

ANALYSIS REPORT

ON STUDENT FEEDBACK ON CURRICULUM DESIGN (2025–26)

Introduction: This report presents a detailed analysis of student feedback on curriculum design collected from undergraduate students of B.A., B.Com., and B.Sc. programs. The purpose of this analysis is to understand students' perceptions regarding the effectiveness, relevance, and applicability of the curriculum, and to identify strengths as well as areas requiring improvement. The feedback reflects both quantitative responses based on rating scales and qualitative inputs in the form of student suggestions.

Nature of Data: The feedback data consists of structured responses collected through a questionnaire using Likert-scale patterns such as Strongly Agree, Agree, Neutral, Disagree, and Strongly Disagree, as well as grading formats like Excellent, Very Good, Good, Satisfactory, and Not Satisfactory. In addition to these measurable responses, students have also provided brief suggestions and remarks, which contribute to the qualitative dimension of the analysis.

Overall Observations: The overall trend of the feedback indicates a predominantly positive perception of the curriculum among students. A significant majority of responses fall under the categories of Agree and Strongly Agree, as well as Good, Very Good, and Excellent. This suggests that the curriculum is generally well-received and meets the academic expectations of most students. However, the presence of a smaller proportion of Neutral and Disagree responses points to certain areas that require attention and improvement.

Detailed Analysis: The analysis of curriculum relevance reveals that most students feel the curriculum is suitably designed to meet their academic needs, although a few responses indicate that certain aspects may require updating to keep pace with changing educational and societal demands. This suggests that while the curriculum is fundamentally sound, periodic revisions are necessary to maintain its relevance.

In terms of clarity of course outcomes, the feedback is highly positive, indicating that students clearly understand the objectives and expected learning outcomes of their courses. This reflects effective curriculum planning and communication by the faculty.

When examining the balance between theory and application, the majority of students express satisfaction, but some responses suggest a need for greater emphasis on practical learning. This indicates that although theoretical knowledge is adequately covered, there is room to strengthen experiential learning components.

The feedback on knowledge enhancement shows strong approval, with students acknowledging that the curriculum contributes significantly to their understanding of the subject matter. This highlights the academic strength and depth of the courses offered.

Regarding career and placement relevance, the responses are moderately positive. While many students believe the curriculum supports their future goals, a noticeable number express neutrality or dissatisfaction, indicating a gap between academic content and industry requirements. This points to the need for aligning the curriculum more closely with employability skills and current job market trends.

The evaluation of co-curricular activities suggests that although students are generally satisfied, this area receives comparatively lower ratings than others. Students appear to expect more opportunities such as workshops, seminars, and field visits that complement classroom learning.

The sequencing of courses is largely appreciated, with students indicating that the subjects are arranged in a logical and coherent manner that facilitates progressive learning. This reflects thoughtful curriculum structuring.

The feedback on industry and global competency alignment reveals that while many students rate it as good or very good, some consider it only satisfactory or even inadequate. This



suggests that the curriculum could benefit from stronger integration of industry-oriented and globally relevant content.

The assessment of practical components presents mixed responses, indicating that while some students are satisfied with the hands-on learning opportunities, others feel that practical exposure is insufficient. This highlights the need for enhancing laboratory work, projects, and real-world applications.

Finally, the feedback regarding teacher communication is highly positive, with students affirming that instructors effectively explain course outcomes and academic expectations. This demonstrates strong teaching practices and effective engagement with students.

Analysis of Student Suggestions: The qualitative feedback provided by students predominantly includes brief and general remarks such as "good," "fine," or "no suggestions." This indicates an overall sense of satisfaction among students. At the same time, the lack of detailed suggestions may suggest either that students are largely content or that they may not be fully aware of potential areas for improvement.

Strengths and Areas for Improvement: The analysis reveals several strengths, including well-defined course outcomes, effective teaching practices, a logically structured curriculum, and a generally high level of student satisfaction. At the same time, certain areas require attention, particularly the need to enhance practical learning opportunities, strengthen industry alignment, improve career-oriented aspects of the curriculum, and expand co-curricular activities. Additionally, periodic curriculum revision is essential to ensure that the courses remain updated and relevant in a rapidly changing academic and professional environment.

Conclusion: In conclusion, the student feedback clearly indicates that the curriculum of the college is effective, relevant, and well-delivered. Students appreciate the clarity, structure, and academic value of the courses. However, to meet contemporary educational standards and employment demands, the institution should focus on increasing practical exposure, integrating industry-relevant skills, and promoting holistic development through co-curricular activities. By addressing these aspects, the college can further enhance the quality and impact of its curriculum.

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