

A REPORT ON STUDENTS' FEEDBACK

2.0 INTRODUCTION

The students' feedback for institutional development provides valuable insights into various aspects of their educational experience, allowing institutions to identify strengths, areas for improvement, and opportunities for growth. Through feedback mechanisms such as surveys, focus groups, and suggestion boxes, students can express their opinions, concerns, and suggestions, which are essential for shaping institutional policies, initiatives, and practices.

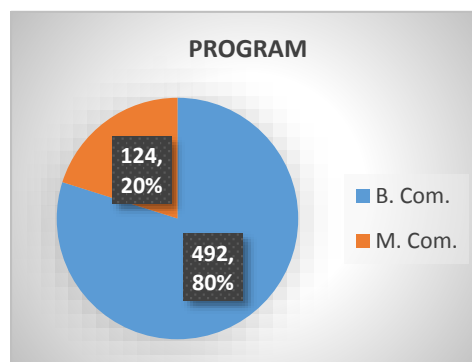
Students' feedback covers a wide range of areas, including academic programs, teaching and learning methodologies, facilities and infrastructure, support services, extracurricular activities, and overall campus environment. By soliciting feedback on these aspects, institutions can assess the effectiveness of their educational programs, evaluate the quality of teaching and mentoring, identify resource needs, and gauge student satisfaction and engagement.

Moreover, students' feedback serves as a vital tool for institutional accountability and transparency, fostering a culture of continuous improvement and responsiveness to student needs. Institutions can use the feedback to develop action plans, implement targeted interventions, and allocate resources strategically to enhance the overall student experience and academic outcomes.

In summary, students' feedback for institutional development plays a crucial role in promoting student-centric approaches to education, fostering a culture of collaboration and communication between students and institutional stakeholders, and ultimately contributing to the continuous enhancement of institutional quality and effectiveness.

TABLE 2.1 PROGRAMS

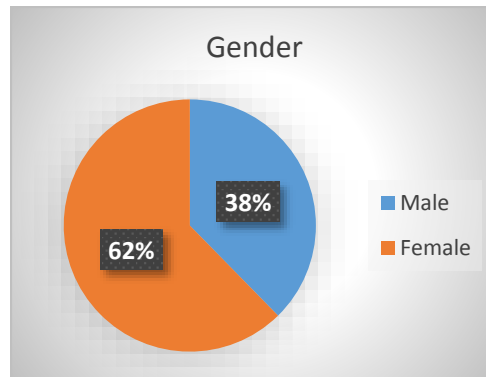
B. COM.	492
M. COM.	124



The data from Table 2.1 shows that in the current academic period, the Bachelor of Commerce (B.Com.) program has 492 students have responded, while the Master of Commerce (M.Com.) program has 124 students have responded.

TABLE 2.2 GENDER

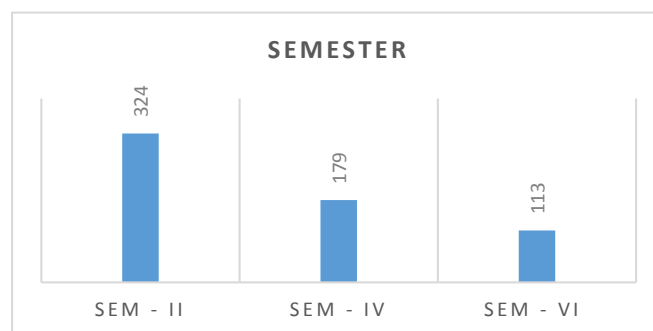
MALE	232
FEMALE	384



According to the data presented in Table 2.2, there is a total response of 616 students, divided between 232 male students and 384 female students. This indicates females representing approximately 62% of the total responses, compared to males who make up about 38%.

TABLE 2.3 SEMESTER

SEM. - II	324
SEM. - IV	179
SEM. - VI	113

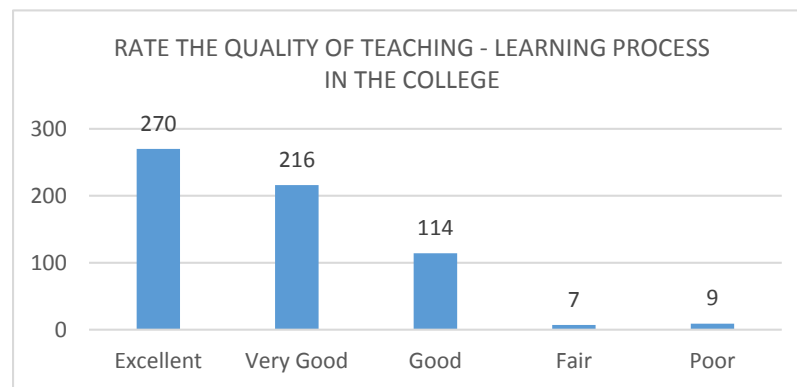


The provided data from Table 2.3 offers a sample of student responses across different semesters of an academic program. Semester II exhibits with 324 students, constituting approximately 52.6% of the total sampled students. Following Semester II, Semester IV registers 179 students, representing about 29.1% of the total. Semester VI shows the lowest response among the sampled semesters, with 113 students, accounting for roughly 18.3%. This distribution underscores a descending trend in response as students' advance through the semesters. Such a trend hints at potential factors such as

attrition or program structure influencing student retention. Understanding these dynamics can provide valuable insights for implementing strategies aimed at supporting student success and enhancing retention rates as students' progress through the program.

TABLE 2.4 RATE THE QUALITY OF TEACHING - LEARNING PROCESS IN THE COLLEGE

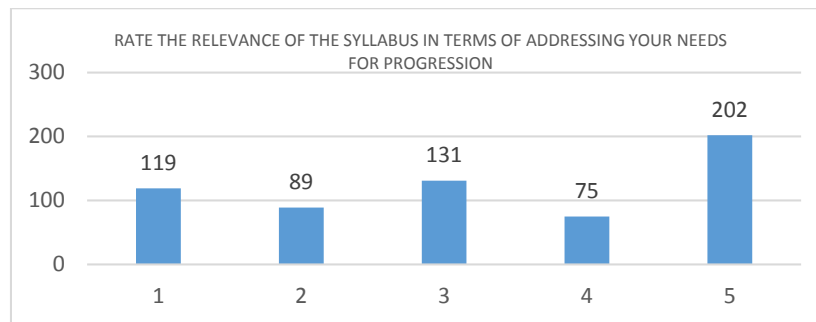
EXCELLENT	270
VERY GOOD	216
GOOD	114
FAIR	7
POOR	9



The data from Table 2.4 reflects feedback regarding the quality of the teaching-learning process in the college. The majority of respondents have rated it favorably, with 270 individuals describing it as "Excellent" and 216 rating it as "Very Good." Additionally, 114 respondents have given a rating of "Good." These high ratings indicate a strong perception of the teaching-learning process among the sampled individuals. The significant number of respondents who consider it "Excellent" or "Very Good" suggests a high level of satisfaction with the educational experience provided by the college. This positive feedback speaks to the effectiveness of teaching methodologies, faculty engagement, and overall academic environment within the institution. Such positive ratings not only reflect well on the college's reputation but also indicate a conducive learning environment that fosters student engagement and academic success. It underscores the college's commitment to delivering quality education and highlights areas of strength that can be further leveraged to enhance the overall learning experience for students.

TABLE 2.5 RATE THE RELEVANCE OF THE SYLLABUS IN TERMS OF ADDRESSING YOUR NEEDS FOR PROGRESSION

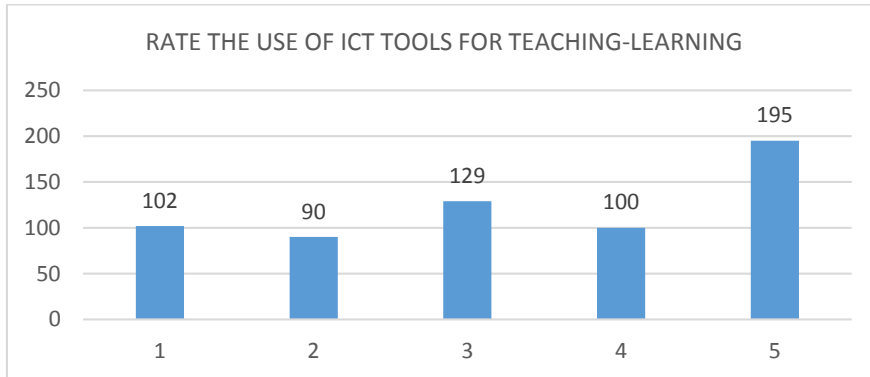
1	119
2	89
3	131
4	75
5	202



The data from Table 2.5 reveals feedback regarding the relevance of the syllabus in addressing the needs for progression among respondents. A substantial number of individuals rated the syllabus favorably, with 202 respondents giving a rating of 5, indicating a high level of relevance. Furthermore, 131 respondents rated it as 3, suggesting a moderate level of relevance. These ratings signify a strong perception among the sampled individuals regarding the alignment of the syllabus with their progression needs. The significant number of respondents giving a rating of 5 indicates that the syllabus effectively addresses their academic requirements and facilitates their progression within the program. Additionally, the moderate ratings further suggest that the syllabus adequately meets the needs of a considerable portion of the respondents. Such positive feedback reflects well on the college's curriculum design and development processes, indicating a thoughtful approach to addressing student needs and academic objectives. It underscores the institution's commitment to providing a relevant and effective educational experience that supports student progression and success. This positive report highlights the strengths of the syllabus in meeting the evolving needs of students and reinforces the college's reputation for delivering quality education.

TABLE 2.6 RATE THE USE OF ICT TOOLS FOR TEACHING-LEARNING

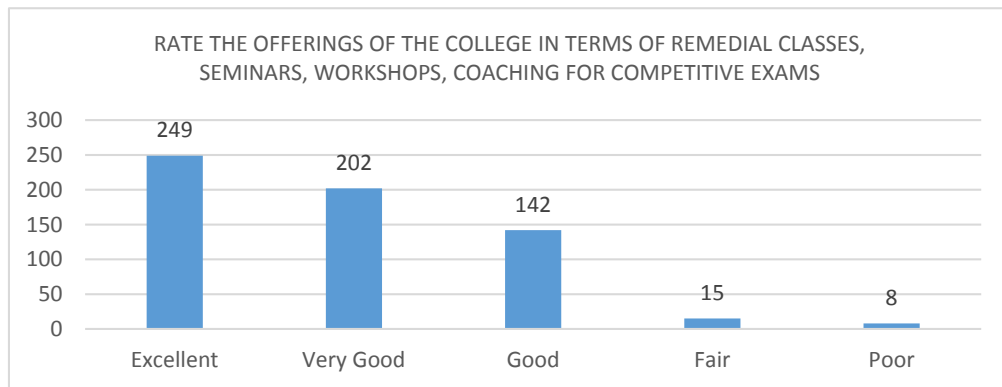
1	102
2	90
3	129
4	100
5	195



The data from Table 2.6 indicates the perceptions of respondents regarding the use of ICT tools for teaching and learning. Among the sampled individuals, 195 respondents rated the utilization of ICT tools with a score of 5, reflecting a high level of satisfaction. Additionally, 129 respondents gave a rating of 3, indicating a moderate level of satisfaction. These ratings suggest a generally positive outlook on the incorporation of ICT tools into the teaching-learning process. The significant number of respondents giving a rating of 5 underscores the perceived effectiveness and value of ICT tools in enhancing the educational experience. Furthermore, the moderate ratings indicate that a substantial portion of respondents find the use of ICT tools satisfactory, albeit with some room for improvement. Overall, the data portrays a favorable perception of the integration of technology into education, highlighting the college's efforts to embrace innovative teaching methodologies. This positive feedback signals a willingness among students to engage with technology-driven learning approaches, reinforcing the importance of continued investment in ICT infrastructure and faculty training. Such endeavors can further enhance the college's ability to meet the evolving needs of students and deliver a modern and effective educational experience.

TABLE 2.7 RATE THE OFFERINGS OF THE COLLEGE IN TERMS OF REMEDIAL CLASSES, SEMINARS, WORKSHOPS, COACHING FOR COMPETITIVE EXAMS

EXCELLENT	249
VERY GOOD	202
GOOD	142
FAIR	15
POOR	8



The data from Table 2.7 provides insights into the perceptions of respondents regarding the offerings of the college in terms of remedial classes, seminars, workshops, and coaching for competitive exams. The majority of respondents have rated the offerings favorably, with 249 individuals describing them as "Excellent" and 202 rating them as "Very Good." Additionally, 142 respondents have given a rating of "Good."

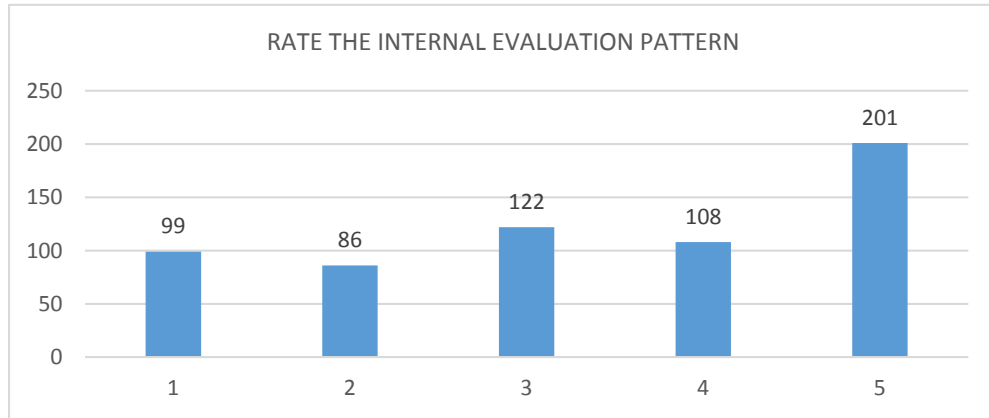
These high ratings indicate a strong perception of the college's offerings among the sampled individuals. The significant number of respondents considering them "Excellent" or "Very Good" suggests a high level of satisfaction with the available resources and support services. This positive feedback reflects well on the college's efforts to provide comprehensive academic support and enrichment opportunities to students.

Additionally, the moderate ratings further indicate that a considerable portion of respondents find the offerings satisfactory, albeit with some room for improvement. This data underscores the importance of continuing to enhance and expand the range of remedial classes, seminars, workshops, and coaching programs to meet the diverse needs of students effectively.

Overall, the positive ratings in Table 2.7 highlight the college's commitment to providing holistic educational experiences that go beyond traditional classroom instruction. By offering a range of supplementary resources and support services, the college aims to support student success and foster a conducive learning environment.

TABLE 2.8 RATE THE INTERNAL EVALUATION PATTERN

1	99
2	86
3	122
4	108
5	201

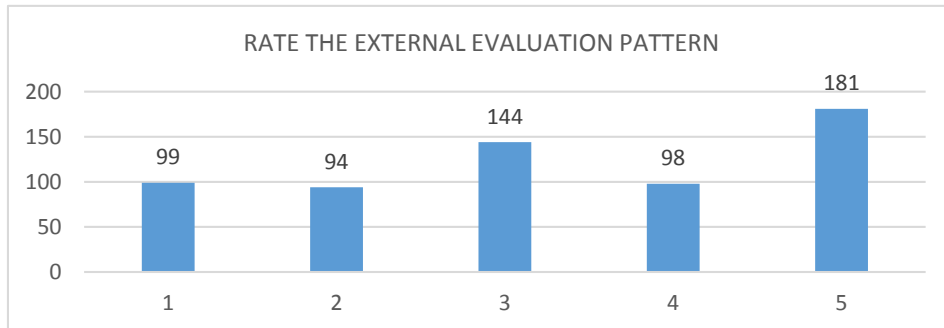


The data from Table 2.8 provides insights into respondents' perceptions regarding the internal evaluation pattern at the college. Among the sampled individuals, 201 respondents rated the internal evaluation pattern with a score of 5, indicating a high level of satisfaction. Additionally, 122 respondents gave a rating of 3, suggesting a moderate level of satisfaction.

These ratings suggest a generally positive outlook on the internal evaluation pattern employed by the college. The significant number of respondents giving a rating of 5 underscores the perceived effectiveness and fairness of the evaluation process. Furthermore, the moderate ratings indicate that a substantial portion of respondents find the internal evaluation pattern satisfactory, albeit with some aspects that could be improved. Overall, the data portrays a favorable perception of the internal evaluation pattern, reflecting the college's commitment to ensuring transparent and rigorous assessment practices. This positive feedback signals confidence among students in the fairness and reliability of the evaluation process, which is essential for maintaining academic standards and promoting student success.

TABLE 2.9 RATE THE EXTERNAL EVALUATION PATTERN

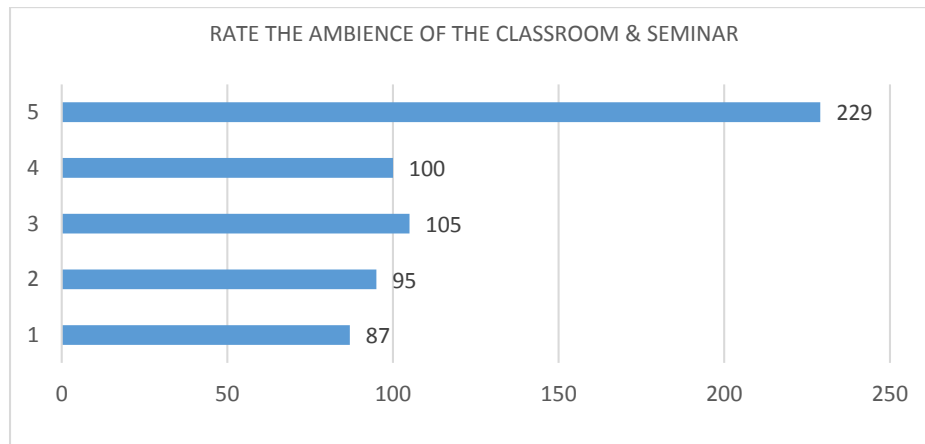
1	99
2	94
3	144
4	98
5	181



The data from Table 2.9 sheds light on respondents' perceptions regarding the external evaluation pattern at the college. Among the respondents, 181 individuals rated the external evaluation pattern with a score of 5, indicating a high level of satisfaction. Additionally, 144 respondents gave a rating of 3, suggesting a moderate level of satisfaction. These ratings suggest a generally positive outlook on the external evaluation pattern implemented by the college. The significant number of respondents rating it as 5 underscores the perceived effectiveness and credibility of the evaluation process conducted externally. Moreover, the moderate ratings indicate that a substantial portion of respondents find the external evaluation pattern satisfactory, although there may be areas for improvement. Overall, the data reflects a favorable perception of the external evaluation pattern, indicating confidence among students in the reliability and fairness of assessments conducted externally. This positive feedback underscores the college's commitment to maintaining academic rigor and ensuring the quality of education through transparent and credible evaluation processes. Such perceptions contribute to fostering trust and confidence in the institution's academic standards and practices.

TABLE 2.10 RATE THE AMBIENCE OF THE CLASSROOM & SEMINAR ROOMS

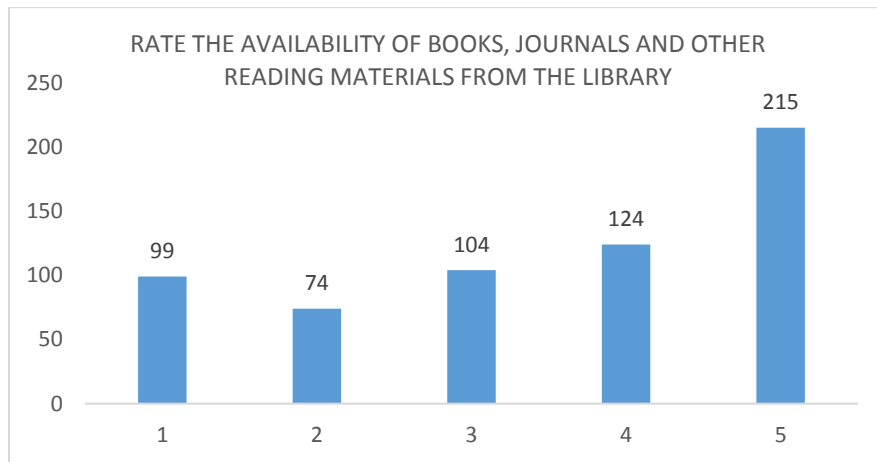
1	87
2	95
3	105
4	100
5	229



The data from Table 2.10 provides insights into respondents' perceptions regarding the ambience of the classroom and seminar rooms at the college. Among the sampled individuals, 229 respondents rated the ambience with a score of 5, indicating a high level of satisfaction. Additionally, 105 respondents gave a rating of 3, suggesting a moderate level of satisfaction. These ratings suggest a generally positive outlook on the ambience of the classroom and seminar rooms. The significant number of respondents rating it as 5 underscores the perceived comfort, aesthetics, and functionality of these spaces. Moreover, the moderate ratings indicate that a substantial portion of respondents find the ambience satisfactory, although there may be areas for improvement or variation in individual preferences. Overall, the data reflects a favorable perception of the ambience of the classroom and seminar rooms, indicating that the college provides conducive learning environments that promote engagement and concentration. Such positive feedback underscores the institution's commitment to maintaining well-equipped and comfortable facilities that support effective teaching and learning experiences.

TABLE 2.11 RATE THE AVAILABILITY OF BOOKS, JOURNALS AND OTHER READING MATERIALS FROM THE LIBRARY

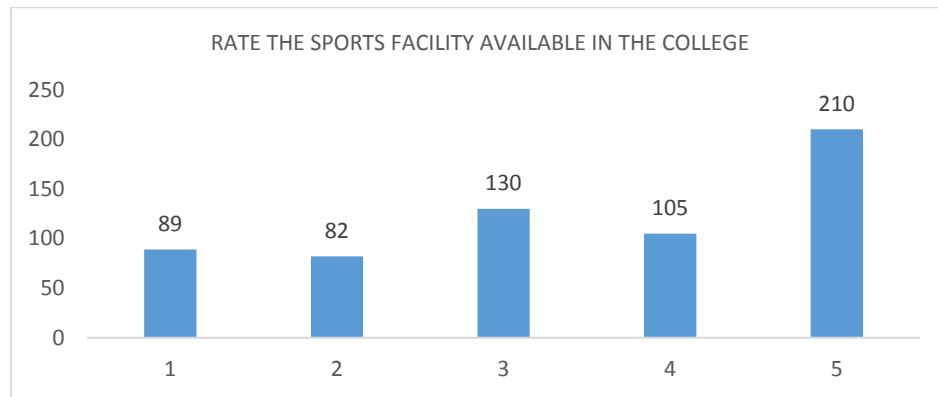
1	99
2	74
3	104
4	124
5	215



The data from Table 2.11 offers insights into respondents' perceptions regarding the availability of books, journals, and other reading materials from the library. Among the respondents, 215 individuals rated the availability with a score of 5, indicating a high level of satisfaction. Additionally, 124 respondents gave a rating of 4, suggesting a considerable level of satisfaction. These ratings suggest a generally positive outlook on the availability of resources from the library. The significant number of respondents rating it as 5 underscores the perceived abundance and accessibility of books, journals, and other reading materials. Moreover, the substantial number of respondents giving a rating of 4 further supports the notion of a well-stocked and adequately equipped library. Overall, the data reflects a favorable perception of the library's resources, indicating that the college provides ample materials to support students' academic needs. Such positive feedback underscores the institution's commitment to maintaining a comprehensive collection of resources that cater to the diverse interests and requirements of students and faculty members.

TABLE 2.12 RATE THE SPORTS FACILITY AVAILABLE IN THE COLLEGE

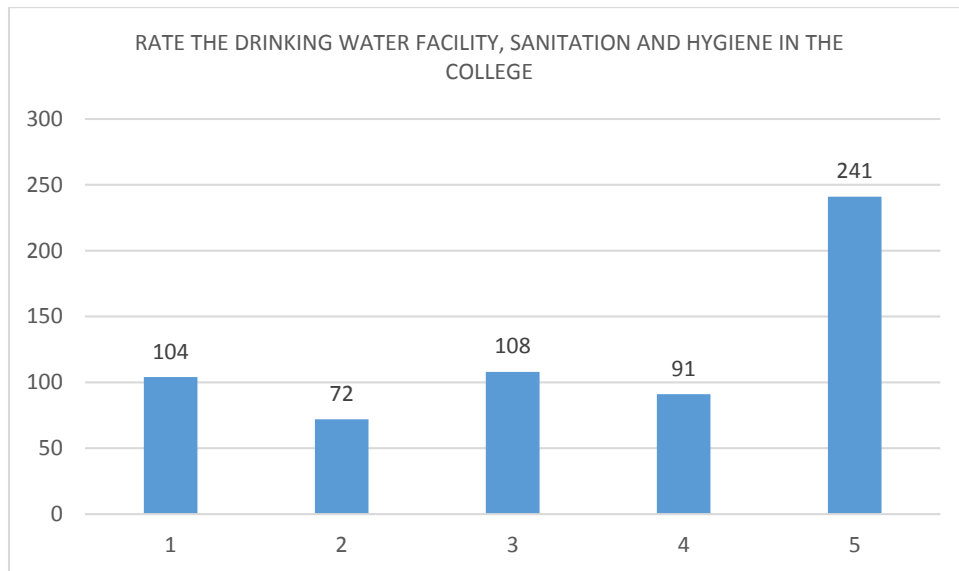
1	89
2	82
3	130
4	105
5	210



The data from Table 2.12 provides insights into respondents' perceptions regarding the sports facilities available in the college. Among the respondents, 210 individuals rated the sports facility with a score of 5, indicating a high level of satisfaction. Additionally, 130 respondents gave a rating of 3, suggesting a moderate level of satisfaction. These ratings suggest a generally positive outlook on the sports facilities provided by the college. The significant number of respondents rating it as 5 underscores the perceived quality and adequacy of the sports facilities available. Moreover, the substantial number of respondents giving a rating of 3 further supports the notion of satisfactory sports infrastructure. Overall, the data reflects a favorable perception of the sports facilities, indicating that the college offers adequate resources to support sports and recreational activities. Such positive feedback underscores the institution's commitment to promoting holistic development and well-being among students through access to sports facilities and opportunities for physical activity.

TABLE 2.13 RATE THE DRINKING WATER FACILITY, SANITATION AND HYGIENE IN THE COLLEGE

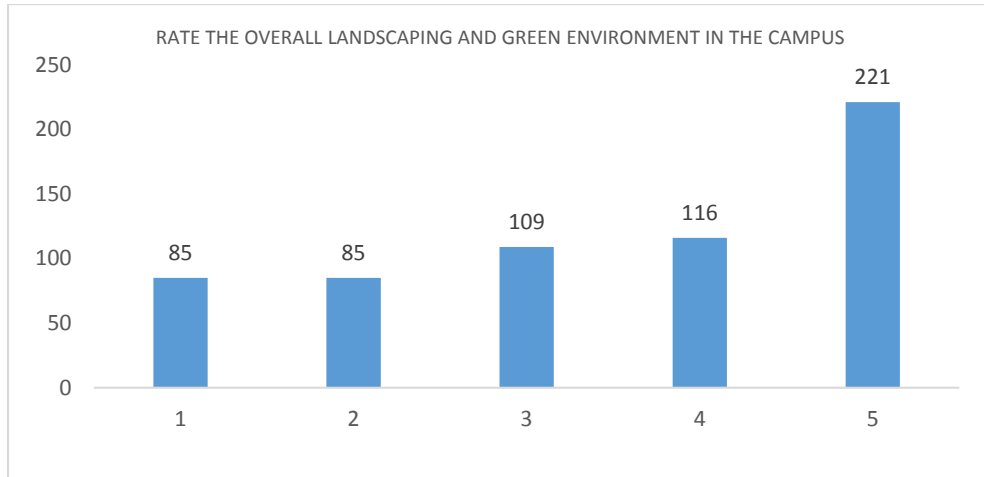
1	104
2	72
3	108
4	91
5	241



The data from Table 2.13 provides insights into respondents' perceptions regarding the drinking water facility, sanitation, and hygiene in the college. Among the respondents, 241 individuals rated these facilities with a score of 5, indicating a high level of satisfaction. Additionally, 108 respondents gave a rating of 3, suggesting a moderate level of satisfaction. These ratings suggest a generally positive outlook on the drinking water facility, sanitation, and hygiene standards maintained by the college. The significant number of respondents rating it as 5 underscores the perceived quality and adequacy of these facilities, indicating that they meet or exceed expectations. Moreover, the substantial number of respondents giving a rating of 3 further supports the notion of satisfactory standards in these areas. Overall, the data reflects a favorable perception of the drinking water facility, sanitation, and hygiene practices in the college, indicating that the institution prioritizes the well-being and comfort of its students and staff. Such positive feedback underscores the college's commitment to providing a clean, safe, and healthy environment conducive to learning and working.

TABLE 2.14 RATE THE OVERALL LANDSCAPING AND GREEN ENVIRONMENT IN THE CAMPUS

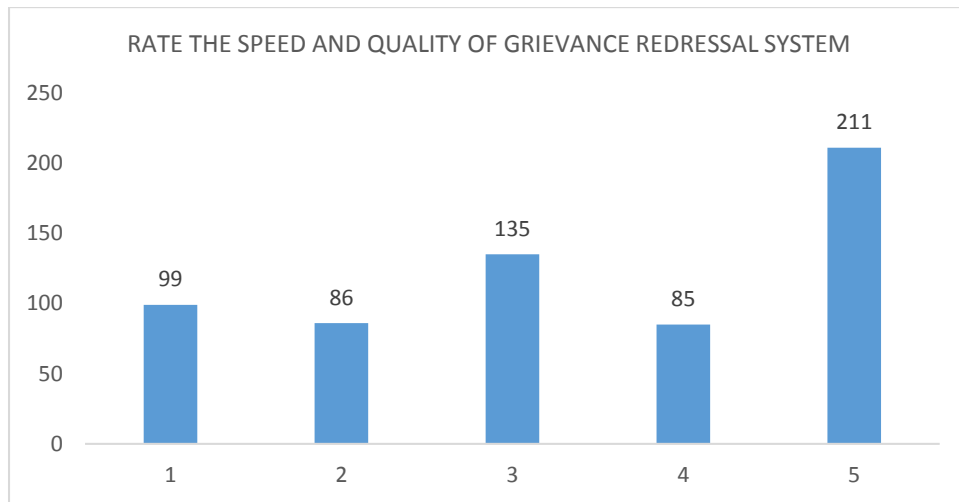
1	85
2	85
3	109
4	116
5	221



The data from Table 2.14 offers insights into respondents' perceptions regarding the overall landscaping and green environment in the campus. Among the respondents, 221 individuals rated the landscaping and green environment with a score of 5, indicating a high level of satisfaction. Additionally, 116 respondents gave a rating of 4, suggesting a considerable level of satisfaction. These ratings suggest a generally positive outlook on the landscaping and green environment maintained by the college. The significant number of respondents rating it as 5 underscores the perceived beauty and ecological consciousness of the campus, indicating that it is well-maintained and aesthetically pleasing. Moreover, the substantial number of respondents giving a rating of 4 further supports the notion of satisfactory landscaping and greenery. Overall, the data reflects a favorable perception of the overall landscaping and green environment in the campus, indicating that the college places importance on creating a pleasant and sustainable outdoor space for students and staff. Such positive feedback underscores the institution's commitment to environmental stewardship and enhancing the quality of campus life.

TABLE 2.15 RATE THE SPEED AND QUALITY OF GRIEVANCE REDRESSAL SYSTEM

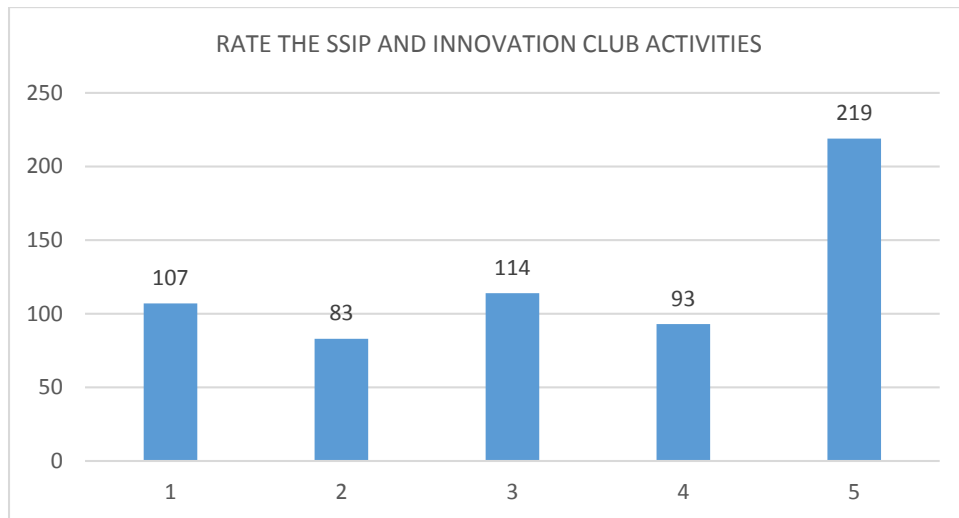
1	99
2	86
3	135
4	85
5	211



The data from Table 2.15 provides insights into respondents' perceptions regarding the speed and quality of the grievance redressal system at the college. Among the respondents, 211 individuals rated the grievance redressal system with a score of 5, indicating a high level of satisfaction. Additionally, 135 respondents gave a rating of 3, suggesting a moderate level of satisfaction. These ratings suggest a generally positive outlook on the speed and quality of the grievance redressal system implemented by the college. The significant number of respondents rating it as 5 underscores the perceived effectiveness and efficiency of the system in addressing grievances promptly and satisfactorily. Moreover, the substantial number of respondents giving a rating of 3 further supports the notion of satisfactory performance in this aspect. Overall, the data reflects a favorable perception of the grievance redressal system, indicating that the college has established mechanisms to address grievances in a timely and satisfactory manner. Such positive feedback underscores the institution's commitment to ensuring transparency, fairness, and accountability in addressing concerns raised by students and staff.

TABLE 2.16 RATE THE SSIP AND INNOVATION CLUB ACTIVITIES

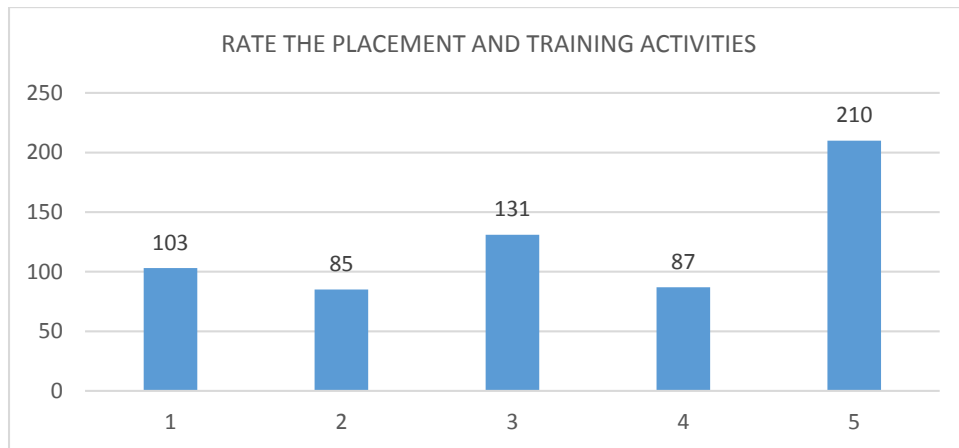
1	107
2	83
3	114
4	93
5	219



The data from Table 2.16 provides insights into respondents' perceptions regarding the SSIP (Students' Startup and Innovation Policy) and innovation club activities at the college. Among the respondents, 219 individuals rated these activities with a score of 5, indicating a high level of satisfaction. Additionally, 114 respondents gave a rating of 3, suggesting a moderate level of satisfaction. These ratings suggest a generally positive outlook on the SSIP and innovation club activities conducted by the college. The significant number of respondents rating it as 5 underscores the perceived effectiveness and value of these initiatives in fostering entrepreneurial spirit and innovation among students. Moreover, the substantial number of respondents giving a rating of 3 further supports the notion of satisfactory engagement with these activities. Overall, the data reflects a favorable perception of the SSIP and innovation club activities, indicating that the college provides meaningful opportunities for students to engage in entrepreneurial and innovative endeavors. Such positive feedback underscores the institution's commitment to nurturing creativity, problem-solving skills, and an entrepreneurial mindset among its students, thereby contributing to their holistic development and future success.

TABLE 2.17 RATE THE PLACEMENT AND TRAINING ACTIVITIES

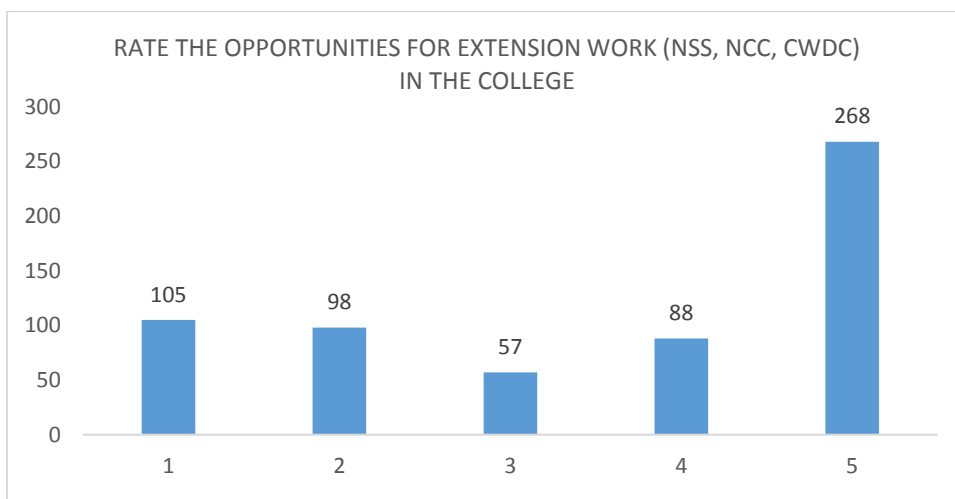
1	103
2	85
3	131
4	87
5	210



The data from Table 2.17 offers insights into respondents' perceptions regarding the placement and training activities conducted by the college. Among the respondents, 210 individuals rated these activities with a score of 5, indicating a high level of satisfaction. Additionally, 131 respondents gave a rating of 3, suggesting a moderate level of satisfaction. These ratings suggest a generally positive outlook on the placement and training activities provided by the college. The significant number of respondents rating it as 5 underscores the perceived effectiveness and value of these initiatives in preparing students for the job market and facilitating their transition into the workforce. Moreover, the substantial number of respondents giving a rating of 3 further supports the notion of satisfactory engagement with these activities. Overall, the data reflects a favorable perception of the placement and training activities, indicating that the college offers valuable resources and support services to enhance students' employability and career prospects. Such positive feedback underscores the institution's commitment to facilitating successful transitions from education to employment and ensuring the professional growth and development of students.

TABLE 2.18 RATE THE OPPORTUNITIES FOR EXTENSION WORK (NSS, NCC, CWDC) IN THE COLLEGE

1	105
2	98
3	57
4	88
5	268

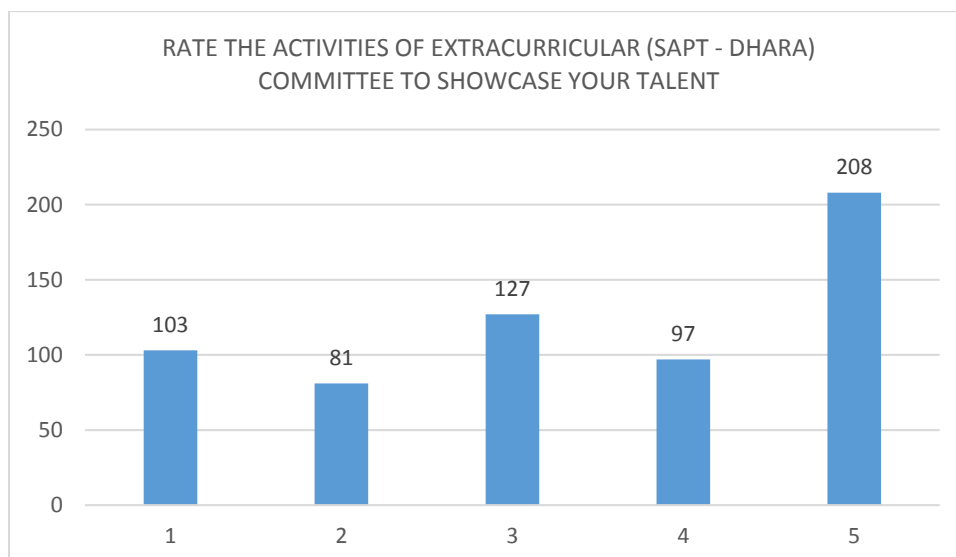


The data from Table 2.18 provides insights into respondents' perceptions regarding the opportunities for extension work, including NSS (National Service Scheme), NCC (National Cadet Corps), and CWDC (Community Work and Development Cell) activities, in the college. Among the respondents, 268 individuals rated these opportunities with a score of 5, indicating a high level of satisfaction. Additionally, 105 respondents gave a rating of 1, suggesting a moderate level of satisfaction.

These ratings suggest a generally positive outlook on the opportunities for extension work provided by the college. The significant number of respondents rating it as 5 underscores the perceived effectiveness and value of these activities in fostering social responsibility, leadership skills, and community engagement among students. Moreover, the substantial number of respondents giving a rating of 1 further supports the notion of satisfactory engagement with these opportunities. Overall, the data reflects a favorable perception of the opportunities for extension work, indicating that the college offers meaningful avenues for students to contribute to society and develop their leadership abilities. Such positive feedback underscores the institution's commitment to promoting holistic development and instilling values of service and civic engagement among its students.

TABLE 2.19 RATE THE ACTIVITIES OF EXTRACURRICULAR (SAPT - DHARA) COMMITTEE TO SHOWCASE YOUR TALENT

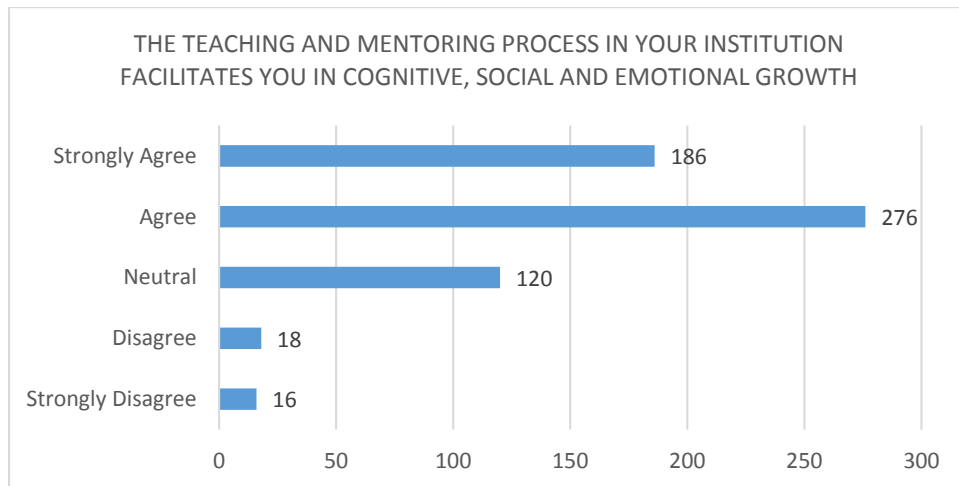
1	103
2	81
3	127
4	97
5	208



The data from Table 2.19 offers insights into respondents' perceptions regarding the activities of the extracurricular committee (SAPT - DHARA) aimed at showcasing their talents. Among the respondents, 208 individuals rated these activities with a score of 5, indicating a high level of satisfaction. Additionally, 127 respondents gave a rating of 3, suggesting a moderate level of satisfaction. These ratings suggest a generally positive outlook on the activities organized by the extracurricular committee to showcase talents. The significant number of respondents rating it as 5 underscores the perceived effectiveness and value of these initiatives in providing platforms for students to exhibit their talents and interests. Moreover, the substantial number of respondents giving a rating of 3 further supports the notion of satisfactory engagement with these activities. Overall, the data reflects a favorable perception of the extracurricular activities organized by the committee, indicating that the college offers opportunities for students to explore and showcase their diverse talents beyond academics. Such positive feedback underscores the institution's commitment to providing holistic development opportunities and fostering a vibrant campus culture that celebrates creativity and individuality.

TABLE 2.20 THE TEACHING AND MENTORING PROCESS IN YOUR INSTITUTION FACILITATES YOU IN COGNITIVE, SOCIAL AND EMOTIONAL GROWTH

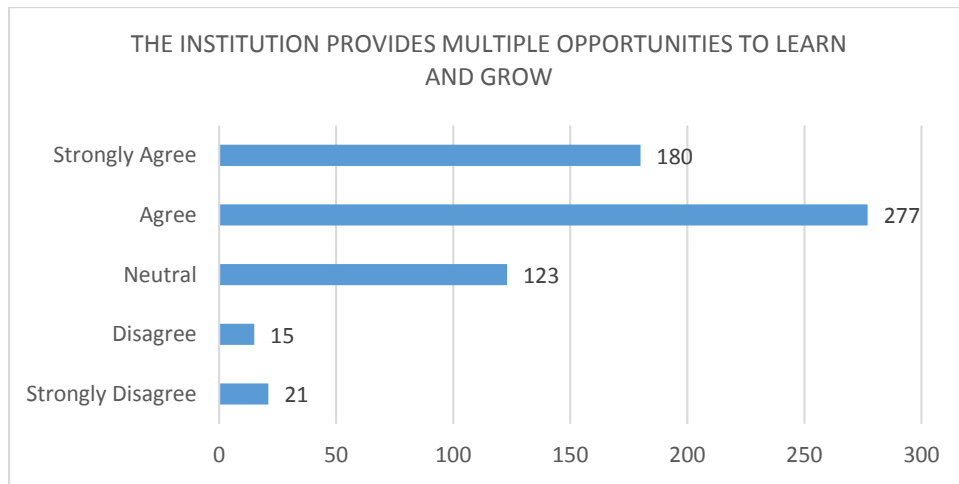
STRONGLY DISAGREE	16
DISAGREE	18
NEUTRAL	120
AGREE	276
STRONGLY AGREE	186



The data from Table 2.20 provides insights into respondents' perceptions regarding the teaching and mentoring process in the institution and its facilitation of cognitive, social, and emotional growth. Among the respondents, 186 individuals strongly agreed, while 276 agreed, indicating a substantial level of positive perception. Additionally, 120 respondents remained neutral, suggesting a balanced perspective. These ratings suggest a predominantly positive outlook on the teaching and mentoring process in the institution. The significant number of respondents strongly agreeing or agreeing underscores the perceived effectiveness of these processes in fostering cognitive, social, and emotional growth among students. While a portion of respondents remained neutral, the overall trend indicates a favorable perception of the impact of teaching and mentoring on holistic student development. Overall, the data reflects a generally favorable perception of the teaching and mentoring process, indicating that the institution plays a significant role in facilitating students' cognitive, social, and emotional growth. Such positive feedback underscores the importance of effective teaching and mentoring practices in nurturing well-rounded individuals capable of meeting academic, personal, and professional challenges.

TABLE 2.21 THE INSTITUTION PROVIDES MULTIPLE OPPORTUNITIES TO LEARN AND GROW

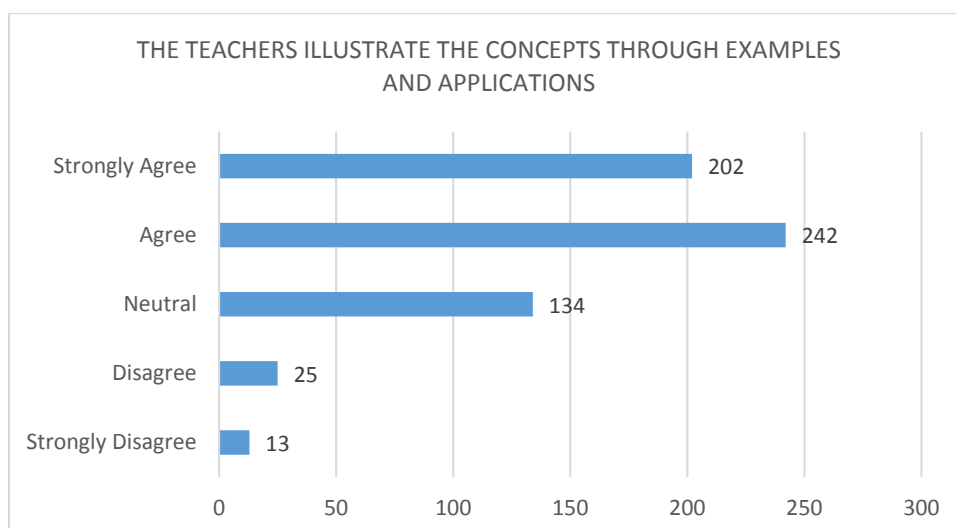
STRONGLY DISAGREE	21
DISAGREE	15
NEUTRAL	123
AGREE	277
STRONGLY AGREE	180



The data from Table 2.21 offers insights into respondents' perceptions regarding the opportunities provided by the institution for learning and growth. Among the respondents, 180 strongly agreed, while 277 agreed, indicating a predominant positive perception. Additionally, 123 respondents remained neutral, suggesting a mixed perspective. These ratings suggest an overall positive outlook on the opportunities for learning and growth provided by the institution. The significant number of respondents strongly agreeing or agreeing underscores the perceived effectiveness of the institution in offering diverse avenues for personal and academic development. While a portion of respondents remained neutral, the majority expressing agreement or strong agreement indicates a favorable perception of the institution's efforts in providing opportunities for learning and growth. Overall, the data reflects a generally favorable perception of the institution's provision of multiple opportunities for learning and growth. Such positive feedback underscores the importance of offering diverse educational experiences and developmental opportunities to support students' holistic development and academic success.

TABLE 2.22 THE TEACHERS ILLUSTRATE THE CONCEPTS THROUGH EXAMPLES AND APPLICATIONS

STRONGLY DISAGREE	13
DISAGREE	25
NEUTRAL	134
AGREE	242
STRONGLY AGREE	202

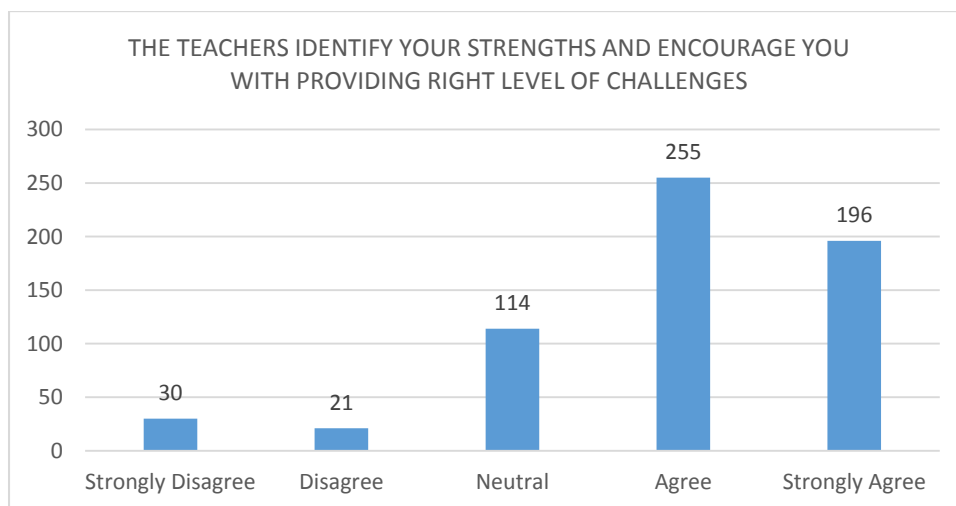


The data from Table 2.22 provides insights into respondents' perceptions regarding how teachers illustrate concepts through examples and applications. Among the respondents, 202 strongly agreed, while 242 agreed, indicating a predominant positive perception. Additionally, 134 respondents remained neutral, suggesting a mixed perspective. These ratings suggest an overall positive outlook on the teaching approach employed by teachers in illustrating concepts through examples and applications. The significant number of respondents strongly agreeing or agreeing underscores the perceived effectiveness of this instructional method in aiding understanding and comprehension. While a portion of respondents remained neutral, the majority expressing agreement or strong agreement indicates a favorable perception of the teachers' efforts in using relevant examples and applications to enhance learning.

Overall, the data reflects a generally favorable perception of the teaching approach adopted by teachers in the institution. Such positive feedback underscores the importance of employing practical and illustrative methods to facilitate effective learning and comprehension among students.

TABLE 2.23 THE TEACHERS IDENTIFY YOUR STRENGTHS AND ENCOURAGE YOU WITH PROVIDING RIGHT LEVEL OF CHALLENGES

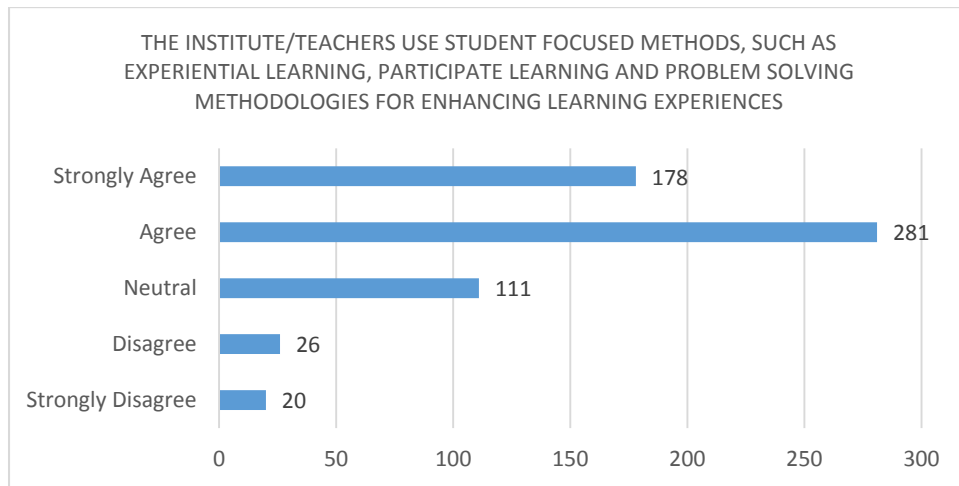
STRONGLY DISAGREE	30
DISAGREE	21
NEUTRAL	114
AGREE	255
STRONGLY AGREE	196



The data from Table 2.23 offers insights into respondents' perceptions regarding how teachers identify their strengths and provide appropriate challenges. Among the respondents, 196 strongly agreed, while 255 agreed, indicating a predominant positive perception. Additionally, 114 respondents remained neutral, suggesting a mixed perspective. These ratings suggest an overall positive outlook on the teachers' efforts to identify students' strengths and provide suitable challenges. The significant number of respondents strongly agreeing or agreeing underscores the perceived effectiveness of teachers in recognizing individual strengths and tailoring challenges accordingly. While a portion of respondents remained neutral, the majority expressing agreement or strong agreement indicates a favorable perception of the teachers' support and encouragement. Overall, the data reflects a generally favorable perception of the teachers' approach to recognizing and nurturing students' strengths while providing appropriate challenges. Such positive feedback underscores the importance of personalized instruction and support in fostering student development and academic growth.

TABLE 2.24 THE INSTITUTE/TEACHERS USE STUDENT FOCUSED METHODS, SUCH AS EXPERIENTIAL LEARNING, PARTICIPATE LEARNING AND PROBLEM SOLVING METHODOLOGIES FOR ENHANCING LEARNING EXPERIENCES

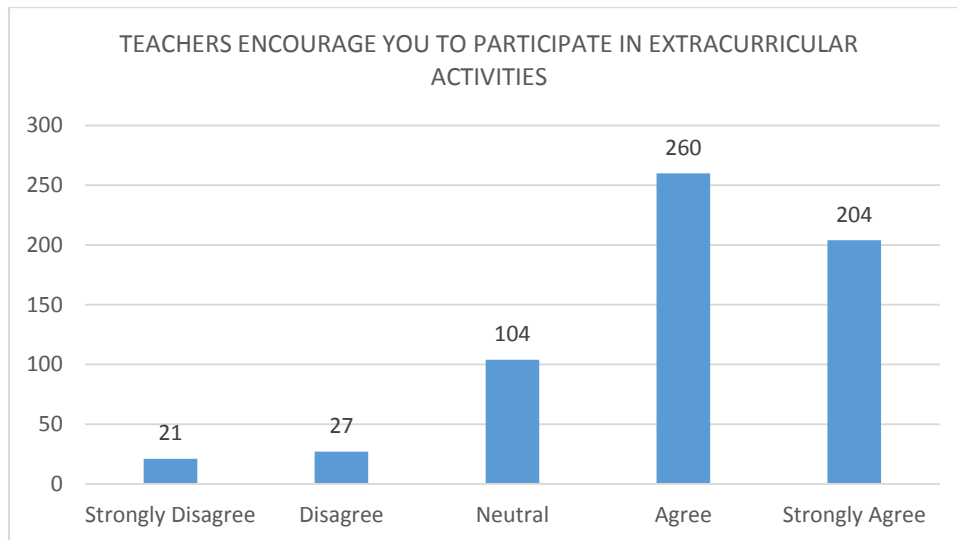
STRONGLY DISAGREE	20
DISAGREE	26
NEUTRAL	111
AGREE	281
STRONGLY AGREE	178



The data from Table 2.24 provides insights into respondents' perceptions regarding the use of student-focused methods, such as experiential learning, participative learning, and problem-solving methodologies, for enhancing learning experiences. Among the respondents, 178 strongly agreed, while 281 agreed, indicating a predominant positive perception. Additionally, 111 respondents remained neutral, suggesting a mixed perspective. These ratings suggest an overall positive outlook on the institute's or teachers' utilization of student-focused methods to enhance learning experiences. The significant number of respondents strongly agreeing or agreeing underscores the perceived effectiveness of these methodologies in promoting active engagement and deeper understanding among students. While a portion of respondents remained neutral, the majority expressing agreement or strong agreement indicates a favorable perception of the institute's or teachers' commitment to employing innovative and interactive teaching approaches. Overall, the data reflects a generally favorable perception of the institute's or teachers' use of student-focused methods to enhance learning experiences. Such positive feedback underscores the importance of adopting pedagogical strategies that prioritize student engagement, participation, and problem-solving skills development to facilitate meaningful and impactful learning outcomes.

TABLE 2.25 TEACHERS ENCOURAGE YOU TO PARTICIPATE IN EXTRACURRICULAR ACTIVITIES

STRONGLY DISAGREE	21
DISAGREE	27
NEUTRAL	104
AGREE	260
STRONGLY AGREE	204



The data from Table 2.25 provides insights into respondents' perceptions regarding teachers' encouragement to participate in extracurricular activities. Among the respondents, 204 strongly agreed, while 260 agreed, indicating a predominant positive perception. Additionally, 104 respondents remained neutral, suggesting a mixed perspective. These ratings suggest an overall positive outlook on teachers' efforts to encourage students to participate in extracurricular activities. The significant number of respondents strongly agreeing or agreeing underscores the perceived effectiveness of teachers in promoting involvement in extracurricular endeavors. While a portion of respondents remained neutral, the majority expressing agreement or strong agreement indicates a favorable perception of teachers' support for students' engagement beyond the academic realm. Overall, the data reflects a generally favorable perception of teachers' encouragement to participate in extracurricular activities. Such positive feedback underscores the importance of teachers' roles in promoting holistic development and fostering a well-rounded educational experience that goes beyond classroom learning.

CONCLUSION:

After analyzing the data from Tables 2.1 to 2.25, it is evident that there is a generally positive perception among respondents regarding various aspects of their educational experience at the institution. Across multiple dimensions such as teaching methods, facilities, extracurricular activities, and support services, respondents have expressed satisfaction and agreement, indicating a high level of overall satisfaction with their educational environment.

In terms of academic aspects, respondents generally perceive the teaching and mentoring processes positively, with many indicating that teachers effectively illustrate concepts, identify strengths, and provide appropriate challenges. Furthermore, there is a positive perception of the availability of resources such as books, journals, and other reading materials in the library, as well as the quality of internal and external evaluation patterns.

Regarding non-academic aspects, respondents' express satisfaction with various facilities and opportunities provided by the institution. These include sports facilities, ambience of classrooms and seminar rooms, availability of drinking water, sanitation, hygiene, and overall landscaping and green environment on the campus. Additionally, respondents perceive the institution as offering numerous opportunities for learning and growth, academically and through extracurricular activities, extension work, and participation in innovation clubs and placement and training activities.

Overall, the information suggests that the institution has been successful in providing a conducive learning environment that promotes holistic development and student well-being. However, there are areas, such as the speed and quality of the grievance redressal system, where improvement may be warranted to address concerns raised by some respondents. Nonetheless, the overwhelmingly positive responses indicate that the institution is generally meeting the needs and expectations of its students across various dimensions of their educational experience.