



**HINDU COLLEGE  
UNIVERSITY OF DELHI**

**FEEDBACK ANALYSIS REPORT 2019-2022**

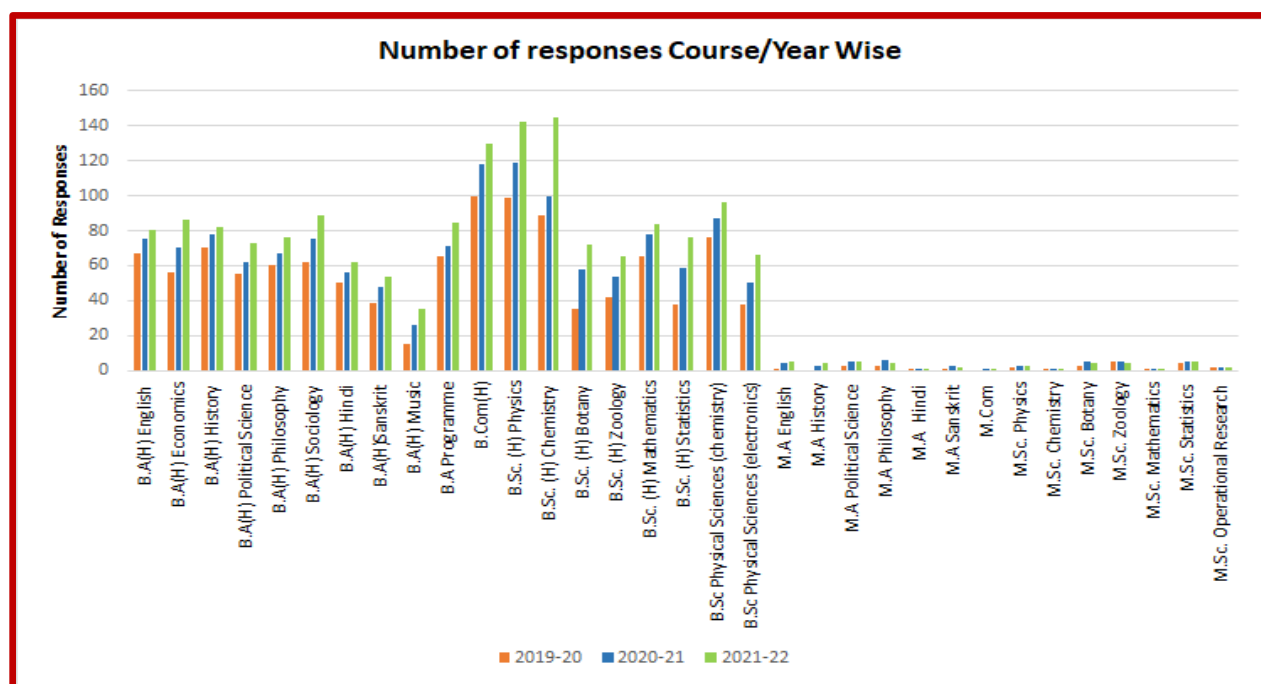


## Introduction

The IQAC team of the institution has collected feedback from the all stakeholders as part of quality monitoring and quality assurance practices implemented in college. Feedback is usually collected at the end of every academic year.

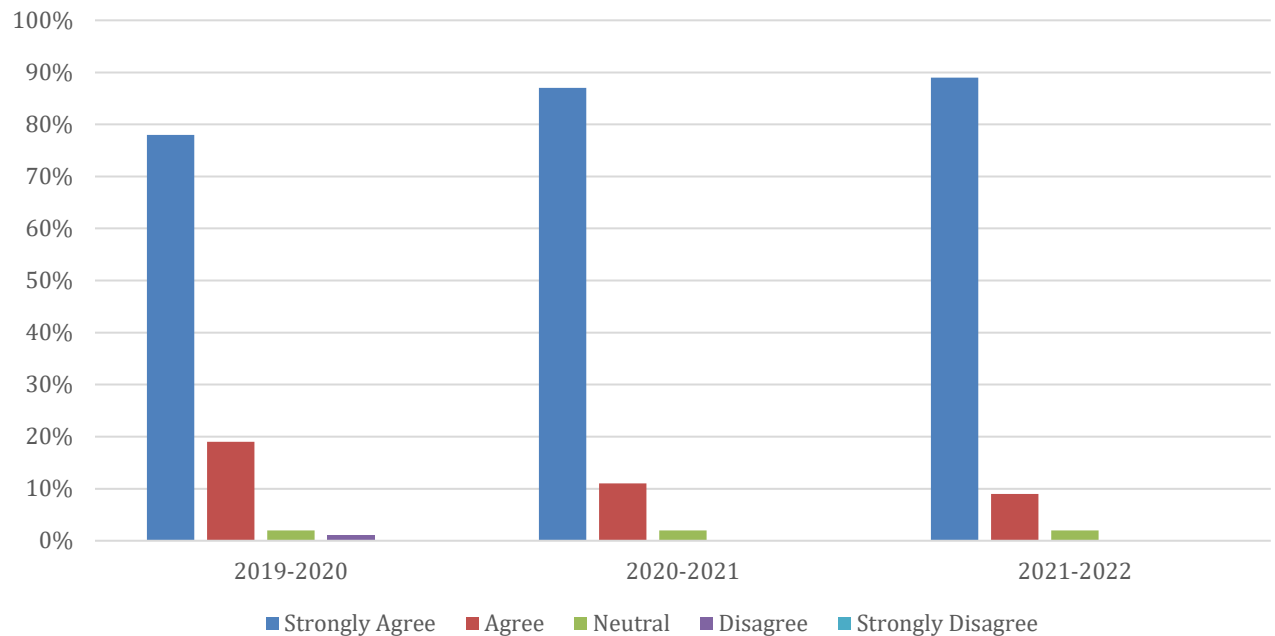
The data so collected is analysed and the result is reviewed by the IQAC team. Recommendations are put forward to the Governing body of the college. Action Taken Report is also prepared for follow up actions.

The following is the analysis of number of responses per question.

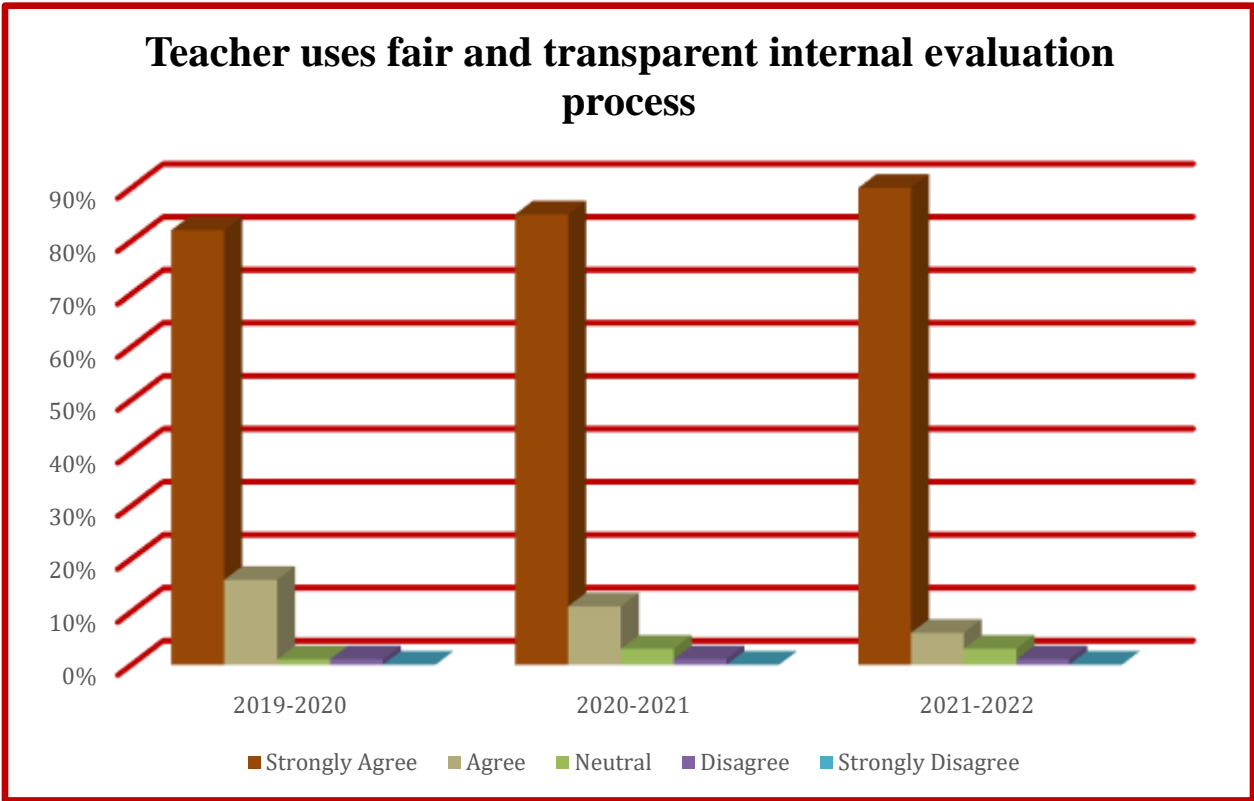


The above graph shows the total number of responses received as feedback from students of different courses in the college for last 3 years. Students from all the courses participated in the feedback process of the college with an increase in the number of feedbacks in each successive year.

## Preparedness and knowledge of the teacher for class

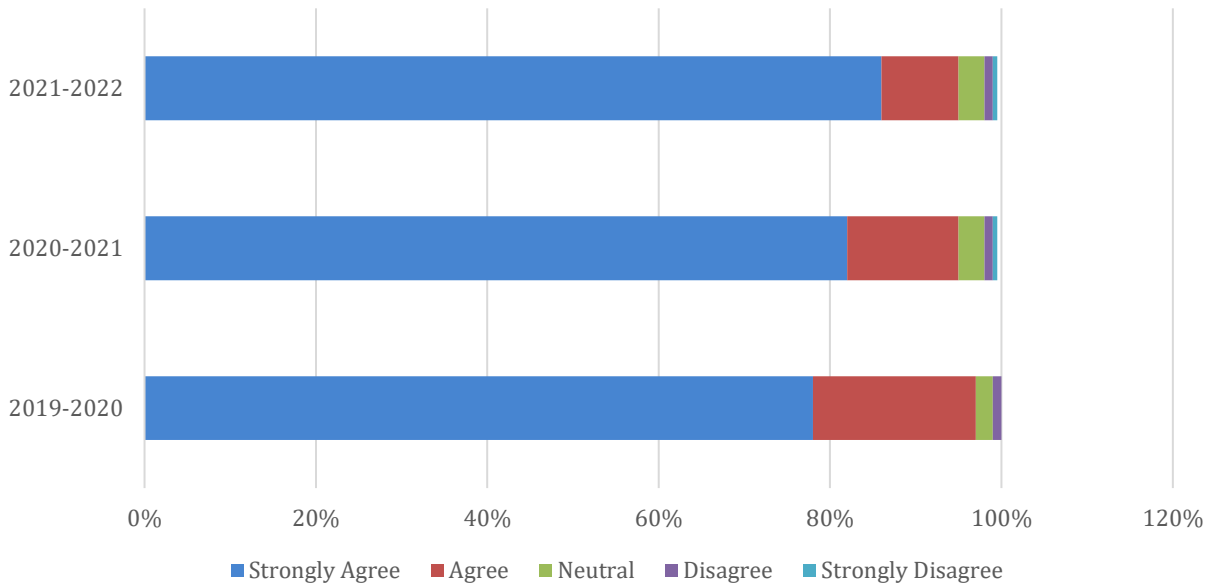


The above graph represents the preparedness and knowledge of the teachers for classroom teaching during the last 3 years. An increasing proportion of students strongly agree on preparedness of the faculty for their lectures.



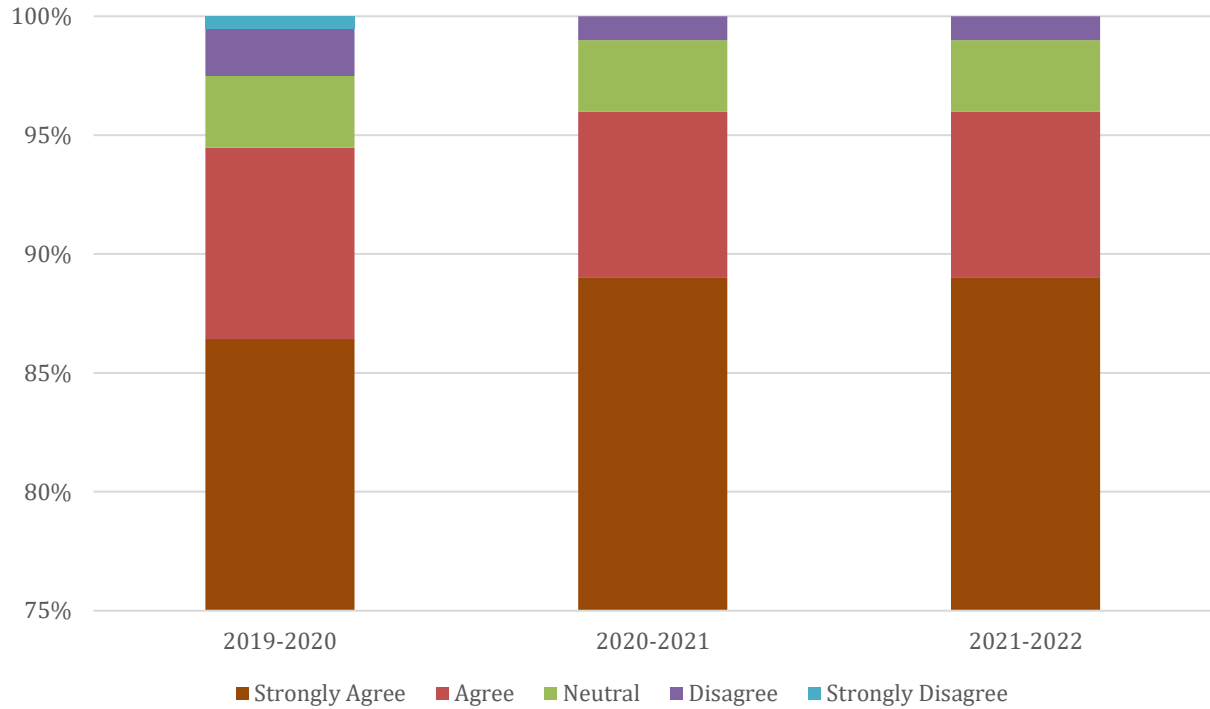
The above graph depicts use of fair and transparent internal evaluation process during the last 3 years. Close to 90% of the students strongly agree on fair evaluation process followed by the faculty in classroom teaching.

**The teachers use student centric methods, such as experiential learning, participative learning and problem solving methodologies for enhancing learning experiences**



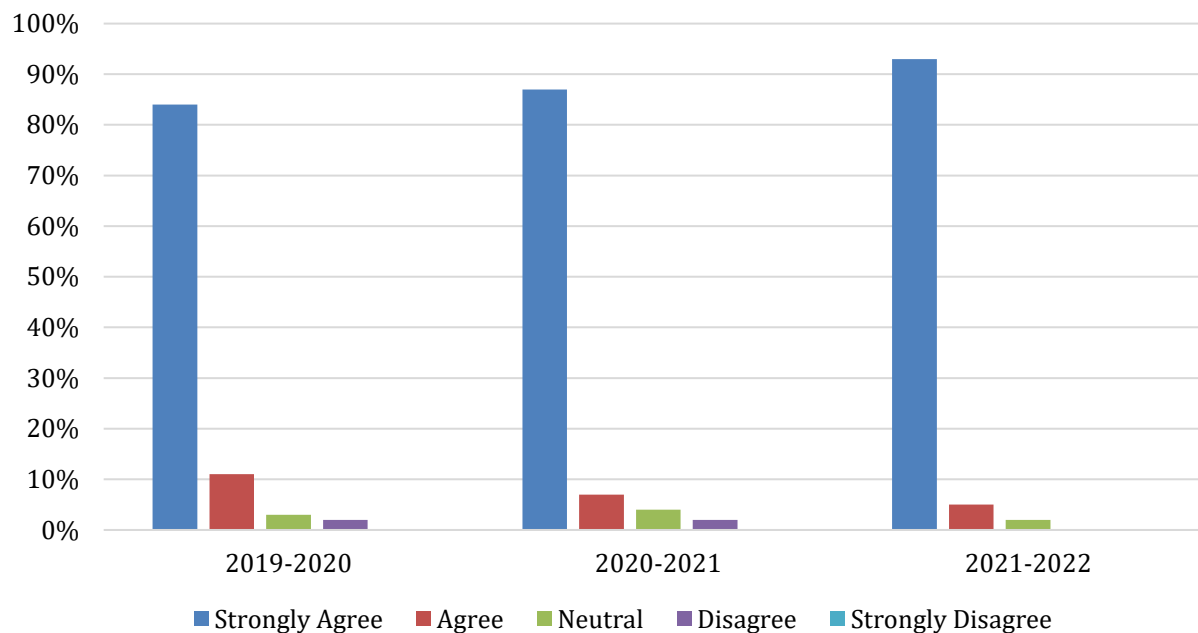
The above graph shows the responses on use of student centric methods for classroom teaching. Most of the students strongly agree to an interactive teaching-learning process in classrooms through projects, problem solving, presentation etc.

### Teachers are responsive to student queries



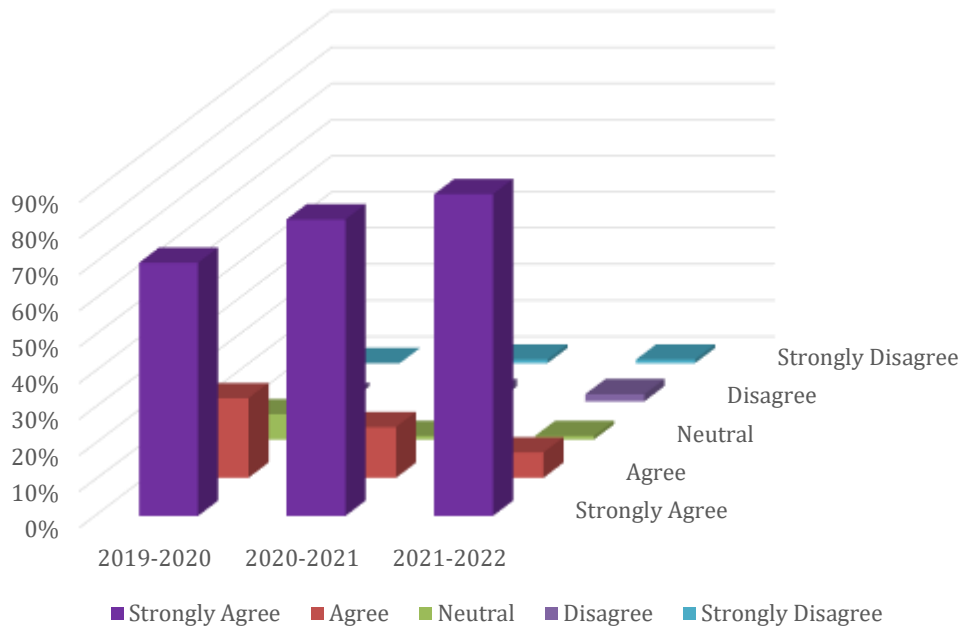
The above graph shows that more than 85% of the students strongly agree that the teachers are responsive to their queries. Remedial/Tutorial classes and mentor-mentee system in the college played a significant role in this.

## ICT tools, LMS and learning resources are effectively used for curriculum delivery



The graph depicts that more than 80% of the students strongly agree to the use of ICT tools, LMS and learning resources for effective curriculum delivery and the response rate increased to almost 100% post pandemic.

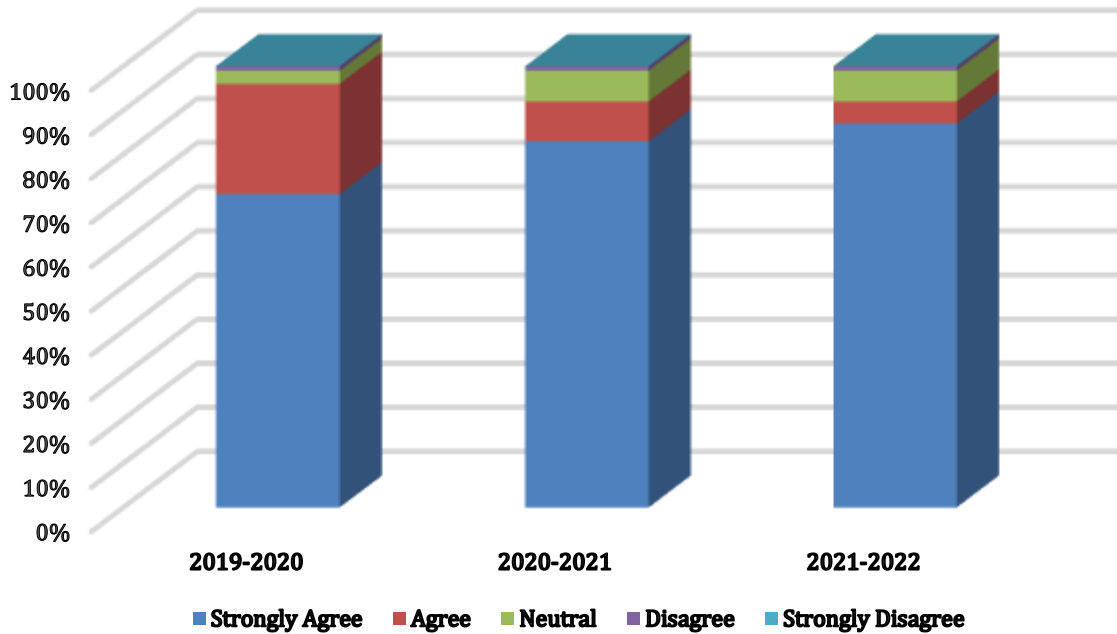
## Teachers are able to inculcate soft skills, life skills and employability skills of students



The above graph represents that most of the students strongly agree that teachers are able to inculcate soft skills, life skills and employability skills of students during last three years. The pandemic period provided opportunities to the teachers to explore more online platforms and virtual methods to give their 100% in training the students for the real world.

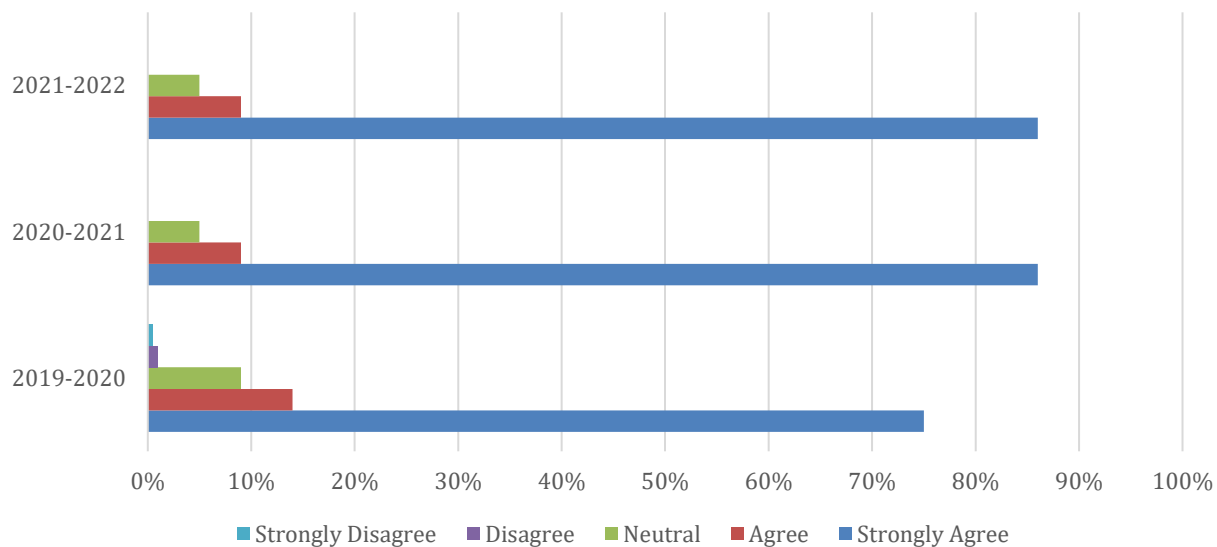


### Teachers are able to identify weaknesses of students and help to overcome them

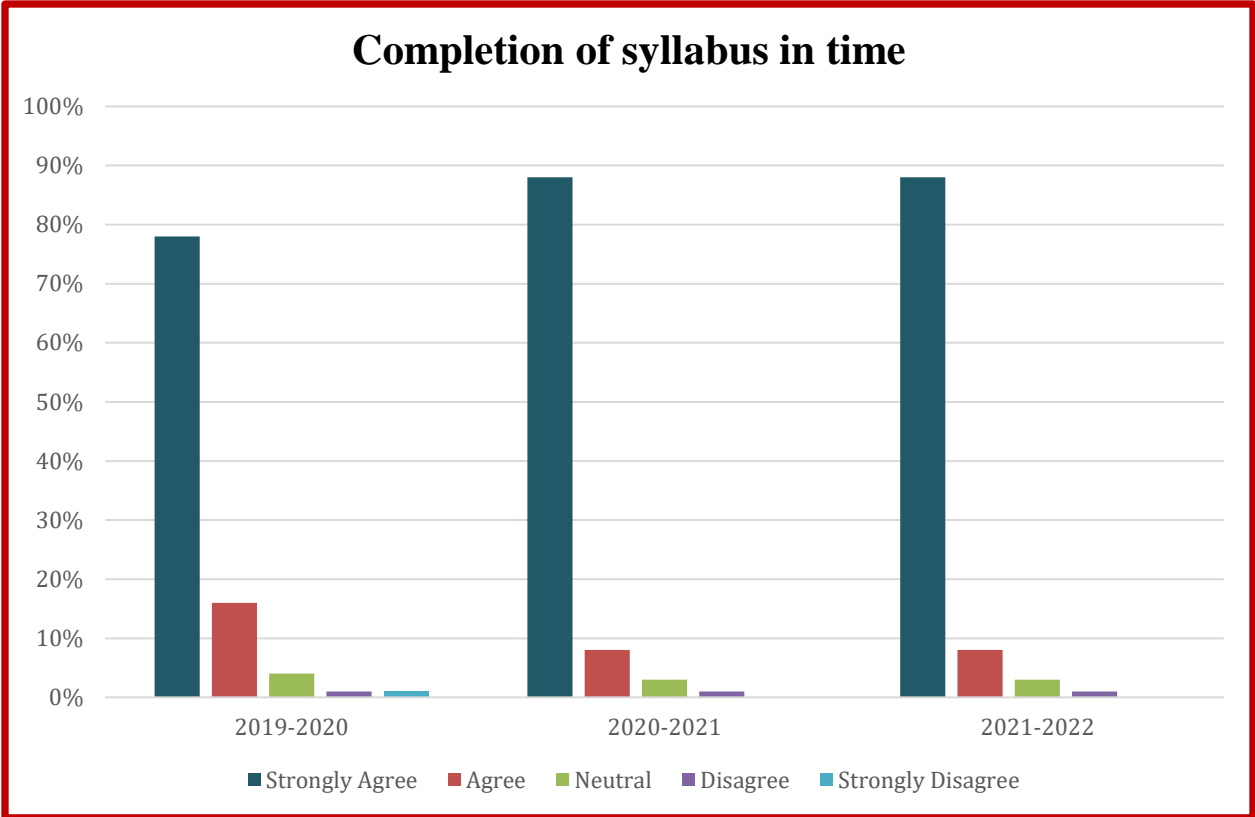


The above graph shows that close to 90% of the students strongly agree that teachers are able to identify weakness of students and help overcome them during last three years. Student-teacher interaction during remedial/tutorial classes and an active mentor-mentee system in the college played a pioneering role in helping the students.

## Teachers inform about the expected competencies, course outcomes and programme outcomes

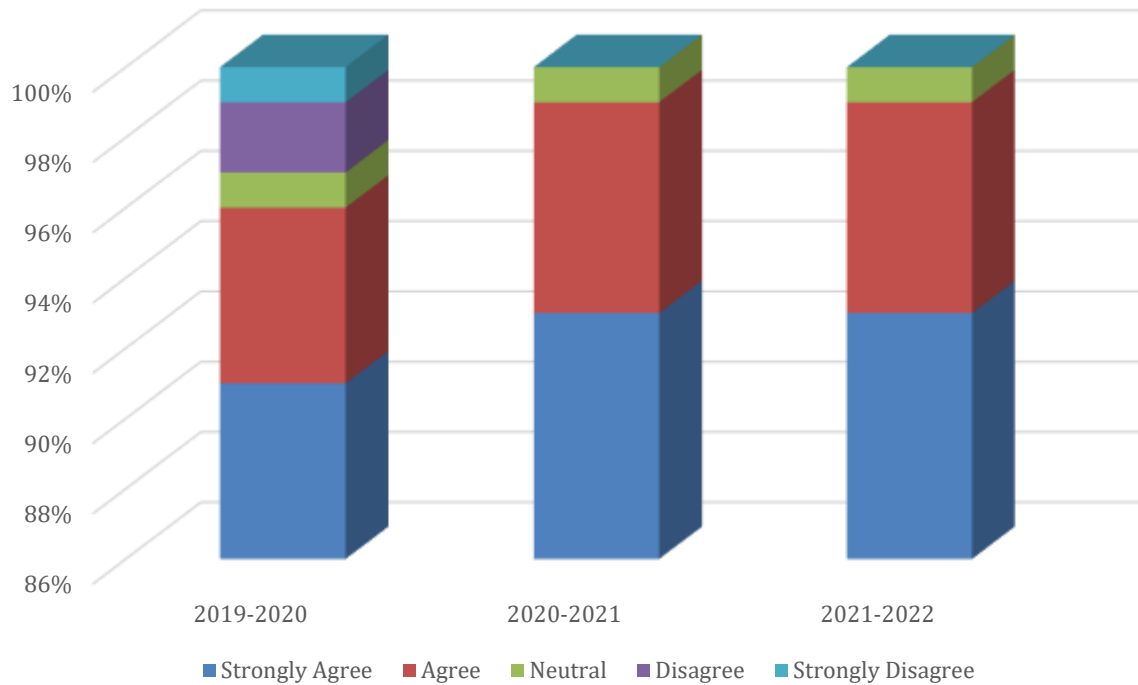


The above graph depicts that most of the students strongly agree that teachers inform them about the expected competencies, course outcomes and program outcomes during last three years. Teachers make the students aware about the structure of the course and evaluation pattern to prepare them well for the semester.



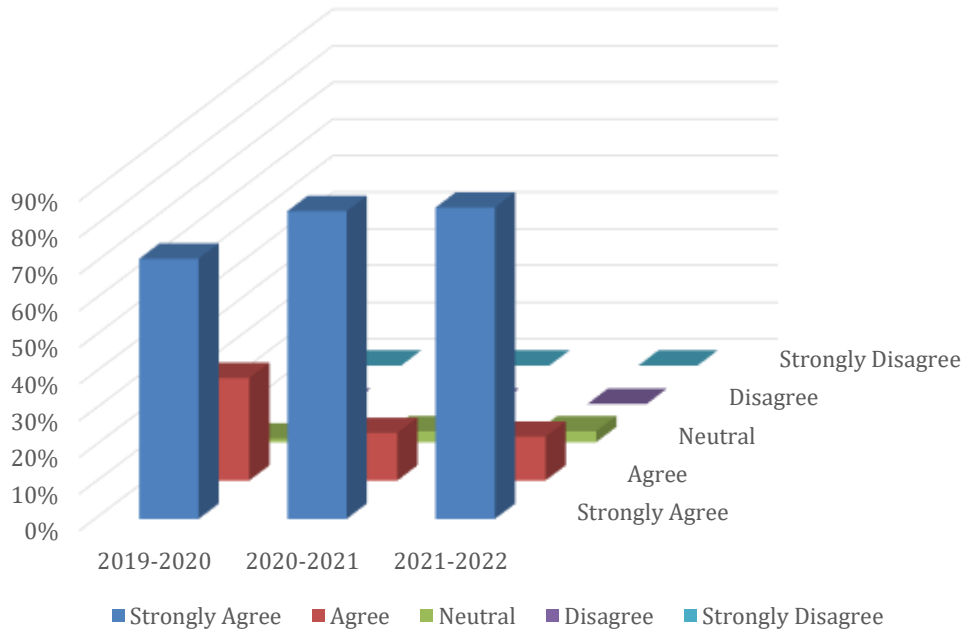
The above graph depicts that most of the students strongly agree that the syllabus has been completed on time during last three years. Teachers strictly follow the university academic calendar and ensure that the curriculum and assessment timelines are adhered to.

## Teachers are regular and punctual



The above graph shows that a rising proportion of students strongly agree that teachers are regular and punctual for the classes so that the entire teaching-learning duration is fully utilized.

## Communication skills of Teacher



The above graph shows that close to 90% of the students strongly agree to efficient communication skills of the teachers. Teachers supplement classroom teaching with appropriate study material so that every student catches up in the class.

## Conclusion

Feedback Analysis and Action Taken Report is a regular quality monitoring and quality assurance activity of the IQAC team of the college. Feedback is taken every academic year and reports are analyzed. The recommendations are also reviewed and appropriate actions are taken. The actions taken are noted in the Quality Assurance Report and submitted in the yearly reports.

In case there is any recommendation that requires detailed planning and effort to implement, the same is noted in the Plan of Action of IQAC for the same year in the AQAR. The activities are monitored and outcome is mentioned in the action taken in the next year AQAR.



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