

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.

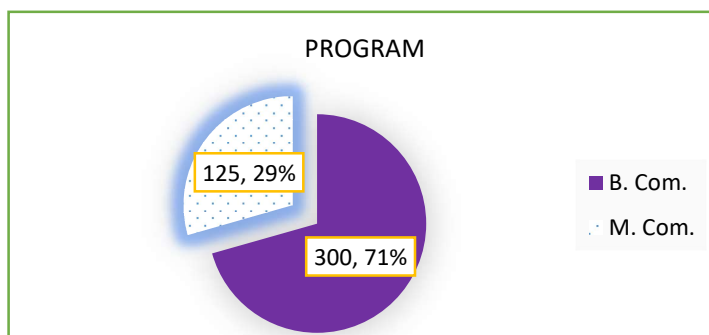
Students' feedback covers a wide range of areas, including academic programs, teaching and learning methodologies, facilities and infrastructure, support services, extracurricular activities, and overall campus environment. By soliciting feedback on these aspects, institutions can assess the effectiveness 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.	300
M. COM.	125



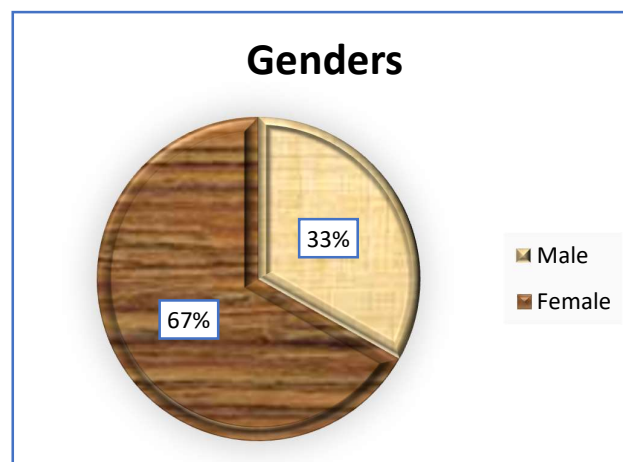
The enrolment data for academic programs highlights the popularity and strength of two major programs: Bachelor of Commerce (B.Com.) and Master of Commerce (M.Com.). The numbers reveal significant trends in student preferences and academic opportunities within the commerce stream.

The Bachelor of Commerce program (B.Com.) boasts an enrolment figure of 300 students, demonstrating its widespread appeal among undergraduates. This high enrolment indicates that the B.Com. program is a favored choice for students aiming to build foundational knowledge in commerce, accounting, and business studies. The program's broad curriculum and career-oriented approach likely contribute to its popularity, equipping students for a range of professional opportunities and further education.

In contrast, the Master of Commerce (M.Com.) program has an enrolment of 125 students. While this number is lower than that of the undergraduate program, it reflects the specialized and advanced nature of the M.Com. degree. This program attracts students who wish to deepen their expertise in commerce and pursue advanced careers in finance, academia, or research. The relatively smaller enrollment aligns with the niche focus and higher academic prerequisites of postgraduate studies. In summary, the data underscores the strong demand for commerce education at both undergraduate and postgraduate levels. Institutions should continue enhancing these programs to maintain their relevance and meet evolving academic and professional needs.

TABLE 2.2 GENDERS

MALE	141
FEMALE	284

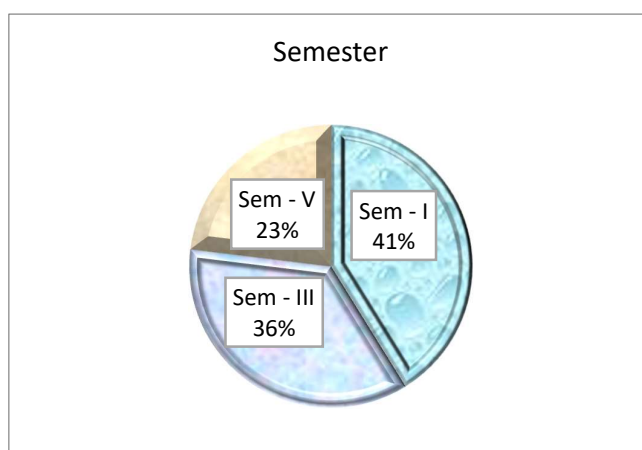


The enrolment data presented in Table 2.2 provides insights into the gender distribution of students across academic programs. The figures reveal a significant difference in the number of male and female students, reflecting broader trends in educational participation and gender representation. The data indicates that 284 female students are enrolled, significantly outnumbering the 141 male students. This notable gender gap highlights the increasing participation of women in higher education, particularly in commerce-related programs. The higher enrollment of female students could be attributed to growing awareness about the importance of education for women and the opportunities it unlocks in professional fields. On the other hand, the lower enrollment of male students, at 141, may indicate a need for targeted outreach or support initiatives to ensure balanced participation. It may also reflect differing societal trends and career preferences among genders.

The overall gender ratio shows a positive trend toward greater inclusion of women in commerce education. Educational institutions can build on this progress by promoting gender equality and fostering an inclusive environment that supports the aspirations of all students, regardless of gender. Continued efforts to balance gender representation will ensure equitable opportunities and contribute to a more diverse academic and professional landscape.

TABLE 2.3 SEMESTER

SEM. – I	175
SEM. – III	152
SEM. - V	98



The semester-wise enrollment data provides a comprehensive view of student progression across the academic curriculum. The numbers indicate varying enrollment

levels in the first, third, and fifth semesters, reflecting trends in student retention and program structure.

Semester I, with an enrollment of 175 students, demonstrates the largest intake, signifying strong interest and demand for the academic programs. This figure represents the initial phase of higher education, where students embark on their journey to build foundational knowledge in commerce and related disciplines. The high number of entrants indicates the popularity and accessibility of the programs offered.

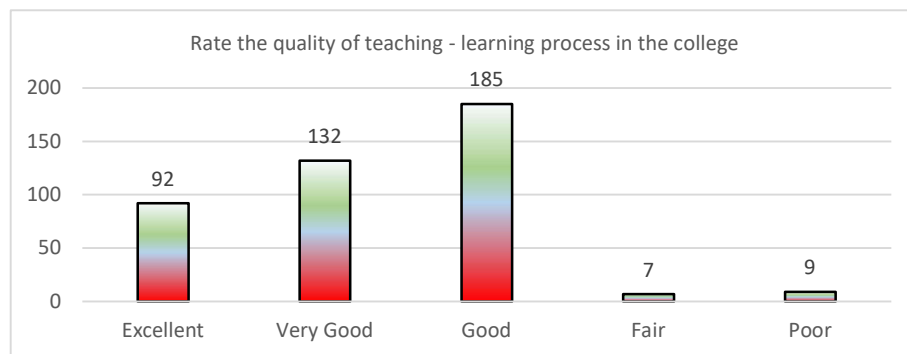
Semester III shows a slight decline in enrollment, with 152 students. This reduction could be attributed to factors such as academic challenges, personal circumstances, or a shift in career preferences. Nevertheless, the majority of students progress to this stage, underscoring their commitment to completing their degrees.

In Semester V, enrollment drops further to 98 students. This significant decrease highlights potential issues such as program rigor, career opportunities outside academics, or challenges in maintaining student engagement. It also reflects the transition toward specialization and advanced coursework.

The data emphasizes the importance of student retention strategies, academic support, and career counselling to ensure successful progression through all semesters. By addressing these aspects, institutions can enhance student success rates and program effectiveness.

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

EXCELLENT	92
VERY GOOD	132
GOOD	185
FAIR	7
POOR	9



The feedback on the teaching-learning process at the college, as shown in Table 2.4, provides valuable insights into student perceptions and satisfaction levels. The ratings span from "Excellent" to "Poor," reflecting a diverse range of experiences among students.

The majority of respondents rate the teaching-learning process as "Good," with 185 students selecting this category. This indicates that while the college meets the basic expectations of quality education, there is room for improvement to elevate the learning experience to higher levels of excellence.

The second-largest group, comprising 132 students, rates the process as "Very Good." This suggests that a significant portion of students appreciates the efforts of the faculty and the academic resources provided. Additionally, 92 students rate the process as "Excellent," highlighting areas of outstanding performance and satisfaction.

On the other end of the spectrum, only 7 students rate the process as "Fair," and 9 as "Poor." These numbers are relatively small but should not be overlooked, as they point to specific issues that may require attention, such as personalized support, curriculum enhancement, or resource allocation.

Overall, the feedback is predominantly positive, with most students expressing satisfaction. The college can build on this foundation by addressing areas of concern and striving for consistent excellence across all aspects of the teaching-learning process.

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

1	71
2	89
3	72
4	75
5	118

The relevance of the syllabus in meeting students' academic and professional progression needs was rated across five levels. The highest rating, "5," was awarded by 118 students, indicating that they found the curriculum highly aligned with their expectations and future goals. This response highlights the effectiveness of the syllabus in addressing key areas of commerce and business education, including foundational knowledge and practical applications.

The second-highest rating, "4," was selected by 75 students. These respondents generally appreciated the syllabus but might have identified some areas where it could be improved. A moderate group of 72 students rated the syllabus as "3," reflecting an average level of satisfaction. This group may have found the curriculum to be adequate but not entirely fulfilling their needs.

However, a significant number of students expressed concerns, with 89 rating it "2" and 71 rating it "1." These students likely found gaps in the syllabus, such as outdated content, lack of relevance to modern professional requirements, or insufficient practical exposure. Such feedback underscores the need for a periodic review and update of the curriculum to ensure it stays aligned with industry trends and student aspirations.

To improve, the institution could introduce more industry-oriented modules, integrate case studies, and offer elective courses that cater to diverse career paths. Moreover, involving industry professionals in curriculum design and fostering partnerships with organizations for internships can further enhance the syllabus's relevance.

The overall distribution of responses reflects that while the syllabus is meeting the needs of a majority of students, a significant portion sees room for improvement. Addressing these areas can strengthen the institution's academic offerings and prepare students more effectively for future challenges.

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

1	76
2	74
3	72
4	93
5	110

The use of ICT (Information and Communication Technology) tools in the teaching-learning process has become essential in modern education. Student feedback on this aspect shows a broad spectrum of satisfaction levels. A total of 110 students rated the college's ICT usage as "5," indicating they are highly satisfied with the integration of technology into their learning experience. These students likely appreciate tools such as digital classrooms, online resources, and multimedia teaching aids that make the learning process engaging and accessible.

An additional 93 students rated ICT usage as "4," reflecting a generally positive experience. These students may have encountered occasional limitations, such as

inconsistent use of ICT tools by faculty or technical challenges in accessing resources. Another group of 72 students rated it as "3," showing an average level of satisfaction. This group might feel that while ICT tools are available, their application is not consistent or effective across all courses.

However, lower ratings of "2" and "1" by 74 and 76 students, respectively, reveal significant concerns. These students may face challenges like outdated technology, lack of sufficient training for faculty, or limited access to digital infrastructure. Such feedback indicates the need for improvements in this area.

To address these concerns, the institution could enhance the availability and quality of ICT tools, conduct regular training sessions for faculty, and ensure consistent implementation of technology-enhanced teaching methods. Providing students with access to e-libraries, online lectures, and interactive platforms can further enrich their learning experience.

While a substantial number of students' express satisfaction, the feedback reveals that consistent and effective use of ICT tools remains a critical area for development.

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

Excellent	124
Very Good	152
Good	145
Fair	3
Poor	1

The college's efforts in providing remedial classes, seminars, workshops, and competitive exam coaching have been met with predominantly positive feedback. A total of 124 students rated these offerings as "Excellent," while 152 students rated them as "Very Good." This reflects widespread appreciation for the institution's efforts in supporting students beyond the standard curriculum. These students likely value the opportunities provided to enhance their skills, address academic gaps, and prepare for competitive career paths.

Another 145 students rated the offerings as "Good," indicating general satisfaction. These students might feel that while the initiatives are beneficial, there is room for further improvement in areas like the diversity of topics covered or the frequency of events.

On the other hand, very few students rated these offerings as "Fair" (3 students) or "Poor" (1 student). These minimal negative ratings suggest that the overall structure and execution of these initiatives are effective, but there may still be isolated instances where students felt their needs were not adequately addressed.

To improve further, the college could diversify the range of seminars and workshops offered, incorporating topics such as emerging industry trends, soft skills, and advanced technical skills. Collaborations with industry experts and alumni for guest lectures and mock tests could also add value to these programs.

The overwhelmingly positive response indicates that the college's remedial and skill-enhancement initiatives are a significant asset, contributing to students' academic and professional growth. Maintaining this momentum and addressing the few areas of concern will further solidify the institution's reputation for excellence in holistic education.

TABLE 2.8RATE THE INTERNAL EVALUATION PATTERN

1	24
2	45
3	87
4	64
5	205

The internal evaluation pattern of the college received overwhelmingly positive feedback, with a large number of students indicating satisfaction. A total of 205 students rated the evaluation system as "5," showing that the majority find it highly effective. These students likely appreciate the fairness, transparency, and consistency of the assessment methods, which ensure that their academic efforts are appropriately evaluated.

Another 64 students rated the internal evaluation as "4," reflecting a generally positive outlook but with some room for improvement. These students may feel that while the system is satisfactory, certain areas, such as timely feedback or clarity in assessment criteria, could be enhanced. A moderate group of 87 students gave a "3" rating, indicating an average level of satisfaction. This group might feel that the evaluation methods are adequate but do not fully meet their expectations or cater to individual learning styles.

On the lower end of the spectrum, 45 students rated the evaluation pattern as "2," and 24 rated it as "1," highlighting specific concerns. These students may perceive issues

such as delayed results, lack of clarity in grading, or insufficient opportunities for re-evaluation.

To address these concerns, the college could implement more frequent feedback mechanisms, provide detailed rubrics for assessments, and ensure transparency in grading. Organizing workshops to familiarize students with evaluation methods and criteria could also alleviate misunderstandings and build trust in the system.

Overall, the feedback reflects a well-functioning internal evaluation system that successfully meets the needs of most students. However, addressing the concerns of the minority through systemic improvements can ensure that the evaluation process is perceived as equitable and efficient by all.

TABLE 2.9 RATE THE EXTERNAL EVALUATION PATTERN

1	62
2	25
3	112
4	46
5	180

The external evaluation pattern has garnered mixed reviews, with a significant number of students expressing satisfaction while others highlight concerns. A total of 180 students rated it as "5," indicating high confidence in the external assessment system. These students likely feel that the external evaluations are fair, well-structured, and aligned with their academic efforts.

Another 46 students rated it as "4," reflecting a positive but slightly less enthusiastic response. These students might have minor reservations, such as occasional discrepancies in evaluation standards or clarity of expectations. A substantial number of students, 112, rated the external evaluation as "3," indicating an average level of satisfaction. This group may feel that while the process is adequate, it does not consistently meet their expectations in areas like transparency or timeliness.

On the lower end, 25 students rated it "2," and 62 rated it "1," signalling dissatisfaction. These students may perceive external evaluations as inconsistent or lacking fairness. Issues such as delayed results, inadequate communication of assessment criteria, or lack of opportunity to contest grades may contribute to these concerns.

To improve the external evaluation process, the institution could collaborate with examination boards to ensure consistency and timeliness in evaluations. Conducting

orientation sessions to familiarize students with the external evaluation process can also reduce uncertainties and build confidence.

Overall, while the majority of students are satisfied with the external evaluation system, addressing the concerns of a significant minority will help enhance its effectiveness and fairness.

TABLE 2.10 RATE THE AMBIENCE OF THE CLASSROOM & SEMINAR ROOMS

1	35
2	47
3	39
4	75
5	229

The ambience of classrooms and seminar rooms has been highly appreciated by students, with 229 students giving it the highest rating of "5." This feedback indicates that the college has created a conducive environment for learning, with well-maintained and aesthetically pleasing facilities. The spaciousness, lighting, ventilation, and cleanliness of these spaces are likely key factors contributing to the positive feedback. An additional 75 students rated the ambience as "4," reflecting a generally positive experience but suggesting minor areas for improvement. These students might feel that while the facilities are good, enhancements such as better seating arrangements, modern audio-visual equipment, or temperature control systems could further improve the learning environment. However, 39 students rated the ambience as "3," and lower ratings of "2" and "1" were given by 47 and 35 students, respectively. These ratings indicate specific concerns, such as overcrowded classrooms, inadequate maintenance, or lack of modern teaching aids in some areas.

To address these concerns, the institution could conduct regular maintenance, upgrade outdated facilities, and gather student feedback to identify specific problem areas. Introducing smart classroom technologies and improving seating ergonomics could also enhance the overall learning experience. The overwhelmingly positive feedback reflects that the college is committed to providing a quality learning environment. Continued investment in infrastructure and addressing minor gaps can ensure an even more satisfying experience for all students.

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

1	44
2	35
3	48
4	105
5	193

The availability of books, journals, and other reading materials in the college library received generally positive feedback, with 193 students rating it as "5." This indicates that a significant portion of students find the library well-stocked and capable of meeting their academic needs. These students likely benefit from the wide range of resources available, including textbooks, reference materials, research journals, and digital content. Another 105 students rated the availability as "4," showing satisfaction with the library resources but leaving room for some improvements. These students might feel that while the collection is extensive, there could be gaps in specialized or recently published materials. A moderate group of 48 students rated it as "3," reflecting an average level of satisfaction. This suggests that, for some, the library resources are either not fully relevant to their curriculum or not easily accessible.

However, lower ratings were given by 35 and 44 students in categories "2" and "1," respectively. These students likely face challenges such as limited access to certain books, outdated materials, or inadequate digital resources for modern academic requirements. To address these concerns, the college could invest in expanding its library collection, prioritizing newer publications and materials in emerging fields. Enhancing access to online databases, e-books, and research platforms can further bridge gaps in resource availability. Providing extended library hours and improving cataloguing systems could also enhance user experience.

The feedback highlights that the library is a valuable resource for most students, but there is an opportunity to further align it with the evolving academic and professional demands of the student body.

TABLE 2.12 RATE THE SPORTS FACILITY AVAILABLE IN THE COLLEGE

1	41
2	39
3	94
4	86
5	165

The sports facilities provided by the college have received largely favorable responses, with 165 students rating them as "5" and 86 students rating them as "4." These ratings indicate that a majority of students appreciate the availability and quality of sports facilities, which contribute to their physical well-being and overall college experience. The positive feedback likely stems from well-maintained sports grounds, adequate equipment, and opportunities for participating in physical activities. However, 94 students rated the sports facilities as "3," indicating that, for some, these facilities are average and could be improved. Lower ratings of "2" and "1," given by 39 and 41 students, respectively, suggest dissatisfaction among a segment of students. These students may have concerns about the limited availability of certain sports, inadequate infrastructure, or lack of encouragement for participation in sports activities. To address these concerns, the college could focus on expanding its range of sports offerings, upgrading existing facilities, and ensuring equitable access for all students. Organizing inter-college tournaments and workshops led by professional trainers could further enhance the appeal of the sports program. The overall feedback reflects a positive outlook on sports facilities, but targeted improvements can ensure that these facilities cater to the diverse interests and needs of the student body.

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

1	82
2	72
3	54
4	52
5	165

The feedback on sanitation and hygiene facilities presents a mixed picture. While 165 students rated these facilities as "5," and 52 rated them as "4," a notable portion of the student body expressed concerns. A total of 54 students rated the facilities as "3," while 72 and 82 students gave ratings of "2" and "1," respectively. The positive ratings reflect satisfaction with basic hygiene and water availability for a majority of students. These students likely find the facilities clean and well-maintained. However, the lower ratings indicate significant issues for some, such as inadequate maintenance, insufficient water supply, or poorly maintained restrooms. To improve, the institution should prioritize regular cleaning and maintenance schedules, ensure adequate drinking water supply, and invest in modernizing restroom facilities. Providing

feedback mechanisms for students to report issues promptly can help maintain high hygiene standards. The feedback indicates that while a majority of students find the facilities satisfactory, addressing the concerns of those dissatisfied will ensure a healthier and more comfortable campus environment.

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

1	49
2	45
3	76
4	72
5	183

The campus's landscaping and green environment received highly favorable feedback, with 183 students rating it as "5" and 72 rating it as "4." This indicates that the college has successfully created a pleasant and eco-friendly atmosphere that is appreciated by most students. The well-maintained greenery, clean surroundings, and emphasis on sustainability likely contribute to this positive perception. However, 76 students rated the campus environment as "3," and 45 and 49 students rated it as "2" and "1," respectively. These ratings suggest that while most students are satisfied, some may feel that more can be done to enhance the aesthetic or functional aspects of the campus environment. To address these concerns, the college could focus on increasing green spaces, planting more trees, and incorporating eco-friendly initiatives such as recycling programs or energy-efficient infrastructure. Regular maintenance of gardens and outdoor areas can also ensure a consistently pleasing environment. The feedback reflects that the college is on the right track in maintaining its campus environment, but continuous efforts will help meet the expectations of all students.

TABLE 2.15 RATE THE SPEED AND QUALITY OF GRIEVANCE REDRESSAL SYSTEM

1	61
2	54
3	65
4	93
5	152

The college's grievance redressal system has received a mix of positive and critical feedback. A total of 152 students rated it as "5," indicating high satisfaction with the system's speed and efficiency in resolving student concerns. Another 93 students rated

it "4," showing general approval, though with some room for improvement. These positive responses suggest that the system is functional and effective for most students. However, 65 students rated the system as "3," indicating an average experience, while 54 and 61 students gave it lower ratings of "2" and "1," respectively. These lower ratings reflect dissatisfaction among some students, possibly due to delays in resolving issues, lack of transparency, or insufficient communication about grievance handling. To improve the system, the college can introduce measures such as dedicated grievance committees, online tracking of complaint status, and regular feedback from students on the resolution process. Ensuring prompt action and consistent follow-ups will build greater trust in the system. Overall, while a significant portion of students is satisfied, addressing the concerns of the dissatisfied minority can strengthen the system's effectiveness and student confidence.

TABLE 2.16 RATE THE SSIP AND INNOVATION CLUB ACTIVITIES

1	82
2	71
3	67
4	82
5	123

The activities of the Student Start-up and Innovation Policy (SSIP) and Innovation Club have received mixed feedback. A total of 123 students rated the activities as "5," and 82 rated them as "4," indicating that many students find these initiatives valuable and engaging. These ratings suggest that the institution has created a supportive environment for innovation and entrepreneurship. However, 67 students rated the activities as "3," while 71 and 82 students gave ratings of "2" and "1," respectively. This indicates that a significant number of students feel the programs could be improved. Challenges such as lack of participation, limited resources, or insufficient mentorship may contribute to these lower ratings. To address these issues, the college could expand the scope of SSIP activities by introducing more workshops, hackathons, and start up mentoring sessions. Collaborations with industry professionals and successful entrepreneurs could also inspire greater student engagement. Regular feedback from participants can help tailor activities to better meet their expectations. The mixed feedback highlights the potential of these initiatives to become a stronger platform for innovation with targeted enhancements.

TABLE 2.17 RATE THE PLACEMENT AND TRAINING ACTIVITIES

1	60
2	51
3	84
4	99
5	131

The placement and training activities have been positively received by a majority of students, with 131 rating them as "5" and 99 rating them as "4." These ratings indicate that the institution is successfully preparing students for professional opportunities through effective placement drives and training sessions. Students likely appreciate the focus on resume building, interview preparation, and industry connections. However, 84 students rated these activities as "3," and 51 and 60 gave ratings of "2" and "1," respectively. These lower ratings reflect dissatisfaction among some students, possibly due to limited placement opportunities, lack of industry diversity, or insufficient guidance for specific career paths. To improve, the college can increase partnerships with leading companies, organize industry-specific training programs, and provide personalized career counselling. Additionally, tracking placement records and addressing gaps in training can ensure that students are better equipped to meet industry demands. While most students' express satisfaction, enhancing the scope and inclusivity of placement activities can benefit the entire student body.

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

1	64
2	81
3	50
4	88
5	142

Extension work opportunities, such as those provided by NSS, NCC, and CWDC, have been positively reviewed. A total of 142 students rated them as "5," and 88 rated them as "4," indicating widespread appreciation for these programs. These students likely value the chance to participate in community service, leadership training, and social development activities. However, 50 students rated these opportunities as "3," and 81 and 64 students rated them as "2" and "1," respectively. These lower ratings suggest that some students feel the programs are either inaccessible or lack diversity in offerings. To improve, the institution could expand participation by increasing

awareness of these programs and their benefits. Introducing a wider variety of activities and providing resources for skill development within these frameworks can make the programs more inclusive and impactful. The overall positive feedback reflects the importance of these extension activities in fostering holistic development, but there is room to engage a broader student audience.

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

1	45
2	63
3	68
4	95
5	154

The extracurricular activities organized by the SAPT-DHARA committee have been well-received by students, with 154 giving a rating of "5" and 95 rating them as "4." These ratings highlight that the committee effectively showcases student talent through a variety of programs and events. However, 68 students rated these activities as "3," and 63 and 45 students gave lower ratings of "2" and "1," respectively. These lower ratings indicate that some students feel the activities lack diversity, inclusivity, or proper organization. To address these concerns, the committee can introduce more varied events, ensuring they cater to a wide range of interests and talents. Involving students in the planning and execution of events can also increase engagement and satisfaction. Overall, the positive feedback emphasizes the importance of extracurricular activities in enhancing campus life, and addressing areas of improvement can make these programs even more successful.

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

Strongly Disagree	12
Disagree	9
Neutral	14
Agree	198
Strongly Agree	192

The feedback on the teaching and mentoring process reveals that students largely appreciate the efforts of the college in fostering their cognitive, social, and emotional development. A total of 192 students rated this aspect as "Strongly Agree," and 198

rated it as "Agree," indicating that the majority recognize the positive impact of teaching and mentoring on their overall growth. These ratings reflect the faculty's commitment to holistic education, providing not only academic knowledge but also support for personal and social development. On the other hand, 14 students remained "Neutral," while smaller groups rated it as "Disagree" (9) and "Strongly Disagree" (12). These lower ratings may indicate that a few students feel the mentoring process does not fully address their unique needs or challenges. To enhance the mentoring system, the college could introduce personalized mentoring sessions, increase the frequency of one-on-one interactions, and incorporate activities that build emotional resilience and social skills. Providing faculty training on mentoring techniques could also improve the effectiveness of this process. The overall positive response demonstrates the college's success in facilitating student growth, with minor adjustments needed to address the needs of all learners.

TABLE 2.21 THE INSTITUTION PROVIDES MULTIPLE OPPORTUNITIES TO LEARN AND GROW

Strongly Disagree	2
Disagree	3
Neutral	80
Agree	183
Strongly Agree	157

The institution's ability to provide diverse opportunities for learning and growth has been highly rated by students. A total of 157 students "Strongly Agree," and 183 "Agree" that the college offers ample opportunities to enhance their academic and personal skills. These opportunities may include extracurricular activities, internships, workshops, and collaborative projects, which enable students to explore their potential. However, 80 students chose "Neutral," while smaller groups rated this aspect as "Disagree" (3) and "Strongly Disagree" (2). These ratings suggest that some students may not fully utilize or be aware of the opportunities available. To ensure inclusivity, the college could promote its offerings more effectively through regular updates, personalized counselling, and outreach initiatives. Expanding programs tailored to different career paths and personal interests can also address the varied needs of the student body. The feedback highlights that the institution is already excelling in providing growth opportunities while leaving room for improvement in communication and accessibility.

TABLE 2.22 THE TEACHERS ILLUSTRATE THE CONCEPTS THROUGH
EXAMPLES AND APPLICATIONS

Strongly Disagree	2
Disagree	1
Neutral	10
Agree	214
Strongly Agree	198

The teaching methodology of illustrating concepts through examples and practical applications has been overwhelmingly praised. A total of 198 students "Strongly Agree," and 214 "Agree," reflecting their appreciation for faculty efforts to make learning relatable and engaging. These teaching practices likely enhance understanding, retention, and the ability to apply knowledge in real-world contexts. Only a small number of students were "Neutral" (10), with very few rating this aspect as "Disagree" (1) or "Strongly Disagree" (2). These lower ratings may indicate inconsistencies in teaching styles across faculty members or a lack of examples in certain subjects. To further strengthen this area, the college could encourage faculty to adopt uniform teaching practices, incorporating case studies, project-based learning, and industry examples in all courses. Workshops on innovative teaching techniques could also ensure consistent application of this effective methodology. The feedback underscores that students value practical and application-oriented teaching, making it a cornerstone of the institution's academic success.

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

Strongly Disagree	2
Disagree	4
Neutral	19
Agree	187
Strongly Agree	213

The ability of teachers to identify students' strengths and encourage them with appropriate challenges received excellent feedback. A total of 213 students "Strongly Agree," and 187 "Agree," indicating widespread satisfaction. These students likely feel supported in their academic and personal development through constructive feedback and challenging tasks that foster growth. However, 19 students were "Neutral," and a small number rated this aspect as "Disagree" (4) or "Strongly Disagree" (2). These responses may point to gaps in individualized attention or

inconsistency in identifying and nurturing student potential. To address these concerns, the college could adopt more personalized learning approaches, conduct regular performance assessments, and provide opportunities for students to showcase their strengths. Faculty training on student-centered teaching can also enhance this process. The overall positive response demonstrates the faculty's commitment to fostering a growth mind-set, with room for fine-tuning individual attention.

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 institution's use of student-focused methods, such as experiential learning, participative learning, and problem-solving methodologies, has been rated highly. A total of 178 students "Strongly Agree," and 281 "Agree," indicating a strong endorsement of these innovative teaching practices. These methods likely provide an engaging and impactful learning experience, fostering critical thinking and practical skills. However, 111 students rated this aspect as "Neutral," while 26 and 20 students rated it as "Disagree" and "Strongly Disagree," respectively. These ratings suggest that some students may not experience consistent implementation of these methods across all subjects or courses. To ensure a uniform learning experience, the college could promote active learning techniques through faculty development programs and standardized guidelines. Including more hands-on projects, collaborative tasks, and real-world problem-solving exercises can further enrich the learning process. The feedback highlights the effectiveness of student-focused methodologies, with opportunities to expand and consistently implement these approaches.

TABLE 2.25 TEACHERS ENCOURAGE YOU TO PARTICIPATE IN EXTRACURRICULAR ACTIVITIES

Strongly Disagree	4
Disagree	5
Neutral	22
Agree	163
Strongly Agree	231

The encouragement provided by teachers for extracurricular participation has been highly appreciated. A total of 231 students "Strongly Agree," and 163 "Agree," indicating that the majority feel supported in exploring interests beyond academics. This encouragement likely contributes to a well-rounded educational experience, helping students develop soft skills and discover talents. On the other hand, 22 students rated this aspect as "Neutral," while only 5 and 4 students rated it as "Disagree" and "Strongly Disagree," respectively. These lower ratings suggest that a small number of students may not feel adequately motivated or informed about extracurricular opportunities. To address this, the college could improve communication about available activities and actively involve faculty in mentoring students for extracurricular events. Organizing inter-departmental competitions and providing platforms for showcasing talents can further boost participation. The overwhelmingly positive response reflects the institution's dedication to fostering an inclusive environment that values holistic development.

CONCLUSION:

The comprehensive feedback collected across various aspects of the institution's academic, infrastructural, and extracurricular offerings provides valuable insights into its strengths and areas for improvement. Overall, the analysis reveals a positive outlook from students, indicating that the college has successfully implemented strategies that align with their academic and personal growth needs. However, there are specific areas that require attention to ensure inclusivity and maximize the institution's potential to deliver an enriching student experience.

A significant highlight is the relevance of the syllabus in addressing students' academic and professional progression needs. The majority of students rated the curriculum highly, appreciating its focus on foundational knowledge and practical applications. However, concerns about outdated content and insufficient practical exposure among some students indicate a need for periodic syllabus revisions. Integrating more industry-oriented modules, case studies, and diverse electives can further enhance the curriculum's relevance, preparing students to meet modern industry demands.

The teaching-learning process, including the use of ICT tools and innovative methods, has received widespread approval, reflecting the institution's commitment to contemporary education standards. Students value the incorporation of technology

and practical applications in teaching, which make learning engaging and impactful. Nonetheless, inconsistent ICT usage and variations in teaching practices across courses highlight the need for more uniform implementation. Faculty training on leveraging technology and innovative methods can help bridge these gaps and ensure that all students benefit equally.

Facilities such as classrooms, seminar rooms, and the library have been well-received, with students appreciating the conducive learning environment and availability of resources. However, specific concerns about overcrowding, outdated materials, and limited access to digital resources suggest areas where the institution could invest further. Expanding library collections, modernizing infrastructure, and enhancing accessibility to digital content can address these issues effectively.

Extracurricular activities, sports facilities, and opportunities for extension work have been rated highly, underscoring the institution's focus on holistic development. Students appreciate the variety and inclusivity of these programs, which contribute to their overall growth. However, dissatisfaction from a minority of students indicates the need for increased awareness, diversity, and accessibility of these offerings. Encouraging faculty involvement and providing more platforms for participation can ensure that all students feel included and supported in their extracurricular pursuits.

The institution's efforts in remedial classes, seminars, workshops, and competitive exam coaching have also been highly rated, reflecting their effectiveness in addressing academic gaps and preparing students for professional challenges. Expanding the range and frequency of these initiatives, along with collaborations with industry professionals, can further enhance their impact.

Feedback on the grievance redressal system and mentoring processes highlights their effectiveness in addressing student concerns and fostering growth. However, delays in resolution and inconsistencies in mentoring indicate areas for improvement. Streamlining grievance processes and increasing the frequency of personalized mentoring sessions can strengthen student trust and engagement. Similarly, the institution's emphasis on participatory and experiential learning methods has been praised, but inconsistent implementation suggests the need for standardized practices to ensure equitable learning experiences across all courses.

The external evaluation process, though appreciated by many, has faced criticism for issues such as delayed results and lack of transparency. Collaborating with external boards to address these challenges can improve the perception of fairness and

efficiency. Similarly, addressing hygiene and sanitation concerns, while maintaining the positive aspects of campus ambience and green initiatives, will further enhance student satisfaction with the physical infrastructure.

In conclusion, the institution has demonstrated a strong commitment to academic excellence, student engagement, and holistic development. The predominantly positive feedback highlights its success in meeting the diverse needs of its student body. However, the recurring themes of inconsistency, limited accessibility, and communication gaps across various areas underscore the importance of continuous improvement. By addressing these concerns through targeted investments, better communication, and inclusive practices, the institution can build on its strengths and ensure a truly transformative educational experience for all its students. This proactive approach will not only elevate student satisfaction but also enhance the institution's reputation as a leader in higher education.