ALPHONSA COLLEGE, PALA

Reaccredited to A Grade by NAAC in the
5th Cycle of Accreditation (CGPA 3.33)

Affiliated to Mahatma Gandhi University, Kottayam

STAKEHOLDERS FEEDBACK ANALYSIS REPORT 2023-24

Curriculum and Ambience Feedback Analysis 2023-24

Student Feedback Analysis 2023-24

An in-depth analysis of student feedback on the curriculum and campus environment across various educational aspects in a college setting offers valuable insights into course quality, curriculum structure, infrastructure, support services, and the overall academic atmosphere. This feedback, which highlights students' satisfaction levels and areas for improvement, forms a basis for predictive analysis aimed at enhancing the educational experience. Suggestions from students, such as upgrading facilities, introducing casual dress days, organizing interactive sessions with guest speakers, and incorporating more extracurricular activities alongside regular classes, are key areas for development.

The survey questions were as follows:

1. Standard of quality, effectiveness and appropriateness of the course in adherence to the prescribed syllabus

2. Syllabus equilibrium between theoretical principles and practical application

3. Curriculum on contemporary trends and advancements

4. Curriculum inspires to pursue further education, engage in research, and foster professional development

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

6. Curriculum's capacity to promote entrepreneurship

7. Support services, such as academic advising and counselling

8. Availability of cafeteria and recreational areas

9. Overall academic atmosphere in the college

The rating scale spans from A to E, with A Denoting Highly Satisfied, B denoting Satisfied, C indicating Moderately Satisfied, D Indicating Dissatisfied E for Highly Dissatisfied.

1. Standard of quality, effectiveness and appropriateness of the course in adherence to the prescribed syllabus
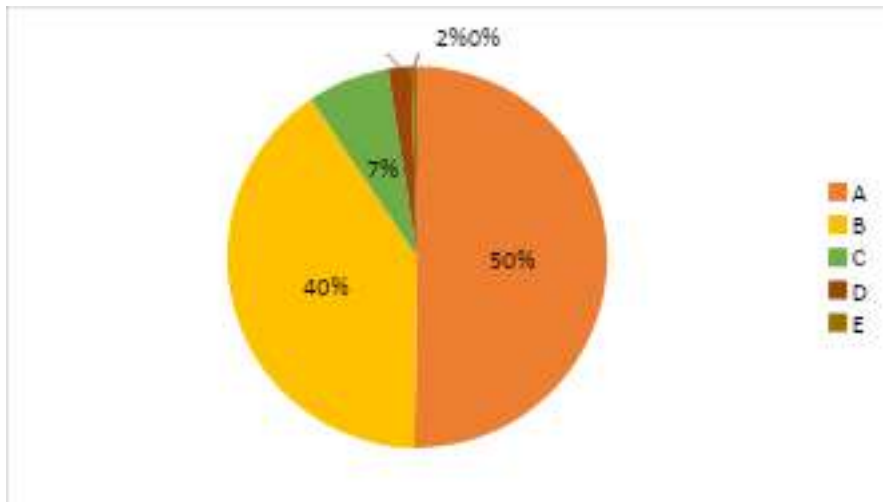
Feedback on the standard of quality, effectiveness, and appropriateness of the course in adherence to the prescribed syllabus highlights its pivotal role in shaping the learning experience. Students' perspectives illuminate the course's alignment with syllabus objectives, engagement strategies, relevance of content, clarity in presentation, effectiveness of assessments, inclusivity measures, adaptability to evolving needs, and tangible evidence of learning outcomes.

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.

**2. Syllabus equilibrium between theoretical principles and practical application**
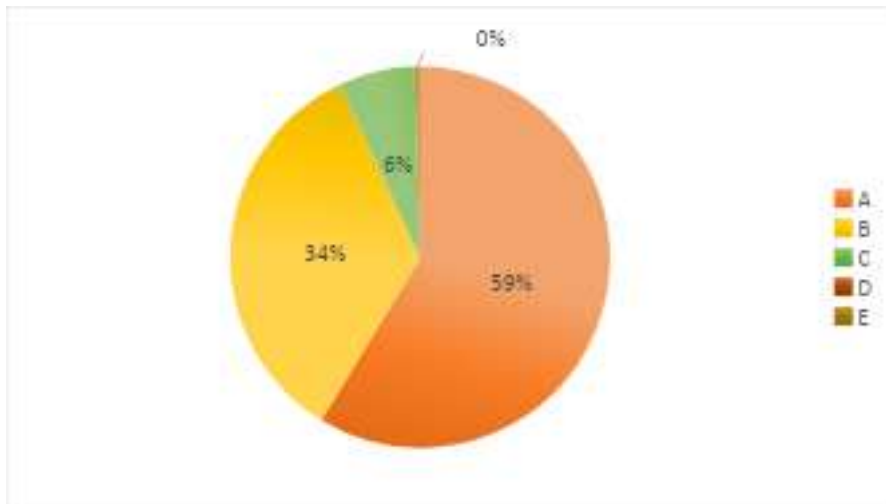
The feedback on the curriculum and ambience, specifically addressing the equilibrium between theoretical principles and practical application, reflects a generally positive response from participants.

In adherence to the syllabus equilibrium. 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.

3. Curriculum on contemporary trends and advancements Response Count
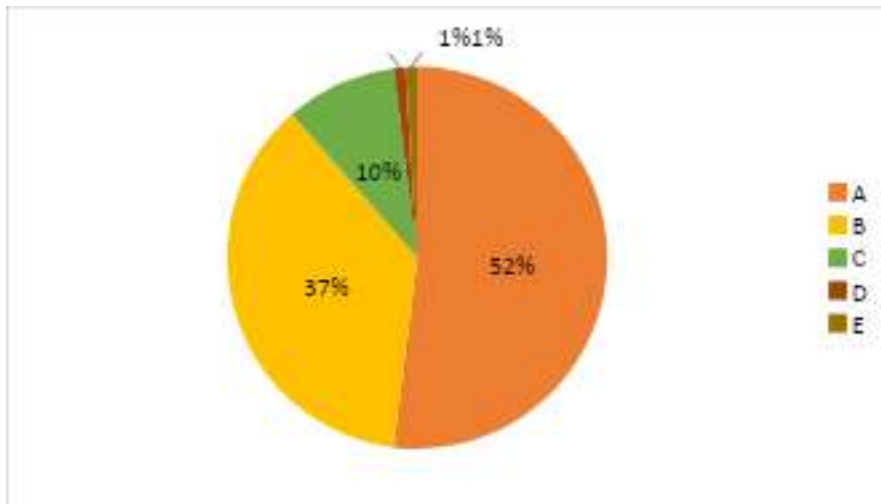
The analysis of feedback on the curriculum's coverage of contemporary trends and advancements reveals a mixed but generally positive sentiment among participants.

The majority of respondents expressed satisfactionAddressing 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.

4. Curriculum inspires to pursue further education, engage in research, and foster professional development
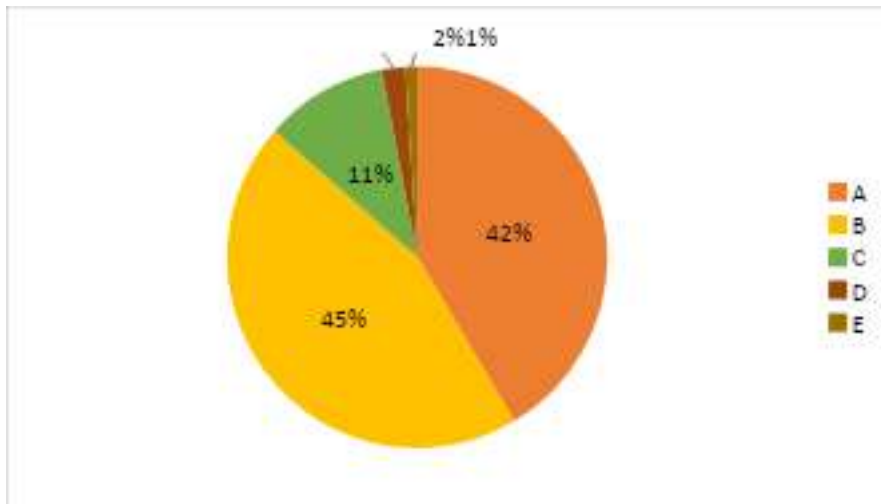
The feedback on the curriculum's ability to inspire further education, research engagement, and foster professional development reflects a positive sentiment among participants. The breakdown of responses is as follows:

The majority of respondents expressed satisfaction, with 41% being "Highly Satisfied" and an additional 45% indicating they were "Satisfied." A smaller percentage reported "Moderate Satisfaction," highlighting areas for potential improvement that may be explored further through qualitative feedback. Dissatisfaction levels are relatively low, with expressing 2%sing dissatisfaction and 1% being "Highly Dissatisfied."

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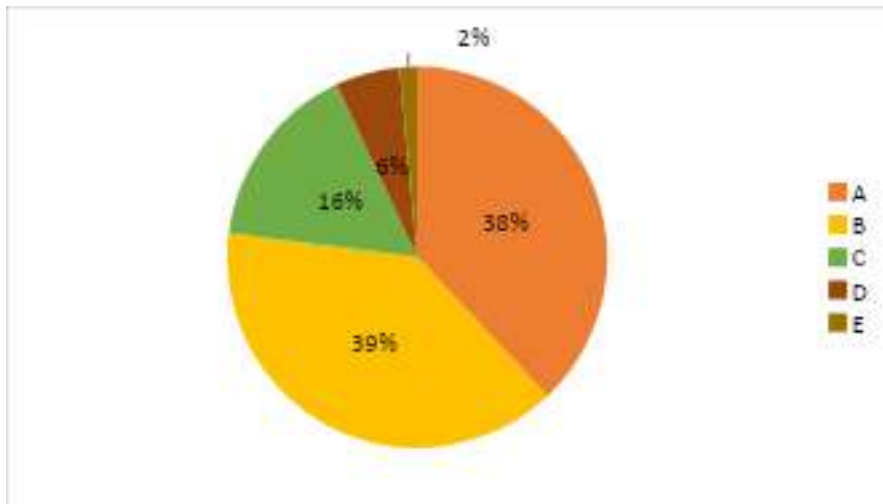
The feedback on infrastructure, digital resources, library, and laboratory facilities for the effective delivery of the curriculum indicates a generally positive sentiment among participants.

While a substantial portion of respondents (79%) expressed satisfaction, with 38% being "Highly Satisfied" and an additional 39% indicating they were "Satisfied," a notable percentage reported "Moderate Satisfaction." This suggests opportunities for improvement in fostering entrepreneurship within the curriculum, and qualitative feedback from this group could provide valuable insights.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.

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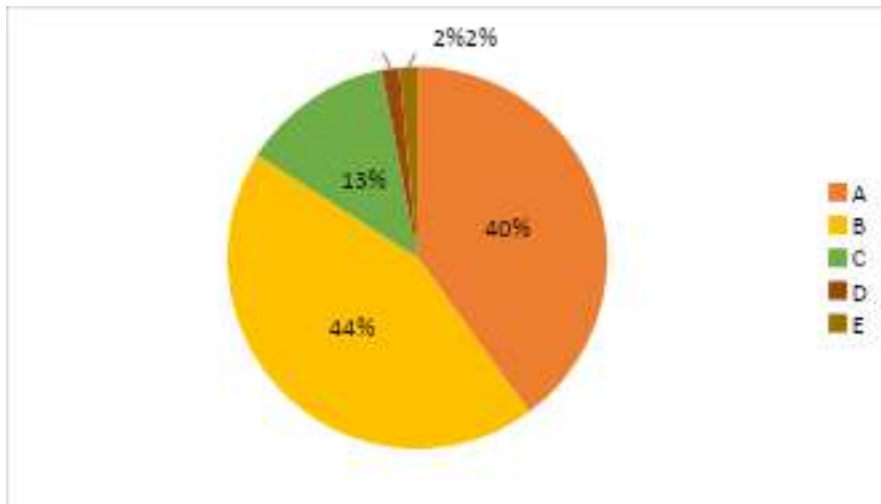
The feedback on the curriculum's capacity to promote entrepreneurship indicates a diverse range of responses.

The majority of respondents expressed satisfaction, with 40% being "Highly Satisfied" and an additional 44% indicating they were "Satisfied." A smaller percentage) reported "Moderate Satisfaction," suggesting areas for potential improvement that may be explored further through qualitative feedback. Dissatisfaction levels are relatively low, expressing dissatisfaction and an additional 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.

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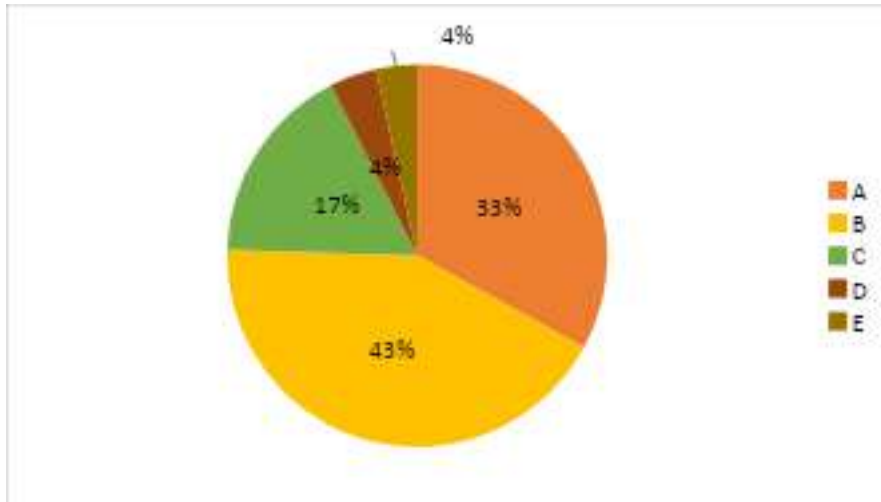
The feedback on support services, including academic advising and counseling, indicates a positive sentiment among participants.

The majority of respondents 75.3%expressed satisfaction, with 33% being "Highly Satisfied" and an additional 42% indicating they were "Satisfied." A smaller percentage reported "Moderate Satisfaction," suggesting areas for potential improvement that may be explored further through qualitative feedback.Dissatisfaction levels are notable, expressing dissatisfaction and an additional 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.

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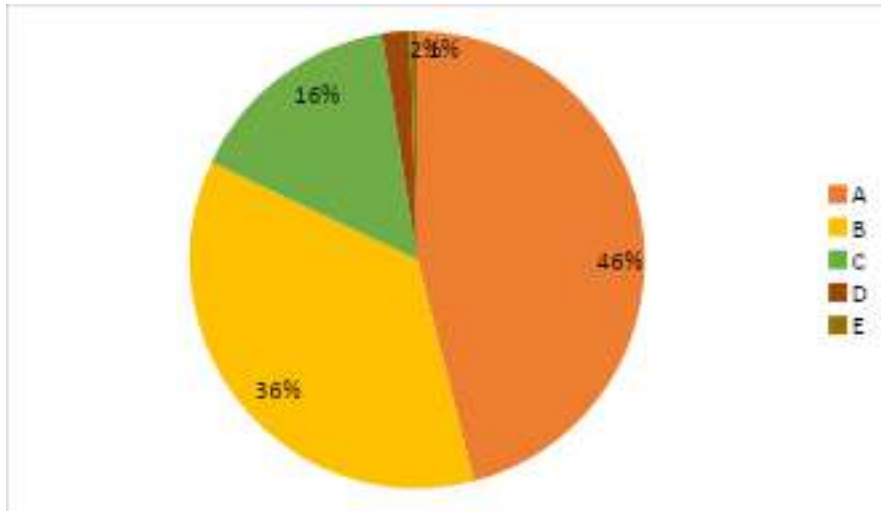
The feedback on the availability of cafeteria and recreational areas suggests a varied sentiment among participants.

The majority of respondents 82% expressed satisfaction, with 46% 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. Exploring the reasons behind dissatisfaction can guide adjustments to enhance the overall experience of these facilities for participants.

9. Overall academic atmosphere in the college
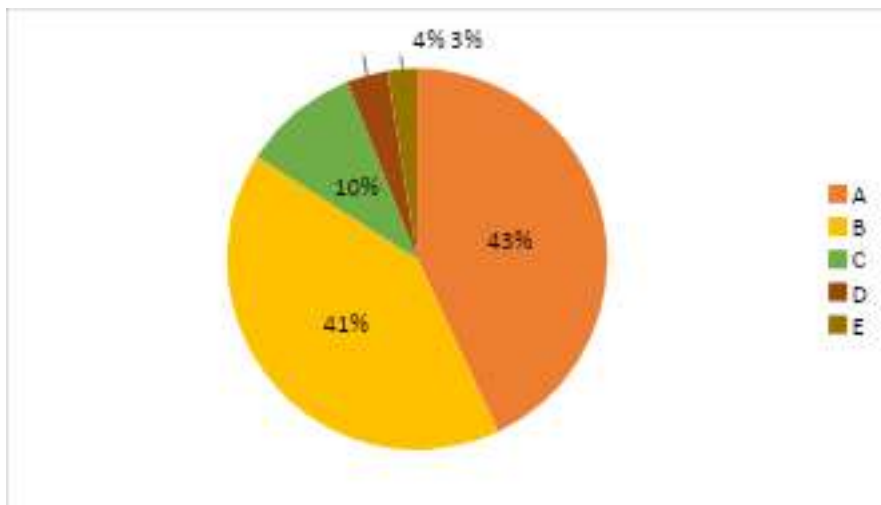
The feedback on the overall academic atmosphere in the college reveals a mixed sentiment among participants.

The majority of respondents 84% expressed positive feedback, with 43% reporting they were "Highly Satisfied" and 41% indicating they were "Satisfied." A smaller group 10% reported "Moderate Satisfaction," highlighting areas where improvements may be needed and could be further explored through qualitative feedback.

Overall, the feedback indicates a generally positive assessment of the academic atmosphere, with opportunities for continuous improvement based on the insights from those who were moderately satisfied or dissatisfied. Investigating the reasons behind dissatisfaction will provide valuable guidance for making adjustments to enhance the overall academic experience.

ALPHONSA COLLEGE
Palai, Kottayam
Reaccredited to A Grade by NAAC with CGPA 3.24

Teachers Feedback Analysis 2023-24

Teachers, as key figures in education, offer essential insights into the strengths, challenges, and opportunities present in the learning environment. Analysing this feedback acts as a guide, helping us to refine teaching practices, enhance student learning experiences, and foster a culture of continuous improvement within our educational institution. Let's explore the findings from the teacher feedback analysis to highlight the way forward toward educational excellence and student achievement. The feedback collected were based on the following questionnaires prepared for teachers:

1. Syllabus provide a comprehensive understanding and perspective in the subject area, catering to competitive exams, higher education, and employability.

2. Assessment objectively measure the Course Outcomes (COs) and Program Specific Outcomes (PSOs)

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

4. Availability of teaching resources and reference books

5. Curriculum has optimal distribution of hours for the syllabus to be covered

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

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

8. Opportunities for teachers to engage in research projects and innovative activities

The rating scale spans from A to E, with A Denoting Highly Satisfied, B denoting Satisfied, C indicating Moderately Satisfied, D Indicating Dissatisfied E for Highly Dissatisfied.

1. Syllabus provide a comprehensive understanding and perspective in the subject area, catering to competitive exams, higher education, and employability.
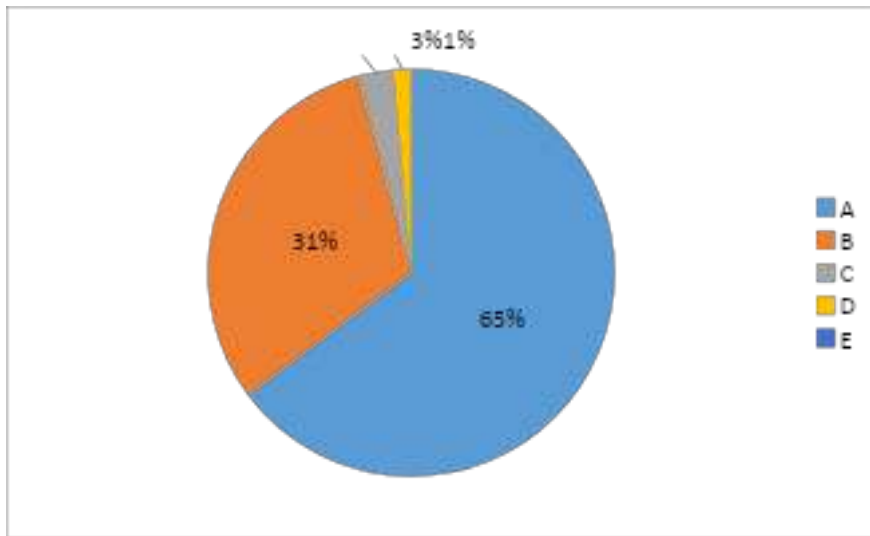

In response to the first question about whether the syllabus provides a comprehensive understanding and perspective in the subject area, catering to competitive exams, higher education, and employability, the feedback showed varied responses across different indicators.

Overall, the analysis indicates that the majority of respondents consider the syllabus satisfactory or highly satisfactory, suggesting it effectively meets the needs for a thorough understanding of the subject matter. However, there are still opportunities for improvement to address the concerns of the minority and enhance the syllabus's effectiveness further. The breakdown of responses is as follows: approximately 65% of respondents rated the syllabus as Highly Satisfied, while 31% rated it as Satisfied. Only about 4% of respondents each rated it as Moderately Satisfied or Highly Dissatisfied, with none indicating Dissatisfaction.

2. Assessment objectively measure the Course Outcomes (COs) and Program Specific Outcomes (PSOs)
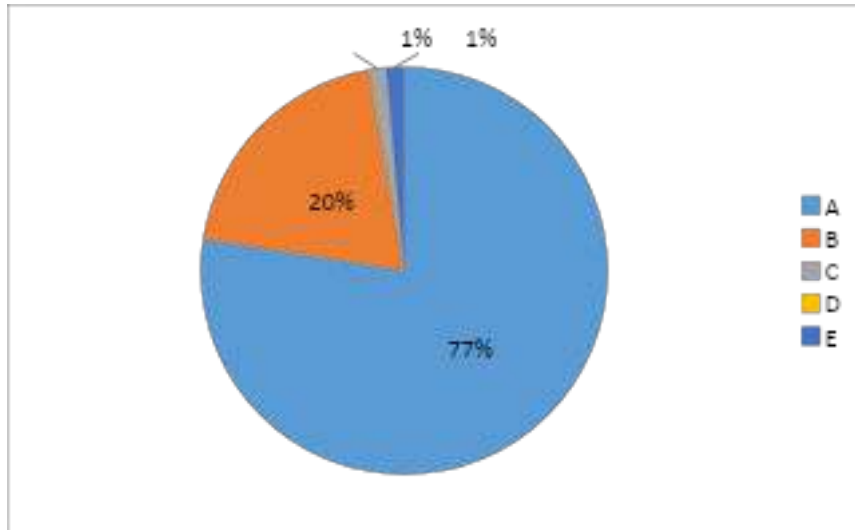
The analysis regarding whether the assessment effectively measures the Course Outcomes (COs) and Program Specific Outcomes (PSOs) shows that most respondents find the assessment process satisfactory or highly satisfactory. However, there remains room for improvement to address the concerns raised by the minority of respondents and further enhance the effectiveness of the assessment process. The breakdown of responses indicates that approximately 78% of respondents rated the assessment as Highly Satisfied, while 20% rated it as Satisfied. Only about 2.82% of respondents each rated it as Moderately Satisfied and Dissatisfied, with none indicating a Highly Dissatisfied sentiment.

3. Curricular scope in developing analytical, logical, technical and creative skills in students
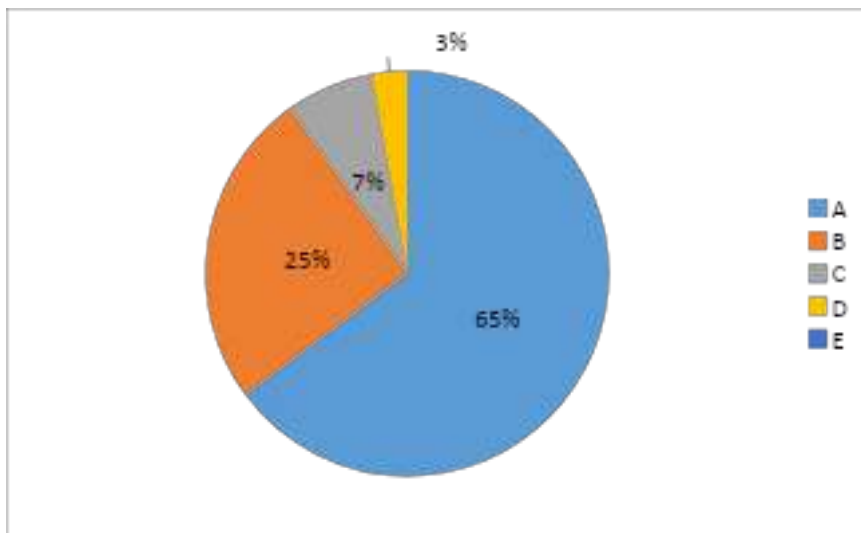
The question focused on whether the curriculum provides opportunities for developing analytical, logical, technical, and creative skills in students. Overall, the majority of respondents view the curricular scope favorably, suggesting that it effectively cultivates these skills. However, a small number of respondents reported moderate to low levels of satisfaction, indicating potential areas for improvement in the curriculum to better address the needs and expectations of all students. The breakdown of responses is as follows: approximately 65% of respondents rated the curricular scope as Highly Satisfied, while 25% rated it as Satisfied. Around 10% rated it as Moderately Satisfied and Dissatisfied, with none indicating a Highly Dissatisfied sentiment.

4. Availability of teaching resources and reference books
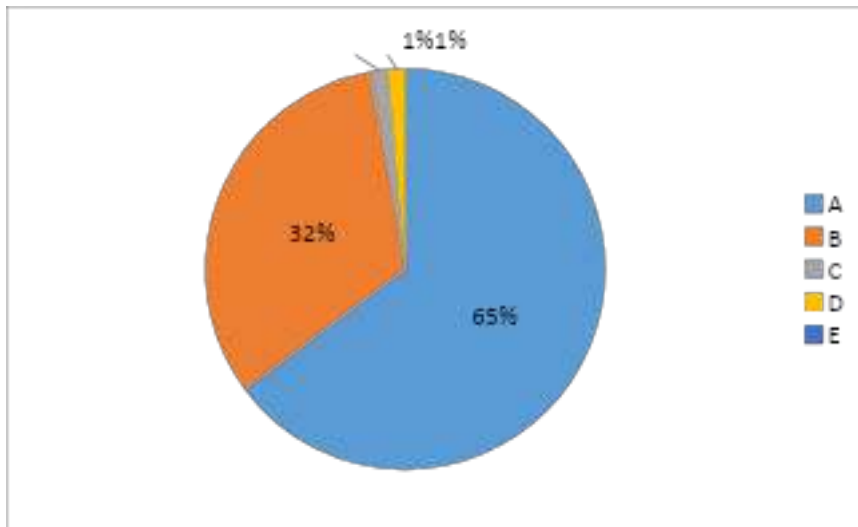
The majority of respondents, around 65%, reported being "Highly Satisfied" with the availability of teaching resources and reference books, while 32% expressed being "Satisfied." A smaller portion, 2%, rated their satisfaction as "Moderately Satisfied," and 1% indicated dissatisfaction. Notably, no respondents rated the availability as "Highly Dissatisfied." This analysis highlights that while most respondents are content with the availability of these resources, a small percentage expressed moderate to low satisfaction, suggesting opportunities for improvement in accessibility and availability.

5. Curriculum has optimal distribution of hours for the syllabus to be covered
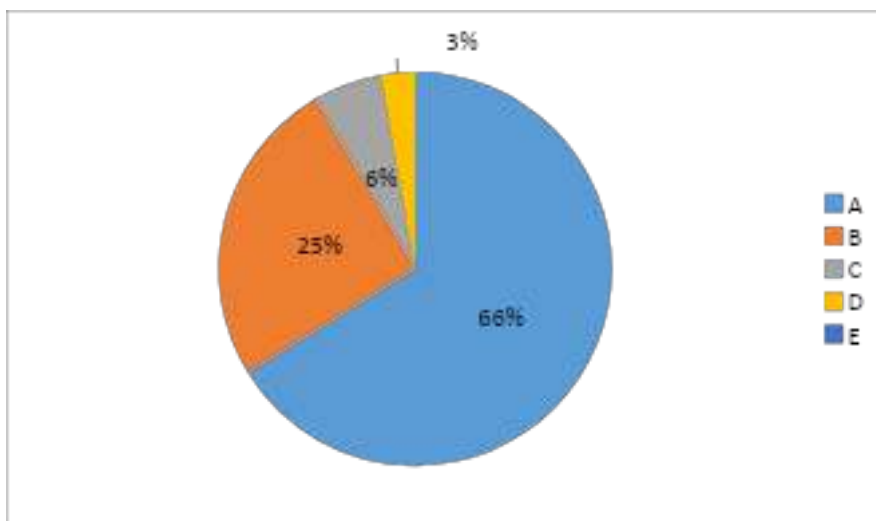
In response to the question, "The curriculum has an optimal distribution of hours for the syllabus to be covered," the analysis reveals the satisfaction levels of respondents. Approximately 66% rated the distribution of hours as "Highly Satisfied," while 25% rated it as "Satisfied." Around 6% expressed being "Moderately Satisfied," and 3% rated it as "Dissatisfied." No respondents indicated being "Highly Dissatisfied."Overall, the majority of respondents are satisfied with the curriculum's distribution of hours. However, the presence of moderate to low satisfaction among some respondents points to potential areas for improvement in optimizing the hours allocated to effectively cover the syllabus.

6. College ensures regularly updated resources for teaching and learning, including the provision of ICT-enabled facilities.
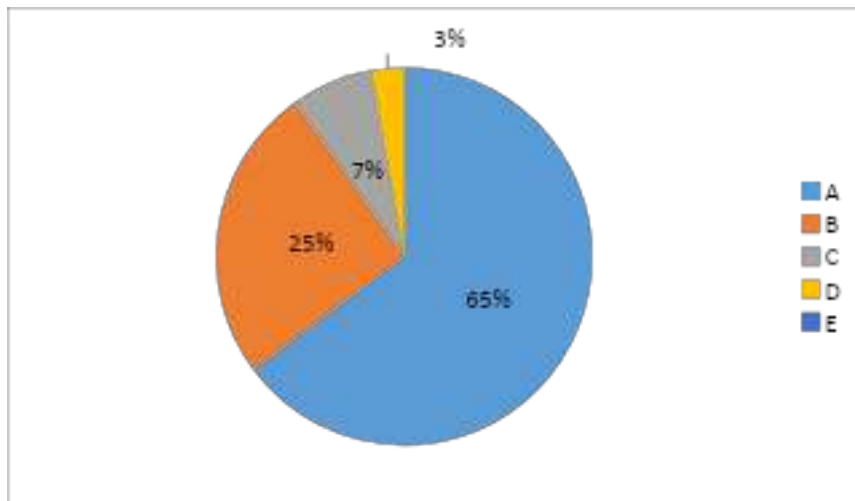
The majority of respondents expressed a high level of satisfaction with the college's provision of updated resources and ICT (Information and Communication Technology) facilities. Approximately 65% of respondents rated their experience as "Highly Satisfied," reflecting strong approval of the college's efforts to maintain modern and effective tools for teaching and learning. An additional 25% of respondents felt "Satisfied," suggesting that while their needs are largely met, there might still be room for minor improvements.However, 7% of respondents rated their satisfaction as "Moderately Satisfied," indicating that while the resources and ICT facilities are generally adequate, these individuals may have encountered occasional limitations in availability, relevance, or ease of use. Furthermore, 3% of respondents rated their satisfaction as "Dissatisfied," pointing to significant concerns regarding the accessibility or quality of the resources and ICT facilities. The absence of any ratings for "Highly Dissatisfied" suggests that, overall, the college has avoided severe shortcomings in this area.

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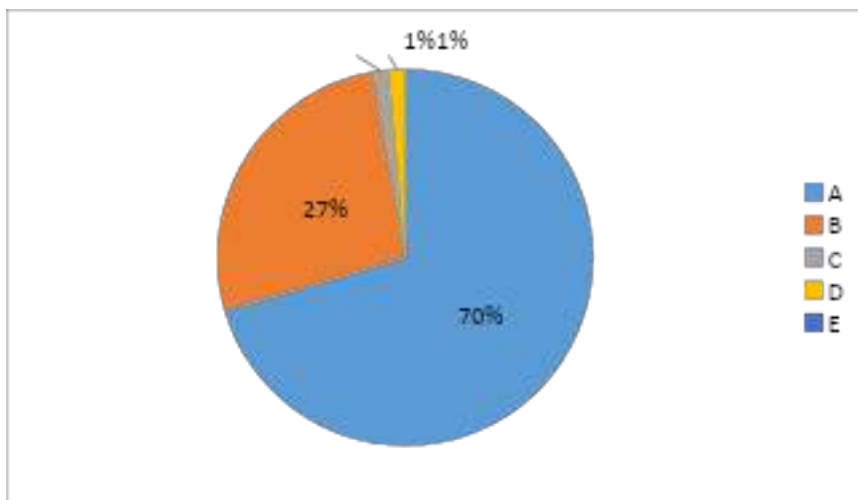

To the questions spaces that encourage collaborative work with fellow students on projects and assignments

The analysis reveals the distribution of satisfaction levels regarding the availability of spaces that promote collaborative work among students on projects and assignments. Around 71% of respondents rated these spaces as "Highly Satisfied," while 27% rated them as "Satisfied." A small percentage, approximately 1%, rated their satisfaction as "Moderately Satisfied," and 1.41% as "Dissatisfied." No respondents rated the spaces as "Highly Dissatisfied."Overall, the majority of respondents are highly satisfied with the availability of spaces for collaborative work. However, some expressed varying levels of satisfaction, indicating potential areas for improvement in creating more conducive environments for teamwork and learning.

8. Opportunities for teachers to engage in research projects and innovative activities
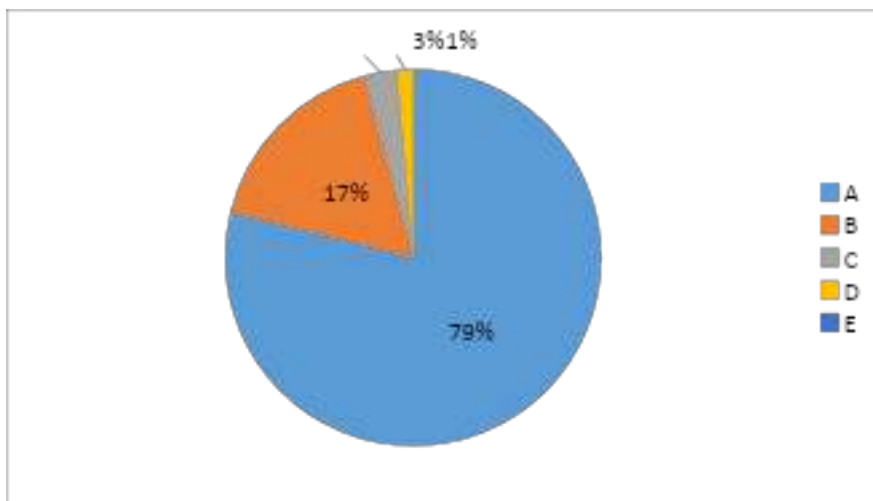
The analysis highlights the distribution of satisfaction levels regarding opportunities for teachers to engage in research projects and innovative activities. Approximately 79% of respondents rated these opportunities as "Highly Satisfied," while 17% rated them as "Satisfied." About 3% of respondents each rated their satisfaction as "Moderately Satisfied" and "Dissatisfied." No respondents rated the opportunities as "Highly Dissatisfied."Overall, most respondents are highly satisfied with the opportunities provided for teachers to participate in research and innovation. However, the presence of varying levels of satisfaction suggests that there may be room for improvement in fostering greater support and resources for teachers' research and innovative efforts.

Employers' Feedback Analysis Report 2023 – 24

The Employers' Feedback Analysis Report offers a comprehensive examination of employer perspectives on workforce readiness, skills, and professional competencies. In today's rapidly evolving and competitive job market, aligning educational programs with industry needs is essential for preparing students for successful careers. This report delves into employer feedback, highlighting key insights regarding their satisfaction, concerns, and suggestions for improving the skills and preparedness of future employees. The findings provide educational institutions with actionable strategies to continually enhance their programs, ensuring graduates are equipped to meet industry standards and thrive in their careers. The questions prepared for the survey are as follows:

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

2. Syllabus found effective in developing entrepreneurial and employability skill sets of the students

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

4. Advanced knowledge on recent developments in the field

5. Professional ethics and attitude of candidates

6. Prepared to collaborate and function as a team.

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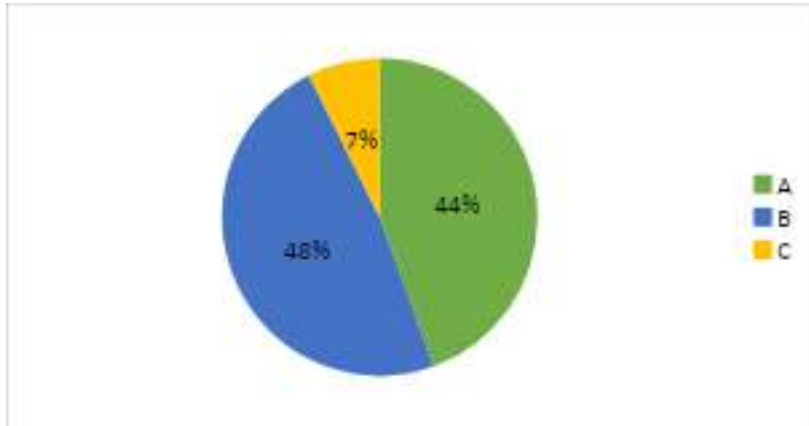

Quality of the students in terms of presentation, aptitude, behavior, attitude, subject knowledge, technical and communication skills among students shows an overall positive response. Of the 45% reported being Highly Satisfied, reflecting strong confidence in the syllabus's ability to cultivate these essential skills. Additionally, 48% indicated they were Satisfied, further affirming the effectiveness. A smaller portion, 7% expressed Moderate Satisfaction, suggesting some areas may benefit from refinement. Notably, no respondents reported Dissatisfaction, indicating broad consensus on the syllabus's impact. This analysis highlights **.** Quality of the students in terms of presentation, aptitude, behavior, attitude, subject knowledge, technical and communication skills in fostering key skillsets while offering insights for potential improvements to better align with evolving workforce and entrepreneurial needs.

2. Syllabus found effective in developing entrepreneurial and employability skillsets of the students
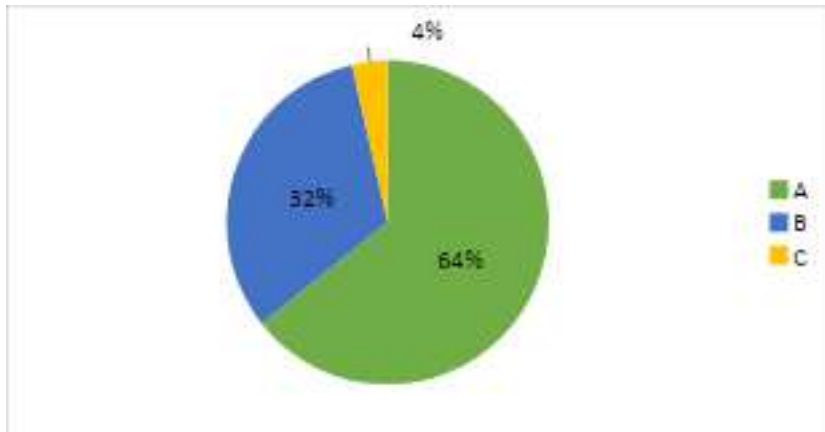

The employer analysis . Syllabus found effective in developing entrepreneurial and employability skillsets of the students reveals encouraging results. A significant majority, comprising 64.29% of employers, express high satisfaction with students' preparedness for the workforce, indicating that students 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.

**3. Candidates' analytical, logical, technical, creative, and innovative skills.**
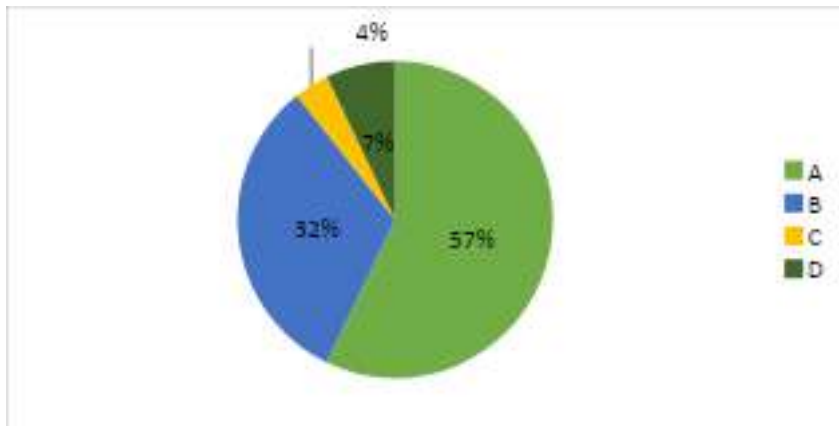
The assessment of candidates' analytical, logical, technical, creative, and innovative skills reveals varied sentiments among respondents. A significant portion, 16 respondents (57.06%), reported being Highly Satisfied with candidates' proficiency in recent developments, indicating strong confidence in their understanding of advancements. Additionally, 9 respondents (32.7%) expressed Satisfaction, showing a majority acknowledgment of candidates' knowledge in the field. Meanwhile, 2 respondents (4%) indicated Moderate Satisfaction, suggesting areas where candidates' awareness of recent developments could be improved. Unfortunately, 1 respondent (7%) expressed Dissatisfaction with candidates' advanced knowledge. However, it is reassuring that no respondents reported being Highly Dissatisfied, reflecting a general consensus that candidates possess a satisfactory level of awareness.

4. Advanced knowledge on recent developments in the field
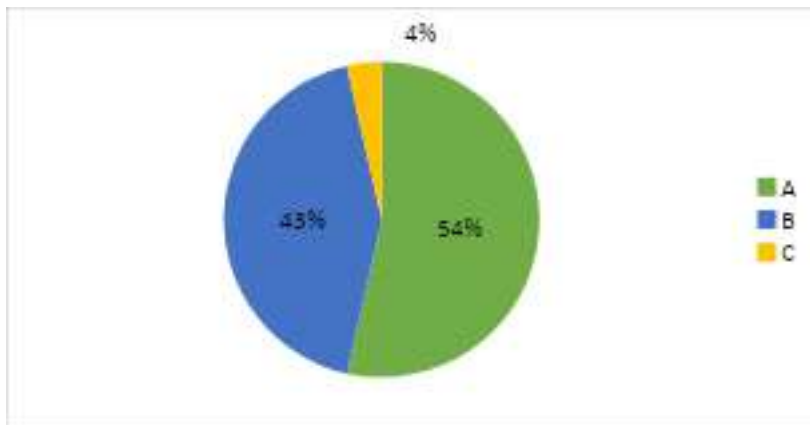

The evaluation of candidates' advanced knowledge on recent developments in the field presents a diverse range of opinions among respondents. A notable 53% of respondents reported being Highly Satisfied with candidates' skills, signifying strong confidence in their abilities to grasp and apply recent advancements. This group sees candidates as well-equipped and capable of navigating the evolving demands of the field. Additionally, 43% of respondents expressed Satisfaction, suggesting that while candidates meet expectations, there is still room for further growth in their expertise. However, a small yet noteworthy 4% expressed Dissatisfaction, indicating that for a few stakeholders, candidates' skillsets may fall short of industry expectations, particularly in staying updated with cutting-edge developments. Although no respondents reported being Highly Dissatisfied, this minority feedback suggests that there may be gaps in how effectively some candidates are maintaining or applying advanced knowledge.

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5. Professional ethics and attitude of candidates
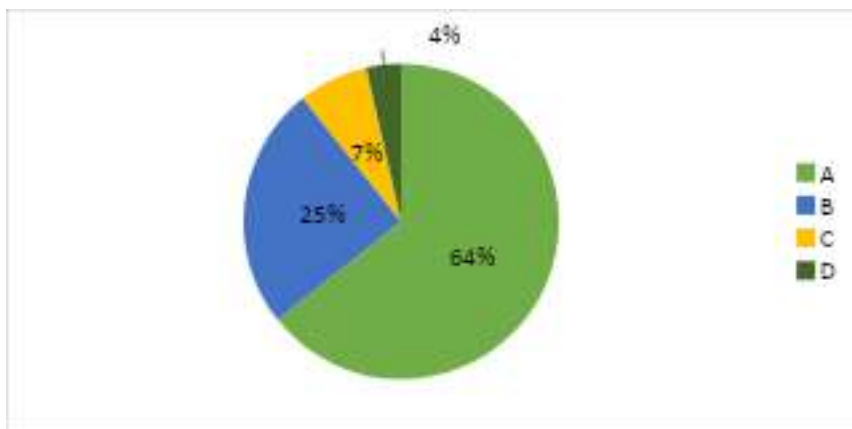
The assessment of candidates' professional ethics and attitudes reveals a range of sentiments among respondents. A strong majority, 64%, reported being Highly Satisfied with candidates' ability to collaborate and work effectively in team environments, reflecting confidence in their teamwork and cooperative skills. Additionally, 25% expressed Satisfaction, further supporting the view that candidates are generally well-prepared to function in a team setting. However, 7% of respondents indicated Moderate Satisfaction, suggesting that some see room for improvement in candidates' teamwork abilities, while 4% expressed Dissatisfaction, highlighting concerns about their readiness to collaborate. Despite these concerns, it is notable that no respondents reported being Highly Dissatisfied, indicating a general consensus that candidates possess an adequate level of professional ethics and teamwork skills, though there are areas for further development to better meet industry standards.

6. Prepared to collaborate and function as a team.
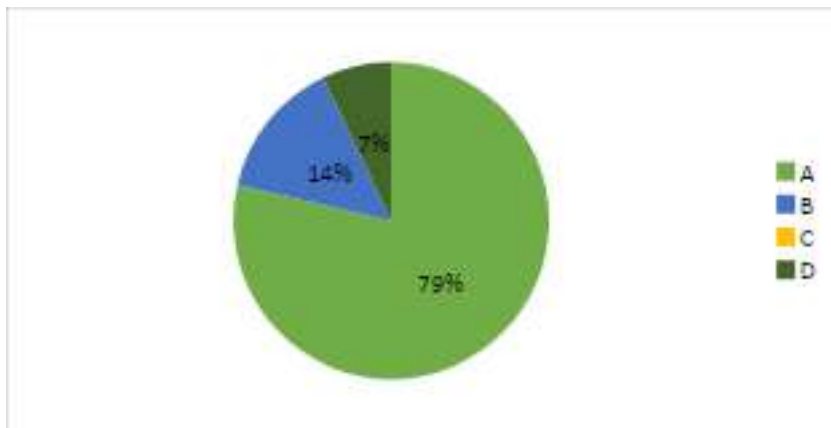
The evaluation of candidates' readiness to collaborate and function as a team reveals a generally positive outlook among respondents. A significant majority, 79%, expressed being Highly Satisfied with the candidates' professional ethics and attitudes, indicating strong confidence in their adherence to ethical standards and positive behavior in professional settings. Additionally, 14% reported being Satisfied, reflecting a broad acknowledgment of the candidates' favorable professional demeanor. However, 7% expressed Moderate Satisfaction, suggesting a small portion of stakeholders believe there is room for improvement or refinement in candidates' professional conduct. Overall, the feedback highlights a strong confidence in candidates' teamwork and ethical standards, while also identifying areas for further enhancement.

**Alumnae Feedback Report 2023-24**

The series of questions prepared for alumni surveys spans various aspects of the educational experience, including syllabus relevance, teaching quality, curriculum activities, holistic development through courses, the effectiveness of the alumni association, teacher-student relationships, and the overall academic environment. These surveys provide a comprehensive view of student satisfaction within a college setting. By addressing critical areas that contribute to both academic and professional success, they offer valuable insights into the strengths of the institution's educational services and identify potential areas for improvement. The questionnaire consisted of seven key questions, which are as follows:

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

2. Quality of teaching and learning methods

3. Curriculum related activities organized by the College /Department

4. Achieving holistic development through diverse courses.

5. Robust Alumni Association/Forums for reconnecting with former classmates.

6. Teacher-student dynamics throughout and post the program.

7. Overall academic atmosphere in the college

The rating scale spans from A to E, with A Denoting Highly Satisfied, B denoting Satisfied, C indicating Moderately Satisfied, D Indicating Dissatisfied E for Highly Dissatisfied.

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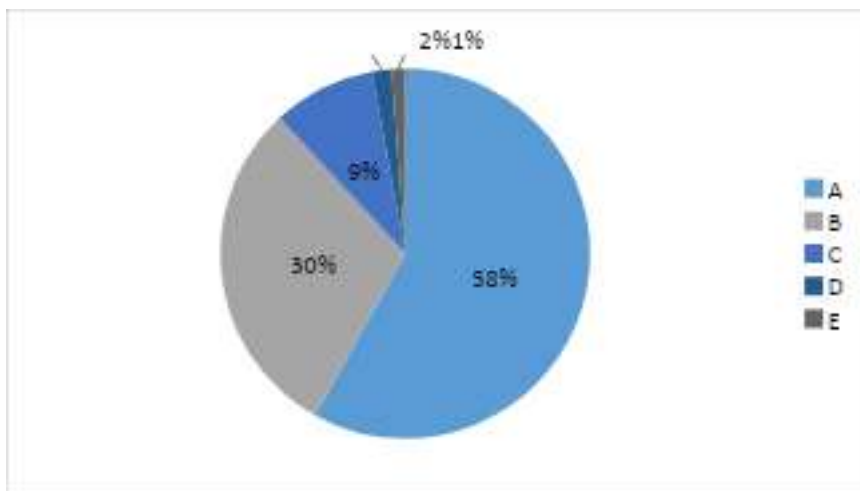

The survey assessing the syllabus prospects for competitive exams, higher education, and employability reveals a largely positive sentiment, with over 88% of students reporting they are either 'Highly Satisfied' or 'Satisfied.' However, the presence of a moderately satisfied group (12.79%) and a small fraction of dissatisfied students (4.36%) indicates areas that could benefit from improvement. It is important to consider the specific needs of these less satisfied groups to enhance the syllabus and ensure it effectively meets the needs of all students. Ongoing feedback and adjustments based on student input are crucial for keeping the syllabus aligned with academic and professional standards.

2. Quality of teaching and learning methods
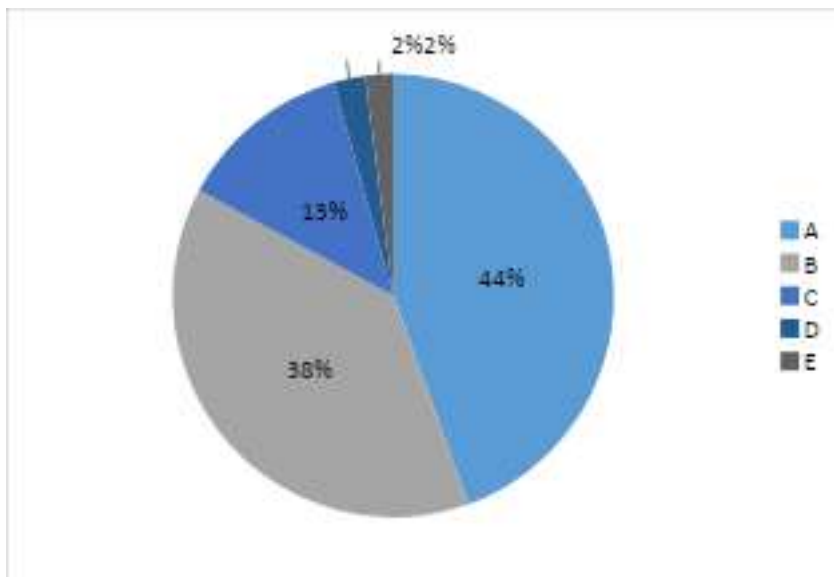
The survey data regarding the quality of teaching and learning methods reveals a strong positive sentiment, with a substantial majority of students expressing high levels of satisfaction. Among the respondents, 45% reported being 'Highly Satisfied,' and 38% indicated they are 'Satisfied,' together representing 83% of the total responses. This suggests that most students find the teaching and learning methods to be effective and fulfilling. However, there is a segment of 13% who are only 'Moderately Satisfied,' indicating that there is room for improvement in certain areas of the teaching approach. Additionally, a small proportion of students, comprising 2% who are 'Dissatisfied' and another 2% who are 'Highly Dissatisfied,' points to specific aspects that may require attention and enhancement.

**3. Curriculum related activities organized by the College /Department**
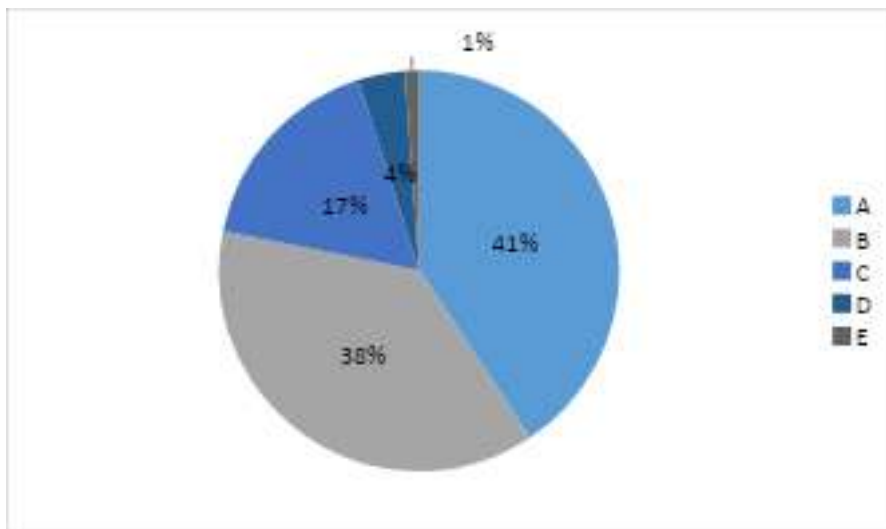
The survey regarding curriculum-related activities organized by the College/Department shows a generally positive response from students. Among the respondents, 41% reported being 'Highly Satisfied,' while 37% indicated they are 'Satisfied,' collectively representing 78% of the total responses. This indicates that most students value the curriculum-related activities and find them effective and beneficial to their educational experience. However, there is a notable group of 17% who are only 'Moderately Satisfied,' suggesting that while the activities meet some expectations, there is room for further improvement to fully engage this group. Additionally, a smaller percentage of students expressed dissatisfaction, with 4% being 'Dissatisfied' and 1% 'Highly Dissatisfied.'

4. Achieving holistic development through diverse courses
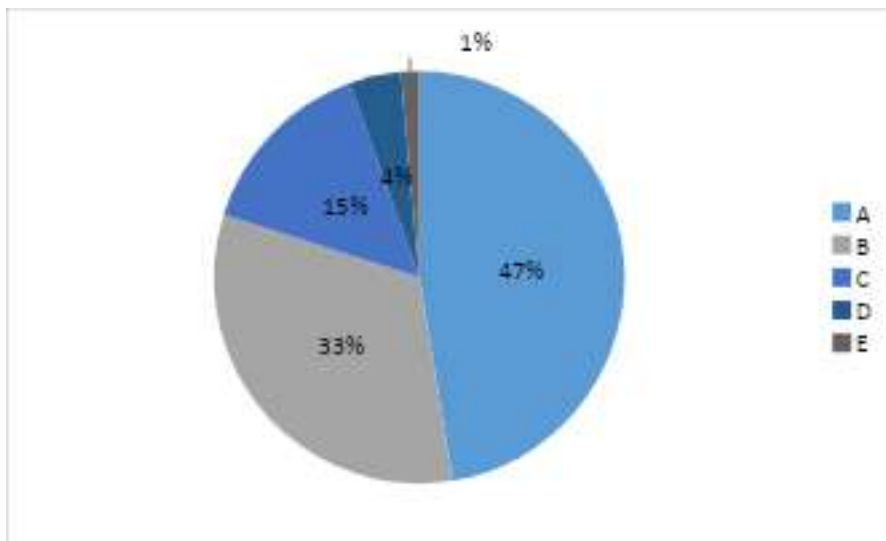

The survey on achieving holistic development through a range of courses shows a generally positive response while also identifying areas for potential enhancement. Among the respondents, 47% reported being 'Highly Satisfied,' and 33% indicated they are 'Satisfied,' together accounting for 80% of the total responses. However, a significant portion of students, 15%, reported only being 'Moderately Satisfied.' The feedback from this group is important as it highlights aspects of the courses that may meet basic requirements but could be improved to better support students' holistic development. Additionally, a smaller yet noteworthy percentage of students expressed dissatisfaction, with 3.57% being 'Dissatisfied' and 1.10% being 'Highly Dissatisfied.'

## 5. Robust Alumni Association/Forums for reconnecting with former classmates
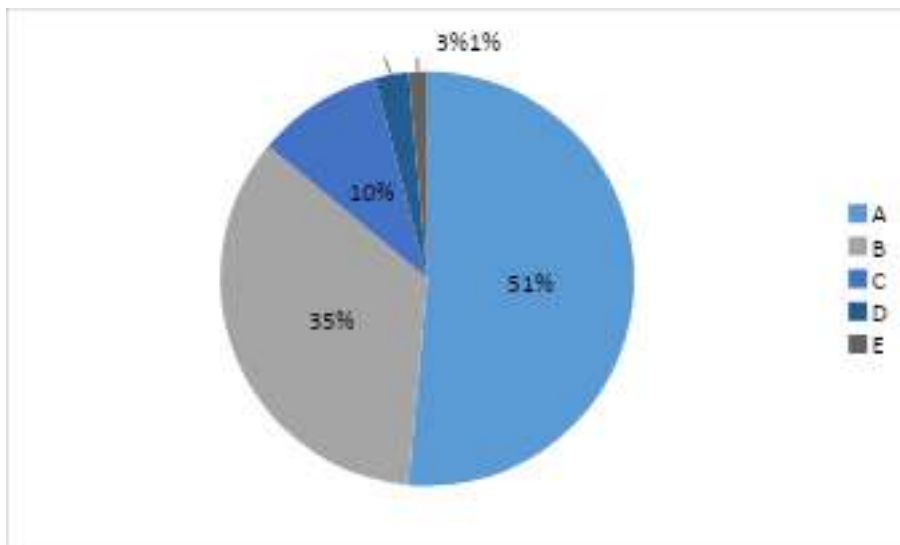
The survey evaluating the effectiveness of the Alumni Association/Forums in reconnecting former classmates indicates a predominantly positive response. A significant majority of alumni—51% who are 'Highly Satisfied' and 33% who are 'Satisfied'—value the platform, demonstrating its success in facilitating alumni connections. However, 56 respondents (10%) reported being only 'Moderately Satisfied,' and 3% stated they are 'Highly Dissatisfied,' highlighting areas that may need improvement. While the absence of 'Dissatisfied' responses is a positive sign, it is crucial to pay attention to the concerns of both the moderately and highly dissatisfied alumni to enhance the effectiveness and inclusivity of the association further.

6. Teacher-student dynamics throughout and post the program
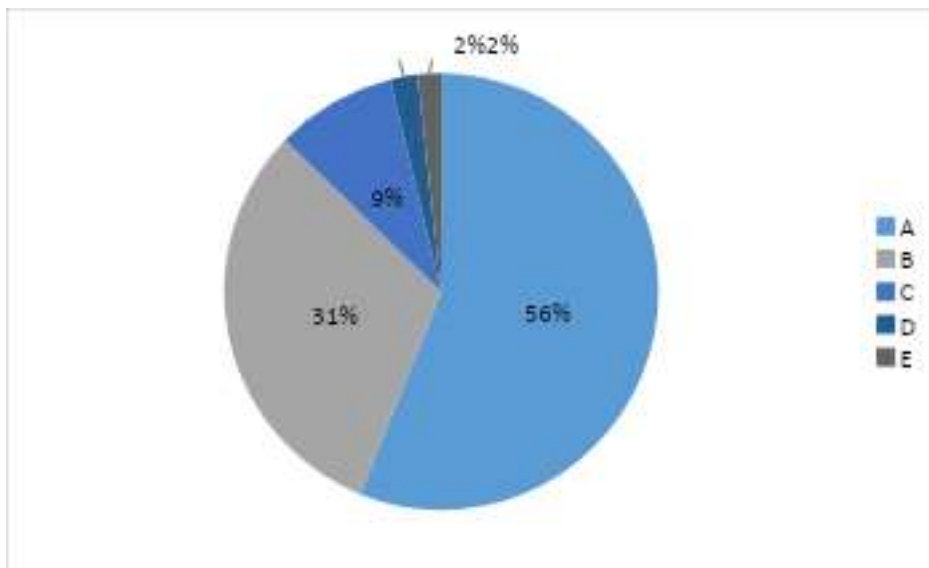
The survey on teacher-student dynamics during and after the program indicates a generally positive experience. A significant portion of respondents—56% are 'Highly Satisfied,' and 31% are 'Satisfied'—reflecting that a total of 87% have a favorable view of the teacher-student relationship. However, 9% reported being only 'Moderately Satisfied,' and a small group, consisting of 2% who are 'Dissatisfied' and another 2% who are 'Highly Dissatisfied,' points to specific areas within these dynamics that may require attention and improvement. It is important to address the concerns of the less satisfied respondents to enhance the overall quality of teacher-student interactions both during and after the program.

7. Overall academic atmosphere in the college
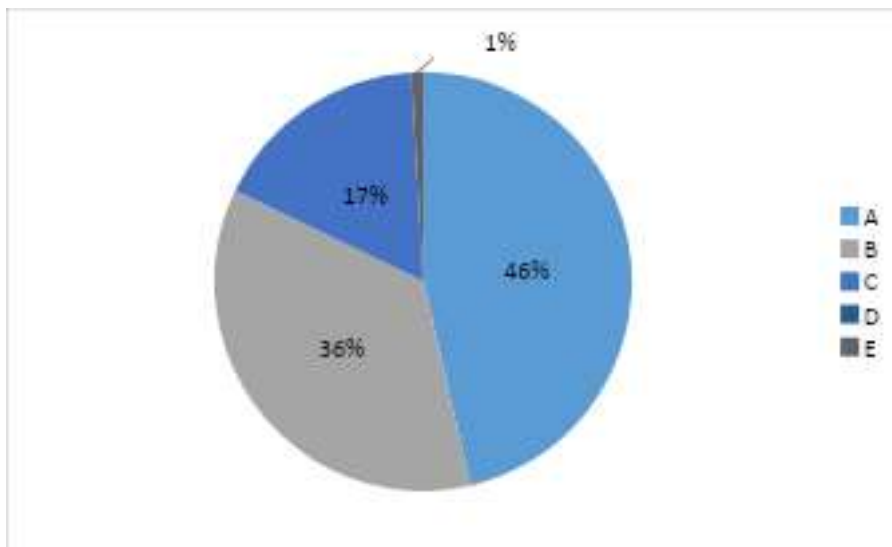
The survey assessing the overall academic atmosphere at the college reveals a predominantly positive perception among students. A significant portion, with 46% reporting 'Highly Satisfied' and 36% 'Satisfied,' collectively accounts for 82.72% of respondents. This indicates that most students value the college's academic environment. However, 17% reported being only 'Moderately Satisfied,' and a small group of less than 1% expressed being 'Highly Dissatisfied,' highlighting certain aspects of the academic atmosphere that may need improvement. Addressing the feedback from these less satisfied respondents is crucial for enhancing the college's academic environment.

Parents Feedback Analysis Report 2023-24

The Feedback Analysis Report for the academic year 2022-23, based on responses from parents, provides a thorough evaluation of various aspects of the educational experience at our institution. It covers key areas such as the admission process, course quality and relevance, availability of academic resources, infrastructure, student counseling, integration of Information and Communication Technology (ICT), academic environment, ethics and values, assessment methods, workload, and faculty support. Overall, the feedback is largely positive, reflecting parents' satisfaction and offering valuable insights into both the strengths of the institution and areas that may benefit from further improvement.

1. Admission procedure

2. Quality and relevance of the courses prescribed in curriculum

3. Curriculum related activities organised by the college

4. Availability of the text and reference books prescribed in the curriculum

5. Infrastructure and lab facilities and library for curriculum delivery

6. Student's counselling activities

7. Use of Information and communication technology in the curriculum delivery.

8. Overall academic environment (Discipline, Teaching & other related activities)

9. Improvement in Ethics, Human values and social responsibility

10. The reliability of assessment and evaluation processes adopted by the institution

11. Workload in Courses

12. Faculty support in curricular and co-curricular learning process

1. Admission procedure
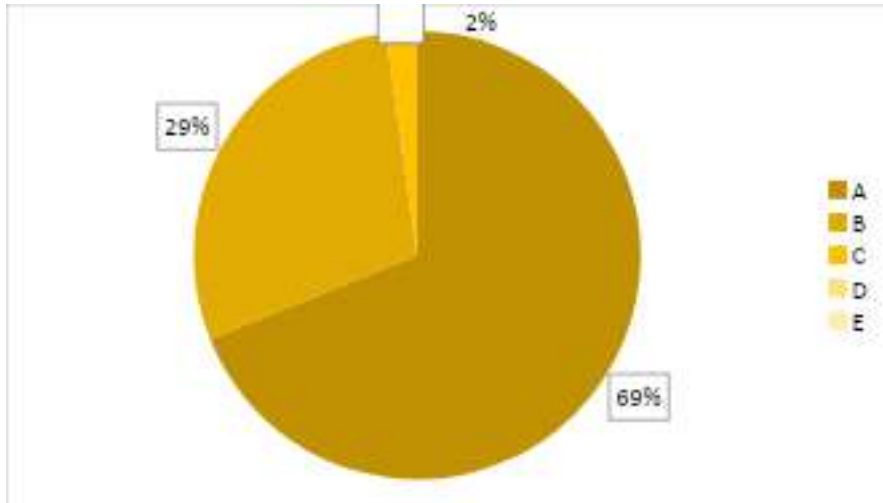
The survey began with the analysis of responses regarding Admission Procedure Response The majority of respondents (69%) rated the admission procedure as "Excellent," indicating a high level of satisfaction. A notable portion (29%) found it to be "Very Good." No participants rated it as "Good," "Average," or "Poor." While the overall sentiment is positive, exploring areas for improvement and gathering continuous feedback is recommended for sustained satisfaction.

2. Quality and relevance of the courses prescribed in curriculum
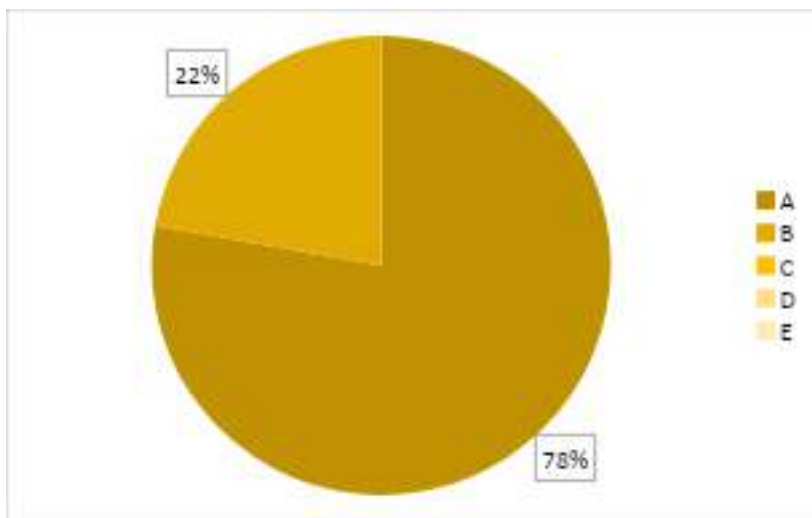
The survey results indicate that a significant majority of respondents—78.89%—rated the courses as "Excellent," highlighting a robust level of satisfaction with the curriculum offered. This high percentage suggests that the courses effectively meet student expectations and educational goals. Additionally, a noteworthy 22% of participants found the courses to be "Very Good," further contributing to the overall positive sentiment regarding the educational experience provided. Importantly, no respondents rated the courses as "Average" or "Poor," which emphasizes the effectiveness of the course design and delivery. This absence of negative feedback underscores the strong reputation of the courses among students.

3. Curriculum related activities organised by the college
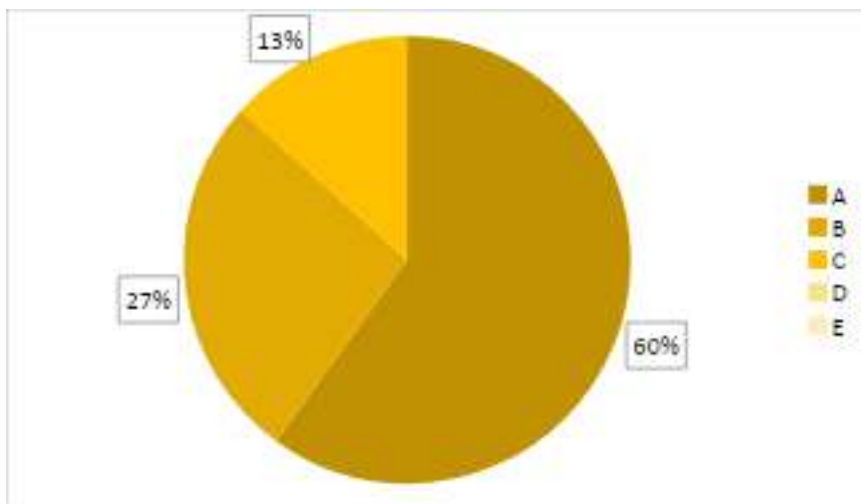
This analysis examines parental satisfaction levels regarding the curriculum-related activities organized by the college. Approximately 60% of parents reported being Highly Satisfied, while 27% indicated they were Satisfied. Meanwhile, about 4.44% of parents each reported being Moderately Satisfied and Dissatisfied. Notably, no parents expressed being Highly Dissatisfied.

While the majority of parents are satisfied with the college's curriculum-related activities, there remains a significant portion expressing moderate to low satisfaction. These findings highlight areas for improvement, suggesting that the college should address parental concerns to enhance the effectiveness of its curriculum-related offerings.

4. Availability of the text and reference books prescribed in the curriculum
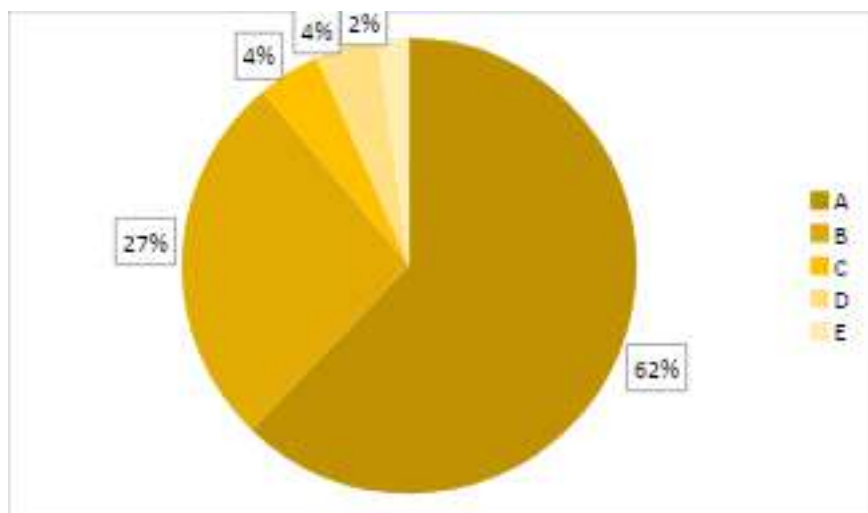
The analysis of the availability of prescribed text and reference books reveals a high level of satisfaction among participants, with 62% rating it as "Excellent." Additionally, 26.67% of respondents found the availability to be "Very Good." The absence of any "Average" or "Poor" ratings suggests that 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.

5. Infrastructure and lab facilities and library for curriculum delivery
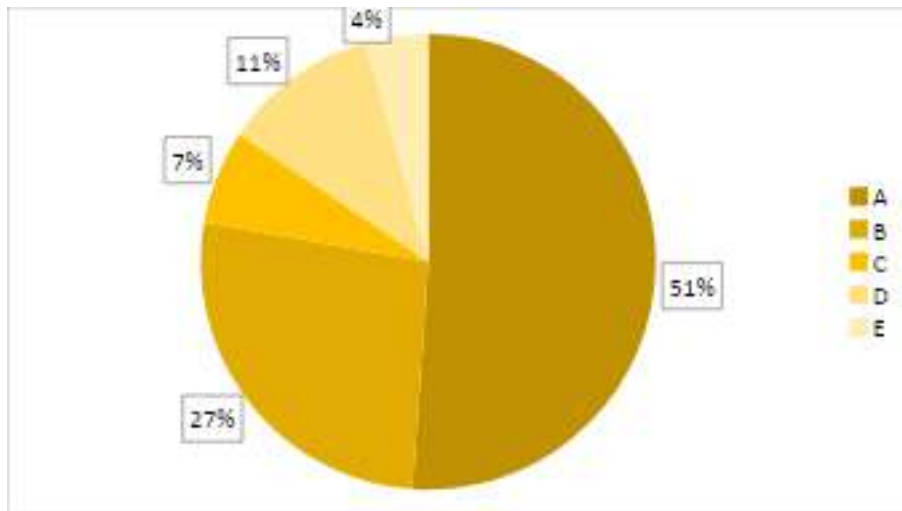
The evaluation of infrastructure, lab facilities, and library resources for curriculum delivery reflects a generally positive perception. A significant 51% rated these aspects as "Excellent," showing strong satisfaction, while an additional 27% rated them as "Very Good," contributing to the overall positive sentiment.

Minimal concerns were noted, with 7% rating the facilities as "Good" and 11% as "Average." Addressing these areas can help drive targeted improvements.

## 6. Student's counselling activities
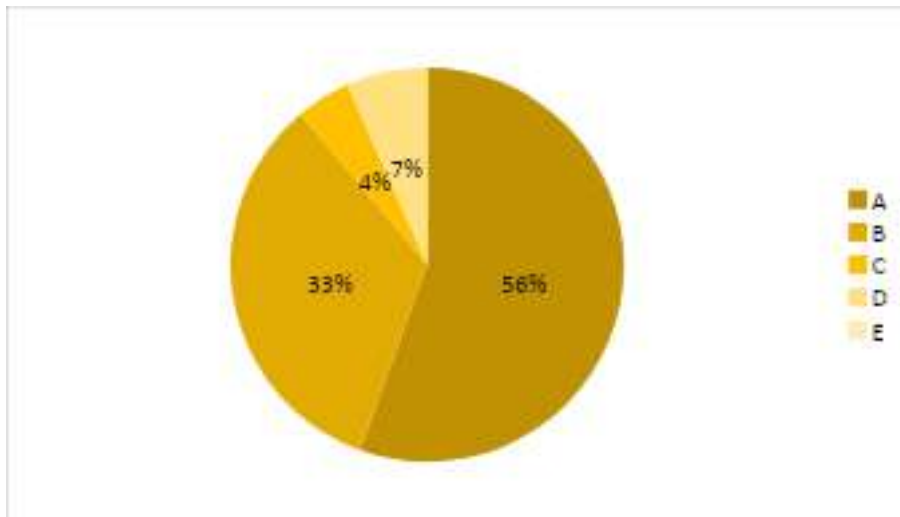
Participants' perceptions of student counseling activities are varied. A strong 56% rated the services as "Excellent," indicating a generally positive reception. Another 33% rated them as "Very Good," further contributing to the favorable overall sentiment.

However, there is room for improvement, with 4% of participants rating the counseling activities as "Good" and 7% as "Average." Focusing on the specific concerns from these groups can help identify areas that would benefit from targeted enhancements.

7. Use of Information and communication technology in the curriculum delivery.
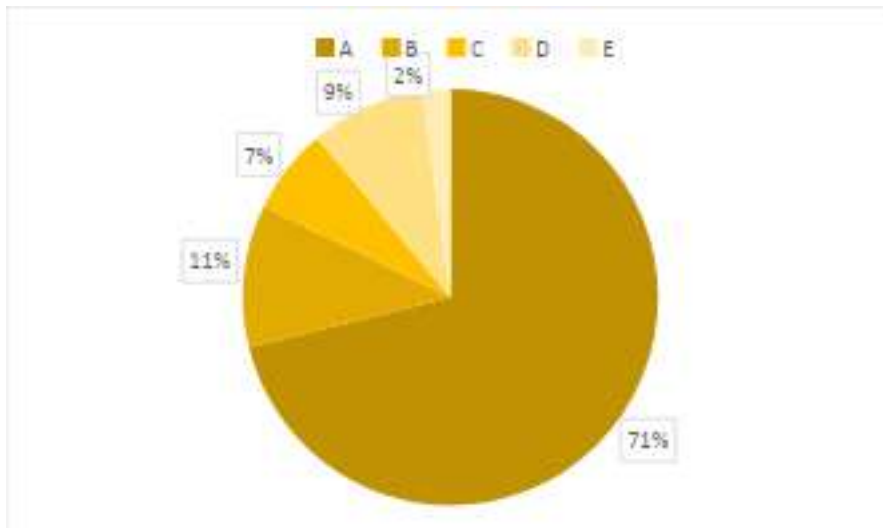
The integration of Information and Communication Technology (ICT) in curriculum delivery is viewed favorably by participants, with 71% rating it as "Excellent," reflecting high satisfaction with the use of technology. An additional 11% rated it as "Very Good," further enhancing the overall positive feedback.

However, there are areas for improvement, as 7% of participants rated the ICT integration as "Good" and 9% as "Average." Addressing specific concerns within these categories can lead to focused enhancements.

8.. Overall academic environment (Discipline, Teaching & other related activities)
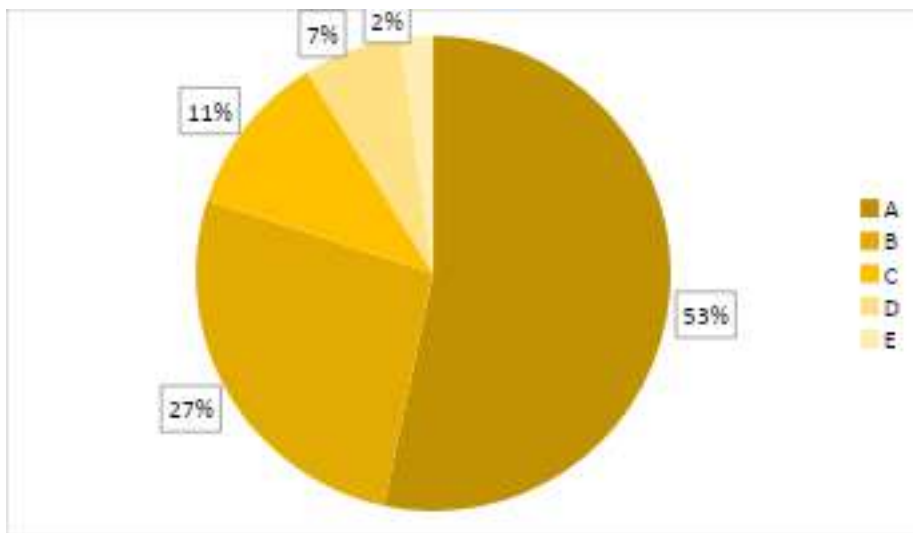
The overall academic environment received high praise, with 53% of participants rating it as "Excellent," reflecting strong satisfaction across various aspects. An additional 27% rated it as "Very Good," further reinforcing the positive sentiment.

However, there is room for improvement, as 11% of participants rated the environment as "Good" and 7% as "Average." Focusing on the specific areas identified by these ratings can help drive targeted enhancements.

9. Improvement in Ethics, Human values and social responsibility
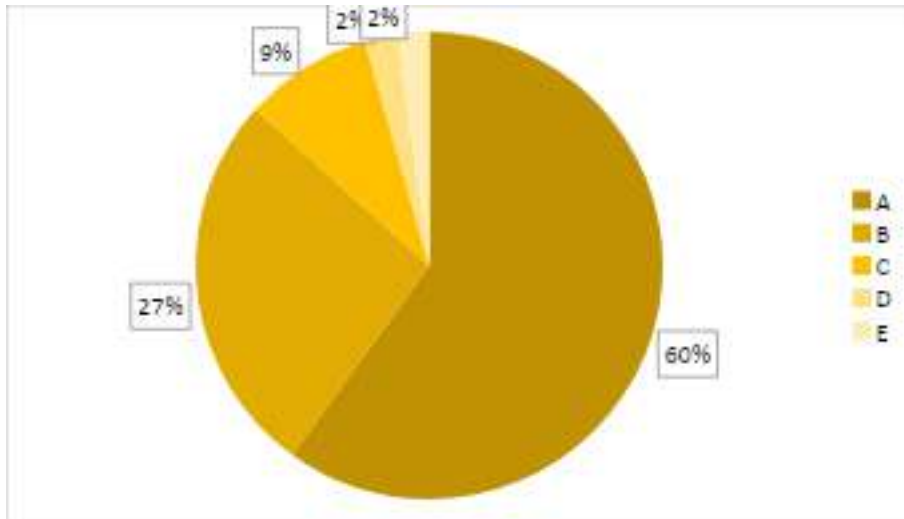
The institution's efforts to promote ethics, human values, and social responsibility are widely appreciated, with 60% of participants rating the improvement as "Excellent," showcasing a strong commitment to embedding these principles in the educational environment. Another 27% rated the efforts as "Very Good," further enhancing the overall positive perception.

However, some areas still require attention. A smaller portion—9%—rated the improvement as "Good," while 2% rated it as "Average." Addressing the specific concerns within these categories can lead to targeted enhancements.

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10. The reliability of assessment and evaluation processes adopted by the institution
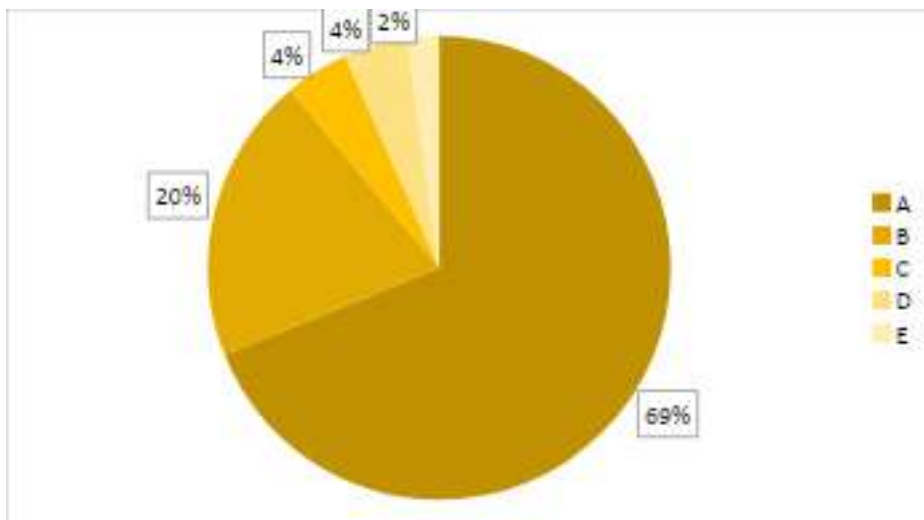
Participants generally view the institution's assessment and evaluation processes positively. A strong 69% rated their reliability as "Excellent," indicating high satisfaction with the methods in place, while an additional 20% rated them as "Very Good," reinforcing the overall positive feedback.

Despite this, there is room for improvement. A smaller portion—5%—rated the processes as "Good" and 4% as "Average." Addressing the specific areas highlighted by these participants can lead to focused enhancements.

11. Workload in Courses
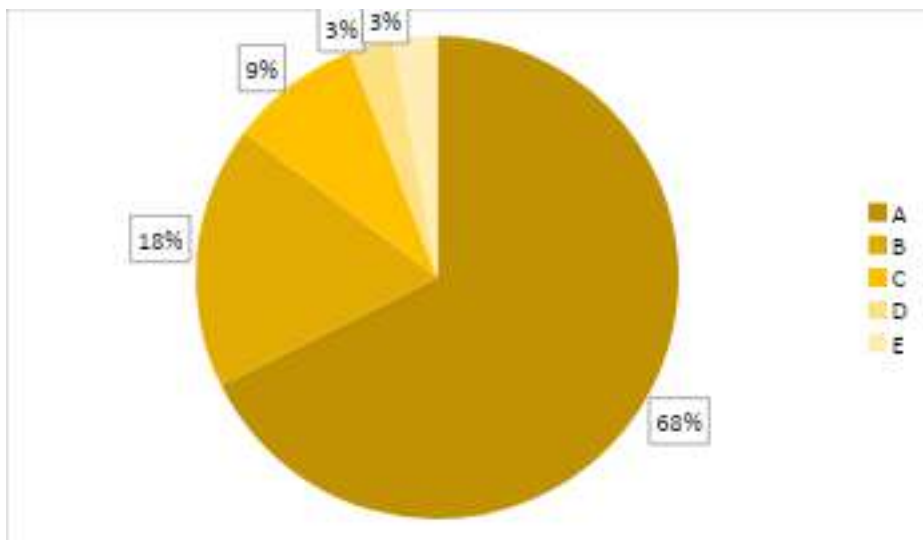
The evaluation of course workload reflects an overall positive perception among participants. A notable 67% rated the workload as "Excellent," indicating strong satisfaction with the balance of tasks. An additional 18% rated it as "Very Good," further contributing to the positive feedback.

However, there are areas for improvement, as 9% of participants rated the workload as "Good" and 3% as "Average." Focusing on these ratings can help identify specific aspects that may benefit from targeted enhancements.

12. Faculty support in curricular and co-curricular learning process
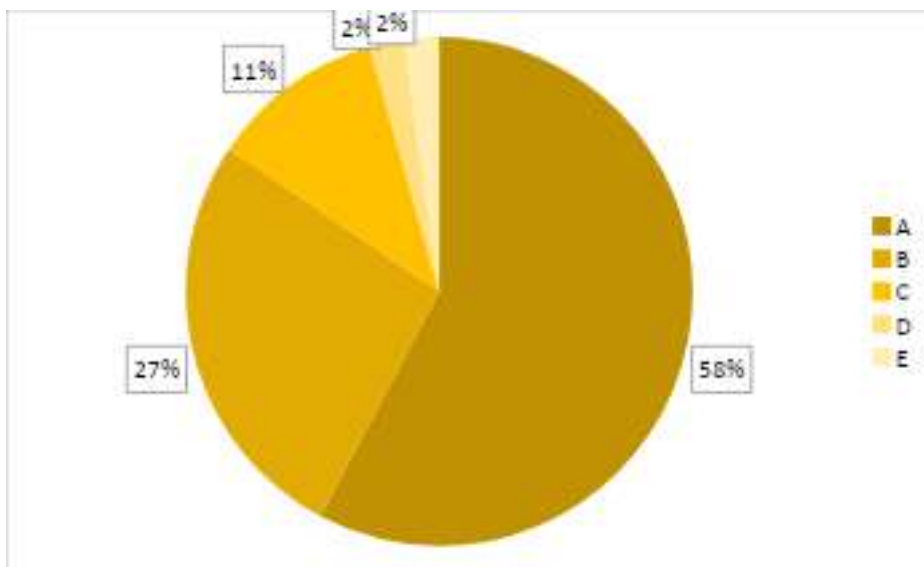
Participants perceive faculty support in both curricular and co-curricular learning processes positively. A significant 58% rated the support as "Excellent," demonstrating a strong level of satisfaction, while another 27% rated it "Very Good," contributing to the overall positive feedback.

Despite this, there is still room for enhancement. A smaller portion of participants—11%—rated the support as "Good," and 2% rated it as "Average." Focusing on these areas could help identify opportunities for targeted improvements.