



MAJLIS ARTS AND SCIENCE COLLEGE, PURAMANNUR

(A Post Graduate College Affiliated to University of Calicut, Approved by Government of Kerala and Recognized by UGC under 2(f))
Puramannur PO, Valanchery, Malappuram Dist, Kerala, PIN: 676552

STUDENTS FEEDBACK ANALYSIS REPORT ON CURRICULUM 2020-2021

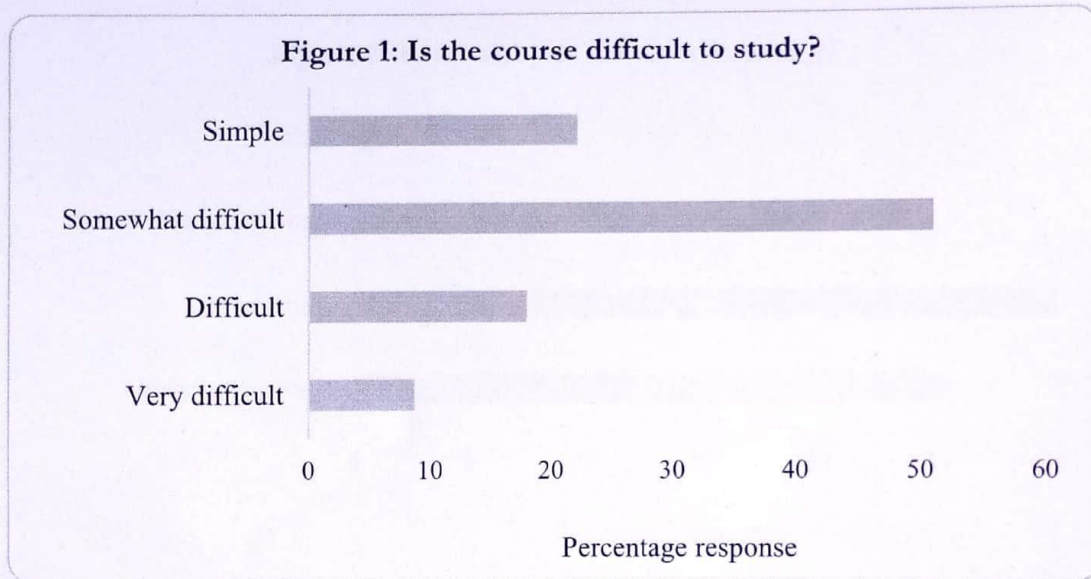
No.	Question	Feedback in percentage (Total responses 928)			
		Very difficult	Difficult	Somewhat difficult	Simple
1	Is the course difficult to study?				
		8.71	18.03	51.08	22.18
2	Is the subject matter interesting?	Very interesting	Interesting	Somewhat interesting	Boring
		25.73	49.08	23.99	1.2
3	Is the course relevant to the programme offered?	Very relevant	Relevant	Somewhat relevant	Irrelevant
		35.29	44.7	18.21	1.8
4	Is the course stimulating to search for further knowledge?	Very stimulating	Stimulating	Somewhat stimulating	Not stimulating
		34.11	42.54	20.36	2.99
5	Does the course cover all the aspects to be studied in the area?	Cover all aspects	Cover all major aspects	Average coverage	Poor coverage
		33.85	36.5	26.45	3.2
6	Does the course further your knowledge?	Substantially furthered	Furthered	Somewhat furthered	Did not further
		38.47	42.12	18.51	0.9
7	In online teaching which mode of teaching you prefer	Google meet\ zoom	Recorded voice clips	Recorded video clips	Pdf and audio clips
		40.68	16.59	25.36	17.37
8	What made you to select the institution for your higher studies?	Choice of course	Reputation of institution	Proximity	Inability to get admission in other institution
		58.95	24.01	8.77	8.27
9	When you meet student who have taken a similar programme at other institution how do you feel?	Inferior	Superior	Equal	-
		20.21	17.89	61.9	-
10	The internal assessment system helped you to	Make regular work more systematic	Understanding the course	Early discovery of difficulties	Interaction with teachers
		34.67	39.93	10.62	14.78

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Figure 1: Students' difficulty in studying the course is analysed using four levels of opinion which are simple, somewhat difficult, difficult and very difficult. The graphical representation of the opinion is arranged in such a way that the horizontal axis represents the percentage response and the vertical axis represents the students' feedback. Out of the total 928 responses, 8.71 per cent are of the opinion that the course is very difficult to study. Similarly, 18.03 per cent of students believe that the course is difficult. However, 51.08 per cent of students have the opinion that the course is 'somewhat difficult', and 22.18 per cent voted as the course is simple.



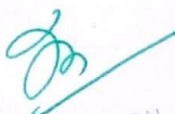
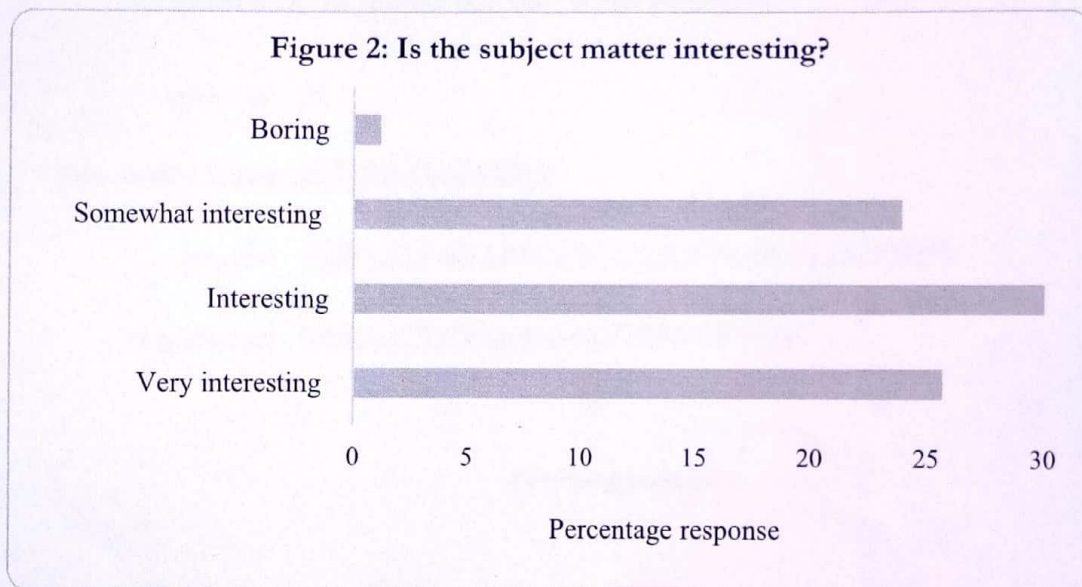

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Figure 2: Besides academic objectives, a programme attracts more students when the subject matter is interesting to the students. The survey examined the attractiveness of the courses based on the subject matter. The responses are categorised into four as boring, somewhat interesting, interesting and very interesting. According to the survey, only 1.2 per cent of the 928 respondents feel the subject matter is boring. However, 23.99 per cent experienced the subject matter is somewhat interesting. A large fraction of the students (49.08 per cent) have responded that the subject matter is interesting to them. In line with this, 25.73 per cent have the opinion that the subject matter is very interesting.



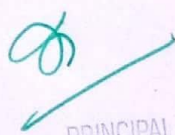
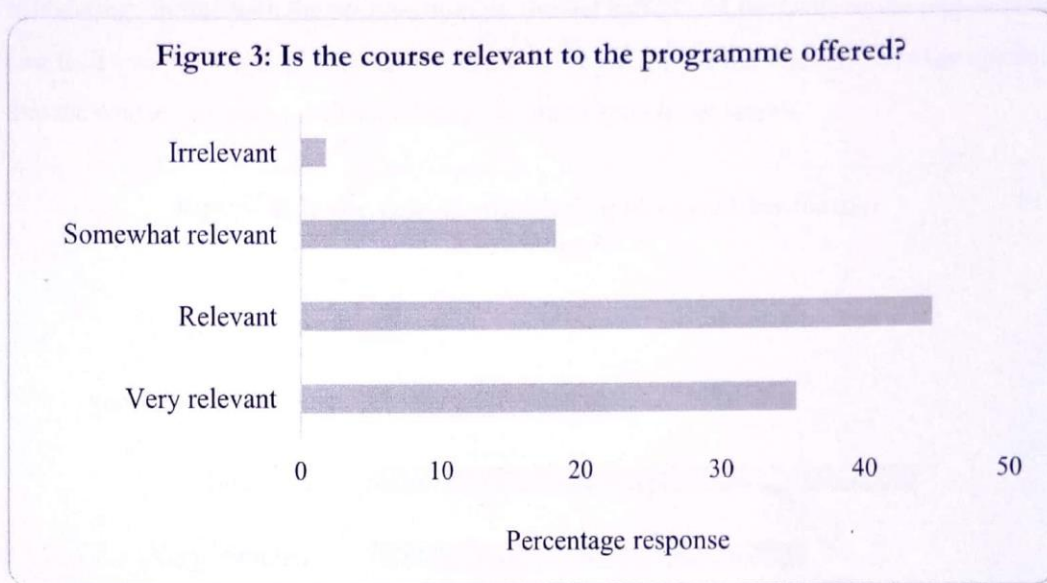

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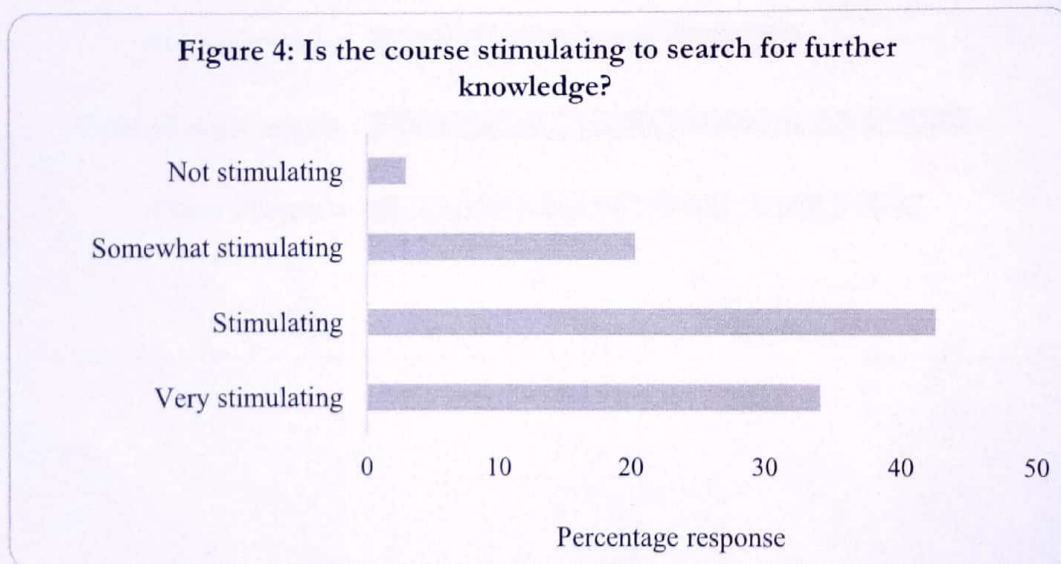
Figure 3: Understanding the students' opinion about the relevance of a particular course to a programme is inevitable for further reformation. The survey has explored the experience of respondents regarding the course relevance. Of the 928 samples collected, only 1.8 per cent responded that the course is irrelevant to the programme. When 18.21 per cent opined that the course is somewhat relevant, a large portion (44.7 per cent) of the students' have voted as the course is relevant to the programme. In addition, 35.29 per cent of the respondents are strongly believed that the course is very relevant to the programme they chose.



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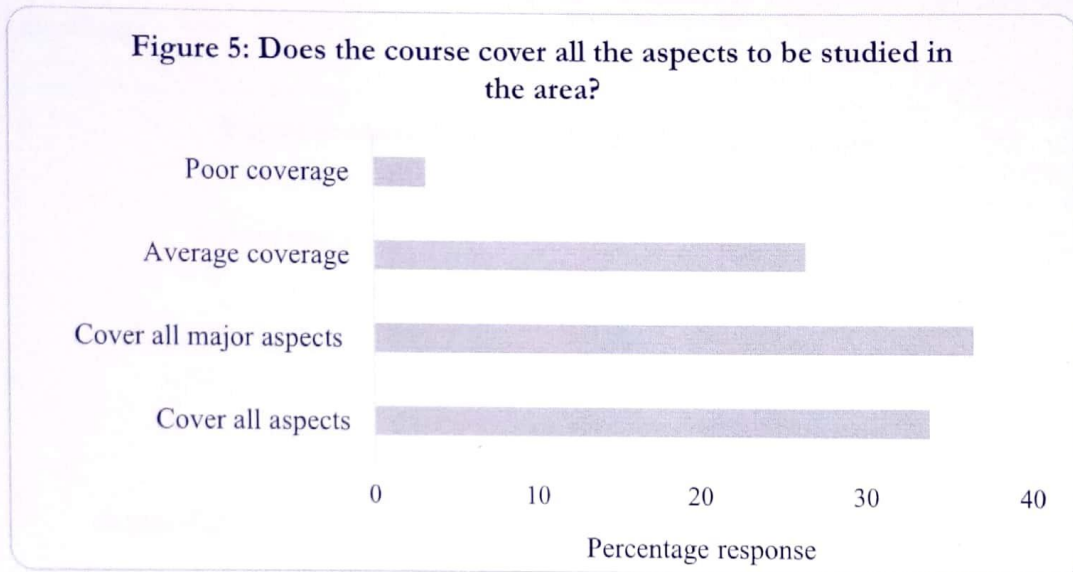
Figure 4: How a course contributes to a student's search for further knowledge is a defining criterion of a good curriculum. Understanding students' opinions regarding the inspiration of the courses for further knowledge-search is included in the survey with this objective. With the four categories of opinions such as not stimulating, somewhat stimulating, stimulating and very stimulating, the responses remarked the constructive inspiration of courses for further knowledge search. Only 2.99 per cent responded as it is not stimulating future research. Contrary to this, 20.36 per cent of the responses favour the choice 'somewhat stimulating'. In line with the positive opinion, around half (42.54 per cent) of the respondents cast their vote in favour of 'stimulating', while 34.11 per cent of the students have the opinion that the courses are very much stimulating the future knowledge search.



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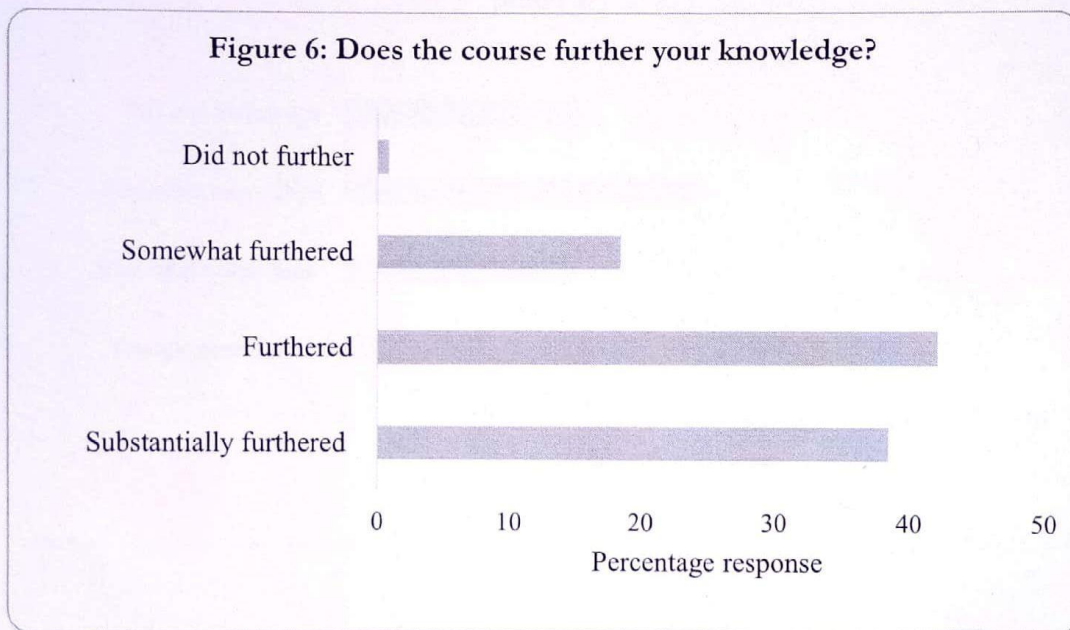
Figure 5: The coverage of the syllabus is surveyed among the students using the ratings such as poor coverage, average coverage, cover all major aspects and cover all aspects. Out of the total responses received, 3.2 per cent expressed that the course coverage is poor, and 26.45 per cent said it is average. A significant fraction of the respondents (33.85 per cent) believe that the course covered all aspects of the area when the majority (36.5 per cent) conveyed that the course covers all the major aspects of the field.



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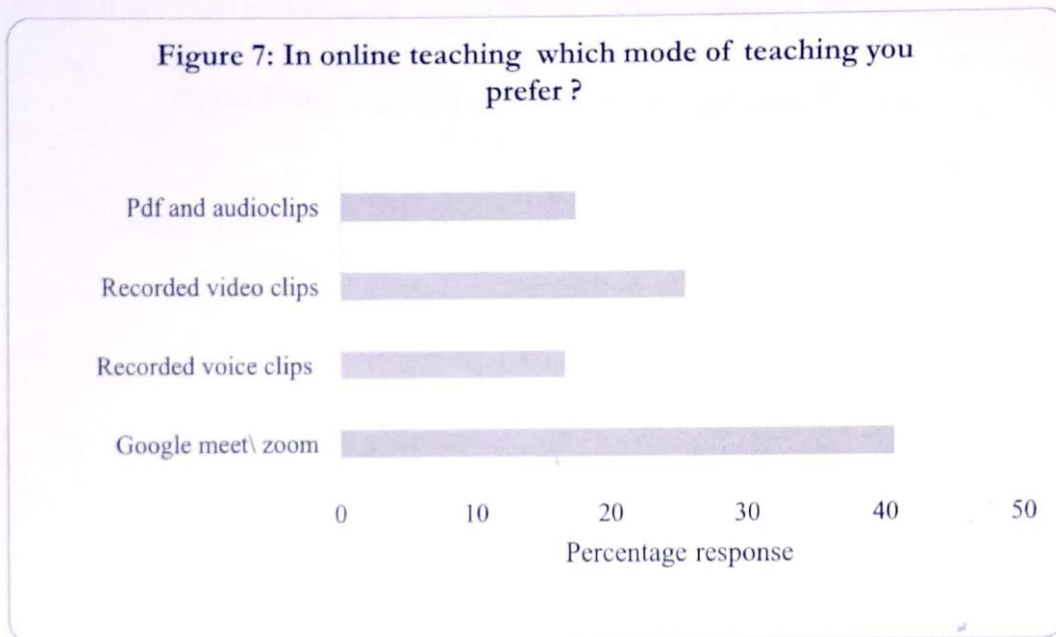
Figure 6: A course can be valued based on its ability to upgrade the knowledge of the students. In this respect, the survey includes a specific question evaluating the opinion of students. A few responses (0.9 per cent) are negatively addressed the query that the course did not further the knowledge. A fair portion (18.51 per cent) of the responses favours the course that they somewhat furthered the students' knowledge. The majority of the students (42.12 per cent) expressed that the course furthered their knowledge. Consistent with this, 38.47 per cent of the respondents disclosed that the course is substantially furthered their knowledge.



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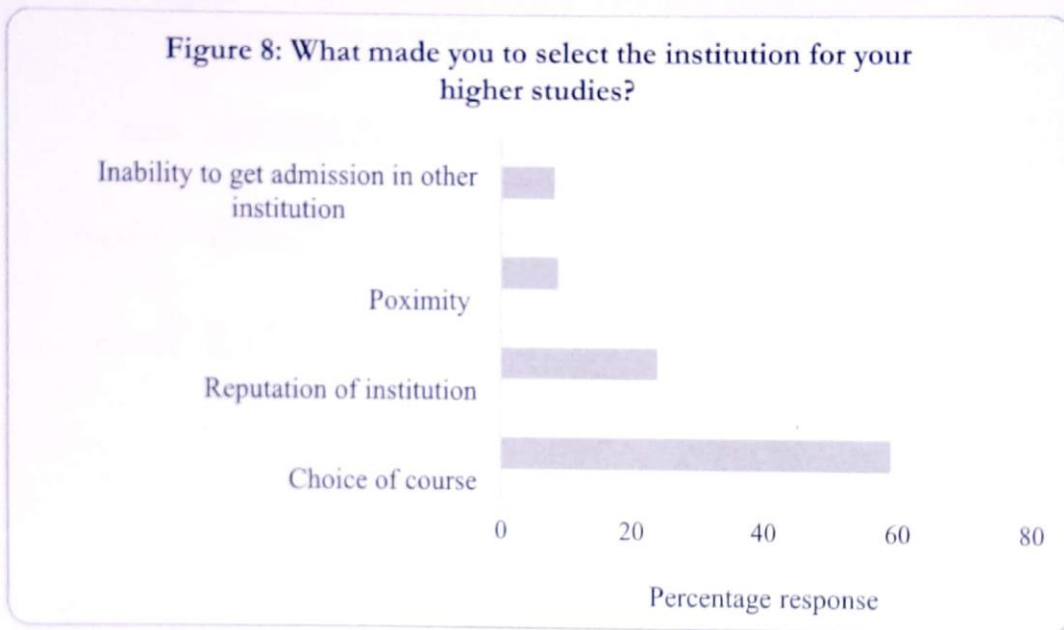
Figure 7: The methodology of online teaching is surveyed using four levels of opinions. A few students (17.37 per cent) expressed their interest in pdf and audio clips for the classes. Besides a fraction (25.36 per cent) of the respondents interested in recorded video classes, a significant fraction of students (16.59 per cent) conveyed their opinion as they are interested in recorded voice classes. Aligned with this, the majority (40.68 per cent) are interested in attending classes online through google meet or zoom platform.



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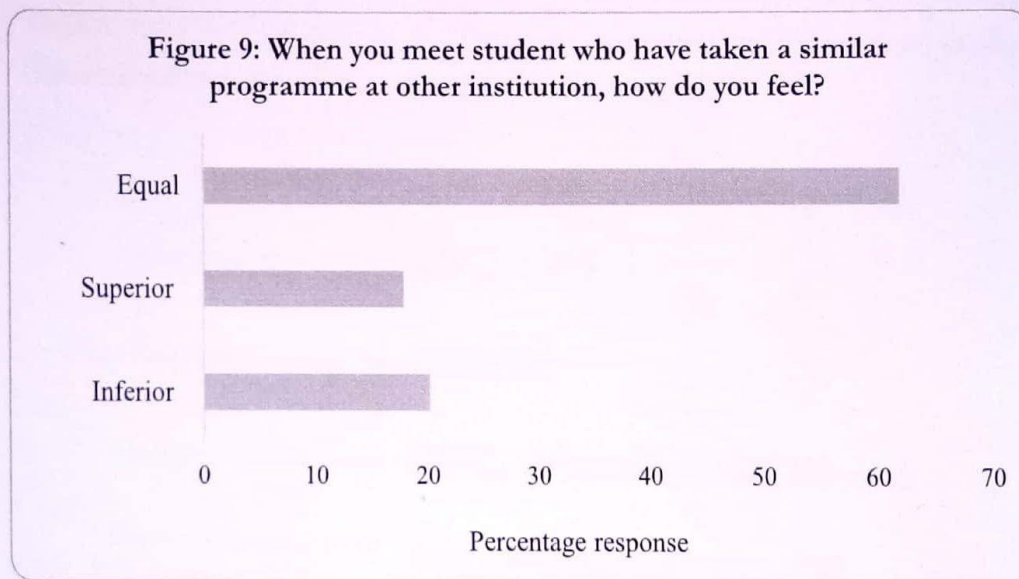
Figure 8: The reason for preferring the institution is essential to understand. The respondents are asked with selected four criteria. A small fraction of the students (8.27 per cent) are selected the institution due to their inability to get admission to other colleges. Another fraction (8.77 per cent) of respondents have the opinion that the proximity to the college is influenced them to select the college. However, 24.01 per cent of the students considered the reputation of the college as the influencing factor. Besides this, a wide choice of courses is the major factor that influenced 58.95 per cent of students to select the college.



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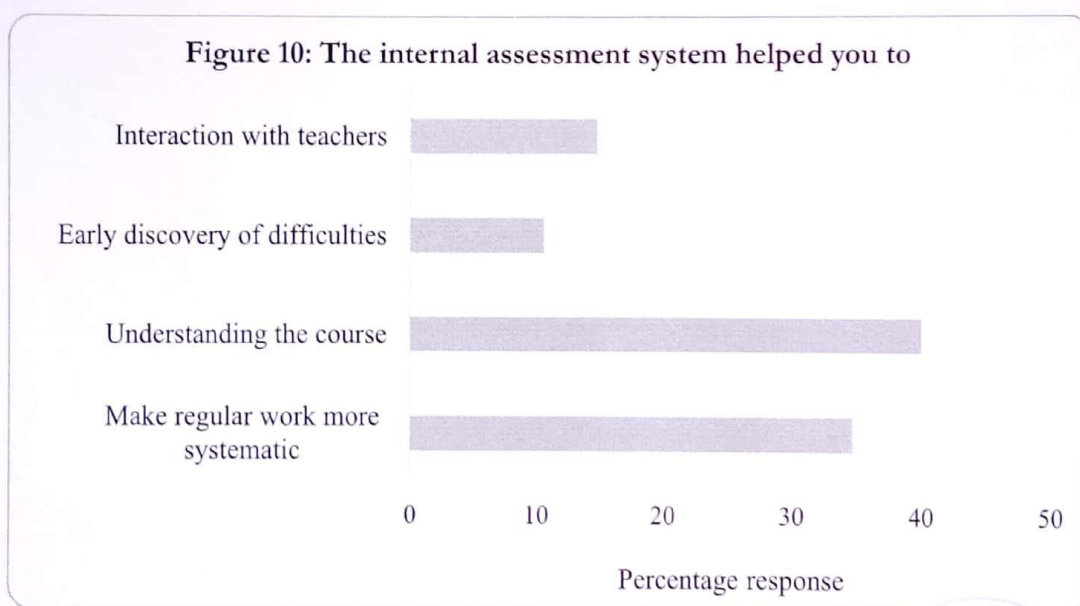
Figure 9: The opinion of students on the comparison with students of other colleges is analysed. The majority of the respondents (61.9 per cent) have the opinion that they feel equal when compared with students of a similar programme in other institutions. Contrary to this view, 17.89 per cent of students feel that they are superior to the students of other colleges. However, a significant portion of the respondents (20.21 per cent) feel that they are inferior to students of other colleges doing the same programme.




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Figure 10: The benefit of internal assessment is examined using four criteria, namely, helps to interact with teachers, early discovery of difficulties, understanding the course and making regular work more systematic. Of the total 928 students, 14.78 per cent of the respondents have experienced that the internal assessment system helped them interact with their teachers. The internal assessment system aided a few respondents (10.62 per cent) to detect their difficulties at the inception. However, a fraction of the respondents (39.93 per cent) have the opinion that the internal assessment system facilitated to understand more about the course. The lion part (34.67 per cent) of the respondents experienced that the internal assessment system helped them to make their regular works more systematic.




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