Action Taken Report on Feedback from Students, Teachers and Parents for Session 2024-25

Feedback Source	Feedback Received	Action Taken
Students	1. Teachers should be encouraged more to use ICT in classrooms.	Faculty members have been motivated to adopt ICT-enabled teaching. Necessary infrastructural and technical support is being provided.
	2. Demand for appointment of Music and Physical Education teachers.	Formal requests have been forwarded to the Directorate and are under consideration.
	3. Demand for filling posts as an Economics professor and Librarian.	Repeated reminders have been sent to the Directorate, and the matter is being actively pursued.
	4. Provision of bus facility from Ramshehar to the college campus.	Proposal has been submitted to HRTC authorities for consideration.
	5. Demand for new college building.	Construction of the new building is already in progress and is being regularly monitored.
Teachers	Enrichment of library and demand for more reference books.	The enrichment process has been initiated. Purchase of updated reference books is under process.
Parents	1. Appointment of Librarian.	The matter has been conveyed to the Directorate, with continuous follow-up.
	2. Appointment of Economics professor.	Request for filling the vacant post has been submitted and is under active consideration.
	3. Enrichment of library facilities.	Library enrichment has started, and the process of purchasing more reference books is in progress.

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Feedback Report

(Feedback from Students, Teachers and Parents)

For

Academic Session 2024-25

Feedback from Students, Teachers and Parents for the Session 2024-25

Students feedback on teachers for the session 2024-25 and the teachers feedback on curriculum and parents feedback on Institutional Support for Students' Growth and Learning have been collected to assess the performance of teachers, success of programmes, syllabi, workload, availability for study material, infrastructural facilities etc.

Objectives:

- The feedback from the students has been collected with the objective of assessing the strengths and weaknesses of the teachers and improving their teaching skills.
- The feedback on curriculum has been collected from teachers with the objective to help in evaluation of the suitability of courses, its usefulness, workload, availability of study materials, quality of evaluation system, etc. so that the required modifications can be made to improve the quality of education.
- The feedback on Institutional Support for Students' Growth and Learning have been collected with the objective of understanding the perception of parents about the various efforts put in by the institution in overall growth and learning of students.

Methodology

The data has been collected by drawing the following sample randomly:

Students	Total Strength = 88	Sample taken = 81 (92%)
Teachers	Total Strength= 6	Sample taken= 6 (100%)
Parents	Total Student Strength =88	Sample taken= 20 (22.73%)

Note: Student and Teacher Strength as per Academic Session 2024-25

The relevant information has been collected from the teachers in well-structured questionnaire. Students' feedback on teachers has been collected on the structured questionnaire uploaded on NAAC website. The percentages of various scales, i.e., excellent, very good, good, satisfactory and unsatisfactory have been worked out and presented in tabular form and graphically.

Results

The present analysis of the feedback is divided into following two sections:

- ***Section A: Students' feedback on teachers***

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- *Section B: Teachers' feedback on curriculum*
- *Section C: Parents feedback on Institutional Support for Students' Growth and Learning*

## Section A: Students' Feedback on Teachers

The analysis of the various questions in the tabular form and graphically has been discussed as below:

1. **Syllabus covered in class**

76.5% students confirmed that **85–100% syllabus** was covered, and another **21%** agreed on **70–84% coverage**. No students reported less than 55% coverage. This shows that the syllabus completion is highly satisfactory, reflecting effective planning and execution

| Syllabus Covered	Responses	Percentage
85 to 100%	62	76.5%
70 to 84%	17	21%
55 to 69%	2	2.5%
30 to 54%	0	0
Less than 30 %	0	0
Total	81	100%
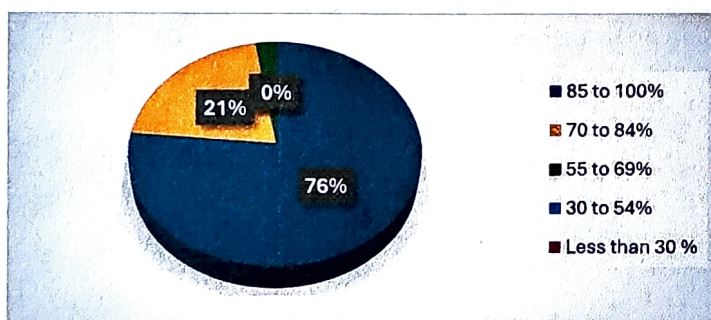
2. **Teachers' preparation for class**

64% rated teaching preparation as *thorough*, while **36%** rated it as *satisfactory*. No negative responses recorded. This depicts that teachers are well-prepared, indicating professional commitment.

Teachers' Preparation for Class	Responses	Percentage
Thoroughly	52	64%
Satisfactorily	29	36%
Poorly	0	0
Indifferently	0	0
Won't teach at all	0	0
Total	81	100%

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Legend:
- Thoroughly
- Satisfactorily
- Poorly
- Indifferently
- Won't teach at all
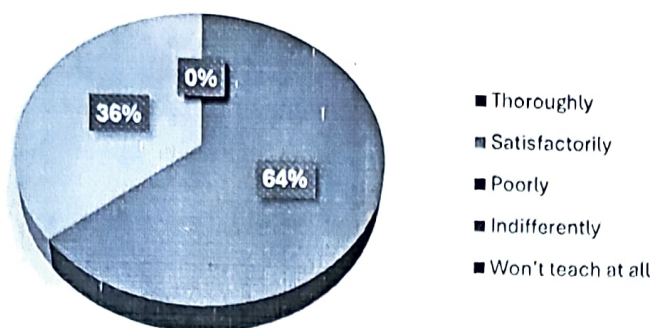
3. Teachers' Communication

86.4% found communication *always effective* and **9.9% sometimes effective*. This depicts that the communication is a strong asset, ensuring clarity in concept delivery.

Teachers' Communication	Responses	Percentage
Always Effective	70	86.4%
Sometimes Effective	8	9.9%
Just Satisfactorily	3	3.7%
Generally Ineffective	0	0
Very Poor Communication	0	0
Total	81	100%

Legend:
- Always Effective
- Sometimes Effective
- Just Satisfactorily
- Generally Ineffective
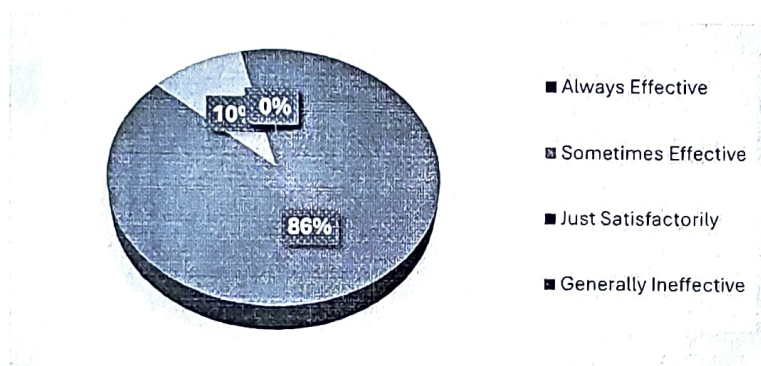
4. Teachers' approach to teaching

Excellent (45.7%) and *Very Good* (48.1%) together make up over 93%. This shows that the teaching approach is student-centric and positively acknowledged.

| Teachers' approach to teaching	Responses	Percentage
Excellent	37	45.7%
Very good	39	48.1%
Good	5	6.2%
Fair	0	0
Poor	0	0
Total	81	100%

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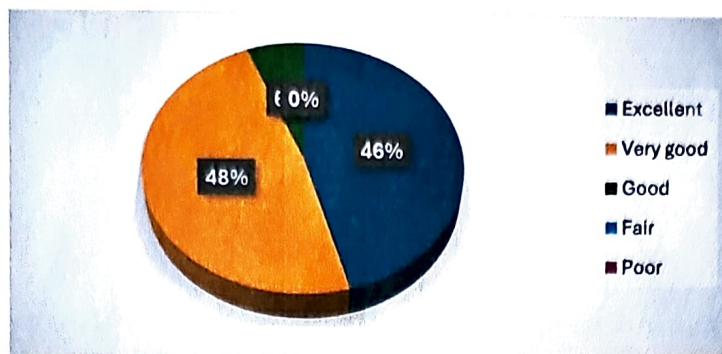
5. Fairness of Internal Evaluation Process

96.3% find internal evaluation fair (*Always/Usually*). This shows that there is transparent evaluation practices.
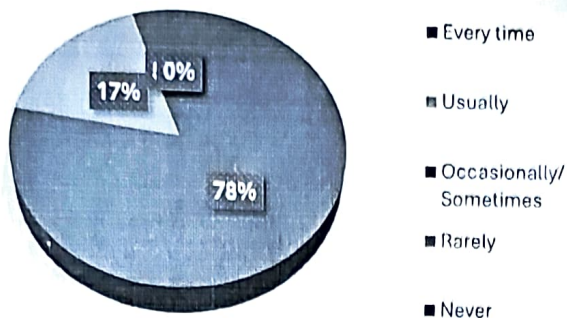
Fairness of Internal Evaluation Process	Responses	Percentage
Always Fair	61	75.3%
Usually Fair	17	21%
Sometimes Fair	3	3.7%
Usually Unfair	0	0
Unfair	0	0
Total	81	100%
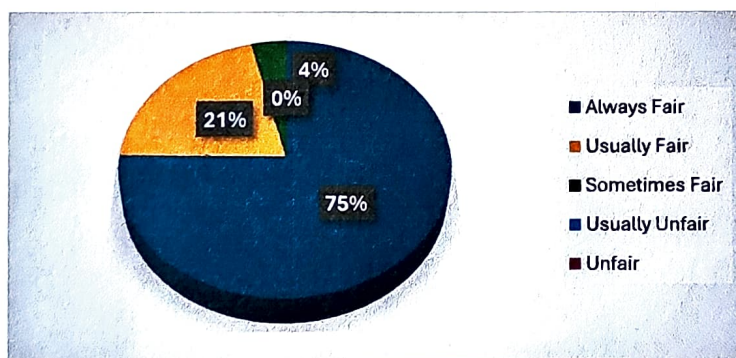
6. Discussion of performance in assignments

95.1% of students noted *every time/usually discussed*. The feedback mechanisms are strong, supporting learning improvement.

Discussion of performance in assignments	Responses	Percentage
Every time	63	77.8%
Usually	14	17.3%
Occasionally/ Sometimes	4	4.9%
Rarely	0	0
Never	0	0
Total	81	100%

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Legend:
- Every time
- Usually
- Occasionally/Sometimes
- Rarely
- Never

(Pie chart values: 0%, 17%, 78%)

7. **Institute takes active interest in promoting internship, student exchange, field visit opportunities for students**

42% Regularly and 50.6% Often = 92.6% students acknowledge institutional initiatives. This depicts that the institution actively promotes experiential opportunities.

Institute takes active interest in promoting internship, student exchange, field visit opportunities for students	Responses	Percentage
Regularly	34	42%
Often	41	50.6%
Sometimes	6	7.4%
Rarely	0	0
Never	0	0
Total	81	100%

Legend:
- Regularly
- Often
- Sometimes
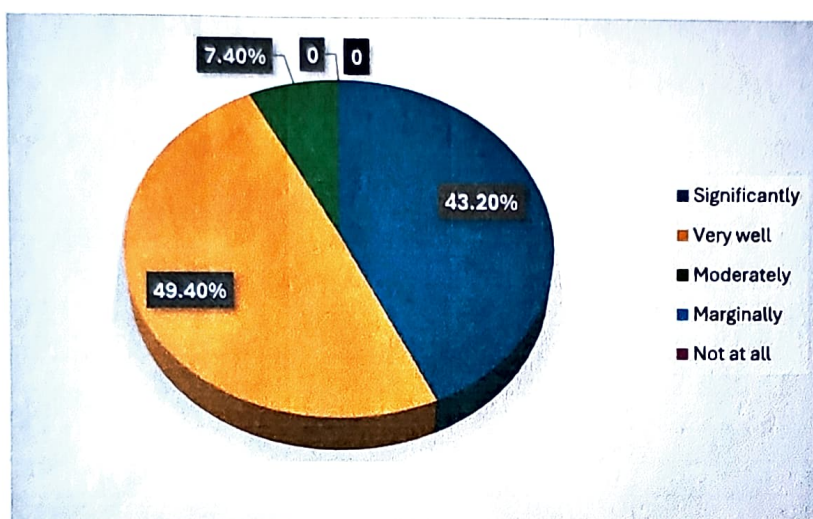- Rarely
- Never

(Pie chart values: 7%, 0%, 42%, 51%)

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8. Teaching and mentoring process facilitates in cognitive, social and emotional growth

43.2% significantly and 49.4% very well = 92.6% positive responses. This shows that the mentoring is highly effective.

| Teaching and mentoring process facilitates in cognitive, social and emotional growth	Responses	Percentage
Significantly	35	43.2%
Very well	40	49.4%
Moderately	6	7.4%
Marginally	0	0
Not at all	0	0
Total	81	100%

9. Institute provide multiple opportunities to learn and grow.

58% strongly agree and **34.6% agree**. This shows that the institution is providing multiple opportunities to address diverse learning avenues.

Institute provide multiple opportunities to learn and grow	Responses	Percentage
Strongly Agree	47	58%
Agree	28	34.6%
Neutral	6	7.4%
Disagree	0	0
Strongly Disagree	0	0
Total	81	100%

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79.0%
35%
58%

- Strongly Agree
- Agree
- Neutral
- Disagree
- Strongly Disagree
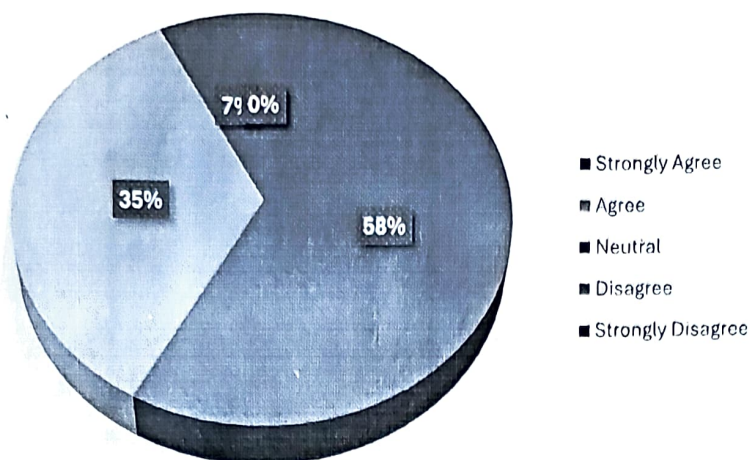
10. **Teachers inform about your expected competencies, course outcomes, and programme outcomes.**

80.2% every time informed, 17.3% usually. The results show that the course outcomes are communicated clearly.

Teachers inform about your expected competencies, course outcomes, and programme outcomes	Responses	Percentage
Every time	65	80.2%
Usually	14	17.3%
Occasionally/ Sometimes	2	2.5%
Rarely	0	0
Never	0	0
Total	**81**	**100%**

17% 0%
80%

- Every time
- Usually
- Occasionally/ Sometimes
- Rarely
- Never

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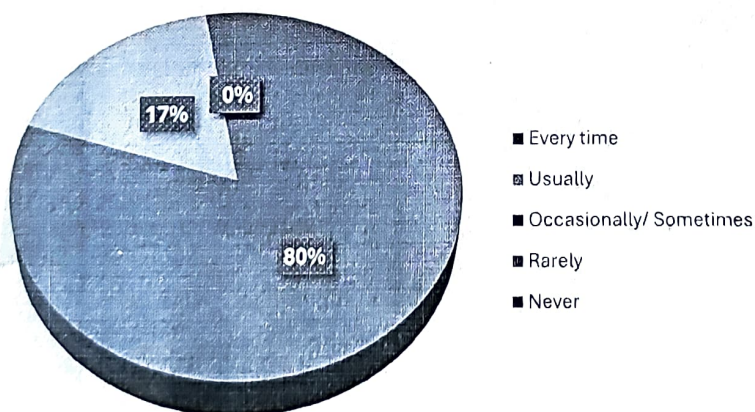
11. Your mentor takes necessary follow-up with an assigned task to you

95% reported *Every time/Usually*. Mentorship is proactive.

Your mentor takes necessary follow-up with an assigned task to you	Responses	Percentage
Every time	53	65.4%
Usually	24	29.6%
Occasionally/ Sometimes	4	5%
Rarely	0	0
Never	0	0
Total	81	100%
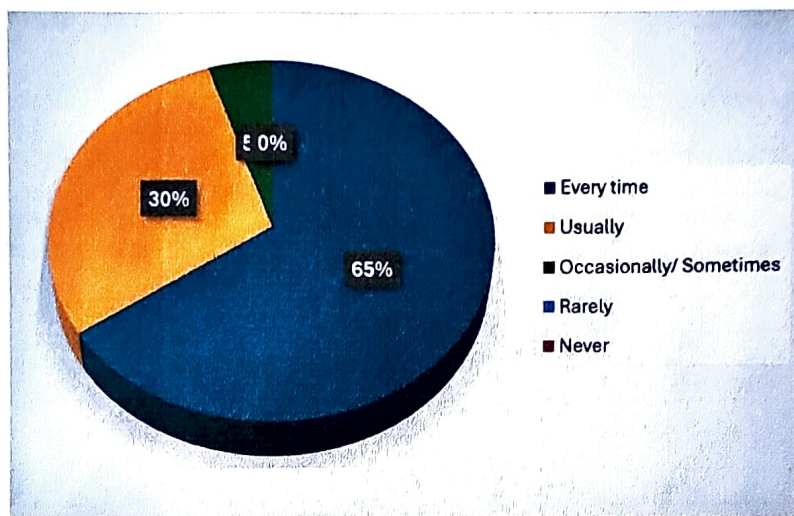
12. Teacher illustrates the concepts through examples and applications.

95% positive (Every time/Usually). This shows the usage of practical orientation in teaching is maintained.

Teachers illustrate the concepts through examples and applications	Responses	Percentage
Every time	50	61.7%
Usually	27	33.3%
Occasionally/ Sometimes	4	5%
Rarely	0	0
Never	0	0
Total	81	100%

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Legend:
- Every time
- Usually
- Occasionally/ Sometimes
- Rarely
- Never
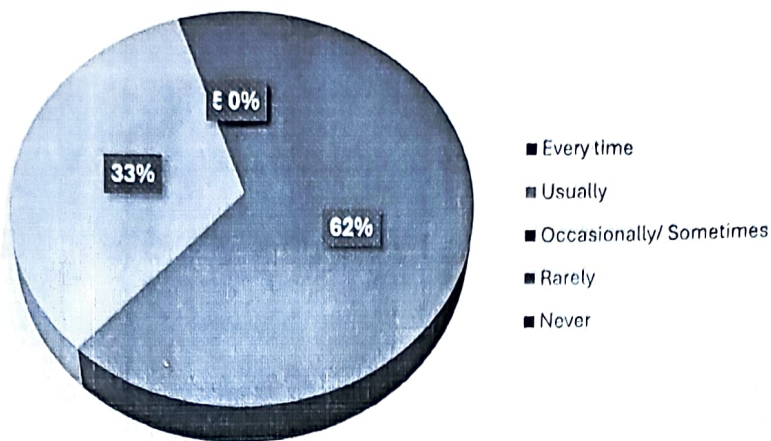
13. Teachers identify your strengths and encourage you with providing right level of challenges

64.2% fully and 32.1% reasonably. The students' strengths are recognized and nurtured.

Teachers identify your strengths and encourage you with providing right level of challenges	Responses	Percentage
Fully	52	64.2%
Reasonably	26	32.1%
Partially	2	2.5%
Slightly	1	1.2%
Unable to	0	0
Total	81	100%

Legend:
- Fully
- Reasonably
- Partially
- Slightly
- Unable to

10
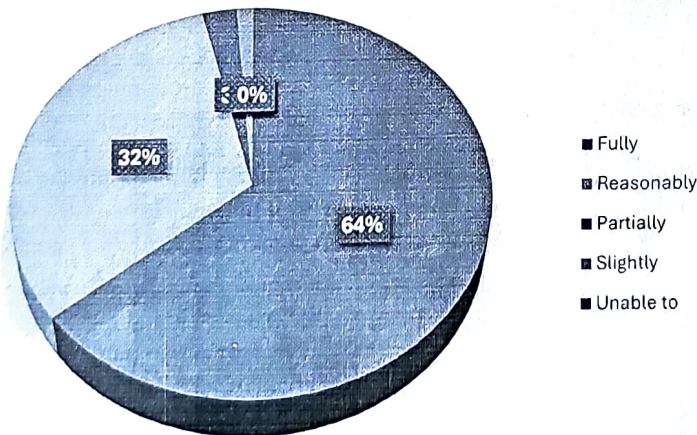
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14. Teachers can identify your weaknesses and help you to overcome them.

59.3% every time and **33.3%** usually. The remedial and supportive efforts are evident.

Teachers can identify your weaknesses and help you to overcome them	Responses	Percentage
Every time	48	59.3%
Usually	27	33.3%
Occasionally/ Sometimes	6	7.4%
Rarely	0	0
Never	0	0
Total	81	100%
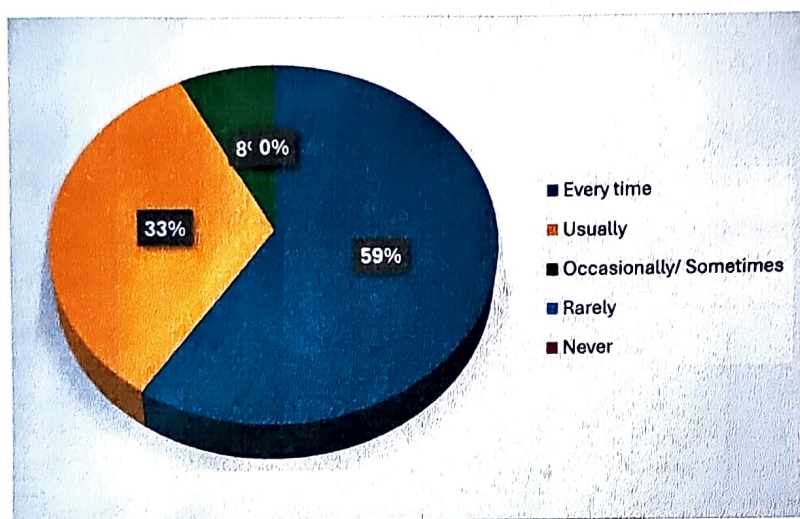
15. The institution makes effort to engage students in monitoring, review and continuous quality improvement of teaching-learning process.

95% students strongly agree/agree. This depicts that there are participative quality enhancement practices.
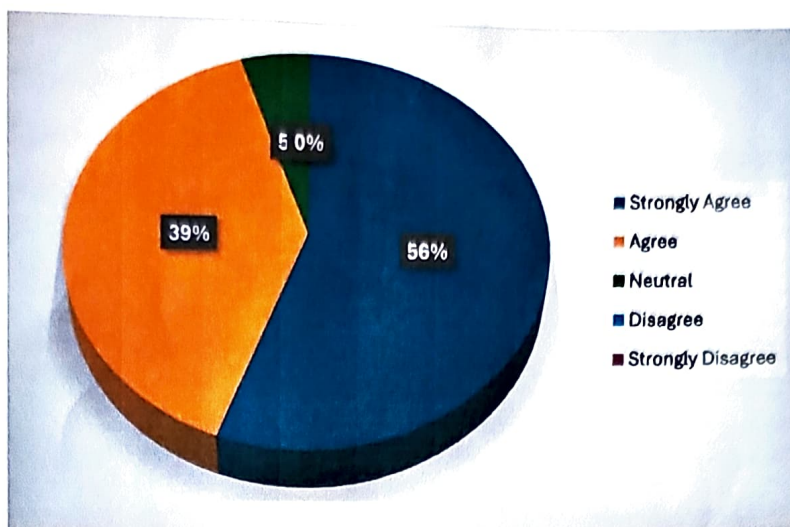
The institution makes effort to engage students in monitoring, review and continuous quality improvement of teaching-learning process	Responses	Percentage
Strongly Agree	45	55.5%
Agree	32	39.5%
Neutral	4	5%
Disagree	0	0
Strongly Disagree	0	0
Total	81	100%

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Pie chart showing:
- Strongly Agree 56%
- Agree 39%
- Neutral 5.0%
- Disagree
- Strongly Disagree

16. The institute/ teachers use student centric methods, such as experiential learning, participative learning and problem solving methodologies for enhancing learning experiences.

67.9% to a great extent and 25.9% moderate. The results show that the experiential and participative learning is adopted effectively.

The institute/ teachers use student centric methods, such as experiential learning, participative learning and problem solving methodologies for enhancing learning experiences	Responses	Percentage
To a great extent	55	67.9%
Moderate	21	25.9%
Some what	5	6.2%
Very Little	0	0
Not at all	0	0
Total	81	100%

Pie chart showing:
- To a great extent 68%
- Moderate 26%
- Some what 6.0%
- Very Little
- Not at all

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## 17. Teachers encourage you to participate in extracurricular activities.

97.6% students strongly agree/agree. The results depicts that the holistic development is emphasized.

Teachers encourage you to participate in extracurricular activities	Responses	Percentage
Strongly Agree	57	70.4%
Agree	22	27.2%
Neutral	2	2.4%
Disagree	0	0
Strongly Disagree	0	0
Total	81	100%
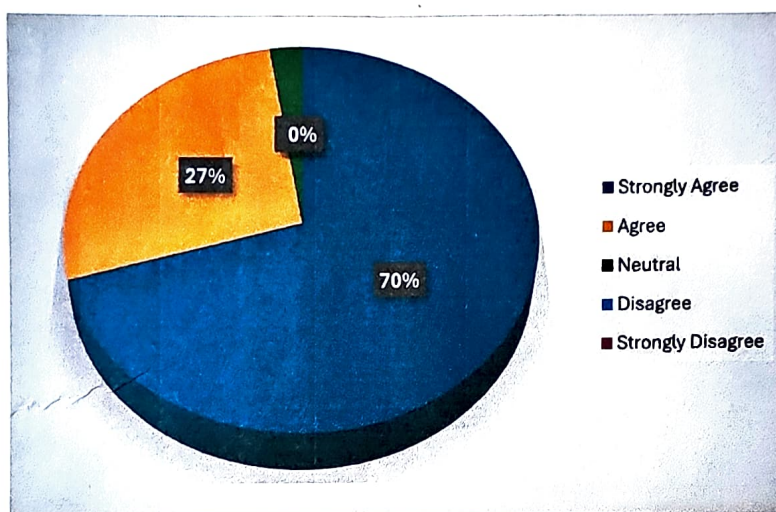
18. Efforts are made by the institute/ teachers to inculcate soft skills, life skills, and employability skills to make you ready for the world of work

95.1% positive responses (Great extent + Moderate). Career readiness and employability focus are strong.

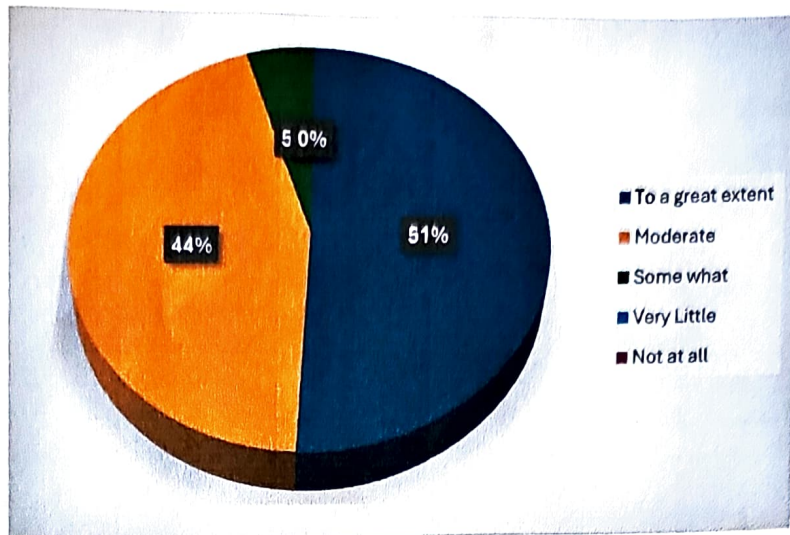| Efforts are made by the institute/ teachers to inculcate soft skills, life skills, and employability skills to make you ready for the world of work	Responses	Percentage
To a great extent	41	50.7%
Moderate	36	44.4%
Some what	4	4.9%
Very Little	0	0
Not at all	0	0
Total	81	100%

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19. Teachers use ICT tools like LCD Projector, Multimedia, etc. while teaching.

ICT integration: 23.4% >90% use, 51.9% 70–89% use, 24.7% 50–69% use. The results show that the ICT adoption is good but not universal. Scope exists to further enhance integration.

Teachers use ICT tools like LCD Projector, Multimedia, etc. while teaching	Responses	Percentage
More than 90%	19	23.4%
70 to 89 %	42	51.9%
50 to 69%	20	24.7%
30 to 49%	0	0
Less than 29%	0	0
Total	81	100%

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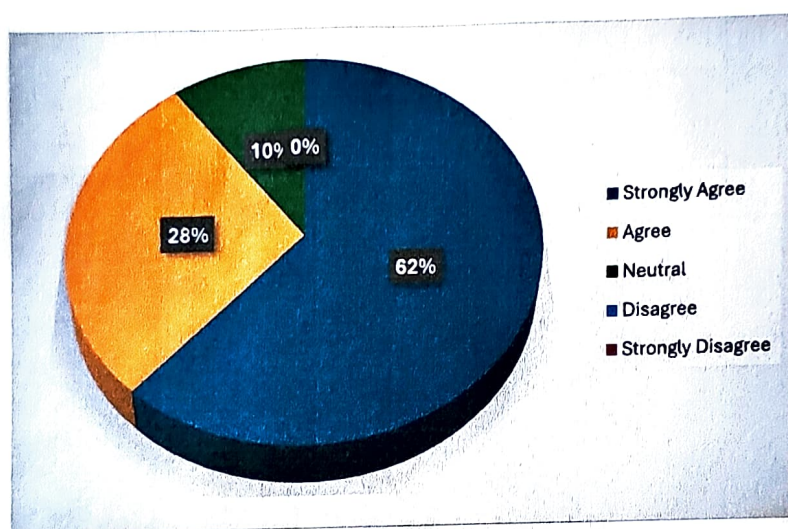Principal
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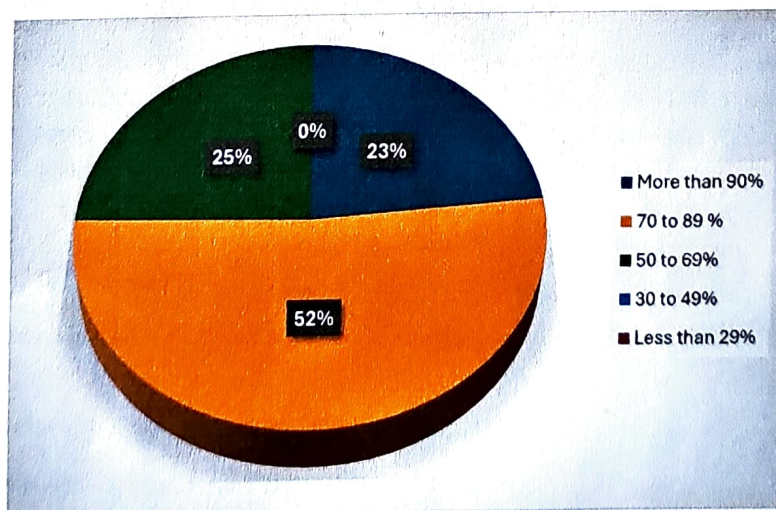
20. Overall quality of teaching-learning process in institute is very good.

61.7% strongly agree and 28.4% agree, making 90% satisfaction. The results show that the students perceive overall quality as excellent.

Overall quality of teaching-learning process in institute is very good	Responses	Percentage
Strongly Agree	50	61.7%
Agree	23	28.4%
Neutral	8	9.9%
Disagree	0	0
Strongly Disagree	0	0
Total	81	100%

Overall interpretation of Student's Feedback

The student feedback reflects that the institution demonstrates excellence in teaching-learning practices, fairness in evaluation, mentoring, and holistic student development. With consistently high satisfaction levels above 90% in most parameters, the institution is performing very well. Strengthening ICT integration and remedial measures can further enhance the quality.

Suggestions provided by the students

Nevertheless, the students have also provided certain key suggestions for further improvement, which are summarized as follows:

1. Provision of a bus facility from Ramshehar to the college campus.

2. Appointment of teachers for Music and Physical Education (Sports).

3. Expedited completion of the college building construction.

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4. Provision of separate toilets for boys and girls.

5. Filling of the vacant post of Librarian.

6. Appointment of a Professor in the Department of Economics.

Section B: Teachers' feedback on Curriculum

S.No.	Statement	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Total
1	Syllabus is need based	3 (50%)	3 (50%)	0	0	0	6 (100%)
2	Sufficient books are available in library	0	3 (50%)	3 (50%)	0	0	6 (100%)
3	The course/ syllabus has a good balance between theory and application	1 (16.67)	5 (83.33)	0	0	0	6 (100%)
4	The course/ syllabus has made me interested in the subject area	3 (50%)	1 (16.67)	2(33.33)	0	0	6 (100%)
5	The course/ syllabus of this subject has increased my knowledge and changed my perspective in the subject area	2 (33.33)	3 (50%)	1 (16.67)	0	0	6 (100%)
6	Infrastructural facilities such as faculty room, class rooms, reading rooms and toilets are available in the institution`	0	4 (66.67)	2(33.33)	0	0	6 (100%)
7	Tests and examinations are conducted well in time with proper coverage of all units in the syllabus (CCA)	5 (83.33)	1 (16.67)	0	0	0	6 (100%)

8	I have the freedom to adapt new techniques/strategies of testing and assessment of students	4(66.67)	1 (16.67)	0	1 (16.67)	0	6 (100%)
9	The environment in the institution is conducive to teaching	3 (50%)	3 (50%)	0	0	0	6 (100%)
10	The government provides adequate support to faculty members for upgrading their skills and qualifications	2 (33.33)	4 (66.67)	0	0	0	6 (100%)
11	Provisions for professional development are non-discriminatory and fair	3(50%)	2(33.33)	1(16.67)	0	0	6 (100%)

The faculty feedback was collected on various aspects related to syllabus design, infrastructural facilities, teaching–learning environment, professional development, and institutional support. A total of 6 responses were received. The interpretation of the results is as follows:

1. **Syllabus Relevance** – All respondents (100%) either *strongly agreed* (50%) or *agreed* (50%) that the syllabus is need-based. This indicates complete alignment of the curriculum with academic and professional requirements.

2. **Library Resources** –While there is no outright dissatisfaction, the absence of *strongly agree* responses suggests that faculty members do not perceive the library's resources to be exemplary. The equal split between agreement and neutrality indicates that the library is meeting only the basic requirements but may not be fully aligned with the faculty's expectations in terms of depth, diversity, or updated resources.

3. **Balance of Theory and Application** – While a majority (83.33%) agreed and 16.67% strongly agreed that the syllabus maintains a good balance between theoretical and practical components, the absence of neutral or negative responses suggests overall satisfaction with course structure.

4. **Interest in Subject Area** – Half of the respondents (50%) strongly agreed, and 16.67% agreed, that the syllabus has increased their interest in the subject area. However, 33.33% remained neutral, indicating that there is scope for enhancing the engaging aspects of the curriculum.

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5. **Knowledge and Perspective Enhancement** – A combined 83.33% of respondents agreed or strongly agreed that the syllabus has improved their knowledge and perspectives. One respondent (16.67%) remained neutral, suggesting that some faculty may expect deeper enrichment in content.

6. **Infrastructural Facilities** – No respondent strongly agreed, but 66.67% agreed and 33.33% remained neutral that infrastructure such as faculty rooms, classrooms, reading rooms, and toilets is adequate. This shows general satisfaction but also points to possible improvements in infrastructure quality or availability.

7. **Timely Conduct of Tests and Examinations** – This aspect received one of the highest positive ratings, with 83.33% strongly agreeing and 16.67% agreeing that tests and examinations are conducted on time and cover the syllabus adequately.

8. **Freedom in Assessment Techniques** – This reflects complete satisfaction among faculty members regarding autonomy in designing and implementing innovative assessment methods. It also indicates that the institutional culture supports flexibility, creativity, and pedagogical innovation in evaluation processes. However, History subject assistant professor disagrees with this.

9. **Institutional Environment** – All respondents expressed satisfaction, with an equal split between *strongly agree* (50%) and *agree* (50%), that the institutional environment is conducive to teaching.

10. **Government Support for Skill Upgradation** – A majority (66.67%) agreed and 33.33% strongly agreed that government support for faculty skill and qualification enhancement is adequate, indicating positive perceptions of external support systems.

11. **Fairness in Professional Development Opportunities** – A total of 83.33% of respondents strongly agreed or agreed that opportunities for professional development are fair and non-discriminatory. However, 16.67% remained neutral, suggesting that perceptions of equity could be further strengthened.

The feedback reflects an overwhelmingly positive perception among faculty members regarding curriculum relevance, resource sufficiency, teaching–learning environment, and professional development support. Areas that could benefit from further attention include increasing engagement levels in the curriculum, enhancing infrastructural facilities, and addressing the concerns of those who feel limited in assessment autonomy.

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Section C: Parents' feedback about Institutional Support for Students' Growth and Learning

S. No.	Statements	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Total
1	The college plays an important role in the holistic development of students.	11 (55)	8 (40)	1 (5)	0 (0)	0 (0)	20 (100)
2	The teaching–learning environment in the college is effective.	9 (45)	11 (55)	0 (0)	0 (0)	0 (0)	20 (100)
3	Adequate academic flexibility is available to students to pursue their interests.	8 (40)	11 (55)	1 (5)	0 (0)	0 (0)	20 (100)
4	The evaluation system in the college is transparent and effective.	7 (35)	12 (60)	1 (5)	0 (0)	0 (0)	20 (100)
5	Students' grievances are resolved effectively and on time.	12 (60)	8 (40)	0 (0)	0 (0)	0 (0)	20 (100)
6	The college regularly organizes student counselling programmes.	11 (55)	8 (40)	1 (5)	0 (0)	0 (0)	20 (100)
7	The Mentor–Mentee system helps in the overall development of students.	13 (65)	6 (30)	1 (5)	0 (0)	0 (0)	20 (100)
8	The curriculum inculcates human values and ethics in students.	10 (50)	10 (50)	0 (0)	0 (0)	0 (0)	20 (100)

Note: Figures in parentheses represent percentage.

Parents opinion about various statements asked in the feedback form about the institutional support for students' growth and learning

1. **Holistic Development of Students**
   55% strongly agree, 40% agree, 5% neutral. Parents largely believe the college contributes significantly to holistic growth.

2. **Teaching–Learning Environment**
   100% positive (45% strongly agree, 55% agree). No neutral or negative response – indicates very high satisfaction with academics.

3. **Academic Flexibility**
   95% positive, 5% neutral. Suggests flexibility is provided, though a small fraction sees room for more options.

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4. **Evaluation System Transparency**

95% positive, 5% neutral. Indicates strong trust in assessment, though minor scope for clarity remains.

5. **Grievance Redressal System**

100% positive (60% strongly agree). Parents are highly satisfied with how students' issues are addressed.

6. **Counselling Programmes**

95% positive, 5% neutral. Indicates good frequency, but some parents expect even more regular counselling initiatives.

7. **Mentor–Mentee System**

Highest positive score: 65% strongly agree, 30% agree. Shows parents recognize it as a **major strength** of the institution.

8. **Curriculum inculcating Human Values and Ethics**

100% positive (50% strongly agree, 50% agree). Reflects strong confidence in value-based education imparted by the college.
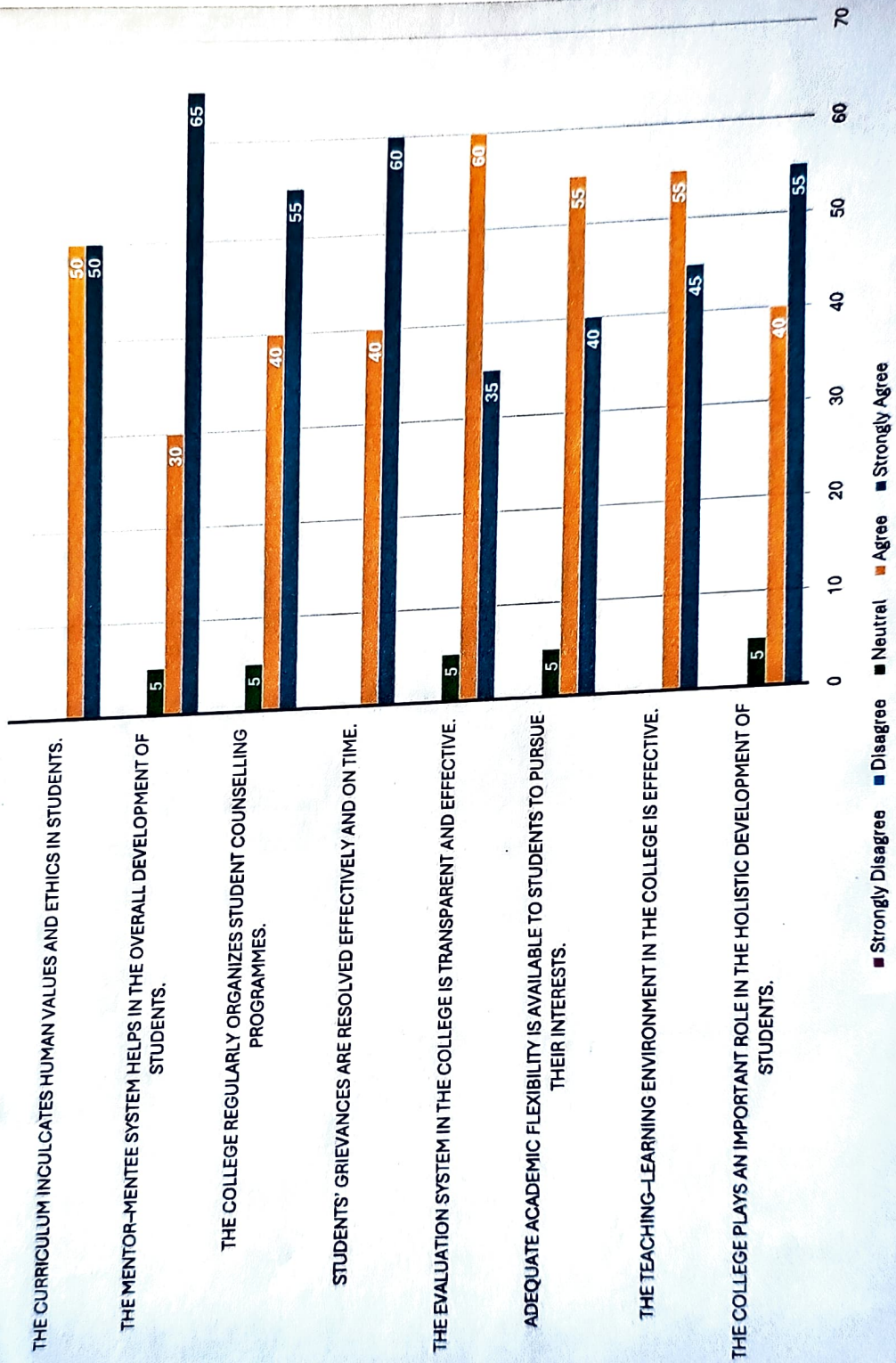
Overall Interpretation

The parents' feedback reveals that the college has successfully created a positive teaching–learning environment supported by transparency, academic flexibility, and counselling initiatives. Holistic development, ethical values, and effective grievance redressal mechanisms are particularly well-appreciated, while the Mentor–Mentee system emerges as the strongest pillar with 65% of parents strongly agreeing to its effectiveness. Overall, the parent community appears highly satisfied, acknowledging the college's role in fostering not only academic excellence but also ethical and holistic development of students. The negligible neutral responses (around 5%) indicate only minor scope for improvement in areas such as academic flexibility, evaluation, and counselling, rather than any major reforms. Parents also suggested appointing an Economics professor and improving the library facilities to further strengthen academic resources.

Simran

Principal

Govt. College Ramshenal

Distt. Solan (H.P)-174102

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Parents' Feedback about Institutional Support for Students' Growth and Learning

Chart: Parents' Feedback about Institutional Support for Students' Growth and Learning

Statement	Strongly Agree	Agree	Neutral
THE CURRICULUM INCULCATES HUMAN VALUES AND ETHICS IN STUDENTS.	50	50	
THE MENTOR–MENTEE SYSTEM HELPS IN THE OVERALL DEVELOPMENT OF STUDENTS.	65	30	5
THE COLLEGE REGULARLY ORGANIZES STUDENT COUNSELLING PROGRAMMES.	55	40	5
STUDENTS' GRIEVANCES ARE RESOLVED EFFECTIVELY AND ON TIME.	60	40	
THE EVALUATION SYSTEM IN THE COLLEGE IS TRANSPARENT AND EFFECTIVE.	35	60	5
ADEQUATE ACADEMIC FLEXIBILITY IS AVAILABLE TO STUDENTS TO PURSUE THEIR INTERESTS.	40	55	5
THE TEACHING–LEARNING ENVIRONMENT IN THE COLLEGE IS EFFECTIVE.	45	55	
THE COLLEGE PLAYS AN IMPORTANT ROLE IN THE HOLISTIC DEVELOPMENT OF STUDENTS.	55	40	5

Legend: Strongly Disagree ■ Disagree ■ Neutral ■ Agree ■ Strongly Agree

Overall Suggestions

Based on the analysis of students, teachers and parents feedback for the session 2024–25, it is evident that the institution has received highly positive responses regarding syllabus coverage, teacher preparedness, communication skills, internal evaluation, and the overall quality of the teaching–learning process. Teachers also expressed satisfaction with curriculum relevance, balance between theory and application, institutional environment, and professional development opportunities. However, certain areas require attention, including enrichment of library resources, enhancement of infrastructure such as faculty rooms and reading spaces, and expedited completion of the college building. Students recommended the appointment of teachers for Music and Physical Education (Sports), as well as filling the vacant Librarian and Economics posts. Suggestions also include introducing a bus facility from Ramshehar to the campus, increasing internship and field visit opportunities, and expanding student-centric and skill development initiatives. These measures will help in further strengthening the academic environment, infrastructure, and overall student experience.

SAR Criteria 1 Teaching Learning Committee:

1. Dr. Tanu Kalsi (Convenor)
2. Sh. Sandeep Kumar (Member)

SAR Convenor/ IQAC Co-ordinator

Dr. Tanu Kalsi

Principal

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