

STUDENT FEEDBACK ON CURRICULUM 2019-20

Total response of 71 students was taken for the analysis of the feedback form for the academic year 2019-20. There were 13 measures on the feedback form which are the fine tuning of CBCS System with the emerging trends, suitability of the programmes for demands, well organisation of the syllabus, progressiveness of the modules, relevance of the contents, interdisciplinary linkage in the curriculum, flexibility to choose Value Added Courses, integration of the institute to cross cutting issues, effectiveness of the internal evaluation system, experience of teachers, excellence of learning environment in the campus, worth of ethical components of campus life.

A five-point measurement scale was used in the questionnaire where Strongly Agree is scored as 5, Agree 4, Neutral 3, Disagree 2 and Strongly Disagree 1.



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Below table shows the feedback analysis:

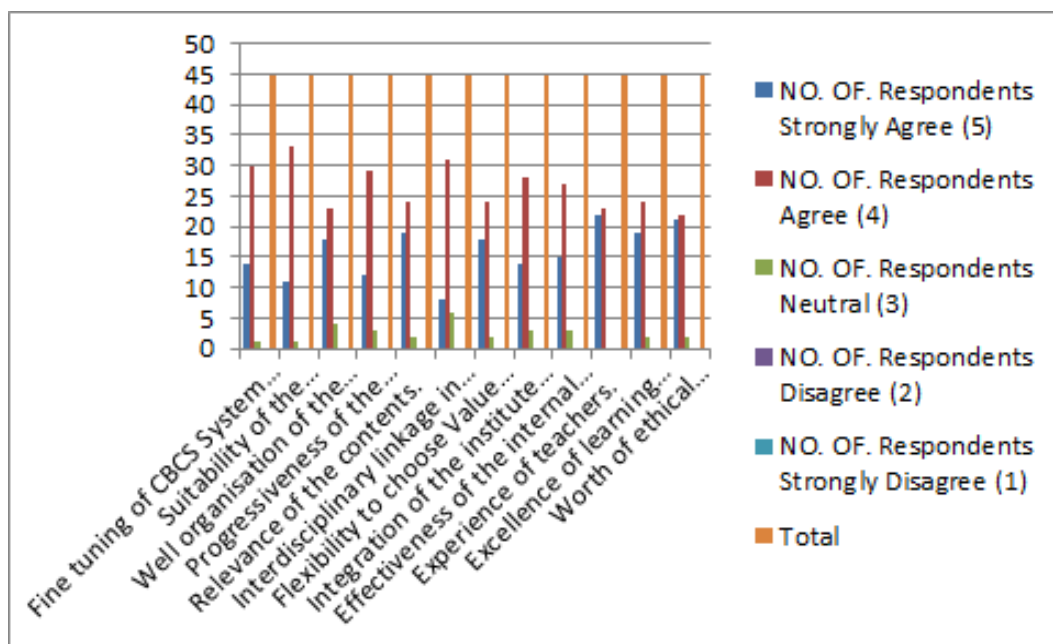
Department of Arabic

	Number of Respondents					Total
	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	
Fine tuning of CBCS System with the emerging trends.	14	30	1	0	0	45
Suitability of the programmes for demands.	11	33	1	0	0	45
Well organisation of the syllabus.	18	23	4	0	0	45
Progressiveness of the modules.	12	29	3	0	0	45
Relevance of the contents.	19	24	2	0	0	45
Interdisciplinary linkage in the curriculum.	8	31	6	0	0	45
Flexibility to choose Value Added Courses.	18	24	2	0	0	45
Integration of the institute to cross cutting issues.	14	28	3	0	0	45
Effectiveness of the internal evaluation system.	15	27	3	0	0	45
Experience of teachers.	22	23	0	0	0	45
Excellence of learning environment in the campus.	19	24	2	0	0	45
Worth of ethical components of campus life.	21	22	2	0	0	45


 Ibrahim Thorakkal (PEN-468809)
 Associate Professor & HoD of Arabic
 A.A. College Valavannur
 P.O. Valavannur, Malappuram Dt.
 Kerala - 676 551




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Sl No.	Measure	Score
1	Fine tuning of CBCS System with the emerging trends.	4.22
2	Suitability of the programmes for demands.	4.04
3	Well organisation of the syllabus.	4.04
4	Progressiveness of the modules.	4.13
5	Relevance of the contents.	4.24
6	Interdisciplinary linkage in the curriculum.	3.64
7	Flexibility to choose Value Added Courses.	4.13
8	Integration of the institute to cross cutting issues.	4.04
9	Effectiveness of the internal evaluation system.	4.06
10	Experience of teachers.	4.48
11	Excellence of learning environment in the campus.	4.24
12	Worth of ethical components of campus life.	4.28
Overall Mean		4.12



 Ibrahim Thorakkal (PEN-468809)
 Associate Professor & HoD of Arabic
 A.A. College Valavannur
 P.O. Valavannur, Malappuram Dt.
 Kerala - 676 551




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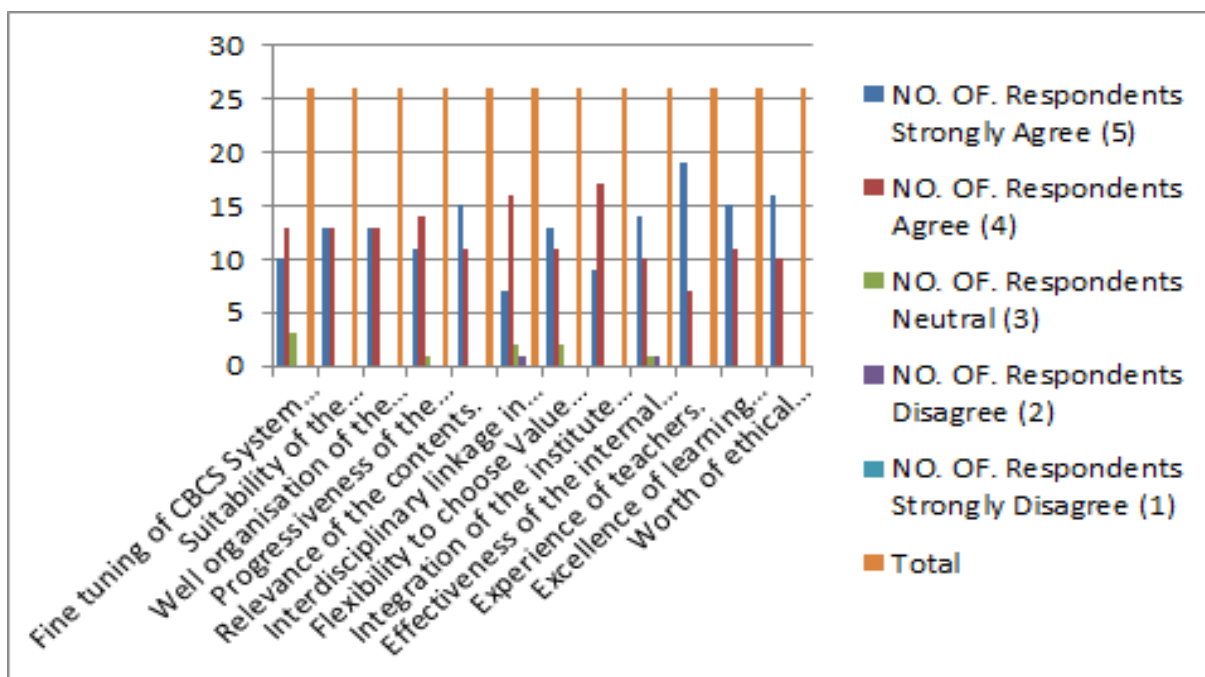
Department of Commerce

	Number of Respondents					Total
	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	
Fine tuning of CBCS System with the emerging trends.	10	13	3	0	0	26
Suitability of the programmes for demands.	13	13	0	0	0	26
Well organisation of the syllabus.	13	13	0	0	0	26
Progressiveness of the modules.	11	14	1	0	0	26
Relevance of the contents.	15	11	0	0	0	26
Interdisciplinary linkage in the curriculum.	7	16	2	1	0	26
Flexibility to choose Value Added Courses.	13	11	2	0	0	26
Integration of the institute to cross cutting issues.	9	17	0	0	0	26
Effectiveness of the internal evaluation system.	14	10	1	1	0	26
Experience of teachers.	19	7	0	0	0	26
Excellence of learning environment in the campus.	15	11	0	0	0	26
Worth of ethical components of campus life.	16	10	0	0	0	26


 Head of the department
 Head of the Department
 of Commerce
 Ansar Arabic College
 Valavannur
 P.O. Valavannur, Pin: 678551




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Sl No.	Measure	Score
1	Fine tuning of CBCS System with the emerging trends.	4.26
2	Suitability of the programmes for demands.	4
3	Well organisation of the syllabus.	4
4	Progressiveness of the modules.	4.38
5	Relevance of the contents.	4.57
6	Interdisciplinary linkage in the curriculum.	4.11
7	Flexibility to choose Value Added Courses.	4
8	Integration of the institute to cross cutting issues.	4.34
9	Effectiveness of the internal evaluation system.	4.42
10	Experience of teachers.	4.73
11	Excellence of learning environment in the campus.	4.57
12	Worth of ethical components of campus life.	4.61
Overall Mean		4.33

Head of the department

Head of the Department
of Commerce

Ansar Arabic College
Valavannur
P.O. Valavannur, Pin: 678554



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STUDENT FEEDBACK ON CURRICULUM 2018-19

Total response of 51 students was taken for the analysis of the feedback form for the academic year 2019-20. There were 13 measures on the feedback form which are the fine tuning of CBCS System with the emerging trends, suitability of the programmes for demands, well organisation of the syllabus, progressiveness of the modules, relevance of the contents, interdisciplinary linkage in the curriculum, flexibility to choose Value Added Courses, integration of the institute to cross cutting issues, effectiveness of the internal evaluation system, experience of teachers, excellence of learning environment in the campus, worth of ethical components of campus life.

A five-point measurement scale was used in the questionnaire where Strongly Agree is scored as 5, Agree 4, Neutral 3, Disagree 2 and Strongly Disagree 1.




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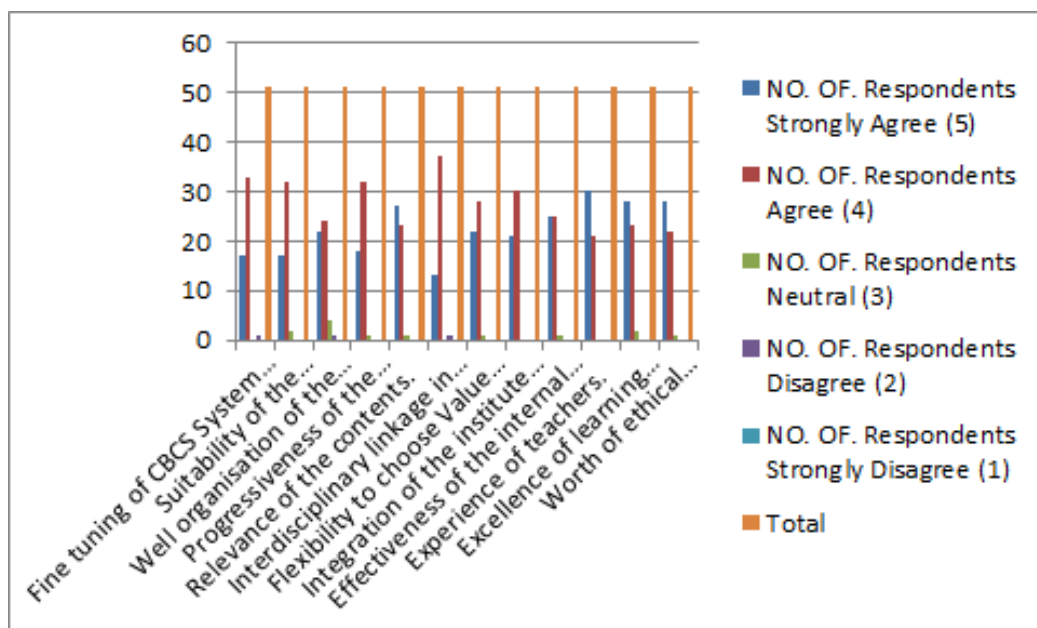
Department of Arabic

	Number of Respondents					Total
	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	
Fine tuning of CBCS System with the emerging trends.	17	33	0	1	0	51
Suitability of the programmes for demands.	17	32	2	0	0	51
Well organisation of the syllabus.	22	24	4	1	0	51
Progressiveness of the modules.	18	32	1	0	0	51
Relevance of the contents.	27	23	1	0	0	51
Interdisciplinary linkage in the curriculum.	13	37	0	1	0	51
Flexibility to choose Value Added Courses.	22	28	1	0	0	51
Integration of the institute to cross cutting issues.	21	30	0	0	0	51
Effectiveness of the internal evaluation system.	25	25	1	0	0	51
Experience of teachers.	30	21	0	0	0	51
Excellence of learning environment in the campus.	28	23	2	0	0	51
Worth of ethical components of campus life.	28	22	1	0	0	51


 Ibrahim Thorakkal (PEN-468909)
 Associate Professor & HoD of Arabic
 A.A. College Valavannur
 P.O. Valavannur, Malappuram Dt.
 Kerala - 676 551




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Sl No.	Measure	Score
1	Fine tuning of CBCS System with the emerging trends.	4.29
2	Suitability of the programmes for demands.	4.29
3	Well organisation of the syllabus.	4.31
4	Progressiveness of the modules.	4.33
5	Relevance of the contents.	4.50
6	Interdisciplinary linkage in the curriculum.	4.23
7	Flexibility to choose Value Added Courses.	4.41
8	Integration of the institute to cross cutting issues.	4.41
9	Effectiveness of the internal evaluation system.	4.47
10	Experience of teachers.	4.58
11	Excellence of learning environment in the campus.	4.66
12	Worth of ethical components of campus life.	4.52
Overall Mean		4.41



 Ibrahim Thorakkal (PEN-468809)
 Associate Professor & HoD of Arabic
 A.A. College Valavannur
 P.O. Valavannur, Malappuram Dt.
 Kerala - 676 551




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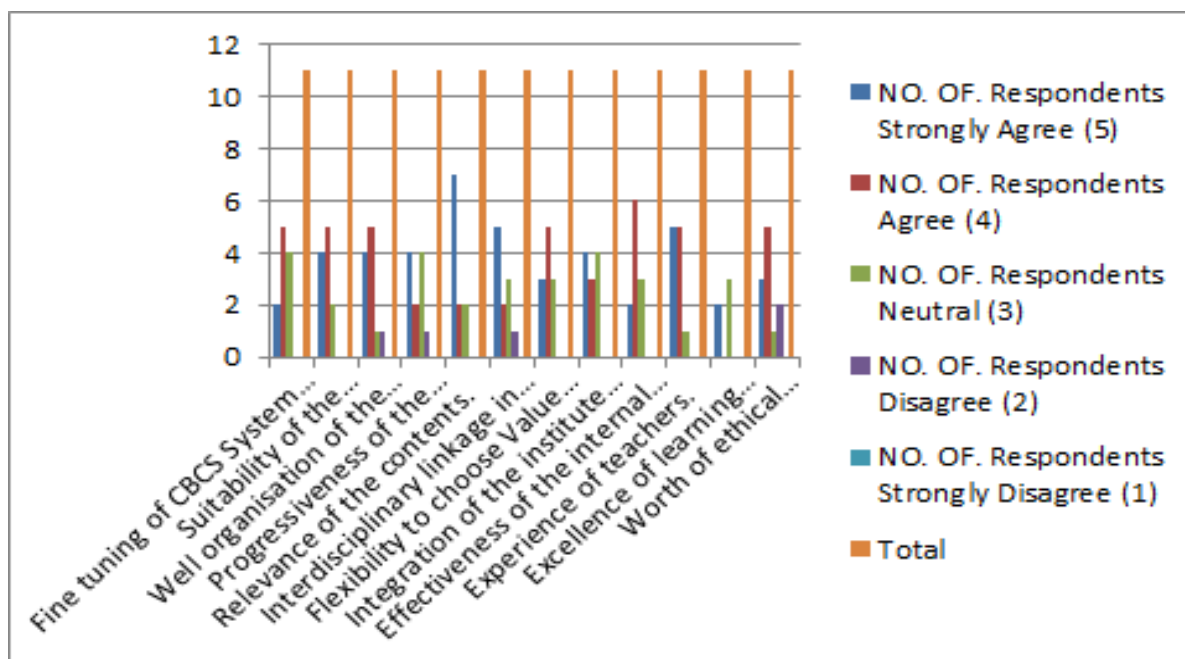
Department of Commerce

	Number of Respondents					Total
	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	
Fine tuning of CBCS System with the emerging trends.	2	5	4	0	0	11
Suitability of the programmes for demands.	4	5	2	0	0	11
Well organisation of the syllabus.	4	5	1	1	0	11
Progressiveness of the modules.	4	2	4	1	0	11
Relevance of the contents.	7	2	2	0	0	11
Interdisciplinary linkage in the curriculum.	5	2	3	1	0	11
Flexibility to choose Value Added Courses.	3	5	3	0	0	11
Integration of the institute to cross cutting issues.	4	3	4	0	0	11
Effectiveness of the internal evaluation system.	2	6	3	0	0	11
Experience of teachers.	5	5	1	0	0	11
Excellence of learning environment in the campus.	2	6	3	0	0	11
Worth of ethical components of campus life.	3	5	1	2	0	11



 Head of the department
**Head of the Department
of Commerce**
Ansar Arabic College
Valavannur
 P.O. Valavannur, Pin: 678554




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Sl No.	Measure	Score
1	Fine tuning of CBCS System with the emerging trends.	3.81
2	Suitability of the programmes for demands.	4.18
3	Well organisation of the syllabus.	4.09
4	Progressiveness of the modules.	3.81
5	Relevance of the contents.	4.45
6	Interdisciplinary linkage in the curriculum.	4
7	Flexibility to choose Value Added Courses.	3.9
8	Integration of the institute to cross cutting issues.	4
9	Effectiveness of the internal evaluation system.	3.9
10	Experience of teachers.	4.36
11	Excellence of learning environment in the campus.	3.9
12	Worth of ethical components of campus life.	3.63
Overall Mean		4


 Head of the department
 Head of the Department
 of Commerce
 Ansar Arabic College
 Valavannur
 P.O. Valavannur, Pin: 678551




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STUDENT FEEDBACK ON CURRICULUM

2017-18

Total response of 33 students was taken for the analysis of the feedback form for the academic year 2017-18. There were 13 measures on the feedback form which are the fine tuning of CBCS System with the emerging trends, suitability of the programmes for demands, well organisation of the syllabus, progressiveness of the modules, relevance of the contents, interdisciplinary linkage in the curriculum, flexibility to choose Value Added Courses, integration of the institute to cross cutting issues, effectiveness of the internal evaluation system, experience of teachers, excellence of learning environment in the campus, worth of ethical components of campus life.

A five-point measurement scale was used in the questionnaire where Strongly Agree is scored as 5, Agree 4, Neutral 3, Disagree 2 and Strongly Disagree 1.





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Below table shows the feedback analysis:

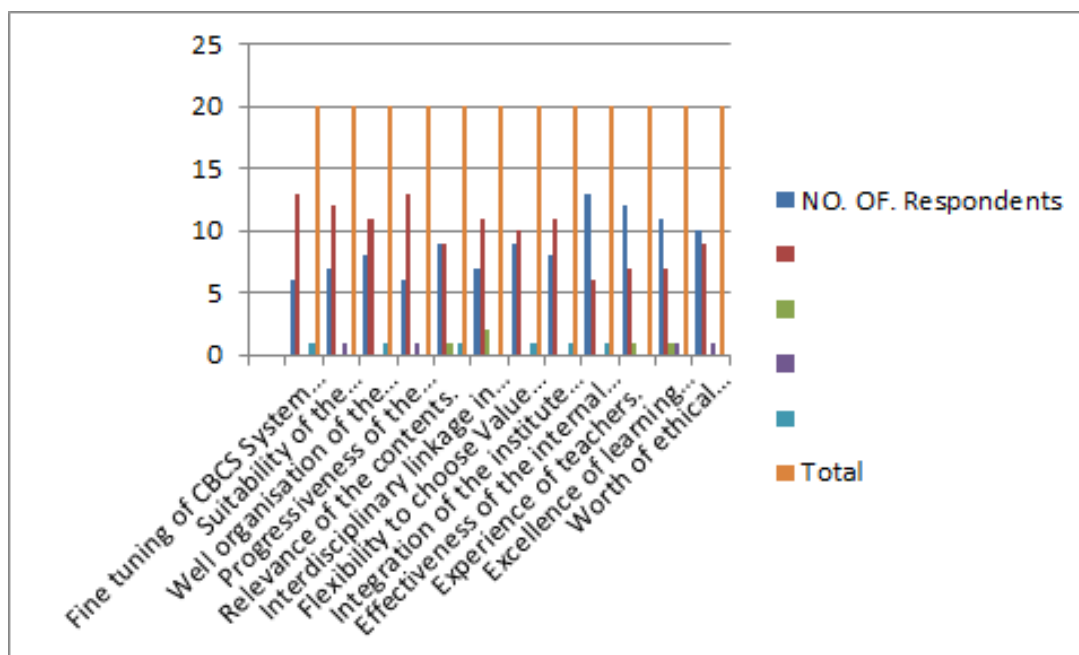
Department of Arabic

	Number of Respondents					Total
	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	
Fine tuning of CBCS System with the emerging trends.	6	13	0	0	1	20
Suitability of the programmes for demands.	7	12	0	1	0	20
Well organisation of the syllabus.	8	11	0	0	1	20
Progressiveness of the modules.	6	13	0	1	0	20
Relevance of the contents.	9	9	1	0	1	20
Interdisciplinary linkage in the curriculum.	7	11	2	0	0	20
Flexibility to choose Value Added Courses.	9	10	0	0	1	20
Integration of the institute to cross cutting issues.	8	11	0	0	1	20
Effectiveness of the internal evaluation system.	13	6	0	0	1	20
Experience of teachers.	12	7	1	0	0	20
Excellence of learning environment in the campus.	11	7	1	1	0	20
Worth of ethical components of campus life.	10	9	0	1	0	20


 Ibrahim Thorakkal (PEN-468909)
 Associate Professor & HoD of Arabic
 A.A. College Valavannur
 P.O. Valavannur, Malappuram Dt.
 Kerala - 676 551




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Sl No.	Measure	Score
1	Fine tuning of CBCS System with the emerging trends.	4.35
2	Suitability of the programmes for demands.	4.25
3	Well organisation of the syllabus.	4.25
4	Progressiveness of the modules.	4.3
5	Relevance of the contents.	4.25
6	Interdisciplinary linkage in the curriculum.	4.3
7	Flexibility to choose Value Added Courses.	4.3
8	Integration of the institute to cross cutting issues.	4.25
9	Effectiveness of the internal evaluation system.	4.5
10	Experience of teachers.	4.55
11	Excellence of learning environment in the campus.	4.4
12	Worth of ethical components of campus life.	4.4
Overall Mean		4.34



 Ibrahim Thorakkal (PEN-468909)
 Associate Professor & HoD of Arabic
 A.A. College Valavannur
 P.O. Valavannur, Malappuram Dt.
 Kerala - 676 551




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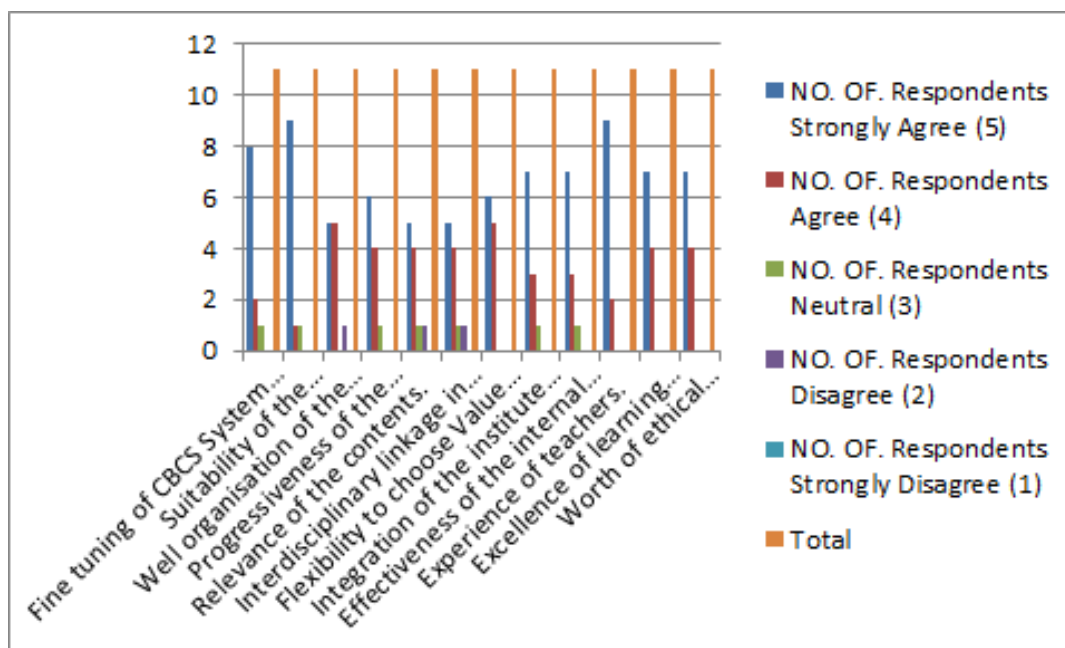
Department of Commerce

	Number of Respondents					Total
	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	
Fine tuning of CBCS System with the emerging trends.	8	2	1	0	0	11
Suitability of the programmes for demands.	9	1	1	0	0	11
Well organisation of the syllabus.	5	5	0	1	0	11
Progressiveness of the modules.	6	4	1	0	0	11
Relevance of the contents.	5	4	1	1	0	11
Interdisciplinary linkage in the curriculum.	5	4	1	1	0	11
Flexibility to choose Value Added Courses.	6	5	0	0	0	11
Integration of the institute to cross cutting issues.	7	3	1	0	0	11
Effectiveness of the internal evaluation system.	7	3	1	0	0	11
Experience of teachers.	9	2	0	0	0	11
Excellence of learning environment in the campus.	7	4	0	0	0	11
Worth of ethical components of campus life.	7	4	0	0	0	11



 Head of the department
**Head of the Department
of Commerce**
Ansar Arabic College
Valavannur
 P.O. Valavannur, Pin: 678551




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Sl No.	Measure	Score
1	Fine tuning of CBCS System with the emerging trends.	4.63
2	Suitability of the programmes for demands.	4.72
3	Well organisation of the syllabus.	4.27
4	Progressiveness of the modules.	4.45
5	Relevance of the contents.	4.25
6	Interdisciplinary linkage in the curriculum.	4.18
7	Flexibility to choose Value Added Courses.	4.18
8	Integration of the institute to cross cutting issues.	4.54
9	Effectiveness of the internal evaluation system.	4.54
10	Experience of teachers.	4.81
11	Excellence of learning environment in the campus.	4.63
12	Worth of ethical components of campus life.	4.63
Overall Mean		4.48


 Head of the department
 Head of the Department
 of Commerce
 Ansar Arabic College
 Valavannur
 P.O. Valavannur, Pin: 678551




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STUDENT FEEDBACK ON CURRICULUM 2016-17

Total response of 27 students was taken for the analysis of the feedback form for the academic year 2016-17. There were 13 measures on the feedback form which are the fine tuning of CBCS System with the emerging trends, suitability of the programmes for demands, well organisation of the syllabus, progressiveness of the modules, relevance of the contents, interdisciplinary linkage in the curriculum, flexibility to choose Value Added Courses, integration of the institute to cross cutting issues, effectiveness of the internal evaluation system, experience of teachers, excellence of learning environment in the campus, worth of ethical components of campus life.

A five-point measurement scale was used in the questionnaire where Strongly Agree is scored as 5, Agree 4, Neutral 3, Disagree 2 and Strongly Disagree 1.



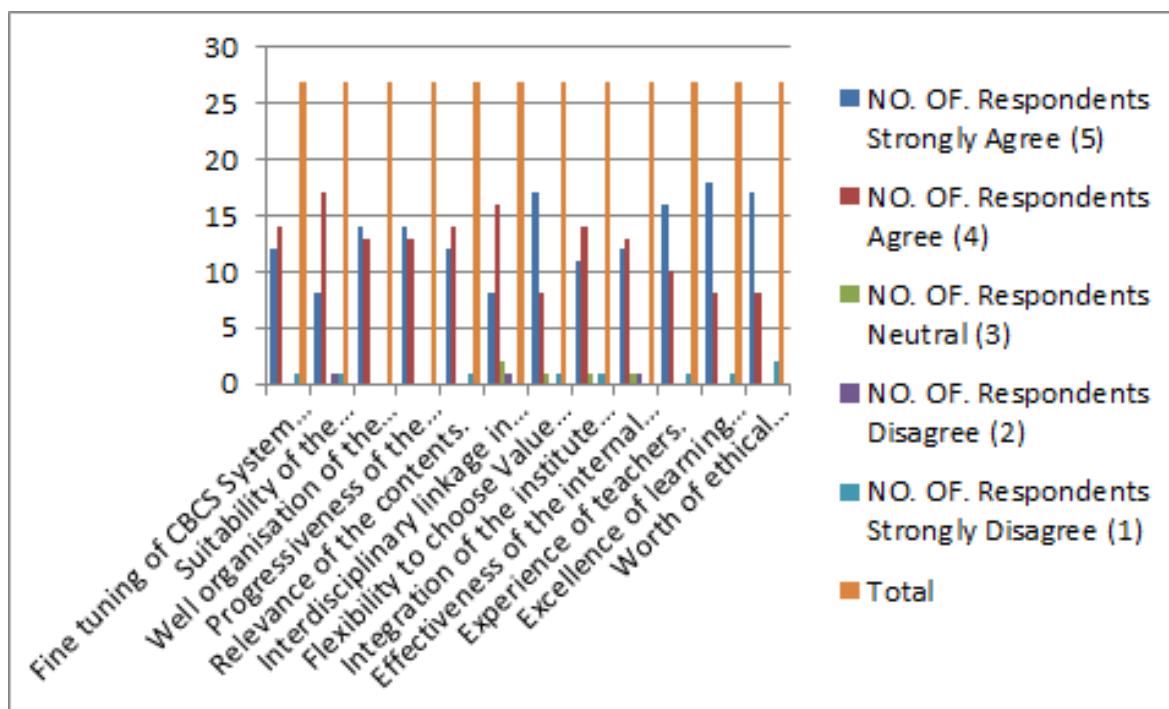
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Below table shows the feedback analysis:

	NO. OF. Respondents					Total
	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	
Fine tuning of CBCS System with the emerging trends.	12	14	0	0	1	27
Suitability of the programmes for demands.	8	17	0	1	1	27
Well organisation of the syllabus.	14	13	0	0	0	27
Progressiveness of the modules.	14	13	0	0	0	27
Relevance of the contents.	12	14	0	0	1	27
Interdisciplinary linkage in the curriculum.	8	16	2	1	0	27
Flexibility to choose Value Added Courses.	17	8	1	0	1	27
Integration of the institute to cross cutting issues.	11	14	1	0	1	27
Effectiveness of the internal evaluation system.	12	13	1	1	0	27
Experience of teachers.	16	10	0	0	1	27
Excellence of learning environment in the campus.	18	8	0	0	1	27
Worth of ethical components of campus life.	17	8	0	0	2	27



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Sl No.	Measure	Score
1	Fine tuning of CBCS System with the emerging trends.	4.70
2	Suitability of the programmes for demands.	4.14
3	Well organisation of the syllabus.	4.51
4	Progressiveness of the modules.	4.51
5	Relevance of the contents.	4.33
6	Interdisciplinary linkage in the curriculum.	4.14
7	Flexibility to choose Value Added Courses.	4.48
8	Integration of the institute to cross cutting issues.	4.25
9	Effectiveness of the internal evaluation system.	4.33
10	Experience of teachers.	4.48
11	Excellence of learning environment in the campus.	4.55
12	Worth of ethical components of campus life.	4.40
Overall Mean		4.40



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STUDENT FEEDBACK ON CURRICULUM 2015-16

Total response of 16 students was taken for the analysis of the feedback form for the academic year 2015-16. There were 13 measures on the feedback form which are the fine tuning of CBCS System with the emerging trends, suitability of the programmes for demands, well organisation of the syllabus, progressiveness of the modules, relevance of the contents, interdisciplinary linkage in the curriculum, flexibility to choose Value Added Courses, integration of the institute to cross cutting issues, effectiveness of the internal evaluation system, experience of teachers, excellence of learning environment in the campus, worth of ethical components of campus life.

A five-point measurement scale was used in the questionnaire where Strongly Agree is scored as 5, Agree 4, Neutral 3, Disagree 2 and Strongly Disagree 1.



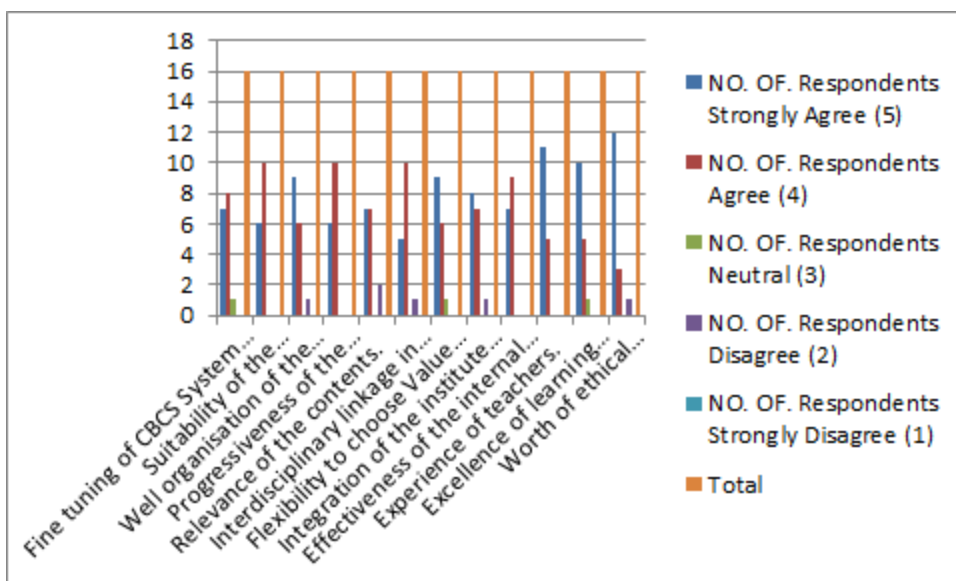
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Below table shows the feedback analysis:

	NO. OF. Respondents					Total
	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	
Fine tuning of CBCS System with the emerging trends.	7	8	1	0	0	16
Suitability of the programmes for demands.	6	10	0	0	0	16
Well organisation of the syllabus.	9	6	0	1	0	16
Progressiveness of the modules.	6	10	0	0	0	16
Relevance of the contents.	7	7	0	2	0	16
Interdisciplinary linkage in the curriculum.	5	10	0	1	0	16
Flexibility to choose Value Added Courses.	9	6	1	0	0	16
Integration of the institute to cross cutting issues.	8	7	0	1	0	16
Effectiveness of the internal evaluation system.	7	9	0	0	0	16
Experience of teachers.	11	5	0	0	0	16
Excellence of learning environment in the campus.	10	5	1	0	0	16
Worth of ethical components of campus life.	12	3	0	1	0	16



[Signature]
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Sl No.	Measure	Score
1	Fine tuning of CBCS System with the emerging trends.	4.37
2	Suitability of the programmes for demands.	4.37
3	Well organisation of the syllabus.	4.43
4	Progressiveness of the modules.	4.37
5	Relevance of the contents.	4.18
6	Interdisciplinary linkage in the curriculum.	4.18
7	Flexibility to choose Value Added Courses.	4.5
8	Integration of the institute to cross cutting issues.	4.37
9	Effectiveness of the internal evaluation system.	4.43
10	Experience of teachers.	4.68
11	Excellence of learning environment in the campus.	4.56
12	Worth of ethical components of campus life.	4.62
Overall Mean		4.42



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