SSR Document

2018-19 to 2022-23

CRITERION 1

Curricular Aspects

❀

Key Indicator No.: -1.4

Feedback System

Metric No.: - 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.

Document Title: - Action Taken Notice and Report on The Feedback Analysis: 2021-2022

ध्येय वाक्य : उच्च शिक्षित युवा सुनहरे भविष्य का आधार।

DECLARATION

The information, reports, true copies of the supporting documents, numerical data etc. furnished in this file are verified by IQAC and found correct.

Hence this certificate.

IQAC Coordinator   **Principal**

INDEX

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Action Taken Notice on The Feedback Analysis

2021-2022

कार्यालय प्राचार्य, भेरुलाल पाटीदार शासकीय स्नातकोत्तर महाविद्यालय, महू

दिनांक:- 09 /08/2021

सूचना

प्रति ,

समस्त विभागाध्यक्ष ,
भेरूलाल पाटीदार शासकीय स्नातकोत्तर महाविद्यालय
महू

विषय : सत्र 2021 -22 में विभिन्न कार्यविधियों के क्रियान्वयन के सन्दर्भ में |

समस्त विभागाध्यक्षों का सत्र 2021 - 22 में स्वागत है। महाविद्यालय को उच्च शिक्षा विभाग मप्र शासन भोपाल ,द्वारा प्राप्त विविध निर्देशों, महाविद्यालय के विभिन्न हितग्राहियो से प्राप्त फीडबैक एवं महाविद्यालय की विविध नीतियों के परिपालन में निम्न उपायों को अपने विभागीय कार्यों ,पठन पाठन एवं गतिविधियों में सम्मिलित कर उनकी रिपोर्ट सत्रांत में विभागीय रिपोर्ट के साथ प्रेषित करें।
* शैक्षणिक परिचर्चा, परियोजना साझेदारी, विभागीय घोषणाएं और अन्य प्रासंगिक गतिविधियाँ ऑनलाइन चर्चा मंच पर सुनिश्चित करें।
*पाठ्यक्रम में शामिल क्रॉस कटिंग इश्यूज को विधार्थियों से साझा करें तथा उन पर आधारित विभिन्न गतिविधियों को संपन्न करवा कर रिपोर्ट IQAC में प्रस्तुत करें |
* सहयोगात्मक प्लेटफ़ॉर्म और टूल google classroom, Microsoft teams& Moodle's का उपयोग सुनिश्चित करना |

उपरोक्त सभी गतिविधियों को अनिवार्यतः संपन्न करवा कर रिपोर्ट प्रस्तुत करे |

प्रभारी Coordinator
IQAC

कार्यालय प्राचार्य, भेरुलाल पाटीदार शासकीय स्नातकोत्तर महाविद्यालय, महू

दिनांक:- 09 /08/2021

सूचना

प्रति ,

परीक्षा अधीक्षक (तीनो पालियाँ) ,

भेरूलाल पाटीदार शासकीय स्नातकोत्तर महाविद्यालय

महू

विषय : सत्र 2021 -22 में परीक्षा सम्बन्धी विभिन्न कार्यविधियों के क्रियान्वयन के
सन्दर्भ में |

महाविद्यालय को उच्च शिक्षा विभाग मप्र शासन भोपाल तथा विश्वविद्यालय से प्राप्त निर्देशों एवं महाविद्यालय के विभिन्न हितग्राहियो से प्राप्त फीडबैक के परिपालन में परीक्षा से संबंधित शिकायतों के लिए छात्रों के लिए सुलभ अपील प्रक्रिया को अपनी कार्यप्रणाली में सम्मिलित कर उनकी रिपोर्ट सत्रांत में प्रेषित करना सुनिश्चित करें।

प्रभारी

Co-ordinator
IQAC

4

कार्यालय प्राचार्य, भेरुलाल पाटीदार शासकीय स्नातकोत्तर महाविद्यालय, महू

दिनांक:- 09 /08/2021

प्रति ,

      प्राचार्य

      भेरूलाल पाटीदार शासकीय स्नातकोत्तर महाविद्यालय

      महू

विषय: नियमित सफाई, रखरखाव और संकाय विकास सहायता के कार्यान्वयन के लिए अनुरोध

महोदय,

      निवेदन है कि मैं आपका ध्यान निम्न विषयों की तरफ आकर्षित करना चाहती हूँ जो कि हमारे संस्थान के सुचारू संचालन और छात्रों, शिक्षकों और कर्मचारियों की समग्र भलाई सुनिश्चित करने के लिए तत्काल आवश्यक है:

1. जल आपूर्ति रखरखाव: दैनिक उपयोग के लिए स्वच्छ और सुरक्षित पानी की उपलब्धता सुनिश्चित करने के लिए पानी की टंकियों और आपूर्ति प्रणालियों की नियमित सफाई और रखरखाव समयसारणी को लागू करना सुनिश्चित करें।

2. हरियाली रखरखाव: स्वस्थ और सुखद वातावरण बनाए रखने के लिए परिसर में हरियाली का नियमित रखरखाव आवश्यक है। समय-समय पर छंटाई, पानी देना और कीट नियंत्रण उपाय किए जाने चाहिए। इस हेतु महाविद्यालय में मालियों की संख्या में वृद्धि करना सुनिश्चित करने का कष्ट करें

3. वाशरूम स्वच्छता: स्वच्छ और स्वच्छ वॉशरूम एक बुनियादी आवश्यकता है। स्वच्छता उत्पादों की पर्याप्त आपूर्ति के साथ नियमित सफाई समयसारणी सुनिश्चित की जानी चाहिए। सफाई कार्य की देखरेख के लिए समिति का गठन करना सुनिश्चित करने का कष्ट करें जो की अपनी रिपोर्ट के द्वारा सफाई कार्य की प्रगति से अवगत करवाए

4. संकाय विकास सहायता: उन्नत डिग्री, प्रमाणपत्र और विशेषज्ञता हासिल करने में संकाय सदस्यों को प्रोत्साहित और समर्थन करना सुनिश्चित करने का कष्ट करें। यहउनके ज्ञान और कौशल को बढ़ाएगा, जो संस्थान की समग्र शैक्षणिक उत्कृष्टता में योगदान देगा।

5. हम आपसे विनम्र अनुरोध करते हैं कि इन मामलों पर निर्णय के लिए आवश्यक कदम उठाएँ और आवश्यकतानुसार संसाधन आवंटित करें। इन विषयों पर आपका ध्यान हमारे कॉलेज की प्रतिष्ठा और परिचालन दक्षता पर सकारात्मक प्रभाव डालेगा।

धन्यवाद।

प्रभारी

IQAC

कार्यालय प्राचार्य, भेरुलाल पाटीदार शासकीय स्नातकोत्तर महाविद्यालय, महू

दिनांक:- 09 /08/2021

सूचना

महाविद्यालय के समस्त प्राध्यपको ,एन एस एस ,एन सी सी तथा क्रीडा अधिकारी को सूचित किया जाता है कि एनएसएस, एनसीसी और खेल में उत्कृष्ट योगदान को सम्मान देने का निर्णय महाविद्यालय द्वारा लिया गया है ।

उनके योग्यता को स्वीकार करने के लिए, हमें यह घोषणा करते हुए खुशी हो रही है कि इन क्षेत्रों में उत्कृष्ट प्रदर्शन और प्रतिबद्धता दिखाने वाले छात्रों को पुरस्कार प्रदान किए जाएंगे।

पात्रता मानदंड

1. एनएसएस सामुदायिक सेवा में भागीदारी, गतिविधियों में नेतृत्व, और एनएसएस कार्यक्रमों में निरंतर भागीदारी।

2. एनसीसी: आवश्यक प्रशिक्षण पूरा करना, शिविरों/कार्यक्रमों में भागीदारी, और एनसीसी गतिविधियों में उपलब्धियां।

3. खेल: संस्थागत, राज्य या राष्ट्रीय स्तर पर खेलों में उत्कृष्टता, टूर्नामेंटों में सक्रिय भागीदारी, और टीम में योगदान।

4. शैक्षणिक: विभिन्न संकायों की विश्वविद्यालयीन परीक्षा में उत्कृष्ट प्रदर्शन करने वाले विधार्थी

पुरस्कार श्रेणियाँ:

- सर्वश्रेष्ठ एनएसएस स्वयंसेवक

- सर्वश्रेष्ठ एनसीसी कैडेट

- सर्वश्रेष्ठ खिलाड़ी

- सर्वश्रेष्ठ विद्यार्थी

- उल्लेखनीय उपलब्धियों के लिए विशेष मान्यता पुरस्कार

- इच्छुक छात्रों या शिक्षकों से अनुरोध है कि वे एनएसएस, एनसीसी या खेल अधिकारी के कार्यालय में सहायक दस्तावेजों (प्रमाणपत्र, भागीदारी प्रमाण, आदि) के साथ नामांकन/सिफारिशें जमा करें।

- जमा करने की अंतिम तिथि: 17/12/2021

पुरस्कार आगामी वार्षिक दिवस समारोह के दौरान पर प्रदान किए जाएंगे।

हम सभी पात्र छात्रों को भाग लेने और समुदाय, राष्ट्रीय सेवा और खेलकूद में अपने योगदान को प्रदर्शित करने के लिए प्रोत्साहित करते हैं। सम्बंधित विधा के विधार्थी अपने प्रभारी से संपर्क करे |

कार्यालय प्राचार्य, भेरुलाल पाटीदार शासकीय स्नातकोत्तर महाविद्यालय, महू

दिनांक:- 09 /08/2021

प्रति ,

स्वामी विवेकानंद कैरियर मार्गदर्शन प्रकोष्ठ
भेरूलाल पाटीदार शासकीय स्नातकोत्तर महाविद्यालय
महू

विषय : परीक्षा की तैयारी और विशेष प्रशिक्षण प्रदान करने हेतु ।

महोदय ,

विद्यार्थियों से प्राप्त फीडबैक के विश्लेषण के आधार पर उपरोक्त विषयान्तर्गत एक आवश्यक बैठक का आयोजन परीक्षा की तैयारी की रणनीतियों को बनाने और विषय विशेषज्ञों की सेवा लेने हेतु   एक बैठक दिनांक 22/12/2021 को दोपहर 3:00 बजे प्राचार्य कक्ष में आयोजित की जा रही है जो छात्रों के लिए विशेष प्रशिक्षण और सहायता प्रदान करेंगे।

बैठक का एजेंडा निम्नानुसार है -

1. प्रभावी परीक्षा तैयारी तकनीकों पर चर्चा करना।
2. विशेष कोचिंग के लिए विषय विशेषज्ञों का सेवा लेना ।
3. छात्रों द्वारा महसूस की जाने वाली विशिष्ट चुनौतियों का समाधान करना।
4. आगामी प्रशिक्षण सत्रों की योजना बनाना।

छात्रों की सफलता के लिए एक व्यापक सहायता प्रणाली को आकार देने में आपकी भागीदारी अमूल्य होगी।

कार्यालय प्राचार्य, भेरुलाल पाटीदार शासकीय स्नातकोत्तर महाविद्यालय ,महू

दिनांक:- 01 /09/2021

प्रति ,

समस्त विभागाध्यक्ष

भेरूलाल पाटीदार शासकीय स्नातकोत्तर महाविद्यालय

महू

विषय :   विद्यार्थियों के फीडबैक के सन्दर्भ में बैठक का आयोजन |

विद्यार्थियों से प्राप्त फीडबैक का विश्लेषण करने पर यह ज्ञात हुआ है कि विभिन्न विषयों पर विद्यार्थियों के नेगेटिव फीडबैक प्राप्त होने के कारण उनकी समस्याओं के समाधान हेतु एक बैठक प्राचार्य कक्ष में दिनांक 02/09/2021 को दोपहर 2:30 बजे आयोजित की गयी है |

बैठक का एजेंडा -

1. विद्यार्थियों से प्राप्त प्रतिक्रिया की समीक्षा करना।

2. विद्यार्थियों की समस्याओं के बारे में चर्चा करना |

3. इन मुद्दों को हल करने के लिए कार्रवाई योग्य कदमों पर चर्चा करना।

4. उक्त विषयों में उठाये गए कदमों की प्रगति के बारे में सतत रूप से प्राचार्य को अवगत कराना |

प्रभारी
Co-ordinator
IQAC

कार्यालय प्राचार्य, भेरुलाल पाटीदार शासकीय स्नातकोत्तर महाविद्यालय, महू

दिनांक:- 10 /08/2021

प्रति ,

समस्त विभागाध्यक्ष
भेरूलाल पाटीदार शासकीय स्नातकोत्तर महाविद्यालय
महू

विषय: एनजीओ और सरकारी एजेंसियों के सहयोग के माध्यम से एसडीजी(SDG) साझेदारी को मजबूत करना |

सतत विकास लक्ष्यों (एसडीजी) को प्राप्त करने की दिशा में प्रगति में तेजी लाने के लिए गैर-सरकारी संगठनों (एनजीओ) और सरकारी एजेंसियों के साथ साझेदारी बढ़ाने पर केंद्रित एक रणनीतिक बैठक का आयोजन दिनांक 13/08/2021 को दोपहर में 12:30 बजे आयोजित की गयी है, जिसमे आप सभी की उपस्थिति अपेक्षित है |
बैठक का एजेंडा --

1. सहयोग और संसाधन साझा करने के अवसरों पर चर्चा करना।
2. एसडीजी से संबंधित पहलों को लागू करने में चुनौतियों और समाधानों की पहचान करना।
3. कार्यवाई योग्य योजनाएँ बनाना |

कृपया समय पर उपस्थित होने का कष्ट करें |

प्रभारी
IQAC

9

Action Taken Report on The Feedback Analysis

2021-2022

10

FEEDBACK ANALYSIS AND ACTION TAKEN REPORT (2021-2022)

FEEDBACK ANALYSIS OF STUDENTS (2021-2022)

1. **How much of the syllabus was covered in the class**

   - With 34.70% of respondents indicating that almost the entire syllabus was covered, this suggests a substantial portion of classes are highly effective in syllabus completion.
   - The largest group, 35.65%, indicates that a significant portion of the syllabus was covered, though not entirely. This suggests that while most of the content is addressed, there may be areas that require additional focus.
   - 15.14% of respondents indicate a moderate level of syllabus coverage, which may reflect challenges in pacing or time management within these classes.
   - 14.51% of respondents report lower levels of syllabus completion, indicating a need for considerable improvement in these classes.

2. **How well the teachers are able to communicate.**

   - **Always Effective**: 70.66% of respondents believe that teachers are always effective in their communication. This strong majority indicates that most students find their teachers clear, engaging, and effective in conveying information.
   - **Sometimes Effective**: 17.03% of respondents feel that teacher communication is sometimes effective. This suggests that while communication is generally good, there are occasions where it could be improved.
   - **Just Satisfactory**: 9.46% of respondents rate teacher communication as just satisfactory. This indicates a notable group that sees room for improvement in how teachers convey information.
   - **Not Agree**: 2.84% of respondents do not agree that teachers communicate effectively. This small minority highlights areas where communication is failing to meet student expectations.

3. **The teachers discuss topic in detail.**

   The responses regarding whether teachers discuss topics in detail indicate a generally positive perception:

   - **Strongly Agree**: 36.28% of respondents strongly agree that teachers discuss topics in detail.

- **Agree**: 47.95% of respondents agree, making this the largest group. This indicates that a significant majority (84.23%) overall believe that topics are covered in sufficient detail.
- **Neutral**: 12.62% of respondents remain neutral, suggesting that while they do not have strong negative feelings, there may be some inconsistency or variability in the level of detail.
- **Not Agree**: 3.15% of respondents do not agree that teachers discuss topics in detail, indicating a small portion of dissatisfaction.

4. **Curriculum incorporates topics related to professional ethics, human values, gender, environment and sustainability.**

The responses regarding the incorporation of topics related to professional ethics, human values, gender, environment, and sustainability in the curriculum show a predominantly positive perception:

- **Strongly Agree**: 29.65% of respondents strongly agree that the curriculum incorporates these important topics.
- **Agree**: 55.52% of respondents agree, making this the largest group. Combined with those who strongly agree, a total of 85.17% of respondents affirm the inclusion of these topics.
- **Neutral**: 10.09% of respondents are neutral, suggesting that while they do not have strong negative feelings, they may perceive some room for improvement or variability in the coverage of these topics.
- **Not Agree**: 4.73% of respondents do not agree that the curriculum includes these topics, indicating a small portion of dissatisfaction.

5. **Institution takes active interest in promoting internship /student exchange/field visit opportunities for students.**

The responses regarding the institution's active interest in promoting internship, student exchange, and field visit opportunities show a generally positive perception with some areas for improvement:

- **Strongly Agree**: 31.86% of respondents strongly agree that the institution actively promotes these opportunities.
- **Agree**: 47.63% of respondents agree, making this the largest group. Together, 79.49% of respondents feel positively about the institution's efforts.
- **Neutral**: 10.09% of respondents are neutral, suggesting some indifference or lack of strong opinion on the matter.
- **Not Agree**: 10.41% of respondents do not agree that the institution is active in promoting these opportunities, indicating a notable area of concern.

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6. Curriculum develops required competencies and fulfils course outcomes.

The responses regarding whether the curriculum develops required competencies and fulfills course outcomes indicate a generally positive perception:

*   **Strongly Agree**: 31.23% of respondents strongly agree that the curriculum develops the necessary competencies and meets course outcomes.
*   **Agree**: 50.47% of respondents agree, forming the majority. Combined with those who strongly agree, 81.70% of respondents believe the curriculum is effective in this regard.
*   **Neutral**: 11.99% of respondents are neutral, suggesting some uncertainty or variability in their experience with the curriculum.
*   **Not Agree**: 6.31% of respondents do not agree that the curriculum develops the required competencies and fulfills course outcomes, indicating some level of dissatisfaction.

7. Fairness of the internal evaluation process by the teachers.

The responses regarding the fairness of the internal evaluation process by teachers indicate a predominantly positive perception but also highlight some areas of concern:

*   **Always Fair**: 58.04% of respondents believe the internal evaluation process is always fair. This majority suggests a strong confidence in the fairness of evaluations.
*   **Usually Fair**: 27.44% of respondents feel that the evaluation process is usually fair. Together with those who believe it is always fair, 85.48% of respondents generally perceive the evaluation process as fair.
*   **Sometimes Unfair**: 8.52% of respondents feel that the evaluation process is sometimes unfair. This indicates occasional issues with perceived fairness.
*   **Unfair**: 5.99% of respondents believe the evaluation process is unfair, representing a notable minority with concerns about the fairness of evaluations.

8. ICT tools, and learning resources are effectively used for curriculum delivery.

The responses regarding the effective use of ICT tools and learning resources for curriculum delivery indicate a generally positive perception but also reveal areas for improvement:

*   **Always**: 41.01% of respondents believe that ICT tools and learning resources are always used effectively. This suggests a significant portion of the student body experiences consistent integration of technology in their learning.

- **Usually**: 36.59% of respondents feel that these tools are usually used effectively. Combined with the "always" group, 77.60% of respondents have a positive view of the use of ICT tools.
- **Sometimes**: 12.93% of respondents think that ICT tools are only sometimes used effectively, indicating variability in their experiences.
- **Never**: 9.46% of respondents believe that ICT tools are never used effectively, highlighting a notable area of concern.

9. **Timely completion of syllabus.**

The responses regarding the timely completion of the syllabus indicate a generally positive perception with some areas that need attention:

- **Always**: 42.90% of respondents believe that the syllabus is always completed on time. This indicates that a significant portion of the students experience consistent adherence to the syllabus schedule.
- **Usually**: 34.70% of respondents feel that the syllabus is usually completed on time. Combined with the "always" group, 77.60% of respondents have a positive view of syllabus completion.
- **Sometimes**: 15.14% of respondents think that the syllabus is only sometimes completed on time, suggesting some inconsistency.
- **Never**: 7.26% of respondents believe that the syllabus is never completed on time, highlighting a notable area of concern.

10. **The teachers illustrate the concepts through examples and applications**

The responses regarding whether teachers illustrate concepts through examples and applications reveal a mixed perception:

- **Always**: 42.90% of respondents believe that teachers always use examples and applications to illustrate concepts. This indicates that a significant portion of students consistently experience this teaching method.
- **Usually**: 27.13% of respondents feel that teachers usually use examples and applications. Combined with the "always" group, 70.03% of respondents have a generally positive view of this aspect of teaching.
- **Sometimes**: 25.24% of respondents think that examples and applications are only sometimes used, suggesting variability in teaching methods.
- **Never**: 4.73% of respondents believe that teachers never use examples and applications, highlighting a notable area of concern.

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11. Efforts are made by the institute/ teachers to inculcate soft skills, life skills and employability skills to make you ready for the world of work.

The responses regarding efforts made by the institute/teachers to inculcate soft skills, life skills, and employability skills indicate a generally positive perception with some areas for improvement:

- **Strongly Agree**: 32.49% of respondents strongly agree that the institution/teachers are making efforts to inculcate these essential skills.
- **Agree**: 46.37% of respondents agree, forming the majority. Together with the "strongly agree" group, 78.86% of respondents feel positively about the efforts being made.
- **Neutral**: 13.25% of respondents are neutral, indicating a segment of students who do not have a strong opinion on the matter or may feel the efforts are adequate but not exceptional.
- **Not Agree**: 7.89% of respondents do not agree that sufficient efforts are being made, highlighting an area that requires attention.

12. Overall Curriculum and teaching-learning experience in the college

The responses regarding the overall curriculum and teaching-learning experience in the college show a predominantly positive perception, with some areas for improvement:

- **Excellent**: 32.49% of respondents rated the overall curriculum and teaching-learning experience as excellent. This indicates that a significant portion of students are highly satisfied.
- **Good**: 36.28% of respondents rated it as good. Combined with the "excellent" group, 68.77% of respondents have a positive view.
- **Satisfactory**: 22.08% of respondents find the experience satisfactory, suggesting that while they find the experience acceptable, there is room for improvement.
- **Unsatisfactory**: 9.15% of respondents are unsatisfied with the overall curriculum and teaching-learning experience, highlighting a notable area of concern.

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13. . The teacher's approach to teaching can best be described as :

The responses regarding the teacher's approach to teaching indicate a predominantly positive perception:

- **Excellent**: 43.79% of respondents rated the teacher's approach to teaching as excellent, suggesting that a significant portion of students are highly satisfied with their teachers' methods.
- **Good**: 44.44% of respondents rated it as good. Combined with the "excellent" group, 88.23% of respondents have a positive view of their teachers' approach.
- **Satisfactory**: 7.84% of respondents find the approach satisfactory, indicating that while they find it acceptable, there is room for improvement.
- **Unsatisfactory**: 3.92% of respondents are unsatisfied with the approach to teaching, highlighting a small area of concern.

14. Infrastructure of classrooms

The responses regarding the infrastructure of classrooms indicate a mixed perception among the students:

- **Excellent**: 22.71% of respondents rated the classroom infrastructure as excellent, indicating that a significant portion of students are highly satisfied.
- **Good**: 38.49% of respondents rated it as good. Combined with the "excellent" group, 61.20% of respondents have a positive view of the classroom infrastructure.
- **Satisfactory**: 21.14% of respondents find the infrastructure satisfactory, suggesting that while they find it acceptable, there is considerable room for improvement.
- **Unsatisfactory**: 17.67% of respondents are unsatisfied with the classroom infrastructure, highlighting a substantial area of concern.

15. Drinking water facility

The responses regarding the drinking water facility indicate a varied perception among the students:

- **Excellent**: 21.77% of respondents rated the drinking water facility as excellent, indicating that a minority of students are highly satisfied with the quality of the drinking water provided.
- **Good**: 31.23% of respondents rated it as good. Combined with the "excellent" group, 53.00% of respondents have a positive view of the drinking water facility.

- **Satisfactory**: 19.24% of respondents find the drinking water facility satisfactory, suggesting that while they find it acceptable, there may be room for improvement.
- **Unsatisfactory**: 27.76% of respondents are unsatisfied with the drinking water facility, indicating a substantial area of concern.

16. Greenery on the College campus.

The responses regarding the greenery on the college campus suggest a generally positive perception among the students:

- **Excellent**: 28.39% of respondents rated the greenery on the college campus as excellent, indicating that a significant portion of students are highly satisfied with the presence of green spaces.
- **Good**: 35.33% of respondents rated it as good. Combined with the "excellent" group, 63.72% of respondents have a positive view of the greenery.
- **Satisfactory**: 21.77% of respondents find the greenery satisfactory, suggesting that while they find it acceptable, there may be room for improvement or expansion of green spaces.
- **Unsatisfactory**: 14.51% of respondents are unsatisfied with the greenery on the college campus, indicating a notable area of concern.

17. Physical infrastructure of the College Library and availability of books.

The responses regarding the physical infrastructure of the college library and the availability of books suggest a mixed perception among the students:

- **Excellent**: 24.61% of respondents rated the physical infrastructure of the college library and the availability of books as excellent, indicating that a minority of students are highly satisfied with these aspects.
- **Good**: 34.38% of respondents rated it as good. Combined with the "excellent" group, 58.99% of respondents have a positive view of the library facilities and book availability.
- **Satisfactory**: 21.45% of respondents find the physical infrastructure and book availability satisfactory, suggesting that while they find it acceptable, there may be areas for improvement.
- **Unsatisfactory**: 19.56% of respondents are unsatisfied with the physical infrastructure of the college library and the availability of books, indicating a notable area of concern.

18. Washroom Cleanliness and maintenance in college.

The responses regarding washroom cleanliness and maintenance in college indicate a significant area of concern among the students:

- **Excellent**: Only 17.35% of respondents rated the cleanliness and maintenance of washrooms as excellent, indicating that a minority of students are highly satisfied with these aspects.
- **Good**: 33.75% of respondents rated it as good. Combined with the "excellent" group, only 51.10% of respondents have a positive view of washroom cleanliness and maintenance.
- **Satisfactory**: 14.20% of respondents find the cleanliness and maintenance satisfactory, suggesting that while they find it acceptable, there may be room for improvement.
- **Unsatisfactory**: A significant portion, 34.70%, of respondents are unsatisfied with the cleanliness and maintenance of washrooms, indicating a notable area of concern.

19. Do your college conducts different Co-Curricular Activities.

The responses regarding the conduct of different co-curricular activities in the college indicate a generally positive perception among the students:

- **Always**: The majority of respondents, 60.25%, stated that their college always conducts different co-curricular activities. This suggests that a significant portion of students have access to a variety of extracurricular opportunities.
- **Usually**: 9.78% of respondents stated that co-curricular activities are usually conducted in their college. While this percentage is lower than "always," it still indicates a notable portion of students who have access to such activities on a regular basis.
- **Sometimes**: 27.76% of respondents stated that co-curricular activities are conducted sometimes in their college. This suggests that while activities are not consistently available, they are still offered periodically.
- **Never**: A small percentage, 2.21%, of respondents stated that their college never conducts co-curricular activities. This is the lowest percentage, indicating that the majority of colleges provide some level of extracurricular opportunities.

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20. **Are you told about the "Sustainable Development Goals" related to the subject in college**

The responses regarding whether students are informed about the Sustainable Development Goals (SDGs) related to their subjects in college indicate a positive trend:

- **Yes**: The majority of respondents, comprising 84.23%, stated that they are informed about the Sustainable Development Goals related to their subjects in college. This suggests that a significant portion of students are exposed to and educated about the SDGs within the context of their academic curriculum.
- **No**: A smaller percentage, 15.77%, stated that they are not informed about the Sustainable Development Goals related to their subjects in college. While this percentage is lower, it still indicates a notable portion of students who may not have been exposed to or educated about the SDGs as part of their academic studies.

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ACTION TAKEN REPORT BASED ON FEEDBACK ANALYSIS OF STUDENTS

(2021-2022)

1. How much of the syllabus was covered in the class

   - Investigating the reasons for lower syllabus coverage in certain classes by discussions with faculty and students to identify specific challenges or barriers.
   - Providing training for faculty on effective time management and instructional planning to ensure that all key topics are covered within the allotted time.
   - Offering supplementary or remedial classes for courses where the syllabus coverage is consistently low. This can help ensure that students receive the necessary instruction on all topics.
   - Integrating ICT tools and online resources to complement classroom teaching. This can provide additional platforms for covering syllabus content and reinforcing learning.
   - Implementing regular monitoring and assessment of syllabus coverage throughout the academic term. This allows for timely interventions if any class is falling behind.
   - Considering flexible scheduling options, such as extended class periods or additional sessions before exams, to ensure comprehensive coverage of the syllabus.

2. How well the teachers are able to communicate

   - Providing ongoing professional development opportunities focused on effective communication techniques. This can include workshops, seminars, and peer observations to help teachers refine their communication skills.
   - Implementing regular feedback mechanisms where students can provide input on teacher communication. This can help identify specific areas needing improvement and guide targeted support for teachers.
   - Encouraging the use of technology and multimedia tools to enhance communication. Interactive presentations, digital resources, and online discussion platforms can make communication more engaging and effective.
   - Promoting interactive and participative teaching methods that encourage two-way communication. Techniques like group discussions, Q&A sessions, and active learning exercises can help ensure that students understand the material.
   - Investigating the reasons behind the "sometimes effective" and "just satisfactory" ratings. Identify common issues such as language barriers, clarity, or engagement, and provide specific training or resources to address these challenges.

- Fostering an environment where students feel comfortable asking questions and expressing their opinions. This can help teachers gauge understanding and adjust their communication methods accordingly.
- Regularly reviewing and monitoring teaching practices and their impact on student understanding. Use observations and student performance data to ensure that communication methods are effective.

3. **The teachers discuss topic in details.**

- Encouraging teachers to adopt standardized guidelines for discussing topics in detail to ensure consistency across different subjects and classes.
- Providing professional development opportunities focused on deepening subject matter discussions. Workshops and seminars can help teachers develop strategies to enhance their coverage of topics.
- Implementing regular student feedback mechanisms to gather input on how well topics are being discussed in detail. This feedback can help identify areas where teachers may need additional support or improvement.
- Promoting interactive learning techniques such as group discussions, case studies, and project-based learning. These methods can help ensure that topics are explored in depth and from multiple perspectives.
- Provide teachers with access to supplementary materials and resources that can help them discuss topics more comprehensively. This can include access to academic journals, multimedia resources, and expert guest lectures.
- Creating an environment where students feel comfortable asking questions and engaging in discussions. This can help teachers gauge student understanding and delve deeper into topics as needed.

4. **Curriculum incorporates topics related to professional ethics, human values, gender, environment and sustainability.**

- Ensuring that topics related to professional ethics, human values, gender, environment, and sustainability are thoroughly integrated into the curriculum across all courses and disciplines.
- Conducting a comprehensive review of the curriculum to identify gaps or areas where these topics can be better incorporated. Update and revise course content as necessary.
- Offering professional development for faculty to help them effectively integrate and teach these topics. Workshops, seminars, and training sessions can provide strategies and resources.
- Utilizing interactive and experiential learning methods such as case studies, role-playing, community projects, and field trips to engage students more deeply with these topics.

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- Inviting experts and practitioners in the fields of ethics, human values, gender studies, environmental science, and sustainability to give guest lectures and conduct workshops. This can provide students with real-world insights and perspectives.
- Organizing awareness campaigns and events related to these topics to reinforce their importance and relevance in the academic community and beyond.

5. **Institution takes active interest in promoting internship /student exchange/field visit opportunities for students.**

- Improving communication about available opportunities. Ensure students are well-informed about internships, student exchange programs, and field visits through regular announcements, emails, and information sessions.
- Expanding the number and variety of internships, student exchange programs, and field visits.
- Providing dedicated support services to help students secure internships and participate in exchange programs. This can include assistance with applications, interviews, and travel arrangements.
- Gathering feedback from students who have participated in these programs to understand their experiences and identify areas for improvement. Use this feedback to enhance future opportunities.
- Encouraging faculty to actively participate in promoting and facilitating these opportunities. Faculty can leverage their networks and industry connections to create more opportunities for students.
- Investigating the reasons behind neutral and negative feedback. Understanding these perspectives can help in making targeted improvements to the promotion and support of these opportunities.

6. **Curriculum develops required competencies and fulfils course outcomes.**

- Conducting regular reviews of the curriculum to ensure it aligns with industry standards and effectively develops the required competencies.
- Integrating more practical components, such as labs, projects, case studies, and real-world problem-solving activities, to help students develop the necessary competencies.
- Ensuring that each course clearly defines its learning outcomes and that all activities, assessments, and instructional methods are aligned with these outcomes.
- Providing ongoing training for faculty on competency-based education and effective teaching strategies that focus on developing specific skills and competencies.
- Gathering regular feedback from students on how well the curriculum is helping them develop the required competencies.

- Collaborating with industry partners to ensure the curriculum remains aligned with current job market demands and expectations. This can include guest lectures, internships, and collaborative projects.
- Offering additional support services, such as tutoring, workshops, and career counseling, to help students develop competencies and achieve course outcomes.
- Encouraging experiential learning opportunities, such as internships, co-op programs, and field trips, which allow students to apply theoretical knowledge in practical settings.
- Investigating the reasons behind neutral and negative feedback to understand specific areas where the curriculum may be lacking. Address these concerns through targeted curriculum adjustments and support initiatives.

7. **Fairness of the internal evaluation process by the teachers.**

- Ensuring that all internal evaluations are based on clear, transparent, and well-communicated criteria. Providing rubrics and detailed guidelines to help students understand how their work will be assessed.
- Implementing standardized evaluation procedures across all courses to ensure consistency and fairness. This can include standardized grading rubrics, peer reviews, and double-checking of grades by multiple faculty members.
- Providing regular training for faculty on fair and unbiased evaluation practices. This can help minimize subjective biases and ensure that all students are evaluated equitably.
- Establishing mechanisms for students to provide feedback on the evaluation process. This can help identify specific issues or concerns and allow for timely adjustments.
- Creating a clear and accessible appeal process for students who believe their evaluations were unfair. This can help address grievances and ensure that any errors or biases are rectified.

8. **ICT tools and learning resources are effectively used for curriculum delivery.**

- Developing and implementing standardized guidelines for the use of ICT tools and learning resources across all courses. Ensuring that all faculty members are aware of and adhere to these guidelines to maintain consistency.
- Providing ongoing training and professional development for faculty to enhance their skills in using ICT tools effectively. This can include workshops, webinars, and hands-on training sessions.
- Ensuring that the institution is equipped with the latest ICT tools and learning resources. Regularly update and maintain the technology infrastructure to support effective curriculum delivery.

- Increasing the availability of digital learning resources, such as e-books, online journals, educational software, and interactive platforms, to support diverse learning needs.
- Implementing regular feedback mechanisms to gather student input on the effectiveness of ICT tools and learning resources. Use this feedback to identify areas for improvement and make necessary adjustments.
- Establishing a dedicated support team to assist both faculty and students with any technical issues related to ICT tools.
- Encouraging the use of blended learning approaches that combine traditional face-to-face instruction with online components. This can enhance the learning experience and ensure the effective use of ICT tools.
- Regularly monitoring and evaluating the use of ICT tools in curriculum delivery. Conduct audits and assessments to ensure that these tools are being used effectively and meeting educational goals.
- Promoting innovative practices in the use of ICT tools among faculty.

9. **Timely completion of syllabus.**

- Ensuring that each course has a detailed syllabus with a clear timeline for covering all topics. Teachers should plan their lessons meticulously to stay on track and avoid last-minute rushes.
- Implementing regular check-ins and progress reviews to monitor the completion of the syllabus. Department heads and academic coordinators can play a crucial role in ensuring that teachers are adhering to their schedules.
- Encouraging teachers to adopt flexible teaching methods that allow for adjustments if certain topics take longer to cover than initially planned. This can help in maintaining the overall timeline.
- Providing additional support and resources to teachers, such as supplementary materials, and technology tools, to help them manage their time effectively and complete the syllabus on schedule.
- Identifying common challenges that lead to delays in syllabus completion, such as unexpected disruptions, and develop strategies to mitigate these issues. This can include creating buffer periods in the academic calendar for unforeseen events.
- Gathering feedback from students regarding the pacing of the course and the completion of the syllabus. Use this feedback to identify areas where adjustments may be needed.
- Conducting regular formative assessments to gauge student understanding and progress. This can help ensure that students are keeping up with the pace of the course and that any gaps in understanding are addressed promptly.
- Maintaining open communication between faculty and students regarding syllabus progress. If there are anticipated delays, inform students in advance and explain how the course will be adjusted to stay on track.

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10. The teachers illustrate the concepts through examples and applications.

- Encouraging teachers to consistently use examples and real-life applications when illustrating concepts. Highlighting the importance of this method in faculty meetings and training sessions.
- Providing professional development opportunities focused on effective teaching strategies, including the use of examples and applications.
- Implementing a system where teachers can observe their peers and provide feedback. Observing colleagues who effectively use examples and applications can inspire and motivate others to adopt similar practices.
- Regularly gathering feedback from students on the effectiveness of teaching methods, particularly the use of examples and applications.
- Promoting interactive teaching methods such as group discussions, project-based learning, and problem-solving sessions that naturally incorporate examples and applications.
- Integrating into Curriculum by including guidelines and recommendations for incorporating practical illustrations into lesson plans.

11. Efforts are made by the institute/ teachers to inculcate soft skills, life skills and employability skills to make you ready for the world of work.

- Developing and expanding programs focused on soft skills, life skills, and employability skills. This can include workshops, seminars, and courses dedicated to these areas.
- Integrating soft skills and employability training into the regular curriculum. Ensure that these skills are taught alongside academic content in a cohesive manner.
- Guest lectures, internships, and industry projects can help students gain practical experience and skills relevant to their future careers.
- Strengthening the institution's career services by offering resume-building workshops, interview preparation sessions, job search strategies, and networking events to enhance employability.
- Increasing awareness among students about the importance of soft skills, life skills, and employability skills. Highlight success stories of alumni who have benefited from these programs.

12. Overall Curriculum and teaching-learning experience in the college.

- Regularly reviewing and updating the curriculum to ensure it remains relevant, engaging, and aligned with the latest developments in the field. Incorporate feedback from students, faculty, and industry experts.

- Encouraging the use of innovative and diverse teaching methods to cater to different learning styles. This can include blended learning, flipped classrooms, and interactive sessions.
- Increasing efforts to engage students actively in the learning process through participative and experiential learning techniques. Foster a more interactive and collaborative classroom environment.
- Implementing a continuous feedback system where students can provide input on their learning experience throughout the semester. Use this feedback to make real-time adjustments and improvements.
- Investigating the reasons behind the unsatisfactory ratings. Conduct focus groups or one-on-one interviews with students who provided negative feedback to understand their concerns and address them promptly.
- Creating a supportive and inclusive learning environment where students feel valued and motivated. Address any issues related to classroom management, inclusivity, or student well-being.

13. The teacher's approach to teaching can best be described as:

- Recognizing and promoting the effective teaching methods used by faculty members who are rated as excellent. Share these best practices through internal workshops, seminars, and peer observation opportunities.
- Offering ongoing professional development programs for all faculty to ensure they stay current with new teaching methodologies and technologies. This can help move more faculty from good to excellent ratings.
- Investigating why some students rate the teaching approach as satisfactory or unsatisfactory. Conduct surveys or focus groups to understand their concerns and areas where they feel improvements are needed.
- Implement a continuous feedback mechanism where students can regularly provide constructive feedback on teaching methods throughout the semester. Use this feedback for timely improvements.
- Encouraging the adoption of innovative and student-centered teaching methods, such as flipped classrooms, problem-based learning, and active learning strategies, to increase engagement and effectiveness.
- Promoting the use of interactive and engaging teaching techniques that cater to diverse learning styles, such as group activities, case studies, and multimedia presentations.
- Recognizing and rewarding teachers who receive excellent ratings through awards, recognition in faculty meetings, and other incentives. This can motivate all faculty to strive for excellence.
- Emphasizing the importance of teaching approaches that lead to improved student learning outcomes.

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- Encouraging the use of innovative and diverse teaching methods to cater to different learning styles. This can include blended learning, flipped classrooms, and interactive sessions.
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- Recognizing and rewarding teachers who receive excellent ratings through awards, recognition in faculty meetings, and other incentives. This can motivate all faculty to strive for excellence.
- Emphasizing the importance of teaching approaches that lead to improved student learning outcomes.

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14. Infrastructure of classrooms.

- Identifying and prioritizing areas of improvement in classroom infrastructure. This could include updating furniture, improving lighting, and ensuring adequate ventilation and air conditioning.
- Implementing a regular maintenance schedule to ensure that all classroom facilities are kept in good condition. Promptly address any repairs or issues reported by students or faculty.
- Enhancing the integration of technology in classrooms. Ensure that all classrooms are equipped with modern teaching aids such as projectors, smart boards, and reliable Wi-Fi connectivity.
- Ensuring that classrooms are comfortable and accessible for all students. This includes ergonomic seating, adequate space, and accessibility features for students with disabilities.
- Regularly gathering feedback from students regarding classroom infrastructure. Use this feedback to make informed decisions about upgrades and improvements.
- Creating a conducive learning environment by ensuring classrooms are clean, well-organized, and free from distractions. This can include soundproofing and appropriate classroom layouts.
- Allocating sufficient budget and resources for ongoing upgrades and maintenance of classroom infrastructure. Prioritize investments that have the most significant impact on student comfort and learning.

15. Drinking water facility.

- Conducting regular water quality testing to ensure that the drinking water meets safety standards and is free from contaminants. Address any issues identified promptly.
- Implementing a regular cleaning and maintenance schedule for drinking water facilities to ensure cleanliness and hygiene. This includes regular sanitization of water dispensers and replacement of filters.
- Ensuring that drinking water facilities are easily accessible to all students, including those with disabilities. Install water dispensers in convenient locations throughout the campus.
- Gathering feedback from students regarding the quality and accessibility of the drinking water facilities. Use this feedback to identify specific areas for improvement and address concerns.
- Investing in upgrading infrastructure as needed to improve the quality and reliability of the drinking water supply. This may include installing new water filtration systems or upgrading existing ones.

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16. Greenery on the College campus.

- Investing in landscaping and gardening efforts to enhance the existing green spaces on the college campus. Plant more trees, shrubs, and flowers to increase biodiversity and improve aesthetics.
- Implementing a regular maintenance schedule for green spaces to ensure that they remain healthy and vibrant. This includes watering, pruning, weeding, and fertilizing as needed.
- Encouraging student involvement in gardening clubs or eco-friendly initiatives aimed at beautifying and maintaining green spaces on the campus. This fosters a sense of ownership and pride among students.
- Promote biodiversity conservation efforts by planting native species of plants and creating habitats for local wildlife. This contributes to ecological balance and enhances the overall campus environment.
- Using green spaces as outdoor classrooms for environmental education and experiential learning activities. Incorporate topics such as sustainability, conservation, and ecological awareness into the curriculum.
- Collaborating with local community groups, environmental organizations, and government agencies to support green initiatives and exchange knowledge and resources.
- Ensuring that green spaces are accessible to all members of the college community, including students with disabilities. Install pathways, seating areas, and lighting to enhance safety and usability.
- Highlighting the benefits of spending time in green spaces for physical and mental well-being. Encourage students to take breaks outdoors and engage in activities such as walking, meditation, or picnics.
- Implementing sustainable practices in landscaping and gardening, such as water conservation, organic gardening methods, and use of recycled materials. This aligns with broader sustainability goals and reduces environmental impact.

17. Physical infrastructure of the College Library and availability of books.

- Investing in upgrading the physical infrastructure of the college library to create a more modern, comfortable, and conducive learning environment. This may include renovating spaces, improving lighting, and updating furniture.
- Increasing the availability and diversity of books in the library by expanding the collection to cover a wider range of subjects, genres, and formats. Regularly update and refresh the collection to meet the needs and interests of students and faculty.
- Investing in digital resources such as e-books, online databases, and electronic journals to complement the physical book collection and provide students with access to a wealth of information and research materials.

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- Gathering feedback from library users regarding their needs, preferences, and satisfaction with library facilities and book availability. Use this feedback to identify areas for improvement and prioritize resources accordingly.
- Providing training and professional development opportunities for library staff to enhance their skills in collection management, customer service, and information literacy instruction. Empower staff to better assist users and promote library resources effectively.
- Ensuring that the library facilities are accessible to all members of the college community, including students with disabilities. Make accommodations as needed to improve accessibility and usability.
- Increasing awareness and utilization of library services and resources through marketing and outreach efforts. Host events, workshops, and orientations to familiarize students with library facilities, collections, and services.
- Allocating sufficient budget and resources for the ongoing maintenance, development, and improvement of library facilities and collections. Advocate for increased funding to support the library's role as a vital academic resource.
- Regularly assessing and evaluating the effectiveness of library services and resources through user surveys, usage statistics, and benchmarking against peer institutions. Use data-driven insights to guide decision-making and continuous improvement efforts.

18. Washroom Cleanliness and maintenance in college.

- Implementing a strict and regular cleaning schedule for washrooms to ensure that they are cleaned thoroughly and frequently throughout the day, especially during peak usage times.
- Conducting regular maintenance checks to address issues such as faulty plumbing, broken fixtures, and malfunctioning facilities promptly. Create a system for reporting and addressing maintenance requests from students and staff.
- Ensuring that washrooms are well-stocked with essential hygiene supplies such as soap, paper towels, toilet paper, and hand sanitizer. Monitor supply levels regularly and replenish as needed to maintain cleanliness.
- Providing education and awareness campaigns on proper washroom etiquette and hygiene practices to encourage students to maintain cleanliness and respect shared facilities. Display informational posters and signage as reminders.
- Provide training for janitorial staff on proper cleaning techniques, hygiene standards. Empower staff to take pride in their work and maintain high cleanliness standards in washrooms.
- Encouraging students to take ownership of washroom cleanliness by promoting a culture of respect and responsibility for shared facilities. Establish student-led initiatives for monitoring and maintaining washroom cleanliness.

- Regularly monitoring washroom cleanliness and maintenance standards through inspections and feedback mechanisms. Use data and feedback to identify areas for improvement and implement continuous quality improvement initiatives.

19. Do your college conducts different Co-Curricular Activities.

- Increasing the variety and frequency of co-curricular activities offered by the college to cater to diverse interests and preferences among students. This could include cultural events, sports tournaments, academic competitions, workshops, and community service projects.
- Actively encouraging student participation in co-curricular activities through promotional campaigns, incentives, and recognition programs. Highlight the benefits of involvement, such as personal development, skill-building, and social connections.
- Empowering students to initiate and organize co-curricular activities based on their interests and passions. Provide support and resources to student clubs, organizations, and committees to plan and execute events.
- Integrating co-curricular activities with the academic curriculum to enhance learning outcomes and provide practical experiences related to coursework. Create opportunities for interdisciplinary collaboration and application of knowledge.
- Collaborating partnerships with external organizations, businesses, and community groups to offer unique co-curricular experiences and resources. This could include internships, guest lectures, industry projects, and field trips.
- Ensuring that co-curricular activities are scheduled at times that accommodate students' academic commitments and personal schedules. Offer a variety of time slots and formats to maximize participation.
- Establishing a feedback mechanism where students can provide input on the types of co-curricular activities they would like to see offered and their preferences for scheduling and format. Use this feedback to tailor offerings to student interests.
- Encouraging faculty and staff members to actively support and participate in co-curricular activities as mentors, advisors, or event organizers. Their involvement can enhance the quality and impact of activities.
- Recognizing and celebrate the achievements and contributions of students and faculty involved in co-curricular activities through awards, certificates, and public recognition. This fosters a culture of appreciation and motivates continued participation.

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20. Are you told about the "Sustainable Development Goals" related to the subject in college

- Ensuring that education about the Sustainable Development Goals is integrated into the curriculum across various subjects and disciplines. Incorporate discussions, assignments, projects, and case studies related to the SDGs to provide students with a comprehensive understanding of their relevance and importance.

- Providing faculty members with training and resources to incorporate discussions and activities related to the Sustainable Development Goals into their teaching. This may include workshops, seminars, and access to educational materials and tools.

- Encouraging interdisciplinary collaboration and integration of the Sustainable Development Goals across multiple courses and departments. Foster dialogue and cooperation among faculty members to create a cohesive approach to teaching about the SDGs.

- Emphasizing practical applications of the Sustainable Development Goals in real-world contexts through experiential learning opportunities, internships, research projects, and community engagement initiatives. Enable students to apply theoretical knowledge to address real-life sustainability challenges.

- Organizing awareness campaigns, seminars, conferences, and guest lectures on campus to educate students about the Sustainable Development Goals and their significance in addressing global challenges. Invite experts, practitioners, and policymakers to share insights and perspectives.

- Engaging students actively in discussions and activities related to the Sustainable Development Goals. Encourage student-led initiatives, clubs, and projects focused on advancing sustainability goals both on campus and in the wider community.

- Establishing partnerships with external organizations, NGOs, and government agencies working on sustainable development issues. Leverage these partnerships to provide students with opportunities for hands-on learning, networking, and collaboration.

- Empowering students to become agents of change by advocating for sustainable practices, policies, and initiatives within their academic institutions and beyond. Encourage active participation in sustainability-related events, campaigns, and initiatives.

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FEEDBACK ANALYSIS OF TEACHERS

(2021-2022)

1. Course outcomes of the syllabus are well defined and clear to teachers and students.

The responses regarding the clarity and definition of course outcomes in the syllabus suggest a highly positive perception among both teachers and students:

- **Strongly Agree**: A significant majority, comprising 49.28% of respondents, strongly agree that the course outcomes of the syllabus are well defined and clear. This indicates a high level of confidence and satisfaction with the clarity of learning objectives.
- **Agree**: Additionally, 47.83% of respondents agree with the statement, further reinforcing the positive perception that course outcomes are well defined and clear. Combined with the "strongly agree" group, this represents an overwhelming majority.
- **Neutral**: A very small percentage, only 2.90% of respondents, remain neutral on the issue, suggesting that they neither strongly agree nor disagree with the statement.
- **Not Agree**: Interestingly, no respondents indicated disagreement with the statement, implying a unanimous consensus among respondents that course outcomes are well defined and clear.

2. The curriculum enhances professional and employability skills

The responses regarding whether the curriculum enhances professional, and employability skills indicate a highly positive perception among both teachers and students:

- **Strongly Agree**: A significant portion, comprising 37.68% of respondents, strongly agree that the curriculum enhances professional and employability skills. This suggests a high level of confidence in the curriculum's effectiveness in preparing students for the workforce.
- **Agree**: Additionally, 55.07% of respondents agree with the statement, further reinforcing the positive perception that the curriculum contributes to the development of professional and employability skills. Combined with the "strongly agree" group, this represents an overwhelming majority.
- **Neutral**: A small percentage, only 7.25% of respondents, remain neutral on the issue, suggesting that they neither strongly agree nor disagree with the statement.

- **Not Agree**: Interestingly, no respondents indicated disagreement with the statement, implying a unanimous consensus among respondents that the curriculum enhances professional and employability skills.

3. Is Availability of standard textbooks and reference books for the coverage of the syllabus in library

- **Strongly Agree**: A notable portion, comprising 34.78% of respondents, strongly agree that standard textbooks and reference books necessary for covering the syllabus are available in the library. This suggests a high level of confidence in the library's collection meeting the academic needs of students.
- **Agree**: Additionally, 50.72% of respondents agree with the statement, further reinforcing the positive perception that the library provides adequate resources for syllabus coverage. Combined with the "strongly agree" group, this represents a significant majority.
- **Neutral**: A small percentage, only 8.70% of respondents, remain neutral on the issue, suggesting that they neither strongly agree nor disagree with the statement.
- **Not Agree**: A minority of respondents, 5.80%, indicated not agreeing with the statement. While this percentage is low, it indicates that there may be some room for improvement in the availability of textbooks and reference materials in the library.

4. Curriculum incorporates topics related to professional ethics, human values, gender, environment and sustainability.

The responses regarding whether the curriculum incorporates topics related to professional ethics, human values, gender, environment, and sustainability indicate a positive perception among both teachers and students:

- **Strongly Agree**: A notable portion, comprising 33.33% of respondents, strongly agree that the curriculum incorporates these important topics. This suggests a high level of confidence that the curriculum addresses ethical, social, and environmental considerations.
- **Agree**: Additionally, 60.87% of respondents agree with the statement, further reinforcing the positive perception that the curriculum covers topics related to professional ethics, human values, gender, environment, and sustainability. Combined with the "strongly agree" group, this represents a significant majority.
- **Neutral**: A small percentage, only 4.35% of respondents, remain neutral on the issue, suggesting that they neither strongly agree nor disagree with the statement.
- **Not Agree**: A minority of respondents, 1.45%, indicated not agreeing with the statement. While this percentage is low, it suggests that there may be some room for improvement in addressing these topics within the curriculum.

5. Value content of the curriculum help in making the students good citizen.

The responses regarding whether the value content of the curriculum helps in making students good citizens indicate a highly positive perception among both teachers and students:

- **Strongly Agree**: A significant portion, comprising 49.28% of respondents, strongly agree that the value content of the curriculum contributes to making students good citizens. This suggests a high level of confidence in the curriculum's ability to instill values that are conducive to responsible citizenship.
- **Agree**: Additionally, 43.48% of respondents agree with the statement, further reinforcing the positive perception that the curriculum plays a role in shaping students into good citizens. Combined with the "strongly agree" group, this represents an overwhelming majority.
- **Neutral**: A small percentage, only 5.80% of respondents, remain neutral on the issue, suggesting that they neither strongly agree nor disagree with the statement.
- **Not Agree**: A minority of respondents, 1.45%, indicated not agreeing with the statement. While this percentage is low, it suggests that there may be some differing perspectives on the extent to which the curriculum impacts students' development as good citizens.

6. In this Curriculum there is a good balance between theory and application or practical knowledge.

The responses regarding whether there is a good balance between theory and application or practical knowledge in the curriculum indicate a positive perception among both teachers and students:

- **Strongly Agree**: A notable portion, comprising 31.88% of respondents, strongly agree that there is a good balance between theory and application or practical knowledge in the curriculum. This suggests a high level of satisfaction with the integration of theoretical concepts and practical skills.
- **Agree**: Additionally, 52.17% of respondents agree with the statement, further reinforcing the positive perception that the curriculum strikes a balance between theory and application. Combined with the "strongly agree" group, this represents a significant majority.
- **Neutral**: A small percentage, only 11.59% of respondents, remain neutral on the issue, suggesting that they neither strongly agree nor disagree with the statement.
- **Not Agree**: A minority of respondents, 4.35%, indicated not agreeing with the statement. While this percentage is low, it suggests that there may be some room for improvement in achieving a balance between theory and application in the curriculum.

7. Are you able to use Experiential, Participative and Problem-solving methods to impart curriculum

The responses indicate a positive perception regarding the use of experiential, participative, and problem-solving methods to impart curriculum:

- **Always**: The majority of respondents, comprising 65.22%, indicated that these methods are always used to impart curriculum. This suggests that there is a strong emphasis on active learning and student engagement through experiential, participative, and problem-solving approaches.
- **Usually**: Additionally, 28.99% of respondents stated that these methods are usually used, further supporting the notion that these pedagogical approaches are commonly employed in curriculum delivery.
- **Sometimes**: A small percentage, only 5.80% of respondents, indicated that these methods are sometimes used, suggesting that there may be instances where traditional instructional methods are preferred or practical constraints limit the use of experiential and participative approaches.
- **Never**: Interestingly, no respondents reported that these methods are never used, indicating a consensus that active learning and problem-solving techniques are valued in curriculum delivery.

8. Do you use ICT tools and learning resources for effective curriculum delivery

The responses indicate a positive perception regarding the use of ICT tools and learning resources for effective curriculum delivery:

- **Always**: A significant portion, 39.13% of respondents, indicated that ICT tools and learning resources are always used for curriculum delivery. This suggests a strong emphasis on leveraging technology to enhance teaching and learning experiences.
- **Usually**: Additionally, 33.33% of respondents stated that these tools are usually used, indicating that technology is frequently integrated into curriculum delivery practices.
- **Sometimes**: A notable percentage, 24.64% of respondents, reported that ICT tools and learning resources are sometimes used. This suggests that while technology is utilized to some extent, there may be variability in its application across different contexts or courses.
- **Never**: A small minority, 2.90% of respondents, indicated that these tools are never used. This suggests that the vast majority of respondents recognize the importance of incorporating ICT tools and resources into curriculum delivery.

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9. Teachers have the freedom to adopt innovative techniques/strategies of teaching such as seminar presentations, group discussions etc.

The responses indicate a positive perception regarding the freedom of teachers to adopt innovative techniques and strategies of teaching:

- **Always**: The majority of respondents, comprising 60.87%, stated that teachers always have the freedom to adopt innovative techniques and strategies of teaching. This suggests a supportive environment that encourages experimentation and creativity in teaching practices.
- **Usually**: Additionally, 34.78% of respondents indicated that teachers usually have this freedom, further reinforcing the notion that innovative teaching approaches are commonly embraced within the institution.
- **Sometimes**: A small percentage, only 4.35% of respondents, reported that teachers sometimes have the freedom to adopt innovative techniques and strategies. While this percentage is low, it suggests that there may be instances where constraints or limitations hinder the full implementation of innovative teaching methods.
- **Never**: Interestingly, no respondents indicated that teachers never have the freedom to adopt innovative techniques and strategies. This indicates a consensus that the institution values and supports teacher autonomy in exploring new approaches to teaching and learning.

10. Do you think that college imbibes Values and Ethics in its stakeholders.

The responses indicate a highly positive perception regarding the college's efforts to imbibe values and ethics in its stakeholders:

- **Strongly Agree**: The majority of respondents, comprising 49.28%, strongly agree that the college effectively imbues values and ethics in its stakeholders. This suggests a strong commitment to fostering a culture of integrity, responsibility, and ethical behavior within the college community.
- **Agree**: Additionally, 46.38% of respondents agree with the statement, further reinforcing the positive perception that the college prioritizes values and ethics in its interactions and activities. Combined with the "strongly agree" group, this represents a significant majority of respondents.
- **Neutral**: A small percentage, only 4.35% of respondents, remain neutral on the issue, suggesting that they neither strongly agree nor disagree with the statement. This may reflect a lack of strong opinion or familiarity with the specific efforts related to values and ethics within the college.

- **Not Agree**: Interestingly, no respondents indicated that they do not agree with the statement, indicating a consensus that the college is perceived positively in terms of imbuing values and ethics in its stakeholders.

11. **Is this course designed for competitive exam and job preparation**

The responses indicate a positive perception regarding whether the course is designed for competitive exam and job preparation:

- **Strongly Agree**: A significant portion, comprising 34.78% of respondents, strongly agree that the course is designed for competitive exam and job preparation. This suggests a high level of confidence in the course's alignment with the requirements and expectations of competitive exams and the job market.
- **Agree**: Additionally, 55.07% of respondents agree with the statement, further reinforcing the positive perception that the course adequately prepares students for competitive exams and job opportunities. Combined with the "strongly agree" group, this represents a substantial majority of respondents.
- **Neutral**: A small percentage, only 8.70% of respondents, remain neutral on the issue, suggesting that they neither strongly agree nor disagree with the statement. This may reflect a lack of strong opinion or uncertainty about the extent to which the course is designed for competitive exam and job preparation.
- **Not Agree**: Interestingly, only 1.45% of respondents indicated that they do not agree with the statement, suggesting a strong consensus that the course is perceived positively in terms of its relevance to competitive exams and job preparation.

12. **The administration of organization is teacher friendly.**

The responses indicate a highly positive perception regarding the teacher-friendliness of the organization's administration:

- **Strongly Agree**: The majority of respondents, comprising 50.72%, strongly agree that the administration of the organization is teacher friendly. This suggests a strong endorsement of the supportive and conducive environment that the administration provides for teachers.
- **Agree**: Additionally, 42.03% of respondents agree with the statement, further reinforcing the positive perception that the administration is generally supportive and accommodating of teachers' needs and concerns. Combined with the "strongly agree" group, this represents a significant majority of respondents.
- **Neutral**: A small percentage, only 7.25% of respondents, remain neutral on the issue, suggesting that they neither strongly agree nor disagree with the

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statement. This may reflect a lack of strong opinion or familiarity with the specific dynamics of teacher-administration interactions within the organization.

* **Not Agree:** Interestingly, no respondents indicated that they do not agree with the statement, indicating a consensus that the administration is perceived positively in terms of its friendliness towards teachers.

ACTION TAKEN REPORT BASED ON FEEDBACK ANALYSIS OF TEACHERS (2021-2022)

1. **Course outcomes of the syllabus are well defined and clear to teachers and students.**

   - Despite the high level of satisfaction, it's essential to periodically review and update course outcomes to ensure they remain aligned with the objectives of the curriculum and reflect any changes in educational standards or industry requirements.
   - Continuing to communicate course outcomes clearly to both teachers and students at the beginning of each course. Provide opportunities for feedback and clarification throughout the semester to address any questions or concerns.
   - Offering professional development opportunities for faculty to enhance their understanding of course design and learning outcomes assessment. Provide training on effective methods for articulating and assessing course outcomes.
   - Ensuring that course assessments align closely with stated learning outcomes.
   - Fostering a culture of continuous improvement by soliciting feedback from both teachers and students on the effectiveness of course outcomes in guiding teaching and learning. Use this feedback to make iterative improvements to course design and delivery.

2. **The curriculum enhances professional and employability skills**

   - Conducting a comprehensive review of the curriculum to ensure alignment with industry standards and the development of key professional and employability skills. Identify any gaps and opportunities for enhancement in skill development.
   - Integrating skill-based learning opportunities such as internships, projects, case studies, and practical experiences into the curriculum. Provide students with hands-on opportunities to apply theoretical knowledge and develop practical skills relevant to their chosen fields.
   - Fostering partnerships with industry stakeholders, employers, and professional associations to ensure that the curriculum remains current and relevant to evolving industry needs. Collaborate on curriculum design, guest lectures, and internship opportunities to bridge the gap between academia and industry.
   - Integrating training and development opportunities for soft skills such as communication, teamwork, problem-solving, and leadership into the curriculum. Provide students with opportunities to develop these essential skills alongside technical competencies.
   - Implementing assessment tools and methods to measure students' acquisition of professional and employability skills throughout their academic journey. Use assessment data to track progress, identify areas for improvement, and recognize student achievements.
   - Maintaining a culture of continuous improvement by regularly reviewing and updating the curriculum to reflect emerging trends, technologies, and industry best

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practices. Stay agile and responsive to changes in the job market and feedback from stakeholders.

3. Is Availability of standard textbooks and reference books for the coverage of the syllabus in library

- Conducting a comprehensive assessment of the library's collection to identify gaps and areas for improvement in the availability of standard textbooks and reference materials. Ensure that essential textbooks and references required for syllabus coverage are adequately stocked.
- Allocating sufficient budget and resources for the acquisition of standard textbooks and reference books identified as necessary for syllabus coverage. Prioritize the purchase of core textbooks and materials for high-demand courses and subject areas.
- Expanding the availability of textbooks and reference materials in various formats, including print, digital, and online resources. Provide access to e-books, electronic journals, and databases to complement the physical collection and accommodate different learning preferences.
- Establishing interlibrary loan services or partnerships with other institutions to facilitate access to additional resources not available in the local library collection. Enable students and faculty to request materials from external libraries as needed.
- Implementing feedback mechanisms to solicit input from students and faculty on the adequacy and relevance of the library's collection to their academic needs. Use feedback to inform collection development decisions and prioritize resource acquisition.
- Collaborating closely with faculty members to identify required textbooks and reference materials for courses and ensure that these materials are available in the library. Engage faculty in recommending new acquisitions and providing feedback on the usefulness of existing resources.
- Increasing awareness among students and faculty about the availability and accessibility of standard textbooks and reference books in the library. Develop promotional materials, library guides, and workshops to highlight key resources and encourage utilization.
- Continuously monitoring and evaluating the effectiveness of efforts to improve the availability of textbooks and reference materials in the library. Track usage statistics, circulation data, and user feedback to measure impact and guide future decision-making.

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4. Curriculum incorporates topics related to professional ethics, human values, gender, environment and sustainability.

- Conducting a comprehensive review of the curriculum to assess the coverage of topics related to professional ethics, human values, gender, environment, and sustainability. Identify any gaps or areas for enhancement in addressing these important considerations.
- Integrating discussions, case studies, and assignments related to professional ethics, human values, gender, environment, and sustainability into existing courses across various disciplines. Ensure that these topics are woven into the fabric of the curriculum rather than treated as standalone modules.
- Incorporating diverse perspectives and voices into the curriculum to provide students with a holistic understanding of ethical, social, and environmental issues. Include readings, guest lectures, and multimedia resources that reflect a range of cultural, social, and disciplinary viewpoints.
- Providing opportunities for experiential learning and field experiences that allow students to engage directly with ethical dilemmas, social issues, and sustainability challenges. Encourage hands-on projects, internships, and community-based initiatives to apply theoretical knowledge in real-world contexts.
- Offering professional development opportunities for faculty to enhance their understanding of topics related to professional ethics, human values, gender, environment, and sustainability. Provide training on effective methods for integrating these topics into teaching and learning activities.
- Collaborating with industry partners, community organizations, and NGOs working in the fields of ethics, gender equality, environmental conservation, and sustainability. Leverage external expertise and resources to enrich the curriculum and provide students with practical insights and experiences.
- Engaging students actively in discussions and activities related to professional ethics, human values, gender, environment, and sustainability. Encourage student-led initiatives, research projects, and advocacy campaigns focused on addressing these important issues.

5. Value content of the curriculum help in making the students good citizen.

- Ensuring that the curriculum explicitly integrates values such as integrity, empathy, respect, responsibility, and civic engagement across various courses and disciplines. Provide opportunities for students to reflect on and discuss ethical dilemmas and societal issues.
- Encouraging faculty members to serve as role models of good citizenship by demonstrating ethical behavior, social responsibility, and active engagement in community service and civic activities. Foster a culture of integrity, inclusivity, and ethical leadership within the academic community.

- Incorporating service-learning opportunities into the curriculum that allow students to apply academic knowledge and skills to address community needs and contribute to positive social change. Partner with local organizations and NGOs to identify meaningful service projects aligned with course objectives.
- Fostering critical thinking skills and ethical reasoning abilities through coursework and assignments that challenge students to analyze complex issues, consider multiple perspectives, and make informed ethical decisions. Encourage open dialogue and respectful debate on controversial topics.
- Supporting extracurricular activities, clubs, and organizations that promote values-based leadership, community service, and civic engagement. Encourage student involvement in initiatives related to social justice, environmental sustainability, and human rights advocacy.
- Involving parents, families, and community stakeholders in discussions about values education and citizenship development. Collaborate with community organizations, faith-based groups, and local leaders to reinforce shared values and promote positive role modeling.

6. In this Curriculum there is a good balance between theory and application or practical knowledge.

- Increasing opportunities for hands-on learning, practical experiences, and real-world applications of theoretical concepts. Integrate case studies, simulations, laboratory exercises, internships, and fieldwork into the curriculum to provide students with practical skills and competencies.
- Emphasizing project or internship-based learning approaches that require students to apply theoretical knowledge to solve authentic problems or complete meaningful projects. Encourage interdisciplinary collaboration and teamwork to tackle complex challenges from multiple perspectives.
- Fostering partnerships with industry stakeholders, employers, and professional associations to ensure that the curriculum reflects current industry trends and practices. Involve industry experts in curriculum design, guest lectures, and mentoring opportunities to bridge the gap between academia and the workforce.
- Offering skill development workshops, training sessions, and seminars focused on practical skills such as communication, critical thinking, problem-solving, and technical competencies. Provide students with opportunities to develop transferable skills that are in high demand by employers.
- Soliciting feedback from students, faculty, and industry partners on the effectiveness of the curriculum in balancing theory and application. Encourage reflection and self-assessment among students to evaluate their own learning experiences and identify areas for improvement.
- Providing faculty members with professional development opportunities to enhance their ability to incorporate practical applications and real-world examples into their

teaching. Offer training on innovative pedagogical approaches, technology integration, and experiential learning methods.

- Conducting a comprehensive review of the curriculum to ensure that learning outcomes are aligned with both theoretical understanding and practical skills development. Identify opportunities to streamline and integrate theoretical and applied components of the curriculum for coherence and relevance.
- Actively involving students in the co-creation and evaluation of learning experiences that balance theory and application. Empower students to take ownership of their learning journey and engage in experiential learning opportunities both inside and outside the classroom.

7. Are you able to use Experiential, Participative and Problem-solving methods to impart curriculum

- Providing training and professional development opportunities for faculty to enhance their proficiency in utilizing experiential, participative, and problem-solving methods. Offer workshops, seminars, and peer learning sessions to share best practices and innovative teaching strategies.
- Embedding experiential, participative, and problem-solving activities directly into the curriculum design process. Ensure that learning objectives are aligned with these pedagogical approaches and that appropriate resources and support are provided to facilitate their implementation.
- Offering a diverse range of experiential, participative, and problem-solving activities to accommodate different learning styles and preferences. Incorporate case studies, group projects, role-playing exercises, simulations, and real-world applications into teaching practices.
- Exploring opportunities to leverage technology tools and digital platforms to enhance experiential and participative learning experiences. Utilize online simulations, virtual labs, collaborative tools, and multimedia resources to engage students in interactive and immersive learning activities.
- Fostering a collaborative learning environment where students actively engage with each other, faculty, and external stakeholders in meaningful learning experiences. Encourage peer-to-peer interaction, teamwork, and knowledge sharing to enhance the effectiveness of experiential and participative learning.
- Encouraging faculty and students to conduct research and innovation projects that explore the effectiveness and impact of experiential, participative, and problem-solving methods on learning outcomes. Foster a culture of continuous improvement and experimentation in curriculum delivery.

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8. **Do you use ICT tools, and learning resources for effective curriculum delivery**

- Providing training and professional development opportunities for faculty to enhance their proficiency in using ICT tools and learning resources effectively. Offer workshops, webinars, and tutorials on technology integration, digital pedagogy, and educational software applications.
- Ensuring that adequate infrastructure and technical support are available to facilitate the seamless integration of ICT tools and resources into curriculum delivery. Invest in classroom technology, software licenses, and digital resources to support teaching and learning activities.
- Encouraging faculty to align the use of ICT tools and resources with pedagogical goals and learning objectives. Promote innovative teaching strategies that leverage technology to enhance student engagement, collaboration, and active learning.
- Ensuring that ICT tools and resources are accessible to all students, including those with disabilities or diverse learning needs. Provide alternative formats, captioning, and assistive technologies to support inclusive curriculum delivery and accommodate diverse learners.
- Encouraging faculty to develop and share digital content, multimedia resources, and online learning materials that complement traditional instructional materials. Foster a culture of content creation and sharing to enrich the learning experience and expand access to educational resources.
- Soliciting feedback from students on their experiences with ICT tools and resources in curriculum delivery. Use assessment data and student feedback to evaluate the effectiveness of technology integration and identify areas for improvement.
- Continuously monitoring and evaluating the use of ICT tools and learning resources in curriculum delivery to ensure alignment with evolving educational trends and best practices. Stay abreast of emerging technologies and pedagogical innovations to drive continuous improvement in teaching and learning.

9. **Teachers have the freedom to adopt innovative techniques/strategies of teaching such as seminar presentations, group discussions etc**

- Providing ongoing professional development opportunities for faculty to explore and experiment with innovative teaching methods. Offer workshops, seminars, and peer learning communities focused on pedagogical innovation, instructional design, and technology integration.
- Allocating resources and support to facilitate the implementation of innovative teaching strategies, including funding for instructional materials, technology tools, and training programs. Ensure that teachers have access to the necessary tools and resources to effectively integrate innovative techniques into their teaching.
- Fostering a culture of collaboration and knowledge sharing among faculty members, encouraging the exchange of ideas, best practices, and success stories related to

innovative teaching. Provide platforms for faculty to showcase their innovative teaching projects and initiatives.

- Soliciting feedback from teachers on their experiences with adopting innovative techniques and strategies of teaching. Provide mentorship, coaching, and peer support to help teachers overcome challenges and barriers to innovation.
- Continuously evaluating the impact of innovative teaching methods on student learning outcomes and engagement. Use assessment data, student feedback, and faculty reflections to iteratively improve and refine teaching practices over time.

10. Do you think that college imbibes Values and Ethics in its stakeholders.

- Ensuring that values and ethics are integrated into all aspects of college operations, including curriculum development, student activities, faculty training, and administrative policies. Embed values such as integrity, respect, responsibility, and empathy into the college's mission, vision, and core values statements.
- Promoting ethical leadership at all levels of the college, fostering a culture of transparency, accountability, and ethical decision-making among administrators, faculty, staff, and students. Provide training and support for leaders to model and uphold ethical standards in their roles.
- Developing character education programs and initiatives that promote moral development, civic engagement, and social responsibility among students. Offer workshops, seminars, and service-learning opportunities that encourage reflection and dialogue on ethical issues and dilemmas.
- Engaging with the broader community to promote ethical awareness, social justice, and environmental stewardship. Partner with local organizations, businesses, and government agencies to address community needs and collaborate on projects that promote ethical values and practices.
- Establishing and enforcing a code of conduct that articulates clear expectations for ethical behavior and professional conduct among all members of the college community. Communicate the code of conduct regularly and ensure that it is understood and adhered to by stakeholders.

11. Is this course designed for competitive exam and job preparation

- Emphasizing the development of essential skills and competencies that are in demand in the job market, such as critical thinking, problem-solving, communication, and digital literacy. Offer opportunities for hands-on learning, internships, and industry projects to build practical skills and experience.
- Providing comprehensive support and resources to help students prepare for competitive exams, including coaching, mock exams, study materials, and guidance on exam strategies and techniques. Collaborate with exam preparation centers and experts to offer specialized training and support.

- Offering career counseling, guidance, and mentorship to help students explore career options, set career goals, and develop personalized career plans. Provide information about job opportunities, recruitment trends, and industry insights to support informed decision-making.
- Facilitating networking opportunities, industry connections, and placement support services to help students transition from education to employment. Forge partnerships with employers, recruitment agencies, and alumni networks to create job placement opportunities and internships.
- Soliciting feedback from students, employers, and industry stakeholders on the relevance and effectiveness of the course in preparing students for competitive exams and job opportunities. Use assessment data and employer feedback to identify areas for improvement and enhancement.

12. The administration of organization is teacher friendly.

- Fostering open communication channels between teachers and the administration, ensuring transparency in decision-making processes, policies, and procedures. Encourage regular dialogue, feedback mechanisms, and opportunities for collaboration to address issues and concerns effectively.
- Providing adequate support and resources to empower teachers in their roles, including access to professional development opportunities, teaching materials, technology tools, and administrative assistance. Ensure that teachers feel valued, respected, and supported in their professional growth and development.
- Promoting work-life balance and well-being among teachers by offering flexible work arrangements, wellness programs, and stress management resources. Respect teachers' personal and professional boundaries, and provide opportunities for rest, relaxation, and rejuvenation.
- Investing in the professional growth and advancement of teachers by offering opportunities for career development, continuing education, and leadership training. Support teachers in pursuing advanced degrees, certifications, and specialized training relevant to their areas of expertise.
- Involving teachers in decision-making processes that affect their work environment, curriculum development, and organizational policies. Seek input, feedback, and suggestions from teachers to ensure that their perspectives and insights are considered in strategic planning and governance.
- Establishing fair and transparent mechanisms for resolving conflicts and disputes between teachers and the administration. Provide access to mediation, grievance procedures, and impartial third-party facilitation to address disagreements and concerns in a constructive and timely manner.
- Implementing regular feedback mechanisms to assess teacher satisfaction, morale, and engagement with the organization's administration. Use feedback data to identify areas for improvement and to guide organizational decision-making and resource allocation.

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FEEDBACK ANALYSIS OF ALUMNI
(2021-2022)

1. **Quality standard of the curriculum.**

   The responses indicate a highly favorable perception of the quality standard of the curriculum:

   - **Excellent**: 50.00% of respondents rate the quality standard of the curriculum as excellent. This suggests that half of the respondents are highly satisfied with the curriculum, perceiving it to meet or exceed their expectations in terms of content, structure, and relevance.
   - **Good**: The remaining 50.00% of respondents rate the curriculum as good. This indicates a positive perception overall, with respondents acknowledging the curriculum's strengths and effectiveness, though perhaps identifying minor areas for improvement.
   - **Satisfactory** and **Unsatisfactory**: Notably, none of the respondents rated the curriculum as satisfactory or unsatisfactory. This complete absence of negative or mediocre ratings underscores the strong positive consensus regarding the curriculum's quality.

2. **The curriculum enhances professional and employability skills.**

   The feedback indicates a strong positive perception of the curriculum's effectiveness in enhancing professional and employability skills:

   - **Strongly Agree**: 16.67% of respondents strongly agree that the curriculum enhances professional and employability skills. This reflects a high level of satisfaction among some respondents, who feel the curriculum significantly prepares them for their professional lives.
   - **Agree**: A substantial 83.33% of respondents agree that the curriculum enhances these skills. This indicates a broad consensus that the curriculum is effective, although most respondents see some room for further improvement.
   - **Neutral and Not Agree**: Notably, there are no neutral or negative responses. This absence of dissatisfaction highlights a clear consensus that the curriculum positively impacts students' professional and employability skills.

3. **Learning experience from Seminars/Workshops and education /industrial tours was useful in career.**

   The feedback indicates a highly positive perception of the learning experiences from seminars, workshops, and education/industrial tours in relation to career usefulness:

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- **Strongly Agree**: 33.33% of respondents strongly agree that these experiences were useful for their careers. This shows a significant portion of students found these activities highly beneficial.
- **Agree**: The majority, 66.67% of respondents, agree that these experiences were useful in their careers. This indicates a broad consensus that seminars, workshops, and tours effectively contribute to career preparation.
- **Neutral and Not Agree**: Notably, there are no neutral or negative responses, highlighting a unanimous agreement on the value of these activities for career development.

4. **Curriculum incorporated topics related to professional ethics, human values, gender, environment and sustainability.**

The feedback indicates a positive perception of the curriculum's incorporation of topics related to professional ethics, human values, gender, environment, and sustainability:

- **Strongly Agree**: 38.89% of respondents strongly agree that the curriculum effectively incorporates these important topics. This shows that a significant portion of students find these topics well-integrated and impactful.
- **Agree**: Half of the respondents, 50.00%, agree with the statement. This suggests that a majority of students recognize the presence and importance of these topics in their curriculum, though they may see room for further enhancement.
- **Neutral**: 11.11% of respondents are neutral, indicating that while they acknowledge the inclusion of these topics, they may not find them particularly impactful or may not have encountered them as thoroughly.
- **Not Agree**: Notably, there are no respondents who disagree, which suggests a consensus that the curriculum includes these important topics to some extent.

5. **Sufficiency of syllabus content of development of technical skill.**

The feedback reflects a positive perception of the syllabus content in terms of developing technical skills:

- **Strongly Agree**: 33.33% of respondents strongly agree that the syllabus content is sufficient for the development of technical skills. This indicates that a significant portion of students find the syllabus highly effective in this regard.
- **Agree**: A majority, 55.56% of respondents, agree that the syllabus content is sufficient for developing technical skills. This suggests that while most students are satisfied, there might be some room for improvement to move more students from "agree" to "strongly agree."
- **Neutral**: 11.11% of respondents are neutral, indicating that while they acknowledge the syllabus's role in developing technical skills, they may not find it particularly impactful or comprehensive.
- **Not Agree**: Notably, there are no respondents who disagree, highlighting a consensus that the syllabus contributes positively to the development of technical skills.

6. The books prescribed/listed as reference materials were relevant, updated and appropriate.

The feedback indicates a positive perception of the prescribed reference materials in terms of their relevance, currency, and appropriateness:

- **Strongly Agree**: 16.67% of respondents strongly agree that the prescribed reference materials are relevant, updated, and appropriate. This indicates that a portion of the students finds the materials highly suitable.
- **Agree**: A significant majority, 72.22% of respondents, agree with the statement. This suggests that most students find the reference materials satisfactory and suitable for their studies.
- **Neutral**: 11.11% of respondents are neutral, indicating that while they do not find the materials inappropriate, they may not find them exceptionally useful or up to date.
- **Not Agree**: There are no respondents who disagree, indicating a consensus that the prescribed reference materials are at least adequate.

7. Teachers use Experiential, Participative and Problem-solving methods to impart curriculum.

The feedback indicates that a significant majority of respondents believe that teachers use experiential, participative, and problem-solving methods to impart the curriculum effectively:

- **Strongly Agree**: 38.89% of respondents strongly agree, indicating that a considerable portion of students finds these teaching methods to be highly effective and prevalent.
- **Agree**: Half of the respondents, 50.00%, agree with the statement. This suggests that most students recognize and appreciate the use of these engaging and interactive teaching methods.
- **Neutral**: 5.56% of respondents are neutral, which may indicate that while they acknowledge the presence of these methods, they may not find them particularly impactful or frequent.
- **Not Agree**: Another 5.56% do not agree, highlighting that a small group of students feels that these methods are not being utilized effectively or sufficiently.

8. ICT tools, and learning resources are effectively used for curriculum delivery.

The feedback indicates a positive perception of the use of ICT tools and learning resources in curriculum delivery:

- **Strongly Agree**: 27.78% of respondents strongly agree that ICT tools and learning resources are effectively used for curriculum delivery. This shows that over a quarter of the students find the integration of these tools highly effective.

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- **Agree**: A significant majority, 61.11% of respondents, agree with the statement. This suggests that most students recognize and appreciate the effective use of ICT tools and learning resources in their education.
- **Neutral**: 11.11% of respondents are neutral, indicating that while they may not find the use of ICT tools and resources ineffective, they do not find it particularly outstanding either.
- **Not Agree**: There are no respondents who disagree, indicating a consensus that ICT tools and learning resources are at least adequately used in curriculum delivery.

9. **Availability and suitability of institute's Laboratory & equipment for practical exposure.**

The feedback indicates a generally positive perception of the availability and suitability of the institute's laboratory and equipment for practical exposure:

- **Excellent**: 44.44% of respondents rate the laboratory and equipment as excellent. This shows that nearly half of the students find the practical resources highly satisfactory and well-suited for their needs.
- **Good**: 38.89% of respondents consider the laboratory and equipment good. This suggests that a significant portion of students find the facilities adequate and useful for their practical learning.
- **Satisfactory**: 16.67% of respondents rate the laboratory and equipment as satisfactory. While they find the facilities acceptable, there may be areas that need improvement to enhance their practical exposure.

10. **Curriculum is suitable for employability in present scenario.**

The feedback indicates that the curriculum is perceived as highly suitable for employability in the present scenario:

Strongly Agree: 38.89% of respondents strongly agree that the curriculum is suitable for employability. This shows that a significant portion of students find the curriculum very effective in preparing them for the job market.

- **Agree**: A majority, 55.56% of respondents, agree with the statement. This suggests that most students recognize the curriculum's alignment with employability requirements and find it beneficial for their career prospects.
- **Neutral**: 5.56% of respondents are neutral, indicating that while they do not find the curriculum unsuitable, they may not see it as particularly outstanding in terms of employability either.
- **Not Agree**: There are no respondents who disagree, indicating a general consensus that the curriculum is at least adequate for employability.

11. **Courses have adequate practical components such as field work and skill development.**

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The feedback indicates a positive perception of the practical components included in the courses:

- **Strongly Agree**: 38.89% of respondents strongly agree that the courses have adequate practical components such as fieldwork and skill development. This shows that a significant portion of students find the practical aspects of their courses very effective.
- **Agree**: 44.44% of respondents agree with the statement. This suggests that a majority of students recognize and appreciate the practical components integrated into their courses.
- **Neutral**: 16.67% of respondents are neutral, indicating that while they do not find the practical components inadequate, they do not see them as particularly outstanding either.
- **Not Agree**: There are no respondents who disagree, indicating a general consensus that the courses have at least an acceptable level of practical components.

12. Syllabus provides opportunity for research activities.

The feedback suggests a positive perception of the syllabus in providing opportunities for research activities:

- **Strongly Agree**: 27.78% of respondents strongly agree that the syllabus provides opportunities for research activities. This indicates that a significant portion of students find the research opportunities within the syllabus very effective.
- **Agree**: 61.11% of respondents agree with the statement, suggesting that the majority of students recognize and appreciate the opportunities for research provided by the syllabus.
- **Neutral**: 11.11% of respondents are neutral, indicating that while they do not find the research opportunities inadequate, they do not see them as particularly outstanding either.
- **Not Agree**: There are no respondents who disagree, indicating a general consensus that the syllabus includes acceptable opportunities for research activities.

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ACTION TAKEN REPORT BASED ON FEEDBACK ANALYSIS OF ALUNMI

(2021-2022)

1. **Quality standard of the curriculum.**

Given the uniformly positive feedback, the following actions can be taken to maintain and further enhance the high-quality standard of the curriculum:

- While the feedback is overwhelmingly positive, continuous improvement should remain a priority. Regularly reviewing and updating the curriculum to incorporate the latest developments, best practices, and emerging trends in the field. Engage with industry experts, alumni, and academic peers to ensure the curriculum remains cutting-edge and relevant.
- Soliciting detailed feedback from students, faculty, and employers to identify specific strengths and potential areas for enhancement. Use this feedback to make targeted improvements that can elevate the curriculum from good to excellent for an even larger percentage of stakeholders.
- Investing in the professional development of faculty to ensure they are equipped with the latest pedagogical strategies and subject matter expertise. Encourage faculty to attend conferences, workshops, and training sessions that can enhance their teaching effectiveness and curriculum delivery.
- Enhancing student support services to ensure that students can fully benefit from the high-quality curriculum. This includes academic advising, tutoring, career counseling, and access to learning resources. By supporting students' holistic development, the institution can maximize the curriculum's impact.
- Implementing robust assessment and evaluation mechanisms to regularly measure the curriculum's effectiveness. Use both qualitative and quantitative data to assess student learning outcomes, engagement, and satisfaction. Make data-driven decisions to refine and improve the curriculum.
- Exploring opportunities for interdisciplinary integration within the curriculum. Encourage collaboration across different academic departments to create a more holistic and comprehensive learning experience that prepares students for complex, real-world challenges.

2. **The curriculum enhances professional and employability skills.**

- Increasing the inclusion of practical elements such as internships, co-op programs, and industry projects to provide hands-on experience and real-world skills.
- Organizing workshops focusing on key professional skills like communication, teamwork, problem-solving, and leadership, led by industry professionals.

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- Offering comprehensive career support services, including resume building, interview coaching, job search strategies, and networking opportunities.
- Developing stronger ties with industry stakeholders to ensure the curriculum aligns with current job market demands and to facilitate regular feedback from employers.
- Engaging successful alumni in mentoring programs, guest lectures, and career panels to provide current students with insights and guidance.
- Regularly updating the curriculum to reflect emerging industry trends and skills, ensuring it remains relevant and effective.
- Implementing systems to gather continuous feedback from students, faculty, and employers about the curriculum's effectiveness in enhancing employability skills and use this feedback to make data-driven improvements.
- Highlighting the career successes of graduates to demonstrate the curriculum's impact and motivate current students.

3. **Learning experience from Seminars/Workshops and education /industrial tours was useful in career.**

Given the positive feedback, the following actions to be taken to sustain and enhance the effectiveness of seminars, workshops, and educational/industrial tours:

- Expanding the number and variety of seminars, workshops, and industrial tours offered. Ensure they cover a wide range of topics and industries to cater to diverse student interests and career paths.
- Ensuring that the content of these activities is closely aligned with current industry trends and requirements. Collaborate with industry professionals to provide up-to-date and relevant information.
- Collecting detailed feedback from participants after each seminar, workshop, and tour. Use this feedback to continuously improve the quality and relevance of these activities.
- Integrating these experiences more closely with the academic curriculum. Ensure that there is a clear connection between what is taught in the classroom and what is experienced during these activities.
- Facilitating opportunities for students to network with industry professionals during these events. This can help students build connections that are valuable for their future careers.
- Emphasizing hands-on, practical activities in seminars and workshops. Practical exercises and real-world problem-solving can enhance the learning experience and make it more impactful.
- Encouraging students to document their experiences and reflect on what they have learned. This can be done through reports, presentations, or reflective essays, helping them to consolidate their learning.

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- Providing follow-up career guidance sessions to help students understand how to leverage their learning experiences in job applications and interviews.
- Involving alumni who have benefited from these activities in sharing their success stories and insights. This can motivate current students and provide practical examples of the benefits.
- Ensuring adequate resources (financial, logistical, and staffing) are allocated to organize high-quality seminars, workshops, and tours.

4. **Curriculum incorporated topics related to professional ethics, human values, gender, environment and sustainability.**

Given the largely positive feedback, the following actions to be taken to ensure these topics are more thoroughly covered and impactful:

- Continuing to expand and deepen the coverage of professional ethics, human values, gender, environment, and sustainability in the curriculum. Incorporate case studies, real-world examples, and current events to make these topics more relatable and impactful.
- Utilizing interactive teaching methods such as debates, role-plays, and group discussions to engage students more deeply with these topics. Encourage critical thinking and personal reflection on these issues.
- Inviting experts and professionals from relevant fields to give guest lectures and conduct seminars. This can provide students with diverse perspectives and a deeper understanding of these topics.
- Integrating these topics across various subjects and courses rather than confining them to specific modules. An interdisciplinary approach can help students see the relevance of these issues in different contexts.
- Encouraging students to participate in community service projects or sustainability initiatives. Hands-on involvement can reinforce theoretical knowledge and highlight the real-world importance of these topics.
- Collecting regular feedback from students on how these topics are being taught and their perceived importance. Use this feedback to continuously improve the curriculum.
- Providing access to a variety of educational resources, including books, articles, documentaries, and online courses, to help students explore these topics in more depth.
- Including questions and projects related to these topics in assessments to ensure students are engaging with and understanding the material.
- Partnering with non-governmental organizations (NGOs) and other institutions working in these areas to provide students with practical exposure and opportunities for internships or volunteer work.

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5. **Sufficiency of syllabus content of development of technical skill.**

Based on the feedback, the following actions to be taken to further enhance the sufficiency of the syllabus content for developing technical skills:

- Incorporating more hands-on projects, labs, and practical exercises in the syllabus. Practical experience is crucial for developing technical skills and can make the content more engaging and effective.
- Ensuring that the syllabus is regularly updated to keep pace with the latest technological advancements and industry standards. This can help students acquire current and relevant technical skills.
- Collaborating with industry professionals to design and deliver parts of the curriculum. Guest lectures, workshops, and joint projects with industry can provide students with insights into real-world applications of technical skills.
- Organizing additional workshops and short courses focused on specific technical skills that are in high demand. These can complement the main curriculum and provide students with specialized knowledge.
- Gathering regular feedback from students and faculty about the technical content of the syllabus and use this feedback to make continuous improvements.
- Introducing students to advanced tools and software used in the industry. Providing access to these resources can help them gain practical experience and proficiency.

6. **The books prescribed/listed as reference materials were relevant, updated and appropriate.**

Given the largely positive feedback, the following actions to be taken to ensure that the reference materials remain relevant, updated, and appropriate:

- Regularly reviewing and updating the list of prescribed reference materials to include the latest editions and recent publications. This ensures that students have access to current and relevant information.
- Including a wider range of reference materials, such as textbooks, research papers, online resources, and multimedia content. This can cater to different learning preferences and provide comprehensive coverage of topics.
- Collecting detailed feedback from students about the reference materials to identify specific areas for improvement. Use this feedback to make informed decisions about additions or changes to the reading list.
- Encouraging faculty members to recommend high-quality, contemporary reference materials based on their expertise and recent developments in their fields.

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- Providing students with access to online academic databases and journals. This access can help them find up-to-date research articles and papers relevant to their studies.

7. **Teachers use Experiential, Participative and Problem-solving methods to impart curriculum.**

To further enhance the use of experiential, participative, and problem-solving methods in teaching, the following actions to be considered:

- Providing ongoing training and workshops for faculty on experiential, participative, and problem-solving teaching techniques. This can help teachers develop new strategies and stay updated on best practices.
- Fostering a culture that encourages faculty to experiment with and adopt innovative teaching methods. Provide incentives or recognition for faculty who successfully implement these methods.
- Incorporating more practical applications, case studies, and real-world problems into the curriculum. This can help students better understand and apply theoretical concepts.
- Regularly gathering detailed feedback from students about the effectiveness of teaching methods. Use this feedback to make informed adjustments and improvements.
- Promoting collaborative learning opportunities, such as group projects and peer-to-peer teaching, to enhance student engagement and participation.
- Ensuring that teachers have access to the necessary resources and tools to implement experiential and participative methods. This might include laboratory equipment, software, or access to industry experts.

8. **ICT tools, and learning resources are effectively used for curriculum delivery.**

To further enhance the effective use of ICT tools and learning resources in curriculum delivery, the following actions to be considered:

- Ensuring that the ICT infrastructure, including hardware and software, is up-to-date and accessible to both students and faculty. This includes upgrading computer labs, providing high-speed internet, and maintaining necessary digital resources.
- Providing ongoing training for both faculty and students on how to effectively use ICT tools and learning resources. This can include workshops, tutorials, and online courses.
- Incorporating advanced technologies such as virtual labs, simulations, and interactive software to enhance the learning experience. These tools can make complex concepts more understandable and engaging.

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- Promoting a blended learning approach that combines traditional classroom teaching with online resources and digital tools. This can offer a more flexible and comprehensive learning experience.
- Collecting regular feedback from students about their experience with ICT tools and learning resources. Use this feedback to identify areas for improvement and to make necessary adjustments.
- Increasing the availability of digital learning resources such as e-books, online journals, educational videos, and interactive modules. Ensure that these resources are easily accessible to all students.
- Utilizing collaborative platforms and tools (like Google Classroom, Microsoft Teams, or Moodle) to facilitate communication, collaboration, and resource sharing among students and teachers.
- Encouraging faculty to innovate and experiment with new ICT tools and teaching methods. Provide support and recognition for those who successfully integrate these tools into their teaching.
- Ensuring that ICT tools and learning resources are accessible to all students, including those with disabilities. Implement inclusive design principles and provide necessary accommodations.
- Continuously monitoring and evaluate the effectiveness of ICT tools and learning resources in curriculum delivery. Use data and feedback to make evidence-based decisions and improvements.

9. **Availability and suitability of institute's Laboratory & equipment for practical exposure.**

To further improve the availability and suitability of the institute's laboratory and equipment, the following actions to be considered:

- Regularly updating and maintaining laboratory equipment to ensure they are current and in good working condition. Invest in the latest technologies and tools relevant to the curriculum.
- Increasing the range and quantity of laboratory equipment to accommodate more students and diverse practical activities. This can help reduce wait times and enhance hands-on learning experiences.
- Improving the overall infrastructure of the laboratories, including ventilation, lighting, and workspace ergonomics. Ensure that the labs are conducive to learning and experimentation.
- Offering training sessions for both students and faculty on how to effectively use and maintain laboratory equipment. This can help maximize the use and lifespan of the equipment.
- Regularly collecting detailed feedback from students and faculty about the laboratory facilities and equipment. Use this feedback to identify specific areas for improvement and to make informed decisions.

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- Ensuring that all laboratories are equipped with the necessary safety equipment and protocols. Regularly conduct safety drills and training to ensure a safe learning environment.
- Encouraging and facilitate more hands-on projects and experiments that utilize laboratory resources. This can help students apply theoretical knowledge and develop practical skills.
- Continuously monitoring the usage and effectiveness of laboratory facilities and equipment. Regularly evaluate their impact on student learning outcomes and make adjustments as needed.

10. **Curriculum is suitable for employability in present scenario.**

To further enhance the curriculum's suitability for employability in the present scenario, the following actions to be considered:

- Strengthening collaborations with industry partners to ensure the curriculum remains relevant and up-to-date with current job market trends and requirements. This can include guest lectures, industry projects, and internships.
- Implementing a regular review process to update the curriculum based on industry feedback and evolving job market needs. Engage employers, alumni, and industry experts in this process.
- Introducing or expanding skill development programs that focus on both technical and soft skills. These programs can include workshops, certification courses, and training in emerging technologies.
- Enhancing career services to provide students with resources and support for job search, resume writing, interview preparation, and networking opportunities. This can help bridge the gap between education and employment.
- Increasing the integration of real-world applications, case studies, and practical projects within the curriculum. This can help students apply theoretical knowledge and gain practical experience.
- Establishing mechanisms to gather continuous feedback from students and employers about the curriculum's effectiveness in preparing for employment. Use this feedback to make informed adjustments.
- Leveraging the alumni network to provide mentorship and career guidance to current students. Alumni can offer valuable insights into industry expectations and career paths.
- Promoting and facilitate internship opportunities that provide hands-on experience and exposure to real-world work environments. Encourage partnerships with companies to offer structured internships.

11. **Courses have adequate practical components such as field work and skill development.**

To further enhance the practical components of the courses, the following actions to be considered:

- Ensuring that courses have a sufficient number of practical sessions, labs, and hands-on activities to reinforce theoretical learning.
- Expanding fieldwork opportunities and encourage students to participate in real-world projects and research activities. This can provide practical exposure and enhance learning outcomes.
- Organizing skill development workshops and training sessions that focus on industry-relevant skills. These can be conducted by industry professionals or through partnerships with external organizations.
- Incorporating real-world projects and case studies into the curriculum. Encourage students to work on practical problems and collaborate with industry partners.
- Regularly reviewing and updating the practical components of the courses to ensure they remain relevant and aligned with industry standards and technological advancements.
- Collecting feedback from students on the effectiveness of practical components. Use this feedback to identify areas for improvement and make necessary adjustments.
- Strengthening collaborations with industry to provide students with access to the latest tools, technologies, and practices. This can include internships, industrial visits, and guest lectures.
- Investing in improving laboratory facilities, equipment, and other resources required for practical learning. Ensure that these facilities are up-to-date and meet the needs of the curriculum.

12. **Syllabus provides opportunity for research activities.**

To further enhance research opportunities within the syllabus, the following actions to be considered:

- Improving access to research facilities, such as laboratories, libraries, and online databases. Ensure students have the resources they need to conduct high-quality research.
- Strengthening partnerships with industry and other academic institutions to provide students with more research opportunities and access to cutting-edge developments in their fields.

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- Hosting workshops, seminars, and conferences focused on research skills and topics of interest. Invite experts to share their insights and provide guidance to students.
- Regularly gathering feedback from students on the research opportunities provided by the syllabus. Use this feedback to identify areas for improvement and make necessary adjustments.

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FEEDBACK ANALYSIS OF EMPLOYERS

(2021-2022)

1. The Curriculum designed in the institution is relevant and meets the requirements of the industry.

The feedback indicates a highly positive perception of the curriculum's relevance and alignment with industry requirements:

- **Strongly Agree**: 25.00% of respondents strongly agree that the curriculum is relevant and meets the requirements of the industry. This shows that a significant portion of students find the curriculum very effective in aligning with industry needs.
- **Agree**: A substantial majority, 75.00% of respondents, agree with the statement. This suggests that most students recognize and appreciate the relevance of the curriculum to industry requirements.
- **Neutral**: There are no respondents who are neutral, indicating a clear positive leaning in opinions regarding the curriculum's relevance.
- **Not Agree**: There are no respondents who disagree, indicating a unanimous consensus that the curriculum is relevant and meets industry requirements.

2. The curriculum enhances professional and employability skills.

The feedback indicates a very positive perception of the curriculum's effectiveness in enhancing professional and employability skills:

- **Strongly Agree**: 25.00% of respondents strongly agree that the curriculum enhances professional and employability skills. This suggests that a significant portion of students find the curriculum highly effective in preparing them for the professional world.
- **Agree**: A substantial majority, 75.00% of respondents, agree with the statement. This indicates that most students recognize and appreciate the curriculum's role in developing their professional and employability skills.
- **Neutral**: There are no respondents who are neutral, indicating a clear positive consensus regarding the curriculum's effectiveness in this area.
- **Not Agree**: There are no respondents who disagree, indicating unanimous agreement on the curriculum's positive impact on professional and employability skills.

3. **The Graduate of this college is nurtured with leadership, team building and interpersonal skills needed for your company.**

The feedback indicates a highly positive perception of the college's effectiveness in nurturing graduates with essential leadership, team-building, and interpersonal skills:

- **Strongly Agree**: 37.50% of respondents strongly agree that graduates from the college are well-nurtured with leadership, team-building, and interpersonal skills. This shows that a significant portion of respondents find the college's efforts in developing these skills to be very effective.
- **Agree**: A majority of 62.50% of respondents agree with the statement, indicating that most respondents recognize and appreciate the college's role in fostering these important skills.
- **Neutral**: There are no neutral responses, suggesting a clear positive consensus regarding the college's success in this area.
- **Not Agree**: There are no respondents who disagree, indicating unanimous agreement on the college's effectiveness in nurturing leadership, team-building, and interpersonal skills.

4. **Sufficiency of Curriculum for development of professional ethics, human values, gender, environment and sustainability as reflected in your employee.**

The feedback indicates a unanimous agreement regarding the sufficiency of the curriculum for the development of professional ethics, human values, gender awareness, environmental consciousness, and sustainability:

- **Strongly Agree**: There are no responses indicating a strong agreement, suggesting that no respondents strongly believe that the curriculum is sufficient in this regard.
- **Agree**: 100.00% of respondents agree that the curriculum is sufficient for the development of professional ethics, human values, gender awareness, environmental consciousness, and sustainability. This indicates a unanimous consensus among respondents that the curriculum adequately addresses these important aspects.
- **Neutral**: There are no neutral responses, suggesting that respondents do not have reservations or uncertainties regarding the sufficiency of the curriculum in this area.
- **Not Agree**: There are no responses indicating disagreement, indicating that no respondents believe the curriculum to be insufficient for the development of professional ethics, human values, gender awareness, environmental consciousness, and sustainability.

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5. Sufficiency of syllabus content for development of technical skills.

    The feedback indicates a strong positive perception of the syllabus content's sufficiency in developing technical skills:

    - **Strongly Agree**: 12.50% of respondents strongly agree that the syllabus content is sufficient for the development of technical skills. This suggests that a minority of respondents find the syllabus highly effective in this regard.
    - **Agree**: A significant majority, 87.50% of respondents, agree that the syllabus content is sufficient for developing technical skills. This indicates broad recognition and approval of the syllabus's effectiveness in this area.
    - **Neutral**: There are no neutral responses, suggesting that respondents have a clear opinion on the sufficiency of the syllabus content.
    - **Not Agree**: There are no responses indicating disagreement, indicating that all respondents believe the syllabus content to be sufficient for developing technical skills.

6. **Do you think that teachers of this institute use Experiential, Participative and Problem-solving methods to impart curriculum**

    The feedback shows unanimous agreement that teachers at the institute use experiential, participative, and problem-solving methods to impart the curriculum:

    - **Strongly Agree**: 0.00% of respondents strongly agree, indicating that none of the respondents felt extremely positive about this statement.
    - **Agree**: 100.00% of respondents agree, showing that all respondents are in consensus that the teachers effectively use these teaching methods.
    - **Neutral**: 0.00% of respondents are neutral, suggesting that there is a clear and uniform opinion among respondents.
    - **Not Agree**: 0.00% of respondents disagree, indicating that no one doubts the use of these methods by the teachers.

7. General Communication Skills of employees from this institute are satisfactory.

    The feedback on the general communication skills of employees from the institute presents a mixed but generally positive view:

    - **Strongly Agree**: 37.50% of respondents strongly agree that the communication skills of employees are satisfactory. This indicates that a significant portion of respondents have a high level of confidence in the communication abilities of the employees.
    - **Agree**: 25.00% of respondents agree, suggesting that a quarter of the respondents are also positive about the communication skills, though perhaps not as strongly as the first group.

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- **Neutral**: 37.50% of respondents are neutral, indicating that a considerable portion of respondents neither agree nor disagree, suggesting potential variability in communication skills among employees.
- **Not Agree**: 0.00% of respondents disagree, which means no one finds the communication skills to be unsatisfactory.

8. **Do you think that institute has availability and suitability of Laboratory & equipment for practical exposure**

   The feedback on the availability and suitability of laboratory and equipment for practical exposure reveals a predominantly positive perception:

   - **Strongly Agree**: 12.50% of respondents strongly agree, indicating a small percentage of respondents feel very positively about the laboratory and equipment.
   - **Agree**: 62.50% of respondents agree, suggesting that the majority are satisfied with the availability and suitability of the laboratory and equipment.
   - **Neutral**: 25.00% of respondents are neutral, indicating that a significant portion neither agree nor disagree, which could suggest variability in experience or expectations.
   - **Not Agree**: 0.00% of respondents disagree, meaning there are no negative perceptions regarding the laboratory and equipment.

9. **They are self-motivated and taking an appropriate level of responsibility.**

   The feedback on students' self-motivation and responsibility levels is highly positive:

   - **Strongly Agree**: 25.00% of respondents strongly agree that students are self-motivated and take an appropriate level of responsibility.
   - **Agree**: 75.00% of respondents agree, indicating that the majority view students positively in terms of self-motivation and responsibility.
   - **Neutral**: 0.00% of respondents are neutral, suggesting there is no significant uncertainty about this trait among the students.
   - **Not Agree**: 0.00% of respondents disagree, indicating no negative perceptions in this area.

10. **How do you rate the proficiency of our students working with you**

    The feedback on the proficiency of students working with respondents is overwhelmingly positive:

    - **Strongly Agree**: 62.50% of respondents strongly agree that the students are proficient in their work.

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- **Agree**: 25.00% of respondents agree, indicating that a significant majority find the students proficient.
- **Neutral**: 12.50% of respondents are neutral, suggesting some variability or uncertainty about students' proficiency.
- **Not Agree**: 0.00% of respondents disagree, indicating no negative perceptions regarding students' proficiency.

11. **Rate your overall experience**

The overall experience rating provided by respondents is quite positive:

- **Strongly Agree**: 50.00% of respondents strongly agree that their overall experience is positive.
- **Agree**: 37.50% of respondents agree, indicating a strong majority view the overall experience favorably.
- **Neutral**: 12.50% of respondents are neutral, suggesting some variability or mixed feelings about the experience.
- **Not Agree**: 0.00% of respondents disagree, indicating no negative overall experiences.

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ACTION TAKEN REPORT BASED ON FEEDBACK ANALYSIS OF EMPLOYERSS (2021-2022)

1. **The Curriculum designed in the institution is relevant and meets the requirements of the industry.**

To maintain and further enhance the relevance of the curriculum to industry requirements, the following actions to be considered:

- Maintaining and strengthening engagement with industry stakeholders to ensure the curriculum remains current and relevant. This can include regular meetings, feedback sessions, and partnerships with industry experts.
- Regularly updating the curriculum based on industry trends and feedback. Ensure that new developments, technologies, and practices in the industry are integrated into the curriculum.
- Incorporating industry-driven projects and case studies into the coursework. This allows students to work on real-world problems and gain practical experience.
- Facilitating more internship and industrial training opportunities. Encourage students to gain hands-on experience in their field of study through internships with industry partners.
- Organizing guest lectures, workshops, and seminars with industry professionals. This can provide students with insights into current industry practices and expectations.
- Collecting feedback from alumni who are currently working in the industry. Use their insights to adjust and improve the curriculum to better prepare current students for industry demands.
- Strengthening career services to help students transition smoothly into the industry. Provide resources for job placements, resume building, interview preparation, and networking opportunities.

2. **The curriculum enhances professional and employability skills.**

To further enhance the curriculum's effectiveness in developing professional and employability skills, the following actions can be considered:

- Including modules in Add-on courses and workshops focused on soft skills such as communication, teamwork, leadership, and problem-solving. These skills are highly valued by employers.
- Increasing opportunities for practical exposure through internships, and project-based learning. This helps students apply theoretical knowledge in real-world settings.
- Enhancing career services to provide students with resources for job searching, resume writing, interview preparation, and networking. Regular career fairs and employer engagement events can also be beneficial.

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- Establishing mentorship programs where students can receive guidance and advice from industry professionals and alumni. This can help them navigate their career paths more effectively.
- Organizing workshops and training sessions on emerging industry trends and technologies. This can keep students up-to-date with the latest skills required in the job market.
- Collecting and analyzing feedback from employers who hire graduates from the institution. Use this feedback to continuously refine and improve the curriculum.

3. **The Graduate of this college is nurtured with leadership, team building and interpersonal skills needed for your company.**

To further strengthen the nurturing of leadership, team-building, and interpersonal skills in graduates, the following actions to be considered:

- Implementing dedicated leadership development programs that offer workshops, seminars, and practical experiences focused on cultivating leadership skills.
- Providing training sessions on effective communication, conflict resolution, and emotional intelligence to improve students' interpersonal skills.
- Encouraging participation in extracurricular activities, such as clubs, sports, and student organizations, which can provide practical opportunities for developing leadership and teamwork abilities.
- Establishing mentorship and coaching programs where students can receive guidance from faculty, alumni, and industry professionals on developing leadership and interpersonal skills.
- Inviting leaders and experts to conduct guest lectures and workshops on leadership, team-building, and interpersonal skills. This can provide students with insights and best practices from successful professionals.

4. **Sufficiency of Curriculum for development of professional ethics, human values, gender, environment and sustainability as reflected in your employee.**

Given the unanimous agreement regarding the sufficiency of the curriculum in fostering professional ethics, human values, gender awareness, environmental consciousness, and sustainability, there may be limited actions required in this specific area. However, continuous monitoring and enhancement of the curriculum can further strengthen these aspects:

- Despite the unanimous agreement, regular reviews of the curriculum to be conducted to ensure that it remains aligned with evolving standards, societal needs, and best practices.
- Gathering feedback from various stakeholders, including students, faculty, industry experts, and alumni, to identify areas for improvement or additional emphasis.

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- Continuously integrating current issues, developments, and case studies related to professional ethics, human values, gender, environment, and sustainability into the curriculum to keep it relevant and engaging.
- Providing faculty members with training and resources to effectively teach and incorporate topics related to professional ethics, human values, gender, environment, and sustainability into their courses.
- Continue offering experiential learning opportunities such as field trips, internships, and service-learning projects that allow students to apply ethical principles and environmental consciousness in real-world contexts.
- Fostering interdisciplinary collaboration to address complex issues related to ethics, values, gender, environment, and sustainability from multiple perspectives.
- Establishing partnerships with organizations, NGOs, and government agencies working in areas related to ethics, values, gender, environment, and sustainability to provide students with practical experiences and networking opportunities.

5. **Sufficiency of syllabus content for development of technical skills.**

Although the feedback is overwhelmingly positive, there is still room for further enhancement of the syllabus content to ensure it continues to meet the technical skill development needs of students:

- Incorporating more hands-on projects, laboratory work, and practical assignments to provide students with real-world technical experience.
- Ensuring that the latest technologies and tools are integrated into the curriculum. Providing students with access to cutting-edge software and hardware can better prepare them for the technical demands of the job market.
- Including opportunities for students to earn industry-recognized certifications as part of their coursework. This can enhance their technical credentials and employability.
- Organizing workshops, seminars, and guest lectures by industry experts to expose students to the latest trends, tools, and practices in their field of study.
- Continuously collecting feedback from students and alumni regarding the technical content of the syllabus to identify any gaps or areas for improvement.
- Implementing a regular review process to update the syllabus content based on technological advancements, industry requirements, and feedback from stakeholders.
- Providing more opportunities for internships and industry exposure.

6. **Do you think that teachers of this institute use Experiential, Participative and Problem-solving methods to impart curriculum**

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Given the unanimous agreement that teachers employ experiential, participative, and problem-solving methods, the institution should focus on maintaining and enhancing these teaching strategies:

- Continuing to offer professional development opportunities for teachers to stay updated on the latest experiential, participative, and problem-solving teaching techniques.
- Ensuring that teachers have access to the necessary resources and materials to effectively implement these teaching methods.
- Establishing a continuous feedback mechanism where students can provide input on the effectiveness of these teaching methods, allowing for ongoing improvements.
- Encouraging teachers to share their best practices and successful strategies with their colleagues through workshops or internal seminars.
- Investing in and integrate innovative teaching tools and technologies that can support experiential and participative learning, such as virtual labs, simulation software, and collaborative platforms.
- Promoting collaborative learning environments where students can engage in group projects and peer-to-peer learning to enhance participative education.
- Continuously updating the curriculum to include real-world problems and case studies that require problem-solving, helping students connect theoretical knowledge with practical applications.

7. **General Communication Skills of employees from this institute are satisfactory.**

Given the mixed responses, with a substantial neutral percentage, the institution should consider actions to further enhance and standardize communication skills training:

- Implementing regular workshops focused on improving communication skills. These can include public speaking, writing, presentation skills, and interpersonal communication.
- Offering language proficiency programs, especially if the neutral feedback suggests variability due to differing levels of language proficiency among employees.
- Ensuring that communication skills are integrated into the curriculum across all programs, not just as standalone courses, but as part of every subject where applicable.
- Establishing a mechanism for regular feedback from employers and colleagues regarding communication skills, allowing employees to identify areas for improvement.

8. **Do you think that institute has availability and suitability of Laboratory & equipment for practical exposure**

To enhance the availability and suitability of laboratory and equipment for practical exposure, the institution should consider the following steps:

- Performing a detailed needs assessment to understand specific areas where laboratory resources may be lacking or could be improved.
- Investing in upgrading and modernizing laboratory equipment to ensure it meets the latest industry standards and technological advancements.
- Allocating more budget towards laboratory resources to expand and diversify the equipment available for students.
- Offering training sessions for both students and faculty on the effective use of laboratory equipment to maximize its utility and ensure safety.
- Ensuring that courses integrate substantial practical components that require the use of laboratory equipment, thereby reinforcing the importance of practical exposure.

9. **They are Self-motivated and taking an appropriate level of responsibility.**

Given the largely positive feedback, the following actions to be taken:

- Continuing to foster and encourage student leadership programs and opportunities that allow students to take initiative and demonstrate responsibility.
- Designing projects and assignments that give students a degree of autonomy and responsibility for their learning outcomes, promoting self-motivation.
- Developing mentorship where senior or more motivated students can mentor peers, thereby fostering a culture of responsibility and self-motivation.
- Organizing workshops focused on self-motivation, time management, and responsibility to reinforce these qualities among all students.
- Promoting collaborative learning environments where students can learn from each other and hold each other accountable, enhancing their sense of responsibility.
- Regularly assessing and adapt strategies to support student self-motivation and responsibility based on feedback and changing needs.

10. **How do you rate the proficiency of our students working with you**

Given the largely positive feedback, the following actions to be taken:

- Continuing and enhance practical training programs to ensure students are well-prepared and proficient in their respective fields.
- Establishing a system for regular feedback from industry partners to identify areas for improvement in students' proficiency and adjust the curriculum accordingly.
- Creating mentorship opportunities with alumni who are successfully working in the industry to guide current students and help them achieve higher proficiency levels.

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- Strengthening internship programs to provide students with more real-world experience, enhancing their practical skills and industry readiness.
- Incorporating more interactive and hands-on learning experiences within the classroom to better prepare students for real-world applications.
- Offering certification courses in relevant areas to provide students with additional credentials that demonstrate their proficiency.
- Creating personalized feedback and improvement plans for students, focusing on areas where proficiency can be enhanced based on their performance during internships or projects.
- Investing in faculty development programs to ensure instructors are equipped with the latest teaching methods and industry knowledge to better prepare students.

11. Rate your overall experience.

Given the largely positive feedback, the following actions to be taken:

- Identifying specific factors contributing to the positive experiences of the respondents and ensure these are consistently applied across the board.
- Implementing a continuous improvement process to regularly assess and enhance the overall experience for all stakeholders.
- Enhancing engagement activities such as seminars, workshops, and social events to foster a more positive experience for everyone involved.
- Establishing a robust feedback mechanism that allows respondents to provide suggestions for improvement in real-time, ensuring their concerns are addressed promptly.
- Ensuring that support services such as counseling, academic advising, and career services are readily available and effectively utilized by all stakeholders.
- Implementing and maintain quality assurance practices to ensure that the high standards contributing to positive experiences are upheld consistently.
- Providing regular training and development opportunities for faculty and staff to enhance their ability to contribute positively to the overall experience.