

**GOVERNMENT COLLEGE FOR WOMEN (A)
GUNTUR
ANDHRA PRADESH**




**FEEDBACK ANALYSIS REPORT
ON
CURRICULUM AND TRANSACTION
2019 – 20**

GOVERNMENT COLLEGE FOR WOMEN (A), GUNTUR
INTERNAL QUALITY ASSURANCE CELL

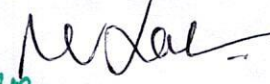


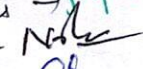





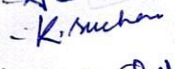




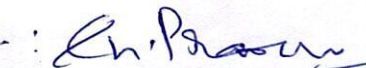
Intimation of Feedback Analysis on Curriculum – 2019-20

The feedback on the Curriculum and its transaction for the year 2019-20 is collected, analysed and documented. The observations and recommendations suggested by the stakeholders like students, faculty, alumni are communicated to the concerned and relevant bodies for necessary action.


PRINCIPAL
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GUNTUR.

Copy to

1. Incharges, All the Departments.

- * Dept of Telugu → 
- * Dept of Hindi → 
- * Dept of Mathematics & Statistics → 
- * Dept of English → 
- * Dept of Robotics → 
- * Dept of Physics & Electronics →  N. Manjusha
- * Dept of Zoology → 
- * Dept of Commerce →  Dept of Home Science - G. Padma
- * Dept of Economics → 
- * Dept of Microbiology →  K. Suchan
- * Dept of Computer Science → 
- * Dept of Chemistry →  O. Aparna
- * Dept of Biotechnology → 
- Dept of Urdu → 
- Dept. of Sanskrit: 

FEEDBACK ANALYSIS FROM STAKEHOLDERS ON CURRICULUM AND TRANSACTION 2019-20

The Government College for Women (A) stands as a beacon of empowerment, dedicated to nurturing its students' holistic development through a curriculum that prioritizes both academic excellence and the cultivation of vital employability skills. With a steadfast commitment to maintaining and enhancing the quality of education, the college actively solicits feedback, reviews, and suggestions from its diverse stakeholders – including students, alumni and faculty.

In its pursuit of excellence, the Institutional Quality Assurance Cell (IQAC) of the college takes proactive measures to gather invaluable insights from stakeholders. In the academic year 2019-20, the college has collected feedback online through feedback forms accessible via the college website. This inclusive approach facilitated the collection of feedback from students, teachers, and esteemed alumni, specifically focusing on enhancing the curriculum.

Through this collaborative process, the college continues to evolve, ensuring that its educational offerings remain responsive to the dynamic needs of its community. Each feedback received serves as a catalyst for continuous improvement, reaffirming the college's unwavering dedication to excellence in education and beyond.

- This information is announced to students in regular meetings / through Public Audio system of the college / announcing in Assembly / through whatsapp groups of classes.
- The link to the feedback form is placed in college website and is also circulated to the teachers through the college whatsapp group.
- The feedback is also collected from alumni through whatsapp on important curricular aspects by forwarding the feedback link.
- The IQAC, Academic Council, and Departmental Boards enhance the curriculum based on stakeholder feedback.

FEEDBACK ANALYSIS REPORT ON CURRICULUM FROM STUDENT FOR THE ACADEMIC YEAR 2019-20

In this analysis, we explore every facet of a course, from syllabus delivery to student satisfaction. By dissecting responses across multiple dimensions—such as course content, real-life relevance, and learning resource quality—we strive to uncover both strengths and areas for educational enhancement.

OBSERVATIONS:

- **Provision of Syllabus & Announcement of Course Outcomes:** The majority of respondents (95%) indicated satisfaction with the provision of the syllabus and the announcement of course outcomes. However, a small percentage (2%) expressed disagreement, suggesting a potential gap in communication or clarity regarding the course structure and objectives.
- **Depth & Usefulness of the Course Content:** Most respondents find the depth and usefulness of the course content satisfactory (93%), indicating that they perceive it as relevant and enriching. However, there is still a small percentage expressing disagreement (3%), which may indicate areas where improvements could be made.
- **Applicability & Relevance to Real-life Situations:** Majority of respondents agree or strongly agree (92%) that the course is applicable and relevant to real-life situations, suggesting a practical orientation. However, there are still some respondents who disagree, indicating potential areas for further alignment with real-world scenarios.
- **Comprehension Level & Understandability of Course Units:** The majority of respondents (92%) find the course units comprehensible and understandable. However, there is a small percentage expressing disagreement, suggesting a need for improvement in clarity or teaching methods.
- **Learning Value:** Most respondents acknowledge the learning value of the course (94%), encompassing knowledge acquisition, analytical abilities, and critical thinking skills. However, there are still some who disagree, indicating areas where educational outcomes could be enhanced.
- **Clarity and Relevance of Textual and Reference Material:** Most respondents find the textual and reference materials clear and relevant (93%). However, there is still a minor percentage expressing disagreement, suggesting potential areas for improvement in material selection or presentation.

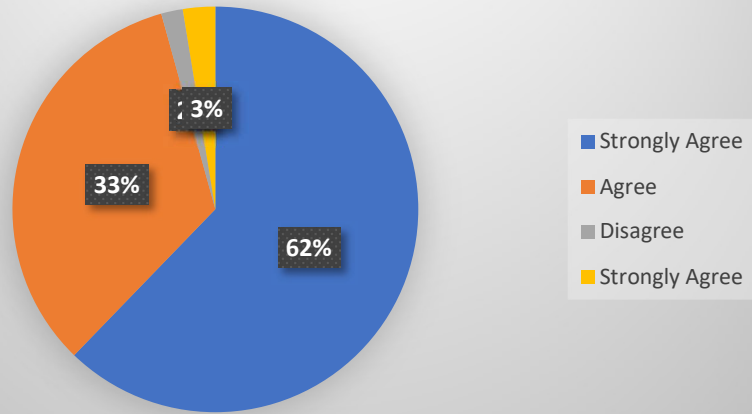
- **Comprehensive Levels of Syllabus:** A majority perceive the syllabus as comprehensive (93%), but there is a small percentage who disagree (2%), indicating potential gaps in coverage or alignment with learning objectives.
- **Additional Inputs Offered:** While most respondents agree (91%) that additional inputs are offered, there are some who disagree (3%), suggesting potential disparities in perceived value or relevance of supplementary materials.
- **Extent of Coverage of the Course within Time Limit:** Most respondents agree (94%) that the course is covered within the allocated time limit. However, there are still some expressing disagreement (6%), indicating potential concerns regarding pace or depth of coverage.
- **Quality of Internal Assessment:** Most respondents agree (94%) with the quality of internal assessment, but there is a small percentage expressing disagreement, suggesting potential variations in assessment experiences.
- **Use of Learning Management System/ICT for Quality Enhancement:** While most agree (92%) with the use of Learning Management System/ICT for quality enhancement, there are some who disagree (8%), indicating potential challenges or dissatisfaction with technological integration.
- **Adequate Lab Facilities & Hands-on Experience:** Most respondents agree (90%) with the adequacy of lab facilities and hands-on experience, but there are still some expressing disagreement (10%), suggesting potential areas for improvement in practical learning environments.
- **Library Facilities for the Course:** The majority (88%) agree with the adequacy of library facilities for the course, but there are still some who disagree (12%), indicating potential areas for enhancement in resource availability or accessibility.
- **Employability of the Course:** Overall, most respondents perceive the course as contributing to employability (93%). However, there are still some who express disagreement (7%), suggesting potential mismatches between course outcomes and industry expectations.
- **Overall Rating:** The majority (94%) provide positive overall ratings for the course, but there are still some expressing disagreements (6%), indicating room for improvement in certain aspects to enhance overall satisfaction.

RECOMMENDATION:

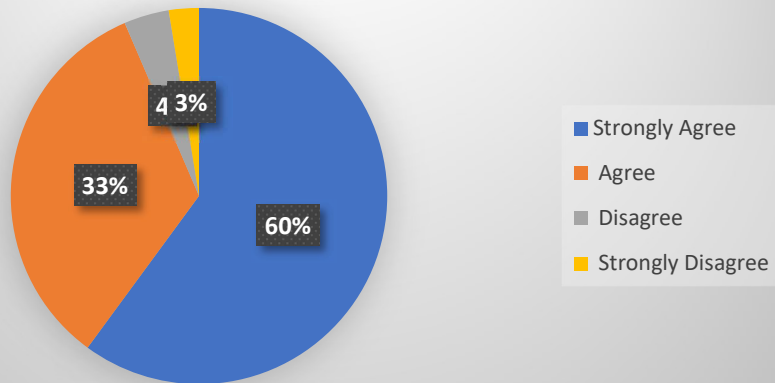
Based on the analysis of student feedback, the following recommendations can be made to enhance the course

- Enhance communication regarding course objectives and structure to address dissatisfaction. Clear communication of course objectives ensures that students understand what to expect from the course, leading to better engagement and satisfaction.
- Review and potentially enhance course content to ensure relevance and depth. Course content should be regularly evaluated to ensure it remains up-to-date and aligned with industry standards, providing students with the knowledge and skills they need for their future careers.
- Align course content with real-life scenarios to enhance practical relevance. Connecting theoretical concepts to real-world applications helps students understand the practical implications of their learning, preparing them for challenges they may face in their careers.
- Improve clarity and teaching methods to address any areas of disagreement regarding comprehension levels. Clear explanations and effective teaching methods help ensure that students grasp the material, promoting deeper understanding and engagement with the course content.
- Continuously evaluate and enhance educational outcomes to ensure students derive maximum value from their learning experiences. Regular assessment and feedback loops enable educators to identify areas for improvement and make adjustments to enhance the overall learning experience.
- Enhance library facilities to ensure adequate resources and accessibility for all students. Access to comprehensive and up-to-date resources supports independent learning and research, enriching the overall educational experience and promoting academic success.

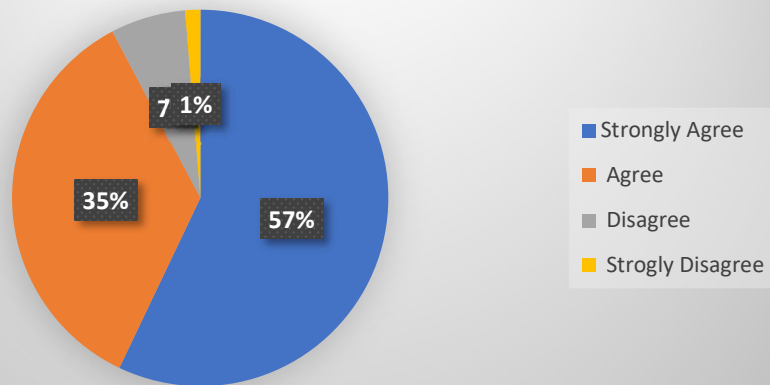
Provision of Syllabus & Announcement of Course Outcomes



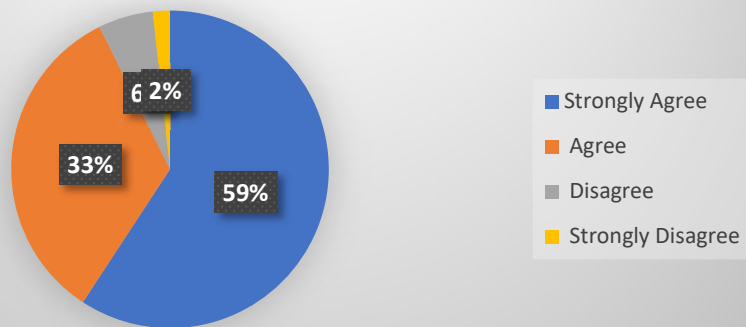
Depth & usefulness of the Course content



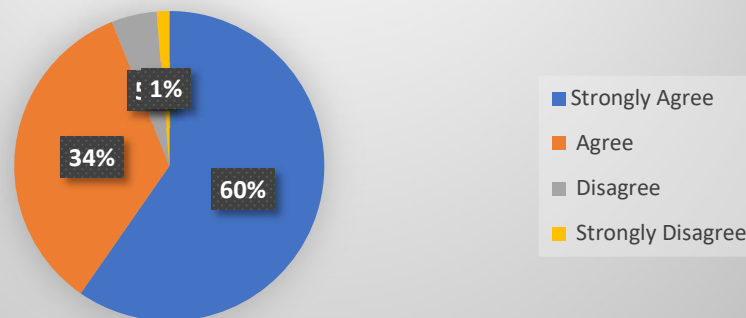
Applicability & relevance to real life situation



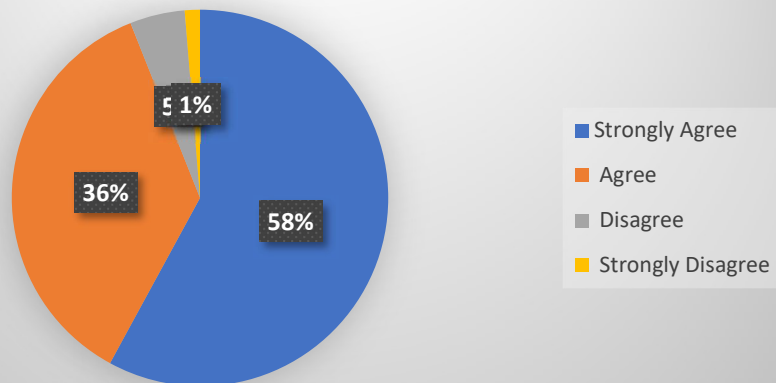
Comprehension level & understandability of the units in the course



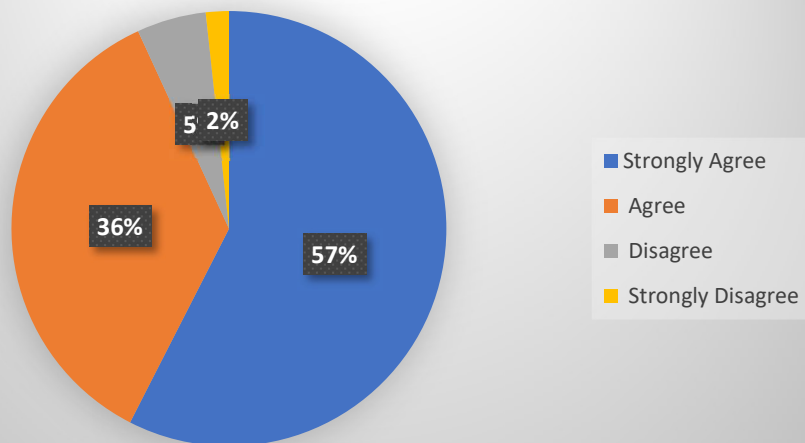
Learning value (in terms of knowledge, concepts, manual skills, analytical abilities and broadening perspectives, Critical Thinking skills)



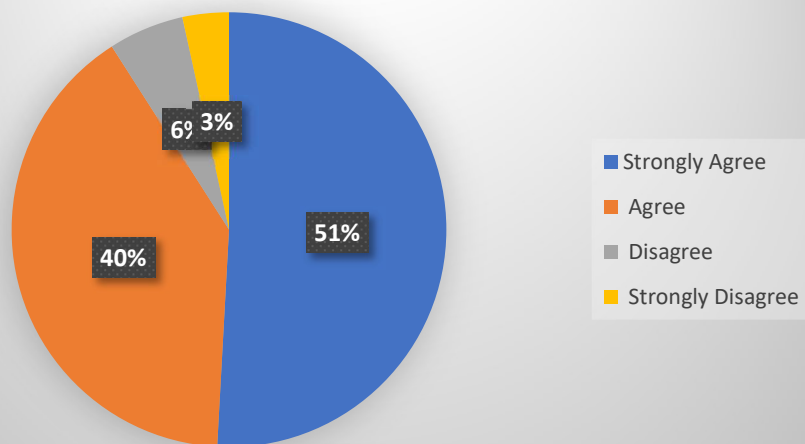
Clarity and relevance of textual and reference material



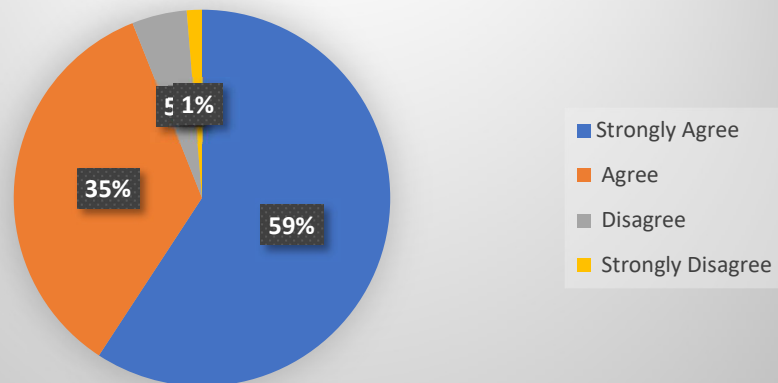
Comprehensive levels of Syllabus



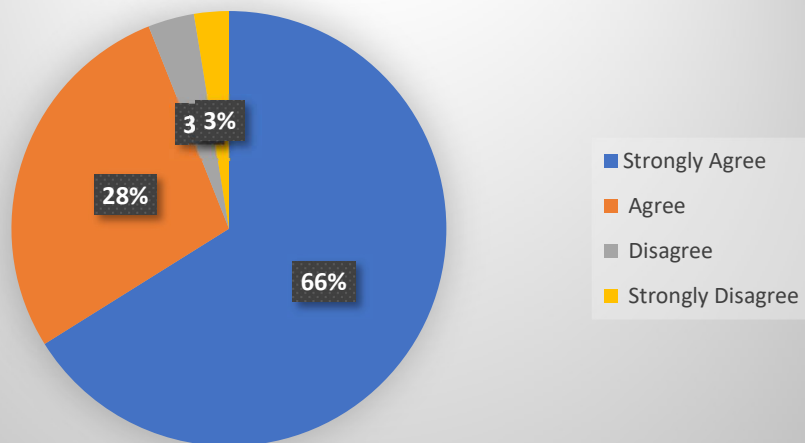
Additional inputs offered



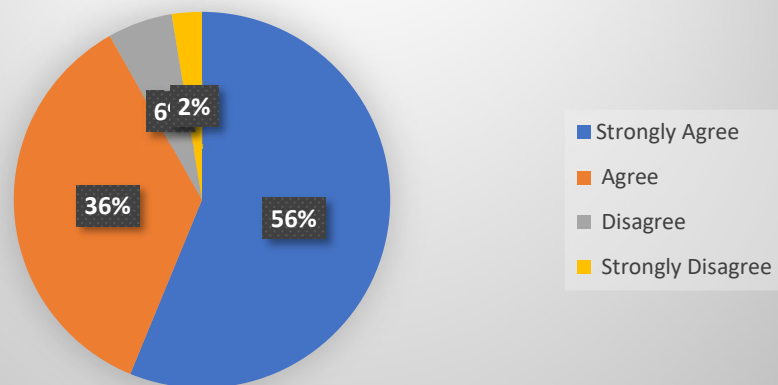
Extent of coverage of the course (%) within time limit



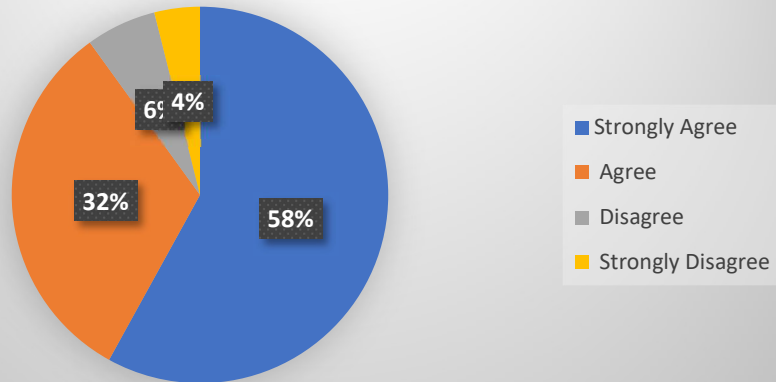
Quality of Internal Assessment



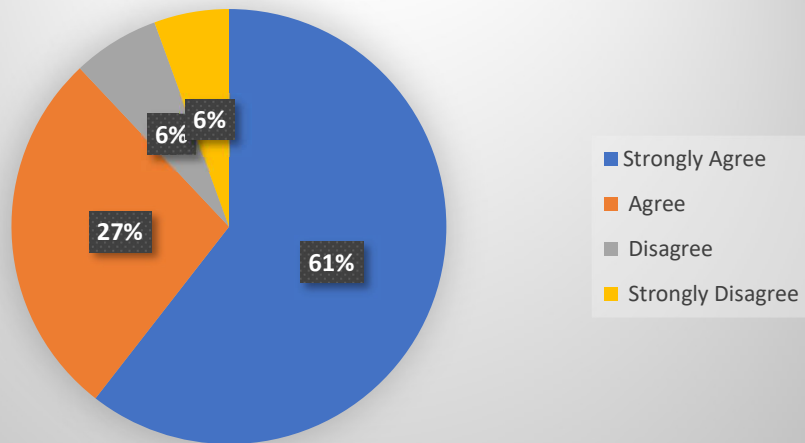
Use of Learning Management System/ICT for quality enhancement



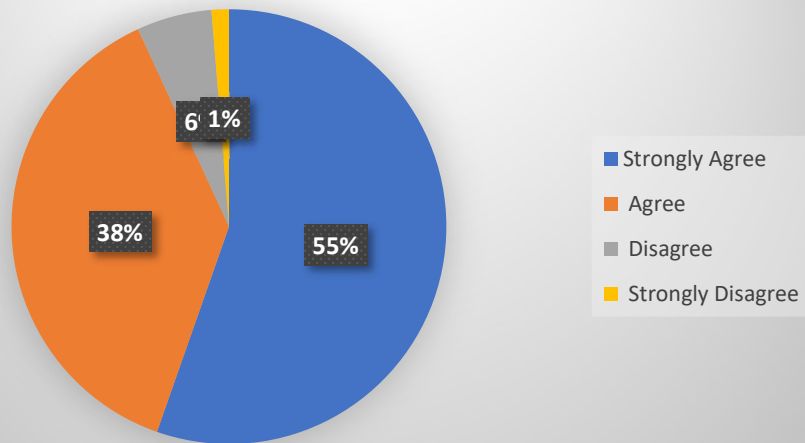
Adequate Lab facilities & hands on experience



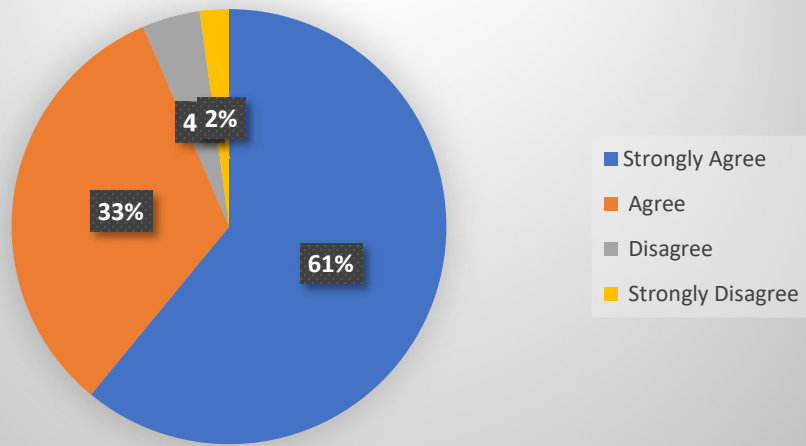
Library facilities for the course



Employability of the course



Overall rating



**OBSERVATIONS AND RECOMMENDATIONS ON CURRICULUM AND
TRANSACTION (COURSE-WISE)**

2019-20

Department: URDU

Course: URDU

OBSERVATIONS

- 75% of the students have rated that the course is Very Good while the rest 12.5% rated it as Satisfactory and the rest 12.5% rated as average.

RECOMMENDATIONS

- Majority of the students are satisfied with all the parameters.
- It is recommended to maintain the quality and try to improve the parameters which are less satisfied. So, the department is recommended to notice the above observations and take necessary actions for such parameters.

Department: MICROBIOLOGY

Course: MICROBIOLOGY

OBSERVATIONS

- 100% of the students rated the course as Satisfied.

RECOMMENDATIONS

- Majority of the students are satisfied with all the parameters.
- It is recommended to improve the quality and try to improve the parameters which are less satisfied. So, the department is recommended to notice the above observations and take necessary actions for such parameters.

Department: BIOCHEMISTRY

Course: BIOCHEMISTRY

OBSERVATIONS

- 85% of the students have rated the course as Very Good and 15% of the rated as satisfactory.

RECOMMENDATIONS

- Majority of the students are satisfied with all the parameters.

- It is recommended to maintain the quality and try to improve the parameters which are less satisfied. So, the department is recommended to notice the above observations and take necessary actions for such parameters.

Course: CLOUD COMPUTING

OBSERVATIONS

- 63% of the students have rated the course as Very Good and 25% of the students have rated as Satisfied. 8% of the students rated as average.

RECOMMENDATIONS

- Majority of the students are satisfied with all the parameters.
- It is recommended to maintain the quality and try to improve the parameters which are less satisfied. So, the department is recommended to notice the above observations and take necessary actions for such parameters.

Department: ECONOMICS

OBSERVATIONS

- 100% of the students have rated the course as Satisfactory.

RECOMMENDATIONS

- Majority of the students are satisfied with all the parameters.
- It is recommended to maintain the quality and try to improve the parameters which are less satisfied. So, the department is recommended to notice the above observations and take necessary actions for such parameters.

Department: MATHEMATICS

Course: MATHEMATICS

OBSERVATIONS

- 62% of the students rated the course as Very good, 33 % of the students rated as satisfied while 5 % of the students rated as average.

RECOMMENDATIONS

- Majority of the students are satisfied with all the parameters.
- It is recommended to maintain the quality and try to improve the parameters which are less satisfied. So, the department is recommended to notice the above observations and take necessary actions for such parameters.

Department: BIOTECHNOLOGY

Course: BIOTECHNOLOGY

OBSERVATIONS

- 83% of the students rated the course as Very Good while rest of the 17% rated as satisfactory.

RECOMMENDATIONS

- Majority of the students are satisfied with all the parameters.
- It is recommended to improve the quality and try to improve the parameters which are less satisfied. So, the department is recommended to notice the above observations and take necessary actions for such parameters.

Department: ENGLISH

Course: COMMUNICATIVE ENGLISH

OBSERVATIONS

- 71% of the students have rated the course as Very Good and 29% of the students have rated it as Satisfied.

RECOMMENDATIONS

- Majority of the students are satisfied with all the parameters.
- It is recommended to maintain the quality and try to improve the parameters which are less satisfied. So, the department is recommended to notice the above observations and take necessary actions for such parameters.



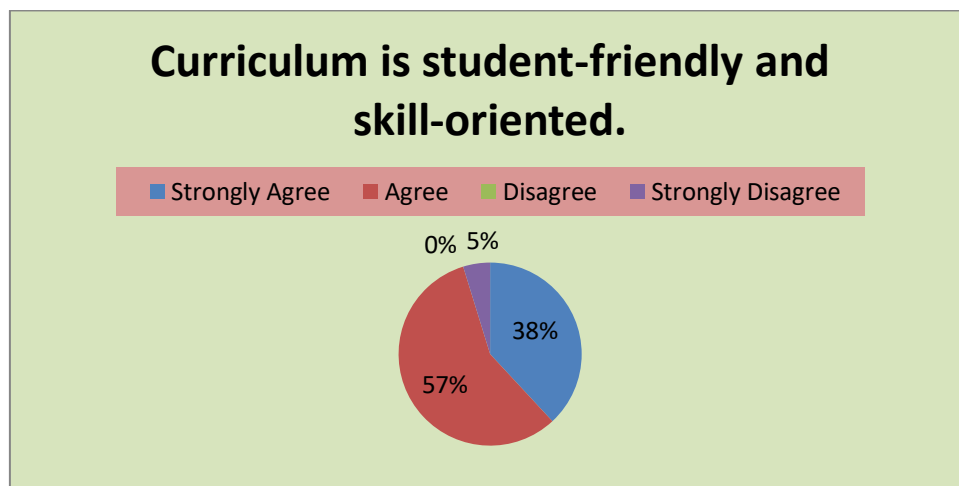
Govt. College for Women (AUTONOMOUS) - GUNTUR. 1942 (Estd.) College with Potential for Excellence

FEEDBACK – ANALYSIS, OBSERVATIONS, RECOMMENDATIONS & COMMUNICATED REPORT 2019-2020

Analysis Feedback Report from Faculty

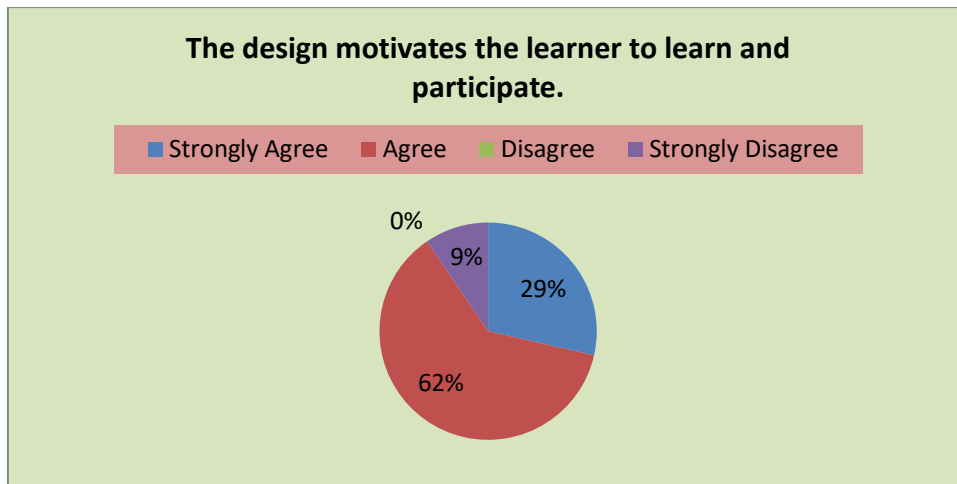
1. Curriculum is student-friendly and skill-oriented.

Majority of respondents (95.2%) either strongly agree or agree that the curriculum is student-friendly and skill-oriented. Thus, indicating a positive perception of the curriculum's alignment with student needs and skill development. Only a small fraction (4.8%) Strongly Disagree.



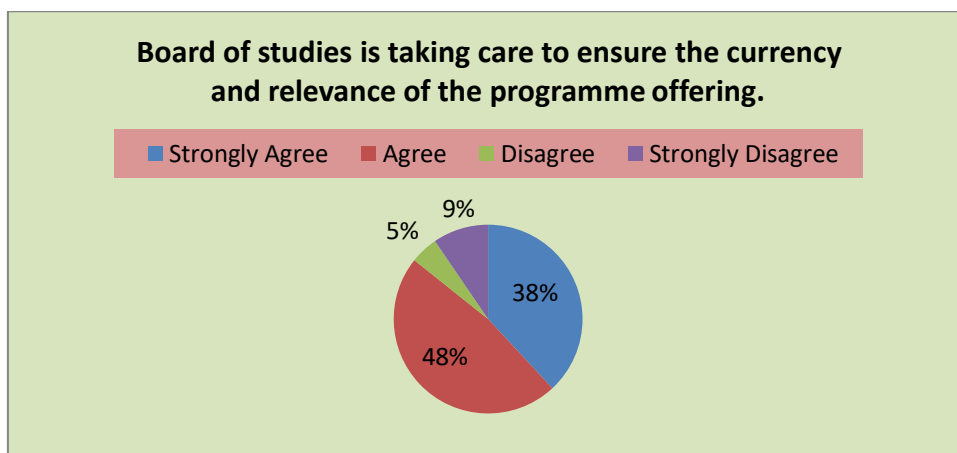
2. The design motivates the learner to learn and participate.

A significant majority (90.5%) of respondents agree that the curriculum design effectively motivates learners, with 28.6% strongly agreeing. However, a small percentage (9.5%) strongly disagrees, suggesting some room for improvement.



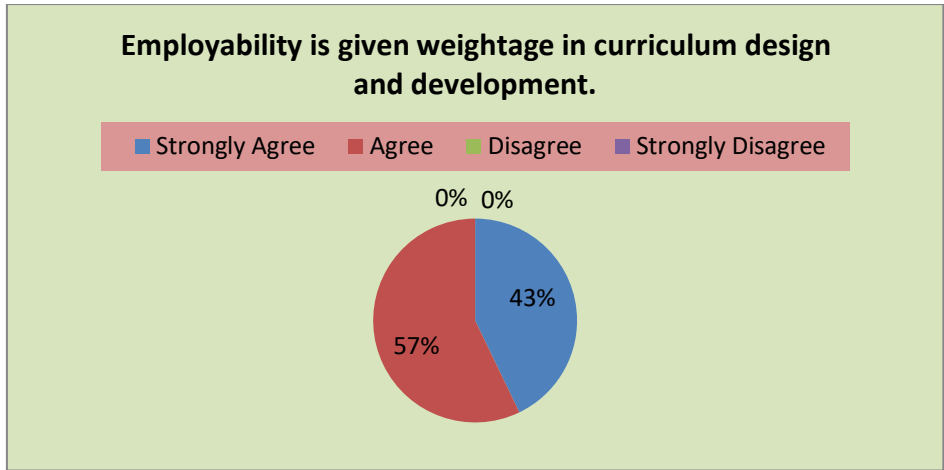
3. Board of studies is taking care to ensure the currency and relevance of the programme offering.

Most respondents (85.7%) feel that the board of studies ensures the currency and relevance of the programs. Nonetheless, 14.3% disagree or strongly disagree; indicating some concerns about how effectively this is being managed.



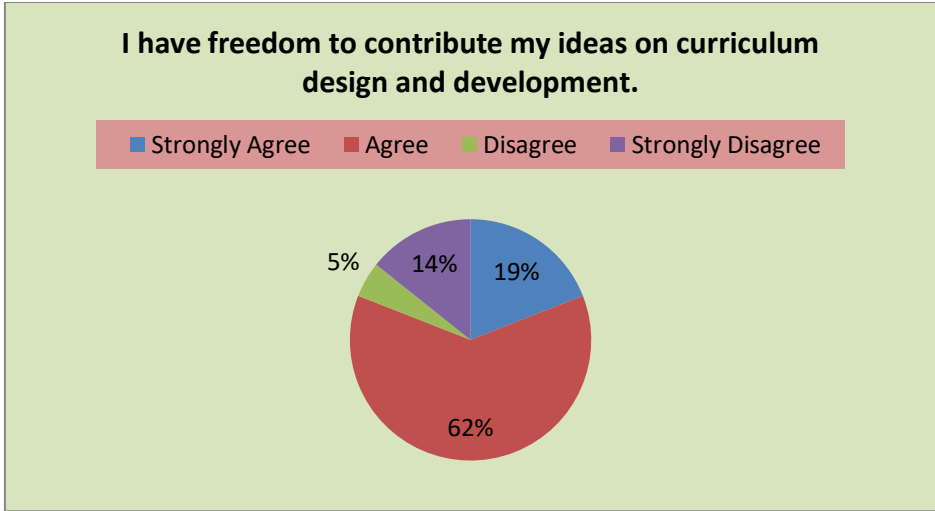
4. Employability is given weightage in curriculum design and development.

There is unanimous agreement (100%) among respondents that employability is given significant weight in the curriculum design, with 42.9% strongly agreeing. This highlights the strong emphasis on employability in the curriculum.



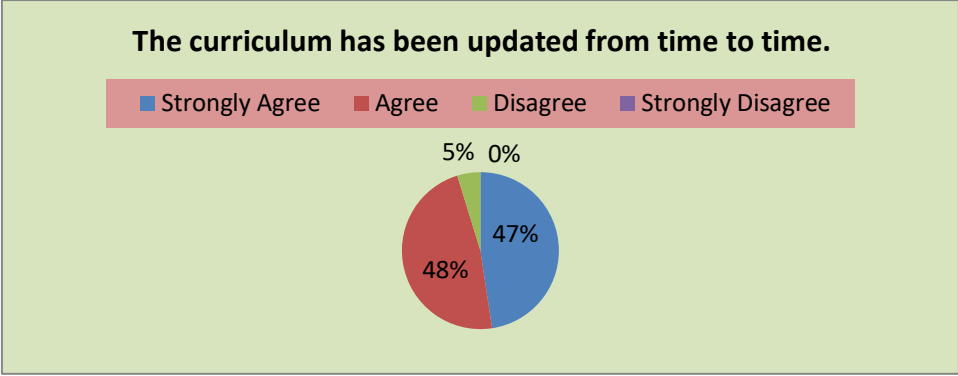
5. I have freedom to contribute my ideas on curriculum design and development.

While a majority (80.9%) feel they have the freedom to contribute ideas, a notable minority (19.1%) disagree or strongly disagree. This suggests that while generally positive, there may be barriers to full participation in curriculum development for some respondents.



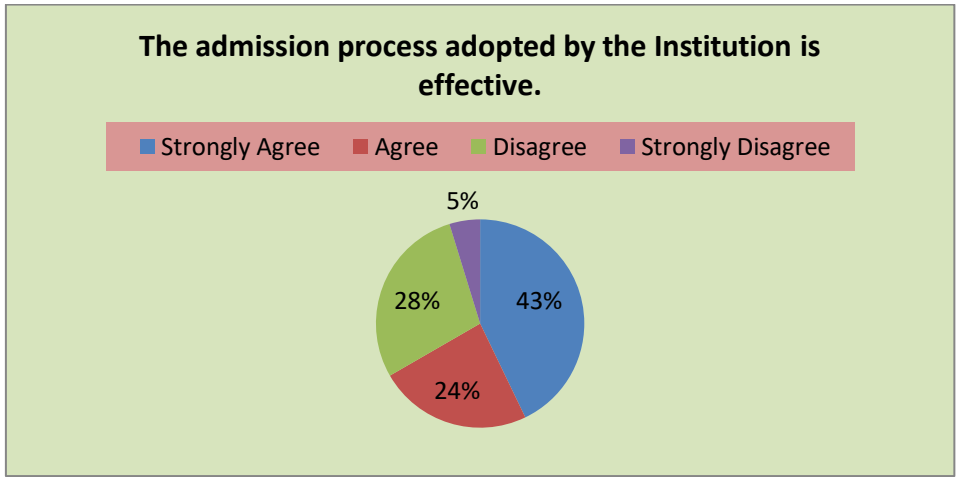
6. The curriculum has been updated from time to time.

A strong majority (95.2%) agree or strongly agree that the curriculum is regularly updated, reflecting a positive view of the curriculum's responsiveness to change. Only one respondent (4.8%) disagrees.



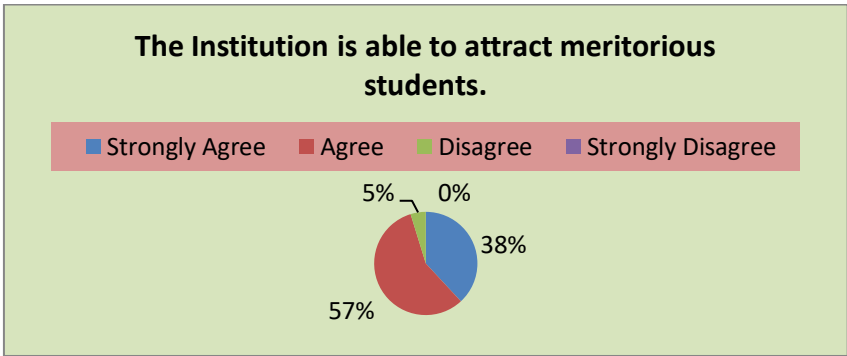
7. The admission process adopted by the Institution is effective.

While a combined 66.7% of respondents agree or strongly agree that the admission process is effective, a significant portion (33.4%) disagree or strongly disagree. This indicates mixed perceptions and suggests that improvements may be needed in the admission process.



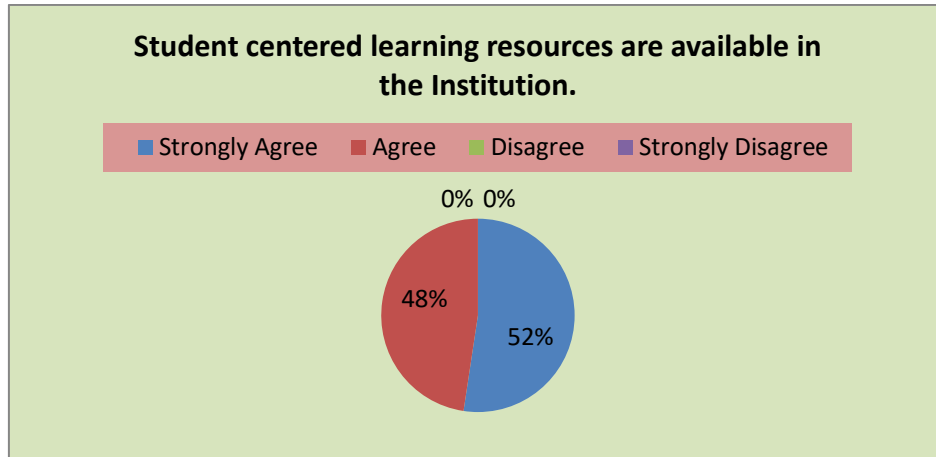
8. The Institution is able to attract meritorious students.

A substantial majority (95.2%) agree or strongly agree that the institution attracts meritorious students, indicating a strong positive perception of the institution's appeal to high-achieving students. Only one respondent (4.8%) disagrees.



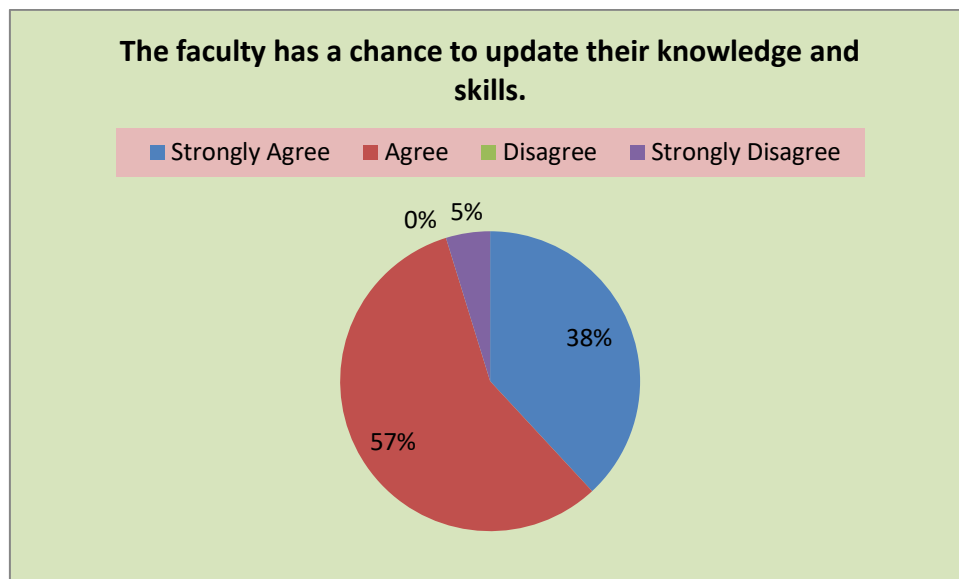
9. Student-centered learning resources are available in the Institution.

All respondents (100%) either agree or strongly agree that student-centered learning resources are available, reflecting a very positive perception of the availability and quality of learning resources at the institution.



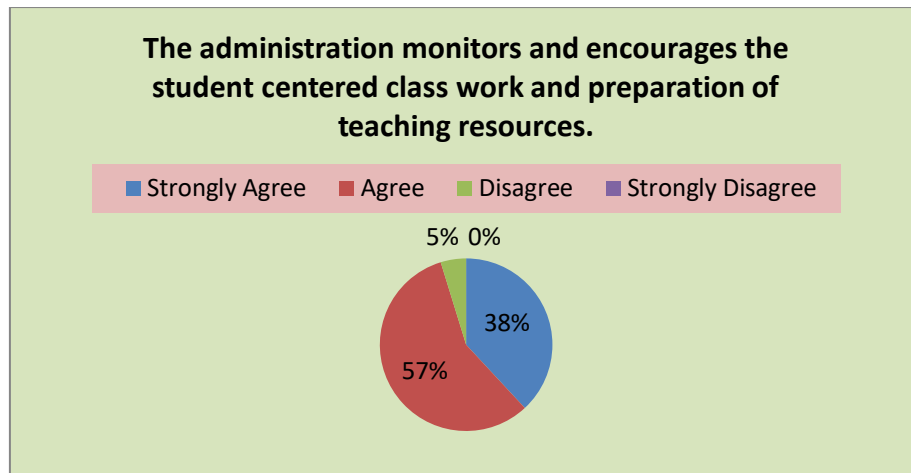
10. The faculty has a chance to update their knowledge and skills.

Most respondents (95.2%) agree or strongly agree that faculty members have opportunities to update their knowledge and skills, highlighting a positive view of professional development opportunities. Only one respondent (4.8%) strongly disagrees.



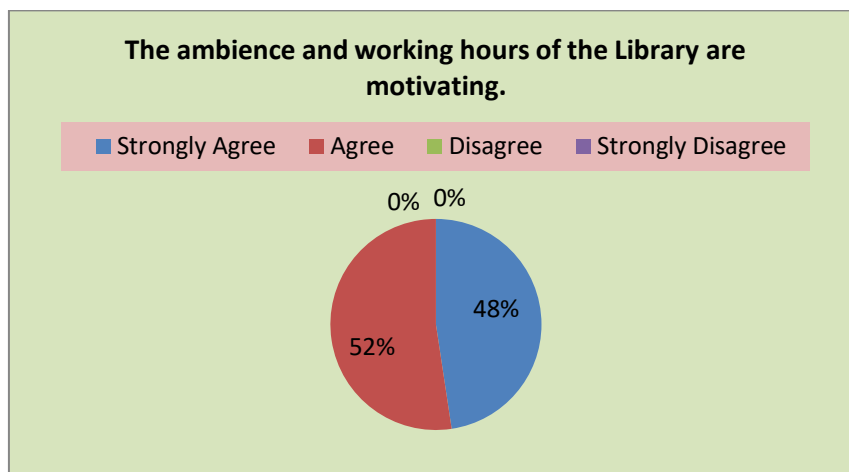
11. The administration monitors and encourages the student-centered classwork and preparation of teaching resources.

A majority (95.2%) agree or strongly agree that the administration actively monitors and encourages student-centered classwork and teaching resource preparation. One respondent (4.8%) disagrees, suggesting some room for improvement.



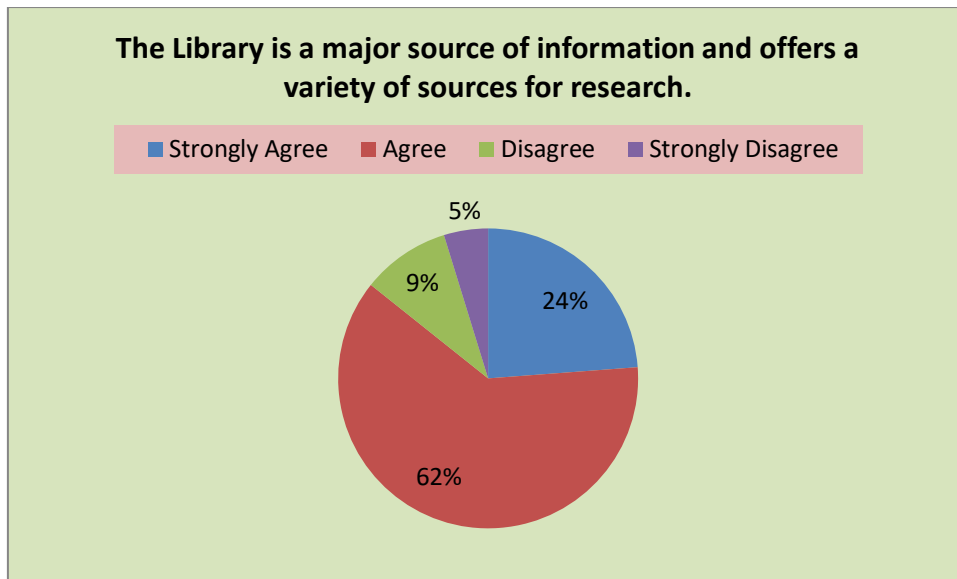
12. The ambience and working hours of the Library are motivating.

All respondents (100%) either agree or strongly agree that the library's ambience and working hours are motivating, indicating a very positive perception of the library environment and accessibility.



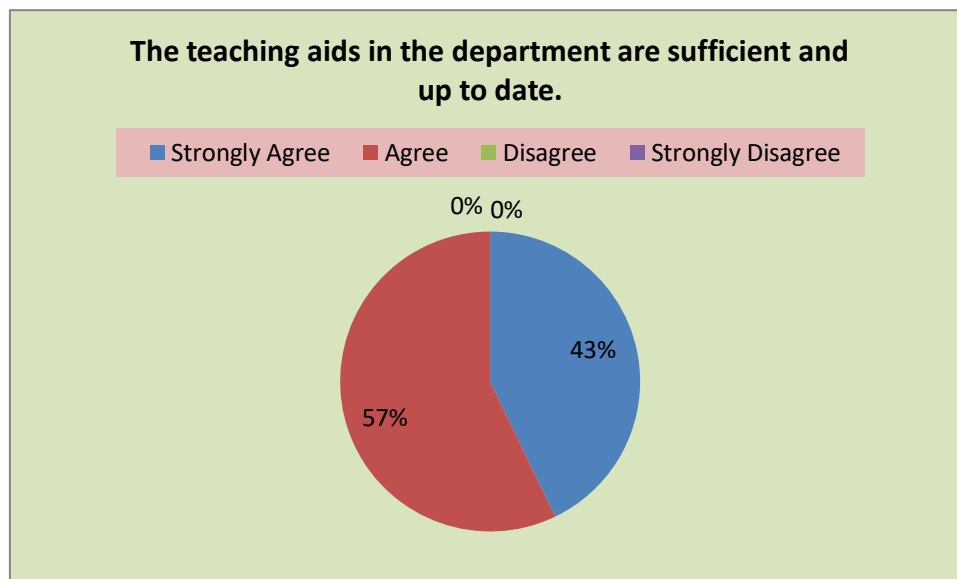
13. The Library is a major source of information and offers a variety of sources for research.

A majority (85.7%) agree or strongly agree that the library is a major source of information and offers diverse research sources. However, 14.3% disagree or strongly disagree, suggesting some concerns about the library's resources.



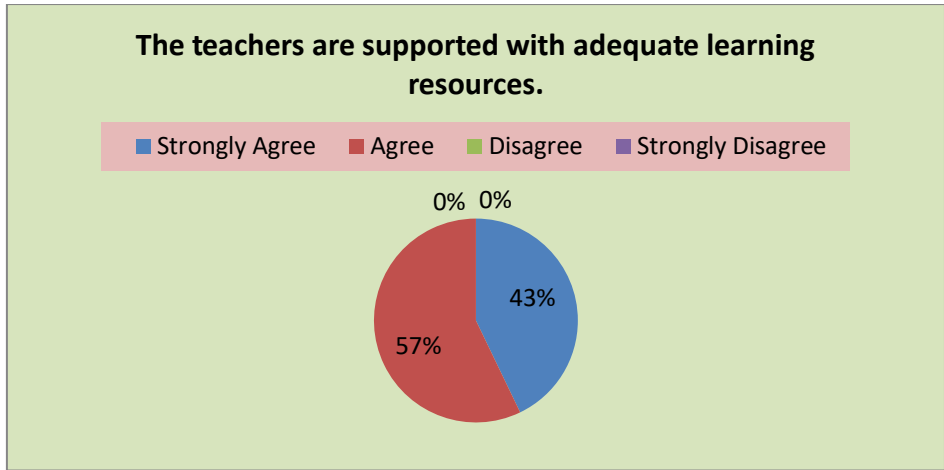
14. The teaching aids in the department are sufficient and up-to-date.

All respondents (100%) either agree or strongly agree that the teaching aids in the department are sufficient and up-to-date, indicating a very positive perception of the availability and quality of teaching aids.



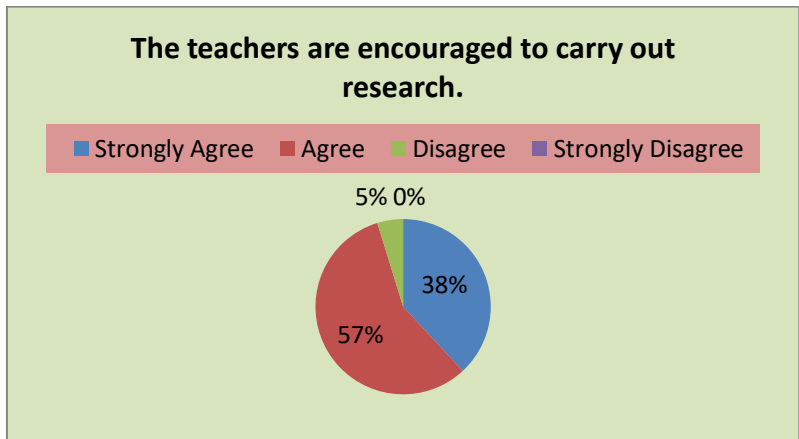
15. The teachers are supported with adequate learning resources.

All respondents (100%) either agree or strongly agree that teachers are supported with adequate learning resources. This indicates a very positive perception of the institution's provision of necessary learning materials for faculty.



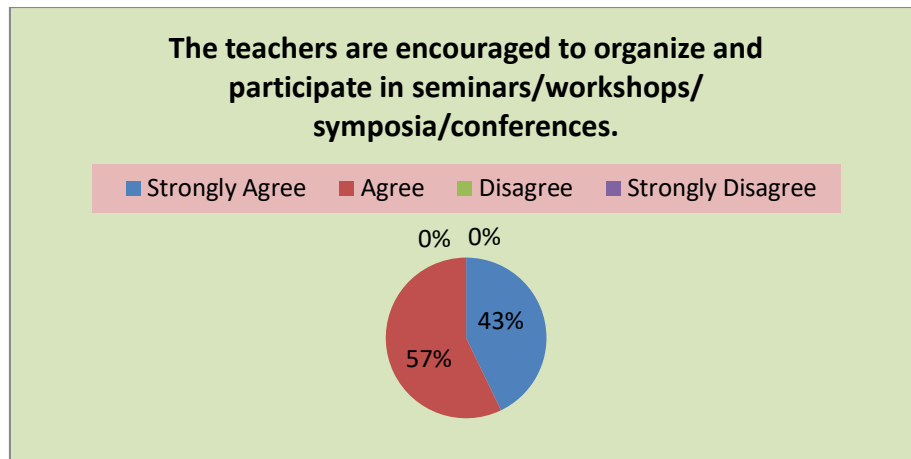
16. The teachers are encouraged to carry out research.

A significant majority (95.2%) agree or strongly agree that teachers are encouraged to carry out research, suggesting strong institutional support for research activities. However, one respondent (4.8%) disagrees, indicating a minor area for improvement.



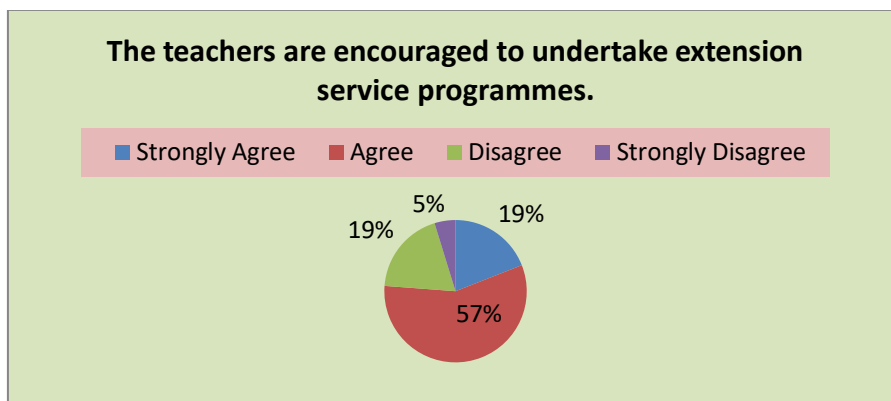
17. The teachers are encouraged to organize and participate in seminars/workshops/symposia/conferences.

All respondents (100%) either agree or strongly agree that teachers are encouraged to organize and participate in academic events. This reflects a highly supportive environment for professional development and academic engagement.



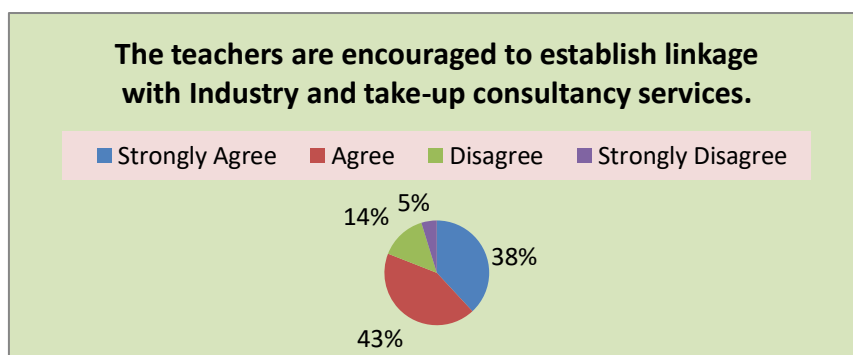
18. The teachers are encouraged to undertake extension service programs.

While a majority (76.2%) agree or strongly agree that teachers are encouraged to undertake extension service programs, a notable minority (23.8%) disagree or strongly disagree. This suggests some concerns or perceived gaps in the support for extension services.



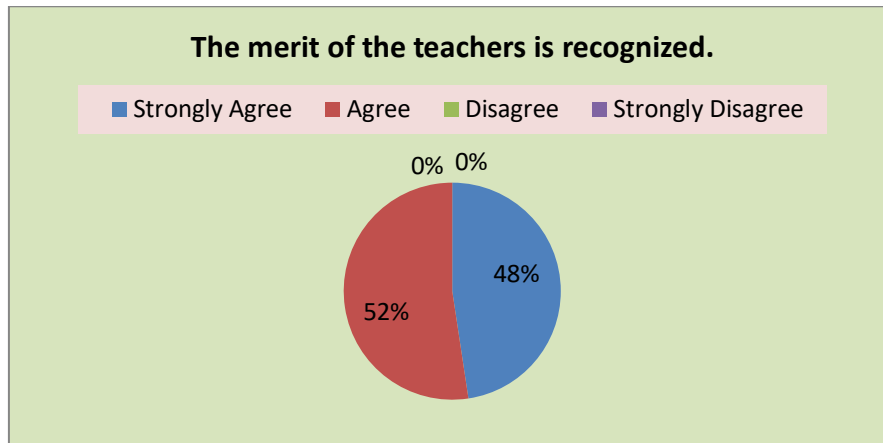
19. The teachers are encouraged to establish linkage with Industry and take-up consultancy services.

Most respondents (81.0%) feel encouraged to establish industry linkages and undertake consultancy services. However, 19.0% disagree or strongly disagree, indicating that there may be barriers or challenges in fostering these external connections.



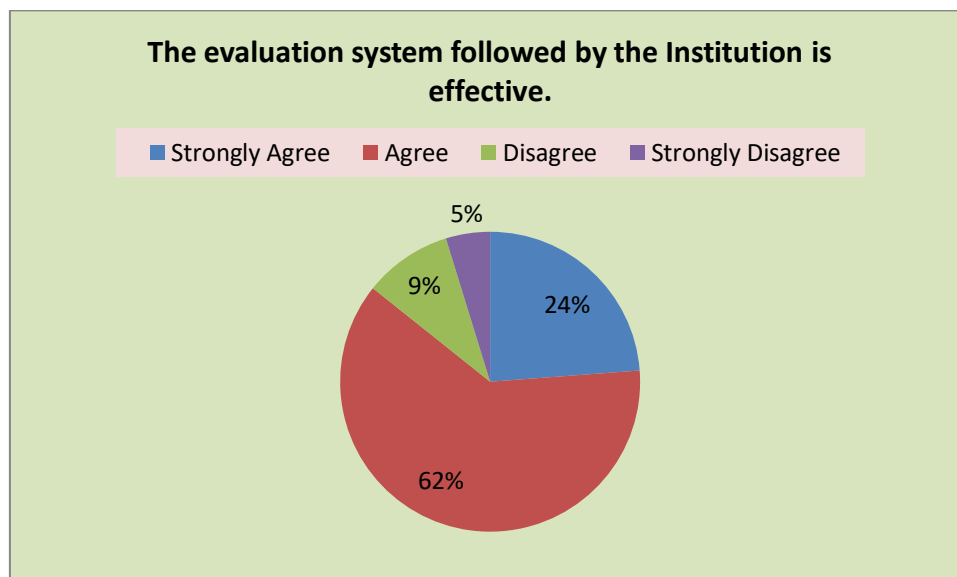
20. The merit of the teachers is recognized.

All respondents (100%) either agree or strongly agree that the merit of teachers is recognized, highlighting a positive perception of the institution's recognition and reward system for faculty achievements.



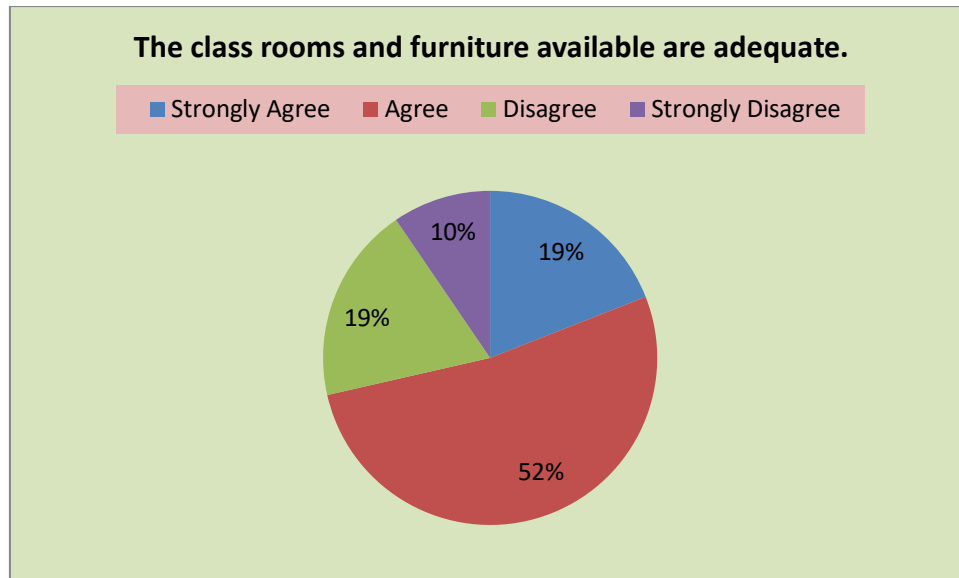
21. The evaluation system followed by the Institution is effective.

A majority (85.7%) of respondents agree or strongly agree that the evaluation system is effective. However, 14.3% disagree or strongly disagree, suggesting some dissatisfaction with the evaluation processes.



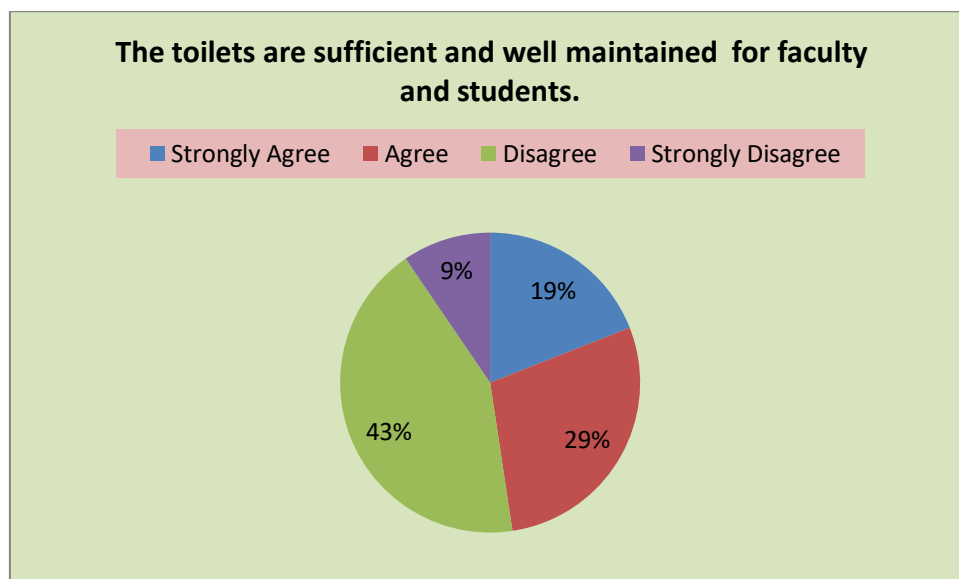
22. The classrooms and furniture available are adequate.

While 71.4% of respondents agree or strongly agree that classrooms and furniture are adequate, 28.6% disagree or strongly disagree. This indicates a significant level of concern regarding the adequacy of classroom facilities.



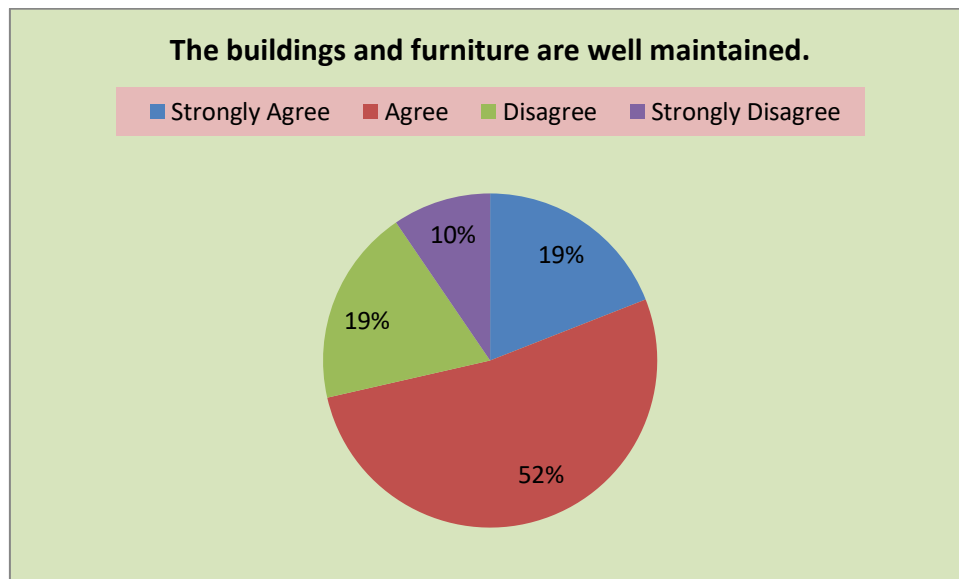
23. The toilets are sufficient and well-maintained for faculty and students.

Responses show a mixed perception, with only 47.6% agreeing or strongly agreeing that toilets are sufficient and well-maintained, while a notable 52.4% disagree or strongly disagree. This highlights a significant area for improvement in maintaining adequate and clean restroom facilities.



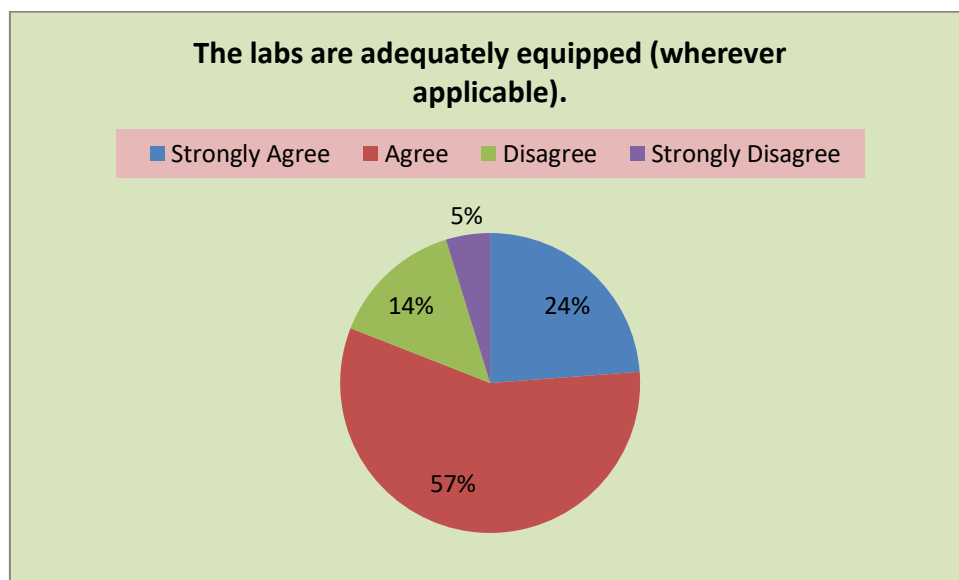
24. The buildings and furniture are well-maintained.

A majority (71.4%) agree or strongly agree that buildings and furniture are well-maintained, but 28.6% disagree or strongly disagree, suggesting some dissatisfaction with the maintenance of physical infrastructure.



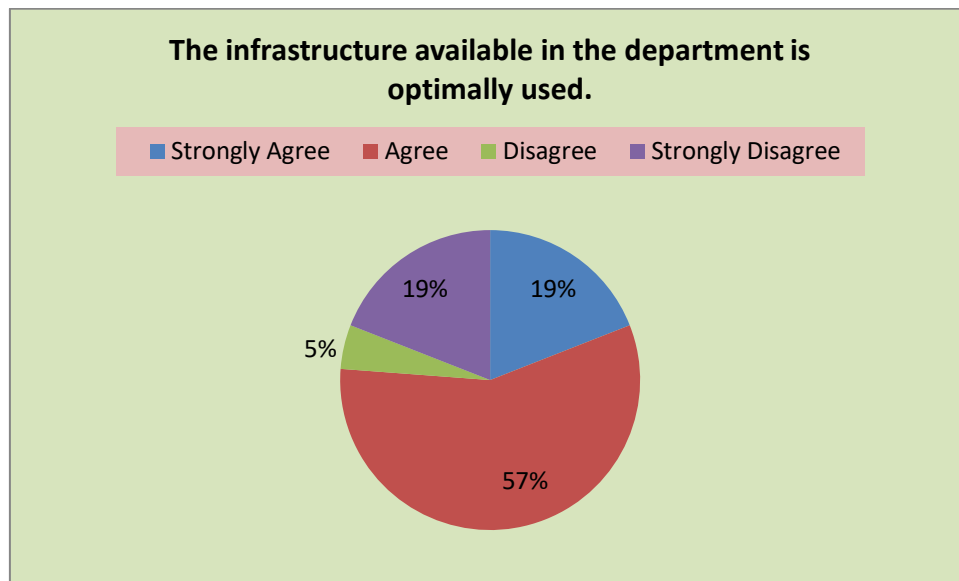
25. The labs are adequately equipped (wherever applicable).

Most respondents (81.0%) agree or strongly agree that labs are adequately equipped. However, 19.0% disagree or strongly disagree, indicating that there may be issues with the adequacy or up-to-dateness of lab equipment.



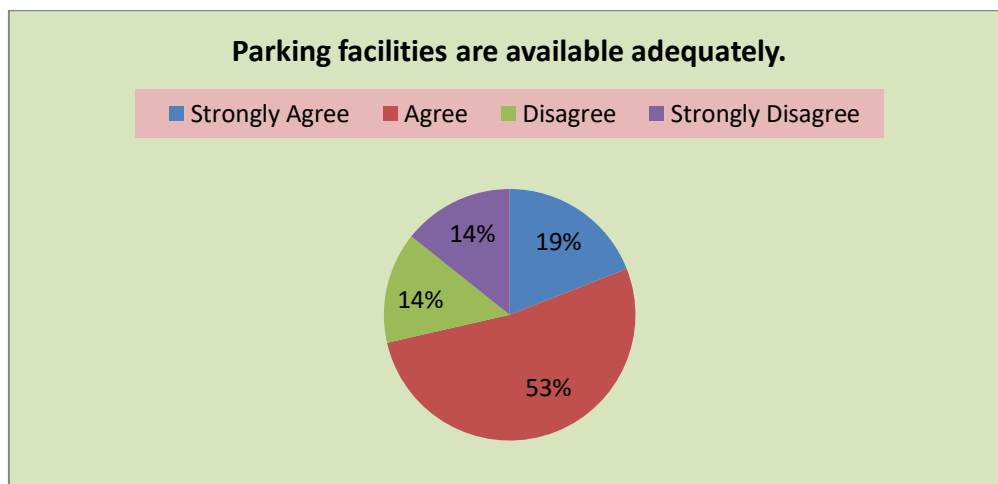
26. The infrastructure available in the department is optimally used.

While 76.2% of respondents agree or strongly agree that departmental infrastructure is optimally used, a significant minority (23.8%) disagree or strongly disagree. This indicates some concerns about the efficiency of infrastructure usage.



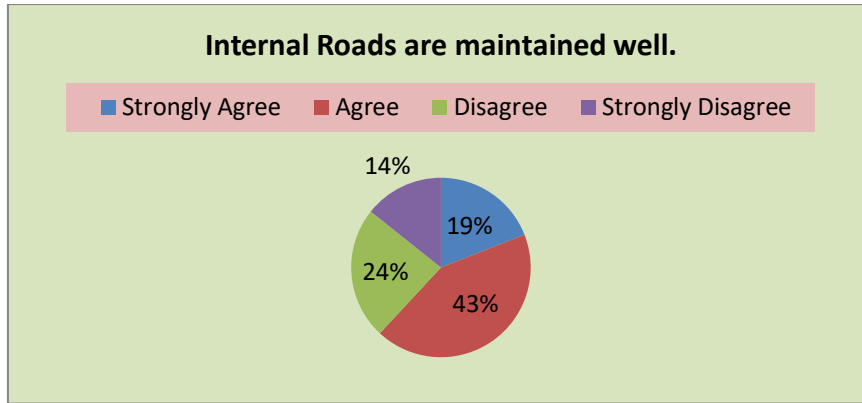
27. Parking facilities are available adequately.

A majority (71.4%) agree or strongly agree that parking facilities are adequate. However, 28.6% disagree or strongly disagree, suggesting issues with the adequacy of parking facilities.



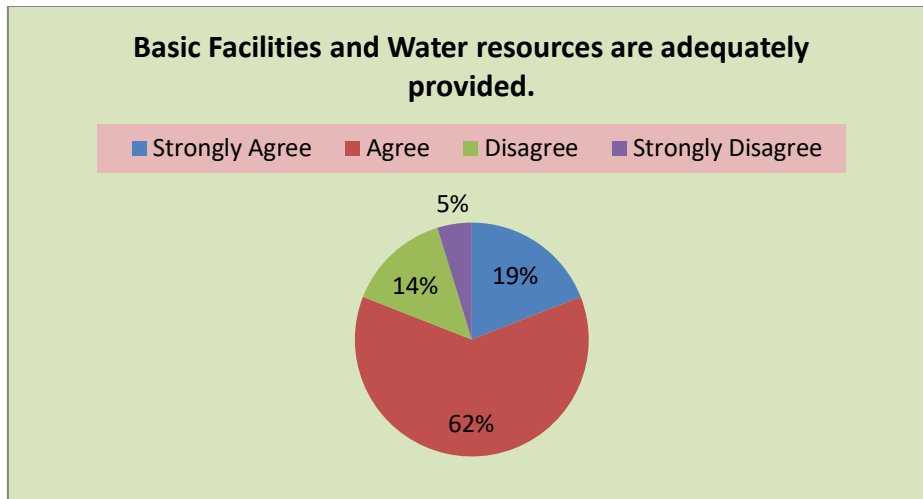
28. Internal Roads are maintained well.

Responses are mixed, with 61.9% agreeing or strongly agreeing that internal roads are well-maintained, while 38.1% disagree or strongly disagree. This indicates significant dissatisfaction with the maintenance of internal roads.



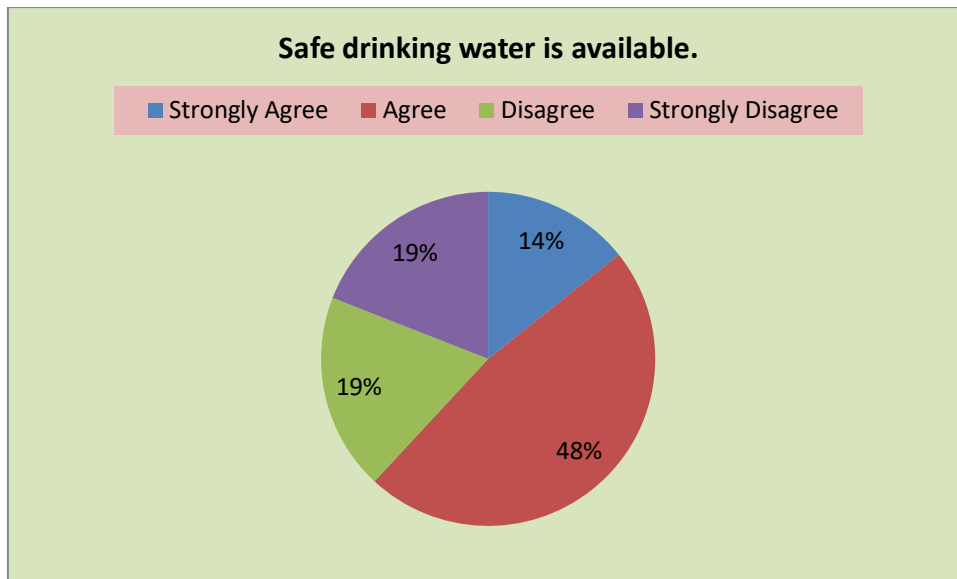
29. Basic Facilities and Water resources are adequately provided.

A large majority (81.0%) agree or strongly agree that basic facilities and water resources are adequately provided, while 19.0% disagree or strongly disagree, indicating some issues with the provision of these facilities.



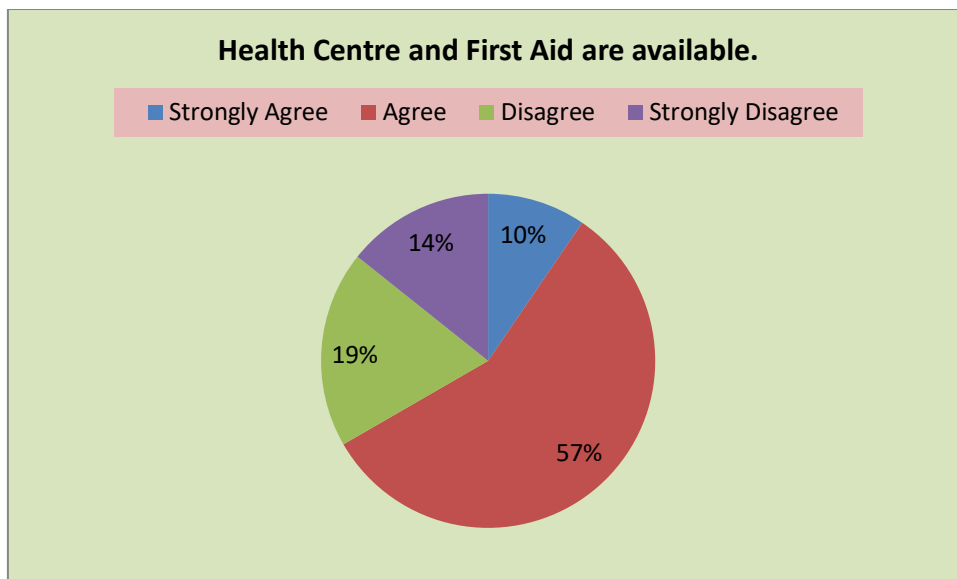
30. Safe drinking water is available.

There is a split perception, with 61.9% agreeing or strongly agreeing that safe drinking water is available, and 38.1% disagreeing or strongly disagreeing. This highlights a significant concern regarding the availability of safe drinking water.



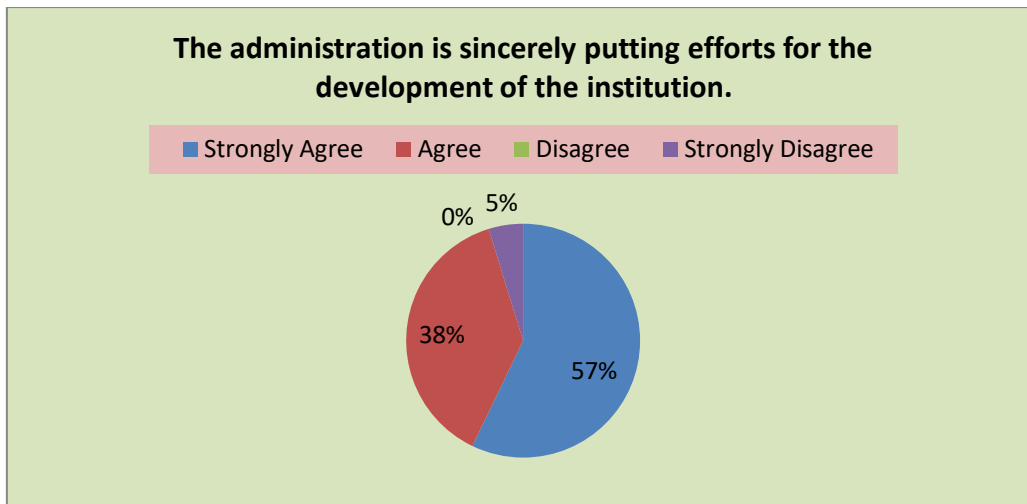
31. Health Centre and First Aid are available.

While 66.7% agree or strongly agree that health centre and first aid services are available, 33.3% disagree or strongly disagree, indicating notable concerns about the availability or quality of health services.



32. Sports infrastructure is adequate.

A majority (76.2%) agree or strongly agree that sports infrastructure is adequate. However, 23.8% disagree or strongly disagree, suggesting some dissatisfaction with sports facilities.

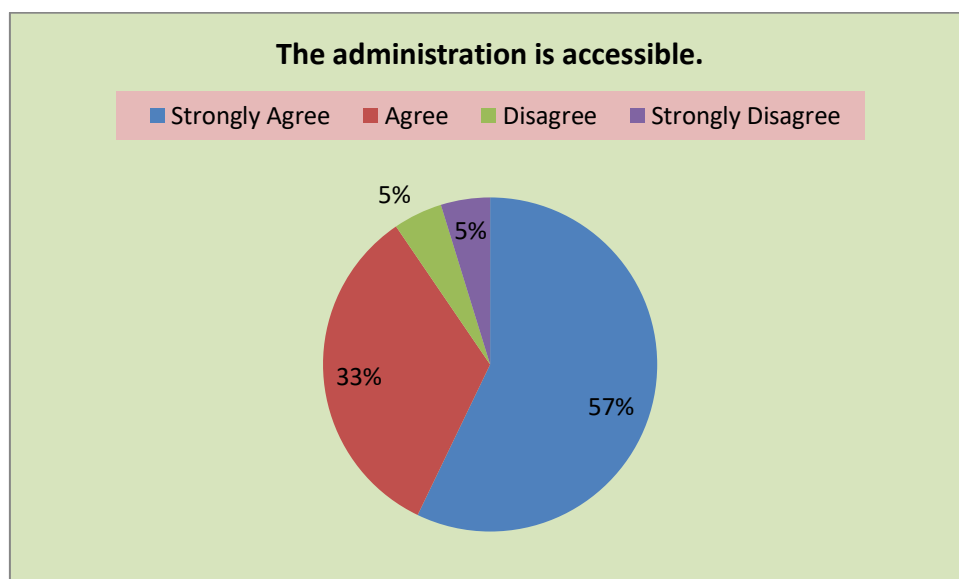


33. The administration is sincerely putting efforts for the development of the institution.

The overwhelming majority of faculty members perceive the administration's efforts towards institutional development very positively, with 95.2% either agreeing or strongly agreeing. This strong endorsement reflects a high level of trust and satisfaction with the administration's initiatives.

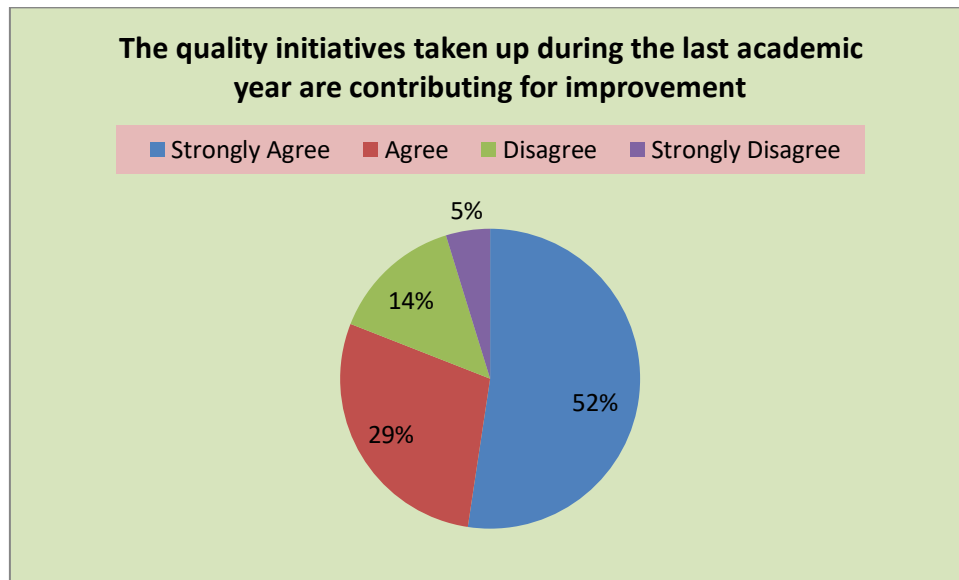
34. The administration is accessible.

A large majority (95.2%) agree or strongly agree that the administration is accessible, indicating a positive perception of administrative accessibility. Only one respondent (4.8%) strongly disagrees.



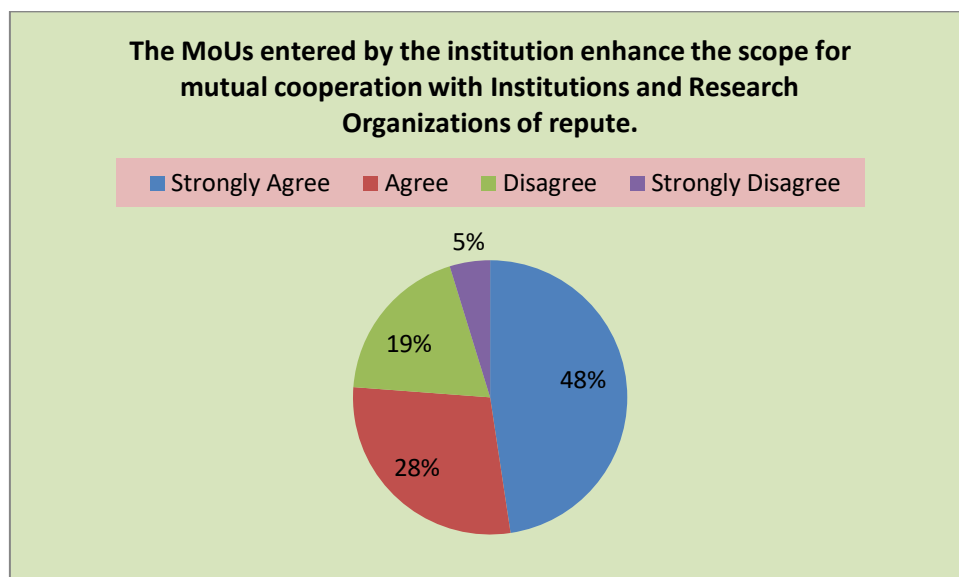
35. The quality initiatives taken up during the last academic year are contributing to improvement.

The majority of faculty members (81.0%) believe that the quality initiatives implemented during the last academic year have contributed to improvement. This reflects a generally positive perception of the institution's efforts to enhance quality. However, the 19.1% of respondents who disagree or strongly disagree indicate that there are areas for improvement.



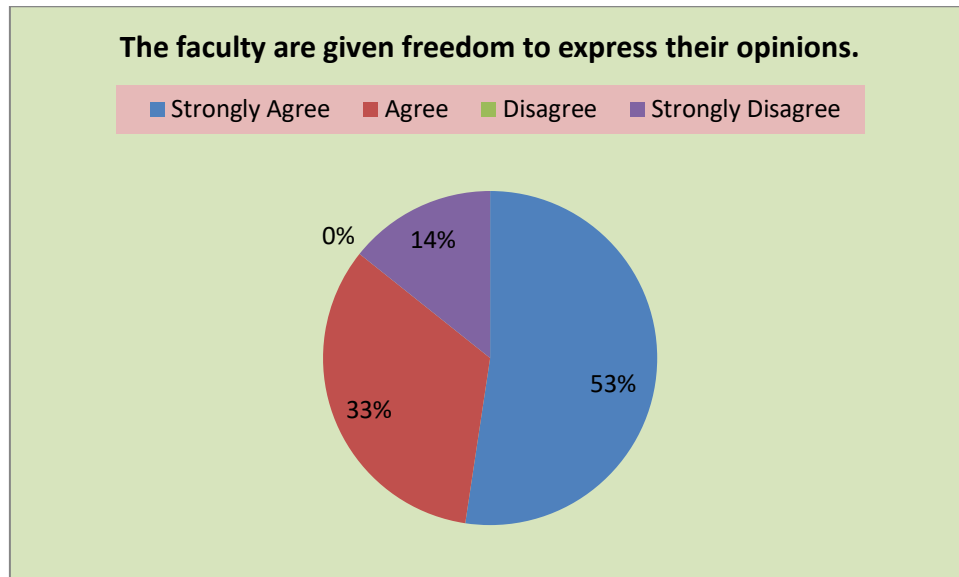
36. The MoUs entered by the institution enhance the scope for mutual cooperation with Institutions and Research Organizations of repute.

A majority (81.0%) agree or strongly agree that MoUs enhance cooperation with reputable institutions and research organizations. However, 19.0% disagree or strongly disagree, indicating some concerns about the effectiveness of these MoUs.



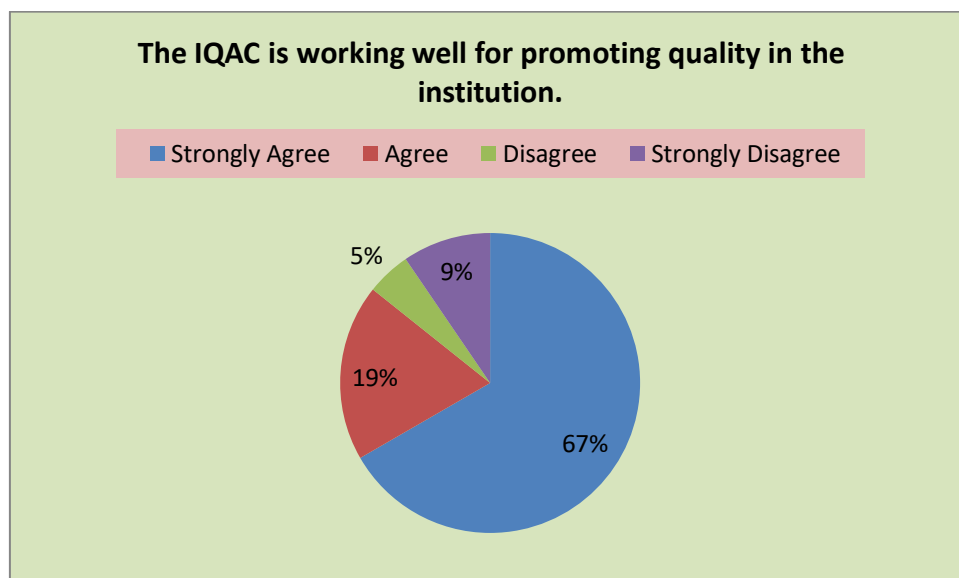
37. The faculty are given freedom to express their opinions.

A significant majority (76.2%) agree or strongly agree that faculty are given freedom to express their opinions, but 23.8% disagree or strongly disagree, suggesting that some faculty feel their freedom of expression is limited.



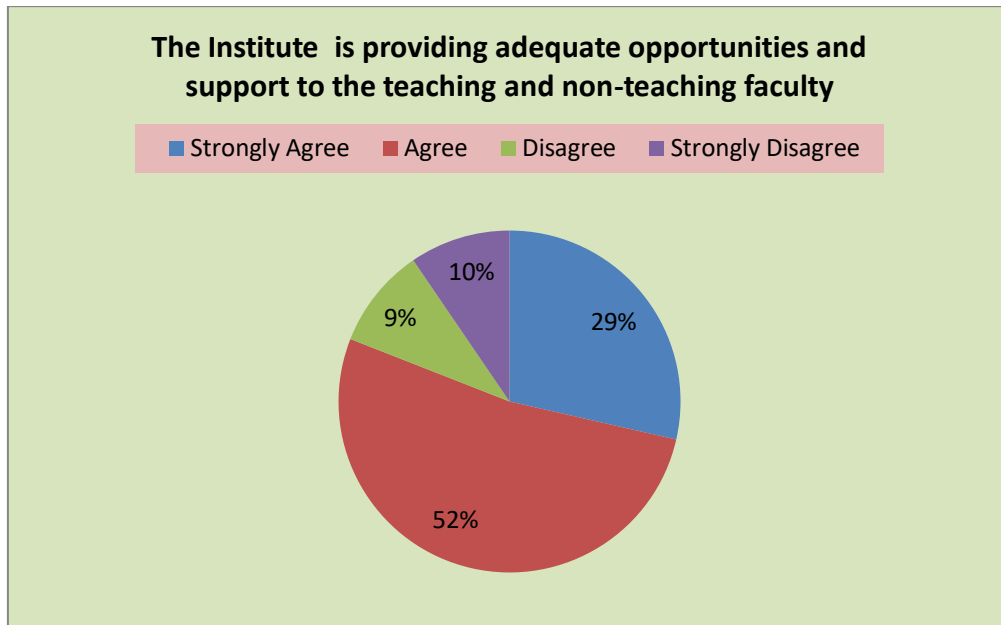
38. The IQAC is working well for promoting quality in the institution.

The analysis indicates that a significant majority of faculty members (85.7%) believe that the IQAC is effectively promoting quality within the institution. This positive perception underscores the successful initiatives and strategies implemented by the IQAC. However, the presence of 14.3% of respondents who disagree or strongly disagree highlights areas where the IQAC could improve or address specific concerns.



39. The Institute is providing adequate opportunities and support to the teaching and non-teaching faculty.

While 76.2% of respondents agree or strongly agree that the institute provides adequate opportunities and support to faculty, 23.8% disagree or strongly disagree. This indicates that while most faculty feel supported, a notable minority see room for improvement.





Govt. College for Women (AUTONOMOUS) - GUNTUR. 1942 (Estd.) College with Potential for Excellence

2019-2020

OBSERVATIONS & RECOMMENDATIONS ON FACULTY FEEDBACK ON CURRICULUM

Observations

1. Curriculum and Learning Design:

- The majority of faculty members (95.2%) view the curriculum as student-friendly and skill-oriented.
- 90.5% believe the curriculum design motivates learners, though 9.5% strongly disagree, indicating potential areas for enhancement.
- The board of studies is seen as effective by 85.7%, but some concerns remain (14.3%).

2. Employability and Curriculum Updates:

- There is unanimous agreement (100%) on the focus on employability within the curriculum.
- 95.2% feel the curriculum is regularly updated, suggesting strong responsiveness to changes.

3. Faculty Involvement and Support:

- A majority (80.9%) feel they have freedom to contribute to curriculum design, but 19.1% see barriers.
- Faculty members feel well-supported with adequate learning resources (100%).

4. Institutional Processes and Infrastructure:

- The effectiveness of the admission process has mixed reviews, with 33.4% expressing dissatisfaction.
- Attracting meritorious students is perceived positively (95.2%).

- Learning resources, faculty development opportunities, and support for academic events are highly appreciated (100%).
- 5. Administrative Support and Infrastructure Maintenance:**
- Perceptions about administration's efforts and accessibility are very positive (95.2%).
 - Quality initiatives are seen as contributing to improvement by 81.0%, though 19.0% disagree.
 - Physical infrastructure, including classrooms, labs, and toilets, have notable concerns, with up to 52.4% expressing dissatisfaction about maintenance and adequacy.
- 6. Health, Safety, and Sports Facilities:**
- Mixed reviews for health services, sports infrastructure, and safe drinking water, with up to 38.1% expressing dissatisfaction.
- 7. Quality Assurance and Faculty Freedom:**
- The IQAC is viewed positively by 85.7% for promoting quality, but some room for improvement exists.
 - Faculty freedom to express opinions is generally positive (76.2%), but nearly a quarter feel restricted.

Recommendations

- 1. Curriculum and Learning Design:**
- Conduct focus groups or surveys to understand specific concerns from the 9.5% who disagree about the motivational design of the curriculum. Address any identified gaps or areas needing improvement.
- 2. Faculty Involvement and Support:**
- Encourage open dialogue to identify and dismantle barriers to faculty contributions in curriculum design. Create more inclusive processes and ensure all voices are heard.
 - Continue to provide and possibly expand professional development opportunities and resources for faculty.
- 3. Admission Process:**
- Investigate the specific areas of dissatisfaction regarding the admission process. Consider adjustments or enhancements based on feedback to improve perceptions and effectiveness.
- 4. Infrastructure Maintenance:**
- Address concerns about classroom, lab, and toilet maintenance. Implement a regular maintenance schedule and quick response system for reported issues.
 - Ensure that physical infrastructure meets the growing needs of the institution and aligns with modern standards.

5. Health, Safety, and Sports Facilities:

- Improve health services and first aid availability. Consider periodic reviews and updates to ensure facilities meet current health standards.
- Enhance sports infrastructure and ensure that drinking water quality and availability are consistently monitored and improved.

6. Quality Assurance and Administrative Support:

- Strengthen the role and initiatives of the IQAC by addressing specific feedback from the 14.3% who see room for improvement. Regularly communicate quality enhancement measures and their impacts to the faculty.
- Maintain the high level of administrative accessibility and effort, but also ensure that feedback loops are in place to continually assess and improve these areas.

7. Enhancing Institutional Collaboration:

- Leverage MoUs to maximize cooperation and tangible outcomes. Address concerns about their effectiveness by regularly reviewing and showcasing successful collaborations.
- Encourage more industry linkages and consultancy opportunities by providing additional support and resources for faculty engagement.



Govt. College for Women (AUTONOMOUS) - GUNTUR. 1942 (Estd.) College with Potential for Excellence

2019-2020

ACTION TAKEN REPORT

ON

FACULTY FEEDBACK ON CURRICULUM

Action Taken Report on Faculty Feedback Analysis

This report outlines the actions to be taken in response to the observations and recommendations derived from the faculty feedback analysis. The aim is to address the identified concerns, improve faculty satisfaction, and enhance the overall quality of education and infrastructure at the institution.

1. Curriculum and Learning Design

Observation:

The curriculum is generally viewed positively but with some room for improvement in its motivational design.

2. Faculty Involvement and Support

Observation: While most faculty feel they can contribute to curriculum design, some barriers still exist.

3. Admission Process

Observation:

Mixed reviews on the effectiveness of the admission process.

4. Infrastructure Maintenance

Observation:

Concerns about the adequacy and maintenance of classrooms, labs, and toilets.

5. Health, Safety, and Sports Facilities

Observation:

Mixed reviews regarding health services, sports infrastructure, and safe drinking water availability.

6. Quality Assurance and Administrative Support

Observation:

Positive perception of the IQAC and administrative efforts, with some areas for improvement.

7. Enhancing Institutional Collaboration

Observation:

MoUs are generally seen as beneficial, but their effectiveness can be improved.

8. Faculty Freedom to Express Opinions

Observation:

Most faculty feel free to express their opinions, but some do not.

Actions to be taken – It is advised to:

- Conduct focus groups and surveys with faculty to gather detailed insights into specific concerns about the curriculum design.
- Identify areas needing enhancement, such as incorporating more interactive and practical elements.
- Conduct a review of existing MoUs to evaluate their effectiveness. Highlight successful collaborations and shared best practices.
- Enhance the role of the IQAC by increasing its activities and visibility.
- Regularly communicate quality initiatives and their outcomes to the faculty.
- Implement a more inclusive process for curriculum development, ensuring all faculty members have the opportunity to contribute ideas.
- Hold workshops to train faculty on the curriculum design process.
- Expand professional development opportunities, including workshops, online courses, and seminars.
- Ensure the entire faculty have access to these resources.
- Establish a regular maintenance schedule for classrooms, labs, and toilets.
- Appoint dedicated maintenance team to address issues promptly.
- Conduct a thorough review of the admission process.
- Identify bottlenecks and areas of dissatisfaction.
- Streamline the admission process, enhancing transparency and efficiency.
- Provide training for admission staff to ensure a smoother experience for applicants.
- Allocate funds for upgrading facilities, ensuring they meet modern standards and the needs of students and faculty.
- Establish robust feedback mechanisms to continuously assess and improve administrative support.
- Hold regular meetings with faculty to discuss and address their concerns.
- Upgrade the health centre and first aid facilities.
- Conduct regular health and safety audits to ensure compliance with health standards.
- Improve sports infrastructure by updating equipment and facilities.
- Organize more sports events to encourage student and faculty participation.
- Implement a water quality monitoring system to ensure the availability of safe drinking water.
- Install additional water purifiers across the campus.
- Provide additional support and resources for faculty to establish industry linkages and undertake consultancy services.
- Organize networking events to facilitate these connections.

- Updated the curriculum based on feedback, integrating more project-based learning and real-world applications to boost student motivation and engagement.
- Institute regular open dialogue sessions where faculty can freely express their opinions and concerns.
- Ensure that these sessions are inclusive and productive.
- Establish an anonymous feedback system to allow faculty to share their thoughts without fear of repercussions.
- Act on feedback to address any issues raised.

By implementing these actions, the institution aims to enhance the overall educational environment, improve faculty and student satisfaction, and ensure continuous improvement across all areas. Regular follow-ups and assessments will be conducted to ensure the effectiveness of these measures.



Govt. College for Women

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COMMUNICATION OF ACTION TAKEN REPORT OF THE FACULTY ON CURRICULUM TO ALL THE CONCERNED BODIES 2019-2020

Subject: Action Taken Report on Faculty Feedback Analysis

Dear

I am writing to provide an overview of the actions to be taken in response to the recent faculty feedback analysis conducted at our institution. The aim of this report is to address the identified concerns, enhance faculty satisfaction, and improve the overall quality of education and infrastructure. As per the observations it is advised to:

- Conduct focus groups and surveys with faculty to gather detailed insights into specific concerns about the curriculum design.
- Identify areas needing enhancement, such as incorporating more interactive and practical elements.
- Conduct a review of existing MoUs to evaluate their effectiveness. Highlight successful collaborations and shared best practices.
- Enhance the role of the IQAC by increasing its activities and visibility.
- Regularly communicate quality initiatives and their outcomes to the faculty.
- Implement a more inclusive process for curriculum development, ensuring all faculty members have the opportunity to contribute ideas.
- Hold workshops to train faculty on the curriculum design process.
- Expand professional development opportunities, including workshops, online courses, and seminars.
- Ensure the entire faculty have access to these resources.
- Establish a regular maintenance schedule for classrooms, labs, and toilets.
- Appoint dedicated maintenance team to address issues promptly.
- Conduct a thorough review of the admission process.
- Identify bottlenecks and areas of dissatisfaction.
- Streamline the admission process, enhancing transparency and efficiency.
- Provide training for admission staff to ensure a smoother experience for applicants.
- Allocate funds for upgrading facilities, ensuring they meet modern standards and the needs of students and faculty.

- Establish robust feedback mechanisms to continuously assess and improve administrative support.
- Hold regular meetings with faculty to discuss and address their concerns.
- Upgrade the health centre and first aid facilities.
- Conduct regular health and safety audits to ensure compliance with health standards.
- Improve sports infrastructure by updating equipment and facilities.
- Organize more sports events to encourage student and faculty participation.
- Implement a water quality monitoring system to ensure the availability of safe drinking water.
- Install additional water purifiers across the campus.
- Provide additional support and resources for faculty to establish industry linkages and undertake consultancy services.
- Organize networking events to facilitate these connections.
- Updated the curriculum based on feedback, integrating more project-based learning and real-world applications to boost student motivation and engagement.
- Institute regular open dialogue sessions where faculty can freely express their opinions and concerns.
- Ensure that these sessions are inclusive and productive.
- Establish an anonymous feedback system to allow faculty to share their thoughts without fear of repercussions.
- Act on feedback to address any issues raised.

By implementing these actions, the institution aims to enhance the overall educational environment, improve faculty and student satisfaction, and ensure continuous improvement across all areas. Regular follow-ups and assessments will be conducted to ensure the effectiveness of these measures. It is required to take significant steps to address the feedback provided by the faculty. These actions aim to enhance the educational environment, improve faculty and student satisfaction, and ensure continuous improvement across all areas. Regular follow-ups and assessments will be conducted to ensure the effectiveness of these measures and to address any ongoing concerns. We appreciate the faculty's valuable input and remain committed to fostering an environment of excellence and collaboration.

For any further queries or feedback, please do not hesitate to contact the administration.

IQAC Coordinator,
GCW (A), GUNTUR

Encl:

Copy communicated to all the Departments of GCW (A), Guntur

FEEDBACK ANALYSIS REPORT
ON
CURRICULUM DESIGN AND DEVELOPMENT
BY
ALUMNI 2019-20

1. Curriculum is student-friendly and skill-oriented.
2. The design motivates the learner to learn and participate.
3. Board of studies is taking care to ensure the currency and relevance of the programme offering.
4. Employability is given weightage in curriculum design and development.
5. I have freedom to contribute my ideas on curriculum design and development.
6. The curriculum has been updated from time to time.
7. Student centred learning resources are available in the Institution.
8. The ambience and working hours of the Library are motivating.
9. The library is a major source of information and offers a variety of sources for research.
10. The evaluation system followed by the Institution is effective.

Observations :

- Most of the alumni are very much satisfied that the “Curriculum is student-friendly and skill-oriented”.
- Most of the Alumni expressed their satisfaction that the design of the curriculum motivates the learner to participate in the learning process.
- 95% of the Alumni had very much agreed with the relevancy of the programmes to the current job trends.
- 92 % of the Alumni had expressed their satisfaction to the weightage of Employability in the curriculum design and transaction.
- 95% of the Alumni had expressed their satisfaction about that the curriculum is updated from time to time.
- Most of the Alumni has expressed their satisfaction to the ambience and working hours of the library and the availability of resources.

- Most of the Alumni had expressed their satisfaction to the evaluation system that is adopted.

Recommendations:

Most of the Alumni had recommended that

- To introduce more programmes which meet the requirement of the industries.
- To increase the availability of more learning resources,