

A.S.D.GOVERNMENT DEGREE COLLEGE FOR WOMEN AUTONOMOUS, KAKINADA

DEPARTMENT OF ENGLISH

STUDENTS FEEDBACK ANALYSIS ON CURRICULUM

SEMESTER II

REPORT 2024-2025

For the academic year 2024–2025, feedback on the syllabus was collected from stakeholders. The students' feedback form included questions that accurately reflected their level of satisfaction with the syllabus. The conclusions drawn from the analysis are as follows:

- A majority of students (90%) agreed that the syllabus is suitable to the programme, need-based, and up-to-date.
- About 78% felt that the syllabus maintains a good balance between theoretical and practical components.
- Nearly 80% expressed that the syllabus generates genuine interest in the subject area.
- Around 76% agreed that the syllabus is relevant for professional development and job preparedness.
- About 78% mentioned that the syllabus incorporates recent trends and developments.
- A total of 82% felt that the syllabus motivates and equips them to pursue higher education or research.

STUDENTS FEEDBACK ON CURRICULUM 2024-25

DEPARTMENT OF ENGLISH - SEMESTER - II A Course in Reading & Writing Skills

Email *

harikasatyadevipotnuri@gmail.com

Name of the Student *

P.harika satya devi

Programme *

- ☐ BSc MATHS
- ☐ BSc Physics
- ☐ BSc Chemistry
- ☒ BSc Computer Science
- ☐ Home Science
- ☐ BSc Botany
- ☐ BSc Zoology
- ☐ BSc Microbiology
- ☐ B.Com Genearl
- ☐ B.Com C.A
- ☐ B.A History
- ☐ B.A Economics
- ☐ B.A Political Science

Register Number (Hall Ticket Number) *

2474037

Semester *

2

1. Course objectives and Course outcomes are well defined and communicated to students. *

Dropdown

Agree ▼

2. Course content helps to gain knowledge, foster social values, ethics, communication skills and leadership skills. *

☐ Strongly agree

☐ Agree

☒ Neutral

☐ Disagree

☐ Strongly Disagree

3. Curriculum addresses skill development and enhances Employability and Entrepreneurship skills *

☐ Strongly agree

☐ Agree

☒ Neutral

☐ Disagree

☐ Strongly Disagree

4. Curriculum focusses on cross-cutting issues like Gender, Human values, Professional Ethics, Environment and Sustainability. *

- ☐ Strongly Agree
- ☒ Agree
- ☐ Neutral
- ☐ Disagree
- ☐ Strongly Disagree

5. Students are involved in curriculum design and development. *

- ☐ Strongly Agree
- ☐ Agree
- ☒ Neutral
- ☐ Disagree
- ☐ Strongly Disagree

6. The curriculum is revised as per local, national, and global needs. *

- ☐ Strongly Agree
- ☐ Agree
- ☒ Neutral
- ☐ Disagree
- ☐ Strongly Disagree

7. Curriculum effectively integrates multidisciplinary and skill development courses to explore areas outside the core discipline. *

- ☐ Strongly Agree
- ☐ Agree
- ☒ Neutral
- ☐ Disagree
- ☐ Strongly Disagree

8. The curriculum provides opportunities for experiential learning such as internships, projects, fieldwork, etc. *

- ☐ Strongly Agree
- ☒ Agree
- ☐ Neutral
- ☐ disagree
- ☐ Strongly Disagree

9. The curriculum includes sufficient exposure to recent trends and advancements in the relevant field of study. *

- ☐ Strongly Agree
- ☐ Agree
- ☒ Neutral
- ☐ Disagree
- ☐ Strongly Disagree

10. Any suggestions for improvement in any course content, if needed. *

No

This form was created inside of A.S.D. Govt. Degree College for Women(A).

Google Forms

STUDENTS FEEDBACK ON CURRICULUM 2024-25

169 responses

[Publish analytics](#)



Madakam.Lova sri

Kowsalya

Kondagunturi.Dhana sai Lakshmi

Yarabala Devi Moulika

Tiramsetti durga divya jyothsna

Vathadi Naga Tulasi

Dadala vishala

Teki yasangwini

Guttala ramata keerthi

Jonnagada Sri Kanya

G. V. S. Likhitha

G kavya Sri

Oleti. Mounika

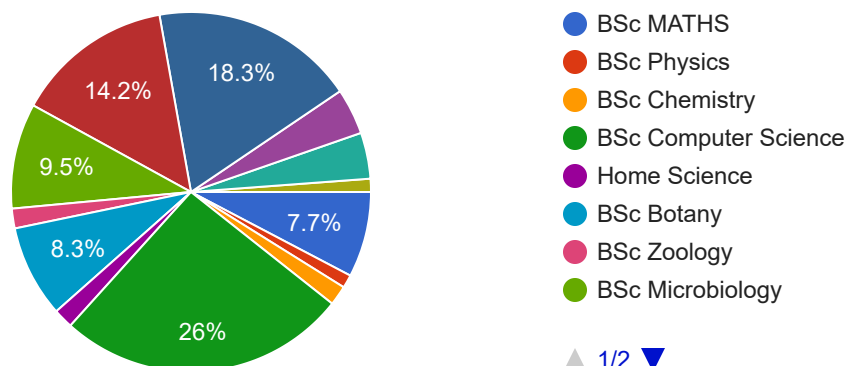
Mylapilli lakshmi

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Programme

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169 responses



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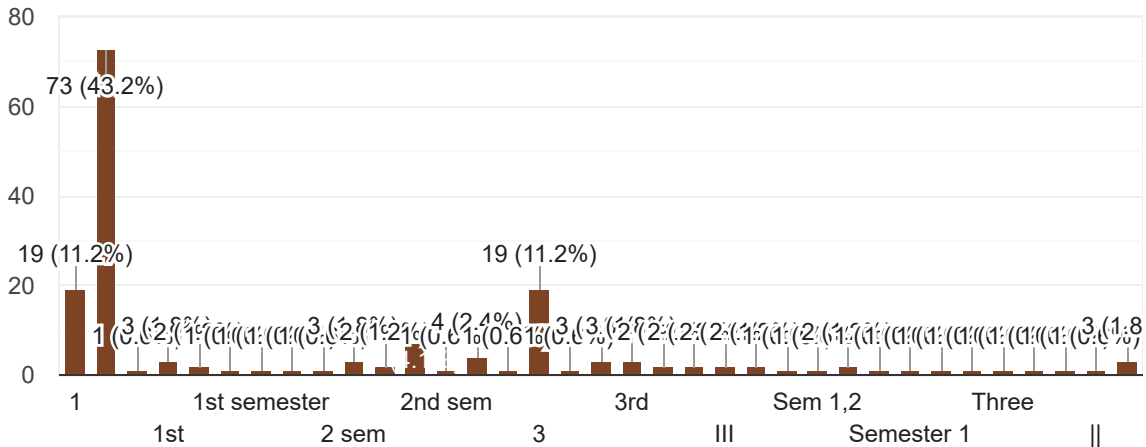
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Semester

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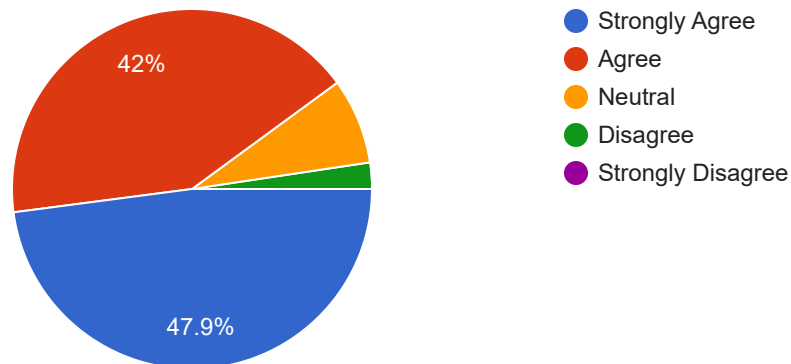
169 responses



1. Course objectives and Course outcomes are well defined and communicated to students.

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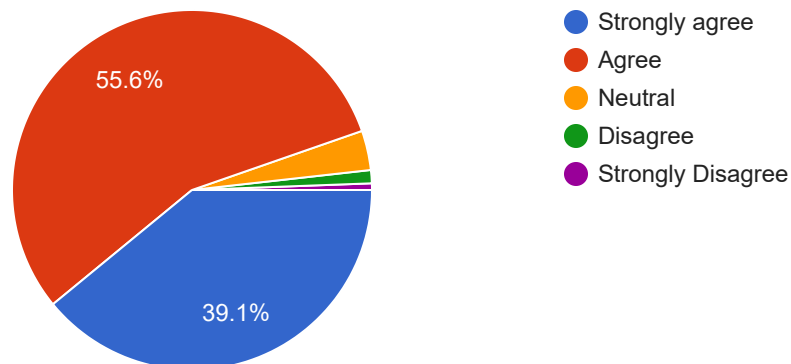
169 responses



2. Course content helps to gain knowledge, foster social values, ethics, communication skills and leadership skills.

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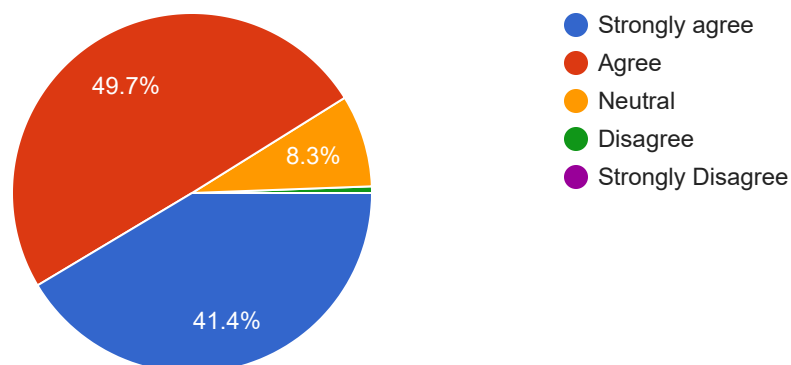
169 responses



3. Curriculum addresses skill development and enhances Employability and Entrepreneurship skills

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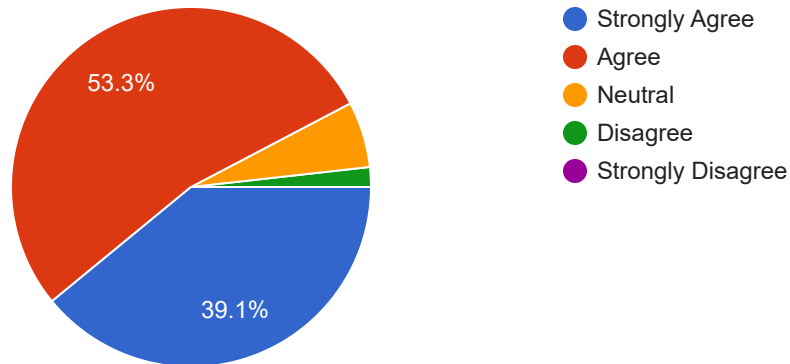
169 responses



4. Curriculum focusses on cross-cutting issues like Gender, Human values, Professional Ethics, Environment and Sustainability.

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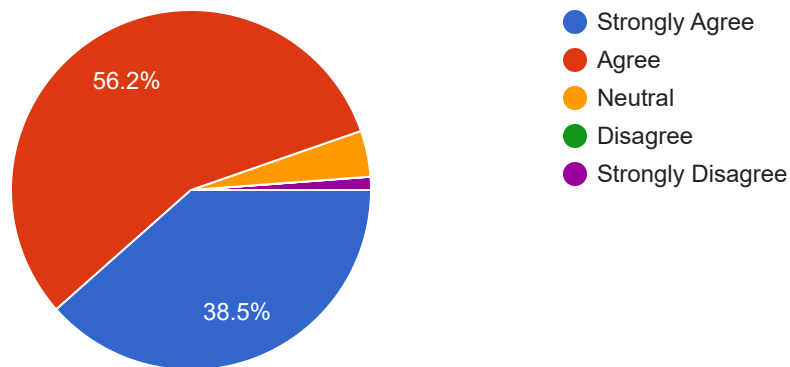
169 responses



5. Students are involved in curriculum design and development.

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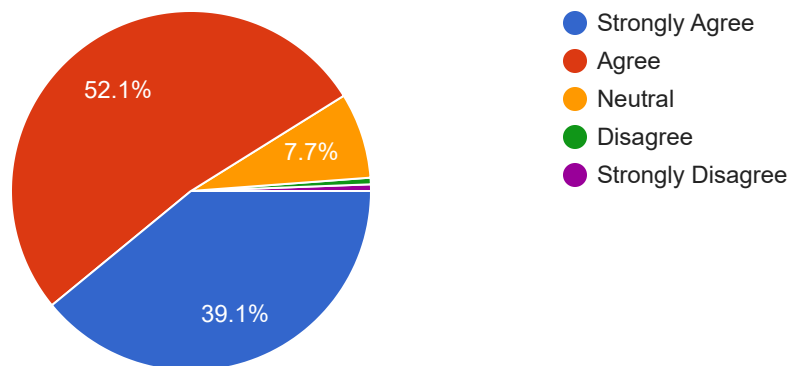
169 responses



6. The curriculum is revised as per local, national, and global needs.

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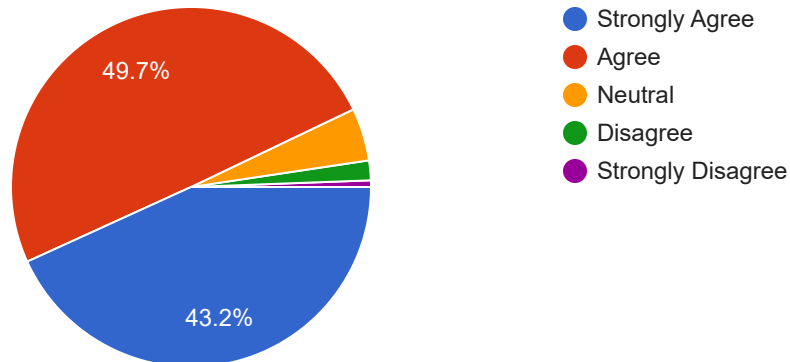
169 responses



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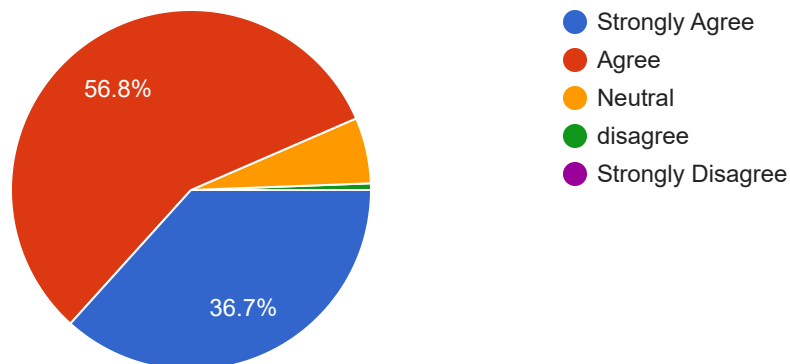
169 responses



8. The curriculum provides opportunities for experiential learning such as internships, projects, fieldwork, etc.

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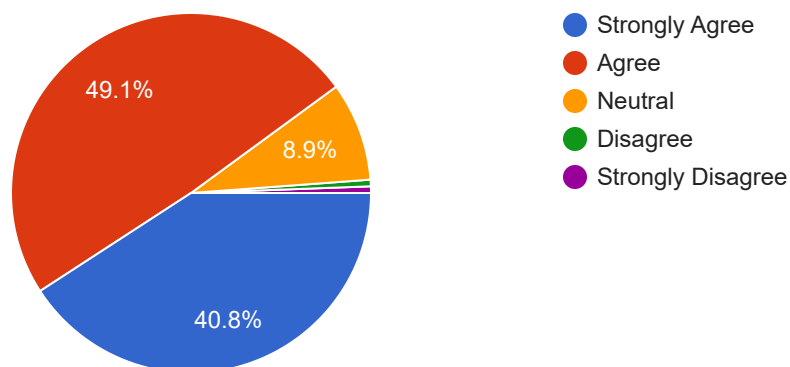
169 responses



9. The curriculum includes sufficient exposure to recent trends and advancements in the relevant field of study.

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169 responses



Action Taken Report on Student Curriculum Feedback (2024–2025)

Observations

The overall feedback from students shows a mostly positive opinion about the curriculum and how it is communicated. Around 90% of students agreed that the course objectives are clear and well explained. Many students appreciated that the curriculum includes important topics like ethics, communication, leadership, gender, and sustainability. Some students suggested that it could be improved further by adding more industry-related and practical components. A few students felt that there is limited hands-on training. There was also a small drop in strongly positive responses, as two students disagreed with some points. This shows that regular review and improvement of the curriculum are needed to keep student satisfaction high.

Action Taken Report

In response to the feedback, several steps were taken to make the curriculum more practical, relevant, and connected to industry needs. Learning outcomes were clearly explained through orientation sessions, course handbooks, visual aids, and displays on notice boards and the LMS. The syllabus was slightly revised to include case studies, role plays, and real-life ethical situations. Guest lectures by professionals, entrepreneurship modules, and mock interviews were added, along with interactive talks by startup founders.

The department worked closely with the Career Services Cell to organize more workshops. Events like Language Day, Gender Sensitization Workshops, and Ethics in Literature seminars were conducted to promote value-based learning. Students continued to take part in the Board of Studies meetings and feedback sessions, which are now held more often to include expert and alumni suggestions.

Open electives and interdepartmental courses were expanded, and students were encouraged to join interdisciplinary certificate programs. More internship and fieldwork opportunities were created through tie-ups with NGOs and companies, including mandatory mini-projects.




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KAKINADA