

**GOVERNMENT DEGREE COLLEGE FOR WOMEN
KARIMNAGAR – TELANGANA**

Affiliated to Satavahana University – Karimnagar
Reaccredited with 'B +' Grade by NAAC



Established in 1973

FEEDBACK ON CURRICULUM

2021 - 22



The institute relies on the mechanism of feedback to make a meaningful, relevant and continuous efforts to identify its strength, weakness, opportunities and challenges, and make substantial alterations in its performance to ensure quality in all aspects of teaching-learning process.

GOVERNMENT DEGREE COLLEGE FOR WOMEN, KARIMNAGAR

Kashmir Gadda, Near Fire Station, Karimnagar, Telangana -505 001

Accredited by NAAC with 'B +'

Analysis of Student Feedback on Curriculum (2021-22)

| S.No | Particulars | Paper | In Percentage/Total | | | | |
|------|--------------------------|--|---------------------|---------|------|-----------|-----------|
| | | | Poor | Average | Good | Very Good | Excellent |
| 1 | ENGLISH | I | 50 | 50 | | | |
| | | III | 67 | 33 | | | |
| | | II | 50 | 50 | | | |
| | | II | 51 | 49 | | | |
| | | I | 50 | 50 | | | |
| | | IV | 48 | 52 | | | |
| 2 | TELUGU | I | 37 | 34 | 19 | 10 | |
| | | III | 40 | 30 | 18 | 4 | 8 |
| | | V | 39 | 43 | 11 | 7 | |
| 3 | HINDI | | 56 | 38 | 6 | | |
| 4 | URDU | | 76 | 20 | 4 | | |
| 5 | PHYSICAL & LIFE SCIENCES | Botany, Zoology, Bio-technology, Bio-Chemistry, Micro-Biology, Computer Science, Maths, Physics, Chemistry, Statistics | 691 | 764 | 504 | 104 | 37 |
| 6 | COMMERCE | Business Economics Income Tax Business Statistics - II Business Law Financial Accounting II Goods & Services Tax Cost Control & Managemnt Accounting Income Tax | 50 | 40 | 10 | | |
| 7 | HISTORY | | | | | | |
| 8 | ECONOMICS | I | 31 | 16 | 3 | | |

| | | | | | | | |
|---|----------------------|-----|-------------|-------------|------------|------------|-----------|
| | | II | 31 | 19 | | | |
| | | III | 30 | 7 | | | |
| | | IV | 36 | 4 | | | |
| | | V | 35 | 5 | | | |
| | | V | 35 | 5 | | | |
| | | V | 35 | 5 | | | |
| | | VI | 33 | 7 | | | |
| 9 | POLITICAL SCIENCE | I | 74 | 18 | 5 | 3 | |
| | | II | 91 | 6 | 2 | 1 | |
| | | III | 79 | 12 | 6 | 3 | |
| | | IV | 85 | 9 | 3 | 1 | 2 |
| | | V | 82 | 9 | 8 | 1 | |
| | | VI | 92 | 5 | 2 | 1 | |
| | Total | | 2074 | 1380 | 601 | 135 | 47 |

Quantitative Analysis

| Sl. No. | Rating | Total |
|---------|-----------|-------|
| 1 | Poor | 2074 |
| 2 | Average | 1380 |
| 3 | Good | 601 |
| 4 | Very Good | 135 |
| 5 | Excellent | 47 |

Action Taken on Feedback:

IQAC

Principal

FEEDBACK PROCESS:

“We all need people who will give us feedback. That’s how we improve,” said Bill Gates. The institute too relies on the mechanism of feedback to make a meaningful, relevant and continuous efforts to identify its strength, weakness, opportunities and challenges, and make substantial alterations in its performance to ensure quality in all aspects of teaching-learning process.

Curriculum standardizes the learning goals of respective subjects. The institution deems it as its avowed duty to gauge the relevance of curriculum to the societal needs and collects feedback from all the stakeholders like students, alumni, parents, teachers and CPDC, and make a thorough analysis annually. As Campus Drives are being organized frequently, because the institution is located in the heart of the city, feedback from the employers is collected during placement drives. The institution has a registered Alumni. As such, the feedback is procured during Alumni meets. Parents feedback is collected during Parent Teacher Meetings (PTM). Feedback from teachers and students is annually collected as the end of academic year. The IQAC later make a systematic analysis of feedback received and there after submits the same to the university. The faculty are also made abreast with the feedback so that they can fill the gaps in curriculum by introducing Certificate Courses and Add-On Courses.

The analysis of the feedback from various stakeholders for the year 2021-22 is as placed below:

| Sl. No. | Stake holders | No. of feedbacks. |
|----------------|----------------------|--------------------------|
| 1 | Alumni | 30 |
| 2 | Faculty | 40 |
| 3 | Students | 440 |
| | | |

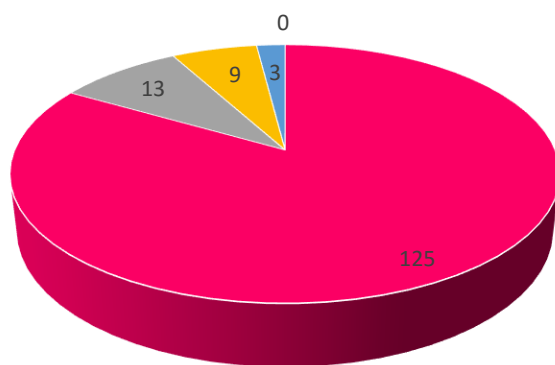
1. ALUMNI FEEDBACK ON CURRICULUM

| S.No | Parameters | A Excellent | B Very Good | C Good | D Satisfactory | E Unsatisfactory |
|------|---|----------------|----------------|-----------|-------------------|---------------------|
| 1 | Depth of Course content | 24 | 3 | 3 | | |
| 2 | Applicability to real life situation | 26 | 2 | 1 | 1 | |
| 3 | Design of the course encourages extra learning or self-learning | 23 | 4 | 2 | 1 | |
| 4 | The Curriculum has good balance between theory and practical | 26 | 2 | 1 | 1 | |
| 5 | Overall opinion on curriculum. | 26 | 2 | 2 | | |

ALUMNI FEEDBACK ON CURRICULUM: 2021-22

| Sl.No | A's | B's | C's | D's | E's | Total |
|--------------|------------|-----------|----------|----------|----------|------------|
| 1 | 24 | 3 | 3 | | | 30 |
| 2 | 26 | 2 | 1 | 1 | | 30 |
| 3 | 23 | 4 | 2 | 1 | | 30 |
| 4 | 26 | 2 | 1 | 1 | | 30 |
| 5 | 26 | 2 | 2 | | | 30 |
| Total | 125 | 13 | 9 | 3 | 0 | 150 |

ALUMNI FEEDBACK ON CURRICULUM: 2021-22



■ ALUMNI FEEDBACK ON CURRICULUM: 2021-22 ■ A ■ B ■ C ■ D ■ E

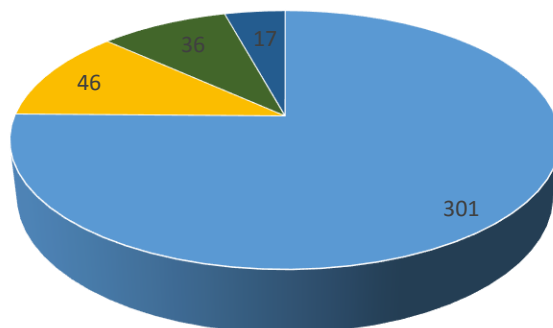
2. FACULTY FEEDBACK ON CURRICULUM

| Sl.No. | Questions | A Excellent | B Good | C Average | D Poor |
|--------|---|----------------|-----------|--------------|-----------|
| 1 | Curriculum suitability to the present needs | 29 | 6 | 3 | 2 |
| 2 | Curriculum meets the minimum learning levels of higher education of students. | 32 | 5 | 3 | 0 |
| 3 | Interest generated by the curriculum in students | 28 | 4 | 5 | 3 |
| 4 | Whether the syllabus is career oriented | 30 | 6 | 2 | 2 |
| 5 | How do you rate the sequence of units in the syllabus | 31 | 2 | 4 | 3 |
| 6 | Rate the size of syllabus in terms of load on the students | 27 | 7 | 4 | 2 |
| 7 | How do you rate the objectives stated and relevance to the course content? | 29 | 4 | 6 | 1 |
| 8 | What is your opinion about library holdings for the syllabus of your college | 32 | 3 | 3 | 2 |
| 9 | The internal evaluation system as it exists regarding syllabus is | 33 | 4 | 3 | |
| 10 | Overall rating of the syllabus of the course | 30 | 5 | 3 | 2 |

FACULTY FEEDBACK ON CURRICULUM: 2021-22

| Sl.No | A | B | C | D | Total |
|--------------|------------|-----------|-----------|-----------|------------|
| 1 | 29 | 6 | 3 | 2 | 40 |
| 2 | 32 | 5 | 3 | 0 | 40 |
| 3 | 28 | 4 | 5 | 3 | 40 |
| 4 | 30 | 6 | 2 | 2 | 40 |
| 5 | 31 | 2 | 4 | 3 | 40 |
| 6 | 27 | 7 | 4 | 2 | 40 |
| 7 | 29 | 4 | 6 | 1 | 40 |
| 8 | 32 | 3 | 3 | 2 | 40 |
| 9 | 33 | 4 | 3 | 0 | 40 |
| 10 | 30 | 5 | 3 | 2 | 40 |
| Total | 301 | 46 | 36 | 17 | 400 |

FACULTY FEEDBACK ON CURRICULUM: 2021-22

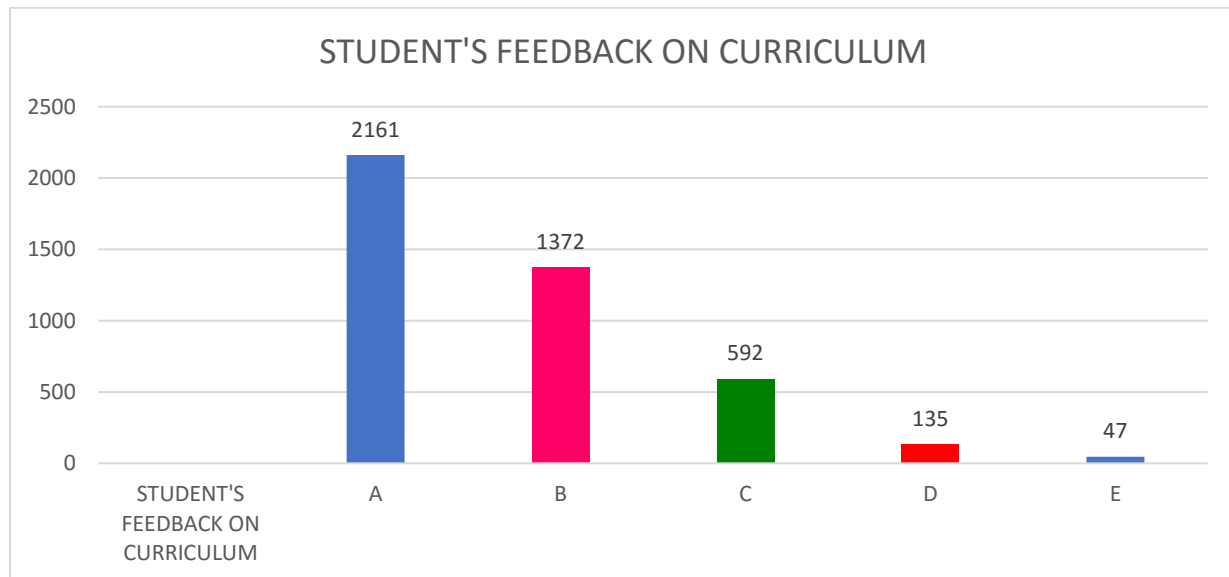


■ FACULTY FEEDBACK ON CURRICULUM: 2021-22 ■ A ■ B ■ C ■ D

3. STUDENTS FEEDBACK ON CURRICULUM

| Sl.No. | Description | Excellent | Very Good | Good | Average | Poor |
|--------|---|-----------|-----------|------|---------|------|
| 1 | How do you rate the Relevance of the course to the subject? | 236 | 136 | 27 | 17 | 6 |
| 2 | Extent of the inclusion of latest developments into syllabus of the course. | 215 | 170 | 52 | 15 | |
| 3 | How do you rate the Organization of the syllabus? | 200 | 113 | 78 | 10 | |
| 4 | Balance between the various aspects of the course (e.g. Practical/theory/computation e.tc.) | 191 | 135 | 79 | 11 | 3 |
| 5 | How do you rate the sequence of the units in the course? | 194 | 128 | 63 | 13 | 1 |
| 6 | How do you rate the allocation of the credits to the course? | 225 | 136 | 67 | 8 | 14 |
| 7 | Rate of size of syllabus in terms of the load on the students. | 224 | 138 | 62 | 16 | 8 |
| 8 | How do you feel about the coverage of modern/advanced topic in syllabus? | 220 | 150 | 65 | 11 | 8 |

| | | | | | | |
|----|---|-------------|-------------|------------|------------|-----------|
| 9 | Rate the availability of text book /study materials for the respective course/subjects. | 230 | 123 | 48 | 16 | 3 |
| 10 | Overall rating of the syllabus of the course. | 226 | 143 | 51 | 18 | 4 |
| | Total | 2161 | 1372 | 592 | 135 | 47 |



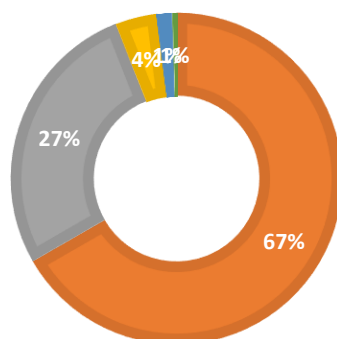
GROUP WISE FEEDBACK ANALYSIS: 2021-22

B.A. STUDENTS FEEDBACK ANALYSIS

| Sl.No. | A | B | C | D | E |
|--------------|-------------|------------|-----------|-----------|-----------|
| 1 | 124 | 68 | 9 | 3 | 1 |
| 2 | 159 | 62 | 8 | 6 | |
| 3 | 128 | 45 | 8 | 2 | |
| 4 | 128 | 61 | 11 | | 2 |
| 5 | 122 | 52 | 6 | 4 | |
| 6 | 156 | 63 | 12 | | 3 |
| 7 | 162 | 57 | 4 | 5 | |
| 8 | 162 | 62 | 9 | 2 | 1 |
| 9 | 151 | 48 | 6 | 1 | |
| 10 | 132 | 67 | 14 | 8 | 3 |
| Total | 1424 | 585 | 87 | 31 | 10 |

B.A. STUDENT'S FEEDBACK ON CURRICULUM

■ B.A. STUDENT'S FEEDBACK ON CURRICULUM
 ■ A
 ■ B
 ■ C
 ■ D
 ■ E

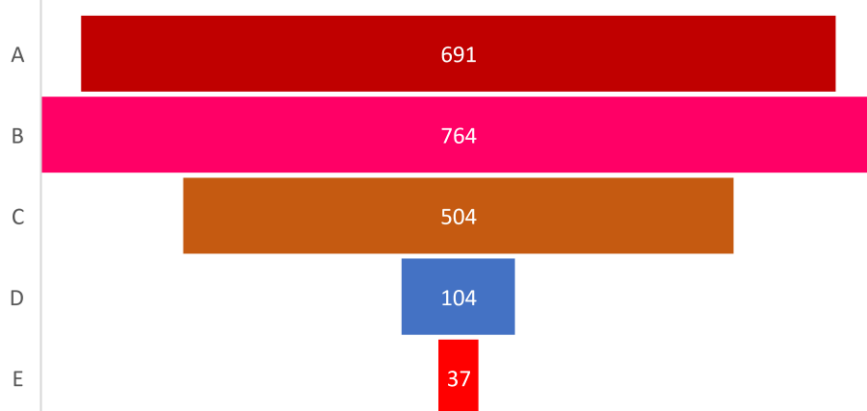


B.Sc. STUDENTS FEEDBACK ANALYSIS

| Sl.No. | A | B | C | D | E |
|--------------|------------|------------|------------|------------|-----------|
| 1 | 107 | 66 | 18 | 14 | 5 |
| 2 | 51 | 106 | 44 | 9 | |
| 3 | 67 | 65 | 70 | 8 | |
| 4 | 59 | 71 | 68 | 11 | 1 |
| 5 | 68 | 75 | 57 | 9 | 1 |
| 6 | 64 | 73 | 54 | 8 | 11 |
| 7 | 56 | 77 | 58 | 11 | 8 |
| 8 | 53 | 85 | 56 | 9 | 7 |
| 9 | 76 | 74 | 42 | 15 | 3 |
| 10 | 90 | 72 | 37 | 10 | 1 |
| Total | 691 | 764 | 504 | 104 | 37 |

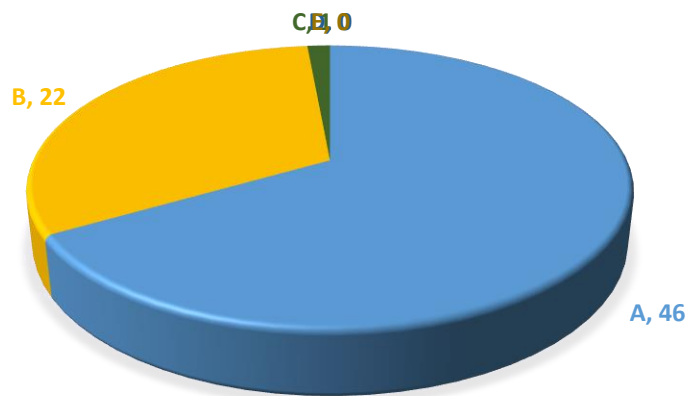
B. Sc. STUDENT'S FEEDBACK ON CURRICULUM

B.Sc. STUDENT'S FEEDBACK ON...



| Sl.No. | A | B | C | D | Total |
|--------------|-----------|-----------|----------|----------|----------|
| 1 | 5 | 2 | | | |
| 2 | 5 | 1 | | | |
| 3 | 5 | 3 | | | |
| 4 | 4 | 3 | | | |
| 5 | 4 | 1 | | | |
| 6 | 5 | | 1 | | |
| 7 | 6 | 4 | | | |
| 8 | 5 | 3 | | | |
| 9 | 3 | 1 | | | |
| 10 | 4 | 4 | | | |
| Total | 46 | 22 | 1 | 0 | 0 |

B.COM STUDENT'S FEEDBACK ON CURRICULUM



1. ALUMNI FEEDBACK

- The alumni stated that the curriculum has enriched their knowledge on the subject content and it is helpful for their higher studies.
- Curriculum is useful to face competitive exams and other qualifying exams.
- They opined that the curriculum makes a perfect balance with the course content and societal needs.
- It enriched their entrepreneurship and managerial capabilities.

2. FACULTY FEEDBACK

- Faculty opined that the curriculum designed by the affiliating University meets the minimum level of needs of Higher Education.
- They stated that the syllabus is career oriented and will enrich the subject knowledge among the students.
- They also felt that the size of revised syllabus by the affiliating university is, to some extent, a load on the students.
- The faculty felt that the overall relevance of the syllabus to the present needs is satisfactory.

3. STUDENT'S FEEDBACK ON CURRICULUM

- Students opined that the course contents are relevant to their subject and it is meticulously designed to enrich and improve their knowledge on the subject.
- They also felt that the syllabus is inclusive of latest developments and advances in the subject.
- Students are satisfied with the availability of text books and reference books relating to the revised syllabus in the college library.
- Science students opined that the syllabus is a fine blend of theory and practical contents that enabled them to understand the subject with minimum efforts.
- The first year students felt that the syllabus is a load on them.

- **Orientation class** is conducted to all the newly enrolled students to abreast them about the course content and evaluation process.
- Departments are encouraged to initiate **Certificate Courses** that are relevant to the syllabus and which will be helpful to the students after graduation.
- **TSKC** is encouraged to organize more programs on personality development, communication skills, event management and entrepreneurship.
- Departments are asked to organize **Invited Talks** or Guest Lectures on recent advances in their respective subjects.