ALPHONSA COLLEGE PALA

Reaccredited (4th cycle) by NAAC with A grade (CGPA 3.24)

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Criteria: 1

Feedback Analysis Report 2022-23

Curriculum and Ambience Feedback Analysis 2022-23

Student Feedback Analysis 2022-23

A thorough analysis of student feedback on Curriculum and Ambience across various educational dimensions in a college setting reveals insightful perspectives on the quality of courses, curriculum, infrastructure, support services, and the overall academic atmosphere. This feedback, reflecting students' satisfaction levels and areas for improvement, provides a foundation for predictive analysis, focusing on enhancing the educational experience in line with student suggestions such as improving facilities, allowing casual dress days, hosting interactive sessions with external personalities, and incorporating more activities alongside regular classes.

**Standard of quality, effectiveness and appropriateness
of the course in adherence to the prescribed syllabus**
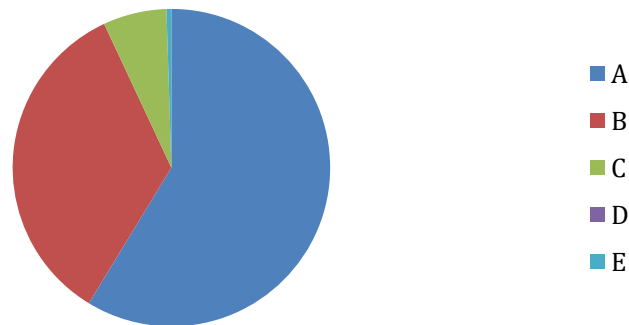
The analysis of responses regarding the standard of quality, effectiveness, and appropriateness of the course, in adherence to the prescribed syllabus, reveals a predominantly positive sentiment among participants. An overwhelming 98% of respondents expressed high satisfaction levels, with 61.9% being "Highly Satisfied" and an additional 36.1% indicating they were "Satisfied." A small proportion (6.8%) reported "Moderate Satisfaction," suggesting potential areas for improvement that could be explored through qualitative feedback

**Syllabus equilibrium between theoretical principles and
practical application**
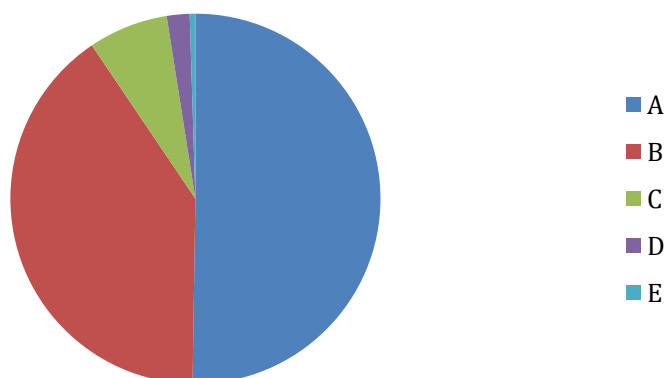
The feedback on the curriculum and ambience, specifically addressing the equilibrium between theoretical principles and practical application, reflects a generally positive response from participants.
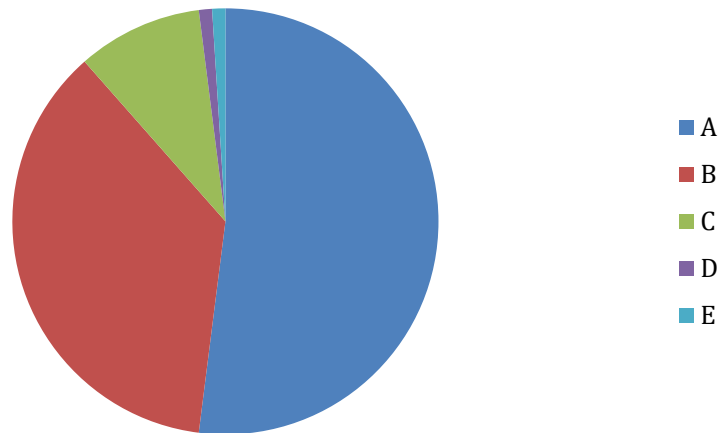
The majority of respondents (85.5%) expressed satisfaction, with 47.4% being "Highly Satisfied" and an additional 38.1% indicating they were "Satisfied." A smaller percentage (6.6%) reported "Moderate Satisfaction," suggesting areas for potential improvement that warrant further investigation through qualitative feedback. Dissatisfaction levels are relatively low, with 1.5% expressing dissatisfaction and 0.4% being "Highly Dissatisfied." Addressing the concerns of the dissatisfied minority is important for a comprehensive understanding of any potential issues. Overall, the positive feedback suggests a well-balanced curriculum with an encouraging ambience, but further insights from moderate and dissatisfied responses can guide refinements for an even more effective learning environment.
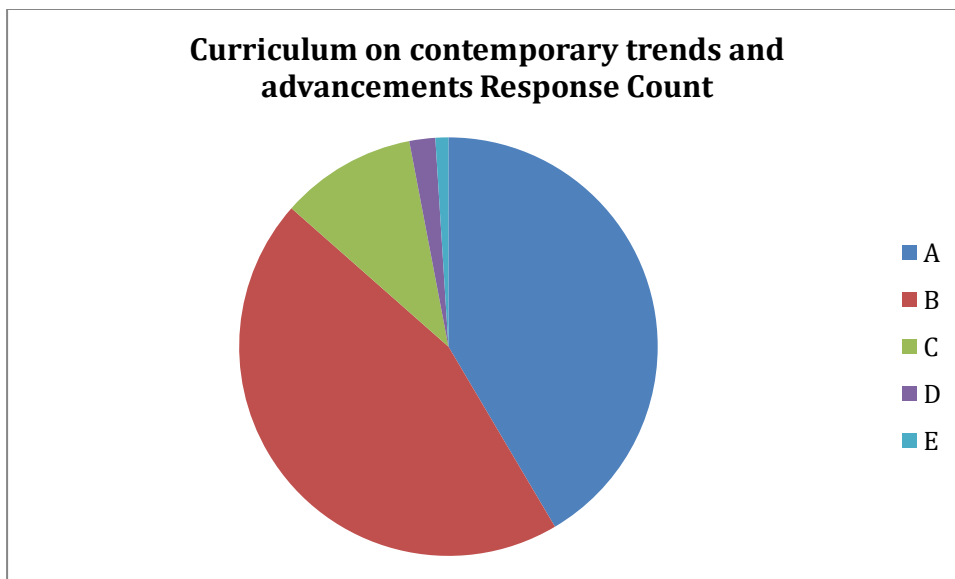
The analysis of feedback on the curriculum's coverage of contemporary trends and advancements reveals a mixed but generally positive sentiment among participants.

The majority of respondents (74.6%) expressed satisfaction, with 35.8% being "Highly Satisfied" and an additional 38.8% indicating they were "Satisfied." A smaller percentage (9%) reported "Moderate Satisfaction," highlighting areas for potential improvement that may be explored further through qualitative feedback. Dissatisfaction levels are relatively low, with 1.5% expressing dissatisfaction and 1.1% being "Highly Dissatisfied." Addressing the concerns of the dissatisfied minority is crucial for gaining insights into potential areas of refinement. Overall, the feedback suggests a generally positive reception of the curriculum's incorporation of contemporary trends, but attention to moderate and dissatisfied responses can contribute to further enhancements aligning with evolving educational needs.

Curriculum inspires to pursue further education, engage in research, and foster professional dvelopment

- A
- B
- C
- D
- E

The feedback on the curriculum's ability to inspire further education, research engagement, and foster professional development reflects a positive sentiment among participants. The breakdown of responses is as follows: A (Highly Satisfied): 44.8% B (Satisfied): 31.5%   C (Moderately Satisfied): 2% D (Dissatisfied): 0.9% E (Highly Dissatisfied): 0.9%

The majority of respondents (76.3%) expressed satisfaction, with 44.8% being "Highly Satisfied" and an additional 31.5% indicating they were "Satisfied." A smaller percentage (8.2%) reported "Moderate Satisfaction," indicating potential areas for improvement that may be explored through qualitative feedback. Dissatisfaction levels are relatively low, with 0.9% expressing dissatisfaction and 0.9% being "Highly Dissatisfied." Addressing the concerns of the dissatisfied minority is important for gaining insights into potential areas of refinement. Overall, the feedback suggests that the curriculum is successful in motivating participants to pursue further education, engage in research, and foster professional development, with opportunities for continuous improvement based on moderate and dissatisfied responses.

Infrastructure, digital resources, library, and laboratory facilities for the effective delivery of the curriculum

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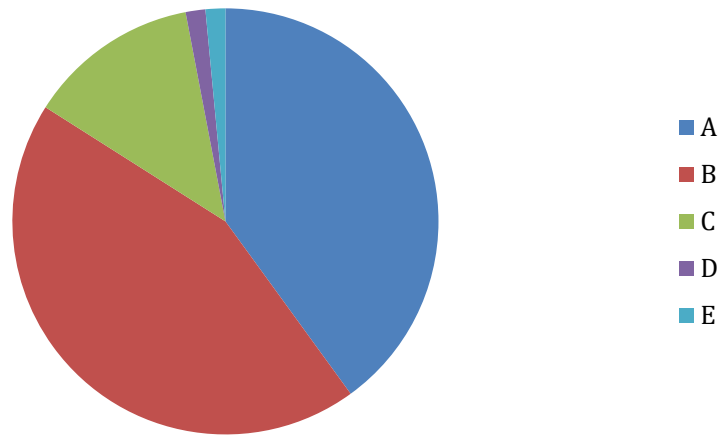
The feedback on infrastructure, digital resources, library, and laboratory facilities for the effective delivery of the curriculum indicates a generally positive sentiment among participants.

The majority of respondents (72.7%) expressed satisfaction, with 34.6% being "Highly Satisfied" and an additional 38.1% indicating they were "Satisfied." A smaller percentage (11.2%) reported "Moderate Satisfaction," suggesting areas for potential improvement that may be explored further through qualitative feedback. Dissatisfaction levels are relatively low, with 1.3% expressing dissatisfaction and an additional 1.3% being "Highly Dissatisfied." Addressing the concerns of the dissatisfied minority is crucial for gaining insights into potential areas of refinement. Overall, the feedback suggests a generally positive evaluation of the infrastructure and facilities supporting curriculum delivery, with opportunities for continuous improvement based on moderate and dissatisfied responses.

Curriculum's capacity to promote Entrepreneurship

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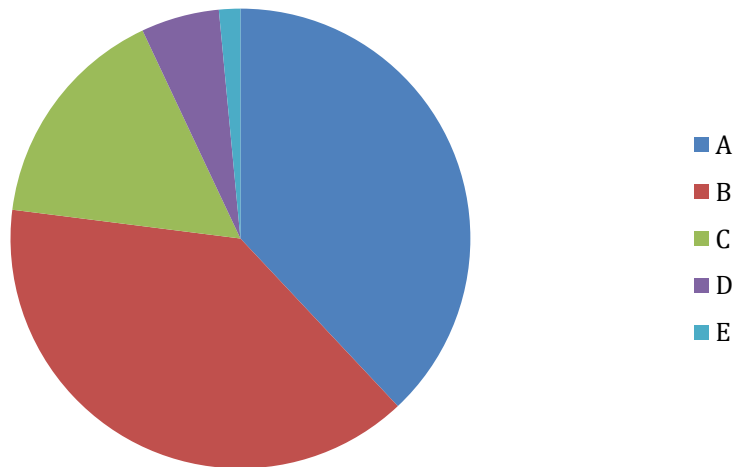
The feedback on the curriculum's capacity to promote entrepreneurship indicates a diverse range of responses.

While a substantial portion of respondents (66.7%) expressed satisfaction, with 32.8% being "Highly Satisfied" and an additional 33.9% indicating they were "Satisfied," a notable percentage (14.1%) reported "Moderate Satisfaction." This suggests opportunities for improvement in fostering entrepreneurship within the curriculum, and qualitative feedback from this group could provide valuable insights.

The dissatisfaction levels are relatively higher, with 4.8% expressing dissatisfaction and an additional 1.3% being "Highly Dissatisfied." Addressing the concerns of the dissatisfied minority is crucial for gaining insights into specific areas that may require attention or enhancement. Overall, the feedback highlights a mixed response regarding the curriculum's effectiveness in promoting entrepreneurship, emphasizing the need for further exploration and potential adjustments to align with participants' expectations and needs.

Support services, such as academic advising and counseling


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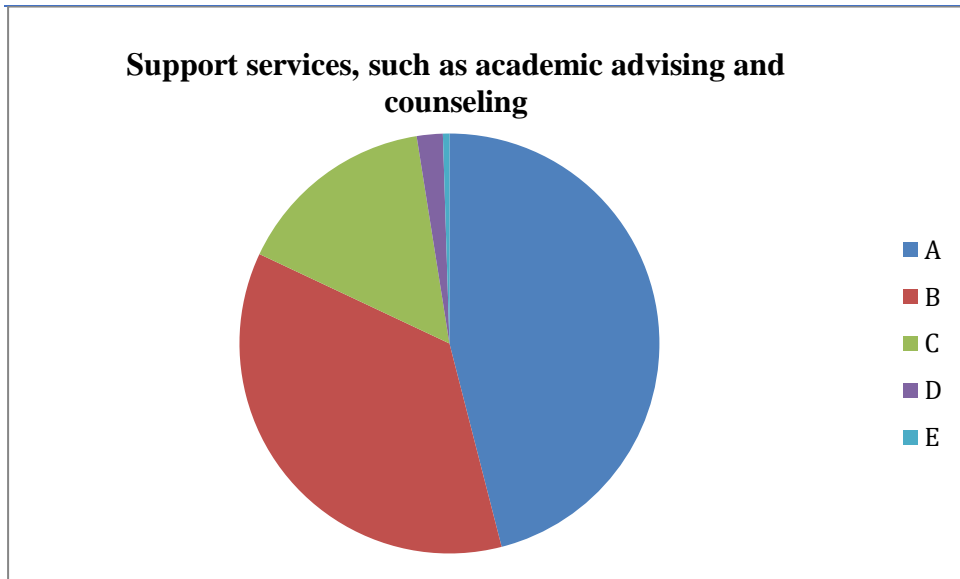
The feedback on support services, including academic advising and counseling, indicates a positive sentiment among participants.

The majority of respondents (70.7%) expressed satisfaction, with 39.7% being "Highly Satisfied" and an additional 31% indicating they were "Satisfied." A smaller percentage (13.4%) reported "Moderate Satisfaction," suggesting areas for potential improvement that may be explored further through qualitative feedback.

Dissatisfaction levels are relatively low, with 1.8% expressing dissatisfaction and an additional 0.4% being "Highly Dissatisfied." Addressing the concerns of the dissatisfied minority is important for gaining insights into specific areas that may require attention or enhancement.

Overall, the feedback suggests a generally positive evaluation of support services, with opportunities for continuous improvement based on moderate and dissatisfied responses. This could involve refining existing services or introducing new initiatives to further enhance academic advising and counseling support for participants.

**Availability of cafeteria and recreational areas**
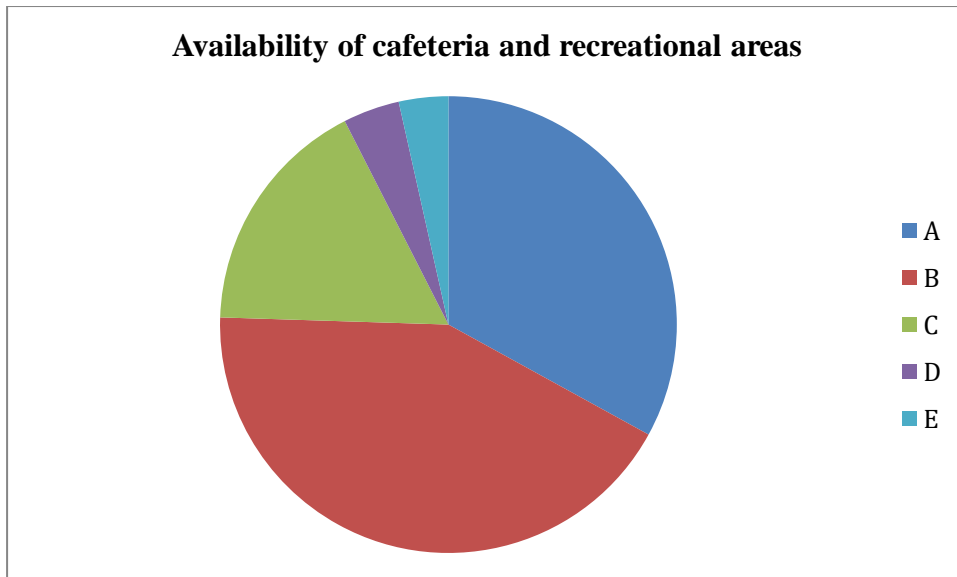
The feedback on the availability of cafeteria and recreational areas suggests a varied sentiment among participants.

The majority of respondents (65.3%) expressed satisfaction, with 28.6% being "Highly Satisfied" and an additional 36.7% indicating they were "Satisfied." A smaller percentage (14.3%) reported "Moderate Satisfaction," suggesting areas for potential improvement that may be explored further through qualitative feedback.

Dissatisfaction levels are notable, with 3.4% expressing dissatisfaction and an additional 2.9% being "Highly Dissatisfied." Addressing the concerns of the dissatisfied minority is important for gaining insights into specific areas that may require attention or enhancement.

Overall, while a significant portion of participants is satisfied with the availability of cafeteria and recreational areas, the moderate and dissatisfied responses indicate room for improvement. Exploring the reasons behind dissatisfaction can guide adjustments to enhance the overall experience of these facilities for participants.

Overall academic atmosphere in the college

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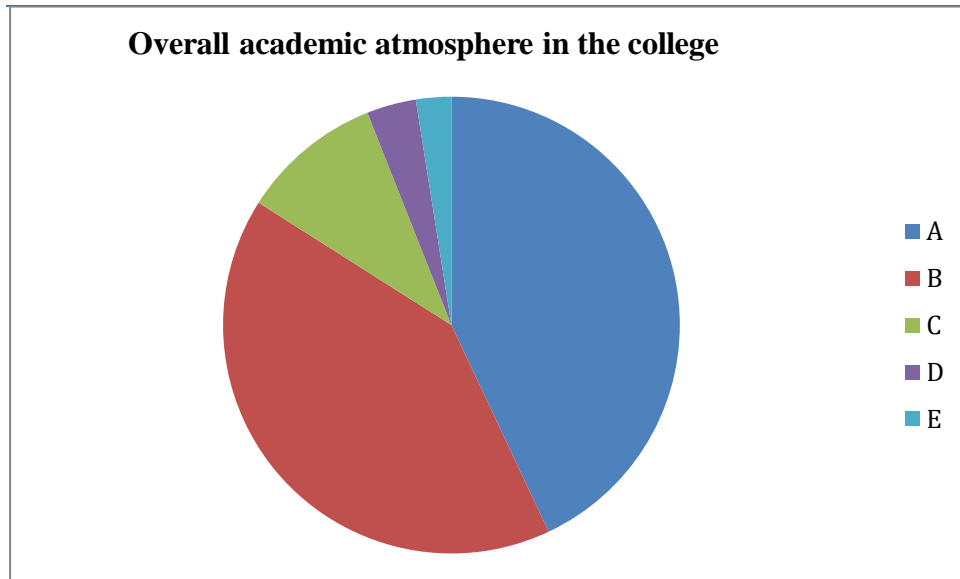
The feedback on the overall academic atmosphere in the college reveals a mixed sentiment among participants.
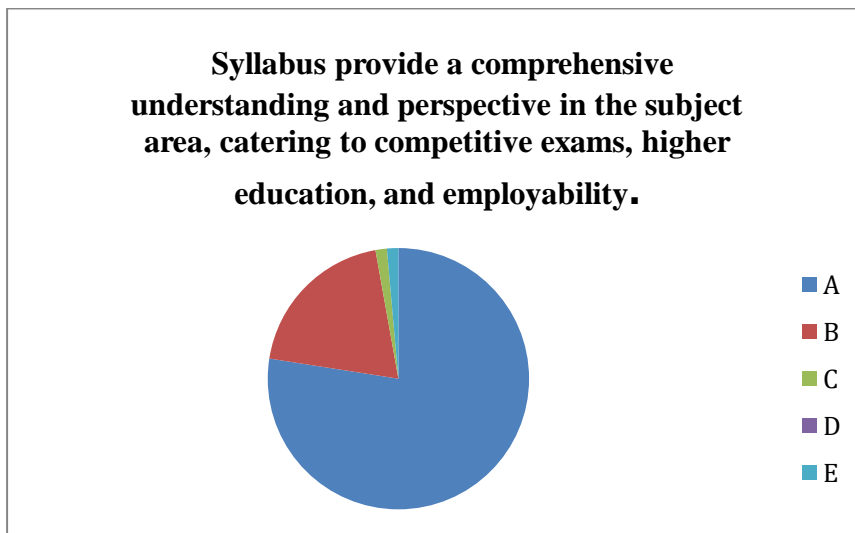
The majority of respondents (72.7%) expressed satisfaction, with 35.5% being "Highly Satisfied" and an additional 37.2% indicating they were "Satisfied." A smaller percentage (8.7%) reported "Moderate Satisfaction," suggesting areas for potential improvement that may be explored further through qualitative feedback.

Dissatisfaction levels are notable, with 3% expressing dissatisfaction and an additional 2.2% being "Highly Dissatisfied." Addressing the concerns of the dissatisfied minority is crucial for gaining insights into specific areas that may require attention or enhancement.

Overall, the feedback suggests a generally positive evaluation of the overall academic atmosphere in the college, with opportunities for continuous improvement based on moderate and dissatisfied responses. Exploring the reasons behind dissatisfaction can guide adjustments to enhance the overall academic environment for participants.

Teachers Feedback Analysis 2022-23

Understanding the efficacy of teaching methods and their impact on student learning is pivotal for fostering educational excellence. Through a comprehensive analysis of teacher feedback, we gain valuable insights into the dynamics of classroom instruction, pedagogical strategies, and their influence on student engagement and academic outcomes. Teachers, being at the forefront of educational delivery, provide invaluable perspectives on the strengths, challenges, and opportunities within the learning environment. This feedback analysis serves as a compass, guiding us toward enhancing teaching practices, optimizing student learning experiences, and ultimately, nurturing a culture of continuous improvement within our educational institution. Let's delve into the findings of the teacher feedback analysis to illuminate the path toward educational excellence and student success.

Syllabus provide a comprehensive understanding and perspective in the subject area, catering to competitive exams, higher education, and employability.
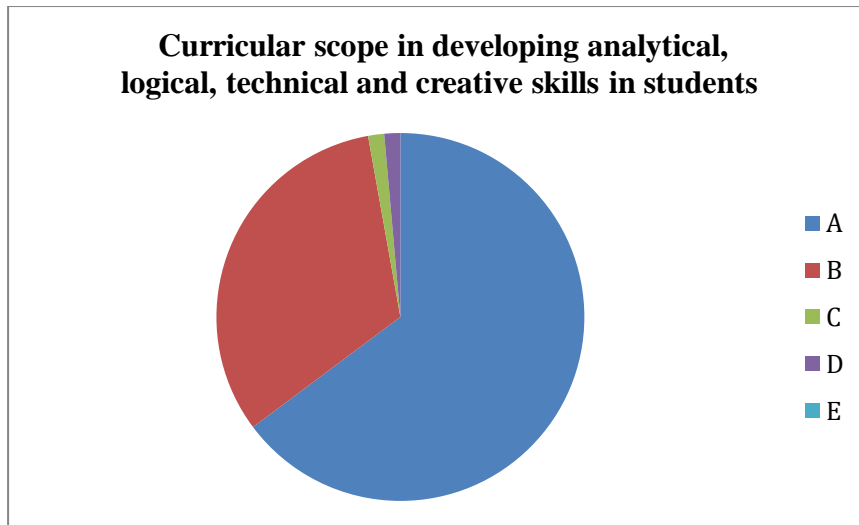
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To the first question whether 'syllabus provide a comprehensive understanding and perspective in the subject area, catering to competitive exams, higher education, and employability,' the response varied across different indicators.

Overall, the analysis suggests that the majority of respondents find the syllabus satisfactory or highly satisfactory, indicating that it provides a comprehensive understanding and perspective in the subject area, catering to competitive exams, higher education, and employability, as desired. However, there may still be areas for improvement to address the concerns of the minority of respondents and further enhance the effectiveness of the syllabus. The break down as folows. Approximately 77.46% of respondents rated the syllabus as Highly Satisfied, while 19.72% rated it as Satisfied. Only about 1.41% of respondents each rated it as Moderately Satisfied and Highly Dissatisfied, with none expressing Dissatisfaction.

Assessment objectively measure the Course Outcomes (COs) and Program Specific Outcomes (PSOs)
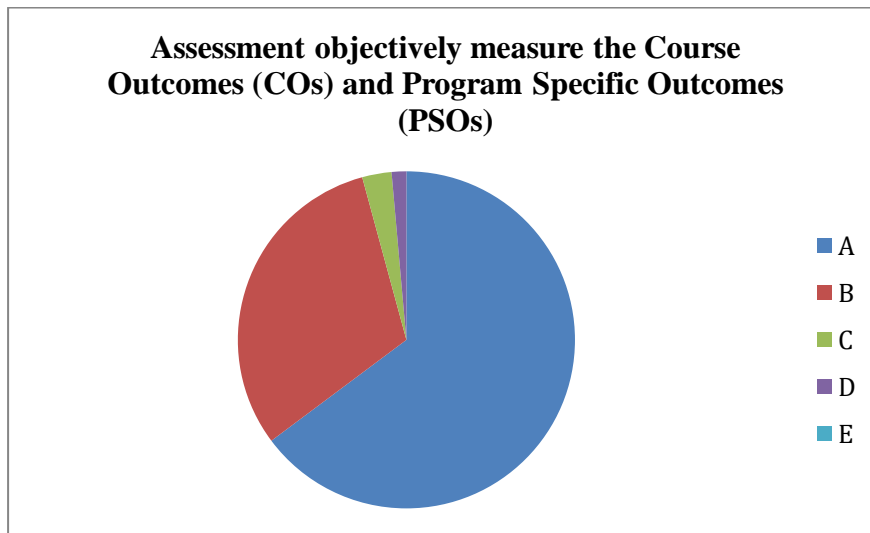
Overall, the analysis for whether Assessment objectively measure the Course Outcomes (COs) and Program Specific Outcomes (PSOs) indicates that the majority of respondents find the assessment process satisfactory or highly satisfactory However, there is still room for improvement to address the concerns of the minority of respondents and further enhance the effectiveness of the assessment process. The breakdown shows approximately 64.79% of respondents rated the assessment as Highly Satisfied, while 30.39% rated it as Satisfied. Only about 2.82% of respondents each rated it as Moderately Satisfied and Dissatisfied, with none expressing Highly Dissatisfied sentiment.

Curricular scope in developing analytical, logical, technical and creative skills in students


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The third question whether there is curricular scope in developing analytical, logical, technical and creative skills in students. Overall, the majority of respondents perceive the curricular scope positively, indicating that it effectively develops the mentioned skills in students. However, there are a few respondents with moderate to low levels of satisfaction, suggesting potential areas for improvement in the curriculum to better meet the needs and expectations of all students. The break down as follows: Approximately 64.79% of respondents rated the curricular scope as Highly Satisfied, while 32.39% rated it as Satisfied. Only about 1.41% of respondents each rated it as Moderately Satisfied and Dissatisfied, with none expressing Highly Dissatisfied sentiment.

**Availability of teaching resources and reference books**
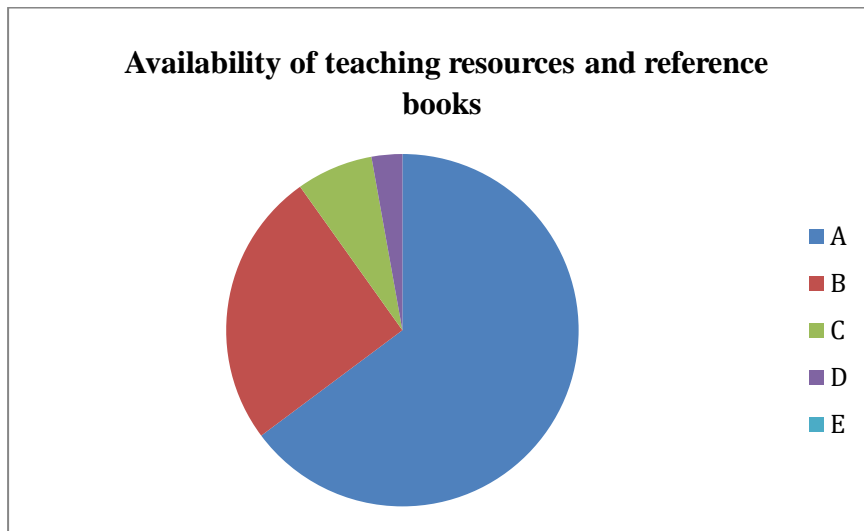
Approximately 64.79% of respondents rated the availability as Highly Satisfied, while 25.35% rated it as Satisfied. About 7.04% of respondents rated it as Moderately Satisfied, and 2.82% of respondents rated it as Dissatisfied. There were no respondents who rated it as Highly Dissatisfied.This analysis shows the distribution of satisfaction levels among respondents regarding the availability of teaching resources and reference books.Overall, the majority of respondents seem satisfied with the availability of teaching resources and reference books. However, there are still some respondents who expressed moderate to low levels of satisfaction, indicating potential areas for improvement in ensuring better availability and accessibility of resources.

Curriculum has optimal distribution of hours for the syllabus to be covered
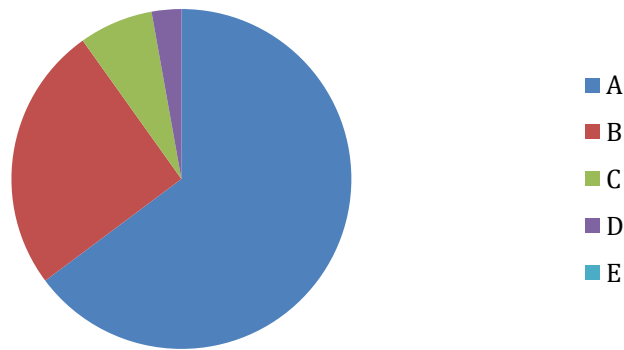
To the question 'Curriculum has optimal distribution of hours for the syllabus to be covered 'The analysis shows the distribution of satisfaction levels among respondents regarding the optimal distribution of hours for the curriculum. Approximately 64.79% of respondents rated the curriculum's distribution of hours as Highly Satisfied, while 25.35% rated it as Satisfied. About 7.04% of respondents rated it as Moderately Satisfied, and 2.82% of respondents rated it as Dissatisfied. There were no respondents who rated it as Highly Dissatisfied. Overall, the majority of respondents seem satisfied with the distribution of hours in the curriculum. However, there are still some respondents who expressed moderate to low levels of satisfaction, indicating potential areas for improvement in optimizing the distribution of hours to cover the syllabus effectively.

College ensures regularly updated resources for teaching and learning, including the provision of ICT-enabled facilities.

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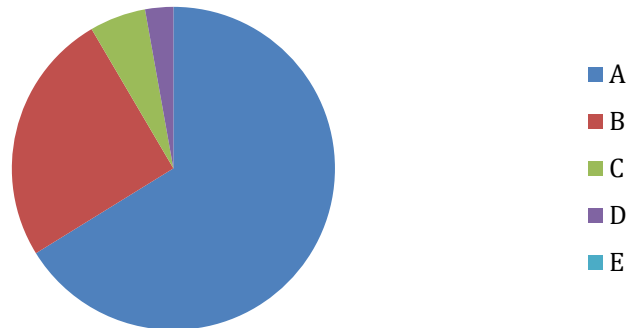
College ensures regularly updated resources for teaching and learning, including the provision of ICT-enabled facilities.

The majority of respondents seem highly satisfied with the college's efforts in providing updated resources and ICT facilities. However, there are still some respondents who expressed varying levels of satisfaction, suggesting potential areas for improvement in ensuring that resources remain updated and accessible for teaching and learning activities. The break down shows approximately 66.20% of respondents rated the college as Highly Satisfied, while 25.35% rated it as Satisfied. About 5.63% of respondents rated it as Moderately Satisfied, and 2.82% of respondents rated it as Dissatisfied. There were no respondents who rated it as Highly Dissatisfied.

Spaces that encourage collaborative work with fellow students on projects and assignments

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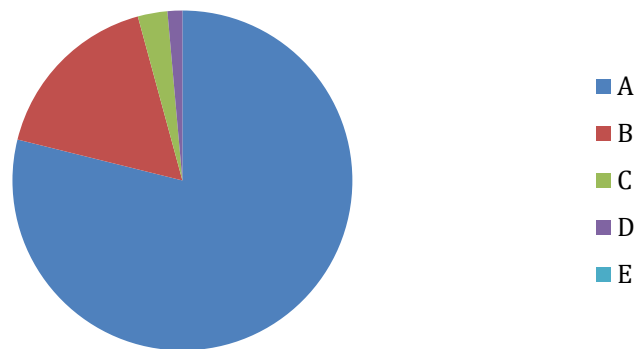
To the questions spaces that encourage collaborative work with fellow students on projects and assignments

The analysis indicates the distribution of satisfaction levels among respondents regarding the availability of spaces that encourage collaborative work with fellow students on projects and assignments. Approximately 78.87% of respondents rated the spaces as Highly Satisfied, while 16.90% rated them as Satisfied. About 2.82% of respondents rated them as Moderately Satisfied, and 1.41% of respondents rated them as Dissatisfied. There were no respondents who rated them as Highly Dissatisfied. Overall, the majority of respondents seem highly satisfied with the availability of spaces that encourage collaborative work with fellow students. However, there are still some respondents who expressed varying levels of satisfaction, suggesting potential areas for improvement in creating conducive environments for collaborative work and learning.

Opportunities for teachers to engage in research projects and innovative activities
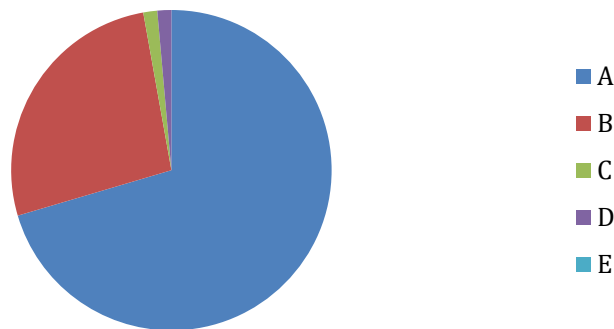

To the question opportunities for teachers to engage in research projects and innovative activities, The analysis indicates the distribution of satisfaction levels among respondents regarding the opportunities for teachers to engage in research projects and innovative activities. Approximately 70.42% of respondents rated the opportunities as Highly Satisfied, while 26.76% rated them as Satisfied. About 1.41% of respondents each rated them as Moderately Satisfied and Dissatisfied. There were no respondents who rated them as Highly Dissatisfied. Overall, the majority of respondents seem highly satisfied with the opportunities provided for teachers to engage in research projects and innovative activities. However, there are still some respondents who expressed varying levels of satisfaction, suggesting potential areas for improvement in fostering research and innovation among teachers.

Parents Feedback Analysis Report 2022-23

The Feedback Analysis Report for the academic year 2022-23, derived from the responses of parents, offers a comprehensive overview of various aspects of the educational experience at our institution. This report encompasses a wide range of areas including the admission procedure, quality and relevance of courses, availability of academic resources, infrastructure, student counseling, integration of Information and Communication Technology (ICT), academic environment, ethics and values, assessment processes, workload, and faculty support. The feedback, predominantly positive, reflects the parents' perceptions and satisfaction levels, providing valuable insights into the strengths of our institution as well as areas where further improvements can be made.

Admission procedure

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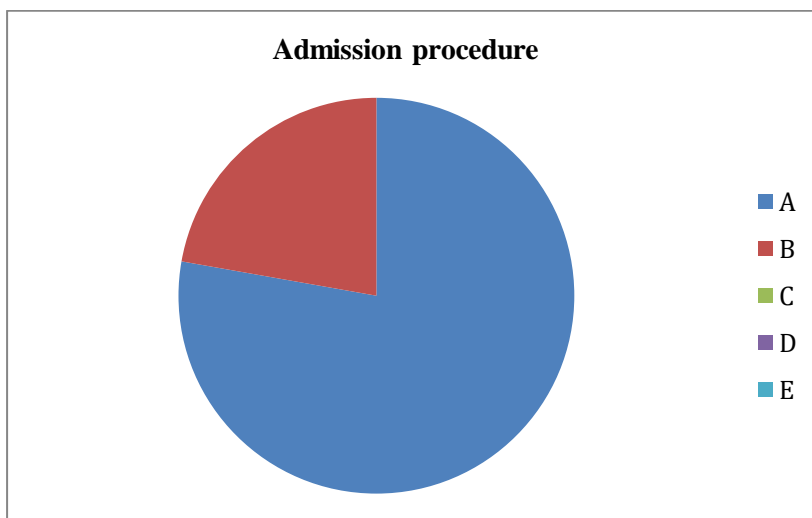
The survey began with the analysis of responses regarding Admission Procedure Response - The majority of respondents (77.78%) rated the admission procedure as "Excellent," indicating a high level of satisfaction. A notable portion (22.22%) found it to be "Very Good." No participants rated it as "Good," "Average," or "Poor." While the overall sentiment is positive, exploring areas for improvement and gathering continuous feedback is recommended for sustained satisfaction.

Quality and relevance of the courses prescribed in curriculum


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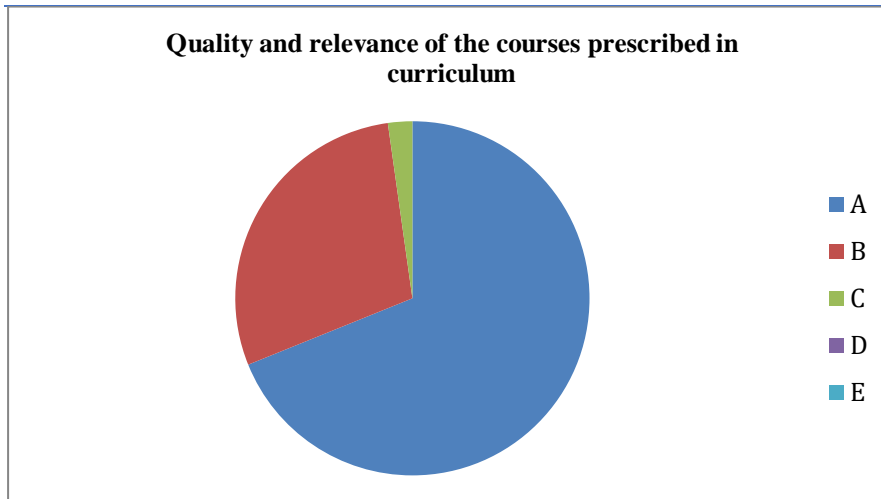
Quality and Relevance of Courses Analysis:

The majority of respondents (68.89%) rated the courses as "Excellent," indicating strong satisfaction. A significant portion (28.89%) found them to be "Very Good." No participants rated the courses as "Average" or "Poor." Continuous monitoring can help ensure sustained positive feedback and identify areas for improvement.

Curriculum related activities organised by the college


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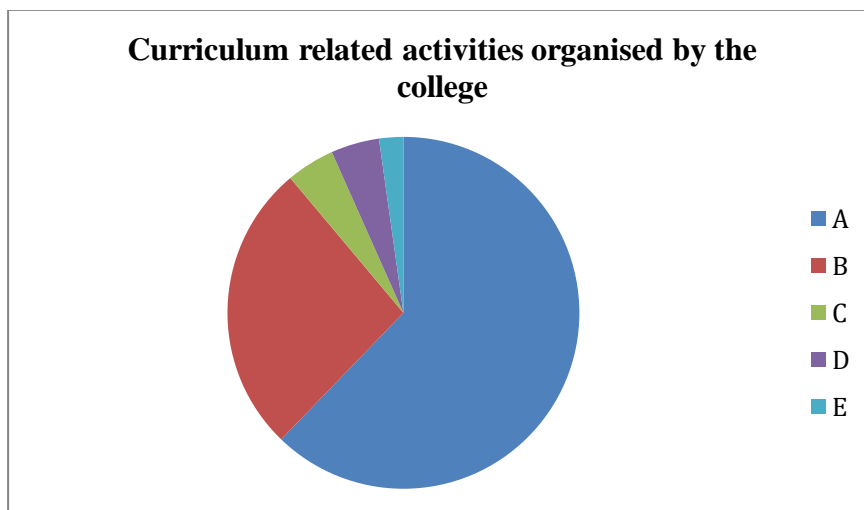
This analysis provides a breakdown of the satisfaction levels among parents regarding the curriculum-related activities organized by the college. Approximately 62.22% of parents expressed being Highly Satisfied, while 26.67% reported being Satisfied. About 4.44% of parents each reported being Moderately Satisfied and Dissatisfied. Additionally, 2.22% of parents expressed being Highly Dissatisfied.While the majority of parents appear satisfied with the curriculum-related activities organized by the college, there are noteworthy proportions of parents expressing moderate to low satisfaction levels. These findings suggest areas of improvement for the college to address parental concerns and enhance the effectiveness and satisfaction with curriculum-related activities.

Availability of the text and reference books prescribed in the curriculum

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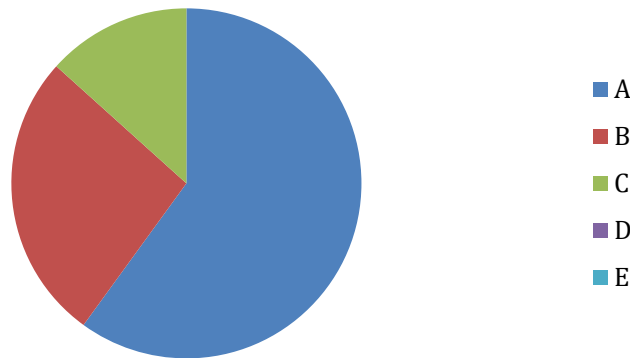
The analysis of the availability of prescribed text and reference books reveals a high level of satisfaction among participants, with 60% rating it as "Excellent." Additionally, 26.67% of respondents found the availability to be "Very Good." The absence of any "Average" or "Poor" ratings suggests that participants generally perceive the accessibility of these resources positively. While a majority expresses contentment, there is room for improvement in the "Good" category (13.33%), emphasizing the potential for further enhancing the accessibility of necessary materials.


Infrastructure and lab facilities and library for curriculum delivery

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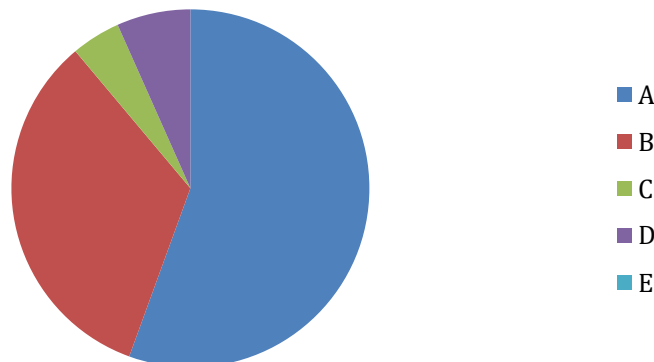
The evaluation of infrastructure, lab facilities, and library resources for curriculum delivery demonstrates a positive perception among participants. A significant 55% rated these aspects as "Excellent," indicating a strong satisfaction level. Additionally, 33% found them to be "Very Good," contributing to the overall positive sentiment.

The majority of respondents express contentment, with a combined 40% falling into the top two categories. Minimal concerns are identified, with 4% rating the facilities as "Good" and 7% as "Average." Addressing these specific areas can lead to targeted enhancements.

Importantly, no participants rated the infrastructure, lab facilities, and library as "Poor," suggesting a general satisfaction with these crucial elements. Continuous feedback will further contribute to maintaining and improving the positive experience in these key aspects of curriculum delivery.

Student's counselling activities
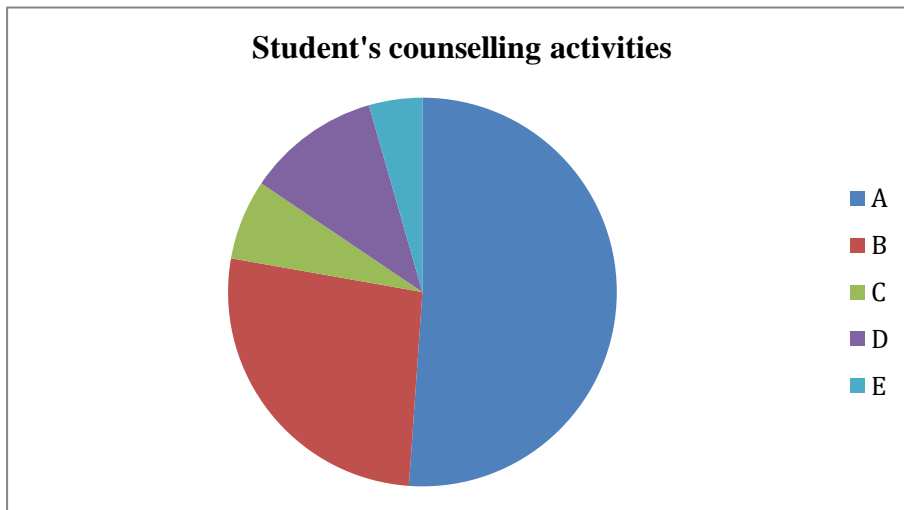
The assessment of student counseling activities reflects varied perceptions among participants. A significant 51% rated these activities as "Excellent," highlighting a positive view of the counseling services. Additionally, 27% found them to be "Very Good," contributing to the overall positive sentiment.

However, there are areas for improvement, as 7% of participants rated the counseling activities as "Good," and 11% found them to be "Average." Identifying specific aspects within these categories that require enhancement can lead to targeted improvements.

A smaller yet noteworthy 4% of respondents rated the student counseling activities as "Poor," indicating areas of concern that necessitate immediate attention. Addressing these specific concerns and continually seeking feedback will contribute to an enhanced overall experience in the crucial realm of student counseling.

Use of Information and communication technology in the curriculum delivery
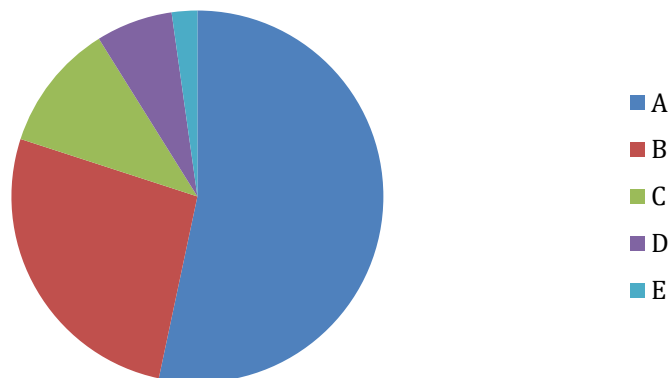

The integration of Information and Communication Technology (ICT) in curriculum delivery is perceived positively by participants. A substantial 53% rated it as "Excellent," indicating a high level of satisfaction with the use of technology. Additionally, 27% found it to be "Very Good," contributing to the overall positive sentiment.

While the majority expresses contentment, there are identified areas for improvement, with 11% of participants rating the ICT integration as "Good" and 7% as "Average." Identifying specific aspects within these categories that require enhancement can lead to targeted improvements.

A minimal 2% of respondents rated the use of ICT in curriculum delivery as "Poor." Although a small percentage, addressing this concern and continuously seeking feedback will contribute to an improved overall experience, ensuring effective and seamless integration of technology in the educational process.

Overall academic environment   (Discipline, Teaching & other related activities)
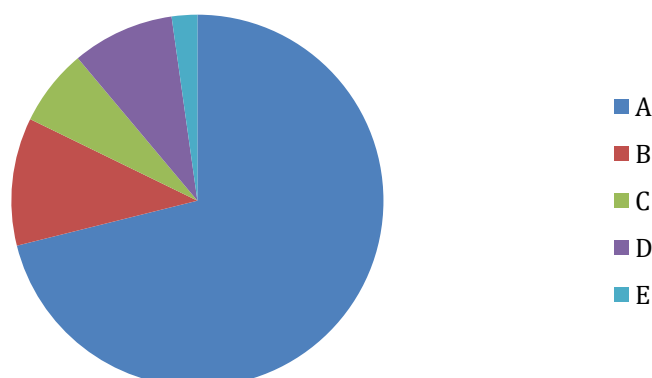
Overall academic environment was rated as "Excellent," by a71% indicating a high level of satisfaction across various aspects. Additionally, 11% found it to be "Very Good," contributing to the overall positive sentiment.

While the majority expresses contentment, there are identified areas for improvement, with 7% of participants rating the academic environment as "Good" and 9% as "Average." Identifying specific aspects within these categories that require enhancement can lead to targeted improvements.

A minimal 2% of respondents rated the overall academic environment as "Poor." Although a small percentage, addressing this concern and continually seeking feedback will contribute to an enhanced overall experience, ensuring a conducive and positive academic atmosphere for all participants.

**Improvement in Ethics, Human values and social responsibility**
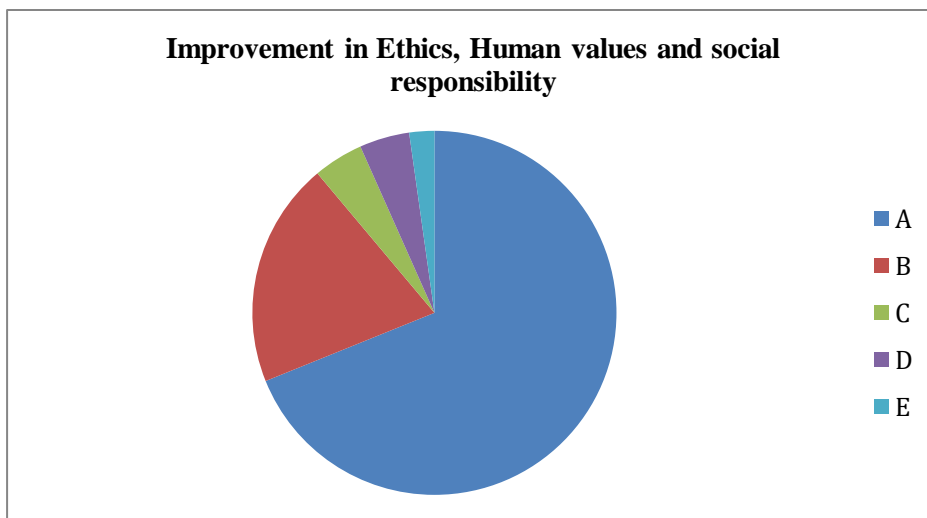
The efforts towards fostering ethics, human values, and social responsibility are well-received, with a significant 69% of participants rating the improvement as "Excellent." This highlights a commendable commitment to instilling these principles within the educational environment. Additionally, 20% found the efforts to be "Very Good," contributing to the overall positive perception.

While the majority expresses satisfaction, there are identified areas for further enhancement, with 4% of participants rating the improvement as "Good" and 4% as "Average." Identifying specific aspects within these categories that require attention can lead to targeted improvements.

A minimal 2% of respondents rated the improvement in ethics, human values, and social responsibility as "Poor." Although a small percentage, addressing this concern and consistently seeking feedback will contribute to ongoing progress in instilling these crucial values among participants.

The reliability of assessment and evaluation processes adopted by the institution
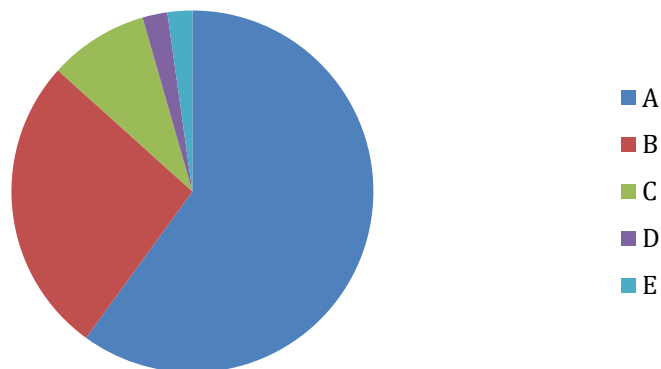
The assessment and evaluation processes implemented by the institution are generally perceived positively by participants. A substantial 60% rated the reliability as "Excellent," reflecting a high level of satisfaction with the assessment methods. Additionally, 27% found them to be "Very Good," contributing to the overall positive sentiment.
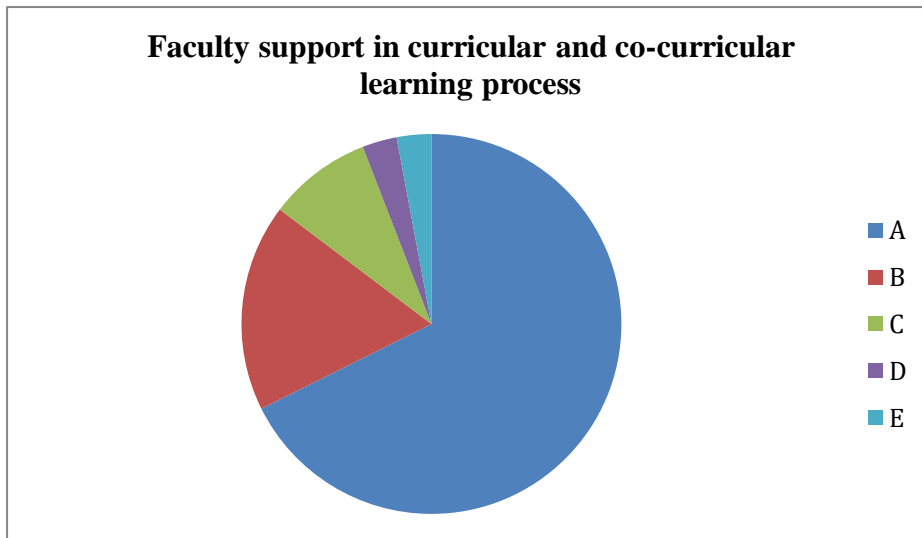
While the majority expresses contentment, there are identified areas for improvement, with 9% of participants rating the processes as "Good" and 2% as "Average." Identifying specific aspects within these categories that require enhancement can lead to targeted improvements.

Workload in Courses
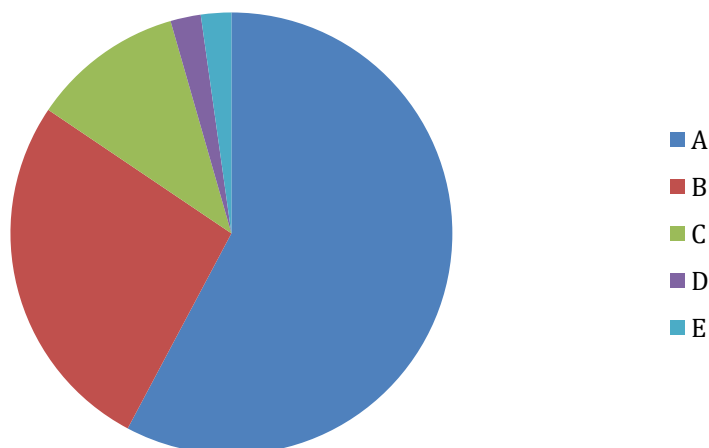
The evaluation of the workload in courses reflects a positive overall perception among participants. A significant 57% rated the workload as "Excellent," indicating a high level of satisfaction with the balance of tasks. Additionally, 35% found it to be "Very Good," contributing to the overall positive sentiment.

While the majority expresses contentment, there are identified areas for improvement, with 11% of participants rating the workload as "Good" and 2% as "Average." Identifying specific aspects within these categories that require enhancement can lead to targeted improvements.

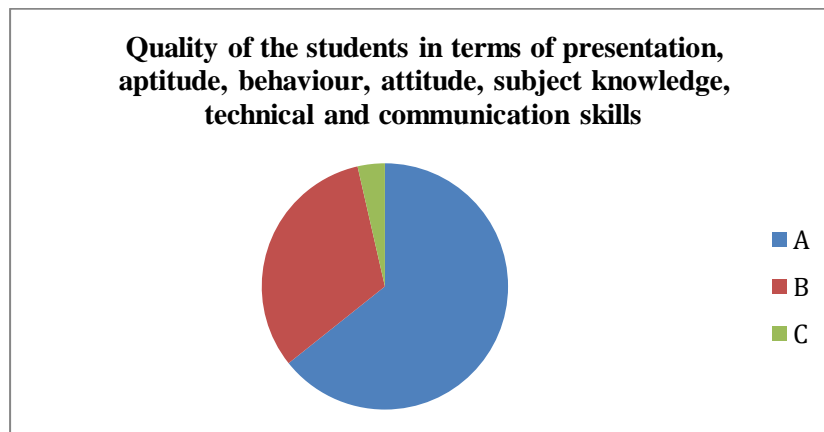Faculty support in curricular and co-curricular learning process

The faculty's support in both curricular and co-curricular learning processes is perceived positively by participants. A significant 67% rated the support as "Excellent," indicating a strong satisfaction level with the assistance provided by the faculty. Additionally, 18% found it to be "Very Good," contributing to the overall positive sentiment.

While the majority expresses contentment, there are identified areas for improvement, with 9% of participants rating the support as "Good" and 3% as "Average." Identifying specific aspects within these categories that require enhancement can lead to targeted improvements.

In conclusion, the Feedback Analysis Report from parents for the year 2022-23 paints an overall positive picture of the educational experience at our institution. The high satisfaction levels in areas such as the admission procedure, course quality, resource availability, and ICT integration are indicative of the institution's commitment to excellence in education. However, the report also highlights areas for potential improvement, such as enhancing certain aspects of student counseling, refining the academic environment, and bolstering efforts in ethics and human values education. These insights are invaluable for guiding future enhancements and ensuring that our institution continues to provide a high-quality, well-rounded educational experience that meets the evolving needs of our students and the wider community.

Employers' Feedback Analysis Report 2022 – 23

Here the Employers Feedback Analysis Report, is a comprehensive examination of employers' perspectives on various aspects related to workforce readiness, skillsets, and professional competencies. In today's dynamic and competitive job market, understanding employers' viewpoints is essential for aligning educational programs with industry needs and preparing students for successful careers. This report delves into the feedback provided by employers, offering valuable insights into their satisfaction levels, areas of concern, and suggestions for improvement regarding the qualities, skills, and readiness of prospective employees.

Quality of the students in terms of presentation, aptitude, behaviour, attitude, subject knowledge, technical and communication skills

The employer analysis of student quality across dimensions including presentation, aptitude, behaviour, attitude, subject knowledge, technical, and communication skills reveals encouraging results. A significant majority, comprising 64.29% of employers, express high satisfaction with students' preparedness for the workforce, indicating that students largely meet or exceed expectations in key skill areas. An additional 32.14% of employers report satisfaction, implying that while students meet basic requirements, there may be areas for further refinement. Only a small proportion, 3.57%, express moderate satisfaction, suggesting room for improvement in certain aspects. Remarkably, no employers express dissatisfaction or high dissatisfaction with student quality, underscoring the generally positive perception of students' capabilities and readiness for the workplace. This analysis highlights the effectiveness of current educational efforts in equipping students with the necessary skills and attitudes sought by employers, while also signaling areas where continued focus and enhancement may be beneficial to further align student preparation with workplace demands.

**Syllabus found effective in developing entrepreneurial and employability skillsets of the students**
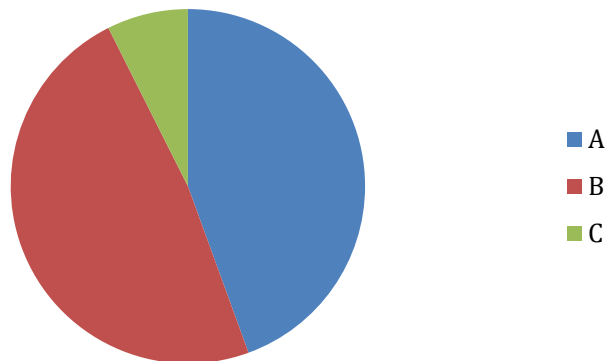
The analysis of the effectiveness of the syllabus in developing entrepreneurial and employability skillsets among students reveals generally positive sentiments. Among respondents, 12 (or 42.86%) expressed being Highly Satisfied with the syllabus, indicating a substantial level of confidence in its ability to foster entrepreneurial and employability skills. Additionally, 13 respondents (or 46.43%) reported being Satisfied, signifying a majority acknowledgment of the syllabus's efficacy. A smaller yet notable portion, comprising 2 respondents (or 7.14%), expressed Moderate Satisfaction, suggesting room for enhancement or refinement in certain areas. Encouragingly, none of the respondents reported being Dissatisfied or Highly Dissatisfied with the syllabus, underscoring a consensus among stakeholders regarding its effectiveness. This analysis underscores the syllabus's positive impact in nurturing entrepreneurial and employability skillsets among students, while also providing insights into potential areas for further improvement to better meet the evolving demands of the workforce and entrepreneurship landscape.

Candidates' analytical, logical, technical, creative, and innovative skills.


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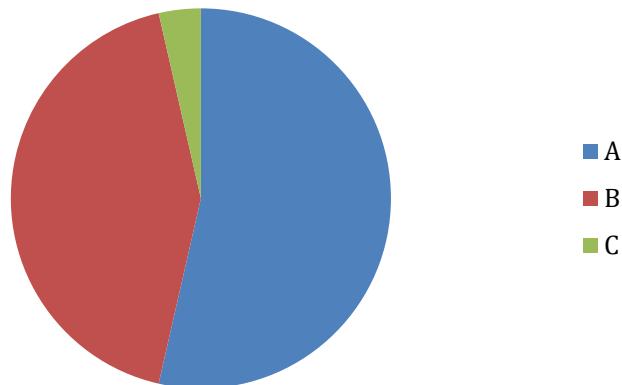
Candidates' analytical, logical, technical, creative, and innovative skills. The evaluation of candidates' analytical, logical, technical, creative, and innovative skills reflects a mixed sentiment among respondents. While 12 respondents (or 21.43%) reported being Highly Satisfied with the candidates' skill sets, indicating a significant level of confidence in their abilities, 15 respondents (or 26.79%) expressed Satisfaction, suggesting a majority acknowledgment of the candidates' skills. Notably, 12 respondents (or 21.43%) reported Moderate Satisfaction, signaling a segment of stakeholders who see room for improvement or refinement in certain skill areas. On the contrary, one respondent (or 1.79%) expressed Dissatisfaction with the candidates' skills. Encouragingly, no respondents reported being Highly Dissatisfied, which implies a general consensus that the candidates' skills are at least acceptable. This analysis underscores both strengths and areas for improvement in candidates' skill sets, highlighting the need for continued development and enhancement to meet the evolving demands of analytical, logical, technical, creative, and innovative roles in various domains.

**Advanced knowledge on recent developments in the field**
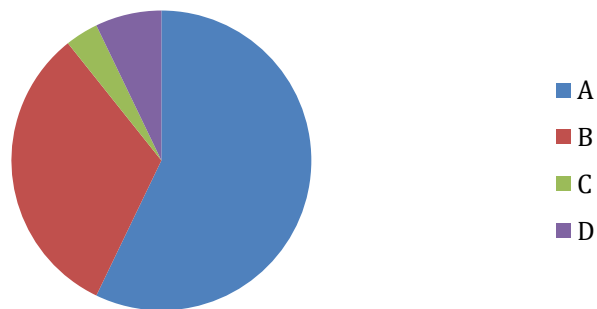
The assessment of candidates' advanced knowledge on recent developments in the field reveals a range of sentiments among respondents. A notable portion, 16 respondents (or 47.06%), expressed being Highly Satisfied with candidates' proficiency in recent developments, indicating a significant level of confidence in their awareness and understanding of advancements. Additionally, 9 respondents (or 26.47%) reported Satisfaction, suggesting a majority acknowledgment of candidates' knowledge in the field. However, 2 respondents (or 5.88%) expressed Moderate Satisfaction, indicating a segment of stakeholders who see room for improvement or refinement in candidates' awareness of recent developments. Regrettably, one respondent (or 2.94%) expressed Dissatisfaction with candidates' advanced knowledge. Nevertheless, it's reassuring that no respondents reported being Highly Dissatisfied, implying a general consensus that candidates possess a satisfactory level of awareness regarding recent developments in the field. This analysis underscores the significance of staying abreast of recent advancements and highlights areas for continuous improvement to ensure candidates remain competitive and relevant in their respective fields.

Professional ethics and attitude of candidates
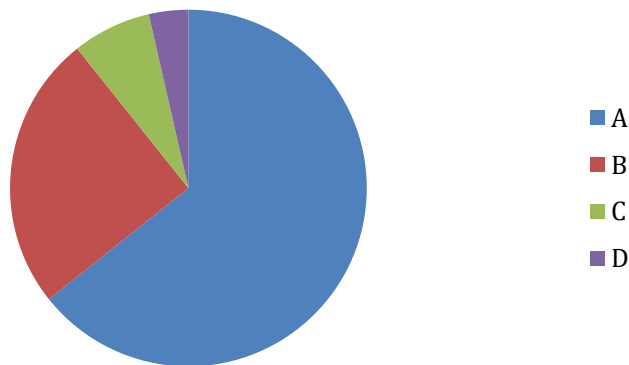
The evaluation of candidates' professional ethics and attitude unveils a generally positive sentiment among respondents. A significant majority, comprising 18 respondents (or 56.25%), expressed being Highly Satisfied with the candidates' professional ethics and attitude. This indicates a robust level of confidence in the candidates' adherence to ethical standards and their positive demeanor in professional settings. Additionally, 7 respondents (or 21.88%) reported Satisfaction, suggesting a majority acknowledgment of candidates' favorable professional demeanor. However, 2 respondents (or 6.25%) expressed Moderate Satisfaction, indicating a small segment of stakeholders who see room for improvement or refinement in candidates' professional conduct. Regrettably, 1 respondent (or 3.13%) expressed Dissatisfaction with candidates' professional ethics and attitude. Nonetheless, it's reassuring that no respondents reported being Highly Dissatisfied, implying a general consensus that candidates exhibit satisfactory levels of professionalism and ethical behavior. This analysis underscores the importance of fostering and upholding strong professional ethics and attitudes among candidates, while also highlighting areas for continuous improvement to ensure sustained excellence in professional conduct.
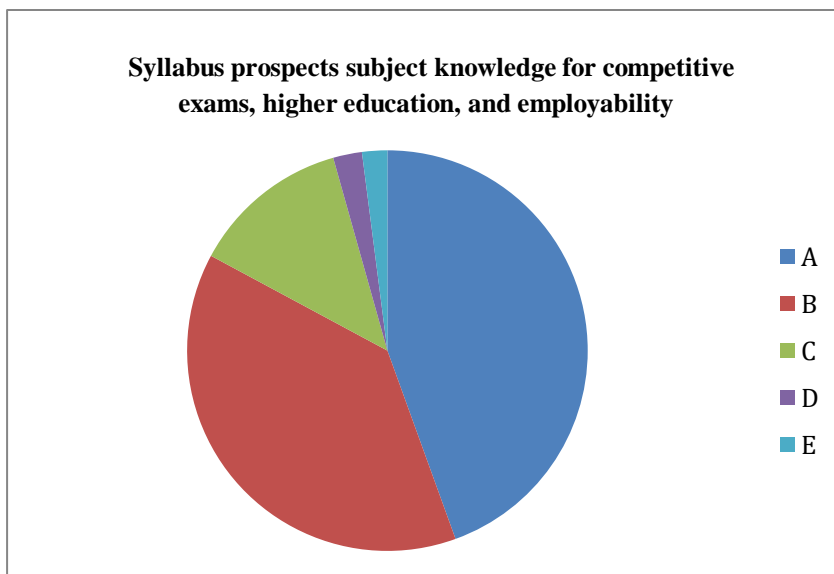
### Prepared to collaborate and function as a team.

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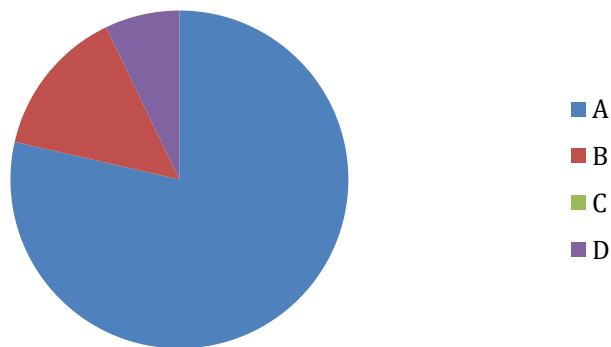
The assessment of candidates' readiness to collaborate and function as a team reveals a spectrum of sentiments among respondents. A significant majority, comprising 18 respondents (or 56.25%), expressed being Highly Satisfied with candidates' readiness to collaborate and function effectively in a team environment. This indicates a strong level of confidence in candidates' ability to work cooperatively and contribute positively to team efforts. Additionally, 7 respondents (or 21.88%) reported Satisfaction, suggesting a majority acknowledgment of candidates' capability to collaborate within a team setting. However, 2 respondents (or 6.25%) expressed Moderate Satisfaction, indicating a small segment of stakeholders who perceive room for improvement or refinement in candidates' teamwork skills. Regrettably, 1 respondent (or 3.13%) expressed Dissatisfaction with candidates' preparedness to collaborate and function as a team. Nonetheless, it's reassuring that no respondents reported being Highly Dissatisfied, implying a general consensus that candidates possess a satisfactory level of readiness to collaborate and work effectively in team environments. This analysis underscores the importance of fostering strong teamwork skills among candidates while also highlighting areas for ongoing development and enhancement to ensure sustained effectiveness in collaborative settings.

Alumni Feedback Repoort 2022-23

The series of questions prepared for Alumni - surveys across various aspects of the educational experience, including syllabus prospects, teaching quality, curriculum activities, holistic development through courses, alumni association effectiveness, teacher-student dynamics, and the overall academic atmosphere, provide a comprehensive view of student satisfaction in a college setting. These surveys, encompassing areas crucial for academic and professional success, offer valuable insights into the current state of educational services and potential areas for future development.

Syllabus prospects subject knowledge for competitive exams, higher education, and employability


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The survey on syllabus prospects for competitive exams, higher education, and employability reveals a predominantly positive response, with over 82% of students either 'Highly Satisfied' or 'Satisfied'. However, the presence of a moderately satisfied group (12.79%) and a small proportion of dissatisfied students (4.36%) highlights areas for potential improvement. Addressing the specific needs of these less satisfied groups is crucial for refining the syllabus, ensuring it remains effective and relevant for all students. Continuous feedback and adaptation based on student input are key to maintaining the syllabus's alignment with academic and professional requirements.

Quality of teaching and learning methods
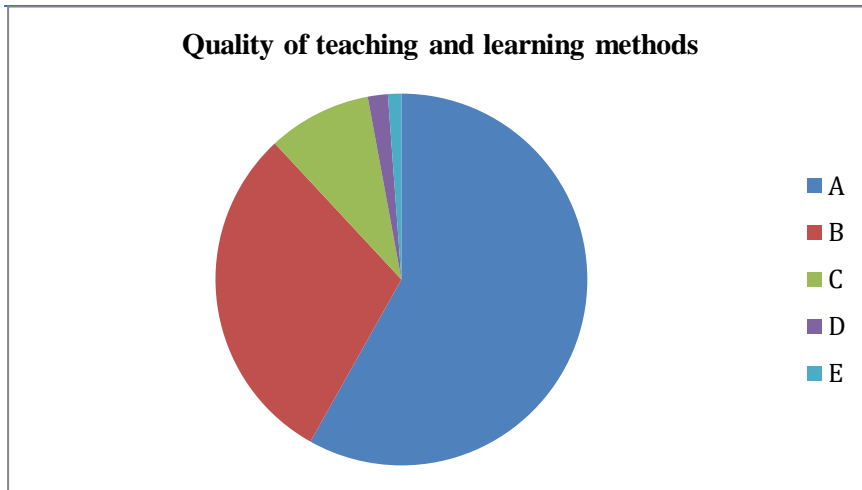
The survey data on the quality of teaching and learning methods shows a strong positive response, with a significant majority of students expressing high levels of satisfaction. Out of the total respondents, 200 (56.18%) are 'Highly Satisfied' and 103 (28.93%) are 'Satisfied', cumulatively accounting for 85.11% of the responses. This indicates that the majority of students find the teaching and learning methods effective and fulfilling.

However, there is a segment of 31 students (8.71%) who are only 'Moderately Satisfied', suggesting room for improvement in certain aspects of teaching and learning methods. Additionally, a small proportion of students, 6 (1.69%) 'Dissatisfied' and 4 (1.12%) 'Highly Dissatisfied', indicate specific areas that may require attention and enhancement. Addressing the concerns of these groups, though they represent a smaller percentage, is crucial for ensuring the overall quality and effectiveness of teaching and learning methods. Continuous evaluation and adaptation of teaching strategies, based on comprehensive feedback from all groups of students, are essential for maintaining high standards and meeting the diverse learning needs of all students.

**Curriculum related activities organized by the College /Department**
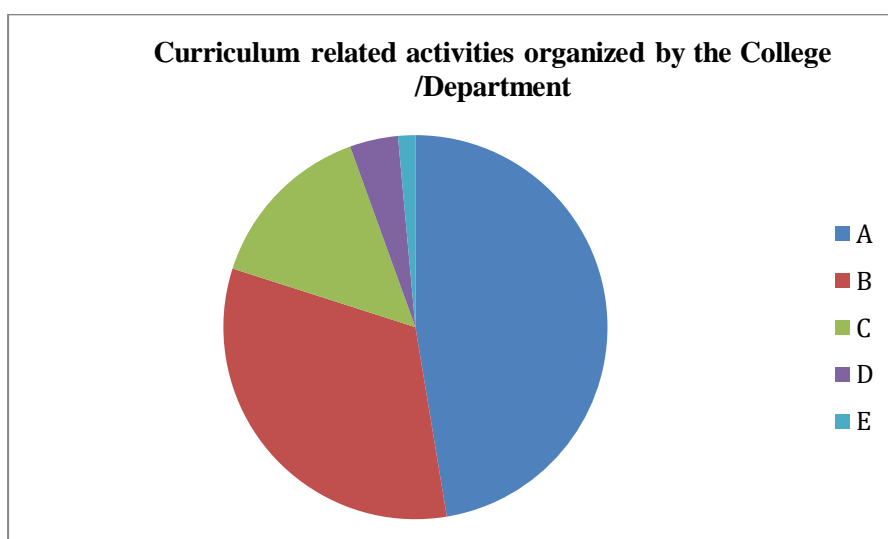
The survey on curriculum-related activities organized by the College/Department reflects a generally positive reception among students. Out of the total respondents, 163 (44.97%) are 'Highly Satisfied' and 112 (30.92%) are 'Satisfied', together accounting for 75.89% of the responses. This suggests that a majority of students appreciate the curriculum-related activities, finding them effective and beneficial to their educational experience.

However, there is a noticeable group of 50 students (13.81%) who are only 'Moderately Satisfied', indicating that while the activities meet certain expectations, there is potential for further enhancement to fully satisfy this group. Additionally, a smaller proportion of students express discontent, with 14 (3.87%) being 'Dissatisfied' and 5 (1.38%) 'Highly Dissatisfied'. These responses highlight specific areas within the curriculum-related activities that may require review and improvement. Addressing the feedback from the moderately satisfied and dissatisfied groups is essential for refining these activities, ensuring they are comprehensive and align with the diverse needs and expectations of all students. Continuous assessment and adaptation of these activities, based on detailed and inclusive student feedback, are key to maintaining their relevance and effectiveness in the curriculum.

**Achieving holistic development through diverse courses**
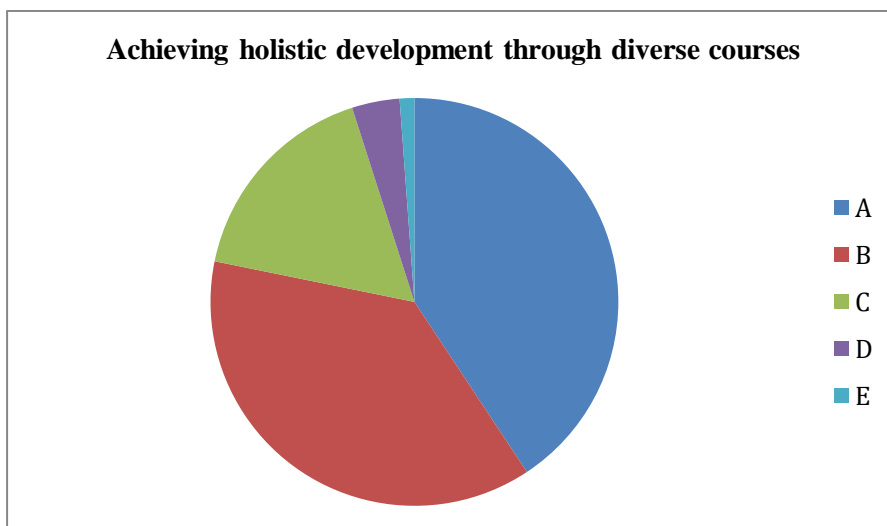
The survey regarding achieving holistic development through diverse courses indicates a positive overall response, but also highlights areas for potential improvement. Among the respondents, 140 (38.36%) are 'Highly Satisfied' and 129 (35.39%) are 'Satisfied', cumulatively making up 73.75% of the total responses. This suggests that a majority of students feel the diverse courses offered are effective in contributing to their holistic development.

However, there is a significant number of students, 58 (15.90%), who are only 'Moderately Satisfied'. This group's feedback is crucial as it points to aspects of the courses that might be fulfilling basic requirements but could be enhanced to better serve the students' holistic development needs. Furthermore, a smaller yet notable proportion of students express dissatisfaction, with 13 (3.57%) being 'Dissatisfied' and 4 (1.10%) 'Highly Dissatisfied'. These responses are essential for identifying specific shortcomings or areas where the courses may not be meeting the intended objectives of holistic development.

**Robust Alumni Association/Forums for reconnecting with former classmates**
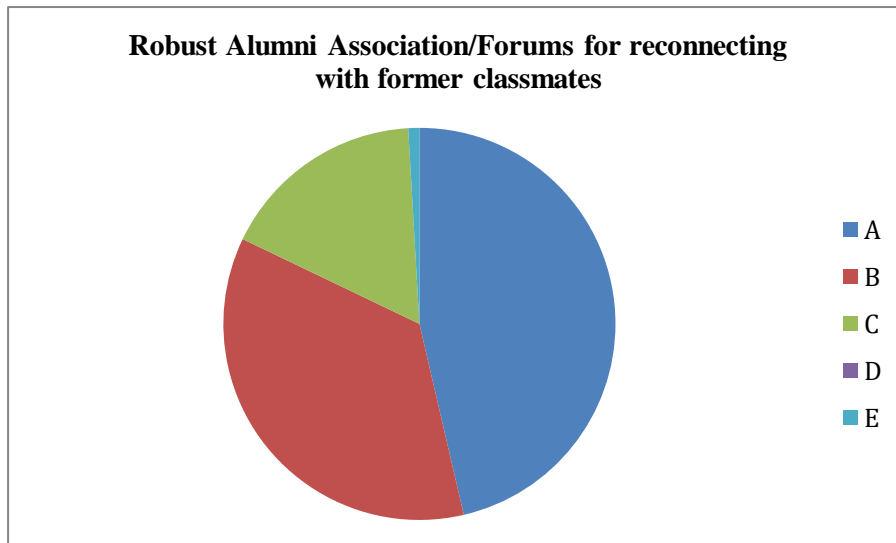
The survey on the effectiveness of Alumni Association/Forums in reconnecting former classmates shows a predominantly positive response. A majority of alumni, with 153 (47.52%) 'Highly Satisfied' and 118 (36.64%) 'Satisfied', appreciate the platform, indicating its success in facilitating alumni connections. However, 56 respondents (17.39%) are only 'Moderately Satisfied', and 3 (0.93%) are 'Highly Dissatisfied', highlighting areas for potential enhancement. The absence of 'Dissatisfied' responses is encouraging, but attention to the concerns of the moderately and highly dissatisfied alumni is crucial for further improving the association's effectiveness and inclusivity.

Teacher-student dynamics throughout and post the program
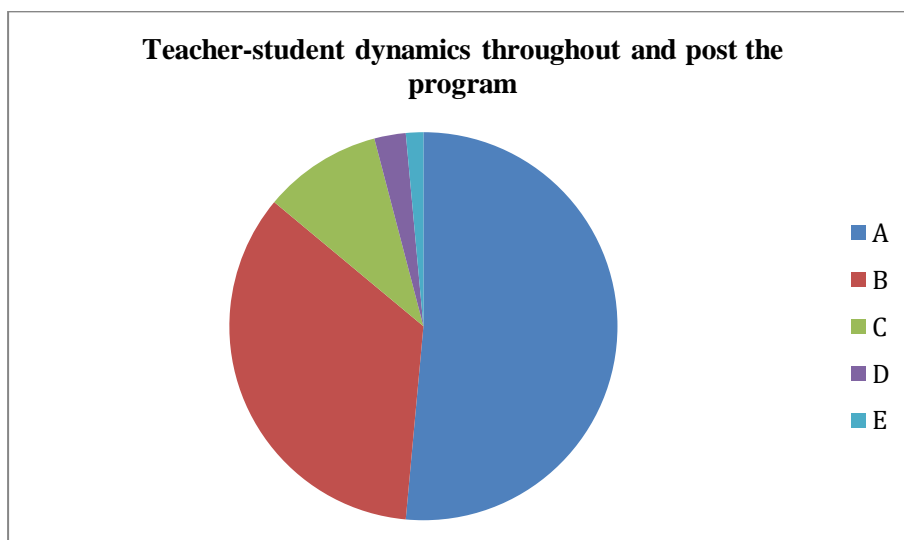
The survey on teacher-student dynamics throughout and post the program reveals a generally positive experience. A significant number of respondents, 177 (48.76%), are 'Highly Satisfied' and 119 (32.78%) are 'Satisfied', indicating that a majority, 81.54% in total, view the teacher-

student relationship favorably. However, 34 respondents (9.37%) are only 'Moderately Satisfied', and a small group, comprising 9 (2.48%) 'Dissatisfied' and 5 (1.38%) 'Highly Dissatisfied', suggests specific areas within these dynamics that may need attention and improvement. Addressing the concerns of the less satisfied groups is important for enhancing the overall quality of teacher-student interactions both during and after the program.

Overall academic atmosphere in the college
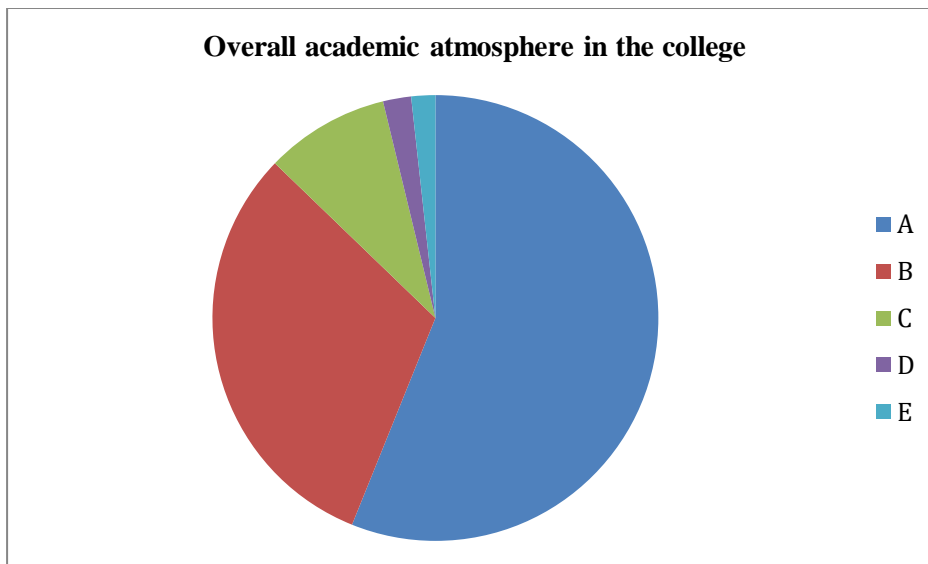
The survey on the overall academic atmosphere in the college indicates a predominantly positive perception among students. A substantial number, 193 (53.19%), are 'Highly Satisfied' and 107 (29.53%) are 'Satisfied', collectively representing 82.72% of the respondents. This suggests that the majority of students appreciate the academic environment of the college. However, 31 respondents (8.56%) are only 'Moderately Satisfied', and a smaller group, consisting of 7 (1.93%) 'Dissatisfied' and 6 (1.66%) 'Highly Dissatisfied', points to certain aspects of the academic atmosphere that may require enhancement. Addressing the feedback from these less satisfied groups is essential for further improving the academic environment of the college.