1.4. Feedback Analysis and Action Taken Report

1.4.1 Feedback Analysis and Action Taken Report of the College on feedback 2023-24

The institution's Feedback Analysis Committee plays a crucial role in assessing and enhancing its performance by systematically designing and gathering feedback from various stakeholders. This initiative is key to driving continuous improvement in areas like curriculum, infrastructure, and related domains. Feedback is collected from students, teachers, alumni, and parents, with each group focusing on aspects tailored to their unique experiences and insights.

- Student feedback covers various dimensions, including syllabus coverage, teacher preparedness, communication effectiveness, and teaching methodologies. It evaluates the internal evaluation process, the overall impact of teaching and mentoring, and the discussion of assignment performance. Additionally, it assesses communication about expected competencies, follow-up on assigned tasks, and the integration of real-world examples in teaching.

- Alumni feedback evaluates the syllabus's relevance to employability, alignment with industry needs, and effectiveness in fostering skills like entrepreneurship and innovation. It also addresses course outcomes, resource availability, curriculum design, course duration, and examination practices. Alumni provide insights on knowledge, competencies, and wisdom (KCW), their willingness to support the institution, interest in guest lectures, and likelihood of recommending the institution.

- Teachers' feedback emphasizes key academic elements, including syllabus and curriculum development, incorporation of suggestions, and overall curriculum design. It evaluates the balance between theory and practical application, the achievement of course outcomes, resource availability, and the alignment of program outcomes with course content. Additionally, it assesses the focus on employability and the effectiveness of examination processes.

- Feedback from parents addresses key aspects of their wards' development and well-being. It evaluates the safety of the college environment, support for personality growth, encouragement of self-study, and the effectiveness of monitoring systems. Parents also provide insights on the institution's role in instilling values, promoting critical thinking, and enhancing technical and communication skills. Additionally, it considers the adequacy of learning resources, adaptation to online teaching, disciplinary practices, responsiveness to concerns, and the overall benefits experienced by their wards. This feedback helps ensure the institution meets parental expectations while fostering a supportive environment.

After a comprehensive analysis of the collected feedback, the committee prepares a detailed report that is submitted to the Internal Quality Assurance Cell (IQAC) for further deliberation and discussion. The report, signed by the Principal, is then forwarded to the respective authorities for appropriate action and necessary improvements. This systematic feedback process underscores the institution's commitment to quality enhancement and its responsiveness to the expectations and needs of its stakeholders.

The feedback targets following different content for different stakeholders:

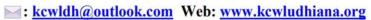| Feedback	ActionTaken
STUDENTS	
1.Syllabus Coverage: Most students reported that 85-100% of the syllabus was covered thoroughly, indicating comprehensive teaching efforts. **2. Teacher Effectiveness:** Teachers were frequently rated as "always effective," with many students commending their preparation and communication skills. **3. Fairness in Evaluation:** The internal evaluation process was generally perceived as fair, although a few instances of perceived unfairness were noted. **4. Student Mentorship**: Students acknowledged that mentoring facilitated cognitive, social, and emotional growth, albeit with room for improvement in follow-ups on assignments. **5. Infrastructure Feedback:** Facilities such as seminar rooms, laboratories, and libraries received positive feedback, while areas like hostel and medical facilities saw more critical evaluations. **6. Opportunities for Growth:** The institution was praised for providing opportunities like internships and field visits, but some students expressed the need for enhanced extracurricular engagement.	Khalsa College for Women (KCW) has undertaken several initiatives to address student feedback and improve the overall learning experience. To ensure effective syllabus coverage and teaching quality, the college has introduced faculty development workshops focusing on modern teaching methodologies and interactive learning techniques. A structured mentoring program has been established to support students' cognitive, social, and emotional growth, with regular follow-ups on assignments and learning outcomes. To enhance fairness in evaluations, KCW has standardized assessment procedures across departments and trained faculty in unbiased evaluation techniques. A student feedback mechanism has also been implemented to address concerns regarding the evaluation process. Infrastructure improvements are being prioritized, including upgrades to hostel facilities, medical resources, and security services. Libraries, laboratories, and seminar rooms are being regularly maintained to provide a better learning environment. KCW has expanded extracurricular activities, such as sports and cultural events, to foster holistic development and strengthen student societies. Counseling and wellness programs have been enhanced to support emotional well-being. The college has also partnered with industries to provide more internship and field visit opportunities, ensuring practical exposure for students. Enrichment of skills initiatives taken by various departments has been paramount in our pursuit of holistic education and technological advancement. Workshops andseminarsfeaturingindustryandacademicex pertswerehostedacrossdepartments, providing students with practical insights. Notably, the Department of Computer Applications launched key programs such as Website Designing Using WordPress(27 students), and adobe illustrator(26), Metaverse concert (72), I Connect Week day(42), while the Commerce department organized Workshop on Informed Consumption(74), and on e-

	filing of Income Tax Return, Skill Development cell organized certified courses on computer aided accounting(9), and computer application(98), Workshop on Business intelligence using Power BI(281) and the Career Coaching Cell supported 60 students in Employ ability Skills Training. Furthermore, initiatives spearheaded by the IQAC cell, E-Vidya programs (134).

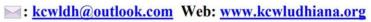| Feedback	ActionTaken
TEACHERS	
1. Curriculum Development: There is strong support for autonomy and active participation in the syllabus development process, though some neutral feedback suggests a need for clearer guidelines and expectations. **2. Engagement in Curriculum:** Responses on individual involvement in curriculum development are varied, indicating an opportunity to enhance inclusivity and encourage broader contributions from all stakeholders. **3. Incorporation of Suggestions:** Feedback regarding the integration of suggestions for syllabus revisions is mixed, revealing a need for more transparent communication and a more systematic approach to incorporating feedback. **4. Curriculum Design:** The overall perception of curriculum design is positive, though the presence of neutral responses indicates potential for further improvement in communication and demonstrating its adaptability to evolving needs. **5. Theory-Application Balance:** There is a widespread belief in the effectiveness of balancing theoretical knowledge with practical application. However, the neutral responses suggest that further clarification and refinement in this approach could benefit all involved.	Khalsa College for Women, an affiliated institution of Panjab University, follows the syllabus prescribed by the University. The college is committed to delivering the curriculum effectively by implementing a well-structured and documented process. In response to feedback, the college has actively engaged in refining its approach, taking careful note of valuable suggestions provided by the Feedback Committee. These suggestions, aimed at enhancing curriculum delivery, have been forwarded to the Internal Quality Assurance Cell (IQAC) for further review and action. The college has already taken steps to address the identified areas for improvement, including enhancing communication around syllabus development, increasing inclusivity in curriculum engagement, and refining the balance between theory and practical application. These initiatives reflect the college's dedication to continually improving the educational experience while adhering to the guidelines set by Panjab University.

Feedback	ActionTaken
ALUMNI	
1. Relevance to Employability: Alumni would affirm that the syllabus is relevant to employability and aligned with contemporary industry practices, particularly in areas like entrepreneurship and innovation. **2. Skill Development:** Alumni would acknowledge that the curriculum effectively developed entrepreneurial skills, encouraged innovative thinking, and included relevant skill enhancement subjects. **3. Course Structure & Resources:** Alumni would express satisfaction with the course outcomes being met in each unit, high-quality resources available, and alignment between program outcomes and learning outcomes. **4. Curriculum Design & Duration:** Alumni would appreciate the contemporary focus of the curriculum on employability, with sufficient course duration to cover all required content. **5. Examination Practices:** Alumni would generally be satisfied with the timely conduct of tests and examinations, ensuring comprehensive syllabus coverage. **6. Contribution & Engagement:** Alumni would express a willingness to contribute to the college's development, offer guest lectures, and recommend KCW as an institution for higher education to others.	At Khalsa College for Women, while the syllabus is prescribed by Panjab University, we have taken several steps based on alumni feedback to enhance the overall educational experience. We focus on enriching skill development through practical workshops, internships, and entrepreneurial initiatives in collaboration with local businesses. We continue to invest in high-quality resources and provide faculty with the latest tools to support effective teaching. We also gather feedback to ensure the curriculum is effectively delivered, balancing theory and practice within the allotted course duration. Additionally, we have streamlined the examination process and strengthened alumni engagement through events, guest lectures, and mentorship programs to foster ongoing support and development.

Feedback	ActionTaken
PARENTS	
1. Learning Environment & Personality Development: Parents would generally find the college environment conducive to teaching and learning, noting improvements in their ward's personality. Some may suggest more focus on extracurricular activities for further development. **2. Self-Study & Research Orientation:** Parents would appreciate the encouragement for self-study and research, though some may feel additional resources or guidance are needed in these areas. **3. Monitoring Progress & Value-Based Education:** While many parents would be satisfied with the college's progress monitoring system and value-based education, some might call for clearer tracking or more emphasis on ethical values. **4. Critical Thinking, Technical Skills & Resources:** Parents would likely acknowledge the college's promotion of critical thinking, technical knowledge, and communication skills, but some might feel that more practical exposure or updated resources could enhance these areas. **5. Adaptation to Online Learning & Discipline:** Parents would commend the college's response to online learning during the pandemic, though some may suggest better technological support. Discipline practices would generally be seen positively, with a few calls for more consistency. **6. Overall Satisfaction & Pride:** Parents would express pride in their ward's education, though some may raise concerns about infrastructure, administrative practices, or areas requiring improvement.	At Khalsa College for Women, we have implemented several actions based on parental feedback. These include improving infrastructure, offering personality development workshops, and encouraging research through additional resources and seminars. We have strengthened student monitoring systems and reinforced value-based education through community-focused events. To support critical thinking and technical skills, we organize practical workshops and provide enhanced digital resources. We have also improved the online learning infrastructure and trained faculty for better online teaching. Additionally, we host safety awareness programs like "Say No to Plastic" rallies and e-waste awareness to promote student growth and development. These actions reflect our commitment to providing a well-rounded education.