

VIDHYA SAGAR WOMEN'S COLLEGE

(Affiliated to University of Madras) Accredited at 'A' Grade by NAAC

DEPARTMENT OF COMPUTER SCIENCE

STUDENTS OVERALL EVALUATION OF THE PROGRAMME AND TEACHING (2019-2020)

MSC IT

Q. NO 1 .SYLLABUS

	1	11
	YEAR(5)	YEAR(5)
adequate	5	5
inadequate	0	0
challenging	0	0
dull	0	0

Q. NO 2 BENEFIT FROM COURSE

	1	11
	YEAR(5)	YEAR(5)
more than	0	5
adequate		
adequate	5	0
inadequate	0	0
cannot say	0	0

Q. NO 3 COURSE EASY OR DIFFICULT TO UNDERSTAND

	1	11
	YEAR(5)	YEAR(5)
easy	3	2
manageable	2	3
difficult	0	0
very difficult	0	0

Q. NO 4 % SYLLABUS COVERED IN CLASS

	YEAR(5)	II YEAR(5)
85 to 100%	0	5
70 to 85%	5	0
55 to 70%	0	0
less than 55%	0	0

Q. NO 5 LIBRARY MATERIAL FOR COURSE

	1	11
	YEAR(5)	YEAR(5)
more than		
adequate	1	2
adequate	0	0
inadequate		
	2	3
very poor	2	0

Q. NO 6 EXTEND OF MATERIAL FOR PRESCRIBED READING

	1	
	YEAR(5)	YEAR(5)
easily	0	5
	5	0
with some difficulty		
not available at all	0	0
	0	0
indifferently		

Q. NO 7 TEACHER PREPARATIONS FOR CLASS

		11
	YEAR(5)	YEAR(5)
thoroughly	4	5
satisfactorily	1	0
poorly	0	0
indifferently	0	0

Q. NO 8 TEACHER COMMUNATIONS

	YEAR(5)	II YEAR(5)
always effective	1	2
sometimes effective	0	0
just satisfactorily	2	3
generally ineffective	2	0

Q. NO 9 TEACHER ENCOURAGE STUDENT PARTICIPATION

		l II
	YEAR(5)	YEAR(5)
mostly yes	4	4
sometimes	1	0
not at all	0	0
always	0	1

Q. NO 10 METHODS USED FOR ENCOURAGMENT

	I	11
	YEAR(5)	YEAR(5)
encouraged to raise questions	4	5
get involved in discussion in class	0	0
encourage discussion outside class	0	0
did not encourage	1	0

Q. NO 11 TEACHERADVICE

	1	II
	YEAR(5)	YEAR(5)
very helpful	4	5
sometimes helpful	1	0
not at all helpful	0	0
did not advise	0	0

Q. NO 12 TEACHER APPROACH DESCRIPTION

	YEAR(5)	II YEAR(5)
always courteous	3	0
sometimes rude	0	5
always indifferent	2	0
cannot say	0	0

Q. NO 13 INTERNALASSESSMENT

options	1	II
	YEAR(5)	YEAR(5)
always fair	1	5
sometimes unfair	4	0
usally unfair	0	0
sometimes fair	0	0

Q. NO 14 EFFECT OF INTERNAL ASSESSMENT ON COURSE GRADE

options	1	11
	YEAR(5)	YEAR(5)
helps to inprove	2	5
discouraging	0	0
no special effect	0	0
soemtimes effective	3	0

Q. NO 15 TEACHER FEEDBACKS ON STUDENT PERFORMANCE

options	1	11
	YEAR(5)	YEAR(5)
regularly /in time	5	5
with helpful comment	0	0
often/late	0	0
without any comments	0	0

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Q. NO 16 ASSIGNMENTS DISCUSSIONS WITH STUDENTS

options	1	11
	YEAR(5)	YEAR(5)
regularly /in time	5	5
with helpful comment	0	0
often/late	0	0
without any comments	0	0

Q. NO 17 A COURSE CONTRIBUTORY LECTURE TOO AT BEGINNING

options		
	YEAR(5)	YEAR(5)
yes	4	2
no	1	3

Q. NO 17 B WAS LECTURE HELPFUL?

options	1	11
	YEAR(5)	YEAR(5)
YES	5	5
NO	0	0

Q. NO 18. FAIRNESS OF THE INTERNAL EVALUATION PROCESS BY THE TEACHERS.

options	1	11
	YEAR(5)	YEAR(5)
Always fair	5	5
Usually fair	0	0
Sometimes unfair	0	0
Usually unfair	0	0
Unfair	0	0

Q. NO 19. WAS YOUR PERFORMANCE IN ASSIGNMENTS DISCUSSED WITH YOU?

options	1	11
	YEAR(5)	YEAR(5)
Every time	5	5
Usually	0	0
Occasionally/Sometimes	0	0
Rarely	0	0
Never	0	0

Q. NO 20. THE INSTITUTE TAKES ACTIVE INTEREST IN PROMOTING INTERNSHIP, STUDENT EXCHANGE, AND FIELD VISIT OPPORTUNITIES FOR STUDENTS.

options		
Options		11
	YEAR(5)	YEAR(5)
Regularly	5	5
Often	0	0
Sometimes	0	0
Rarely	0	0
Never	0	0

Q. NO 21. THE TEACHING AND MENTORING PROCESS IN YOUR INSTITUTION FACILITATES YOU IN COGNITIVE, SOCIAL AND EMOTIONAL GROWTH.

options	1	11
	YEAR(5)	YEAR(5)
Significantly	5	5
Very well	0	0
Moderately	0	0
Marginally	0	0
Not at all	0	0

Q. NO 22. THE INSTITUTION PROVIDES MULTIPLE OPPORTUNITIES TO LEARN AND GROW.

		Υ
options	1	11
	YEAR(5)	YEAR(5)
Strongly agree	5	5
Agree	0	0
Neutral	0	0
Disagree	0	0
Strongly disagree	0	0

Q. NO 23. YOUR MENTOR DOES A NECESSARY FOLLOW-UP WITH AN ASSIGNED TASK TO YOU.

options	1	11
	YEAR(5)	YEAR(5)
Every time	5	5
Usually	0	0
Occasionally/Sometimes	0	0
Rarely	0	0
I don't have a mentor		
	0	0

Q. NO 24. THE INSTITUTION MAKES EFFORT TO ENGAGE STUDENTS IN THE MONITORING, REVIEW AND CONTINUOUS QUALITY IMPROVEMENT OF THE TEACHING LEARNING PROCESS.

options	1	11
	YEAR(5)	YEAR(5)
Strongly agree	5	5
Agree	0	0
Neutral	0	0
Disagree	0	0
Strongly disagree	0	0

Q. NO 25. THE INSTITUTE/ TEACHERS USE STUDENT CENTRIC METHODS, SUCH AS EXPERIENTIAL LEARNING, PARTICIPATIVE LEARNING AND PROBLEM SOLVING METHODOLOGIES FOR ENHANCING LEARNING EXPERIENCES.

options	1	11
	YEAR(5)	YEAR(5)
To a great extent	5	5
Moderate	0	0
Some what	0	0
Very little	0	0
Not at all	0	0

Q. NO 26. EFFORTS ARE MADE BY THE INSTITUTE/ TEACHERS TO INCULCATE SOFT SKILLS, LIFE SKILLS AND EMPLOYABILITY SKILLS TO MAKE YOU READY FOR THE WORLD OF WORK.

options	1	11
	YEAR(5)	YEAR(5)
To a great extent	5	5
Moderate	0	0
Some what	0	0
Very little	0	0
Not at all	0	0

Q. NO 27. THE OVERALL QUALITY OF TEACHING-LEARNING PROCESS IN YOUR INSTITUTE IS VERY GOOD.

options	1	11
	YEAR(5)	YEAR(5)
Strongly agree	5	5
Agree	0	0
Neutral	0	0
Disagree	0	0
Strongly disagree	0	0

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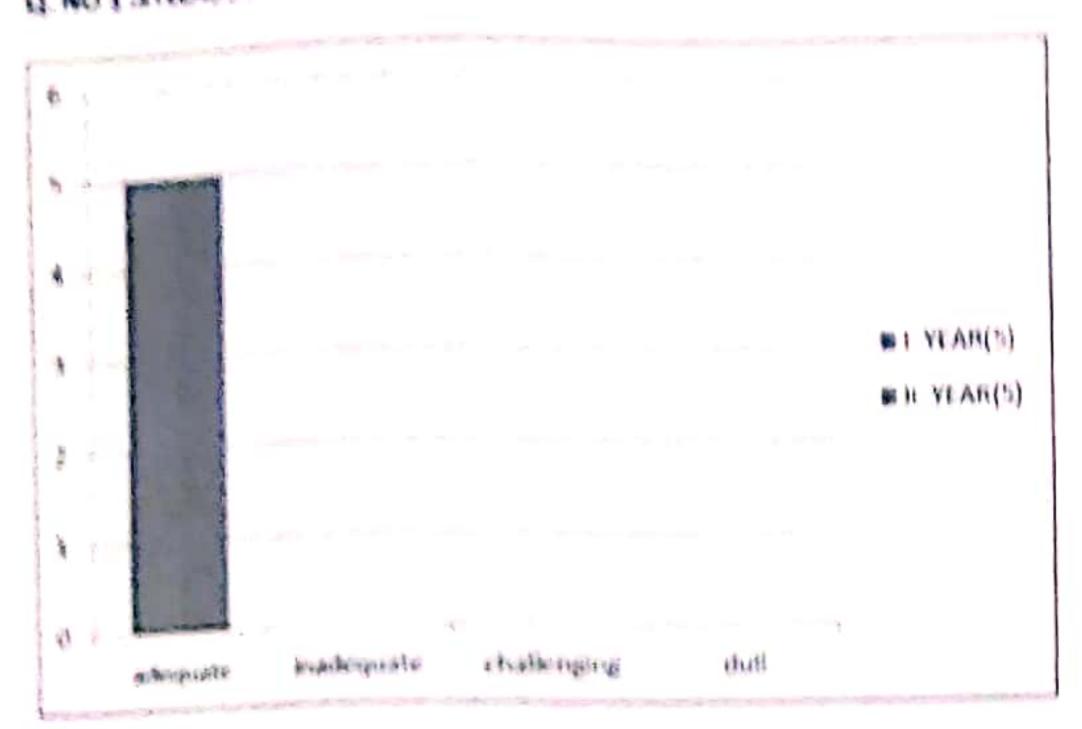
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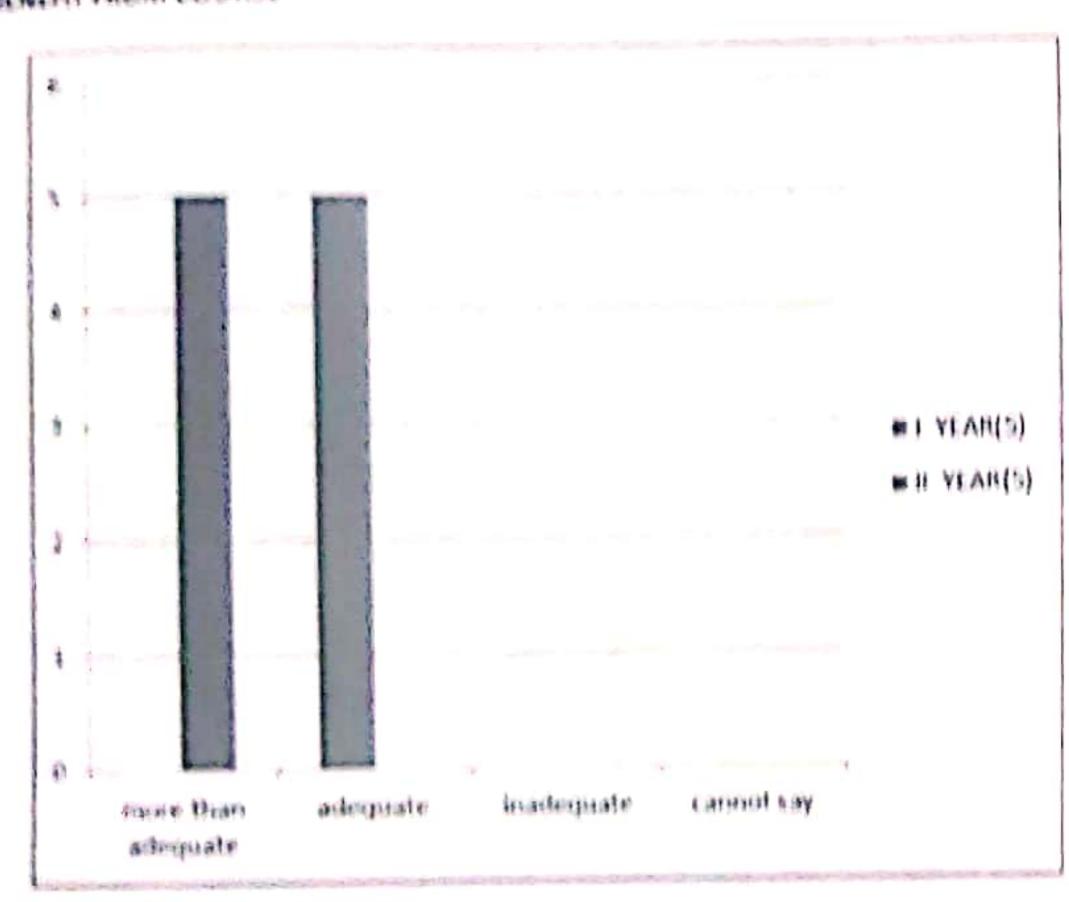
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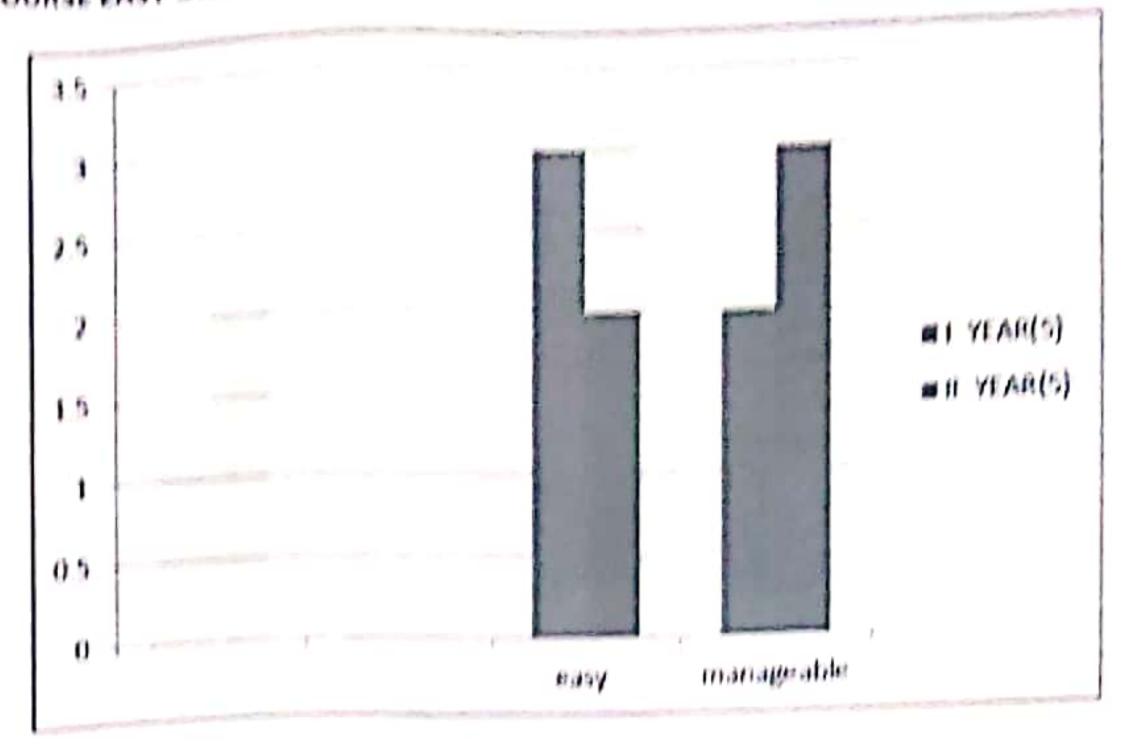
Q. NO 1 SYLLABUR



Q. NO 2 BENEFIT FROM COURSE

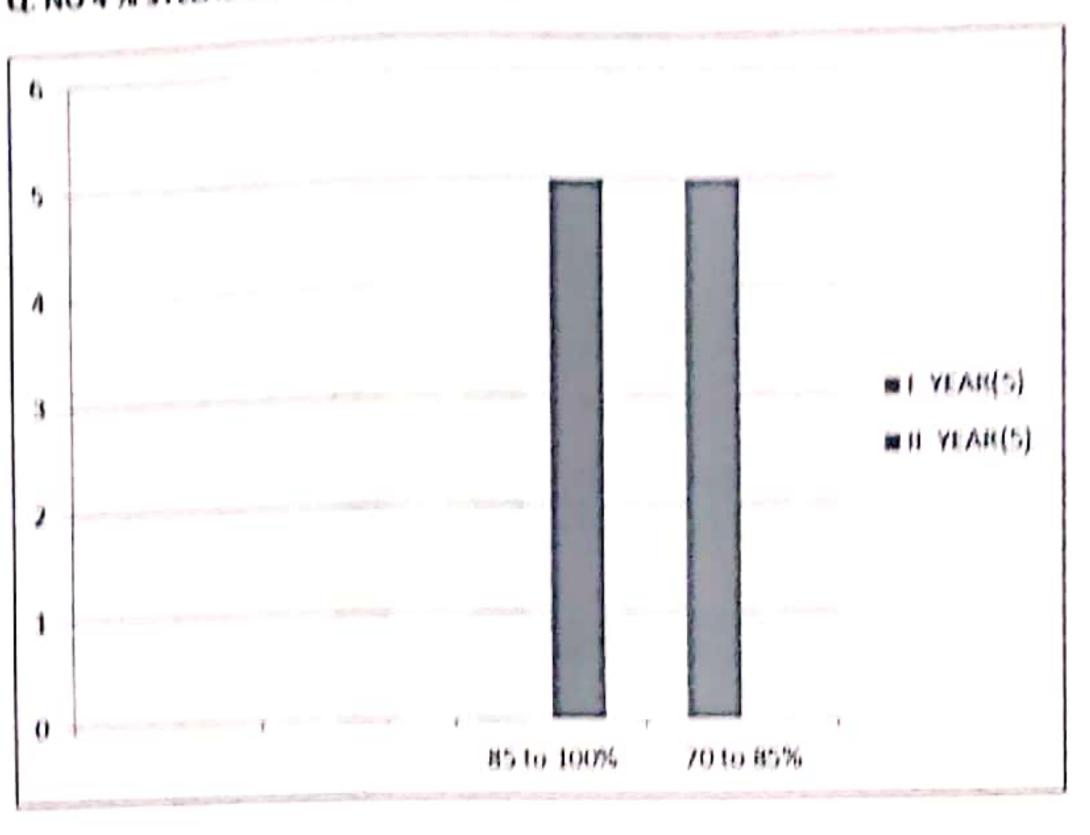


Q. NO 3 COURSE EASY OR DIFFICULT TO UNDERSTAND

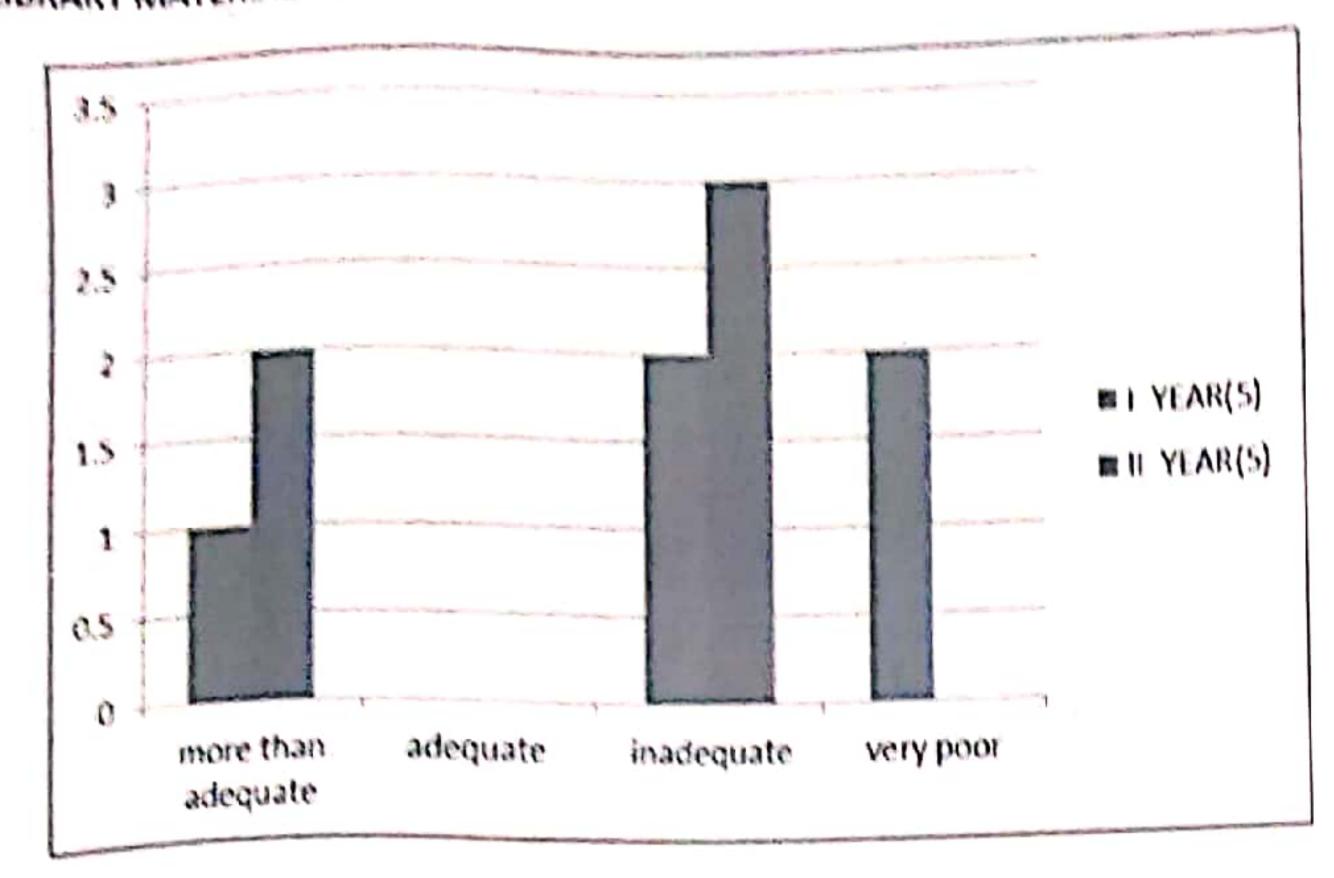


Q. NO 4 % SYLLABUS COVERED IN CLASS

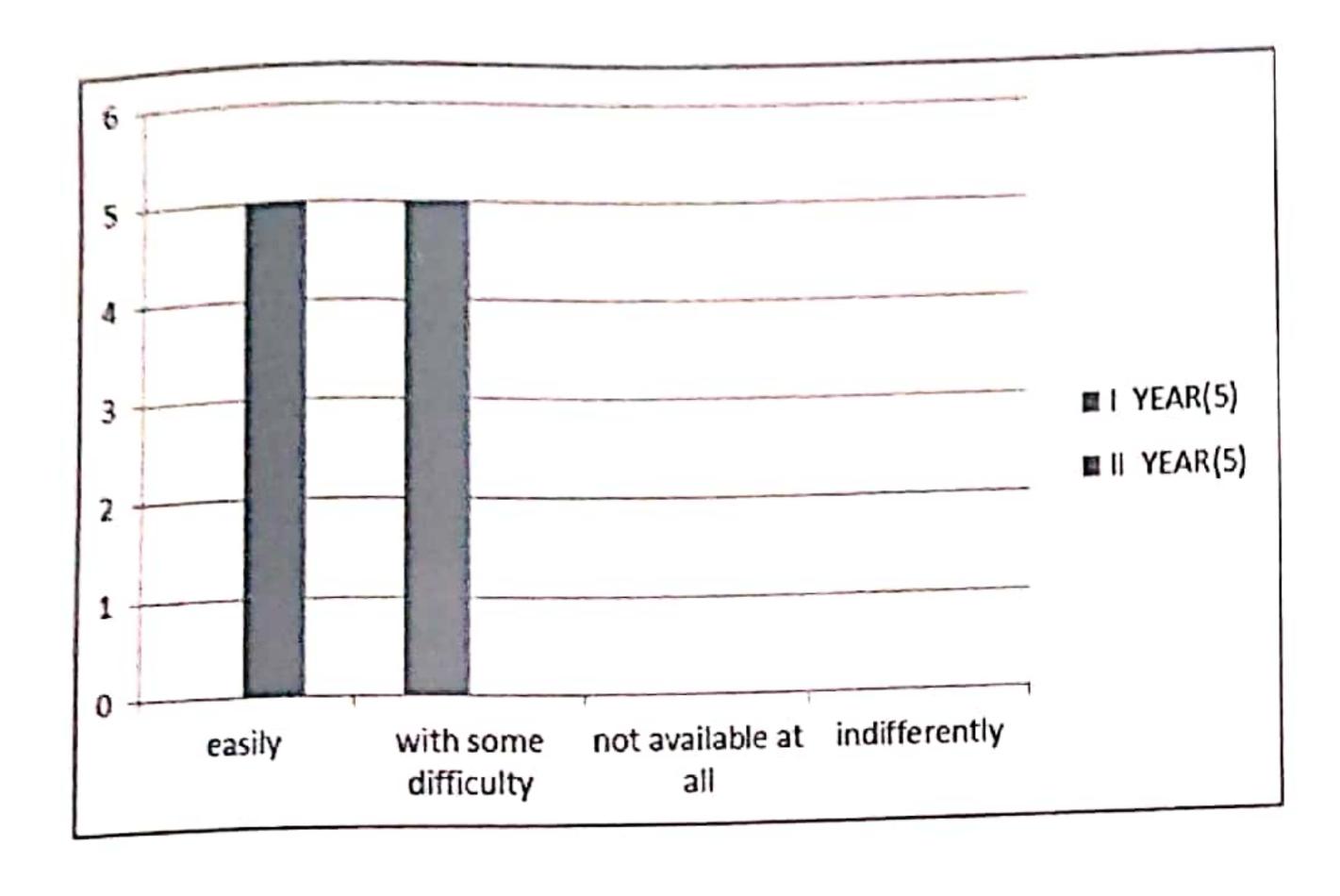
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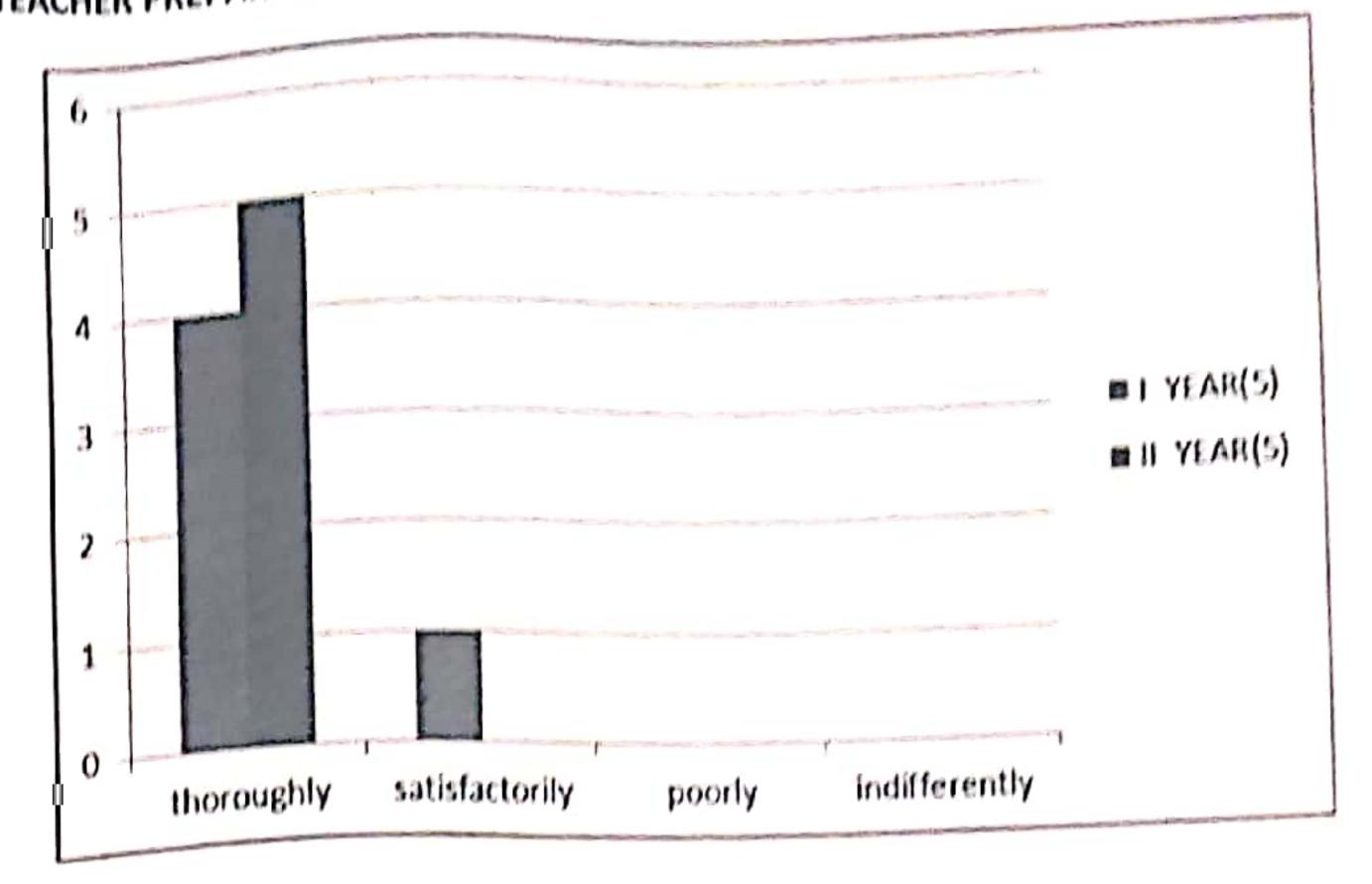
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Q. NO 6 EXTEND OF MATERIAL FOR PRESCRIBED READING

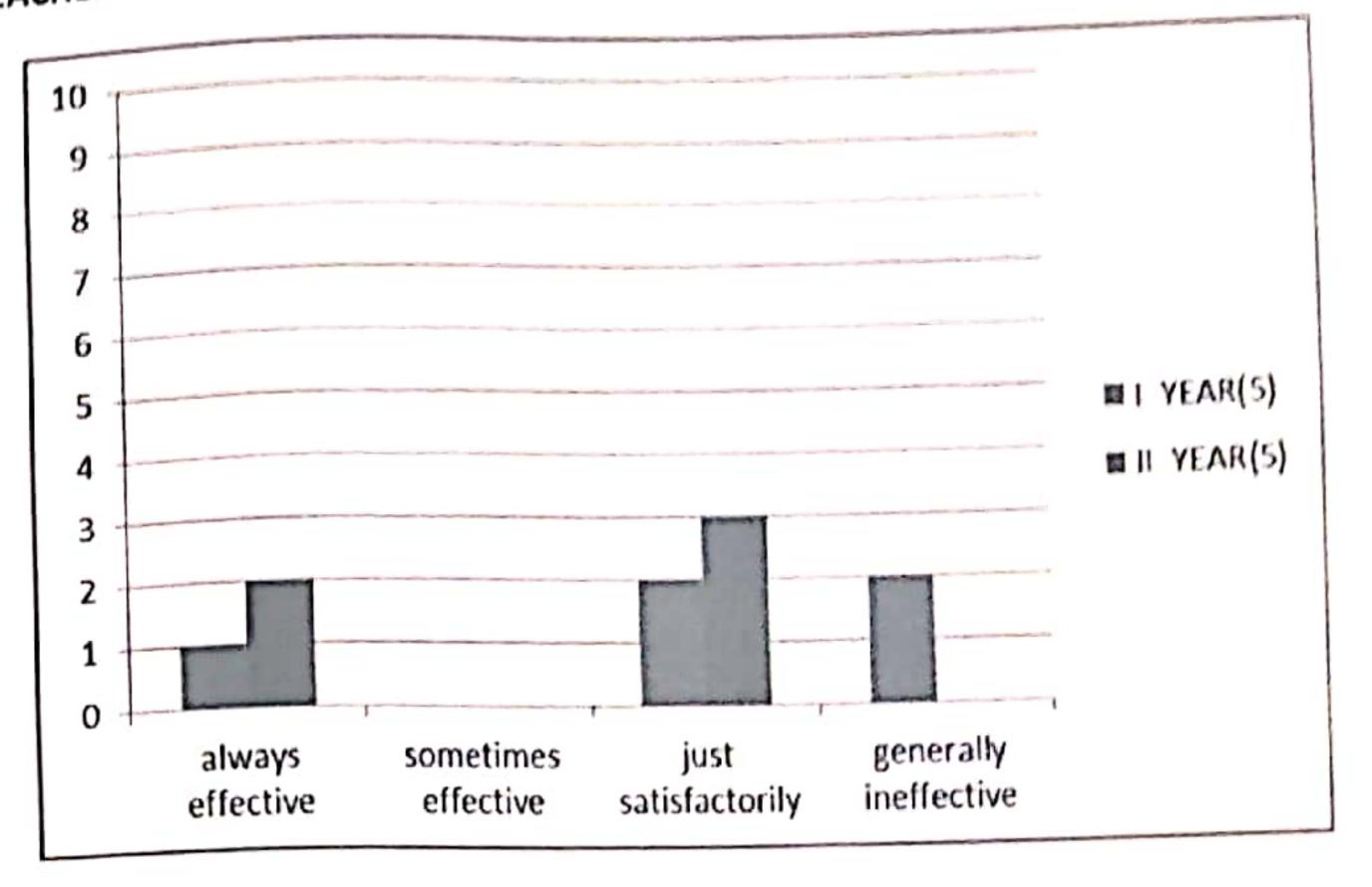


Q. NO 7 TEACHER PREPARATIONS FOR CLASS

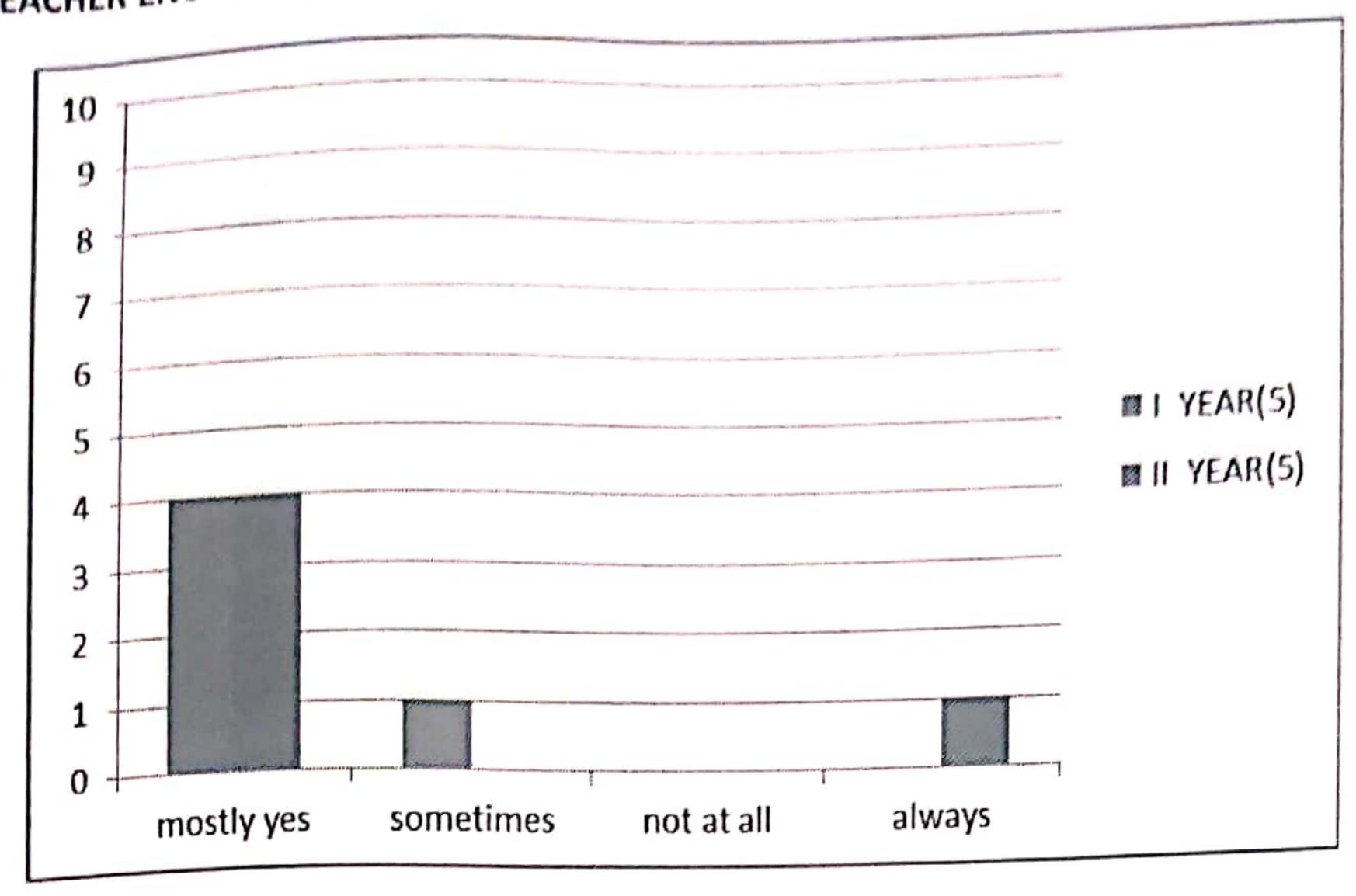


Q. NO 8 TEACHER COMMUNATIONS

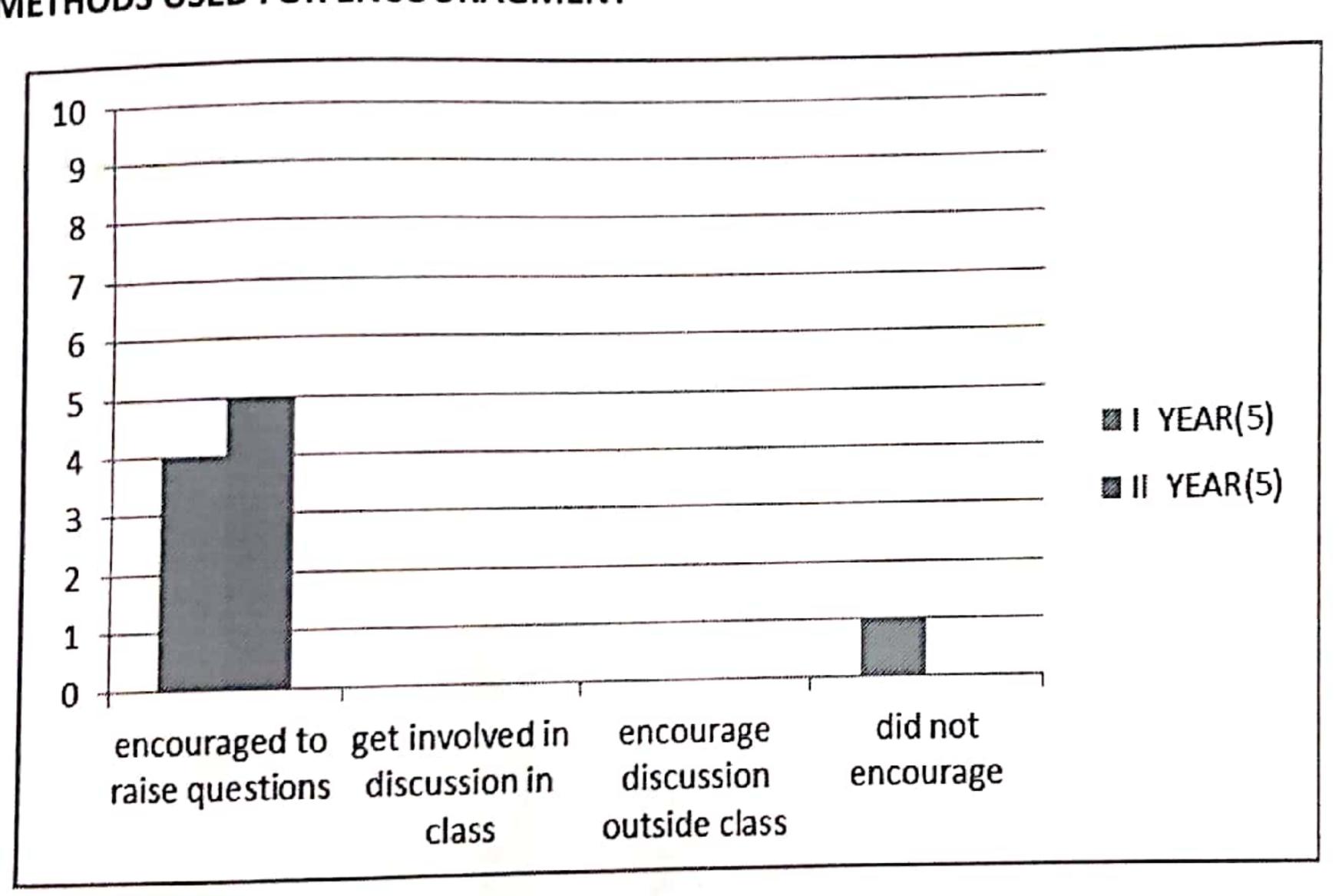
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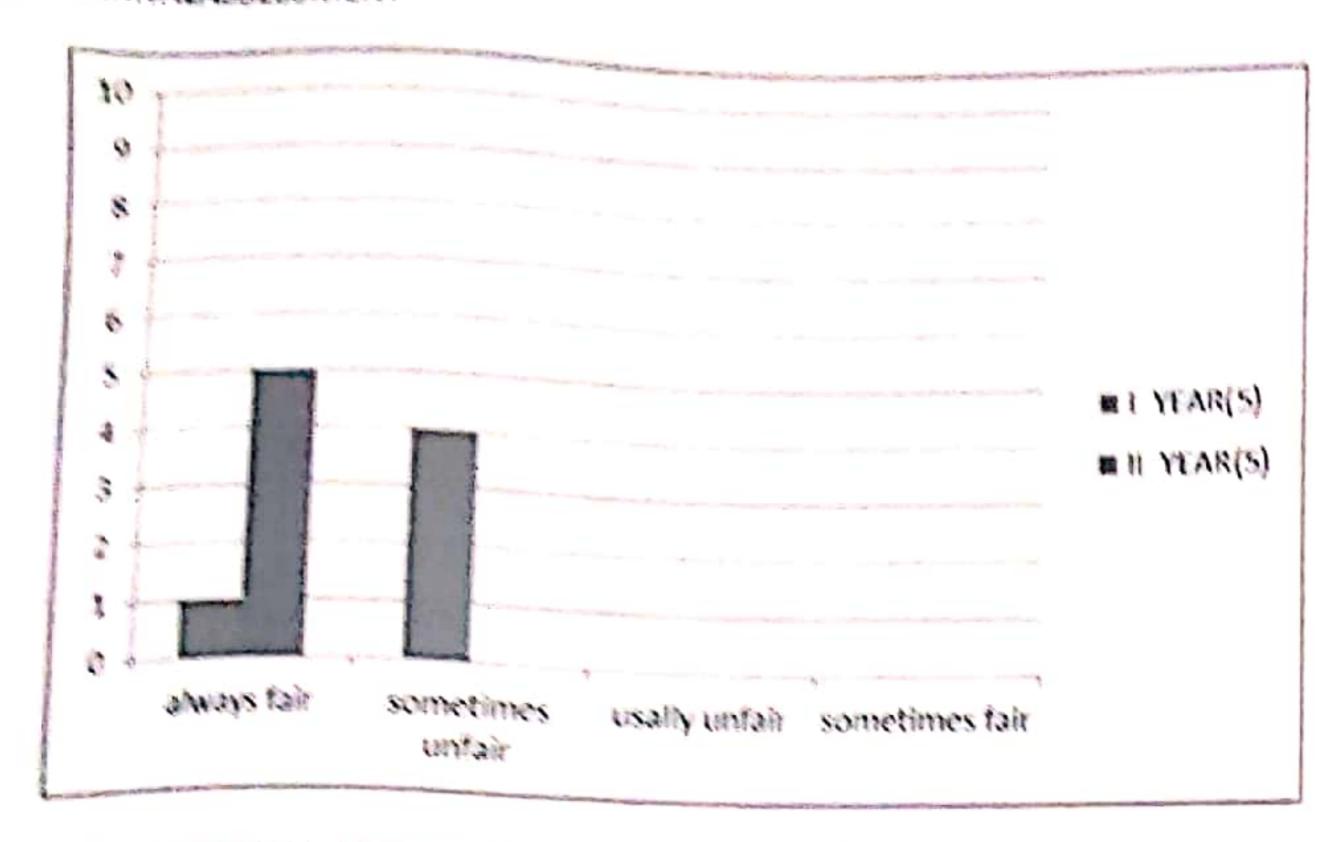
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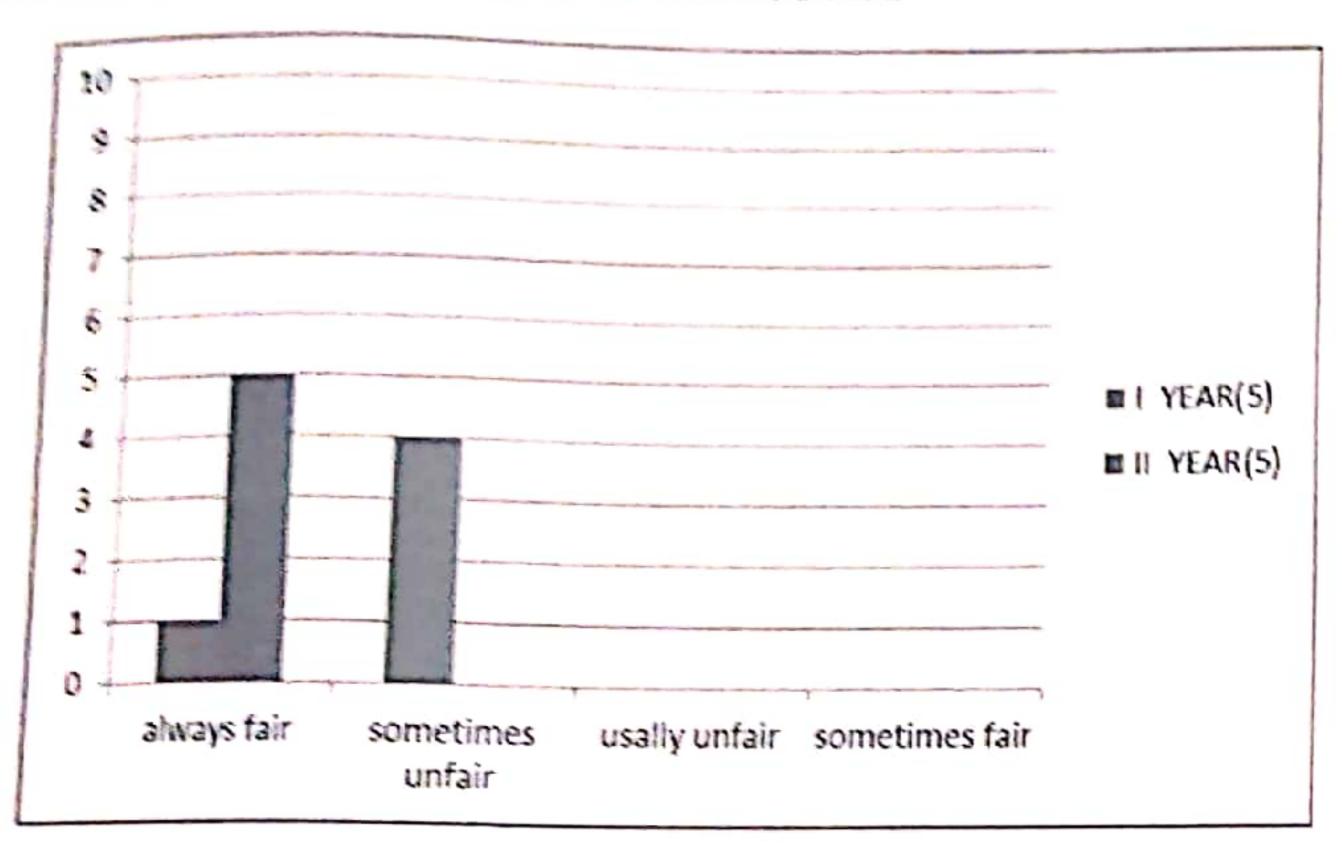
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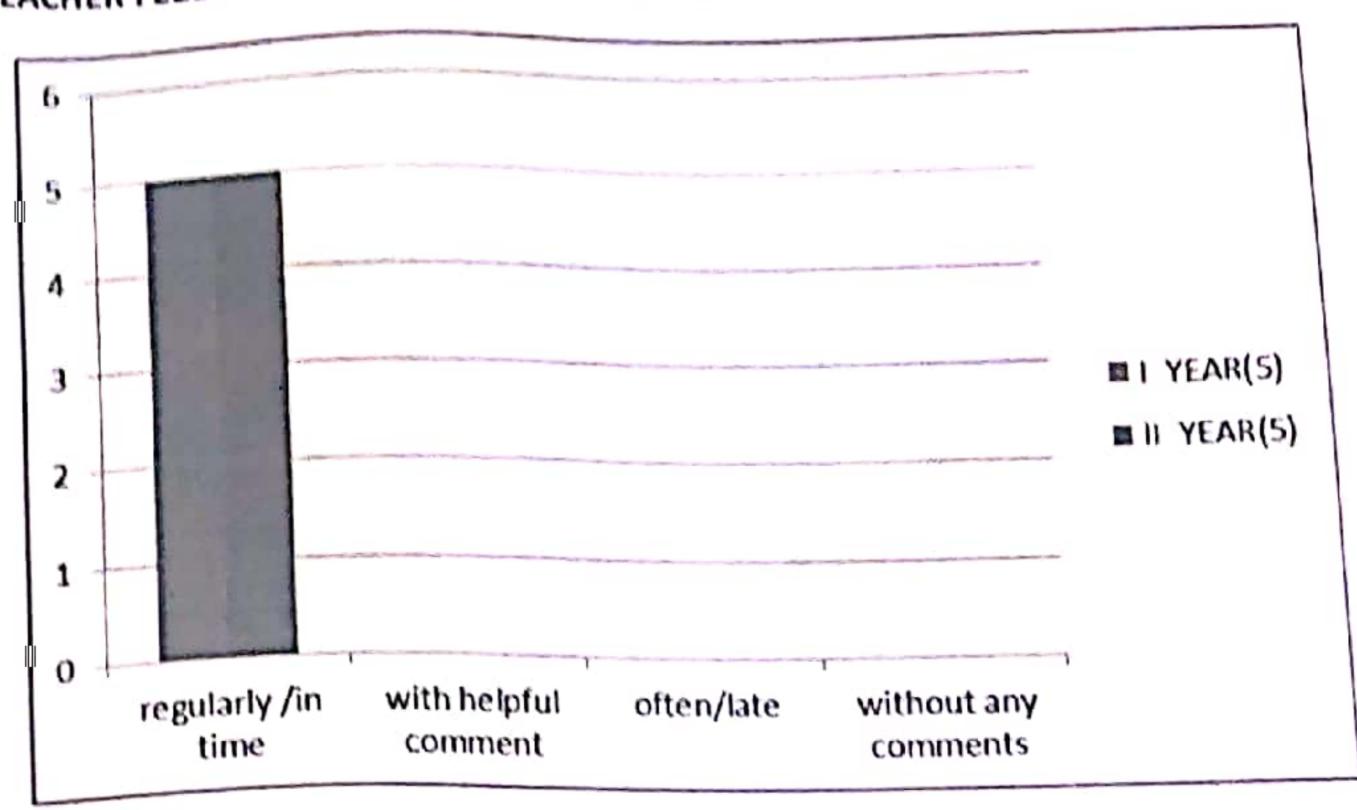
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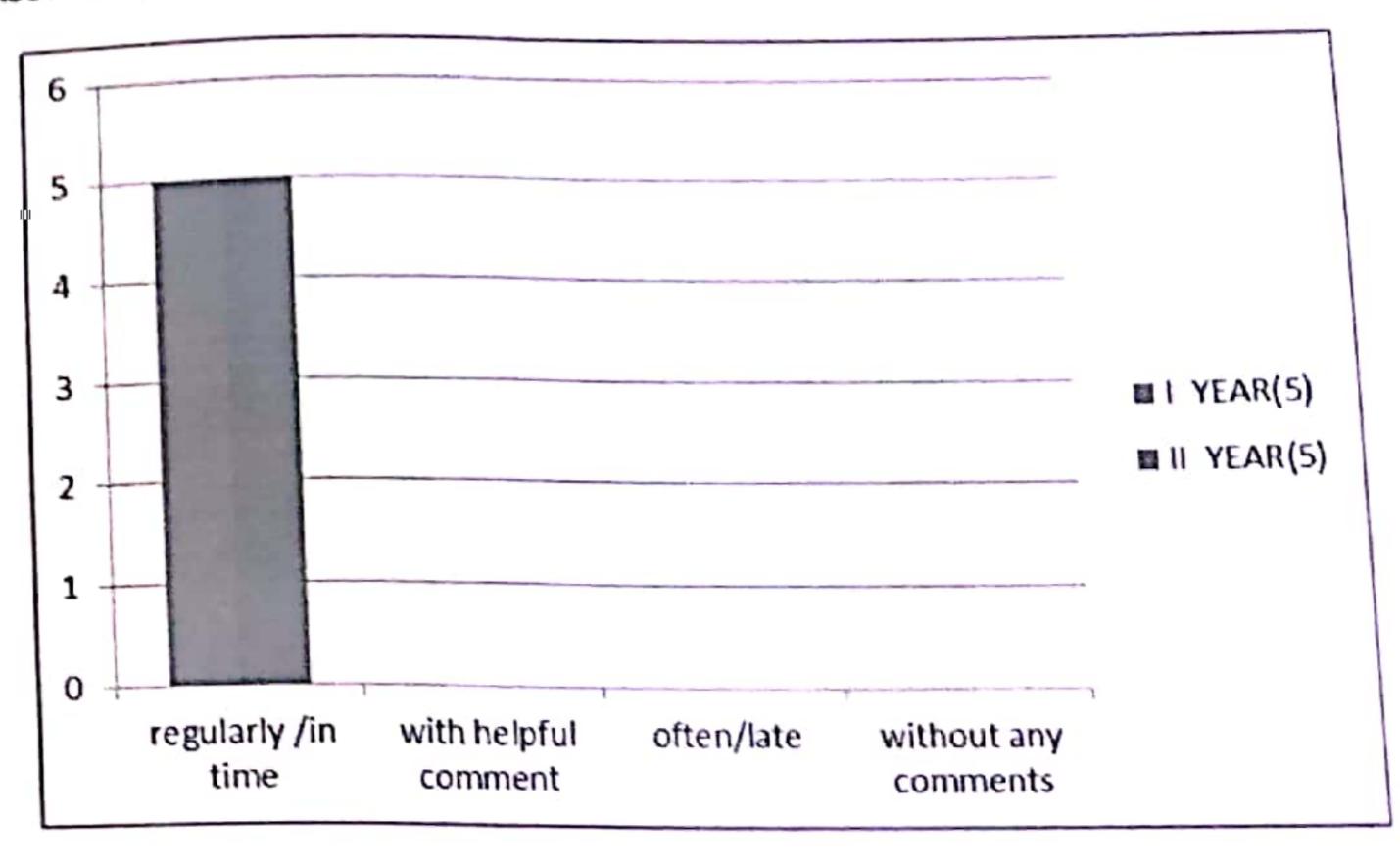
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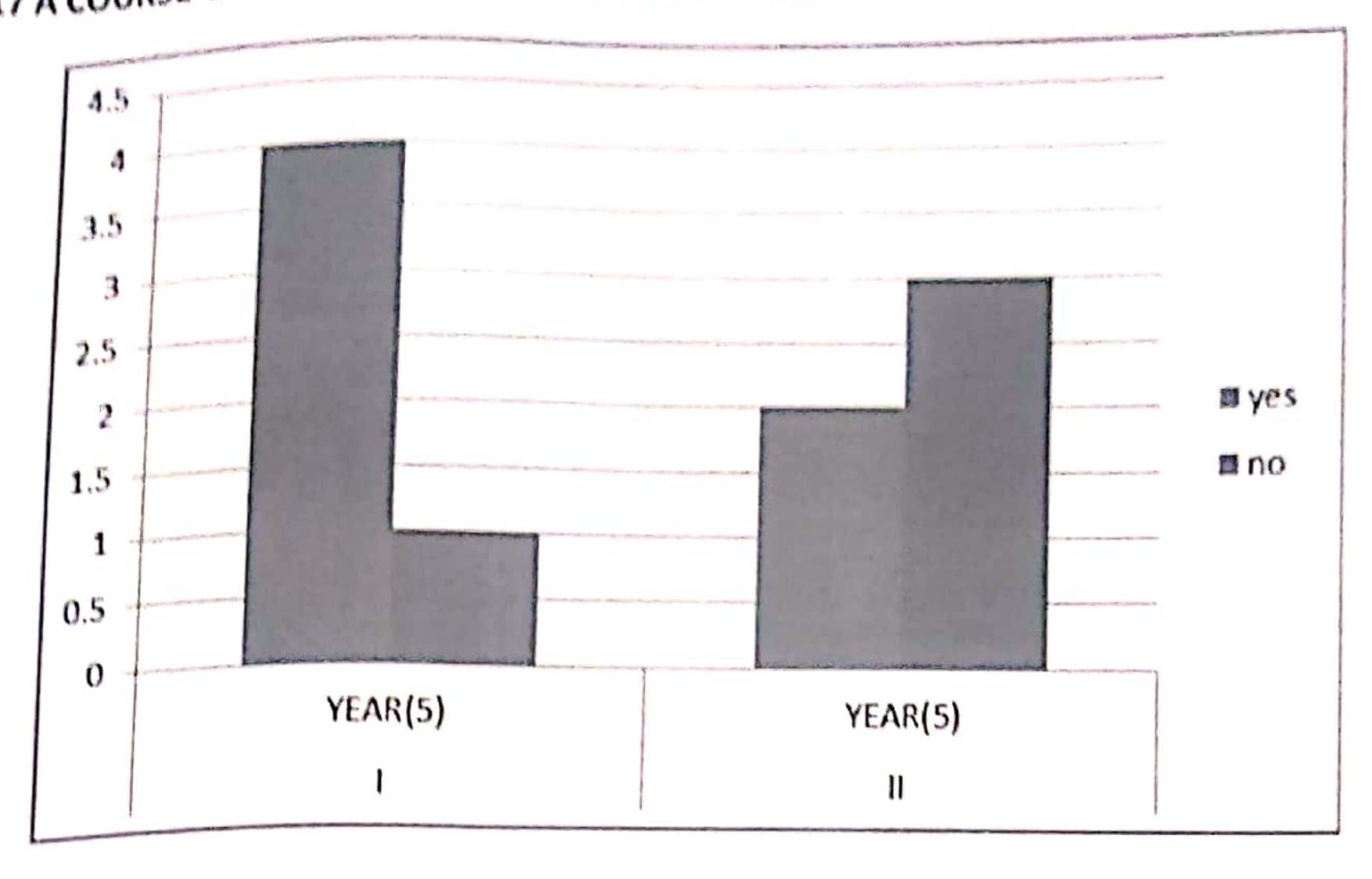
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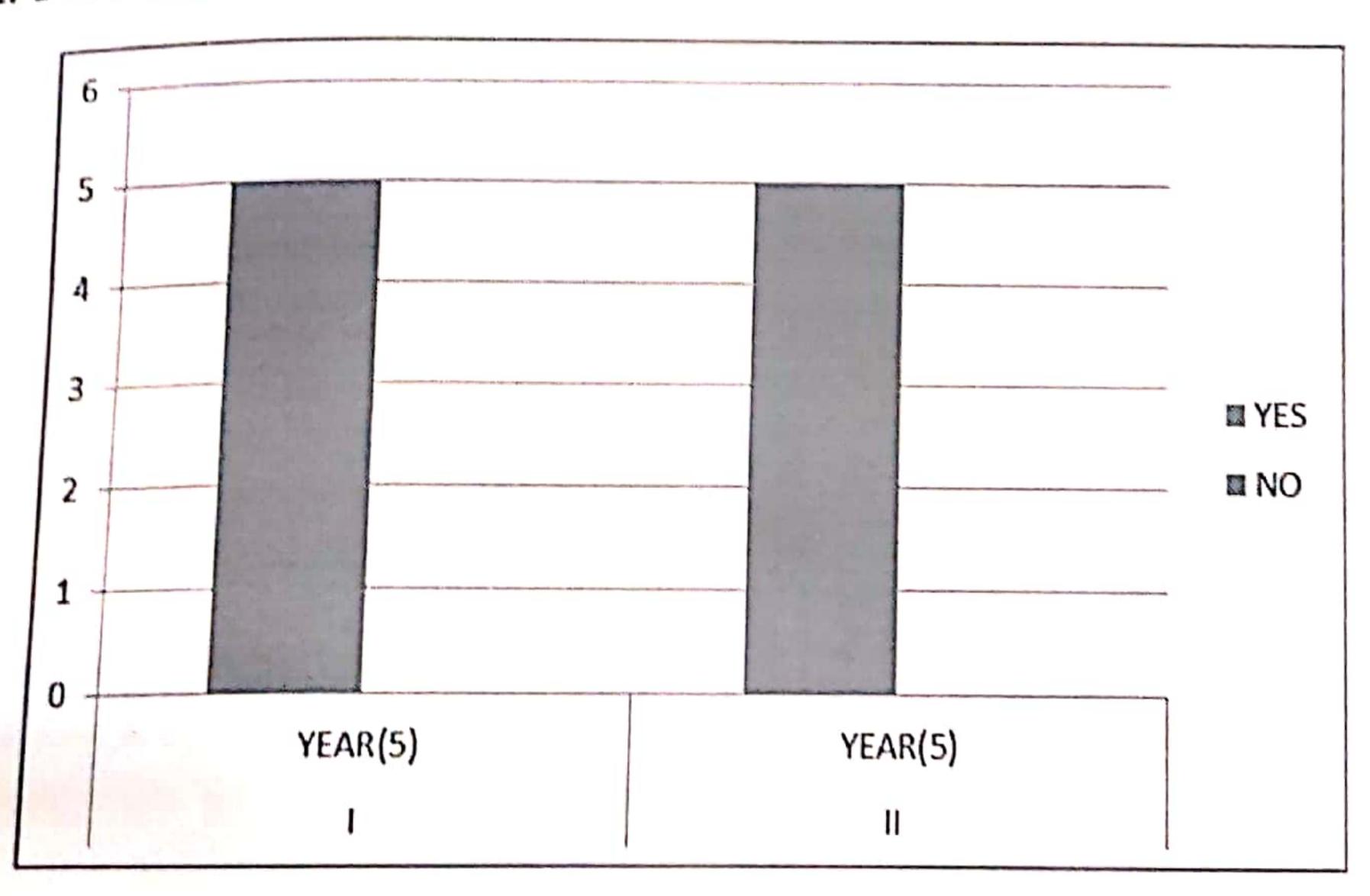
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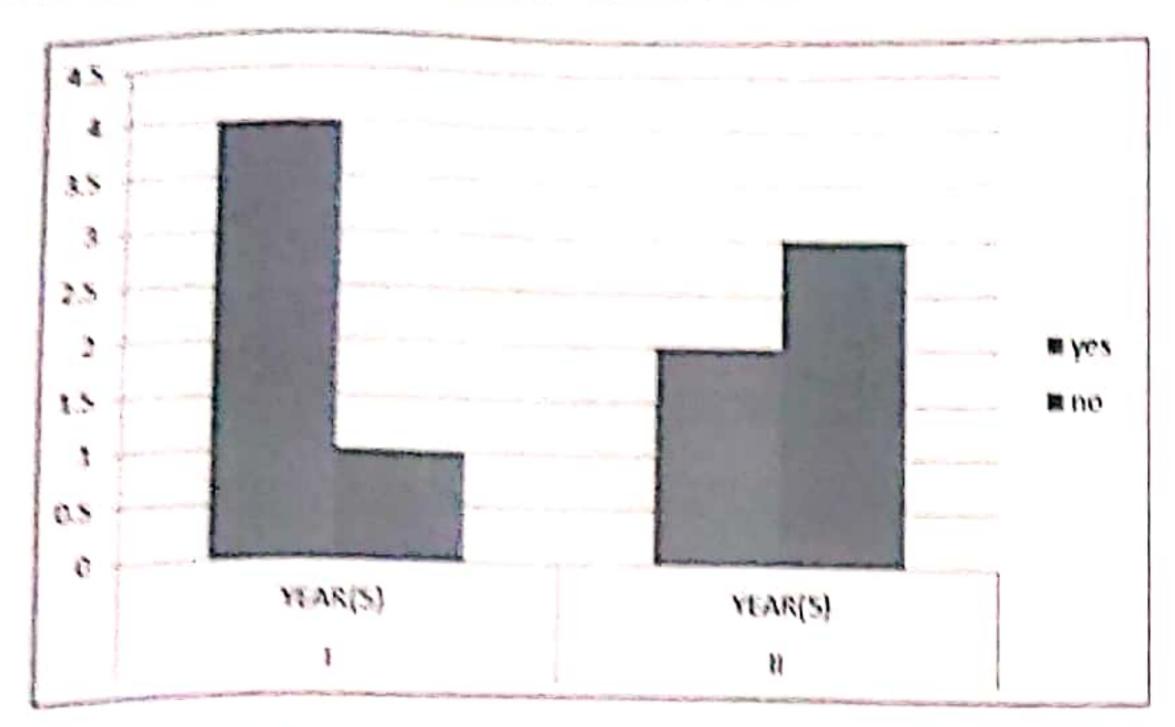


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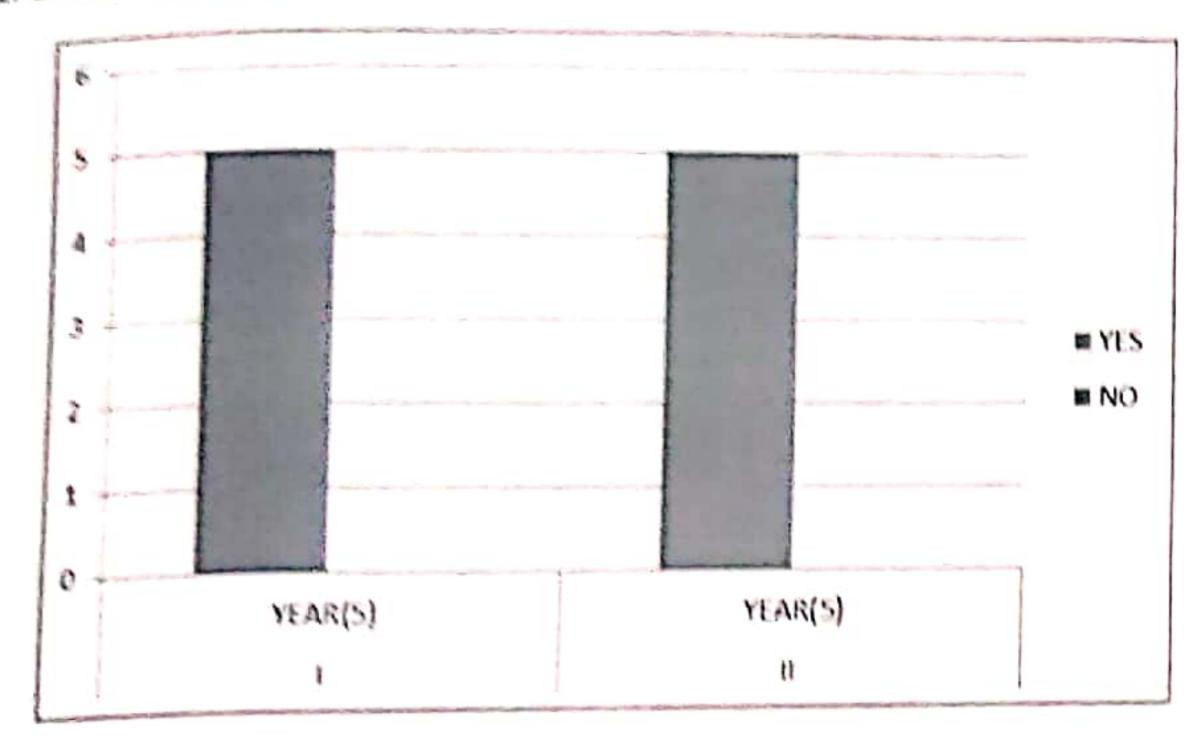


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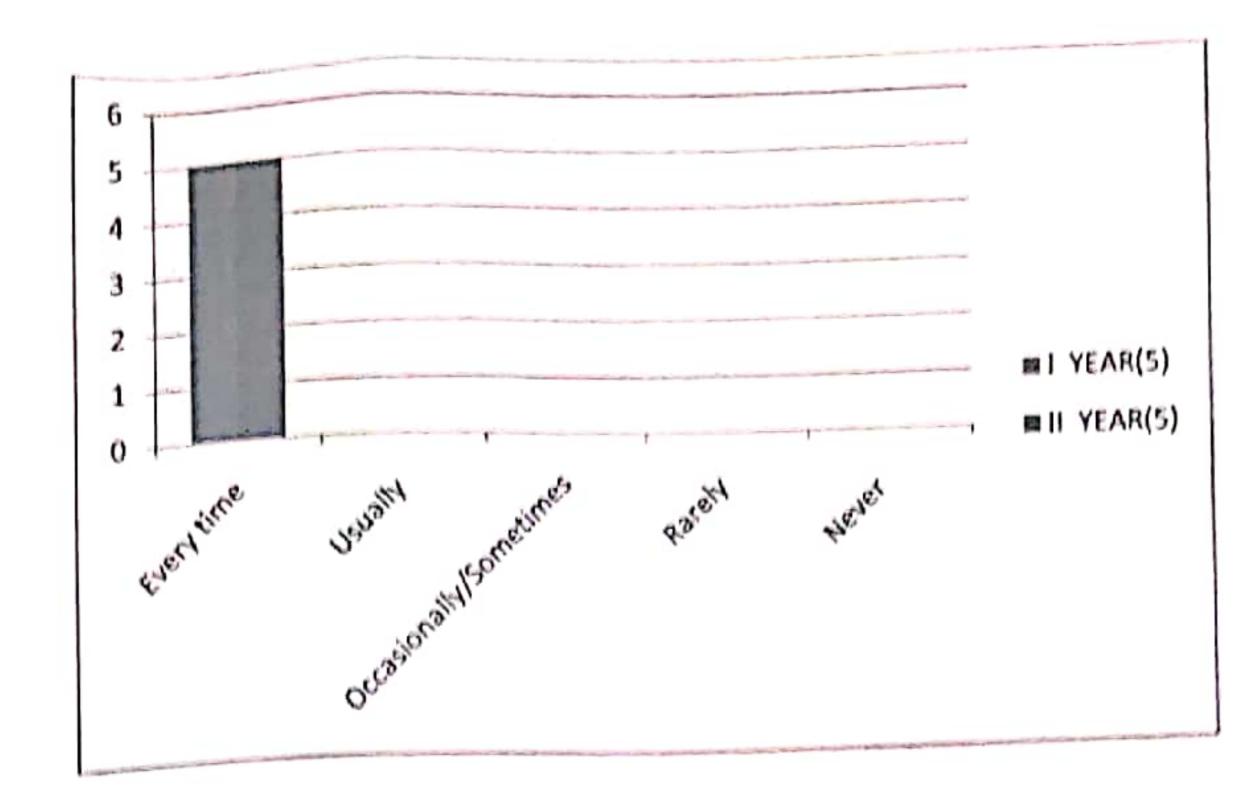
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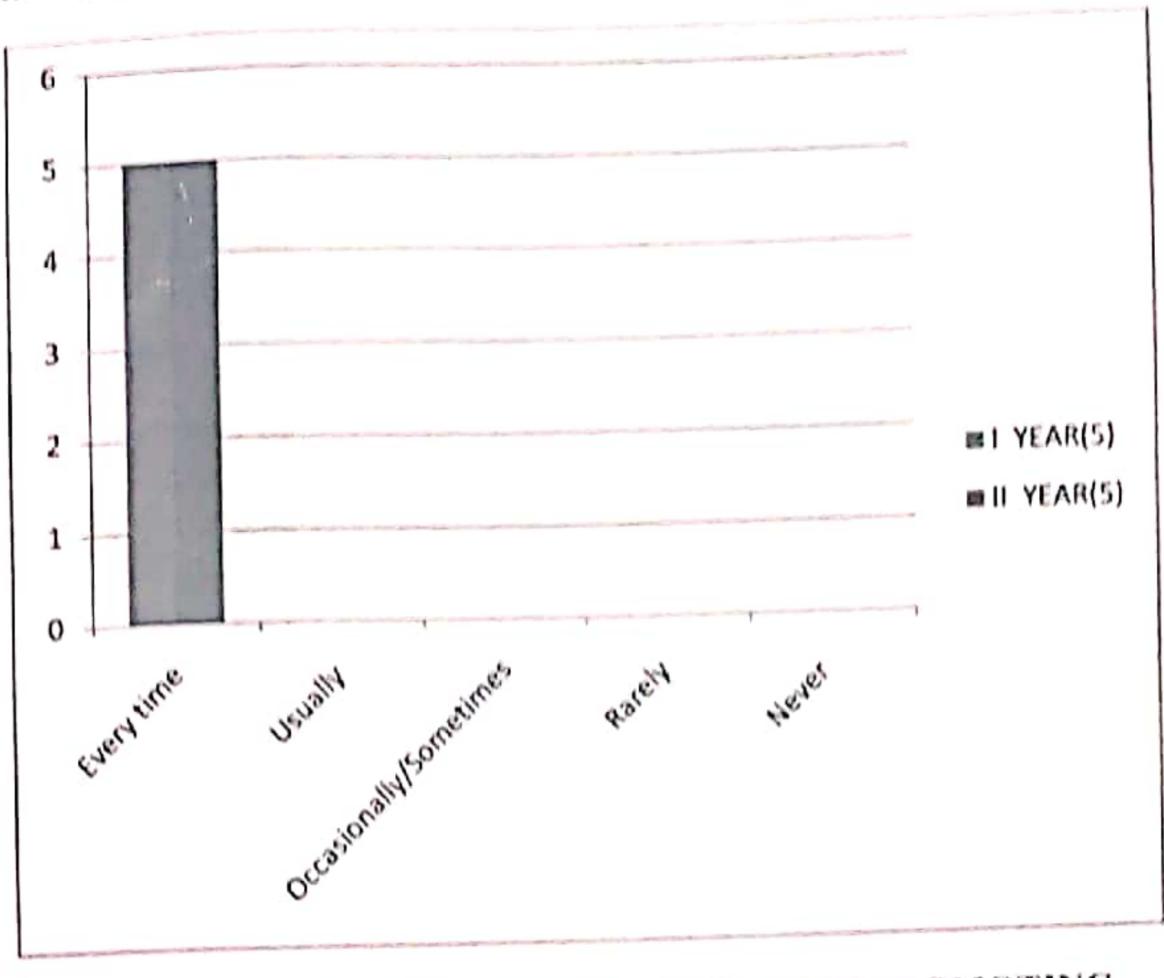
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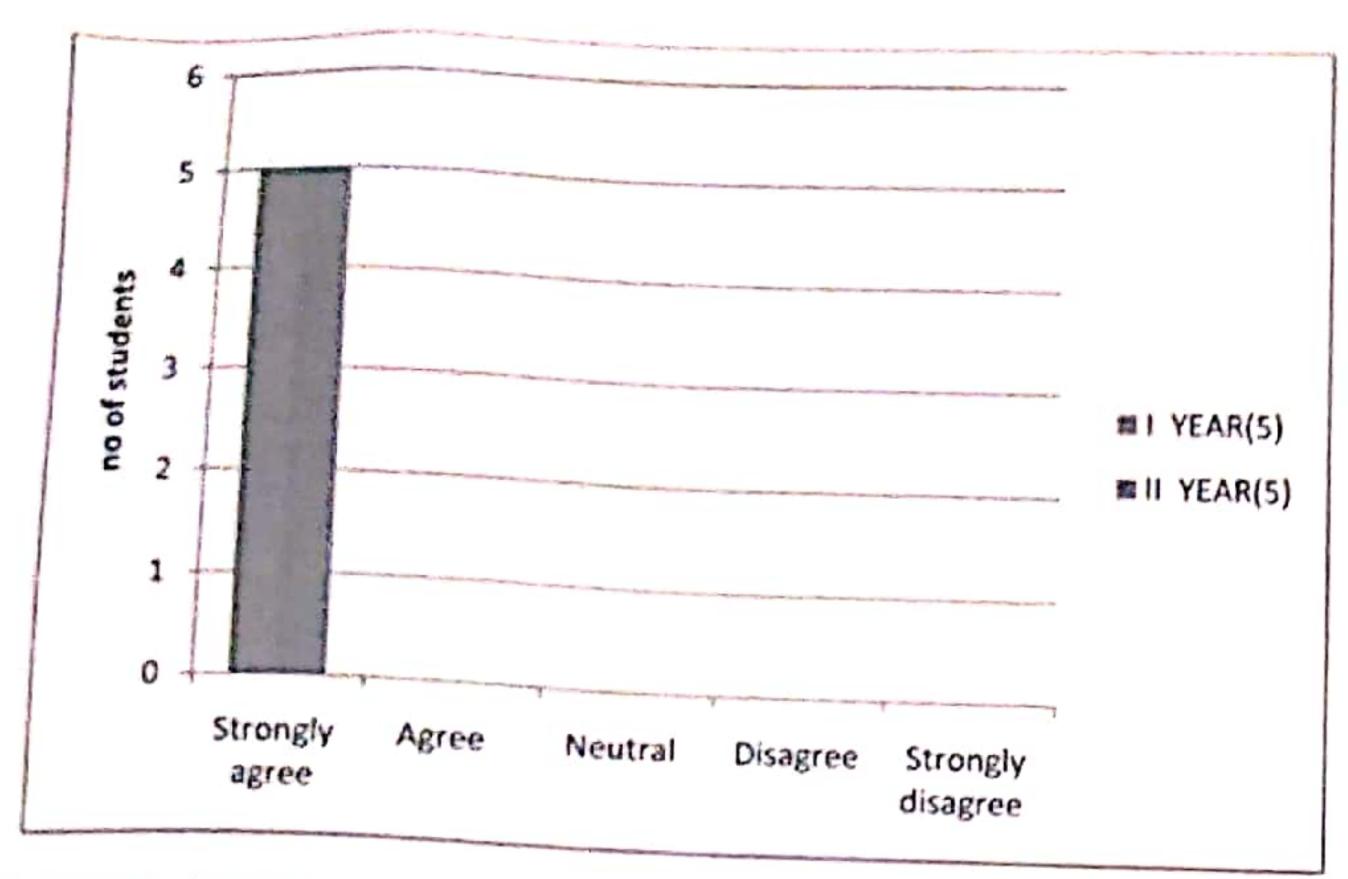
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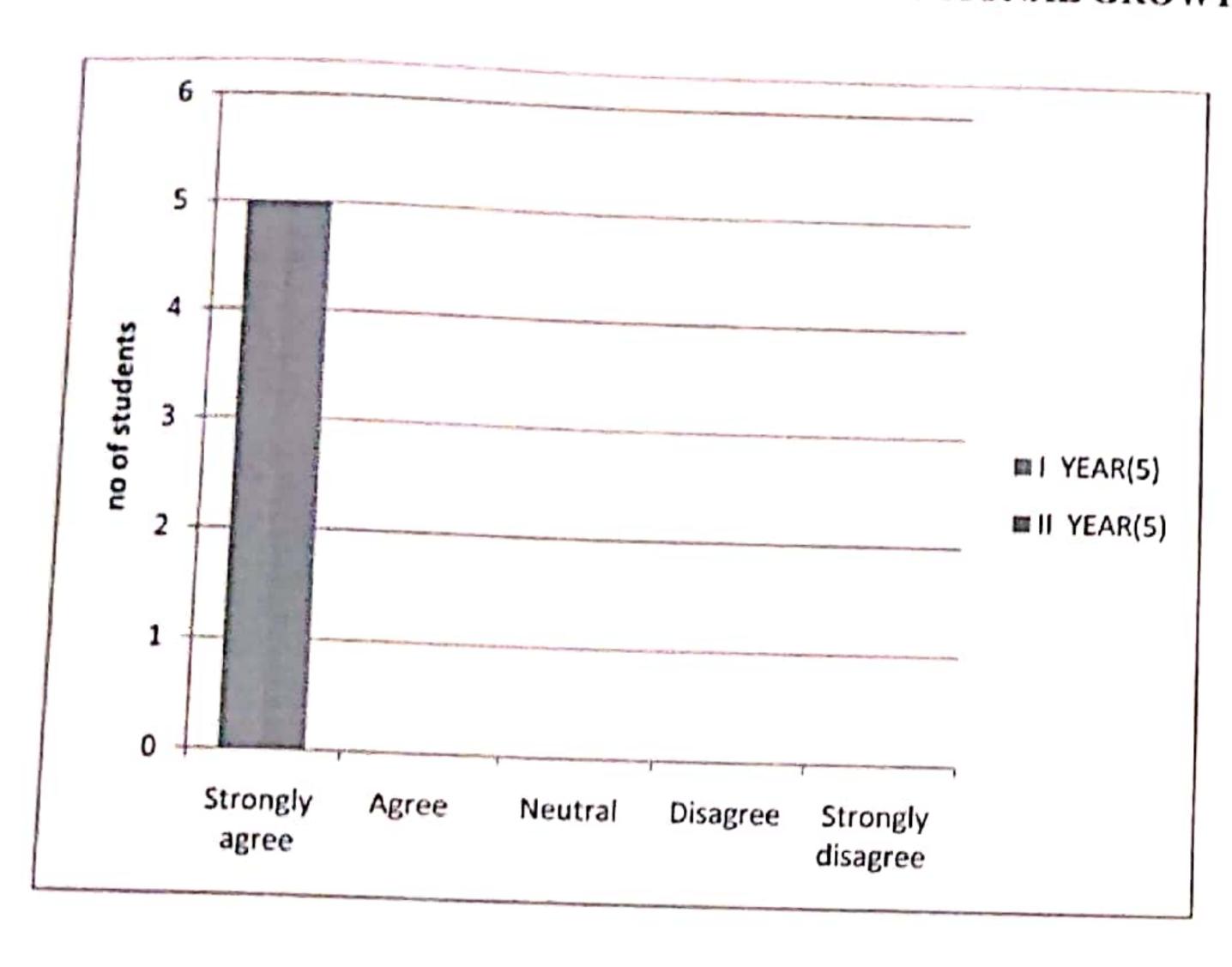
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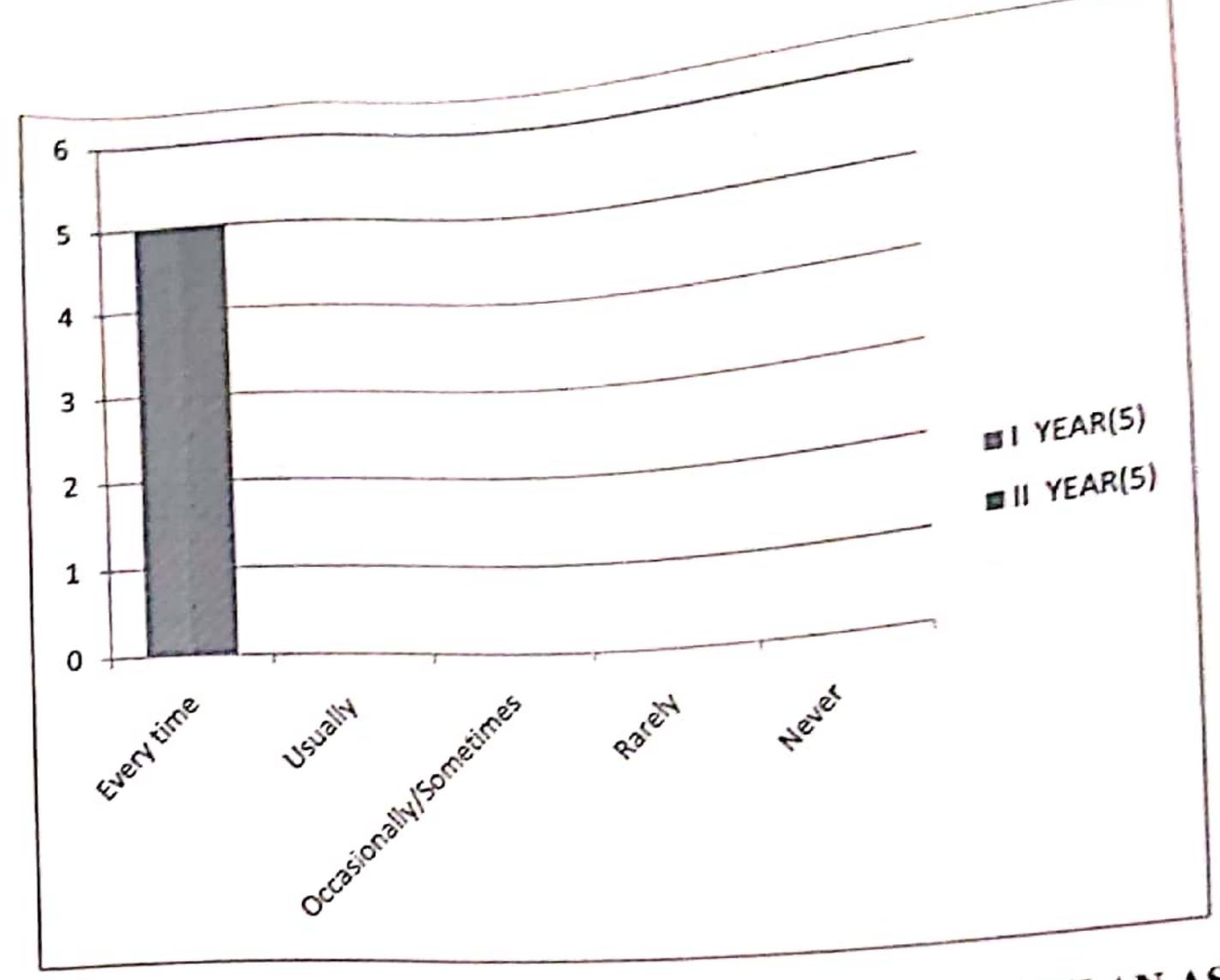
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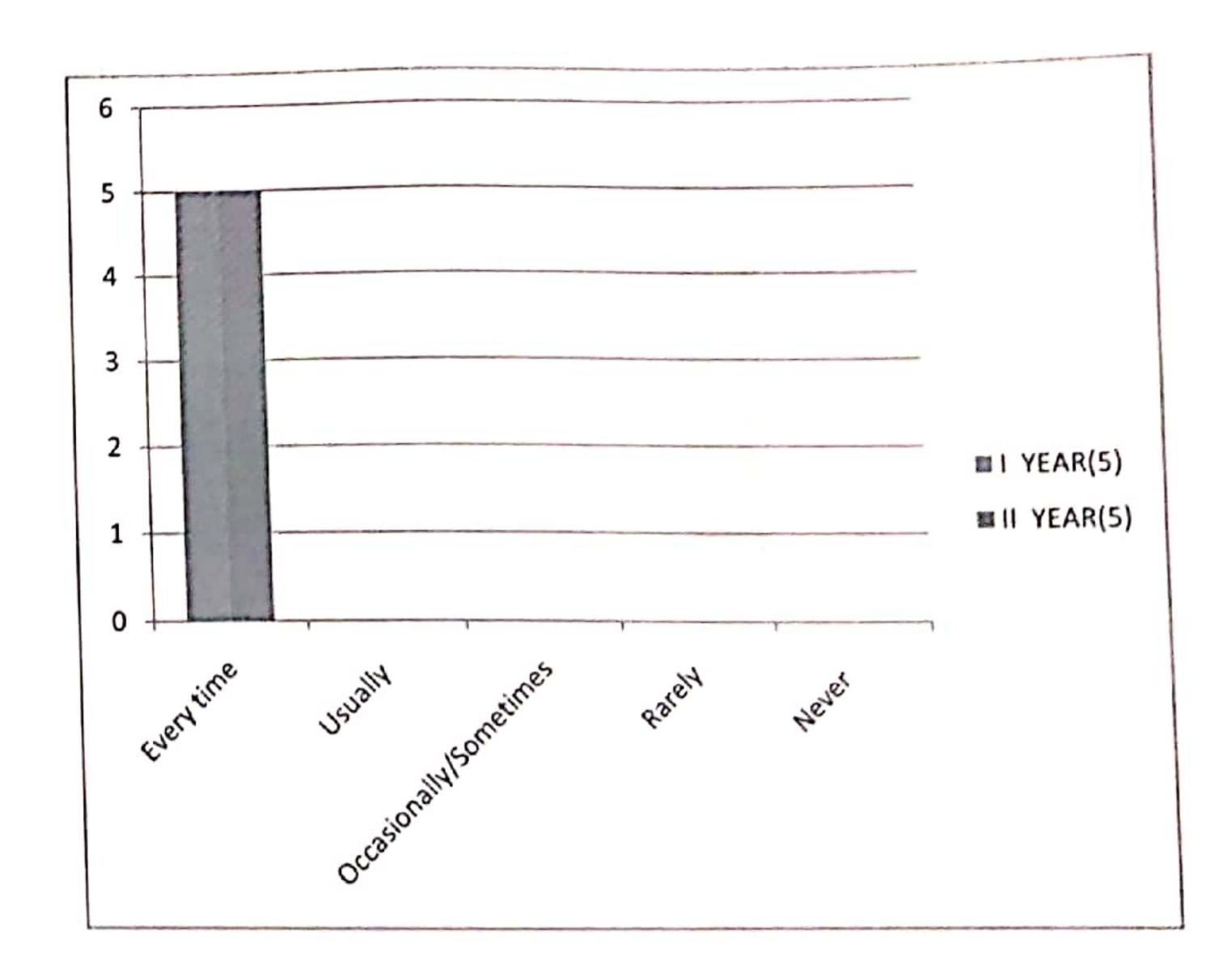
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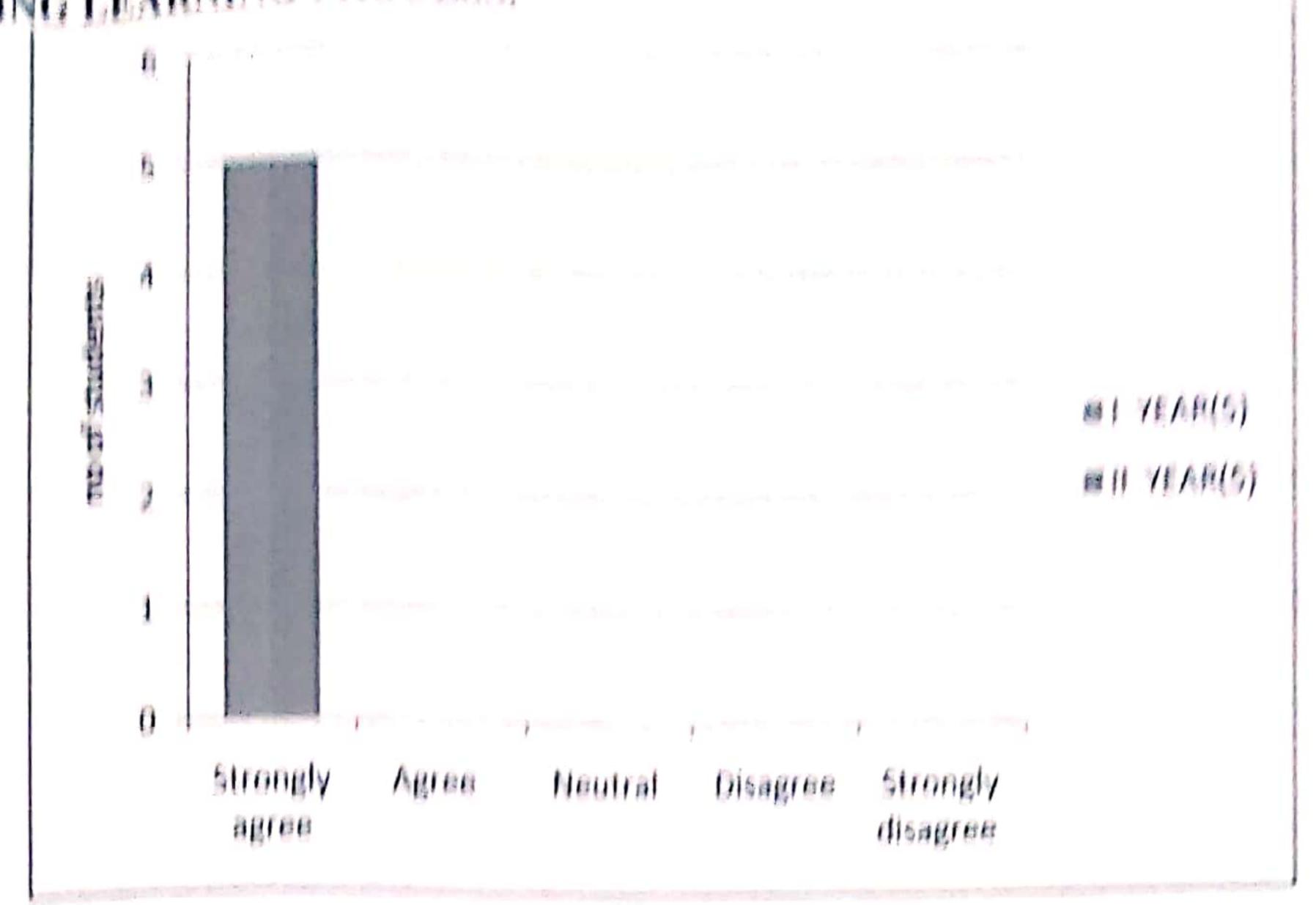
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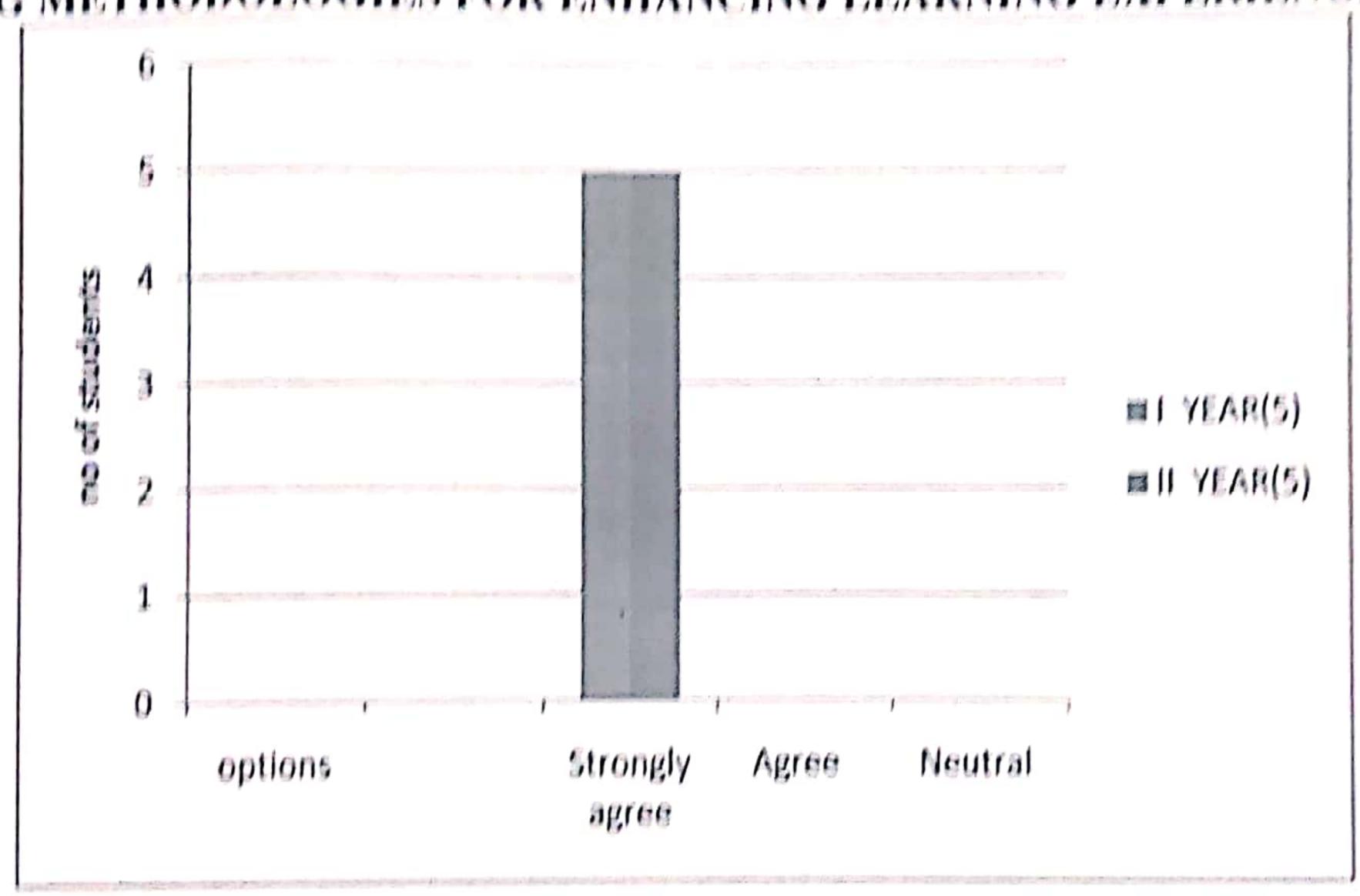
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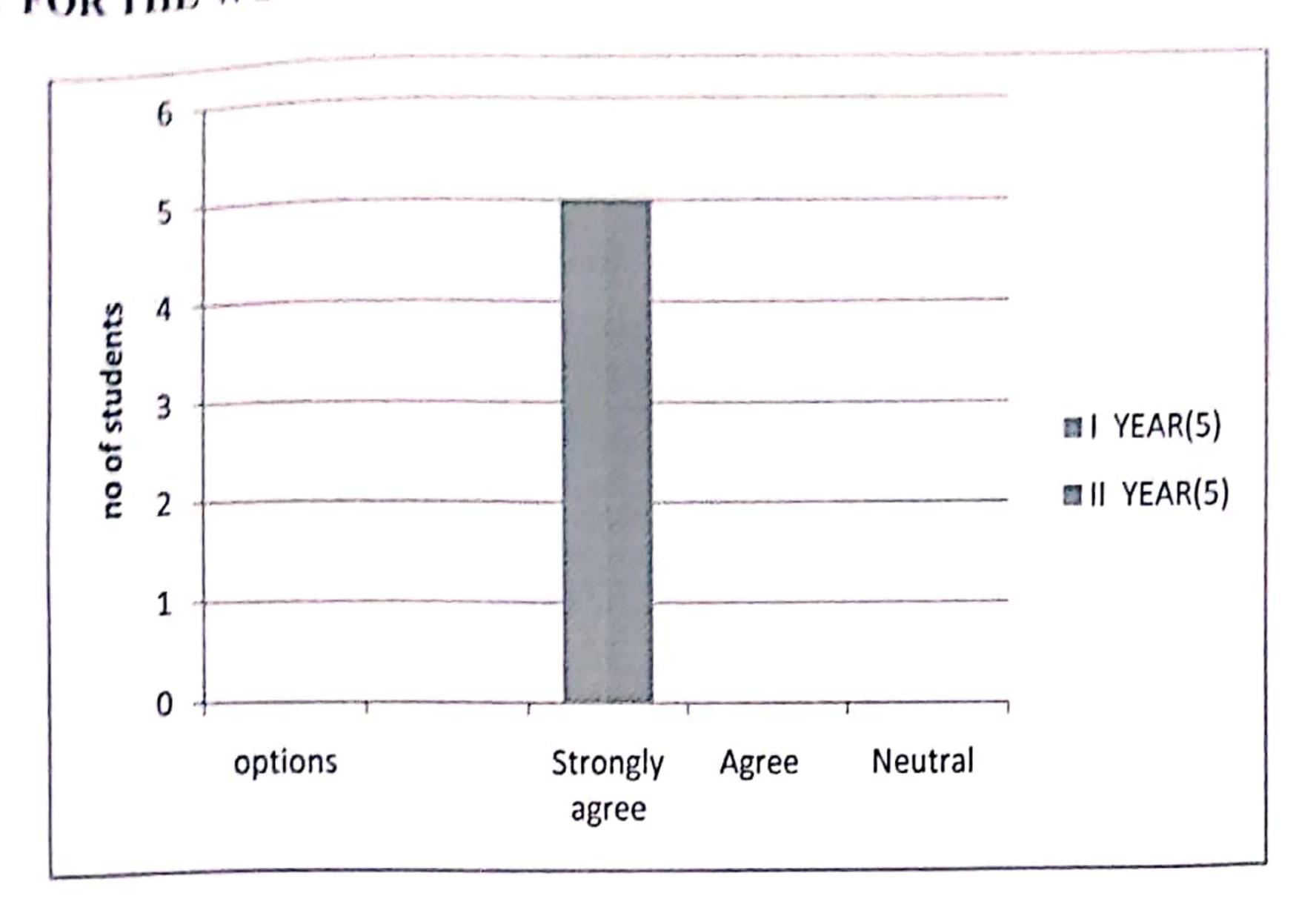
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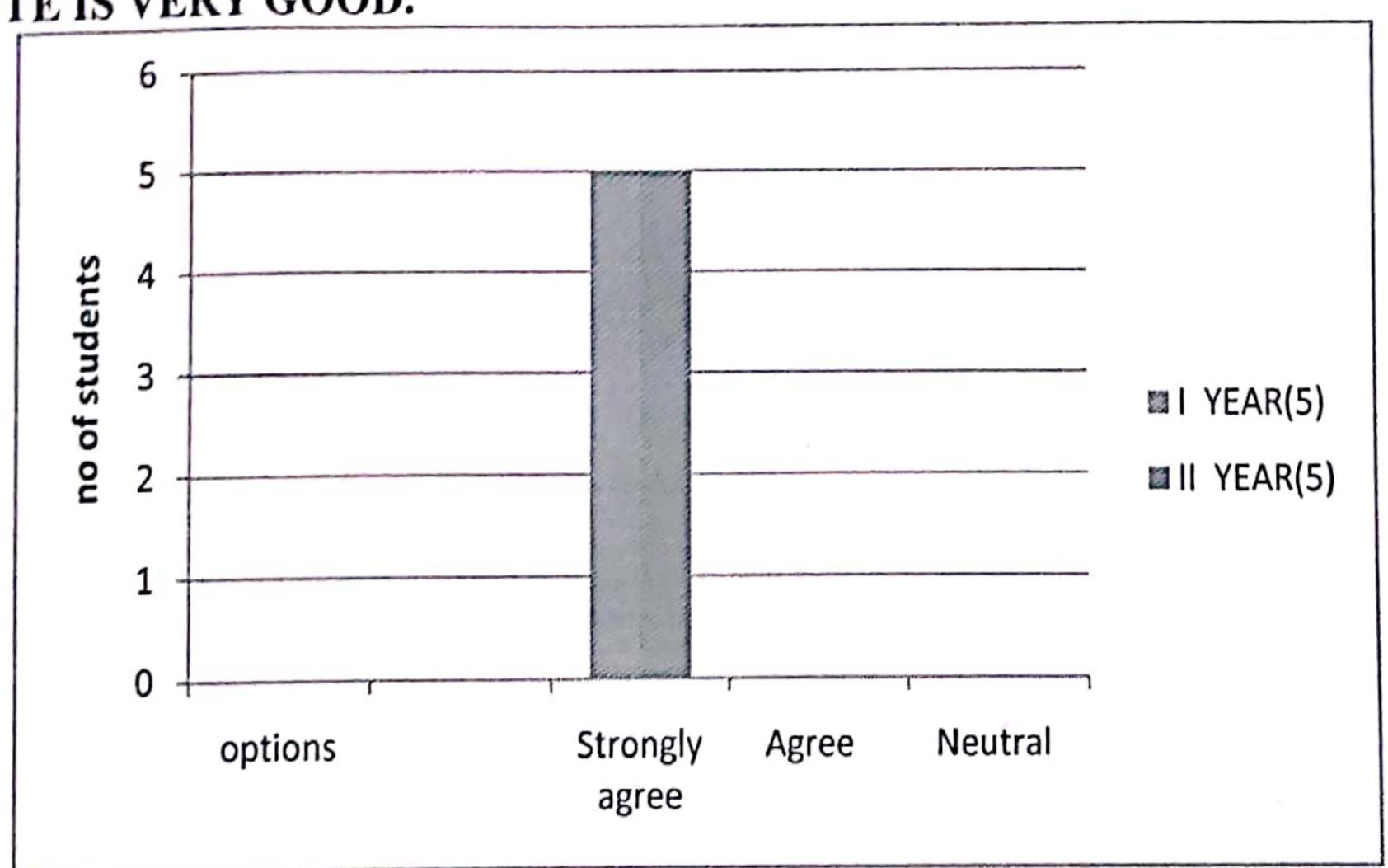
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Q. NO 27. THE OVERALL QUALITY OF TEACHING-LEARNING PROCESS IN YOUR INSTITUTE IS VERY GOOD.



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3) Helps to improve b) discouraging

15. How often did the teacher provide feedback on your performance?

VIDHYA SAGAR WOMEN'S COLLEGE, CHENGALPATTU

STUDENTS OVERALL	Department of Computer	PROGRAMME AND TEACHING
ment: COMPUTED	EVALUATION OF THE	PROGRAMME AND TEACHING

STUDENTS OVER	Decredited at "A	mputer Science	
	CALL Evartment of Co	mputer Science THE PROGRAMME	AND TO
Department: COMPUTE	ER O'TLUATION		LEACHING
Department: COMPUTE	SCIENICE	Course	B.C.A
1. The syllabus of each cour	se was	Year:	2019 - 2022
a) Adequate		c) challenging	
2. Back ground for benefits	from a b) inadequate	c) chancinging	d) dull
2. Back ground for benefits a) More than adequ	late course was		
3. Was the course easy or dis	fficult. b) adequate	c) inadequate	d) cannot say
,		1:00	
4. How much of the syllabus a) 85 to 100%	b) manageable	c) difficult	d) very difficult
a) 85 to 100%	covered in the class?		
5. What is your opinion abou	1) 70 to 85%	c) 55 to 70%	d) less than 55%
5. What is your opinion about a) More than adequ	at the library material and f	acilities for the course?	
	b) -	C) ingdeaucte	d) very poor
6. To what extent were you a a) Easily	get material for the I	prescribed reading?	
	1:66		d) indifferently
7. How well did the teacher	prepare for the classes?		
a) thoroughly	b) satisfactorily	c) poorly	d) Indifferently
8. How well did the teacher a			
a) Always effective	ometimes effective	c) Just satisfactorily	d) generally ineffectiv
9. How far the teacher encou	rages student participation	in class?	
a) Mostly yes	b) sometimes	c) not at all	d) always
10. If yes which of the follow	ving methods were used?		
c) Encouraged to ra c) Encourage discu 11. How helpful was the tead	ssion outside class d)	get involved in discussion did not encourage	n in class
a) Very helpful	b) sometimes helpful	c) not at all helpful	d) did not advise
12. The teacher's approach c	an best be described as		
Always courteous	s b) sometimes rude	c) always indifferent	d) cannot say
13. Internal assessment was			
_	b) sometimes unfair	c) Usually unfair	d) sometimes fair

14. What effect do you think the internal assessment will have on your course grade?

d) sometimes effective

c) Usually unfair

c) no special effect

a) Regularly/in time b) with helpful comment c) often /late d) without any comments

	16. Were your assignments discusse a) yes, fully b) yes, pa	
A STATE OF THE PROPERTY OF THE	a) yes, fully b) yes, pa	tly c) not discussed at all d) sometimes discussed
	ruere you provided with a Pa	tly c) not discussed at all d) sometimes discussed contributory lecture too at the beginning?
	17. a) W (ou b) no	e) no lecture too at
	b) If yes was it helpful?	Ontributory
	b) no	
	eness of the internal evalue.	
	18. Fairness of the internal evaluation 18. Always fair a) Always fair Lisually unfair	bros he teachers.
	d) Usually unitally e) Unit 19. Was your performance in assignment a) Every time b) Usually unitally e) Unit assignment b) Usually unitally e) Unit assignment b) Usually unitally e) Unit assignment b) Usually e) Unit assignment b) Unit assignment	ir fair
	19. Was your rime	lent. 1 with you?
	a) Every time b) Usu d) Rarely e) No.	ally of Occasionally / Sometimes
	d) Rarely inctitute takes active int	
	20. The institute takes active interest	in promoting internship, student exchange, and field visit
	Opportunities for students. Regularly Off	promoting internal
	O_{100}	en al Sometimes
	/11 185 4	•
	21. The teaching pr	er Ocess in your institution facilitates you in cognitive, social ar
	emotional growth. a) Significantly b) Ver	os in your mately
	d) Marginally	well c) Moderately
	d) Marginally e) Not	at all
	22. The institution provides multiple Strongly agree b) Agr	opportunities to learn and Brown
	A) Agr	ee c) Neutrai
	d) Disagree e) Str	Ingly disagree
	25. 1002	^{10W} -up with an assigned the
	a) Every time b) Usu	ally e Occasionally/Sometimes
	d) Rarely e) I do	n't have a mentor
	7/ The Mishing manage error (1) er	co
	improvement of the teaching lear a) Strongly agree b) Agr	ling produce
		-,
	,	ngly disagree
	25. The mistrator touched asc student	centric methods, such as experiential learning, participative thodologies for enhancing learning experiences.
	a) To a great extent b) Mo	derate c) Some what
	d)Very little e)Not	
	•	teachers to inculcate soft skills, life skills and employability skills
	make you ready for the world of	vork.
	a) To a great extent b) Mo	lerate c) some what
	d)Very little e) Not	
	27. The overall quality of teaching-le	arning process in your institute is very good.
	(a) Strongly agree b) Agr	ee c) Neutral
	d) Disagree e) stro	gly disagree
	28. If you have other comments to of	er on the course and suggestions for the teacher you may do so in
	space given below.	



VIDILYAR COE. CHENGALDA

	ASACIAN	OLLEGE, CHENGALP,	ATT.
	A SAGAR WOMEN'S	Grade by NAAC Grade Science	
STUDENTS C	VERAL Decredited at "A	onputer Science PROGRAMME, A	
Conve	A EVALUE OF THE OF THE OF THE OF THE OF THE OF	THE PROJECTION A	ND TEACH
Department:	VERALL Department of Co	Course	Pan
		Year.	
1. The syllabus of each	course w		(2017-2020)
a) Adequate			
2. Back ground for bene	efits from the course was	c) challenging	d) duli
a) More than a	dequate de course was	c) inadequate	
3. Was the course easy	or difficult to understand?	c) madequate	d) cannot say
a) Easy	recult to understand?		
4. How much of the syll	labus was covered in the class?	c) difficult	d) very difficult
a) 85 to 100%	covered in the class?	FE A FIGAL	
	about the library material and falequate		d) less than 55%
a) More than ac	lequate horary material and la	c) inadequate	
	you able to get material for the p	CIMALCULATE	d) very poor
• • • • • • • • • • • • • • • • • • • •	1:00		d\ :
7. How well did the teac	her prepare for the classes?		d) indifferently
a) thoroughly	for the classes?		
,	b) satisfactorily	c) poorly	d) Indifferently
8. How well and the teac	her able to communicate?		
a) Always effect	of sometimes effective	c) Just satisfactorily	d) generally ineffecti
9. How far the teacher er	acourages student participation	in class?	
a) Mostly yes	b) sometimes	c) not at all	d) always
10. If yes which of the fo	llowing methods were used?		
a) Encouraged to	o raise questions by	get involved in discussion	n in class
	iscussion outside class d)	did not encourage	
11. How helpful was the	teacher in advising?		
a) Very helpful	b) sometimes helpful	c) not at all helpful	d) did not advise
12. The teacher's approach	ch can best be described as		
	eous b) sometimes rude	c) always indifferent	d) cannot say
13. Internal assessment w			
a) Always fair	b) sometimes unfair	c) Usually unfair	d) sometimes fair
14. What effect do you th	ink the internal assessment will	have on your course grad	le?
a) Helps to impro	ve b) discouraging c) n	o special effect d)	sometimes effective

15. How often did the teacher provide feedback on your performance?

a) Regularly/in time b) with helpful comment c) often /late (1) without any comments

16. Were your assignments d a) yes, fully b)	Men	
b)	va. With	at all dy sometime.
17. a) Were you provided with 17. a) Yes was it helpful?	yes, partly	not discussed at all dy sometimes discussed
17. W (b) no	e) i	iot ore too at the oegiming?
b)ll yes was it helpful?	contributor	y lecture
ves b) no		
a) Xes to no 18. Fairness of the internal ex a) Always fair		
18. Paris	aluation re-	anchers.
d) Usually unfair	b) University t	he teachers.
(i) Comme manners.	b) Usually fair c) Unfair	9) 500
19. Was your performance in a) Every time	assim.	ut vou?
a) Every time	h) v. edments discusse	c) Occasionally / Sometimes
av Darely	Sualle	c) Occasion
20. The institute takes active	e) Never	etudent exchange, and field visit
Opportunities for students	s. derest in promoting	internship, student exchange, and field visit
L. P. CANAN PARALET	b) Often	Sometimes
	e) Na	
21 The feating and mento	ring pro-	r institution facilitates you in cognitive, social and
1 1111/14	process in your	rinstitut
a) Significantly	b) Very well	Moderately
(1) IARSH PRINTA	e) Not at an	
22. The institution provides r	nultiple opportunities	to learn and grow.
a) Strongly agree	b) Agree	Neutral
d) Disagree	e) Strongly disagro	ee
23. Your mentor does a neces	ssary follow-up with	an assigned task to you.
a) Every time	b) Usually	c) Occasionally/Sometimes
Davoly	e) I don't have a m	ientor
24. The institution makes eff	ort to engage students	s in the monitoring, review and continuous quality
improvement of the teach	ung learning process.	
a) Strongly agree		c) Neutral
d) Disagree	e) Strongly disagre	e de much as experiential learning, participative
25. The institute/ teachers us	e student centric meu	hods, such as experiential learning, participative for enhancing learning experiences.
learning and problem so.	Moderate	Some what
a) To a great exten		
d)Very little	actitute/ teachers to it	nculcate soft skills, life skills and employability skills to
1 7 11 4 4 4 4 4 4 4 4 4 4 4 4 4 4 4 4 4	*/************************************	
make you ready for the way a) To a great exten	t b) Moderate c) so	ome what
27. The overall quality of tea	ching-learning proce	ss in your institute is very good.
	b) Agree	eutrai
a) Strongly agree		e may do so in th
a) Disagree	nts to offer on the co	urse and suggestions for the teacher you may do so in the
	1165	
space given below.		

VIDHYA SAGAR WOMEN'S COLLEGE, CHENGALPATTU Accredited at "A" Grade by NAAC Accredited at "A" Grade by NAAC

		"Ccredited at	/1	*** *
TRITTE	OTITIO	Department of	Computer	Science
CTUDENTO	UVERALT	- Partment of	Compare	
M * *	The state of the s	LAW.		MILES (TILL)

STUDENTS OVERALL F	Department of Com	puter Science	
Department: COMPUTER S	ALUATION OF		
Department	CIENCE	Course:	
1. The syllabus of each course was		Year:	2018-2021
a) Adequate			
·	b) inadequate	c) challenging	d) dull
2. Back ground for benefits from th a) More than adequate	e course was		
	b) adequate	e) inadequate	d) cannot say
3. Was the course easy or difficult t	o understand?		
a) Easy	b) manageable	c) difficult	d) very difficult
4. How much of the syllabus was co	overed in the class?		
a) 85 to 100%	b) 70 to 85%	c) 55 to 70%	d) less than 55%
5. What is your opinion about the li	brary material and fa	cilities for the course?	
a) More than adequate	b) adequate	c) inadequate	d) very poor
6. To what extent were you able to	get material for the pr	rescribed reading?	
a) Easily	b) with some diffic	culty of poorly	d) indifferently
7. How well did the teacher prepare	for the classes?		
a) thoroughly	b) satisfactorily	c) poorly	d) Indifferently
8. How well did the teacher able to	communicate?		
a) Always effective b) so	ometimes effective	e) Just satisfactorily	d) generally ineffec
9. How far the teacher encourages s	student participation i	n class?	
a) Mostly yes b) so	metimes	e) not at all	d) always
10. If yes which of the following m	ethods were used?		
a) Encouraged to raise quo		get involved in discussio	n in class
c) Encourage discussion (did not encourage	
11. How helpful was the teacher in		c) not at all helpful	did not advise
	metimes helpful	c) not at an neipiui	did not advise
12. The teacher's approach can best		c) always indifferent	annot say
a) Always courteous b) s	ometimes rude	c) always indifferent	h) Cannot say
13. Internal assessment was		-\ TI	d) sometimes fai
	metimes unfair	c) Usually unfair	
14. What effect do you think the int			sometimes effective
a) Helps to improve b) di			
15. How often did the teacher provi	de leedback on your	performance? t c) often /late d) v	vithout any comments
a) Regularly/in time b) w	ith neiptul commen	it c) often /fate d)	

	16 Were your assignments discussed
	16. Were your assignments discussed with you? a) yes, fully b) yes, part you?
	a) yes, fully b) yes, partly c) not discussed at all d) sometimes discussed
	17. a) ves b) no course contributory lecture too at the standard of the standa
1	wif ves was it helpful?
	a) Yes Dino
	18. Fairness of the internal evaluation process by the teachers.
	A) Always fair b) Usually fair c) Sometimes unfair
	d) Usuany uman e) Unfair e) Unfair
	19. Was your performance in assignment with you?
	a) Every time b) Usually Occasionally / Sometimes
	d) Rarely e) Nevan
	20. The institute takes active interest in promoting internship, student exchange, and field visit Opportunities for students.
	a) Regularly b) Often c) Sometimes
	Rarely e) Never
	21. The teaching and mentoring process in your institution facilitates you in a growth.
	a) Significantly b) Very well (Moderately
	d) Marginally e) Not at all
	22. The institution provides multiple opportunities to learn and grow.
	a) Strongly agree b) Agree 9 Neutral
	d) Disagree e) Strongly disagree 23. Your mentor does a necessary follow-up with an assigned task to you.
	· III-/Comotimes
	d) Rerely e) I don't have a mentor
	24. The institution makes effort to engage students in the monitoring, review and continuous quality
	improvement of the teaching learning process.
	a) Strongly agree b) Agree c) Neutral
	Disagree e) Strongly disagree 25. The institute/ teachers use student centric methods, such as experiential learning, participative
	learning and problem solving methodologies for enhancing learning experiences.
	a) To a great extent b) Moderate c) Some what
	Wyom little e)Not at all
	26. Efforts are made by the institute/ teachers to inculcate soft skills, life skills and employability skills to
	make you ready for the world of work. a) To a great extent b) Moderate c) some what
	d) Very little e) Not at all
	27. The overall quality of teaching-learning process in your institute is very good.
	a) Strongly agree b) Agree c) Neutral
	d) Disagree e) strongly disagree
	28. If you have other comments to offer on the course and suggestions for the teacher you may do so in the
	space given below.
910001	extra competions like drawing are conducted but the
narely	Be like to paticipale un talent exam
1	is not available here, etc, etc, etc.



VIDHYA SAGAR WOMEN'S COLLEGE

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DEPARTMENT OF COMPUTER SCIENCE

STUDENTS OVERALL EVALUATION OF THE PROGRAMME AND TEACHING

(2018-2019)

COMPUTER APPLICATIONS

Q. NO 1 .SYLLABUS

	1	11	[]]
	YEAR(15)	YEAR(16)	YEAR(16)
adequate	5	8	4
inadequate	2	0	2
challenging	7	7	9
dull	0	1	1

Q. NO 2 BENEFIT FROM COURSE

	1	II	111
	YEAR(15)	YEAR(16)	YEAR(16)
more than adequate	5	2	3
adequate	3	10	9
inadequate	2	1	3
cannot say	5	3	1

Q. NO 3 COURSE EASY OR DIFFICULT TO UNDERSTAND

	1	11		111
	YEAR(15)	YEAR(16)		YEAR(16)
easy	1		6	5
manageable	8		7	10
difficult	4		3	1
very difficult	2		0	0

Q. NO 4 % SYLLABUS COVERED IN CLASS

	YEAR(15)	YEAR(16)	III YEAR(16)
85 to 100%	2	2	3
70 to 85%	12	11	13
55 to 70%	1	2	0
less than 55%	0	1	0

Q. NO 5 LIBRARY MATERIAL FOR COURSE

	1 YEAR(15)	II YEAR(16)	III YEAR(16)
more than adequate	2	3	1
adequate	7	6	10
inadequate	4	4	4
very poor	2	3	1

Q. NO 6 EXTEND OF MATERIAL FOR PRESCRIBED READING

		11	111
	YEAR(15)	YEAR(16)	YEAR(16)
easily	2	5	5
with some difficulty	9	6	8
not available at all	4	4	2
indifferently	0	1	1

Q. NO 7 TEACHER PREPARATIONS FOR CLASS

	YEAR(15)	II YEAR(16)	III YEAR(16)
thoroughly	3	3	1
satisfactorily	11	10	11
poorly	0	. 3	1
indifferently	1	0	1

Q. NO 8 TEACHER COMMUNATIONS

	1	11	111
	YEAR(15)	YEAR(16)	YEAR(16)
always effective	0	2	2
sometimes effective	11	6	8
just satisfactorily	3	6	3
generally ineffective	1	. 2	2

Q. NO 9 TEACHER ENCOURAGE STUDENT PARTICIPATION

		11	III
	YEAR(15)	YEAR(16)	YEAR(16)
mostly yes	5	2	2
sometimes	9	9	10
not at all	1	2	1
always	0	3	2

Q. NO 10 METHODS USED FOR ENCOURAGMENT

	1	11	III
	YEAR(15)	YEAR(16)	YEAR(16)
encouraged to raise questions	12	7	3
get involved in discussion in class	1	2	4
encourage discussion outside class	0	2	1
did not encourage	2	5	6

Q. NO 11 TEACHER ADVICE

	ı	11	111
	YEAR(15)	YEAR(16)	YEAR(16)
very helpful	6	3	4
sometimes helpful	9	7	6
not at all helpful	0	3	2
did not advise	0	3	2

Q. NO 12 TEACHER APPROACH DESCRIPTION

		11	111
	YEAR(15)	YEAR(16)	YEAR(16)
always courteous	4	4	3
sometimes rude	10	5	9
always indifferent	0	2	2
cannot say	1	5	1

Q. NO 13 INTERNAL ASSESSMENT

		11	III
	YEAR(15)	YEAR(16)	YEAR(16)
always fair	8	. 2	1
sometimes unfair	4	5	3
usally unfair	1	2	3
sometimes fair	2	7	9

Q. NO 14 EFFECT OF INTERNAL ASSESSMENT ON COURSE GRADE

	ı	11	111
	YEAR(15)	YEAR(16)	YEAR(16)
helps to inprove	12		3
		2	
discouraging	1		4
		. 4	
no special effect	0		1
		10	
soemtimes effective	2	0	6

Q. NO 15 TEACHER FEEDBACKS ON STUDENT PERFORMANCE

	1	11	111
	YEAR(15)	YEAR(16)	YEAR(16)
regularly /in time	5	4	7
with helpful comment	2	7	7
often/late	8	0	0
			2
without any comments	0	5	

Q. NO 16 ASSIGNMENTS DISCUSSIONS WITH STUDENTS

		11	111
	YEAR(15)	YEAR(16)	YEAR(16)
regularly /in	2		
time		2	4
with helpful	12		
comment			
		6	7
often/late	1	6	0
without any	0		
comments			
		2	5

Q. NO 17 A COURSE CONTRIBUTORY LECTURE TOO AT BEGINNING

	I	11	111
	YEAR(15)	YEAR(16)	YEAR(16)
yes	11		8
no	4	7	8

Q. NO 17 B WAS LECTURE HELPFUL?

		11	111
	YEAR(15)	YEAR(16)	YEAR(16)
YES	14	12	16
NO	1	4	0

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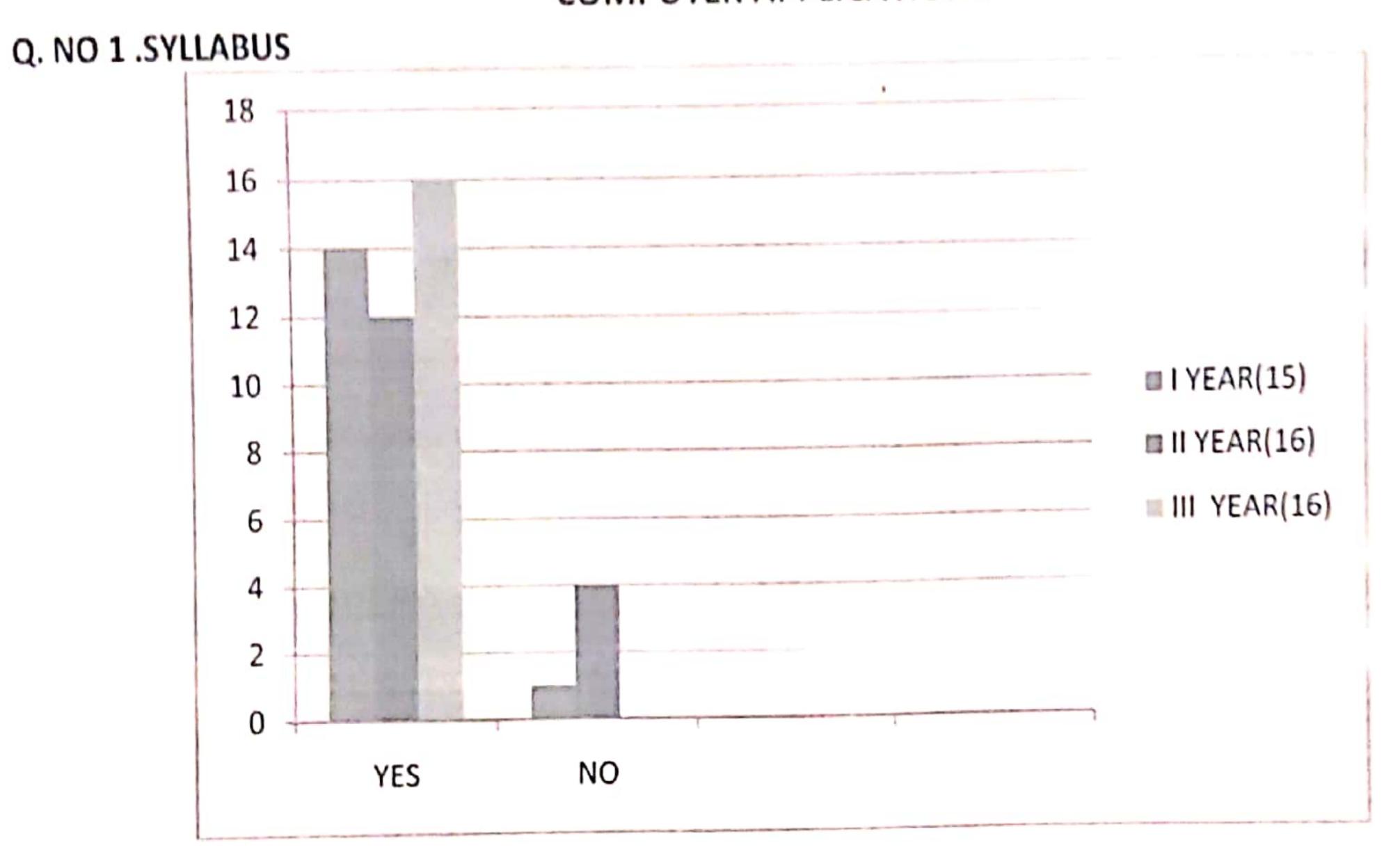
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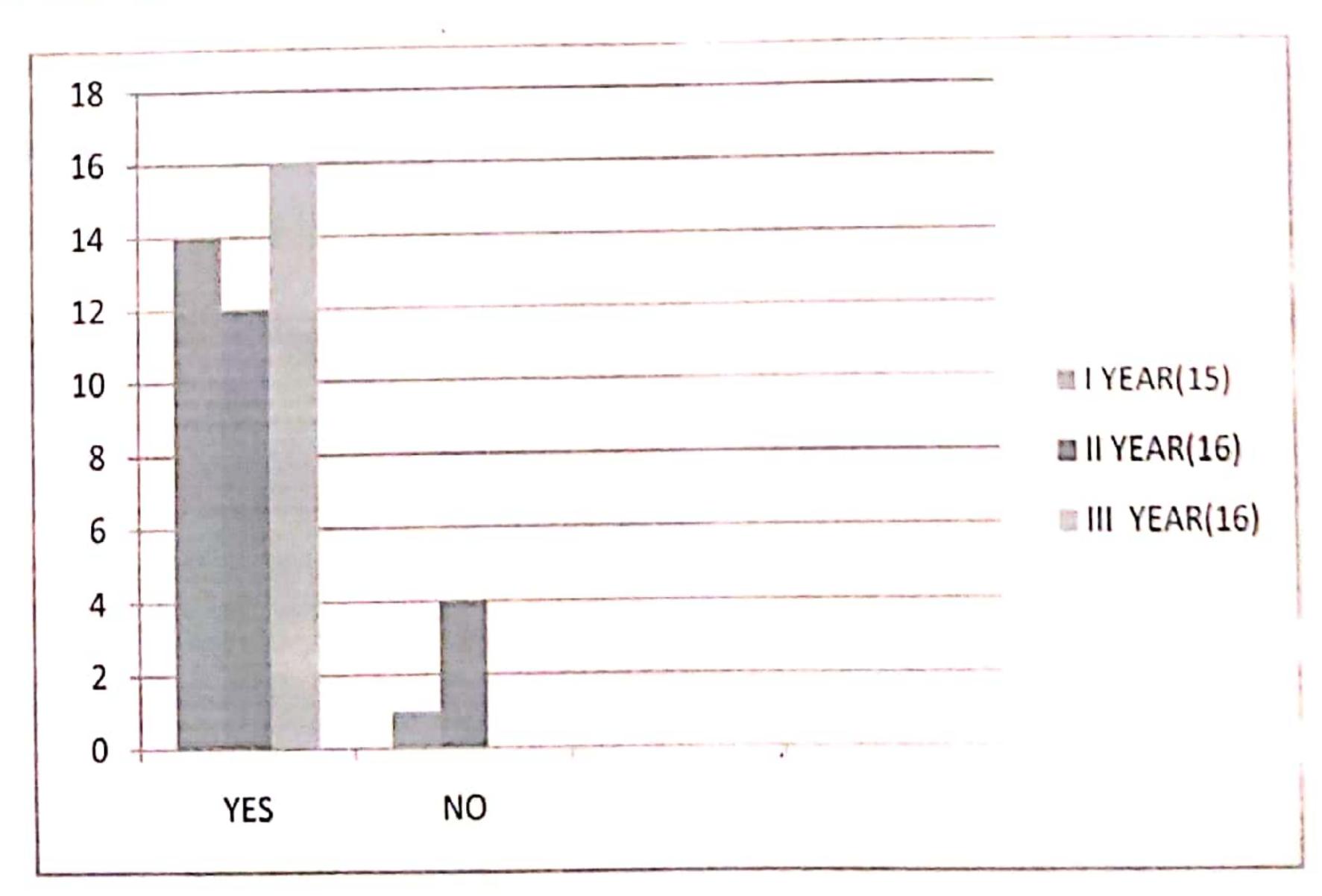
STUDENTS OVERALL EVALUATION OF THE PROGRAMME AND TEACHING

(2018-2019)

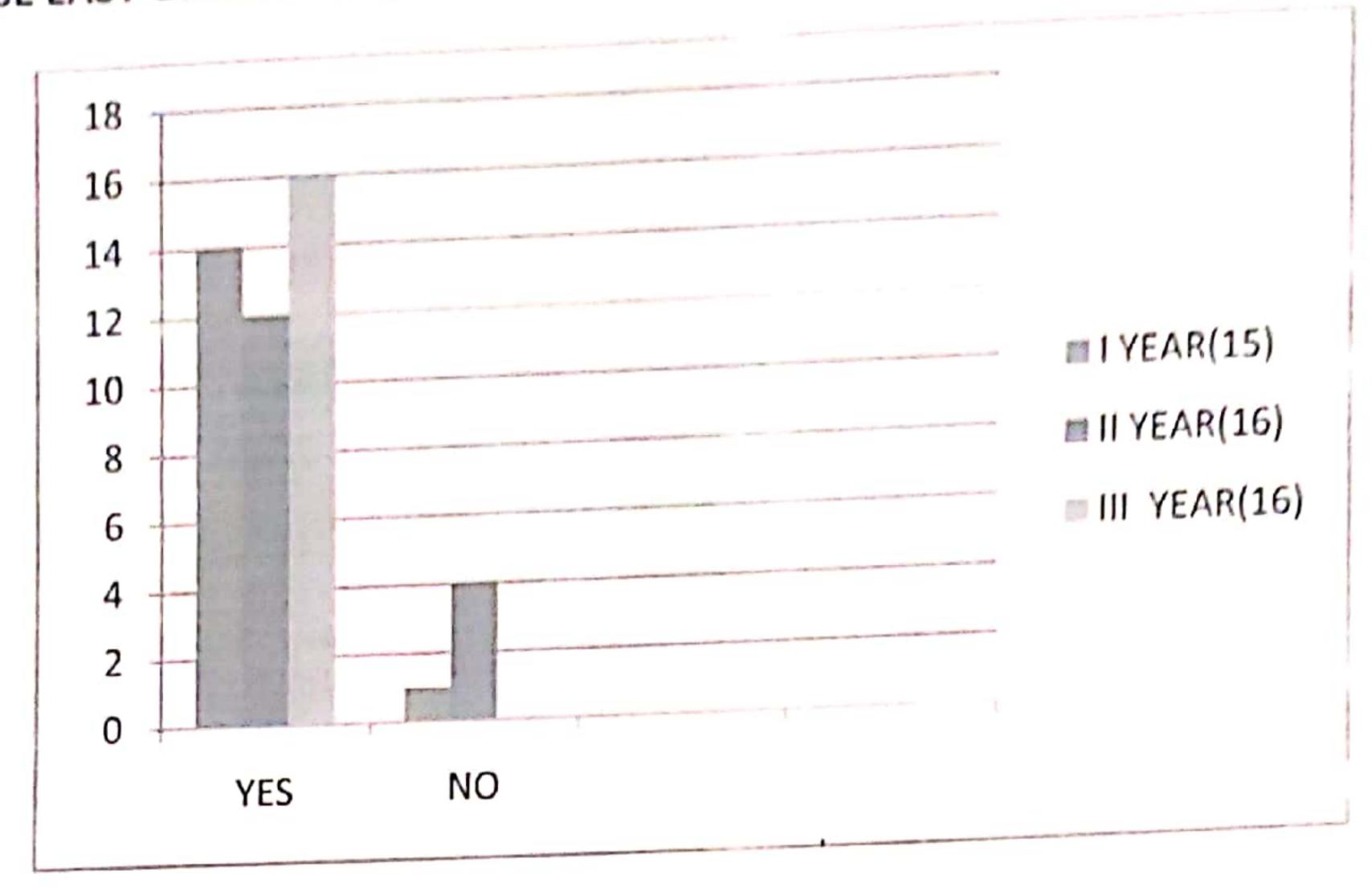
COMPUTER APPLICATIONS



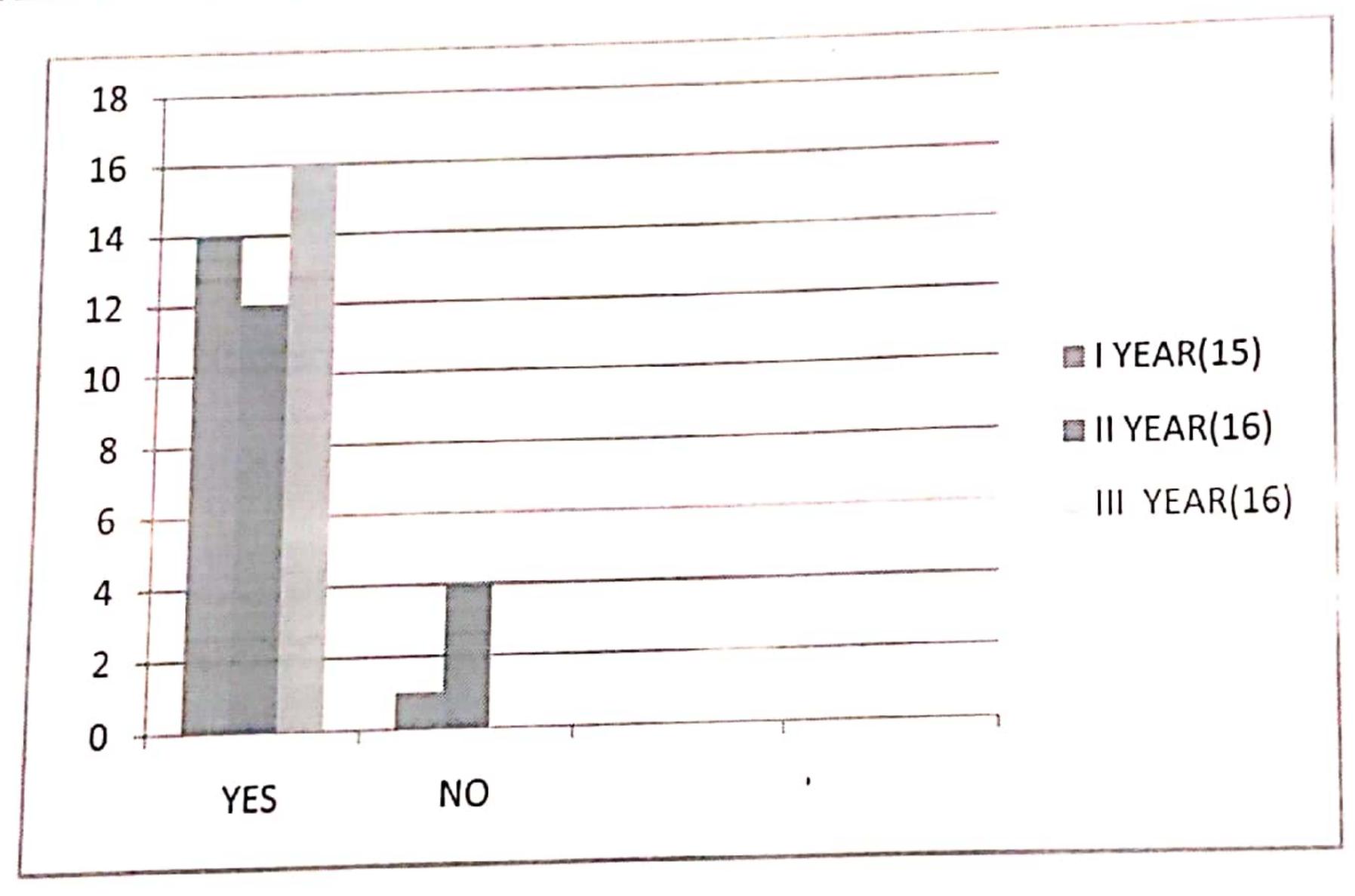
Q. NO 2 BENEFIT FROM COURSE



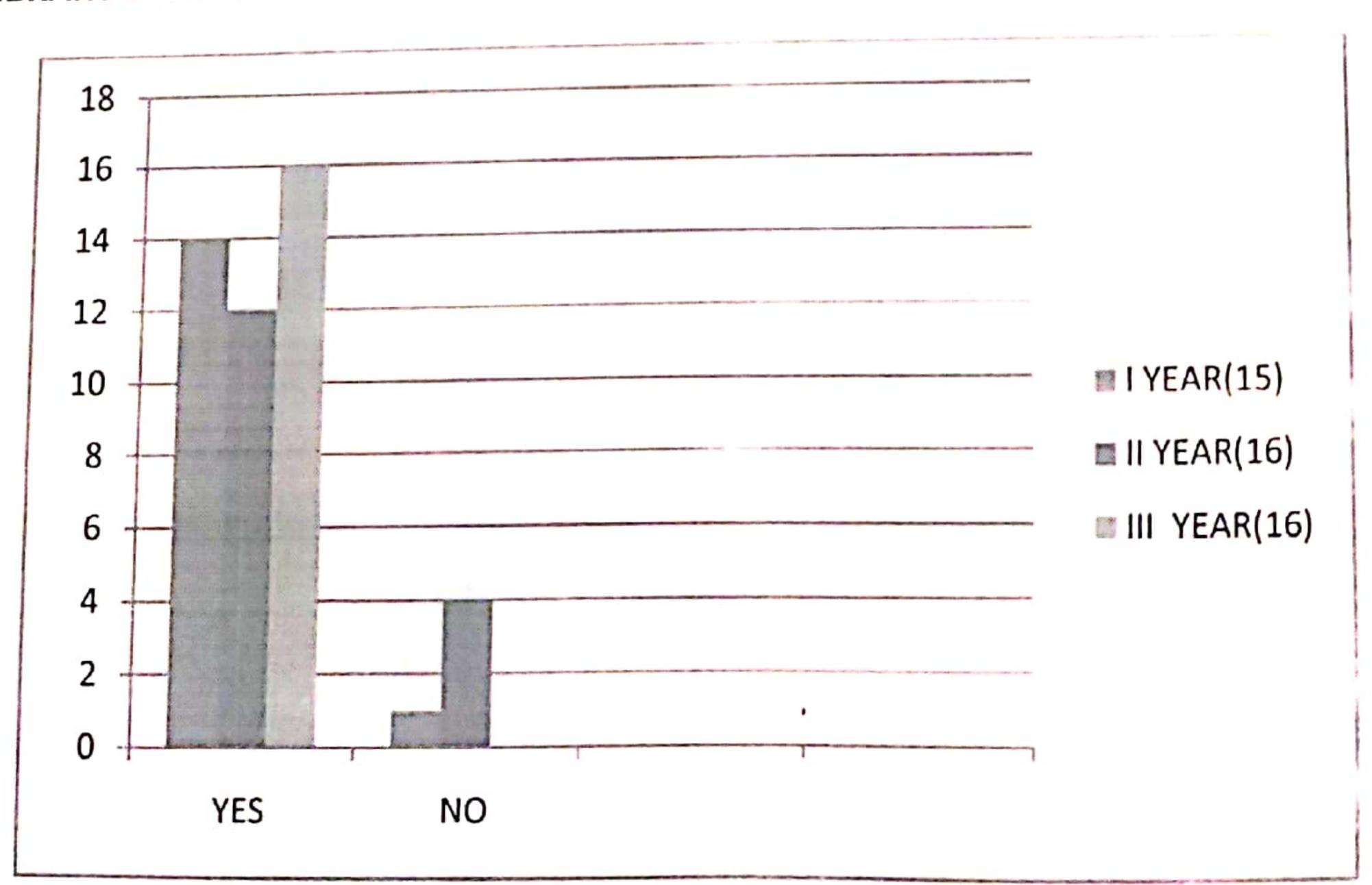
Q. NO 3 COURSE EASY OR DIFFICULT TO UNDERSTAND



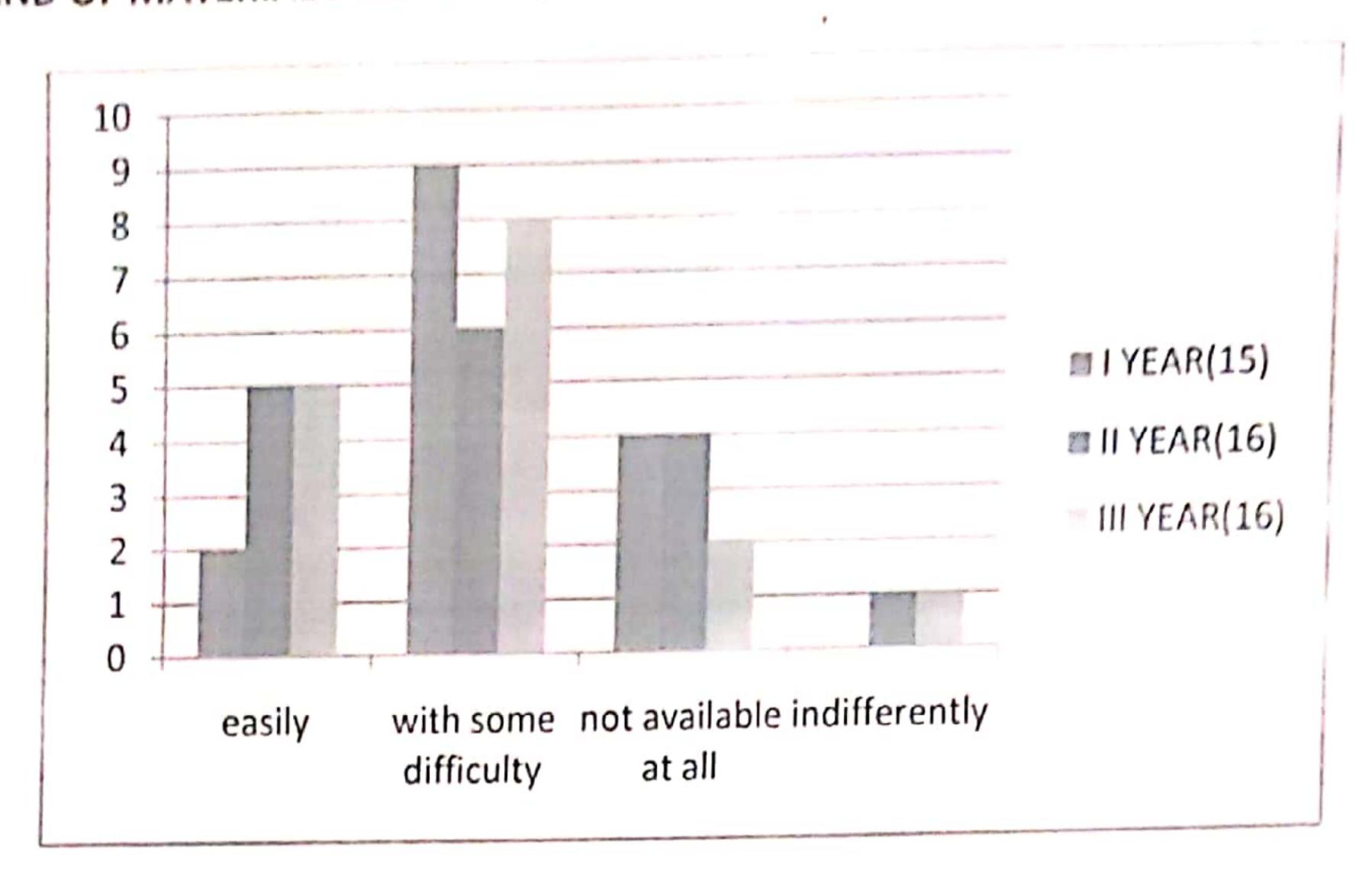
Q. NO 4 % SYLLABUS COVERED IN CLASS



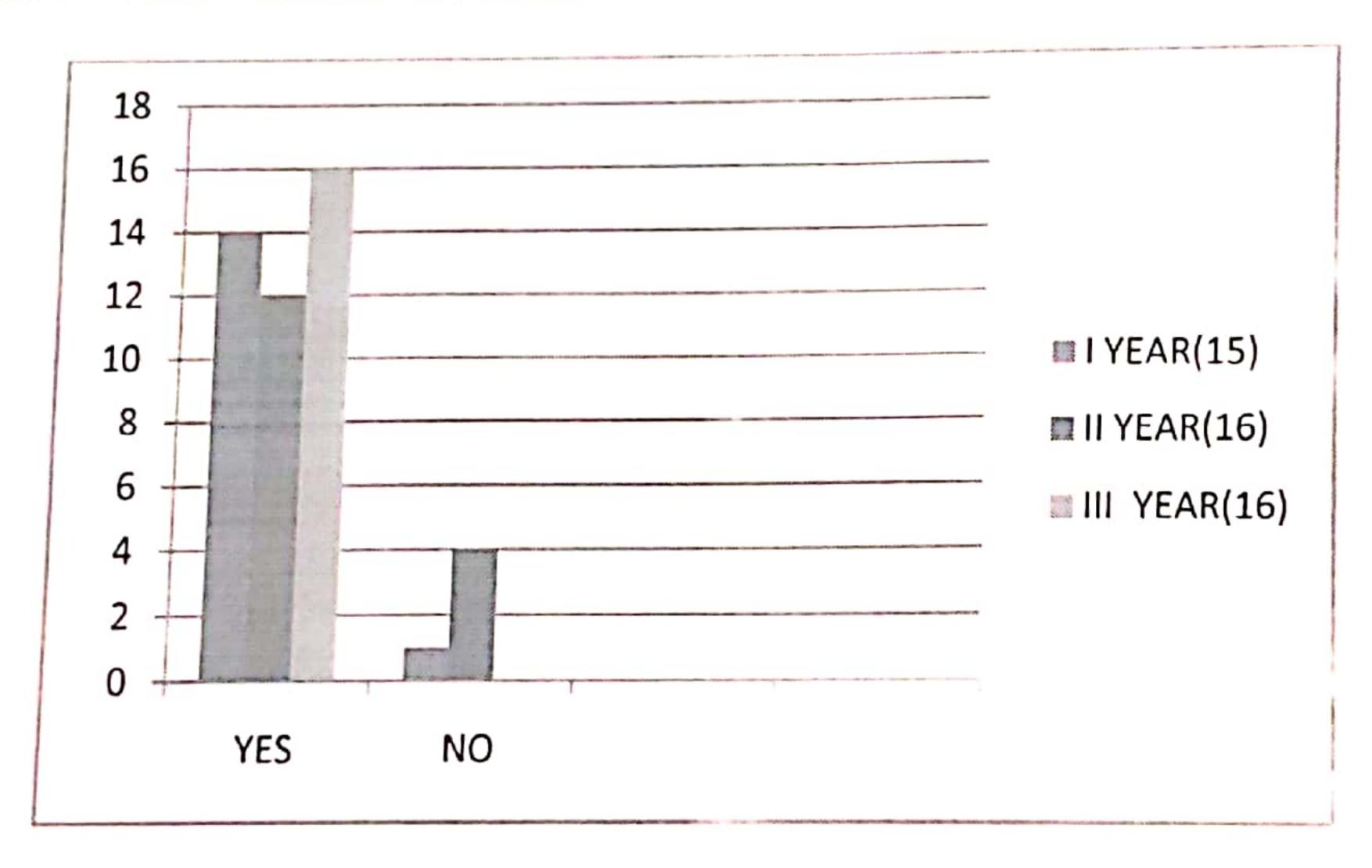
Q. NO 5 LIBRARY MATERIAL FOR COURSE



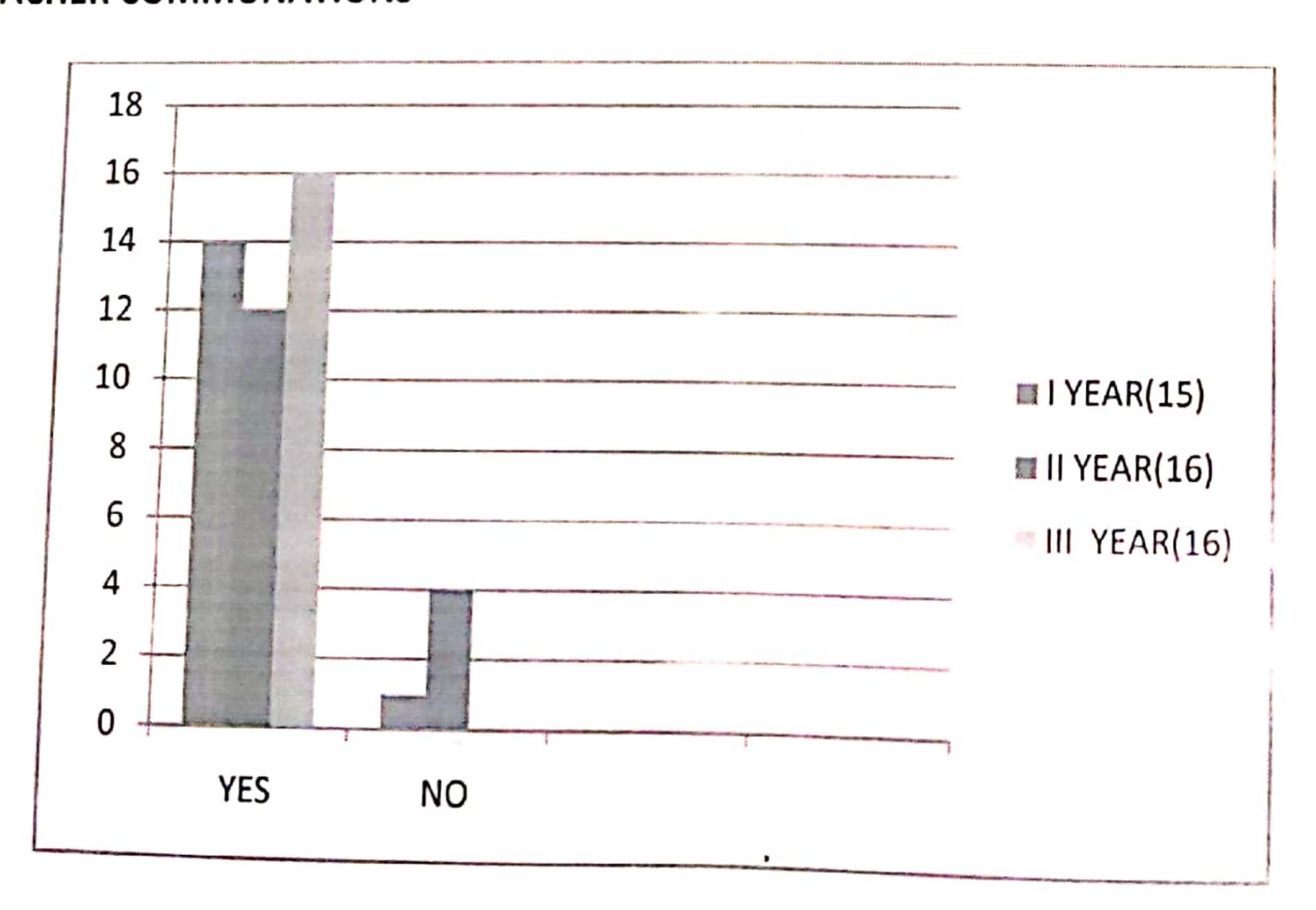
Q. NO 6 EXTEND OF MATERIAL FOR PRESCRIBED READING



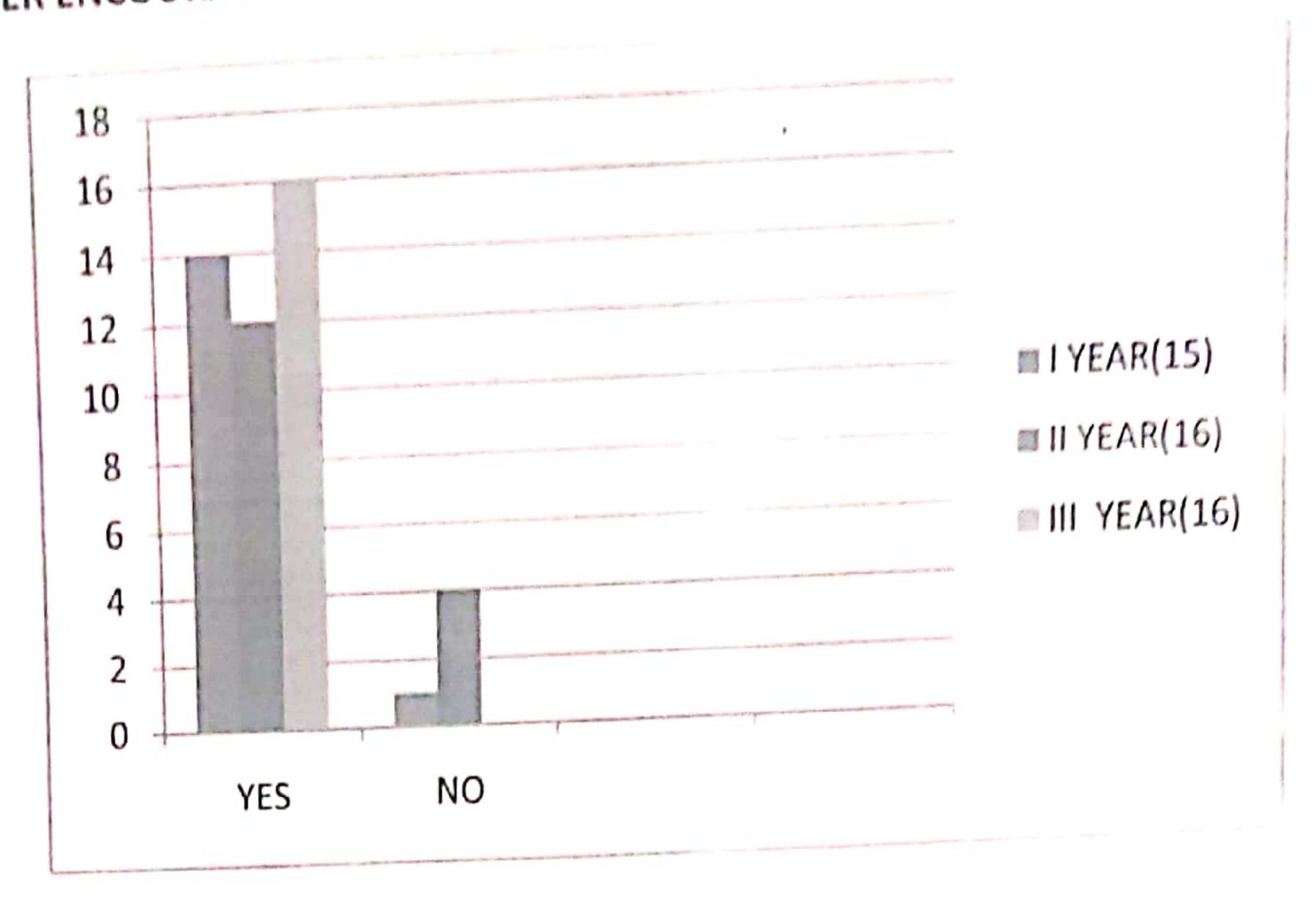
Q. NO 7 TEACHER PREPARATIONS FOR CLASS



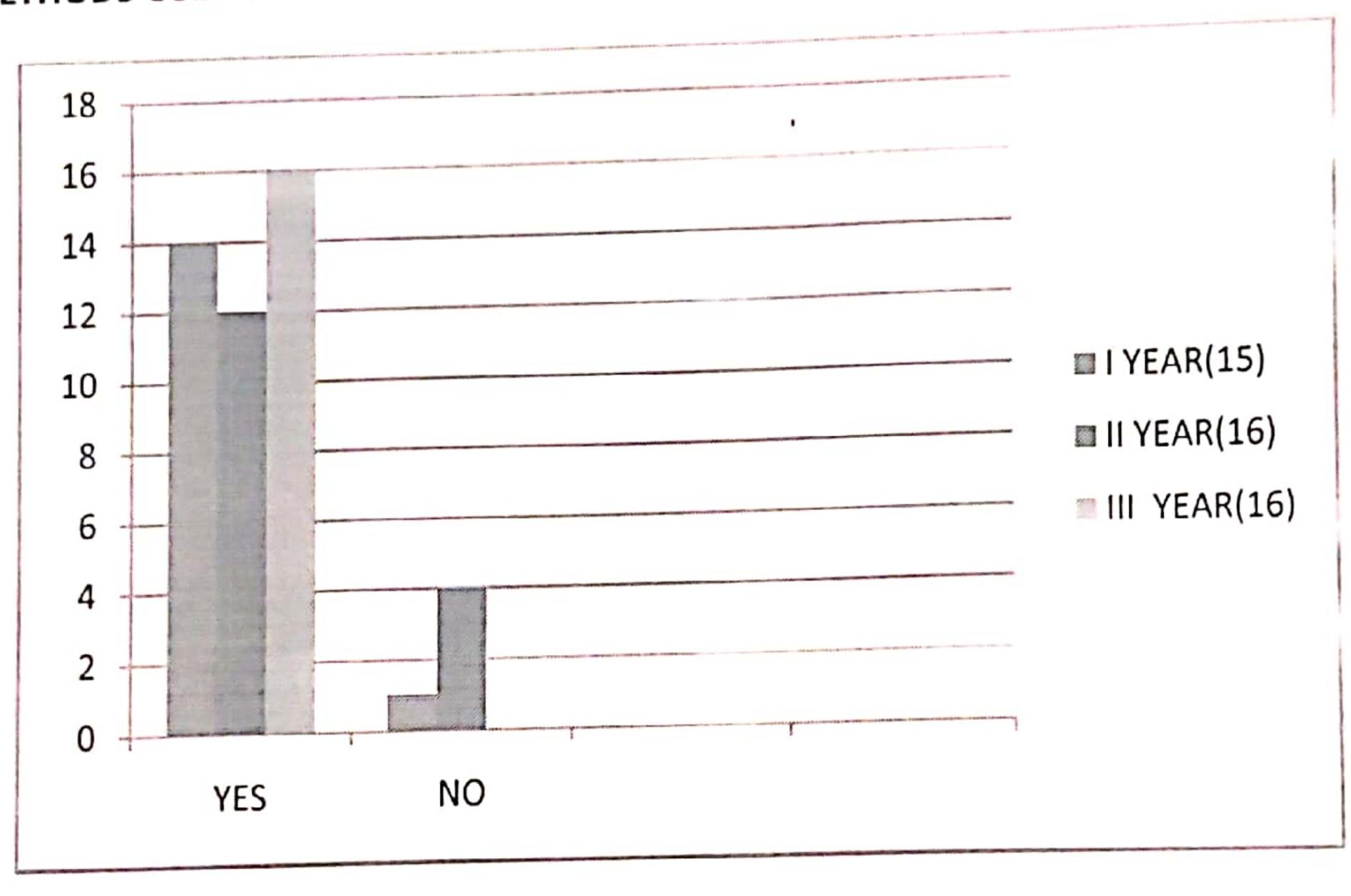
Q. NO 8 TEACHER COMMUNATIONS



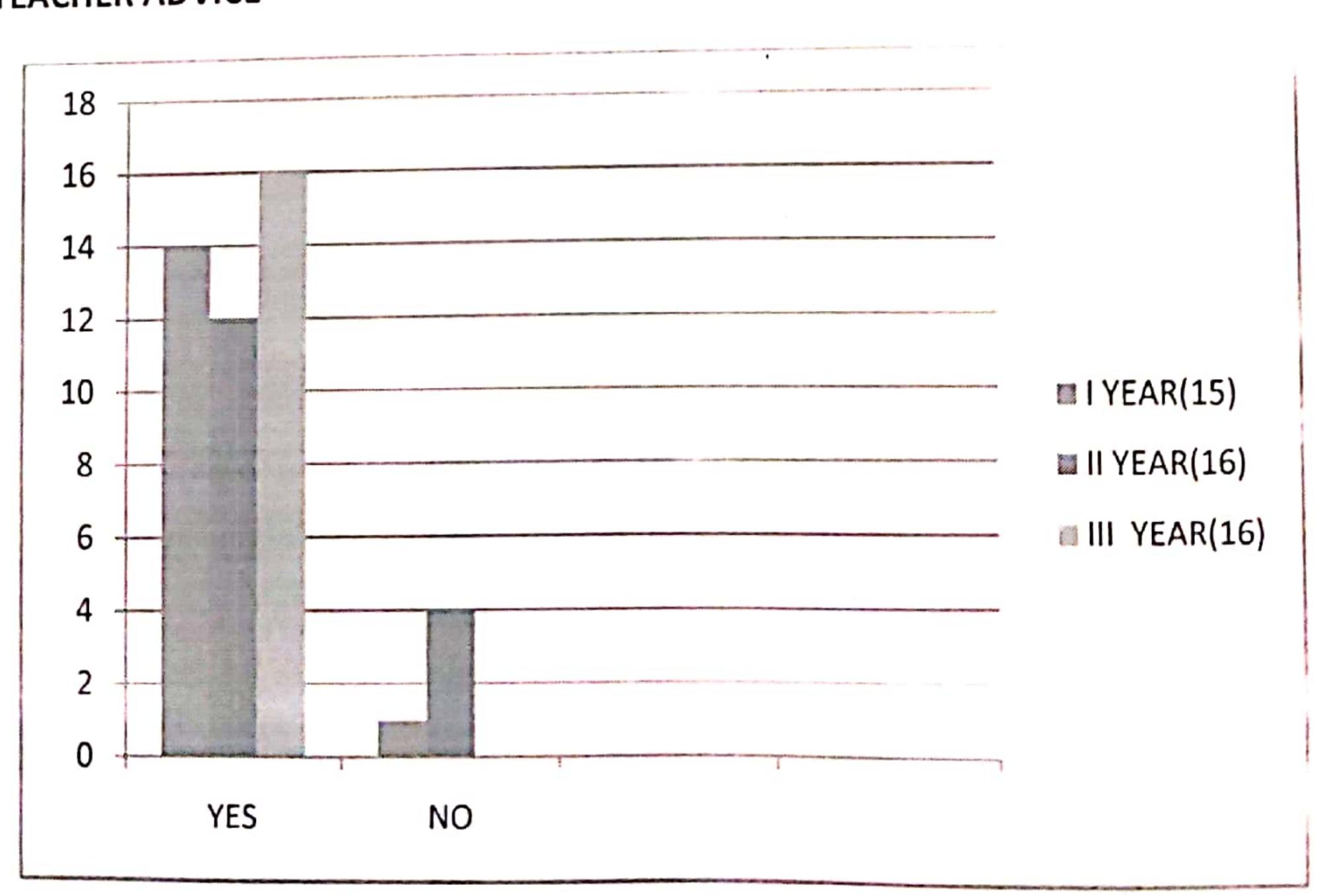
Q. NO 9 TEACHER ENCOURAGE STUDENT PARTICIPATION



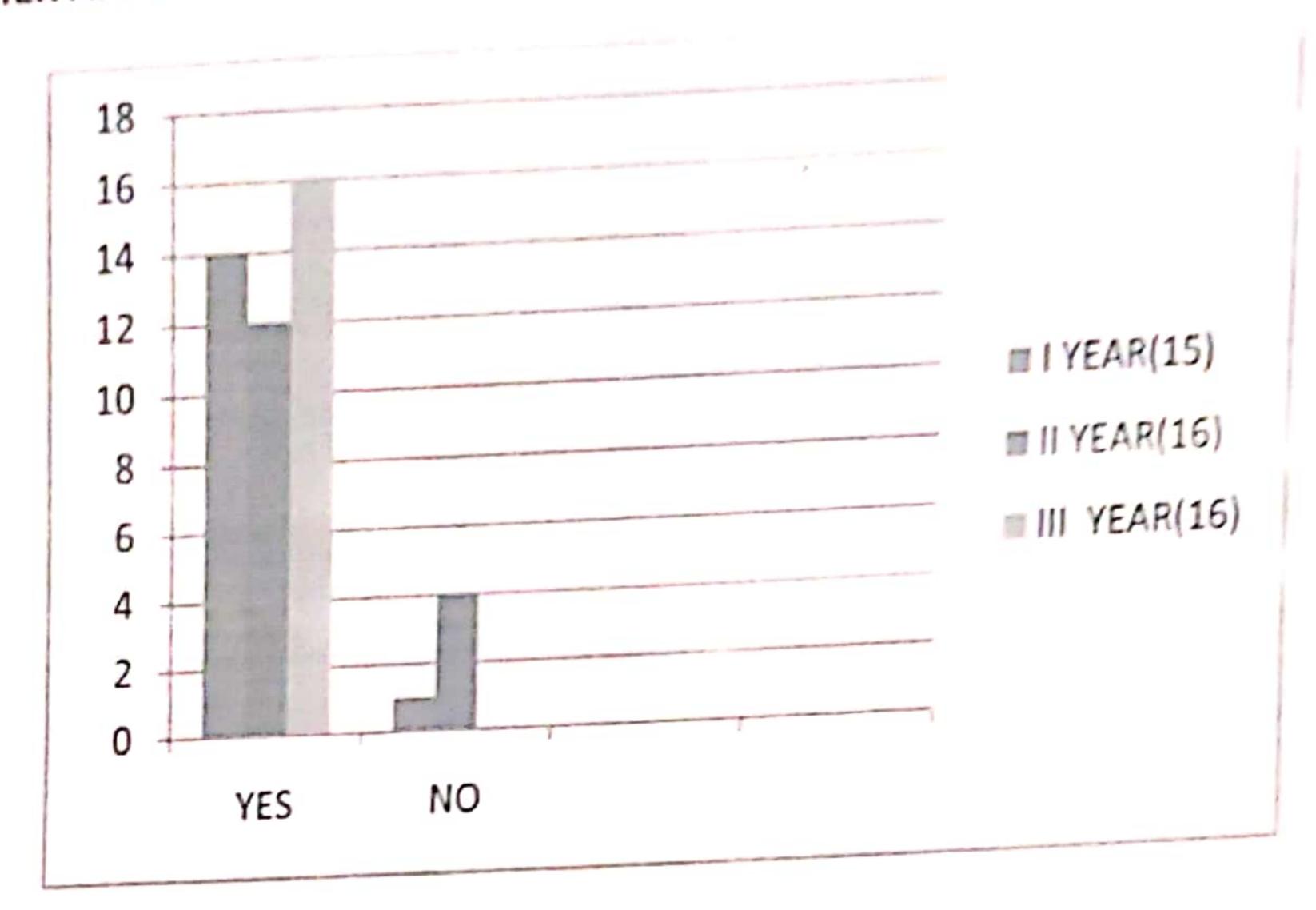
Q. NO 10 METHODS USED FOR ENCOURAGMENT



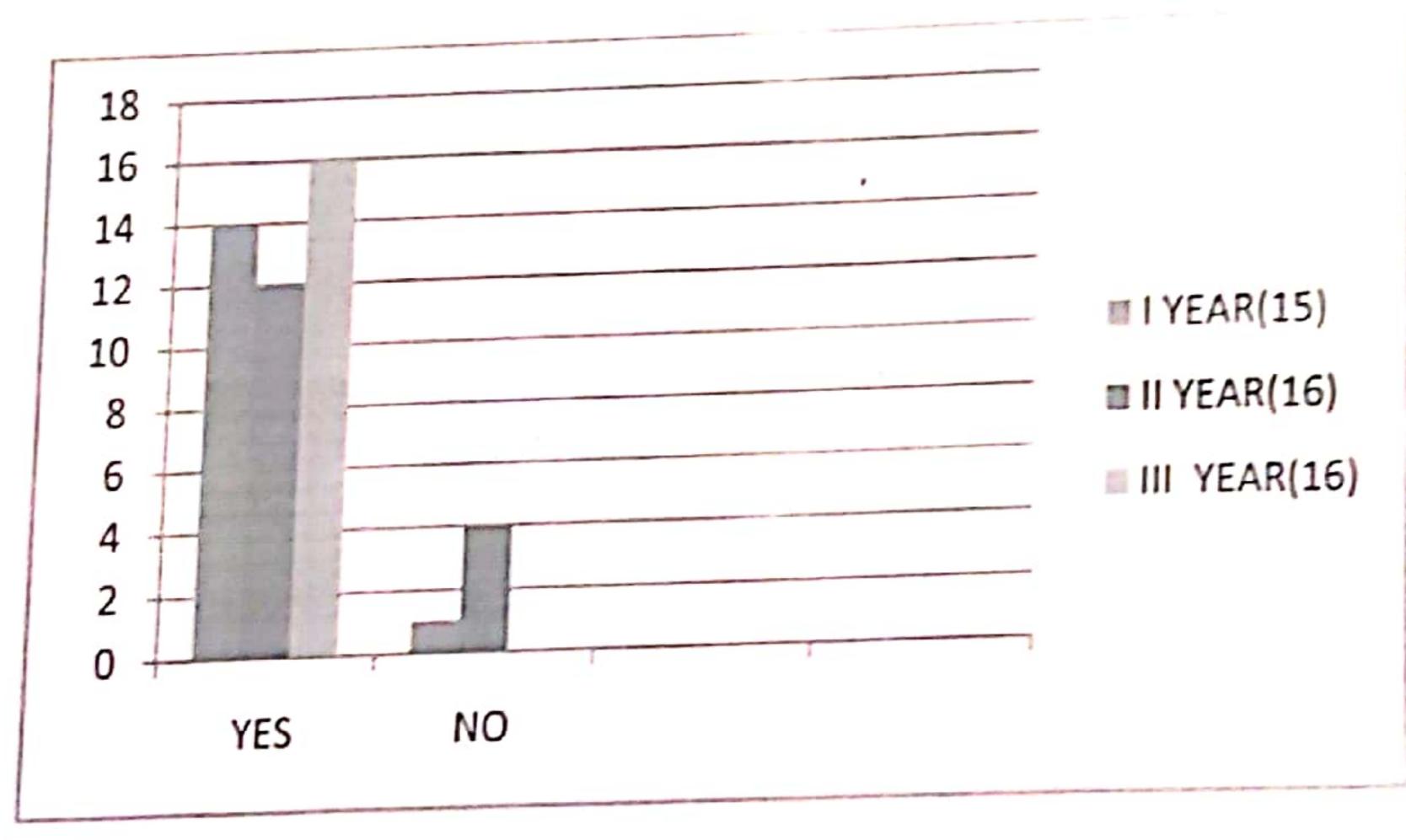
Q. NO 11 TEACHER ADVICE



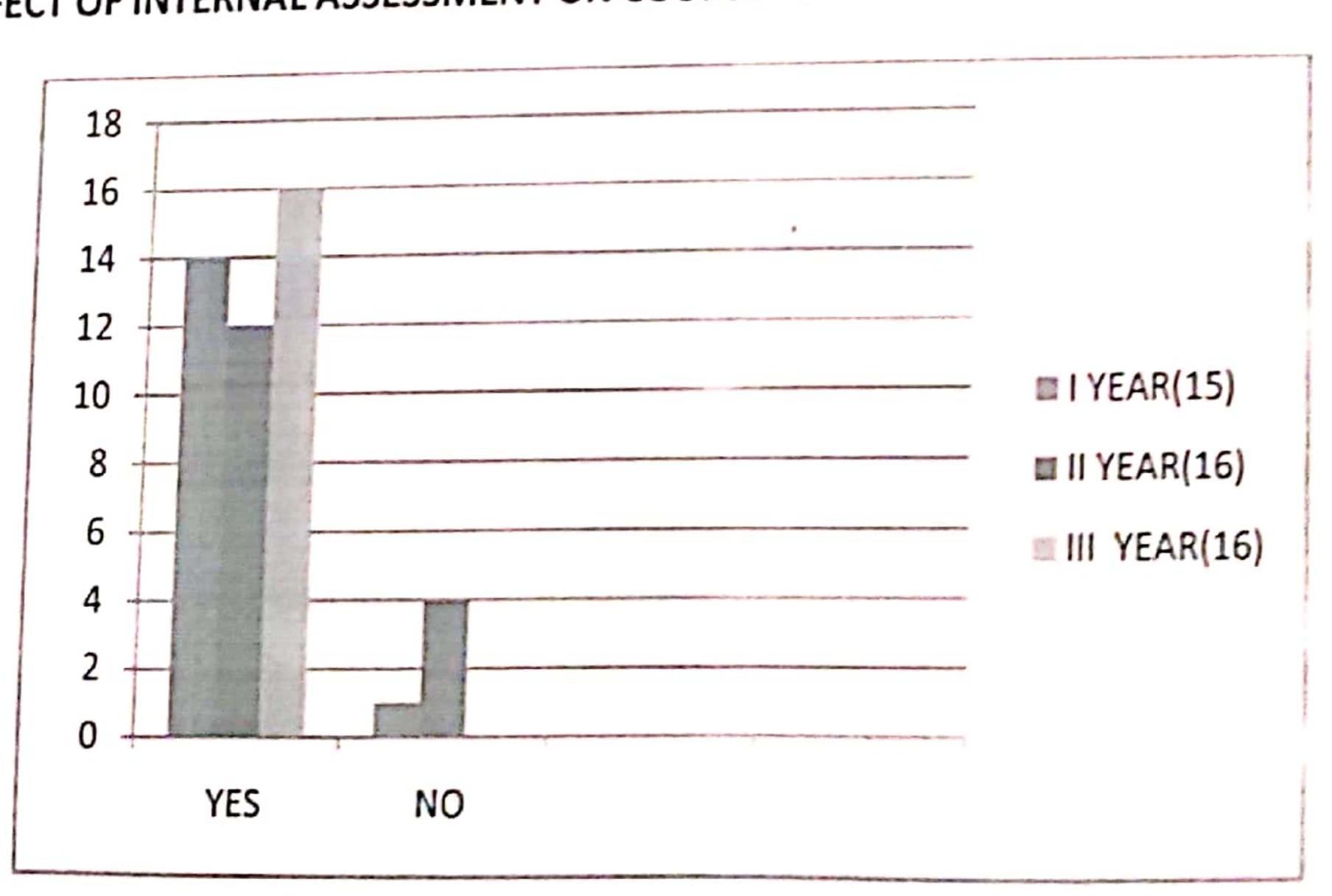
Q. NO 12 TEACHER APPROACH DESCRIPTION



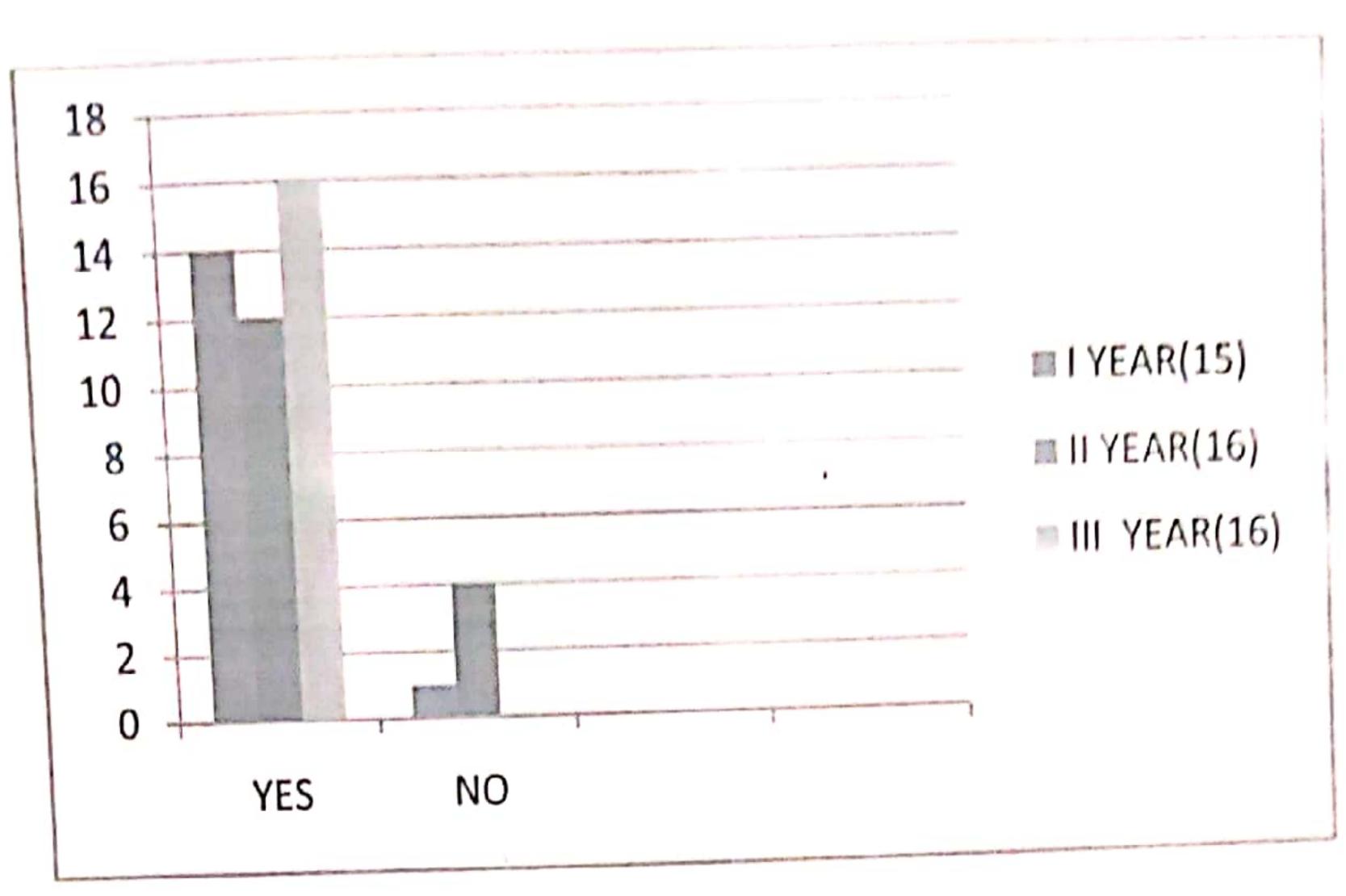
Q. NO 13 INTERNAL ASSESSMENT



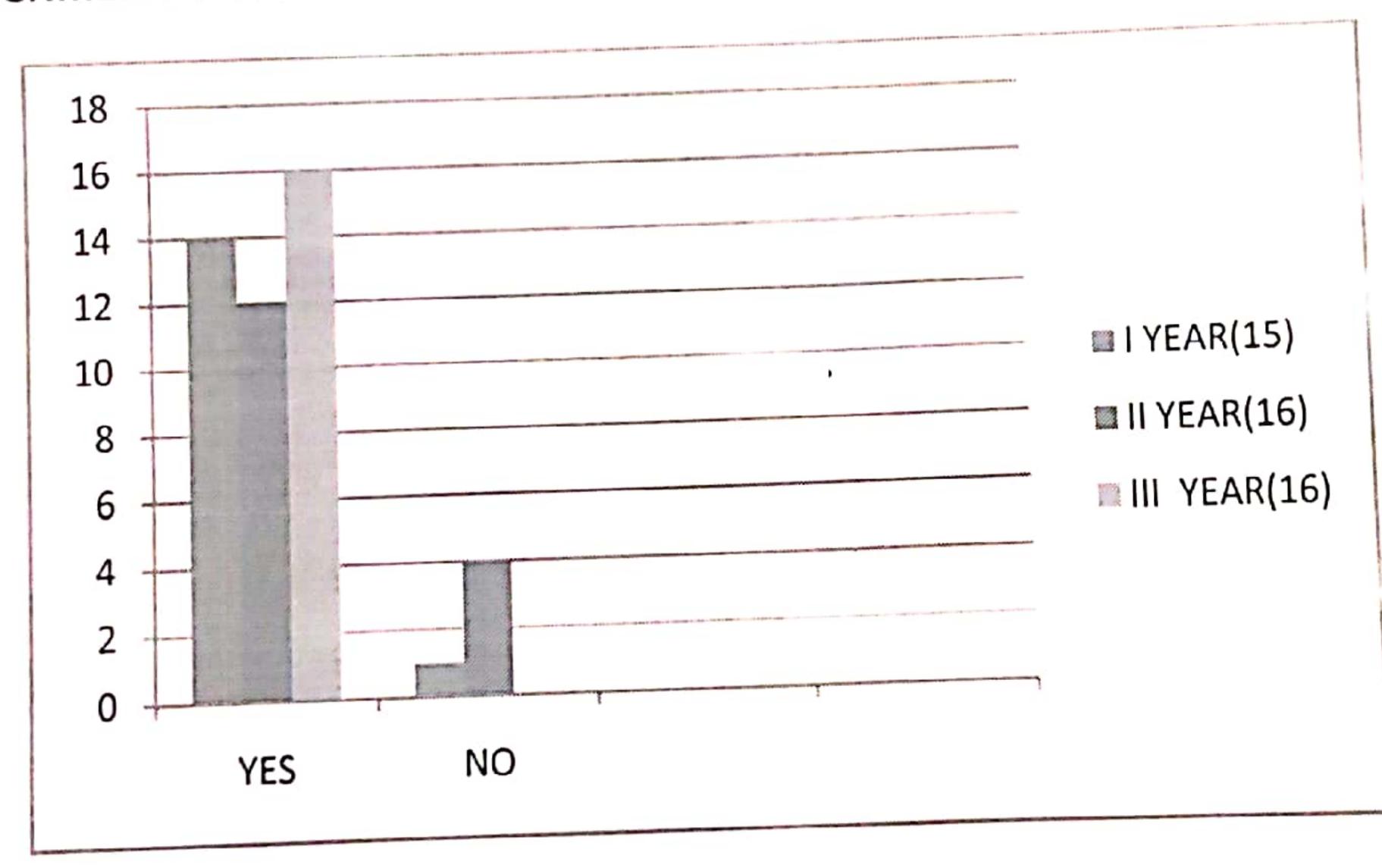
Q. NO 14 EFFECT OF INTERNAL ASSESSMENT ON COURSE GRADE



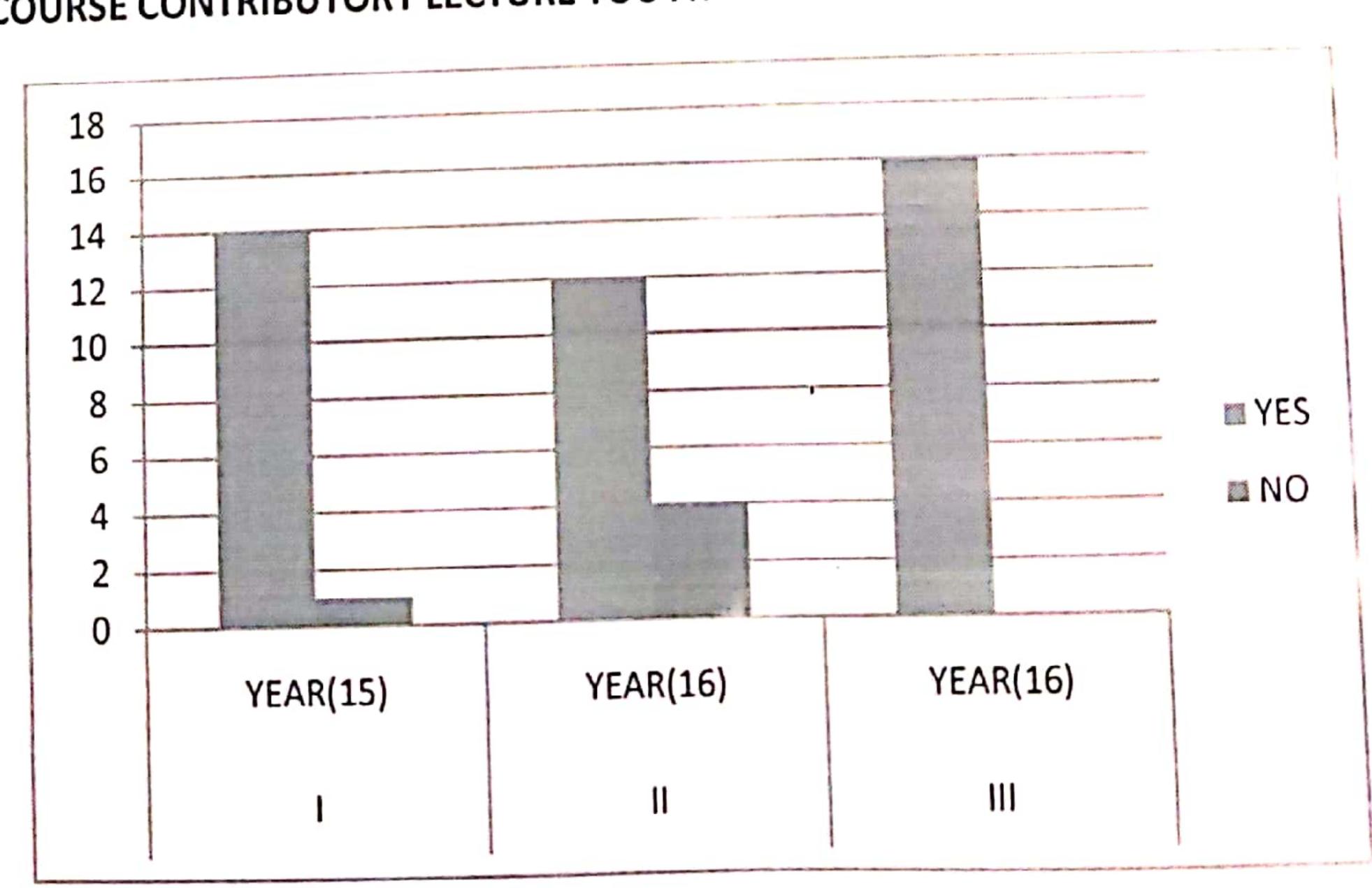
Q. NO 15 TEACHER FEEDBACKS ON STUDENT PERFORMANCE



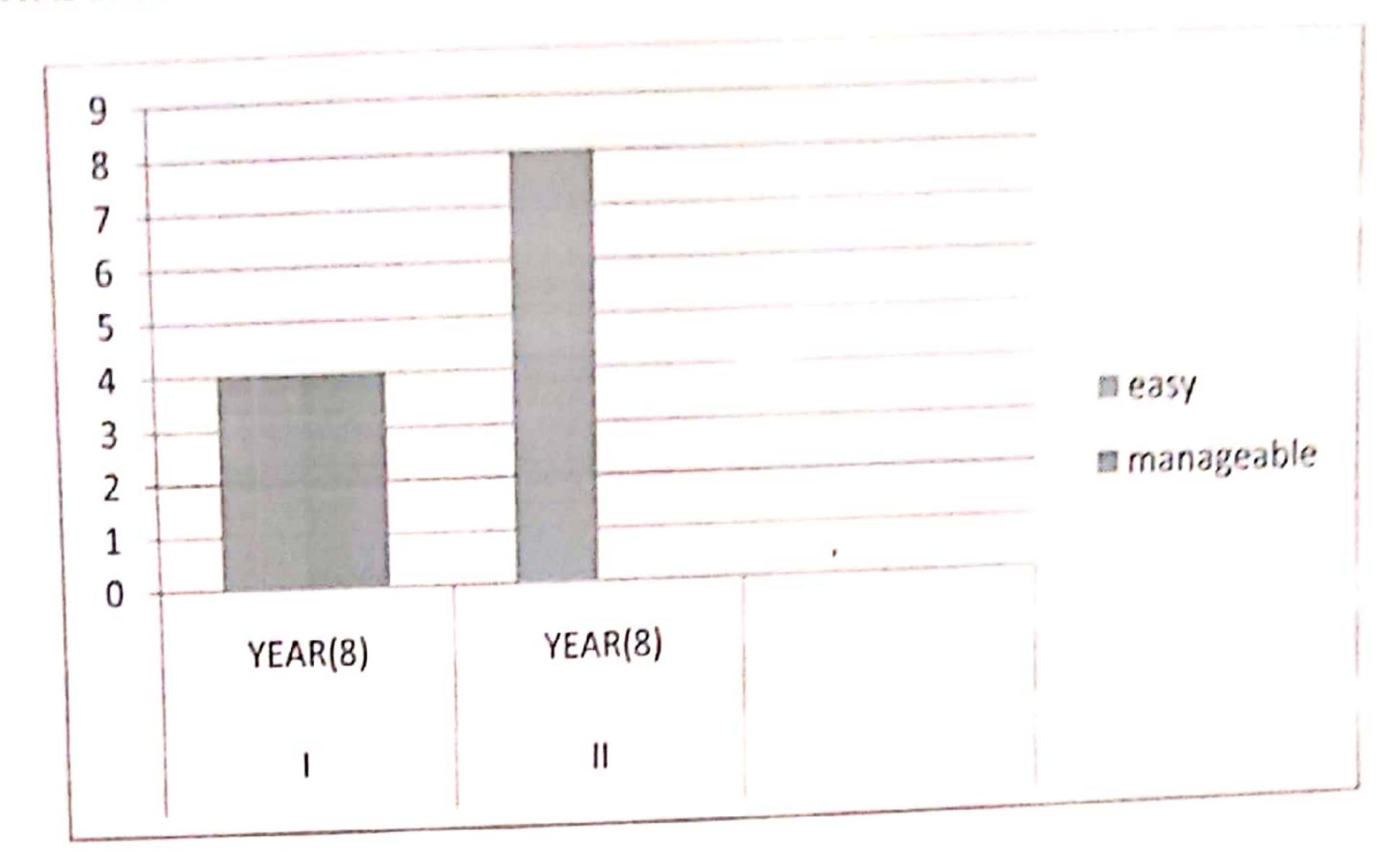
Q. NO 16 ASSIGNMENTS DISCUSSIONS WITH STUDENTS



Q. NO 17 A COURSE CONTRIBUTORY LECTURE TOO AT BEGINNING



Q. NO 17 B WAS LECTURE HELPFUL?



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DEPARTMENT OF COMPUTER SCIENCE

STUDENTS OVERALL EVALUATION OF THE PROGRAMME AND TEACHING (2017-2018)

MSC IT

Q. NO 1 .SYLLABUS

	I YEAR(9)	II YEAR(5)
adequate	8	1
inadequate	1	0
challenging	0	4
dull	0	0

Q. NO 2 BENEFIT FROM COURSE

	I YEAR(9)	II YEAR(5)
more than	1	1
adequate adequate	7	4
inadequate	0	0
cannot say	1	0

Q. NO 3 COURSE EASY OR DIFFICULT TO UNDERSTAND

	I YEAR(9)	II YEAR(5)
easy	6	5
manageable	2	0
difficult	1	0
very difficult	0	0

Q. NO 4 % SYLLABUS COVERED IN CLASS

	I YEAR(9)	II YEAR(5)
85 to 100%	8	5
70 to 85%	1	0
55 to 70%	0	0
less than	0	0
55%		

Q. NO 5 LIBRARY MATERIALS FOR COURSE

	I YEAR(9)	II YEAR(5)
more than	1	0
adequate	0	
adequate	8	1
inadequate	U	1
very poor	0	0

Q. NO 6 EXTEND OF MATERIAL FOR PRESCRIBED READING

	I YEAR(9)	II YEAR(5)
easily	7	4
with some difficulty	2	1
not available at all	0	0
indifferently	0	0

Q. NO 7 TEACHER PREPARATIONS FOR CLASS

	I YEAR(9)	II YEAR(5)
throughly	9	1
satisfactorily	0	4
poorly	0	0
indifferently	0	0

Q. NO 8 TEACHER COMMUNATIONS

	1 YEAR(9) 7	YEAR(5)
effective	2	4
sometimes effective	0	0
satisfactorily	0	0
generally ineffective		

Q. NO 9 TEACHER ENCOURAGE STUDENT PARTICIPATION

1	11
YEAR(9)	YEAR(5)
1	1
7	0
1	0
0	4
	1 1 7 1 0

Q. NO 10 METHODS USED FOR ENCOURAGMENT

	I YEAR(9)	YEAR(5)
encouraged to raise questions	0	4
get involved in discussion in class	8	_0
encourage discussion outside class	0	1
did not encourage	1	0

Q. NO 11 TEACHER ADVICES

		11
	I YEAR(9)	YEAR(5)
very helpful	8	1
sometimes helpful	0	4
not at all helpful	1	0
did not advise	0	0

Q. NO 12 TEACHER APPROACH DESCRIPTION

	I YEAR(9)	II YEAR(5)
- toous		5
always courteous	Ω	0
sometimes rude	1	0
always	1	
indifferent	0	0
cannot say		

Q. NO 13 INTERNAL ASSESSMENTS

LYEAR(9)	II YEAR(5)
8	5
1	0
-	0
0	
0	0
	1 YEAR(9) 8 1 0 0

Q. NO 14 EFFECT OF INTERNAL ASSESSMENT ON COURSE GRADE

	I YEAR(9)	II YEAR(5)
helps to inprove	8	5
discouraging	1	0
no special effect	0	0
sometimes	0	0
effective		

Q. NO 15 TEACHER FEEDBACK ON STUDENT PERFORMANCE

	I YEAR(9)	II YEAR(5)
regularly /in time	8	5
with helpful	0	0
comment often/late	1	0
without any	0	0
comments		

Q. NO 16 ASSIGNMENTS DISCUSSIONS WITH STUDENTS

	I YEAR(9)	II YEAR(5)
yes fully	9	5
yes partly	0	0
not discussed at all	0	0
sometimes discussed	0	0

Q. NO 17 A COURSE CONTRIBUTORY LECTURE TOO AT BEGINNING

	I YEAR(9)	II YEAR(5)
yes	8	5
no	1	0

Q. NO 17 B WAS LECTURE HELPFUL?

	I YEAR(9)	II YEAR(5)
YES	7	5
NO	2	0

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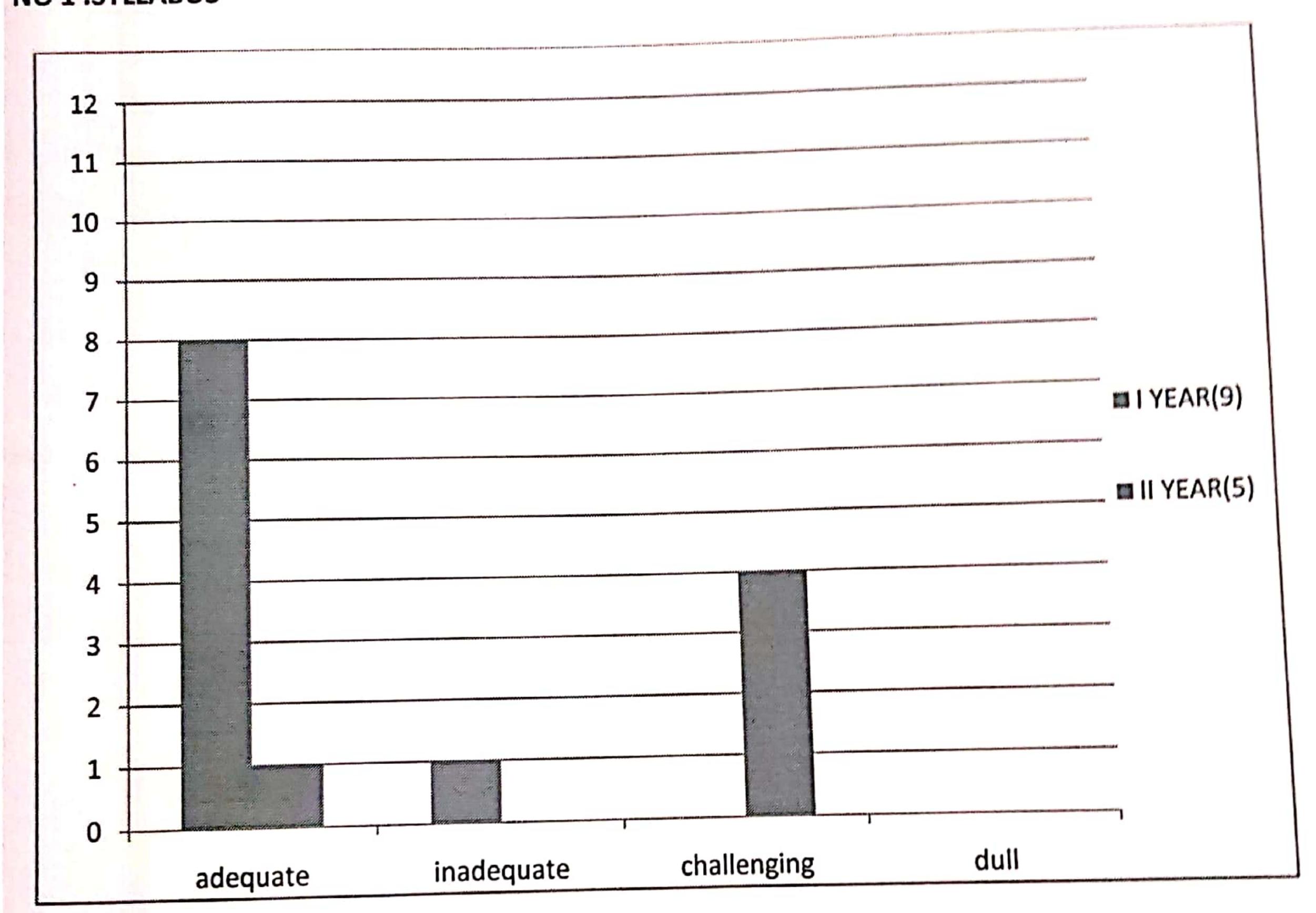
DEPARTMENT OF COMPUTER SCIENCE

STUDENTS OVERALL EVALUATION OF THE PROGRAMME AND TEACHING

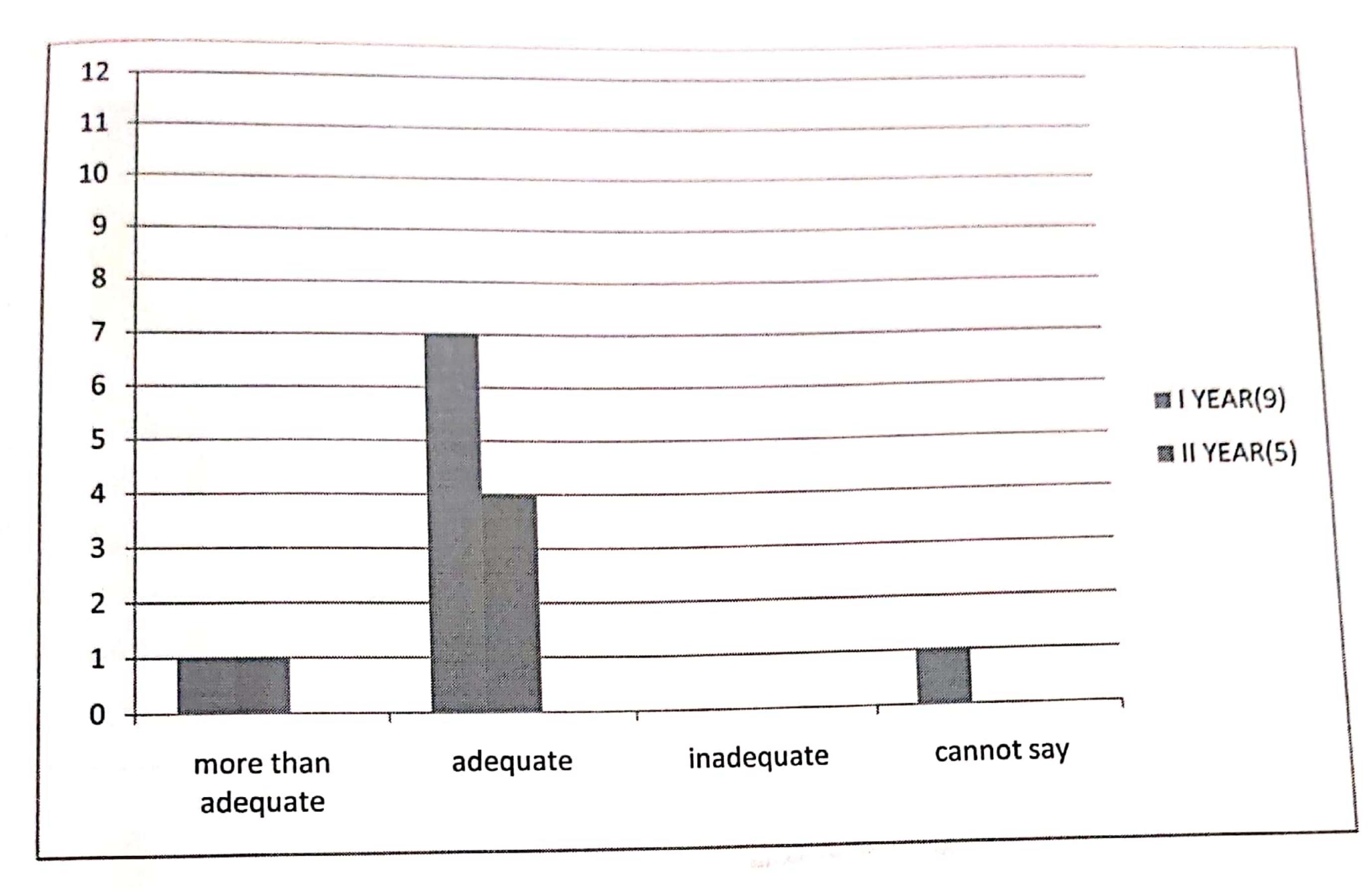
(2017-2018)

MSC IT

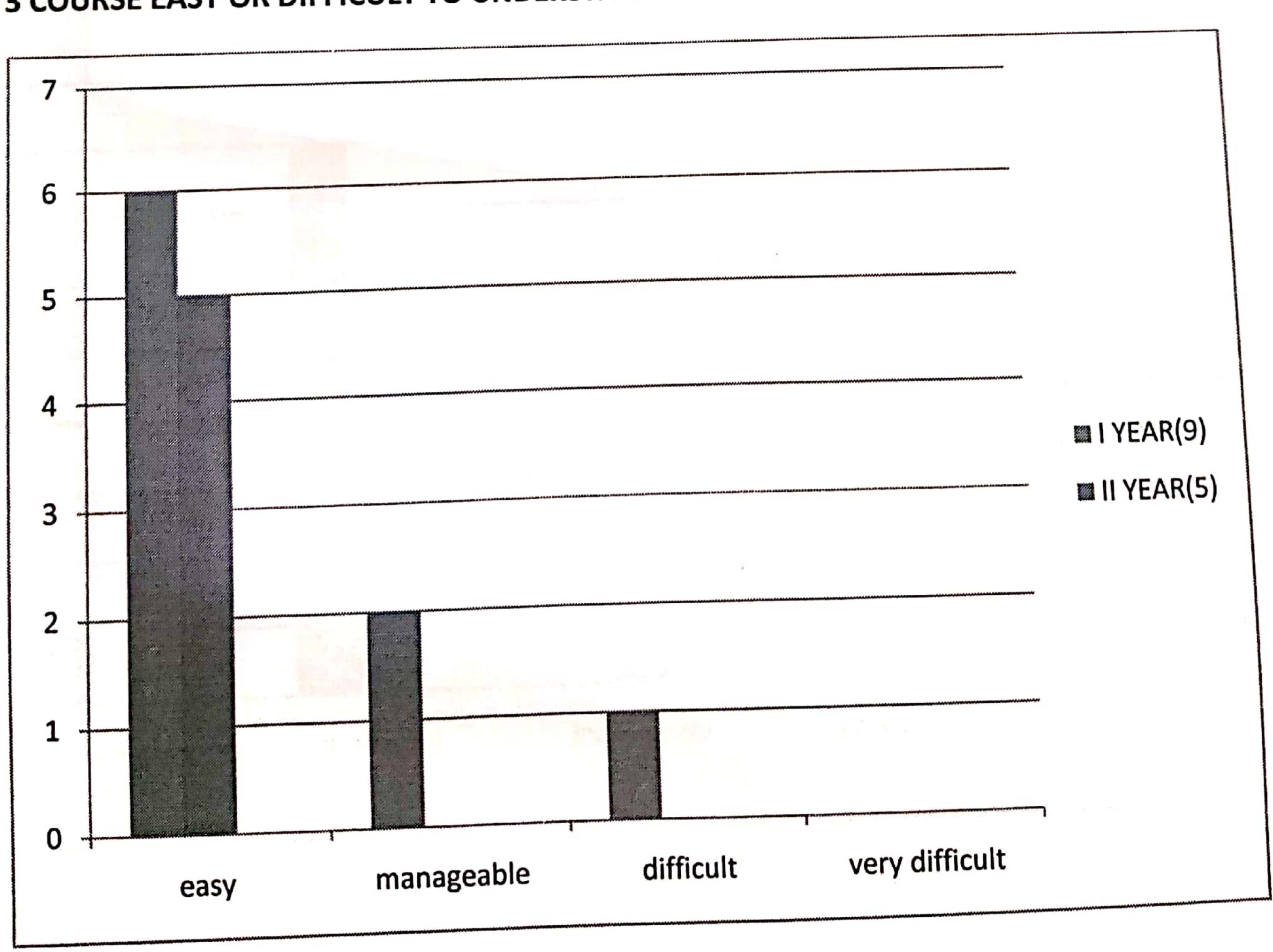
NO 1 .SYLLABUS



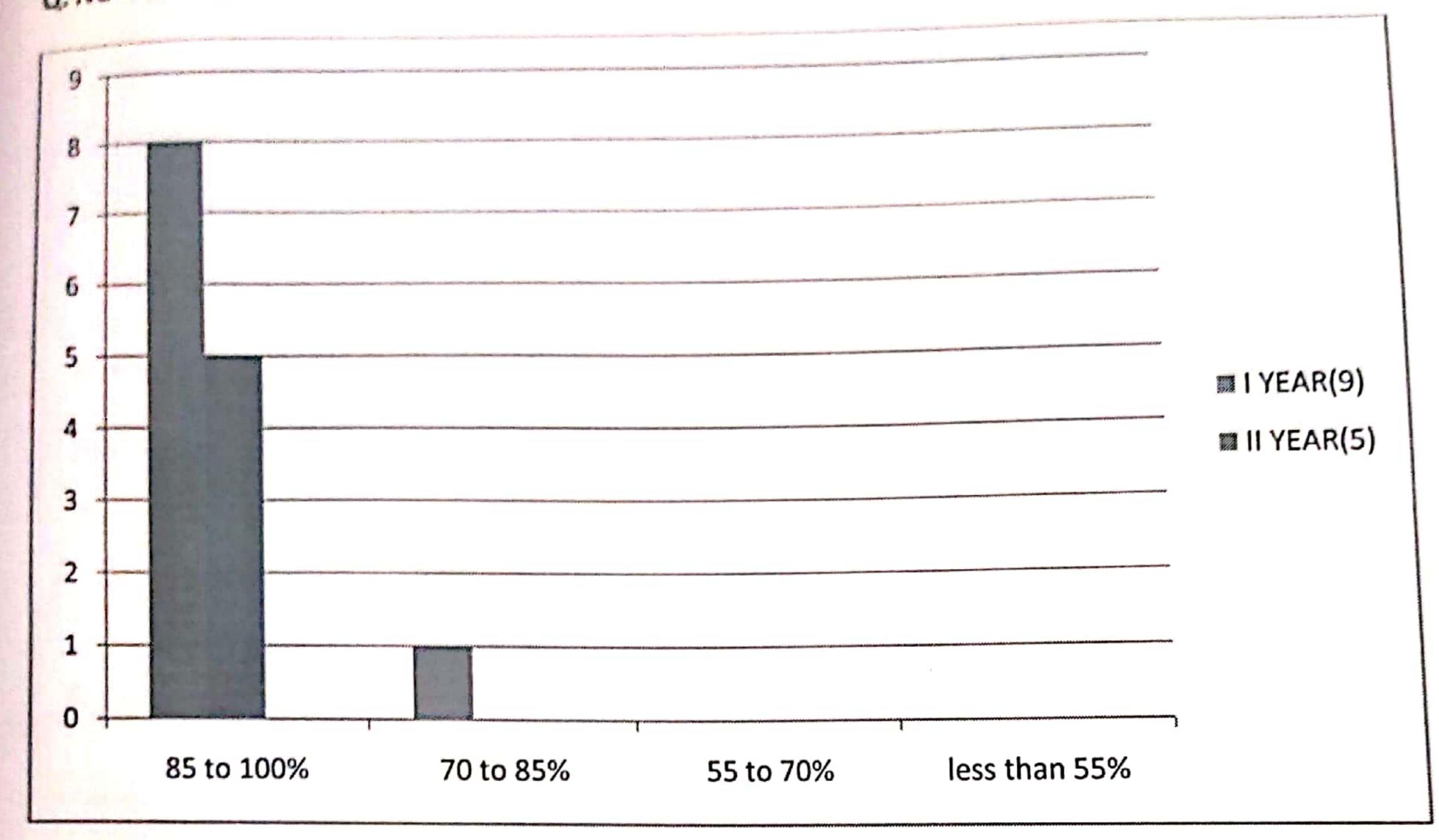
2. NO 2 BENEFIT FROM COURSE



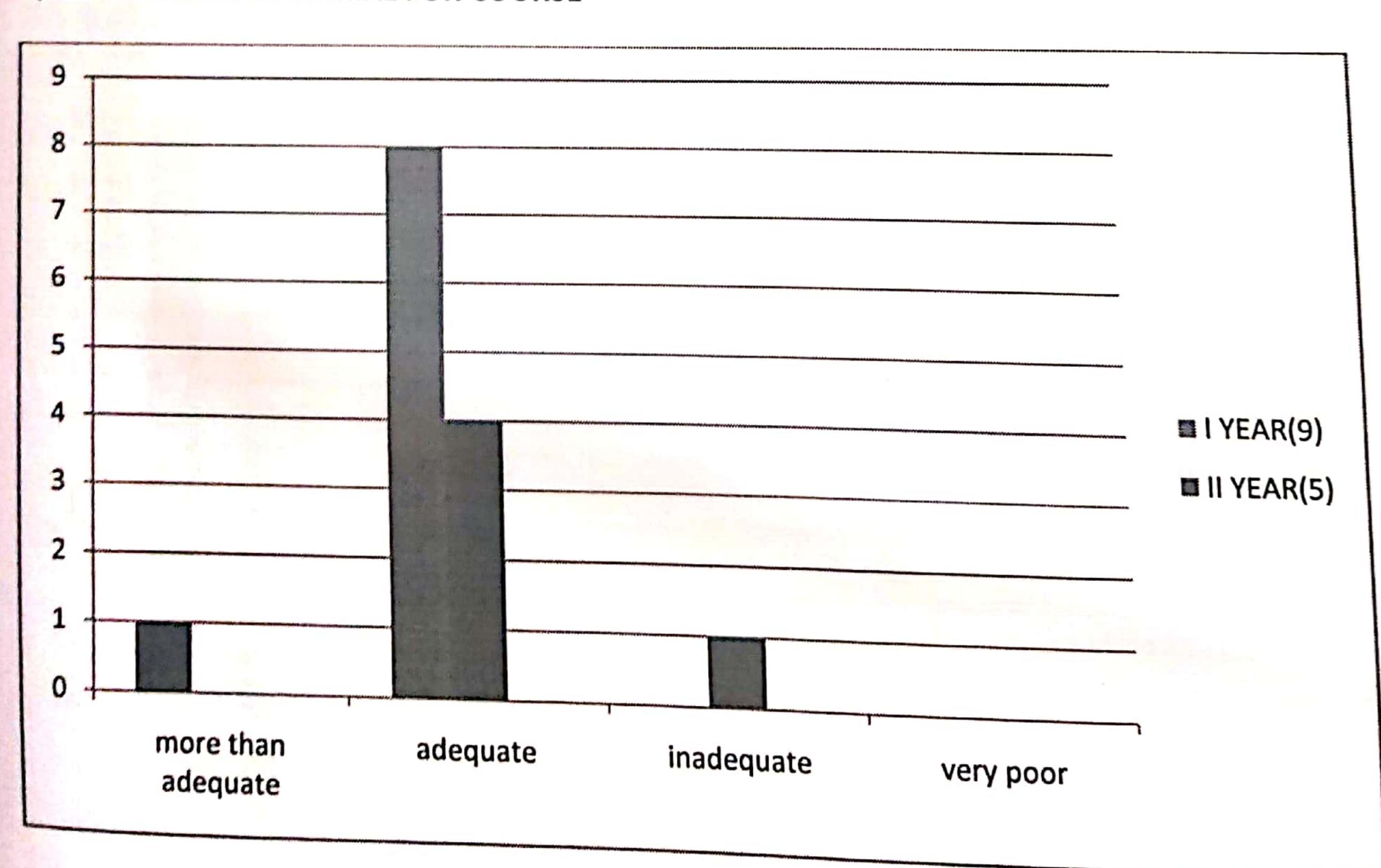
NO 3 COURSE EASY OR DIFFICULT TO UNDERSTAND



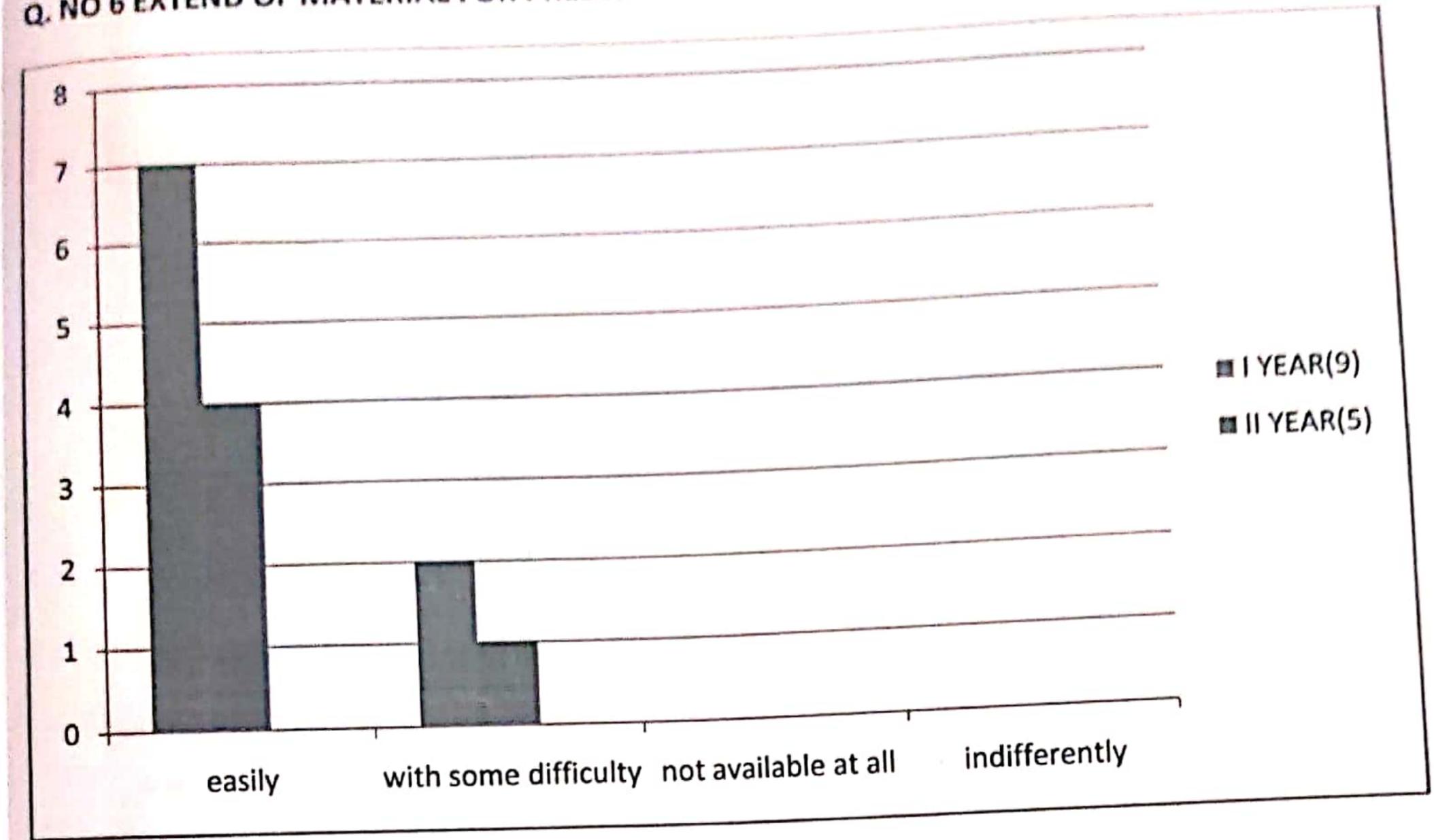
Q. NO 4 % SYLLABUS COVERED IN CLASS



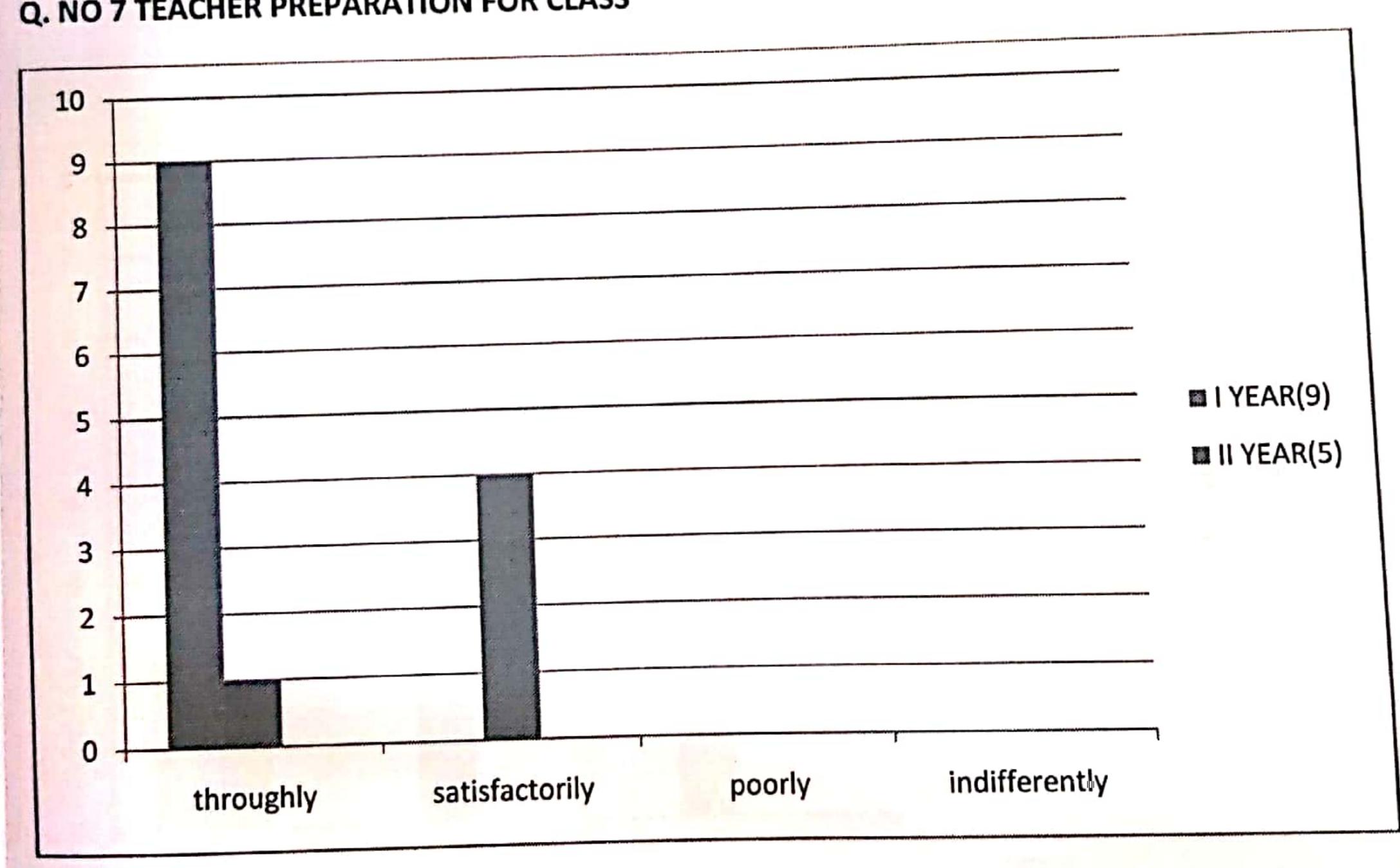
Q. NO 5 LIBRARY MATERIAL FOR COURSE



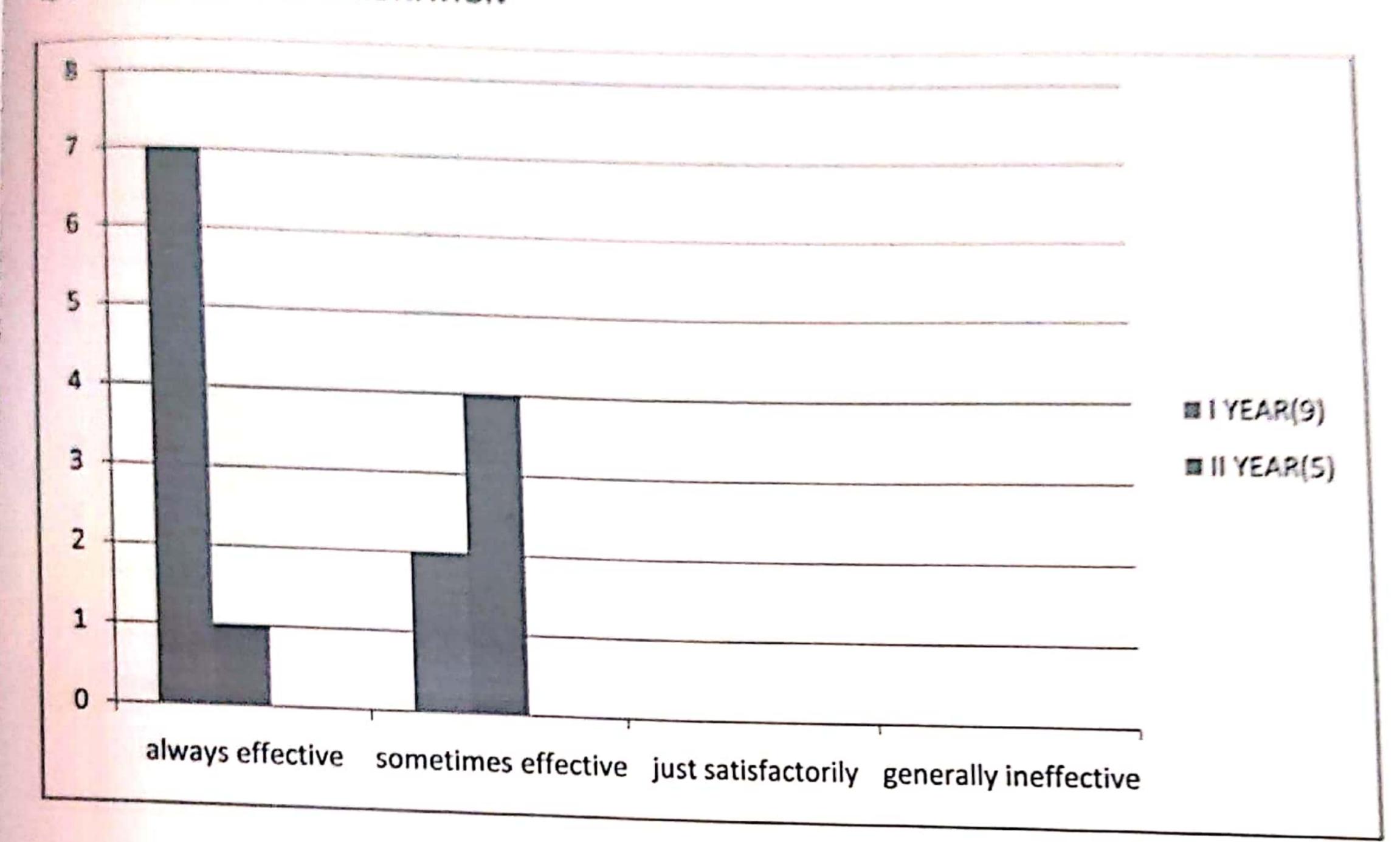
Q. NO 6 EXTEND OF MATERIAL FOR PRESCRIBED READING



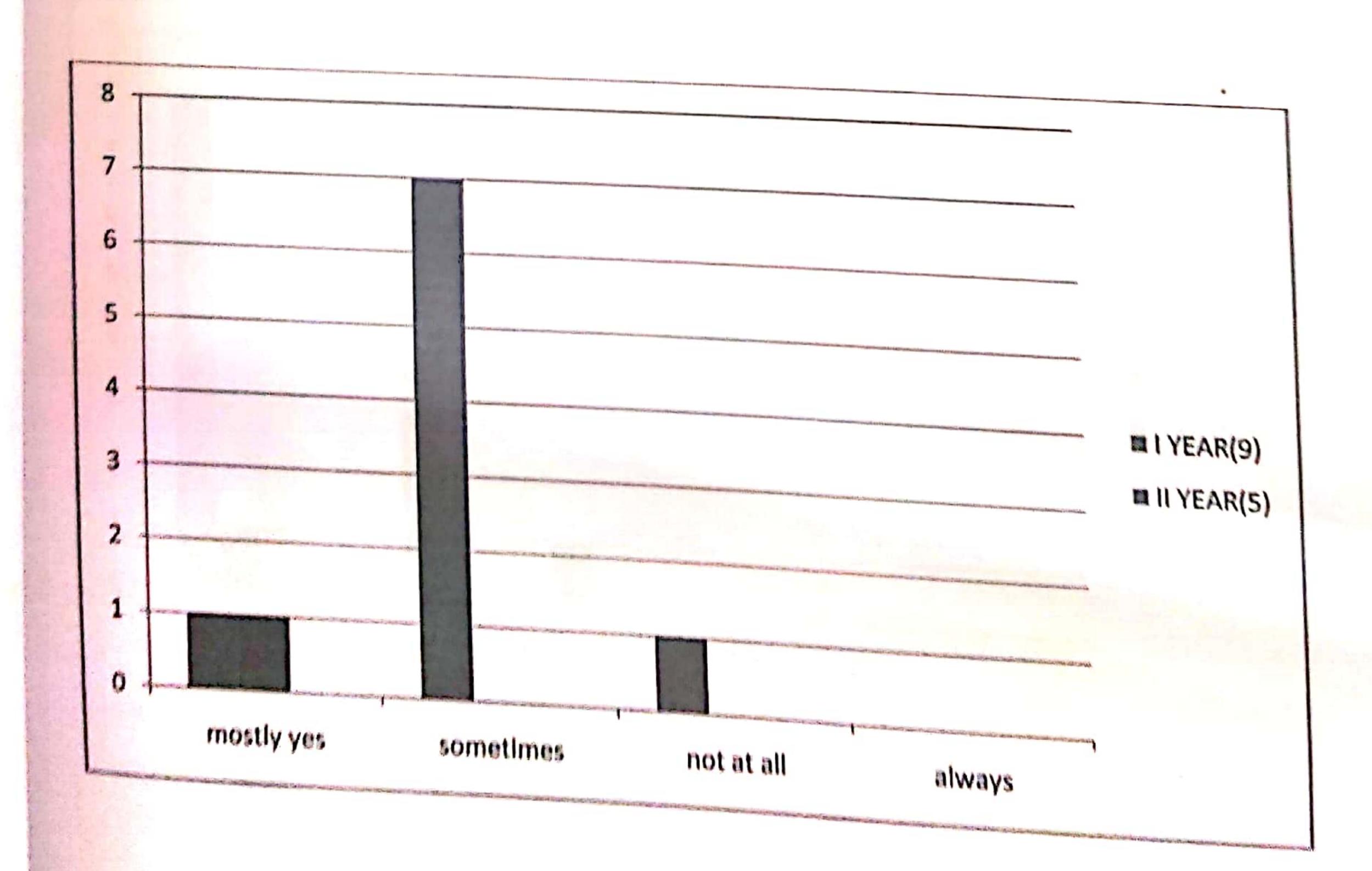
Q. NO 7 TEACHER PREPARATION FOR CLASS

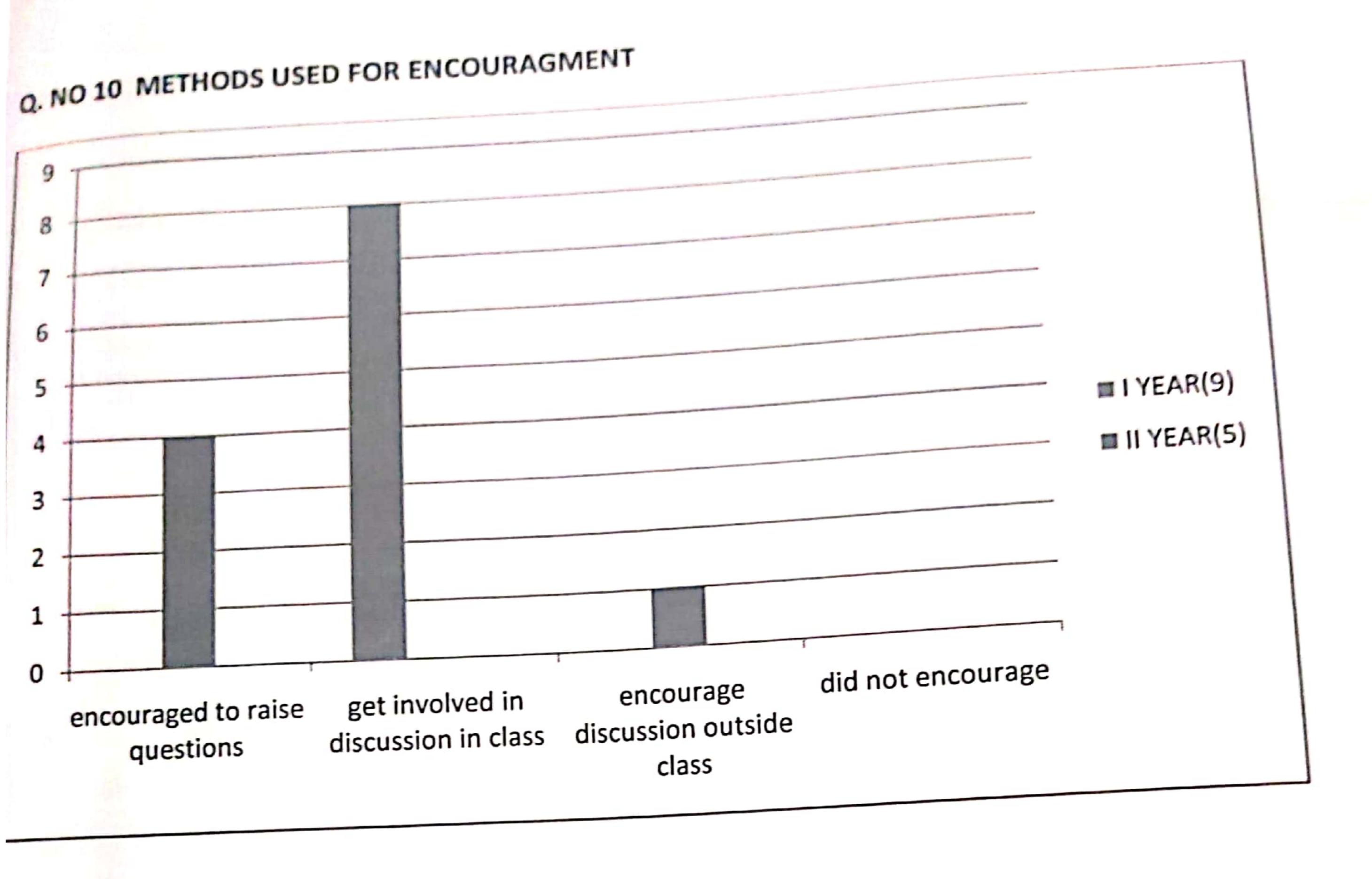


Q. NO B TEACHER COMMUNATION

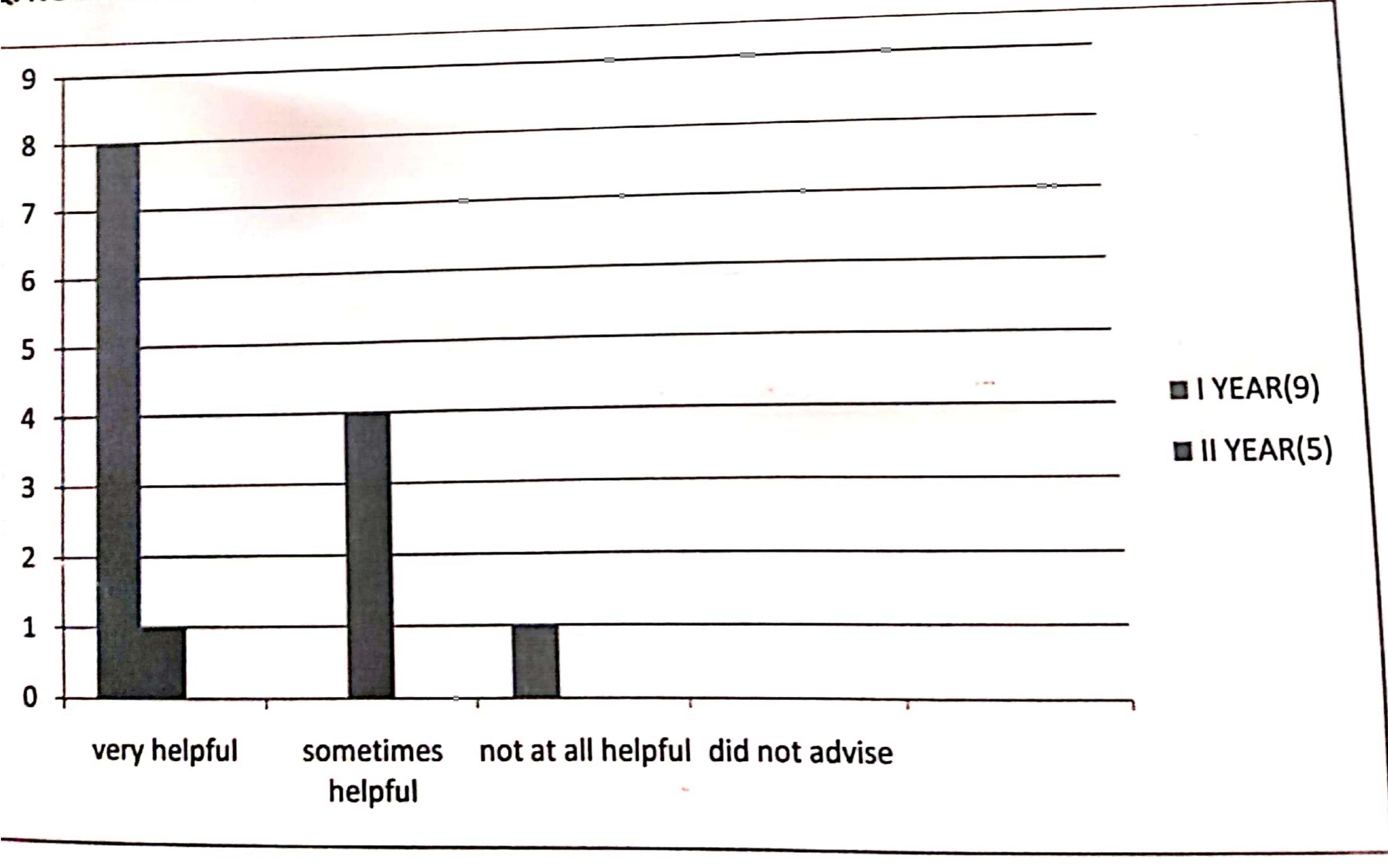


Q. NO 9 TEACHER ENCOURAGE STUDENT PARTICIPATION

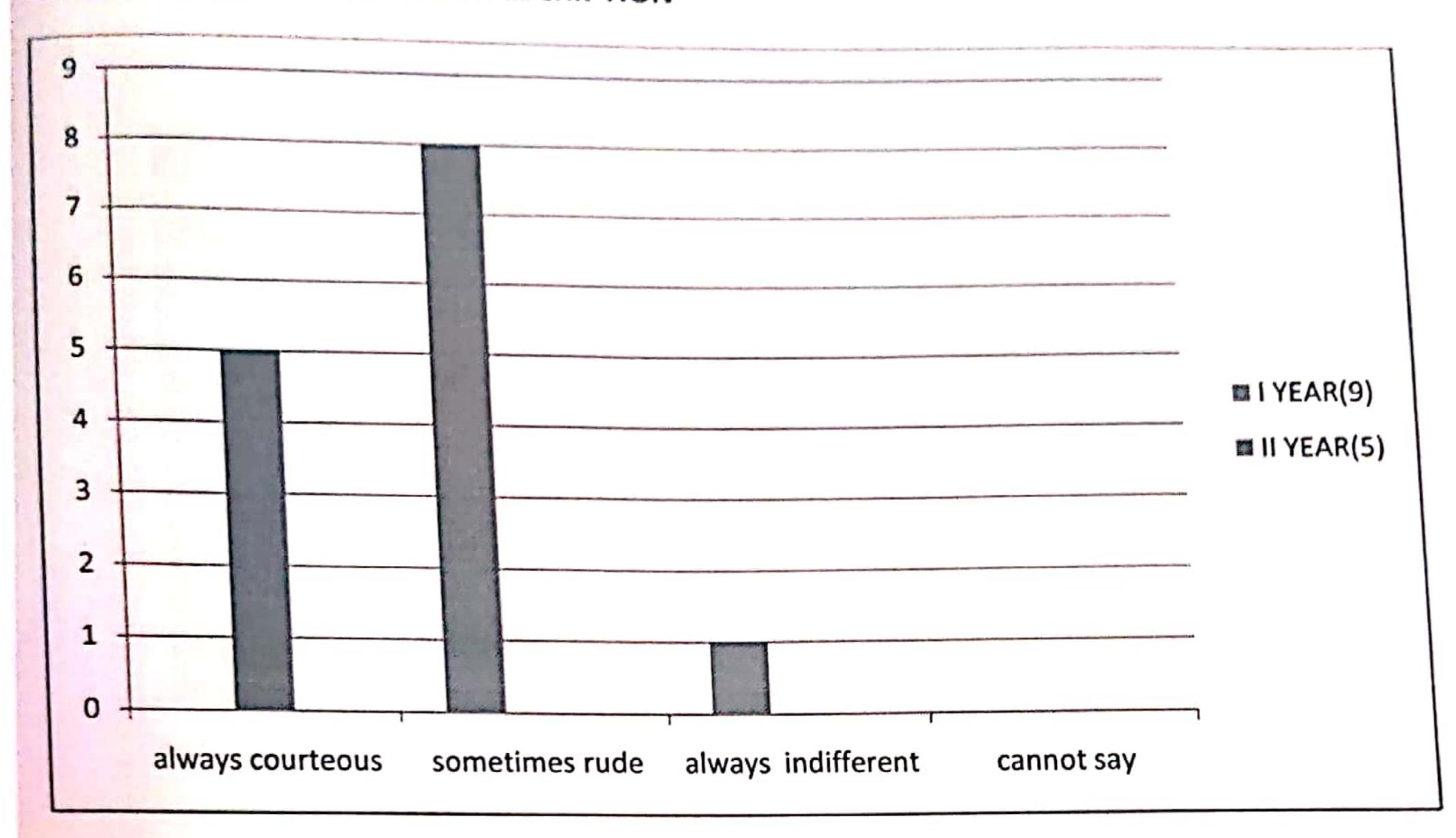




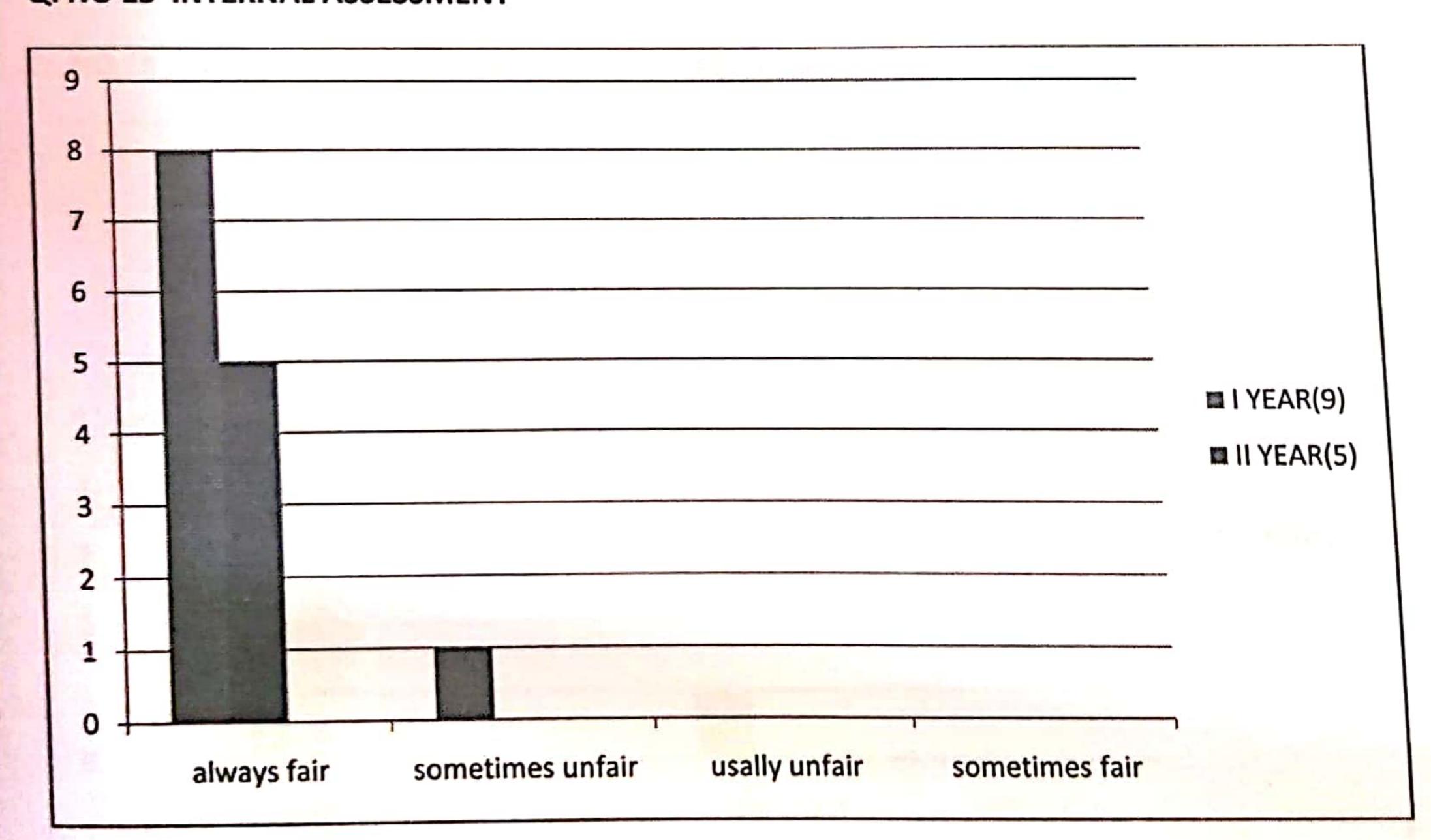
2. NO 11 TEACHER ADVICE



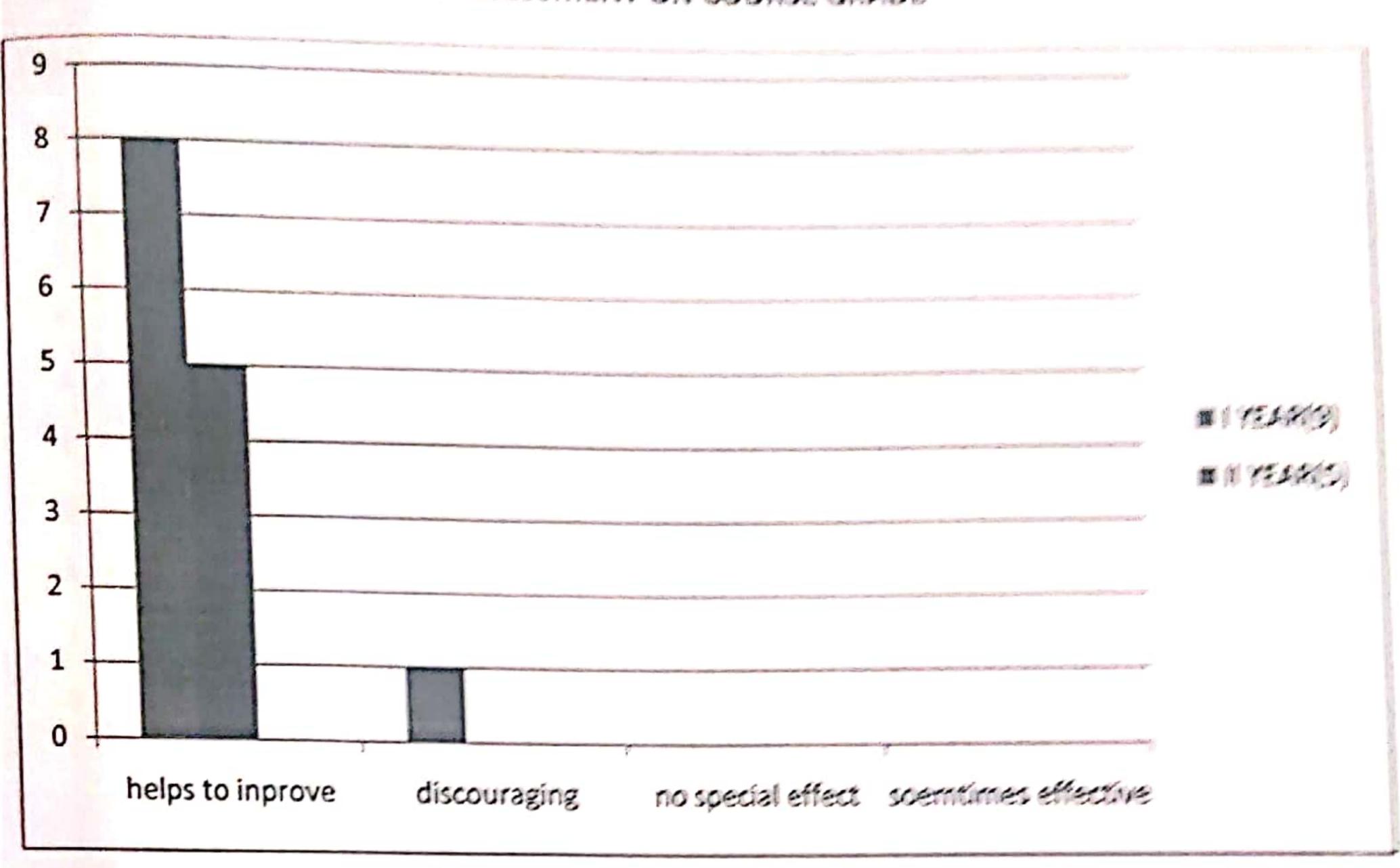
Q. NO 12 TEACHER APPROACH DESCRIPTION



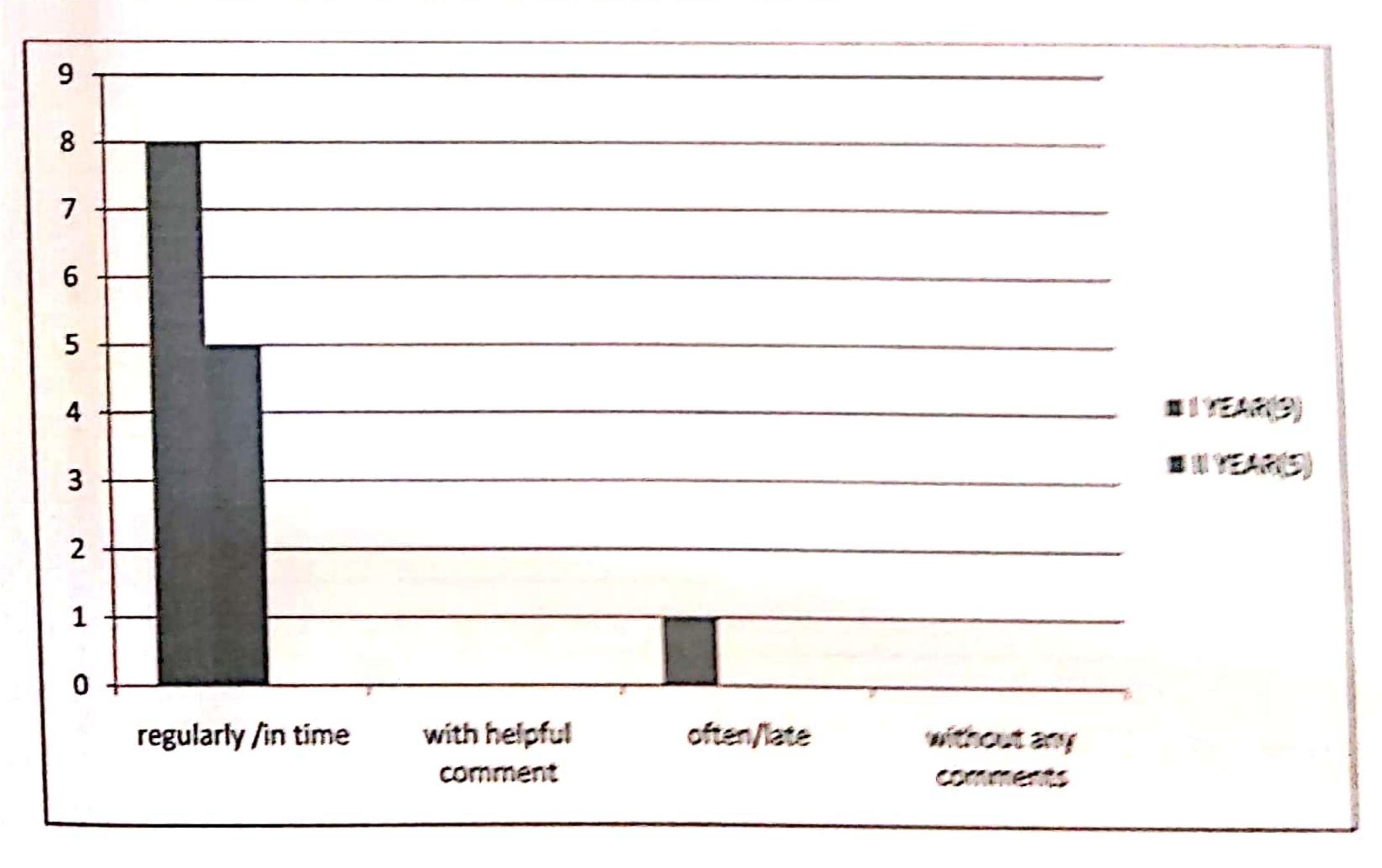
Q. NO 13 INTERNAL ASSESSMENT



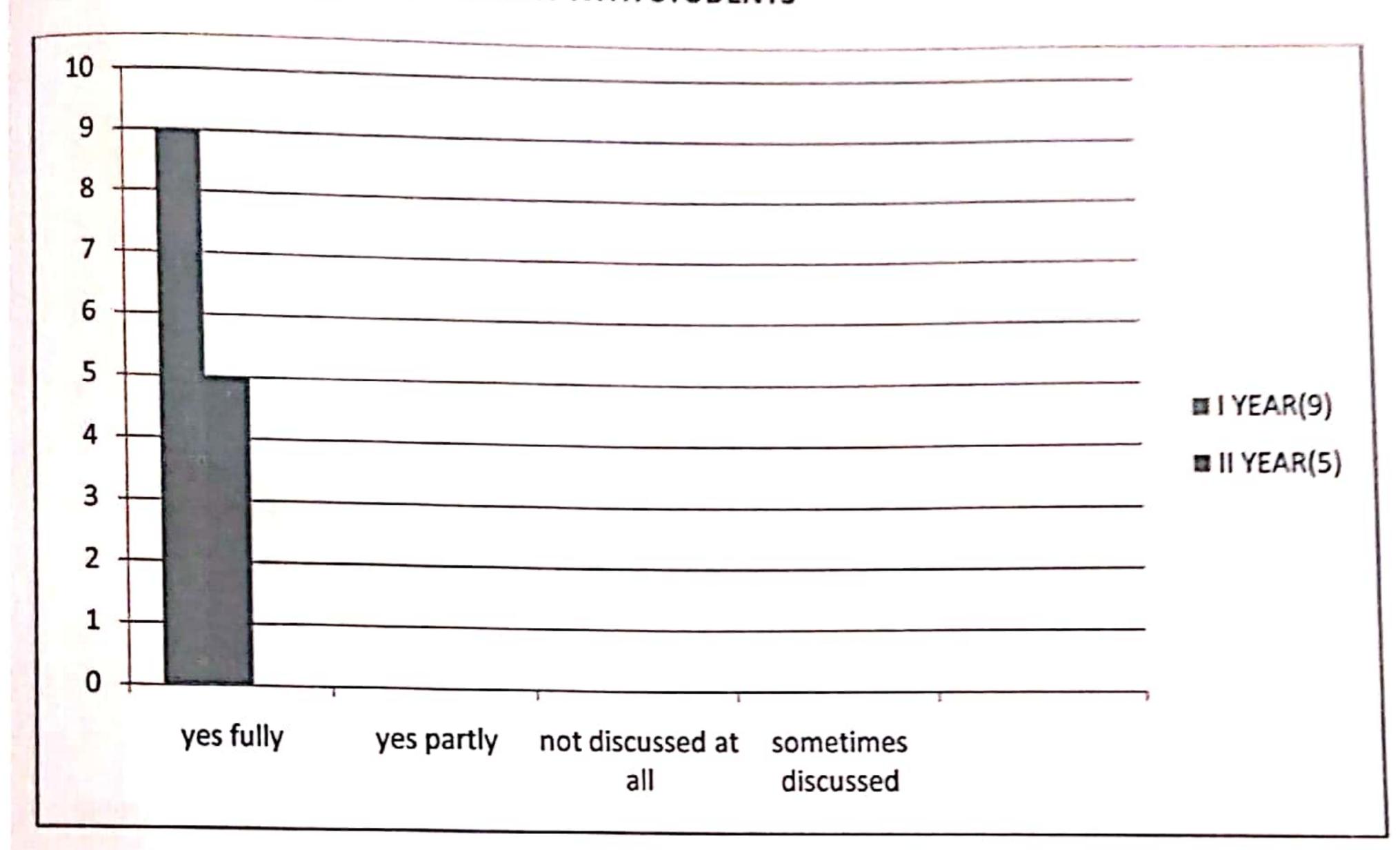
Q. NO 14 EFFECT OF INTERNAL ASSESSMENT ON COURSE GRADE



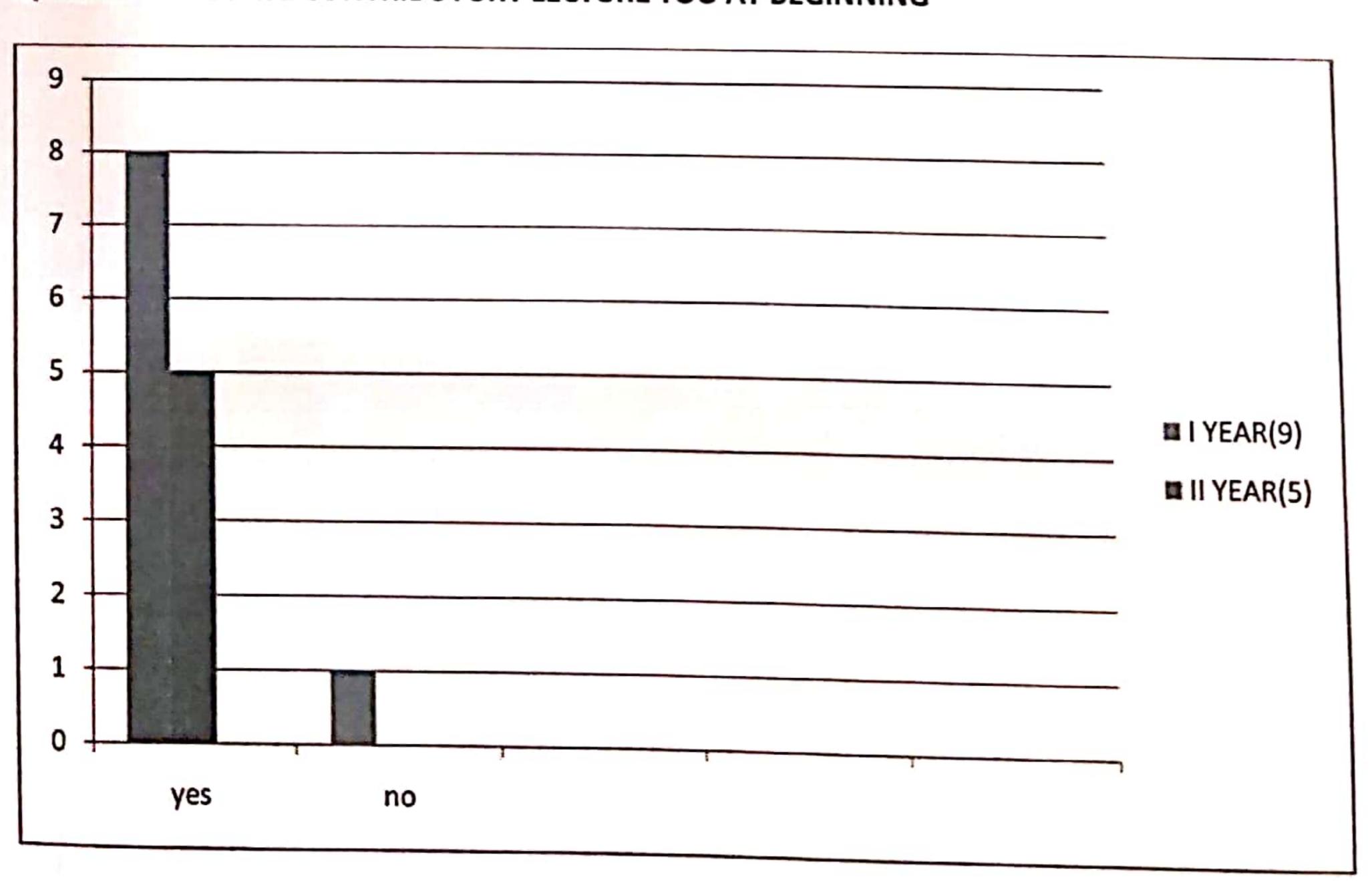
Q. NO 15 TEACHER FEEDBACK ON STUDENT PERFORMANCE



Q. NO 16 ASSIGNMENTS DISCUSSION WITH STUDENTS

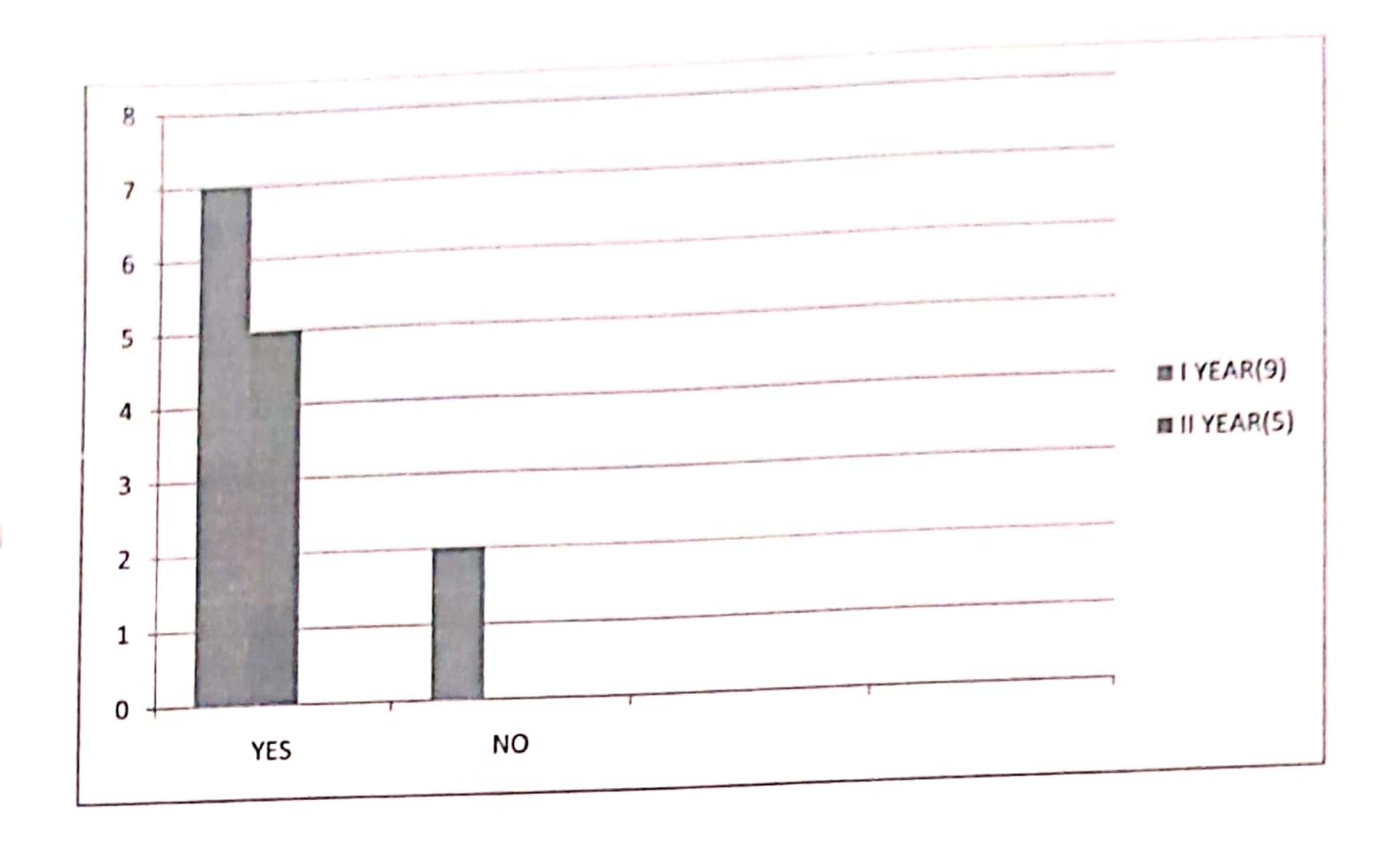


Q. NO 17 A COURSE CONTRIBUTORY LECTURE TOO AT BEGINNING



A"// APIV// Dur

Q. NO 17 B WAS LECTURE HELPFUL?



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CHENGALPATTU



VIDHYA SAGAR WOMEN'S COLLEGE

(Affiliated to University of Madras) Accredited at 'A' Grade by NAAC

DEPARTMENT OF COMPUTER SCIENCE

STUDENTS OVERALL EVALUATION OF THE PROGRAMME AND TEACHING (2016-2017)

MSC IT

Q. NO 1 .SYLLABUS

	1	l II
	YEAR(5)	YEAR(5)
adequate	5	5
inadequate	0	. 0
challenging	0	0
dull	0	0

Q. NO 2 BENEFIT FROM COURSE

	1	11
	YEAR(5)	YEAR(5)
more than	0	5
adequate	*.	
adequate	5	0
inadequate	0	0
cannot say	0	. 0

Q. NO 3 COURSE EASY OR DIFFICULT TO UNDERSTAND

	1	11
	YEAR(5)	YEAR(5)
easy	3	2
manageable	2	3
difficult	0	0
very difficult	0	0

Q. NO 4 % SYLLABUS COVERED IN CLASS

		11
	YEAR(5)	YEAR(5)
85 to 100%	0	5
70 to 85%	5	0
55 to 70%	0	0
less than	0	0
55%		

Q. NO 5 LIBRARY MATERIAL FOR COURSE

	YEAR(5)	II YEAR(5)
more than adequate	1	2
adequate	0	0
inadequate	2	3
very poor	2	. 0

Q. NO 6 EXTEND OF MATERIAL FOR PRESCRIBED READING

		II
	YEAR(5)	YEAR(5)
easily	0	5
Easily	5	0
with some difficulty		
With some chinese,	0	0
not available at all		
	0	0
indifferently	,	

Q. NO 7 TEACHER PREPARATIONS FOR CLASS

	1	II
	YEAR(5)	YEAR(5)
thoroughly	4	5
satisfactorily	1	0
poorly	0	0
indifferently	0	0

Q. NO 8 TEACHER COMMUNATIONS

	YEAR(5)	II YEAR(5)
always effective	1	. 2
sometimes effective	0	0
just satisfactorily	2	3
generally ineffective	2	0

Q. NO 9 TEACHER ENCOURAGE STUDENT PARTICIPATION

	ı	11
	YEAR(5)	YEAR(5)
mostly yes	4	4
sometimes	1	0
not at all	0	. 0
always	0	1

Q. NO 10 METHODS USED FOR ENCOURAGMENT

1	II,
YEAR(5)	YEAR(5)
4	5
0	0
0	0
1	0
	YEAR(5) 0 1

Q. NO 11 TEACHER ADVICE

		II
	YEAR(5)	YEAR(5)
very helpful	4	5
sometimes helpful	1	0
not at all helpful	0	0
did not advise	0	0

Q. NO 12 TEACHER APPROACH DESCRIPTION

		11
	YEAR(5)	YEAR(5)
always courteous	3	0
sometimes rude	. 0	5
always indifferent	2	0
cannot say	0	0

Q. NO 13 INTERNAL ASSESSMENT

ontions	1	11
options	YEAR(5)	YEAR(5)
always fair	1	5
uiva jo i uii		
sometimes unfair	4	0
*		
usally unfair	0	0
sometimes fair	0	0

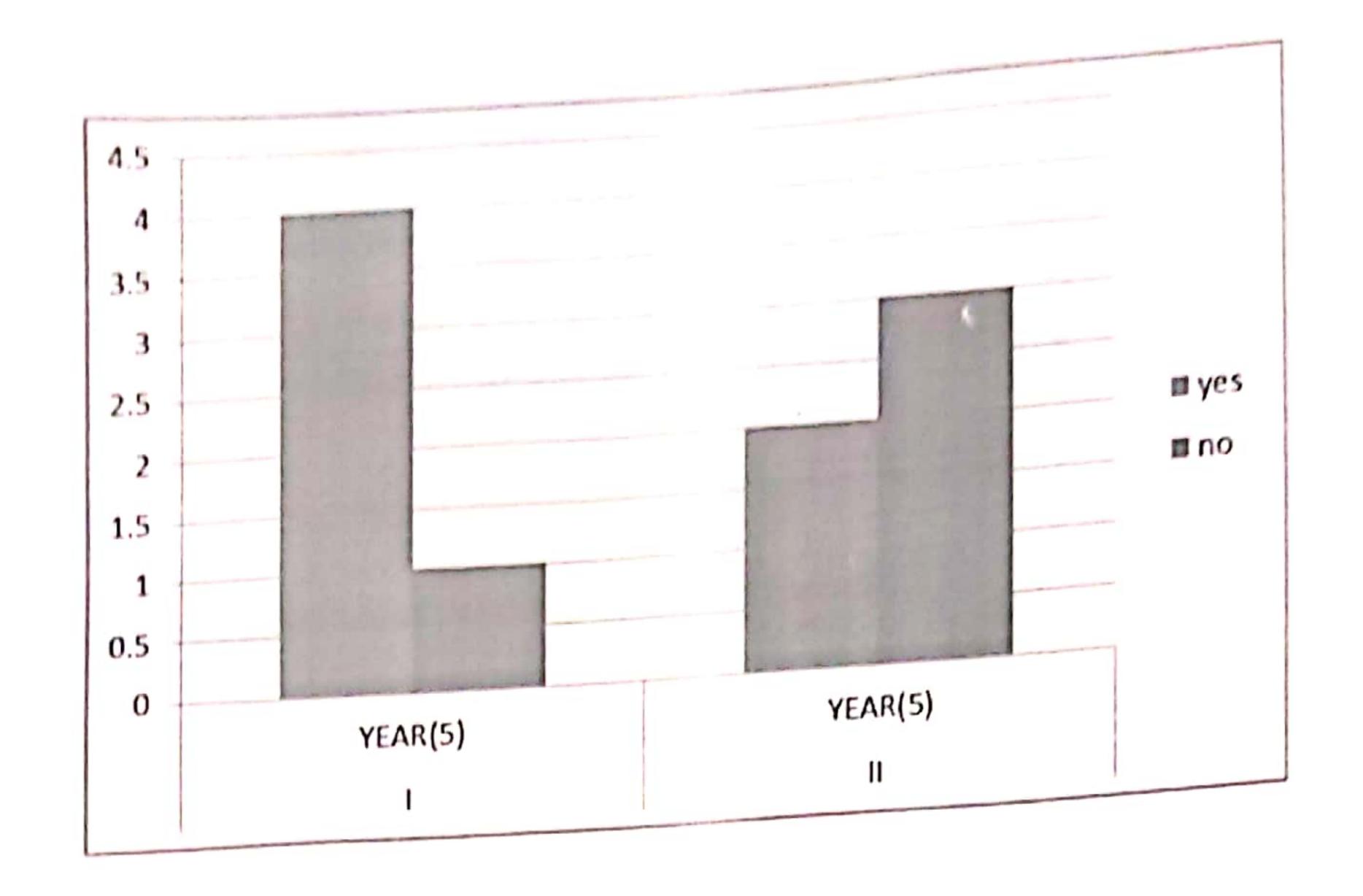
Q. NO 14 EFFECT OF INTERNAL ASSESSMENT ON COURSE GRADE

antions		11
options	YEAR(5)	YEAR(5)
helps to inprove	2	5
discouraging	0	0
no special effect	0	0
soemtimes effective	3	0

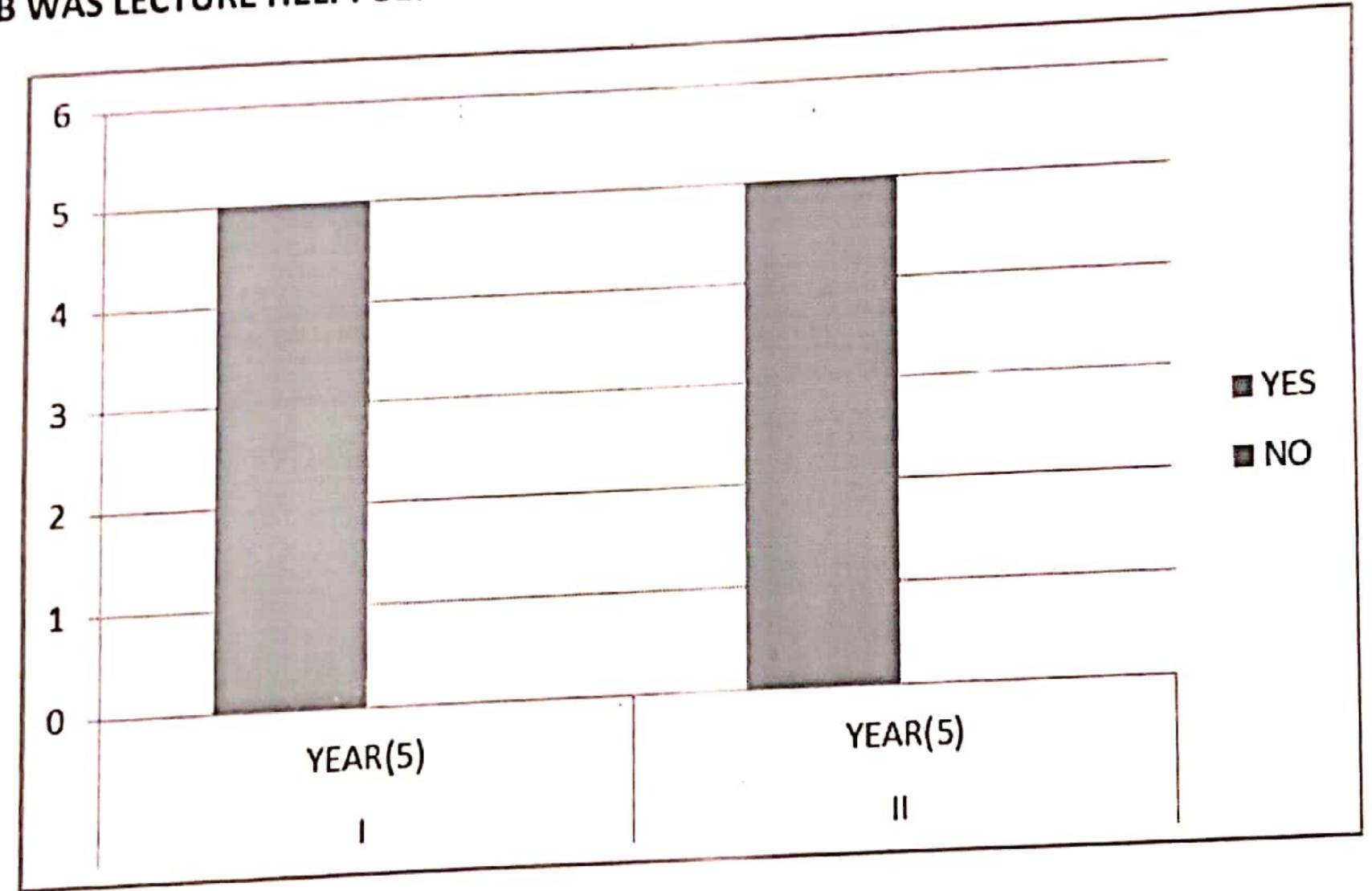
Q. NO 15 TEACHER FEEDBACKS ON STUDENT PERFORMANCE

options		11
Options	YEAR(5)	YEAR(5)
regularly /in time	5	5
with helpful comment	0	0
often/late	0	0
without any comments	0	0

Q. NO 17 A COURSE CONTRIBUTORY LECTURE TOO AT BEGINNING



Q. NO 17 B WAS LECTURE HELPFUL?



SIGNATURE OF THE HOD



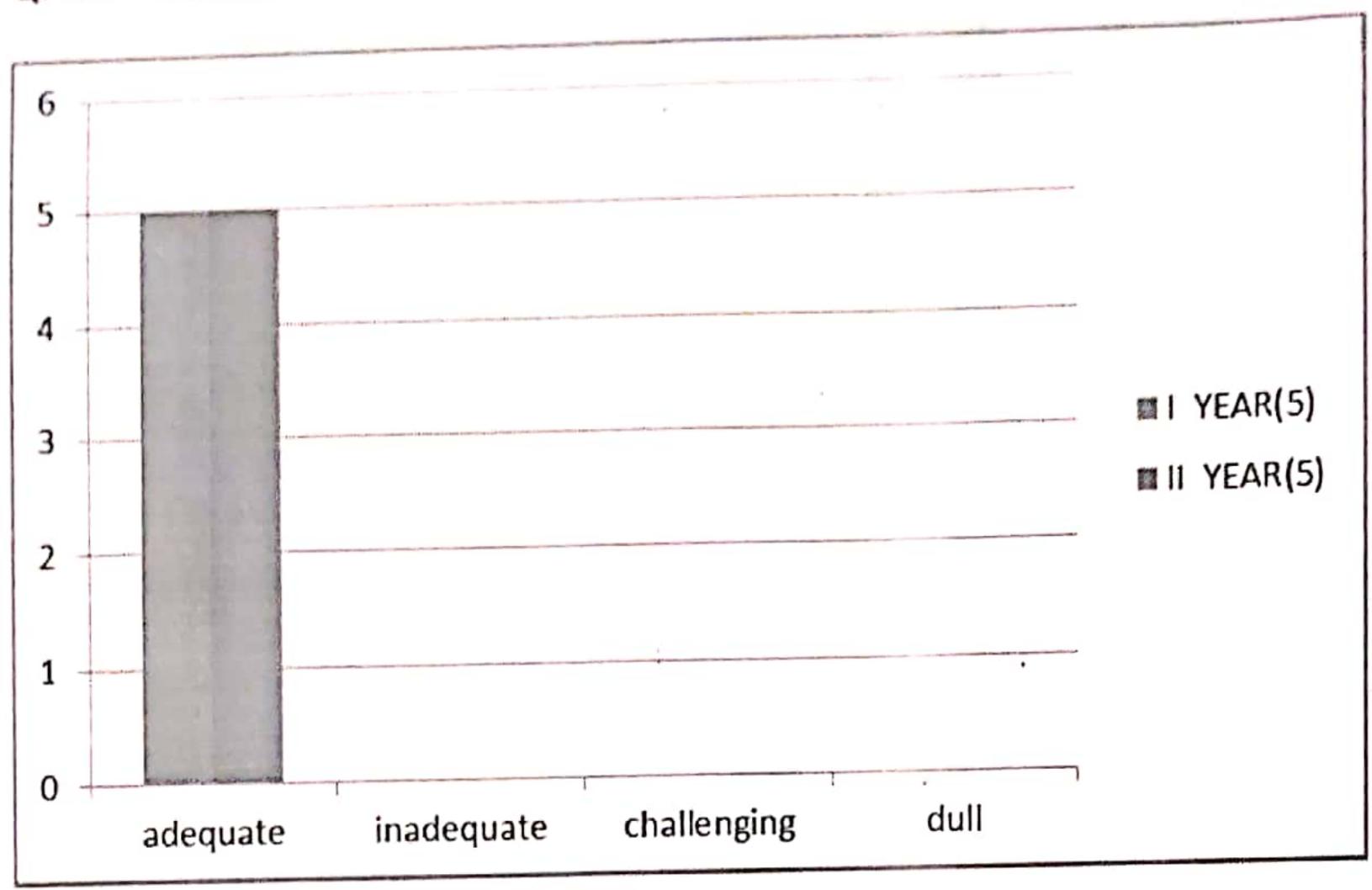


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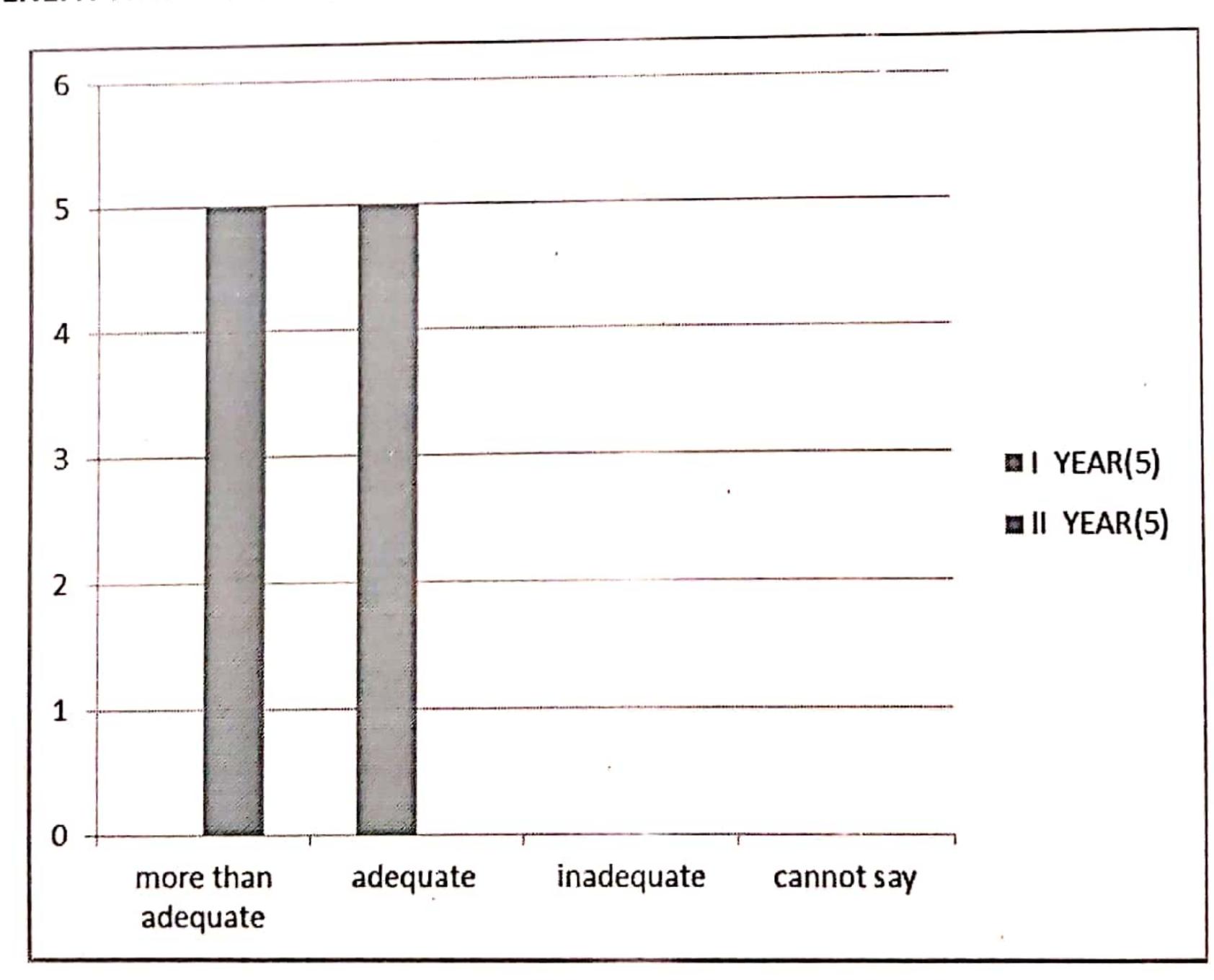
DEPARTMENT OF COMPUTER SCIENCE STUDENTS OVERALL EVALUATION OF THE PROGRAMME AND TEACHING (2016-2017)

MSC IT

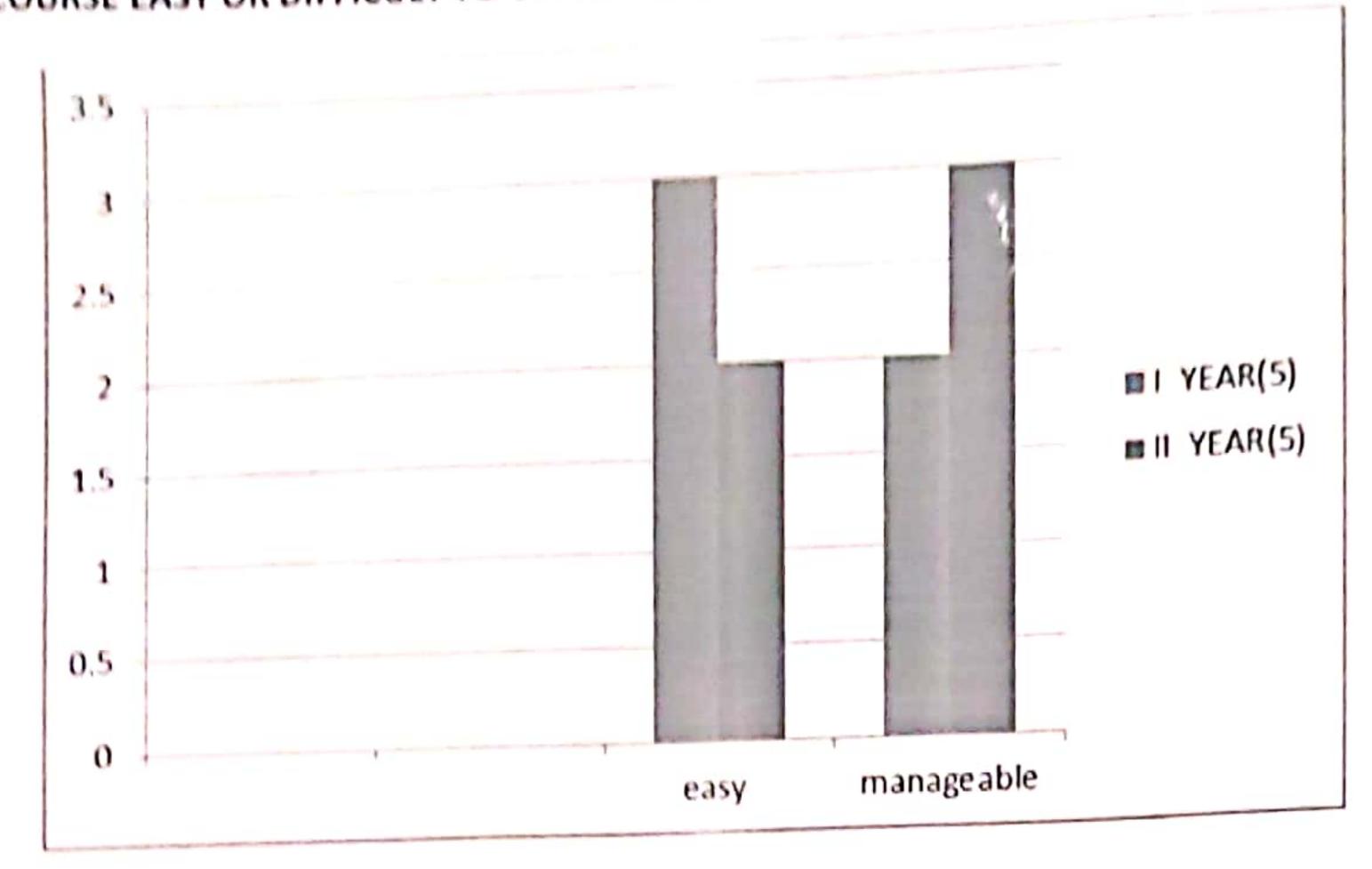
Q. NO 1 .SYLLABUS



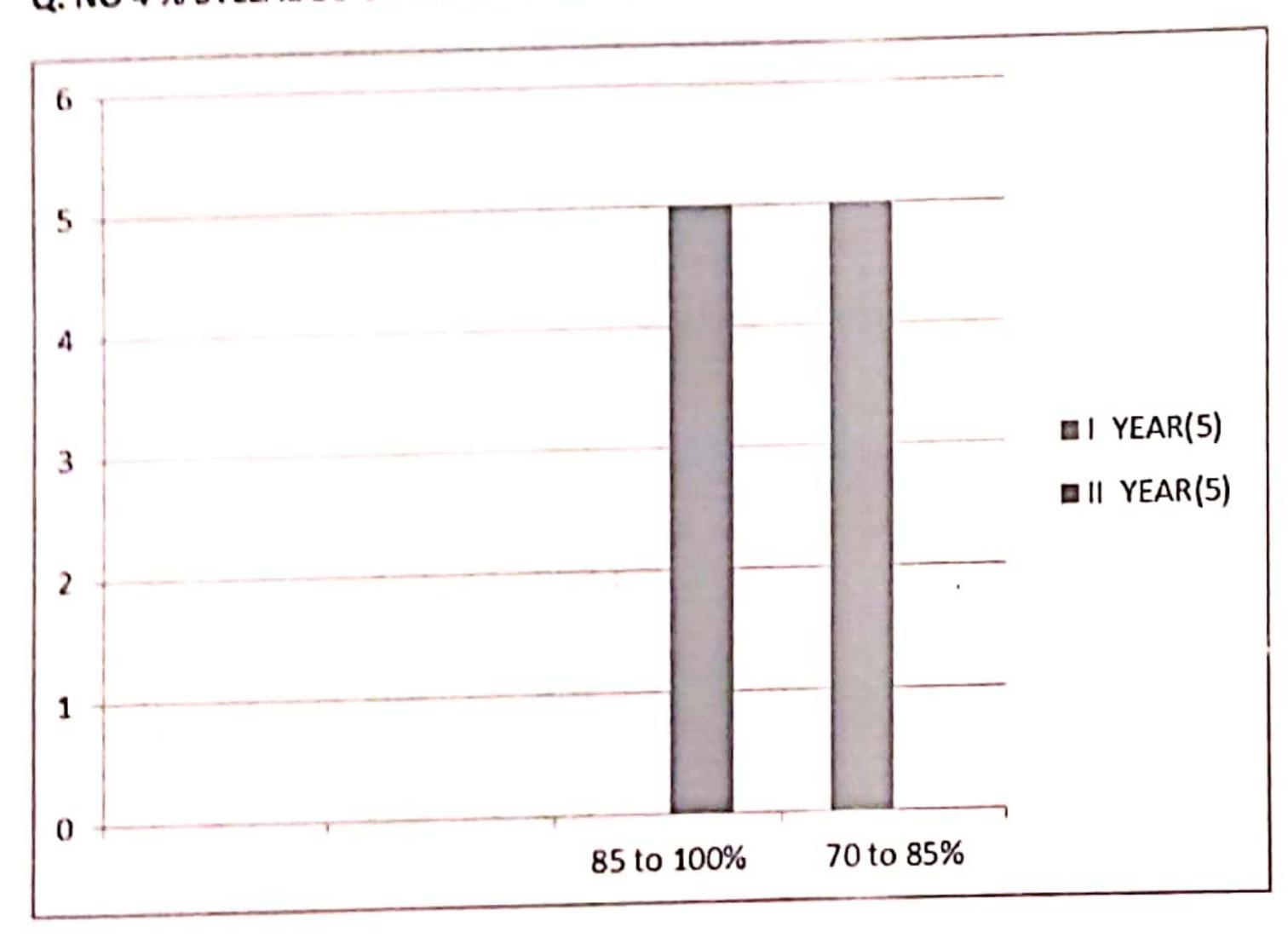
Q. NO 2 BENEFIT FROM COURSE



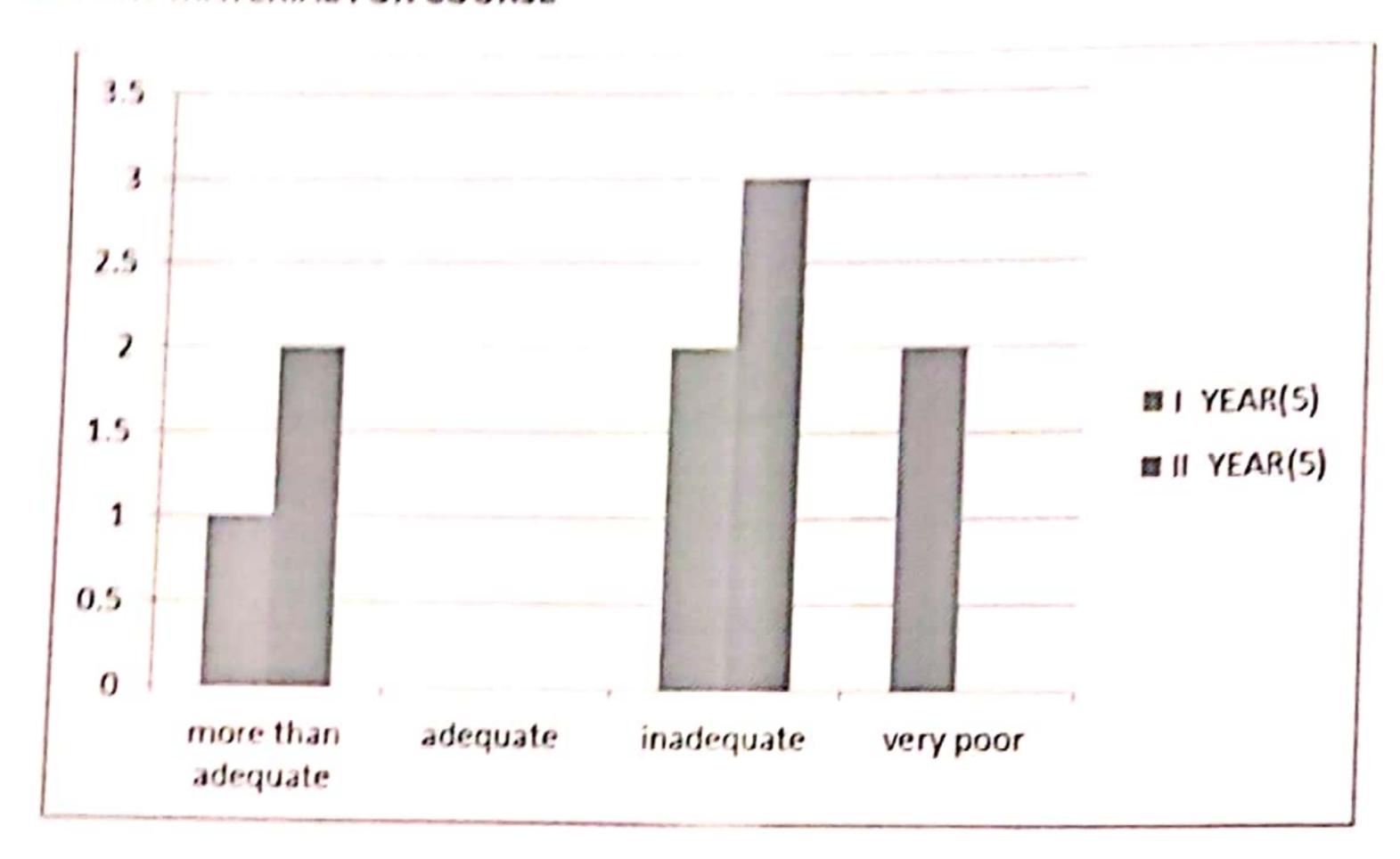
Q. NO 3 COURSE EASY OR DIFFICULT TO UNDERSTAND



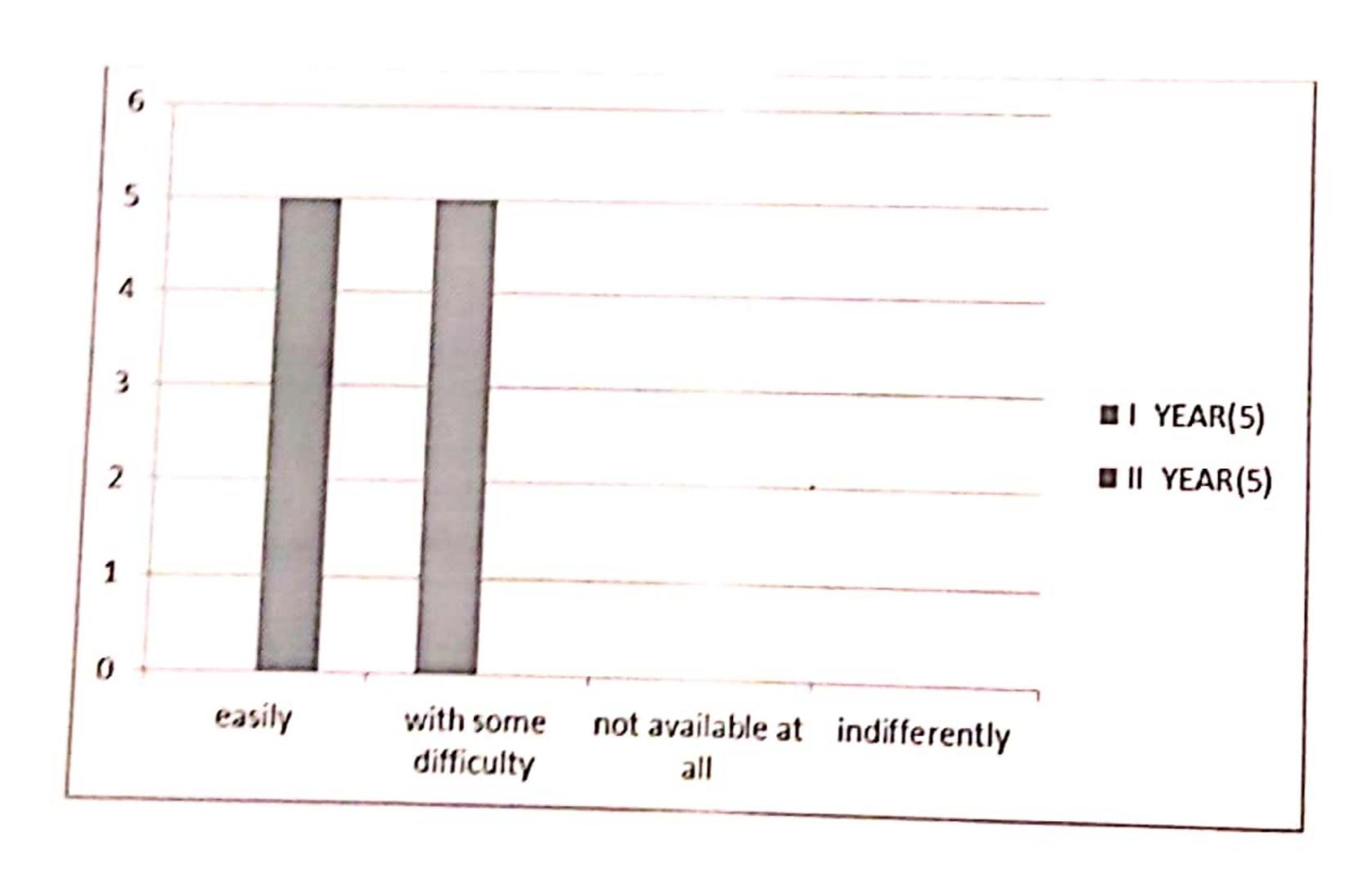
Q. NO 4 % SYLLABUS COVERED IN CLASS



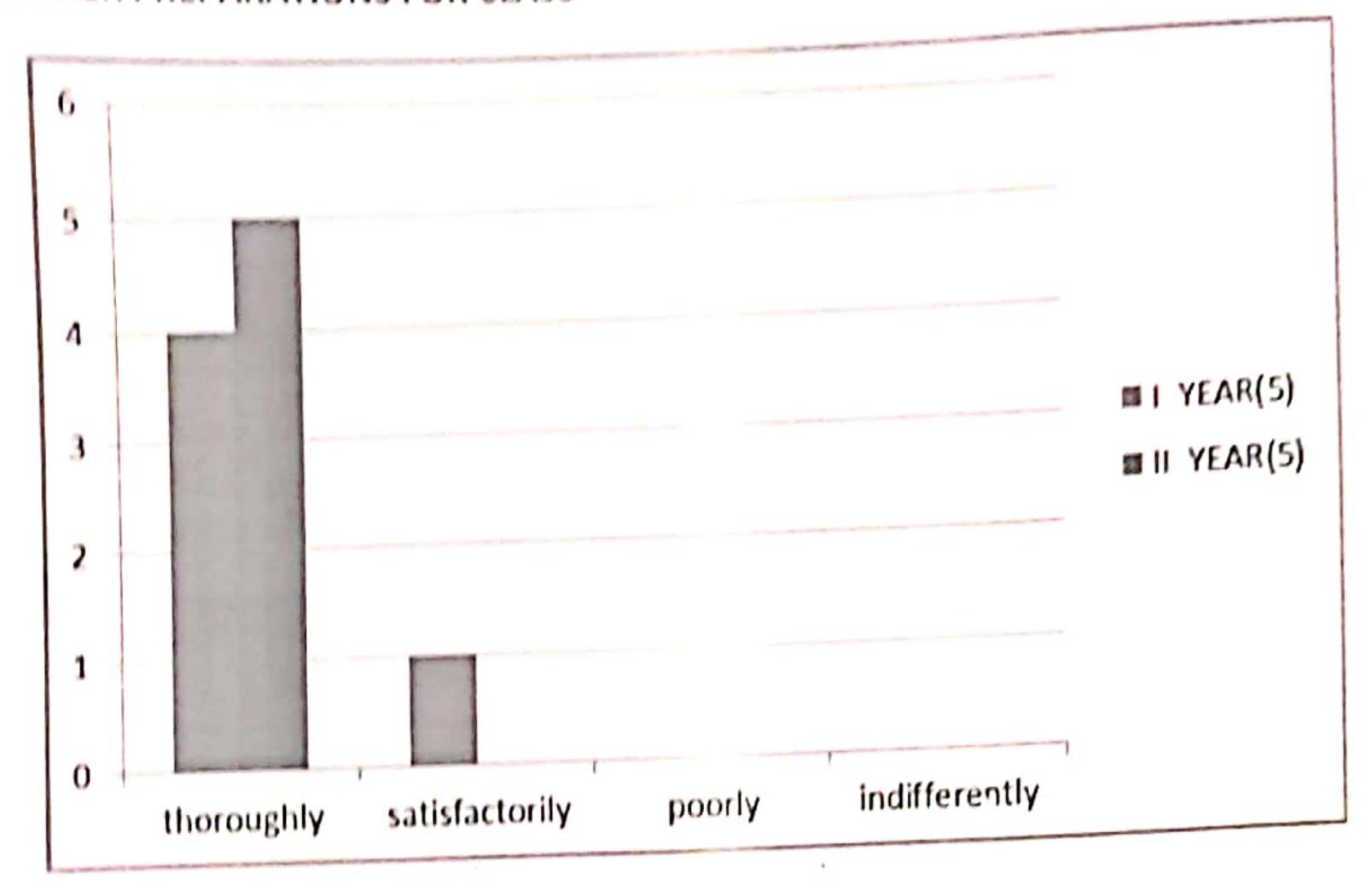
Q. NO 5 LIBRARY MATERIAL FOR COURSE



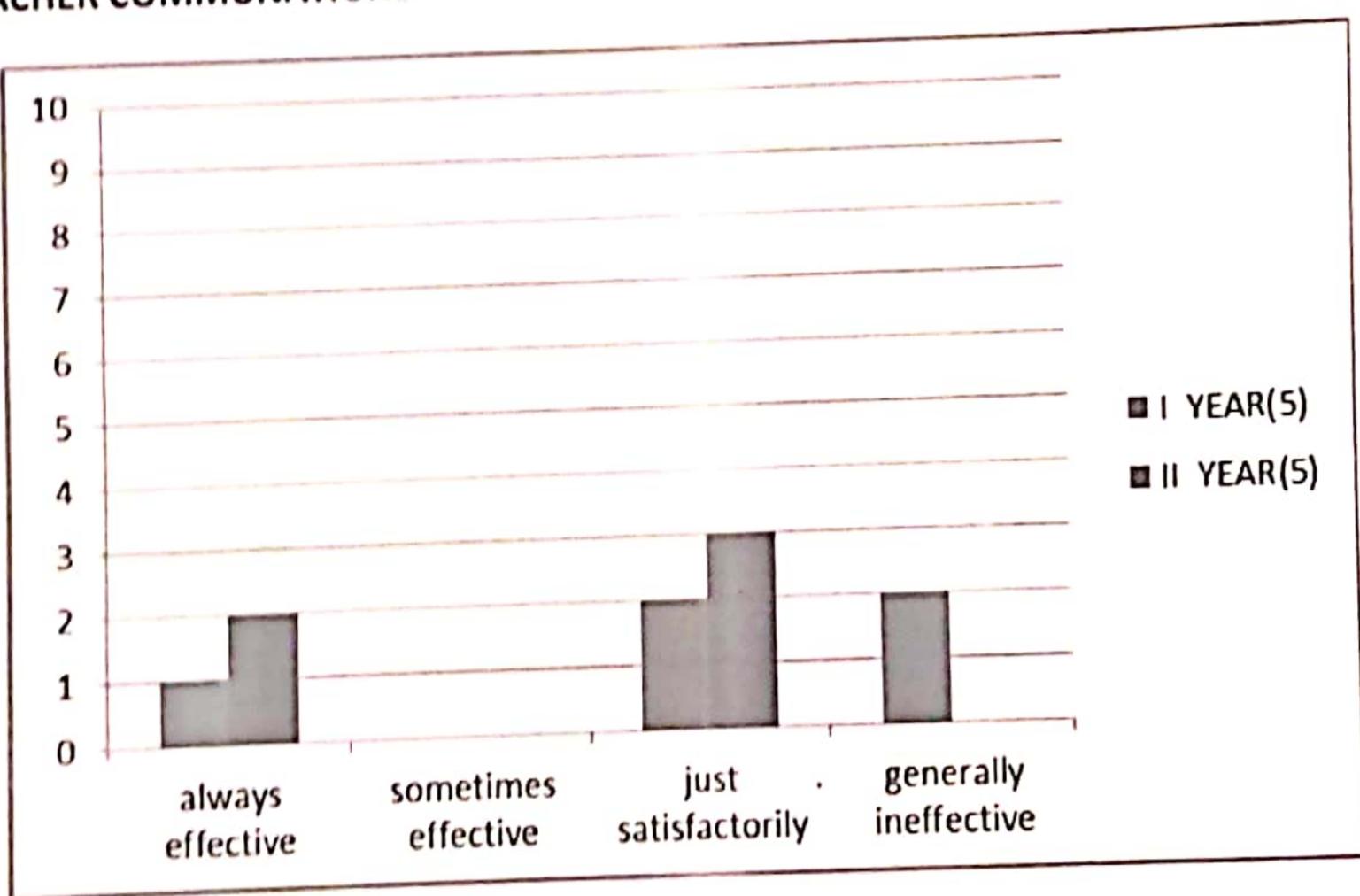
Q. NO 6 EXTEND OF MATERIAL FOR PRESCRIBED READING



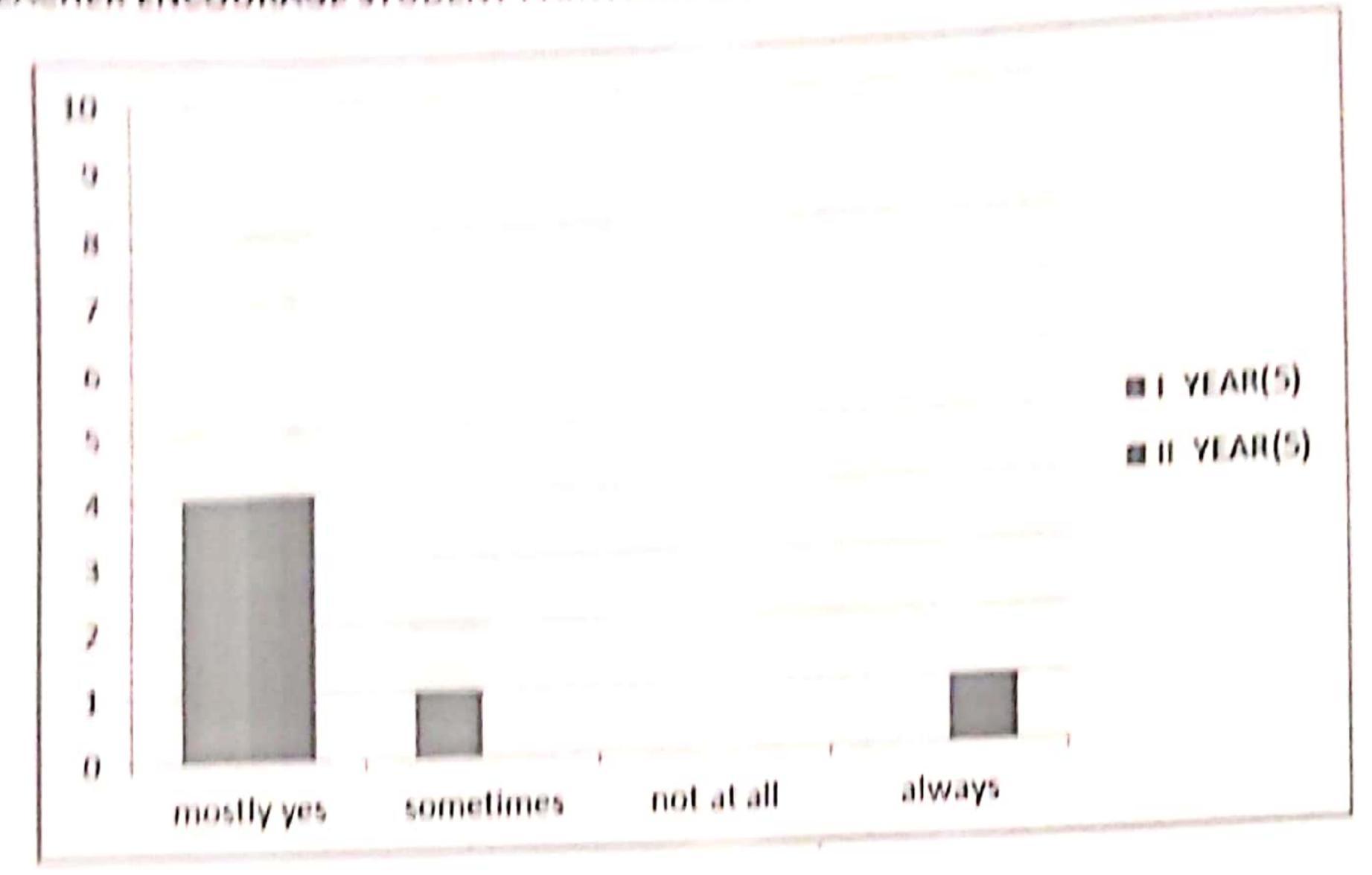
Q. NO 7 TEACHER PREPARATIONS FOR CLASS



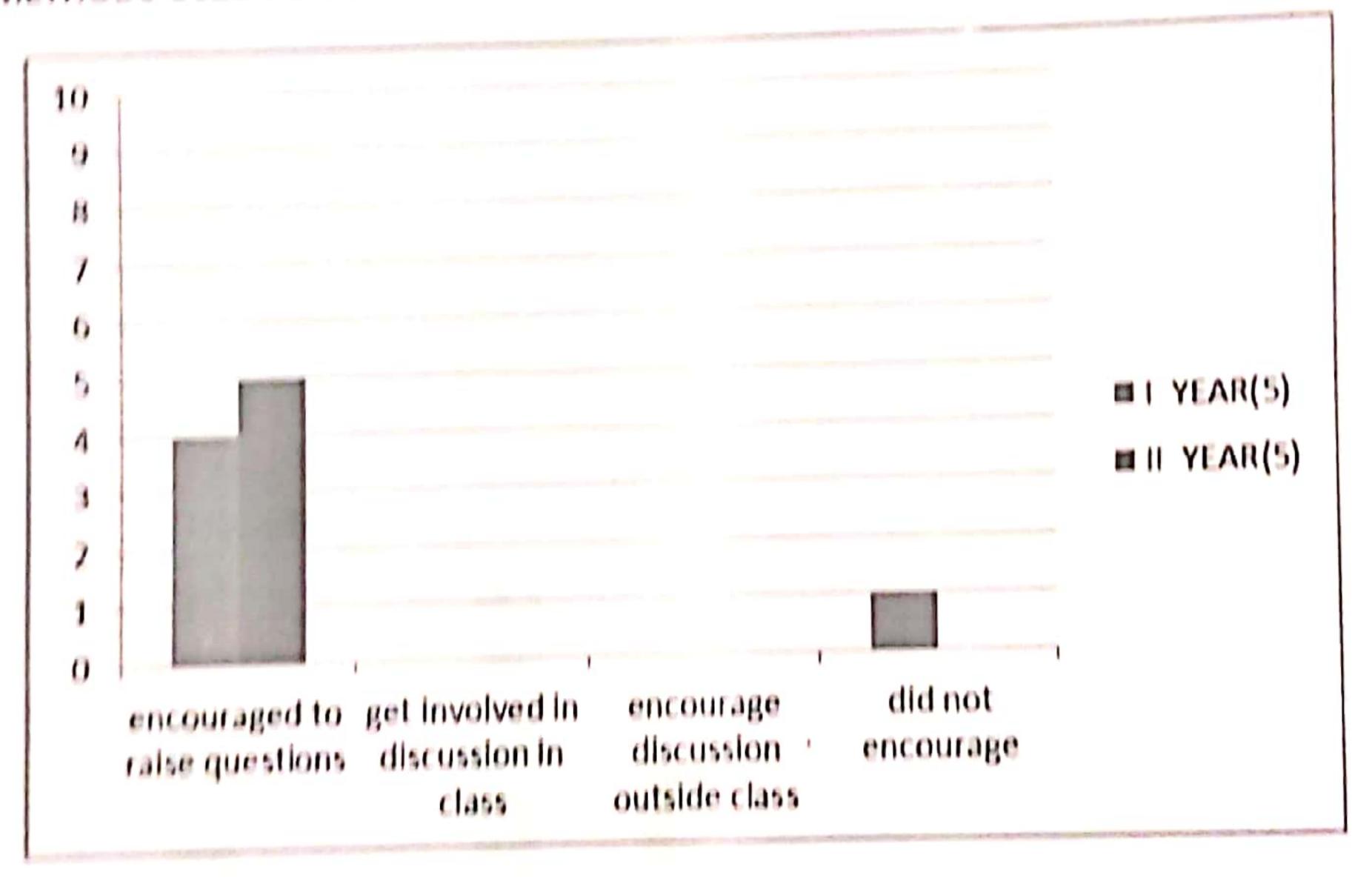
Q. NO 8 TEACHER COMMUNATIONS



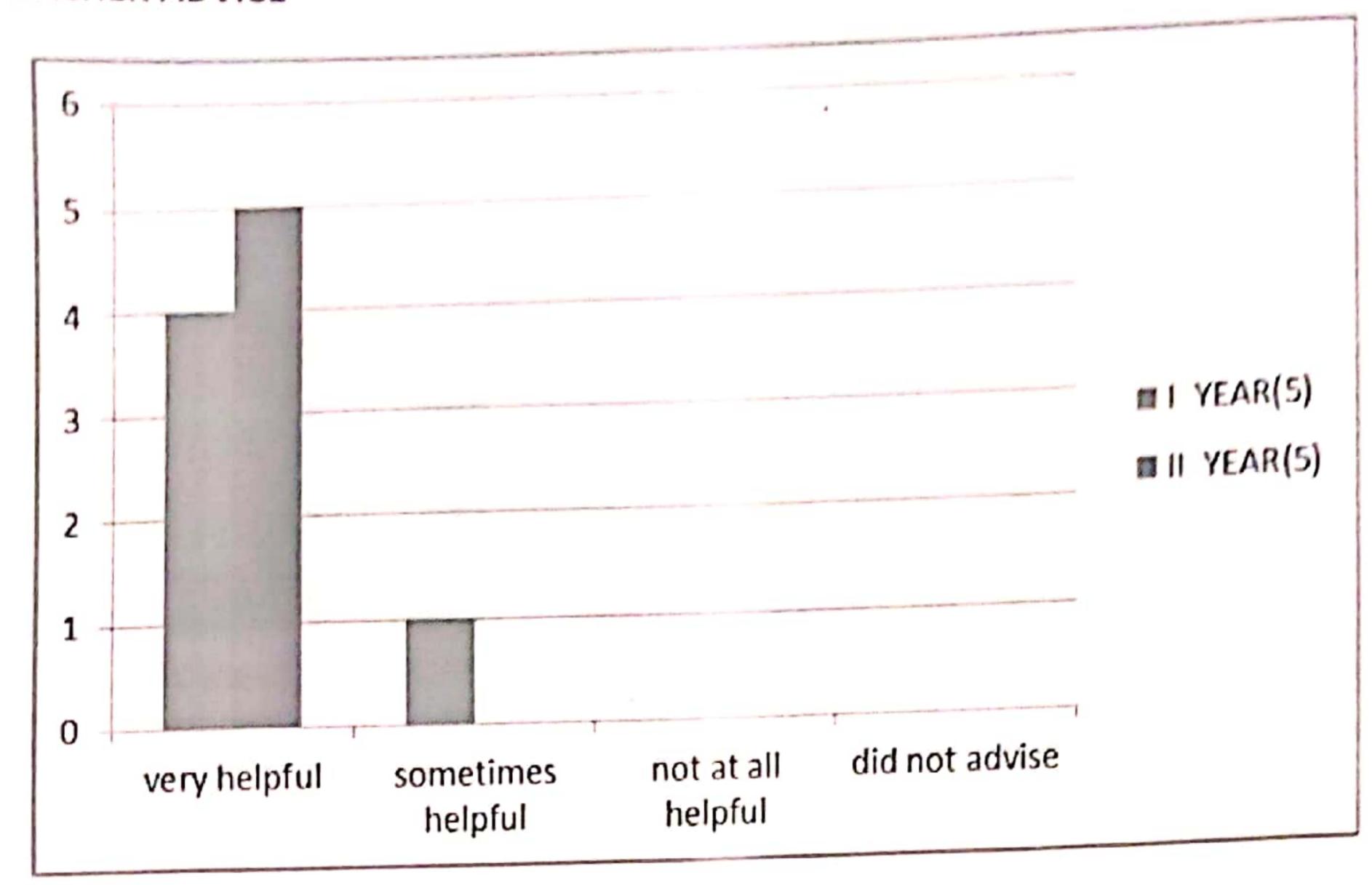
Q. NO 9 TEACHER ENCOURAGE STUDENT PARTICIPATION



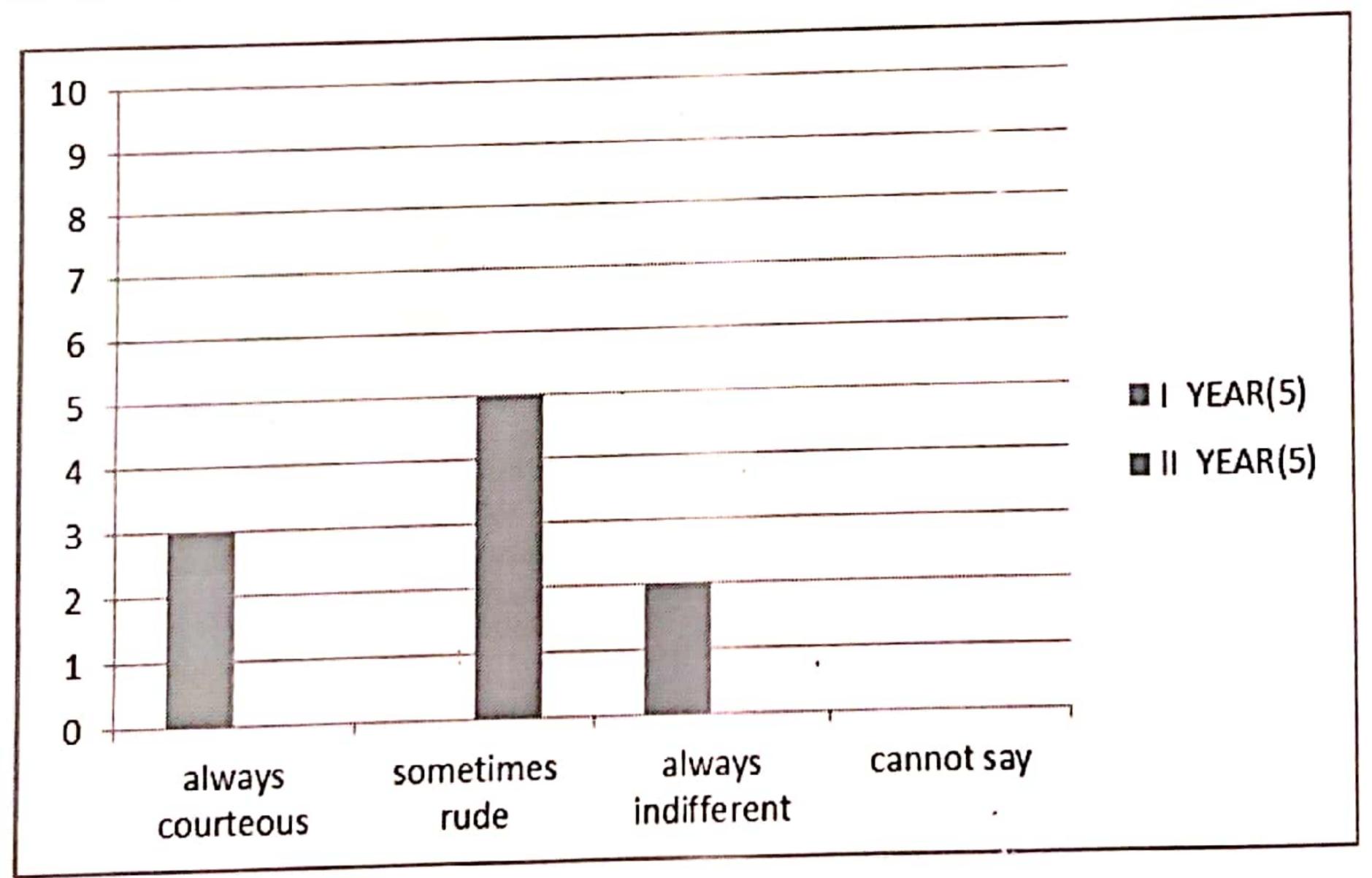
Q. NO 10 METHODS USED FOR ENCOURAGMENT



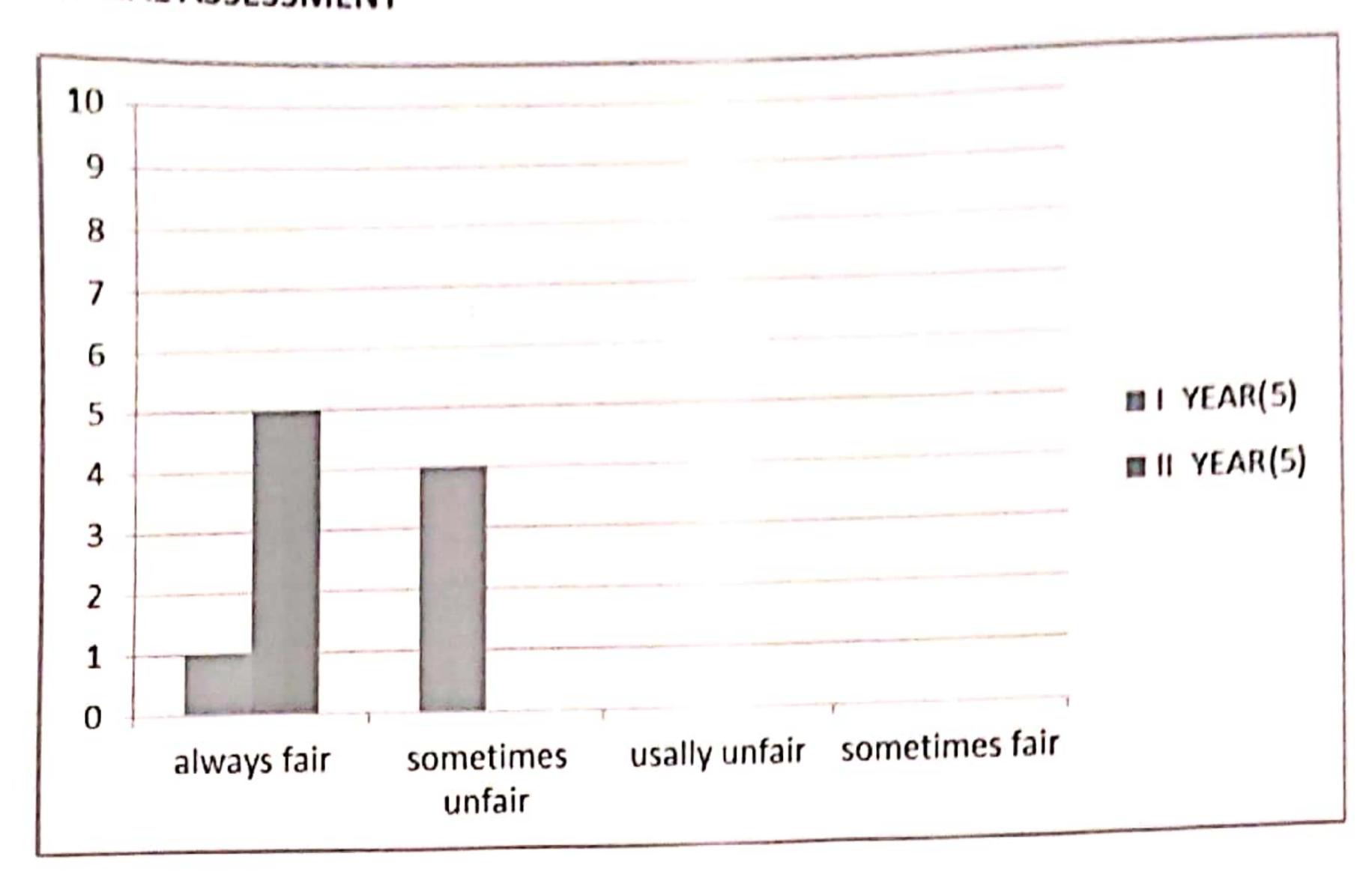
Q. NO 11 TEACHER ADVICE



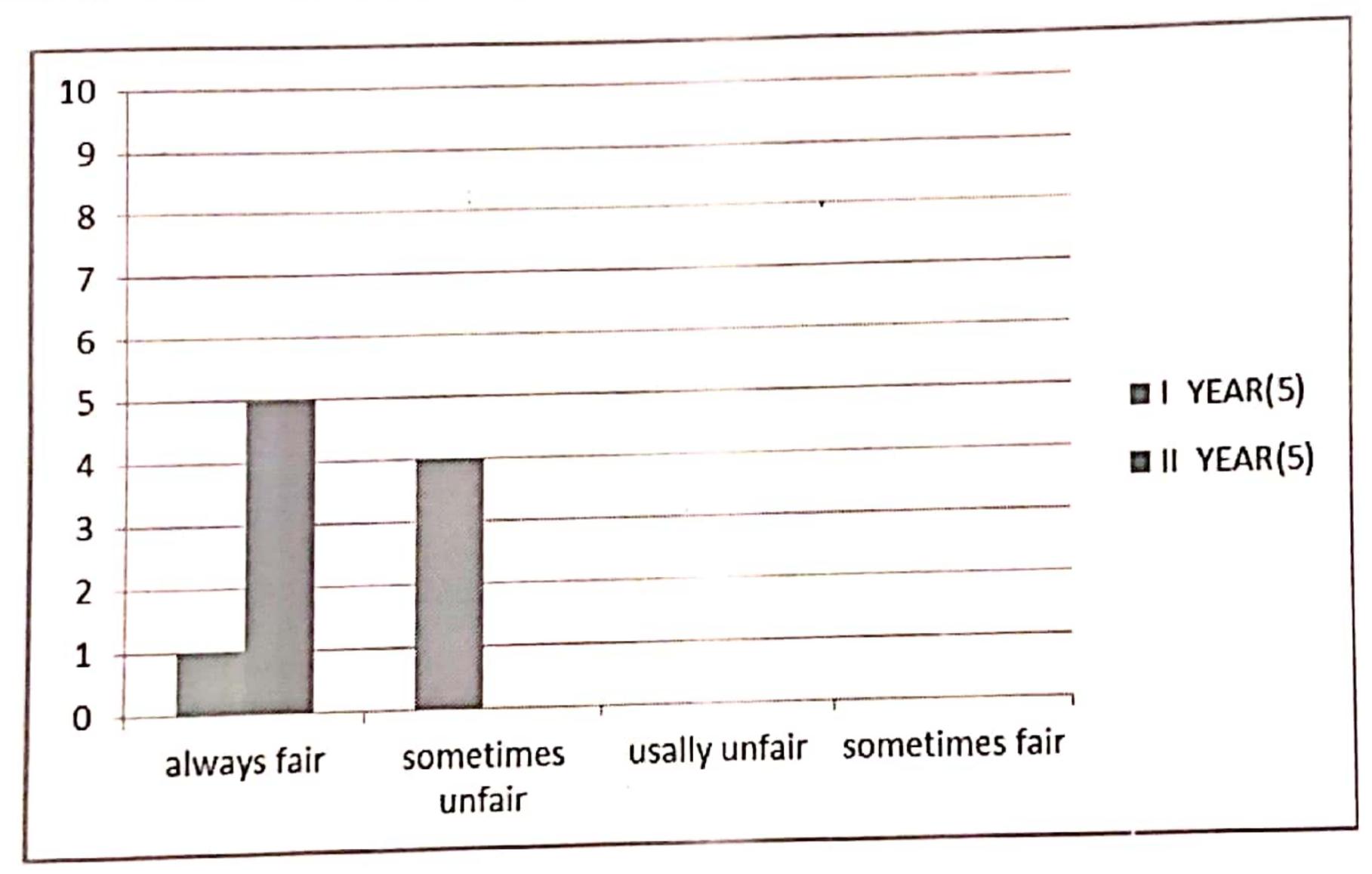
Q. NO 12 TEACHER APPROACH DESCRIPTION



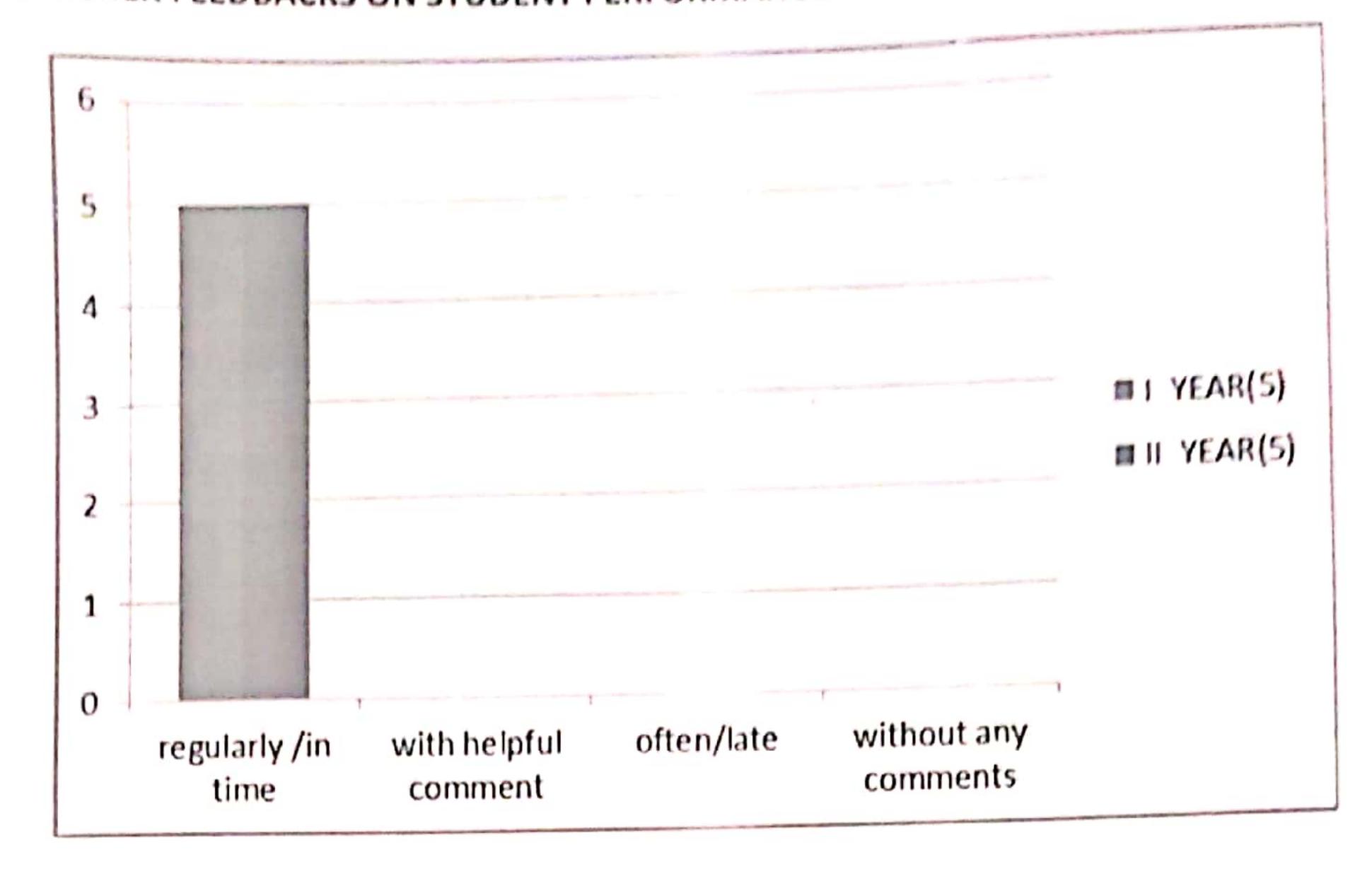
Q. NO 13 INTERNAL ASSESSMENT



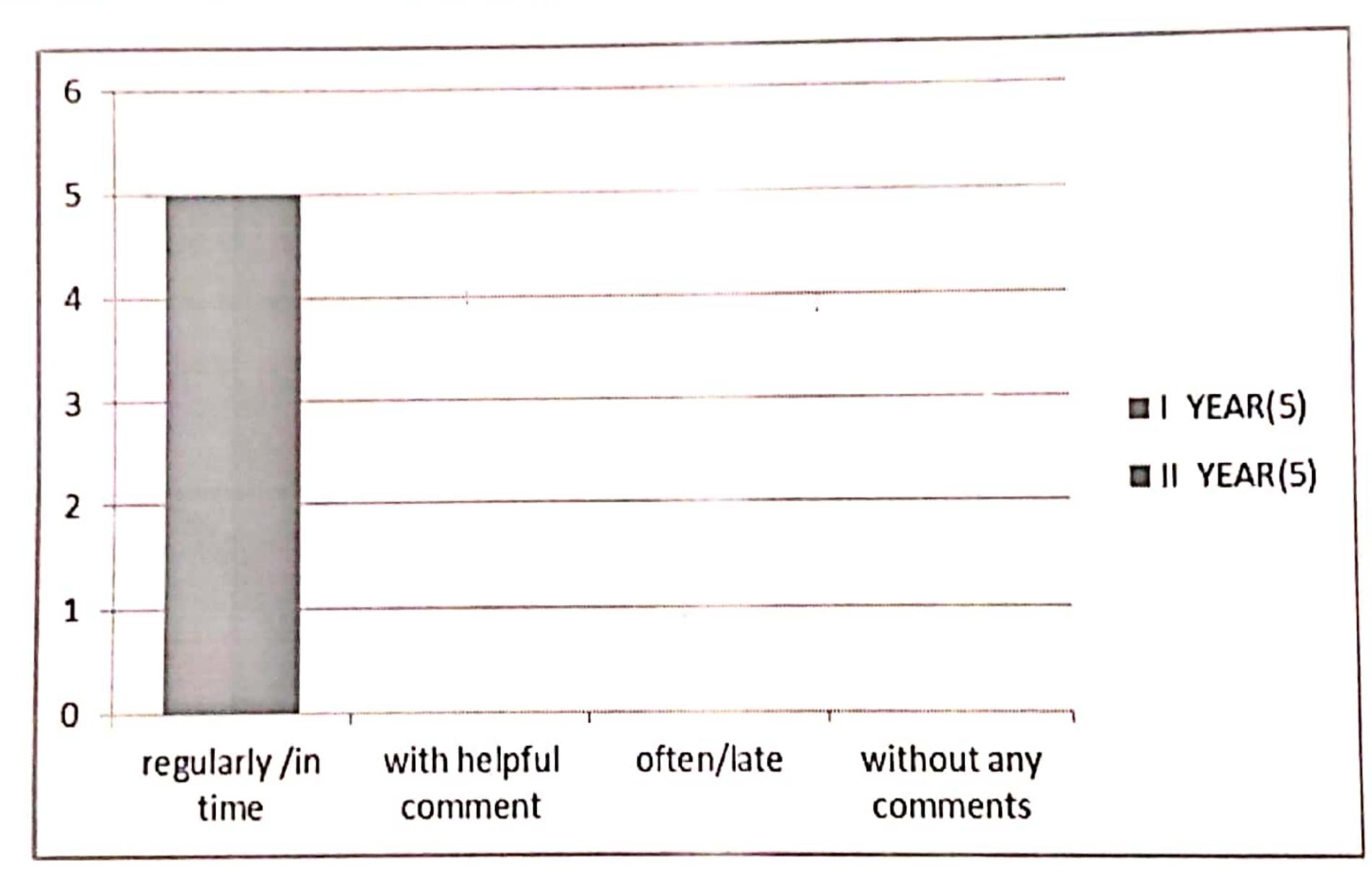
Q. NO 14 EFFECT OF INTERNAL ASSESSMENT ON COURSE GRADE



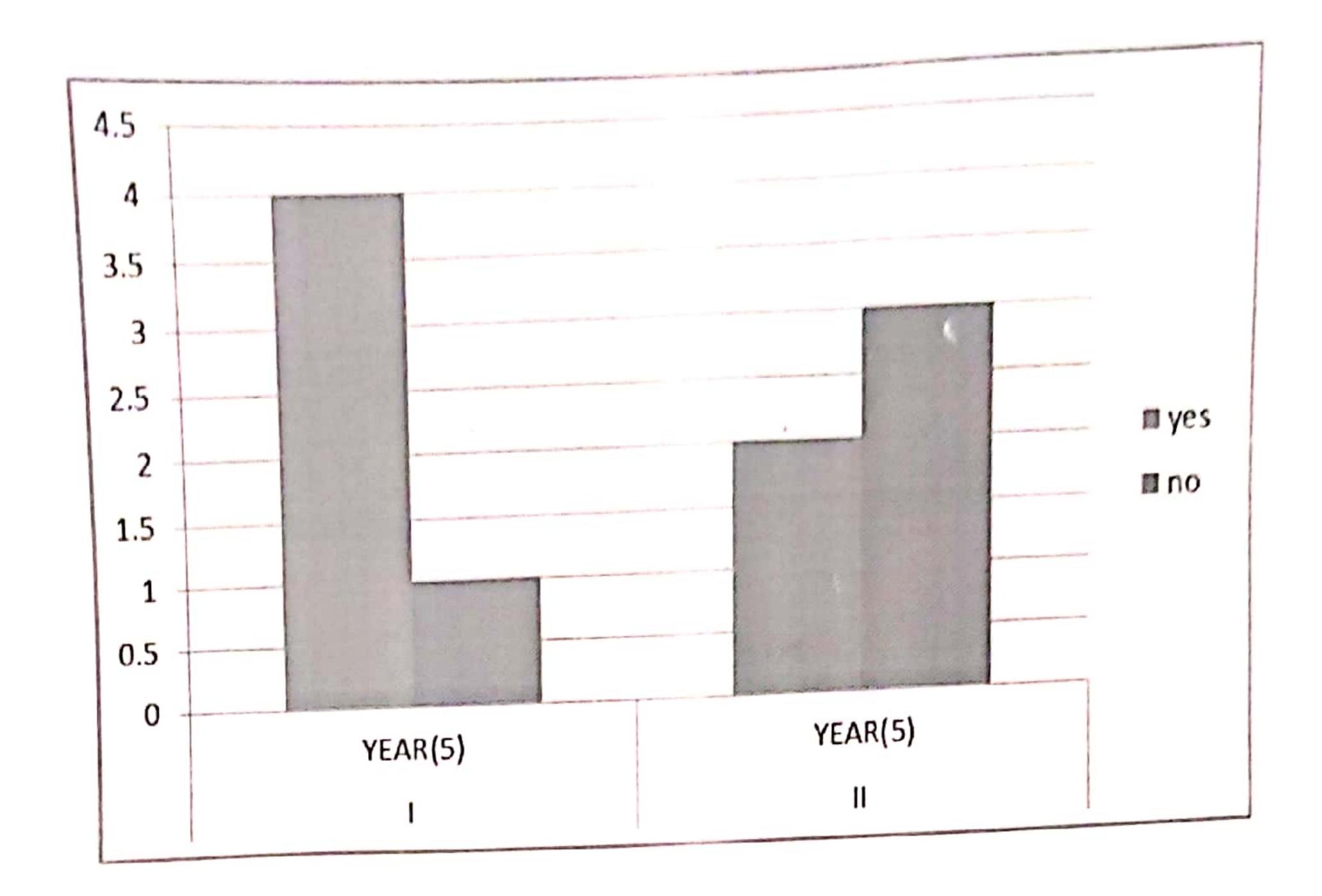
Q. NO 15 TEACHER FEEDBACKS ON STUDENT PERFORMANCE



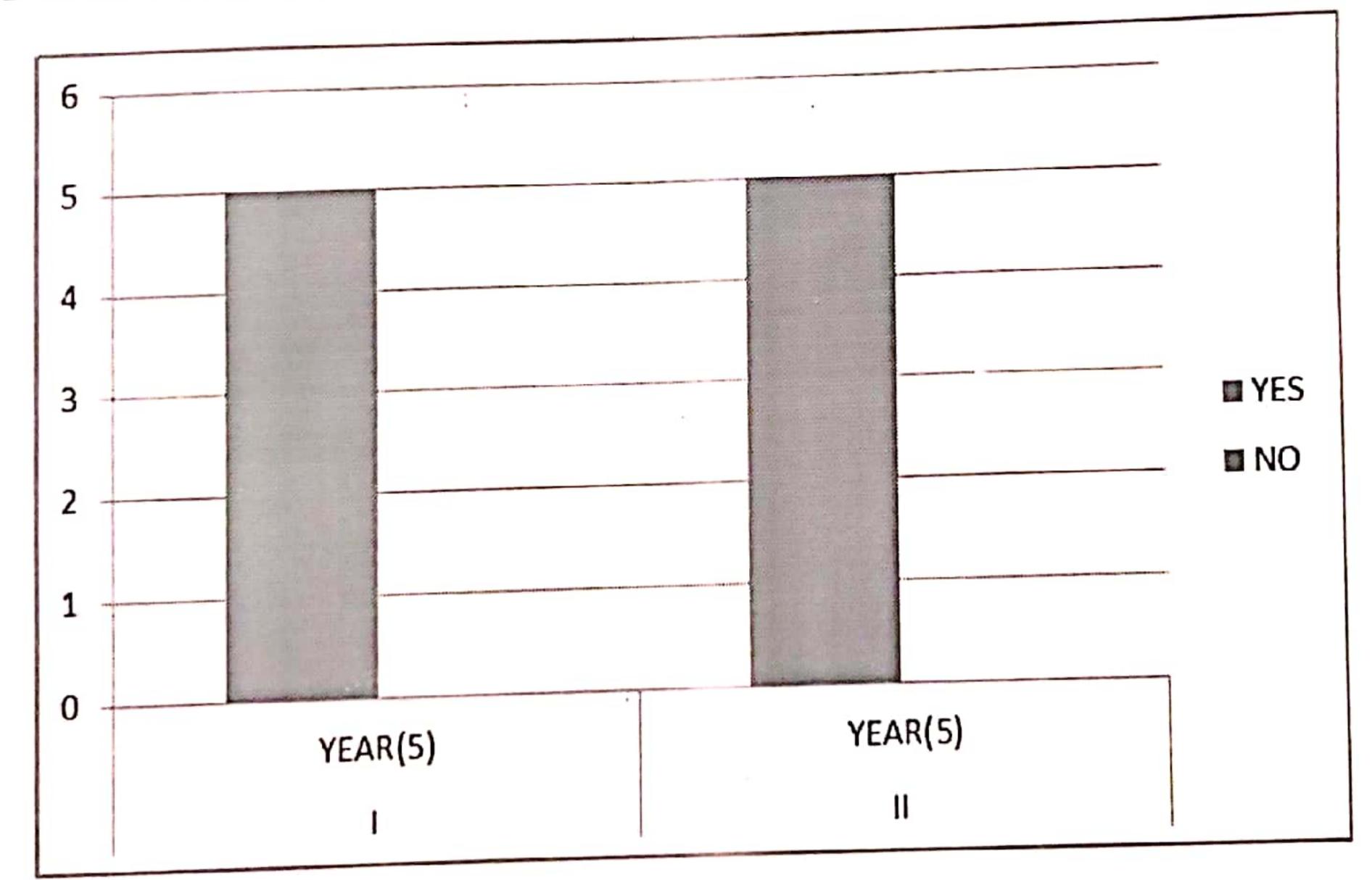
Q. NO 16 ASSIGNMENTS DISCUSSIONS WITH STUDENTS



Q. NO 17 A COURSE CONTRIBUTORY LECTURE TOO AT BEGINNING



Q. NO 17 B WAS LECTURE HELPFUL?



SIGNATURE OF THE HOD





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DEPARTMENT OF COMPUTER SCIENCE

STUDENTS OVERALL EVALUATION OF THE PROGRAMME AND TEACHING

(2015-2016)

STUDENTS FEEDBACK

COMPUTER SCIENCE

Q. NO 1 .SYLLABUS

	1	11	111
	YEAR(10)	YEAR(10)	YEAR(10)
adequate	6	5	4
inadequate	4	5	5
challenging	0	0	1
dull	0	0	0

Q. NO 2 BENEFIT FROM COURSE

	1		111
	YEAR(10)	YEAR(10)	YEAR(10)
more than			
adequate	6	4	4
adequate	4	5	5
inadequate			
	0	0	1
cannot say	0	1	0

Q. NO 3 COURSE EASY OR DIFFICULT TO UNDERSTAND

		11	III
	YEAR(10)	YEAR(10)	YEAR(10)
easy	6	4	7
manageable	4	3	2
difficult	0	3	1
very difficult	0	0	0

Q. NO 4 % SYLLABUS COVERED IN CLASS

	1	11	111
	YEAR(10)	YEAR(10)	YEAR(10)
85 to	4	3	5
100%			
70 to 85%	2	3	1
55 to 70%	4	3	2
less than 55%	0	1	2

Q. NO 5 LIBRARY MATERIAL FOR COURSE

more than adequate	8	5	5
adequate	2	4	5
inadequate	0	1	0
very poor	0	0	0

Q. NO 6 EXTEND OF MATERIAL FOR PRESCRIBED READING

	I YEAR(10)	II YEAR(10)	III YEAR(10)
easily	6	5	4
with some difficulty	4	5	5
not available at all			
	0	0	1
indifferently	0	0	0

Q. NO 7 TEACHER PREPARATION FOR CLASS

throughly	6	4	4
satisfactorily			
	4	5	5
poorly	0	0	1
indifferently			
	0	1	0

Q. NO 8 TEACHER COMMUNATION

	1 YEAR(10)	II YEAR(10)	III YEAR(10)
always effective	6	5	4
sometimes effective	4	5	5
just satisfactorily	0	0	1
generally ineffective	0	0	0

Q. NO 9 TEACHER ENCOURAGE STUDENT PARTICIPATION

	1	11	111
	YEAR(10)	YEAR(10)	YEAR(10)
mostly yes	8	5	5
sometimes	2	4	5
not at all	0	1	0
always	0	0	0

Q. NO 10 METHODS USED FOR ENCOURAGMENT

	1	11	111
	YEAR(10)	YEAR(10)	YEAR(10)
encouraged to raise questions	6	4	4
get involved in discussion in class			
	4	5	5
encourage discussion outside class			
	0	0	1
did not encourage	0	1	0

Q. NO 11 TEACHER ADVICE

		11	111
	YEAR(10)	YEAR(10)	YEAR(10)
very helpful	8	5	5
sometimes helpful	2	4	5
not at all helpful	0	1	0
did not advise	0	0	0

Q. NO 12 TEACHER APPROACH DESCRIPTION

			111
	1		III
	YEAR(10)	YEAR(10)	YEAR(10)
always courteous	6	4	4
sometimes	4	5	5
always			
indifferent	0	0	11
cannot say	0	1	0

Q. NO 13 INTERNAL ASSESSMENT

	I	11	111
	YEAR(10)	YEAR(10)	YEAR(10)
always fair	6	4	4
sometimes unfair			
	4	5	5
usally unfair			
	0	0	1
sometimes fair			
	0	1	0

Q. NO 14 EFFECT OF INTERNAL ASSESSMENT ON COURSE GRADE

	I YEAR(10)	II YEAR(10)	III YEAR(10)
helps to inprove	8	5	5
discouraging	2	4	5
no special effect	0	1	0
soemtimes effective	0	0	0

Q. NO 15 TEACHER FEEDBACK ON STUDENT PERFORMANCE

	1	11	111
	YEAR(10)	YEAR(10)	YEAR(10)
regularly /in time			
	6	4	4
with helpful comment			
	,		
	4	5	5
often/late	0	0	1
without any comments			
	0	1	0

Q. NO 16 ASSIGNMENTS DISCUSSION WITH STUDENTS

		11	111
	YEAR(10)	YEAR(10)	YEAR(10)
yes fully	4	5	5
yes partly	5	4	5
not			
discussed at all	1	0	1
sometimes			
discussed	0	1	0

Q. NO 17 A COURSE CONTRIBUTORY LECTURE TOO AT BEGINNING

	ı	11	III
	YEAR(10)	YEAR(10)	YEAR(10)
yes	10	10	10
no	0	0	0

Q. NO 17 B WAS LECTURE HELPFUL?

	ı	11	111
	YEAR(10)	YEAR(10)	YEAR(10)
YES	5	5	5
NO	5	5	5



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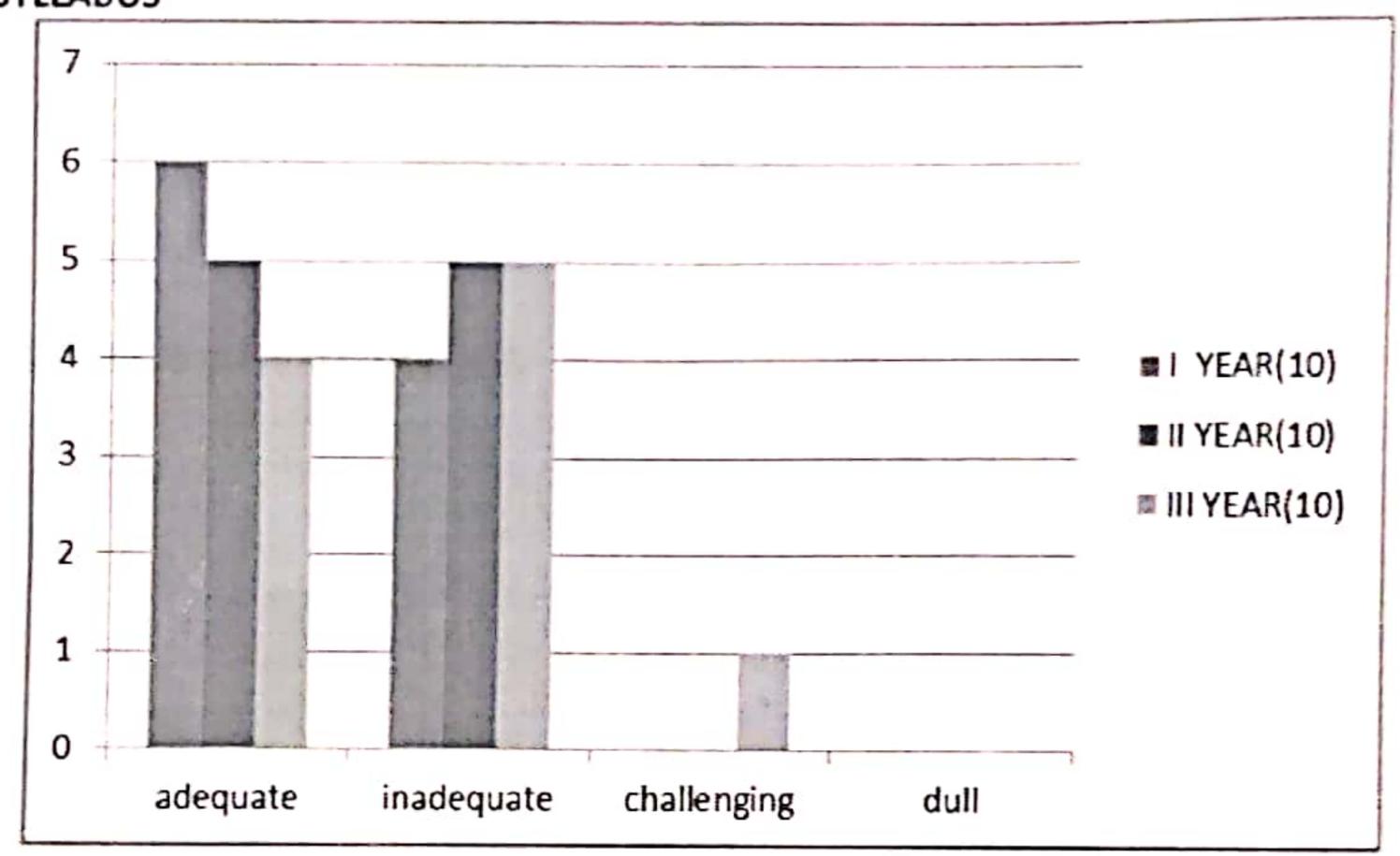
DEPARTMENT OF COMPUTER SCIENCE

STUDENTS OVERALL EVALUATION OF THE PROGRAMME AND TEACHING

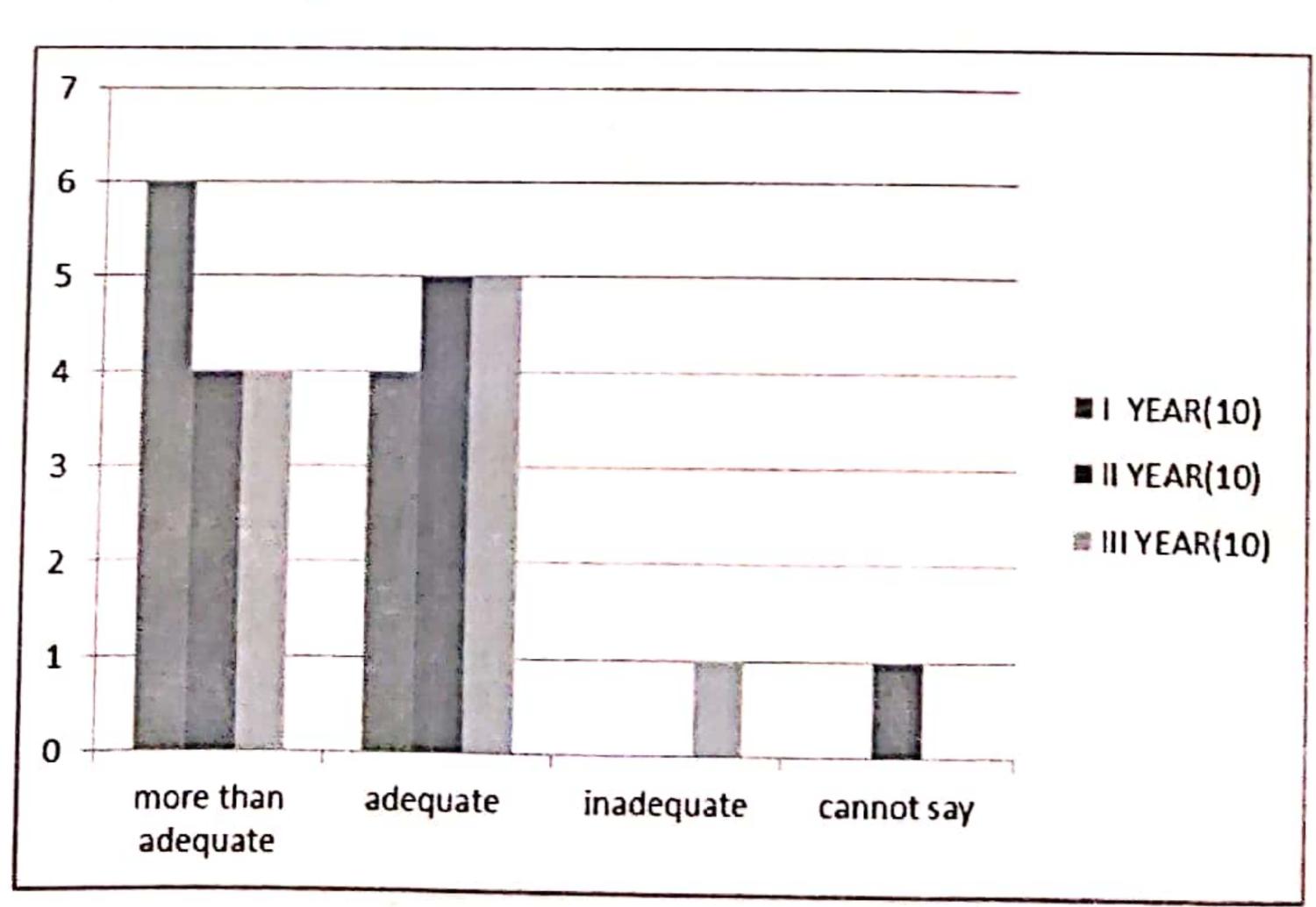
(2015-2016)

COMPUTER SCIENCE

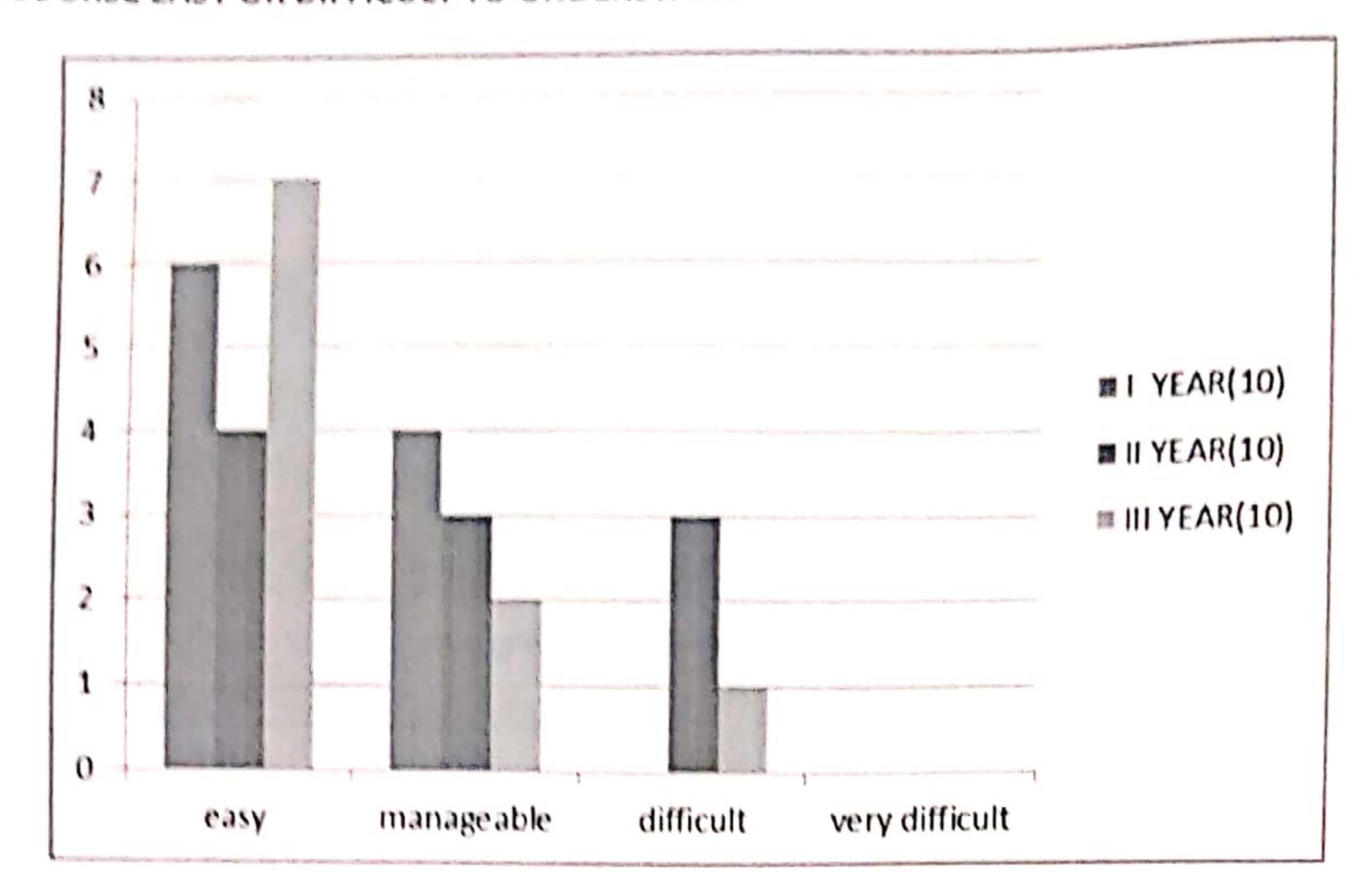
Q. NO 1 .SYLLABUS



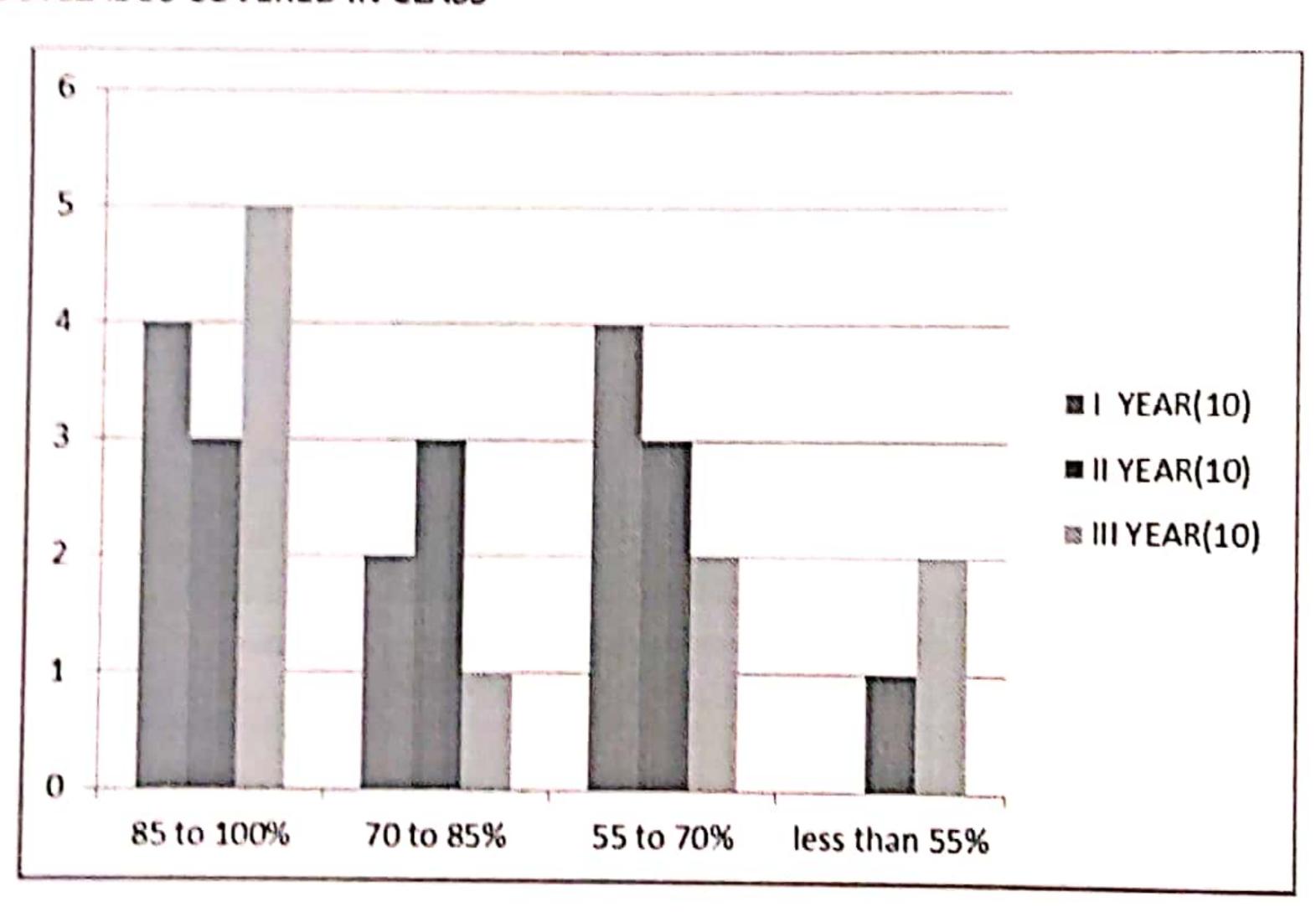
Q. NO 2 BENEFIT FROM COURSE



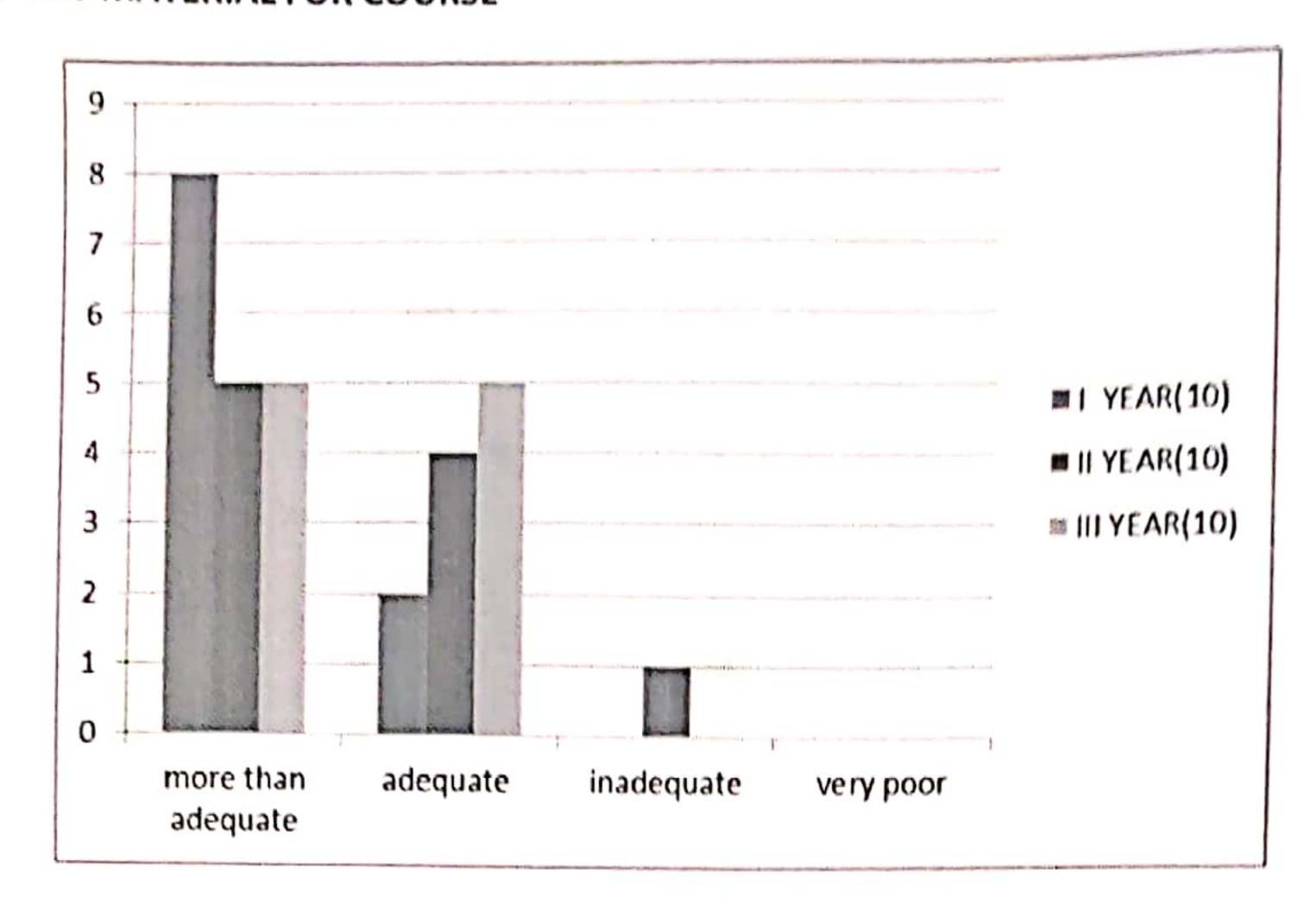
Q. NO 3 COURSE EASY OR DIFFICULT TO UNDERSTAND



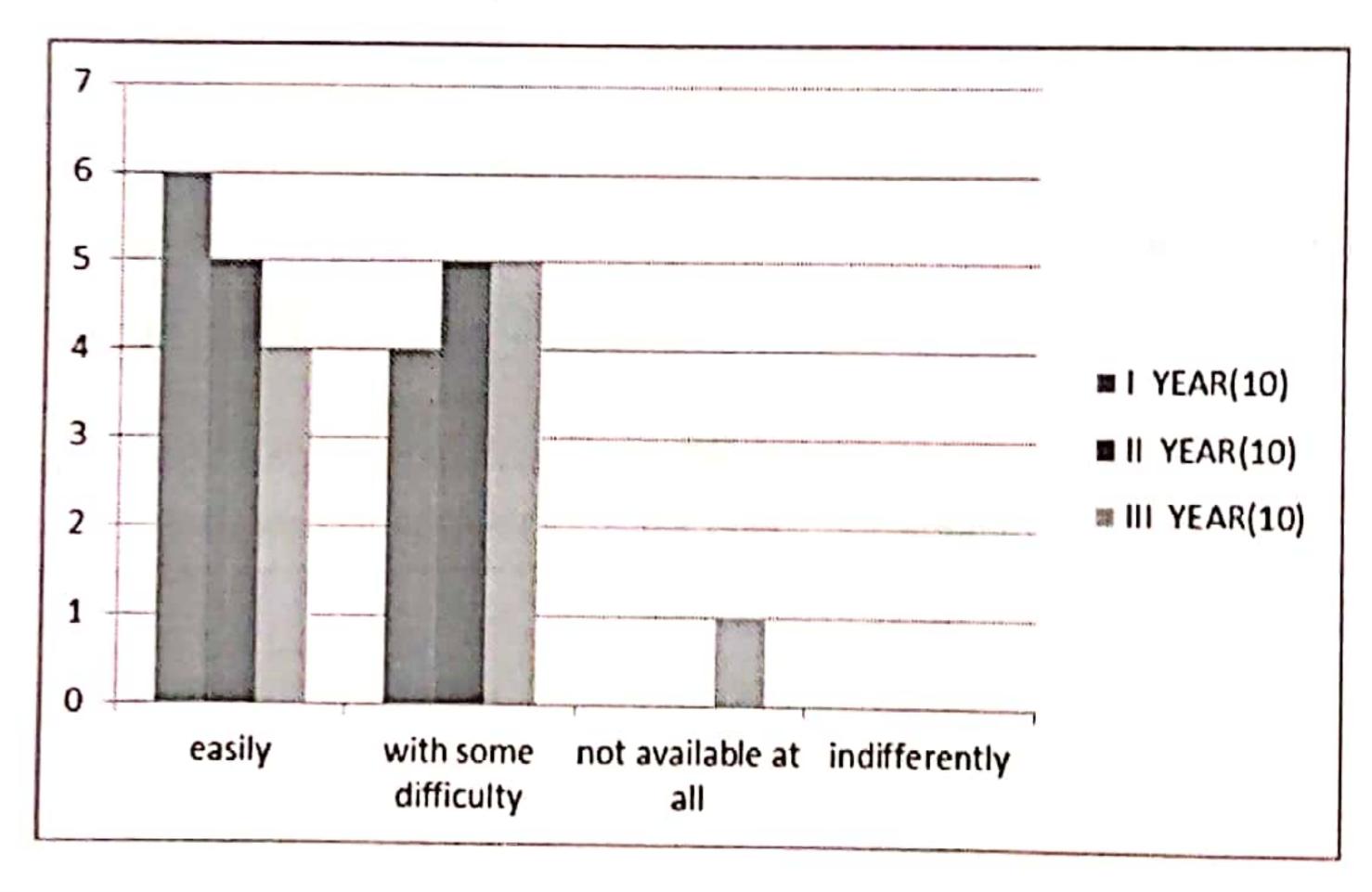
Q. NO 4 % SYLLABUS COVERED IN CLASS



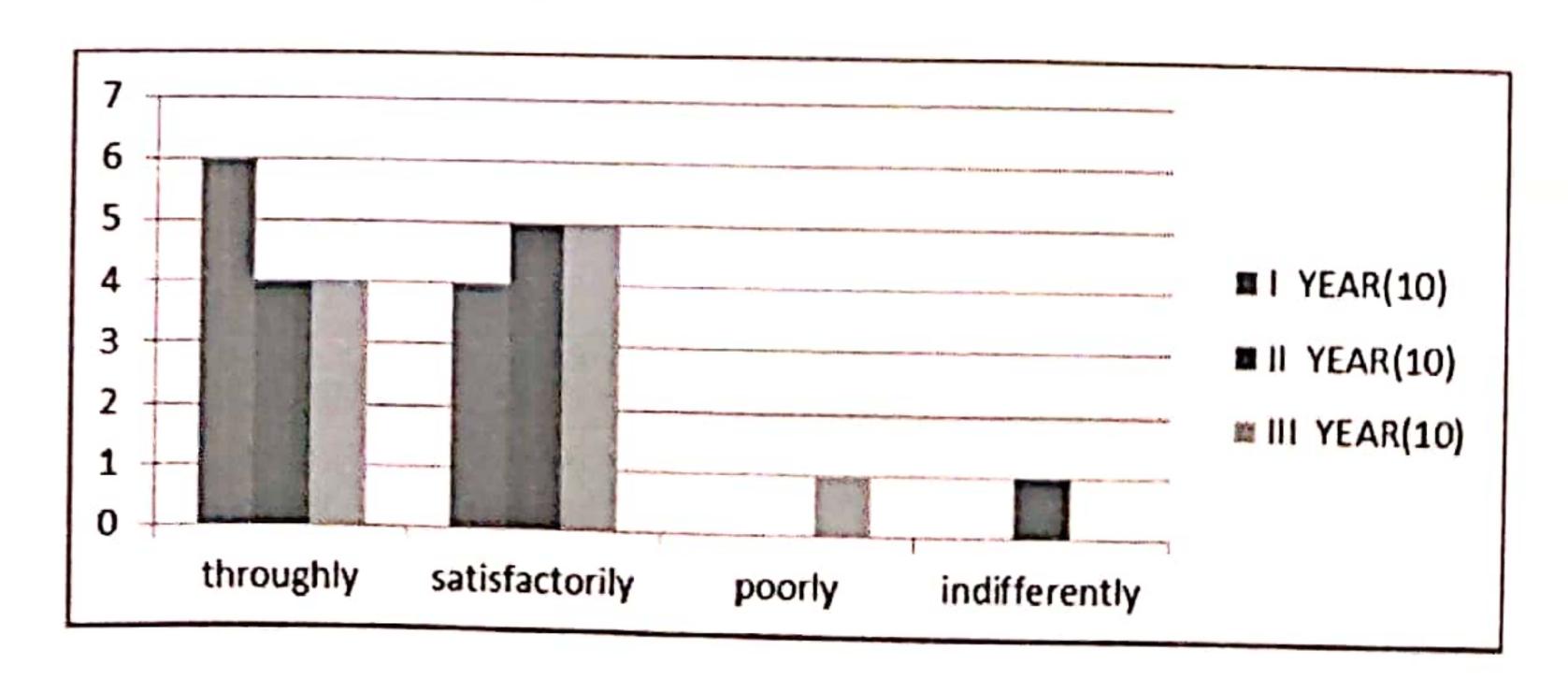
Q. NO 5 LIBRARY MATERIAL FOR COURSE



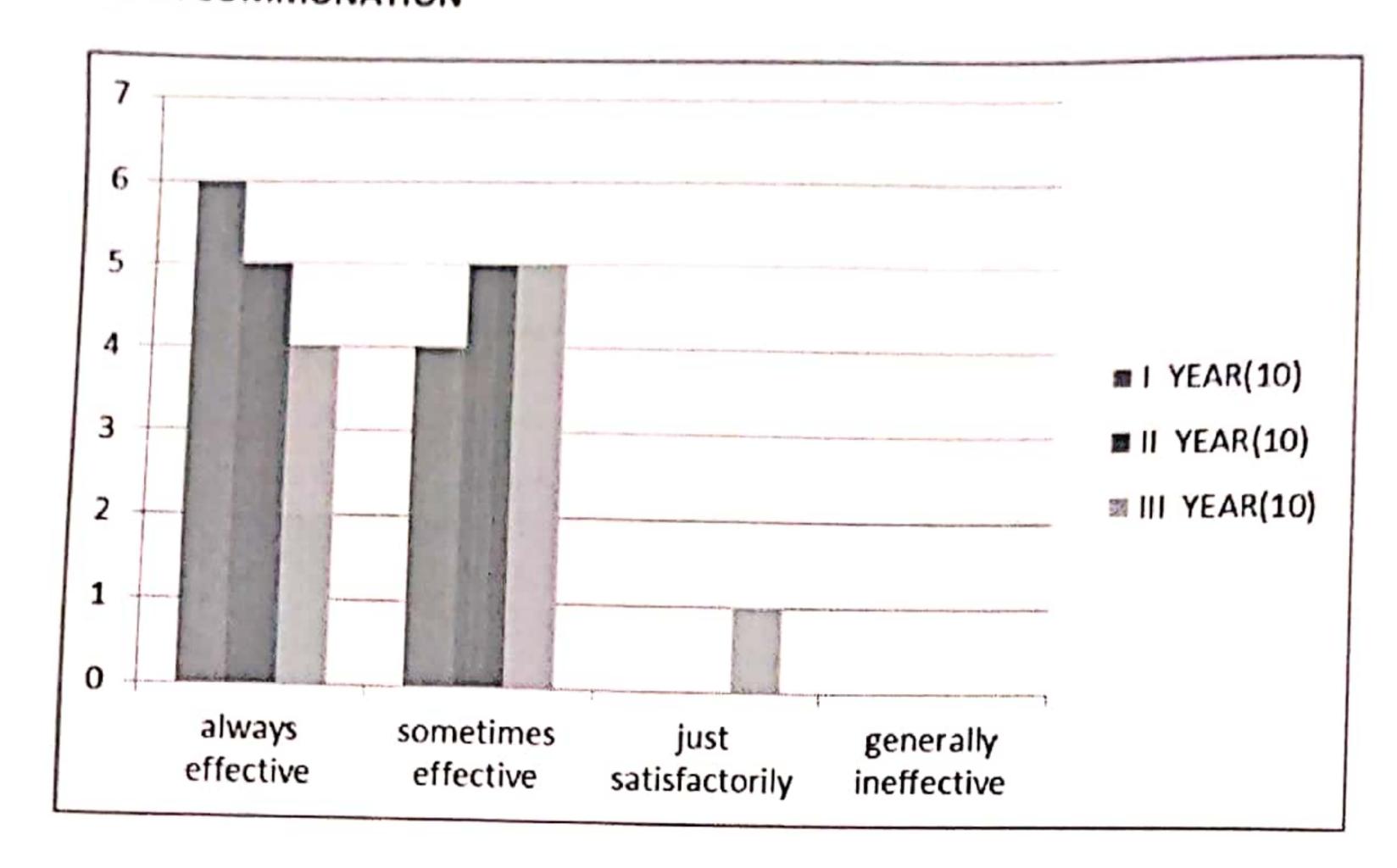
Q. NO 6 EXTEND OF MATERIAL FOR PRESCRIBED READING



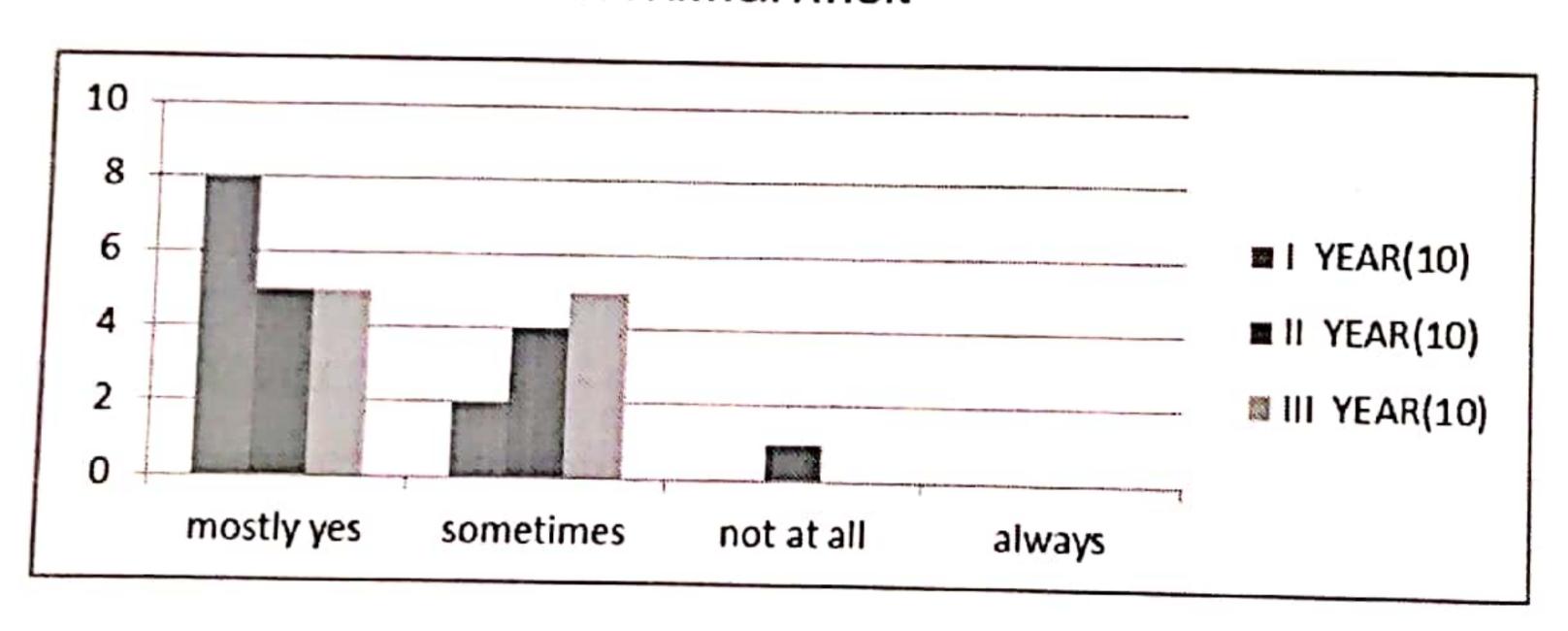
Q. NO 7 TEACHER PREPARATION FOR CLASS



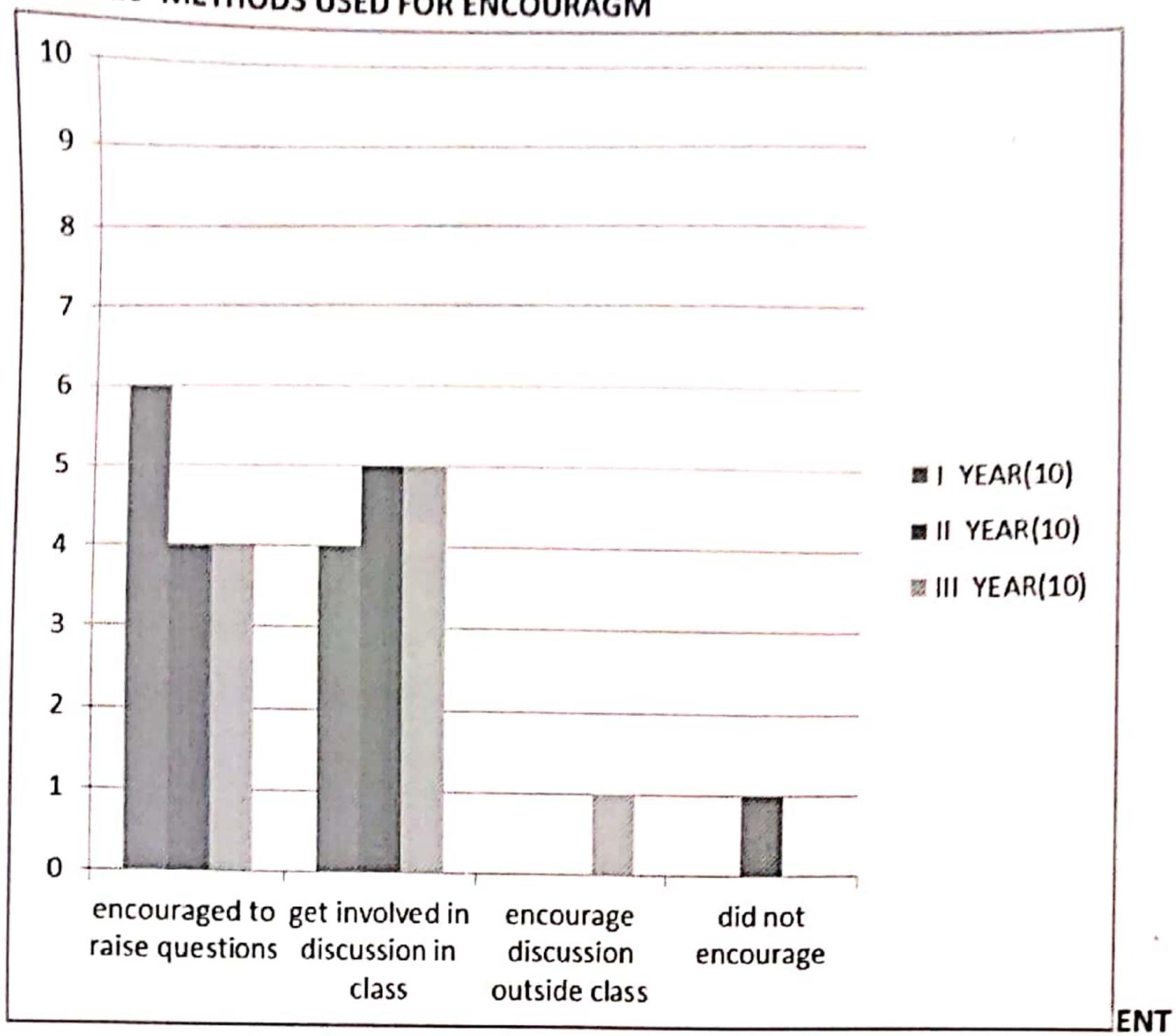
Q. NO 8 TEACHER COMMUNATION



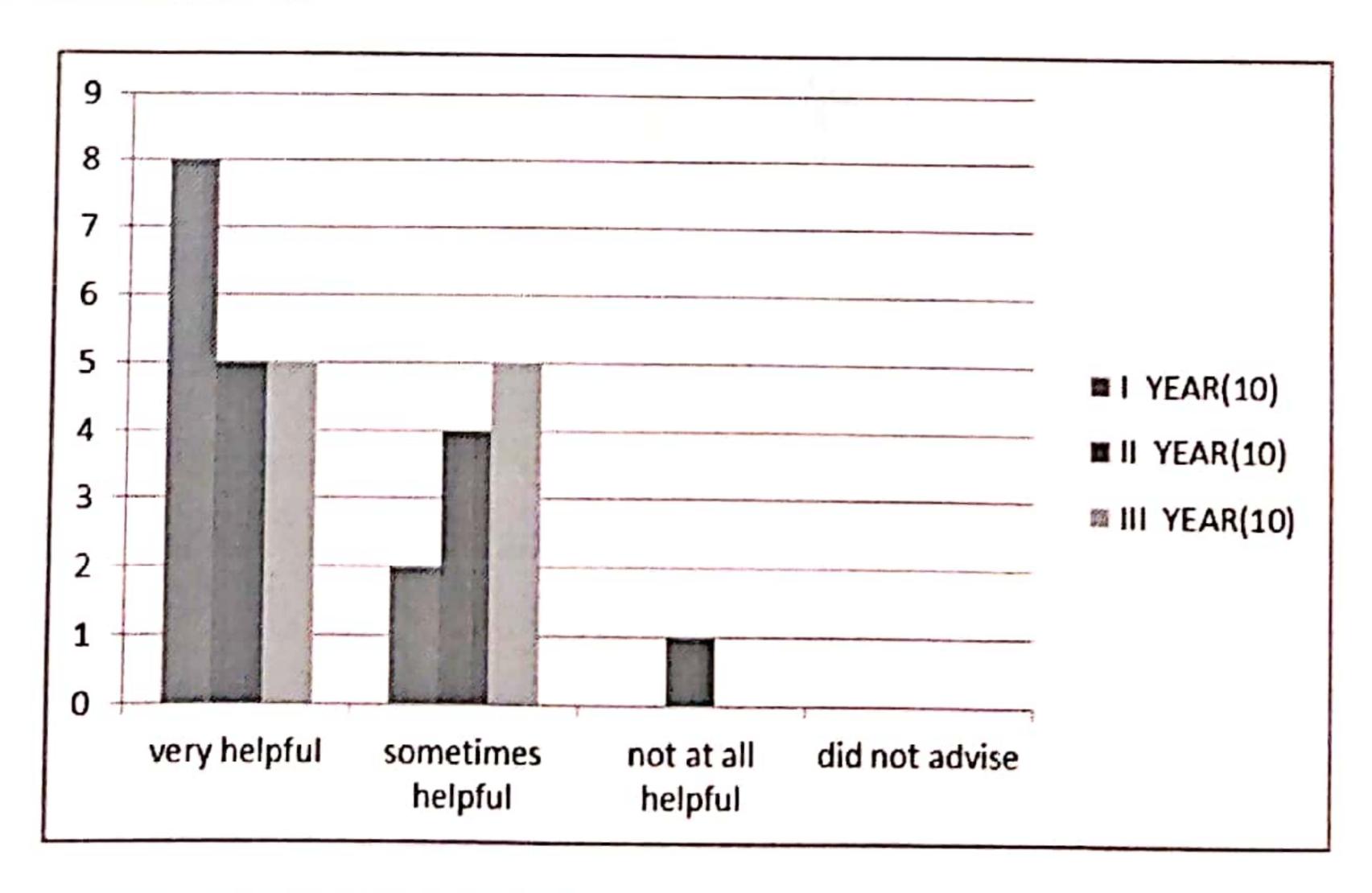
Q. NO 9 TEACHER ENCOURAGE STUDENT PARTICIPATION



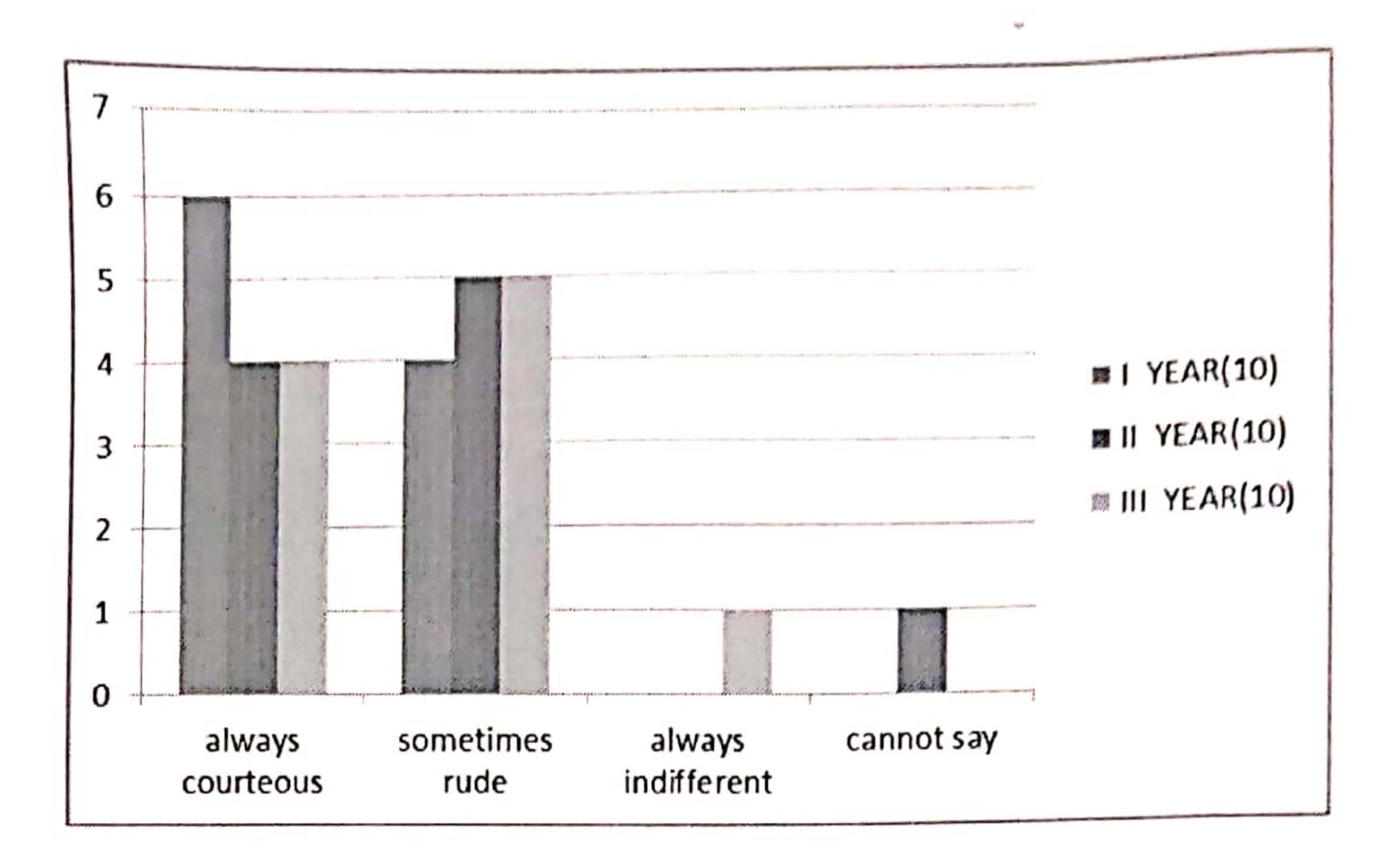
Q. NO 10 METHODS USED FOR ENCOURAGM



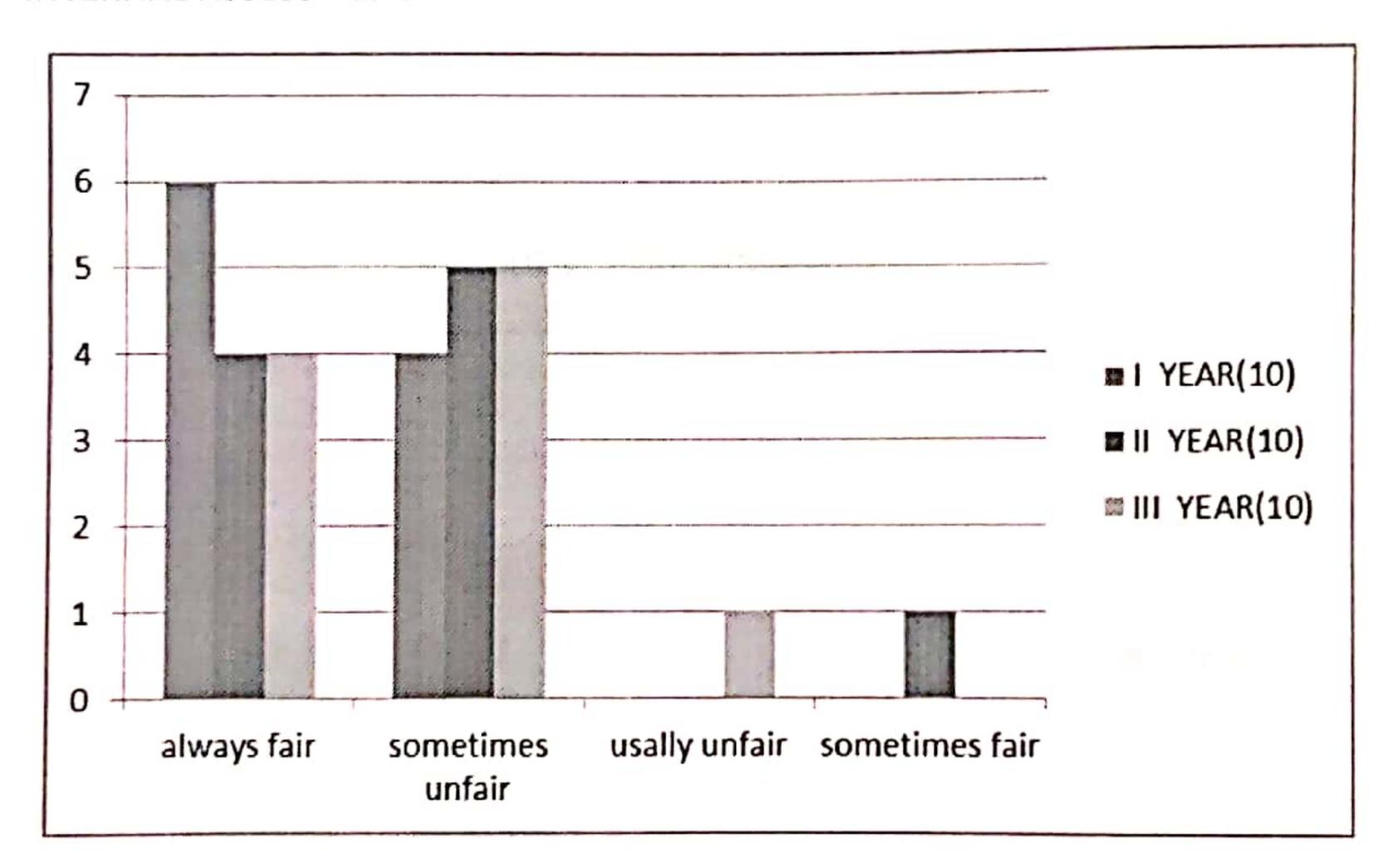
Q. NO 11 TEACHER ADVICE



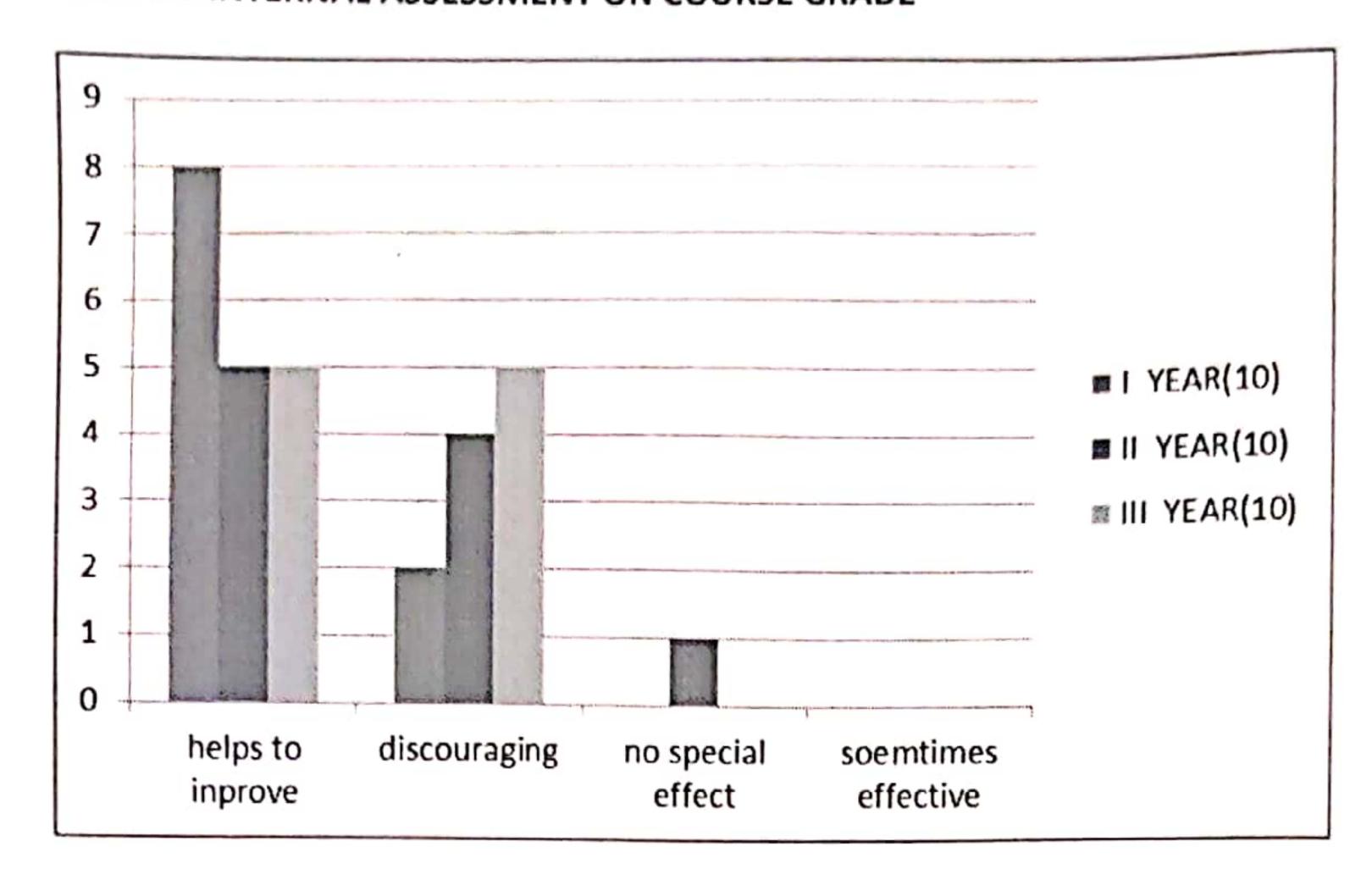
Q. NO 12 TEACHER APPROACH DESCRIPTION



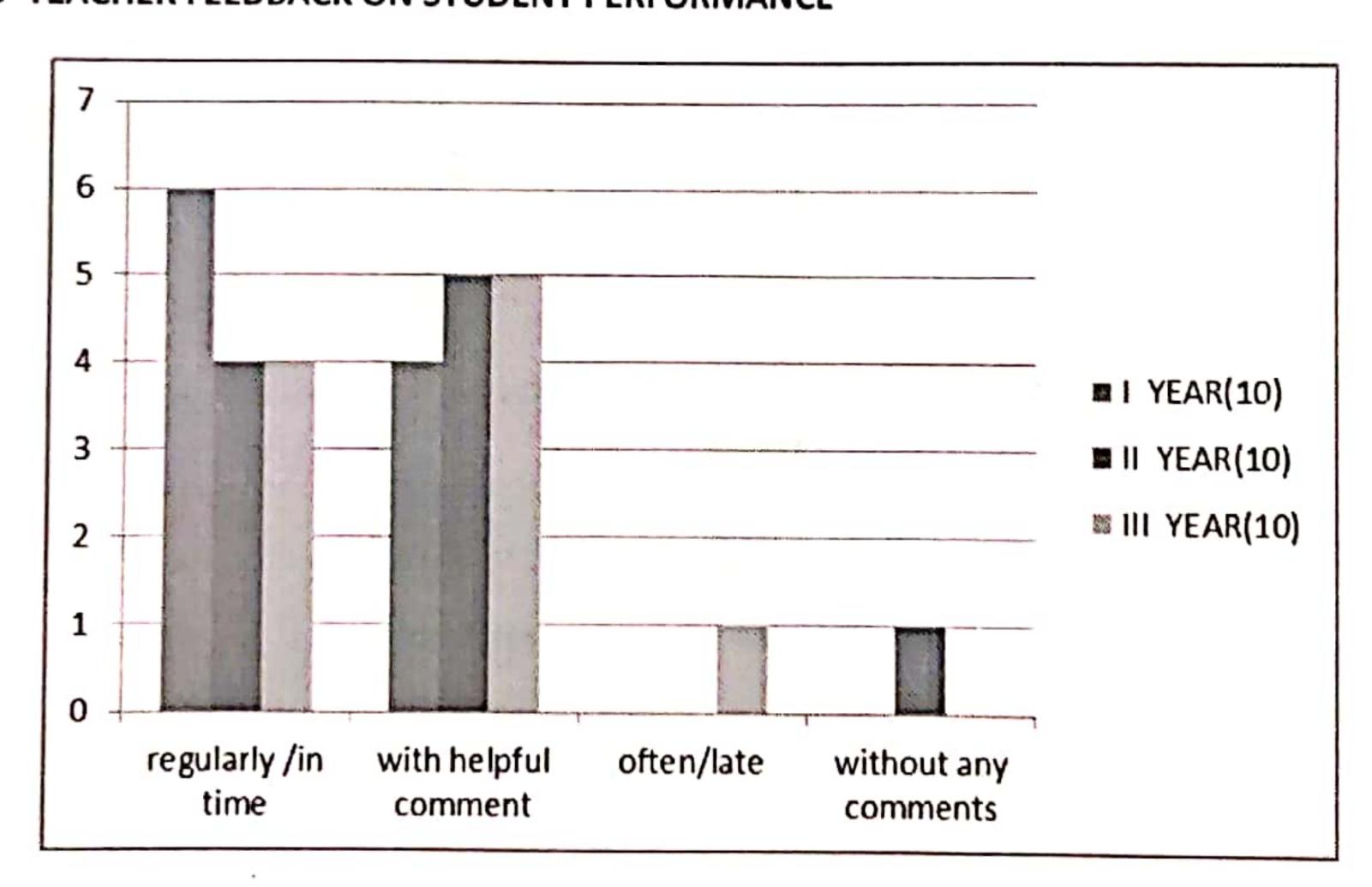
Q. NO 13 INTERNAL ASSESSMENT



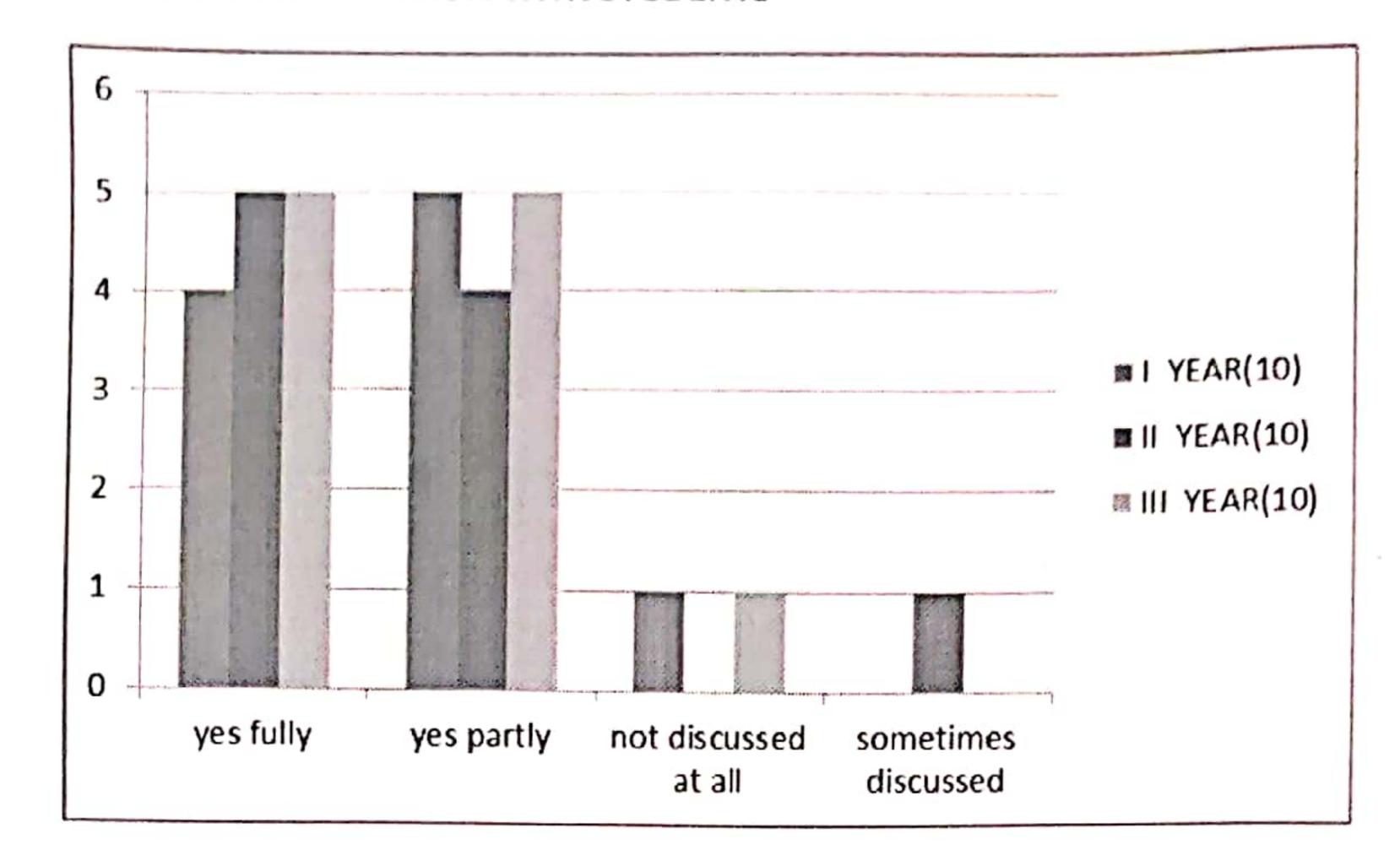
Q. NO 14 EFFECT OF INTERNAL ASSESSMENT ON COURSE GRADE



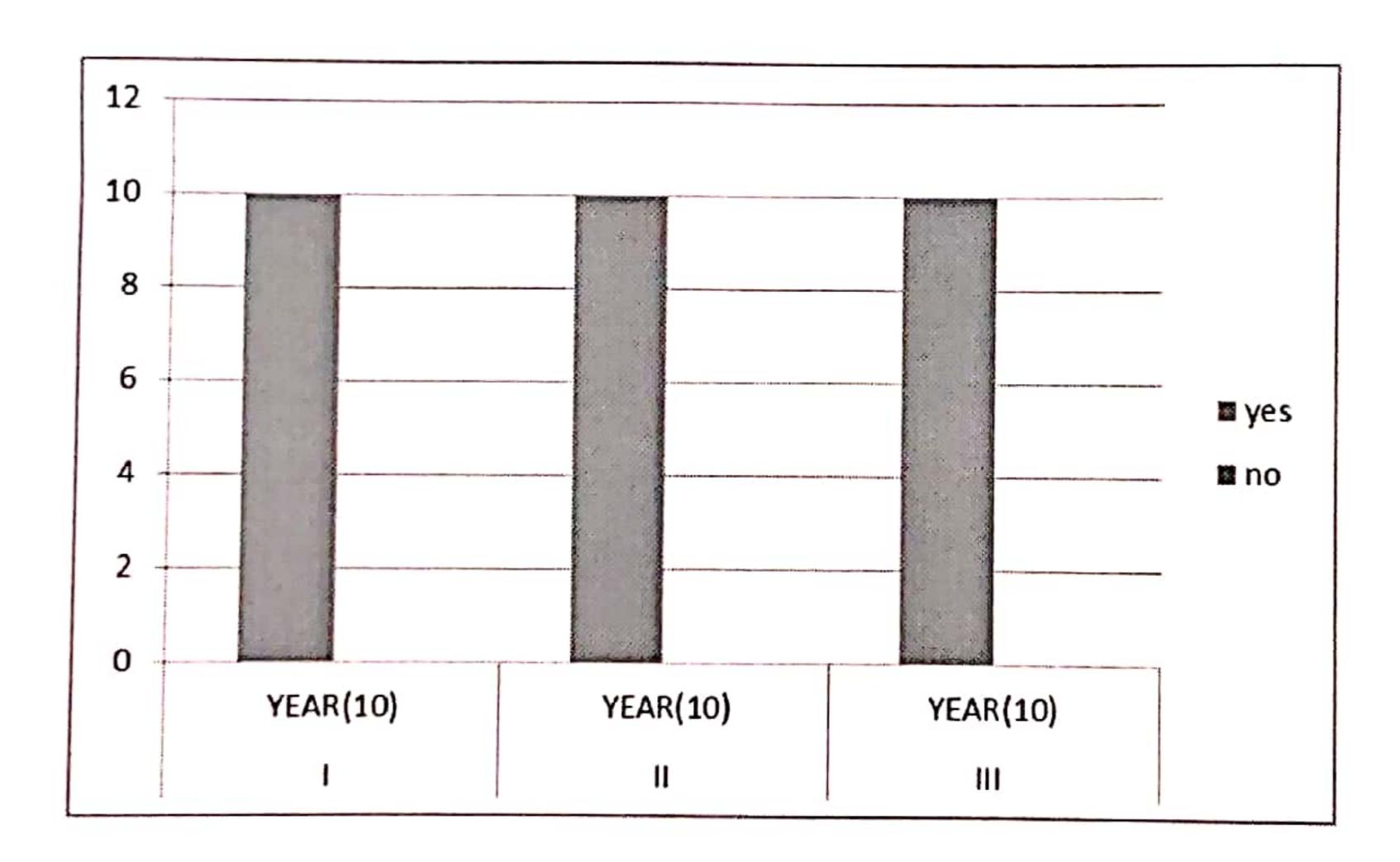
Q. NO 15 TEACHER FEEDBACK ON STUDENT PERFORMANCE



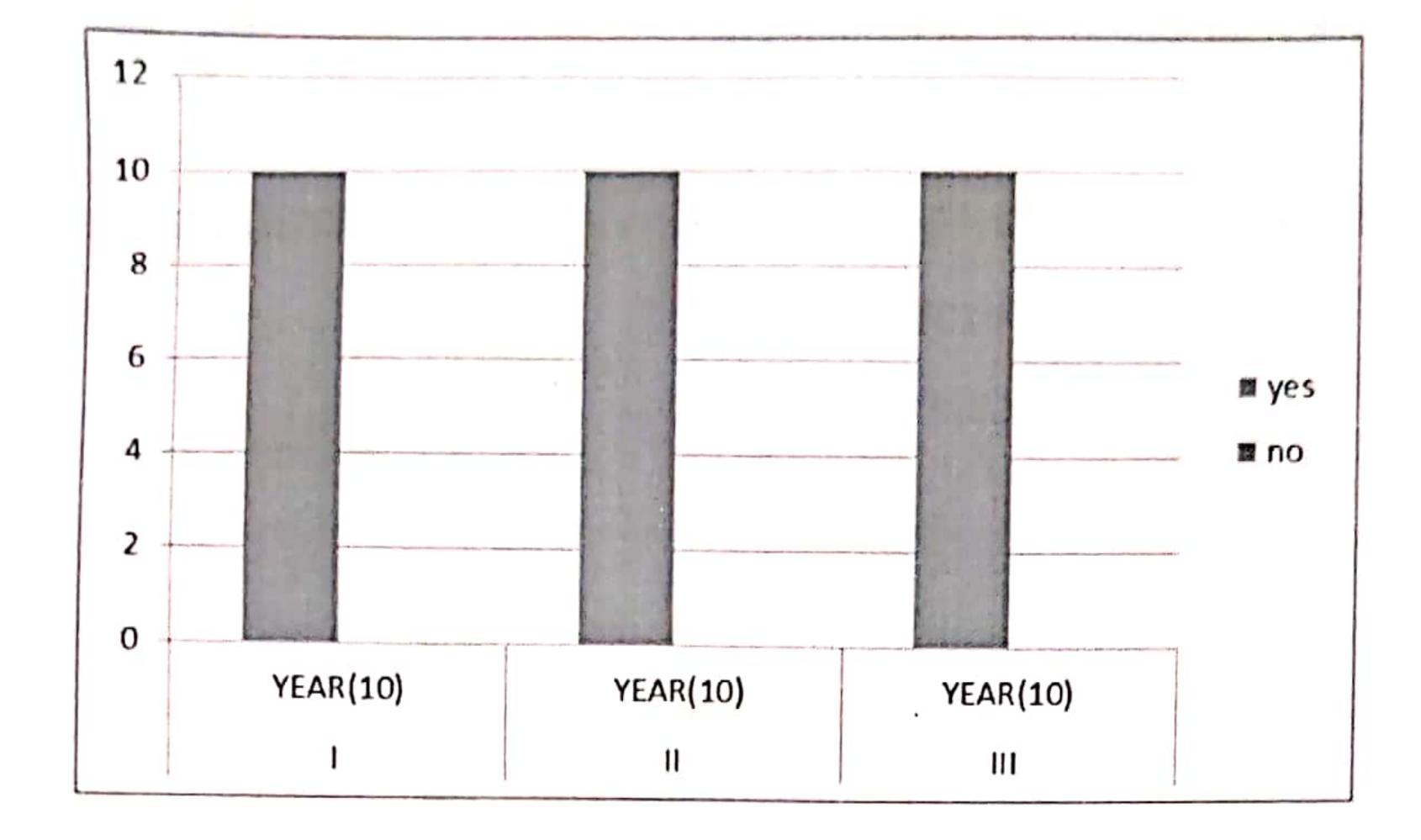
Q. NO 16 ASSIGNMENTS DISCUSSION WITH STUDENTS



Q. NO 17 A COURSE CONTRIBUTORY LECTURE TOO AT BEGINNING



Q. NO 17 B WAS LECTURE HELPFUL?





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STUDENTS OVERALL EVALUATION OF THE PROGRAMME AND TEACHING (2015-2016)

MSC IT

Q. NO 1 .SYLLABUS

	1	11
	YEAR(5)	YEAR(5)
adequate	5	5
inadequate	0	0
challenging	0	0
dull	0	0

Q. NO 2 BENEFIT FROM COURSE

	1	11
	YEAR(5)	YEAR(5)
more than adequate	0	5
adequate	5	0
inadequate	0	0
cannot say	0	0

Q. NO 3 COURSE EASY OR DIFFICULT TO UNDERSTAND

	1	II
	YEAR(5)	YEAR(5)
easy	3	2
manageable	2	3
difficult	0	0
very difficult	0	0

Q. NO 4 % SYLLABUS COVERED IN CLASS

	YEAR(5)	II YEAR(5)
85 to 100%	0	5
70 to 85%	5	0
55 to 70%	0	0
less than 55%	0	0

Q. NO 5 LIBRARY MATERIAL FOR COURSE

	1	
	YEAR(5)	YEAR(5)
more than		
adequate	1	2
adequate	0	0
inadequate		
	2	3
very poor	2	0

Q. NO 6 EXTEND OF MATERIAL FOR PRESCRIBED READING

	ı	11
	YEAR(5)	YEAR(5)
easily	0	5
	5	0
with some difficulty		
	0	0
not available at all		
	0	0
indifferently		

Q. NO 7 TEACHER PREPARATIONS FOR CLASS

	1	11
	YEAR(5)	YEAR(5)
thoroughly	4	5
satisfactorily	1	0
poorly	0	0
indifferently	0	0

Q. NO 8 TEACHER COMMUNATIONS

	YEAR(5)	II YEAR(5)
always effective	1	2
sometimes effective	0	0
just satisfactorily	2	3
generally ineffective	2	0

Q. NO 9 TEACHER ENCOURAGE STUDENT PARTICIPATION

	1	
	YEAR(5)	YEAR(5)
mostly yes	4	4
sometimes	1	0
not at all	0	0
always	0	1

Q. NO 10 METHODS USED FOR ENCOURAGMENT

	1	11
	YEAR(5)	YEAR(5)
encouraged to raise questions	4	5
get involved in discussion in class	0	0
encourage discussion outside class	0	0
did not encourage	1	0

Q. NO 11 TEACHER ADVICE

	1	II
	YEAR(5)	YEAR(5)
very helpful	4	5
sometimes helpful	1	0
not at all helpful	0	0
did not advise	0	0

Q. NO 12 TEACHER APPROACH DESCRIPTION

	1	11
	YEAR(5)	YEAR(5)
always courteous	3	0
sometimes rude	0	5
always indifferent	2	0
cannot say	0	0

Q. NO 13 INTERNAL ASSESSMENT

options		1	11
	Υ	'EAR(5)	YEAR(5)
always fair		1	5
sometimes unfair		4	0
usally unfair		0	0
sometimes fair		0	0

Q. NO 14 EFFECT OF INTERNAL ASSESSMENT ON COURSE GRADE

options		11
	YEAR(5)	YEAR(5)
helps to inprove	2	5
discouraging	0	0
no special effect	0	0
soemtimes effective	3	0

Q. NO 15 TEACHER FEEDBACKS ON STUDENT PERFORMANCE

options	1	11
	YEAR(5)	YEAR(5)
regularly /in time	5	5
with helpful comment	0	0
often/late	0	0
without any comments	0	0

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Q. NO 16 ASSIGNMENTS DISCUSSIONS WITH STUDENTS

	1	11
options	YEAR(5)	YEAR(5)
regularly /in time	5	5
with helpful comment	0	0
often/late	0	0
without any comments	0	0

Q. NO 17 A COURSE CONTRIBUTORY LECTURE TOO AT BEGINNING

options	1	
	YEAR(5)	YEAR(5)
yes	4	2
no	1	3

Q. NO 17 B WAS LECTURE HELPFUL?

options	1	II
	YEAR(5)	YEAR(5)
YES	5	5
NO	0	0

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SIGNATURE OF PRINCIPAL

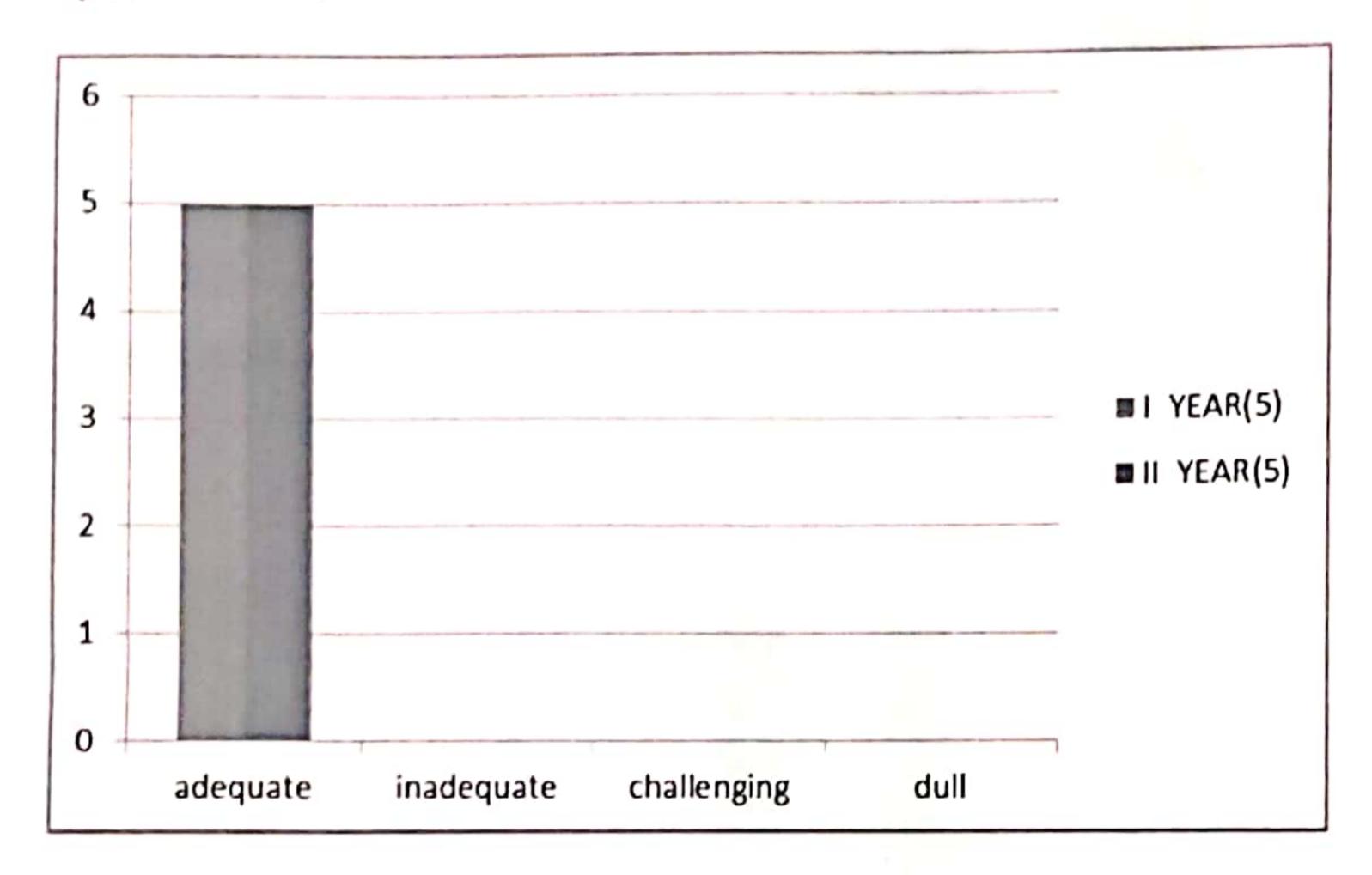


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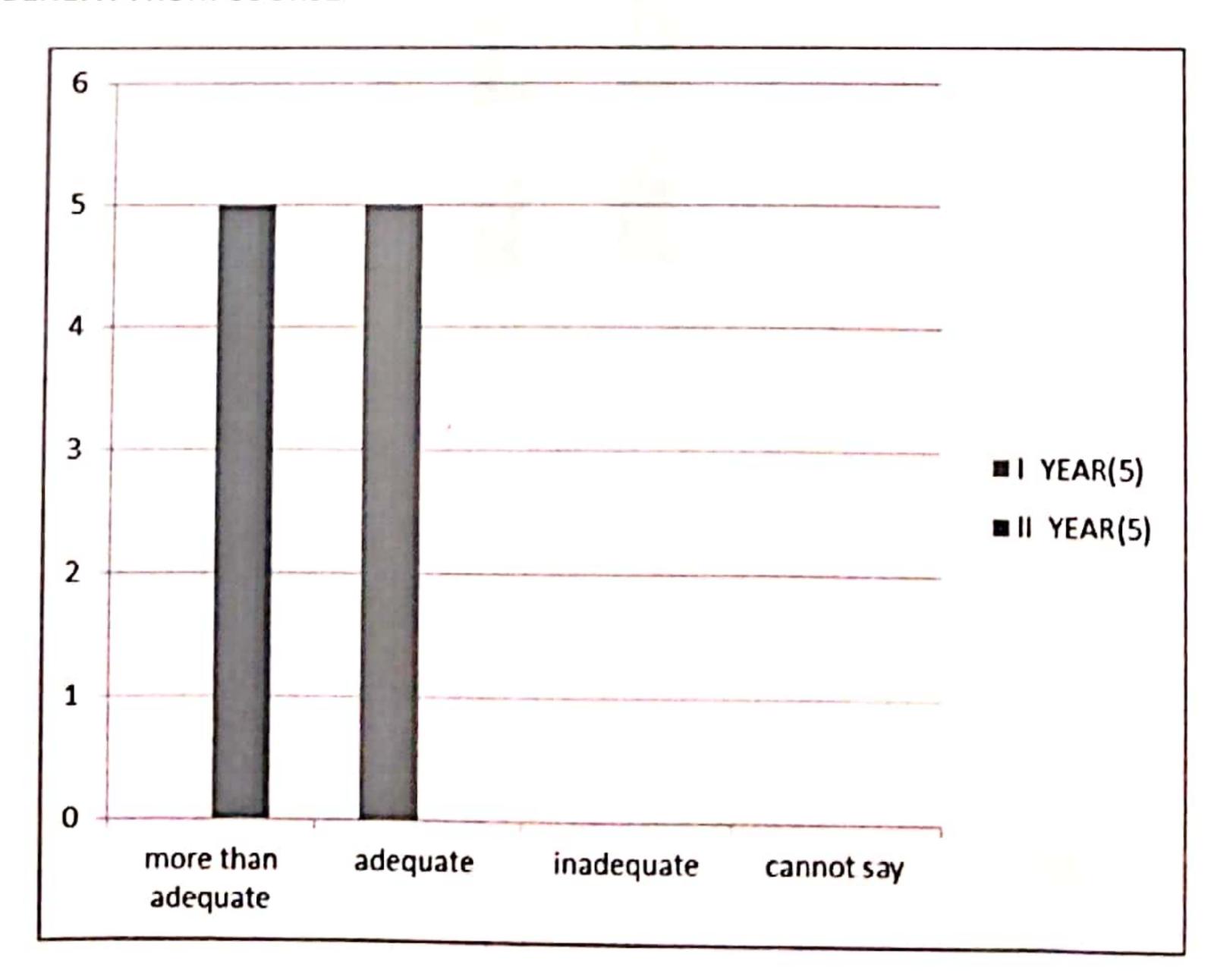
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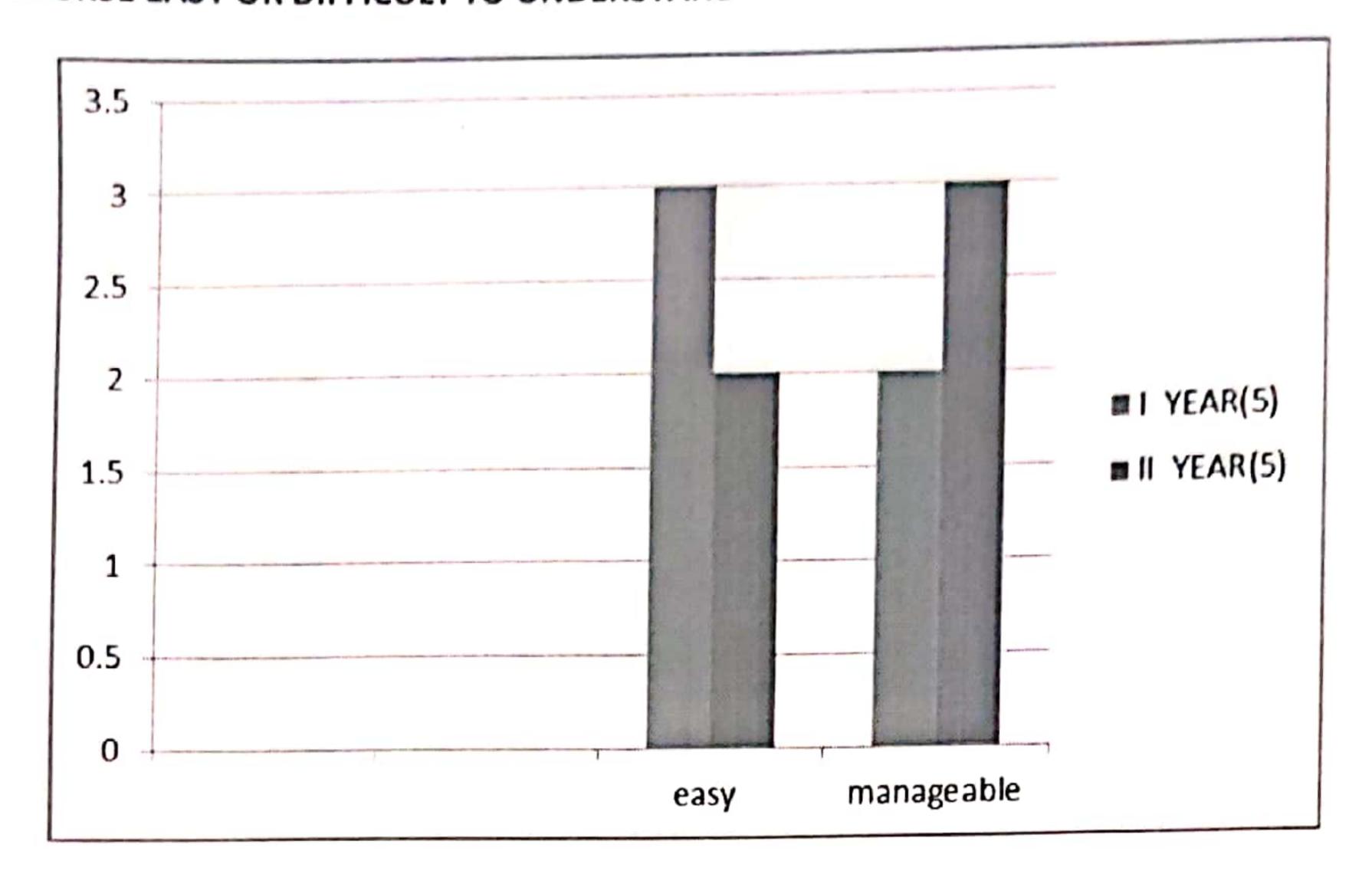
Q. NO 1 .SYLLABUS



Q. NO 2 BENEFIT FROM COURSE

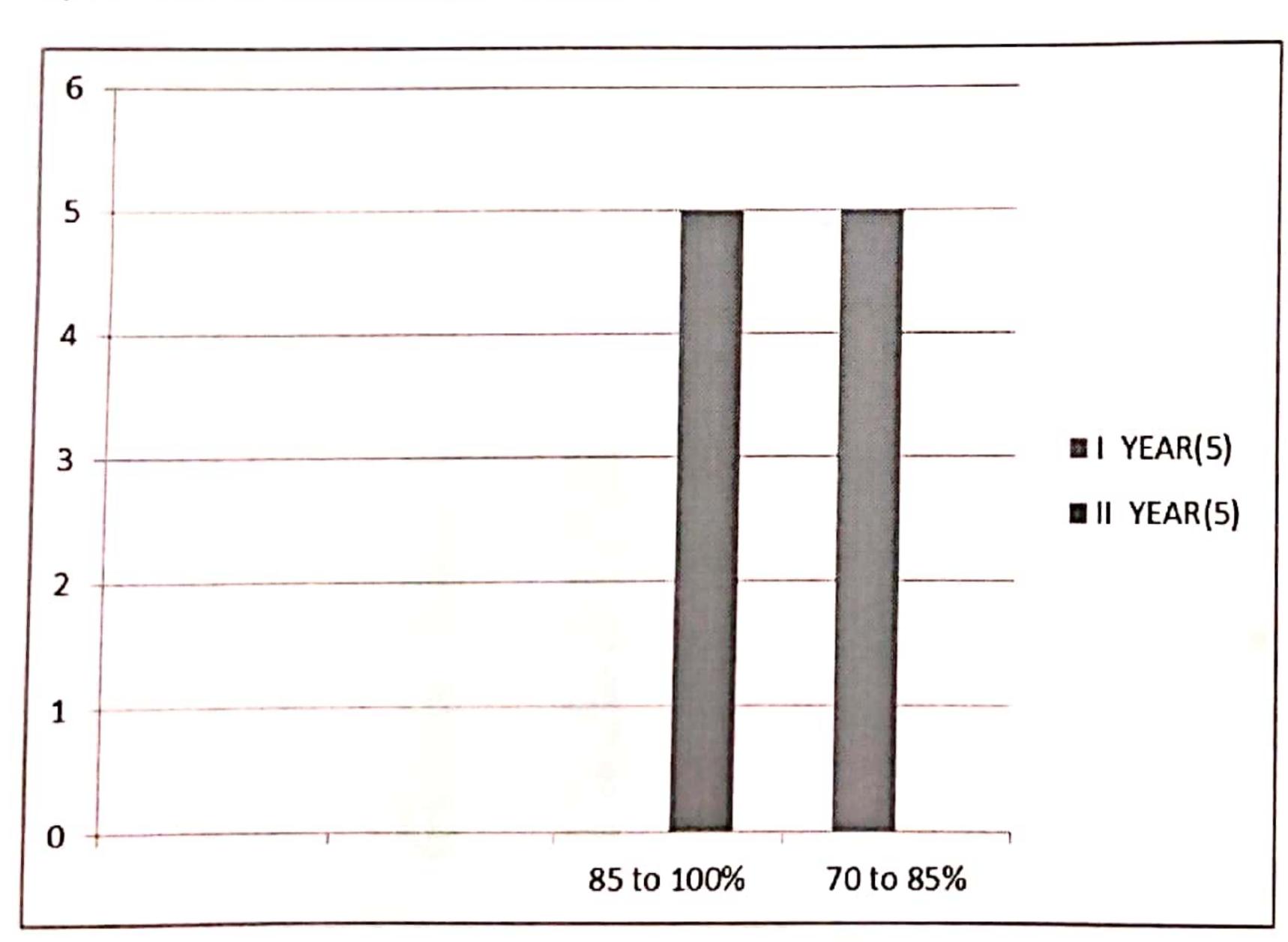


Q. NO 3 COURSE EASY OR DIFFICULT TO UNDERSTAND

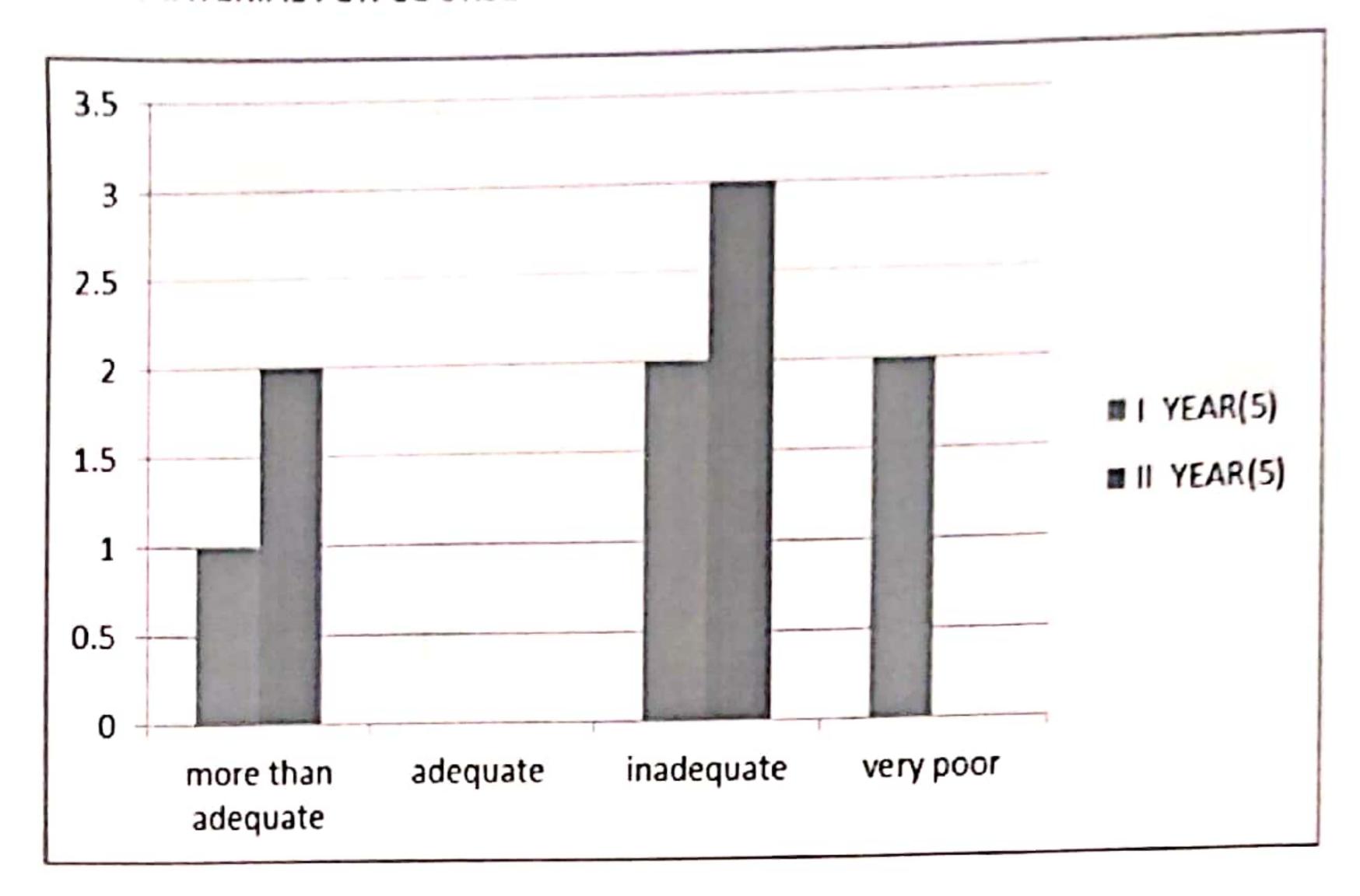


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Q. NO 4 % SYLLABUS COVERED IN CLASS



Q. NO 5 LIBRARY MATERIAL FOR COURSE

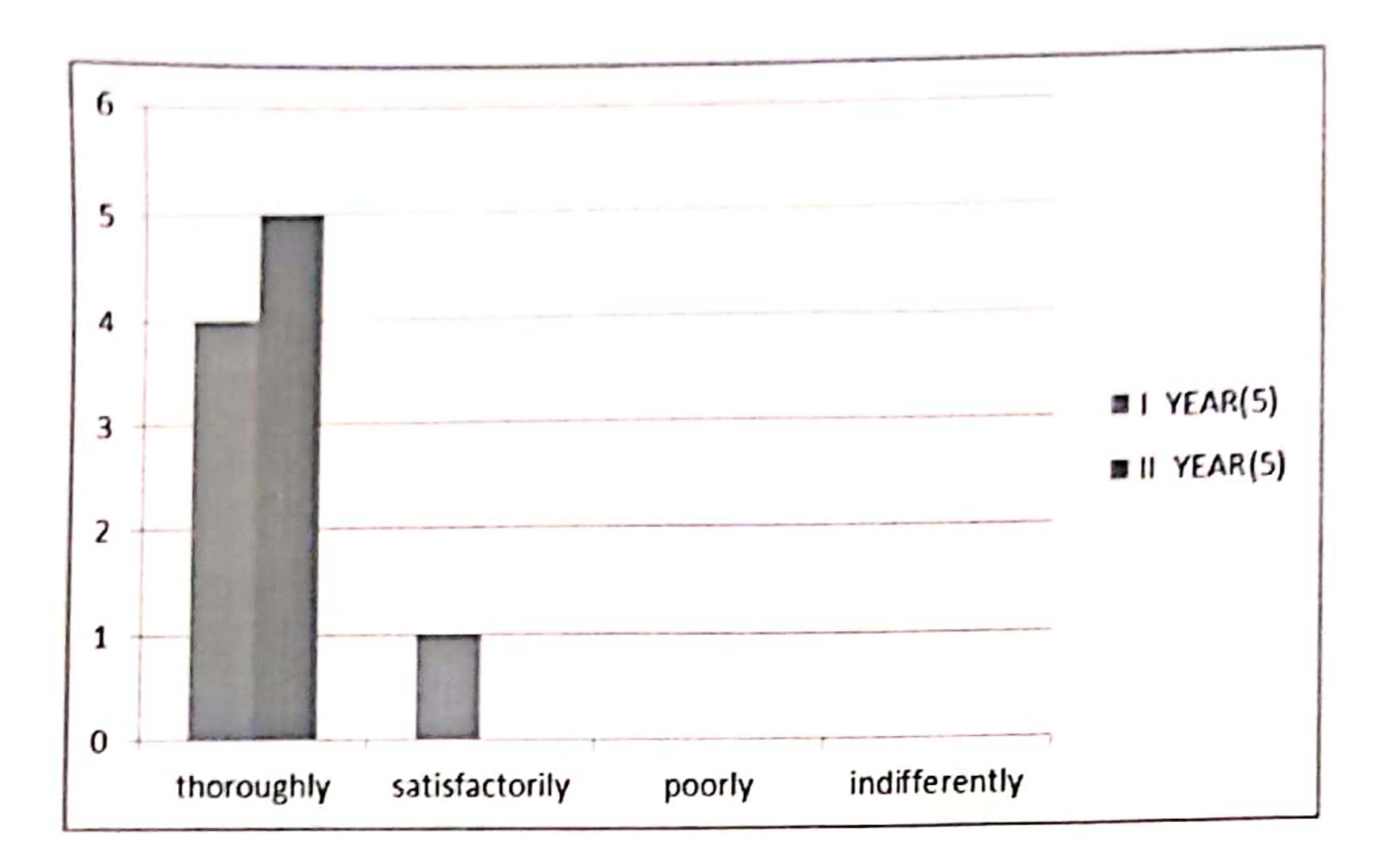


Q. NO 6 EXTEND OF MATERIAL FOR PRESCRIBED READING

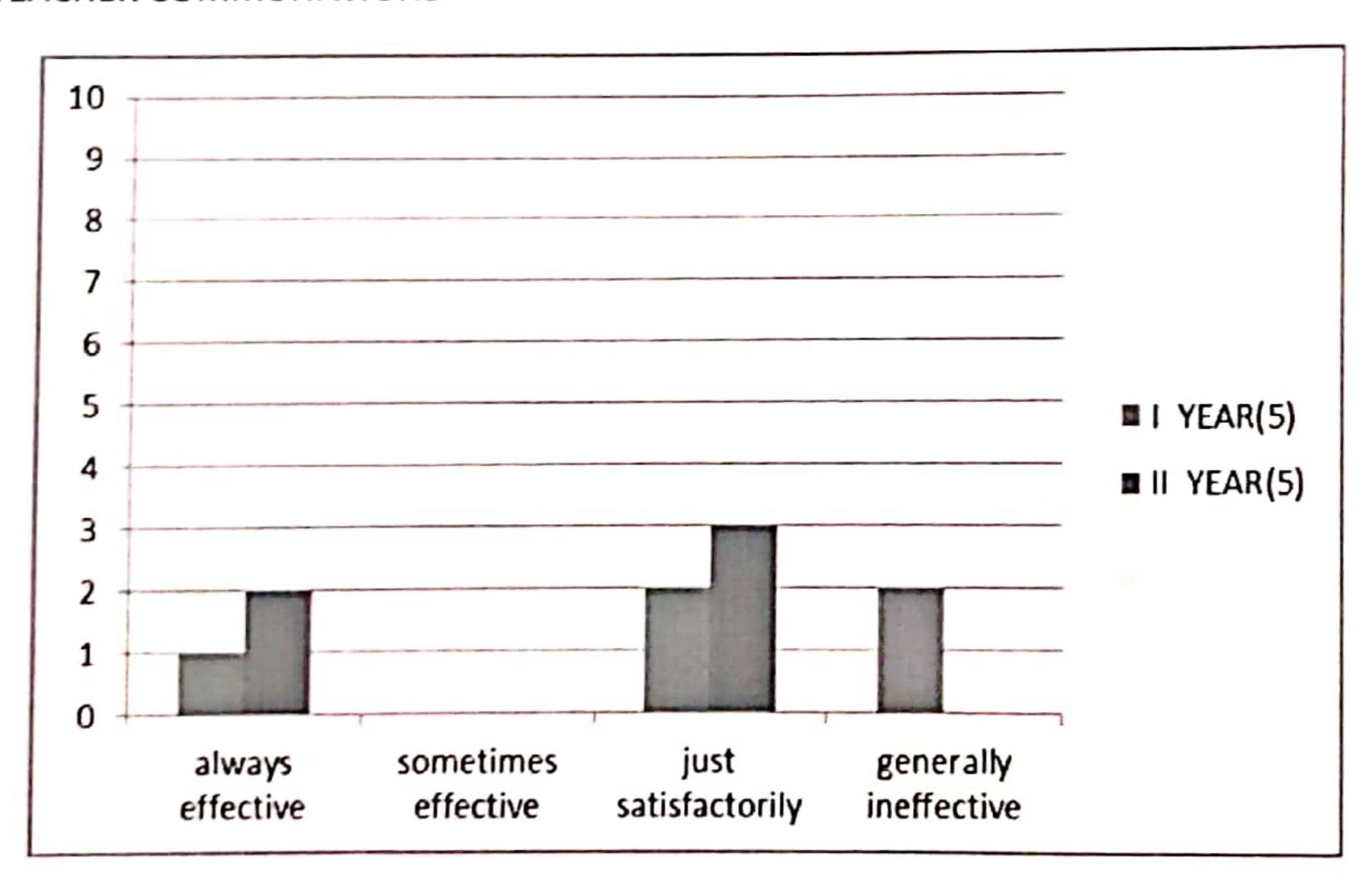


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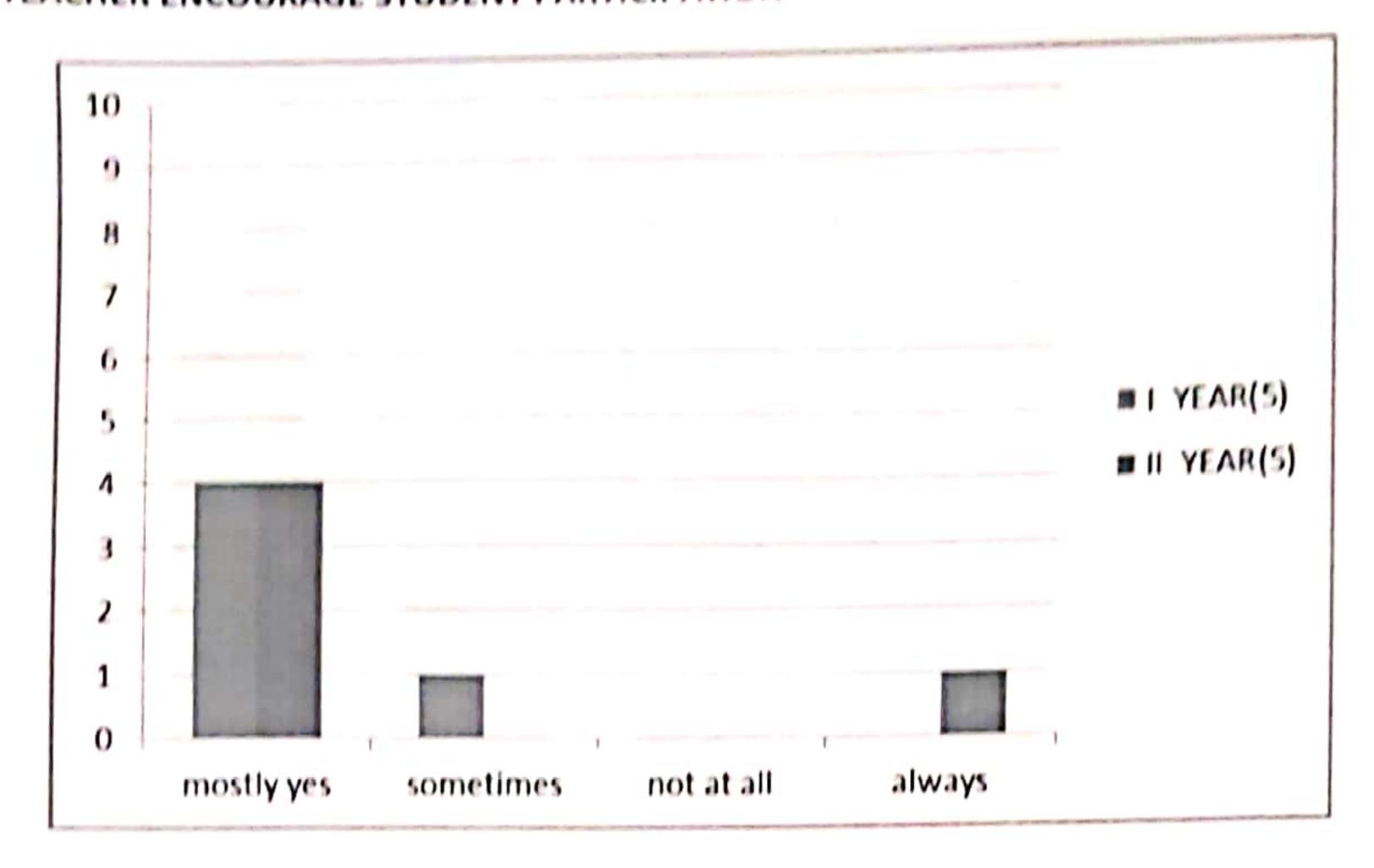
Q. NO 7 TEACHER PREPARATIONS FOR CLASS



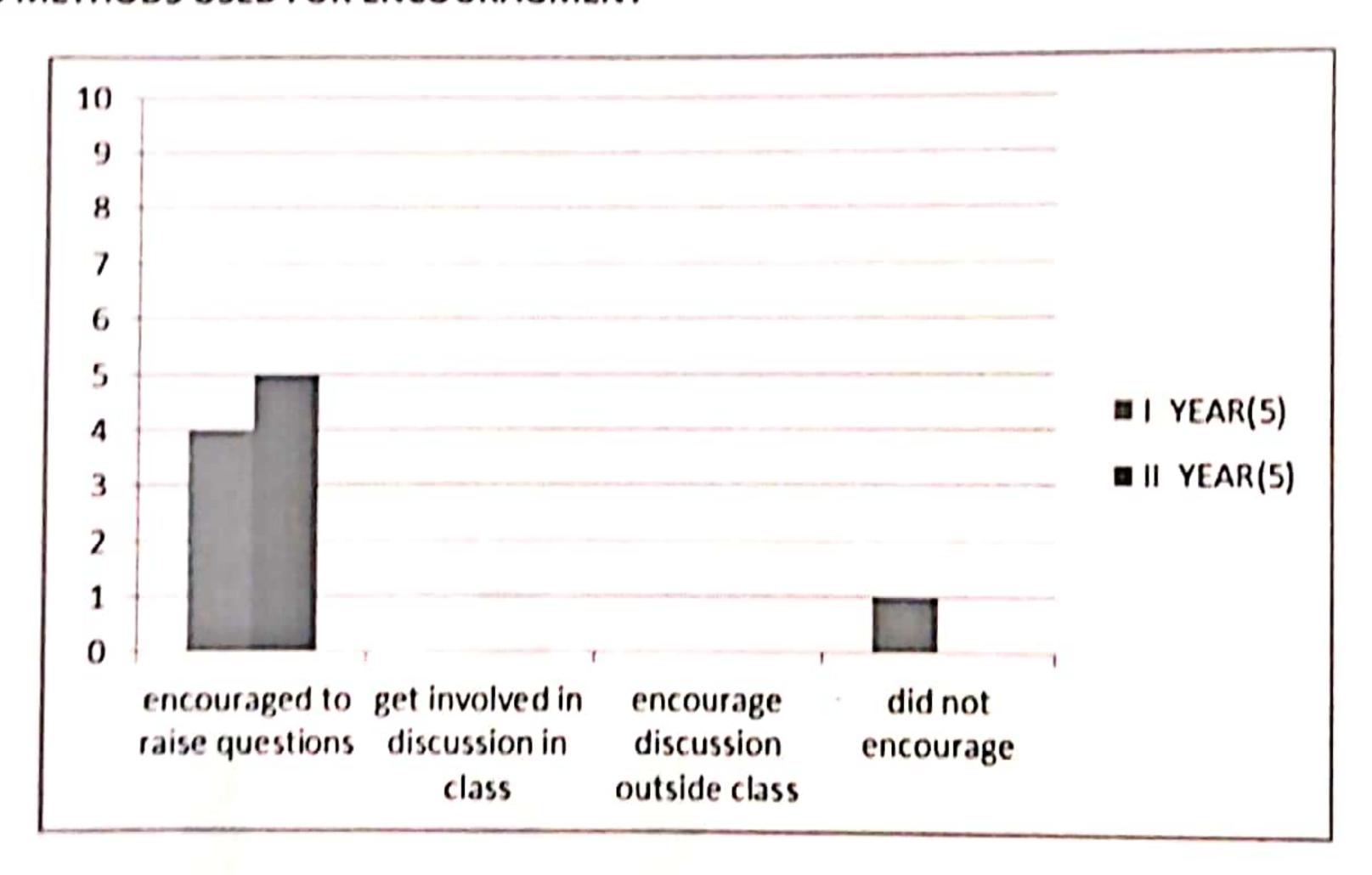
Q. NO 8 TEACHER COMMUNATIONS



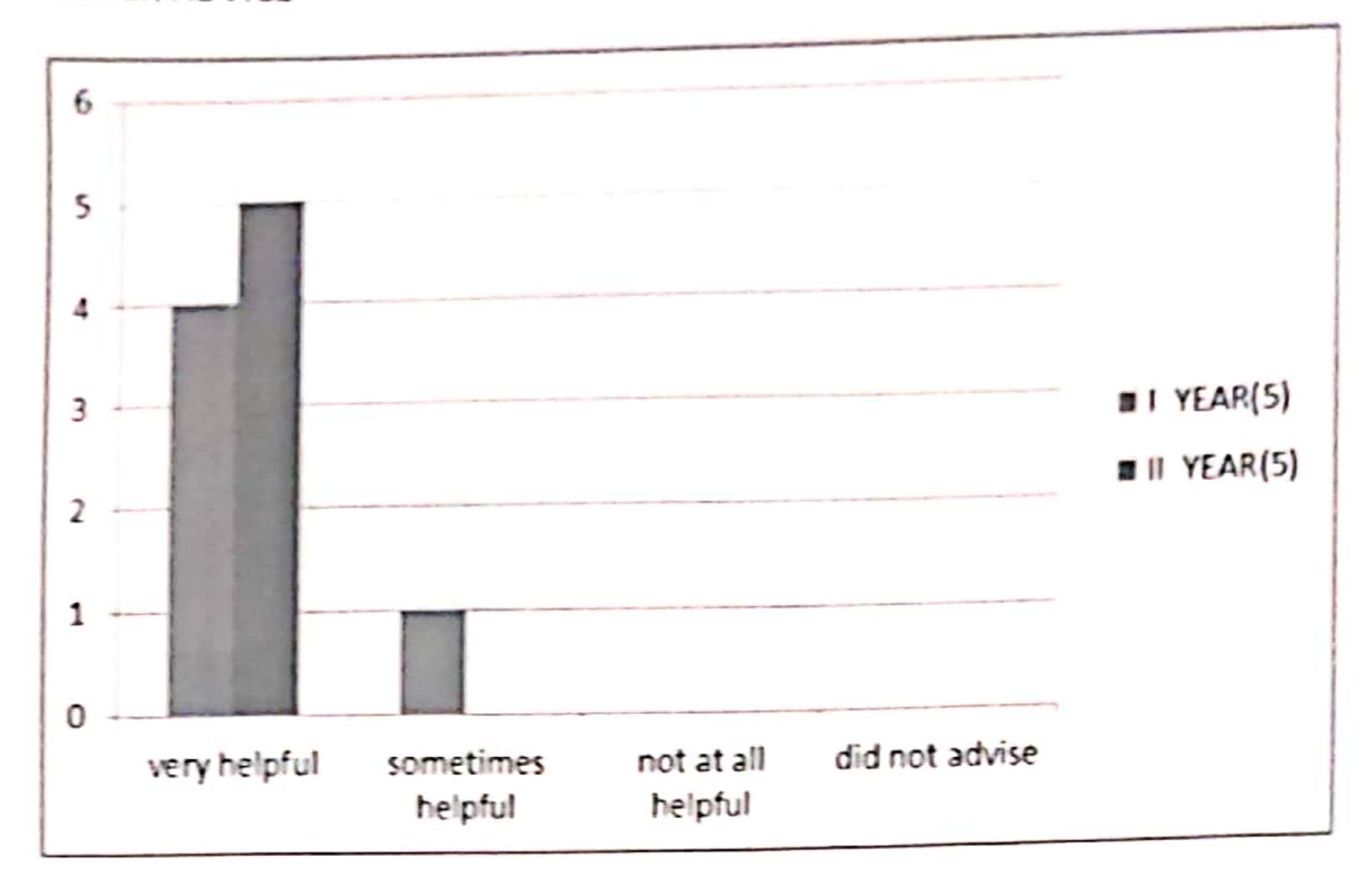
Q. NO 9 TEACHER ENCOURAGE STUDENT PARTICIPATION



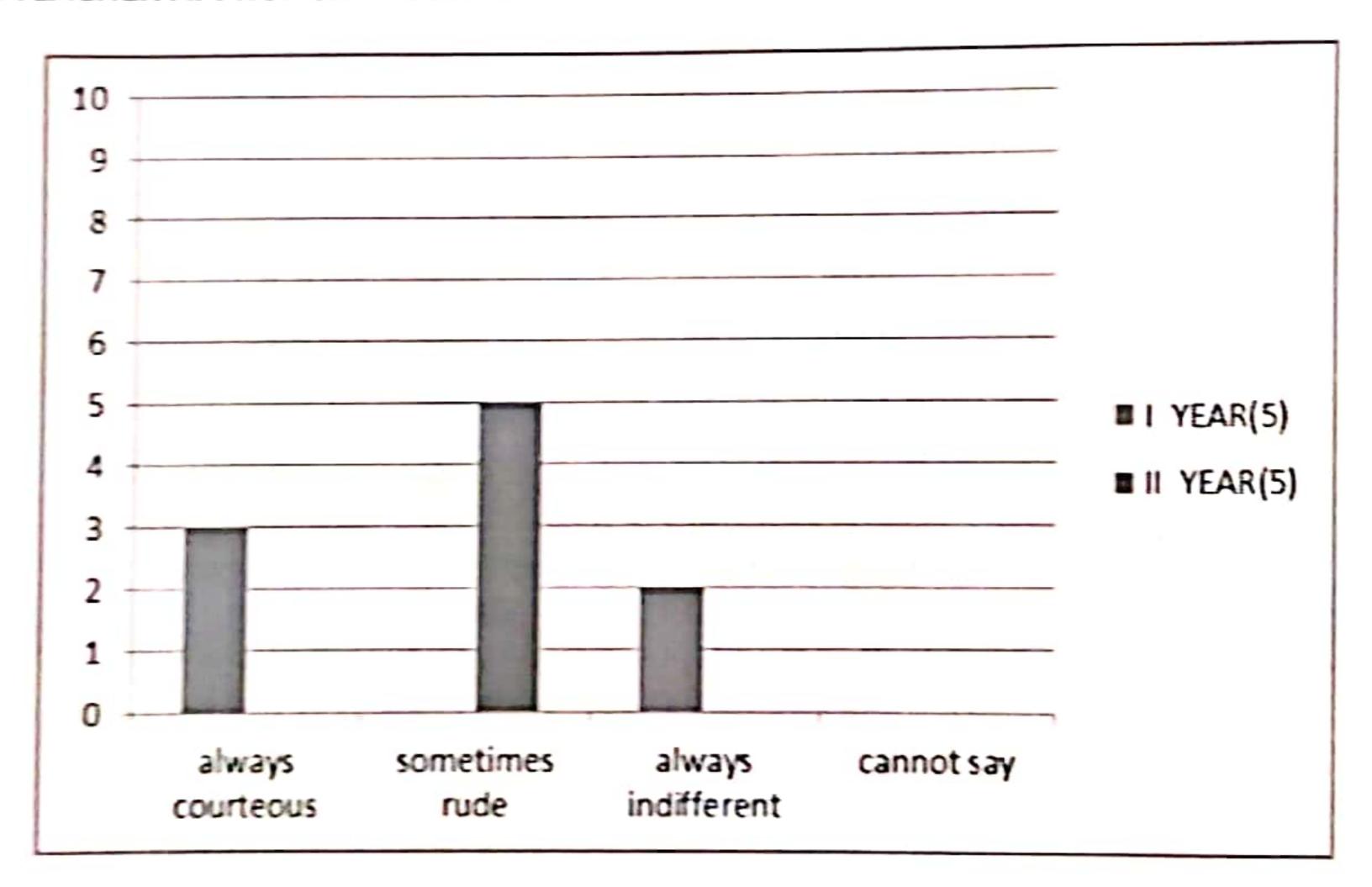
Q. NO 10 METHODS USED FOR ENCOURAGMENT



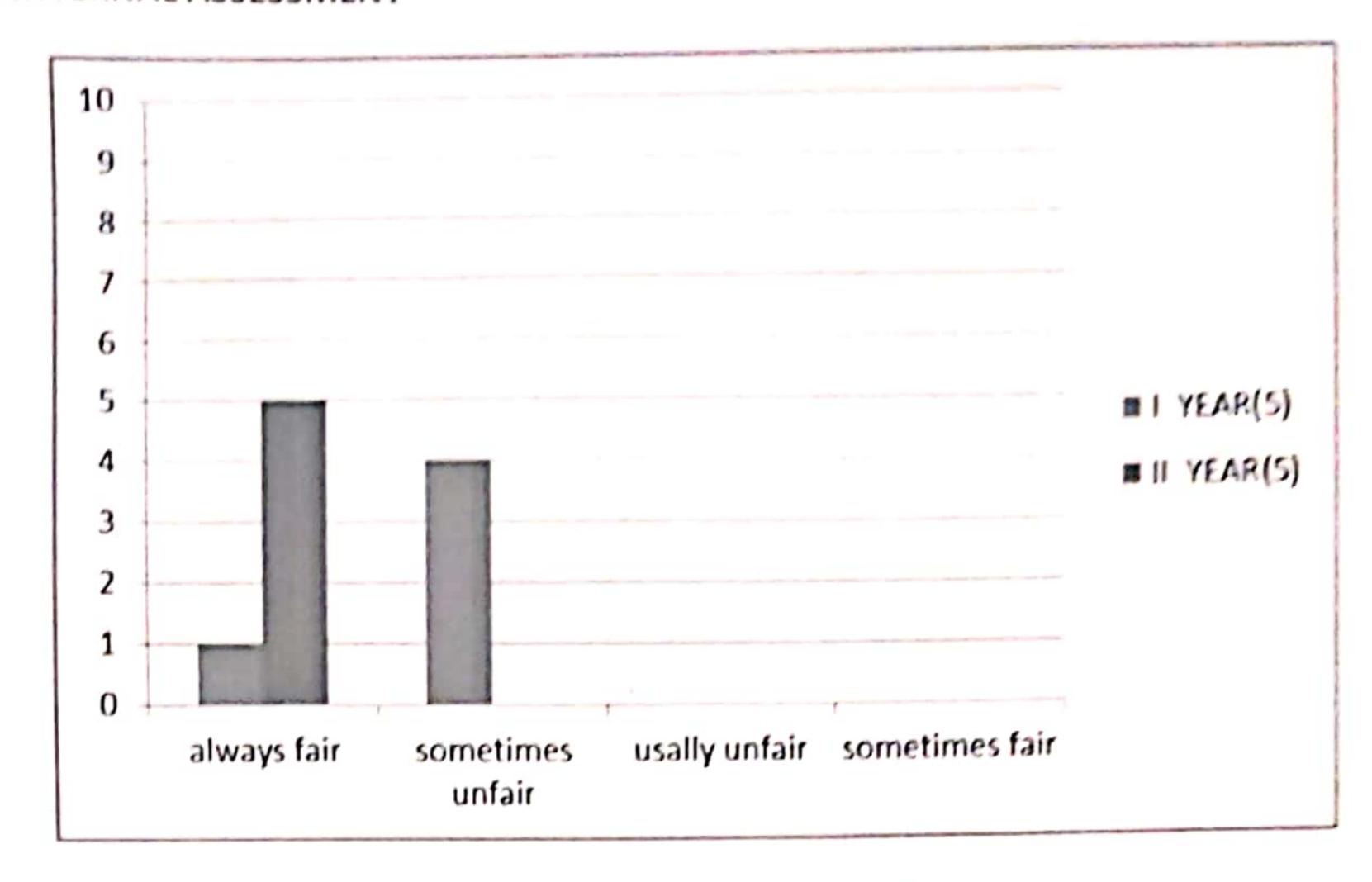
Q. NO 11 TEACHER ADVICE



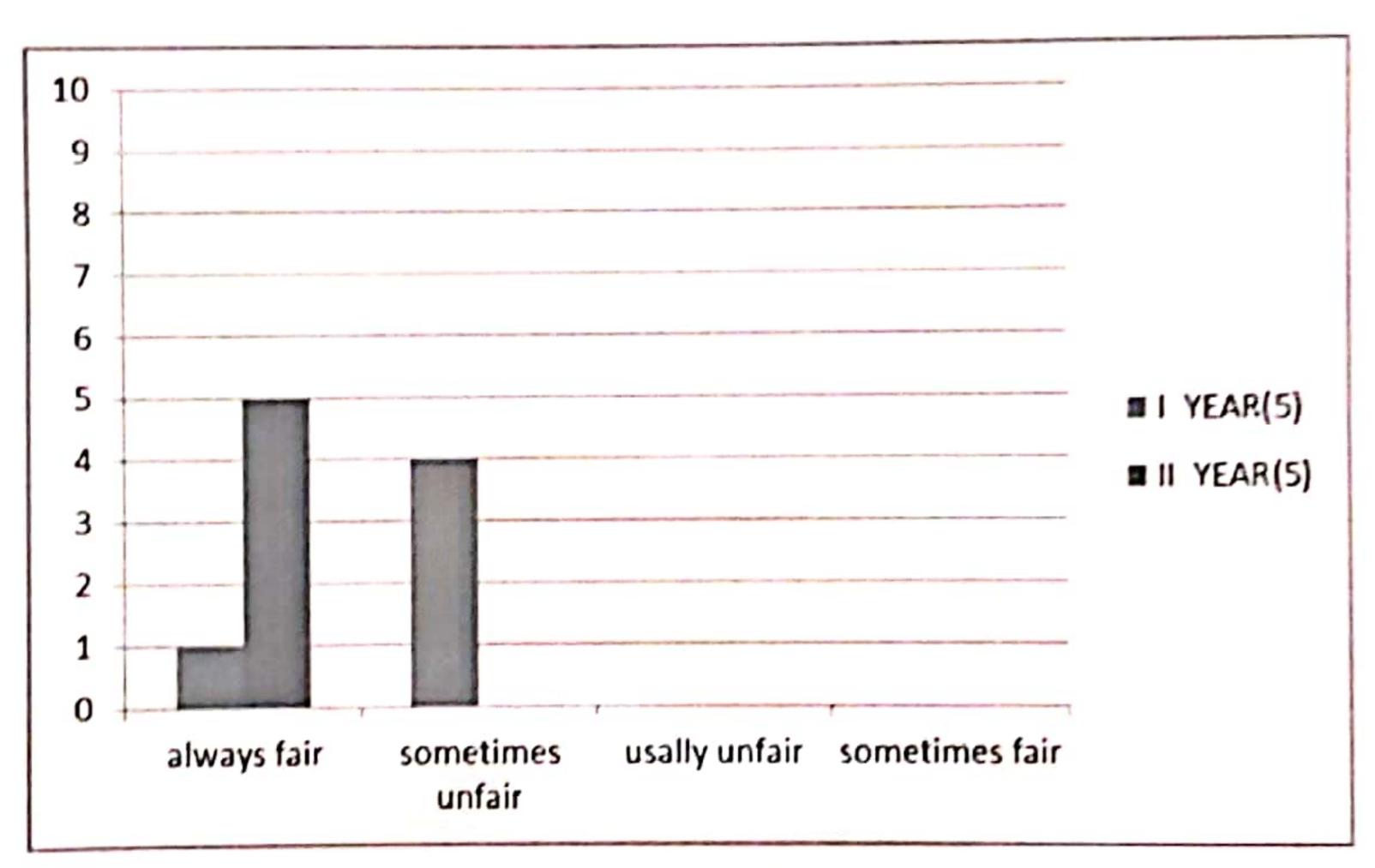
Q. NO 12 TEACHER APPROACH DESCRIPTION



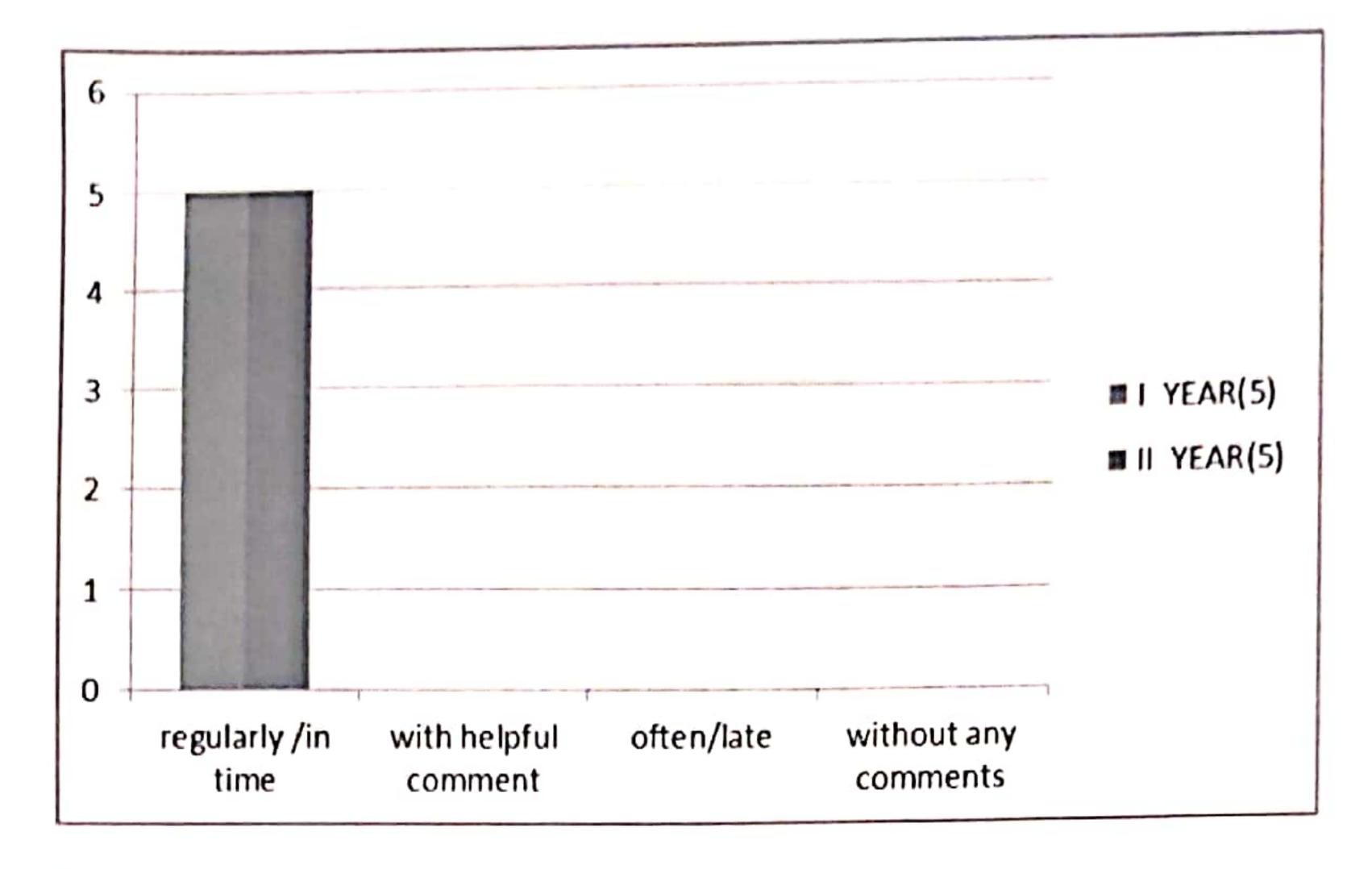
Q. NO 13 INTERNAL ASSESSMENT



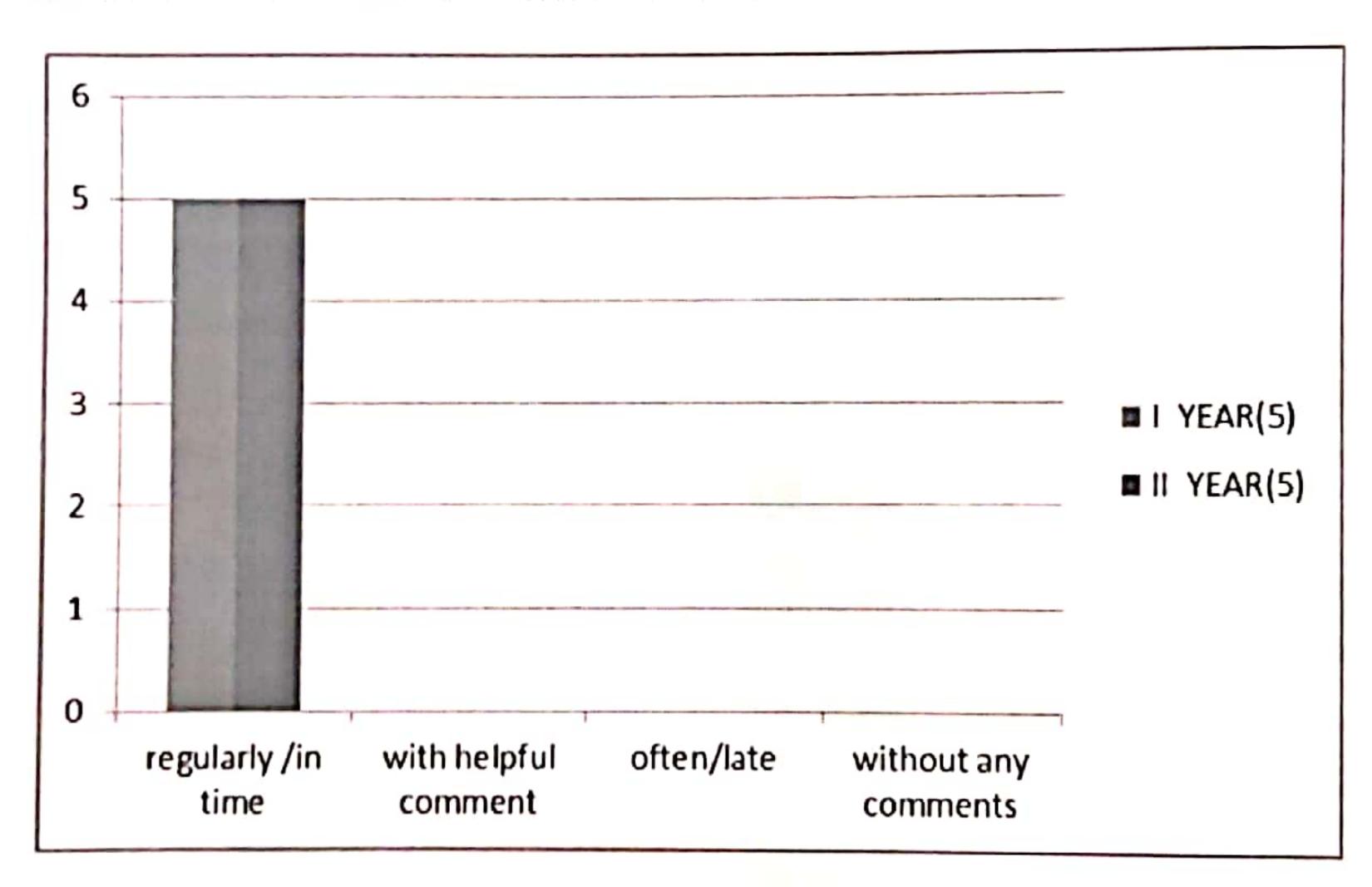
Q. NO 14 EFFECT OF INTERNAL ASSESSMENT ON COURSE GRADE



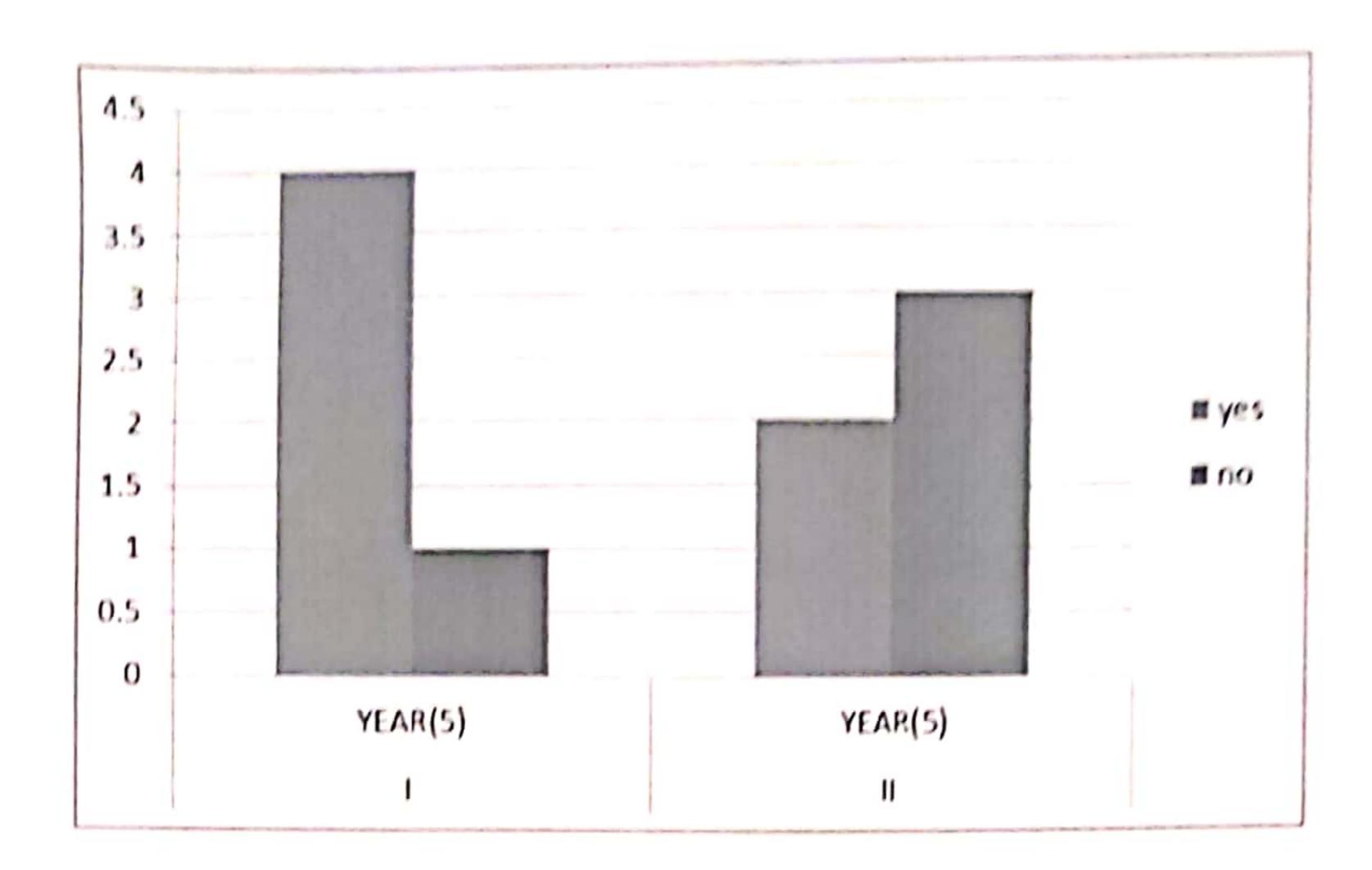
Q. NO 15 TEACHER FEEDBACKS ON STUDENT PERFORMANCE



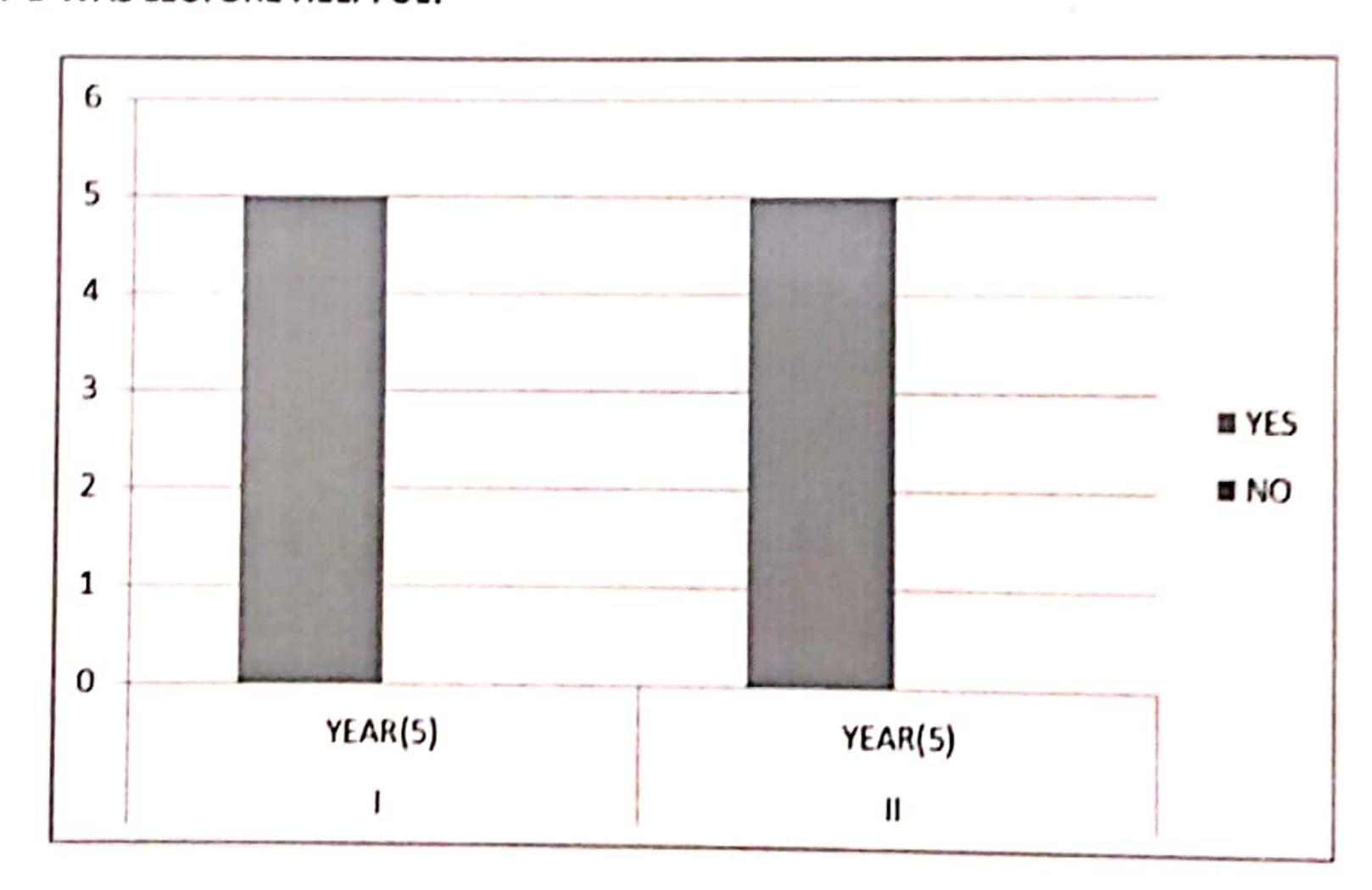
Q. NO 16 ASSIGNMENTS DISCUSSIONS WITH STUDENTS



Q. NO 17 A COURSE CONTRIBUTORY LECTURE TOO AT BEGINNING



Q. NO 17 B WAS LECTURE HELPFUL?



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SIGNATURE OF PRINCIPAL