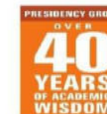




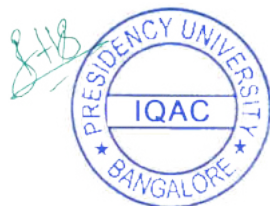
PRESIDENCY UNIVERSITY

Presidency University Act, 2013 of the Karnataka Act No. 41 of 2013 | Established under Section 2(f) of UGC Act, 1956
Approved by AICTE, New Delhi

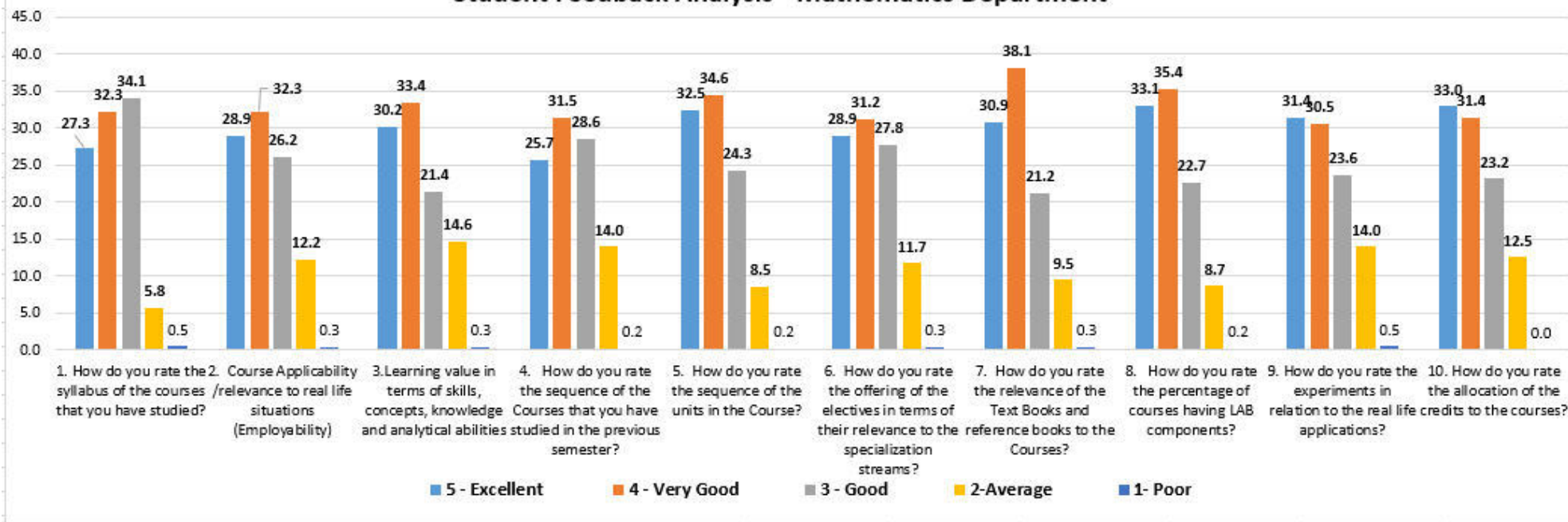


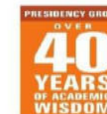
SCHOOL OF ENGINEERING DEPARTMENT OF MATHEMATICS STUDENT FEEDBACK ANALYSIS - AY-2018-2019

| Criteria | 5 - Excellent % | 4 - Very Good % | 3 - Good % | 2-Average % | 1- Poor % |
|---|-----------------|-----------------|--------------|--------------|-------------|
| 1. How do you rate the syllabus of the courses that you have studied? | 27.3 | 32.3 | 34.1 | 5.8 | 0.5 |
| 2. Course Applicability /relevance to real life situations (Employability) | 28.9 | 32.3 | 26.2 | 12.2 | 0.3 |
| 3. Learning value in terms of skills, concepts, knowledge and analytical abilities | 30.2 | 33.4 | 21.4 | 14.6 | 0.3 |
| 4. How do you rate the sequence of the Courses that you have studied in the previous semester? | 25.7 | 31.5 | 28.6 | 14.0 | 0.2 |
| 5. How do you rate the sequence of the units in the Course? | 32.5 | 34.6 | 24.3 | 8.5 | 0.2 |
| 6. How do you rate the offering of the electives in terms of their relevance to the specialization streams? | 28.9 | 31.2 | 27.8 | 11.7 | 0.3 |
| 7. How do you rate the relevance of the Text Books and reference books to the Courses? | 30.9 | 38.1 | 21.2 | 9.5 | 0.3 |
| 8. How do you rate the percentage of courses having LAB components? | 33.1 | 35.4 | 22.7 | 8.7 | 0.2 |
| 9. How do you rate the experiments in relation to the real life applications? | 31.4 | 30.5 | 23.6 | 14.0 | 0.5 |
| 10. How do you rate the allocation of the credits to the courses? | 33.0 | 31.4 | 23.2 | 12.5 | 0.0 |
| Average | 30.19 | 33.07 | 25.31 | 11.16 | 0.27 |



Student Feedback Analysis - Mathematics Department





SCHOOL OF ENGINEERING DEPARTMENT OF MATHEMATICS FACULTY FEEDBACK ANALYSIS - AY- 2018-2019

| Criteria | 5 - Excellent % | 4 - Very Good % | 3 - Good % | 2-Average % | 1- Poor % |
|---|-----------------|-----------------|--------------|--------------|-------------|
| 1. Syllabus is suitable to the course | 20.0 | 30.0 | 40.0 | 10.0 | 0.0 |
| 2. Syllabus is need based | 10.0 | 30.0 | 40.0 | 20.0 | 0.0 |
| 3. Aims and objectives of the syllabi are well defined and clear to teachers and students | 10.0 | 40.0 | 20.0 | 30.0 | 0.0 |
| 4. The courses / syllabus has good balance between theory and application | 10.0 | 40.0 | 40.0 | 10.0 | 0.0 |
| 5. The course / program of studies carries sufficient number of optional papers | 20.0 | 30.0 | 40.0 | 10.0 | 0.0 |
| 6. The books prescribed / listed as reference materials are relevant, updated and appropriate | 10.0 | 50.0 | 40.0 | 0.0 | 0.0 |
| 7. Tests and examinations are conducted well in time with proper coverage of all units in the syllabus | 20.0 | 40.0 | 30.0 | 10.0 | 0.0 |
| 8. I have the freedom to propose, modify, suggest and incorporate new topics in the syllabus | 20.0 | 40.0 | 20.0 | 20.0 | 0.0 |
| 9. I have the freedom to adopt new techniques/strategies of teaching such as seminar presentations, group discussions and learners participations | 30.0 | 40.0 | 20.0 | 10.0 | 0.0 |
| 10. The environment in the department is conducive to teaching and research | 20.0 | 30.0 | 30.0 | 20.0 | 0.0 |
| Average | 17.00 | 37.00 | 32.00 | 14.00 | 0.00 |



Faculty Feedback Analysis - Mathematics Department

