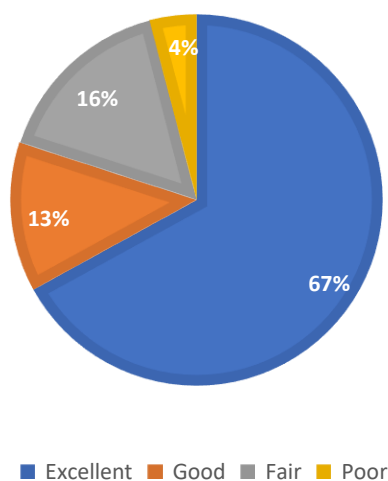


STUDENTS FEEDBACK ANALYSIS 2022-2023

2022-2023(Q1)

How far the modules and objectives of the syllabus are helpful to improve your academic knowledge and skill?

Excellent	Good	Fair	Poor
67%	13%	16%	4%

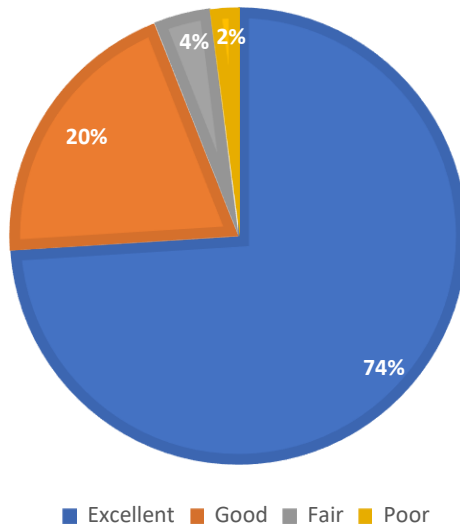


The majority of respondents (67%) rate the modules and objectives of the syllabus as "Excellent" in terms of enhancing their academic knowledge and skills. This indicates a strong positive perception of the curriculum's effectiveness in meeting educational goals. A smaller proportion of respondents (13%) consider the syllabus to be "Good," suggesting satisfaction but with some room for improvement. Additionally, 16% rate it as "Fair," which may point to areas where the curriculum could be strengthened to better support students. A minority (4%) rate it as "Poor," highlighting a potential need for significant revisions to address gaps in content and delivery. Focusing on the feedback from those with lower ratings could further improve the overall quality and impact of the syllabus.

2022-23(Q2)

How effective are the internal evaluation processes in achieving competency skills and self assessment skills among individuals

Excellent	Good	Fair	Poor
74%	20%	4%	2%



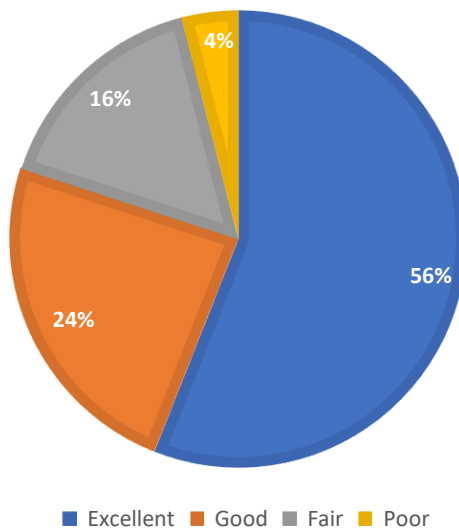
The effectiveness of the internal evaluation processes in developing competency and self-assessment skills among individuals is perceived positively. A significant majority (74%) rate these processes as "Excellent," indicating strong approval of their ability to enhance both competency skills and self-assessment capabilities. Additionally, 20% rate the processes as "Good," reflecting general satisfaction with their effectiveness but suggesting there is still room for improvement. A small portion of respondents (4%) view the processes as "Fair," potentially pointing to areas where improvements could be made. Only 2% rate them as "Poor," which signifies a minor concern but highlights the need for targeted enhancements. Addressing the concerns of those who rated the processes less favourably could further strengthen the effectiveness of internal evaluations.



2022-23(Q3)

How far the college offers academic related seminars, workshops, conferences and industrial visits to enhance your creativity and knowledge in and out of the syllabus?

Excellent	Good	Fair	Poor
56%	24%	16%	4%

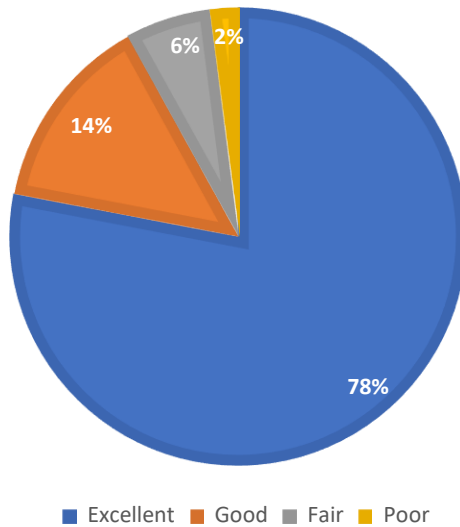


The college's provision of academic-related seminars, workshops, conferences, and industrial visits is generally well-regarded. A majority of respondents (56%) rate these offerings as "Excellent," indicating that they significantly enhance creativity and knowledge both within and beyond the syllabus. An additional 24% rate them as "Good," suggesting that while these activities are beneficial, there is potential for further improvement. A smaller segment (16%) view them as "Fair," which may indicate that some of these offerings could be more impactful. Lastly, 4% rate them as "Poor," highlighting a need for improvements to better support students' creative and intellectual development. Addressing the feedback from those with lower ratings could help optimize the effectiveness and reach of these academic enrichment activities.

2022-23(Q4)

How far does the classroom communication stimulate your thinking and learning?

Excellent	Good	Fair	Poor
78%	14%	6%	2%

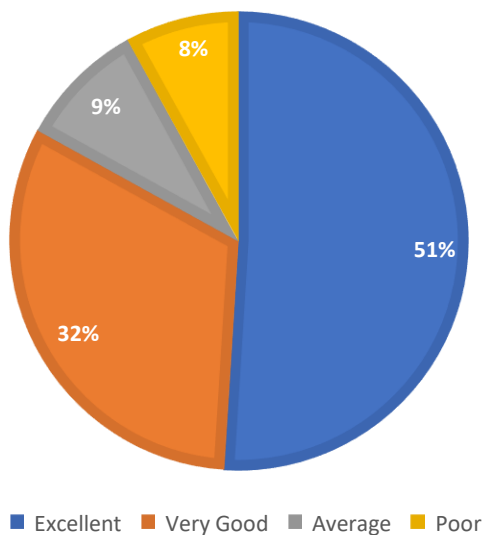


Classroom communication is highly effective in stimulating thinking and learning among students. A significant majority (78%) rate it as "Excellent," reflecting a strong positive impact on their cognitive engagement and educational experience. Additionally, 14% rate it as "Good," indicating overall satisfaction with the communication methods used, though there may be areas for enhancement. A smaller percentage (6%) view it as "Fair," suggesting that while it is somewhat effective, improvements could further boost its effectiveness. Only 2% rate it as "Poor," pointing to minimal concerns but highlighting an opportunity for refinement to address any remaining issues. Addressing the feedback from those with lower ratings could enhance the overall quality of classroom communication.

2022-23(Q5)

How far the curriculum makes you think about the human values, environmental and ecological sustainability, gender discrimination and professional ethics?

Excellent	Very Good	Average	Poor
51%	32%	9%	8%

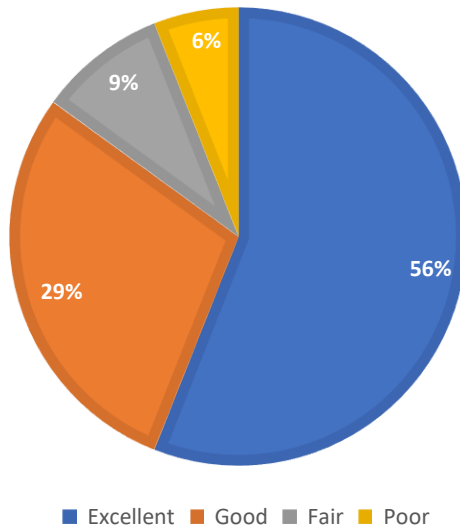


The curriculum's focus on human values, environmental and ecological sustainability, gender discrimination, and professional ethics is perceived positively. A majority (51%) rate it as "Excellent," indicating strong integration of these critical topics. Additionally, 32% rate it as "Very Good," suggesting overall effectiveness with potential for further improvement. A smaller segment (9%) view it as "Average," which may indicate areas where these topics could be more thoroughly addressed. Finally, 8% rate it as "Poor," highlighting a need for significant improvements to better incorporate these important issues. Addressing the concerns of those with lower ratings could enhance the curriculum's impact in these areas.

2022-23(Q6)

Adequacy of additional skill acquisition for every student along with regular course?

Excellent	Good	Fair	Poor
56%	29%	9%	6%

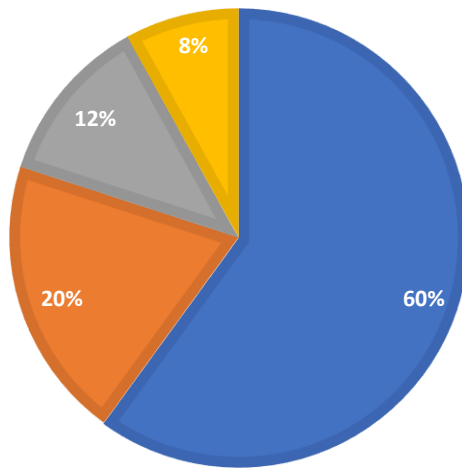


The adequacy of additional skill acquisition opportunities for students, alongside their regular coursework, is generally viewed positively. A majority (56%) rate it as "Excellent," indicating that these opportunities are highly effective in complementing the regular curriculum. Additionally, 29% rate it as "Good," suggesting that while the opportunities are beneficial, there may be room for further enhancement. A smaller percentage (9%) view it as "Fair," which may point to areas where additional skill acquisition could be improved. Lastly, 6% rate it as "Poor," highlighting a need for significant improvements to better support students in acquiring supplementary skills. Addressing the feedback from those with lower ratings could help optimize the effectiveness of additional skill acquisition programs.

2022-23(Q7)

How far the college is able to support higher learning?

Excellent	Good	Fair	Poor
60%	20%	12%	8%



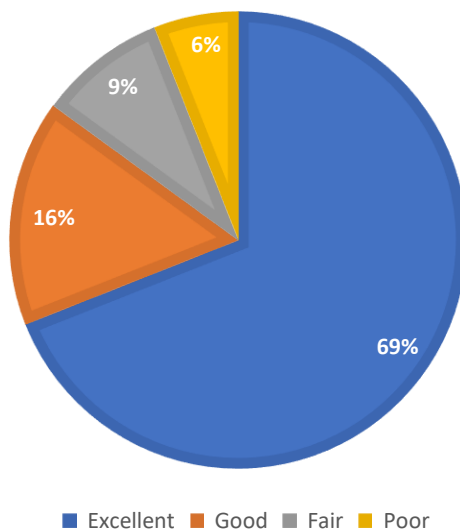
■ Excellent ■ Good ■ Fair ■ Poor

The college's ability to support higher learning is generally viewed positively. A majority (60%) rate it as "Excellent," indicating strong support for advancing students' educational pursuits beyond the basic curriculum. Additionally, 20% rate it as "Good," suggesting that the support is effective but may benefit from further enhancement. A smaller segment (12%) rate it as "Fair," which could imply that while support is present, it may not be sufficient or fully effective. Finally, 8% rate it as "Poor," highlighting areas where significant improvements are needed to better support students in their higher learning goals. Addressing the concerns of those with lower ratings could enhance the college's overall support for advanced education.

2022-23(Q8)

Efficiency and frequency of classes?

Excellent	Good	Fair	Poor
69%	16%	9%	6%

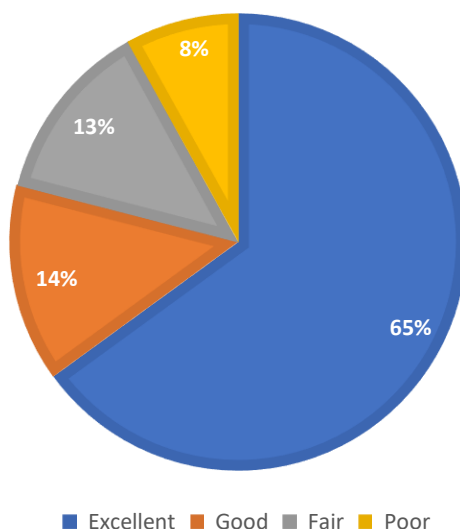


The efficiency and frequency of classes are generally perceived positively. A majority (69%) rate them as "Excellent," indicating high satisfaction with how well the classes are conducted and their regularity. Additionally, 16% rate them as "Good," suggesting that while the classes are generally effective, there may be opportunities for improvement. A smaller percentage (9%) view them as "Fair," which may point to some issues with efficiency or scheduling that could be addressed. Finally, 6% rate them as "Poor," highlighting a need for significant improvements to enhance the effectiveness and frequency of the classes. Addressing the feedback from those with lower ratings could help improve overall class efficiency and scheduling.

2022-23(Q9)

How far does the college provide career orientation in the syllabus?

Excellent	Good	Fair	Poor
65%	14%	13%	8%

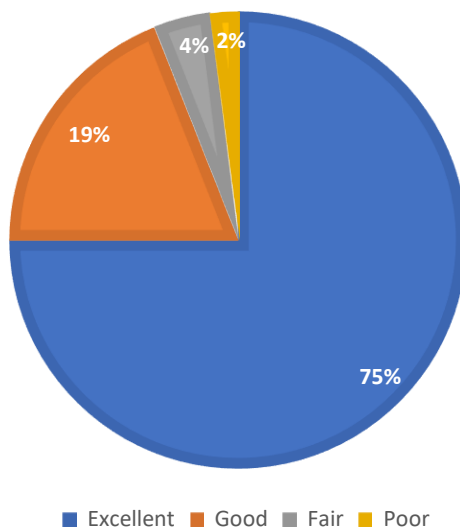


The college's provision of career orientation within the syllabus is generally well-regarded. A majority (65%) rate it as "Excellent," indicating that the integration of career guidance into the curriculum is highly effective. Additionally, 14% rate it as "Good," suggesting that while the career orientation is beneficial, there may be room for further enhancement. A smaller percentage (13%) view it as "Fair," which may imply that career orientation could be improved or more thoroughly incorporated. Lastly, 8% rate it as "Poor," highlighting a need for significant improvements to better support students' career development through the syllabus. Addressing the concerns of those with lower ratings could enhance the overall effectiveness of career orientation in the curriculum.

2022-23(Q10)

How far is the standard and relevance of the teaching process in the campus?

Excellent	Good	Fair	Poor
75%	19%	4%	2%

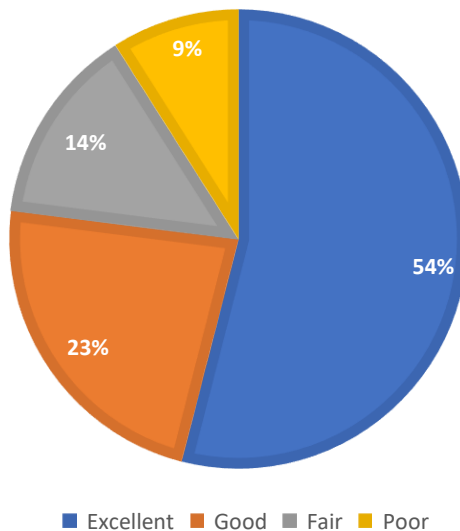


The standard and relevance of the teaching process on campus are highly rated. A majority (75%) rate it as "Excellent," indicating a strong perception of both high quality and relevance in the teaching methods employed. Additionally, 19% rate it as "Good," suggesting that while the teaching process is generally effective, there is still potential for improvement. A smaller percentage (4%) view it as "Fair," which may indicate some areas where the teaching could be enhanced. Only 2% rate it as "Poor," pointing to minimal concerns but highlighting an opportunity for targeted improvements. Addressing the feedback from those with lower ratings could further enhance the overall standard and relevance of the teaching process.

2022-23(Q11)

How far does the classroom infrastructure facilitate the teaching learning process?

Excellent	Good	Fair	Poor
54%	23%	14%	9%

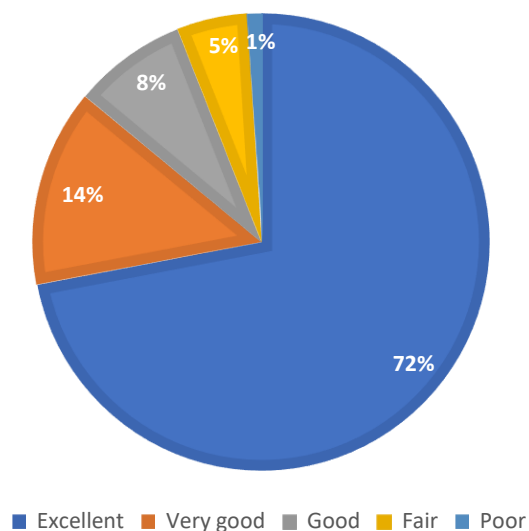


The classroom infrastructure's ability to facilitate the teaching and learning process is generally viewed positively. A majority (54%) rate it as "Excellent," indicating that the infrastructure significantly supports effective teaching and learning. Additionally, 23% rate it as "Good," suggesting that while the infrastructure is generally supportive, there is room for further improvement. A smaller percentage (14%) view it as "Fair," which may imply that the infrastructure could be enhanced to better support educational activities. Lastly, 9% rate it as "Poor," highlighting a need for substantial improvements to better facilitate the teaching and learning process. Addressing the feedback from those with lower ratings could help optimize the classroom infrastructure.

2022-23(Q12)

Relevance of the E-resources, library and other facilities of the college for learning enrichment?

Excellent	Very good	Good	Fair	Poor
72%	14%	8%	5%	1%

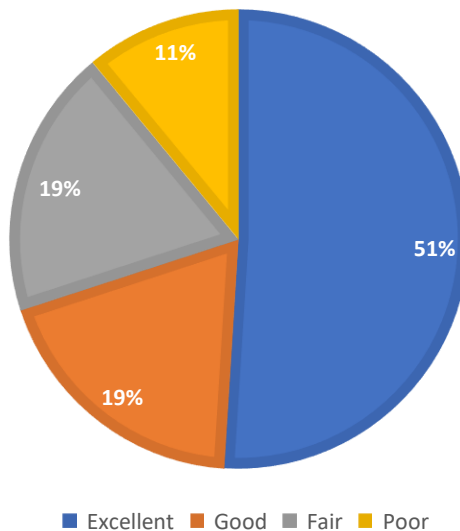


The relevance of e-resources, the library, and other facilities for learning enrichment at the college is viewed positively. A majority (72%) rate these resources as "Excellent," indicating that they are highly effective in supporting and enriching the learning experience. Additionally, 14% rate them as "Very Good," suggesting that while generally beneficial, there is some potential for further enhancement. A smaller percentage (8%) view them as "Good," which may indicate satisfactory but not outstanding effectiveness. A further 5% rate them as "Fair," implying that improvements could be made to better support learning. Only 1% rate them as "Poor," highlighting minimal concerns but pointing to an opportunity for improvement. Addressing the feedback from those with lower ratings could enhance the overall impact of these facilities on learning enrichment.

2022-23(Q13)

Your view about the safety in college premises?

Excellent	Good	Fair	Poor
51%	19%	19%	11%

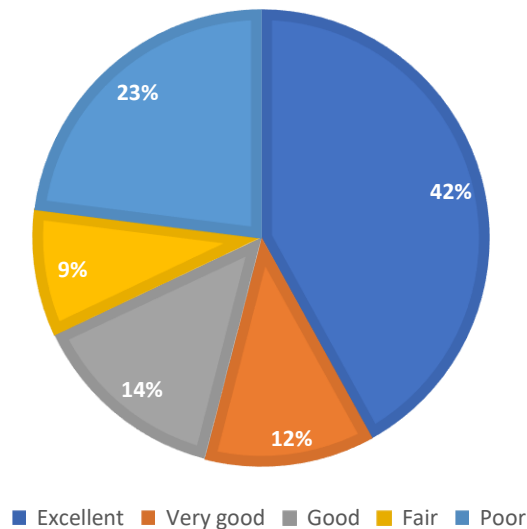


The perception of safety on the college premises is generally positive but reveals areas for improvement. A majority (51%) rate safety as "Excellent," indicating strong confidence in the current safety measures and overall security. Additionally, 19% rate it as "Good," suggesting that while safety is generally satisfactory, there is room for further enhancement. Another 19% view it as "Fair," which may indicate specific concerns or areas where safety measures could be improved. Lastly, 11% rate it as "Poor," highlighting notable concerns and a clear need for significant improvements in safety protocols and practices. Addressing the feedback from those with lower ratings could help enhance overall campus safety and security.

2022-23(Q14)

Cleanliness, toilet, and hygiene facilities in college?

Excellent	Very good	Good	Fair	Poor
42%	12%	14%	9%	23%

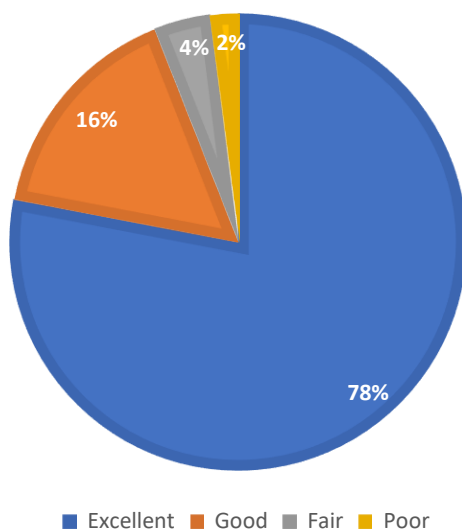


The perception of cleanliness, toilet, and hygiene facilities in the college presents a mixed view with notable areas for improvement. A significant portion (42%) rate these facilities as "Excellent," indicating a high level of satisfaction with their cleanliness and hygiene standards. Additionally, 12% rate them as "Very Good," suggesting that while the facilities are generally well-maintained, there is room for further enhancement. Another 14% view them as "Good," which implies acceptable conditions but with potential for improvement. A smaller segment (9%) rate them as "Fair," indicating that improvements are needed to better meet cleanliness and hygiene expectations. However, a notable 23% rate the facilities as "Poor," highlighting significant concerns and a clear need for substantial improvements. Addressing the feedback from those with lower ratings could lead to considerable improvements in the overall quality of cleanliness and hygiene facilities on campus.

2022-23(Q15)

Facilities for conducting cultural programs and sports activities?

Excellent	Good	Fair	Poor
78%	16%	4%	2%

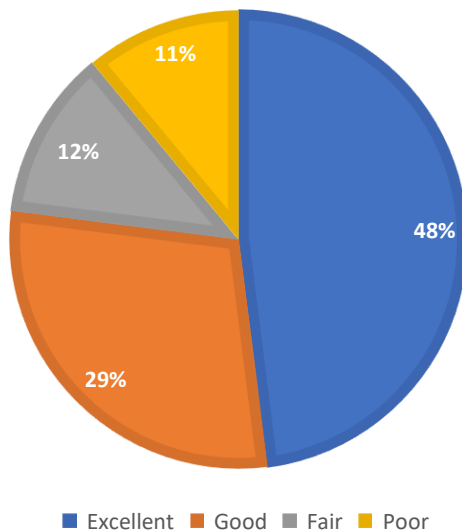


The facilities for conducting cultural programs and sports activities are highly regarded. A majority (78%) rate them as "Excellent," indicating strong satisfaction with the quality and availability of these facilities. Additionally, 16% rate them as "Good," suggesting that while the facilities are generally effective, there is room for further enhancement. A smaller percentage (4%) view them as "Fair," which may imply that improvements could be made to better support cultural and sports activities. Finally, 2% rate them as "Poor," highlighting minimal concerns but pointing to an opportunity for targeted improvements. Addressing the feedback from those with lower ratings could further enhance the effectiveness and appeal of the facilities for cultural and sports programs.

2022-23(Q16)

How far is the campus eco-friendly?

Excellent	Good	Fair	Poor
48%	29%	12%	11%

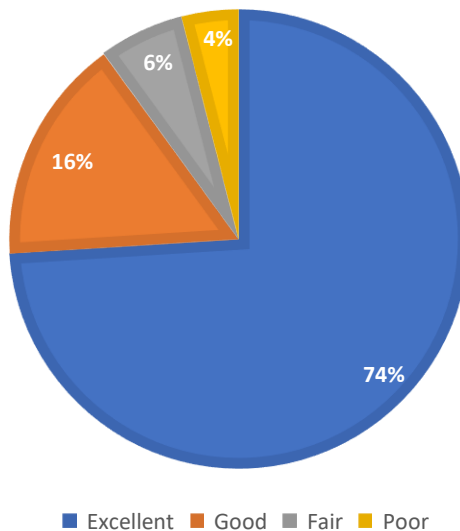


The eco-friendliness of the campus is viewed positively but reveals areas for improvement. A majority (48%) rate it as "Excellent," indicating strong satisfaction with the campus's environmental practices and sustainability efforts. Additionally, 29% rate it as "Good," suggesting that while the campus is generally eco-friendly, there is potential for further enhancement. A smaller percentage (12%) view it as "Fair," which may indicate that improvements are needed to better meet environmental standards and sustainability goals. Finally, 11% rate it as "Poor," highlighting significant concerns and a clear need for substantial improvements in eco-friendly practices. Addressing the feedback from those with lower ratings could help advance the campus's overall eco-friendliness.

2022-23(Q17)

Availability of technical support, smart classrooms, and E-learning facilities in college?

Excellent	Good	Fair	Poor
74%	16%	6%	4%

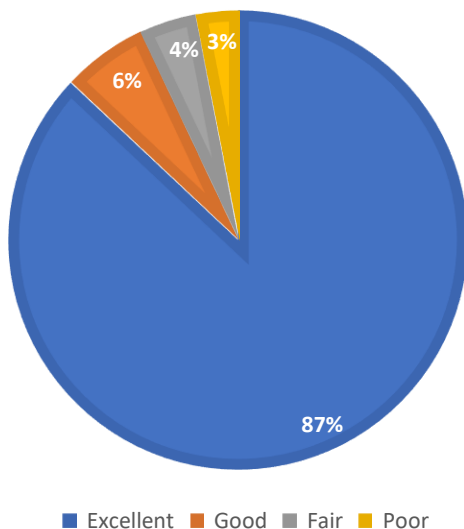


The availability of technical support, smart classrooms, and e-learning facilities in the college is generally well-regarded. A majority (74%) rate these resources as "Excellent," indicating a high level of satisfaction with their effectiveness and availability. Additionally, 16% rate them as "Good," suggesting that while the facilities are generally effective, there is room for further enhancement. A smaller percentage (6%) view them as "Fair," which may imply that improvements could be made to better support technical needs and learning technologies. Finally, 4% rate them as "Poor," highlighting minimal concerns but pointing to an opportunity for targeted improvements. Addressing the feedback from those with lower ratings could further enhance the overall effectiveness and accessibility of technical support and e-learning resources.

2022-23(Q18)

Availability of laboratories and equipment's in college?

Excellent	Good	Fair	Poor
87%	6%	4%	3%

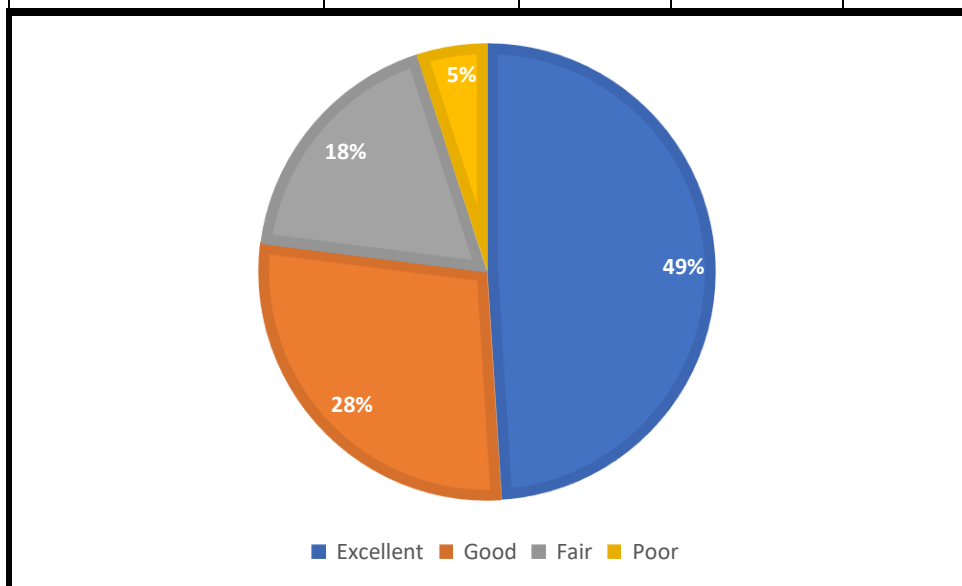


The availability of laboratories and equipment in the college is highly regarded. A majority (87%) rate these resources as "Excellent," indicating a strong satisfaction with the quality and availability of laboratories and equipment. Additionally, 6% rate them as "Good," suggesting that while the facilities are generally effective, there may be room for further improvement. A smaller percentage (4%) view them as "Fair," which may imply that some enhancements could be made to better support practical and experimental learning. Finally, 3% rate them as "Poor," highlighting minimal concerns but pointing to an opportunity for targeted improvements. Addressing the feedback from those with lower ratings could further enhance the overall quality and functionality of the laboratories and equipment.

2022-23(Q19)

How far the college infrastructure and facilities support the disabled and differently-abled students?

Excellent	Good	Fair	Poor
49%	28%	18%	5%

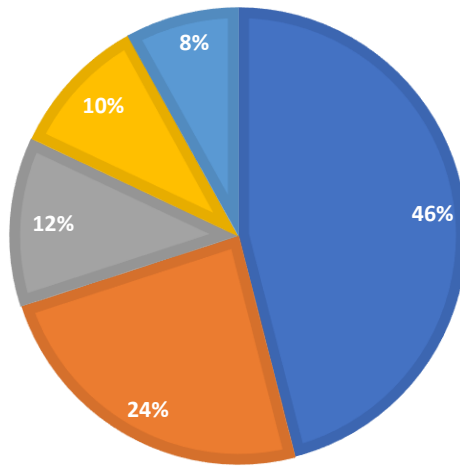


The college's infrastructure and facilities for supporting disabled and differently-abled students are viewed positively. A majority (49%) rate these resources as "Excellent," indicating strong satisfaction with the accessibility and support provided. Additionally, 28% rate them as "Good," suggesting that while the facilities are generally supportive, there is room for further improvement. A smaller percentage (18%) view them as "Fair," which may imply that some enhancements are needed to better meet the needs of disabled and differently-abled students. Finally, 5% rate them as "Poor," highlighting significant concerns and a clear need for substantial improvements. Addressing the feedback from those with lower ratings could lead to considerable enhancements in infrastructure and facilities, ensuring better support for all students.

2022-23(Q20)

Are the college premises well- maintained and aesthetically pleasing?

Strongly disagree	Disagree	Neutral	Agree	Strongly agree
46%	24%	12%	10%	8%



■ Strongly disagree
 ■ Disagree
 ■ Neutral
 ■ Agree
 ■ Strongly agree

The perception of whether the college premises are well-maintained and aesthetically pleasing shows a variety of opinions. A majority (46%) "Strongly disagree" that the premises meet these standards, indicating significant dissatisfaction with the maintenance and appearance of the campus. Additionally, 24% "Disagree," suggesting that while some maintenance and aesthetic efforts are made, they do not fully meet expectations. A smaller percentage (12%) are "Neutral," which may imply uncertainty or indifference about the campus's upkeep and visual appeal. Meanwhile, 10% "Agree," indicating that some believe the premises are reasonably well-maintained and aesthetically pleasing. Finally, 8% "Strongly agree," reflecting a smaller group who feel strongly that the college premises are in excellent condition and visually appealing. Addressing the feedback from those with lower ratings could lead to improvements in the overall maintenance and aesthetics of the campus.