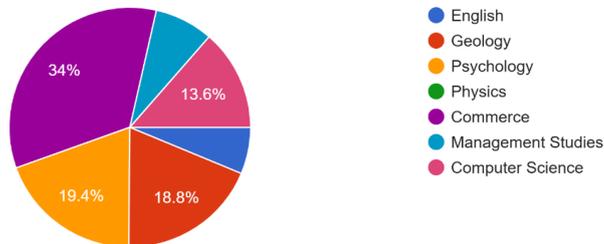




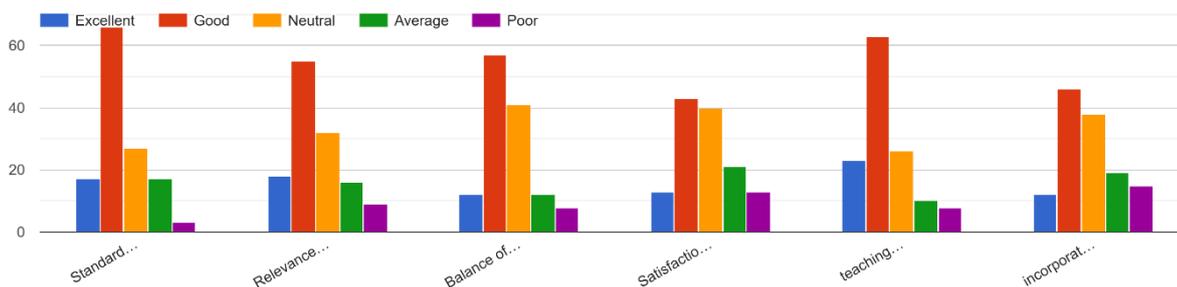
Student Feedback 2024-2025 (Collected by IQAC)

Department
191 responses



A total of **191 students** from various departments submitted their feedback. Among them, the **Commerce Department** recorded the highest number of responses, followed by **Psychology, Geology, and Computer Science**. Students from **Management Studies** and **English** also participated, though in smaller numbers. The overall response rate was satisfactory, with good representation from all departments, indicating active student involvement in the feedback process.

Do you feel that the curriculum adequately prepares you with necessary knowledge and skills for your future career or further education?



Standard of syllabus offered by the courses (66+17 abv)

Relevance of the syllabus as expected by the job market (55+18)

Balance of the syllabus with respect to theory and practical (57 + 12)

Satisfaction on the current system of Continuous Evaluation (43+13)

teaching methods employed by the faculty in delivering the curriculum (63+23)

incorporates modern teaching technologies and tools to enhance curriculum delivery (46+12)

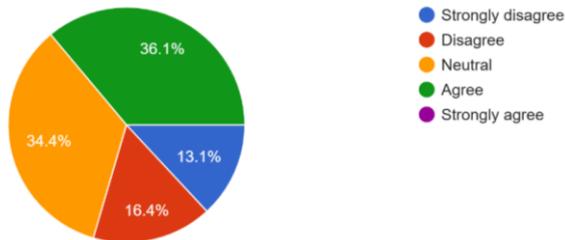
Based on the feedback received from **191 students**, the overall response to the curriculum was generally positive, with certain areas standing out for their effectiveness. The **teaching methods employed by the faculty** received the highest appreciation, with **45%** of students rating it as *Good* or *Excellent*. This was closely followed by the **standard of the syllabus offered by the courses**, which received **43.5%** positive feedback. The **relevance of the syllabus to the job market** and the **balance between theory and practical components** were also fairly well received, with **38.2%** and **36.1%** positive responses respectively. On the other hand, the **use of modern teaching technologies and tools** (30.4%) and the **current system of continuous evaluation** (29.3%) received relatively lower levels of satisfaction, indicating areas that may require further attention and improvement. Overall, while students expressed confidence in the quality of teaching and the syllabus design, the findings highlight the need to strengthen technological integration and refine assessment methods for a more effective learning experience.

Feedback on FYUGP



The structure of the FYUGP is well-organized and easy to follow.

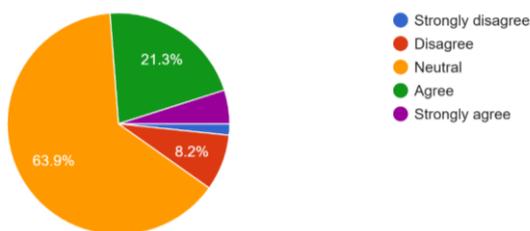
61 responses



A total of **61 students** responded to the question regarding the structure of the FYUGP and its ease of understanding. Among them, **36.1%** agreed that the structure is well-organized and easy to follow, while **34.4%** remained neutral. However, **16.4%** disagreed and **13.1%** strongly disagreed with the statement. The results indicate that while a significant portion of students view the FYUGP structure positively, a considerable number remain uncertain or dissatisfied. This suggests that although the program framework is largely effective, further clarity and better communication of its structure could enhance student understanding and acceptance.

The curriculum in the FYUGP is challenging and intellectually stimulating.

61 responses

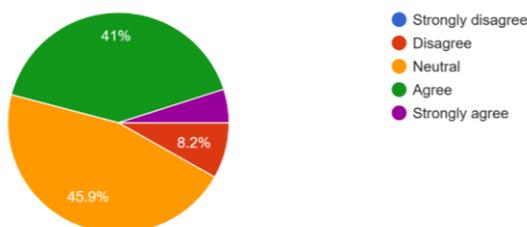


A total of **61 students** responded to the question regarding whether the FYUGP curriculum is challenging and intellectually stimulating. The majority of respondents, **63.9%**, remained **neutral**, indicating uncertainty or mixed opinions about the rigor of the curriculum. Meanwhile, **21.3%** of students **agreed** that the curriculum is stimulating, and only a small fraction **strongly agreed**. On the other hand, **8.2%** of students **disagreed**, and a very minimal percentage **strongly disagreed**.

The overall response suggests that while a few students find the curriculum engaging, most are yet to be fully convinced of its intellectual depth. This points to a need for greater academic enrichment and more challenging learning experiences within the FYUGP framework to better engage students intellectually.

The FYUGP provides adequate opportunities for skill development.

61 responses



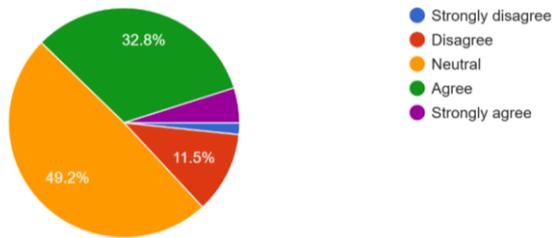
A total of **61 students** responded to the question regarding whether the FYUGP provides adequate opportunities for skill development. Among them, **41%** agreed and a small portion **strongly agreed**, showing a generally positive perception. However, **45.9%** of students remained **neutral**, and **8.2%** disagreed with the statement.

The responses indicate that while a significant section of students recognize the skill development opportunities offered by the FYUGP, nearly half are uncertain about its effectiveness. This suggests that although the program includes provisions for enhancing skills, greater emphasis on practical exposure, workshops, and hands-on learning may further strengthen students' confidence in this aspect.



The FYUGP has the potential to enhance my research capabilities.

61 responses

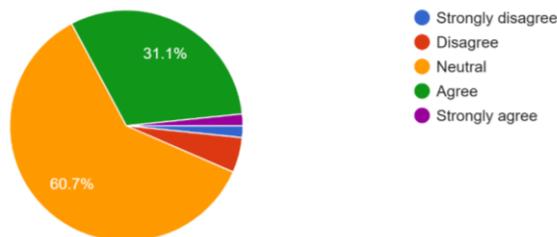


A total of **61 students** responded to the question regarding the FYUGP's potential to enhance research capabilities. Among them, **32.8%** agreed and a small portion strongly agreed that the program contributes to developing research skills. However, nearly half of the respondents (**49.2%**) remained **neutral**, while **11.5%** disagreed and a very small percentage strongly disagreed.

The feedback indicates that while a fair number of students recognize the program's potential to promote research-oriented learning, the majority are yet to experience or fully understand its impact in this area. This suggests that the FYUGP could further strengthen its focus on research exposure by integrating more project-based learning, analytical activities, and opportunities for independent inquiry.

The FYUGP has the potential to improve my employability prospects.

61 responses

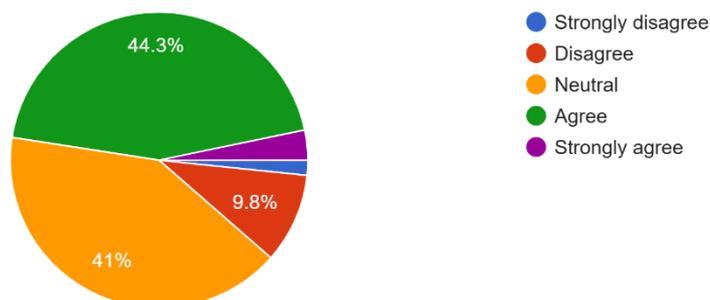


A total of **61 students** responded to the question regarding whether the FYUGP has the potential to improve their employability prospects. Among them, **31.1%** agreed and a small fraction strongly agreed that the program enhances employability. The majority of respondents, **60.7%**, remained **neutral**, while only a very small percentage disagreed or strongly disagreed.

The responses suggest that while some students recognize the employability potential of the FYUGP, most are uncertain about its practical outcomes in this regard. This indicates the need for the program to place greater emphasis on career-oriented components such as internships, industry collaborations, and skill-based training to build stronger confidence among students about its relevance to employment opportunities.

The FYUGP provides a good balance between theoretical and practical learning.

61 responses



A total of **61 students** responded to the question regarding whether the FYUGP provides a good balance between theoretical and practical learning. Among them, **44.3%** agreed and a small percentage strongly

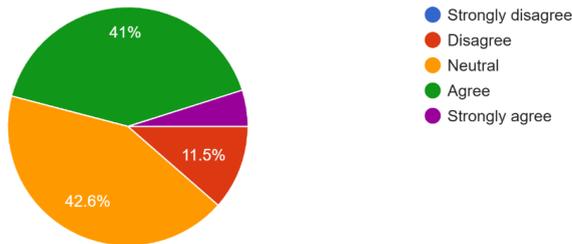


agreed, indicating a largely positive perception. **41%** of respondents remained **neutral**, while **9.8%** disagreed and only a minimal number strongly disagreed.

The feedback suggests that a considerable proportion of students are satisfied with the balance between theory and practice within the FYUGP framework. However, the large neutral response indicates that there is still room for improvement—particularly in strengthening practical exposure and hands-on learning experiences to complement theoretical instruction more effectively.

The courses offered by the college are relevant to current industry needs.

61 responses

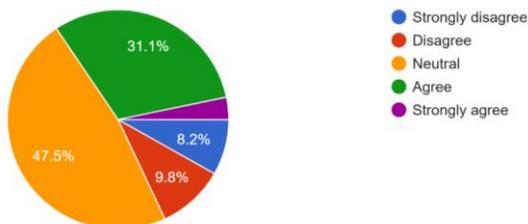


A total of **61 students** responded to the question regarding the relevance of the courses offered by the college to current industry needs. Among them, **41%** agreed and a small percentage strongly agreed that the courses align with industry requirements. **42.6%** of respondents remained **neutral**, while **11.5%** disagreed and only a negligible percentage strongly disagreed.

The responses indicate that while a fair proportion of students acknowledge the industry relevance of the courses, nearly half are uncertain about it. This suggests that the curriculum could benefit from greater integration of industry-oriented content, internships, and practical training components to better demonstrate its applicability and strengthen students' confidence in its real-world relevance.

The implementation of the FYUGP has been smooth and well-managed by the college.

61 responses



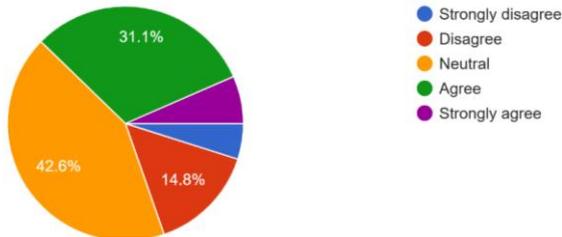
A total of **61 students** responded to the question regarding the implementation of the FYUGP and its management by the college. Among them, **31.1%** agreed and a small percentage strongly agreed that the implementation has been smooth and well-managed. However, **47.5%** of the respondents remained **neutral**, while **9.8%** disagreed and **8.2%** strongly disagreed.

The feedback shows that while nearly one-third of students are satisfied with how the FYUGP has been implemented, a significant portion remains uncertain, possibly reflecting mixed experiences during the transition phase. The presence of some dissatisfaction indicates that further efforts toward better communication, coordination, and support mechanisms could enhance students' confidence in the program's management and execution.



The resources and support provided for FYUGP students (e.g., faculty, facilities) are adequate.

61 responses

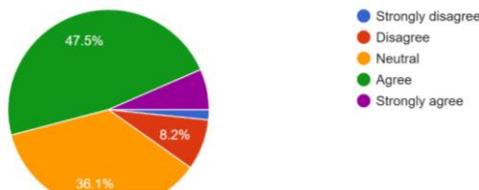


A total of **61 students** responded to the question regarding the adequacy of resources and support provided for FYUGP students, including faculty and facilities. Among them, **31.1%** agreed and a few strongly agreed that the available support and resources are adequate. However, **42.6%** remained **neutral**, while **14.8%** disagreed and a small percentage strongly disagreed.

The responses suggest that while a portion of students are satisfied with the resources and faculty support available, a larger group remains uncertain, possibly indicating inconsistency in access or awareness of these facilities. The presence of some dissatisfaction highlights the need for enhanced communication, improved infrastructure, and better academic support systems to ensure that all students can fully benefit from the resources provided under the FYUGP.

Do you feel that the FYUGP offers a wide variety of courses to choose from, allowing for a diverse academic experience?

61 responses

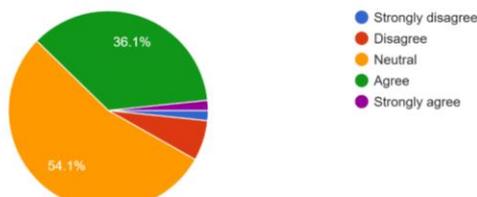


A total of **61 students** responded to the question on whether the FYUGP offers a wide variety of courses that allow for a diverse academic experience. Among them, **47.5%** agreed and **a few strongly agreed**, indicating that a significant majority recognize and appreciate the variety of courses available. Meanwhile, **36.1%** remained **neutral**, and only **8.2%** disagreed, with negligible strong disagreement.

This data reflects that the **diversity of courses under the FYUGP has received positive appreciation** from most students. The neutral responses suggest that some students may not yet be fully aware of or exposed to the full range of course options. Continued efforts to promote course flexibility and interdisciplinary choices could further strengthen the academic experience and engagement.

The assessment methods used in the FYUGP effectively measure my understanding of the course material.

61 responses

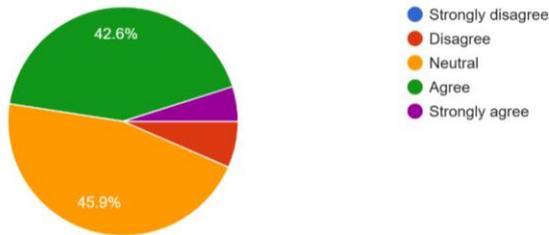


A total of **61 students** responded to the statement regarding the effectiveness of assessment methods in the FYUGP. Among them, **36.1%** **agreed** that the assessments effectively measure their understanding of the course material, while a majority of **54.1%** remained **neutral**. A very small percentage **disagreed or strongly disagreed**.

This suggests that while a fair proportion of students find the **assessment methods satisfactory**, more than half of them are uncertain, indicating a possible **need for better clarity, consistency, or diversity in assessment strategies**. The overall response shows that this area **requires attention and improvement**, especially in helping students perceive the connection between assessments and learning outcomes.



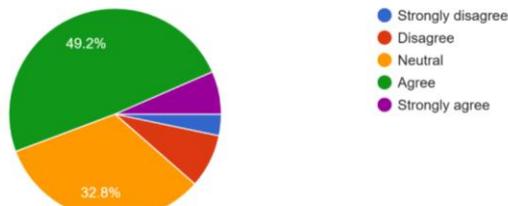
The evaluation system in the FYUGP as followed by the college is fair and transparent.
61 responses



A total of **61 students** responded to the statement regarding the **fairness and transparency of the evaluation system** in the FYUGP. Among them, **42.6%** of the respondents **agreed** that the evaluation process is fair and transparent, while **45.9%** remained **neutral**. Only a minimal percentage expressed disagreement.

This data indicates that while a substantial proportion of students view the evaluation system **positively**, nearly half of them are **undecided**, suggesting that there may be a **lack of clarity or communication** regarding evaluation procedures and criteria. Overall, the responses reflect a **generally favorable perception**, but there is room for improvement in **enhancing transparency and awareness** among students about how evaluations are conducted.

The variety of assessment methods (exams, projects, presentations, group discussions, home assignments, group assignments etc.) in the FYUGP helps in evaluating my skills comprehensively.
61 responses

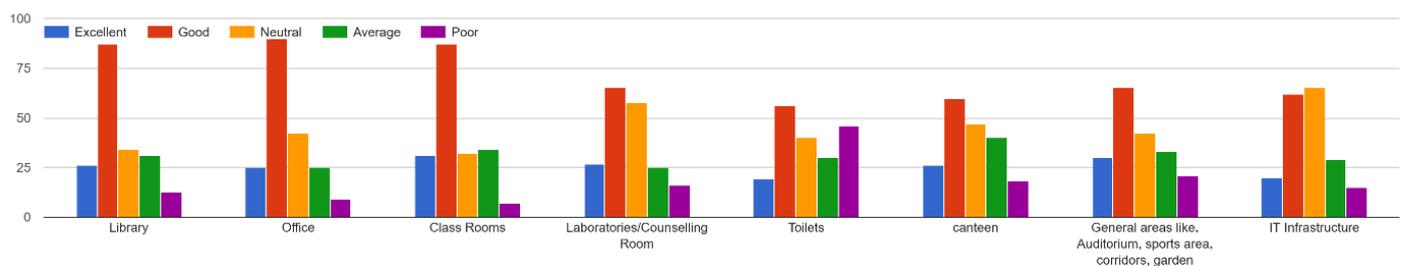


A total of **61 students** responded to the statement regarding the **variety of assessment methods** used in the FYUGP. Among them, **49.2%** of the respondents **agreed** and **5% strongly agreed** that the diverse evaluation tools—such as exams, projects, presentations, and group activities—**effectively help in evaluating their skills comprehensively**. Meanwhile, **32.8%** remained **neutral**, and a small percentage expressed **disagreement**.

This indicates that a **majority of students appreciate** the use of varied assessment methods, recognizing their effectiveness in gauging multiple dimensions of learning and skill development. However, the presence of a considerable neutral group suggests that **more consistency and clarity** in the implementation of these methods could further enhance student engagement and confidence in the assessment process.

Report on Infrastructure Feedback

Kindly mention your remarks on the infrastructure of the college



A total of **191 respondents** shared their feedback on various infrastructural facilities available on campus. The overall responses reflect a **satisfactory perception** of the college's infrastructure, with specific areas receiving higher appreciation, while others indicate the need for further improvement.

1. Library (87 + 26 = 113 positive responses)



The **Library** received appreciation from **59% of respondents**, indicating that students find the library resources and facilities satisfactory and conducive to learning. However, the remaining 41% suggest room for enhancement in accessibility, digital resources, or seating capacity.

2. Office (90 + 25 = 115 positive responses)

The **Office** facilities were positively rated by **60% of respondents**, reflecting satisfaction with administrative support and efficiency. A moderate percentage of students, however, indicated the need for faster service and better communication.

3. Classrooms (87 + 31 = 118 positive responses)

The **Classrooms** were rated well, with **62%** of participants expressing satisfaction regarding their maintenance, seating, and overall learning environment. This parameter stands among the **most appreciated aspects** of infrastructure.

4. Laboratories / Computer Lab (65 + 27 = 92 positive responses)

Around **48%** of respondents expressed satisfaction with the **Laboratories and Computer Lab**, while over half highlighted a need for improvement. This suggests that **upgradation of equipment, software, and space** could enhance the learning experience.

5. Toilets (56 + 19 = 75 positive responses)

Only **39%** found the **Toilet facilities** satisfactory, marking this as one of the **least appreciated areas**. Cleanliness, maintenance, and accessibility appear to need significant attention.

6. Canteen (60 + 26 = 86 positive responses)

Feedback on the **Canteen** shows **45% satisfaction**, indicating a mixed response. Students appreciate the availability of food facilities but suggest **improvement in hygiene, menu variety, and pricing**.

7. General Areas (Auditorium, Sports Area, Corridors, Garden) (65 + 30 = 95 positive responses)

These areas received **50% positive feedback**, reflecting that while the general ambience is appreciated, there is scope for **better maintenance and increased utilization** of these spaces.

8. IT Infrastructure (62 + 20 = 82 positive responses)

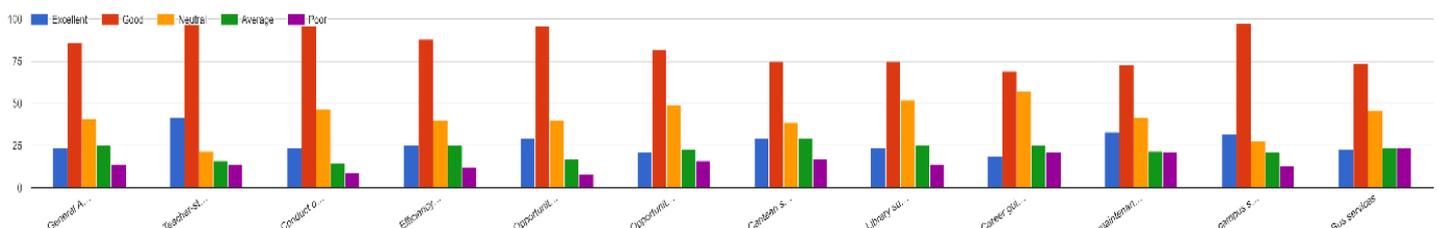
The **IT Infrastructure** received **43% positive responses**, showing that students recognize its importance but expect **stronger connectivity, updated systems, and consistent technical support**.

Overall Observation

- The **Classrooms, Office, and Library** received the **highest appreciation**, reflecting their adequacy and functionality.
- The **Toilets, IT Infrastructure, and Laboratories** need **greater attention and upgradation**.
- The feedback indicates that while the foundational infrastructure is strong, **continuous maintenance and modernization** will further improve student satisfaction and campus experience.

Report on System, Support & Services Review (191 Responses)

Kindly mention your remarks on the various systems, support and services maintained by the college



A total of **191 respondents** provided feedback on various parameters related to the system, support, and service mechanisms of the college. The responses reflect a generally **positive perception** of the academic environment and administrative efficiency, while also pointing out certain areas requiring reinforcement.

1. General Academic Atmosphere (86 + 24 = 110 positive responses)

A total of **58%** of respondents expressed satisfaction with the **academic environment**, appreciating the institution's focus on learning and discipline. However, a notable proportion felt that the academic engagement could be enhanced through more interactive and innovative teaching methods.

2. Teacher-Student Relationship (97 + 42 = 139 positive responses)



This parameter received one of the **highest satisfaction levels** with **73%** positive responses. Students appreciate the **approachability, guidance, and support** provided by the faculty, indicating a healthy and cooperative academic relationship.

3. Conduct of Examination (96 + 24 = 120 positive responses)

The **examination process** was rated positively by **63%** of respondents. Students found the evaluation system fair and systematic, though a few mentioned the need for timely notifications and smoother coordination.

4. Efficiency of College Office (88 + 26 = 114 positive responses)

About **60%** of the respondents found the **college office functioning efficiently**, appreciating the helpful attitude of the administrative staff. Some respondents, however, suggested further streamlining of office procedures to reduce delays.

5. Opportunity to Participate in Curricular Activities (Seminars, Webinars, Workshops) (96 + 30 = 126 positive responses)

Nearly **66%** of students were satisfied with the **curricular opportunities** provided. This indicates a vibrant academic culture that promotes participation and exposure beyond the classroom.

6. Opportunity to Participate in Extra-Curricular Activities (Sports, Arts, etc.) (82 + 21 = 103 positive responses)

With **54%** positive responses, students acknowledged the **availability of extracurricular activities**, but many indicated a need for more frequent events, better scheduling, and stronger encouragement for participation.

7. Canteen Services (75 + 30 = 105 positive responses)

About **55%** of students rated **canteen services** positively. While availability and pricing were appreciated, improvements in **cleanliness, food quality, and variety** remain desirable.

8. Library Support (75 + 24 = 99 positive responses)

Feedback on **library support** was moderately positive at **52%**, reflecting satisfaction with available resources. Respondents, however, recommended the addition of more reference materials and digital resources.

9. Career Guidance and Placement Activities (69 + 19 = 88 positive responses)

Only **46%** of students expressed satisfaction with **career guidance and placement activities**, identifying it as an area needing **strengthened counseling sessions, internships, and placement drives**.

10. Maintenance and Cleanliness of Campus (73 + 33 = 106 positive responses)

Around **56%** rated the **campus cleanliness and maintenance** positively. The feedback shows that general upkeep is satisfactory but could be enhanced through more frequent supervision.

11. Campus Safety (97 + 32 = 129 positive responses)

A strong **68%** of respondents appreciated the **safety measures** on campus, indicating that students feel secure within the college premises. This remains one of the most positively rated aspects.

12. Bus Services (74 + 23 = 97 positive responses)

About **51%** of respondents expressed satisfaction with **transport facilities**, while some suggested improvements in **frequency, timing, and comfort** of the services.

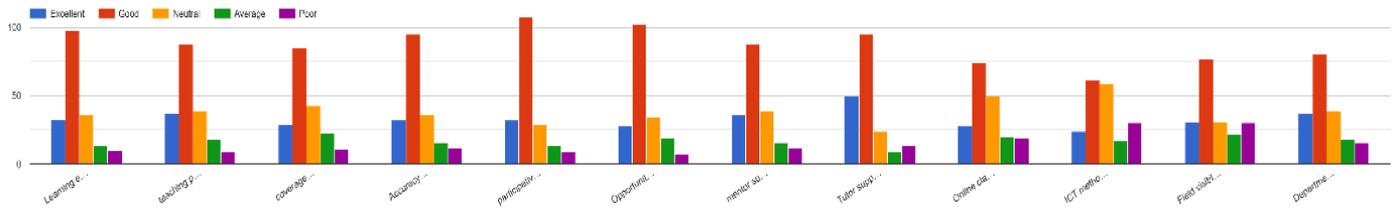
Overall Observation

- The **teacher–student relationship, campus safety, and curricular opportunities** stand out as the **most positively rated parameters**.
- Areas such as **career guidance, canteen services, and IT-related support** require **focused improvement**.
- The data collectively shows that the college maintains a **supportive academic and administrative ecosystem**, with continued efforts needed toward infrastructural consistency and student-centric services.

Report on Teaching, Student Support & Assessment (191 Responses)



Kindly mention your remarks on Teaching, student support & Assessment done by the department



A total of **191 respondents** provided their feedback on various aspects of the teaching-learning process, student support mechanisms, and assessment practices. The overall responses indicate a **high level of satisfaction** among students regarding the teaching quality, faculty involvement, and learning opportunities offered by the departments. However, some areas such as the integration of ICT tools and online delivery methods have scope for enhancement.

1. Learning Experience Provided by the Department (98 + 33 = 131 positive responses)

With **69% positive feedback**, the majority of respondents acknowledged that their respective departments provide a **constructive and engaging learning environment**. Students appreciated the academic support, accessibility of teachers, and encouragement for active learning within classrooms.

2. Teaching Patterns and Methods Chosen by Teachers (88 + 37 = 125 positive responses)

Approximately **65%** of respondents expressed satisfaction with the **teaching methods and approaches** adopted by the faculty. Students valued the use of interactive techniques and conceptual clarity in teaching. A few suggested more innovative, student-centered pedagogical approaches to make classes more dynamic.

3. Coverage of Syllabus (85 + 29 = 114 positive responses)

Nearly **60%** of students were satisfied with the **completion and depth of syllabus coverage**. While most agreed that teachers ensured timely and adequate completion, a small proportion desired additional time for revision and clarification of complex topics.

4. Accuracy and Correctness in Internal Evaluation (95 + 32 = 127 positive responses)

Around **66%** of respondents felt that **internal evaluations were fair and transparent**. Students acknowledged that internal assessments reflected their real performance. However, some requested more consistent feedback to improve their academic outcomes.

5. Participative Learning Opportunities (Student Seminars, Peer Teaching, Curricular Activities, etc.) (107 + 32 = 139 positive responses)

This aspect received one of the **highest satisfaction levels (73%)**. Students appreciated the emphasis on **participative and experiential learning**, such as seminars, discussions, and peer-led sessions, which enhanced their communication and analytical skills.

6. Opportunities to Participate in Curricular Activities (Seminars, Webinars, Workshops, etc.) (102 + 28 = 130 positive responses)

About **68%** of respondents were satisfied with the **opportunities provided for academic enrichment activities**. The departments were commended for organizing relevant sessions, though some students suggested wider interdisciplinary programs and more external resource involvement.

7. Mentor Support (88 + 36 = 124 positive responses)

With **65% positive feedback**, mentor guidance was recognized as an **effective support mechanism**. Students valued the individual attention and motivation provided by mentors in academic and personal areas, reflecting a caring and inclusive departmental culture.

8. Tutor Support (95 + 50 = 145 positive responses)

Tutor support emerged as a **major strength**, with **76%** of students expressing satisfaction. Tutors were appreciated for their consistent academic guidance, monitoring of student progress, and approachability.

9. Online Class Delivery and Effectiveness (74 + 28 = 102 positive responses)

About **53%** of respondents felt positively about **online teaching practices**. While students appreciated the flexibility and continuity offered, they also pointed out challenges such as connectivity issues, reduced interaction, and a need for more engaging virtual tools.



10. ICT-Enabled Classes (PowerPoint Presentations, Audio-Visual Methods, etc.) (61 + 24 = 85 positive responses)

With **45% positive responses**, this parameter indicates **room for improvement**. Although many teachers incorporated ICT tools, students felt that more consistent and creative use of technology—such as interactive simulations, digital boards, or multimedia—would enrich the learning experience.

11. Field Visits, Industrial Visits, and Study Tours (77 + 31 = 108 positive responses)

Around **57%** of respondents appreciated **experiential learning opportunities** such as field trips and industrial visits. These activities were valued for bridging theoretical knowledge with real-world applications, but several students requested more frequent and discipline-specific visits.

12. Departmental Support During and After Regular Hours of Teaching-Learning (81 + 37 = 118 positive responses)

Approximately **62%** of respondents expressed satisfaction with **departmental support outside class hours**, including academic consultations, doubt clearance sessions, and co-curricular assistance. Students appreciated the faculty's willingness to extend help beyond scheduled teaching hours.

Overall Observations

- The feedback highlights **strong academic support, active faculty involvement, and effective mentoring systems** across departments.
- **Participative learning, tutor guidance, and mentor support** stand out as key strengths.
- Areas like **ICT-enabled teaching and online learning methods** require targeted improvement for enhanced engagement.
- The departments collectively demonstrate a **robust teaching-learning ecosystem** that fosters intellectual growth, skill development, and personal guidance.



Consolidated Recommendations and Action Plan (Based on Student Feedback 2024–2025)

1. Curriculum Design and Delivery

Findings:

Students appreciated the standard of the syllabus and teaching quality, but identified gaps in the relevance to job markets, balance between theory and practice, and limited use of modern teaching tools.

Recommendations / Actions:

- **Curriculum Relevance:**
 - Initiate departmental-level review sessions to map syllabus content with emerging job and industry trends.
 - Recommend inclusion of skill-based and application-oriented papers in upcoming curriculum revisions.
- **Theory–Practical Balance:**
 - Departments to propose inclusion of more lab sessions, project components, or mini field assignments.
 - Encourage interdisciplinary practical workshops to connect theory with real-world learning.
- **Continuous Evaluation:**
 - Departments to diversify internal evaluation through open-book tests, project reviews, and viva sessions.
 - IQAC to conduct a workshop for faculty on effective assessment design and transparent evaluation.
- **Use of Modern Teaching Tools:**
 - Organize a **Faculty Development Programme (FDP)** on integrating ICT and AI tools in pedagogy.
 - Equip classrooms with improved smart boards/projectors and ensure ICT facilities are operational across departments.

2. FYUGP Implementation and Effectiveness

Findings:

While most students view FYUGP positively, many remain neutral about its structure, skill orientation, and employability outcomes.

Recommendations / Actions:

- **Awareness and Orientation:**
 - Conduct structured orientation sessions and departmental briefings explaining FYUGP framework, outcomes, and flexibility.
 - Develop clear informational materials (brochures or digital guides) explaining course pathways and credit systems.
- **Skill and Research Enhancement:**
 - Introduce short-term workshops on research methodology, data analysis, and presentation skills.
 - Increase the number of project-based learning components and hands-on assignments.
- **Industry and Employability Focus:**
 - Establish linkages with industry experts for guest lectures, internships, and training sessions.
 - Introduce career-centered modules emphasizing communication, entrepreneurship, and technical skills.
- **Assessment Transparency:**



- Faculty to provide detailed rubrics and feedback sheets for all internal assessments to enhance clarity.
- Periodic audits of evaluation practices by IQAC to ensure uniformity across departments.

3. Infrastructure and Facility Development

Findings:

Library, office, and classrooms are highly appreciated, but laboratories, toilets, and IT infrastructure require immediate improvement.

Recommendations / Actions:

- **Library:**
 - Increase digital and e-resource access (e-books, journals, databases).
 - Extend library hours during exam periods and improve seating and study ambience.
- **Laboratories / Computer Labs:**
 - Upgrade outdated systems and ensure subject-specific software availability.
 - Regular maintenance schedule to be implemented for all laboratory equipment.
- **Toilets:**
 - Prioritize cleanliness and regular monitoring through a structured housekeeping schedule.
 - Ensure adequate facilities in all blocks with proper water supply and hygiene materials.
- **Canteen:**
 - Conduct regular quality checks; introduce a suggestion box for feedback.
 - Encourage menu diversification with focus on hygiene and affordability.
- **General Campus Areas:**
 - Strengthen maintenance of gardens, corridors, and sports areas.
 - Schedule periodic cleaning drives and promote student participation in campus upkeep.
- **IT Infrastructure:**
 - Improve campus Wi-Fi speed and accessibility.
 - Assign technical staff for continuous IT maintenance and troubleshooting.

4. System, Support & Student Services

Findings:

Positive response to teacher–student relationships and campus safety. Moderate satisfaction with career guidance, canteen services, and office efficiency.

Recommendations / Actions:

- **Teacher–Student Relationship:**
 - Continue mentoring and strengthen peer-support mechanisms for new entrants.
 - Organize periodic “Open Faculty Hours” for informal academic guidance.
- **Career Guidance & Placement:**
 - Revamp the Placement Cell with department-wise coordinators.
 - Organize career fairs, mock interviews, and resume-building sessions.
 - Strengthen alumni engagement for mentoring and internship opportunities.
- **Office Efficiency:**
 - Conduct staff training on digital record-keeping and communication etiquette.
 - Implement a feedback system for office-related services to monitor response efficiency.



- **Canteen & Transport Services:**
 - Revisit contracts and ensure compliance with hygiene and timing standards.
 - Explore options for additional buses or revised schedules based on student convenience.
- **Campus Cleanliness & Safety:**
 - Increase frequency of campus inspections.
 - Install additional CCTV cameras in general areas and ensure adequate lighting in corridors.

5. Teaching, Student Support & Assessment

Findings:

Students expressed high satisfaction with mentoring, tutor support, and participative learning. Moderate satisfaction with online delivery and ICT-enabled teaching.

Recommendations / Actions:

- **Participative & Experiential Learning:**
 - Encourage more student-led seminars, peer-teaching, and debates.
 - Introduce interdisciplinary learning forums and group projects.
- **Faculty Mentoring and Tutoring:**
 - Recognize best-performing mentors/tutors through IQAC appreciation programs.
 - Standardize mentoring documentation and reporting mechanisms.
- **ICT Integration:**
 - Conduct training for faculty in interactive tools (e.g., Mentimeter, Padlet, Kahoot).
 - Upgrade classrooms with multimedia tools and ensure consistent usage.
- **Online Teaching Effectiveness:**
 - Develop departmental digital content repositories for hybrid learning.
 - Ensure equitable access to digital platforms for students with connectivity constraints.
- **Field and Industrial Visits:**
 - Plan annual academic field trips for each department to strengthen experiential learning.
 - Maintain an “Activity Register” for documentation of external learning exposure.
- **Post-Class Academic Support:**
 - Departments to allocate weekly consultation hours for doubt clarification and remedial sessions.

6. Institutional-Level Initiatives (IQAC-Led)

- Develop a **Consolidated Feedback Dashboard** for real-time monitoring of student satisfaction trends.
- Conduct **Biannual Review Meetings** with Heads of Departments to evaluate progress on action points.
- Organize **Annual Quality Enhancement Workshops** focusing on pedagogy, student engagement, and curriculum innovation.
- Establish a **Student Suggestion & Grievance Portal** to ensure continuous communication and responsiveness.