

Action Taken Report on Student Feedback 2024-25

Government Degree College Darlaghat

IQAC

The Internal Quality Assurance Cell (IQAC) of Government Degree College Darlaghat conducted student feedback for the academic year 2024-25 through a structured questionnaire covering curriculum, teaching-learning, evaluation, infrastructure, support services and overall ambience. The feedback was analyzed to identify areas of strength and specific aspects requiring improvement, and the following report records the actions taken during the year in response to this analysis.

Key Feedback Points

The analysis of 88 responses indicated that:

- A clear majority of students expressed satisfaction with the curriculum, skill enhancement courses, classroom interaction, teacher regularity and overall teaching-learning environment.
- Institutional ambience, physical infrastructure, office support, college website, classroom infrastructure, drinking water and cleanliness were rated good to excellent by a very high proportion of students.
- A section of students pointed out concerns related to clarity of evaluation, accessibility of teachers outside the classroom, timely completion of syllabus in some subjects, cleanliness of a few classrooms /washrooms, canteen facilities and the absence of a regular Sociology teacher.

Actions on Teaching-Learning and Evaluation

Syllabus planning and completion

- All departments prepared simple teaching plans at the beginning of the semester and reviewed them periodically in departmental meetings to ensure timely completion of syllabus.
- Wherever some portion remained pending due to holidays or unforeseen circumstances, extra classes and combined lectures were arranged so that course coverage was not compromised.

Teacher accessibility and mentoring

- Faculty members were requested to fix at least one "student hour" per week and inform students about the time when they can approach teachers for doubts and consultations outside regular classes.
- Informal mentoring was strengthened by encouraging teachers to guide students regarding academic difficulties, examinations and higher education options during these hours.

Evaluation process and transparency

- Teachers were advised to clearly explain the components of internal assessment, marks distribution and evaluation criteria at the beginning of each course.
- After internal tests, teachers discussed common mistakes in class and shared general feedback so that students could understand how to improve their performance.

Curriculum and Skill Enhancement

- Departments discussed student feedback on curriculum and skill enhancement courses and identified small, practical elements (field visits, local case studies, practical demonstrations, mini-projects) that could be incorporated within the existing university syllabus.
- IQAC encouraged departments to propose short value-added activities or micro-courses that can be handled by existing faculty, such as basic ICT usage, communication skills and soft skills, to further support students' overall development.

Actions on Infrastructure, Cleanliness and Facilities

Classroom and washroom cleanliness

- The maintenance committee prepared a basic cleaning schedule for classrooms and washrooms in consultation with the support staff.
- Faculty members on each floor informally monitored cleanliness and reported specific issues to the committee and the Principal for timely rectification.

Canteen facility

- As the college is operating from a private rented building and the permanent building is under construction, a regular canteen could not be established during the year in accordance with government norms.
- Students were informed about this constraint, and they were advised to use nearby market facilities for refreshments while strictly adhering to class timings and discipline.
- The college will explore the possibility of providing a basic refreshment/tea arrangement in the future once the permanent campus is ready and necessary approvals and space are available.

Playground and open space use

- In view of the suggestion for a playground and the limitations of land and funds, a suitable open area within the campus was identified and used for basic games, sports practice and NSS/R&R activities.
- A formal proposal for development of a proper playground has been kept on record for consideration by higher authorities as and when resources permit.

Faculty Position in Sociology

- Students had highlighted the absence of a regular Sociology teacher as a major academic concern. To address this, the Principal, who is from the Sociology discipline, has been taking Sociology classes personally so that students do not suffer academically while the post remains vacant.
- The college has formally communicated the requirement for filling the sanctioned Sociology post to the competent higher authorities, enclosing the feedback observations to support the request.
- Until the post is filled, the arrangement of the Principal teaching Sociology will continue, and the workload is being managed in such a way that both administrative responsibilities and academic needs are reasonably balanced.

Strengthening of Support Services

- Office staff were sensitised to continue their supportive approach so that students can complete administrative formalities smoothly, in line with the high satisfaction recorded in the feedback.
- The college website is being regularly updated with notices, schedules and academic information to maintain the positive perception regarding its usefulness and timeliness.
- Drinking water facilities and existing infrastructure are being maintained through routine checks to preserve the high level of satisfaction expressed by students.

Follow-up and Review

- IQAC will review the implementation of the above actions at the end of the academic year through brief reports from departments and committees.
- The next cycle of student feedback will include a few focused questions to understand whether students have noticed improvements in areas such as cleanliness, evaluation clarity, teacher accessibility and Sociology teaching, so that further planning can be evidence-based.


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