



## CAMP EDUCATION SOCIETY'S



**DR. ARVIND B. TELANG INSTITUTE OF HOTEL MANAGEMENT**

(Recognized by Govt. of Maharashtra & Affiliated to Savitribai Phule Pune University)

(NAAC Accredited with 'B' Grade CGPA 2.40 (2018) & ISO 9001: 2015 Certified Institute)

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## AY 2023-24

**Statistical report of online feedback taken as per the notification Dtd. 12/04/2024 from all Stakeholders.**

**Prin. (Dr.) Ajaykumar M. Rai**  
**(Principal)**

Principal

Camp Education Society's

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## I. Introduction

Camp Education Society is a well-established and respected institution in Pune's educational landscape. Founded in 1885, the Society has been dedicated to the noble mission of imparting education for the past 137 years, operating 36 different institutions across Pune. The Society proudly acknowledges that renowned social reformer and educator, Acharya Pralhad Keshav Atre, served as Head Master at Camp Education Society for nearly two decades.

The Society's Dr. Arvind B. Telang Institute of Hotel Management is affiliated with Savitribai Phule Pune University and adheres to the curriculum prescribed by SPPU for the B.Sc. (HS) Programme. The Institute has taken the initiative to analyze feedback collected from various stakeholders, including students, parents, teachers, and industry stakeholders (employers). These insights may be communicated as recommendations to the Ad-hoc Board of Studies for B.Sc. (HS) at SPPU if necessary.

**Feedback Collection Process:** The feedback process involves several steps and utilizes various channels to gather input from different stakeholders, such as students, teachers, employers, and alumni. The table below outlines the methods and tools used for collecting this valuable feedback.

### **Institutional Strengths:**

- Accredited by NAAC
- Permanent affiliation with Savitribai Phule Pune University
- Consistently strong admission record, making it a preferred choice for prospective students
- Central location in Pune
- Highly qualified and internationally experienced faculty
- Research-oriented environment
- Positive work culture with a systems-oriented approach and emphasis on employee empowerment
- Active representation on committees of various universities and professional bodies
- Excellent admission track record
- Supportive and encouraging management
- Solid financial backing

- Strong industry network
- Global alumni presence
- Opportunities for international internships and placements for students
- High success rate of graduates pursuing entrepreneurship after graduation
- Demand for consultancy services from budding hospitality entrepreneurs and related businesses
- Robust support for students and faculty from professional counselors

These strengths highlight the institution's commitment to providing high-quality education and fostering a supportive and empowering environment for both students and faculty.

**Table 1 Details of the feedback taken**

<b>Stakeholders/ Respondents</b>	<b>Way of collecting the information/Feedback</b>	<b>Tools used</b>
Students( Feedback and satisfaction survey)	Regular teaching classes	Online Feedback forms, discussions
Teachers	Principal Meetings, College Development Committee Meetings	Feedback forms / informal discussions
Parents	During parent teacher meetings and by sending the feedback forms	Online Feedback forms
Industry/ Employer	Industrial Trainings, Guest Lectures, Industrial Visits	Discussions, Feedback forms
Alumni	Alumni Meet, Informal Visits	Discussions, Feedback forms

**1. Feedback Analysis:** After collecting the feedback through various tools, the data is exported to Excel format for further analysis. The analysis is conducted using SPSS software version 18. Uni-variate analysis (Frequency Analysis) is performed, and the relevant graphs and tables are generated and presented in a report format. This report also includes the recommendations and suggestions received from the stakeholders.

**2. Action Taken:** Based on the suggestions and recommendations provided by the stakeholders, necessary actions are implemented by the Principal and Management.

**3. Report Structure:** The feedback report follows a specific sequence based on the parameters included in the feedback form. The sequence of the report is as follows:

- 1. Feedback from Employers or Representatives from the Hospitality Industry**
- 2. Feedback from the Parents of the Students of the Institute**
- 3. Feedback from the Teachers Teaching in the Institute**
- 4. Feedback from the Students Studying in the Institute**

This structured approach ensures that feedback from all key stakeholders is systematically analyzed, and appropriate actions are taken to enhance the overall quality and effectiveness of the institute's programs and operations.

Reports

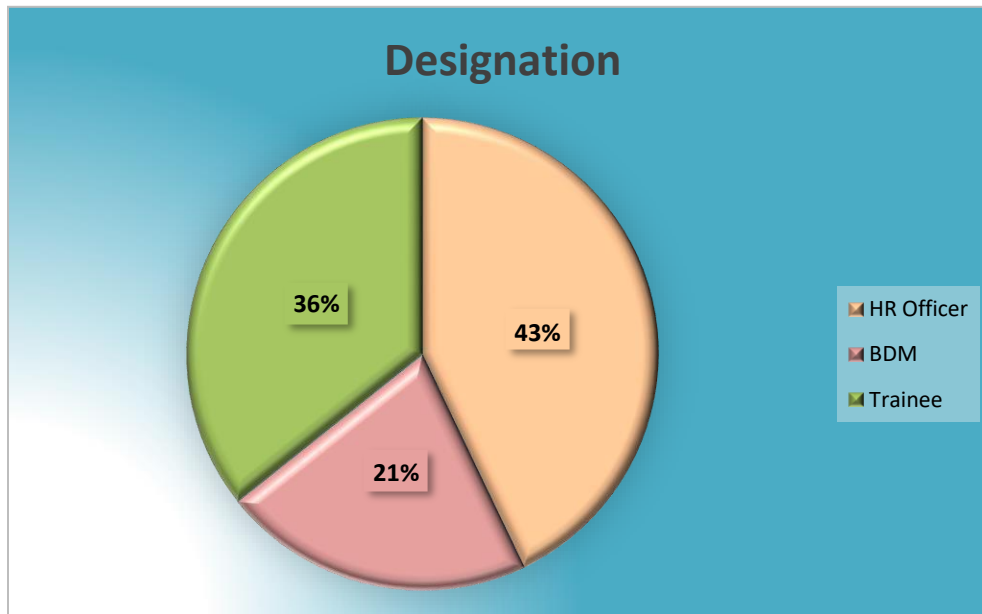
**Report 1**

**Feedback from the Employers or  
Representatives from the Hospitality  
Industry**

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**Graph 1.1 Designation of the Industry representatives**



**Interpretation:** The graph representing the designation of industry representatives provides valuable insights into the levels of professionals engaged in providing feedback to the institute. This information is crucial for understanding the diversity and depth of perspectives being considered in the feedback process.

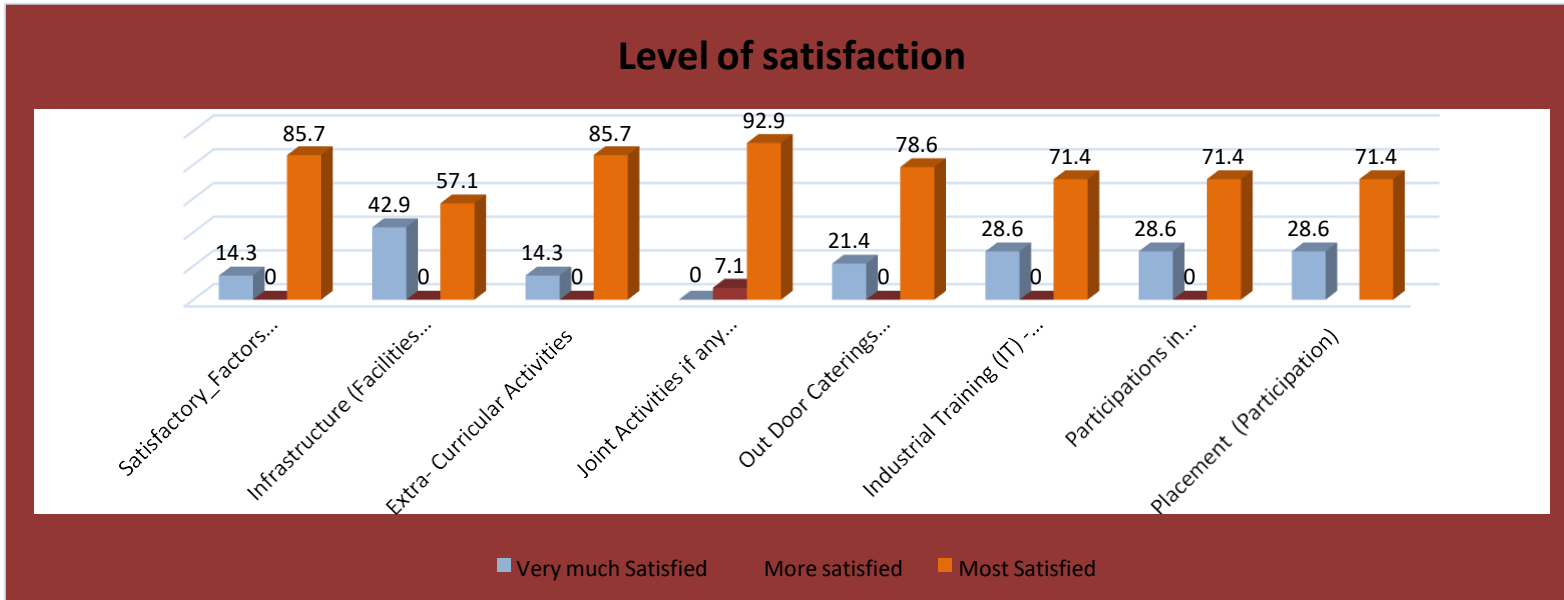
- **Diversity of Roles:** The graph likely displays a range of designations, including senior management (e.g., CEOs, Directors), middle management (e.g., Managers, Supervisors), and operational roles (e.g., Team Leaders, Coordinators). A diverse representation across these levels suggests that feedback is being obtained from a broad spectrum of professionals, offering a well-rounded view of industry expectations and standards.
- **High-Level Engagement:** If the graph shows a significant proportion of feedback coming from senior management positions, this indicates strong engagement from top-level industry leaders. Their input is particularly valuable as it reflects strategic insights and high-level expectations regarding the skills and competencies required from graduates.
- **Operational Insights:** A considerable representation from middle management and operational roles suggests that the feedback also includes practical, hands-on perspectives. These professionals are likely involved in the day-to-

day operations and can provide detailed feedback on the technical skills and practical knowledge that students should possess upon entering the workforce.

- **Balanced Input:** If the graph shows a balanced distribution across different designations, it implies that the institute is receiving comprehensive feedback that encompasses both strategic and operational viewpoints. This balance is crucial for aligning the curriculum and training programs with industry needs at all levels.
- **Implications for Curriculum Development:** The feedback from various levels of industry representatives can guide the institute in refining its curriculum, ensuring that it meets both the high-level strategic needs and the practical, on-the-ground requirements of the industry. This alignment can enhance the employability of graduates and ensure that they are well-prepared to meet industry expectations.

In summary, the graph on the designation of industry representatives highlights the range and diversity of professional input being considered in the feedback process. This diversity ensures that the institute receives a comprehensive view of industry needs, which is essential for maintaining the relevance and effectiveness of its educational programs.

**Graph 1.2 Level of satisfaction about various parameters**



**Interpretation:** The graph illustrating the level of satisfaction regarding various parameters provides an overview of how industry representatives perceive different aspects of the institute's programs and student outcomes. This data is crucial for understanding the strengths of the institute's offerings and identifying areas for improvement.

- **High Satisfaction Levels:** If the graph shows that a significant majority of industry representatives express high levels of satisfaction across multiple parameters, this indicates that the institute is successfully meeting industry expectations. Parameters that might receive high satisfaction ratings could include the quality of graduates, alignment of the curriculum with industry needs, practical skills of students, and overall professionalism.

- **Areas of Excellence:** Specific parameters with particularly high satisfaction levels suggest areas where the institute excels. For example, if the parameter related to graduates' technical skills is rated highly, it indicates that the institute is effectively equipping students with the necessary practical knowledge to succeed in the industry.
- **Moderate Satisfaction Levels:** If certain parameters receive moderate satisfaction ratings, it suggests that while the institute is performing adequately, there is room for improvement. These areas might include the need for more industry-specific training, enhanced soft skills development, or better integration of emerging technologies in the curriculum.
- **Low Satisfaction Levels:** Parameters with lower satisfaction ratings highlight areas of concern for industry representatives. These could point to gaps in the curriculum, insufficient practical experience, or a need for better communication between the institute and industry. Addressing these concerns is critical for ensuring that graduates meet the evolving needs of the industry.
- **Trend Analysis:** If the graph includes a comparison over time, any improvements or declines in satisfaction levels can provide insights into the effectiveness of recent changes or ongoing challenges. Positive trends would indicate that the institute's efforts to enhance its programs are being recognized, while negative trends might signal the need for reevaluation and further adjustments.
- **Impact on Strategic Planning:** The level of satisfaction across various parameters directly impacts the institute's strategic planning and decision-making. High satisfaction levels reinforce the institute's current practices, while areas with lower satisfaction require focused attention and potential revisions in curriculum design, teaching methods, or industry engagement strategies.

In summary, the graph on the level of satisfaction about various parameters offers a comprehensive view of how industry representatives evaluate the institute's effectiveness in preparing students for the workforce. By analyzing these satisfaction levels, the institute can identify its strengths, address areas for improvement, and

align its programs more closely with industry needs, ultimately enhancing the employability and success of its graduates.

## **Summary of Employer and Industry Representative Testimonials:**

The testimonials provided by employers and representatives from the hospitality industry reflect a strong and positive relationship between the industry and the institute. The feedback highlights several key strengths of the institute and its students:

### **1. Reputation and Quality of the Institute:**

- The institute is frequently described as a "good and excellent college," indicating a strong reputation within the industry.
- Industry representatives appreciate the institute's swift response and good coordination, reflecting efficient communication and collaboration.

### **2. Faculty and Teaching Quality:**

- The faculty is praised as "the best" with "superb teaching techniques," suggesting high levels of satisfaction with the educational methods employed by the institute.

### **3. Training and Placement Services:**

- The Training and Placement Cell is highly recommended by industry representatives, indicating effective preparation and support for students entering the workforce.
- Employers note that students are "well-mannered," "industry-ready," and demonstrate strong ownership of their responsibilities after industrial training.

### **4. Student Conduct and Preparedness:**

- Students are described as "very well behaved and responsive," with particular praise for their politeness, humility, and knowledge.
- The feedback highlights that the students are not only knowledgeable but also quick learners, making them reliable contributors in their roles.

### **5. Infrastructure and Facilities:**

- The institute's infrastructure is described as "excellent," reinforcing the high standards of the physical environment where students are trained.

### **6. Willingness to Continue Collaboration:**

- Employers express a strong interest in continuing partnerships for internships and trainee positions, indicating trust in the quality of students the institute produces.

**Overall Program Content:**

- The B.Sc. Hospitality Studies program content is deemed to be well-aligned with industry requirements, with employers expressing high satisfaction with the syllabus, infrastructure, activities, and the knowledge and behavior of the students.

**Conclusion:** These testimonials reinforce the institute's reputation for excellence in hospitality education. The positive feedback from industry representatives highlights the effectiveness of the institute's curriculum, faculty, infrastructure, and student preparedness. The strong endorsement of the Training and Placement Cell and the willingness of employers to continue collaboration further underscore the institute's success in meeting industry needs. This feedback serves as an affirmation of the institute's efforts and offers a solid foundation for continued growth and success in the hospitality education sector.

# Report 2

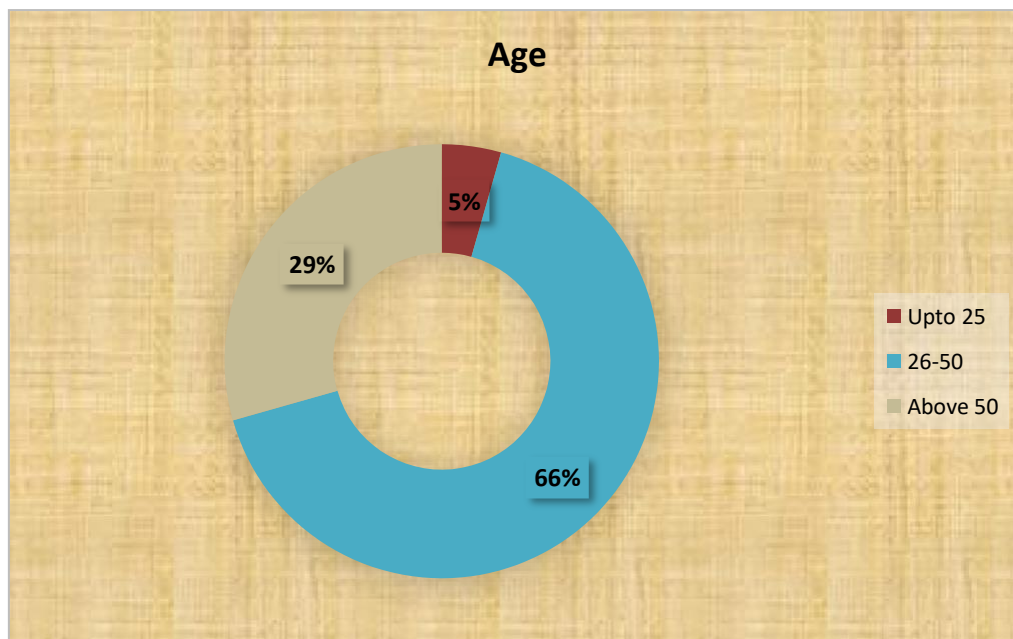
## Feedback from the Parents / Guardians of the Students Pursuing/Pursued BScHS Course

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In addition to gathering feedback from employers and industry representatives, the institute also collects feedback and views from parents to gain a comprehensive understanding of their perceptions regarding the college's activities, infrastructure, and curriculum. This feedback is crucial as it provides insights into how well the institute is meeting the expectations and needs of the students' families.

**Graph 2.1 Age of the parent/ guardian**



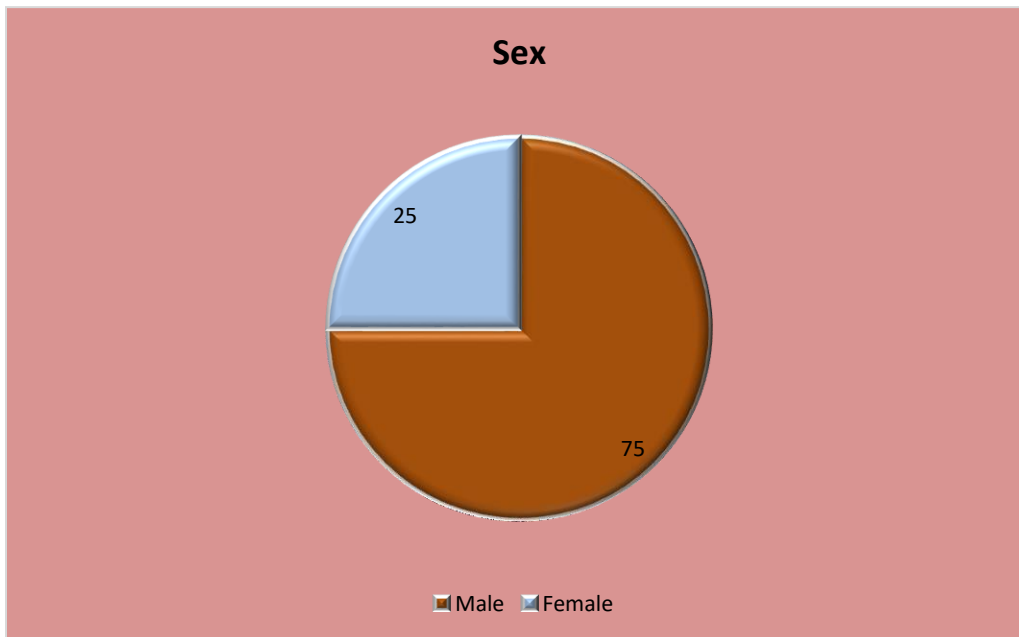
**Interpretation:** The graph representing the age distribution of parents or guardians provides insight into the demographics of those who participated in the feedback process. This information is valuable for understanding the range of perspectives and expectations that different age groups might have regarding their children's education and the institute's offerings.

- **Age Group Representation:** The graph likely shows the distribution of participants across various age groups, such as 30-40 years, 41-50 years, and 51-60 years, among others. A broad distribution across multiple age groups suggests that the feedback reflects a diverse set of experiences and viewpoints, which can be useful in tailoring the institute's communication and engagement strategies.

- **Implications for Communication:** Different age groups may have varying expectations and preferences regarding communication and involvement in their children’s education. Younger parents might prefer digital and online communication methods, while older parents might value more traditional forms of engagement, such as in-person meetings or printed materials. Understanding the age distribution helps the institute to tailor its communication strategies to effectively reach and engage parents across different age groups.

In summary, the age distribution of parent or guardian participants in the feedback process provides valuable context for interpreting their views and expectations. By understanding the demographics of the participants, the institute can better tailor its strategies to meet the diverse needs of its parent community, ensuring effective communication and satisfaction across all age groups.

**Graph 2.2 Sex of the parent/ guardian**

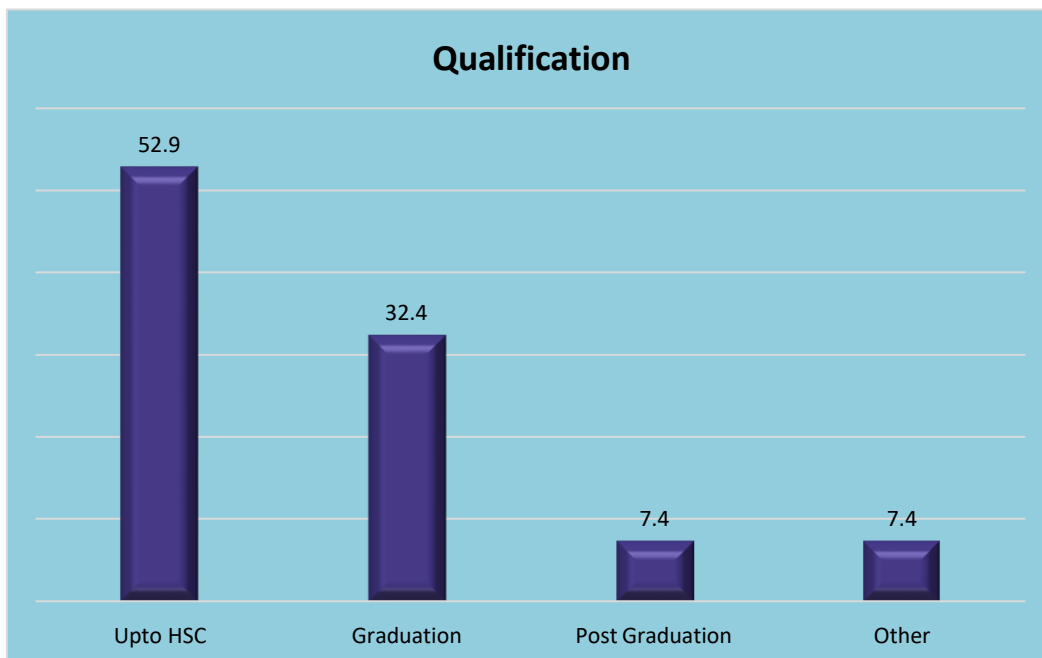


**Interpretation:** The graph representing the sex (gender) distribution of parents or guardians provides insights into the demographic makeup of those who participated in the feedback process. This data is important for understanding the

level of engagement and representation from different genders in the educational experience of their children.

- **Gender Representation:** The graph likely shows the proportion of male and female participants in the feedback process. A relatively balanced gender distribution suggests that both mothers and fathers are equally involved in providing feedback on the institute's activities, infrastructure, and curriculum. This balance indicates a shared responsibility in overseeing and influencing their children's education.
- In summary, the sex (gender) distribution of parent or guardian participants in the feedback process provides valuable context for interpreting their views and levels of involvement in their children's education. A balanced gender representation enhances the comprehensiveness of the feedback, while any disparities might indicate areas where the institute could improve its engagement strategies to ensure that all voices are heard and considered.

**Graph 2.3 Qualification of the parent/ guardian**



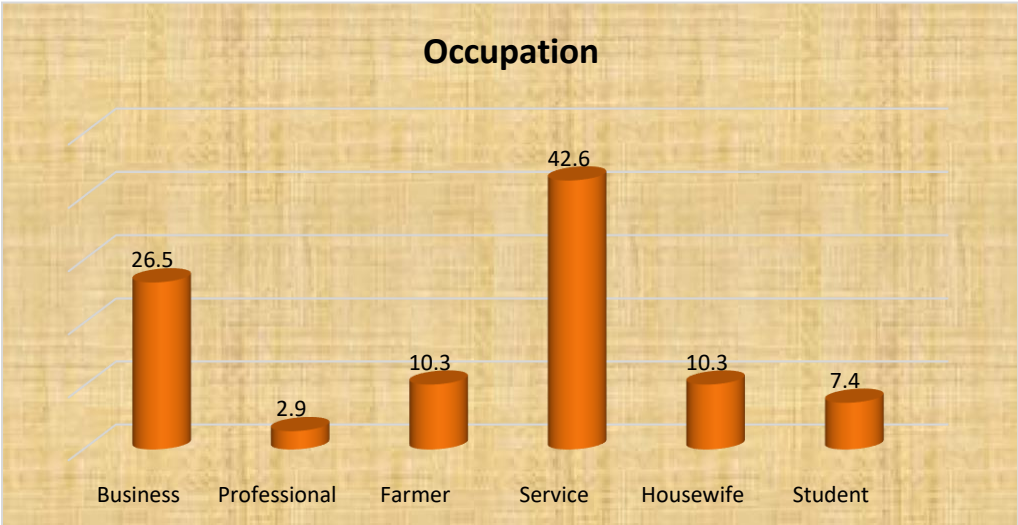
**Interpretation:** The graph illustrating the qualification levels of parents or guardians provides insight into the educational backgrounds of those who participated in the feedback process. This information is crucial for understanding

how parents' educational experiences might influence their perceptions and expectations of the institute's activities, infrastructure, and curriculum.

- **Qualification Levels:** The graph likely categorizes parents' qualifications into different levels, such as high school, diploma, undergraduate degree, postgraduate degree, and possibly higher (e.g., Ph.D.). A diverse range of qualifications suggests that the feedback is being provided by individuals with varying levels of educational attainment, which can contribute to a broader range of perspectives.
- **Predominant Qualification Level:** If a particular qualification level is more prominently represented, it can provide insight into the typical educational background of the parent or guardian population. For example, if a majority of participants hold undergraduate or postgraduate degrees, it might indicate that these parents place a high value on education and may have more specific expectations regarding the academic rigor and quality of the institute's programs.

In summary, the graph on the qualification levels of parents or guardians provides valuable context for interpreting their feedback and understanding their expectations of the institute. A diverse range of qualifications contributes to a rich array of perspectives, while predominant qualification levels can signal specific areas where the institute might focus its communication and engagement efforts to better meet the needs of its parent community.

**Graph 2.4 Occupation of the parent/ guardian**



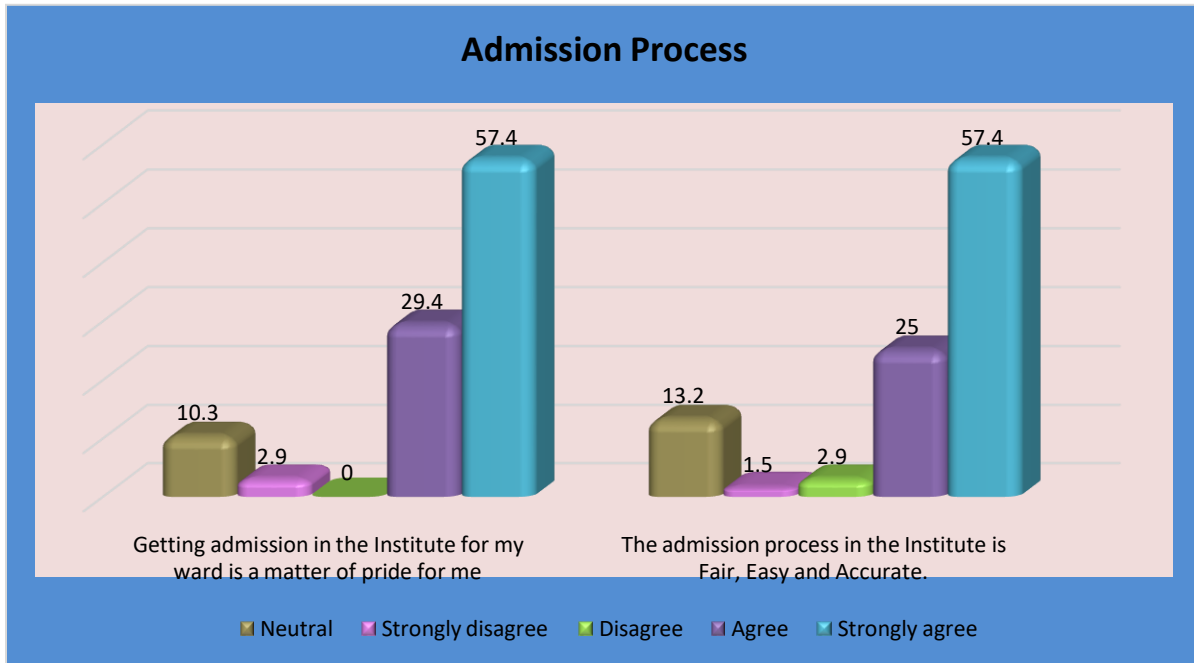
**Interpretation:** The above graph depicting the occupation of parents or guardians provide important insights into the socioeconomic background of the families involved in the feedback process. This data is valuable for understanding how parents' professional experiences might influence their perspectives and expectations regarding the institute's offerings and their children's education.

### 1. Diversity in Occupation:

- A wide range of occupations represented in the graph indicates a diverse parent/guardian community, bringing various perspectives on education. This diversity can lead to more comprehensive feedback, as parents from different occupational backgrounds may prioritize different aspects of their children's education.

**Conclusion:** The occupation of parents or guardians is a significant factor in shaping their expectations and engagement with the institute. By analyzing this data, the institute can better understand the socioeconomic context of its students, tailor its communication and engagement strategies, and enhance its support services to meet the diverse needs of its parent community. This approach ensures that all parents feel valued and involved in their children's education, regardless of their occupation.

**Graph 2.5 Views of parents on the admission process**



**Interpretation:** The graph depicting parents' views on the admission process provides crucial insights into their satisfaction with and perceptions of how the institute manages student admissions. Understanding this feedback is essential for identifying strengths in the process as well as areas that may require improvement to enhance the overall experience for prospective students and their families.

**1. High Satisfaction Levels:**

- If the graph shows that a significant majority of parents express high satisfaction with the admission process, this suggests that the process is perceived as efficient, transparent, and user-friendly. High satisfaction might indicate that parents find the application procedures clear, the communication from the institute timely and informative, and the overall experience positive.

## **2. Specific Strengths:**

- Parents may have positively rated specific aspects of the admission process, such as the ease of application submission, the clarity of information provided about programs and requirements, the helpfulness of the admissions staff, and the availability of support throughout the process. These strengths contribute to a smooth and reassuring experience for both students and their parents.

## **3. Moderate Satisfaction Levels:**

- If a portion of parents rated the process as "good" or "satisfactory," it indicates that while the admission process meets basic expectations, there may be areas for enhancement. These parents might have encountered minor issues or delays but generally found the process acceptable. Opportunities for improvement could include streamlining certain steps, enhancing the clarity of instructions, or improving response times.

## **4. Areas of Concern:**

- If the graph shows a noticeable percentage of parents expressing dissatisfaction, this highlights areas where the admission process may be falling short. Common concerns might include complicated procedures, lack of clear communication, insufficient support from admissions staff, or delays in processing applications. Addressing these issues is crucial to improving the overall experience and ensuring that the process is as seamless and stress-free as possible.

## **5. Implications for Communication:**

- The level of satisfaction with the admission process can also reflect the effectiveness of communication between the institute and prospective families. High satisfaction levels suggest that the institute is effectively communicating important information, while lower satisfaction might indicate a need for more proactive, clear, and accessible communication strategies.

## **6. Impact on Institute's Reputation:**

- The admission process is often the first point of interaction between the institute and prospective students and their families. A positive experience can significantly enhance the institute's reputation and influence a family's decision to enroll. Conversely, negative experiences can deter prospective students and affect the institute's ability to attract top talent.

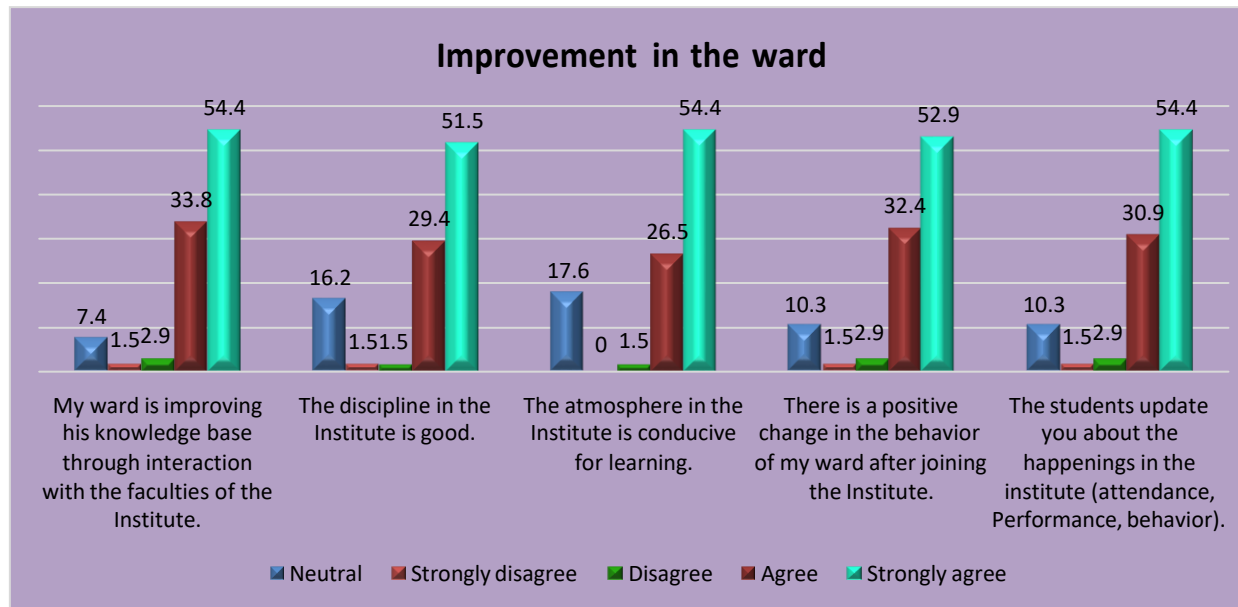
## **7. Recommendations for Improvement:**

- Based on the feedback reflected in the graph, the institute can consider specific actions to improve the admission process. These might include simplifying the application process, providing more detailed guides or FAQs, offering more personalized support through dedicated admissions counselors, or using technology to streamline and automate certain steps.

**Conclusion:** The graph on parents' views of the admission process provides valuable feedback that can help the institute ensure that its admissions procedures are efficient, transparent, and supportive. By addressing any areas of concern and building on identified strengths, the institute can enhance the overall experience for prospective students and their families, ultimately contributing to higher satisfaction and better enrollment outcomes.



**Graph 2.6 Views of parents on improvement in the ward**



**Interpretation:** The graph illustrating parents' views on the improvement in their ward (student) provides important insights into how parents perceive their child's academic and personal development during their time at the institute. This feedback is crucial for understanding the impact of the institute's educational programs and environment on student growth.

**1. High Perception of Improvement:**

- If the graph shows that a significant majority of parents believe their ward has shown considerable improvement, this indicates strong confidence in the institute's ability to foster academic and personal development. High satisfaction in this area suggests that parents observe positive changes in their child's knowledge, skills, confidence, and overall behavior, which they attribute to the education and support provided by the institute.

**2. Specific Areas of Improvement:**

- Parents may have noted specific areas where they have seen improvement in their child, such as academic performance, communication skills, leadership abilities, or social interactions. These insights

can be used to highlight the strengths of the institute's programs and teaching methods that contribute to these improvements.

### **3. Moderate Perception of Improvement:**

- If a portion of parents rated their child's improvement as moderate, it suggests that while some positive changes are evident, there may be room for further development. These parents might feel that their child has made progress, but not to the full extent they had hoped. This feedback could indicate areas where the institute might focus more attention, such as additional support for certain subjects, extracurricular opportunities, or personalized guidance.

### **4. Concerns About Improvement:**

- If the graph shows that a noticeable percentage of parents believe their ward has shown minimal or no improvement, this raises concerns that need to be addressed. These parents might feel that their child is not benefiting fully from the educational experience, possibly due to factors such as teaching quality, curriculum relevance, or lack of personalized attention. Understanding the reasons behind these concerns is crucial for the institute to make targeted interventions.

### **5. Implications for Teaching and Support:**

- The perceived improvement of students is often directly related to the effectiveness of teaching, the relevance of the curriculum, and the availability of support services. High levels of perceived improvement suggest that these elements are working well together, while lower levels might indicate a need for enhanced teaching strategies, more tailored learning experiences, or additional support mechanisms.

### **6. Impact on Parent Satisfaction:**

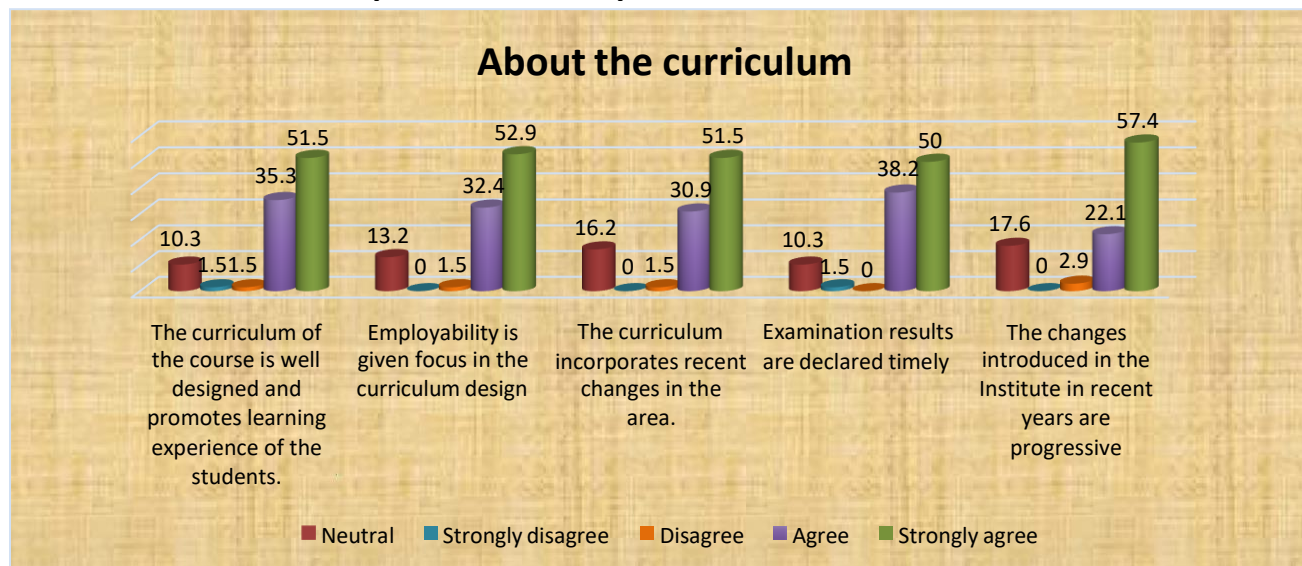
- Parents' views on their child's improvement are closely tied to their overall satisfaction with the institute. Positive perceptions of improvement can lead to higher levels of trust and satisfaction, encouraging parents to continue supporting the institute and possibly recommending it to others. Conversely, concerns about lack of improvement might affect their overall perception of the institute's effectiveness.

## 7. Recommendations for Enhancement:

- Based on the feedback reflected in the graph, the institute might consider implementing specific strategies to further enhance student improvement. This could include providing more individualized learning plans, offering additional tutoring or mentoring services, increasing opportunities for skill development through extracurricular activities, or involving parents more in the academic progress of their children.

**Conclusion:** The graph on parents' views of their ward's improvement provides valuable insights into how well the institute is meeting its educational goals from the perspective of one of its key stakeholders. High levels of perceived improvement are a strong endorsement of the institute's programs, while any concerns highlight areas where further support or enhancements may be needed. By addressing these concerns and building on its strengths, the institute can continue to promote the academic and personal growth of its students, ensuring that all students reach their full potential.

**Graph 2.7 Views of parents on the curriculum**



**Interpretation:** The graph illustrating parents' views on the curriculum provides important feedback on how well the educational content and structure meet the expectations and needs of both students and their families. This

information is crucial for understanding the effectiveness of the curriculum in preparing students for academic success and future opportunities.

**1. High Satisfaction with the Curriculum:**

- If the graph shows that a significant majority of parents express high satisfaction with the curriculum, it suggests that they believe the educational content is comprehensive, relevant, and well-aligned with industry standards or higher education requirements. High satisfaction might also indicate that parents feel the curriculum is effectively preparing their children for future academic and career opportunities.

**2. Perceived Relevance and Rigor:**

- Parents who rate the curriculum positively likely perceive it as rigorous enough to challenge students while also being relevant to current trends and demands in the respective field. This suggests that parents believe the curriculum is equipping students with the necessary knowledge and skills to succeed in a competitive environment.

**3. Moderate Satisfaction Levels:**

- If a portion of parents rated the curriculum as "good" or "satisfactory," it suggests that while they find the curriculum generally acceptable, there may be areas where they see potential for improvement. These parents might feel that certain subjects could be updated, additional topics could be included, or the curriculum could be more aligned with practical, real-world applications.

**4. Concerns About the Curriculum:**

- If the graph shows a noticeable percentage of parents expressing dissatisfaction, this indicates areas of concern that need to be addressed. These concerns could relate to the curriculum being outdated, lacking in certain critical areas, or not being challenging enough. Parents might also feel that the curriculum does not adequately prepare students for the next stage of their education or career.

**5. Impact on Student Engagement:**

- The level of satisfaction with the curriculum is often closely linked to student engagement. A well-designed curriculum that is both challenging and relevant can enhance student interest and motivation. Conversely, a curriculum that parents and students perceive as lacking may lead to disengagement or underperformance.

## 6. Alignment with Expectations:

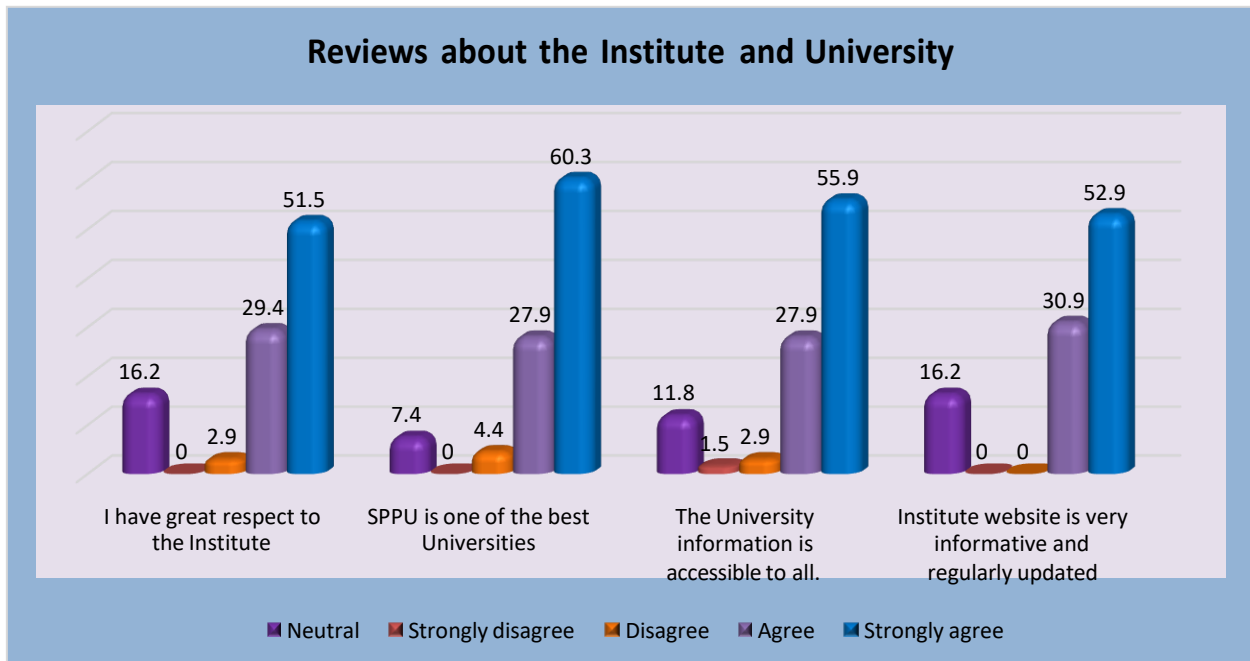
- The feedback on the curriculum also reflects how well the educational content aligns with the expectations that parents have for their children's education. High satisfaction indicates that the institute is meeting or exceeding these expectations, while lower satisfaction might suggest a disconnect between what parents expect and what is being delivered.

## 7. Recommendations for Curriculum Development:

- Based on the feedback from parents, the institute may consider making specific adjustments to the curriculum. This could involve updating course materials, introducing new subjects that reflect current industry trends or global developments, increasing the focus on practical skills, or incorporating more interdisciplinary approaches.

**Conclusion:** The graph on parents' views of the curriculum provides valuable insights into how well the institute's educational offerings are perceived by a key stakeholder group. High levels of satisfaction suggest that the curriculum is effective and relevant, while any areas of concern highlight opportunities for further development. By continually refining the curriculum based on feedback from parents and other stakeholders, the institute can ensure that it remains responsive to the needs of its students and prepares them for future success.

**Graph 2.8 Reviews about the institute and University**



**Interpretation:** The graph illustrating parents' reviews about the institute and the university provides crucial insights into their overall perception of the educational experience their children are receiving. This feedback encompasses various aspects of the institute's and university's operations, including academic quality, infrastructure, administrative efficiency, and reputation.

**1. Overall Satisfaction with the Institute and University:**

- If the graph shows that a significant majority of parents express high levels of satisfaction, this indicates a strong positive perception of both the institute and the university. High satisfaction levels might reflect confidence in the quality of education, the effectiveness of administrative processes, and the overall environment provided for students.

**2. Perception of Academic Quality:**

- High ratings could suggest that parents are pleased with the academic standards maintained by the institute and university, including the rigor of the curriculum, the expertise of the faculty, and the success of graduates. This perception is crucial for the institute's and university's reputation, as it indicates trust in their ability to provide a high-quality education.

**3. Infrastructure and Facilities:**

- If parents have rated the institute and university positively, it might also reflect satisfaction with the physical infrastructure, such as classrooms, laboratories, libraries, and other facilities. Well-maintained and modern infrastructure contributes significantly to the overall educational experience and is often a key factor in parent satisfaction.

#### **4. Administrative Efficiency and Support:**

- The graph might also capture parents' views on the efficiency of administrative processes, such as admissions, communication, and student support services. High satisfaction in these areas suggests that parents find the institute and university responsive, well-organized, and supportive of their children's educational journey.

#### **5. University Reputation:**

- Positive reviews about the university specifically indicate that parents have confidence in the broader institutional reputation, which could be based on factors such as accreditation status, research output, industry connections, and graduate outcomes. A strong university reputation can enhance the value of the degree and provide assurance to parents about their children's future prospects.

#### **6. Areas for Improvement:**

- If the graph shows any areas of lower satisfaction, this highlights potential concerns that need to be addressed. These could include issues related to outdated facilities, bureaucratic inefficiencies, or perceived gaps in academic offerings. Understanding these concerns can help the institute and university implement targeted improvements to enhance overall satisfaction.

#### **7. Comparison Between Institute and University:**

- The graph might also allow for a comparison between how parents view the institute specifically versus the university as a whole. Any discrepancies in satisfaction levels between the two could indicate areas where the institute excels or needs to align more closely with the university's standards and reputation.

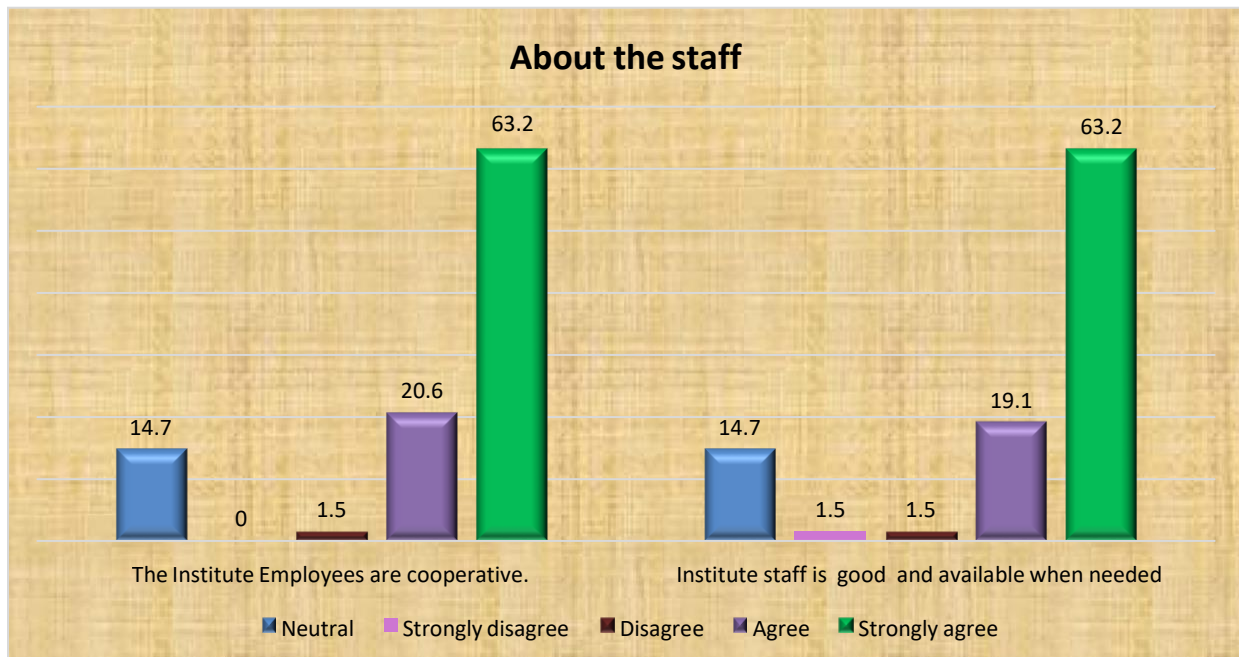
#### **8. Implications for Strategic Planning:**



- The feedback from parents can inform strategic planning at both the institute and university levels. High satisfaction levels reinforce current practices, while areas of lower satisfaction provide actionable insights for development. This ensures that both the institute and university continue to meet the evolving needs and expectations of students and their families.

**Conclusion:** The graph on parents' reviews of the institute and university provides a comprehensive overview of their perceptions and satisfaction levels. High ratings across various aspects reflect a strong positive image, while any areas of concern offer opportunities for improvement. By continuously assessing and responding to parent feedback, the institute and university can enhance their educational offerings, administrative processes, and overall reputation, ensuring that they remain trusted and valued by their community.

**Graph 2.9 Opinions about the teaching staff and the faculty members**



**Interpretation:** The graph depicting parents' opinions about the teaching staff and faculty members offers valuable insights into how parents perceive the quality and effectiveness of the educators at the institute. This feedback is crucial for understanding the strengths and areas for improvement in the teaching practices and faculty-student interactions, which are central to the educational experience.



### **1. High Satisfaction with Teaching Staff:**

- If the graph shows that a significant majority of parents express high satisfaction with the teaching staff and faculty members, this indicates strong confidence in the educators' abilities. High satisfaction likely reflects that parents perceive the faculty as knowledgeable, skilled, and effective in their teaching methods.

### **2. Perceived Expertise and Knowledge:**

- Positive feedback from parents suggests that they believe the faculty members are well-qualified and possess the necessary expertise to deliver high-quality education. This could also reflect satisfaction with the faculty's ability to keep the curriculum relevant and up-to-date with current academic and industry trends.

### **3. Engagement and Communication:**

- High ratings may also indicate that parents appreciate the faculty's ability to engage students effectively and communicate clearly. This includes how well teachers explain complex concepts, foster an interactive classroom environment, and maintain open lines of communication with both students and parents.

### **4. Support and Accessibility:**

- Parents who rate the faculty highly may also perceive them as supportive and accessible. This suggests that the teaching staff is approachable, provides timely assistance to students, and is available to discuss academic progress and address any concerns. Supportive faculty contribute to a positive learning environment and help build strong student-teacher relationships.

### **5. Moderate Satisfaction Levels:**

- If a portion of parents rated the teaching staff as "good" or "satisfactory," it suggests that while they find the educators competent, there may be room for improvement. These parents might feel that certain aspects of teaching, such as personalized attention or innovation in teaching methods, could be enhanced to better meet students' needs.

### **6. Areas of Concern:**

- If the graph shows a noticeable percentage of parents expressing lower satisfaction, this highlights areas that may require attention. Common

concerns might include inconsistent teaching quality, lack of engagement, or perceived inadequacies in faculty qualifications. Addressing these issues is crucial for maintaining high standards of education and ensuring that all students benefit from effective teaching.

### **7. Impact on Student Learning:**

- The opinions of parents regarding the teaching staff are directly linked to their perceptions of their child's academic progress and overall satisfaction with the educational experience. Positive feedback suggests that parents believe the faculty is contributing effectively to their child's learning and development.

### **8. Recommendations for Faculty Development:**

- Based on the feedback reflected in the graph, the institute might consider implementing specific faculty development programs. This could include ongoing professional development opportunities, training in innovative teaching techniques, and strategies to improve student engagement and communication.

**Conclusion:** The graph on parents' opinions about the teaching staff and faculty members provides critical feedback on one of the most important aspects of the educational experience. High levels of satisfaction reflect well on the institute's faculty, while any areas of concern highlight opportunities for professional development and improvement. By continually supporting and enhancing the quality of its teaching staff, the institute can ensure that it provides a high-quality education that meets the expectations of both students and their parents.

### **Suggestions by the parents**

In the feedback process, parents were asked to provide suggestions for further improvement in the activities, In the feedback process, parents were asked to provide suggestions for further improvement in the activities, curriculum, and infrastructure of the institute. The majority of parents indicated that they are satisfied with the current state of the institute and did not offer any specific suggestions, expressing confidence that "everything is going well." However, a few parents did provide targeted suggestions for enhancement:

#### **1. Increased Focus on Practical Learning:**

- Some parents suggested that the curriculum should place greater emphasis on practical, hands-on learning experiences. This feedback indicates a desire for

students to have more opportunities to apply theoretical knowledge in real-world settings, which could better prepare them for their future careers.

- **Recommendation:** The institute could consider integrating more practical components into the curriculum, such as workshops, lab sessions, internships, and project-based learning, to ensure that students gain valuable, applied experience.

## **2. Reduction in Fees:**

- A few parents suggested that the institute should consider reducing tuition fees. This reflects a concern about the affordability of education and the financial burden on families.
- **Recommendation:** The institute might explore options for financial aid, scholarships, or flexible payment plans to support families who may find the fees challenging. Additionally, the institute could communicate clearly about how fees are utilized to enhance the educational experience, ensuring transparency and understanding.

## **3. Installation of Air Conditioning in the Auditorium:**

- A specific infrastructure-related suggestion was the installation of air conditioning (A/C) in the auditorium. This indicates a concern for the comfort of students and attendees during events, especially in warm weather.
- **Recommendation:** The institute could assess the feasibility of installing air conditioning in the auditorium to improve comfort during large gatherings, events, and presentations. This improvement would enhance the overall experience for students, faculty, and visitors during important functions.

**Conclusion:** While most parents are satisfied with the institute's current offerings and have no major suggestions, the feedback provided by a few parents offers valuable insights for potential enhancements. By considering these suggestions—such as increasing practical learning opportunities, addressing concerns about fees, and improving infrastructure—the institute can continue to refine its programs and facilities, ensuring a high-quality experience for all students and maintaining strong satisfaction levels among parents.

# **Report 3**

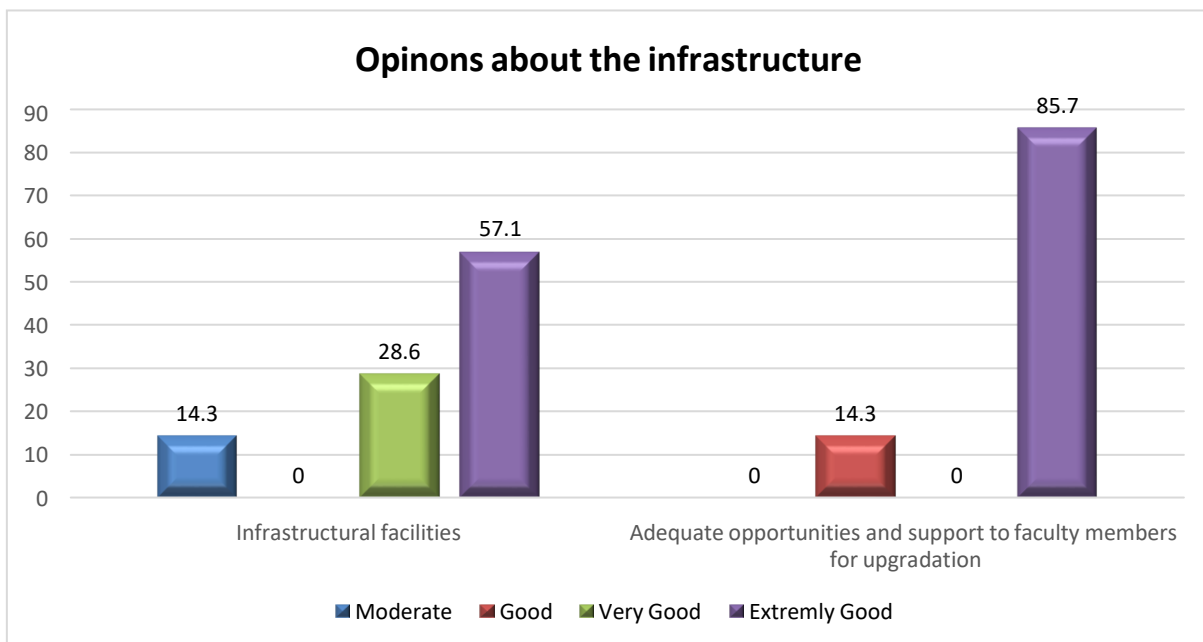
## **Feedback from the Teachers of BScHS Course @ the Institute**

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The third section of the report focuses on the feedback and opinions provided by the teachers who are currently teaching at the institute. This section is crucial as it offers insights into the perspectives of those directly involved in delivering education, managing classrooms, and interacting with students on a daily basis. The feedback and opinions from the teaching staff are essential for understanding the strengths and challenges of the institute from the educators' perspective. By considering the insights provided by assistant professors and visiting faculties, the institute can make informed decisions about curriculum development, resource allocation, and faculty support, ultimately enhancing the quality of education and the overall academic experience for both teachers and students.

In this section, the report focuses on the feedback and opinions provided exclusively by the assistant professors teaching at the institute. Since all the feedback was collected from this single category of faculty, no graph is presented in this section. However, the insights gathered from the assistant professors are critical for understanding the academic environment and identifying areas for improvement.

**Graph 3.1 Teachers’ opinion about the infrastructure in the institute**



**Interpretation:** The graph illustrating teachers' opinions about the infrastructure in the institute provides valuable insights into how well the physical and technological resources meet the needs of the faculty. This feedback is crucial for understanding the strengths and potential areas of improvement in the institute's facilities, which directly impact the teaching and learning environment.

**1. Overall Satisfaction with Infrastructure:**

- If the graph shows that a significant majority of teachers express high satisfaction with the infrastructure, it suggests that the institute's facilities are generally perceived as adequate and supportive of the teaching process. High satisfaction might indicate that classrooms, laboratories, libraries, and technological resources are well-maintained and effectively meet the needs of both teachers and students.

**2. Specific Strengths:**

- Teachers may have positively rated specific aspects of the infrastructure, such as modern classrooms, well-equipped laboratories, reliable internet access, or a well-stocked library. These strengths contribute to a conducive teaching environment and enhance the overall educational experience for students.

**3. Moderate Satisfaction Levels:**

- If the graph indicates that a portion of teachers rated the infrastructure as "good" or "satisfactory," it suggests that while the facilities are generally acceptable, there may be areas where improvements could be made. These teachers might feel that certain aspects of the infrastructure, such as outdated equipment or limited space, could benefit from upgrades or expansion.

**4. Areas of Concern:**

- If the graph shows that a noticeable percentage of teachers expressed dissatisfaction with the infrastructure, this highlights areas that require attention. Common concerns might include insufficient classroom space, inadequate laboratory facilities, outdated technology, or lack of proper maintenance. Addressing these issues is crucial to ensuring that the infrastructure fully supports the academic needs of the institute.

**5. Impact on Teaching and Learning:**

- Teachers' opinions on the infrastructure are closely linked to their ability to deliver effective instruction. High satisfaction with infrastructure supports a positive teaching experience, allowing educators to focus on delivering high-quality education without being hindered by inadequate facilities. Conversely, dissatisfaction can negatively impact teaching effectiveness and student engagement.

#### **6. Implications for Infrastructure Development:**

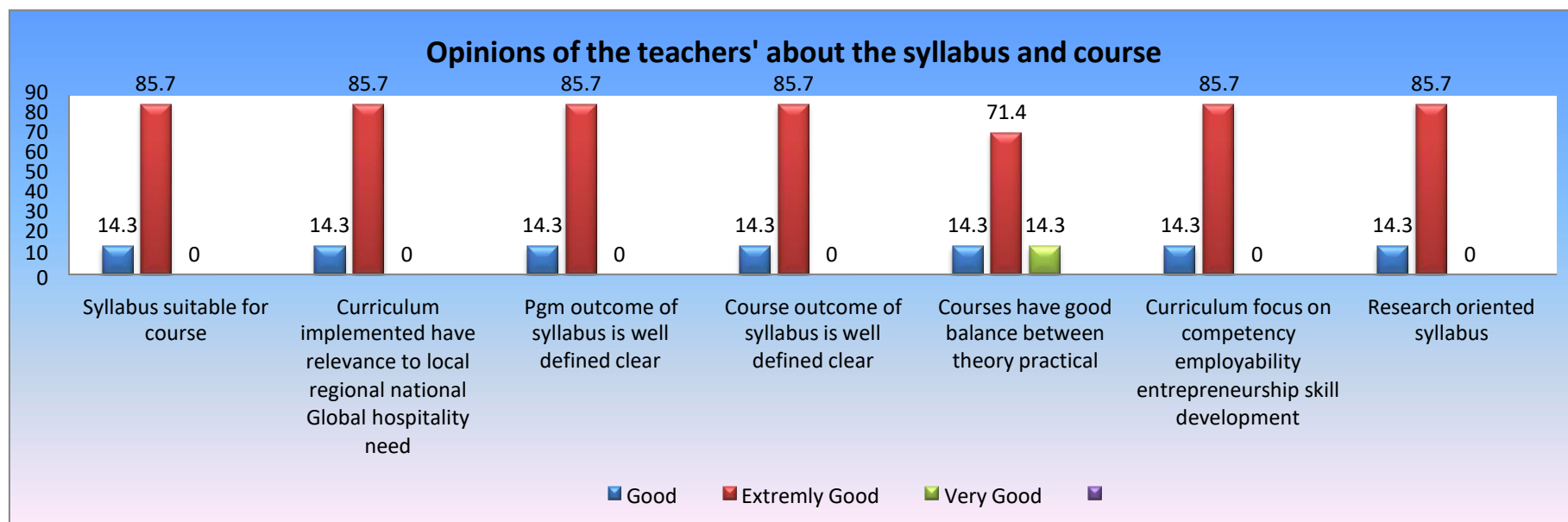
- The feedback provided by teachers can guide the institute in prioritizing infrastructure development projects. For example, if many teachers express a need for improved laboratory facilities, this could be an area where the institute invests in upgrades or new equipment. Similarly, if classroom space is a concern, the institute might consider renovations or expansions to accommodate growing student numbers.

#### **7. Long-Term Planning:**

- The feedback on infrastructure can also inform the institute's long-term strategic planning. Understanding the current strengths and weaknesses of the facilities helps the institute to plan for future needs, ensuring that the infrastructure evolves in line with the demands of modern education and technology.

**Conclusion:** The graph on teachers' opinions about the infrastructure in the institute provides critical insights into how well the physical and technological resources meet the academic needs. High levels of satisfaction suggest that the infrastructure is supporting the teaching and learning process effectively, while any areas of concern highlight opportunities for improvement. By addressing these concerns and building on existing strengths, the institute can ensure that its facilities continue to provide a supportive and conducive environment for both teaching and learning.

**Graph 3.2. Opinions of the teachers' about the syllabus and course**



**Interpretation:** The graph displays teachers' opinions about various aspects of the syllabus and course structure at the institute. The feedback is categorized into three levels: "Good," "Very Good," and "Extremely Good." The categories cover several key aspects of the curriculum, reflecting the overall satisfaction of the teaching staff.

**1. High Satisfaction Across All Areas:**

- The majority of teachers rated each aspect of the syllabus and course structure as "Extremely Good" (85.7%). This consistent high rating across multiple parameters indicates strong approval of the current curriculum and its implementation.

**2. Syllabus Suitability for the Course:**



- 85.7% of the teachers believe that the syllabus is extremely suitable for the course, with 14.3% rating it as "Good." This suggests that the content is well-aligned with the course objectives and meets the expectations of the faculty.

### **3. Relevance to Local, Regional, National, and Global Hospitality Needs:**

- The curriculum's relevance to various hospitality needs at different levels (local to global) is highly rated, with 85.7% considering it "Extremely Good." This suggests that the curriculum is comprehensive and relevant to the evolving demands of the hospitality industry.

### **4. Program and Course Outcomes:**

- The clarity and definition of both program and course outcomes are rated as "Extremely Good" by 85.7% of teachers. This reflects confidence that the curriculum clearly communicates the expected skills and knowledge that students will gain, which is crucial for effective teaching and learning.

### **5. Balance Between Theory and Practical:**

- While 71.4% of teachers rated the balance between theory and practical aspects of the courses as "Extremely Good," 14.3% rated it as "Very Good," and another 14.3% rated it as "Good." This shows that while the majority is satisfied, there is some room for improvement in how theory and practical elements are balanced in the curriculum.

### **6. Focus on Competency, Employability, and Skill Development:**

- The curriculum's focus on key areas such as competency, employability, entrepreneurship, and skill development is rated as "Extremely Good" by 85.7% of the teachers. This indicates that the curriculum is effectively designed to prepare students for the workforce and entrepreneurial opportunities.

### **7. Research-Oriented Syllabus:**

- Similarly, the research orientation of the syllabus is rated "Extremely Good" by 85.7% of the faculty. This suggests that the curriculum encourages research skills, which are critical for academic and professional growth.

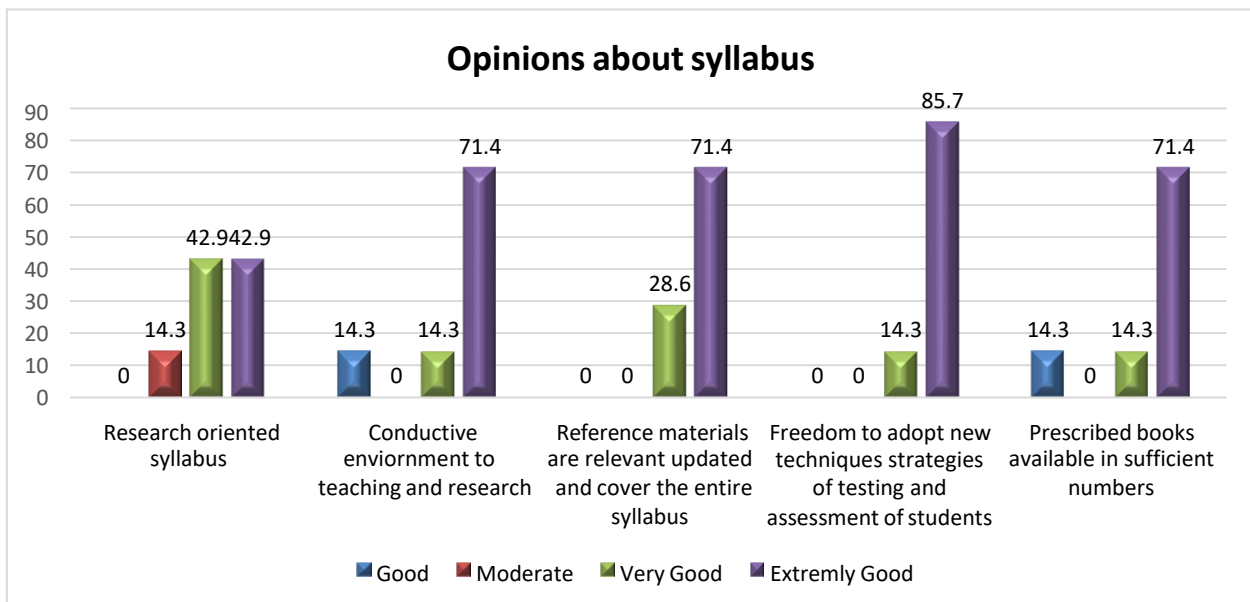
**Conclusion:** The overall feedback from teachers indicates a high level of satisfaction with the syllabus and course structure. The majority of ratings fall in the "Extremely Good" category, suggesting that the curriculum is well-designed, relevant, and effectively meets the needs of the hospitality industry. However, the slightly lower rating for the balance between theory and practical components indicates a potential area for further enhancement. Addressing this could further strengthen the curriculum and ensure it continues to meet the diverse needs of students and industry stakeholders.

A few additional questions were included to gather more comprehensive insights from teachers regarding their opinions about the institute, the syllabus, and other academic and extracurricular activities. These questions specifically addressed the following areas:

- The research orientation of the syllabus.
- The conduciveness of the environment for teaching and research.
- The availability and adequacy of reference materials.
- The freedom to adopt new techniques and strategies for testing and assessing students.
- The availability of prescribed books in sufficient numbers.

In addition to these areas, special remarks from teachers were also captured to provide deeper insights and specific feedback on various aspects of the educational experience at the institute.

**Graph 3.3 Opinions about the syllabus and curriculum**



**1. Overall Satisfaction Levels:**

- The graph likely categorizes teacher opinions into levels of satisfaction such as "Extremely Good," "Very Good," "Good," and potentially other ratings. Understanding the distribution across these categories will indicate how well the syllabus and curriculum meet the expectations of the teaching staff.

**2. Research Orientation of the Syllabus:**

- One key aspect likely covered in the graph is how well the syllabus is oriented toward research. High satisfaction levels in this category suggest that the curriculum effectively incorporates research elements, which are crucial for fostering critical thinking and advanced learning among students.

### **3. Relevance and Clarity:**

- The graph might also assess how relevant and clear the syllabus and curriculum are perceived to be. High ratings in these areas would indicate that the teachers find the curriculum to be up-to-date, aligned with industry standards, and clearly defined in terms of learning outcomes.

### **4. Flexibility in Teaching Methods:**

- Another possible area of feedback captured in the graph could be the perceived freedom teachers have to adopt new teaching techniques and assessment strategies. Positive ratings here would suggest that the institute supports innovative teaching practices, allowing educators to tailor their methods to better meet the needs of their students.

### **5. Availability of Reference Materials and Books:**

- Teachers' opinions on the availability of reference materials and prescribed books in sufficient quantities are likely included. High satisfaction in this area would indicate that the institute provides ample resources, facilitating effective teaching and learning. On the other hand, any dissatisfaction might highlight the need for more or updated resources.

### **6. Conducive Environment for Teaching and Research:**

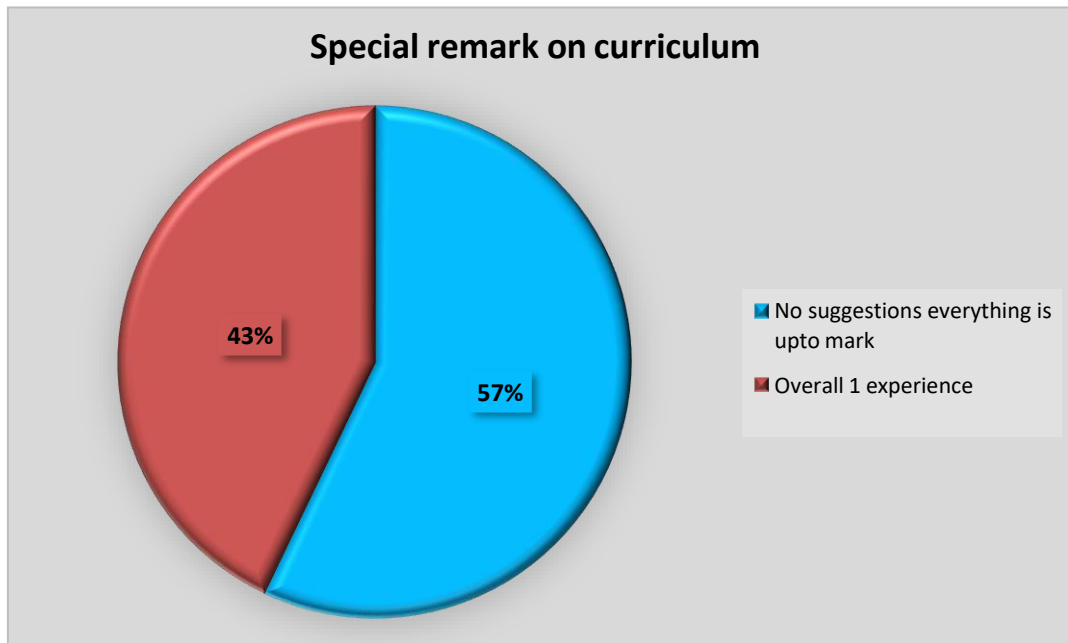
- The graph may also reflect teachers' views on whether the institute provides a conducive environment for teaching and research. High ratings would suggest that teachers feel supported in their academic endeavors, while lower ratings could indicate challenges that need to be addressed, such as access to resources, time for research, or institutional support.

### **Conclusion:**

The graph on "Opinions about the syllabus and curriculum" would provide a comprehensive view of how well these academic components are functioning from the teachers' perspective. High levels of satisfaction across various aspects would indicate that the curriculum is well-designed, resource-rich, and supportive of both teaching and research. Any areas with lower satisfaction would identify

opportunities for the institute to enhance its academic offerings and support systems, ensuring that the syllabus and curriculum continue to meet the evolving needs of both students and faculty.

**Graph 3.4 Special remarks on curriculum**



The pie chart titled "Special Remark on Curriculum" provides insights into the teachers' feedback on the curriculum, specifically focusing on whether they had additional suggestions or comments about it.

**1. Majority Satisfaction (57%):**

- The chart shows that 57% of the teachers indicated "No suggestions; everything is up to the mark." This majority response suggests a high level of satisfaction with the current curriculum. These teachers believe that the curriculum is well-designed and effectively meets the needs of the students and the teaching objectives. The absence of suggestions implies that these educators feel the curriculum is comprehensive, relevant, and well-executed.

**2. Significant Feedback (43%):**

- Conversely, 43% of the teachers provided an "Overall experience" remark, which indicates that a substantial portion of the faculty had additional comments or feedback. This category may include both positive feedback and constructive criticism. While the specifics of these remarks are not detailed in the chart, the significant percentage suggests that there are areas within the

curriculum where these teachers see potential for improvement or enhancement.

**Conclusion:**

The pie chart reveals that while a majority of teachers are satisfied with the curriculum, there is a considerable proportion who have additional feedback or insights based on their overall experience. This split suggests that while the curriculum is largely effective, the institute should consider reviewing the specific remarks provided by the 43% to identify any areas for further improvement. Engaging with these teachers to understand their experiences could lead to valuable enhancements that benefit both the teaching process and student outcomes.

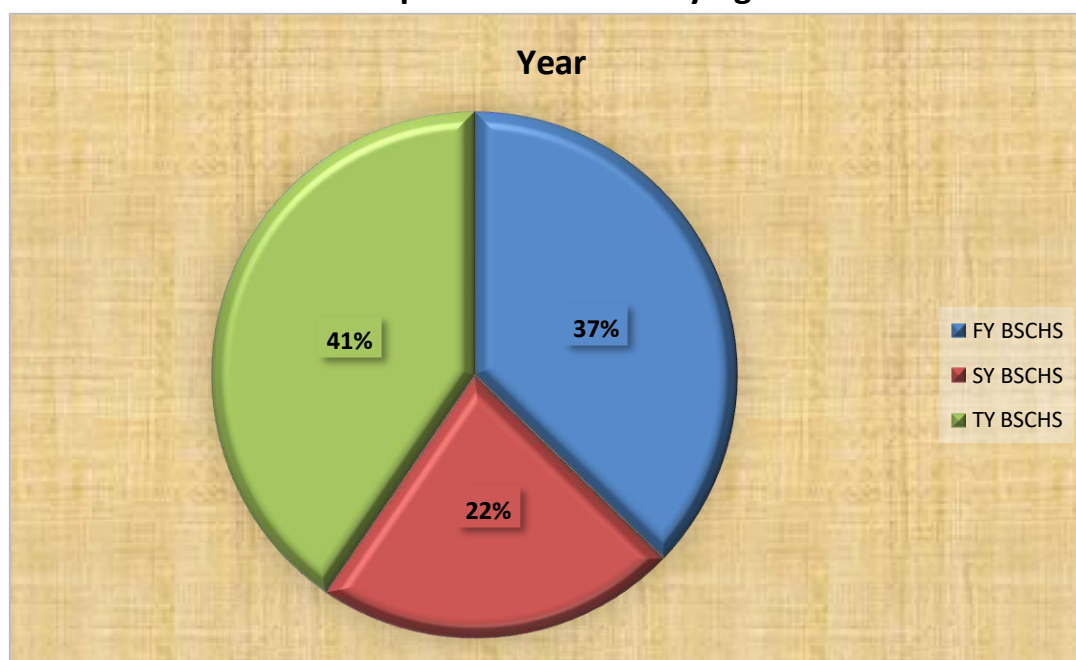
# Report 4

## Feedback from the Students Studying the B.Sc Hospitality Studies Course

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In addition to the feedback collected from teachers, parents, and stakeholders, students' feedback has also been gathered with a focus on their opinions regarding the teaching process, teaching staff, infrastructure, learning experience, and the mode of education. The purpose of collecting this feedback is to understand the students' perspectives on the actual teaching process. The analysis also takes into account the students' academic year to provide a more detailed profile.

**Graph 4.1 Year of studying**



**Interpretation:** The pie chart titled "Year" shows the distribution of students across different years of the B.Sc. (Hospitality Studies) program (FY BSCHS, SY BSCHS, TY BSCHS). The chart provides a visual representation of the proportion of students in each year of study.

**1. First Year (FY BSCHS):**

- **37%** of the students are in their first year. This indicates that more than one-third of the student population is in the early stages of their academic journey. The presence of a significant number of first-year students suggests a healthy intake and interest in the program.

**2. Second Year (SY BSCHS):**

- **22%** of the students are in their second year. This is the smallest group among the three years, suggesting a potential drop-off from the first to the second



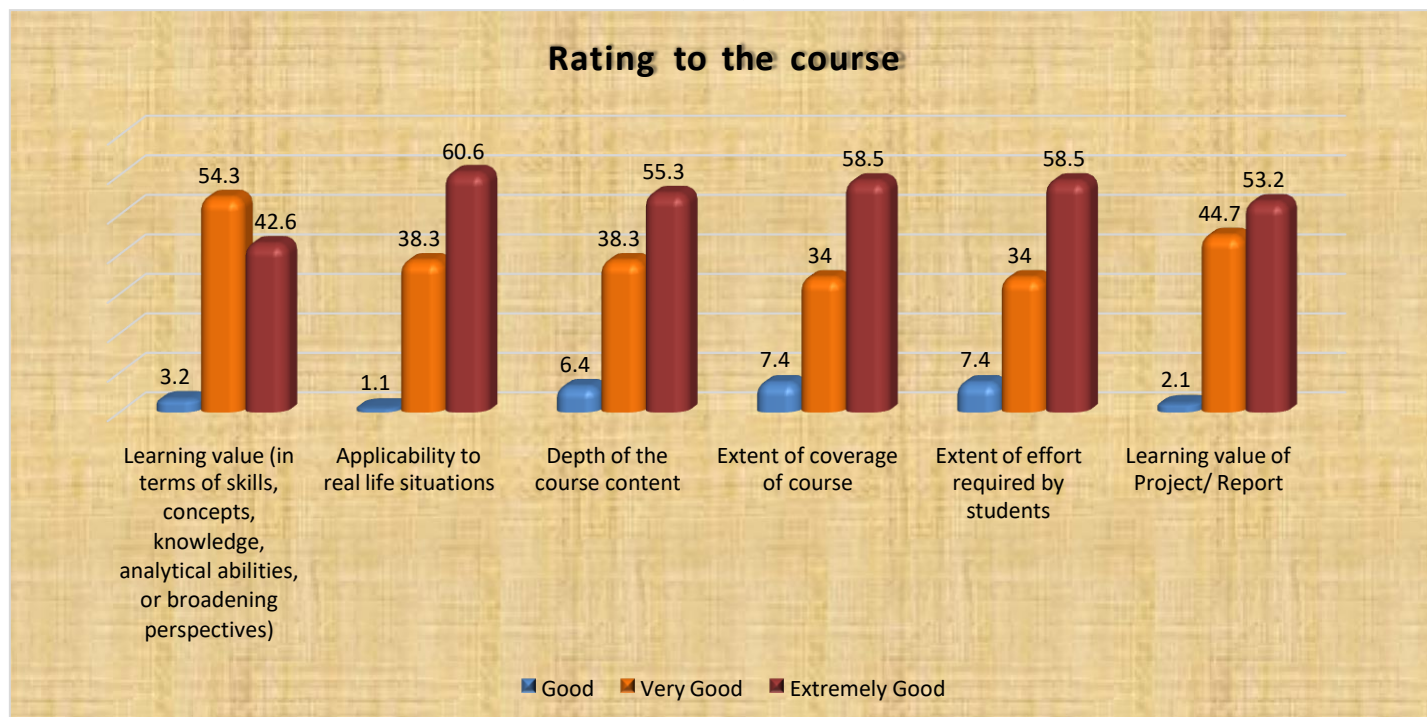
year. This could be due to various factors such as students transferring, taking a gap year, or other academic transitions.

### **3. Third Year (TY BSCHS):**

- **41%** of the students are in their third year, making this the largest group. This suggests that a significant portion of the student body is nearing the completion of their program, which reflects stability and retention within the course.

**Conclusion:** The pie chart shows a balanced distribution with a slight concentration of students in the third year (41%), followed by the first year (37%), and then the second year (22%). The higher percentage in the third year could indicate effective retention strategies, while the lower percentage in the second year might suggest areas where further support or engagement could be beneficial to maintain student progression through the program.

Graph 4.2 Rating given to the course



### Interpretation:

#### 1. Overall Satisfaction Levels:

- The graph likely categorizes ratings into levels such as "Excellent," "Very Good," "Good," "Fair," and possibly "Poor." The distribution of these ratings will indicate the overall satisfaction of students with the course.

#### 2. High Ratings (Excellent/Very Good):

- If the majority of students have given the course a rating of "Excellent" or "Very Good," this would indicate a high level of satisfaction with the course content, structure, delivery, and outcomes. It

suggests that students find the course to be engaging, relevant, and beneficial for their academic and career goals.

### **3. Moderate Ratings (Good/Fair):**

- If a significant portion of students rated the course as "Good" or "Fair," it suggests that while the course meets basic expectations, there may be areas for improvement. Students might appreciate certain aspects of the course but feel that others could be enhanced, such as the depth of the material, the pace of teaching, or the availability of resources.

### **4. Low Ratings (Poor):**

- Any low ratings would highlight areas where students feel the course falls short. Common issues leading to lower ratings might include outdated material, lack of engagement, insufficient practical application, or poor alignment with career objectives. These areas would need to be addressed to improve overall student satisfaction.

### **5. Key Areas of Strength:**

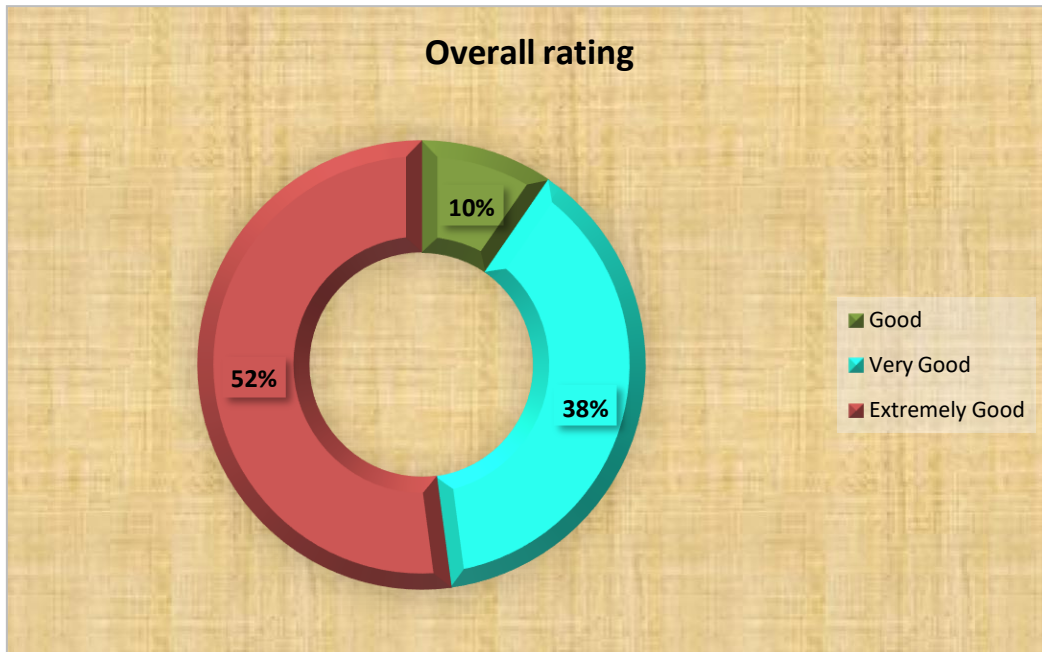
- Depending on the distribution of ratings, the graph might indicate specific strengths of the course, such as high-quality teaching, relevant and up-to-date content, strong student support, and effective assessment methods.

### **6. Opportunities for Improvement:**

- Lower ratings, or a significant portion of "Good" or "Fair" ratings, might suggest areas where the course could be refined. This could involve updating the curriculum, introducing more interactive or practical elements, enhancing faculty engagement, or improving resources and support services.

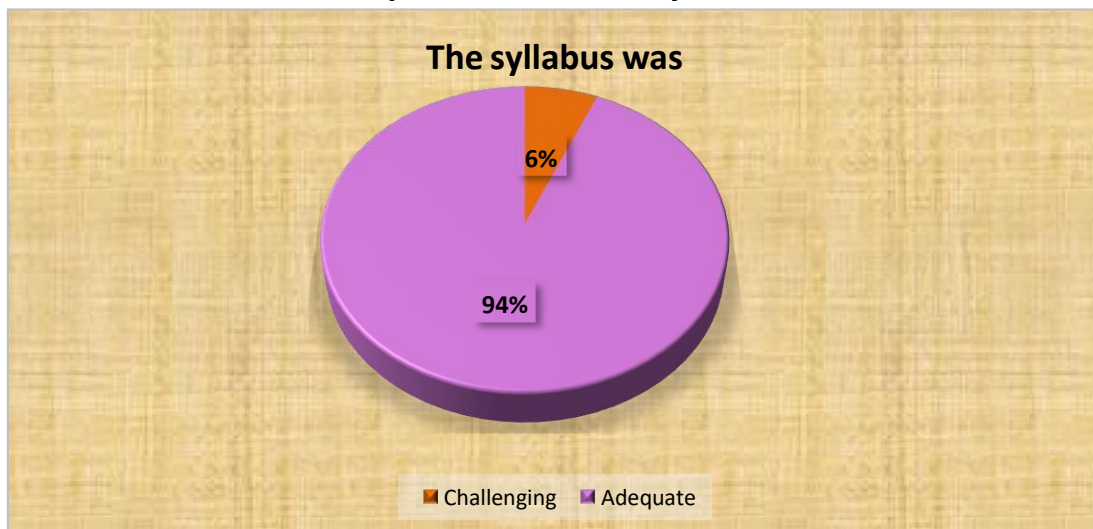
**Conclusion:** The graph on the rating given to the course provides a snapshot of student satisfaction and can help identify both the strengths of the course and areas where it could be improved. High ratings would reflect well on the course's ability to meet student expectations and educational goals, while any lower ratings would highlight opportunities for further development to enhance the overall learning experience. By addressing the feedback reflected in this graph, the institute can ensure that the course continues to meet the needs of its students and remains competitive in the educational market.

**Graph 4.3 Overall rating**



The overall rating indicates a high level of satisfaction, with the majority of respondents rating the course as "Extremely Good" or "Very Good." The small percentage of "Good" ratings suggests that while the course is generally well-received, there are some areas where a few participants feel improvements could be made to enhance the overall quality. This feedback is valuable for identifying strengths to maintain and areas to refine.

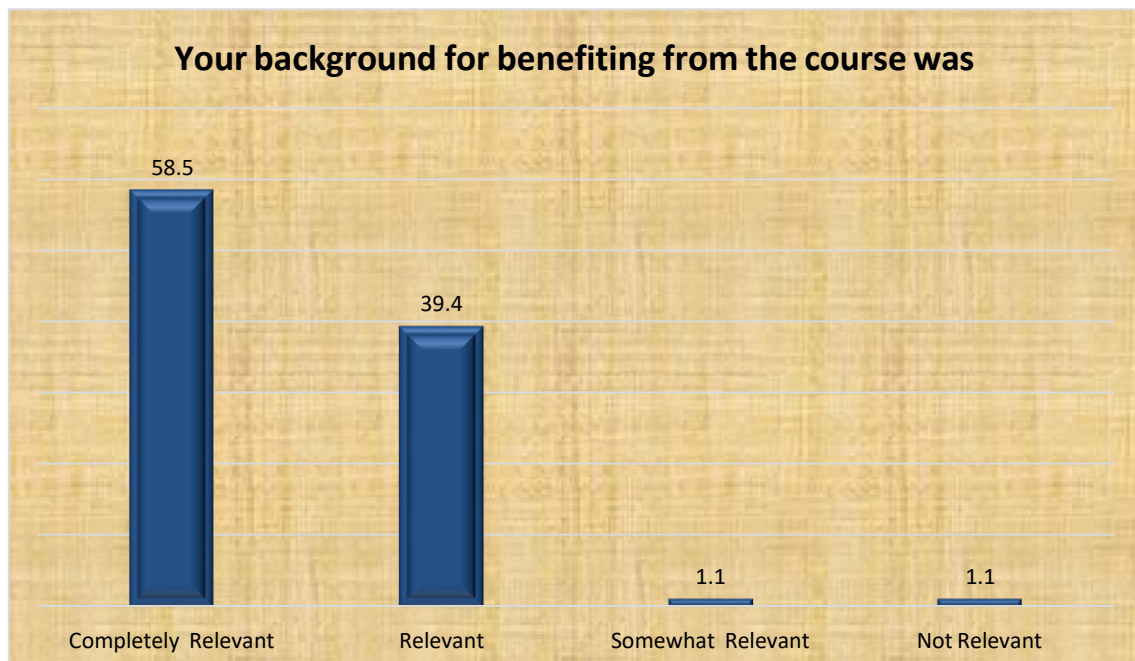
**Graph 4.4 About the syllabus**



1. **Adequate (94%):** The overwhelming majority, **94%**, of respondents found the syllabus to be "Adequate." This suggests that most participants felt the syllabus was well-suited to their needs, providing the necessary content and structure to meet the course objectives without being overly difficult or demanding.
2. **Challenging (6%):** A small percentage, **6%**, of respondents described the syllabus as "Challenging." This indicates that a minority found the syllabus to be more difficult, perhaps requiring extra effort or presenting more complex material than they anticipated.

**Conclusion:** The chart shows that the vast majority of respondents view the syllabus as adequate, meaning it is appropriately designed to meet the educational requirements of the course. The small percentage finding it challenging suggests that while the syllabus is generally accessible, there may be some components that could be perceived as more demanding by a few students. This feedback could be useful for considering whether any adjustments are needed to ensure that the syllabus remains balanced while still providing sufficient challenge to engage all students.

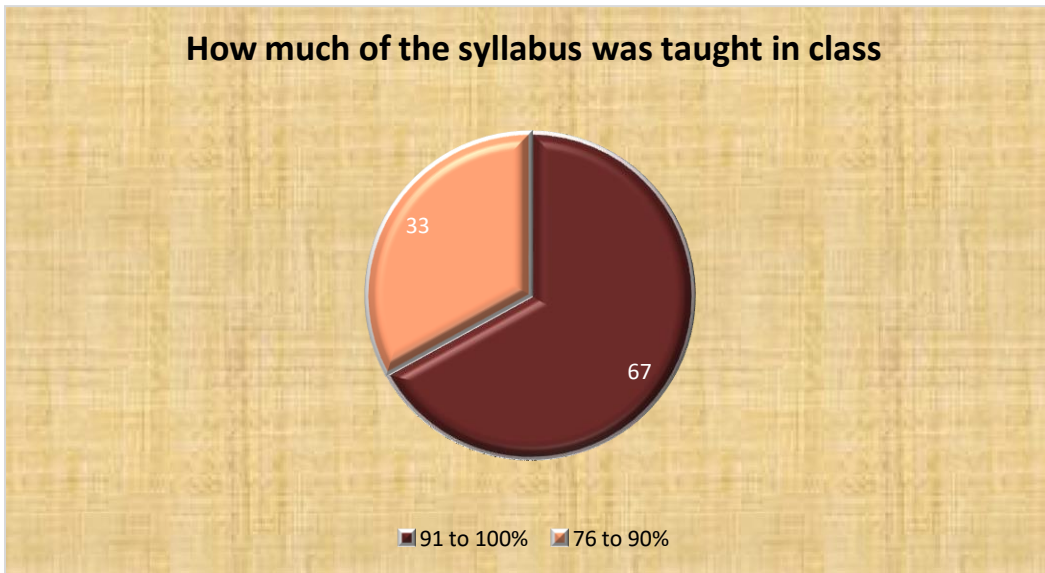
**Graph 4.5 Benefits of the course**



**Interpretation:** As per the graph below for majority of the students the background for benefiting from the course is relevant. The proportion is as high as 90%.



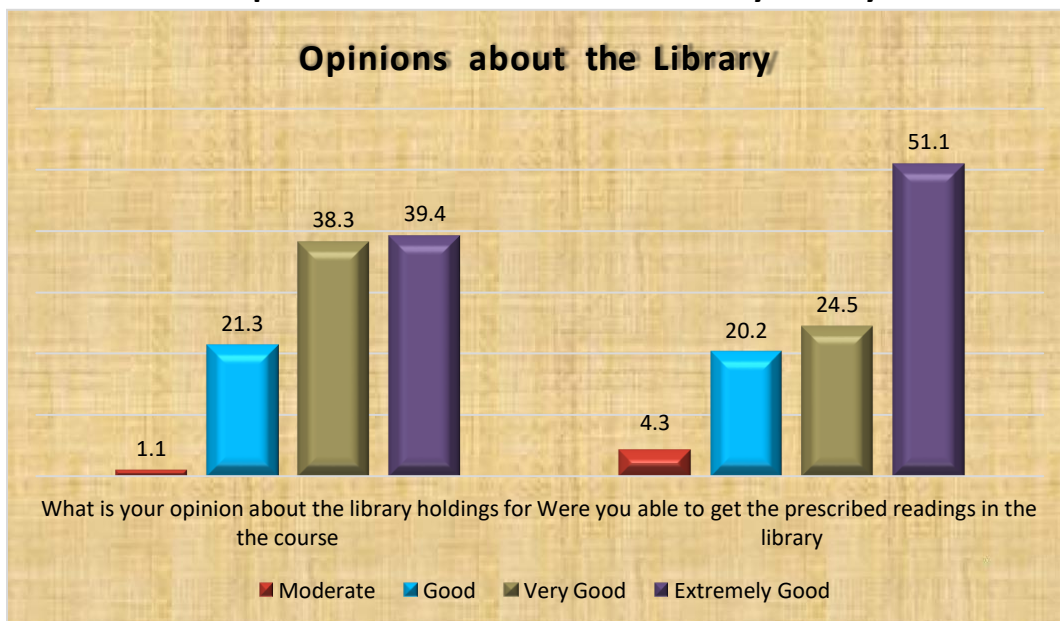
**Graph 4.6 syllabus was taught in class**



When the students were asked about the syllabus taught and covered in the class, more than half of the students have reported that 91-100% syllabus is covered during the academic year. As per 33 % students up to 90% portion is covered.

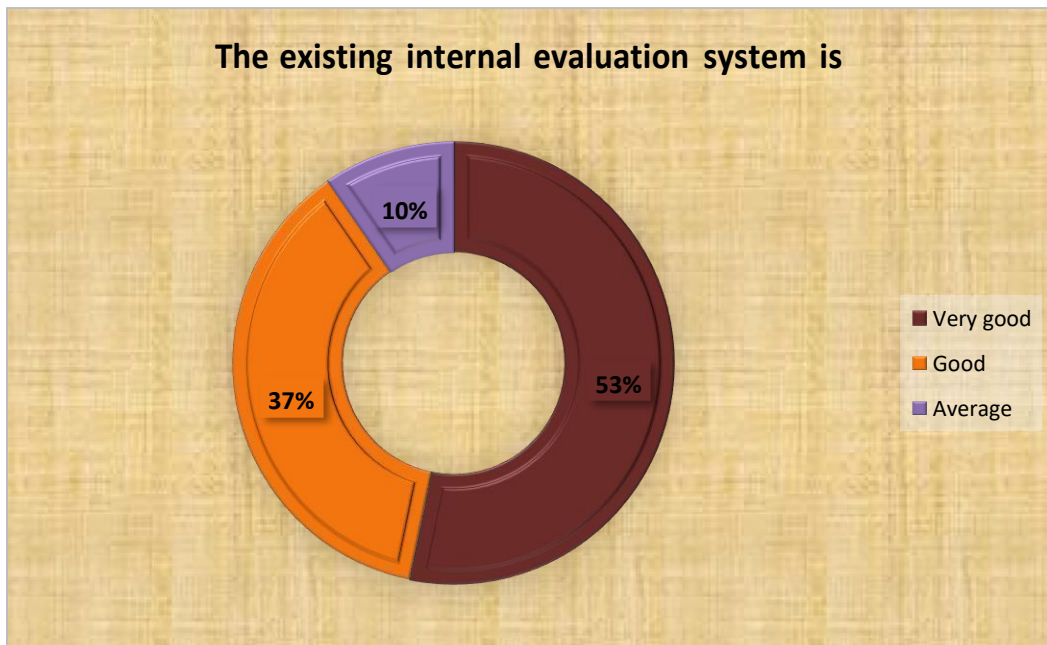
Apart from the course content opinions and views about other facilities provided by the institute, such as library, other infrastructural facilities are also obtained from the students.

**Graph 4.7 Feedback about the library facility**



Interpretation: The majority of respondents had a positive opinion of the library holdings, with 39.4% rating them as "Extremely Good" and 38.3% rating them as "Very Good." More than half of the respondents (51.1%) were extremely satisfied with their ability to get prescribed readings from the library. Only a small percentage of respondents (1.1% and 4.3%) had moderate ratings for either the library holdings or the ability to access the prescribed readings. This indicates a generally positive opinion of the library's resources and its ability to provide course-required readings.

**Graph 4.8 About existing internal evaluation system**



**Interpretation:** A majority of respondents (53%) have a highly favorable view of the internal evaluation system, considering it "Very Good." 37% of respondents find it to be "Good," indicating overall satisfaction with the system. Only 10% of respondents rated it as "Average," suggesting that a small portion of the group feels the system could be improved. In summary, the existing internal evaluation system is generally perceived positively, with most respondents considering it good or very good. Only a minority believe it to be just average.



**Graph 4.9 Total weightage of a course**

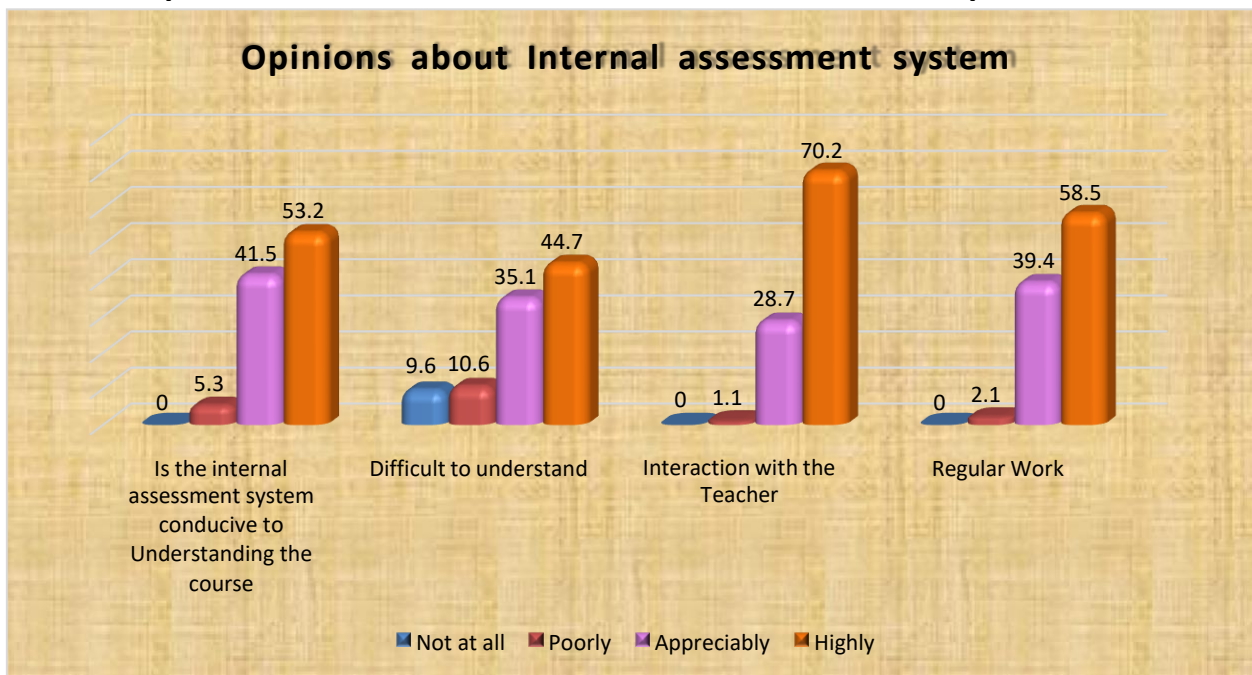
<b>In your opinion, how much of the total weightage of a course should the internal assessment account for</b>		
	<b>Frequency</b>	<b>Percent</b>
100 %	48	51.1
75 %	44	46.8
50 %	2	2.1
<b>Total</b>	<b>94</b>	<b>100.0</b>

1. **Majority Preference for Internal Assessments:** More than half of the respondents (51.1%) prefer that the internal assessment should account for **100%** of the total course weightage. This suggests that a significant portion of the population trusts internal assessments as a comprehensive measure of a student’s performance. It may indicate a belief that internal assessments (such as assignments, projects, and continuous evaluations) provide a better and fairer reflection of student learning than final exams or other external evaluations.
2. **Support for 75% Weightage:** A close 46.8% of respondents favor internal assessment contributing **75%** to the course weightage. This group acknowledges the importance of internal assessments but may still see value in having some external or final examination component, accounting for the remaining 25% of the weightage.
3. **Low Support for 50% Weightage:** Only **2.1%** of respondents think that internal assessments should make up **50%** of the total course evaluation. This suggests that very few people feel that internal assessments should be balanced equally with other forms of evaluation, such as exams or external assessments. This group possibly believes in a more traditional model, where external exams or other assessments should play a larger role.

The overwhelming majority of respondents (almost 98%) believe that internal assessments should make up **at least 75%** of the course evaluation. This trend suggests a shift in educational preferences towards continuous and internal assessments, which are often seen as more reflective of a student's overall engagement, understanding, and performance throughout the course, rather than relying heavily on high-stakes exams or external evaluations.

The data reveals a clear preference for internal assessment-driven course structures, with very little support for a balanced 50-50 split between internal and external assessments.

**Graph 4.10 Feedback about overall internal assessment parameters**



**Interpretation:** The chart presents survey data on opinions about various aspects of the internal assessment system. There are four questions asked, and respondents have rated their experiences across four categories: **Not at all**, **Poorly**, **Appreciably**, and **Highly**. The majority of respondents (94.7%) feel that the internal assessment system helps them understand the course to a significant degree, with most finding it "Highly"

effective. There's a noticeable portion of respondents (79.8%) who consider the internal assessment system to be somewhat difficult to understand. Although it doesn't seem impossible to grasp, this indicates that the complexity of the system is a concern for many. Teacher interaction is perceived positively by most respondents, with nearly all (98.9%) stating that they have meaningful or highly effective interaction with their teachers during the internal assessment process. A strong majority (97.9%) believe that the internal assessment system encourages them to work regularly, indicating that the system is effective in ensuring consistent engagement with coursework.

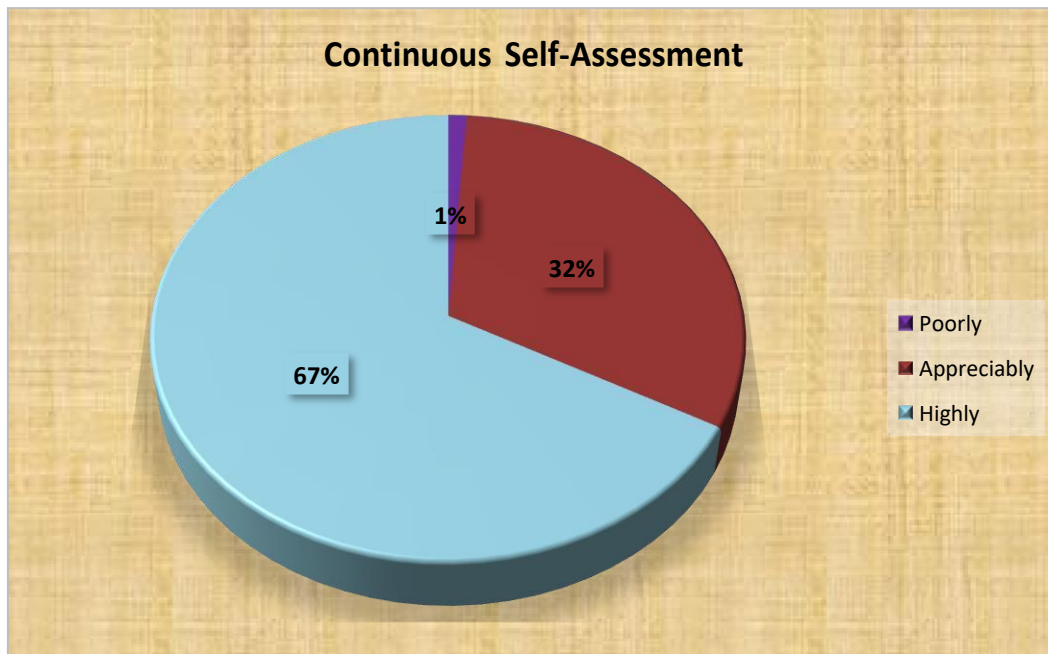
**Positive Feedback on Understanding and Interaction:** The internal assessment system is largely seen as conducive to understanding the course, with strong teacher interaction being a key benefit.

**Challenges in System Complexity:** While the system is well-received overall, a significant portion of respondents find it somewhat difficult to understand, which may indicate a need for simplification or better communication of expectations.

**Effective at Promoting Regular Work:** The system is seen as successful in encouraging regular work, which is a positive indicator of its role in maintaining academic discipline and continuous learning.

In summary, while the internal assessment system is praised for its effectiveness in aiding understanding, teacher interaction, and promoting regular work, there is room for improvement in simplifying its structure to make it easier to understand for all students.

**Graph 4.11 Continuous Self-Assessment**



**Interpretation:**

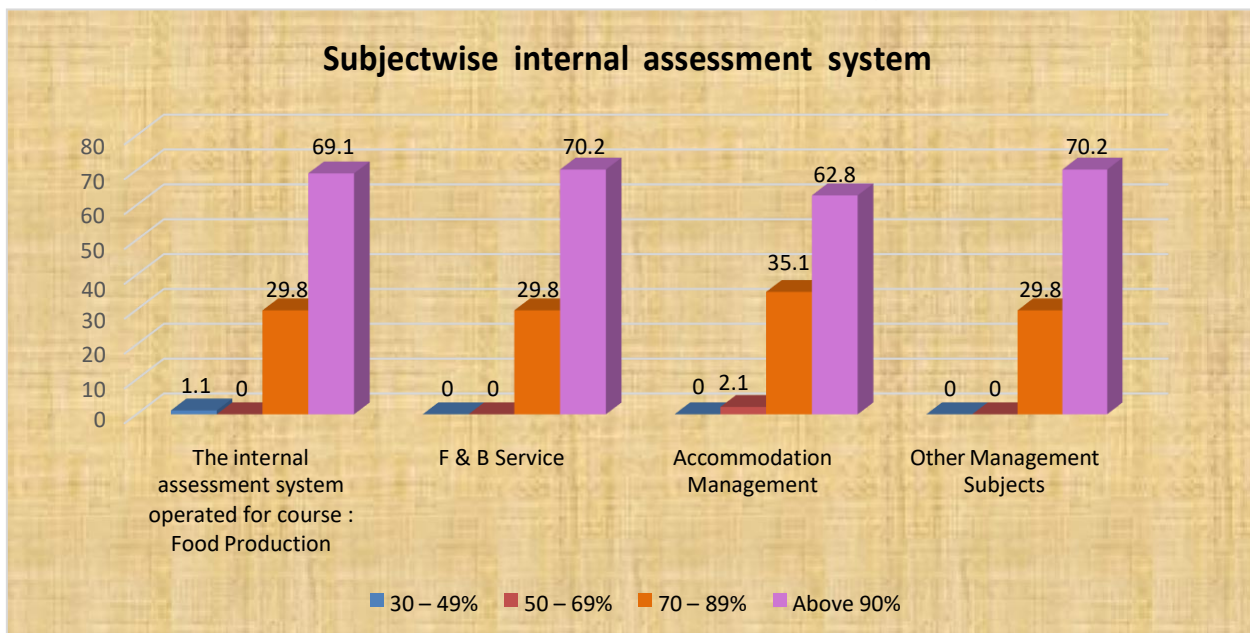
The pie chart you've provided shows survey results about **Continuous Self-Assessment** and the respondents' ratings of it across three categories: **Poorly**, **Appreciably**, and **Highly**.

- **Highly:** 67% of respondents rated the continuous self-assessment process as highly effective.
  - **Appreciably:** 32% of respondents found it appreciably effective.
  - **Poorly:** 1% of respondents rated the continuous self-assessment system as poor.
1. **Strong Positive Reception:** A significant majority (67%) believe that continuous self-assessment is highly beneficial, indicating that most participants find this approach to be effective in self-evaluation and learning.
  2. **Moderate Effectiveness:** 32% of respondents find it appreciably effective. While this group may not see it as entirely perfect, they still regard it as useful and valuable.

3. **Minimal Negative Feedback:** Only 1% of the respondents feel that the self-assessment system is poor. This low percentage suggests that dissatisfaction with the self-assessment process is minimal.

The results show a high level of satisfaction with continuous self-assessment, with 99% of respondents viewing it as at least appreciably effective. This indicates that the majority of the participants find value in being involved in their own evaluation process, which could foster better self-awareness and improvement in learning. The extremely small percentage (1%) rating it as poor suggests that there is little need for concern regarding the overall effectiveness of this method.

**Graph 4.12 The internal assessment system**



The bar chart shows opinions on the internal assessment system across four different subject areas: **Food Production**, **Food & Beverage (F&B) Service**, **Accommodation Management**, and **Other Management Subjects**. The responses are categorized into four percentage ranges: **30–49%**, **50–69%**, **70–89%**, and **Above 90%**.

The internal assessment system for Food Production is seen as highly effective by the majority of respondents, with 69.1% rating it above 90% and nearly all others in the 70–89% range. The F&B Service assessment system is viewed extremely



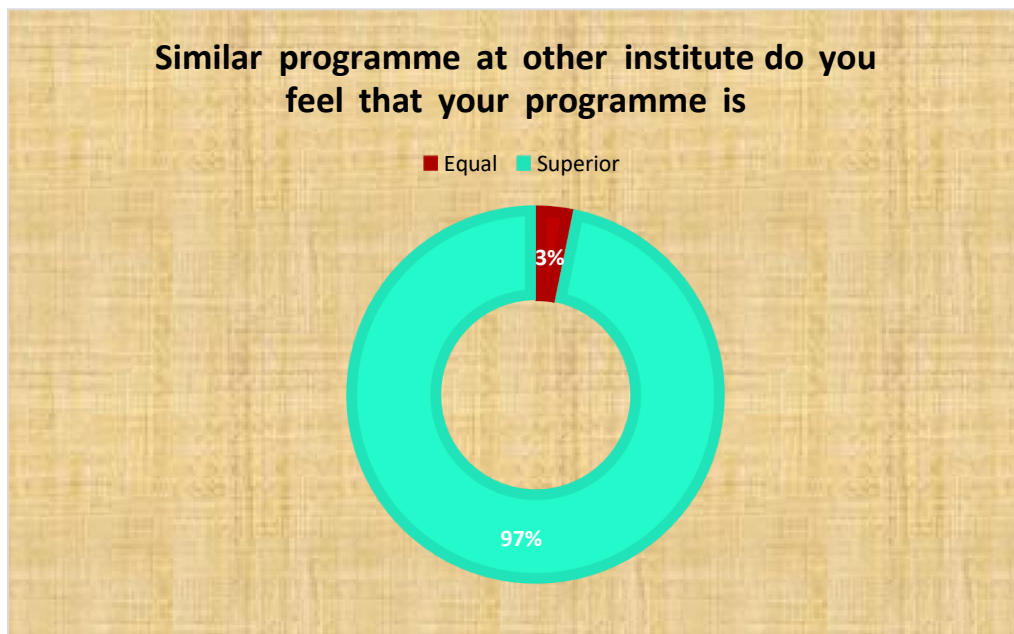
positively, with 70.2% rating it as above 90%, and the rest in the 70–89% range. There are no ratings below 70%, showing high satisfaction. Most respondents view the internal assessment system for Accommodation Management as highly effective, though it has slightly more respondents in the 70–89% range compared to the other subjects. Still, 62.8% rate it above 90%, indicating strong satisfaction.

The internal assessment system for Other Management Subjects is highly rated, with the majority (70.2%) rating it above 90%. The remaining 29.8% rated it between 70–89%, and there are no ratings below 70%.

- Across all subject areas, the internal assessment systems are highly rated, with most respondents rating them in the **above 90%** range.
- A small minority in Food Production and Accommodation Management rated the system between 50–69%, but this is not a significant concern as the vast majority rate it much higher.
- There are no ratings in the 30–49% range, indicating overall positive feedback.

In conclusion, respondents generally feel that the internal assessment systems in these subject areas are operating at high levels of effectiveness, with most rating them above 90%. The systems are perceived as fair and comprehensive across all areas, ensuring students are evaluated well in their respective courses.

**Graph 4.13 Similar programme at other institute**

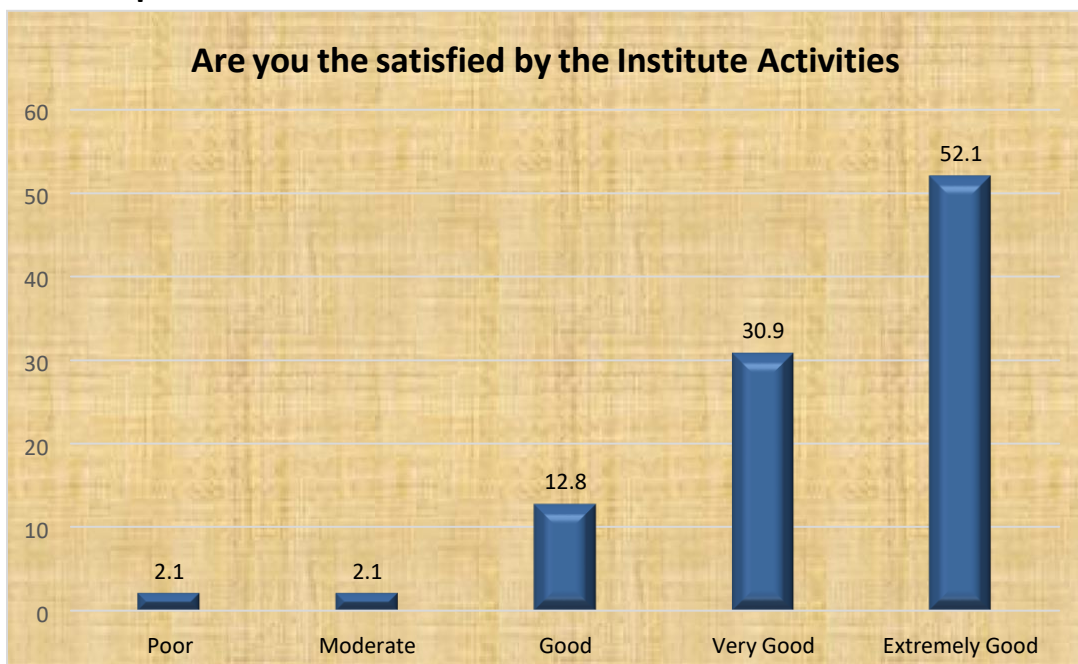


**Interpretation:** The chart displays opinions on how respondents perceive their own program in comparison to similar programs at other institutions. The responses are categorized into two options: **Equal** and **Superior**.

- **Superior:** 97% of respondents feel that their program is superior to similar programs at other institutes.
  - **Equal:** 3% of respondents consider their program to be equal to those at other institutes.
1. **Overwhelming Confidence in the Program:** The vast majority (97%) of respondents believe their program is superior to similar ones at other institutions. This suggests a strong level of confidence and satisfaction with their current program, potentially reflecting the quality of teaching, resources, or curriculum offered.
  2. **Minor View on Equality:** Only 3% of respondents feel that their program is on par with other institutions, indicating that very few participants think that their program is just average or comparable to others.

The data clearly shows that students or respondents have a very positive view of their program, with most considering it superior to similar offerings elsewhere. This may reflect well on the program's quality and the institute's efforts to stand out in delivering a unique and effective educational experience.

**Graph 4.14 Level of satisfaction about the Institute Activities**



**Interpretation:**

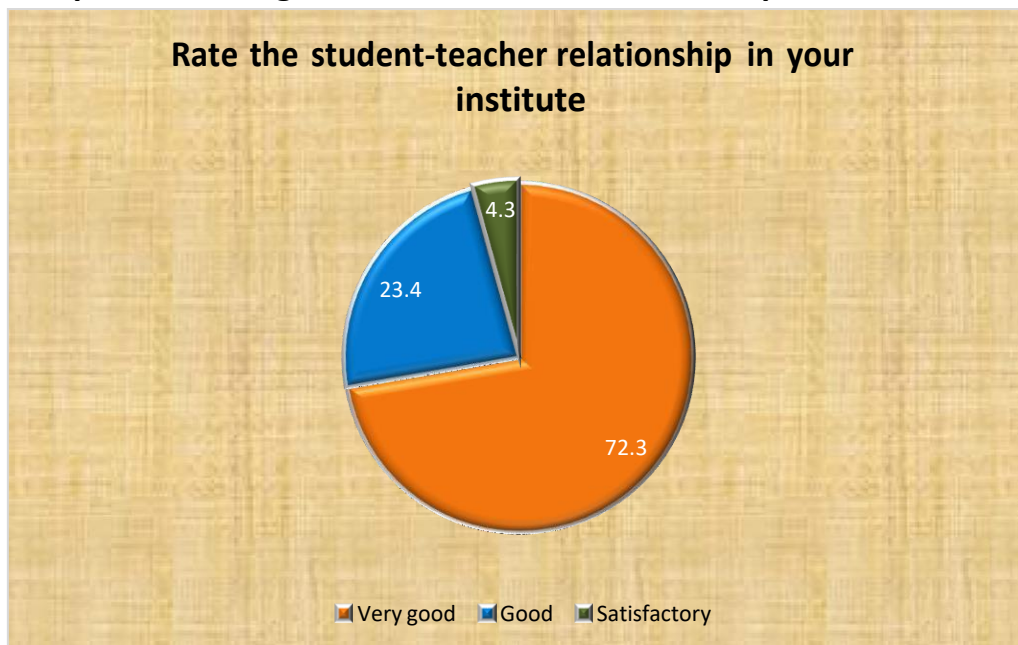
**High Satisfaction Levels:** A significant majority of respondents, 52.1%, rated their satisfaction with institute activities as **Extremely Good**, while another 30.9% rated it as **Very Good**. This shows that over 80% of respondents have a very positive opinion of the activities provided by the institute.

**Moderate and Low Satisfaction:** Only a small fraction of respondents (2.1% each) rated their satisfaction as **Moderate** or **Poor**, indicating that there are very few who are dissatisfied with the institute's activities.

**Room for Improvement:** While the majority are satisfied, 12.8% of respondents feel the activities are simply **Good**. This group may not be entirely dissatisfied but could suggest areas where the institute's activities could be enhanced.

The data suggests that the majority of respondents are highly satisfied with the institute's activities, with over half rating them as **Extremely Good**. However, there is still a small percentage of respondents who feel that there is room for improvement, although dissatisfaction is minimal. The institute can take pride in its activities while possibly exploring ways to further enhance the experience for the minority who gave lower ratings.

**Graph 4.15 Rating to student teacher relationship in the institute**



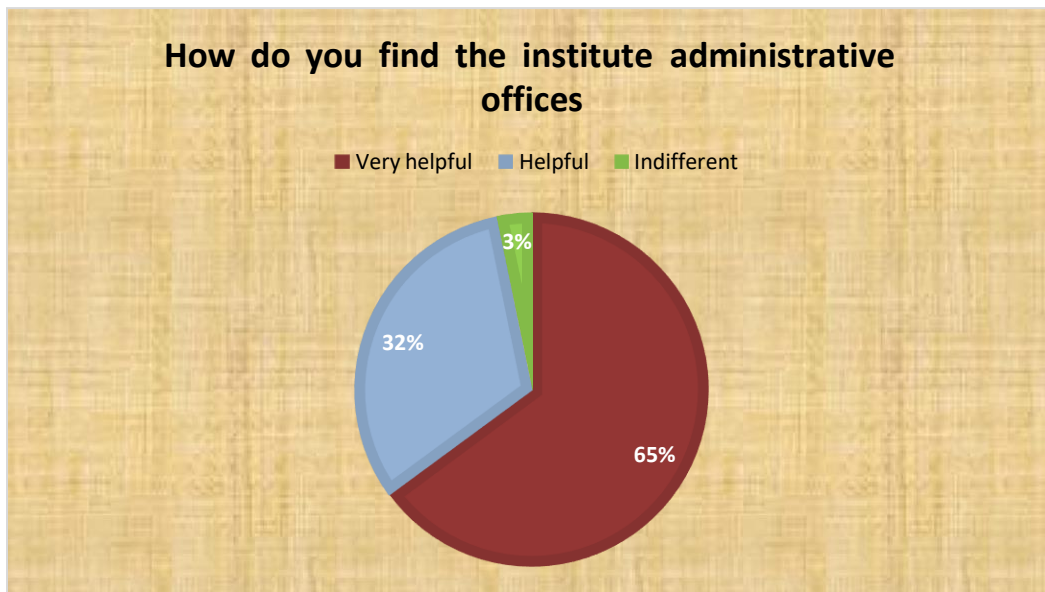


### **Interpretation:**

1. **Highly Positive Student-Teacher Relationships:** The majority of respondents (72.3%) rated the student-teacher relationship as **Very Good**, indicating that students feel a strong and positive connection with their teachers. This high percentage shows a high level of mutual respect and interaction between students and faculty.
2. **Good Relationships:** 23.4% of respondents find the relationship **Good**, meaning that while they may not rate it as exceptional; they still feel positively about their interactions with teachers.
3. **Minor Room for Improvement:** A small 4.3% rated the relationship as **Satisfactory**, suggesting that there is a minority who feel that the relationship between students and teachers could improve further.

The student-teacher relationship at the institute is perceived as very strong by the majority, with nearly three-quarters of respondents giving it the highest rating. The small percentage of respondents who gave lower ratings may suggest areas for continued efforts in fostering even better communication and rapport between students and teachers. Overall, the relationships appear to be a positive aspect of the institute's environment.

**Graph 4.16 Feedback about the institute administrative office**

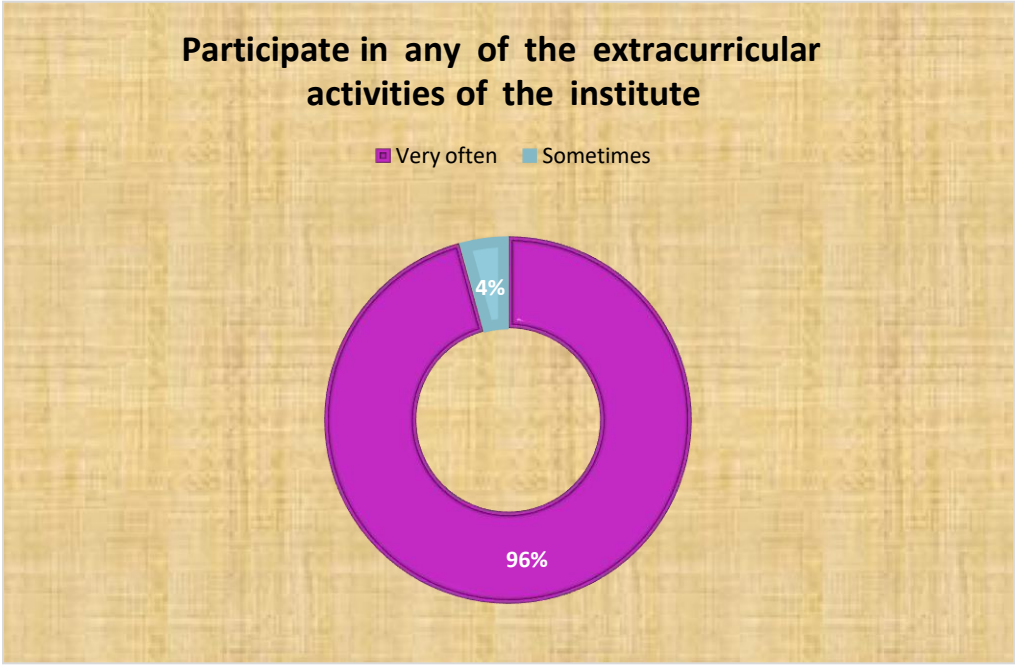


Interpretation:

1. **Strong Satisfaction with Administrative Offices:** The majority of respondents (65%) find the administrative offices to be **Very Helpful**, which indicates that most students are highly satisfied with the support and services provided by the administrative staff. This likely reflects a well-functioning administrative system that meets students' needs efficiently.
2. **Helpful but Not Exceptional:** 32% of respondents consider the administrative offices to be **Helpful**. While they may not have had outstanding experiences, this group still finds the administrative staff to be generally supportive and useful.
3. **Minor Indifference:** Only 3% of respondents feel **Indifferent**, indicating that a very small portion of students feel neutral or have no particular opinion about the helpfulness of the administrative offices. This may point to rare cases where students did not interact with the staff as much or didn't feel strongly one way or another.

The majority of students have a positive perception of the institute's administrative offices, with nearly two-thirds rating them as very helpful and another third finding them helpful. The low percentage of indifference (3%) suggests that the administrative services are generally well-received and contribute positively to the student experience.

**Graph 4.17 Participation in the extracurricular activities of the institute**



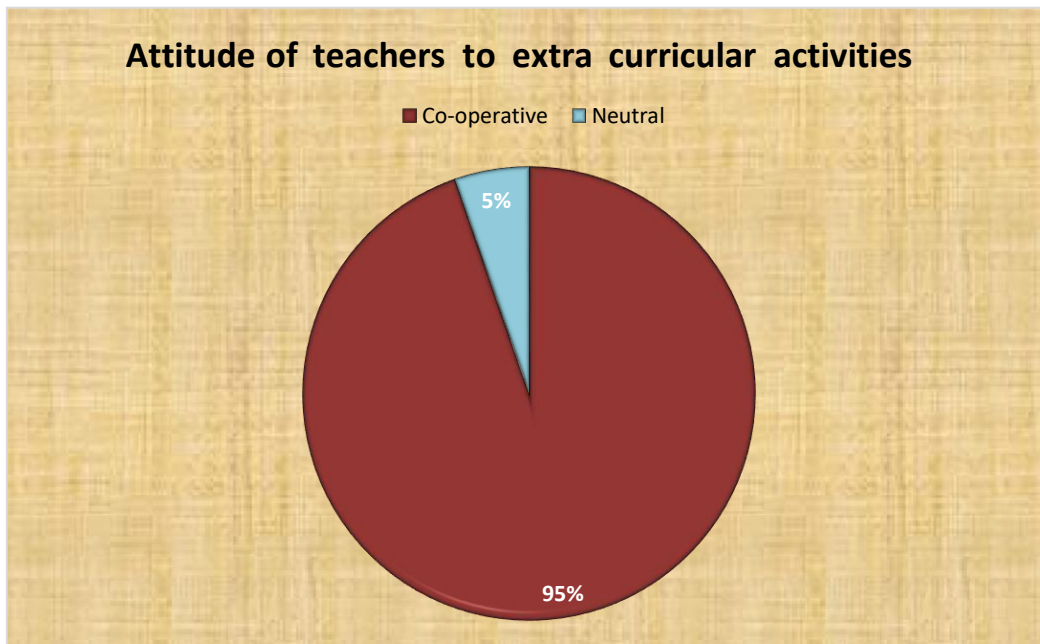
**Interpretation:**

**High Level of Participation:** A significant majority (96%) of respondents participate **Very Often** in the extracurricular activities offered by the institute. This indicates that extracurricular activities are highly popular and well-integrated into student life at the institute.

**Occasional Participation:** A small 4% of respondents engage in these activities only **Sometimes**, suggesting that there may be a few students who either have limited interest, time, or availability to engage fully in the extracurricular offerings.

The vast majority of students are highly engaged in extracurricular activities at the institute, showing that these activities are likely well-organized, appealing, and beneficial for the student body. With such a high percentage of frequent participants, it reflects positively on the institute's ability to foster a holistic educational environment that encourages active participation beyond academics.

**Graph 4.18 Attitude of teachers to extra- curricular activities**



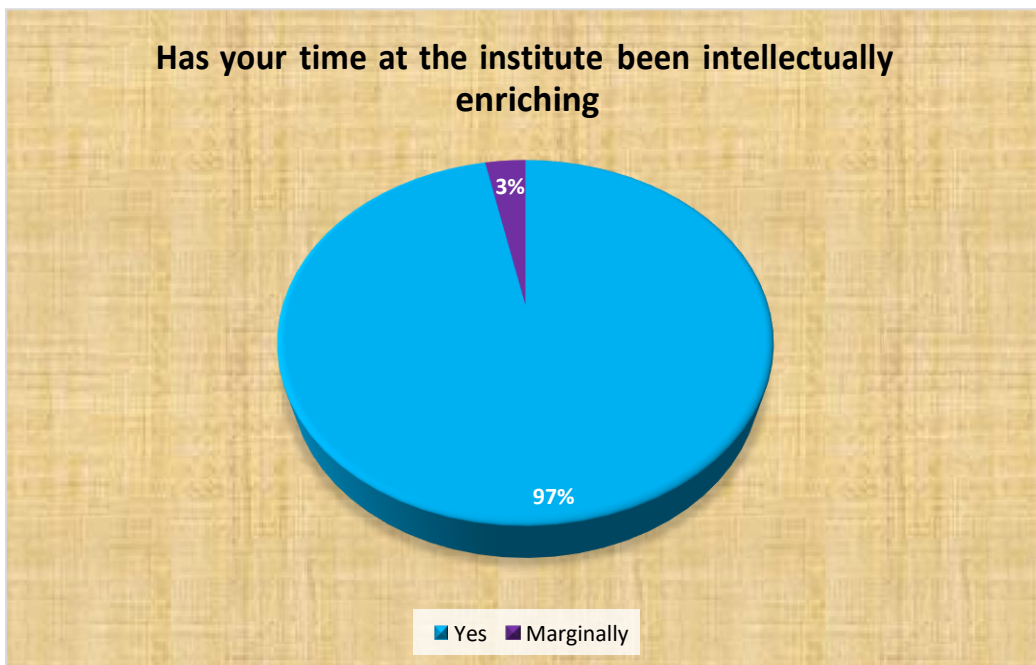
**Interpretation:**

**Overwhelmingly Positive Teacher Support:** The vast majority (95%) of respondents believe that teachers are highly co-operative in supporting extracurricular activities. This suggests that teachers play an active role in encouraging and facilitating student participation in activities beyond the classroom.

**Minor Neutrality:** Only 5% of respondents rated teachers as **Neutral** toward extracurricular activities, indicating that a very small portion of students feel teachers are indifferent. This could reflect teachers who are focused more on academics but aren't opposed to extracurricular activities.

The data reflects a highly positive attitude among teachers toward extracurricular activities, with 95% of students feeling supported. This suggests that teachers not only focus on academics but also encourage a well-rounded student experience by supporting non-academic pursuits. The minimal neutrality (5%) further reinforces the strong culture of support for extracurricular activities in the institute.

**Graph 4.19 Quality of the time in the institute**



**Interpretation:**

1. **Strong Intellectual Enrichment:** The overwhelming majority of respondents (97%) report that their experience at the institute has been intellectually enriching. This indicates that most students feel that their time at the institute has greatly contributed to their intellectual growth and development.
2. **Minimal Marginal Feedback:** A small 3% of respondents feel that their time has been only **Marginally** enriching. While this is a minor portion, it could suggest that a few students may not have felt fully challenged or engaged during their time at the institute.

The data shows that almost all students (97%) consider their experience at the institute to be intellectually rewarding and enriching. This is a positive indicator of the quality of education and intellectual stimulation provided by the institute, with only a small percentage (3%) expressing that their experience has been marginally enriching. This suggests that the institute is largely successful in fostering intellectual growth.

**Graph 4.20 Feedback about the institute after leaving it**

After leaving the institute how will you talk about it		
	Frequency	Percent
Proudly	94	100.0

**Interpretation:**

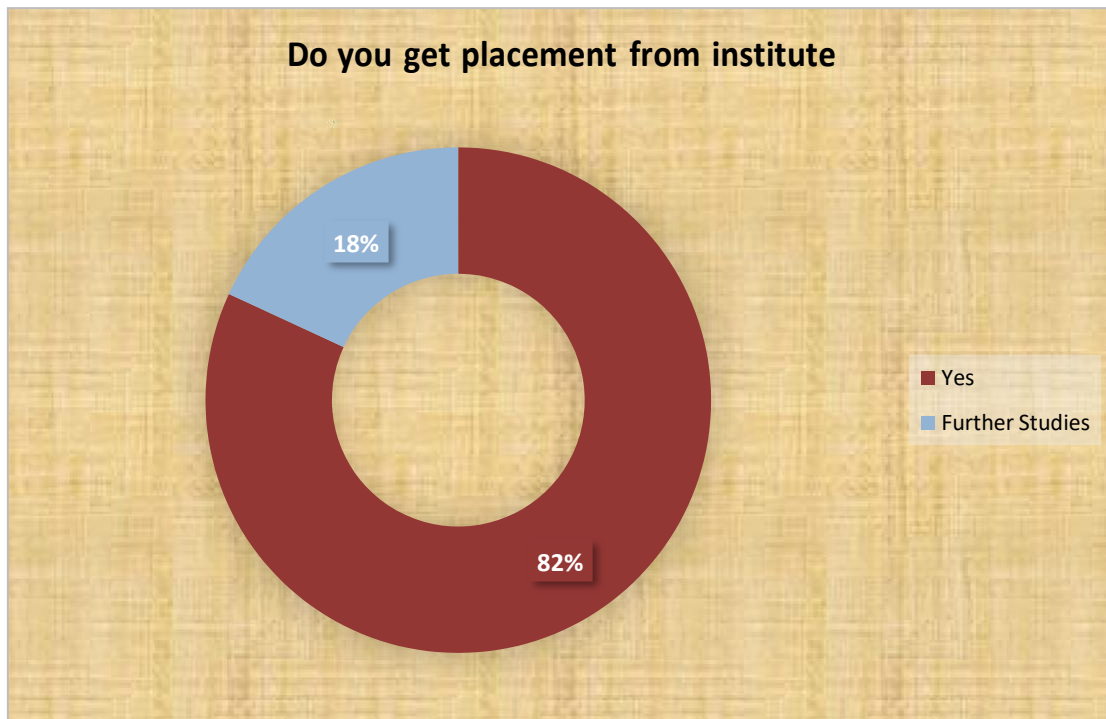
**Unanimous Positive Sentiment:** Every single respondent indicated that they will speak proudly about the institute after leaving, reflecting a strong sense of satisfaction and pride in their experience. This suggests that the institute has left a highly positive impact on the students and their overall journey.

**Exceptional Reputation:** The unanimous response also indicates that the institute has likely maintained high standards in academics, extracurricular activities, and overall student development, leading to strong loyalty and positive advocacy from its students.

The fact that 100% of respondents would speak about the institute proudly showcases a high level of satisfaction and reflects well on the institution's ability to provide a memorable and impactful experience to its students. This positive sentiment could also contribute to the institute's reputation through word of mouth, alumni networks, and future student recruitment.



**Graph 4.21 Getting placement from the institute**



**Interpretation:**

The donut chart reflects the responses to whether students get **placements** from the institute or pursue **further studies** after leaving.

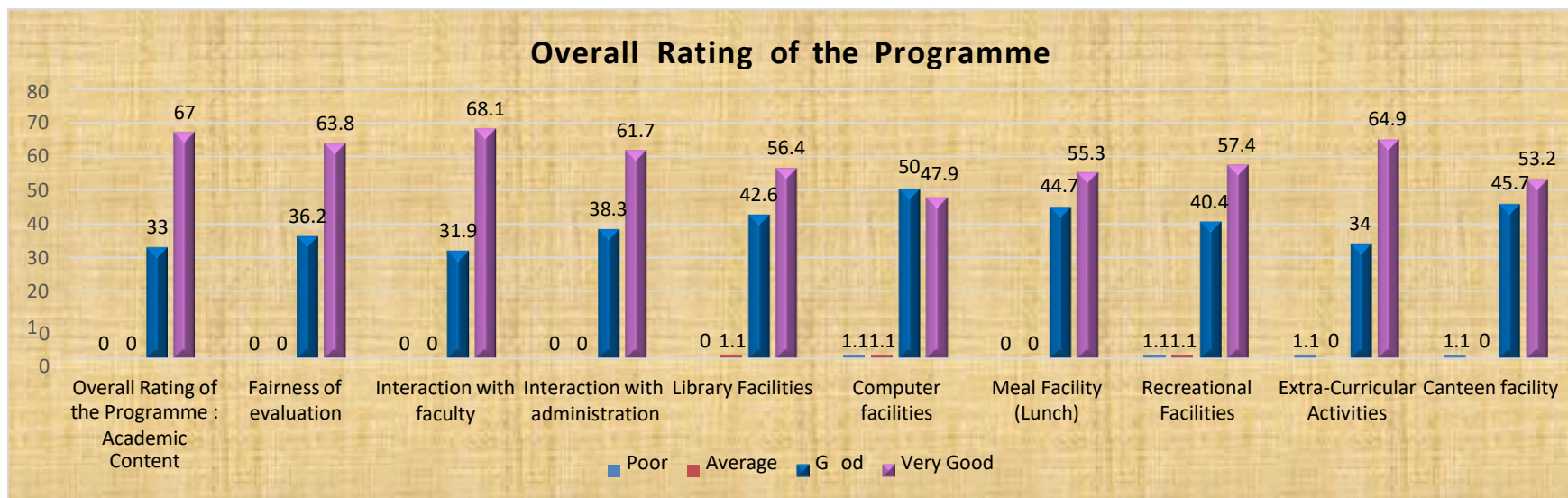
- **Yes (Placements):** 82% of respondents indicated that they get placements from the institute.
- **Further Studies:** 18% of respondents pursue further studies instead of seeking placements.
  1. **High Placement Rate:** The majority of respondents (82%) are placed directly through the institute, indicating that the institution has a robust placement system and good industry connections, helping a significant portion of students secure jobs after graduation.
  2. **Further Studies:** A smaller but notable 18% of respondents choose to pursue further studies instead of entering the job market immediately. This suggests that a portion of students may be more academically inclined, or

they may be seeking additional qualifications to enhance their career opportunities.

The data shows that the institute has a strong placement program, with a large majority of students being placed successfully. The 18% of students opting for further studies also highlights that the institute may cater well to both professional and academic aspirations. This balance between immediate employment and further education reflects positively on the institute's role in preparing students for both paths.



**Graph 4.22 Overall rating of the programme**



**Interpretation:**

The bar chart presents the **overall ratings of various aspects** of the program at the institute, including academic content, faculty interactions, facilities, and extracurricular activities. The ratings are categorized into **Poor, Average, Good, and Very Good**.

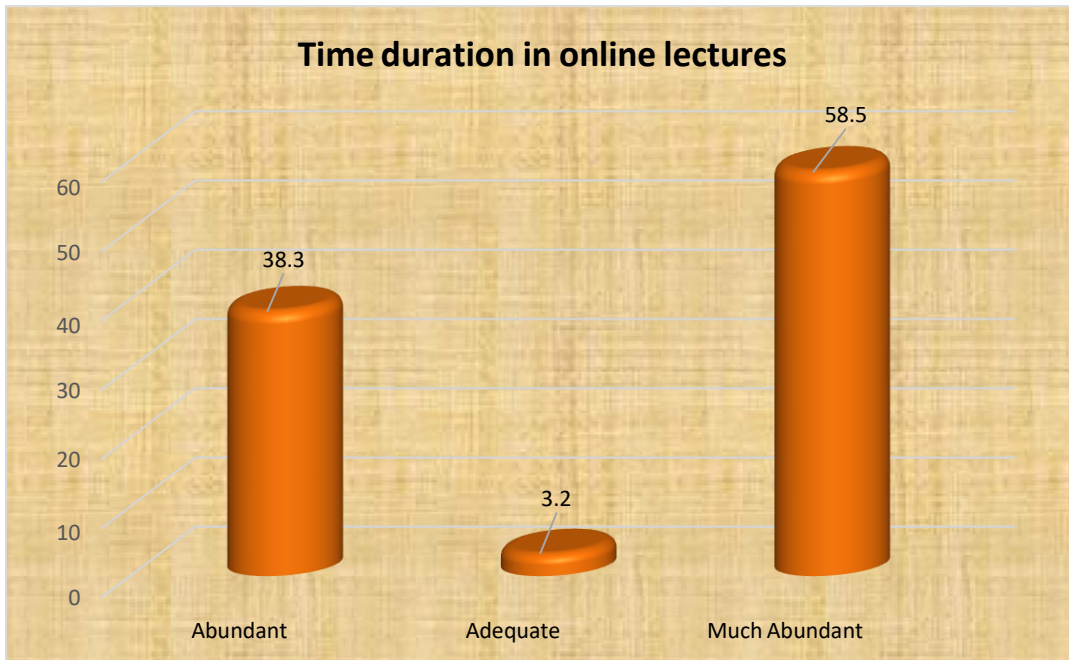
**Positive Ratings:** Most aspects of the program are rated very positively, with the majority of respondents rating them as either **Good or Very Good**.

**Areas with Minor Dissatisfaction:** Computer facilities, recreational facilities, and the library receive small amounts of **Poor or Average** feedback, indicating potential areas for improvement.

**Highly Rated Aspects:** The highest-rated aspects include **academic content, faculty interactions, extra-curricular activities, and fairness of evaluation**, showing that core academic and student engagement areas are strong points of the program.

In conclusion, the overall feedback on the program and its associated facilities and activities is overwhelmingly positive, with only minor areas where improvement may be needed.

**Graph 4.23 Time duration in online lectures**



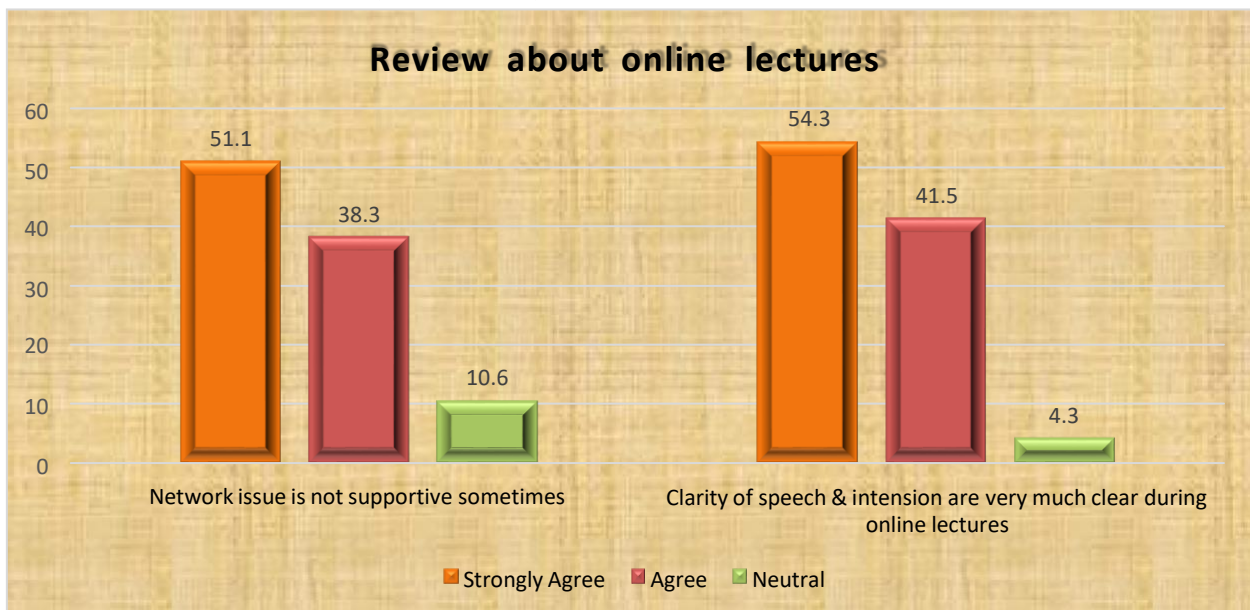
The bar chart reflects responses on the **time duration in online lectures**, categorized into three options: **Adequate**, **Abundant**, and **Much Abundant**.

- **Much Abundant**: 58.5% of respondents believe that the time duration in online lectures is much more than needed (much abundant).
  - **Abundant**: 38.3% of respondents find the time duration abundant but not excessive.
  - **Adequate**: 3.2% of respondents find the time duration to be adequate.
1. **Excessive Time in Online Lectures**: The majority of respondents (58.5%) feel that the time spent in online lectures is **much abundant**, indicating that many students might find the lecture durations too long or more than necessary.
  2. **Sufficient but Excessive for Some**: Another significant portion (38.3%) finds the lecture durations to be **abundant**, implying that while they may feel the time is somewhat long, they don't perceive it as excessive.

3. **Adequate Duration:** A small 3.2% of respondents feel the lecture duration is **adequate**, indicating that very few students believe the current time allocation is just right for their needs.

The data suggests that most students feel that the time spent on online lectures is more than necessary, with a large portion believing it to be either abundant or excessively abundant. The small minority (3.2%) who find the time adequate indicates that the lecture lengths might need reconsideration or adjustments to better meet student preferences for more efficient use of time during online instruction.

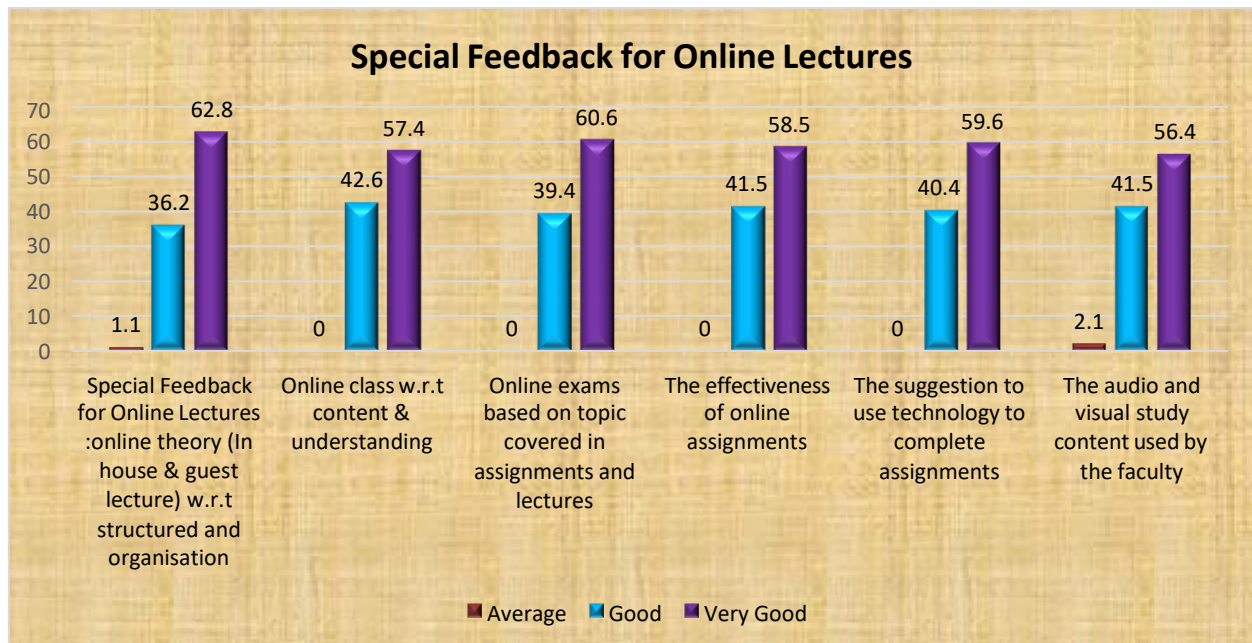
**Graph 4.24 Experience of online lectures**



**Interpretation:** The bar chart presents reviews about two aspects of **online lectures**: network issues and the clarity of speech and intension during the lectures. Respondents rated their agreement with two statements: "Network issue is not supportive sometimes" and "Clarity of speech & intension are very much clear during online lectures." The ratings are categorized into **Strongly Agree**, **Agree**, and **Neutral**.

1. **Network Issues as a Major Concern:** Network problems are a significant issue for more than half of the respondents, indicating that technical difficulties can hinder the online learning experience.
2. **Clear Communication:** Despite these technical challenges, most students feel that the instructors manage to communicate clearly during online lectures. The clarity of speech and intention is rated positively, which helps ensure that the content is understandable. In summary, while network issues are a common frustration, the quality of communication during online lectures is considered good, which mitigates some of the challenges posed by technical difficulties.

**Graph 4.25 Special Feedback for Online Lectures**



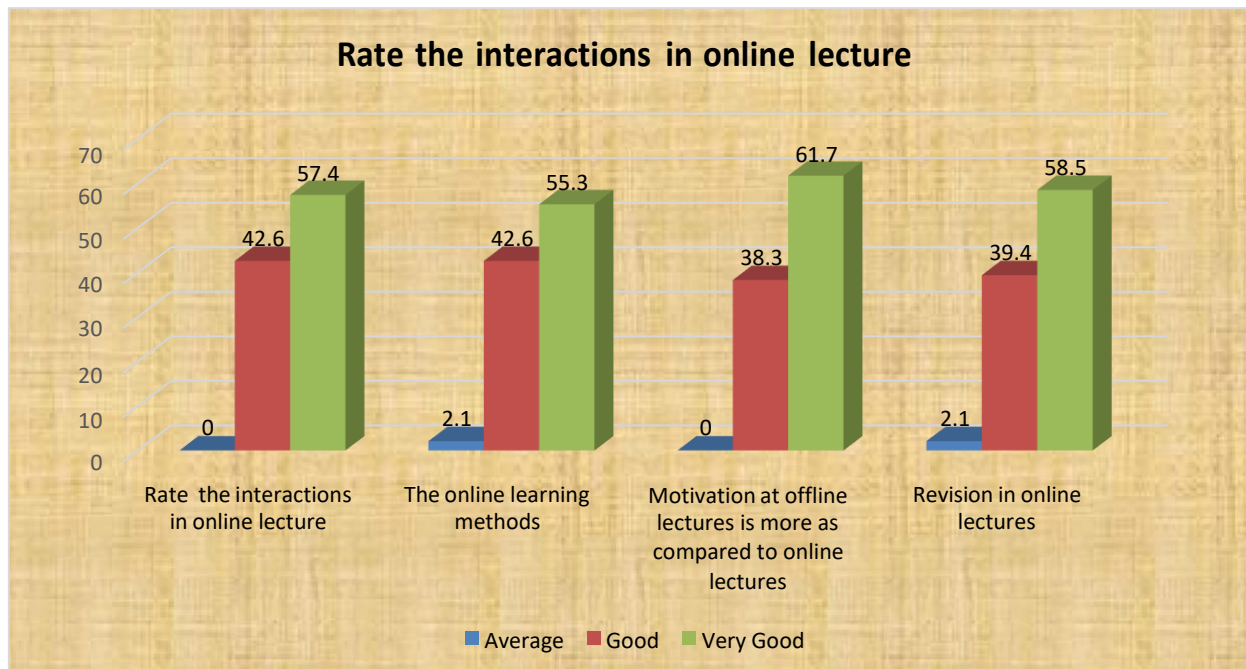
The bar chart provides **special feedback for online lectures**, evaluating various aspects such as the structure, content understanding, online exams, and the use of technology in assignments. The ratings are categorized into **Average**, **Good**, and **Very Good**.



1. **High Satisfaction:** Most aspects of online lectures are rated **Very Good** or **Good**, showing high satisfaction with the program's structure, assignments, exams, and use of technology.
2. **Minor Areas for Improvement:** Only small percentages rated aspects like structure, audio-visual content, or organization as **Average**, indicating minor areas where improvements might be beneficial, although these are not major concerns.

In summary, the feedback on online lectures is overwhelmingly positive, especially regarding structure, content, assignments, and the use of technology. There are minor suggestions for improvement in audio-visual materials and general organization, but overall satisfaction is very high.

**Graph 4.26 Rate the interactions in online lecture**



- **Positive Feedback on Interactions:** The interactions during online lectures are well-received, with strong feedback indicating a high level of engagement and communication during classes.
- **Higher Motivation in Offline Lectures:** Students tend to feel more motivated in offline settings than online, which may suggest that the virtual environment doesn't foster the same level of engagement.
- **Minor Room for Improvement in Online Learning and Revision:** While both online learning methods and revision are rated positively, a small

minority of students feel there is room for improvement, particularly in terms of revision strategies.

In summary, the overall experience in online lectures is rated highly, especially in terms of interactions and engagement. However, students clearly feel more motivated in offline environments, and some aspects of online learning could be improved to further enhance the student experience.

# Report 5

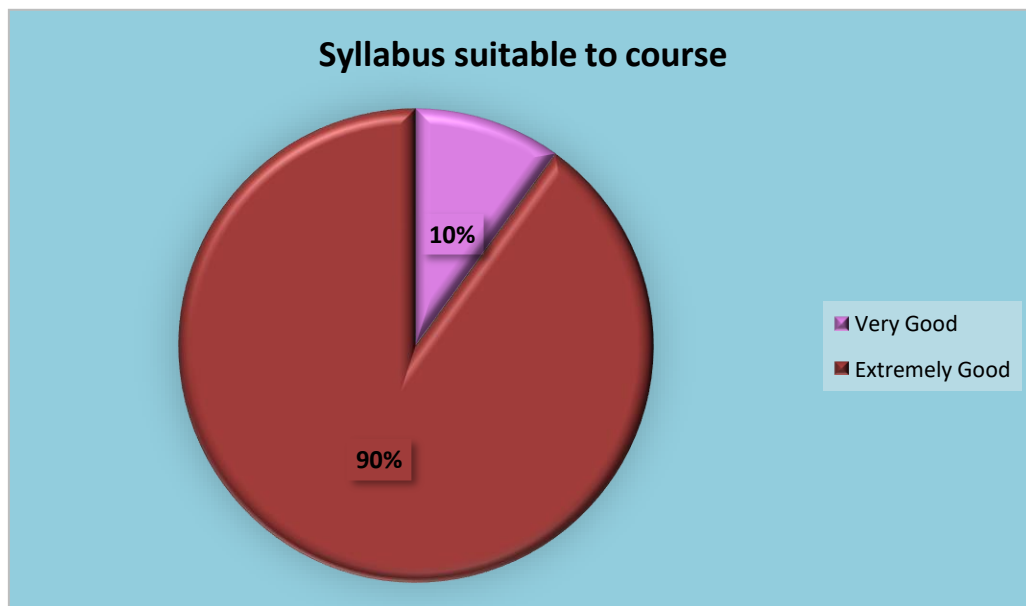
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## Feedback from the Alumni of of the Institute

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In addition to the feedback obtained from current students, feedback from alumni has also been collected, focusing on their opinions regarding the teaching process, teaching staff, infrastructure, learning experience, mode of education, and course outcomes. The purpose of gathering alumni feedback is to gain insights from graduates who are now working in the industry. Their perspectives are particularly valuable as they are applying the knowledge and skills acquired at the institute in real-world scenarios. Understanding their views on program outcomes is essential to assess the effectiveness of the education provided and its relevance to industry demands.

**Graph 5.1 Syllabus suitable to course**



The pie chart titled "Syllabus Suitable to Course" illustrates the feedback on how well the syllabus aligns with the course requirements, as rated by respondents.

**1. Extremely Positive Feedback (90%):**

- The chart shows that 90% of the respondents rated the syllabus as "Extremely Good" in terms of its suitability for the course. This overwhelming majority suggests a high level of satisfaction among respondents regarding the alignment of the syllabus with the course objectives. It indicates that the



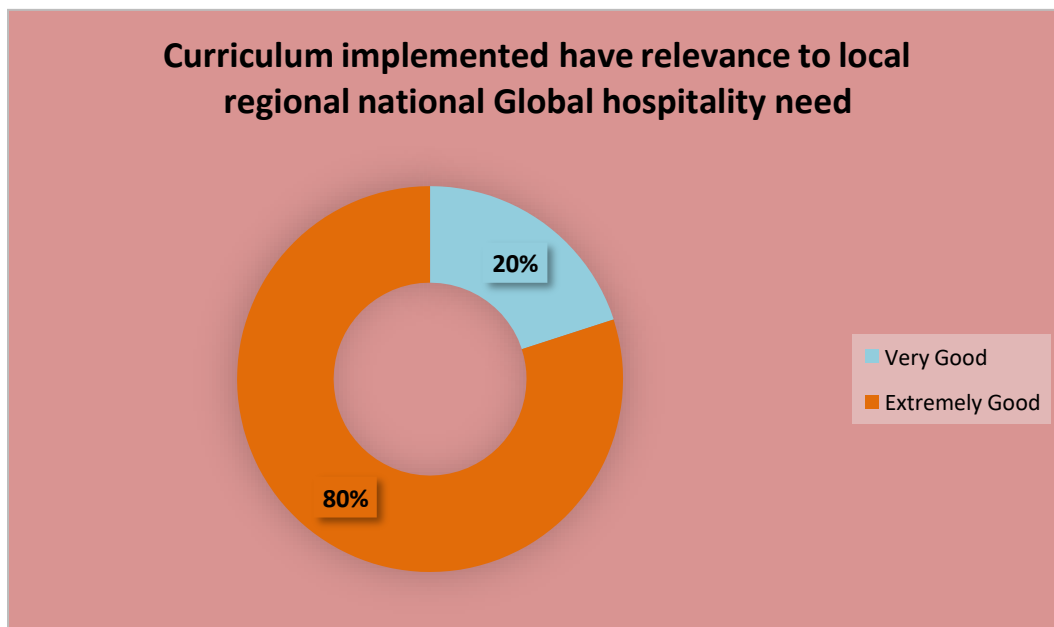
syllabus is perceived as highly relevant, comprehensive, and effective in covering the necessary content for the course.

**2. Very Positive Feedback (10%):**

- The remaining 10% of respondents rated the syllabus as "Very Good." While still positive, this rating suggests that there might be minor areas where some respondents feel there could be slight improvements or enhancements. However, the overall perception remains favorable.

**Conclusion:** The pie chart reflects a strong endorsement of the syllabus, with the vast majority of respondents expressing that it is highly suitable for the course. The ratings indicate that the syllabus is well-aligned with the course objectives and meets the educational needs of the students effectively. The small percentage of "Very Good" ratings suggests that while the syllabus is generally well-received, there may be opportunities for fine-tuning certain aspects to achieve even higher satisfaction.

**Graph 5.2 Relevance of the curriculum implemented to local regional national Global hospitality need**



To provide an interpretation of "Graph 5.2: Relevance of the Curriculum Implemented to Local, Regional, National, and Global Hospitality Needs," here is how it would typically be analyzed:

### **1. Overall Satisfaction Levels:**

- The graph likely categorizes feedback into levels such as "Extremely Good," "Very Good," "Good," etc. The distribution of these categories will show how well the curriculum is perceived in meeting the various geographic levels of the hospitality industry's needs.

### **2. Relevance to Local and Regional Needs:**

- If the majority of respondents rated the curriculum as "Extremely Good" or "Very Good" in terms of its relevance to local and regional needs, this would indicate that the curriculum is well-aligned with the specific requirements and challenges of the hospitality industry in the local and regional context. It suggests that the curriculum includes content that prepares students for careers in the local or regional markets, addressing the particular demands and cultural aspects of these areas.

### **3. Alignment with National and Global Needs:**

- High ratings for relevance to national and global needs would reflect confidence that the curriculum not only meets local and regional standards but also equips students with the knowledge and skills required to compete and succeed on a larger scale. This could involve the inclusion of international best practices, global industry trends, and national standards in hospitality education.

### **4. Balanced Curriculum:**

- A well-balanced curriculum that is rated highly across all geographic levels would indicate that the institute has successfully integrated a comprehensive approach. It ensures that students are prepared for diverse opportunities in the hospitality industry, whether they choose to work locally, regionally, nationally, or globally.

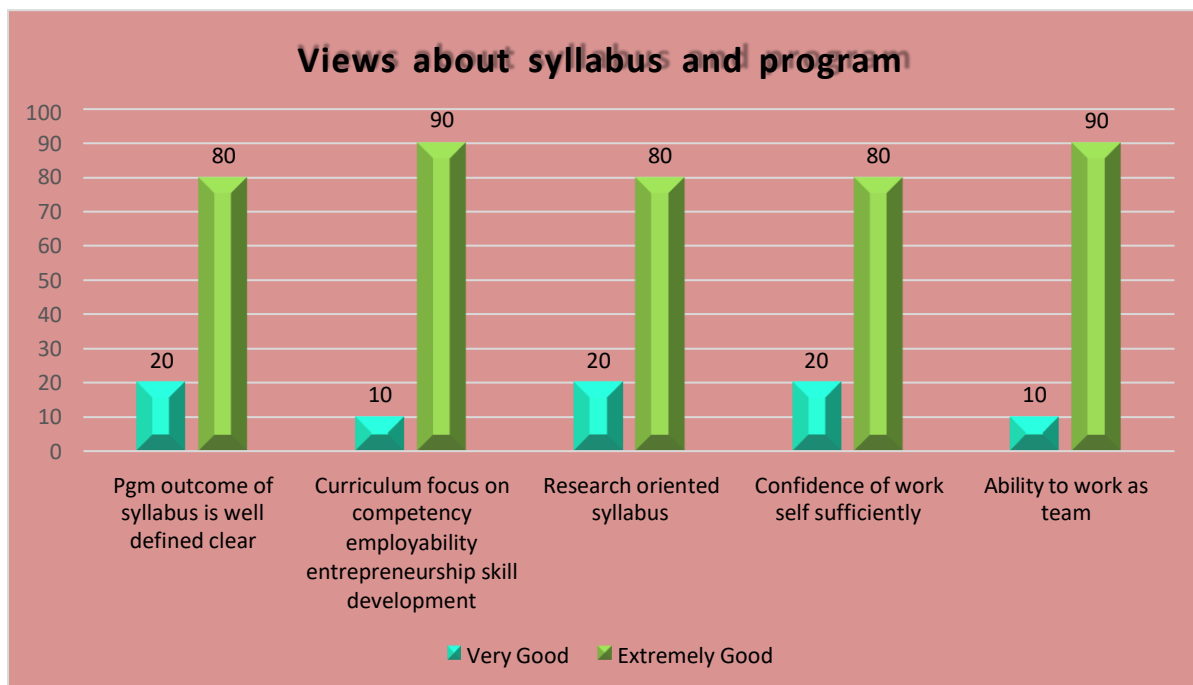
### **5. Opportunities for Improvement:**

- If there are any lower ratings in the graph (e.g., "Good" or lower), this could highlight areas where the curriculum might need adjustments to better address certain geographic needs. For example, if the relevance to global needs is rated lower, the institute might consider incorporating more global case studies, international internships, or courses on global hospitality trends.

## Conclusion:

The graph on the relevance of the curriculum to local, regional, national, and global hospitality needs provides a comprehensive view of how well the educational content aligns with the various levels of the industry. High satisfaction levels across all categories suggest that the curriculum is effectively designed to meet the diverse demands of the hospitality industry at multiple geographic levels. Any areas with lower ratings would indicate opportunities for enhancement to ensure that the curriculum remains competitive and relevant on a global scale.

**Graph 5.3 Views about Program outcome and syllabus**



Graph 5.3: Views about Program Outcome and Syllabus" likely presents feedback on how well the program's outcomes and the syllabus are perceived by respondents, typically students, alumni, or faculty. This graph is crucial for understanding the effectiveness of the educational program in meeting its stated goals and how well the syllabus supports those goals.

### 1. Program Outcome Clarity and Effectiveness:

- If the majority of respondents rate the program outcomes as "Extremely Good" or "Very Good," this suggests that the program is clearly defined and

effectively prepares students for their intended careers or further studies. High ratings would indicate that the program's objectives are well-communicated, measurable, and aligned with industry or academic standards.

**2. Alignment of Syllabus with Program Outcomes:**

- The graph likely also reflects opinions on how well the syllabus supports the program outcomes. High ratings in this area suggest that the syllabus is comprehensive, relevant, and effectively designed to help students achieve the program's goals. This alignment is critical for ensuring that students gain the knowledge and skills necessary to meet the demands of their chosen field.

**3. Areas of Strength:**

- If specific aspects of the program outcomes and syllabus are rated particularly high, it may indicate strengths such as rigorous academic standards, relevant course content, and successful integration of theoretical and practical knowledge. These strengths suggest that the educational program is well-structured and meets the expectations of stakeholders.

**4. Areas for Improvement:**

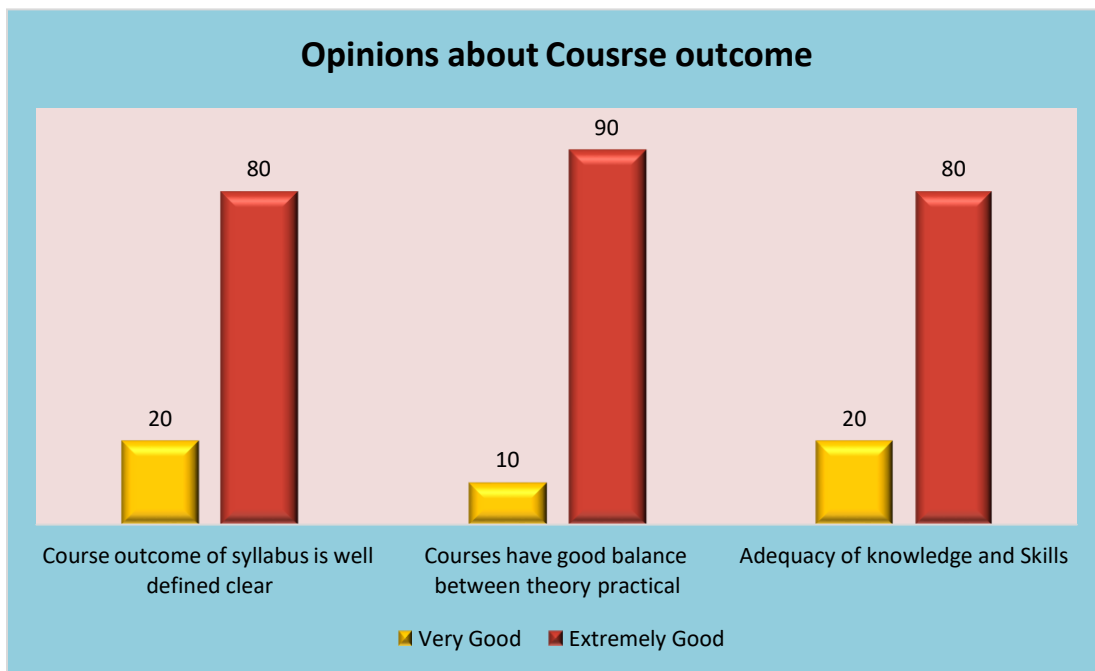
- Any lower ratings (e.g., "Good" or below) in the graph could highlight areas where respondents feel the program outcomes or syllabus could be improved. For example, there might be suggestions for updating the syllabus to include more current industry trends, integrating more practical experiences, or ensuring that all courses within the program contribute effectively to the overall outcomes.

**5. Feedback on Syllabus Specificity and Flexibility:**

- The graph might also reflect opinions on how specific or flexible the syllabus is in supporting different learning styles and career paths. High ratings here would indicate that the syllabus is detailed yet adaptable, allowing students to explore their interests while still achieving the program's core outcomes.

**Conclusion:** The graph on views about the program outcome and syllabus provides valuable insights into how well the educational program is perceived in terms of its goals and the syllabus that supports those goals. High satisfaction levels across both areas suggest that the program is well-designed, with clear outcomes and a relevant, effective syllabus. Any areas with lower ratings would point to opportunities for refinement, ensuring that the program continues to meet the evolving needs of students and the industry.

**Graph 5.4 Opinions about course outcome**



The bar chart titled "Opinions about Course Outcome" provides insights into respondents' perceptions of three key aspects of the course: the clarity of course outcomes, the balance between theory and practical elements, and the adequacy of knowledge and skills provided by the course. The feedback is categorized into "Very Good" and "Extremely Good" ratings.

**1. Course Outcome of Syllabus is Well Defined and Clear:**

- **80% of respondents rated this aspect as "Extremely Good,"** indicating a high level of satisfaction with how well the course outcomes are defined and communicated within the syllabus. This suggests that the majority of

respondents find the course objectives to be clear, measurable, and aligned with the educational goals.

- **20% rated it as "Very Good,"** which still reflects a positive perception but may indicate some room for minor improvements in how the course outcomes are articulated or presented.

## **2. Balance Between Theory and Practical:**

- **90% of respondents rated the balance between theory and practical components as "Extremely Good,"** showing strong approval for how well the course integrates theoretical knowledge with practical application. This balance is crucial in hospitality education, where practical skills are as important as theoretical understanding.
- **10% rated it as "Very Good,"** indicating that while the integration is generally seen as effective, there may be opportunities to enhance the practical components further or ensure that the theory is directly applicable to real-world scenarios.

## **3. Adequacy of Knowledge and Skills:**

- 80% of respondents rated the adequacy of knowledge and skills provided by the course as "Extremely Good," suggesting that the majority believe the course effectively equips students with the necessary competencies for their future careers.
- **20% rated this aspect as "Very Good,"** which indicates a generally positive perception, but with some respondents possibly feeling that there could be additional focus on certain skills or knowledge areas to fully meet industry needs.

**Conclusion:** The chart reflects a high level of satisfaction among respondents regarding the course outcomes, with a particularly strong emphasis on the balance between theory and practical learning. The positive feedback suggests that the course is well-structured and effectively prepares students with both the theoretical knowledge and practical skills needed for success in the hospitality industry. The "Very Good" ratings, while still favorable, indicate areas where slight adjustments or enhancements could be made to further improve clarity, balance, and adequacy in meeting the course objectives.

**Table 5.5 Reliability and honesty towards assigned work**

	<b>Reliability honesty towards assigned work</b>	<b>Maintenance of work disciplines</b>	<b>Student teacher interaction</b>	<b>Teaching faculties available in Institute</b>
<b>Extremely Good</b>	100	100	100	100
<b>Total</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>

The table presents a summary of feedback regarding various aspects of the teaching staff's performance and interaction with students, as well as their availability within the institute. The ratings across all categories are expressed as a percentage of respondents who rated each aspect as "Extremely Good."

**1. Reliability and Honesty Towards Assigned Work:**

- **100% of respondents rated this aspect as "Extremely Good."** This indicates unanimous confidence in the teaching staff's reliability and honesty in fulfilling their responsibilities. The teaching staff is seen as highly trustworthy and committed to their assigned tasks, ensuring that they consistently meet expectations.

**2. Maintenance of Work Discipline:**

- **100% of respondents also rated work discipline as "Extremely Good."** This suggests that the teaching staff is perceived to maintain a high level of discipline in their work environment, adhering to schedules, institutional policies, and professional standards. Such discipline is crucial for fostering a structured and efficient academic environment.

**3. Student-Teacher Interaction:**

- **100% of respondents rated student-teacher interaction as "Extremely Good."** This reflects an extremely positive view of the quality and frequency of interactions between students and teachers. It suggests that teachers are highly approachable, engage effectively with students, and provide meaningful support and guidance.

**4. Availability of Teaching Faculties in the Institute:**

- **100% of respondents rated the availability of teaching faculties as "Extremely Good."** This indicates that the faculty members are readily



accessible to students, whether for academic assistance, consultations, or other needs. It highlights the faculty's commitment to being present and available to support student learning.

**Conclusion:** The table demonstrates a unanimous and highly positive assessment of the teaching staff across all measured aspects—reliability and honesty in assigned work, maintenance of discipline, student-teacher interaction, and availability within the institute. These perfect scores reflect an exceptional level of performance and suggest that the faculty is deeply committed to their roles, providing a supportive, disciplined, and accessible environment for students. This high level of satisfaction is indicative of a strong and effective educational community within the institute.

## II. Key Findings

From the responses received from the hospitality industry representatives the following finding can be derived.

The content of B.Sc. Hospitality Studies is in line with the industry requirement. The employers are highly satisfied with the syllabus, infrastructure, activities and knowledge and behavior of the students as well.

### **Remarks received from the parents**

It is also interesting to know that most of the parents have talked very positively about the institute staff, about the curriculum the infrastructure and facilities provided in the institute. According to majority of the parents the institute staff is cooperative, good and available when needed. No major suggestions are received by the parents except a few about food quality.

### **Opinions of the teachers**

Majority of the of the teachers feel that the syllabus is suitable and relevant with the course as well as curriculum implemented is also applicable to the local, regional, national and global needs of the hospitality industry. They also are of the opinion that the outcome of the syllabus is also very well defined and clear.

### **Feedback received by the students**

Looking at the remarks of the students given on the quality of teaching, infrastructure course content and the experience of online learning methods, most of them have reported that the program content of B.Sc. Hospitality Studies is in line with the industry requirement and the students are satisfied with the syllabus, infrastructure, and curricular and extra -curricular activities.

### **Feedback received by the alumni of the institute**

The proportion of alumni having positive opinions about the program outcome, its clarity , course outcome, having good balance between theory and practical and adequacy of knowledge and skills is considerably high. The alumni are satisfied with the course and applying their theoretical and practical knowledge at their work places very efficiently

## IV APPENDICES

### Appendix I

#### (INDUSTRIAL (EMPLOYER'S) FEEDBACK)

Name of the hotel: \_\_\_\_\_ Manager Name:

\_\_\_\_\_ Designation: \_\_\_\_\_ E-mail ID :

\_\_\_\_\_ Mob No. \_\_\_\_\_

**NOTE:** Please tick the box you consider appropriate through your

Sr. No.	Particular	Observations				
1	Syllabus (Content)	1 <input type="radio"/>	2	3	4 <input type="radio"/>	5 <input type="radio"/>
2	Infrastructure (Facilities Available)	1	2	3	4	5
3	Extra- Curricular Activities	1	2	3	4	5
4	Joint Activities if any (Seminars/ Workshops / Visits)	1	2	3	4	5
5	Out Door Caterings (ODC) - Participation	1	2	3	4	5
6	Industrial Training (IT) - Participation	1	2	3	4	5
7	Participations in Competitions and Food Festivals					
8	Placement (Participation)	1	2	3	4	5

satisfaction from 1 to 5 with 1 for least Satisfied or 5 for most satisfied.

Any Special Suggestion:

\_\_\_\_\_

Place: \_\_\_\_\_ Date : \_\_\_\_\_ Hotel Seal/

## Appendix II

### Parents Feedback

Date :

Name: Mr./Ms/Mrs. \_\_\_\_\_ Age (years): \_\_\_\_\_

Sex(M/F): \_\_\_\_\_ Qualification: \_\_\_\_\_ Occupation: \_\_\_\_\_

Ward Name: \_\_\_\_\_ Year of Ward : \_\_\_\_\_

Parent's Email Id ..... Parents' Mobile No. \_\_\_\_\_

Make a tick mark in the appropriate cell:

Sr. No	Particulars	Strongly agree	Agree	Somewhat Agree	Disagree	Strongly disagree
1	Getting admission in the Institute for my ward is a matter of pride for me.					
2	The admission process in the Institute is Fair, Easy and Accurate.					
3	My ward is improving his knowledge base through interaction with the faculties of the Institute.					
4	The discipline in the Institute is good.					
5	The atmosphere in the Institute is conducive for learning.					
6	There is a positive change in the behavior of my ward after joining the Institute.					
7	I have great respect to the Institute.					
8	SPPU is one of the best Universities.					
9	The University information is accessible to all.					
10	Institute website is very informative					

	and regularly updated.					
11	The curriculum of the course is well designed and promotes learning experience of the students.					
12	Employability is given focus in the curriculum design.					
13	The curriculum incorporates recent changes in the area.					
14	Examination results are declared timely					
15.	The Institute Employees are cooperative.					
16.	The students update you about the happenings in the institute (attendance, Performance, behavior).					
17.	Institute staff is good and available when needed.					
18.	The changes introduced in the Institute in recent years are progressive					

**Suggestions for further improvement:**

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**Appendix III**  
**Students Feedback**

Academic Year 20 - 20

Date :

Name: \_\_\_\_\_

Year : FY○ / SY○ / TY○ BScHS

Age

1. Please give a rating of your course on the following:

<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
<b>Extremely Good</b>	<b>Very Good</b>	<b>Good</b>	<b>Moderate</b>	<b>Poor</b>

Sr. No	Particulars	Rating
<b>01</b>	<b>Learning value (in terms of skills, concepts, knowledge, analytical abilities, or broadening perspectives)</b>	
<b>02</b>	<b>Applicability to real life situations</b>	
<b>03</b>	<b>Depth of the course content</b>	
<b>04</b>	<b>Extent of coverage of course</b>	
<b>05</b>	<b>Extent of effort required by students</b>	
<b>06</b>	<b>Learning value of Project/ Report</b>	
<b>07</b>	<b>Overall rating</b>	

2. The syllabus was

1) Challenging	2) Adequate	3) Inadequate	4) Irrelevant
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3. Your background for benefiting from the course was

1) Completely Relevant	2) Relevant	3) Somewhat Relevant	4) Not Relevant
------------------------	-------------	----------------------	-----------------

4. How much of the syllabus was taught in class?

1) 91 to 100%	2) 76 to 90%	3) 51 to 75%	4) 40 to 50%	5) less than 40 %
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5. What is your opinion about the library holdings for the course?

5	4	3	2	1
Extremely Good	Very Good	Good	Moderate	Poor

6. Were you able to get the prescribed readings in the library?

5	4	3	2	1
Extremely Good	Very Good	Good	Moderate	Poor

7. The existing internal evaluation system is

1) very good	2) good	3) average	4) poor	5) very poor
--------------	---------	------------	---------	--------------

8. In your opinion, how much of the total weightage of a course should the internal assessment account for?

1) 100 %	2) 75 %	3) 50 %	4) 25 %	5) below 25 %
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9. Is the internal assessment system conducive to (tick in the relevant cell)

	Highly	Appreciably	Moderately	Poorly	Not at all
Understanding the course					
Difficult to understand					
Interaction with the Teacher					
Regular Work					
Continuous Self-Assessment					

10. The internal assessment system operated for course (give percentage)

List of Courses	Percentage Range			
	Food Production	Above 90%	70 – 89%	50 – 69%
F & B Service	Above 90%	70 – 89%	50 – 69%	30 – 49%
Accommodation Management	Above 90%	70 – 89%	50 – 69%	30 – 49%
Other Management Subjects	Above 90%	70 – 89%	50 – 69%	30 – 49%

11. When you meet students who have taken a similar programme at other institute do you feel that your programme is?

1) Superior	2) Equal	3) Inferior
-------------	----------	-------------

12. Are you the satisfied by the Institute Activities?

5	4	3	2	1
Extremely Good	Very Good	Good	Moderate	Poor

13. How do you rate the student-teacher relationship in your institute?

1) Very good	2) Good	3) Satisfactory	4) Unsatisfactory	5) Very poor
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14. How do you find the institute administrative offices?

1) Very helpful	2) Helpful	3) Indifferent	4) Unhelpful	5) Cumbersome
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15. Did you participate in any of the extracurricular activities of the institute?

1) Very often	2) Often	3) Sometimes	4) Rarely	5) Never
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16. What was the attitude of teachers to extra – curricular activities?

1) Co operative	2) Neutral	3) Discouraging
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17. Has your time at the institute been intellectually enriching?

1) Yes	2) Marginally	3) No
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18. After leaving the institute how will you talk about it?

1) Proudly	2) Indifferently	3) Disparagingly
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19. Overall Rating of the Programme (tick in the relevant cell)

Sr. No	Item	Very Good	Good	Average	Poor	Very Poor
01	Academic Content					
02	Fairness of evaluation					
03	Interaction with faculty					
04	Interaction with administration					
05	Library Facilities					
06	Computer facilities					
07	Meal Facility (Lunch)					
08	Recreational Facilities					
09	Extra-Curricular Activities					
10	Canteen facility					

20. Do you get placement from institute?

1) Yes	2) No	3) Further Studies
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**Special Feedback for Online Lectures**

21) How do you find online theory (In house & guest lecture) w.r.t structured and organisation?

Very good      Good      Average      Poor      Very poor

22) How do you find the online class w.r.t content & understanding?

Very good      Good      Average      Poor      Very poor

23) How do you find online exams based on topic covered in assignments and lectures?

Very good      Good      Average      Poor      Very poor

24) How do you find the effectiveness of online assignments?

Very good      Good      Average      Poor      Very poor

25) How do you find the suggestion to use technology to complete assignments?

Very good      Good      Average      Poor      Very poor

26) How do you find the audio and visual study content used by the faculty

Very good      Good      Average      Poor      Very poor

27) How do you rate the interactions in online lecture

Very good      Good      Average      Poor      Very poor

28) How you will rate about the online learning methods

Very good      Good      Average      Poor      Very poor

29) Motivation at offline lectures is more as compared to online lectures

**Strongly Agree    Agree    Neutral    Disagree    Totally Disagree**

**30) How do you rate revision in online lectures**

**Very good    Good    Average    Poor    Very poor**

**31) How do you rate time duration in online lectures?**

**Abundant    Adequate    Somewhat adequate    Inadequate**

**32) Network issue is not supportive sometimes**

**Strongly Agree    Agree    Neutral    Disagree    Totally Disagree**

**33) Clarity of speech & intension are very much clear during online lectures**

**Strongly Agree    Agree    Somewhat agree    Disagree  
Totally Disagree**

# “ TESTIMONIAL ”



An institute where a globe of education with hospitality up to date knowledge gained a perfect place to do degree and bundle of placements as I have placed in one of the five-star property in the Maldives.

**Ninad Vanje**

Camp Education Society's

**DR. ARVIND B. TELANG INSTITUTE OF HOTEL MANAGEMENT**

(Recognised by Government of Maharashtra & Affiliated to Savitribai Phule Pune University)



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9922420719/ 7219337090



Ajaykumar Rai &lt;principal.abtelangihm@gmail.com&gt;

## Alumni FEEDBACK:-

1 message

nigel.mathews@marriott.com <nigel.mathews@marriott.com>  
To: enquiry@cesihm.com

Sat, Apr 27, 2024 at 10:51 AM

New Feedback details:

Name of Alumnus - Nigel Mathews

Present Status - JW Marriott Pune

Mobile No - 7770011241

Email Id- nigel.mathews@marriott.com

Passing Year- 2018

### Feedback on Curriculum

Syllabus is suitable to the course	Extremely Good
Curriculum developed and implemented have relevance to the Local, Regional, National and Global Hospitality Industry need :	Extremely Good
Programme outcome of the syllabus is well defined and clear	Extremely Good
Course outcome of the syllabus is well defined and clear	Extremely Good
The courses have good balance between theory and practical	Extremely Good
Curriculum focus on competency / employability/ entrepreneurship / skill-development	Extremely Good
Research oriented syllabus	Extremely Good

### Overall Feedback

Adequacy of knowledge and Skills	Extremely Good
Confidence of work self sufficiently:	Extremely Good
Ability to work as team	Extremely Good
Reliability/honesty towards assigned works	Extremely Good
Maintenance of work disciplines	Extremely Good
Student teacher interaction	Extremely Good
Teaching faculties available in the Institute	Extremely Good



Ajaykumar Rai &lt;principal.abtelangihm@gmail.com&gt;

## INDUSTRIAL (EMPLOYER) FEEDBACK:-

1 message

karandealok238@gmail.com <karandealok238@gmail.com>  
To: enquiry@cesihm.com

Mon, Apr 15, 2024 at 3:33 PM

New Feedback details:

Hotel Name - Radisson Jodhpur

Employee Name - Karande Alok Ashok

Designation - Industrial Trainee

Email Id- karandealok238@gmail.com

Mobile No - 8010359662

Any Special Suggestion - .

FEEDBACK RATING (SCALE 5&gt;1) -

Subject	Rating
BScHS Syllabus (Content)	5
Infrastructure (Facilities)	5
Extra Curricular Activities	5
Joint Activities if any(Seminar/Workshop/Visit)	5
OutDoor Caterings (ODC) -Participation	5
Industrial Training (IT) - Participation	5
Placement (Participation)	5
Participations in Competitions and Food Festivals	5





Ajaykumar Rai &lt;principal.abtelangihm@gmail.com&gt;

**STUDENT FEEDBACK:-**

1 message

karandeab13@gmail.com <karandeab13@gmail.com>  
To: enquiry@cesihm.com

Sun, May 5, 2024 at 12:19 PM

New Feedback details:

Date - 05/05/2024

Academic Year - 2023-25

Student Name - Aniket B. Karande

Year - SY

Email Id- karandeab13@gmail.com

1. Please give a rating of your course on the following:(SCALE 9&gt;1)

Particulars	Rating
Learning value (in terms of skills, concepts, knowledge, analytical abilities, or broadening perspectives)	4
Applicability to real life situations	4
Depth of the course content	4
Extent of coverage of course	4
Extent of effort required by students	5
Learning value of Project/ Report	4
Overall rating	4

2. The syllabus was ?

Ans : Adequate

3. Your background for benefiting from the course was ?

Ans : Somewhat Relevant

4. How much of the syllabus was taught in class ?

Ans : 91 to 100%

5. What is your opinion about the library holdings for the course ?

Ans : Good

6. Were you able to get the prescribed readings in the library?

Ans : 3.Good

7.The existing internal evaluation system is :

Ans : good

8. In your opinion, how much of the total weightage of a course should the internal assessment account for ?

Ans : 75 %

9. Is the internal assessment system conducive to :

Understanding the course :	Appreciably
Difficult to understand :	Poorly
Interaction with the Teacher :	Moderately

Regular Work :	Appreciably
Continuous Self-Assessment :	Appreciably

10. The internal assessment system operated (give percentage)

Food Production	Above 90%
F & B Service	Above 90%
Accommodation Management	50-69%
Other Management Subjects	50-69%

11. When you meet students who have taken a similar programme at other institute do you feel that your programme is ?

Ans : Equal

12. Are the institute activities satisfied by you?

Ans : Moderate

13. How do you rate the student-teacher relationship in your institute?

Ans : Good

14. How do you find the institute administrative offices?

Ans : Helpful

15. Did you participate in any of the extracurricular activities of the institute?

Ans : Very often

16. What was the attitude of teachers to extra ? curricular activities?

Ans : Neutral

17. Has your time at the institute been intellectually enriching?

Ans : Marginally

18. After leaving the institute how will you talk about it?

Ans : Proudly

19. Overall Rating of the Programme :

Academic Content	Good
Fairness of evaluation :	Very Good
Interaction with faculty	Good
Interaction with administration	Good
Library Facilities	Good
Computer facilities	Average
Meal Facility (Lunch)	Poor
Recreational Facilities	Average
Extra-Curricular Activities	Good
Canteen facility	Poor

20. Do you get placement from institute?

Ans : Further Studies

Special Feedback for Online Lectures :

21. How do you find online theory (Inhouse & guest lecture) w.r.t structured and organisation ?

Ans : Average

22. How do you find the online class w.r.t content & understanding?

Ans : Average

23. How do you find online exams based on topic covered in assignments and lectures?

Ans : Average

24. How do you find the effectiveness of online assignments?

Ans : Average

25. How do you find the suggestion to use technology to complete assignments?

Ans : Average

26. How do you find the audio and visual study content used by the faculty ?

Ans : Average

27. How do you rate the interactions in online lecture ?

Ans : Average

28. How you will rate about the online learning methods?

Ans : Average

29. Motivation at offline lectures is more as compare to online lectures?

Ans : Average

30. How do you rate revision in online lectures ?

Ans : Average

31. How do you rate time duration in online lectures?

Ans : Adequate

32. Network issue is not supportive sometimes?

Ans : Neutral

33. Clarity of speech & intension are very much clear during online lectures?

Ans : Neutral



Ajaykumar Rai &lt;principal.abtelangihm@gmail.com&gt;

**PARENT's FEEDBACK:-**

2 messages

74mbrk.shaikh@gmail.com <74mbrk.shaikh@gmail.com>  
To: enquiry@cesihm.com

Wed, Apr 24, 2024 at 10:04 PM

New Feedback details:

Name:-Mrs.Parveen Shaikh

Age (Years) - 43

Sex (M/F) - Female

Qualification - HSC/ANM

Occupation - Housemaker

Student Name - Tahesin Shaikh

Pursing Year of Student- SYBScHS

Parent's Mobile Number - 8605334547, 8459296269

Parent's Email Id - 74mbrk.shaikh@gmail.com

1. Getting admission in the Institute for my ward is a matter of pride for me.

Scale : Agree

2. The admission process in the Institute is Fair, Easy and Accurate .

Scale : Agree

3. My ward is improving his knowledge base through interaction with faculties of the Institute.

Scale : Agree

4. The discipline in the Institute is good.

Scale : Agree

5. The atmosphere in the Institute is conducive for learning.

Scale : Agree

6. There is a positive change in the behavior of my ward after joining the Institute.

Scale : Agree

7. I have great respect to the Institute.

Scale : Agree

8. SPPU is one of the best Universities.

Scale : Agree

9. The University information is accessible to all.

Scale : Agree

10. Institute website is very informative and regularly updated.

Scale : Agree

11. The curriculum of the course is well designed and promotes learning experience of the students.

Scale : Agree

12. Employability is given focus in the curriculum design.

Scale : Agree

13. The curriculum incorporates recent changes in the area.

Scale : Agree

14. Examination results are declared timely.

Scale : Agree

15. The Institute Employees are cooperative.

Scale : Agree

16. The students update you about the happenings in the institute (Attendance, Performance, Behavior).

Scale : Agree

17. Institute staff is good and available , When needed.

Scale : Agree

18. The changes introduced in the Institute in recent years are progressive.

Scale : Agree

19. Any Special Suggestion - Everything is going perfect in the institute and all the students are getting good amount of recognition from the teachers and getting good knowledge

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74mbrk.shaikh@gmail.com <74mbrk.shaikh@gmail.com>  
To: enquiry@cesihm.com

Wed, Apr 24, 2024 at 10:05 PM

[Quoted text hidden]