



**SKR & SKR GOVT. COLLEGE FOR WOMEN, KADAPA.
(AUTONOMOUS)**

Reaccredited with 'B' Grade by NAAC
Y.S.R. Kadapa District – 516001, Andhra Pradesh, India.
Affiliated to Yogi Vemana University



STUDENTS FEEDBACK ANALYSIS ON CURRICULUM

Action Taken Report

Academic Year: 2025–2026

Feedback Analysis on Curriculum – Students

As part of the academic quality enhancement initiatives, structured feedback was collected from I Year I semester, II Year III semester and III Year V semester stakeholders on the curriculum for the academic year 2025–2026.

2) II semester subjects syllabus contents are modified based on pre -BOS

The feedback was gathered through a well-designed questionnaire using a four-point rating scale:

- 1 – Excellent
- 2 – Very Good
- 3 – Good
- 4 – Satisfactory

The analysis was carried out based on the responses from students, with the objective of identifying strengths and areas for improvement in the syllabus. The following observations were derived from the student feedback:

Feedback Summary:

Feedback Area % Agreement

Syllabus is suitable to the programme, need-based and updated	80%
Syllabus has a good balance between theory and application	79%
Syllabus generates interest in the subject	70%
Syllabus is relevant to professional development and job preparedness	73%
Syllabus covers recent trends and developments	89%
Syllabus motivates and prepares students for higher education and research	75%

Action Taken Based on Feedback:

1. Curriculum Review Workshops:

- I. Curriculum review meetings were conducted with Heads of Departments and faculty to align the syllabus more closely with industry and academic requirements.
- II. Suggestions were invited from faculty to enhance content that integrates both theoretical and applied learning.

2. Incorporation of Emerging Trends:

- Content updates were proposed to include recent trends, technologies, and case studies across various subjects.
- Industry experts and alumni were consulted to ensure current market relevance.

3. Focus on Application-Based Learning:

- Practical components, project work, and real-life applications have been enhanced in the syllabus to strengthen the theory–practice balance.
- Additional skill-based workshops and certification programs were recommended.

4. Support for Higher Education and Research Orientation:

- Research methodology and advanced electives have been introduced or strengthened in higher semesters.
- Students were guided towards academic writing, minor research projects, and participation in conferences.

5. Career-Oriented Curriculum Design:

- Inputs from the Placement Cell were integrated to include job market expectations.
- Soft skills and employability modules were made more prominent where necessary.

Conclusion

The feedback received from students has been instrumental in shaping constructive improvements in the curriculum. The institution remains committed to continuous academic enhancement and stakeholder engagement. Further evaluations will be conducted periodically to ensure academic excellence and learner satisfaction.



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Teacher's feedback on Curriculum-2025-26

ACTION TAKEN REPORT (ATR)

Teachers' Feedback on Curriculum

Academic Year: 2025–2026

1. Introduction

As part of the institutional quality assurance mechanism, feedback on the curriculum was collected from teachers for the academic year 2025–2026. The feedback was gathered using a structured questionnaire based on a four-point rating scale:

- 1 – Excellent
- 2 – Very Good
- 3 – Good
- 4 – Satisfactory

The responses were analysed by the Departmental Committee and IQAC to identify strengths and areas for further improvement in the curriculum.

2. Key Observations from Teachers' Feedback

- 90% of teachers agreed that the syllabus is need-based, updated, and maintains a good balance between theory and application.
- 98% of teachers felt that the syllabus provides comprehensive knowledge and subject perspective.
- 95% of teachers agreed that the assessment and evaluation system effectively measures Course Outcomes (COs) and Program Specific Outcomes (PSOs).
- 93% of teachers indicated that the college has sufficient and updated teaching-learning resources.
- 92% of teachers believed that the course content develops analytical, logical, technical, and creative skills among students.
- 93% of teachers stated that the syllabus provides scope for competitive examinations, higher education, and employability.

3. Action Taken Based on Teachers' Feedback

Feedback Observation	Action Taken
Need to maintain updated and relevant syllabus	Curriculum review conducted through Pre-BOS and BOS meetings
Need for more application-oriented learning	Inclusion of project work, case studies, and practical components
Enhancement of analytical and creative skills	Student-centric teaching methods such as seminars, assignments, and presentations encouraged
Strengthening outcome-based education	Alignment of COs, PSOs, and POs reviewed and reinforced
Availability of teaching-learning resources	Library resources, e-books, and digital materials updated regularly
Support for higher education and competitive exams	Guidance sessions, seminars, and career orientation programs organized

4. Outcome of Action Taken

- Improved **curriculum relevance and academic quality**
- Enhanced **student engagement through experiential learning**
- Strengthened **Outcome-Based Education (OBE) practices**
- Better integration of **skill development and employability components.**

5. Conclusion:

The feedback provided by teachers has played a significant role in improving the curriculum. The institution remains committed to **continuous curriculum enrichment, quality teaching-learning practices, and academic excellence** through regular feedback analysis and implementation of appropriate actions.



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EMPLOYER FEEDBACK ANALYSIS ON CURRICULUM

ACTION TAKEN REPORT (ATR)

Employer's Feedback on Curriculum

Academic Year: 2025–2026

1. Introduction

To ensure continuous improvement in the curriculum and to align academic programs with industry expectations, feedback was collected from employers for the academic year **2025–2026**. The feedback was collected through a structured questionnaire using a **four-point rating scale**:

- **1 – Excellent**
- **2 – Very Good**
- **3 – Good**
- **4 – Satisfactory**

The feedback responses were analysed by the **Department and IQAC** to identify strengths and possible improvements in the curriculum.

2. Key Observations from Employer Feedback

- **65% of employers** agreed that the syllabus makes students **competent for professional work**.
- **58% of employers** felt that the syllabus **promotes innovation among students**.
- **53% of employers** stated that the curriculum helps in **developing entrepreneurial skills**.
- **60% of employers** observed that the syllabus enhances **presentation skills, aptitude, behaviour, technical knowledge and communication skills**.
- **67% of employers** agreed that the course content supports the **development of analytical, logical and creative skills**.
- **55% of employers** stated that the syllabus creates **awareness about recent developments in the field**

- 3. Action Taken Based on Employer Feedback

Feedback Observation	Action Taken
Need to strengthen student competency	Curriculum enrichment through skill-based activities and practical assignments
Need to promote innovation	Encouragement of student seminars, presentations, and project work
Development of entrepreneurial skills	Introduction of entrepreneurship awareness sessions and skill development programmes
Improvement of communication and presentation skills	Conducted soft skill training, group discussions, and presentation activities
Enhancement of analytical and creative skills	Adoption of problem-based learning and participative learning methods
Awareness of recent developments	Inclusion of latest topics, guest lectures, and seminars by experts

4. Outcome of Action Taken

- Strengthened **industry relevance of the curriculum**
- Improved **student communication and presentation skills**
- Enhanced **analytical and problem-solving abilities of students**
- Better **alignment with employability and entrepreneurship skills**

5. Conclusion

Employer feedback plays an important role in improving the academic curriculum and aligning it with professional expectations. The institution remains committed to **continuous curriculum improvement through stakeholder feedback and regular review mechanisms.**



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ACTION TAKEN REPORT (ATR) on

Alumni Feedback on Curriculum: 2025–26

Feedback Observation	Action Taken
Need for updated syllabus	Curriculum review conducted through Pre-BOS and BOS meetings
Need for more engaging course delivery	Faculty encouraged to adopt student-centric and participative teaching methods
Need for updated technologies and topics	Inclusion of recent developments, case studies and contemporary topics in the syllabus
Need for research orientation	Students encouraged to undertake seminars, mini projects and research activities
Need for career relevance	Career guidance sessions and guest lectures from alumni and industry experts organized
Need for improved learning resources	Library strengthened with additional reference books and digital resources

Outcome of Action Taken:

- ✓ Improved **relevance of syllabus to career needs**
- ✓ *Enhanced research orientation among students*
- ✓ *Updated curriculum with contemporary topics*
- ✓ Strengthened **industry and alumni interaction**

Conclusion

The alumni feedback has provided valuable insights into the effectiveness of the curriculum. Based on the suggestions received, necessary steps have been taken to **update the syllabus, strengthen skill development components, and enhance employability prospects**. The institution continues to maintain a **systematic feedback mechanism for continuous academic improvement**.



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PARENTS' FEEDBACK ON CURRICULUM

ACTION TAKEN REPORT (ATR)

Parent Feedback on Curriculum – 2025–2026

Action Taken Based on Parent Feedback

Feedback Observation	Action Taken
Need for strengthening communication and analytical skills	More seminars, presentations and group discussions introduced
Need for improving interpersonal and leadership skills	Students encouraged to participate in NSS, NCC, cultural and leadership activities
Need for better career opportunities	Career guidance sessions and placement training programs organised
Need for stronger skill development	Integration of skill-based learning and experiential learning activities
Need for academic improvement	Faculty encouraged to adopt student-centric teaching methods

Outcome of Action Taken

- ✓Improved **student communication and analytical skills**
- ✓Better **leadership and interpersonal skill development**
- ✓Increased **career awareness and employability opportunities**
- ✓Enhanced **student participation in co-curricular and extracurricular activities**

Conclusion

The feedback received from parents provides valuable insights into the effectiveness of the curriculum. Based on their suggestions, appropriate steps have been taken to strengthen **skill development, career opportunities and overall academic quality**. The institution continues to maintain a systematic feedback mechanism to ensure continuous improvement in the curriculum.



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