



GOVERNMENT DEGREE COLLEGE FOR MEN

Srikakulam - 532001, Andhra Pradesh, India

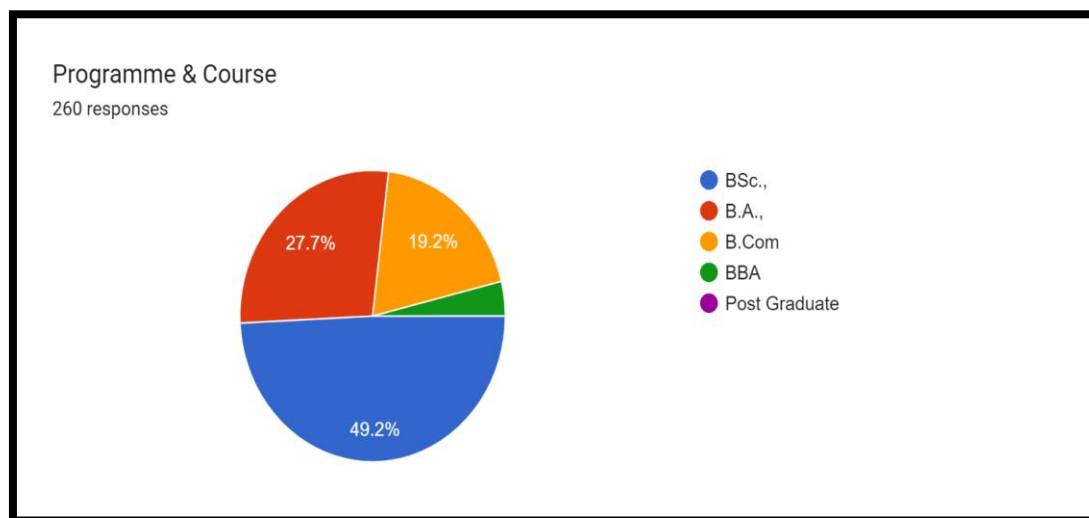
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STUDENT FEEDBACK ANALYSIS

Programme and Courses:

Based on the given information, a survey was conducted in Government Degree College (M), Srikakulam to gather opinions from 260 students belonging to five different classes, namely B.Sc, B.A, B.Com, BBA, and Post Graduation. The survey aimed to gather the opinions of students regarding the program and course in their respective classes.



The participation rate was the highest in the B.Sc class at 49.2%, followed by the B.A class at 27.7%, the B.Com class at 19.2%, the BBA class at 3.9%, and the post-graduation class at 0%, this could be due to the post-graduation students being busy with their research work.

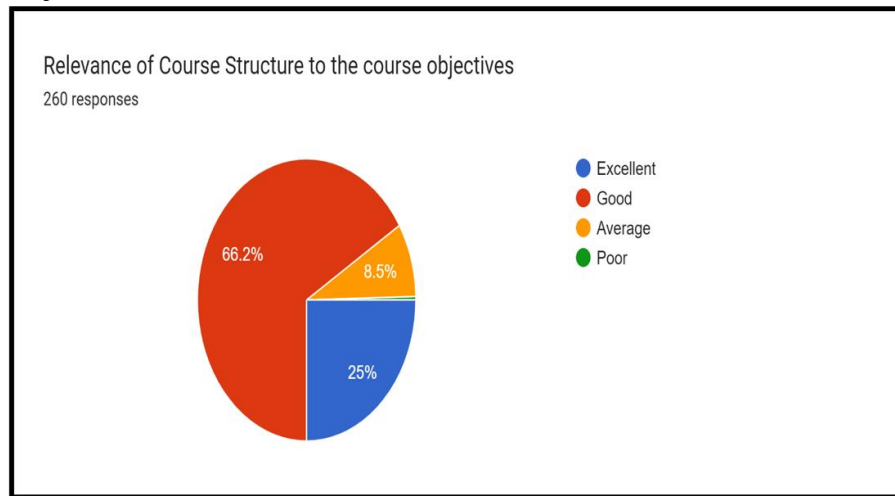
Overall, the survey results can provide valuable insights into the opinions and feedback of students regarding the program and courses in their respective classes, which can be useful for the college to improve the quality of education and student experience.

Relevance of Course Structure to the Course Objective:

The topic of the survey conducted in the college was related to the relevance of course structure to the course objectives. The survey was taken from 5 classes, and a total of 260 responses were received from the students. The responses were based on a scale of four options, namely excellent, good, average, and poor.

The results of the survey were presented in a pie chart, which showed that the majority of the students rated the course structure as excellent, with a percentage of 66.2%.

This indicates that the majority of the students found the course structure to be very relevant to the course objectives.



A significant portion of the students, 25%, rated the course structure as good, indicating that they found it to be fairly relevant to the course objectives. Only a small percentage, 8.5%, rated the course structure as average, indicating that they found it to be moderately relevant.

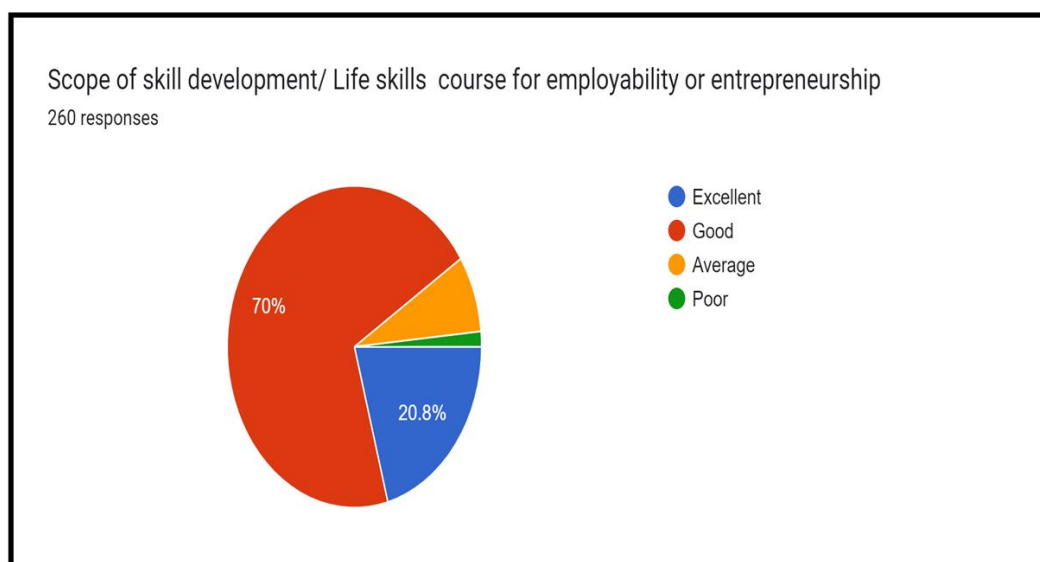
The remaining percentage of students rated the course structure as poor, indicating that they did not find it relevant to the course objectives.

Overall, the survey results suggest that the majority of the students found the course structure to be highly relevant to the course objectives.

Scope of Skill Development/ Life Skills Course for Employability or Entrepreneurship

Based on the survey conducted in 5 different classes with a total of 260 responses, the students were asked to rate their opinion on the topic of "Scope of Skill Development/ Life Skills Course for Employability or Entrepreneurship" using a four-point scale ranging from "excellent" to "poor".

The results of the survey were then presented in the form of a pie chart, which showed that the majority of the students rated the course as "excellent" with 70% of the total responses falling under this category. 20.8% of the students rated the course as "good", while only 6% of the students rated it as "average". The remaining percentage of students rated the course as "poor".

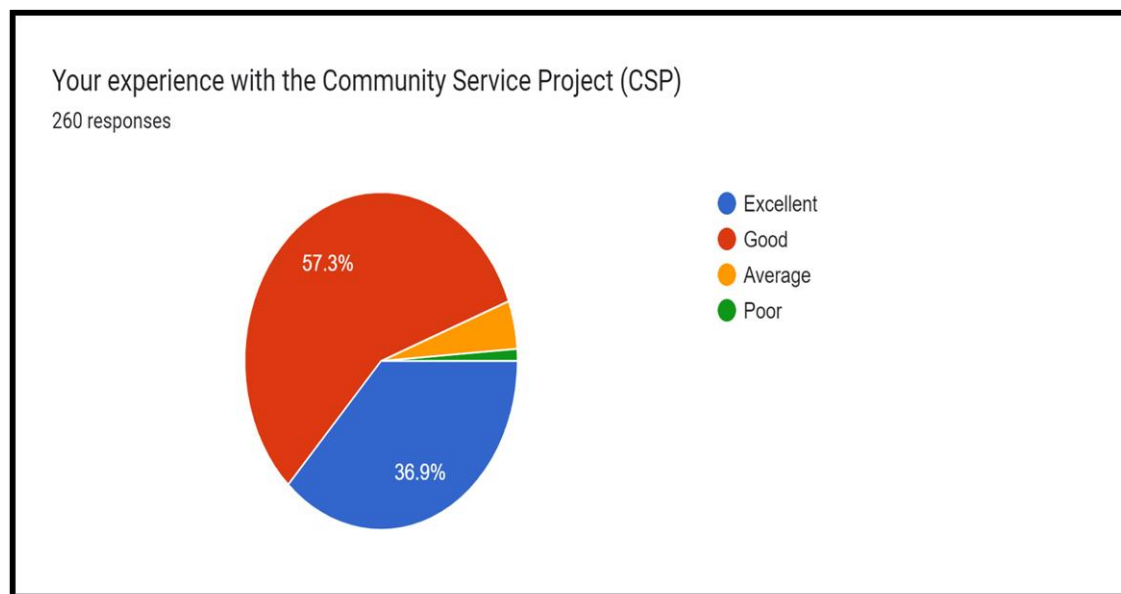


The high percentage of students who rated the course as "excellent" suggests that the majority of the students believe that the course has a significant scope in developing their skills for employability or entrepreneurship.

Based on the results of this survey, it can be concluded that the "Scope of Skill Development/ Life Skills Course for Employability or Entrepreneurship" is a beneficial course for the students and should be continued to be offered in the college to enhance the employability and entrepreneurship skills of the students. However, it is important to note that the feedback of the students should be continuously monitored to ensure that the course remains relevant and effective in meeting the needs of the students.

Your experience with the Community Service Project" (CSP)

Based on the survey conducted in the college with 260 responses from 5 different classes, the following report provides an analysis of the results obtained on the topic of "Your experience with the Community Service Project" (CSP).



The survey allowed students to choose from four different options to describe their experience with the CSP, namely Excellent, Good, Average, and Poor. Out of the total responses, the results were as follows:

Excellent: 57.3%

Good: 36.9%

Average: 2.8%

Poor: remaining percentage %

It is interesting to note that a majority of the responses (57.3%) described their experience with the CSP as "Excellent." This suggests that the students found the project to

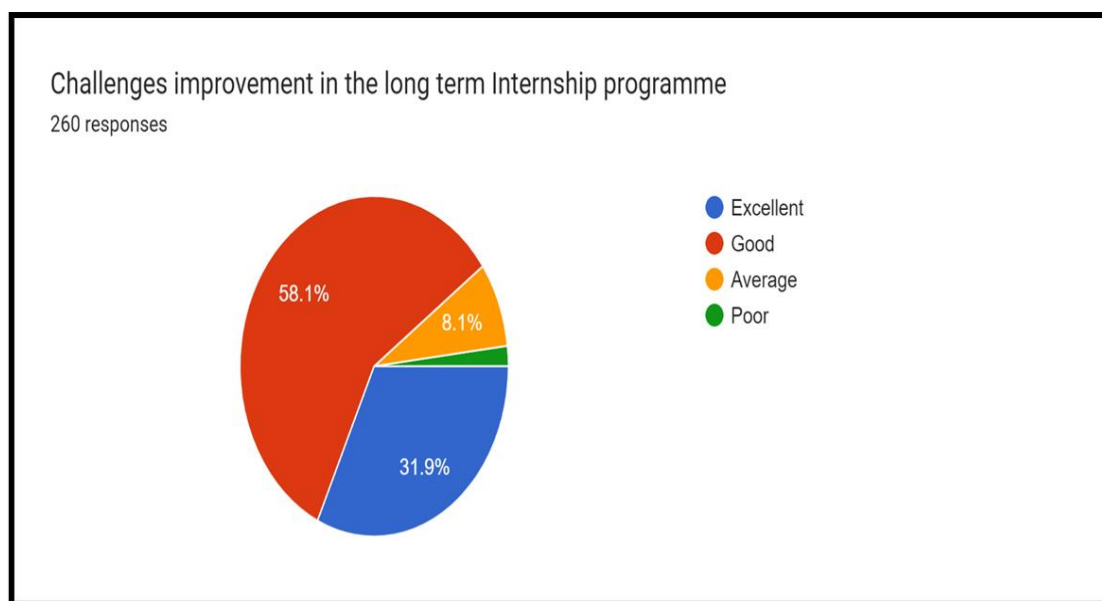
be very rewarding and enjoyable. Additionally, 36.9% of the responses stated that the experience was "Good," indicating that the project was generally well-received by a large proportion of the students.

On the other hand, only 2.8% of the responses were categorized as "Average," which suggests that some students may have had a neutral or ambivalent experience with the CSP. Finally, the remaining percentage (1%) of responses described the experience as "Poor."

In conclusion, the survey results suggest that the majority of students had a positive experience with the Community Service Project, with a large proportion rating it as "Excellent." This is an encouraging finding and indicates that the project was successful in engaging and motivating students to participate in community service.

Challenges Improvement in the Long Term Internship Programme

Based on the survey conducted on the topic of "Challenges Improvement in the Long Term Internship Programme," 260 responses were received from 5 classes. The responses were collected in the form of four choices: excellent, good, average, and poor.



The results of the survey were represented in a pie chart, with the following values:

Excellent - 58.1%

Good - 31.9%

Average - 8.1%

Poor - 1.9%

The pie chart shows that the majority of the respondents, 58.1%, rated the internship programme as excellent. This indicates that the majority of the students found the programme to be well-structured and helpful for their career development.

31.9% of the respondents rated the programme as good, which indicates that they found the programme satisfactory but there is still room for improvement.

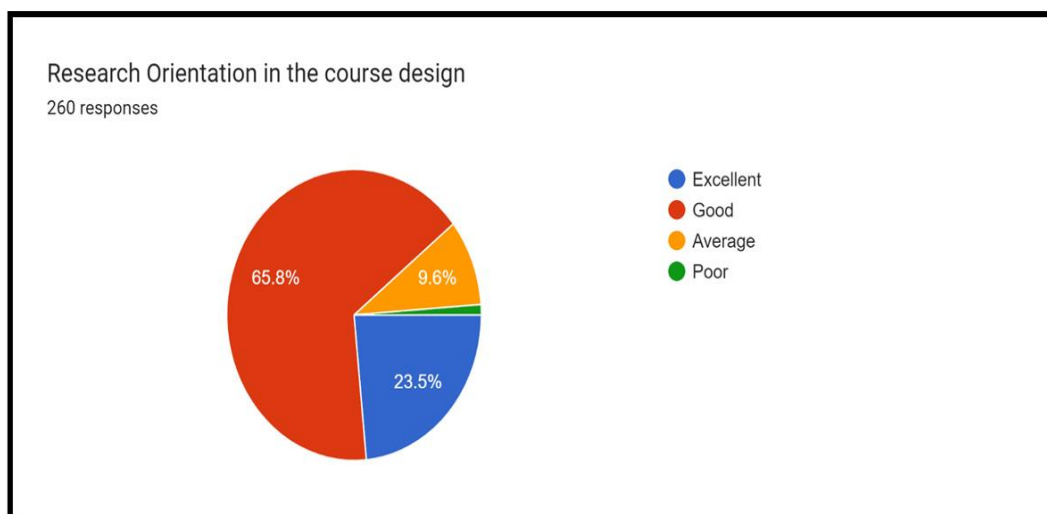
8.1% of the respondents rated the programme as average, which suggests that there were some issues with the programme that need to be addressed.

The remaining percentage (1.9%) of respondents rated the programme as poor, It is recommended that the college administration takes note of these concerns and take necessary steps to address them.

Overall, the survey results suggest that while the majority of the respondents found the internship programme to be excellent, there are still areas that need improvement. The college administration should take note of these concerns and work towards making necessary changes to ensure that the programme meets the expectations of all the students.

Research Orientation in the Course Design

Based on the survey taken from 5 classes, with a total of 260 responses, the students were asked to rate their perception of the research orientation in the course design on a scale of excellent, good, average, and poor. The results of the survey are presented in a pie chart, which reveals the following information:



65.8% of the students rated the research orientation in the course design as excellent.

23.5% of the students rated it as good.

9.6% of the students rated it as average.

The remaining percentage 1.1% of students rated it as poor.

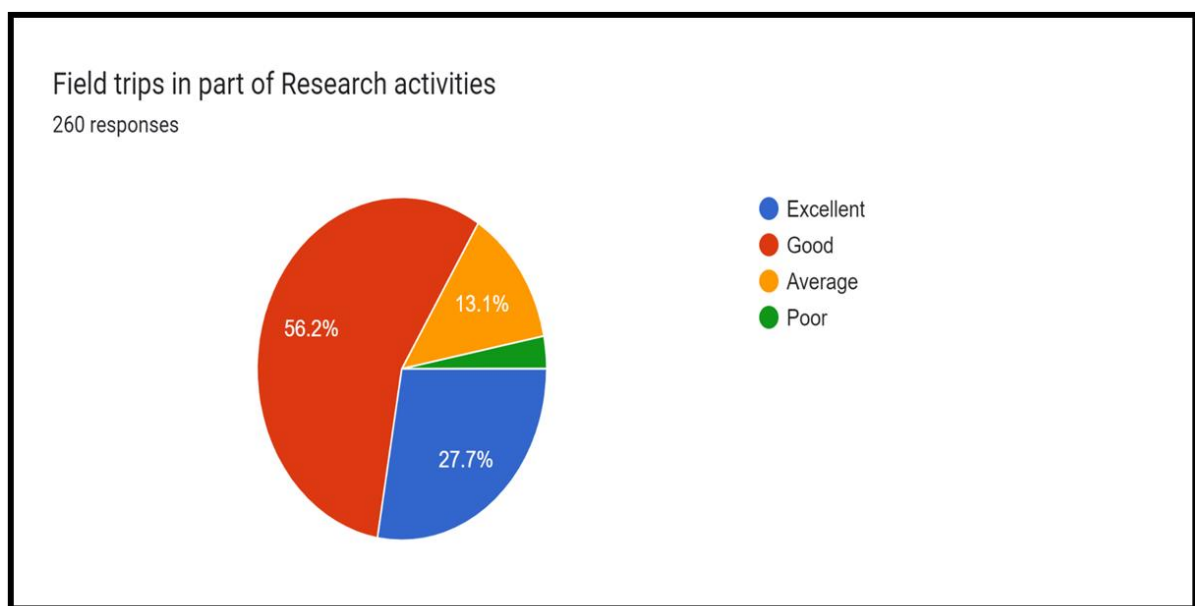
It is evident from the survey results that a majority of the students have a positive perception of the research orientation in the course design, with nearly two-thirds of the respondents rating it as excellent. This indicates that the course design has effectively incorporated research-oriented elements that have resonated well with the students.

However, there is still room for improvement as some students have rated it as average or poor. It is crucial for the college to take note of these ratings and identify the areas of improvement to provide better course design that can meet the expectations of all students.

Overall, the survey results suggest that the research orientation in the course design is perceived positively by most students. It is essential for the college to maintain this positive perception while addressing the concerns of the students who rated it as average or poor to ensure a better learning experience for all.

Field Trips as a part of Research Activities

Based on the survey conducted on the topic of "Field Trips as a part of Research Activities" in 5 classes, with 260 responses, the following are the findings:



The majority of the respondents rated the experience as "Excellent," with 56.2% of the total responses falling under this category.

27.7% of the respondents rated the experience as "Good," indicating that a significant portion of the respondents found the experience to be positive.

13.1% of the respondents rated the experience as "Average," suggesting that some respondents found the experience to be only moderately satisfactory.

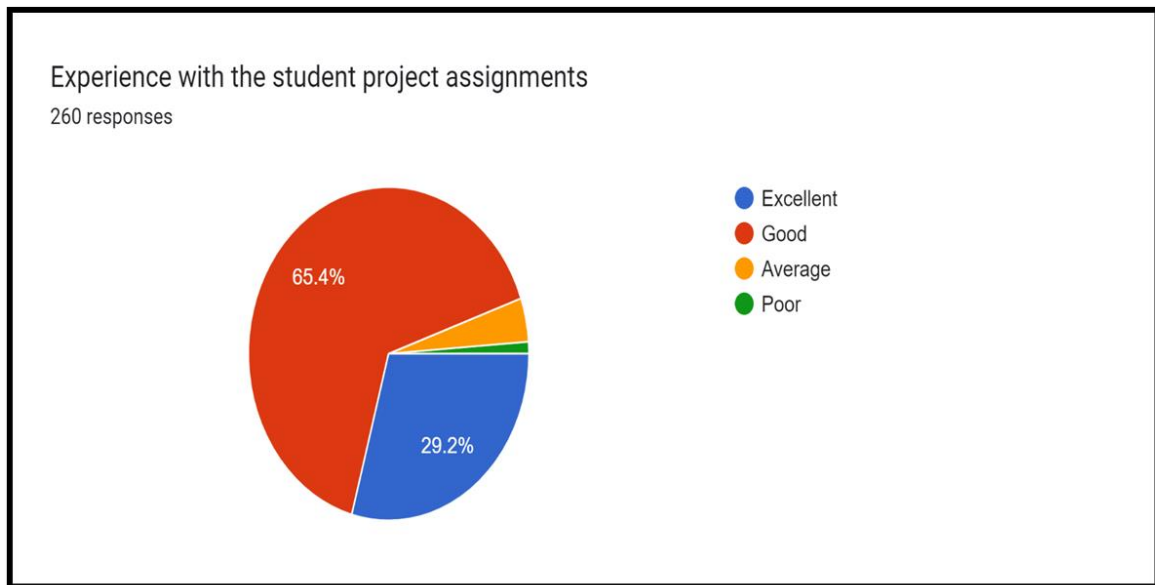
The remaining 3% of respondents rated the experience as "Poor," indicating that some individuals did not find the experience to be satisfactory.

Overall, the findings of the survey suggest that a majority of the respondents found the experience of "Field Trips as a part of Research Activities" to be excellent. However, it is also worth noting that a small percentage of respondents rated the experience as "Average" or "Poor," indicating that there is room for improvement in the way that field trips are conducted as a part of research activities.

Experience with the Students' Project Assignments

Report on the Survey Results of "Experience with the Students' Project Assignments"

The survey was conducted in five classes, and a total of 260 students responded. The responses were categorized into four groups: excellent, good, average, and poor. The following pie chart shows the distribution of the responses:



Excellent - 65.4%

Good - 29.2%

Average - 3.4%

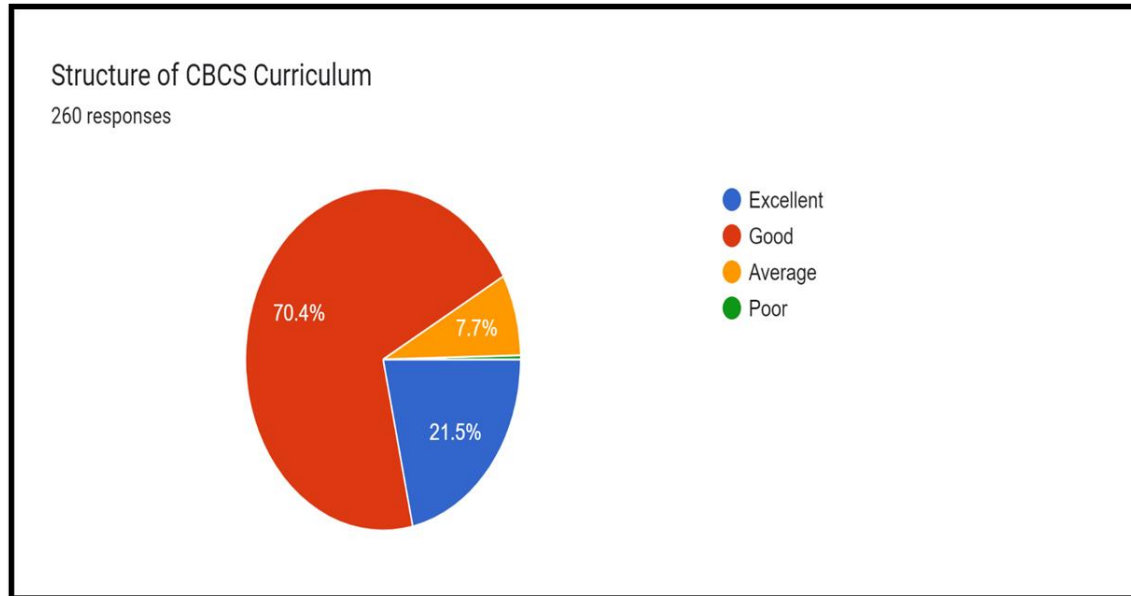
Poor - 2.0%

As seen in the chart, a majority of the students rated their experience with project assignments as "excellent." This indicates that most students found the project assignments to be enjoyable, engaging, and rewarding. Only a small percentage of students rated their experience as "average" or "poor," suggesting that the majority of students were satisfied with their project assignments.

The high percentage of students who rated their experience as "excellent" can be attributed to several factors. For instance, the projects may have been designed to be interesting and challenging, with clear objectives and guidelines. Additionally, the instructors may have provided sufficient support and guidance throughout the project, enabling students to succeed and feel confident in their work. However, there is room for improvement, and instructors should consider gathering more feedback to improve future project assignments.

Structure of CBCS Curriculum

Based on the survey conducted on the topic of "Structure of CBCS Curriculum", 260 students from 5 classes participated and shared their feedback. The survey allowed students to select one of four options: excellent, good, average, and poor.



The results of the survey were represented in a pie chart, which shows that 70.4% of the students rated the CBCS curriculum as excellent, 21.5% rated it as good, and 7.7% rated it as average. The remaining 0.4% represents the students who rated it as poor.

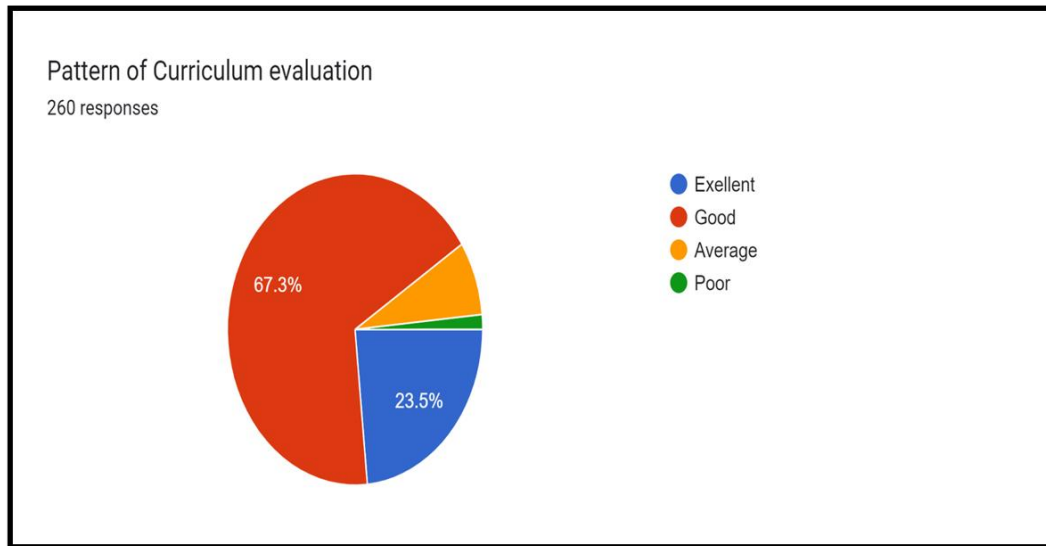
It is encouraging to see that the majority of the students found the CBCS curriculum to be excellent, which indicates that the curriculum is well-designed and meeting the needs of the students. The rating of good by 21.5% of the students also shows that the curriculum has room for improvement, but is still effective overall.

However, the fact that some students rated the curriculum as poor suggests that there are areas that need to be addressed and improved upon. It would be useful to further investigate the reasons for this negative feedback and take appropriate actions to address the issues.

Overall, the survey results provide valuable feedback on the CBCS curriculum and can be used to make improvements that will benefit the students and enhance their learning experience.

Pattern of Curriculum Evaluation

Based on the survey taken from 260 students across 5 classes in college, the following is the distribution of their responses for the topic of "Pattern of Curriculum Evaluation":



67.3% of the students rated the pattern of curriculum evaluation as "Excellent"

23.5% of the students rated it as "Good"

8.1% of the students rated it as "Average"

The remaining 1.1% of students rated it as "Poor".

From the pie chart, it is clear that the majority of the students who participated in the survey were highly satisfied with the pattern of curriculum evaluation. More specifically, nearly 2/3 of the students (67.3%) rated it as "Excellent". Additionally, about 1/4 of the students (23.5%) rated it as "Good", which suggests that they were generally satisfied with the pattern of curriculum evaluation.

However, it is important to note that a small percentage of students (8.1%) rated the pattern of curriculum evaluation as "Average". Furthermore, the fact that there is a percentage of students who rated it as "Poor", indicating that there may be some room for improvement.

Overall, it appears that the majority of students are satisfied with the pattern of curriculum evaluation, but there are some areas that could benefit from further attention and improvement.



Government Degree College (M), Srikakulam



Report on Faculty Feedback

Introduction:

This report provides an overview of the feedback process used to gather input from faculty members regarding the programme outcomes, course structure, content, pedagogical tools, teaching techniques, internal assessment, and evaluation of semester-end exams. The purpose of this report is to showcase the college's commitment to continuously improving the quality of education and meeting the standards set by the National Assessment and Accreditation Council (NAAC).

Methodology:

A Google form was used to collect feedback from faculty members on various aspects of the programme and course delivery. The form was circulated to all faculty members, and they were encouraged to provide their feedback and suggestions. The responses were then compiled and analysed to identify any patterns or trends.

Findings:

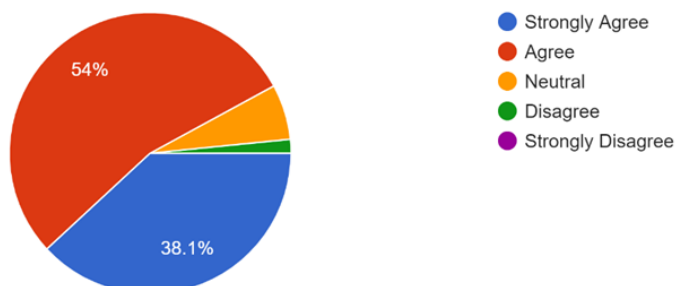
The feedback received from faculty members highlighted several areas of strength and opportunities for improvement. The findings are summarized as follows:

1. Programme outcomes and Programme specific outcomes:

Most faculty members agreed that the programme outcomes and programme specific outcomes were relevant and aligned with the current industry requirements. However, some faculty members suggested the inclusion of more practical and hands-on training to better prepare students for the job market.

The course structure is in line with Programme Outcomes in general and Programme Specific Outcomes in particular.

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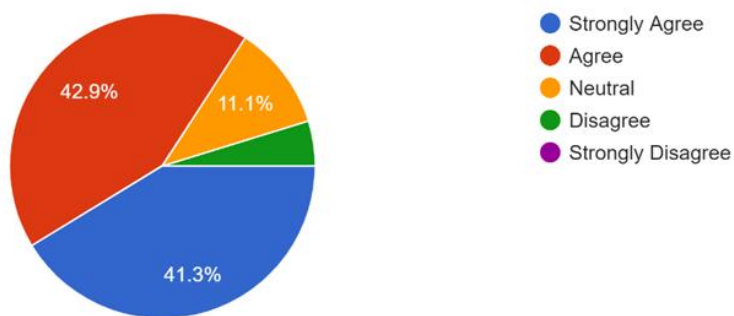


2.Course structure, content, and outcomes:

The majority of the faculty members felt that the course structure and content were well-organized and aligned with the programme outcomes. However, some faculty members suggested revising the course outcomes to reflect the latest industry trends.

The course content is relevant to course outcomes.

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3.Pedagogical tools and teaching techniques:

Most faculty members agreed that the pedagogical tools and teaching techniques were effective and engaging. However, some faculty members suggested the inclusion of more ICT-based teaching to make learning more interactive and relevant.

4.Internal Assessment and Evaluation of Semester-end exams:

The majority of the faculty members agreed that the internal assessment and evaluation of semester-end exams were fair and transparent. However, some faculty members suggested revising the evaluation criteria to reflect a more holistic approach that incorporates various learning outcomes.

Recommendations:

Based on the feedback received from faculty members, the following recommendations are proposed:

- 1.To include more practical and hands-on training to better prepare students for the job market.
- 2.To revise the course outcomes to reflect the latest industry trends.
- 3.To include more ICT-based teaching to make learning more interactive and relevant.

4.To incorporate a more holistic approach in the evaluation of semester-end exams that takes into account various learning outcomes.

Conclusion:

In conclusion, the feedback received from faculty members has been crucial in identifying areas of strength and opportunities for improvement. The recommendations proposed will help to enhance the quality of education and better align it with the needs of the industry. The college is committed to implementing the necessary changes to ensure that the quality of education is continually improving and meeting the standards set by NAAC.

Faculty Feedback Analysis

The faculty feedback questionnaire that has been developed appears to be a valuable tool for gathering feedback on various aspects of the program and course delivery. This feedback is especially useful for the purpose of accreditation by the National Assessment and Accreditation Council (NAAC).

The questionnaire covers key areas such as program outcomes, course structure, content, and pedagogical tools, as well as internal assessment and evaluation of semester end exams. These areas are critical in ensuring that the program meets the desired outcomes and delivers high-quality education to the students.

By collecting feedback from faculty members, the college can assess the effectiveness of their teaching methods and identify areas for improvement. The feedback results can then be used to make necessary changes to the program and course delivery to ensure that it meets the requirements of the NAAC.

Moreover, communicating the feedback results to the affiliated University and taking appropriate actions demonstrates the college's commitment to continuous improvement, which is an important aspect of the NAAC accreditation process.

In general, the faculty feedback questionnaire is a valuable tool for the purpose of NAAC accreditation. It can help the college to identify areas for improvement and demonstrate their commitment to providing high-quality education to the students.

Employer Feedback Analysis

1.Technical Skills for Employability: Out of the 26 employers who responded to this feedback, 73.1% expressed satisfaction towards the technical skills for employability. However, 26.9% of the employers identified the need to improve these skills. The institution should focus on providing more practical training and real-world experiences to enhance the technical skills of the students.

The following are some more suggestions that the institution can consider to improve the technical skills for employability of their students:

- a. Increase practical training:** The institution can focus on providing more practical training and hands-on experience to the students. This can include lab sessions, internships, apprenticeships, and industry visits, where students can apply their theoretical knowledge to real-world situations.
- b. Incorporate industry-relevant technologies:** The institution should ensure that their curriculum is up-to-date with the latest industry-relevant technologies and tools. This can help students to be better prepared for the job market and improve their technical skills.
- c. Encourage project-based learning:** The institution can incorporate project-based learning into their curriculum, where students can work on real-world projects, and develop their technical skills by working collaboratively with their peers.
- d. Provide mentorship and guidance:** The institution can assign mentors to the students who can guide them and provide them with constructive feedback on their technical skills. This can help students to identify their strengths and weaknesses and work towards improving them.
- e. Foster a culture of continuous learning:** The institution can encourage a culture of continuous learning among students, where they are motivated to keep up with the latest technological advancements in their field of study. This can be achieved by providing access to online learning resources, organizing workshops and seminars, and encouraging students to participate in hackathons and coding competitions.

As a whole, the institution should focus on providing a well-rounded education that emphasizes both theoretical knowledge and practical skills, with an emphasis on preparing students for the job market. By implementing these suggestions, the institution can improve the technical skills for employability of their students and help them to become more competitive in the job market.

2.Knowledge of Theory and Practical Application: 76.9% of the 26 employers who responded expressed satisfaction towards the knowledge of theory and practical application. However, 23.1% of the employers identified the need to improve these skills. The institution should encourage more experiential learning and industry collaborations to provide hands-on training to the students.

3.Creativity and Innovation: 80.8% of the 26 employers who responded expressed satisfaction towards creativity and innovation skills. However, 19.2% of the employers identified the need to improve these skills. The institution should focus on providing opportunities for students to develop their creative and innovative skills through problem-based learning, project-based learning, and innovation challenges.

4.Relevance of Course Content: 84.6% of the 26 employers who responded expressed satisfaction towards the relevance of the course content. However, 15.4% of the employers

identified the need to improve these skills. The institution should focus on designing and delivering the curriculum that is in line with the industry requirements and current trends.

5.Soft Skills and Communication Skills: 69.2% of the 26 employers who responded expressed satisfaction towards the soft skills and communication skills of the students. However, 30.8% of the employers identified the need to improve these skills. The institution should focus on providing training and opportunities for students to develop their soft skills, such as teamwork, leadership, communication, and interpersonal skills.

The following are some more suggestions that the institution can consider to improve the soft skills and communication skills of their students:

a. Introduce Soft Skills Development Programs: The institution can introduce specific programs or courses that focus on developing soft skills, such as communication, teamwork, leadership, and interpersonal skills. These programs can be taught through interactive sessions, role plays, case studies, and simulations to provide hands-on experience to the students.

b. Encourage Extracurricular Activities: The institution can encourage students to participate in extracurricular activities that can help develop their soft skills, such as volunteering, organizing events, and participating in clubs and societies. These activities can provide opportunities for students to interact with others and develop their communication, leadership, and teamwork skills.

c. Provide Feedback and Coaching: The institution can provide regular feedback and coaching to the students on their soft skills and communication skills. This can be achieved through mock interviews, public speaking competitions, and group discussions. The feedback provided can help students identify their strengths and weaknesses and work towards improving them.

d. Incorporate Technology: The institution can incorporate technology to help students develop their soft skills and communication skills. This can include using video conferencing tools to facilitate remote team collaboration, virtual reality simulations to simulate real-world communication scenarios, and online tools for public speaking and presentations.

e. Foster a Culture of Open Communication: The institution can foster a culture of open communication and encourage students to express their ideas and opinions freely. This can help students develop their communication and interpersonal skills, as well as their confidence.

Generally, the institution should focus on providing a well-rounded education that emphasizes both technical skills and soft skills, with an emphasis on developing the communication and interpersonal skills of their students. By implementing these suggestions, the institution can improve the soft skills and communication skills of their students and help them to become more competitive in the job market.

Conclusion: The feedback analysis report for Government Degree College (M), Srikakulam suggests that the institution has performed well in terms of employability skills, technical knowledge, creativity, course content, and soft skills. However, there is still room for improvement in some areas, such as providing more practical training, encouraging

experiential learning and industry collaborations, and focusing on soft skills development. The institution should take these recommendations into consideration to enhance the educational quality and employability of the graduates.

Parents Feedback Analysis

Based on the feedback provided by 412 parents during the academic year 2020-21, the following analysis can be made:

1. Course Structure: The majority of parents (85%) expressed satisfaction with the course structure of the program in which their ward is admitted. This indicates that the program's structure is meeting the expectations and needs of most parents.

2. Curriculum: A majority of parents (85%) felt that the curriculum addressed employment needs in general. This suggests that the program's curriculum is aligned with the job market and preparing students with skills that are relevant to their future careers.

3. Overall Development: The majority of parents (82%) agreed that the curriculum contributed to the overall development of their ward. This indicates that the program is not only preparing students for employment but also promoting their overall growth and development.

However, there were some areas of improvement that were highlighted by a minority of parents. For example, 15% of parents did not express satisfaction with the course structure, and it would be helpful to understand their specific concerns to improve the program. Similarly, 15% of parents did not express their view that the curriculum addressed employment needs in general, and 18% of parents did not agree that the curriculum contributed to the overall development of their ward. Understanding the feedback and suggestions of these parents could be useful in enhancing the program's quality and meeting the expectations of all parents.

Teachers Feedback Analysis

Based on the teachers feedback provided, the following indicate the level of agreement among the teachers for Criterion 1:

Criterion 1: Curricular Aspects:

54% strongly agreed and 25% agreed that course structure is in line with Programme Outcomes in general and Programme Specific Outcomes in particular.

Teaching-Learning and Evaluation:

.69% strongly agreed and 22% agreed that course content is relevant to course outcomes.

.81% strongly agreed and 19% agreed that course content matched the needs of all levels of learners.

.72% strongly agreed and 16% agreed that it was comfortable to adopt new Pedagogical teaching techniques in the stipulated time period as planned for Curriculum transaction.

.80% strongly agreed and 20% agreed that the college facilitated ICT- based teaching.

.71% strongly agreed and 20% agreed that the internal assessment was beneficial in enhancing learning levels of students.

.71% of teachers strongly agreed and 16% agreed that the evaluation was fair and variation in semester end examination with that of Internal Assessment was well within acceptable limits.

Student Support and Progression:

No direct feedback was provided by the teachers regarding this criterion. However, the feedback on the course content, teaching and learning practices, and evaluation processes indirectly suggest that the institution is focused on providing effective support and progression opportunities for students.

In general, the percentages of agreement among the teachers are generally high, indicating that the institution is performing well in many areas related to course design, delivery, and evaluation. However, additional feedback is needed to evaluate the institution's performance in other areas.

Alumni Feedback Analysis

Based on the alumni feedback provided, the majority of the alumni had positive experiences with the curriculum design of the institution. 57% of the alumni expressed their consent that the curriculum design helped them gain knowledge, indicating that the courses offered were effective in conveying relevant information to the students.

55% of the alumni felt that the curriculum structure helped them progress to higher levels of education. This suggests that the curriculum provided a solid foundation for further studies, and alumni were able to build on their education after leaving the institution.

70% of the alumni responded that the courses design are well applicable to real-life situations, indicating that the curriculum design focused on practical, real-world scenarios that are useful for alumni to apply in their personal and professional lives.

73% of the alumni felt that the course structure designed and adopted evoke research aptitude, suggesting that the curriculum design instilled a sense of curiosity and critical thinking in the students, encouraging them to explore and conduct research on the subject matter.

Finally, 72% of the alumni felt that the course structure was helpful for them to adapt to their career. This suggests that the curriculum design was relevant and useful in preparing students for their future careers and professional endeavors.

Overall, the alumni feedback indicates that the curriculum design was effective in providing knowledge, preparing students for further studies, providing practical application, instilling research aptitude, and preparing them for their careers. However, it may be useful to investigate any concerns raised by the minority of alumni who did not have positive experiences with the curriculum to identify areas for improvement.