

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 Lecturers (2019-20)

S.No	Subject	Name of the Lecturer	In Percentage %				
			Poor	Average	Good	Very Good	Excellent
1	ENGLISH	A. Meenakshi		1	44	40	115
		Ch. Shobha Rani				107	93
		D. S. Chakravarthy		3	79	81	37
		Dr. I. Jayanthi Naga Mallika		9	38	84	69
		P. Jayakar Rao		2	80	98	28
2	TELUGU	M. V. Laxman Rao				63	137
		P. Shankar				108	92
		Smt. Naroju Venkataramana				101	99
3	HINDI	B. Rama Devi				7	193
4	URDU	Kaleem Mohiuddin			11	29	160
5	PHYSICAL & LIFE SCIENCES	Botany, Zoology, Bio-technology, Bio-Chemistry, Micro-Biology, Computer Science, Maths, Physics, Chemistry, Statistics	0	39	721	1517	1923
6	COMMERCE	Y. Satyanarayana G. Shankar J. Swapna Dr. Harjoth Kaur Dr. B. Rajani Devi Dr. T. Lavanya S. Sudhama P. Rajitha				38	62
7	HISTORY	T. Pushpalatha		6	35	89	70
		Nazia Rahaman				49	151
8	ECONOMICS	M. Shakunthala			1	8	191

		P. Swaroopa			3	34	163
		Irfana Begum				7	193
9	POLITICAL SCIENCE	Ms. Jabeen Sulthana			47	74	79
		Ch. Praveena		3	9	11	177
		Total	0	63	1068	2545	4032

Quantitative Analysis

Sl. No.	Rating	Total
1	Poor	0
2	Average	63
3	Good	1068
4	Very Good	2545
5	Excellent	4032

Action Taken on Feedback:

IQAC

Principal

FEEDBACK PROCESS:

Feedback is the critical component that the institution has adopted to improvise its performance. It is a two-way street supplying with demands and supports as inputs to the institution to be processed and thereby frame outputs in the form of policy decisions. Feedback is the life blood of our institution which is a continuous process providing evaluation of its performance to make needful alterations for quality enhancement.

Curriculum gives the skeleton structure to standardize 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 2019-20 is as placed below:

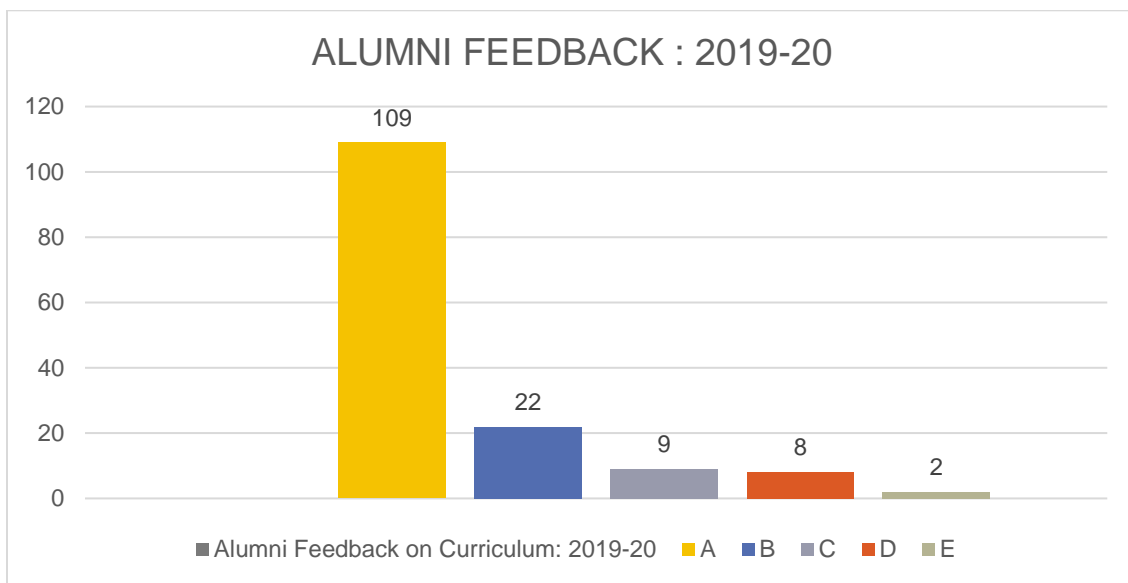
Sl. No.	Stake holders	No. of feedbacks.
1	Parents	20
2	Alumni	30
3	Faculty	40
4	Students	315

1. ALUMNI FEEDBACK

S.No	Parameters	A Excellent	B Very Good	C Good	D Satisfactory	E Unsatisfactory
1	Depth of Course content	19	5	3	2	1
2	Applicability to real life situation	23	2	3	2	
3	Design of the course encourages extra learning or self-learning	20	5	2	2	1
4	The Curriculum has good balance between theory and practical	22	6		2	
5	Overall opinion on curriculum.	25	4	1		

ALUMNI FEEDBACK: 2019-20

Sl.No	A's	B's	C's	D's	E's	Total
1	19	5	3	2	1	30
2	23	2	3	2		30
3	20	5	2	2	1	30
4	22	6		2		30
5	25	4	1			30
Total	109	22	9	8	2	150



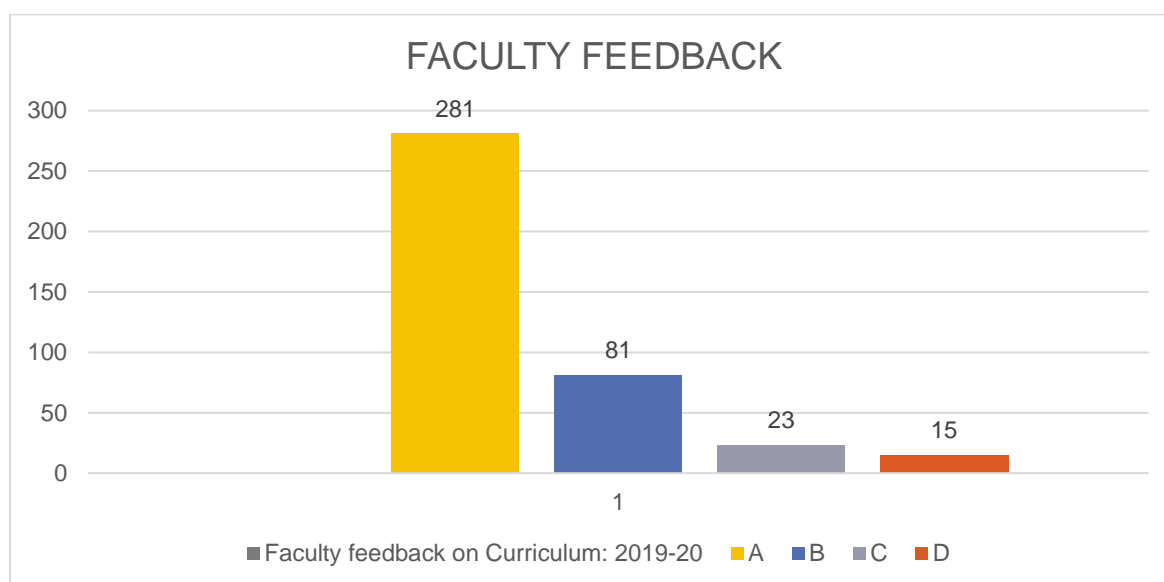
2. FACULTY FEEDBACK

Sl.No.	Questions	A Excellent	B Good	C Average	D Poor
1	Curriculum suitability to the present needs	23	12	3	2
2	Curriculum meets the minimum learning levels of higher education of students.	25	11	3	1
3	Interest generated by the curriculum in students	26	9	2	3
4	Whether the syllabus is career oriented	28	11	1	0
5	How do you rate the sequence of units in the syllabus	27	8	3	2
6	Rate the size of syllabus in terms of load on the students	26	12	0	2
7	How do you rate the objectives stated and relevance to the course content?	30	5	3	2
8	What is your opinion about library holdings for the syllabus of your college	33	4	2	1
9	The internal evaluation system as it exists regarding syllabus is	32	4	3	1

10	Overall rating of the syllabus of the course	31	5	3	1
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1. FACULTY FEEDBACK: 2019-20

Sl.No	A	B	C	D	Total
1	23	12	3	2	40
2	25	11	3	1	40
3	26	9	2	3	40
4	28	11	1	0	40
5	27	8	3	2	40
6	26	12	0	2	40
7	30	5	3	2	40
8	33	4	2	1	40
9	32	4	3	1	40
10	31	5	3	1	40
Total	281	81	23	15	400



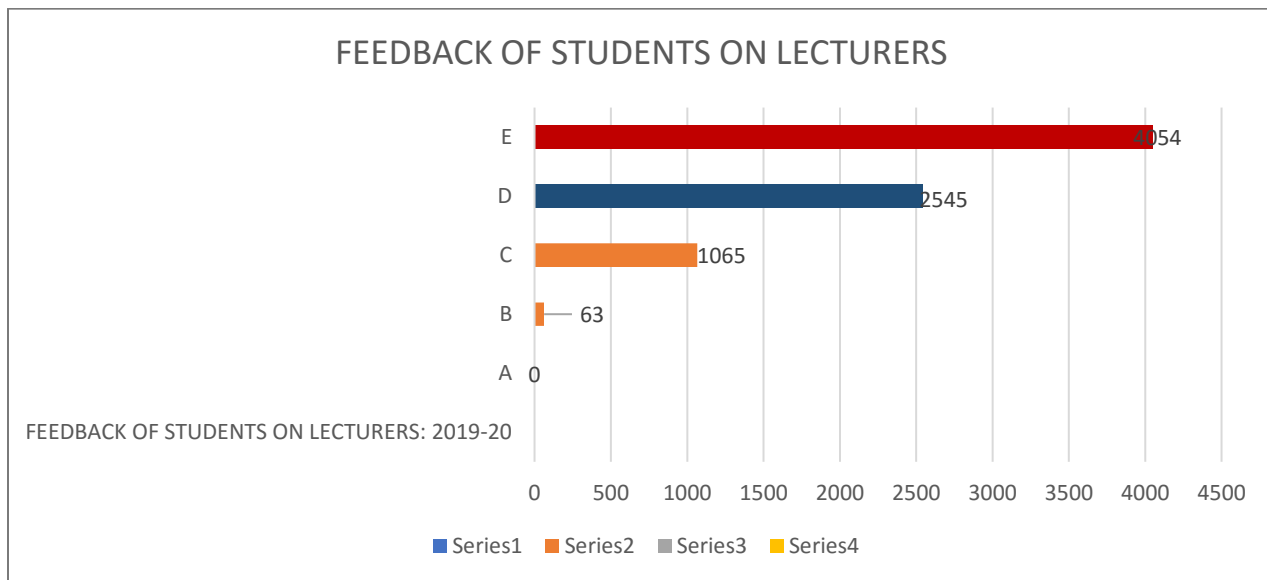
3. STUDENTS FEEDBACK ON LECTURERS

Sl.No.	Description	A Poor	B Average	C Good	D Very Good	E Excellent
1	Efforts to effectively cover 100% syllabus		2	38	112	243
2	The interest generated in the student while teaching in the class room		3	48	162	191
3	Clarity of expression while teaching the topic/lesson		4	51	103	226
4	Depth of subject content explained		2	50	142	218
5	Level of latest development in the subject taught.		3	62	142	158
6	Use of other methods of teaching like class seminar, question answer, group discussion etc., in the class room		4	60	116	186
7	Encouraging questions on the topic in the class and clearing doubt.			46	131	218
8	Use of teaching models and teaching aids in the class room.		4	55	116	189

9	Encouraging and supervising the students for study project.		1	51	135	183
10	Aptitude shown in arranging field visits, invited lectures etc., in the subject.		8	46	149	177
11	Encouraging and guiding students in reading library (subject and general) books and using internet.		3	67	129	202
12	Encouraging and guiding students in giving class seminars.		2	59	119	232
13	Regularity and seriousness in valuing the answer scripts of monthly tests and discussing the same with the students.		3	60	139	196
14	Remedial coaching and efforts made in preparing the students for University Examinations.		5	67	115	203
15	Regularity and punctuality to the class.		1	57	131	199
16	Enthusiasm shown to encourage and guide students in extracurricular activities like cultural, community service, nation building etc.		6	71	136	175
17	Counselling and career guidance.		4	55	98	202
18	Accessibility of the lecturer outside the class room for academic interaction.		5	40	148	187
19	Personal care and affection while dealing with individual student's and helping students.		2	52	130	196

20	Overall opinion on the lecturer.		1	30	92	273
	Total		63	1065	2545	4054

STUDENT'S FEEDBACK ON LECTURERS

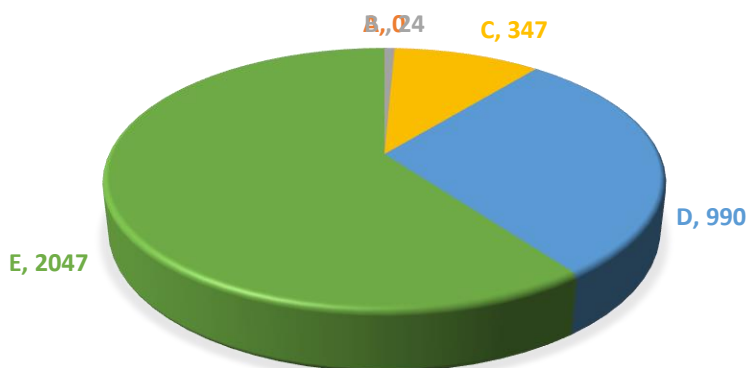


GROUP WISE FEEDBACK ANALYSIS: 2019-20

B.A. STUDENTS FEEDBACK ANALYSIS

Sl.No.	A	B	C	D	E
1		1	18	58	102
2		3	15	61	108
3		4	12	35	116
4			13	56	110
5			20	52	78
6		2	16	38	91
7			17	51	112
8			10	50	87
9			14	48	95
10		3	11	50	100
11		2	15	48	121
12		1	22	52	125
13			25	48	113
14		2	25	42	110
15			16	59	97
16		3	26	51	90
17			15	32	99
18			14	53	101
19		2	25	55	86
20		1	18	51	106
Total		24	347	990	2047

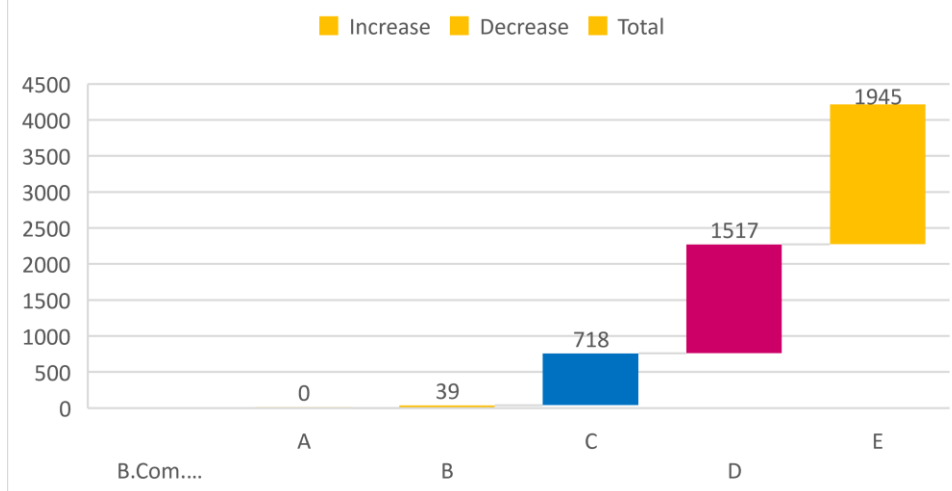
B.A. STUDENT'S FEEDBACK



B.Sc. STUDENTS FEEDBACK ANALYSIS

Sl.No.	A	B	C	D	E
1		1	20	50	136
2			33	98	79
3			39	64	107
4		2	37	86	107
5		3	42	88	77
6		2	44	73	91
7			29	80	101
8		4	45	63	98
9		1	37	87	85
10		5	35	95	75
11		1	52	79	78
12		1	37	67	105
13		3	35	91	81
14		3	42	73	92
15		1	41	71	97
16		3	45	81	81
17		4	40	66	100
18		5	26	94	85
19			27	75	108
20			12	36	162
Total	0	39	718	1517	1945

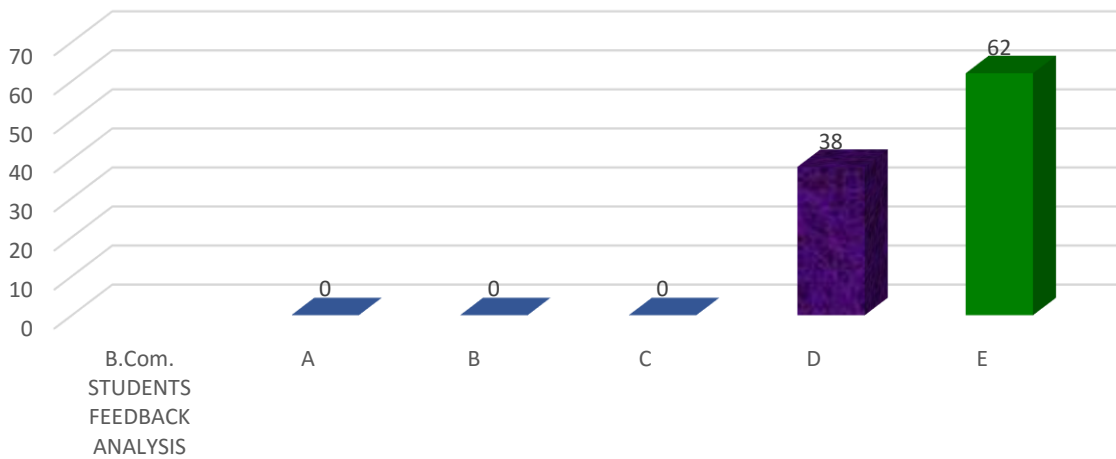
B.Sc. STUDENT'S FEEDBACK



B.Com. STUDENTS FEEDBACK ANALYSIS

Sl.No.	A	B	C	D	E
1				4	5
2				3	4
3				4	3
4					1
5				2	3
6				5	4
7					5
8				3	4
9					3
10				4	2
11				2	3
12					2
13					2
14					1
15				1	5
16				4	4
17					3
18				1	1
19					2
20				5	5
Total	0	0	0	38	62

B.Com. STUDENT'S FEEDBACK



4. PARENT'S FEEDBACK

S. No	Question	Yes	No	% of Yes
1.	Is the Course Structure Satisfactory?	17	03	85
2.	Does the curriculum design meet the employment need?	16	4	80
3.	Does the curriculum ensure holistic development of ward?	18	2	90
4.	The curriculum has prospects for higher education/ employment?	18	2	90
5	Is the Course Structure Satisfactory?	18	2	90

SUMMARY OF FEEDBACK ANALYSIS: 2019-20

1. ALUMNI FEEDBACK

- Alumni stated that the curriculum is well articulated and balanced, the outcome of which is a strong subject content.
- They also opined that the design of the curriculum enhanced scope for extra-learning and self-learning. It provided wide canvas to fathom new trends and avenues in the subject.
- Curriculum is also applicable to real life and environment is the opinion expressed by alumni.

2. FACULTY FEEDBACK

- Faculty felt that the curriculum is successful in achieving a balance between prescribed objectives and the relevance of course contents in line with the objectives.
- Curriculum is so designed to infuse enthusiasm among the students and pep their morale to pursue higher education.
- Faculty expressed their satisfaction towards the internal evaluation system designed by the affiliating university and the system adopted by the institution.
- The faculty felt that the overall relevance of the syllabus to the present needs and to the future of the students is satisfactory.

3. STUDENT'S FEEDBACK ON LECTURERS

- Students of all the groups are satisfied by the lecturers. The teaching-learning process adopted by the faculty is satisfactory for the students.
- Majority of the students felt that the lecturers were able to complete more than 90% of the syllabus.
- Students opined that the teachers are able to infuse interest among the students on the subject content and they are an authority and have depth on the subject they teach.
- They also stated that the faculty is supportive in conducting Class Room Seminars and also encouraged the students to visit library and browse certain education sites on internet.

4. PARENTS FEEDBACK

- Parents opined that the curriculum facilitated the holistic development of their children.
- They are satisfied that the curriculum is helpful to the students to pursue higher education in their respective subjects and also to face the competitive examinations.

ACTION TAKEN REPORT

- **Bridge Courses** are conducted to all the newly enrolled students from unconventional courses at intermediate level to help them adjust to the course content and evaluation process adopted by the institution.
- Departments are encouraged start coaching for competitive exams and also for entrance exams into different universities.
- Lecturers are asked to spend time with the students even outside the class room and provide mentoring and counselling services to the students to boost their morale.
- Departments are encouraged to organize National Seminars or State Seminars/Workshops/Conferences.
- Departments are asked to organize **Invited Talks** or Guest Lectures on recent advances in their respective subjects.