

S.M.PATEL COLLEGE OF HOME SCIENCE

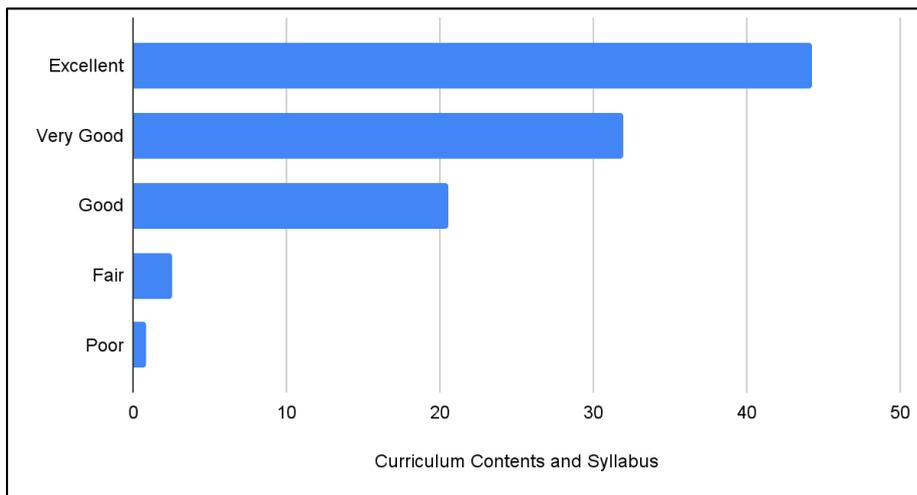
FEEDBACK FROM STUDENTS (2022-23)

Continuous evaluation and feedback can help identify areas for enhancement and ensure the curriculum remains dynamic, relevant, and engaging for all students.

The table provides data received on various factors related to the overall learning experience in a College. Each factor is rated on a scale from "Excellent" to "Poor," and corresponding percentages indicate the distribution of responses.

Kindly give your score for the following questions on Learning and curriculum Experience

5 – Excellent, 4 – Very Good, 3 – Good, 2 – Fair, 1 – Poor



1. Curriculum Contents and Syllabus:

The majority of students rate the curriculum contents and syllabus positively.

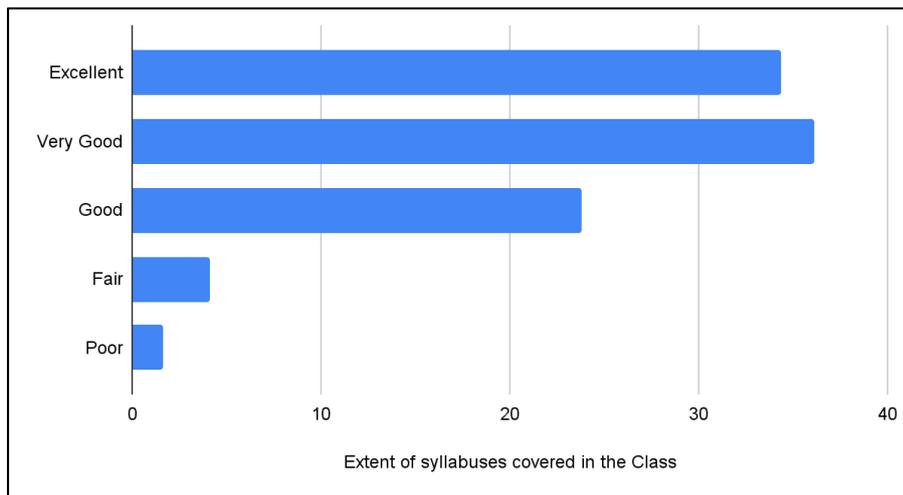
44.3% of respondents rated the curriculum and syllabus "Excellent." This shows that these students find the curriculum extraordinarily well-designed, engaging, and relevant to their learning goals.

32% of students thought the curriculum and syllabus were "Very Good." The curriculum's quality, organisation, and alignment with learning objectives were praised by students. It shows that the curriculum provides a solid basis for their study and successfully addresses crucial topic matter.

20.5% of students scored the programme and syllabus "Good." This ranking indicates that the curriculum meets students basic needs. It's still a good learning experience.

Only few students evaluated the curriculum and syllabus "Fair or poor" This shows that some curriculum elements are ordinary or below expectations for these students.

2. Extent of syllabuses covered in the Class:

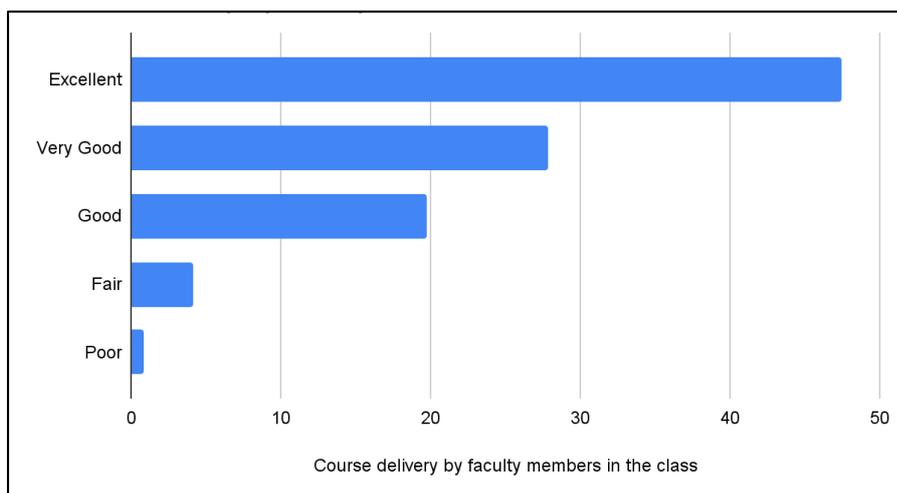


Students rate their learning and curricular experience on the extent of syllabuses covered in class positively. 34.4% said the class covered syllabuses "Excellent." This means that these students believe the curriculum covers the course fully and in-depth, leaving no notable gaps in their learning. This rating shows excellent student satisfaction and implies that they feel prepared and appropriately exposed to the required content.

36.1% of students regarded class syllabus coverage as "Very Good." This means that these students find the curriculum coverage to be highly satisfactory, with a thorough discussion of syllabus subjects. 23.8% of students assessed the class's syllabus coverage as "Good." This means that these students feel the syllabus coverage good generally, while there may be some minor gaps or areas that might be further examined. The curriculum is generally effective in covering the required information.

Less number of students scored that the curriculum's syllabus coverage is fair or poor. Overall, the majority of students hold a positive view of the extent of syllabuses covered in the class, with a significant percentage rating it as "Excellent" or "Very Good."

3. Course delivery by faculty members in the class:



From the above graph it can be noted that the course delivery by faculty members in the class reflects a highly positive perception among the students.

The highest no.of students(47.5%) scored that the course delivery as "Excellent." This indicates that the students have a highly favorable view of the faculty members' teaching methods, pedagogical approach, and overall effectiveness in delivering the course content. This rating suggests that the faculty members are successful in engaging students, fostering a conducive learning environment, and effectively conveying the subject matter.

A significant proportion of students, 27.9%, rated the course delivery as "Very Good." This signifies that these students perceive the faculty members' teaching as highly satisfactory.

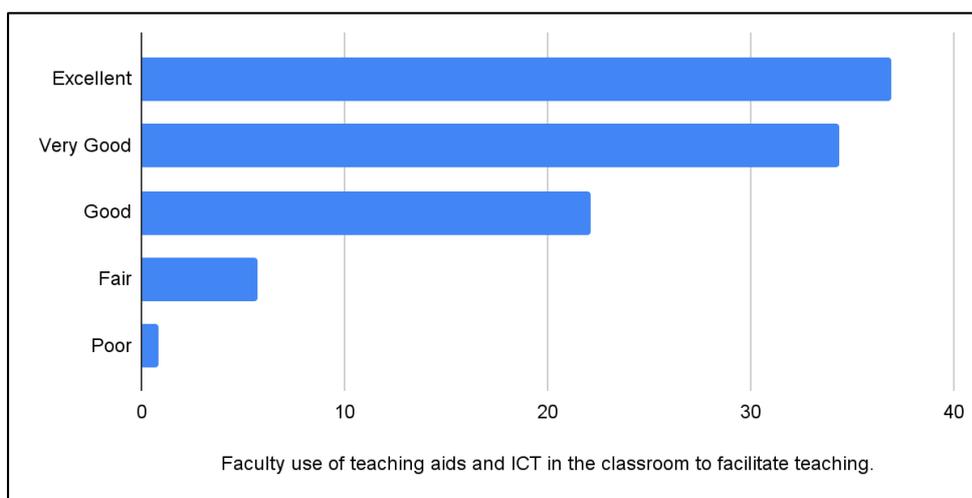
A considerable percentage of students, 19.7%, rated the course delivery as "Good." This suggests that these students find the faculty members' teaching to be satisfactory, although there might be some room for improvement. Very few students scored that the course delivery as "Fair." This indicates that these students perceive some aspects of the faculty members' teaching as average or somewhat below their expectations.

Overall positive perception demonstrates the faculty members' commitment to delivering courses that are engaging, informative, and beneficial to the students' learning journey.

4. Faculty use of teaching aids and ICT in the classroom to facilitate teaching:

The use of teaching aids and ICT (Information and Communication Technology) in the classroom by the faculties is positively rated by students, indicating that these resources improve learning.

36.9% of respondents said the faculty used instructional aids and ICT which is noted "Excellent." This shows that instructional tools and ICT help these students learn. Visual aids, multimedia presentations, online resources, and interactive technology are used by instructors to improve student engagement, comprehension, and learning.



34.4% of students said the faculty's teaching tools and ICT were "Very Good." These resources help teachers build interactive and engaging classrooms that promote student

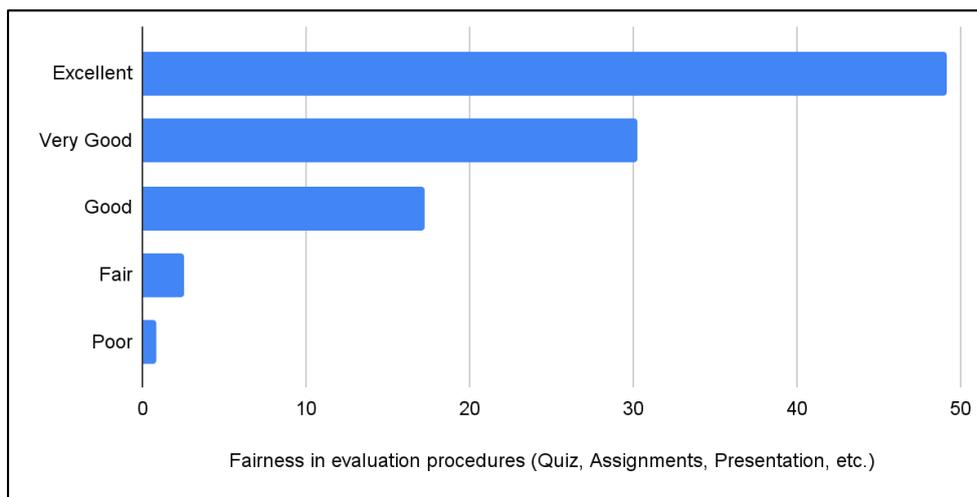
learning.22.1% of students said the faculty's instructional aids and ICT were "Good." This shows that these students view the faculty's incorporation of teaching aids and ICT satisfactory although, there may be an opportunity for improvement.

5.7% and 0.8% of students rated the faculty's usage of ICT and instructional aids as "Fair" and "Poor," respectively. This suggests that these students believe the faculty's use of instructional aids and ICT might be improved.

Most students think the faculty's use of teaching aids and ICT in the classroom is "Excellent" or "Very Good." This shows that teachers use these resources to enhance and promote learning.

5. Fairness in evaluation procedures (Quiz, Assignments, Presentation, etc.):

The rating of fairness in evaluation procedures, including quizzes, assignments, presentations, and other assessment methods, reflects a highly positive perception among the students.

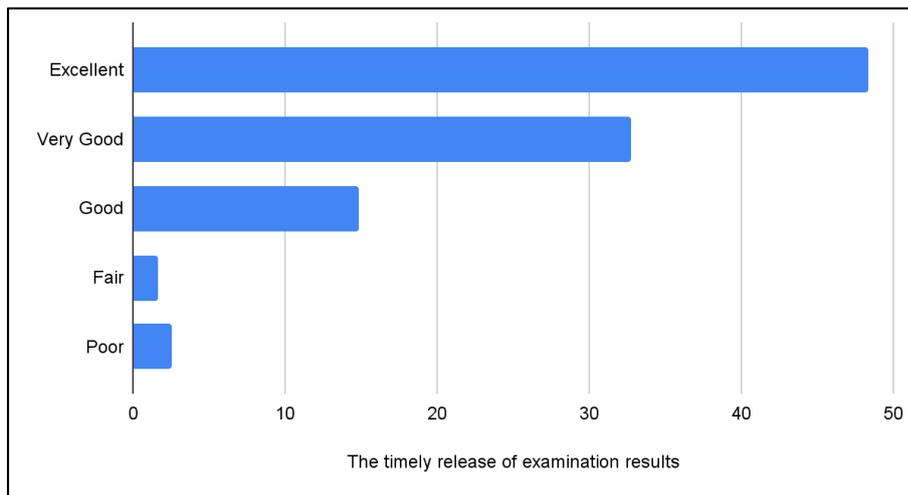


More number of students rated 49.2%, for the fairness of evaluation procedures as "Excellent." This indicates that the students believe the evaluation methods used by the faculty members are highly fair and unbiased.

A significant proportion of students, 30.3% and 17.2%, rated the fairness of evaluation procedures as "Very Good" as well as "Good", respectively. This suggests that these students perceive the evaluation methods to be satisfactory, with a fair and unbiased approach.

A small percentage of students rated the evaluation procedures as "Fair" (2.5%) as well as poor(0.8%).This suggests that these students perceive some aspects of the evaluation procedures to be moderately fair.They believe that the assessment methods used by the faculty members are significantly biased or inadequate in evaluating their performance fairly.

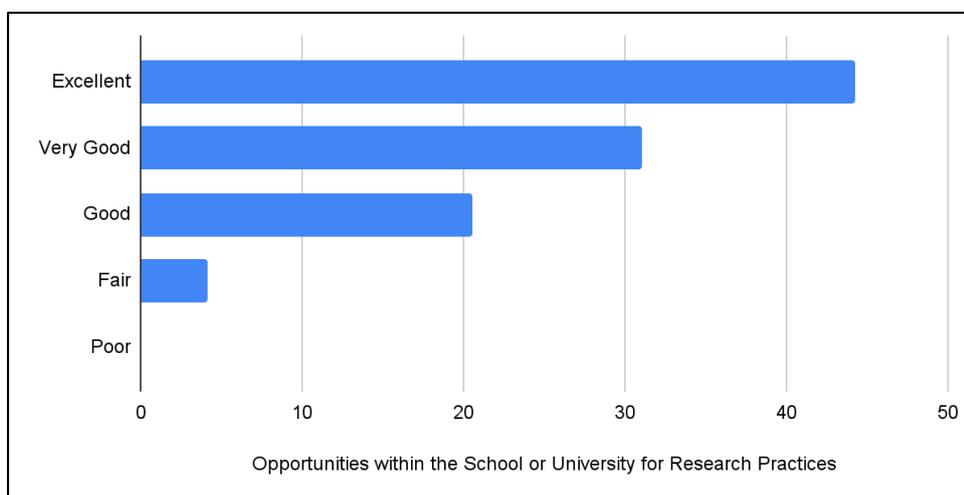
6. The timely release of examination results:



The rating of the timely release of examination results reflects a positive perception among the students. 48.4%, rated the timely release of examination results as "Excellent." This suggests that these students have a highly favorable view of the faculty members' ability to deliver examination results promptly. They appreciate receiving feedback and grades in a timely manner, enabling them to review their performance, identify areas for improvement, and make informed decisions regarding their academic progress.

A substantial proportion of students, 32.8%, rated the timely release of examination results as "Very Good." This indicates that these students find the faculty members' efforts in providing examination results within a reasonable timeframe to be highly satisfactory. 14.8%, as well as 1.6% of students rated the timely release of examination results as "Good" as well as "Fair," respectively. This suggests that these students perceive the faculty members' adherence to a timely schedule in releasing examination results to be satisfactory. A minimal percentage of students, 2.5%, rated the timely release of examination results as "Poor."

7. Opportunities within the University for Research Practices:

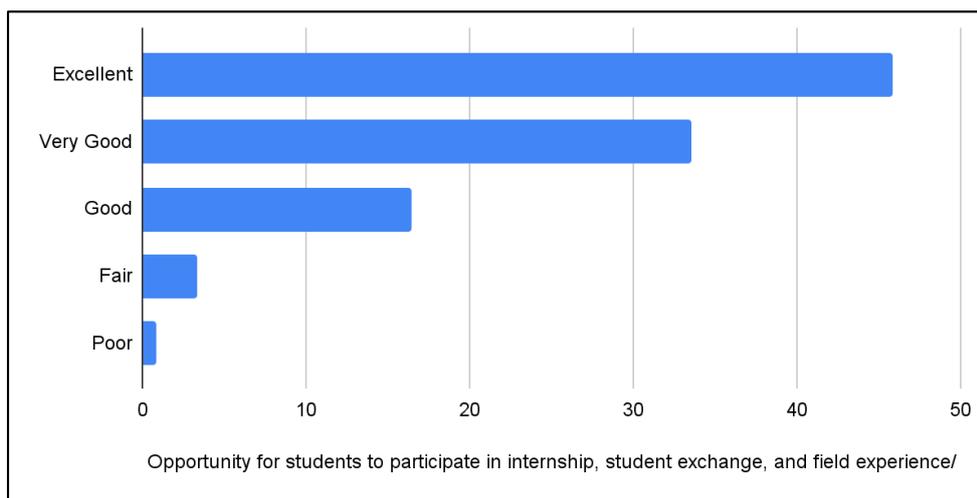


Students rate college opportunities for research positively, indicating that there are good prospects for research.

44.3% rated research opportunities "Excellent." This shows that students think the university offers great research prospects. 31.1% and 20.5% of students rated research opportunities as "Very Good as well as Good," indicating that they can effectively pursue research and make meaningful contributions to their fields of study.

4.1% of students rated research opportunities "Fair." These students consider the institution offers modest research chances. Resources, mentorship, and research-related activities may be limited.

8. Opportunity for students to participate in internship, student exchange, and field experience:

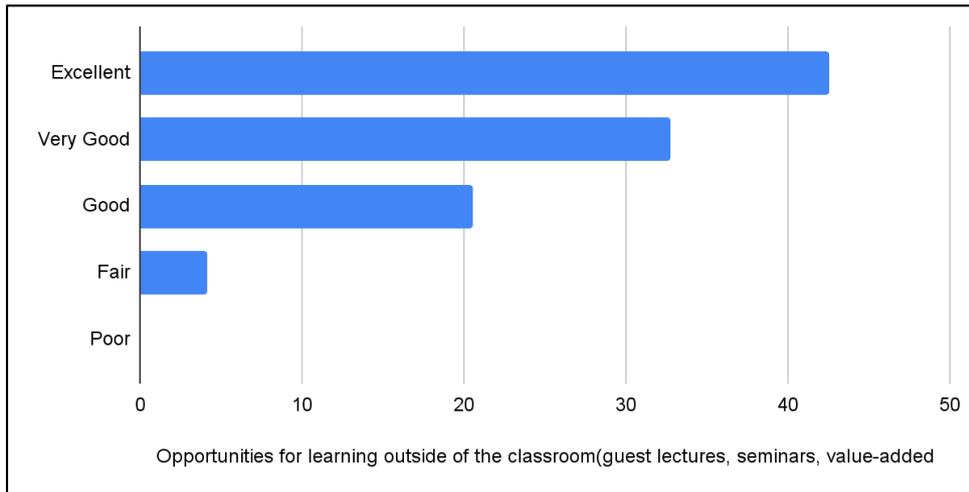


The rating of opportunities for students to participate in internships, student exchange programs, and field experiences indicates a positive perception among the students, highlighting the presence of favorable avenues for practical learning and exposure.

A significant percentage, 45.9%, rated the opportunities for internships, student exchange programs, and field experiences as "Excellent." This suggests that these students perceive the university to provide exceptional opportunities for hands-on learning outside the classroom. They appreciate the availability of diverse internships, well-established student exchange programs, and valuable field experiences that allow them to gain practical skills, broaden their perspectives, and develop a global mindset.

A substantial proportion of students, 33.6%, rated the opportunities as "Very Good" and 16.4%, rated the opportunities as "Good." This indicates that these students find the opportunities for internships, student exchange programs, and field experiences to be highly satisfactory. Few students rated 3.3% and 0.8%, the opportunities as "Fair" as well as poor, respectively.

9. Opportunities for learning outside of the classroom (guest lectures, seminars, value-added programs, competitions, and conferences):



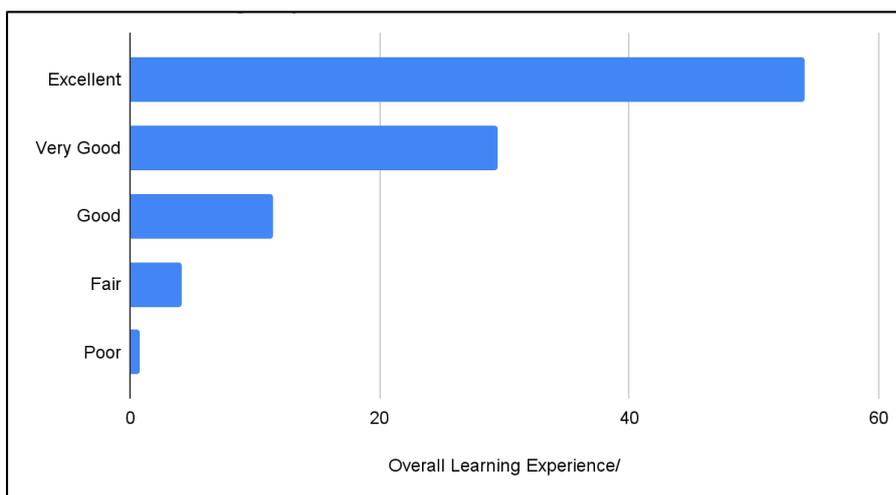
Students rate guest lectures, seminars, value-added programmes, competitions, and conferences positively, indicating the presence of diverse and enriching learning experiences outside of regular coursework.

42.6% rated outside-of-classroom learning "Excellent." This means that these students believe that college offers excellent extracurricular opportunities to learn and grow. 20.5% – 32.8% of students rated the opportunities "Good" to "Very Good." These students like to explore outside the classroom. The institution's relevant and interesting activities boost their learning experience.

4.1% of students rated opportunities "Fair." These students believe the institution offers moderate possibilities for learning beyond the classroom.

Overall, organising meaningful and varied learning activities outside the classroom improves students' educational experience and prepares them for future success.

10. Overall Learning Experience:



According to student ratings, overall learning is quite good. The majority of students (54.1%) rated their learning experience as "Excellent." This means they had an amazing educational journey with high-quality teachers and a supportive learning environment.

29.5% of students rated their learning experience "Very Good." This suggests a satisfying and rewarding educational journey. They benefited from favourable teaching methods, well-structured coursework, and active learning and involvement. 11.5% of students said their learning experience was "Good." The college and faculty's efforts to provide quality education are appreciated by these students. However, they may feel that there are ways to improve their learning experience and accomplish their educational goals.

Few students called their learning experience "Fair." This suggests a moderate learning experience. Curriculum design, instructional methods, and support systems may have impacted these students' education.

The high percentages of "Excellent" and "Very Good" ratings show the college's dedication to effective teaching and a good learning environment.