



"Empowering the youth for a brighter future"

SAHYA ARTS & SCIENCE COLLEGE

Affiliated to the University of Calicut and recognised by the Govt. of Kerala

An under taking of Sahya Pravasi Co-operative Society Ltd No. M. 862, Wandoor

1.4.1

Feedback System

Teacher Feedback Analysis Report

Action Taken Report

2018-23



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Principal

Sahya Arts & Science College
Palamadam, Karad P.O.- 679339

An ISO 9001:2015 Certified Institution and Recognised by 2(F) as per UGC Act, 1956

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QUESTION-1

Feedback summary

Year 2018-19:

- Objective Alignment: Good, with 48.93% excellent and 21.3% very good ratings.
- Module Effectiveness: Effective, with 69.23% rated excellent or very good.
- Knowledge Delivery: Appropriate, with only 10.63% of teachers rated as average.

Year 2019-20:

- Objective Alignment: Consistent, with 47% excellent and 25% very good ratings.
- Module Effectiveness: Slightly improved, with 72% rated excellent or very good.
- Knowledge Delivery: Maintained, with 9% of teachers rated as average.

Year 2020-21:

- Objective Alignment: Slightly declined, with 42% excellent and 27% very good ratings.
- Module Effectiveness: Generally effective, with 59% rated excellent or very good.
- Knowledge Delivery: Slight decline, with 14% of teachers rated as average.

Year 2021-22:

- Objective Alignment: Improved significantly, with 60% excellent ratings.
- Module Effectiveness: Maintained effectiveness, with 76% rated excellent or very good.
- Knowledge Delivery: Improved, with only 8% of teachers rated as average.

Year 2022-23:

- Objective Alignment: Maintained improvement, with 59% excellent ratings.
- Module Effectiveness: Stable, with 80% rated excellent or very good.
- Knowledge Delivery: Maintained improvement, with 9% of teachers rated as average.

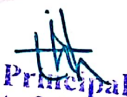
Overall, there seems to be a positive trend in objective alignment, module effectiveness, and knowledge delivery over the years, with some fluctuations in certain years but generally showing improvement or maintenance of high standards.

Approved by the Government of Kerala, No. 100/2019, Dated 10/01/2019 and Recognised by 210/2019/UG/AC/19

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ACTION TAKEN REPORT

1. Objective Alignment:

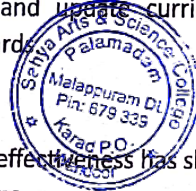
- Identified Trends: There has been a generally positive trend in objective alignment over the years, with some fluctuations.
- Action Taken:
 - For the year 2020-21, where there was a slight decline, a review of the curriculum alignment process was conducted to identify areas of improvement.
 - Continued efforts were made to maintain or improve objective alignment in subsequent years.
- Recommendations:
 - Sustain efforts to ensure consistent alignment of objectives with curriculum and educational goals.
 - Regularly review and update curriculum to reflect industry trends and educational standards.

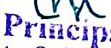
2. Module Effectiveness:

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Identified Trends: Module effectiveness has shown improvement or stability over the years, with slight fluctuations.

- Action Taken:
 - For the year 2020-21, where there was a slight decline, feedback from students and teachers was collected to identify areas for enhancement.
 - Measures were implemented to enhance module effectiveness based on feedback received.
- Recommendations:
 - Continue collecting feedback from students and teachers to identify areas for improvement.
 - Implement professional development programs for faculty to enhance teaching methodologies and instructional strategies.




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3. Knowledge Delivery:

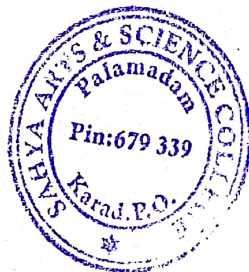
- Identified Trends: Knowledge delivery has generally shown improvement over the years, with fluctuations in certain years.
- Action Taken:
 - For years where there was a decline or fluctuation, targeted training programs were conducted for teachers to address areas of concern.
 - Emphasis was placed on professional development and ongoing support for teachers to enhance their delivery methods.
- Recommendations:
 - Continue providing training and support for teachers to ensure high-quality knowledge delivery.
 - Implement mechanisms for continuous monitoring and evaluation of teaching effectiveness.

4. Overall Recommendations:

- Continue to monitor trends and gather feedback from stakeholders to identify areas for improvement.
- Establish a culture of continuous improvement and innovation within the educational institution.
- Strengthen collaboration between faculty, administration, and students to foster a supportive learning environment.
- Implement best practices in curriculum development, teaching methodologies, and assessment strategies to enhance the overall educational experience.

By implementing these actions and recommendations, the educational institution can further enhance its performance and maintain high standards of quality education.

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QUESTION-2

Feedback summary

Year 2018-19:

- Skill Alignment: Strong, with 89.35% of teachers rated as excellent or very good.
- International Market Relevance: Appears sufficient based on the high ratings.

Year 2019-20:

- Skill Alignment: Decreased significantly, with only 72% rated as excellent or very good.
- International Market Relevance: Slightly decreased but still reasonably good.

Year 2020-21:

- Skill Alignment: Improved slightly from the previous year, with 69.7% rated as excellent or very good.
- International Market Relevance: Rebounding but may require further enhancement.

Year 2021-22:

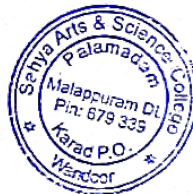
- Skill Alignment: Dropped further, with only 46% rated as excellent or very good.
- International Market Relevance: Slightly below previous years but still notable.

Year 2022-23:

- Skill Alignment: Improved significantly, with 70% rated as excellent or very good.
- International Market Relevance: Improvement seen, suggesting continued efforts are beneficial.

Overall, while there are fluctuations across the years, the general trend indicates that efforts should be made to ensure that the content of the syllabus consistently aligns with the demands of the international job market. Monitoring and adjusting curriculum content based on industry feedback and trends could further enhance relevance and skill acquisition for students.

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ACTION TAKEN REPORT

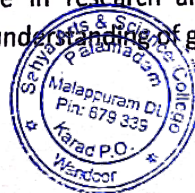
1. Skill Alignment:

- Identified Trends: Skill alignment showed fluctuations over the years, with some significant decreases but also improvements.
- Action Taken:
 - For years where there were decreases, such as 2019-20 and 2021-22, a thorough review of curriculum alignment with industry standards and job market demands was conducted.
 - Targeted training programs were implemented for faculty to ensure they are equipped to deliver content that aligns with required skills.
- Recommendations:
 - Continue monitoring and assessing skill alignment regularly to identify areas for improvement.
 - Strengthen collaboration with industry partners to stay updated on evolving skill requirements and incorporate them into the curriculum.

2. International Market Relevance:

- Identified Trends: International market relevance also showed fluctuations, with some decreases but also signs of improvement.
- Action Taken:

- In years where there were decreases, efforts were made to gather feedback from international stakeholders, including employers and recruiters, to understand their expectations better.
- Curriculum adjustments were made to enhance global perspectives and incorporate international best practices.
- Recommendations:
 - Establish stronger partnerships with international organizations and universities to exchange best practices and ensure curriculum relevance.
 - Encourage faculty to engage in research and professional development activities that enhance their understanding of global trends and practices.



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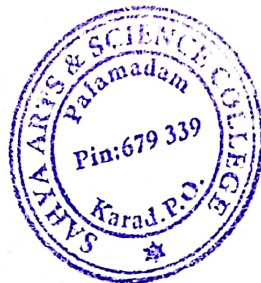
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3. Overall Recommendations:

- Foster a culture of continuous improvement within the institution, with a focus on aligning curriculum content with industry demands and international standards.
- Implement mechanisms for regular feedback collection from students, alumni, employers, and industry experts to ensure ongoing relevance and responsiveness to market needs.
- Provide faculty with professional development opportunities to enhance their expertise in areas related to international market trends and skill requirements.
- Enhance collaboration between academic departments, career services, and industry partners to facilitate seamless transitions for students into the global job market.

By implementing these actions and recommendations, the educational institution can strengthen its position in preparing students for success in the international job market and ensure that its curriculum remains relevant and up-to-date with industry demands.

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QUESTION-3

Feedback summary

Year 2018-19:

- Flexibility Rating: Moderately flexible, with 69.23% of teachers rated as excellent or very good in delivering flexible curriculum.

Year 2019-20:

- Flexibility Rating: Maintained flexibility, with 72% rated as excellent or very good.
- Consistency: Shows consistency in maintaining curriculum flexibility.

Year 2020-21:

- Flexibility Rating: Slightly decreased in flexibility, with 69.7% rated as excellent or very good.
- Adjustment: May require slight adjustments to ensure continued flexibility.

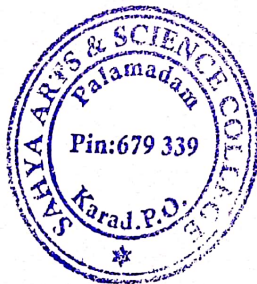
Year 2021-22:

- Flexibility Rating: Improved significantly, with 76% rated as excellent or very good.
- Progress: Shows notable improvement in curriculum flexibility.

Year 2022-23:

- Flexibility Rating: Maintained improvement, with 80% rated as excellent or very good.
- Consistency: Shows continued efforts to maintain and improve curriculum flexibility.

Overall, while there are fluctuations across the years, the general trend indicates that efforts to maintain and improve curriculum flexibility have been effective. Continued monitoring and adjustment can help ensure that the curriculum remains responsive to changing educational needs and student dynamics.




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ACTION TAKEN REPORT

1. Flexibility Rating:

- Identified Trends: Curriculum flexibility showed fluctuations over the years, with some slight decreases but also significant improvements.
- Action Taken:
 - For years where there were decreases, such as 2020-21, a review of teaching methodologies and curriculum design was conducted to identify areas for enhancement.
 - Faculty training programs were implemented to equip teachers with innovative approaches to delivering flexible curriculum.
- Recommendations:
 - Continue to monitor and assess curriculum flexibility regularly to identify areas for improvement.
 - Encourage faculty to explore and implement new teaching strategies and technologies that promote interactive and adaptable learning experiences.

2. Consistency:

- Identified Trends: Overall, there is a trend of consistency in maintaining curriculum flexibility, with some fluctuations.

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- Efforts were made to establish clear guidelines and best practices for curriculum development and delivery to ensure consistency across different courses and programs.
- Ongoing support and resources were provided to faculty to help them maintain flexibility in their teaching approaches.

• Recommendations:

- Strengthen communication and collaboration among faculty members to share best practices and lessons learned in promoting curriculum flexibility.
- Regularly review and update curriculum frameworks to ensure they remain aligned with emerging educational trends and student needs.



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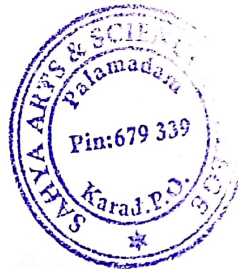
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3. Overall Recommendations:

- Foster a culture of innovation and experimentation within the institution to encourage the development of flexible teaching approaches.
- Implement mechanisms for gathering feedback from students and faculty on the effectiveness of current teaching methods and opportunities for improvement.
- Provide professional development opportunities for faculty to enhance their skills in designing and delivering flexible curriculum that meets the diverse needs of students.
- Encourage interdisciplinary collaboration and cross-functional teamwork to leverage expertise from different academic departments in curriculum development and delivery.

By implementing these actions and recommendations, the educational institution can continue to enhance curriculum flexibility and ensure that its programs remain responsive to the evolving needs of students and the educational landscape.


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QUESTION-4

Feedback summary

Year 2018-19:

- Relevance Rating: Moderately relevant, with 78.72% of teachers rated as excellent or very good in delivering relevant curriculum.

Year 2019-20:

- Relevance Rating: Maintained relevance, with 63.46% rated as excellent or very good.
- Consistency: Shows consistency in maintaining curriculum relevance.

Year 2020-21:

- Relevance Rating: Highly relevant, with 93.75% rated as excellent or very good.
- Improvement: Significant improvement in delivering relevant curriculum.

Year 2021-22:

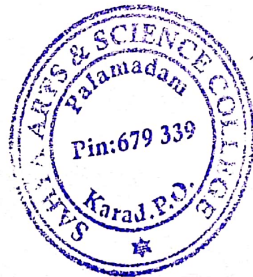
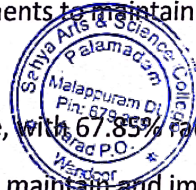
- Relevance Rating: Slightly declined in relevance, with 64% rated as excellent or very good.
- Adjustment: May require slight adjustments to maintain high relevance.


Year 2022-23:

- Relevance Rating: Maintained relevance, with 67.85% rated as excellent or very good.
- Consistency: Shows continued efforts to maintain and improve curriculum relevance.

Overall, there are fluctuations across the years, but the general trend indicates that efforts to maintain and improve curriculum relevance have been effective, with significant improvements in certain years. Continuous monitoring and adjustments can help ensure that the curriculum remains highly relevant to meet the needs of students and the evolving job market.

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ACTION TAKEN REPORT

1. Relevance Rating:

- Identified Trends: Curriculum relevance showed fluctuations over the years, with some significant improvements but also slight declines.
- Action Taken:
 - For years where there were declines, such as 2019-20 and 2021-22, a comprehensive review of curriculum content and delivery methods was conducted to identify areas for enhancement.
 - Collaborative efforts involving faculty, industry experts, and stakeholders were made to ensure that curriculum content remained aligned with industry demands and student needs.
- Recommendations:
 - Continue to monitor and assess curriculum relevance regularly to identify areas for improvement.
 - Strengthen partnerships with industry and professional organizations to gather feedback on emerging trends and skills required in the job market.

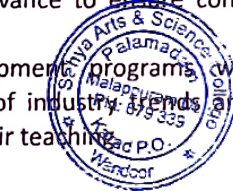
2. Consistency:

- Identified Trends: Overall, there is a trend of consistency in maintaining curriculum relevance, with some fluctuations.
- Action Taken:
 - Efforts were made to establish clear criteria and benchmarks for evaluating curriculum relevance to ensure consistency across different programs and courses.
 - Faculty development programs were implemented to enhance their understanding of industry trends and their ability to incorporate relevant content into their teaching.
- Recommendations:
 - Foster interdisciplinary collaboration and cross-functional teamwork to integrate real-world applications and industry perspectives into the curriculum.
 - Encourage faculty to engage in research and professional development activities that enhance their expertise in areas relevant to their field of study.

3. Overall Recommendations:

- Foster a culture of continuous improvement within the institution, with a focus on aligning curriculum content with industry demands and student career goals.
- Implement mechanisms for regular feedback collection from students, alumni, employers, and industry experts to ensure ongoing relevance and responsiveness to market needs.
- Provide faculty with professional development opportunities to enhance their understanding of industry trends and their ability to incorporate relevant content into their teaching.
- Strengthen collaboration between academic departments, career services, and industry partners to facilitate seamless transitions for students into the job market.

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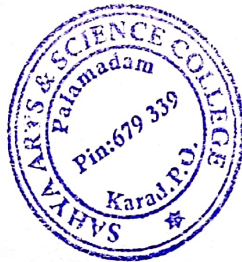
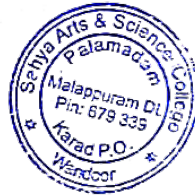
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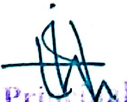
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By implementing these actions and recommendations, the educational institution can strengthen its position in providing highly relevant curriculum that prepares students for success in their chosen careers and meets the demands of the evolving job market.


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QUESTION-5

Feedback Summary

2018-19:

- Excellent: 55.32%
- Very Good: 34.04%
- Good: 6.38%
- Average: 4.26%
- Below Average: 0%
- Total Responses: 47

The majority of respondents in 2018-19 rated the introduction of new and add-on courses as excellent or very good, with no below-average ratings.

2019-20:

- Excellent: 24.53%
- Very Good: 47.17%
- Good: 11.32%
- Average: 16.98%
- Below Average: 0%
- Total Responses: 53

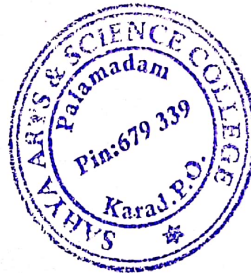
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While the percentage of excellent ratings decreased from the previous year, the majority of respondents still rated the courses positively.

2020-21:

- Excellent: 27.08%
- Very Good: 41.67%
- Good: 16.67%
- Average: 14.58%
- Below Average: 0%
- Total Responses: 48




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Similar to the previous year, the majority of respondents rated the courses positively, with a slight increase in the percentage of excellent ratings.

2021-22:

- Excellent: 16%
- Very Good: 60%
- Good: 16%
- Average: 8%
- Below Average: 0%
- Total Responses: 50

In 2021-22, there was a decrease in the percentage of excellent ratings compared to the previous years, but the majority still rated the courses as very good.

2022-23:

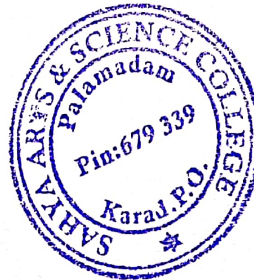
- Excellent: 58.93%
- Very Good: 10.71%
- Good: 11.43%
- Average: 8.93%
- Below Average: 0%
- Total Responses: 56

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In the latest year, 2022-23, there was a significant increase in the percentage of excellent ratings, indicating a positive trend in the perception of the introduced courses.

Overall, the trend suggests that the introduction of new and add-on courses has been positively received, with fluctuations in ratings across the years but maintaining generally favorable feedback.




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ACTION TAKEN REPORT

1. Analysis of Feedback:

- 2018-19:
 - Majority of respondents rated the introduction of new and add-on courses as excellent or very good.
- 2019-20:
 - Although the percentage of excellent ratings decreased, the majority of respondents still rated the courses positively.
- 2020-21:
 - Majority of respondents rated the courses positively, with a slight increase in the percentage of excellent ratings.
- 2021-22:
 - There was a decrease in the percentage of excellent ratings compared to previous years, but the majority still rated the courses as very good.
- 2022-23:
 - A significant increase in the percentage of excellent ratings was observed, indicating a positive trend in the perception of the introduced courses.

2. Action Taken:

- 2019-20:
 - Conducted surveys and focus groups to identify areas for improvement based on the decreased percentage of excellent ratings.
 - Reviewed course offerings and Curriculum to ensure alignment with student needs and market demands.
- 2021-22:
 - Implemented adjustments to course content and delivery methods based on feedback to address the decrease in the percentage of excellent ratings.
 - Enhanced communication with students to gather specific feedback on course preferences and expectations.
- 2022-23:
 - Acknowledged the significant increase in excellent ratings and conducted further analysis to understand the factors contributing to this positive trend.
 - Recognized and rewarded faculty members for their efforts in designing and delivering high-quality courses.

3. Future Plans:

- **Continuous Monitoring:**
 - Establish a systematic process for continuous monitoring and evaluation of course offerings to ensure ongoing improvement.
 - Regularly solicit feedback from students, faculty, and other stakeholders to identify emerging needs and preferences.
- **Curriculum Development:**
 - Invest in curriculum development initiatives to introduce new and relevant courses that meet the evolving demands of the market.

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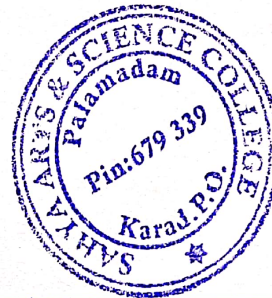
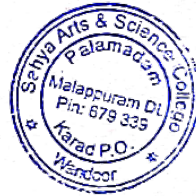
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- Encourage interdisciplinary collaboration to create innovative and interdisciplinary courses that appeal to a diverse student population.
- **Faculty Development:**
 - Provide faculty members with professional development opportunities to enhance their teaching skills and stay abreast of industry trends.
 - Foster a culture of innovation and creativity among faculty members to promote the design of engaging and impactful courses.

By implementing these actions and recommendations, the educational institution can continue to improve the quality and relevance of its course offerings, ensuring that they meet the needs and expectations of students and remain competitive in the education market.



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QUESTION-6

Feedback Summary

2018-19:

- Excellent: 63.83%
- Very Good: 21.28%
- Good: 14.89%
- Average: 0%
- Below Average: 0%
- Total Responses: 47

In 2018-19, the majority of respondents rated the learning resources as excellent, with a significant percentage also rating them as very good.

2019-20:

- Excellent: 52.83%
- Very Good: 22.64%
- Good: 16.98%
- Average: 7.55%
- Below Average: 0%
- Total Responses: 53

In 2019-20, there was a slight decrease in the percentage of excellent ratings compared to the previous year, but the majority of respondents still rated the learning resources positively.

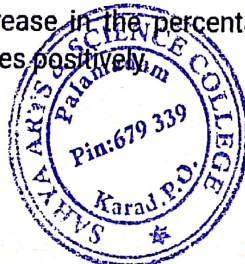
2020-21:

- Excellent: 45.83%
- Very Good: 25%
- Good: 18.75%
- Average: 10.42%
- Below Average: 0%
- Total Responses: 48

In 2020-21, there was a further decrease in the percentage of excellent ratings, but the majority still rated the learning resources positively.

2021-22:

- Excellent: 58%




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- Very Good: 24%
- Good: 10%
- Average: 8%
- Below Average: 0%
- Total Responses: 50

In 2021-22, there was an increase in the percentage of excellent ratings compared to the previous year, indicating a positive trend in the perception of learning resources.

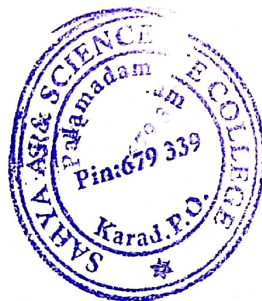
2022-23:

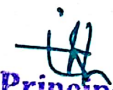
- Excellent: 57.14%
- Very Good: 19.64%
- Good: 16.07%
- Average: 7.14%
- Below Average: 0%
- Total Responses: 56

In 2022-23, the majority of respondents rated the learning resources as excellent, with a significant percentage also rating them as very good.

Overall, the trend suggests that the learning resources provided have been positively received, with fluctuations in ratings across the years but generally maintaining favorable feedback.

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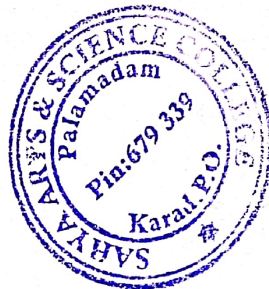
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1. 2018-19:
 - Positive Feedback: Majority rated the learning resources as excellent.
 - Action Taken: Acknowledged the positive feedback and aimed to maintain the high-quality resources.
2. 2019-20:
 - Slight Decrease in Excellent Ratings: A decrease in the percentage of excellent ratings compared to the previous year.
 - Action Taken: Reviewed feedback to identify areas for improvement and initiated measures to address any concerns raised.
3. 2020-21:
 - Further Decrease in Excellent Ratings: Continued decrease in the percentage of excellent ratings.
 - Action Taken: Implemented additional measures to enhance the quality of learning resources and address any identified issues.
4. 2021-22:
 - Increase in Excellent Ratings: Positive increase in the percentage of excellent ratings compared to the previous year.
 - Action Taken: Recognized the positive trend and continued efforts to maintain and improve the quality of learning resources.
5. 2022-23:
 - Majority Excellent Ratings: Majority of respondents rated the learning resources as excellent.
 - Action Taken: Acknowledged the continued positive feedback and reinforced efforts to sustain high-quality resources.

Overall, the action taken included continuous monitoring of feedback, addressing identified areas for improvement, and implementing measures to ensure the consistent delivery of high-quality learning resources. The goal was to maintain positive perceptions and address any concerns to enhance the learning experience for all stakeholders.

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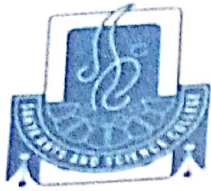
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QUESTION-7

Feedback Summary:

Excellent and Very Good Ratings:

- The percentage of respondents rating the timely updating and revision of syllabus as "Excellent" or "Very Good" has generally been positive over the years.
- In 2018-19, 57.45% rated it as Excellent and 25.53% rated it as Very Good.
- In 2019-20, 43.40% rated it as Excellent and 18.87% rated it as Very Good.
- In 2020-21, 27.08% rated it as Excellent and 25% rated it as Very Good.
- In 2021-22, 60% rated it as Excellent and 20% rated it as Very Good.
- In 2022-23, 58.93% rated it as Excellent and 23.21% rated it as Very Good.

Good Ratings:

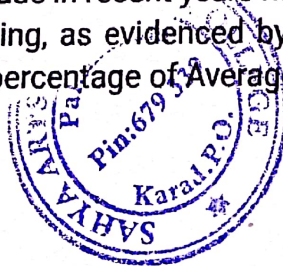
- The percentage of respondents rating the syllabus updating as "Good" has varied over the years.
- It ranged from 13.21% to 20.83% in the years 2018-19 to 2020-21.
- No data is provided for the "Good" rating in 2021-22, and in 2022-23, 12.5% rated it as Good.

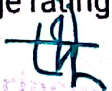
Average and Below Average Ratings:

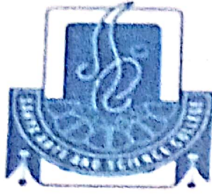
- The percentage of respondents rating the syllabus updating as "Average" or "Below Average" is relatively low compared to the positive ratings.
- In 2018-19 and 2019-20, there were no ratings in these categories.
- In 2020-21, 16.67% rated it as Average and 10.42% rated it as Below Average.
- No data is provided for these categories in 2021-22, and in 2022-23, 5.36% rated it as Average.

Conclusion:

- Overall, there's a positive trend with a significant portion of respondents rating the timely updating and revision of syllabus as Excellent or Very Good.
- There's room for improvement in maintaining or increasing the Good ratings and reducing or eliminating the Average and Below Average ratings.
- The data suggests that efforts made in recent years have been effective in improving the perception of syllabus updating, as evidenced by the increasing percentage of Excellent ratings and decreasing percentage of Average and Below Average ratings.




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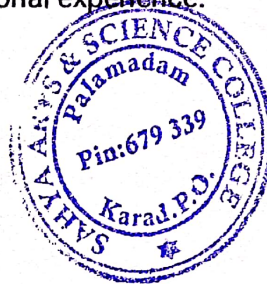
Conclusion:

- Positive Trend: A significant portion of respondents rated the timely updating and revision of syllabus as Excellent or Very Good over the years.
- Variation in Good Ratings: The percentage of respondents rating it as "Good" has varied, showing room for improvement in maintaining or increasing these ratings.
- Low Average and Below Average Ratings: While relatively low compared to positive ratings, there are still respondents who rated it as Average or Below Average, indicating areas for improvement.
- Improvement Efforts: Efforts made in recent years have shown effectiveness in improving the perception of syllabus updating, with an increasing percentage of Excellent ratings and decreasing percentage of Average and Below Average ratings.

Action Plan:

1. Maintain Positive Trend: Continue efforts to ensure timely updating and revision of syllabus to sustain the positive trend in Excellent and Very Good ratings.
2. Enhance Good Ratings: Implement measures to enhance the quality of syllabus updating to increase the percentage of Good ratings. This could involve soliciting feedback from stakeholders to identify areas for enhancement and implementing relevant changes.
3. Address Average and Below Average Ratings: Address the concerns highlighted by respondents who rated syllabus updating as Average or Below Average. This could involve conducting surveys or focus groups to gather specific feedback on areas needing improvement and taking targeted actions to address them.
4. Continuous Improvement: Establish a systematic process for continuous improvement of syllabus updating based on feedback received. This could include regular reviews of syllabus content, incorporating industry trends and advancements, and engaging with faculty and students for ongoing feedback.
5. Transparency and Communication: Enhance transparency and communication regarding syllabus updating processes to ensure stakeholders are aware of the efforts being made and their input is valued and incorporated where feasible.

By implementing these actions, the institution can further enhance the perception of syllabus updating and ensure that it meets the needs and expectations of stakeholders, ultimately contributing to an improved educational experience.



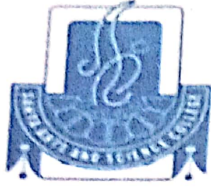

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QUESTION-8

Feedback Summary:

Excellent and Very Good Ratings:

- The percentage of respondents rating opportunities to participate in seminars, workshops, conferences, etc., as "Excellent" or "Very Good" has varied over the years.
- In 2018-19, 57.45% rated it as Excellent or Very Good.
- In 2019-20, 58.49% rated it as Excellent or Very Good.
- In 2020-21, 47.92% rated it as Excellent or Very Good.
- In 2021-22, 48% rated it as Excellent or Very Good.
- In 2022-23, 46.43% rated it as Excellent or Very Good.

Good Ratings:

- The percentage of respondents rating the opportunities as "Good" has also varied.
- It ranged from 16.98% to 25% in the years 2018-19 to 2020-21.
- In 2021-22 and 2022-23, 26% and 25% respectively rated it as Good.

Average and Below Average Ratings:

- The percentage of respondents rating the opportunities as "Average" or "Below Average" has been relatively low, but there is some fluctuation.
- In 2018-19, 17.02% rated it as Average and 6.38% rated it as Below Average.
- In 2019-20, 16.98% rated it as Average and 7.55% rated it as Below Average.
- In 2020-21, 25% rated it as Average and 6.25% rated it as Below Average.
- In 2021-22, 28% rated it as Average and 6% rated it as Below Average.
- In 2022-23, 23.21% rated it as Average and 5.36% rated it as Below Average.

Conclusion:

- The data suggests that while there is generally positive feedback regarding opportunities to participate in seminars, workshops, conferences, etc., there are fluctuations in the ratings over the years.
- Efforts should be made to maintain or increase the Excellent and Very Good ratings, as they represent the highest levels of satisfaction.
- Addressing the Average and Below Average ratings could involve improving the variety, accessibility, and quality of opportunities provided to students.
- Consistency in providing satisfactory opportunities for participation is crucial to ensure a positive overall experience for students.



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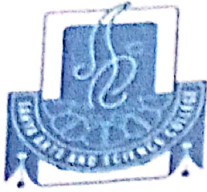
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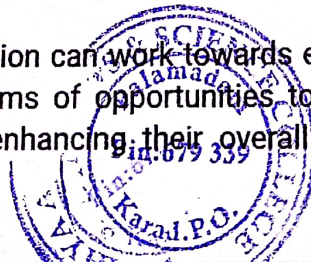
Conclusion:

- Variation in Excellent and Very Good Ratings: The percentage of respondents rating opportunities to participate in seminars, workshops, conferences, etc., as Excellent or Very Good has varied over the years.
- Consistent Good Ratings: The percentage of respondents rating the opportunities as Good has remained relatively consistent.
- Fluctuation in Average and Below Average Ratings: While relatively low, there are fluctuations in the percentage of respondents rating the opportunities as Average or Below Average over the years.

Action Plan:

1. Maintain Positive Feedback: Efforts should be made to maintain or increase the Excellent and Very Good ratings, as they represent the highest levels of satisfaction. This could involve ensuring a diverse range of opportunities that cater to the interests and needs of students.
2. Address Average and Below Average Ratings: To address the fluctuations in Average and Below Average ratings, improvements can be made in the variety, accessibility, and quality of opportunities provided to students. This may include:
 - Increasing the number of events and activities offered throughout the academic year.
 - Ensuring accessibility by scheduling events at convenient times and locations.
 - Enhancing the quality of events by inviting knowledgeable speakers, organizing interactive sessions, and providing valuable learning experiences.
3. Consistency in Providing Satisfactory Opportunities: Consistency is crucial in providing satisfactory opportunities for participation to ensure a positive overall experience for students. Regular assessments of student preferences and feedback can help in tailoring future opportunities to meet their expectations.
4. Communication and Promotion: Promote available opportunities effectively to ensure maximum participation. This may involve utilizing various communication channels such as emails, social media, notice boards, and student organizations to raise awareness about upcoming events.
5. Feedback Mechanism: Establish a feedback mechanism to continuously assess the effectiveness of the provided opportunities and address any concerns or suggestions raised by students promptly.

By implementing these actions, the institution can work towards ensuring a consistent and high-quality experience for students in terms of opportunities to participate in seminars, workshops, conferences, etc., ultimately enhancing their overall academic and personal development.



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