

Stakeholder Feedback Report

AY 2024-25

Cycle: February 2025

Prepared By

Internal Quality Assurance Cell (IQAC)

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Date of Submission: February 14, 2025

DECLARATION

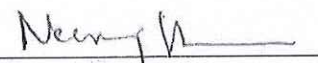
This is to certify that the Stakeholder Feedback Report for the academic year 2024–2025 (Cycle: February 2025) has been prepared by the Internal Quality Assurance Cell (IQAC) of the institution.

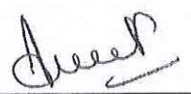
The report is based on the feedback collected from key stakeholders—students, teachers, and parents—through structured instruments developed and administered as per the internal quality assurance procedures. The data has been compiled, analyzed, and interpreted objectively to reflect genuine stakeholder perceptions regarding academic practices, institutional support, and overall student experience.

This report is submitted for review and further action by the IQAC and is a part of the institution's ongoing commitment to transparency, participatory governance, and continuous improvement.

Date: 14.02.2025

Place: Mohali


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IQAC Coordinator
Gian Jyoti Institute of Management and Technology


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Director
Gian Jyoti Institute of Management and Technology



EXECUTIVE SUMMARY

The February 2025 stakeholder feedback exercise was conducted by the Internal Quality Assurance Cell (IQAC) as part of its ongoing efforts to enhance institutional quality through participatory input. Feedback was collected from three key stakeholder groups—students (769 responses), teachers (38 responses), and parents (42 responses)—using structured questionnaires. Data collection was carried out via Google Forms for students and teachers, and through printed forms for parents during in-person interactions.

The quantitative analysis revealed a strong level of satisfaction across all three stakeholder categories. Students appreciated timely syllabus coverage, effective teaching, clear communication, and the use of diverse instructional methods. Teachers expressed confidence in the clarity and relevance of the curriculum, resource availability, and its role in promoting skill development. Parents conveyed satisfaction with the admission process, quality of teaching, communication practices, and overall student support systems.

Qualitative inputs, though limited, pointed toward recurring suggestions such as the need for structured career awareness programs, mental health and well-being sessions, increased parent-teacher interaction, expanded co-curricular opportunities, and improved hygiene facilities.

Overall, the feedback reflects a positive institutional climate, supported by engaged stakeholders who are invested in the academic and developmental progress of the institution. The report will be presented to the IQAC for review and consideration, and the institution remains committed to continuous improvement based on data-driven insights.

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CHAPTER 1: INTRODUCTION

As part of its commitment to quality enhancement and participative decision-making, the Internal Quality Assurance Cell (IQAC) of the institution conducts regular stakeholder feedback exercises. These feedback cycles are designed to capture the perceptions and expectations of key stakeholders regarding academic, administrative, and infrastructural aspects of the institution. The inputs obtained are used to inform continuous institutional improvements aligned with accreditation standards and internal quality benchmarks.

1.1 Purpose of the Feedback

The primary aim of collecting stakeholder feedback is to evaluate the effectiveness and relevance of academic processes, curriculum design, faculty performance, infrastructure, and support services. The feedback contributes to enhancing the overall student experience, ensuring transparency in institutional operations, and aligning academic delivery with industry and societal needs.

Specifically, this feedback cycle focused on the following key areas:

- Curriculum delivery and academic performance
- Teaching quality and use of pedagogy
- Availability and usefulness of academic resources
- Infrastructure, library, and student facilities
- Communication with stakeholders and institutional responsiveness

1.2 Stakeholders Involved

The February 2025 cycle gathered responses from the following key stakeholders:

- **Students** – Current students across various programmes and semesters
- **Teachers** – Faculty members involved in curriculum delivery
- **Parents** – Guardians of enrolled students

Each group was given structured questionnaires designed to assess their satisfaction levels across defined institutional parameters.

1.3 Feedback Collection Timelines

Stakeholder feedback was collected in two cycles during the academic year 2024–2025:

- **September 2024:** Students, Teachers, Alumni, Employers
- **February 2025:** Students, Teachers, Parents

This report presents the analysis of feedback collected in the February 2025 cycle, with insights compiled for institutional review and action in the upcoming IQAC meeting.

CHAPTER 2: METHODOLOGY

The Internal Quality Assurance Cell (IQAC) employed a structured and inclusive approach for collecting feedback from key stakeholder groups during the February 2025 cycle. The methodology ensured that the process was systematic, transparent, and capable of capturing diverse perspectives.

2.1 Mode of Feedback Collection

Feedback was collected using structured questionnaires tailored for each stakeholder group. The following modes were used:

- **Students and Teachers:** Responses were collected digitally using Google Forms, enabling efficient distribution, secure data capture, and easy tabulation.
- **Parents:** Feedback was gathered through printed physical forms during scheduled parent-teacher interactions. These were later digitized and included in the analysis.

Each questionnaire comprised quantitative, rating-based questions along with a section for general suggestions or remarks.

2.2 Number of Responses Received

A total of 849 responses were received in the February 2025 cycle, broken down as follows:

Stakeholder Group	Number of Responses
Students	769
Teachers	38
Parents	42
Total	849

2.3 Rating Scale Used

A 5-point Likert scale was used across all feedback forms to measure satisfaction and agreement levels with various parameters. The scale interpretation is as follows:

Scale Point	Interpretation
5	Strongly Agree / Excellent
4	Agree / Very Good
3	Neutral / Good
2	Disagree / Fair
1	Strongly Disagree / Poor

This rating system enabled a consistent and quantifiable analysis of stakeholder perceptions, while also allowing room for narrative input through optional suggestion sections.

CHAPTER 3: QUANTITATIVE ANALYSIS

This chapter presents the quantitative analysis of the feedback received from students, teachers, and parents during the February 2025 stakeholder feedback cycle. The analysis is based on structured questionnaires that used a 5-point Likert scale to measure perceptions across key academic and institutional parameters. The collected data has been analyzed through frequency and percentage distributions to highlight response patterns and stakeholder satisfaction levels.

The responses have been represented in the form of tables and graphical illustrations (bar graphs and pie charts) for each stakeholder group. This visual and statistical representation helps in identifying strengths, gaps, and trends that are essential for evidence-based decision-making and quality enhancement planning.

3.1 Feedback Analysis: Students (Total: 769)

3.1.1 Frequency Analysis

S.No.	Statement	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1	Teachers arrive on time for the lecture.	295	276	138	40	20
2	Adjustments are made in case teacher is on leave.	301	288	120	43	17
3	Syllabus of the course is completed on time.	280	294	124	51	20
4	Study material and resources are shared well in time.	310	270	122	45	22
5	Teacher's communication is effective.	298	289	127	40	15
6	Teachers explain concepts using relevant examples.	305	275	119	48	22
7	Teachers refer to the current issues and advancements in the field of study.	292	280	133	45	19
8	Course outcomes and program outcomes are communicated during the start of the session.	287	296	117	48	21
9	I am fully aware of the Course Outcomes.	273	302	136	40	18
10	Teachers clear doubts during the session.	306	284	114	43	22
11	Discussions, Case studies, role plays, games, quizzes and other	299	271	130	49	20

S.No.	Statement	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
	tools are used judiciously to make concepts clear.					
12	Study material shared by teacher is relevant and helpful for exams.	284	293	125	46	21
13	Teachers discuss the test answers after conduct.	297	285	121	47	19
14	Evaluation process of assignments and tests is fair and just.	300	270	136	44	19
15	Staff does not discriminate among students based on gender, caste, ethnicity, socio-economic status, nationality etc.	290	286	133	38	22
16	Teachers focus on enhancing professional skills among students to make them employment ready.	281	297	129	43	19
17	Teachers encourage students to take up extra-curricular and co-curricular activities or pursue hobbies.	309	278	115	45	22
18	Library has sufficient resources related to course.	276	299	128	46	20
19	Quality of Service in Canteens is satisfactory.	294	288	123	44	20
20	Washrooms and Drinking Water Facility is hygienic and available at each floor.	301	282	118	47	21
Grand Total		5878	5703	2508	892	399

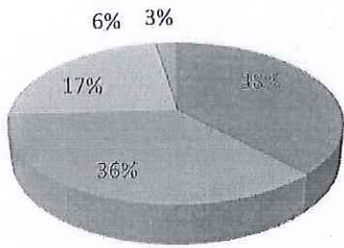
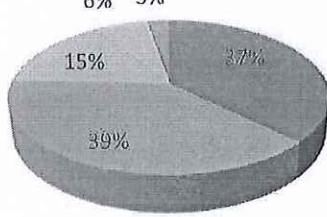
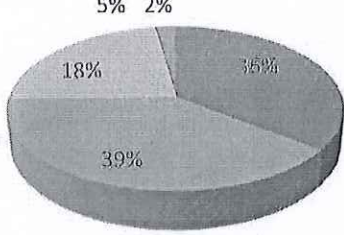
3.1.2 Percentage Analysis

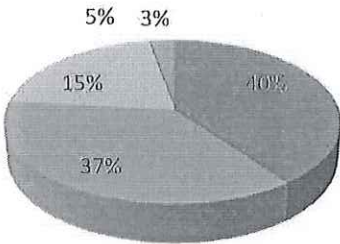
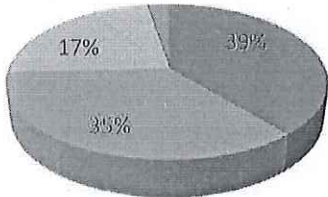
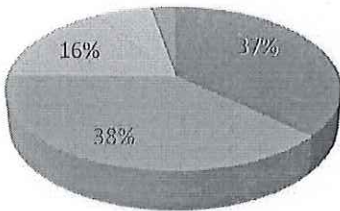
Scale/ Statement	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1	38.36%	35.89%	17.95%	5.20%	2.60%
2	39.14%	37.45%	15.60%	5.59%	2.21%
3	36.41%	38.23%	16.12%	6.63%	2.60%
4	40.31%	35.11%	15.86%	5.85%	2.86%
5	38.75%	37.58%	16.51%	5.20%	1.95%
6	39.66%	35.76%	15.47%	6.24%	2.86%
7	37.97%	36.41%	17.30%	5.85%	2.47%
8	37.32%	38.49%	15.21%	6.24%	2.73%
9	35.50%	39.27%	17.69%	5.20%	2.34%
10	39.79%	36.93%	14.82%	5.59%	2.86%
11	38.88%	35.24%	16.91%	6.37%	2.60%
12	36.93%	38.10%	16.25%	5.98%	2.73%
13	38.62%	37.06%	15.73%	6.11%	2.47%
14	39.01%	35.11%	17.69%	5.72%	2.47%
15	37.71%	37.19%	17.30%	4.94%	2.86%
16	36.54%	38.62%	16.78%	5.59%	2.47%
17	40.18%	36.15%	14.95%	5.85%	2.86%
18	35.89%	38.88%	16.64%	5.98%	2.60%
19	38.23%	37.45%	15.99%	5.72%	2.60%
20	39.14%	36.67%	15.34%	6.11%	2.73%

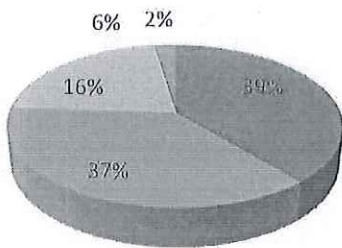
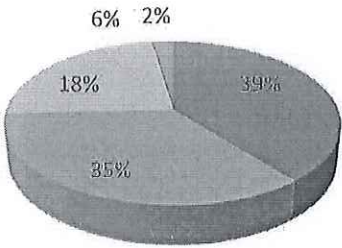
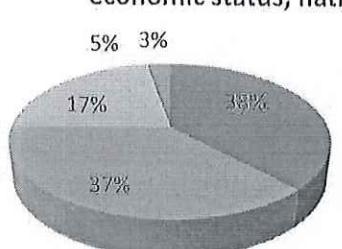
3.1.3 Graphical Analysis

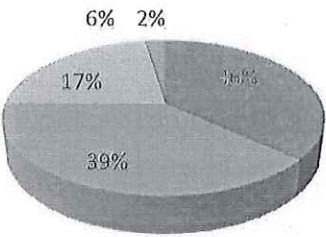
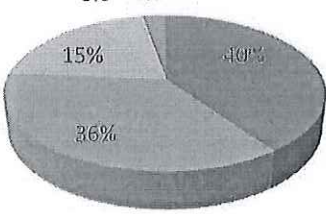
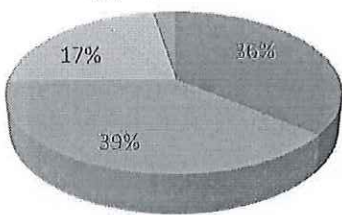
S.No.	Result Analysis	
1	Teachers arrive on time for the lecture. 5% 3% 18% 38% 36% - Strongly Agree - Agree - Neutral - Disagree - Strongly Disagree	
2	Adjustments are made in case teacher is on leave. 6% 2% 16% 39% 37% - Strongly Agree - Agree - Neutral - Disagree - Strongly Disagree	
3	Syllabus of the course is completed on time. 7% 3% 16% 35% 38% - Strongly Agree - Agree - Neutral - Disagree - Strongly Disagree	

S.No.	Result Analysis	
4	Study material and resources are shared well in time. 6% 3% 40% 35% 16% - Strongly Agree - Agree - Neutral - Disagree - Strongly Disagree	
5	Teacher's communication is effective. 5% 2% 39% 38% 16% - Strongly Agree - Agree - Neutral - Disagree - Strongly Disagree	
6	Teachers explain concepts using relevant examples. 6% 3% 40% 36% 15% - Strongly Agree - Agree - Neutral - Disagree - Strongly Disagree	

S.No.	Result Analysis	
7	Teachers refer to the current issues and advancements in the field of study.  6% 3% 17% 18% 36% - Strongly Agree - Agree - Neutral - Disagree - Strongly Disagree	
8	Course outcomes and program outcomes are communicated during the start of the session.  6% 3% 15% 37% 39% - Strongly Agree - Agree - Neutral - Disagree - Strongly Disagree	
9	I am fully aware of the Course Outcomes.  5% 2% 18% 35% 39% - Strongly Agree - Agree - Neutral - Disagree - Strongly Disagree	

S.No.	Result Analysis	
10	Teachers clear doubts during the session.  5% 3% 15% 40% 37% - Strongly Agree - Agree - Neutral - Disagree - Strongly Disagree	
11	Discussions, Case studies, role plays, games, quizzes and other tools are used judiciously to make concepts clear.  6% 3% 17% 39% 35% - Strongly Agree - Agree - Neutral - Disagree - Strongly Disagree	
12	Study material shared by teacher is relevant and helpful for exams.  6% 3% 16% 37% 38% - Strongly Agree - Agree - Neutral - Disagree - Strongly Disagree	

S.No.	Result Analysis	
13	Teachers discuss the test answers after conduct.	 6% 2% 16% 39% 37% - Strongly Agree - Agree - Neutral - Disagree - Strongly Disagree
14	Evaluation process of assignments and tests is fair and just.	 6% 2% 18% 39% 35% - Strongly Agree - Agree - Neutral - Disagree - Strongly Disagree
15	Staff does not discriminate among students based on gender, caste, ethnicity, socio-economic status, nationality etc.	 5% 3% 17% 35% 37% - Strongly Agree - Agree - Neutral - Disagree - Strongly Disagree

S.No.	Result Analysis	
16	Teachers focus on enhancing professional skills among students to make them employment ready.  6% 2% 17% 30% 39% - Strongly Agree - Agree - Neutral - Disagree - Strongly Disagree	
17	Teachers encourage students to take up extra-curricular and co-curricular activities or pursue hobbies.  6% 3% 15% 40% 36% - Strongly Agree - Agree - Neutral - Disagree - Strongly Disagree	
18	Library has sufficient resources related to course.  6% 2% 17% 36% 39% - Strongly Agree - Agree - Neutral - Disagree - Strongly Disagree	

S.No.	Result Analysis													
19	Quality of Service in Canteens is satisfactory. <table><thead><tr><th>Response</th><th>Percentage</th></tr></thead><tbody><tr><td>Strongly Agree</td><td>38%</td></tr><tr><td>Agree</td><td>37%</td></tr><tr><td>Neutral</td><td>16%</td></tr><tr><td>Disagree</td><td>6%</td></tr><tr><td>Strongly Disagree</td><td>3%</td></tr></tbody></table>	Response	Percentage	Strongly Agree	38%	Agree	37%	Neutral	16%	Disagree	6%	Strongly Disagree	3%	
Response	Percentage													
Strongly Agree	38%													
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20	Washrooms and Drinking Water Facility is hygienic and available at each floor. <table><thead><tr><th>Response</th><th>Percentage</th></tr></thead><tbody><tr><td>Strongly Agree</td><td>39%</td></tr><tr><td>Agree</td><td>37%</td></tr><tr><td>Neutral</td><td>15%</td></tr><tr><td>Disagree</td><td>6%</td></tr><tr><td>Strongly Disagree</td><td>3%</td></tr></tbody></table>	Response	Percentage	Strongly Agree	39%	Agree	37%	Neutral	15%	Disagree	6%	Strongly Disagree	3%	
Response	Percentage													
Strongly Agree	39%													
Agree	37%													
Neutral	15%													
Disagree	6%													
Strongly Disagree	3%													

3.2 Teacher Feedback Analysis (Total: 38)

3.2.1 Frequency Analysis

S.No.	Statement	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1	The objectives and aims of the syllabus are clearly articulated.	16	14	6	1	1
2	The syllabus is well-suited to the course requirements.	15	13	8	2	0
3	The course facilitates the development of analysis and problem-solving skills.	17	12	7	1	1
4	Textbooks and reference materials are readily available to cover the syllabus contents.	14	15	8	0	1
5	The CBCS (Choice Based Credit System) pattern enhances the learning experience.	18	11	8	1	0
6	The syllabus effectively addresses the gap between industry standards and academia.	16	13	7	1	1
7	The time allocated for syllabus coverage within the specified hours is appropriate.	15	14	7	1	1
8	The level of skills and knowledge acquired upon course completion is satisfactory.	17	13	6	2	0
9	The syllabus provides ample opportunities for undertaking projects.	16	12	9	0	1
10	The course assists students in interview preparation.	14	15	8	1	0
Grand Total		158	132	74	10	6

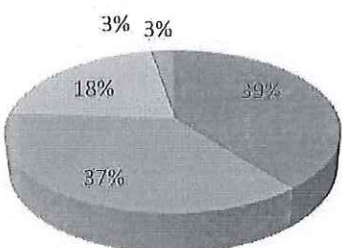
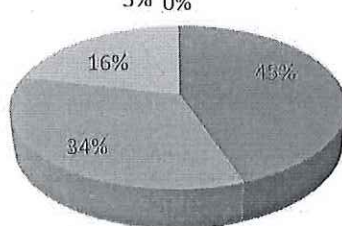
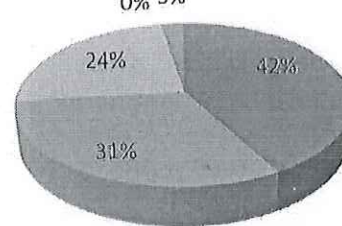
3.2.2 Percentage Analysis

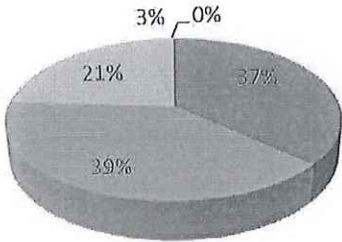
Scale/ Statement	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1	42.11%	36.84%	15.79%	2.63%	2.63%
2	39.47%	34.21%	21.05%	5.26%	0.00%
3	44.74%	31.58%	18.42%	2.63%	2.63%
4	36.84%	39.47%	21.05%	0.00%	2.63%
5	47.37%	28.95%	21.05%	2.63%	0.00%
6	42.11%	34.21%	18.42%	2.63%	2.63%
7	39.47%	36.84%	18.42%	2.63%	2.63%
8	44.74%	34.21%	15.79%	5.26%	0.00%
9	42.11%	31.58%	23.68%	0.00%	2.63%
10	36.84%	39.47%	21.05%	2.63%	0.00%

3.2.3 Graphical Analysis

S.No.	Result Analysis	
1	The objectives and aims of the syllabus are clearly articulated. 2% 3% 16% 42% 37% - Strongly Agree - Agree - Neutral - Disagree - Strongly Disagree	
2	The syllabus is well-suited to the course requirements. 5% 0% 21% 40% 34% - Strongly Agree - Agree - Neutral - Disagree - Strongly Disagree	
3	The course facilitates the development of analysis and problem-solving skills. 3% 3% 18% 45% 31% - Strongly Agree - Agree - Neutral - Disagree - Strongly Disagree	

S.No.	Result Analysis	
4	Textbooks and reference materials are readily available to cover the syllabus contents.	0% 3% 21% 37% 39% - Strongly Agree - Agree - Neutral - Disagree - Strongly Disagree
5	The CBCS (Choice Based Credit System) pattern enhances the learning experience.	3% 0% 21% 47% 29% - Strongly Agree - Agree - Neutral - Disagree - Strongly Disagree
6	The syllabus effectively addresses the gap between industry standards and academia.	3% 3% 18% 42% 34% - Strongly Agree - Agree - Neutral - Disagree - Strongly Disagree

S.No.	Result Analysis	
7	The time allocated for syllabus coverage within the specified hours is appropriate.  3% 3% 18% 39% 37% - Strongly Agree - Agree - Neutral - Disagree - Strongly Disagree	
8	The level of skills and knowledge acquired upon course completion is satisfactory.  5% 0% 16% 45% 34% - Strongly Agree - Agree - Neutral - Disagree - Strongly Disagree	
9	The syllabus provides ample opportunities for undertaking projects.  0% 3% 24% 42% 31% - Strongly Agree - Agree - Neutral - Disagree - Strongly Disagree	

S.No.	Result Analysis	
10	The course assists students in interview preparation.  ■ Strongly Agree ■ Agree ■ Neutral ■ Disagree ■ Strongly Disagree	

3.3 Parent Feedback Analysis (Total: 42)

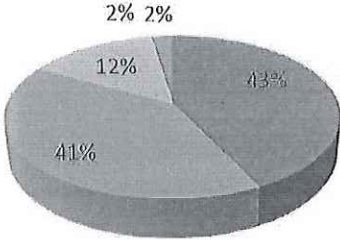
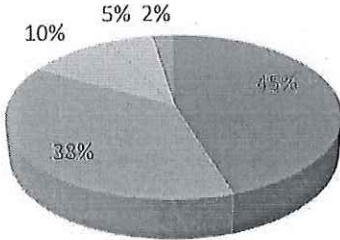
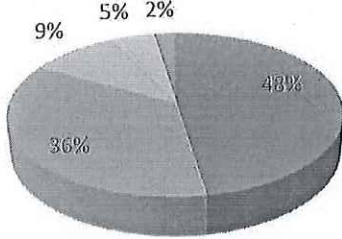
3.3.1 Frequency Analysis

S.No.	Statement	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1	I am satisfied with the admission process at this institution.	18	17	5	1	1
2	The quality of teaching is satisfactory.	19	16	4	2	1
3	The campus facilities are well-maintained.	20	15	4	2	1
4	The library resources are adequate.	17	18	5	2	0
5	The institution communicates effectively with parents.	21	14	4	2	1
6	Support services for students are satisfactory.	19	16	5	1	1
7	The fee structure is reasonable and transparent.	18	17	4	2	1
8	The institution provides good placement opportunities for students.	20	15	4	2	1
9	The institution offers quality internship opportunities to students.	22	14	4	1	1
10	The institution promotes sports activities and provides necessary facilities.	19	17	3	2	1
11	Co-curricular activities (cultural events, clubs, etc.) are well-organised.	18	18	4	2	0
12	I would recommend GJMT to other parents.	20	15	5	1	1
Grand Total		231	192	51	20	10

3.3.2 Percentage Analysis

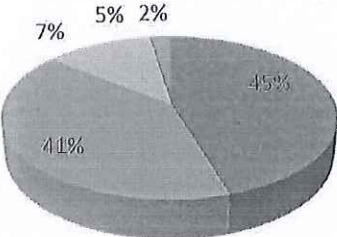
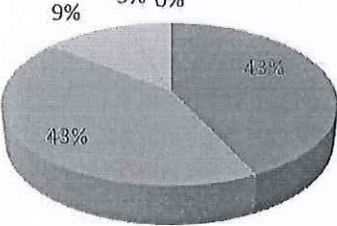
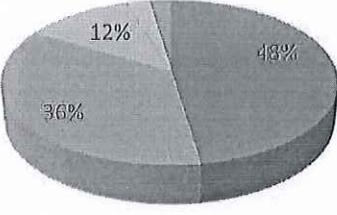
Scale/ Statement	Excellent	Very Good	Moderate	Poor	Very Poor
1	42.86%	40.48%	11.90%	2.38%	2.38%
2	45.24%	38.10%	9.52%	4.76%	2.38%
3	47.62%	35.71%	9.52%	4.76%	2.38%
4	40.48%	42.86%	11.90%	4.76%	0.00%
5	50.00%	33.33%	9.52%	4.76%	2.38%
6	45.24%	38.10%	11.90%	2.38%	2.38%
7	42.86%	40.48%	9.52%	4.76%	2.38%
8	47.62%	35.71%	9.52%	4.76%	2.38%
9	52.38%	33.33%	9.52%	2.38%	2.38%
10	45.24%	40.48%	7.14%	4.76%	2.38%
11	42.86%	42.86%	9.52%	4.76%	0.00%
12	47.62%	35.71%	11.90%	2.38%	2.38%

3.3.3 Graphical Analysis

S.No.	Result Analysis	
1	I am satisfied with the admission process at this institution.  2% 2% 12% 43% 41% - Strongly Agree - Agree - Neutral - Disagree - Strongly Disagree	
2	The quality of teaching is satisfactory.  10% 5% 2% 45% 38% - Strongly Agree - Agree - Neutral - Disagree - Strongly Disagree	
3	The campus facilities are well-maintained.  9% 5% 2% 48% 36% - Strongly Agree - Agree - Neutral - Disagree - Strongly Disagree	

4		The library resources are adequate. 5% 0% 12% 40% 43% - Strongly Agree - Agree - Neutral - Disagree - Strongly Disagree	
5		The institution communicates effectively with parents. 10% 5% 2% 33% 50% - Strongly Agree - Agree - Neutral - Disagree - Strongly Disagree	
6		Support services for students are satisfactory. 3% 2% 12% 45% 38% - Strongly Agree - Agree - Neutral - Disagree - Strongly Disagree	

7	The fee structure is reasonable and transparent. A 3D pie chart showing the distribution of responses. The legend indicates five categories: Strongly Agree (43%), Agree (40%), Neutral (10%), Disagree (5%), and Strongly Disagree (2%). <table><thead><tr><th>Response</th><th>Percentage</th></tr></thead><tbody><tr><td>Strongly Agree</td><td>43%</td></tr><tr><td>Agree</td><td>40%</td></tr><tr><td>Neutral</td><td>10%</td></tr><tr><td>Disagree</td><td>5%</td></tr><tr><td>Strongly Disagree</td><td>2%</td></tr></tbody></table>	Response	Percentage	Strongly Agree	43%	Agree	40%	Neutral	10%	Disagree	5%	Strongly Disagree	2%
Response	Percentage												
Strongly Agree	43%												
Agree	40%												
Neutral	10%												
Disagree	5%												
Strongly Disagree	2%												
8	The institution provides good placement opportunities for students. A 3D pie chart showing the distribution of responses. The legend indicates five categories: Strongly Agree (48%), Agree (36%), Neutral (9%), Disagree (5%), and Strongly Disagree (2%). <table><thead><tr><th>Response</th><th>Percentage</th></tr></thead><tbody><tr><td>Strongly Agree</td><td>48%</td></tr><tr><td>Agree</td><td>36%</td></tr><tr><td>Neutral</td><td>9%</td></tr><tr><td>Disagree</td><td>5%</td></tr><tr><td>Strongly Disagree</td><td>2%</td></tr></tbody></table>	Response	Percentage	Strongly Agree	48%	Agree	36%	Neutral	9%	Disagree	5%	Strongly Disagree	2%
Response	Percentage												
Strongly Agree	48%												
Agree	36%												
Neutral	9%												
Disagree	5%												
Strongly Disagree	2%												
9	The institution offers quality internship opportunities to students. A 3D pie chart showing the distribution of responses. The legend indicates five categories: Strongly Agree (52%), Agree (33%), Neutral (10%), Disagree (3%), and Strongly Disagree (2%). <table><thead><tr><th>Response</th><th>Percentage</th></tr></thead><tbody><tr><td>Strongly Agree</td><td>52%</td></tr><tr><td>Agree</td><td>33%</td></tr><tr><td>Neutral</td><td>10%</td></tr><tr><td>Disagree</td><td>3%</td></tr><tr><td>Strongly Disagree</td><td>2%</td></tr></tbody></table>	Response	Percentage	Strongly Agree	52%	Agree	33%	Neutral	10%	Disagree	3%	Strongly Disagree	2%
Response	Percentage												
Strongly Agree	52%												
Agree	33%												
Neutral	10%												
Disagree	3%												
Strongly Disagree	2%												

10		The institution promotes sports activities and provides necessary facilities.  ■ Strongly Agree ■ Agree ■ Neutral ■ Disagree ■ Strongly Disagree	
11		Co-curricular activities (cultural events, clubs, etc.) are well-organised.  ■ Strongly Agree ■ Agree ■ Neutral ■ Disagree ■ Strongly Disagree	
12		I would recommend GJIMT to other parents.  ■ Strongly Agree ■ Agree ■ Neutral ■ Disagree ■ Strongly Disagree	

3.4 Observations Summary

- **Students (769 responses):** The majority of responses fell in the “Strongly Agree” and “Agree” categories, particularly regarding timely syllabus completion, teaching effectiveness, availability of study materials, and overall classroom engagement. Feedback also reflected positively on co-curricular encouragement and the institution’s infrastructure and hygiene standards.
- **Teachers (38 responses):** Teachers showed high levels of agreement with the clarity and relevance of the curriculum, its ability to develop analytical skills, and the adequacy of time and resources for effective delivery. CBCS and project-based learning were also rated favorably.
- **Parents (42 responses):** Parents expressed satisfaction with the admission process, communication from the institution, teaching quality, support services, and student development opportunities. High ratings were observed for placement and internship offerings, library and sports facilities, and overall institutional reliability.

3.5 Conclusion

The quantitative feedback from all three stakeholder groups demonstrates a strong overall satisfaction with the institution’s academic environment, teaching-learning processes, and support infrastructure. The consistently high scores across multiple parameters reflect the effectiveness of current practices. At the same time, the quantitative data also provides a foundation for identifying areas that may benefit from targeted enhancement. These insights will be used to inform institutional planning and will be reviewed further in the upcoming IQAC meeting.

CHAPTER 4: QUALITATIVE ANALYSIS

In addition to the structured rating-based questions, the stakeholder feedback forms provided space for general comments and suggestions. While these inputs were not exhaustive, they offered meaningful glimpses into the expectations of students, teachers, and parents. The remarks received during the February 2025 feedback cycle have been grouped into broad themes based on their frequency and relevance.

4.1 Summary of Suggestions and Concerns from Stakeholders

1. Career Awareness Programs

Several students and parents expressed a desire for more structured career guidance, including sessions on industry expectations, resume building, interview skills, and exposure to real-world career paths.

2. Mental Health and Well-being

A recurring suggestion from students was the need for workshops or sessions focusing on emotional well-being, stress management, and mental health awareness, especially during high-pressure academic periods.

3. Parent Engagement

Parents emphasized the importance of regular communication from the institution. They suggested having more opportunities to meet faculty and discuss their child's progress in a structured manner.

4. Co-curricular Activities and Sports

Some students expressed interest in a greater number of co-curricular events, student-led clubs, and sports activities that contribute to overall personality development.

5. Infrastructure and Hygiene

A few remarks from students and parents pointed to the need for better hygiene facilities in common areas, especially washrooms, with an emphasis on ensuring cleanliness and privacy.

4.2 Conclusion

Though brief, the qualitative feedback collected during this cycle reflects a constructive and engaged stakeholder community. These insights reinforce the importance of student support services, effective communication channels with parents, and the role of holistic development beyond academics. The feedback serves as an important reference point for institutional planning and will be reviewed further during internal quality assurance processes.

CHAPTER 5: KEY FINDINGS

5.1 Major Strengths Observed Across Feedback

The feedback received from students, teachers, and parents during the February 2025 cycle highlights several areas of strength that reflect positively on the institution's academic environment and support systems:

- **Effective Curriculum Delivery:** Students reported high levels of satisfaction with timely syllabus completion, use of relevant examples, and clarity in communication by faculty.
- **Faculty Engagement and Responsiveness:** Both students and teachers appreciated the efforts of faculty in doubt clearing, sharing study materials on time, and maintaining fairness in assessment.
- **Institutional Communication and Admission Processes:** Parents expressed satisfaction with the transparency and efficiency of the admission process, as well as the institution's communication regarding academic matters.
- **Supportive Learning Environment:** Teachers acknowledged that the curriculum supports skill development and promotes critical thinking, while parents viewed the campus as well-maintained and conducive to learning.
- **Infrastructure and Student Services:** Feedback from students and parents highlighted the availability of basic facilities such as drinking water, washrooms, and a functional library.

5.2 Recurring Suggestions or Issues Raised

Despite the overall positive tone, several areas for enhancement were commonly mentioned across the stakeholder groups:

- **Need for Career Awareness Programs:** Students and parents recommended increased opportunities for career guidance, including exposure to industry requirements and placement preparation.
- **Mental Health Support:** Students emphasized the importance of well-being and the need for structured sessions on stress management and emotional health.
- **More Frequent Parent-Teacher Interaction:** Parents requested regular meetings and structured platforms to engage with faculty and monitor student progress.
- **Expansion of Co-Curricular Activities:** Some students suggested more frequent and diverse events beyond the classroom, including sports, cultural programs, and club activities.

- **Improved Hygiene in Facilities:** A few comments, especially from parents, pointed to the need for enhanced cleanliness in washrooms and other common areas.

5.3 Comparison Across Stakeholder Groups

- **Students** focused largely on teaching effectiveness, classroom engagement, and the need for mental health and career support.
- **Teachers** highlighted the adequacy of the curriculum and teaching resources but also indirectly reflected areas where student support could be enhanced.
- **Parents** were generally positive but suggested improvements in communication and hygiene facilities, showing their concern for both academic quality and overall student well-being.

Across all groups, there was a shared appreciation for the institution's academic delivery and faculty commitment, accompanied by practical suggestions for continued development.

CHAPTER 6: CONCLUSION

The stakeholder feedback collected during the February 2025 cycle reflects a strong level of satisfaction among students, teachers, and parents with the institution's academic delivery, faculty engagement, infrastructure, and support services. The high percentage of positive responses across key indicators such as syllabus completion, teaching quality, fairness in evaluation, and communication reflects the institution's consistent efforts toward maintaining academic excellence and a student-centric environment.

The feedback also brought to light valuable suggestions related to career readiness, mental health awareness, co-curricular engagement, and hygiene facilities. These remarks indicate that stakeholders are not only satisfied but are also actively engaged in the growth and improvement of the institution.

The IQAC acknowledges the importance of closing the feedback loop through systematic review and action planning. The institution reaffirms its commitment to continuous quality enhancement by listening to stakeholder voices, implementing need-based initiatives, and promoting transparency and accountability in all its processes. Moving forward, the feedback gathered will serve as a guiding tool in aligning institutional practices with stakeholder expectations and national quality benchmarks.