

1.4.1

Feedback on the academic performance and Ambience of the institution from various stakeholders, Such as students, teachers, employers, alumni etc.. And action taken report on the feedback.

**REPORT ON FEEDBACK FROM SPECIALLY-ABLED STUDENTS
2018-2023**



FEEDBACK SYSTEM

**Analysis report of feedback on curriculum from
specially abled students.
2018-19**

REPORT ON FEEDBACK FROM SPECIALLY-ABLED STUDENTS

The college consistently gathers insights from recently graduated specially-abled students as they offer a unique perspective on the college environment and curriculum. As the college adheres to the university-prescribed syllabus, concerns regarding the syllabus have been communicated to the university. Feedback from specially-abled students holds substantial importance for various reasons.

Specially-abled students provide firsthand experience with the college's programs and curriculum, offering valuable insights into the effectiveness of educational offerings for individuals with diverse needs. By attentively considering their perspectives, colleges can pinpoint areas needing improvement, update outdated content, and ensure that the curriculum remains inclusive and accessible. This feedback aids colleges in staying relevant and adapting to the evolving needs of specially-abled students in the professional landscape.

Feedback from specially-abled students also functions as a metric for evaluating the overall quality and inclusivity of the college. Positive feedback indicates successful delivery of valuable education and positive experiences for diverse learners. Conversely, negative feedback sheds light on areas where the college may need improvement in terms of accessibility features, learning resources, and support systems. Through a thorough analysis of specially-abled student feedback, colleges can identify strengths to celebrate and weaknesses to address, ensuring continual quality enhancement for all students.

Evaluating how well the college has prepared its specially-abled graduates for their careers is another key aspect of student feedback. Understanding their experiences in the professional world allows colleges to assess the relevance of their programs and make necessary adjustments. Additionally, feedback from specially-abled students can highlight areas where additional support or resources are needed to enhance career opportunities for future graduates with disabilities.

Feedback from specially-abled students significantly influences the reputation of a college in terms of inclusivity and accessibility. Positive feedback can enhance the college's reputation as an institution that values diversity and supports students with disabilities, attracting more prospective specially-abled students. Conversely, negative feedback may harm the college's credibility in terms of inclusivity efforts. Accrediting bodies often consider specially-abled student satisfaction and success rates in their evaluations, making their feedback crucial for maintaining accreditation with a focus on accessibility.

Engaging specially-abled students plays a vital role in fostering engagement and building strong relationships with students with diverse needs. By actively seeking and valuing their input, colleges demonstrate a commitment to the success and inclusion of their specially-abled student community. Engaged specially-abled students are more likely to contribute to disability support services, provide mentorship opportunities for current students with disabilities, and participate in college events focused on inclusivity, benefiting both the college and current specially-abled students.

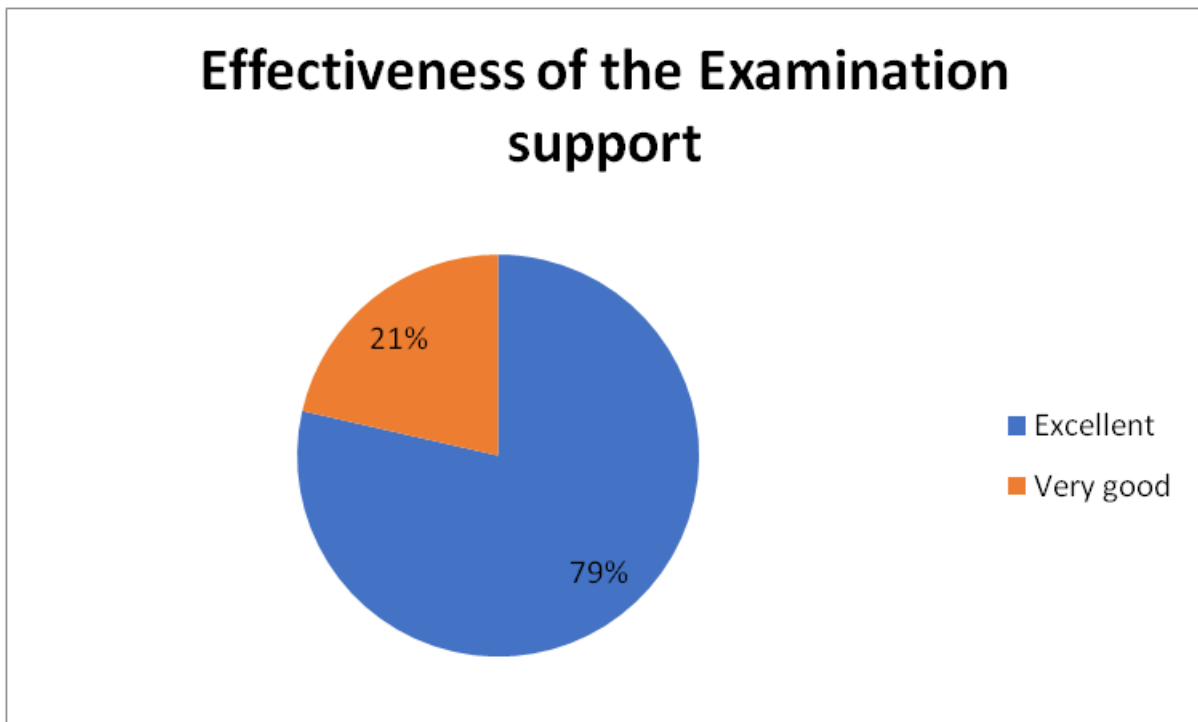
Lastly, feedback from specially-abled students serves as an invaluable source of information for strategic planning and decision-making. Understanding their perspectives enables colleges to make informed choices about accessibility improvements, specialized programs, and accommodations for future specially-abled students. Feedback from specially-abled students helps align the college's vision and goals with the needs of its diverse student body, ensuring ongoing progress toward a more inclusive and accessible educational environment.

The questions asked in the Feedback Form are as follows:

- 1) How would you rate the effectiveness of the examination support provided to you?
- 2) How would you rate the accessibility of our facilities for your needs?
- 3) Did you feel adequately supported by your peers during your time here?
- 4) How would you rate the additional support you received beyond what was initially offered? (e.g., counseling, mentorship)
- 5) On a scale of 1 to 5, how would you rate the support provided for specially-abled students?

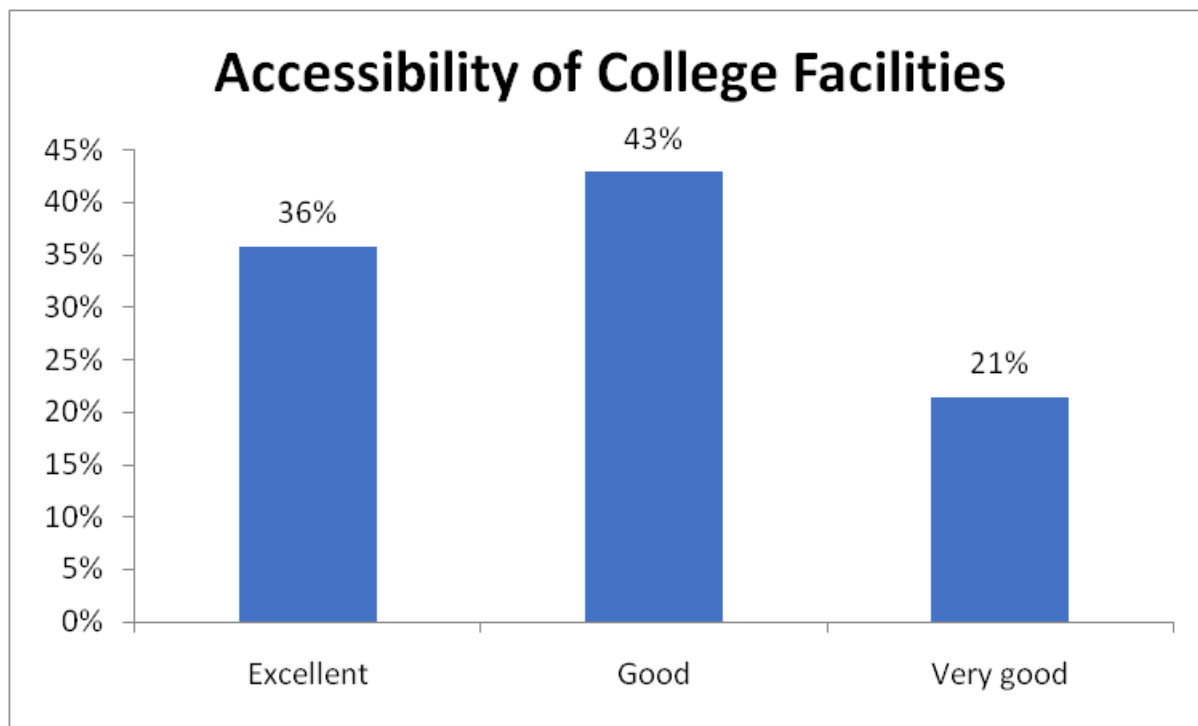


How would you rate the effectiveness of the examination support provided to you?



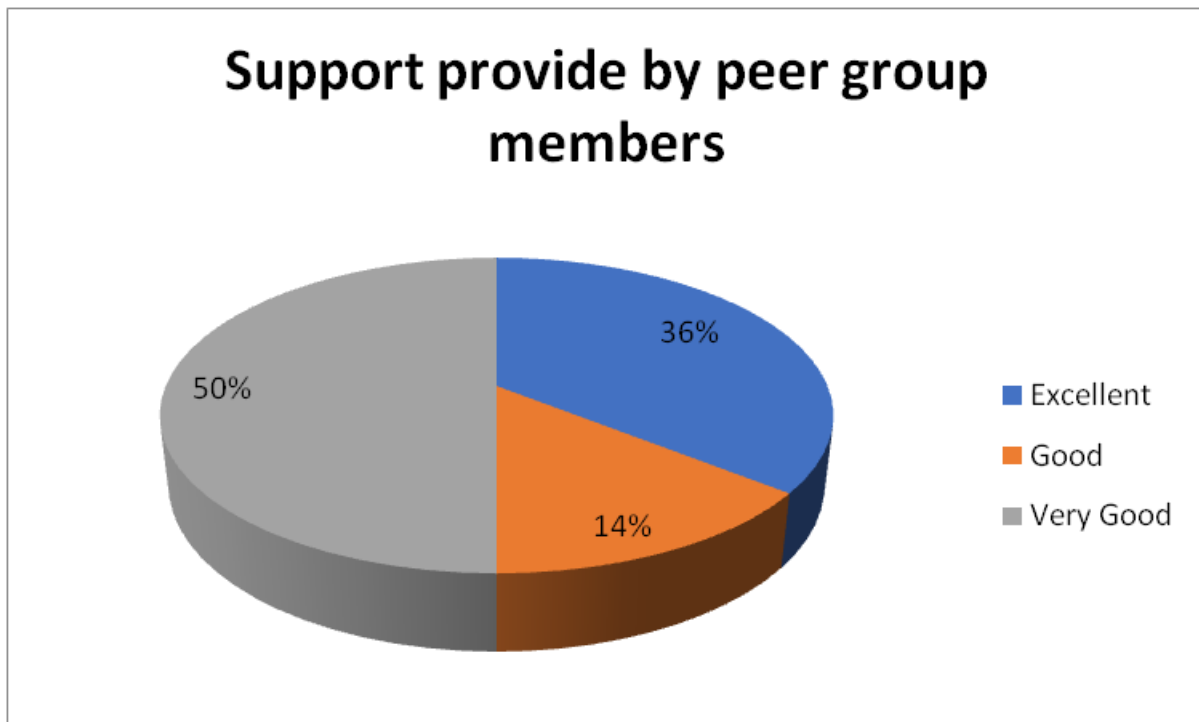
Particulars	Percent
Excellent	79%
Poor	0%
Satisfactory	0%
Very Good	21%

How would you rate the accessibility of our facilities for your needs?



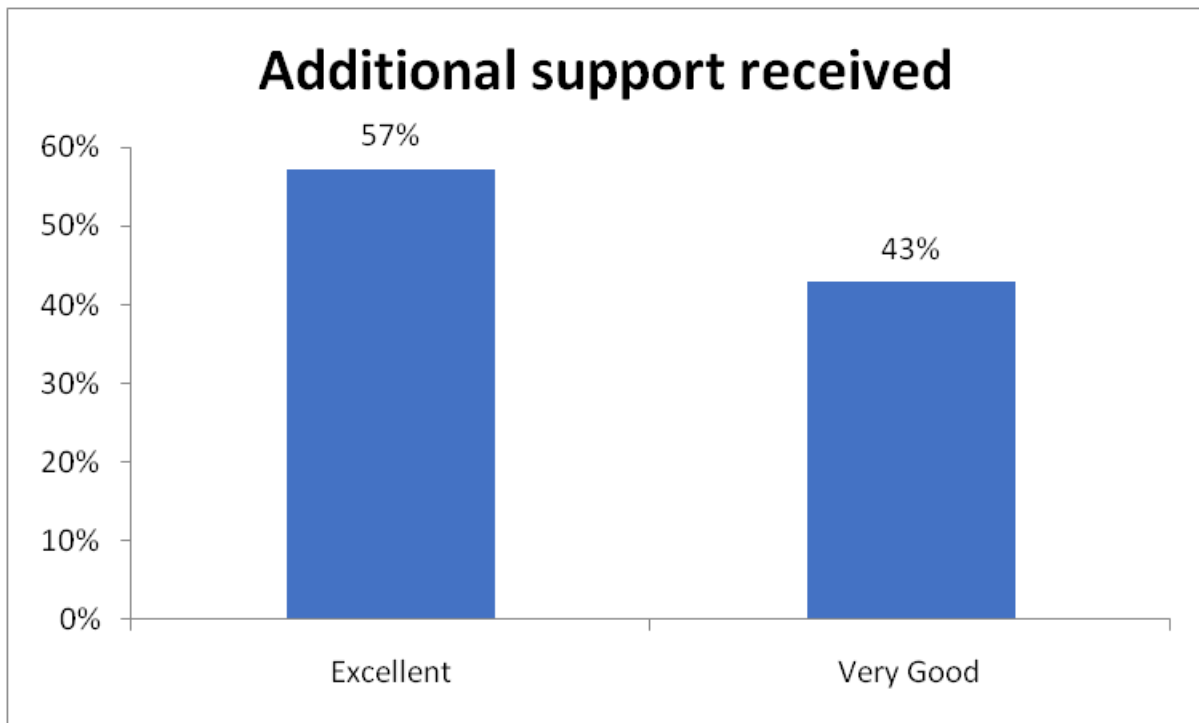
Particulars	Percent
Excellent	36%
Poor	0%
Satisfactory	43%
Very Good	21%

Did you feel adequately supported by your peers during your time here?



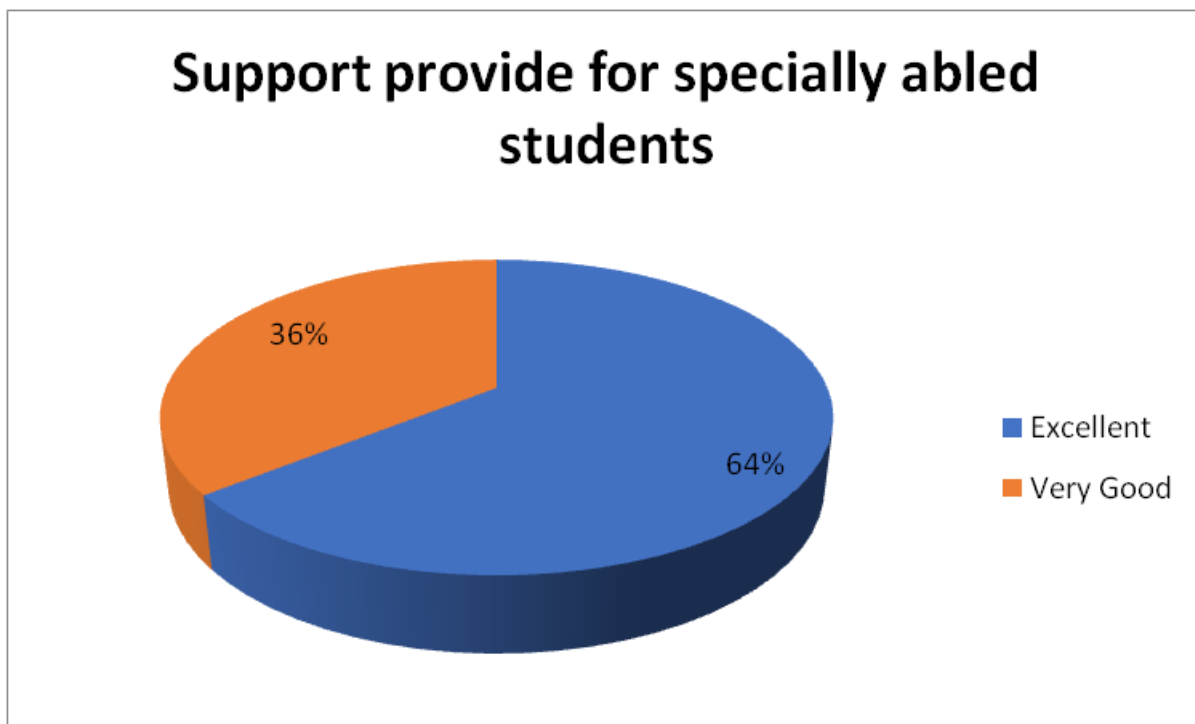
Particulars	Percent
Excellent	36%
Poor	0%
Satisfactory	14%
Very Good	50%

How would you rate the additional support you received beyond what was initially offered? (e.g., counseling, mentorship)



Particulars	Percent
Excellent	57%
Poor	0%
Satisfactory	0%
Very Good	43%
Very Poor	0%

On a scale of 1 to 5, how would you rate the support provided for specially-abled students?



Particulars	Percent
Excellent	64%
Poor	0%
Satisfactory	0%
Very Good	36%
Very Poor	0%



FEEDBACK SYSTEM

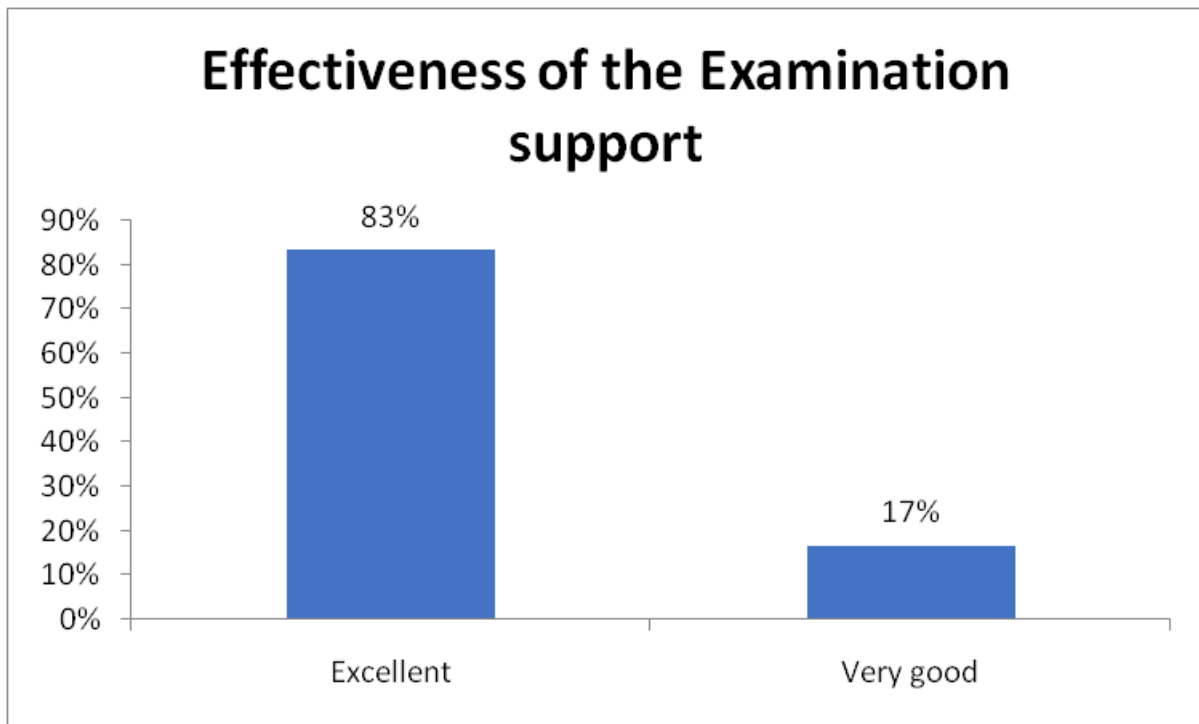
**Analysis report of feedback on curriculum from
specially abled students.
2019-20**

Past attendees, especially specially-abled students, provide a unique perspective on the college's culture and academic offerings. They focus on enhancing facilities for accessibility and inclusivity. The college seeks feedback from recently graduated specially-abled students on the curriculum, forwarding it to the university for updates. Collaboratively, this ensures a relevant and inclusive curriculum. Regulatory bodies establish guidelines for program quality, particularly in accessibility for specially-abled students. The college works closely with these bodies to meet accreditation standards, ensuring inclusive facilities and support services. This continual improvement reflects the college's commitment to providing an excellent education for all students.

The Responses from the specially-abled students were as follows-

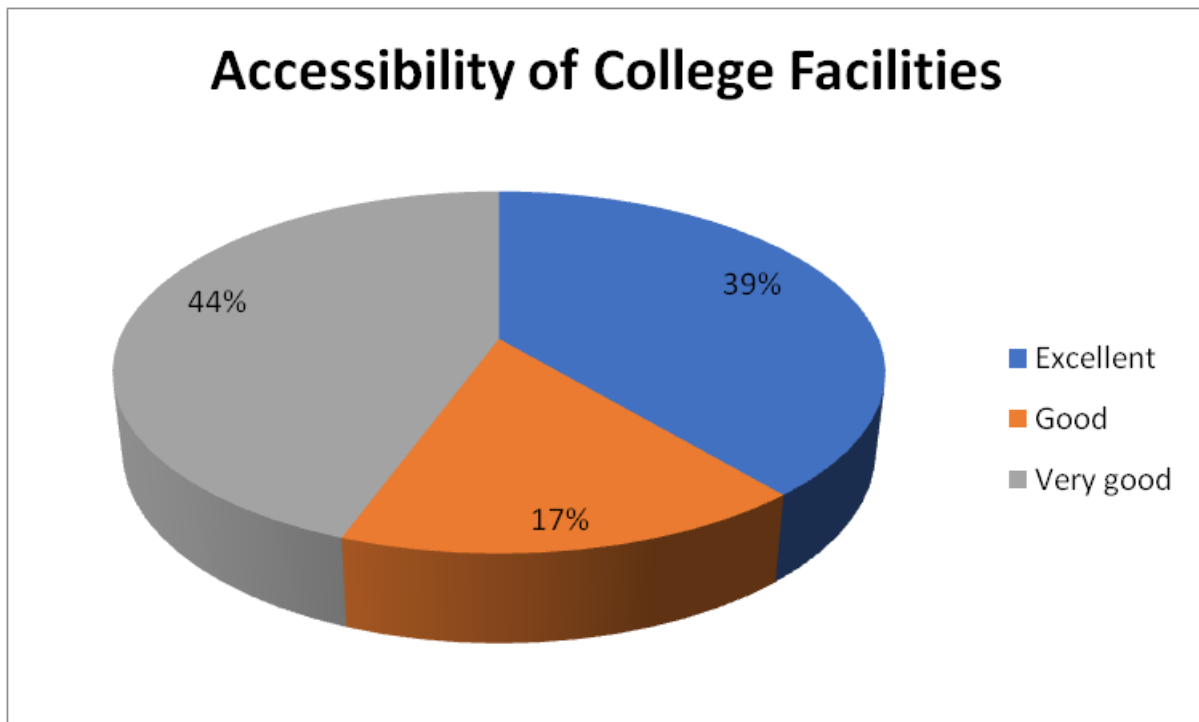


How would you rate the effectiveness of the examination support provided to you?



Particulars	Percent
Excellent	83%
Poor	0%
Satisfactory	0%
Very Good	17%

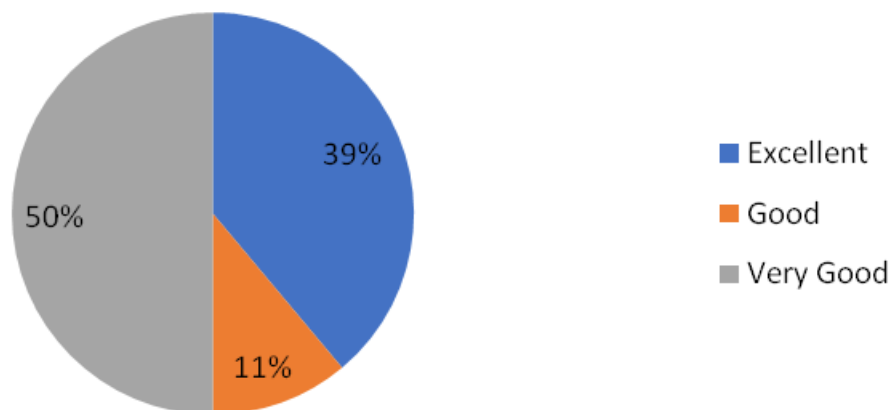
How would you rate the accessibility of our facilities for your needs?



Particulars	Percent
Excellent	39%
Poor	0%
Satisfactory	17%
Very Good	44%

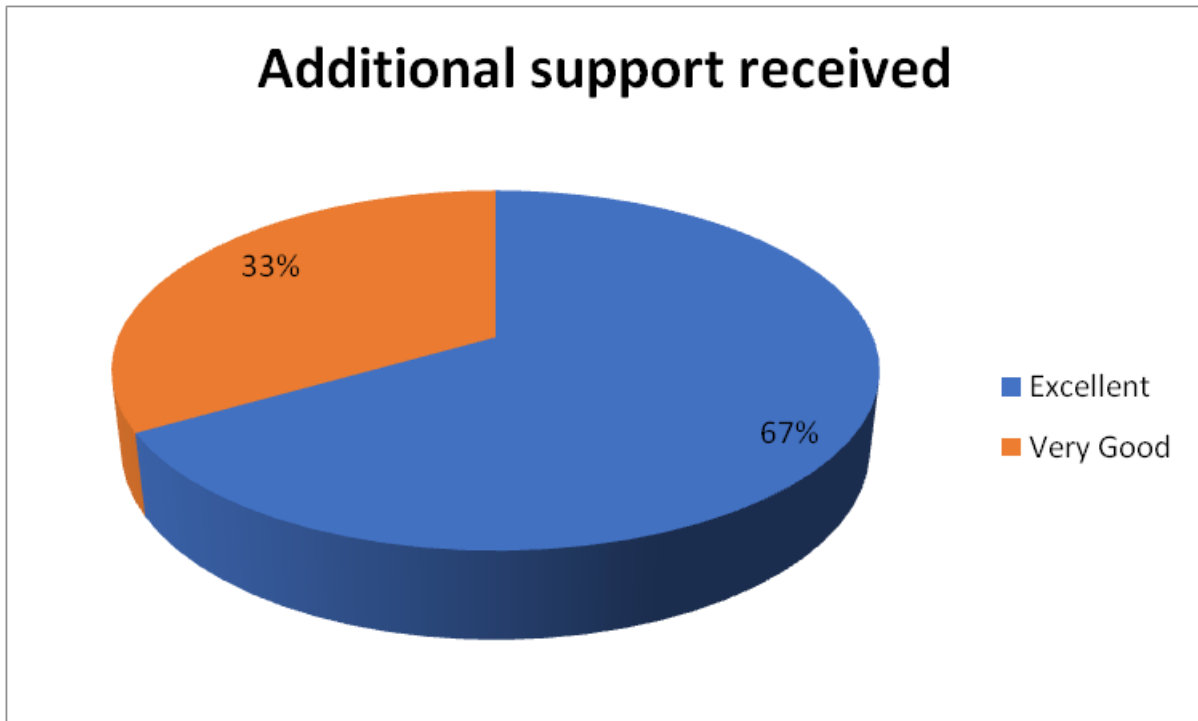
Did you feel adequately supported by your peers during your time here?

Support provide by peer group members



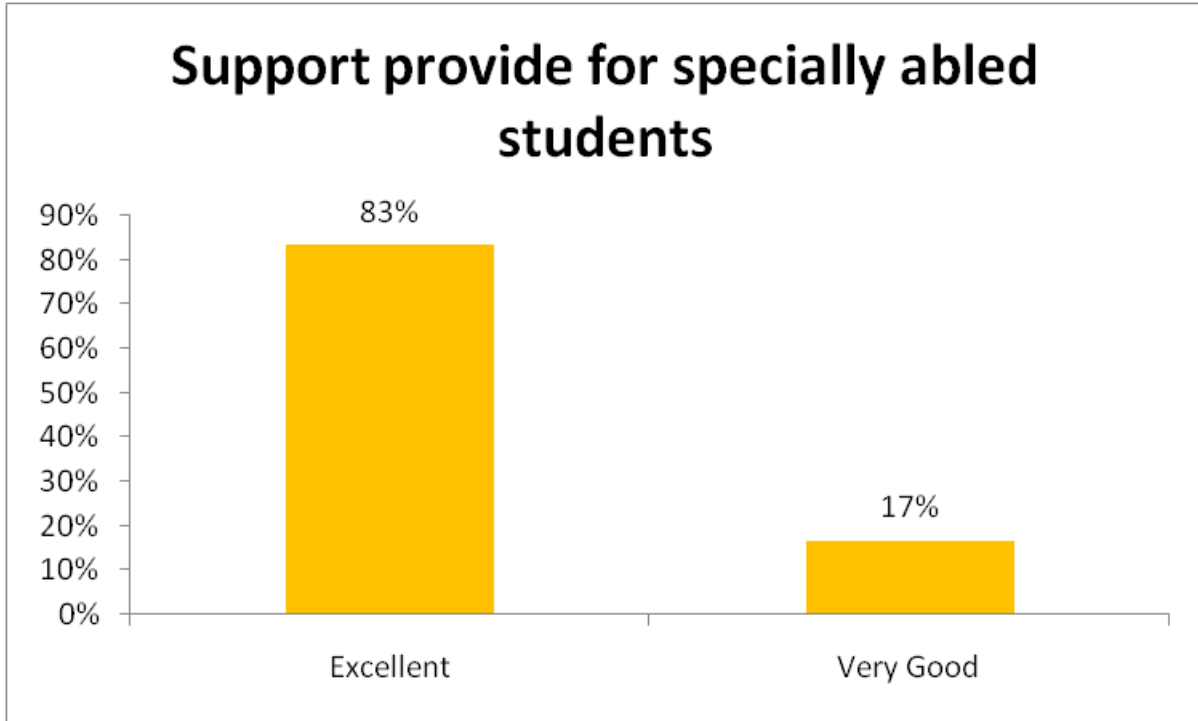
Particulars	Percent
Excellent	39%
Poor	0%
Satisfactory	11%
Very Good	50%

How would you rate the additional support you received beyond what was initially offered? (e.g., counseling, mentorship)



Particulars	Percent
Excellent	67%
Poor	0%
Satisfactory	0%
Very Good	33%
Very Poor	0%

On a scale of 1 to 5, how would you rate the support provided for specially-abled students?



Particulars	Percent
Excellent	83%
Poor	0%
Satisfactory	0%
Very Good	17%
Very Poor	0%



FEEDBACK SYSTEM

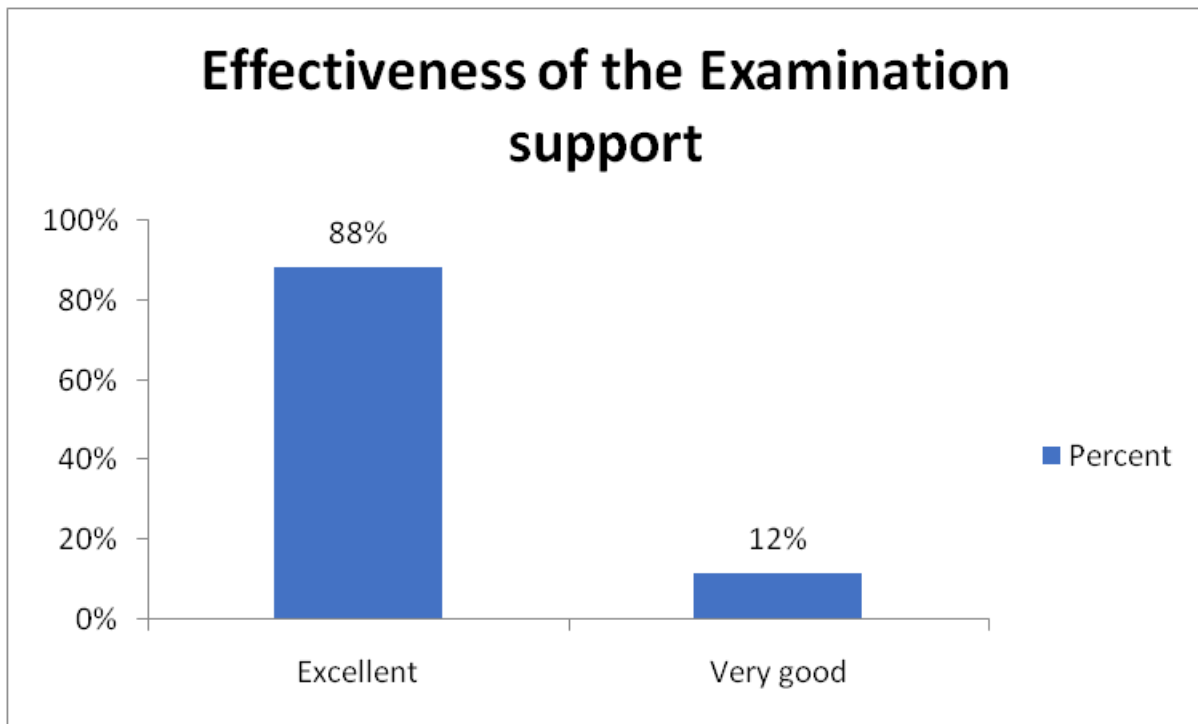
**Analysis report of feedback on curriculum from
specially abled students.
2020-21**

The college's dedication to inclusivity and accessibility extends beyond the campus walls. By actively engaging with past specially-abled students, the college gains valuable perspectives on ways to enhance facilities and support services. This collaboration isn't just about improving the physical environment; it's about refining the very core of the educational experience. Feedback from graduates on the curriculum is shared with the university, fostering ongoing dialogue for updates that reflect the needs of all learners. This commitment to continual improvement is not just about meeting regulatory standards; it's about going above and beyond to ensure that every student, regardless of ability, has the tools and resources to succeed.

The Responses from the specially-abled students were as follows-

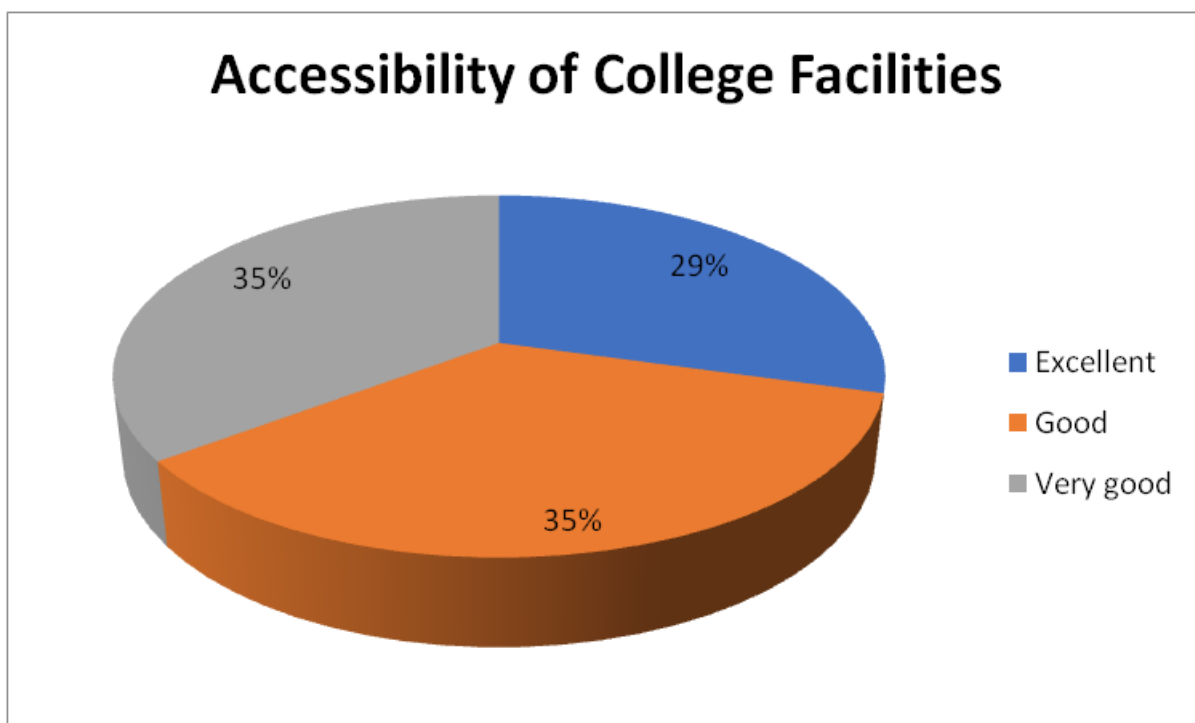


How would you rate the effectiveness of the examination support provided to you?



Particulars	Percent
Excellent	88%
Poor	0%
Satisfactory	0%
Very Good	12%

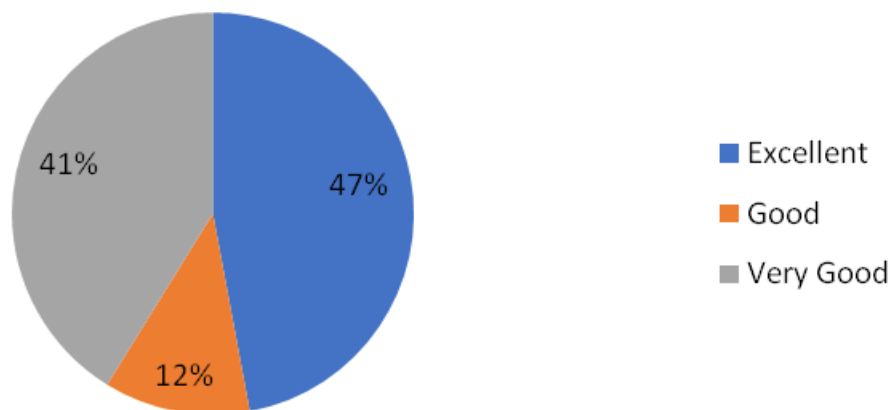
How would you rate the accessibility of our facilities for your needs?



Particulars	Percent
Excellent	29%
Poor	0%
Satisfactory	35%
Very Good	35%

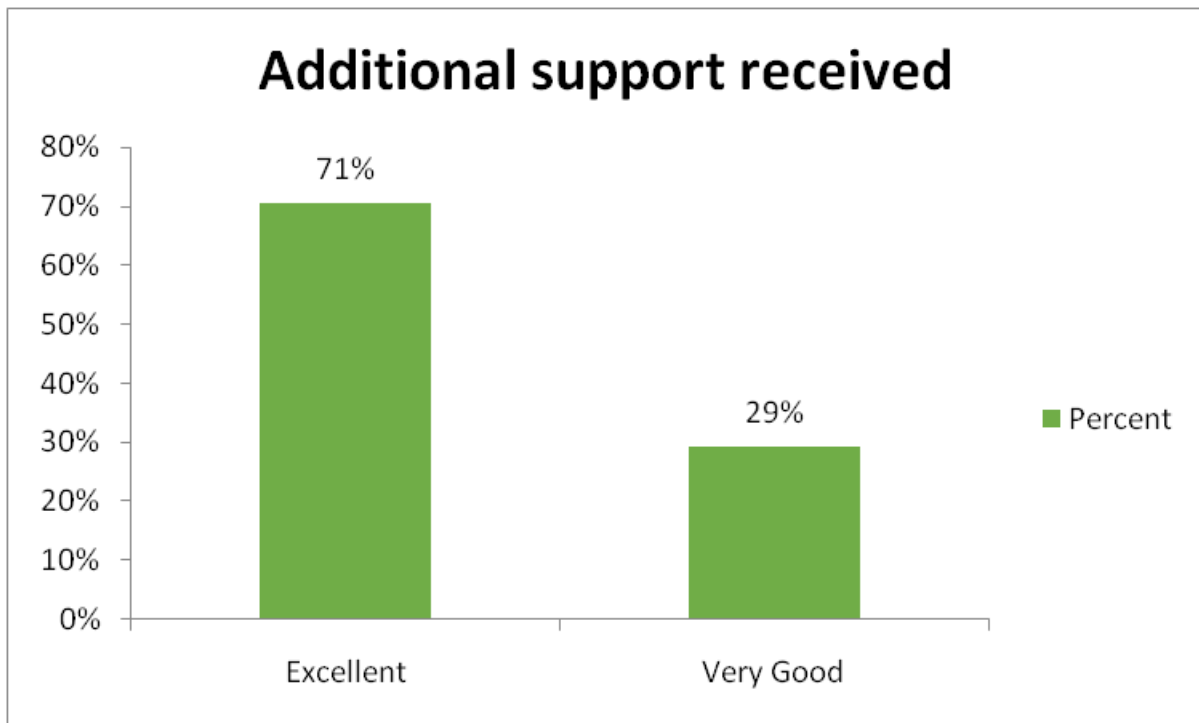
Did you feel adequately supported by your peers during your time here?

Support provide by peer group members



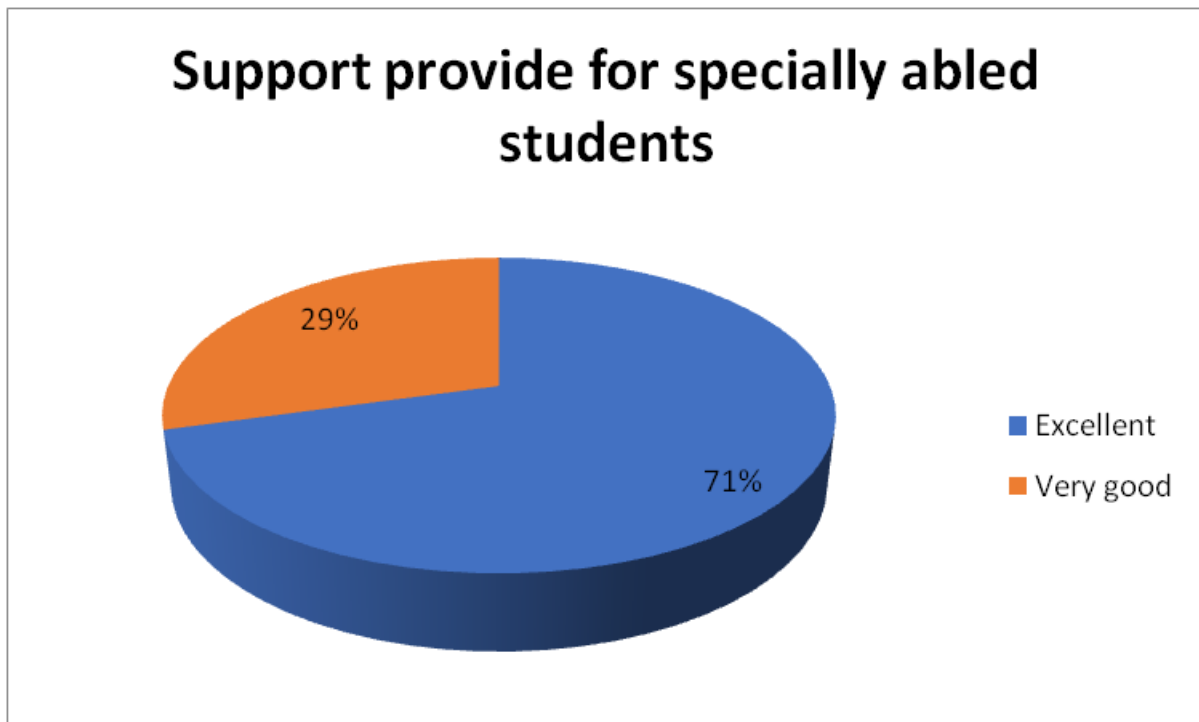
Particulars	Percent
Excellent	47%
Poor	0%
Satisfactory	12%
Very Good	41%

How would you rate the additional support you received beyond what was initially offered? (e.g., counseling, mentorship)



Particulars	Percent
Excellent	71%
Poor	0%
Satisfactory	0%
Very Good	29%
Very Poor	0%

On a scale of 1 to 5, how would you rate the support provided for specially-abled students?



Particulars	Percent
Excellent	71%
Poor	0%
Satisfactory	0%
Very Good	29%
Very Poor	0%



FEEDBACK SYSTEM

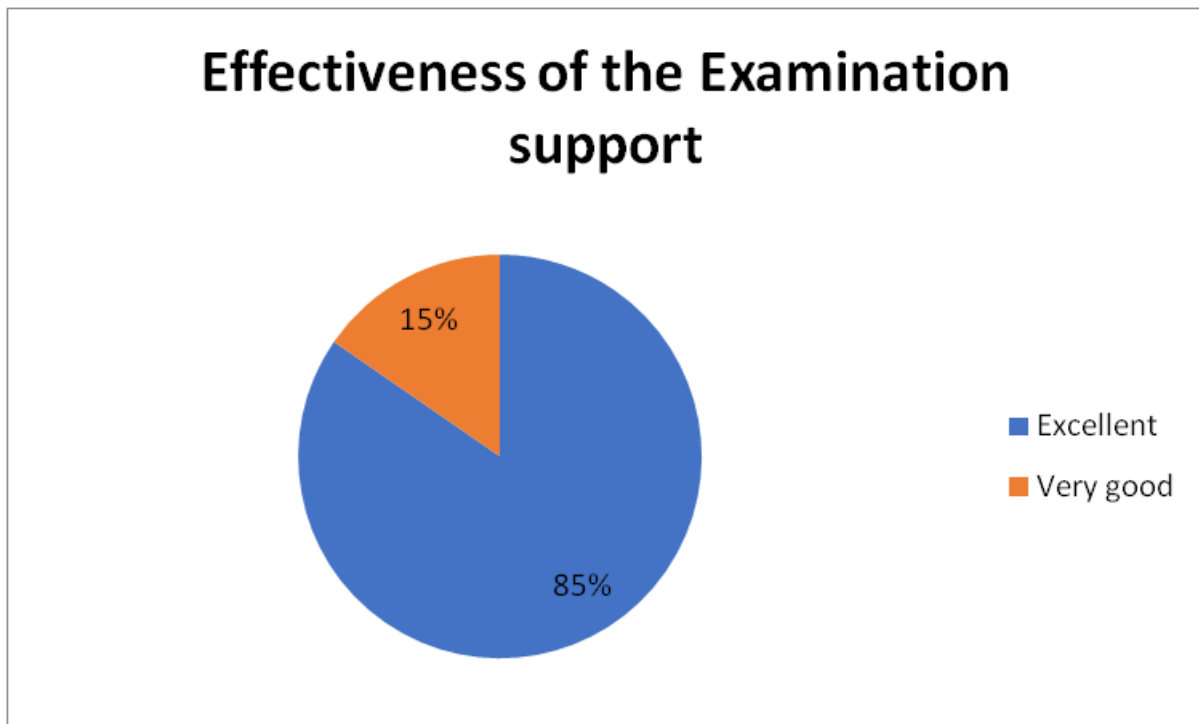
**Analysis report of feedback on curriculum from
specially abled students.
2021-22**

Engaging with past attendees, particularly those with unique perspectives such as specially-abled students, offers invaluable insights into the college's culture and academic offerings. Their feedback, especially on enhancing accessibility, shapes the college's ongoing commitment to inclusivity. Suggestions are not only implemented for current students but also forwarded to the university for potential curriculum updates, ensuring it remains dynamic and responsive to diverse needs. Collaborating closely with regulatory bodies, the college aligns its facilities and support services with stringent accreditation standards. This continuous effort reflects the institution's steadfast dedication to providing an exceptional education for all students, regardless of ability, while maintaining excellence in accessibility and inclusivity.

The Responses from the specially-abled students were as follows-

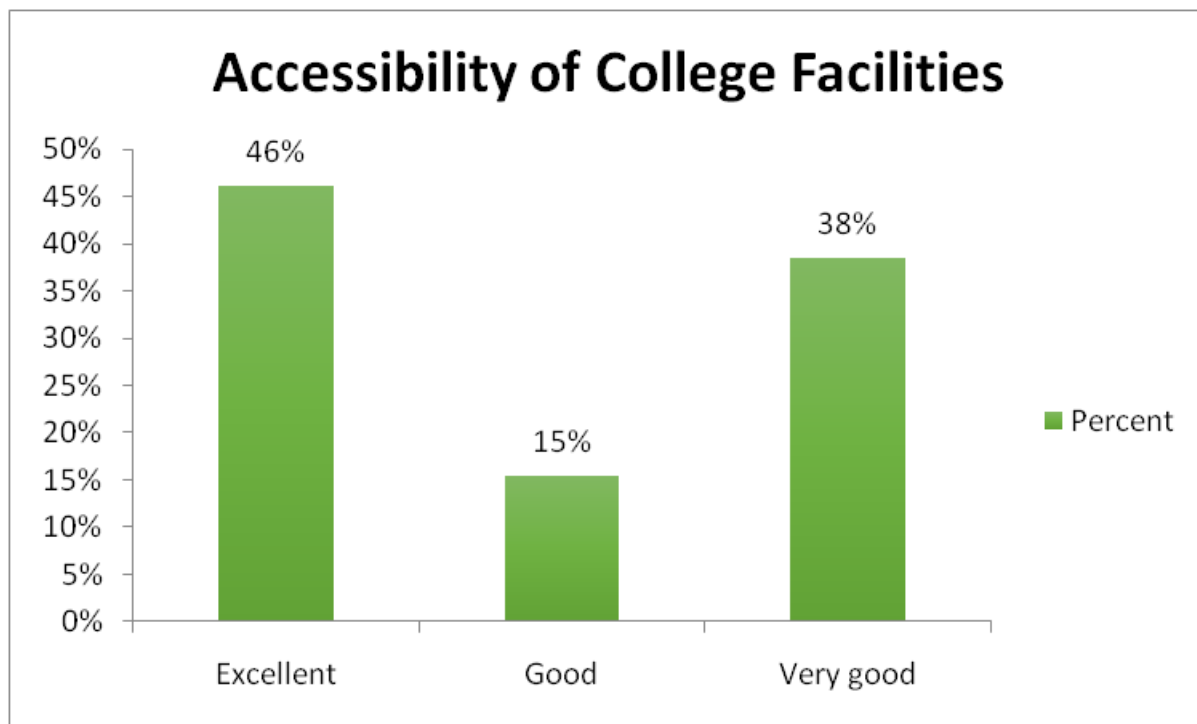


How would you rate the effectiveness of the examination support provided to you?



Particulars	Percent
Excellent	85%
Poor	0%
Satisfactory	0%
Very Good	15%

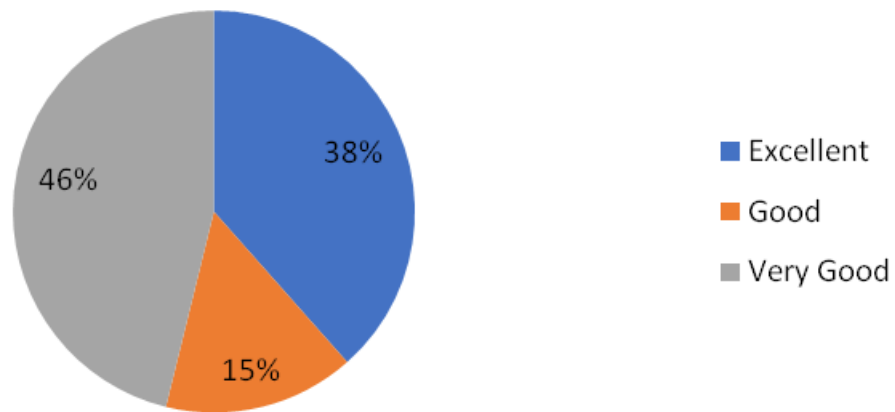
How would you rate the accessibility of our facilities for your needs?



Particulars	Percent
Excellent	46%
Poor	0%
Satisfactory	15%
Very Good	38%

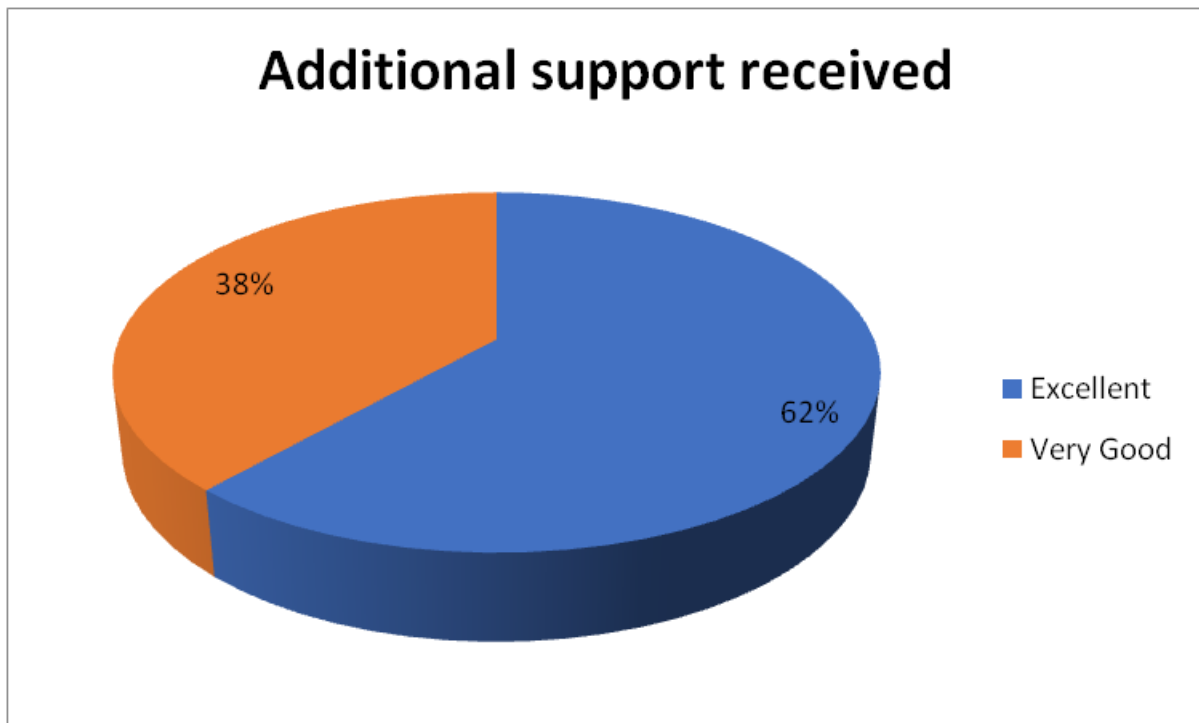
Did you feel adequately supported by your peers during your time here?

Support provide by peer group members



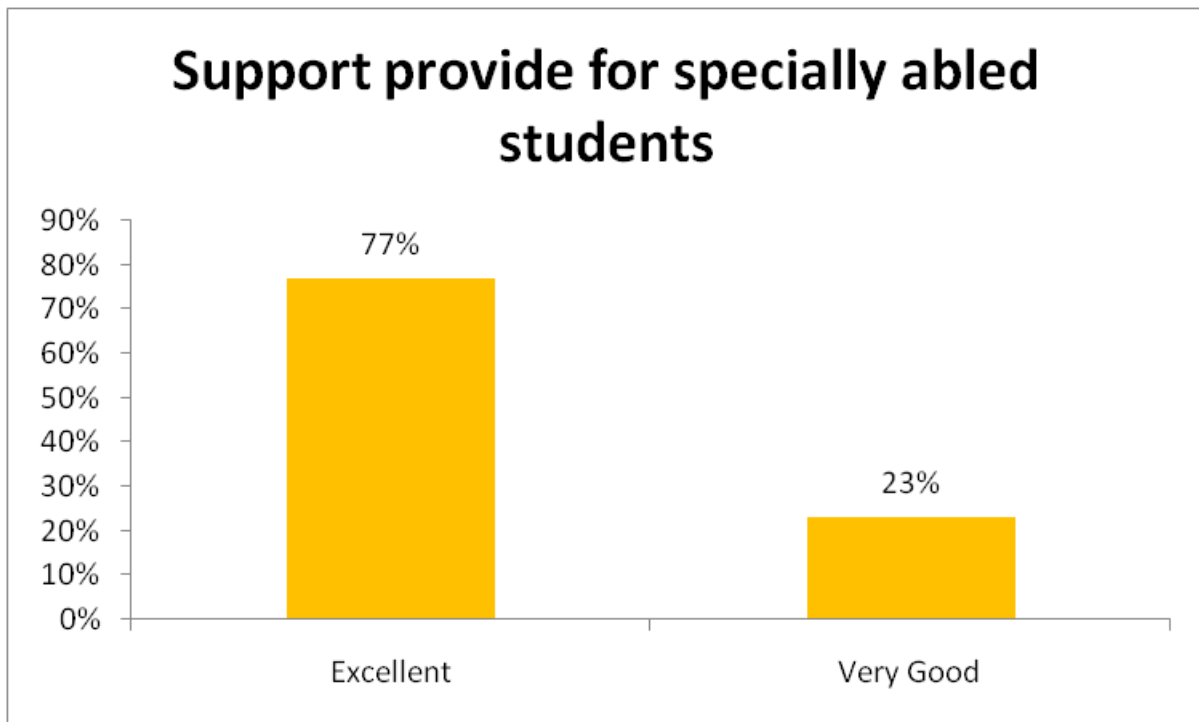
Particulars	Percent
Excellent	38%
Poor	0%
Satisfactory	15%
Very Good	46%

How would you rate the additional support you received beyond what was initially offered? (e.g., counseling, mentorship)



Particulars	Percent
Excellent	62%
Poor	0%
Satisfactory	0%
Very Good	38%
Very Poor	0%

On a scale of 1 to 5, how would you rate the support provided for specially-abled students?



Particulars	Percent
Excellent	77%
Poor	0%
Satisfactory	0%
Very Good	23%
Very Poor	0%



FEEDBACK SYSTEM

**Analysis report of feedback on curriculum from
specially abled students.**

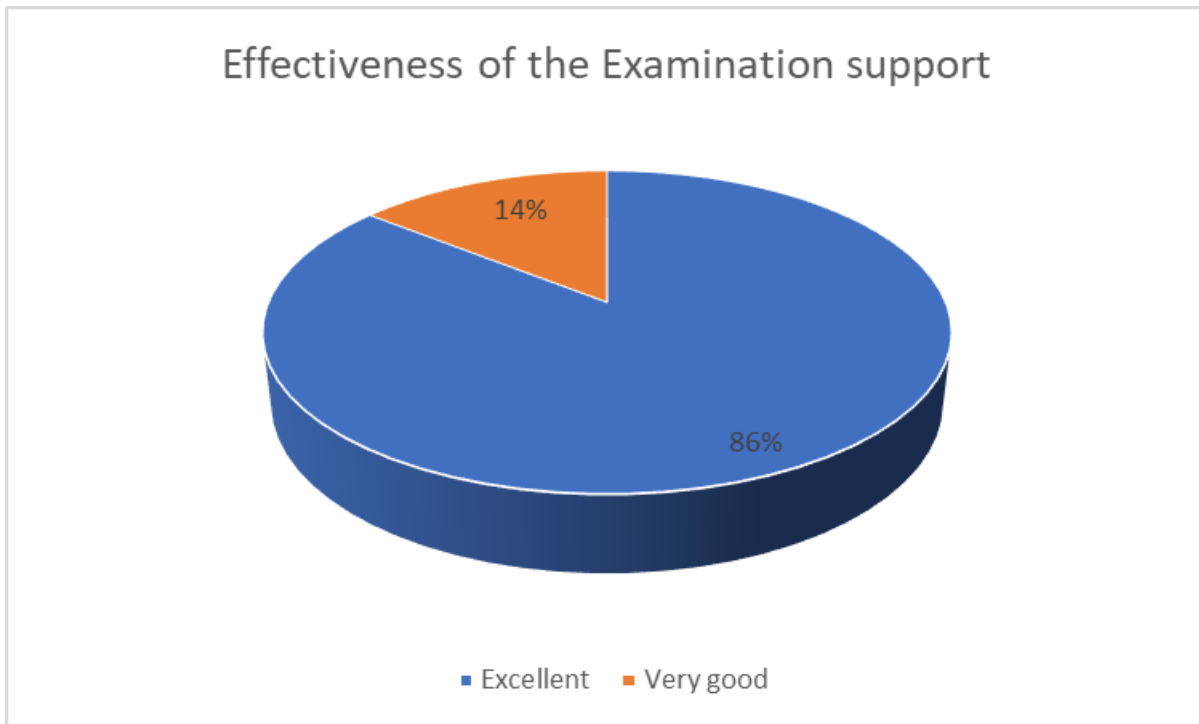
2022-23

Delving into the unique perspectives of our esteemed differently-abled students, this report uncovers invaluable insights that shape the very essence of our college's ethos and academic offerings. Their feedback, particularly regarding accessibility enhancements, not only informs but propels our unwavering commitment to inclusivity. As we embark on a journey of continual improvement, suggestions gleaned from our students are not just implemented within our current framework but also shared with the university for potential curriculum enhancements, ensuring a responsive and evolving educational landscape. Through our collaborative efforts with regulatory bodies, we meticulously align our facilities and support services with stringent accreditation standards. This unwavering dedication reflects our institution's core ethos of providing an exceptional educational experience for all, regardless of ability, while upholding unparalleled standards in accessibility and inclusivity.

The Responses from the specially-abled students were as follows-

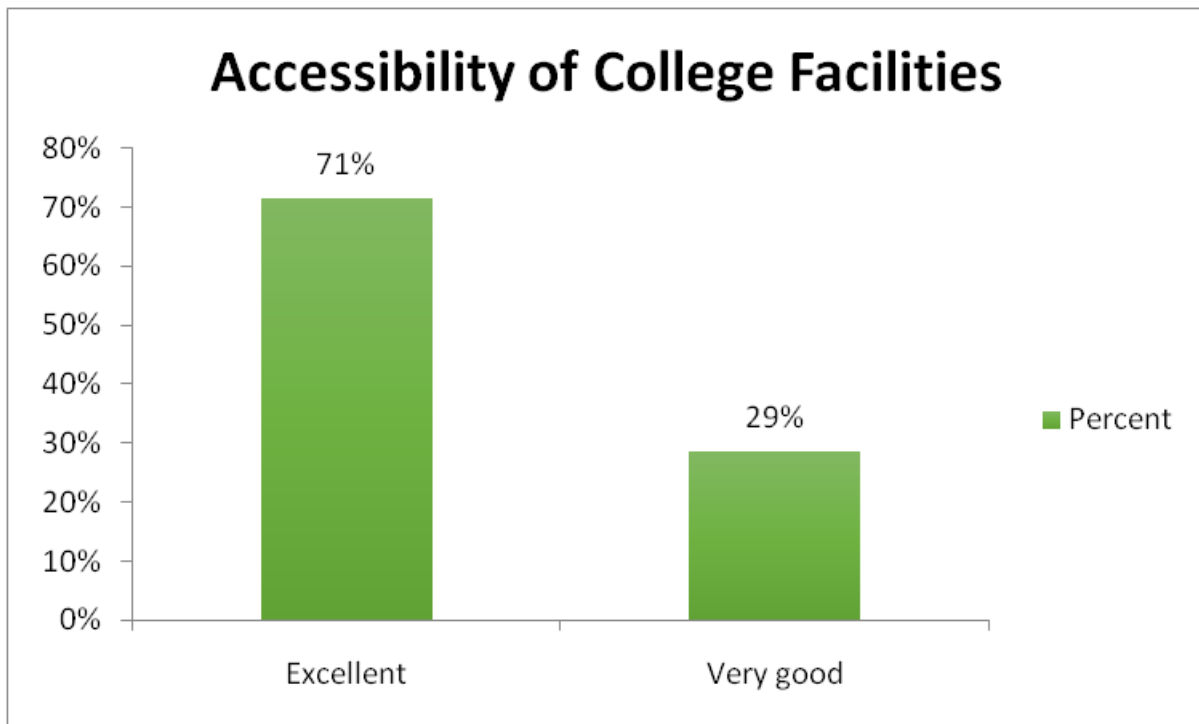


How would you rate the effectiveness of the examination support provided to you?



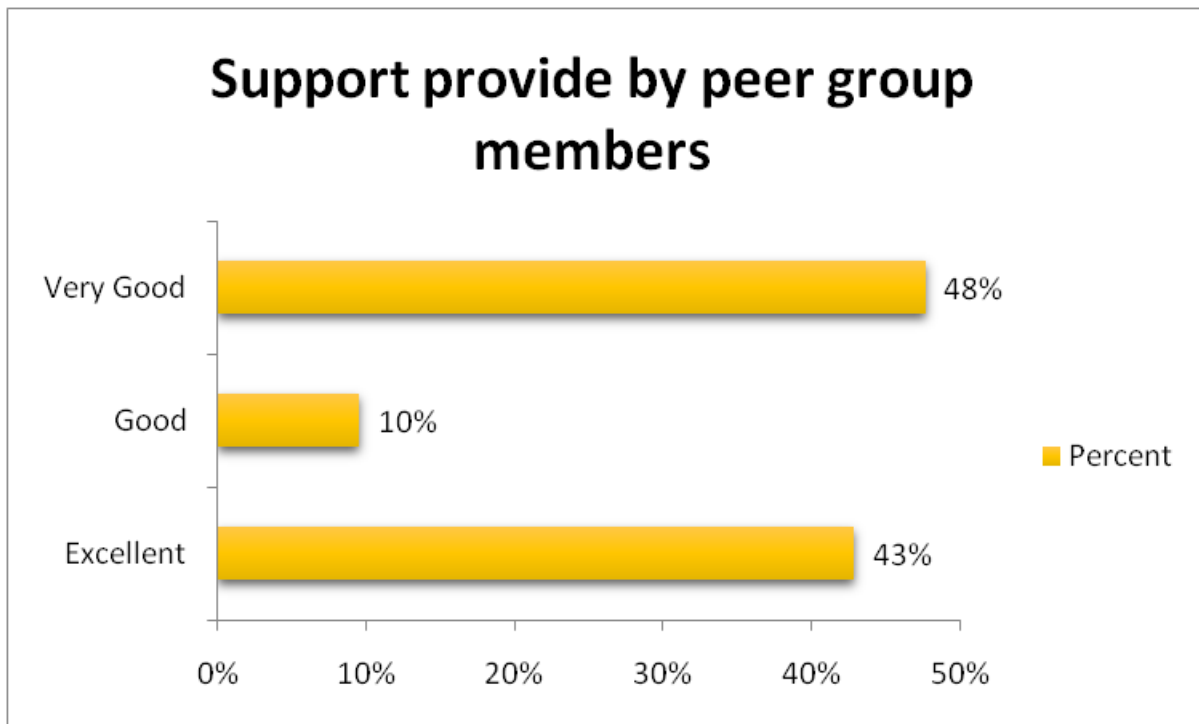
Particulars	Percent
Excellent	86%
Poor	0%
Satisfactory	0%
Very Good	14%

How would you rate the accessibility of our facilities for your needs?



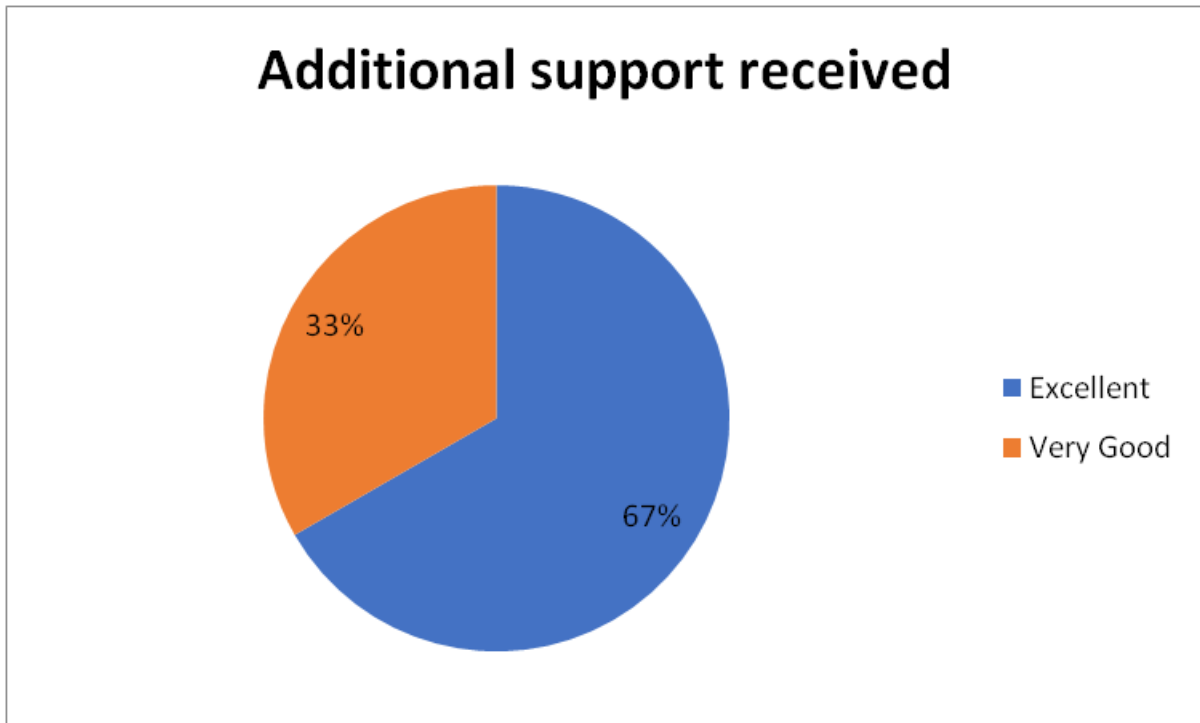
Particulars	Percent
Excellent	71%
Poor	0%
Satisfactory	0%
Very Good	29%

Did you feel adequately supported by your peers during your time here?



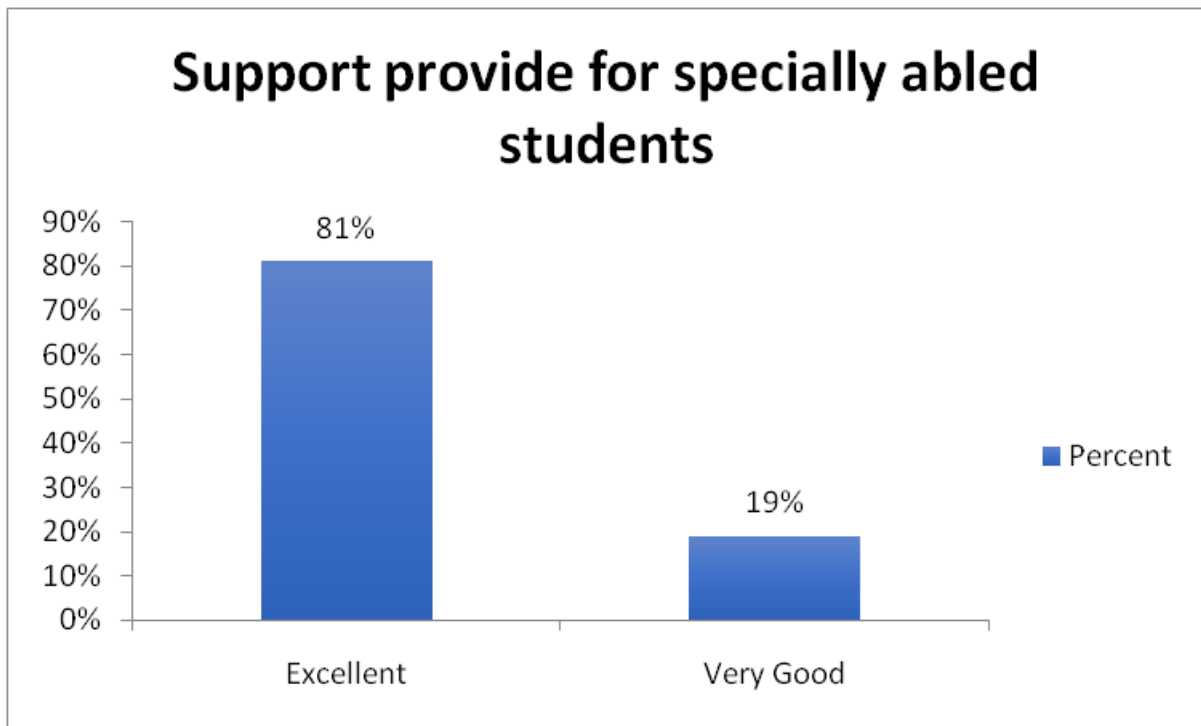
Particulars	Percent
Excellent	43%
Poor	0%
Satisfactory	10%
Very Good	48%

How would you rate the additional support you received beyond what was initially offered? (e.g., counseling, mentorship)



Particulars	Percent
Excellent	67%
Poor	0%
Satisfactory	0%
Very Good	33%
Very Poor	0%

On a scale of 1 to 5, how would you rate the support provided for specially-abled students?



Particulars	Percent
Excellent	81%
Poor	0%
Satisfactory	0%
Very Good	19%
Very Poor	0%

CONCLUSION

The comprehensive analysis of feedback from specially-abled students paints a vivid picture of the college's perception among this demographic. The resoundingly positive responses highlight the college's adeptness in delivering a curriculum tailored to diverse needs with efficiency and effectiveness. These students commend the institution's modern, inclusive approach, which goes beyond mere compliance with accessibility standards. The college's commitment to providing cutting-edge facilities and support services is evident in the feedback, demonstrating its dedication to creating an environment where every student can thrive. This positive affirmation from specially-abled students not only validates the college's efforts but also motivates continued innovation and improvement in accessibility and inclusivity.

