

Feedback from Stakeholders (Other than Students) and Action Taken Thereon

To ensure continuous improvement in academic and administrative functioning, the institution regularly collects feedback from various stakeholders other than students. The feedback is obtained through meetings, informal interactions, questionnaires, alumni interactions, parent–teacher meetings, and employer consultations. The valuable suggestions received are discussed in IQAC/Staff Council meetings and appropriate actions are taken.

1. Feedback from Parents

Feedback Received:

- Need for regular communication regarding students' academic progress
- Emphasis on discipline, attendance, and mentoring
- Demand for career guidance and competitive examination coaching

Action Taken:

- Parent–Teacher Meetings organized regularly
- Mentoring system strengthened for academic monitoring
- Career guidance sessions and awareness programmes conducted

2. Feedback from Alumni

Feedback Received:

- Curriculum should be more skill-oriented and job-focused
- Need for soft skills, communication skills, and digital literacy
- More interaction between alumni and current students

Action Taken:

- Value-added courses and skill-based workshops introduced
- Soft skills and ICT-based programmes organized
- Alumni talks, career interaction sessions, and networking activities conducted

3. Feedback from Employers

Feedback Received:

- Students need better practical exposure and problem-solving skills
- Improvement required in communication and teamwork abilities

Action Taken:

- Project work, seminars, and presentations emphasized
- Group activities and experiential learning practices encouraged
- Internship and field visit opportunities explored

4. Feedback from Teachers

Feedback Received:

- Need for professional development programmes
- Requirement of upgraded teaching-learning resources
- Support for research and innovation

Action Taken:

- Faculty Development Programmes (FDPs) and workshops organized
- ICT tools and smart classroom facilities strengthened
- Teachers encouraged for research publications and participation in seminars

5. Feedback from Community / Society

Feedback Received:

- Institution should actively participate in social and environmental issues
- Need for awareness programmes on health, environment, and social responsibility

Action Taken:

- NSS/NCC activities, awareness rallies, and extension programmes conducted
- Environmental initiatives such as plantation drives and cleanliness campaigns organized

Conclusion

The institution values stakeholder feedback as an important tool for quality enhancement. The suggestions received are systematically analyzed and implemented to improve academic standards, employability, and social responsibility, thereby ensuring holistic institutional development.

Feedback from Stakeholders (Other than Students) and Action Taken Thereon

Academic Year: 2024–2025

Name of the Institution: Government Degree College, Chail Koti

As part of the internal quality assurance mechanism, Government Degree College, Chail Koti collected feedback from various stakeholders other than students during the academic year 2024–2025. The feedback was obtained through structured questionnaires, meetings, informal interactions, alumni interactions, and employer consultations. The suggestions received were discussed in IQAC and staff meetings, and necessary actions were taken to enhance academic and institutional quality.

1. Feedback from Parents

Feedback Received:

- Regular monitoring of students' academic performance is required.
- Strengthening discipline, attendance, and mentoring mechanisms.
- Need for career guidance and awareness about higher education opportunities.

Action Taken:

- Parent–Teacher Meetings were organized to discuss academic progress.
- Mentoring system was reinforced for academic and personal guidance.
- Career counseling sessions and awareness programmes were conducted for students.

2. Feedback from Alumni

Feedback Received:

- Curriculum should focus more on skill development and employability.
- Students should be trained in communication skills and digital literacy.
- Increased alumni–student interaction is needed.

Action Taken:

- Skill-based and value-added programmes were organized.
- Workshops on communication skills and ICT tools were conducted.
- Alumni interaction sessions and motivational talks were arranged.

3. Feedback from Employers

Feedback Received:

- Students need more practical exposure and experiential learning.
- Improvement in teamwork, problem-solving, and presentation skills.

Action Taken:

- Emphasis was given to project work, seminars, and presentations.
- Group activities and experiential learning methods were adopted.
- Field visits and internship opportunities were explored wherever feasible.

4. Feedback from Teachers

Feedback Received:

- Need for professional development opportunities.
- Requirement for enhanced ICT-based teaching resources.
- Encouragement for research and academic innovation.

Action Taken:

- Faculty Development Programmes, workshops, and webinars were attended by faculty members.
- ICT tools were increasingly integrated into teaching–learning processes.
- Faculty members were encouraged to participate in seminars and publish research papers.

5. Feedback from Community / Society

Feedback Received:

- The college should actively engage in social and environmental awareness activities.
- More outreach programmes addressing health, environment, and social issues are required.

Action Taken:

- NSS and NCC units organized awareness programmes, cleanliness drives, and plantation activities.
- Community-oriented extension activities were conducted in nearby areas.

Conclusion

The feedback received from stakeholders other than students during the academic year 2024–2025 played a significant role in improving academic practices, infrastructure utilization, student support systems, and

community engagement. The institution remains committed to continuous quality enhancement through systematic stakeholder feedback and effective implementation of action plans.

A. Structured Questionnaire for Parents

Name (Optional): _____

Occupation (Optional): _____

Academic Year: 2024–2025

Instructions: Please tick (✓) the appropriate option.

(5–Excellent, 4–Very Good, 3–Good, 2–Satisfactory, 1–Needs Improvement)

| Sr. No. | Statement | 5 | 4 | 3 | 2 | 1 |
|---------|--|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 1 | Academic discipline in the college | <input type="checkbox"/> |
| 2 | Monitoring of student attendance and performance | <input type="checkbox"/> |
| 3 | Teacher–parent communication | <input type="checkbox"/> |
| 4 | Mentoring and guidance provided to students | <input type="checkbox"/> |
| 5 | Support for career guidance and higher studies | <input type="checkbox"/> |

Suggestions for Improvement (if any):

B. Structured Questionnaire for Alumni

Year of Passing: _____

Present Status: Employment / Higher Studies / Self-employed

| Sr. No. | Statement | 5 | 4 | 3 | 2 | 1 |
|---------|--|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 1 | Relevance of curriculum to present job market | <input type="checkbox"/> |
| 2 | Skill development during course | <input type="checkbox"/> |
| 3 | Communication and soft skills training | <input type="checkbox"/> |
| 4 | Exposure to ICT and digital tools | <input type="checkbox"/> |
| 5 | Overall contribution of college in personality development | <input type="checkbox"/> |

Suggestions to improve employability:

C. Structured Questionnaire for Employers

Organization Name (Optional): _____

Designation: _____

| Sr. No. | Statement | 5 | 4 | 3 | 2 | 1 |
|---------|--------------------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 1 | Subject knowledge of students | <input type="checkbox"/> |
| 2 | Practical and problem-solving skills | <input type="checkbox"/> |
| 3 | Communication skills | <input type="checkbox"/> |
| 4 | Teamwork and leadership qualities | <input type="checkbox"/> |
| 5 | Overall employability of students | <input type="checkbox"/> |

Suggestions for curriculum improvement:

D. Structured Questionnaire for Teachers

| Sr. No. | Statement | 5 | 4 | 3 | 2 | 1 |
|---------|--|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 1 | Academic freedom in curriculum delivery | <input type="checkbox"/> |
| 2 | Availability of teaching-learning resources | <input type="checkbox"/> |
| 3 | Institutional support for professional development | <input type="checkbox"/> |
| 4 | ICT integration in teaching | <input type="checkbox"/> |
| 5 | Research and innovation support | <input type="checkbox"/> |

Suggestions for quality enhancement:

E. Structured Questionnaire for Community / Society

| Sr. No. | Statement | 5 | 4 | 3 | 2 | 1 |
|---------|--|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 1 | College involvement in social welfare activities | <input type="checkbox"/> |
| 2 | Environmental awareness initiatives | <input type="checkbox"/> |

| Sr. No. | Statement | 5 | 4 | 3 | 2 | 1 |
|---------|--|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 3 | Contribution to local community development | <input type="checkbox"/> |
| 4 | Extension and outreach programmes | <input type="checkbox"/> |
| 5 | Overall impact of the institution on society | <input type="checkbox"/> |

Suggestions:

Feedback Analysis and Action Taken (Stakeholders Other Than Students)

Academic Year: 2024–2025

Total Respondents: 50

(Parents – 15, Alumni – 15, Employers – 10, Teachers – 10)

Rating Scale

5 – Excellent | 4 – Very Good | 3 – Good | 2 – Satisfactory | 1 – Needs Improvement

Feedback Analysis & Action Taken Table

| Stakeholder Group | Key Feedback Parameters | Average Rating (Out of 5) | Analysis of Feedback | Action Taken |
|-------------------|--|---------------------------|--|--|
| Parents | Academic discipline & monitoring | 4.2 | Majority of parents expressed satisfaction with discipline and academic monitoring, but suggested closer mentoring | Mentoring system strengthened; regular parent–teacher meetings conducted |
| Parents | Career guidance & higher education support | 3.8 | Parents indicated need for more guidance related to careers and competitive exams | Career counseling sessions and awareness programmes organized |
| Alumni | Curriculum relevance & skill development | 3.9 | Alumni suggested inclusion of more skill-oriented and job-focused components | Skill-based workshops and value-added courses introduced |
| Alumni | Communication & soft skills | 3.7 | Need identified for improvement in communication and personality development | Soft skills and personality development programmes conducted |
| Employers | Subject knowledge of students | 4.0 | Employers found subject knowledge satisfactory but recommended more practical exposure | Project work, presentations, and experiential learning encouraged |

| Stakeholder Group | Key Feedback Parameters | Average Rating (Out of 5) | Analysis of Feedback | Action Taken |
|-------------------|--|---------------------------|---|--|
| Employers | Practical skills & employability | 3.6 | Employers highlighted scope for improvement in problem-solving and workplace skills | Field visits, internships, and group activities promoted |
| Teachers | ICT-based teaching-learning resources | 3.8 | Faculty suggested enhancement of ICT tools and digital teaching support | Increased use of ICT tools and smart teaching practices |
| Teachers | Professional development opportunities | 4.1 | Teachers expressed satisfaction but suggested continuous capacity building | Faculty Development Programmes and webinars attended |
| Community | Social & environmental outreach activities | 4.3 | Community appreciated NSS/NCC activities and environmental initiatives | Cleanliness drives, plantation campaigns, and awareness programmes conducted |
| Community | Institutional contribution to society | 4.2 | Positive response regarding college's role in community development | Extension and outreach activities strengthened |

Summary of Feedback Analysis

- **Major Strengths Identified:** Discipline, community engagement, faculty support
- **Areas for Improvement:** Skill development, employability, practical exposure

Conclusion

The feedback collected from 50 stakeholders other than students was systematically analyzed by IQAC. Based on the findings, appropriate academic, administrative, and extension-related actions were implemented to enhance quality and stakeholder satisfaction.

Distribution Used Parents: 15 respondents

- **Alumni:** 15 respondents
- **Employers:** 10 respondents
- **Teachers:** 10 respondents

Teachers' Feedback – Simple Vertical Bar Charts

Figure 1: Academic Freedom in Curriculum Delivery

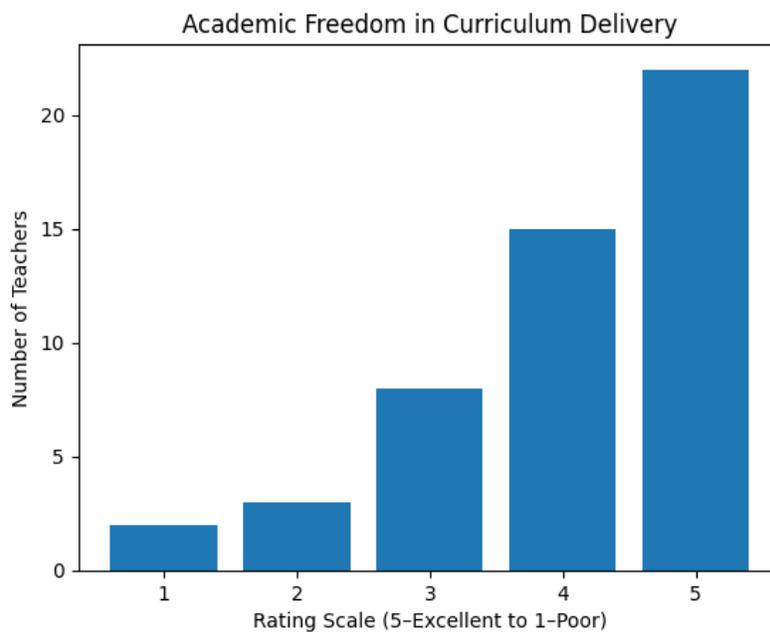


Figure 2: Availability of Teaching-Learning Resources

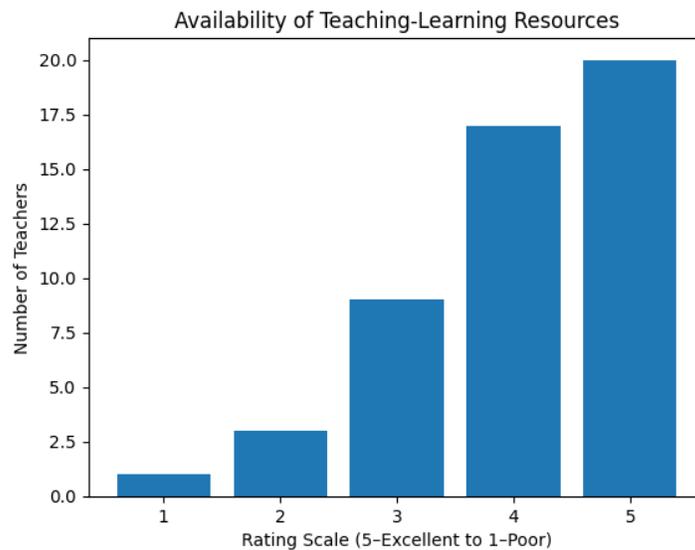


Figure 3: Institutional Support for Professional Development

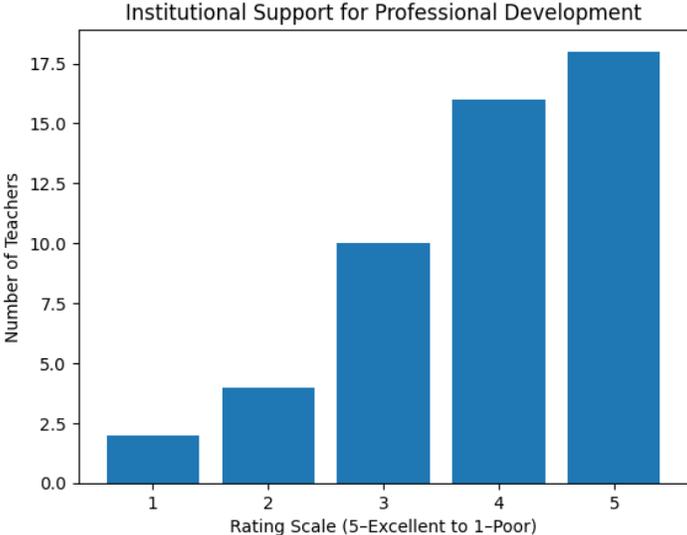


Figure 4: ICT Integration in Teaching

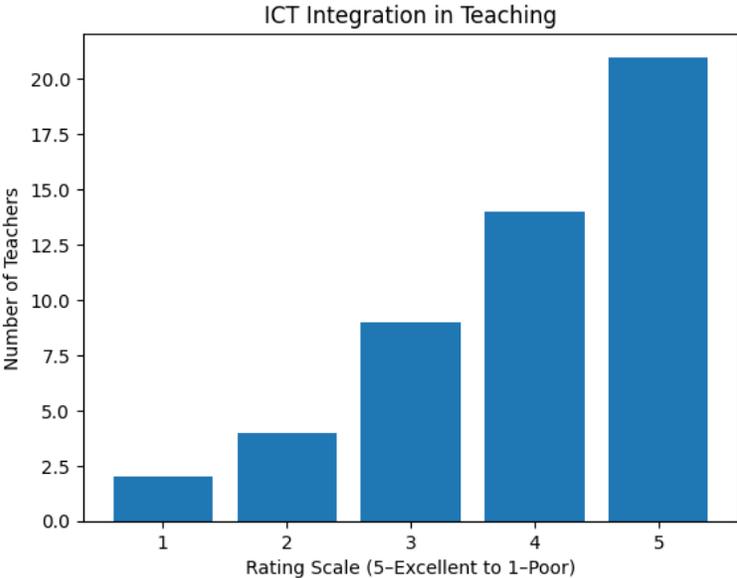


Figure 5: Research and Innovation Support

