

MES ASMABI COLLEGE

P VEMBALLUR



1.4.2

FEEDBACK ON ACADEMIC PERFORMANCE AND AMBIENCE OF THE INSTITUTION

2022-23 AY

Feedback analysis

INTERNAL QUALITY ASSURANCE CELL

Index

Feedback on Curriculum and its transac5on		
Sl. No.	Stakeholder	Page No
1	Student feedback	3
2	Teacher feedback	15
3	Alumni feedback	19
4	Employer feedback	22

Students feedback

Students Feedback Analysis

2022-23

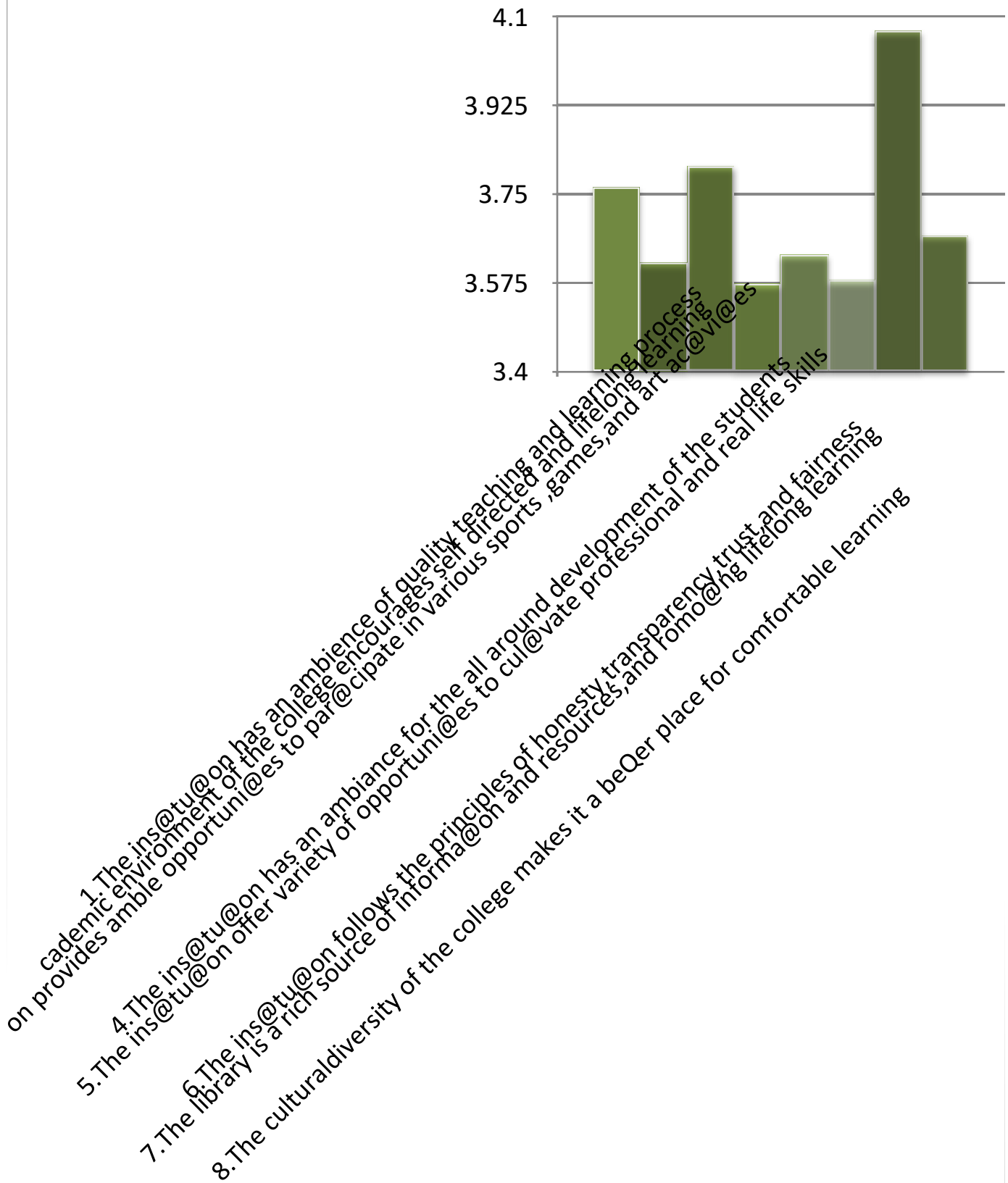
Aspects	Mean Score
The ins@tu@on has an ambience of quality teaching and learning process	3.761523
The academic environment of the college encourages self-directed and lifelong learning	3.614228
The ins@tu@on provides ample opportuni@es to par@cipate in various sports ,games, and art ac@vi@es	3.806613
The ins@tu@on has an ambience for the all-around development of the students	3.571142
The ins@tu@on offer variety of opportuni@es to cul@vate professional and real life skills	3.631263
The ins@tu@on follows the principles of honesty,transparency,trust,and fairness	3.581162
The library is a rich source of informa@on and resources and promo@ng lifelong learning	4.071142
The cultural diversity of the college makes it a beQer place for comfortable learning	3.668337

The table presents the mean scores for various aspects related to the ins@tu@on's environment and offerings. Here's the interpreta@on of the results:

Ambience of Quality Teaching and Learning Process: This aspect has a mean score of 3.761523, indica@ng that, on average, respondents perceive the ins@tu@on as having a posi@ve environment for quality teaching and learning.

Encouragement of Self-directed and Lifelong Learning: This aspect has a mean score of 3.614228, sugges@ng that respondents generally feel the academic environment encourages self-directed and lifelong learning, although slightly lower than the aspect of quality teaching and learning.

Opportuni5es for Sports, Games, and Art Ac5vi5es: With a mean score of 3.806613, respondents perceive the ins@tu@on as providing ample opportuni@es for par@cipa@on in various extracurricular ac@vi@es.

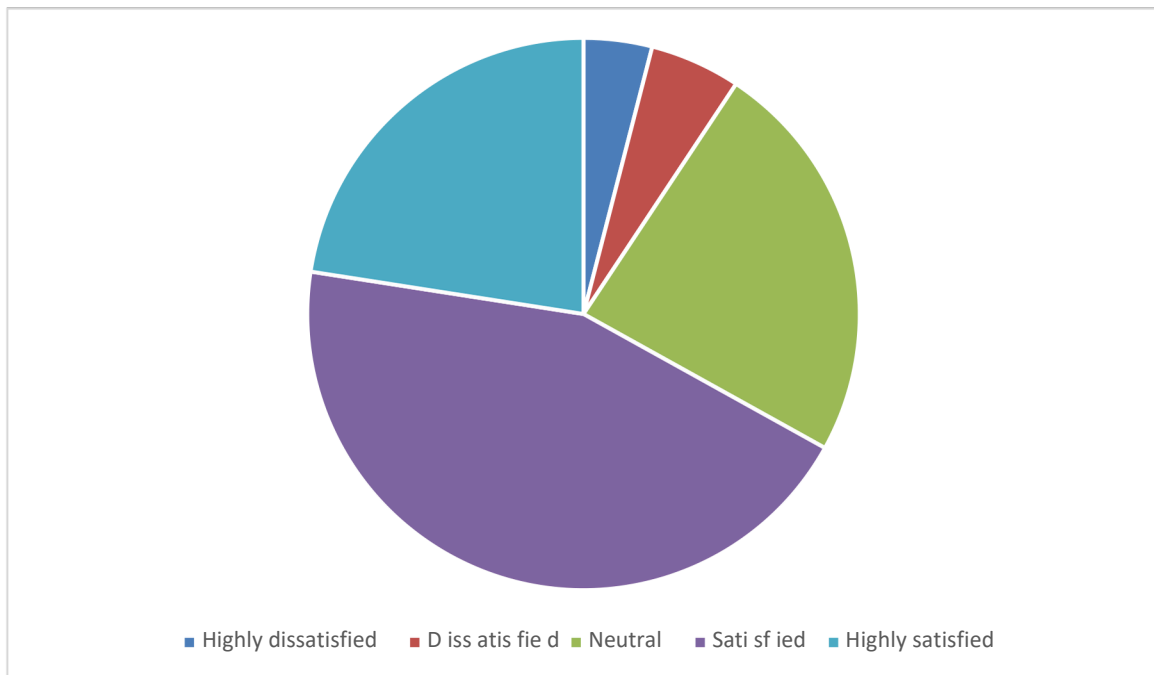


Ambience for All-around Development of Students: This aspect has a mean score of 3.571142, indicating that respondents perceive the institution as fostering an environment conducive to the overall development of students, though slightly lower than some other aspects. **Opportunities for Professional and Real-life Skills Cultivation:** With a mean score of 3.631263, respondents perceive that the institution offers a variety of opportunities to develop professional and real-life skills. **Adherence to Principles of Honesty, Transparency, Trust, and Fairness:** This aspect has a mean score of 3.581162, suggesting that respondents believe the institution generally follows principles of honesty, transparency, trust, and fairness. **Richness of the Library as a Source of Information:** With a mean score of 4.071142, respondents perceive the library as a rich source of information and resources, promoting lifelong learning. This aspect has the highest mean score among all aspects listed. **Cultural Diversity Enhancing Learning Environment:** This aspect has a mean score of 3.668337, indicating that respondents perceive the cultural diversity of the college as contributing to a better and more comfortable learning environment.

Overall, the interpretation suggests that respondents generally have positive perceptions of various aspects of the institution, including its teaching and learning environment, extracurricular opportunities, adherence to principles, and library resources. However, there may be areas for improvement, such as enhancing the environment for all-around student development and further encouraging self-directed and lifelong learning.

Ambience of Quality Teaching and Learning Process

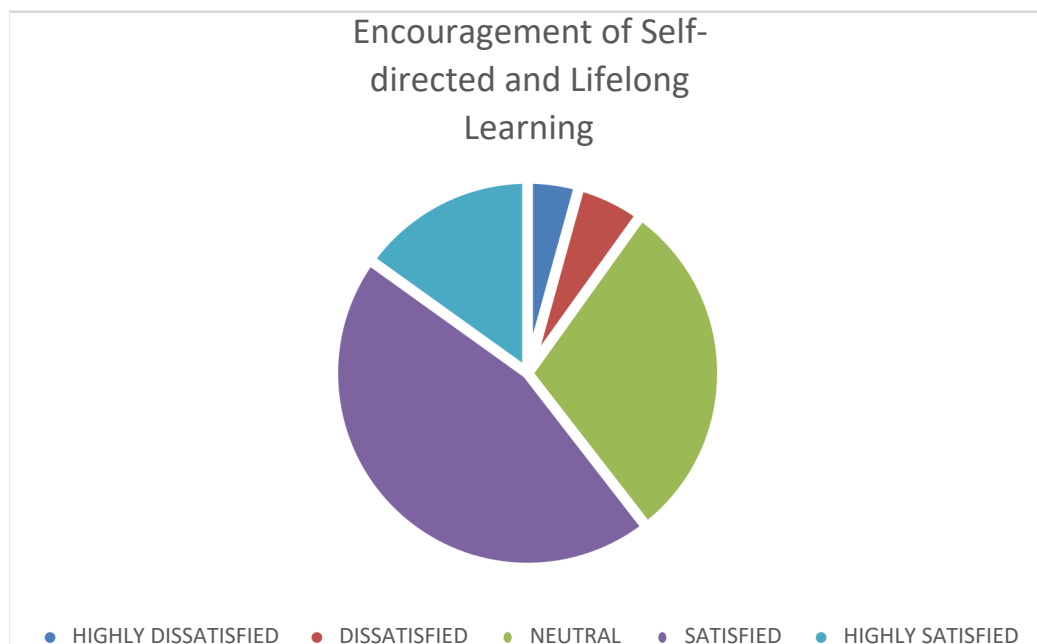
Level of Satisfaction	Frequency	Percent
Highly dissatisfied	40	4.0
Dissatisfied	53	5.3
Neutral	237	23.7
Satisfied	443	44.4
Highly satisfied	225	22.5
Total	998	100.0



The Chart presents data on the level of satisfaction with the teaching and learning process in an institution, along with the frequency and percentage of respondents in each satisfaction category. **Overall Satisfaction:** Overall, a significant portion of respondents (67.9%) express satisfaction ("Satisfied" + "Highly Satisfied") with the teaching and learning process. Although a majority are satisfied, there's still a notable portion (28.3%) who are either dissatisfied or neutral. This suggests areas where the institution could potentially improve the teaching and learning experience to enhance overall satisfaction.

Encouragement of Self-directed and Lifelong Learning :

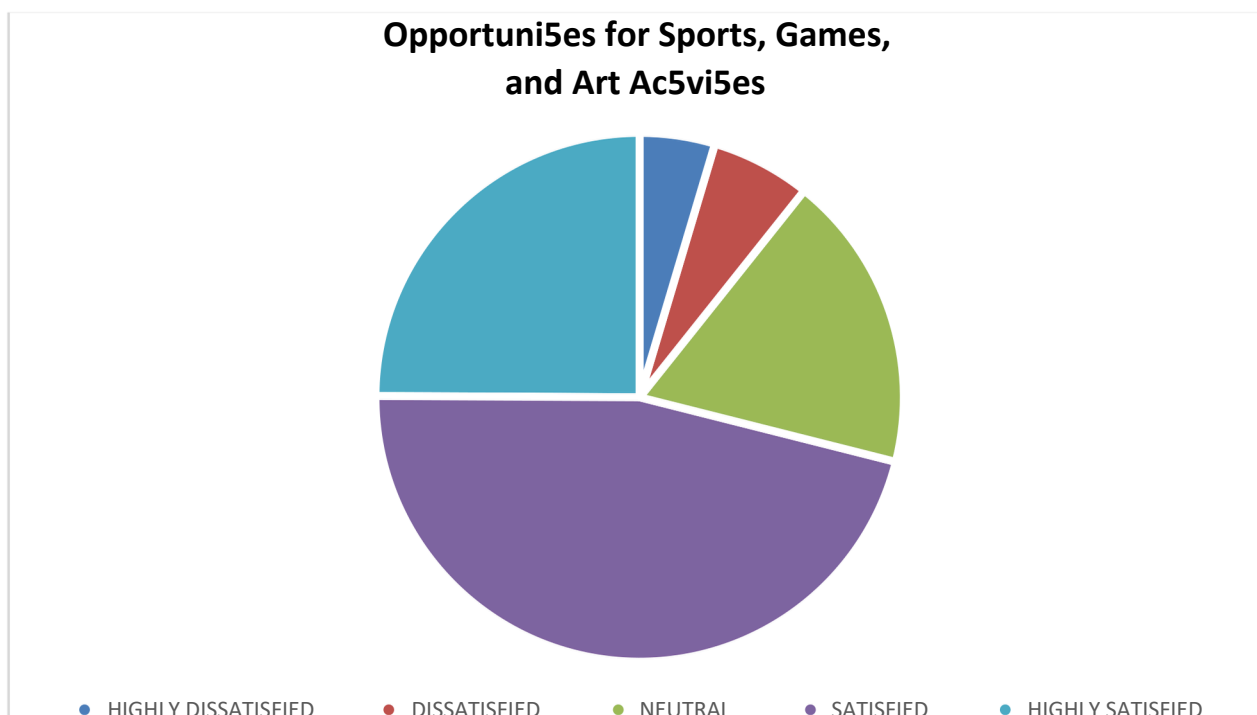
Level of Satisfaction	Frequency	Percent
Highly dissatisfied	43	4.3
Dissatisfied	56	5.6
Neutral	295	29.6
Satisfied	453	45.4
Highly satisfied	151	15.1
Total	998	100.0



Along with the frequency and percentage of respondents in each satisfaction category, the chart displays statistics on the degree of the academic environment of the college encourages self-directed and lifelong learning. In general a majority of respondents (60.5%) express satisfaction or higher levels of satisfaction with the given aspect, while a notable portion (9.9%) express dissatisfaction. The neutral responses represent a significant segment (29.6%), indicating a range of opinions or potential areas for improvement that neither strongly satisfy nor dissatisfy respondents.

Opportuni5es for Sports, Games, and Art Ac5vi5es:

Level of Sa@sfac@on	Frequency	Percent
Highly dissa@sfied	46	4.6
Dissa@sfied	61	6.1
Neutral	182	18.2
Sa@sfied	460	46.1
Highly sa@sfied	249	24.9
Total	998	100.0

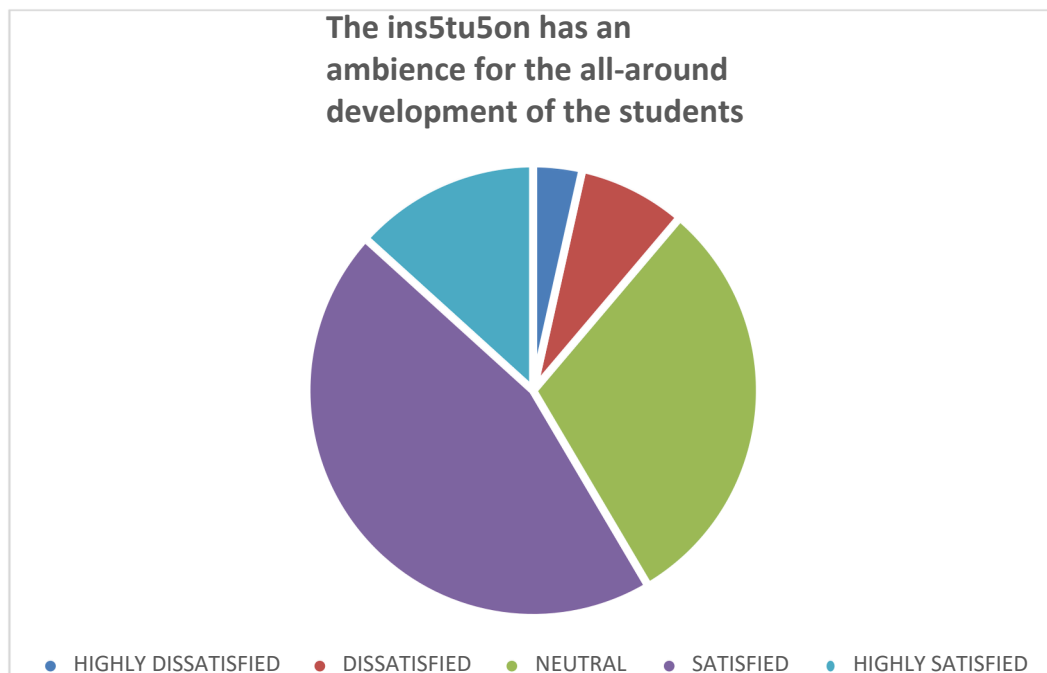


Based on the provided data for the aspect "The ins@tu@on provides ample opportuni@es to par@cipate in various sports, games, and art ac@vi@es": a majority of respondents (71%) express sa@sfac@on or higher levels of sa@sfac@on with the given aspect, while a smaller por@on (10.7%) express dissa@sfac@on. The neutral responses represent a significant segment (18.2%), indica@ng a range of opinions or poten@al areas for improvement that neither strongly sa@sify nor dissa@sify respondents. While a majority of respondents are sa@sified, there is s@ll a notable por@on who express neutral or nega@ve sen@ments,

suggesting potential areas for improvement or further evaluation of the institution's provision of opportunities in sports, games, and art activities

The institution has an ambience for the all-around development of the students:

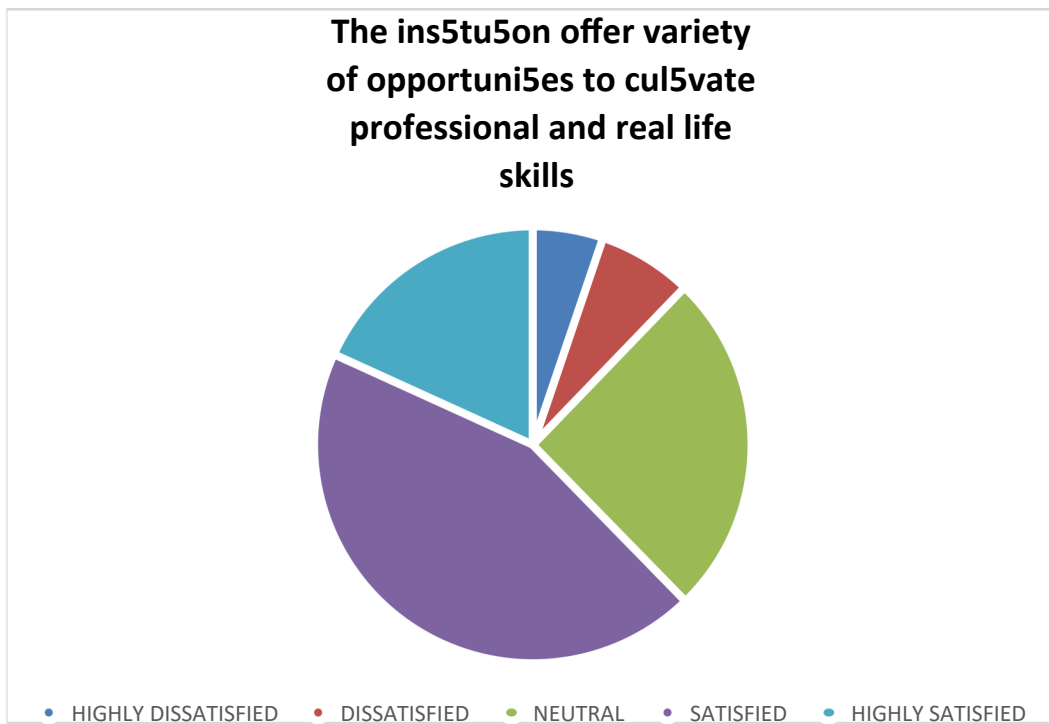
Level of Satisfaction	Frequency	Percent
Highly dissatisfied	35	3.5
Dissatisfied	77	7.7
Neutral	302	30.3
Satisfied	451	45.2
Highly satisfied	133	13.3
Total	998	100.0



The analysis of student satisfaction levels regarding the institution's ambience for all-around development reveals a mixed perception. While a significant portion of students, comprising 45.2%, express satisfaction and 13.3% indicate being highly satisfied, there is still a notable proportion, accounting for 11.2%, who express dissatisfaction to varying degrees. Additionally, 30.3% remain neutral, suggesting an ambivalence that warrants further investigation.

The ins5tu5on offer variety of opportuni5es to cul5vate professional and real life skills :

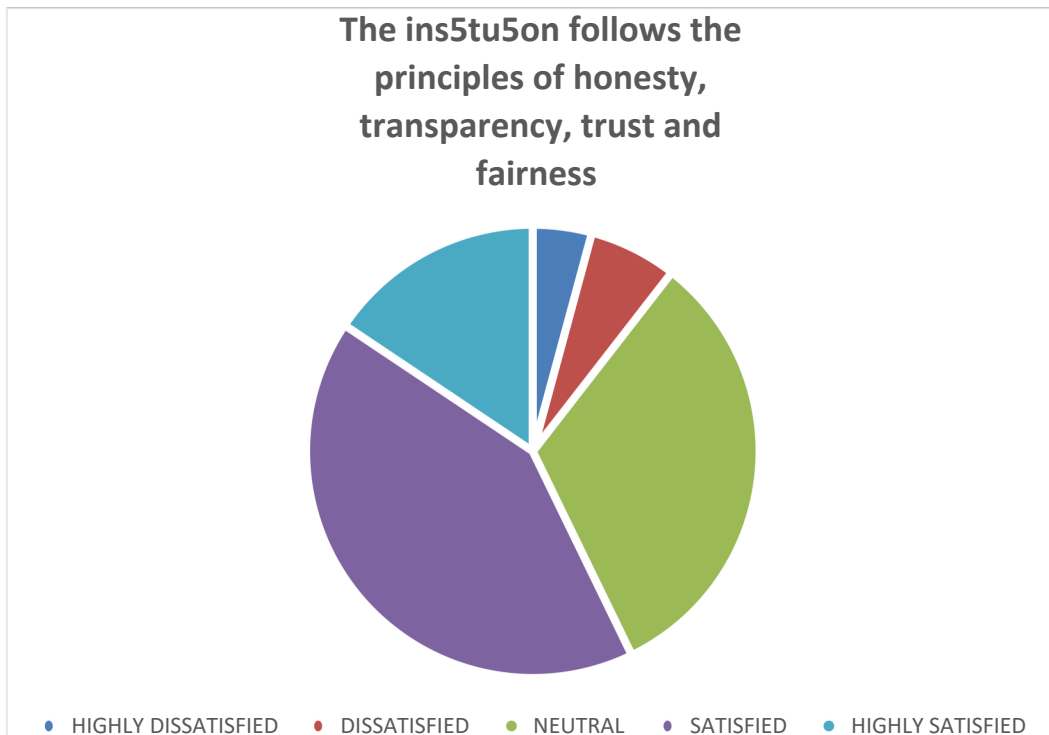
Level of Sa5sfac5on	Frequency	Percent
Highly dissa@sfi@d	52	5.2
Dissa@sfi@d	70	7.0
Neutral	254	25.5
Sa@sfi@d	440	44.1
Highly sa@sfi@d	182	18.2
Total	998	100.0



The analysis of student sa@sfac@on regarding the ins@tu@on's provision of opportuni@es to cul@vate professional and real-life skills illustrates a diverse range of percep@ons. While a considerable majority, cons@tu@ng 62.3% (44.1% sa@sfi@d and 18.2% highly sa@sfi@d), express contentment with the opportuni@es offered, a noteworthy propor@on of 12.2% (7.0% dissa@sfi@d and 5.2% highly dissa@sfi@d) indicate dissa@sfac@on. 25.5% of respondents remain neutral based on their opinion.

The ins5tu5on follows the principles of honesty, transparency, trust and fairness :

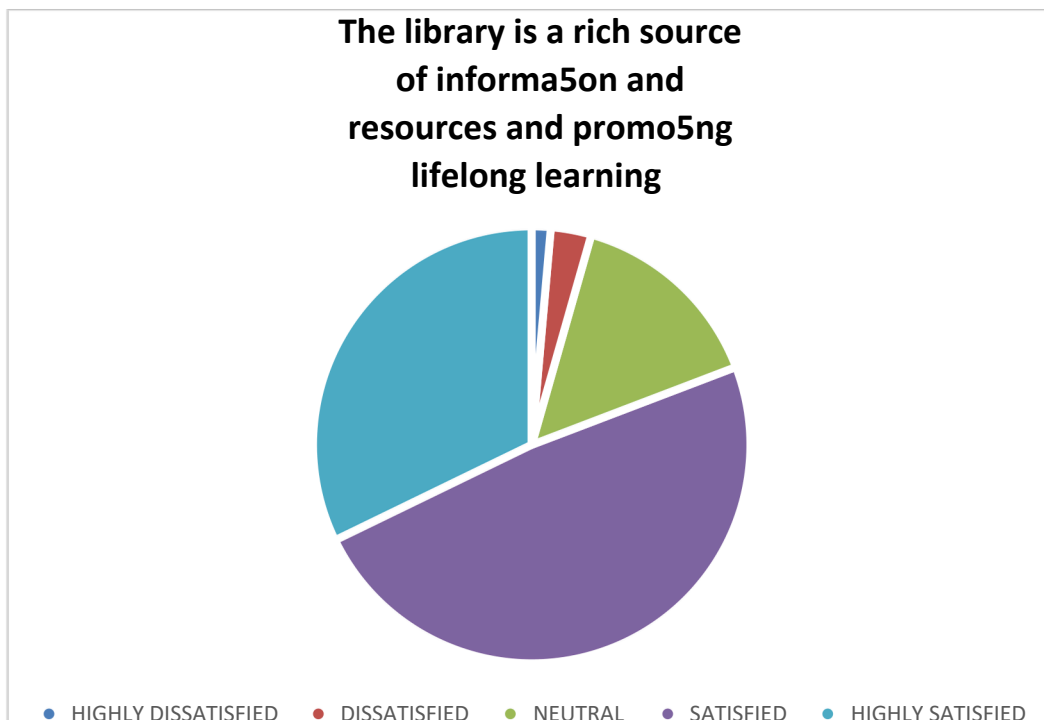
Level of Sa5sfac5on	Frequency	Percent
Highly dissa@sfi@d	42	4.2
Dissa@sfi@d	63	6.3
Neutral	322	32.3
Sa@sfi@d	415	41.6
Highly sa@sfi@d	156	15.6
Total	998	100.0



The examina@on of student sa@sfac@on regarding the ins@tu@on's adherence to principles of honesty, transparency, trust, and fairness unveils a nuanced perspec@ve. While a considerable propor@on, comprising 57.2% (41.6% sa@sfi@d and 15.6% highly sa@sfi@d), express contentment with the ins@tu@on's commitment to these principles, a notable subset of 10.5% (6.3% dissa@sfi@d and 4.2% highly dissa@sfi@d) indicate dissa@sfac@on. Moreover, 32.3% of respondents remain neutrally sa@sfi@d.

The library is a rich source of information and resources and promoting lifelong learning :

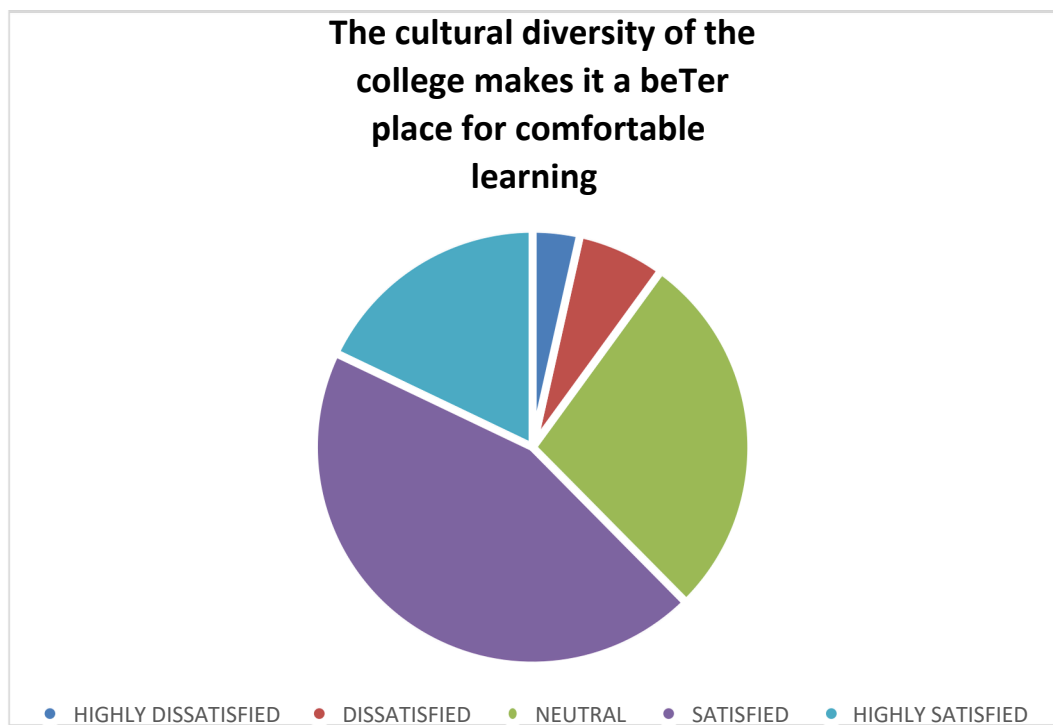
Level of Satisfaction	Frequency	Percent
Highly dissatisfied	14	1.4
Dissatisfied	30	3.0
Neutral	148	14.8
Satisfied	485	48.6
Highly satisfied	321	32.2
Total	998	100.0



The evaluation of student satisfaction regarding the library's role as a rich source of information and resources for promoting lifelong learning highlights a predominantly positive sentiment. A significant majority, comprising 80.8% (48.6% satisfied and 32.2% highly satisfied), express contentment with the library's offerings. . Additionally, 14.8% of respondents remain neutral and there remains a modest proportion of 4.4% (3.0% dissatisfied and 1.4% highly dissatisfied) who indicate dissatisfaction.

The cultural diversity of the college makes it a better place for comfortable learning:

Level of Satisfaction	Frequency	Percent
Highly dissatisfied	35	3.5
Dissatisfied	65	6.5
Neutral	275	27.6
Satisfied	444	44.5
Highly satisfied	179	17.9
Total	998	100.0

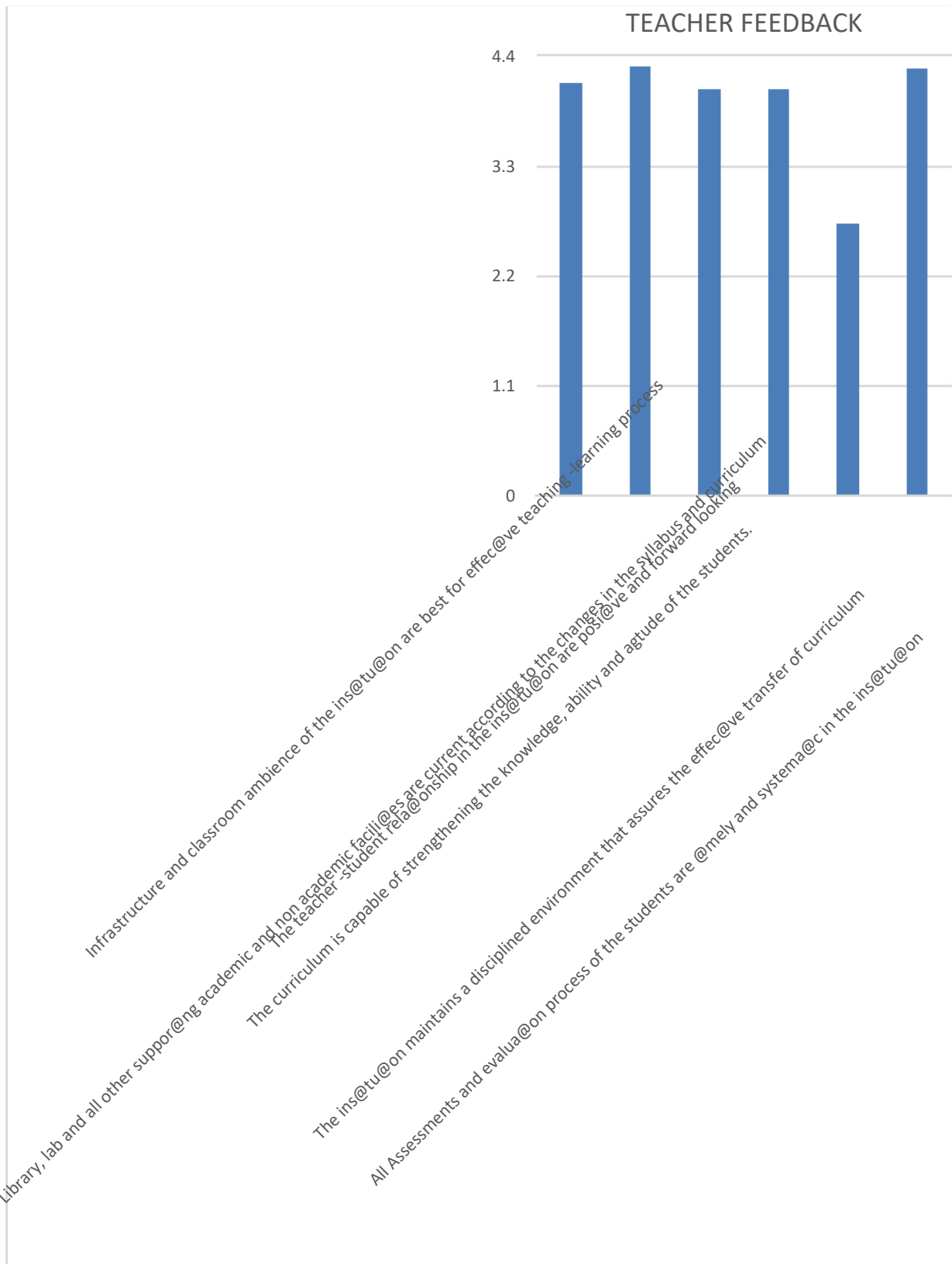


The assessment of student satisfaction regarding the cultural diversity of the college as a facilitator of comfortable learning reveals a varied perspective. While a significant portion, constituting 62.4% (44.5% satisfied and 17.9% highly satisfied), express contentment with the college's cultural diversity, there is a notable subset of 10% (6.5% dissatisfied and 3.5% highly dissatisfied) indicating dissatisfaction. Moreover, 27.6% of respondents remain neutral, indicating a level of ambivalence or uncertainty.

Teachers feedback

FEEDBACK OF TEACHERS

Statements	Mean	Rank based on mean score
Infrastructure and classroom ambiance of the ins@tu@on are best for effec@ve teaching -learning process.	4.12	III
The teacher -student rela@onship in the ins@tu@on are posi@ve and forward looking	4.29	I
The curriculum is capable of strengthening the knowledge, ability and agtude of the students.	4.06	IV
Library, lab and all other suppor@ng academic and non academic facili@es are current according to the changes in the syllabus and curriculum	4.02	V
The ins@tu@on maintains a disciplined environment that assures the effec@ve transfer of curriculum	2.73	VI
All Assessments and evalua@on process of the students are @mely and systema@c in the ins@tu@on	4.27	II



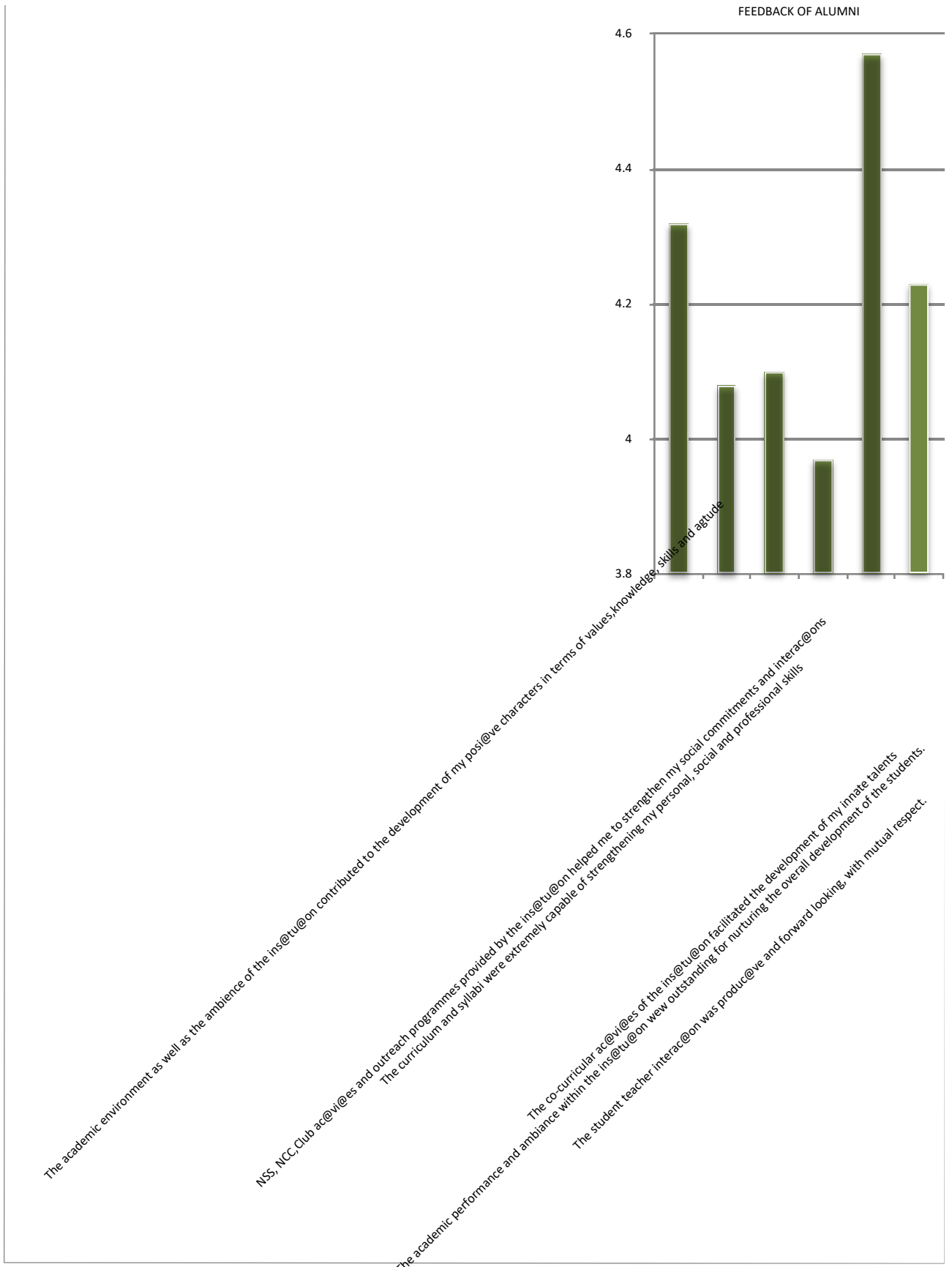
According to the feedback submitted by the teachers based on academic performance and ambience of the ins@tu@on a ranking has been provided on the basis of the mean score of

their responses. First rank or first priority goes to the statement that the teacher -student relationship in the institution is positive and forward looking. Next, they prioritize that All Assessments and evaluation process of the students are timely and systematic in the institution. They post their third rank for the statement Infrastructure and classroom ambience of the institution are best for effective teaching -learning process. The fourth rank is for the statement The curriculum is capable of strengthening the knowledge, ability and aptitude of the students. Then their fifth priority goes to the statement, Library, lab and all other supporting academic and nonacademic facilities are current according to the changes in the syllabus and curriculum. The statement the institution maintains a disciplined environment that assures the effective transfer of curriculum is preferred for the sixth rank. Based on their opinion it is clear that the teacher -student relationship in the institution is positive and forward looking. But Library, lab and all other supporting academic and nonacademic facilities are needed to be current according to the changes in the syllabus and curriculum. The institution should maintain a disciplined environment that assures the effective transfer of curriculum

Alumni Feedback

FEEDBACK OF ALUMNI

Statements	Mean	Rank based on mean score
1.The academic environment as well as the ambience of the ins@tu@on contributed to the development of my posi@ve characters in terms of values, knowledge, skills and agtude	4.32	II
2.The curriculum and syllabi were extremely capable of strengthening my personal, social and professional skills	4.08	V
3.NSS, NCC,Club ac@vi@es and outreach programmes provided by the ins@tu@on helped me to strengthen my social commitments and interac@ons.	4.10	IV
4.The co-curricular ac@vi@es of the ins@tu@on facilitated the development of my innate talents	3.97	VI
5.The student teacher interac@on was produc@ve and forward looking, with mutual respect.	4.57	I
6.The academic performance and ambience within the ins@tu@on outstanding for nurturing the overall development of the students	4.23	III



The mean score comparison of alumni feedback reveals that, “The student teacher interac@on was produc@ve and forward looking, with mutual respect” which is the most

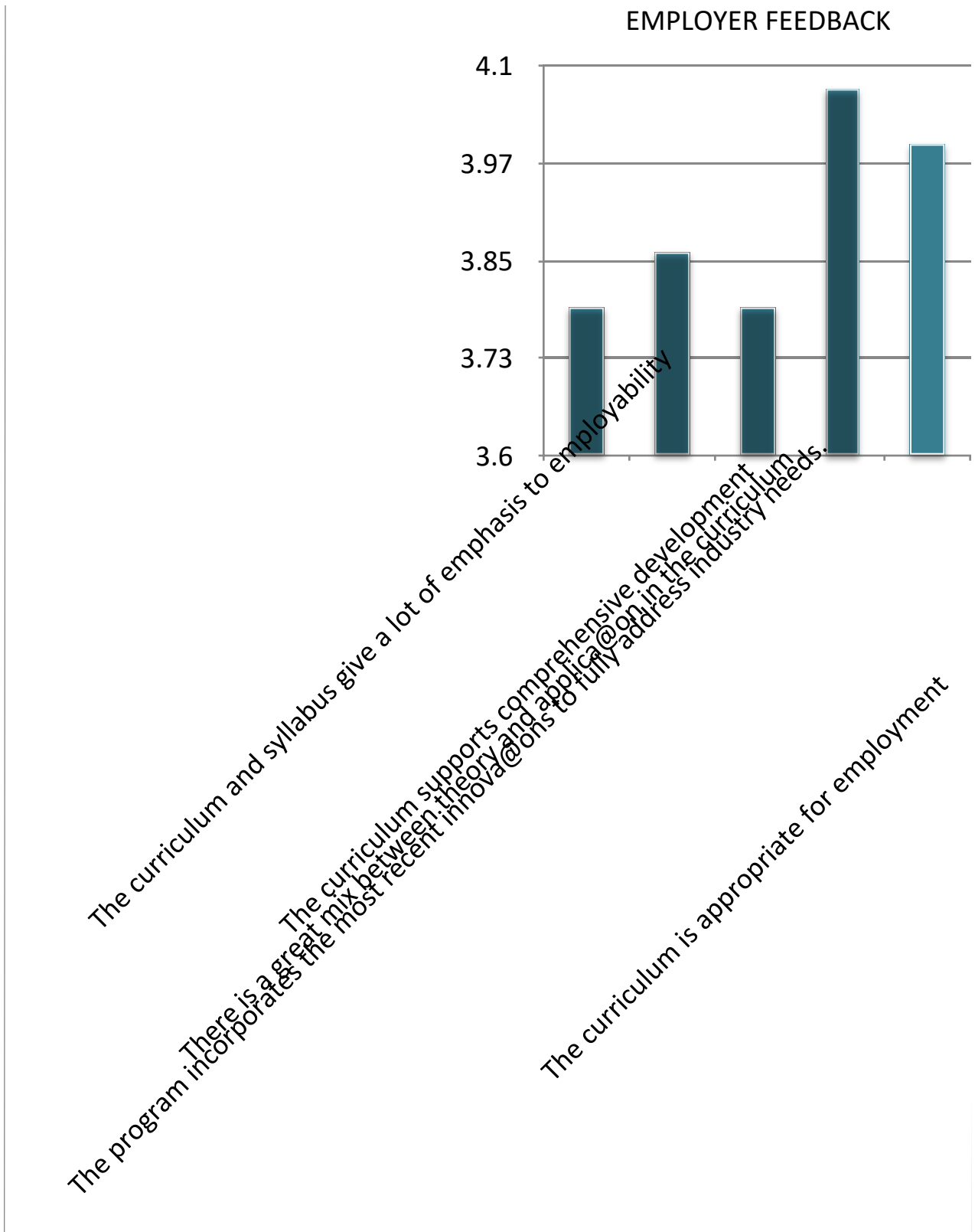
important feedback. It has been followed by statement “The academic environment as well as the ambience of the ins@tu@on contributed to the development of my posi@ve characters in terms of values, knowledge, skills and agtude”, It is followed by the statements “The academic performance and ambience within the ins@tu@on outstanding for nurturing the overall development of the students” and “NSS, NCC, Club ac@vi@es and outreach programmes provided by the ins@tu@on helped me to strengthen my social commitments and interac@ons” respec@vely. The statement “The curriculum and syllabi were extremely capable of strengthening my personal, social and professional skills” is the next preferred one. The last ranked statement is “The co-curricular ac@vi@es of the ins@tu@on facilitated the development of my innate talents”.

The result indicates that the main feedback of Alumni is that The student teacher interac@on was produc@ve and forward looking, with mutual respect.

Employer Feedback

FEEDBACK OF EMPLOYER

Statements	Mean	Rank based on mean score
1.The curriculum and syllabus give a lot of emphasis to employability.	3.79	IV
2. The curriculum supports comprehensive development	3.86	III
3.There is a great mix between theory and applica@on in the curriculum	3.79	IV
4.The program incorporates the most recent innova@ons to fully address industry needs.	4.07	I
5.The curriculum is appropriate for employment	4.00	II



According to the feedback submitted by the employer a ranking has been provided on the basis of the mean score of their responses. First rank or first priority goes to the statement that The program incorporates the most recent innovations to fully address industry needs. Next they prioritize that The curriculum is appropriate for employment. They post their third

rank for the statement The curriculum supports comprehensive development. Then their fourth priority goes to two statements, The curriculum and syllabus give a lot of emphasis to employability and there is a great mix between theory and application in the curriculum. Based on their opinion it is clear that the program incorporates the most recent innovations to fully address industry needs.