MES ASMABI COLLEGE

IQAC

ANALYSIS OF PERFORMANCE EVALUATION ACADEMIC YEAR 2023-24 FEEDBACK ANALYSIS REPORTS

JUNE 2024

ANALYSIS OF PERFORMANCE EVALUATION
ACADEMIC YEAR 2023-24
FEEDBACK ANALYSIS REPORTS

**Prepared and Published by
IQAC, MES Asmabi College
@June 2024**

Co-ordinator
Internal Quality Assurance Cell (IQAC)
MES Asmabi College, P. Vemballur
Kodungallur, Thrissur,
Kerala-680671

Dr. Reena Mohamed P.M
Principal In Charge
M.E.S Asmabi College
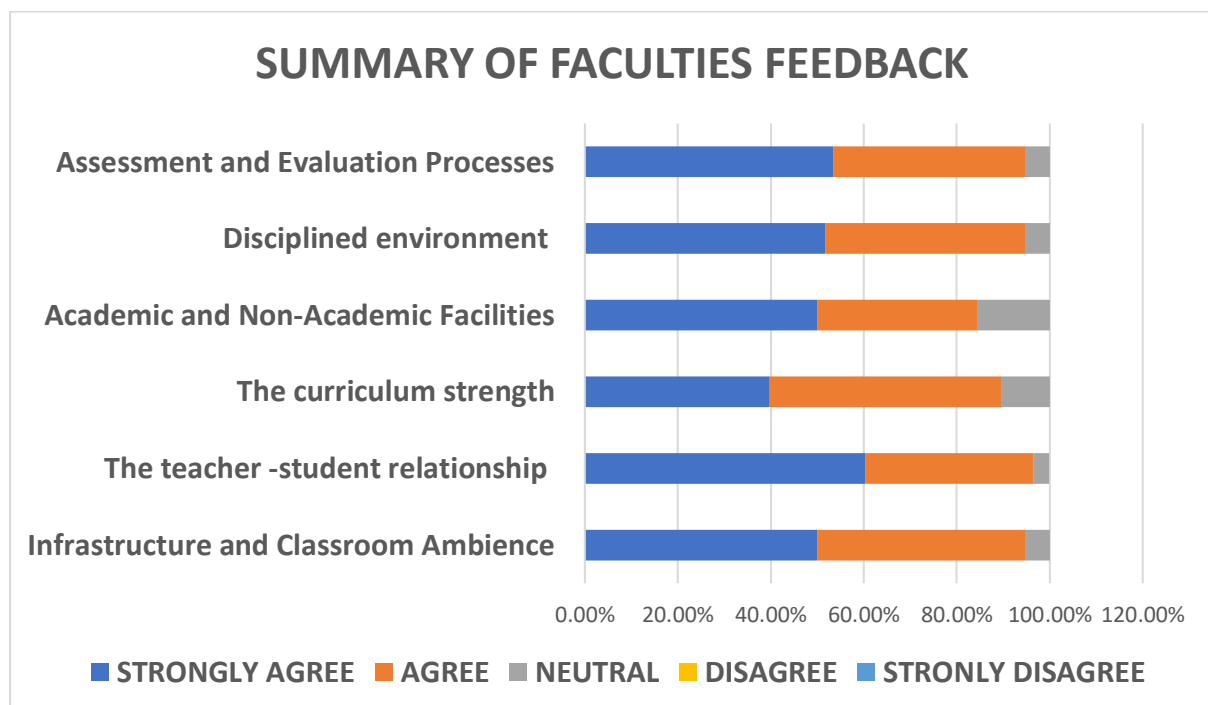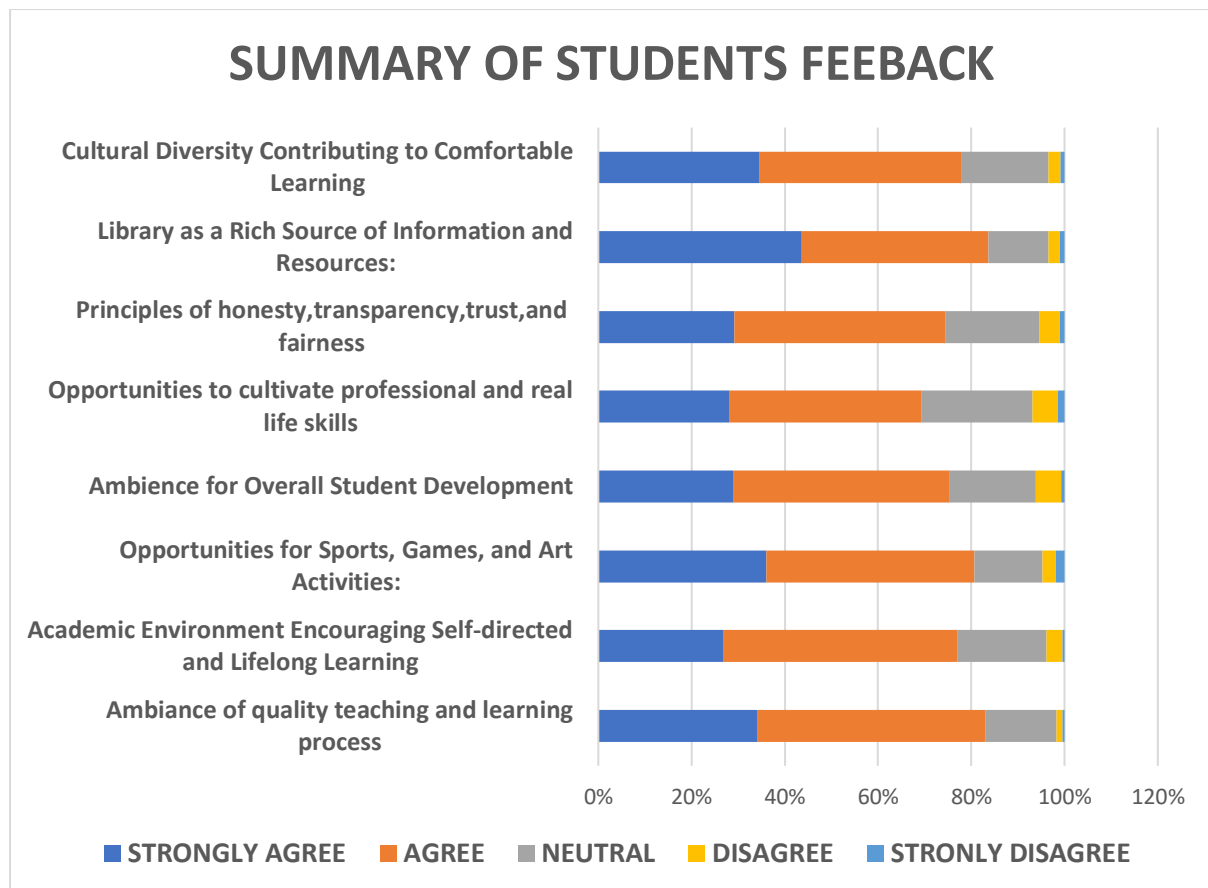P.Vemballur

FEEDBACK ANALYSIS REPORTS

SUMMARY

Student feedback strongly endorses MES Asmabi College's commitment to quality instruction, holistic development, and encouraging learning settings. Positive feedback highlights accomplishments and improves campus experiences, while neutral comments highlight areas for improvement.
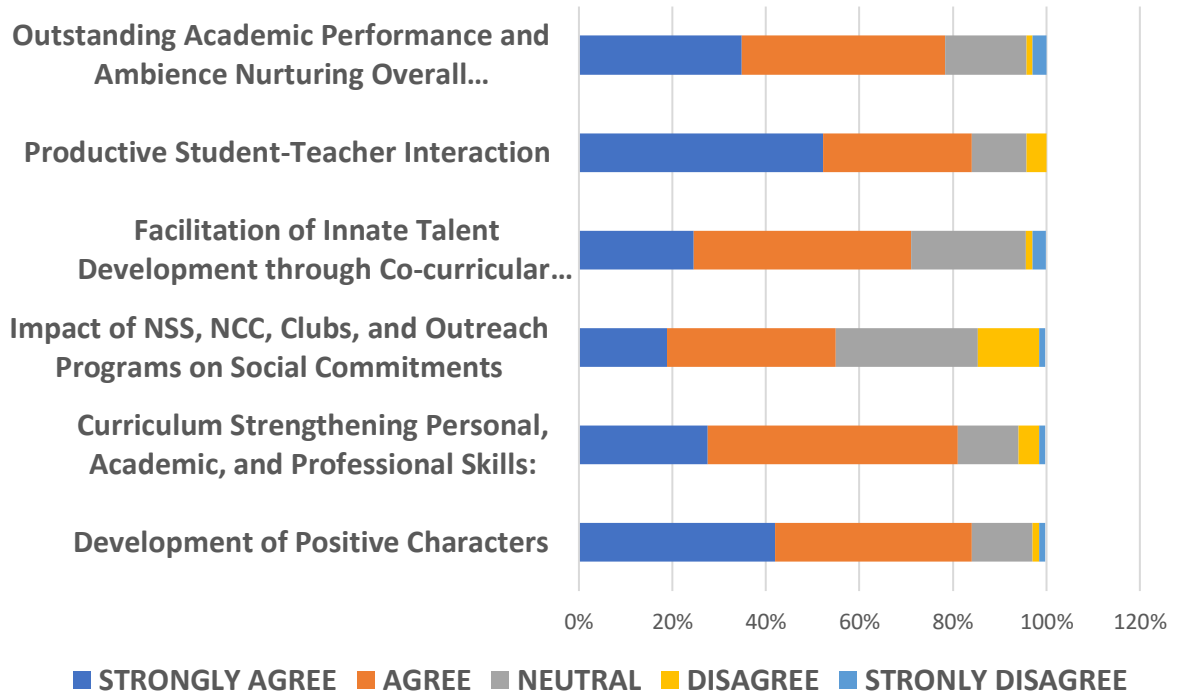
The faculties feed back The data indicates a positive institution with positive opinions on relationships, infrastructure, curriculum, facilities, discipline, and assessment procedures, indicating strengths and areas for improvement. The majority of respondents believe assessments and evaluations are conducted timely and systematic, with 53% strongly agreeing and 41.40% agreeing. However, a neutrality of 5.2% suggests areas for improvement in clarity and consistency.

Alumni at MES Asmabi College are satisfied with the institution's role in character development, skill enhancement, and academic support, despite areas for improvement like extracurricular engagement and student-teacher interactions.

The curriculum could improve in integrating theory, application, skills, research, and innovation, while emphasizing employability and comprehensive development support. Addressing misunderstandings and proving compliance with business requirements can boost student satisfaction and confidence. Strategic efforts to meet changing needs of higher education and the labor market are informed by the current paradigm shift to NEP and four-year UG programs and Vocational degrees.

SUMMARY OF STUDENTS FEEBACK

Categories (top to bottom):
- Cultural Diversity Contributing to Comfortable Learning
- Library as a Rich Source of Information and Resources:
- Principles of honesty,transparency,trust,and fairness
- Opportunities to cultivate professional and real life skills
- Ambience for Overall Student Development
- Opportunities for Sports, Games, and Art Activities:
- Academic Environment Encouraging Self-directed and Lifelong Learning
- Ambiance of quality teaching and learning process

Legend: STRONGLY AGREE, AGREE, NEUTRAL, DISAGREE, STRONLY DISAGREE

SUMMARY OF FACULTIES FEEDBACK

Categories (top to bottom):
- Assessment and Evaluation Processes
- Disciplined environment
- Academic and Non-Academic Facilities
- The curriculum strength
- The teacher -student relationship
- Infrastructure and Classroom Ambience

Legend: STRONGLY AGREE, AGREE, NEUTRAL, DISAGREE, STRONLY DISAGREE

SUMMARY OF ALUMNI FEEDBACK

Outstanding Academic Performance and Ambience Nurturing Overall…

Productive Student-Teacher Interaction

Facilitation of Innate Talent Development through Co-curricular…

Impact of NSS, NCC, Clubs, and Outreach Programs on Social Commitments

Curriculum Strengthening Personal, Academic, and Professional Skills:

Development of Positive Characters

■ STRONGLY AGREE ■ AGREE ■ NEUTRAL ■ DISAGREE ■ STRONLY DISAGREE

SUMMARY OF EMPLOYERS FEED BACK

Appropriateness for Progression to Higher Education and Employment

Incorporation of Recent Innovations Addressing Industry Needs

Balance Between Theory, Application, Skills, Research, and Innovation

Comprehensive development support

Emphasis on Employability

■ STRONGLY AGREE ■ AGREE ■ NEUTRAL ■ DISAGREE ■ STRONLY DISAGREE
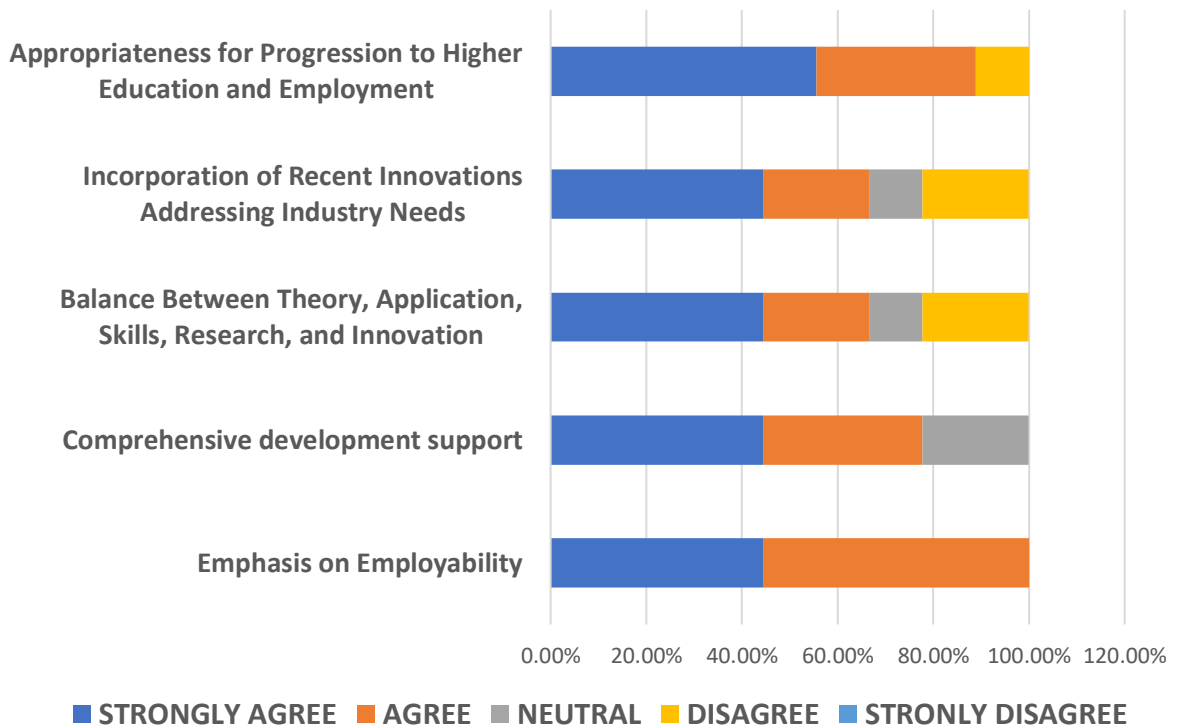
STUDENTS FEEDBACK

### 1. Ambience of Quality Teaching and Learning Process:
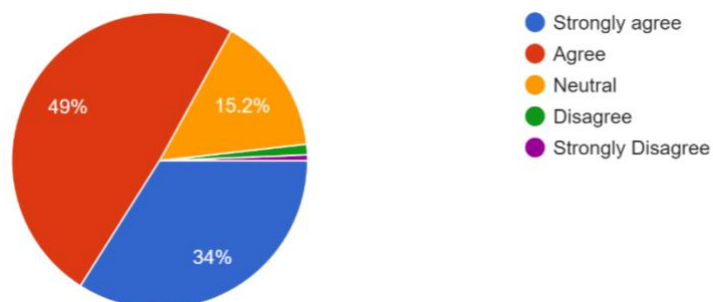
With a noteworthy 83% of students expressing favorable opinions, students strongly support the institution's dedication to providing top-notch instruction and learning opportunities. Surprisingly, 34% strongly agree and 49% agree that the environment promotes great learning opportunities. While 15.2% are indifferent, suggesting room for more interaction, the 1.8% level of discontent is quite low.

2. Academic Environment Encouraging Self-directed and Lifelong Learning:
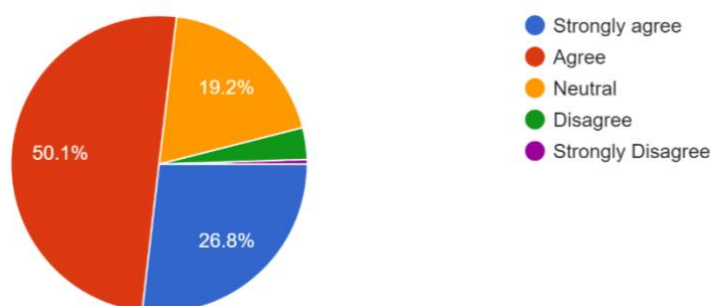
As confirmed by 76.9% of students, the academic environment is praised for its promotion of lifelong learning. 50.1% of respondents agree, and 26.8% strongly agree. 3.9% express dissatisfaction, whilst 19.2% take a neutral position, indicating need for more promotion of programs centered around self-directed learning.

### 3. Opportunities for Sports, Games, and Art Activities:
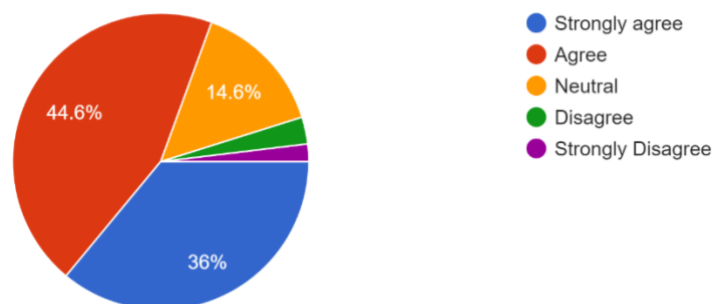
An impressive 80.6% of students appreciate the diverse opportunities available in sports, games, and art activities. This enthusiasm is evident with 36% strongly agreeing and 44.6% agreeing. A thoughtful 14.6% remain neutral, indicating room for further involvement, while dissatisfaction levels are notably low at 4.8%.

### 4. Ambience for Overall Student Development:
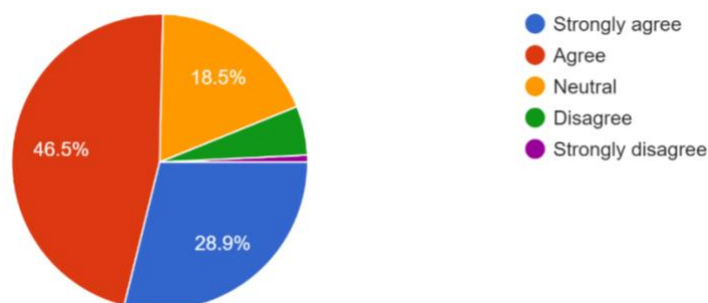
Students love a culture that supports all aspects of growth, and 75.4% of them say they are grateful for the institution's overall support. Of them, 28.9% fervently highlight the environment that fosters both personal and professional growth, with 46.5% totally concurring. 18.5% of respondents expressed neutrality, which suggests that there is need to improve how people view comprehensive development programs. Even though 6.1% of respondents expressed dissatisfaction, this shows that there is room for focused improvements in fostering the goals of a diverse student body.

### 5. Opportunities for Professional and Real-life Skills:
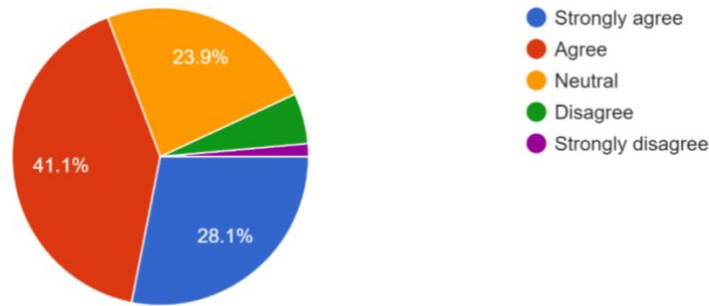
The institution's dedication to equipping students with practical skills resonates with a significant majority, encompassing 69.2% of respondents. Within this group, 28.1% strongly affirm the effectiveness of provided opportunities, with 41.1% acknowledging their value. However, 23.9% adopt a neutral stance, signaling a potential for increased engagement and awareness-building efforts. Dissatisfaction, noted at 6.9%, underscores the importance of aligning skill development initiatives with evolving student expectations and industry demands.

## 6. Principles of Honesty, Transparency, Trust, and Fairness:
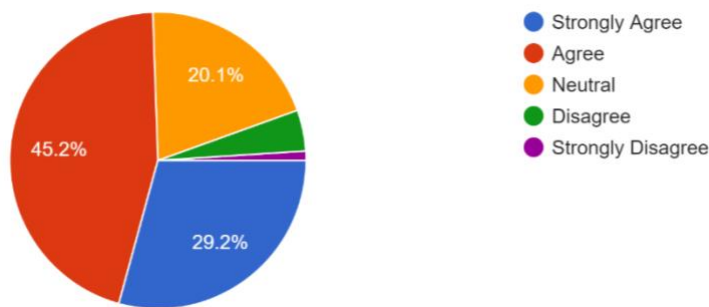
Ethical integrity forms a cornerstone of the institution's ethos, endorsed by 74.4% of students. This endorsement includes 29.2% who strongly attest to the institution's commitment to honesty, transparency, trust, and fairness, complemented by 45.2% who agree unequivocally. Neutral perspectives at 20.1% underscore an opportunity for further transparency enhancements and community dialogue. Dissatisfaction, while measured at 5.5%, highlights ongoing efforts to strengthen institutional integrity and accountability.

7. Library as a Rich Source of Information and Resources:
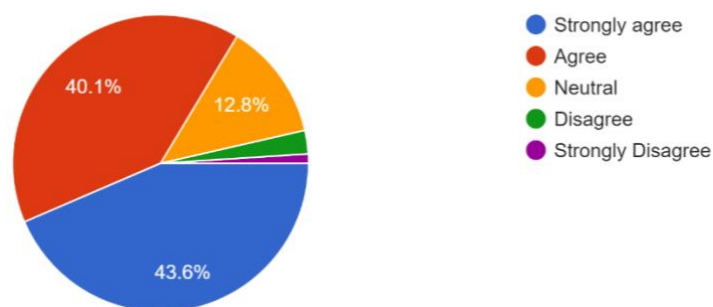
A resounding 83.7% of students view the library as a light of knowledge and curiosity. Of those who responded with enthusiasm, 43.6% emphasized the library's critical role in assisting individuals in pursuing lifelong learning, and 40.1% acknowledged the importance of libraries. The low level of discontent of 3.5% indicates that people are generally satisfied, and the neutrality rate of 12.8% indicates that there is still room to improve library use and involvement. It demonstrates a dedication to encouraging academic performance and intellectual curiosity outside of regular classroom settings.

8. **Cultural Diversity Contributing to Comfortable Learning:**
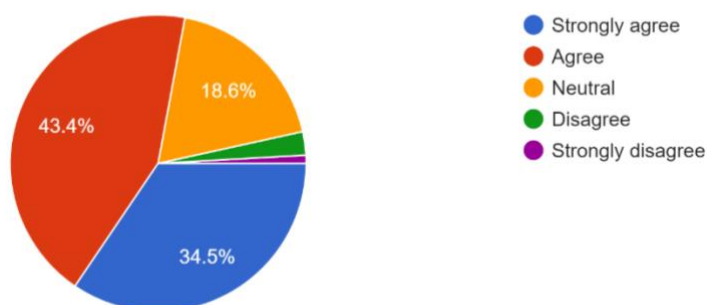
The institution thrives as a melting pot of cultural richness, cherished by 78% of students. Among them, 34.5% passionately advocate for the enriching experiences brought forth by cultural diversity, while 43.4% embrace its contributions to a vibrant learning community. Neutral sentiments at 18.6% indicate opportunities for further promoting inclusivity and cross-cultural understanding. With dissatisfaction levels minimal at 3.5%, it underscores a supportive environment where diverse perspectives flourish, enriching the educational experience for all.

Overall, student feedback shows that our college's dedication to providing high-quality instruction, holistic development, and encouraging learning settings is strongly endorsed. The overwhelmingly positive feedback highlights our accomplishments and directs us in improving student experiences across different parts of campus life, even though neutral comments point out opportunities for improvement. Our continuing efforts to innovate and develop for the benefit of our student body at MES Asmabi College are guided by this thorough examination.

TEACHING STAFF FEEDBACK ANALYSIS

1. Infrastructure and Classroom Ambience
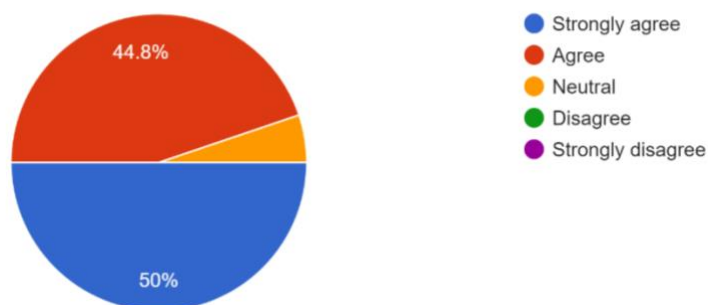
The infrastructure of our college and the atmosphere in the classroom have received overwhelmingly excellent reviews from the teaching staff. Of those who responded, 94.8% of respondents either strongly agreeing (50.00%) or agreeing (44.80%) that these elements are optimized for effective teaching and learning. This robust endorsement underscores a well-structured environment that fosters academic excellence. The 5.2% neutrality suggests opportunities for further enhancing facilities or clarifying their benefits.

2. Teacher-Student Relationship
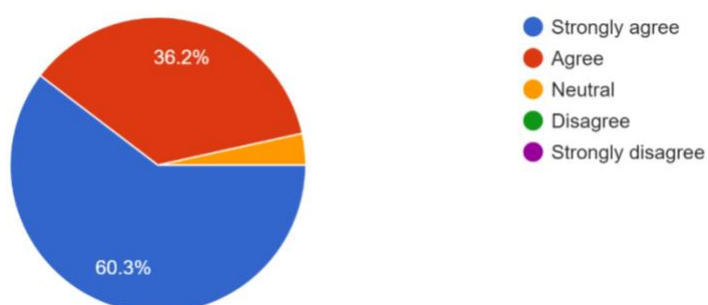
Remarkably, 96.2% of respondents said they are happy with the institution's forward-thinking and strong teacher-student connections. In particular, 36.20% agree and 60.00% strongly agree,

demonstrating a welcoming learning atmosphere that places a high importance on relationships between teachers and students. The institution's commitment to fostering significant academic linkages is well aligned with the minimal 3.4% neutrality.

3. Curriculum Strength
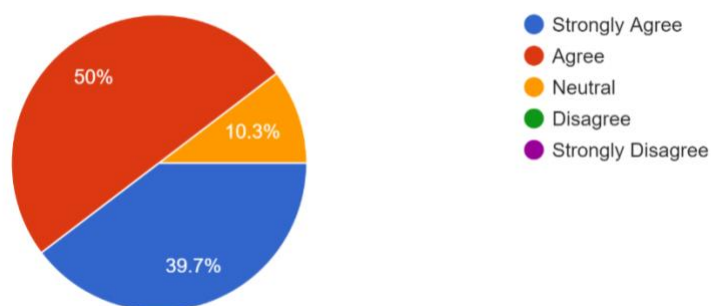
90.00% of respondents think the curriculum effectively improves students' knowledge, skills, and attitudes (40.00% strongly agree and 50.00% agree). This encouraging comment confirms the curriculum's ability to have a good educational impact. The neutrality rate of 10.30% indicates room for improvement in terms of communicating the advantages and strengths of the curriculum.

4. Academic and Non-Academic Facilities
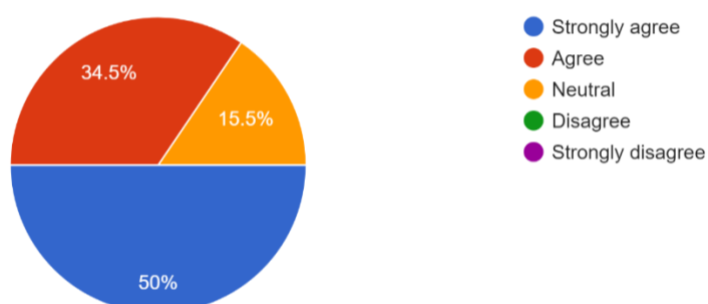
Half of the respondents (50.00%) strongly agree that the institution's facilities, including the library and labs, align well with changes in the syllabus and curriculum. An additional 34.50% agree, indicating a majority view (84.50%) on the facilities' relevance and currency. However, the 15.50% neutrality suggests opportunities for better communication or visibility regarding the facilities' adaptation to curriculum updates.

5. Disciplined Environment
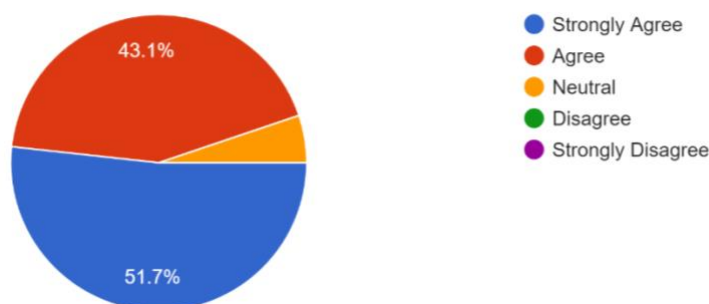
A decisive 94.7% of respondents believe the institution maintains a disciplined environment conducive to effective curriculum delivery. This confidence is reflected in 51.70% strongly agreeing and 43.00% agreeing. The low 5.2% neutrality underscores general satisfaction with the institution's disciplinary measures, highlighting a supportive framework for academic achievement.

6. Assessment and Evaluation Processes
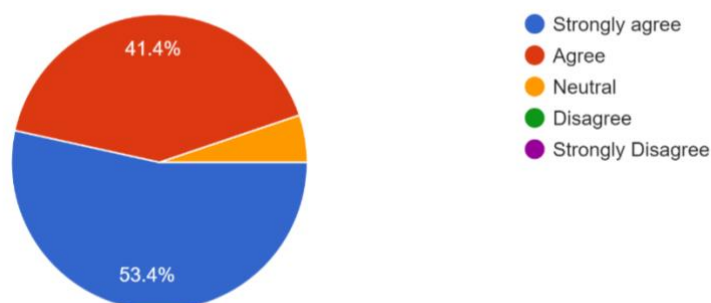
Regarding assessments and evaluations, 94.4% of respondents believe these processes are conducted in a timely and systematic manner. Specifically, 53.00% strongly agree and 41.40% agree. The 5.2% neutrality indicates potential areas for enhancing clarity or consistency in assessment practices, ensuring continued alignment with student expectations and educational goals.

These insights provide a clear image of an institution where most respondents had positive opinions on relationships, infrastructure, curriculum, facilities, discipline, and assessment procedures. The data indicates areas of strength and areas that could use improvement to improve the educational experience even more and help students succeed

ALUMNI FEEDBACK ANALYSIS

1. **Development of Positive Characters:**
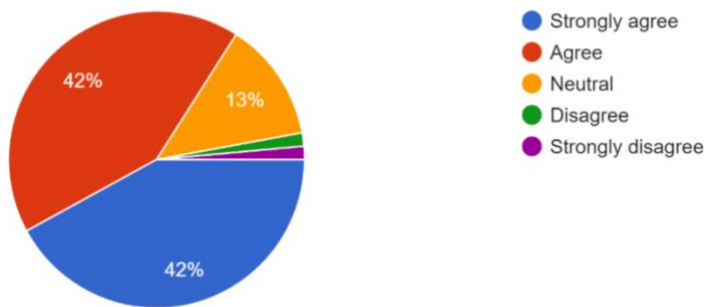
The institution's importance in encouraging positive character development is largely acknowledged by respondents. A noteworthy 84% of respondents believe that their values, knowledge, abilities, and attitudes are positively impacted by the academic setting and general atmosphere. There are 42% who strongly agree and 42% who agree with this. While discontent is low at 2.8%, the 13% who are ambivalent point to a section that might need greater engagement or clarity. This resounding recommendation emphasizes how well the school has done in fostering an environment that supports students' overall development.

2. **Curriculum Strengthening Personal, Academic, and Professional Skills:**
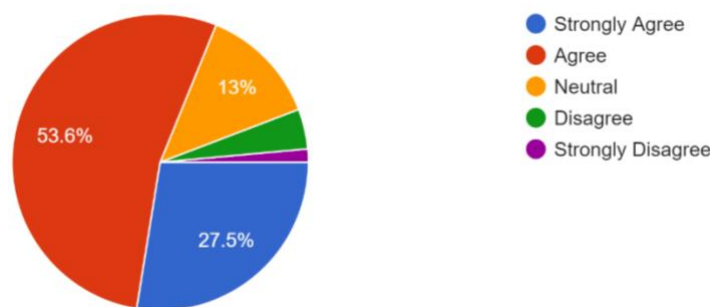
The curriculum is seen as highly effective in enhancing students' personal, academic, and professional skills by 81.1% of respondents. Specifically, 27.5% strongly agree and 53.6% agree. However, 13% neutrality suggests a need for clearer communication or understanding of how the curriculum supports skill development. Dissatisfaction levels are relatively low at

5.7%, indicating overall satisfaction with the educational offerings but room for improvement in communicating their benefits.

3. Impact of NSS, NCC, Clubs, and Outreach Programs on Social Commitments:
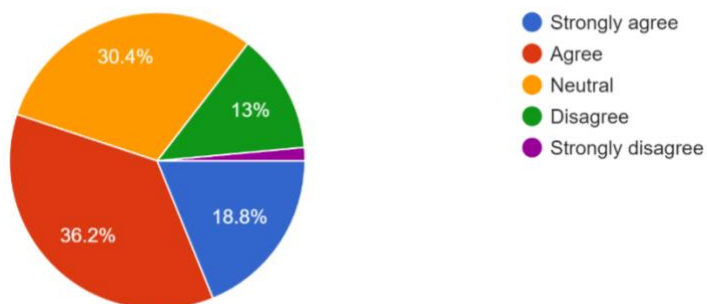

Fifty-five percent of the respondents thought that extracurricular activities, such as clubs, NCC, and NSS, improved social commitments and connections. Nonetheless, a noteworthy 30.4% exhibit neutrality, indicating differing degrees of involvement or cognizance concerning these prospects. With a moderate 14.4% dissatisfaction rate, there is room for improvement in terms of communication clarity or engagement tactics to boost participation.

4. Facilitation of Innate Talent Development through Co-curricular Activities:
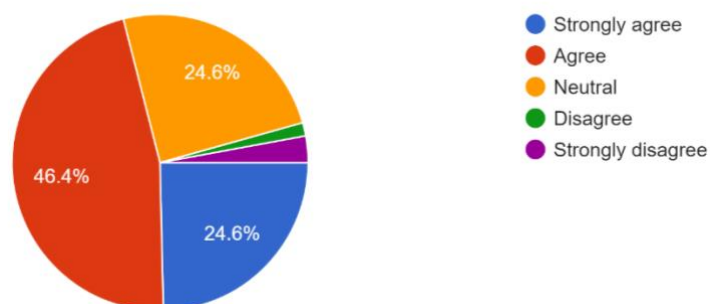

71% of respondents said co-curricular activities were helpful in developing their natural talents. This encouraging feedback emphasizes how important these activities are to pupils' overall growth. The low percentage of 4.3% indicates widespread satisfaction with the options offered for talent development, while 24.6% remain neutral, suggesting opportunity for expanded awareness or engagement.

5. Productive Student-Teacher Interaction:
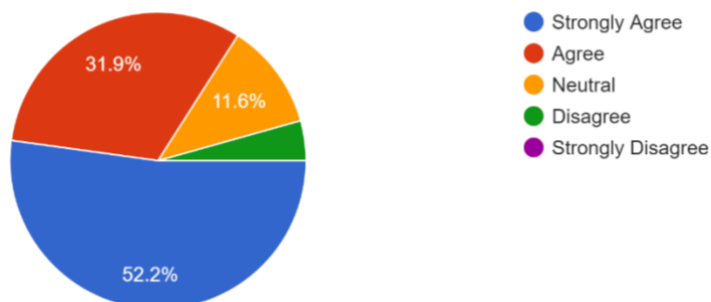
The interaction between students and teachers is highly valued, with 84.1% viewing it as productive and respectful. This strong endorsement reflects a supportive learning environment characterized by effective communication and mutual respect. The 11.6% neutrality suggests areas for further improving communication or understanding of interaction dynamics, while dissatisfaction remains minimal at 4.3%.

6. Outstanding Academic Performance and Ambience Nurturing Overall Development:
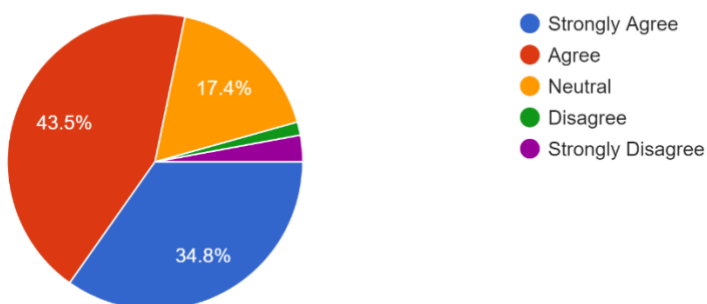

The institution's academic performance and ambiance are praised by 78.3% of respondents for nurturing overall student development. This includes 34.8% who strongly agree and 43.5% who agree. Neutral responses at 17.4% indicate potential opportunities for enhancing perceptions or communication about the institution's holistic development efforts. Dissatisfaction levels are low at 4.3%, indicating overall satisfaction with the institution's efforts in fostering comprehensive student growth.

The feedback from Alumni at MES Asmabi College highlights overall satisfaction with the institution's role in character development, skill enhancement, and academic support. While there are areas for improvement, such as increasing engagement in extracurricular activities

and enhancing student-teacher interactions, the feedback largely underscores positive institutional contributions to student growth and learning experiences. This analysis informs strategic initiatives aimed at further enriching student experiences and ensuring continuous improvement in meeting diverse student needs and expectations.

<u>**EMPLOYER'S FEEDBACK ANALYSIS**</u>

1. **Emphasis on Employability:**
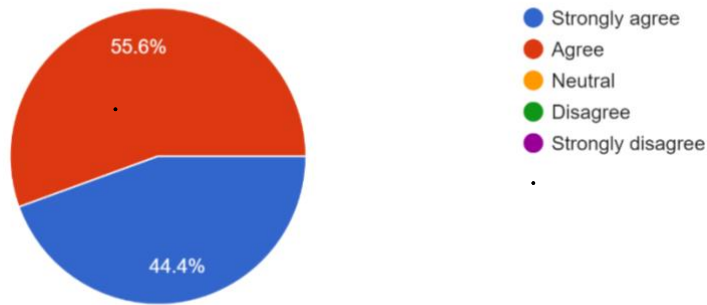
All respondents (100%) agreed that the program emphasizes employability. This perception is widespread. This indicates a significant alignment with training students for the labor market, as evidenced by the 44.40% who strongly agree and the 55.60% who agree. This emphasis highlights the institution's dedication to providing graduates with information and abilities that are applicable to the workplace and satisfy industry standards, guaranteeing their readiness for professional jobs.

2. **Comprehensive Development Support:**
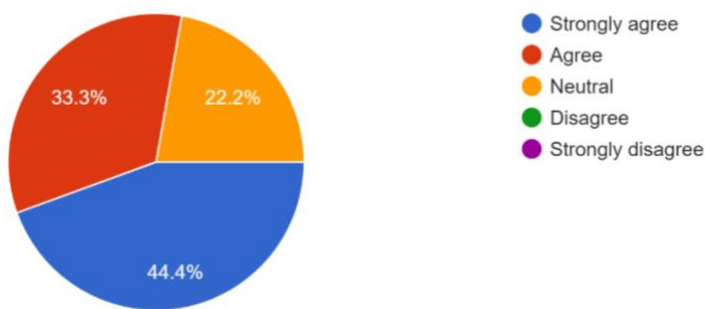
Respondents' opinions on how well the curriculum supports complete development are mixed but generally positive. 33.30% agree to a lesser extent that it promotes holistic growth, compared to 44.40% who definitely agree. The 22.20% neutrality, however, points to a chance for improved or more transparent communication regarding how the curriculum fosters talents that go beyond academic knowledge. This component is essential to educating students to succeed in the workplace and as well-rounded people who can handle a variety of problems.

3. Balance Between Theory, Application, Skills, Research, and Innovation:
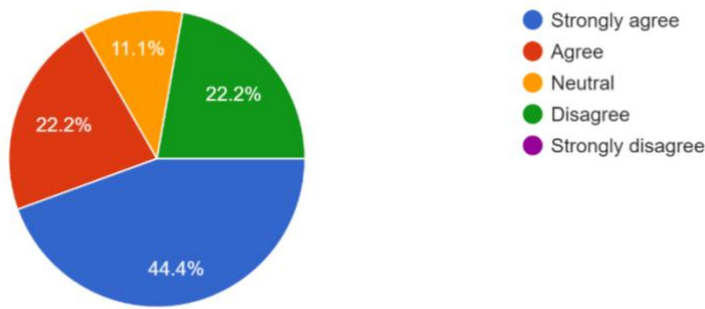

Positive feedback regarding the curriculum's integration of theory, application, skills, research, and innovation is received from 66.70% of respondents (44.40% strongly agree + 22.20% agree). This well-rounded approach is essential for developing students' creativity and critical thinking while giving them theoretical and practical underpinnings. However, the 22.20% disagreement and the 11.10% neutrality point to areas for improvement or clarification to better match the varied expectations and learning styles of students and make sure they are ready for both professional and academic responsibilities.

4. Incorporation of Recent Innovations Addressing Industry Needs:
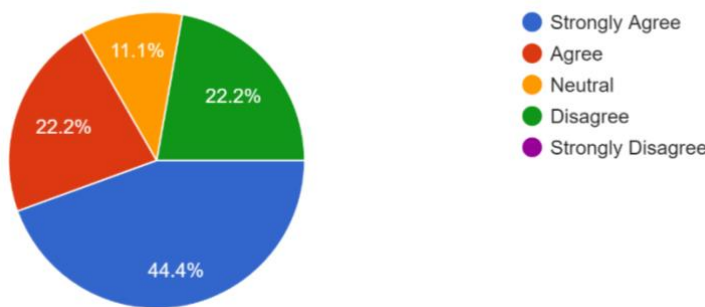
Views on the incorporation of recent innovations in curriculum design are mixed. While 44.40% strongly agree that programs are up-to-date with industry needs, another 22.20% agree to some extent. However, a significant proportion (22.20%) disagrees, suggesting perceived gaps in aligning curriculum updates with current industry requirements. This underscores the importance of continuously updating educational offerings to ensure graduates are equipped with relevant skills and knowledge that match evolving industry demands, fostering their employability and competitiveness in the job market..

5. Appropriateness for Progression to Higher Education and Employment:
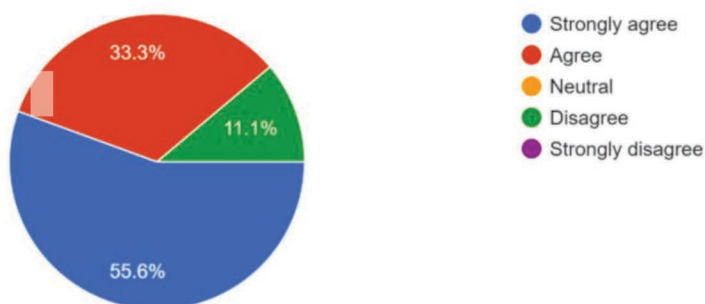
The vast majority of 88.90% (55.60% strongly agree + 33.30% agree) believe the curriculum is appropriate for advancement in higher education as well as career opportunities. This high level of agreement reflects confidence in the curriculum's ability to prepare students not only for immediate employment but also for further academic pursuits. In order to better match educational achievements with the expectations of both students and employers and guarantee that graduates are well-prepared for successful employment and continuous professional development, the 11.10% who disagree or are neutral point up areas where revisions may be necessary.

In general, there are chances for improvement in clearly expressing the integration of theory, application, skills, research, and innovation in the curriculum, even though comment on the emphasis on employability and comprehensive development support in the curriculum is generally good. Resolving misunderstandings regarding current developments and proving compliance with business requirements may help raise student satisfaction and confidence even more. Strategic efforts to improve the curriculum in order to better meet the changing needs of higher education and the labor market are informed by this analysis. The current paradigm shift to NEP and four year UG programs and the Vocational degrees already geared to fill this gaps.

Co-ordinator
Internal Quality Assurance Cell (IQAC)
MES Asmabi College, P. Vemballur
Kodungallur, Thrissur,
Kerala-680671

Dr. Reena Mohamed P.M
Principal In Charge
M.E.S Asmabi College
P.Vemballur

18