



"Empowering the youth for a brighter future"

# SAHYA ARTS & SCIENCE COLLEGE

Affiliated to the University of Calicut and recognised by the Govt. of Kerala

An under taking of Sahya Pravasi Co-operative Society Ltd No. M. 862, Wandoor

1.4.1

FEEDBACK SYSTEM

STUDENTS FEEDBACK ANALYSIS REPORT

2018-2023

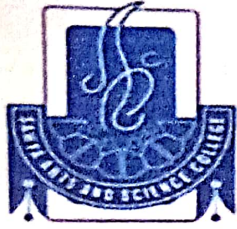
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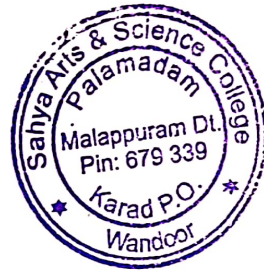
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## QUESTION NO 1

Question 1.	Modules and objectives of the syllabus helpful to improve your academic knowldge and skill											
YEAR	Excellent	excellant %	very good	verygood %	Good	good %	Average	average %	Below Average	below average %	total	% total
2018-19	143	45.11041009	89	28.07570978	75	23.65930599	10	3.154574132		0	317	100
2019-20	89	21.09004739	77	18.2464455	154	36.492891	71	16.82464455	31	7.345971564	422	100
2020-21	123	35.24355301	78	22.3495702	73	20.91690544	38	10.88825215	37	10.6017192	349	100
2021-22	138	42.33128834	75	23.00613497	89	27.3006135	15	4.601226994	9	2.760736196	326	100
2022-23	179	46.85863874	80	20.94240838	96	25.13089005	9	2.356020942	18	4.712041885	382	100

NOTE:

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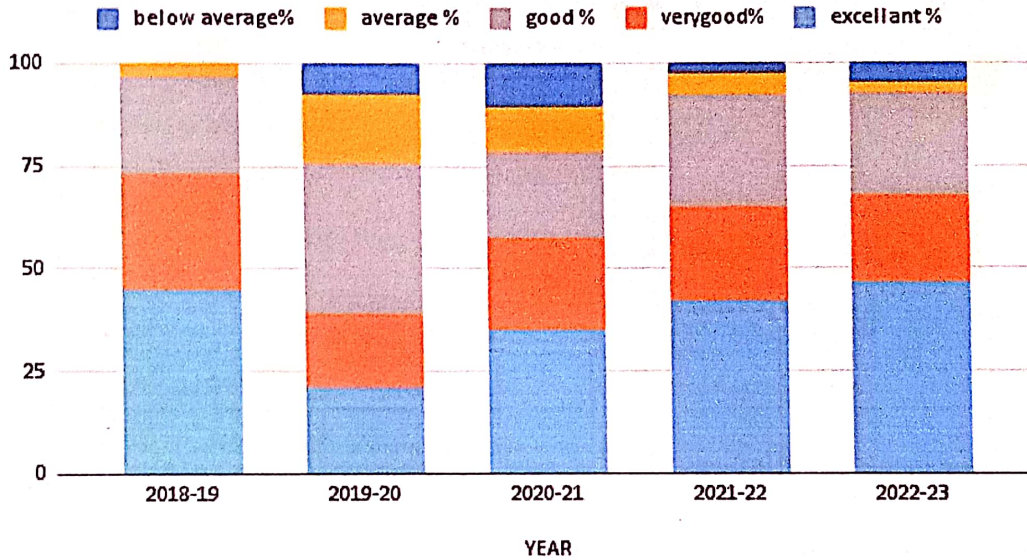
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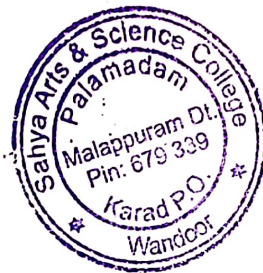
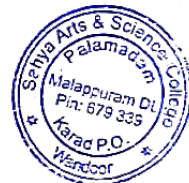
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2018-19, 2019-20, 2020-21, 2021-22 and 2022-23



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## Feedback summary

### 1. Overall Trend:

- There seems to be an increasing trend in the percentage of students achieving 'Excellent' and 'Very Good' performance levels over the years.
- Conversely, there's a decreasing trend in 'Average' and 'Below Average' performance levels, indicating improvement overall.

### 2. Year-wise Analysis:

#### • 2018-2019:

- The majority of students fall into the categories of 'Excellent' and 'Very Good'.
- There's a relatively low percentage of students in 'Average' and 'Below Average' categories.

#### • 2019-2020:

- There's a slight decrease in the percentage of students achieving 'Excellent' and 'Very Good' performance.
- However, there's an increase in the percentage of students in the 'Good' category.

#### • 2020-2021:

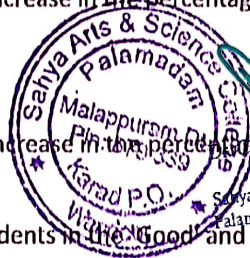
- There's a noticeable increase in the percentage of students achieving 'Excellent' performance.
- The percentage of students in the 'Good' and 'Average' categories remains relatively stable.

#### • 2021-2022:

- There's a significant increase in the percentage of students achieving 'Excellent' performance.
- The percentage of students in the 'Very Good' category also increases.

#### • 2022-2023:

- This year shows the highest percentage of students achieving 'Excellent' performance.
- The percentage of students in the 'Good' category is also very high.



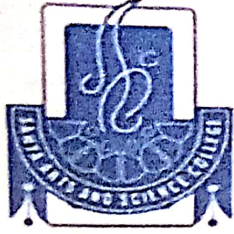
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### 3. Observations:

- There's a consistent improvement in the academic performance over the years, with more students achieving higher levels of proficiency.
- The syllabus modules and objectives seem to be effectively contributing to enhancing students' academic knowledge and skills.
- The increasing percentage of students in the 'Excellent' category indicates that the syllabus content and teaching methods are effectively challenging and engaging students.

### 4. Recommendations:

- Continue monitoring and analyzing performance data to identify areas for further improvement.
- Explore the factors contributing to the consistent increase in 'Excellent' performance and replicate successful strategies.
- Provide additional support and resources for students who fall into the 'Average' and 'Below Average' categories to ensure they can improve their academic performance.

Overall, the data suggests a positive trend in academic performance, indicating the effectiveness of the syllabus modules and objectives in enhancing students' knowledge and skills.

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## QUESTION NO 2:

YEAR	Excellent	excellent %	very good	very good%	Good	good%	Average	average %	Below Average	below average %	TOTAL	% total
2018-19	99	31.23028391	138	43.53312303	55	17.35015773	25	7.886435331		0	317	100
2019-20	189	44.78672986	114	27.01421801	34	8.056872038	67	15.87677725	18	4.265402844	422	100
2020-21	157	44.98567335	49	14.04011461	67	19.19770774	53	15.18624642	23	6.59025788		100
2021-22	124	38.03680982	89	27.3006135	44	13.49693252	41	12.5765712	18	5.58895055		100
2022-23	90	23.56020942	156	40.83769634	78	20.41884817	44	11.51892461	14	3.664921466	382	100

NOTE:



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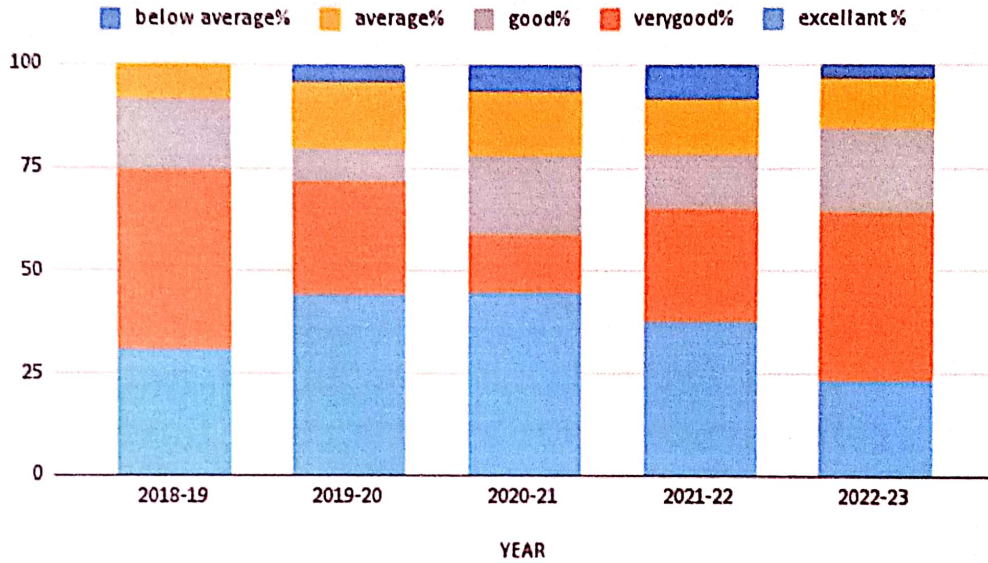
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## Feedback summary

To provide a detailed feedback summary on how far the classroom infrastructure supports gaining academic knowledge based on the syllabus, let's analyze the data provided across the years (2018-2019 to 2022-2023) focusing on the percentage distribution of performance levels (Excellent, Very Good, Good, Average, Below Average).

### 1. Overall Trend:

- There seems to be fluctuations in the percentage distribution of performance levels across the years.
- The highest percentages are typically in the 'Excellent' and 'Very Good' categories, but there are variations in their proportions.

### 2. Year-wise Analysis:

#### • 2018-2019:

- The highest percentage falls into the 'Very Good' category, followed by 'Excellent'.
- A relatively low percentage of students are in the 'Average' and 'Below Average' categories.

#### • 2019-2020:

- There's a notable increase in the percentage of students achieving 'Excellent' performance.
- The 'Very Good' category also has a significant percentage.

#### • 2020-2021:

- The distribution is more evenly spread among 'Excellent', 'Very Good', and 'Good' categories.
- There's a slight decrease in the 'Excellent' category compared to the previous year.

#### • 2021-2022:

- The percentage of students achieving 'Excellent' performance decreases further.
- The distribution is more skewed towards 'Very Good' and 'Good' categories.

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- 2022-2023:
  - There's a significant decrease in the percentage of students achieving 'Excellent' performance.
  - The highest percentage falls into the 'Very Good' category.

### 3. Observations:

- The fluctuation in performance levels across the years suggests variability in how well the classroom infrastructure supports academic knowledge acquisition.
- While 'Very Good' performance levels are consistently high, there are fluctuations in 'Excellent' performance levels.
- The 'Average' and 'Below Average' categories, although relatively low, indicate that there's still room for improvement in leveraging classroom infrastructure to support academic learning.

### 4. Recommendations:

- Conduct a detailed analysis to identify factors contributing to fluctuations in performance levels.
- Invest in improving classroom infrastructure such as technology integration, ergonomic seating, and conducive learning environments.
- Provide professional development for educators to optimize the use of classroom resources and technology to enhance student learning outcomes.

Overall, while there are positive aspects indicated by the high percentages in 'Very Good' and 'Good' categories, there's also a need for continuous improvement to ensure that classroom infrastructure effectively supports academic knowledge acquisition for all students.



  
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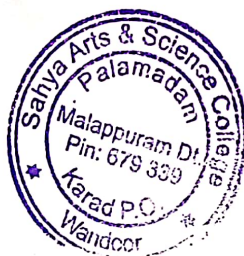
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**QUESTION NO 3:**

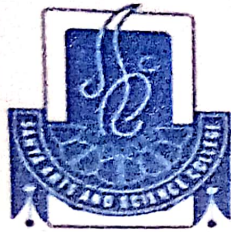
option	Excellent	excellent %	very good	very good%	Good	good%	Average	average %	Below Average	below average%	TOTAL	%
2018-19	89	28.07570 978	116	36.59305 994	98	30.91482 65	14	4.416403 785		0	317	100
2019-20	122	28.90995 261	100	23.69668 246	89	21.09004 739	94	22.27488 152	17	4.0284360 19	422	100
2020-21	154	44.12607 45	90	25.78796 562	37	10.60171 92	62	17.78294 298	6	1.7191979 08	349	100
2021-22	88	26.99386 503	67	20.55214 724	87	26.68711 656	56	17.17791 411	28	8.5889570 55	326	100
2022-23	178	46.59685 864	67	17.53926 702	90	23.56020 942	45	11.78010 471	2	0.5235602 094	382	100

NOTE:



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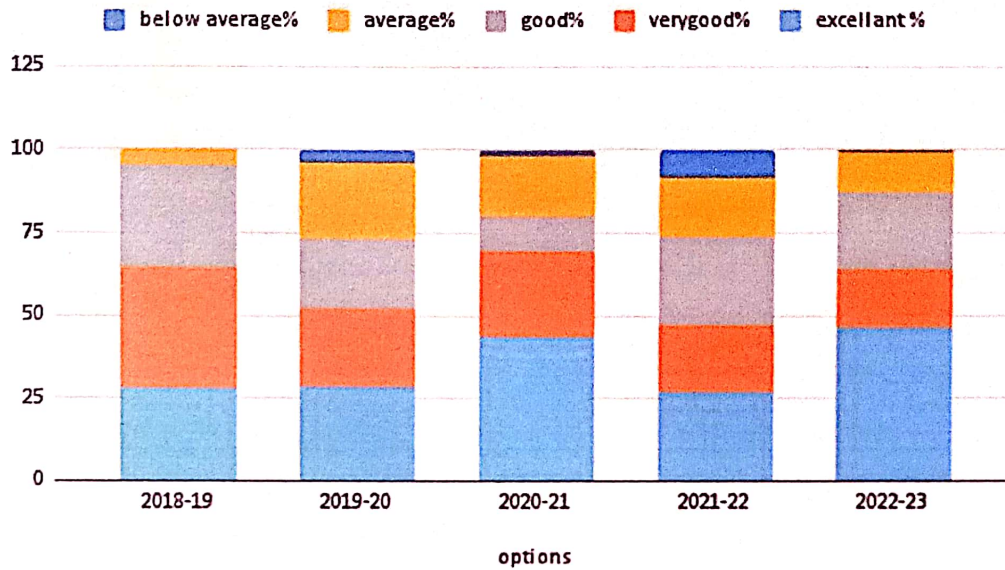
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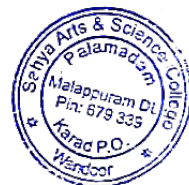
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options

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## Feedback summary

To provide a detailed feedback analysis report on how the internal evaluation process is effective in achieving competency skills and self-assessment for individuals, let's examine the data provided across the years (2018-2019 to 2022-2023) focusing on the percentage distribution of performance levels (Excellent, Very Good, Good, Average, Below Average).

### 1. Overall Trend:

- There's variability in the percentage distribution of performance levels across the years.
- The highest percentages are typically in the 'Excellent' and 'Very Good' categories, but there are variations in their proportions.

### 2. Year-wise Analysis:

#### • 2018-2019:

- The highest percentage falls into the 'Very Good' category, closely followed by 'Excellent'.
- A relatively low percentage of students fall into the 'Average' and 'Below Average' categories.

#### • 2019-2020:

- There's a decrease in the percentage of students achieving 'Excellent' performance compared to the previous year.
- The distribution is more evenly spread among 'Very Good', 'Good', and 'Average' categories.

#### • 2020-2021:

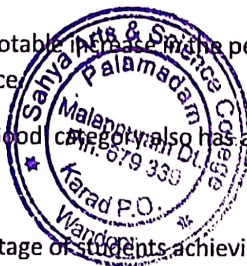
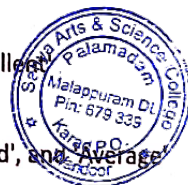
- There's a notable increase in the percentage of students achieving 'Excellent' performance.
- The 'Very Good' category also has a significant percentage.

#### • 2021-2022:

- The percentage of students achieving 'Excellent' performance decreases slightly.
- The distribution is more balanced among 'Very Good', 'Good', and 'Average' categories.

#### • 2022-2023:

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- There's a significant increase in the percentage of students achieving 'Excellent' performance.
- The percentage of students in the 'Very Good' category remains relatively stable.

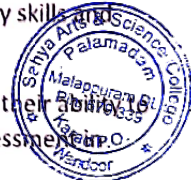
### 3. Observations:

- The internal evaluation process appears to be effective in promoting competency skills and self-assessment, as indicated by the high percentages in 'Excellent' and 'Very Good' categories.
- There are fluctuations in performance levels across the years, suggesting potential variations in the effectiveness of the evaluation process over time.
- The relatively low percentages in 'Average' and 'Below Average' categories indicate that the majority of students are achieving competency and are able to self-assess their performance effectively.

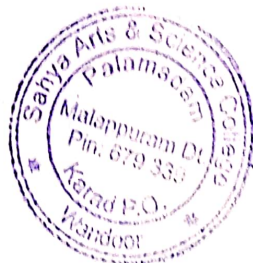
### 4. Recommendations:

- Continue to refine and improve the internal evaluation process based on feedback and analysis of student performance data.
- Provide additional support and resources for students who fall into the 'Average' and 'Below Average' categories to ensure they can improve their competency skills and self-assessment abilities.
- Encourage ongoing professional development for educators to enhance their ability to assess and provide feedback that fosters competency skills and self-assessment in students.

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Overall, while there are positive indications of the effectiveness of the internal evaluation process in promoting competency skills and self-assessment, there's also a need for continuous improvement to ensure consistent outcomes across all performance levels.



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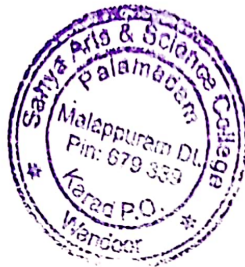
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## QUESTION NO 4

option s	Excell ent	excellent %	ver y go od	very good%	Go od	good%	Avera ge	average%	Belo w Avera ge	below average %	TOT AL	% tot al
2018-19	89	28.07570	98	30.91482	128	40.37854	2	0.630914	8265	0	317	100
2019-20	120	28.43601	189	44.78672	45	10.66350	40	9.478672	986	28	6.635071	422
2020-21	134	38.39541	100	28.65329	79	22.63610	26	7.449856	734	10	2.865329	513
2021-22	95	29.14110	98	30.06134	59	18.09815	46	14.110	945	28	8.58895	055
2022-23	187	48.95287	38	9.947643	59	15.44502	90	23.36020	942	8	2.094240	838

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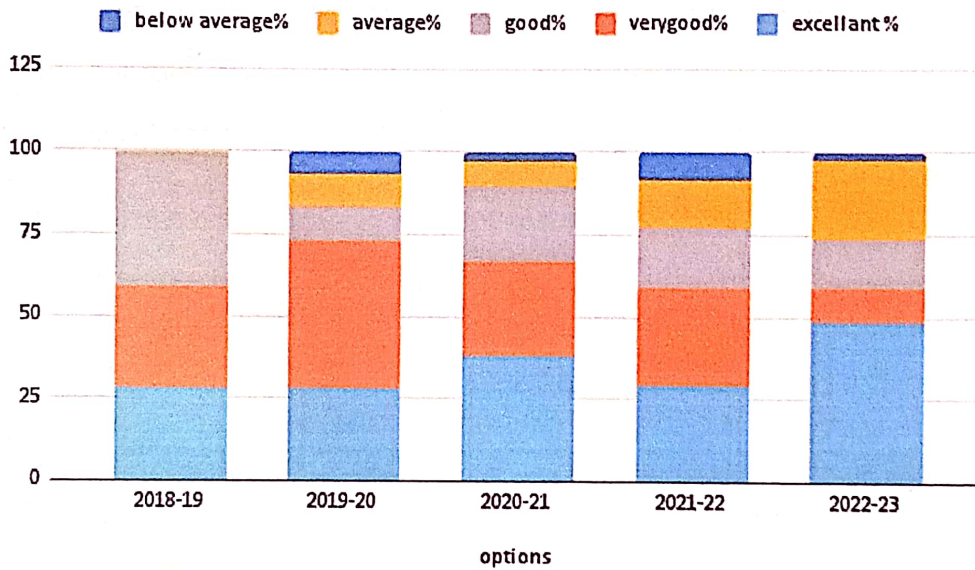
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## Feedback summary

To provide a detailed feedback summary on how far the curriculum offers academic-related seminars, workshops, conferences, and industrial visits to enhance creativity and knowledge in and out of the syllabus, let's analyze the data provided across the years (2018-2019 to 2022-2023) focusing on the percentage distribution of performance levels (Excellent, Very Good, Good, Average, Below Average).

### 1. Overall Trend:

- There's variability in the percentage distribution of performance levels across the years.
- The highest percentages are typically in the 'Excellent' and 'Very Good' categories, indicating a positive perception of the curriculum offerings.

### 2. Year-wise Analysis:

#### • 2018-2019:

- The majority of respondents rated the curriculum offerings as 'Good' or above, with the highest percentage falling into the 'Good' category.
- The 'Excellent' and 'Very Good' categories also have substantial percentages, indicating a positive perception of academic-related activities.

#### • 2019-2020:

- There's a significant increase in the percentage of respondents rating the curriculum offerings as 'Excellent' and 'Very Good'.
- The majority of respondents perceive the offerings as 'Excellent' or 'Very Good' indicating a strong presence of academic-related activities.

#### • 2020-2021:

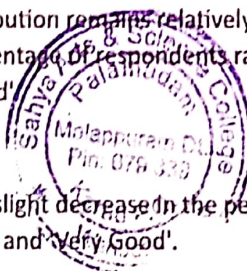
- The distribution remains relatively stable compared to the previous year, with a high percentage of respondents rating the curriculum offerings as 'Excellent' or 'Very Good'.

#### • 2021-2022:

- There's a slight decrease in the percentage of respondents rating the offerings as 'Excellent' and 'Very Good'.
- However, the majority still perceive the offerings positively, with a high percentage in the 'Good' category.

#### • 2022-2023:

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- There's a significant increase in the percentage of respondents rating the curriculum offerings as 'Excellent'.
- The majority of respondents perceive the offerings positively, with a notable percentage in the 'Very Good' category as well.

### 3. Observations:

- The data suggests that the curriculum offers a range of academic-related activities such as seminars, workshops, conferences, and industrial visits to enhance creativity and knowledge.
- The majority of respondents perceive these offerings positively, with a significant percentage rating them as 'Excellent' or 'Very Good' across most years.
- The slight fluctuations in percentages indicate variations in perception over time, possibly influenced by changes in the quality or quantity of academic-related activities.

### 4. Recommendations:

- Continue to offer diverse and engaging academic-related activities to cater to students' interests and enhance their creativity and knowledge.
- Regularly assess and evaluate the effectiveness of these activities through feedback from students and stakeholders.
- Consider increasing the frequency or variety of activities based on feedback to further enrich students' academic experiences.

Overall, the data suggests that the curriculum effectively offers academic-related activities, seminars, workshops, conferences, and industrial visits to enhance creativity and knowledge, as perceived positively by the majority of respondents across the years.

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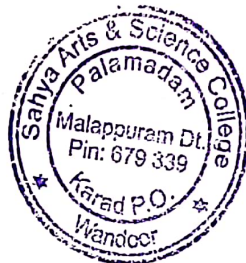
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**QUESTION NO 5:**

option	Excellent	%	Very good	%	Good	%	Average	%	Below Average	%	TOTAL	% total
2018-19	78	24.60567	125	39.43217	100	31.54574	14	4.416403	785	0	317	100
2019-20	124	29.38388	88	20.85308	87	20.61611	45	10.66350	711	78	422	100
2020-21	89	25.50143	125	35.81661	49	14.04011	69	19.77077	364	17	172	100
2021-22	157	48.15950	112	34.35582	26	7.975460	19	5.828239	859	12	326	100
2022-23	124	32.46073	100	26.17801	78	20.41884	77	20.15706	806	3	3141	100

NOTE:



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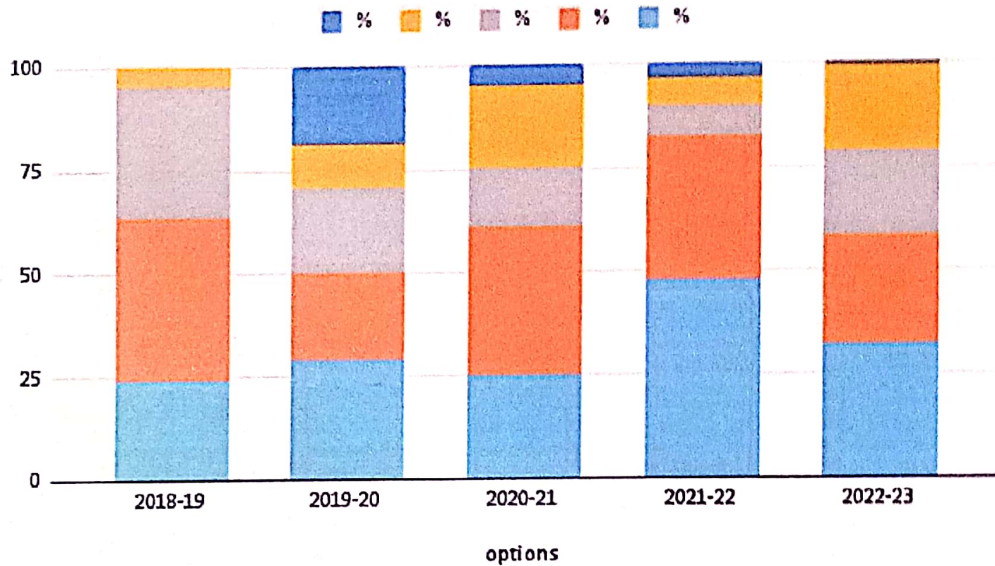
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## Feedback summary

To provide a detailed feedback summary on the relevance of E-resources, library, and other facilities of the college for learning enrichment, let's analyze the data provided across the years (2018-2019 to 2022-2023) focusing on the percentage distribution of performance levels (Excellent, Very Good, Good, Average, Below Average).

### 1. Overall Trend:

- There's variability in the percentage distribution of performance levels across the years.
- The highest percentages are typically in the 'Excellent' and 'Very Good' categories, indicating a positive perception of the relevance of college facilities for learning enrichment.

### 2. Year-wise Analysis:

#### • 2018-2019:

- The majority of respondents rate the relevance of college facilities for learning enrichment as 'Very Good' or above, with the highest percentage falling into the 'Very Good' category.
- The 'Excellent' and 'Good' categories also have substantial percentages, indicating a positive perception of the availability of E-resources, library, and other facilities.

#### • 2019-2020:

- There's a decrease in the percentage of respondents rating the relevance as 'Excellent', but the majority still perceive the facilities positively, with significant percentages in the 'Very Good' and 'Good' categories.

#### • 2020-2021:

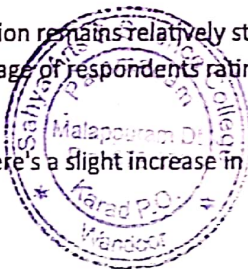
- The distribution remains relatively stable compared to the previous year, with a high percentage of respondents rating the relevance as 'Excellent' or 'Very Good'.
- However, there's a slight increase in the percentage of respondents rating it as 'Average'.

#### • 2021-2022:

- There's a significant increase in the percentage of respondents rating the relevance as 'Excellent'.

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- The majority of respondents perceive the facilities positively, with a significant percentage in the 'Very Good' category as well.
- **2022-2023:**
  - There's a decrease in the percentage of respondents rating the relevance as 'Excellent', but it still remains the highest category.
  - The majority of respondents rate the facilities positively, with a notable percentage in the 'Very Good' category as well.

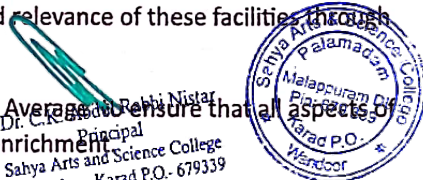
### 3. Observations:

- The data suggests that the E-resources, library, and other facilities of the college are perceived as relevant for learning enrichment by the majority of respondents across most years.
- The slight fluctuations in percentages indicate variations in perception over time, possibly influenced by changes in the quality or availability of college facilities.

### 4. Recommendations:

- Continue to invest in and enhance E-resources, library, and other facilities to meet the evolving needs of students for learning enrichment.
- Regularly assess and evaluate the effectiveness and relevance of these facilities through feedback from students and stakeholders.
- Address any areas identified as 'Average' or 'Below Average' to ensure that all aspects of college facilities contribute effectively to learning enrichment.

Overall, the data suggests a positive perception of the relevance of E-resources, library, and other facilities of the college for learning enrichment, with opportunities for further improvement and enhancement based on feedback and evaluation.



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QUESTION NO 6:

option s	Excell ent	excellent %	ver y good	very good %	Go od	good %	Avera ge	average %	Below Avera ge	below average %	TOT AL	%
2018-19	98	30.9148265	101	31.86119874	52	16.40378549	21	6.624605678	45	14.1955836	317	100
2019-20	120	28.43601896	67	15.87677725	78	18.48341232	109	25.82938389	48	11.37440758	422	100
2020-21	87	24.92836676	76	21.7765043	90	25.78796562	56	16.04584527	40	11.46131805	349	100
2021-22	100	30.67484663	99	30.36809816	91	27.91411043	34	10.425785	325	0.6134969	326	100
2022-23	73	19.10994764	87	22.77486911	90	23.56020942	99	25.91025037	33	8.6387434	382	100

NOTE:



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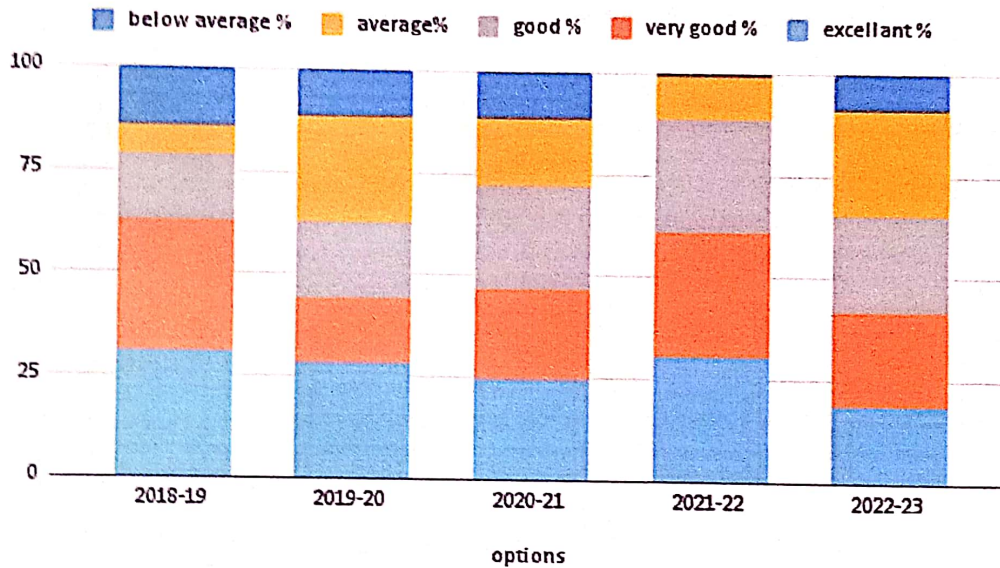
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## Feedback summary

To provide a detailed feedback summary on how much the curriculum helps to think more about human values, environmental and ecological sustainability, gender discrimination, and professional ethics, let's analyze the data provided across the years (2018-2019 to 2022-2023) focusing on the percentage distribution of performance levels (Excellent, Very Good, Good, Average, Below Average).

### 1. Overall Trend:

- There's variability in the percentage distribution of performance levels across the years.
- The highest percentages are typically in the 'Excellent' and 'Very Good' categories, indicating a positive perception of the curriculum's emphasis on human values, environmental sustainability, gender discrimination, and professional ethics.

### 2. Year-wise Analysis:

#### • 2018-2019:

- The majority of respondents rate the curriculum's emphasis on these aspects as 'Excellent' or 'Very Good', with the highest percentage falling into the 'Excellent' category.
- A relatively low percentage of respondents rate it as 'Below Average'.

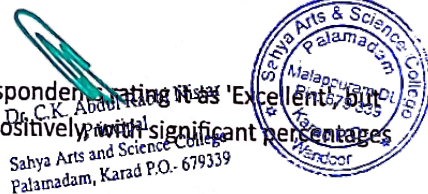
#### • 2019-2020:

- There's a decrease in the percentage of respondents rating it as 'Excellent', but the majority still perceive the curriculum positively, with significant percentages in the 'Very Good' and 'Good' categories.
- There's a notable increase in the percentage of respondents rating it as 'Average'.

#### • 2020-2021:

- The distribution remains relatively stable compared to the previous year, with a high percentage of respondents rating the curriculum positively, particularly in the 'Excellent' and 'Very Good' categories.

• However, there's a slight increase in the percentage of respondents rating it as 'Average'.



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- **2021-2022:**
  - There's a slight decrease in the percentage of respondents rating it as 'Excellent', but it still remains the highest category.
  - The majority of respondents perceive the curriculum positively, with a significant percentage in the 'Very Good' category as well.
- **2022-2023:**
  - There's a decrease in the percentage of respondents rating it as 'Excellent', but it remains the highest category.
  - The majority of respondents rate the curriculum positively, with a notable percentage in the 'Very Good' category as well.

### 3. Observations:

- The data suggests that the curriculum effectively emphasizes human values, environmental sustainability, gender discrimination, and professional ethics, as perceived positively by the majority of respondents across most years.
- The slight fluctuations in percentages indicate variations in perception over time, possibly influenced by changes in curriculum content or delivery methods.

### 4. Recommendations:

- Continue to integrate and emphasize human values, environmental sustainability, gender discrimination, and professional ethics across the curriculum.
- Regularly review and update curriculum content to ensure it remains relevant and effective in addressing these important aspects.
- Encourage active engagement and critical thinking among students regarding these topics through discussions, case studies, and practical applications.

Overall, the data suggests a positive perception of the curriculum's emphasis on human values, environmental sustainability, gender discrimination, and professional ethics, with opportunities for further enhancement based on feedback and evaluation.



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**QUESTION 7:**

option	Excellent	excellant %	very good	very good%	Good	good%	Average	average %	Below Average	below average %	TOTAL	%
2018-19	56	17.66561 514	89	28.07570 978	64	20.18927 445	108	34.06940 063		0	317	100
2019-20	65	15.40284 36	76	18.00947 867	85	20.14218 009	98	23.22274 882	98	23.22274 882	422	100
2020-21	56	16.04584 527	89	25.50143 266	58	16.61891 117	97	27.79369 628	49	14.04011 461	349	100
2021-22	59	18.09815 951	89	27.30061 35	99	30.36809 816	49	23.03067 483	30	9.302453 988	326	100
2022-23	45	11.78010 471	89	23.29842 932	89	23.29842 932	90	23.56026 942	69	18.06262 723	382	100

NOTE:



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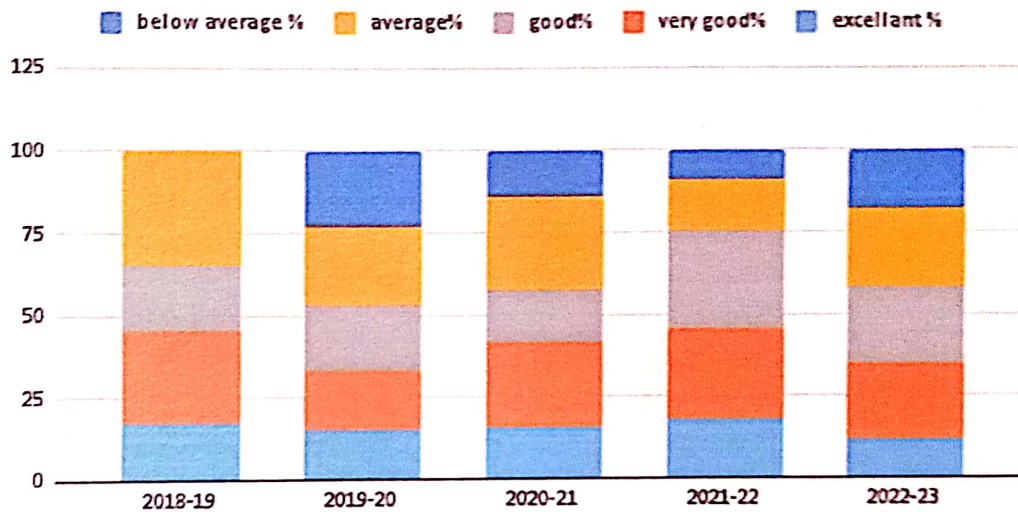
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## Feedback summary

To provide a detailed feedback summary on how much the curriculum helps to think more about human values, environmental and ecological sustainability, gender discrimination, and professional ethics, let's analyze the data provided across the years (2018-2019 to 2022-2023) focusing on the percentage distribution of performance levels (Excellent, Very Good, Good, Average, Below Average).

### 1. Overall Trend:

- There's variability in the percentage distribution of performance levels across the years.
- The highest percentages are typically in the 'Very Good' and 'Good' categories, indicating a positive perception of the curriculum's emphasis on these aspects.

### 2. Year-wise Analysis:

#### • 2018-2019:

- The majority of respondents rate the curriculum's emphasis on these aspects as 'Very Good' or 'Good', with the highest percentage falling into the 'Very Good' category.
- A relatively low percentage of respondents rate it as 'Excellent'.

#### • 2019-2020:

- There's an increase in the percentage of respondents rating it as 'Very Good' compared to the previous year.
- The majority still perceive the curriculum positively with significant percentages in the 'Good' and 'Average' categories as well.

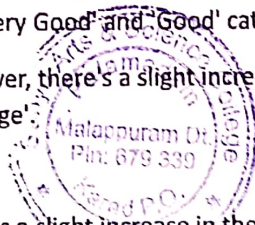
#### • 2020-2021:

- The distribution remains relatively stable compared to the previous year, with a high percentage of respondents rating the curriculum positively, particularly in the 'Very Good' and 'Good' categories.
- However, there's a slight increase in the percentage of respondents rating it as 'Average'.

#### • 2021-2022:

- There's a slight increase in the percentage of respondents rating it as 'Very Good' compared to the previous year.

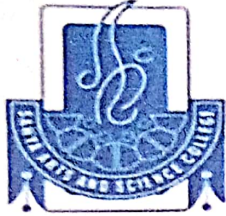
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- The majority of respondents perceive the curriculum positively, with a significant percentage in the 'Very Good' and 'Good' categories as well.
  - **2022-2023:**
    - There's a decrease in the percentage of respondents rating it as 'Excellent' compared to the previous year, but it remains relatively high.
    - The majority of respondents rate the curriculum positively, with a notable percentage in the 'Very Good' category as well.
  - 3. **Observations:**
    - The data suggests that the curriculum effectively emphasizes human values, environmental and ecological sustainability, gender discrimination, and professional ethics, as perceived positively by the majority of respondents across most years.
    - The slight fluctuations in percentages indicate variations in perception over time, possibly influenced by changes in curriculum content or delivery methods.
  - 4. **Recommendations:**
    - Continue to integrate and emphasize these aspects across the curriculum.
    - Regularly review and update curriculum content to ensure it remains relevant and effective in addressing human values, environmental sustainability, gender discrimination, and professional ethics.
    - Encourage active engagement and critical thinking among students regarding these topics through discussions, case studies, and practical applications.
- Overall, the data suggests a positive perception of the curriculum with emphasis on human values, environmental and ecological sustainability, gender discrimination, and professional ethics, with opportunities for further enhancement based on feedback and evaluation.



  
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**QUESTION NO 8:**

option	Excellent	excellant %	very good	verygood %	Good	good%	Average	average %	Below Average	below average %	TOTAL	% total
2018-19	45	14.1955836	89	28.07570978	74	23.34384858	39	12.30283912	70	22.08201893	317	100
2019-20	90	21.32701422	67	15.87677725	88	20.85308057	89	21.09004739	88	20.85308057	422	100
2020-21	89	25.50143266	67	19.19770774	89	25.50143266	77	22.06303725	27	7.736389685	317	100
2021-22	67	20.55214724	98	30.06134969	78	23.92638037	56	17.11991411	27	8.282708589	320	100
2022-23	89	23.29842932	67	17.53926702	99	25.91623037	89	23.29842932	38	9.47645899	382	100



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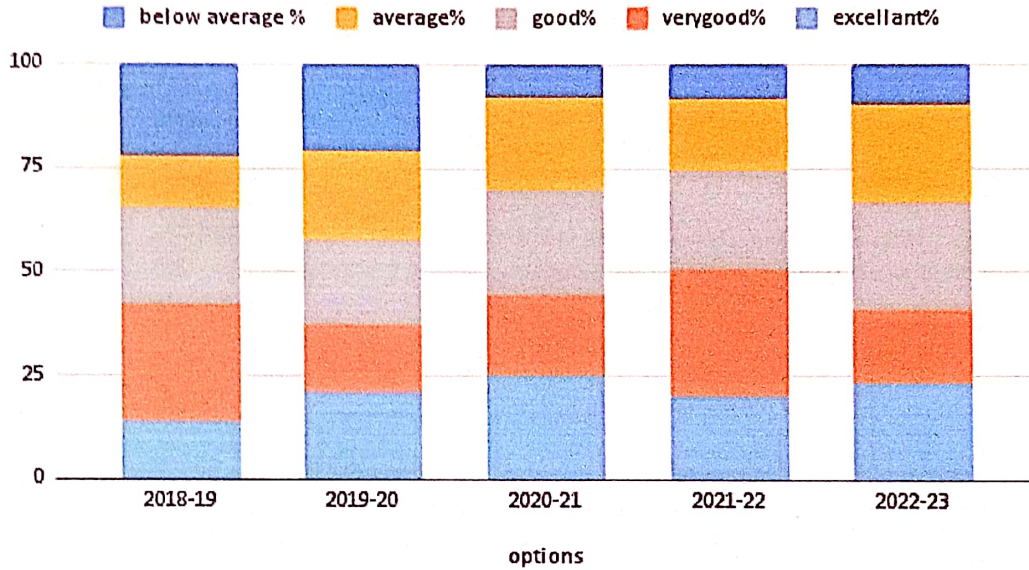
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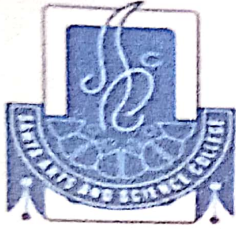
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## Feedback summary

To provide a detailed feedback summary on the adequacy of additional skill acquisition for every student along with the regular course, let's analyze the data provided across the years (2018-2019 to 2022-2023) focusing on the percentage distribution of performance levels (Excellent, Very Good, Good, Average, Below Average).

### 1. Overall Trend:

- There's variability in the percentage distribution of performance levels across the years.
- The highest percentages are typically in the 'Excellent', 'Very Good', and 'Good' categories, indicating a positive perception of the adequacy of additional skill acquisition.

### 2. Year-wise Analysis:

#### • 2018-2019:

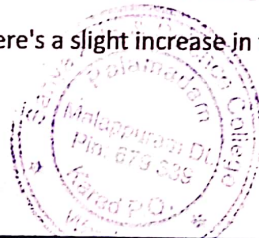
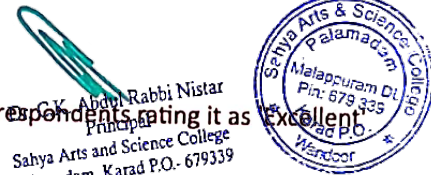
- The majority of respondents rate the adequacy of additional skill acquisition as 'Very Good' or 'Good', with significant percentages in the 'Excellent' category as well.
- A relatively low percentage of respondents rate it as 'Average' or 'Below Average'.

#### • 2019-2020:

- There's an increase in the percentage of respondents rating it as 'Excellent' compared to the previous year.
- The majority still perceive the adequacy positively, with significant percentages in the 'Very Good' and 'Good' categories as well.

#### • 2020-2021:

- The distribution remains relatively stable compared to the previous year, with a high percentage of respondents rating the adequacy positively, particularly in the 'Excellent' and 'Very Good' categories.
- However, there's a slight increase in the percentage of respondents rating it as 'Average'.



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• 2021-2022:

- There's a decrease in the percentage of respondents rating it as 'Excellent' compared to the previous year, but it remains relatively high.
- The majority of respondents perceive the adequacy positively, with a significant percentage in the 'Very Good' category as well.

• 2022-2023:

- There's a decrease in the percentage of respondents rating it as 'Excellent' compared to the previous year, but it remains relatively high.
- The majority of respondents rate the adequacy positively, with a notable percentage in the 'Very Good' category as well.

3. Observations:

- The data suggests that the adequacy of additional skill acquisition is perceived positively by the majority of respondents across most years.
- The slight fluctuations in percentages indicate variations in perception over time, possibly influenced by changes in the availability or effectiveness of additional skill acquisition programs.

4. Recommendations:

- Continue to offer and enhance additional skill acquisition programs to meet the evolving needs of students.
- Regularly assess and evaluate the effectiveness and relevance of these programs through feedback from students and stakeholders.
- Address any areas identified as 'Average' or 'Below Average' to ensure that all students have access to adequate skill acquisition opportunities.

Overall, the data suggests a positive perception of the adequacy of additional skill acquisition for every student along with the regular course, with opportunities for further enhancement based on feedback and evaluation.



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QUESTION NO 9

Question	Overall experiences about the curriculum														
	options	Excellent	excellant %	very good	verygood %	Good	good%	Average	average %	Below Average	below average %	TOTAL	% total		
2018-19	45	14.19558	36	34	10.72555	21.13564	67	669	127	40.06309	148	44	13.88012	317	100
2019-20	90	21.32701	422	90	21.32701	29.14691	123	943	89	21.09004	739	30	7.109004	422	100
2020-21	90	25.78796	562	88	25.21489	22.34957	78	02	56	16.04584	527	37	10.60171	349	100
2021-22	89	27.30061	35	87	26.68711	26.68711	87	656	56	17.17791	411	7	2.14733	326	100
2022-23	89	23.29842	932	60	15.70680	25.91623	99	037	78	20.41884	817	56	14.65968	586	100



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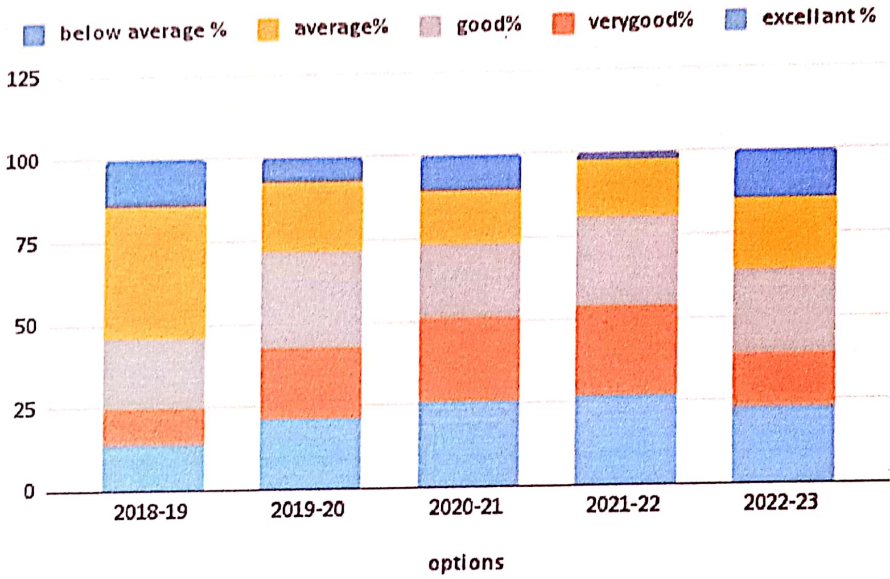
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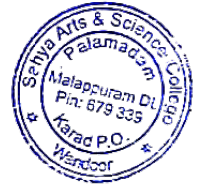
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2018-19, 2019-20, 2020-21, 2021-22 and 2022-23



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## Feedback summary

To provide a detailed feedback summary on the overall experiences about the curriculum, let's analyze the data provided across the years (2018-2019 to 2022-2023) focusing on the percentage distribution of performance levels (Excellent, Very Good, Good, Average, Below Average).

### 1. Overall Trend:

- There's variability in the percentage distribution of performance levels across the years.
- The highest percentages are typically in the 'Excellent', 'Very Good', and 'Good' categories, indicating a positive overall experience with the curriculum.

### 2. Year-wise Analysis:

#### • 2018-2019:

- The majority of respondents rate their overall experience with the curriculum as 'Average' or above, with the highest percentage falling into the 'Average' category.
- There's a notable percentage in the 'Good' category as well.

#### • 2019-2020:

- There's a balanced distribution across 'Excellent', 'Very Good', and 'Good' categories, indicating a positive overall experience with the curriculum.
- The majority of respondents perceive their experience positively, with relatively low percentages in 'Average' and 'Below Average' categories.

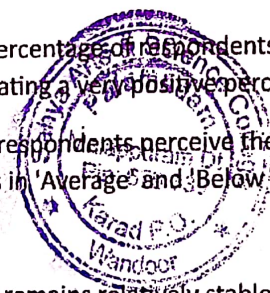
#### • 2020-2021:

- There's a high percentage of respondents rating their overall experience as 'Excellent', indicating a very positive perception of the curriculum.
- The majority of respondents perceive their experience positively, with relatively low percentages in 'Average' and 'Below Average' categories.

#### • 2021-2022:

- The distribution remains relatively stable compared to the previous year, with a high percentage of respondents rating their overall experience as 'Excellent' or 'Very Good'.
- The majority of respondents perceive their experience positively, with relatively low percentages in 'Average' and 'Below Average' categories.

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- 2022-2023:
  - There's a decrease in the percentage of respondents rating their overall experience as 'Excellent' compared to the previous year, but it remains relatively high.
  - The majority of respondents perceive their experience positively, with a significant percentage in the 'Very Good' category as well.

### 3. Observations:

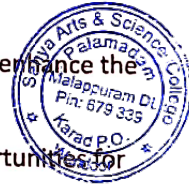
- The data suggests that overall, respondents have a positive experience with the curriculum across most years.
- The slight fluctuations in percentages indicate variations in perception over time, possibly influenced by changes in curriculum content, teaching methodologies, or other factors.

### 4. Recommendations:

- Continue to gather feedback from students to identify areas of improvement and areas of strength within the curriculum.
- Regularly review and update the curriculum to ensure it remains relevant and effective in meeting the needs of students.
- Address any areas identified as 'Average' or 'Below Average' to further enhance the overall experience for students.

Overall, the data suggests a positive overall experience with the curriculum with opportunities for further improvement and enhancement based on feedback and evaluation.

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