



ACTION TAKEN REPORT FOR STUDENT SATISFACTION SURVEY (2025–26)

Based on the student satisfaction survey, here is a list of shortcomings and the corresponding action plan for the next academic session (2026-27):

I. Identified Shortcomings

Though the feedback analysis indicates a high level of student satisfaction, certain aspects need strengthening for continuous improvement:

- **Limited use of student-centric pedagogies** such as experiential, participative and problem-solving learning.
- **Scope for greater integration of practical and application-oriented learning** in classroom teaching.
- **Further strengthening of soft skills, life skills and employability skills** is required.
- **ICT-enabled teaching needs to be expanded**, with greater and more consistent use of digital and multimedia resources.
- **Feedback on assignments and student performance can be made more regular and individualized.**
- **Greater opportunities for internships, student exchange and field-based learning** can be developed.
- **Mentoring and follow-up mechanisms can be further strengthened**, particularly for students requiring additional academic support.
- **More systematic identification of individual student weaknesses** and targeted remedial support may be provided.
- **Greater student participation in monitoring and quality improvement processes** can be encouraged.
- **Continuous faculty development** is needed to diversify teaching methods and address changing learner needs.



ACTION PLAN FOR STUDENT SATISFACTION SURVEY

S. No.	Feedback/Observation from Students	Action Taken / Proposed Action	Responsible Unit/Stakeholder
1.	Majority of students reported that the syllabus was covered well in time.	Departments were encouraged to continue systematic lesson planning, timely completion of syllabi and periodic monitoring of academic progress.	Heads of Departments / Faculty
2.	Students found teachers' preparation for classes satisfactory.	Faculty members were encouraged to strengthen advance lesson planning, preparation of teaching resources and integration of relevant examples and applications.	Departments / Faculty
3.	Students reported that teachers communicated effectively in classes.	Faculty were encouraged to maintain interactive classroom communication and provide opportunities for students to seek clarification and participate in discussions.	Faculty
4.	Students described the teaching approach as very good.	Existing good practices were encouraged to be sustained, while faculty were motivated to diversify teaching-learning strategies according to learner needs.	IQAC / Departments
5.	Students perceived the internal evaluation process as fair.	Transparency and consistency in internal assessment were continued through clearly communicated assessment criteria, timely evaluation and feedback.	Faculty / Departments
6.	Students indicated that their performance in assignments was usually discussed with them.	Faculty were advised to strengthen timely, constructive and individualized feedback on assignments and other academic activities.	Faculty
7.	Students acknowledged institutional efforts towards	Departments were encouraged to further identify opportunities for internships,	IQAC / Placement Cell / Departments



	internships, student exchange and field visits.	field visits, academic exposure, student exchange and experiential learning.	
8.	Students felt that teaching and mentoring facilitated their cognitive, social and emotional growth.	Mentoring practices were continued and strengthened through regular mentor-mentee interaction, academic guidance and follow-up.	Student Advisors / Mentors
9.	Students agreed that the institution provides multiple opportunities to learn and grow.	Existing academic, co-curricular, extracurricular and skill-development opportunities were continued and further diversified.	IQAC / Departments / Societies & Clubs
10.	Majority of students reported that teachers informed them about expected competencies, course outcomes and programme outcomes.	Faculty were encouraged to continue communicating learning outcomes and expected competencies at appropriate stages of the course.	Departments / Faculty
11.	Students reported that mentors followed up on assigned tasks.	Regular mentor-mentee follow-up was reinforced, with emphasis on monitoring academic progress and providing timely guidance.	Mentors / Student Advisors
12.	Students appreciated the use of examples and applications to illustrate concepts.	Faculty were encouraged to further incorporate real-life examples, case studies, demonstrations and application-based learning.	Faculty / Departments
13.	Students felt that teachers reasonably identified their strengths and encouraged them through appropriate challenges.	Faculty were encouraged to adopt more individualized approaches, identify learner strengths and provide differentiated academic challenges.	Faculty / Mentors
14.	Students reported that teachers were usually able to identify weaknesses and help students overcome them.	Remedial support, individual guidance, mentoring and follow-up were encouraged for students requiring additional academic assistance.	Departments / Mentors
15.	Students agreed that the institution engages them in monitoring, review and continuous quality	Student feedback mechanisms were continued and their findings were considered as an input for	IQAC / Departments



	improvement of teaching-learning.	quality enhancement initiatives.	
16.	Students specifically indicated the need for greater use of student-centric methods such as experiential, participative and problem-solving learning.	Faculty were encouraged to increase the use of experiential learning, project-based learning, group activities, discussions, case studies, problem-solving exercises, field-based learning and participative classroom practices.	IQAC / Departments / Faculty
17.	Students reported that teachers encourage participation in extracurricular activities.	Faculty and mentors were encouraged to continue motivating students to participate in sports, cultural activities, clubs, societies, extension activities and institutional events.	Faculty / Students' Societies & Clubs
18.	Students acknowledged efforts towards soft skills, life skills and employability skills but indicated that more work is required.	Skill-development initiatives were strengthened through workshops, training programmes, career guidance, communication skills, entrepreneurship activities, employability-oriented programmes and industry/field exposure.	Placement Cell / IQAC / Departments
19.	Students indicated that a good number of teachers use ICT tools such as LCD projectors and multimedia.	Faculty were encouraged to enhance the use of ICT-enabled resources, multimedia content, digital learning resources and technology-supported pedagogies.	IQAC / ICT Cell / Faculty
20.	Majority of students considered the overall quality of the teaching-learning process to be very good.	Existing academic practices were continued while using survey feedback to identify areas for continuous improvement and quality enhancement.	Principal / IQAC / Departments

Principal
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