

Government College (Autonomous) Rajahmundry

Internal Quality Assurance Cell (IQAC)

Feedback Analysis Report 2024-25

As per the revised formats designed to collect feedback from students, the feedbacks were collected by sharing the links to the stakeholders. GCRJY Program wise course Evaluation Form 2024-25 is designed with 23 questions on Curricular aspects, Lecturing Methodology, Method of Assessment and Resources including open end question on comments on topics to be included/ deleted in the course, on lecturer, and others. The link shared is

(https://docs.google.com/spreadsheets/d/1aXLdFeDc7awDd7a9YIR1F98EBYLmHP0Xk98pQZLbmRA/edit?usp=drive_link).

Feedback is also collected from Industrial Experts, Parents, Alumni and Teachers on Curriculum and

Student Satisfaction Survey is also collected during the year which tries to elicit the overall satisfaction of the student on the academic amenities and general facilities on campus.

Analysis

Students Feedback - GCRJY Program wise course Evaluation Form 2024-25:

The link for the above feedback was shared in the month of November 2024 and remained active till the completion of Even semesters in April, 2025.

Due care has been bestowed to ensure feedback on all courses program-wise. The departments have been involved in the process, who in turn involved their faculty in the process.

In all 5761 feedbacks have been collected. Program wise analysis of feedbacks collected is as follows:

S.No	Name of the Program	Total student strength	Total number of students participated in feedback	Participation Percentage	No. of Feedbacks collected	No of courses	Avg. Feedbacks per Course
1	BA	1125	875	78%	1320	65	20
2	B.Sc	3078	1126	37%	2593	139	19
3	B.Com	1096	574	52%	764	50	15
4	BBA	519	307	59%	1084	71	15
	Total	5818	2882	50%	5761	325	18

Interpretation: From the above analysis the following are evidenced

1. Highest Participation:

* BA program reported the highest student participation rate at 78%, indicating strong engagement in the feedback process.

2. Lowest Participation:

*B.Sc., program showed the lowest participation at 37%, despite having the highest student strength.

3. Feedback Collection Efficiency:

*B.Sc. program collected the highest number of feedback responses (2593), attributed to a higher number of courses (139).

* BA had the highest average feedbacks per course (20), reflecting consistent student input per subject.

4. Average Feedbacks Per Course

*The average number of feedbacks received per course across all programs is 18,

with variations:

- BA: 20

- B.Sc.,: 19

- B.Com and BBA: 15 each

Recommendations

1. Improve Participation in B.Sc Program:

- Conduct awareness campaigns or orientation sessions to explain the value of feedback.

- Consider incentives or digital nudges to encourage student response.

2. Digital Feedback Tools:

- Implement or enhance online feedback mechanisms for convenience and higher response rates.

3. Program-Specific Strategy:

- BA's success model in participation may be studied and adapted for other departments.

4. Faculty Engagement:

- Engage faculty in encouraging students to participate, particularly in low-response programs.

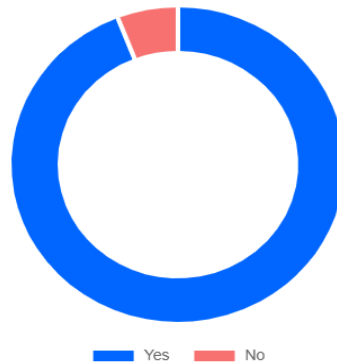
Conclusion

The overall student participation rate is 50%, which is a solid foundation but leaves room for improvement. With strategic intervention, particularly in large programs like B.Sc, the institution can enhance both the quantity and quality of student feedback, leading to better-informed academic and administrative decisions.

A comprehensive review across B.A., B.B.A., B.Sc., and B.Com. programs.

A Snapshot of Student Sentiment

After analysing 68 feedback points across four key undergraduate programs to gauge student satisfaction with curriculum, teaching, and resources. The results show a remarkably high level of satisfaction, with one critical area highlighted for future improvement.



Positive Feedback Rate

This chart illustrates the overwhelming proportion of positive responses ("Yes") versus negative responses ("No") from the student feedback forms

94% that is 64 respondents out of 68, expressed their overall satisfaction. 6% of the respondents expressed "No" their overall dissatisfaction across all questions and programs

The Critical Insight: A Unanimous Verdict

While feedback was positive across the board, one question received a consistent "No" from every single program. The question **"Is the course content sufficient to bridge the gap between industry and academia?"** received **"NO"**- Unanimous Decision across All Four Programs B.A., B.B.A., B.Sc., B.Com.

This powerful consensus points to a clear need to integrate more practical, industry-relevant skills and knowledge into the curriculum to better prepare students for their future careers. This highlights the most significant opportunity for curriculum enhancement.

Areas of Consistent Strength

Beyond the key area for improvement, the feedback affirmed excellence in many aspects of the academic experience. The following areas received unanimous "Yes" decisions from all participating programs, reflecting high satisfaction with teaching quality, course structure, and resources.

The Questions included in the feedback Survey that reflected high satisfaction are



Clear Course Outcomes

Courses are well-defined and outcomes are clear.



Well-Organized Courses

Students find the course structure logical.



Intellectually Stimulating

Content successfully challenges students.



Useful Textbooks

Prescribed materials are relevant and helpful.



High-Quality Syllabus

The syllabus is considered up to the mark.



Relevant Course Content

Content aligns well with the overall program.



Clear Explanations

Teachers explain concepts with clarity.



Enthusiastic Teaching

Faculty demonstrates passion for teaching.



Encourages Discussion

Teachers foster an interactive environment.



Teacher Availability

Faculty is available for outside consultation.

**Fair Evaluation**

Assessment methods are perceived as fair.

**Punctuality**

Teachers are consistently on time for class.

**Timely Syllabus Completion**

Courses are completed within the semester.

**Adequate Library Resources**

Library facilities meet student needs.

**Adequate Computer Facilities**

IT infrastructure is sufficient for student work.

**Conducive Atmosphere**

Classroom environment supports learning.

Conclusion & Key Recommendation

The 2024-25 feedback is a testament to our strong academic foundation and dedicated faculty. However, the unified call to action from students is unmistakable.

Recommendation:

Prioritize curriculum reform to integrate practical, industry-aligned content. Focus on case studies, workshops with industry professionals, internships, and project-based learning to directly address the identified gap between academic knowledge and real-world application.

Stakeholders Parents Feedback

1. Feedback Rating Questions (Score-based: Excellent (5), Very good (4), Good (3), Fair (2), Poor (1))

Question	Excellent (5)	Very Good (4)	Good (3)	Fair (2)	Poor (1)	Average Rating
The Curriculum design and Course syllabi are (here Curriculum design refers to set of subjects to be studied for completing degree and course syllabi refers to content of all subjects)	18	18	13	2	0	4.02
Coverage of syllabi is (here syllabi means units/modules that exist in each course of study)	16	16	16	3	0	3.94
Scope for skill development/employment/entrepreneurship in the curriculum is	20	17	11	3	0	4.06
Provision for field visit/internships/Apprenticeship/ study projects is	18	16	10	4	1	3.96
Incorporation of ethics & values into the course/ course structure is	18	16	11	2	1	3.98
Delivery of course syllabi by the teacher is	19	16	12	1	0	4.08
Use of ICT by the faculty to facilitate effective teaching (Online/Off-line) is	17	18	11	3	1	3.96
Learning Facilitation extended by library is	19	16	10	4	1	3.98
Fairness in internal evaluation is	18	17	10	2	1	4.02
Fairness in semester end evaluation is	16	17	10	3	1	3.96
Timely Announcement of Examination results is	17	16	11	2	1	3.98
Promotion of Research aptitude in your curriculum is	17	16	12	3	1	3.96

Interpretation of Rating Questions:

Overall, the feedback is predominantly positive, with most responses falling into "Excellent" or "Very Good" categories. The average ratings across all these categories are consistently high, ranging from 3.94 to 4.08, indicating a strong satisfaction level among parents regarding the academic aspects, faculty, and facilities. "Delivery of course syllabi by the teacher is" and "Scope for skill

development/employment/entrepreneurship in the curriculum is" received the highest average ratings, suggesting these areas are perceived very positively.

Column-wise Analysis and Interpretation

It appears to contain feedback from parents on various aspects like:

- Curriculum design and syllabus
- Skill development and employment opportunities
- Internships and study projects
- Ethics and values in the curriculum
- Teaching delivery and use of ICT
- Library facilities
- Fairness in internal and semester-end evaluations
- Timely announcement of examination results
- Promotion of research aptitude

Here's the breakdown for each category:

1. The Curriculum design and Course syllabi are (here Curriculum design refers to set of subjects to be studied for completing degree and course syllabi refers to content of all subjects)

- **Value Counts:**
 - Excellent (5): 146
 - Very good (4): 127
 - Good (3): 121
 - Fair (2): 1
 - Poor (1): 1
- **Weighted Average Perception Score:** 4.04 (out of 5)
- **Interpretation:** The overall perception of the curriculum design and course syllabi is **Very Good**. A significant majority of parents rated it as 'Excellent' or 'Very Good'.

2. Coverage of syllabi is (here syllabi means units/modules that exist in each course of study)

- **Value Counts:**
 - Very good (4): 150
 - Good (3): 129
 - Excellent (5): 115
 - Fair (2): 3
 - Poor (1): 1
- **Weighted Average Perception Score:** 3.96 (out of 5)

- **Interpretation:** The overall perception regarding the coverage of syllabi is **Very Good**. Most responses fall into the 'Very good' and 'Good' categories.

3. Scope for skill development/employment/entrepreneurship in the curriculum is

- **Value Counts:**
 - Good (3): 144
 - Excellent (5): 122
 - Very good (4): 116
 - Fair (2): 11
 - Poor (1): 5
- **Weighted Average Perception Score:** 3.65 (out of 5)
- **Interpretation:** The overall perception of the curriculum's scope for skill development, employment, and entrepreneurship is **Very Good**. While a large number rated it as 'Good', there's also a strong presence of 'Excellent' and 'Very Good' ratings.

4. Provision for field visit/internships/Apprenticeship/ study projects is

- **Value Counts:**
 - Very good (4): 153
 - Good (3): 120
 - Excellent (5): 109
 - Fair (2): 8
 - Poor (1): 6
- **Weighted Average Perception Score:** 3.86 (out of 5)
- **Interpretation:** The overall perception of the provision for field visits, internships, apprenticeships, and study projects is **Very Good**. 'Very Good' is the most frequent response, indicating satisfaction in this area.

5. Incorporation of ethics & values into the course/ course structure is

- **Value Counts:**
 - Very good (4): 141
 - Good (3): 132
 - Excellent (5): 112
 - Fair (2): 10
 - Poor (1): 3
- **Weighted Average Perception Score:** 3.89 (out of 5)
- **Interpretation:** The overall perception regarding the incorporation of ethics and values into the course structure is **Very Good**. The responses are predominantly positive, with 'Very Good' and 'Good' being the most common.

6. Delivery of course syllabi by the teacher is

- **Value Counts:**

- Excellent (5): 141
- Very good (4): 138
- Good (3): 109
- Fair (2): 8
- Poor (1): 1
- **Weighted Average Perception Score:** 4.04 (out of 5)
- **Interpretation:** The overall perception of the teachers' delivery of course syllabi is **Very Good**. A high number of 'Excellent' and 'Very Good' ratings suggest effective teaching delivery.

7. Use of ICT by the faculty to facilitate effective teaching (Online/Off-line) is

- **Value Counts:**
 - Very good (4): 132
 - Good (3): 128
 - Excellent (5): 123
 - Fair (2): 10
 - Poor (1): 3
- **Weighted Average Perception Score:** 3.88 (out of 5)
- **Interpretation:** The overall perception of the faculty's use of ICT for effective teaching is **Very Good**. The feedback indicates good adoption and effectiveness of ICT tools.

8. Learning Facilitation extended by library is

- **Value Counts:**
 - Excellent (5): 130
 - Good (3): 129
 - Very good (4): 128
 - Fair (2): 6
 - Poor (1): 4
- **Weighted Average Perception Score:** 3.85 (out of 5)
- **Interpretation:** The overall perception of the learning facilitation extended by the library is **Very Good**. The ratings are spread across 'Excellent', 'Good', and 'Very Good', showing a positive view.

9. Fairness in internal evaluation is

- **Value Counts:**
 - Good (3): 134
 - Very good (4): 131
 - Excellent (5): 120
 - Fair (2): 10
 - Poor (1): 1
- **Weighted Average Perception Score:** 3.86 (out of 5)
- **Interpretation:** The overall perception of fairness in internal evaluation is **Very Good**. Most parents consider the internal evaluation process to be fair.

10. Fairness in semester end evaluation is

- **Value Counts:**
 - Very good (4): 134
 - Good (3): 129
 - Excellent (5): 125
 - Fair (2): 6
 - Poor (1): 4
- **Weighted Average Perception Score:** 3.88 (out of 5)
- **Interpretation:** The overall perception of fairness in semester-end evaluation is **Very Good**. The responses indicate that parents generally find the semester-end evaluations to be fair.

11. Timely Announcement of Examination results is

- **Value Counts:**
 - Good (3): 128
 - Very good (4): 126
 - Excellent (5): 116
 - Fair (2): 17
 - Poor (1): 10
- **Weighted Average Perception Score:** 3.73 (out of 5)
- **Interpretation:** The overall perception of the timely announcement of examination results is **Very Good**. While predominantly positive, there are a few more 'Fair' and 'Poor' ratings compared to other categories, suggesting slight room for improvement in consistency.

12. Promotion of Research aptitude in your curriculum is

- **Value Counts:**
 - Good (3): 145
 - Very good (4): 123
 - Excellent (5): 110
 - Fair (2): 14
 - Poor (1): 5
- **Weighted Average Perception Score:** 3.65 (out of 5)
- **Interpretation:** The overall perception of the promotion of research aptitude in the curriculum is **Very Good**. 'Good' is the most common response, indicating a generally positive view, but with some scope for further enhancement in encouraging research.

Any Suggestions?

- **Number of suggestions received:** 241
- **Sample Suggestions:** Parents provided various suggestions, including remarks such as "Improve your study skills", "Nothing", and "No". This

indicates that while many provided constructive feedback, some had no specific suggestions or indicated satisfaction.

In summary, the overall feedback from parents is overwhelmingly positive across all categories, with most aspects being perceived as 'Very Good'. The institution seems to be performing well in curriculum design, syllabus coverage, teaching delivery, and evaluation fairness. There is consistent satisfaction with the provision of practical opportunities, ethical integration, and library facilities. While timely announcement of results and promotion of research aptitude also receive positive feedback, there might be slight opportunities for optimization in these areas. The "Any Suggestions?" column provides a direct avenue for specific improvement points from parents.

Stakeholders Alumni Feedback

Summary of Alumni Feedback:

<u>S.No</u>	Feedback Question	Strongly Agree	Agree	Neutral	Weighted Average Perception Score (out of 5)	Interpretation
1	The curriculum and syllabus content helped me for my placement / higher education.	10	10	0	4.5	Overall perception is Highly Positive (Strongly Agree). Alumni strongly agree that the curriculum is beneficial for placements and higher education.
2	Co-curricular activities during the period of study promoted my learning experience in an interesting manner.	9	9	2	4.35	Overall perception is Positive (Agree). Co-curricular activities are largely seen as enhancing the learning experience.

3	The teaching methods used created inquisitiveness in me and motivated me towards comprehensive learning.	11	8	1	4.5	Overall perception is Highly Positive (Strongly Agree). Teaching methods are highly effective in fostering inquisitiveness and comprehensive learning.
4	The Curriculum during my study helped me in gaining insights into interdisciplinary topics, thereby widening the scope of adaptability to learning diverse disciplines.	10	7	3	4.2	Overall perception is Positive (Agree). The curriculum is considered good for gaining interdisciplinary insights.
5	There was ample scope for extra-curricular activities.	9	8	3	4.25	Overall perception is Positive (Agree). Alumni generally agree that there was sufficient scope for extracurricular activities.
6	All support wings promoted you to gain rich learning experience.	13	6	1	4.25	Overall perception is Positive (Agree). Support wings are viewed as promoting a rich learning experience.
7	The Learning Resource Center enhanced your	15	3	1	4	Overall perception is Positive (Agree). The Learning

	scope for learning during the period of your study.					Resource Center is seen as effectively enhancing learning.
8	Currently the amenities provided in the college are satisfactory and support the learning of students	14	4	2	4.1	Overall perception is Positive (Agree). Amenities are generally satisfactory and supportive of learning.
9	The academic ambience of the college is good	10	8	1	4.25	Overall perception is Positive (Agree). The academic ambience of the college is largely considered good.
10	There is no bias in Evaluating your performance.	9	8	3	4.3	Overall perception is Positive (Agree). Alumni largely believe there is no bias in performance evaluation.
11	All academic processes were transparent.	14	5	1	4.2	Overall perception is Positive (Agree). Academic processes are generally perceived as transparent.
12	All academic activities were Student -centric.	12	6	2	4.2	Overall perception is Positive (Agree). Academic activities are largely seen as student-centric.

The overall feedback from alumni is overwhelmingly positive across all evaluated aspects.

- **Curriculum and Teaching:** Alumni highly agree that the curriculum and syllabus content significantly aided their placement and higher education. Teaching methods are also highly praised for fostering inquisitiveness and comprehensive learning. The curriculum effectively broadens knowledge into interdisciplinary topics.
- **Activities and Support:** Co-curricular and extracurricular activities are widely recognized for enriching the learning experience. The support wings and Learning Resource Center are also seen as strong contributors to a positive learning environment.
- **College Environment and Processes:** Alumni generally agree that the current amenities are satisfactory, and the academic ambience is positive. There is a strong perception of fairness in performance evaluation and transparency in all academic processes. Academic activities are also largely considered student-centric.

Suggestions:

- **Number of suggestions received:** 12
- **Sample Suggestions:** The suggestions provided by alumni range from general positive remarks like "All are good" to more specific feedback, such as "Improve more campus placements" and detailed suggestions regarding internships, awareness classes, career-oriented classes, and encouraging student interaction. One alumna specifically highlighted the need for timely provision of original certificates and direct departmental placements.

This detailed analysis provides a clear picture of the alumni's perceptions, indicating strong satisfaction with many aspects of their educational experience while also highlighting specific areas for potential improvement.

Industrialist/Employers Feedback:

The feedback from industrialists and employers provides valuable insights into the preparedness of students.

<u>S.N</u>	<u>Feedback Question</u>	<u>Strongly Agree</u>	<u>Agree</u>	<u>Neutral</u>	<u>Strongly Disagree</u>	<u>Weighted Average Perception Score (out of 5)</u>	<u>Interpretation</u>
1	The curriculum and syllabi equip the students with required knowledge in their field of study.	5	2	0	0	4.71	Overall perception is Excellent. Industrialists/employers highly agree that the curriculum and syllabi effectively equip students with necessary knowledge.
2	The pedagogical strategies adopted induced competency among students to work in teams.	1	4	0	2	3.29	Overall perception is Good. While a majority agree, there's a notable portion who strongly disagree, suggesting mixed views on how pedagogical strategies foster teamwork.
3	Communication skills among	1	0	1	1	3.14	Overall perception is Good. Opinions are somewhat varied, but

	students are good.						leaning towards good communication skills, with some dissent.
4	The curricular activities and extra-curricular activities help in promoting leadership qualities, managerial skills and competency levels among the students.	2	3	0	1	3.57	Overall perception is Very Good. Curricular and extracurricular activities are generally seen as effective in developing leadership, managerial, and competency skills.
5	The curriculum and range of curriculum activities including 10 months of internship in 3 phases of 2 months each and 6 month during the period of undergraduate study promote students ability to adapt to organization culture, maintain	2	2	1	3	3.29	Overall perception is Good. There's a mixed response, with some strong agreement but also notable disagreement regarding the curriculum's effectiveness in promoting adaptability and relationships.

cordial relationships with peers and seniors.						
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- **Curriculum Relevance:** There is strong positive feedback regarding the curriculum's ability to provide students with the required knowledge in their field.
- **Skill Development (Teamwork & Communication):** The perception of pedagogical strategies in inducing teamwork competency and the communication skills among students is generally good, but with some mixed opinions, indicating areas where further enhancement could be beneficial.
- **Leadership & Managerial Skills:** Curricular and extracurricular activities are largely viewed positively for promoting leadership, managerial skills, and overall competency levels.
- **Adaptability & Relationships (Internship Impact):** The curriculum's effectiveness in preparing students for organizational culture, adaptation, and maintaining relationships during internships receives a "Good" perception, but also shows some areas for potential improvement given the diverse responses.

Suggestions:

- **Number of suggestions received:**
- **Sample Suggestions:** The suggestions are brief but constructive, including:
 - "The present curriculum is helpful in overall development of the students"
 - "It is helpfull to students good career and employment skills to achieve good position"

The overall feedback indicates a positive outlook from industrialists and employers, particularly concerning the curriculum's relevance and the development of essential skills, with some opportunities to further refine teamwork, communication, and adaptability through curriculum activities.

The End