SELF ASSESSMENT REPORT (SAR) CRITERION IV: INSTITUTIONAL MANAGEMENT

4.17: feedbacks of Stakeholders,students and Teachers

feedback from stakeholders, students, and teachers for the session 2025 has been collected through Google Forms. Their responses have been carefully reviewed and analyzed by the concerned committee to understand suggestions and areas for improvement. The feedback helps the institution in improving academic practices, teaching–learning processes, and overall institutional development.

IQAC Feedback Form for Alumni/Old Students (On Curricular Aspects)

Dear Alumnus/Old Student of Centre of Excellence, Govt. College Sanjauli, your valuable feedback is sought by the Internal Quality Assurance Cell (IQAC) to enhance the quality of teaching at the college. Please take out a minute from your busy schedule to help your alma mater.

1. Email

   _____

2. Name

   _____

3. Mobile Number

   _____

4. Year of Admission

   _____

5. Name of the Program Studied (BA/BSc/B.Com/any other)

_____

6. Present Work Profile/Place of working and post

_____

7. The curriculum and syllabus content were appropriate for higher education/placement.

   Mark only one oval.

   ( ) Strongly Agree

   ( ) Agree

   ( ) Neutral

   ( ) Disagree

   ( ) Strongly Disagree

8. A sufficient number of co-curricular and extra-curricular activities were arranged during my study period.

   Mark only one oval.

   ( ) Strongly Agree

   ( ) Agree

   ( ) Neutral

   ( ) Disagree

   ( ) Strongly Disagree

9. Applicability/relevance to real-life situations

   Mark only one oval.

   ( ) Strongly Agree

   ( ) Agree

   ( ) Neutral

   ( ) Disagree

   ( ) Strongly Disagree

14. Your valuable suggestions for improvement, if any.

_____
_____
_____
_____
_____

Alumni Feedback Report

Govt. College Sanjauli, District Shimla
Academic Year: 2024–25

Summary

This report presents a comprehensive analysis of alumni feedback received through a structured Google Form survey conducted during 2024–25. A total of 117 responses were collected from alumni across various admission years (spanning from 1982 to 2025) and academic programmes (BA, BSc, B.Com, BBA, B.Voc, and postgraduate courses).

The survey evaluated seven key dimensions of institutional performance using a five-point Likert scale (Strongly Agree, Agree, Neutral, Disagree, Strongly Disagree):
• Curriculum and syllabus appropriateness
• Co-curricular and extra-curricular activities
• Applicability/relevance to real-life situations
• Sufficiency of scholarships
• Learning ambience
• Transparency of academic processes
• Student-centric institutional initiatives

The overall findings are overwhelmingly positive, with 75–82% of respondents indicating agreement or strong agreement across all dimensions. However, notable suggestions for improvement centre on curriculum modernization, infrastructure enhancement, and greater practical/experiential learning opportunities.

1. Response Profile

Total Responses: 117 alumni

Programme Distribution

Programme	Number of Respondents
BA (all variants)	69
B.Com (all variants)	17

Q2: Co-curricular and Extra-curricular Activities

Question: A sufficient number of co-curricular and extra-curricular activities were arranged during my study period.

Response	Count	Percentage (%)
Strongly Agree	34	29.1
Agree	63	53.8
Neutral	11	9.4
Disagree	5	4.3
Strongly Disagree	3	2.6
No Response	1	0.9

📊 **KEY FINDING:** 82.9% are satisfied. One of the strongest feedback areas. Respondents appreciate sports events and cultural performances. Suggestions: better coordination, wider participation, and more career-oriented events.

Q3: Applicability and Relevance to Real-life Situations

Question: Applicability/relevance to real-life situations

Response	Count	Percentage (%)
Agree	59	50.4
Neutral	27	23.1
Strongly Agree	17	14.5
Disagree	8	6.8
Strongly Disagree	4	3.4
No Response	2	1.7

📊 **KEY FINDING:** 64.9% positive. CRITICAL AREA FOR IMPROVEMENT. Higher neutrality (23.1%) and disagreement (10.2%). Need: experiential learning, internships, field projects, practical workshops, and vocational components.

Q4: Sufficiency of Scholarships

Question: The institution offers sufficient scholarships to meritorious and deserving students.

Response	Count	Percentage (%)
Strongly Agree	35	29.9
Agree	53	45.3

Q7: Student-centric Institutional Initiatives
Question: The institution is student-centric in all its initiatives.

Response	Count	Percentage (%)
Agree	61	52.1
Strongly Agree	37	31.6
Neutral	15	12.8
Disagree	1	0.9
No Response	2	1.7

KEY FINDING: 83.7% positive with negligible disagreement. Strong institutional commitment to student welfare reflected in flexible options, mentoring support, and staff accessibility.

3. Thematic Analysis of Suggestions and Comments

A. Curriculum and Pedagogy Enhancement
- Introduction of NEP 2020-aligned, skill-based courses (AI, data science, climate resilience)
- Regular curriculum review (1–3 years) to stay aligned with industry standards
- Integration of vocational training and applied components
- Inclusion of communication skills, digital literacy, and data analysis
- More case-based and problem-based learning

B. Experiential and Practical Learning
- Mandatory internship programmes with industrial partners and NGOs
- Field projects and community engagement activities
- Industrial visits and workplace exposure
- Student exchange programmes with national and international institutions
- Practical workshops aligned to each discipline

C. Infrastructure and Facilities
- Expansion of campus, playgrounds, and sports facilities
- Significant enlargement of library with improved seating and digital resources
- Renovation of classrooms: heating systems, water/sanitation facilities
- Development of girls' hostel and improved facilities
- Dedicated spaces for research, seminars, and collaborative learning

5. Recommendations for Institutional Action

⏱ IMMEDIATE

- Establish a Curriculum Review Committee (CRC) for periodic syllabi updates aligned to NEP 2020.
- Initiate dialogue with industry and research institutions for skill modules.
- Launch awareness campaign on scholarship schemes and eligibility.
- Conduct faculty development workshops on pedagogy and technology.
- Set up mentoring support for first-generation and struggling students.

🖼 SHORT-TERM

- Establish partnerships/MOUs with 5–10 industries for internships.
- Launch 2–3 pilot skill modules (digital literacy, communication skills).
- Execute infrastructure improvements: library expansion, classroom renovation.
- Develop research policy for Himalayan studies and regional relevance.
- Create formal feedback mechanism with quarterly alumni dialogues.

🎯 MEDIUM-TERM

- Integrate experiential learning into all programmes.
- Establish research centres (Himalayan Studies, Climate Resilience, Tourism).
- Formalize student and faculty exchange programmes.
- Enhance postgraduate infrastructure and mentoring.
- Promote faculty research through grants, sabbaticals, and incentives.

6. Conclusion

The alumni feedback for Govt. College Sanjauli reflects an institution that has successfully built strong teaching–learning relationships, maintained transparent and fair processes, and fostered a supportive campus culture. The vast majority of alumni (75–82%) perceive the college positively across all assessed dimensions.

However, the institution stands at a critical juncture where strategic investments in curriculum modernization, experiential learning, infrastructure, and research-based academic culture will be essential to meet evolving national priorities (NEP 2020) and alumni expectations.

The suggestions provided by alumni—many of whom are now academics, administrators, and professionals—offer invaluable insights. By systematically addressing the key development areas identified in this report, Govt. College Sanjauli can emerge as a benchmark institution for holistic, inclusive, and industry-aligned higher education in Himachal Pradesh.

Regular feedback cycles (annual or biennial surveys) are recommended to track progress.

BSc (all variants)	10
BBA	6
B.Voc	2
MA/M.Com/M.A.	8
Others/Unspecified	5

Alumni Career Status

A significant majority of respondents have progressed successfully in their careers:

- Assistant Professors and Lecturers in universities and colleges
- School educators (principals, TGT, PGT staff)
- Corporate professionals (banks, IT, HR, business sectors)
- Entrepreneurs and self-employed
- Pursuing higher studies (M.A., M.Com., MBA, M.Ed., B.Ed., LLB)
- Government service employees

This demonstrates that alumni are not only employable but hold responsible positions in academics, administration, and industry.

2. Question-wise Analysis

Q1: Curriculum and Syllabus Appropriateness

Question: The curriculum and syllabus content were appropriate for higher education/placement.

Response	Count	Percentage (%)
Strongly Agree	28	23.9
Agree	61	52.1
Neutral	19	16.2
Disagree	4	3.4
Strongly Disagree	2	1.7
No Response	3	2.6

📊 **KEY FINDING:** 76.0% of alumni agree or strongly agree. Key Insight: A notable minority suggests syllabi need periodic updates (every 1–3 years) to remain aligned with NEP 2020, particularly in AI, data science, and skill-based components.

Link for responses received from the Alumni:

https://docs.google.com/spreadsheets/d/1gihZtqKs3gDD9cAyTlNr4aCmdQwqHUTyPpOSPGQCqs/edit?usp=drive_link

Dated: _____

The Principal
Government College, Sanjauli
Shimla-6

Subject: **Feedback of stakeholders, Sanjauli College**

Dear Dr Mehta

      Thank you for sharing the feedback with us. We appreciate the effort on your part to collect such feedback regularly. It should definitely be a part of the prospective planning for us and the college. Regarding introduction of more skill-oriented component to the syllabus, we shall try to keep it in mind when redesigning the curriculum. You can expect a major change in the syllabi in the near future whenever we receive clear directions for implementation of the NEP 2020. Till then, you are advised to suggest some skill based courses online to your students. Regarding market and employability oriented training to students, you are advised to consult with industry and plan your future action. We will be happy to offer guidance. In the meantime extra-curricular activities can be planned in such a manner that your students can have a holistic development. Strengthen your sports facility to give students opportunities for fitness and professional growth in the field of sports. The university has always involved teachers from colleges in the syllabus framing committees and Boards of Studies from time to time. We hope to receive more cooperation in future.

I hope this correspondence is fruitful to you. All the best for your future endeavours.

Dean-cum-Director,
College Development Council
College Development Council
Himachal Pradesh University
Shimla—17,005

Student Feedback Form Questions

01	02	03
Email	**Class**	**Year of Admission**
Student email address for identification	Current class/program enrolled in	Academic year of joining the college

Rating Questions (Excellent / Very Good / Good / Fair / Poor)

1. The syllabi taught added to my existing knowledge about the subject.
2. Extent of syllabi covered in class
3. Course delivery/teaching by faculty members in the class
4. Usage of teaching aids in the class by faculty to facilitate teaching
5. Fairness in the assessment process (assignment/class tests/presentations/quizzes, etc.)
6. Timely return of checked class tests and assignments
7. Opportunities for students to participate in internships, student exchanges, and field visits.
8. Opportunities for out-of-classroom learning (guest lectures, seminars, workshops, value-added programs, conferences, competitions, etc.)
9. Overall learning experience
10. Your valuable suggestions, if any

IQAC Feedback Form for Students (On Curricular Aspects) 2024-25

Student Feedback Analysis Report

Govt College Sanjauli, Session 2024-25

Executive Summary

This comprehensive analysis evaluates student feedback collected via Google Form during the 2024-25 academic session at Govt College Sanjauli. A total of **921 valid student responses** were analyzed across 9 key dimensions of academic experience.

Key Findings

3.80

Overall Average Score
out of 5.00

3.89

Median Score
out of 5.00

921

Total Responses
Valid student feedback

Overall Assessment: "Good to Very Good"

The feedback reveals strong satisfaction with teaching quality and faculty competence (average 3.94), while identifying opportunities for improvement in internship provision and out-of-classroom learning (average 3.62).

1. Question-Wise Detailed Analysis

1.1 The syllabi taught added to my existing knowledge about the subject

3.82

Average Score

out of 5.00

Total Responses: 918

Rating	Count	Percentage
Poor	17	1.85%
Fair	51	5.56%
Good	258	28.11%
Very Good	342	37.25%
Excellent	250	27.23%

Interpretation:

Students generally agree that the syllabi enhance their subject knowledge. More than **64% rated this dimension as "Very Good" or "Excellent,"** indicating relevance and quality of course content. However, some feedback suggests certain syllabi (particularly in IT/BCA programs) are outdated and need alignment with current industry practices.

1.2 Extent of syllabi covered in class

3.81

Total Responses : 918

Average Score

out of 5.00

Rating	Count	Percentage
Poor	17	1.85%
Fair	58	6.32%
Good	253	27.56%
Very Good	344	37.48%
Excellent	246	26.79%

Interpretation:

Similar to syllabi relevance, syllabus coverage receives positive ratings. The "Very Good" category dominates (37.48%), suggesting most teachers manage to cover scheduled content. However, 8.17% of responses indicate concern ("Poor" or "Fair"), which students attribute to:

- Irregular classes due to faculty deputations
- Insufficient notice when classes are canceled
- Tight scheduling leading to rushed completion

> **Recommendation:** Establish a centralized system to notify students of class cancellations at least 24 hours in advance.

1.3 Course delivery/teaching by faculty members in the class

3.94

Average Score
out of 5.00

Total Responses: 917

Highest-scoring dimension

Rating	Count	Percentage
Poor	17	1.85%
Fair	49	5.34%
Good	236	25.74%
Very Good	286	31.19%
Excellent	329	35.88%

Interpretation:

This is the highest-scoring dimension, with **67.07% of students rating teaching delivery as "Very Good" or "Excellent."** Students consistently praise faculty for:

Clear Explanations

Clear explanations of complex concepts

Practical Applications

Relevant examples and practical applications

Approachability

Approachable demeanor (in most departments)

Subject Mastery

Good command over subject matter

This strong rating reflects the competence of the faculty and justifies the college's investment in human resources.

1.4 Usage of teaching aids in the class by faculty to facilitate teaching

3.74

Total Responses: 915

Average Score

out of 5.00

Rating	Count	Percentage
Poor	30	3.28%
Fair	60	6.56%
Good	279	30.49%
Very Good	296	32.34%
Excellent	250	27.32%

Interpretation:

While most faculty use teaching aids, the 9.84% "Poor" or "Fair" response rate suggests inconsistency across departments. Some observations:

- Science (Physics, Chemistry, Biology) departments generally use practical demonstrations and digital tools effectively
- Humanities and Social Sciences departments vary in adoption of multimedia aids
- Mathematics instruction could benefit from more visual/graphic representations

Recommendation: Conduct workshops on effective use of LMS (Learning Management System), digital projectors, online simulations, and interactive tools. Ensure all classrooms have functional AV equipment.

1.5 Fairness in the assessment process
(assignment/class tests/presentations/quizzes, etc.)

3.78

Total Responses: 915

Average Score
out of 5.00

Rating	Count	Percentage
Poor	28	3.06%
Fair	88	9.61%
Good	236	25.82%
Very Good	272	29.73%
Excellent	291	31.80%

Interpretation:

Assessment fairness receives mixed feedback. While 61.53% view it positively, 12.67% express concerns. Key complaints:

- Marks for internal assessments sometimes linked to attendance rather than actual performance
- Lack of transparency in grading rubrics
- Inconsistent evaluation standards across parallel sections
- Limited feedback on why marks were deducted

Recommendation:

01

Establish and communicate clear, standardized rubrics for all assessment methods

02

Decouple internal assessment scores from attendance (attendance should be a separate metric)

03

Require faculty to provide constructive feedback to students on assessments

04

Conduct moderation meetings to ensure consistency in grading

1.6 Timely return of checked class tests and assignments

3.75

Average Score

out of 5.00

Total Responses: 635

Rating	Count	Percentage
Poor	29	4.57%
Fair	64	10.08%
Good	244	38.43%
Excellent	298	46.93%

> **Note:** This question had lower response rate (635 vs 915–918), possibly because not all students submit assignments or take tests in all courses.

Interpretation:

Among those who responded, feedback is largely positive (85.36% "Good" or "Excellent"). This indicates most faculty are timely in returning evaluated work. However, 14.65% report delays, which hampers students' ability to learn from mistakes promptly.

> **Recommendation:** Set a departmental deadline (e.g., 1 week after submission) for returning graded assignments/tests.

1.7 Opportunities for students to participate in internships, student exchanges, and field visits

3.62

Average Score

out of 5.00

Total Responses: 910

Largest gap between expectations and provision

Rating	Count	Percentage
Poor	73	8.02%
Fair	105	11.54%
Good	194	21.32%
Very Good	265	29.12%
Excellent	273	29.98%

Interpretation:

This dimension shows the largest gap between expectations and provision. While 59.10% rate opportunities positively, 19.56% express dissatisfaction. Repeated suggestions include:

- Internships should begin from 1st year (not reserved for final-year students)
- Industry visits to IT companies, NIT, and established firms needed
- Student exchange programs are absent or inaccessible to most
- Field visits limited in scope and frequency
- BCA students especially feel deprived of real-world tech exposure

Recommendation:

01

Partner with 3–5 leading companies/organizations for internship placement

02

Start internship exposure from 2nd year onwards

03

Organize monthly industry visits (especially for technical programs)

04

Establish formal student exchange agreements with peer institutions

05

Allocate budget for field visits (at least 2 per semester per department)

18

1.8 Opportunities for out-of-classroom learning

(guest lectures, seminars, workshops, value-added programs, conferences, competitions, etc.)

3.76

Average Score

out of 5.00

Total Responses: 913

Rating	Count	Percentage
Poor	52	5.69%
Fair	79	8.65%
Good	210	22.99%
Very Good	263	28.81%
Excellent	309	33.85%

Interpretation:

A majority (62.66%) appreciate the current co-curricular offerings. However, students note:

- Guest lectures are occasional rather than structured/regular
- Workshops often lack practical, hands-on components
- Departmental functions sometimes feel mandatory and disconnected from learning
- Few opportunities for student competitions or skill-building contests
- Limited awareness of external conferences/seminars open to students

Recommendation:

01
Establish a quarterly calendar of guest lectures featuring industry/academic experts

02
Organize department-specific workshops (e.g., coding bootcamps for BCA, thesis writing for research students)

03
Encourage students to present at regional/national conferences with financial support

04
Create a skill-development series (public speaking, technical writing, etc.)

05
Make departmental events genuinely value-adding rather than ceremonial

1.9 Overall learning experience

3.91

Average Score
out of 5.00

Total Responses: 917

Second-highest rating

Rating	Count	Percentage
Poor	15	1.64%
Fair	55	5.99%
Good	243	26.49%
Very Good	288	31.41%
Excellent	316	34.46%

Interpretation:

The overall learning experience receives the second-highest rating after course delivery (3.91/5.00). This reflects that despite specific operational challenges (infrastructure, internships), students appreciate their time at the college. 65-87% rate the experience as "Very Good" or "Excellent."

Key positive factors:

Faculty Quality
Faculty approachability and pedagogical quality

Environment
Supportive academic environment

Activities
Cultural and social activities

Networking
Peer interaction and networking

Areas for enhancement:

- Infrastructure (classrooms, library, study spaces)
- Regular class scheduling
- Internship/career guidance integration
- Student participation in decision-making
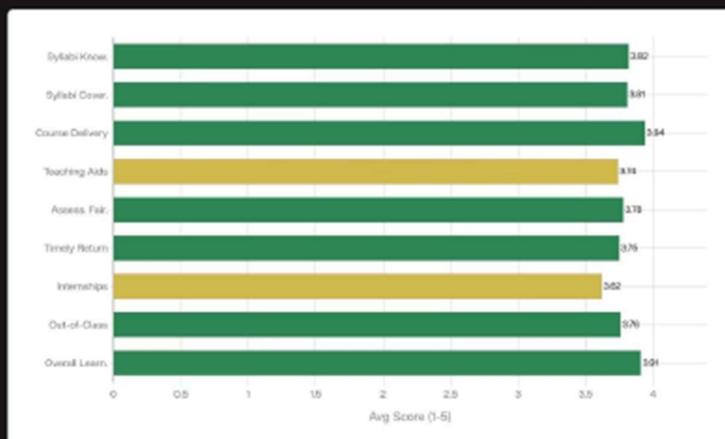
2. Comparative Insights

Figure 1: Average Feedback Scores by Question (Scale 1-5). Green bars indicate strong performance (3.75+), orange indicates adequate performance (3.5-3.75), and red indicates areas needing improvement (<3.5).

Strengths (Scores ≥ 3.90)

Course Delivery (3-94)
Faculty teaching quality is a major institutional strength

Overall Learning Experience (3-91)
Students value their college experience

Areas of Adequate Performance (3.75–3.89)

- Syllabi Knowledge Addition (3-82)
- Syllabi Coverage (3-81)
- Timely Return of Assessments (3-75)
- Assessment Fairness (3-78)
- Out-of-Classroom Learning (3-76)

Areas Requiring Attention (< 3.75)

Teaching Aids Usage (3-74)
Inconsistent adoption across departments

Internships & Exchanges (3-62)
Significant gap between student expectations and institutional provision

3. Qualitative Feedback Summary

Students provided **250+ suggestions**. Common themes include:

Infrastructure and Campus

- Small library with insufficient seating
- Crowded classrooms; some structural issues (ceiling damage)
- Limited outdoor seating/rest areas
- Washroom conditions need improvement
- No dedicated study spaces for group work

Academic and Curriculum

- Outdated syllabus in BCA/IT programs (mentions of 2008 curriculum in 2025)
- Need for AI, advanced technology, and industry-aligned content
- Practical knowledge insufficient; focus should shift from rote learning
- Mathematics instruction needs improvement (some criticisms of specific faculty)

Opportunities and Engagement

- Internships must start earlier (from 1st or 2nd year)
- Industry visits to real companies (Infosys, TCS, NIT, etc.)
- More guest lectures from practitioners
- Career-oriented seminars and placement guidance
- Student exchange programs

Class Management

- Irregular classes due to faculty unavailability; poor communication of cancellations
- Excessive emphasis on attendance; should not be linked to marks
- Uniform policy criticized as misaligned with college-level professionalism
- Departmental functions sometimes feel forced/mandatory

Interpersonal and Culture

- Request for more student-teacher comfort and understanding
- Some concerns about fairness in sports selection
- Lab attendant behavior (one specific complaint about Chemistry lab)
- Need for more interactive, discussion-based learning
- Preference for confidence-building activities over ceremonial events

4. Recommendations and Action Plan
Immediate Priorities (0–3 months)

Action	Owner	Expected Outcome
Communicate class schedule changes 24hrs in advance	Principal/Department Heads	Reduced student inconvenience
Establish assessment rubrics and share with students	Academic Committee	Greater transparency and fairness
Survey student satisfaction on uniform policy	Student Affairs	Informed policy review
Compile outdated curriculum areas	BCA/IT Coordinators	Roadmap for revision

Short-term Initiatives (3–6 months)

Action	Owner	Expected Outcome
Conduct faculty workshop on teaching aids	IQAC	Improved multimedia integration
Launch internship committee; identify 3–5 partner organizations	Placement Cell	Structured internship pathway
Plan first round of industry visits (2 per semester)	Department Heads	Practical exposure for students
Establish guest lecture calendar (monthly)	Academic Coordinator	Regular expert engagement

Medium-term Initiatives (6–12 months)

Action	Owner	Expected Outcome
Revise BCA and IT curricula for current relevance	Curriculum Committee	Industry-aligned programs
Develop student skill building workshop series	Training & Development	Enhanced employability
Explore student exchange partnerships	International Relations Officer	Cross institutional exposure
Conduct library and infrastructure audit	Principal	Strategic improvement plan

Long-term Strategic Goals (12+ months)

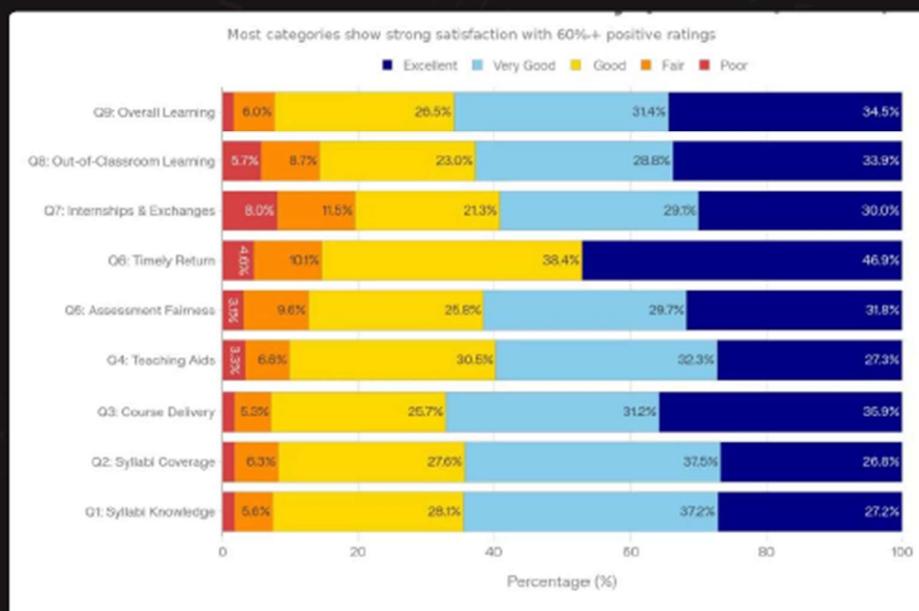| Action	Owner	Expected Outcome
Establish a formal internship integrated semester (e.g., 4th semester)	Academic Council	Work-integrated learning
Create an alumni-industry mentorship network	Alumni Relations	Sustained student guidance
Upgrade classroom technology and campus infrastructure	Finance & Planning	Enhanced learning environment
Institutionalize regular feedback loops (bi-annual surveys)	IQAC	Continuous improvement culture

Figure 2: Distribution of Response Ratings by Question. Stacked bars show the percentage breakdown across all five rating levels. Note the higher proportion of "Poor" and "Fair" responses for internship/exchange opportunities (Q7) compared to course delivery (Q3).

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5. Comparative Analysis by Student Cohort

While detailed demographic breakdowns are not the focus of this report, the data includes responses from:

B.Com students (1st, 2nd, 3rd year)	**BA students** (1st, 2nd, 3rd year)
B.Sc students (Physical Science and Life Science, 1st–3rd year)	**BCA students** (1st–6th semester)

Observations by Program

BCA Students

BCA students express the highest concern about outdated curriculum and lack of internships

B.Sc (1st year, Physical Science)

B.Sc (1st year, Physical Science) students rate all dimensions highly (many with "Excellent" across the board)

BA Students

BA students show consistent satisfaction with course delivery but variable opinions on out-of-classroom opportunities

B.Com Students

B.Com students generally positive; some concern in 2nd year about assessment fairness

6. Conclusion

Govt College Sanjauli demonstrates solid strength in teaching quality and faculty competence, with an overall student satisfaction score of **3.80/5.00**. The college has successfully created an academic environment where students feel engaged and respected by faculty.

However, the gap between strengths and areas for improvement is notable in two dimensions:

Experiential learning

(internships, field visits, student exchanges) Currently falls short of student expectations and industry demands

Consistent operational execution

(teaching aids, assessment transparency, regular classes) – Varies by department and needs standardization

The pathway forward requires:

- Strategic investment in internship infrastructure and industry partnerships
- Curriculum modernization, especially in technical programs
- Operational excellence through clear policies and consistent implementation
- Continuous feedback mechanisms to track progress on these initiatives

By addressing these recommendations, Govt College Sanjauli can strengthen its competitive position, enhance student employability, and elevate overall satisfaction to **4.0+ within the next academic year**.

Appendix: Survey Questions and Rating Scale

The feedback form contained the following questions, each rated on a 5-point scale:

1. The syllabi taught added to my existing knowledge about the subject.
2. Extent of syllabi covered in class.
3. Course delivery/teaching by faculty members in the class.
4. Usage of teaching aids in the class by faculty to facilitate teaching.
5. Fairness in the assessment process (assignment/class tests/presentations/quizzes, etc.).
6. Timely return of checked class tests and assignments.
7. Opportunities for students to participate in internships, student exchanges, and field visits.
8. Opportunities for out-of-classroom learning (guest lectures, seminars, workshops, value-added programs, conferences, competitions, etc.).
9. Overall learning experience.

Rating Scale:

- 1 = Poor
- 2 = Fair
- 3 = Good
- 4 = Very Good
- 5 = Excellent

Data Collection: November–December 2024 via Google Form

Total Valid Responses: 921 students

Institution: Govt College Sanjauli, Shimla

Academic Session: 2024–25

Report compiled: December 2024

For inquiries, contact the Principal's Office or IQAC, Govt College Sanjauli

Link for Feedback Received from students:

https://docs.google.com/spreadsheets/d/1xvKvuseK4DzKuo4kGico0t0fNLsAui75/edit?

Link for Responses Received From Parents:
https://docs.google.com/spreadsheets/d/1vCmoLjUjUUxZvFvEuqG3I273KYzzEstcjNJzRIpU7s
Y/edit?usp=sharing

IQAC Feedback Form for Parents (On Curricular Aspects)

Dear Parents, The IQAC at Govt. College Sanjauli seeks your valuable feedback for enhancing the quality of education at Centre of Excellence, Govt. College Sanjauli, Shimla-6

1. Name

   _____

2. Email id

   _____

3. How do you rate the quality and relevance of courses included in the year/semester?

   Mark only one oval.

   ◯ Excellent
   ◯ Very Good
   ◯ Average

4. How do you rate the treatment of students by the faculty irrespective of the background of the students?

   Mark only one oval.

   ◯ Excellent
   ◯ Very Good
   ◯ Average

5. How do you rate the courses in terms of their relevance to the latest trends?

   Mark only one oval.

   ◯ Excellent
   ◯ Very Good
   ◯ Average

6. How do you rate the quality of teaching in the college?

   Mark only one oval.

   ◯ Excellent
   ◯ Very Good
   ◯ Average

7. How do you rate the transparency of the evaluation system of the college?

Mark only one oval.

◯ Excellent

◯ Very Good

◯ Average

8. Your valuable suggestions, if any?

_____

_____

_____

_____

_____

Parents' Feedback Analysis Report
Govt. College Sanjauli, District Shimla
Academic Session 2024-25

Summary

This comprehensive report analyzes feedback collected from 372 parents of students studying at Govt. College Sanjauli, District Shimla. The feedback assessment encompasses five key areas of institutional performance: course quality and relevance, faculty treatment of students, alignment with latest trends, teaching quality, and transparency of the evaluation system.

Key Findings:

- **Overall Satisfaction Level:** 73.66% (Average Score: 2.21/3.0)
- **Positive Feedback:** 86.08% of parents rated the college as "Excellent" or "Very Good"
- **Response Rate:** 96.94% average across all questions
- **Total Feedback Forms:** 372
- **Suggestions Provided:** 153 (41.13% of respondents)

Methodology

Data Collection:

- Google Feedback Form distributed to parents
- Total Responses: 372
- Response Rate: Excellent (96%+ completion across questions)

Rating Scale:

- **Excellent:** 3 points
- **Very Good:** 2 points
- **Average:** 1 point

Analysis Approach:
Question-wise analysis with frequency distribution, percentage analysis, and overall satisfaction metrics.

Question-Wise Analysis

Question 1: Quality and Relevance of Courses

"How do you rate the quality and relevance of courses included in the year/semester?"

Rating	Count	Percentage
Very Good	189	52.35%
Excellent	122	33.80%
Average	50	13.85%
Total Responses	**361**	**97.06%**
Missing	11	2.94%

Analysis:
A majority of parents (52.35%) rated the course quality and relevance as "Very Good," with an additional 33.80% rating it "Excellent." Combined, 86.15% of parents expressed satisfaction with the courses offered. Only 13.85% felt the courses were "Average," indicating strong parental confidence in the curriculum design.

Key Insight: The college demonstrates competent curriculum planning with strong alignment between courses and academic standards, though there may be room for enhanced innovation and specialization.

Question 2: Faculty Treatment of Students

"How do you rate the treatment of students by the faculty irrespective of the background of the students?"

Rating	Count	Percentage
Very Good	189	52.65%
Excellent	130	36.21%
Average	40	11.14%
Total Responses	**359**	**96.50%**
Missing	13	3.50%

Analysis:
Parents demonstrate high confidence in faculty's treatment of students. Over half (52.65%) rated the faculty treatment as "Very Good," with 36.21% rating it "Excellent." Combined satisfaction rate reaches 88.86%, reflecting positive interpersonal dynamics between faculty and students regardless of their background.

Key Insight: The college successfully maintains an inclusive and respectful environment where faculty treats all students equitably, which is crucial for holistic student development and institutional reputation.

Question 3: Course Relevance to Latest Trends

"How do you rate the courses in terms of their relevance to the latest trends?"

Rating	Count	Percentage
Very Good	198	55.31%
Excellent	100	27.93%
Average	60	16.76%
Total Responses	358	96.24%
Missing	14	3.76%

Analysis:
Parents generally appreciate the college's efforts to keep courses aligned with contemporary trends. The majority (55.31%) rated course relevance as "Very Good," while 27.93% rated it "Excellent." However, 16.76% rated it "Average," suggesting some parents perceive a need for stronger integration of emerging fields and industry demands.

Key Insight: While the college maintains reasonable currency with market trends, there is an identifiable opportunity to enhance curriculum with cutting-edge content, industry partnerships, and emerging discipline areas like artificial intelligence, digital marketing, and sustainable development.

Question 4: Quality of Teaching

"How do you rate the quality of teaching in the college?"

Rating	Count	Percentage
Excellent	165	45.45%
Very Good	153	42.15%
Average	45	12.40%
Total Responses	363	97.58%
Missing	9	2.42%

Analysis:
This question received the highest positive response distribution. Nearly half of parents (45.45%) rated teaching quality as "Excellent," while 42.15% rated it "Very Good." Combined satisfaction reaches 87.60%. This is particularly significant as teaching quality is fundamental to student learning outcomes and institutional excellence.

Key Insight: The faculty demonstrates strong pedagogical capabilities and commitment to student learning. The nearly equal distribution between "Excellent" and "Very Good" suggests consistent delivery across faculty members, indicating robust faculty development and quality assurance mechanisms.

Question 5: Transparency of Evaluation System

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"How do you rate the transparency of the evaluation system of the college?"

Rating	Count	Percentage
Very Good	194	53.59%
Excellent	112	30.94%
Average	56	15.47%
Total Responses	362	97.31%
Missing	10	2.69%

Analysis:
Parent feedback on evaluation transparency is moderately positive. Over half (53.59%) rated the system as "Very Good," with 30.94% rating it "Excellent." However, 15.47% rated it "Average," which is slightly higher than other areas. This suggests the college has clear evaluation procedures but may benefit from further enhancement in clarity and communication.

Key Insight: The college should strengthen transparency initiatives, including regular communication of evaluation criteria, consistent feedback mechanisms, and grievance resolution processes. Enhanced clarity about marking schemes and evaluation methods could boost confidence further.

Overall Satisfaction Analysis

Combined Rating Distribution

Aggregating responses across all five questions:

Rating	Count	Percentage	Satisfaction Contribution
Excellent	629	34.89%	High
Very Good	923	51.19%	High
Average	251	13.92%	Moderate
Total	1,803	100%	

Satisfaction Metrics

- **Overall Satisfaction Level:** 73.66%
- **Average Score (out of 3):** 2.21
- **Positive Ratings (Excellent + Very Good):** 86.08%
- **Neutral/Below Average Ratings:** 13.92%

Interpretation

The college maintains a strong institutional reputation among parents with **86.08% of feedback being positive** (rating of "Excellent" or "Very Good"). The overall satisfaction level of 73.66% indicates that while the college excels in core areas, there remains scope for continuous improvement to reach excellence benchmarks. The consistency of high ratings across all five dimensions reflects institutional commitment to quality across multiple areas.

Key Strengths Identified

1. **Quality Teaching:** 87.60% positive rating shows faculty commitment and capability
2. **Inclusive Environment:** 88.86% positive rating on faculty treatment indicates inclusive practices
3. **Consistent Quality:** High ratings across all dimensions reflect systematic quality assurance
4. **Curriculum Design:** 86.15% positive rating indicates well-designed courses
5. **Evaluation Procedures:** 84.53% positive rating shows reasonable transparency

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Areas for Improvement

1. **Contemporary Relevance:** 16.76% "Average" ratings suggest need for stronger industry alignment
2. **Evaluation Transparency:** 15.47% "Average" ratings indicate opportunity for enhanced communication
3. **Infrastructure:** Multiple suggestions mention campus development and facilities
4. **Specialized Programs:** Several parents suggested Honours programs and placement cell
5. **Hostel Facilities:** Need for girls' hostel mentioned by multiple respondents

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Parent Suggestions and Recommendations

Summary of Qualitative Feedback

Total Meaningful Suggestions Received: 68 (from 153 respondents who provided suggestions)

Thematic Analysis of Suggestions

1. Infrastructure and Facilities Enhancement

- Campus expansion and development
- Theatre/auditorium facilities
- Girls' hostel accommodation
- Better infrastructure for classroom facilities
- Sports and recreational facilities

2. Academic and Curricular Improvements

- Introduction of Honours programs in specific subjects
- Enhanced curriculum alignment with industry standards
- Regular and consistent class delivery
- Focus on concept clarity over syllabus completion
- Teacher training on current pedagogical trends

3. Student Development and Placement

- Establishment of placement cell
- Career counseling services
- Skill development programs
- Internship opportunities
- Industry partnerships for practical exposure

4. Campus Life and Student Support

- Regular and punctual classes
- Equal opportunity and elimination of favoritism
- Student engagement programs
- Health and wellness support
- Anti-substance abuse awareness programs

5. Administrative and Support Services

- Enhanced counseling services
- Better communication between college and parents
- Regular feedback mechanisms
- Transparent grievance redressal
- Student discipline and conduct support

Comparative Performance Analysis

Question Ranking by Satisfaction (Positive Ratings)

Rank	Question	Positive Rating
1	Quality of Teaching	87.60%
2	Faculty Treatment	88.86%
3	Course Quality	86.15%

4	Evaluation Transparency	84.53%
5	Course Trends Relevance	83.24%

Recommendations for Institutional Development

Short-term Actions

1. **Enhanced Communication:** Develop a parent communication portal with regular updates on evaluation criteria and student progress
2. **Curriculum Review:** Establish a committee to evaluate course relevance with emerging trends and industry needs
3. **Quality Assurance:** Implement regular teaching effectiveness surveys and peer review mechanisms
4. **Awareness Programs:** Conduct workshops on latest pedagogical approaches for faculty

Medium-term Initiatives

1. **Infrastructure Development:** Initiate campus expansion project prioritizing:
   - Girls' hostel facility
   - Modern classroom infrastructure
   - Cultural center/theatre facility
   - Enhanced library facilities
2. **Specialized Programs:** Introduce honours programs in high-demand subjects
3. **Placement Cell:** Establish dedicated placement and career services cell
4. **Industry Partnerships:** Develop memorandums of understanding with relevant industries for internships and curriculum input

Long-term Strategic Goals (1-3 years)

1. **Research and Innovation:** Create research centers aligned with institutional strengths
2. **Accreditation Enhancement:** Pursue institutional accreditation with focus on continuous improvement
3. **Global Partnerships:** Develop international academic collaborations and student exchange programs
4. **Sustainability:** Implement green campus initiatives
5. **Excellence in Teaching:** Establish faculty development academy for continuous professional growth

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Conclusion

The parent feedback analysis for Govt. College Sanjauli, District Shimla presents a predominantly positive institutional profile. With an overall satisfaction level of 73.66% and 86.08% of feedback being positive, the college demonstrates solid performance across all evaluated dimensions.

Strengths: The college excels particularly in teaching quality and faculty-student relationships, reflecting a learner-centric institutional culture. The consistent high ratings across domains indicate systematic quality management.

Opportunities: The analysis identifies clear opportunities for enhancement, particularly in:

- Integration of contemporary practices and emerging disciplines
- Infrastructure and facility development
- Specialized academic programs and placement services
- Enhanced transparency in evaluation procedures

Path Forward: By implementing the recommended short, medium, and long-term initiatives while maintaining the strengths that have earned high parental confidence, Govt. College Sanjauli can elevate from current performance levels to achieve excellence in higher education delivery. Regular repetition of this feedback mechanism will enable the institution to track progress and make evidence-based decisions.

The institution's responsiveness to parent feedback will be crucial in building on this positive foundation and achieving strategic institutional goals.

Appendices

Appendix A: Response Rates

- Total Surveys Distributed: 372
- Overall Average Response Completion: 96.94%
- Suggestions Provided: 153 (41.13% of respondents)

Appendix C: Feedback Summary Statistics

- Total Valid Responses: 1,803 ratings across all questions
- Average Missing Responses per Question: 11.2 (3.0%)
- Response Consistency: High (96%+ across all questions)

IQAC Feedback Form for Students (On Curricular Aspects) 2024-25

Dear Students of the Centre of Excellence, Govt. College Sanjauli. Your valuable feedback is hereby sought to improve the curriculum delivery experience. Please take out a minute to fill out the form.

1. Email

_____

2. Class

_____

3. Year of Admission

_____

4. The syllabi taught added to my existing knowledge about the subject.

   Mark only one oval.

   ◯ Excellent
   ◯ Very Good
   ◯ Good
   ◯ Fair
   ◯ Poor

5. Extent of syllabi covered in class

   Mark only one oval.

   ◯ Excellent
   ◯ Very Good
   ◯ Good
   ◯ Fair
   ◯ Poor

6. Course delivery/teaching by faculty members in the class

Mark only one oval.

◯ Excellent

◯ Very Good

◯ Good

◯ Fair

◯ Poor

7. Usage of teaching aids in the class by faculty to facilitate teaching

Mark only one oval.

◯ Excellent

◯ Very Good

◯ Good

◯ Fair

◯ Poor

8. Fairness in the assessment process (assignment/class tests/presentations/quizzes, etc.)

Mark only one oval.

◯ Excellent

◯ Very Good

◯ Good

◯ Fair

◯ Poor

9. Timely return of checked class tests and assignments

Mark only one oval.

◯ Excellent

◯ Very good

◯ Good

◯ Fair

◯ Poor

10. Opportunities for students to participate in internships, student exchanges, and field visits.

Mark only one oval.

( ) Excellent

( ) Very Good

( ) Good

( ) Fair

( ) Poor

11. Opportunities for out-of-classroom learning (guest lectures, seminars, workshops, value-added programs, conferences, competitions, etc.)

Mark only one oval.

( ) Excellent

( ) Very Good

( ) Good

( ) Fair

( ) Poor

12. Overall learning experience

Mark only one oval.

( ) Excellent

( ) Very Good

( ) Good

( ) Fair

( ) Poor

13. Your valuable suggestions, if any

_____

_____

_____

_____

_____

Student Feedback Analysis Report

Govt College Sanjauli, Session 2024-25

Executive Summary

This comprehensive analysis evaluates student feedback collected via Google Form during the 2024-25 academic session at Govt College Sanjauli. A total of **921 valid student responses** were analyzed across 9 key dimensions of academic experience.

Key Findings

- **Overall Average Score:** 3.80 out of 5.00
- **Median Score:** 3.89 out of 5.00
- **Overall Assessment:** "Good to Very Good"

The feedback reveals strong satisfaction with **teaching quality and faculty competence** (average 3.94), while identifying **opportunities for improvement in internship provision and out-of-classroom learning** (average 3.62).

1. Question-Wise Detailed Analysis

1.1 The syllabi taught added to my existing knowledge about the subject

Average Score: 3.82/5.00 | Total Responses: 918

Rating	Count	Percentage
Poor	17	1.85%
Fair	51	5.56%
Good	258	28.11%
Very Good	342	37.25%
Excellent	250	27.23%

Interpretation: Students generally agree that the syllabi enhance their subject knowledge. More than 64% rated this dimension as "Very Good" or "Excellent," indicating relevance and quality of course content. However, some feedback suggests certain syllabi (particularly in IT/BCA programs) are outdated and need alignment with current industry practices.

1.2 Extent of syllabi covered in class

Average Score: 3.81/5.00 | Total Responses: 918

Rating	Count	Percentage
Poor	17	1.85%
Fair	58	6.32%
Good	253	27.56%
Very Good	344	37.48%
Excellent	246	26.79%

Interpretation: Similar to syllabi relevance, syllabus coverage receives positive ratings. The "Very Good" category dominates (37.48%), suggesting most teachers manage to cover scheduled content. However, 8.17% of responses indicate concern ("Poor" or "Fair"), which students attribute to:

- Irregular classes due to faculty deputations
- Insufficient notice when classes are canceled
- Tight scheduling leading to rushed completion

Recommendation: Establish a centralized system to notify students of class cancellations at least 24 hours in advance.

1.3 Course delivery/teaching by faculty members in the class

Average Score: 3.94/5.00 | Total Responses: 917

Rating	Count	Percentage
Poor	17	1.85%
Fair	49	5.34%
Good	236	25.74%
Very Good	286	31.19%
Excellent	329	35.88%

Interpretation: This is the **highest-scoring dimension**, with 67.07% of students rating teaching delivery as "Very Good" or "Excellent." Students consistently praise faculty for:

- Clear explanations of complex concepts
- Relevant examples and practical applications
- Approachable demeanor (in most departments)
- Good command over subject matter

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This strong rating reflects the competence of the faculty and justifies the college's investment in human resources.

1.4 Usage of teaching aids in the class by faculty to facilitate teaching

Average Score: 3.74/5.00 | Total Responses: 915

Rating	Count	Percentage
Poor	30	3.28%
Fair	60	6.56%
Good	279	30.49%
Very Good	296	32.34%
Excellent	250	27.32%

Interpretation: While most faculty use teaching aids, the 9.84% "Poor" or "Fair" response rate suggests **inconsistency across departments**. Some observations:

- Science (Physics, Chemistry, Biology) departments generally use practical demonstrations and digital tools effectively
- Humanities and Social Sciences departments vary in adoption of multimedia aids
- Mathematics instruction could benefit from more visual/graphic representations

Recommendation: Conduct workshops on effective use of LMS (Learning Management System), digital projectors, online simulations, and interactive tools. Ensure all classrooms have functional AV equipment.

1.5 Fairness in the assessment process (assignment/class tests/presentations/quizzes, etc.)

Average Score: 3.78/5.00 | Total Responses: 915

Rating	Count	Percentage
Poor	28	3.06%
Fair	88	9.61%
Good	236	25.82%
Very Good	272	29.73%
Excellent	291	31.80%

Interpretation: Assessment fairness receives **mixed feedback**. While 61.53% view it positively, 12.67% express concerns. Key complaints:

- Marks for internal assessments sometimes linked to attendance rather than actual performance
- Lack of transparency in grading rubrics
- Inconsistent evaluation standards across parallel sections
- Limited feedback on why marks were deducted

Recommendation:

1. Establish and communicate clear, standardized rubrics for all assessment methods
2. Decouple internal assessment scores from attendance (attendance should be a separate metric)
3. Require faculty to provide constructive feedback to students on assessments
4. Conduct moderation meetings to ensure consistency in grading

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1.6 Timely return of checked class tests and assignments

Average Score: 3.75/5.00 | Total Responses: 635

Rating	Count	Percentage
Poor	29	4.57%
Fair	64	10.08%
Good	244	38.43%
Excellent	298	46.93%

Note: This question had lower response rate (635 vs 915-918), possibly because not all students submit assignments or take tests in all courses.

Interpretation: Among those who responded, feedback is largely positive (85.36% "Good" or "Excellent"). This indicates most faculty are timely in returning evaluated work. However, 14.65% report delays, which hampers students' ability to learn from mistakes promptly.

Recommendation: Set a departmental deadline (e.g., 1 week after submission) for returning graded assignments/tests.

1.7 Opportunities for students to participate in internships, student exchanges, and field visits

Average Score: 3.62/5.00 | Total Responses: 910

Rating	Count	Percentage
Poor	73	8.02%
Fair	105	11.54%
Good	194	21.32%
Very Good	265	29.12%
Excellent	273	29.98%

Interpretation: This dimension shows the **largest gap between expectations and provision.** While 59.10% rate opportunities positively, 19.56% express dissatisfaction. Repeated suggestions include:

- Internships should begin from 1st year (not reserved for final-year students)
- Industry visits to IT companies, NIT, and established firms needed
- Student exchange programs are absent or inaccessible to most
- Field visits limited in scope and frequency
- BCA students especially feel deprived of real-world tech exposure

Recommendation:

1. Partner with 3–5 leading companies/organizations for internship placement
2. Start internship exposure from 2nd year onwards
3. Organize monthly industry visits (especially for technical programs)
4. Establish formal student exchange agreements with peer institutions
5. Allocate budget for field visits (at least 2 per semester per department)

1.8 Opportunities for out-of-classroom learning (guest lectures, seminars, workshops, value-added programs, conferences, competitions, etc.)

Average Score: 3.76/5.00 | Total Responses: 913

Rating	Count	Percentage
Poor	52	5.69%
Fair	79	8.65%
Good	210	22.99%
Very Good	263	28.81%
Excellent	309	33.85%

Interpretation: A majority (62.66%) appreciate the current co-curricular offerings. However, students note:

- Guest lectures are occasional rather than structured/regular
- Workshops often lack practical, hands-on components
- Departmental functions sometimes feel mandatory and disconnected from learning
- Few opportunities for student competitions or skill-building contests
- Limited awareness of external conferences/seminars open to students

Recommendation:

1. Establish a quarterly calendar of guest lectures featuring industry/academic experts
2. Organize department-specific workshops (e.g., coding bootcamps for BCA, thesis writing for research students)
3. Encourage students to present at regional/national conferences with financial support
4. Create a skill-development series (public speaking, technical writing, etc.)
5. Make departmental events genuinely value-adding rather than ceremonial

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1.9 Overall learning experience

Average Score: 3.91/5.00 | Total Responses: 917

Rating	Count	Percentage
Poor	15	1.64%
Fair	55	5.99%
Good	243	26.49%
Very Good	288	31.41%
Excellent	316	34.46%

Interpretation: The overall learning experience receives the **second-highest rating** after course delivery (3.91/5.00). This reflects that despite specific operational challenges (infrastructure, internships), students appreciate their time at the college. 65.87% rate the experience as "Very Good" or "Excellent."

Key positive factors:

- Faculty approachability and pedagogical quality
- Supportive academic environment
- Cultural and social activities
- Peer interaction and networking

Areas for enhancement:

- Infrastructure (classrooms, library, study spaces)
- Regular class scheduling
- Internship/career guidance integration
- Student participation in decision-making

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2. Comparative Insights

Student Feedback Scores Show Strong Performance (2024-25)

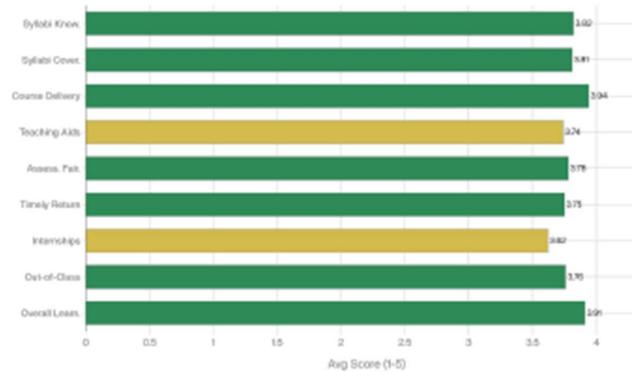7 of 9 areas score 3.75+, green indicates high satisfaction

Figure 1: Figure 1: Average Feedback Scores by Question (Scale 1-5). Green bars indicate strong performance (3.75+), orange indicates adequate performance (3.5-3.75), and red indicates areas needing improvement (<3.5).

Strengths (Scores ≥ 3.90)

1. **Course Delivery (3.94)** – Faculty teaching quality is a major institutional strength
2. **Overall Learning Experience (3.91)** – Students value their college experience

Areas of Adequate Performance (3.75–3.89)

3. Syllabi Knowledge Addition (3.82)
4. Syllabi Coverage (3.81)
5. Timely Return of Assessments (3.75)
6. Assessment Fairness (3.78)
7. Out-of-Classroom Learning (3.76)

Areas Requiring Attention (< 3.75)

8. **Teaching Aids Usage (3.74)** – Inconsistent adoption across departments
9. **Internships & Exchanges (3.62)** – Significant gap between student expectations and institutional provision

3. Qualitative Feedback Summary

Students provided 250+ suggestions. Common themes include:

Infrastructure and Campus

- Small library with insufficient seating
- Crowded classrooms; some structural issues (ceiling damage)
- Limited outdoor seating/rest areas
- Washroom conditions need improvement
- No dedicated study spaces for group work

Academic and Curriculum

- **Outdated syllabus** in BCA/IT programs (mentions of 2008 curriculum in 2025)
- Need for AI, advanced technology, and industry-aligned content
- Practical knowledge insufficient; focus should shift from rote learning
- Mathematics instruction needs improvement (some criticisms of specific faculty)

Opportunities and Engagement

- **Internships must start earlier** (from 1st or 2nd year)
- Industry visits to real companies (Infosys, TCS, NIT, etc.)
- More guest lectures from practitioners
- Career-oriented seminars and placement guidance
- Student exchange programs

Class Management

- **Irregular classes** due to faculty unavailability; poor communication of cancellations
- Excessive emphasis on attendance; should not be linked to marks
- Uniform policy criticized as misaligned with college-level professionalism
- Departmental functions sometimes feel forced/mandatory

Interpersonal and Culture

- Request for more student-teacher comfort and understanding
- Some concerns about fairness in sports selection
- Lab attendant behavior (one specific complaint about Chemistry lab)
- Need for more interactive, discussion-based learning
- Preference for confidence-building activities over ceremonial events

4. Recommendations and Action Plan

Immediate Priorities (0–3 months)

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Action	Owner	Expected Outcome
Communicate class schedule changes 24hrs in advance	Principal/Department Heads	Reduced student inconvenience
Establish assessment rubrics and share with students	Academic Committee	Greater transparency and fairness
Survey student satisfaction on uniform policy	Student Affairs	Informed policy review
Compile outdated curriculum areas	BCA/IT Coordinators	Roadmap for revision

Short-term Initiatives (3–6 months)

Action	Owner	Expected Outcome
Conduct faculty workshop on teaching aids	IQAC	Improved multimedia integration
Launch internship committee; identify 3–5 partner organizations	Placement Cell	Structured internship pathway
Plan first round of industry visits (2 per semester)	Department Heads	Practical exposure for students
Establish guest lecture calendar (monthly)	Academic Coordinator	Regular expert engagement

Medium-term Initiatives (6–12 months)

Action	Owner	Expected Outcome
Revise BCA and IT curricula for current relevance	Curriculum Committee	Industry-aligned programs
Develop student skill-building workshop series	Training & Development	Enhanced employability
Explore student exchange partnerships	International Relations Officer	Cross-institutional exposure
Conduct library and infrastructure audit	Principal	Strategic improvement plan

Long-term Strategic Goals (12+ months)

Action	Owner	Expected Outcome
Establish a formal internship-integrated semester (e.g., 4th semester)	Academic Council	Work-integrated learning
Create an alumni-industry mentorship network	Alumni Relations	Sustained student guidance
Upgrade classroom technology and campus infrastructure	Finance & Planning	Enhanced learning environment
Institutionalize regular feedback loops (bi-annual surveys)	IQAC	Continuous improvement culture

Student Feedback Distribution Across Survey Questions (2024-25)

Most categories show strong satisfaction with 60%+ positive ratings

Legend: ■ Excellent ■ Very Good ■ Good ■ Fair ■ Poor

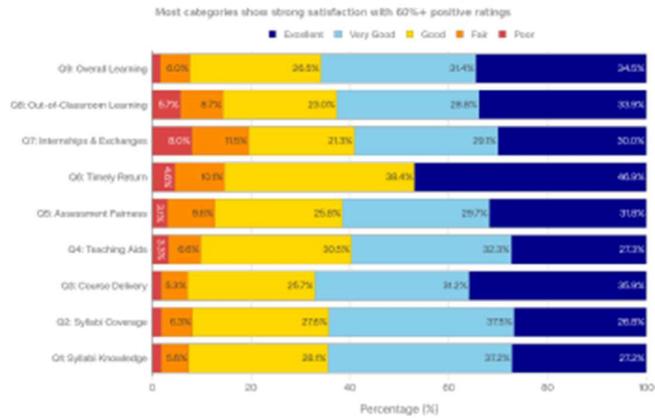| Question	Poor	Fair	Good	Very Good	Excellent
Q9: Overall Learning	6.0%		24.5%	31.4%	34.5%
Q8: Out-of-Classroom Learning	6.7%	8.7%	23.0%	28.8%	33.9%
Q7: Internships & Exchanges	8.0%	11.5%	21.3%	29.1%	30.0%
Q6: Timely Return	4.0%	10.1%	38.4%		46.9%
Q5: Assessment Fairness	3.3%	9.8%	25.8%	29.7%	31.8%
Q4: Teaching Aids	3.3%	6.6%	30.5%	32.3%	27.3%
Q3: Course Delivery	5.3%		25.7%	31.2%	35.9%
Q2: Syllabi Coverage	6.3%		27.5%	37.5%	28.8%
Q1: Syllabi Knowledge	5.6%		28.1%	27.2%	27.2%

Percentage (%)

Figure 2: Figure 2: Distribution of Response Ratings by Question. Stacked bars show the percentage breakdown across all five rating levels. Note the higher proportion of "Poor" and "Fair" responses for internship/exchange opportunities (Q7) compared to course delivery (Q3).

5. Comparative Analysis by Student Cohort

While detailed demographic breakdowns are not the focus of this report, the data includes responses from:

- **B.Com students** (1st, 2nd, 3rd year)
- **BA students** (1st, 2nd, 3rd year)
- **B.Sc students** (Physical Science and Life Science, 1st–3rd year)
- **BCA students** (1st–6th semester)

Observations by Program

- **BCA students** express the highest concern about outdated curriculum and lack of internships
- **B.Sc (1st year, Physical Science)** students rate all dimensions highly (many with "Excellent" across the board)
- **BA students** show consistent satisfaction with course delivery but variable opinions on out-of-classroom opportunities
- **B.Com students** generally positive; some concern in 2nd year about assessment fairness

6. Conclusion

Govt College Sanjauli demonstrates **solid strength in teaching quality and faculty competence**, with an overall student satisfaction score of 3.80/5.00. The college has successfully created an academic environment where students feel engaged and respected by faculty.

However, the gap between strengths and areas for improvement is notable in two dimensions:

1. **Experiential learning** (internships, field visits, student exchanges) – Currently falls short of student expectations and industry demands
2. **Consistent operational execution** (teaching aids, assessment transparency, regular classes) – Varies by department and needs standardization

The pathway forward requires:

- **Strategic investment** in internship infrastructure and industry partnerships
- **Curriculum modernization**, especially in technical programs
- **Operational excellence** through clear policies and consistent implementation
- **Continuous feedback mechanisms** to track progress on these initiatives

By addressing these recommendations, Govt College Sanjauli can strengthen its competitive position, enhance student employability, and elevate overall satisfaction to 4.0+ within the next academic year.

Appendix: Survey Questions and Rating Scale

The feedback form contained the following questions, each rated on a 5-point scale:

1. The syllabi taught added to my existing knowledge about the subject.
2. Extent of syllabi covered in class.
3. Course delivery/teaching by faculty members in the class.
4. Usage of teaching aids in the class by faculty to facilitate teaching.
5. Fairness in the assessment process (assignment/class tests/presentations/quizzes, etc.).
6. Timely return of checked class tests and assignments.
7. Opportunities for students to participate in internships, student exchanges, and field visits.
8. Opportunities for out-of-classroom learning (guest lectures, seminars, workshops, value-added programs, conferences, competitions, etc.).
9. Overall learning experience.

Rating Scale:

- 1 = Poor
- 2 = Fair
- 3 = Good
- 4 = Very Good
- 5 = Excellent

Data Collection: November–December 2024 via Google Form
Total Valid Responses: 921 students
Institution: Govt College Sanjauli, Shimla
Academic Session: 2024–25

Report compiled: December 2024
For inquiries, contact the Principal's Office or IQAC, Govt College Sanjauli

Link for Feedback Received from students:
https://docs.google.com/spreadsheets/d/1xvKvuseK4DzKuo4kGicoQtQfNLsAui75/edit?usp=sharing&ouid=104626969453298212658&rtpof=true&sd=true

IQAC Feedback Form for Teachers (On Curricular Aspects)

Respected Teachers of the Centre of Excellence, Govt. College Sanjauli. This feedback form is intended to collect information relating to your satisfaction towards the curriculum, teaching, learning and evaluation. We will keep the information you provide confidential and use it as important feedback for improving the quality of the program orinstitution.

1. Email

   _____

2. Curriculum and syllabus are need-based.

   Mark only one oval.

   ◯ Strongly Agree
   ◯ Agree
   ◯ Neutral
   ◯ Disagree
   ◯ Strongly Disagree

3. The course outcomes are well defined and clear.

   Mark only one oval.

   ◯ Strongly Agree
   ◯ Agree
   ◯ Neutral
   ◯ Disagree
   ◯ Strongly Disagree

4. The college provides a sufficient number of relevant reading materials and digital resources.

   Mark only one oval.

   ◯ Strongly Agree
   ◯ Agree
   ◯ Neutral
   ◯ Disagree
   ◯ Strongly Disagree

5. The course has good balance between theory and application

   Mark only one oval.

   ◯ Strongly Agree
   ◯ Agree
   ◯ Neutral
   ◯ Disagree
   ◯ Strongly agree

6. The syllabus of the courses enhanced my knowledge and perspective in the subject area.

   Mark only one oval.

   ◯ Strongly Agree
   ◯ Agree
   ◯ Neutral
   ◯ Disagree
   ◯ Strongly Disagree

7. I have the freedom to adopt new techniques, educational tools, and strategies in my teaching.

   Mark only one oval.

   ⬭ Strongly Agree
   ⬭ Agree
   ⬭ Neutral
   ⬭ Disagree
   ⬭ Strongly agree

8. I am able to complete the syllabus well in time with the desired outcomes.

   Mark only one oval.

   ⬭ Strongly Agree
   ⬭ Agree
   ⬭ Neutral
   ⬭ Disagree
   ⬭ Strongly agree

9. I have sufficient resources to provide assistance to slow learners.

   Mark only one oval.

   ⬭ Strongly Agree
   ⬭ Agree
   ⬭ Neutral
   ⬭ Disagree
   ⬭ Strongly Disagree

10. I have contributed to the curriculum and syllabus development.

    Mark only one oval.

    ⬭ Strongly Agree
    ⬭ Agree
    ⬭ Neutral
    ⬭ Disagree
    ⬭ Strongly Disagree

11. Your valuable suggestions to improve teaching/learning, if any

    _____

    _____

    _____

    _____

    _____

Teachers' Feedback Analysis Report
Govt. College Sanjauli, District Shimla
Academic Session: 2024-25

Summary

This report presents a comprehensive analysis of the feedback collected from 35 faculty members of Govt. College Sanjauli regarding institutional support for teaching and learning. The feedback was gathered through a structured Google Form covering nine critical dimensions of academic functioning.

Key Findings:

- **Overall Satisfaction Score:** 4.05 out of 5.00
- **Positive Response Rate:** 82.2% of all responses
- **Respondent Base:** 35 teachers across various disciplines
- **Data Points Analyzed:** 315 individual responses

The analysis reveals strong institutional support in critical areas while identifying specific domains requiring attention and improvement.

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1. Methodology and Survey Design

Survey Instrument

The feedback form comprised 9 key questions designed to assess:

- Curriculum relevance and need-based design
- Clarity of course outcomes
- Availability of learning resources
- Theory-application balance
- Faculty knowledge enhancement
- Pedagogical autonomy
- Syllabus completion feasibility
- Support mechanisms for slow learners
- Faculty participation in curriculum development

Response Scale

Responses were captured on a 5-point Likert scale:

- Strongly Agree = 5
- Agree = 4

- Neutral = 3
- Disagree = 2
- Strongly Disagree = 1

2. Question-Wise Analysis

2.1 Q1: Curriculum and Syllabus Are Need-Based

Response Category	Count	Percentage				
Strongly Agree	7	20.0%				
Agree	18	51.4%				
Neutral	7	20.0%				
Disagree	2	5.7%				
Strongly Disagree	1	2.9%				
Average Score	3.80/5.00					
Positive Response Rate	71.4%					

Table 1: Response Distribution: Q1 - Curriculum Need-Based

Analysis: 71.4% of teachers agree that the curriculum and syllabus are need-based. While this represents a majority, the presence of 8.6% negative responses and 20% neutral responses suggests that some teachers perceive the curriculum may not adequately address current institutional and societal needs. Several teachers recommended that syllabus be updated to meet current IT sector requirements and that basic concepts in certain disciplines should be retained.

Recommendations:

- Conduct periodic curriculum review based on industry/sector requirements
- Establish stronger dialogue between university curriculum framers and ground-level educators
- Incorporate teacher feedback systematically into curriculum revision cycles

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2.2 Q2: Course Outcomes Are Well Defined and Clear

Response Category	Count	Percentage
Strongly Agree	8	22.9%
Agree	22	62.9%

Neutral	5	14.3%
Disagree	0	0%
Strongly Disagree	0	0%
Average Score	4.09/5.00	
Positive Response Rate	85.7%	

Table 2: Response Distribution: Q2 - Course Outcomes Clarity

Analysis: 85.7% of faculty members confirm that course outcomes are well defined and clear, with no dissenting responses. This is a strong indicator that institutional guidelines for outlining course objectives are effective. The 14.3% neutral responses may reflect areas where outcomes could be made even more explicit.

Strengths:

- Clear articulation of course outcomes across the institution
- Positive alignment with learning outcome frameworks
- Minimal dissent suggests institutional consensus

2.3 Q3: College Provides Sufficient Reading Materials and Digital Resources

Response Category	Count	Percentage
Strongly Agree	17	48.6%
Agree	16	45.7%
Neutral	1	2.9%
Disagree	1	2.9%
Strongly Disagree	0	0%
Average Score	4.40/5.00	
Positive Response Rate	94.3%	

Table 3: Response Distribution: Q3 - Learning Resources

Analysis: This is one of the strongest areas, with 94.3% positive responses. Nearly half the faculty (48.6%) strongly agree that the college provides sufficient reading materials and digital resources. This reflects effective resource management and library services at the institution. However, the 2.9% dissenting response warrants attention to ensure equitable resource distribution across all disciplines.

Strengths:

- Strong institutional investment in physical and digital resources

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- High accessibility to learning materials
- Positive perception across diverse disciplines

Opportunities:

- Further digitization of library resources
- Enhancement of subject-specific databases
- Regular updating of reference materials

2.4 Q4: Course Has Good Balance Between Theory and Application

Response Category	Count	Percentage
Strongly Agree	5	14.3%
Agree	23	65.7%
Neutral	5	14.3%
Disagree	2	5.7%
Strongly Disagree	0	0%
Average Score	3.89/5.00	
Positive Response Rate	80.0%	

Table 4: Response Distribution: Q4 - Theory-Application Balance

Analysis: While 80% affirm adequate theory-application balance, this area shows room for improvement. Five teachers remained neutral, and two disagreed. Feedback comments suggest teachers recognize the need for more practical visits, field-based learning, and real-time case studies to strengthen applied dimensions of teaching.

Key Comments from Teachers:

- "Adding more practical visits along with real time data information with case studies needed to the Course"
- "Students should have some more field visits and short-time trainings"
- "Although teaching process in this institution is efficiently working, still we can add more practicals to be more effective"

Recommendations:

- Increase experiential learning components
- Establish partnerships with industry for internships and projects
- Incorporate more case-based learning and problem-solving activities
- Schedule regular field visits and outdoor training programs

2.5 Q5: Syllabus Enhanced Knowledge and Perspective in Subject Area

Response Category	Count	Percentage
Strongly Agree	8	22.9%
Agree	20	57.1%
Neutral	6	17.1%
Disagree	1	2.9%
Strongly Disagree	0	0%
Average Score	4.00/5.00	
Positive Response Rate	80.0%	

Table 5: Response Distribution: Q5 - Knowledge Enhancement

Analysis: 80% of teachers confirm that the syllabi enhanced their knowledge and professional perspective. This indicates that curriculum design includes contemporary content and evolving concepts in respective disciplines. The consistent 80% positive response rate across this and Q4 suggests that while majority satisfaction exists, refinement in content relevance and applicability would be beneficial.

2.6 Q6: Freedom to Adopt New Techniques, Educational Tools, and Strategies

Response Category	Count	Percentage
Strongly Agree	15	42.9%
Agree	20	57.1%
Neutral	0	0%
Disagree	0	0%
Strongly Disagree	0	0%
Average Score	4.43/5.00	
Positive Response Rate	100.0%	

Table 6: Response Distribution: Q6 - Pedagogical Autonomy

Analysis: This is the strongest area with a perfect 100% positive response rate. All faculty members feel empowered to adopt new teaching techniques and educational tools. This reflects an institutional culture that values pedagogical innovation and trusts faculty professional judgment. This is a major institutional strength that enables adaptive teaching practices.

Strengths:

- Complete pedagogical autonomy encourages innovation
- Faculty are motivated to experiment with new teaching methods
- Supportive institutional culture for educational technology adoption
- Creates environment for continuous professional development

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2.7 Q7: Able to Complete Syllabus in Time with Desired Outcomes

Response Category	Count	Percentage
Strongly Agree	14	40.0%
Agree	20	57.1%
Neutral	0	0%
Disagree	1	2.9%
Strongly Disagree	0	0%
Average Score	4.34/5.00	
Positive Response Rate	97.1%	

Table 7: Response Distribution: Q7 - Syllabus Completion Feasibility

Analysis: 97.1% of teachers report being able to complete their syllabus within stipulated timeframe and achieve desired outcomes. This demonstrates well-designed course structures and realistic curriculum workload. The single dissenting response likely reflects subject-specific challenges that could be addressed through targeted curriculum review.

Strengths:

- Realistic and achievable course design
- Effective time management within institutional framework
- High attainment of learning objectives
- Evidence of well-structured academic calendar

2.8 Q8: Sufficient Resources to Assist Slow Learners

Response Category	Count	Percentage
Strongly Agree	13	37.1%
Agree	15	42.9%
Neutral	6	17.1%

Disagree	1	2.9%
Strongly Disagree	0	0%
Average Score	4.14/5.00	
Positive Response Rate	80.0%	

Table 8: Response Distribution: Q8 - Support for Slow Learners

Analysis: 80% of faculty confirm having sufficient resources for assisting slow learners. The 17.1% neutral responses and 2.9% dissent suggest that while support mechanisms exist, they may need augmentation or better dissemination of information. This aligns with the institution's commitment to inclusive education.

Strengths:

- Existence of remedial support systems
- Teacher awareness of available resources
- Recognition of diverse learning needs

Areas for Improvement:

- Standardize and enhance tutoring programs
- Increase dedicated tutorial staff
- Develop peer mentoring initiatives
- Provide professional development in inclusive pedagogy

2.9 Q9: Contributed to Curriculum and Syllabus Development

Response Category	Count	Percentage
Strongly Agree	5	14.3%
Agree	13	37.1%
Neutral	7	20.0%
Disagree	10	28.6%
Strongly Disagree	0	0%
Average Score	3.37/5.00	
Positive Response Rate	51.4%	

Table 9: Response Distribution: Q9 - Faculty Participation in Curriculum

Analysis: This is the weakest area with only 51.4% positive responses and 28.6% dissent. More than half the faculty feel they have not adequately contributed to curriculum development. This represents a significant gap in participatory curriculum design and

suggests a hierarchical model where curriculum decisions are made at higher institutional levels without sufficient grassroots faculty input.

Critical Issues:

- Insufficient faculty involvement in curriculum design
- Communication gap between university-level curriculum framers and college teachers
- Limited ownership of curriculum by teaching faculty
- Potential disconnect between curriculum intent and ground-level implementation

Key Teacher Feedback:

- "If the curriculum framers at university level consult the teachers at ground level for reframing the curriculum to bridge the gap between the providers and receivers"
- Teachers feel disconnected from curriculum development processes

Recommendations:

- Establish faculty committees for curriculum review
- Create formal channels for teacher input in syllabus design
- Conduct regular workshops on curriculum development
- Implement bottom-up curriculum revision processes
- Recognize and credit faculty contributions to curriculum enhancement

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3. Overall Institutional Performance Summary

3.1 Aggregate Statistics

Metric	Value	Percentage
Total Respondents	35	100.0%
Total Data Points	315	100.0%
Overall Average Score	4.05/5.00	81.0%
Overall Median Score	4.0	80.0%
Response Distribution		
Positive (Agree+Strongly Agree)	259	82.2%
Neutral	37	11.7%
Negative (Disagree+Strongly Disagree)	19	6.0%

Table 10: Overall Satisfaction Metrics

3.2 Performance Ranking: All Questions

Rank	Question	Average Score
1	Freedom to adopt new techniques and strategies	4.43
2	College provides sufficient resources	4.40
3	Able to complete syllabus in time	4.34
4	Course outcomes well defined and clear	4.09
5	Sufficient resources for slow learners	4.14
6	Syllabus enhanced knowledge and perspective	4.00
7	Course has good theory-application balance	3.89
8	Curriculum and syllabus are need-based	3.80
9	Contributed to curriculum development	3.37

Table 11: Performance Ranking of All Survey Questions

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4. Thematic Analysis and Key Patterns

4.1 Strengths Identified

1. Pedagogical Autonomy and Innovation (100% positive)

- Teachers enjoy complete freedom in adopting new teaching methods
- Institutional culture supports experimentation with educational tools
- This creates an environment conducive to continuous improvement

2. Resource Availability (94.3% positive)

- Strong investment in physical and digital learning materials
- Accessible library and research resources
- Well-stocked teaching materials support effective instruction

3. Feasibility of Course Delivery (97.1% positive)

- Realistic course design enables completion within timeframe
- Syllabus workload is manageable and achievable
- Learning outcomes are attainable with current resources

4. Clarity of Expectations (85.7% positive)

- Course outcomes are explicitly defined
- Faculty understand learning objectives clearly

- Alignment between institutional expectations and faculty understanding

4.2 Areas Requiring Attention

1. Faculty Participation in Curriculum (51.4% positive, 28.6% negative)

- **Issue:** Faculty feel excluded from curriculum development processes
- **Impact:** Reduced ownership and potential misalignment between policy and practice
- **Priority:** HIGH

2. Curriculum Relevance (71.4% positive)

- **Issue:** Some gap between curriculum design and contemporary needs
- **Impact:** Syllabus may not reflect current industry/sectoral requirements
- **Priority:** HIGH

3. Theory-Application Balance (80% positive)

- **Issue:** Insufficient practical and applied learning components
- **Impact:** Students may lack real-world problem-solving experiences
- **Priority:** MEDIUM

4. Resources for Slow Learners (80% positive)

- **Issue:** Seventeen percent remain neutral, suggesting inconsistent availability
- **Impact:** Variable quality of support across departments
- **Priority:** MEDIUM

4.3 Common Recommendations from Faculty Feedback

Teachers provided valuable suggestions for institutional improvement:

- **Practical Learning:** More field visits, experiential learning, and real-time case studies
- **Industry Alignment:** Update IT sector curricula to match current technical requirements
- **Digital Infrastructure:** Interactive panels and updated software for technical subjects
- **Workload Management:** Reduced teacher-taught ratio to improve quality
- **Curriculum Collaboration:** Greater involvement of teachers in university-level curriculum framing
- **Infrastructure Upgrades:** Classroom improvements and enhanced facilities
- **Subject-Specific:** Retention of fundamental concepts in disciplinary curricula (e.g., Geography)
- **Language Policy:** Continued emphasis on English as a link language (NEP 2020 context)

5. Comparative Analysis by Satisfaction Levels

5.1 High Satisfaction Areas (4.30+)

- Freedom to adopt new techniques (4.43)
- College provides sufficient resources (4.40)
- Able to complete syllabus in time (4.34)
- Sufficient resources for slow learners (4.14)
- Course outcomes well defined (4.09)

Implication: These areas represent institutional strengths that should be maintained and leveraged.

5.2 Moderate Satisfaction Areas (3.80–4.09)

- Syllabus enhanced knowledge (4.00)
- Course theory-application balance (3.89)
- Curriculum need-based (3.80)

Implication: These areas are generally functional but have room for targeted improvement. Further development could significantly enhance faculty satisfaction.

5.3 Lower Satisfaction Areas (<3.80)

- Contributed to curriculum development (3.37)

Implication: This critical gap requires immediate institutional attention and restructuring of participatory mechanisms.

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6. Recommendations and Action Plan

6.1 Priority 1: Enhance Faculty Participation in Curriculum Development

Rationale: With only 51.4% faculty affirming contribution to curriculum design, there is a significant disconnect.

Actions:

1. Establish departmental curriculum committees with faculty representatives to request the affiliating university (HPU) to inculcate suggestions in NEP 2020 implementation.
2. Create formal annual curriculum review cycles with teacher input and accordingly suggest HPU, Shimla.
3. Conduct workshops on curriculum design and development principles

4. Facilitate dialogue between university curriculum farmers and college teachers
5. Document and recognize faculty contributions to curriculum revision
6. Implement a bottom-up approach to curriculum enhancement

6.2 Priority 2: Strengthen Theory-Application Balance

Rationale: 20% dissatisfaction and requests for more practical learning components.

Actions:

1. Integrate case studies and problem-based learning in course design
2. Schedule regular field visits and experiential learning activities
3. Establish partnerships with industry for internships
4. Develop practical components in IT, Geography, and technical courses
5. Create short-term training and apprenticeship opportunities
6. Implement project-based learning assessments

6.3 Priority 3: Update Curriculum Relevance

Rationale: 28.6% negative and neutral responses on curriculum need-based design.

Actions:

1. Conduct periodic audit of curriculum alignment with sector needs
2. Update IT and technical curricula to match industry requirements
3. Strengthen foundational concepts in disciplinary courses (e.g., Geography)
4. Incorporate NEP 2020 guidelines systematically
5. Balance mandatory language requirements with disciplinary needs
6. Invite industry experts for curriculum consultation

6.4 Priority 4: Enhance Support for Slow Learners

Rationale: 20% neutral responses suggest inconsistent resource availability.

Actions:

1. Standardize tutoring and remedial programs across departments
2. Allocate dedicated tutorial staff
3. Develop peer mentoring initiatives
4. Provide professional development in inclusive pedagogy
5. Create early alert systems for struggling learners
6. Establish resource centers with specialized support

6.5 Priority 5: Maintain and Leverage Key Strengths

Actions:

1. Sustain pedagogical autonomy and support for innovation
2. Continue investment in learning resources and digital materials
3. Maintain realistic course design enabling timely completion
4. Monitor and support practices that ensure clear course outcomes

Conclusion

The teacher feedback analysis reveals that Govt. College Sanjauli, District Shimla demonstrates strong institutional functioning in several critical areas:

- **Overall satisfaction score of 4.05/5.00** indicates generally positive faculty perceptions
- **82.2% positive response rate** suggests strong alignment between institutional practices and faculty expectations
- **100% agreement on pedagogical autonomy** reflects a supportive institutional culture
- **94.3% affirmation of resource availability** demonstrates institutional commitment to academic infrastructure

However, targeted improvements in the following domains would significantly enhance institutional effectiveness:

1. **Faculty participation in curriculum development** (Priority: Critical)
2. **Theory-application balance in courses** (Priority: High)
3. **Curriculum relevance to contemporary needs** (Priority: High)
4. **Equitable support for slow learners** (Priority: Medium)

The qualitative feedback from faculty provides valuable insights into specific improvements needed, particularly regarding practical learning, industry partnerships, digital infrastructure, and enhanced curriculum relevance.

By implementing the recommended action plan systematically, the institution can build on its existing strengths while addressing identified gaps, ultimately enhancing the quality of teaching, learning, and student outcomes.

Appendix: Detailed Feedback Comments from Faculty

Suggestions for Teaching/Learning Improvement:

1. "Teaching learning should be balanced and aptitude based"

2. "Student should have some more field visits and short-time trainings"
3. "In NEP 2020, languages such as English should continue to be mandatory as it is the link language of the world and our country"
4. "Teachers should not be engaged in other activities e.g election duty"
5. "Geography subject has a syllabus that needs to be revised. As basic concepts of the discipline are left out in the current design"
6. "Teacher taught ratio must be reduced to around 1: 50 or at the max 60"
7. "All Classroom should be upgraded further in terms of infrastructure"
8. "Adding more practical visits along with real time data information with case studies needed to the Course. Digital help in the form Interactive Panels and few updated softwares will help to enhance the quality of the Subject"
9. "Need to upgrade our syllabus according to the current requirements in IT Sector"
10. "Teaching learning should be need and skill based"
11. "Although teaching process in this institution is efficiently working, still we can add more practicals to be more effective"
12. "My subject needs more practical knowledge and some technical advancement such as some softwares and interactive panel"
13. "If the curriculum framers at university level consult the teachers at ground level for reframing the curriculum to bridge the gap between the providers and receivers"