1.4.1: Institution obtains feedback on the academic performance and ambience of the institution from various stakeholders, such as Students, Teachers, Employers, Alumni etc. and action taken report on the feedback is made available on institutional website.

Response:Analysis Report

Session 2023-24

The feedback analysis from students presents a generally positive view of the college's curriculum and infrastructure, with several key insights for further improvement. The curriculum is well-regarded, with 87% of students expressing satisfaction, though 13% remain neutral, indicating potential areas for enhancement. Similarly, the evaluation scheme receives positive feedback, with 86% satisfaction, but there's a 14% neutrality that suggests a need for clarification in the assessment structure. Library resources and laboratory facilities are appreciated, with 86% and 84% satisfaction, respectively. However, the neutrality of around 15% highlights areas for improvement in accessibility and resource quality. The relevance of curriculum content to industry requirements garnered a mixed response, with 78% of students satisfied but 22% neutral, suggesting a need for better alignment with industry expectations.

Teacher performance is positively perceived, with 85% of students satisfied with how concepts are illustrated. However, 14% neutrality suggests the need for more diverse teaching methods. Guidance and counselling from teachers are highly rated, with 88% satisfaction, though 12% neutrality points to opportunities for further support enhancements. Extracurricular encouragement is strong, with 93% satisfaction, but further efforts could ensure greater inclusivity. The development of soft skills, life skills, and employability skills is positively viewed, though 12% of students see room for further clarity.

Teacher feedback highlights strengths in syllabus balance, learning objectives, the use of new teaching tools, and faculty support, with most staff feeling well-supported. However, areas for improvement include aligning the curriculum with industry requirements, enhancing student attendance strategies, and reducing administrative burdens. Infrastructure improvements, such as more smart classrooms and better lab facilities, were also suggested. Overall, the feedback underscores the college's strengths while providing clear directions for future development.

The analysis of ==student feedback== presents a varied perspective on the college's infrastructure. While certain areas are rated positively, there are notable concerns that require attention. Key issues include the need for better Wi-Fi and internet facilities, new canteen services, enhanced campus security, cleaner toilets, and better sports equipment provision. Additional areas of concern include the effectiveness of student redressal committees, the adequacy of CCTV surveillance, availability of clean drinking water, and the maintenance of both campus and playground areas.

Regarding the curriculum and syllabus, the feedback is generally positive, with the majority of students rating these aspects favourably. However, students have expressed a desire for more varied teaching methods to further enrich their learning experience. Faculty performance is also viewed positively, though there are areas for improvement, such as enhancing clarity in course content, promoting inclusivity in class discussions, consistent use of teaching aids, punctuality, and better accessibility to students.

The feedback on laboratory facilities highlights the need for improvements in student participation, teacher knowledge, and conduct of experiments, equipment condition, and overall lab organization. Additionally, suggestions for enhancing the library include increasing collection diversity, extending service hours, improving staff training, and boosting resource availability.

The ==teacher feedback analysis== echoes similar sentiments. A majority of teachers feel that course objectives and outcomes are clearly defined, which is crucial for effective teaching. However, infrastructure receives mixed reviews, with some teachers calling for improvements in labs, classrooms, and study areas. Administrative support and technological resources are generally appreciated, but there is room for improvement. Teachers also suggest expanding opportunities for faculty development and enhancing library resources.

Overall, these insights provide a roadmap for targeted improvements to enhance the educational experience for both students and teachers.

The feedback analysis from students reveals that the majority of students are satisfied with the college's performance across various parameters. Specifically, 57.71% rate the relevance of the syllabus to recent trends as excellent, while 41.29% rate it as good. Syllabus coverage in class also received positive feedback, with 46.27% rating it as excellent and 38.81% as good. Teachers' illustration of concepts through examples and applications was rated excellent by 46.27% and good by 42.79%.
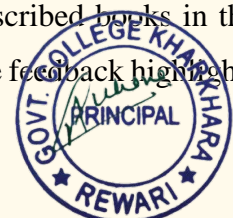
The usage of ICT tools during teaching received 46.77% excellent and 37.31% good ratings, indicating room for improvement. Teacher preparedness for classes is well-regarded, with 53.23% rating it as excellent. The fairness of internal evaluation and discussion of assignment outcomes are areas that can be improved, with lower percentages in the excellent category.

Promotion of internships and field visits is appreciated, with 46.77% rating it as excellent. Courses have enhanced students' knowledge and skills, with 60.20% rating it as excellent. Teacher availability after lecture timings is also satisfactory, with 46.77% rating it as excellent.

Provisions for extracurricular activities received positive feedback, with 47.76% rating it as excellent. The overall program and facilities were rated excellent by 46.77%. College facilities, such as classrooms and libraries, received a 48.26% excellent rating, while campus safety and security measures were rated excellent by 56.22%.

The feedback from 23 teachers offers a generally positive assessment of the college's curriculum, teaching environment, and resources. The syllabus is well-balanced between theory and application, with strong agreement from most respondents. Learning objectives are clearly defined, and the curriculum content aligns well with industrial requirements, although a small percentage of respondents remained neutral or disagreed. Faculty support for skill and qualification upgrades is widely recognized, and the college environment is seen as conducive to teaching and research, with only a few neutral responses.

The adoption of new teaching tools and methodologies, particularly ICT, is prevalent, and the infrastructure to support these tools is largely available, though some respondents were neutral. The relevance and comprehensiveness of reference materials, including books and journals, are positively rated, and faculty members feel they have the freedom to explore new teaching and assessment techniques. However, there is a notable concern regarding the sufficiency of prescribed books in the library, as nearly a third of respondents disagreed with their availability. Overall, the feedback highlights

strong areas while pointing out opportunities for further enhancement, particularly in resource availability.

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The feedback reveals a mixed experience with online teaching, highlighting both challenges and benefits. Most teachers were comfortable using online platforms, although some were neutral, indicating varying levels of confidence. Opinions on the effectiveness of online teaching were divided, with some finding it effective while others had concerns about its learning outcomes. Maintaining student engagement was challenging, with many reporting lower participation compared to traditional classes. Adapting teaching materials was generally smooth for most, though a few found it difficult. Satisfaction with communication tools was mixed, suggesting room for improvement. Teachers felt that online teaching increased their workload and had concerns about the effectiveness of online assessments. Most reported a neutral or positive work-life balance. Support from the IT team was generally felt, but some desired more assistance. There was no clear consensus on whether to continue online methods post-pandemic, with a split between those likely to use them and those preferring traditional methods. This feedback provides valuable insights into online teaching during the pandemic and can guide future decisions on teaching methods and support.

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The feedback indicates that while the college managed the transition to online teaching fairly well, there were significant challenges in areas such as student engagement and the effectiveness of the online examination system.

The majority of teachers were satisfied with the training provided for online tools, though accessibility to online resources and mental health support could be improved. Despite some technical difficulties, the college's overall handling of the pandemic was seen as positive, with a strong emphasis on professional development opportunities.