



# Adi Shankara

## INSTITUTE OF ENGINEERING AND TECHNOLOGY

Approved by AICTE & Affiliated to APJ Abdul Kalam Technological University  
Vidya Bharathi Nagar , Mattoor, Kalady, Ernakulam District, Kerala State Pin: 683574



## CRITERION 1 - CURRICULAR ASPECTS

### 1.4 Feedback System



## FEEDBACK ANALYSIS REPORT

2018 - 2019



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## FEEDBACK ANALYSIS REPORT

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## Stakeholders' Feedback Analysis Report 2018-2019

Stakeholder perceptions of the quality and efficacy of ASIET activities are gathered, compiled and analysed by the IQAC for use in development, review and quality assurance processes. ASIET is committed to getting feedback from every stakeholder- Students, Alumni, Teachers, Employers and Parents as well as other interest groups in order to keep improving year by year. The PAC initiates these activities and creates an action plan accordingly for overcoming the weakness and utilising the areas of improvement. Our system is designed to be flexible and accessible, encouraging stakeholders to share their insights through various means, including our ERP software, written and Google Forms. This process reflects our commitment to maintaining the highest standards in education and campus life, adapting to the evolving needs and preferences of our college community.

### Feedback Mechanism

**Feedback Collection:** At ASIET, feedback collection from stakeholders—including students, parents, teachers, alumni and employers—is a vital process aimed at assessing academic performance and the overall institutional ambience. Utilizing a variety of channels such as ERP software, written or telephone correspondence, email and Google Forms, feedback is gathered annually to ensure comprehensive input from all perspectives. Questions are structured on a 5-point scale to gauge satisfaction and identify areas for enhancement, ensuring the institution remains responsive to the evolving needs and expectations of its community. This systematic approach not only fosters transparency and accountability but also drives continuous improvement across educational and operational domains, reflecting ASIET's commitment to maintaining high standards and adapting proactively to feedback.

**Feedback Analysis:** The IQAC and PAC plays a crucial role in analyzing the feedback collected from different stakeholders. The team compiles an overarching feedback summary and also creates department-specific reports. These reports are crucial for understanding the unique needs and suggestions of each department.

**Action Plan:** Based on the feedback analysis, the IQAC, PAC and Academic Council at ASIET develop and implement targeted action plans. These plans may include modifications to the curriculum, teaching methodologies, or even infrastructural changes, all aimed at enhancing the educational experience. Following a thorough analysis of stakeholder feedback, ASIET has compiled a comprehensive Institutional Action Taken Report, detailing proactive measures and improvements undertaken across various facets of the institution. This report synthesizes insights gathered from students, parents, teachers, alumni, and employers, addressing concerns and suggestions related to academic performance and the overall campus environment.

**Communication of Feedback and Actions:** To maintain transparency and keep all stakeholders informed, the feedback analysis and the details of the actions taken are communicated through various channels. These include the college website, emails, and ERP notice boards, ensuring that everyone involved is aware of the continuous improvements being made at ASIET.



The detailed department-wise analysis for each stakeholder group, presented through two distinct bar charts. The first chart visually represents responses to specific questions on a 5-point scale, offering a clear comparison of feedback across different aspects addressed by students, parents, teachers, alumni and employers. This allows for a nuanced understanding of strengths and areas needing improvement within each department. The second bar chart focuses on the percentage effectiveness of responses to each question by stakeholders, highlighting the impact and alignment of institutional actions with stakeholder expectations. Together, these charts facilitate a comprehensive evaluation of feedback outcomes, guiding targeted interventions and strategic planning aimed at continuous enhancement of educational quality and campus experience at ASIET.

The first bar chart provides a visual representation of stakeholders' responses to specific questions (Q1, Q2, Q3, etc.) on a 5-point scale. Each bar corresponds to a question, and the height of the bar indicates the average or aggregate rating given by stakeholders across different groups (students, parents, teachers, alumni, employers).

- **X-axis:** Lists each question (Q1, Q2, Q3, etc.).
- **Y-axis:** Represents the 5-point scale (e.g., 1 = Poor, 5 = Excellent).
- **Bars:** Each bar represents the average rating or percentage distribution of responses for a specific question across all stakeholder groups.

Second bar chart illustrates the percentage effectiveness of each question based on stakeholders' responses. It provides insights into how well the institution's actions or improvements have addressed stakeholders' concerns and suggestions across all questions.

- **X-axis:** Lists each question (Q1, Q2, Q3, etc.).
- **Y-axis:** Represents the percentage effectiveness (e.g., from 0% to 100%).
- **Bars:** Each bar shows the effectiveness percentage for a specific question, calculated based on stakeholders' ratings and feedback.

## Analysis and Action

By comparing these two bar charts, institutional leaders can:

- Identify questions or areas where stakeholders' opinions diverge significantly.
- Focus on questions with lower effectiveness percentages to prioritize improvements.
- Acknowledge and build on strengths highlighted by positive ratings.
- Plan targeted actions and interventions to address specific concerns raised by stakeholders effectively.

These visual representations not only simplify complex feedback data but also facilitate informed decision-making and strategic planning to enhance overall stakeholder satisfaction and institutional effectiveness at ASIET.





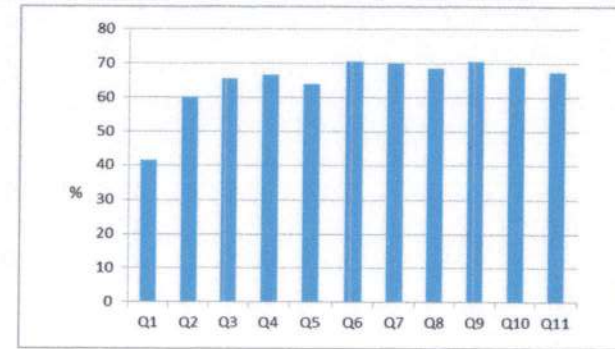
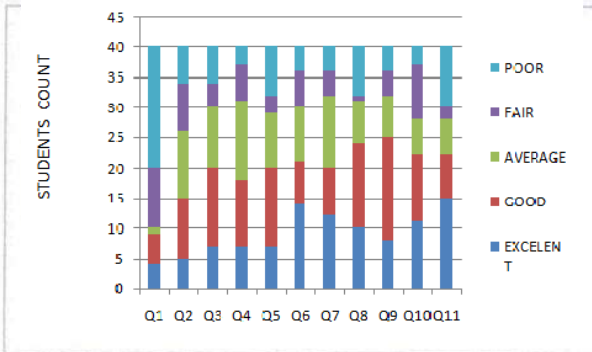
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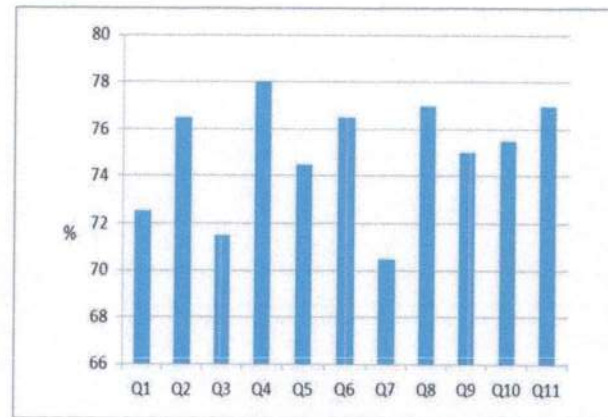
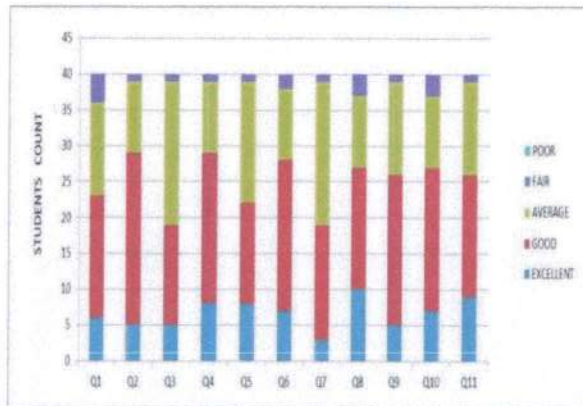
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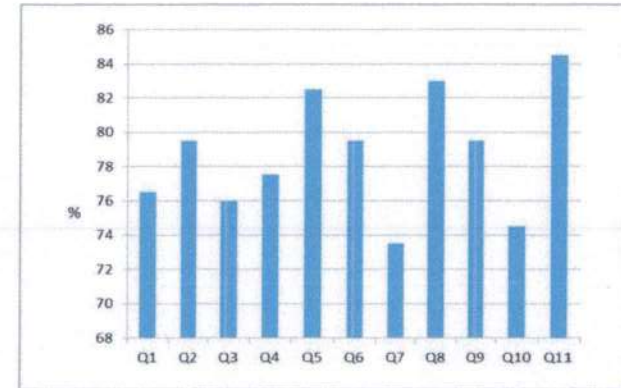
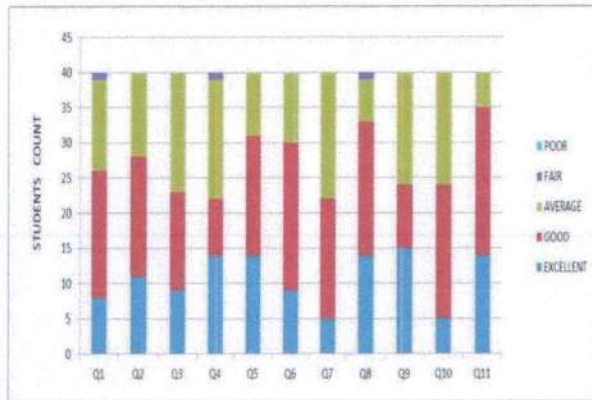
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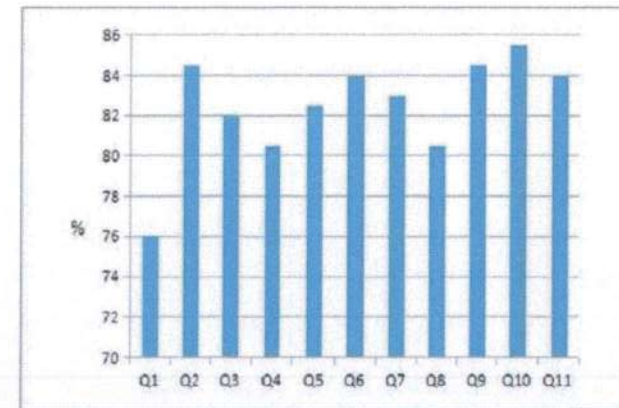
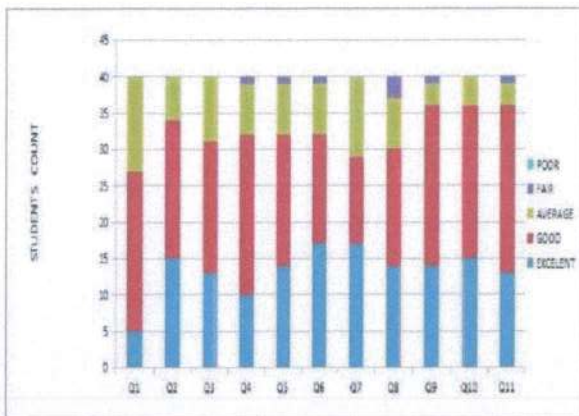
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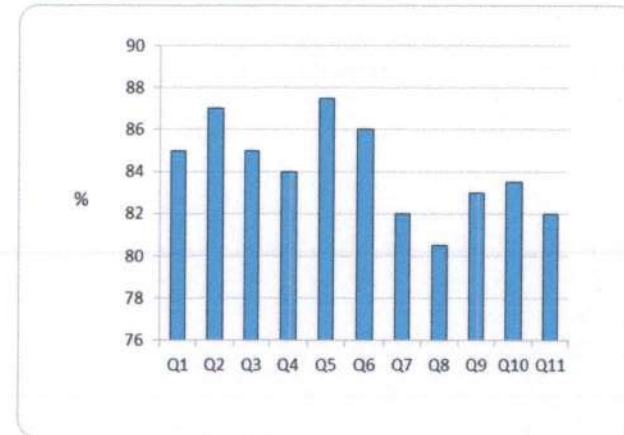
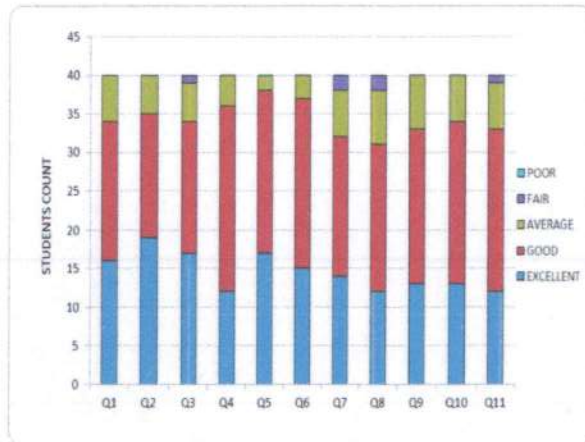
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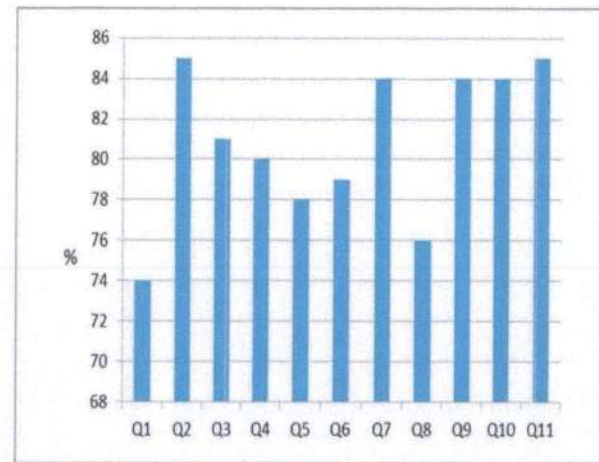
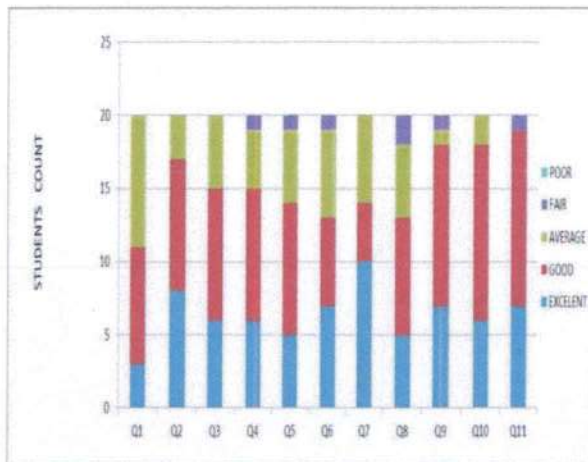
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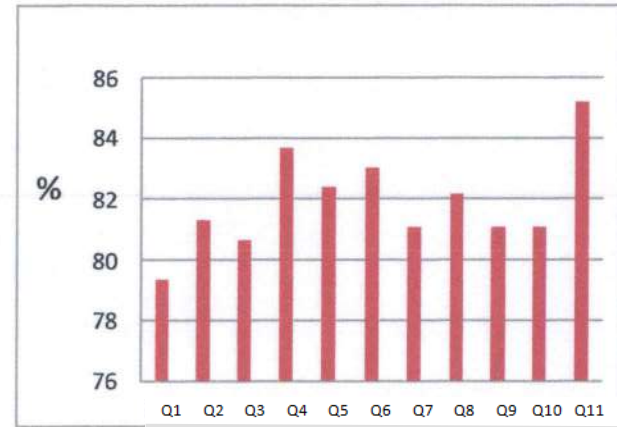
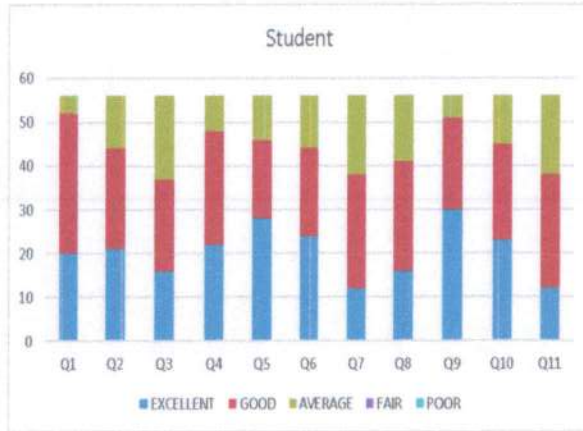
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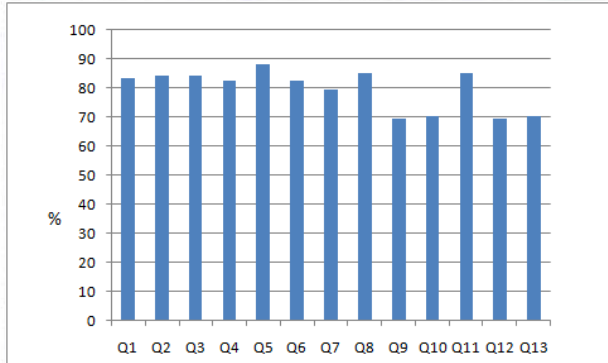
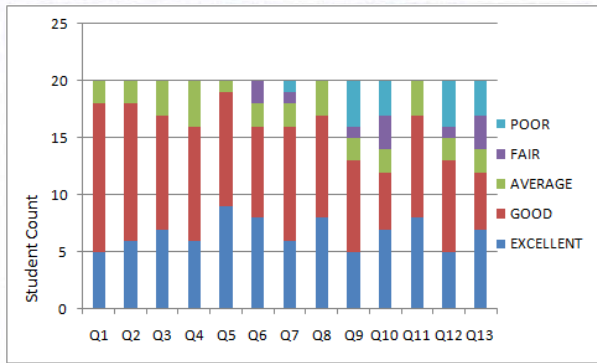


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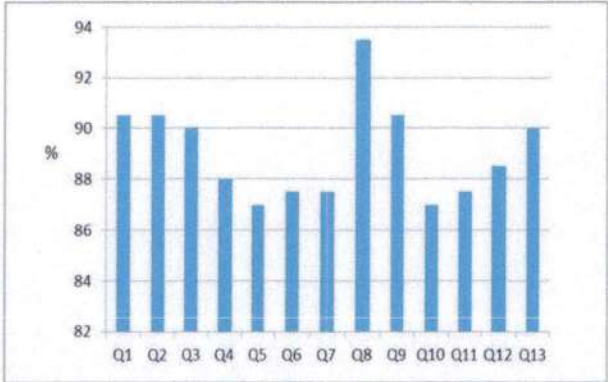
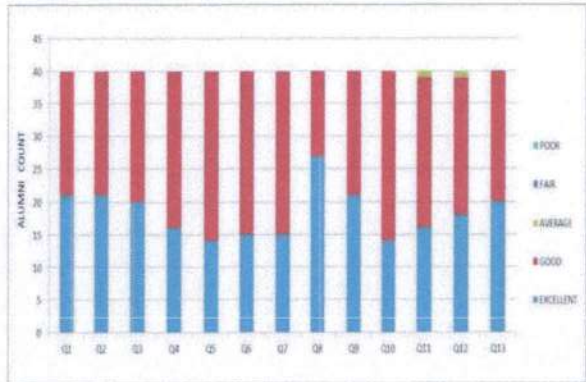




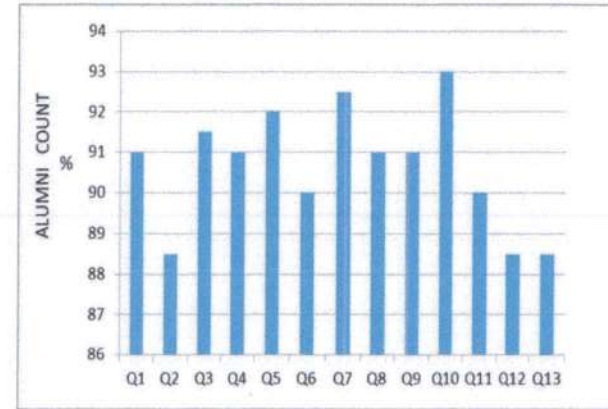
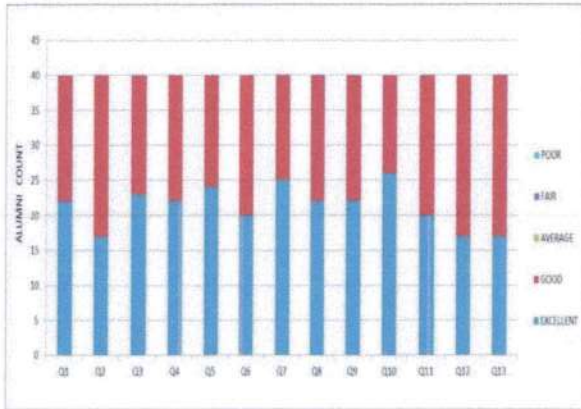
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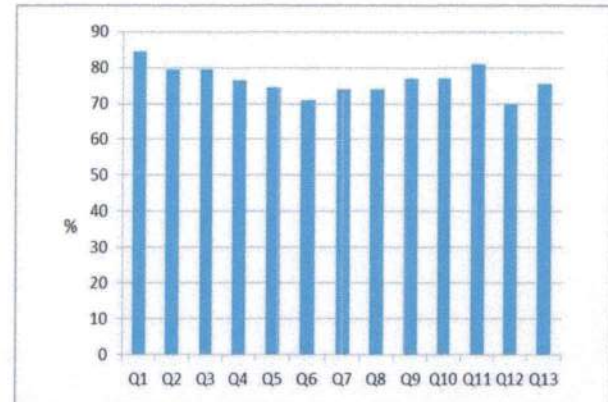
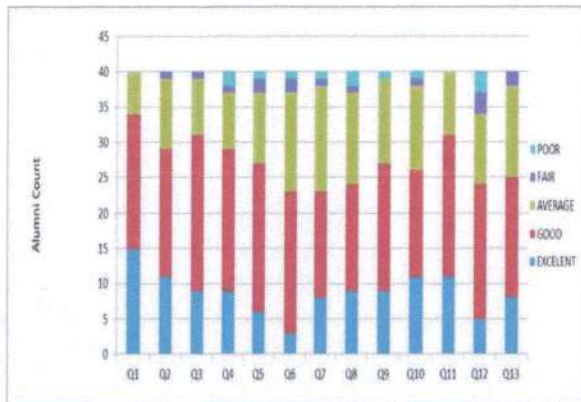
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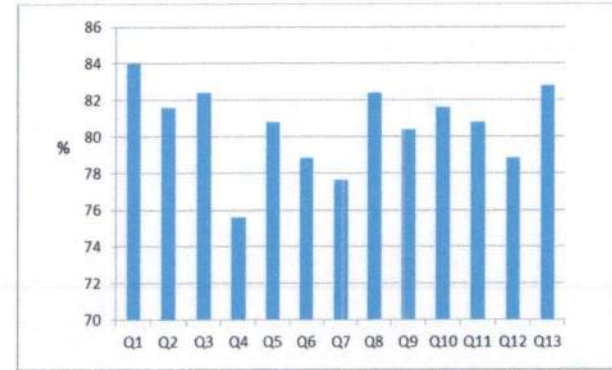
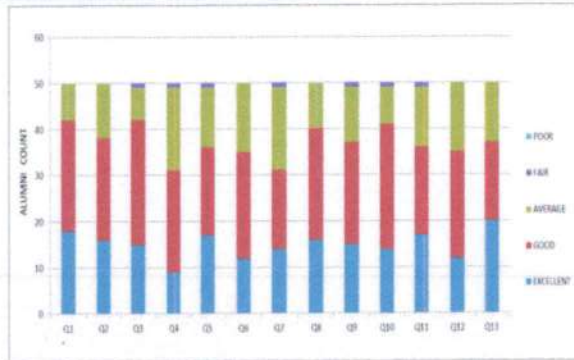
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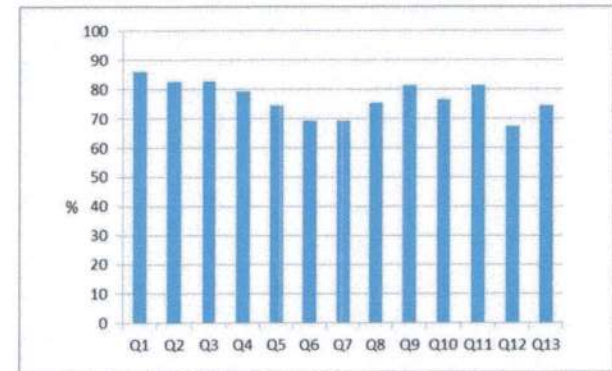
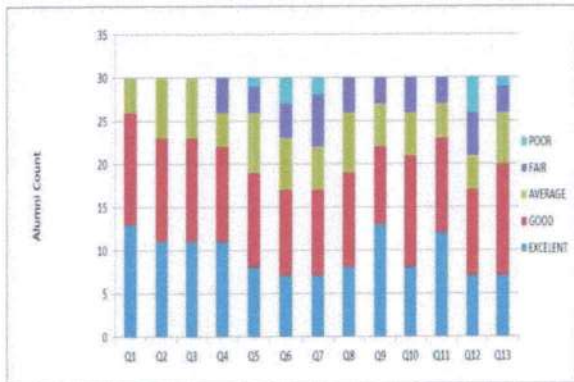
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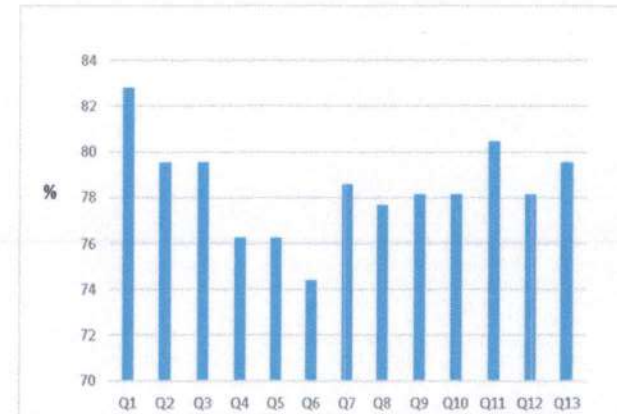
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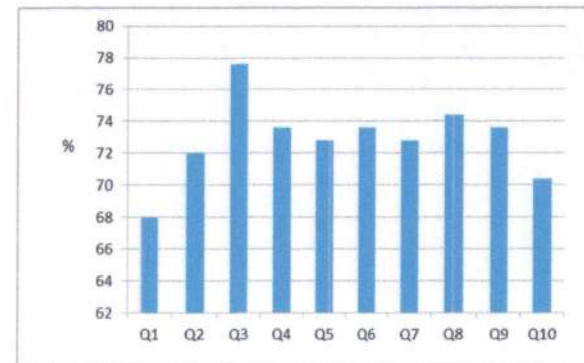
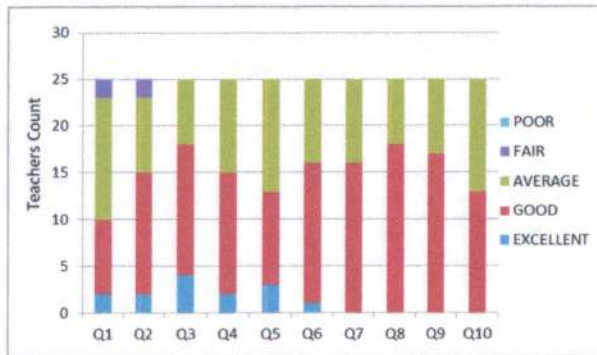


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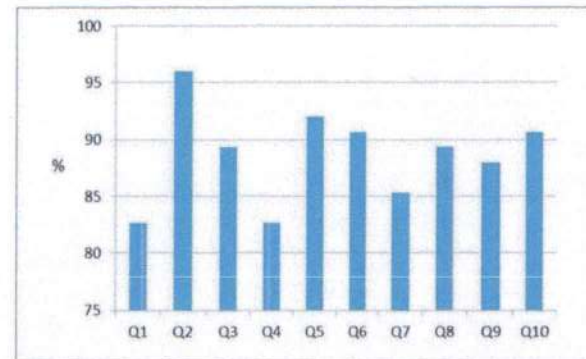
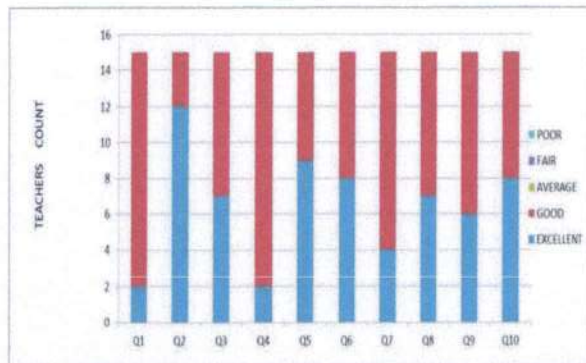


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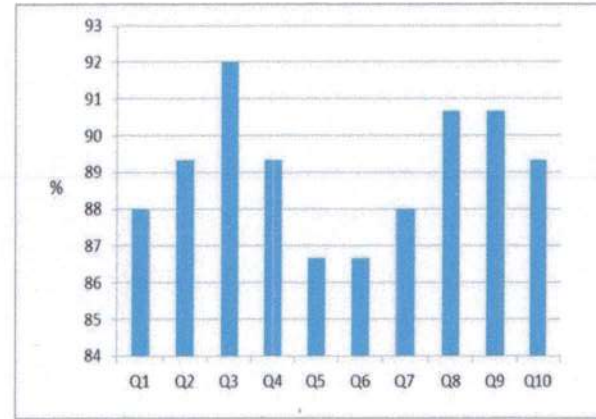
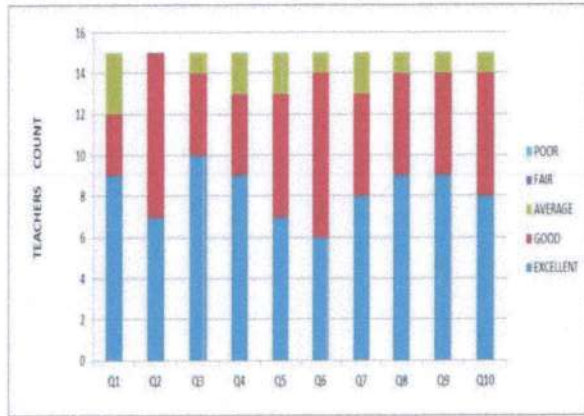
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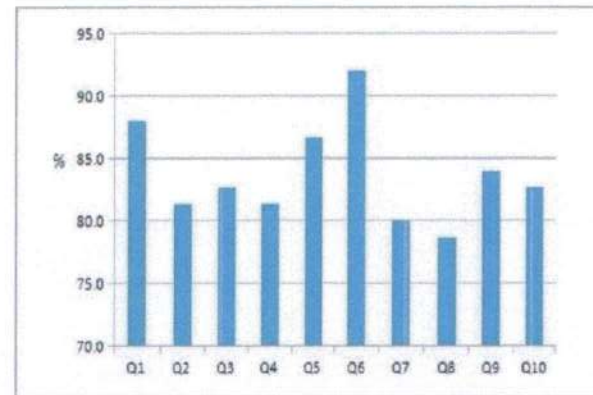
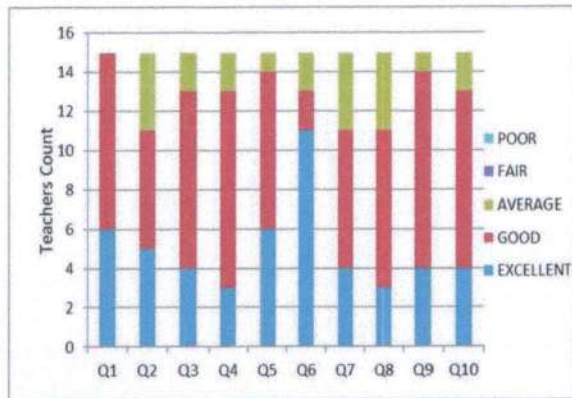
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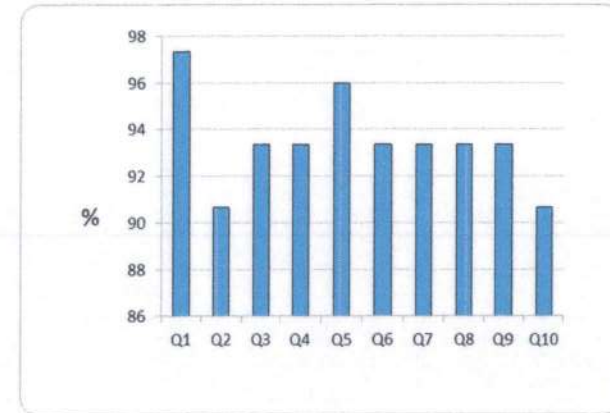
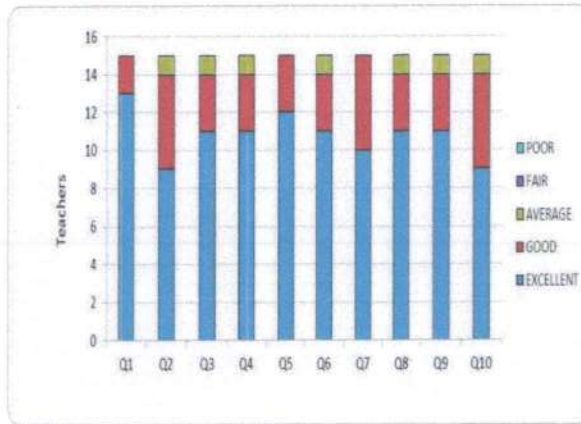
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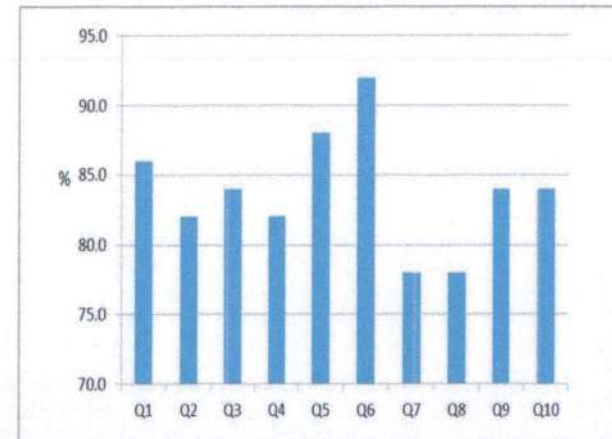
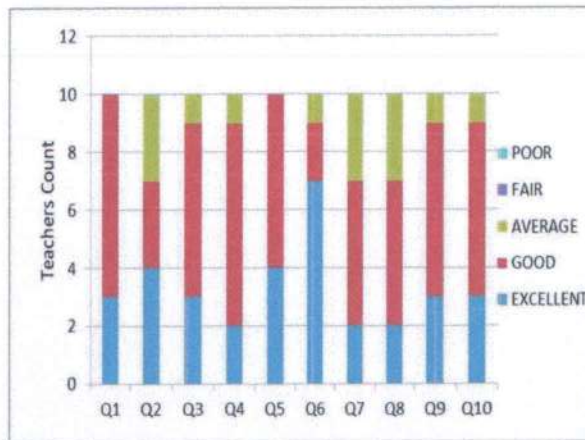
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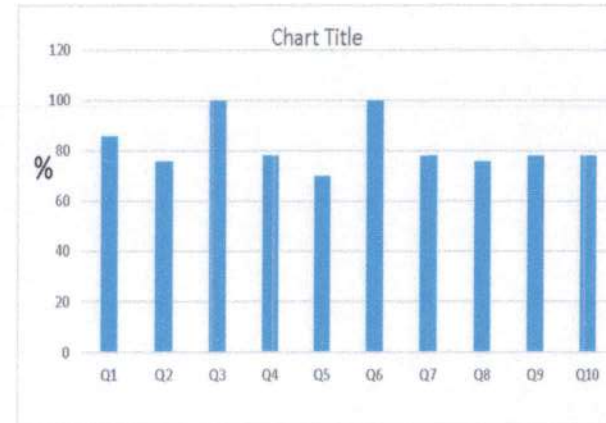
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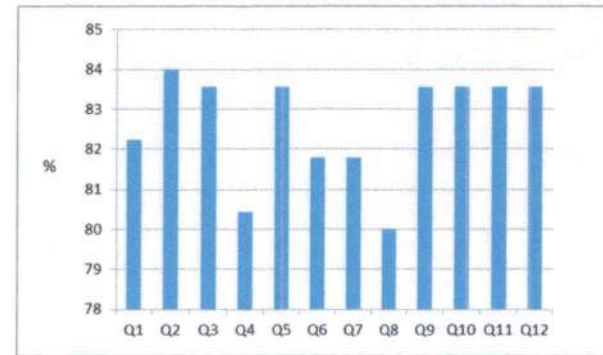
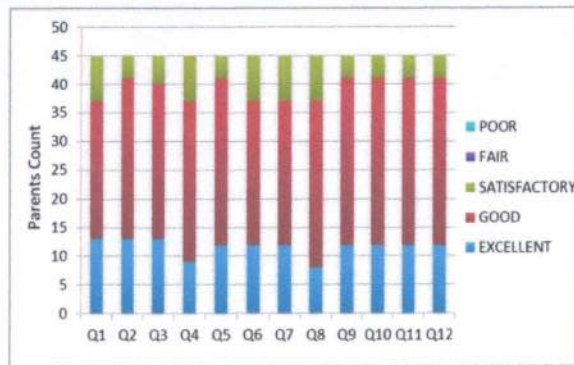


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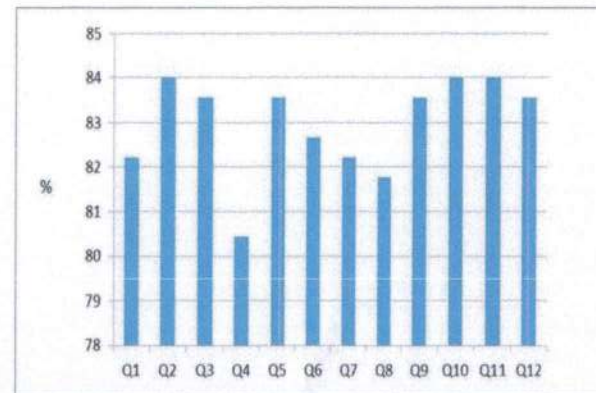
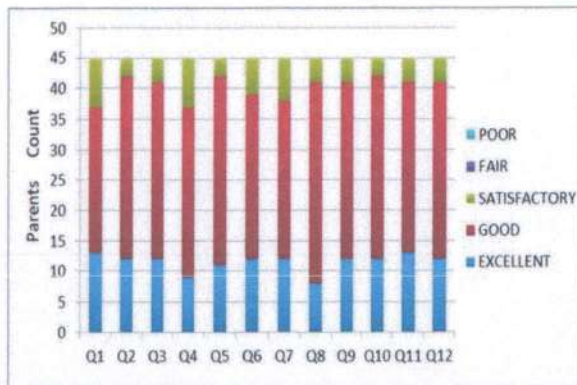




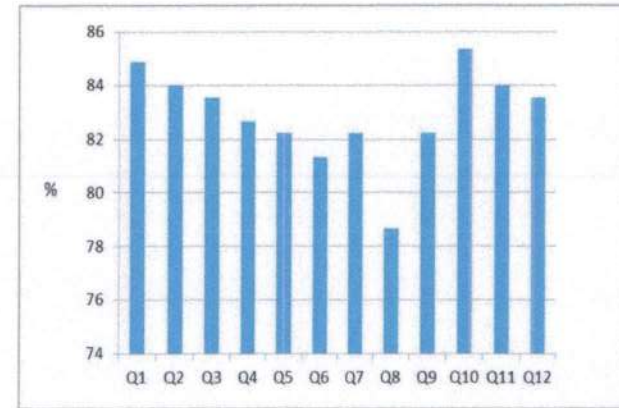
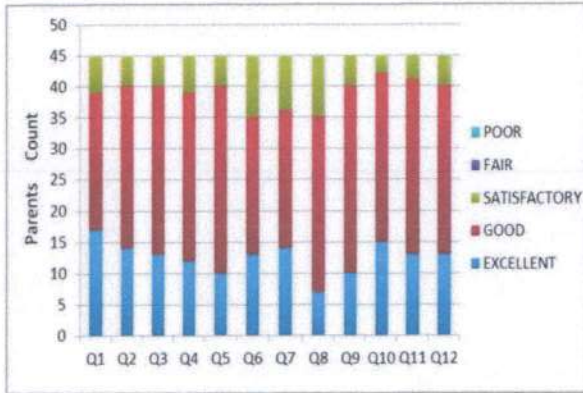
**STAKEHOLDER 4: PARENTS**  
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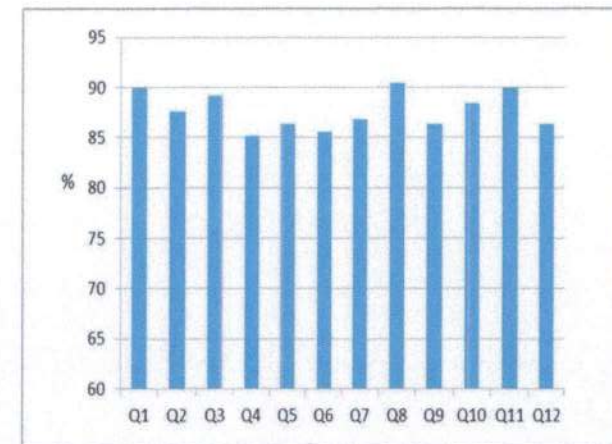
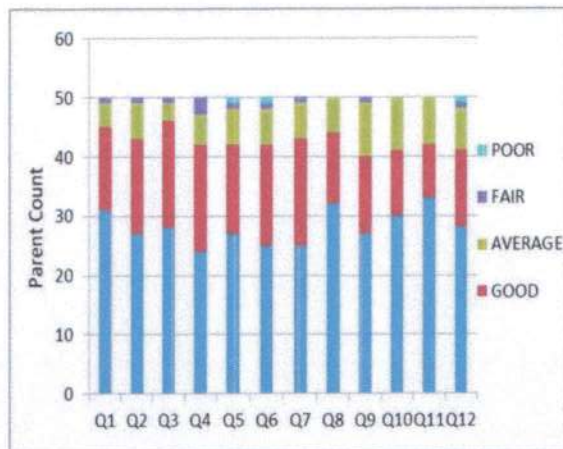
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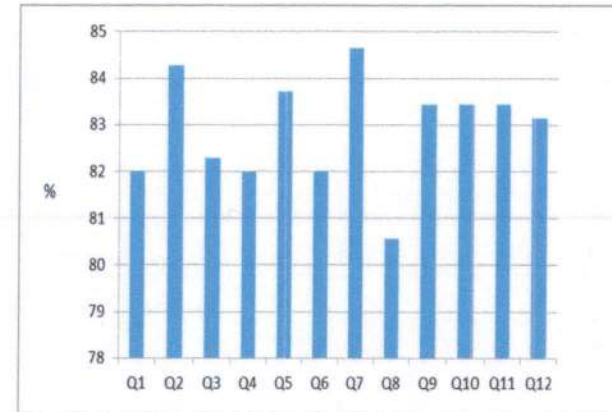
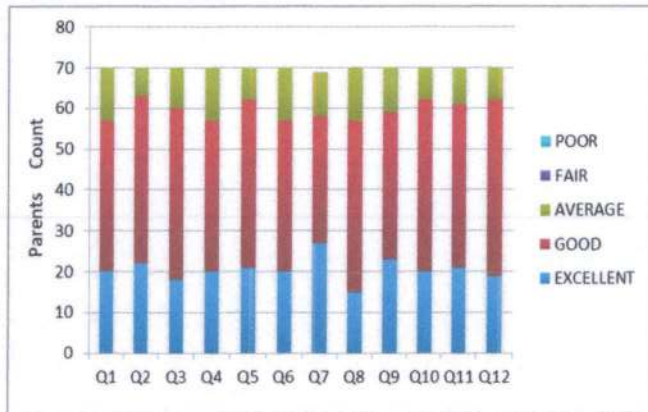
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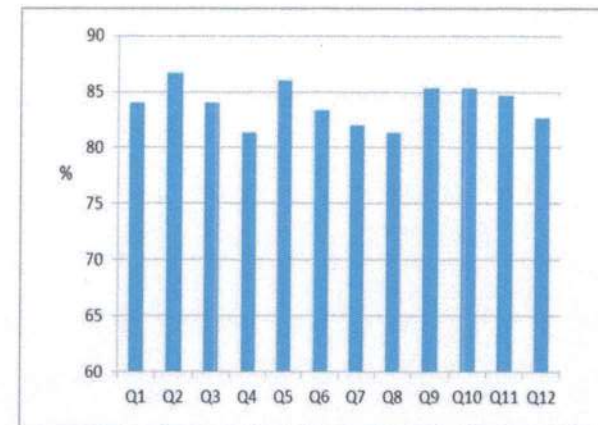
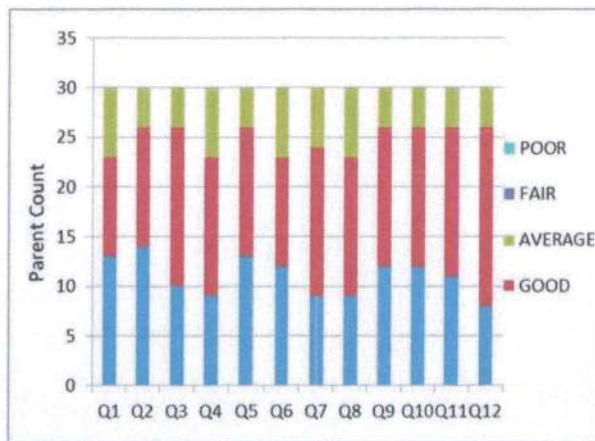
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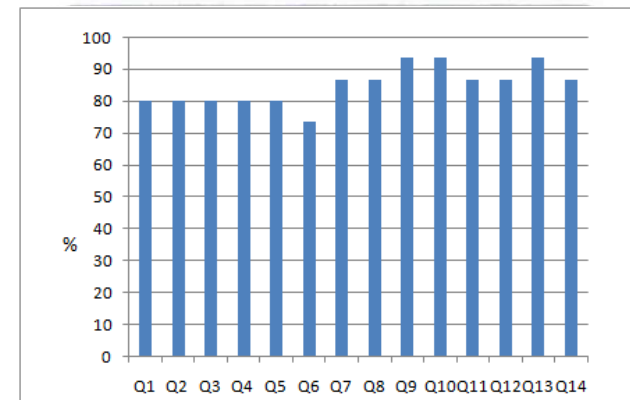
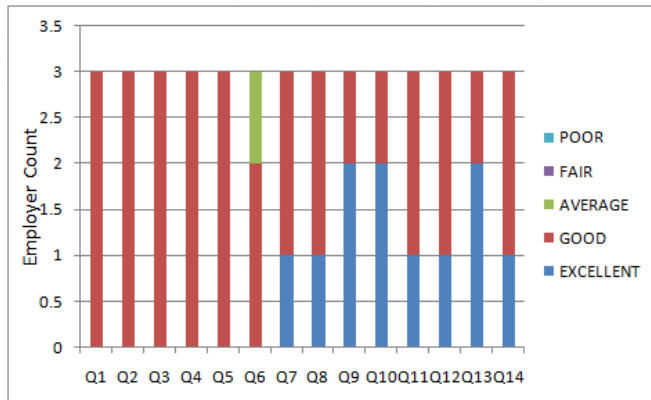
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**BRANCH: INFORMATION TECHNOLOGY**



## STAKEHOLDER 5: EMPLOYERS





## SUGGESTIONS FROM STAKEHOLDERS

ACADEMIC YEAR 2018-2019

The suggestions raised by various stakeholders were listed below

- Extracurricular activities must be incorporated.
- Athletics and sports training should be given more importance.
- Opportunities to improve communication skill are needed.
- Slow learners should be given more attention so that they can also come up good academic results.
- Internships and industrial visits can be arranged without disturbing academic days.
- Need more practical experience from first year itself.
- Library hours can be assigned to promote self-study.
- Minimize the number of written assignments to get quality study time.
- Mentoring required for higher education aspirants.
- Ensure maximum placements for students.
- Industry Oriented Skill Development Programmes must be promoted
- Provide in depth training on practical knowledge
- Include training to improve logical skills in final semesters

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