



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

	I YEAR(5)	II YEAR(5)
adequate	5	5
inadequate	0	0
challenging	0	0
dull	0	0

Q. NO 2 BENEFIT FROM COURSE

	I YEAR(5)	II 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

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

Q. NO 4 % SYLLABUS COVERED IN CLASS

	I 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

	I 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

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

Q. NO 7 TEACHER PREPARATIONS FOR CLASS

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

Q. NO 8 TEACHER COMMUNATIONS

	I 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

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

Q. NO 10 METHODS USED FOR ENCOURAGEMENT

	I YEAR(5)	II 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

	I YEAR(5)	II 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

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

Q. NO 16 ASSIGNMENTS DISCUSSIONS WITH STUDENTS

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

Q. NO 17 B WAS LECTURE HELPFUL?

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

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

options	I YEAR(5)	II 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	I YEAR(5)	II 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	I YEAR(5)	II 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	I YEAR(5)	II 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.

options	I YEAR(5)	II 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	I YEAR(5)	II 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	I YEAR(5)	II 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	I YEAR(5)	II 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	I YEAR(5)	II 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	I YEAR(5)	II YEAR(5)
Strongly agree	5	5
Agree	0	0
Neutral	0	0
Disagree	0	0
Strongly disagree	0	0


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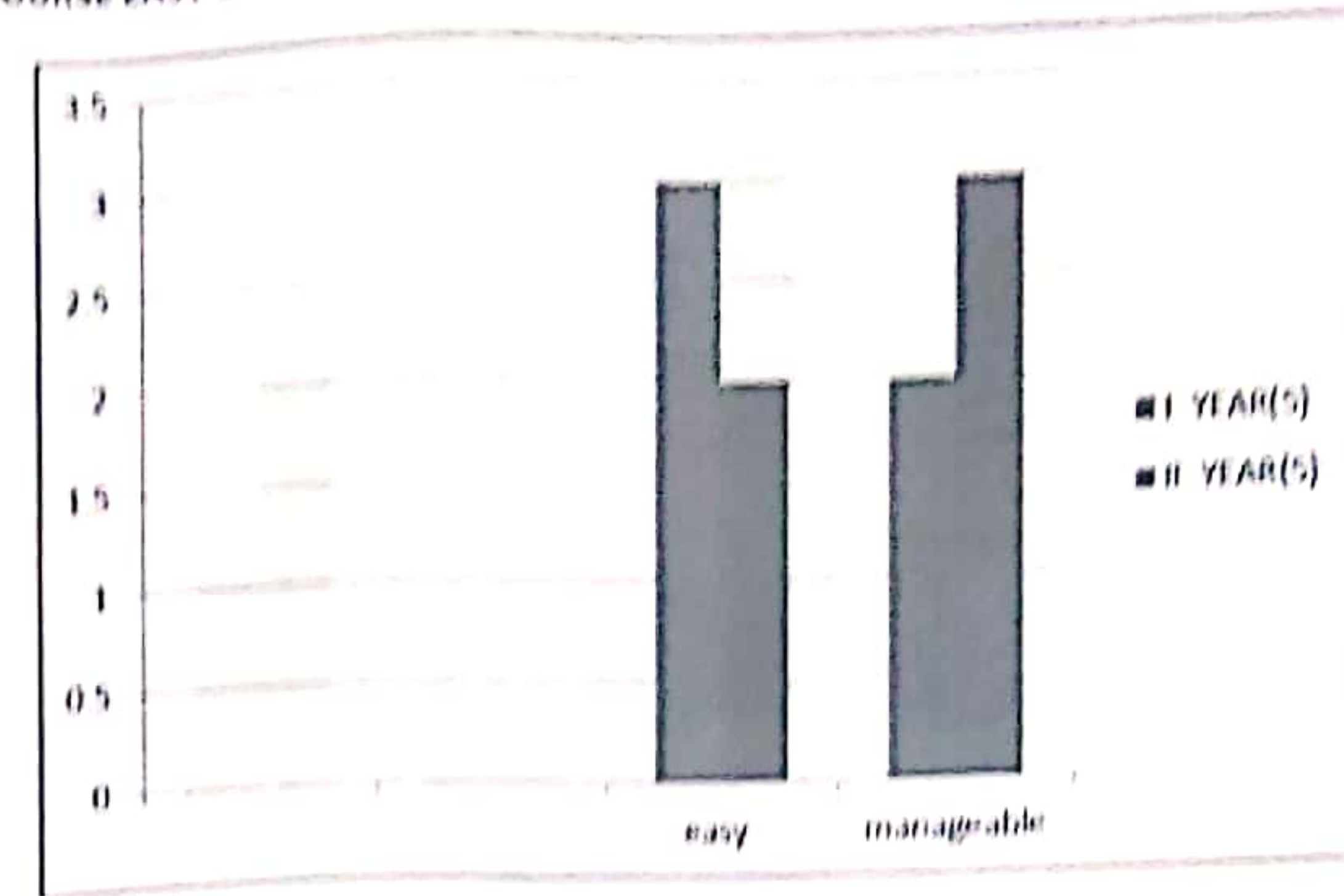
Q. NO 1 SYLLABUS



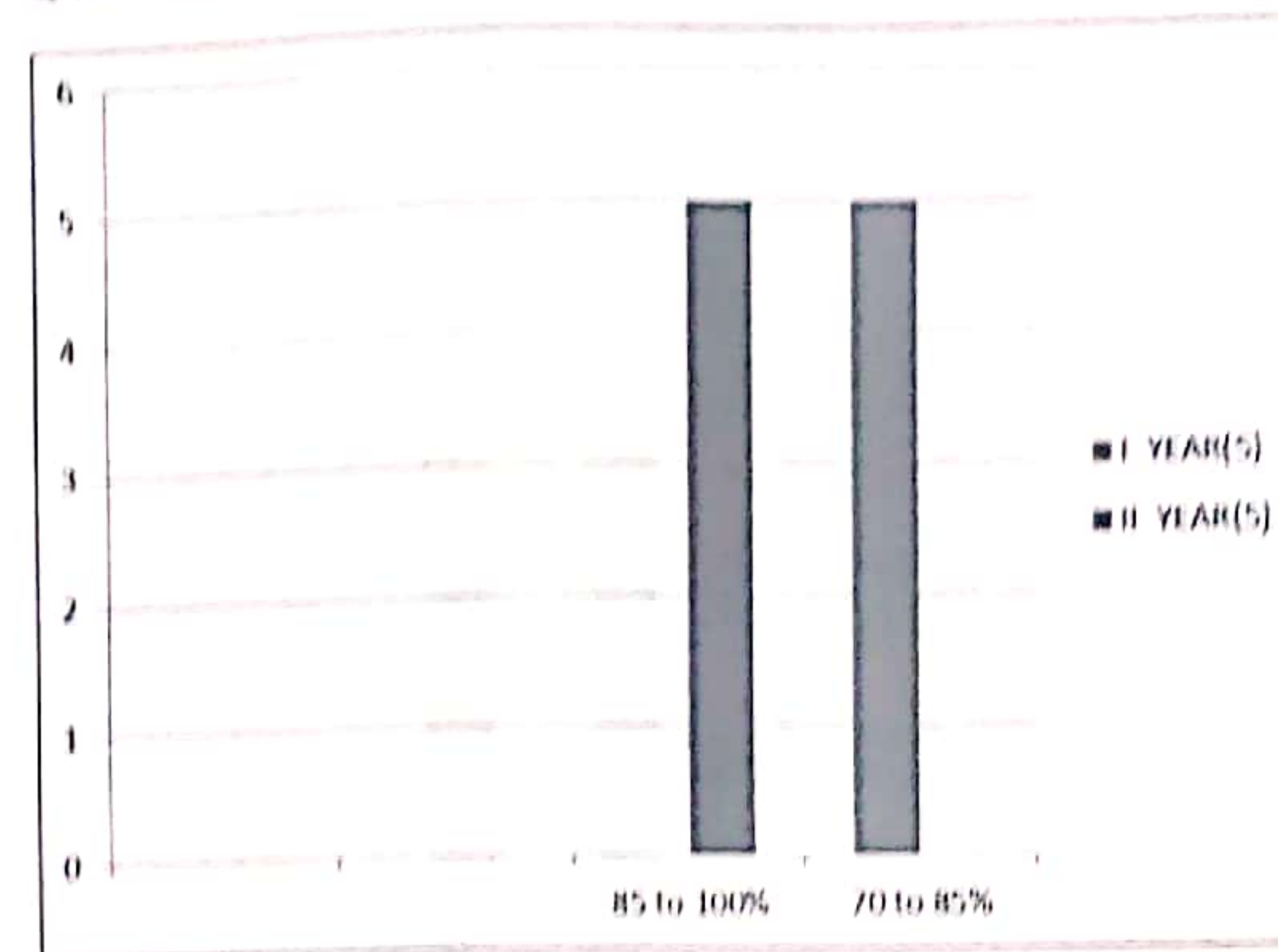
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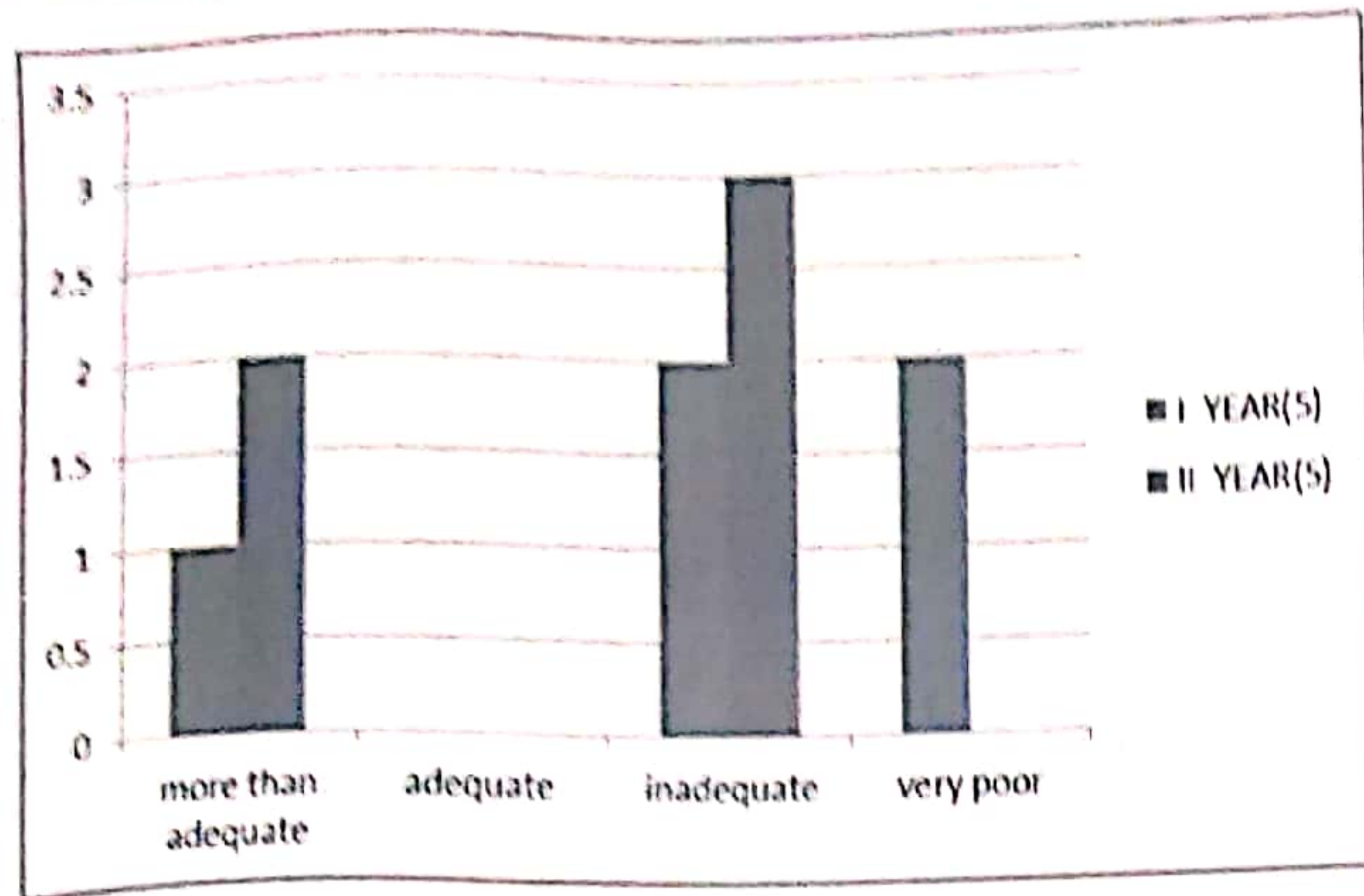
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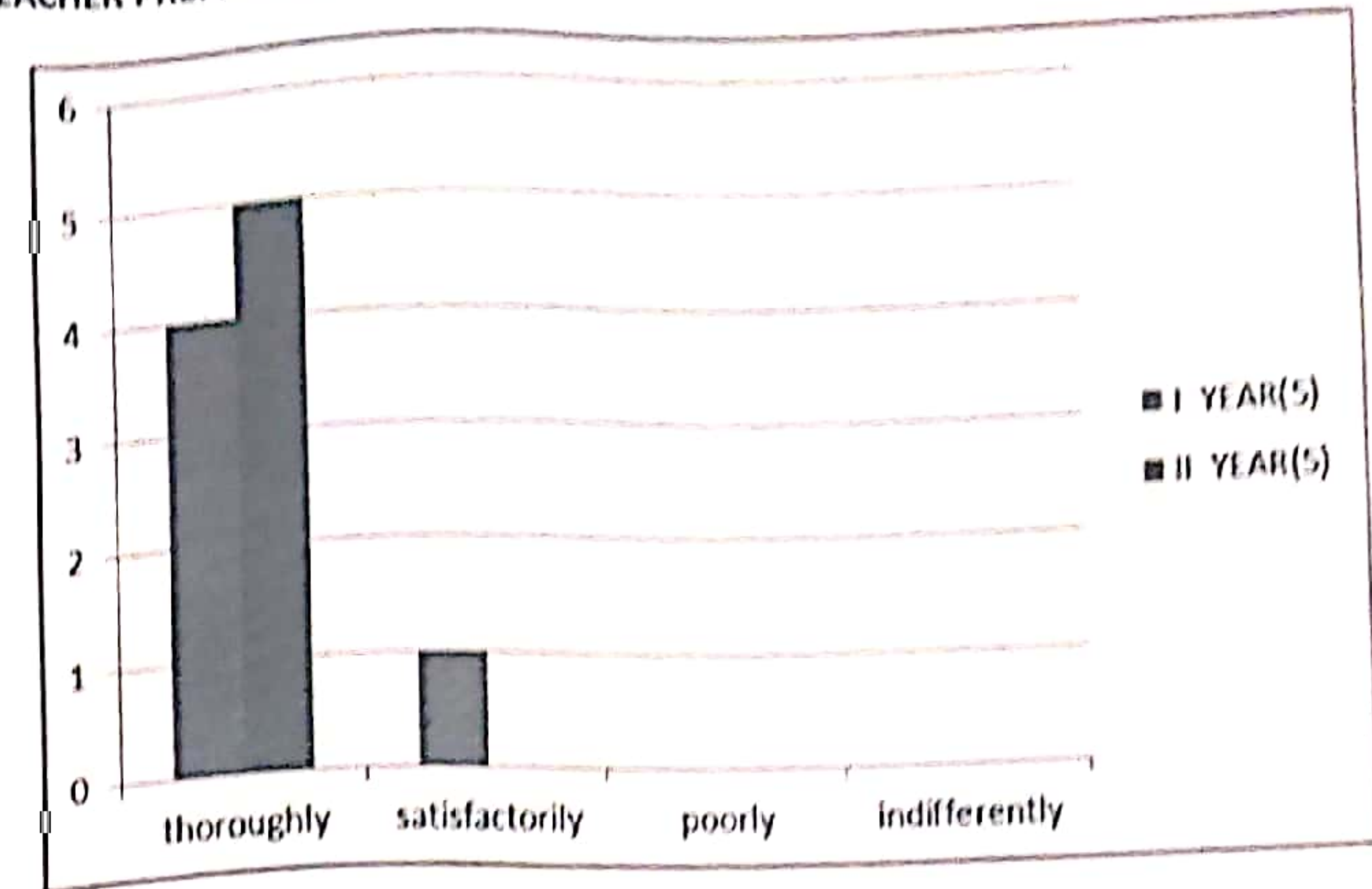
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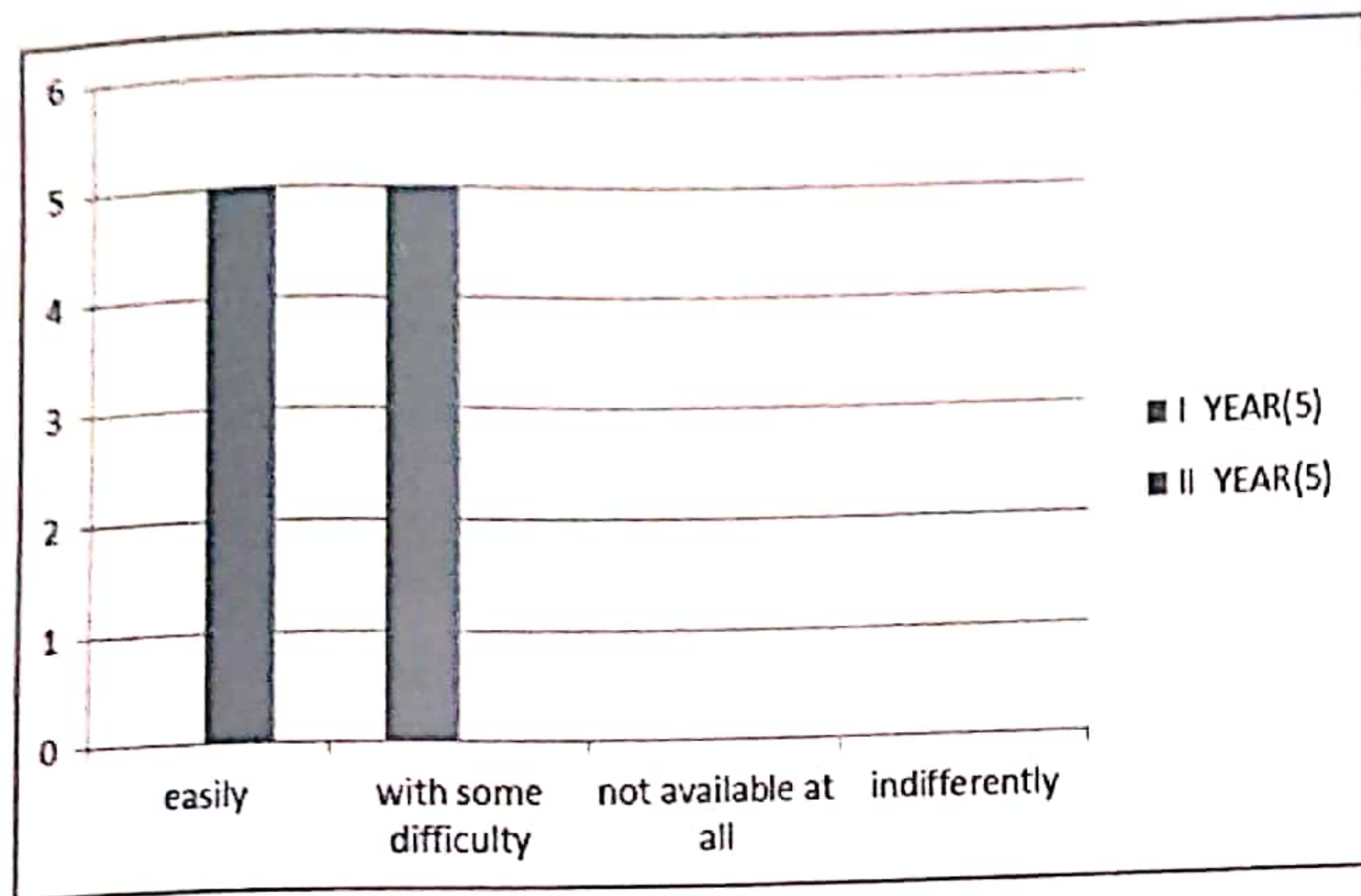
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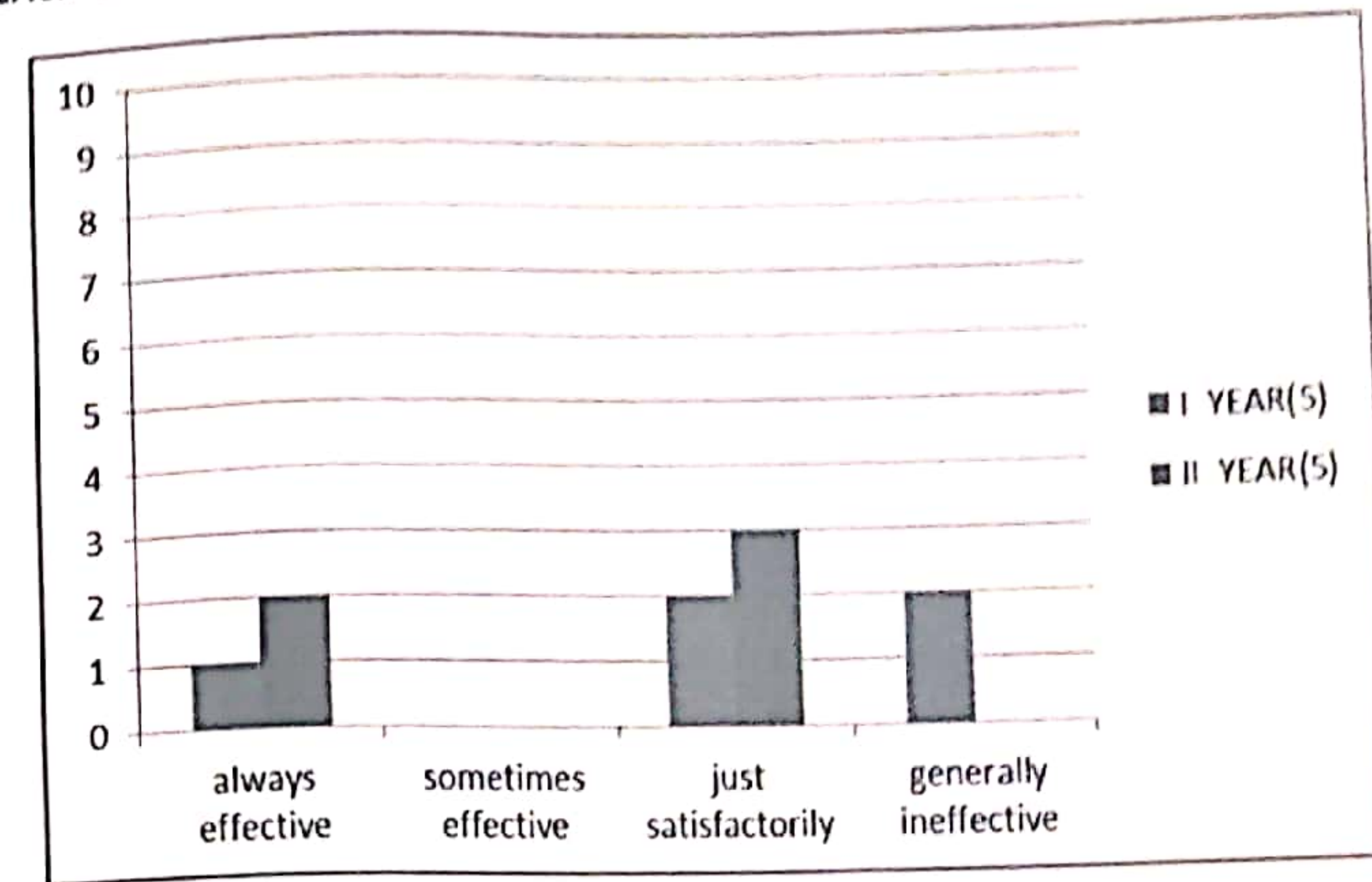
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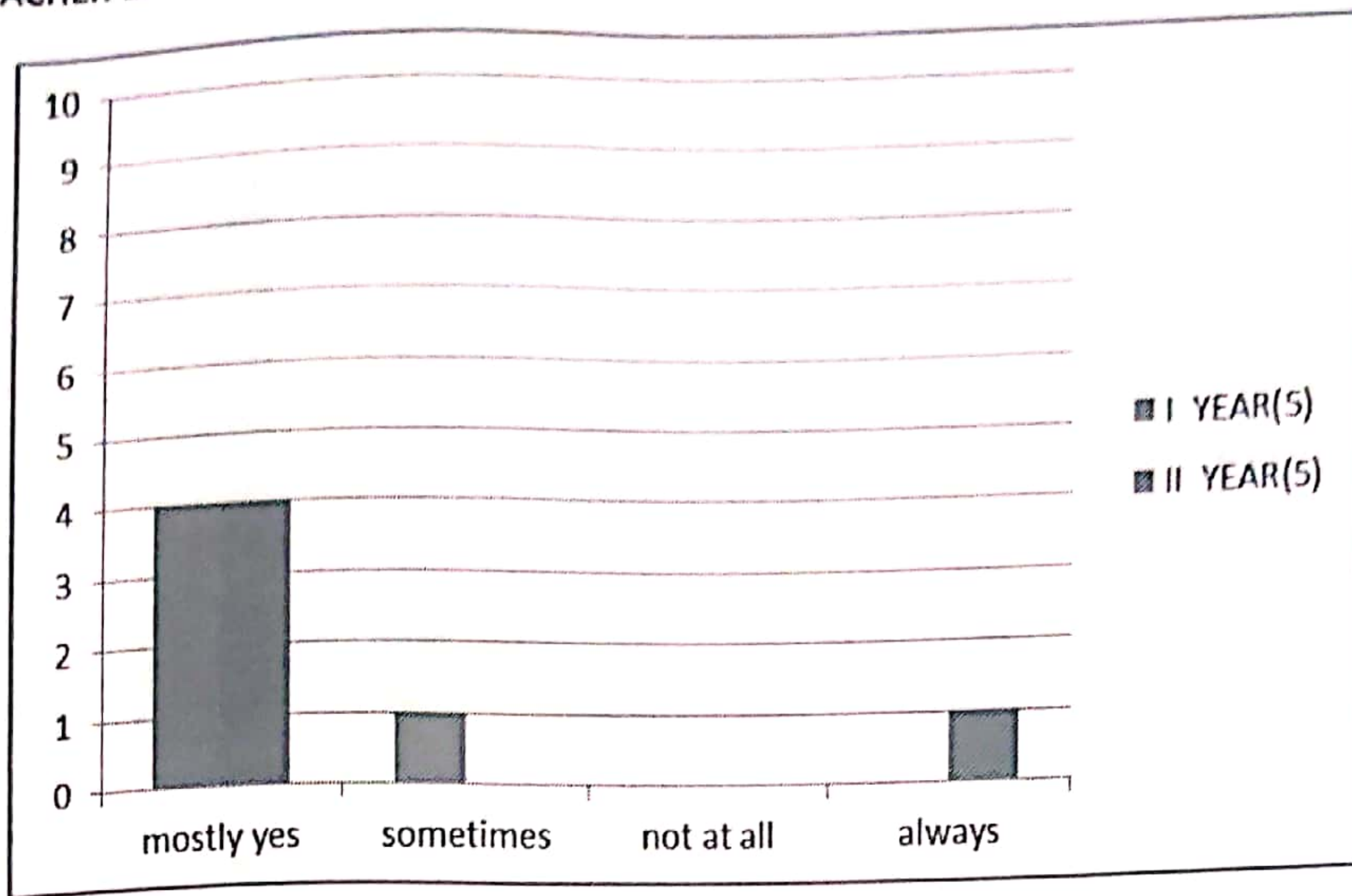
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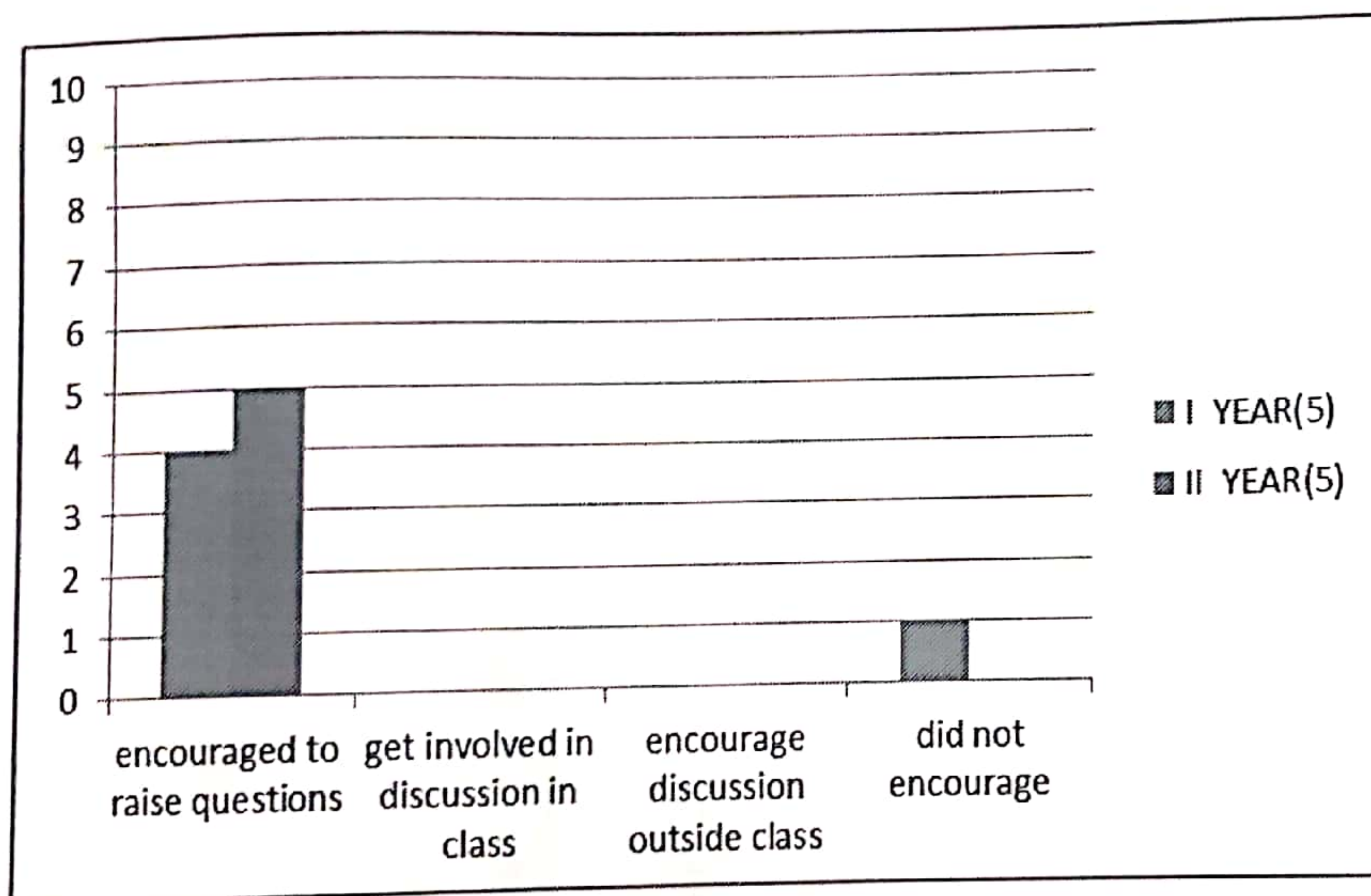
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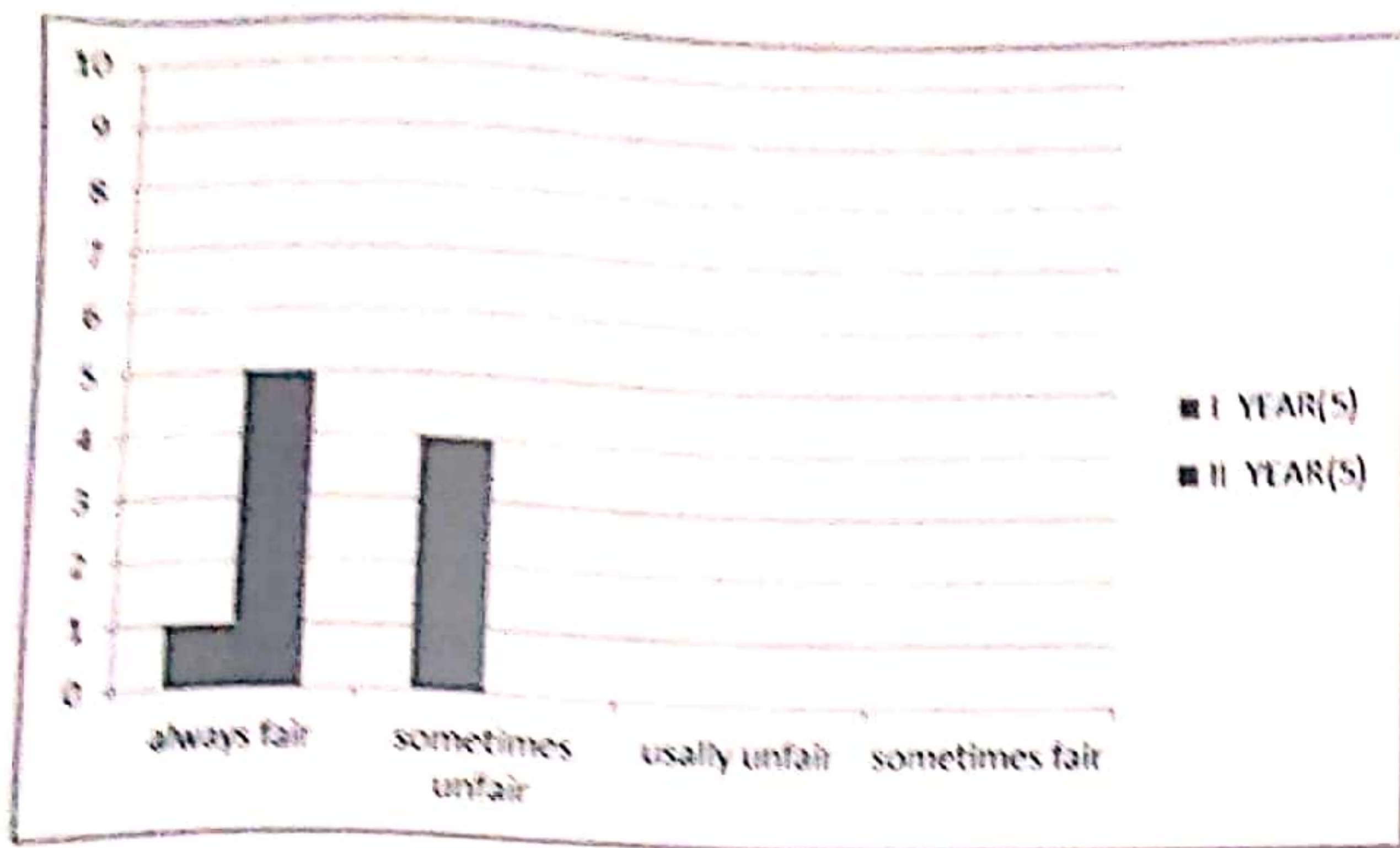
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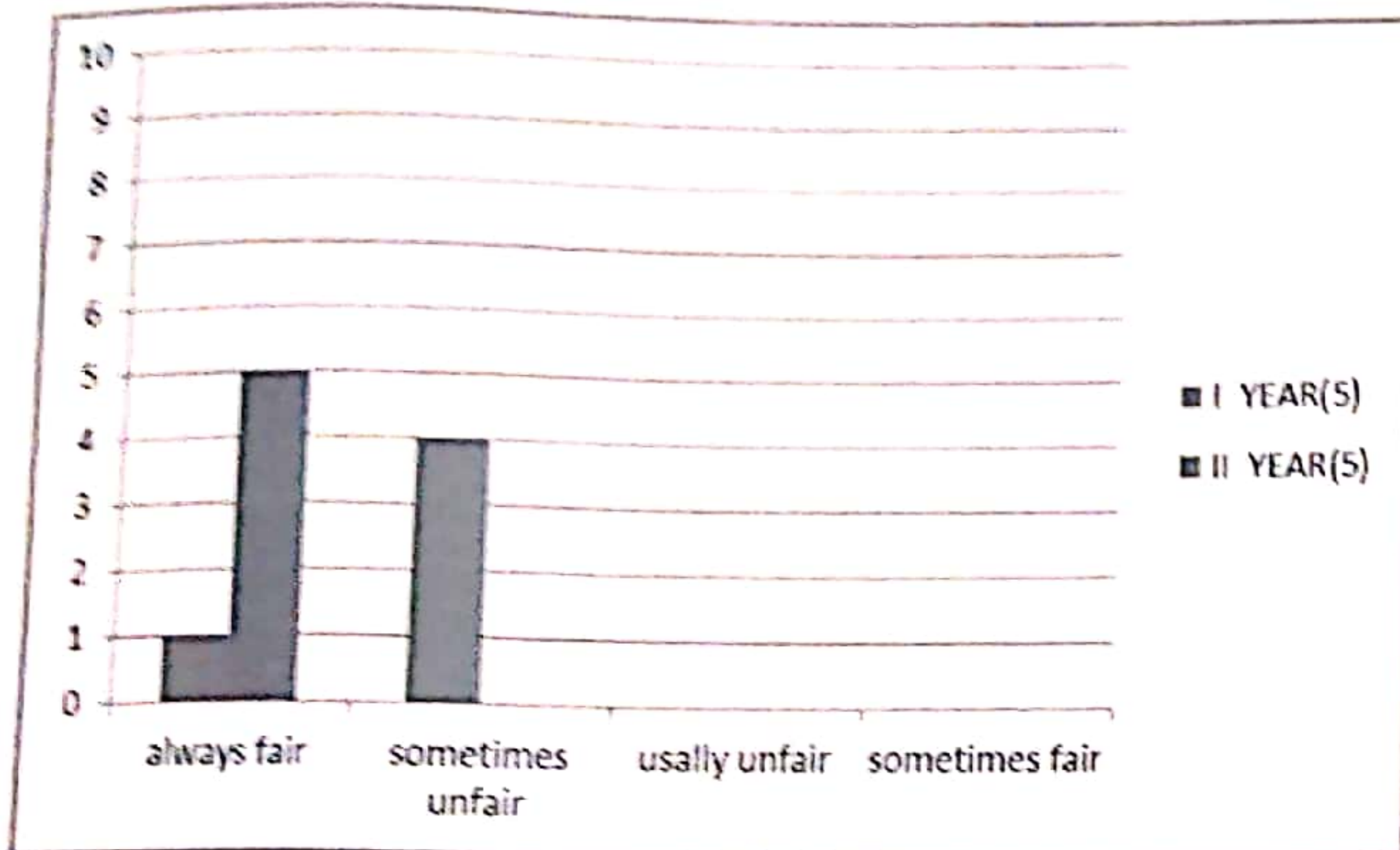
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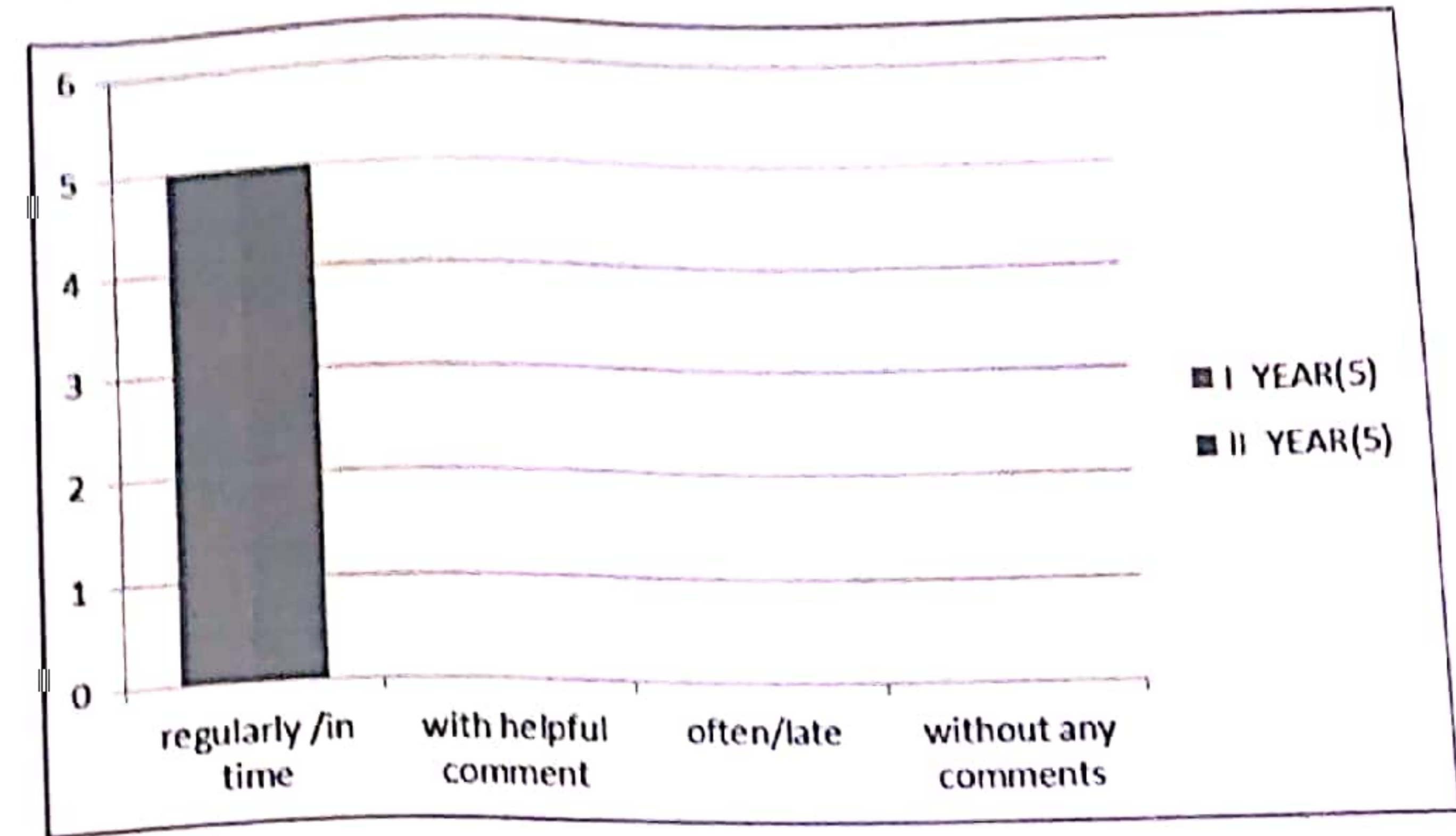
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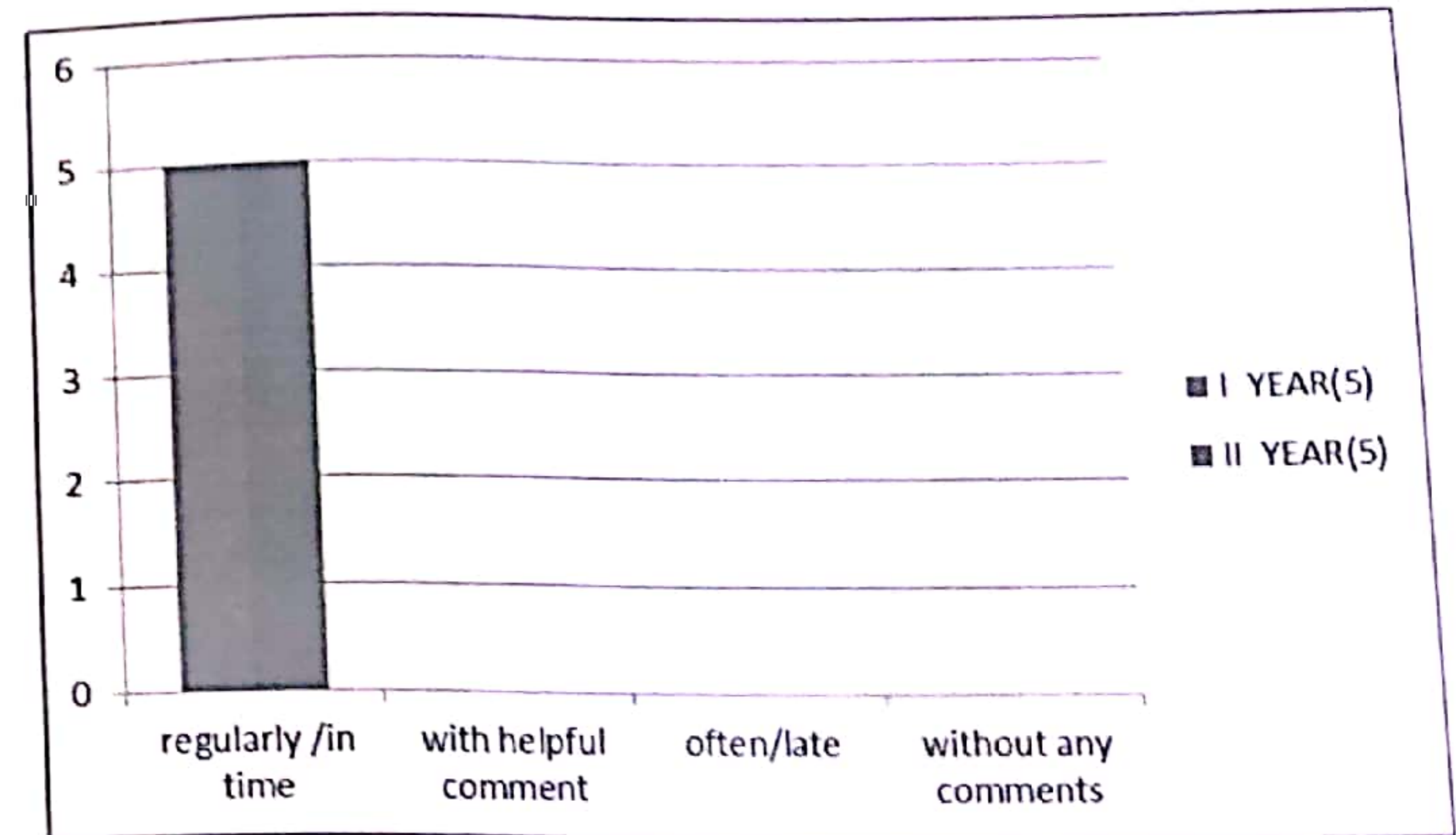
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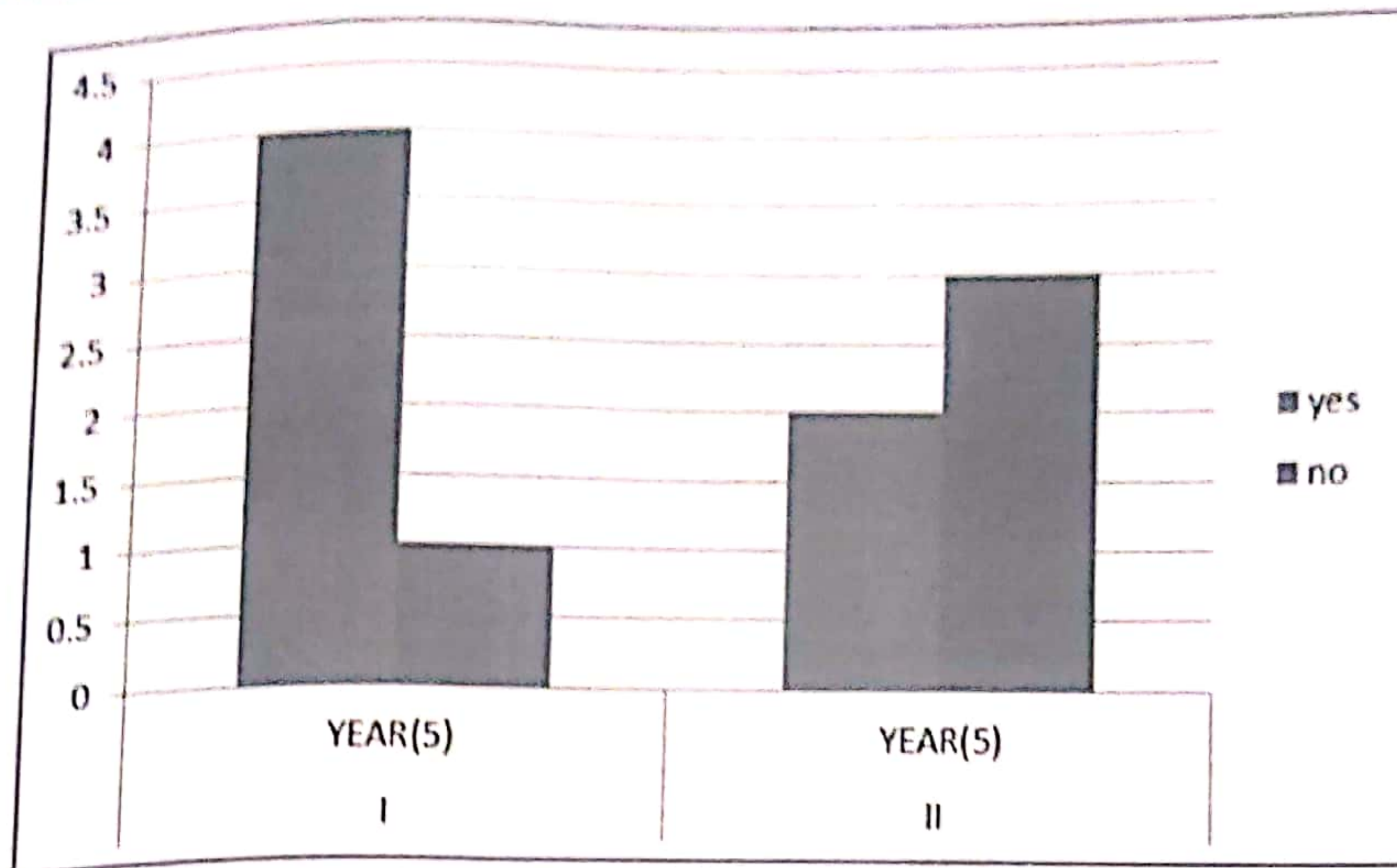
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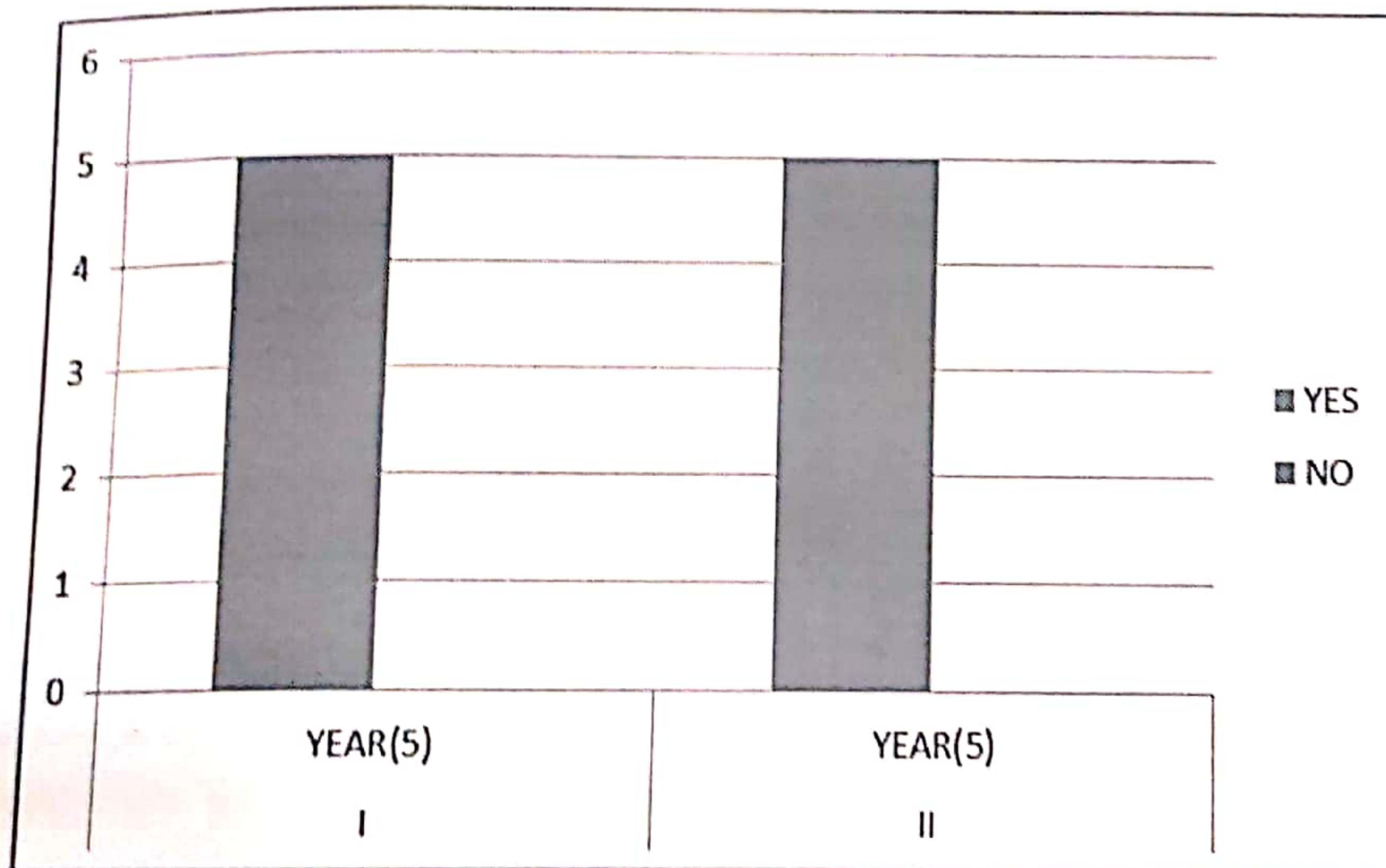
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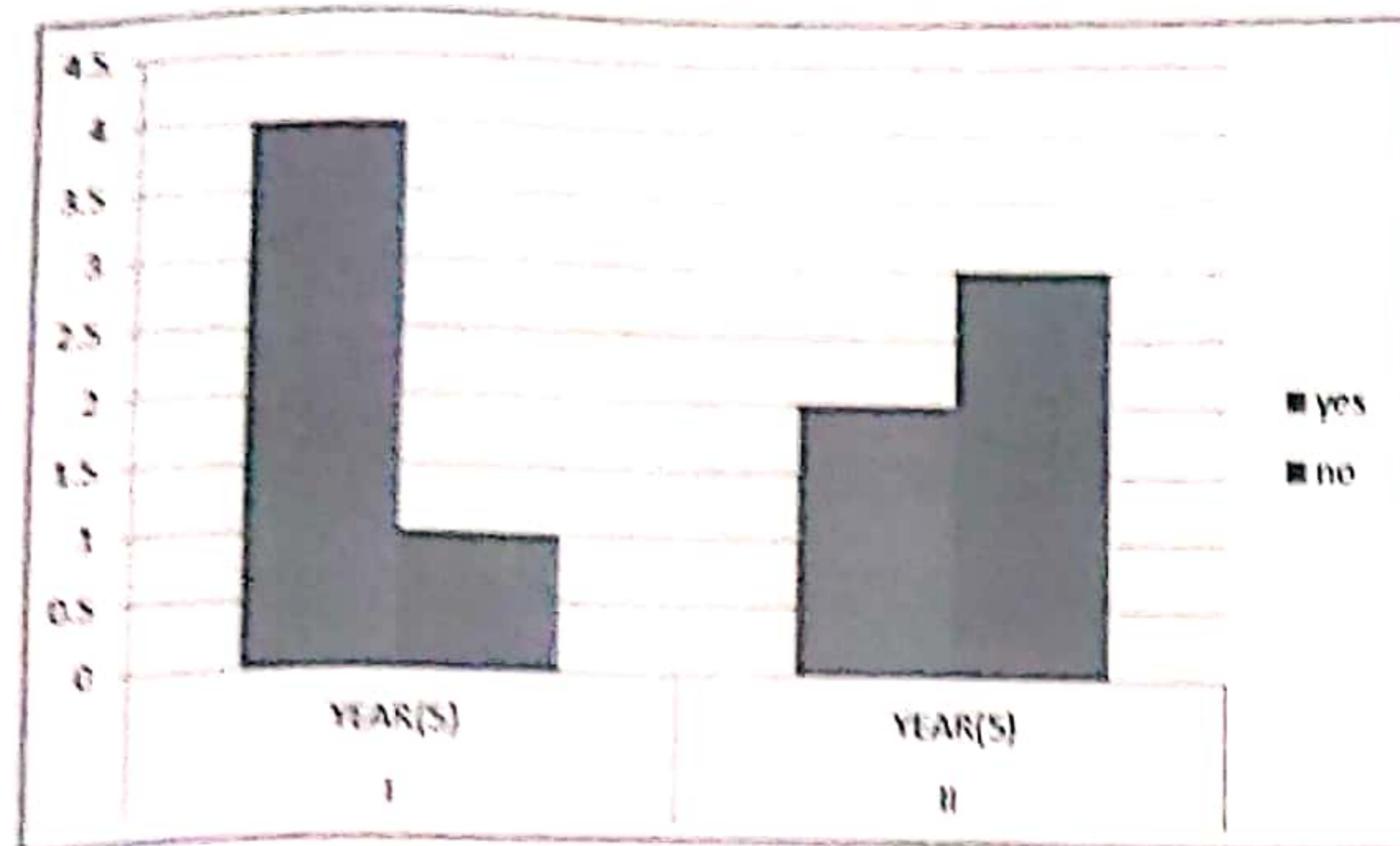


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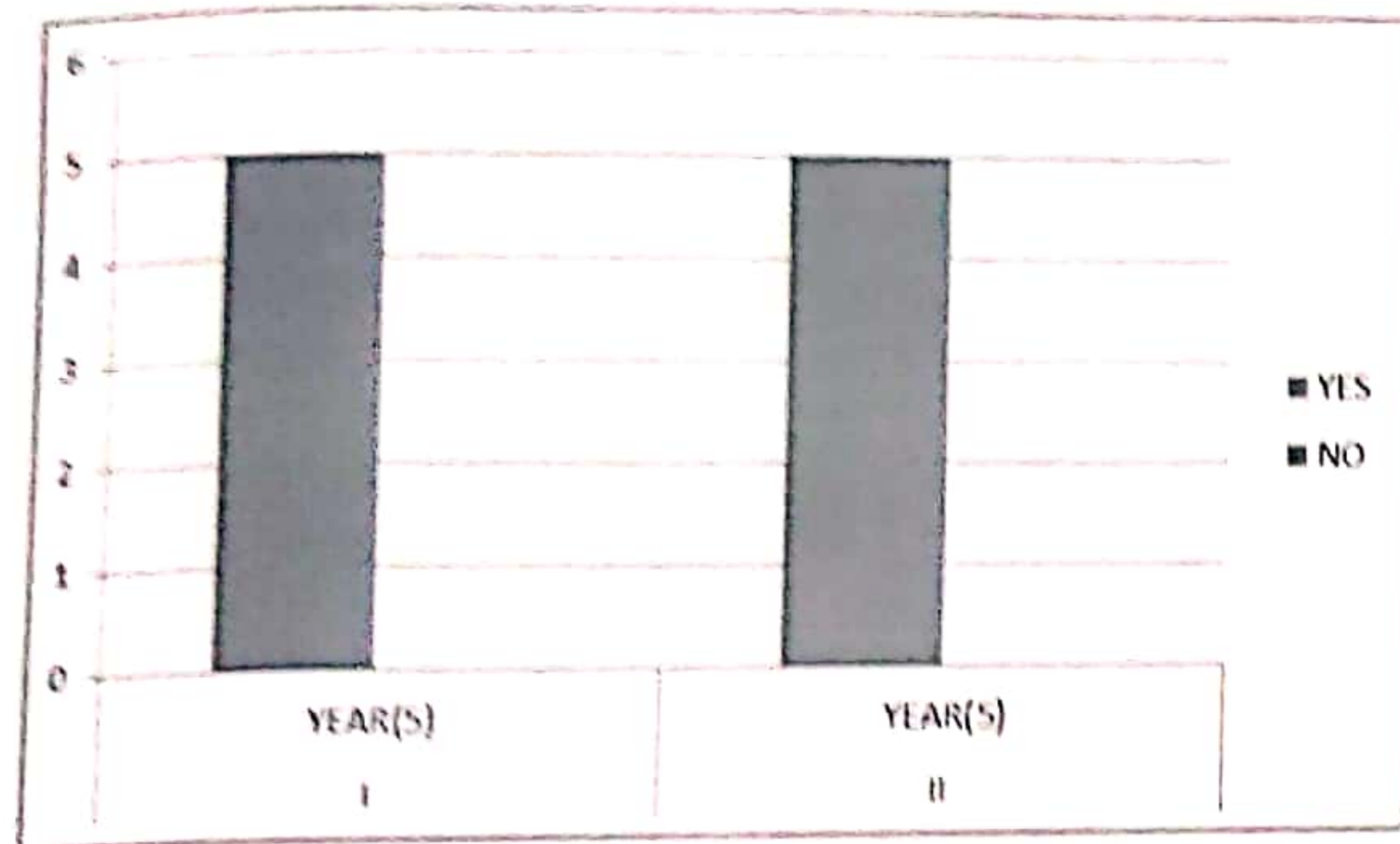


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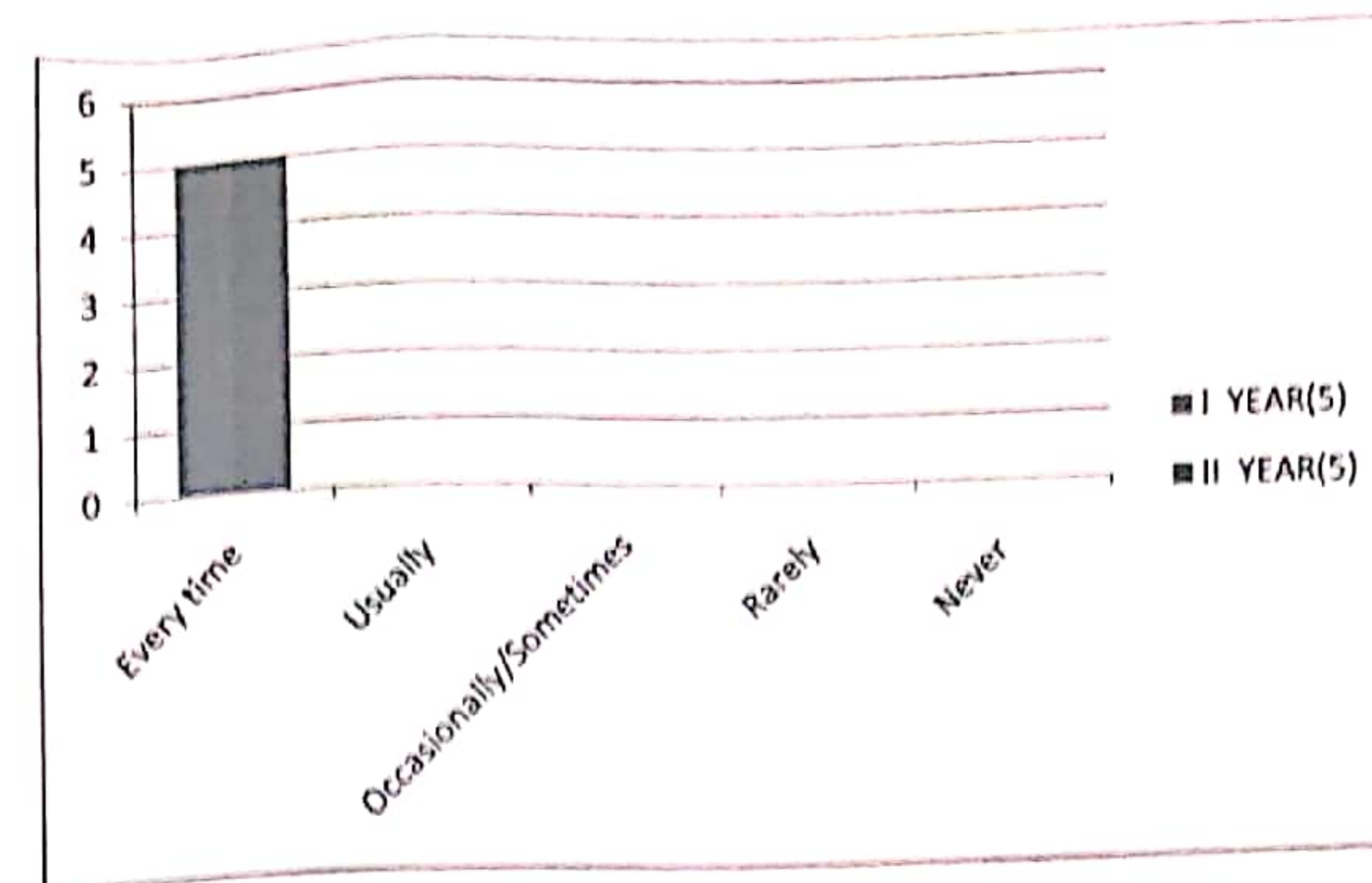
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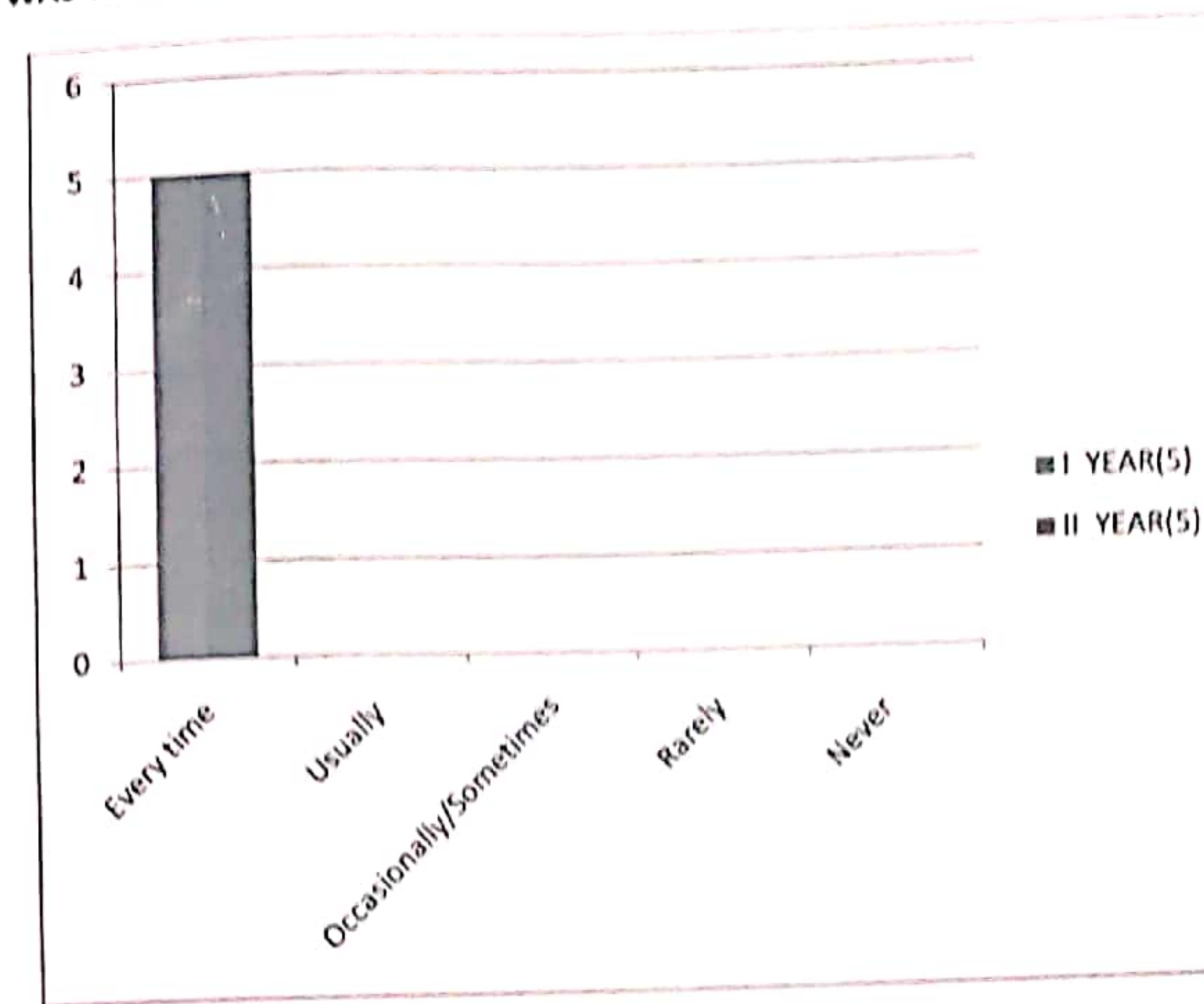
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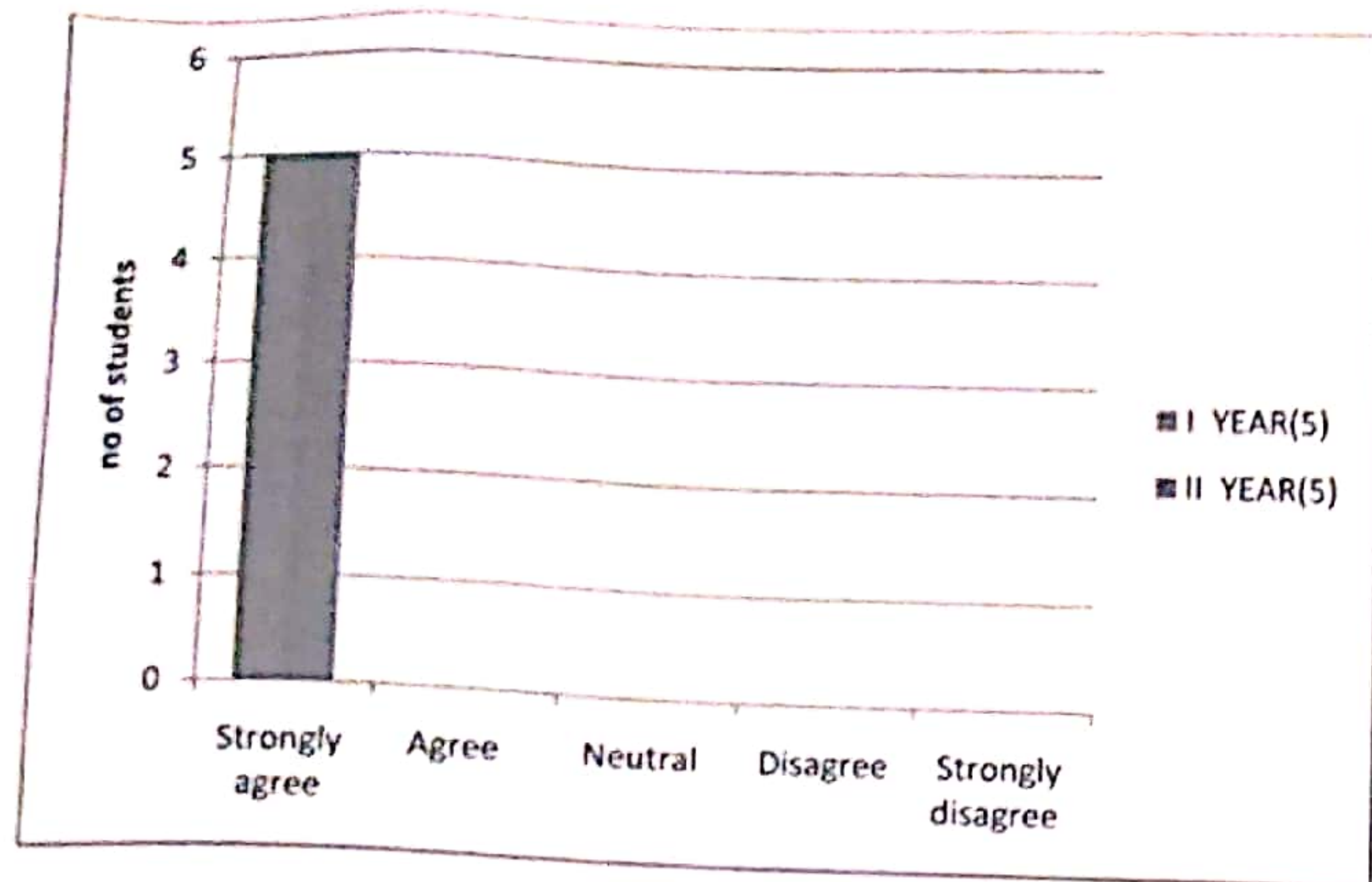
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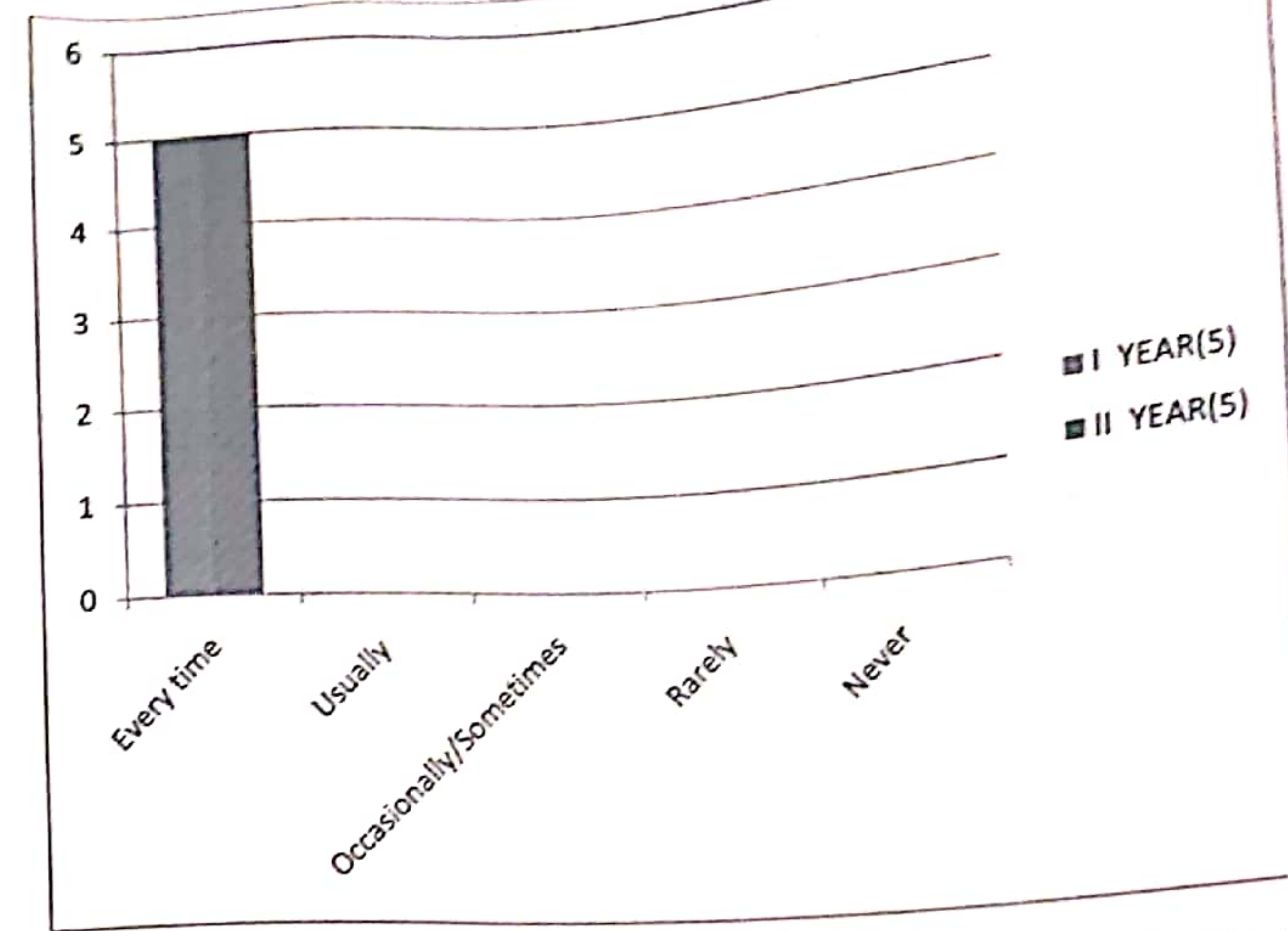
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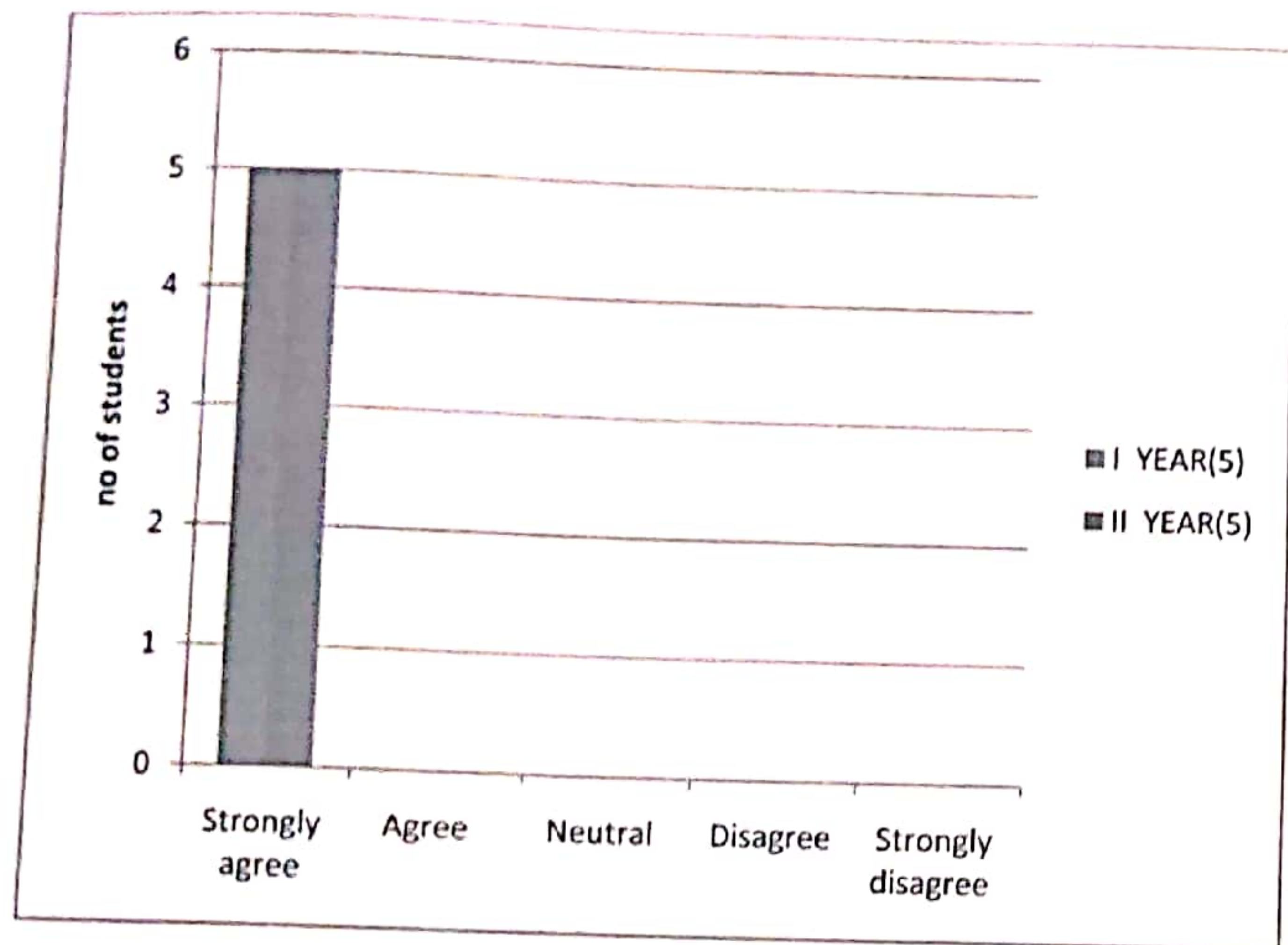
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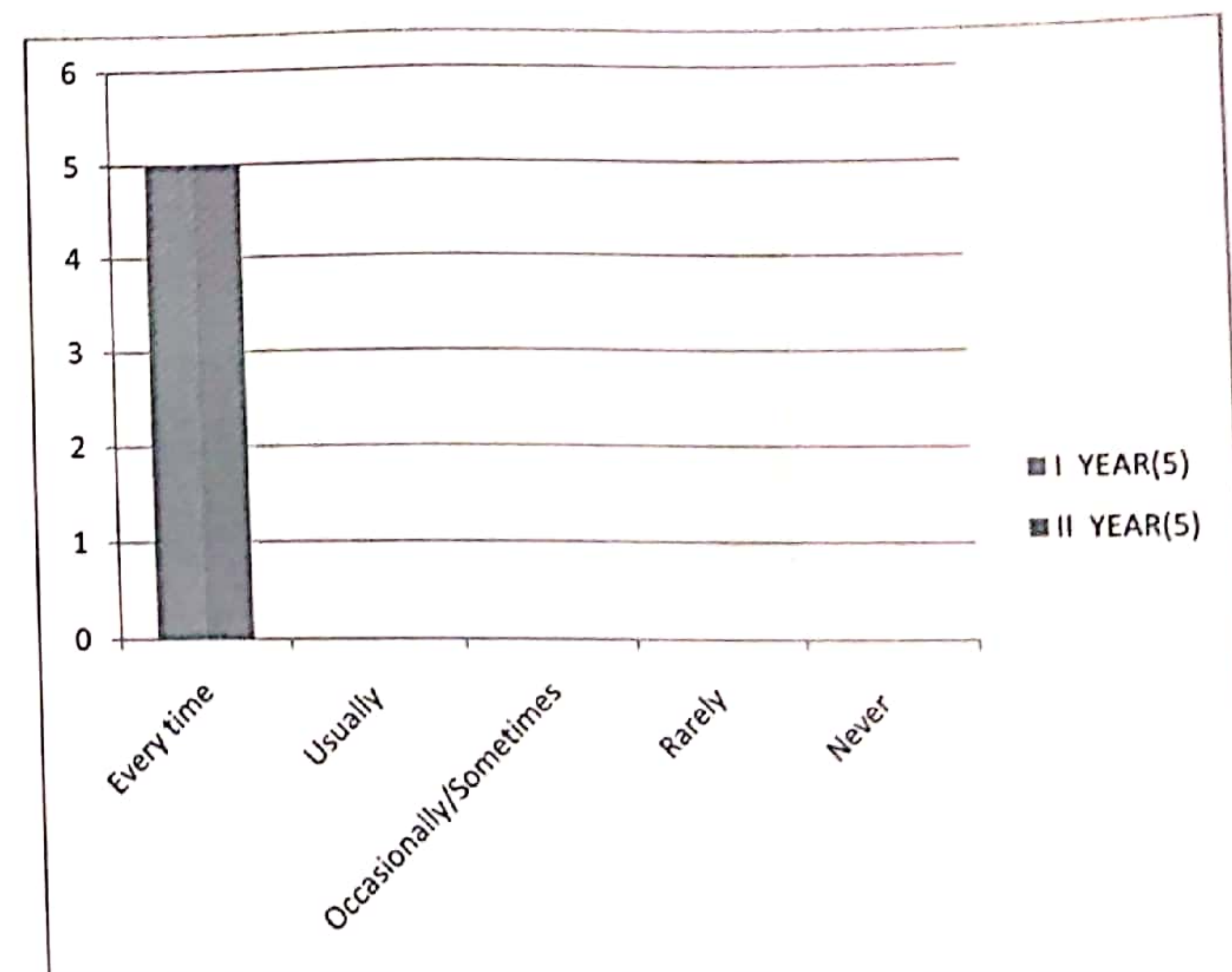
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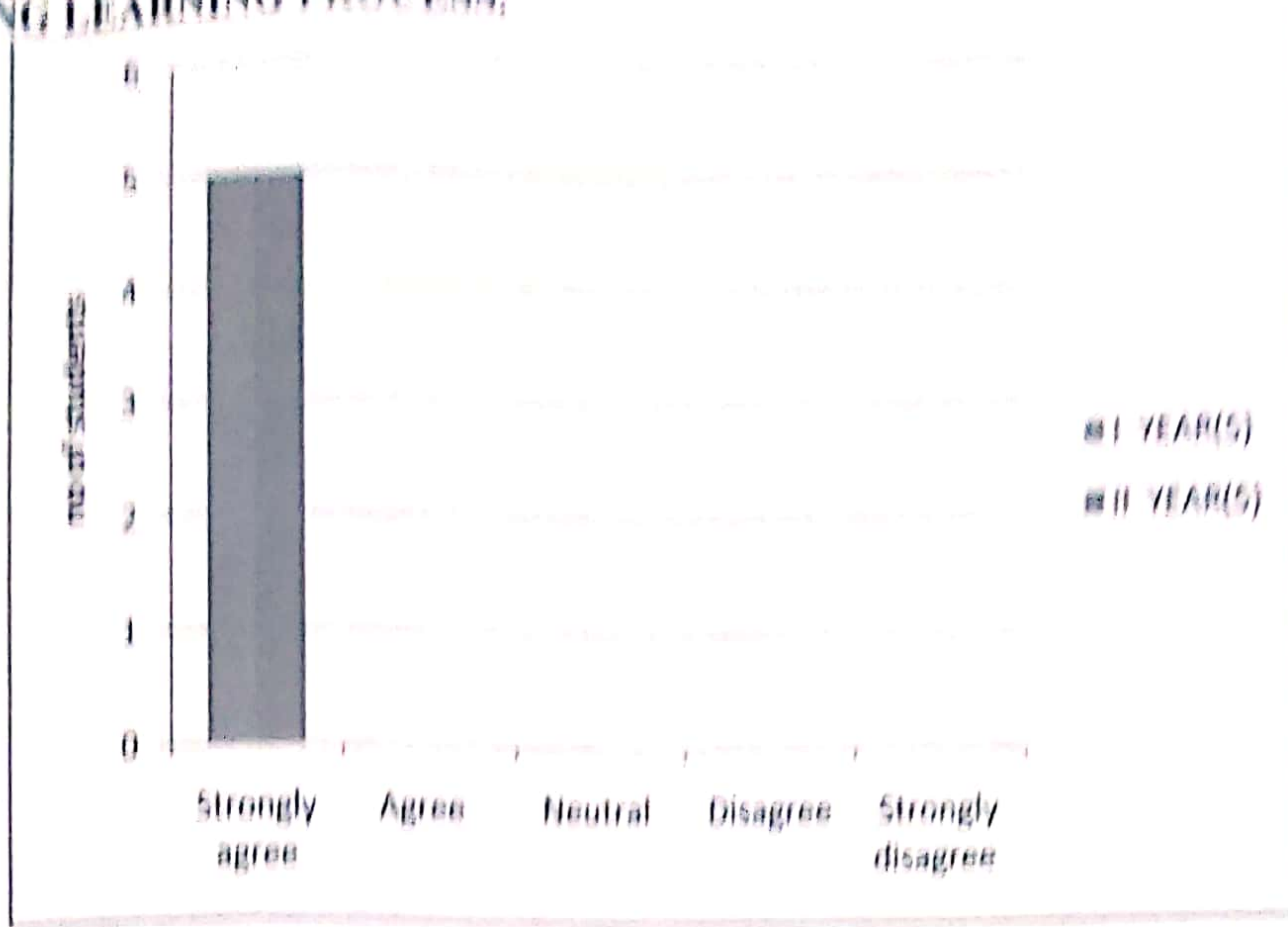
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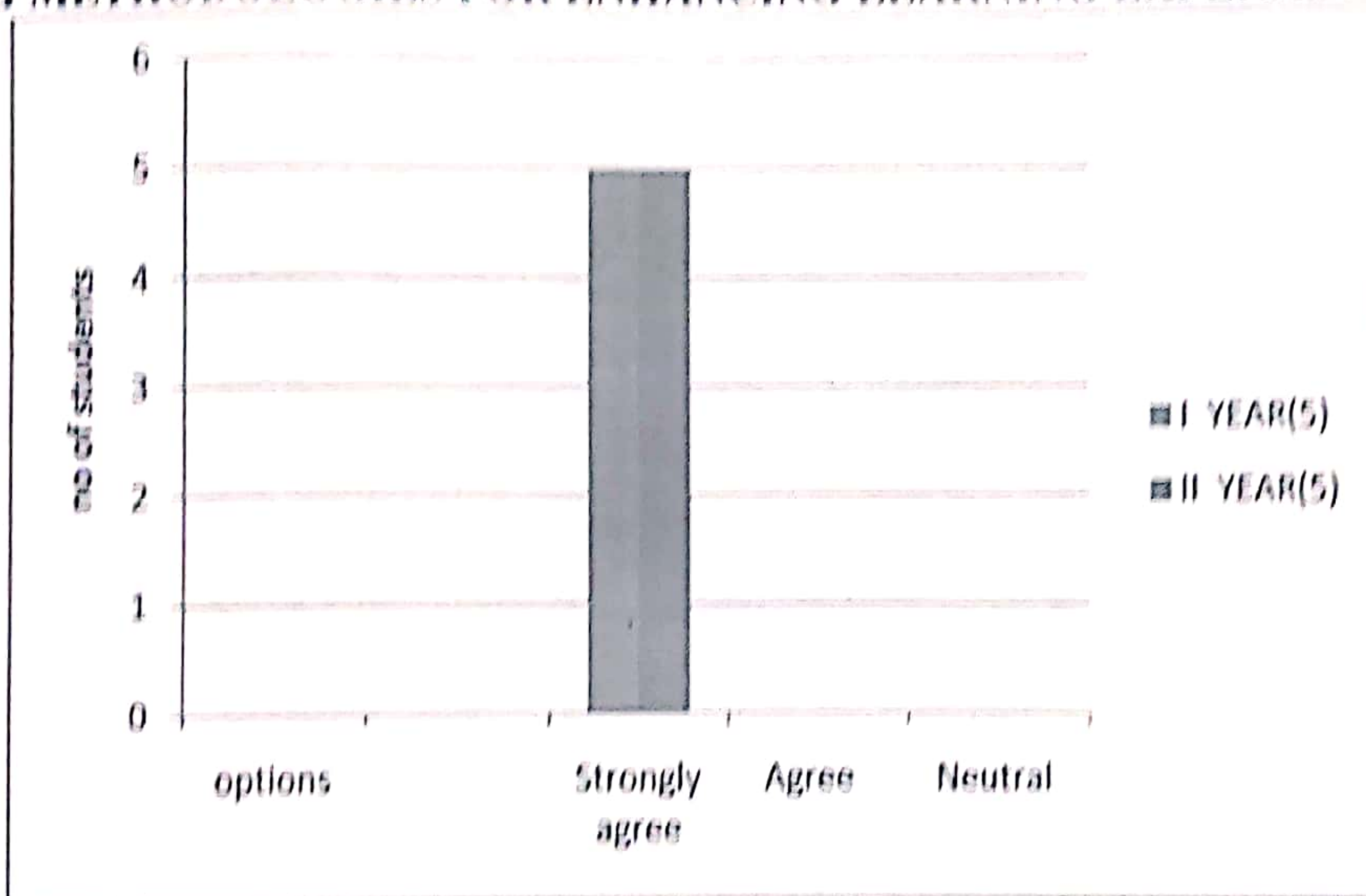
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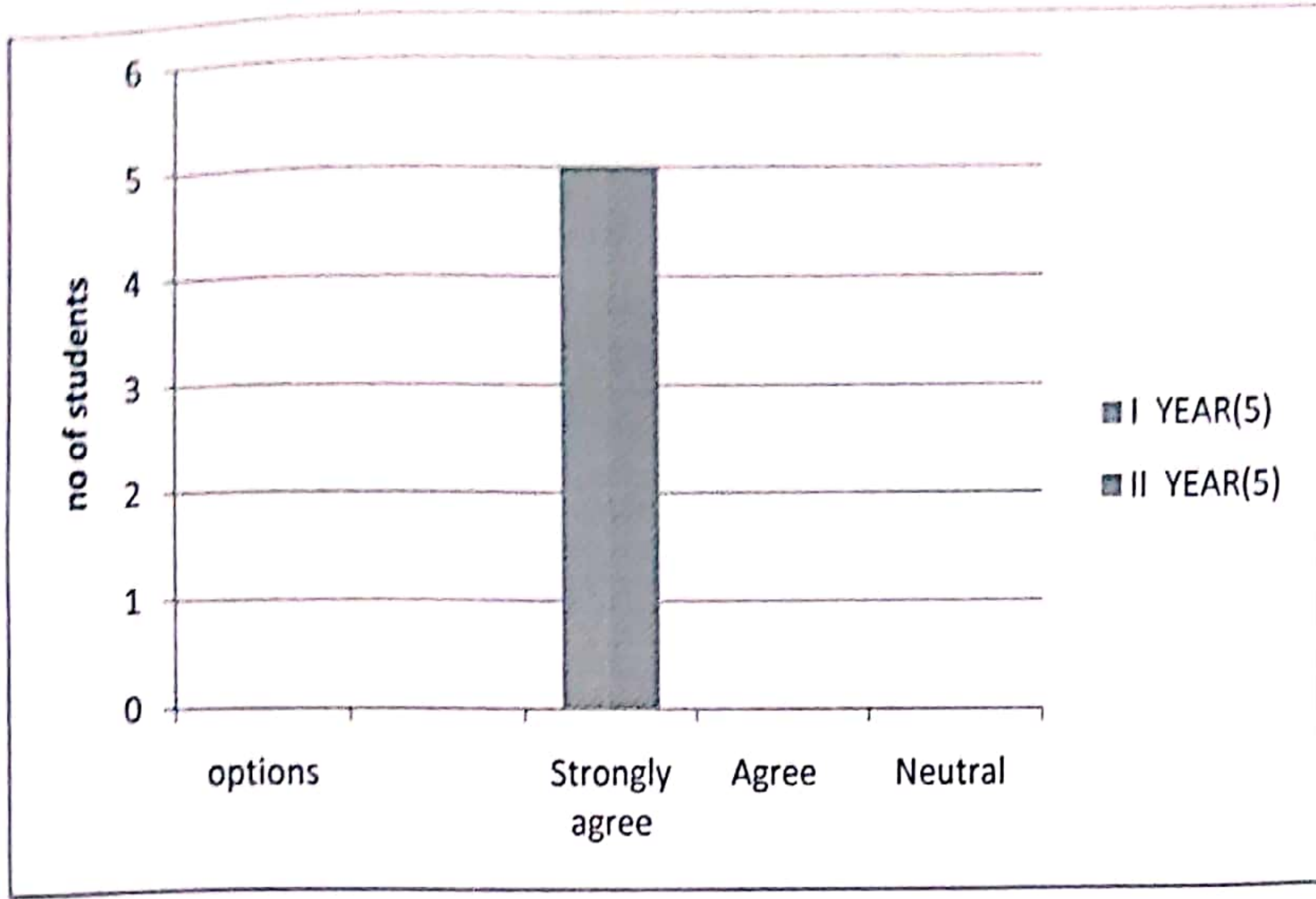
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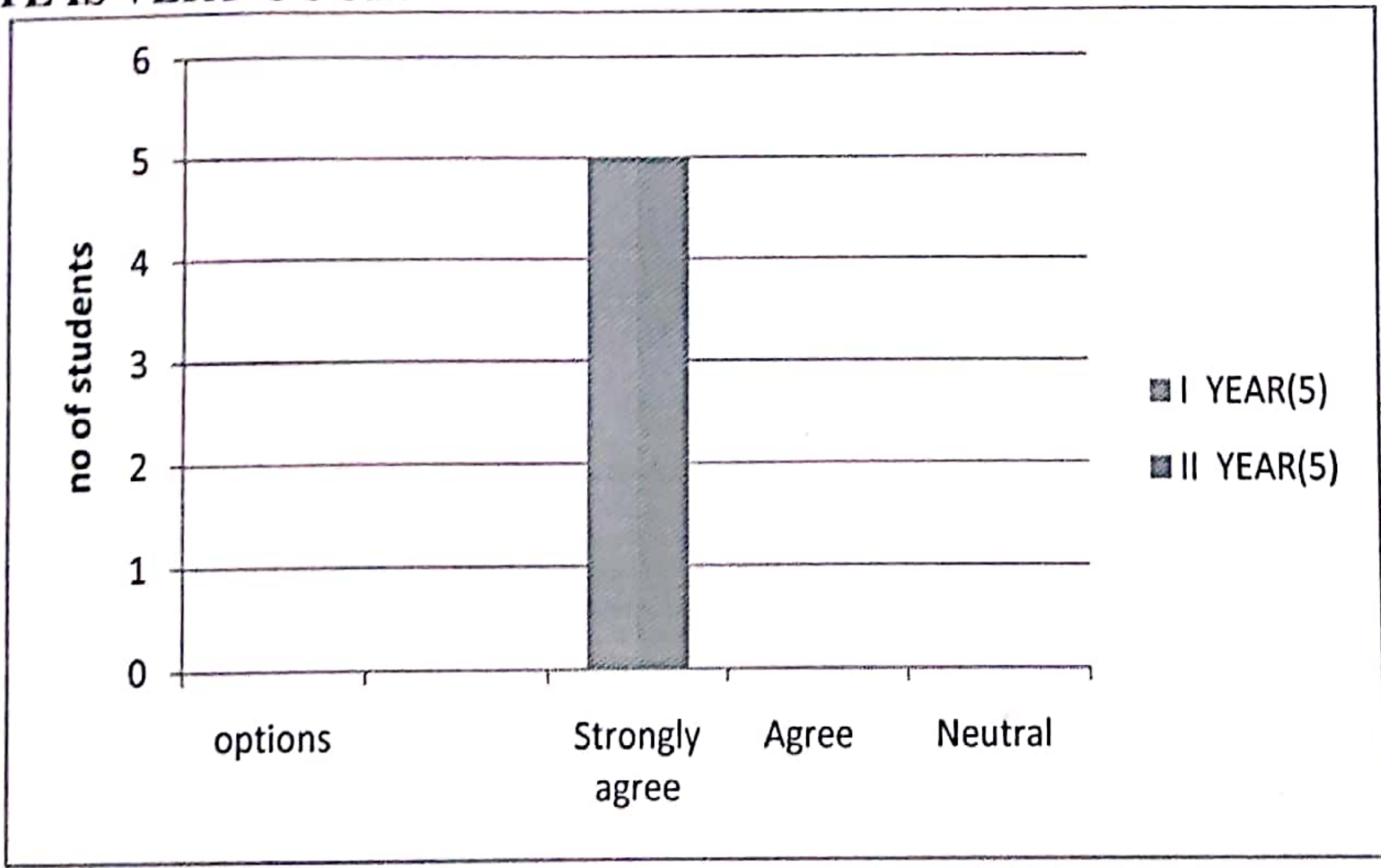
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STUDENTS OVERALL EVALUATION OF THE PROGRAMME AND TEACHING

Department: **COMPUTER SCIENCE**

Course: **B. C. A**

Year: **2019 - 2022**

1. The syllabus of each course was
 a) Adequate
2. Back ground for benefits from the course was
 a) More than adequate b) inadequate c) challenging d) dull
3. Was the course easy or difficult to understand?
 a) Easy b) adequate c) inadequate d) cannot say
4. How much of the syllabus was covered in the class?
 a) 85 to 100% b) manageable c) difficult d) very difficult
5. What is your opinion about the library material and facilities for the course?
 a) More than adequate b) 70 to 85% c) 55 to 70% d) less than 55%
6. To what extent were you able to get material for the prescribed reading?
 a) Easily b) adequate c) inadequate d) very poor
7. How well did the teacher prepare for the classes?
 a) thoroughly b) with some difficulty c) poorly d) indifferently
8. How well did the teacher able to communicate?
 a) satisfactorily b) poorly c) poorly d) Indifferently
9. How far the teacher encourages student participation in class?
 a) Always effective b) sometimes effective c) Just satisfactorily d) generally ineffectiv
10. If yes which of the following methods were used?
 a) Mostly yes b) sometimes c) not at all d) always
11. How helpful was the teacher in advising?
 a) Encouraged to raise questions b) get involved in discussion in class
 c) Encourage discussion outside class d) did not encourage
12. How helpful was the teacher in advising?
 a) Very helpful b) sometimes helpful c) not at all helpful d) did not advise
13. The teacher's approach can best be described as
 a) Always courteous b) sometimes rude c) always indifferent d) cannot say
14. Internal assessment was
 a) Always fair b) sometimes unfair c) Usually unfair d) sometimes fair
15. What effect do you think the internal assessment will have on your course grade?
 a) Helps to improve b) discouraging c) no special effect d) sometimes effective
16. How often did the teacher provide feedback on your performance?
 a) Regularly/in time b) with helpful comment c) often /late d) without any comments

16. Were your assignments discussed with you?
 a) yes, fully b) yes, partly c) not discussed at all d) sometimes discussed
17. a) Were you provided with a course contributory lecture too at the beginning?
 a) yes b) no
- b) If yes was it helpful?
 a) Yes b) no
18. Fairness of the internal evaluation process by the teachers.
 a) Always fair b) Usually fair c) Sometimes unfair
 d) Usually unfair e) Unfair
19. Was your performance in assignments discussed with you?
 a) Every time b) Usually c) Occasionally / Sometimes
 d) Rarely e) Never
20. The institute takes active interest in promoting internship, student exchange, and field visit Opportunities for students.
 a) Regularly b) Often c) Sometimes
 d) Rarely e) Never
21. The teaching and mentoring process in your institution facilitates you in cognitive, social and emotional growth.
 a) Significantly b) Very well c) Moderately
 d) Marginally e) Not at all
22. The institution provides multiple opportunities to learn and grow.
 a) Strongly agree b) Agree c) Neutral
 d) Disagree e) Strongly disagree
23. Your mentor does a necessary follow-up with an assigned task to you.
 a) Every time b) Usually c) Occasionally/Sometimes
 d) Rarely 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
 d) 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
 d) Very 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.



STUDENTS OVERALL EVALUATION OF THE PROGRAMME AND TEACHING

Department: Computer Science

Course: BCA
Year: III (2017-2020)

1. The syllabus of each course was
a) Adequate
b) ~~inadequate~~
c) challenging
d) dull
2. Back ground for benefits from the course was
a) More than adequate
b) ~~adequate~~
c) inadequate
d) cannot say
3. Was the course easy or difficult to understand?
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b) ~~manageable~~
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d) very difficult
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c) ~~55 to 70%~~
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a) Regularly/in time
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c) often /late
d) ~~without any comments~~

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 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.



Department: **COMPUTER SCIENCE**

Course: **BCA**

Year: **2018-2021**

1. The syllabus of each course was

- a) Adequate b) inadequate c) challenging d) dull

2. Back ground for benefits from the course was

- a) More than adequate b) adequate c) inadequate d) cannot say

3. Was the course easy or difficult to understand?

- a) Easy b) manageable c) difficult d) very difficult

4. How much of the syllabus was covered in the class?

- a) 85 to 100% b) 70 to 85% c) 55 to 70% d) less than 55%

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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 can best be described as

- a) Always courteous b) sometimes rude c) always indifferent d) cannot say

13. Internal assessment was

- a) Always fair b) sometimes unfair c) Usually unfair d) sometimes fair

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

- a) Helps to improve b) discouraging c) no 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 d) without any comments

16. Were your assignments discussed with you?
 a) yes, fully b) yes, partly c) not discussed at all d) sometimes discussed
17. a) Were you provided with a course contributory lecture too at the beginning?
 a) yes b) no
 b) If yes was it helpful?
 a) Yes b) no
18. Fairness of the internal evaluation process by the teachers.
 a) Always fair b) Usually fair c) Sometimes unfair
 d) Usually unfair e) Unfair
19. Was your performance in assignments discussed with you?
 a) Every time b) Usually c) Occasionally / Sometimes
 d) Rarely e) Never
20. The institute takes active interest in promoting internship, student exchange, and field visit Opportunities for students.
 a) Regularly b) Often c) Sometimes
 d) Rarely e) Never
21. The teaching and mentoring process in your institution facilitates you in cognitive, social and emotional growth.
 a) Significantly b) Very well c) Moderately
 d) Marginally e) Not at all
22. The institution provides multiple opportunities to learn and grow.
 a) Strongly agree b) Agree c) Neutral
 d) Disagree e) Strongly disagree
23. Your mentor does a necessary follow-up with an assigned task to you.
 a) Every time b) Usually c) Occasionally/Sometimes
 d) Rarely 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
 d) 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
 d) Very 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.

rarely. We like to participate in talents exam but it is not available here, etc, etc, etc...



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DEPARTMENT OF COMPUTER SCIENCE

STUDENTS OVERALL EVALUATION OF THE PROGRAMME AND TEACHING

(2018-2019)

COMPUTER APPLICATIONS

Q. NO 1 .SYLLABUS

	I YEAR(15)	II YEAR(16)	III YEAR(16)
adequate	5	8	4
inadequate	2	0	2
challenging	7	7	9
dull	0	1	1

Q. NO 2 BENEFIT FROM COURSE

	I YEAR(15)	II YEAR(16)	III 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

	I YEAR(15)	II YEAR(16)	III 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

	I YEAR(15)	II 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

	I 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

	I YEAR(15)	II YEAR(16)	III 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

	I 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

	I YEAR(15)	II YEAR(16)	III 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

	I YEAR(15)	II YEAR(16)	III 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

	I YEAR(15)	II YEAR(16)	III 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

	I YEAR(15)	II YEAR(16)	III 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

	I YEAR(15)	II YEAR(16)	III 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

	I YEAR(15)	II YEAR(16)	III 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

	I YEAR(15)	II YEAR(16)	III YEAR(16)
helps to inprove	12	2	3
discouraging	1	4	4
no special effect	0	10	1
soemtimes effective	2	0	6

Q. NO 15 TEACHER FEEDBACKS ON STUDENT PERFORMANCE

	I YEAR(15)	II YEAR(16)	III 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

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


Q. NO 17 A COURSE CONTRIBUTORY LECTURE TOO AT BEGINNING

	I YEAR(15)	II YEAR(16)	III YEAR(16)
yes	11	9	8
no	4	7	8

Q. NO 17 B WAS LECTURE HELPFUL?

	I YEAR(15)	II YEAR(16)	III YEAR(16)
YES	14	12	16
NO	1	4	0


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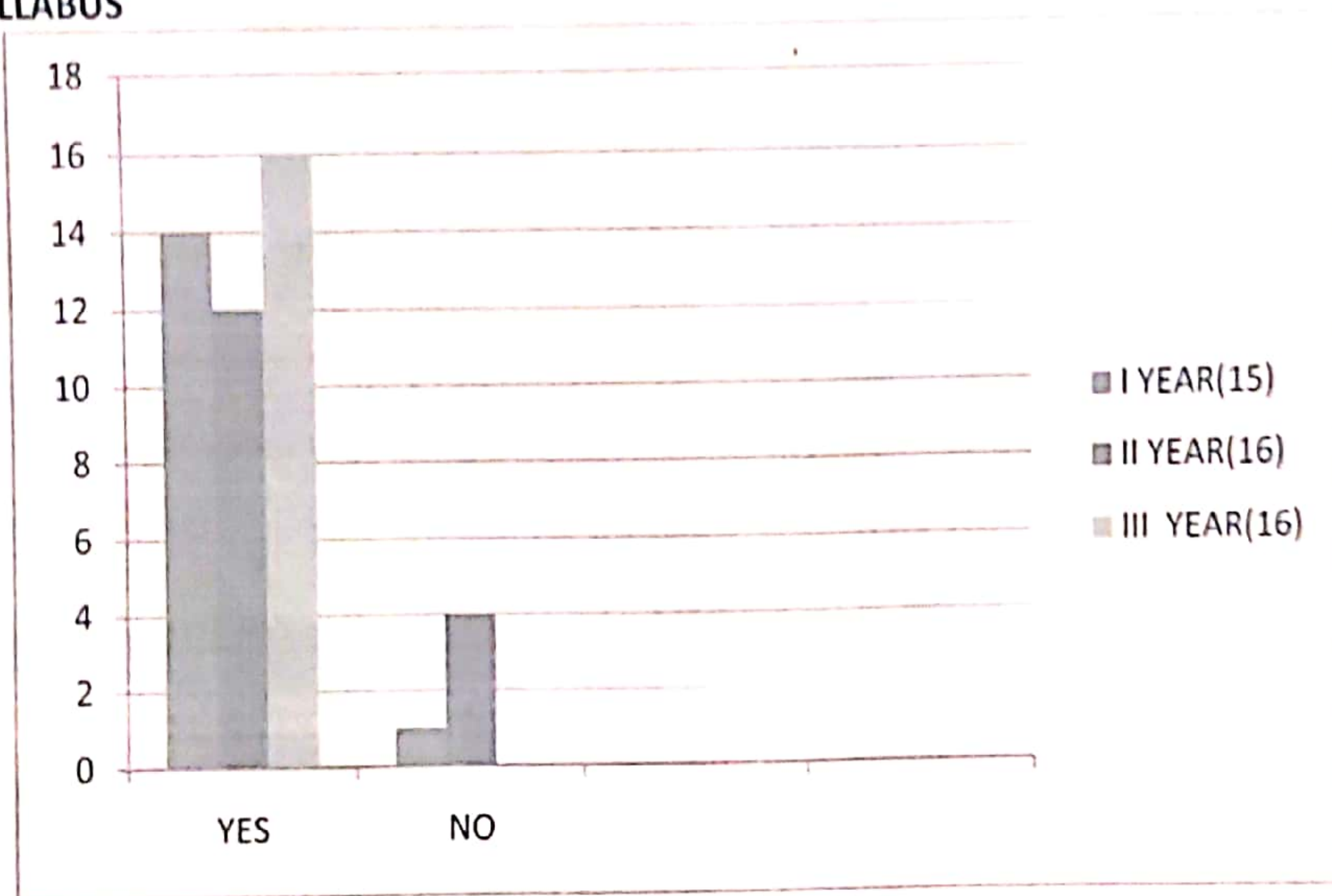
DEPARTMENT OF COMPUTER SCIENCE

STUDENTS OVERALL EVALUATION OF THE PROGRAMME AND TEACHING

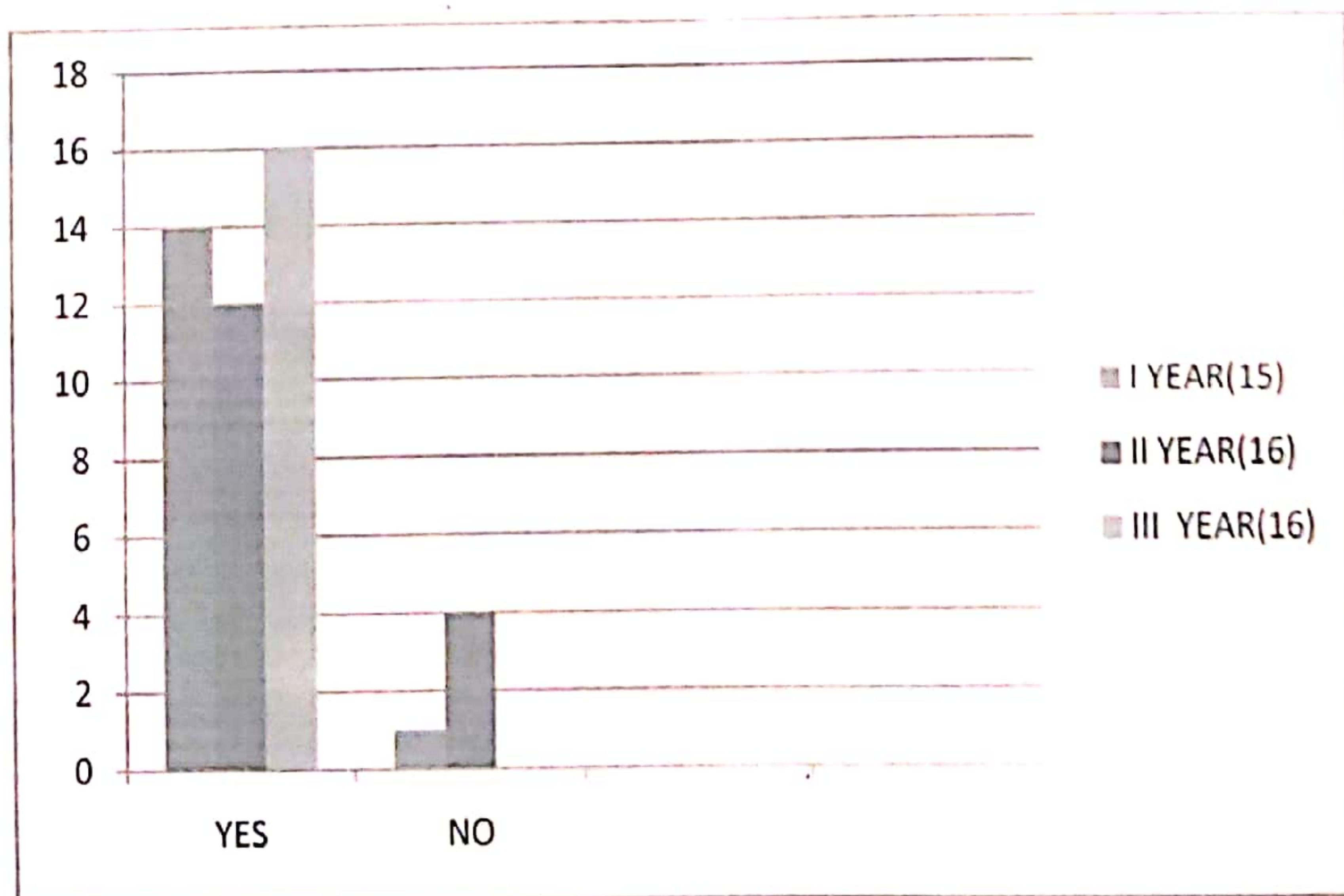
(2018-2019)

COMPUTER APPLICATIONS

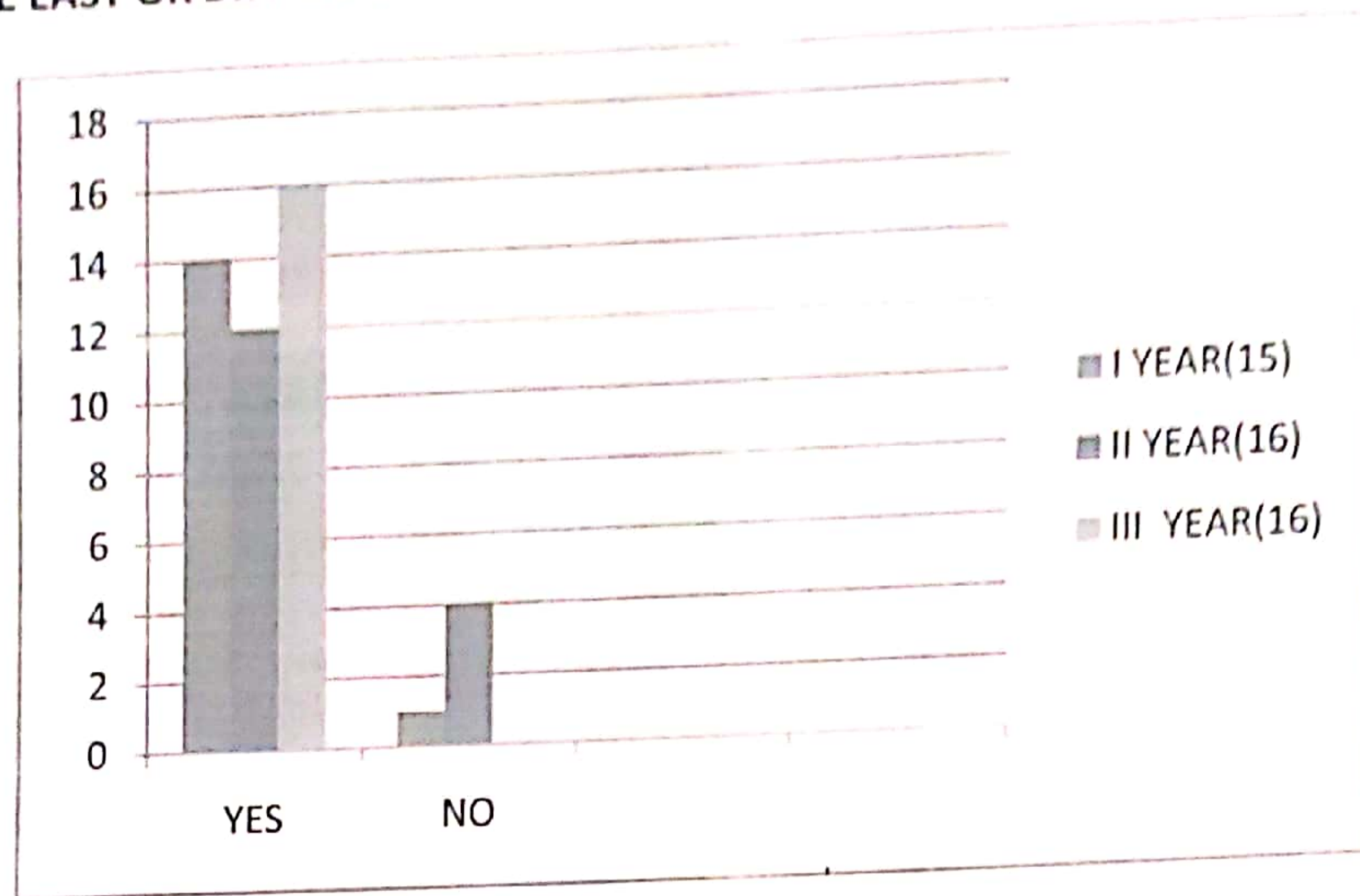
Q. NO 1 .SYLLABUS



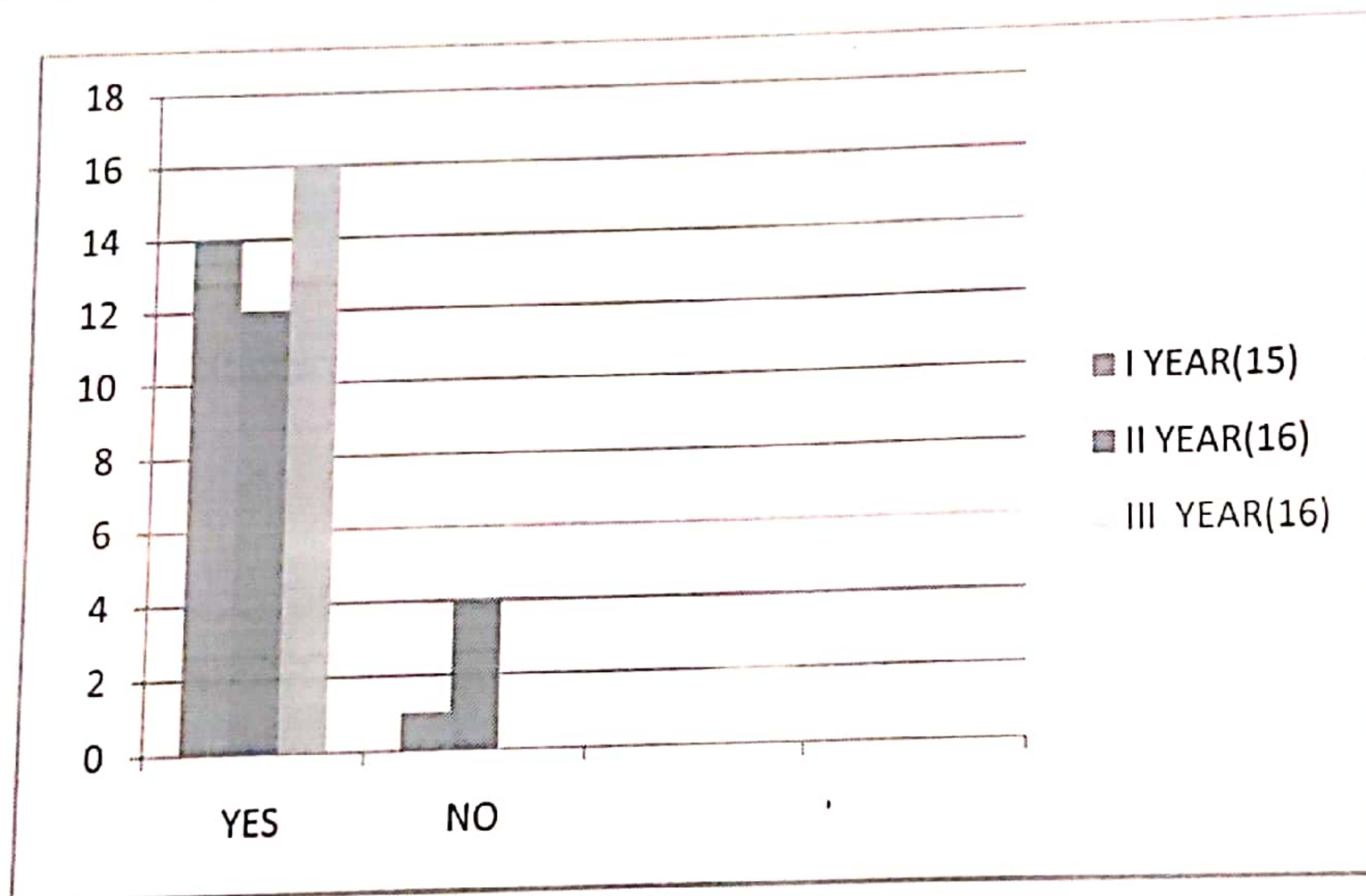
Q. NO 2 BENEFIT FROM COURSE



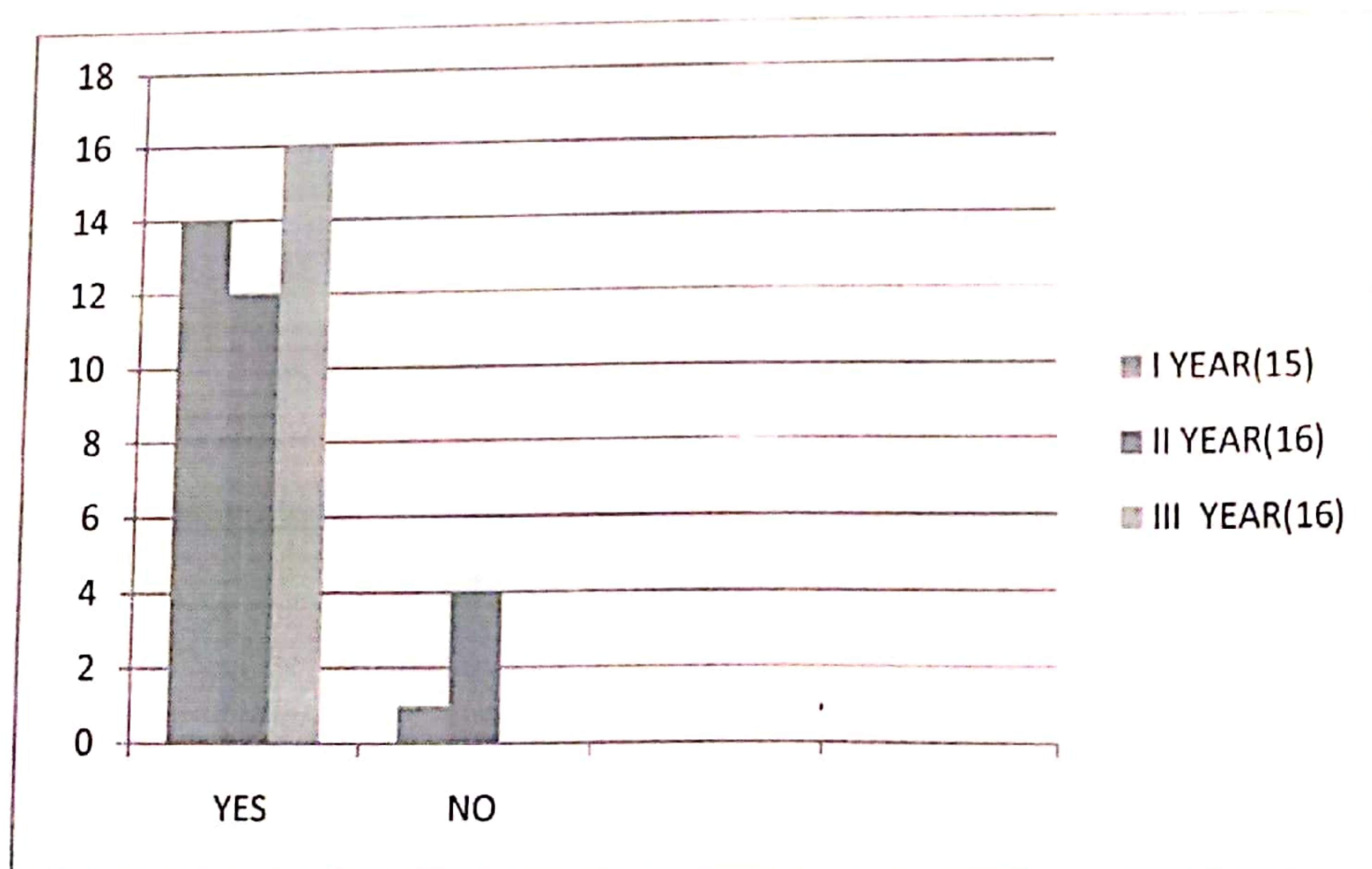
Q. NO 3 COURSE EASY OR DIFFICULT TO UNDERSTAND



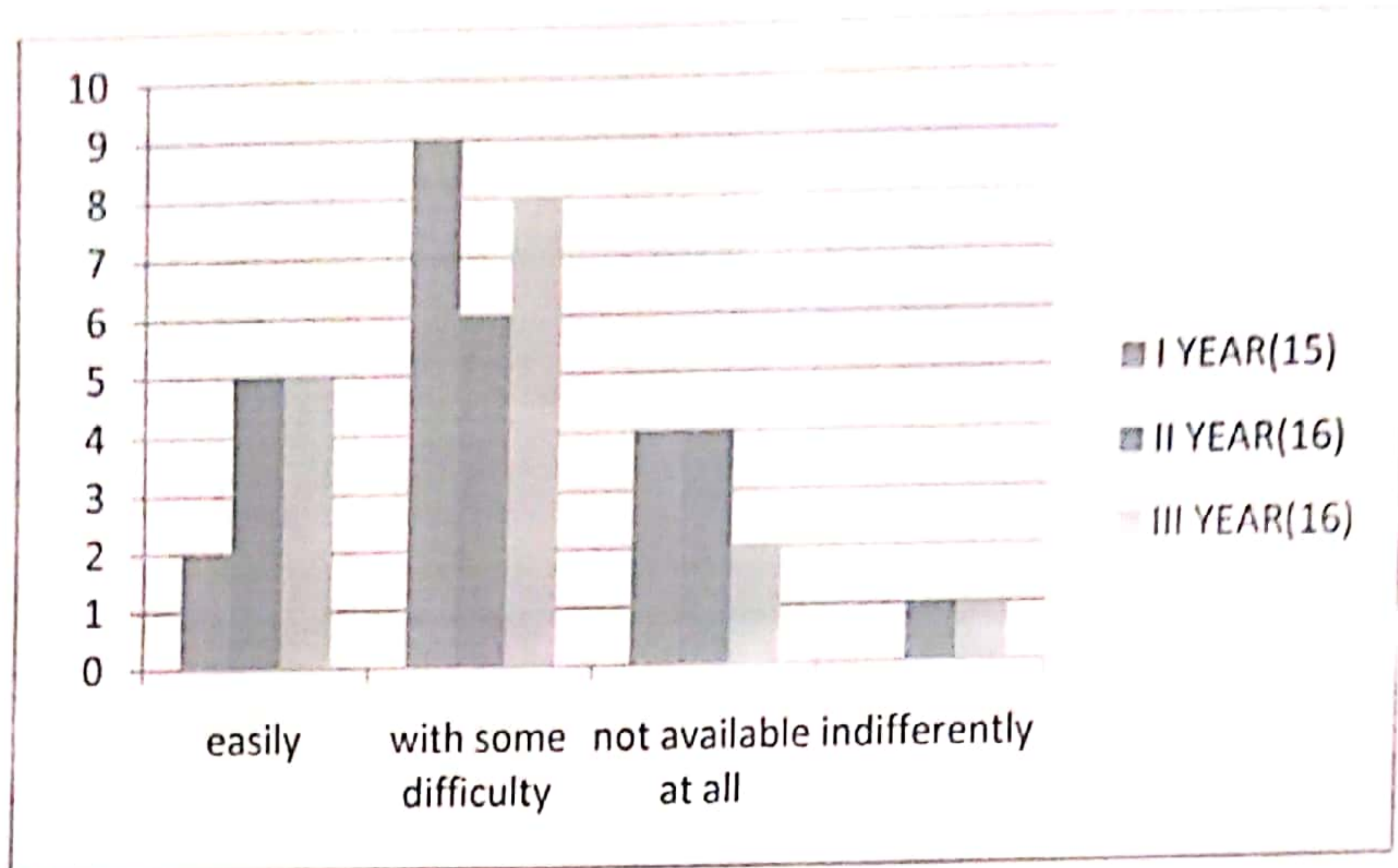
Q. NO 4 % SYLLABUS COVERED IN CLASS



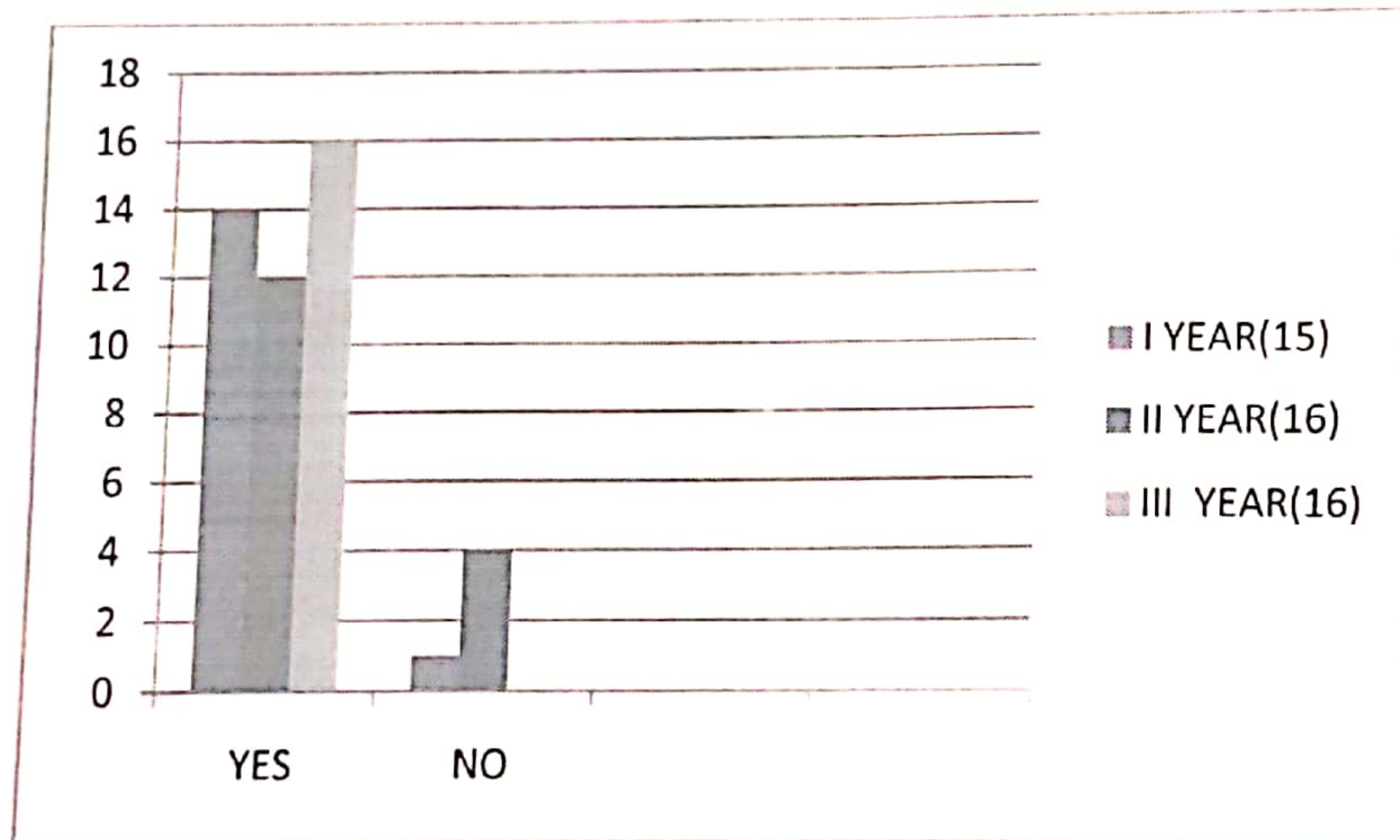
Q. NO 5 LIBRARY MATERIAL FOR COURSE



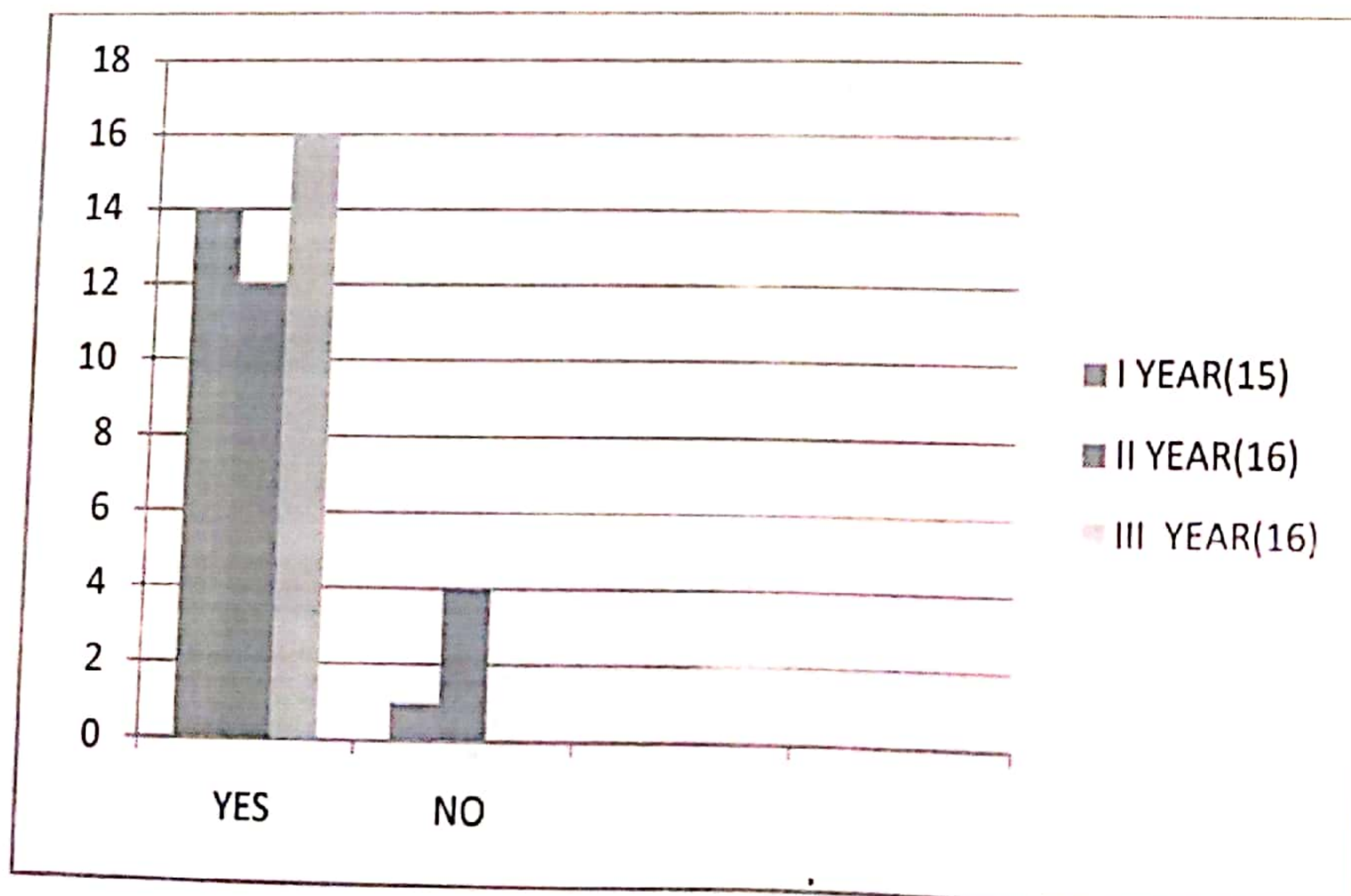
Q. NO 6 EXTEND OF MATERIAL FOR PRESCRIBED READING



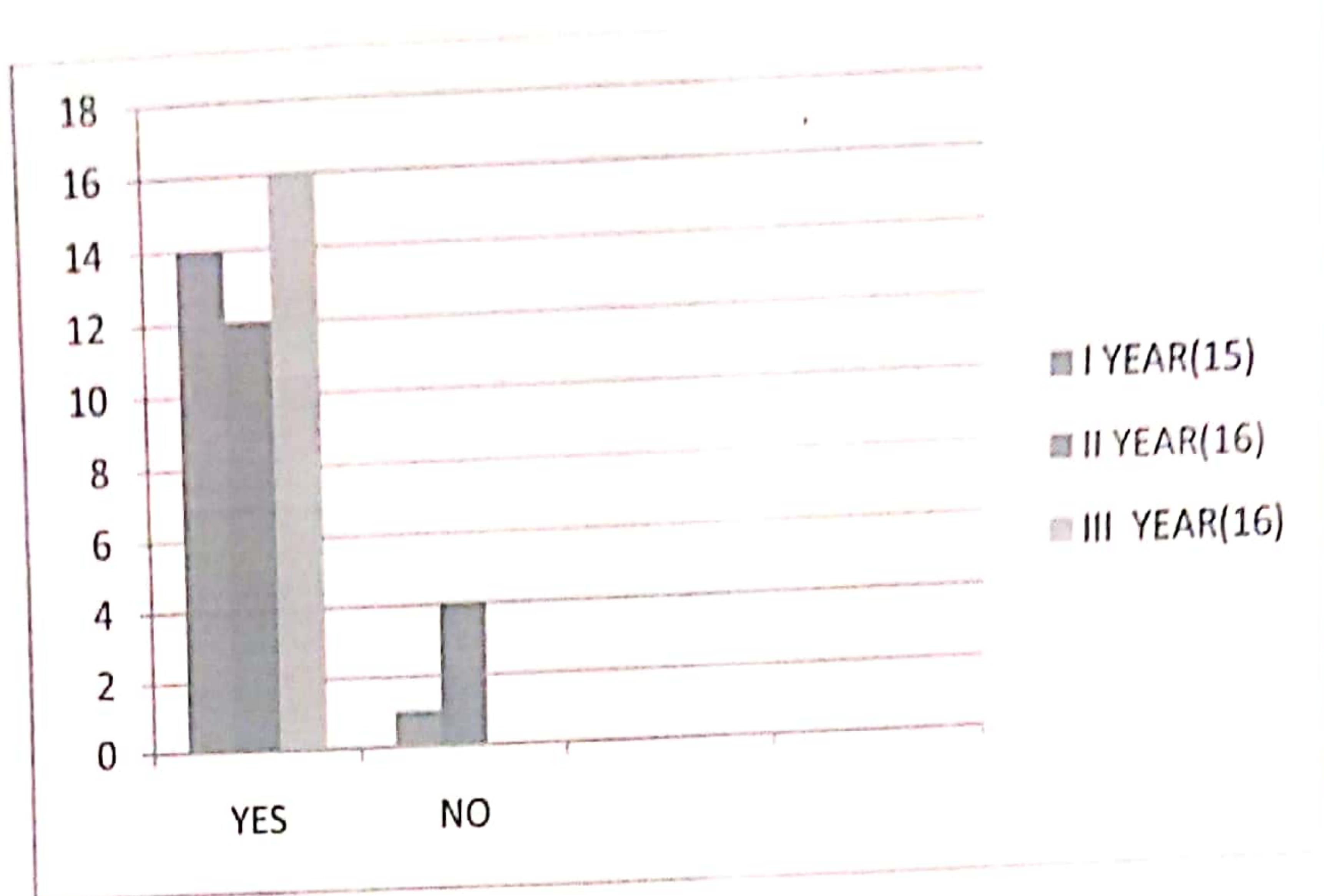
Q. NO 7 TEACHER PREPARATIONS FOR CLASS



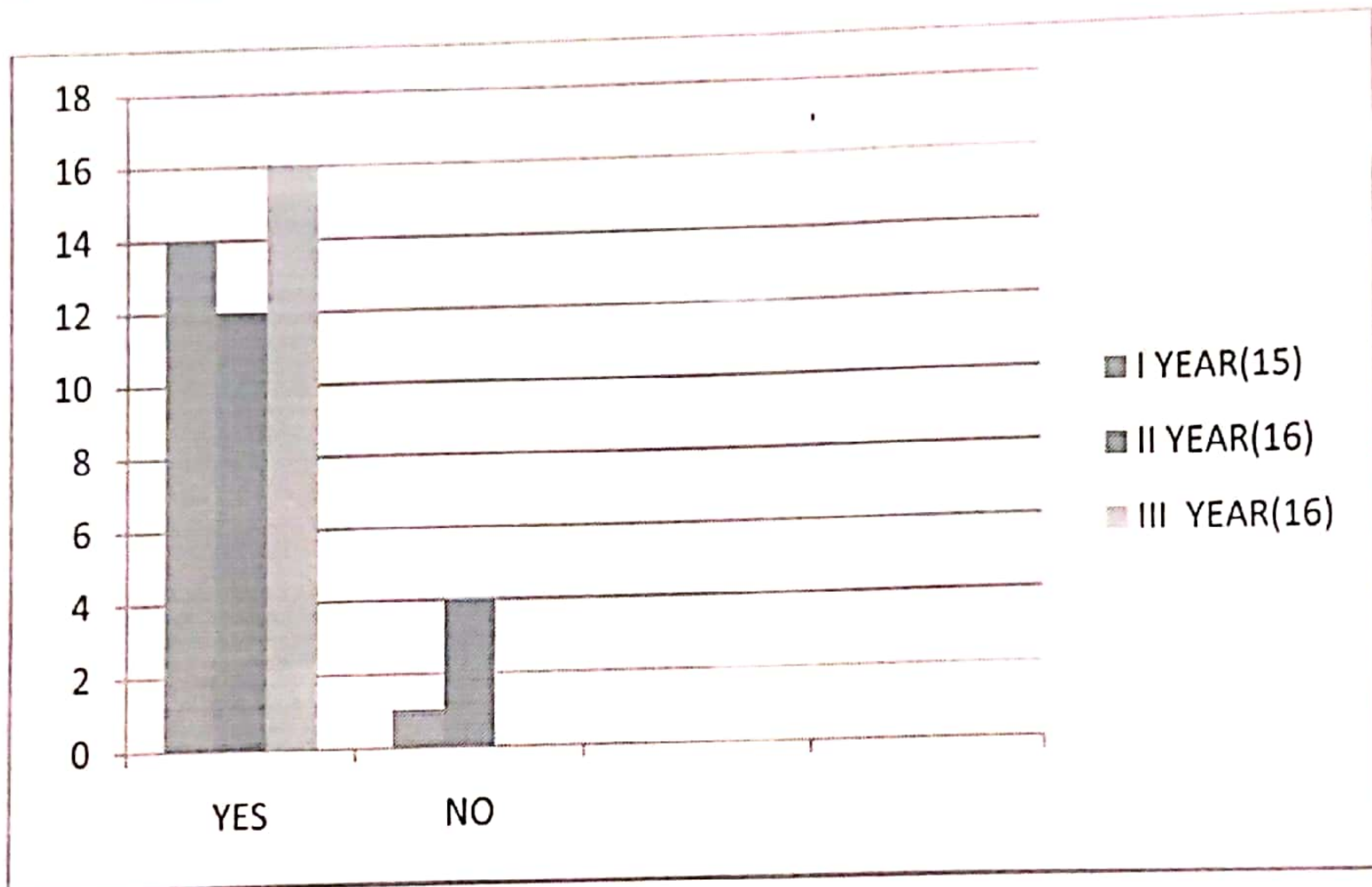
Q. NO 8 TEACHER COMMUNATIONS



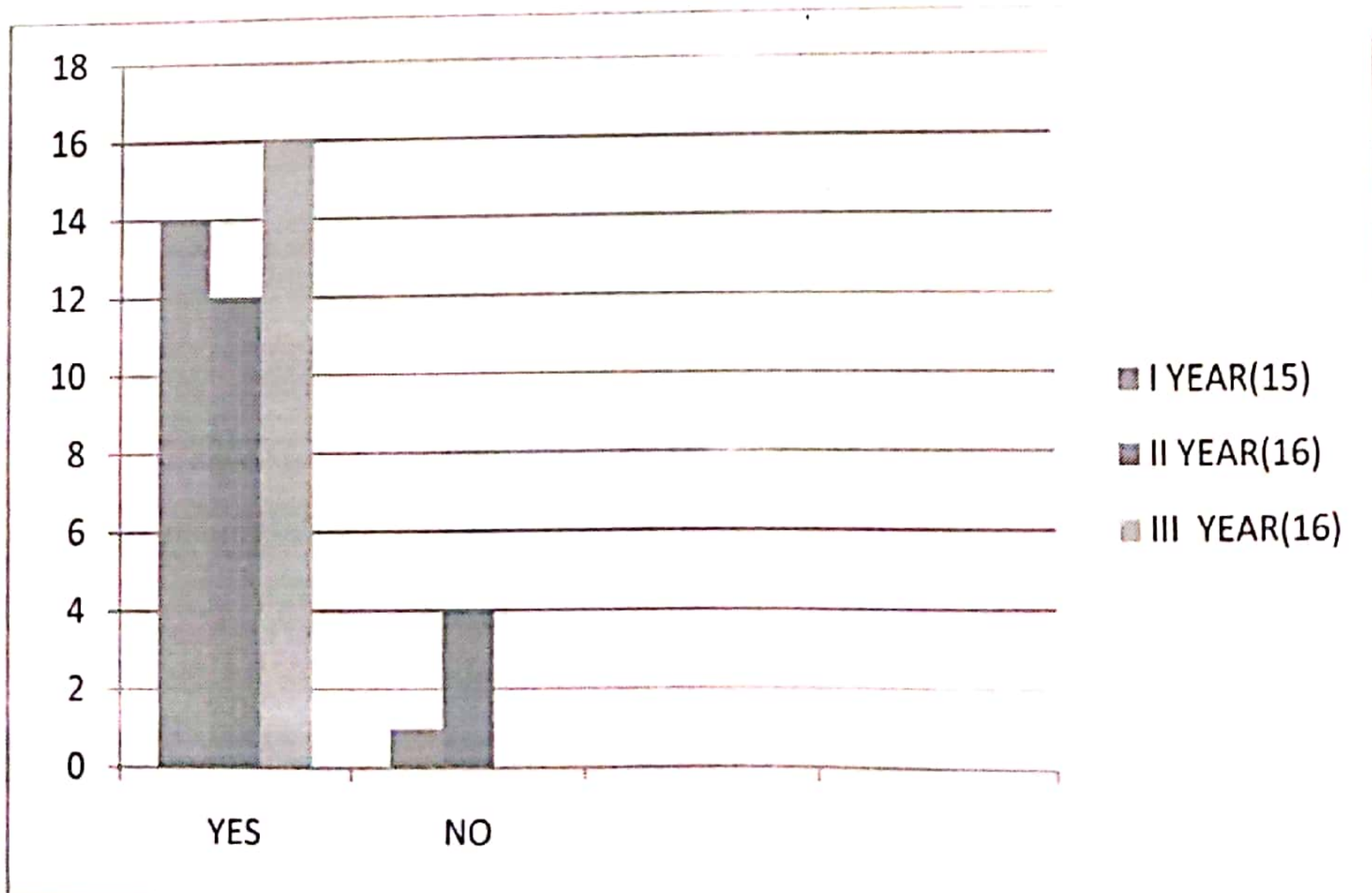
Q. NO 9 TEACHER ENCOURAGE STUDENT PARTICIPATION



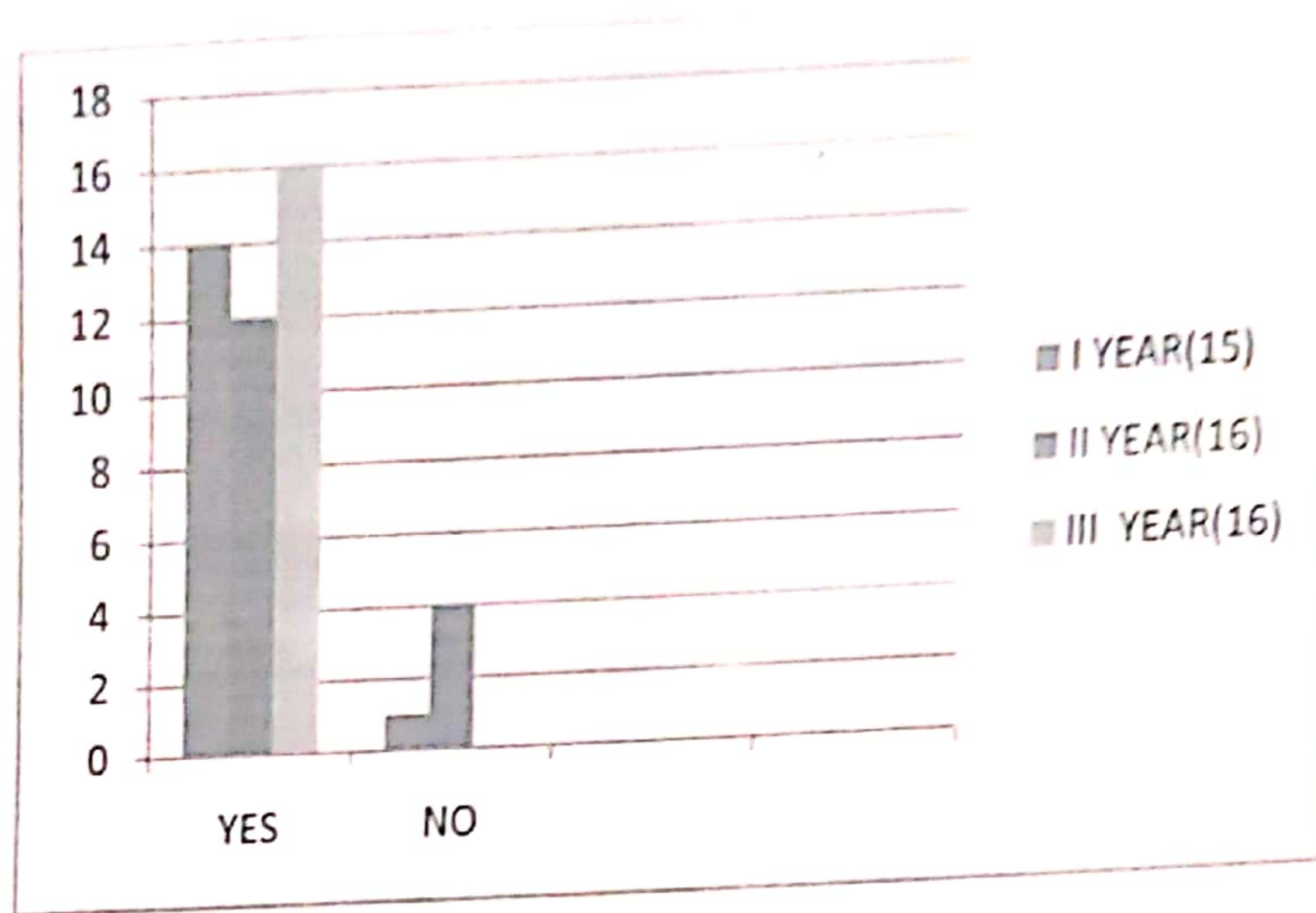
Q. NO 10 METHODS USED FOR ENCOURAGEMENT



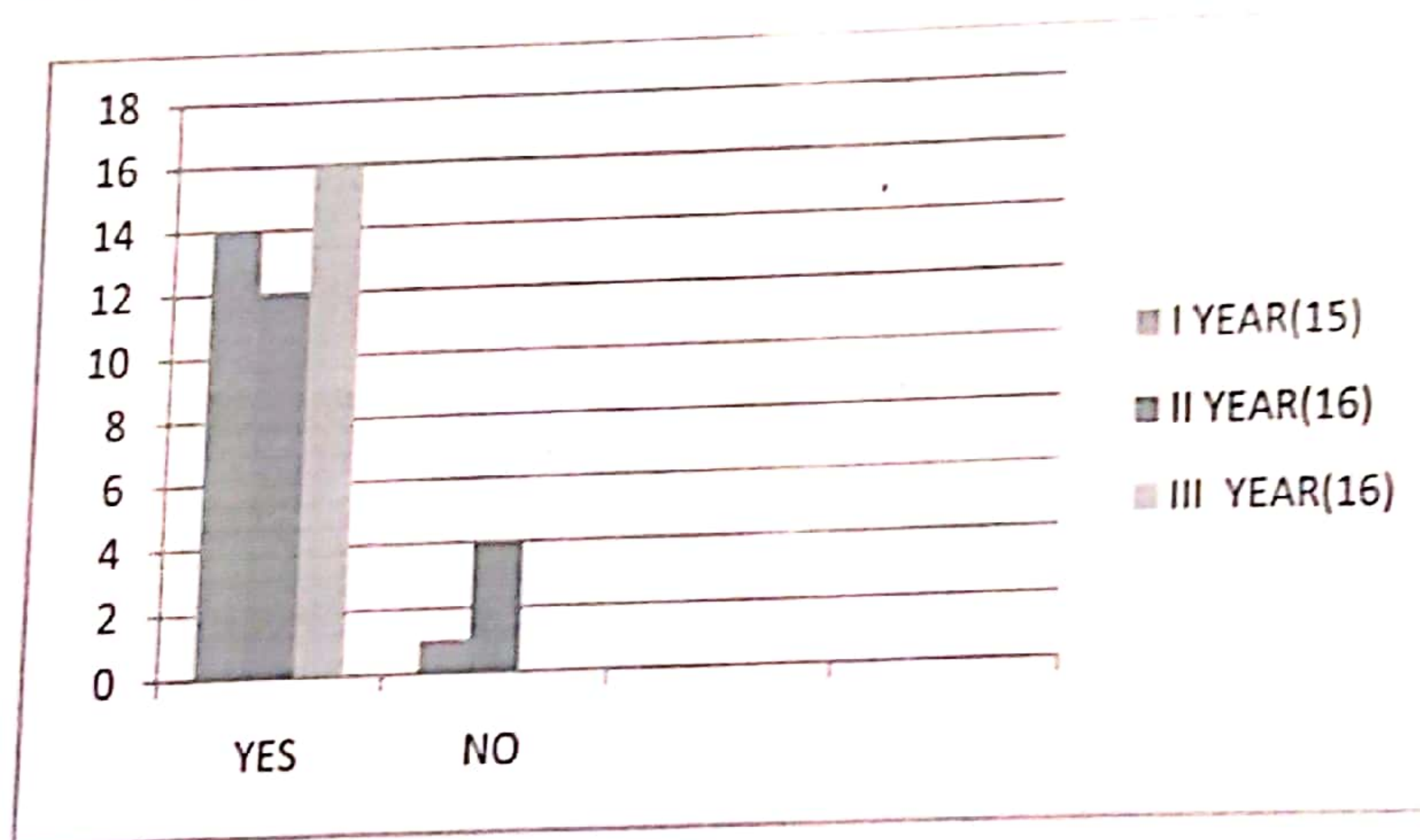
Q. NO 11 TEACHER ADVICE



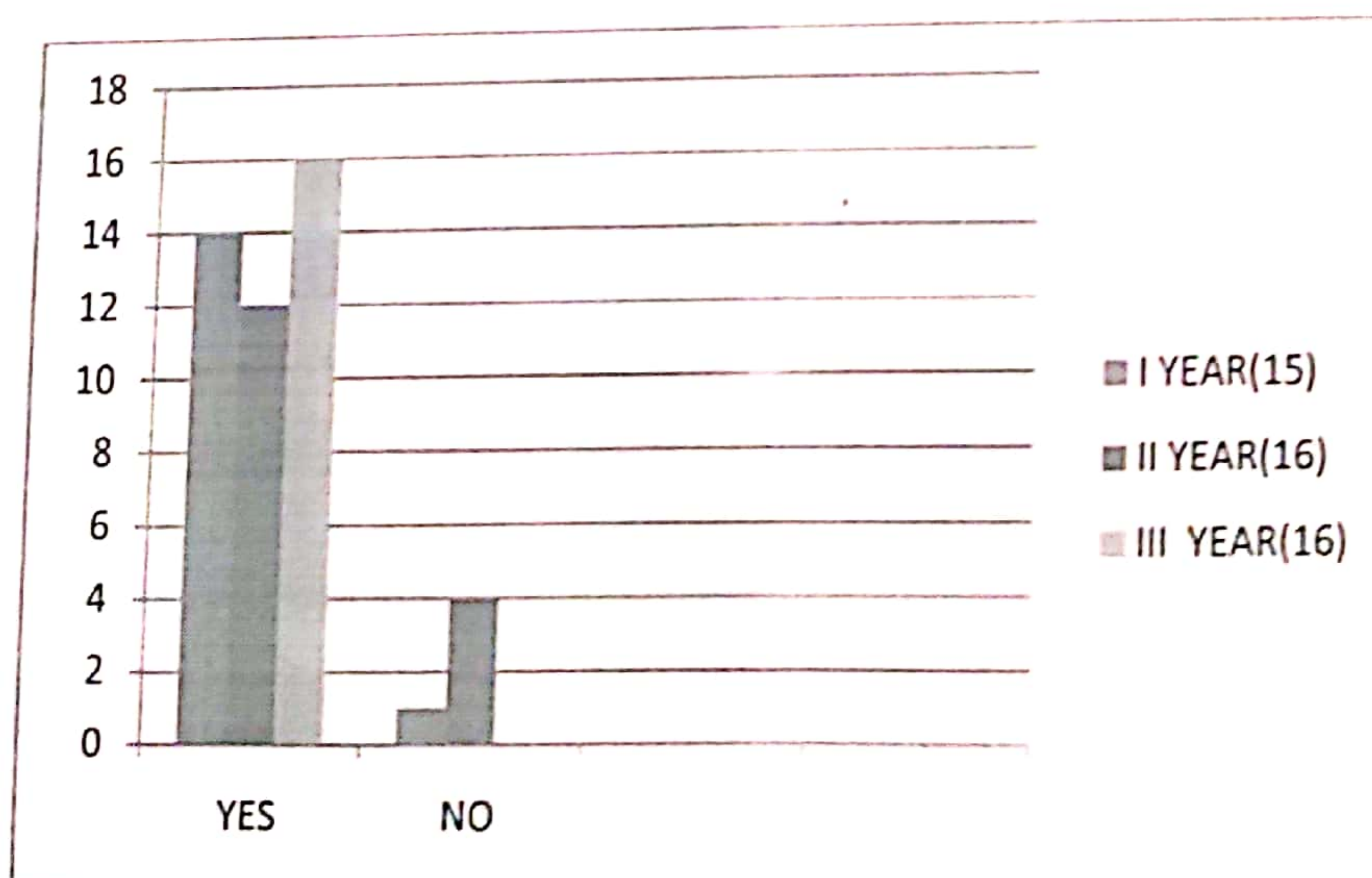
Q. NO 12 TEACHER APPROACH DESCRIPTION



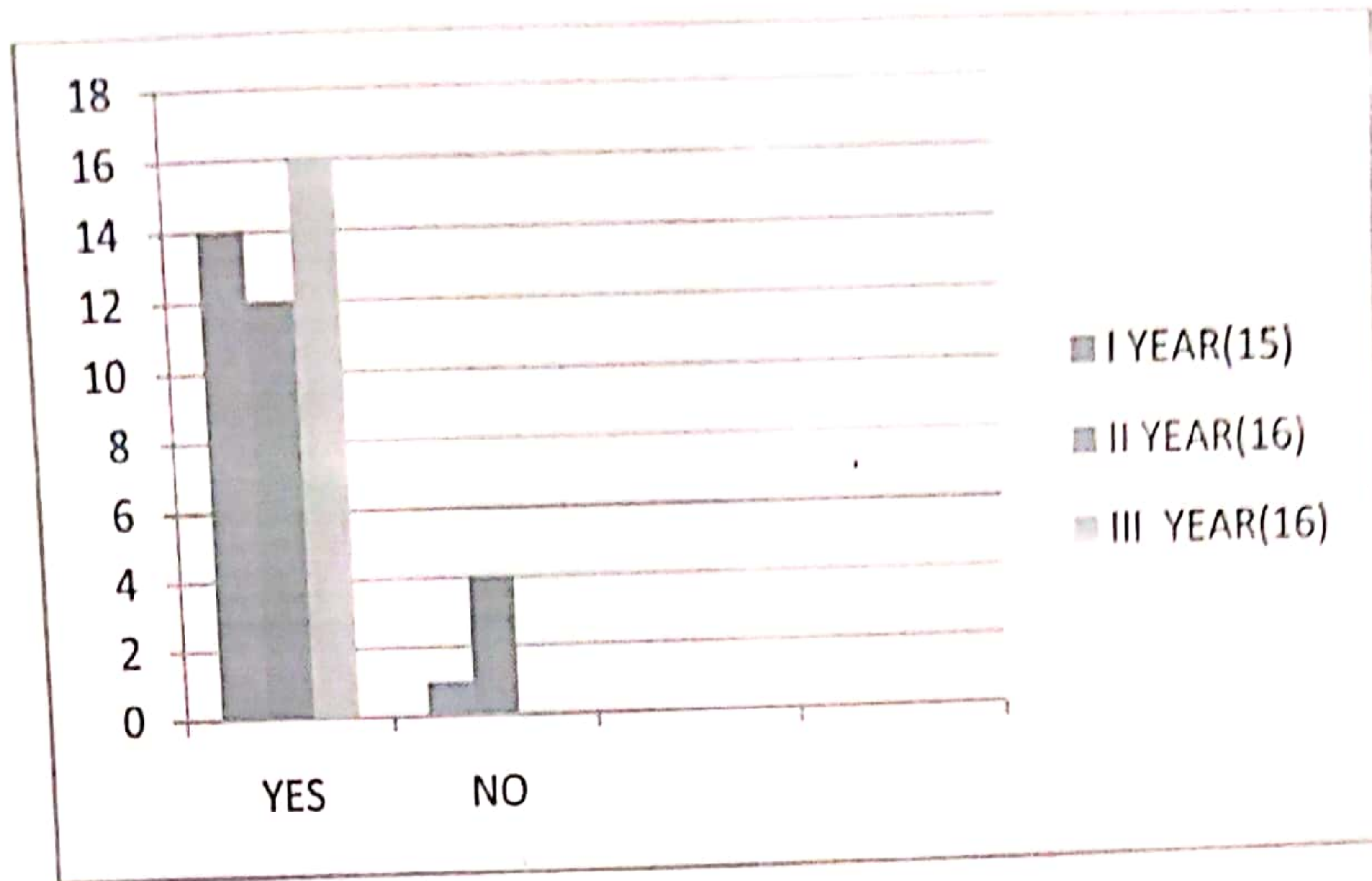
Q. NO 13 INTERNAL ASSESSMENT



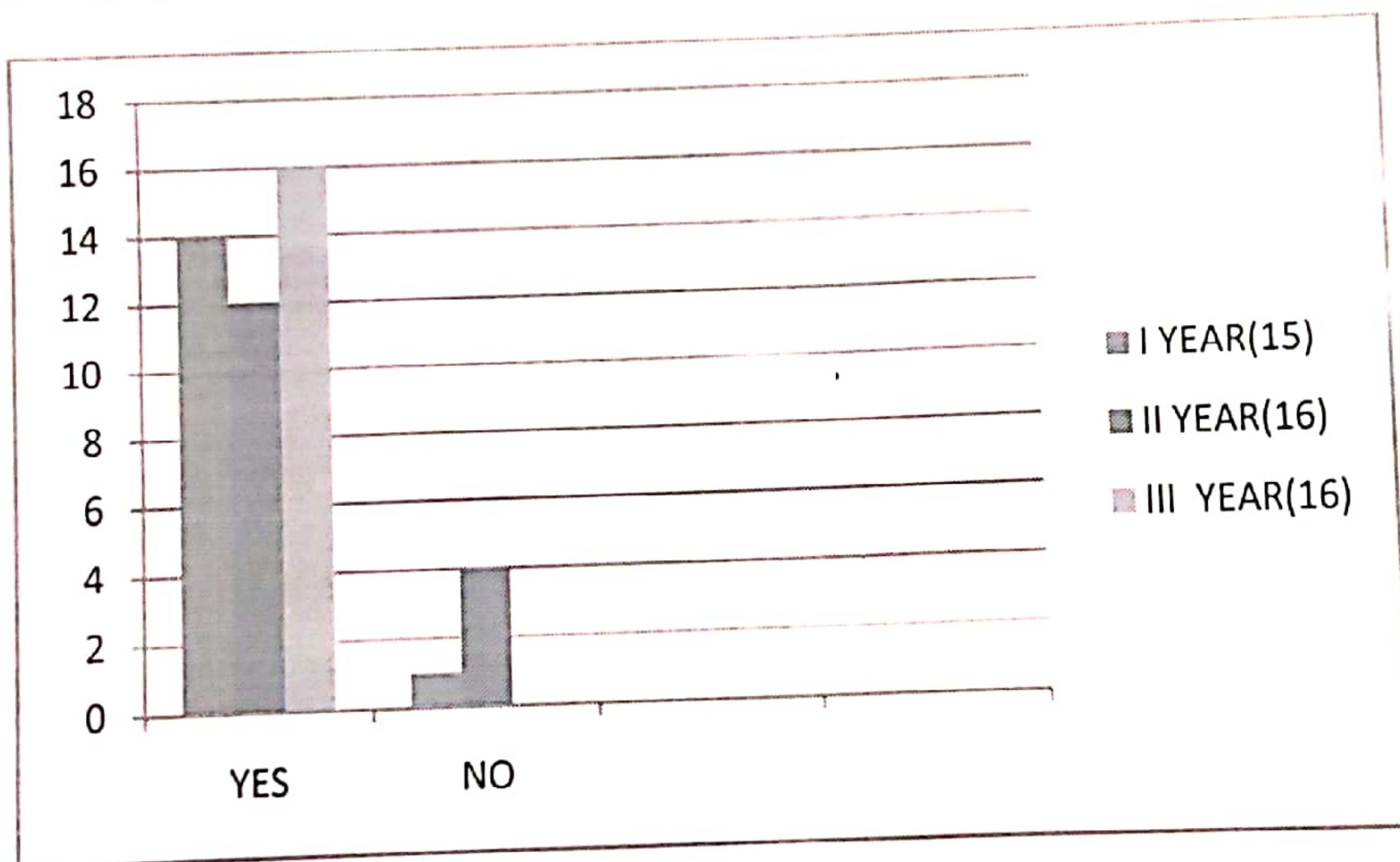
Q. NO 14 EFFECT OF INTERNAL ASSESSMENT ON COURSE GRADE



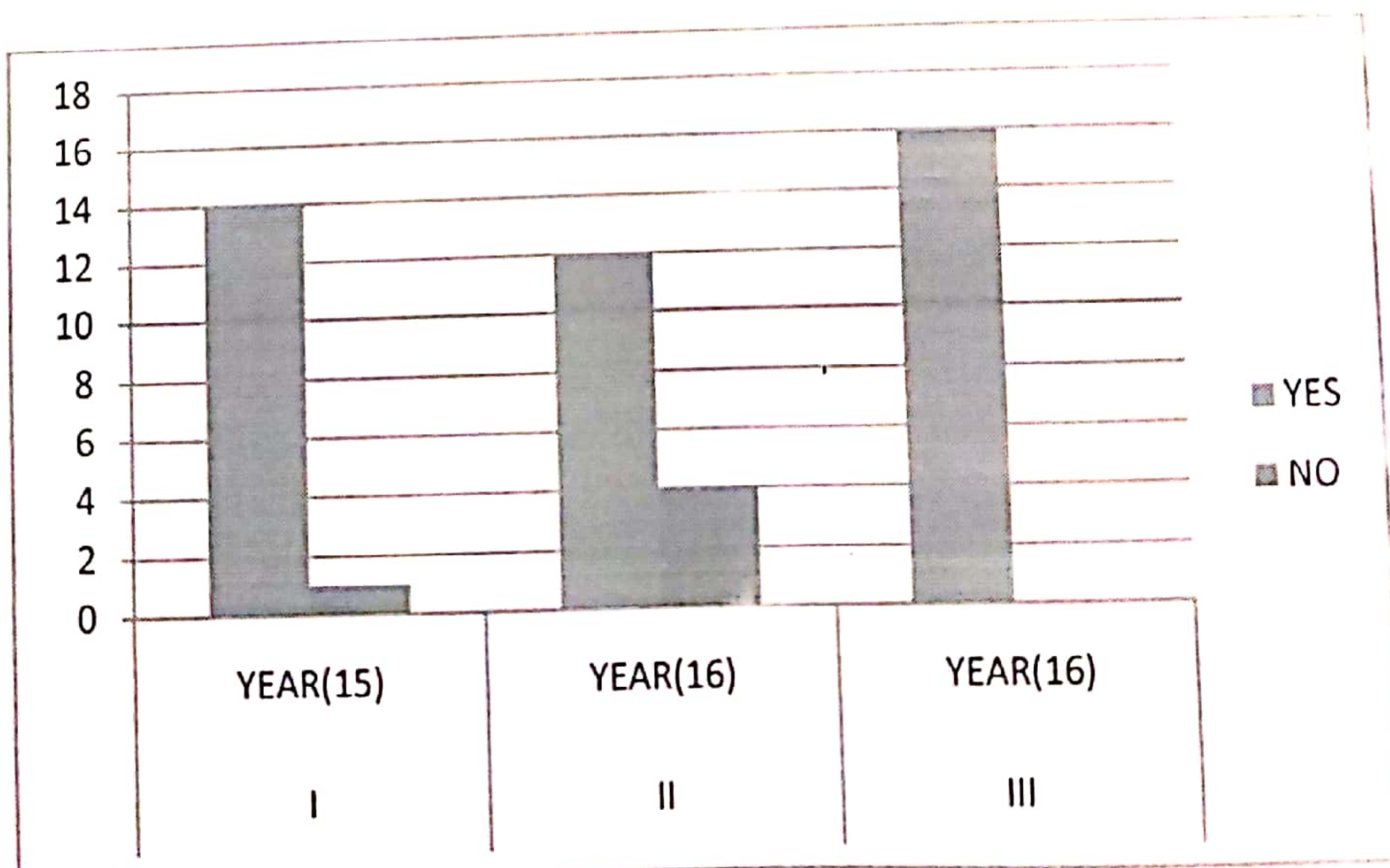
Q. NO 15 TEACHER FEEDBACKS ON STUDENT PERFORMANCE



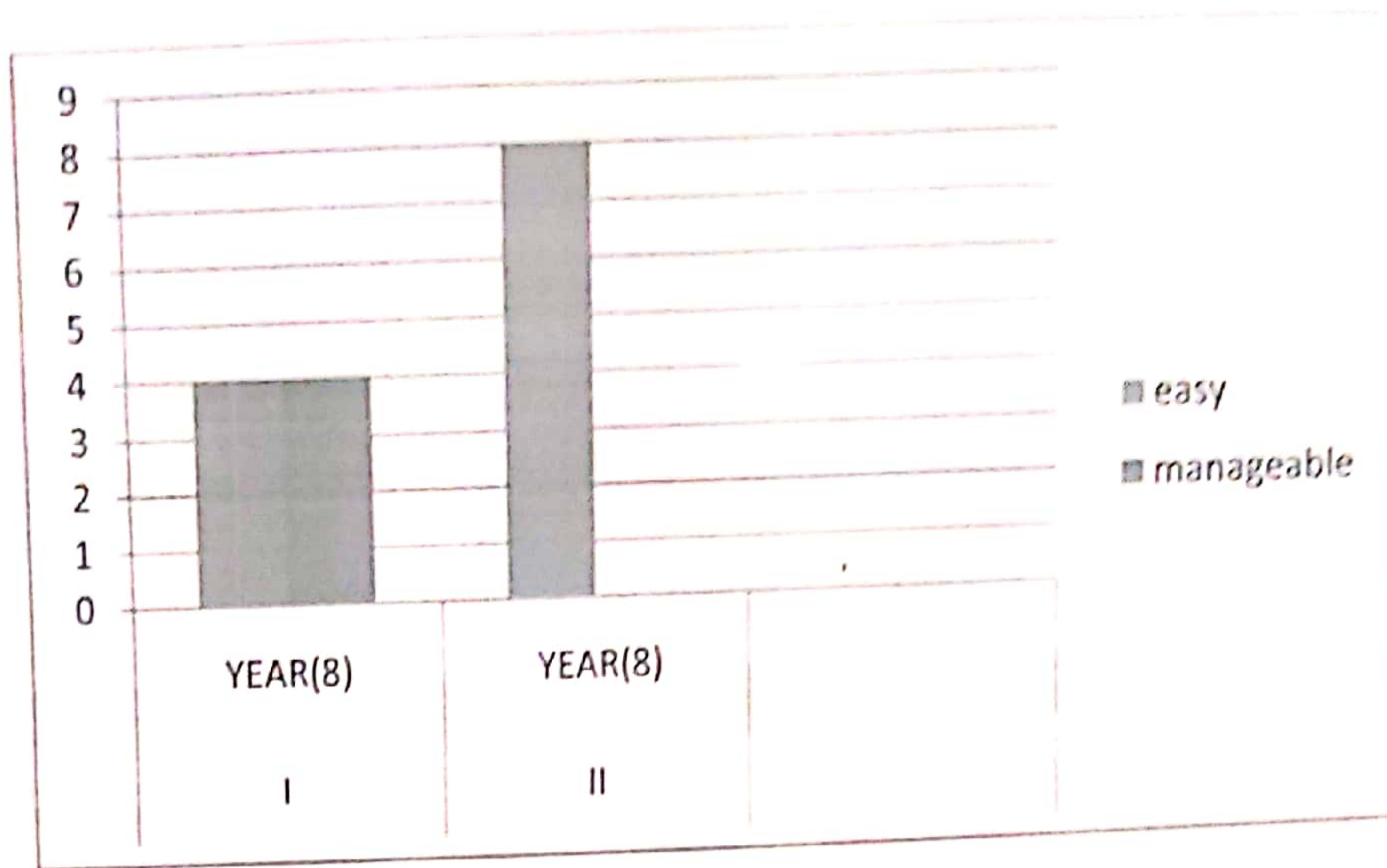
Q. NO 16 ASSIGNMENTS DISCUSSIONS WITH STUDENTS




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 adequate	1	1
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 55%	0	0

Q. NO 5 LIBRARY MATERIALS FOR COURSE

	I YEAR(9)	II YEAR(5)
more than adequate	1	0
adequate	8	4
inadequate	0	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)
thoroughly	9	1
satisfactorily	0	4
poorly	0	0
indifferently	0	0

Q. NO 8 TEACHER COMMUNATIONS

	I YEAR(9)	II YEAR(5)
always effective	7	1
sometimes effective	2	4
just satisfactorily	0	0
generally ineffective	0	0

Q. NO 9 TEACHER ENCOURAGE STUDENT PARTICIPATION

	I YEAR(9)	II YEAR(5)
mostly yes	1	1
sometimes	7	0
not at all	1	0
always	0	4

Q. NO 10 METHODS USED FOR ENCOURAGEMENT

	I YEAR(9)	II 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

	I YEAR(9)	II 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)
always courteous	0	5
sometimes rude	8	0
always indifferent	1	0
cannot say	0	0

Q. NO 13 INTERNAL ASSESSMENTS

	I YEAR(9)	II YEAR(5)
always fair	8	5
sometimes unfair	1	0
usally unfair	0	0
sometimes fair	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 effective	0	0

Q. NO 15 TEACHER FEEDBACK ON STUDENT PERFORMANCE

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

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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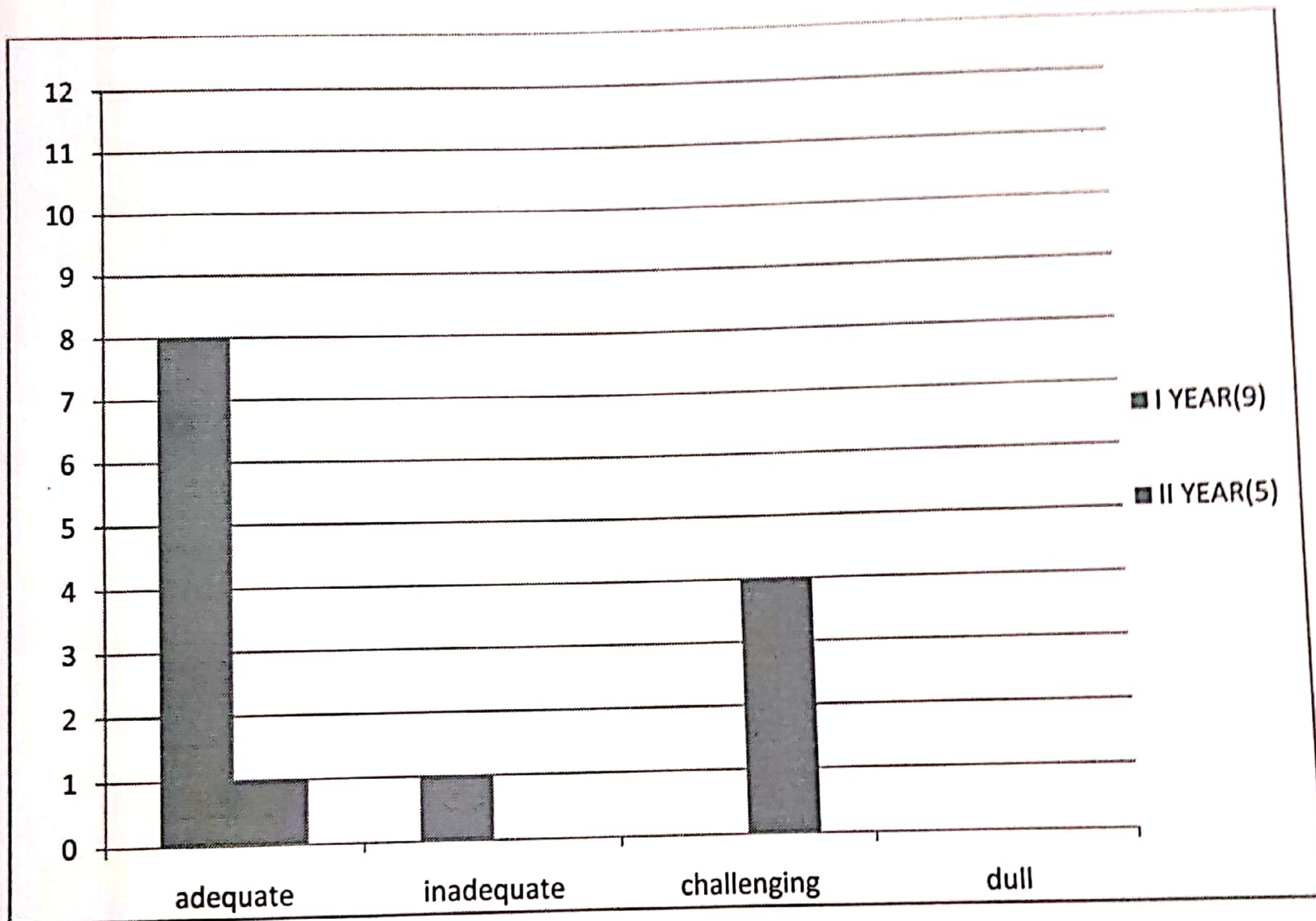
DEPARTMENT OF COMPUTER SCIENCE

STUDENTS OVERALL EVALUATION OF THE PROGRAMME AND TEACHING

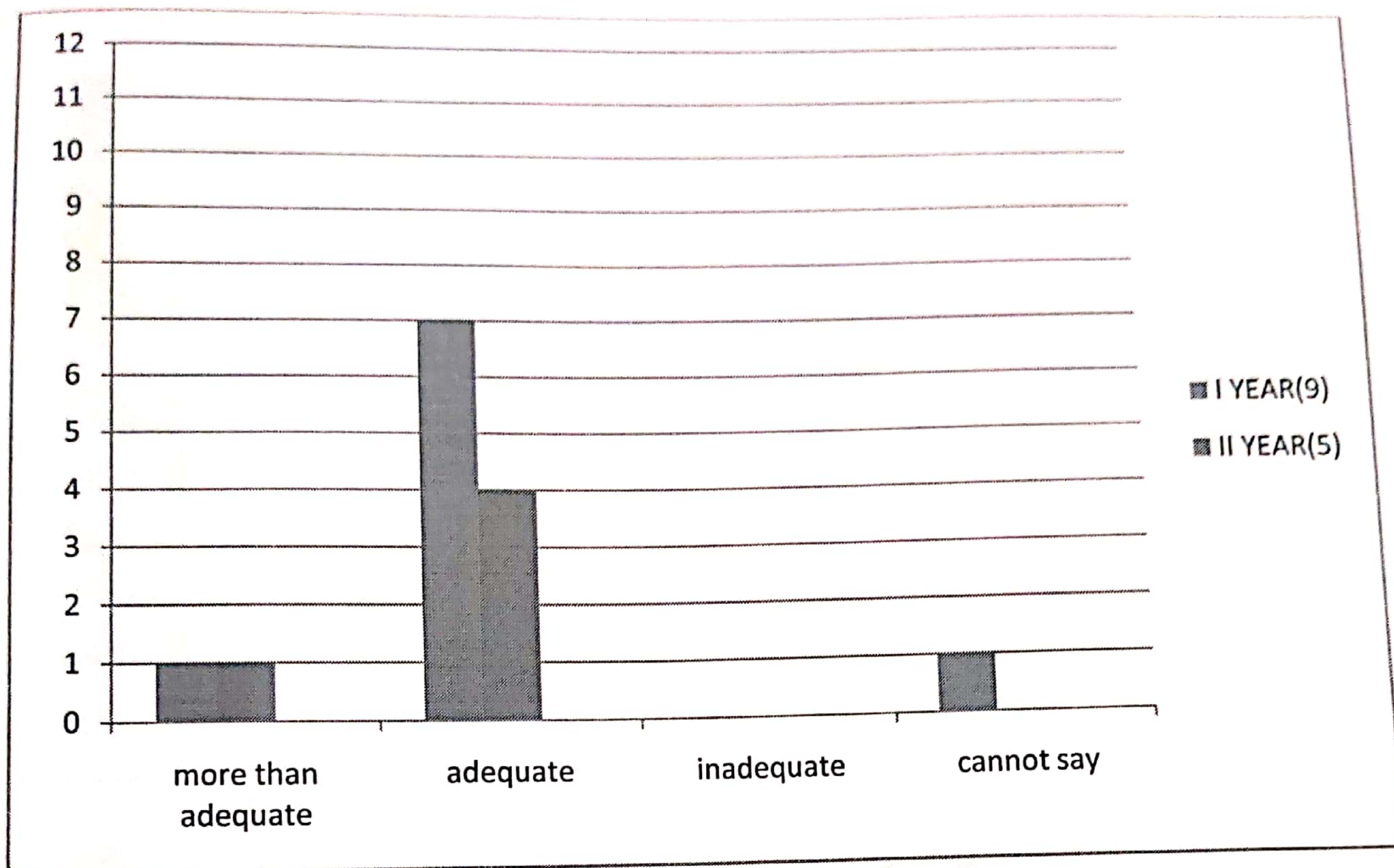
(2017-2018)

MSC IT

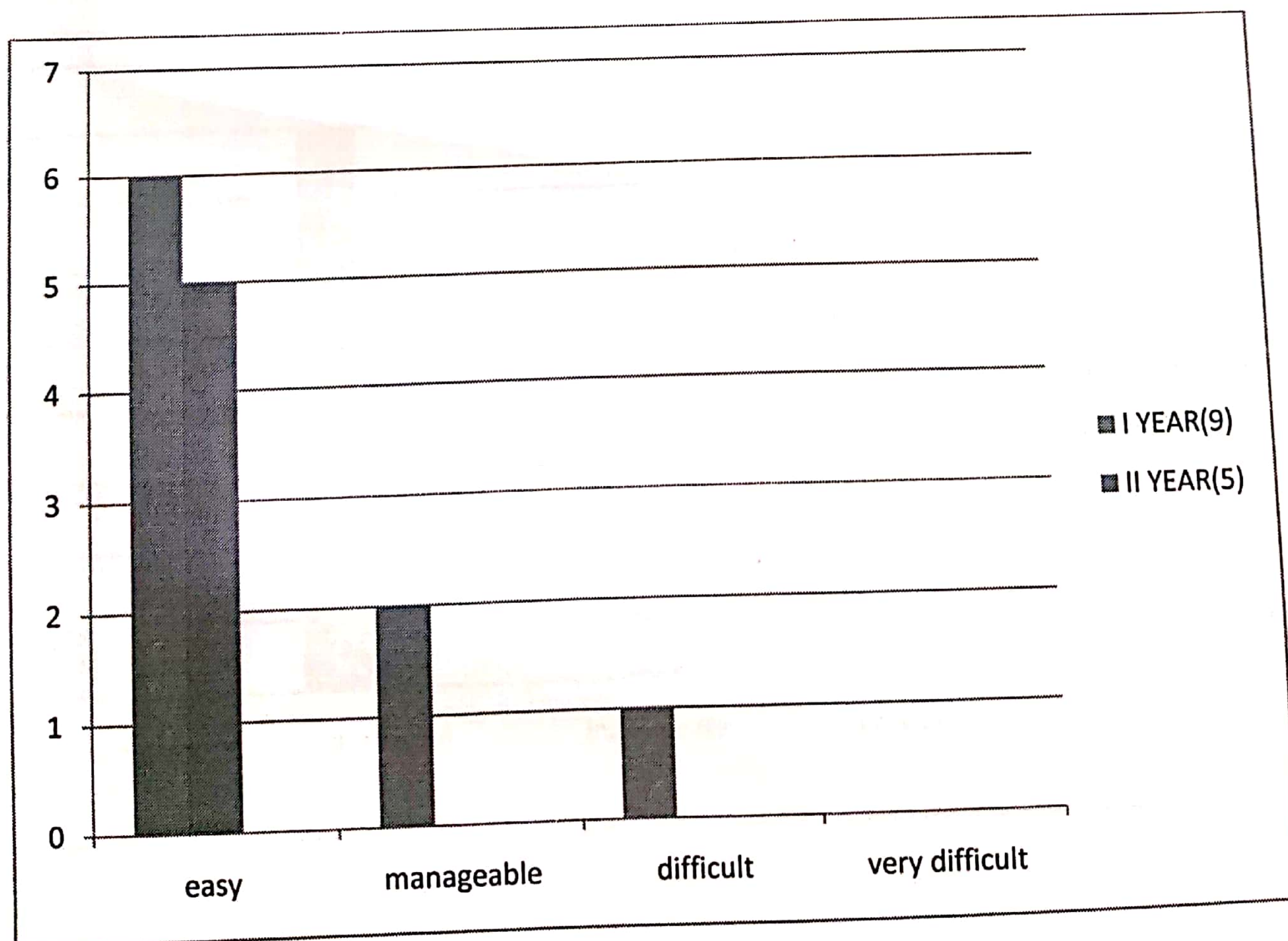
NO 1 .SYLLABUS



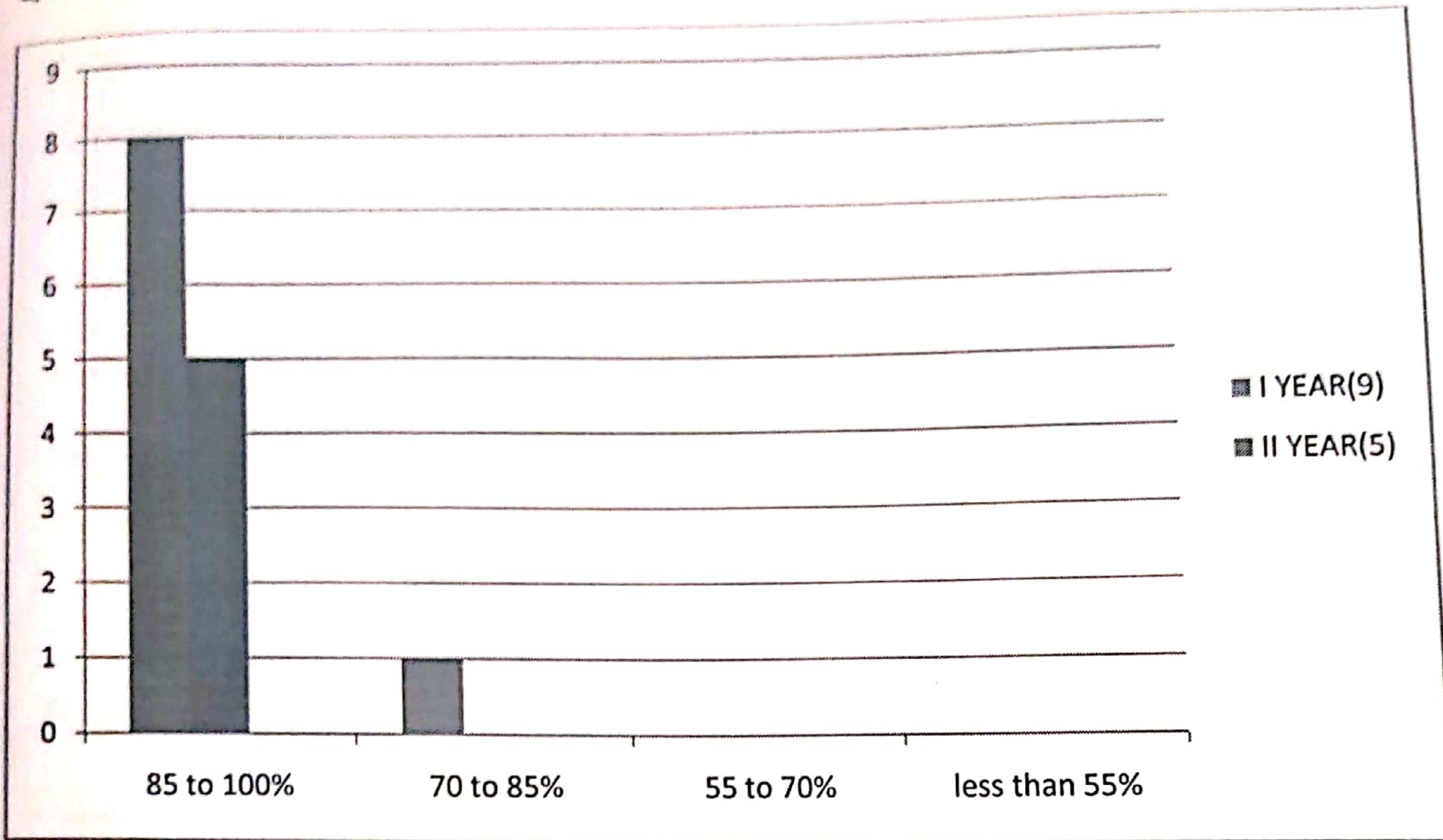
2. NO 2 BENEFIT FROM COURSE



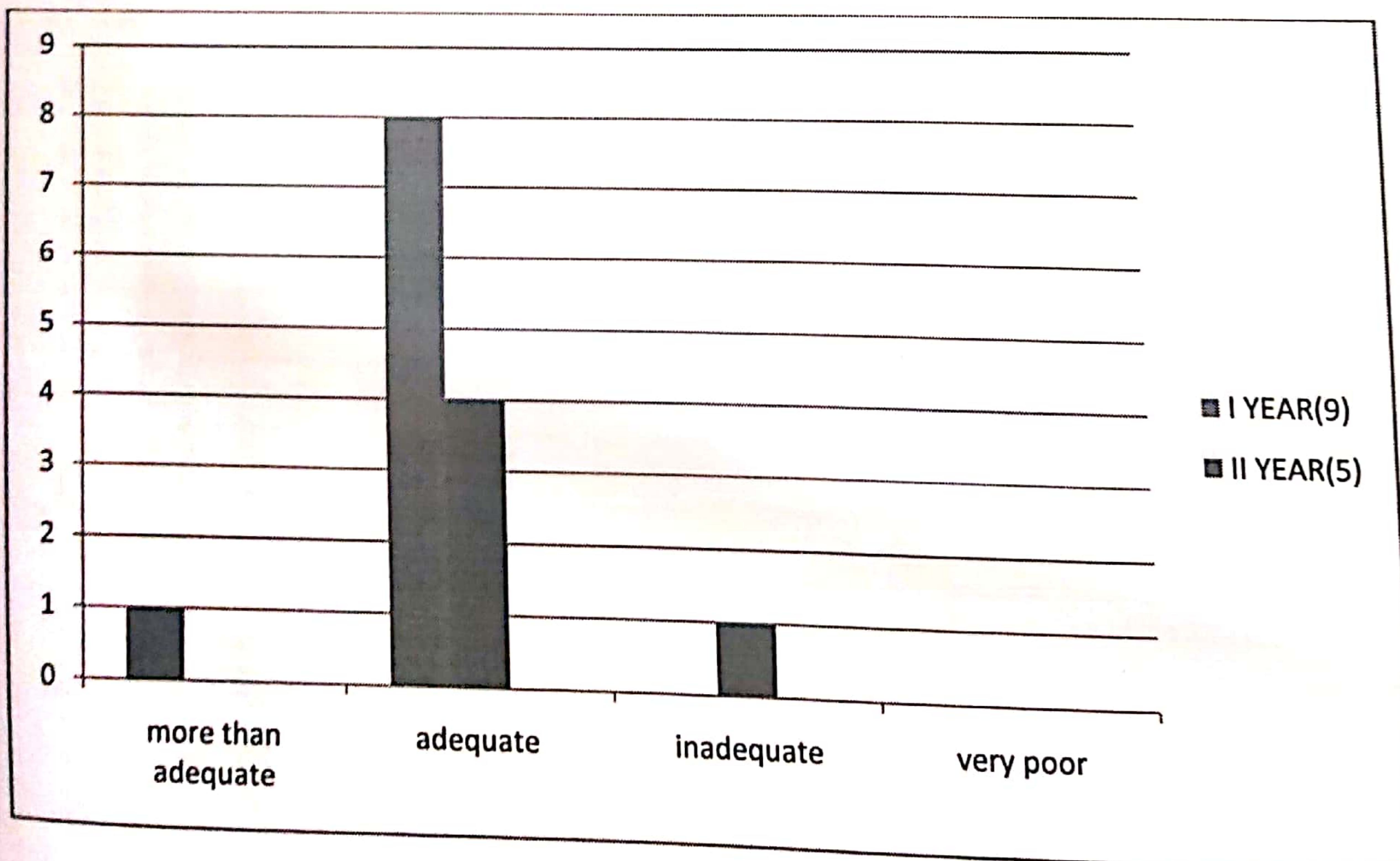
NO 3 COURSE EASY OR DIFFICULT TO UNDERSTAND



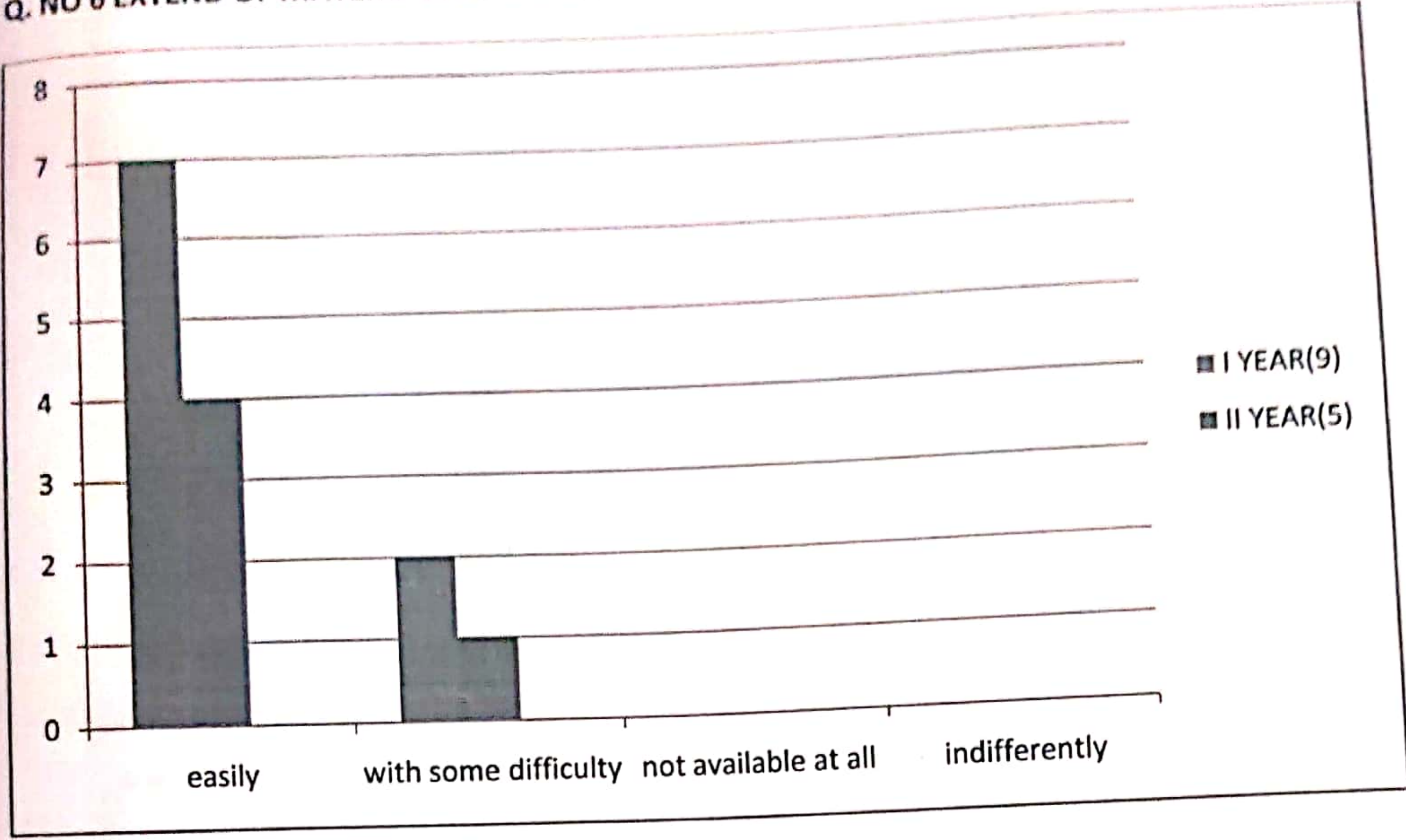
Q. NO 4 % SYLLABUS COVERED IN CLASS



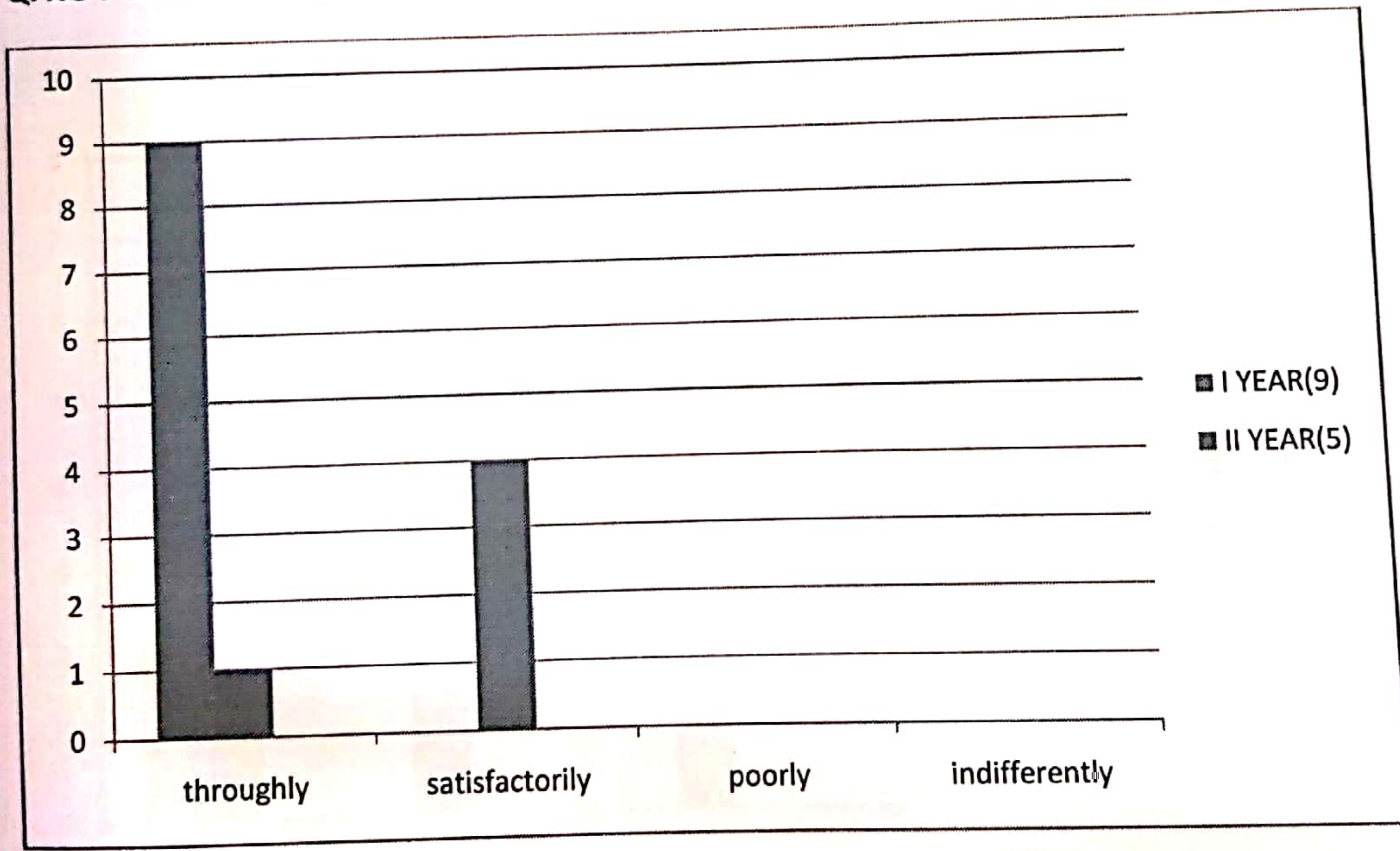
Q. NO 5 LIBRARY MATERIAL FOR COURSE



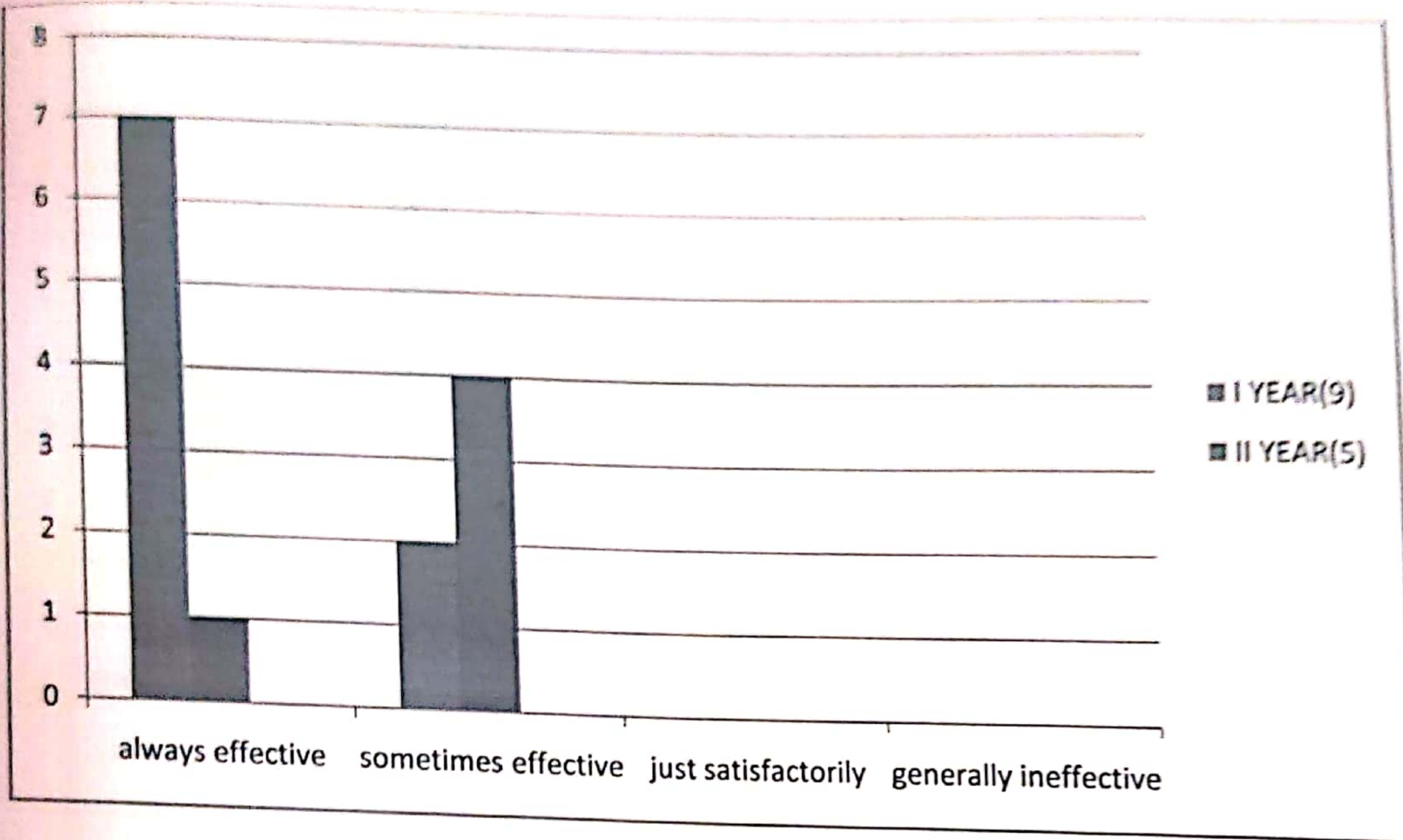
Q. NO 6 EXTEND OF MATERIAL FOR PRESCRIBED READING



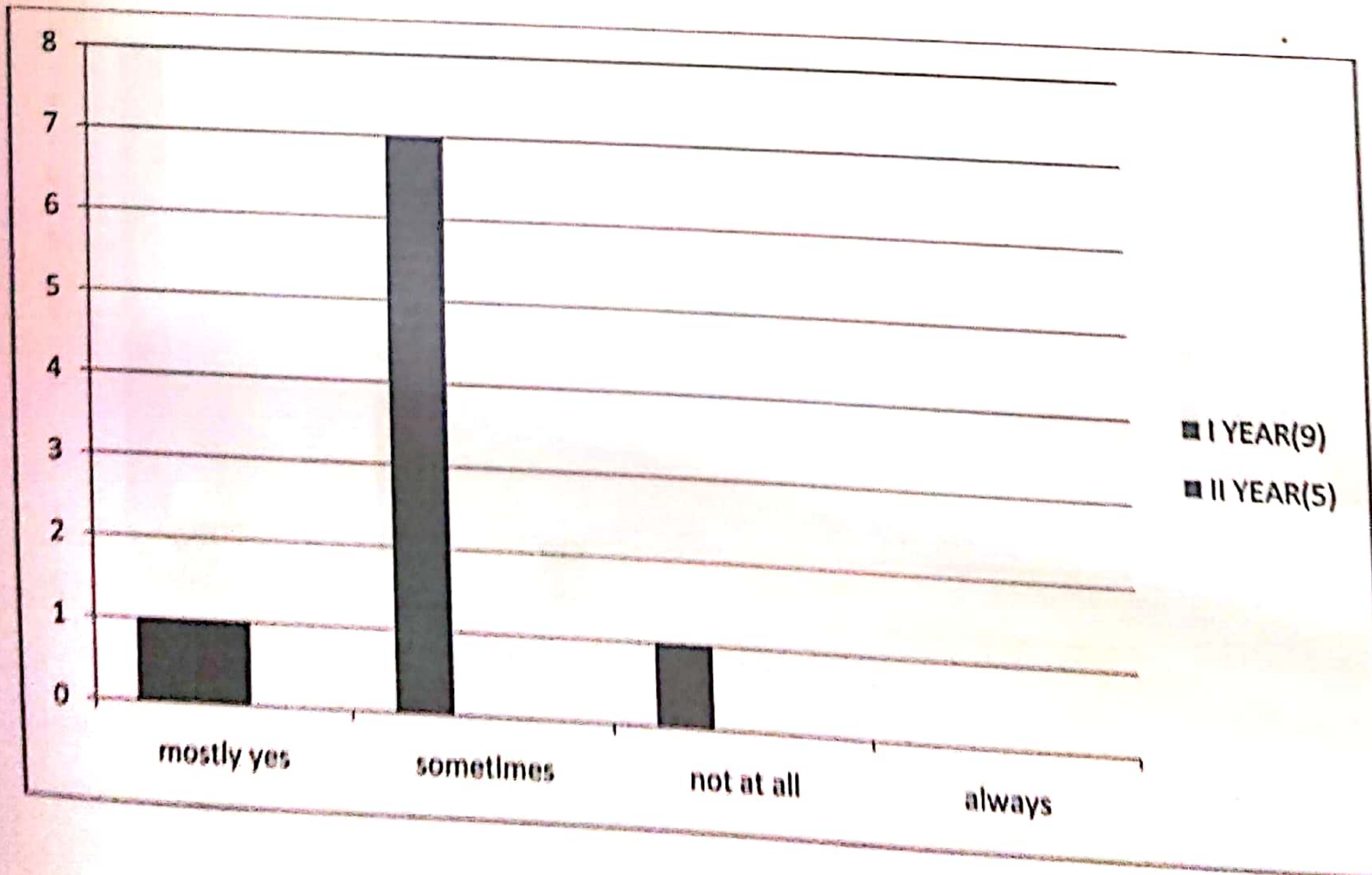
Q. NO 7 TEACHER PREPARATION FOR CLASS



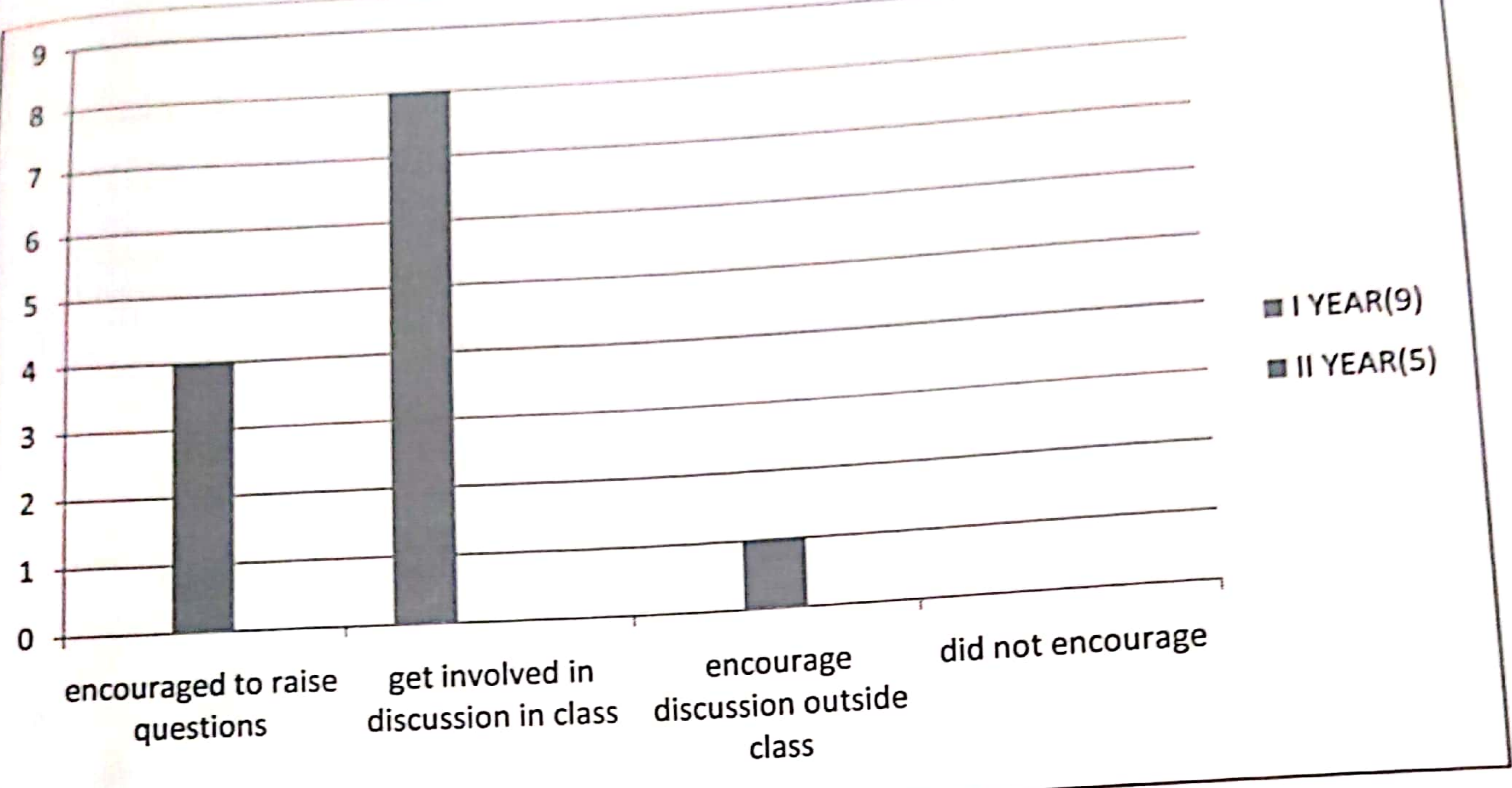
Q. NO 8 TEACHER COMMUNATION



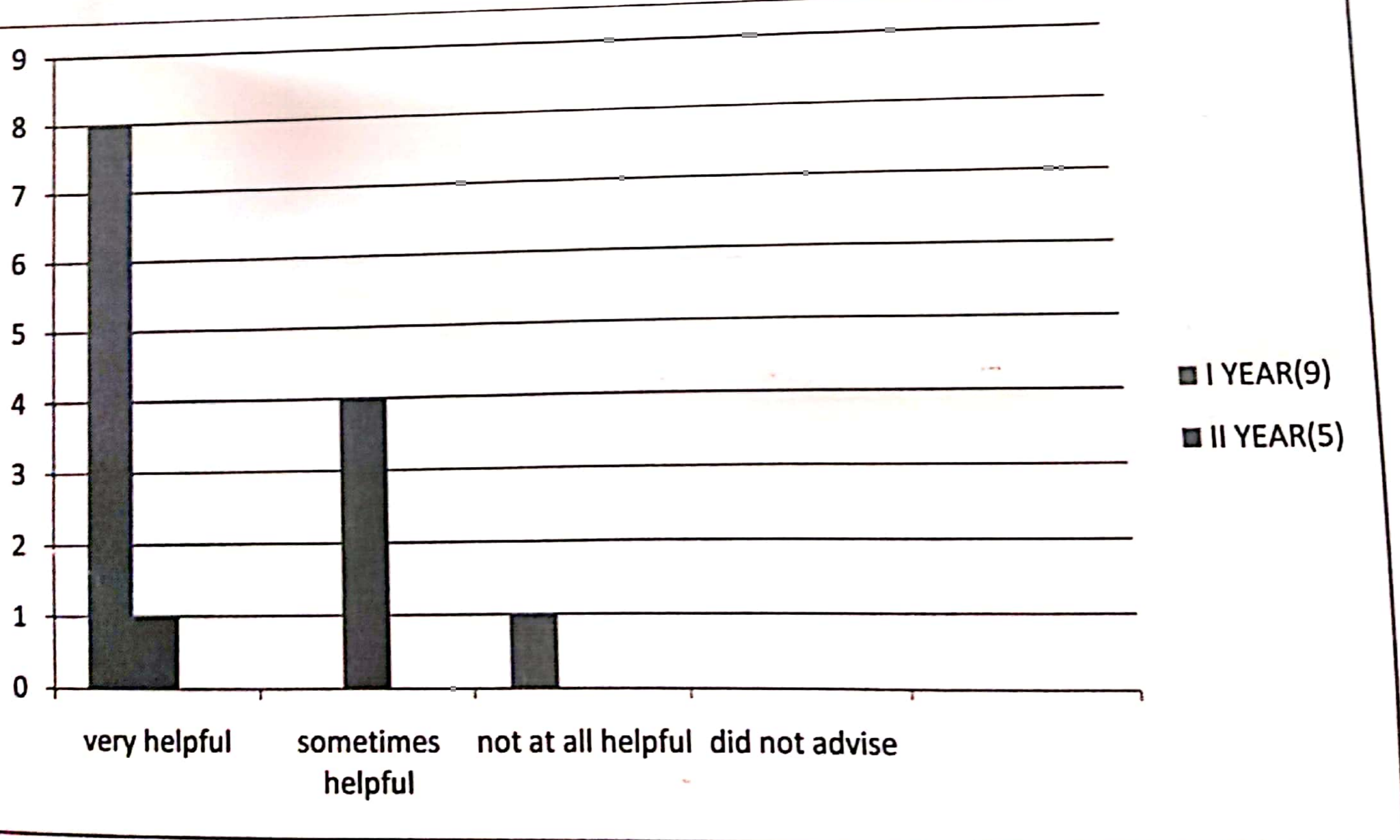
Q. NO 9 TEACHER ENCOURAGE STUDENT PARTICIPATION



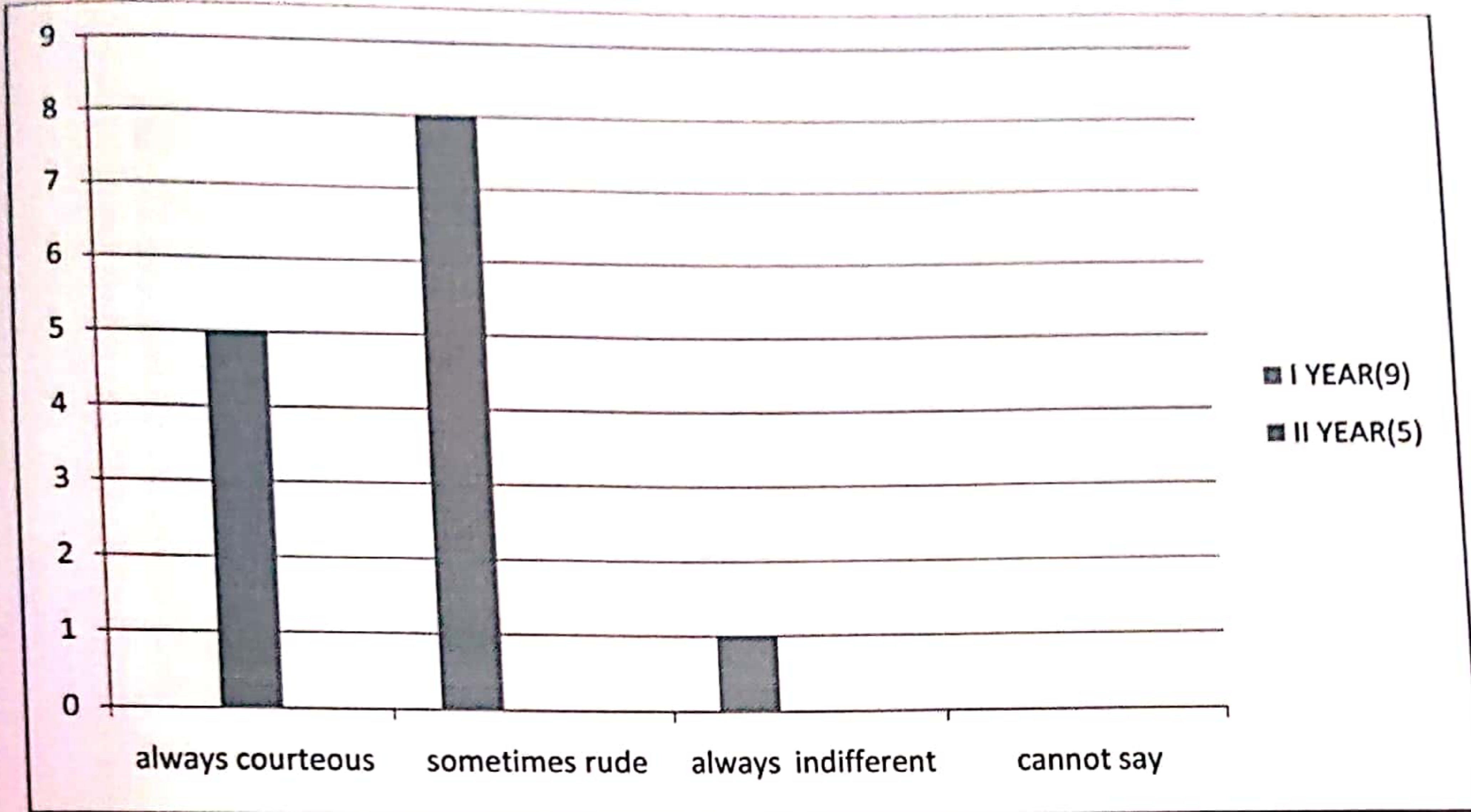
Q. NO 10 METHODS USED FOR ENCOURAGEMENT



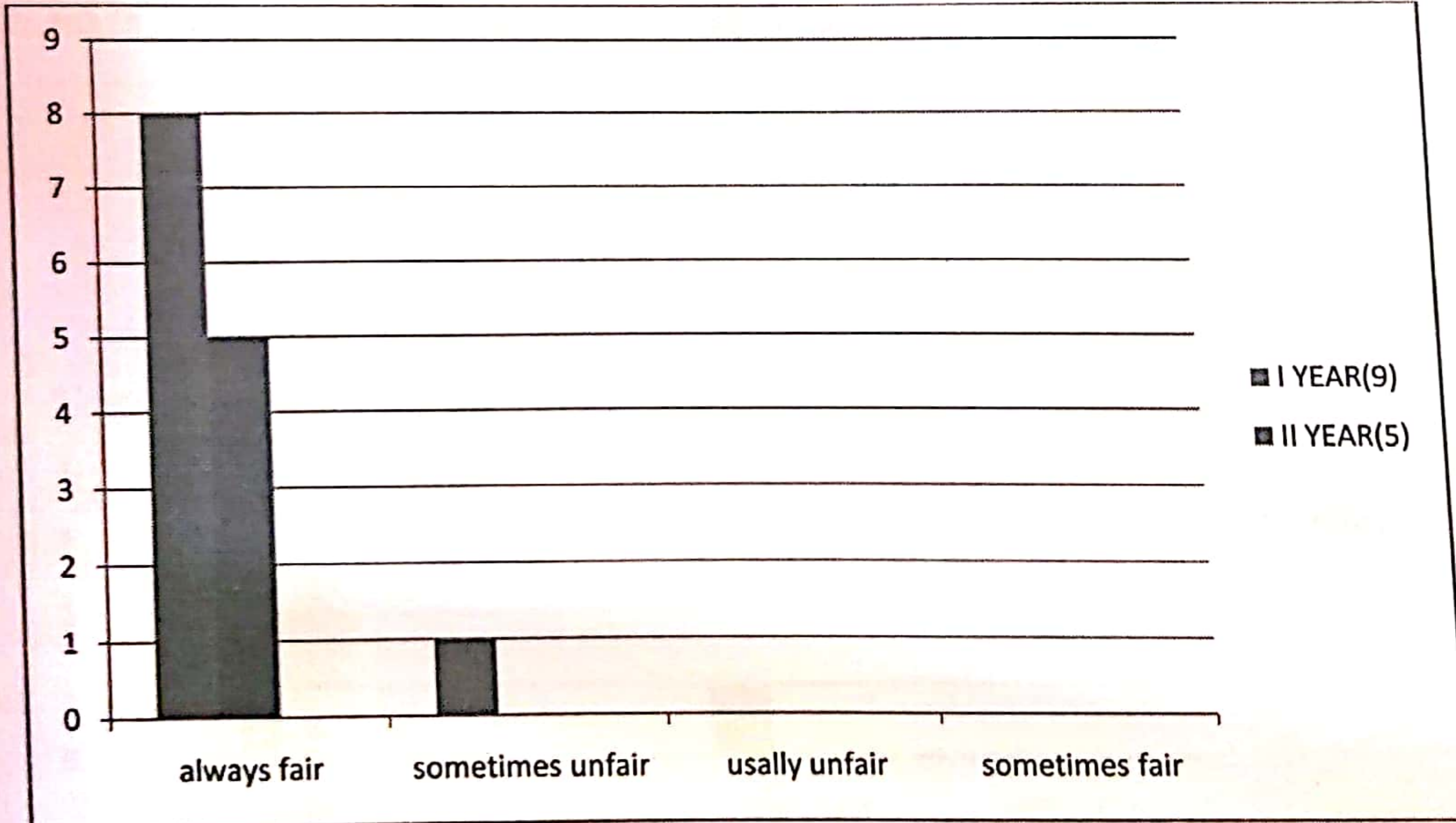
Q. NO 11 TEACHER ADVICE



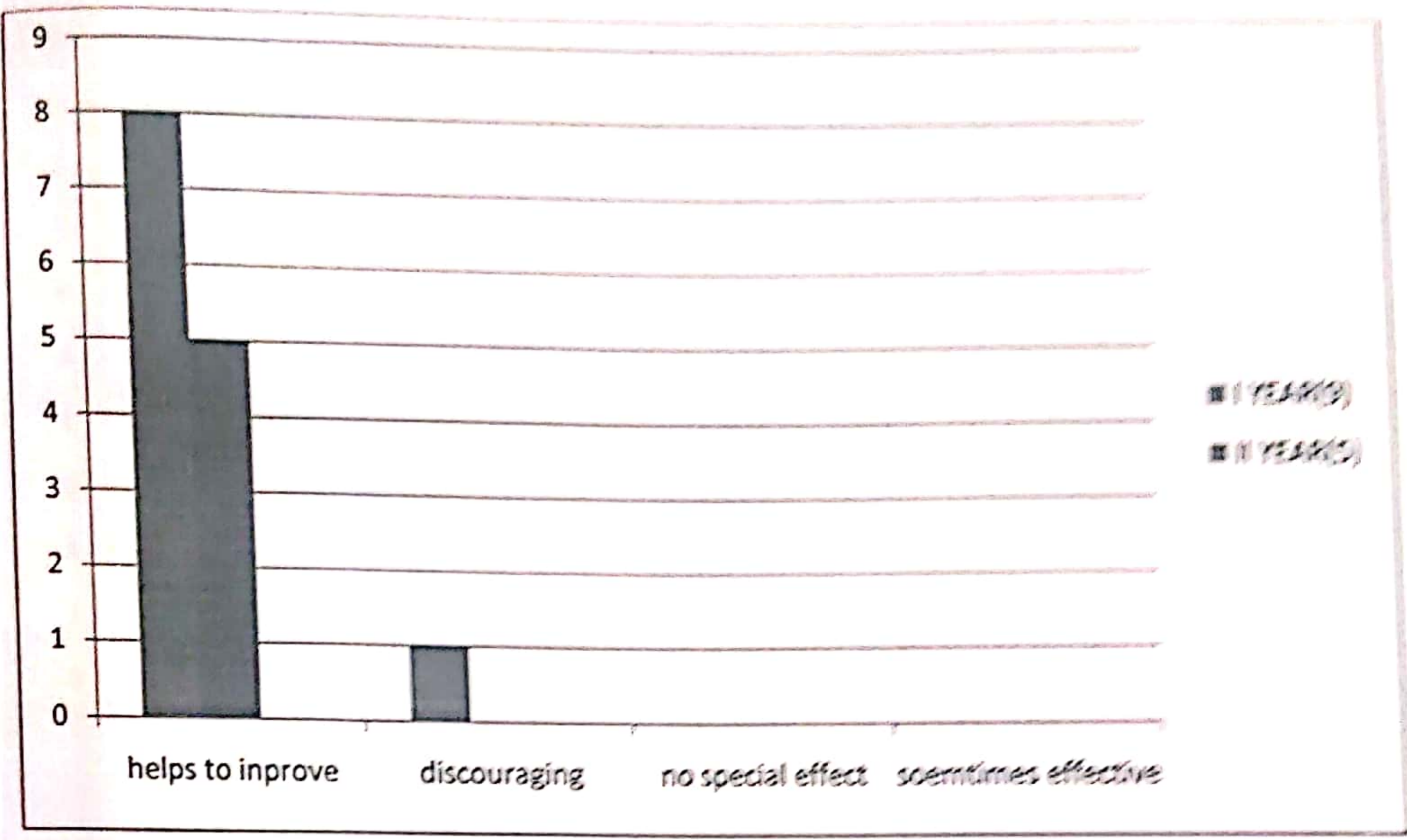
Q. NO 12 TEACHER APPROACH DESCRIPTION



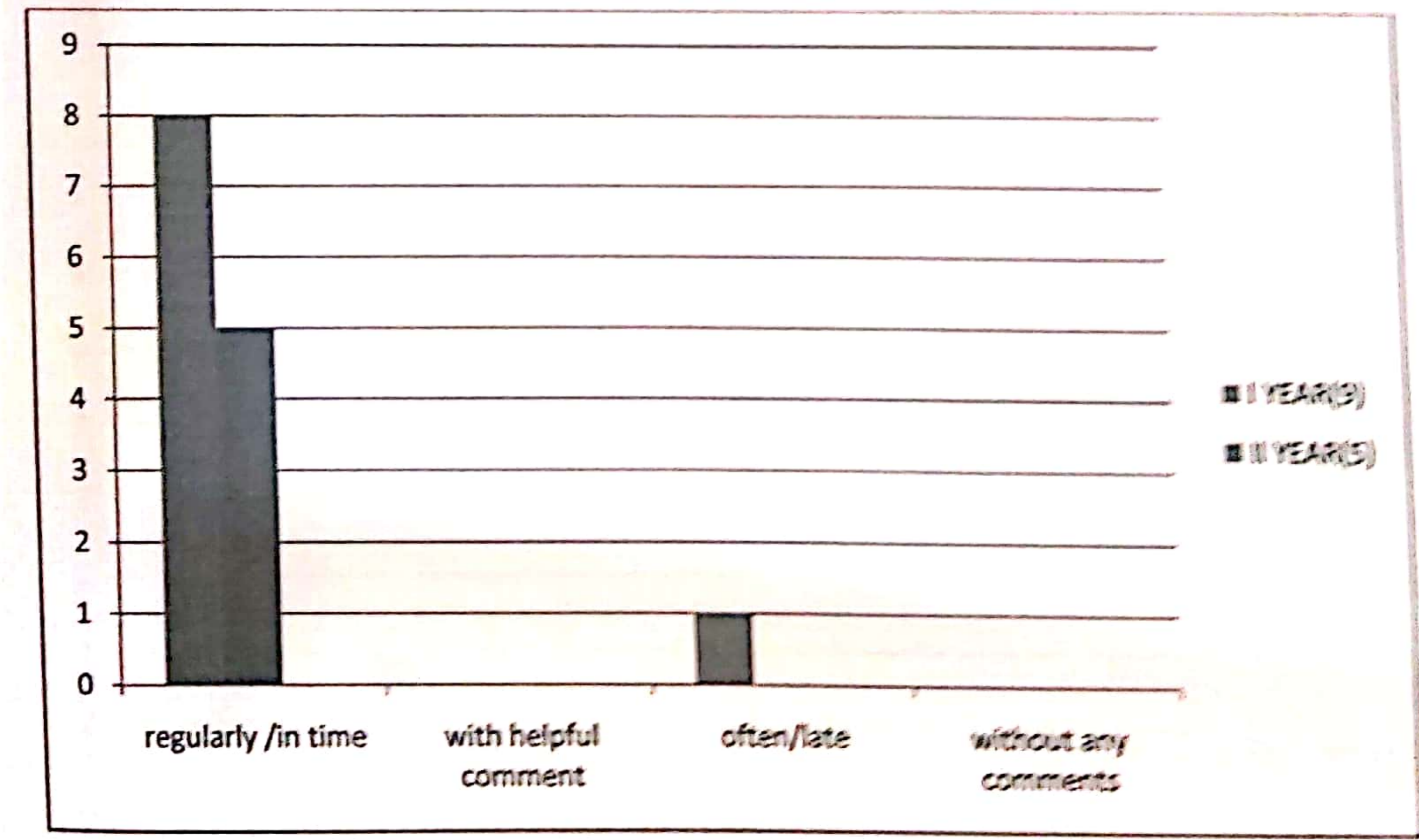
Q. NO 13 INTERNAL ASSESSMENT



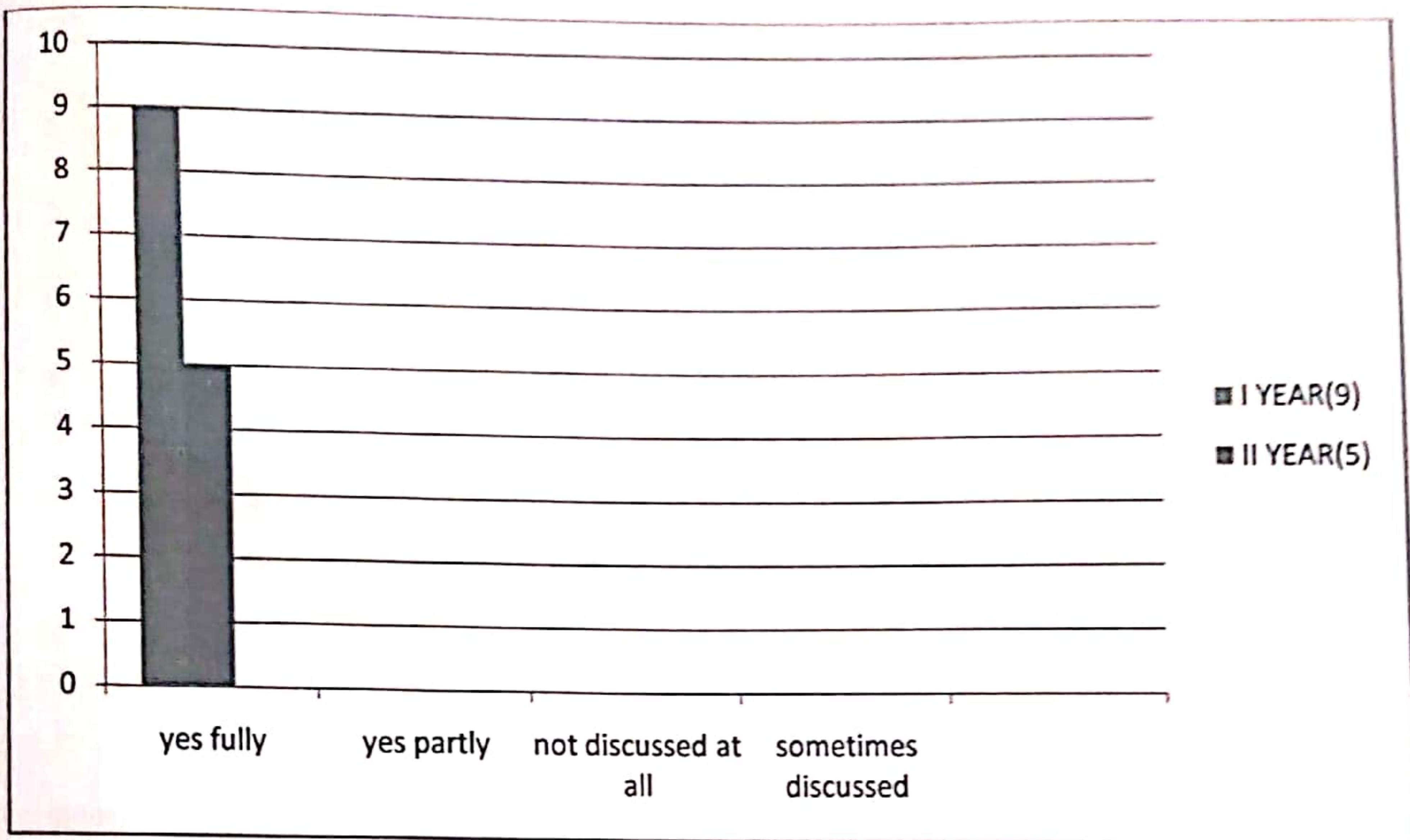
Q. NO 14 EFFECT OF INTERNAL ASSESSMENT ON COURSE GRADE



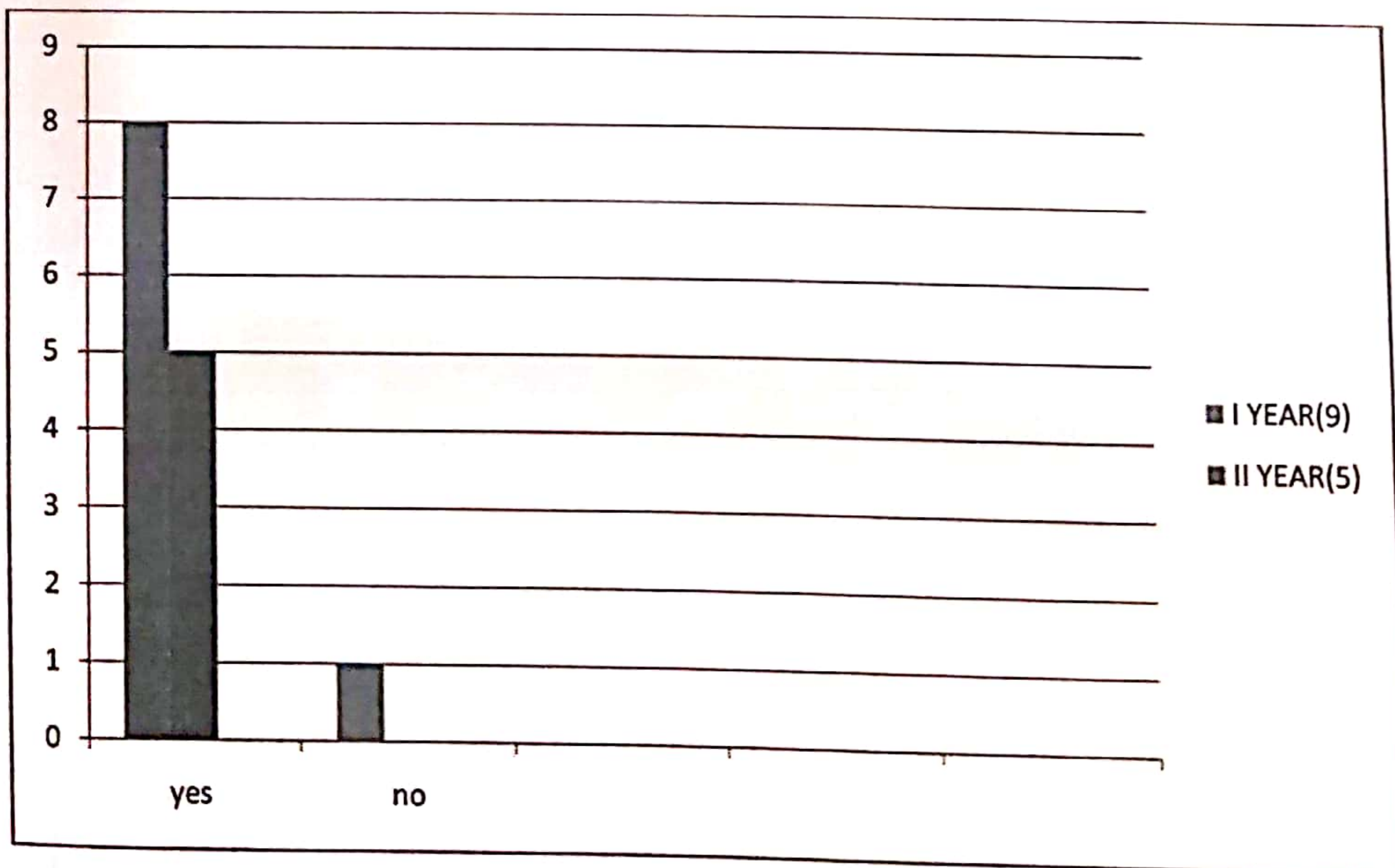
Q. NO 15 TEACHER FEEDBACK ON STUDENT PERFORMANCE



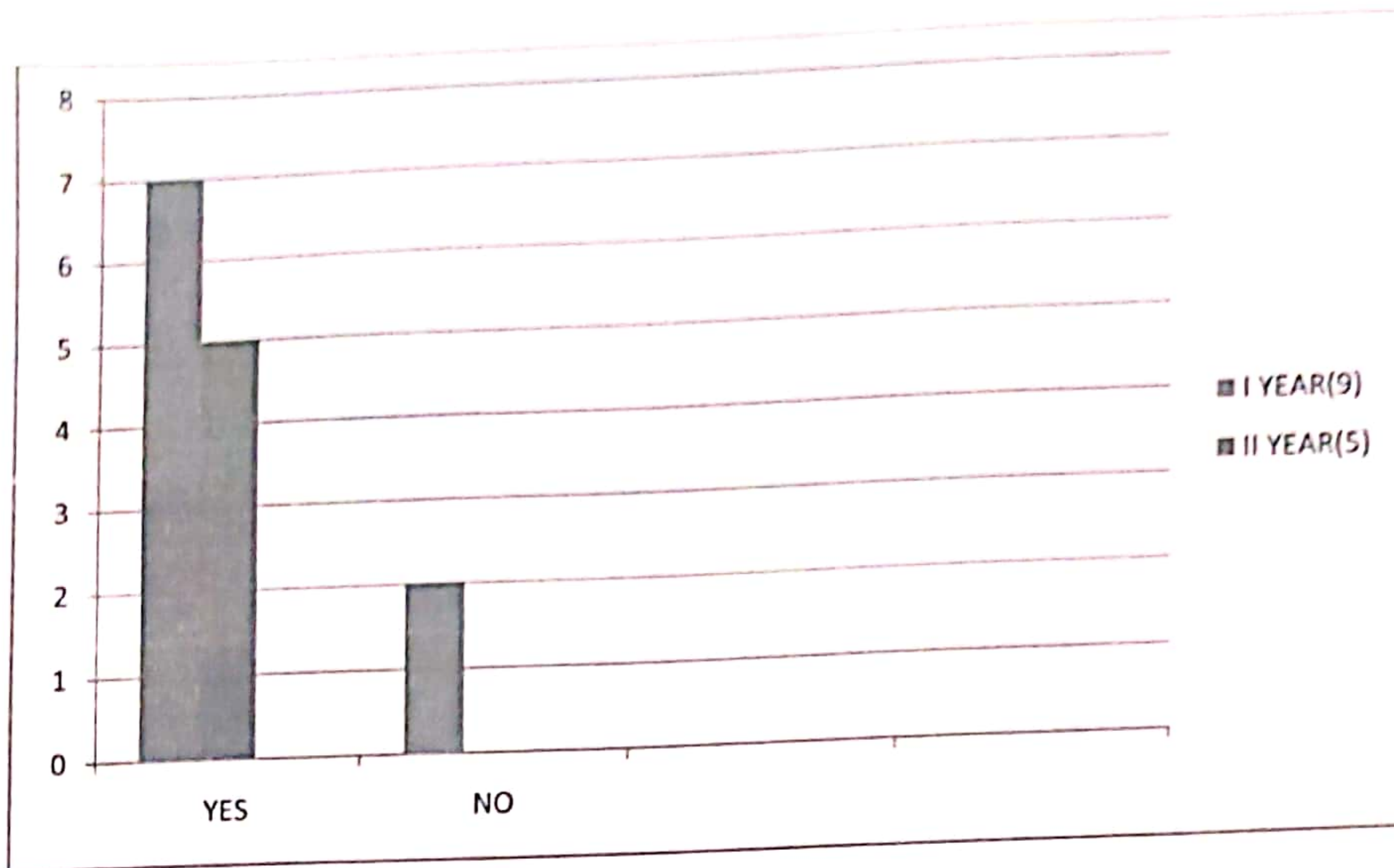
Q. NO 16 ASSIGNMENTS DISCUSSION WITH STUDENTS



Q. NO 17 A COURSE CONTRIBUTORY LECTURE TOO AT BEGINNING



Q. NO 17 B WAS LECTURE HELPFUL?




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DEPARTMENT OF COMPUTER SCIENCE

STUDENTS OVERALL EVALUATION OF THE PROGRAMME AND TEACHING

(2016-2017)

MSC IT

Q. NO 1 .SYLLABUS

	I YEAR(5)	II YEAR(5)
adequate	5	5
inadequate	0	0
challenging	0	0
dull	0	0

Q. NO 2 BENEFIT FROM COURSE

	I YEAR(5)	II 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

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

Q. NO 4 % SYLLABUS COVERED IN CLASS

	I 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

	I 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

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

Q. NO 7 TEACHER PREPARATIONS FOR CLASS

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

Q. NO 8 TEACHER COMMUNATIONS

	I 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

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

Q. NO 10 METHODS USED FOR ENCOURAGEMENT

	I YEAR(5)	II 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

	I YEAR(5)	II 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

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

Q. NO 13 INTERNAL ASSESSMENT

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

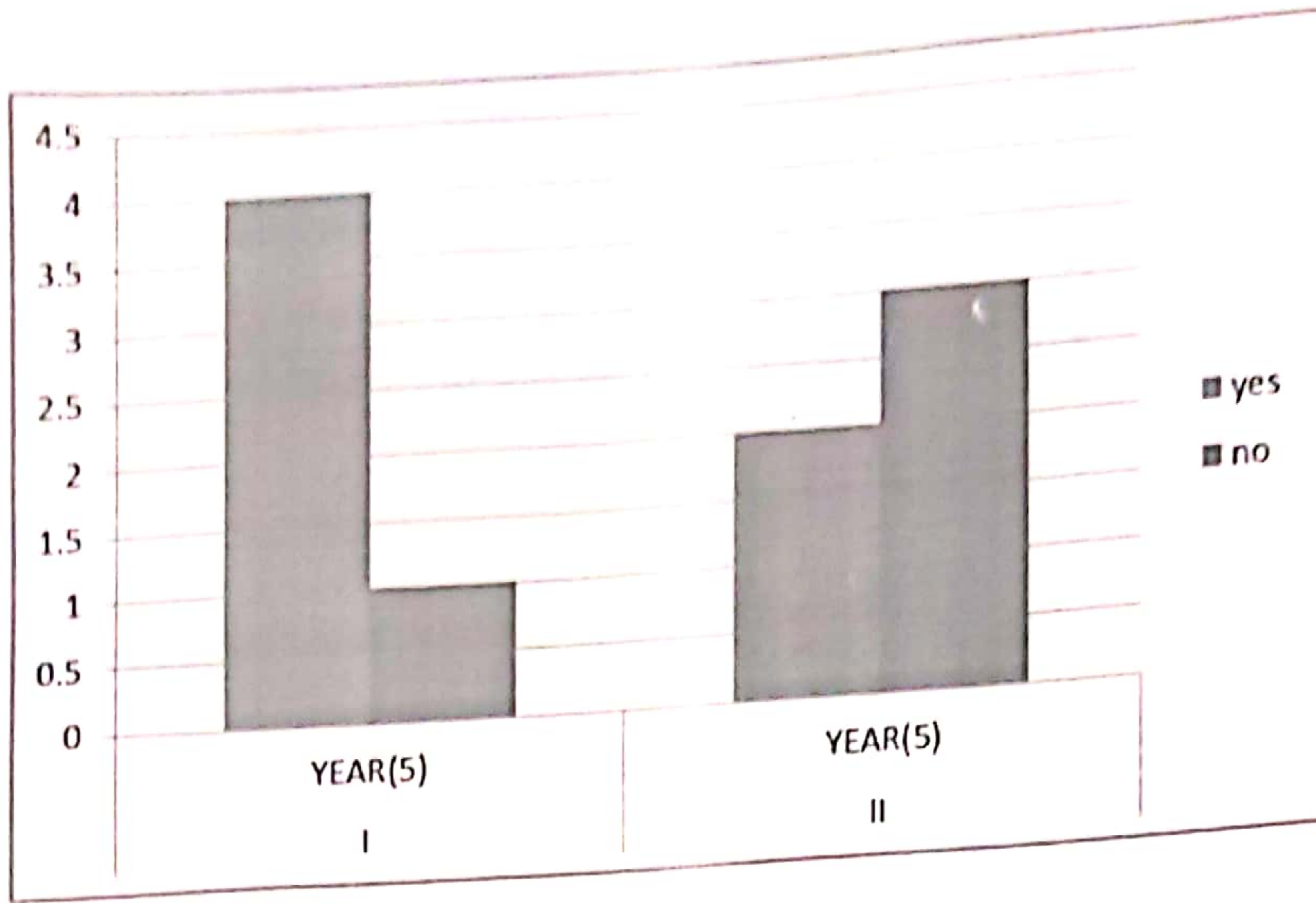
Q. NO 14 EFFECT OF INTERNAL ASSESSMENT ON COURSE GRADE

options	I YEAR(5)	II YEAR(5)
helps to improve	2	5
discouraging	0	0
no special effect	0	0
soemtimes effective	3	0

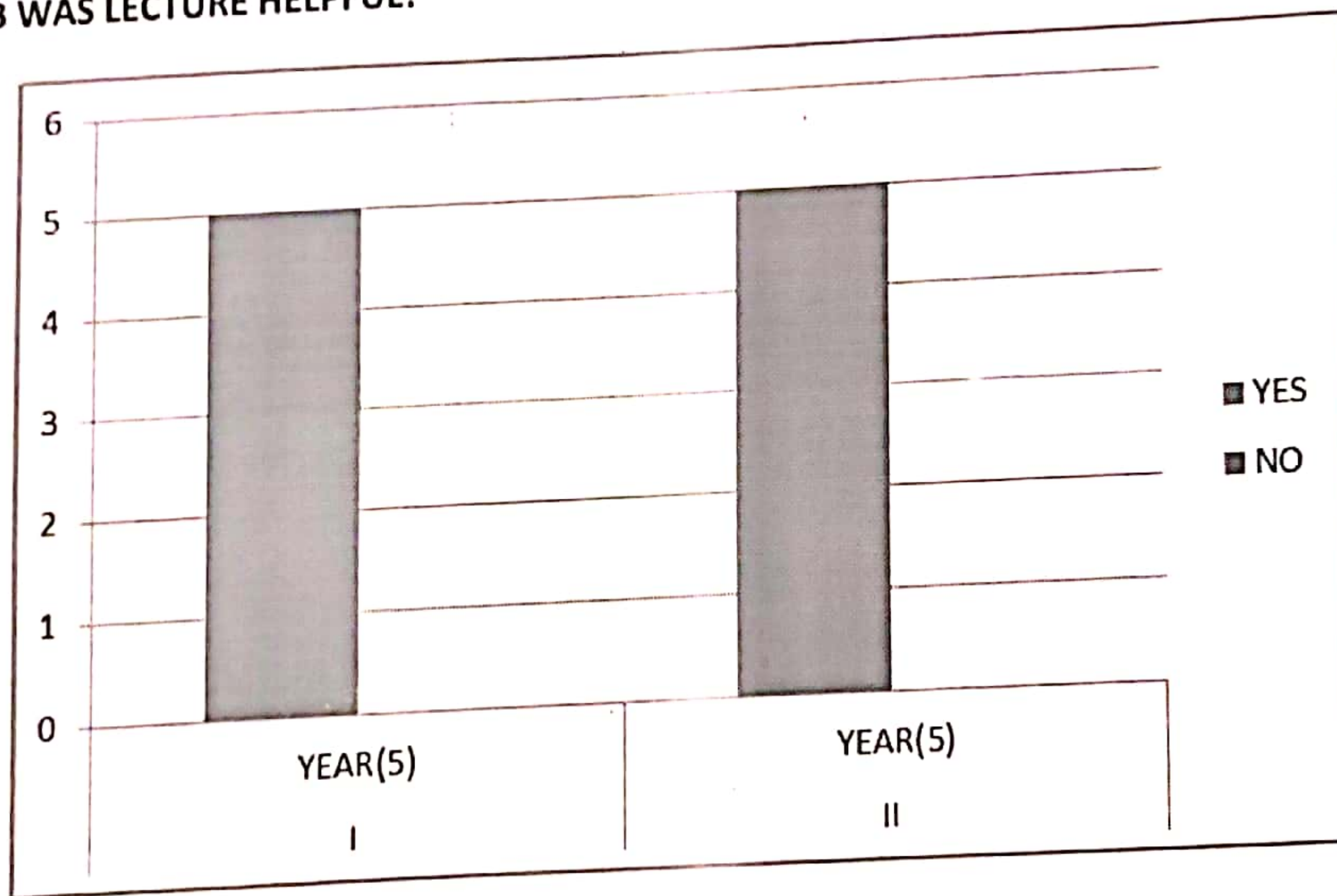
Q. NO 15 TEACHER FEEDBACKS ON STUDENT PERFORMANCE

options	I YEAR(5)	II 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

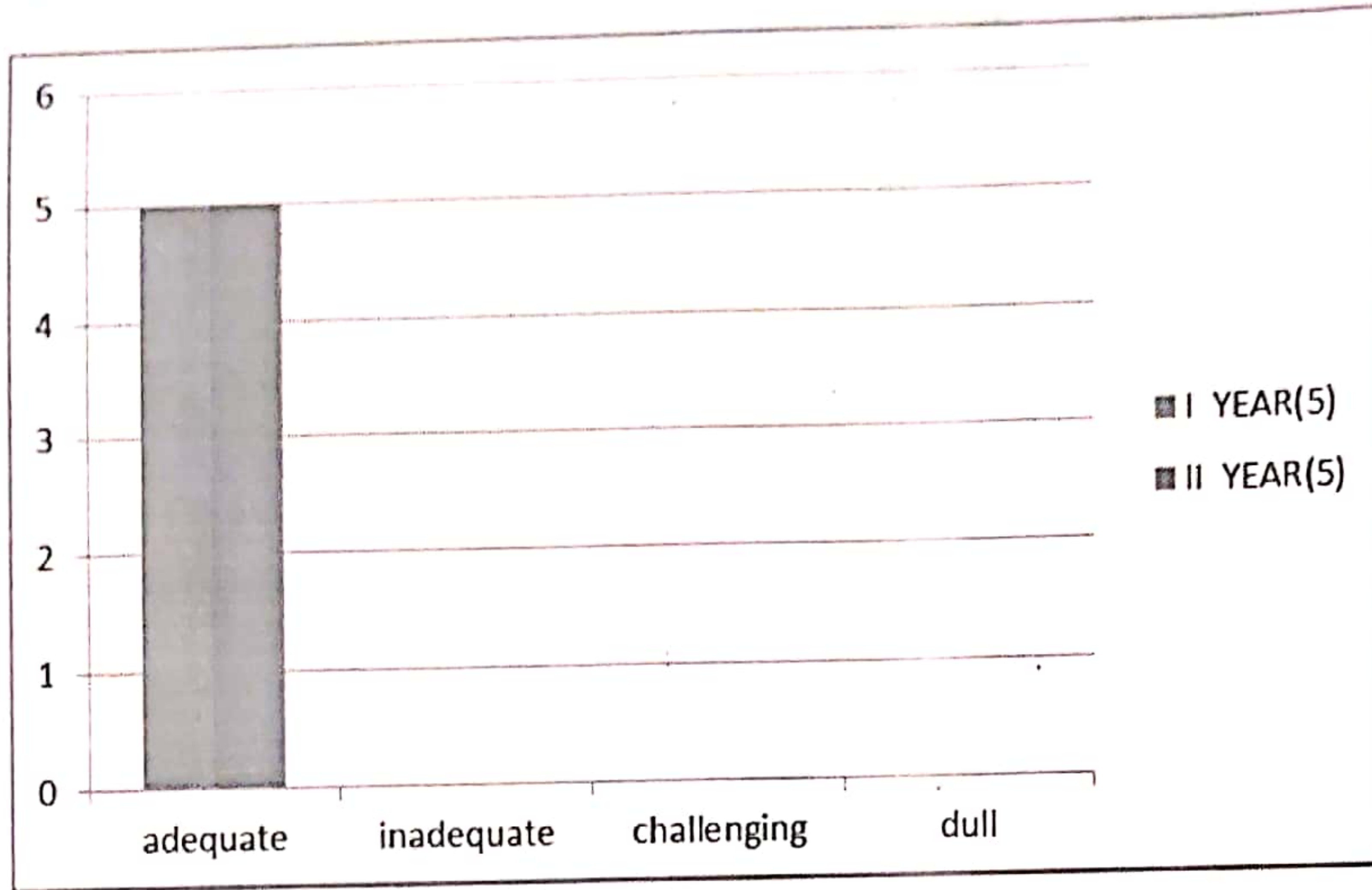

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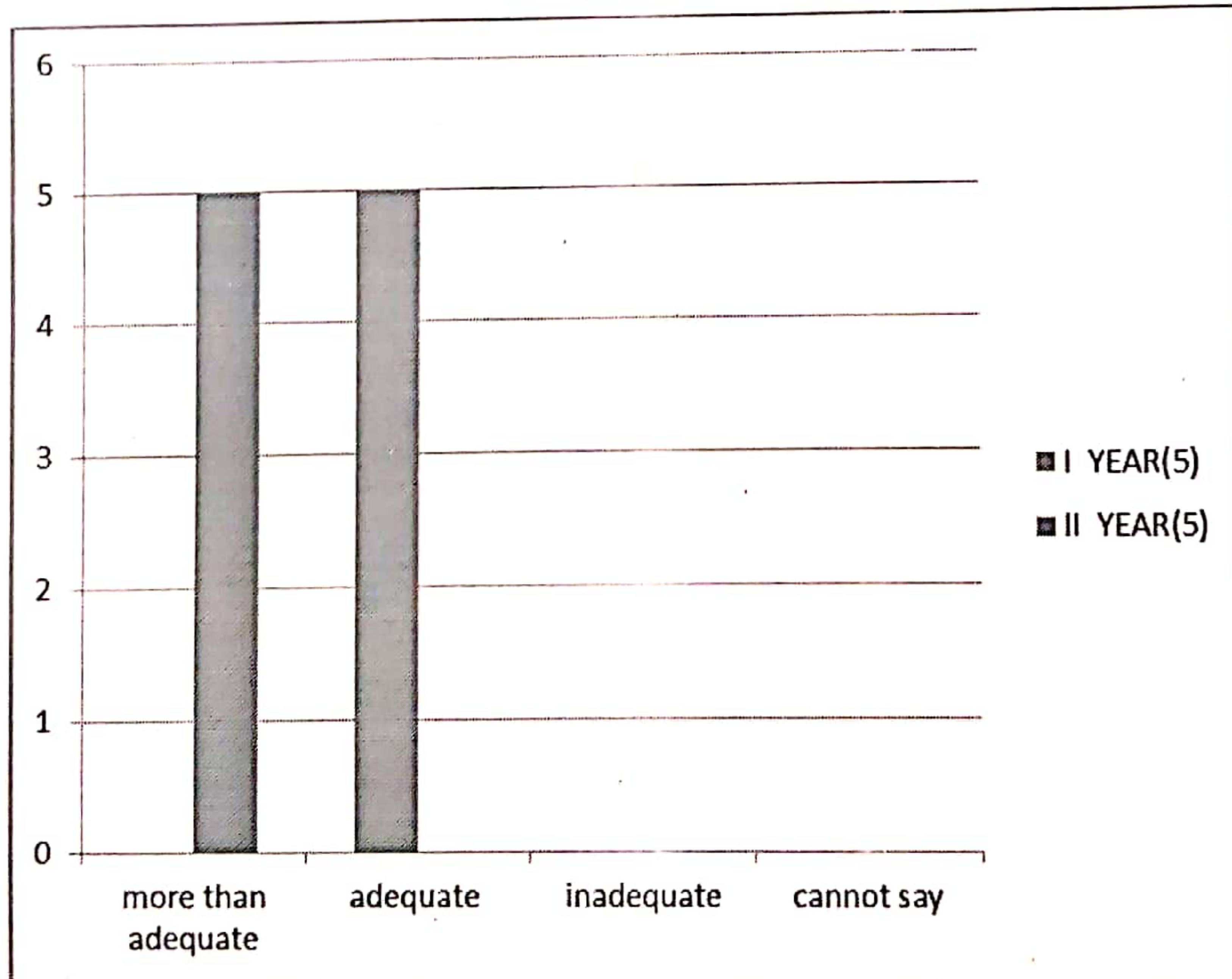
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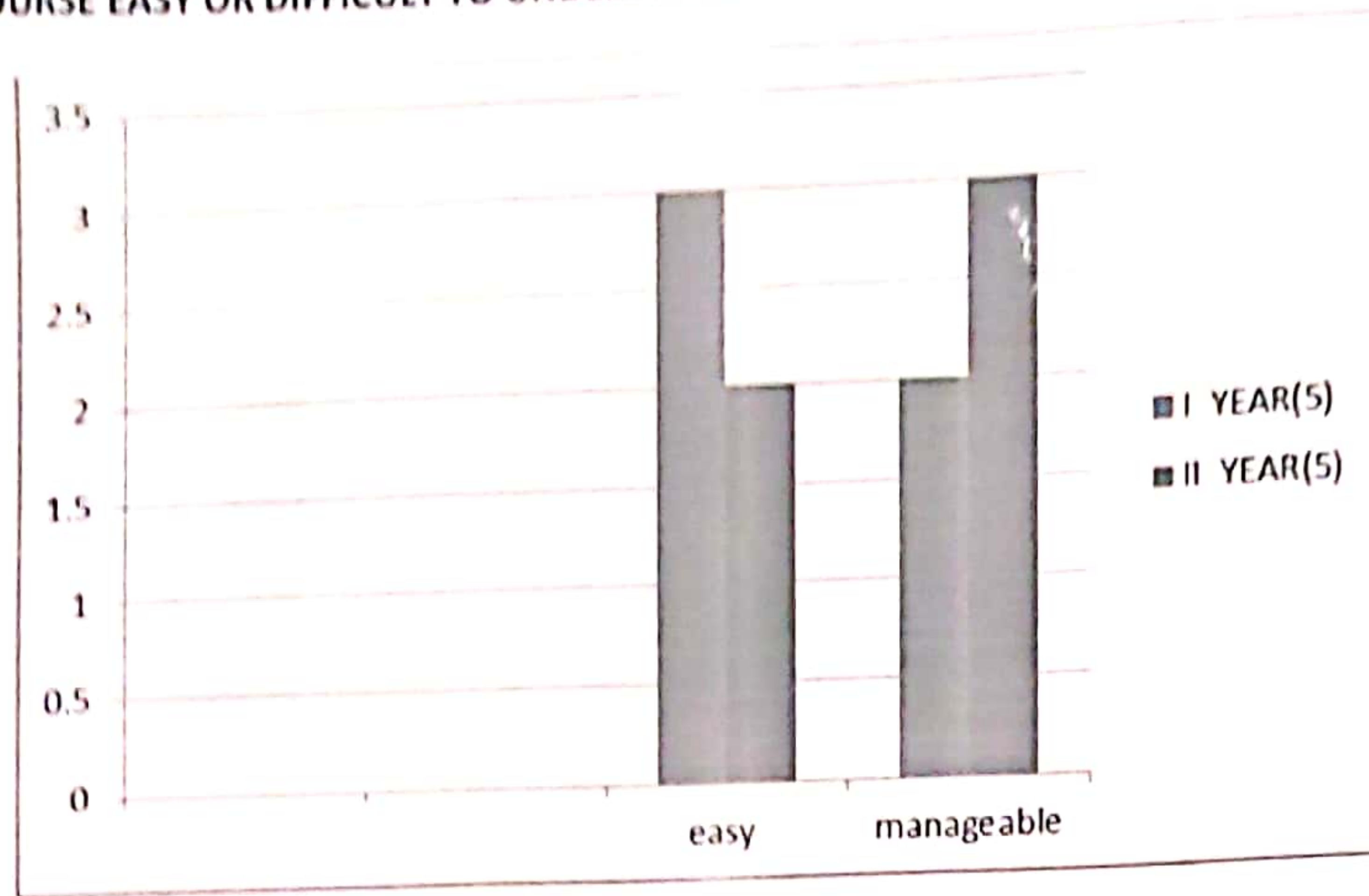
Q. NO 1 .SYLLABUS



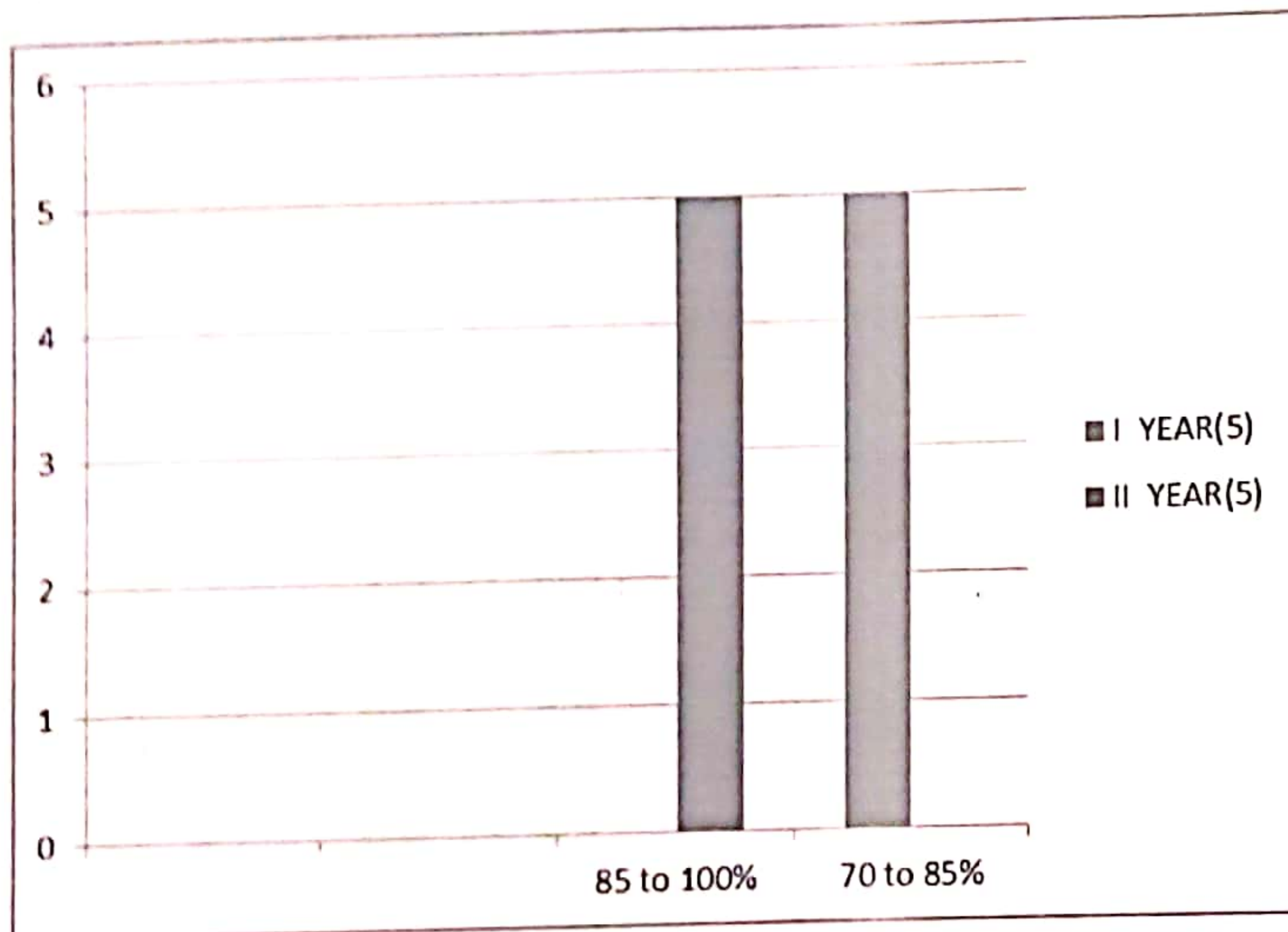
Q. NO 2 BENEFIT FROM COURSE



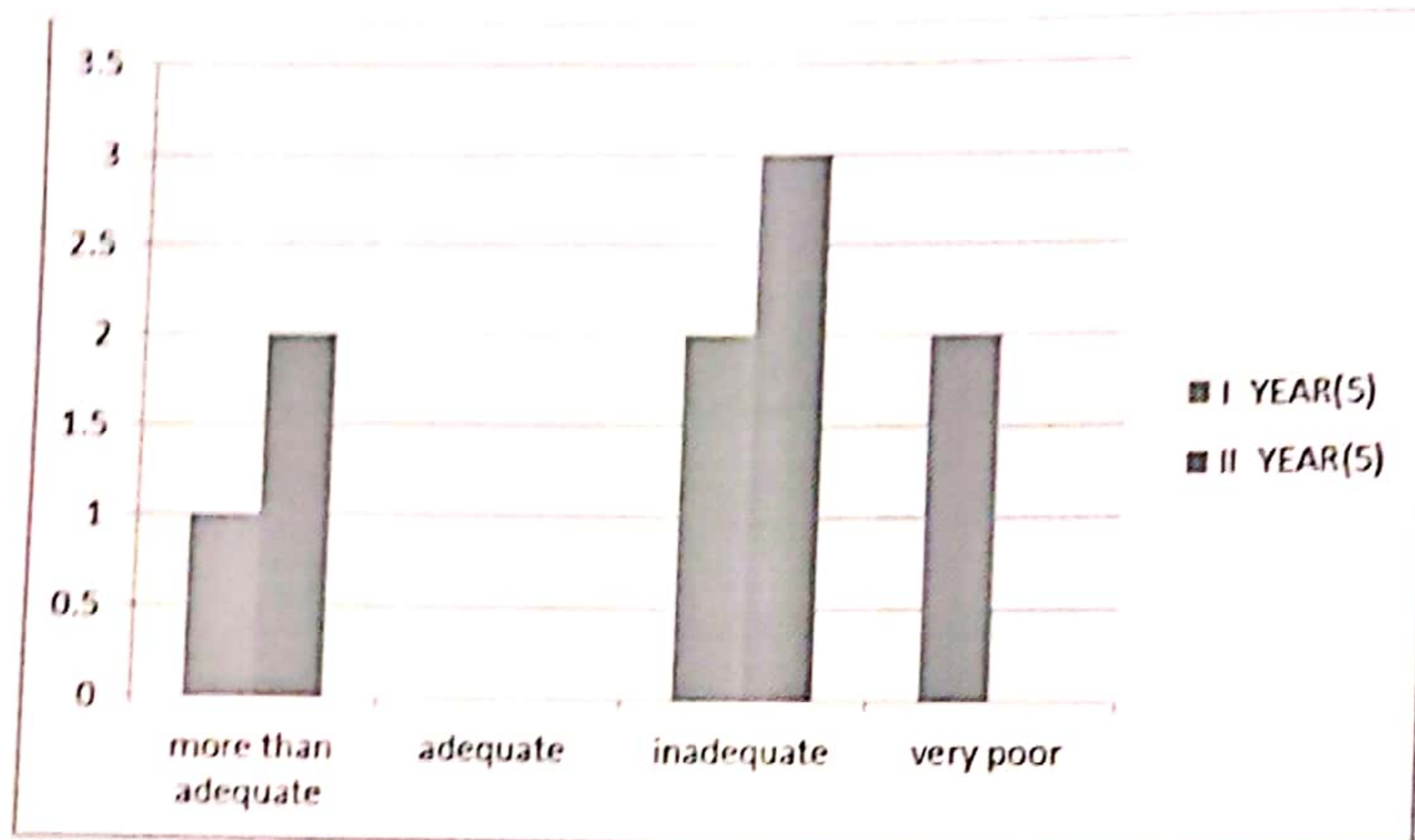
Q. NO 3 COURSE EASY OR DIFFICULT TO UNDERSTAND



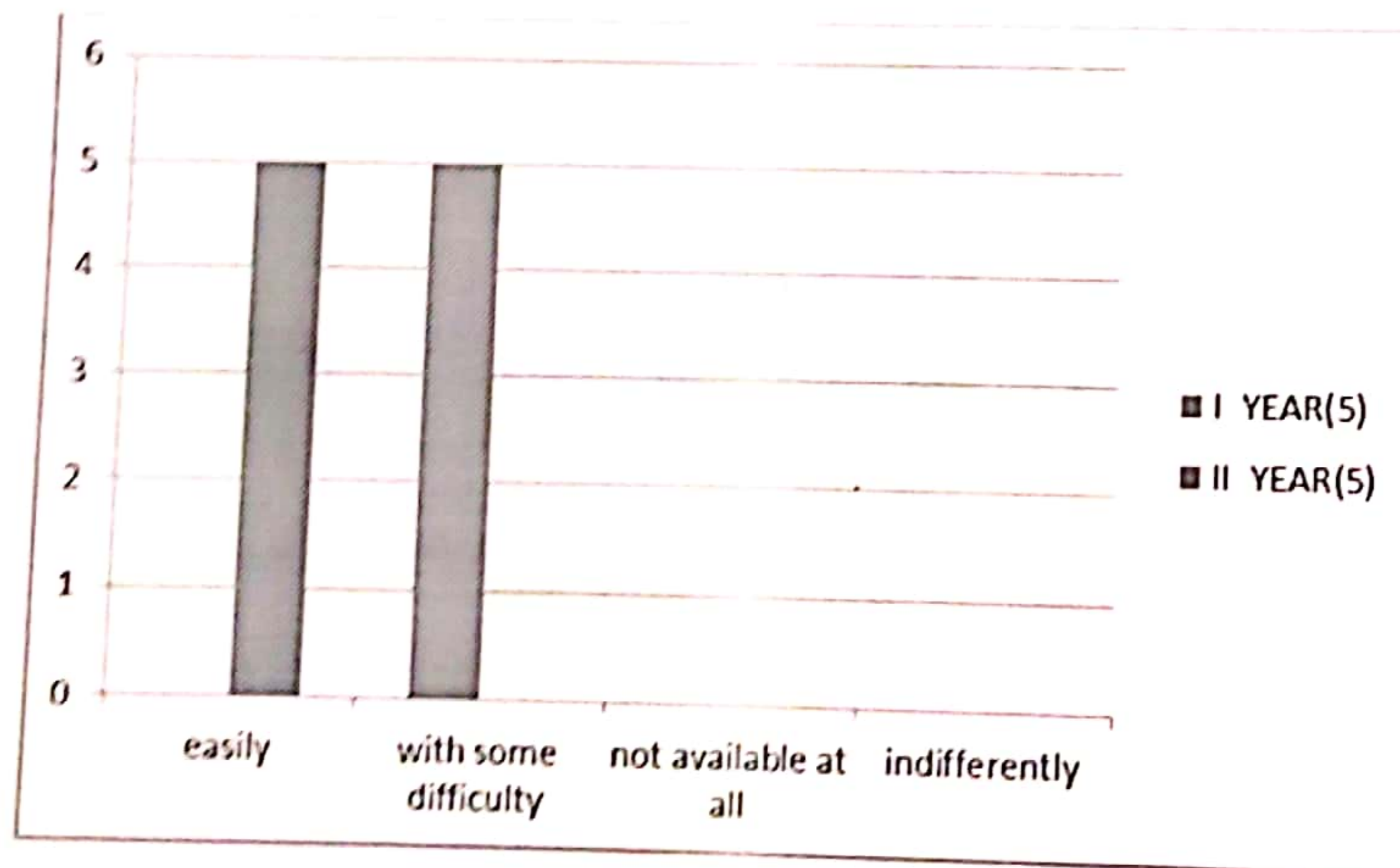
Q. NO 4 % SYLLABUS COVERED IN CLASS



Q. NO 5 LIBRARY MATERIAL FOR COURSE



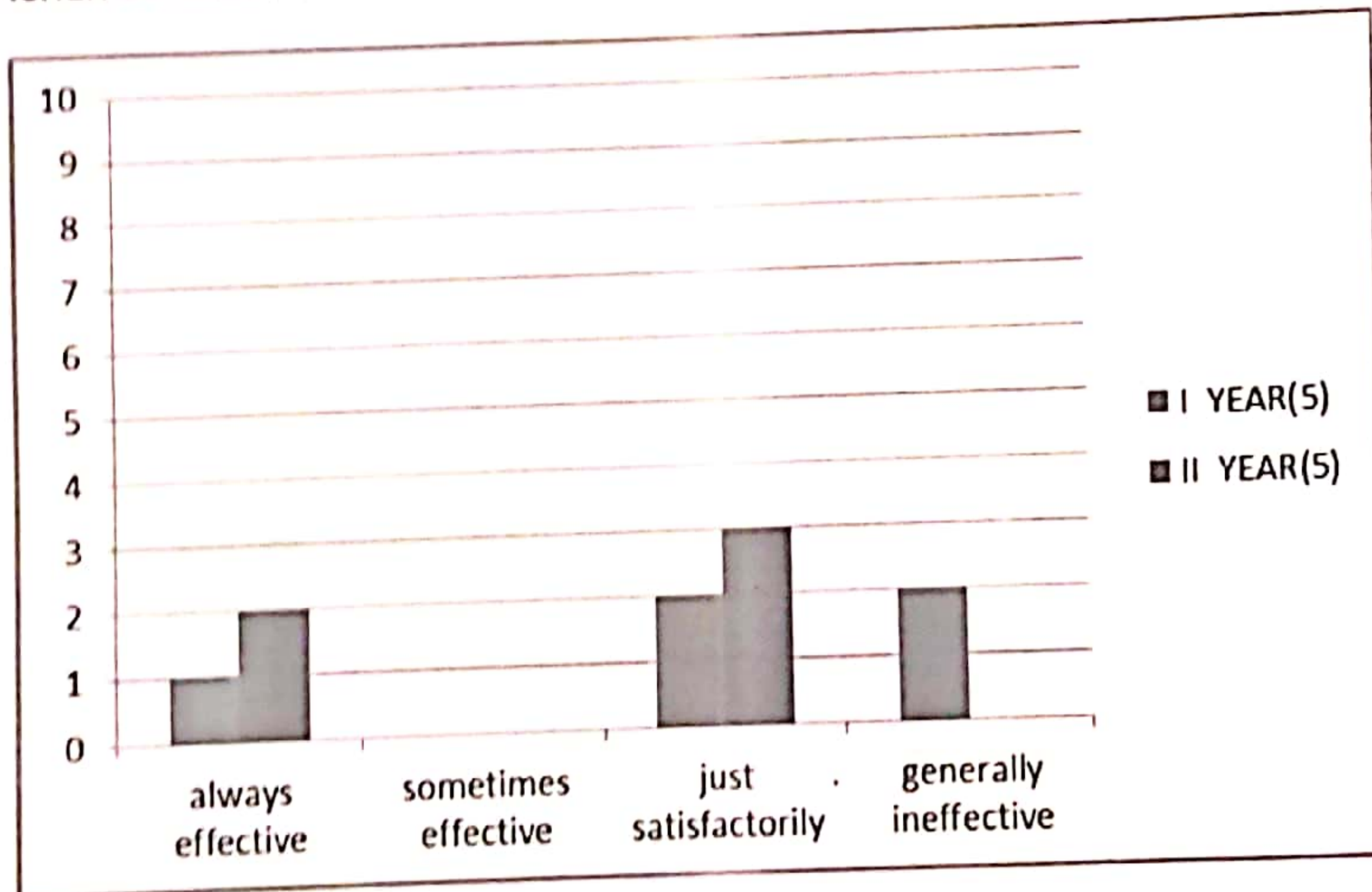
Q. NO 6 EXTEND OF MATERIAL FOR PRESCRIBED READING



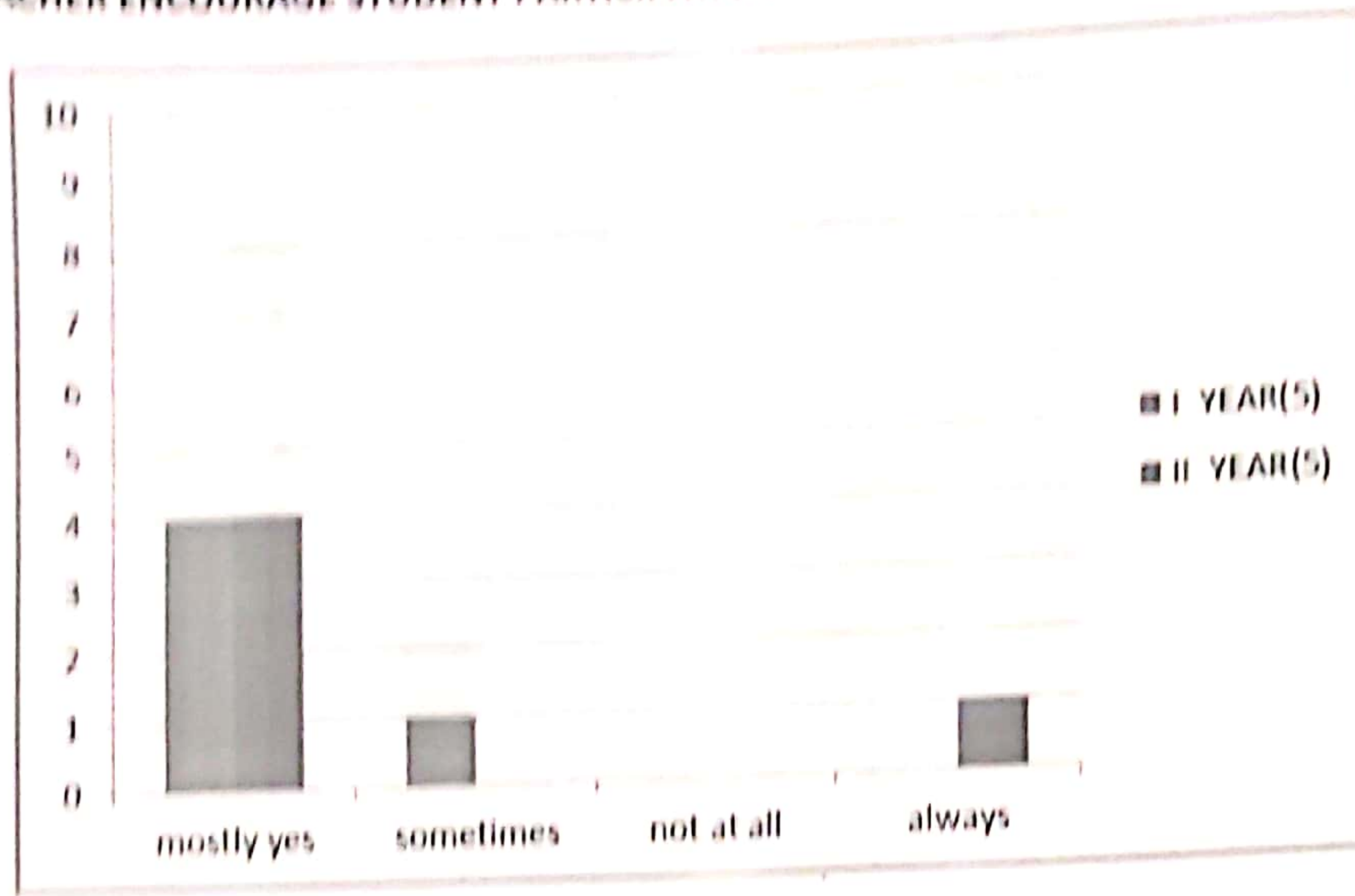
Q. NO 7 TEACHER PREPARATIONS FOR CLASS



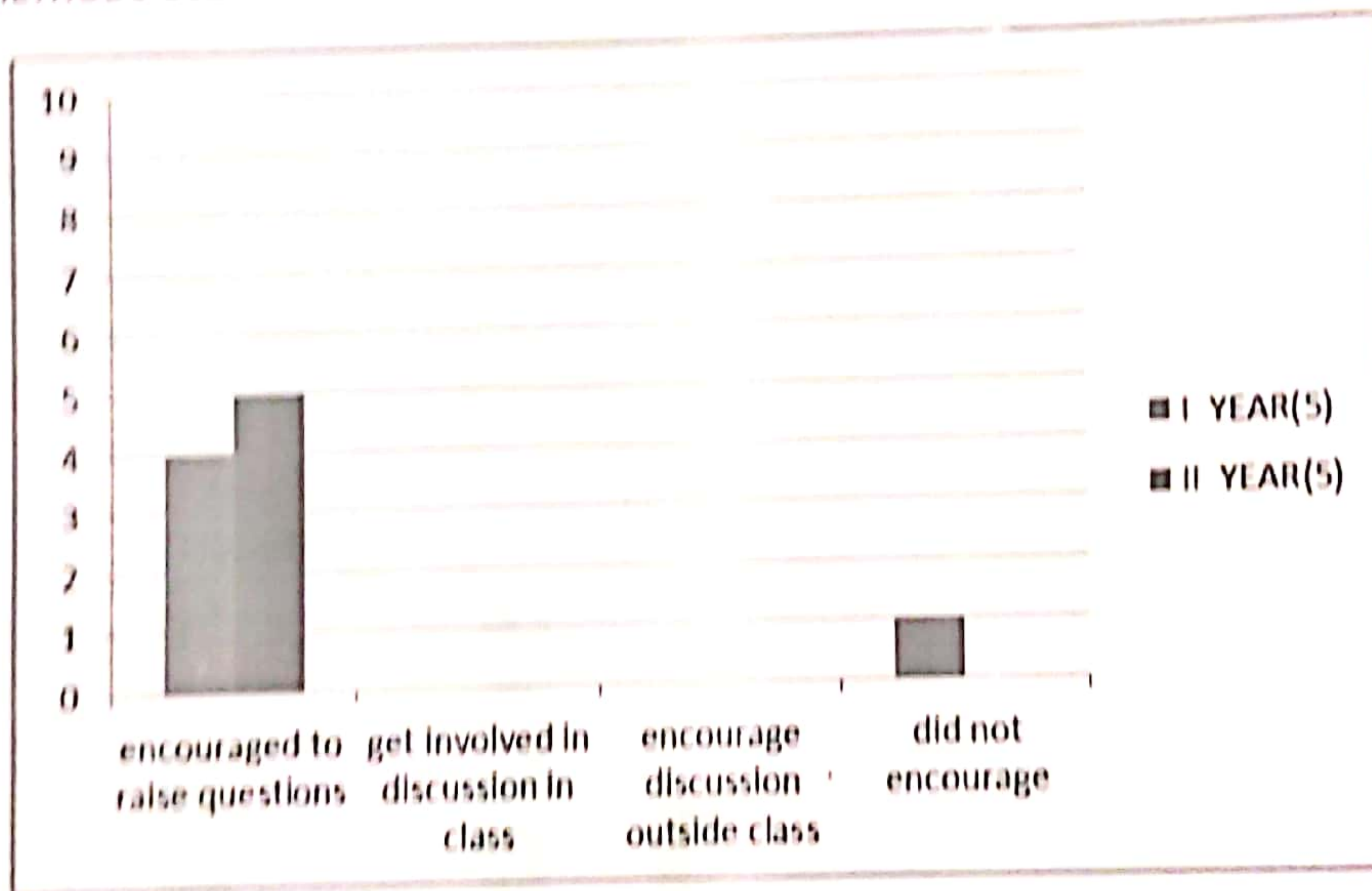
Q. NO 8 TEACHER COMMUNATIONS



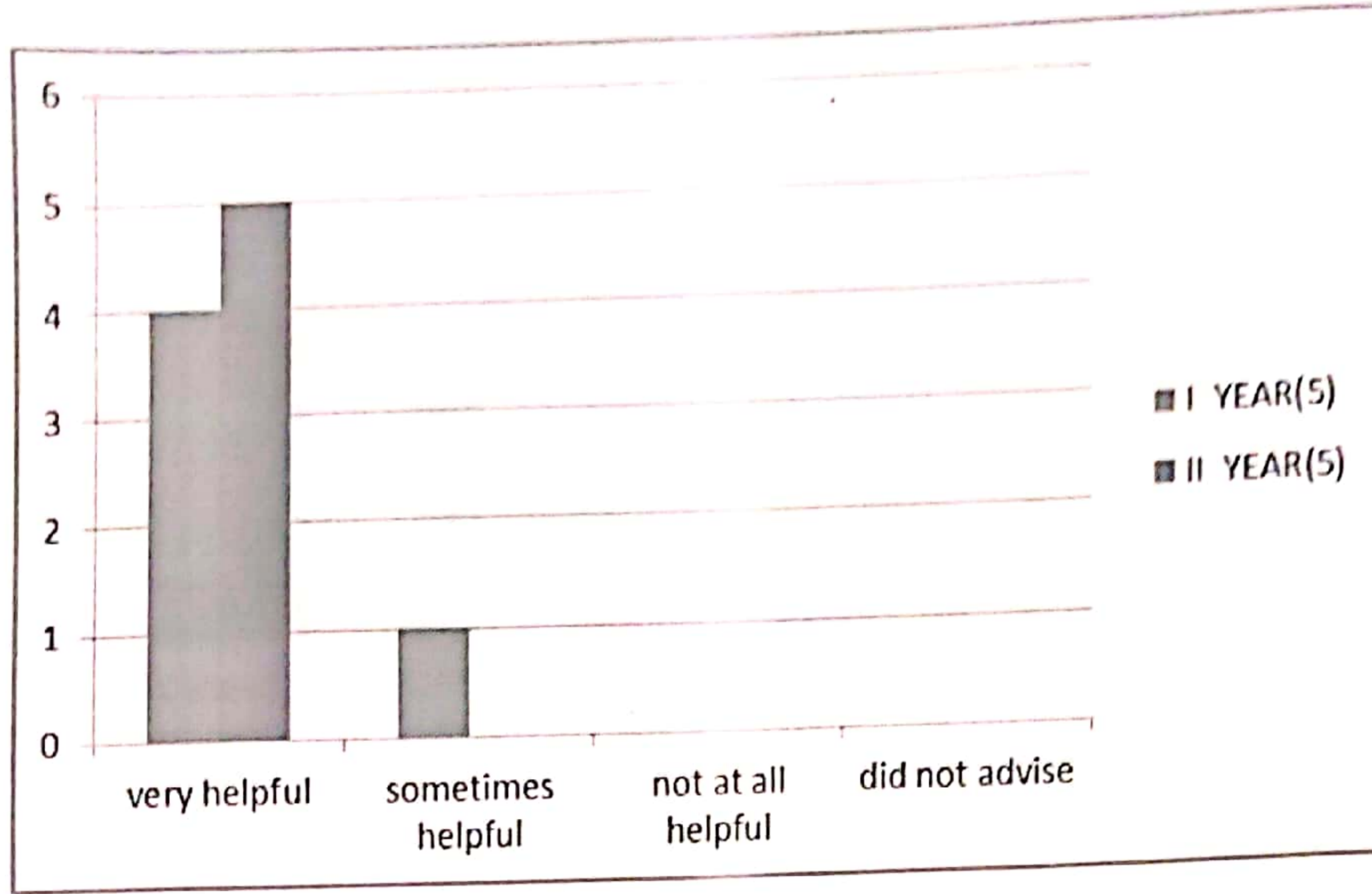
Q. NO 9 TEACHER ENCOURAGE STUDENT PARTICIPATION



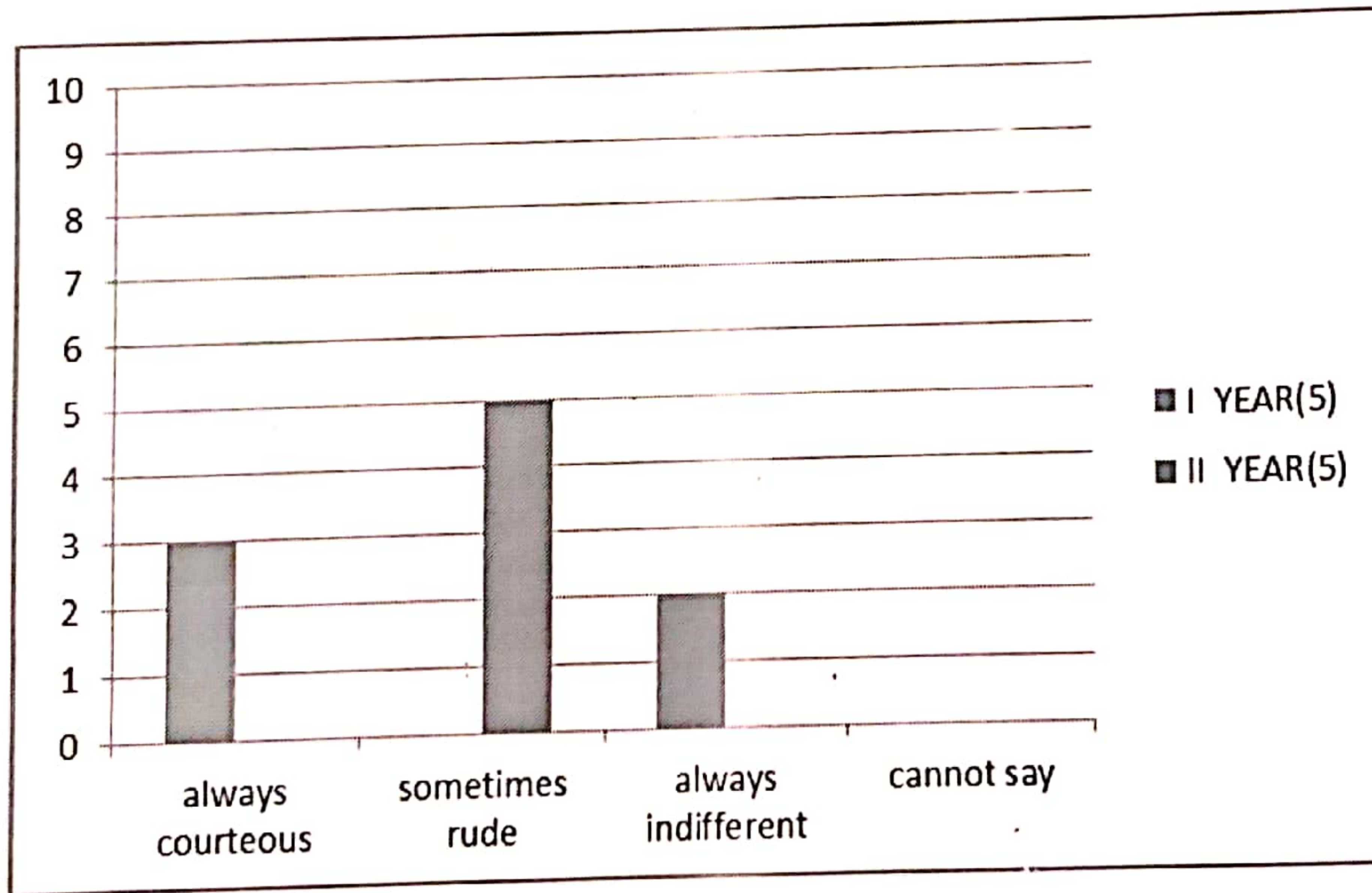
Q. NO 10 METHODS USED FOR ENCOURAGEMENT



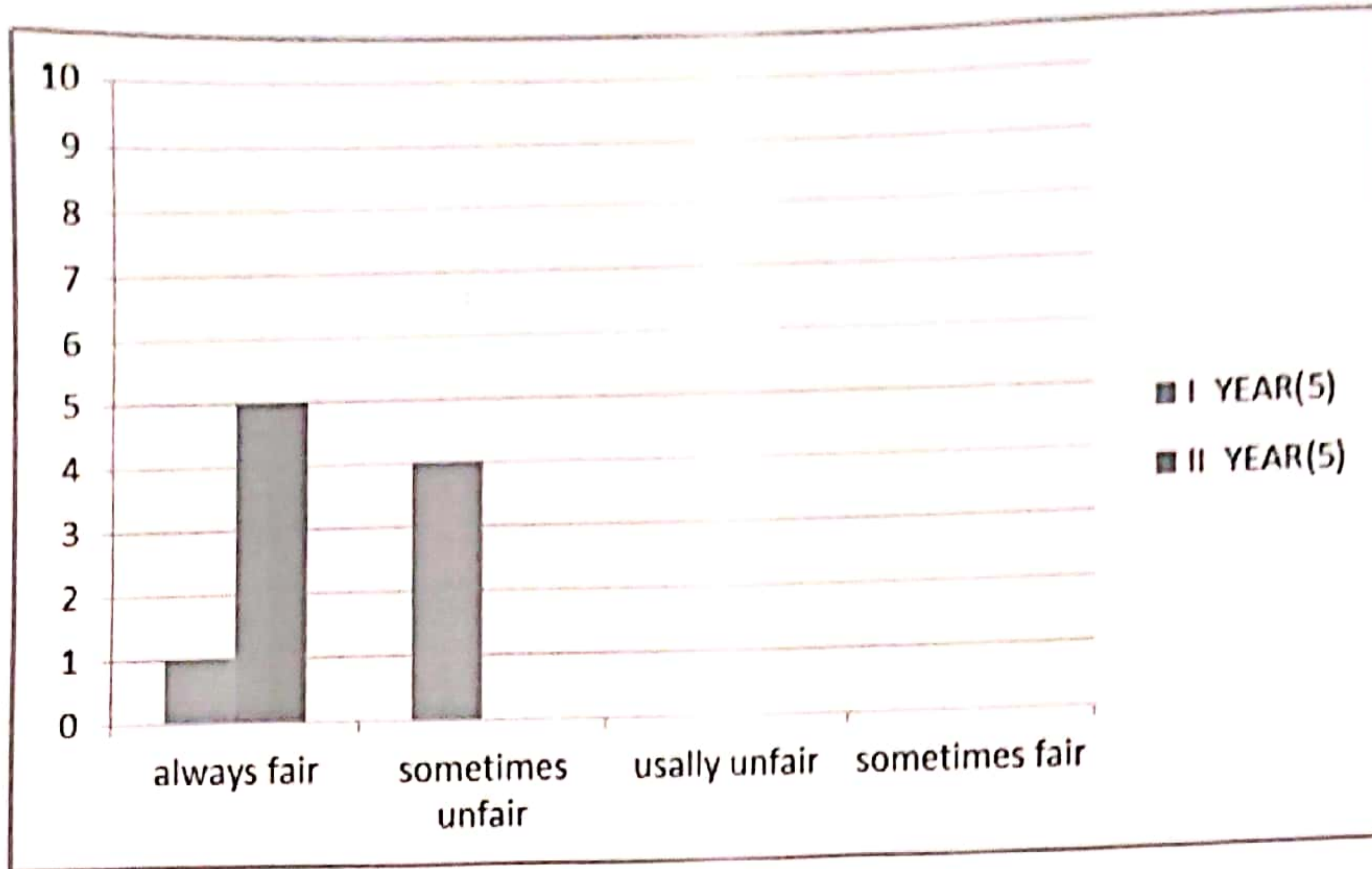
Q. NO 11 TEACHER ADVICE



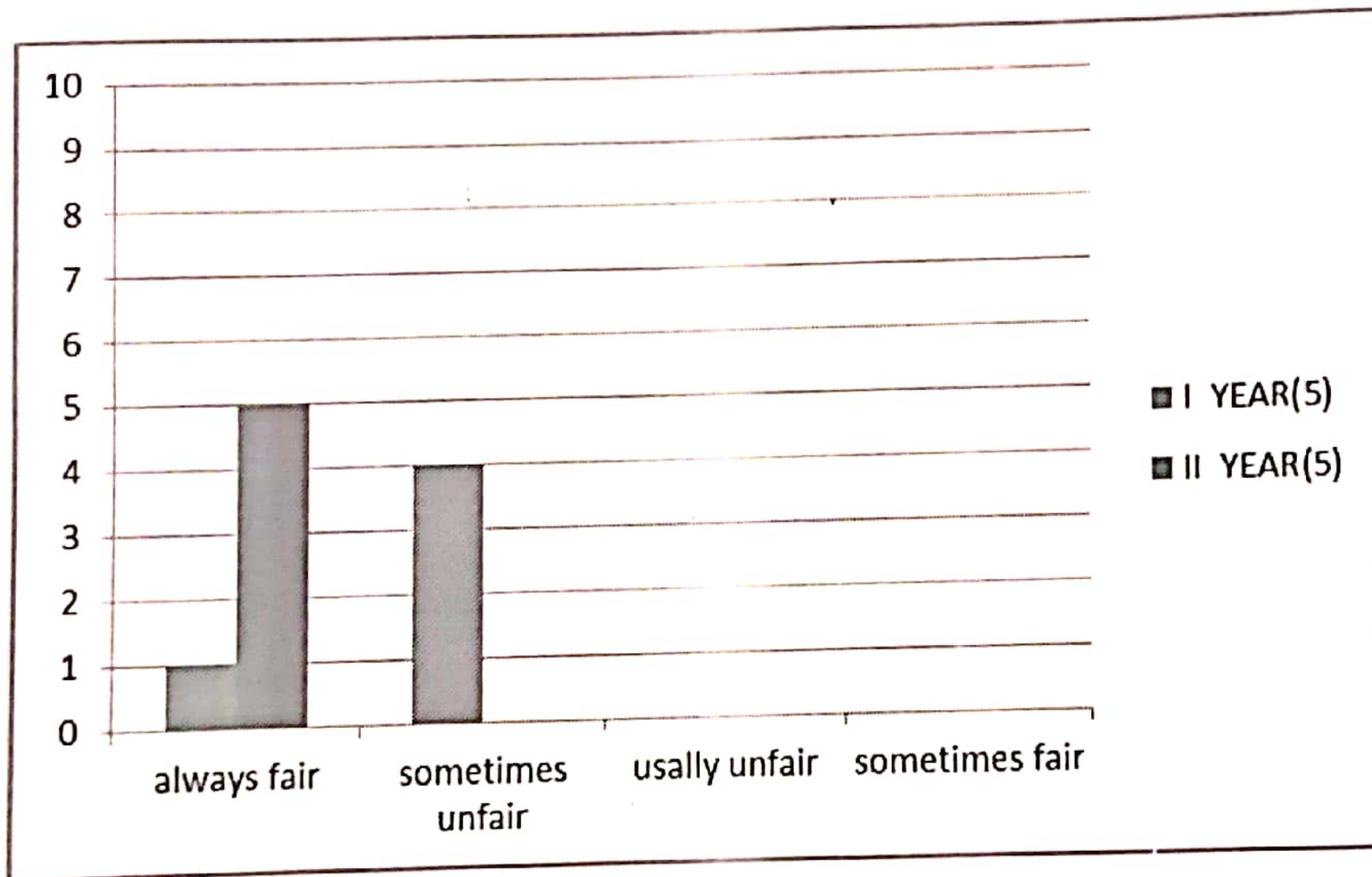
Q. NO 12 TEACHER APPROACH DESCRIPTION



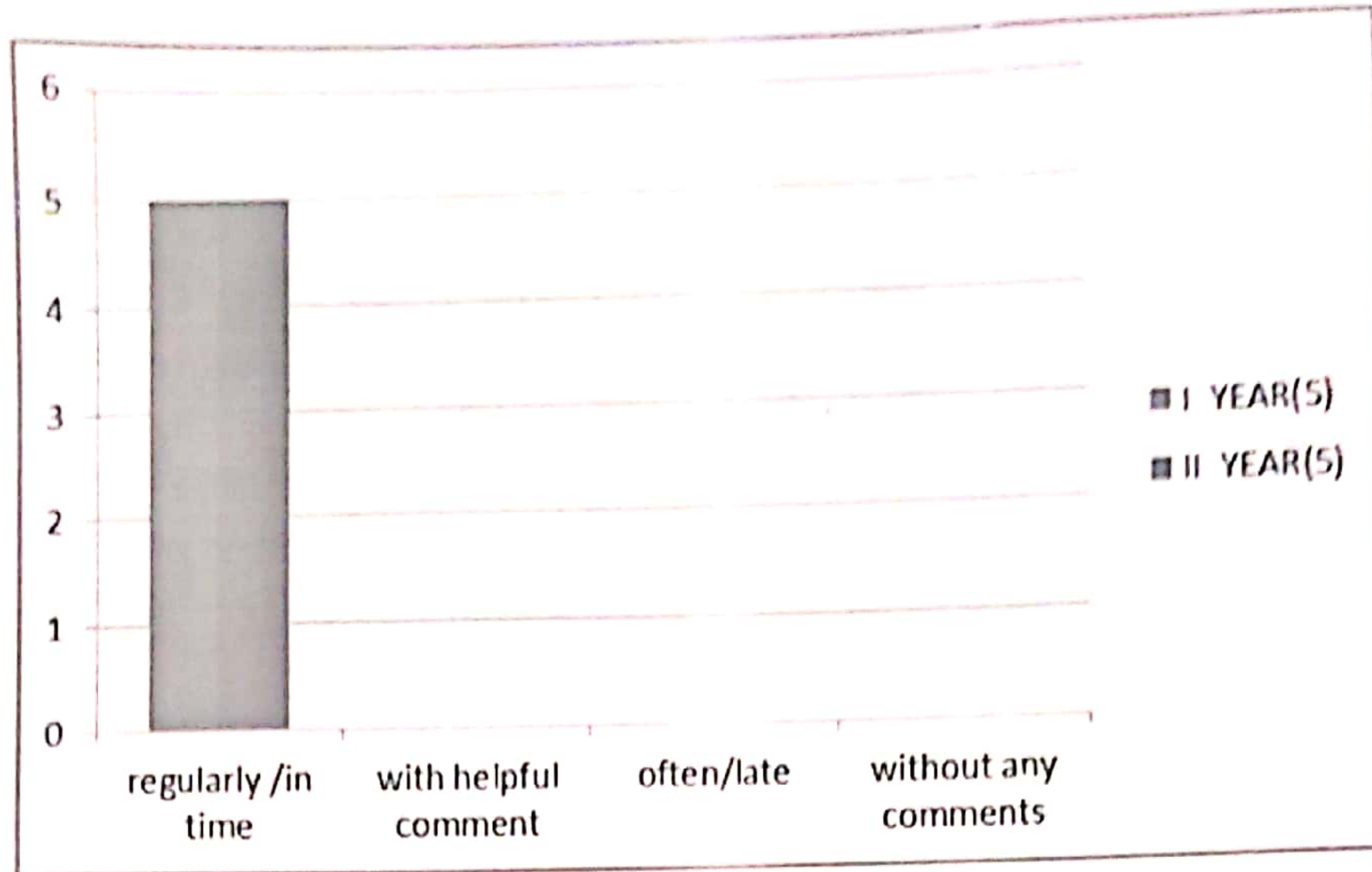
Q. NO 13 INTERNAL ASSESSMENT



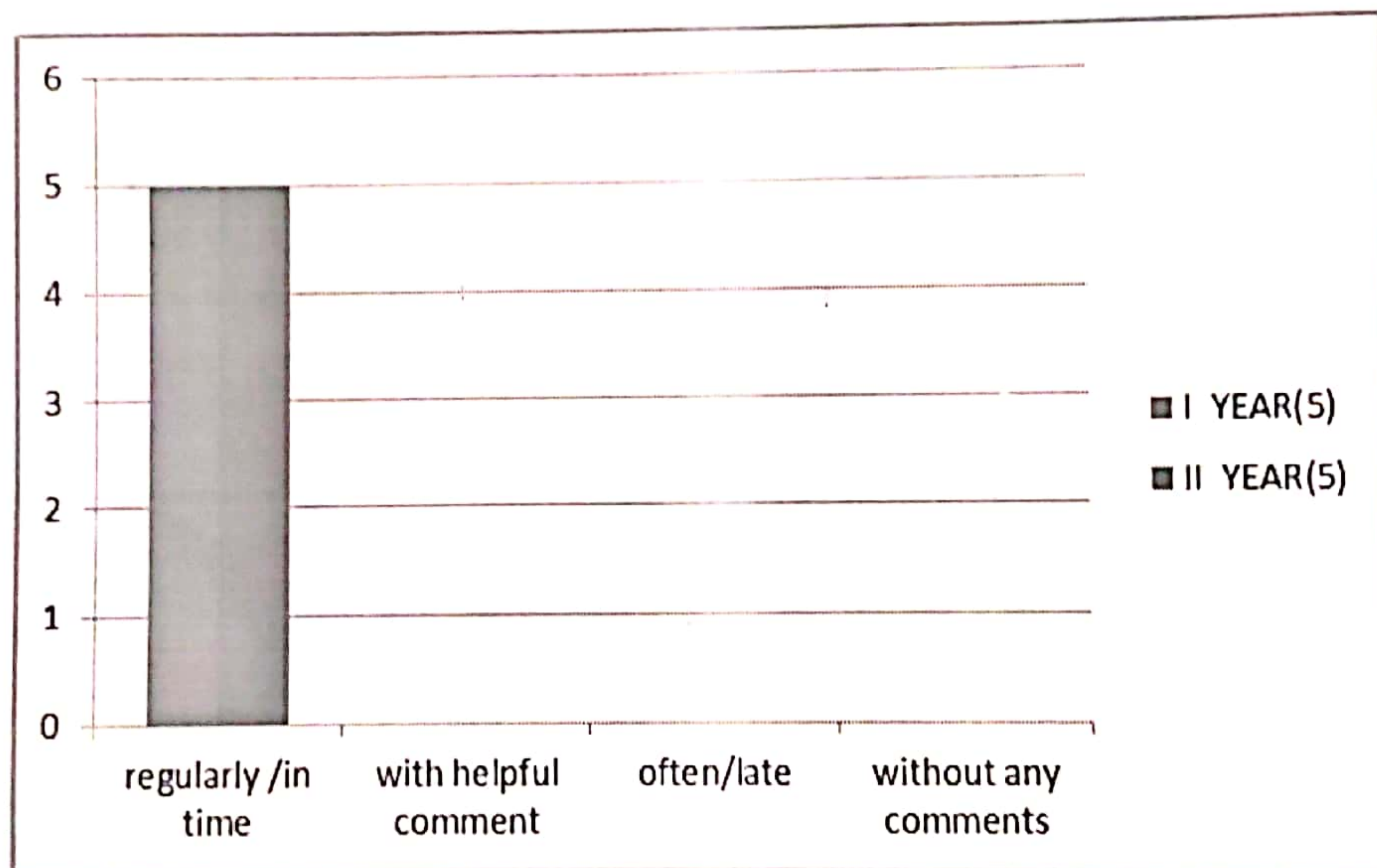
Q. NO 14 EFFECT OF INTERNAL ASSESSMENT ON COURSE GRADE



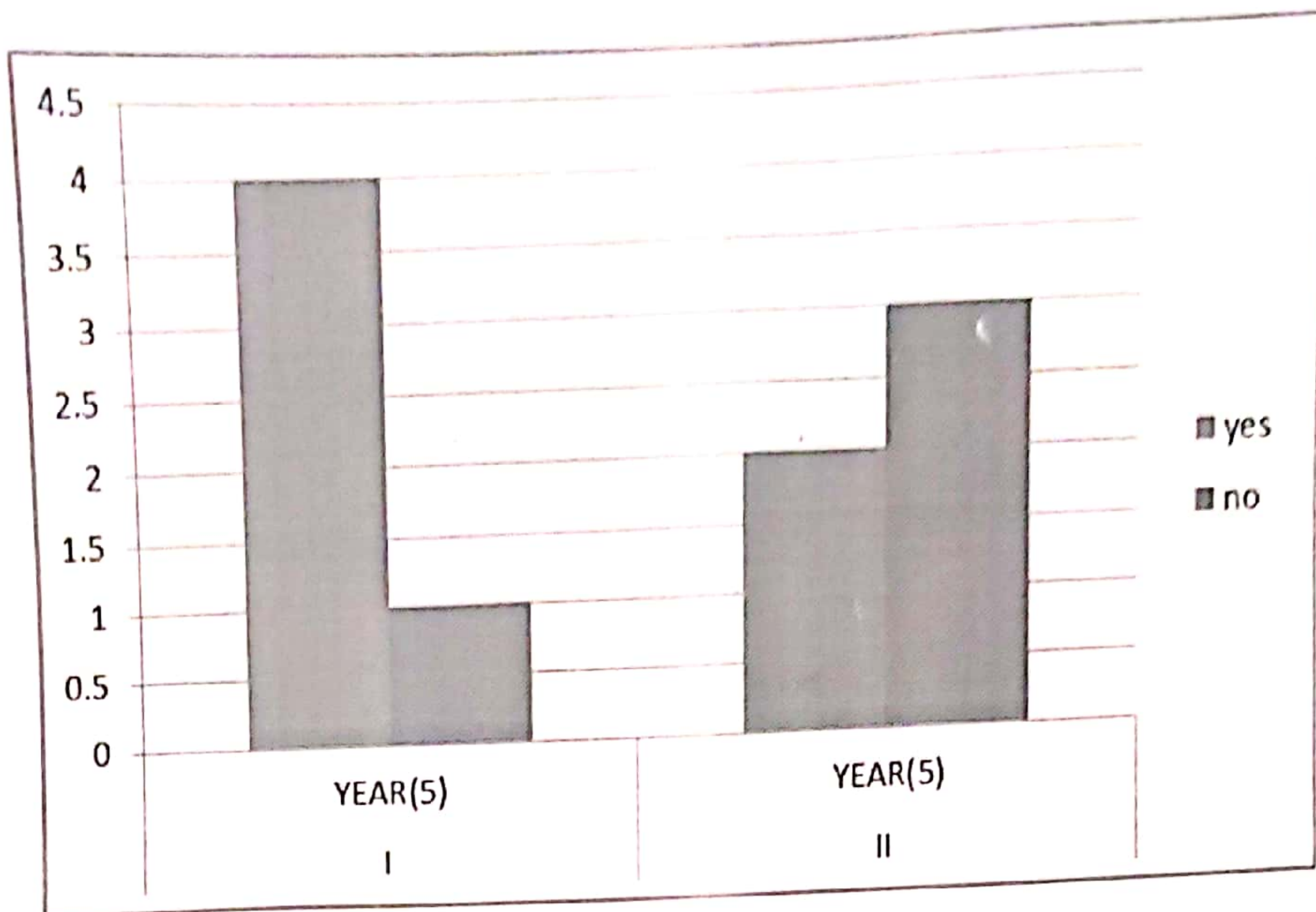
Q. NO 15 TEACHER FEEDBACKS ON STUDENT PERFORMANCE



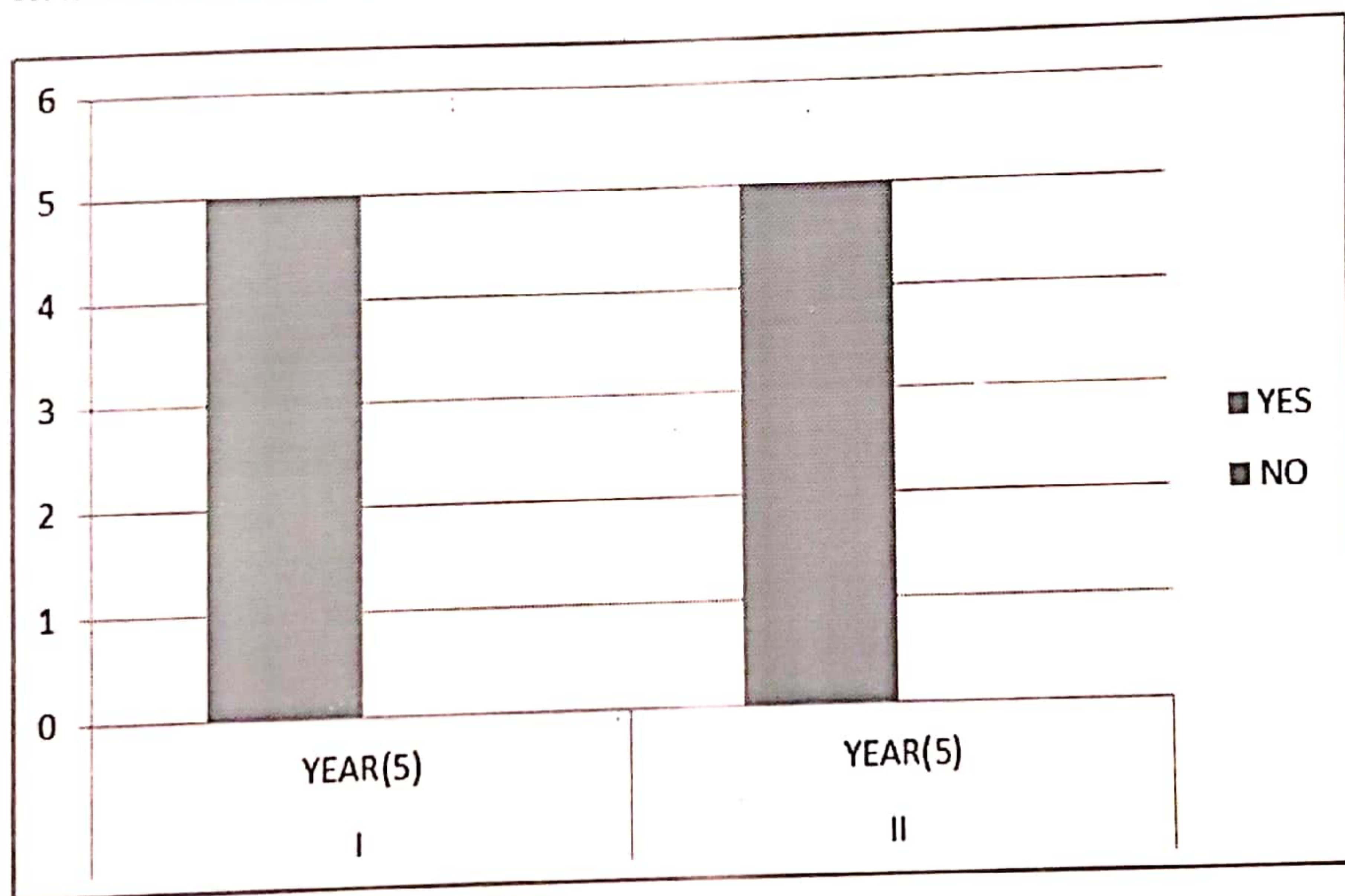
Q. NO 16 ASSIGNMENTS DISCUSSIONS WITH STUDENTS



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

	I YEAR(10)	II YEAR(10)	III YEAR(10)
adequate	6	5	4
inadequate	4	5	5
challenging	0	0	1
dull	0	0	0

Q. NO 2 BENEFIT FROM COURSE

	I YEAR(10)	II YEAR(10)	III 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

	I YEAR(10)	II YEAR(10)	III 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

	I YEAR(10)	II YEAR(10)	III YEAR(10)
85 to 100%	4	3	5
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

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

Q. NO 8 TEACHER COMMUNATION

	I 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

	I YEAR(10)	II YEAR(10)	III 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

	I YEAR(10)	II YEAR(10)	III 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

	I YEAR(10)	II YEAR(10)	III 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

	I YEAR(10)	II YEAR(10)	III YEAR(10)
always courteous	6	4	4
sometimes rude	4	5	5
always indifferent	0	0	1
cannot say	0	1	0

Q. NO 13 INTERNAL ASSESSMENT

	I YEAR(10)	II YEAR(10)	III 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

	I YEAR(10)	II YEAR(10)	III 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

	I YEAR(10)	II YEAR(10)	III 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

	I YEAR(10)	II YEAR(10)	III YEAR(10)
yes	10	10	10
no	0	0	0

Q. NO 17 B WAS LECTURE HELPFUL?

	I YEAR(10)	II YEAR(10)	III YEAR(10)
YES	5	5	5
NO	5	5	5



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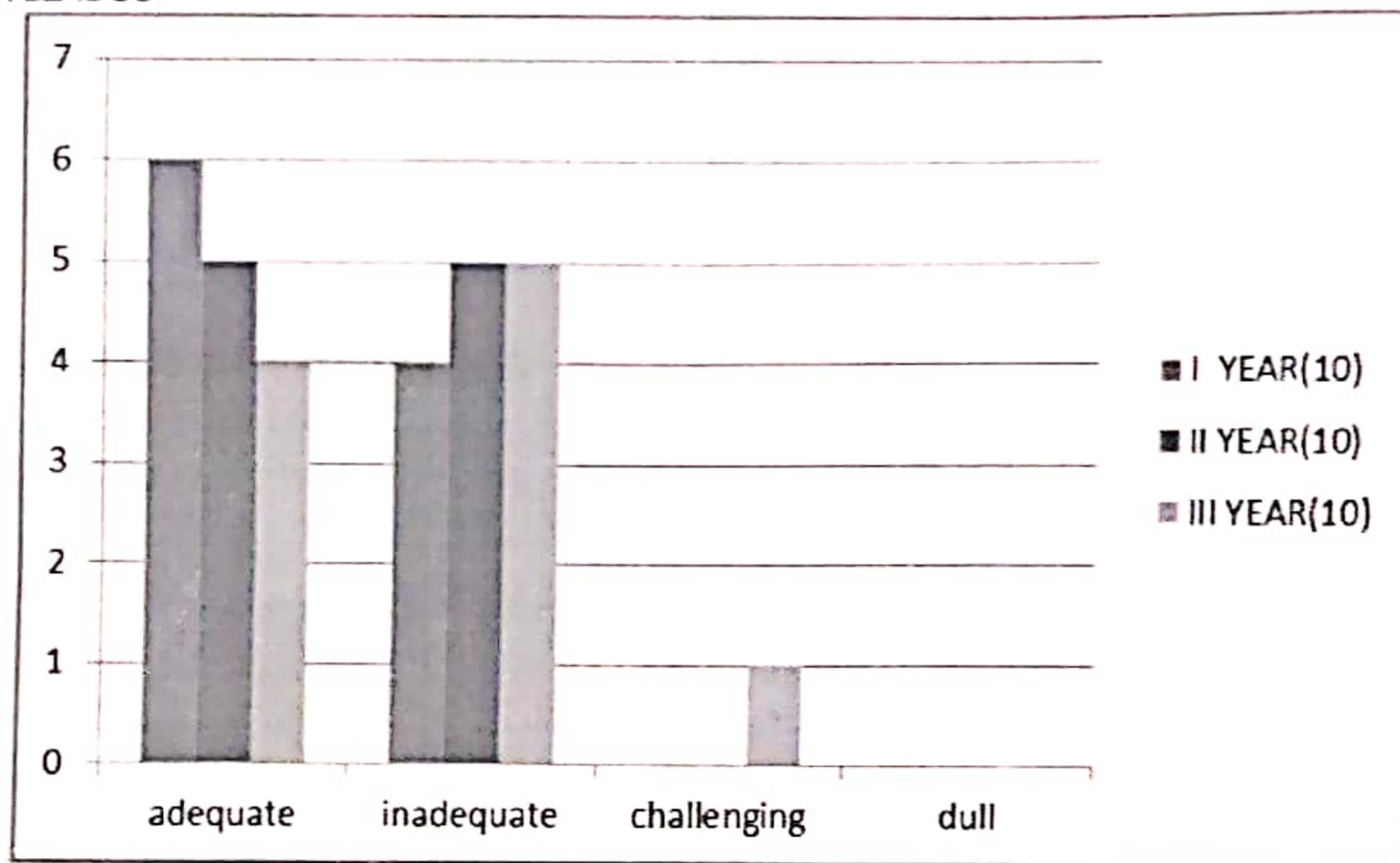
STUDENTS OVERALL EVALUATION OF THE PROGRAMME AND TEACHING

(2015-2016)

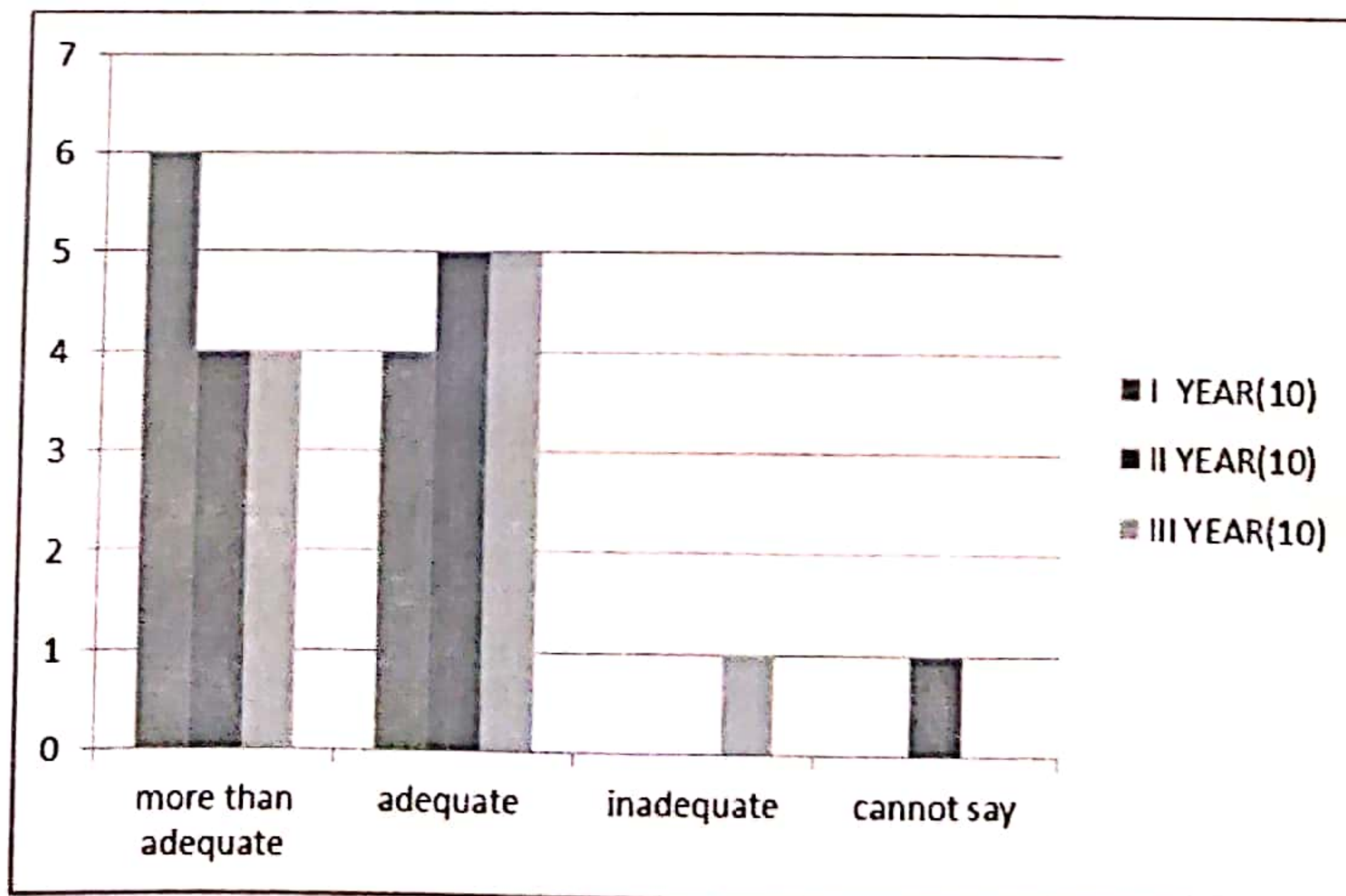
STUDENTS FEEDBACK

COMPUTER SCIENCE

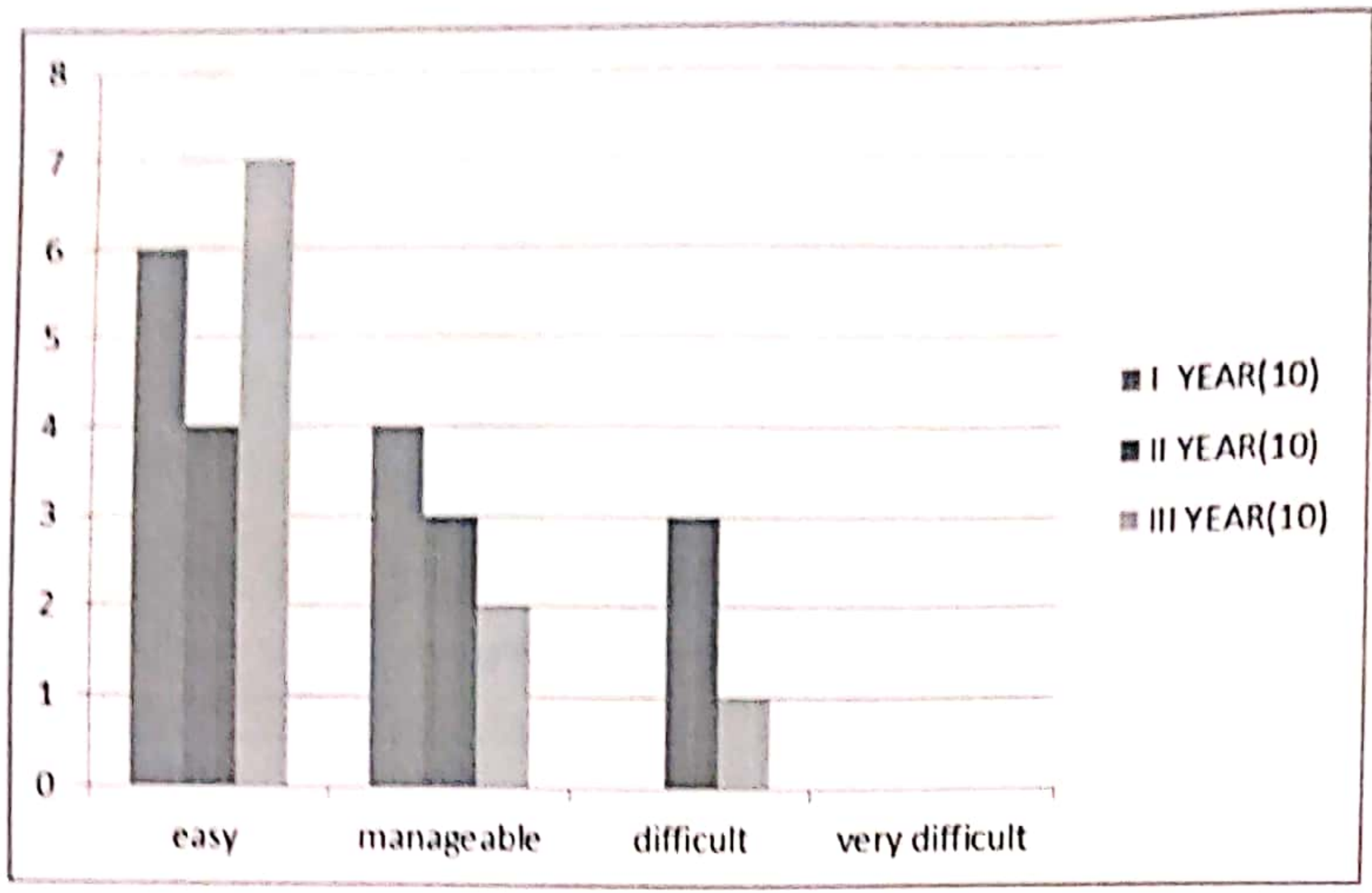
Q. NO 1 .SYLLABUS



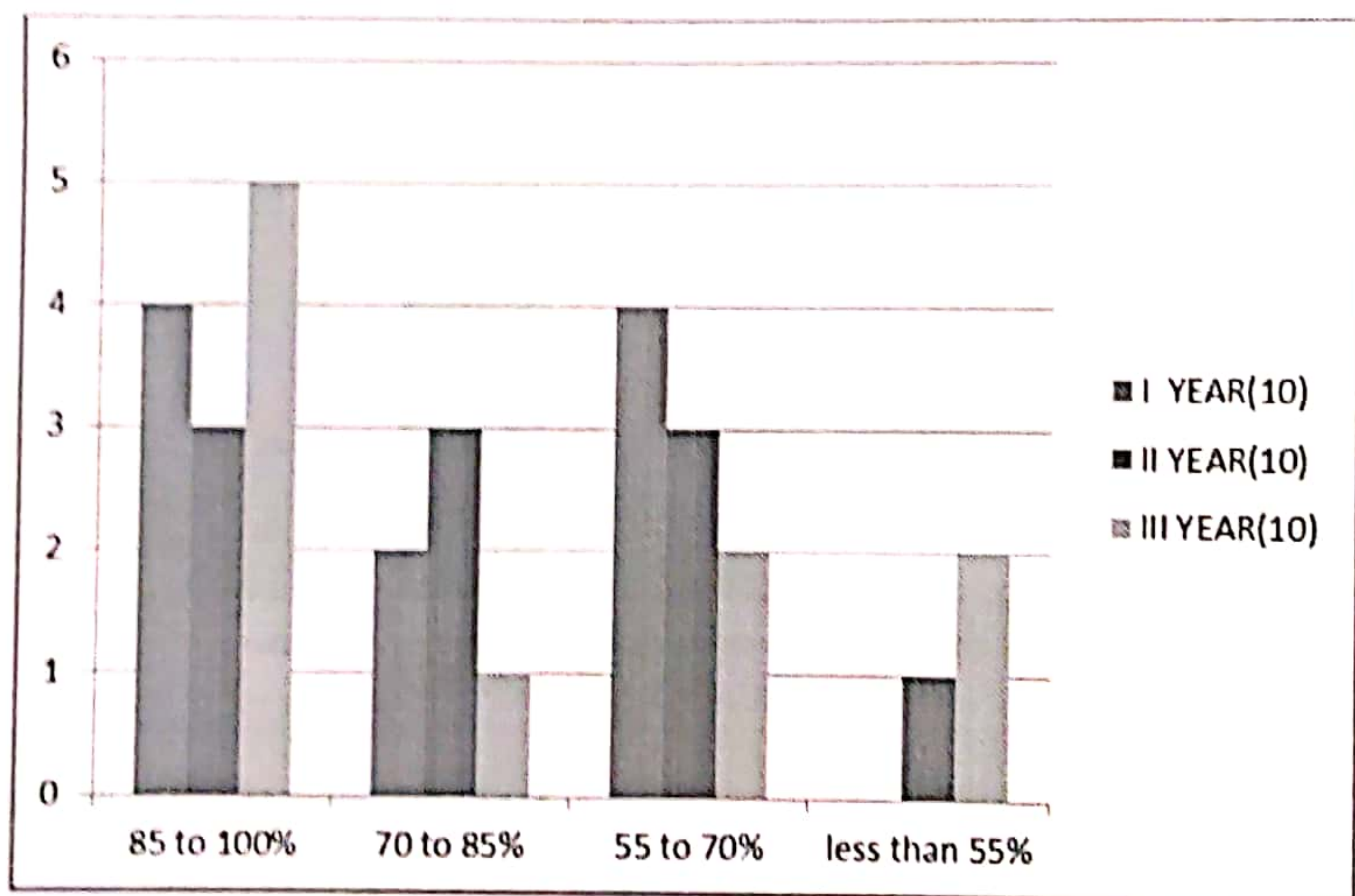
Q. NO 2 BENEFIT FROM COURSE



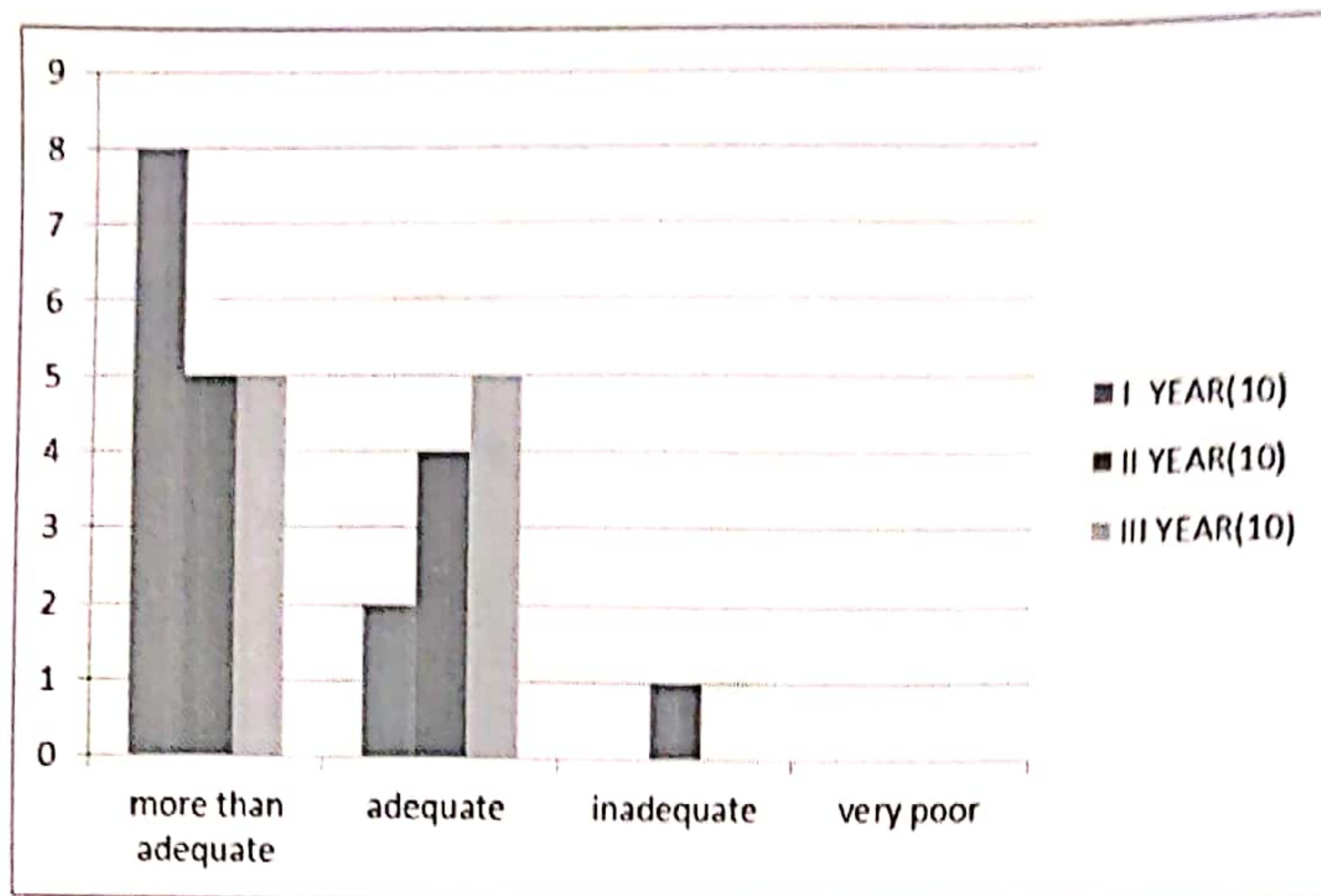
Q. NO 3 COURSE EASY OR DIFFICULT TO UNDERSTAND



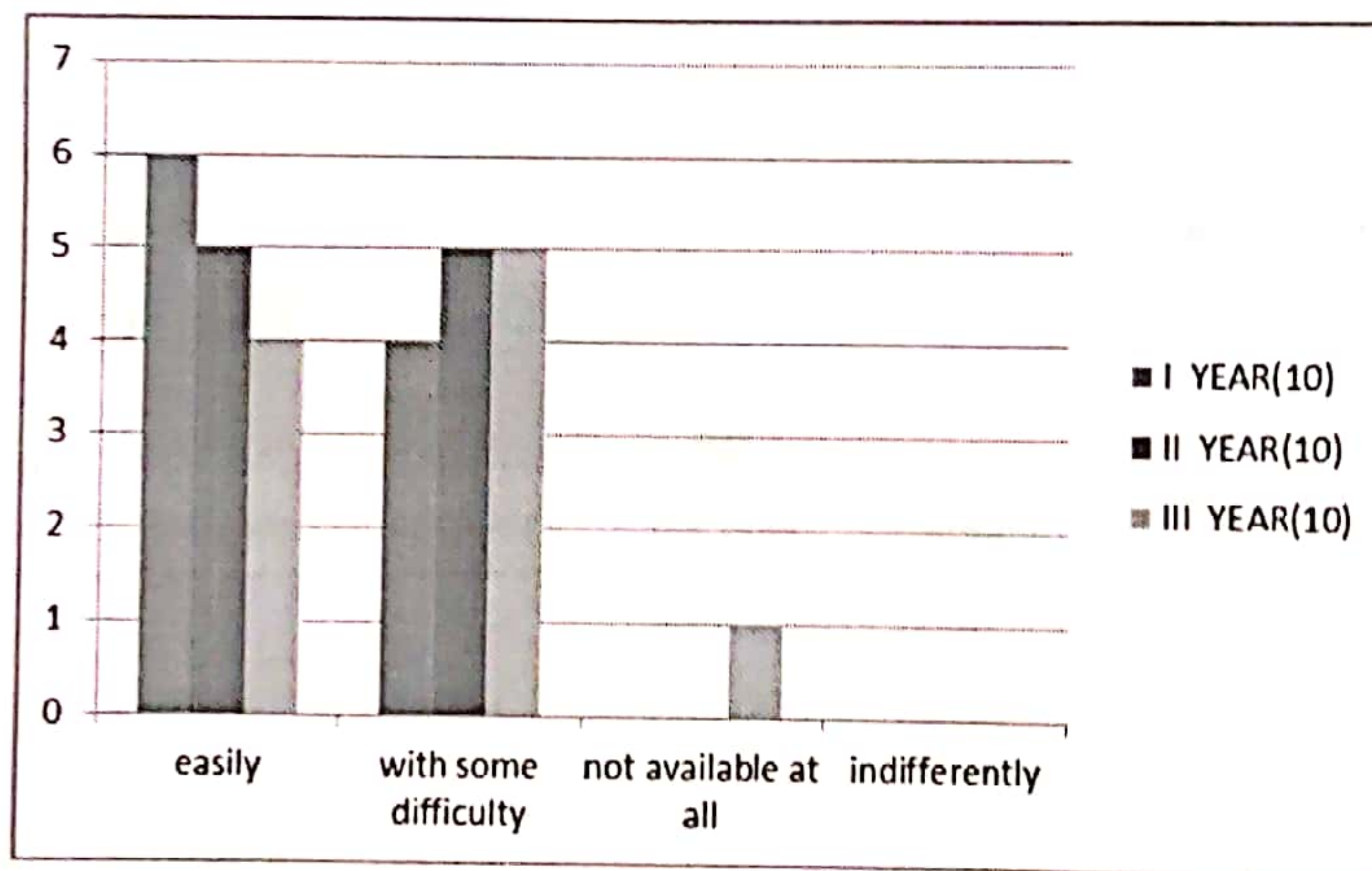
Q. NO 4 % SYLLABUS COVERED IN CLASS



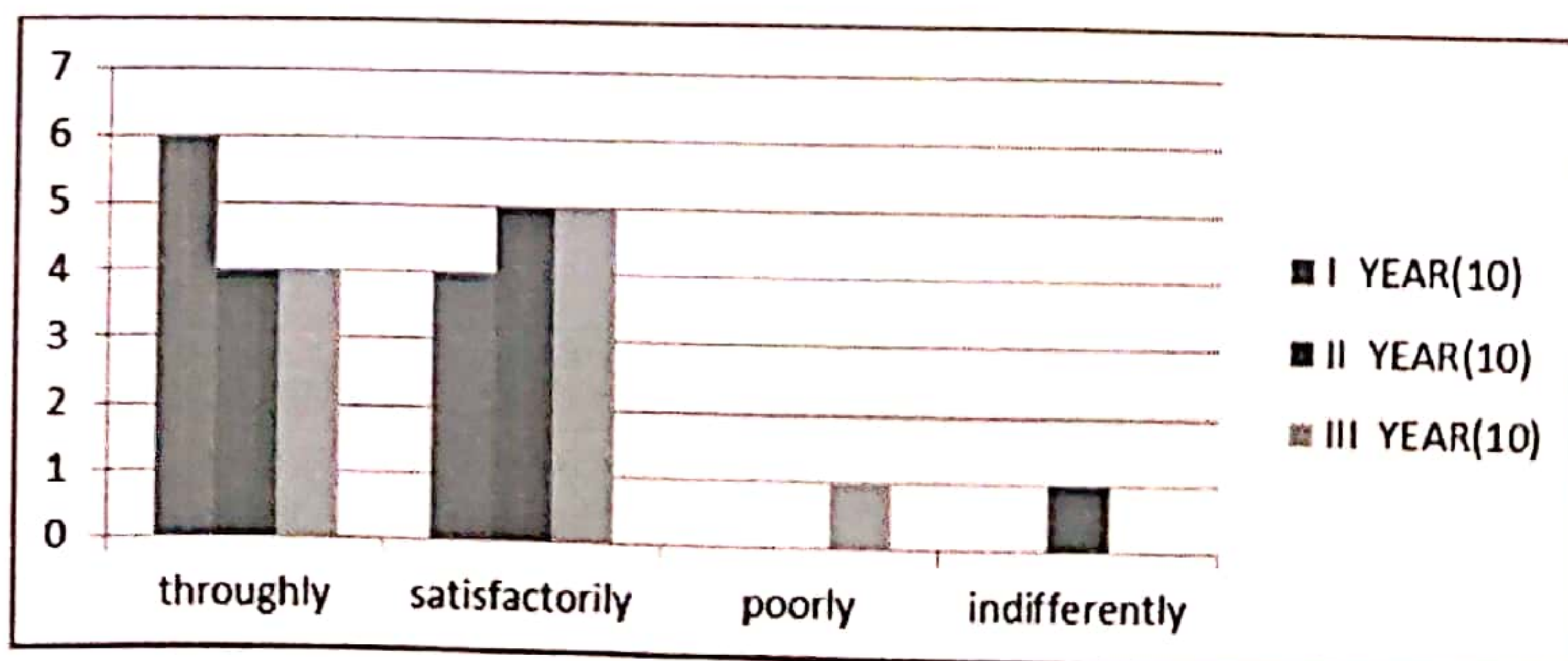
Q. NO 5 LIBRARY MATERIAL FOR COURSE



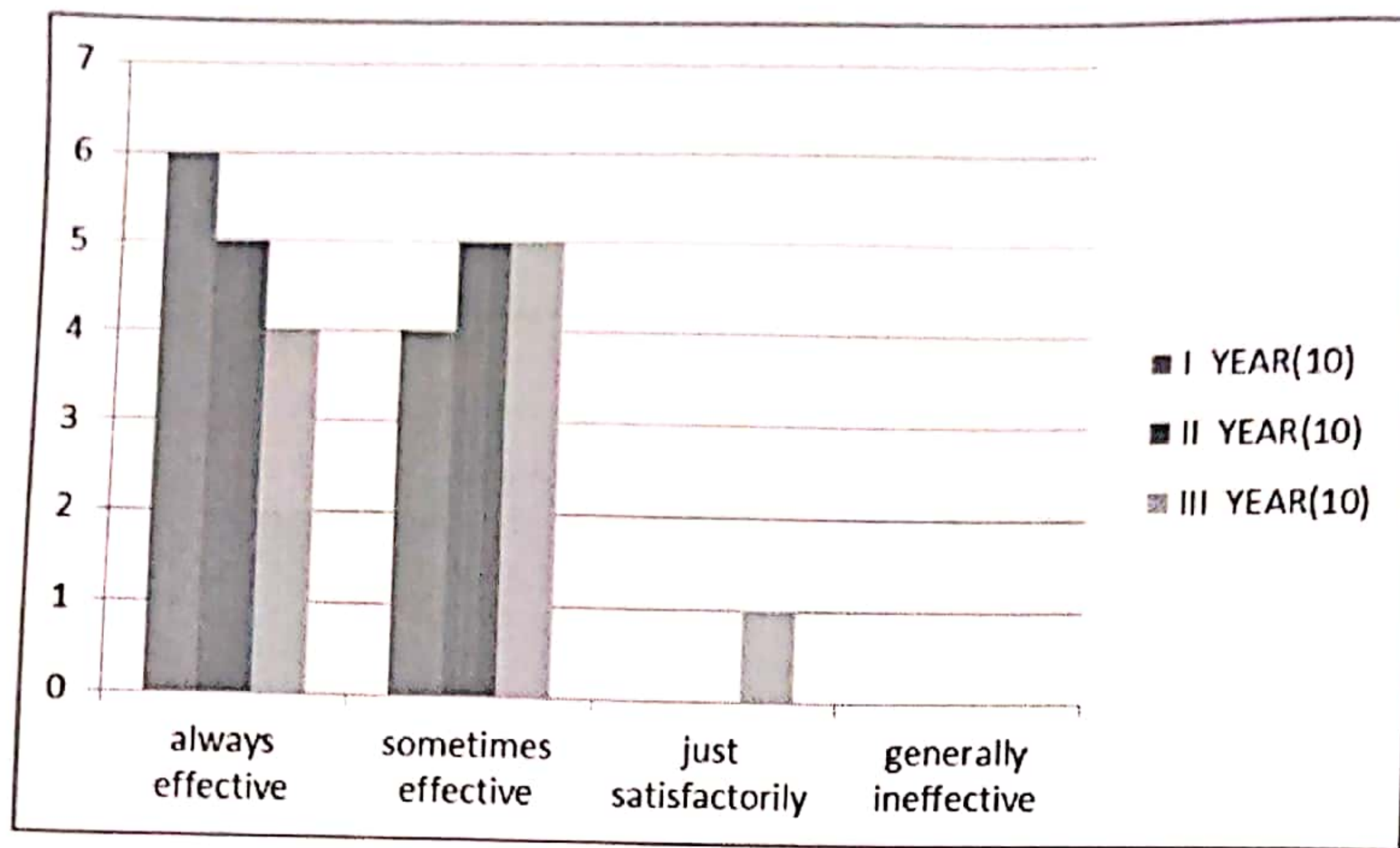
Q. NO 6 EXTEND OF MATERIAL FOR PRESCRIBED READING



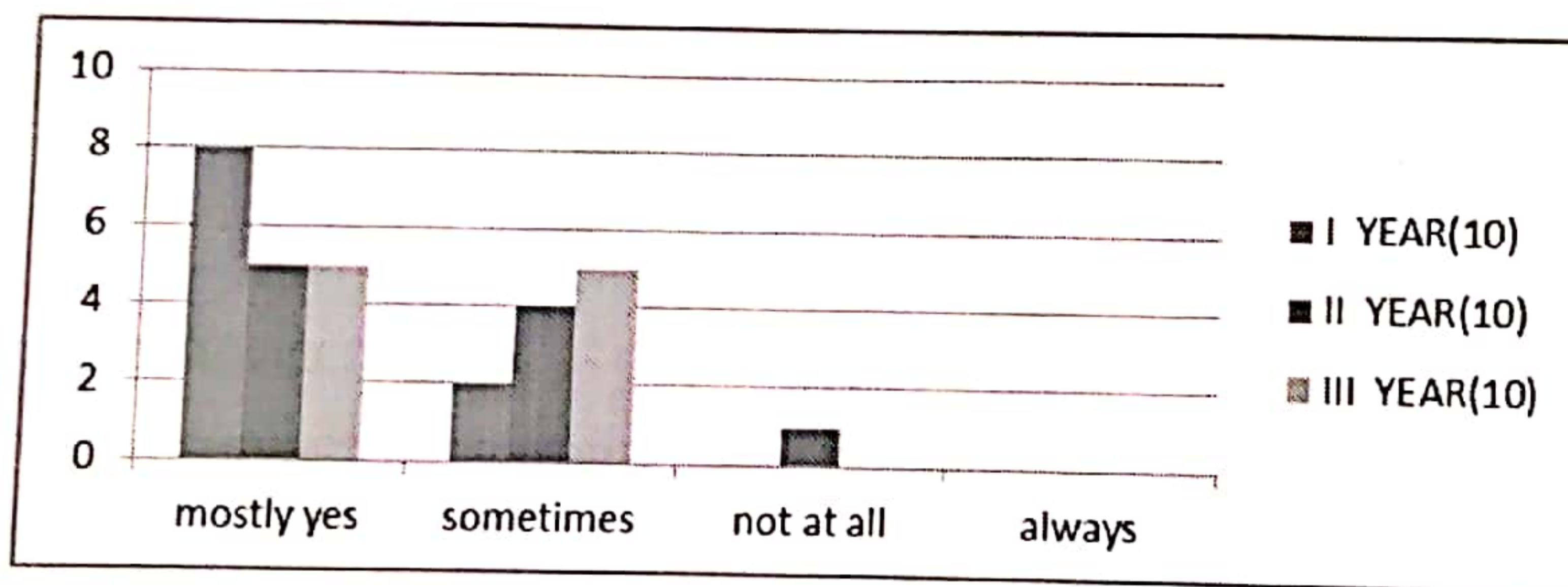
Q. NO 7 TEACHER PREPARATION FOR CLASS



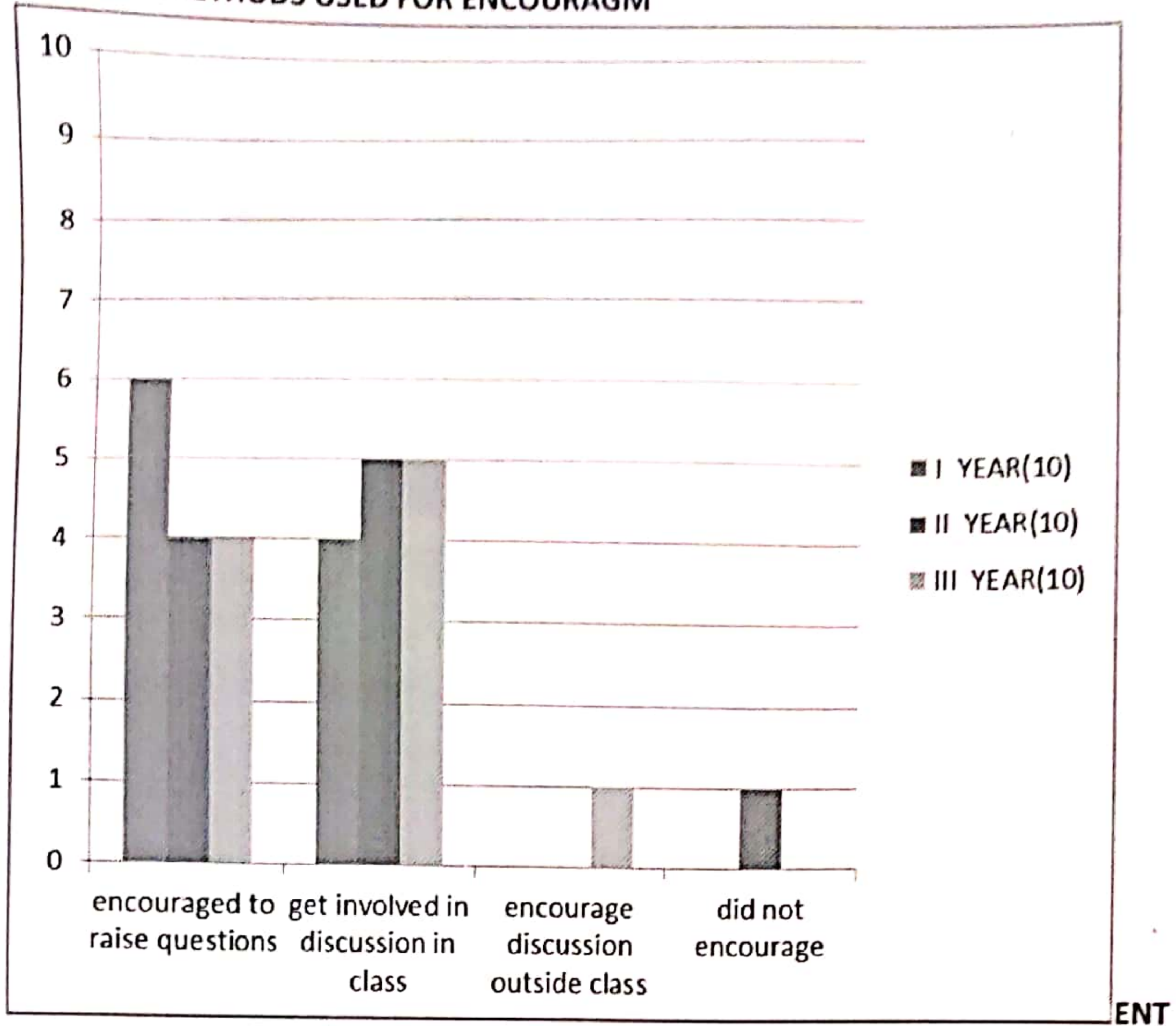
Q. NO 8 TEACHER COMMUNATION



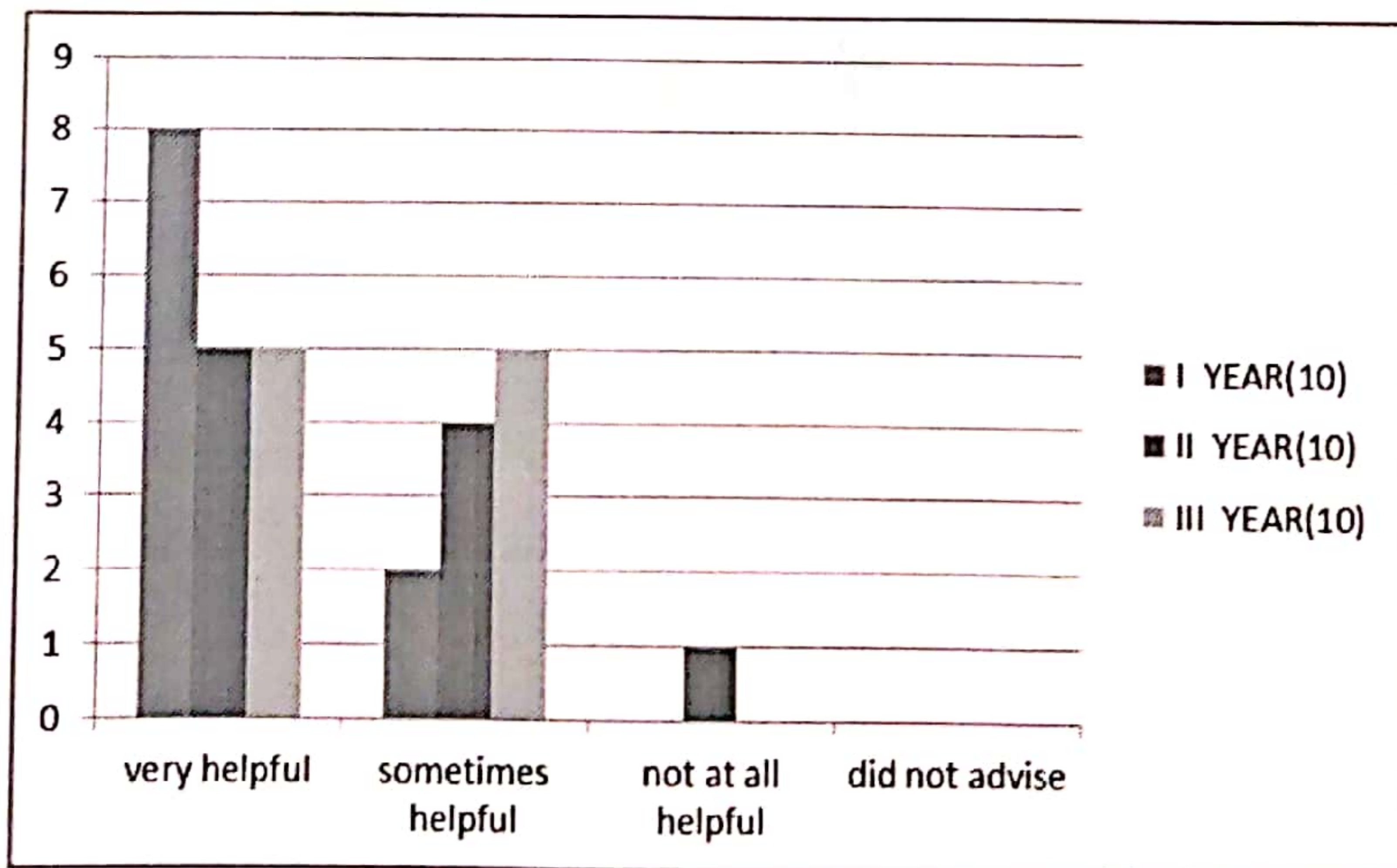
Q. NO 9 TEACHER ENCOURAGE STUDENT PARTICIPATION



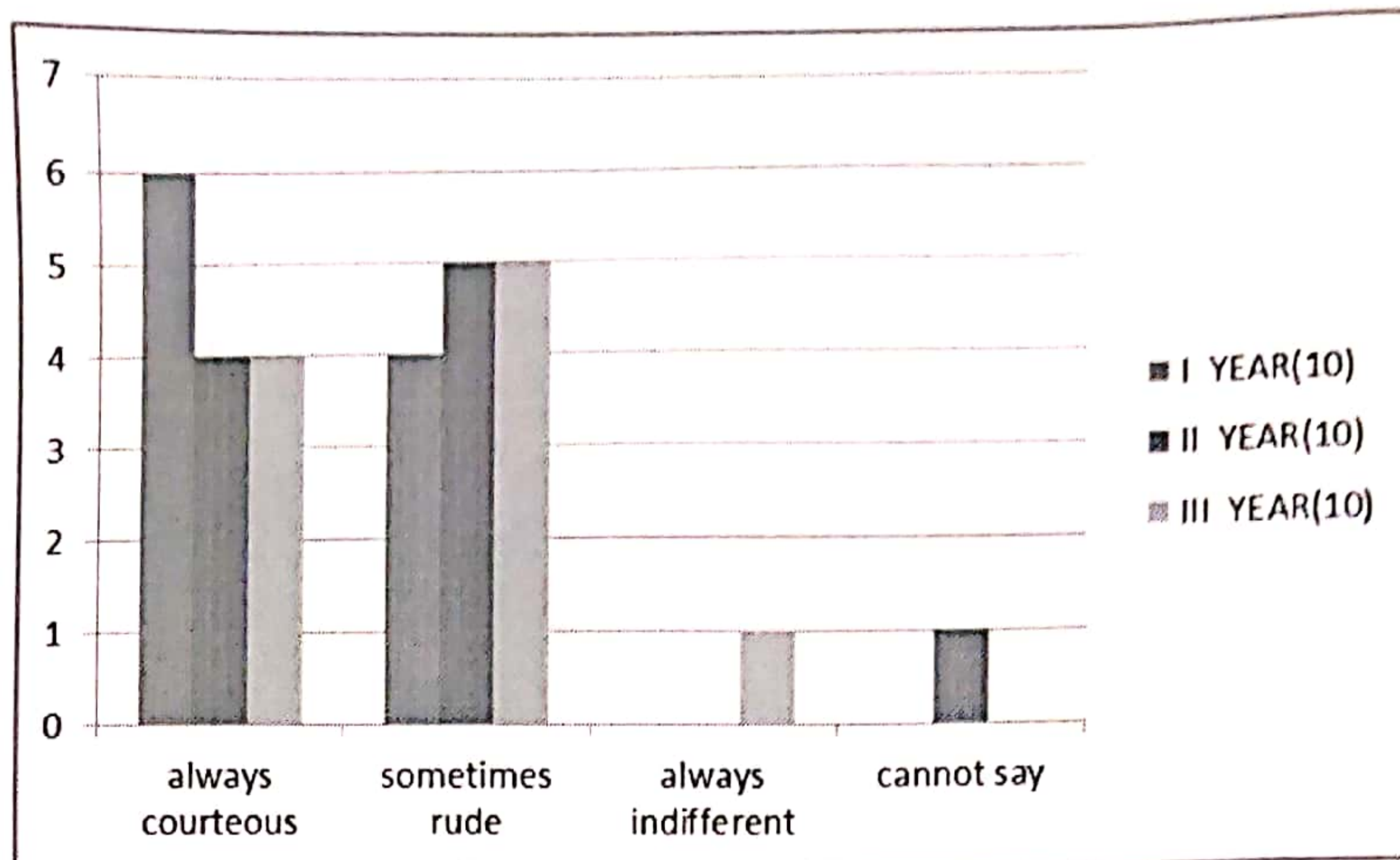
Q. NO 10 METHODS USED FOR ENCOURAGM



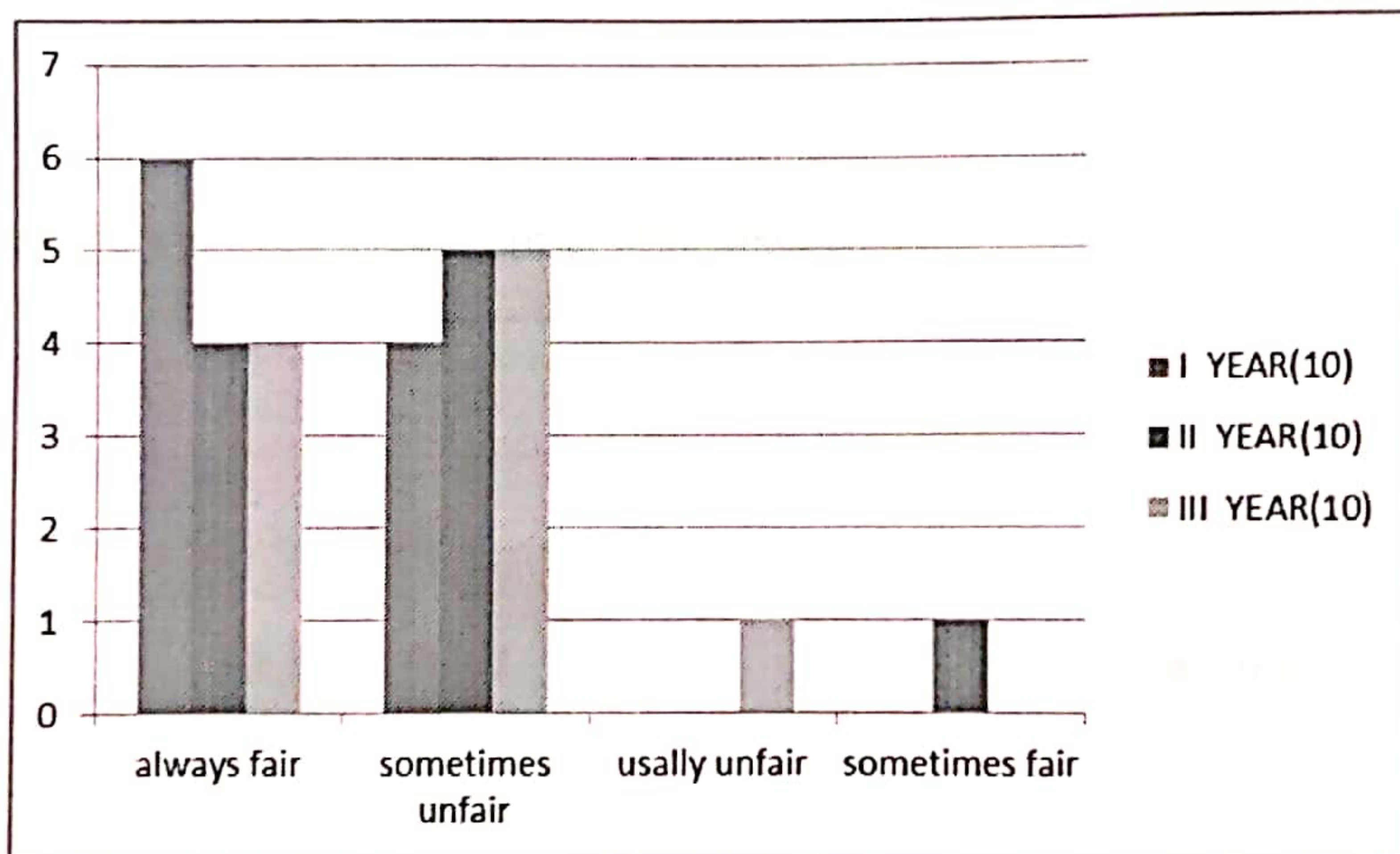
Q. NO 11 TEACHER ADVICE



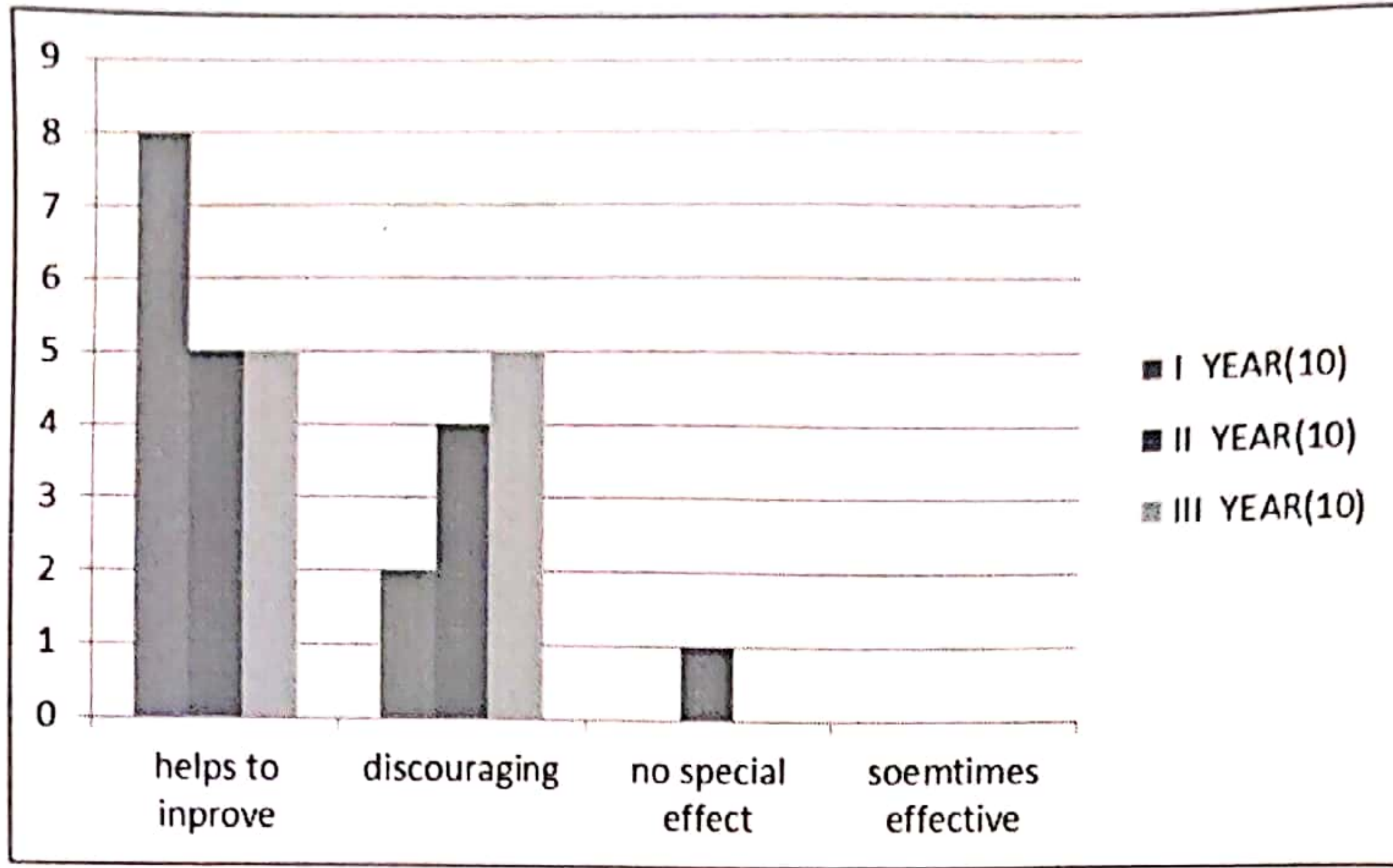
Q. NO 12 TEACHER APPROACH DESCRIPTION



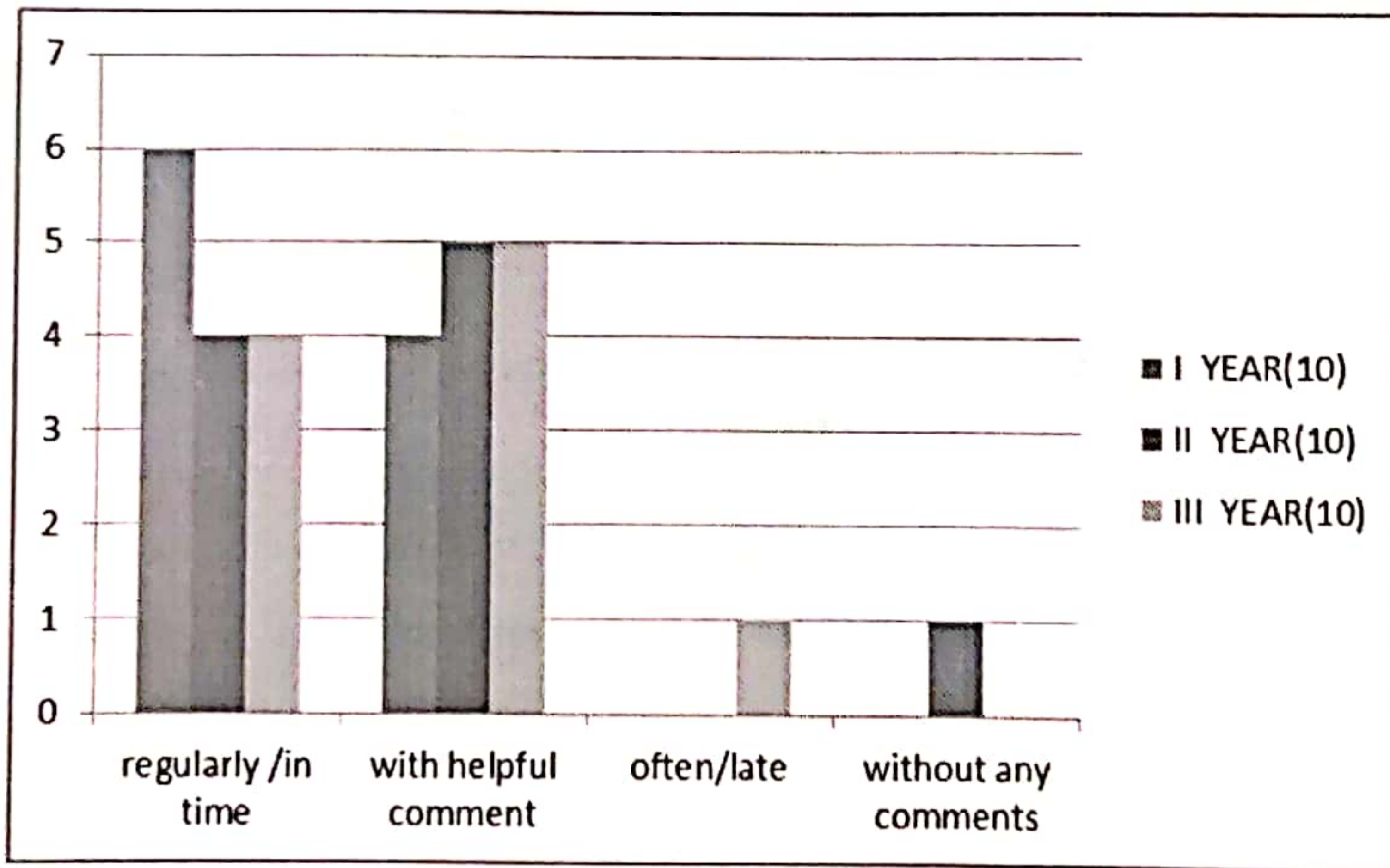
Q. NO 13 INTERNAL ASSESSMENT



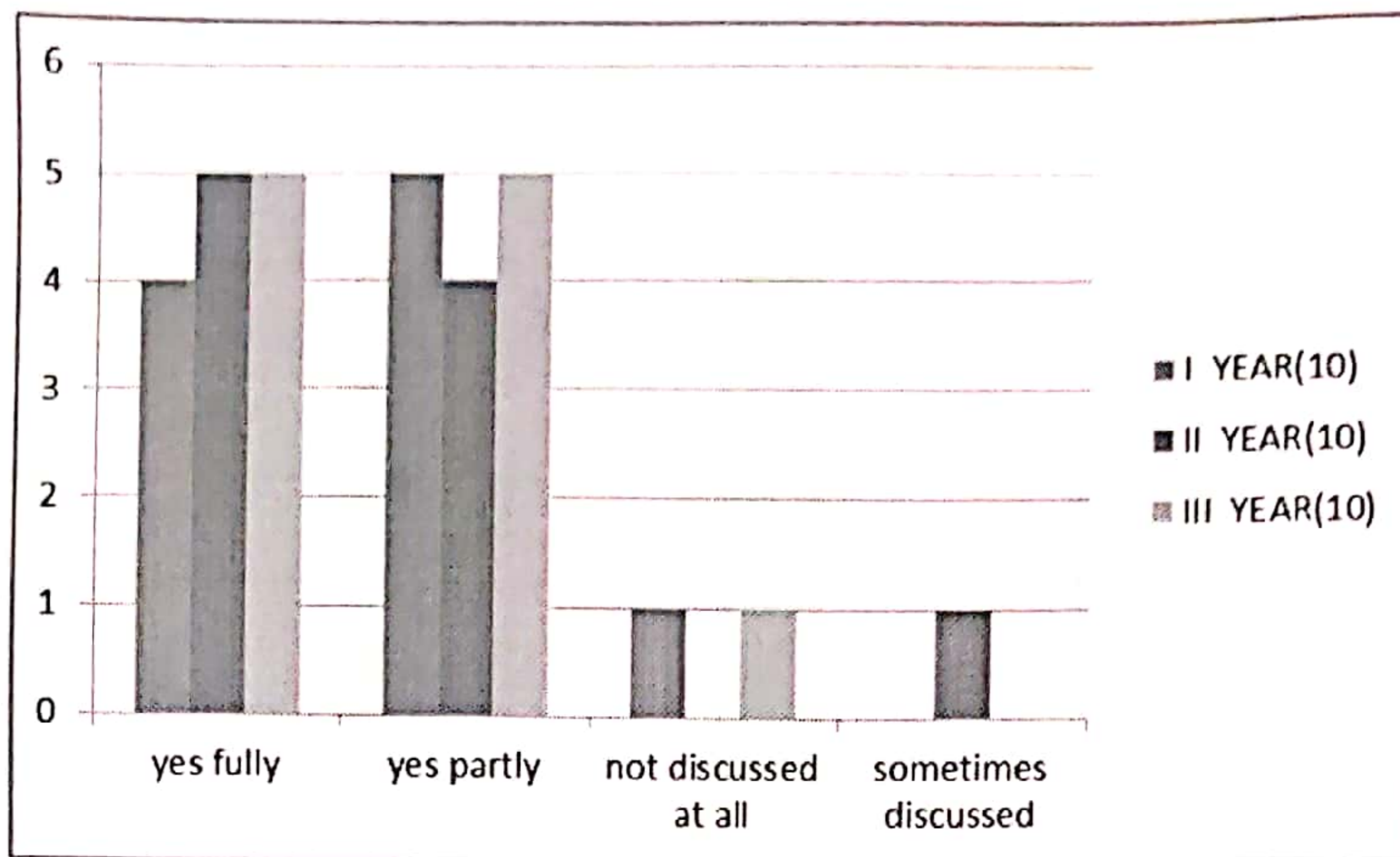
Q. NO 14 EFFECT OF INTERNAL ASSESSMENT ON COURSE GRADE



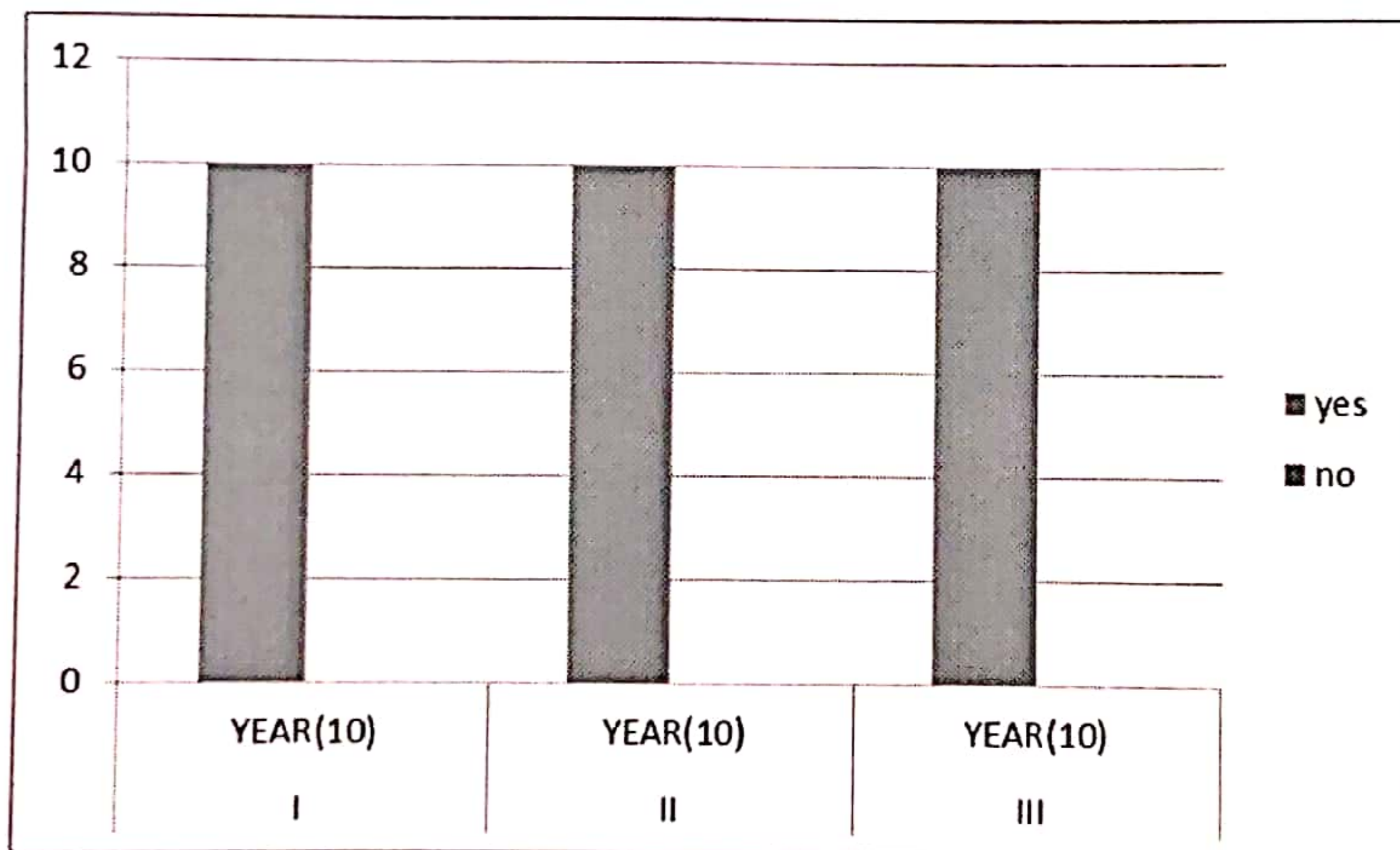
Q. NO 15 TEACHER FEEDBACK ON STUDENT PERFORMANCE



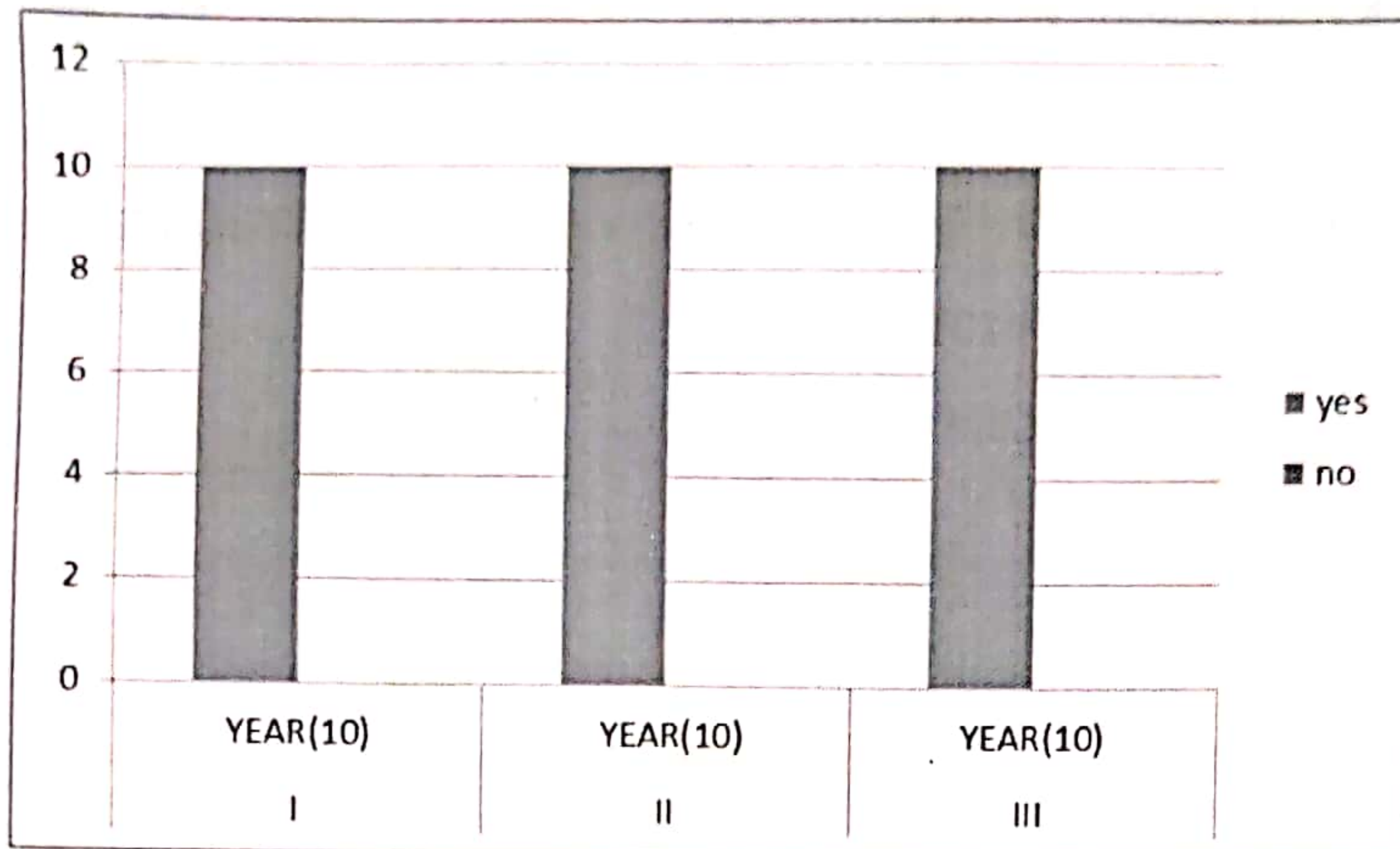
Q. NO 16 ASSIGNMENTS DISCUSSION WITH STUDENTS



Q. NO 17 A COURSE CONTRIBUTORY LECTURE TOO AT BEGINNING



Q. NO 17 B WAS LECTURE HELPFUL?





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(2015-2016)

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Q. NO 1 .SYLLABUS

	I YEAR(5)	II YEAR(5)
adequate	5	5
inadequate	0	0
challenging	0	0
dull	0	0

Q. NO 2 BENEFIT FROM COURSE

	I YEAR(5)	II 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

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

Q. NO 4 % SYLLABUS COVERED IN CLASS

	I 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

	I 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

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

Q. NO 7 TEACHER PREPARATIONS FOR CLASS

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

Q. NO 8 TEACHER COMMUNATIONS

	I 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

	I YEAR(5)	II 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 YEAR(5)	II 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

	I YEAR(5)	II 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

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

Q. NO 13 INTERNAL ASSESSMENT

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

Q. NO 16 ASSIGNMENTS DISCUSSIONS WITH STUDENTS

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

Q. NO 17 B WAS LECTURE HELPFUL?

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


SIGNATURE OF THE HOD

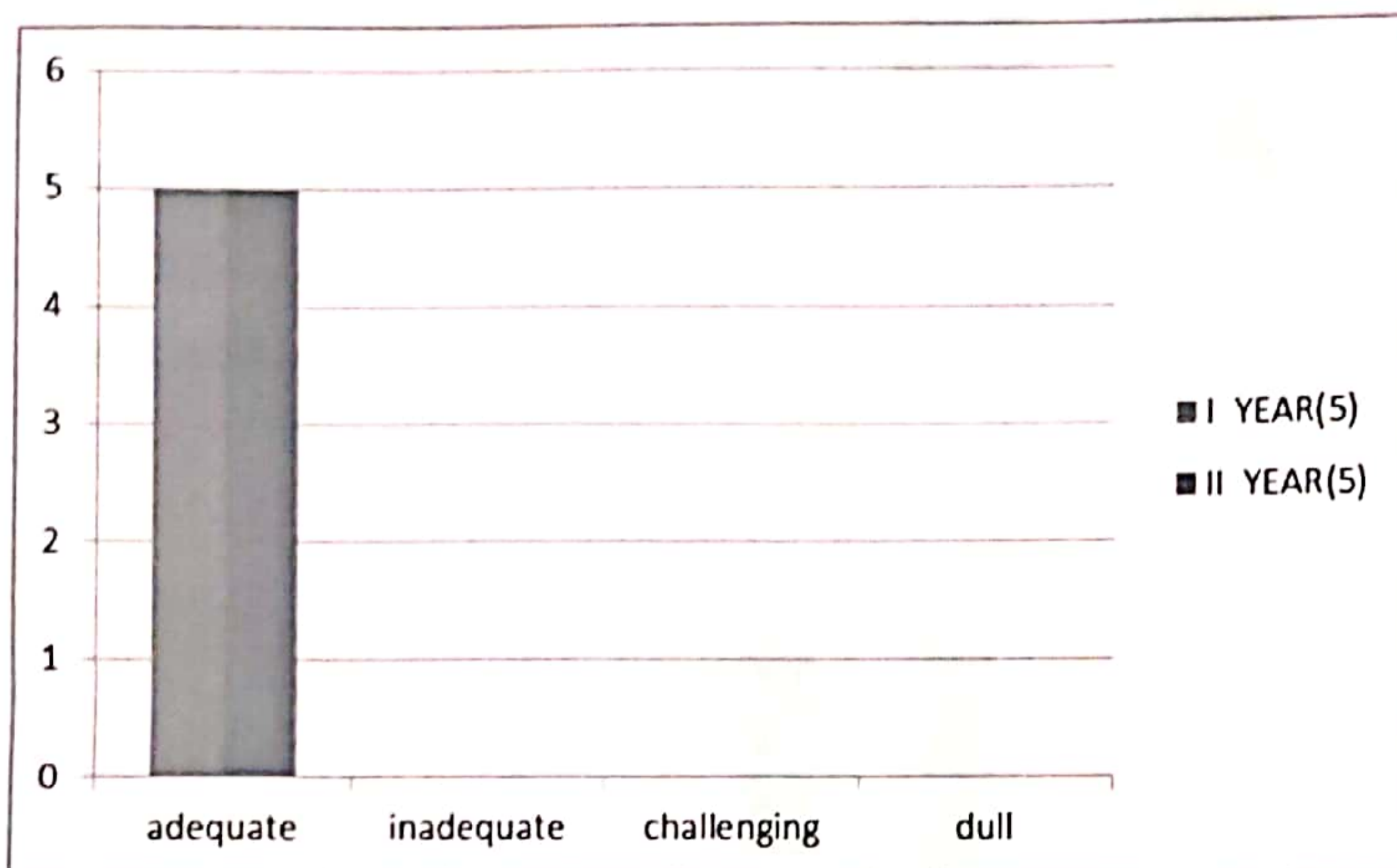

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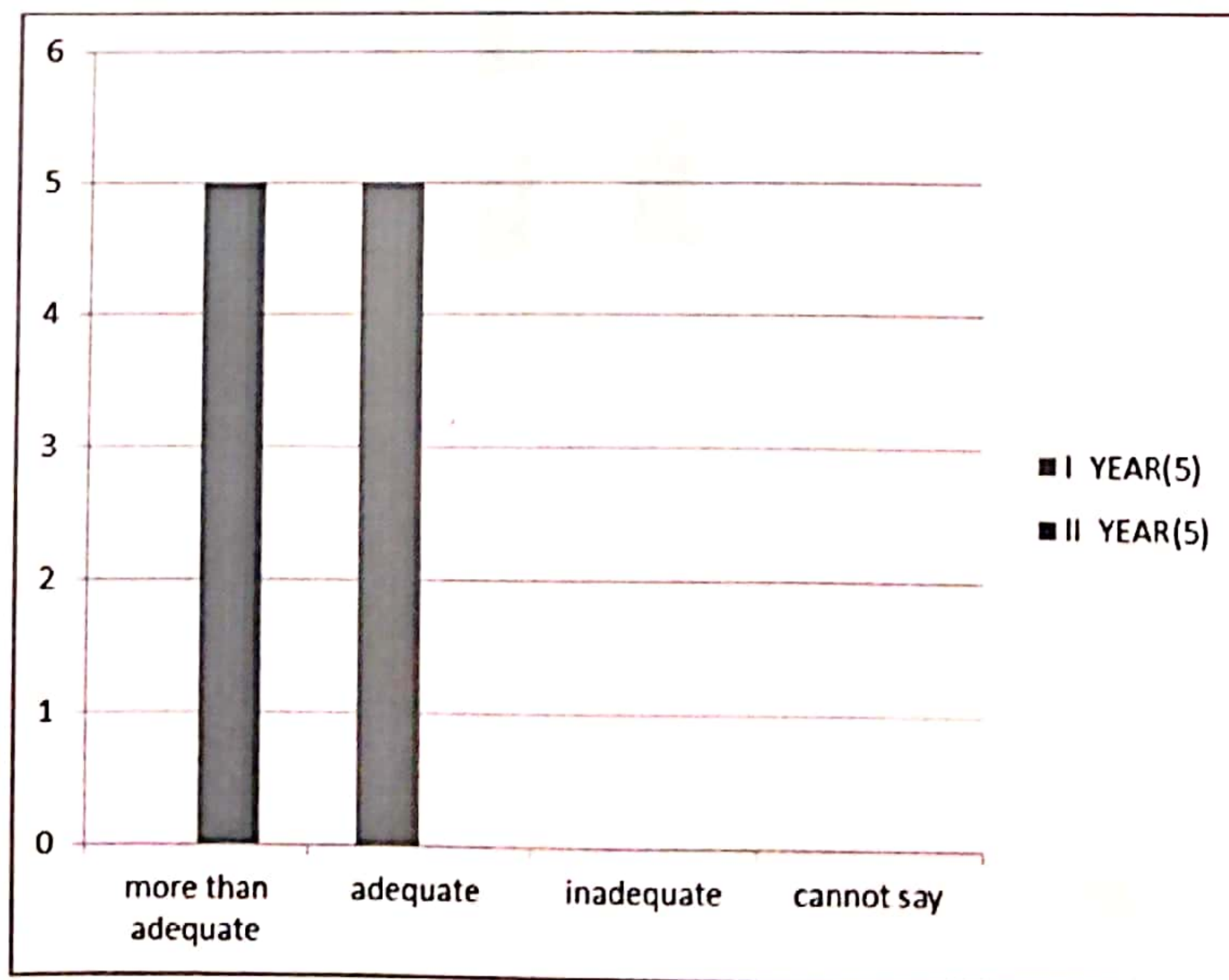
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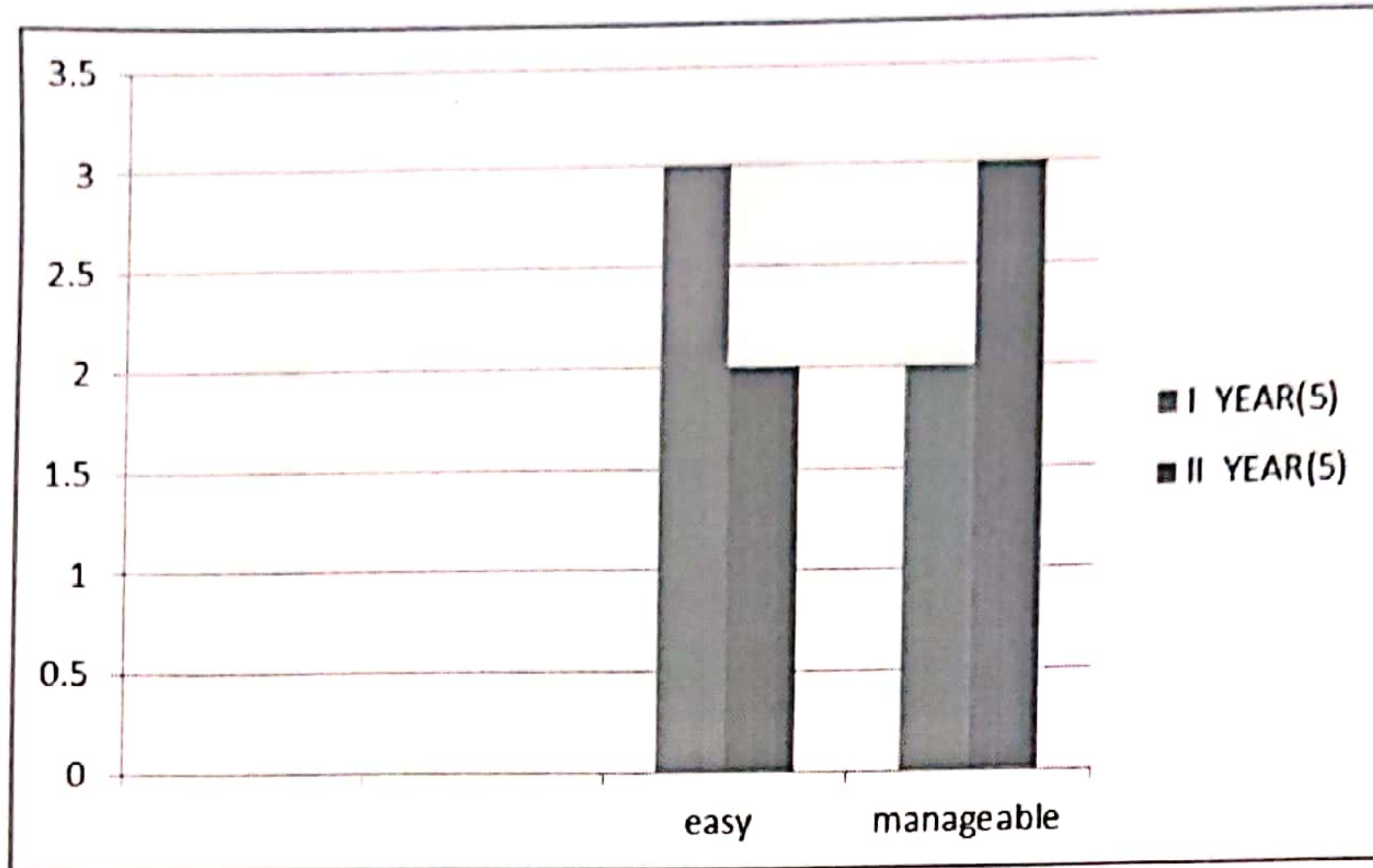
Q. NO 1 .SYLLABUS



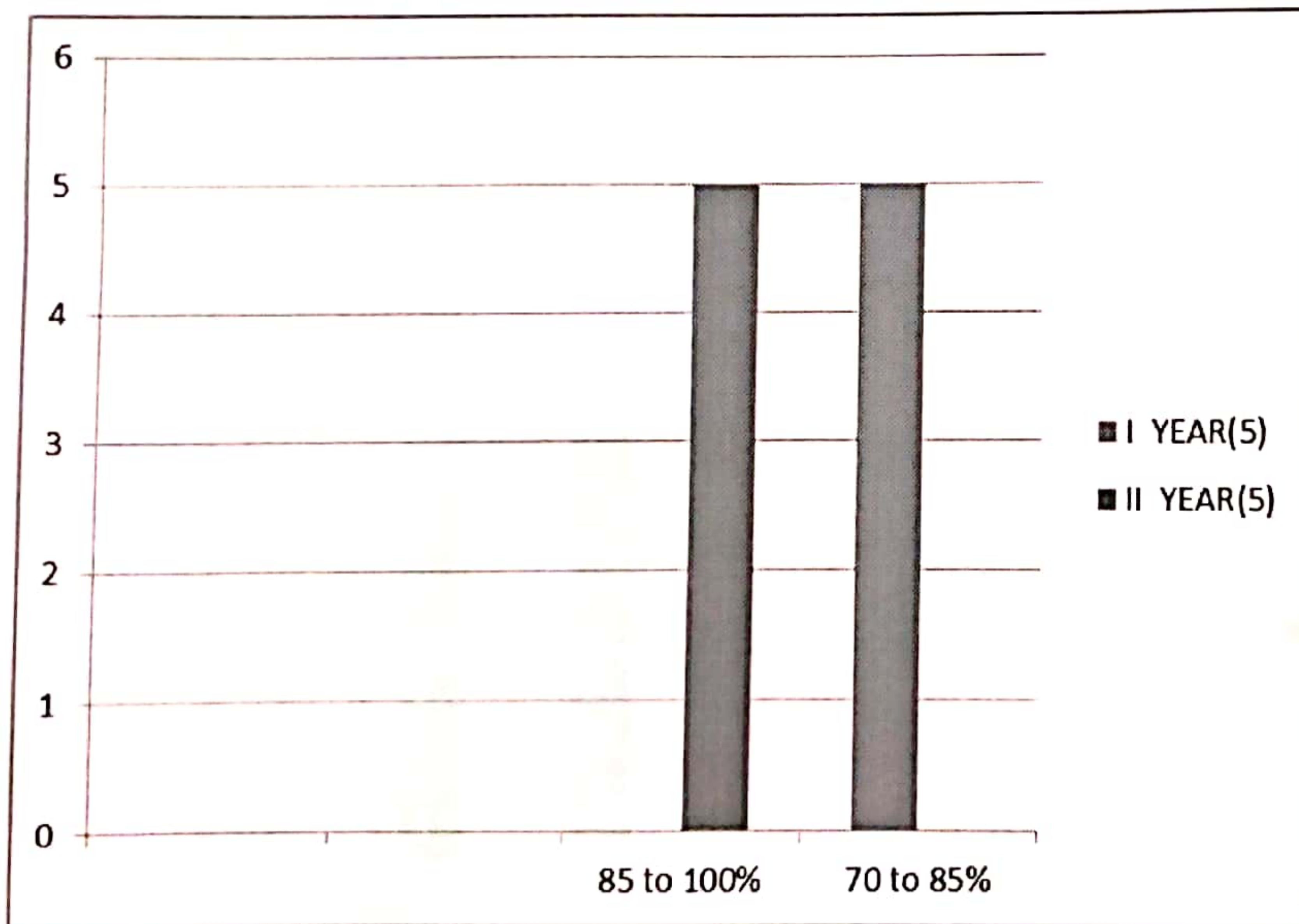
Q. NO 2 BENEFIT FROM COURSE



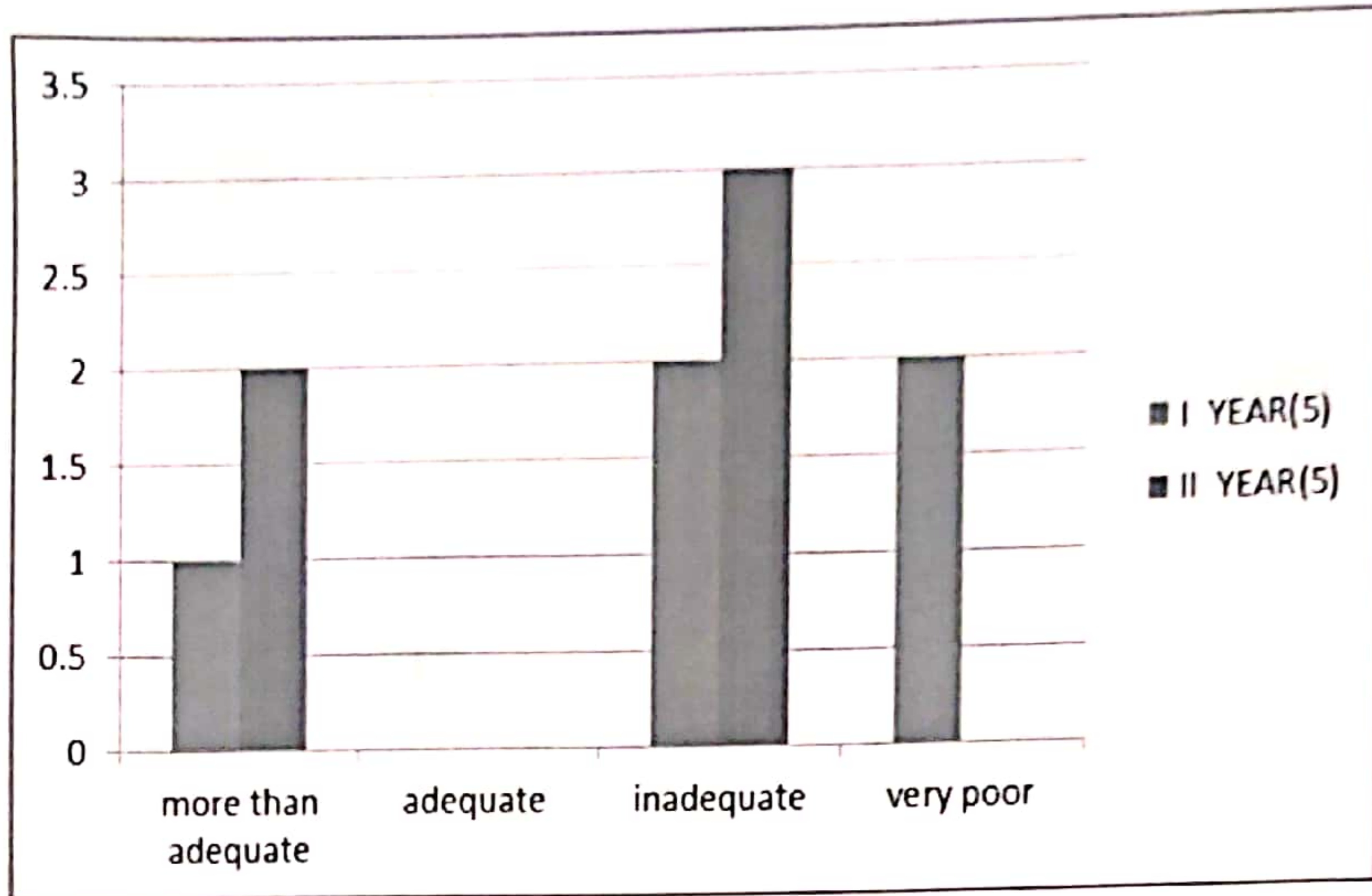
Q. NO 3 COURSE EASY OR DIFFICULT TO UNDERSTAND



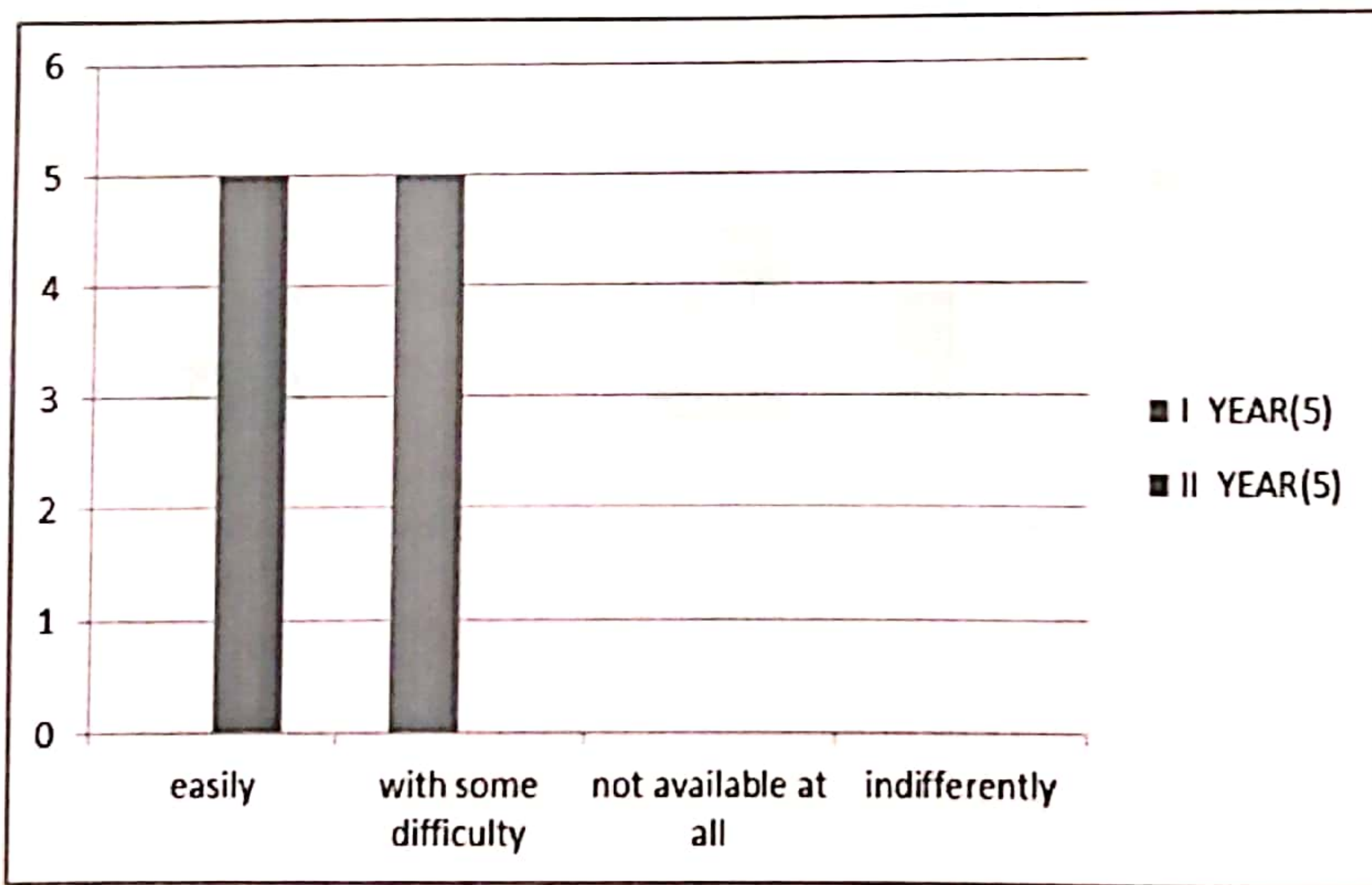
Q. NO 4 % SYLLABUS COVERED IN CLASS



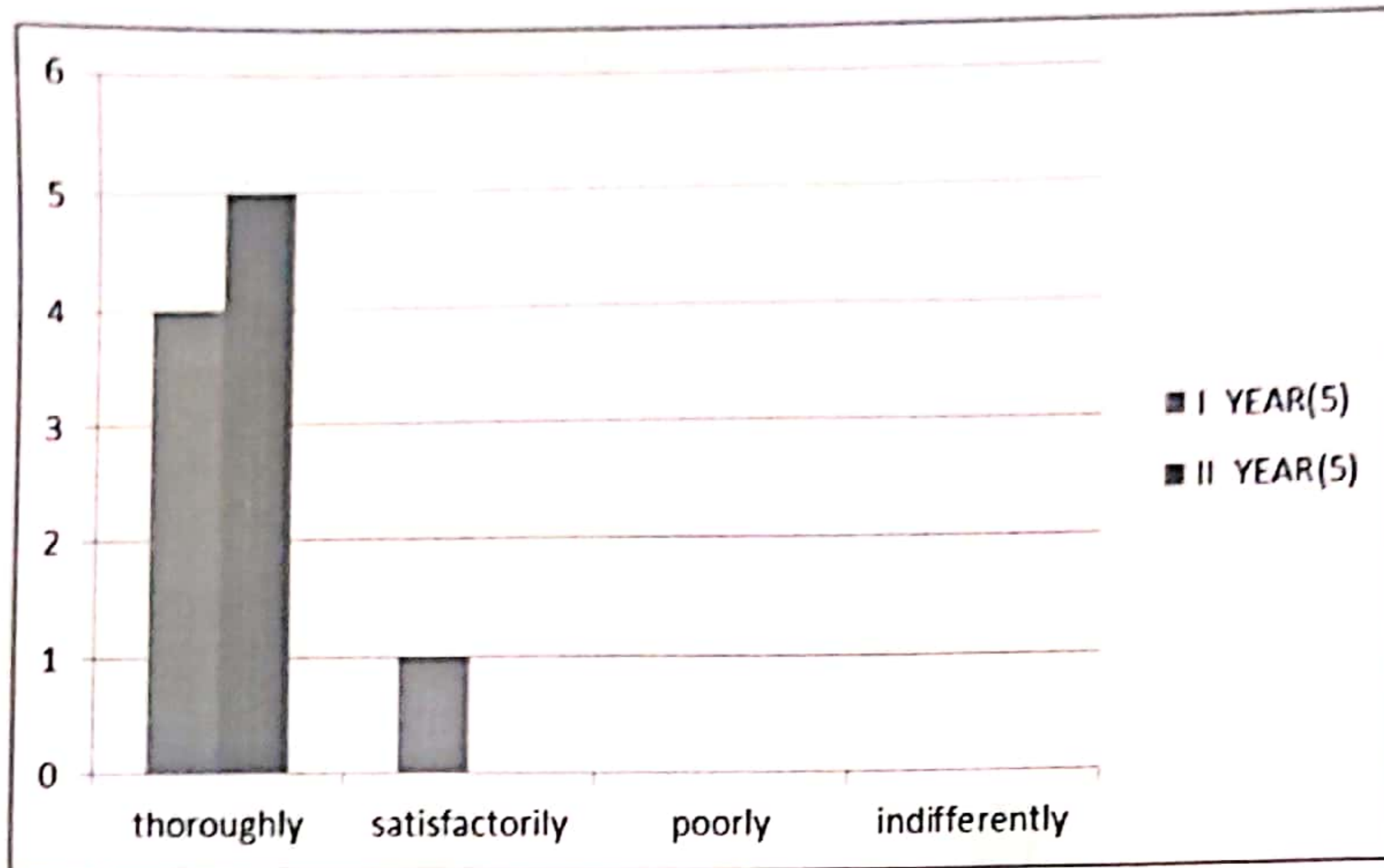
Q. NO 5 LIBRARY MATERIAL FOR COURSE



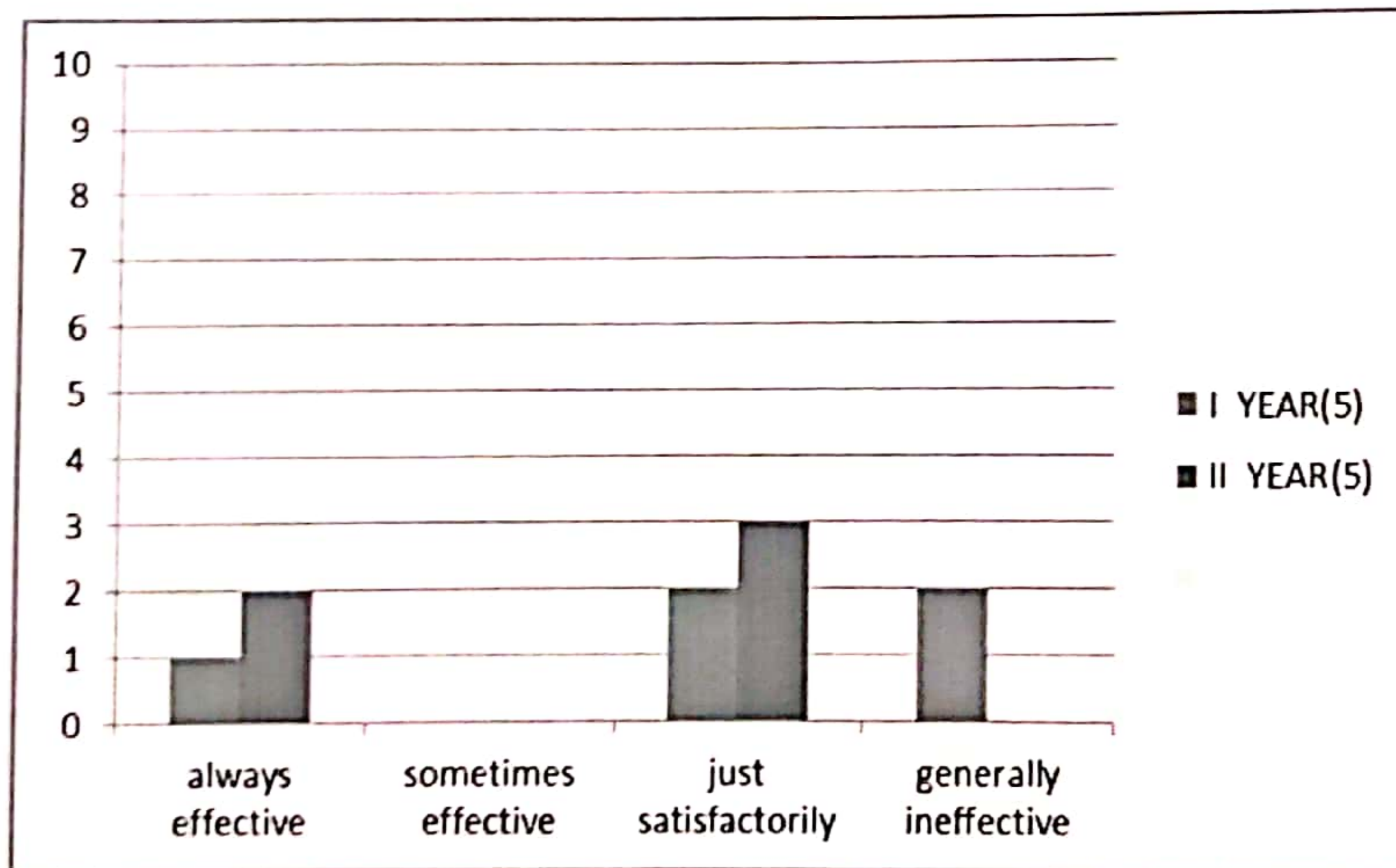
Q. NO 6 EXTEND OF MATERIAL FOR PRESCRIBED READING



Q. NO 7 TEACHER PREPARATIONS FOR CLASS



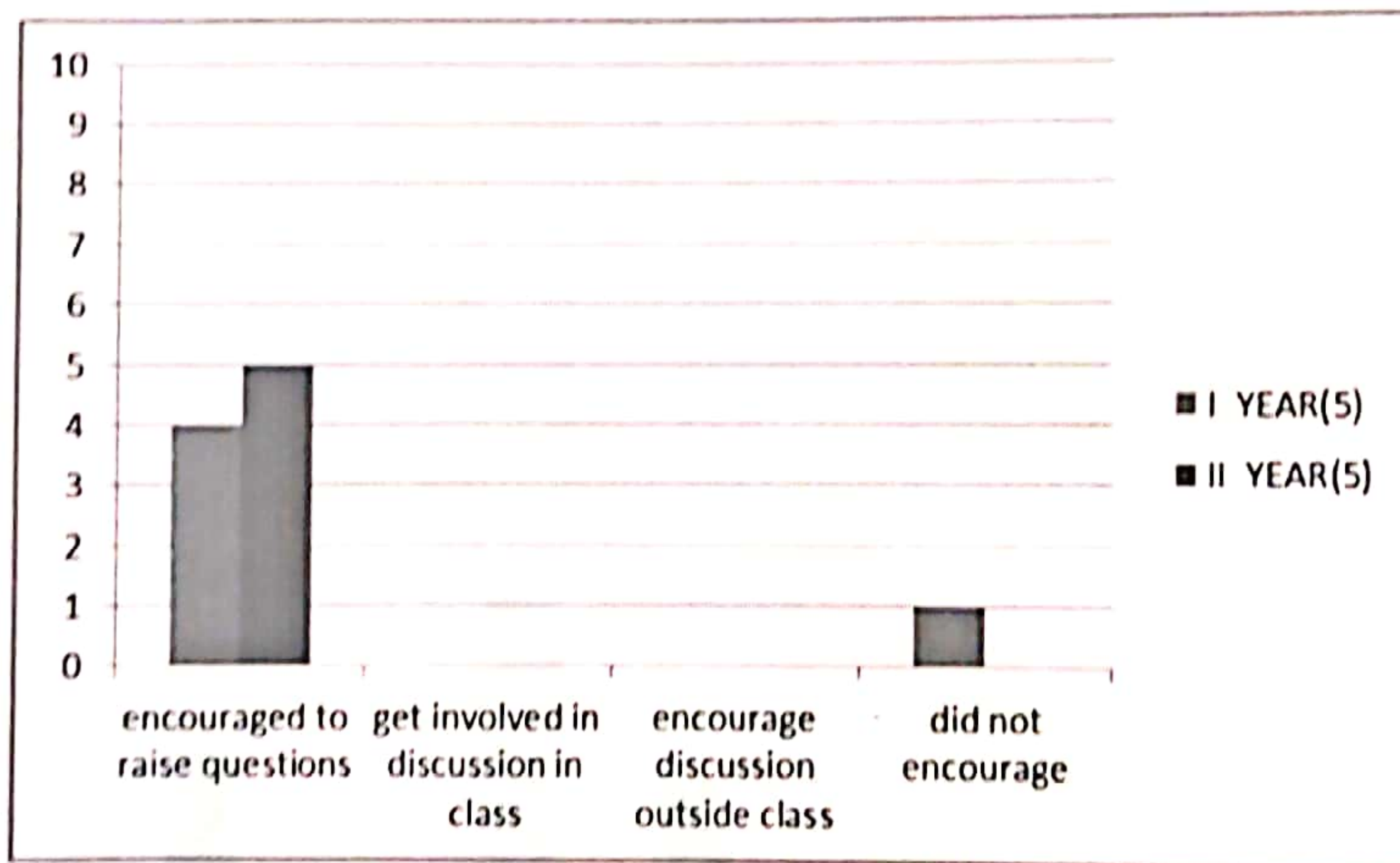
Q. NO 8 TEACHER COMMUNATIONS



Q. NO 9 TEACHER ENCOURAGE STUDENT PARTICIPATION



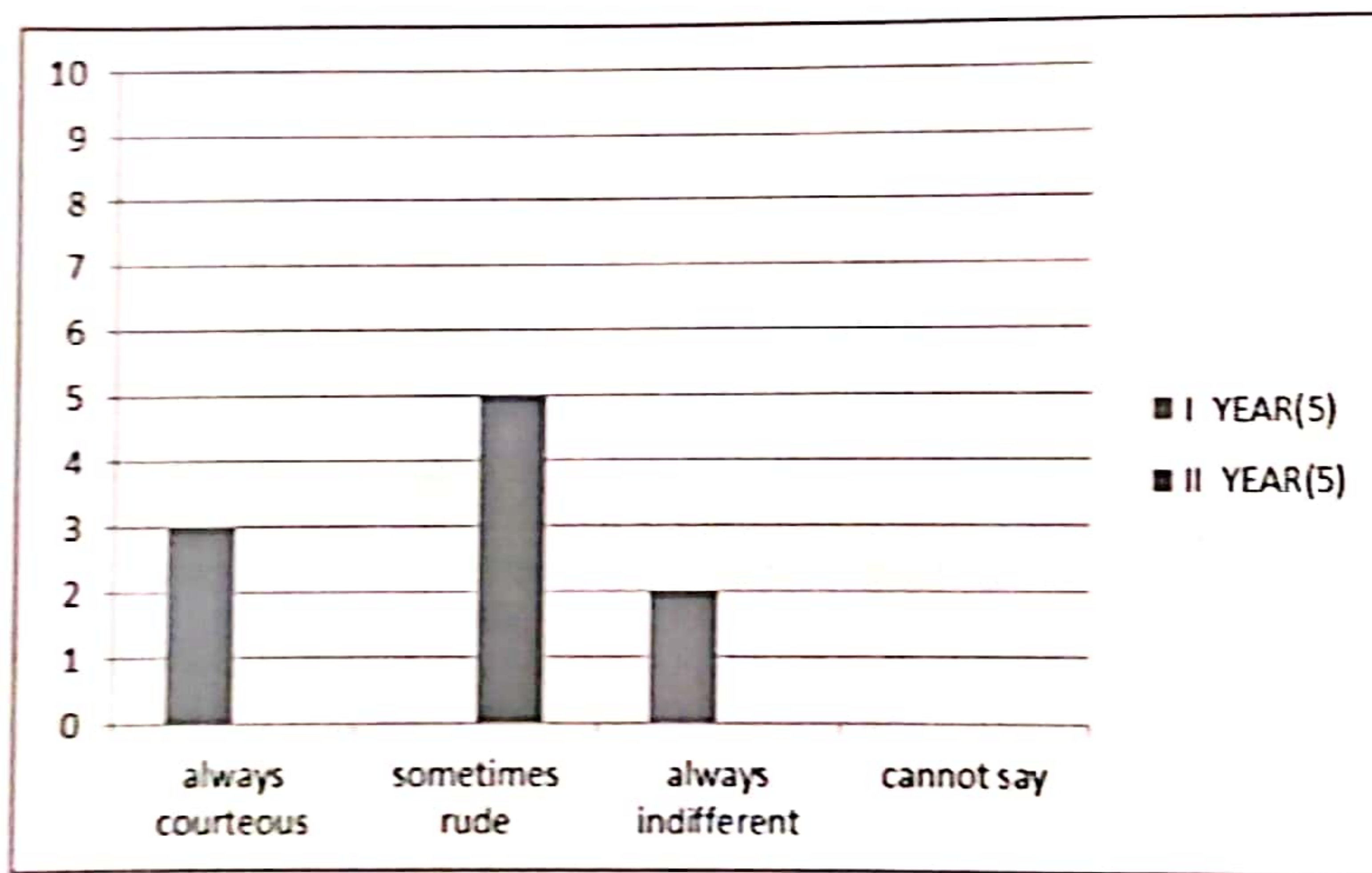
Q. NO 10 METHODS USED FOR ENCOURAGEMENT



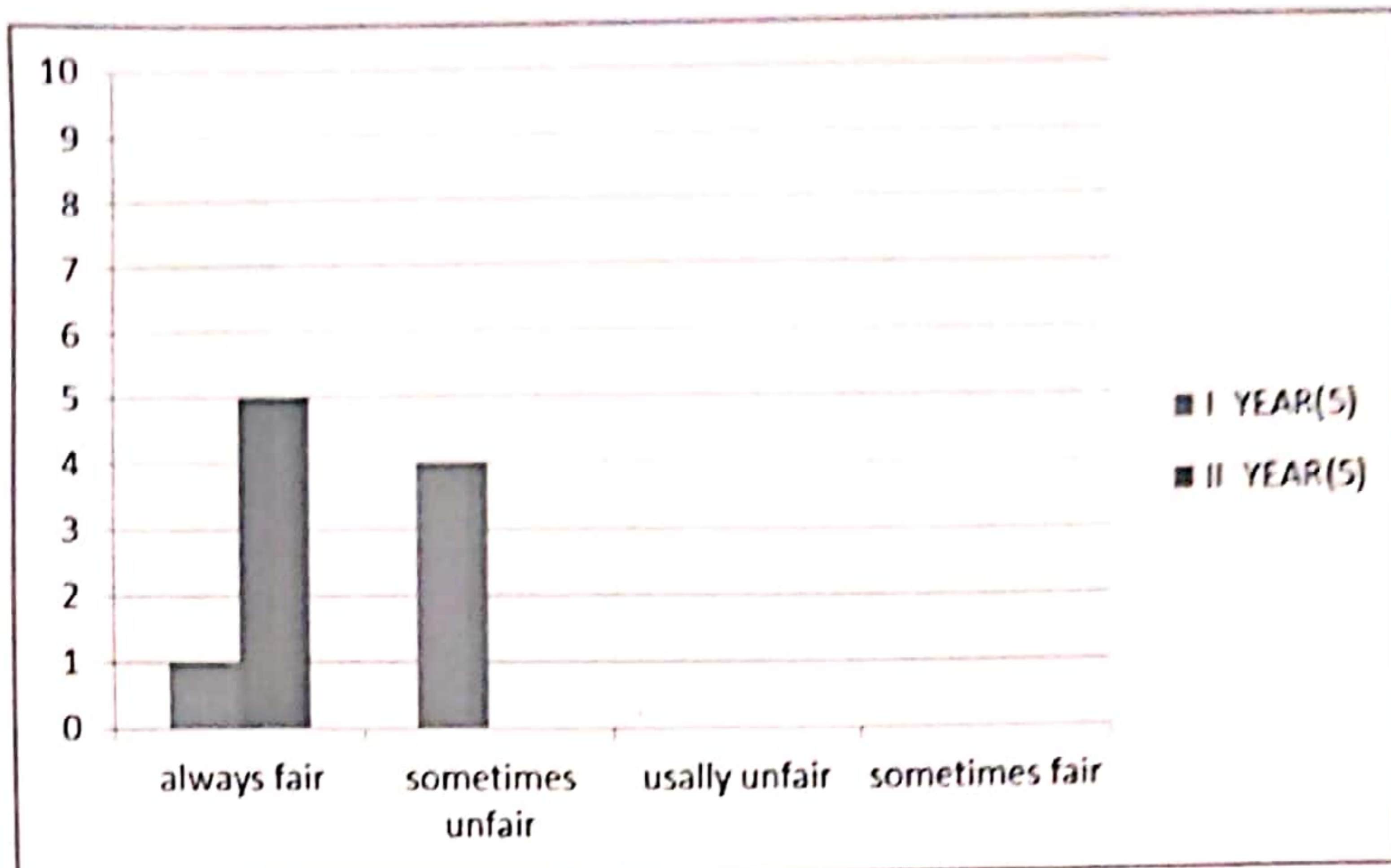
Q. NO 11 TEACHER ADVICE



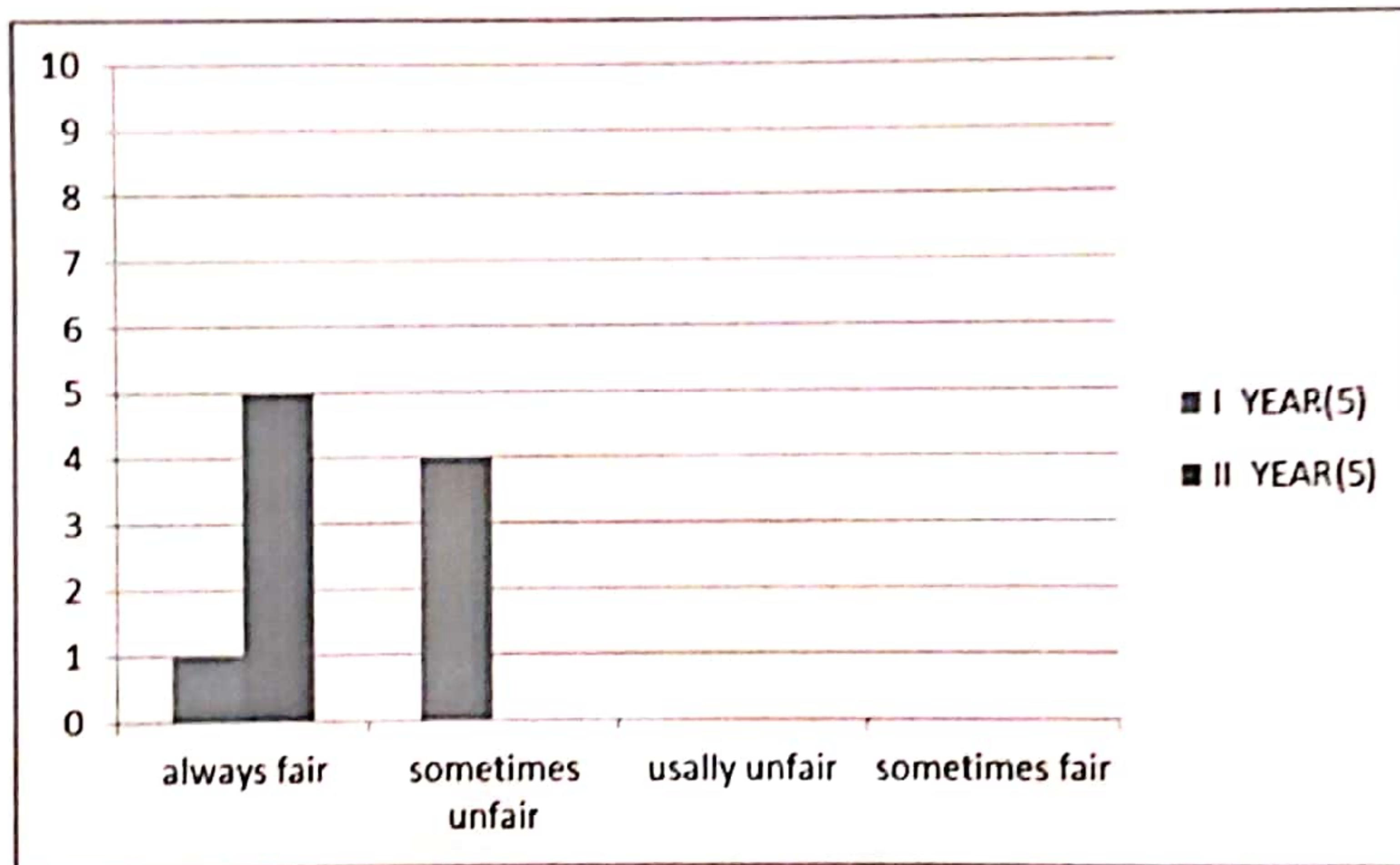
Q. NO 12 TEACHER APPROACH DESCRIPTION



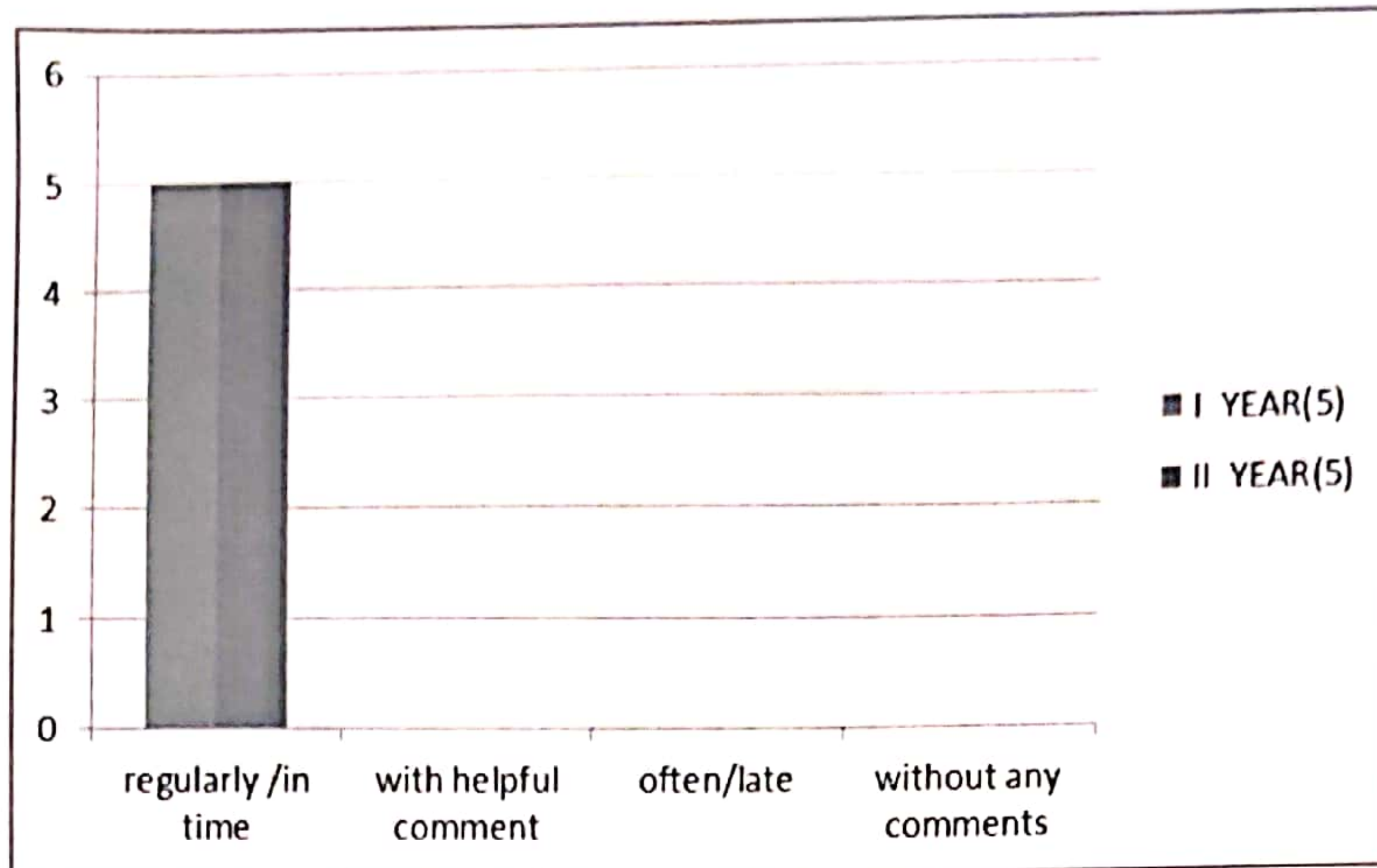
Q. NO 13 INTERNAL ASSESSMENT



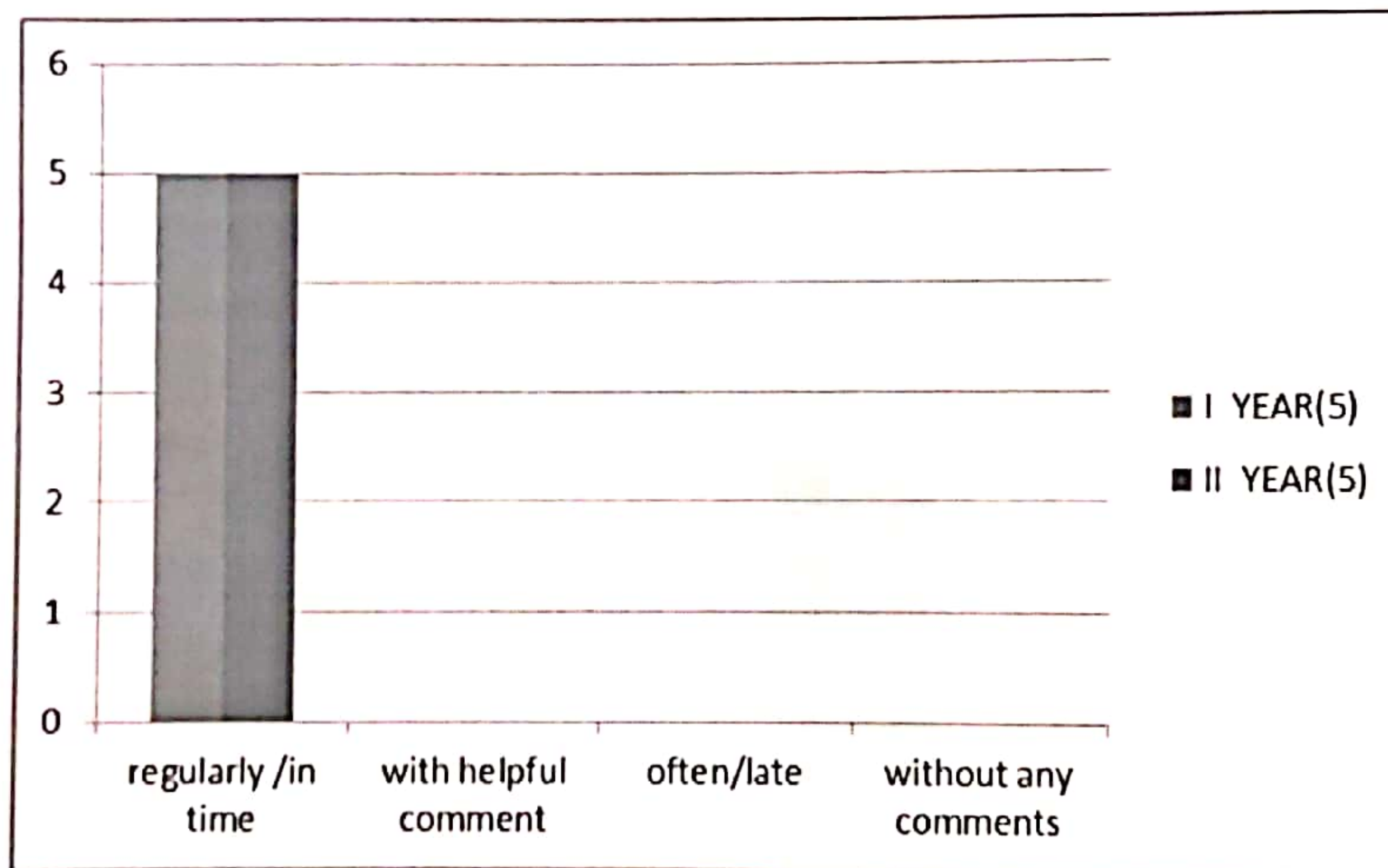
Q. NO 14 EFFECT OF INTERNAL ASSESSMENT ON COURSE GRADE



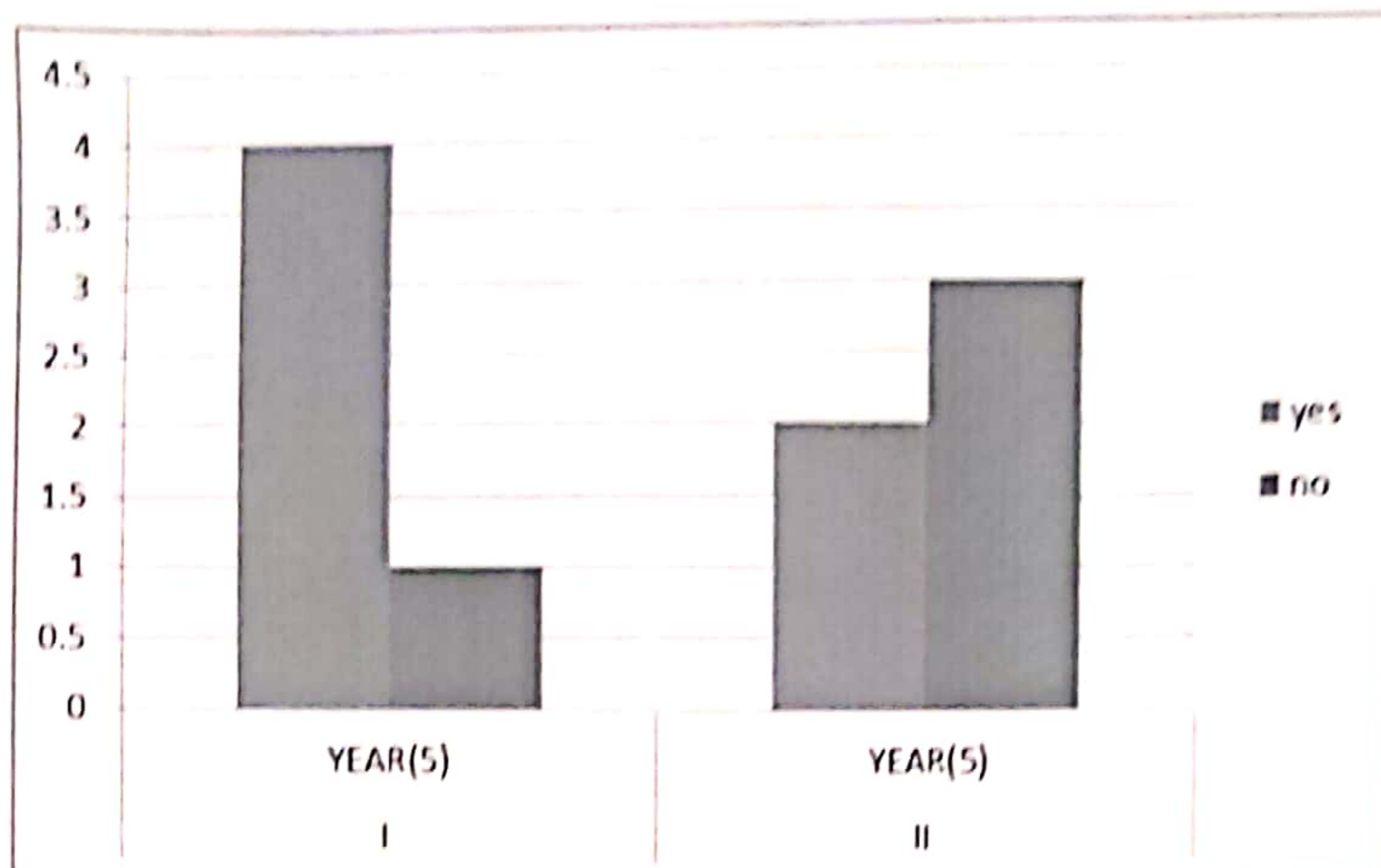
Q. NO 15 TEACHER FEEDBACKS ON STUDENT PERFORMANCE



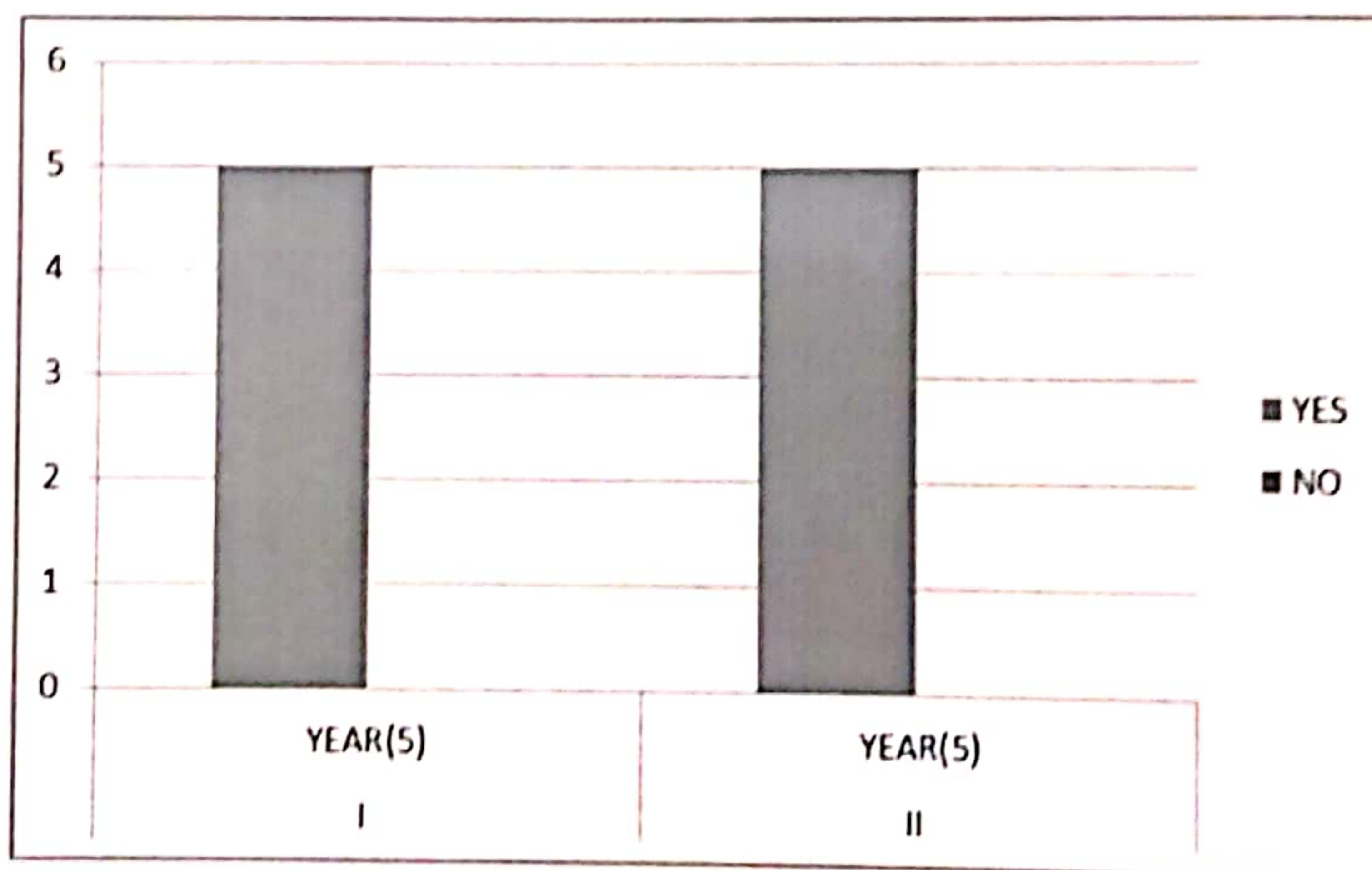
Q. NO 16 ASSIGNMENTS DISCUSSIONS WITH STUDENTS



Q. NO 17 A COURSE CONTRIBUTORY LECTURE TOO AT BEGINNING



Q. NO 17 B WAS LECTURE HELPFUL?




SIGNATURE OF THE HOD


SIGNATURE OF PRINCIPAL