

A.S.D.GOVERNMENT DEGREE COLLEGE FOR WOMEN(A)

(Re-Accredited with 'B++' Grade by NAAC)

(Affiliated to Adikavi Nannaya University)

Jagannaickpur, Kakinada.

DEPARTMENT OF COMPUTER APPLICATIONS



ANALYSIS & ACTION TAKEN REPORT **ON** **FEEDBACK COLLECTED FROM STUDENTS ON** **CURRICULUM**

SEMESTERS – I, III & V

2025-26

A.S.D. GOVERNMENT DEGREE COLLEGE FOR WOMEN(A)
DEPARTMENT OF COMPUTER APPLICATIONS

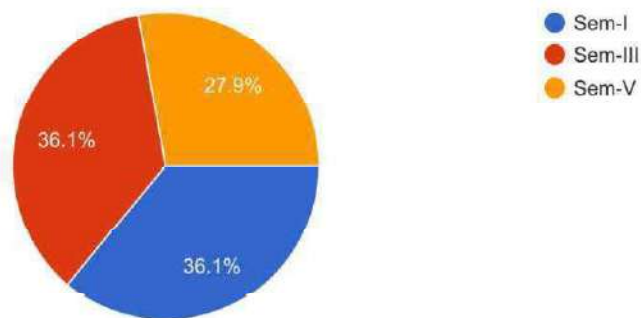
ANALYSIS OF STUDENT'S FEEDBACK ON CURRICULUM

ACADEMIC YEAR 2025-26

SEMESTER - I, III & V

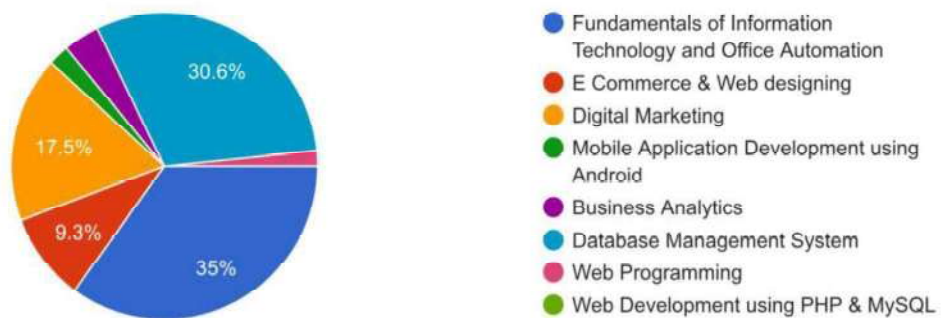
Semester

183 responses



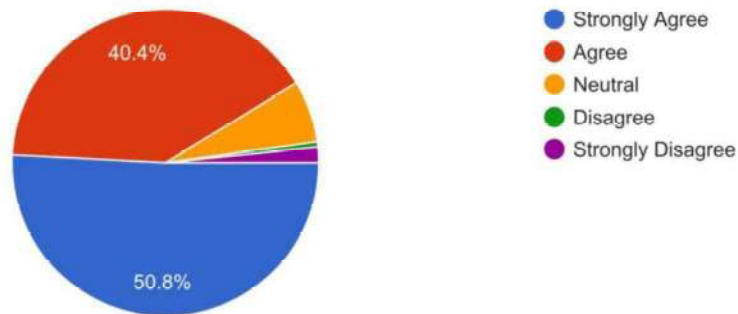
Name of the Course

183 responses



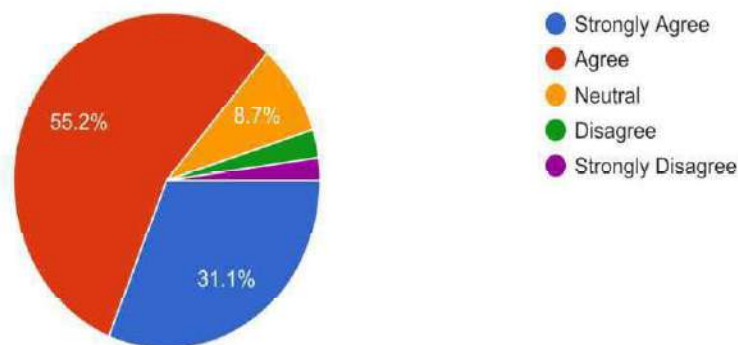
1. Course objectives and Course outcomes are well defined and communicated to students.

183 responses



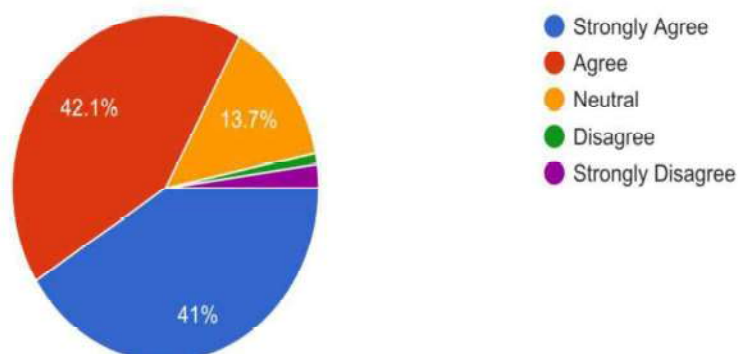
2. Course content helps to gain knowledge, foster social values, ethics, communication skills and leadership skills.

183 responses



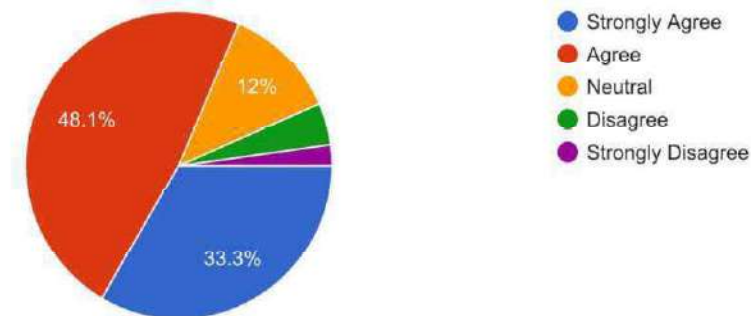
3. Curriculum addresses skill development and enhances Employability and Entrepreneurship skills

183 responses



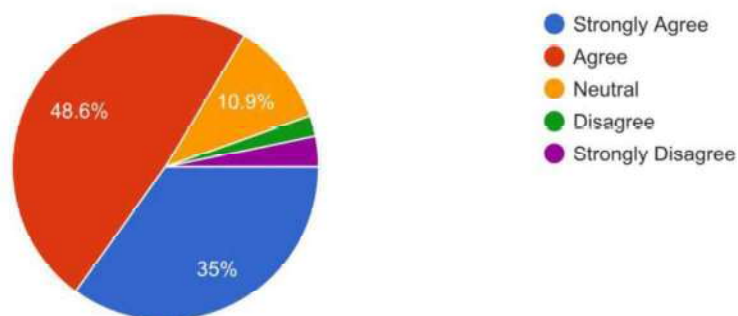
4. Curriculum focusses on cross-cutting issues like Gender, Human values, Professional Ethics, Environment and Sustainability.

183 responses



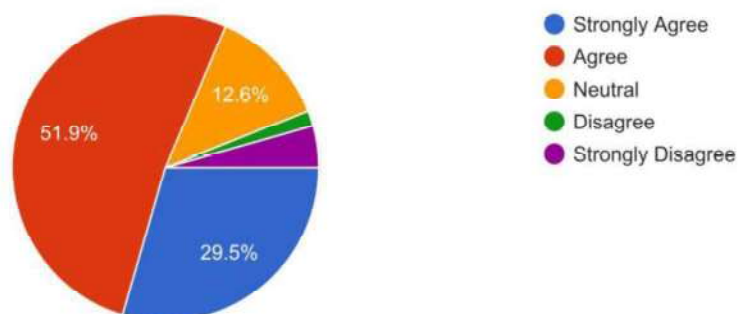
5. Students are involved in curriculum design and development.

183 responses



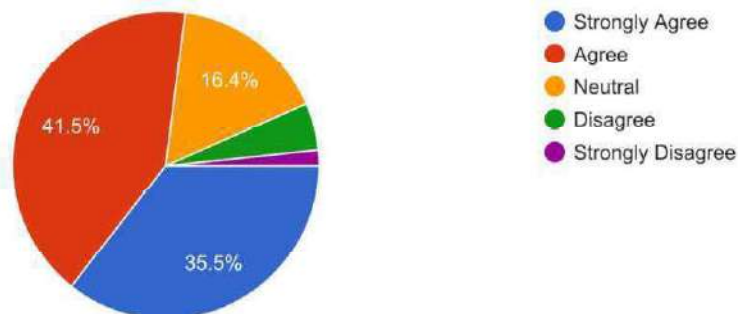
6. The curriculum is revised as per local, national, and global needs.

183 responses



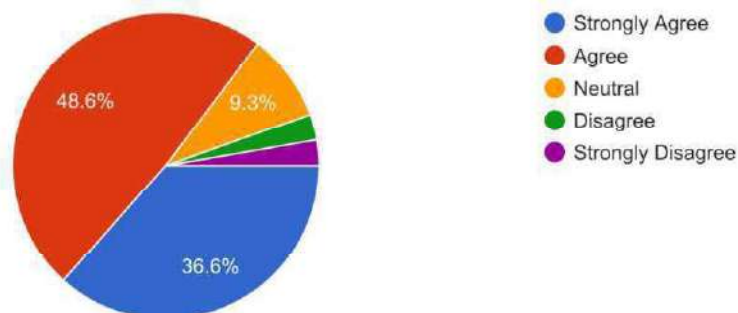
7. Curriculum effectively integrates multidisciplinary and skill development courses to explore areas outside the core discipline.

183 responses



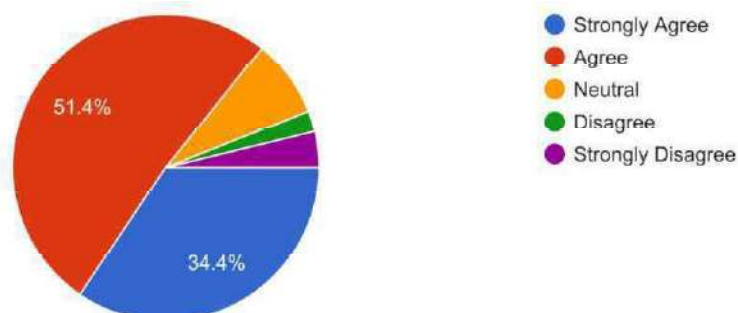
8. The curriculum provides opportunities for experiential learning such as internships, projects, fieldwork, etc.

183 responses



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

183 responses



DEPARTMENT OF COMPUTER APPLICATIONS



A.S.D. GOVERNMENT DEGREE COLLEGE FOR WOMEN(A)

(Accredited with NACC with "B++" Grade in Cycle IV)

Church Square Park, Jagannaickpur, Kakinada, Andhra Pradesh

ACTION TAKEN REPORT ON STUDENTS FEEDBACK COLLECTED ON CURRICULUM AND ITS TRANSACTION

ACADEMIC YEAR 2025-26

SEMESTER- I, III & V

The feedback on Curriculum and its transaction was taken from the students of the Department of Computer Applications for the Semesters I, III and V in the Academic Year 2025-26.

OBSERVATIONS:

The following are the observations made on the feedback collected from students in Online mode:

- Many students expressed that the curriculum is good, useful, and helps in building basic knowledge and understanding of computer fundamentals.
- Students requested more practical sessions, emphasizing that learning by doing is more effective than theoretical learning.
- Students suggested that classes should be more interactive, with better engagement through activities and discussions.
- Students highlighted the need to improve practice in MS Office tools such as Word, Excel, and PowerPoint, including use of templates, formatting, and shortcuts.
- Interest was shown in learning database concepts such as SQL, normalization, and ER diagrams, along with tools like MySQL, Oracle, and PostgreSQL.
- Students suggested improving internet, email, and digital marketing skills such as search engine optimization (SEO).

ACTION TAKEN REPORT:

- Additional lab sessions will be included in the curriculum and conducted for database programming using real-time datasets and dashboard-based mini-projects.
- Real-world examples and case studies will be incorporated in DBMS and Normalization will be included in the curriculum
- Additional programming practice sessions, especially on MS-Office, will be included.
- Additional concepts on Android basics will be considered for inclusion in the course, Mobile Application Development using Android.
- The proposed changes will be presented in the upcoming Board of Studies (BoS) meeting for approval and phased implementation.
- Continuous feedback will be collected to ensure effective implementation and improvement.

N.N.S. Eswari
IN-CHARGE
DEPT OF COMPUTER SCIENCE
A.S.D. GOVT DEGREE COLLEGE (WOMEN)
KAKINADA

A.S.D.GOVERNMENT DEGREE COLLEGE FOR WOMEN(A)

(Re-Accredited with 'B++' Grade by NAAC)

(Affiliated to Adikavi Nannaya University)

Jagannaickpur, Kakinada.

DEPARTMENT OF COMPUTER APPLICATIONS



ANALYSIS & ACTION TAKEN REPORT **ON** **FEEDBACK COLLECTED FROM STUDENTS ON** **CURRICULUM**

SEMESTERS – II & IV

2025-26

A.S.D. GOVERNMENT DEGREE COLLEGE FOR WOMEN(A)

DEPARTMENT OF COMPUTER APPLICATIONS

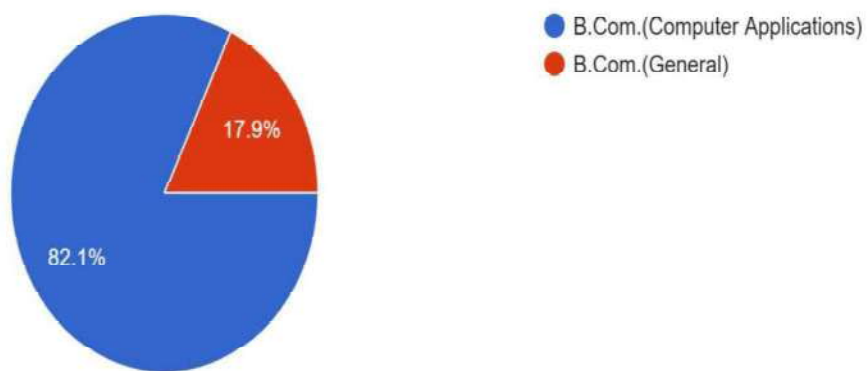
ANALYSIS OF STUDENT'S FEEDBACK ON CURRICULUM

ACADEMIC YEAR 2025-26

SEMESTER – II, IV

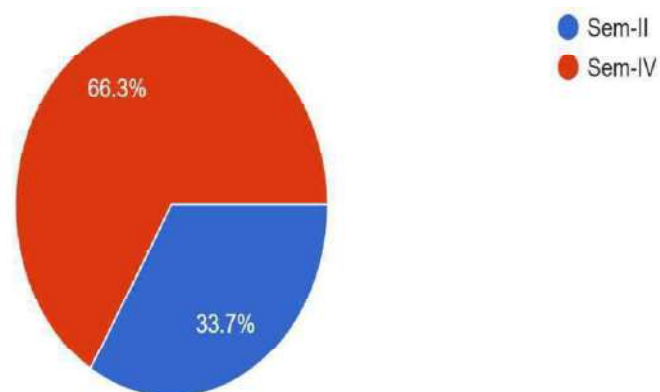
Programme

95 responses



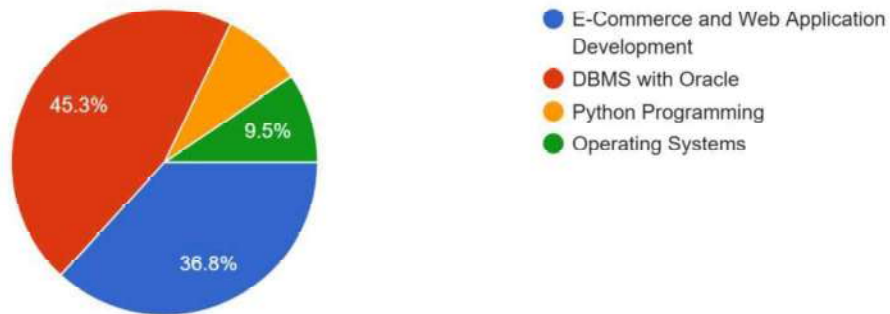
Semester

95 responses



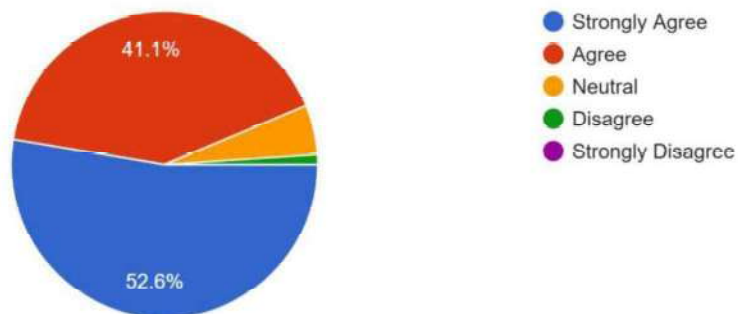
Name of the Course

95 responses



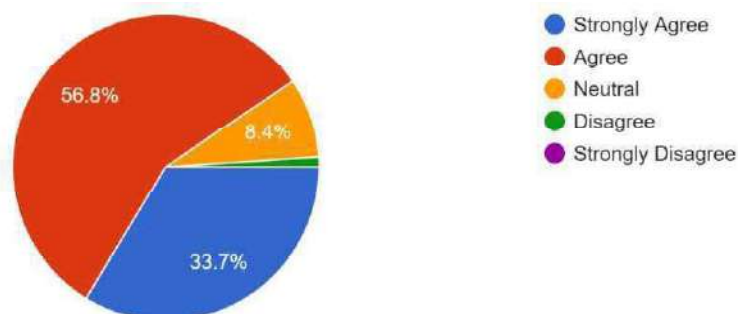
1. Course objectives and Course outcomes are well defined and communicated to students.

95 responses



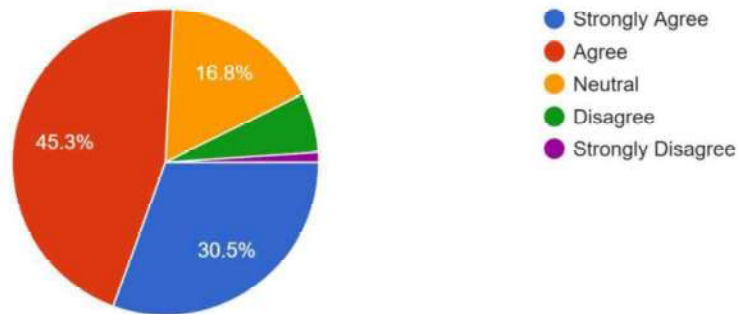
2. Course content helps to gain knowledge, foster social values, ethics, communication skills and leadership skills.

95 responses



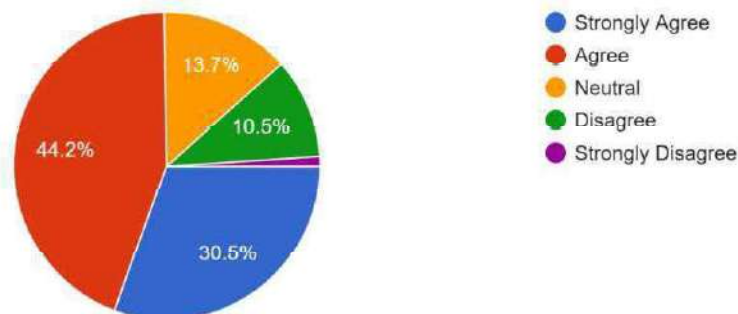
3. Curriculum addresses skill development and enhances Employability and Entrepreneurship skills

95 responses



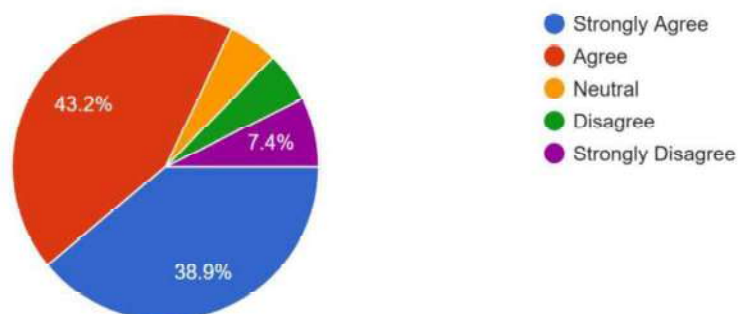
4. Curriculum focusses on cross-cutting issues like Gender, Human values, Professional Ethics, Environment and Sustainability.

95 responses



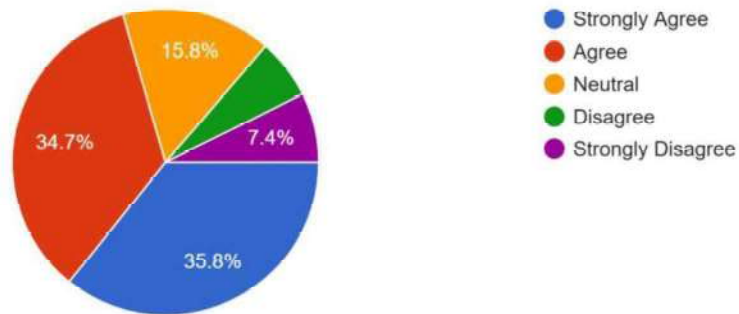
5. Students are involved in curriculum design and development.

95 responses



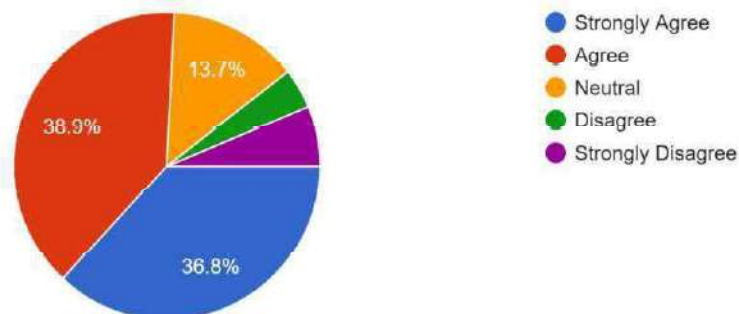
6. The curriculum is revised as per local, national, and global needs.

95 responses



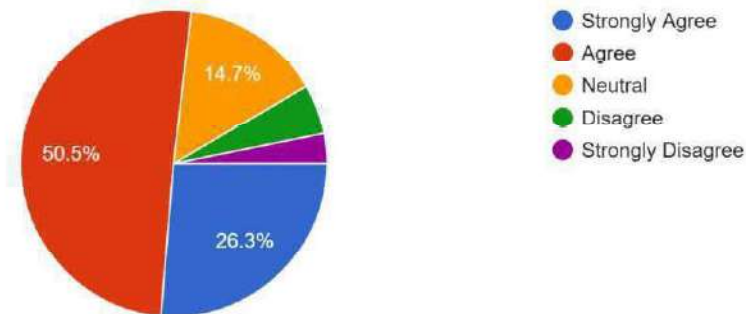
7. Curriculum effectively integrates multidisciplinary and skill development courses to explore areas outside the core discipline.

95 responses



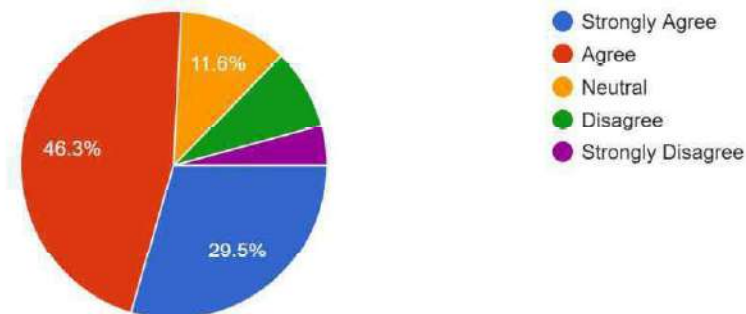
8. The curriculum provides opportunities for experiential learning such as internships, projects, fieldwork, etc.

95 responses



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

95 responses



DEPARTMENT OF COMPUTER APPLICATIONS



A.S.D. GOVERNMENT DEGREE COLLEGE FOR WOMEN(A)

(Accredited with NACC with "B++" Grade in Cycle IV)

Church Square Park, Jagannaickpur, Kakinada, Andhra Pradesh

ACTION TAKEN REPORT ON STUDENTS FEEDBACK COLLECTED ON CURRICULUM AND ITS TRANSACTION

ACADEMIC YEAR 2025-26

SEMESTER- II & IV

The feedback on Curriculum and its transaction was taken from the students of the Department of Computer Applications for the Semesters II and IV in the Academic Year 2025-26.

OBSERVATIONS:

The following are the observations made on the feedback collected from students in Online mode:

- Students recommended providing more hands-on exercises and assignments on PL/SQL programming to improve programming proficiency and database application development.
- In the Operating Systems course, students suggested including more practical examples related to modern operating systems while discussing existing topics.
- Some students felt that historical details in the Operating Systems course could be reduced and greater emphasis could be given to current operating system implementations and applications.
- Many students expressed overall satisfaction with the curriculum, while a few provided constructive suggestions for enhancing the learning experience.

ACTION TAKEN REPORT:

- More hands-on exercises, assignments, and laboratory activities related to PL/SQL programming will be conducted to improve students' practical knowledge and application development skills.
- More practical examples and real-world applications of modern operating systems will be dealt while delivering course content.
- Contemporary case studies related to memory management techniques used in current operating systems will be incorporated into classroom discussions and assignments.
- The Operating Systems syllabus will be reviewed to minimize repetitive historical content and provide greater focus on current operating system concepts and implementations without affecting the core learning outcomes.
- The above suggestions will be placed before the Board of Studies (BoS) for consideration and implementation in future curriculum revisions.

N.N.S. Eswari
IN CHARGE
DEPT. OF COMPUTER SCIENCE
A.S.D. GOVT. DEGREE COLLEGE (WOMEN) KAKINADA

A.S.D.GOVERNMENT DEGREE COLLEGE FOR WOMEN(A)

(Re-Accredited with 'B++' Grade by NAAC)

(Affiliated to Adikavi Nannaya University)

Jagannaickpur, Kakinada.

DEPARTMENT OF COMPUTER SCIENCE



ANALYSIS & ACTION TAKEN REPORT
ON
FEEDBACK COLLECTED FROM STUDENTS ON
CURRICULUM

SEMESTERS – I, III & V

2025-26

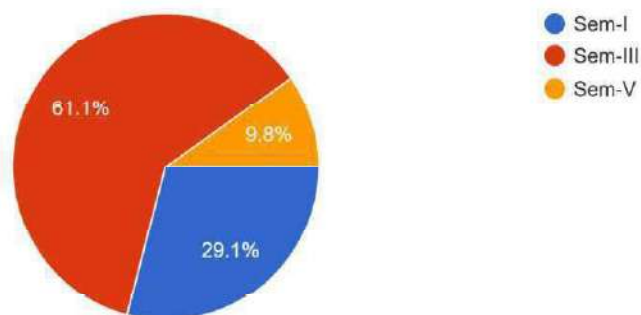
A.S.D. GOVERNMENT DEGREE COLLEGE FOR WOMEN(A)
DEPARTMENT OF COMPUTER SCIENCE

ANALYSIS OF STUDENT'S FEEDBACK ON CURRICULUM

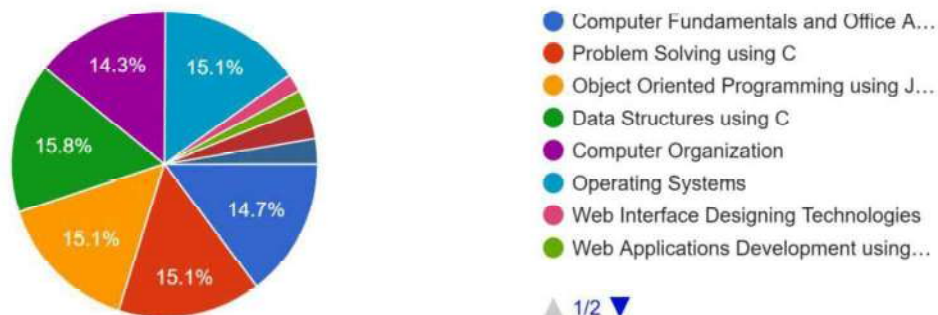
ACADEMIC YEAR 2025-26

SEMESTER - I, III & V

Semester
265 responses

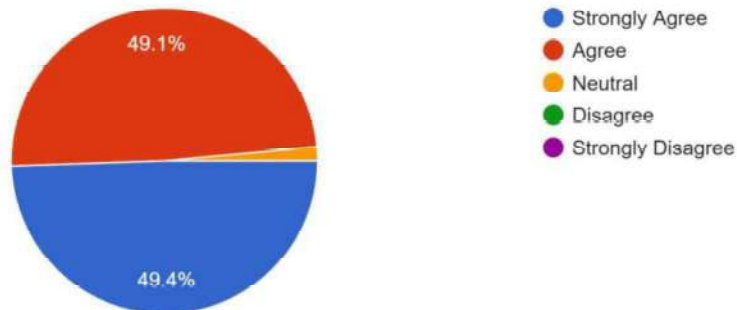


Name of the Course
265 responses



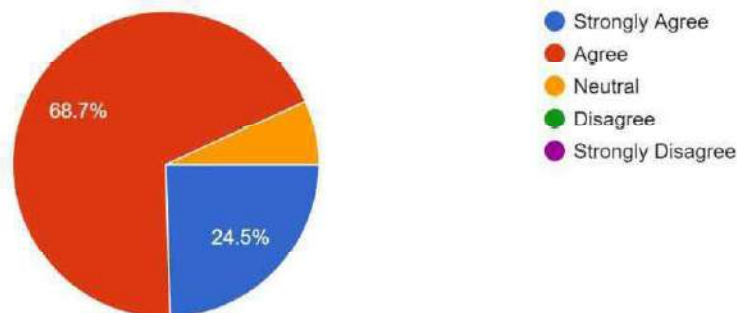
1. Course objectives and Course outcomes are well defined and communicated to students.

265 responses



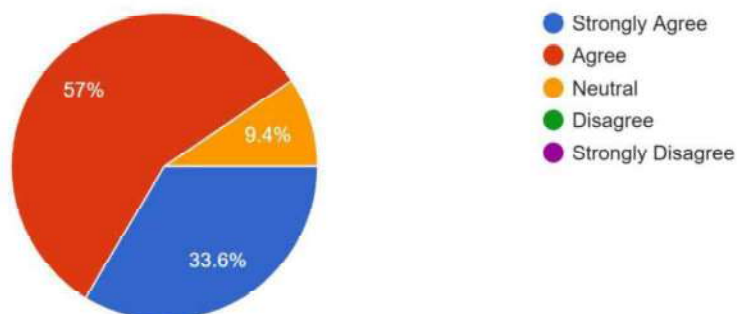
2. Course content helps to gain knowledge, foster social values, ethics, communication skills and leadership skills.

265 responses



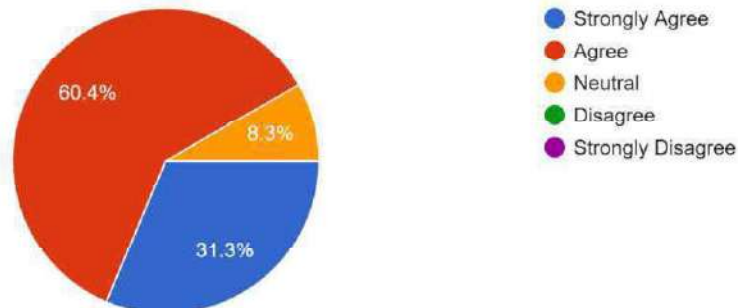
3. Curriculum addresses skill development and enhances Employability and Entrepreneurship skills

265 responses



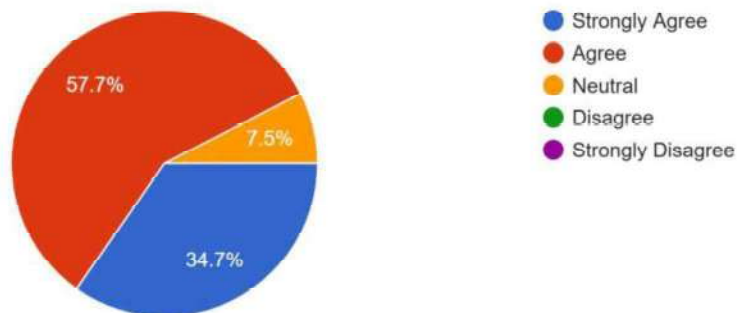
4. Curriculum focusses on cross-cutting issues like Gender, Human values, Professional Ethics, Environment and Sustainability.

265 responses



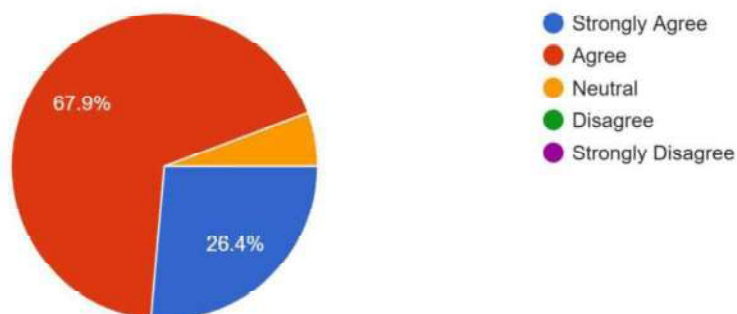
5. Students are involved in curriculum design and development.

265 responses



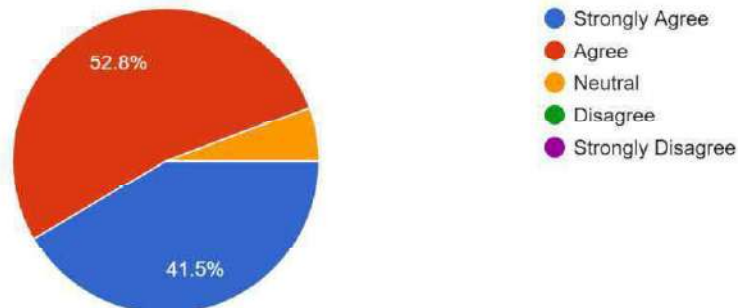
6. The curriculum is revised as per local, national, and global needs.

265 responses



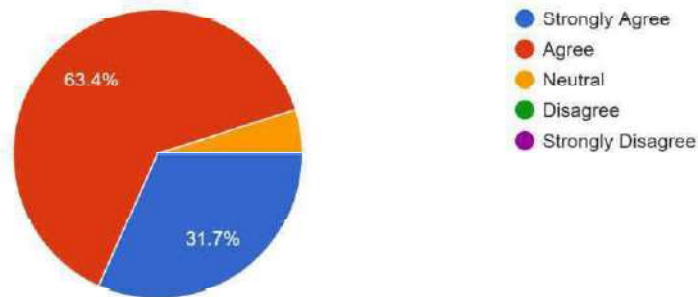
7. Curriculum effectively integrates multidisciplinary and skill development courses to explore areas outside the core discipline.

265 responses



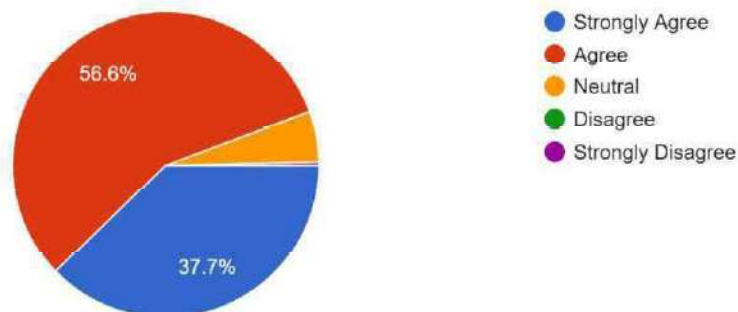
8. The curriculum provides opportunities for experiential learning such as internships, projects, fieldwork, etc.

265 responses



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

265 responses





A.S.D. GOVERNMENT DEGREE COLLEGE FOR WOMEN(A)

(Accredited with NACC with "B++" Grade in Cycle IV)

Church Square Park, Jagannaickpur, Kakinada, Andhra Pradesh

DEPARTMENT OF COMPUTER SCIENCE

ACTION TAKEN REPORT ON STUDENTS FEEDBACK COLLECTED ON CURRICULUM AND ITS TRANSACTION ACADEMIC YEAR 2025-26

SEMESTER- I, III & V

The feedback on Curriculum and its transaction was taken from the students of the Department of Computer Science for the Semesters I, III and V in the Academic Year 2025-26.

OBSERVATIONS:

The following are the observations made on the feedback collected from students in Online mode:

- Students requested more practical sessions in database programming with regular practice using datasets such as Excel, CSV, and SQL, along with dashboard creation in Foundations of Data Science course.
- In application Development using Python, they suggested additional exercises in data handling using NumPy and inclusion of GUI-based application development in lab sessions.
- In Data Structures course, some students pointed out repetition of topics like recursion and arrays and suggested reducing redundancy. More practice on sorting algorithms was also recommended and inclusion of applications of Binary Search Trees.
- In Operating systems, Unit III was reported as heavily loaded, while Unit II was considered too theoretical, especially in system programs. Students preferred more practical demonstrations on System calls.
- Students recommended inclusion of classical synchronization problems and memory allocation concepts such as internal and external fragmentation in the Operating Systems course.
- Many students expressed satisfaction with the curriculum, as many responses indicated "No suggestions."

ACTION TAKEN REPORT:

- Additional lab sessions will be included in the curriculum and conducted for database programming using real-time datasets and dashboard-based mini-projects.

- More exercises on NumPy and GUI-based application development will be included in respective lab courses.
- Repeated topics such as recursion and arrays will be minimized to avoid redundancy in Data Structures using C. Also, Applications of Binary Search Trees will be added with practical examples.
- In Operating Systems, Unit III content will be streamlined, and Unit II will be revised to reduce theory and include practical demonstrations, including system calls. Classical synchronization problems and memory allocation concepts will be incorporated into the syllabus.
- Additional programming practice sessions, especially on sorting techniques, will be conducted.
- The proposed changes will be presented in the upcoming Board of Studies (BoS) meeting for approval and phased implementation.
- Continuous feedback will be collected to ensure effective implementation and improvement.

N.N.S. Eswari
IN CHARGE
DEPT OF COMPUTER SCIENCE
GOVT DEGREE COLLEGE (WOMEN'S)
KAKINADA

A.S.D.GOVERNMENT DEGREE COLLEGE FOR WOMEN(A)

(Re-Accredited with 'B++' Grade by NAAC)

(Affiliated to Adikavi Nannaya University)

Jagannaickpur, Kakinada.

DEPARTMENT OF COMPUTER SCIENCE



ANALYSIS & ACTION TAKEN REPORT
ON
FEEDBACK COLLECTED FROM STUDENTS ON
CURRICULUM

SEMESTERS – II & IV

2025-26

A.S.D. GOVERNMENT DEGREE COLLEGE FOR WOMEN(A)
DEPARTMENT OF COMPUTER SCIENCE

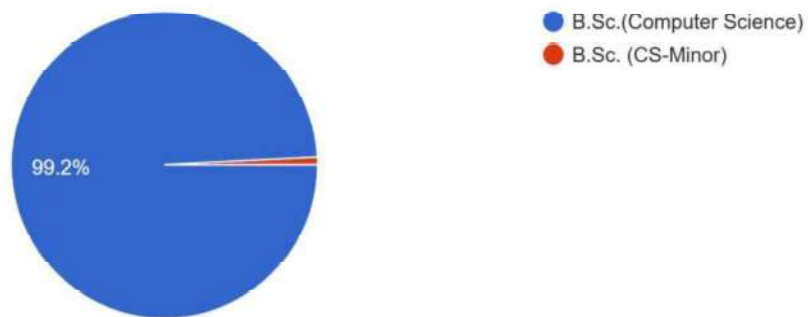
ANALYSIS OF STUDENT'S FEEDBACK ON CURRICULUM

ACADEMIC YEAR 2025-26

SEMESTER - II & IV

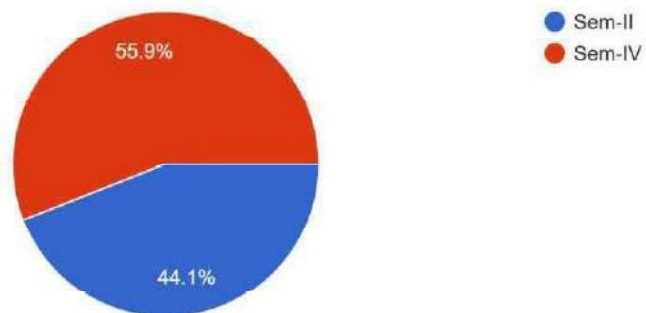
Programme

127 responses



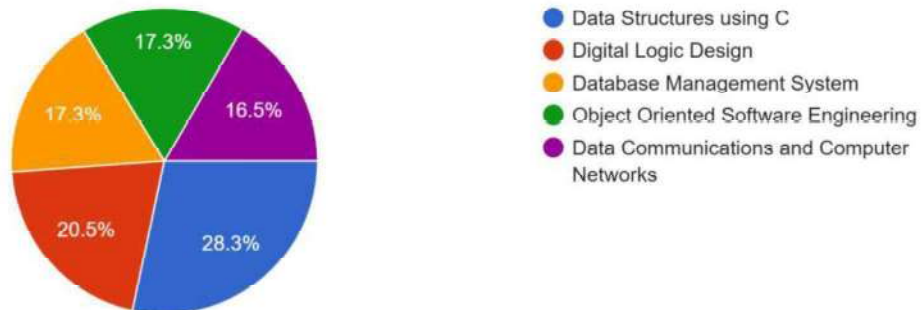
Semester

127 responses



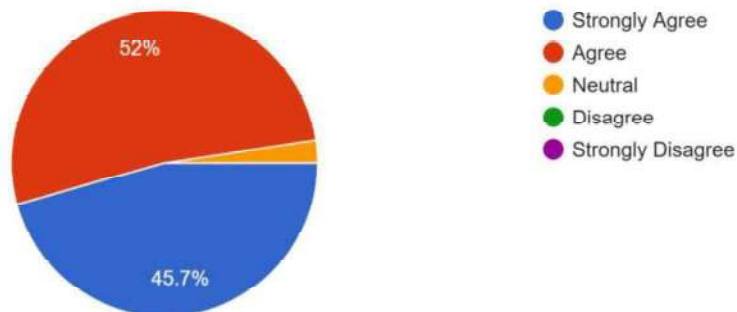
Name of the Course

127 responses



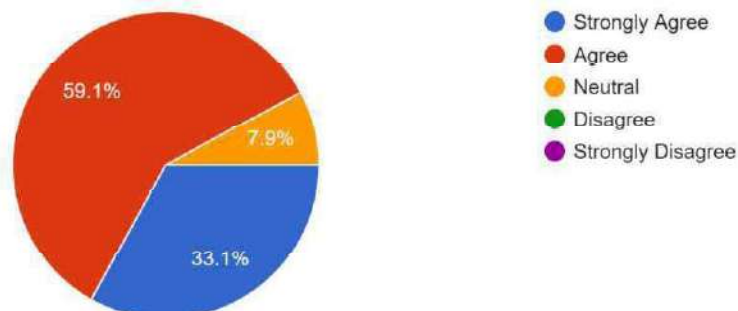
1. Course objectives and Course outcomes are well defined and communicated to students.

127 responses



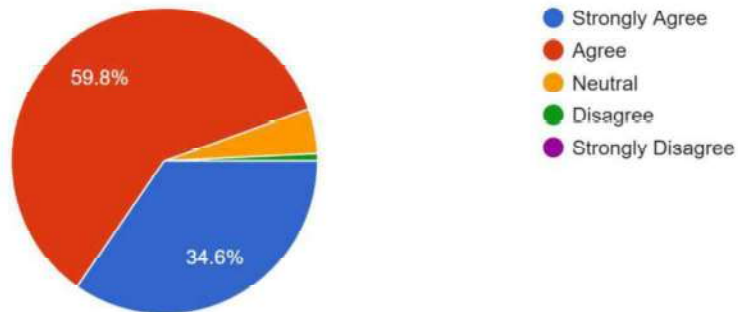
2. Course content helps to gain knowledge, foster social values, ethics, communication skills and leadership skills.

127 responses



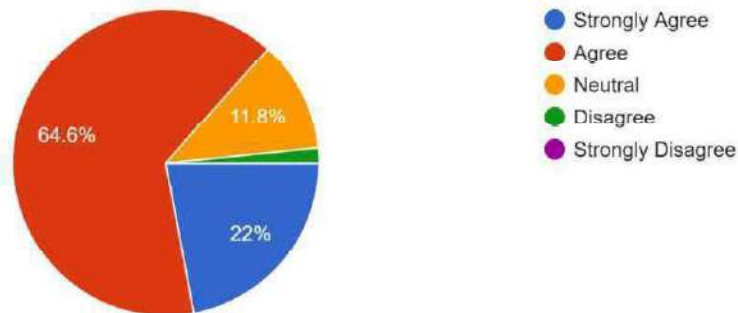
3. Curriculum addresses skill development and enhances Employability and Entrepreneurship skills

127 responses



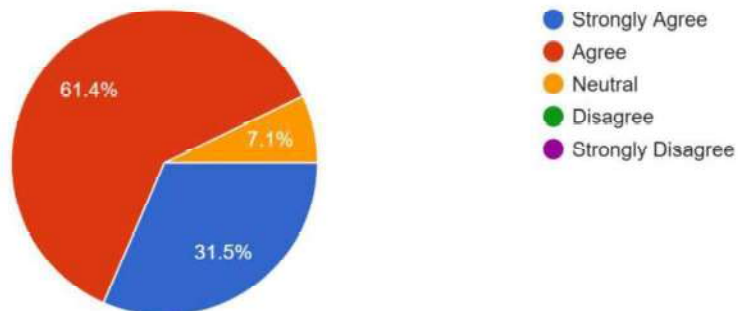
4. Curriculum focusses on cross-cutting issues like Gender, Human values, Professional Ethics, Environment and Sustainability.

127 responses



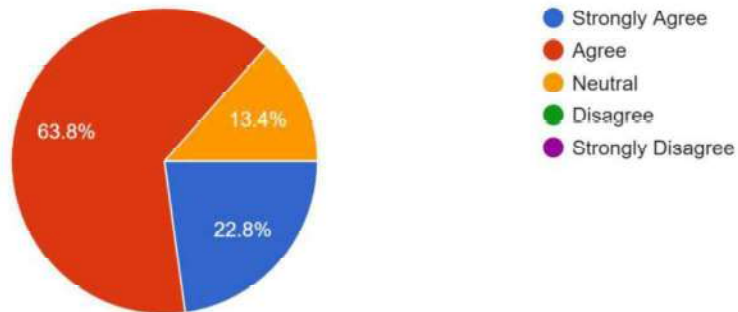
5. Students are involved in curriculum design and development.

127 responses



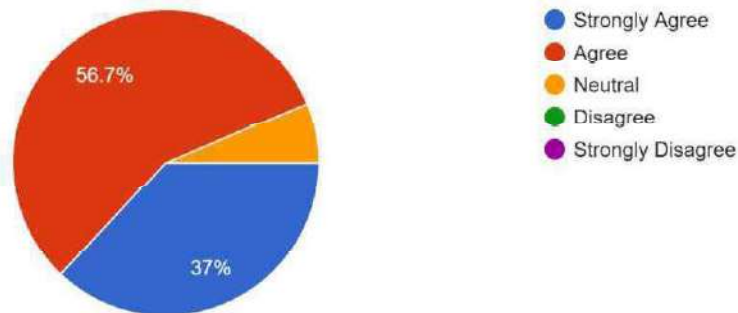
6. The curriculum is revised as per local, national, and global needs.

127 responses



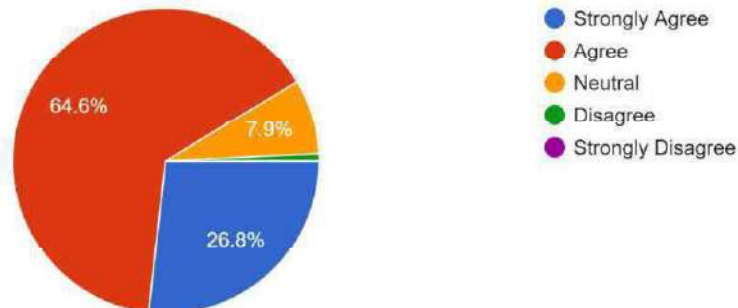
7. Curriculum effectively integrates multidisciplinary and skill development courses to explore areas outside the core discipline.

127 responses



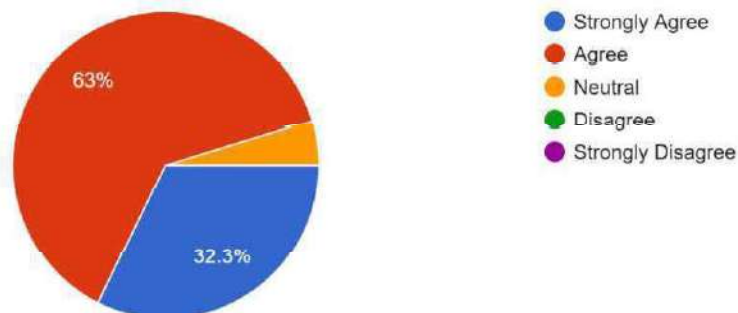
8. The curriculum provides opportunities for experiential learning such as internships, projects, fieldwork, etc.

127 responses



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

127 responses





A.S.D. GOVERNMENT DEGREE COLLEGE FOR WOMEN(A)

(Accredited with NACC with "B++" Grade in Cycle IV)

Church Square Park, Jagannaickpur, Kakinada, Andhra Pradesh

DEPARTMENT OF COMPUTER SCIENCE

ACTION TAKEN REPORT ON STUDENTS FEEDBACK COLLECTED ON CURRICULUM AND ITS TRANSACTION ACADEMIC YEAR 2025-26

SEMESTER- II & IV

The feedback on Curriculum and its transaction was taken from the students of the Department of Computer Science for the Semesters II and IV in the Academic Year 2025-26.

OBSERVATIONS:

The following are the observations made on the feedback collected from students in Online mode:

- Students suggested increasing practical demonstrations and examples on Relational Algebra and SQL concepts in the Database Management Systems course to improve conceptual understanding.
- Students recommended providing more hands-on exercises and assignments on PL/SQL programming to strengthen programming skills and database application development.
- In Data Communication and Computer Networks, students suggested including more examples related to wireless communication technologies for better understanding of networking concepts.
- Some students requested more detailed explanations and illustrations on IPv6 implementation and addressing mechanisms.
- Many students expressed satisfaction with the curriculum, while a few provided constructive suggestions for improving the delivery of course content.

ACTION TAKEN REPORT:

- Faculty members will incorporate additional practical demonstrations and problem-solving sessions on Relational Algebra and SQL concepts during theory and laboratory classes.
- More hands-on exercises, assignments, and laboratory activities related to PL/SQL programming will be conducted to enhance students' programming proficiency.
- Additional practice sessions on PL/SQL programming, will be organized as part of laboratory work.

- More illustrative examples and case studies related to wireless communication technologies will be included while teaching networking concepts.
- Additional tutorial sessions will be conducted to explain IPv6 addressing and implementation concepts with suitable examples and exercises.
- The above suggestions will be discussed in the upcoming Board of Studies (BoS) meeting for consideration and implementation wherever appropriate.
- Continuous feedback will be collected from students to ensure effective curriculum delivery and continuous improvement.

N.N.S. Eswari
IN-CHARGE
DEPT OF COMPUTER SCIENCE
(SDGOVT DEGREE COLLEGE (WOMEN ONLY)
KAKINADA

**ANNAVARAM SATHYAVATHI DEVI DEGREE COLLEGE FOR WOMEN**

(Accredited with NACC with "B++" Grade in Cycle IV)
Church Square Park, Jagannaickpur, Kakinada, Andhra Pradesh

Student's Feedback on Curriculum and its Consolidated Report
DEPARTMENT OF HISTORY

Academic year: 2025-2026-I,III,V SEM

Please tick mark (✓) in appropriate box as your response							
S. No	Parameter on which feedback is sought	1 Strongly Agree	2 Agree	3 Neutral	4 Disagree	5 Strongly Disagree	Total
1	Course objectives and Course outcomes are well-defined and communicated to students.	117	06	02	-	-	125
2	Course content helps to gain knowledge, foster social values, ethics, communication skills and leadership skills	110	14	01	-	-	125
3	Curriculum addresses skill development and enhances Employability and Entrepreneurship skills	112	10	03	-	-	125
4	Curriculum focusses on cross cutting issues like Gender, Human values, Professional Ethics, Environment and Sustainability.	111	12	02	-	-	125
5	Students are involved in curriculum design and development.	110	14	01	-	-	125
6	The curriculum is revised as per local, national and global needs.	111	12	02	-	-	125
7	Curriculum effectively integrates multidisciplinary and skill development courses to explore areas outside the core discipline.	103	21	01	-	-	125
8	The curriculum provides opportunities for experiential learning such as internships, projects, fieldwork etc.	107	14	03	01	-	125
9	The curriculum includes sufficient exposure to recent trends and advancements in the relevant field of study.	102	22	01	-	-	125
10	Any suggestions for improvement						

A.S.D.GOV.T. DEGREE COLLEGE FOR WOMEN (Autonomous) KAKINADA
ACADEMIC YEAR - 2025-26
STUDENTS FEEDBACK ON CURRICULUM ACTION TAKEN REPORT
DEPARTMENT OF HISTORY

Observations

1. curriculum is good
2. We would like to have more field visits to gain practical experience
- 3 We need Field visits on Historical places

ACTION TAKEN REPORT

1. Additional sessions and workshops on History have been scheduled as part of skill enhancement initiatives. Weekly quizzes are being conducted through the Placement Cell and Academic Support Units.
2. Field visits were arranged to demonstrate the Historical Places, Museum to identify the Culture, Art& Architecture in various dynasties in India


DEPARTMENT OF HISTORY
A.S.D.GOV.T. DEGREE COLLEGE (W)
AUTONOMOUS
KAKINADA


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A.S.D.GOV.T.DEGREE COLLEGE (W)
AUTONOMOUS
KAKINADA

**ANNAVARAM SATHYAVATHI DEVI DEGREE COLLEGE FOR WOMEN**

(Accredited with NACC with "B++" Grade in Cycle IV)
Church Square Park, Jagannaickpur, Kakinada, Andhra Pradesh

Student's Feedback on Curriculum and its Consolidated Report
DEPARTMENT OF HISTORY

Academic year: 2025-2026-II & IV SEM

Please tick mark (✓) in appropriate box as your response							
S. No	Parameter on which feedback is sought	1 Strongly Agree	2 Agree	3 Neutral	4 Disagree	5 Strongly Disagree	Total
1	Course objectives and Course outcomes are well-defined and communicated to students.	117	06	02	-	-	125
2	Course content helps to gain knowledge, foster social values, ethics, communication skills and leadership skills	110	14	01	-	-	125
3	Curriculum addresses skill development and enhances Employability and Entrepreneurship skills	112	10	03	-	-	125
4	Curriculum focusses on cross cutting issues like Gender, Human values, Professional Ethics, Environment and Sustainability.	111	12	02	-	-	125
5	Students are involved in curriculum design and development.	110	14	01	-	-	125
6	The curriculum is revised as per local, national and global needs.	111	12	02	-	-	125
7	Curriculum effectively integrates multidisciplinary and skill development courses to explore areas outside the core discipline.	103	21	01	-	-	125
8	The curriculum provides opportunities for experiential learning such as internships, projects, fieldwork etc.	107	14	03	01	-	125
9	The curriculum includes sufficient exposure to recent trends and advancements in the relevant field of study.	102	22	01	-	-	125
10	Any suggestions for improvement						

A.S.D.GOV.T. DEGREE COLLEGE FOR WOMEN (Autonomous) KAKINADA
ACADEMIC YEAR - 2025-26
STUDENTS FEEDBACK ON CURRICULUM ACTION TAKEN REPORT
DEPARTMENT OF HISTORY

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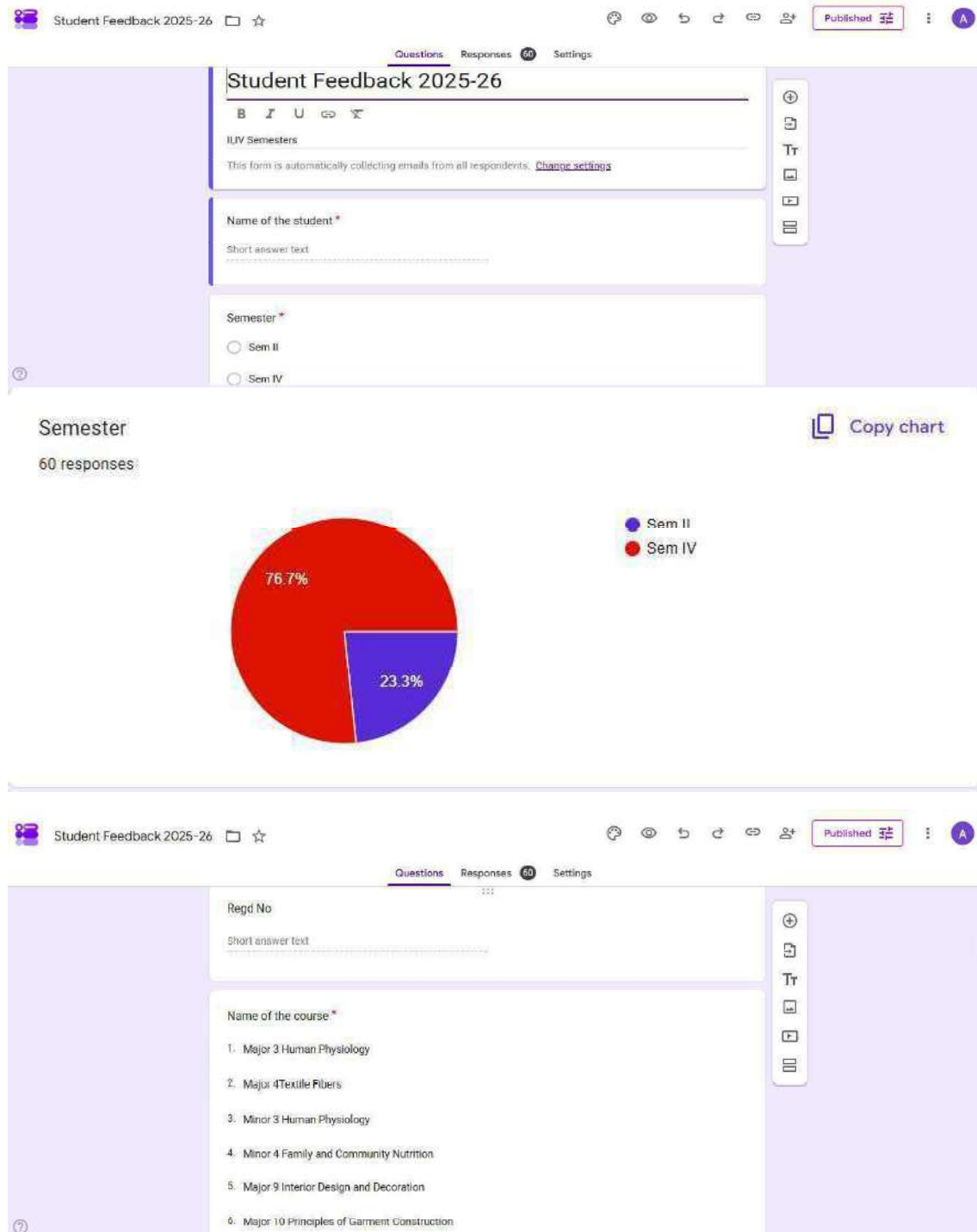

DEPARTMENT OF HISTORY
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KAKINADA

A.S.D Government Degree College for Women (A), Kakinada

Department of Home Science

Feedback Analysis for II, IV Semesters 2025-26



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

- ☐ Strongly agree
- ☐ Agree
- ☐ Neutral
- ☐ Disagree
- ☐ Strongly Disagree

...

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

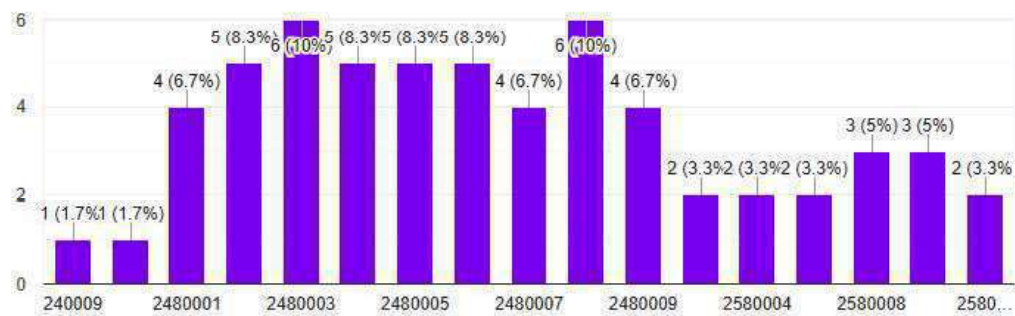
10. Any suggestions for improvement in any course content, if needed *

Short answer text

Regd No

[Copy chart](#)

60 responses



Name of the course

[Copy chart](#)

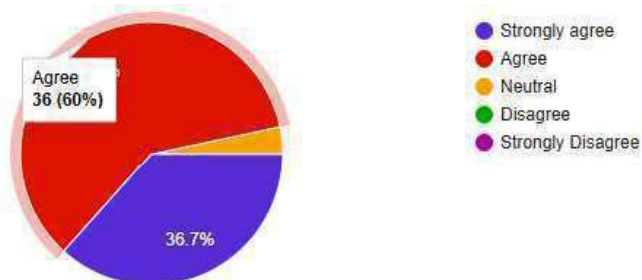
60 responses



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

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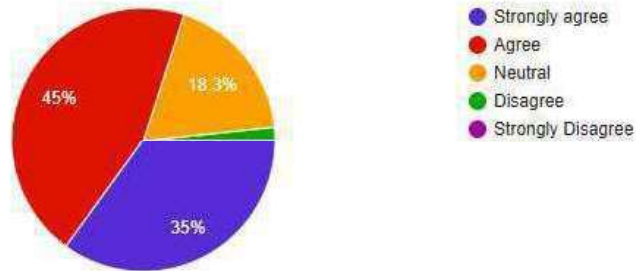
60 responses



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

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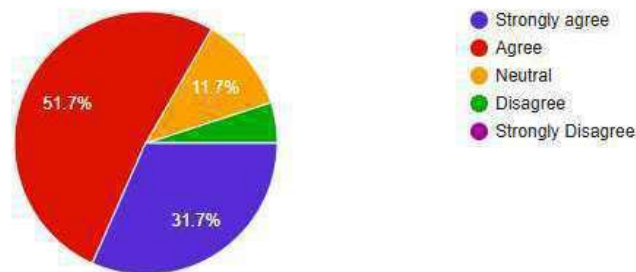
60 responses



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

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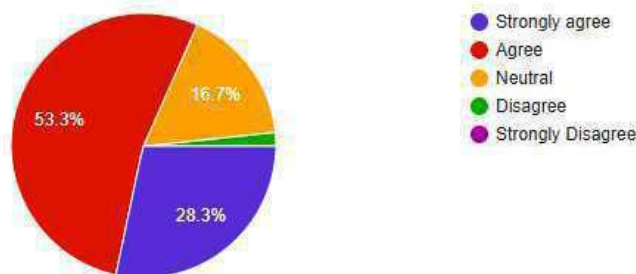
60 responses



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

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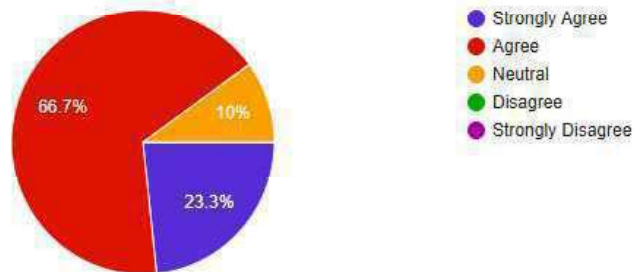
60 responses



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

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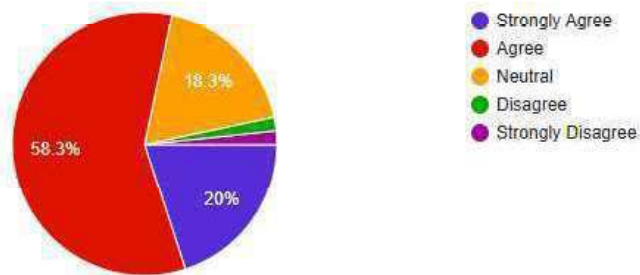
60 responses



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

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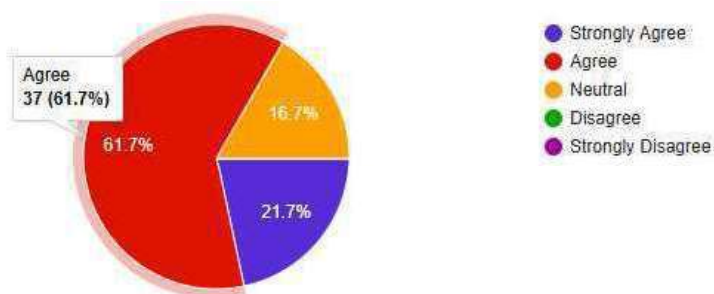
60 responses



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

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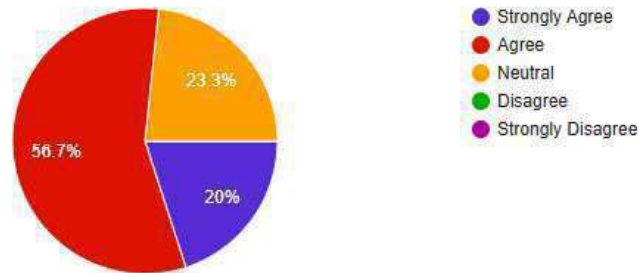
60 responses



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

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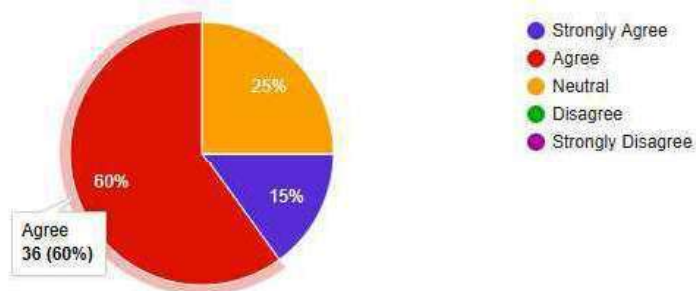
60 responses



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

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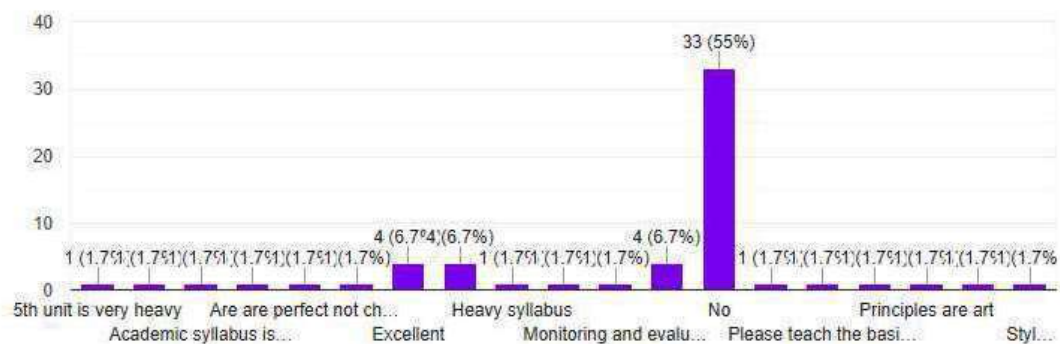
60 responses



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

[Copy chart](#)

60 responses



Action Taken Report 2025-26

Based on the feedback of the students on curriculum 2025-26, the suggestions were taken into consideration and the following changes were incorporated in the syllabus revision during BoS 2026-27.

1. Sustainable technology in housing construction, Low cost building technologies and Low cost building materials included in Housing and interior decoration course semester
2. Furniture and furnishings were shifted to practical as the students felt that unit V of Interior Design and Decoration course of IV Semester is overloaded
3. Minor cellulose fibres topic added in Textile Fibres course in II Semester
4. Preparation of TLM for ECE children using AI/Technology introduced in place of indigenous material.
5. Added Dietary modifications for PCOD, Endometriosis topics in Therapeutic nutrition

K. Lavanya
Lecturer in H.M. Science
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A.S.D. GOVERNMENT DEGREE COLLEGE FOR WOMEN (A), KAKINADA
DEPARTMENT OF SANSKRIT

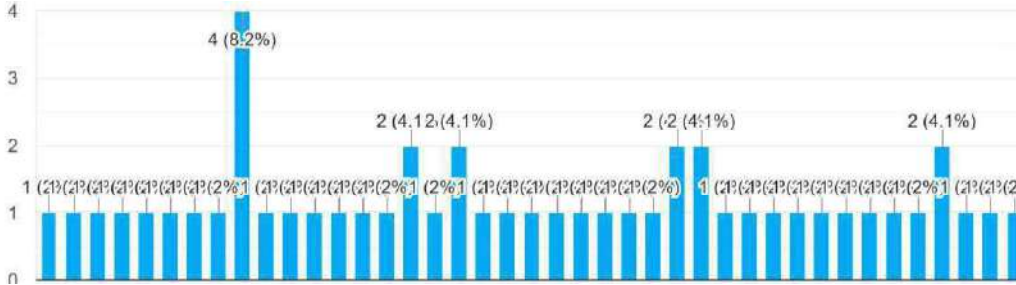


STUDENT-FEEDBACK ANALYSIS REPORT ON CURRICULUM -2025-2026

The Department of Sanskrit conducted a feedback survey for the academic year 2025–2026 to assess student perceptions on the effectiveness and relevance of the curriculum.

The feedback was collected from students through a questionnaire covering key aspects of curriculum delivery and content. The responses were analysed quantitatively to identify strengths and areas needing improvement. The analysis reflects a high level of student satisfaction, with most areas receiving over 85% positive responses. The feedback has been instrumental in guiding the departmental action plan for future academic enhancement and alignment with local, national, and global academic needs.

49 responses

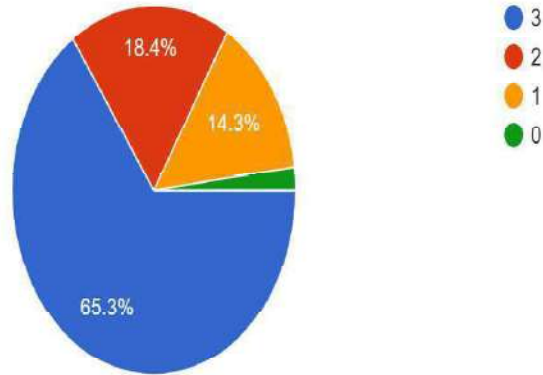


Student feedback on Curriculum- 2025-2026 Semester I

S.N O.	Question	Strongly Agree	Agree	Neutral	Disagre e	Strongly Disagree
1	How well do you understand the ancient and modern Sanskrit prose texts prescribed in the syllabus?	32	9	7	8	0
2	How effectively did the course help you recognize and differentiate between the writing styles of various Sanskrit authors?	30	13	6	0	0
3	How the course helped you improve your Sanskrit vocabulary for better comprehension and communication?	33	10	0	0	0
4	How confident do you feel in applying Sanskrit language knowledge in modern contexts?	32	11	4	0	0
5	Did the course help you develop analytical thinking skills	33	10		6	0

I.C01 - How well do you understand the ancient and modern Sanskrit prose texts prescribed in the syllabus?

49 responses

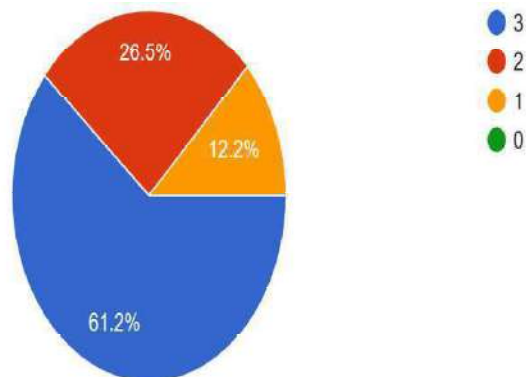


expressed that they understand the prescribed ancient and modern Sanskrit prose texts effectively.

Analysis: indicated the need for additional guidance and practice to improve their understanding of the prose texts.

2.C02 -How effectively did the course help you recognize and differentiate between the writing styles of various Sanskrit authors?

49 responses



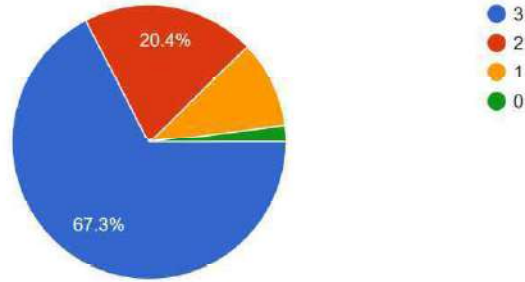
Analysis :

reported that the course effectively helped them recognize and differentiate the writing

styles of various Sanskrit essay authors.
indicating that the course was highly effective in achieving this learning outcome.

C03 - How the course helped you improve your Sanskrit vocabulary for better comprehension and communication?

49 responses

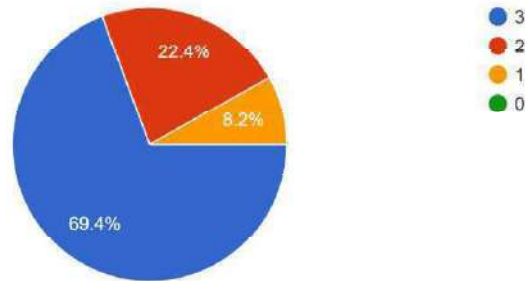


Analysis:

87.7% of students (Strongly Agree + Agree) reported that the course improved their Sanskrit vocabulary, enabling better comprehension and communication skills.

C04 - How confident do you feel in applying Sanskrit language knowledge in modern contexts?

49 responses

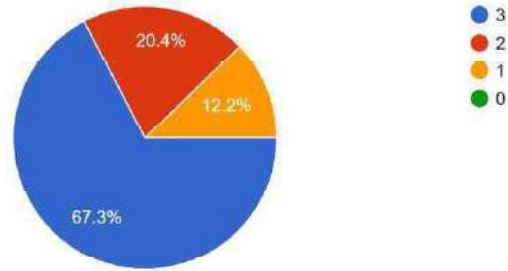


Analysis:

91.8% of students (Strongly Agree + Agree) felt confident in applying their Sanskrit language knowledge in modern contexts, indicating that the course effectively enhanced their practical understanding and application of Sanskrit.

5. Did the course help you develop analytical thinking skills

49 responses



Analysis :

87.7% of students (Strongly Agree + Agree) stated that the course helped them develop analytical and critical thinking skills, indicating that it effectively enhanced their ability to analyze and interpret Sanskrit texts.

- **Recommendations**
- Increase student participation in curriculum design
- Strengthen awareness programs regarding curriculum updates
- Introduce more recent trends, digital content, and research-oriented topics
- Enhance focus on cross-cutting issues through practical activities

	Q.NO.Feedback on	observations from feedback	actiontaken
1	Understanding of Ancient & Modern Sanskrit Prose	69.4% of students expressed positive feedback, indicating good understanding of the prescribed prose texts, while a few students required additional support.	Additional remedial classes, text explanation sessions, and reading practice will be conducted.
2	Recognition of Writing Styles of Various Essay Authors	87.7% of students agreed that the course helped them differentiate the writing styles of various Sanskrit essay authors.	Comparative textual analysis and author-based discussions will be strengthened.
3	Improvement in Sanskrit Vocabulary	87.7% of students reported improvement in Sanskrit vocabulary, leading to better comprehension and communication.	More vocabulary-building exercises and language practice activities will be introduced.
4	Application of Sanskrit in Modern Context	91.8% of students felt confident in applying Sanskrit knowledge in modern contexts.	More real-life applications, project work, and interdisciplinary activities will be incorporated.
5	Development of Analytical Thinking Skills	87.7% of students stated that the course enhanced their analytical thinking and interpretation skills.	More analytical assignments, discussions, and research-oriented activities will be included.

- Faculty discussed in the faculty meetings on feedback and resolved to integrate the above actions in the 2025–26 academic planning.

V. N. D.
PRINCIPAL
A.S.D. GOVT. DEGREE COLLEGE (W)
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A.S.D. GOVERNMENT DEGREE COLLEGE FOR WOMEN (A), KAKINADA

DEPARTMENT OF SANSKRIT



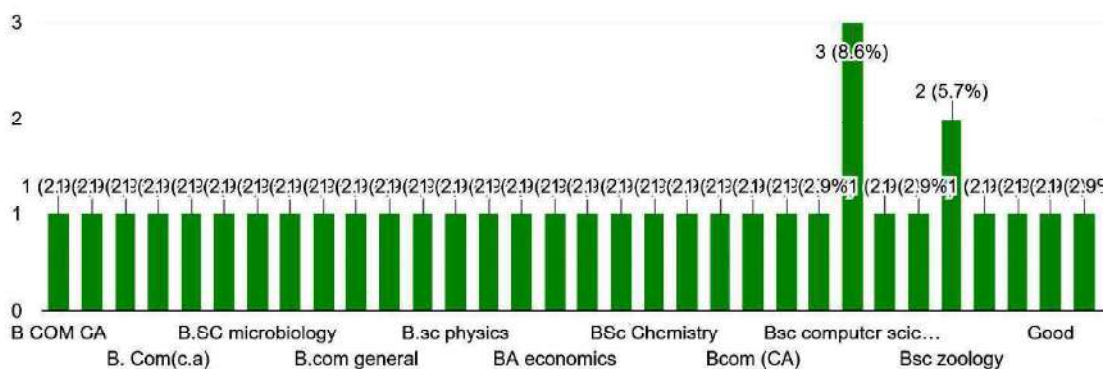
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Group

35 responses

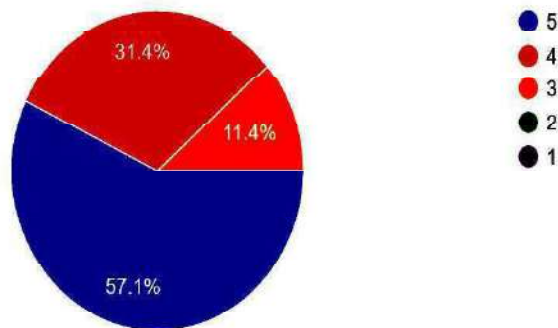


Student feedback on Curriculum- 2025-2026 Semester II

S. N O.	Question	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1	How well do you understand the ancient and modern Sanskrit prose texts prescribed in the syllabus?	20	11	4	0	0
2	Has the course helped you improve your Sanskrit vocabulary for better comprehension and communication?	20	12	3	0	0
3	Has the course helped you improve your Sanskrit vocabulary for better comprehension and communication?	15	18	2	0	0
4	How confident do you feel in applying Sanskrit language knowledge in modern contexts?	14	17	4	0	0
5	Did the course help you develop analytical thinking skills	12	19	4	0	0
6	To what extent has this course improved your ability to analyze and interpret Sanskrit literary texts critically and independently?	16	15	4	0	0
7	Overall, how satisfied are you with the achievement of the Course Outcomes (COs) through this Sanskrit course?	19	16	0	0	0

I.CO1 - How well do you understand the ancient and modern Sanskrit prose texts prescribed in the syllabus?

35 responses

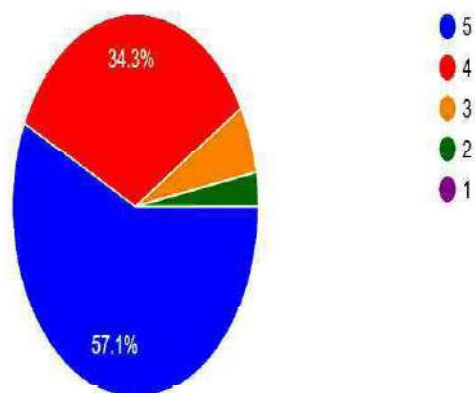


Understanding of Ancient and Modern Sanskrit Prose Texts

Analysis: The majority of students felt that they gained a clear understanding of the prescribed Sanskrit prose texts.

2.CO2 - How effectively did the course help you recognize and differentiate between the writing styles of various Sanskrit authors?

35 responses

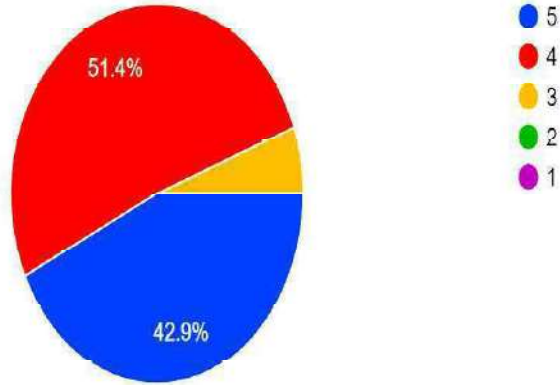


Understanding of Sanskrit Poetry

Analysis: Most students expressed satisfaction with their understanding of Sanskrit poetry and literary concepts.

CO3 - Has the course helped you improve your Sanskrit vocabulary for better comprehension and communication?

35 responses

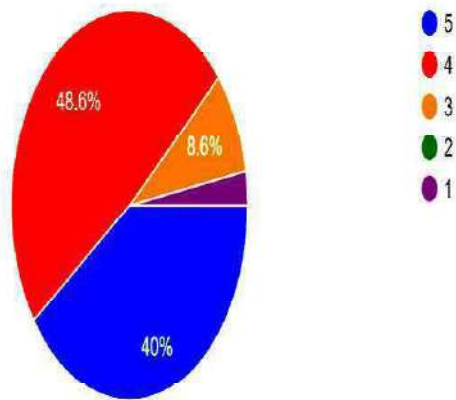


Improvement in Sanskrit Grammar

Analysis: Students reported significant improvement in their knowledge and application of Sanskrit grammar.

C04 - How confident do you feel in applying Sanskrit language knowledge in modern contexts?

35 responses

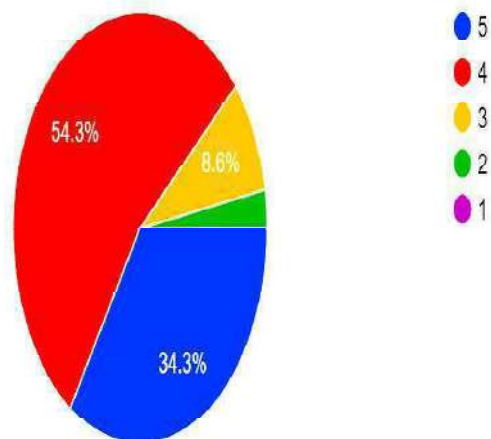


Achievement of Course Outcomes

Analysis: The responses indicate that the course outcomes were successfully achieved by the majority of students.

C05 – How effectively has the course enhanced your understanding and appreciation of the cultural, ethical, and philosophical values reflected in Sanskrit literature?

35 responses

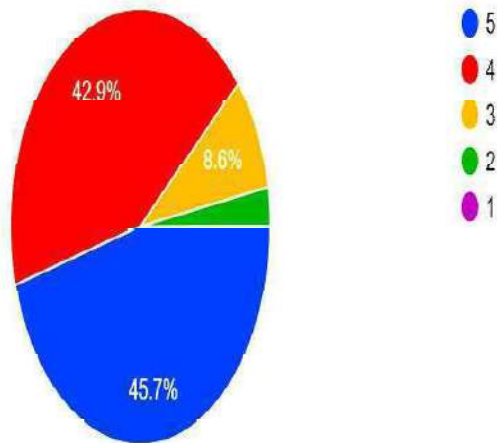


Development of Analytical and Critical Thinking

Analysis: Students felt that the course enhanced their analytical and critical thinking skills through the study of Sanskrit texts.

C06 – To what extent has this course improved your ability to analyze and interpret Sanskrit literary texts critically and independently?

35 responses

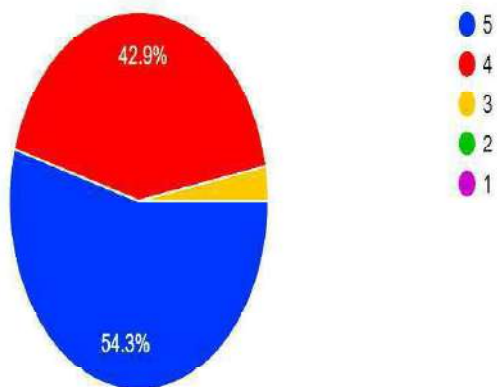


Teaching–Learning Process

Analysis: Students expressed high satisfaction with the teaching methods, faculty support, classroom interaction, and learning environment.

C07 – Overall, how satisfied are you with the achievement of the Course Outcomes (COs) through this Sanskrit course?

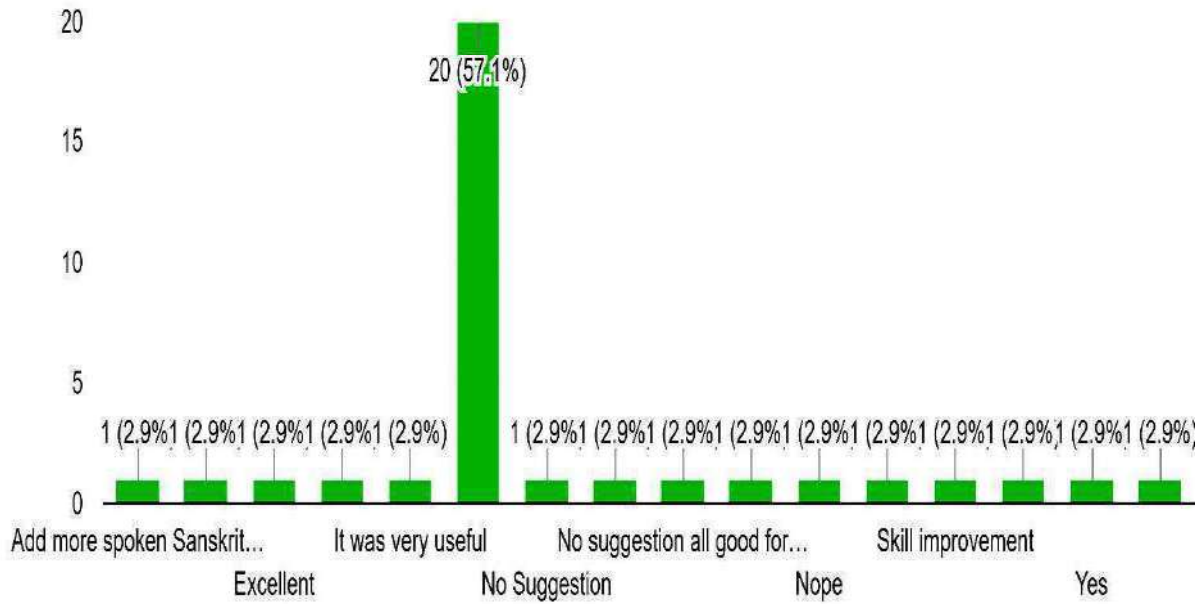
35 responses



Overall Satisfaction with the Course Analysis: The overall responses indicate that students were highly satisfied with the course content, teaching methodology, and learning experience.

Q8. Do you have any suggestions for improving the Sanskrit course and syllabus? Please specify.

35 responses



Suggestions Most students expressed satisfaction with the course and appreciated the teaching methodology. A few students suggested conducting more interactive activities, seminars, and language practice sessions to further enhance learning.

- **Recommendations**
- Increase student participation in curriculum design
- Strengthen awareness programs regarding curriculum updates
- Introduce more recent trends, digital content, and research-oriented topics
- Enhance focus on cross-cutting issues through practical activities

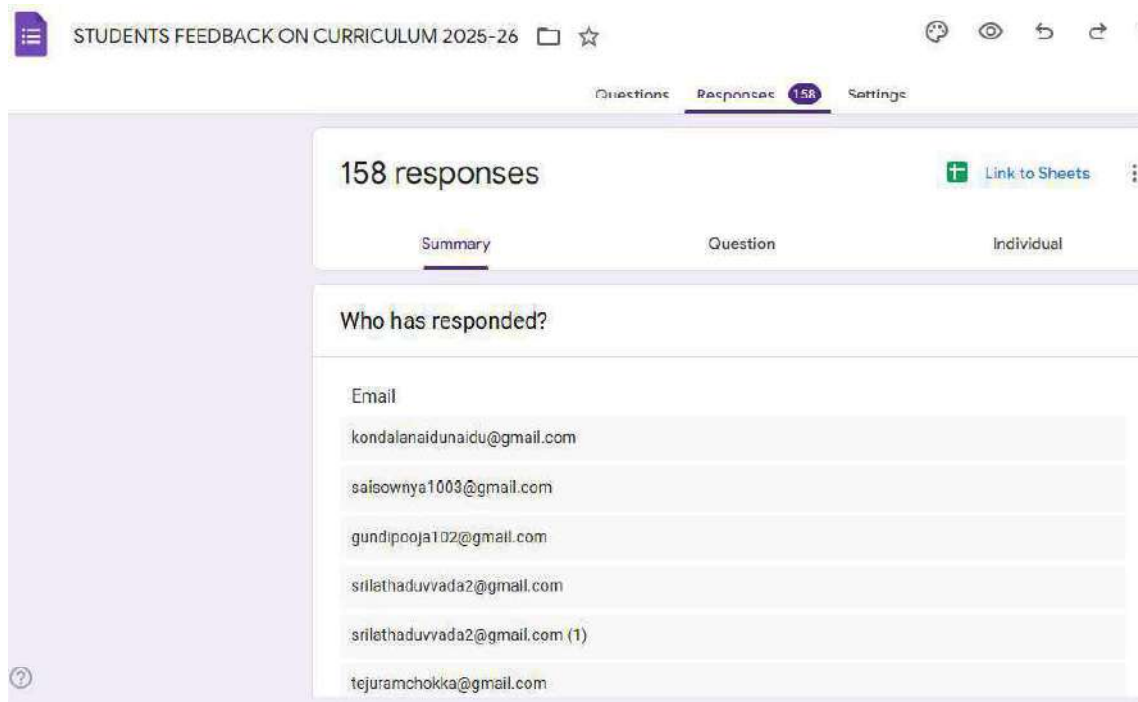
	Q.NO.Feedback on	objervations from feedback	actiontaken
1	Clarity of Course Objectives & Outcomes	100% positive response (Strongly Agree + Agree), indicating that the course objectives and outcomes were clearly communicated.	The existing practice will be continued through orientation programmes and regular classroom communication.
2	Course Content fostering Values, Communication & Leadership	100% positive response, reflecting excellent satisfaction with value-based learning and leadership development.	Continue value-based teaching through Sanskrit literature, discussions, seminars, group activities, and communication-based assignments
3	Employability & Entrepreneurship Skill Development	97% positive response with a small percentage of neutral responses, indicating the need for additional career-oriented exposure.	Organize workshops, career guidance sessions, certificate courses, and invite resource persons to enhance employability and entrepreneurial skills.
4	Focus on Gender, Ethics, Environment & Human Values	91% positive response; a few students suggested strengthening practical awareness. Conduct awareness programmes,	Conduct awareness programmes, guest lectures, project work, and practical activities related to ethics, environment, gender sensitivity, and human values through Sanskrit texts.
5	Student Involvement in Curriculum Design	89% positive response, showing overall satisfaction while indicating the need for greater student participation.	Increase student participation in curriculum feedback, curriculum review discussions, and departmental meetings.

6	Curriculum Updates (Local, National & Global Needs)	94% positive response with minor awareness gaps regarding curriculum revisions.	Explain curriculum changes through orientation programmes, bridge courses, and regular student interaction sessions.
7	Multidisciplinary & Skill-Based Integration	97% positive response, indicating effective interdisciplinary learning.	Strengthen collaborative activities with other departments and encourage multidisciplinary learning through projects and seminars.
8	Experiential Learning Opportunities	100% positive response, reflecting excellent practical learning experience.	Continue project work, assignments, presentations, field-based activities, and experiential learning opportunities.
9	Exposure to Recent Trends & Advancements	86% positive response, indicating scope for introducing more recent developments in the subject.	Introduce current research, digital resources, modern applications of Sanskrit, seminars, workshops, and student presentations on emerging trends.

Faculty discussed in the faculty meetings on feedback and resolved to integrate the above actions in the 2026–27 academic planning.

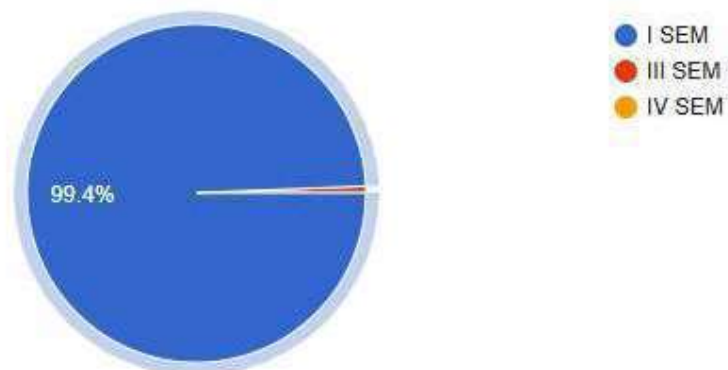
ASD GOVT. DEGREE COLLEGE FOR WOMEN (A), KAKINADA
DEPARTMENT OF TELUGU

STUDENTS FEEDBACK ON CURRICULUM 2025-26



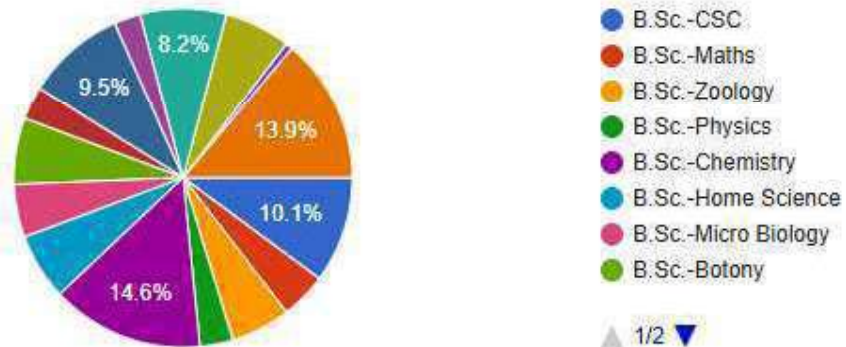
Semester

158 responses



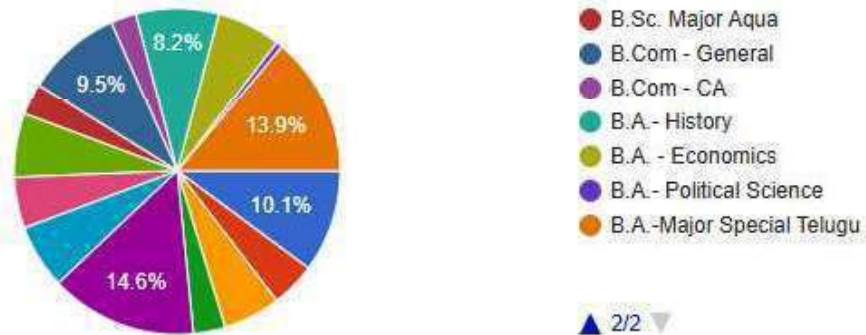
Programme (Group)

158 responses



Programme (Group)

158 responses



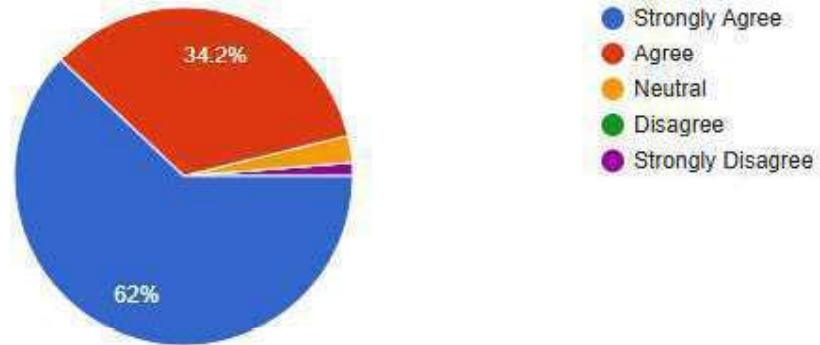
Course Names

158 responses



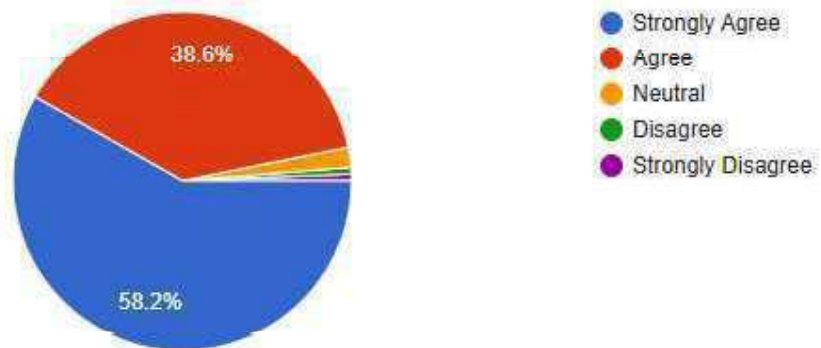
1.Course objectives and Course outcomes are well defined and communicated to students.

158 responses



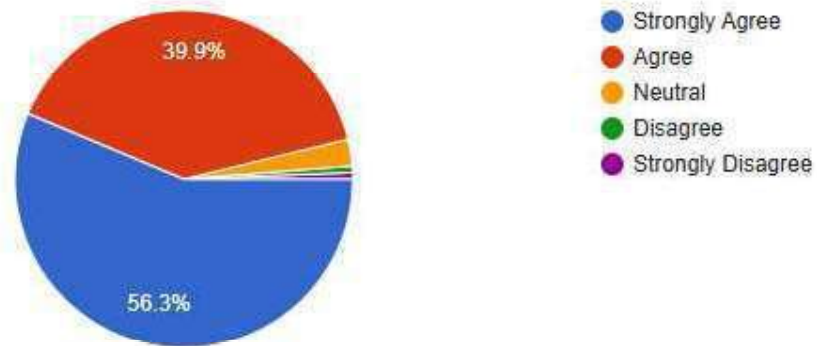
2. Course content helps to gain knowledge, foster social values, ethics, communication skills and leadership skills.

158 responses



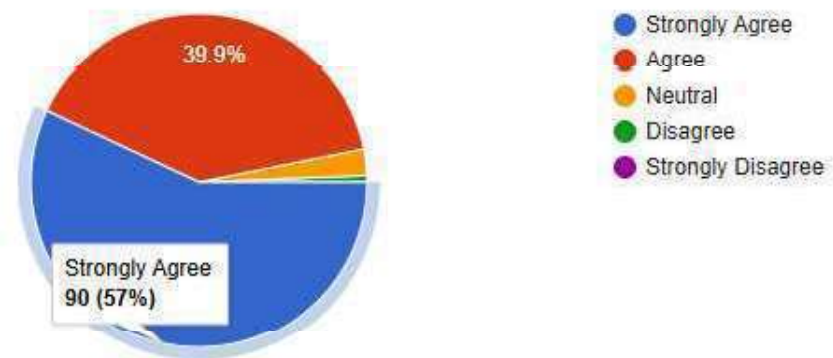
3. Curriculum addresses skill development and enhances Employability and Entrepreneurship skills

158 responses



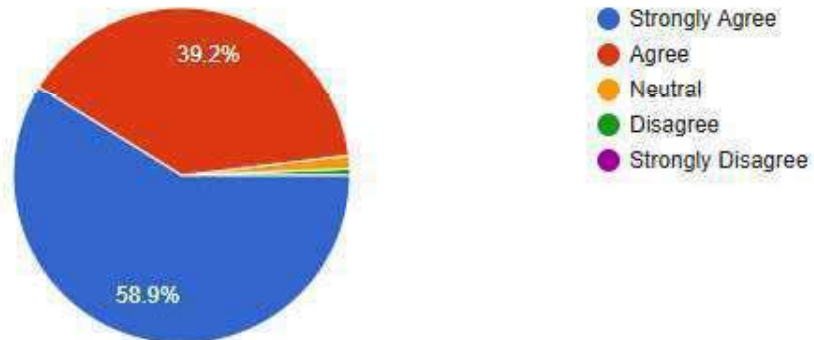
4. Curriculum focusses on cross-cutting issues like Gender, Human values, Professional Ethics, Environment and Sustainability.

158 responses



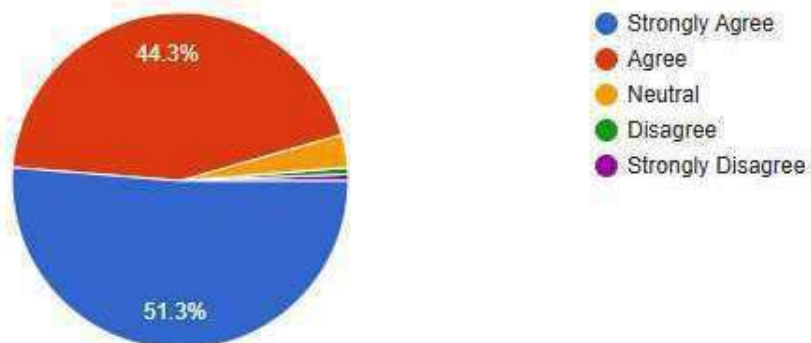
5. Students are involved in curriculum design and development.*

158 responses



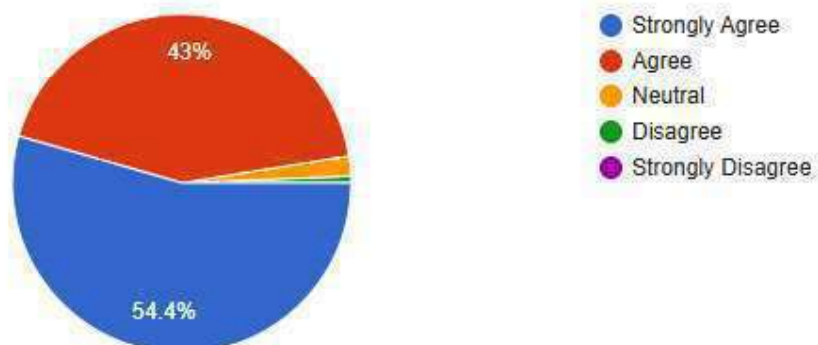
6. The curriculum is revised as per local, national, and global needs.

158 responses



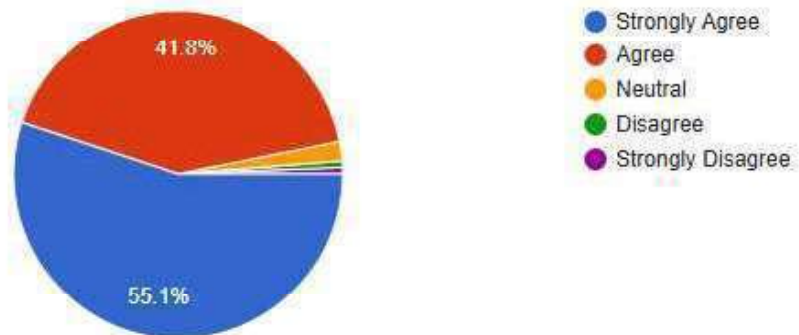
7. Curriculum effectively integrates multidisciplinary and skill development courses to explore areas outside the core discipline.

158 responses



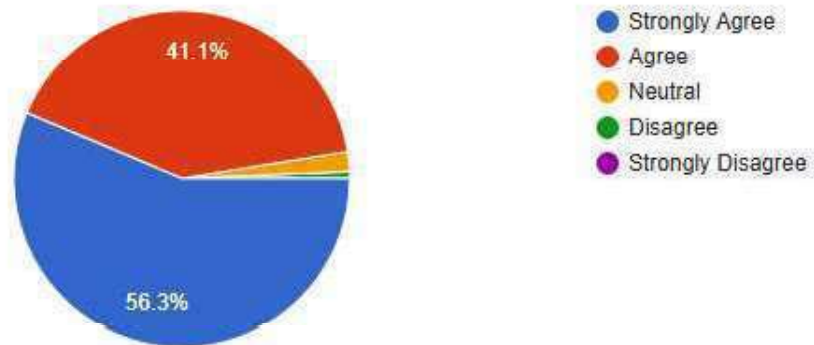
8. The curriculum provides opportunities for experiential learning such as internships, projects, fieldwork, etc.

158 responses



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

158 responses



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

158 responses

No

No suggestion

Satisfied

good

Good and no suggestions

Good

No suggestions

Good

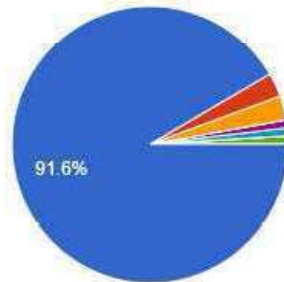
No need

COURSE EXIT SURVEY FEEDBACK FOR 2025-26

What is your course?

 Copy chart

107 responses

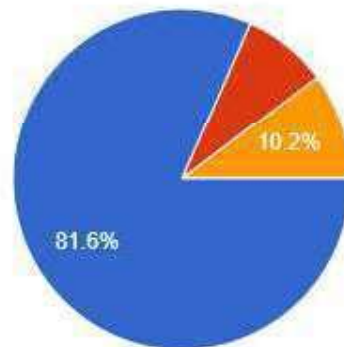


- Sahiti Vasantam-Gen Tel. (Course I) I-Sem -2025-26
- Telugu Natakam-Minor Tel. -(Course III) IV-Sem -2025-26
- Bala Sahityam -Minor Tel. -(Course IV)
- Aadhunika Kaavyam -Minor Tel. -(Cou...
- Telugu Bhasha Swaroopam-Minor Tel...
- Lalitha Kalalu-Minor Telugu-Course -V...
- Pracheena Kavitha Parichayam-Major...
- Aadhunika Kavitha Parichayam-Major...

Sahiti Vasantam(Course I) I-Sem -2025-26

1. How would you rate your understanding of the antiquity and uniqueness of Telugu literature and the language and culture of the Kavi Brahma Tikkana period?

98 responses

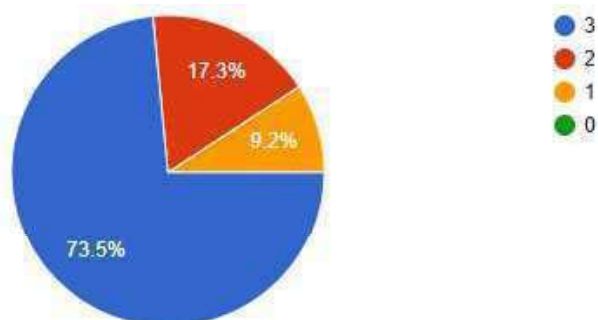


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- 2
- 1
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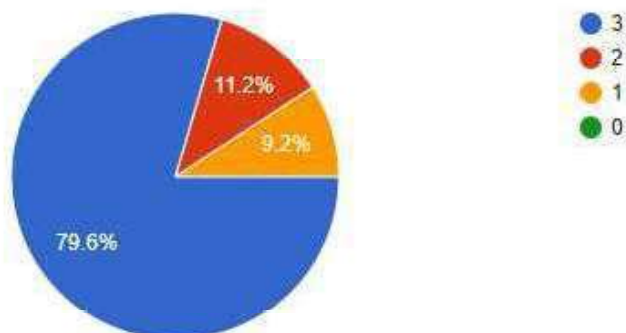
2. How would you rate your understanding of the literary form of Shataka in Telugu literature and the social aspects of the Shataka period?

98 responses



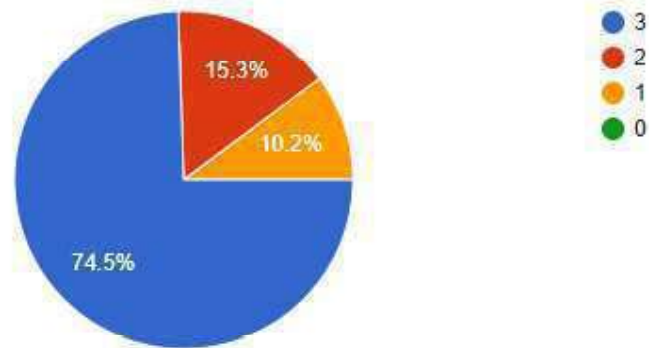
3. How would you rate your understanding of the religious conditions of Jashua's time and the special features of Vyatyam poetry?

98 responses



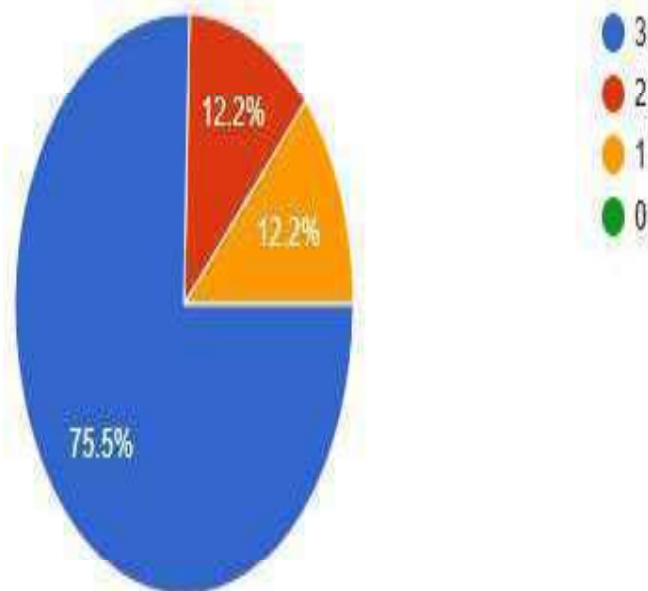
4. How would you rate your understanding of the literary forms and social themes in modern Telugu poetry?

98 responses



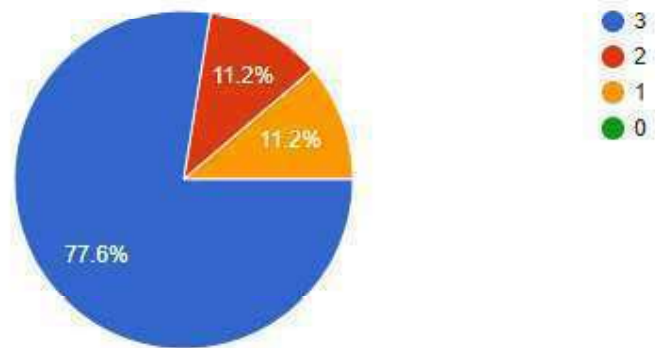
5. How would you rate your understanding of modern Telugu short story styles and the social diversity reflected in these stories?

98 responses



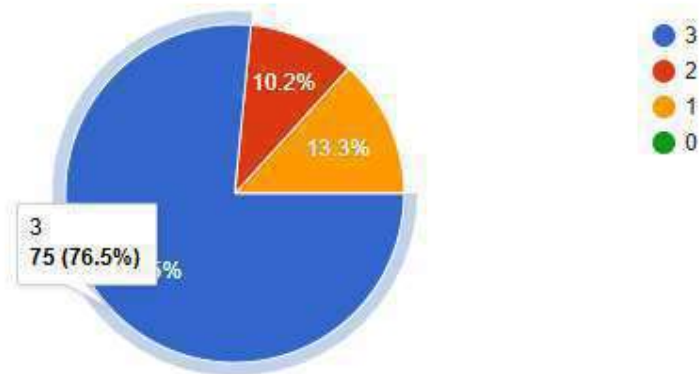
6. How would you rate your understanding of the grammatical features of ancient Telugu poetic language and the language skills developed through them?

98 responses



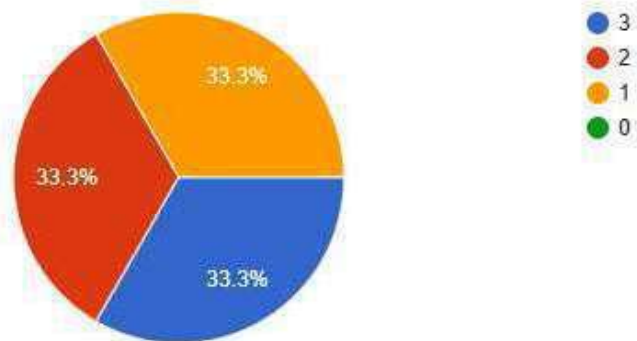
7. How would you rate the improvement of your linguistic skills through the study of grammar?

98 responses



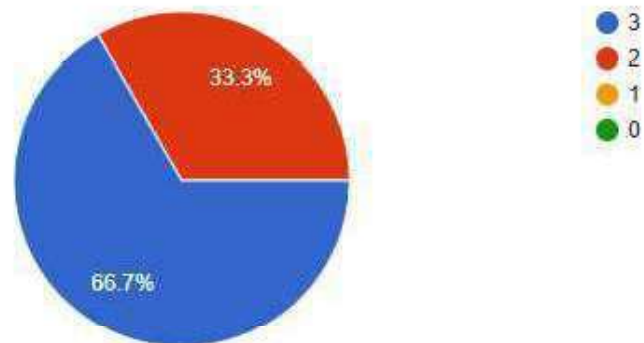
1. How would you rate your understanding of the importance of drama and your awareness of famous drama writers?

3 responses



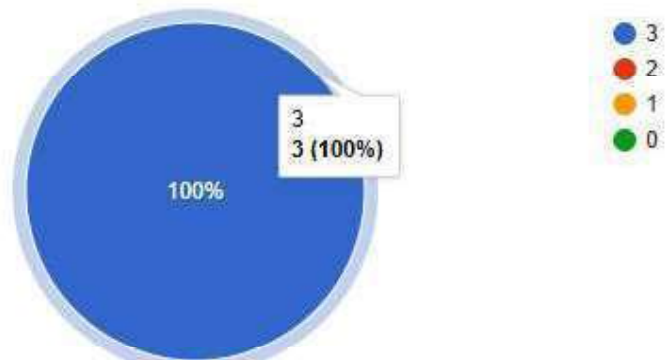
2. How would you rate your understanding of ballets and the sacrifices of local warriors presented through them?

3 responses



3. How would you rate your understanding of the significance of the virtue of truth through the drama *Satya Harischandra*?

3 responses



4. How would you rate your understanding of how history can be moulded into drama through the play *Prathapa Rudrium*?

3 responses



5. How would you rate your understanding of social problems and the role of drama in addressing them through the play *Kanyasulkam*?

3 responses



Bala Sahityam (Course IV) IV-Sem-2025-26

1. How would you rate your understanding of children's literature in the Telugu language and its authors?

3 responses



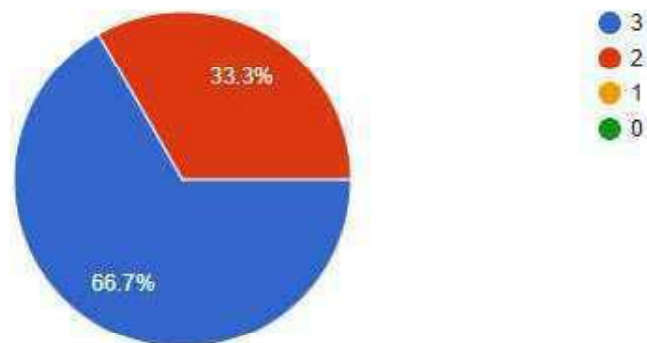
2. How would you rate your understanding and learning of famous Telugu children's poems (Bala Geyaalu)?

3 responses



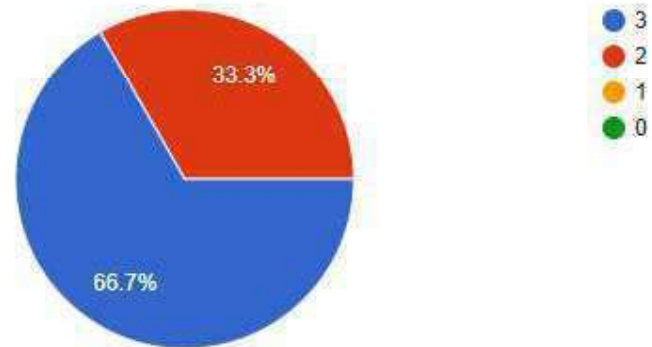
3. How would you rate your understanding of literary stories written for children in Telugu literature?

3 responses



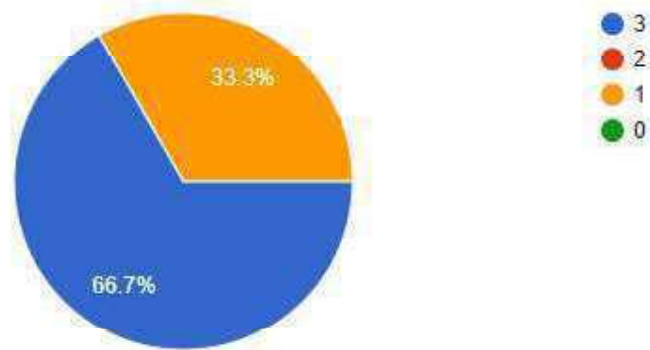
4. How would you rate your ability to create characters of your own after learning about characters such as Budugu?

3 responses



5. How would you rate your ability to write Satakas after learning the characteristics of Sataka literature?

3 responses



Aadhunika Kaavyam -Minor Tel. -(Course III) III- Sem - 2025-26

1. How would you rate your understanding of why Sri Sri was recognized as the leader of the Progressive Poetry Movement (Abhyudaya Kavitwa Udyamam)?

0 responses

No responses yet for this question.

2. How would you rate your understanding of the special features of Progressive Literature in Telugu literature?

0 responses

No responses yet for this question.

3. How would you rate the effectiveness of the poems of *Mahaprasthanam* in helping you understand the philosophical base of Progressive poetry and the influence of Marxism?

0 responses

3. How would you rate the effectiveness of the poems of *Mahaprasthanam* in helping you understand the philosophical base of Progressive poetry and the influence of Marxism?

0 responses

No responses yet for this question.

4. How would you rate your understanding of the socio-philosophical ideas presented in the poems of *Mahaprasthanam*?

0 responses

No responses yet for this question.

5. How would you rate the improvement in your ability to structure and write poetry through the study and practice of Progressive poetry?

0 responses

No responses yet for this question.

Telugu Bhasha Swaroopam-Minor Telugu-(Course-V)-V-Sem-2025-26

1. How would you rate your understanding of the significance and practical applications of Telugu grammar after studying this course?

1 response



2. How would you rate the improvement in your writing skills and linguistic competence through learning Sandhis and Samasas in classical and modern Telugu?

1 response



3. How would you rate your understanding of the diversity and structure of Telugu verb forms (Kriya Vijnanam)?

1 response



4. How would you rate your ability to construct effective sentences after studying Vakya Vijnanam?

1 response



5. How would you rate the usefulness of examples from classical and modern poets and writers in understanding sentence usage and syntactic styles?

1 response



Lalitha Kalalu-Minor Telugu-(Course -VI) -V-Sem-2025-26

1. How do you rate your understanding of the significance of arts and the aesthetic values inherent in fine arts after studying this course?

1 response



2. How do you rate your understanding of the artistic patronage of Telugu rulers and Indian sculpture and painting traditions?

1 response



3. How do you rate your familiarity with Indian musical forms and your appreciation of dance and performing arts developed through this course?

1 response



4. How do you rate the development of your creative sensibilities and appreciation for poetry as a fine art?

1 response



5. How do you rate your understanding of Telugu Vaggeyakaras and the importance of lyrical compositions such as Sankeertanas, Padas, and Kritis?

1 response



Pracheena Kavitha Parichayam-Major Telugu-(Course-I)-Paper-I-2025-26-Sem-I

1. How would you rate your understanding of the richness and uniqueness of ancient Telugu poetry, Bhakti poetry, Bhakti philosophy, and the Desi poetry tradition?

0 responses

No responses yet for this question.

2. How would you rate your understanding of the importance of Vadyam, the timeless nature of Sivakavya, and the richness of religious and linguistic traditions in Telugu literature?

0 responses

No responses yet for this question.

3. How would you rate your understanding of Telugu literature as an integral part of Telugu culture and the uniqueness of the Mahabharata in Telugu poetry?

0 responses

3. How would you rate your understanding of Telugu literature as an integral part of Telugu culture and the uniqueness of the Mahabharata in Telugu poetry?

0 responses

No responses yet for this question.

4. How would you rate your understanding of Kavya Prakriya, the method of writing Kashi Khanda, the poetic features of Srinatha, and the use of Padaprayoga?

0 responses

No responses yet for this question.

5. How would you rate your understanding of the characteristics of the Pandyan period and the evolution and changes in Telugu poetic tradition over time?

0 responses

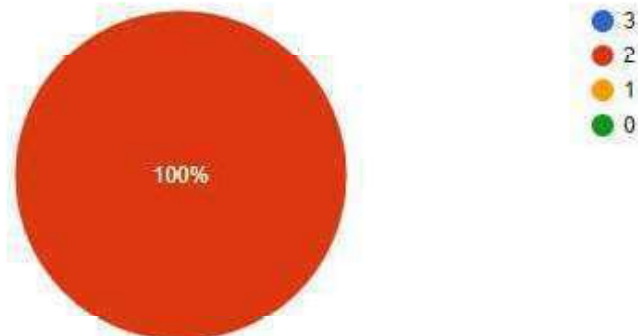
1. How do you rate your analytical understanding of the styles and aesthetics of modern Telugu poetry and its reflection of patriotism, humanitarianism, and social equality?

1 response



2. How do you rate your ability to express emotions using sensitive language and to address social inequalities through poetry?

1 response



3. How do you rate your inspiration and ability to write poetry promoting social consciousness in colloquial language?

1 response



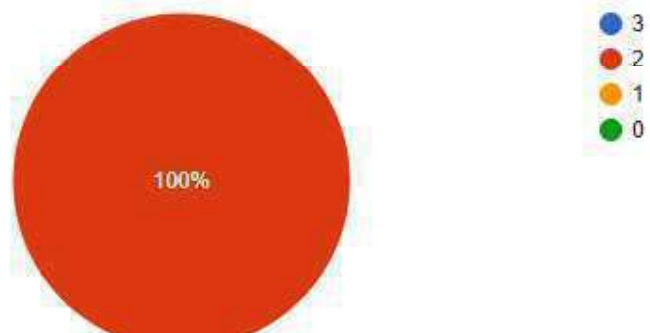
4. How do you rate your understanding of the poetic process, freedom in expression, and the relationship between language and society in modern poetry?

1 response



5. How do you rate your ability to use literary devices such as metaphor, symbolism, and imagery in writing poetry?

1 response



ASD Government Degree College for Women (A), Kakinada.

Department of Zoology and Aquaculture



STUDENT'S FEEDBACK ON CURRICULUM 2025-2026

Semesters I, III & V

ASD GOVT. DEGREE COLLEGE FOR WOMEN (A), KAKINADA

DEPARTMENT OF ZOOLOGY & AQUACULTURE

Semester- I, III, & V

Responses cannot be edited

STUDENTS' FEEDBACK ON CURRICULUM 2025-26

DEPARTMENT OF ZOOLOGY & AQUACULTURE - SEM I, III, & V

* Indicates required question

Name of the Student: D Divya Sai Sri

Programme

B.Sc.(Zoology major)

B.Sc.(Zoology minor)

B.Sc.(Aquaculture minor)

B.Sc.(Aquaculture major)

Semester

Sem-I

Sem-III

Sem-V

Name of the Course: Evolution and Zoogeography

Regd. No. 2476002

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

Strongly Agree

Agree

Neutral

Disagree

Strongly Disagree

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

Strongly disagree

Disagree

Neutral

Agree

Strongly agree

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

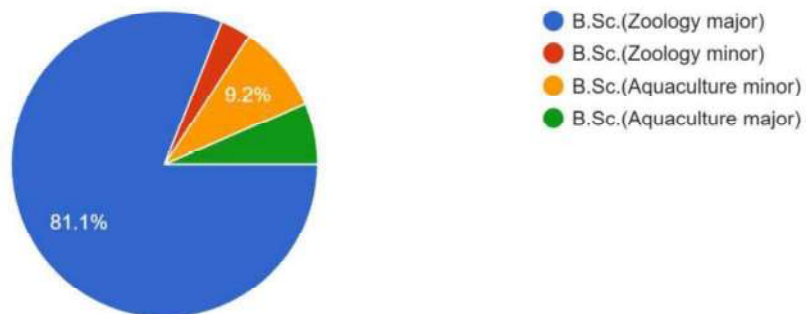
Strongly Disagree

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

Human evolution

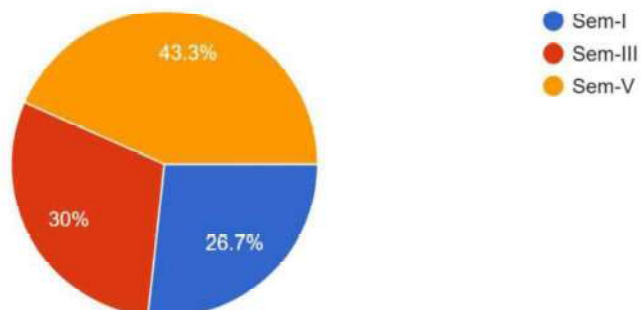
Programme

217 responses



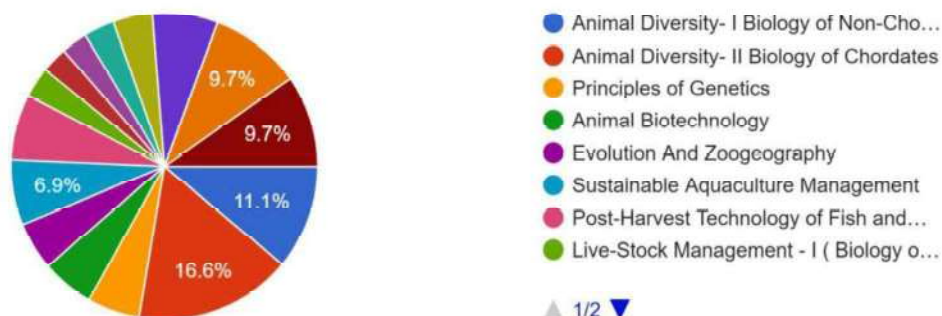
Semester

217 responses



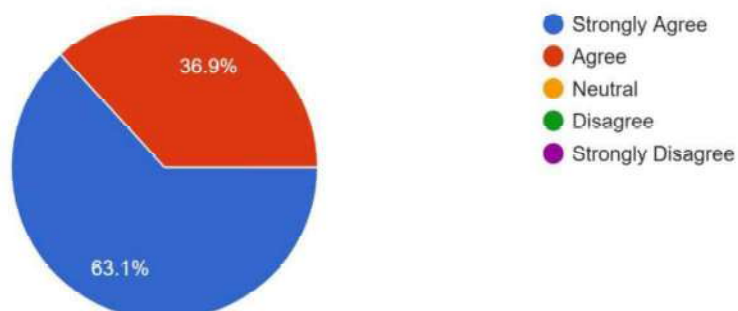
Name of the Course

217 responses



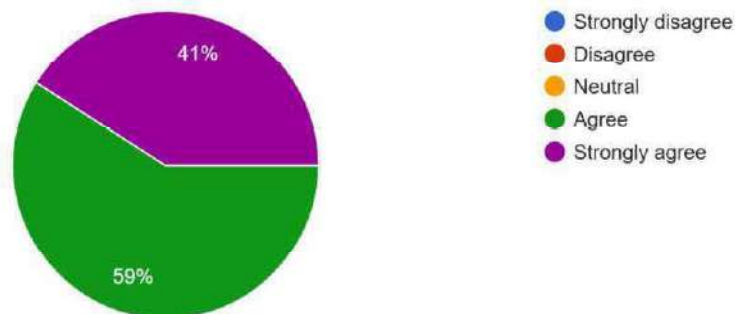
1. Course objectives and Course outcomes are well defined and communicated to students.

217 responses



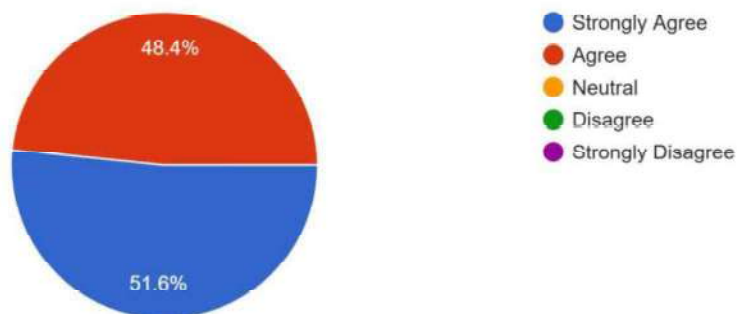
2. Course content helps to gain knowledge, foster social values, ethics, communication skills and leadership skills.

217 responses



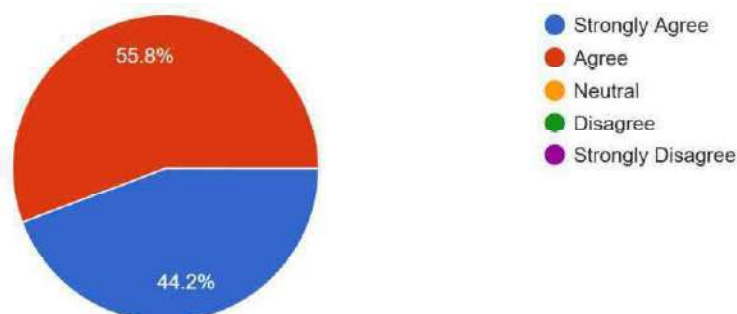
3. Curriculum addresses skill development and enhances Employability and Entrepreneurship skills

217 responses



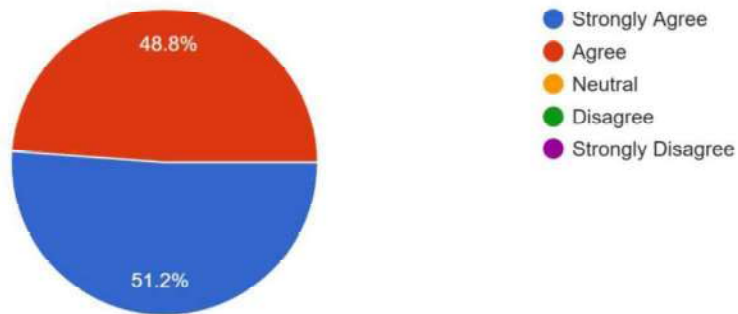
4. Curriculum focusses on cross-cutting issues like Gender, Human values, Professional Ethics, Environment and Sustainability.

217 responses



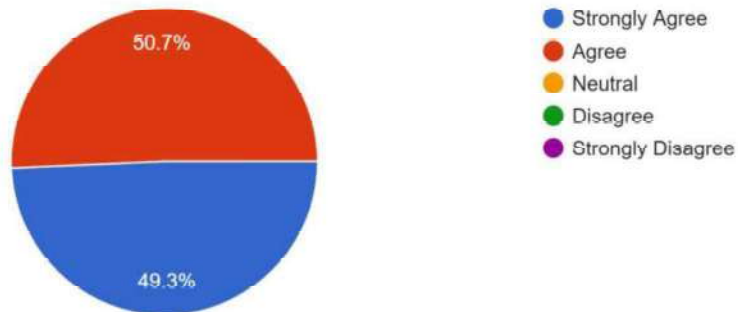
5. Students are involved in curriculum design and development.

217 responses



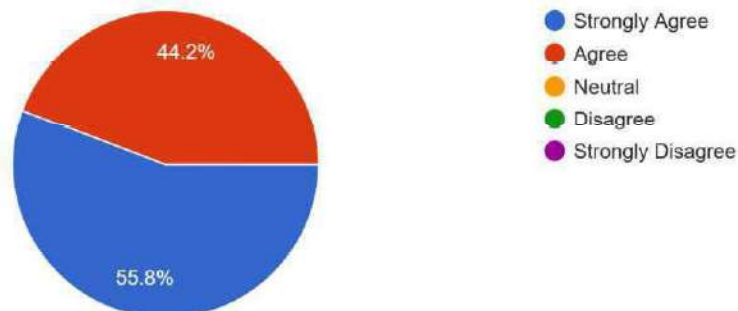
6. The curriculum is revised as per local, national, and global needs.

217 responses



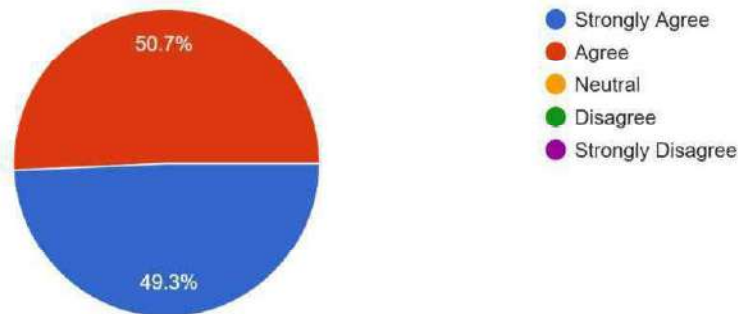
7. Curriculum effectively integrates multidisciplinary and skill development courses to explore areas outside the core discipline.

217 responses



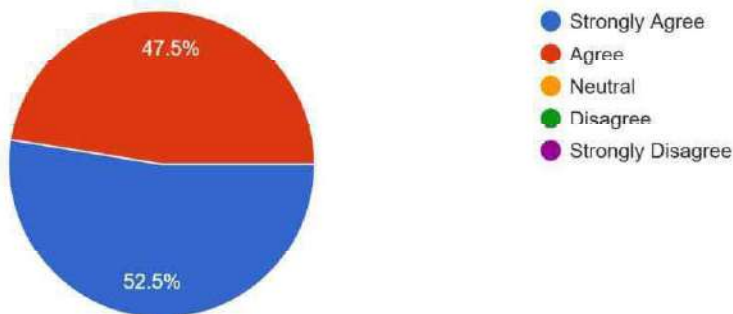
8. The curriculum provides opportunities for experiential learning such as internships, projects, fieldwork, etc.

217 responses

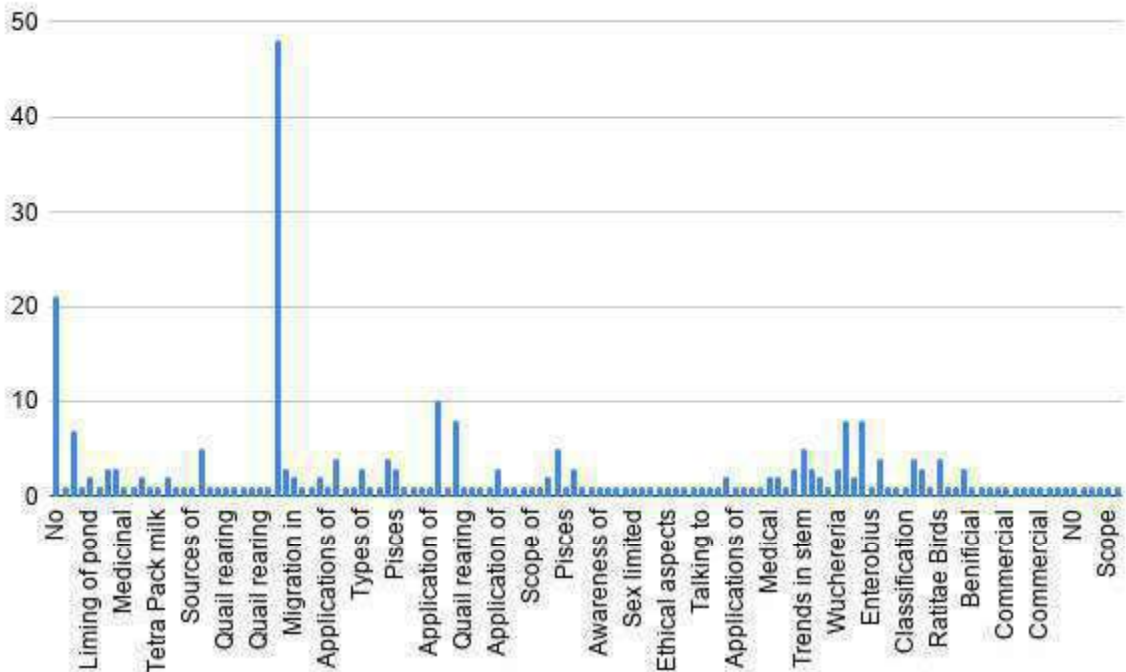


9. The curriculum includes sufficient exposure to recent trends and advancements in the relevant field of study.

217 responses



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



Action Taken Report:

Analysis & Action Taken for I, III & V Semester Curriculum feedback forms:

After analyzing the data collected by Google Forms on the curriculum, based on the suggestions of students, the following resolutions have been taken in the Board of Studies (2026-2027) Academic Year.

1. **For Zoology Course 1- Animal Diversity- II Biology of Non Chordates-** Parasitic protozoans, Systematic position of Porifera, Wuchereria bancrofti, Beneficial insects, Classification of amphibia up to orders.
2. **For Zoology Course 2- Animal Diversity- II Biology of Chordates-** Ratitae birds, Parasitic protozoans, Snake bite and first aid, Affinities of protochordates, Classification of amphibian up to orders, Pisces classification upto classes, Parental care in amphibia.
3. **For Aquaculture Course 1-Basic Principles and Practices of Aquaculture-** Scope and importance of aquaculture, Bio security methods in aquaculture, Types of aquatic weeds, Opportunities in aquaculture
4. **For Aquaculture Course 2-Biology of finfish & Shellfish-** Migration in fishes, Commercial importance of shrimp & fish, commercially important molluscs
5. **For Course 5- Animal Diversity- II Biology of Chordates-** Pisces classification, Parental care in amphibians, Skull in Reptilia & Affinities of Protochordata etc.,
6. **For Course 6 -Principles of Genetics-** Applications of mendelian principles, Allosomal Disorders, Sex limited and sex influenced in heritance
7. **For Course 7 - Animal Biotechnology-ART,** Applications of gene delivery, Nature & scope of biotechnology, Ethical aspects of biotechnology Trends in stem cell technology
8. **For Course 8 - Evolution and Zoogeography-** Brief account of human evolution, Discontinuous and distribution,
9. **For Aquaculture Minor 2-Basic Principles of Aquaculture-** Scope and importance of aquaculture, Awareness of entrepreneurship & employment opportunities in Aquaculture, Biosecurity measures in aquaculture, Fish hatchery design.
10. **For Course 12/M5– Poultry Management-I (Poultry farming) –** Quail rearing, Medicinal importance of indigenous breeds, Policies & Subsidies in the poultry industry
11. **For Course 13/M6 - Poultry Management-II (Poultry Production and Management -** Biosecurity, market trends - digital platform, Medical importance of indigenous breeds, Feed management based on the breed
12. **For Course 14A- Sustainable Aquaculture Management –** Future scenario of Aquaculture, Liming of pond, Bundh breeding, Fish immunization, Sources of seed for aquaculture practice
13. **For Course 14B: Live Stock Management-I (Biology of Dairy Animals) -** Feed management based on the breed
14. **For Course 15A: Post-Harvest Technology Fish and Fisheries-**Impact of preservatives on the quality of preserved fish
15. **For Course 15B: Live Stock Management-II -** Tetra Pack milk

The above topics are incorporated as additional topics into the Curriculum to fill the gap between the topics of each course. These are the suggestions given by the students on the curriculum.


Signature of the Lecturer in Charge
DEPARTMENT OF BIOLOGY
O.S. GOVT. COLLEGE FOR WOMEN
KAKINADA-2


Principal
PRINCIPAL
A.S.D. GOVT. DEGREE COLLEGE (W)
AUTONOMOUS
KAKINADA

ASD Government Degree College for Women (A), Kakinada.

Department of Zoology and Aquaculture



**STUDENT'S FEEDBACK ON CURRICULUM
2025-2026**

Semesters II & IV

ASD GOVT. DEGREE COLLEGE FOR WOMEN (A), KAKINADA

DEPARTMENT OF ZOOLOGY & AQUACULTURE Semester- II & IV

Responses cannot be edited

STUDENTS FEEDBACK ON CURRICULUM 2025-26

DEPARTMENT OF ZOOLOGY & AQUACULTURE - SEM II, & IV

* Indicates required question

Name of the Student*

Vakapalli pranathi

Programme

B.Sc.(Zoology major)

B.Sc.(Zoology minor)

B.Sc.(Aquaculture minor)

B.Sc.(Aquaculture major)

Semester

Sem-II

Sem-IV

Name of the Course

Brackishwater Aquaculture & Mariculture

Regd. No.

2578007

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

Strongly Agree

Agree

Neutral

Disagree

Strongly Disagree

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

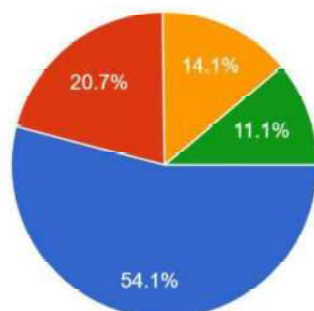
Strongly Disagree

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

Waste management in shrimp farm

Programme

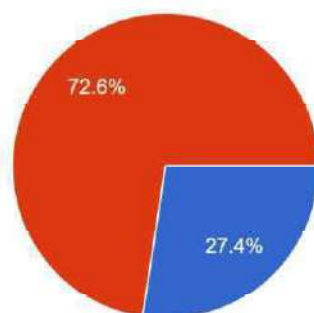
135 responses



- B.Sc.(Zoology major)
- B.Sc.(Zoology minor)
- B.Sc.(Aquaculture minor)
- B.Sc.(Aquaculture major)

Semester

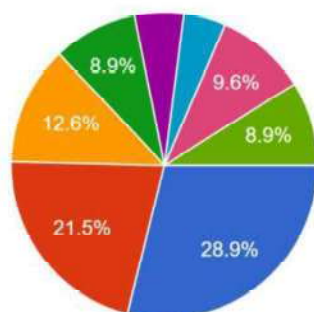
135 responses



- Sem-II
- Sem-IV

Name of the Course

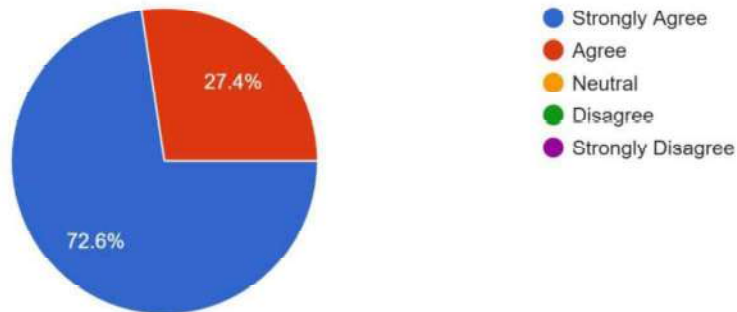
135 responses



- Embryology
- Animal Physiology: Life Sustaining Systems
- Immunology
- Cell & Molecular biology
- Fresh Water Aquaculture
- Brackish water Aquaculture & Mariculture
- Fish Health Management
- Shrimp Health Management

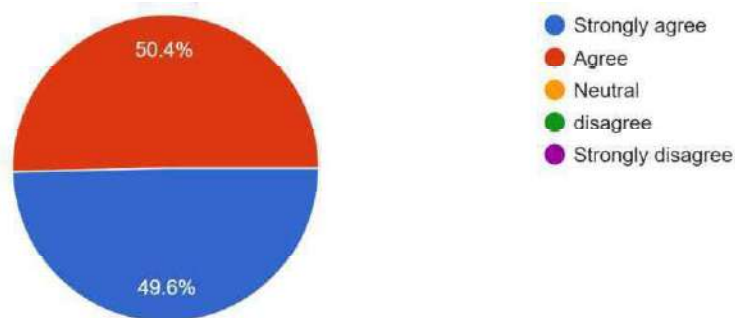
1. Course objectives and Course outcomes are well defined and communicated to students.

135 responses



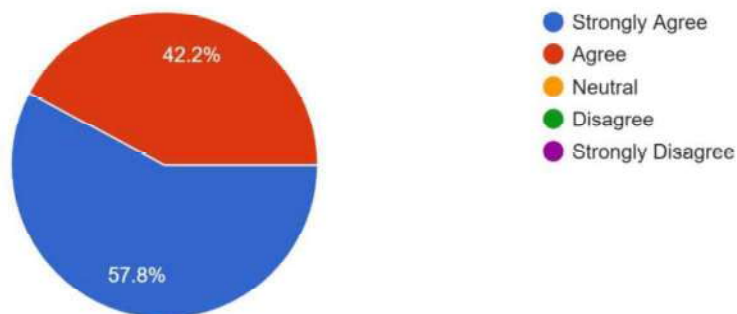
2. Course content helps to gain knowledge, foster social values, ethics, communication skills and leadership skills.

135 responses



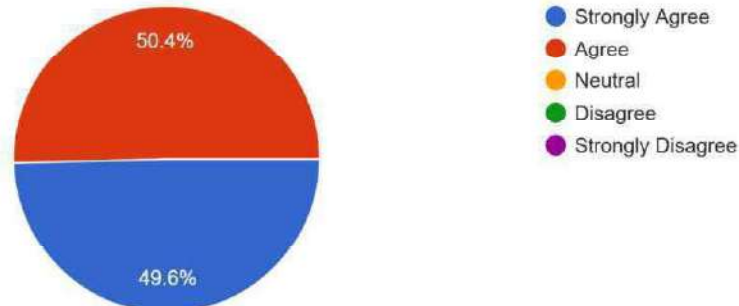
3. Curriculum addresses skill development and enhances Employability and Entrepreneurship skills

135 responses



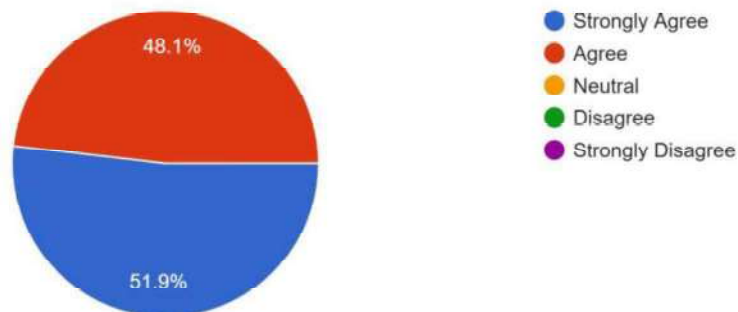
4. Curriculum focusses on cross-cutting issues like Gender, Human values, Professional Ethics, Environment and Sustainability.

135 responses



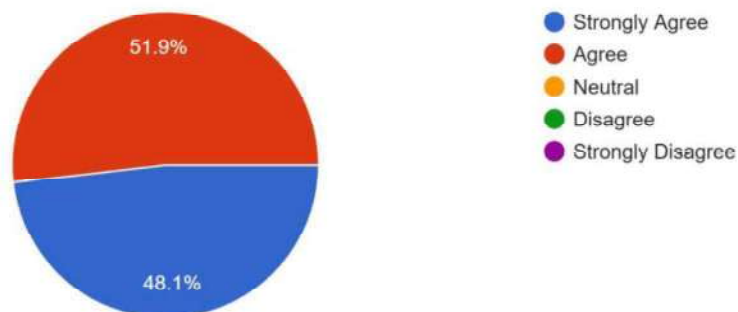
5. Students are involved in curriculum design and development.

135 responses



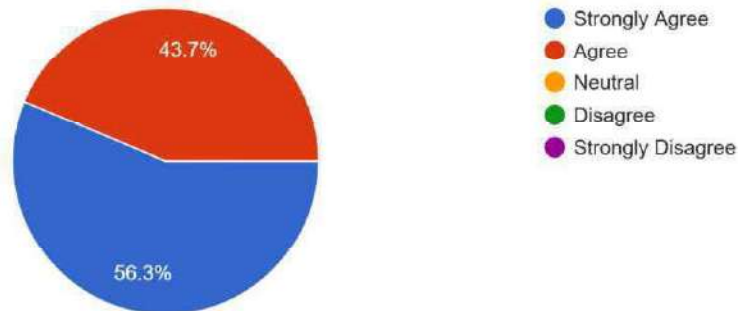
6. The curriculum is revised as per local, national, and global needs.

135 responses



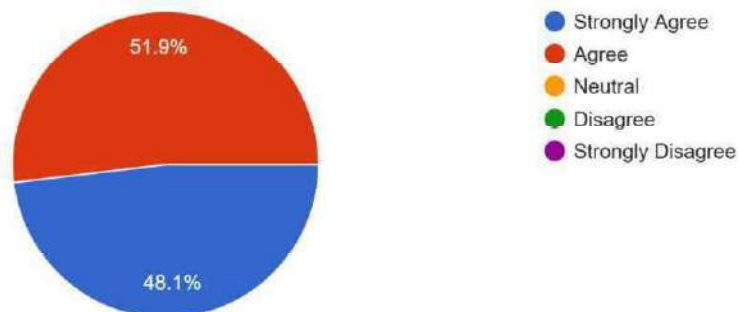
7. Curriculum effectively integrates multidisciplinary and skill development courses to explore areas outside the core discipline.

135 responses



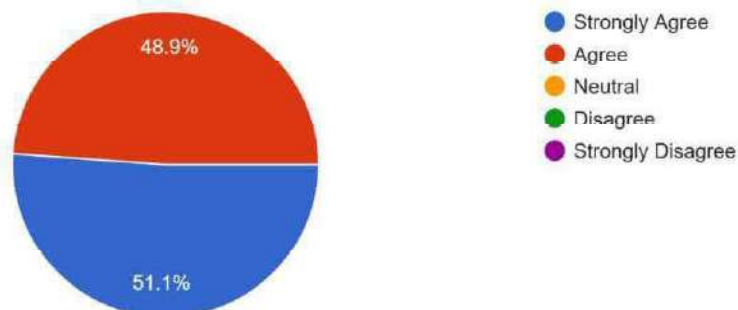
8. The curriculum provides opportunities for experiential learning such as internships, projects, fieldwork, etc.

135 responses

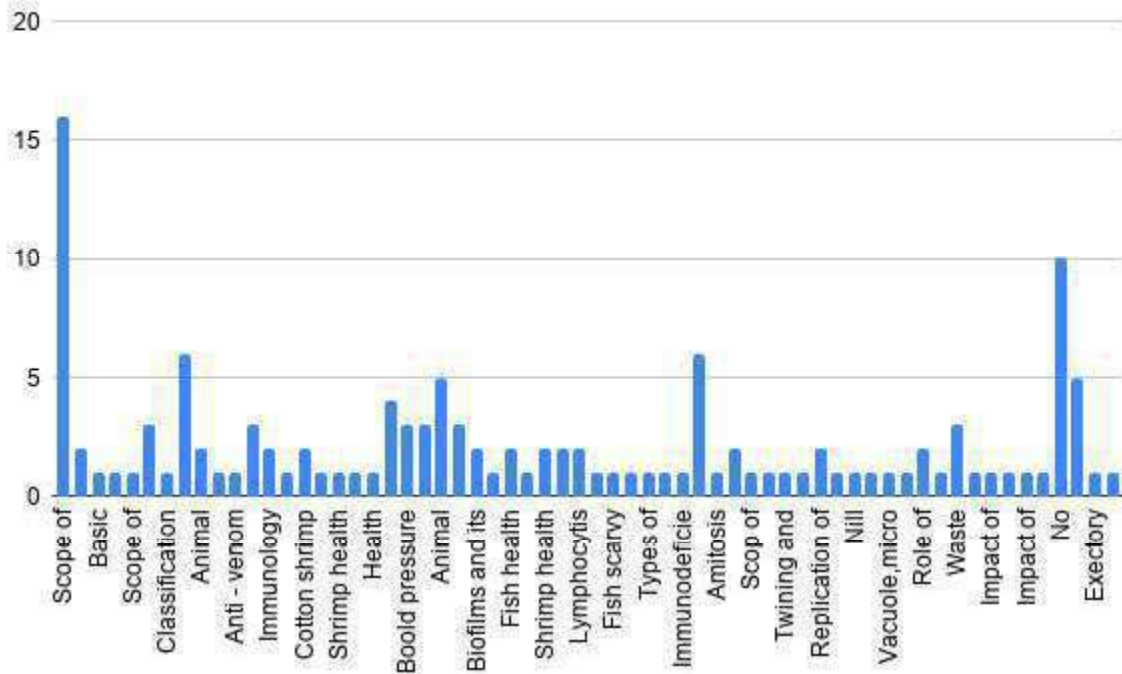


9. The curriculum includes sufficient exposure to recent trends and advancements in the relevant field of study.

135 responses



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



Action Taken Report:

Analysis & Action Taken for II & IV Semester Curriculum feedback forms:

After analyzing the data collected by Google Forms on the curriculum, based on the suggestions of students, the following resolutions have been taken in the Board of Studies (2026-2027) Academic Year.

1. For Zoology Course 3 – Cell & Molecular Biology- Structure of DNA, Composition of cytoplasm, Genetic code, Amitosis,

2. For Zoology Course 4 & 9 – Embryology - Scope of embryology, Advanced technology over amniocentesis, Regeneration in hydra, Echinodermata, lizards etc.

3. For Zoology Course 10 – Animal Physiology: Life Sustaining Systems- Classification of animals based on feeding habits, Excretory products, Structure and types of neurons, Types of muscles, Blood pressure.

4. For Zoology Course 11 – Immunology- Autoimmune disorders, Immunodeficiency disorders, Anti-venom

5. For Aquaculture Course 3 – Freshwater Aquaculture- Objectives of freshwater aquaculture, Impact of climate change in freshwater aquaculture, Recent advances and technologies in freshwater aquaculture, Role of freshwater aquaculture in food security.

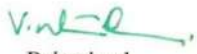
6. For Aquaculture Course 4 – Brackishwater Aquaculture & Mariculture- Sustainable and eco-friendly practices in brackish water aquaculture, waste management in shrimp culture, commercial importance of seaweeds, commercial importance of crabs

7. For Aquaculture Minor 3- Fish Health Management- Dermatomycosis, Lymphocytis viral disease in fish, Edwardsiella bacterial disease, Velvet and microsporidiosis diseases, Fish scurvy

8. For Aquaculture Minor 4- Shrimp Health Management- Non-luminous bacterial disease, Larval mycosis fungal disease, Cotton shrimp disease, Hepatopancreatic microsporidiosis, Biofilms and its impact on health management

The above topics are incorporated as additional topics into the Curriculum to fill the gap between the topics of each course. These are the suggestions given by the students on the curriculum.


Signature of the person in charge
DEPARTMENT OF ZOOLOGY
U.S. GOVT. COLLEGE FOR WOMEN
KAKINADA-2


Principal
PRINCIPAL
A.S.D. GOVT DEGREE COLLEGE (W)
AUTONOMOUS
KAKINADA

ASD GOVT DEGREE COLLEGE FOR WOMEN (A)

(Re- Accredited by NAAC with B⁺⁺ Grade)

Jagannaickpur, Kakinada-533002, East Godavari, AP

DEPARTMENT OF CHEMISTRY



STUDENTS FEEDBACK ON CURRICULUM

2025-2026

A.S.D. GOVT.DEGREE COLLEGE FOR WOMEN (A)

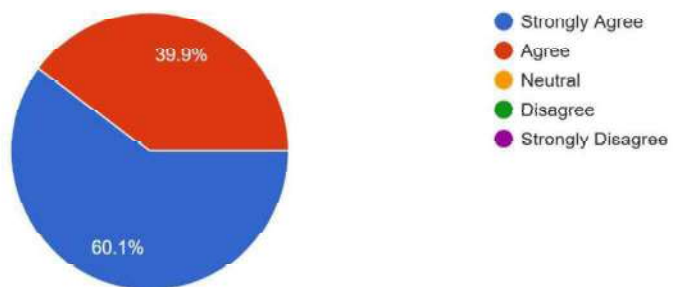
DEPARTMENT OF CHEMISTRY

ACADEMIC YEAR - 2025-26

STUDENTS FEEDBACK ON CURRICULUM

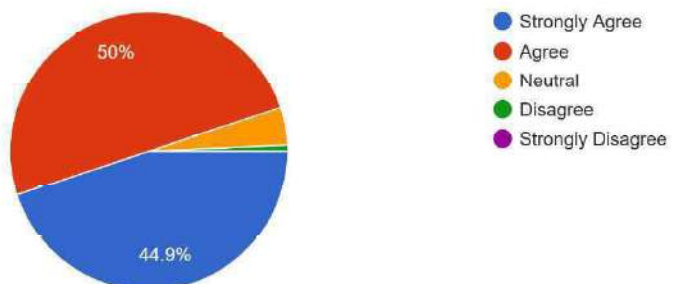
1. Course objectives and Course outcomes are well defined and communicated to students.

138 responses



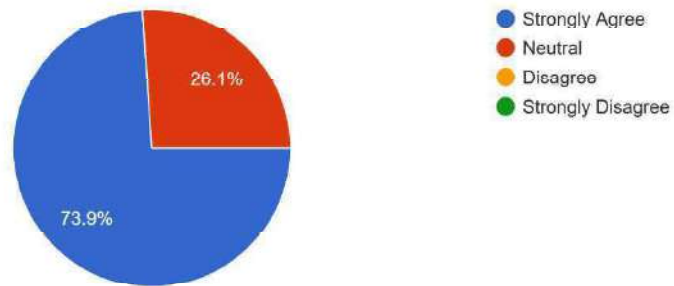
2. Course content helps to gain knowledge, foster social values, ethics, communication skills and leadership skills.

138 responses



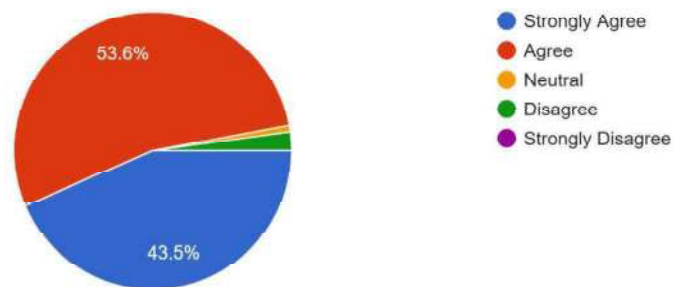
3. Curriculum is enriched with different cocurricular activities such as field visit/ Seminars/ guest lectures etc.

138 responses



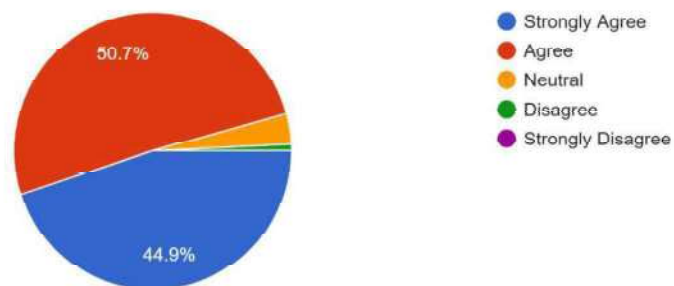
4. Syllabus is useful for competitive exams/ higher progression/ self-employment.*

138 responses



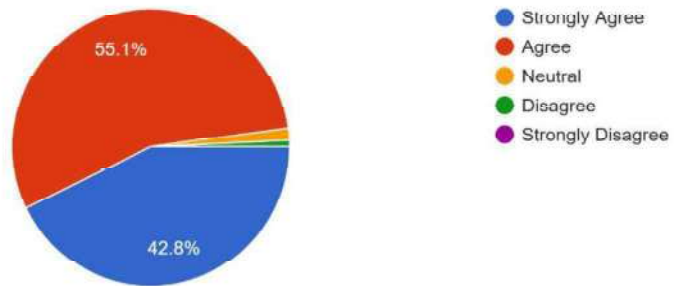
5. Students are involved in curriculum design and development

138 responses



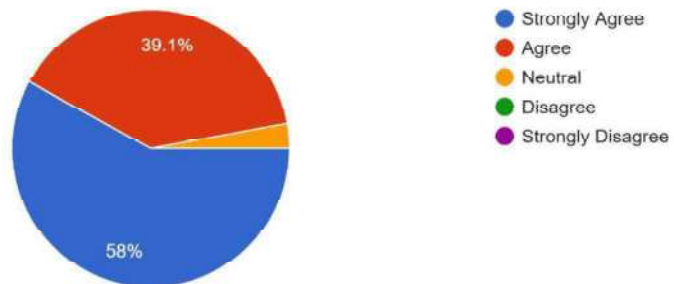
6. The curriculum is revised as per local, national, and global needs.

138 responses



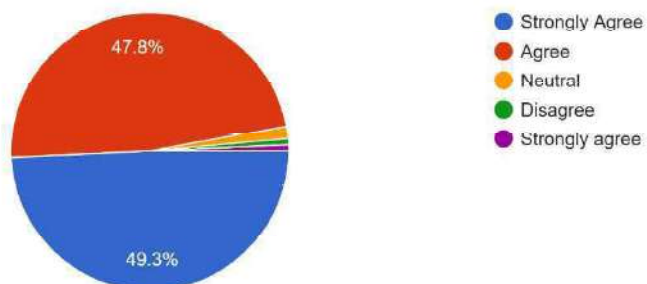
7. Reference books are available in the library for learning the course content

138 responses



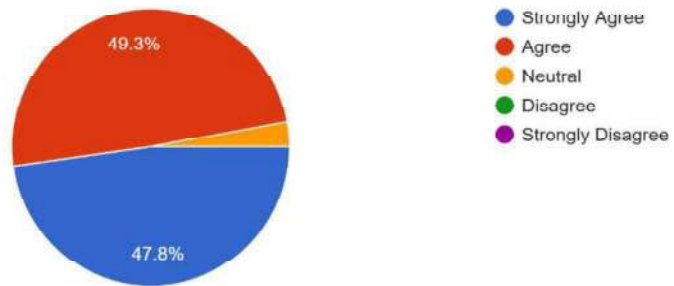
8. Faculty members adopt ICT and other pedagogical methods for the effective curriculum transaction.

138 responses



9. Evaluation process is fair and transparent.

138 responses



OBSERVATIONS (BASED ON ONLINE FEEDBACK)

The following are the observations made on the feedback collected from students in Online mode:

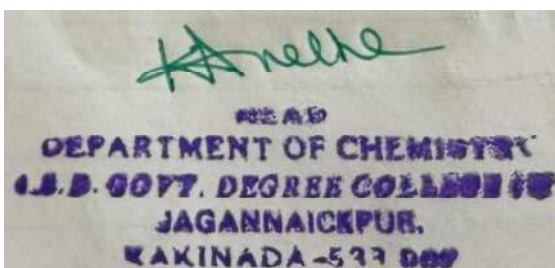
1. Students suggested inclusion of more activities to promote **creativity and critical thinking**.
2. Students recommended to include topics which provide clear understanding of current topics.
3. Students emphasized the need for **guidance in competitive examinations and PGCET coaching**.
4. Students requested an increase in **field visits and experiential learning opportunities**.
5. Certain specific topics were suggested for inclusion in each course to enhance relevance.

ACTION TAKEN REPORT

- **Creativity & Critical Thinking:** The department of Chemistry to strengthen students' analytical and creative skills, PPT presentations, Poster presentations, quizzes are made part of departmental activities. The department of Chemistry planning to implement more number of quizzes, debates, group discussions, ppt presentations by students, and role-playing exercises in the class room from 2026-2027 academic year.
- **Curriculum Content:** Topics that promote creativity, critical thinking, and contemporary relevance have incorporated as additional inputs, to ensure students gain broader exposure beyond the core syllabus.
- **Competitive Exam Guidance:** The Department of Chemistry regularly organizes guest lectures on *Career Guidance*. The department of Chemistry, A.S.D Govt Degree College in collaboration with **Govt. Degree College, Yeleswaram** providing 6 Weeks APPGCET Coaching, to encourage students to higher education. Students appeal

regarding guidance in competitive examinations, particularly Banking, have been conveyed to Career Guidance cell, to support students in preparing for competitive examinations.

- **Experiential Learning:** Internships have been organized with HIQ Pharma, Rajahmundry, providing practical, hands-on experience aligned with course content. For the academic year **2026–2027**, the department plans to conduct field visits to **Central Universities and IITs**, motivating students toward higher education and research opportunities



ASD GOVT DEGREE COLLEGE FOR WOMEN (A)

(Re- Accredited by NAAC with B⁺⁺ Grade)

Jagannaickpur, Kakinada-533002, East Godavari, AP

DEPARTMENT OF CHEMISTRY



STUDENTS FEEDBACK ON CURRICULUM

EVEN SEMESTERS-SEM II & SEM IV

2025-2026

A.S.D. GOVT.DEGREE COLLEGE FOR WOMEN (A)

DEPARTMENT OF CHEMISTRY

ACADEMIC YEAR - 2025-26

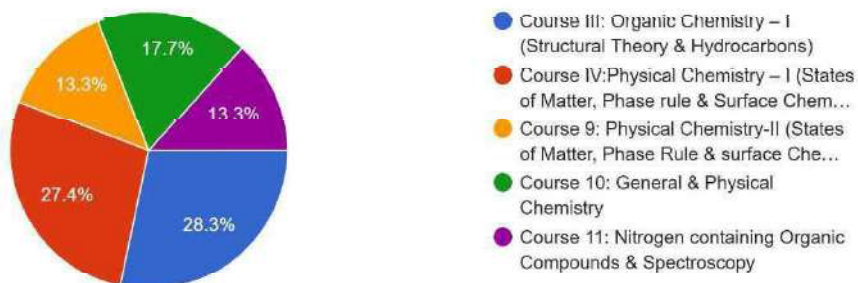
STUDENTS FEEDBACK ON CURRICULUM

EVEN SEMESTERS-SEM II & SEM IV

The following is the analysis of feedback collected from students in Online mode:

Title of the Course

113 responses



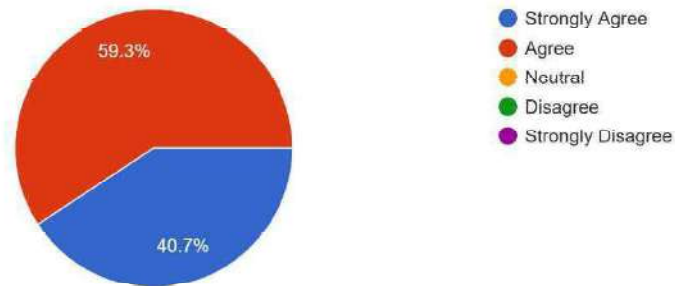
1. Course objectives and Course outcomes are well defined and communicated to students.

113 responses



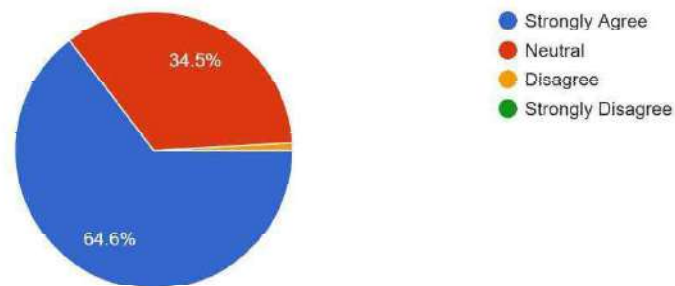
2. Course content helps to gain knowledge, foster social values, ethics, communication skills and leadership skills.

113 responses



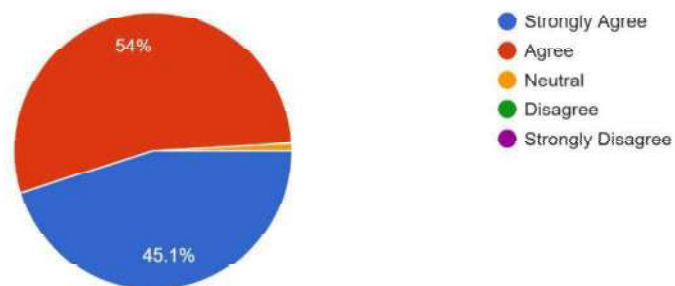
3. Curriculum is enriched with different cocurricular activities such as field visit/ Seminars/ guest lectures etc.

113 responses



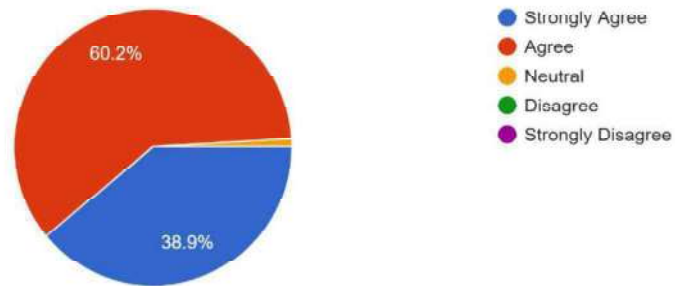
4. Syllabus is useful for competitive exams/ higher progression/ self-employment.*

113 responses



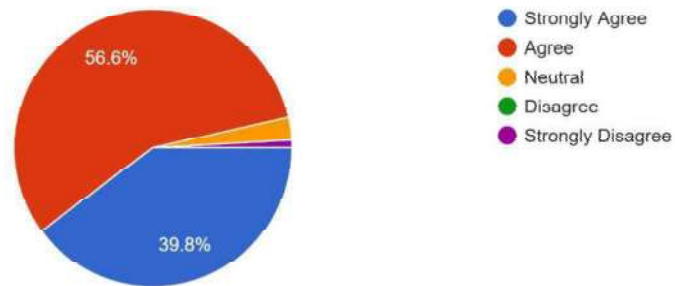
5. Students are involved in curriculum design and development

113 responses



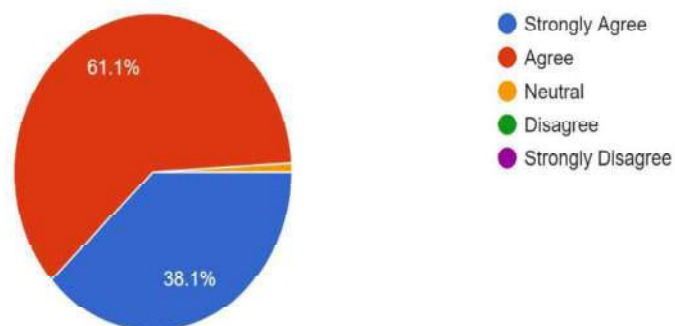
6. The curriculum is revised as per local, national, and global needs.

113 responses



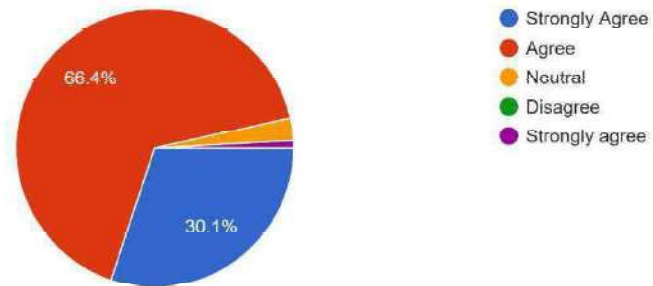
7. Reference books are available in the library for learning the course content

113 responses



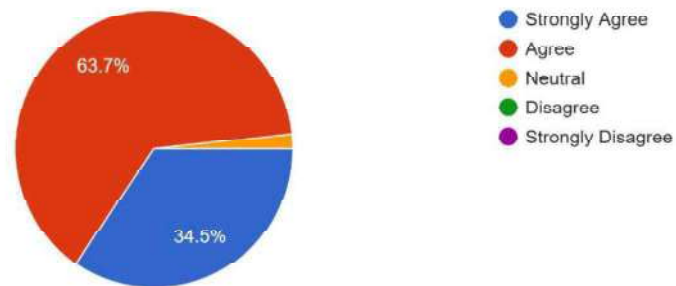
8. Faculty members adopt ICT and other pedagogical methods for the effective curriculum transaction.

113 responses



9. Evaluation process is fair and transparent.

113 responses



OBSERVATIONS (BASED ON ONLINE FEEDBACK)

The following are the observations made on the feedback collected from students in Online mode:

1. Students expressed the need for more curriculum-integrated activities that foster creativity, innovation, problem-solving, and critical thinking skills.
2. Students suggested providing structured guidance and coaching for competitive examinations, including APPGCET and other higher education entrance tests.
3. Students emphasized the importance of increasing experiential learning opportunities through industrial visits, field trips, internships, and hands-on activities.
4. Students recommended incorporating emerging and contemporary topics to strengthen the practical relevance and applicability of the curriculum.
5. Students proposed enriching the curriculum by including additional discipline-specific topics which provide clear understanding of current topics, that align with current academic and industry requirements.

ACTION TAKEN REPORT 2025-2026 (Even Semesters)

1. Creativity, Innovation, and Critical Thinking

The Department of Chemistry has adopted several student-centric teaching and learning practices to promote students' analytical thinking, innovation, critical thinking, effective communication, and collaborative learning. Activities such as seminars, quizzes, group discussions and problem-solving exercises have been incorporated into the academic schedule. PPT presentations, Poster presentations, quizzes are made part of departmental activities. To further strengthen these initiatives, the Department of Chemistry plans to organize a greater number of quizzes, debates, PowerPoint presentations, poster presentations, oral presentations, and project exhibitions as part of the celebration of national and international days of significance related to chemistry and environmental science, such as World Ozone Day, National Pollution Control Day, Nobel Prize Day, and other relevant observances during the academic year 2026–2027.

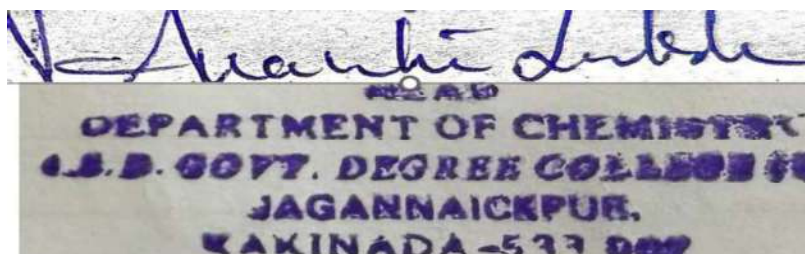
2. Competitive Examination Guidance: The Department of Chemistry regularly organizes guest lectures on *Career Guidance*. Career guidance programmes, awareness sessions on postgraduate opportunities, and coaching classes for APPGCET and other competitive examinations are organized periodically. Faculty members also provide mentoring, study materials, and individual academic counseling to motivate students toward higher education and enhance their career prospects. The department coordinates with the Career Guidance Cell to facilitate additional training programmes whenever required. Students appeal regarding guidance in competitive examinations, particularly Banking, have been conveyed to Career Guidance cell, to support students in preparing for competitive examinations.

3. Experiential Learning: Internships have been organized with HIQ Pharma, Rajahmundry, providing practical, hands-on experience aligned with course content. For the academic year 2026–2027, the department plans to conduct industrial visits, educational tours to Central Universities and IITs, motivating students toward higher education and research opportunities.

4. Contemporary and Emerging Topics

In response to students' suggestions, the Department of Chemistry has designed a certificate course for the academic year 2026–2027 focusing on recent developments and emerging areas of chemistry beyond the prescribed syllabus. The course includes contemporary topics such as Green Chemistry, Nanotechnology, Sustainable Chemical Processes, and other emerging areas to enhance students' knowledge, practical understanding, and employability.

5. Curriculum Enrichment: The Department of Chemistry has initiated the process of enriching the curriculum by proposing the inclusion of additional discipline-specific and application-oriented topics that provide a better understanding of current scientific developments and emerging industry requirements. These topics have been incorporated as additional inputs in the Board of Studies (BoS) curriculum for the academic year 2026–2027.



A.S.D.GOV.T.DEGREE COLLEGE FOR WOMEN (A),KAKINADA

DEPARTMENT OF POLITICAL SCIENCE

2025-26 SEM I,III & V STUDENT CURRICULUM FEEDBACK

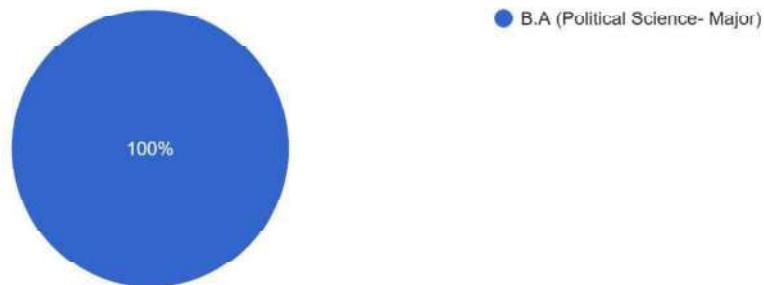
Name of the Student*

64 responses



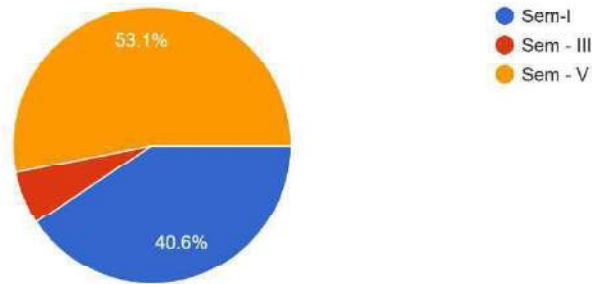
Programme

64 responses



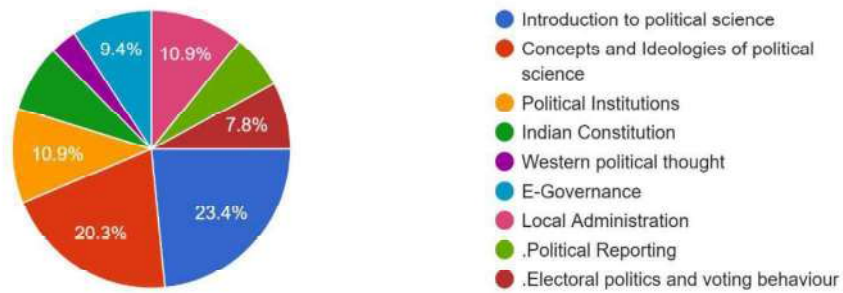
Semester*

64 responses



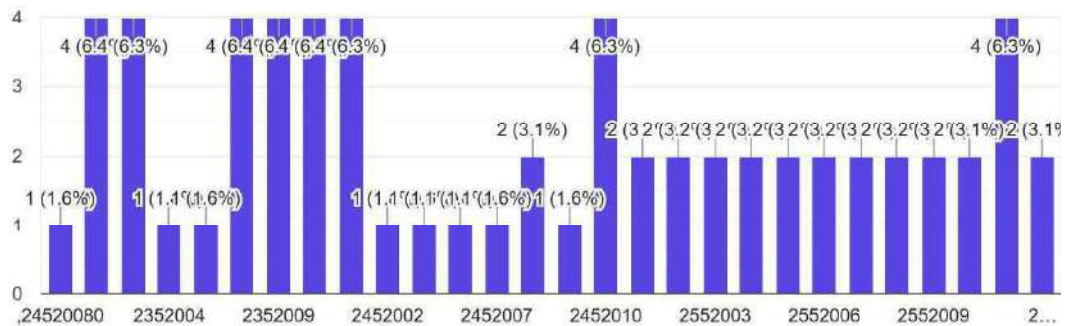
Name of the Course*

64 responses



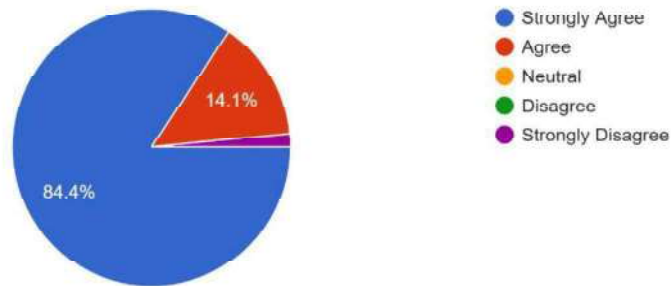
Regd.No*

64 responses



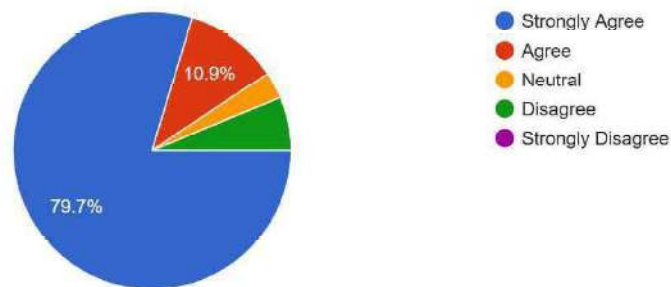
1.Course objectives and Course outcomes are well defined and communicated to students

64 responses



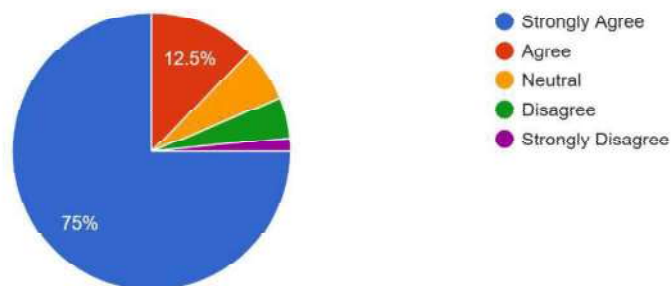
2.Course content helps to gain knowledge, foster social values, ethics, communication skills and leadership skills

64 responses



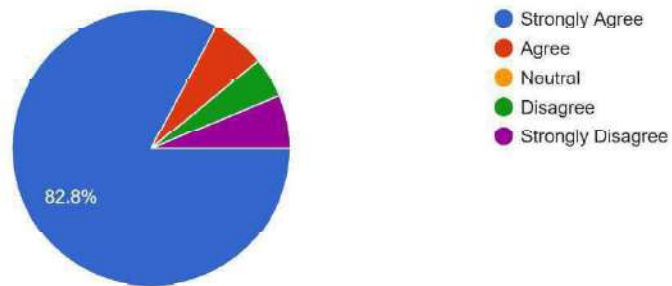
3.Curriculum addresses skill development and enhances Employability and Entrepreneurship skills

64 responses



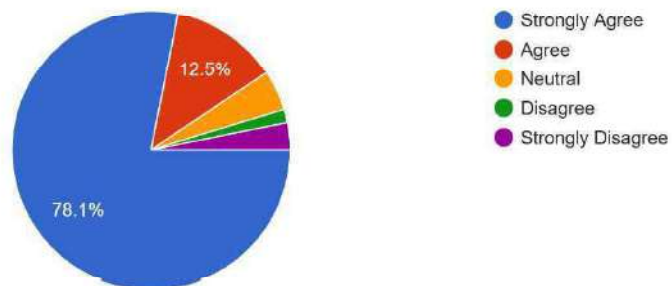
4. Curriculum focusses on cross cutting issues like Gender, Human values, Professional Ethics, Environment and Sustainability.

64 responses



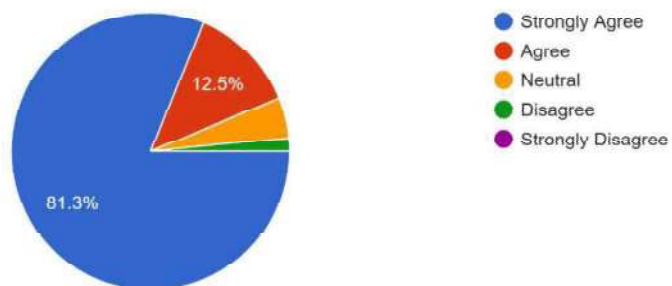
5. Students are involved in curriculum design and development.

64 responses



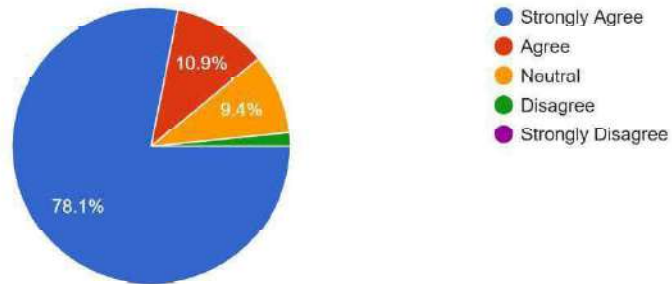
6. The curriculum is revised as per local, national and global needs.*

64 responses



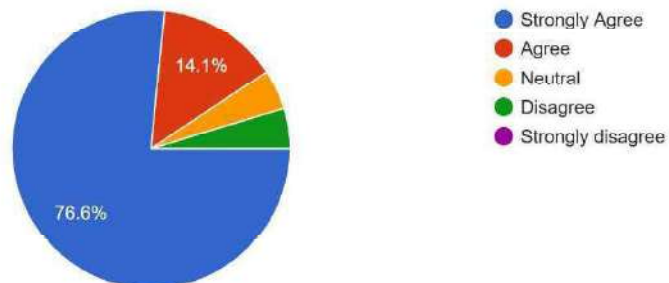
7. Curriculum effectively integrates multidisciplinary and skill development courses to explore areas outside the core discipline.

64 responses



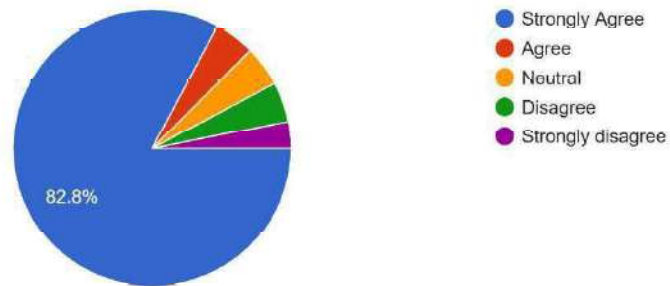
8. The curriculum provides opportunities for experiential learning such as internships, projects, fieldwork etc.

64 responses



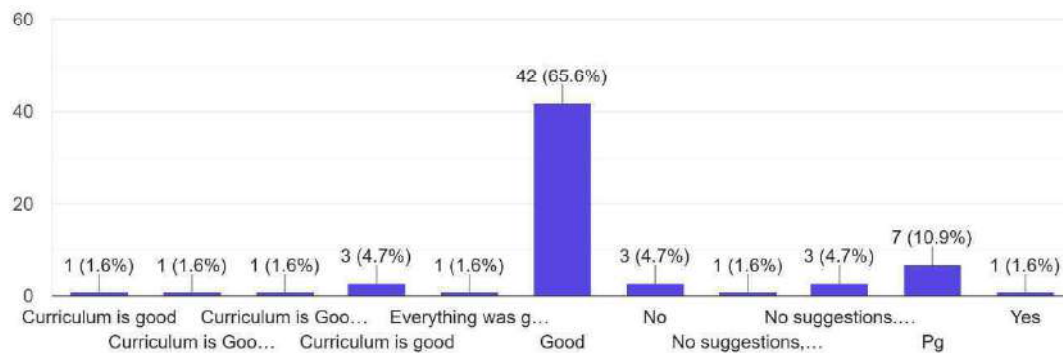
9. The curriculum includes sufficient exposure to recent trends and advancements in the relevant field of study.

64 responses



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

64 responses



Student's Feedback on Curriculum and its Consolidated Report

DEPARTMENT OF POLITICAL SCIENCE

Academic year: 2025-2026

SEM-I,III & V

Please tick mark (✓) in appropriate box as your response

S. No	Parameter on which feedback is sought	1 Strongly Agree	2 Agree	3 Neutral	4 Disagree	5 Strongly Disagree	Total
1	Course objectives and Course outcomes are well-defined and communicated to students.	55	09	-	-	-	64
2	Course content helps to gain knowledge, foster social values, ethics, communication skills and leadership skills	52	07	02	03	-	64
3	Curriculum addresses skill development and enhances Employability and Entrepreneurship skills	50	07	04	03	-	64
4	Curriculum focusses on cross cutting issues like Gender, Human values, Professional Ethics, Environment and Sustainability.	58	04	00	02	-	64
5	Students are involved in curriculum design and development.	53	07	03	01	-	64
6	The curriculum is revised as per local, national and global needs.	53	08	02	01	-	64
7	Curriculum effectively integrates multidisciplinary and skill development courses to explore areas outside the core discipline.	50	07	06	01	-	64
8	The curriculum provides opportunities for experiential learning such as internships, projects, fieldwork etc.	50	08	03	03	-	64
9	The curriculum includes sufficient exposure to recent trends and advancements in the relevant field of study.	56	03	03	02	-	64
10	Any suggestions for improvement						

A.S.D.GOV.T. DEGREE COLLEGE FOR WOMEN (Autonomous) KAKINADA

ACADEMIC YEAR - 2025-26

STUDENTS FEEDBACK ON CURRICULUM ACTION TAKEN REPORT

DEPARTMENT OF POLITICAL SCIENCE

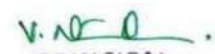
Observations

1. curriculum is good
2. We would like to have more field visits to gain practical experience
- 3 We need Field visits on **Political** places
4. P.G Courses

ACTION TAKEN REPORT

1. Additional sessions and workshops on **Political Science** have been scheduled as part of skill enhancement initiatives. Weekly quizzes are being conducted through the Placement Cell and Academic Support Units.
2. Field visits were arranged to demonstrate the **Political** Places to identify the Culture, and behavior of the people and Legislative Assembly and Local Administration.in various places in A.P
3. We will try to start P.G courses in **Political Science**


DEPARTMENT OF HISTORY
A.S.D.GOV.T. DEGREE COLLEGE (W)
AUTONOMOUS
KAKINADA


PRINCIPAL
A.S.D.GOV.T.DEGREE COLLEGE (W)
AUTONOMOUS
KAKINADA

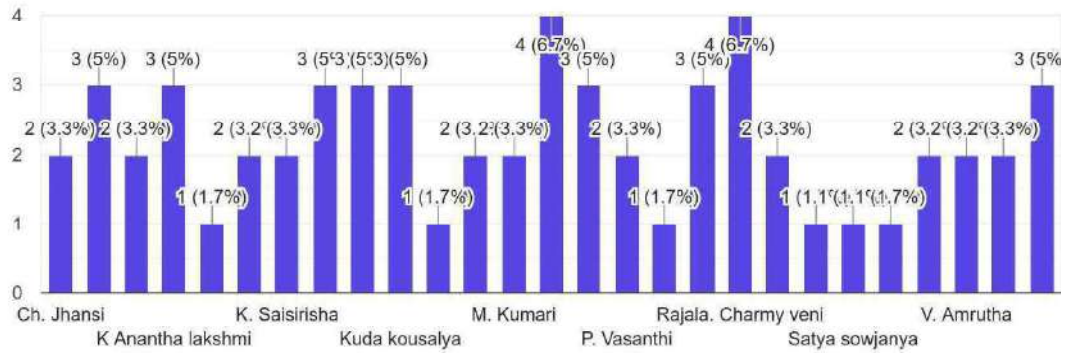
A.S.D.GOV.T.DEGREE COLLEGE FOR WOMEN (A),KAKINADA

DEPARTMENT OF POLITICAL SCIENCE

2025-26 SEM II,IV& STUDENT CURRICULUM FEEDBACK

Name of the Student*

60 responses



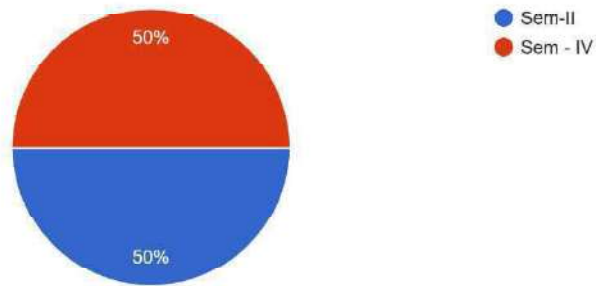
Programme

60 responses



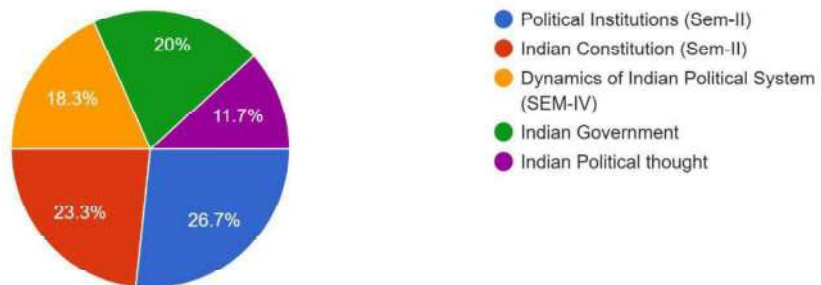
Semester*

60 responses



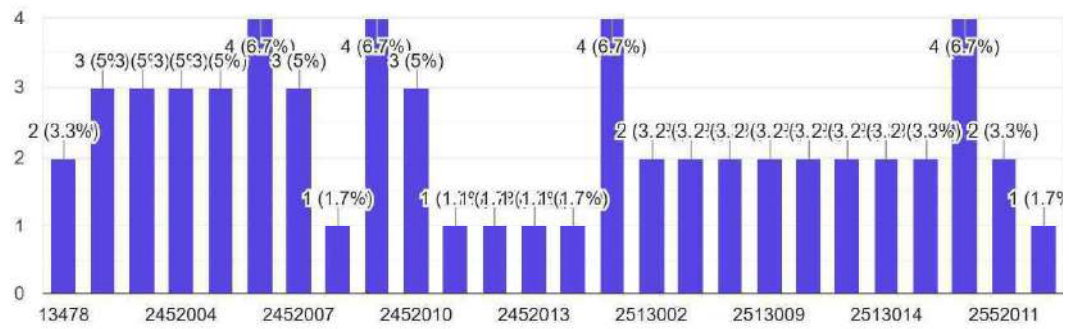
Name of the Course*

60 responses



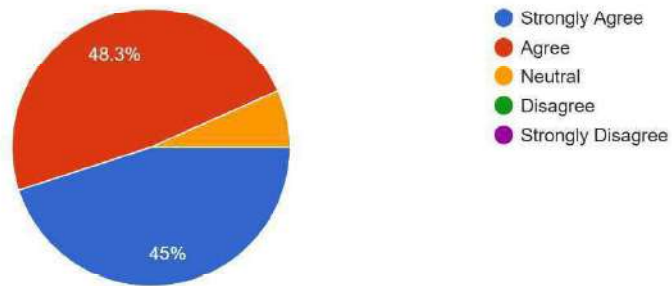
Regd.No*

60 responses



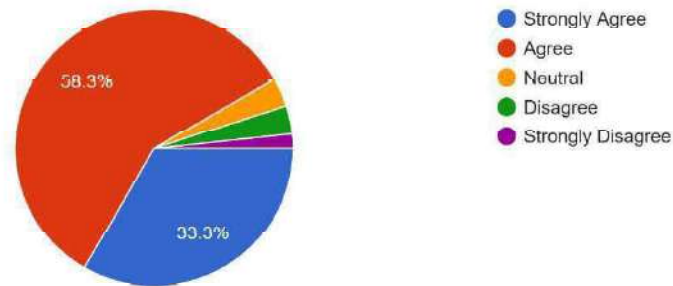
1.Course objectives and Course outcomes are well defined and communicated to students

60 responses



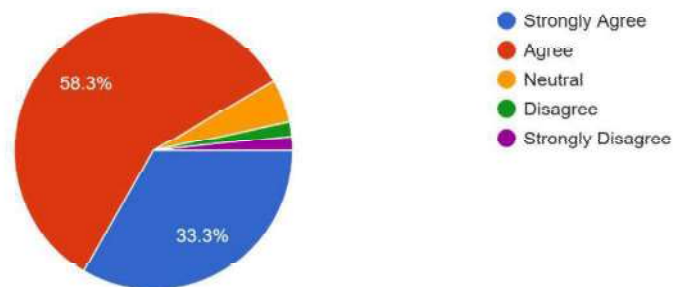
2.Course content helps to gain knowledge, foster social values, ethics, communication skills and leadership skills

60 responses



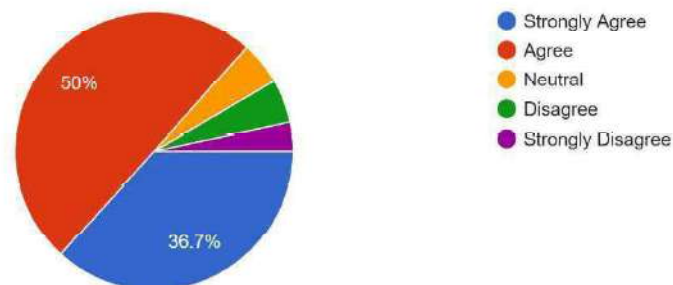
3. Curriculum addresses skill development and enhances Employability and Entrepreneurship skills

60 responses



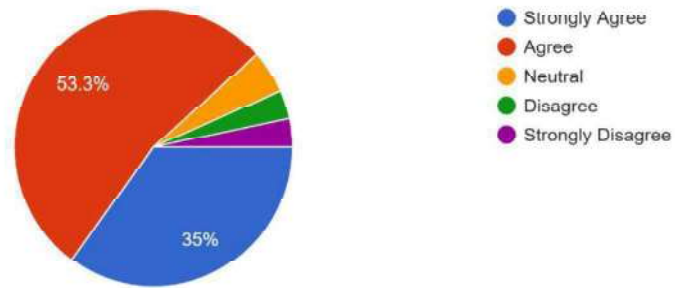
4. Curriculum focusses on cross cutting issues like Gender, Human values, Professional Ethics, Environment and Sustainability.

60 responses



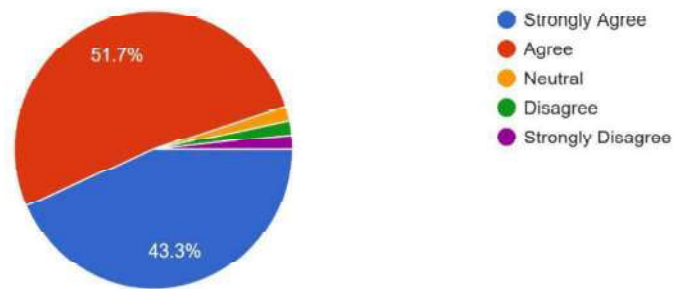
5.Students are involved in curriculum design and development.

60 responses



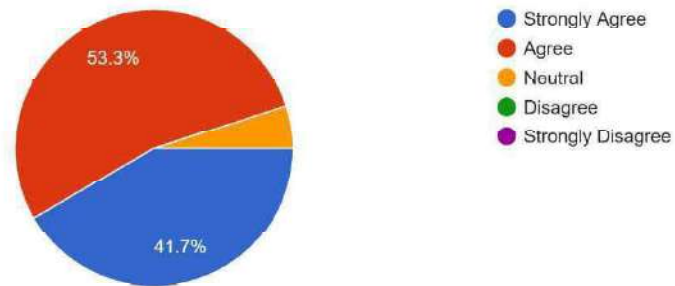
6.The curriculum is revised as per local, national and global needs.*

60 responses



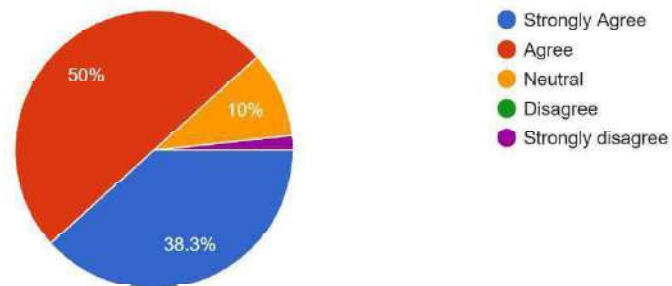
7. Curriculum effectively integrates multidisciplinary and skill development courses to explore areas outside the core discipline.

60 responses



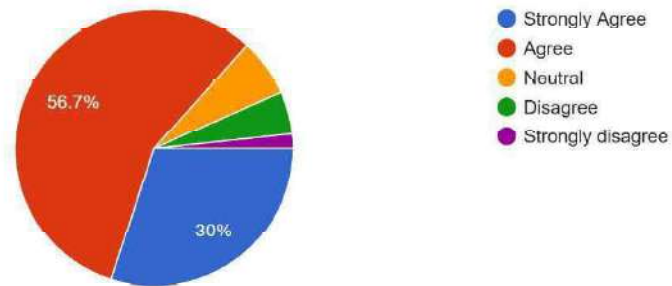
8. The curriculum provides opportunities for experiential learning such as internships, projects, fieldwork etc.

60 responses



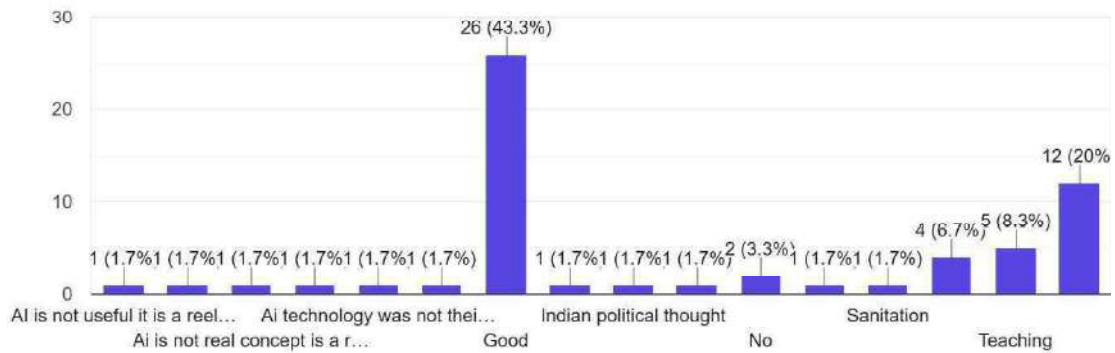
9. The curriculum includes sufficient exposure to recent trends and advancements in the relevant field of study.

60 responses



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

60 responses



Student's Feedback on Curriculum and its Consolidated Report

DEPARTMENT OF POLITICAL SCIENCE

Academic year: 2025-2026

SEM-II & IV

Please tick mark (✓) in appropriate box as your response							
S. No	Parameter on which feedback is sought	1 Strongly Agree	2 Agree	3 Neutral	4 Disagree	5 Strongly Disagree	Total
1	Course objectives and Course outcomes are well-defined and communicated to students.	27	29	4	00	00	60
2	Course content helps to gain knowledge, foster social values, ethics, communication skills and leadership skills	20	35	02	02	01	60
3	Curriculum addresses skill development and enhances Employability and Entrepreneurship skills	20	35	03	01	01	60
4	Curriculum focusses on cross cutting issues like Gender, Human values, Professional Ethics, Environment and Sustainability.	22	30	03	03	02	60
5	Students are involved in curriculum design and development.	21	32	03	02	02	60
6	The curriculum is revised as per local, national and global needs.	26	31	01	01	01	60
7	Curriculum effectively integrates multidisciplinary and skill development courses to explore areas outside the core discipline.	25	32	03	00	00	60
8	The curriculum provides opportunities for experiential learning such as internships, projects, fieldwork etc.	23	30	06	00	01	60
9	The curriculum includes sufficient exposure to recent trends and advancements in the relevant field of study.	18	34	05	02	01	60
10	Any suggestions for improvement	No					

A.S.D.GOV.T. DEGREE COLLEGE FOR WOMEN (Autonomous) KAKINADA

ACADEMIC YEAR - 2025-26 SEM-II & IV

STUDENTS FEEDBACK ON CURRICULUM ACTION TAKEN REPORT

DEPARTMENT OF POLITICAL SCIENCE

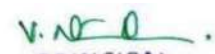
Observations

1. curriculum is good
2. We would like to have more field visits to gain practical experience
- 3 We need Field visits on **Political** places
4. P.G Courses

ACTION TAKEN REPORT

1. Additional sessions and workshops on **Political Science** have been scheduled as part of skill enhancement initiatives. Weekly quizzes are being conducted through the Placement Cell and Academic Support Units.
2. Field visits were arranged to demonstrate the **Political** Places to identify the Culture, and behaviour of the people and Legislative Assembly and Local Administration.in various places in A.P
3. We will try to start P.G courses in **Political Science**

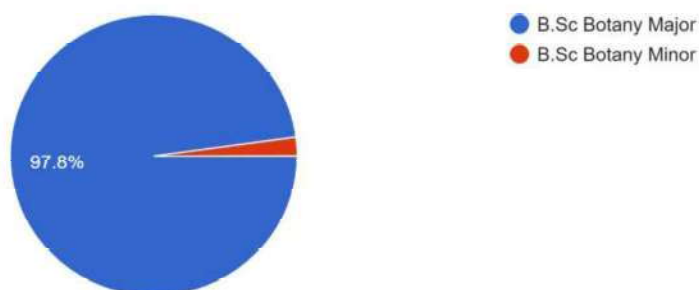

DEPARTMENT OF HISTORY
A.S.D.GOV.T. DEGREE COLLEGE (W)
AUTONOMOUS
KAKINADA


PRINCIPAL
A.S.D.GOV.T.DEGREE COLLEGE (W)
AUTONOMOUS
KAKINADA

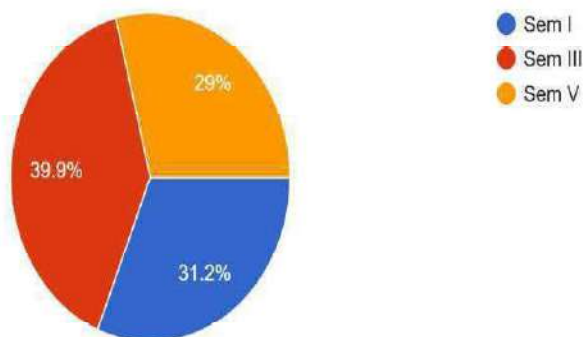
A.S.D. GOVERNMENT DEGREE COLLEGE FOR WOMEN (A), KAKINADA
DEPARTMENT OF BOTANY
STUDENT FEEDBACK ANALYSIS REPORT ON CURRICULUM – 2025–2026
I,III,V SEMESTERS

The Department of Botany conducted a student feedback survey for the academic year 2025–2026 to assess student perceptions regarding the effectiveness, relevance and quality of the curriculum. Feedback was collected from 138 students through a structured questionnaire covering nine curriculum parameters. The responses indicate an excellent level of satisfaction, with more than 92% positive responses in every criterion. The analysis has been used to identify strengths and to formulate action plans for continuous curriculum improvement in accordance with NEP-2020 and institutional quality initiatives.

Programme
138 responses

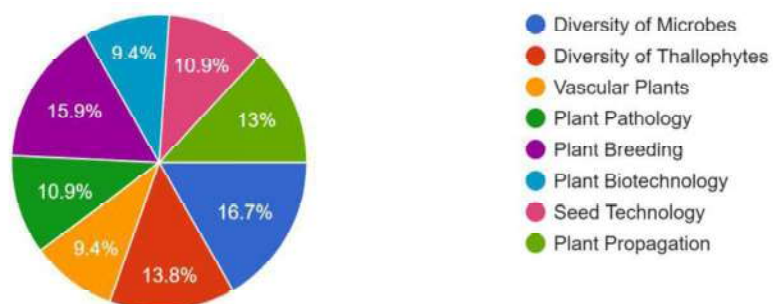


Semester
138 responses



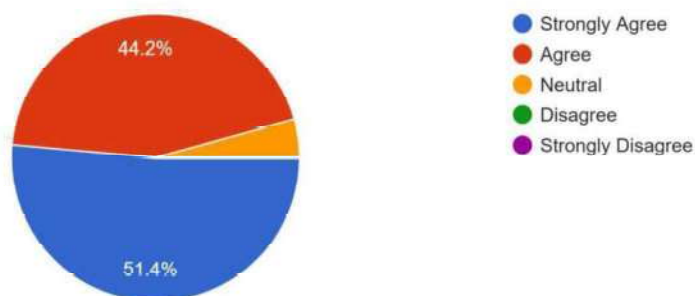
Name of the Course

138 responses



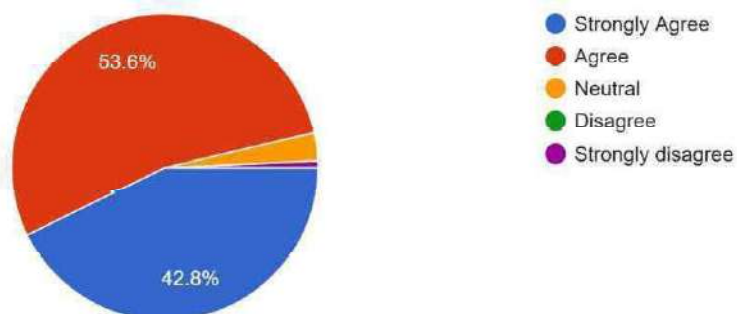
1. Course objectives and Course outcomes are well defined and communicated to students.

138 responses

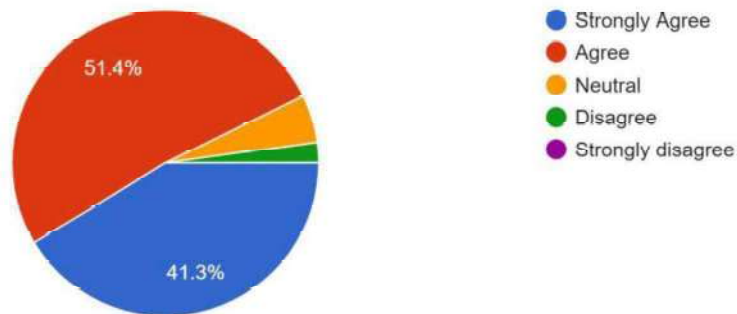


2. Course content helps to gain knowledge, foster social values, ethics, communication skills and leadership skills.

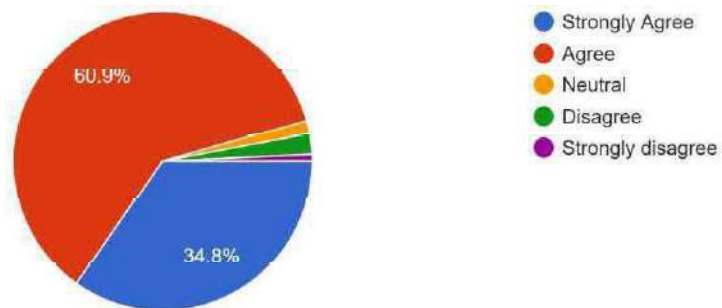
138 responses



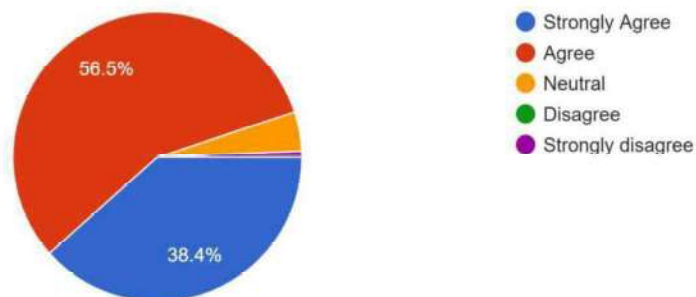
3. Curriculum addresses skill development and enhances Employability and Entrepreneurship skills
138 responses



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

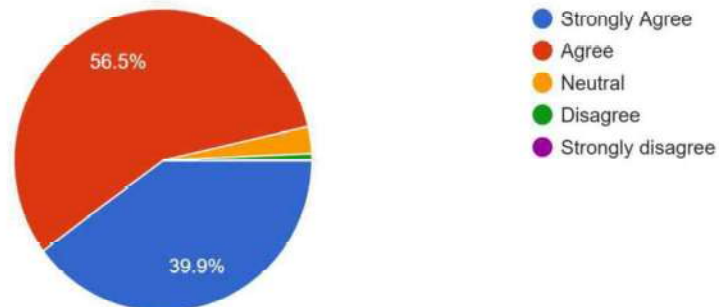


5. Students are involved in curriculum design and development.
138 responses



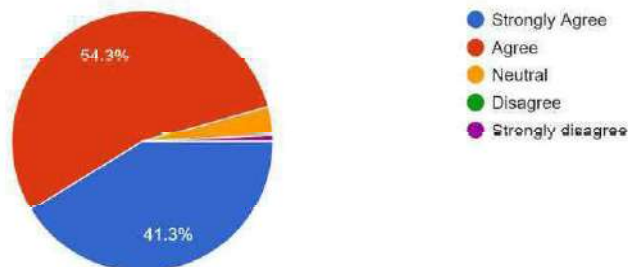
6. The curriculum is revised as per local, national, and global needs.

138 responses



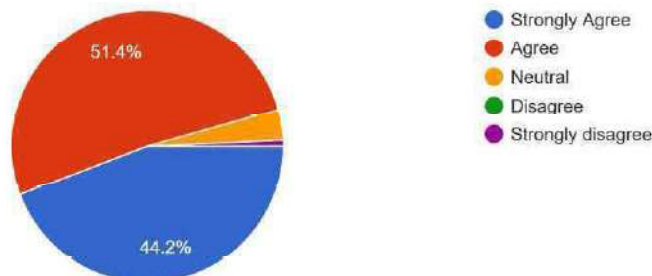
7. Curriculum effectively integrates multidisciplinary and skill development courses to explore areas outside the core discipline.

138 responses



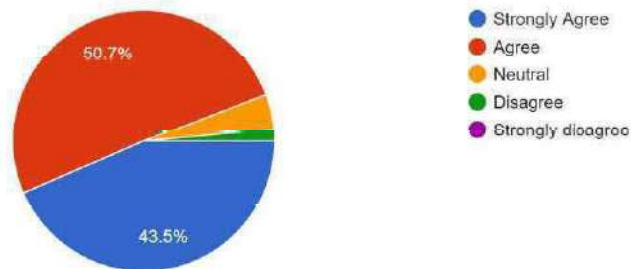
8. The curriculum provides opportunities for experiential learning such as internships, projects, fieldwork, etc.

138 responses



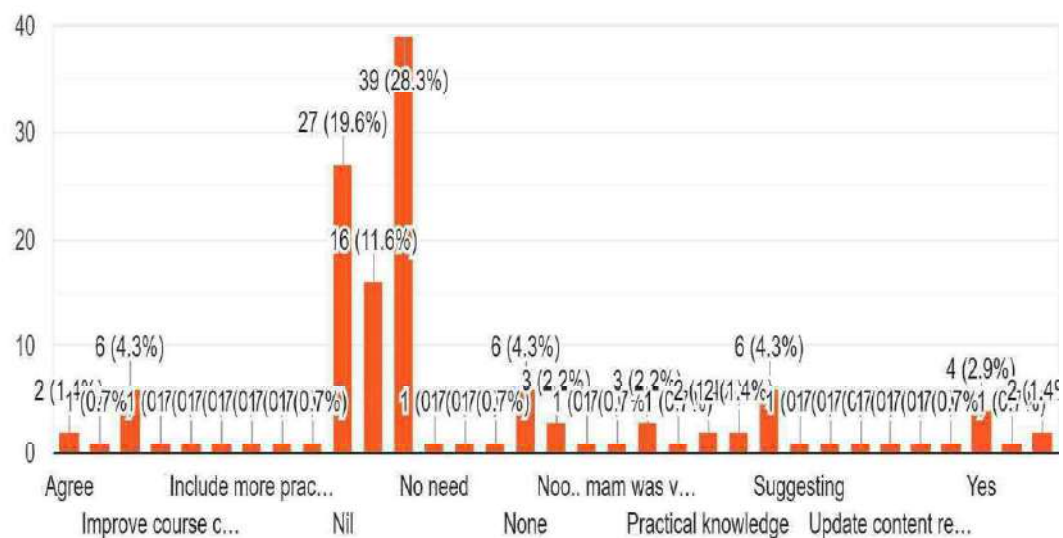
9. The curriculum includes sufficient exposure to recent trends and advancements in the relevant field of study.

138 responses



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

138 responses



Feedback Analysis

S.No	Question	Strongly Agree %	Agree %	Positive %	Analysis
1	Course objectives & outcomes	44.2	51.4	95.6	95.6% students agreed that the objectives and outcomes are well defined and communicated.
2	Knowledge, values & leadership	53.6	42.8	96.4	Students expressed excellent satisfaction with curriculum content.
3	Employability & Entrepreneurship	51.4	41.3	92.7	Strong emphasis on skill development and career readiness.
4	Gender, Ethics & Sustainability	60.9	34.8	95.7	Students appreciated integration of cross-cutting issues.
5	Student involvement	56.5	38.4	94.9	Most students felt involved in curriculum development.
6	Curriculum revision	56.5	39.9	96.4	Curriculum is perceived as aligned with local, national and global needs.
7	Multidisciplinary learning	54.3	41.3	95.6	Strong support for interdisciplinary learning.
8	Experiential learning	51.4	44.2	95.6	Students appreciated projects, fieldwork and internships.
9	Recent trends	50.7	43.5	94.2	Students were satisfied with exposure to recent advances.

Recommendations

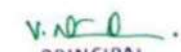
- Strengthen industry interaction, internships and field visits.
- Organize workshops on plant biotechnology, biodiversity conservation and emerging technologies.
- Increase awareness regarding curriculum revision and student participation.
- Introduce more value-added and certificate courses.
- Continue integrating research, entrepreneurship and multidisciplinary learning.

Feedback Observations and Action Taken

Q.No	Observation	Feedback	Action Taken
1	Course Objectives	95.6% positive	Continue present practice.
2	Course Content	96.4% positive	Continue value-based teaching.
3	Employability	92.7% positive	Conduct more skill-development programmes.
4	Cross-cutting Issues	95.7% positive	Organize awareness programmes.
5	Student Involvement	94.9% positive	Increase student representation.
6	Curriculum Revision	96.4% positive	Explain revisions during orientation.
7	Multidisciplinary	95.6% positive	Promote collaborative activities.
8	Experiential Learning	95.6% positive	Expand field projects and internships.
9	Recent Trends	94.2% positive	Conduct seminars and expert lectures.

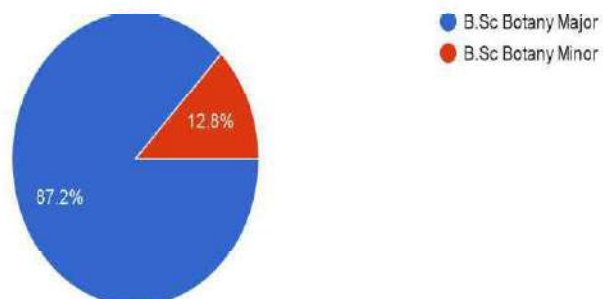
Faculty members discussed the feedback analysis in the departmental meeting and resolved to implement the above recommendations during the academic year 2026–2027 for continuous quality enhancement.


Lecturer
Department of Botany
Incharge in Botany
F.D. Govt. Degree College for Women
KAKINADA

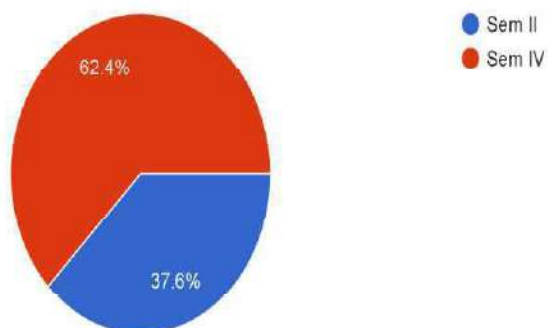

PRINCIPAL
A.S.D. GOVT. DEGREE COLLEGE (W)
AUTONOMOUS
KAKINADA

A.S.D. GOVERNMENT DEGREE COLLEGE FOR WOMEN (A), KAKINADA
DEPARTMENT OF BOTANY
STUDENT FEEDBACK ANALYSIS REPORT ON CURRICULUM 2025–2026
II, IV SEMESTERS

Programme
133 responses

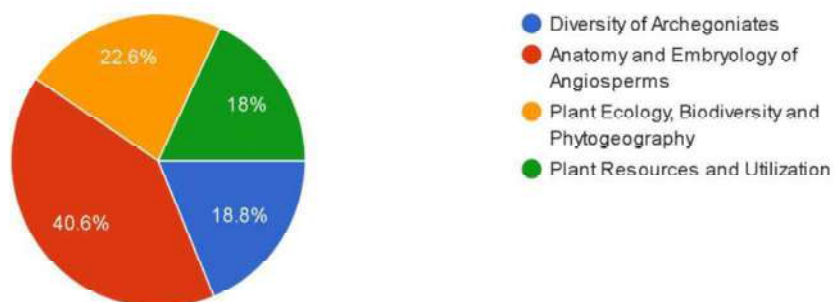


Semester
133 responses



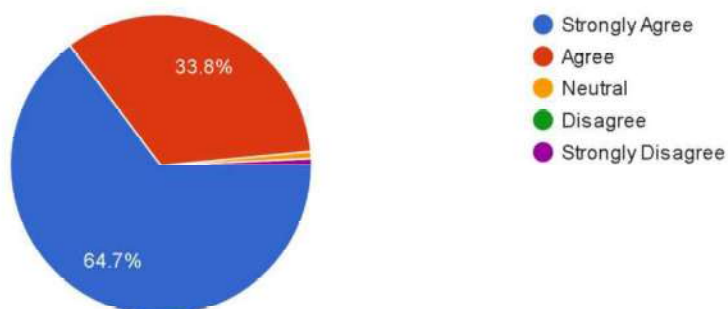
Name of the Course

133 responses



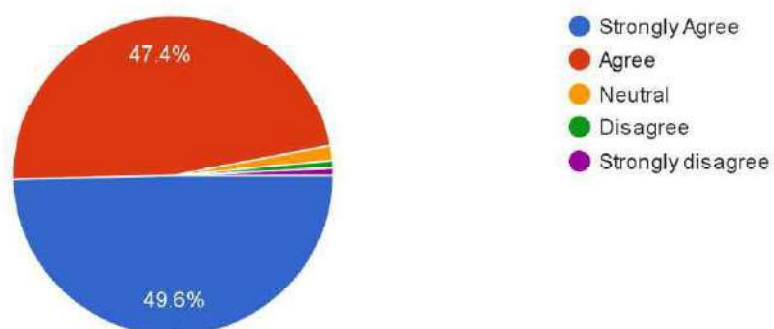
1. Course objectives and Course outcomes are well defined and communicated to students.

133 responses



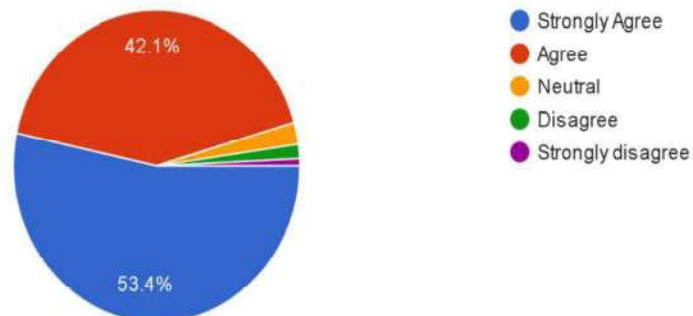
2. Course content helps to gain knowledge, foster social values, ethics, communication skills and leadership skills.

133 responses



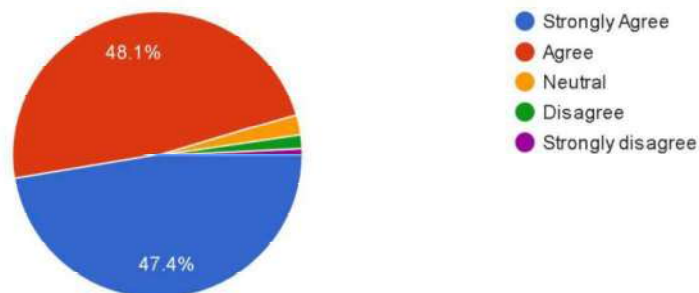
3. Curriculum addresses skill development and enhances Employability and Entrepreneurship skills

133 responses



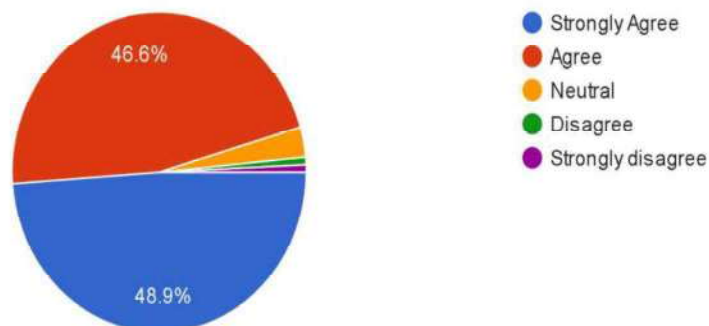
5. Students are involved in curriculum design and development.

133 responses



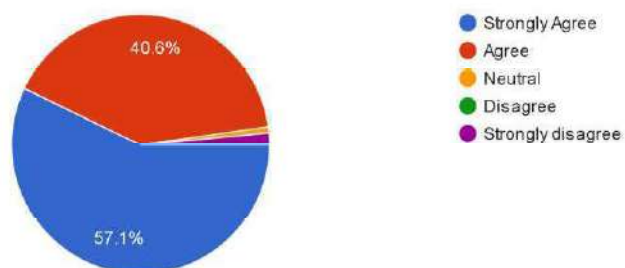
6. The curriculum is revised as per local, national, and global needs.

133 responses



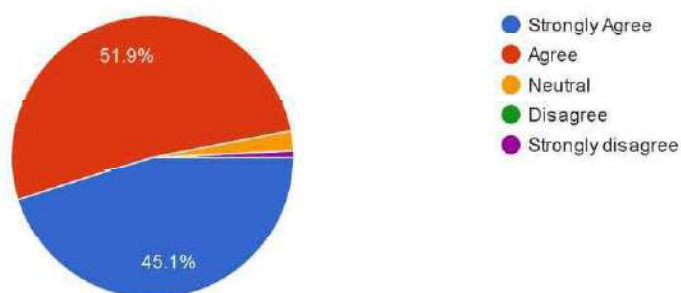
7. Curriculum effectively integrates multidisciplinary and skill development courses to explore areas outside the core discipline.

133 responses



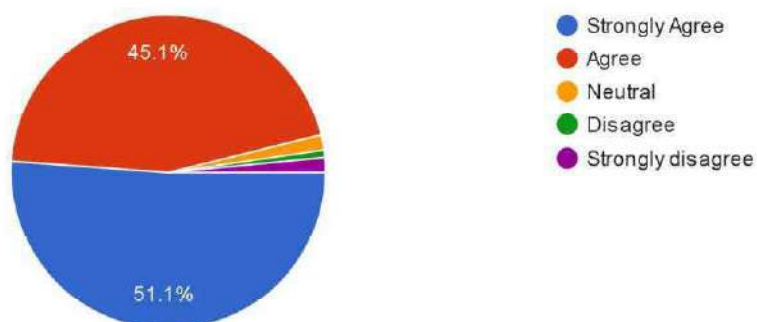
8. The curriculum provides opportunities for experiential learning such as internships, projects, fieldwork, etc.

133 responses



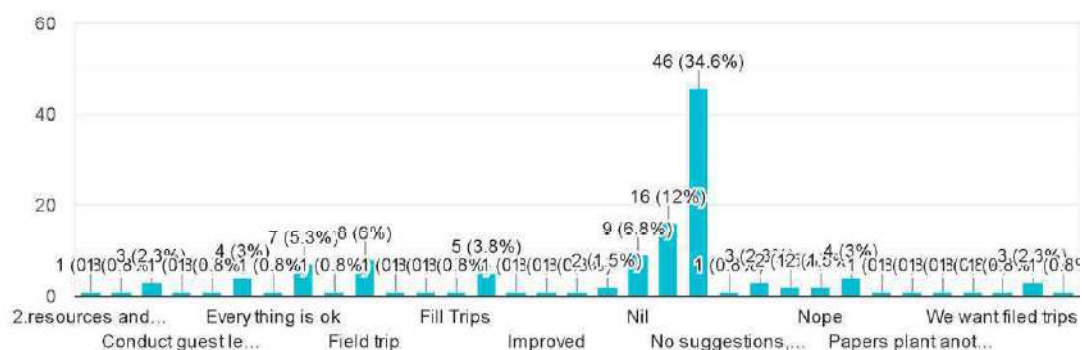
9. The curriculum includes sufficient exposure to recent trends and advancements in the relevant field of study.

133 responses



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

133 responses



Feedback was collected from 133 students. Overall satisfaction exceeded 95% for all parameters.

S.No	Question	SA %	A %	Positive %	Analysis
1	Course objectives & outcomes	33.8	64.7	98.5	Objectives and outcomes are well defined and communicated.
2	Knowledge, values & leadership	47.4	49.6	97.0	Curriculum effectively develops knowledge and values.
3	Employability	42.1	53.4	95.5	Strong emphasis on employability and entrepreneurship.
4	Gender, Ethics & Sustainability	48.1	48.1	96.2	Cross-cutting issues are well integrated.
5	Student involvement	48.1	47.4	95.5	Students feel involved in curriculum development.
6	Curriculum revision	46.6	48.9	95.5	Curriculum meets local, national and global needs.
7	Multidisciplinary learning	40.6	57.1	97.7	Strong support for interdisciplinary learning.
8	Experiential learning	51.9	45.1	97.0	Projects and fieldwork are appreciated.
9	Recent trends	45.1	51.1	96.2	Students are satisfied with exposure to recent advances.

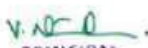
Recommendations

- Strengthen industry interaction, internships and field visits.
- Organize workshops on Plant biotechnology and biodiversity.
- Increase awareness regarding curriculum revision and student participation.
- Introduce more value-added and certificate courses.
- Continue integrating research and multidisciplinary learning.

Feedback Observations and Action Taken

Q.No	Observation	Feedback	Action Taken
1	Course Objectives	98.5% positive	Continue present practice.
2	Course Content	97.0% positive	Continue learner-centric and value-based teaching.
3	Employability	95.5% positive	Conduct more skill development programmes.
4	Cross-cutting Issues	96.2% positive	Organize awareness programmes.
5	Student Involvement	95.5% positive	Increase student representation in feedback process.
6	Curriculum Revision	95.5% positive	Explain revisions during orientation.
7	Multidisciplinary	97.7% positive	Promote collaborative learning activities.
8	Experiential Learning	97.0% positive	Expand field projects and Internships.
9	Recent Trends	96.2% positive	Conduct seminars and expert lectures.


Lecturer
Department of Botany
Incharge in Botany
A.S.D. Govt. Degree College for Women
KAKINADA

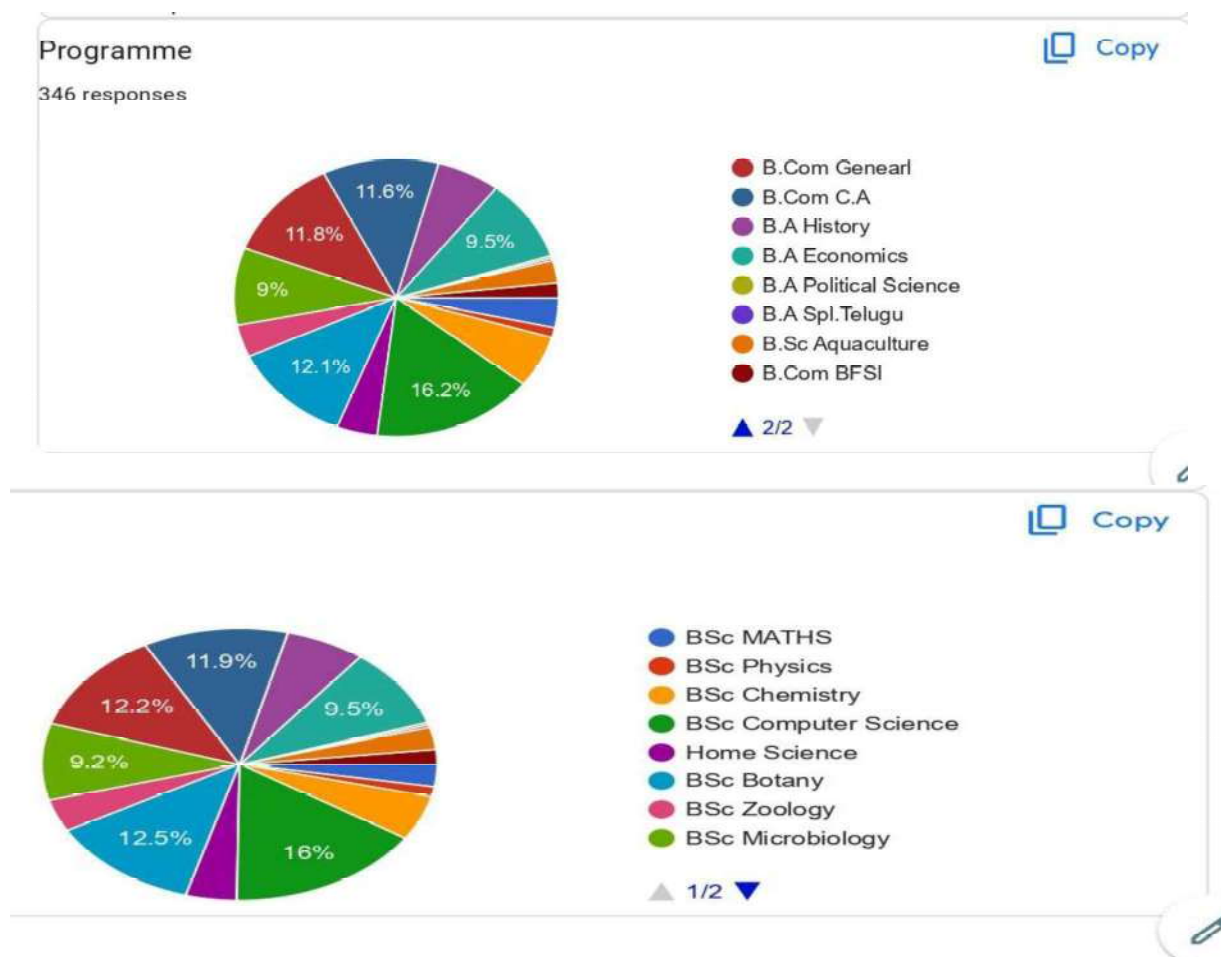

PRINCIPAL
A.S.D. GOVT. DEGREE COLLEGE (W)
AUTONOMOUS
KAKINADA

A.S.D.GOVERNMENT DEGREE COLLEGE FOR WOMEN AUTONOMOUS, KAKINADA
DEPARTMENT OF ENGLISH
STUDENTS FEEDBACK ANALYSIS ON CURRICULUM
SEMESTER –I
TITLE: ENGLISH BRIDGE –I LIFE SKILLS
2025–26

The feedback on the curriculum for the academic year 2025–26 was collected from **342 students** across various programs B.A History, Political Science, Economics & Spl Telugu, B.Com general, B.Com C.A, BFIS, B.Sc. Mathematics, Physics, Chemistry, Computer Science, Botany, Zoology, Microbiology, Aqua culture and Home Science. The analysis reflects students' perceptions regarding curriculum design, relevance, and effectiveness.

Overall Response

The overall feedback indicates a **high level of satisfaction** among students. A majority of respondents selected **“Strongly Agree”** and **“Agree”** across all parameters, showing a positive perception of the curriculum.



Student feedback on Curriculum- 2025-2026 Curriculum Feedback Analysis Report Students' feedback Percentage distribution of responses by categories:

1. Curriculum Feedback Analysis

S.NO .	Question	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1	Course objectives and Course outcomes are well defined and communicated to students.	118	206	15	0	3
2	Course content helps to gain knowledge, foster social values, ethics, communication skills and leadership skills.	121	200	16	3	2
3	Curriculum addresses skill development and enhances Employability and Entrepreneurship skills	106	210	21	1	4
4	Curriculum focuses on cross-cutting issues like Gender, Human values, Professional Ethics, Environment and Sustainability.	107	206	22	3	4
5	Students are involved in curriculum design and development.	110	210	16	2	4
6	The curriculum is revised as per local, national, and global needs.	11	208	16	2	6
7	Curriculum effectively integrates multidisciplinary and skill development courses to explore areas outside the core discipline.	111	206	19	2	4
8	The curriculum provides opportunities for experiential learning such as internships, projects, fieldwork, etc.	116	189	23	2	12
9	The curriculum includes sufficient exposure to recent trends and advancements in the relevant field of study.	99	216	16	5	6

Observations

The feedback analysis clearly shows that the curriculum is **well-designed, student-centered, and future-oriented**. It successfully promotes knowledge, skills, ethics, and employability.

However, **minor improvements** can be made in:

- Increasing experiential learning opportunities
- Further strengthening industry exposure

Overall, the curriculum is highly appreciated by students and aligns well with modern educational needs.

Action Taken Report

Based on the feedback received, necessary steps were taken to improve the curriculum by making it more practical and industry-oriented. Learning outcomes were clearly communicated through orientation programs, course materials, and digital platforms. The syllabus was updated with case studies, real-life applications, and interactive activities.

Guest lectures, workshops, and mock interviews were organized in collaboration with the Career Services Cell to enhance employability skills. Various seminars and awareness programs were conducted to promote value-based education.

Student participation in feedback sessions and academic planning was increased. More elective options and interdisciplinary courses were introduced. Internship opportunities, fieldwork, and project-based learning were strengthened through collaborations with organizations, ensuring better practical exposure for students.



V. N. D.
PRINCIPAL
A.S.D. GOVT. DEGREE COLLEGE (W)
AUTONOMOUS
KAKINADA

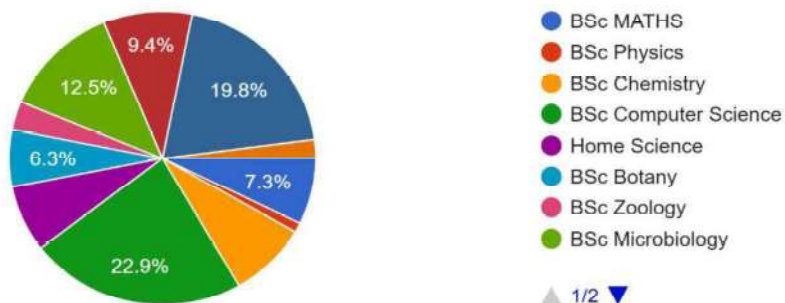
A.S.D.GOVERNMENT DEGREE COLLEGE FOR WOMEN AUTONOMOUS, KAKINADA
DEPARTMENT OF ENGLISH
STUDENTS FEEDBACK ANALYSIS ON CURRICULUM
SEMESTER –II
TITLE: ENGLISH BRIDGE –II COMMUNICATE AND CONNECT
2025–26

The feedback on the curriculum for the academic year 2025–26 was collected from **96 students** across various programs B.A History, Political Science, Economics & Spl Telugu, B.Com general, B.Com C.A, BFIS, B.Sc. Mathematics, Physics, Chemistry, Computer Science, Botany, Zoology, Microbiology, Aqua culture and Home Science. The analysis reflects students' perceptions regarding curriculum design, relevance, and effectiveness.

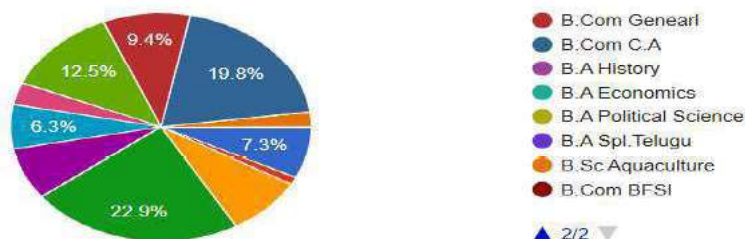
Overall Response

The overall feedback indicates a **high level of satisfaction** among students. A majority of respondents selected **“Strongly Agree”** and **“Agree”** across all parameters, showing a positive perception of the curriculum.

Programme
96 responses



Programme
96 responses



[Copy chart](#)

Student feedback on Curriculum- 2025-2026 Curriculum Feedback Analysis Report Students' feedback Percentage distribution of responses by categories:

1. Curriculum Feedback Analysis

S.NO .	Question	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1	Course objectives and Course outcomes are well defined and communicated to students.	31	58	07	0	0
2	Course content helps to gain knowledge, foster social values, ethics, communication skills and leadership skills.	24	67	05	0	0
3	Curriculum addresses skill development and enhances Employability and Entrepreneurship skills	24	62	10	0	0
4	Curriculum focuses on cross-cutting issues like Gender, Human values, Professional Ethics, Environment and Sustainability.	56	21	18	1	0
5	Students are involved in curriculum design and development.	24	62	10	0	0
6	The curriculum is revised as per local, national, and global needs.	24	63	7	3	0
7	Curriculum effectively integrates multidisciplinary and skill development courses to explore areas outside the core discipline.	25	64	06	1	0
8	The curriculum provides opportunities for experiential learning such as internships, projects, fieldwork, etc.	25	62	08	1	0
9	The curriculum includes sufficient exposure to recent trends and advancements in the relevant field of study.	27	61	07	1	0

Observations

The feedback analysis clearly shows that the curriculum is **well-designed, student-centered, and future-oriented**. It successfully promotes knowledge, skills, ethics, and employability.

However, **minor improvements** can be made in:

- Increasing experiential learning opportunities
- Further strengthening industry exposure
- More skill-oriented and value-added courses.
- Students expressed interest in additional certificate courses in emerging areas.

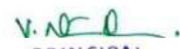
Overall, the curriculum is highly appreciated by students and aligns well with modern educational needs.

Action Taken Report

Necessary steps were taken to improve the curriculum by making it more practical and industry-oriented. Learning outcomes were clearly communicated through orientation programs, course materials, and digital platforms. The syllabus was updated with case studies, real-life applications, and interactive activities. Various seminars and awareness programs were conducted to promote value-based education.

Guest lectures and workshops by experts from academia and industry were conducted to provide practical exposure, and seminars, group discussions, debates, and presentation activities were organized to strengthen communication and critical thinking skills. Internship opportunities, fieldwork, and project-based learning were strengthened through collaborations with organizations, ensuring better practical exposure for students.

In addition, soft-skill, personality development, and entrepreneurship programmes were conducted to promote holistic development and career readiness among students.



PRINCIPAL
A.S.D. GOVT. DEGREE COLLEGE (W)
AUTONOMOUS
KAKINADA

A.S.D. GOVERNMENT DEGREE COLLEGE FOR WOMEN (A), KAKINADA

DEPARTMENT OF HINDI

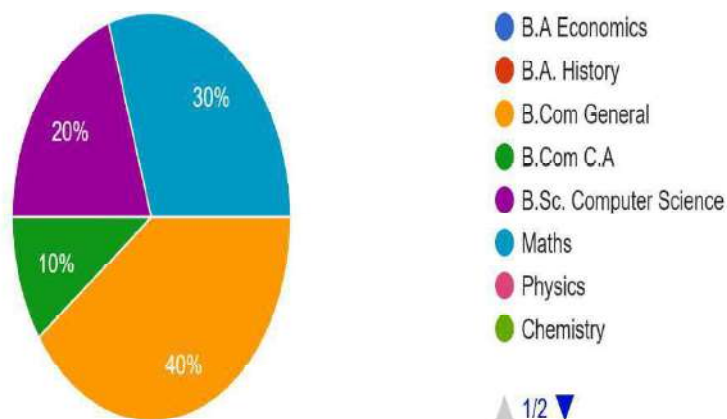


STUDENT-FEEDBACK ANALYSIS REPORT ON CURRICULUM

SEMESTER-I- Academic Year-2025-2026

The Department of Hindi conducted a feedback survey on I Semester for the academic year 2025–2026 to assess student perceptions on the effectiveness and relevance of the curriculum.

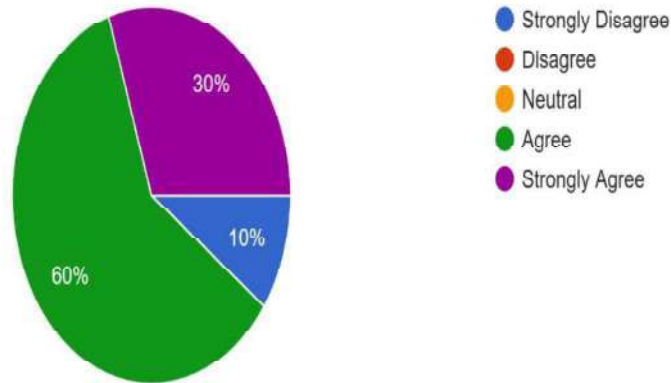
The feedback was collected from students through a questionnaire covering key aspects of curriculum delivery and content. The responses were analysed quantitatively to identify strengths and areas needing improvement. The analysis reflects a high level of student satisfaction, with most areas receiving over 85% positive responses. The feedback has been instrumental in guiding the departmental action plan for future academic enhancement and alignment with local, national, and global academic needs.



Student feedback on Curriculum- 2025-2026

S. No.	Question	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1	Course objectives and Course outcomes are well defined and communicated to students.	14	16	0	0	0
2	Course content helps to gain knowledge, foster social values, ethics, communication skills and leadership skills.	14	16	0	0	0
3	Curriculum addresses skill development and enhances Employability and Entrepreneurship skills	20	9	1	0	0
4	Curriculum focuses on cross-cutting issues like Gender, Human values, Professional Ethics, Environment and Sustainability.	17	9	2	2	0
5	Students are involved in curriculum design and development.	15	11	3	1	0
6	The curriculum is revised as per local, national, and global needs.	9	19	1	1	0
7	Curriculum effectively integrates multidisciplinary and skill development courses to explore areas outside the core discipline.	10	19	1	0	0
8	The curriculum provides opportunities for experiential learning such as internships, projects, fieldwork, etc.	11	19	0	0	0
9	The curriculum includes sufficient exposure to recent trends and advancements in the relevant field of study.	11	15	3	1	0

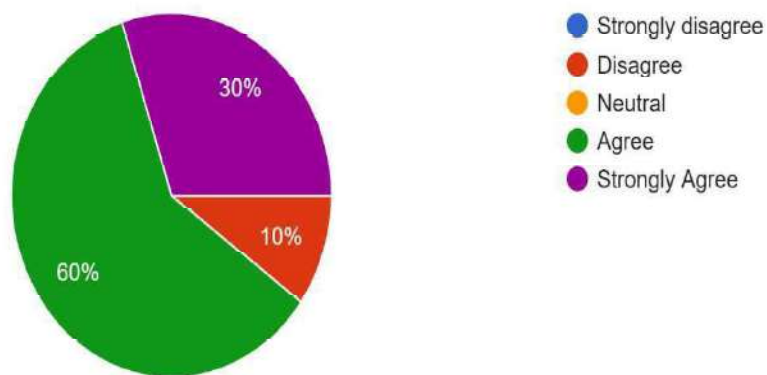
1. Course objectives and Course outcomes are well defined and communicated to students.



Almost all students agreed that course objectives and outcomes are clearly defined and well communicated.

Analysis: Excellent clarity and transparency maintained.

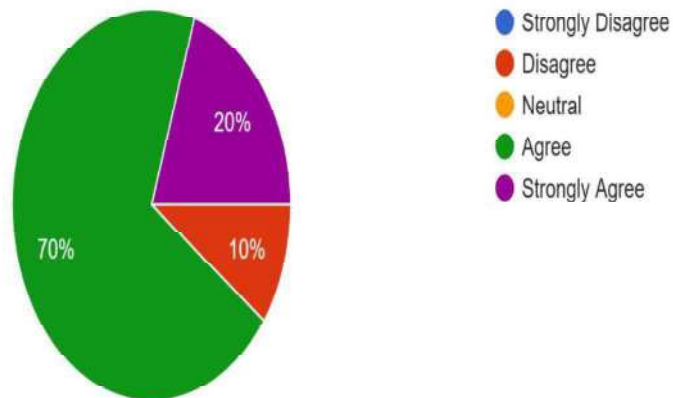
2. Course content helps to gain knowledge, foster social values, ethics, communication skills and leadership skills.



Students expressed strong satisfaction with content promoting values, communication, and leadership.

Analysis: Curriculum remains holistic and value-oriented.

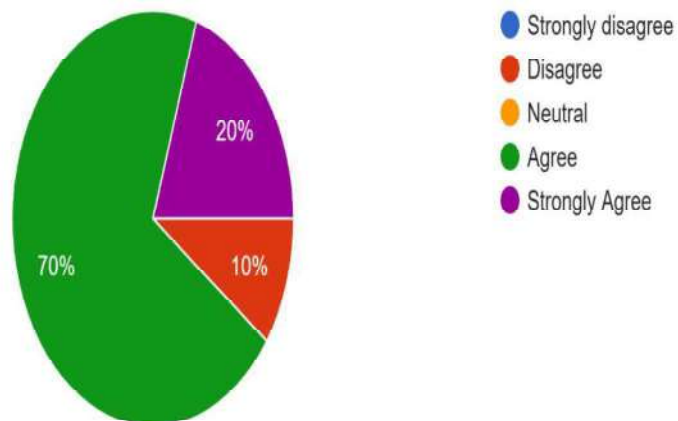
3. Curriculum addresses skill development and enhances Employability and Entrepreneurship skills



A large majority responded positively, with very few neutral responses.

Analysis: Strong employability focus; scope exists for more practical exposure.

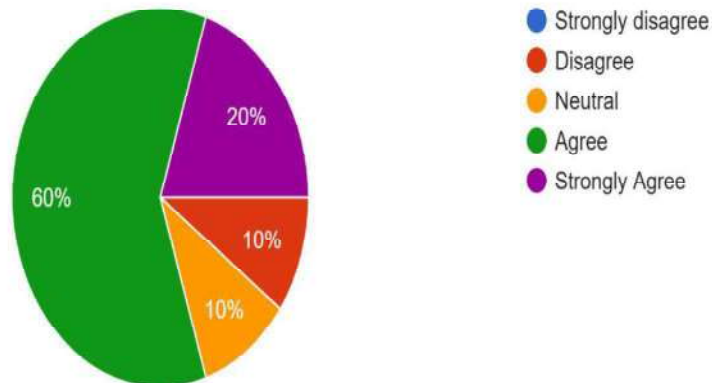
4. Curriculum focusses on cross-cutting issues like Gender, Human values, Professional Ethics, Environment and Sustainability.



Most students agreed, though a small percentage remained neutral.

Analysis: Good inclusion, but visibility can be further enhanced

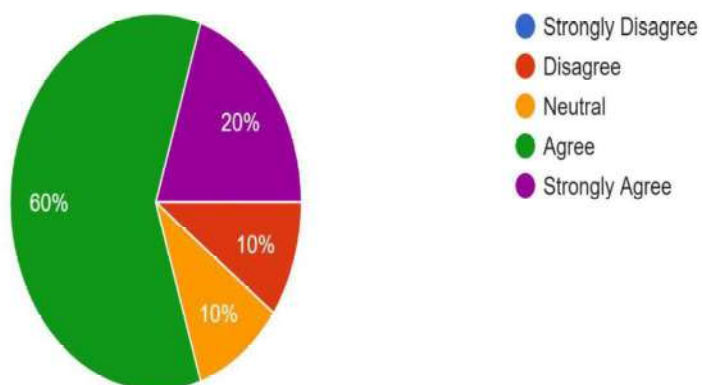
5. Students are involved in curriculum design and development.



Majority feel involved, but some students are still unaware of their participation opportunities.

Analysis: Need to improve awareness and participation mechanisms.

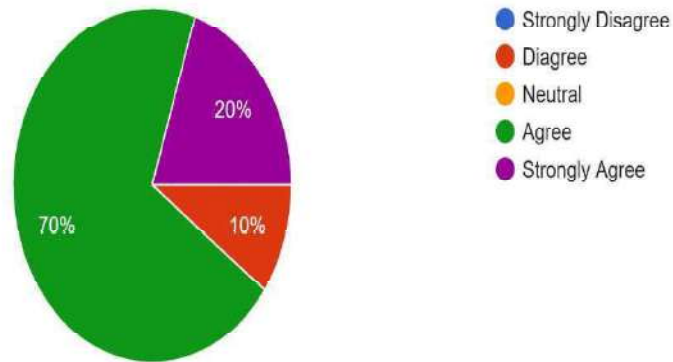
6. The curriculum is revised as per local, national, and global needs.



High satisfaction observed regarding curriculum relevance and updates.

Analysis: Curriculum is dynamic and responsive.

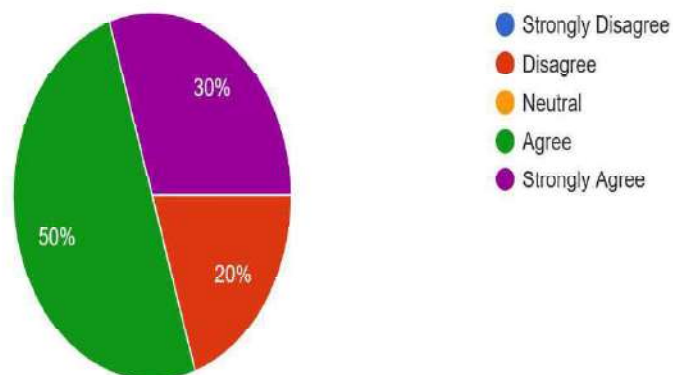
7. Curriculum effectively integrates multidisciplinary and skill development courses to explore areas outside the core discipline.



Students showed strong agreement on interdisciplinary learning.

Analysis: Effective implementation of NEP-oriented learning.

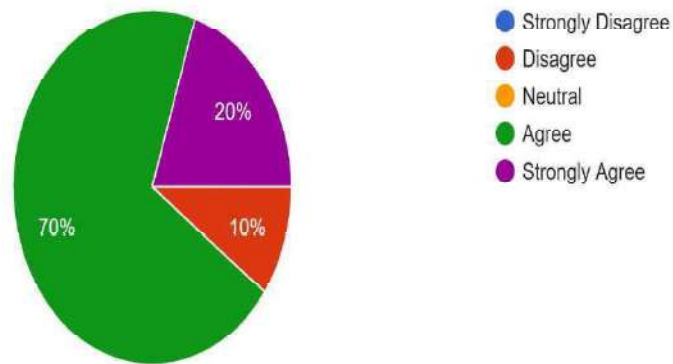
8. The curriculum provides opportunities for experiential learning such as internships, projects, fieldwork, etc.



Nearly 100% positive responses recorded.

Analysis: Practical exposure is a major strength of the department.

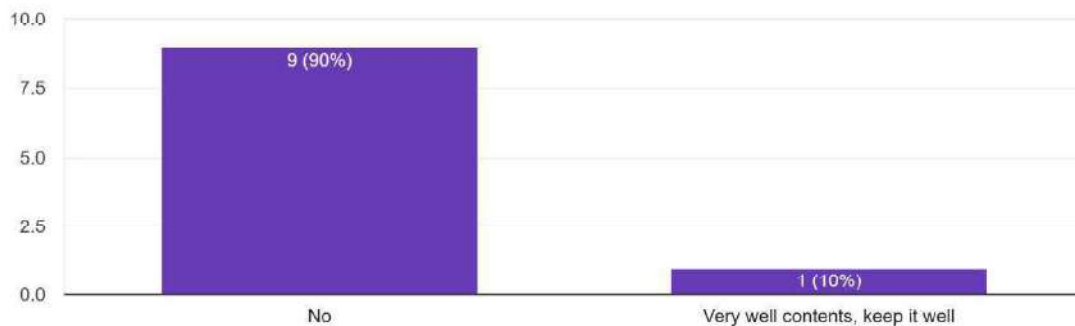
9. The curriculum includes sufficient exposure to recent trends and advancements in the relevant field of study.



Most students agreed, but a small percentage suggested need for more updated content.

Analysis: Scope to include more contemporary topics and innovations.

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



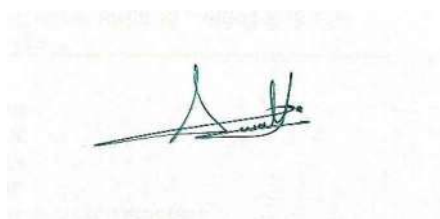
- **Recommendations**

- Increase student participation in curriculum design
- Strengthen awareness programs regarding curriculum updates
- Introduce more recent trends, digital content, and research-oriented topics
- Enhance focus on cross-cutting issues through practical activities

Q. No.	Feedback on	Observations from Feedback	Action Taken
1	Clarity of Course Objectives & Outcomes	100% positive response (Strongly Agree + Agree) indicating clear communication of objectives and outcomes.	The existing practice will be sustained and reinforced through continuous orientation and classroom communication.
2	Course Content fostering Values, Communication & Leadership	100% positive response , reflecting strong satisfaction with value-based and skill-oriented content.	Continue integrating value-based education and promote discussions, presentations, and literary activities.
3	Employability & Entrepreneurship Skill Development	96% positive; 4% neutral indicating strong focus with minor scope for improvement.	Organize additional workshops and expert sessions to enhance employability orientation.
4	Focus on Gender, Ethics, Environment & Human Values	88% positive; 12% neutral/disagree , showing need for better visibility.	Conduct thematic guest lectures and include relevant topics in assignments and projects.
5	Student Involvement in Curriculum Design	86% positive; 14% neutral/disengaged , indicating limited awareness among some students.	Increase student participation in curriculum review meetings and strengthen feedback mechanisms.
6	Curriculum Updates (Local/National/Global Needs)	93% positive; 7% neutral/disagree , reflecting overall satisfaction with minor awareness gaps.	Explain curriculum revisions through orientation programmes and bridge courses.

Q. No.	Feedback on	Observations from Feedback	Action Taken
7	Multidisciplinary & Skill-Based Integration	96% positive; 4% neutral , indicating strong interdisciplinary approach.	Strengthen collaborative activities with other departments.
8	Experiential Learning Opportunities	100% positive response , showing excellent practical exposure.	Continue internships, fieldwork, and project-based learning with increased industry interaction.
9	Exposure to Recent Trends & Advancements	85% positive; 15% neutral/disagree , suggesting scope for updating content.	Organize seminars, student presentations, and integrate current trends into curriculum.

- Faculty discussed in the faculty meetings on feedback and resolved to integrate the above actions in the 2026–27 academic planning.




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DEPARTMENT OF HINDI



STUDENT-FEEDBACK ANALYSIS REPORT ON CURRICULUM

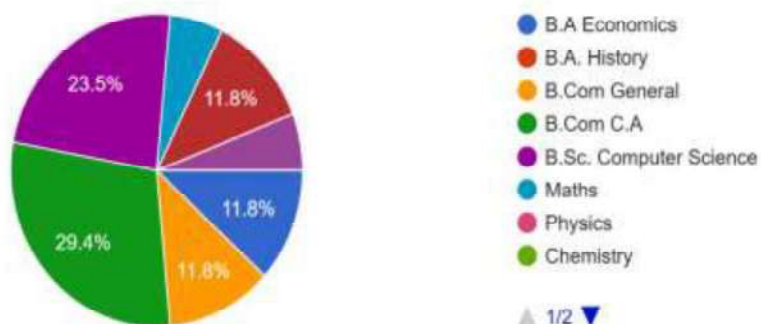
SEMESTER-II- Academic Year-2025-2026

The Department of Hindi conducted a feedback survey on II Semester for the academic year 2025–2026 to assess student perceptions on the effectiveness and relevance of the curriculum.

The feedback was collected from students through a questionnaire covering key aspects of curriculum delivery and content. The responses were analysed quantitatively to identify strengths and areas needing improvement. The analysis reflects a high level of student satisfaction, with most areas receiving over 85% positive responses. The feedback has been instrumental in guiding the departmental action plan for future academic enhancement and alignment with local, national, and global academic needs.

Programme

17 responses

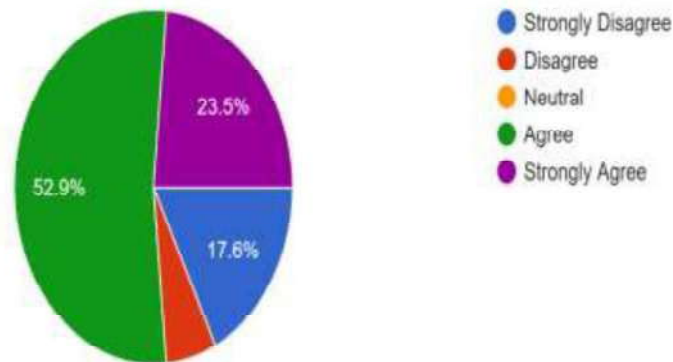


Student feedback on Curriculum- 2025-2026

S. No.	Question	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1	Course objectives and Course outcomes are well defined and communicated to students.	4	9	1	1	2
2	Course content helps to gain knowledge, foster social values, ethics, communication skills and leadership skills.	4	8	2	1	2
3	Curriculum addresses skill development and enhances Employability and Entrepreneurship skills.	5	8	2	1	1
4	Curriculum focuses on cross-cutting issues like Gender, Human Values, Professional Ethics, Environment and Sustainability.	4	9	2	1	1
5	Students are involved in curriculum design and development.	5	7	2	1	2
6	The curriculum is revised as per local, national, and global needs.	3	10	2	1	1
7	Curriculum effectively integrates multidisciplinary and skill development courses to explore areas outside the core discipline.	4	8	3	1	1
8	The curriculum provides opportunities for experiential learning such as internships, projects, fieldwork, etc.	5	8	2	1	1
9	The curriculum includes sufficient exposure to recent trends and advancements in the relevant field of study.	4	8	3	1	1

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

17 responses

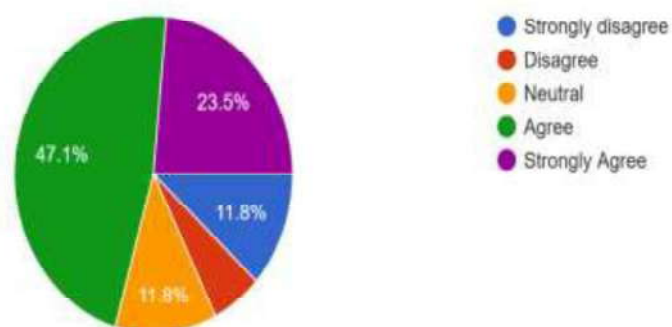


Most students agreed that the course objectives and outcomes are clearly defined and effectively communicated.

Analysis: Good clarity and transparency have been maintained, though continuous orientation can further improve student awareness.

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

17 responses

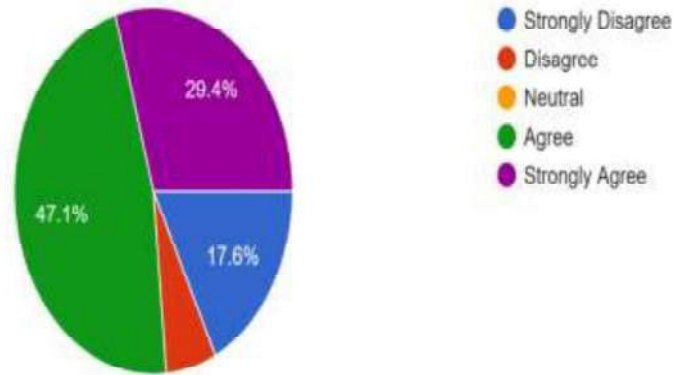


The majority of students expressed satisfaction with the curriculum in promoting knowledge, values, communication, and leadership skills.

Analysis: The curriculum effectively supports holistic personality development and value-based education.

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

17 responses

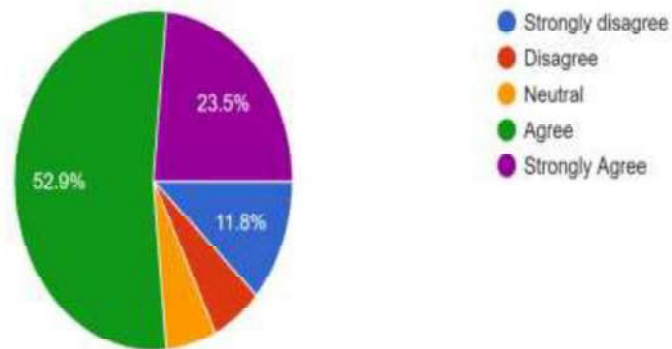


Most students responded positively regarding employability and entrepreneurship skill development.

Analysis: The curriculum provides good skill-oriented learning, with scope for introducing more practical and industry-oriented activities.

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

17 responses

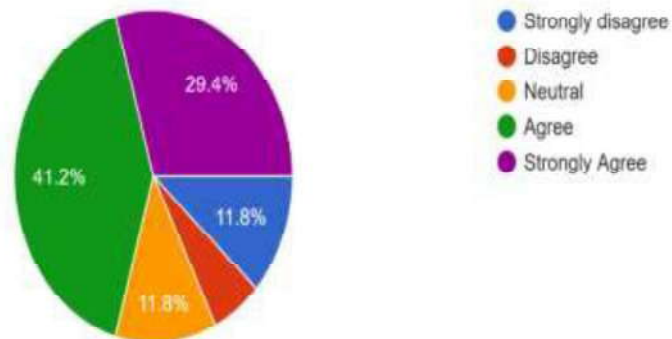


A majority of students agreed that the curriculum adequately addresses important cross-cutting issues.

Analysis: The curriculum successfully incorporates social and ethical values, while greater practical exposure can further strengthen these areas.

5. Students are involved in curriculum design and development.

17 responses

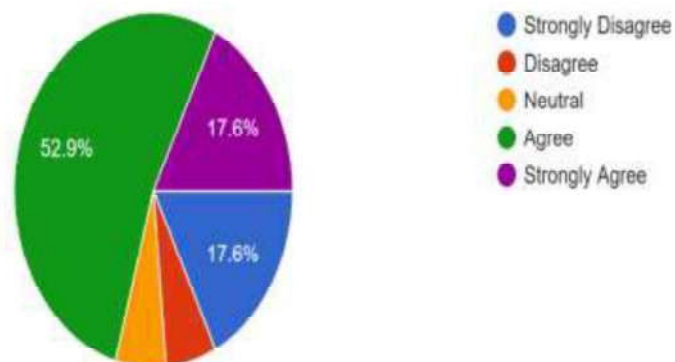


Most students felt that they are involved in curriculum-related activities, although a few students remained neutral or disagreed.

Analysis: Student participation is satisfactory, but awareness regarding curriculum feedback and involvement should be enhanced.

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

17 responses

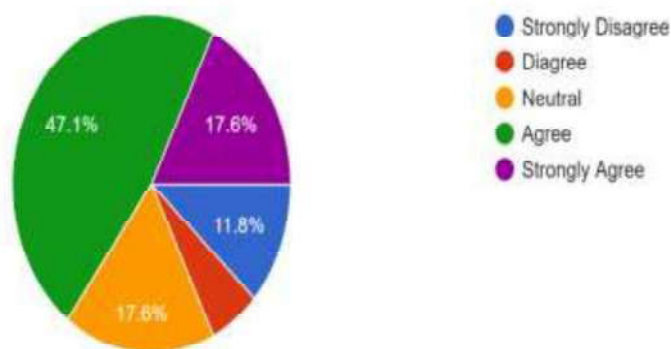


The majority of students agreed that the curriculum is updated according to changing academic and societal needs.

Analysis: The curriculum remains relevant and responsive to local, national, and global educational requirements.

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

17 responses

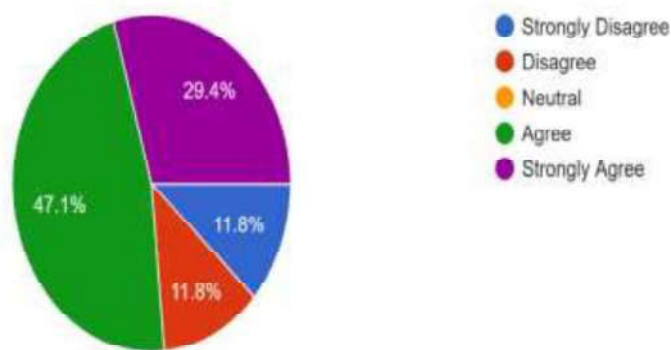


Most students appreciated the multidisciplinary approach adopted in the curriculum.

Analysis: The department has effectively implemented interdisciplinary learning in line with the National Education Policy (NEP).

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

17 responses

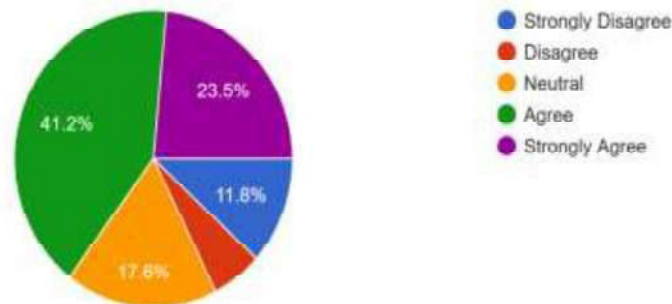


Students expressed positive opinions regarding experiential learning opportunities provided through the curriculum.

Analysis: Practical learning experiences are one of the strengths of the department and contribute significantly to student learning.

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

17 responses

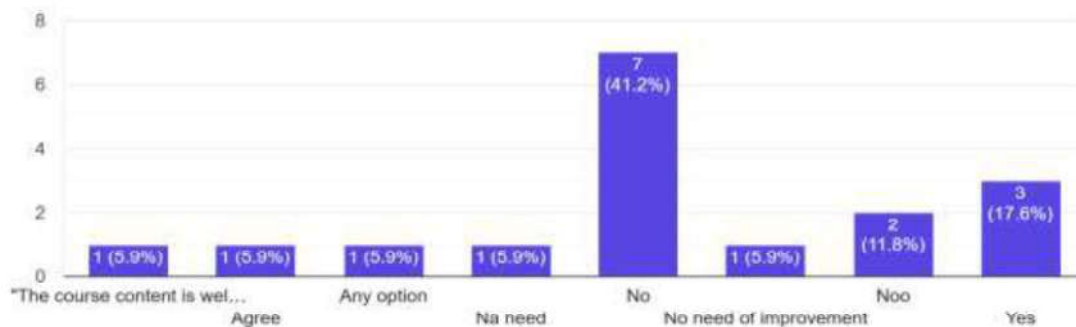


Most students agreed that the curriculum includes recent developments in the subject, while a few suggested the inclusion of more updated content.

Analysis: The curriculum is relevant and contemporary; however, incorporating additional emerging trends and digital resources would further enhance its effectiveness.

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

17 responses



Recommendations

- Increase student participation in curriculum design
- Strengthen awareness programs regarding curriculum updates
- Introduce more recent trends, digital content, and research-oriented topics
- Enhance focus on cross-cutting issues through practical activities

Q.No.	Feedback on	Observations from Feedback	Action Taken
1	Clarity of Course Objectives & Outcomes	Responses indicating that most students clearly understood the course objectives and outcomes.	Continue orientation programmes and reinforce COs and POs during classroom teaching.
2	Course Content fostering Values, Communication & Leadership	Responses showing good satisfaction with value-based curriculum.	Organize group discussions, seminars and communication skill activities.
3	Employability & Entrepreneurship Skill Development	Responses indicating effective skill development with scope for improvement.	Conduct career guidance, entrepreneurship awareness and skill development workshops.
4	Focus on Gender, Ethics, Environment & Human Values	Responses reflecting satisfactory integration of cross-cutting issues.	Increase awareness through guest lectures, extension activities and projects.
5	Student Involvement in Curriculum Design	Responses indicating moderate student participation.	Encourage students to provide suggestions through structured feedback mechanisms.
6	Curriculum Updates (Local, National & Global Needs)	Responses showing curriculum relevance.	Continue curriculum revision awareness through bridge courses and orientation programmes.
7	Multidisciplinary & Skill-Based Integration	Responses indicating satisfactory interdisciplinary learning.	Promote collaborative activities with other departments under NEP.

Q.No.	Feedback on	Observations from Feedback	Action Taken
8	Experiential Learning Opportunities	Responses reflecting good practical learning opportunities.	Strengthen internships, projects and field visits.
9	Exposure to Recent Trends & Advancements	Responses suggesting the need to include more recent developments.	Organize expert lectures, seminars and introduce updated digital learning resources.

- Faculty discussed in the faculty meetings on feedback and resolved to integrate the above actions in the 2026–27 academic planning.



V. N. D.
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A.S.D. GOVT. DEGREE COLLEGE (W)
AUTONOMOUS
KAKINADA

ASD GOVERNMENT DEGREE COLLEGE FOR WOMEN (A) KAKINADA
STUDENT'S FEEDBACK ON CURRICULUM AND ITS TRANSACTION
ACADEMIC YEAR 2025-2026
DEPARTMENT OF MATHEMATICS

Name of the Student *

BATTULA DIVYA

Programme*

B. Sc(Mathematics (H))

Semester *

I

Regd.No. *

2571013

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

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

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

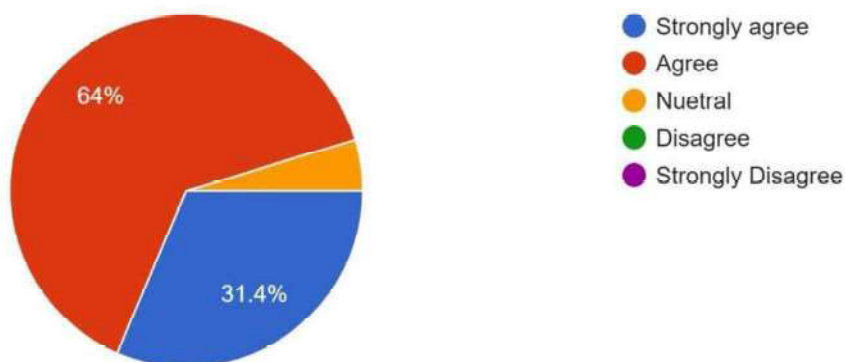
10. Any suggestions for improvement in any course content, if needed

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

A.S.D.GOV.T.DEGREE COLLEGE FOR WOMEN(A)
Analysis of Feedback collected from Students on Curriculum
ACADEMIC YEAR 2025-26
DEPARTMENT OF MATHEMATICS

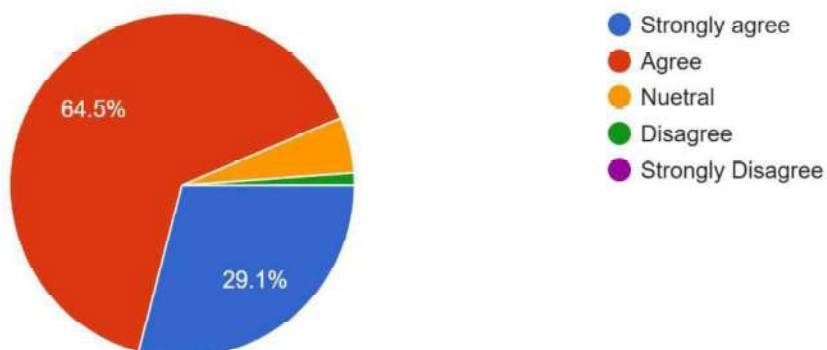
Course objectives and Course outcomes are well defined and communicated to students.

172 responses



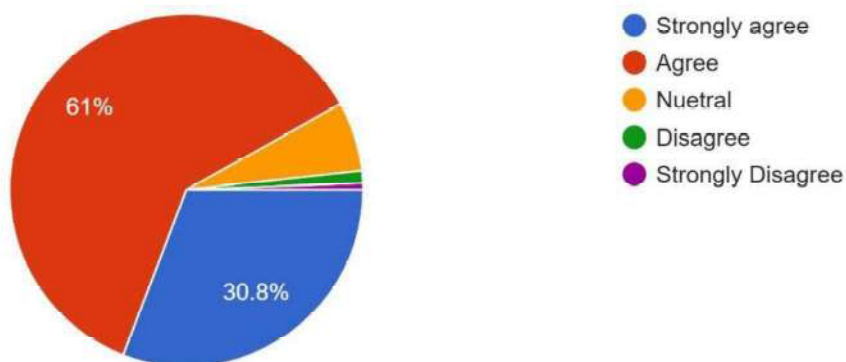
Course content helps to gain knowledge, foster social values, ethics, communication skills and leadership skills.

172 responses



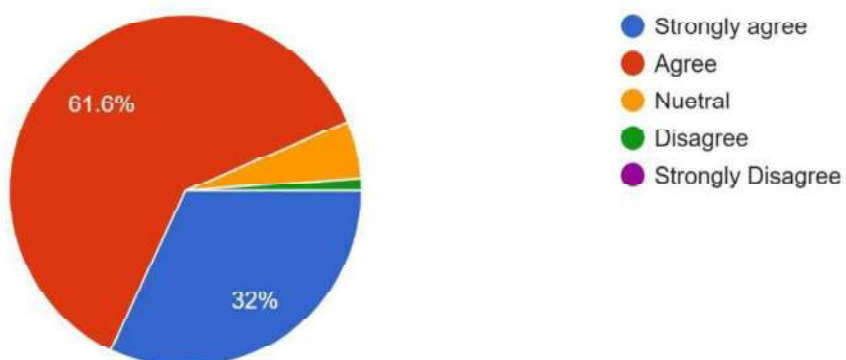
Curriculum addresses skill development and enhances Employability and Entrepreneurship skills.

172 responses



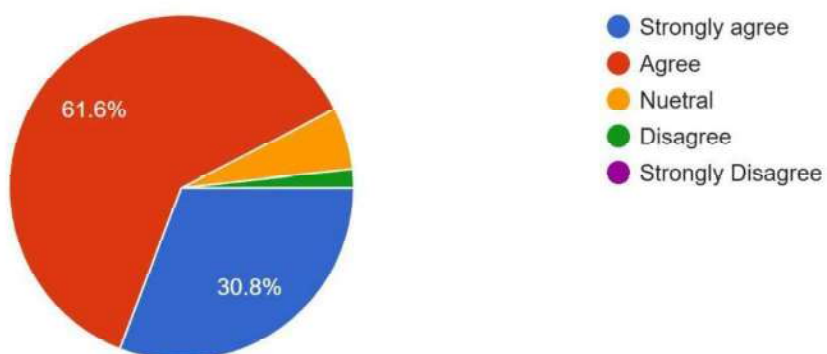
Curriculum focusses on cross-cutting issues like Gender, Human values, Professional Ethics, Environment and Sustainability

172 responses



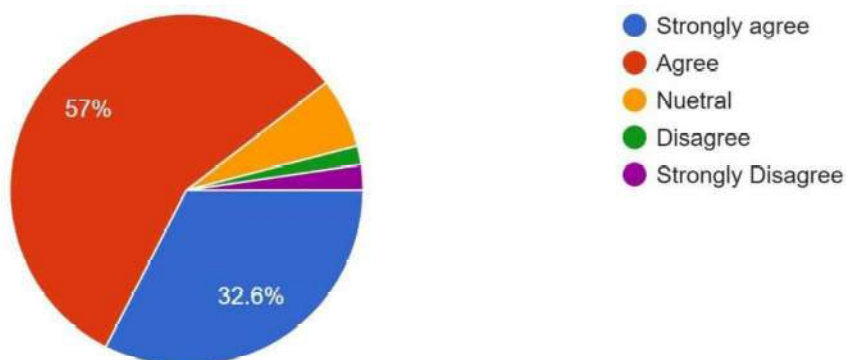
Students are involved in curriculum design and development.

172 responses



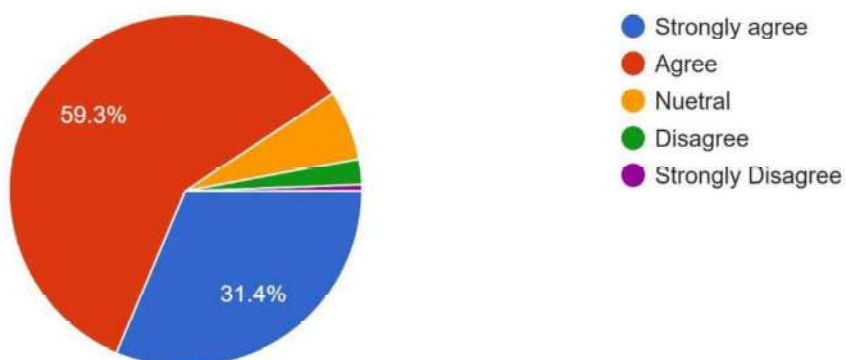
The curriculum is revised as per local, national, and global needs.

172 responses



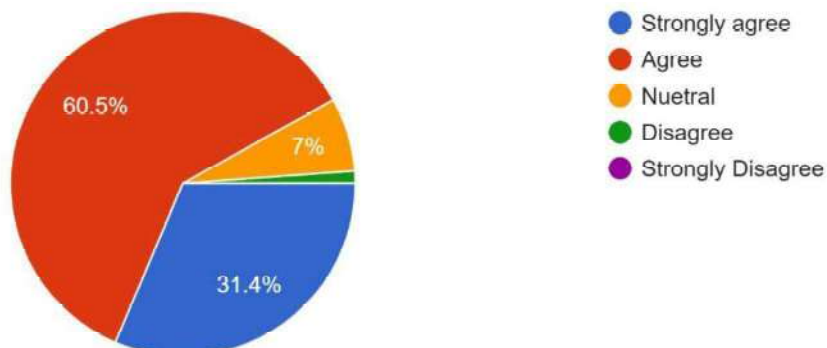
Curriculum effectively integrates multidisciplinary and skill development courses to explore areas outside the core discipline.

172 responses



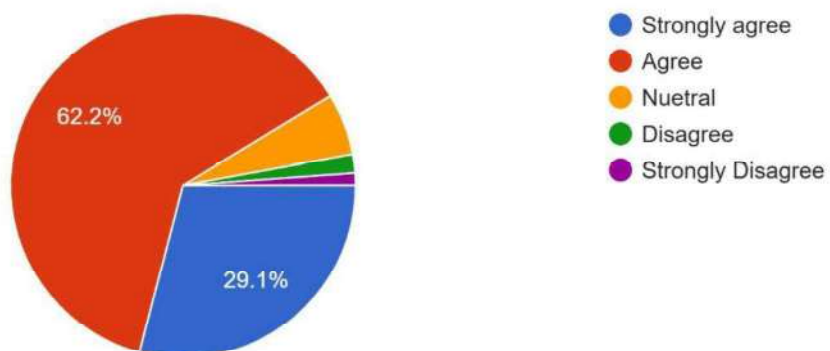
The curriculum provides opportunities for experiential learning such as internships, projects, fieldwork, etc.

172 responses



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

172 responses



DEPARTMENT OF MATHEMATICS

A.S.D.GOV.T.DEGREE COLLEGE FOR WOMEN (A)

ACADEMIC YEAR - 2025-26

STUDENTS FEEDBACK ON CURRICULUM

ACTION TAKEN REPORT

OBSERVATIONS:

The following are the observations made on the feedback collected from students in Online mode:

- Need for Step-by-Step Problem Solving: Students suggested more detailed, step-by-step explanations for complex topics like Multiple Integrals and Laplace Transforms.
- Practical Application: Suggested including more real-world examples showing how Differential Equations and Numerical Methods are used in science and technology.
- Guidance for Higher Education: Need for guidance on entrance exams (like M.Sc. entrance) specifically for Linear Algebra and Group Theory.
- ICT in Math: Suggested using mathematical software or digital tools to visualize Solid Geometry and 3D shapes.

ACTION TAKEN REPORT:

- Simplified Teaching Methods: Faculty members conducted additional problem-solving sessions focusing on the step-by-step derivation of Special Functions and Number Theory to ensure clarity.
- ICT Integration: To help students understand Solid Geometry, faculty utilized digital visualization tools and 3D graphing software to provide a better perspective on geometric structures.
- Competitive Exam Coaching: The Department organized special coaching classes and provided practice materials for subjects like Linear Algebra and Group Theory to help students prepare for PG entrance and competitive exams.
- Workshops on Numerical Methods: Specialized workshops were held on Numerical Methods and Advanced Numerical Methods, teaching students how to apply these formulas to solve real-life engineering and physics problems.



In-Charge of the Department

A S D GOVERNMENT DEGREE COLLEGE FOR WOMEN (A) KAKINADA
STUDENTS FEEDBACK ON CURRICULUM
ACADEMIC YEAR 2025-26
DEPARTMENT OF MATHEMATICS

DEPARTMENT OF MATHEMATICS - SEM II, IV

*** Indicates required question**

Name of the Student**

Veeralakshmididevi pampanaboina

Programme

*

B.Sc Mathematics Major

B.Sc Mathematics Minor

Other:

SEMISTER

*

sem II

Sem IV

Name of the Course

Regd.No.

*

2471019

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

*

Strongly Agree

Agree

Neutral

Disagree

Strongly Disagree

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

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

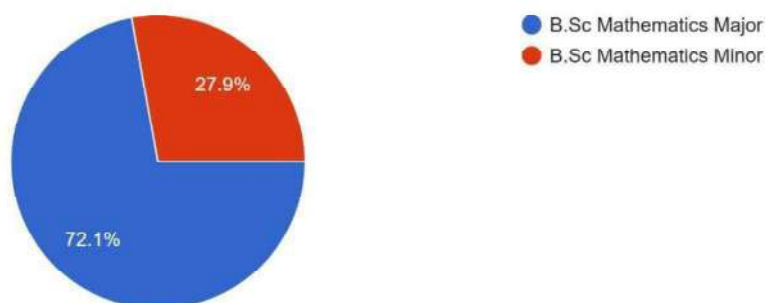
10. Any suggestions for improvement in any course content, if needed*

No

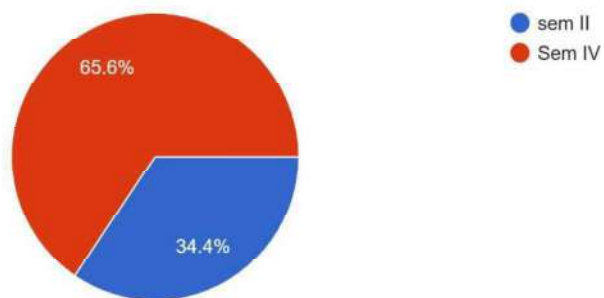
A.S.D.GOVERNMENT DEGREE COLLEGE FOR WOMEN(A) KAKINADA
Analysis of Feedback collected from Students on Curriculum

ACADEMIC YEAR 2025-26
DEPARTMENT OF MATHEMATICS

Programme *
122 responses

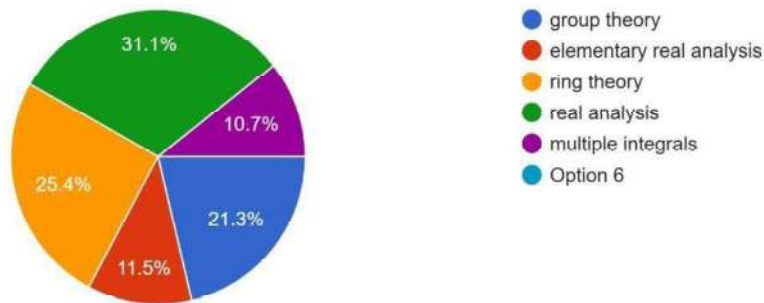


SEMISTER
122 responses



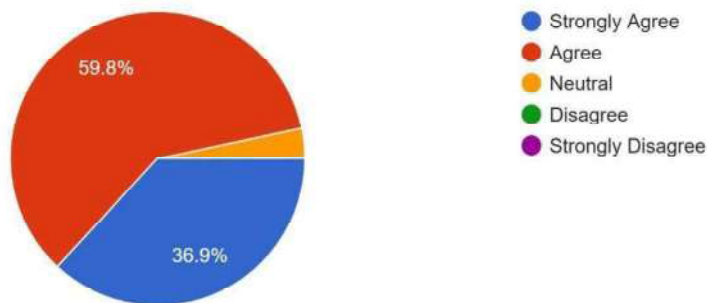
Name of the Course

122 responses



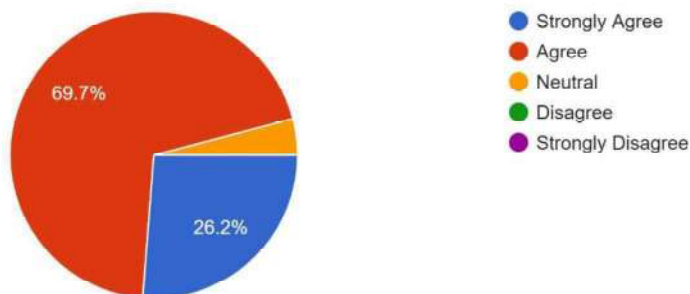
1. Course objectives and Course outcomes are well defined and communicated to students.

122 responses



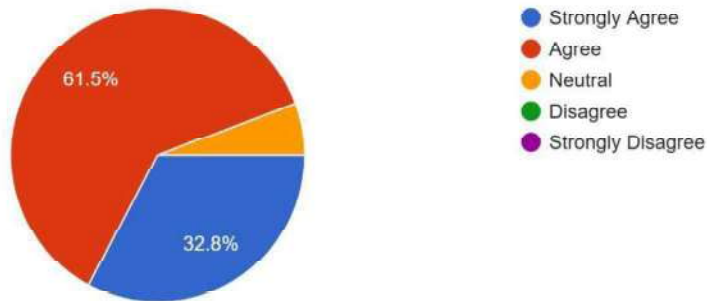
2. Course content helps to gain knowledge, foster social values, ethics, communication skills and leadership skills.

122 responses



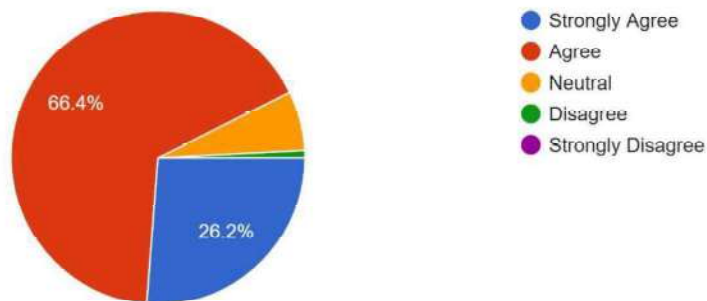
3. Curriculum addresses skill development and enhances Employability and Entrepreneurship skills.

122 responses



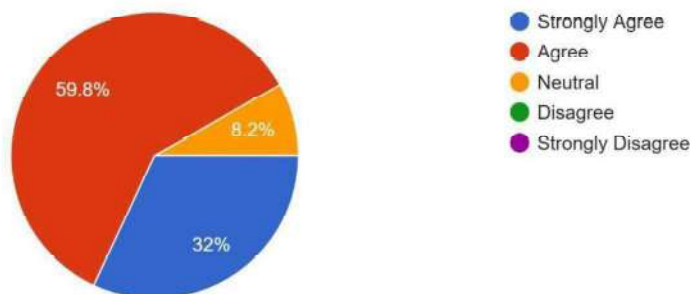
4. Curriculum focusses on cross-cutting issues like Gender, Human values, Professional Ethics, Environment and Sustainability.

122 responses



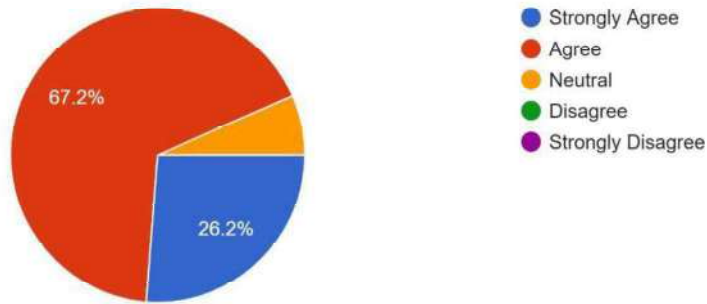
5. Students are involved in curriculum design and development.*

122 responses



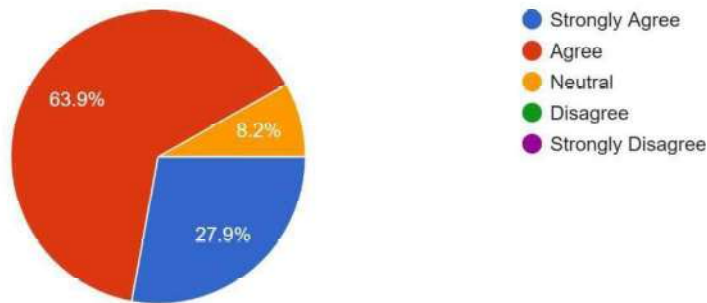
6. The curriculum is revised as per local, national, and global needs.*

122 responses



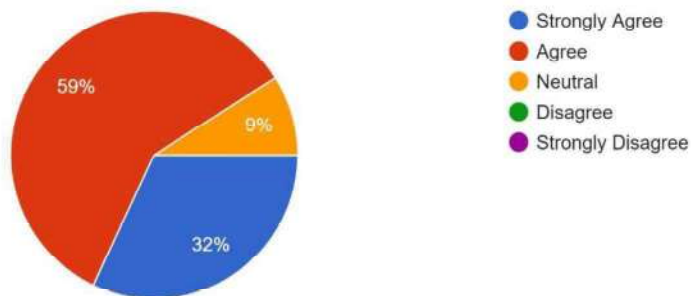
6. The curriculum is revised as per local, national, and global needs.*

122 responses

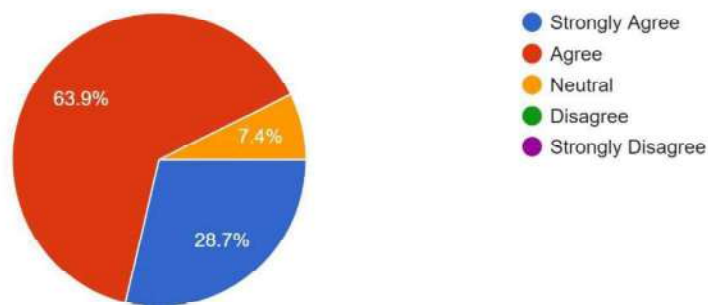


7. Curriculum effectively integrates multidisciplinary and skill development courses to explore areas outside the core discipline.

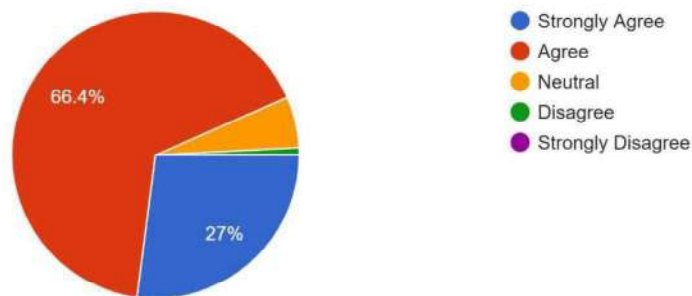
122 responses



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



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



A.S.D.GOV.T.DEGREE COLLEGE FOR WOMEN (A) KAKINADA

DEPARTMENT OF MATHEMATICS

ACADEMIC YEAR 2025-26

STUDENTS FEEDBACK ON CURRICULUM

ACTION TAKEN REPORT

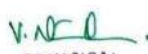
OBSERVATIONS:

The following are the observations made on the feedback collected from students in Online mode:

- Need for Step-by-Step Problem Solving: Students suggested more detailed, step-by-step explanations for complex topics like Multiple Integrals and Laplace Transforms.
- Practical Application: Suggested including more real-world examples showing how Differential Equations and Numerical Methods are used in science and technology.
- Guidance for Higher Education: Need for guidance on entrance exams (like M.Sc. entrance) specifically for Linear Algebra and Group Theory.
- ICT in Math: Suggested using mathematical software or digital tools to visualize Solid Geometry and 3D shapes.

ACTION TAKEN REPORT:

- Simplified Teaching Methods: Faculty members conducted additional problem-solving sessions focusing on the step-by-step derivation of Special Functions and Number Theory to ensure clarity.
- ICT Integration: To help students understand Solid Geometry, faculty utilized digital visualization tools and 3D graphing software to provide a better perspective on geometric structures.
- Competitive Exam Coaching: The Department organized special coaching classes and provided practice materials for subjects like Linear Algebra and Group Theory to help students prepare for PG entrance and competitive exams.
- Workshops on Numerical Methods: Specialized workshops were held on Numerical Methods and Advanced Numerical Methods, teaching students how to apply these formulas to solve real-life engineering and physics problems.


PRINCIPAL
A.S.D.GOV.T.DEGREE COLLEGE (TM)
AUTONOMOUS
KAKINADA

PRINCIPAL

A.S.D. GOVERNMENT DEGREE COLLEGE FOR WOMEN (A), KAKINADA
DEPARTMENT OF COMMERCE
STUDENTS' FEEDBACK ON CURRICULUM
ACADEMIC YEAR 2025-26
I, III & V SEMESTERS

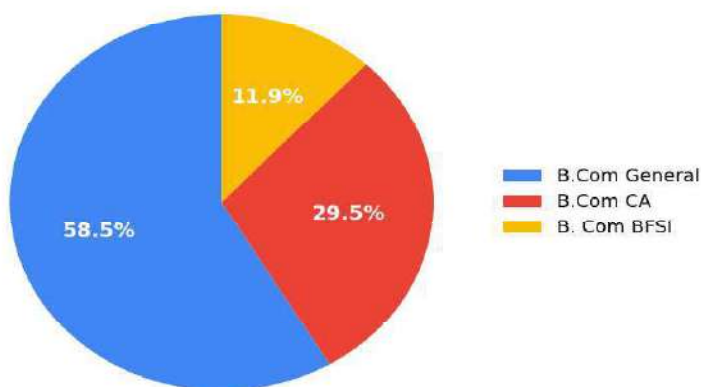
A structured online feedback survey on the B.Com curriculum was conducted to B. Com General, Computer Applications and BIFS students of Semesters I, III and V for the academic year 2025-26. A total of 176 responses were received across the General, CA and BFSI programmes. This report presents an abstract summary of the responses to the nine curriculum-related statements and the open-ended suggestions received, along with observations and the action taken by the Department.

1. Respondent Profile

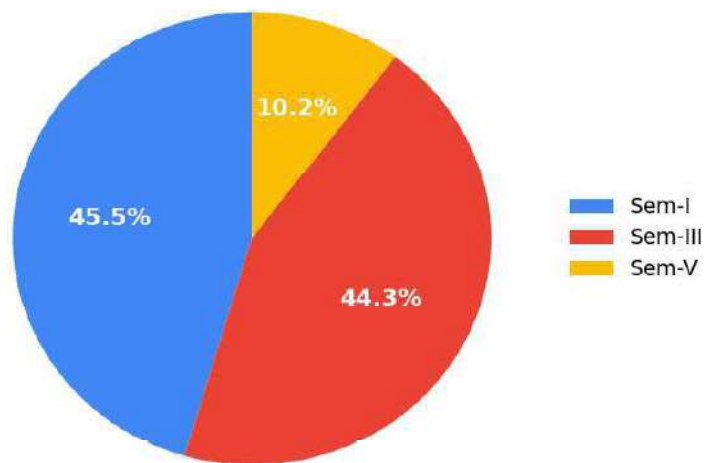
Number of students who participated in the feedback survey, semester-wise:

Semester	No. of Students
Sem-I	80
Sem-III	78
Sem-V	18
Total	176

Programme (176 responses)

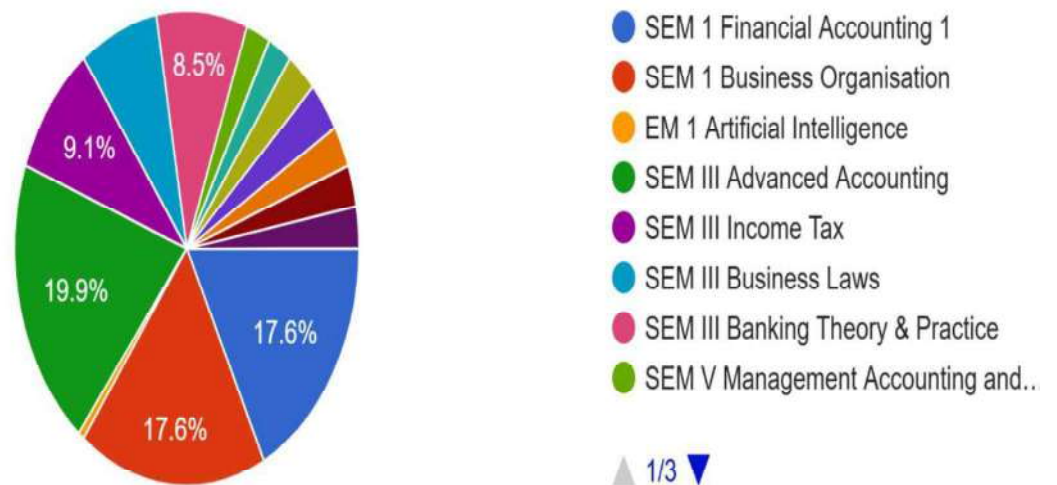


Semester (176 responses)



Name of the Course

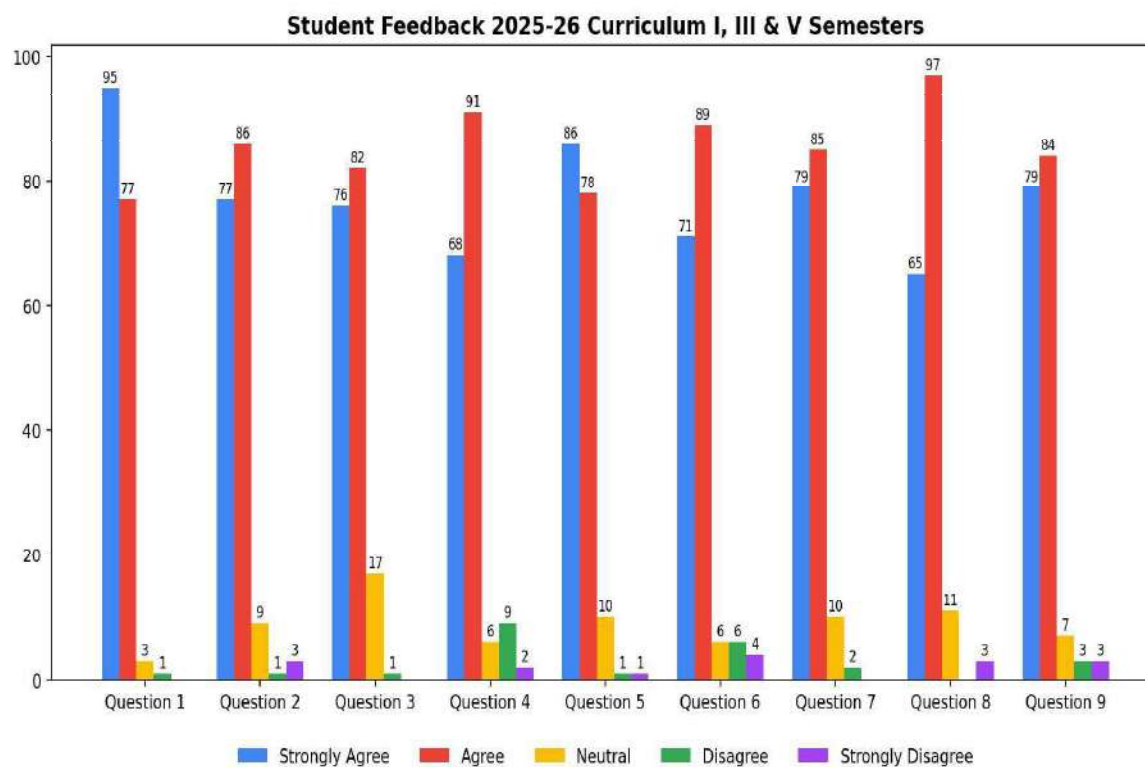
176 responses



Question-wise Summary Table

The table below consolidates responses to all nine Likert-scale statements (Strongly Agree / Agree / Neutral / Disagree / Strongly Disagree), out of 176 responses each.

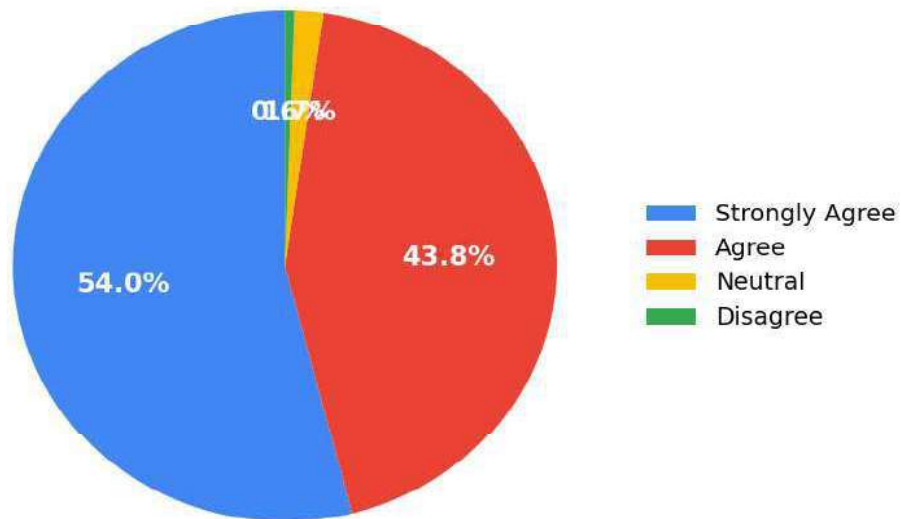
Question	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Total
Question 1	95	77	3	1	0	176
Question 2	77	86	9	1	3	176
Question 3	76	82	17	1	0	176
Question 4	68	91	6	9	2	176
Question 5	86	78	10	1	1	176
Question 6	71	89	6	6	4	176
Question 7	79	85	10	2	0	176
Question 8	65	97	11	0	3	176
Question 9	79	84	7	3	3	176



3. Question-wise Charts

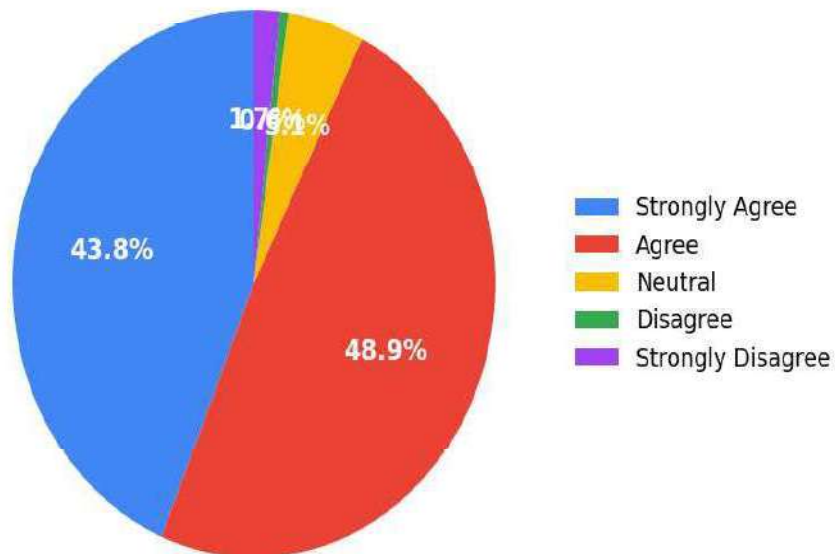
1. Course objectives and Course outcomes are well defined and communicated to students.

Q1. (176 responses)



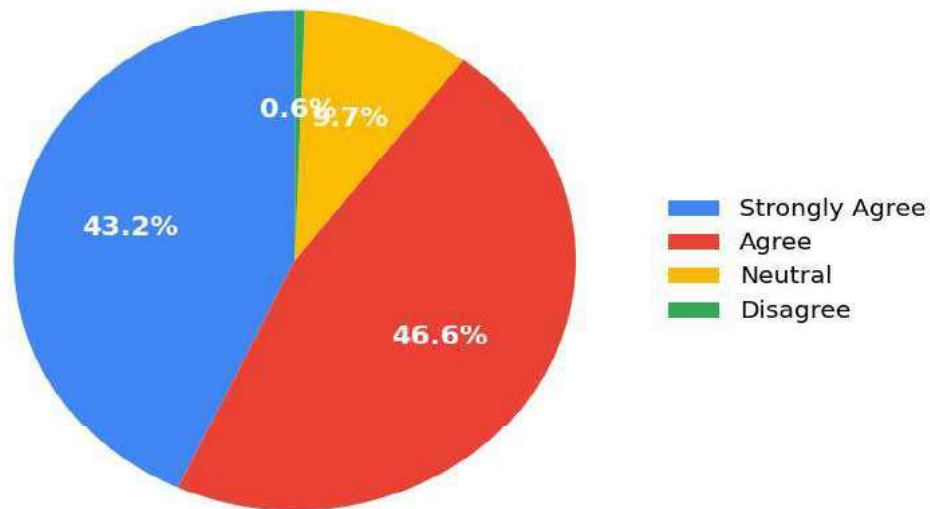
2. Course content helps to gain knowledge, foster social values, ethics, communication skills and leadership skills.

Q2. (176 responses)



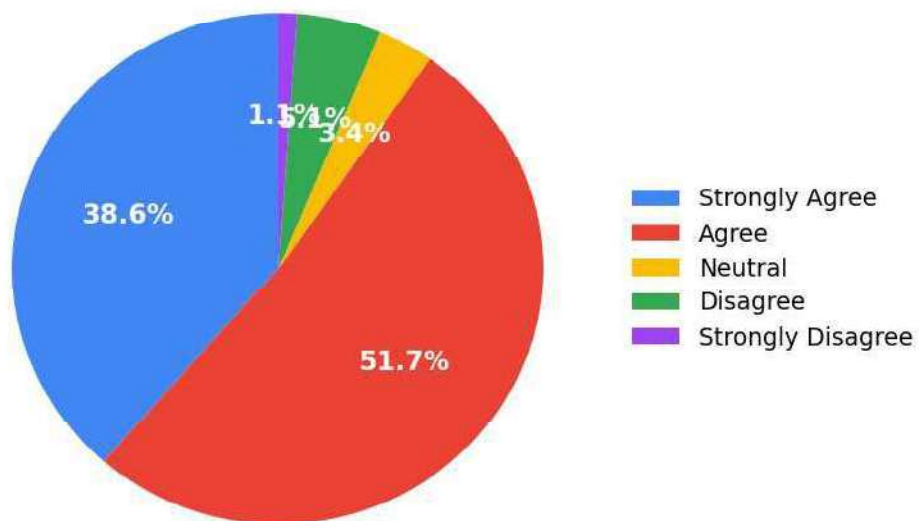
3. Curriculum addresses skill development & enhances Employability and Entrepreneurship skills.

Q3. (176 responses)



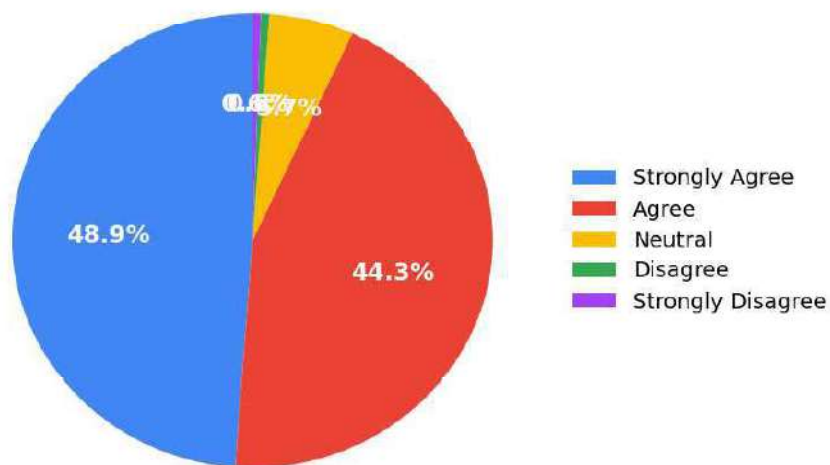
4. Curriculum focusses on cross-cutting issues like Gender, Human values, Professional Ethics, Environment and Sustainability.

Q4. (176 responses)



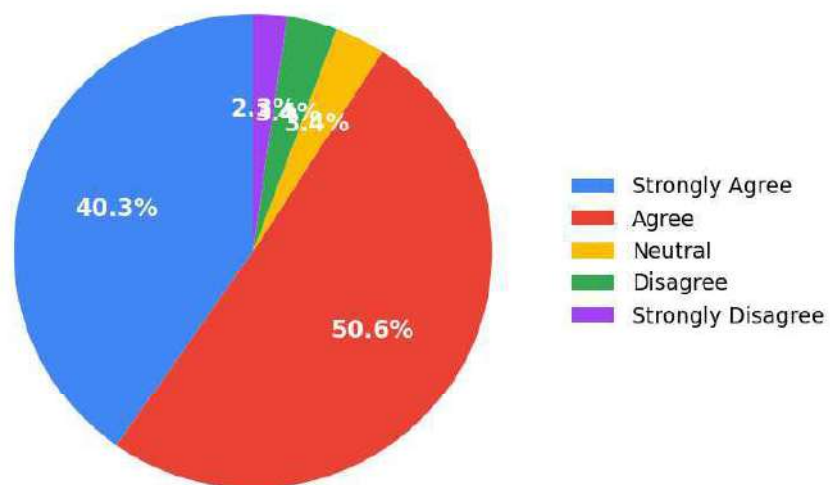
5. Students are involved in curriculum design and development.

Q5. (176 responses)



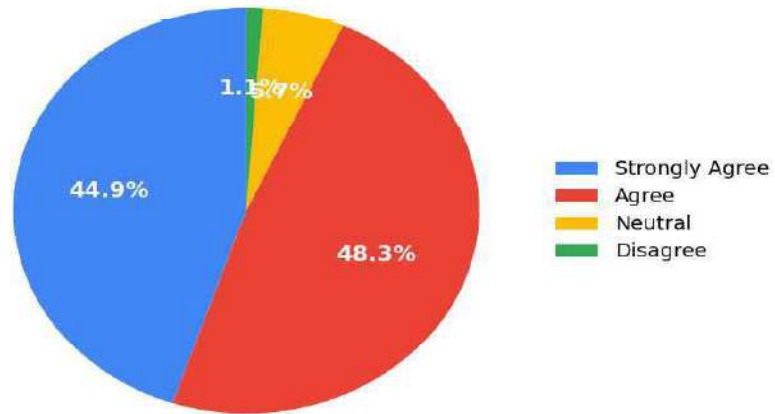
6. The curriculum is revised as per local, national, and global needs.

Q6. (176 responses)



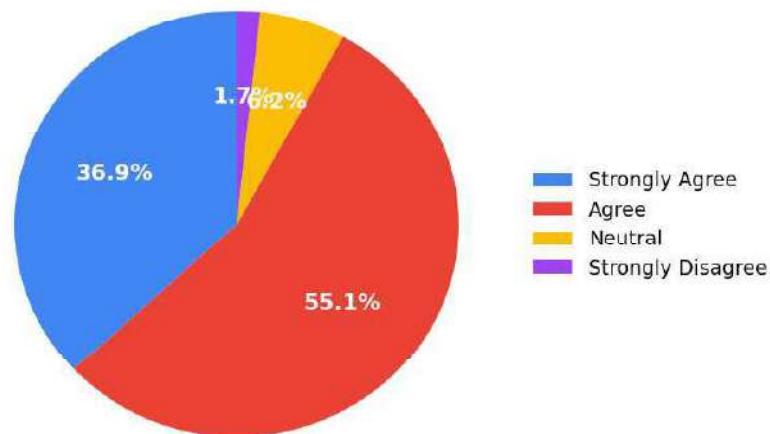
7. Curriculum effectively integrates multidisciplinary and skill development courses to explore areas outside the core discipline.

Q7. (176 responses)



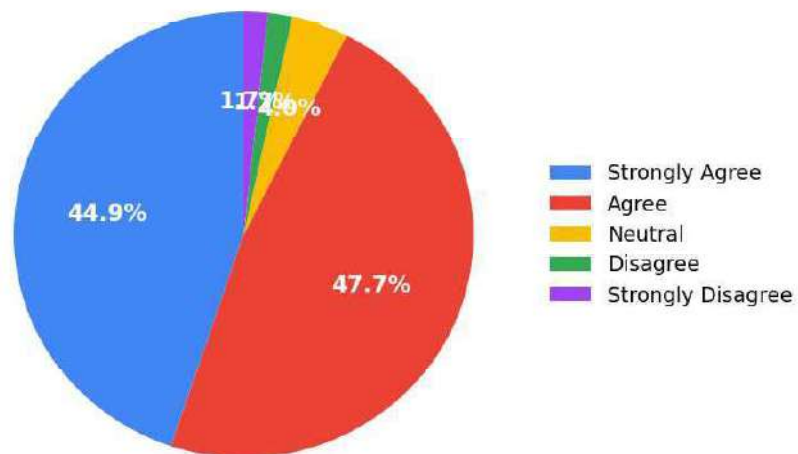
8. The curriculum provides opportunities for experiential learning such as internships, projects, fieldwork, etc.

Q8. (176 responses)



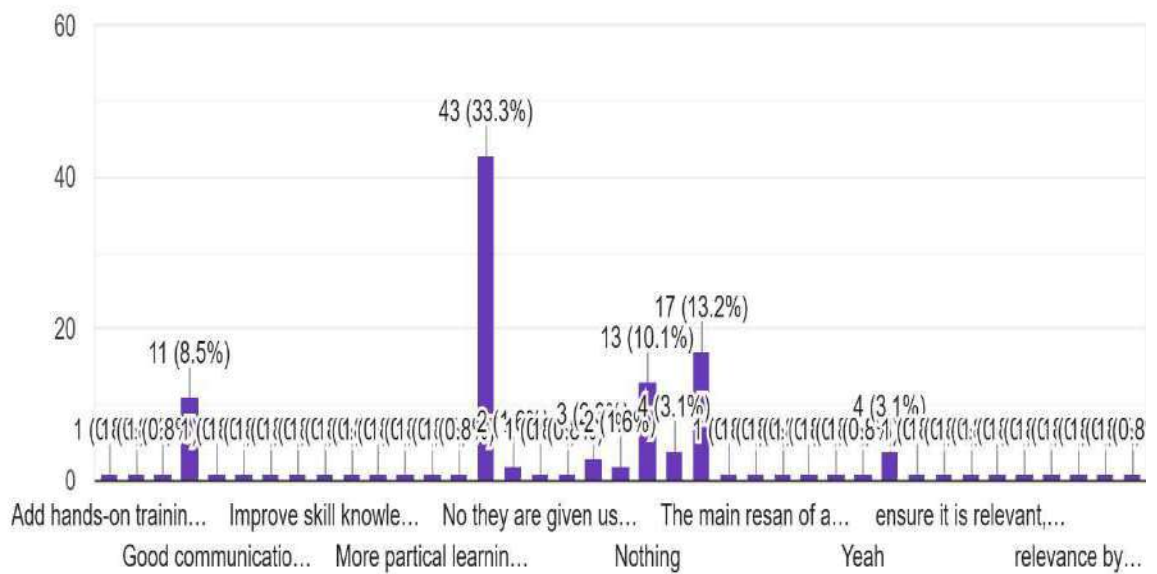
9. The curriculum includes sufficient exposure to recent trends and advancements in the relevant field of study.

Q9. (176 responses)



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

129 responses



STUDENTS FEEDBACK ON CURRICULUM 2025-26

DEPARTMENT OF COMMERCE - SEM I, III & V

Name of the Student *

Short answer text

Programme

- ☐ B.Com General
- ☐ B.Com CA
- ☐ B. Com BFSI

Semester

Name of the Course *

1. SEM I Financial Accounting 1
2. SEM I Business Organisation
3. EM I Artificial Intelligence
4. SEM III Advanced Accounting
5. SEM III Income Tax
6. SEM III Business Laws
7. SEM III Banking Theory & Practice
8. SEM V Management Accounting and Practice
9. SEM V Cost Control Techniques
10. SEM V Life Insurance with Practice
11. SEM V General Insurance with practice

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

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

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 & 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

QuestionsResponses176Settings

12. SEM V Digital Marketing

13. SEM V Service Marketing

14. BFSI Business Economics

15. BFSI SEM 1 Banking Theory & Practice

16. BFSI SEM 1 Business Laws

17. BFSI SEM 1 Accounting Assistant

Regd. No. *

Short answer text

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

☐ Strongly Agree

☐ Agree

☐ Neutral

☐ Disagree

☐ Strongly Disagree

QuestionsResponses176Settings

☐ 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

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

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

☐ Strongly Agree

☐ Agree

☐ Neutral

☐ Disagree

☐ Strongly Disagree

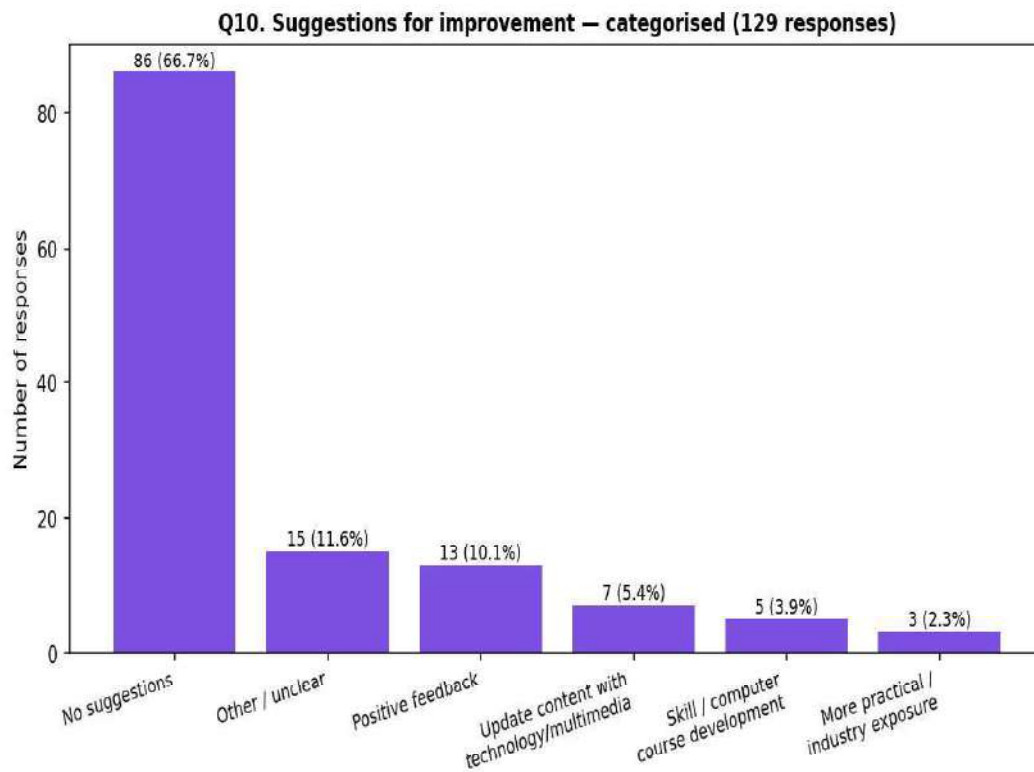
10. Any suggestions for improvement in any course content, if needed

Short answer text

4. Open-ended Suggestions (Question 10)

Of the 176 respondents, 129 offered a remark in response to Question 10 ('Any suggestions for improvement in any course content, if needed') and it is shown in the following table

Category of Response	No. of Responses	% of 129 responses
No suggestions	86	66.7%
Other / unclear	15	11.6%
Positive feedback (Good / Nice / Thank you)	13	10.1%
Update content with technology / multimedia	7	5.4%
Skill / computer course development	5	3.9%
More practical / industry exposure	3	2.3%



5. Observations

- Across all nine statements, the combined 'Strongly Agree' and 'Agree' responses exceed 90% for most items, indicating continued high satisfaction with course objectives, content quality, and coverage of ethics, employability and cross-cutting themes.
- Question 4 (cross-cutting issues such as Gender, Human values, Professional Ethics, Environment and Sustainability) and Question 6 (curriculum revision as per local/national/global needs) show a comparatively higher share of 'Disagree' and 'Strongly Disagree' responses than the other statements, suggesting these are the areas most in need of attention.
- Question 8 (experiential learning through internships, projects and fieldwork) and Question 3 (skill development and employability) recorded the largest 'Neutral' shares, indicating a section of students remain unsure whether enough practical/experiential opportunities are currently built into the curriculum.
- Among the 129 open-ended remarks, the majority (67%) indicated no specific suggestion, while a meaningful minority explicitly asked for more practical/industry exposure, skill and computer-course development, and updated, technology-enabled content (multimedia, digital tools, current relevance).
- These qualitative remarks are consistent with the Likert-scale findings and reinforce the case for strengthening practical/experiential components and periodic content updates.

6. Action Taken Report

- The Department will continue to strengthen experiential learning by expanding internships, field projects, and industry interactions, particularly in Accounting, Taxation and Banking papers, through further hands-on training in Tally, GST filing and digital banking operations.
- Skill-oriented and computer-course components will be reviewed and enhanced, in response to the specific requests received for more computer-course and skill-development content.
- Course content will be periodically updated to reflect current technologies, digital tools and multimedia-based delivery, as suggested by students, in relevant papers such as Financial Services, Business Management and Digital Marketing.
- Cross-cutting themes (Gender, Human values, Professional Ethics, Environment and Sustainability) and the process of curriculum revision as per local/national/global needs will be reviewed at the next Board of Studies (BoS) meeting. .

- The Department will continue to organise industrial visits, guest lectures and project-based assessments to increase experiential learning opportunities, addressing the Neutral responses recorded on this item.
- A continuous review and feedback mechanism will be maintained to evaluate the effectiveness of the curriculum on an ongoing basis and to ensure it remains industry-relevant and student-centric.



**I/C Department of Commerce
A.S.D.G.D.C (W) (A), Kakinada**

II & IV SEMESTERS

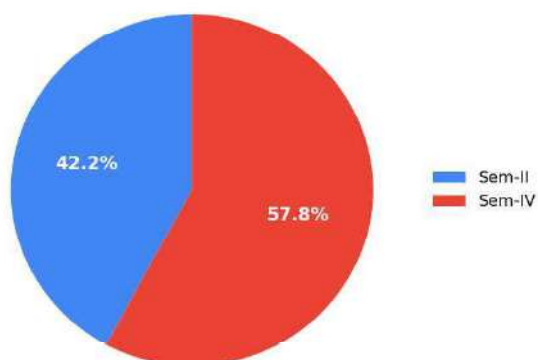
A total of 223 responses were received across the CA, General and BFSI programmes. This report presents an abstract summary of the responses to the nine curriculum-related statements and the open-ended suggestions received, along with observations and the action taken by the Department.

1. Respondent Profile

Number of students who participated in the feedback survey, semester-wise:

Semester	No. of Students
Sem-II	94
Sem-IV	129
Total	223

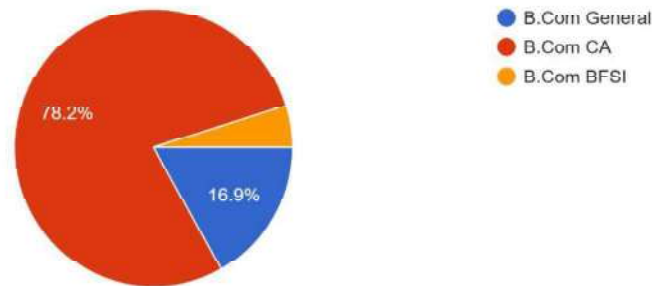
Semester (223 responses)



Distribution of respondents by programme:

Programme	No. of Students
B.Com CA	174
B.Com General	38
B.Com BFSI	11
Total	223

Programme
225 responses



Name of the Course
225 responses

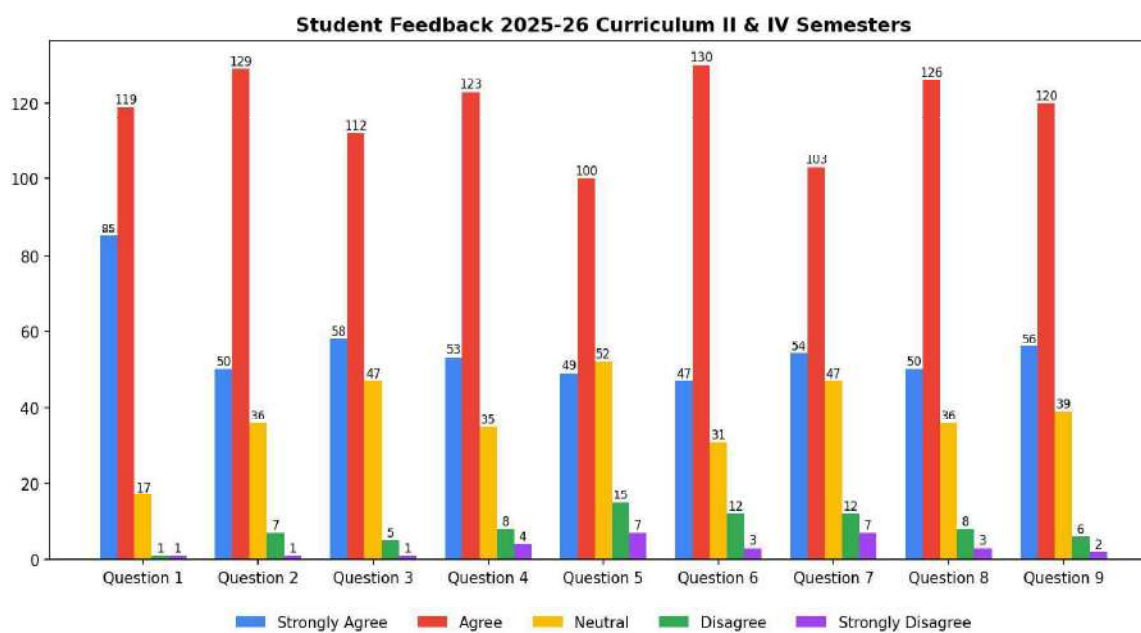


2. Question-wise Summary Table

The table below consolidates responses to all nine Likert-scale statements (Strongly Agree / Agree / Neutral / Disagree / Strongly Disagree), out of 223 responses each.

Question	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Total
Question 1	85	119	17	1	1	223
Question 2	50	129	36	7	1	223
Question 3	58	112	47	5	1	223

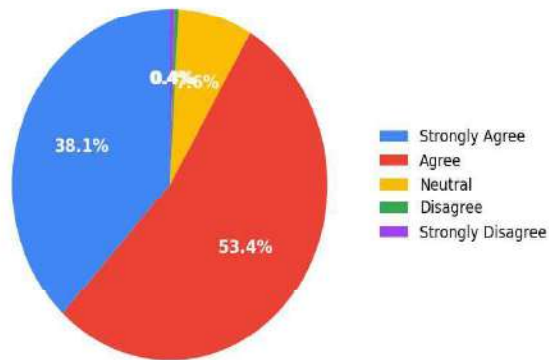
Question 4	53	123	35	8	4	223
Question 5	49	100	52	15	7	223
Question 6	47	130	31	12	3	223
Question 7	54	103	47	12	7	223
Question 8	50	126	36	8	3	223
Question 9	56	120	39	6	2	223



3. Question-wise Charts

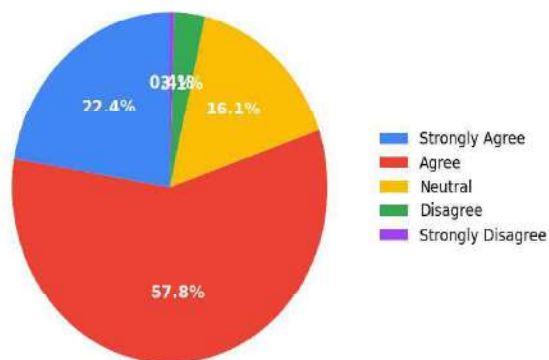
1. Course objectives and Course outcomes are well defined and communicated to students.

Q1. (223 responses)



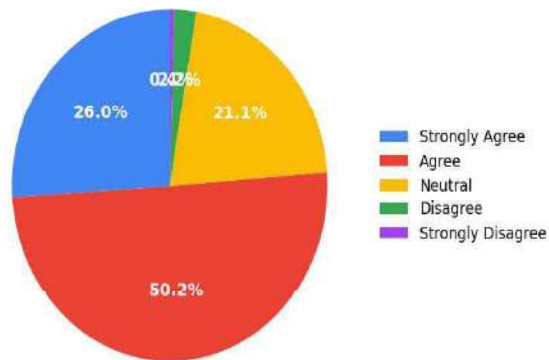
2. Course content helps to gain knowledge, foster social values, ethics, communication skills and leadership skills.

Q2. (223 responses)



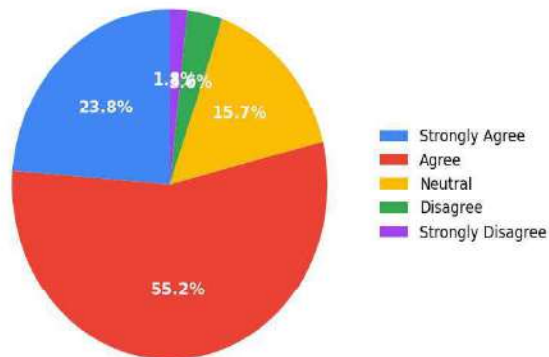
3. Curriculum addresses skill development & enhances Employability and Entrepreneurship skills.

Q3. (223 responses)



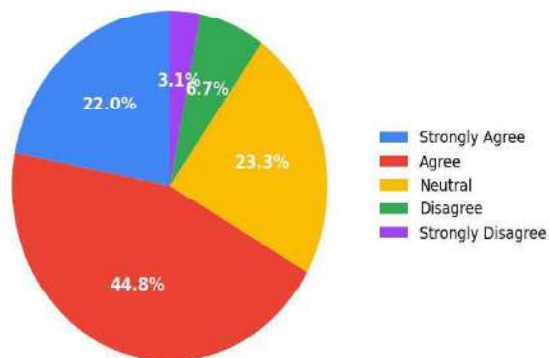
4. Curriculum focusses on cross-cutting issues like Gender, Human values, Professional Ethics, Environment and Sustainability.

Q4. (223 responses)



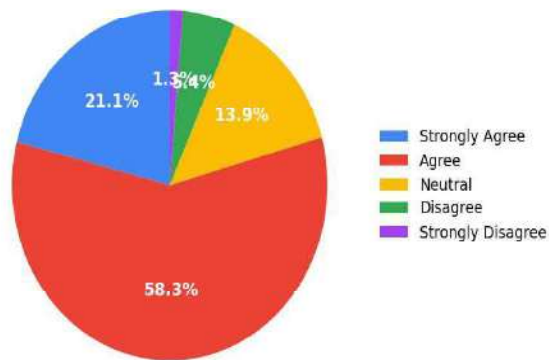
5. Students are involved in curriculum design and development.

Q5. (223 responses)



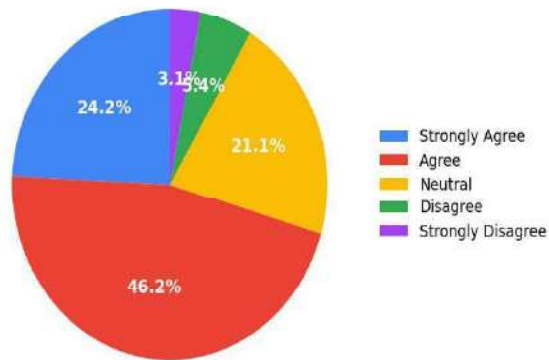
6. The curriculum is revised as per local, national, and global needs.

Q6. (223 responses)



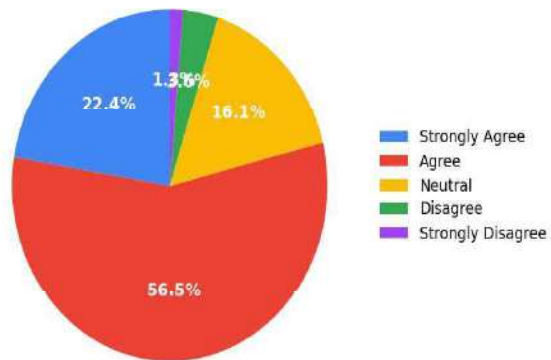
7. Curriculum effectively integrates multidisciplinary and skill development courses to explore areas outside the core discipline.

Q7. (223 responses)



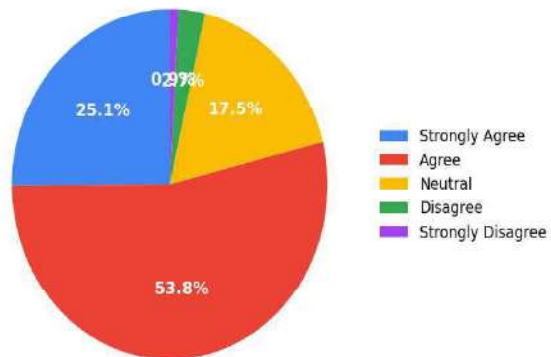
8. The curriculum provides opportunities for experiential learning such as internships, projects, fieldwork, etc.

Q8. (223 responses)



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

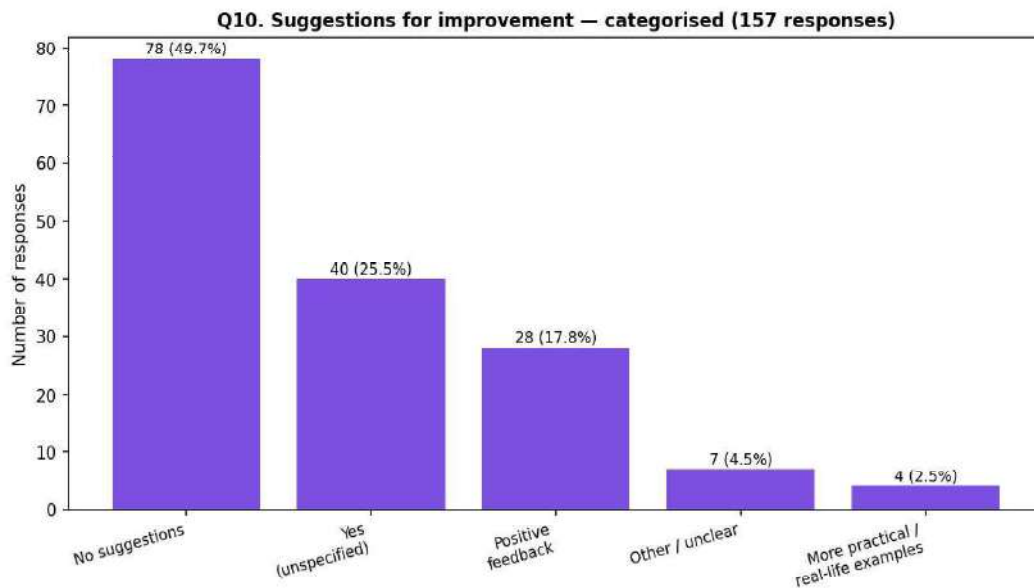
Q9. (223 responses)



4. Open-ended Suggestions (Question 10)

Of the 223 respondents, 157 offered a remark in response to Question 10 ('Any suggestions for improvement in any course content, if needed'). These free-text responses were grouped into broad categories for ease of interpretation:

Category of Response	No. of Responses	% of 157 responses
No suggestions	78	49.7%
Yes (unspecified)	40	25.5%
Positive feedback (Good / Nice / Useful / Awesome)	28	17.8%
Other / unclear	7	4.5%
More practical / real-life examples	4	2.5%



5. Observations

- Question 1 (course objectives and outcomes well defined and communicated) recorded the strongest agreement, with 'Strongly Agree' and 'Agree' together accounting for over 91% of responses — the highest of all nine statements.
- Question 5 (students involved in curriculum design and development) and Question 7 (multidisciplinary/skill-development integration) show the largest 'Neutral' shares (52

and 47 responses respectively) and the highest combined Disagree/Strongly Disagree counts (22 and 19 respectively), making these the two statements with the least confident agreement among Sem II & IV students.

- Question 3 (skill development & employability) also shows a comparatively high Neutral share (47 responses), echoing the pattern seen in the I, III & V semester survey around practical/employability-oriented content.
- Question 6 (curriculum revised as per local/national/global needs) received the strongest single-category response, with 130 'Agree' responses — the highest count on any option across all nine statements.
- Of the 223 respondents, 157 (70%) left a remark at Question 10. Around half of these (78) indicated no specific suggestion, roughly a quarter (40) responded with an unqualified 'Yes' without elaborating further, and about 18% offered clearly positive feedback ('Good', 'Useful', 'Awesome'). A small number of students explicitly asked for more practical and real-life industry examples in the course content.
- The high proportion of unqualified 'Yes' responses (40 of 157) suggests the open-ended question may benefit from rewording in future survey cycles (e.g. 'If yes, please specify') to elicit more actionable, specific feedback.

6. Action Taken Report

- Student involvement in curriculum design and development (Question 5) will be strengthened by inviting student representatives to relevant Board of Studies (BoS) discussions and by seeking structured student input before the next syllabus revision cycle.
- The multidisciplinary and skill-development integration of the curriculum (Question 7) will be reviewed, with a focus on identifying specific minor/skill courses that can be added or strengthened outside the core discipline.
- Skill-development and employability content (Question 3) will continue to be reinforced through practical assignments,
- The Department will continue to organise industrial visits, guest lectures and project-based assessments to build stronger practical and real-world exposure across Sem II and IV courses.

- A continuous review and feedback mechanism will be maintained to evaluate the effectiveness of the curriculum on an ongoing basis and to ensure it remains industry-relevant and student-centric.

● 

I/C Department of Commerce
A.S.D.G.D.C (W) (A), Kakinada

**A.S.D. GOVERNMENT DEGREE COLLEGE (Women),
(Autonomous), KAKINADA
DEPARTMENT OF ECONOMICS**



DEPARTMENT OF ECONOMICS

STUDENT FEEDBACK ON CURRICULUM

2025-2026

ODD SEMESTER

ODD SEMESTER STUDENT'S FEEDBACK ON CURRICULUM AND ITS TRANSACTION 2025-26

Dear student please rate the course on the following attributes

Name of the Student *

P Pranahitha sri

Hall Ticket.No *

2451012

Semester *

Dropdown

III

Programme *

Dropdown

BA Economics

Course *

Dropdown

Economic Thought and Political Economy

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

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

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

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ODD SEMESTER STUDENT'S FEEDBACK ON CURRICULUM AND ITS TRANSACTION 2025-26

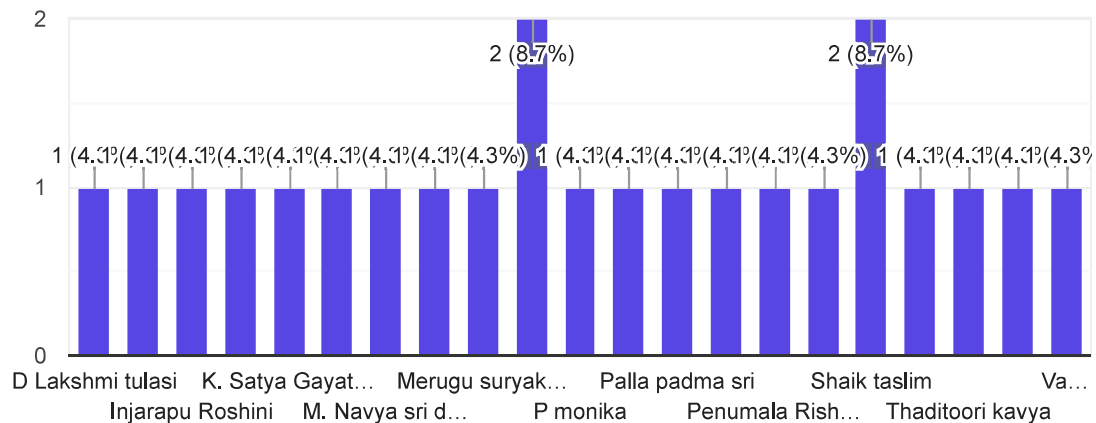
23 responses

[Publish analytics](#)

Name of the Student

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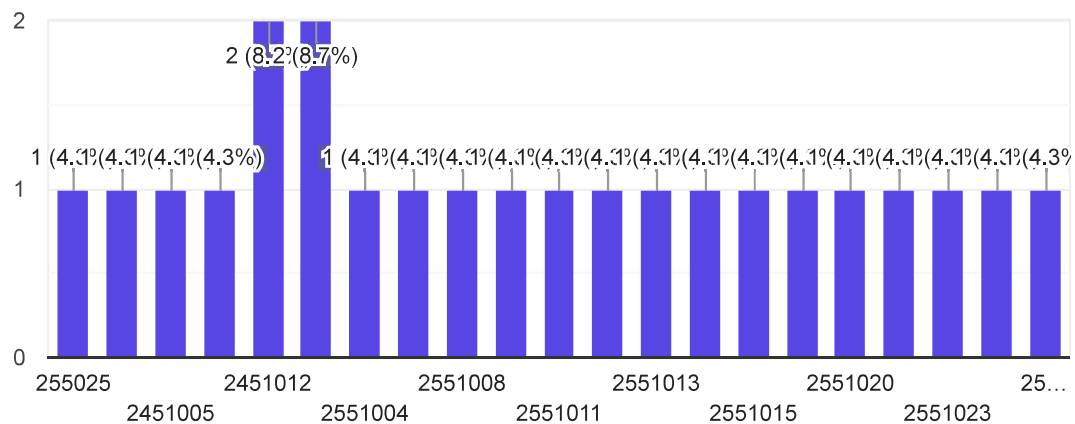
23 responses



Hall Ticket.No

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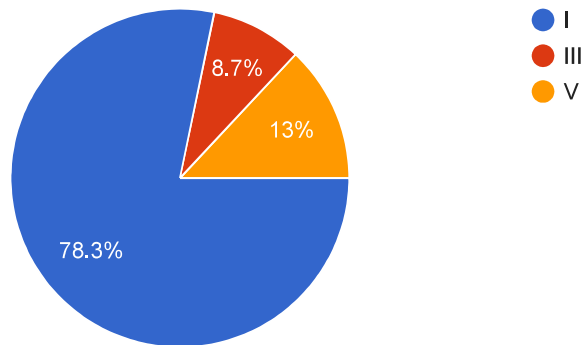
23 responses



Semester

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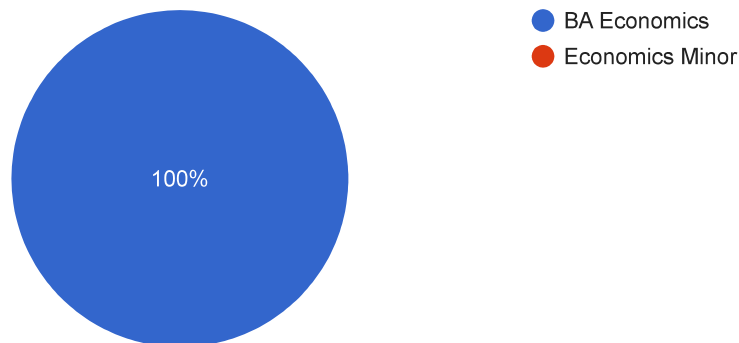
23 responses



Programme

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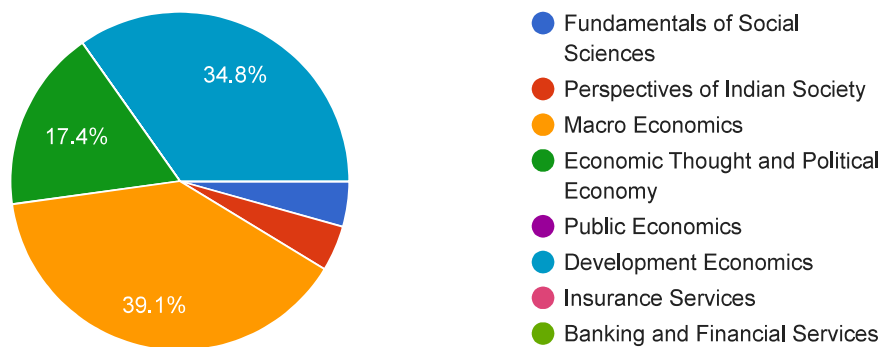
23 responses



Course

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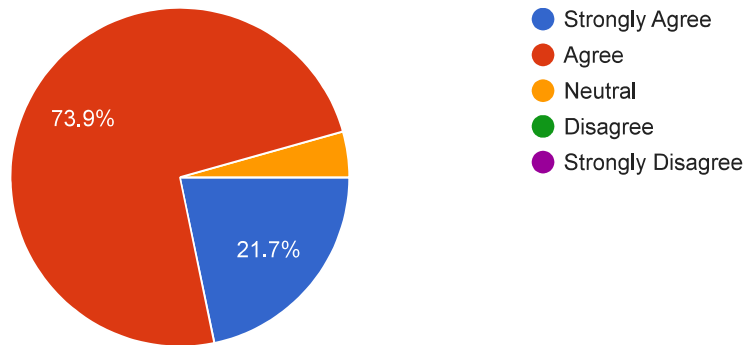
23 responses



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

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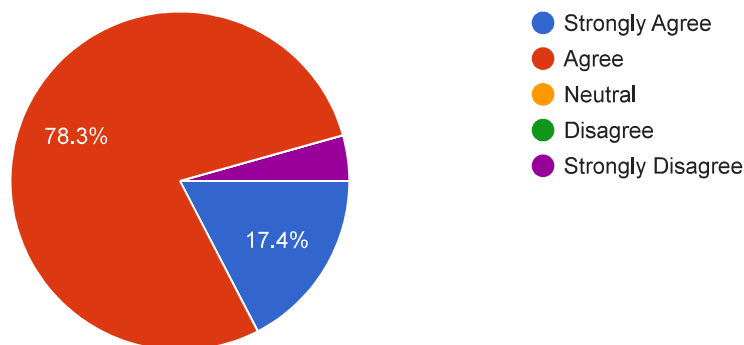
23 responses



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

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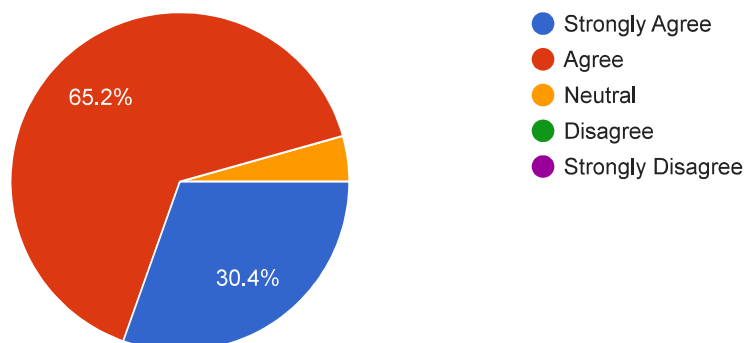
23 responses



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

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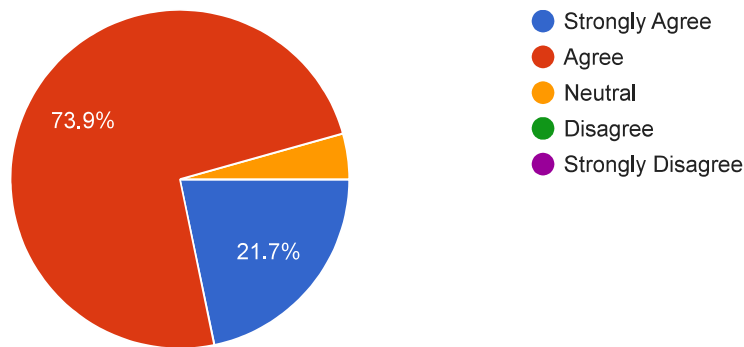
23 responses



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

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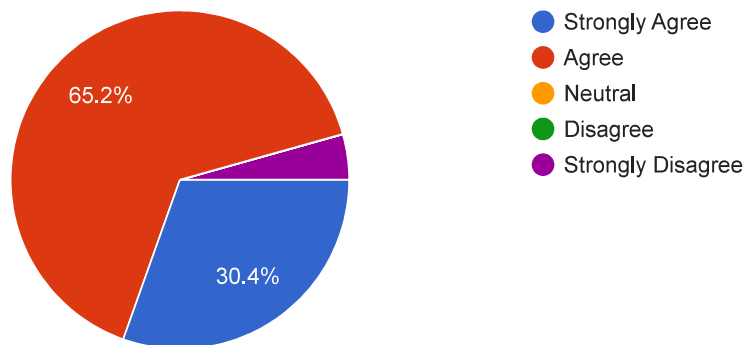
23 responses



5. Students are involved in curriculum design and development

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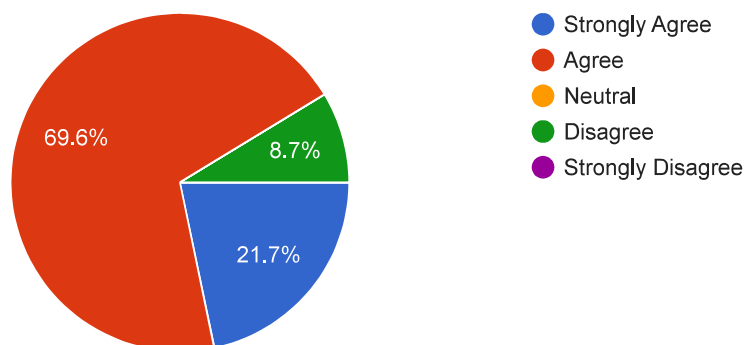
23 responses



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

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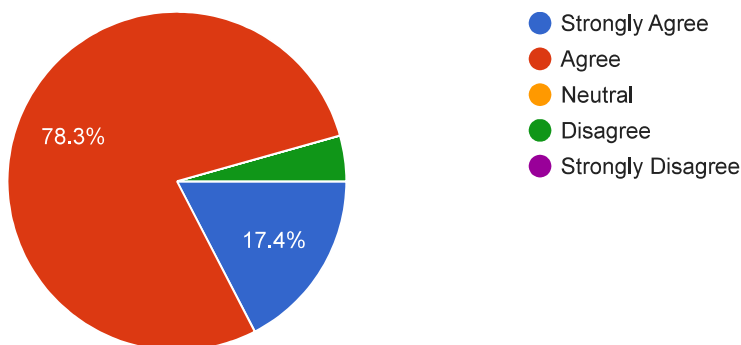
23 responses



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

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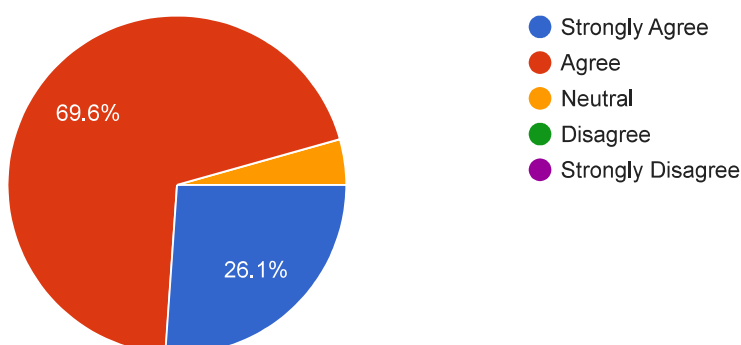
23 responses



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

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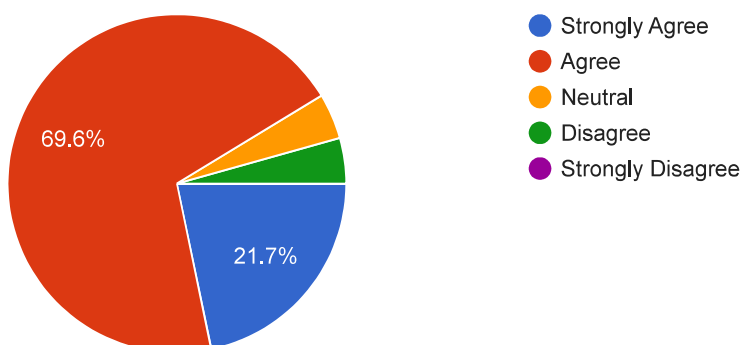
23 responses



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

 [Copy chart](#)

23 responses



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

23 responses

Yes

No

Yes

Any suggestions for improvement in any course content, if needed

*

Your answer

quizzes, discussions, and activities instead of only theory. This helps students stay engaged and understand better.

Include hands-on exercises, projects, or assignments

No need

Provide practical demonstrations or case studies

Good

Make the content more practical-oriented with real-life examples.

Use simple language instead of complex words

Break long paragraphs into short points

Add summaries at the end of each topic

Agree

Super

Syllabus good no suggestions

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A.S.D. Government Degree College for Women (Autonomous), Kakinada
Department of Economics
ANALYSIS OF STUDENTS' FEEDBACK ON CURRICULUM
Academic Year: 2025–26 (Odd Semester)

The Department of Economics collected feedback from students regarding the curriculum and its transaction during the Odd Semester of the academic year 2025–26 through an online feedback system. A total of **23 students** participated in the feedback process, representing I, III, and V semesters. The feedback focused on curriculum design, teaching-learning process, employability, skill development, experiential learning, and curriculum relevance.

Observations

- The majority of students expressed **high satisfaction** with the curriculum. More than **95%** of the respondents either **Strongly Agreed** or **Agreed** that the course objectives and course outcomes were clearly defined and effectively communicated.
- Students appreciated that the curriculum helped them acquire knowledge while promoting **social values, ethics, communication skills, and leadership qualities**, indicating that the programme contributes to holistic personality development.
- Around **95.6%** of the students agreed that the curriculum effectively develops **employability and entrepreneurship skills**, reflecting the practical orientation of Economics courses.
- Students strongly acknowledged the inclusion of **cross-cutting issues** such as Gender, Human Values, Professional Ethics, Environment, and Sustainability, demonstrating alignment with NEP-2020 objectives.
- Nearly all respondents appreciated the opportunities provided for **curriculum participation**, multidisciplinary learning, and exposure to diverse knowledge domains.
- Students rated **experiential learning opportunities**, including projects, fieldwork, and practical learning, very positively, indicating that these activities enhanced classroom learning.
- Students also agreed that the curriculum incorporates **recent developments and contemporary issues** in Economics, although a few suggested further strengthening this component.

- While most students expressed satisfaction with the syllabus, a few constructive suggestions were received:
 - Include more case studies and real-life examples.
 - Increase practical exercises, projects, and field-based learning.
 - Conduct more quizzes, discussions, and interactive activities.
 - Present certain topics using simpler language and concise summaries.
 - Continue updating the curriculum with contemporary developments.

ACTION TAKEN REPORT

Based on the feedback received from students, the Department of Economics has proposed the following initiatives:

1. Curriculum Enhancement

- Greater emphasis will be given to **case studies, real-life economic applications, and current economic developments** in classroom teaching.
- Faculty members will incorporate recent data from the **Economic Survey, Union Budget, RBI publications, and NITI Aayog reports** wherever relevant.

2. Skill-Oriented Learning

- More **project-based learning**, assignments, and practical exercises will be introduced to strengthen analytical and problem-solving skills.
- Students will be encouraged to undertake field-based activities and mini research projects related to local economic issues.

3. Pedagogical Improvements

- Interactive teaching methods such as **group discussions, quizzes, classroom presentations, debates, and collaborative learning activities** will be conducted more frequently.
- Faculty will prepare concise learning summaries and simplify difficult concepts using diagrams, examples, and digital resources.

4. Experiential Learning

- Additional opportunities will be created for **field visits, surveys, internships, and practical demonstrations** to bridge the gap between theoretical knowledge and real-world applications.

5. Continuous Quality Improvement

- Student feedback will continue to be collected every semester and placed before the **Department Meeting and Board of Studies (BoS)** for curriculum review and continuous improvement.

Conclusion

The feedback indicates that students are highly satisfied with the curriculum offered by the Department of Economics during the Odd Semester of the academic year **2025–26**. Students appreciated the clarity of course outcomes, relevance of the syllabus, emphasis on employability, ethical values, multidisciplinary learning, and experiential activities. The constructive suggestions received mainly focus on enhancing practical exposure, increasing interactive learning methods, and incorporating more real-world examples. The Department remains committed to continuously improving the curriculum in line with student expectations, NEP-2020 guidelines, and contemporary developments in Economics.


DEPARTMENT OF ECONOMICS
A.S.D.GOV'T. DEGREE COLLEGE (W)
AUTONOMOUS
KAKINADA

**A.S.D. GOVERNMENT DEGREE COLLEGE (Women),
(Autonomous), KAKINADA
DEPARTMENT OF ECONOMICS**



DEPARTMENT OF ECONOMICS

STUDENT FEEDBACK ON CURRICULUM

2025-2026

EVEN SEMESTER

EVEN SEMESTER STUDENT'S FEEDBACK ON CURRICULUM AND ITS TRANSACTION 2025-26

Dear student please rate the course on the following attributes

Name of the Student *

Ponnada naga lakshmi

Hall Ticket.No *

2551022

Semester *

Dropdown

II

Programme *

Dropdown

BA Economics

Course *

Dropdown

Micro Economics (Minor/Major)

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

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

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 need

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Google Forms

EVEN SEMESTER STUDENT'S FEEDBACK ON CURRICULUM AND ITS TRANSACTION 2025-26

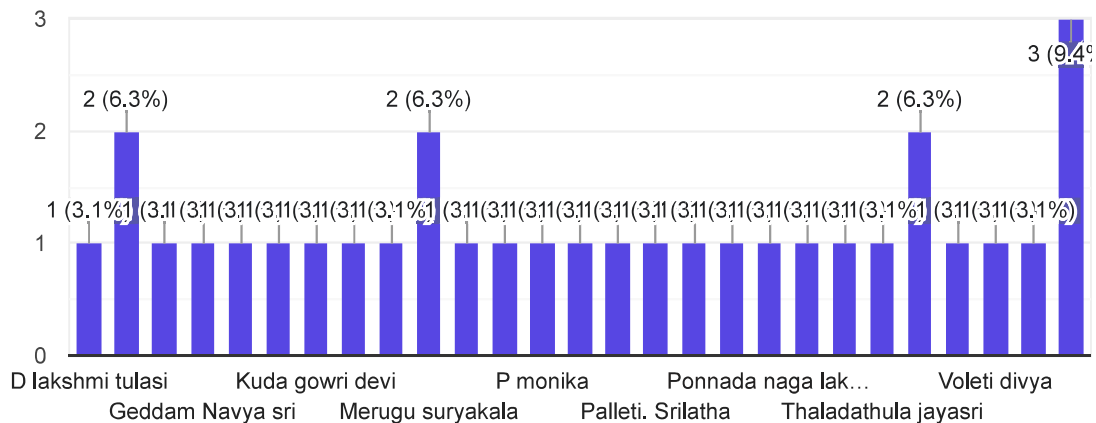
32 responses

[Publish analytics](#)

Name of the Student

[Copy chart](#)

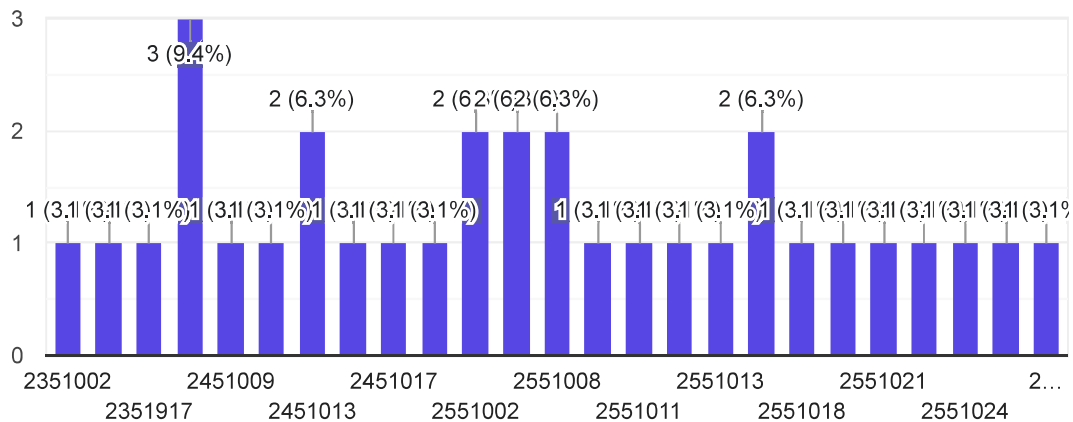
32 responses



Hall Ticket.No

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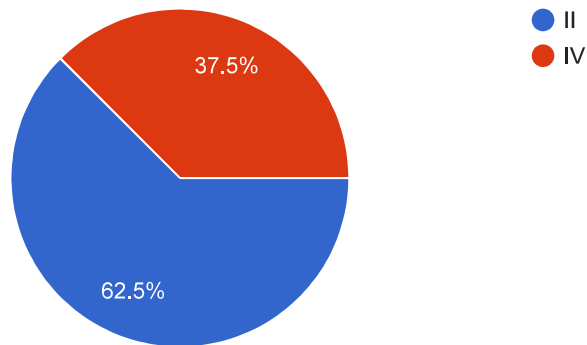
32 responses



Semester

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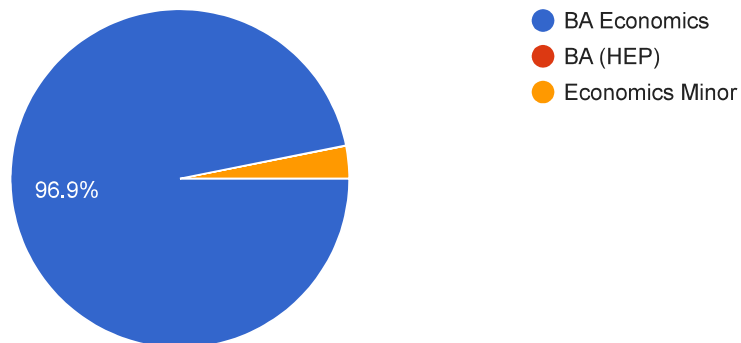
32 responses



Programme

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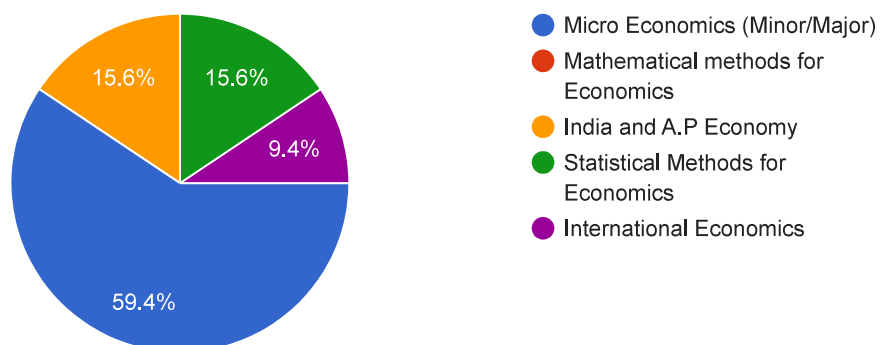
32 responses



Course

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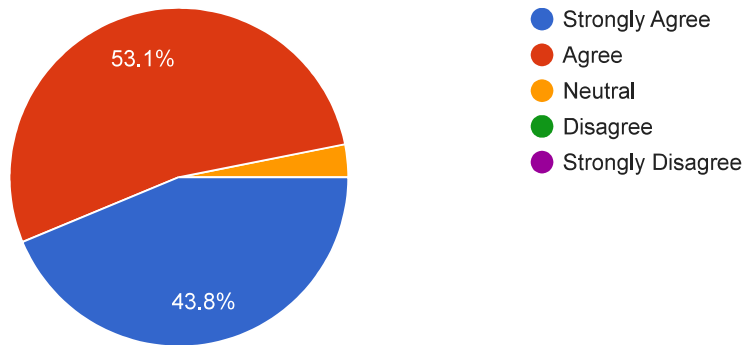
32 responses



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

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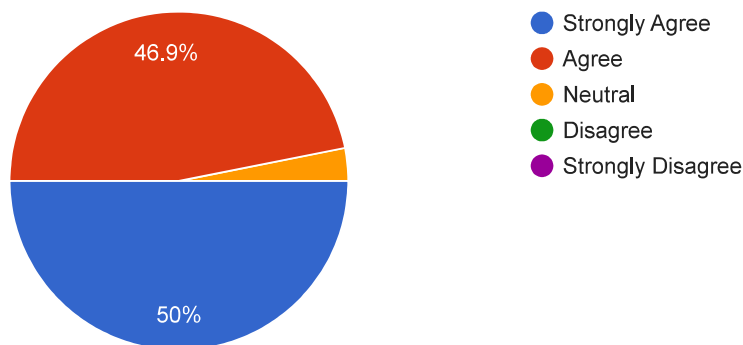
32 responses



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

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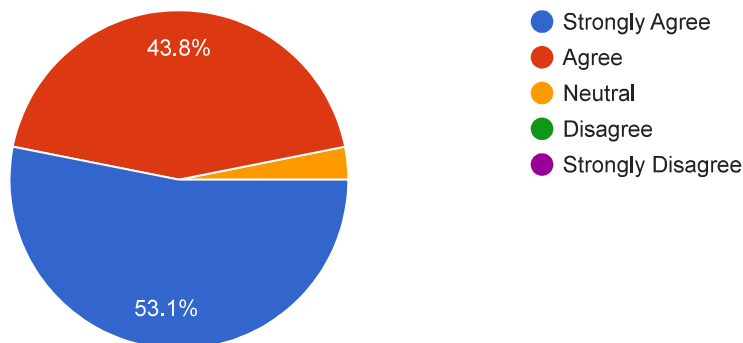
32 responses



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

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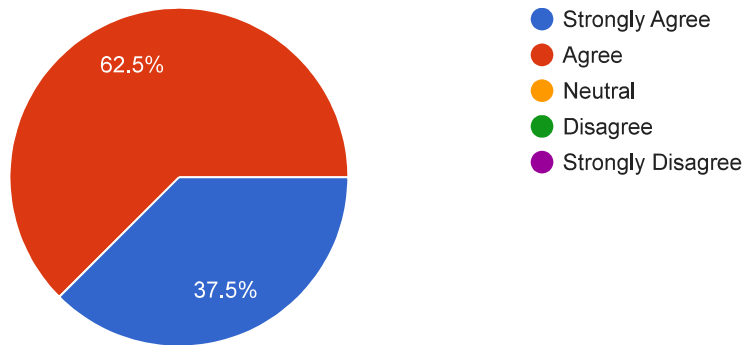
32 responses



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

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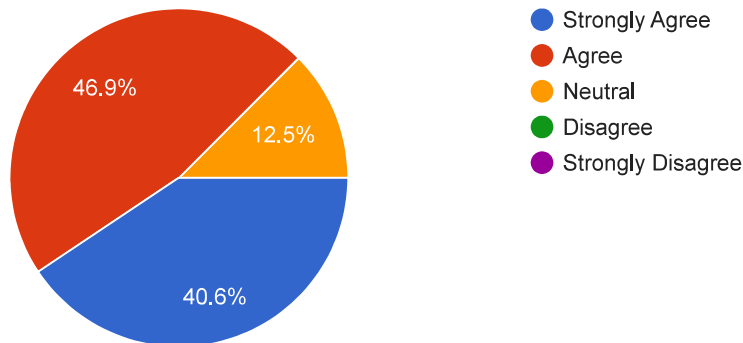
32 responses



5. Students are involved in curriculum design and development

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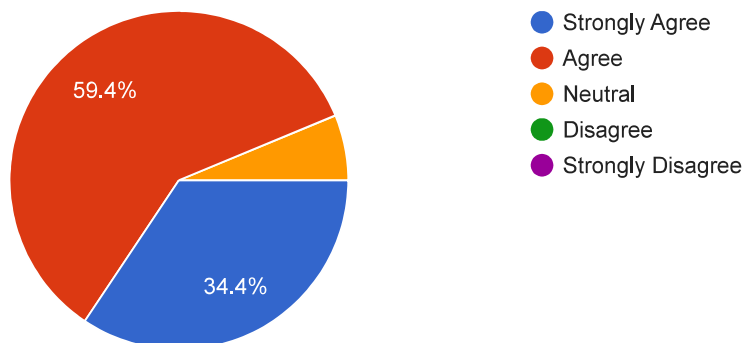
32 responses



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

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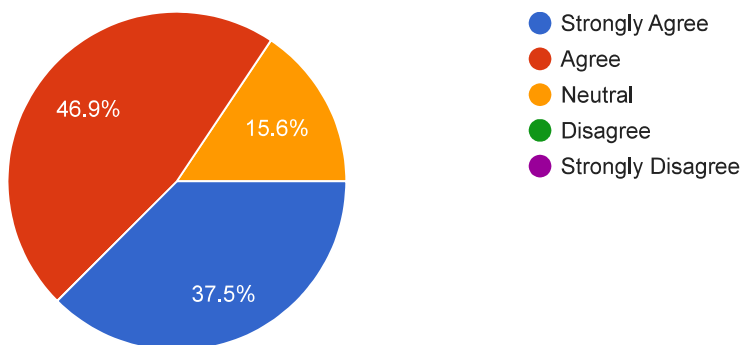
32 responses



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

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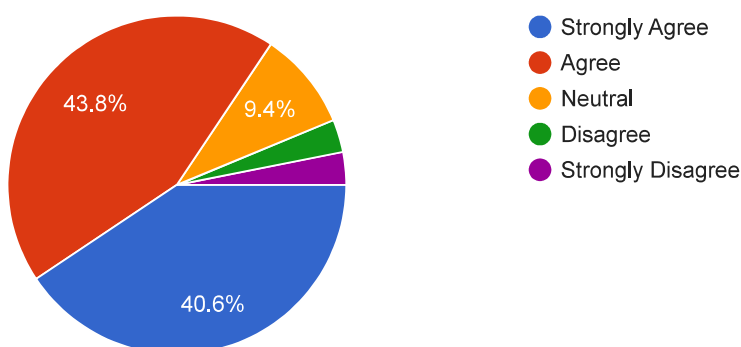
32 responses



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

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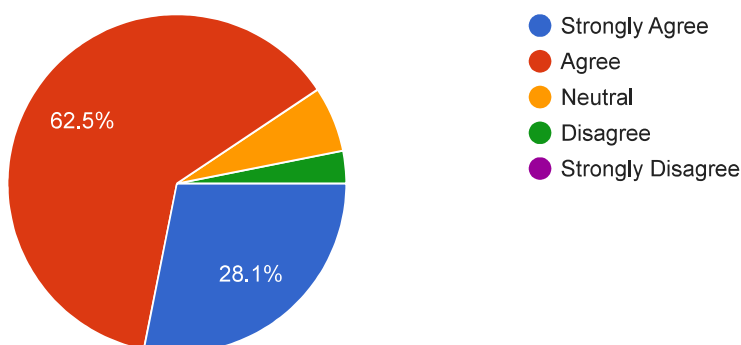
32 responses



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

 [Copy chart](#)

32 responses



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

32 responses

No need

Yes

Update course content regularly with practical examples, real-world applications, and interactive learning methods to improve understanding and engagement.

Good

Yes

No suggestions

Yes

Good no suggestions

No

Very good

No needed

Any suggestions for improvement in any course content, if needed

*

Your answer

Any suggestions for improvement in any course content, if needed

No

This improvement in any course

No nddi

Agree

Communication skill development

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A.S.D. Government Degree College for Women (Autonomous), Kakinada
Department of Economics
ANALYSIS OF STUDENTS' FEEDBACK ON CURRICULUM
Even Semester – Academic Year: 2025–26

The Department of Economics collected feedback from students of **II and IV Semesters** regarding the curriculum and its transaction during the Even Semester of the academic year **2025–26** through an online feedback system. A total of **32 students** participated in the feedback process. The feedback focused on course objectives, curriculum relevance, skill development, employability, experiential learning, multidisciplinary approach, and curriculum revision.

Observations

- The overwhelming majority of students (**96.9%**) either **Strongly Agreed** or **Agreed** that the **course objectives and course outcomes were clearly defined and effectively communicated** to them.
- Students expressed high satisfaction with the curriculum, stating that it **helps them gain knowledge while fostering social values, ethics, communication skills, and leadership qualities**, thereby contributing to their overall personality development.
- More than **96%** of the respondents agreed that the curriculum effectively **develops employability and entrepreneurship skills**, indicating its practical orientation and career relevance.
- Students highly appreciated the integration of **cross-cutting issues** such as **Gender, Human Values, Professional Ethics, Environment, and Sustainability**, reflecting the institution's commitment to value-based education and NEP-2020 objectives.
- Most students felt that the curriculum is **periodically revised to address local, national, and global needs** and appreciated its relevance to current academic and societal requirements.
- Students acknowledged that the curriculum effectively promotes **multidisciplinary learning and skill development**, enabling them to explore knowledge beyond their core discipline.
- The majority of respondents appreciated the opportunities provided for **experiential learning**, including projects, fieldwork, and practical activities, which enhanced their understanding of economic concepts.
- Students also agreed that the curriculum provides **adequate exposure to recent trends and advancements** in Economics and related fields.
- A few constructive suggestions were received from students, including:

- Updating course content regularly with recent economic developments and practical examples.
- Increasing the use of real-world applications and interactive teaching methods.
- Strengthening communication skill development.
- Continuing practical and activity-based learning approaches.

ACTION TAKEN REPORT

Based on the feedback received from students, the Department of Economics proposes the following initiatives:

1. Curriculum Enhancement

- ✓ Greater emphasis will be placed on incorporating **recent economic developments, Union Budget highlights, Economic Survey findings, RBI reports, and contemporary case studies** into classroom teaching.
- ✓ Faculty members will update learning materials periodically with current examples and practical applications.

2. Skill-Oriented Learning

- ✓ More **case studies, problem-solving exercises, assignments, and project-based learning** will be introduced to strengthen employability and entrepreneurial skills.
- ✓ Students will be encouraged to participate in **field surveys, mini research projects, and data collection activities** related to local economic issues.

3. Teaching–Learning Innovations

- ✓ Faculty members will increase the use of **interactive teaching methods** such as group discussions, quizzes, seminars, presentations, and collaborative learning.
- ✓ Greater use of **ICT-enabled teaching**, digital resources, online databases, RBI publications, and NITI Aayog reports will be encouraged.

4. Experiential Learning

- ✓ Additional opportunities will be provided for **field visits, internships, community-based learning, and practical exposure** to strengthen the application of economic concepts.
- ✓ Communication and presentation skills will be further developed through classroom activities and student seminars.

5. Continuous Quality Improvement

- ✓ The feedback mechanism will continue every semester to monitor curriculum effectiveness.

✓ Suggestions received from students will be placed before the **Board of Studies (BoS)** for consideration during curriculum revision and syllabus enrichment.

Conclusion

The feedback analysis indicates that students are **highly satisfied** with the Economics curriculum offered during the **Even Semester of the academic year 2025–26**. They appreciated the clarity of course outcomes, relevance of the curriculum, focus on employability, integration of ethical and social values, multidisciplinary learning, and experiential education. The constructive suggestions mainly emphasize updating course content with recent developments, increasing practical exposure, and adopting more interactive teaching methods. The Department of Economics remains committed to continuously enhancing the curriculum in accordance with **NEP-2020**, stakeholder expectations, and emerging developments in the discipline.



DEPARTMENT OF ECONOMICS
A.S.D.GOV'T. DEGREE COLLEGE (W)
AUTONOMOUS
KAKINADA

Analysis of the student feedback and action taken report

PHYSICS DEPARTMENT 2026 March

82 responses came from Student Feedback for the Physics Department from Major and Minor students. Below is the analysis report followed by a suggested Action Taken Report.

Analysis of Student Feedback Report

- **Participation and Demographics:** The survey received **82 responses** primarily from students in the B.Sc. Physics Major and Minor programs across the 2023-24, 2024-25, and 2025-26 batches on various subjects / papers
- **Clarity of Objectives:** There is a very high level of clarity regarding course goals, with **90.2% of students strongly agreeing** that course objectives and outcomes are well-defined and communicated.
- **Value-Based Education:** A significant majority (**98.8% combined**) agree or strongly agree that the curriculum fosters knowledge, social values, ethics, and leadership skills.
- **Social Relevance:** The curriculum is seen as socially responsible, with **98.8% of respondents** agreeing that it effectively addresses cross-cutting issues like gender, human values, and environmental sustainability.
- **Student Engagement in Design:** Students feel included in the academic process, as **97.5% agree** that they are involved in curriculum design and development.
- **Skill and Multidisciplinary Integration:** The integration of skill development and multidisciplinary courses is highly rated, with **73.2% strongly agreeing** that these areas are effectively explored.
- **Experiential Learning:** Every respondent agreed (**100%**) that the curriculum provides opportunities for internships, projects, and fieldwork, though the intensity of agreement varied (**70.7% strongly agree, 29.3% agree**).
- **Course Content Feedback:** While the majority of students (**58.5%**) had no specific suggestions for improvement, some qualitative feedback indicated a desire for more **"interactive"** sessions and **"additional"** resources or information.

Action Taken Report (ATR)

Based on the feedback analysis, the following steps are suggested to maintain and improve the quality of the Physics Department programs, after careful deliberations

1. **Maintain Transparency in Communication:** Continue the successful practice of defining and communicating course outcomes at the start of each semester, as this area received the highest "Strongly Agree" rating.
2. **Enhance Interactive Pedagogy:** In response to student suggestions for "interactive" content, the department plans more active learning strategies, such as **peer-led discussions, live demonstrations**, and Virtual classroom models.
3. **Expand Resource Access:** Address requests for "additional" information by providing curated digital repositories, **supplementary reading materials**, or advanced problem sets for each course module.
4. **Strengthen Industry Links for Experiential Learning:** While 100% of students recognize experiential opportunities, nearly 40% only "Agree" rather than "Strongly Agree." To improve this, the department now focus on **new MOUs with industries** and research labs to provide a wider variety of internship choices and Experiential learning.
5. **Reinforce Cross-Cutting Themes:** Continue integrating ethics and sustainability into core physics subjects, ensuring these topics are not just peripheral but part of the core technical discussion.



Dr. B.Surya Narayana Devara
Lecturer incharge Physics Department

**A.S.D. GOVERNMENT DEGREE COLLEGE (Women),
(Autonomous), KAKINADA**
Department of Physics



DEPARTMENT OF PHYSICS

STUDENT FEEDBACK ON CURRICULUM

2025-2026

EVEN SEMESTER

Student Feedback Form-Physics Department July 2026

Name of the Student *

N vijaya chinni

Programme *

☒ [B.SC](#) Physics Major 2024-25 Batch

☐ [B.SC](#) Physics Minor 2024-25 Batch

☐ B.Sc Physics Major 25-26 Batch

☐ Industry Expert

☐ Subject Expert/ teacher

☐ Alumni

☐ Other:

Name of the Course on which giving Feedback *



Waves and Optics



Heat and Thermodynamics Sem-II



Electricity and Magnetism



Modern Physics



Introduction to Nuclear and Particle Physics



Other:

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



Strongly Agree



Agree



Neutral



Disagree



Strongly Disagree

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

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Google Forms

Student Feedback Form-Physics Department July 2026

110 responses

[Publish analytics](#)



Name of the Student

110 responses

Ragam Anusha

Allu praneetha

Pakalapati Krishnaveni

R Lakshmi parvathi

K.monika lakshmi

Samsani Divya kumari

Vijaya chinni

Mohammad ayesha bibi

Devarapu Sailaja

Palepu Veeraveni

P. Uma Devi

P.Lakshmi

Sk Basheeramma

Nathi kavya

G. Devi amrutha

S. Revathi

S. Divya kumari

D.Divya Jyothi

Mercy

A Satya veni

M sri Gayatri

V.tejasri suryakala



Surekha NIDADAVOLU

K. Dhana sai Lakshmi

N sridevi

B. Praneetha

P. Satya sai sivani

P.Reshma devi

Seela Ramya

B iswarya

K Ramya Sri Devi

Pranathi

Ch. Hyma vathi

Ch. Hyma vathi

P. Bhuvana

P. Satya sai sivani

G. Devi amrutha

P. Bhuvana

Nidadavolu.Surekha

P vikeka nandini

P.Bhuvana

v Gowrisri

P. Uma devi

P.Reshma devi

Nathi kavya

Ch.Hyma vathi



Koduri monika lakshmi

P vikeka nandini

M sri Gayatri

M sri Gayathri

N vijaya chinni

Ch.Hymavathi

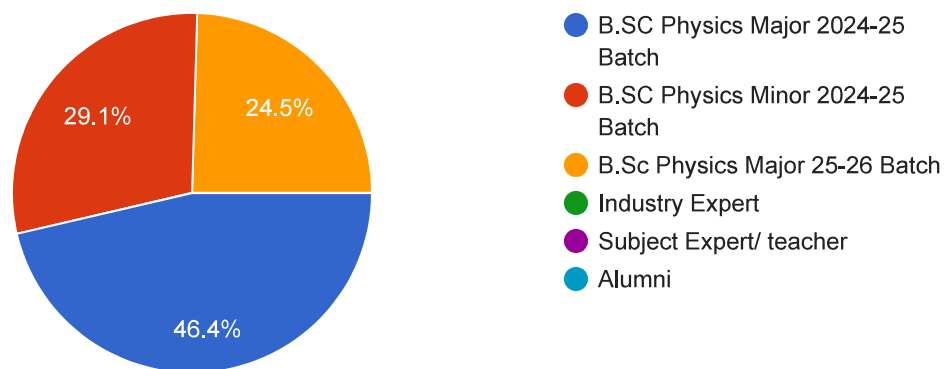
R lakshmi parvathi

Vijaya chinni

Programme

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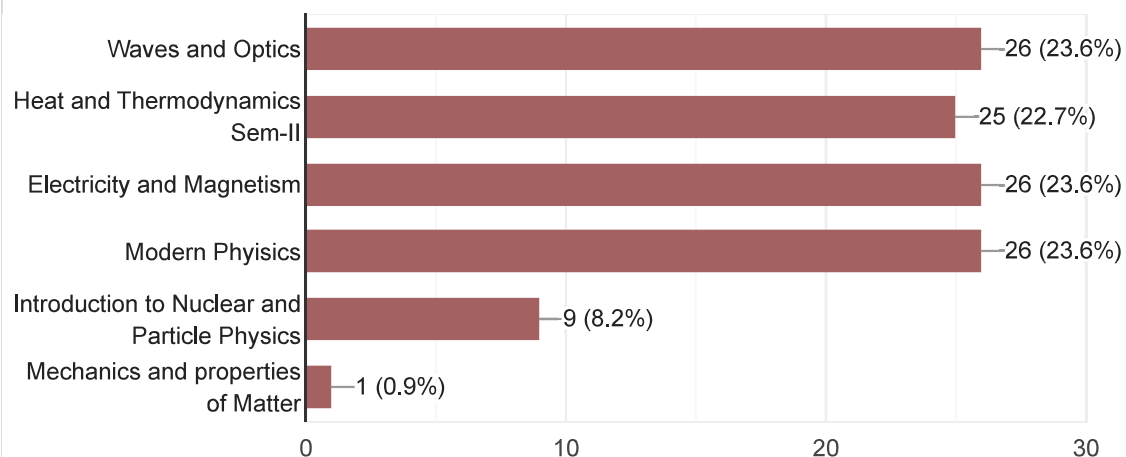
110 responses



Name of the Course on which giving Feedback

 [Copy chart](#)

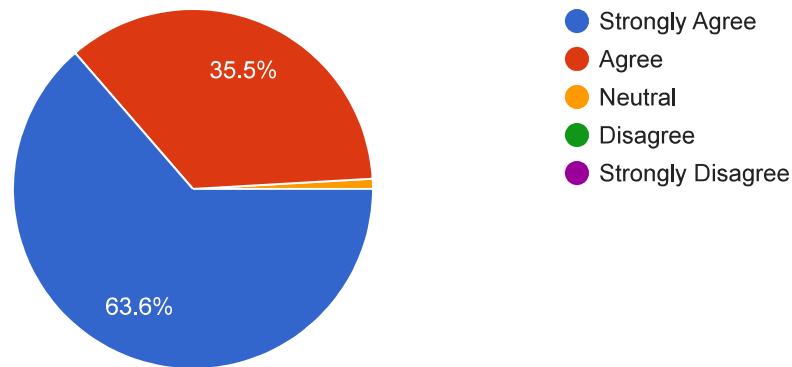
110 responses



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

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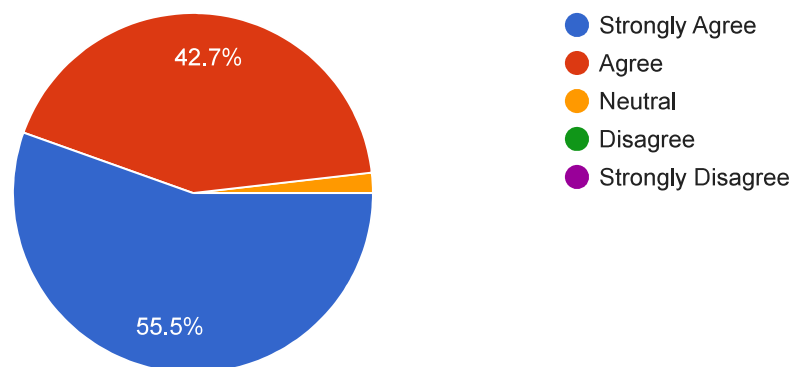
110 responses



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

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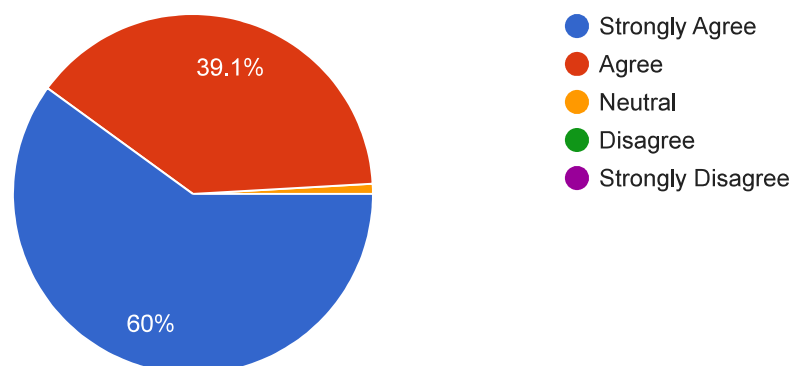
110 responses



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

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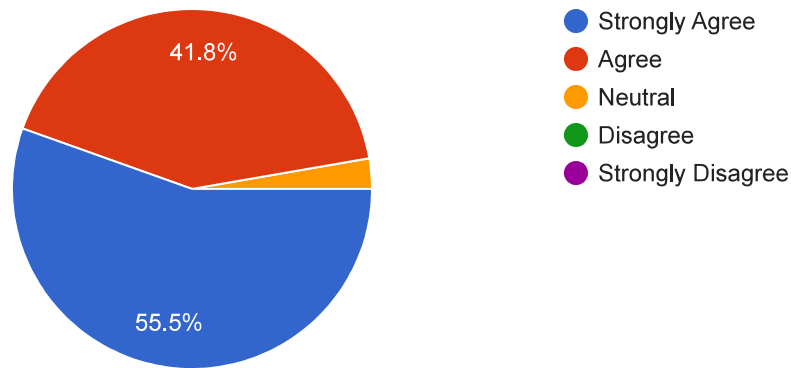
110 responses



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

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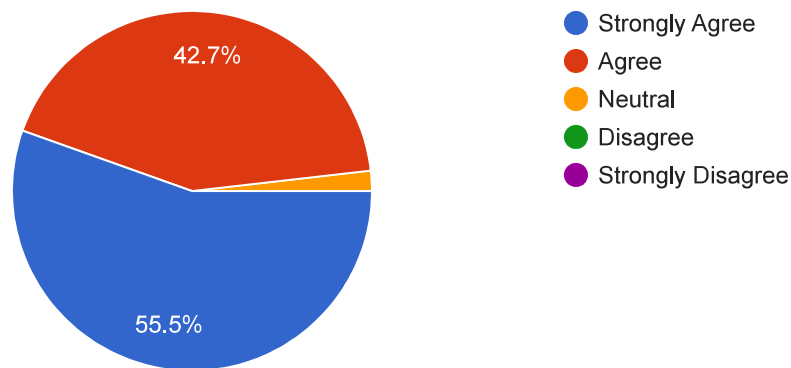
110 responses



5. Students are involved in curriculum design and development

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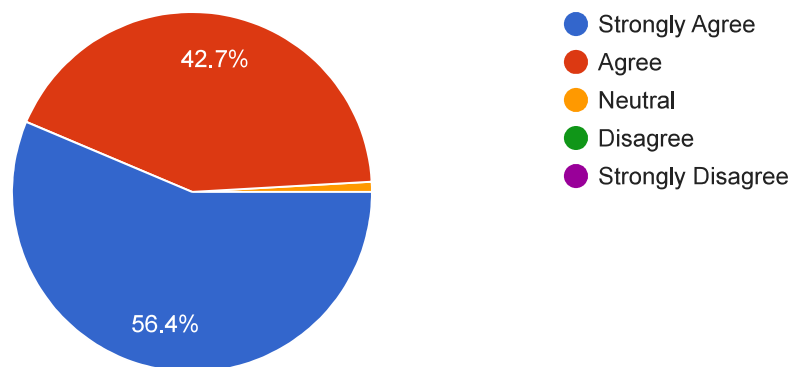
110 responses



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

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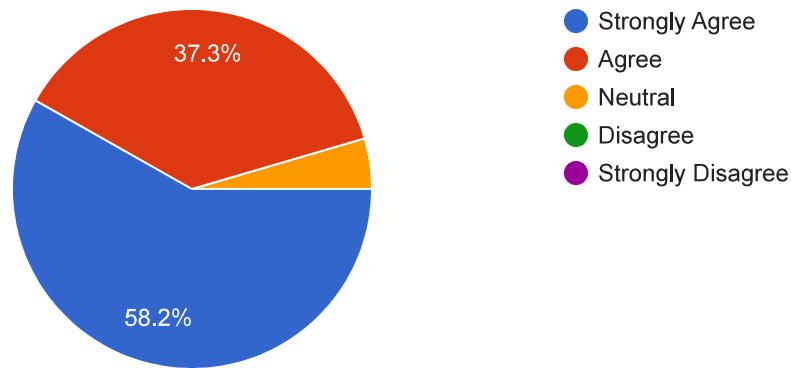
110 responses



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

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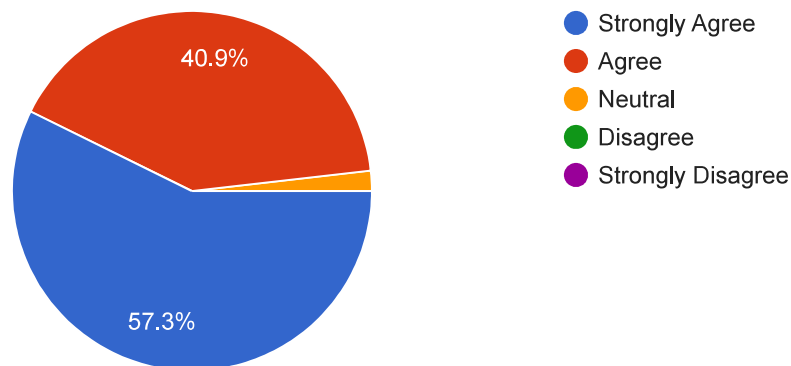
110 responses



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

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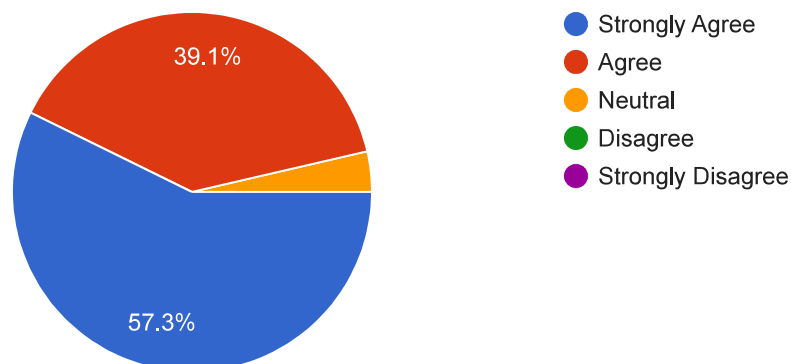
110 responses



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

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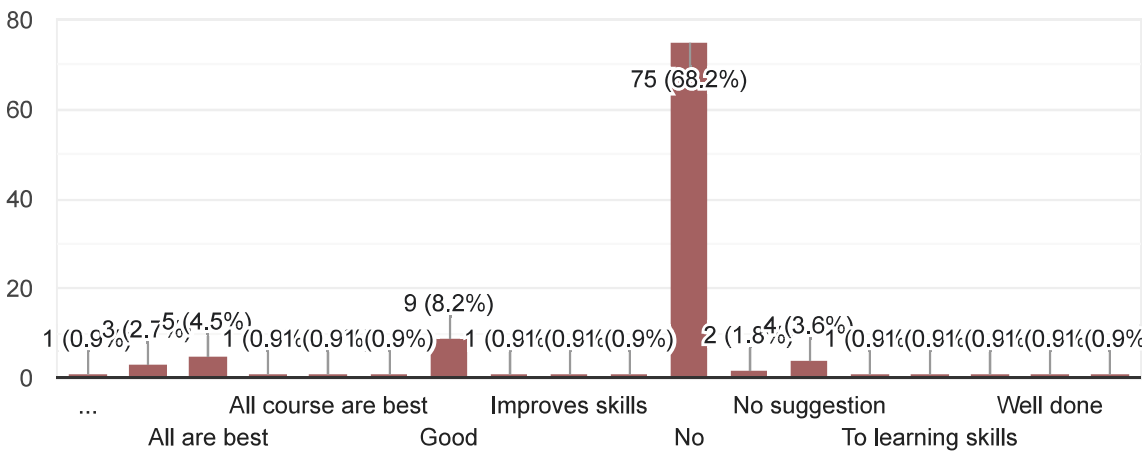
110 responses



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

 Copy chart

110 responses



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Google Forms





ASDGDC For Women (Autonomous) Kakinada

Student feedback analysis Even Semester (Sem-2, Sem-4)

Physics Department July 2026

Based on the **Student Feedback Form – Physics Department (July 2026)** comprising **110 student responses**, the overall feedback is highly encouraging. For every criterion, more than **95% of the students either "Strongly Agree" or "Agree"**, indicating a very high level of satisfaction with the curriculum and its implementation.

Student Feedback Form-Physics D...

Student Feedback Analysis

Overall Observation

- Total Responses: **110**
- The feedback reflects **excellent student satisfaction** with the curriculum, teaching-learning process, skill development, and curriculum relevance.

Department Strengths

Based on the feedback, the major strengths of the Department of Physics are:

1. Well-defined Course Outcomes

- Nearly all students agreed that course objectives and outcomes are clearly communicated.
- This reflects effective academic planning and transparency.

Student Feedback Form-Physics D...

2. Knowledge and Holistic Development

- Students appreciated that the curriculum promotes knowledge, communication skills, ethics, leadership qualities and social values.
- More than 98% expressed positive feedback.

Student Feedback Form-Physics D...

3. Skill Development and Employability

- Students strongly felt that the curriculum enhances employability and entrepreneurship skills.
- The curriculum is perceived as career-oriented.

Student Feedback Form-Physics D...

4. Integration of Human Values

- Excellent appreciation was received for incorporating gender sensitivity, environmental awareness, sustainability, and professional ethics.

Student Feedback Form-Physics D...

5. Student Participation

- Students acknowledged opportunities to participate in curriculum development and feedback mechanisms.
- This indicates a student-centric academic environment.

Student Feedback Form-Physics D...

6. Curriculum Relevance

- Students agreed that the curriculum is regularly updated according to local, national, and global needs.

Student Feedback Form-Physics D...

7. Multidisciplinary Learning

- The curriculum successfully integrates multidisciplinary and skill-development courses beyond the core discipline.
- This aligns well with the objectives of NEP-2020.

Student Feedback Form-Physics D...

8. Experiential Learning

- Students appreciated opportunities through internships, projects, practical work and experiential learning activities.

Student Feedback Form-Physics D...

9. Exposure to Recent Trends

- Students acknowledged that the curriculum introduces recent developments in Physics and emerging technologies.

Student Feedback Form-Physics D...

Department areas of improvement (Identified from Feedback)

Although the feedback is overwhelmingly positive, a few areas deserve continuous attention for the overall development of Department.

1. Experiential learning may be expanded through:
 - More industry visits
 - Research internships
 - Live projects
 - Collaborative activities with research laboratories.
 2. Students would benefit from greater exposure to:
 - Emerging Physics technologies
 - Quantum Computing
 - Artificial Intelligence applications in Physics
 - Data Science tools.
 3. Additional value-added and certificate courses can further strengthen employability.
-

Department of Physics

Action Taken Report on Student Feedback (July 2026)

Feedback Received	Action Taken
Students appreciated clearly defined Course Outcomes.	Course Outcomes (COs) and Programme Outcomes (POs) will continue to be explained during course orientation and displayed in classrooms
Students appreciated skill-oriented curriculum.	More hands-on laboratory experiments, seminars, group discussions and PowerPoint presentations will be incorporated.
Students appreciated employability focus.	Additional training programmes on communication skills, interview skills, aptitude and resume preparation will be organized through industry partners such as Naandi Foundation.
Students appreciated multidisciplinary learning.	More interdisciplinary topics including AI, Data Science and Quantum Computing applications will be integrated through seminars and certificate courses.
Students appreciated experiential learning.	The department will strengthen internships, industrial visits, project-based learning and research-oriented activities.
Students appreciated exposure to recent developments.	Guest lectures by scientists, alumni and industry experts will be organized regularly.
Small percentage of students remained neutral.	Faculty members will conduct periodic mentoring, obtain continuous feedback and clarify curriculum expectations more effectively.
Students provided very few suggestions for improvement.	Continuous Quality Improvement (CQI) practices will be maintained through periodic curriculum review, stakeholder feedback and Board of Studies recommendations.

Conclusion

The feedback analysis indicates that the **Department of Physics has achieved an excellent level of student satisfaction**, with **over 95% positive responses across all evaluation parameters**. Students particularly appreciated the clarity of course outcomes, quality of curriculum, employability orientation, ethical values, multidisciplinary learning, experiential opportunities and exposure to emerging trends. The Department will continue to strengthen industry interaction, research exposure, skill development and outcome-based education to ensure continuous quality enhancement in accordance with **NEP-2020**, **NAAC**, and **APSCHE** quality benchmarks.

A handwritten signature in green ink, reading "Deva B S N". The signature is written in a cursive style, with the first name "Deva" and the last name "N" being more prominent. The middle initials "B S" are written in a smaller, more compact style.

In-charge

Physics Department

STUDENTS FEEDBACK ON CURRICULUM 2025-26

DEPARTMENT OF MICROBIOLOGY - SEM I, III & V

Name of the Student *

M. Bhargavi

Programme *

☐

B.Sc.(Microbiology Major)

☒

B.Sc. Zoology (Microbiology-Minor)

☐

B.Sc. Botany (Microbiology-Minor)

☐

Other:

.....

Semester *

☐

Sem-I

☐

Sem-III

☒

Sem-V

Name of the Course *

Dropdown



Applied Microbiology



Regd. No *

2376030

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

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

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

More practical training and research orientation

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

Google Forms

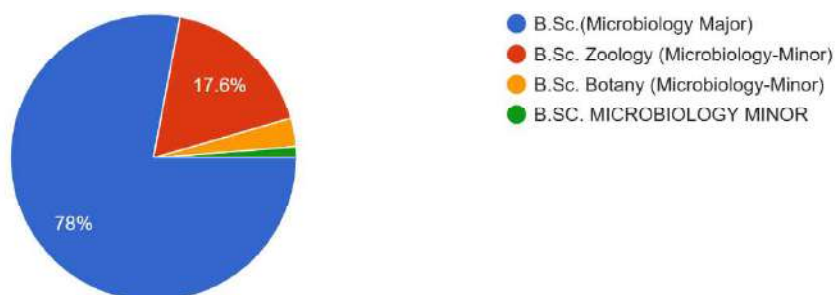
A.S.D. GOVERNMENT DEGREE COLLEGE FOR WOMEN(A)
DEPARTMENT OF MICROBIOLOGY

ANALYSIS OF STUDENT'S FEED BACK ON CURRICULUM

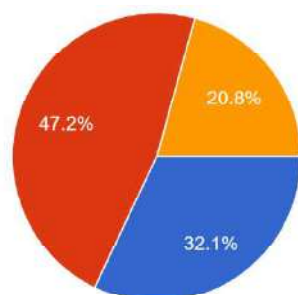
ACADEMIC YEAR 2024-25

SEMESTERS - SEM I, III & V

Programme
159 responses

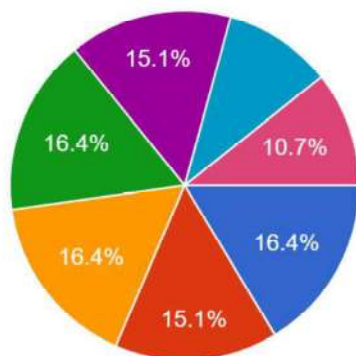


Semester
159 responses



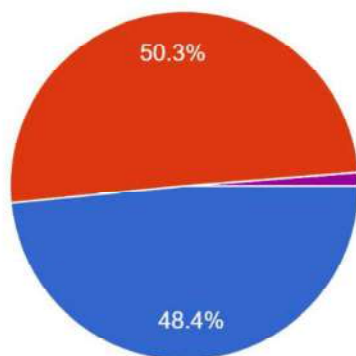
- Sem-I
- Sem-III
- Sem-V

Name of the Course
159 responses



- Introduction to Microbiology and Microbial Diversity
- Principles of Bacteriology & Microbial Techniques
- Eukaryotic Microorganisms
- Biomolecules and Enzymology
- Microbial and Analytical Techniques
- Immunology and Medical Microbiology
- Applied Microbiology

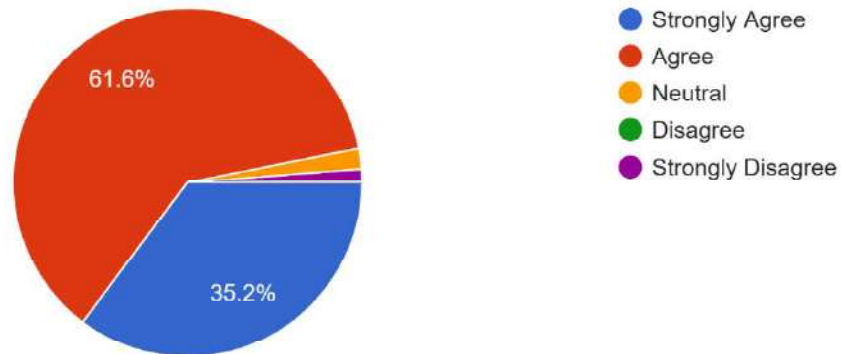
1. Course objectives and Course outcomes are well defined and communicated to students.
159 responses



- Strongly Agree
- Agree
- Neutral
- Disagree
- Strongly Disagree

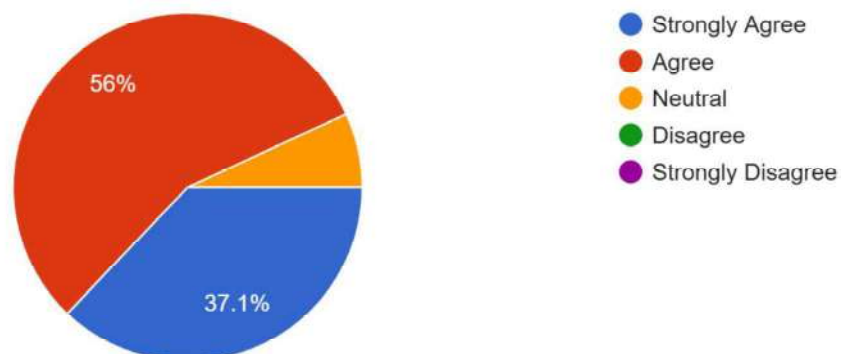
2. Course content helps to gain knowledge, foster social values, ethics, communication skills and leadership skills.

159 responses



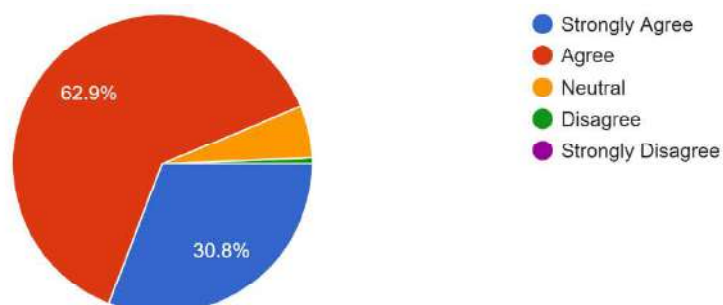
3. Curriculum addresses skill development and enhances Employability and Entrepreneurship skills

159 responses



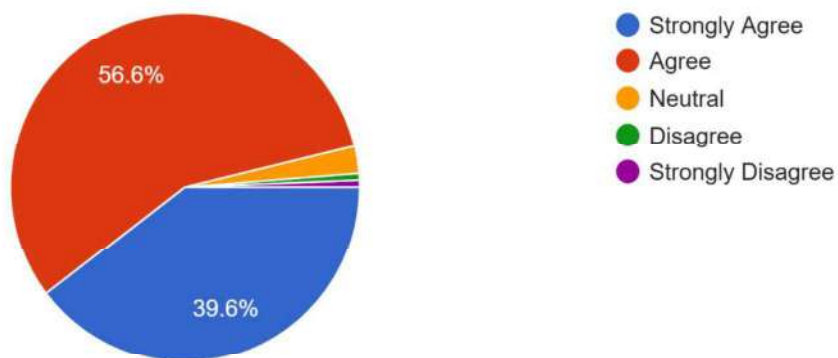
4. Curriculum focusses on cross-cutting issues like Gender, Human values, Professional Ethics, Environment and Sustainability.*

159 responses



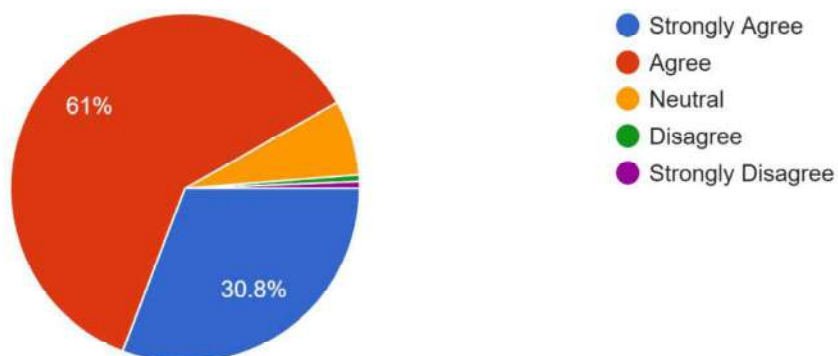
5. Students are involved in curriculum design and development.

159 responses



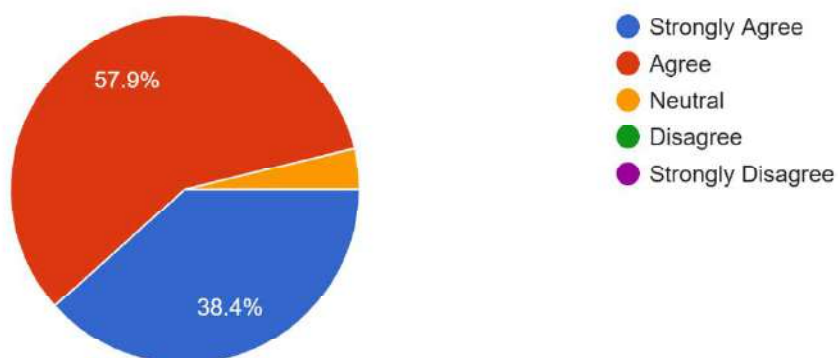
6. The curriculum is revised as per local, national, and global needs.

159 responses



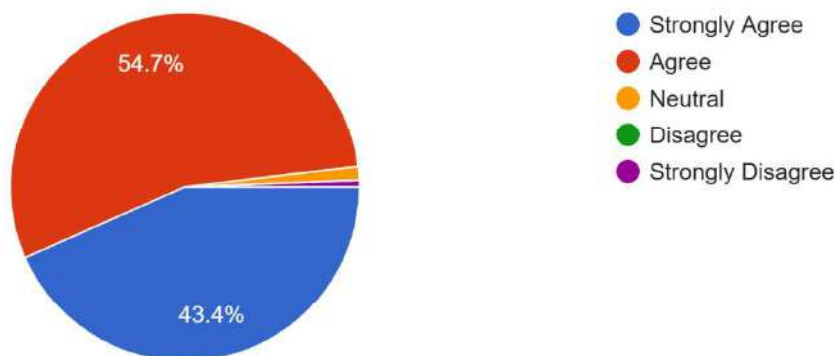
7. Curriculum effectively integrates multidisciplinary and skill development courses to explore areas outside the core discipline.

159 responses



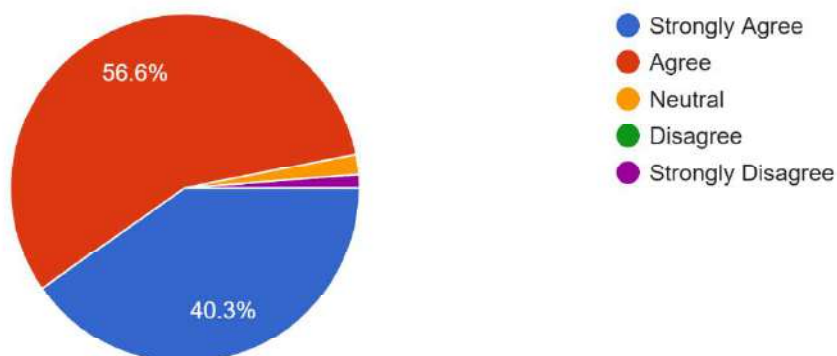
8. The curriculum provides opportunities for experiential learning such as internships, projects, fieldwork, etc.

159 responses



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

159 responses



10. Any suggestions for improvement in any course content, if needed
115 responses covering

More practical training and research orientation

We want extra periods for practical hours

Satisfied with the course

Workshops, seminars and guest lectures from experts can be included in the curriculum.

Provide interactive learning methods like discussions and activities

More opportunities for intern ship and field work should be provided

We need more practical hour's as we had only 2 hour's which are not sufficient

Use of modern technology and industrial exposure

Improve AI in deep learning



ANNAVARAM SATHYAVATHIDEVI GOVT. DEGREE COLLEGE FOR WOMEN(A)

(Accredited with NACC with "B" Grade in Cycle III)

DEPARTMENT OF MICROBIOLOGY

Action Taken Report on Students Feedback Collected On Curriculum and Its Transaction

ACADEMIC YEAR 2025-26

The feedback on Curriculum and its transaction was taken from the students of the Department of Microbiology in the Academic Year 2025-26.

OBSERVATIONS:

The students of the Department of Microbiology provided valuable feedback on the existing curriculum through the Google Form based survey.

Overall responses indicate that the curriculum is relevant, well-structured, and addresses the required academic and skill-development aspects.

Most students strongly agreed or agreed that:

- The curriculum meets the course outcomes.
- It enhances employability and entrepreneurship skills.
- It integrates multidisciplinary and skill-based learning.
- It is revised considering local, national, and global needs.
 - A few students suggested including more practical examples, applied microbiology topics, and detailed concepts to strengthen conceptual clarity and laboratory correlation in Biomolecules & Enzymology.
 - They stated to Provide interactive learning methods like discussions and activities which are already practiced in the department, but to increase the number of activities
 - Students emphasized the need for inclusion of More opportunities for internship and field work should be provided.
 - Students also recommended the inclusion of modern Microbial technology and industrial exposure in the Molecular biology & microbial Genetics paper
 - Some suggested to Improve AI in deep learning requirement.
 - Additional feedback highlighted the desire for more **lab-based learning, project-oriented sessions, and industry-relevant case studies** across all courses.

ACTION TAKEN REPORT:

- It was resolved to revise the syllabus to include other great discoveries in Microbiology such as Edward Jenner, Winogradsky etc., **Turbidometry technique in Fundamentals of Biochemistry & Analytical techniques, M-M equation analysis in Enzymology and** practical sessions with problem-based exercises will be incorporated and sought for discussion in BoS Meeting.
- **Requirement of Microbial & Analytical Techniques training and Field projects** will be planned as new emerging techniques demand of industry.
- Plans are in place to organize **guest lectures or workshops** from industry professionals.
- In **Molecular biology & Genetics paper, advanced hands-on training-based programs** to increase lab-based exercises for effective understanding.
- These changes will be proposed for formal inclusion in the upcoming **Board of Studies (BoS)** meeting and, upon approval, will be implemented in a phased manner from the next academic year.
- A case study will be added in Applied Biology course to better understand how to write a DPR
- In Immunology & Medical Microbiology clinical biochemistry lab approaches like Hb estimation will be added in the practical curriculum.

A mechanism for **continuous review and feedback** will be maintained post-implementation to ensure the effectiveness and relevance of the curriculum.


LECTURER IN CHARGE
MICROBIOLOGY DEPARTMENT
S.D. Govt. Degree College for Women
KAKINADA

STUDENTS FEEDBACK ON CURRICULUM 2025-26

DEPARTMENT OF MICROBIOLOGY - SEM II & IV Sem

Name of the Student *

Sharon

Programme *

☐ I B.Sc.(Microbiology Major)

☒ II B.Sc.(Microbiology Major)

☐ Other:

Semester *

☐ Sem-II

☒ Sem-IV

Name
of the
Course
*



D
r
o
p
d
o
w
n

r DNA technology, Biostatistics & Bioinformatics

Regd. No *

2477024

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

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

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.

*

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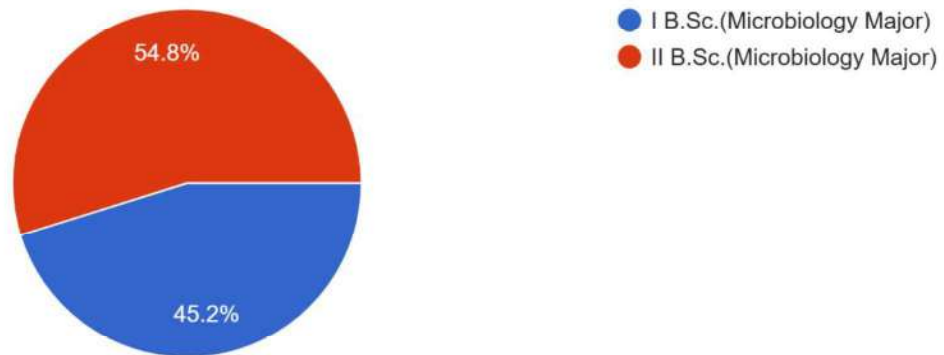
Google Forms

A.S.D. GOVERNMENT DEGREE COLLEGE FOR WOMEN(A)
DEPARTMENT OF MICROBIOLOGY
ANALYSIS OF STUDENT'S FEED BACK ON CURRICULUM
ACADEMIC YEAR 2025-26

SEMESTERS - SEM II, & IV

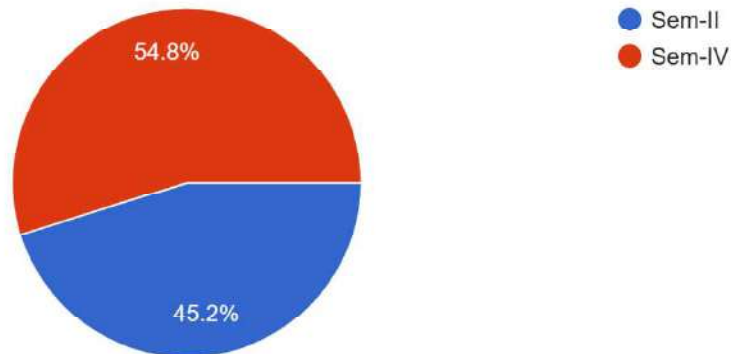
Programme

73 responses



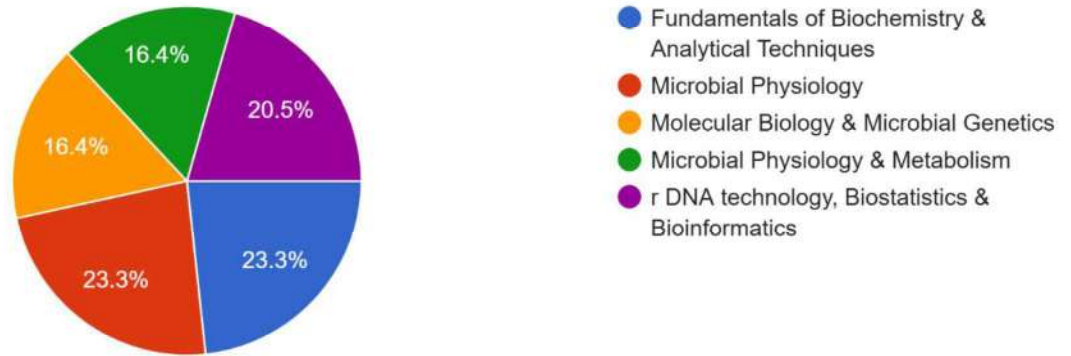
Semester

73 responses



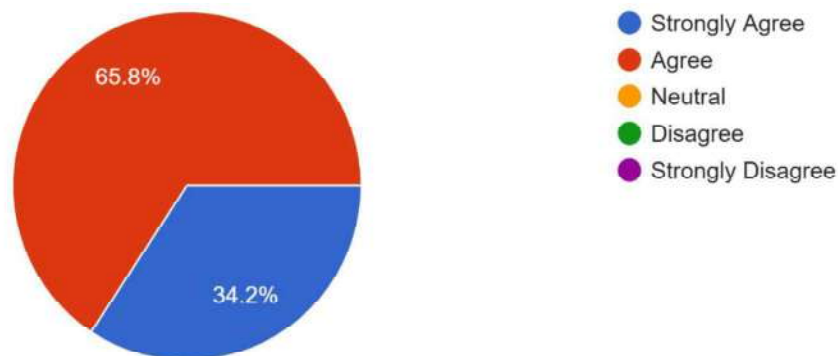
Name of the Course

73 responses



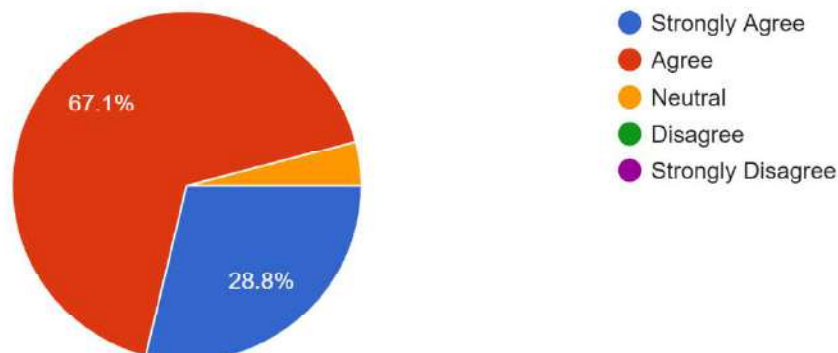
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73 responses



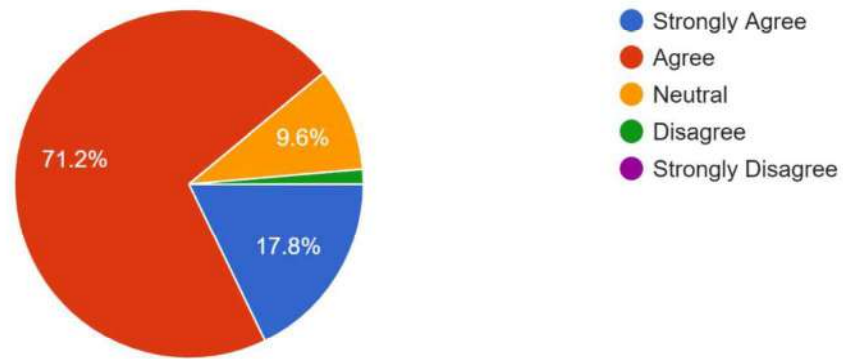
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73 responses



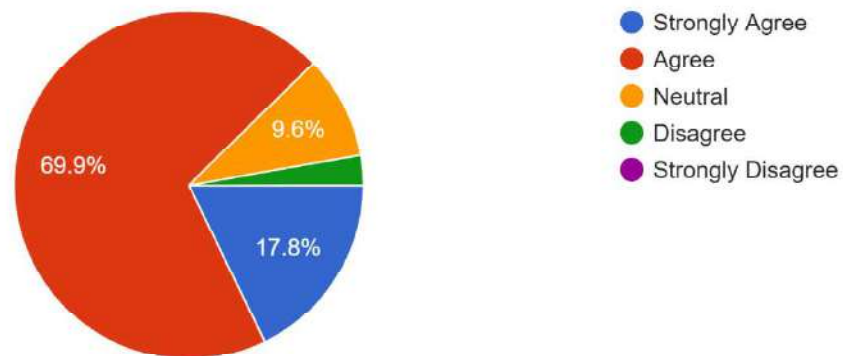
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73 responses



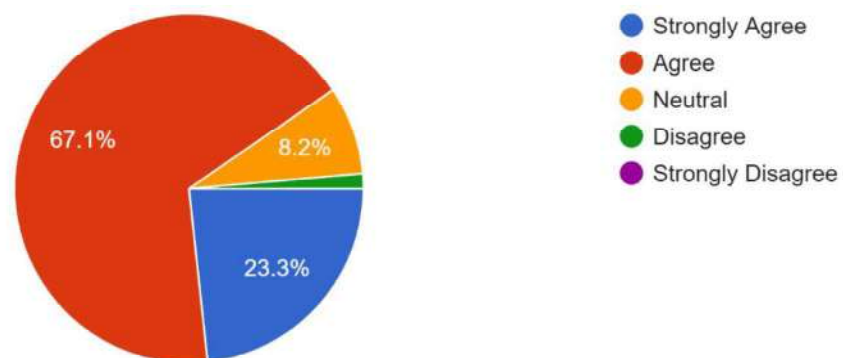
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73 responses



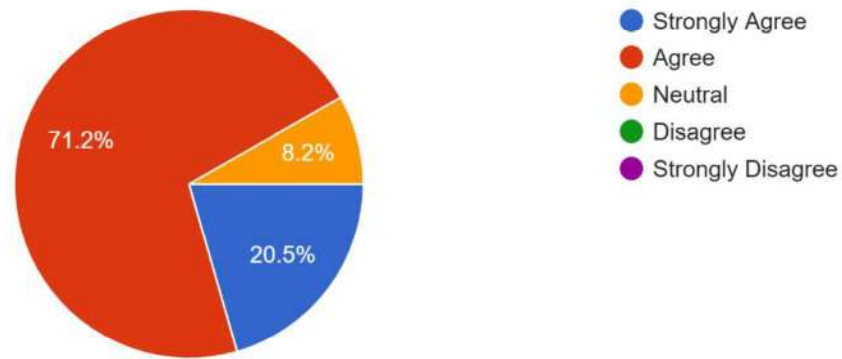
5. Students are involved in curriculum design and development.

73 responses



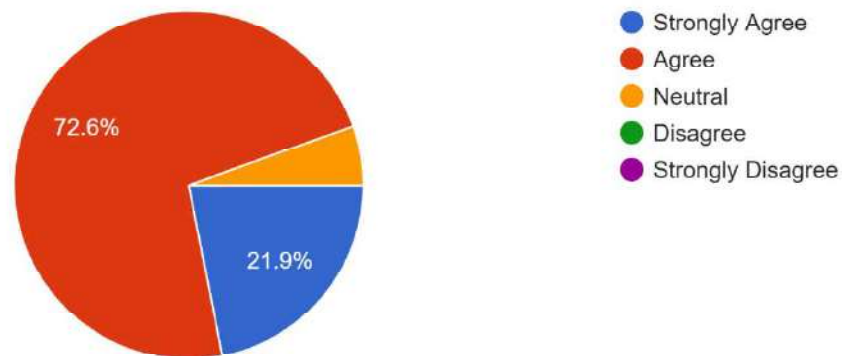
6. The curriculum is revised as per local, national, and global needs.

73 responses



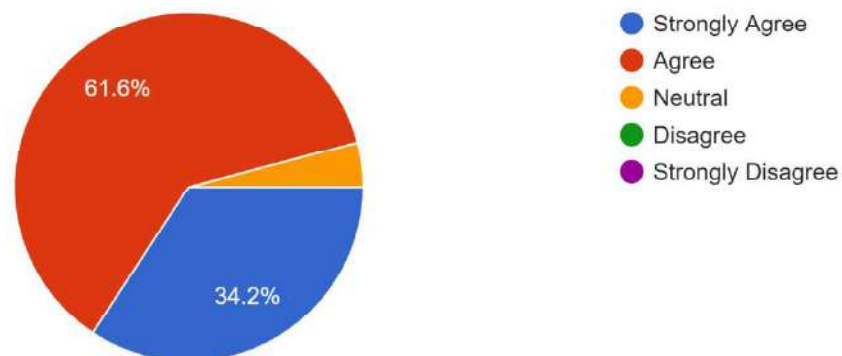
7. Curriculum effectively integrates multidisciplinary and skill development courses to explore areas outside the core discipline.

73 responses



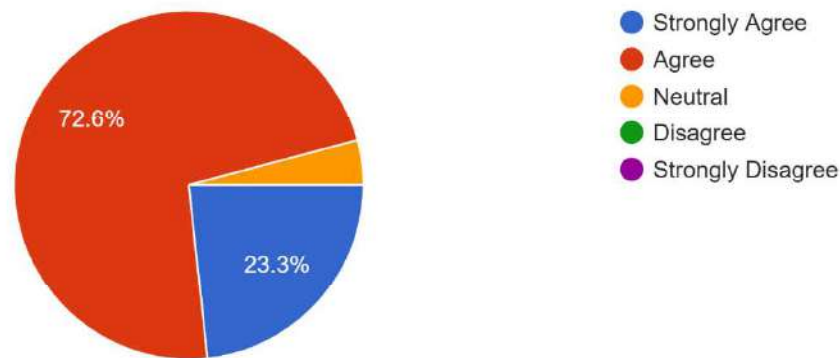
8. The curriculum provides opportunities for experiential learning such as internships, projects, fieldwork, etc.

73 responses



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

73 responses



10. Any suggestions for improvement in any course content, if needed
56 responses covering

More practical training and research orientation especially in Microbial physiology and Metabolism

Need extra topics in rDNA technology, bioinformatics and biostatistics

More Quizzes in online platform classes

Increase practical syllabus

No suggestions. The course content is well-structured and satisfactory

Incorporate topics in the syllabus recent advances such as CRISPR-Cas9, Next Generation sequencing (NGS) in Molecular Biology theory and hands-on Molecular Biology practical

Topics like Metagenomics in Genetics, AI in Bioinformatics, Metabolic engineering, and proteomics

Need extra time periods to perform practical experiments as we had only 2 hour's which are not sufficient

More Workshops, seminars and guest lectures from experts can be included in the curriculum.

More opportunities for internship and field work can be provided

Use of modern technology through industrial exposure trainings



ANNAVARAM SATHYAVATHIDEVI GOVT. DEGREE COLLEGE FOR WOMEN(A)

(Accredited with NACC with "B⁺⁺" Grade in Cycle IV)

DEPARTMENT OF MICROBIOLOGY

Action Taken Report on Students Feedback Collected on Curriculum and Its Transaction

ACADEMIC YEAR 2025-26

The feedback on Curriculum and its transaction was taken from the students of the Department of Microbiology in the Academic Year 2025-26.

OBSERVATIONS:

The students of the Department of Microbiology provided valuable feedback on the existing curriculum through the Google Form based survey.

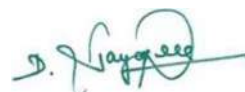
Overall responses indicate that the curriculum is relevant, well-structured, and addresses the required academic and skill-development aspects.

Most students strongly agreed that:

- The curriculum meets the course outcomes.
 - The course content is well-structured and satisfactory
 - It enhances employability and entrepreneurship skills.
 - It integrates multidisciplinary and skill-based learning.
 - It is revised considering local, national, and global needs and Industry skill demands.
- A few students suggested including more practical examples, applied microbiology topics, and detailed concepts to strengthen conceptual clarity and laboratory correlation in Microbial physiology and Metabolism
- They stated to Provide interactive learning methods like discussions and activities which are already practiced in the department, but to increase the number of activities
- Students emphasized the need for inclusion of More opportunities for internship and field work should be provided.
- Students recommended the addition of topics like CRISPR, Next Generation Sequencing (NGS) in r DNA technology, bioinformatics and biostatistics course.
- Students also recommended the inclusion of modern Microbial technology and industrial exposure in the in Molecular Biology
- Some suggested Topics like Metagenomics in Genetics, AI in Bioinformatics, Metabolic engineering, and proteomics
- Additional feedback highlighted the desire for more lab-based learning hours, project-oriented sessions, and industry-relevant case studies across all courses.

ACTION TAKEN REPORT:

- It was resolved to revise the syllabus to include M-M equation analysis in Enzymology and Metagenomics in Genetics, AI in Bioinformatics, Metabolic engineering, and proteomics practical sessions with problem-based exercises will be incorporated and sought for discussion in BoS Meeting.
- Requirement of Microbial & Analytical Techniques training and Field projects will be planned as new emerging techniques demand of industry.
- Plans are in place to organize guest lectures or workshops from industry professionals.
- In Molecular biology, r DNA technology, bioinformatics and biostatistics courses, advanced hands-on training-based programs to increase lab-based exercises for effective understanding through industrial visits.
- These changes will be proposed for formal inclusion in the upcoming Board of Studies (BoS) meeting and, upon approval, will be implemented in a phased manner from the next academic year.
- A case study will be added in Applied Biology course to better understand how to write a DPR
- A mechanism for continuous review and feedback will be maintained post-implementation to ensure the effectiveness and relevance of the curriculum.


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