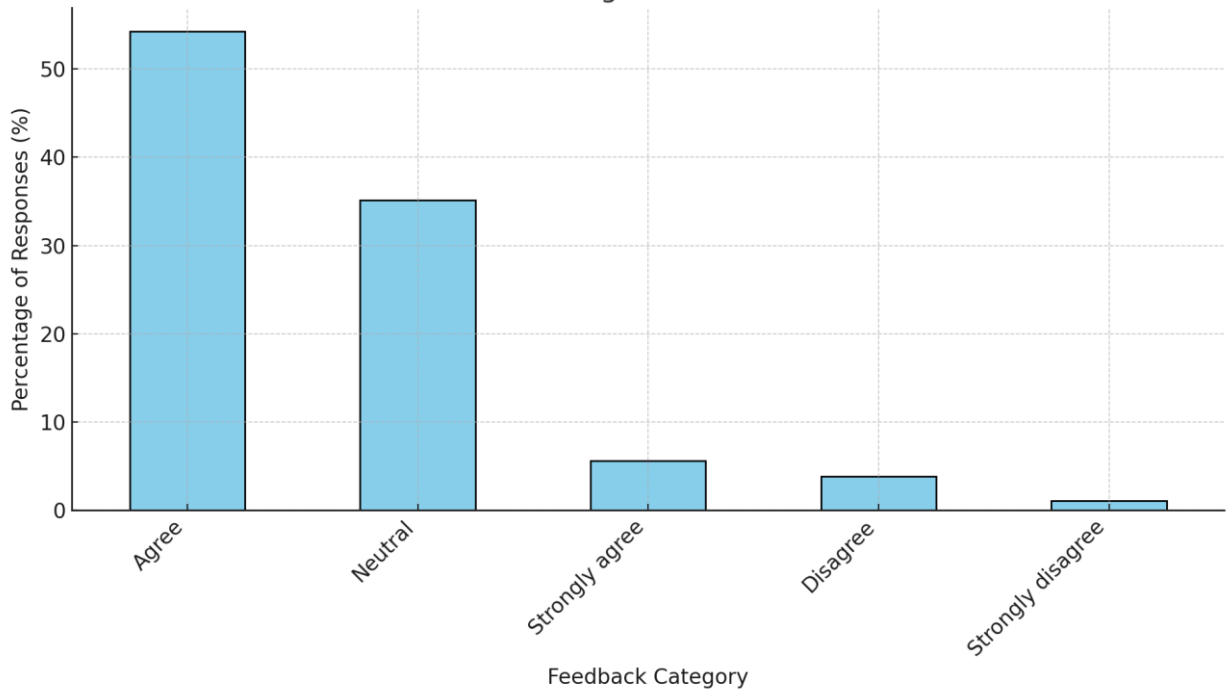
Syllabus Coverage



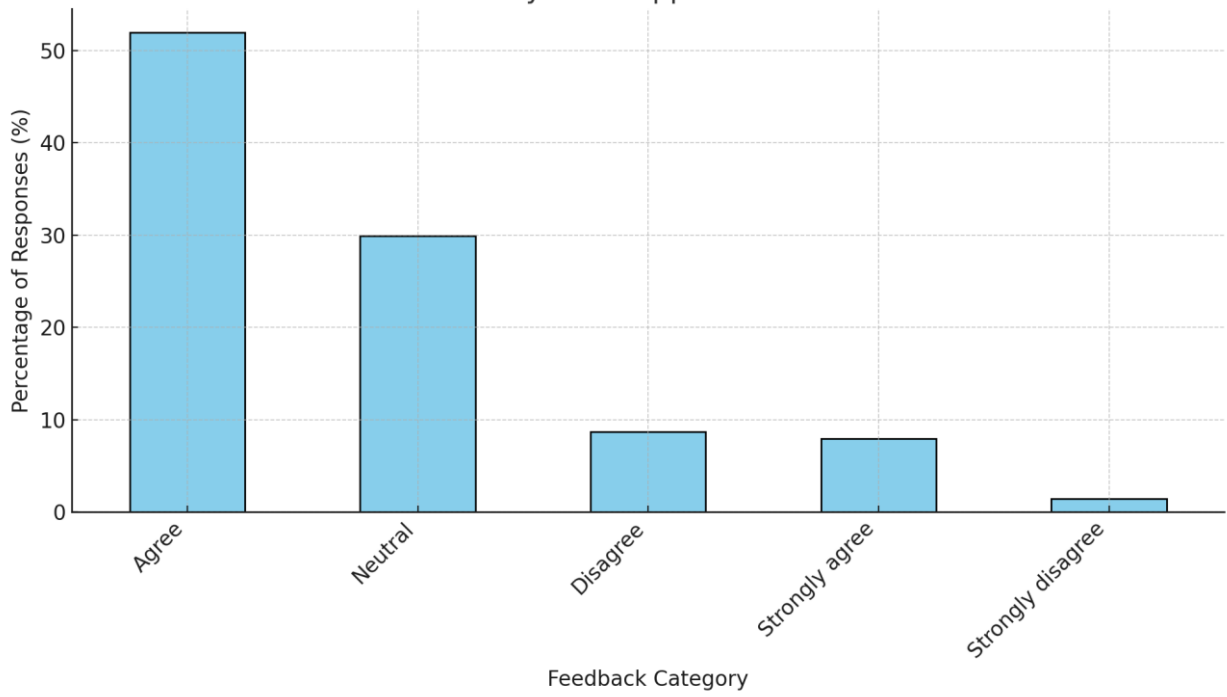
Syllabus Structure



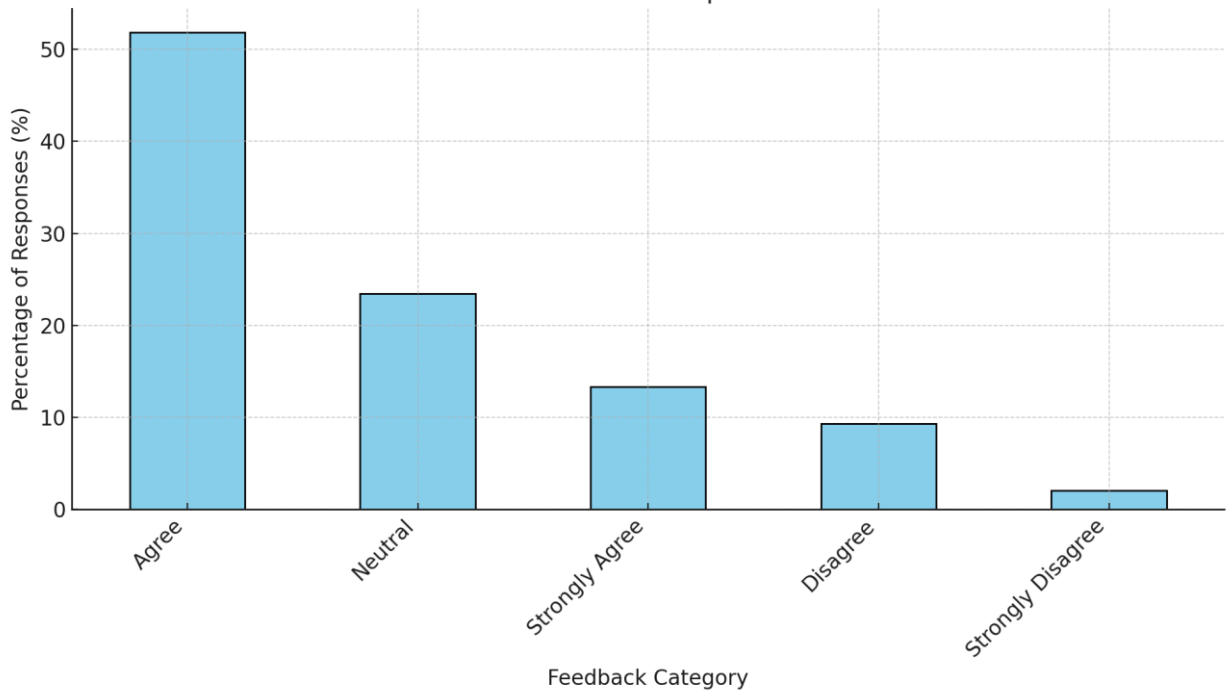
Teaching Aids and ICT



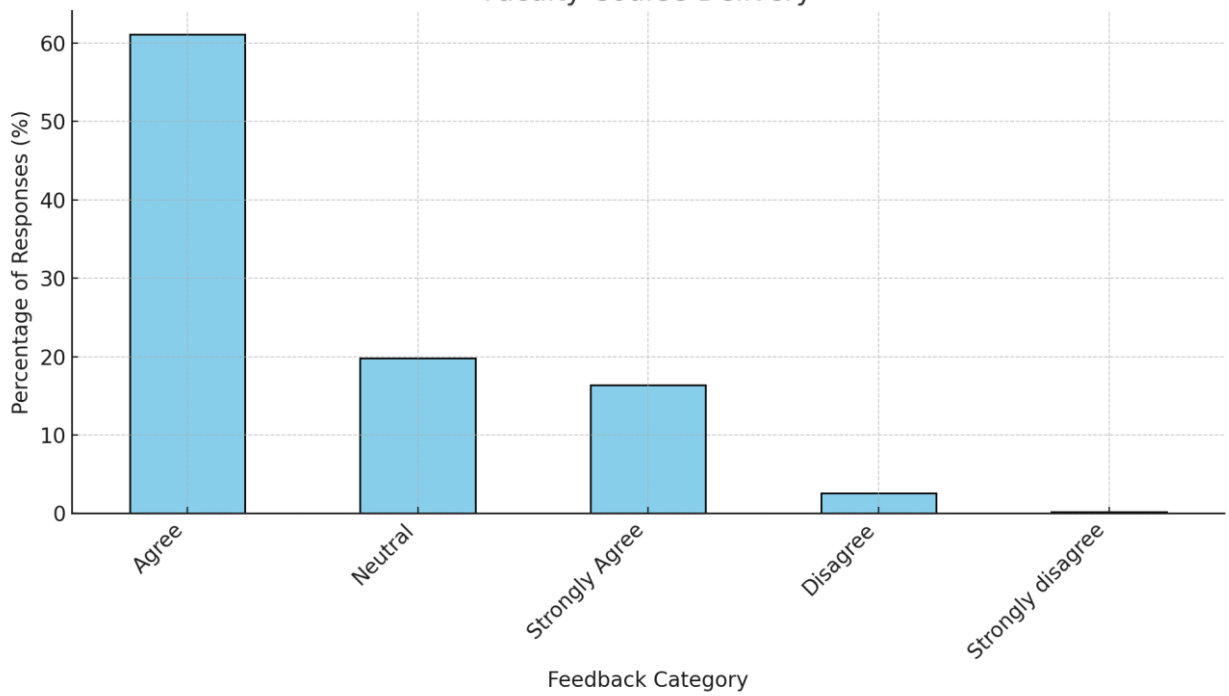
Syllabus Application



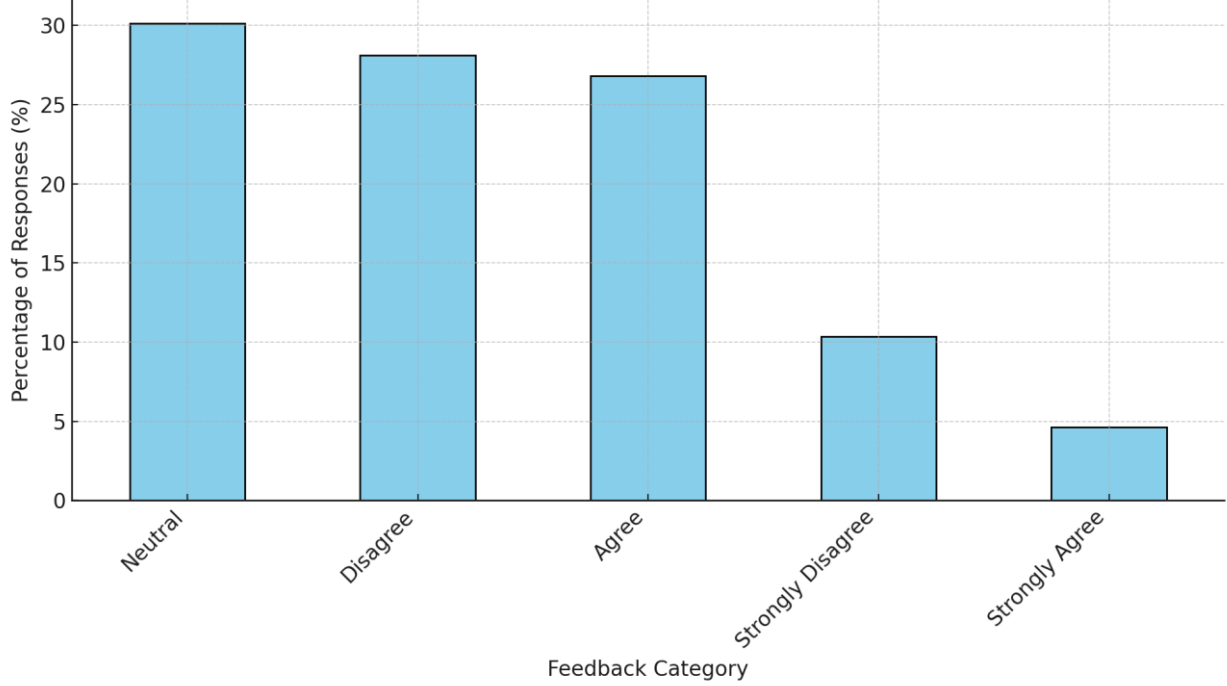
Student Participation



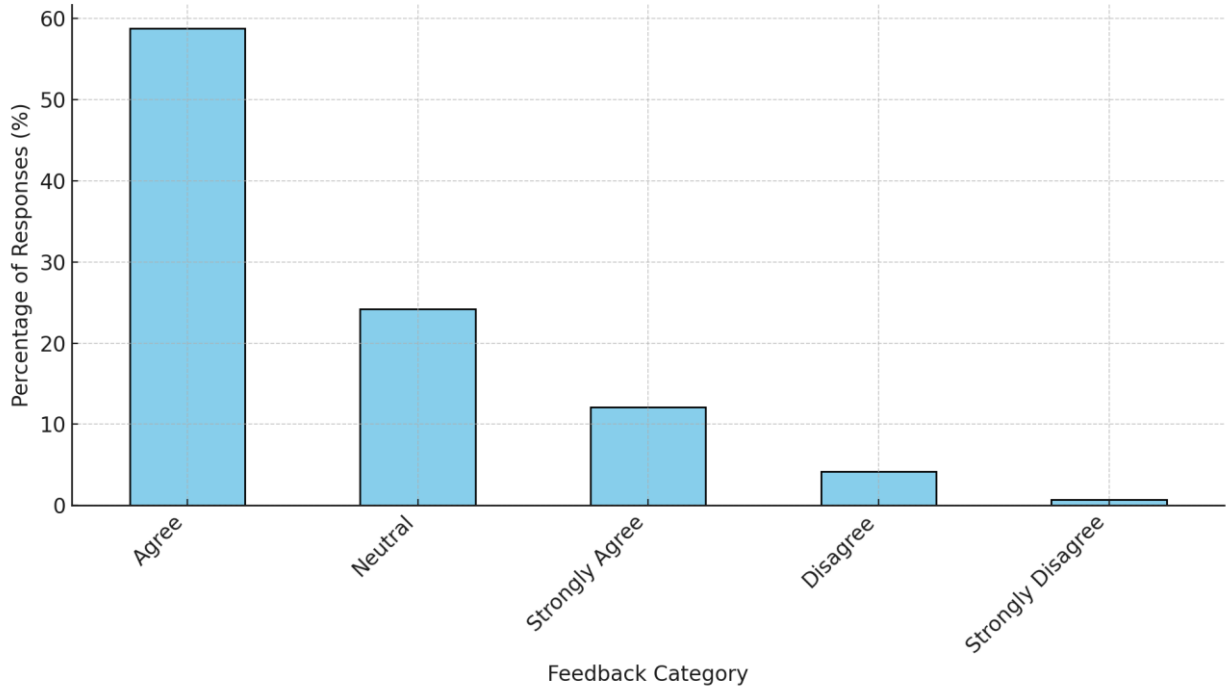
Faculty Course Delivery



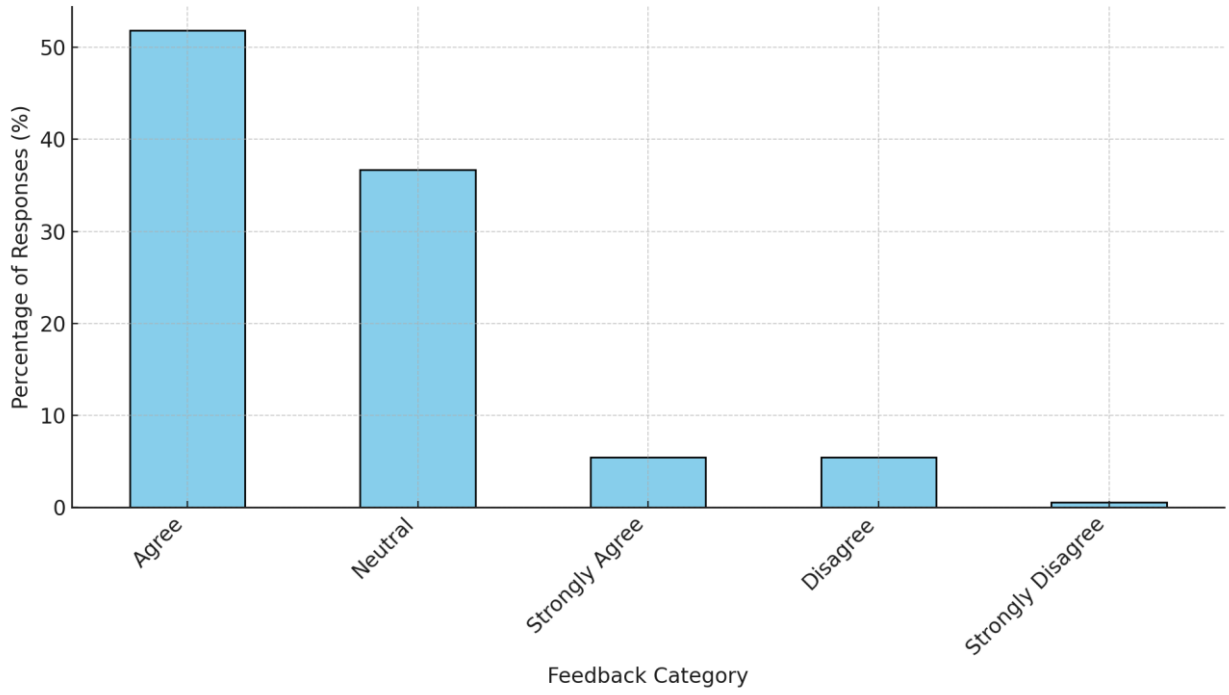
Ease of Online Classes



Continuous Evaluation



Assessment Process



Analysis Report on Student Feedback for 2019-20

This report is based on the feedback collected from students on various aspects of the curriculum, focusing on the academic year 2019-20. The analysis covers key aspects such as syllabus structure, application, course delivery, and overall learning experience.

1. Syllabus Structure Feedback

- **Agree:** 50.74%
- **Neutral:** 36.60%
- **Disagree:** 6.56%
- **Strongly Agree:** 5.18%
- **Strongly Disagree:** 0.92%

Analysis: More than half of the students (50.74%) agreed that the syllabus structure was well-organized, but a significant percentage (36.60%) provided neutral feedback, indicating that while the structure is generally acceptable, it could be further clarified for some students.

Key Insight: The syllabus is generally well-received, but efforts could be made to better communicate or organize the content for students who found it less structured.

2. Syllabus Application Feedback

- **Agree:** 51.94%
- **Neutral:** 29.94%
- **Disagree:** 8.69%
- **Strongly Agree:** 7.95%
- **Strongly Disagree:** 1.48%

Analysis: A majority of students (51.94%) found that the syllabus helped them apply lessons to real-world contexts, but nearly 30% remained neutral. This suggests that the curriculum is largely practical, though it could be improved to make it more applicable to all students.

Key Insight: While the syllabus is generally practical and relevant, further efforts could be made to ensure all students find it applicable to real-world scenarios.

3. Faculty Course Delivery

- **Agree:** 61.09%
- **Neutral:** 19.78%
- **Disagree:** 2.59%
- **Strongly Agree:** 16.36%
- **Strongly Disagree:** 0.18%

Analysis: Faculty performance was highly appreciated, with over 61% of students agreeing that course delivery was effective. A strong 16.36% of students even strongly agreed, showing that faculty methods are widely regarded as effective.

Key Insight: Faculty members are seen as effective in delivering courses, but continued support for teaching methods that engage students should be encouraged to maintain this high level of satisfaction.

4. Teaching Aids and ICT

- **Agree:** 54.25%
- **Neutral:** 35.12%
- **Disagree:** 3.88%
- **Strongly Agree:** 5.64%
- **Strongly Disagree:** 1.11%

Analysis: The use of teaching aids and ICT tools was well-received, with 54.25% of students agreeing that these tools enhanced their learning experience. However, the 35.12% of neutral responses suggest that further improvement in the use of digital tools could benefit more students.

Key Insight: ICT tools are being effectively used, but continuous updates and improvements in digital teaching methods could further enhance the learning experience.

5. Ease of Online Classes

- **Agree:** 26.80%
- **Neutral:** 30.13%
- **Disagree:** 28.10%
- **Strongly Agree:** 4.62%
- **Strongly Disagree:** 10.35%

Analysis: The feedback on online classes was quite mixed. While 26.80% of students found online learning manageable, a significant 28.10% disagreed, and 10.35% strongly disagreed. This suggests that many students faced challenges with online classes, highlighting the need for better digital infrastructure and support.

Key Insight: There is a need to improve the online learning experience by providing better digital infrastructure, support, and training for both students and faculty.

6. Assessment Process

- **Agree:** 51.85%
- **Neutral:** 36.69%
- **Disagree:** 5.45%
- **Strongly Agree:** 5.45%
- **Strongly Disagree:** 0.55%

Analysis: The assessment process was generally viewed positively, with more than half (51.85%) of the students agreeing that it was fair and transparent. However, the high percentage of neutral responses (36.69%) suggests that there may be room for improvement in terms of communication and transparency.

Key Insight: Overall, assessments are viewed positively, but there is room for improvement in terms of clarity and transparency for all students.

7. Syllabus Coverage

- **Agree:** 53.79%
- **Neutral:** 31.52%
- **Disagree:** 6.93%
- **Strongly Agree:** 6.65%
- **Strongly Disagree:** 1.11%

Analysis: A majority of students (53.79%) agreed that the syllabus covered contemporary and relevant topics. However, 31.52% of students remained neutral, suggesting that while the syllabus is generally well-rounded, some students may not feel as engaged with certain topics.

Key Insight: The syllabus covers contemporary topics well, but it could be updated regularly to ensure it remains relevant to the latest trends and developments.

8. Student Participation

- **Agree:** 51.85%
- **Neutral:** 23.48%
- **Disagree:** 9.33%
- **Strongly Agree:** 13.31%
- **Strongly Disagree:** 2.03%

Analysis: Student participation was largely seen as positive, with over half of the students (51.85%) agreeing that they had ample opportunities to participate in academic activities. The 23.48% of neutral responses indicate that participation could be further encouraged to engage a wider range of students.

Key Insight: While participation is generally well-facilitated, additional opportunities for all students to engage in academic activities could be explored.

9. Continuous Evaluation

- **Agree:** 58.78%
- **Neutral:** 24.21%
- **Disagree:** 4.16%
- **Strongly Agree:** 12.11%
- **Strongly Disagree:** 0.74%

Analysis: The continuous evaluation process received positive feedback, with 58.78% of students agreeing that it was fair and consistent. The 24.21% of neutral responses indicate that further clarification regarding evaluation methods might be needed for some students.

Key Insight: Continuous evaluation is working well, but further clarification and consistency in evaluation methods could enhance student satisfaction.

10. Overall Experience

- **Agree:** 38.72%
- **Neutral:** 36.14%
- **Disagree:** 17.93%
- **Strongly Agree:** 3.88%
- **Strongly Disagree:** 3.33%

Analysis: Students had a generally positive overall experience, with 38.72% agreeing that their time at the institution was satisfactory. However, the significant proportion of neutral (36.14%) and disagreeing (17.93%) responses highlights areas where the overall student experience could be improved, particularly in terms of online learning and assessments.

Key Insight: The overall experience is positive, but addressing specific concerns related to online classes and assessments could further enhance the student experience.

Conclusion

This analysis shows that while students were largely satisfied with the curriculum, faculty, and evaluation processes, there are areas that require attention, particularly in online learning and syllabus clarity. By addressing these issues, the institution can improve the overall learning experience for students.

Department-Wise Analysis Report

This report provides a detailed breakdown of student feedback on syllabus structure, application, course delivery, and other key areas based on responses from different departments.

1. Family and Community Science (FCS)

- **Syllabus Structure:** The majority of FCS students agreed that the syllabus was well-structured, though a few expressed neutralities, indicating that some students may find the organization of the content unclear.
- **Syllabus Application:** Most students agreed that the syllabus helped in applying lessons to real-world scenarios, but a small group remained neutral or disagreed, suggesting some areas may lack practical relevance.
- **Online Classes:** There were mixed reactions regarding online classes, with some students agreeing they were manageable, but others found them challenging, highlighting issues with adaptation to digital learning.

Key Insight: The FCS department generally receives positive feedback, though improvements in online learning and clearer syllabus organization could enhance the student experience.

2. English

- **Syllabus Structure:** Students in the English department overwhelmingly agreed that the syllabus was well-structured and easy to follow.
- **Syllabus Application:** A strong majority agreed that the syllabus helped in applying literary concepts to practical scenarios, suggesting a high level of relevance in the curriculum.
- **Student Participation:** English students felt they had ample opportunities to participate in academic discussions and activities, with a large proportion strongly agreeing.

Key Insight: The English department excels in syllabus structure, application, and student engagement, with very few negative or neutral responses.

3. Commerce

- **Syllabus Structure:** Most Commerce students agreed that the syllabus was well-structured, but there was a significant portion of neutral responses, indicating some dissatisfaction or lack of clarity.
- **Syllabus Application:** The feedback was more mixed regarding the practical application of the syllabus, with some students finding it useful and others expressing neutrality or disagreement.
- **Assessment Process:** Commerce students generally found the assessment process fair, but a few disagreed, indicating a need for clearer communication or more consistent evaluation methods.

Key Insight: The Commerce department sees positive feedback overall, though there is room for improvement in making the syllabus more practically relevant and ensuring consistent assessment processes.

4. History

- **Syllabus Structure:** History students largely agreed that the syllabus was well-organized, though some neutral responses suggest that parts of the syllabus could be more clearly structured.
- **Syllabus Coverage:** There was strong agreement that the syllabus covered contemporary and relevant topics, with a small percentage disagreeing.
- **Continuous Evaluation:** Feedback on continuous evaluation was highly positive, indicating that students appreciated the regular assessments of their progress.

Key Insight: The History department is performing well, particularly in syllabus coverage and continuous evaluation, with room for improvement in syllabus clarity.

5. Mathematics

- **Syllabus Structure:** Feedback from Mathematics students showed general agreement on the syllabus structure, though a notable number of students provided neutral responses, indicating that the syllabus could be better organized for clarity.
- **Syllabus Application:** There was some disagreement about the practical application of mathematical concepts, with several students expressing neutrality or dissatisfaction.
- **Teaching Aids and ICT:** Mathematics students felt that the use of teaching aids and ICT could be improved, as many expressed neutrality or disagreement regarding the effectiveness of these tools.

Key Insight: The Mathematics department needs to focus on making the syllabus more applicable to real-world contexts and improving the use of teaching aids and ICT.

6. Chemistry

- **Syllabus Structure:** Chemistry students largely agreed that the syllabus was well-structured, though there were some neutral responses.
- **Syllabus Application:** A majority of students agreed that the syllabus was applicable to real-world scientific scenarios, though a few disagreed.
- **Overall Experience:** Chemistry students had a generally positive overall experience, with many expressing satisfactions with both the syllabus and faculty course delivery.

Key Insight: The Chemistry department is performing well in most areas, though further engagement with students who provided neutral or disagreeing feedback could enhance the learning experience.

7. Psychology

- **Syllabus Structure:** The Psychology department received positive feedback on syllabus structure, though a small number of students remained neutral.
- **Syllabus Application:** Students felt that the syllabus helped them apply psychological concepts in real-life situations, indicating a high level of practical relevance.
- **Student Participation:** There was strong agreement that students had opportunities to participate in academic discussions and activities, fostering an engaging learning environment.

Key Insight: The Psychology department excels in ensuring that the syllabus is both practical and engaging, with very few areas for improvement.

8. Botany

- **Syllabus Structure:** Botany students agreed that the syllabus was well-structured, though a few expressed neutralities, suggesting some areas could be better organized.
- **Syllabus Application:** The majority of students agreed that the syllabus was practical, helping them apply scientific knowledge in real-world contexts.
- **Continuous Evaluation:** Feedback on continuous evaluation was highly positive, indicating that students appreciated the regular assessment of their progress.

Key Insight: The Botany department is performing well, particularly in syllabus structure and continuous evaluation, with very few negative responses.

9. Computer Science

- **Syllabus Structure:** The feedback from Computer Science students was largely positive regarding syllabus structure, with the majority agreeing that it is well-organized, though some neutral responses indicate room for improvement.
- **Syllabus Application:** A significant number of students agreed that the syllabus helped them apply their knowledge in real-world scenarios. However, there were a few neutral and disagreeing responses, which suggest that some students may find the syllabus lacking in practical relevance.
- **Ease of Online Classes:** There were mixed responses about the ease of handling online classes. While some students agreed that online classes were manageable, others found them difficult, indicating challenges with transitioning to online learning.
- **Teaching Aids and ICT:** Many students found the use of ICT tools and teaching aids helpful, but there were still a notable number of neutral responses. This suggests that while digital tools are being used effectively, there is room for improvement in making them more accessible or engaging for all students.

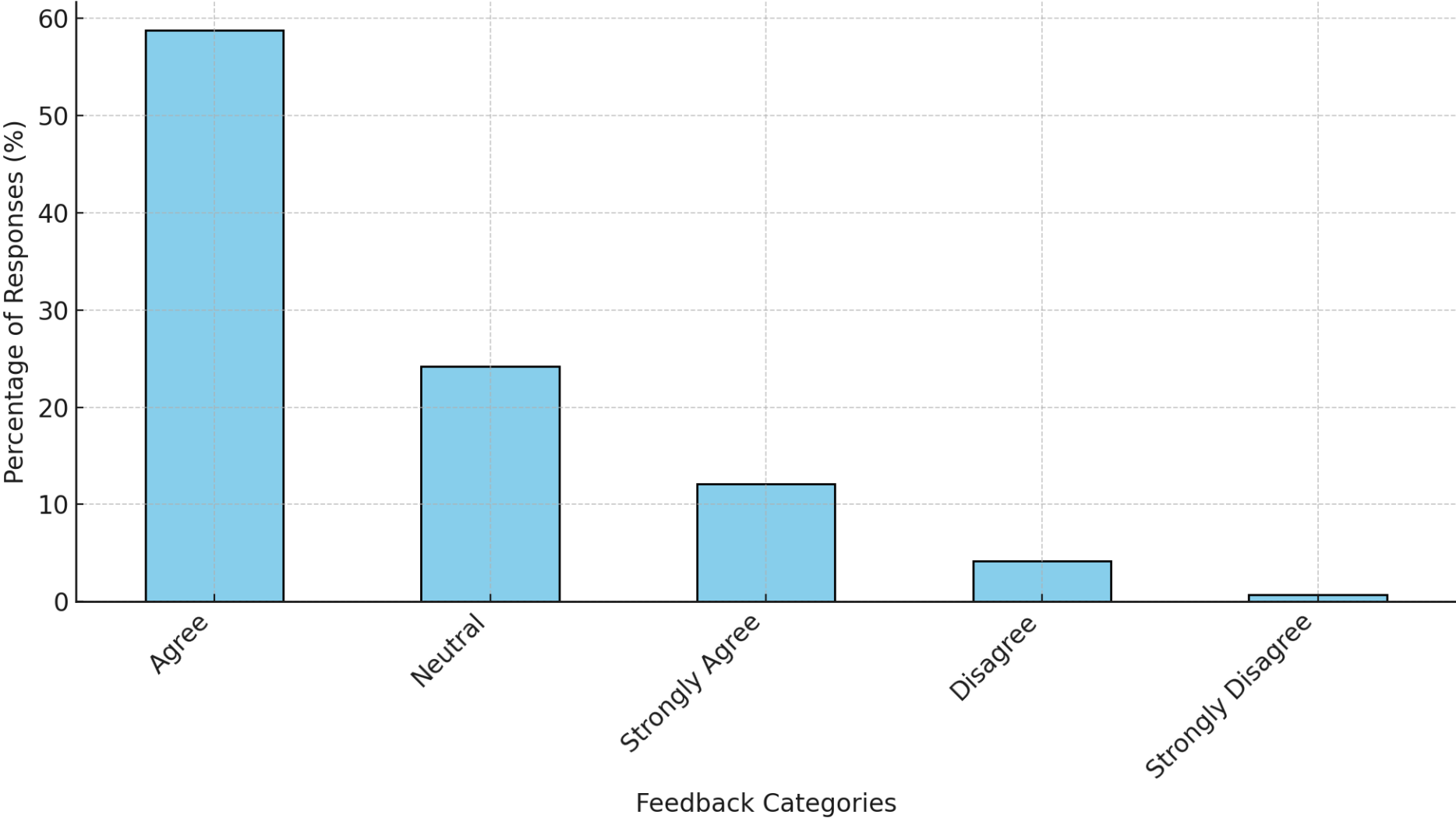
Key Insight: The Computer Science department receives positive feedback overall, but improvements in online learning and more practical applications in the syllabus could enhance the student experience further.

Conclusion

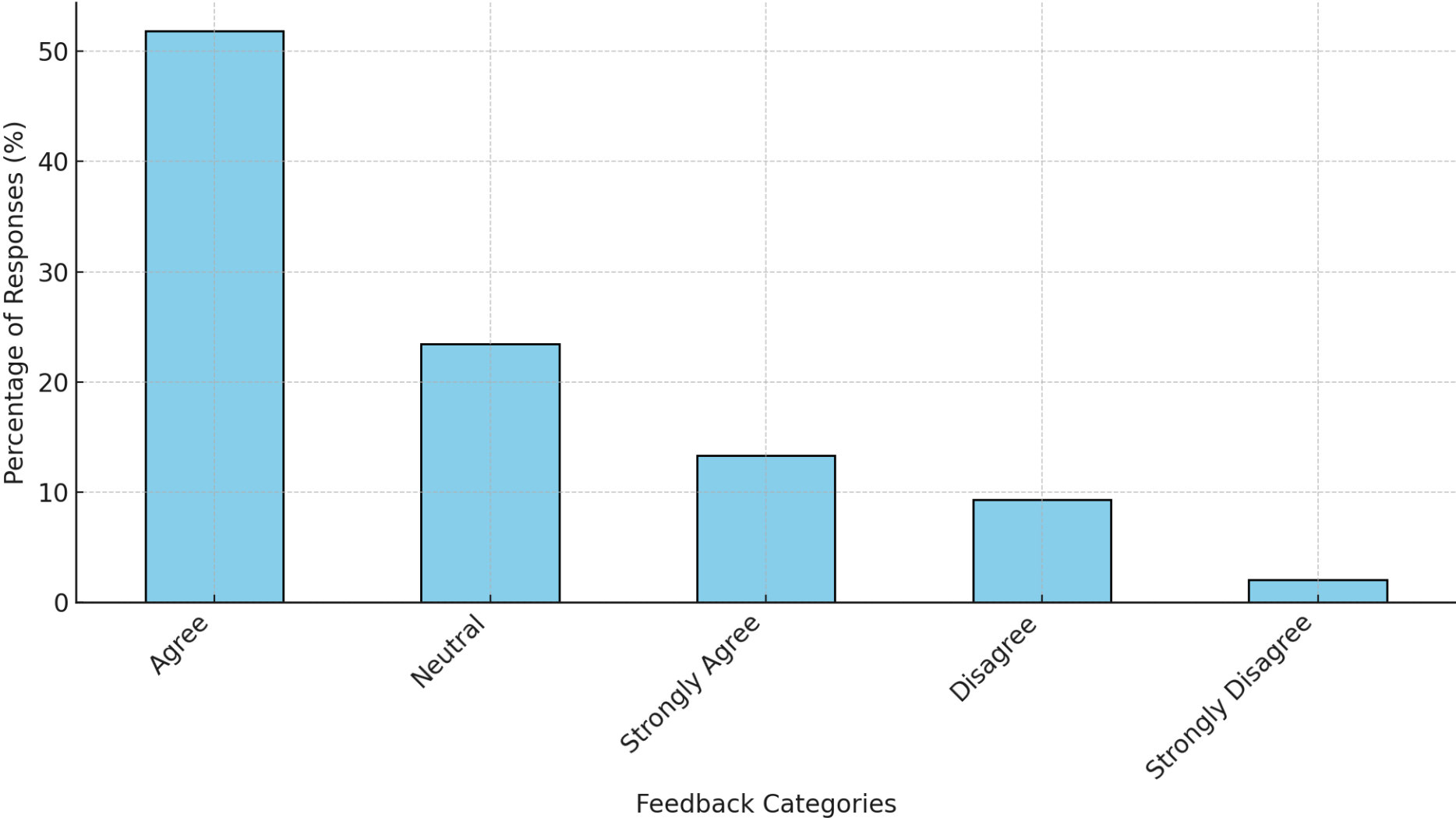
Across departments, the general trend is positive, with most students expressing satisfaction with the syllabus structure, application, and faculty course delivery. However, specific areas such as online learning (in Computer Science, FCS, and Commerce) and practical application (in Commerce and Mathematics) require attention to further improve student satisfaction across departments.

STUDENT FEEDBACK ANALYSIS 2019-20

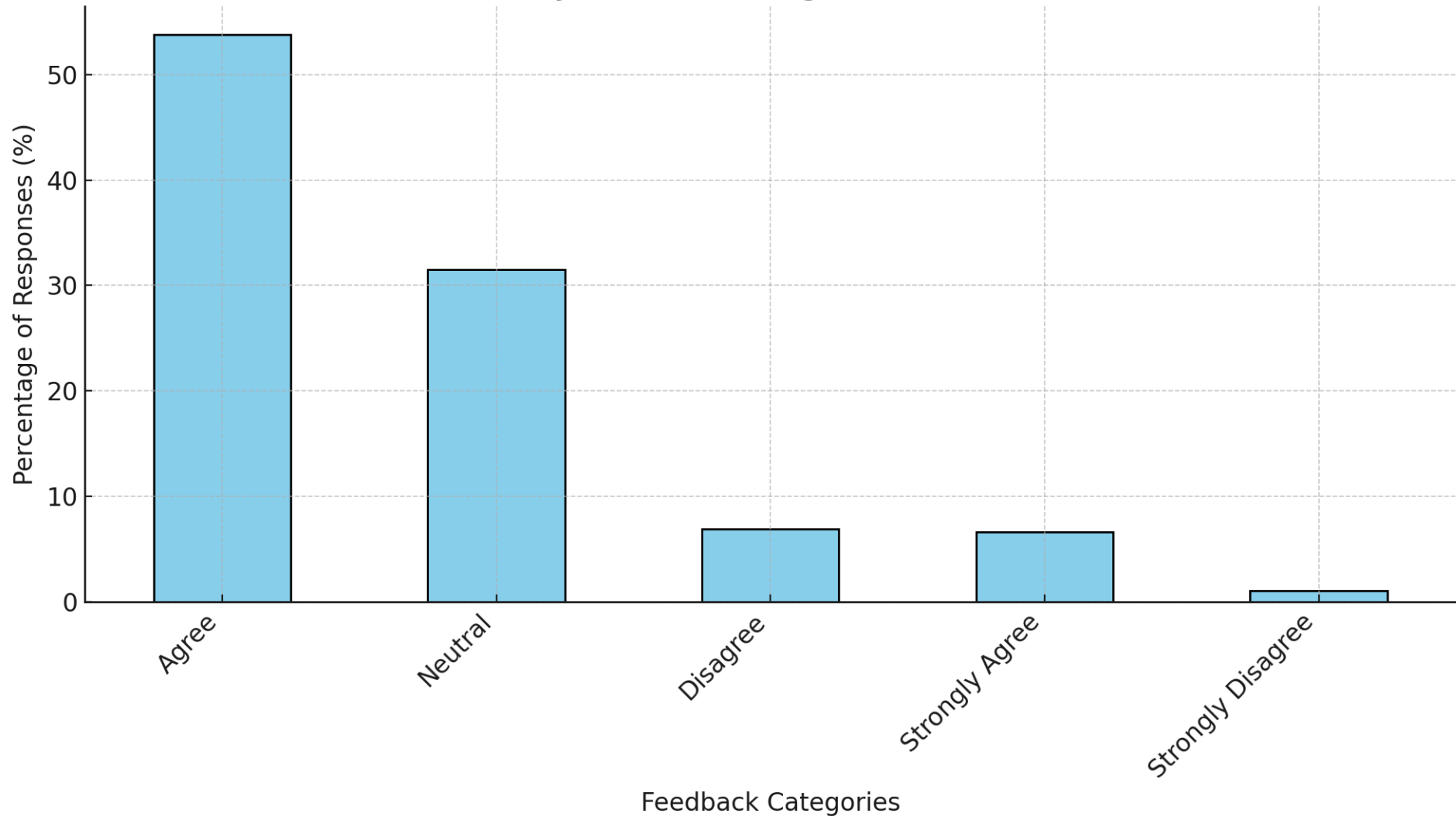
Continuous Evaluation Feedback



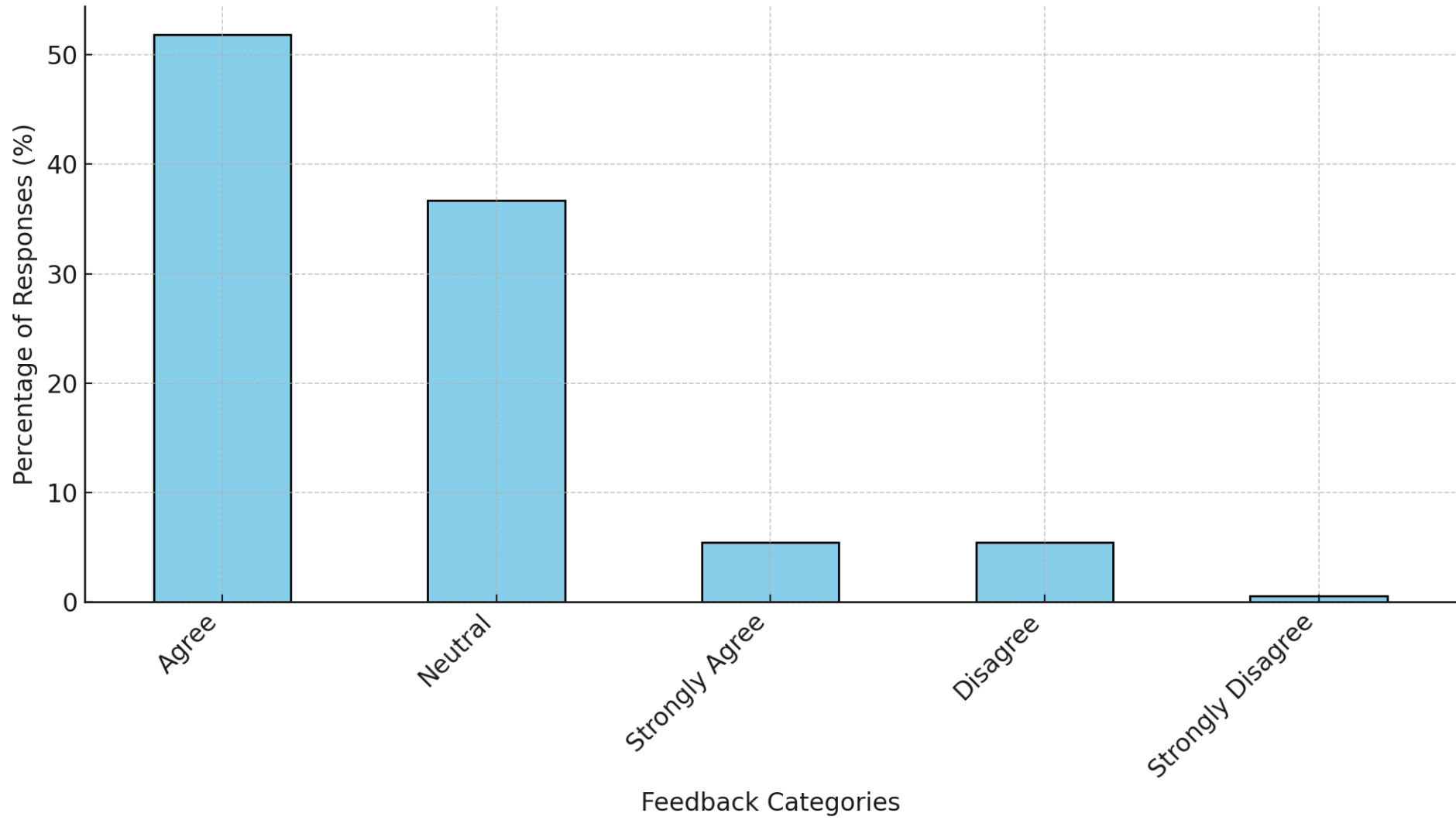
Student Participation Feedback



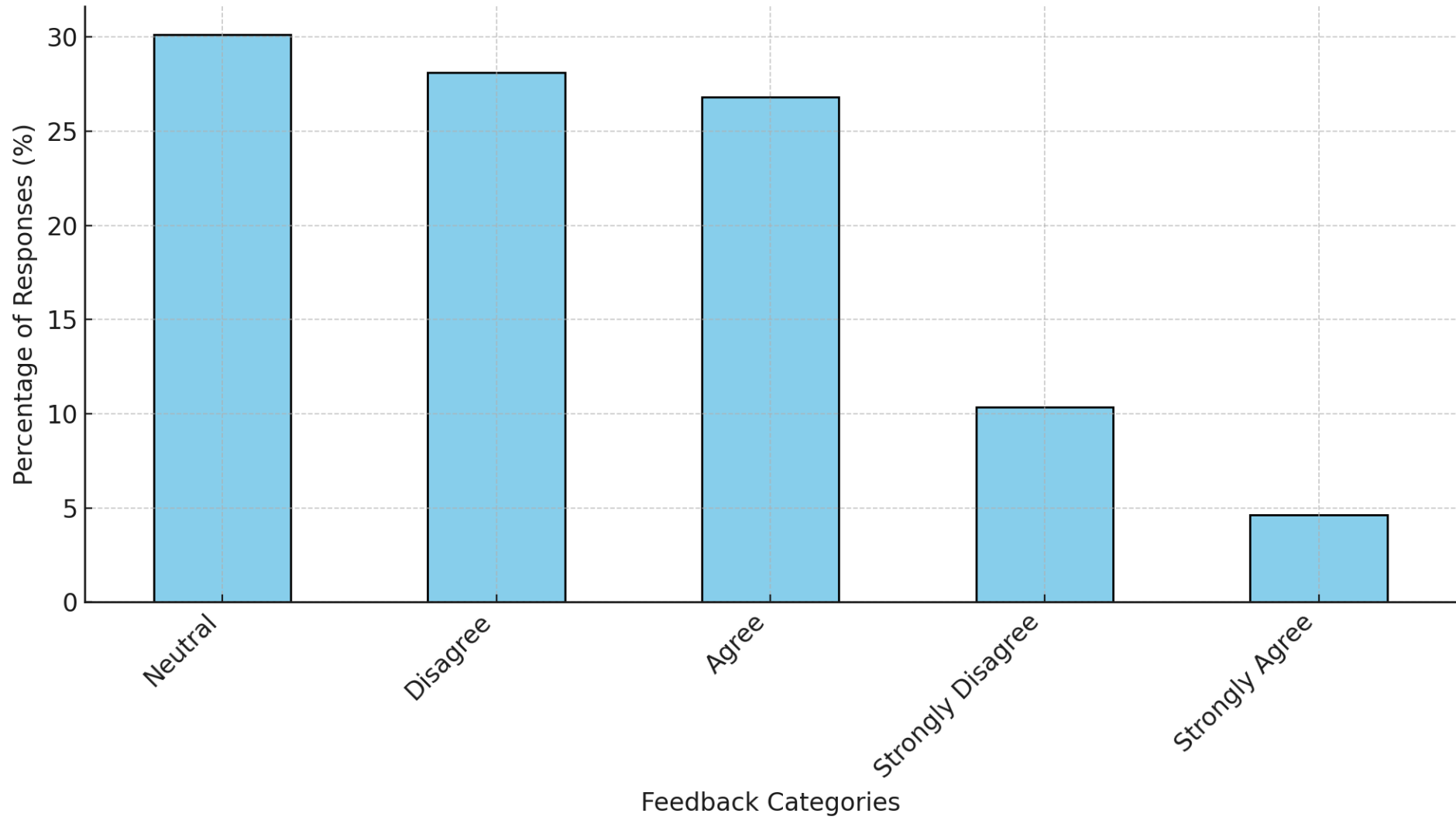
Syllabus Coverage Feedback



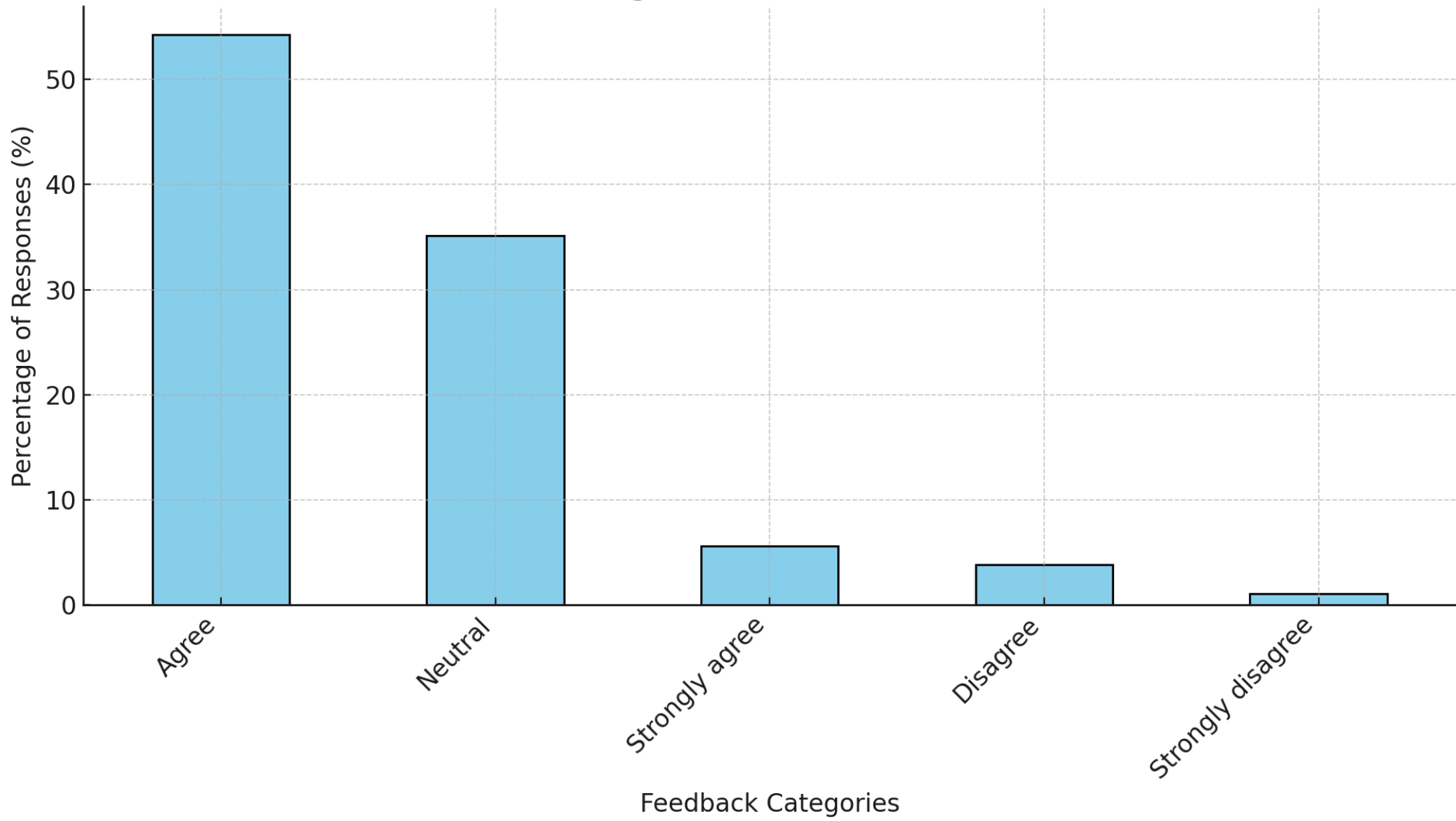
Assessment Process Feedback



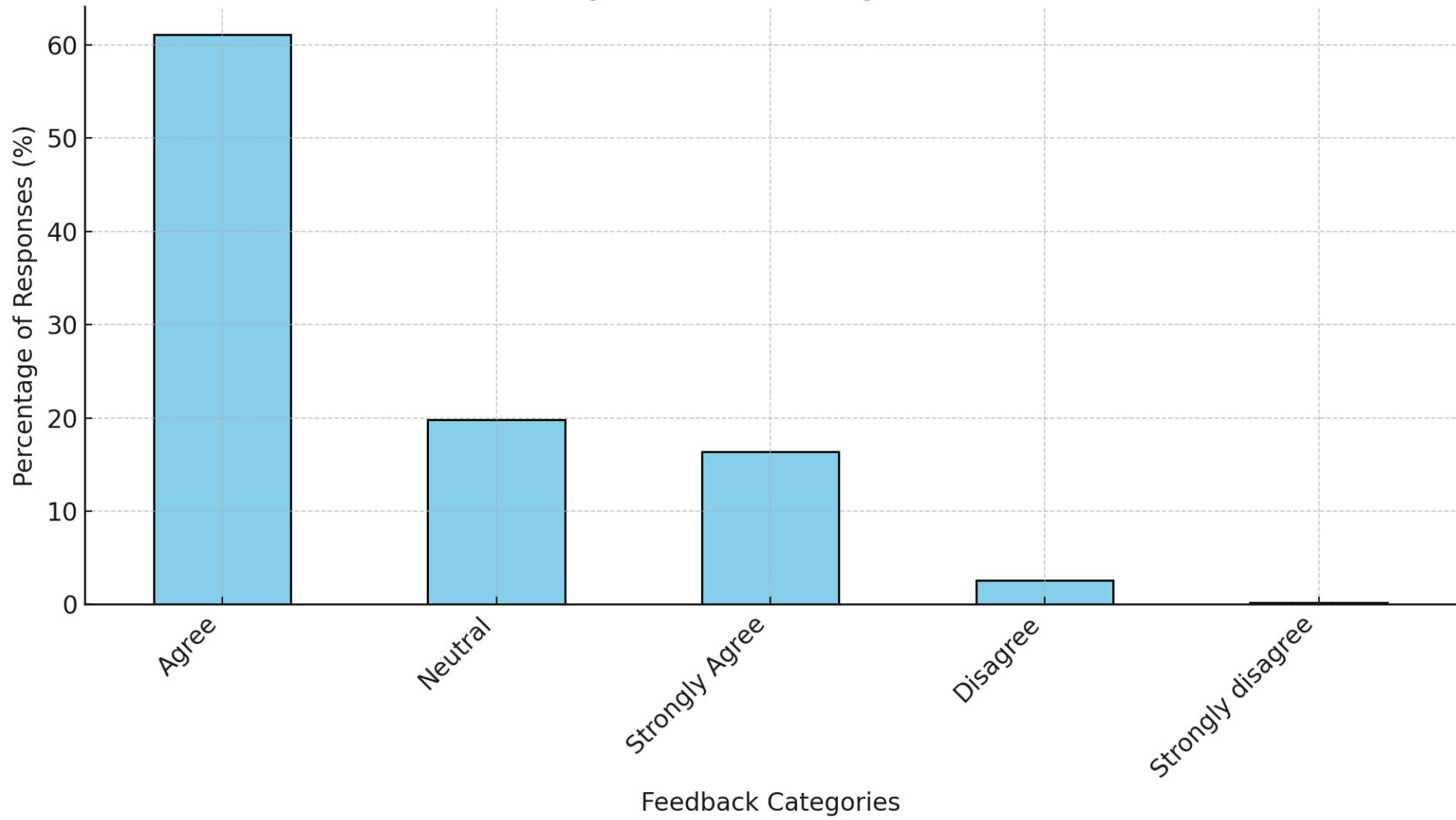
Ease of Online Classes Feedback



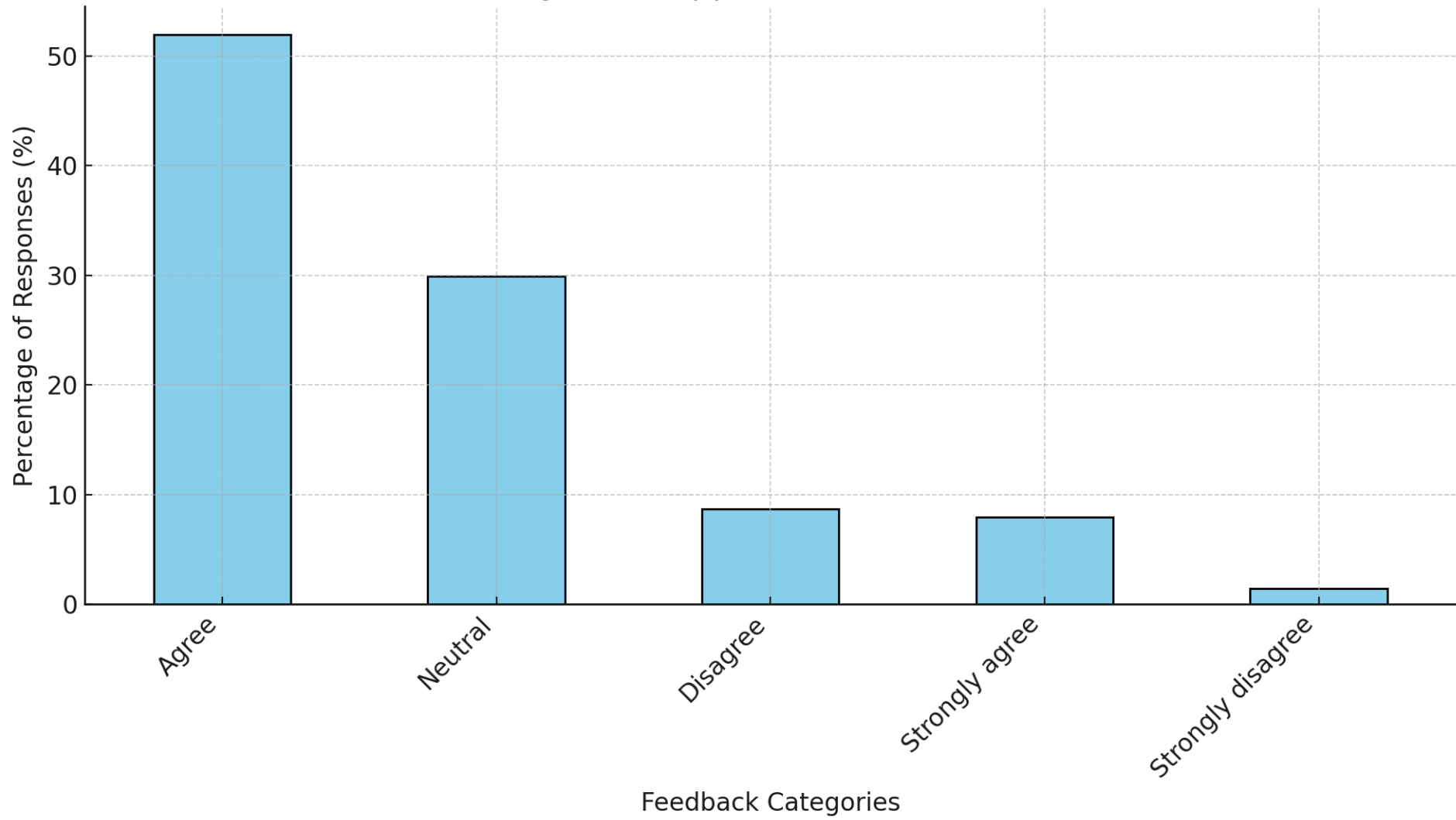
Teaching Aids and ICT Feedback



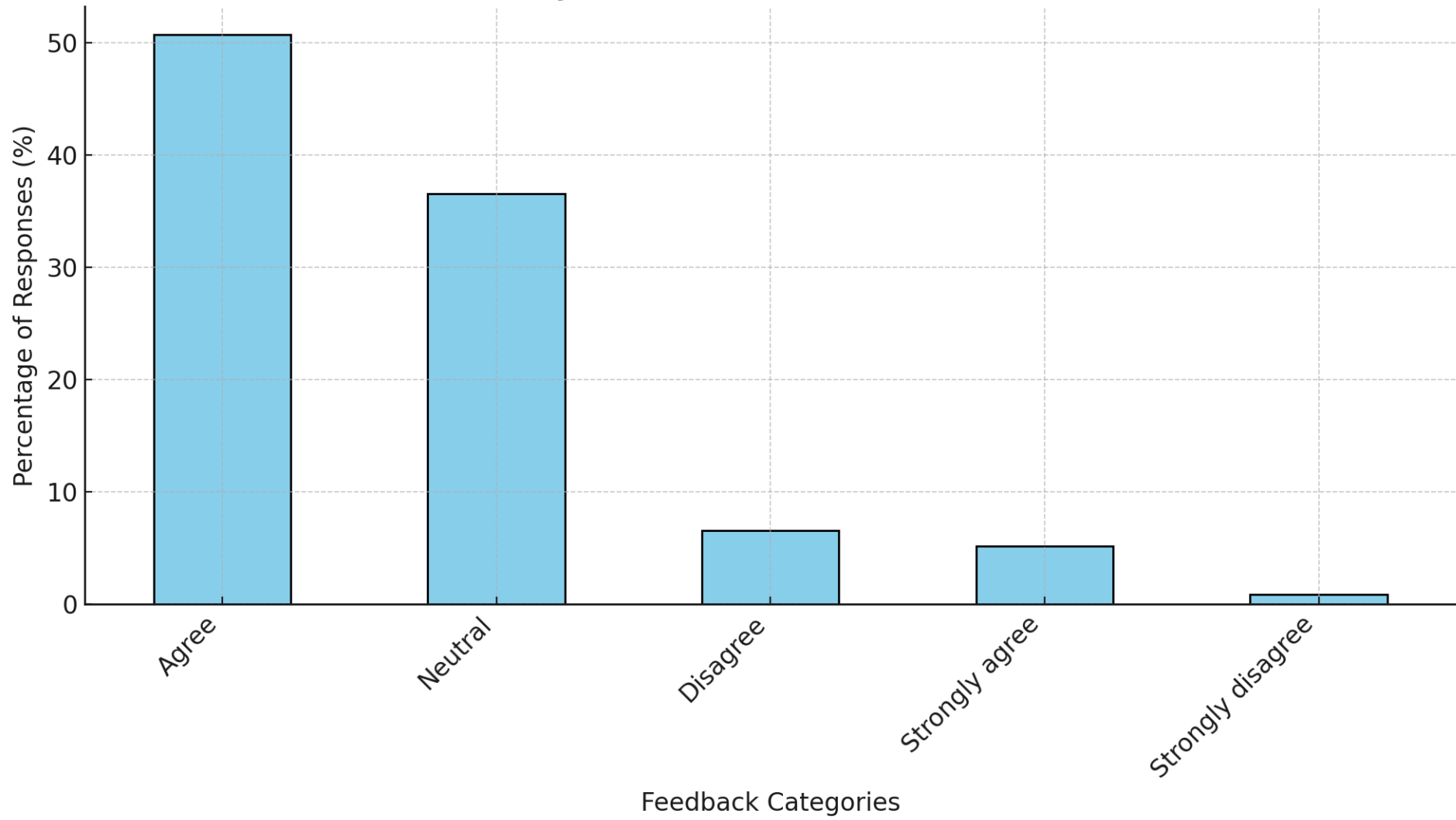
Faculty Course Delivery Feedback



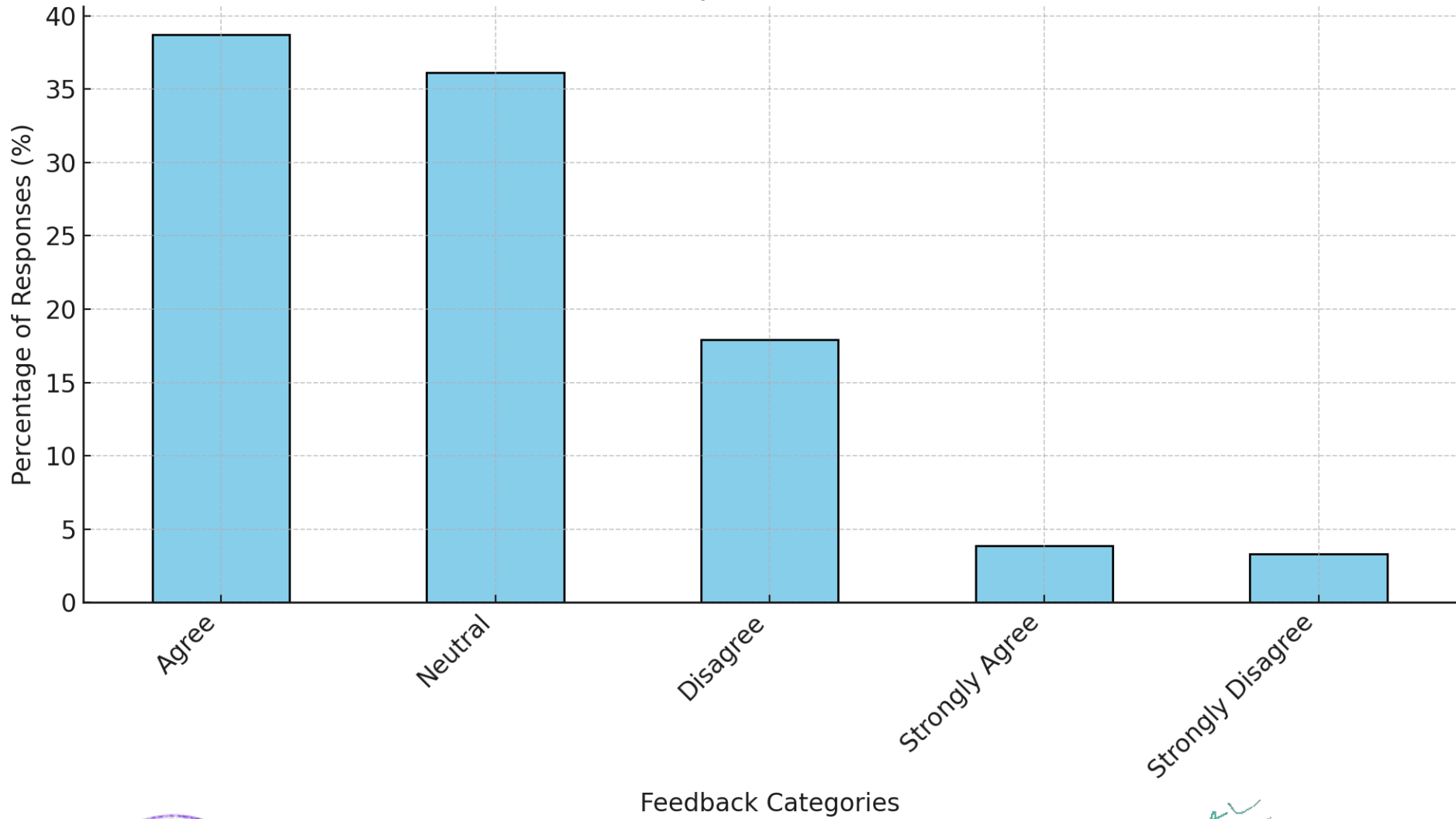
Syllabus Application Feedback




Syllabus Structure Feedback



Overall Experience Feedback




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