

**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**

**2024-25**

# STUDENTS FEEDBACK ON CURRICULUM 2024-25

DEPARTMENT OF COMPUTER SCIENCE - SEM I, III, & V

Name of the Student \*

Pappu Bhargavi

Programme \*

- B.Sc.(Computer Science)
- B.Sc.(MPCS)
- B.Sc.(MSCS)
- B.Sc. (CS-Minor)

Semester \*

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

Name of the Course \*

Dropdown

Data Structures using C



Regd.No. \*

2374011

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

"We would like to have advanced topics such as nested interfaces and default methods in the curriculum since these are frequently asked in interviews."

"It would be beneficial if the syllabus covers nested interfaces and default methods, as these are important for placement preparation."

"Kindly add nested interfaces and default methods to the course content because we often encounter them in interviews and online coding platforms."

"We request more focus on nested interfaces and default methods in interfaces, as they are commonly discussed in technical rounds and we need practical understanding."

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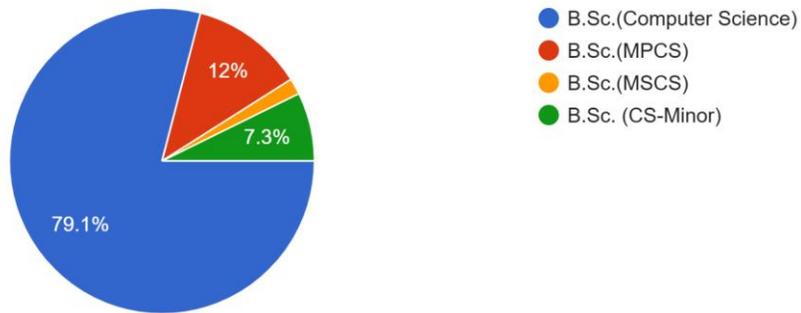
Google Forms

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

**ANALYSIS OF STUDENT’S FEEDBACK ON CURRICULUM  
ACADEMIC YEAR 2024-25  
SEMESTER - I, III & V**

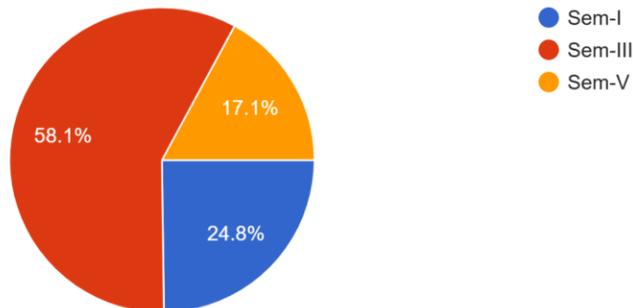
Programme

234 responses



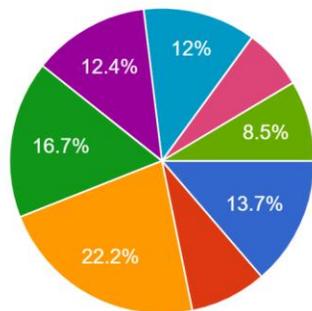
Semester

234 responses



### Name of the Course

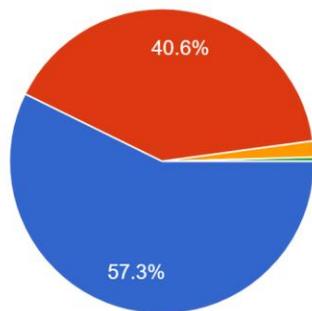
234 responses



- Essentials and applications of Mathematical, Physical and Chemical...
- Advances in Mathematical, Physical and Chemical Sciences
- Object Oriented Programming using J...
- Data Structures using C
- Computer Organization
- Operating Systems
- Web Interface Designing Technologies
- Web Applications Development using...

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

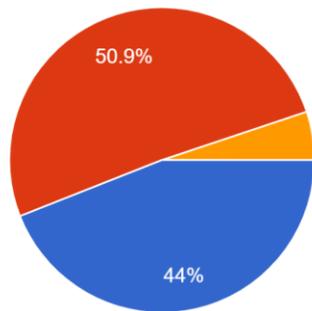
234 responses



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

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

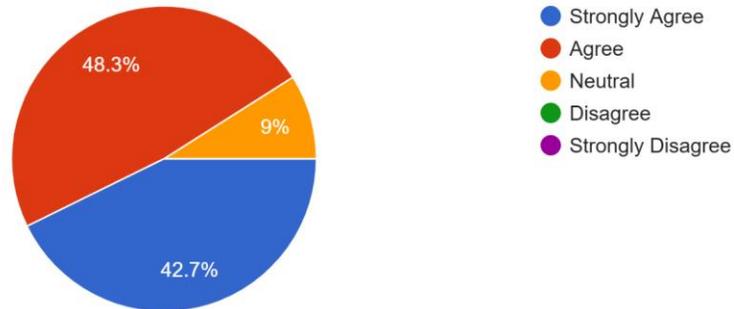
234 responses



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

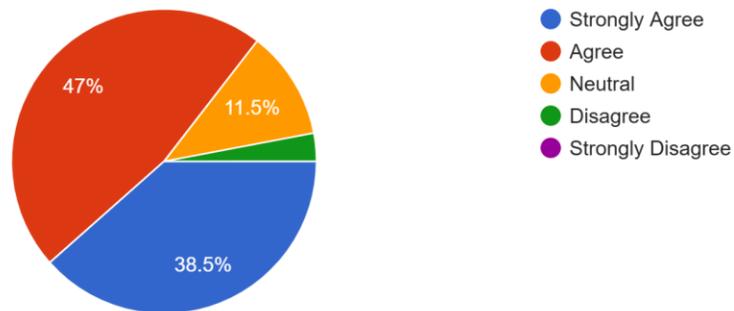
3. Curriculum addresses skill development and enhances Employability and Entrepreneurship skills

234 responses



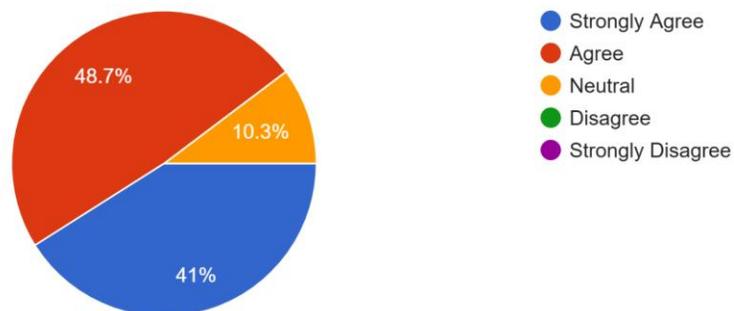
4. Curriculum focusses on cross-cutting issues like Gender, Human values, Professional Ethics, Environment and Sustainability.

234 responses



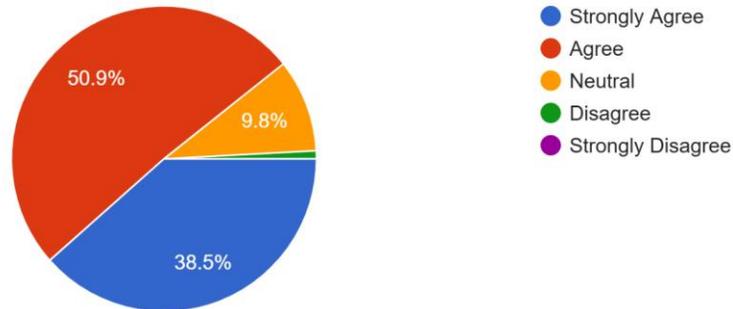
5. Students are involved in curriculum design and development.

234 responses



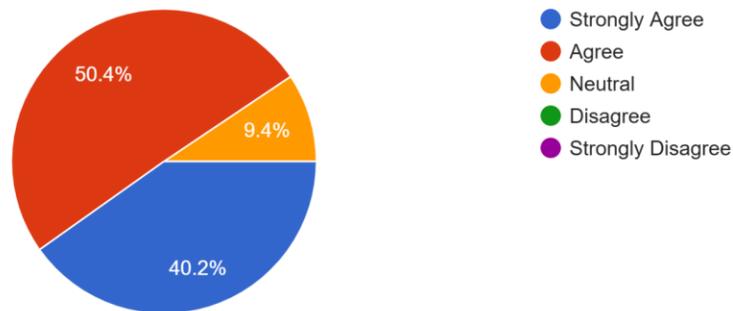
6. The curriculum is revised as per local, national, and global needs.

234 responses



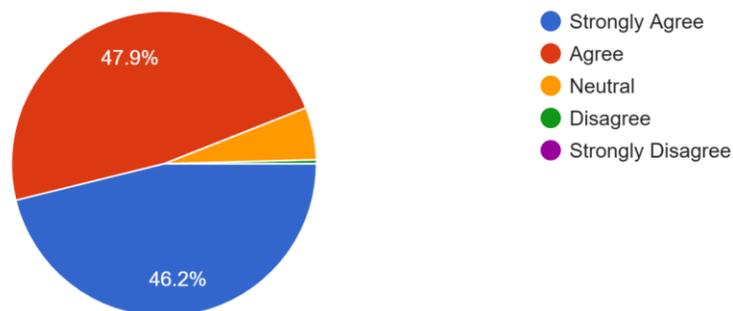
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234 responses



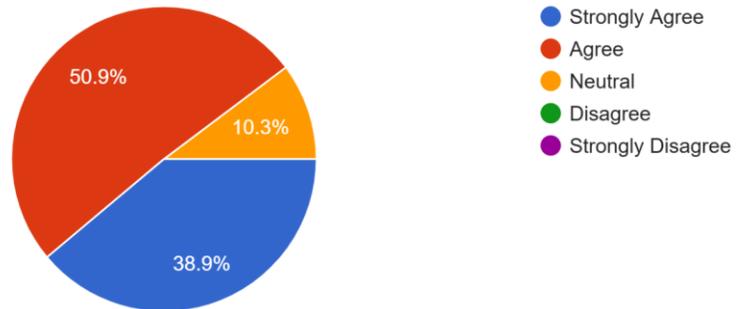
8. The curriculum provides opportunities for experiential learning such as internships, projects, fieldwork, etc.

234 responses



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

234 responses





**ANNAVARAM SATHYAVATHI DEVI GOVT. DEGREE COLLEGE FOR WOMEN(A)**

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

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 2024-25**

#### **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 2024-25.**

#### **OBSERVATIONS:**

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

- In programming, students sought deeper coverage of **Java SE**, including **nested interfaces, default/static methods, and interface inheritance**, along with more **hands-on coding practice** to improve readiness for interviews and industry roles.
- Students also recommended the inclusion of **graph algorithms** such as **Prim's, Kruskal's, and Dijkstra's** in the Data Structures course, with emphasis on **visual demonstrations and problem-solving sessions**.
- **Further, students sought** more practical exercises and examples **related to Java SE and java.lang packages, including real-world applications of built-in classes**.
- **They also recommended** visual demonstrations **and hands-on sessions for graph algorithms to enhance conceptual clarity and problem-solving skills**.

#### **ACTION TAKEN REPORT:**

- Plans are in place to organize **guest lectures or workshops** from industry professionals.
- It was decided to enhance the **Data Structures** curriculum by incorporating **detailed explanations and practice sessions on Prim's, Kruskal's, and Dijkstra's algorithms** with visual demonstrations and real-world examples.
- In **Object Oriented Programming using Java**, advanced topics such as **nested interfaces, default methods, static methods, and interface inheritance** will be included for better interview and coding test preparation.
- Additional **hands-on sessions and lab exercises on Java SE and java.lang packages** will be conducted to improve students' ability to work with Java's built-in classes.
- It is resolved that Faculty will prepare **supplementary learning materials and coding practice**

**sheets** to strengthen understanding of these advanced concepts.

- The proposal for syllabus revision and enrichment will be presented in the **upcoming Board of Studies (BoS) meeting** for formal approval and phased implementation.
- Also resolved to enhance practical skills of the student's with slow learning ability, **zero-hour lab sessions** and **competitive coding practices** will be provided.
- A mechanism for **continuous review and feedback** will be maintained post-implementation to ensure the effectiveness and relevance of the curriculum.

N.N.S. Gowai  
INCHARGE  
DEPT OF COMPUTER SCIENCE  
AID GOVT DEGREE COLLEGE (MAUTUNIONUS)  
KAKINADA

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

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Jagannaickpur, Kakinada.

**DEPARTMENT OF COMPUTER SCIENCE**



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

**SEMESTERS -II, IV**

**2024-25**

# STUDENTS FEEDBACK ON CURRICULUM 2024-25

DEPARTMENT OF COMPUTER SCIENCE - SEM II & IV

Name of the Student \*

Yamala Suchitha Devi

Programme \*

B.Sc.(Computer Science)

B.Sc. (CS-Minor)

Semester \*

Sem-II

Sem-IV

Name of the Course \*

Dropdown

Object Oriented Software Engineering



Regd.No. \*

2374016

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

Including SDLC models in the syllabus will help beginners like us get familiar with the basic steps involved in software projects

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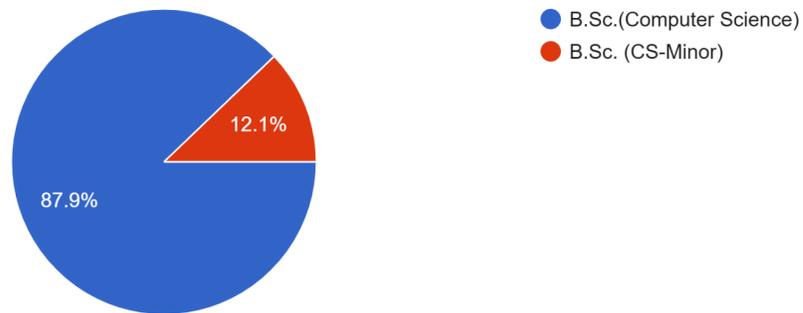
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Google Forms

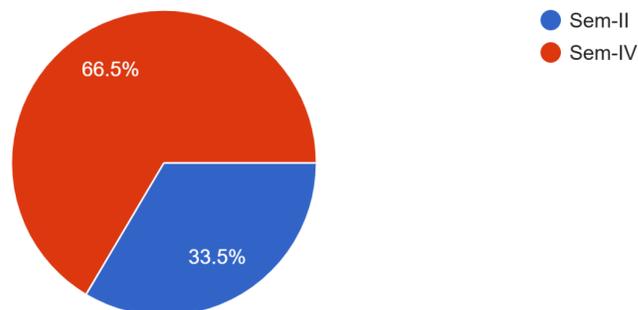
**A.S.D.GOVERNMENT DEGREE COLLEGE FOR WOMEN(A)**  
**DEPARTMENT OF COMPUTER SCIENCE**

**ANALYSIS OF STUDENT'S FEEDBACK ON CURRICULUM**  
**ACADEMIC YEAR 2024-25**  
**SEMESTER - II & IV**

Programme  
173 responses

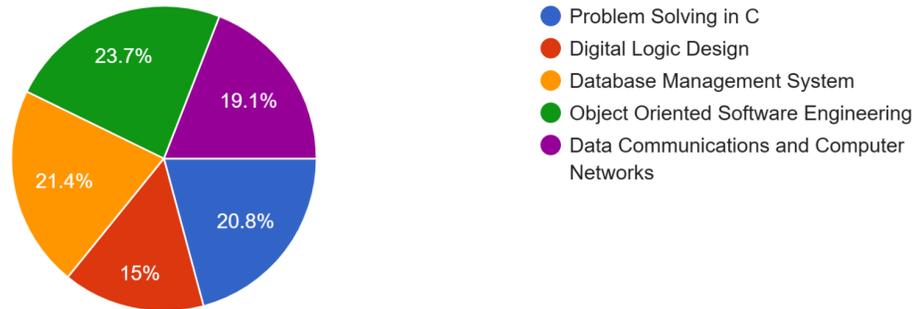


Semester  
173 responses



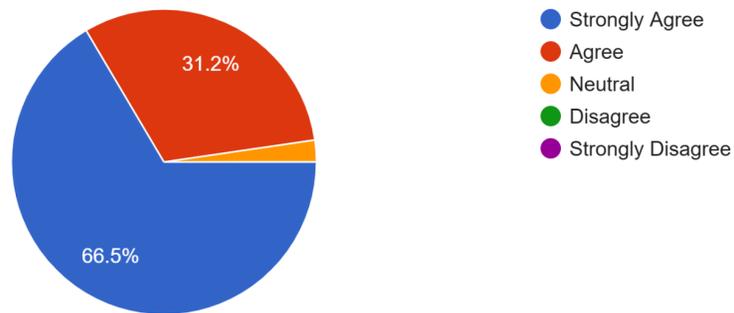
## Name of the Course

173 responses



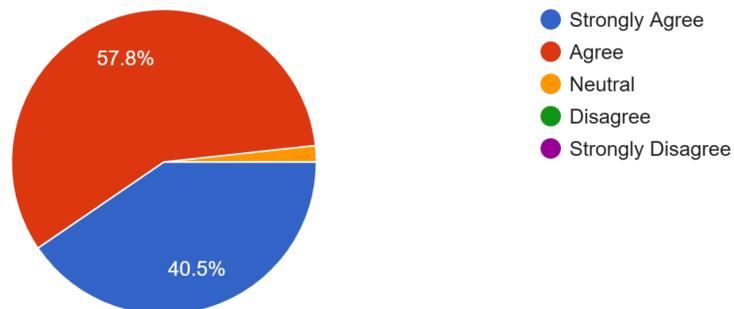
## 1. Course objectives and Course outcomes are well defined and communicated to students.

173 responses



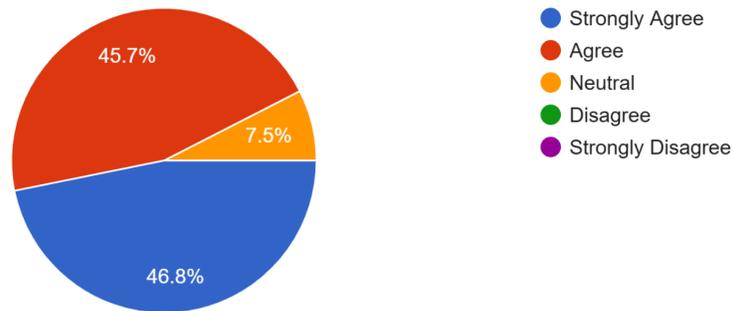
## 2. Course content helps to gain knowledge, foster social values, ethics, communication skills and leadership skills.

173 responses



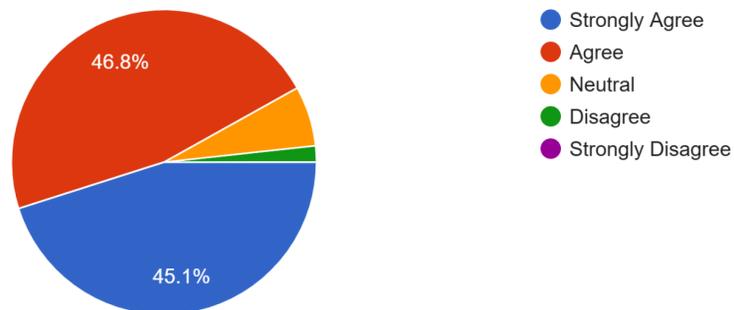
3. Curriculum addresses skill development and enhances Employability and Entrepreneurship skills

173 responses



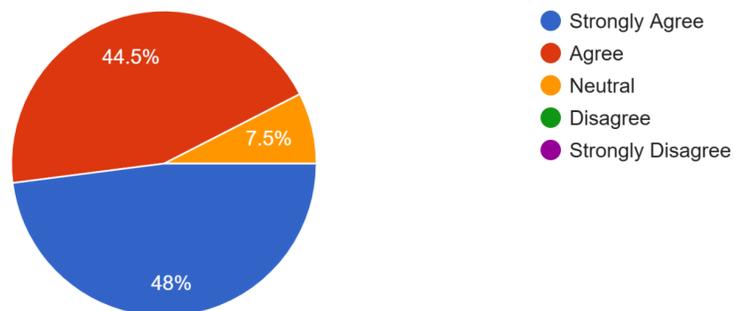
4. Curriculum focusses on cross-cutting issues like Gender, Human values, Professional Ethics, Environment and Sustainability.

173 responses



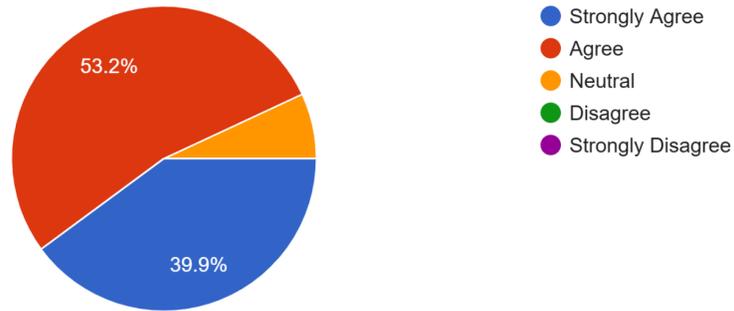
5. Students are involved in curriculum design and development.

173 responses



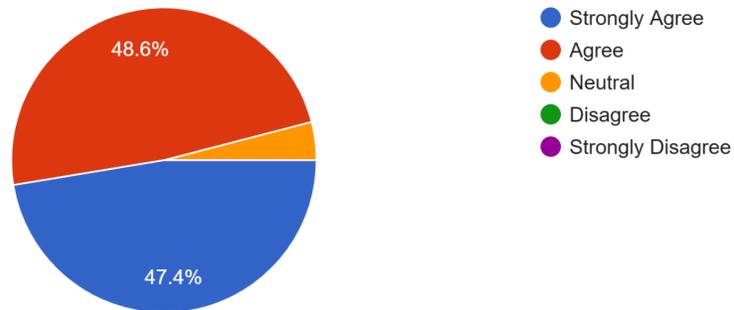
6. The curriculum is revised as per local, national, and global needs.

173 responses



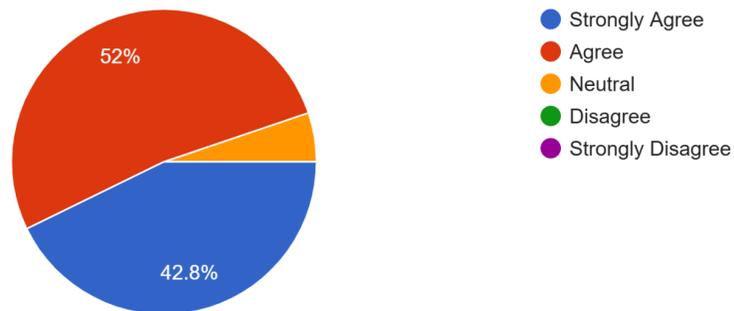
7. Curriculum effectively integrates multidisciplinary and skill development courses to explore areas outside the core discipline.

173 responses



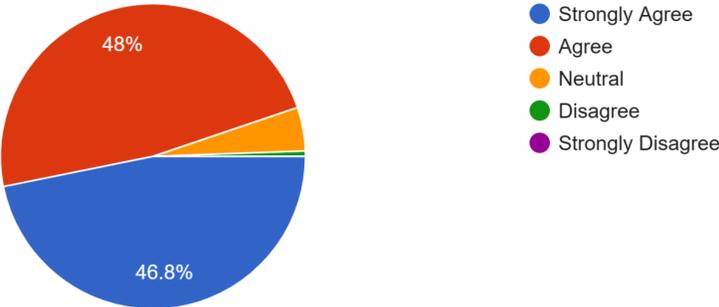
8. The curriculum provides opportunities for experiential learning such as internships, projects, fieldwork, etc.

173 responses



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

173 responses





**ANNAVARAM SATHYAVATHI DEVI GOVT. DEGREE COLLEGE FOR WOMEN(A)**

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

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 2024-25

#### 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 & IV in the Academic Year 2024-25.

#### OBSERVATIONS:

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

- Students emphasized the need for inclusion of **Classful Addressing, Subnetting, Subnet Masking, CIDR, and Supernetting** in the networking syllabus and also requested the integration of **visual tools and practical examples** to help relate networking concepts to industry scenarios.
- In software engineering, students requested the addition of **Requirement Elicitation Techniques** and a **comprehensive study of SDLC models** such as Agile, Waterfall, and Spiral, indicating their importance in real-world project development and client communication.
- 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 **Classful Addressing, Subnetting, Subnet Masking, CIDR, and Supernetting** in the DCCN curriculum. Supporting this, practical sessions with problem-based exercises will be incorporated and sought for discussion in BoS Meeting.
- **Requirement Elicitation Techniques** will be added as a new topic in OOSE. A detailed unit on **SDLC models**, enriched with case studies and real-world examples, will also be introduced.
- Plans are in place to organize **guest lectures or workshops** from industry professionals.
- 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.

*N.N.S. Eswari*  
IN CHARGE  
DEPT OF COMPUTER SCIENCE  
ANNAVARAM SATHYAVATHI DEVI GOVT. DEGREE COLLEGE (WOMEN) KAKINADA

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

**DEPARTMENT OF ENGLISH**

**STUDENTS FEEDBACK ANALYSIS ON CURRICULUM**

**REPORT 2024-2025**

SEMESTER -I

For the academic year 2024-2025, the feedback about the syllabus was collected from the stakeholder. The student's feedback form consisted of questions that truly indicated their satisfaction level about the syllabus. Given below are the conclusion obtain by analysing the student's feedback for the academic year 2024-2025.

- ❖ Most of the students (88%) agreed to the statement that: The Syllabus is suitable to the programme, need bases and updated.
- ❖ They syllabus has good balance between theory and application (72%).
- ❖ The syllabus generates interest in the subject area for (75%) of them.
- ❖ The syllabus is relevant to professional development and preparation for job for 73% of them.
- ❖ Around 75% of the syllabus covers recent trends and developments.
- ❖ The syllabus prepares and motivated 77% of the pursuer higher education/research.

# STUDENTS FEEDBACK ON CURRICULUM 2024-25

DEPARTMENT OF ENGLISH - SEMESTER - I A Course in Communication & Soft Skills

Email \*

skbasheeramma4@gmail.com

Name of the Student \*

Shaik Basheeramma

## Programme \*

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

## Register Number (Hall Ticket Number) \*

2474006

## Semester \*

1

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

Strongly Agree ▼

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

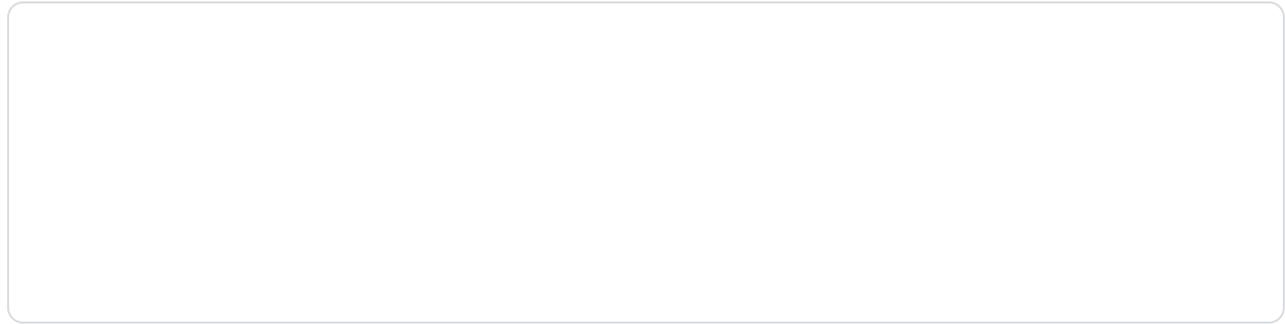
- Strongly Agree
- Agree
- Neutral
- Disagree
- Strongly Disagree

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

No

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Google Forms



# STUDENTS FEEDBACK ON CURRICULUM 2024-25

105 responses

[Publish analytics](#)



Iswarya

Palepu dhanasree

Indurthi sailaja

V sai harshika

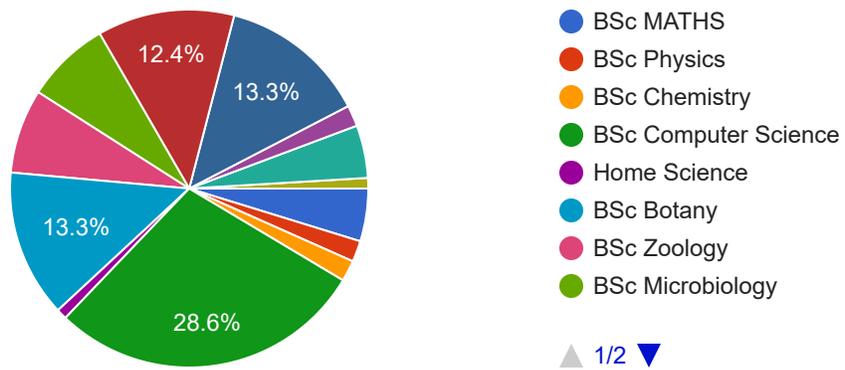
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### Programme

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105 responses

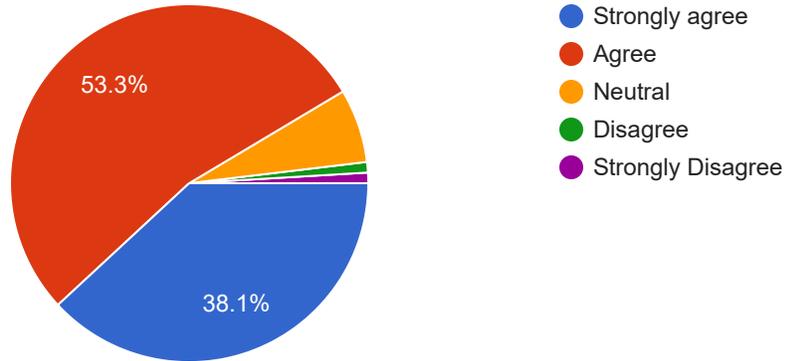




### 3. Curriculum addresses skill development and enhances Employability and Entrepreneurship skills

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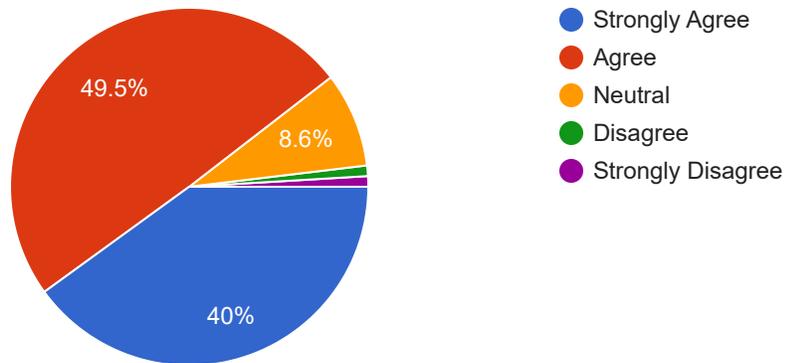
105 responses



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

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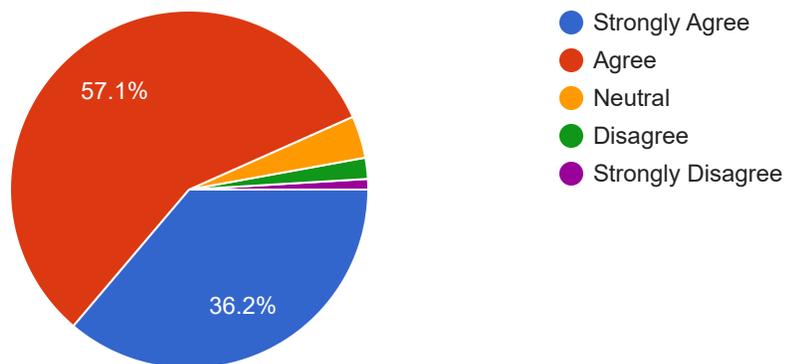
105 responses



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

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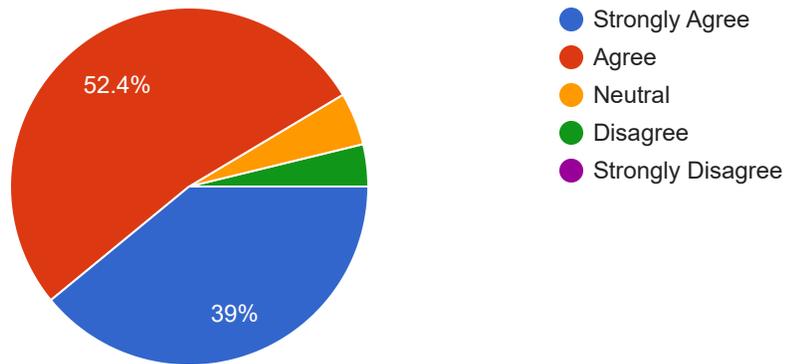
105 responses



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



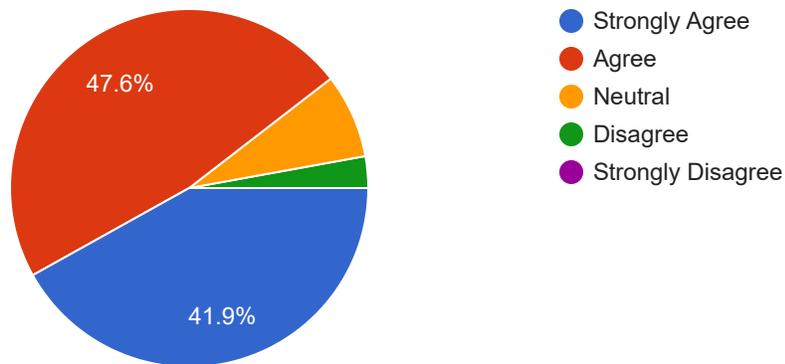
105 responses



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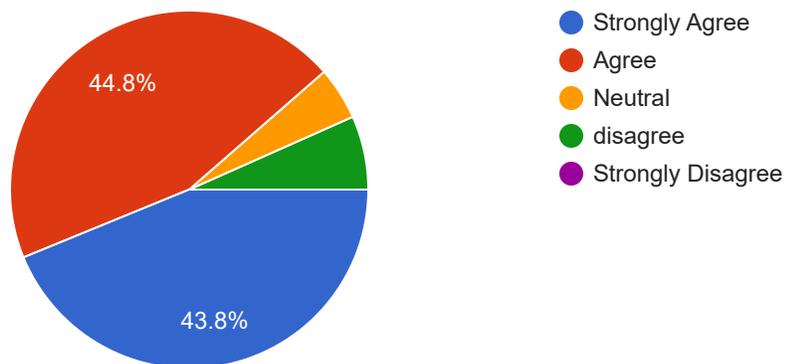
105 responses



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



105 responses





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

### Observations

The overall feedback from students reflects a largely positive perception of the curriculum and its communication. About 88% of the students agreed that the objectives are well defined and effectively communicated. There was high agreement on the curriculum's relevance to ethics, communication, and leadership, with many appreciating the inclusion of gender, ethics, and sustainability topics. However, a few students suggested that the curriculum could be updated further to strengthen its industry linkage and practical components. While most students expressed satisfaction and involvement, a small portion around 7 felt that the curriculum offers limited exposure to hands-on training. Additionally, there was a slight dip in strongly positive responses, with five students expressing disagreement, indicating a need for continuous review and enhancement to maintain high satisfaction levels.

### Action Taken Report

In response to the feedback received, several actions were implemented to enhance curriculum relevance, practical exposure, and industry linkage. Continued clarity on learning outcomes is ensured through orientation sessions, detailed course handbooks, visual aids, and displays on department notice boards and the LMS. Minor revisions were introduced to include case studies, role plays, and ethical dilemmas reflecting real-world contexts. Guest lectures by industry professionals, entrepreneurship modules, and mock interviews were incorporated, along with interactive sessions featuring startup founders. Collaboration with the Career Services Cell was strengthened to conduct more workshops, while activities such as Environment Day, Gender Sensitization Workshops, and Ethics in Literature seminars further reinforced value-based learning. Student representation in the Board of Studies (BOS) and feedback forums was continued, with BOS meetings now held more frequently to incorporate expert and alumni inputs. Open electives and interdepartmental collaborations were expanded, encouraging participation in interdisciplinary certificate courses. Internship opportunities were increased with the addition of mandatory mini-projects and fieldwork components, supported through partnerships with NGOs and firms. Furthermore, reading lists were updated, and sessions on emerging fields like AI and digital humanities were introduced, complemented by regular invited talks on current academic and career trends.



V. N. D.  
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AUTONOMOUS  
KAKINADA

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

**DEPARTMENT OF ENGLISH**

**STUDENTS FEEDBACK ANALYSIS ON CURRICULUM**

**SEMESTER II**

**REPORT 2024-2025**

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

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

# STUDENTS FEEDBACK ON CURRICULUM 2024-25

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

Email \*

harikasatyadevipotnuri@gmail.com

Name of the Student \*

P.harika satya devi

## Programme \*

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

## Register Number (Hall Ticket Number) \*

2474037

## Semester \*

2

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

Agree 

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

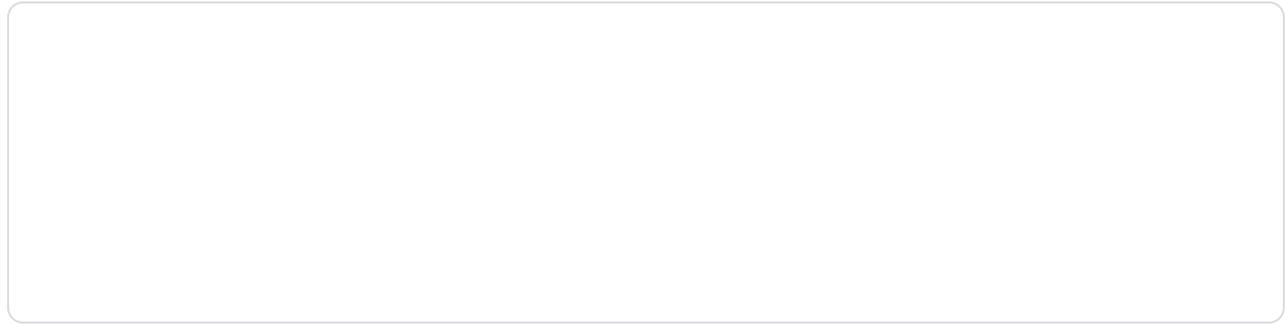
- Strongly Agree
- Agree
- Neutral
- Disagree
- Strongly Disagree

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

No

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

Google Forms



# STUDENTS FEEDBACK ON CURRICULUM 2024-25

169 responses

[Publish analytics](#)



Madakam.Lova sri

Kowsalya

Kondagunturi.Dhana sai Lakshmi

Yarabala Devi Moulika

Tiramsetti durga divya jyothsna

Vathadi Naga Tulasi

Dadala vishala

Teki yasangwini

Guttala ramata keerthi

Jonnagada Sri Kanya

G. V. S. Likhitha

G kavya Sri

Oleti. Mounika

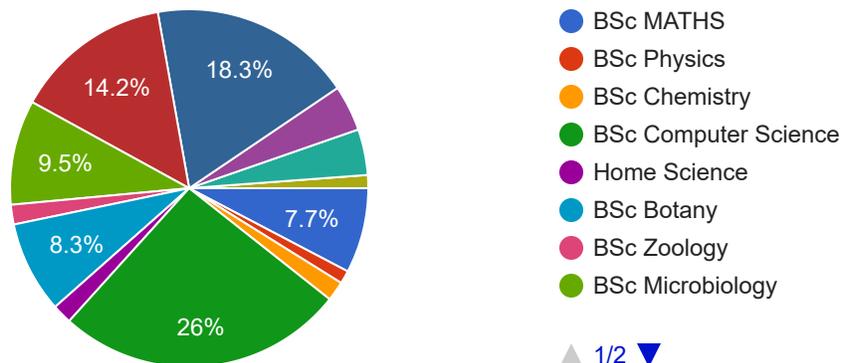
Mylapilli lakshmi

41 more responses are hidden

### Programme

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169 responses



▲ 1/2 ▼



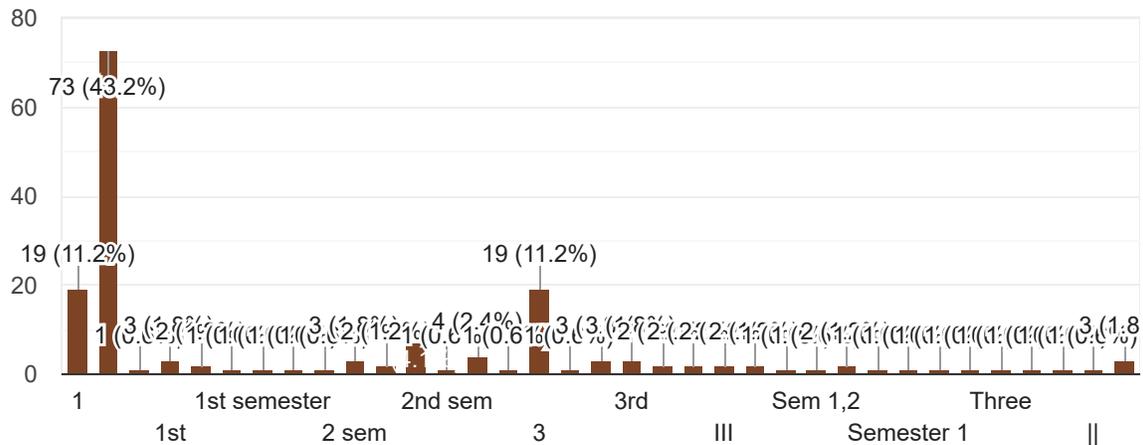
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- 2462020
- 2461061
- 202400019813
- 2461040
- 202400016159
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- 2477026
- 2474042

31 more responses are hidden

### Semester

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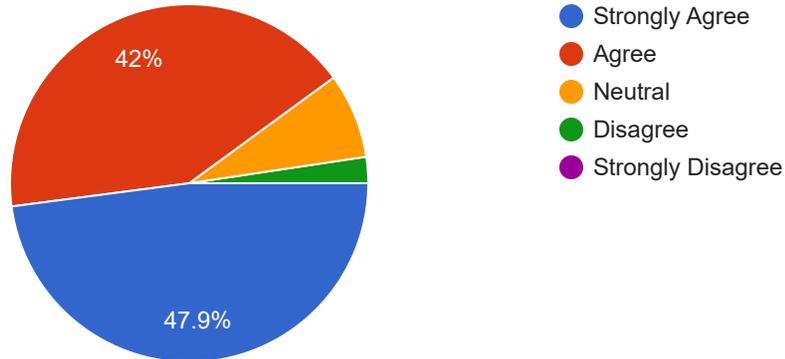
169 responses



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



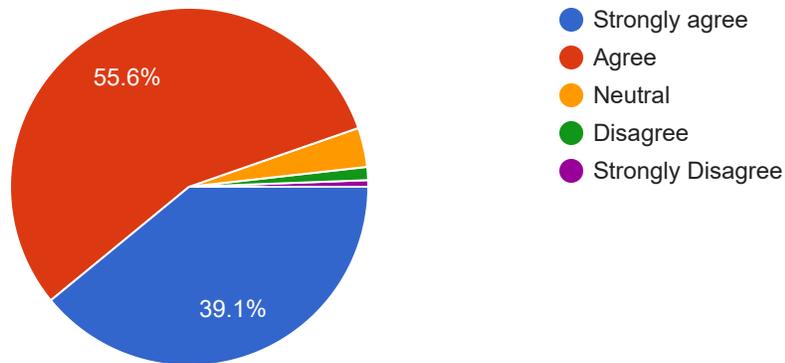
169 responses



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



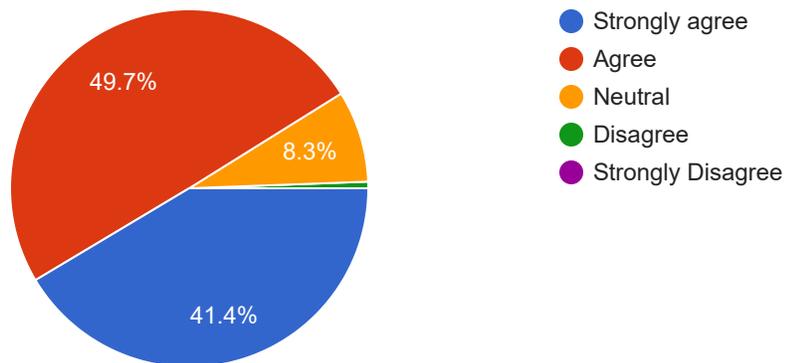
169 responses



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



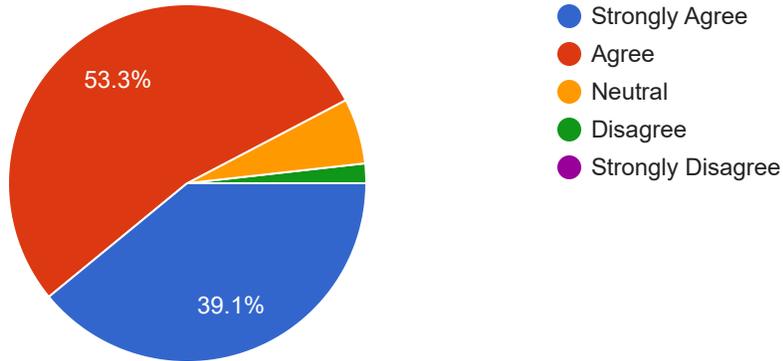
169 responses



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



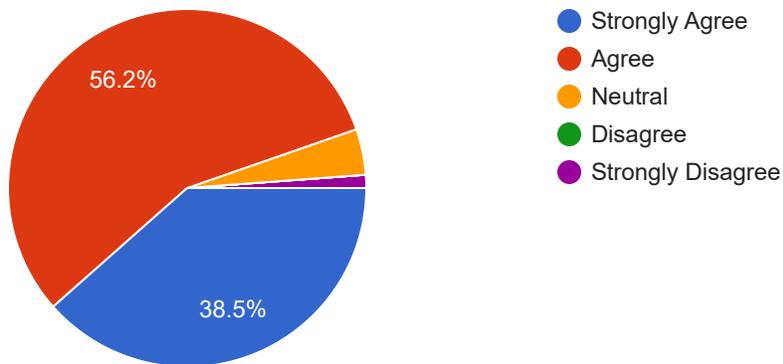
169 responses



5. Students are involved in curriculum design and development.



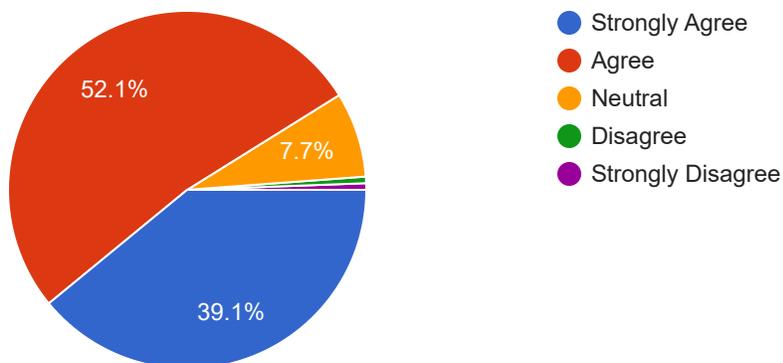
169 responses



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



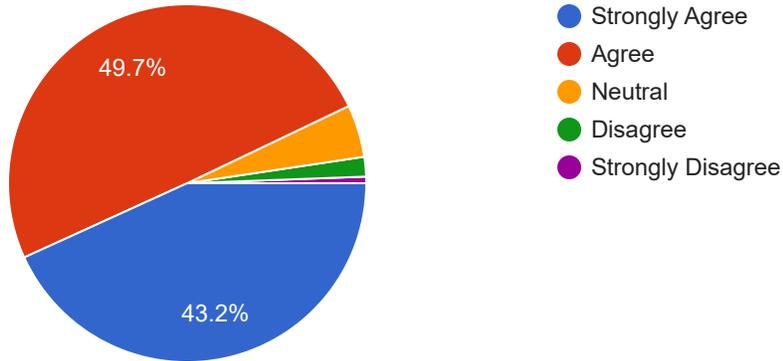
169 responses



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

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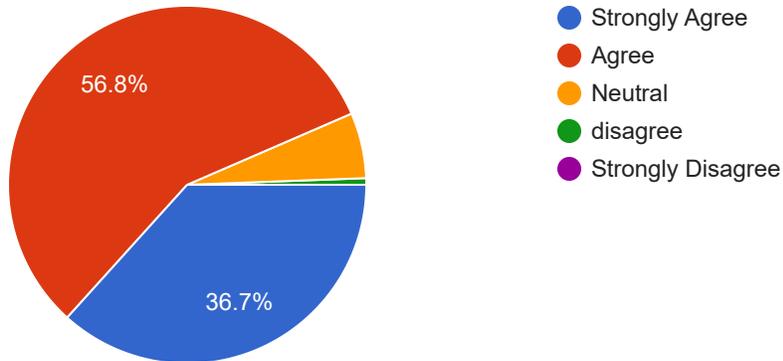
169 responses



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

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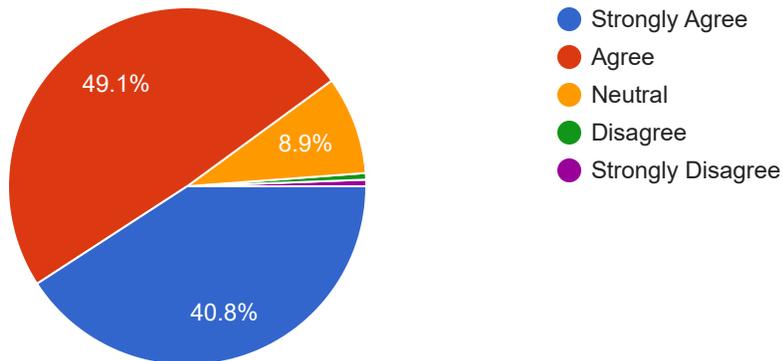
169 responses



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

 Copy

169 responses



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

### Observations

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

### Action Taken Report

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

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

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



  
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AUTONOMOUS  
KAKINADA

# STUDENTS FEEDBACK ON CURRICULUM 2024-25

DEPARTMENT OF BOTANY - SEM I, III, & V

Name of the Student \*

Daakshayani

Programme \*

- B.Sc Botany Major
- B.Sc Botany Minor
- B.Sc CBZ
- B.Sc CBMb
- B.Sc CBHt

Semester \*

- Sem I
- Sem III
- Sem V

Name of the Course \*

Dropdown

Vascular Plants

Regd.No.

2375005

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 \*

Please include life history of psilotum in curriculum

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

## DEPARTMENT OF BOTANY

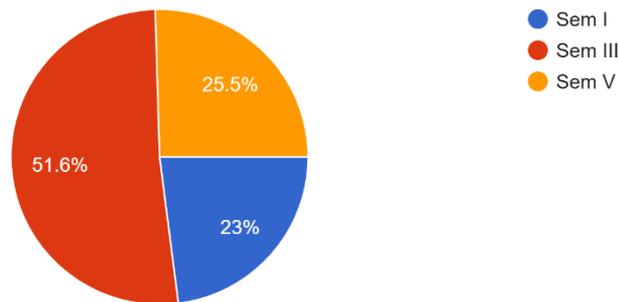
### ANALYSIS OF STUDENT'S FEEDBACK ON CURRICULUM

#### ACADEMIC YEAR 2024-25

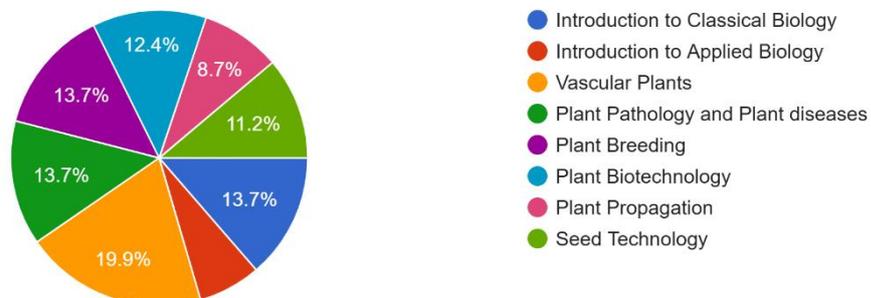
#### SEMESTER – I, III & V

Programme  
161 responses

Semester  
161 responses

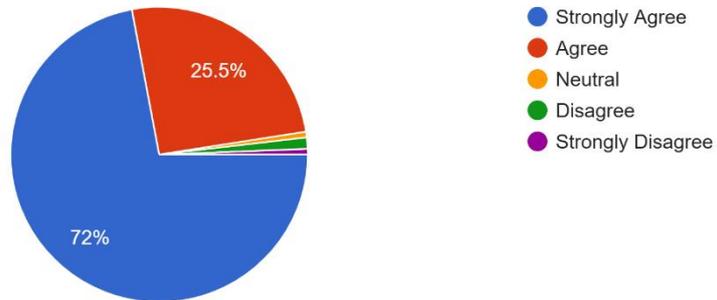


Name of the Course  
161 responses



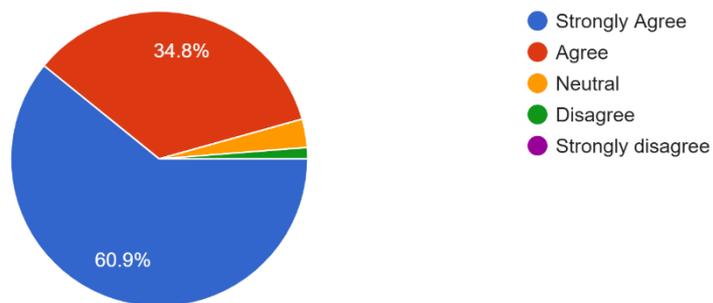
1. Course objectives and Course outcomes are well defined and communicated to students.

161 responses



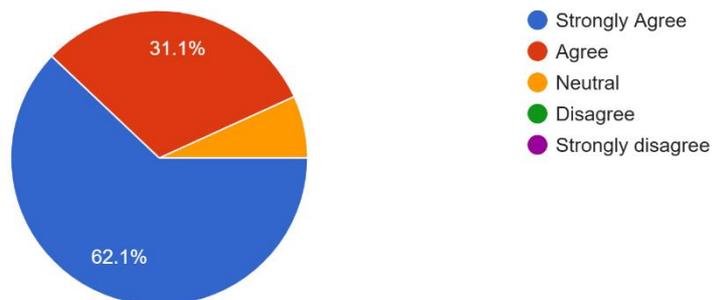
2. Course content helps to gain knowledge, foster social values, ethics, communication skills and leadership skills.

161 responses



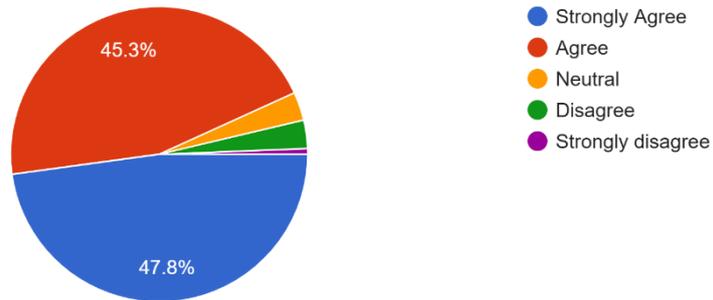
3. Curriculum addresses skill development and enhances Employability and Entrepreneurship skills

161 responses



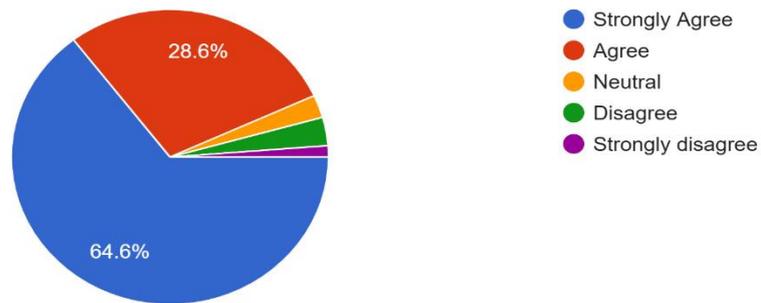
4. Curriculum focusses on cross-cutting issues like Gender, Human values, Professional Ethics, Environment and Sustainability.

161 responses



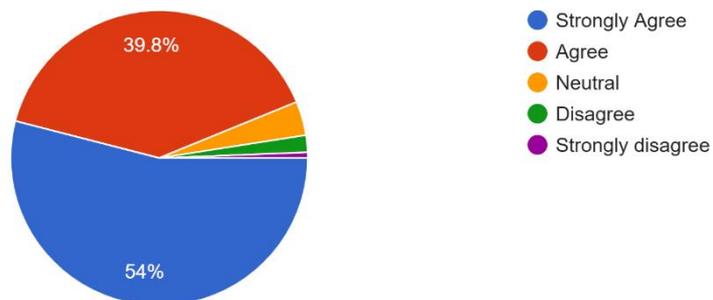
5. Students are involved in curriculum design and development.

161 responses



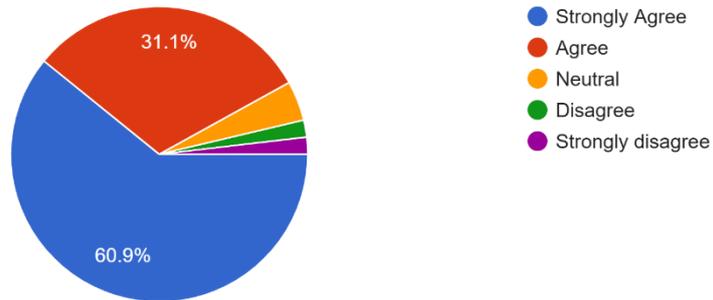
6. The curriculum is revised as per local, national, and global needs.

161 responses



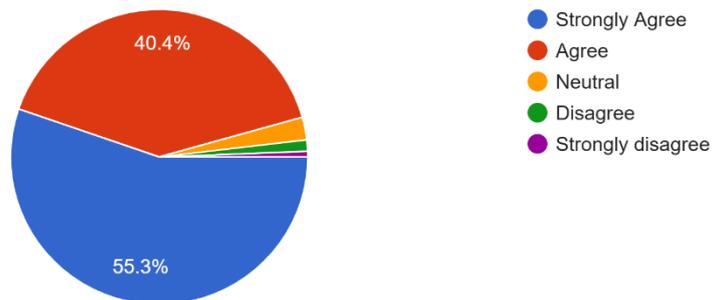
7. Curriculum effectively integrates multidisciplinary and skill development courses to explore areas outside the core discipline.

161 responses



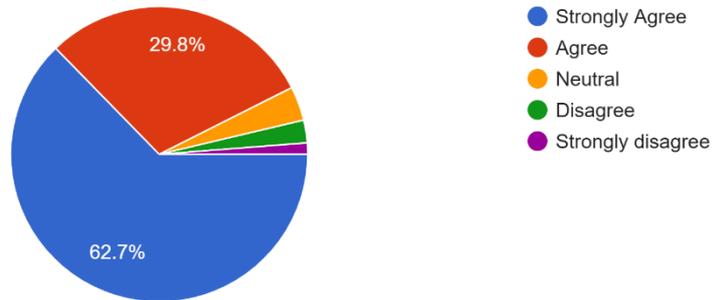
8. The curriculum provides opportunities for experiential learning such as internships, projects, fieldwork, etc.

161 responses



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

161 responses





**ANNAVARAM SATHYAVATHI DEVI GOVT. DEGREE COLLEGE FOR WOMEN(A)**

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

Church Square Park, Jagannaickpur, Kakinada, Andhra Pradesh

## DEPARTMENT OF BOTANY

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

#### ACADEMIC YEAR 2024-25

**The feedback on Curriculum and its transaction was taken from the students of the Department of Botany for I, III & V Semesters in the Academic Year 2024-25.**

#### OBSERVATIONS:

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

1. Students emphasized the need for inclusion of Life History of Psilotum, Life history of *Welwitschia*, Liliaceae, Pinus in the Vascular Plants syllabus and also requested the integration of Importance of Fungi in Agriculture, Disease on Cotton crop, Rust of Wheat, Disease on Hibiscus in Plant Pathology to gain more knowledge on plant diseases.
2. In Plant Breeding, students requested the addition of Heterosis breeding in Wheat, Modes of reproduction in Plants, organizations related to crop improvement, Seed certification, Inbreeding depression, Heterosis (RAPD)
3. In Plant Biotechnology students requested to add Bioplastics as current problem to the Environment, Shoot tip culture, Biopiracy, Artificial seed production, Methods of sterilization, Dry heat methods, BT cotton to learn about current trends in Botany

#### ACTION TAKEN REPORT:

- It was resolved to revise the syllabus to include Life History of Psilotum, Life history of *Welwitschia*, Liliaceae, Pinus in the Vascular Plants syllabus and also requested the integration of Importance of Fungi in Agriculture, Disease on Cotton crop, Rust of Wheat, Disease on Hibiscus in Plant Pathology to gain more knowledge on plant diseases will be incorporated and sought for discussion in BoS Meeting.
- Plans are in place to organize guest lectures or workshops.
- In Plant Breeding, Heterosis breeding in Wheat, Modes of reproduction in Plants, organizations related to crop improvement, Seed certification, Inbreeding depression, Heterosis (RAPD). In Plant Biotechnology Bioplastics as current problem to the Environment, Shoot tip culture, Biopiracy, Artificial seed production, Methods of sterilization, Dry heat methods, BT cotton to learn about current trends in Botany will be incorporated and sought for discussion in BoS Meeting.
- 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 mechanism for **continuous review and feedback** will be maintained post-implementation to ensure the effectiveness and relevance of the curriculum.

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

# STUDENTS FEEDBACK ON CURRICULUM 2024-25

DEPARTMENT OF BOTANY - SEM II & IV

Name of the Student \*

Nunna surajakshi

Programme \*

- B.Sc Botany Major
- B.Sc Botany Minor
- B.Sc CBZ
- B.Sc CBMb
- B.Sc CBHt

Semester \*

- Sem II
- Sem IV

Name of the Course \*

Dropdown

Anatomy and Embryology of Angiosperms ▼

Regd.No.

2375004

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 \*

Please add Drusa type tetrasporic embryosac in syllabus

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Google Forms

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

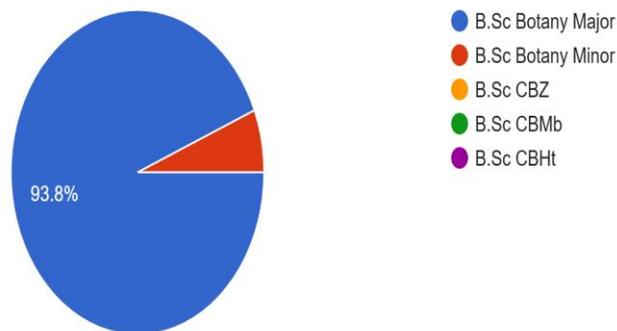
**ANALYSIS OF STUDENT'S FEEDBACK ON CURRICULUM**

**ACADEMIC YEAR 2024-25**

**SEMESTER - II & IV**

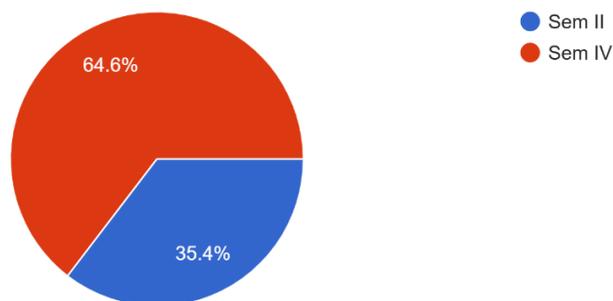
Programme

96 responses



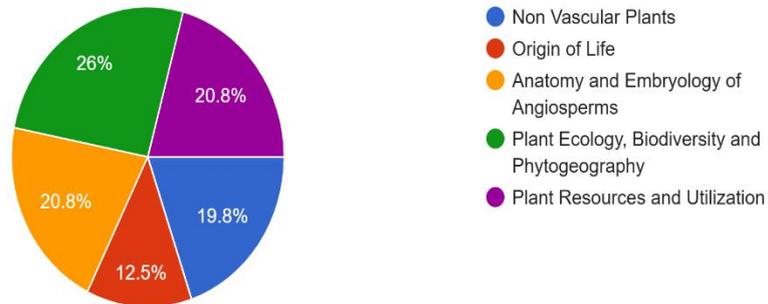
Semester

96 responses



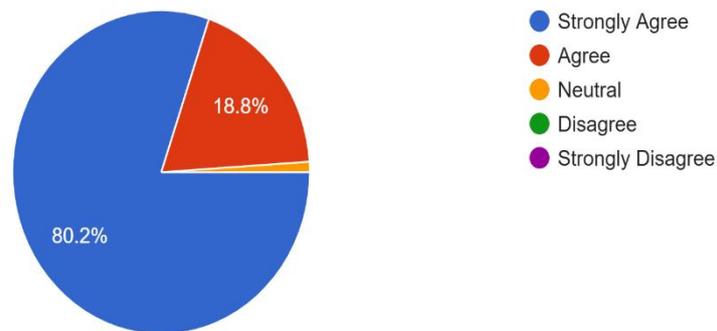
### Name of the Course

96 responses



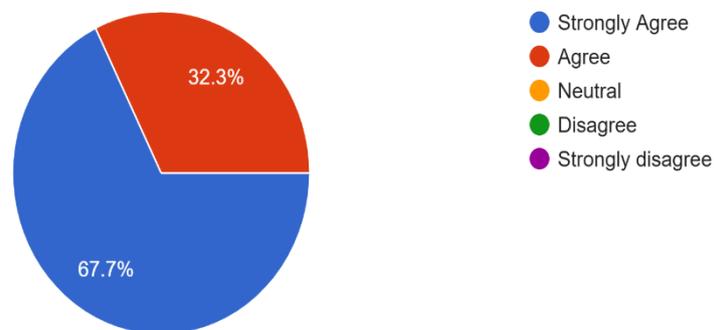
### 1. Course objectives and Course outcomes are well defined and communicated to students.

96 responses

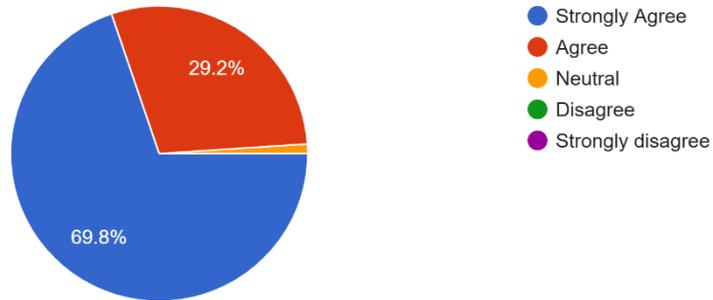


### 2. Course content helps to gain knowledge, foster social values, ethics, communication skills and leadership skills.

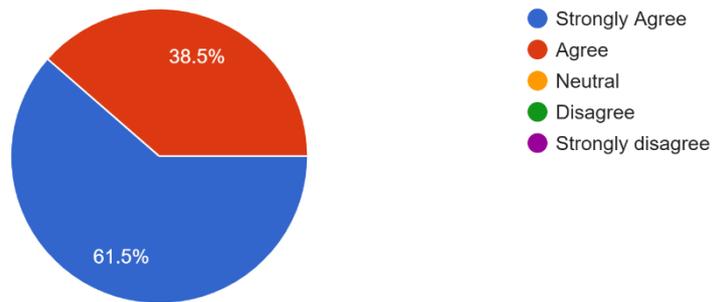
96 responses



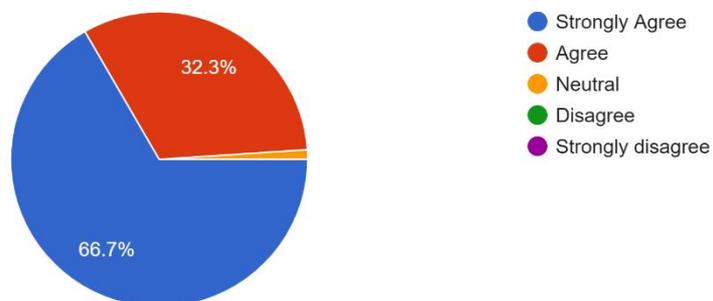
3. Curriculum addresses skill development and enhances Employability and Entrepreneurship skills  
96 responses



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

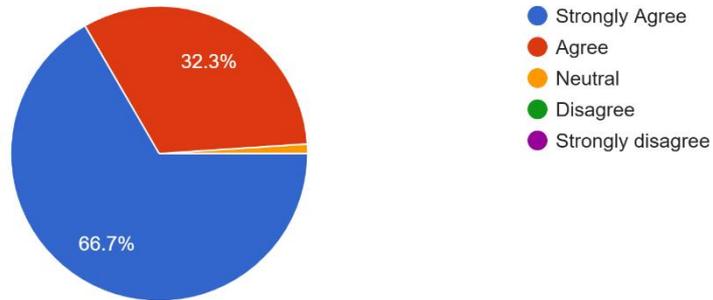


5. Students are involved in curriculum design and development.  
96 responses



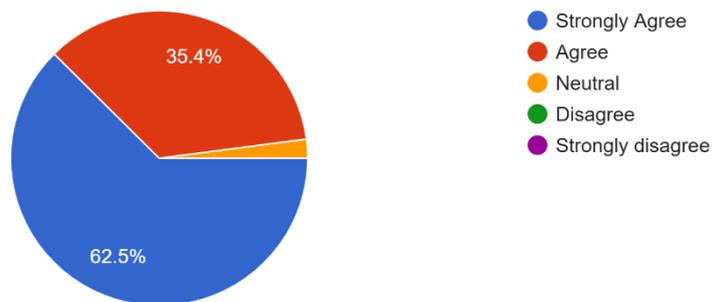
6. The curriculum is revised as per local, national, and global needs.

96 responses



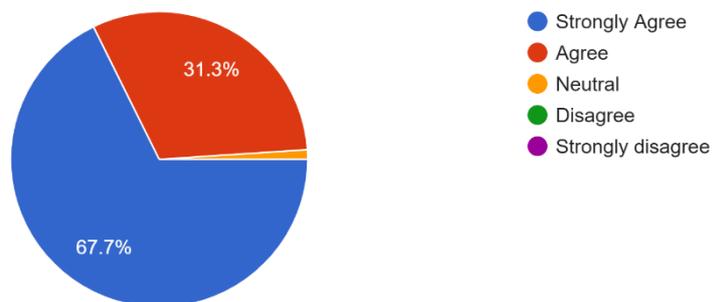
7. Curriculum effectively integrates multidisciplinary and skill development courses to explore areas outside the core discipline.

96 responses



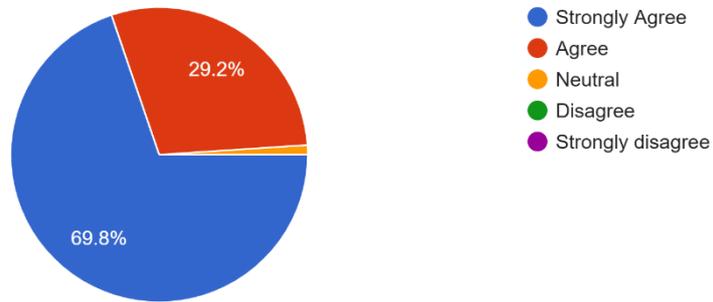
8. The curriculum provides opportunities for experiential learning such as internships, projects, fieldwork, etc.

96 responses



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

96 responses





**ANNAVARAM SATHYAVATHI DEVI GOVT. DEGREE COLLEGE FOR WOMEN(A)**

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

Church Square Park, Jagannaickpur, Kakinada, Andhra Pradesh

## DEPARTMENT OF BOTANY

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

#### ACADEMIC YEAR 2024-25

**The feedback on Curriculum and its transaction was taken from the students of the Department of Botany for II & IV Semesters in the Academic Year 2024-25.**

#### OBSERVATIONS:

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

1. Students emphasized the need for inclusion of Anomalous Secondary Growth in Bignonia, Apospory, Nemec Phenomenon to gain more knowledge on plant diseases.
2. In Plant Ecology, Biodiversity and Phytogeography, students requested the addition of Role of ICRISAT in Biodiversity Conservation, Sulphur Cycle, Role of BSI in Biodiversity
3. In Plant Resources and utilization students requested to add Nut yielding crops- Cashew, Walnut, Processing of medicinal plant, Fibre yielding plant Coconut, Economic importance of *Tectona grandis*, *Pterocarpus santalinus*, Perfume yielding plants Students also recommended the inclusion of Anomalous Secondary Growth in Bignonia

#### ACTION TAKEN REPORT:

- It was resolved to revise the syllabus to include Anomalous Secondary Growth in Bignonia, Apospory, Nemec Phenomenon to gain more knowledge on plant diseases to gain more knowledge on plant diseases will be incorporated and sought for discussion in BoS Meeting.
- In Plant Ecology, Biodiversity and Phytogeography Role of ICRISAT in Biodiversity Conservation, Sulphur Cycle, Role of BSI in Biodiversity will be incorporated and sought for discussion in BoS Meeting.
- In Plant Resources and utilization Nut yielding crops- Cashew, Walnut, Processing of medicinal plant, Fibre yielding plant Coconut, Economic importance of *Tectona grandis*, *Pterocarpus santalinus*, Perfume yielding plants and sought for discussion in BoS Meeting.
- Plans are in place to organize Field trips.
- 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 mechanism for **continuous review and feedback** will be maintained post-implementation to ensure the effectiveness and relevance of the curriculum.

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



Responses cannot be edited

# STUDENTS FEEDBACK ON CURRICULUM 2024-25

DEPARTMENT OF HISTORY - SEM-I, III& V

\* Indicates required question

Name of the Student \*

Nakka Mounika

Programme \*

- B.A (History)
- B.A(Eco- Hist Minor)
- B.A(Pol.Science- Hist Minor)
- B.A (HEP)

Semester \*

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



Sem - V

Name of the Course \*

Medieval Indian Society

Regd.No \*

2351002

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



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



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



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 suggestion for improvement in any course content, if needed \*

No .....

# STUDENTS FEEDBACK ON CURRICULUM 2024-25

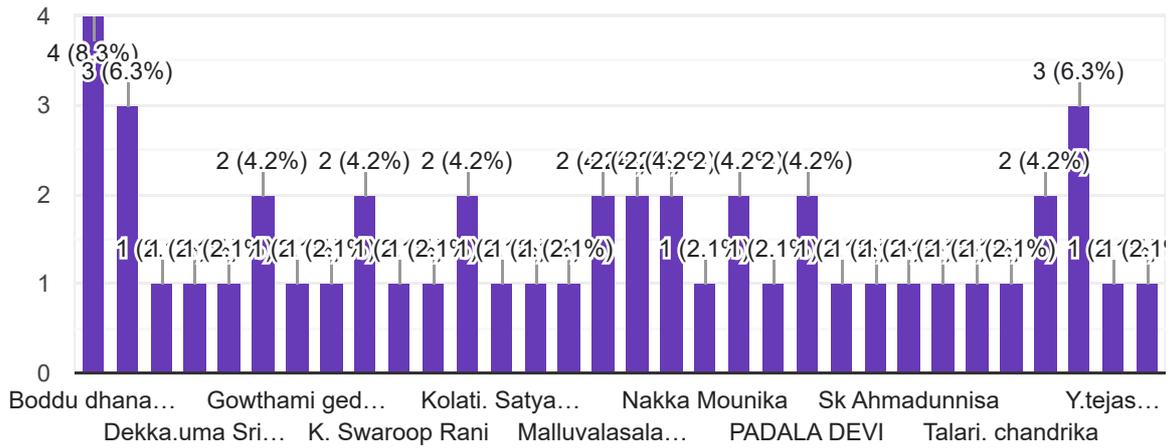
48 responses

[Publish analytics](#)

## Name of the Student

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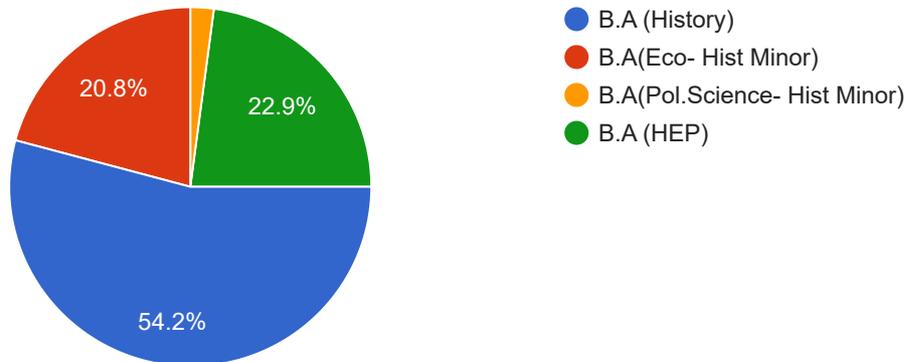
48 responses



## Programme

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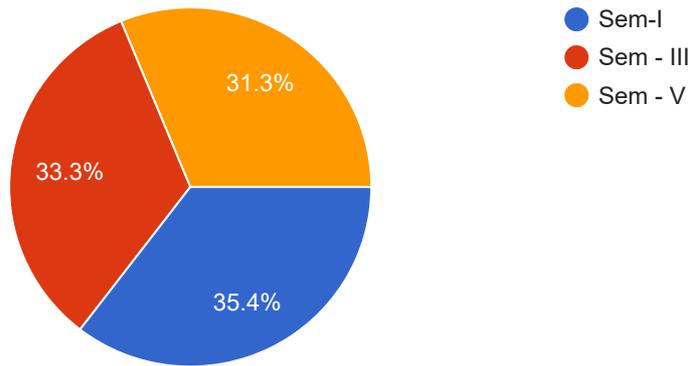
48 responses



### Semester

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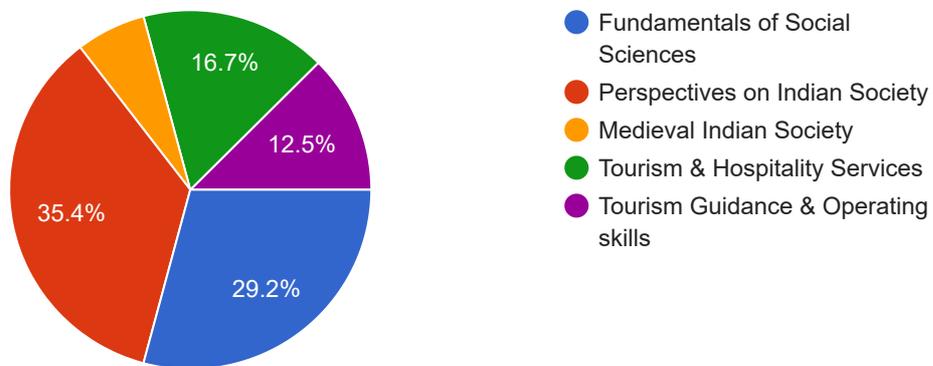
48 responses



### Name of the Course

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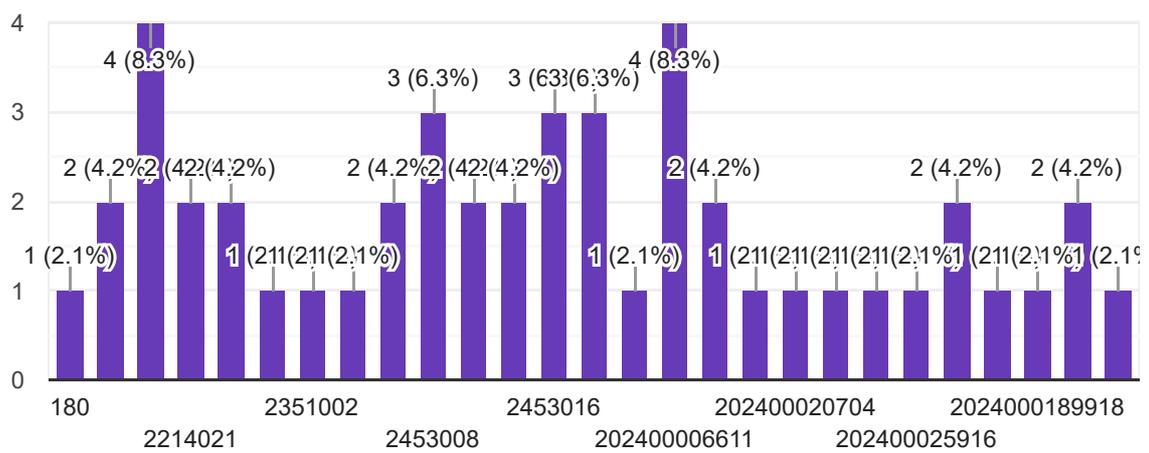
48 responses



### Regd.No

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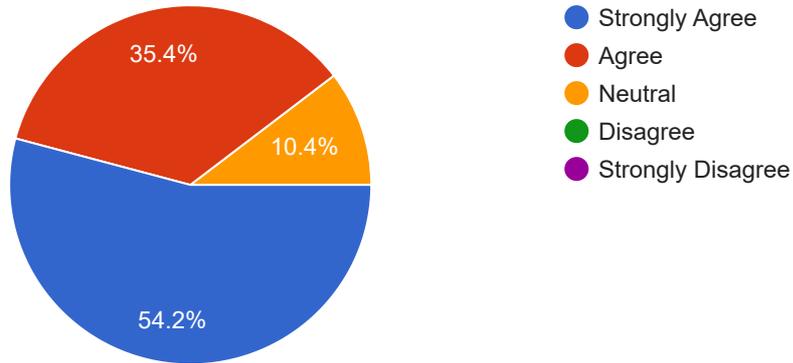
48 responses



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

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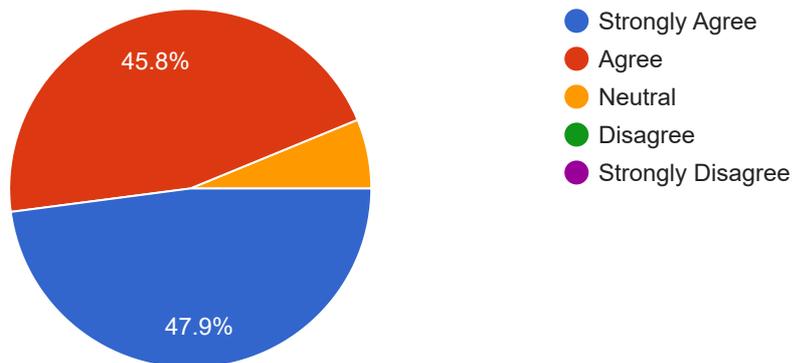
48 responses



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

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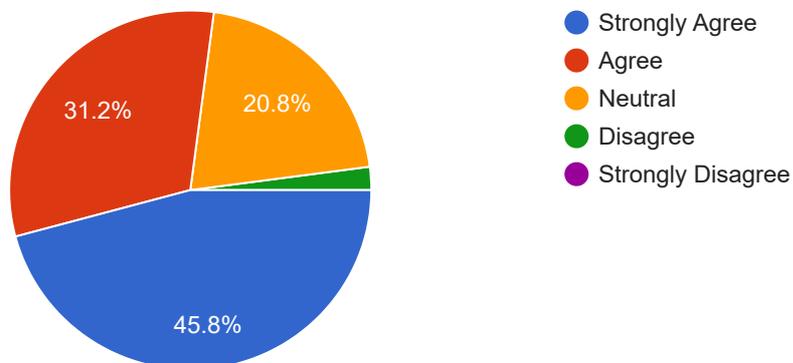
48 responses



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

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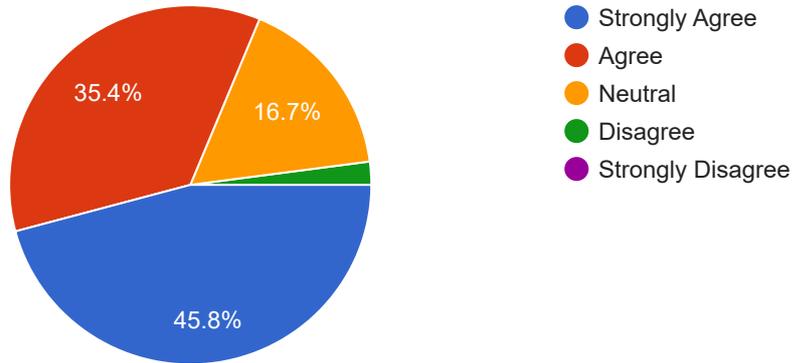
48 responses



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

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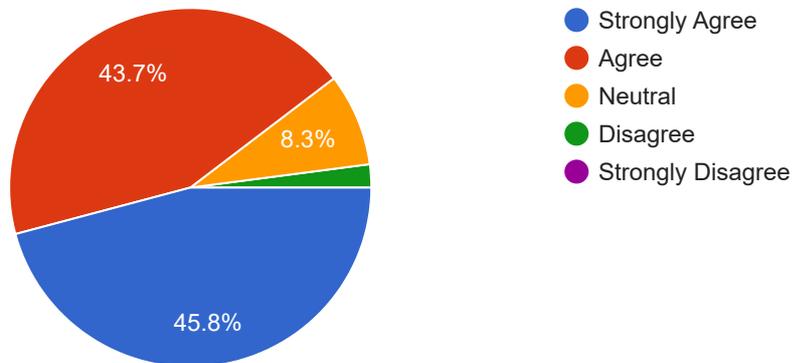
48 responses



5. Students are involved in curriculum design and development.

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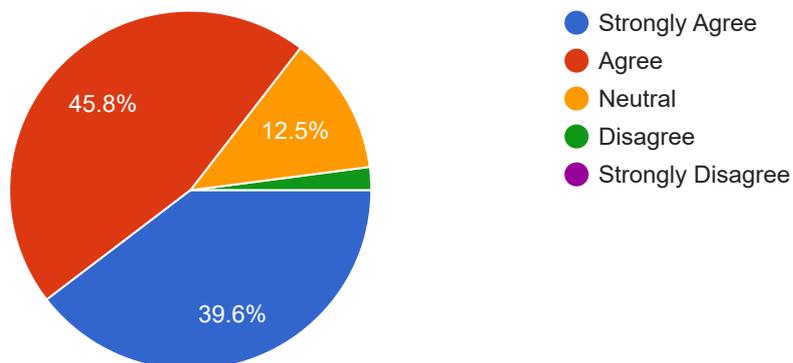
48 responses



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

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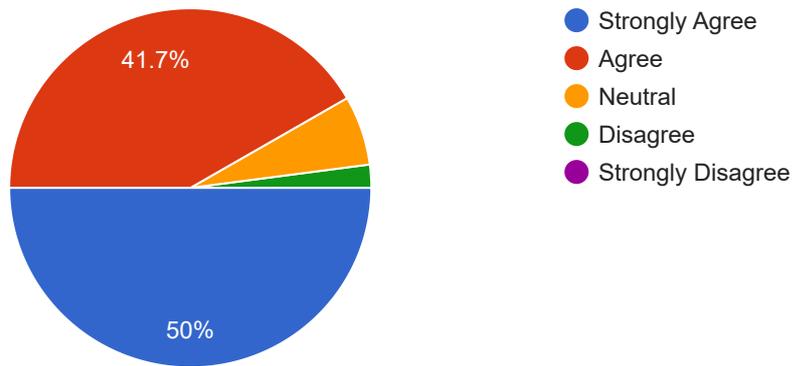
48 responses



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

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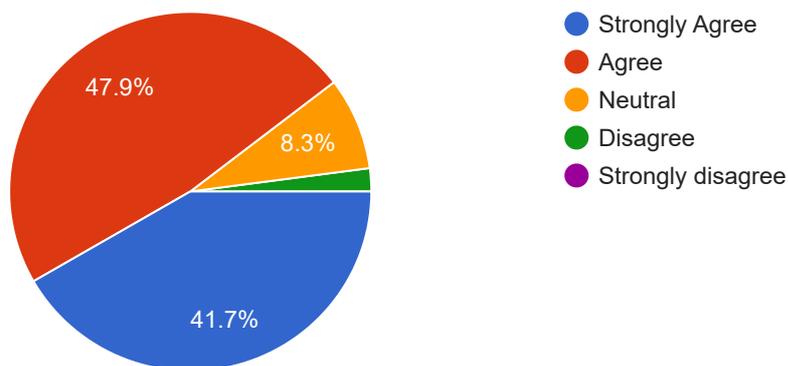
48 responses



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

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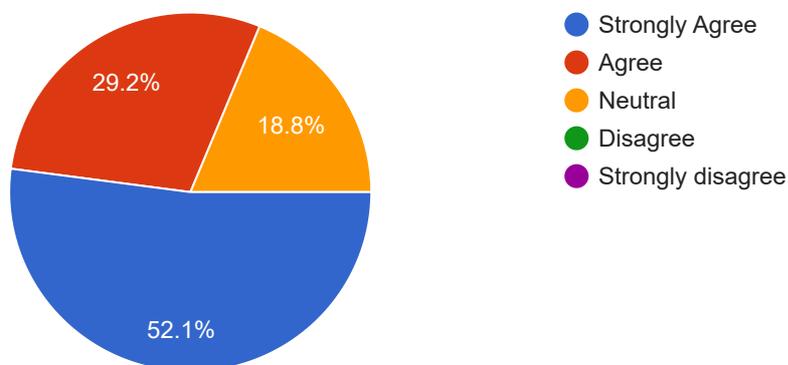
48 responses



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

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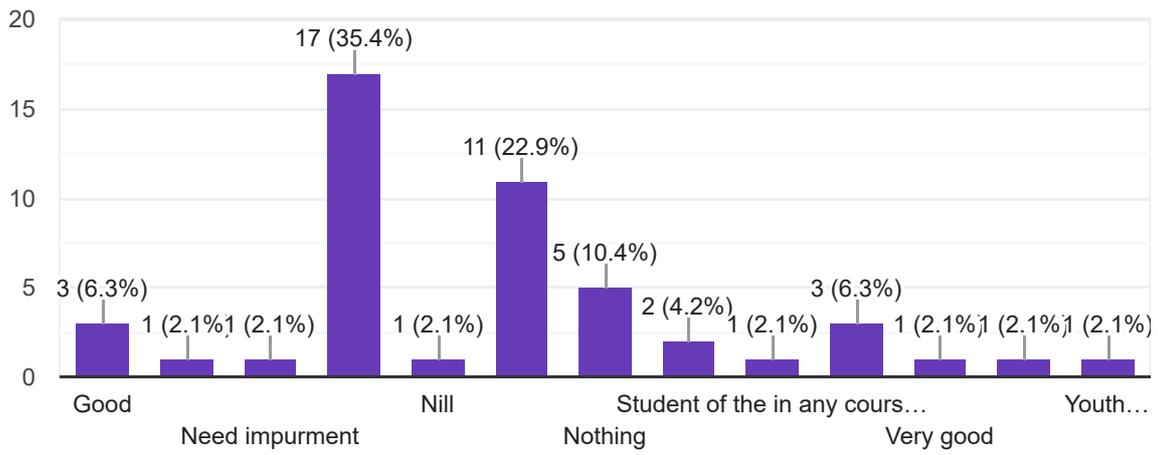
48 responses



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

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48 responses



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## Google Forms





# **A.S.D.GOV.T.DEGREE COLLEGE FOR WOMEN**

**(Autonomous) KAKINADA**

**ACADEMIC YEAR - 2024-25**

**STUDENTS FEEDBACK ON CURRICULUM**

**ACTION TAKEN REPORT**

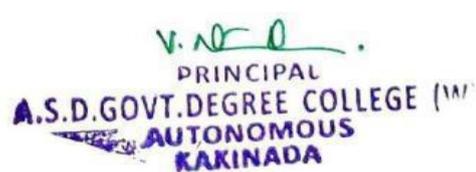
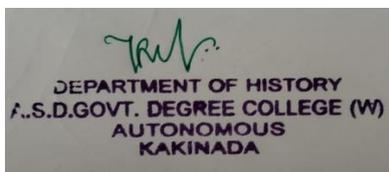
**DEPARTMENT OF HISTORY**

## **OBSERVATIONS:**

1. We would like to have more field visits to gain practical experience
2. 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





Responses cannot be edited

# STUDENTS FEEDBACK ON CURRICULUM

DEPARTMENT OF HISTORY SEMESTER -II & IV

\* Indicates required question

Untitled Question

Option 1

Name of the Student \*

Y. Tejaswini satya sarika

Programme \*

B.A (History Honors)

B.A(Eco- Hist Minor)

B.A(Pol.Science- Hist Minor)

Semester \*

SEM - II



Questions

Responses 29

Settings

Name of the Course \*

Science and Human Past

Regd. No \*

202400021617

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



- Disagree
- Strongly Disagree

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

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

4. Curriculum focuses 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



- 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



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



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 suggestion for improvement in any course content, if needed \*

We need to include cave paintings ; religious conditions of indus valley civilization, position of women in vedic period also these are very useful for competitive exams request you to include these topics in the in the syllabus

---

# STUDENTS FEEDBACK ON CURRICULUM

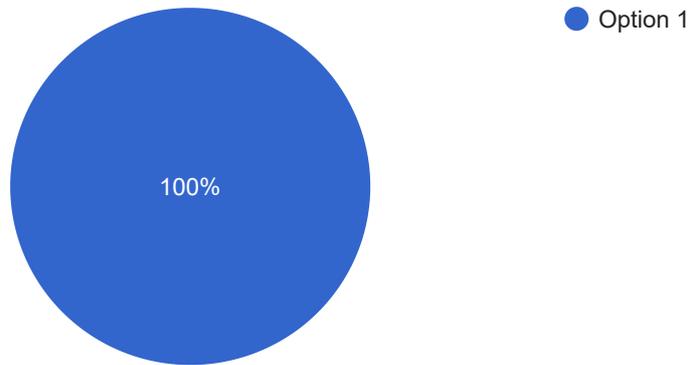
29 responses

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## Untitled Question

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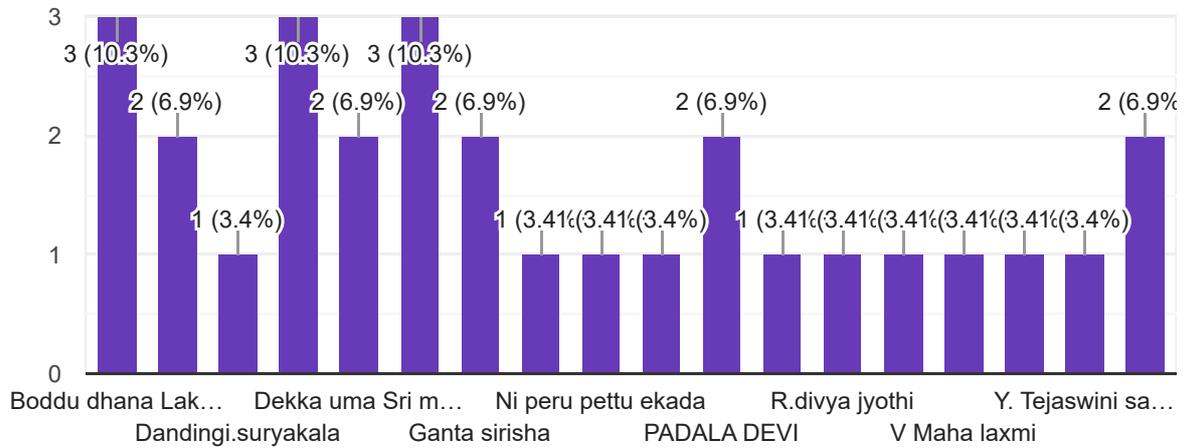
24 responses



## Name of the Student

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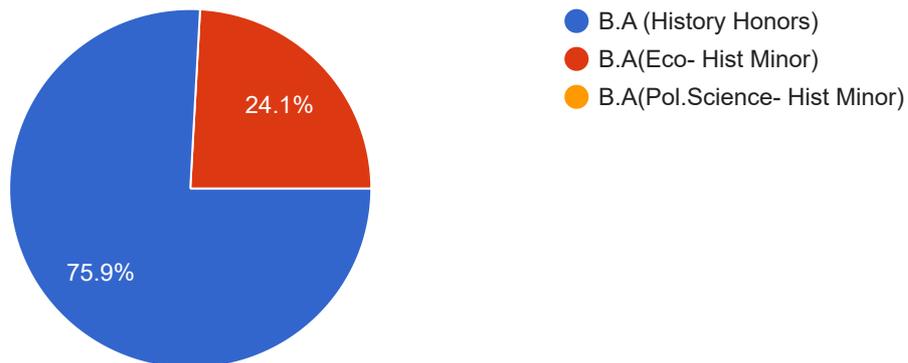
29 responses



## Programme

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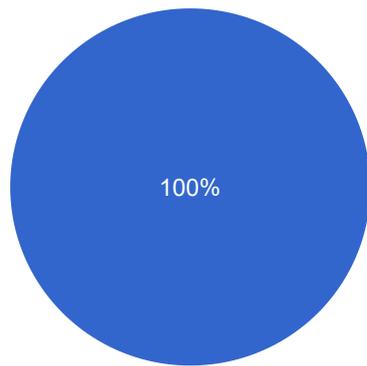
29 responses



### Semester

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29 responses

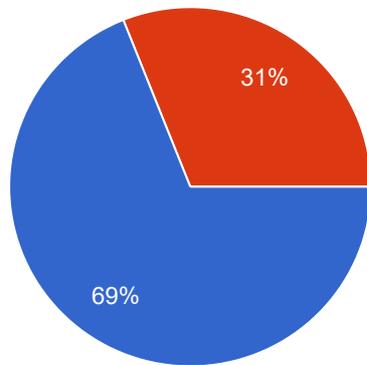


- SEM - II
- SEM- IV

### Name of the Course

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29 responses

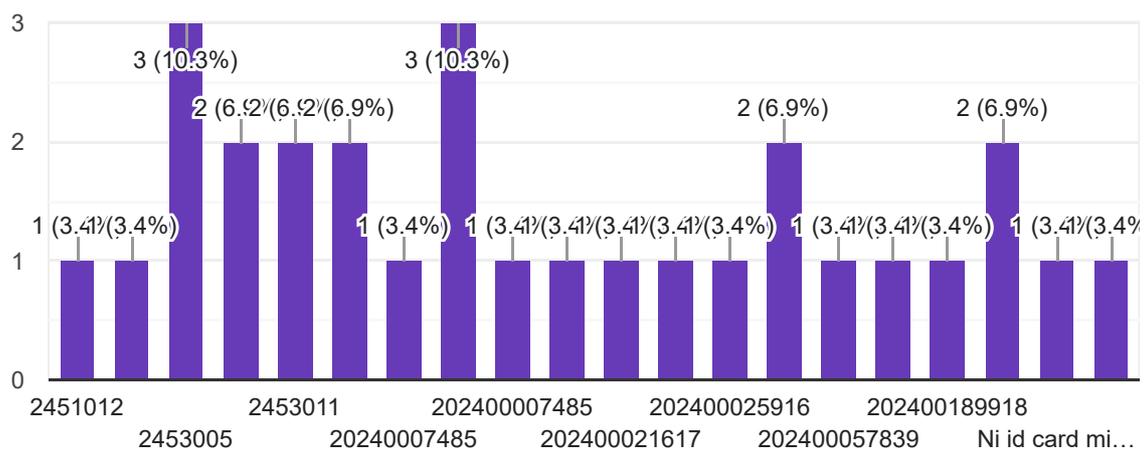


- Science and Human Past
- Age of Enlightenment and State Formation in India
- Indian National Movement
- Social & Cultural History of Andhra Pradesh

### Regd. No

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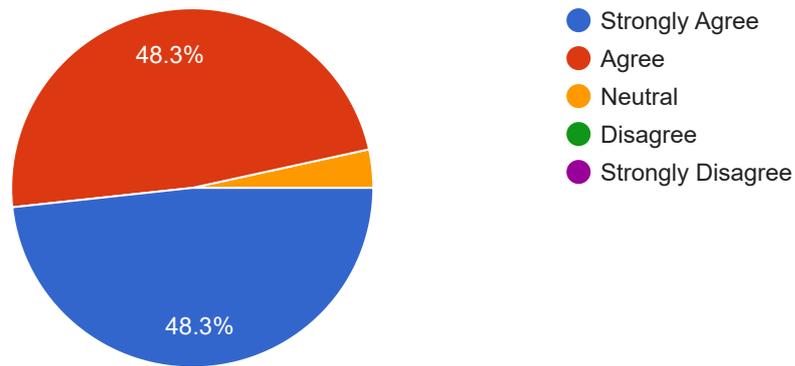
29 responses



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

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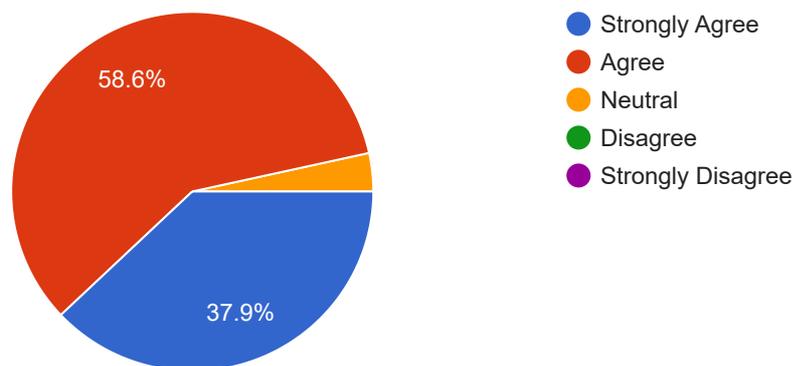
29 responses



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

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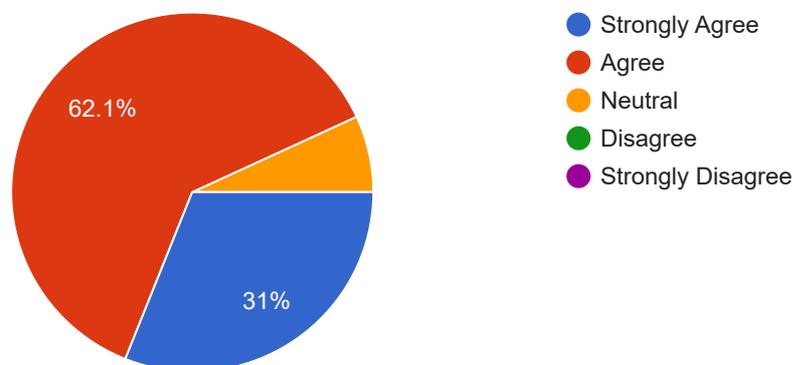
29 responses



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

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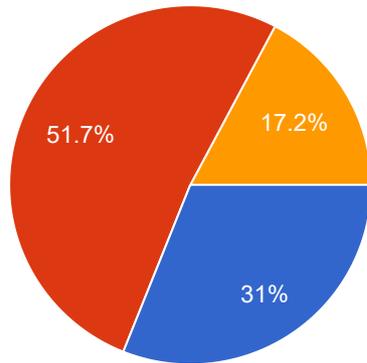
29 responses



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

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29 responses

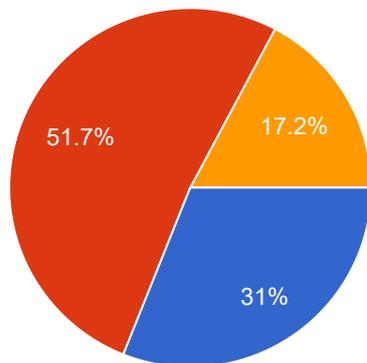


-  Strongly Agree
-  Agree
-  Neutral
-  Disagree
-  Strongly Disagree

5. Students are involved in curriculum design and development.

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29 responses

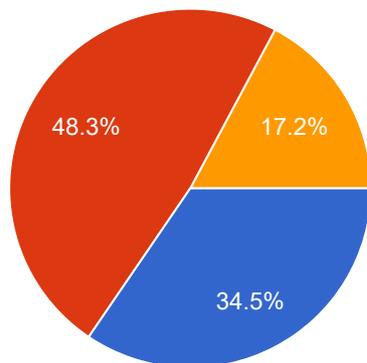


-  Strongly Agree
-  Agree
-  Neutral
-  Disagree
-  Strongly Disagree

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

 Copy

29 responses



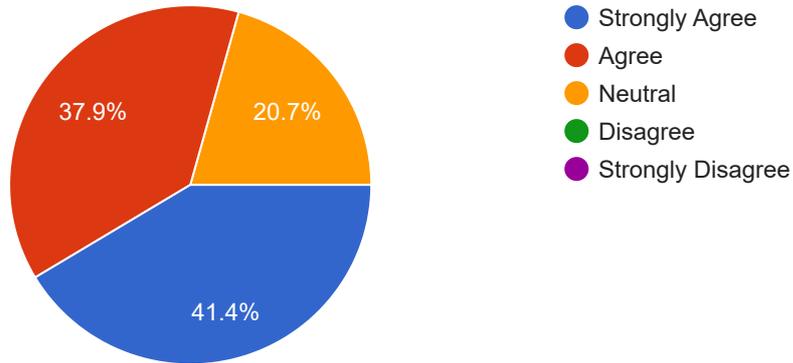
-  Strongly Agree
-  Agree
-  Neutral
-  Disagree
-  Strongly Disagree



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

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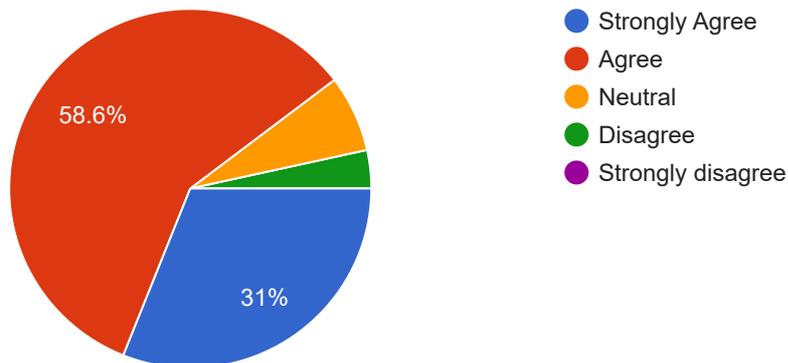
29 responses



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

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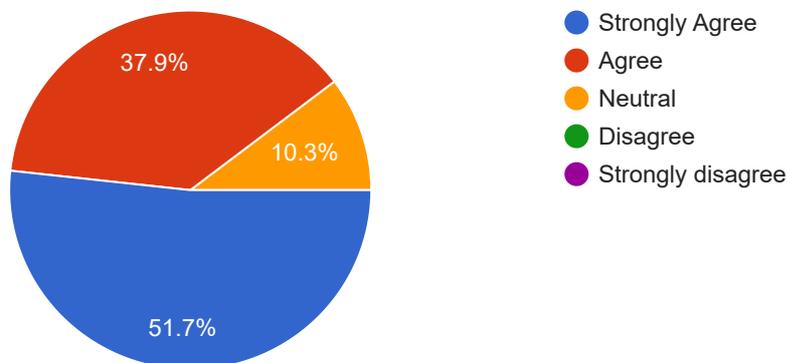
29 responses



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

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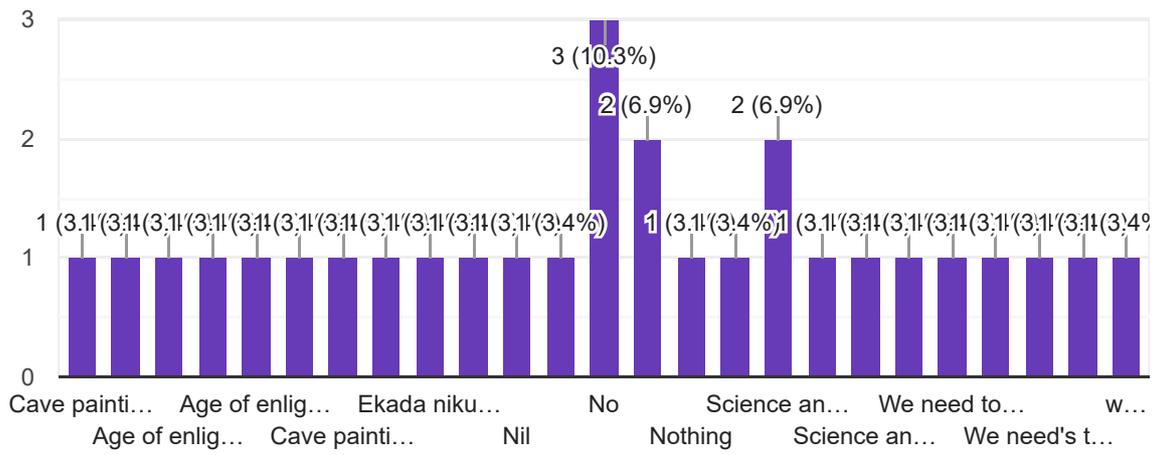
29 responses



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

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29 responses



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

ACADEMIC YEAR - 2024-25

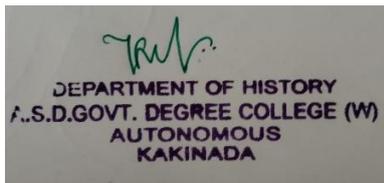
## STUDENTS FEEDBACK ON CURRICULUM ACTION TAKEN REPORT

### OBSERVATIONS:

1. We would like to have more field visits to gain practical experience
2. We need to include cave paintings; religious conditions of Indus valley civilization, position of women in Vedic period also these are very useful for competitive exams request you to include these topics in the syllabus

### 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 The topics needed from the student included in the syllabus 2025-26
3. Field visits were arranged to demonstrate the Historical Places, Museum to identify the Culture, Art& Architecture in various dynasties in India



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



**DEPARTMENT OF ECONOMICS**

**STUDENT FEEDBACK ON CURRICULUM**

**2024-2025**

**EVEN SEMESTER**

# EVEN SEMESTER STUDENT'S FEEDBACK ON CURRICULUM AND ITS TRANSACTION 2024-25

Dear student please rate the course on the following attributes

Name of the Student \*

Pakalapati Pranhitha sri

Hall Ticket.No \*

2451012

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

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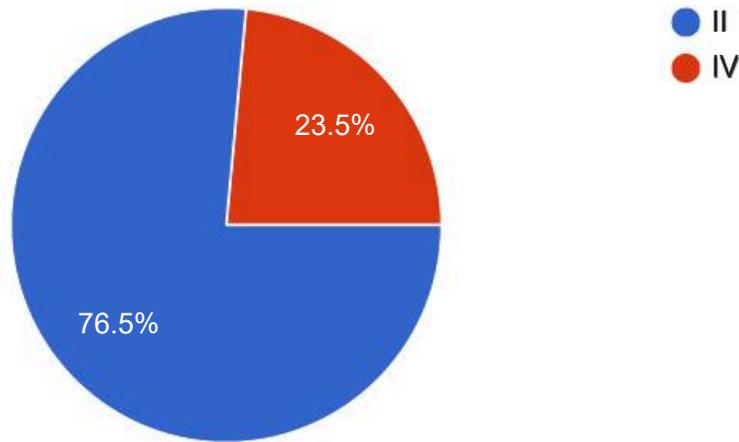
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### Semester

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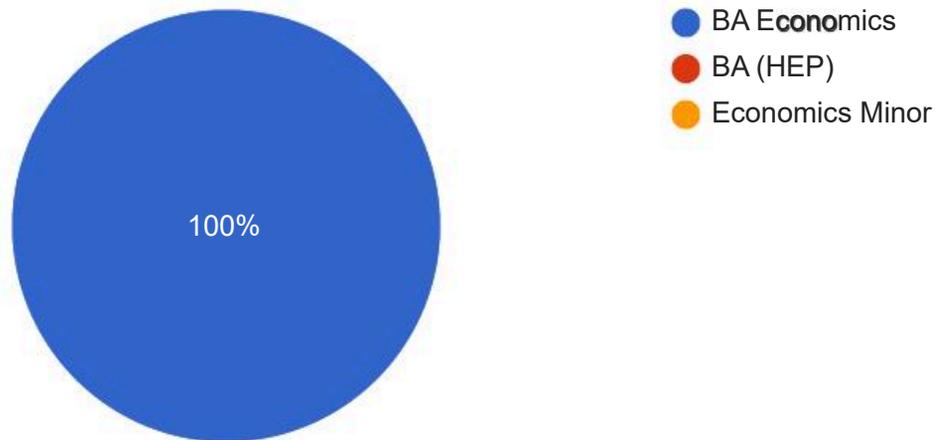
120 responses



### Programme

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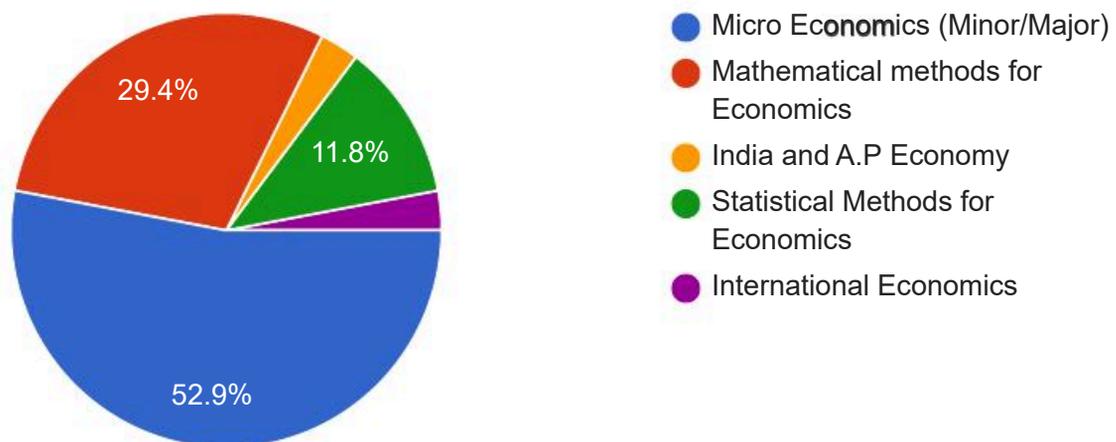
120 responses



### Course

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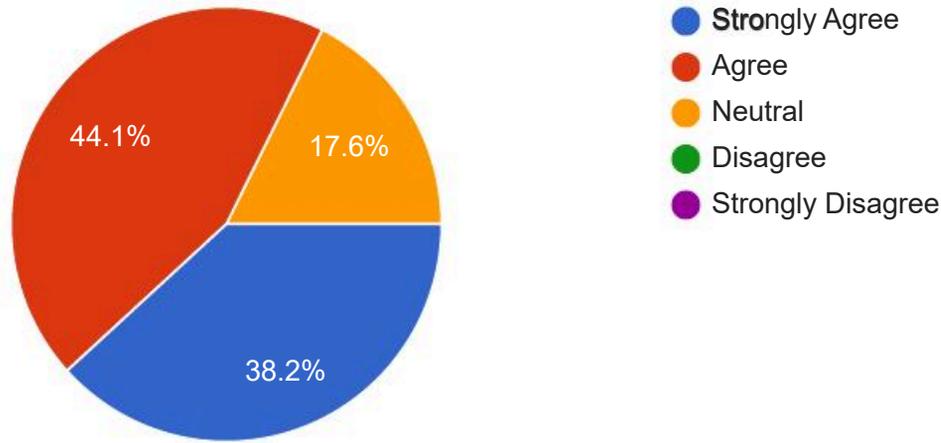
120 responses



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



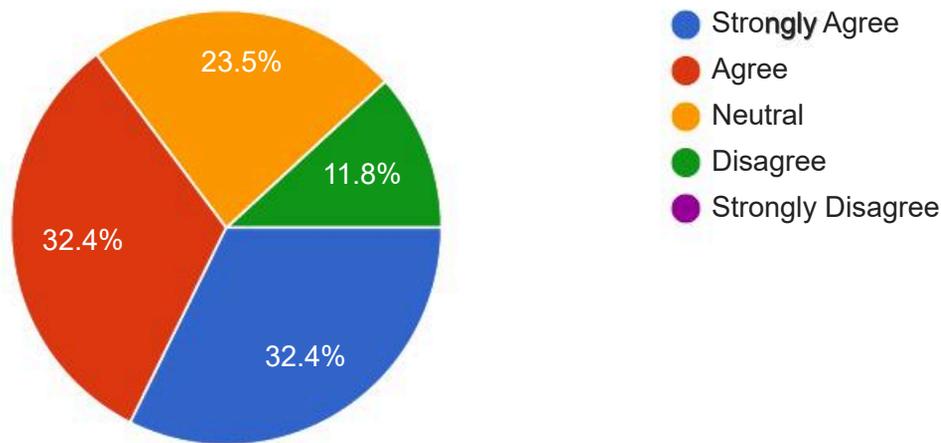
120 responses



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



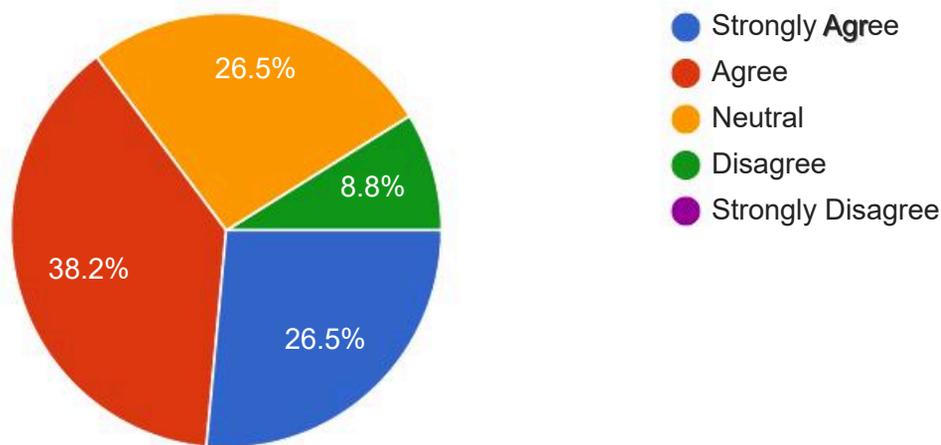
120 responses



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



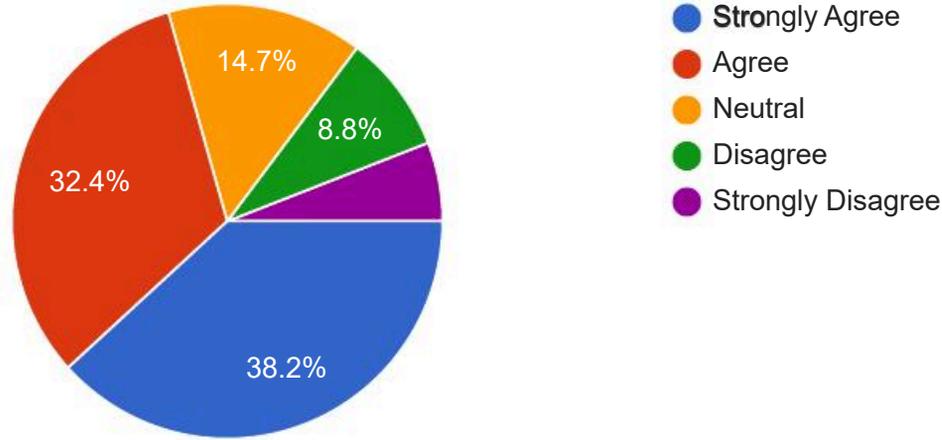
120 responses



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



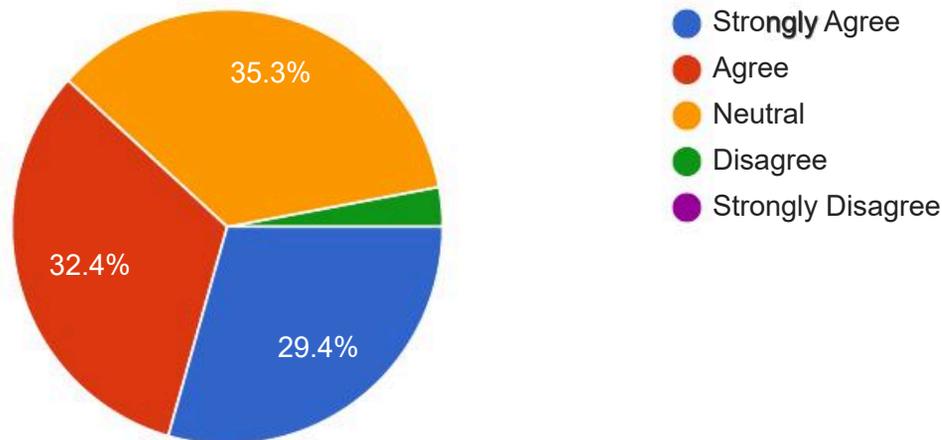
120 responses



5. Students are involved in curriculum design and development



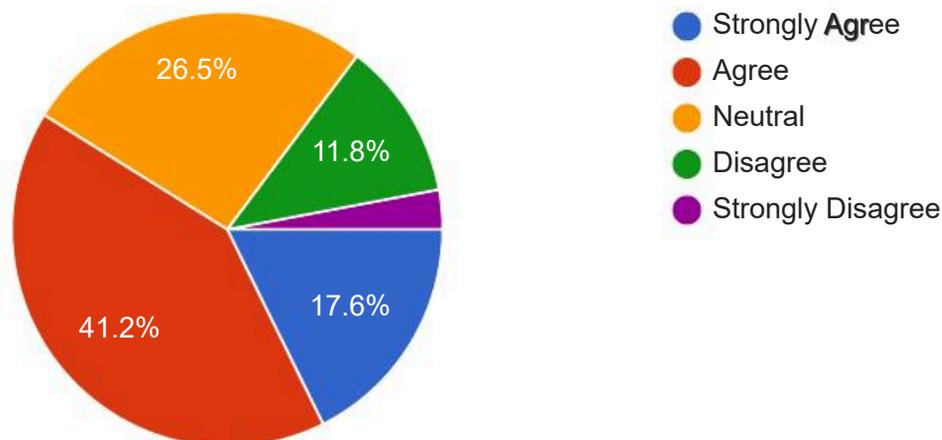
120 responses



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



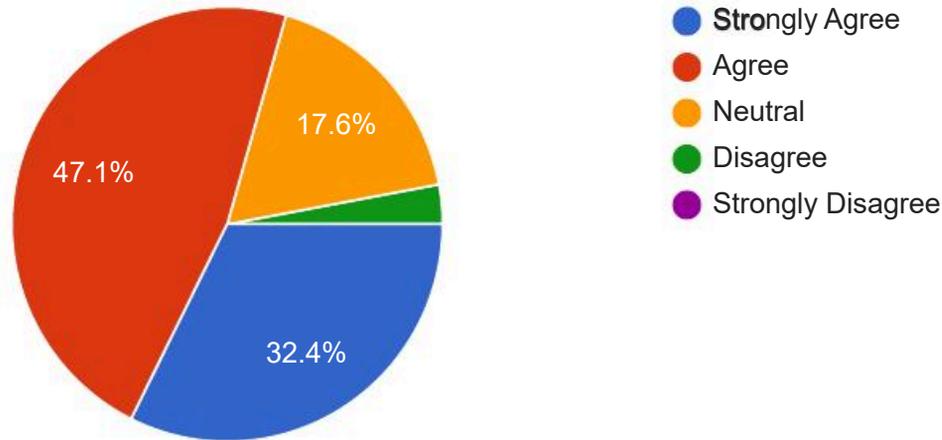
120 responses



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



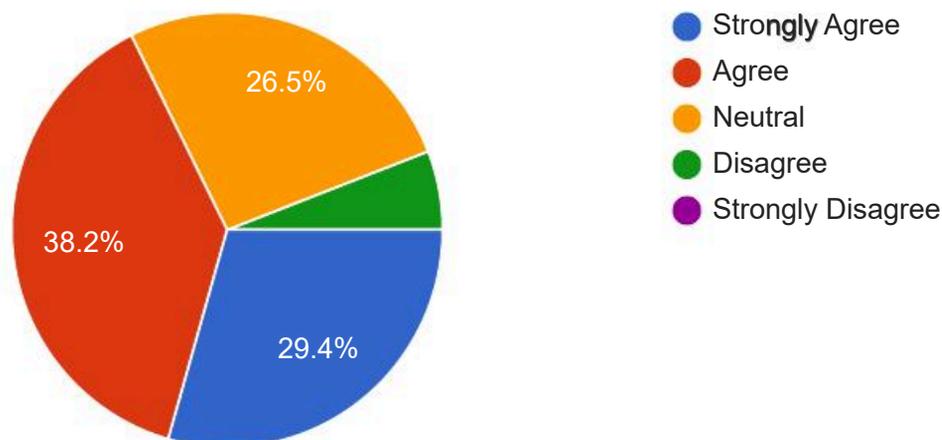
120 responses



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



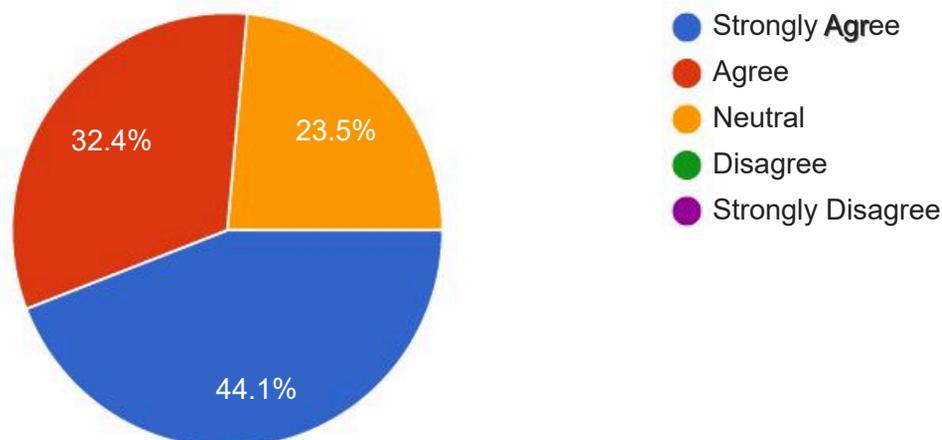
120 responses



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



120 responses



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

120 responses

No

Fundamental of social science

It's good

Perspectives of india society

Nil

No suggestions

B. A

Good

Ok

Per

Micro economics major

The background is trends and advancements in the relevant field of study

Course objective and course outcome or well defined and communication to study

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

## Department of Economics

### ANALYSIS OF STUDENTS' FEEDBACK ON CURRICULUM

#### Even Semester – Academic Year 2024–25

The Department of Economics collected feedback from students of II and IV Semesters on the curriculum, course content, and teaching-learning aspects. The feedback aimed to evaluate the clarity, relevance, and practical orientation of the Economics syllabus under the CBCS/NEP framework.

#### Observations:

- ❖ Students expressed satisfaction that **course objectives and learning outcomes** were well communicated at the beginning of each semester.
- ❖ They felt that the curriculum provided a **strong theoretical foundation** in Microeconomics, Macroeconomics, and Indian Economy, which is essential for competitive examinations.
- ❖ Many students appreciated the **inclusion of contemporary issues** such as sustainable development, gender budgeting, and digital economy in the syllabus.
- ❖ A section of students suggested **more application-based learning**, including exposure to real-time data interpretation, economic surveys, and use of digital tools in economic analysis.
- ❖ Some students recommended conducting **field visits** to banks, industries, and local government offices to understand the practical working of economic systems.
- ❖ A few students also suggested **updating examples and statistics** in textbooks and lesson plans to reflect post-pandemic economic developments and the latest Union Budget highlights.

---

#### ACTION TAKEN REPORT

Based on the feedback received, the Department undertook the following measures to strengthen the curriculum and learning outcomes:

##### 1. Curricular Enrichment:

- ✓ Proposed inclusion of **recent policy updates** and **case studies on Indian economy** in classroom discussions and internal assessments.
- ✓ Topics on **digital finance, MSME sector, and entrepreneurship development** will be integrated into suitable courses.

##### 2. Practical and Skill-Based Learning:

- ✓ Students will be encouraged to undertake **mini projects, surveys, and data collection** on local economic issues.
- ✓ Plans to introduce a **Skill Enhancement Course (SEC)** focusing on basic data handling, interpretation, and presentation.

### 3. Teaching–Learning Innovations:

- ✓ Use of **ICT tools, live data from RBI, NITI Aayog, and Budget documents** to make teaching more evidence-based.
- ✓ Conduct of **debates, seminars, and quiz competitions** on economic issues to encourage participatory learning.

### 4. Industry and Community Linkages:

- ✓ Collaboration with local institutions and government departments for **field exposure and experiential learning**.
- ✓ Organization of **guest lectures** by experts on economic policy, sustainable growth, and career opportunities in economics.

### 5. Follow-Up and Review:

- ✓ The suggestions will be placed before the **Board of Studies (BoS)** for further discussion and curriculum upgradation.
- ✓ The feedback mechanism will continue every semester to ensure **continuous quality improvement** and curriculum relevance.

## Conclusion

The feedback and actions taken reflect the Department's commitment to aligning the Economics curriculum with the emerging economic environment and the NEP-2020 vision. The department will continue to adopt student-centric, skill-oriented, and experiential learning approaches to enhance academic quality and employability.

  
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**

**2024-2025**

**ODD SEMESTER**

# ODD SEMESTER STUDENT'S FEEDBACK ON CURRICULUM AND ITS TRANSACTION 2024-25

Dear student please rate the course on the following attributes

Name of the Student \*

Malluvalasala Chanti

Hall Ticket.No \*

2214021

Semester \*

Dropdown

III

Programme \*

Dropdown

BA (HEP)

Course \*

Dropdown

Insurance Services

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

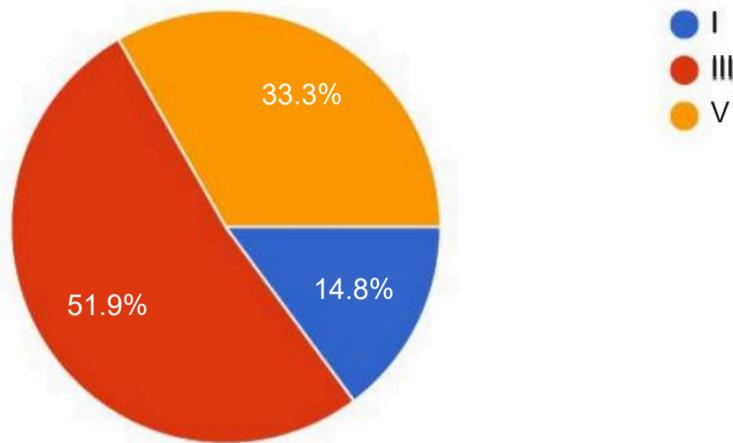
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### Semester

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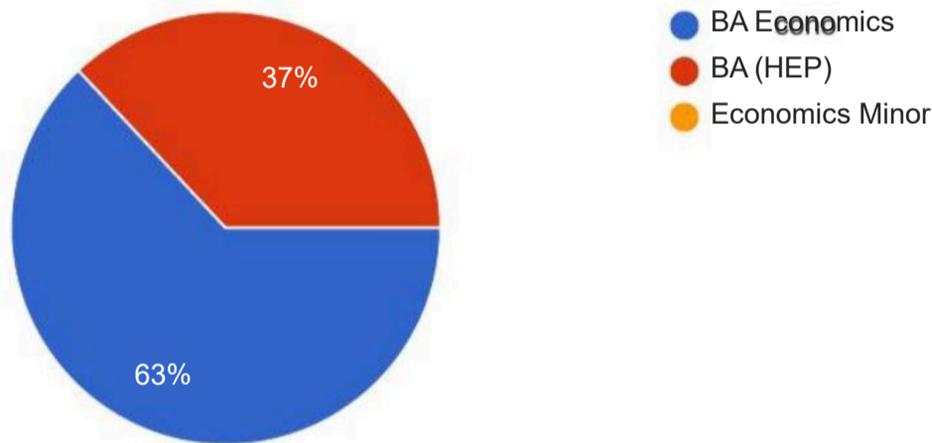
127 responses



### Programme

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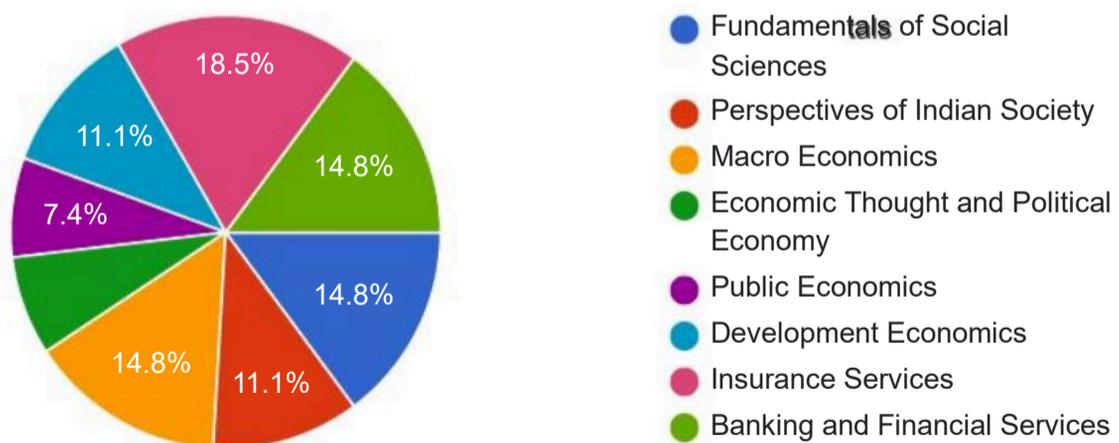
127 responses



### Course

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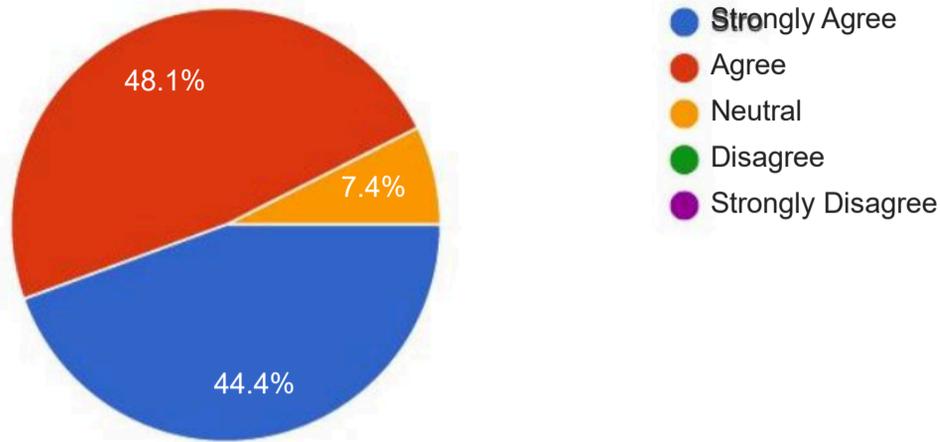
127 responses



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



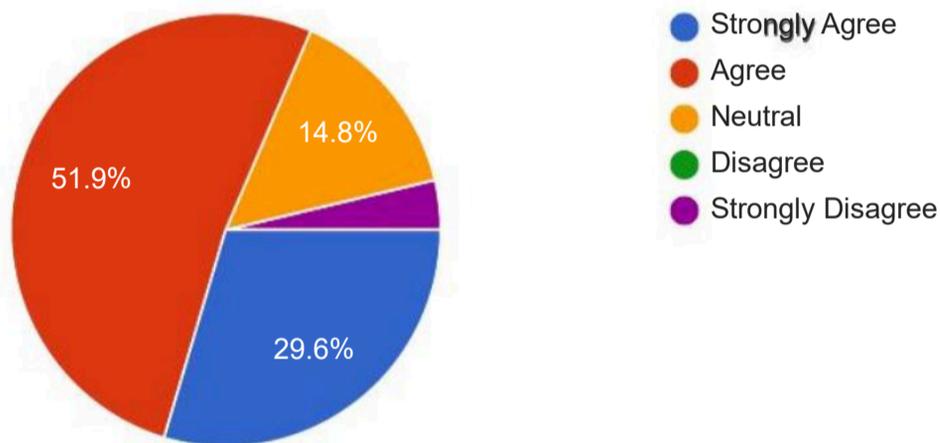
127 responses



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



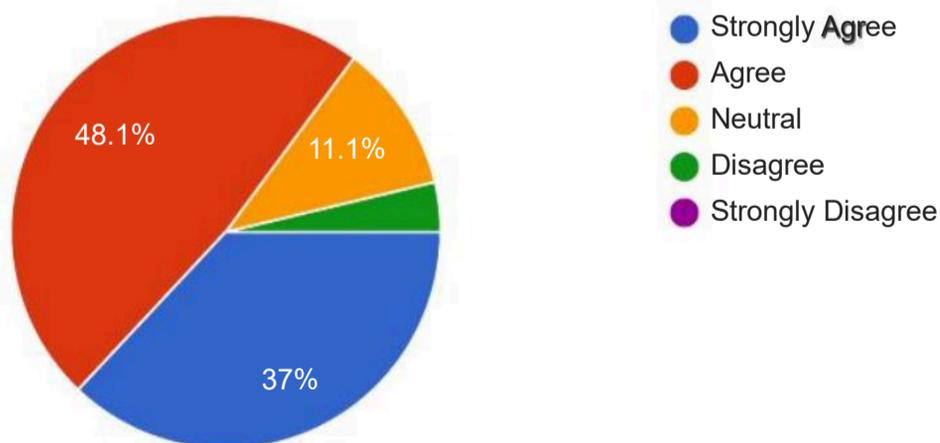
127 responses



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



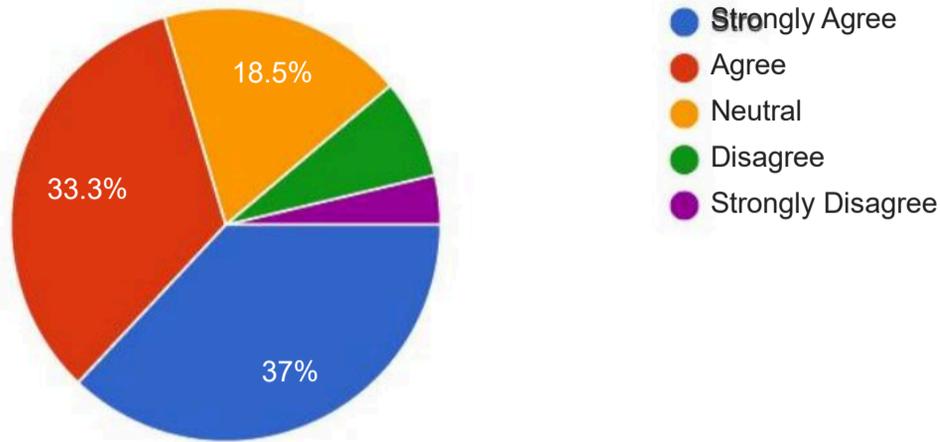
127 responses



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



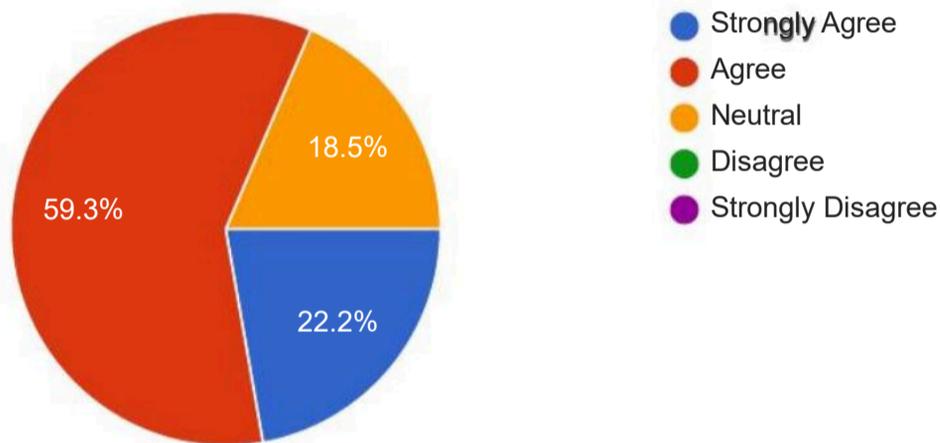
127 responses



5. Students are involved in curriculum design and development



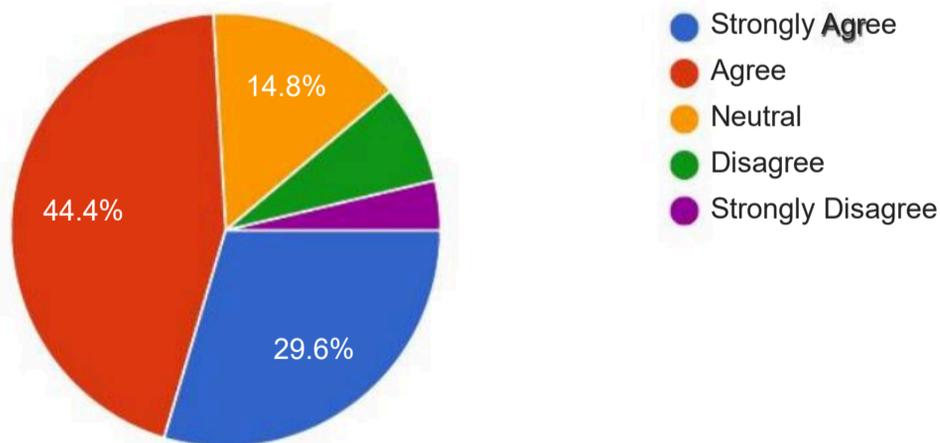
127 responses



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



127 responses

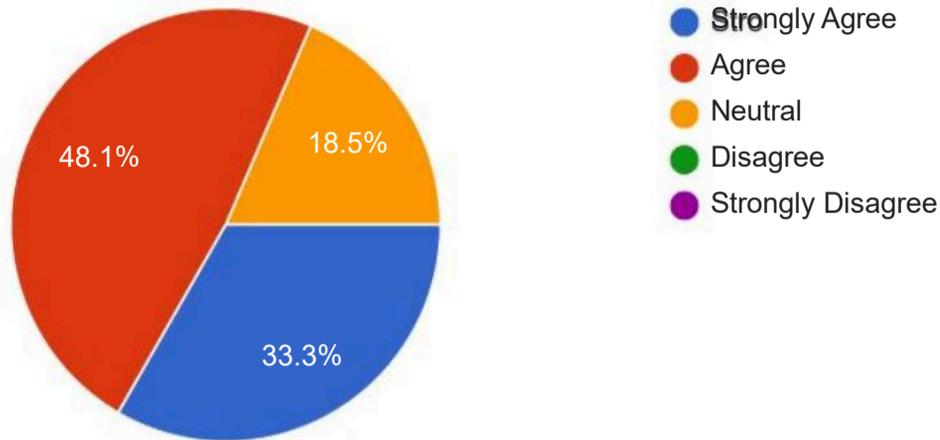


### 7. Curriculum effectively integrates multidisciplinary and skill



development courses to explore areas outside the core discipline

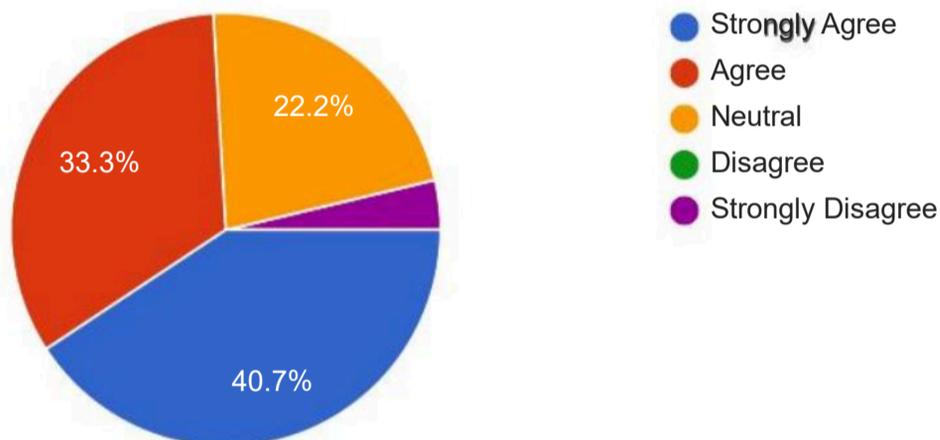
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### 8. The curriculum provides opportunities for experiential learning such as internships, projects, fieldwork, etc.



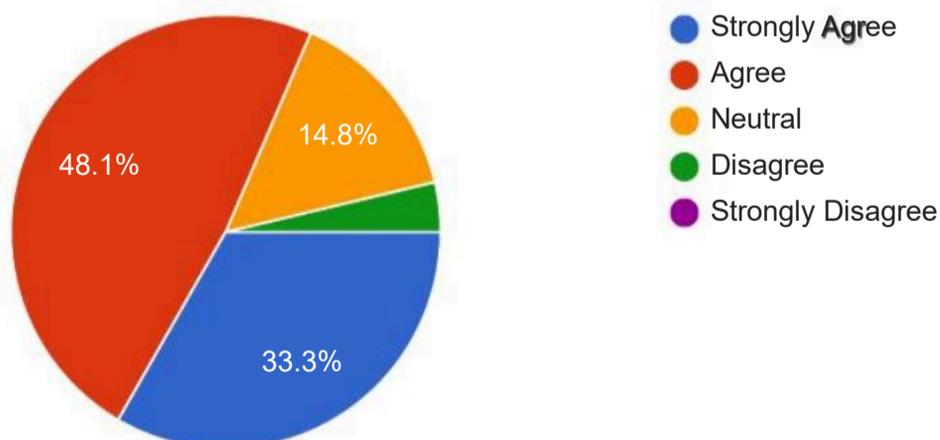
127 responses



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



127 responses



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

127 responses

No

Nil

It's good

No suggestions

Yes

No suggestions

Fundamental of social sciences

No suggestion

The study of such as advance sufficient exposure

Development in skills

Prospective of Indian society

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

## Department of Economics

### ANALYSIS OF STUDENTS' FEEDBACK ON CURRICULUM

#### Academic Year: 2024–25

The Department of Economics collected feedback from students regarding the curriculum and its implementation for the academic year 2024–25. The feedback was obtained through an online mode covering aspects such as clarity of course objectives, relevance of content, skill development, employability, and exposure to recent trends.

#### Observations:

- Most students **strongly agreed** that the course objectives and outcomes were clearly defined and effectively communicated.
- The curriculum was found to be **useful for developing analytical and conceptual skills** in understanding micro and macroeconomic concepts.
- Students appreciated the inclusion of topics related to **Indian economic policies, sustainable development, and public finance**, which help them relate theory to current economic issues.
- Some students suggested adding **more practical exposure** such as field surveys, mini projects, and case studies on local economic issues to improve real-world understanding.
- A few students expressed the need for **updated data and references** reflecting recent Government policies, Union Budgets, and Economic Surveys.
- There was also a suggestion to introduce **skill-based papers** focusing on data interpretation, statistical tools, and basics of econometrics to enhance employability.

#### ACTION TAKEN REPORT

Based on the feedback received from students, the following actions were discussed and initiated:

##### 1. Curriculum Enhancement:

- ✓ Proposed inclusion of applied components such as **field surveys, report writing, and case studies** on local economic development.
- ✓ Plan to incorporate **recent economic reforms, fiscal policies, and global trends** in relevant units.

##### 2. Skill-Oriented Learning:

- ✓ Proposal to introduce a **Certificate Course in Data Analysis using Excel/SPSS** to improve employability skills.
- ✓ Encourage students to participate in **research-based projects and internships** with local industries or government offices.

**3. Pedagogical Improvements:**

- ✓ More emphasis on **interactive teaching methods**, including group discussions, role plays, and debates on economic policies.
- ✓ Integration of **ICT tools, YouTube lectures, and live data** from RBI and NITI Aayog reports in classroom discussions.

**4. Faculty and Student Development:**

- ✓ Faculty members to attend workshops and orientation programs on **curriculum design and NEP-2020 guidelines**.
- ✓ Organizing **guest lectures** by economists and academicians to bridge the gap between theory and practice.

**5. Continuous Review:**

The feedback mechanism will be continued each semester, and the revised syllabus proposals will be placed before the **Board of Studies (BoS)** for approval and implementation from the next academic year.

**Conclusion**

The Department of Economics remains committed to providing a dynamic and relevant curriculum that fosters analytical ability, employability, and awareness of contemporary economic issues among students. The feedback process has been instrumental in identifying gaps and guiding curriculum improvement.

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

# STUDENT'S FEEDBACK ON CURRICULUM AND ITS TRANSACTION 2024-2025 SEM III & V

Department of Chemistry

Name of the Student \*

Vaddi syamala

Programme \*

⌵ Dropdown

III B.SC CBHC

Semester \*

⌵ Dropdown

V

Regd.No. \*

2239013

Title of the Course \*

⌵ Dropdown

Green Chemistry & Nanotechnology

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

- Strongly Agree
- Neutral
- Disagree
- Strongly Disagree

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

Strongly Agree

Agree

Neutral

Disagree

Strongly Disagree

Other: .....

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

Strongly Agree

Agree

Neutral

Disagree

Strongly Disagree

Other: .....

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

Strongly Agree

Agree

Neutral

Disagree

Strongly agree

9. Evaluation process is fair and transparent. \*

Strongly Agree

Agree

Neutral

Disagree

Strongly Disagree

\*

10. Any suggestions for improvement

Need guidance for competative exams

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# STUDENT'S FEEDBACK ON CURRICULUM AND ITS TRANSACTION 2024-2025 SEM III & V

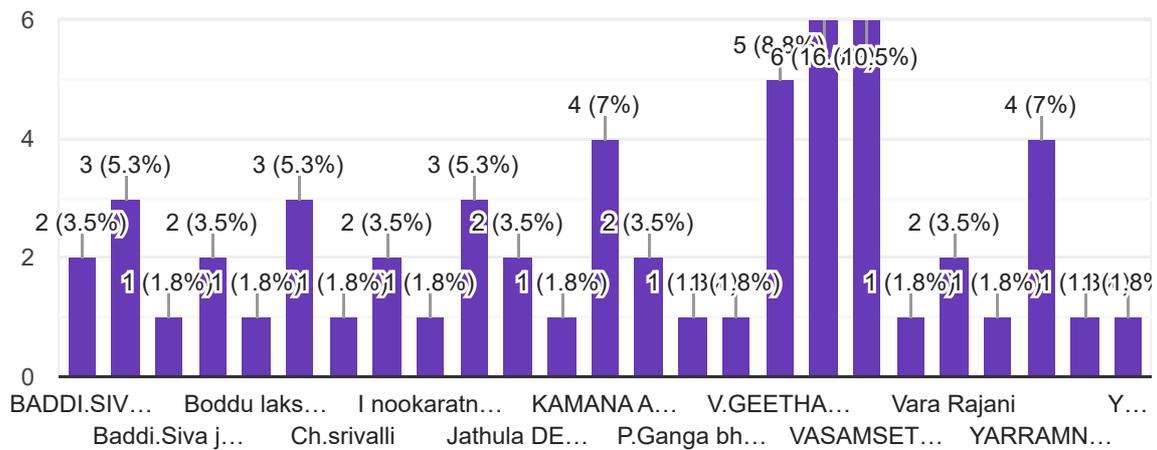
57 responses

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## Name of the Student

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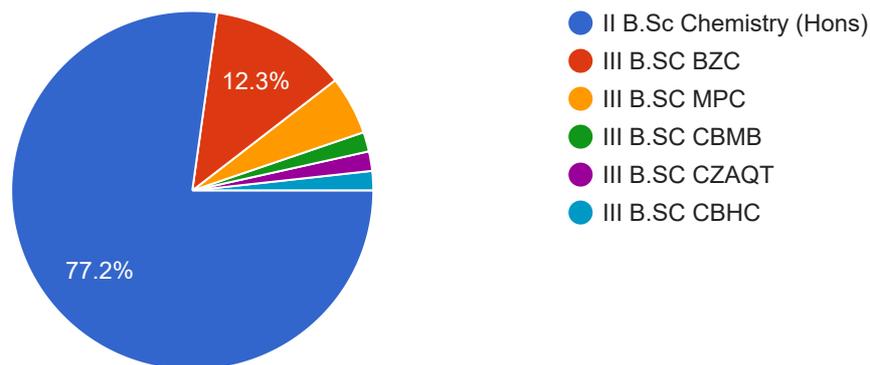
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## Programme

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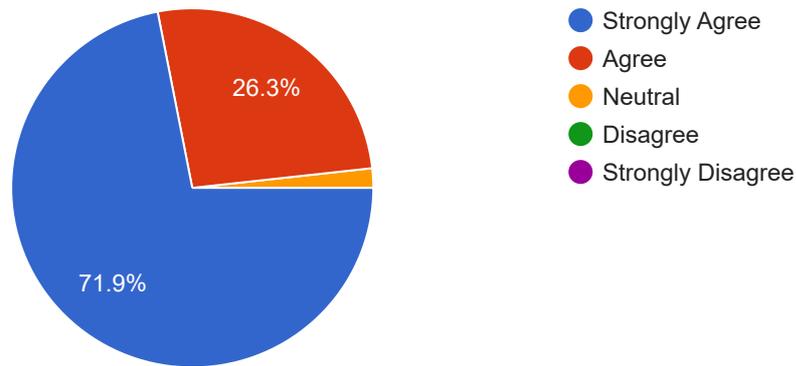




1. Course objectives and Course outcomes are well defined and communicated to students.

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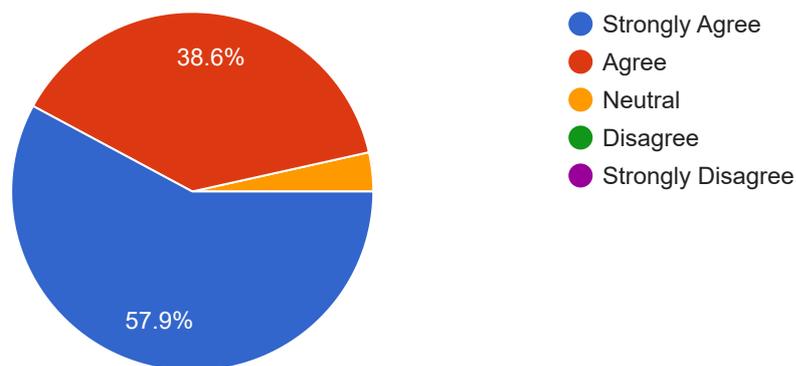
57 responses



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

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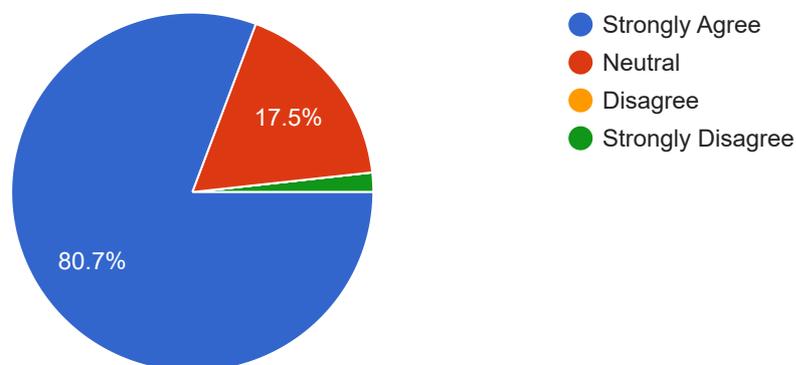
57 responses



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

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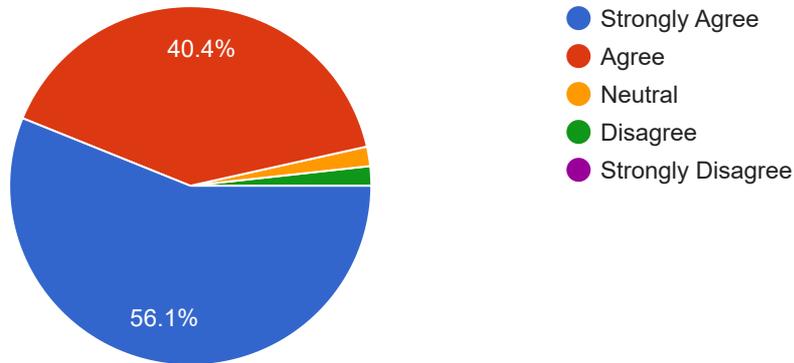
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4. Syllabus is useful for competitive exams/ higher progression/ self-employment.\*

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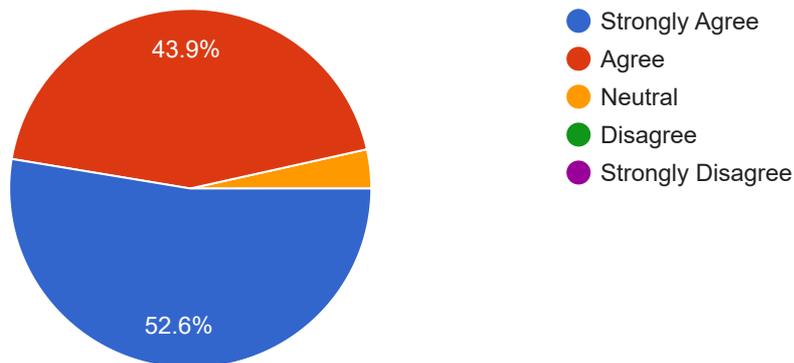
57 responses



5. Students are involved in curriculum design and development

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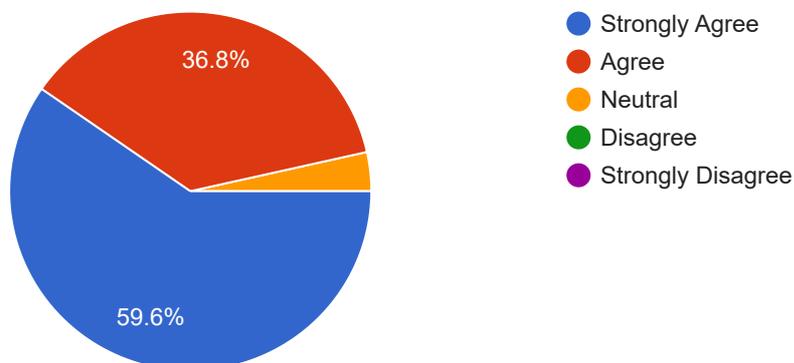
57 responses



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

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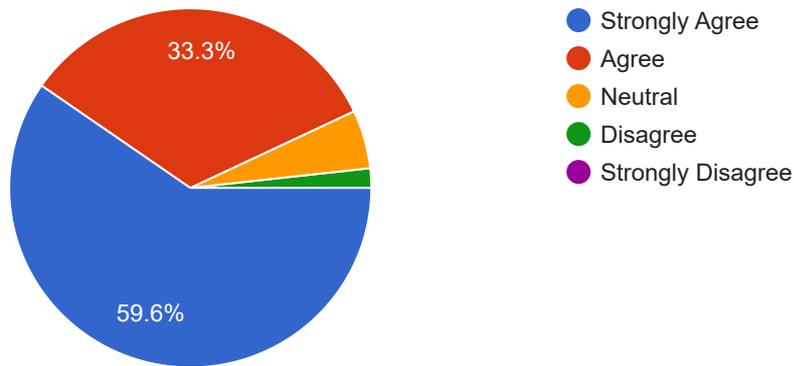
57 responses



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

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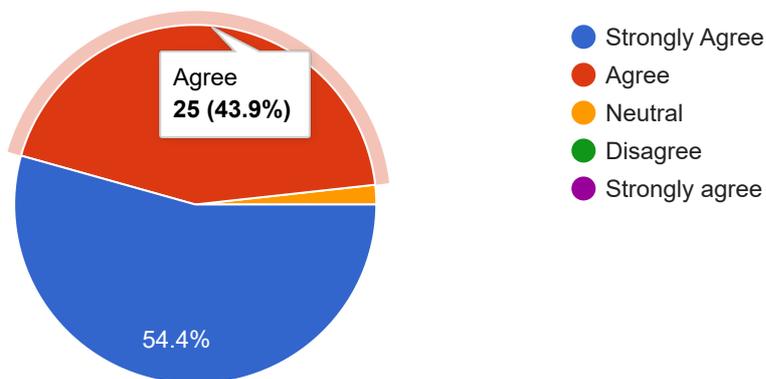
57 responses



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

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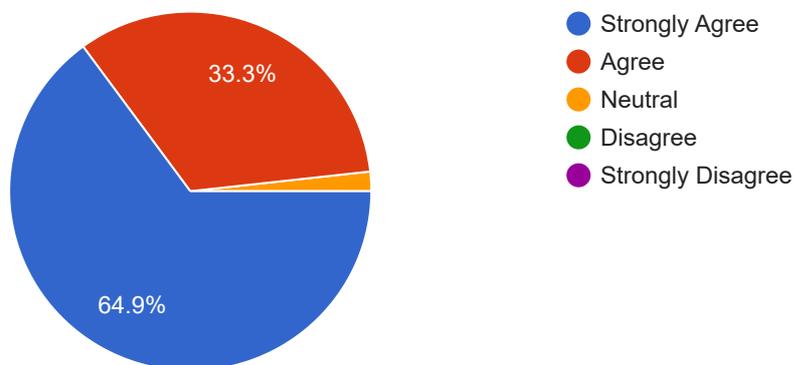
57 responses



9. Evaluation process is fair and transparent.

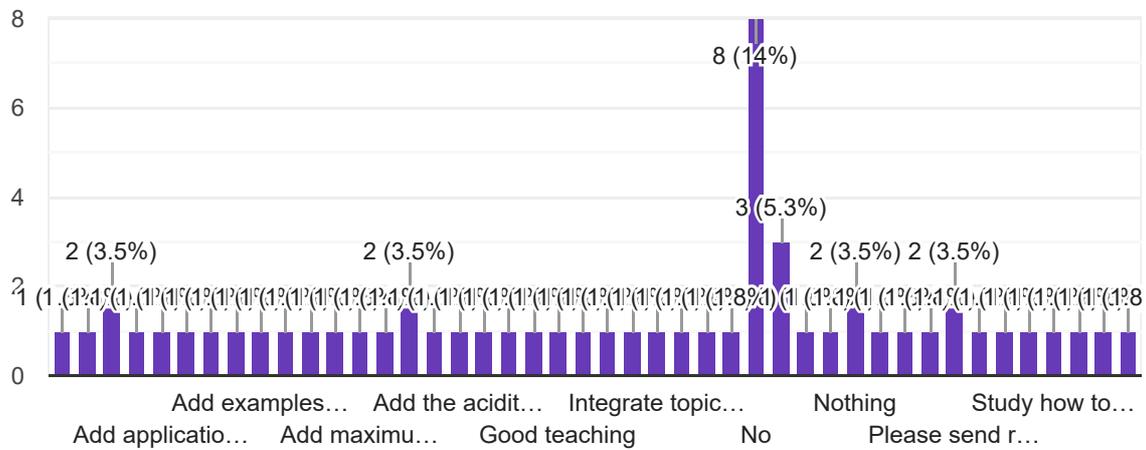
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57 responses



### 10. Any suggestions for improvement

57 responses



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

**ACADEMIC YEAR - 2024-25**

## **STUDENTS FEEDBACK ON CURRICULUM**

### **ACTION TAKEN REPORT**

#### **OBSERVATIONS:**

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

- Suggested to include more activities to promote creativity and critical thinking of students.
- Suggested to include topics which provide clear understanding of current topics.
- Suggested to include topics which promote creativity and critical thinking of students. Suggested certain topics to include in each course
- Need guidance for competitive exams
- Increase field visits to gain experiential learning

#### **ACTION TAKEN REPORT:**

- Department planning to organize more number of activities like quiz debates, group discussions, presentations, role-playing etc. to promote creativity and critical thinking of students
- Topics which promote creativity and critical thinking of students incorporated in each course.
- Department planning to conduct one Career Guidance programme in each academic year. Career Guidance Cell of the college organized several programmes for students to aid them in preparing for competitive exams.
- Field trips, site visits, and internships were organized in alignment with course content to provide hands-on experience.



Incharge of department of Chemistry  
A.S.D. Govt. Degree College for Women (A)  
Kakinada

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

## DEPARTMENT OF CCOMMERCE

### ANALYSIS OF STUDENT'S FEEDBACK ON CURRICULUM ACADEMIC YEAR

2024-25

I, III & V SEMESTERS

Feedback 2024-25 - Google D... I, III & V STUDENTS FEEDBACK... I, III & V STUDENTS FEEDBACK...

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I, III & V STUDENTS FEEDBACK ON CURRICULUM 2024-25

Questions Responses 244 Settings

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Responses cannot be edited

### STUDENTS FEEDBACK ON CURRICULUM 2024-25

DEPARTMENT OF COMMERCE - SEM I, III & V

\* Indicates required question

Name of the Student \*

Pothabattula Jyothi

Programme \*

B.Com General

B.Com CA

Feedback 2024-25 - Google D... I, III & V STUDENTS FEEDBACK... I, III & V STUDENTS FEEDBACK...

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I, III & V STUDENTS FEEDBACK ON CURRICULUM 2024-25

Questions Responses 244 Settings

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Semester \*

Sem-I

Sem-III

Sem-V

Name of the Course \*

Income Tax

Regd. No. \*

2362035

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I, III & V STUDENTS FEEDBACK ON CURRICULUM 2024-25  
Published

Questions Responses 244 Settings

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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

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I, III & V STUDENTS FEEDBACK ON CURRICULUM 2024-25  
Published

Questions Responses 244 Settings

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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

Feedback 2024-25 - Google Dr... I, III & V STUDENTS FEEDBACK... II & IV STUDENTS FEEDBACK...  
docs.google.com/forms/d/1WX5QRqXaWfVddpF4RhR7wQHzPOoTfmo0gcGJ66mmM/edit#response=ACYDBNjNVSs6tWwIVRcM4FxeoMyglS4CwS3Q2gPnIApbgwBEbF...

I, III & V STUDENTS FEEDBACK ON CURRICULUM 2024-25

Questions Responses 244 Settings

This form isn't accepting responses. Manage

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

Feedback 2024-25 - Google Dr... I, III & V STUDENTS FEEDBACK... II & IV STUDENTS FEEDBACK...  
docs.google.com/forms/d/1WX5QRqXaWfVddpF4RhR7wQHzPOoTfmo0gcGJ66mmM/edit#response=ACYDBNjNVSs6tWwIVRcM4FxeoMyglS4CwS3Q2gPnIApbgwBEbF...

I, III & V STUDENTS FEEDBACK ON CURRICULUM 2024-25

Questions Responses 244 Settings

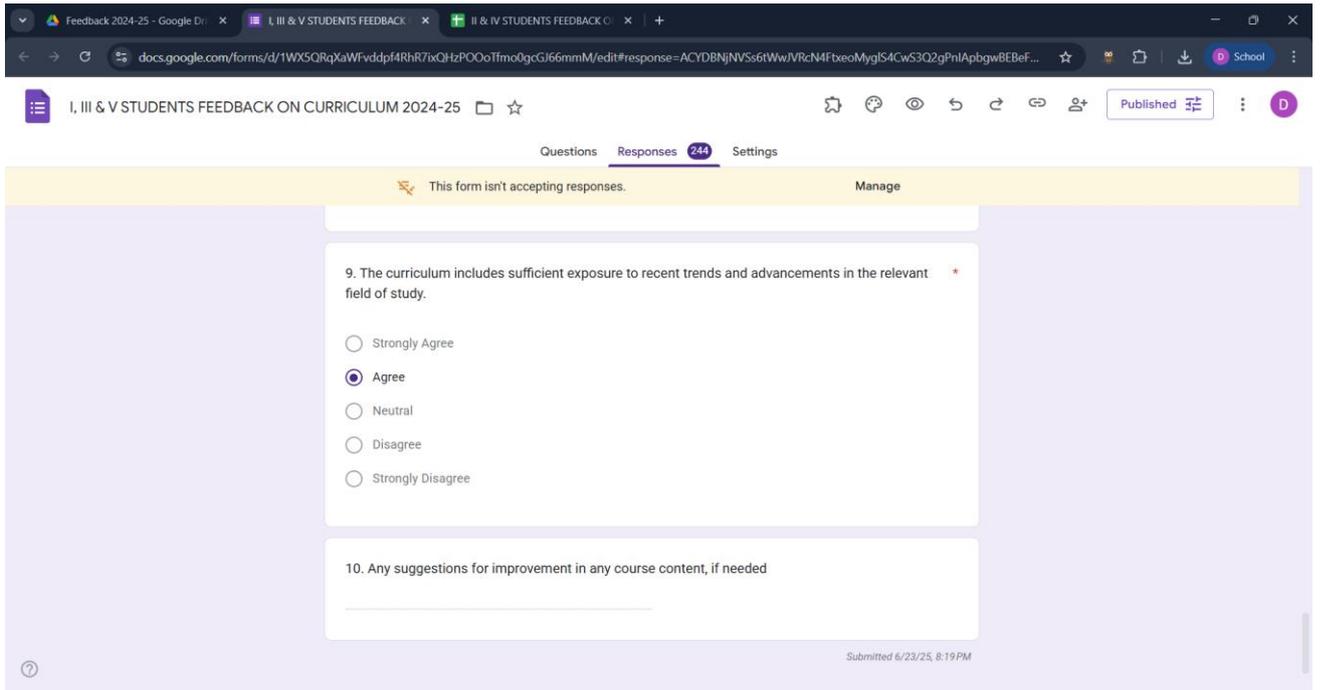
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outside the core discipline.

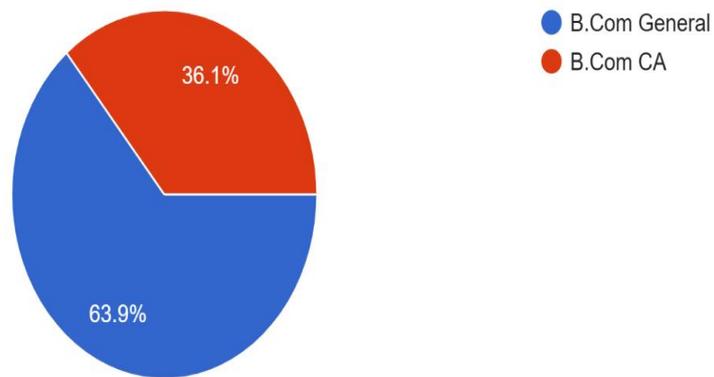
- Strongly Agree
- Agree
- Neutral
- Disagree
- Strongly Disagree

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

- Strongly Agree
- Agree
- Neutral
- Disagree

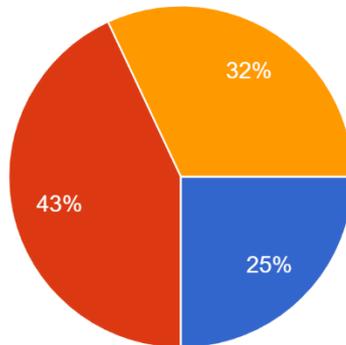


Programme  
244 responses



### Semester

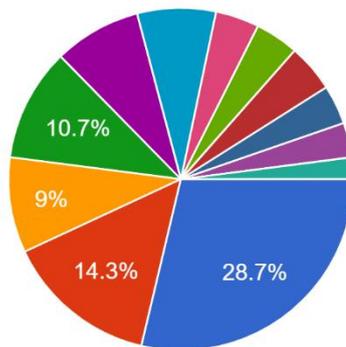
244 responses



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

### Name of the Course

244 responses

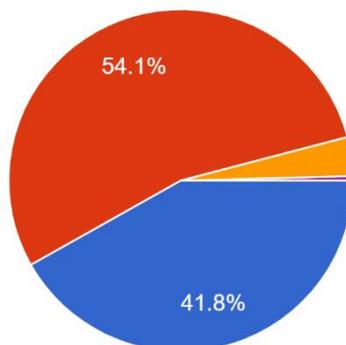


- Fundamental of Commerce
- Business Organisation
- Advanced Accounting
- Income Tax
- Business Laws
- Banking Theory & Practice
- Management Accounting and Practice
- Cost Control Techniques

▲ 1/2 ▼

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

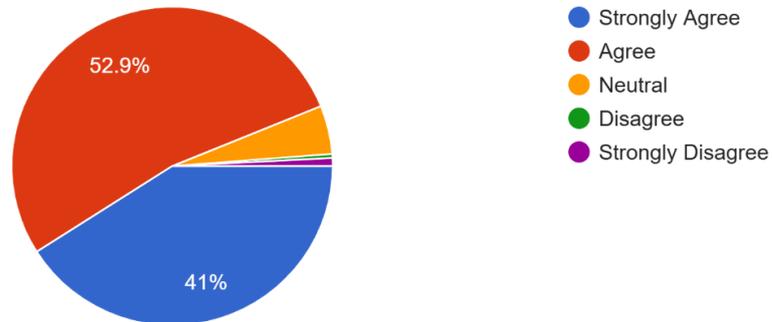
244 responses



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

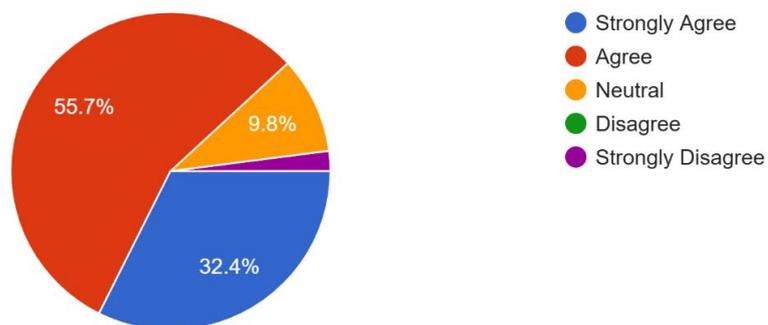
2. Course content helps to gain knowledge, foster social values, ethics, communication skills and leadership skills.

244 responses



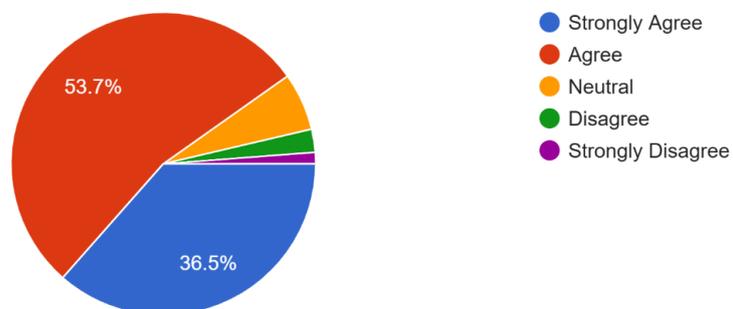
3. Curriculum addresses skill development & enhances Employability and Entrepreneurship skills.

244 responses



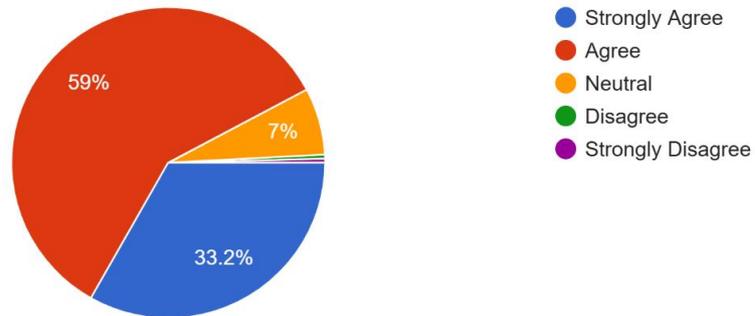
4. Curriculum focusses on cross-cutting issues like Gender, Human values, Professional Ethics, Environment and Sustainability.

244 responses



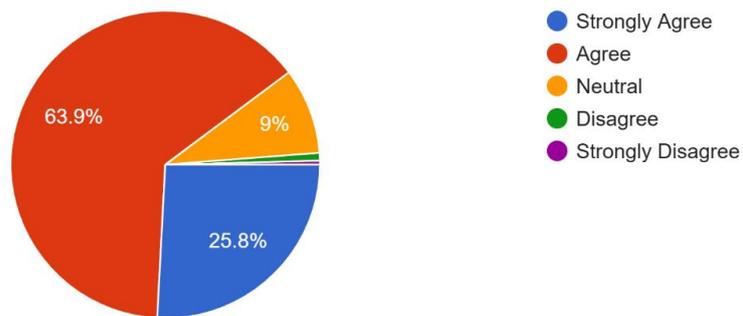
5. Students are involved in curriculum design and development.

244 responses



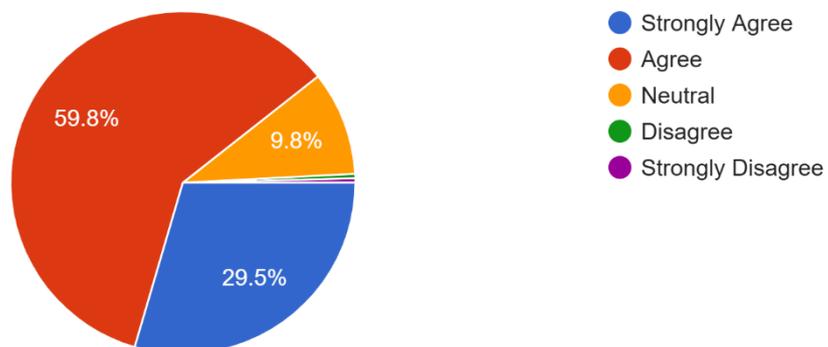
6. The curriculum is revised as per local, national, and global needs.

244 responses



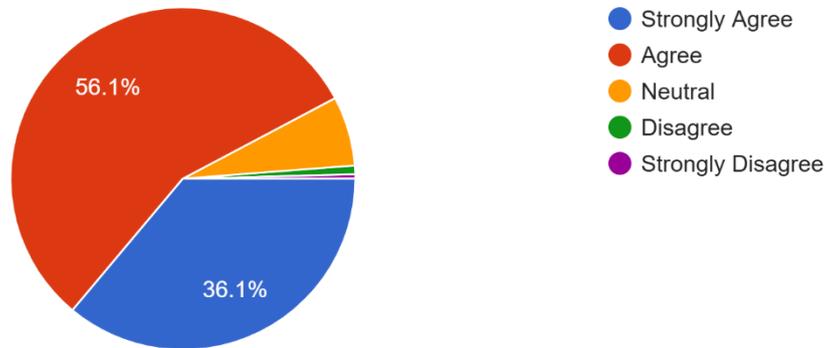
7. Curriculum effectively integrates multidisciplinary and skill development courses to explore areas outside the core discipline.

244 responses



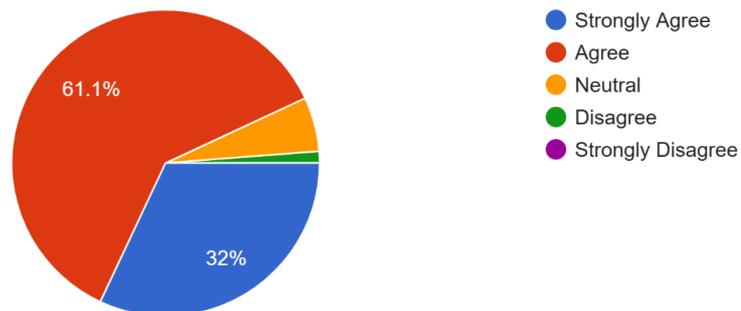
8. The curriculum provides opportunities for experiential learning such as internships, projects, fieldwork, etc.

244 responses



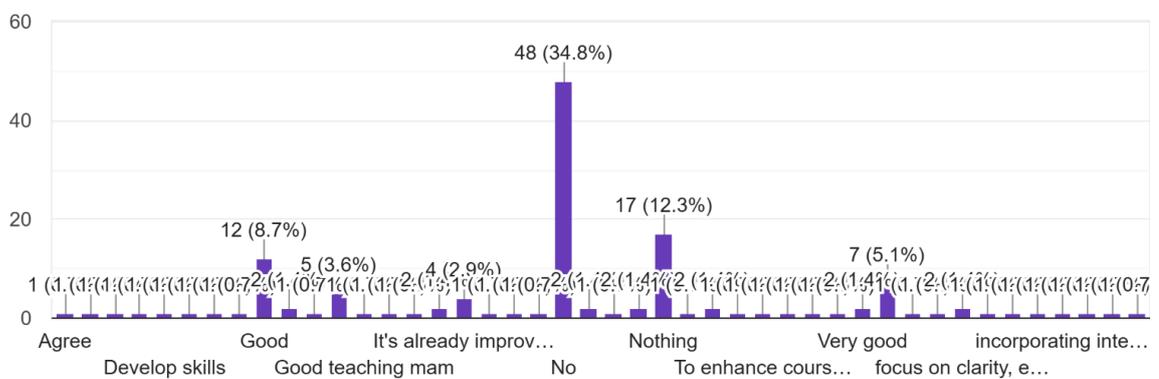
9. The curriculum includes sufficient exposure to recent trends and advancements in the relevant field of study.

244 responses



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

138 responses



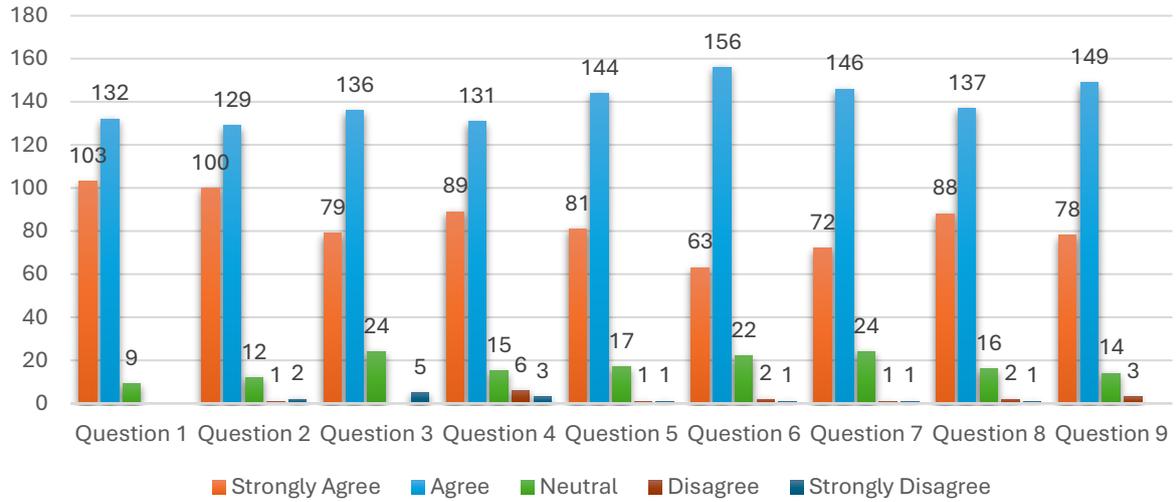
## Number of Students participated in Feedback Survey SEM wise

SEMESTER	NO. OF STUDENTS
SEM I	61
SEM III	105
SEM V	78

## Student Feedback Question wise

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Total
Question 1	103	132	9			244
Question 2	100	129	12	1	2	244
Question 3	79	136	24		5	244
Question 4	89	131	15	6	3	244
Question 5	81	144	17	1	1	244
Question 6	63	156	22	2	1	244
Question 7	72	146	24	1	1	244
Question 8	88	137	16	2	1	244
Question 9	78	149	14	3		244

## Student Feedback 2024-25 Curriculum I,III & V SEMESTERS



## II & IV SEMESTERS

II & IV STUDENTS FEEDBACK ON CURRICULUM 2024-25

DEPARTMENT OF COMMERCE - SEM II & IV

Name of the Student \*

Short answer text

Programme \*

B.Com General

B.Com CA

Semester \*

II & IV STUDENTS FEEDBACK ON CURRICULUM 2024-25

Questions Responses 177 Settings

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

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

Strongly Agree

II & IV STUDENTS FEEDBACK ON CURRICULUM 2024-25

Questions Responses 177 Settings

Strongly Agree

Agree

Neutral

Disagree

Strongly Disagree

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

Strongly Agree

Agree

Neutral

Disagree

Strongly Disagree

II & IV STUDENTS FEEDBACK ON CURRICULUM 2024-25

Questions Responses 177 Settings

Semester \*

Sem-II

Sem-IV

Name of the Course \*

1. Financial Accounting - II SEM

2. Business Management - II SEM Minor (GEN)

3. Financial Services - II SEM Minor (CA)

4. Principles of Management - II SEM Minor (CA)

5. CMA - IV SEM (GEN & CA)

6. AUDITING II SEM (GEN)

7. CORPORATE ACCOUNTING - IV SEM (GEN & CA)

8. DERIVATIVES & RISK MANAGEMENT - IV SEM MINOR (CA)

II & IV STUDENTS FEEDBACK ON CURRICULUM 2024-25

Questions Responses 177 Settings

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

II & IV STUDENTS FEEDBACK ON CURRICULUM 2024-25

Questions Responses 177 Settings

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

II & IV STUDENTS FEEDBACK ON CURRICULUM 2024-25

Questions Responses 177 Settings

Neutral

Disagree

Strongly Disagree

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

Strongly Agree

Agree

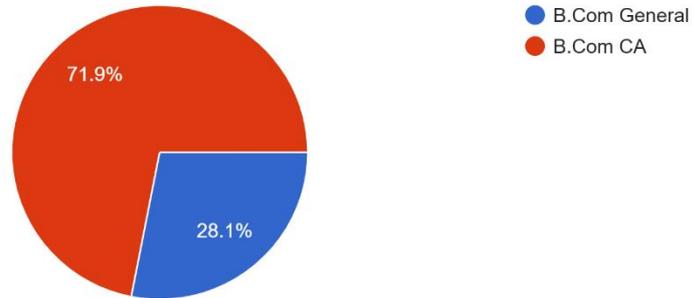
Neutral

Disagree

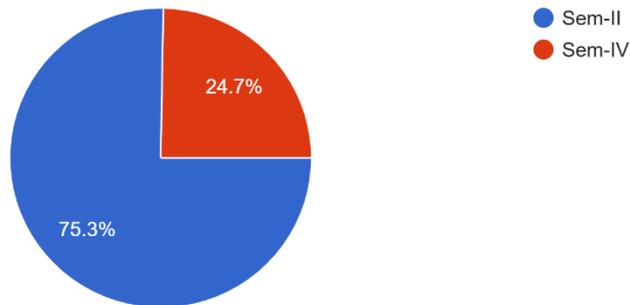
Strongly Disagree

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

**Programme**  
178 responses



**Semester**  
178 responses

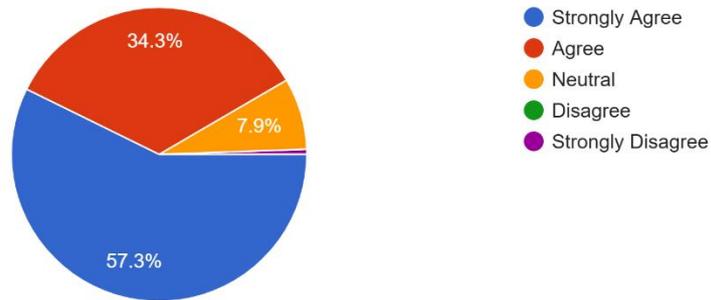


**Name of the Course**  
178 responses



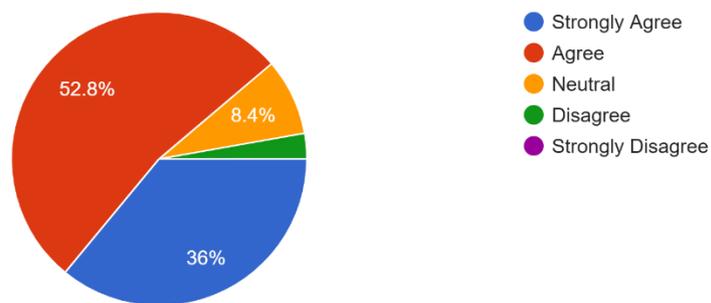
1. Course objectives and Course outcomes are well defined and communicated to students.

178 responses



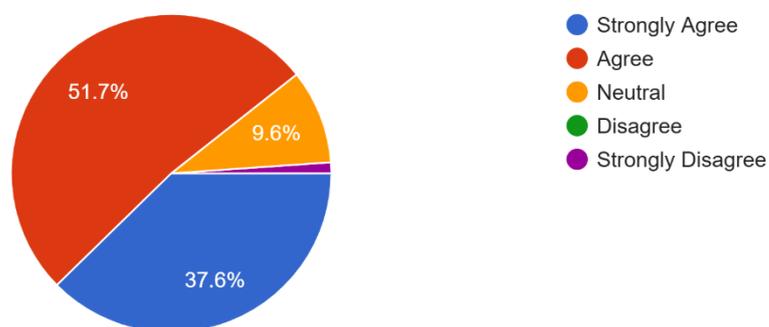
2. Course content helps to gain knowledge, foster social values, ethics, communication skills and leadership skills.

178 responses



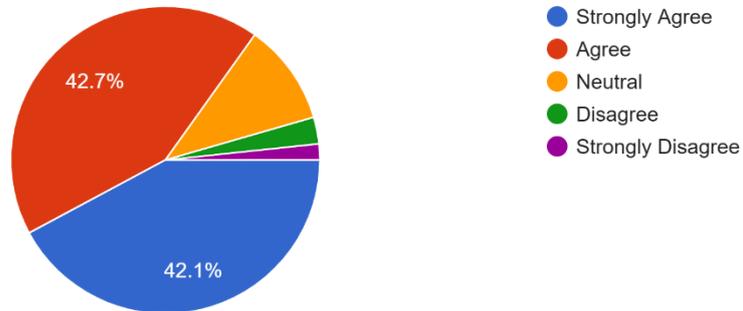
3. Curriculum addresses skill development & enhances Employability and Entrepreneurship skills.

178 responses



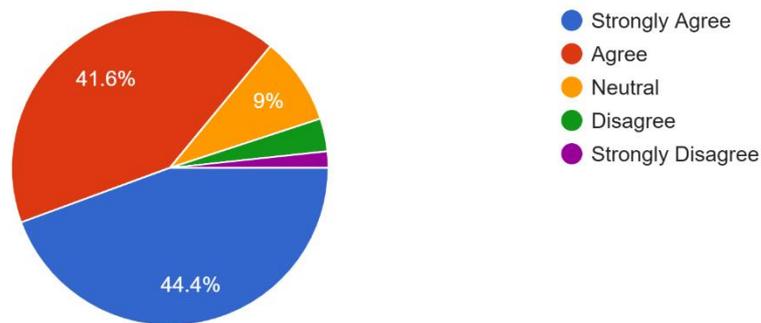
4. Curriculum focusses on cross-cutting issues like Gender, Human values, Professional Ethics, Environment and Sustainability.

178 responses



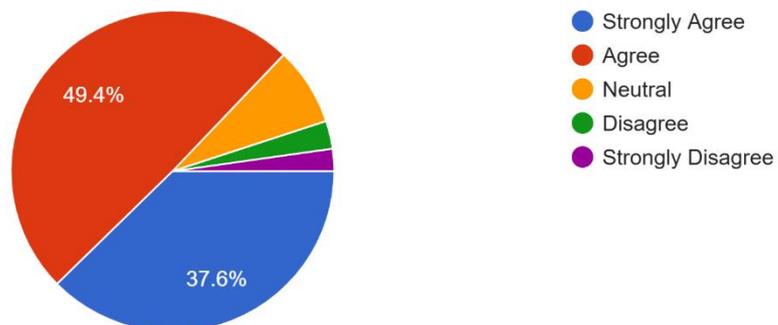
5. Students are involved in curriculum design and development.

178 responses



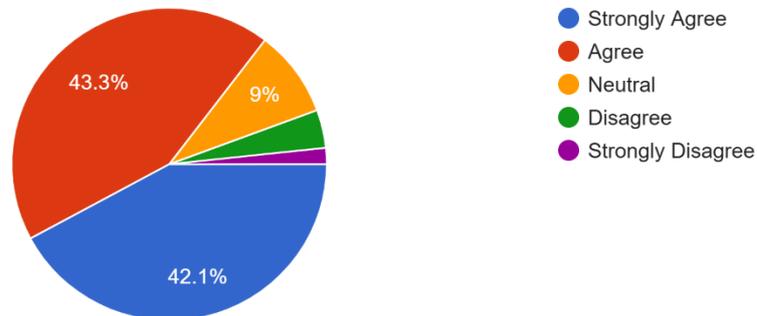
6. The curriculum is revised as per local, national, and global needs.

178 responses



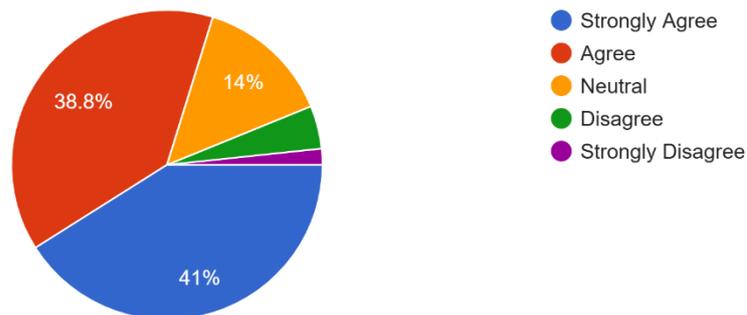
7. Curriculum effectively integrates multidisciplinary and skill development courses to explore areas outside the core discipline.

178 responses



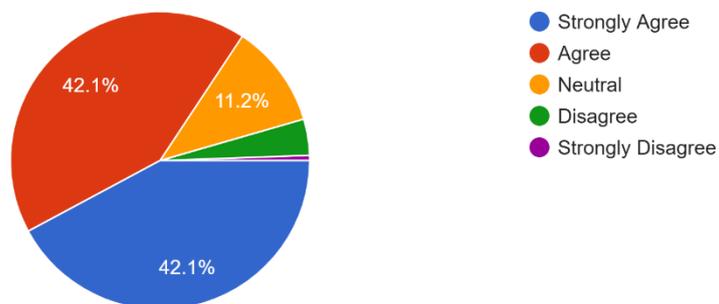
8. The curriculum provides opportunities for experiential learning such as internships, projects, fieldwork, etc.

178 responses



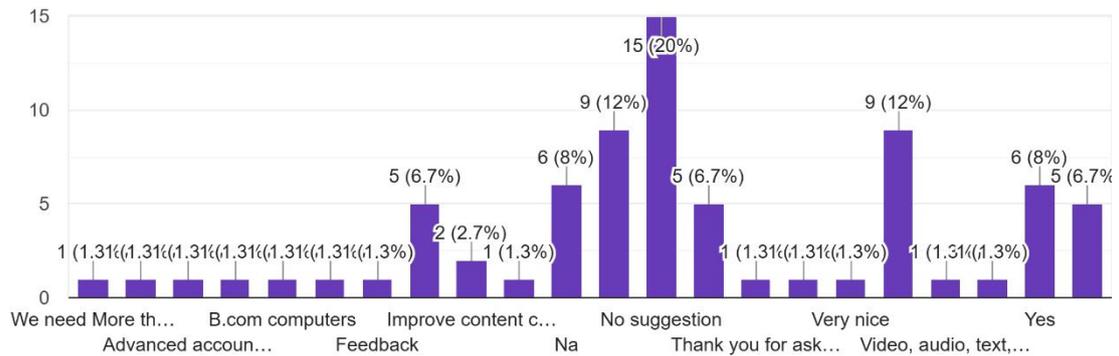
9. The curriculum includes sufficient exposure to recent trends and advancements in the relevant field of study.

178 responses



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

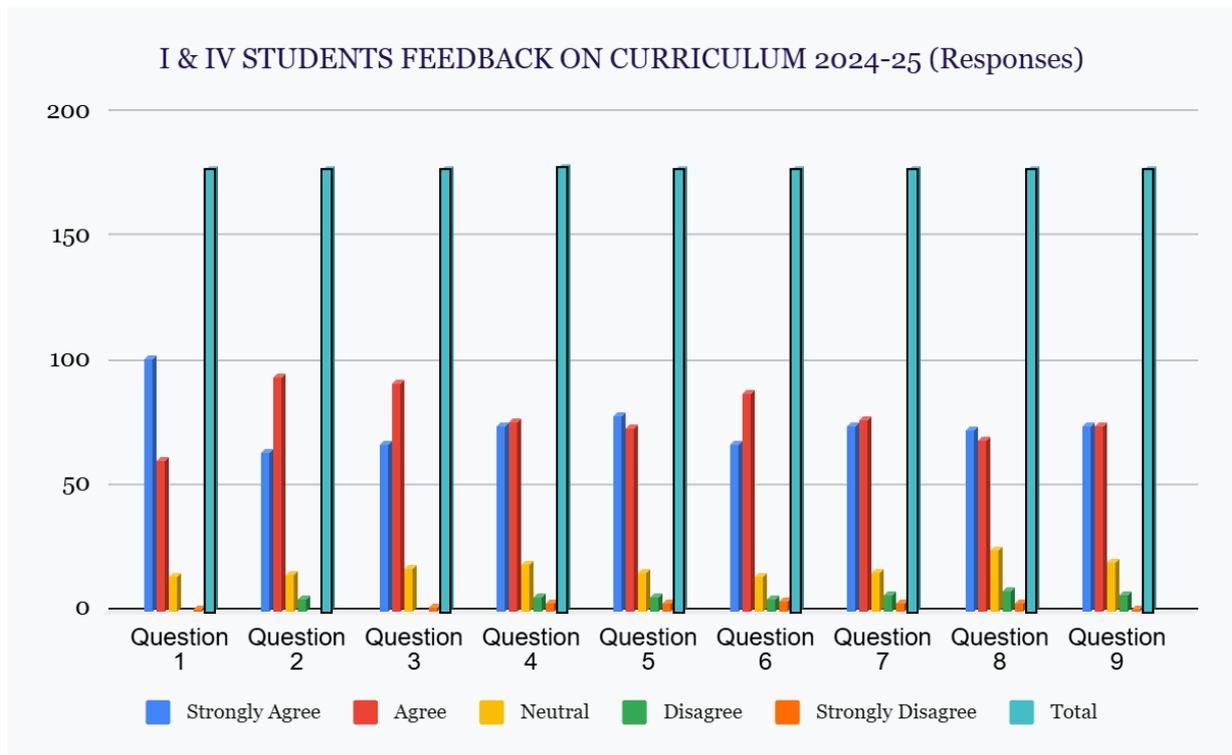
75 responses



Number of Students participated in Feedback Survey SEM wise

SEMESTER	NO. OF STUDENTS
SEM II	62
SEM IV	116
Total	178

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Total
Question 1	102	61	14		1	178
Question 2	64	94	15	5		178
Question 3	67	92	17		2	178
Question 4	75	76	19	6	3	179
Question 5	79	74	16	6	3	178
Question 6	67	88	14	5	4	178
Question 7	75	77	16	7	3	178
Question 8	73	69	25	8	3	178
Question 9	75	75	20	7	1	178



### Observations

- Students emphasized the need to integrate more practical exposure in subjects such as Accounting, Taxation, and Banking through hands-on training in Tally, GST filing, and digital banking tools to bridge the gap between theory and real-world applications.
- In Business and Management-related subjects, students suggested including case studies, simulations, and real-life business scenarios to better understand concepts like decision-making, leadership, and strategic planning.
- Students requested that the curriculum incorporate emerging areas such as Financial Analytics, Digital Marketing, and FinTech innovations, reflecting current trends and employability needs in the commerce sector.
- In the area of Economics and Financial Services, students expressed interest in interactive learning methods such as data interpretation exercises, market trend analysis, and field visits to financial institutions, to gain practical insights.
- Additional feedback highlighted the need for more lab-based and experiential learning components, including commerce labs and project-based assessments, to enhance analytical and problem-solving skills relevant to industry practices.

## **ACTION TAKEN REPORT:**

- It was resolved to introduce more practical components in Accounting, Taxation, and Banking papers by incorporating hands-on training using Tally, GST filing simulations, and digital banking operations. Proposals will be discussed in the upcoming Board of Studies (BoS) meeting for inclusion in the revised syllabus.
- It is proposed to introduce BIFS programme from AY 2025.
- To align the curriculum with current industry trends, it was decided to integrate new topics such as Financial Analytics, Digital Marketing, and FinTech Applications into relevant papers, supported by guest lectures from industry experts.
- The department will strengthen experiential learning by organizing industrial visits, field projects, and interactions with professionals from financial and commercial sectors to bridge the gap between classroom learning and practical exposure.
- A proposal will be made to establish a Commerce Laboratory equipped with ICT tools and accounting software to facilitate lab-based learning and skill-oriented training sessions.
- All proposed changes will be presented for approval in the Board of Studies (BoS) meeting, and once approved, they will be implemented in a phased manner from the next academic year.
- A continuous review and feedback mechanism will be adopted to evaluate the effectiveness of the revised curriculum and ensure that it remains industry-relevant and student-centric.

*R.R.D. Girisly*

I/C Department of Commerce  
ASDGDC (W) (A),  
KAKINADA

# STUDENTS FEEDBACK ON CURRICULUM 2024-25

Department of Home Science Sem I,III & V

Name of the student \*

Bangaru Anusha

Semester \*

- Sem I
- Sem III
- Sem V

Regd No

2480002

Name of the course \*

Dropdown

Principles of Psychology



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

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 \*

nothing

This content is neither created nor endorsed by Google.

Google Forms

## Analysis of Student Feedback on Curriculum 2024-25

133 responses

[Link to Sheets](#)

Summary

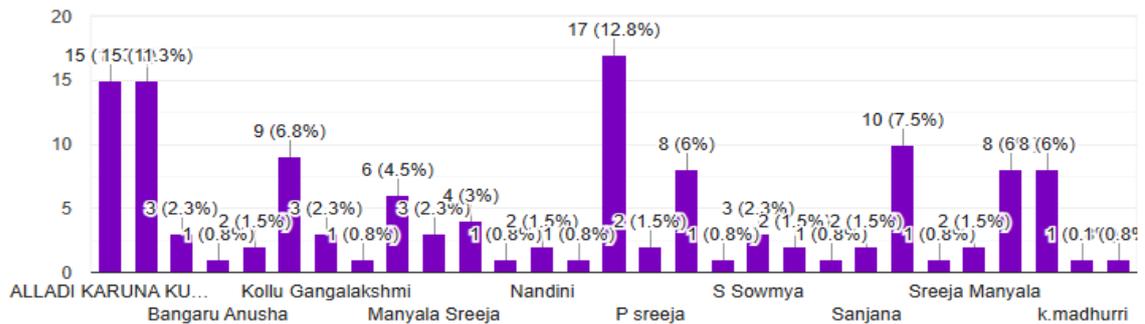
Question

Individual

Name of the student

[Copy chart](#)

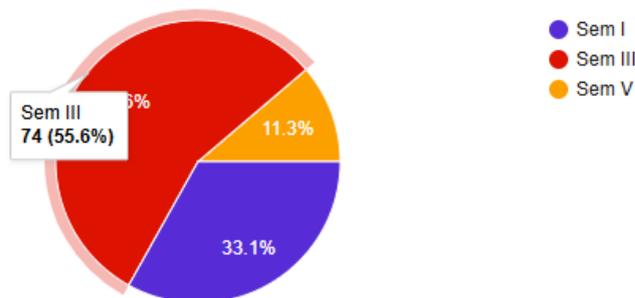
133 responses



Semester

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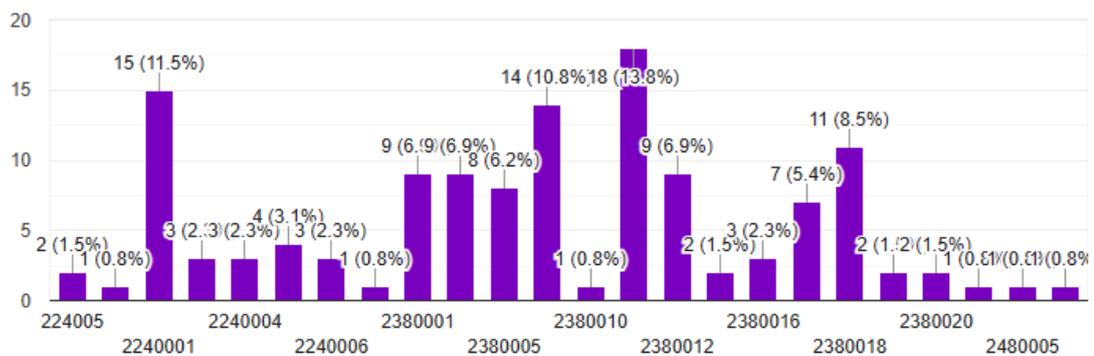
133 responses



Regd No

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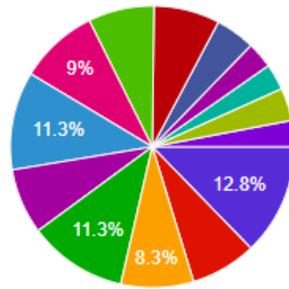
130 responses



### Name of the course

[Copy chart](#)

133 responses



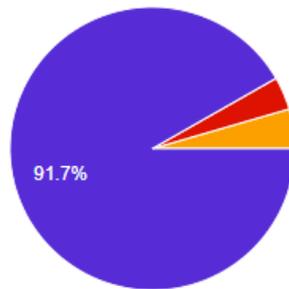
- Introduction to Home Science
- Health, Hygiene and Wellness
- Principles of Psychology
- Basic Nutrition
- Textile Fibers
- Early Childhood Education
- Housing for Better Living
- Extension Education and Community...

▲ 1/2 ▼

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

[Copy chart](#)

133 responses

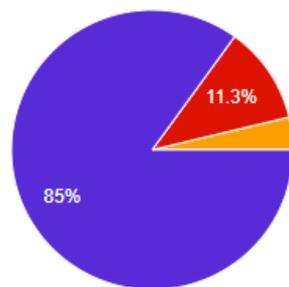


- Strongly agree
- Agree
- Neutral
- Disagree
- Strongly Disagree

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

[Copy chart](#)

133 responses

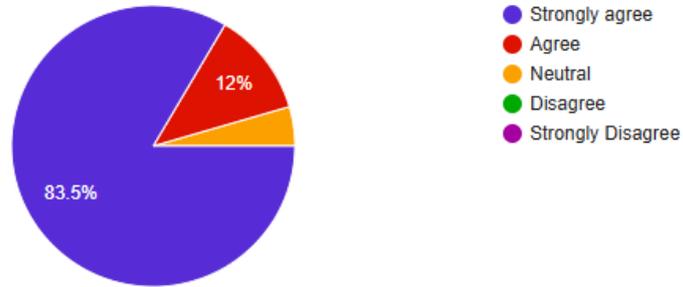


- Strongly agree
- Agree
- Neutral
- Disagree
- Strongly Disagree

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

[Copy chart](#)

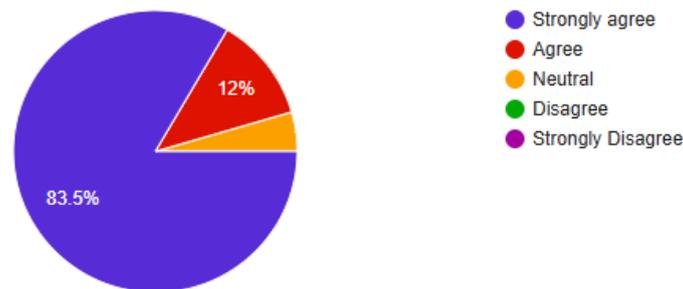
133 responses



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

[Copy chart](#)

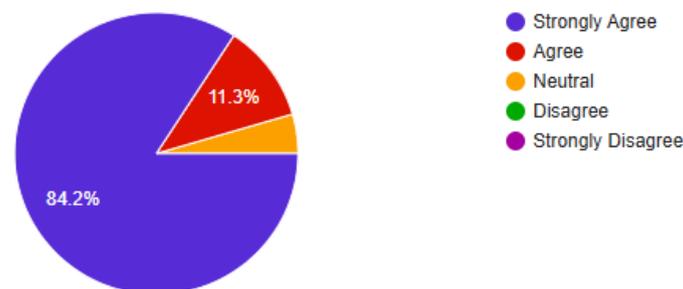
133 responses



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

[Copy chart](#)

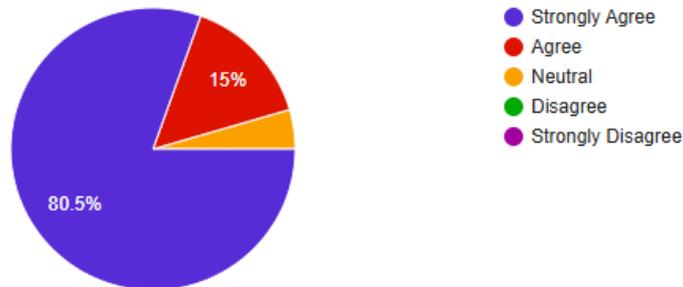
133 responses



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

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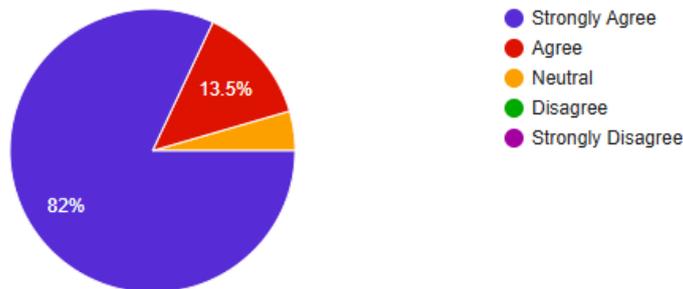
133 responses



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

[Copy chart](#)

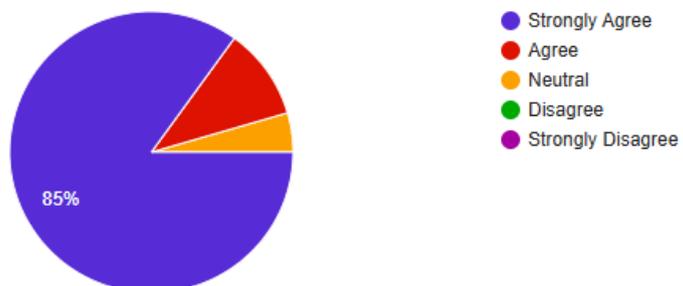
133 responses



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

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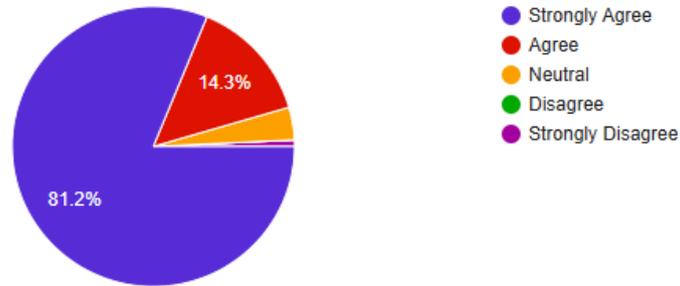
133 responses



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

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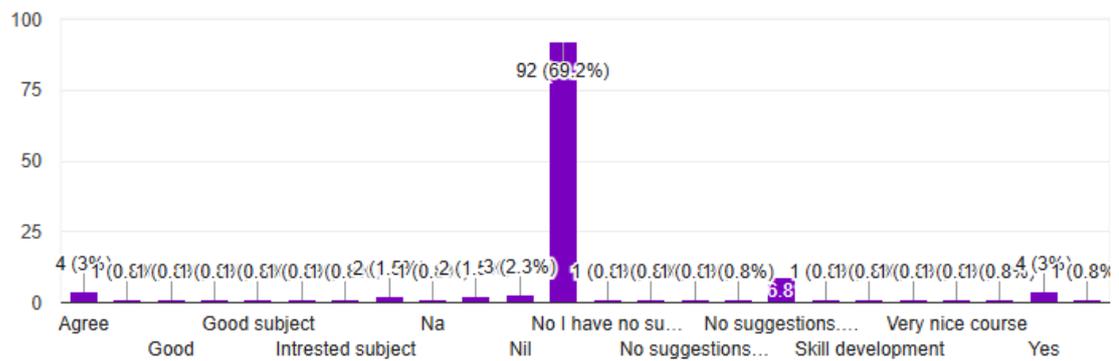
133 responses



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

[Copy chart](#)

133 responses



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

**DEPARTMENT OF HOME SCIENCE**

**Student Feedback on Curriculum Sem I,III &V**

**Action taken Report**

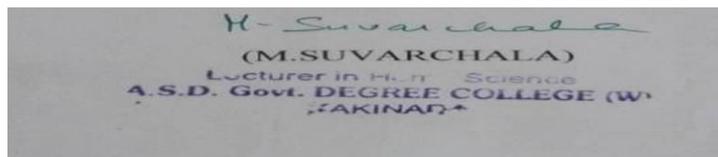
**Observations:**

1. Suggested to include hydroponics and vertical gardening concepts in Housing for Better Living course
2. Suggested to include ECE for children with special needs in Early Childhood Education course
3. Suggested to include contemporary topics online counselling and tele-counselling in Guidance and Counselling course
4. Suggested to include more topics which enhance skill development
5. Suggested to include more field trips to gain better learning opportunities

**Action Taken:**

1. During the syllabus revision in Board of Studies 2025-26, the topics suggested by the students are included in the concerned subjects.
2. Department resolved to provide first hand experiences for the students by organising more field trips.
3. Department resolved to conduct more skill development activities through value added and certificate courses.

4.



H. Suvarchala  
(M.SUVARCHALA)  
Lecturer in Home Science  
A.S.D. Govt. DEGREE COLLEGE (W)  
KAKINADA

# STUDENTS FEEDBACK ON CURRICULUM 2024-25

DEPARTMENT OF MATHEMATICS - SEM I, III, V

Name of the Student \*

Mummidi Ramya

Programme \*

- B.Sc Mathematics Major
- B.Sc Mathematics Minor
- B.Sc (MPCS)
- B.Sc (MSCS)
- B.Sc (MPC)

Semester \*

- Sem I
- Sem III
- Sem V

Name of the Course \*

Dropdown

Group Theory



Regd.No. \*

2371006

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

Add permutations and cyclic groups more problems

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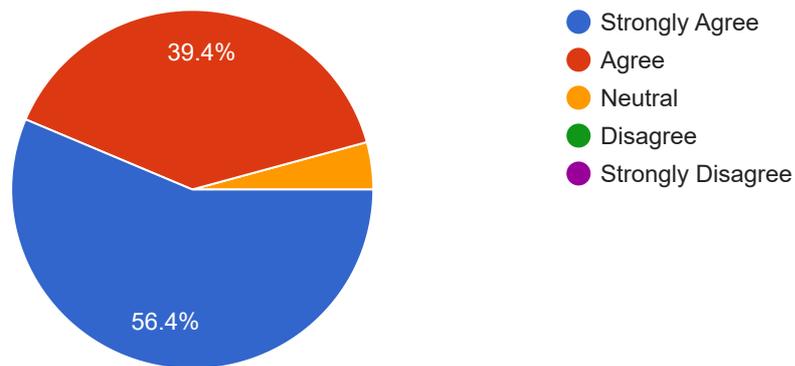
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2232029

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

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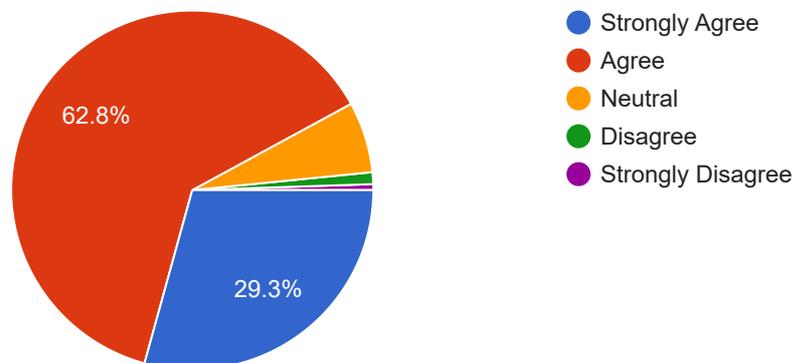
188 responses



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

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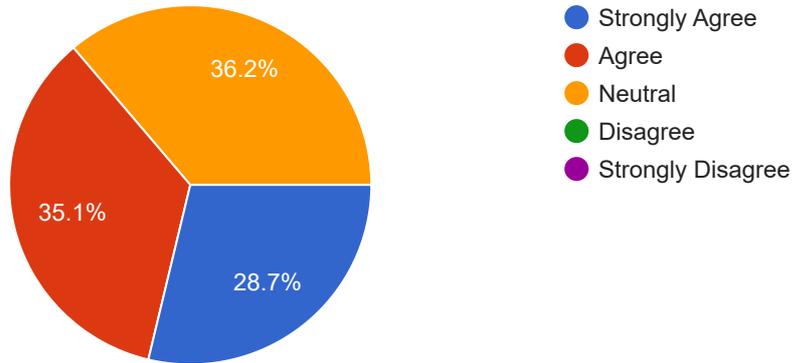
188 responses



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

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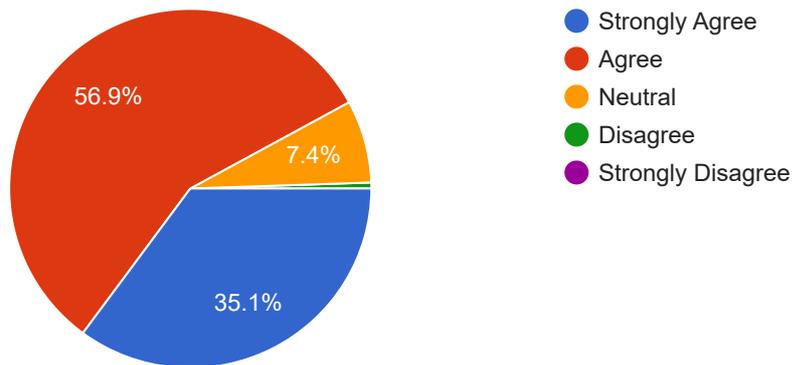
188 responses



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

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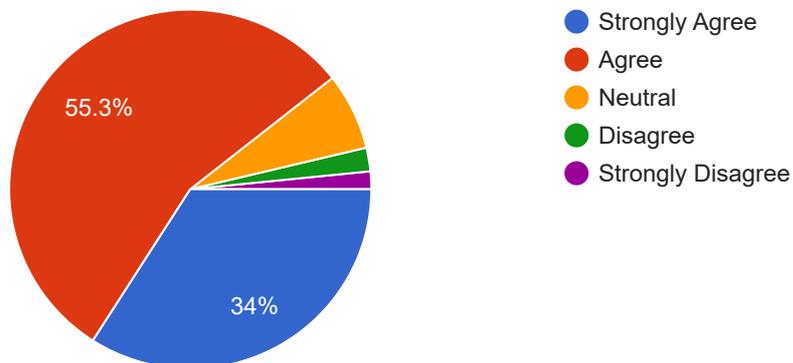
188 responses



5. Students are involved in curriculum design and development.

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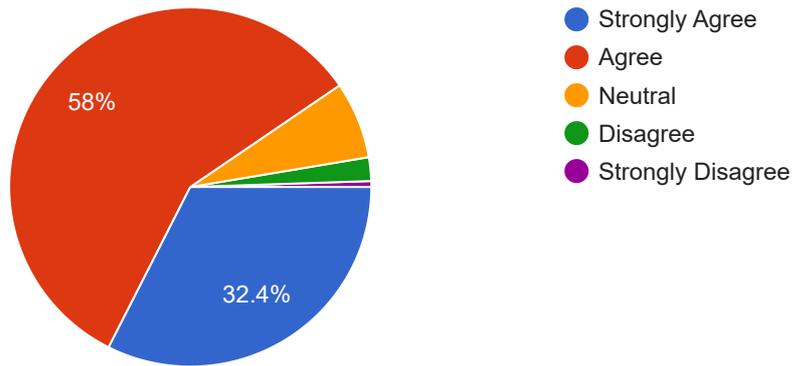
188 responses



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

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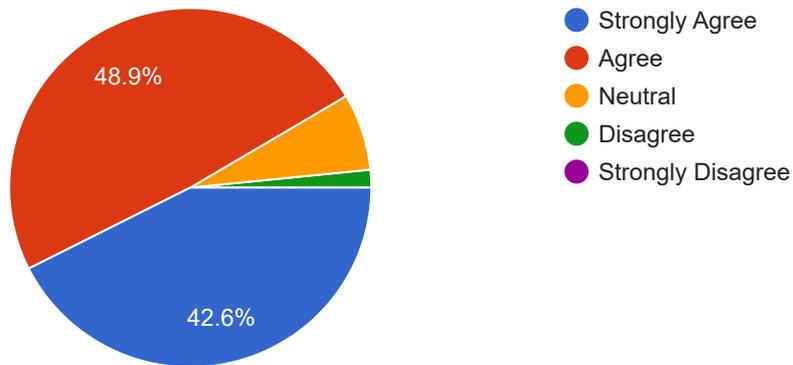
188 responses



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

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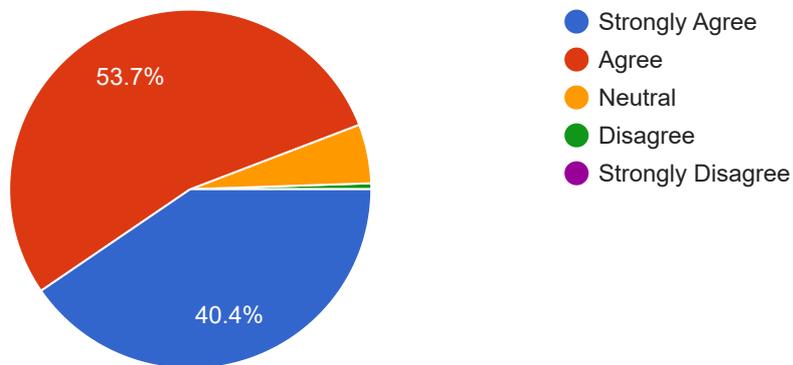
188 responses



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

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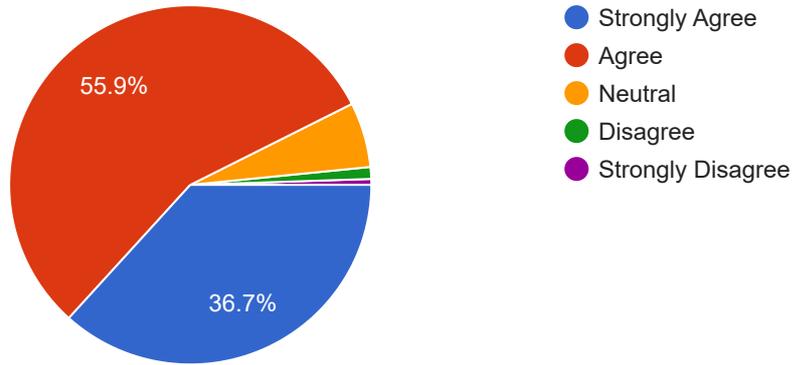
188 responses



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



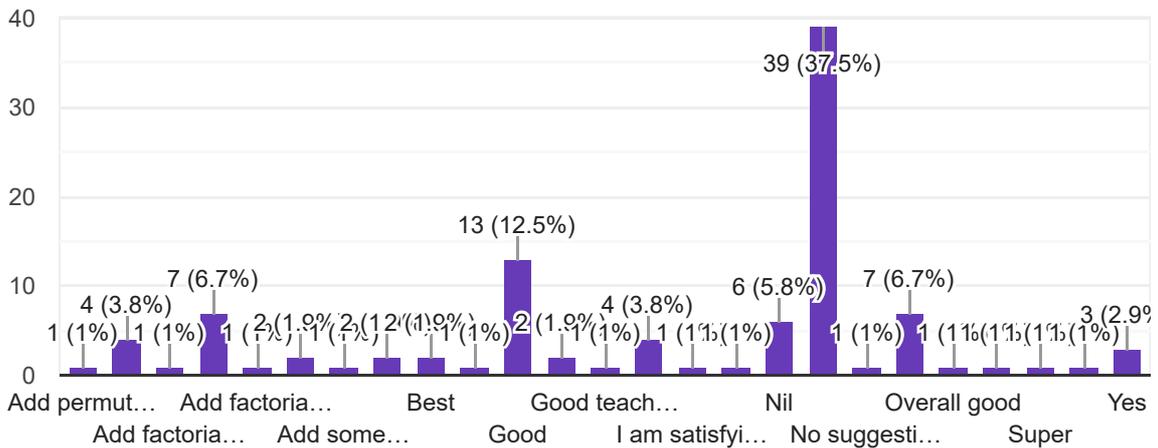
188 responses



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



104 responses



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

ACADEMIC YEAR - 2024-25

## STUDENTS FEEDBACK ON CURRICULUM

### ACTION TAKEN REPORT

#### OBSERVATIONS:

1. Students asking for projects which are interdisciplinary in nature. That is applications of mathematics in physics computers and chemistry
2. Students are seeking more exposure to arithmetic and logic reasoning which place and important role in many of the competitive examinations
3. We would like to have more field visits to gain practical experience

#### ACTION TAKEN REPORT:

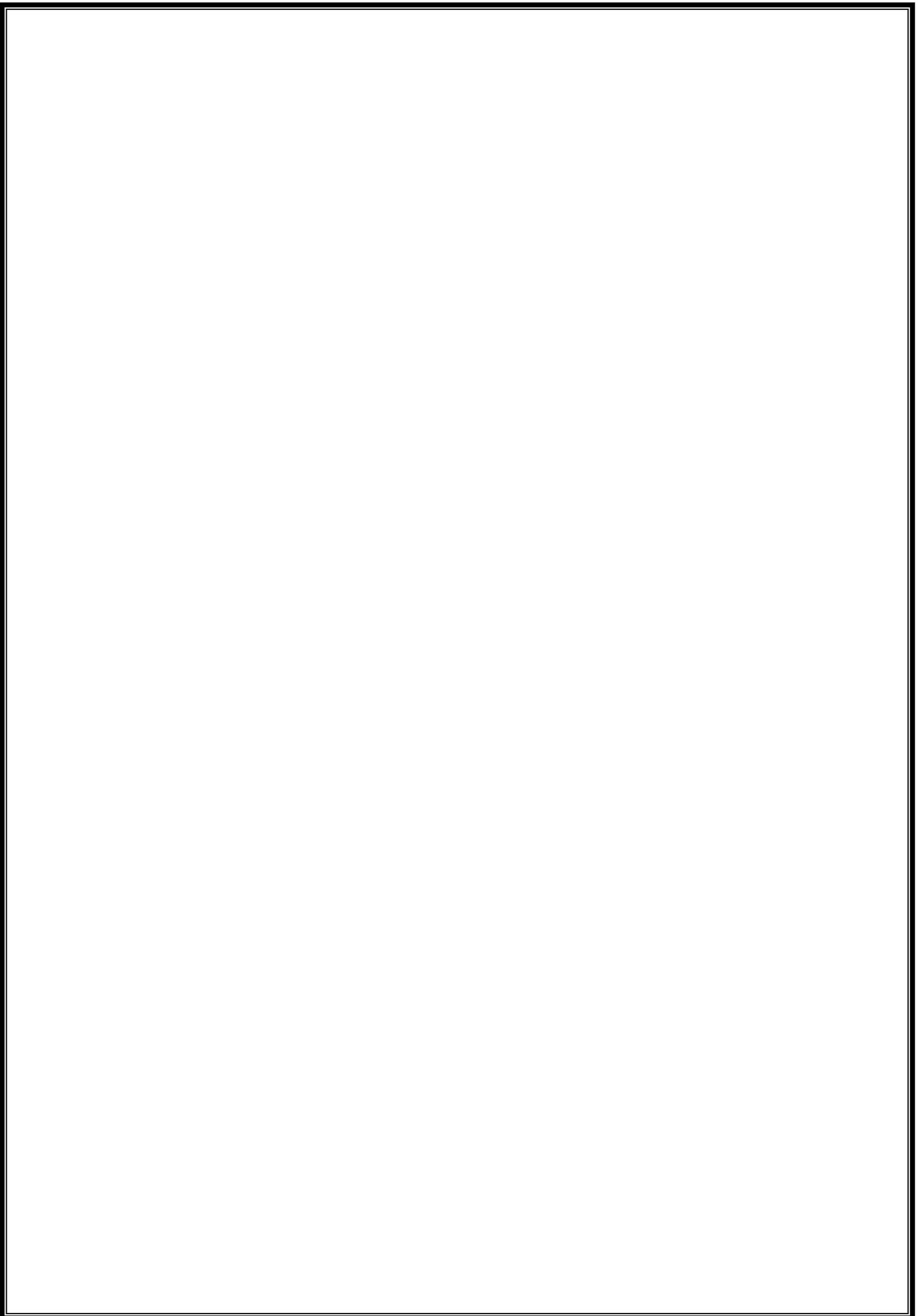
- Faculty members from the departments of Mathematics, Physics, Computer Science, and Chemistry have been encouraged to collaboratively design interdisciplinary project topics. A series of project-based learning (PBL) modules are being introduced to promote integration across subjects. Students will be guided to choose interdisciplinary projects during their semester projects and internal assessments.
- Additional sessions and workshops on arithmetic and logical reasoning have been scheduled as part of skill enhancement initiatives. Weekly aptitude practice sessions and quizzes are being conducted through the Placement Cell and Academic Support Units.
- Field visits were arranged to institutions such as weather research centers, statistical departments, and financial institutions to demonstrate the application of mathematics in data analysis, modeling, and forecasting.

  
Devi BSN

Head of the Department

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

PRINCIPAL





33 responses



Link to Sheets



Summary

Question

Individual

< 30 of 33 >



Responses cannot be edited

# STUDENTS FEEDBACK ON CURRICULUM 2024-25

DEPARTMENT OF POLITICAL SCIENCE - SEM - II & IV

\* Indicates required question

Name of the Student \*

Your answer

Daliparthi pravanya

Programme \*

B.A(Political Science)

Semester \*



Questions

Responses 33

Settings

Semester \*

Semester- II

Semester-IV

Name of the Course \*

CONCEPTS & IDEOLOGIES OF POLITICAL SCIENCE ▼

Regd.No. \*

2452002

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

Strongly Agree

Agree

Neutral

Disagree

Strongly Disagree



Questions Responses 33 Settings

- 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. \*





Questions Responses 33 Settings

- 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



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



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 \*

Very good  
.....

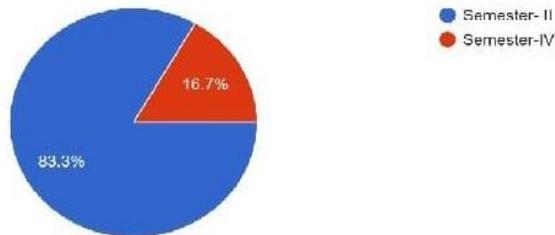
### Programme

6 responses



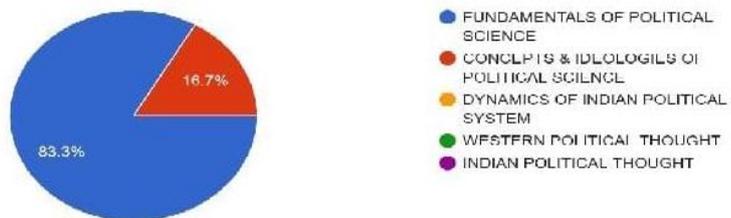
### Semester

6 responses



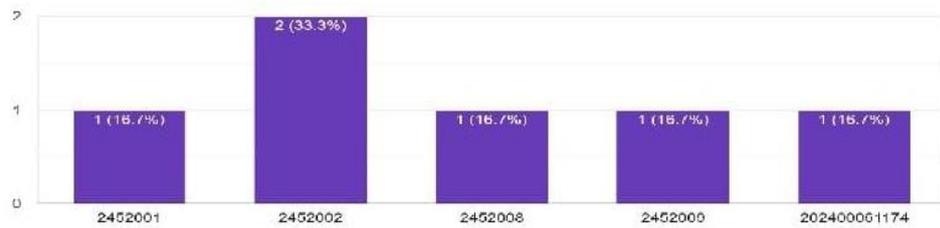
### Name of the Course

6 responses



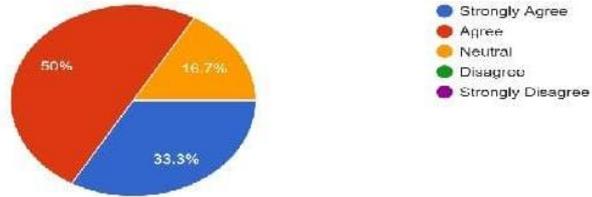
### Regd.No.

6 responses



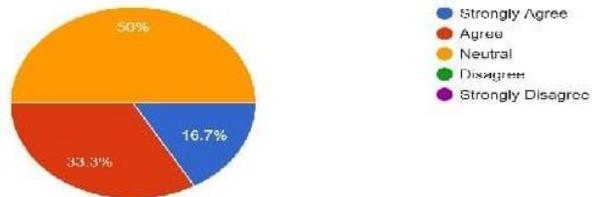
1. Course objectives and Course outcomes are well defined and communicated to students.

6 responses



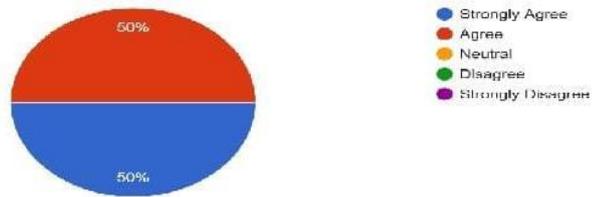
2. Course content helps to gain knowledge, foster social values, ethics, communication skills and leadership skills.

6 responses



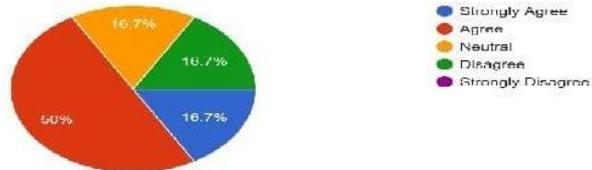
3. Curriculum addresses skill development and enhances Employability and Entrepreneurship skills

6 responses



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

6 responses



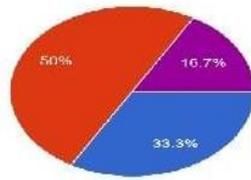
5. Students are involved in curriculum design and development

6 responses



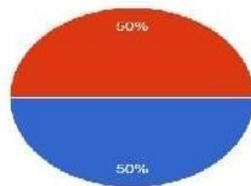
6. The curriculum is revised as per local, national, and global needs.

6 responses



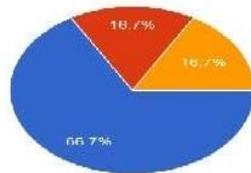
7. Curriculum effectively integrates multidisciplinary and skill development courses to explore areas outside the core discipline.

6 responses



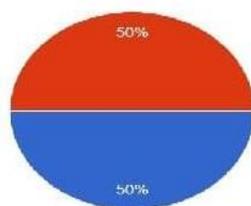
8. The curriculum provides opportunities for experiential learning such as internships, projects, fieldwork, etc.

6 responses



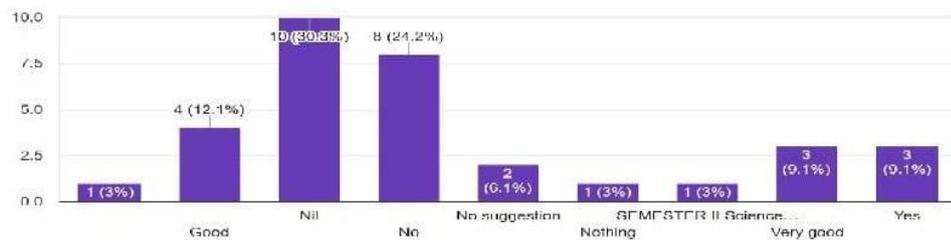
9. The curriculum includes sufficient exposure to recent trends and advancements in the relevant field of study.

6 responses



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

33 responses



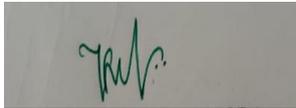
**A.S.D.GOV.T.DEGREE COLLEGE FOR WOMEN (A)**  
**ACADEMIC YEAR - 2024-25**  
**STUDENTS FEEDBACK ON CURRICULUM**  
**ACTION TAKEN REPORT**

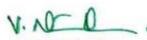
**OBSERVATIONS:**

1. We would like to have more field visits to gain practical experience

**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 conditions at present in India



  
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