



## Government City College (A) Nayapul, Hyderabad

Affiliated to Osmania University  
Accredited with B<sup>++</sup> Grade & CGPA 2.76

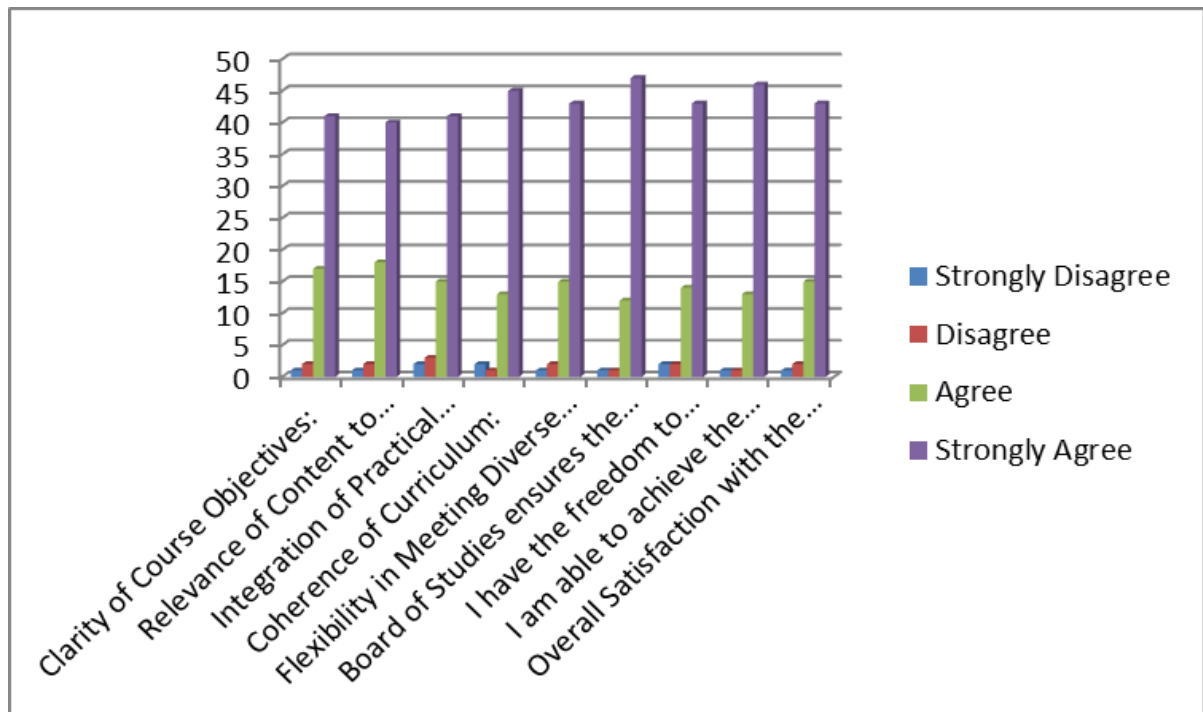


### FACULTY FEEDBACK ON CURRICULUM 2022-23

(Taken on 4 Scale-1-Strongly Disagree; 2-Disagree; 3- Agree; 4-Strongly Agree)

#### 61 FACULTY Responses

S.No.	ATTRIBUTE	1	2	3	4
1	Clarity of Course Objectives:	1	2	17	41
2	Relevance of Content to Learning Goals:	1	2	18	40
3	Integration of Practical Applications:	2	3	15	41
4	Coherence of Curriculum:	2	1	13	45
5	Flexibility in Meeting Diverse Learning Styles:	1	2	15	43
6	Board of Studies ensures the relevance of the programme offered	1	1	12	47
7	I have the freedom to propose, modify, suggest and incorporate new topics in the syllabus through proper forum	2	2	14	43
8	I am able to achieve the minimum required course outcome attainment level for my class	1	1	13	46
9	Overall Satisfaction with the Curriculum:	1	2	15	43



  
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## **Interpretation**

The feedback from 61 faculty members on the curriculum shows a positive trend toward agreement with the curriculum's effectiveness. A significant majority of respondents strongly agree (rated 4) across all attributes, with percentages ranging from 65% to 77%, indicating strong satisfaction with the clarity of course objectives, relevance to learning goals, practical application, and overall curriculum coherence. Agree (rated 3) responses also show good support, with percentages around 20% to 25%, suggesting that while there's room for improvement, the general sentiment is favorable. Disagreement (rated 1 and 2) is minimal, mostly under 5%, showing few faculty members find issues with the curriculum.

Specifically, the highest satisfaction is seen in the relevance of the program offered by the Board of Studies and faculty's ability to meet course outcome levels, highlighting the curriculum's alignment with educational goals and flexibility in content delivery. Overall, the data reflects a strong faculty endorsement of the curriculum's current state and its effectiveness in addressing diverse learning styles and educational objectives.



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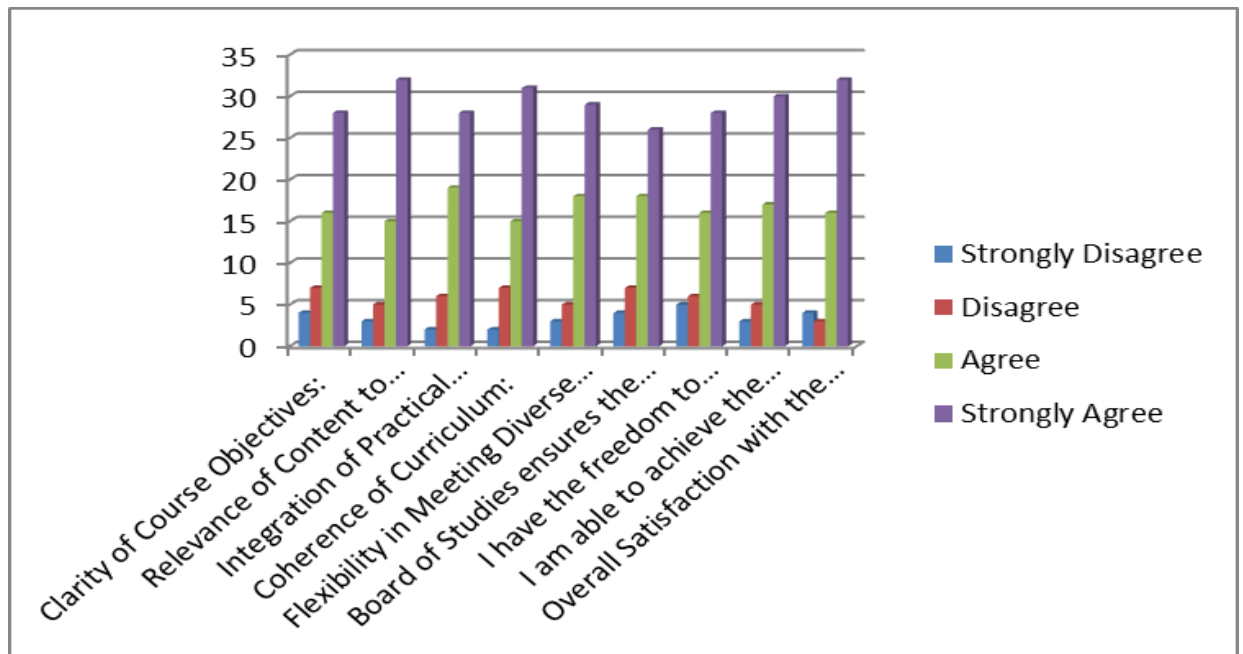


**FACULTY FEEDBACK ON CURRICULUM  
2021-22**

(Taken on 4 Scale-1-Strongly Disagree; 2-Disagree; 3- Agree; 4-Strongly Agree)

**55 FACULTYs Responses**

S.No.	ATTRIBUTE	1	2	3	4
1	Clarity of Course Objectives:	4	7	16	28
2	Relevance of Content to Learning Goals:	3	5	15	32
3	Integration of Practical Applications:	2	6	19	28
4	Coherence of Curriculum:	2	7	15	31
5	Flexibility in Meeting Diverse Learning Styles:	3	5	18	29
6	Board of Studies ensures the relevance of the programme offered	4	7	18	26
7	I have the freedom to propose, modify, suggest and incorporate new topics in the syllabus through proper forum	5	6	16	28
8	I am able to achieve the minimum required course outcome attainment level for my class	3	5	17	30
9	Overall Satisfaction with the Curriculum:	4	3	16	32



  
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## **Interpretation**

The feedback from 55 faculty members on the curriculum for the academic year 2021-22 presents a generally positive outlook with some areas for improvement. The strongest areas of agreement (rated 4) lie in the overall satisfaction with the curriculum, relevance of content to learning goals, and coherence of the curriculum, with over 50% of respondents expressing strong agreement. This indicates a solid foundation in the curriculum's ability to meet educational objectives and maintain coherence throughout the course offerings.

However, there's noticeable concern in areas such as the freedom to propose changes to the syllabus and the relevance of the program offered by the Board of Studies, where the percentages of strong agreement are lower, suggesting a need for increased flexibility and relevance in curriculum planning.

The agree (rated 3) responses are consistently around 30% across attributes, suggesting that while there's a general satisfaction, there remains room for enhancing the curriculum's alignment with faculty expectations and educational trends. Overall, the feedback highlights a positive trend towards the curriculum's effectiveness, with noted areas for improvement to better meet faculty and educational needs.



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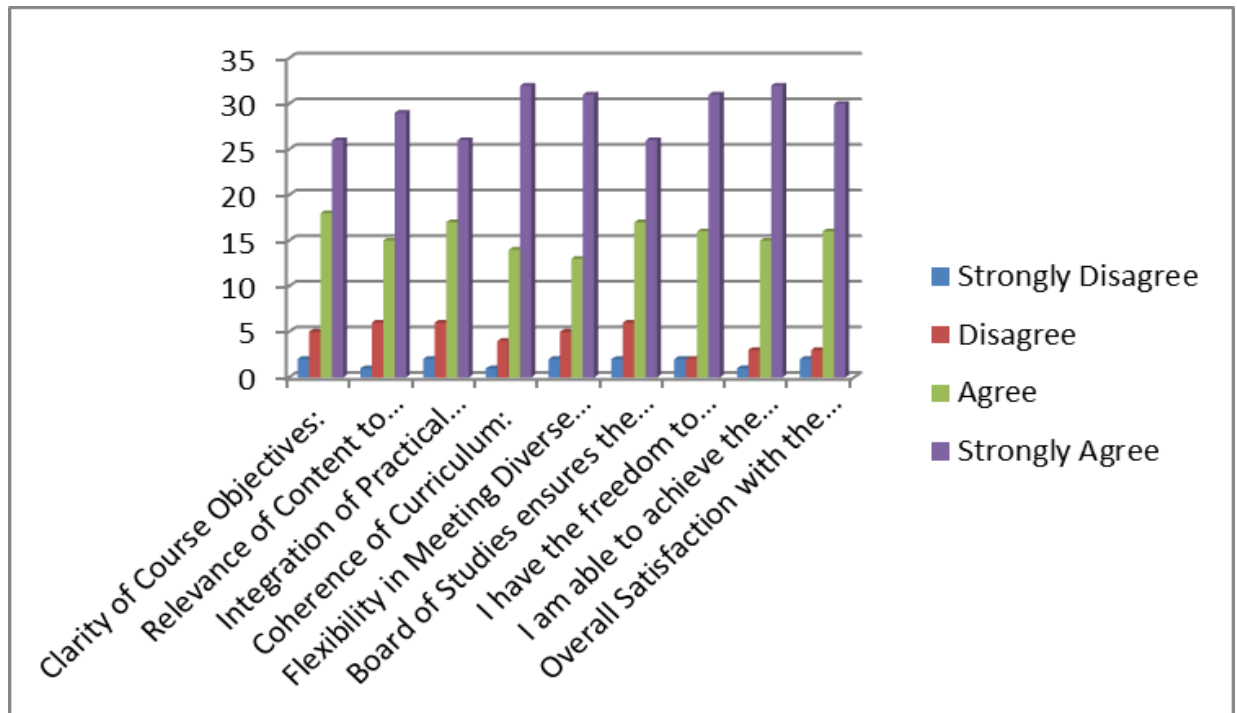


### FACULTY FEEDBACK ON CURRICULUM 2020-21

(Taken on 4 Scale-1-Strongly Disagree; 2-Disagree; 3- Agree; 4-Strongly Agree)

#### 51 FACULTYs Responses

S.No.	ATTRIBUTE	1	2	3	4
1	Clarity of Course Objectives:	2	5	18	26
2	Relevance of Content to Learning Goals:	1	6	15	29
3	Integration of Practical Applications:	2	6	17	26
4	Coherence of Curriculum:	1	4	14	32
5	Flexibility in Meeting Diverse Learning Styles:	2	5	13	31
6	Board of Studies ensures the relevance of the programme offered	2	6	17	26
7	I have the freedom to propose, modify, suggest and incorporate new topics in the syllabus through proper forum	2	2	16	31
8	I am able to achieve the minimum required course outcome attainment level for my class	1	3	15	32
9	Overall Satisfaction with the Curriculum:	2	3	16	30



  
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## **Interpretation**

The feedback collected from 51 faculty members about the 2020-21 curriculum shows a very positive trend. Most of the faculty members seem to be happy with how the curriculum is structured, with a large number of them strongly agreeing on its clarity, relevance, practical aspects, and overall coherence. The percentages of strong agreement range between 51% to nearly 63%, showing that faculty members feel quite satisfied with how the curriculum addresses the course objectives and its application in real-world scenarios.

When it comes to agreement, a significant portion of the responses, around 29% to 33%, adds to the positive feedback, underscoring the curriculum's success in reaching its educational goals.

There's only a small fraction of faculty who expressed disagreement or strong disagreement, not surpassing 14% for any given aspect. This indicates that, although there's room for improvement, the vast majority are in favor of the current curriculum setup.

What stands out is the faculty's recognition of their ability to suggest and add new topics to the syllabus, reflecting the curriculum's adaptability and its capacity to cater to different learning styles. This flexibility is crucial for a curriculum that aims to be inclusive and responsive to the changing educational landscape.

In summary, the faculty feedback strongly supports the curriculum's approach and execution, aligning well with their expectations and the standards of education they wish to uphold.



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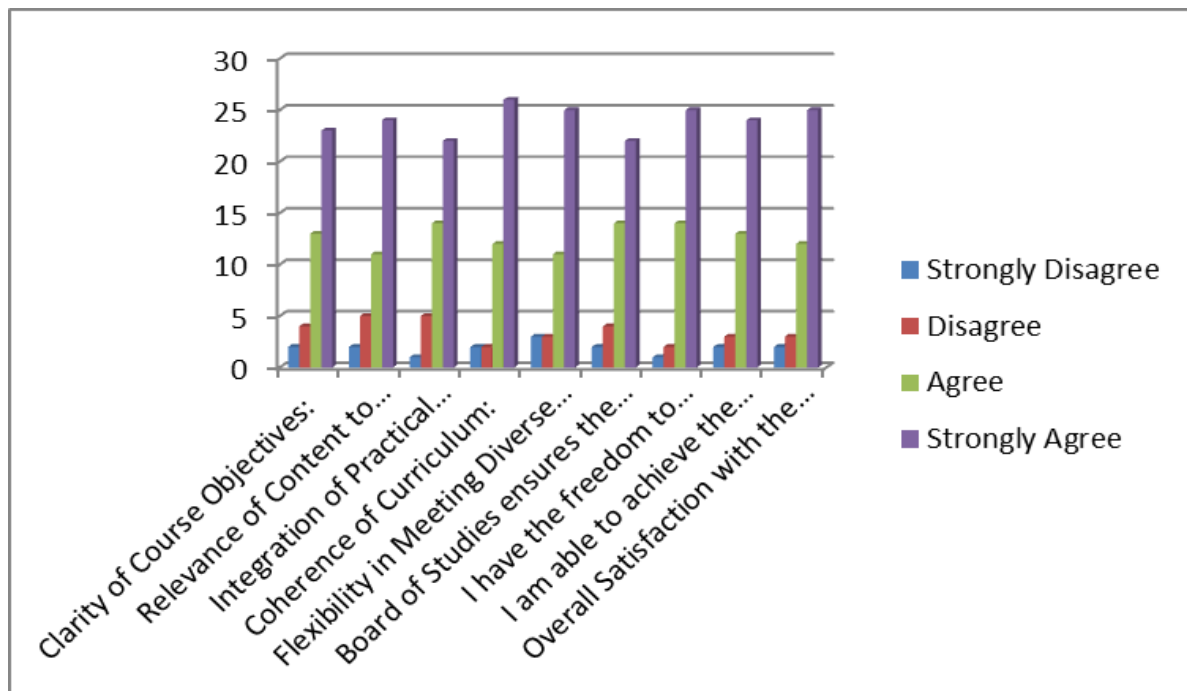
### FACULTY FEEDBACK ON CURRICULUM

2019-20

(Taken on 4 Scale-1-Strongly Disagree; 2-Disagree; 3- Agree; 4-Strongly Agree)

#### 42 FACULTYs Responses

S.No.	ATTRIBUTE	1	2	3	4
1	Clarity of Course Objectives:	2	4	13	23
2	Relevance of Content to Learning Goals:	2	5	11	24
3	Integration of Practical Applications:	1	5	14	22
4	Coherence of Curriculum:	2	2	12	26
5	Flexibility in Meeting Diverse Learning Styles:	3	3	11	25
6	Board of Studies ensures the relevance of the programme offered	2	4	14	22
7	I have the freedom to propose, modify, suggest and incorporate new topics in the syllabus through proper forum	1	2	14	25
8	I am able to achieve the minimum required course outcome attainment level for my class	2	3	13	24
9	Overall Satisfaction with the Curriculum:	2	3	12	25



  
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## **Interpretation**

The feedback from 42 faculty members for the 2019-20 curriculum reveals a generally positive attitude towards its structure and content. The majority of responses lean towards agreement and strong agreement, indicating a high level of satisfaction among faculty. Specifically, the 'Strongly Agree' category sees the highest percentages, ranging from 52.38% to 61.90% across various attributes. This reflects a strong approval of the curriculum's clarity, its relevance to learning goals, and its coherence.

The 'Agree' responses also contribute significantly, accounting for approximately 27.38% to 33.33% in different areas. This shows that, alongside those who are highly satisfied, a substantial number of faculty members are content with the curriculum, though they see potential for further enhancements.

Disagreements are minimal, with combined 'Strongly Disagree' and 'Disagree' percentages not exceeding 16.67% for any attribute. This low level of dissatisfaction suggests a broad consensus on the curriculum's effectiveness.

Notably, faculty members appreciate their ability to suggest and introduce new topics, highlighting the curriculum's adaptability and responsiveness to diverse learning styles and educational advancements. Overall, the feedback underscores a strong endorsement of the curriculum's approach, indicating it meets the educational objectives and accommodates faculty expectations efficiently.





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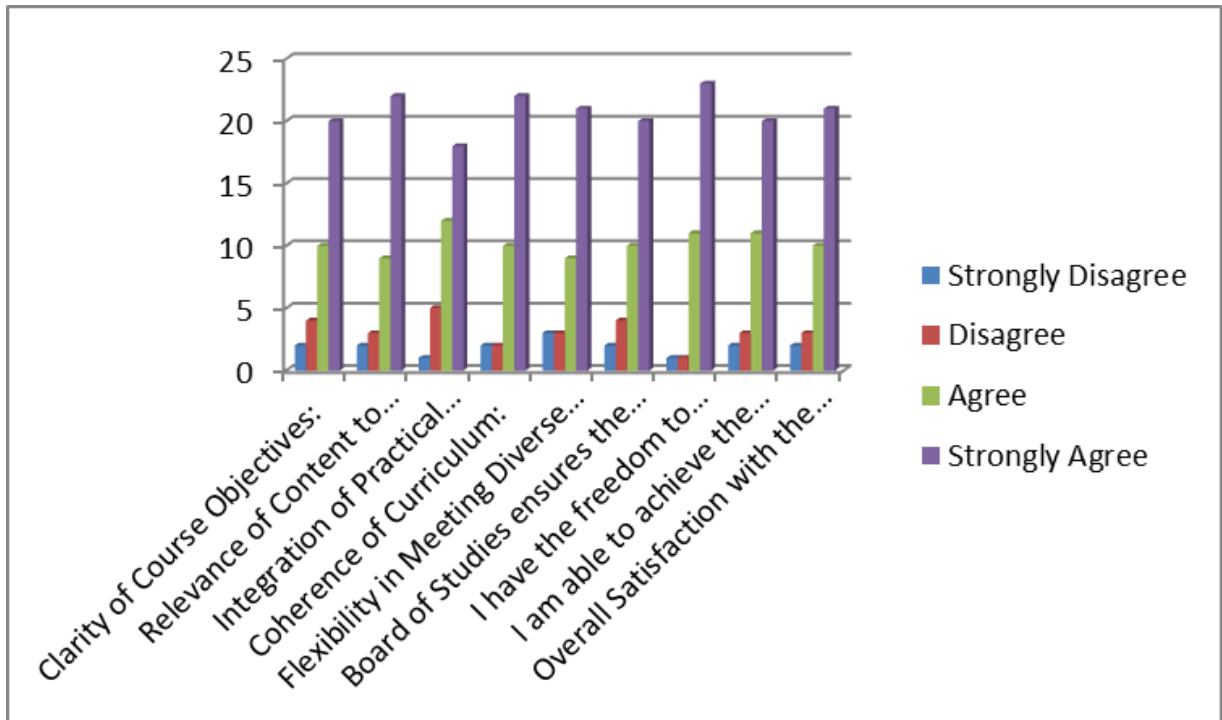
**FACULTY FEEDBACK ON CURRICULUM**

**2018-19**

(Taken on 4 Scale-1-Strongly Disagree; 2-Disagree; 3-Agree; 4-Strongly Agree)

**36 FACULTYs Responses**

S.No.	ATTRIBUTE	1	2	3	4
1	Clarity of Course Objectives:	2	4	10	20
2	Relevance of Content to Learning Goals:	2	3	9	22
3	Integration of Practical Applications:	1	5	12	18
4	Coherence of Curriculum:	2	2	10	22
5	Flexibility in Meeting Diverse Learning Styles:	3	3	9	21
6	Board of Studies ensures the relevance of the programme offered	2	4	10	20
7	I have the freedom to propose, modify, suggest and incorporate new topics in the syllabus through proper forum	1	1	11	23
8	I am able to achieve the minimum required course outcome attainment level for my class	2	3	11	20
9	Overall Satisfaction with the Curriculum:	2	3	10	21



*B. V. I.*  
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## **Interpretation**

The feedback from 36 faculty members on the 2018-19 curriculum presents a clear picture of satisfaction and agreement with its structure and objectives. A significant portion of the feedback falls into the 'Strongly Agree' category, with percentages ranging from 50% to 63.89% across different attributes. This indicates a high level of satisfaction with the clarity of course objectives, relevance to learning goals, and the curriculum's coherence.

The 'Agree' responses are also noteworthy, contributing between 25% to 30.56% across attributes, suggesting that while most faculty members are satisfied, there's room for improvement in making the curriculum even more effective.

Disagreements (combining 'Strongly Disagree' and 'Disagree') are minimal, not exceeding 16.67% for any attribute, which implies a broad consensus on the curriculum's strengths, particularly its ability to integrate practical applications and its flexibility in meeting diverse learning styles.

Particularly encouraging is the faculty's acknowledgment of their freedom to suggest and incorporate new topics, emphasizing the curriculum's adaptability and responsiveness. Overall, the feedback reflects a strong endorsement of the curriculum's design and implementation, highlighting its success in meeting educational standards and faculty expectations.