1.4 FEED BACK ANALYSIS 2023-24

The college employs a robust online feedback system to gather insights into various aspects of its operations. Feedback sessions are conducted at the conclusion of each semester, covering evaluations of teaching staff, program effectiveness, and campus facilities. The Internal Quality Assurance Cell (IQAC) meticulously analyses the feedback responses to identify areas for enhancement.

Teachers receive constructive feedback on their performance, enabling them to track their progress and refine their teaching methodologies. They are encouraged to maintain consolidated feedback records in their personal profiles and adapt their teaching strategies to address identified weaknesses. Furthermore, feedback on the curriculum is gathered from students, alumni, and employers to ensure academic standards of our alumni. During the period of 2022-23, feedback was collected from four key stakeholder groups:

I.   Students,
II.   Faculty Members,
III. Employers and
IV.   Alumni.

I. STUDENTS' FEEDBACK

A. FEEDBACK ON CURRICULUM BY STUDENTS

Feedback on the curriculum provided by students offers invaluable insights into the effectiveness and relevance of educational programs. Students are the primary beneficiaries of the curriculum, and their perspectives provide a direct reflection of how well it aligns with their learning needs and aspirations. Through feedback, students can express their opinions on various aspects of the curriculum, including course content, teaching methodologies, assessment methods,

and overall learning experiences. This feedback not only helps educators understand areas of strength and weakness but also enables them to make informed decisions to enhance the curriculum and optimize the learning environment. By actively soliciting and considering feedback from students, educational institutions demonstrate their commitment to continuous improvement and student- centred learning. Moreover, involving students in the curriculum feedback process empowers them to take ownership of their education and contribute to shaping the future direction of their academic journey.

The survey was conducted to assess students' perceptions of the curriculum, the relevance of course content, the effectiveness of the teaching-learning process, and the overall educational experience. This feedback serves as a critical tool for continuous improvement, enabling the institution to identify strengths, address gaps, and align educational practices with both industry standards and global academic trends.

The primary objectives of the survey were to:

- Gauge student satisfaction with curriculum relevance and alignment with industry needs.
- Evaluate the effectiveness of teaching methodologies, assessments, and support mechanisms.
- Understand the availability and adequacy of resources, such as reference materials and remedial support.
- Identify potential areas for curriculum improvement, particularly regarding cross-cutting issues and experiential learning.

The survey was conducted online, with students rating each item on a scale of 1 to 5, where:

1 = Strongly Disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = Strongly Agree

Each response was averaged to produce a Mean Score and Mean Percentage Score is also calculated for measuring the perception level.

Following table gives the average and mean percentage score of responses of the students' feedback on curriculum.

Table 1 - Feedback on Curriculum by Students

	STATEMENT	MEAN	MPS
1	The Curriculum is in line with global and industry needs/ employability	3.33	53.33
2	Course content is relevant in current scenario	3.54	56.66
3	The Projects/Assignments were related to the syllabus of the programme	3.99	63.82
4	Courses are dealing with cross cutting issues of Gender, Environment, Sustainability, ICT & Nationalism	3.30	52.83

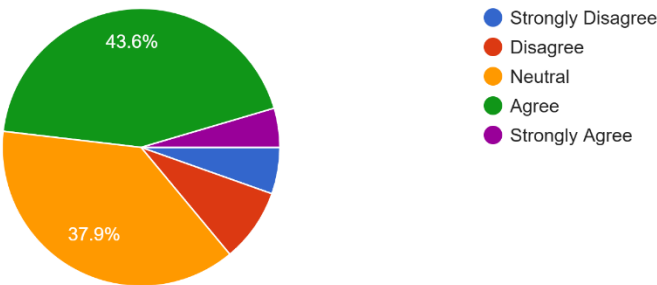|			
5	Curriculum has scope for project, student exchange, field visits and linkage	3.69	59.03
6	Curriculum enables to acquire knowledge from simple to complex concepts.	3.74	59.81
7	The Teaching learning process is very effective	3.75	59.94
8	Effective communication by the faculty	3.74	59.90
9	Participatory, experiential and student centered learning makes easy learning	3.66	58.58
10	There is variety in internal assessment	3.39	54.25
11	Internal Evaluation process is fair and unbiased	3.60	57.66
12	Remedial coaching helped upliftment of slow learners	3.42	54.75
13	Students are informed of Programme Outcome, Programme Specific Outcome and Course Outcome	3.51	56.16
14	Sufficient reference books are available based on the syllabi	3.68	58.89
15	Curriculum enables opportunities and interest for higher learning	3.66	58.48
16	The overall quality of teaching -learning process in this institution is very good	3.71	59.35

*Mean Percentage Score

The feedback analysis reveals several key insights into student perceptions of the curriculum and teaching-learning process. Strengths identified include a high rating for the relevance of "Projects/Assignments related to the syllabus" (63.82 per cent) and the "Overall quality of the teaching-learning process" (59.35 per cent). These scores reflect student satisfaction with the curriculum's alignment to course objectives and the quality of instructional delivery, suggesting that the program effectively supports learning outcomes through well-structured assignments and a solid teaching foundation.

Areas for Improvement emerged around "Courses addressing cross-cutting issues" (52.83 per cent) and "Curriculum alignment with industry needs" (53.33 per cent), which received the lowest scores. This indicates that students feel the curriculum could better address critical contemporary themes like sustainability, gender, and ICT, while also enhancing alignment with current industry demands. Improving these aspects could strengthen the curriculum's relevance and broaden its appeal to prospective students and employers alike.
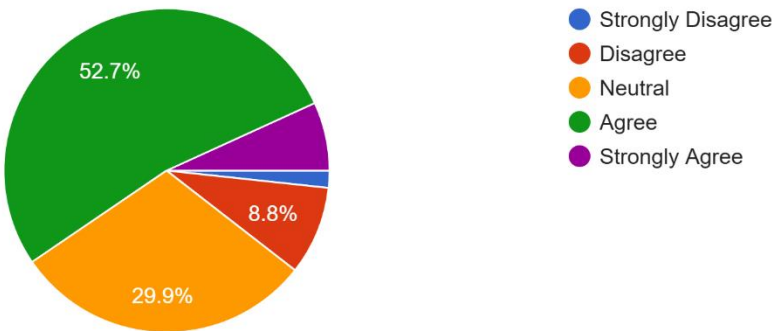
Lastly, Teaching and Learning Effectiveness garnered positive feedback, with nearly 60 per cent satisfaction in areas such as "effectiveness of teaching-learning" and "effective faculty

communication." These scores reflect strong faculty engagement and effective pedagogical approaches, which contribute to a supportive learning environment. Addressing the identified areas for improvement while maintaining teaching quality can further enhance the institution's educational impact and responsiveness to evolving student and industry needs.
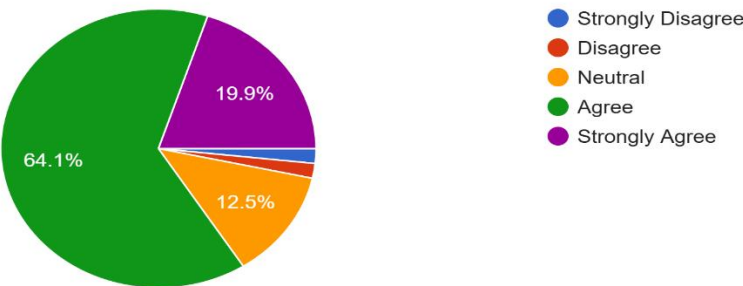
2.1. The Curriculum is in line with global and industry needs/ employability
351 responses

Legend: Strongly Disagree, Disagree, Neutral, Agree, Strongly Agree

- 43.6%
- 37.9%

2. 2. Course content is relevant in current scenario
351 responses

Legend: Strongly Disagree, Disagree, Neutral, Agree, Strongly Agree

- 52.7%
- 29.9%
- 8.8%

2.3. The Projects/Assignments were related to the syllabus of the programme
351 responses

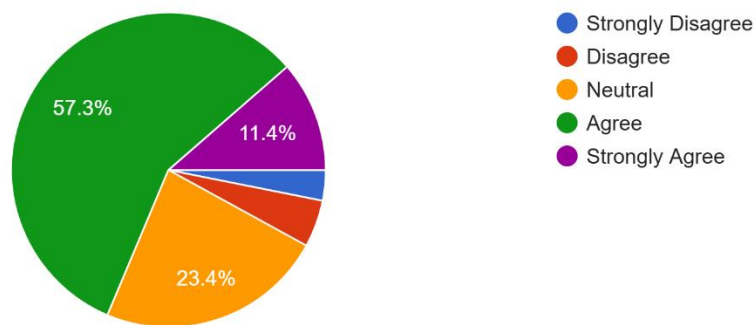Legend: Strongly Disagree, Disagree, Neutral, Agree, Strongly Agree

- 64.1%
- 19.9%
- 12.5%

2.4. Courses are dealing with cross cutting issues of Gender, Environment, Sustainability, ICT & Nationalism

351 responses

Legend:
- Strongly disagree
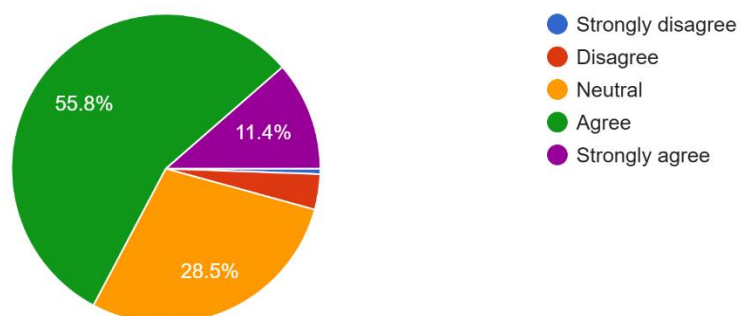- Disagree
- Neutral
- Agree
- Strongly agree

38.2%
42.7%
10.8%
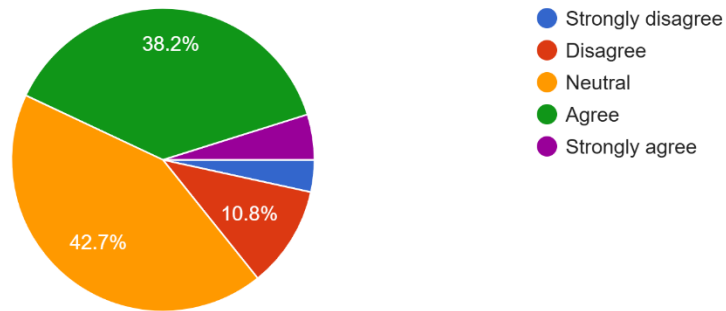
2.5. Curriculum has scope for project, student exchange, field visits and linkage

351 responses

Legend:
- Strongly Disagree
- Disagree
- Neutral
- Agree
- Strongly Agree

57.3%
11.4%
23.4%

2.6. Curriculum enables to acquire knowledge from simple to complex concepts.

351 responses

Legend:
- Strongly disagree
- Disagree
- Neutral
- Agree
- Strongly agree

55.8%
11.4%
28.5%

2.7. The Teaching learning process is very effective

351 responses

- 🔵 Strongly disagree
- 🔴 Disagree
- 🟠 Neutral
- 🟢 Agree
- 🟣 Strongly agree
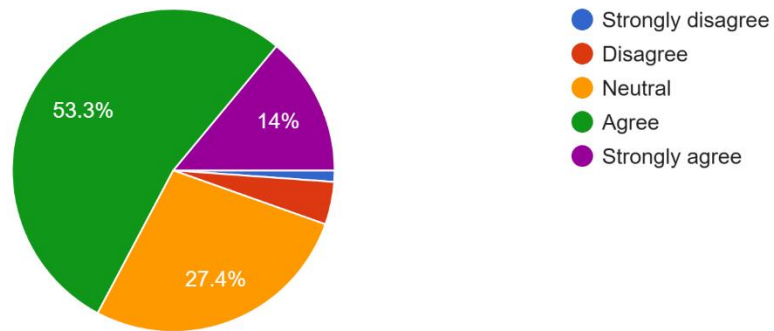
2.8. Effective communication by the faculty

351 responses

- 🔵 Strongly Disagree
- 🔴 Disagree
- 🟠 Neutral
- 🟢 Agree
- 🟣 Strongly Agree
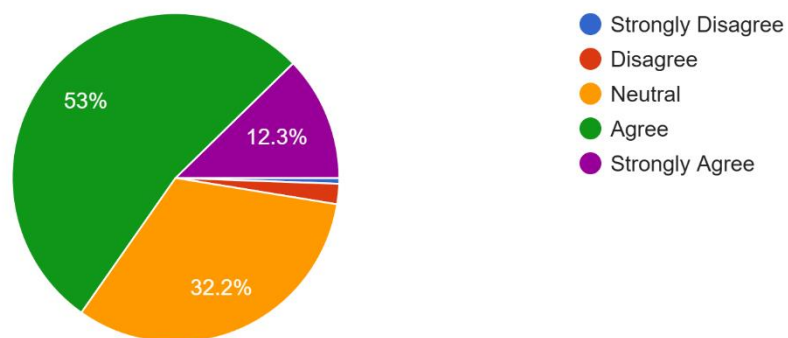
2.9. Participatory, experiential and student centered learning makes easy learning

351 responses

- 🔵 Strongly Disagree
- 🔴 Disagree
- 🟠 Neutral
- 🟢 Agree
- 🟣 Strongly Agree
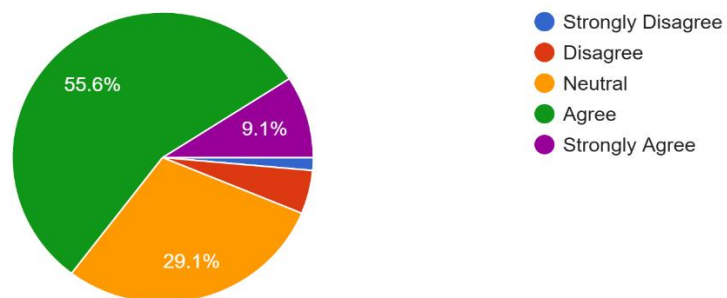
2.10. There is variety in internal assessment
351 responses

- ● Strongly Disagree
- ● Disagree
- ● Neutral
- ● Agree
- ● Strongly Agree

43%
9.1%
40.7%
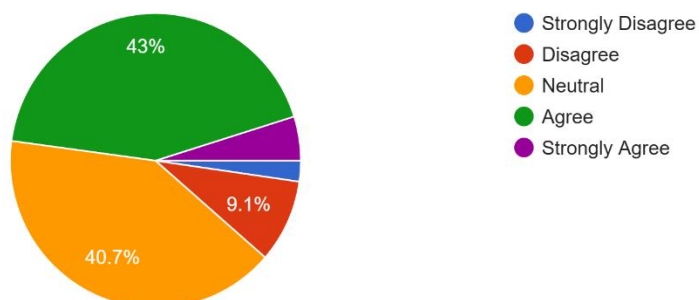
2.11. Internal Evaluation process is fair and unbiased
351 responses

- ● Strongly disagree
- ● Disagree
- ● Neutral
- ● Agree
- ● Strongly agree

51.6%
9.1%
7.7%
30.8%
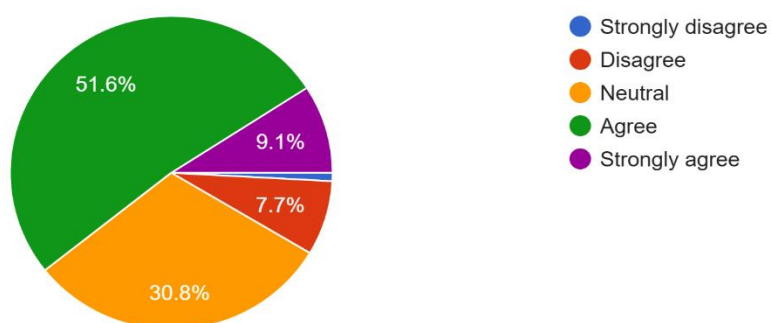
2.12. Remedial coaching helped upliftment of slow learners
351 responses

- ● Strongly disagree
- ● Disagree
- ● Neutral
- ● Agree
- ● Strongly agree

46.4%
11.1%
35.6%
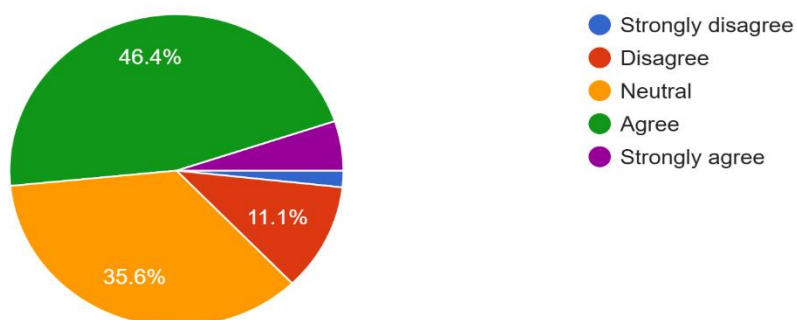
2.13. Students are informed of Programme Outcome, Programme Specific Outcome and Course Outcome

351 responses

- Never
- Occasionally
- Sometimes
- Often
- Always

25.1%
19.7%
10%
43.6%
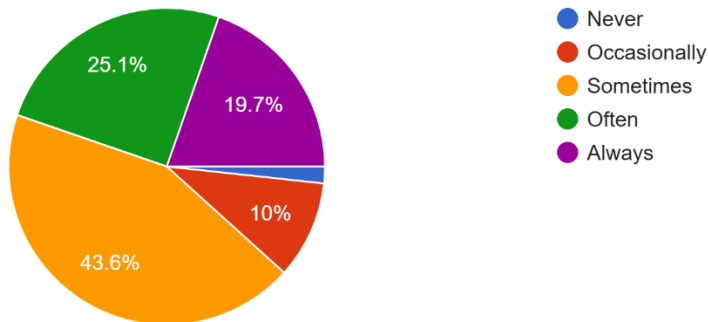
2.14. Impact of teaching and mentoring process of the institution on cognitive, social and emotional growth

351 responses

- Not at all
- Marginally
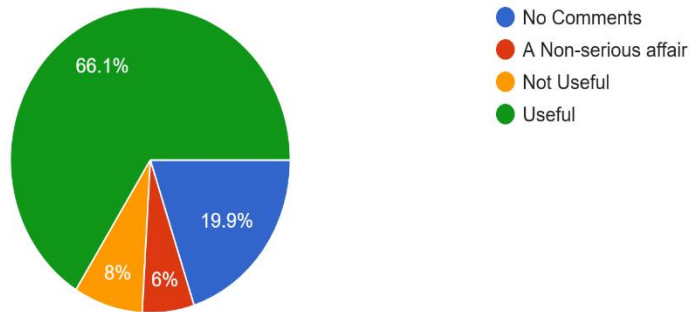- Moderately
- Very Well

19.9%
55.3%
6%
18.8%
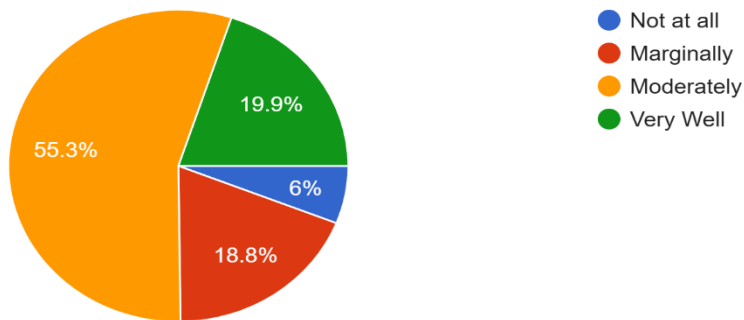
2.15. The teacher illustrates the concepts through examples and applications

351 responses

- Never
- Occasionally
- Sometimes
- Often
- Always

29.9%
21.4%
8.5%
39%
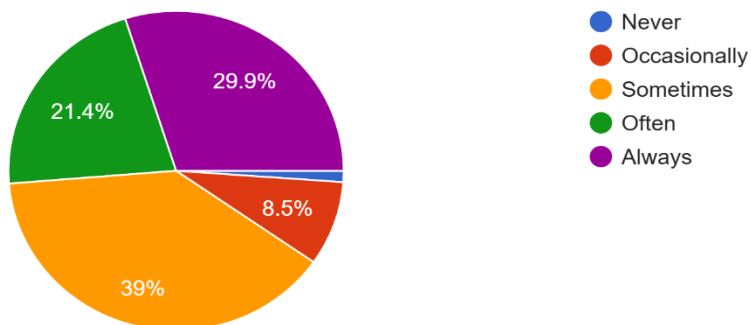
2.16. Opinion on the Open courses in your programme
351 responses

- ● No Comments
- ● A Non-serious affair
- ● Not Useful
- ● Useful

66.1%
19.9%
8%
6%

2.17. Promptness in the publication of results
351 responses

- ● No Comments
- ● Late Publication of Results
- ● Published on Time

48.7%
20.8%
30.5%
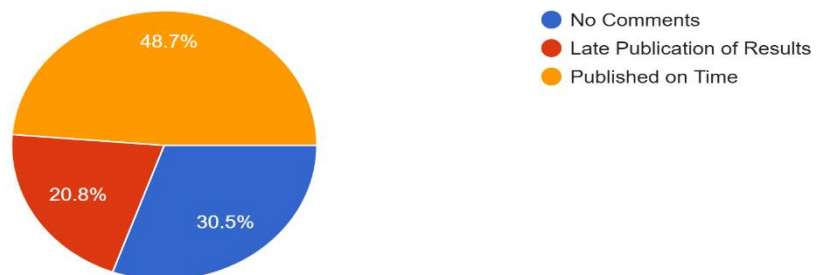
2.18. Grading pattern followed in the evaluation
351 responses

- ● No Comments
- ● Not Good
- ● Good

61.5%
26.5%
12%

9
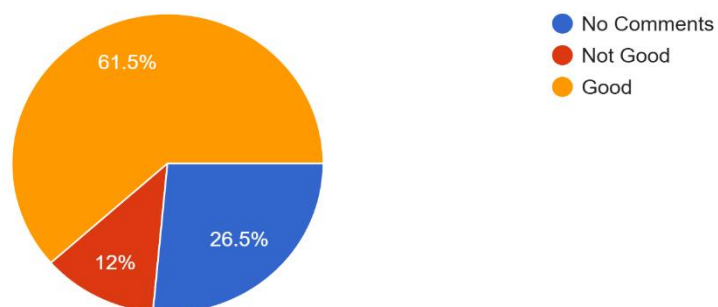
2.19. Semester system following

351 responses

- ● No Comments
- ● Not Good
- ● Good

67.5%
17.9%
14.5%
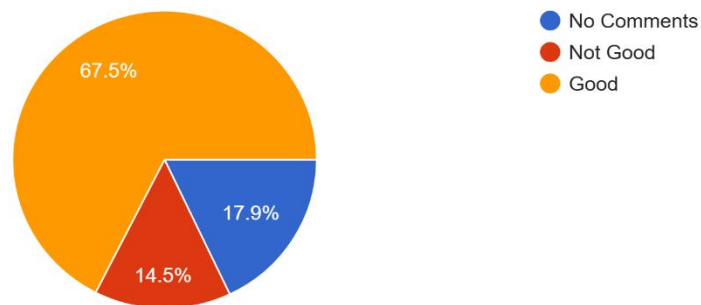
2.20. The completion of syllabus in a given semester

351 responses

- ● No Comments
- ● Not Successful
- ● Moderately Successful
- ● Successful

29.1%
8%
13.7%
49.3%
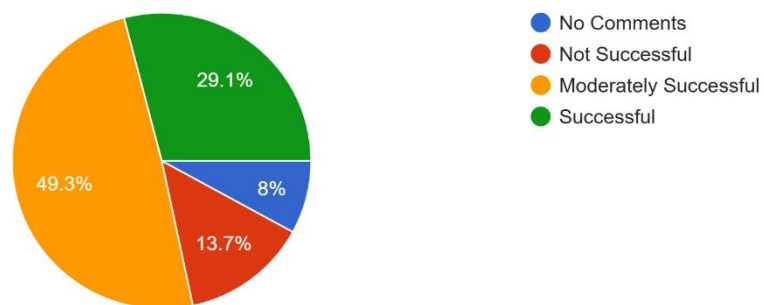
2.21. Sufficient reference books are available based on the syllabi

351 responses

- ● Strongly disagree
- ● Disagree
- ● Neutral
- ● Agree
- ● Strongly agree

54.1%
10.8%
28.5%
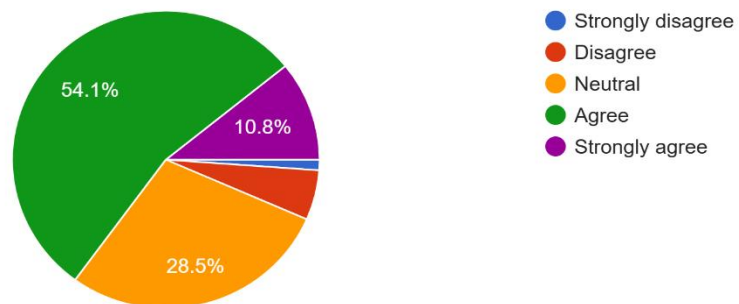
2.22. Curriculum enables opportunities and interest for higher learning
351 responses

- Strongly Disagree
- Disagree
- Neutral
- Agree
- Strongly Agree

52.4% 9.7% 32.5%
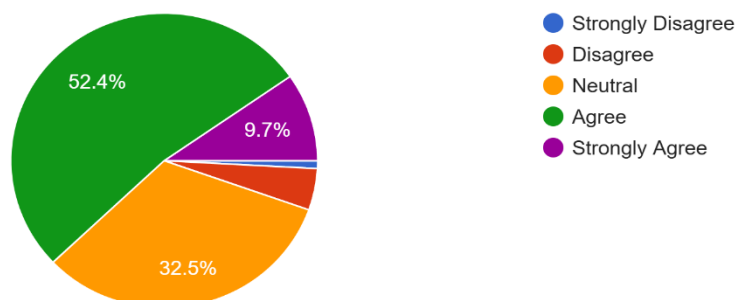
2.23. The overall quality of teaching -learning process in this institution is very good
351 responses

- Strongly disagree
- Disagree
- Neutral
- Agree
- Strongly agree

50.7% 12.3% 33%
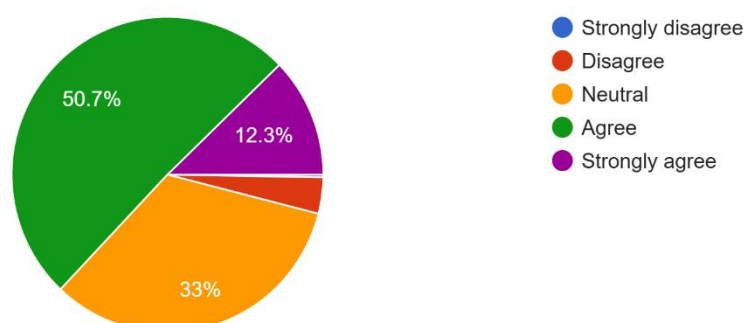
B. FEEDBACK ON GENERAL ASPECTS BY STUDENTS

Feedback on general aspects by students provides valuable insights into the overall experience of attending an educational institution. This feedback encompasses various non-academic aspects such as campus facilities, extracurricular activities, student services, and overall campus environment. Students' perspectives on these aspects offer crucial information for improving the overall quality of student life and enhancing the holistic educational experience. By soliciting feedback on general aspects, educational institutions can identify areas for improvement and prioritize initiatives that contribute to a positive and supportive learning environment. Additionally, students' feedback helps foster a sense of community and belonging, as it demonstrates that their voices are heard and valued by the institution. Following table discloses the average and mean percentage score of response of the participants on general aspects of institution.

Table 2 - Feedback on General Aspects by Students

	STATEMENTS	Mean	MPS

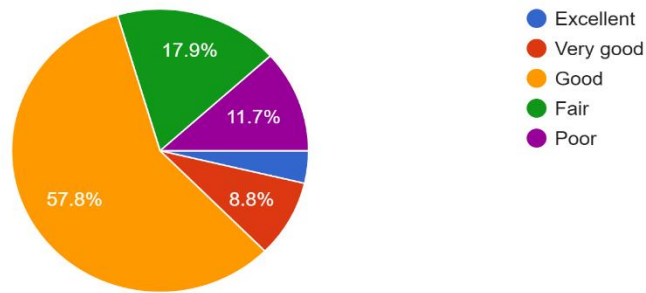| 1	Infrastructure of our institution	2.75	21.99
2	The training provided by the institution	3.01	24.09
3	Career counselling and guidance for higher studies	3.14	25.14
4	On and off campus placement opportunities	2.28	18.28
5	Grievance redressal at the Department/College Level	2.84	22.75
6	Teacher-Student relationship during the programme	3.38	27.03
7	How do you rate the programme after completion of the course	3.18	25.44
8	How do you rate this institution after completion of the programme	3.09	24.73

*Mean Percentage Score

The analysis of student feedback on general aspects reveals both strengths and areas needing improvement within the institution. Overall, the lowest-rated area is on-campus and off-campus placement opportunities, with a Mean Percentage Score (MPS) of just 18.28 per cent. This low score suggests students feel the institution could do more to support job placements and internships. Following closely is infrastructure, rated at 21.99 per cent, indicating student dissatisfaction with physical resources like classrooms, laboratories, and other facilities, which may impact their learning experience. Another moderately rated area is grievance redressal, scoring 22.75 per cent, showing a need for more accessible and responsive grievance handling systems to build trust.

In contrast, teacher-student relationships received the highest rating, with an MPS of 27.03 per cent, highlighting positive interactions and support from faculty. Students also rated career counselling at 25.14 per cent and the overall program experience upon completion at 25.44 per cent, both moderate scores that suggest an appreciation for support services, though students still see room for improvement in guidance and curriculum relevance. The training provided by the institution and its overall rating after program completion both scored around 24 per cent, indicating students' general satisfaction but with a desire for stronger practical training and alignment with industry demands.
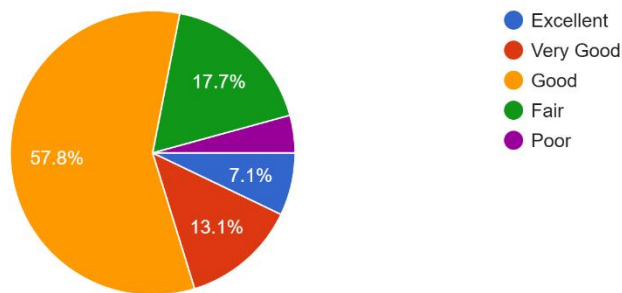
3.1 Infrastructure of our institution
351 responses

- Excellent
- Very good
- Good
- Fair
- Poor

17.9%
11.7%
57.8%
8.8%

3.2 The training provided by the institution
351 responses

- Excellent
- Very Good
- Good
- Fair
- Poor

17.7%
57.8%
7.1%
13.1%

3.3 Career counselling and guidance for higher studies
351 responses

- Excellent
- Very Good
- Good
- Fair
- Poor

13.7%
51.6%
6%
11.1%
17.7%
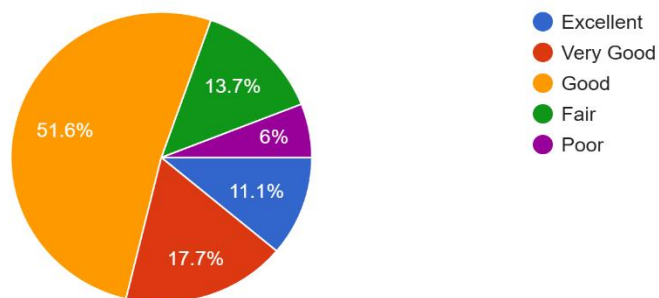
3.4 On and off campus placement opportunities
351 responses

- ● Excellent
- ● Very Good
- ● Good
- ● Fair
- ● Poor

29.6%
23.4%
37.6%
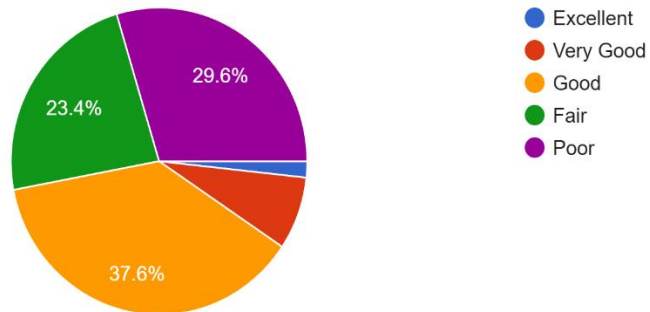
3.5 Grievance redressal at the Department/College Level
351 responses
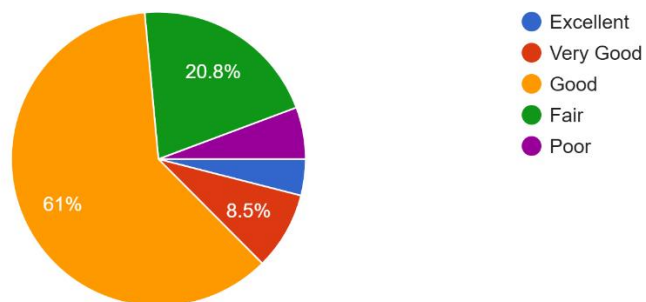
- ● Excellent
- ● Very Good
- ● Good
- ● Fair
- ● Poor

20.8%
61%
8.5%

3.6 Teacher-Student relationship during the programme
351 responses

- ● Excellent
- ● Very Good
- ● Good
- ● Fair
- ● Poor

45%
9.4%
17.9%
22.2%
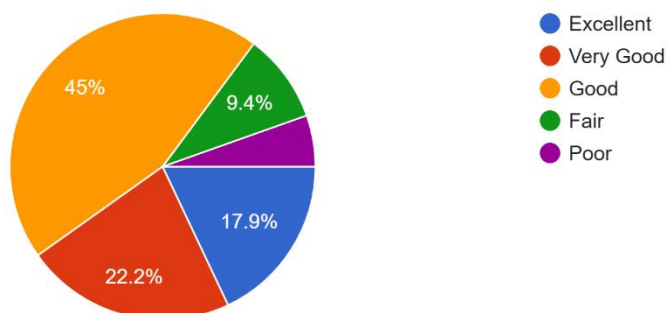
3.7 How do you rate the programme after completion of the course
351 responses
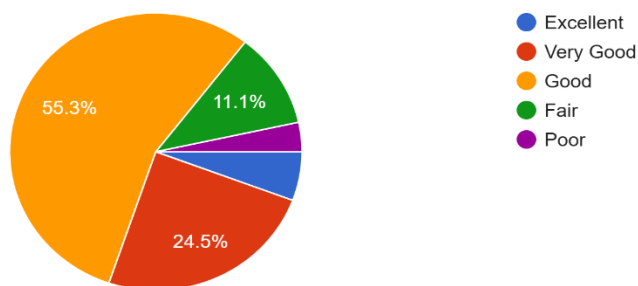
- Excellent
- Very Good
- Good
- Fair
- Poor

55.3% | 11.1% | 24.5%

3.8 How do you rate this institution after completion of the programme
351 responses

- Excellent
- Very good
- Good
- Fair
- Poor

55.3% | 13.4% | 7.4% | 18.5%
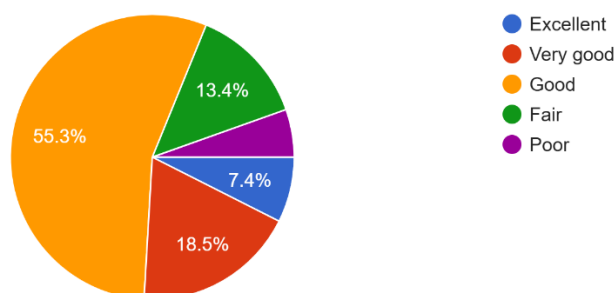
3.9 Willingness to visit institution after completion of the programme
351 responses

- Always
- Occasionally
- Rarely
- Never

30.2% | 41.6% | 21.4%
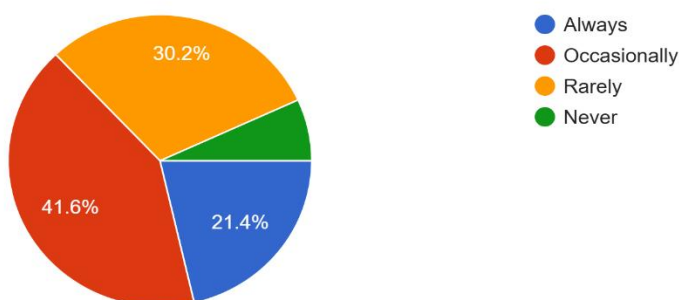
II.   <u>FACULTY FEEDBACK</u>

Feedback on curriculum and other aspects of the college are taken at the end of each academic year from the faculty members and an analysis of the same are conducted by the IQAC. Faculty feedback on the curriculum provides a vital perspective on the efficacy and relevance of educational programs from those directly involved in teaching and course development. Faculty

members, with their expertise and experience, offer valuable insights into the alignment of curriculum objectives with learning outcomes, the depth and breadth of course content, and the suitability of teaching methodologies and resources. Their feedback helps to identify areas where adjustments or enhancements may be needed to better meet the needs of students and ensure academic rigor. Moreover, faculty feedback fosters a culture of continuous improvement within educational institutions, where collaborative discussions on curriculum design and implementation lead to innovative teaching approaches and enhanced student engagement. The feedback taken is discussed in the stake holders meeting and necessary amendment in policies are often taken. Following gives the feedback analysis taken from the faculty members with tabulated values containing average and mean percentage score of each statement.

Table 3 - Feedback on Curriculum by Faculty Members

SL.NO.	STATEMENTS	MEAN	MPS
1	The curricular objectives are well suited to the programme	3.49	45.39
2	The curriculum gives ample scope for both theoretical and practical understanding	3.28	42.65
3	The elective/optional courses offered by the curriculum are appropriate	3.54	46.07
4	The syllabus set accordingly fully caters to the learning objectives	3.14	40.82
5	The Curriculum enables participatory, experiential and student centered teaching-learning	3.25	42.19
6	The infrastructure facilities available for effective curriculum delivery are adequate	2.86	37.18
7	The syllabus content covers the latest development in theory	3.04	39.46
8	The textbook/reference books recommended by the syllabus is appropriate	3.67	47.67
9	The textbooks and reference books recommended by the syllabus are available	3.49	45.39
10	The periodic revision and updating of the syllabus is appropriate	3.49	45.39
11	The contact hours allotted for each syllabus portion is appropriate	2.82	36.72
12	The evaluation methods suggested by the curriculum is appropriate to assess the learning objectives	3.40	44.25
13	The external examination, valuation and publication of results are time bound	3.68	47.89

*Mean Percentage Score

The feedback collected from faculty members on the curriculum offers valuable insights into the strengths and areas for improvement within the academic programs. Faculty feedback reflects both the expertise and on-the-ground experience of educators, making it a critical tool

for assessing how well the curriculum aligns with program objectives and meets the academic needs of students. Overall, the data highlights several key areas: while curricular objectives (MPS 45.39 per cent) and elective options (MPS 46.07 per cent) are generally well-received, suggesting that the curriculum offers some flexibility and relevance, there are challenges in infrastructure adequacy (MPS 37.18 per cent) and contact hours allocation (MPS 36.72 per cent), which faculty feel could be improved to support effective teaching.

The appropriateness of recommended textbooks and reference materials is rated highly (MPS 47.67 per cent), indicating that these resources meet faculty expectations for quality and relevance. However, there is room to enhance the syllabus content's coverage of recent theoretical developments (MPS 39.46 per cent) and to ensure that the curriculum keeps pace with evolving knowledge areas. Faculty also emphasized the need for more robust participatory and experiential learning opportunities, with the curriculum's support in this area rated at 42.19 per cent. Additionally, feedback shows satisfaction with the periodic syllabus revisions (MPS 45.39 per cent), ensuring that the curriculum stays relevant, while external examination processes received one of the highest scores (MPS 47.89 per cent), reflecting an efficient and timely assessment structure.

In summary, faculty members provide a balanced view of the curriculum's strengths and areas for improvement. Their feedback emphasizes the need for improved infrastructure and updated teaching methodologies to support a dynamic, engaging, and current educational experience. By addressing these insights, the institution can foster a more effective teaching-learning environment, leading to higher faculty satisfaction and better student outcomes.

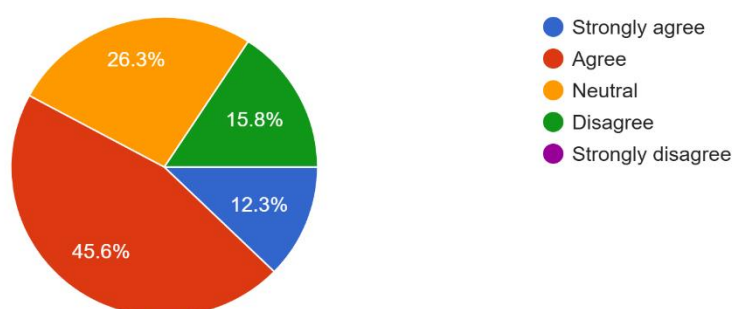1. The curricular objectives are well suited to the programme
57 responses
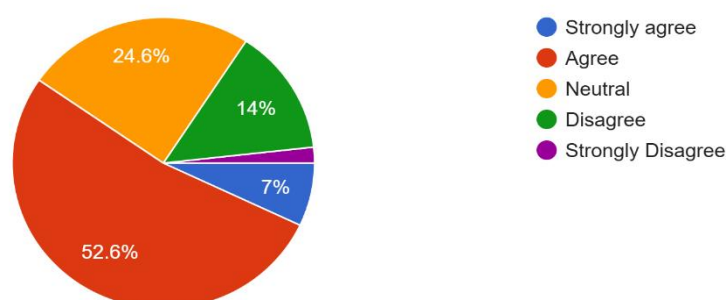
2. The curriculum gives ample scope for both theoretical and practical understanding
57 responses
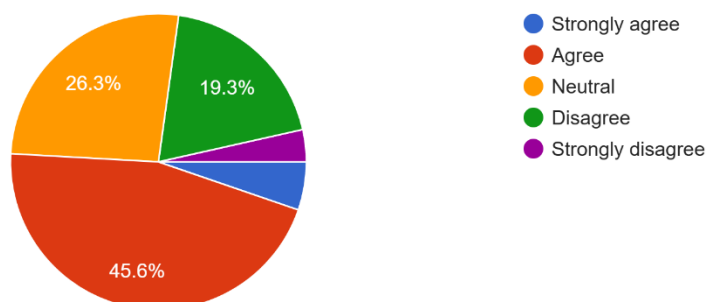
- ● Strongly agree
- ● Agree
- ● Neutral
- ● Disagree
- ● Strongly disagree

26.3%   19.3%

45.6%

3. The elective/optional courses offered by the curriculum are appropriate
57 responses

- ● Strongly agree
- ● Agree
- ● Neutral
- ● Disagree
- ● Strongly disagree

26.3%   15.8%

12.3%

45.6%

4. The syllabus set accordingly fully caters to the learning objectives
57 responses

- ● Strongly agree
- ● Agree
- ● Neutral
- ● Disagree
- ● Strongly disagree

24.6%

35.1%

35.1%
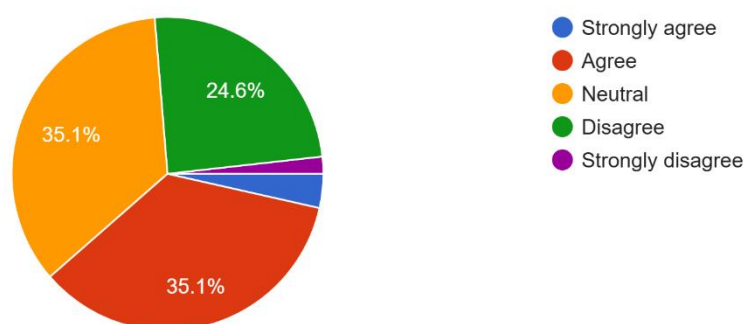
5. The Curriculum enables participatory, experiential and student centered teaching-learning

57 responses
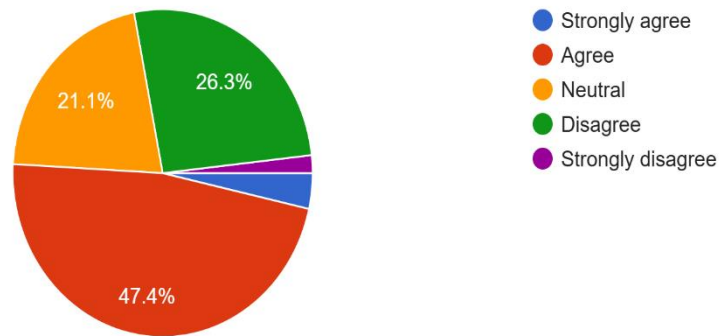
- Strongly agree
- Agree
- Neutral
- Disagree
- Strongly disagree

26.3%
21.1%
47.4%

6. The infrastructure facilities available for effective curriculum delivery are adequate

57 responses

- Strongly agree
- Agree
- Neutral
- Disagree
- Strongly Disagree

40.4%
19.3%
33.3%
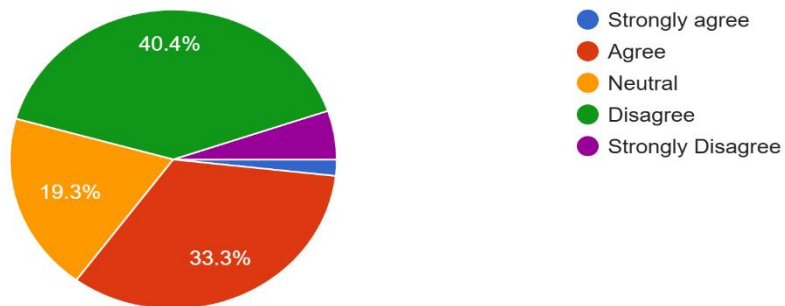
7. The syllabus content covers the latest development in theory

57 responses
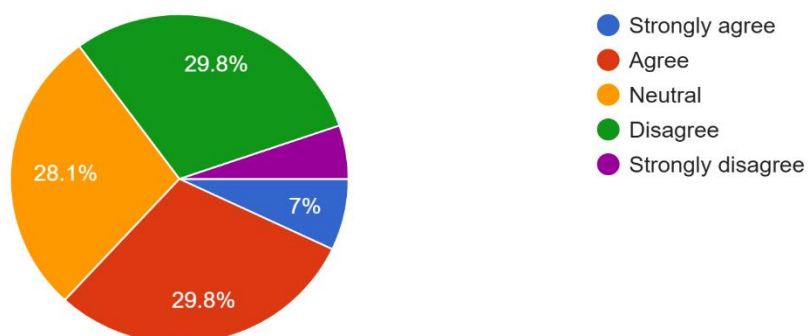
- Strongly agree
- Agree
- Neutral
- Disagree
- Strongly disagree

29.8%
28.1%
7%
29.8%

8. The textbook/reference books recommended by the syllabus is appropriate

57 responses

- Strongly agree
- Agree
- Neutral
- Disagree
- Strongly disagree

12.3%
10.5%
63.2%
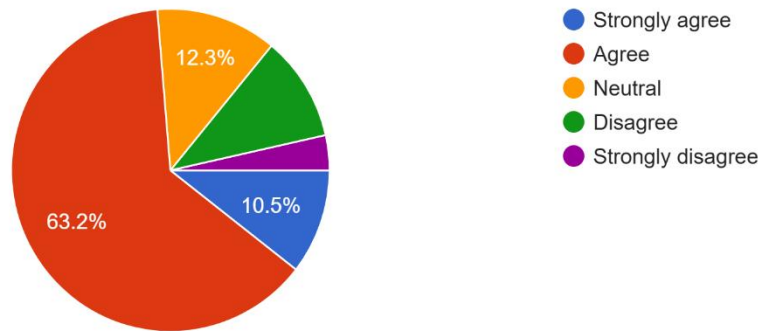
9. The textbooks and reference books recommended by the syllabus are available

57 responses
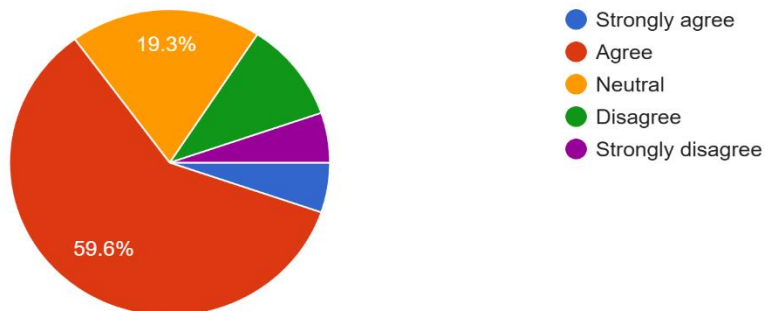
- Strongly agree
- Agree
- Neutral
- Disagree
- Strongly disagree

19.3%
59.6%

10. The periodic revision and updating of the syllabus is appropriate

57 responses

- Strongly agree
- Agree
- Neutral
- Disagree
- Strongly disagree

21.1%
21.1%
17.5%
38.6%

11. The contact hours allotted for each syllabus portion is appropriate
57 responses

- Strongly agree
- Agree
- Neutral
- Disagree
- Strongly disagree

42.1%
10.5%
8.8%
28.1%
10.5%

12. The evaluation methods suggested by the curriculum is appropriate to assess the learning objectives
57 responses

- Strongly agree
- Agree
- Neutral
- Disagree
- Strongly disagree

21.1%
21.1%
8.8%
47.4%
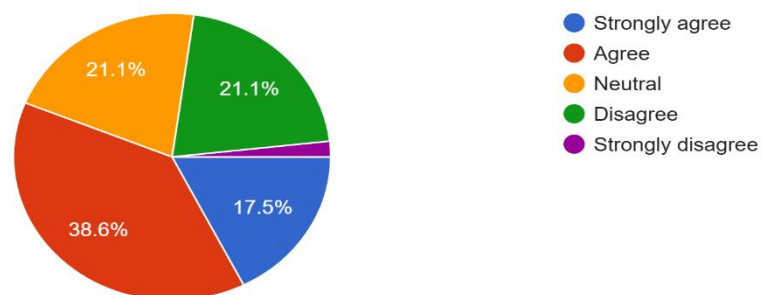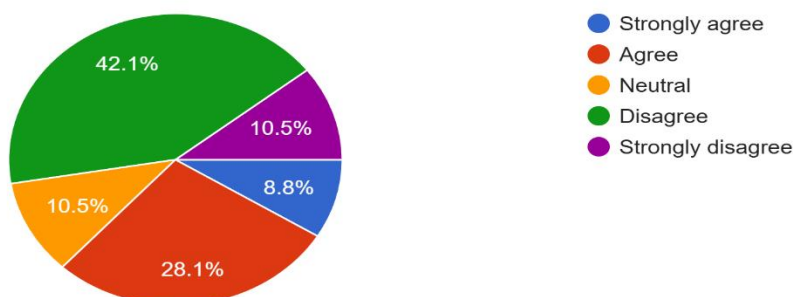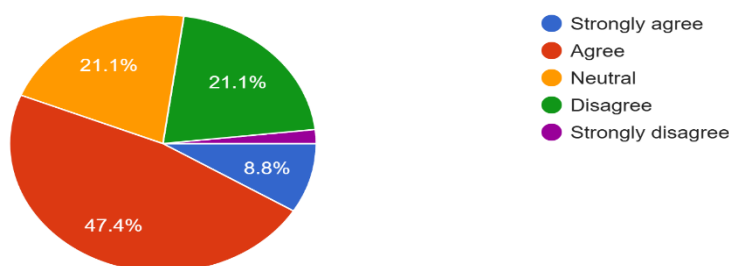
13. The external examination, valuation and publication of results are time bound
57 responses

- Strongly agree
- Agree
- Neutral
- Disagree
- Strongly disagree

10.5%
19.3%
52.6%
17.5%
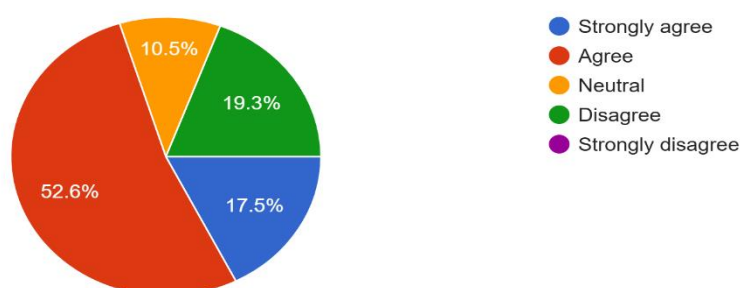
III.   EMPLOYER FEEDBACK

The feedback from employers regarding former students of Sree Narayana College, Nattika, reflects a generally positive assessment. Employers rate the overall performance and practical knowledge of the students as "Very Good," indicating that the students meet workplace expectations effectively. Language and communication skills, ethical aspects, and efficiency and endurance levels are mostly rated as "Very Good" with some feedback at the "Good" level, suggesting room for improvement in these areas. The productivity of the students is also regarded as "Very Good." Overall,

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the feedback highlights that students from Sree Narayana College demonstrate a solid foundation in practical knowledge and performance, with opportunities to further enhance specific skills such as communication, ethics, and endurance to excel even more in their careers.

IV. <u>**ALUMNI FEEDBACK**</u>

Feedback on curriculum and other aspects of the College are taken at the end of each academic year from the Alumni and an analysis of the same are conducted by IQAC. The feedback taken are discussed in the stake holders meeting and necessary amendment in policies are often taken. Recommendations regarding the modification in curriculum are made regularly to the affiliating University through Academic Council members, Senate Members etc. Following table gives the analysis of feedback taken from the Alumni during 2022-23, with tabulated values containing mean and mean percentage score.

Table 5 - Alumni Feedback on Curriculum

	STATEMENTS	MEAN	MPS
1	The programme generated interest in pursuing higher education	3.94	31.56
2	The Curriculum enabled to develop core values	3.91	31.26
3	The teaching-learning was very effective	4.20	33.63
4	The training in extra-curricular activities and support has played a great role in shaping personality	3.78	30.22
5	Project Work and Dissertation enhanced research abilities	4.00	32.00
6	Internal Evaluation system was highly effective	3.91	31.26
7	The University examination taking place at proper time & result published as per schedule	3.31	26.52
8	Current Semester system is very effective	3.75	30.00

The analysis of alumni feedback on the curriculum during the academic year 2022-23 provides valuable insights into the effectiveness of the educational programs offered by the college. Overall, alumni expressed a high level of satisfaction, particularly with the statement "The teaching-learning was very effective," which received the highest mean score of 4.20 and a mean percentage score (MPS) of 33.63 per cent. This suggests that graduates feel positively about the instructional quality and methodologies employed during their studies. Additionally, the program's ability to generate interest in pursuing higher education (mean score of 3.94, MPS 31.56%) and the development of core values (mean score of 3.91, MPS 31.26 per cent) reflect its effectiveness in fostering both academic ambition and personal growth among students.

The feedback also highlighted the importance of project work and dissertation in enhancing

research abilities, with a mean score of 4.00 (MPS 32.00 per cent), indicating that alumni value the emphasis on practical and research-oriented learning experiences. Furthermore, the internal evaluation system was deemed highly effective (mean score of 3.91, MPS 31.26 per cent), reflecting confidence in the assessment processes used during their studies. However, areas for improvement were noted, particularly regarding the timeliness of university examinations and results, which received a lower mean score of 3.31 (MPS 26.52 per cent). This indicates a need for better scheduling and communication around examination processes.

The feedback regarding the effectiveness of the current semester system (mean score of 3.75, MPS 30.00 per cent) suggests general approval but also implies that there may be room for enhancement. These findings are discussed in stakeholder meetings, where necessary amendments to policies and recommendations for curriculum modifications are made. The institution's commitment to regularly relay alumni feedback to the affiliating university through Academic Council and Senate members demonstrates its dedication to continuous improvement and responsiveness to the needs of its graduates. Overall, the alumni feedback serves as a critical tool for refining the curriculum and enhancing the overall educational experience at the college.

PRINCIPAL
Principal
(Full Additional Charge)
Sree Narayana College
Nattika

SREE NARAYANA COLLEGE, NATTIKA

(ESTD: 1967; Affiliated to University of Calicut)

NAAC Re-accredited (III Cycle) with Grade B+ (CGPA: 2.68)
www.sncollegenattika.ac.in; snnattika@gmail.com

INTERNAL QUALITY ASSURANCE CELL

Dr. Jaya P S	Dr. Sankaran K K
(Principal)	(IQAC Coordinator)

1.4 FEEDBACK SYSTEM

ACTION TAKEN REPORT 2023-24

To ensure the continuous improvement, relevance, and effectiveness of our curriculum, the institution has implemented a series of proactive initiatives in response to the valuable feedback received from students, faculty, alumni, and employers. This report outlines the actions taken to address stakeholder concerns and enhance the overall educational experience:

- **Curriculum Relevance:** Following student feedback, a review process has been initiated with the Board of Studies (BoS) to ensure that course content remains current and aligned with industry standards.

- **Practical Relevance of Projects:** Steps have been taken to ensure that projects and assignments are closely aligned with the syllabus, enhancing their practical application and relevance.

- **Faculty Guidance on Project Design:** Faculty members received training and support to design projects and assignments that effectively reinforce program objectives and enhance student learning.

- **Integration of Cross-Cutting Issues:** Efforts are underway to incorporate key contemporary themes, including gender, environment, sustainability, ICT, and nationalism, into the curriculum. Supplementary lectures, workshops, and seminars are being organized to foster interdisciplinary understanding.

- **Faculty Development in Teaching Practices:** Faculty development programs focusing on innovative pedagogy and effective teaching strategies have been conducted to further improve the quality of the teaching-learning process.

- **Strengthened Feedback Mechanisms:** Enhanced mechanisms for gathering regular feedback from students and faculty are in place to support continuous refinement of teaching methods.

- **Campus Facility Enhancements:** Improvements to campus facilities and student services are underway based on feedback from students, aimed at enriching their overall educational experience.

- **Relevant Textbook Selection:** Faculty members have been actively involved in selecting textbooks and reference materials, ensuring that recommended resources closely match course requirements.

- **Expanded Resource Availability:** The availability of essential textbooks and reference materials has been increased through library acquisitions and digital resources, addressing any gaps in access.

- **Regular Resource Updates:** The institution has implemented regular updates to library resources to ensure students and faculty have access to current materials aligned with syllabus needs.

- **Faculty Training Workshops:** Faculty development workshops and training sessions are being conducted to address feedback on teaching methods and instructional resources.

- **Strengthened Industry Partnerships:** The institution has cultivated closer ties with industry partners to gain insights into employer expectations, ensuring graduates are equipped with essential skills and competencies for the workforce.

- **Enhanced Career Counselling:** Career counselling and professional development programs have been strengthened based on employer input, helping students better prepare for their careers.

- **Increased Alumni Engagement:** Alumni engagement initiatives have been expanded to build a sense of community and provide networking opportunities for current students.

- **Alumni Feedback Integration:** Feedback from alumni on their educational experiences and career trajectories has been incorporated into program reviews to maintain the relevance and impact of our offerings.

The institution is committed to fostering a culture of transparency, collaboration, and continuous improvement. We extend our gratitude to all stakeholders for their valuable feedback and continued support as we strive for excellence in education.

PRINCIPAL
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Nattika