



REVA
UNIVERSITY

Bengaluru, India



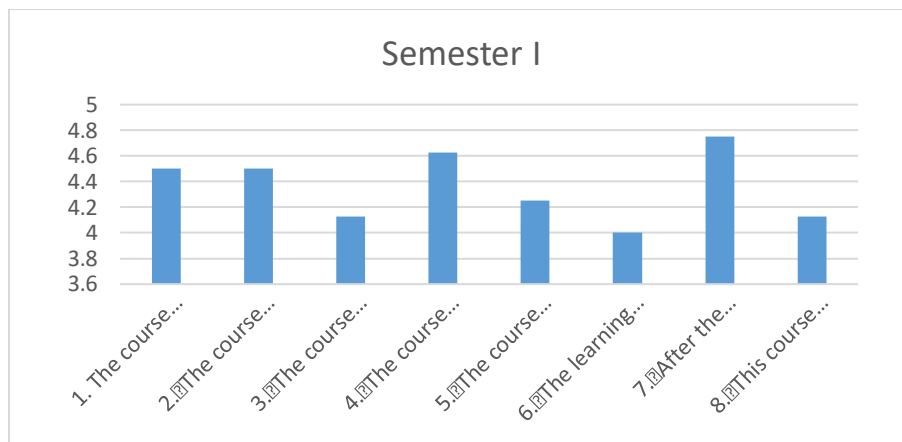
Feedback Analysis Report 2017-18

STUDENTS FEEDBACK ANALYSIS ON CURRICULUM - ACADEMIC YEAR 2017-18

Parameters (scale 1 to 5, where 1-low rating, 5-high rating))

1. The course content has examples for better understanding
2. The course exposed you to new knowledge and practices
3. The course outcomes and objectives of the syllabi are well defined and clear
4. The course topics were arranged in sequential and connected well
5. The course content addresses the self-learning concepts
6. The learning material, theory/practical sessions were relevant to the course outcomes
7. After the completion of this course, you will be able to solve analyze real-life problems related to this course
8. This course has given you enough understanding to take next level courses

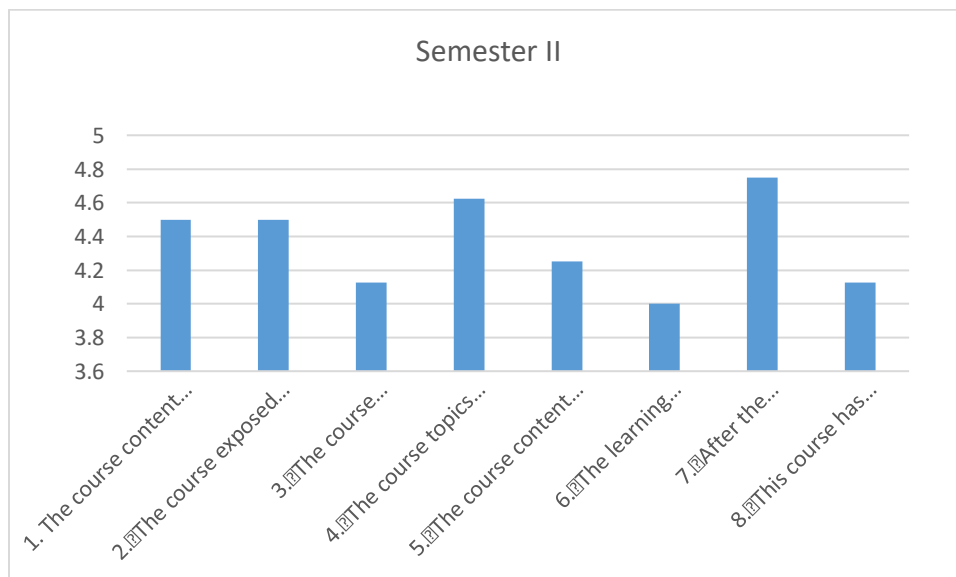
Semester I



Analysis:

As per the students feedback during first semester moderate number of the students experienced that mathematics subject exposed less new knowledge and practices.

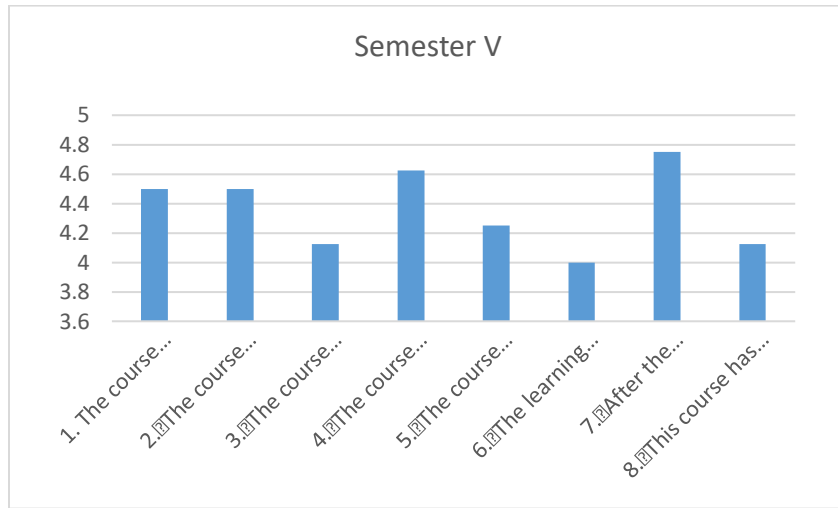
Semester III



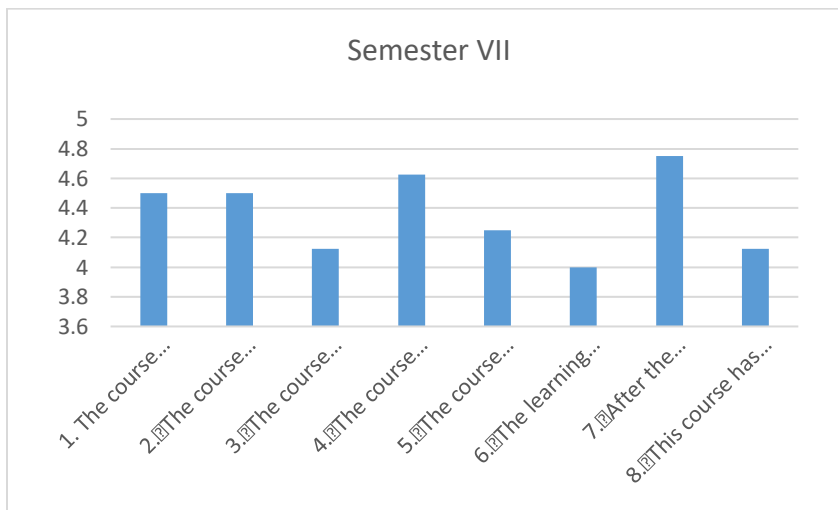
Analysis:

As per the students feedback during Third semester moderate number of the students experienced that mathematics and Analog Electronics subject exposed less new knowledge and practices.

Semester V



Semester VII



Analysis:

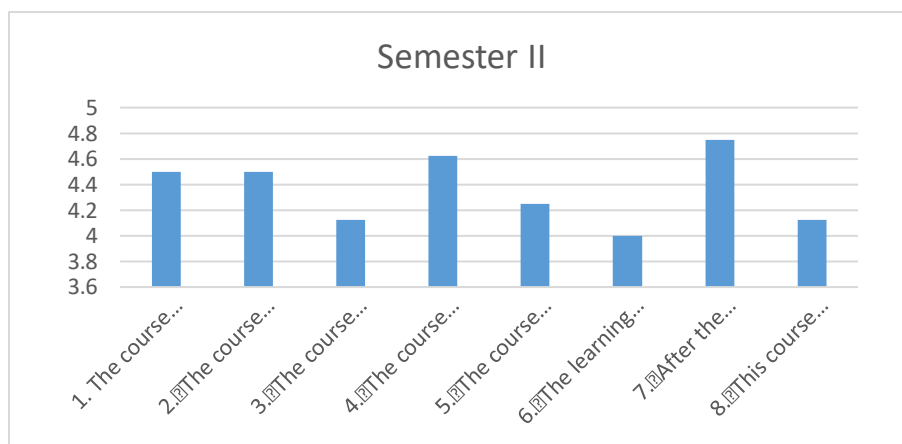
As per the students feedback during 7th semester moderate number of the students experienced that softcore and placement training exposed less knowledge and practices.

STUDENTS FEEDBACK ANALYSIS ON CURRICULUM - ACADEMIC YEAR 2017-18

Parameters (scale 1 to 5, where 1-low rating, 5-high rating))

1. The course content has examples for better understanding
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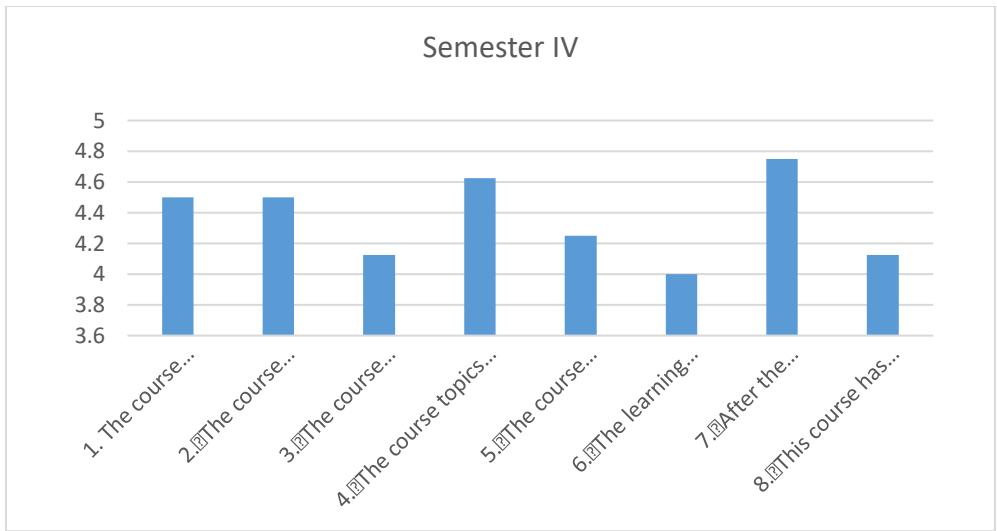
Semester II



Analysis:

As per the students feedback during first semester moderate number of the students experienced that mathematics subject exposed less new knowledge and practices.

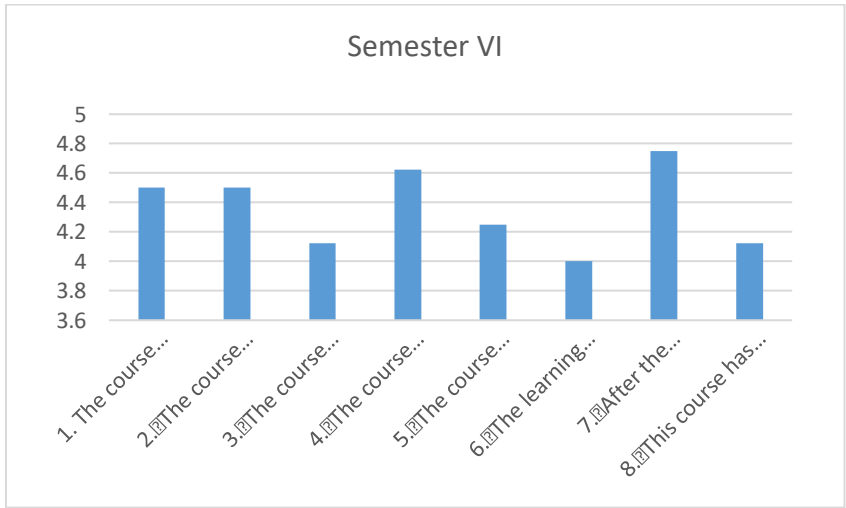
Semester IV



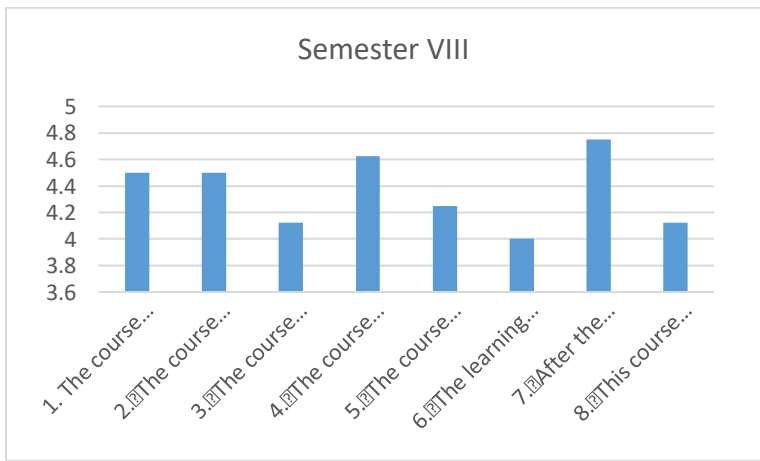
Analysis:

As per the students feedback during first semester moderate number of the students experienced that mathematics subject exposed less new knowledge and practices.

Semester VI



Semester VIII



Analysis:

As per the students feedback during 7th semester moderate number of the students experienced that softcore and placement training exposed less knowledge and practices.



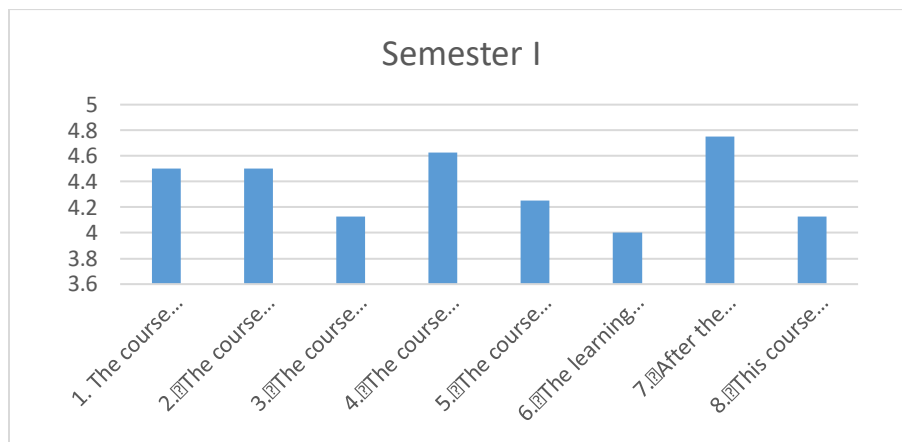
Director
School of Electronics &
Communication Engineering
REVA University, Bukuru Knowledge Park
Kattigenahalli, Yalahaska, Bengaluru-560 084

FACULTY FEEDBACK ANALYSIS ON CURRICULUM - ACADEMIC YEAR 2017-18

Parameters (scale 1 to 5, where 1-low rating, 5-high rating))

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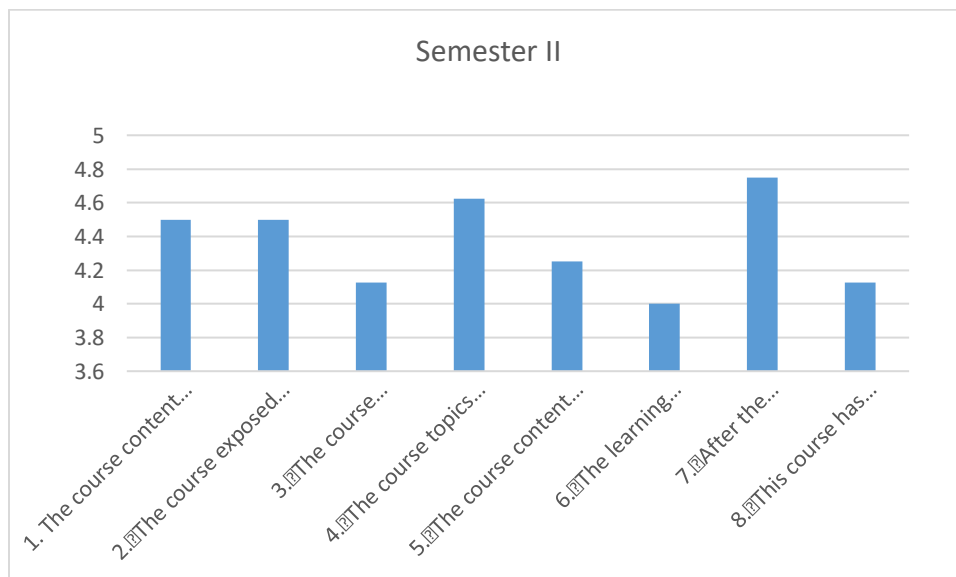
Semester I



Analysis:

As per the faculty feedback during first semester moderate number of the students experienced that mathematics subject exposed less new knowledge and practices.

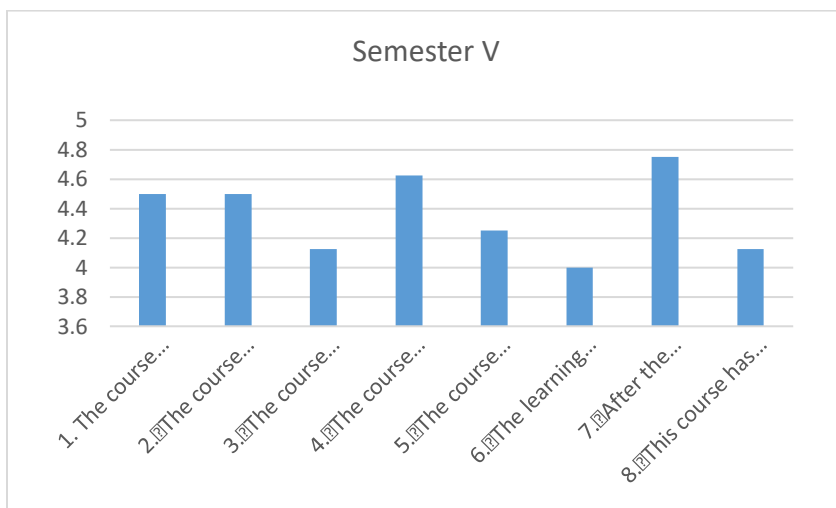
Semester III



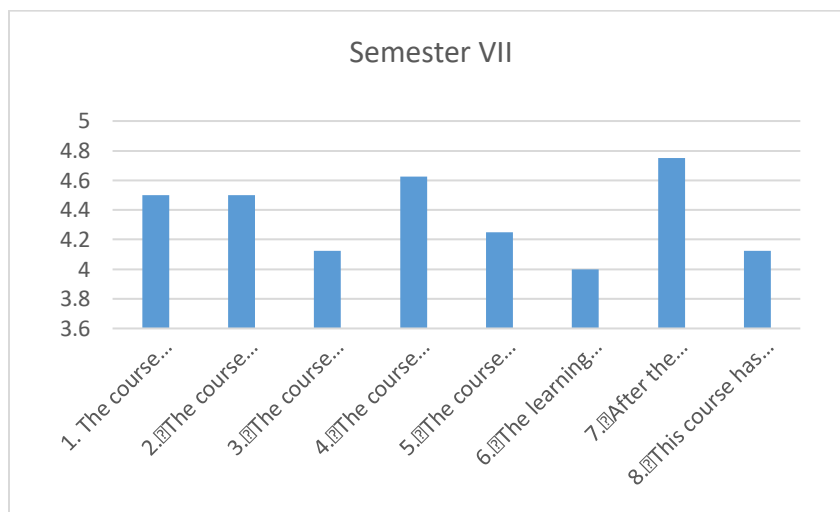
Analysis:

As per the faculty feedback during Third semester moderate number of the students experienced that mathematics and Analog Electronics subject exposed less new knowledge and practices.

Semester V



Semester VII



Analysis:

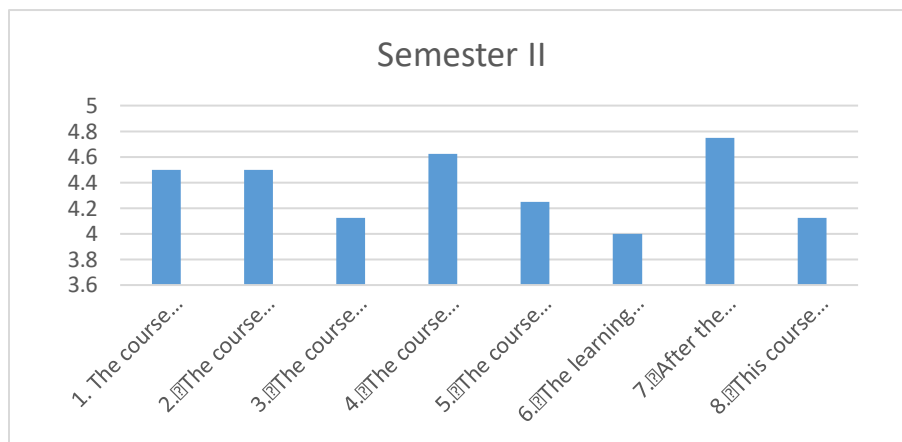
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STUDENTS FEEDBACK ANALYSIS ON CURRICULUM - ACADEMIC YEAR 2017-18

Parameters (scale 1 to 5, where 1-low rating, 5-high rating))

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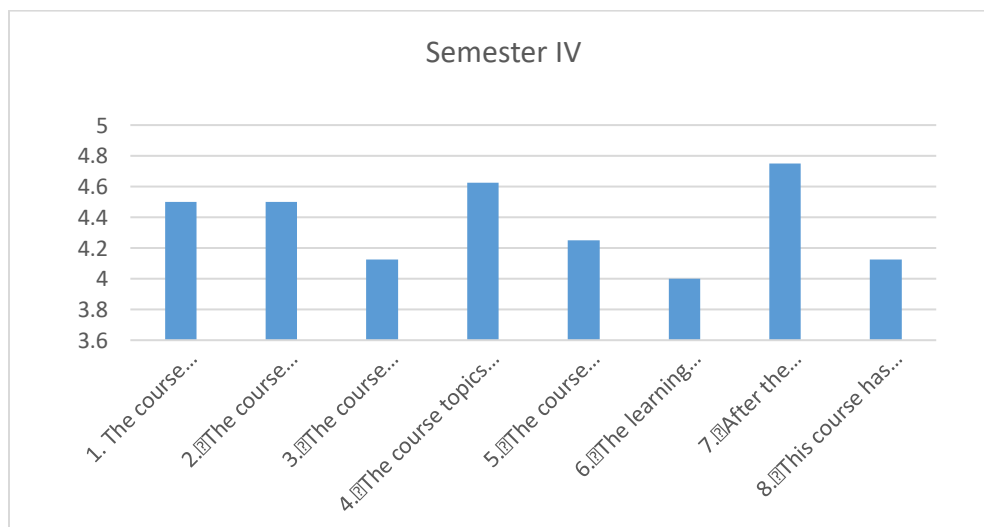
Semester II



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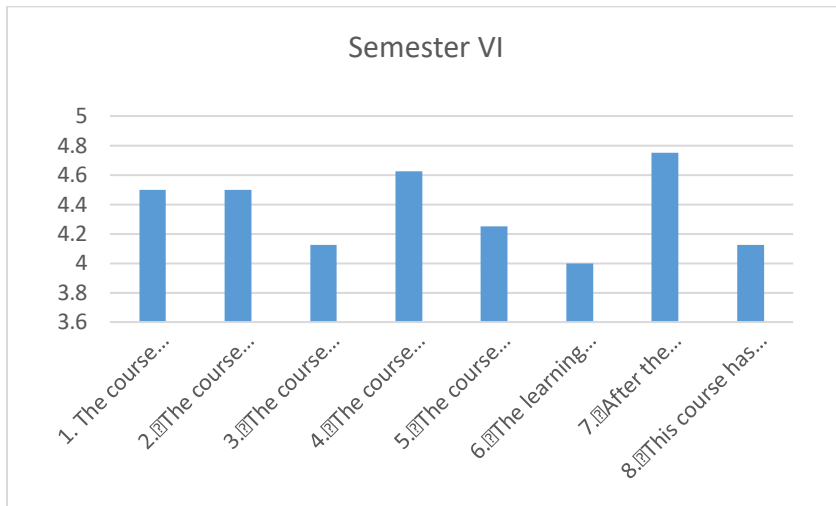
Semester IV



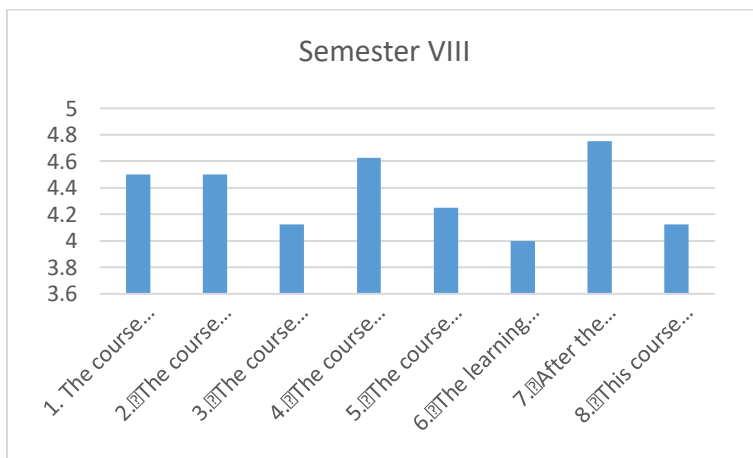
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Semester VI



Semester VIII



Analysis:

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REVA
UNIVERSITY



**School of Computing and Information
Technology**

REVA University

STUDENTS' and FACULTY Course End

FEEDBACK REPORT

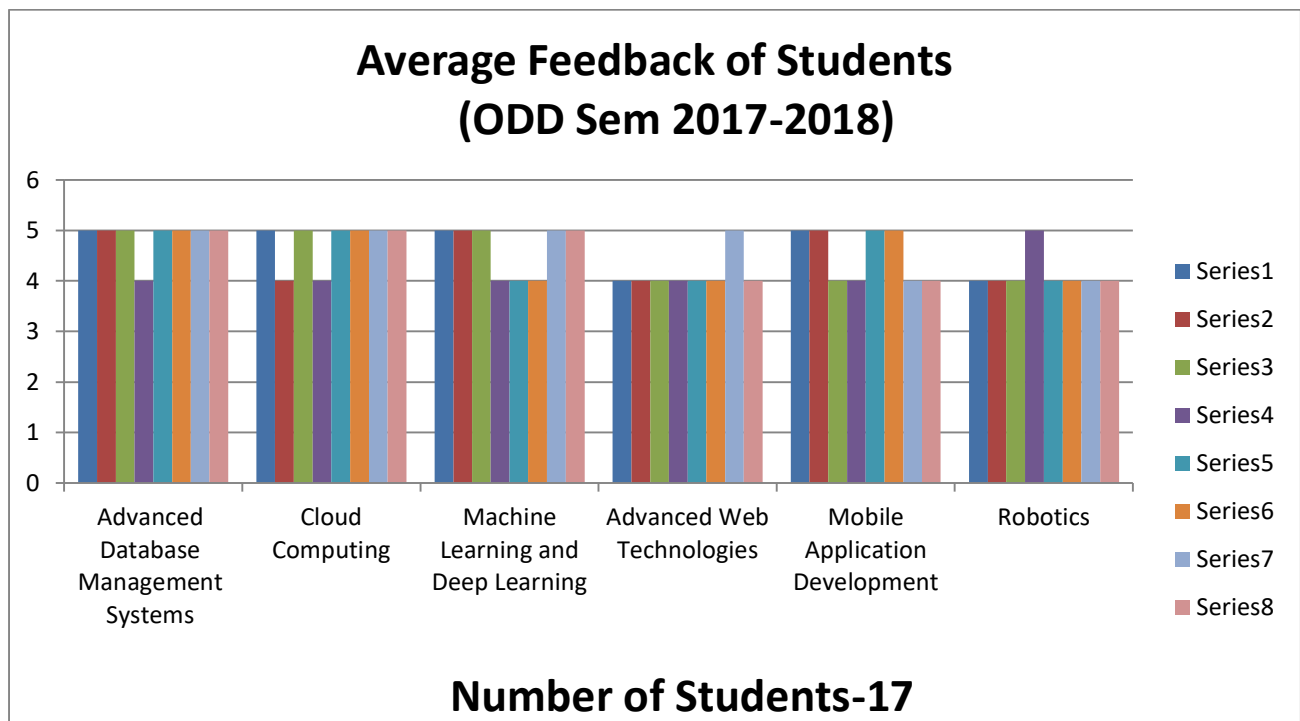
2017-18

**Program: M. Tech Computer Science and
Engineering (Full-Time)**

Points of Series Considered:

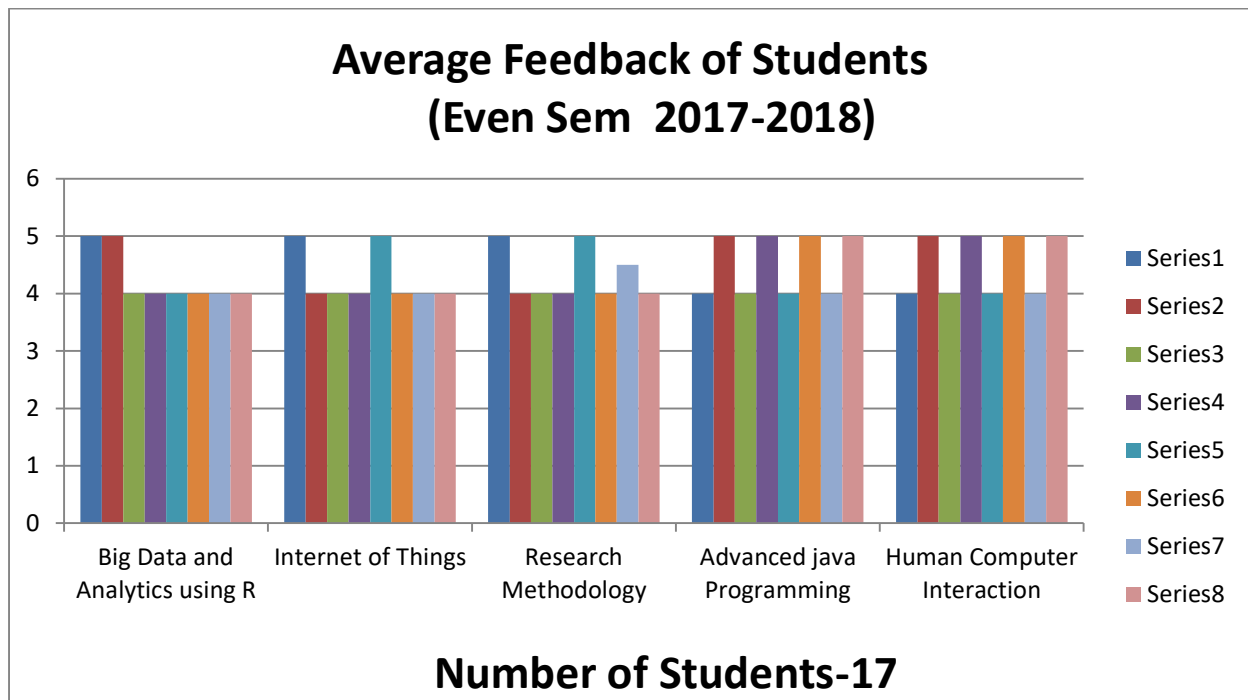
1. The course content has examples for better understanding (scale 1 to 5, where 1-low rating, 5-high rating)
2. The course exposed the students to new knowledge and practices (scale 1 to 5, where 1-low rating, 5-high rating)
3. The course outcomes and objectives of the syllabi are well defined and clear (scale 1 to 5, where 1-low rating, 5-high rating)
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Semester 1

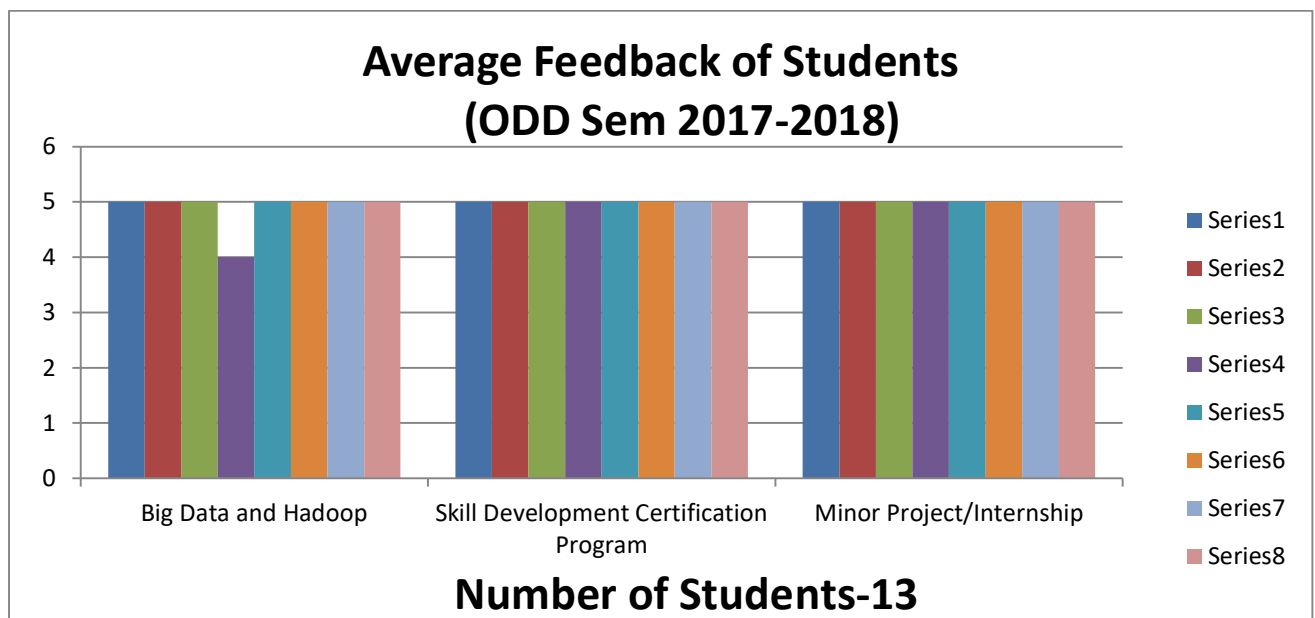


Data was collected from the 27 enrolled students of 2017-2018 Academic Year, the feedback is collected on 8 different parameters. 80% of students were strongly agreed with the curriculum designed 10% of the students agreed with curriculum designed, 10% the students expressed to modify "Advanced Database Management Systems" courses as per the industry needs.

Semester 2

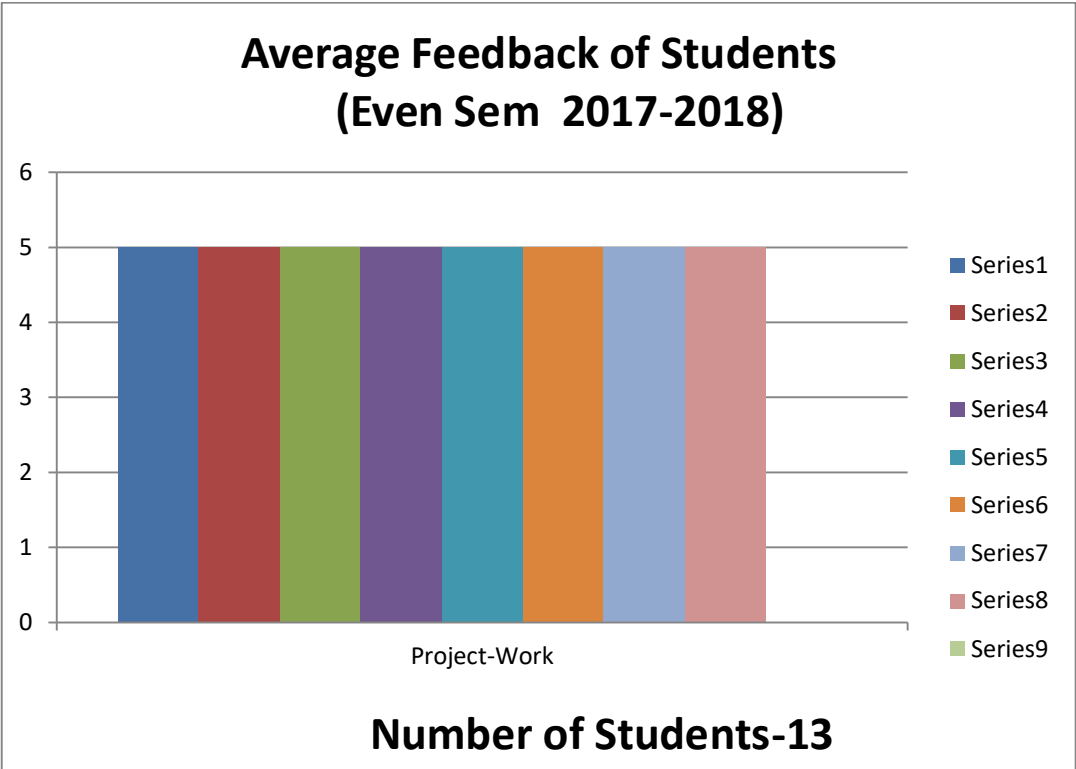


Semester 3



Data was collected from the 13 enrolled students of 2017-2018 Academic Year, the feedback is collected on 8 different parameters. 80% of students were strongly agreed with the curriculum designed 10% of the students agreed with curriculum designed, 10% the students expressed to modify Parallel Computing and Programming” course as per the industry needs.

Semester 4

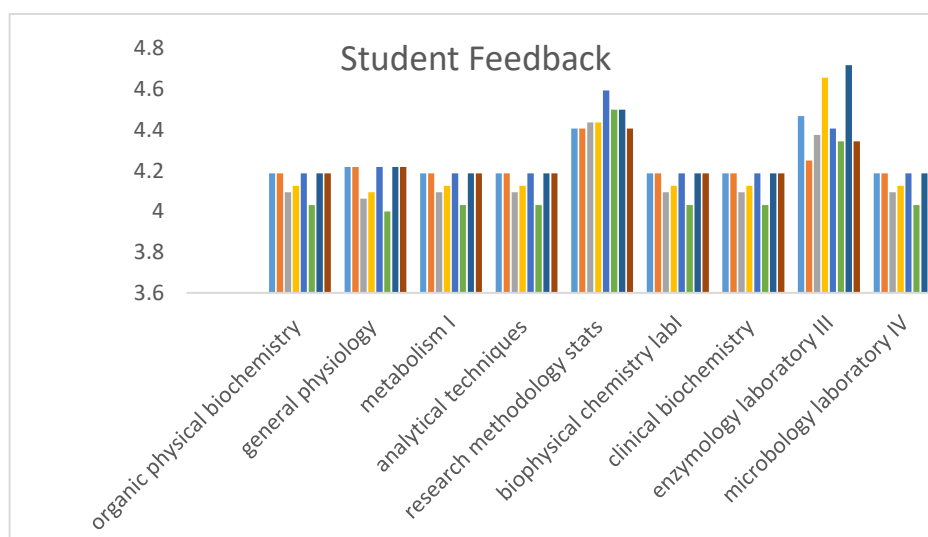


Data was collected from the 13 enrolled students of 2017-2018 Academic Year, the feedback is collected on 8 different parameters. 100% of students were strongly agreed with the curriculum designed.

**School of Applied Sciences
Department of Biochemistry
Analysis Report**

1. The course content has examples for better understanding (scale 1 to 5, where 1-low rating, 5-high rating).
2. The course exposed you to new knowledge and practices (scale 1 to 5, where 1-low rating, 5-high rating).
3. The course outcomes and objectives of the syllabi are well defined and clear (scale 1 to 5, where 1-low rating, 5-high rating).
4. The course topics were arranged in sequential and connected well (scale 1 to 5, where 1-low rating, 5-high rating).
5. The course content addresses the self-learning concepts (scale 1 to 5, where 1-low rating, 5-high rating).
6. The learning material, theory/practical sessions were relevant to the course outcomes (scale 1 to 5, where 1-low rating, 5-high rating).
7. After the completion of this course, you will be able to solve analyze real-life problems related to this course (scale 1 to 5, where 1-low rating, 5-high rating).
8. This course has given you enough understanding to take next level courses (scale 1 to 5, where 1-low rating, 5-high rating).

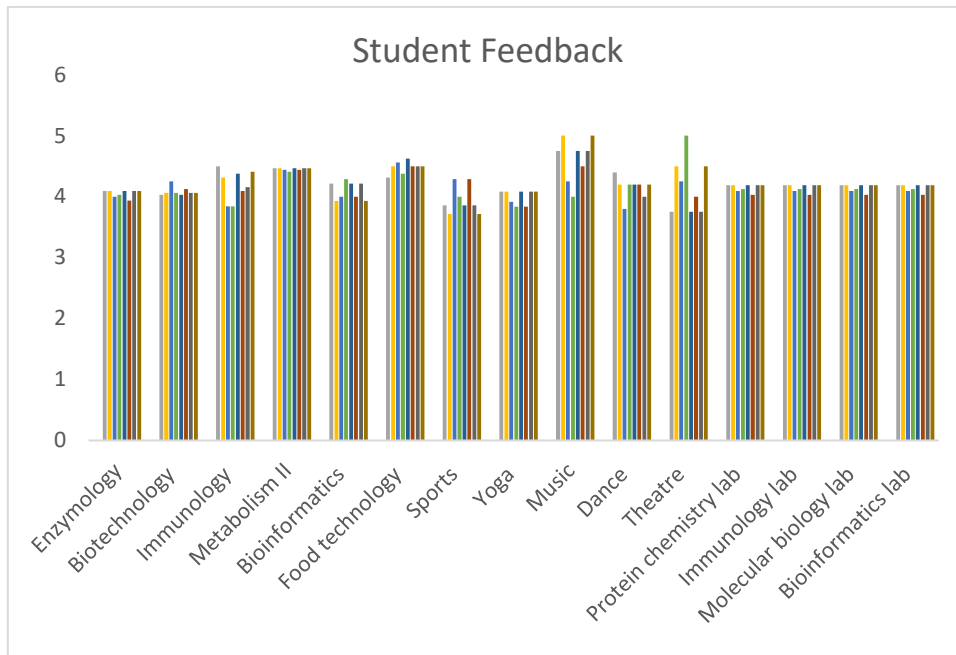
**Stakeholder and Feedback on Curriculum
M.Sc Biochemistry (2017-18)
(Cumulative)
Semester 1:**



Analysis Report

The course content has topics with objective-based topics with relevant practicals, and students find difficulty in a few topics of the course. Hence in all courses, least score is 4 and the highest score is 5.

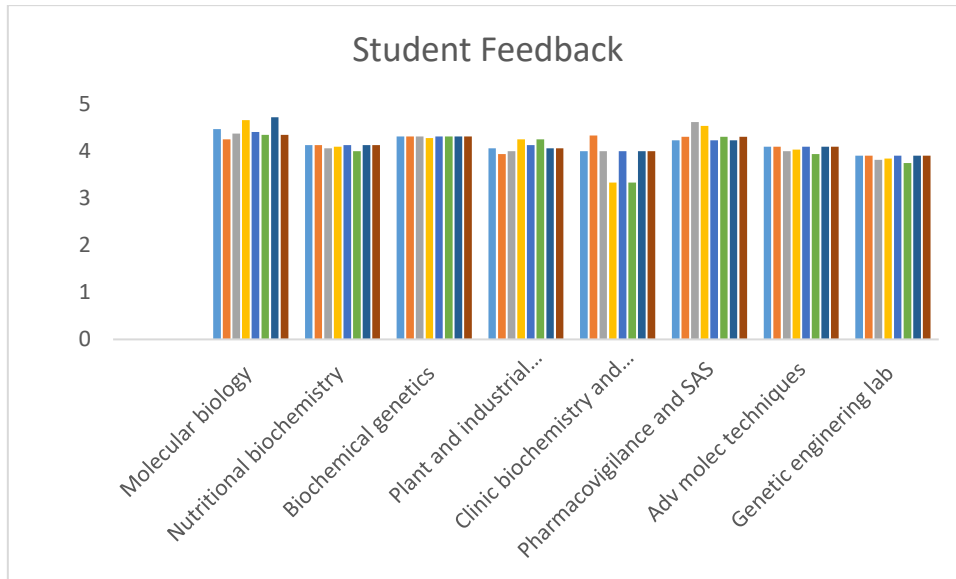
Semester 2:



Analysis Report

The course content has topics with objective-based topics with relevant practicals, and students find difficulty in a few topics in the Metabolism, Enzymology of the course. Hence in all courses, least score is 3.

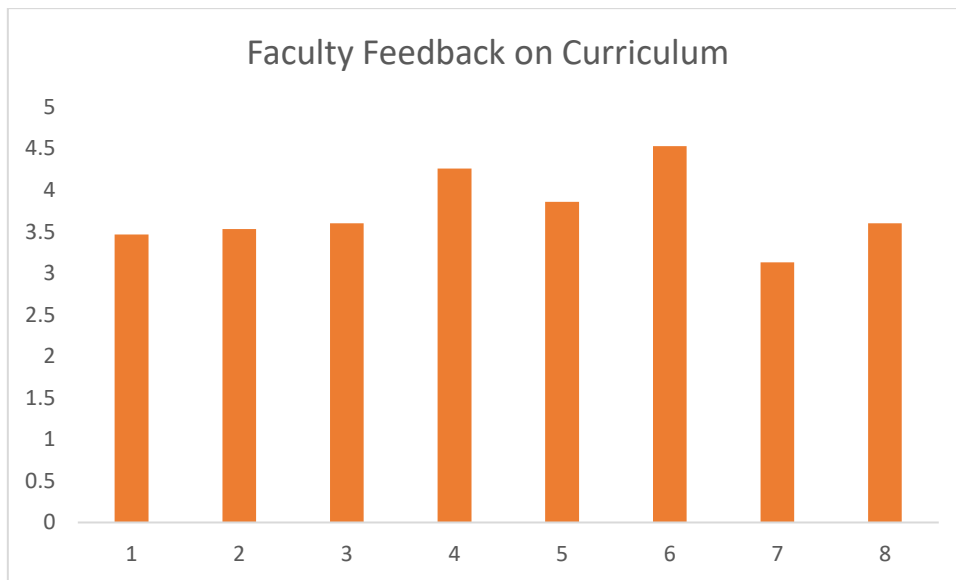
Semester 3



Analysis Report:

The course content has topics with objective-based topics with relevant practicals, and students find difficulty in a few topics in the Molecular Biology, Molecular genetics of the course. Hence in all courses, least score is 4.

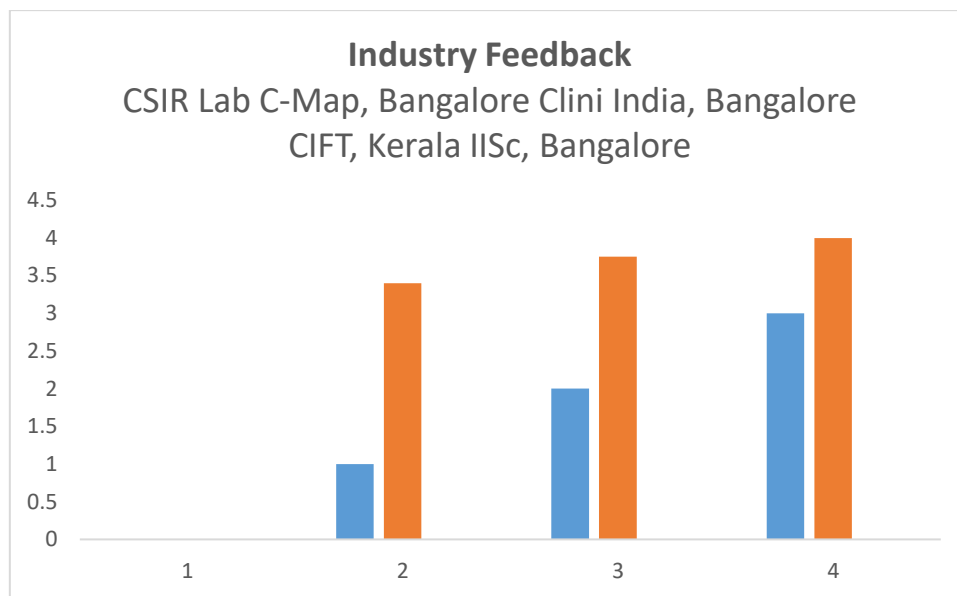
Faculty Feedback on Curriculum



Analysis Report:

Faculty has given the feedback based on relevance of content. The least score is 3, due to lack of relevant topics. Faculty suggested to add new topics related to CSIR syllabus.

Industry Feedback on Curriculum



Analysis Report:

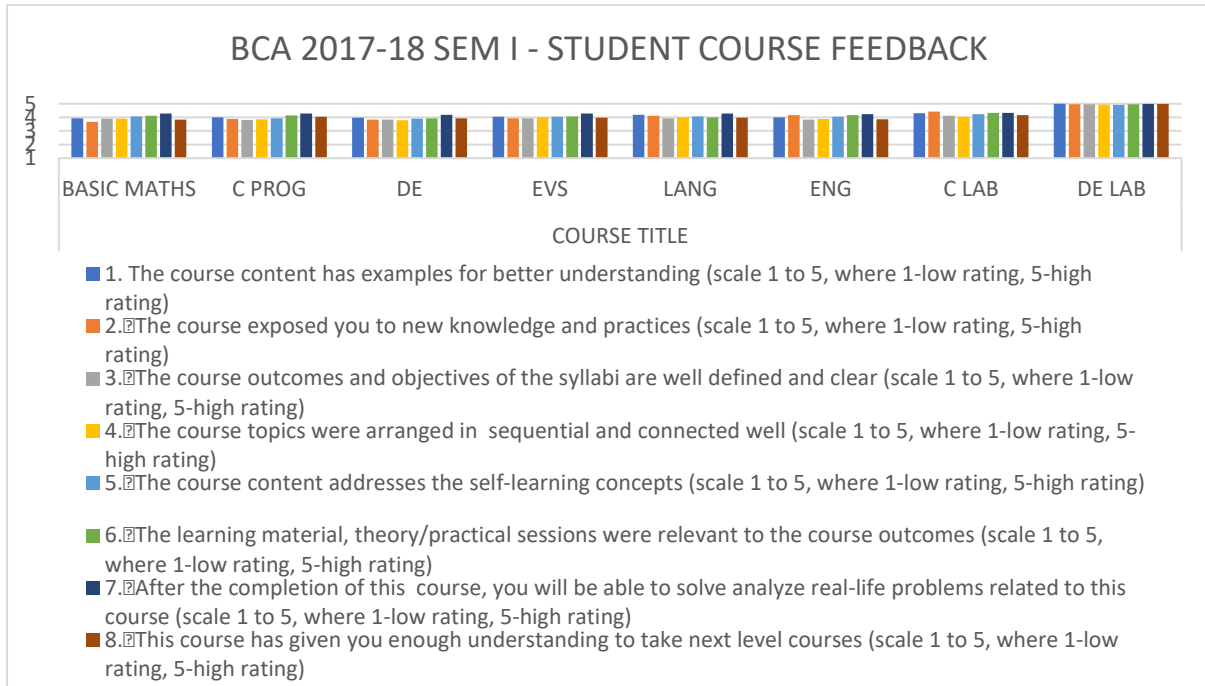
Alumni working in different Industries has given the feedback based on relevance of subject. The least score is 3, due to lack of new practical topics. They suggested to add new topics to related to molecular biology and protein chemistry.



School of Computer Science and Applications
Student Course Feedback 2017– 18
Programme: BCA

1. The course content has examples for better understanding (scale 1 to 5, where 1-low rating, 5-high rating)
2. The course exposed you to new knowledge and practices (scale 1 to 5, where 1-low rating, 5-high rating)
3. The course outcomes and objectives of the syllabi are well defined and clear (scale 1 to 5, where 1-low rating, 5-high rating)
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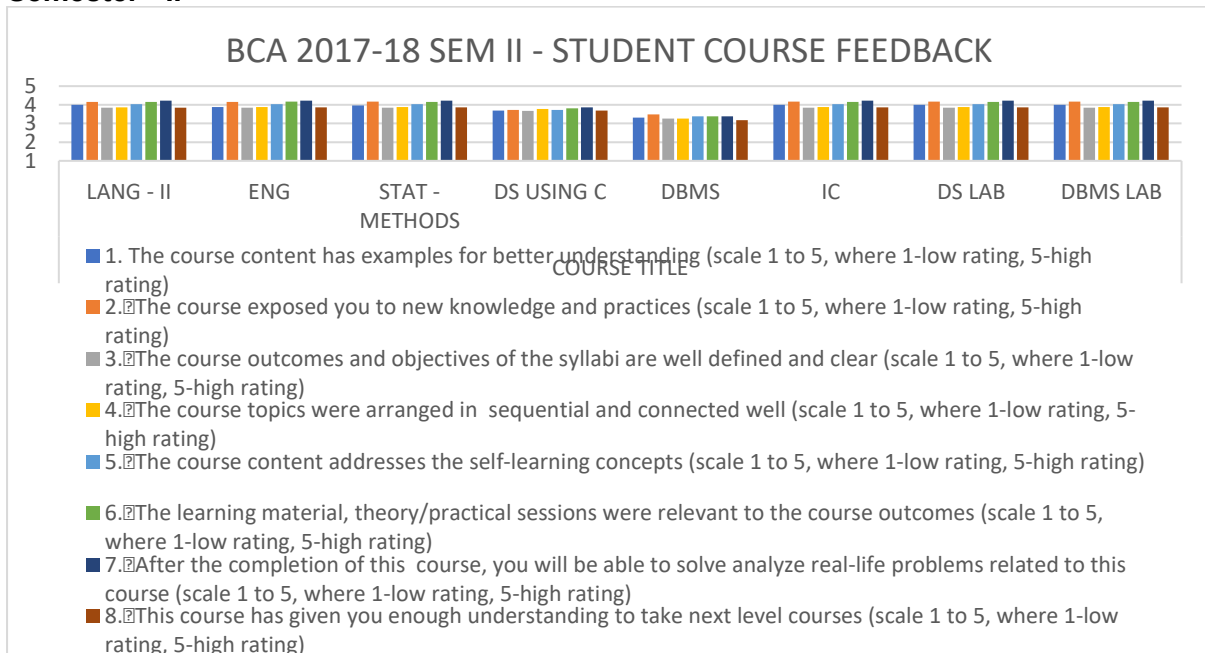
Semester - I



Analysis:

As per the students feed back during first semester moderate number of the students experienced that mathematics subject exposed less new knowledge and practices. Also their understanding is that, this subject may not help in taking up next level courses.

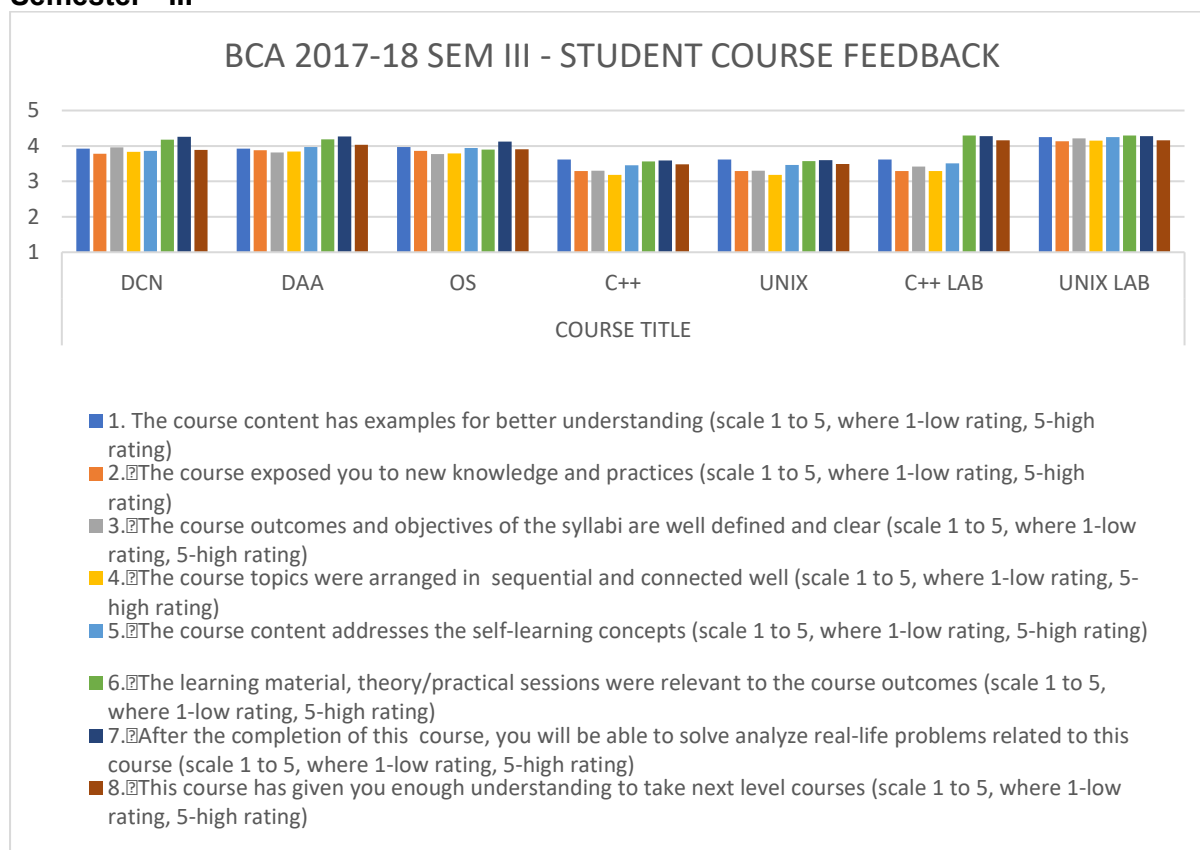
Semester - II



Analysis:

Based on the analysis given by the students, moderate number of students feel that DBMS subject content to be improved. But most of the students had better understanding of the DBMS subject while performing lab exercises.

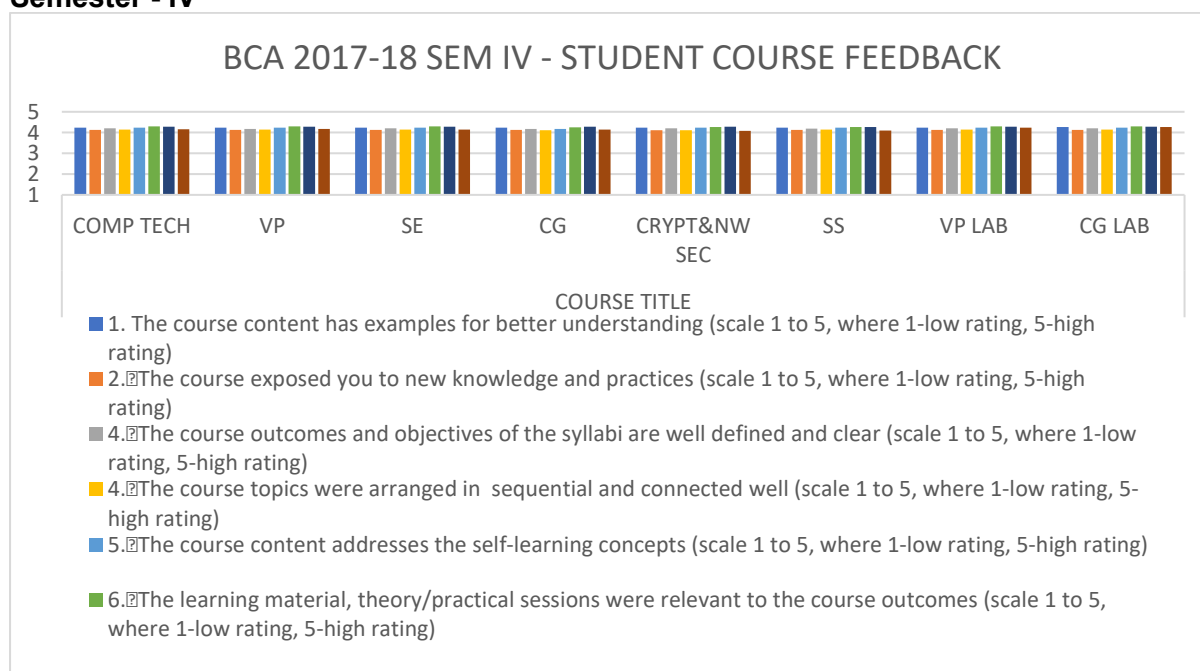
Semester - III



Analysis:

Based on the analysis, moderate number of student's opinion is that the topics in the C++ course and UNIX course, flow of content to be re-organized.

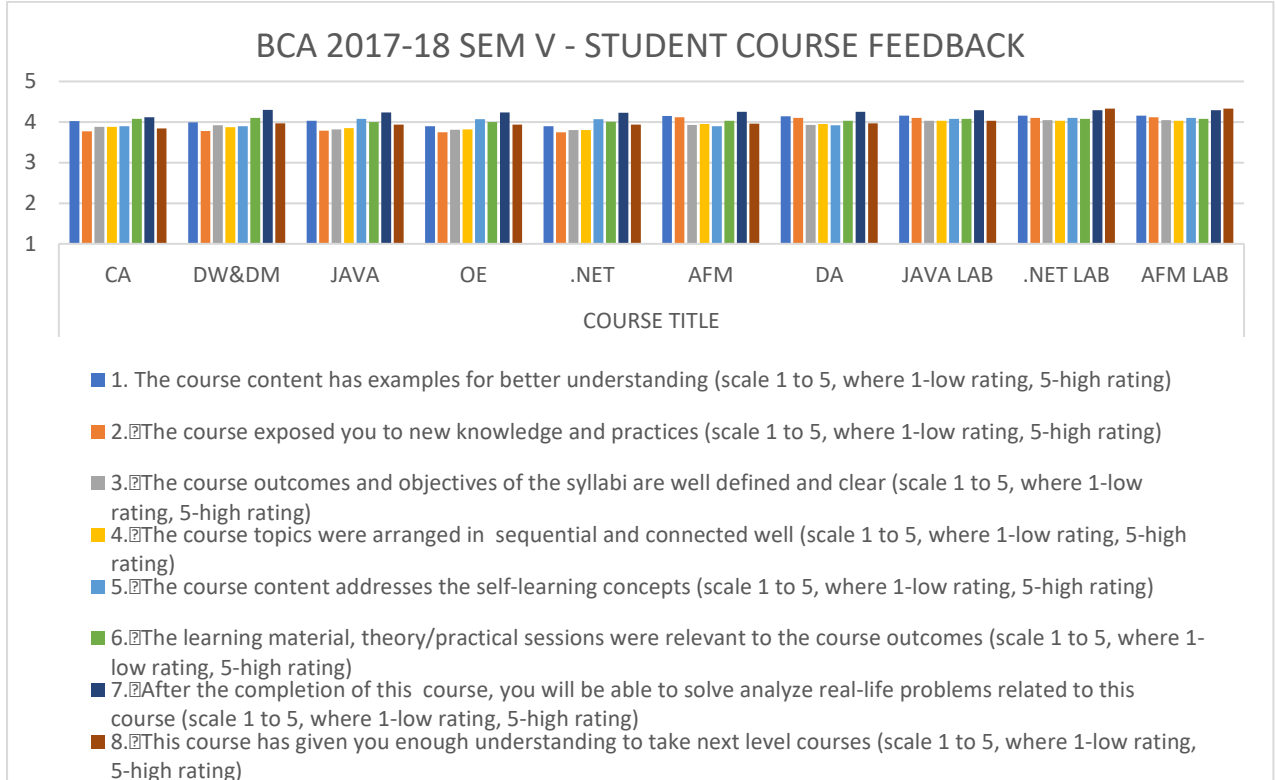
Semester - IV



Analysis:

Based on the analysis, almost all the students well received the content delivered in all courses.

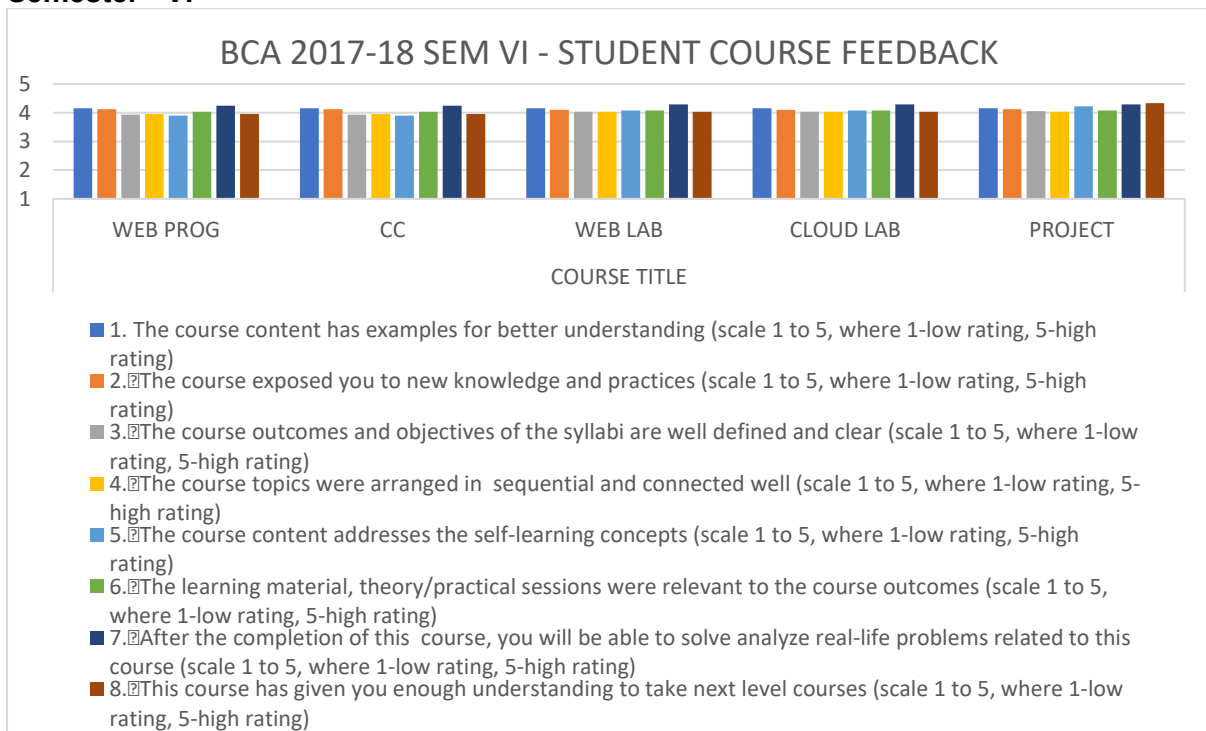
Semester - V



Analysis:

Based on the student's analysis, most of the student's opinion is that, the practical oriented courses such as Data warehousing and Data mining, Java, .NET enabled them to solve and analyse the real life problems and provides the capability to understand the next level courses. The Open elective courses not enough for exposing new knowledge and practices.

Semester - VI



Analysis:

As per the analysis, students well received the practical courses like Project, where they can implement the knowledge gained in the entire courses learned as part of the program. Few students' opinion is that cloud computing course addresses towards less relevant content for self-learning.

Action Taken Report:

1. As we have diversity of students taking admission to the Programme, to cater the students from other background apart from mathematics, with the suggestions given by Board of Studies(BOS) members no changes were made in the syllabus for the course Mathematics. Any how it was instructed to solve more problems during the classes that cater various applications of computer science.
2. As per the BOS members, the content in DBMS course were sufficient and instructed to solve more case studies for better understanding. Also, the content in the other courses such as C++ and UNIX were re-organized but no changes were made. Hence no revision in these courses.
3. Cloud computing being new paradigm and new course, many case study materials are not freely available for students. Hence, as per BOS members suggestion, this course is made as Elective course, so that interested high-performing students can opt as an elective course.



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