



आर्यभट्ट महाविद्यालय

दिल्ली विश्वविद्यालय

ARYABHATTA COLLEGE  
(UNIVERSITY OF DELHI)

(Accredited with grade A+ by NAAC)



# Report of Student Feedback Year 2023-24

## Members:

1. Dr. Deepika Goel – (Convenor)
2. Dr. Promila
3. Dr Rashmi Rai
4. Dr. Gufran Malik
5. Dr. Anisha Juneja
6. Dr. Roshni
7. Dr. Sachin Kumar
8. Dr. Ruchi Jain
9. Dr. Sanket Shekhar
10. Dr. Anand Saurabh
11. Mr. Ram Krishna
12. Mr. Girish Garg
13. Ms. Neha Nath
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## Student Feed Back 2023-24

**Total Number of Respondents: 1765**

### Observations on Nature of Data

1. All data is primary in nature, collected through an online survey and pertains to only the sample population.
2. Alumni response has been collected, department wise and also mentions the year students passed out of college
3. Total number of observations is 1765, whereas the feedback was requested from 2062 students enrolled with the college.
4. The questions in the survey reflect upon their perception about the college during their stay in the college for three years. The responses were collected online by circulating a google form.
5. The questions were formulated as MCQs.
6. There were 5 possible responses (as in the previous year)
  - a. Strongly Agree
  - b. Agree
  - c. Neutral
  - d. Disagree
  - e. Strongly Disagree
7. The graphic representation is maintained in same colors for all questions.



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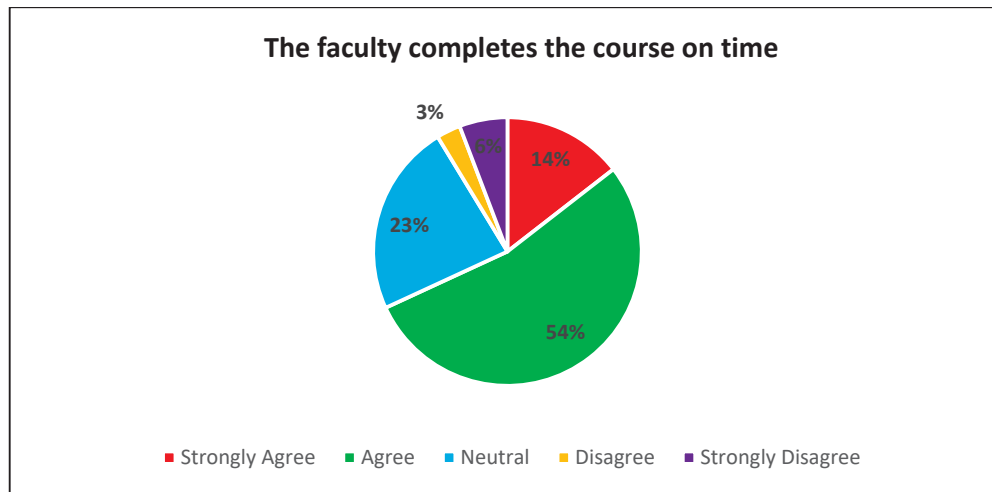
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**Students Feedback Report 2023-24**

**I Student's Feedback Department wise**

**#BMS Students' responses to teaching and learning.**

**Q1. The faculty completes the course on time.**



The pie chart depicts the BMS students' responses to course completion on time. 68% of students gave positive responses. 14% came under the strongly agreed category, 54% under the agreed category, 9% of students gave negative responses, 6% came under the strongly disagree category, 3% disagreed category, and 23% of students gave neutral responses.

**Q2. Lectures given by faculty fulfill the course curriculum.**



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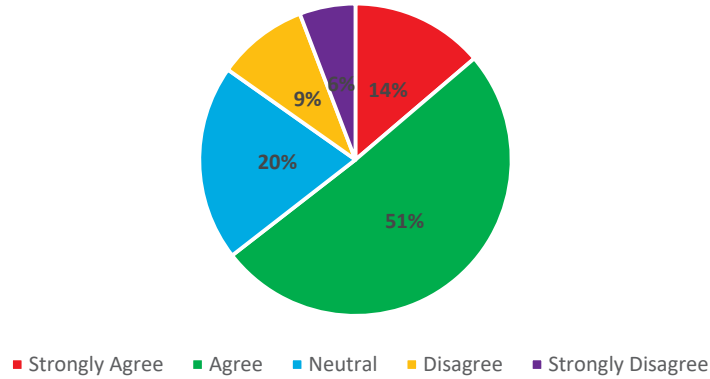
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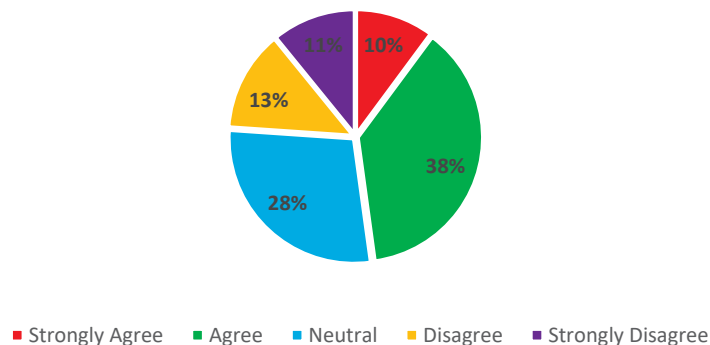
**Lectures given by faculty fulfill the course curriculum**



The pie chart depicts the BMS students' responses to faculty fulfill the course curriculum. 65% of students gave positive responses. 14% came under the strongly agreed category, 51% under the agreed category, 15% of students gave negative responses, 6% came under the strongly disagree category, 9% disagreed category, and 20% of students gave neutral responses.

**Q3. I am satisfied with the overall quality of teaching-learning process.**

**I am satisfied with the overall quality of teaching-learning process**



The pie chart depicts the BMS students' responses to overall quality of teaching-learning process. 48% of students gave positive responses. 10% came under the strongly agreed category, 38% under the agreed category, 24% of students gave negative responses, 11% came



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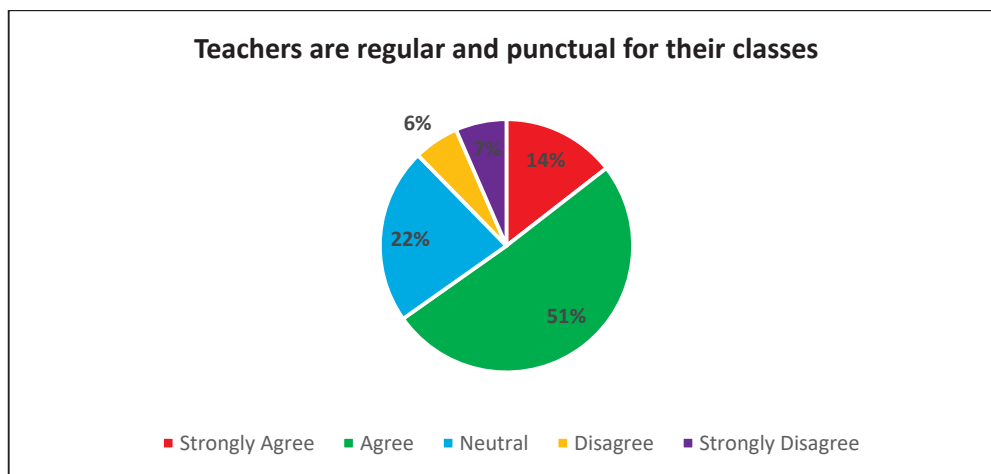
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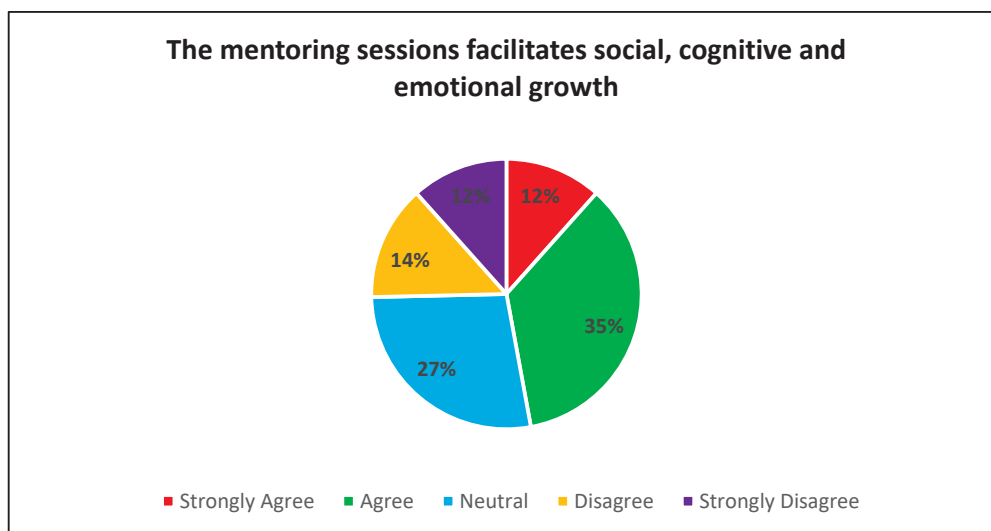
under the strongly disagree category, 13% disagreed category, and 28% of students gave neutral responses.

#### Q4. Teachers are regular and punctual for their classes.



The pie chart depicts the BMS students' responses to teachers are regular and punctual for their classes. 65% of students gave positive responses. 14% came under the strongly agreed category, 51% under the agreed category, 13% of students gave negative responses, 7% came under the strongly disagree category, 6% disagreed category, and 22% of students gave neutral responses.

#### Q5. The mentoring sessions facilitates social, cognitive and emotional growth.





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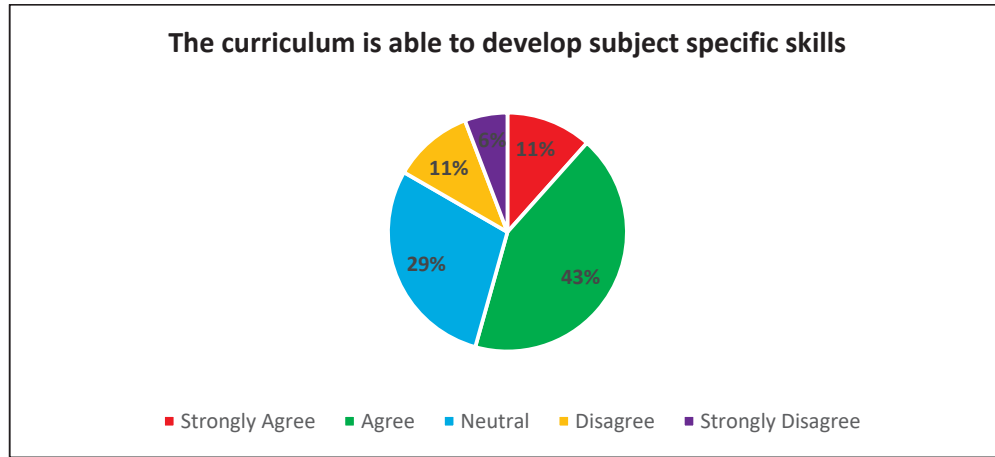
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The pie chart depicts the BMS students' responses to mentoring sessions facilitates social, cognitive and emotional growth. 47% of students gave positive responses. 12% came under the strongly agreed category, 35% under the agreed category, 26% of students gave negative responses, 12% came under the strongly disagree category, 14% disagreed category, and 27% of students gave neutral responses.

**Q6. The curriculum is able to develop subject specific skills.**



The pie chart depicts the BMS students' responses to curriculum is able to develop subject specific skills. 54% of students gave positive responses. 11% came under the strongly agreed category, 43% under the agreed category, 17% of students gave negative responses, 6% came under the strongly disagree category, 11% disagreed category, and 29% of students gave neutral responses.

**Q7. The mechanism of internal assessment is rigorous.**



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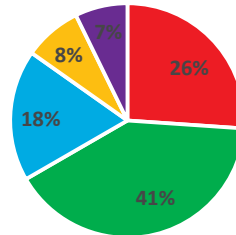
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**The mechanism of internal assessment is rigorous**



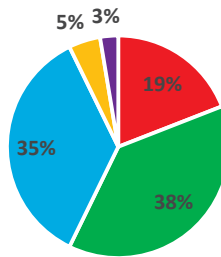
■ Strongly Agree ■ Agree ■ Neutral ■ Disagree ■ Strongly Disagree

The pie chart depicts the BMS students' responses to mechanism of internal assessment is rigorous. 67% of students gave positive responses. 26% came under the strongly agreed category, 41% under the agreed category, 15% of students gave negative responses, 7% came under the strongly disagree category, 8% disagreed category, and 18% of students gave neutral responses.

**#BCOM (H) Students' responses to teaching and learning.**

**Q1. The faculty completes the course on time.**

**The faculty completes the course on time**



■ Strongly Agree ■ Agree ■ Neutral ■ Disagree ■ Strongly Disagree

The pie chart depicts the BCH students' responses to course completion on time. 57% of students represents strongly agreed/agreed category, 8% came under the strongly disagree/disagreed category, and 35% of students gave neutral responses.



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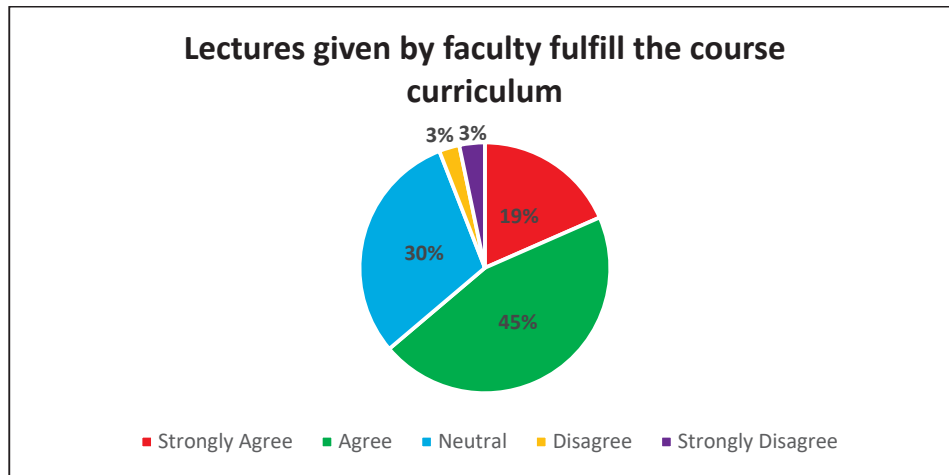
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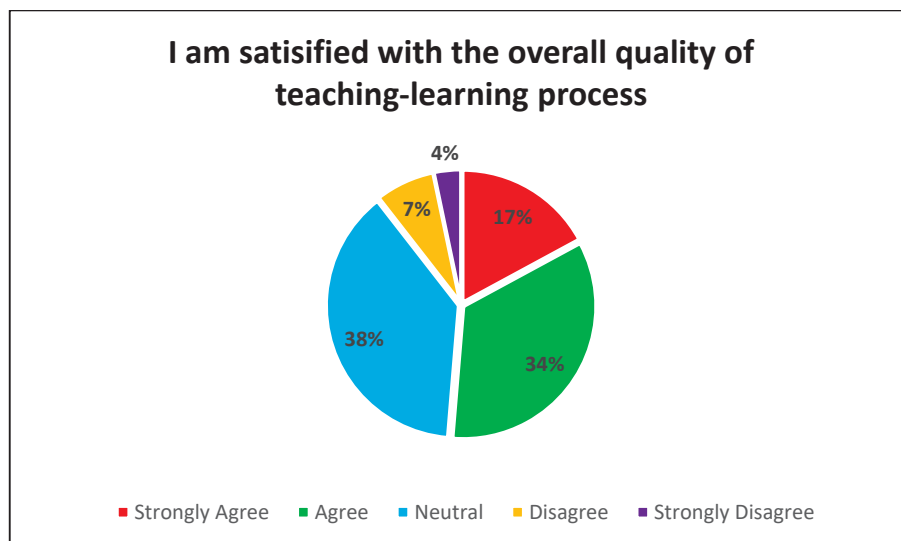


**Q2. Lectures given by faculty fulfill the course curriculum.**



The pie chart depicts the BCH students' responses to faculty fulfill the course curriculum. 64% of students represents strongly agreed/agreed category, 6% came under the strongly disagree/disagreed category, and 30% of students gave neutral responses.

**Q3. I am satisfied with the overall quality of teaching-learning process.**







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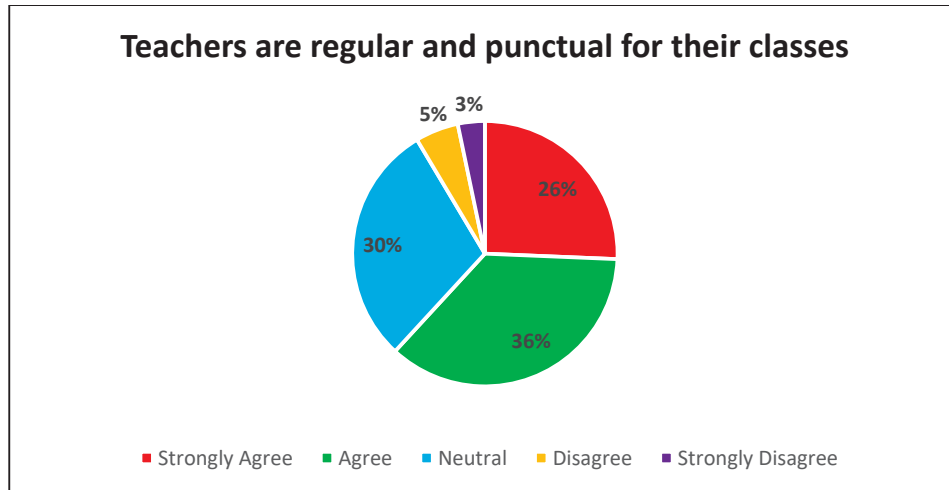
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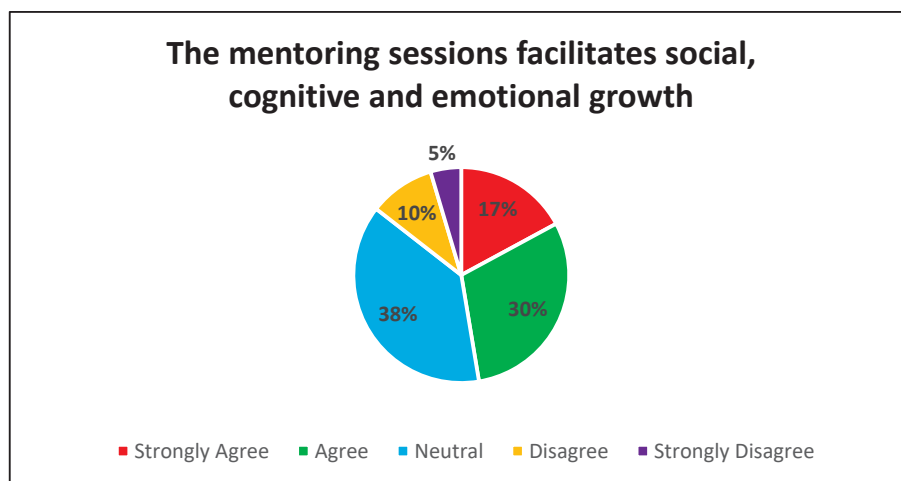
The pie chart depicts the BCH students' responses to overall quality of teaching-learning process. 51% of students represents strongly agreed/agreed category, 11% came under the strongly disagree/disagreed category, and 38% of students gave neutral responses.

**Q4. Teachers are regular and punctual for their classes.**



The pie chart depicts the BCH students' responses to teachers are regular and punctual for their classes. 62% of students represents strongly agreed/agreed category, 8% came under the strongly disagree/disagreed category, and 30% of students gave neutral responses.

**Q5. The mentoring sessions facilitates social, cognitive and emotional growth.**





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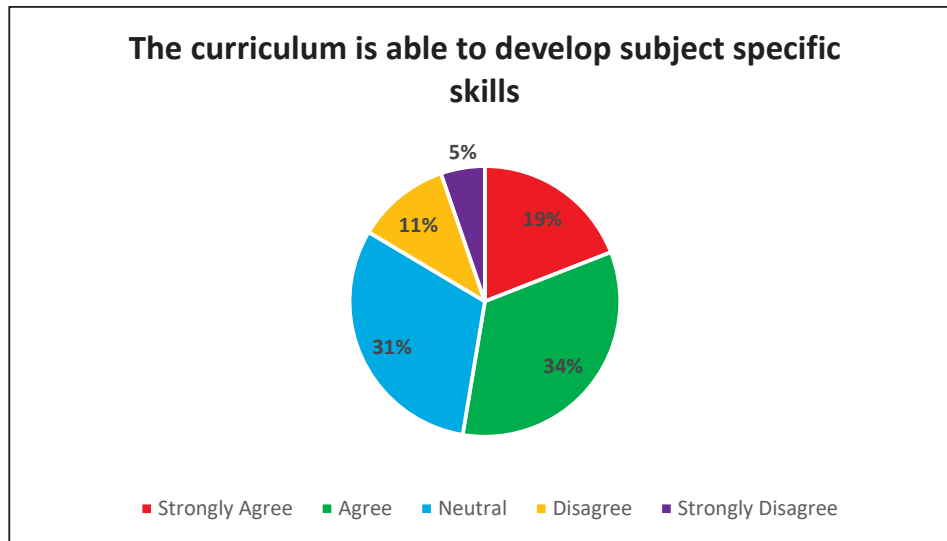
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The pie chart depicts the BCH students' responses to mentoring sessions facilitates social, cognitive and emotional growth. 47% of students represents strongly agreed/agreed category, 15% came under the strongly disagree/disagreed category, and 38% of students gave neutral responses.

**Q6. The curriculum is able to develop subject specific skills.**



The pie chart depicts the BCH students' responses to curriculum is able to develop subject specific skills. 53% of students represents strongly agreed/agreed category, 16% came under the strongly disagree/disagreed category, and 31% of students gave neutral responses.

**Q7. The mechanism of internal assessment is rigorous.**



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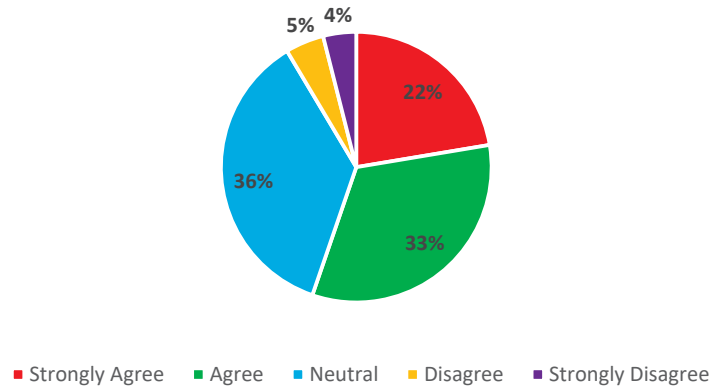
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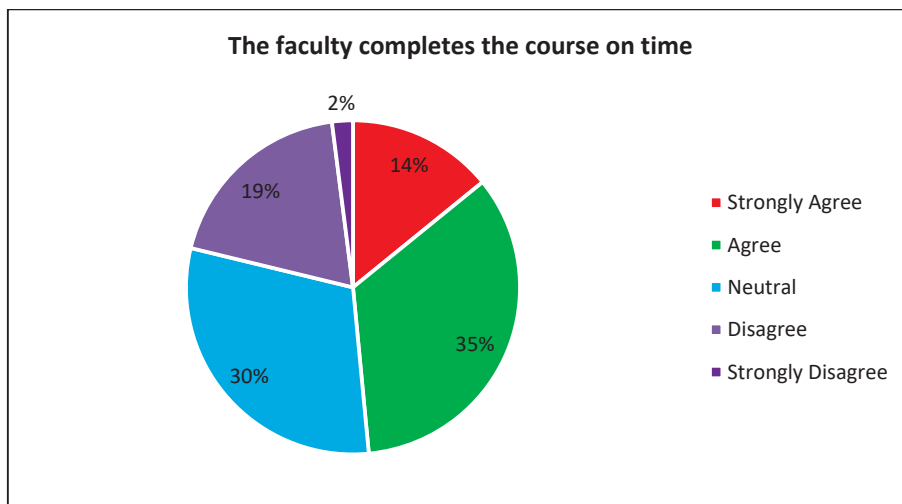
**The mechanism of internal assessment is rigorous**



The pie chart depicts the BCH students' responses to mechanism of internal assessment is rigorous. 55% of students represents strongly agreed/agreed category, 9% came under the strongly disagree/disagreed category, and 36% of students gave neutral responses.

**# BBE Students' responses to teaching and learning.**

**Q1. The faculty completes the course on time.**

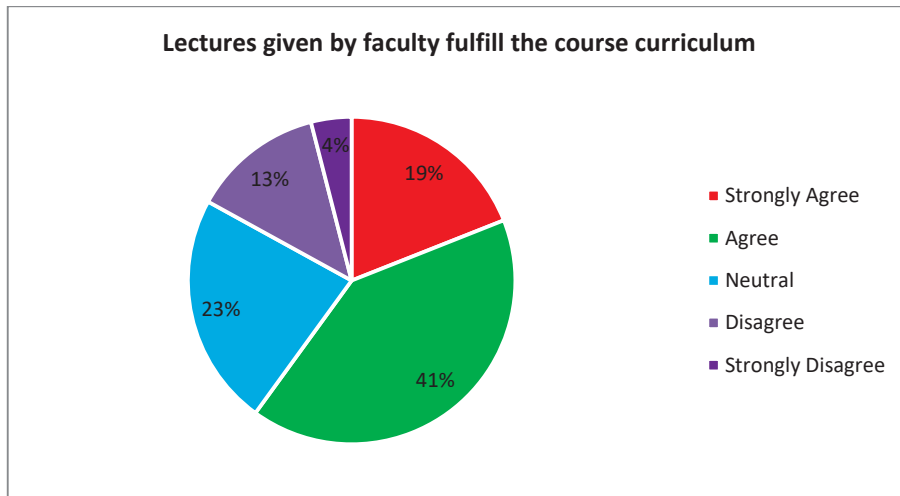


The pie chart depicts the BBE students' responses to course completion on time. 14% came under the strongly agreed category, 35% under the agreed category, 2% came under the



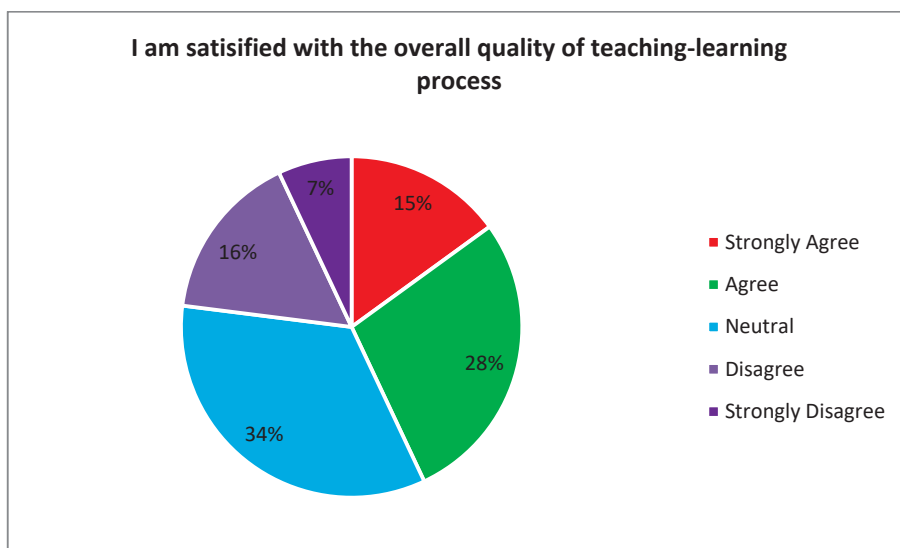
strongly disagree category, 19% disagreed category, and 30% of students gave neutral responses.

**Q2. Lectures given by faculty fulfill the course curriculum.**



The pie chart depicts the BBE students' responses to faculty fulfill the course curriculum. 19% came under the strongly agreed category, 41% under the agreed category, 4% came under the strongly disagree category, 13% disagreed category, and 23% of students gave neutral responses.

**Q3. I am satisfied with the overall quality of teaching-learning process.**





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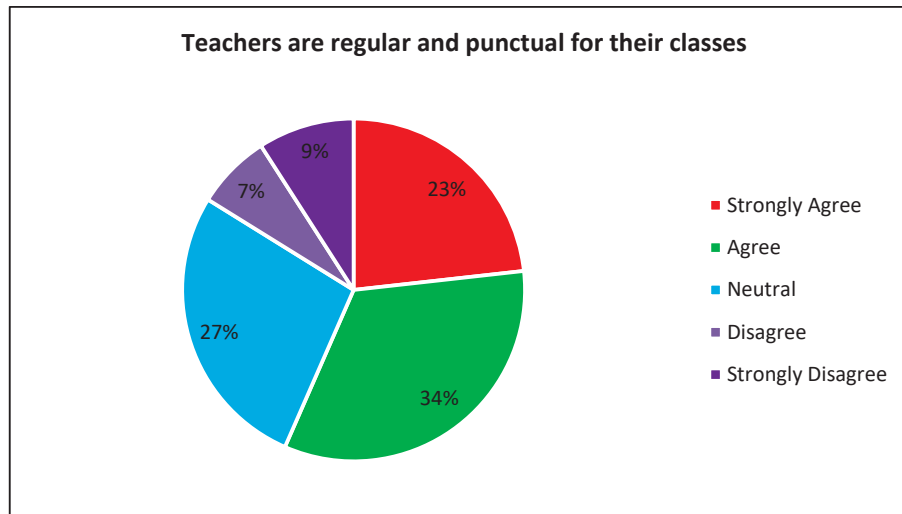
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The pie chart depicts the BBE students' responses to overall quality of teaching-learning process. 15% came under the strongly agreed category, 28% under the agreed category, 7% came under the strongly disagree category, 16% disagreed category, and 34% of students gave neutral responses.

**Q4. Teachers are regular and punctual for their classes.**



The pie chart depicts the BBE students' responses to teachers are regular and punctual for their classes. 23% came under the strongly agreed category, 34% under the agreed category, 9% came under the strongly disagree category, 7% disagreed category, and 27% of students gave neutral responses.

**Q5. The mentoring sessions facilitates social, cognitive and emotional growth.**



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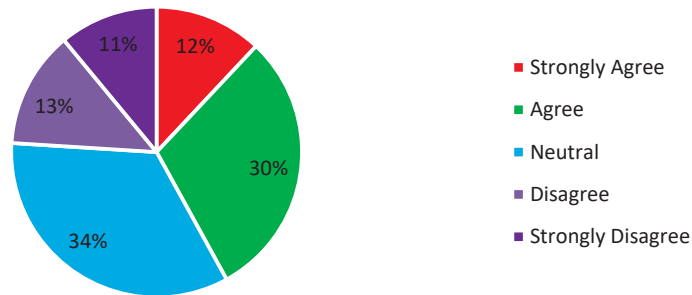
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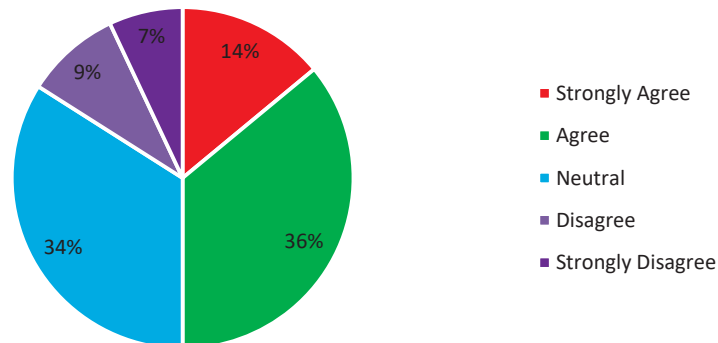
**The mentoring sessions facilitates social, cognitive and emotional growth**



The pie chart depicts the BBE students' responses to mentoring sessions facilitates social, cognitive and emotional growth. 12% came under the strongly agreed category, 30% under the agreed category, 11% came under the strongly disagree category, 13% disagreed category, and 34% of students gave neutral responses.

**Q6. The curriculum is able to develop subject specific skills.**

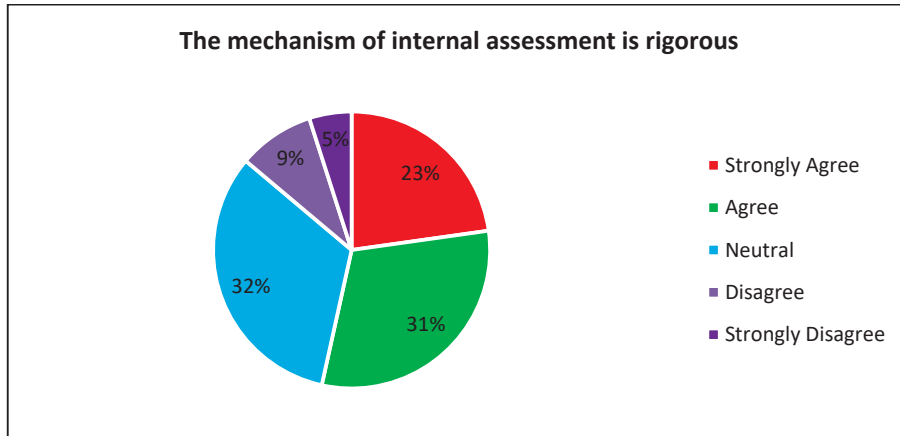
**The curriculum is able to develop subject specific skills**



The pie chart depicts the BBE students' responses to curriculum is able to develop subject specific skills. 14% came under the strongly agreed category, 36% under the agreed category, 7% came under the strongly disagree category, 9% disagreed category, and 34% of students gave neutral responses.



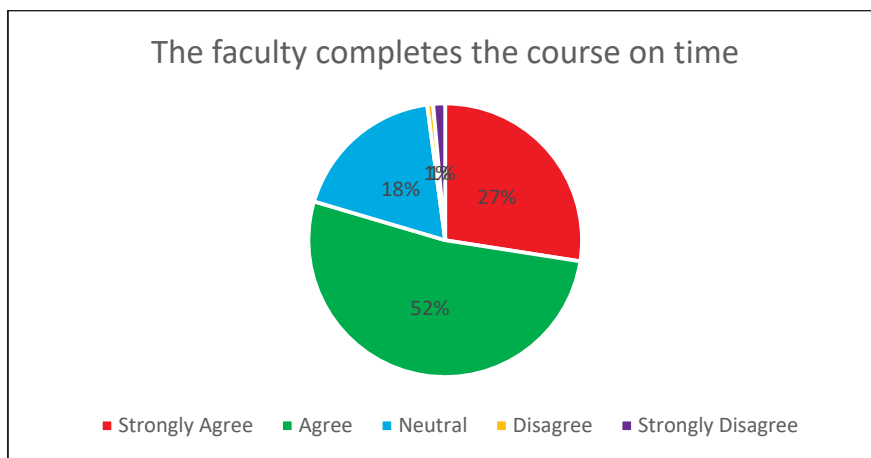
**Q7. The mechanism of internal assessment is rigorous.**



The pie chart depicts the BBE students' responses to mechanism of internal assessment is rigorous. 23% came under the strongly agreed category, 31% under the agreed category, 5% came under the strongly disagree category, 9% disagreed category, and 32% of students gave neutral responses.

**# BA (Economics) STUDENTS' RESPONSES TO TEACHING AND LEARNING**

**Q1. The faculty completes the course on time.**



The pie chart depicts the Economics students' responses to course completion on time. 27% strongly agree with this, 52% agree, 18% are neutral, 1% disagree, and 1% strongly disagree.





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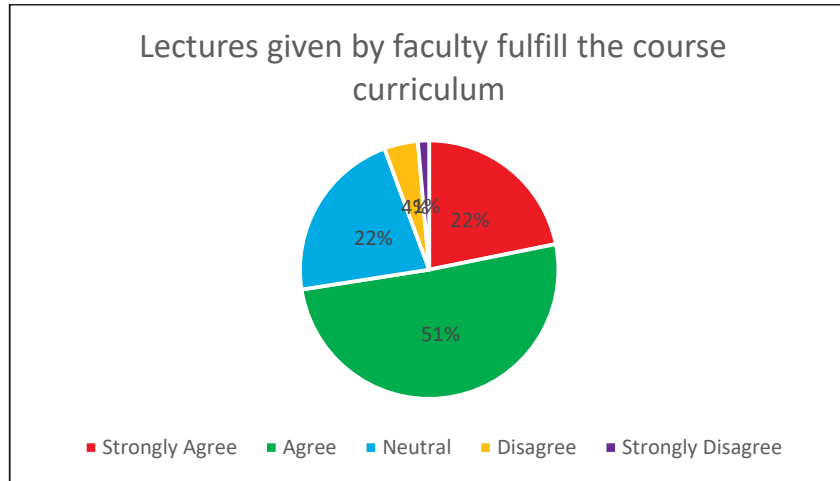
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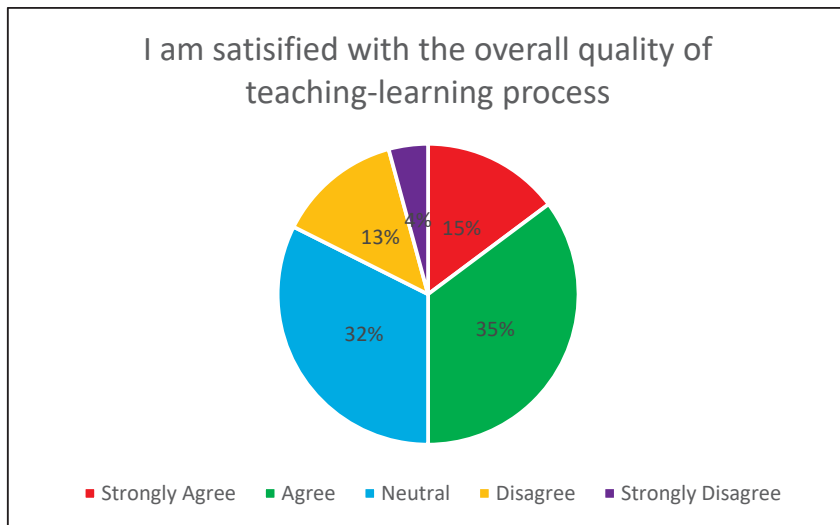


**Q2. Lectures given by faculty fulfill the course curriculum.**



The pie chart depicts the Economics students' responses to whether lectures given by faculty fulfill the course curriculum. 22% strongly agree that lectures given by faculty fulfill the course curriculum, 51% agree, 22% are neutral, 4% disagree, and 1% strongly disagree.

**Q3. I am satisfied with the overall quality of teaching-learning process.**



The pie chart depicts the Economics students' responses to satisfaction with the overall quality of teaching-learning process. 15% strongly agreed, 35% agreed, 32% were neutral, 13% disagreed, and 4% strongly disagreed with this statement.





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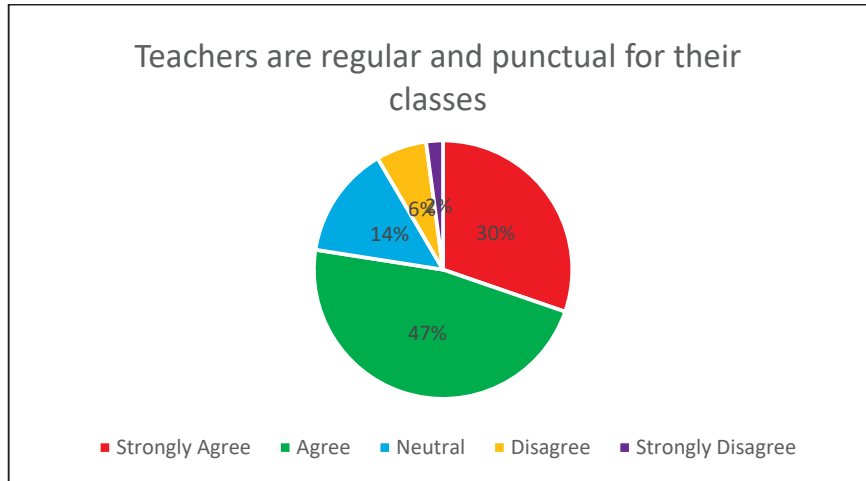
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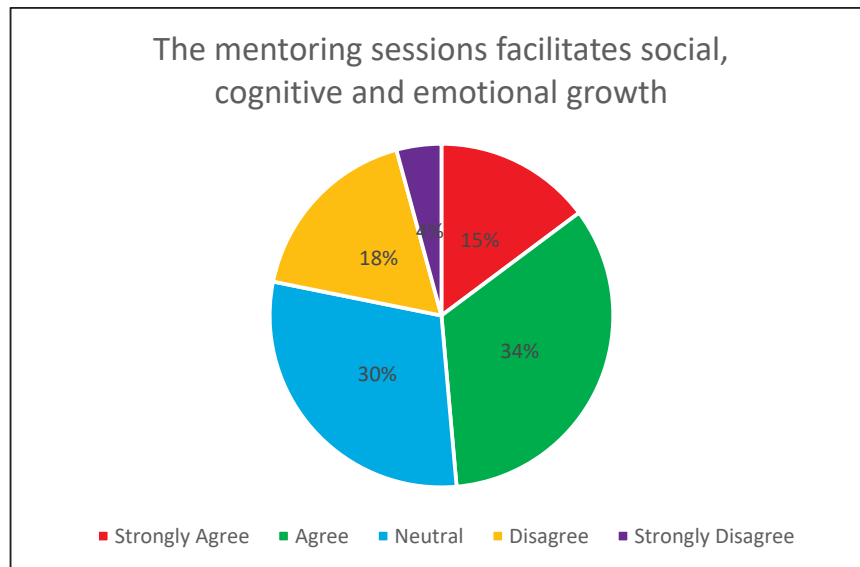


**Q4. Teachers are regular and punctual for their classes.**



The pie chart depicts the Economics students' responses to teachers are regular and punctual for their classes. 30% strongly agree that teachers are regular and punctual for their classes, 47% agree, 14% are neutral, 6% disagree, and 2% strongly disagree.

**Q5. The mentoring sessions facilitates social, cognitive and emotional growth.**



The pie chart depicts the Economics students' responses to mentoring sessions facilitates social, cognitive and emotional growth. 15% strongly agree that mentoring sessions facilitates social, cognitive and emotional growth. 34% agree, 30% are neutral, 18% disagree, and 4% strongly disagree.



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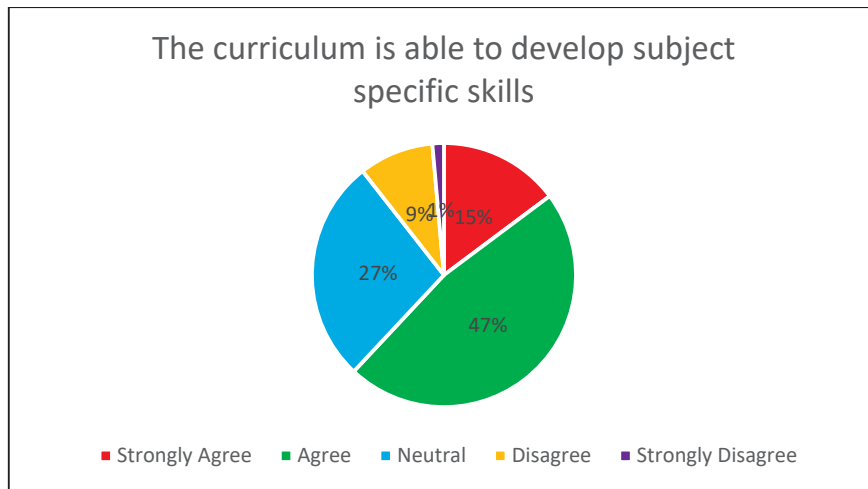
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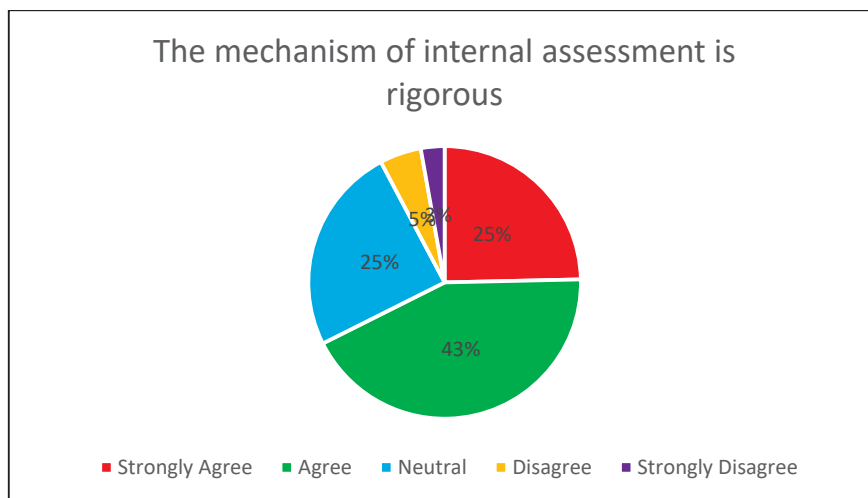
social, cognitive and emotional growth, 34% agree, 30% are neutral, 18% disagree, and 4% strongly disagree.

**Q6. The curriculum is able to develop subject specific skills.**



The pie chart depicts the Economics students' responses to curriculum is able to develop subject specific skills. 15% strongly agree that the curriculum is able to develop subject specific skills, 47% agree, 27% are neutral, 9% disagree, and 1% strongly disagree.

**Q7. The mechanism of internal assessment is rigorous.**

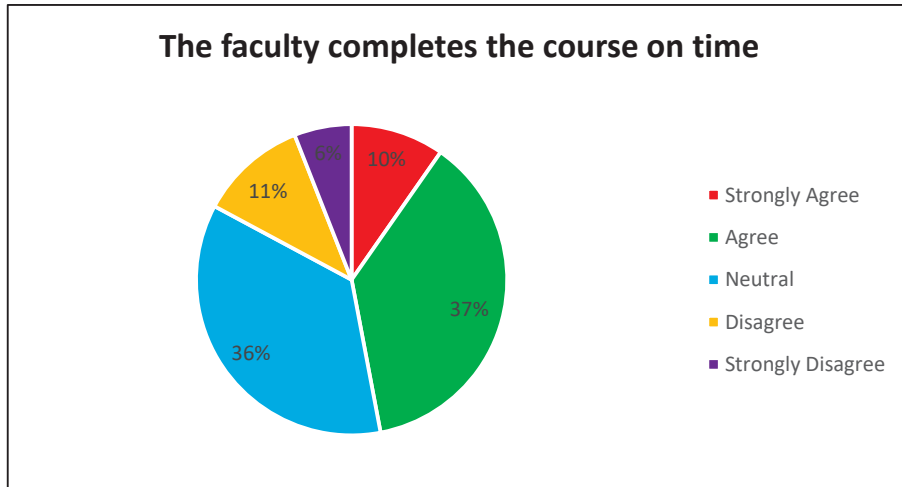




The pie chart depicts the Economics students' responses to mechanism of internal assessment is rigorous. 25% strongly agree that the mechanism of internal assessment is rigorous, 43% agree, 25% are neutral, 5% disagree, and 3% strongly disagree.

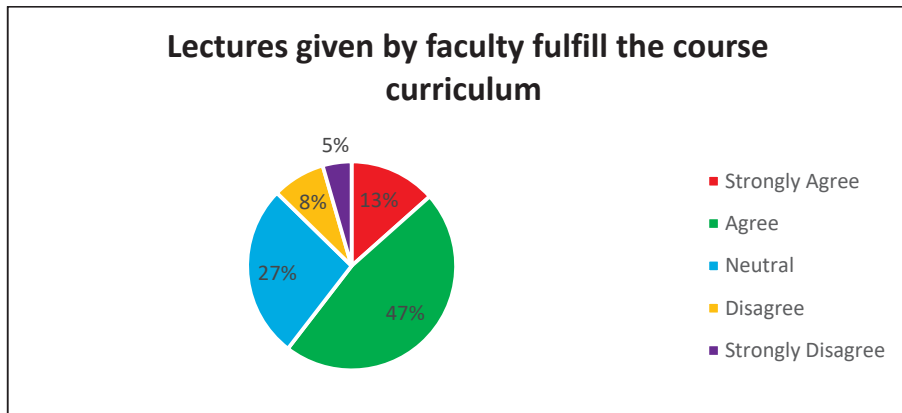
**# BA (Political Science) Students' responses to teaching and learning.**

**Q1. The faculty completes the course on time.**



The pie chart depicts the Political Science students' responses to course completion on time. 47% of students gave positive responses. 10% came under the strongly agreed category, 37% under the agreed category, 17% of students gave negative responses, 6% came under the strongly disagree category, 11% disagreed category, and 36% of students gave neutral responses.

**Q2. Lectures given by faculty fulfill the course curriculum.**





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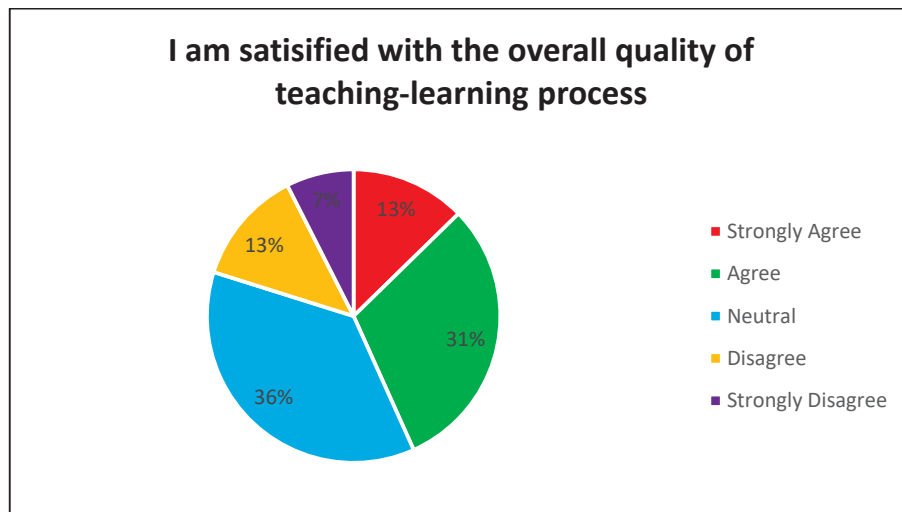
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The pie chart depicts the Political Science students' responses to faculty fulfil the course curriculum. 50% of students gave positive responses. 13% came under the strongly agreed category, 47% under the agreed category, 13% of students gave negative responses, 5% came under the strongly disagree category, 8% disagreed category, and 27% of students gave neutral responses.

**Q3. I am satisfied with the overall quality of teaching-learning process.**



The pie chart depicts the Political Science students' responses to overall quality of teaching-learning process. 44% of students gave positive responses. 13% came under the strongly agreed category, 31% under the agreed category, 20% of students gave negative responses, 7% came under the strongly disagree category, 13% disagreed category, and 36% of students gave neutral responses.

**Q4. Teachers are regular and punctual for their classes.**



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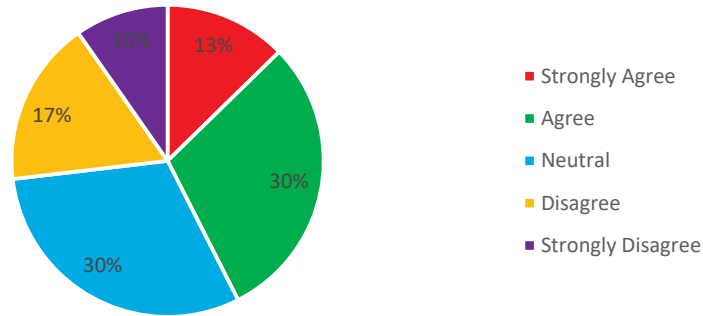
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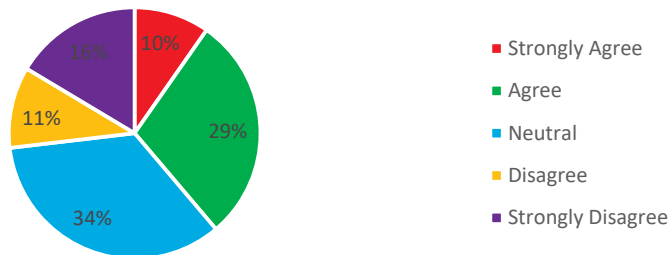
### Teachers are regular and punctual for their classes



The pie chart depicts the Political Science students' responses to teachers are regular and punctual for their classes. 43% of students gave positive responses. 13% came under the strongly agreed category, 30% under the agreed category, 27% of students gave negative responses, 10% came under the strongly disagree category, 17% disagreed category, and 30% of students gave neutral responses.

### Q5. The mentoring sessions facilitates social, cognitive and emotional growth

#### The mentoring sessions facilitates social, cognitive and emotional growth



The pie chart depicts the Political Science students' responses to mentoring sessions facilitates social, cognitive and emotional growth. 39% of students gave positive responses. 10% came under the strongly agreed category, 29% under the agreed category, 27% of students gave



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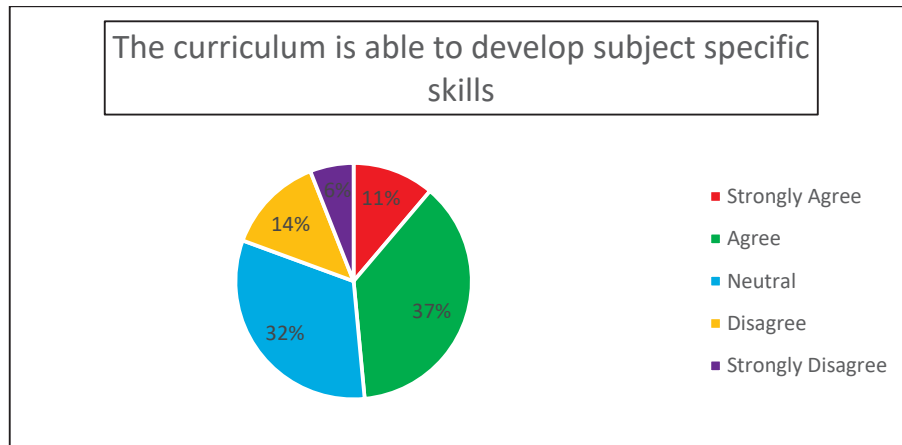
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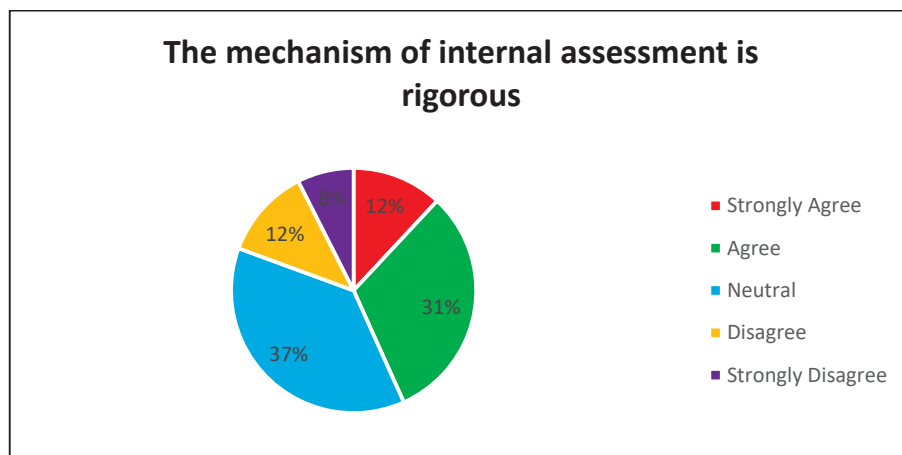
negative responses, 16% came under the strongly disagree category, 11% disagreed category, and 34% of students gave neutral responses.

**Q6. The curriculum is able to develop subject specific skills.**



The pie chart depicts the Political Science students' responses to curriculum is able to develop subject specific skills. 48% of students gave positive responses. 11% came under the strongly agreed category, 37% under the agreed category, 20% of students gave negative responses, 6% came under the strongly disagree category, 14% disagreed category, and 32% of students gave neutral responses.

**Q7. The mechanism of internal assessment is rigorous.**



The pie chart depicts the Political Science students' responses to mechanism of internal assessment is rigorous. 43% of students gave positive responses. 12% came under the strongly



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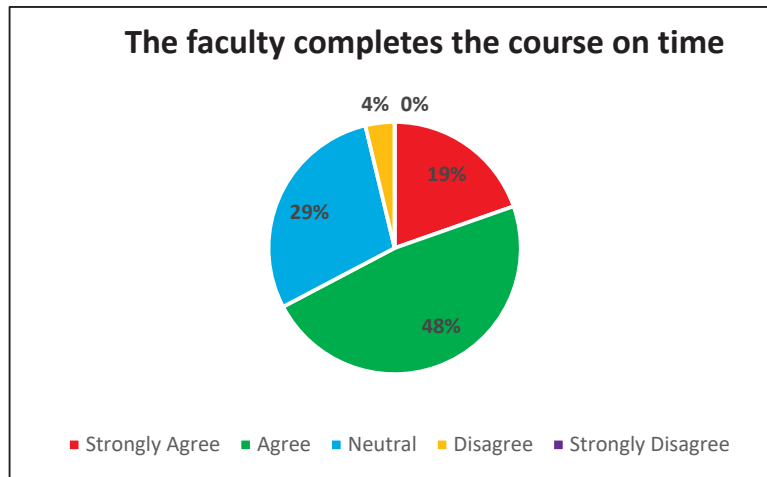
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agreed category, 31% under the agreed category, 20% of students gave negative responses, 8% came under the strongly disagree category, 12% disagreed category, and 37% of students gave neutral responses.

**#Mathematics Students' responses to teaching and learning.**

**Q1. The faculty completes the course on time.**



The pie chart depicts the mathematics students' responses to course completion on time. 67% of students gave positive responses. 19% came under the strongly agreed category, 48% under the agreed category, 4% of students gave negative responses, 0% went under the strongly disagree category, 4% disagreed category, and 29% gave neutral responses.

**Q2. Lectures given by faculty fulfill the course curriculum.**





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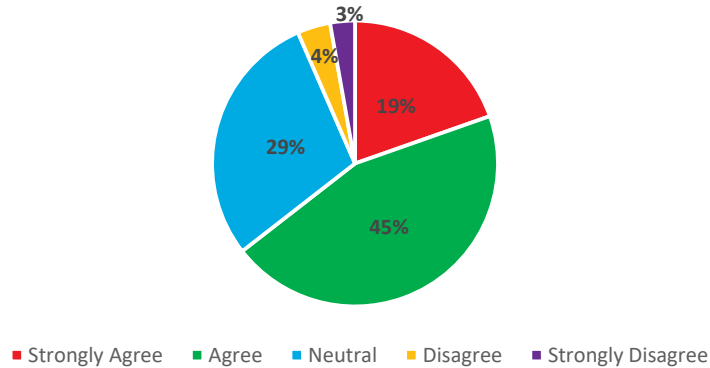
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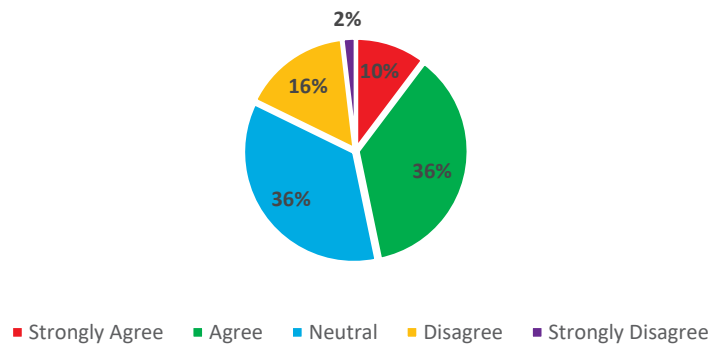
**Lectures given by faculty fulfill the course curriculum**



The pie chart depicts the mathematics students' responses to faculty fulfill the course curriculum. 64% of students gave positive responses. 19% came under the strongly agreed category, 45% under the agreed category, 7% of students gave negative responses, 3% came under the strongly disagree category, 4% disagreed category, and 29% of students gave neutral responses.

**Q3. I am satisfied with the overall quality of teaching-learning process.**

**I am satisfied with the overall quality of teaching-learning process**



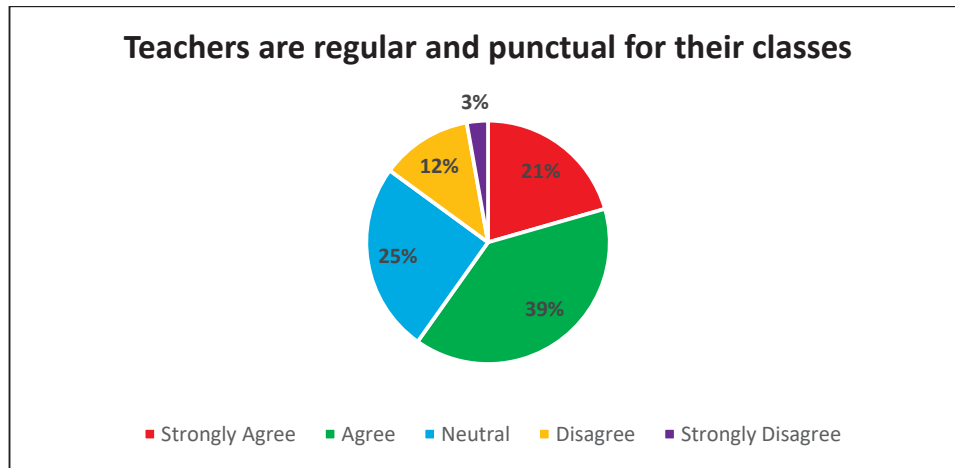
The pie chart depicts the mathematics students' responses to overall quality of teaching-learning process. 46% of students gave positive responses. 10% came under the strongly agreed category, 36% under the agreed category, 18% of students gave negative responses, 2% came





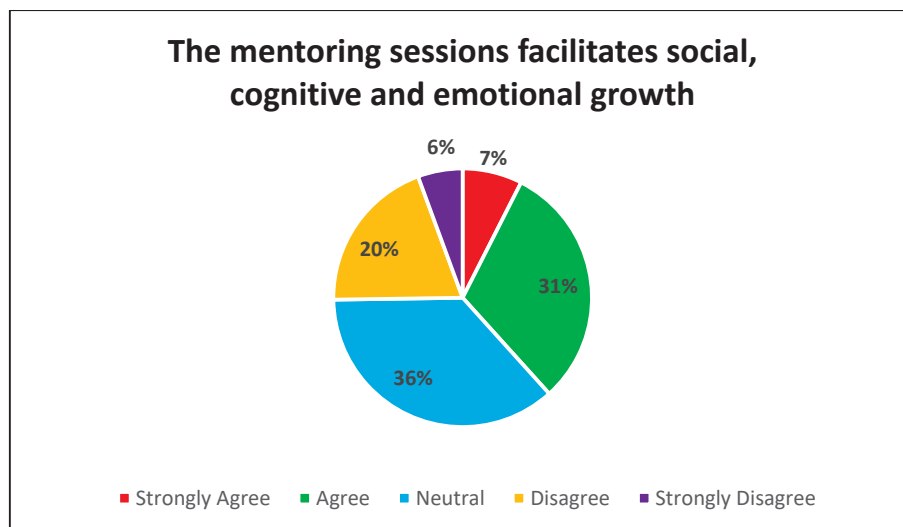
under the strongly disagree category, 16% disagreed category, and 36% of students gave neutral responses.

**Q4. Teachers are regular and punctual for their classes.**



The pie chart depicts the mathematics students' responses to teachers are regular and punctual for their classes. 60% of students gave positive responses. 21% came under the strongly agreed category, 39% under the agreed category, 15% of students gave negative responses, 3% came under the strongly disagree category, 12% disagreed category, and 25% of students gave neutral responses.

**Q5. The mentoring sessions facilitates social, cognitive and emotional growth.**





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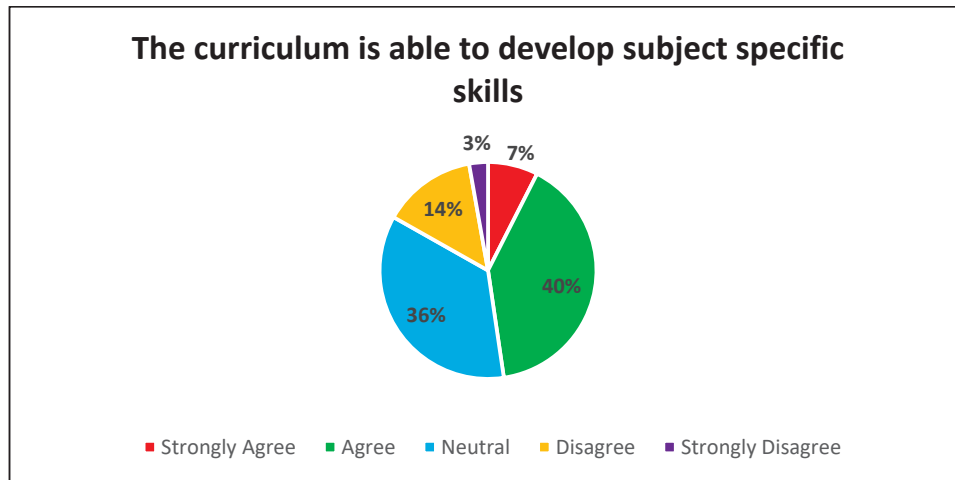
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The pie chart depicts the mathematics students' responses to mentoring sessions facilitates social, cognitive and emotional growth. 38% of students gave positive responses. 7% came under the strongly agreed category, 31% under the agreed category, 26% of students gave negative responses, 6% came under the strongly disagree category, 20% disagreed category, and 20% of students gave neutral responses.

**Q6. The curriculum is able to develop subject specific skills.**



The pie chart depicts the mathematics students' responses to curriculum is able to develop subject specific skills. 47% of students gave positive responses. 7% came under the strongly agreed category, 40% under the agreed category, 17% of students gave negative responses, 3% came under the strongly disagree category, 14% disagreed category, and 36% of students gave neutral responses.

**Q7. The mechanism of internal assessment is rigorous.**



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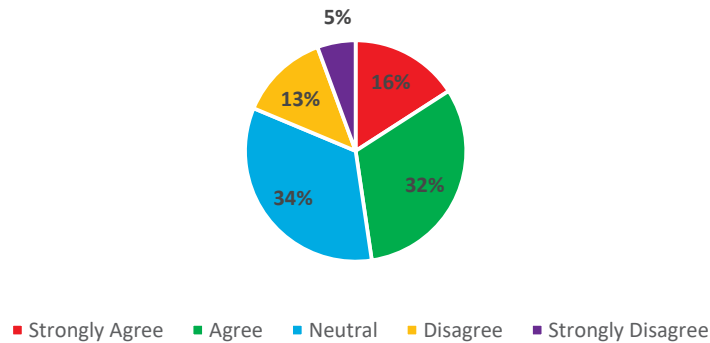
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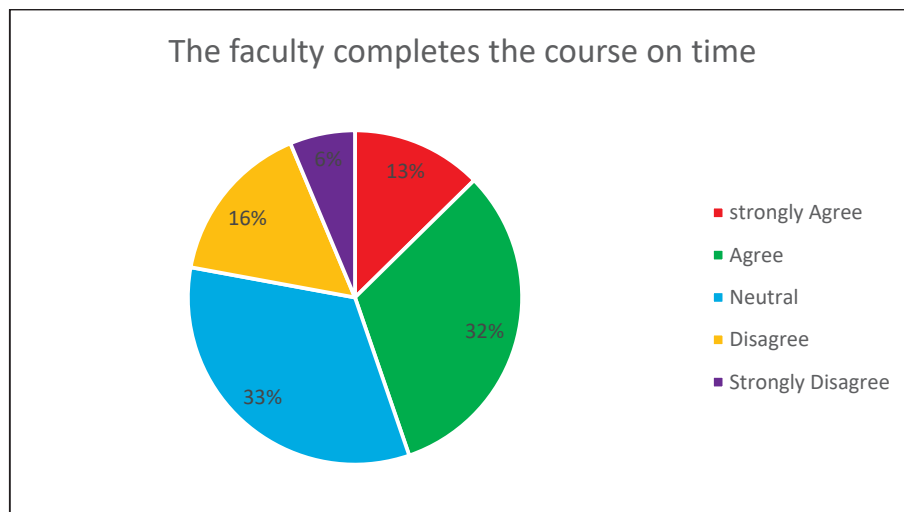
**The mechanism of internal assessment is rigorous**



The pie chart depicts the mathematics students' responses to mechanism of internal assessment is rigorous. 48% of students gave positive responses. 16% came under the strongly agreed category, 32% under the agreed category, 18% of students gave negative responses, 5% came under the strongly disagree category, 13% disagreed category, and 34% of students gave neutral responses.

**History Students Feedback Report 2023-24**

**Q1. The faculty completes the course on time.**



The pie chart depicts the HISTORY students' responses to course completion on time. 45% of students gave positive responses. 13% came under the strongly agreed category, 32% under



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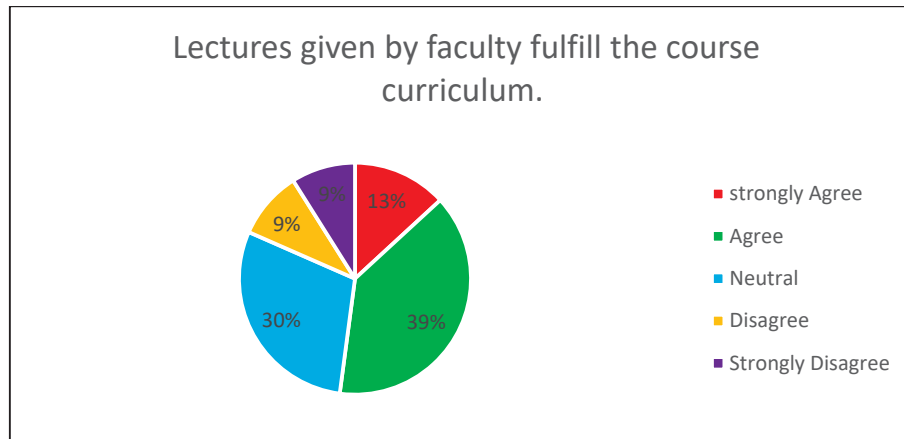
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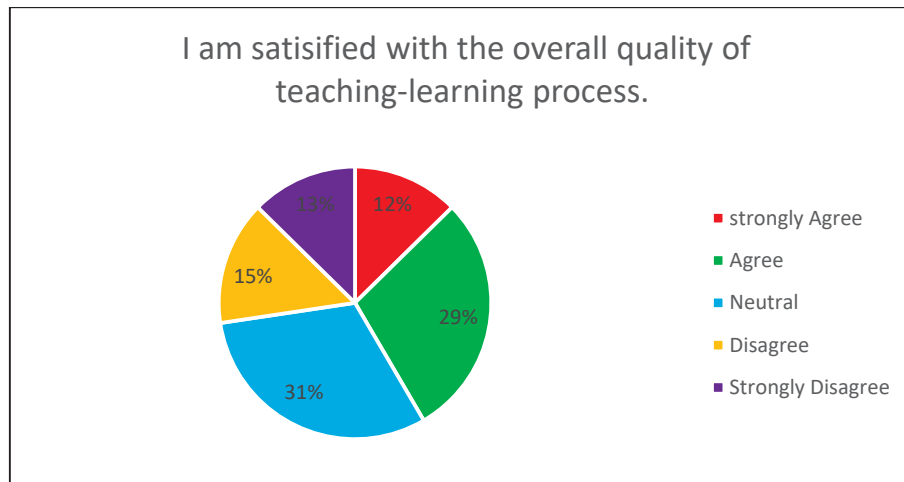
the agreed category, 22% of students gave negative responses, 6% came under the strongly disagree category, 16% disagreed category, and 33% of students gave neutral responses.

**Q2. Lectures given by faculty fulfill the course curriculum.**



The pie chart depicts the HISTORY students' responses to course completion on time. 52% of students gave positive responses. 13% came under the strongly agreed category, 39% under the agreed category, 18% of students gave negative responses, 9% came under the strongly disagree category, 9% disagreed category, and 30% of students gave neutral responses.

**Q3. I am satisfied with the overall quality of teaching-learning process.**



The pie chart depicts the HISTORY students' responses to course completion on time. 41% of students gave positive responses. 12% came under the strongly agreed category, 29% under

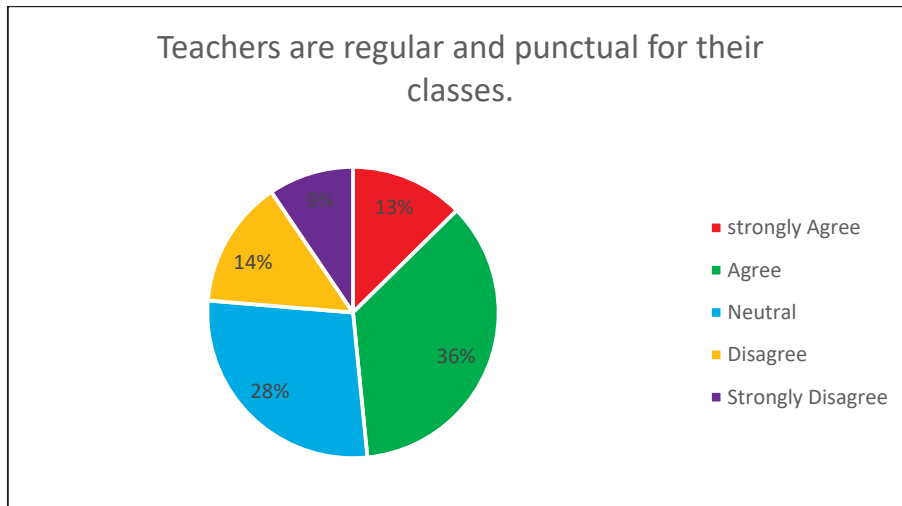


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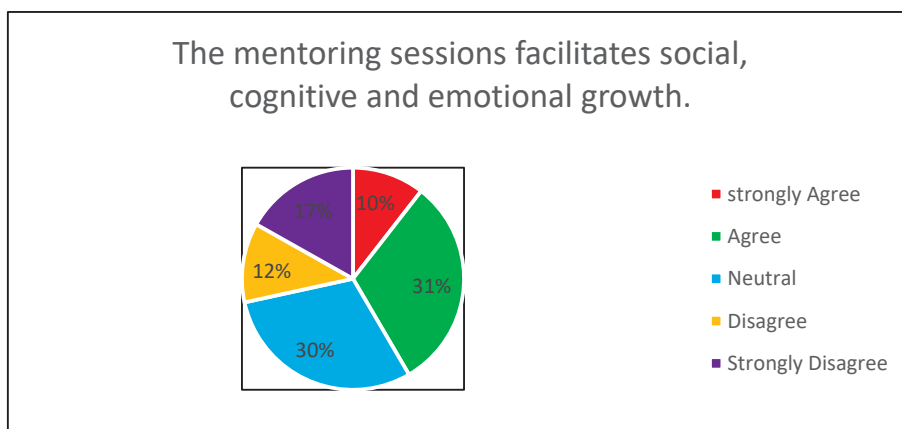
the agreed category, 28% of students gave negative responses, 13% came under the strongly disagree category, 15% disagreed category, and 31% of students gave neutral responses.

**Q4. Teachers are regular and punctual for their classes.**



The pie chart depicts the HISTORY students' responses to course completion on time. 49% of students gave positive responses. 13% came under the strongly agreed category, 36% under the agreed category, 23% of students gave negative responses, 9% came under the strongly disagree category, 14% disagreed category, and 28% of students gave neutral responses.

**Q5. The mentoring sessions facilitates social, cognitive and emotional growth.**



The pie chart depicts the HISTORY students' responses to course completion on time. 41% of students gave positive responses. 10% came under the strongly agreed category, 31% under



आर्यभट्ट महाविद्यालय

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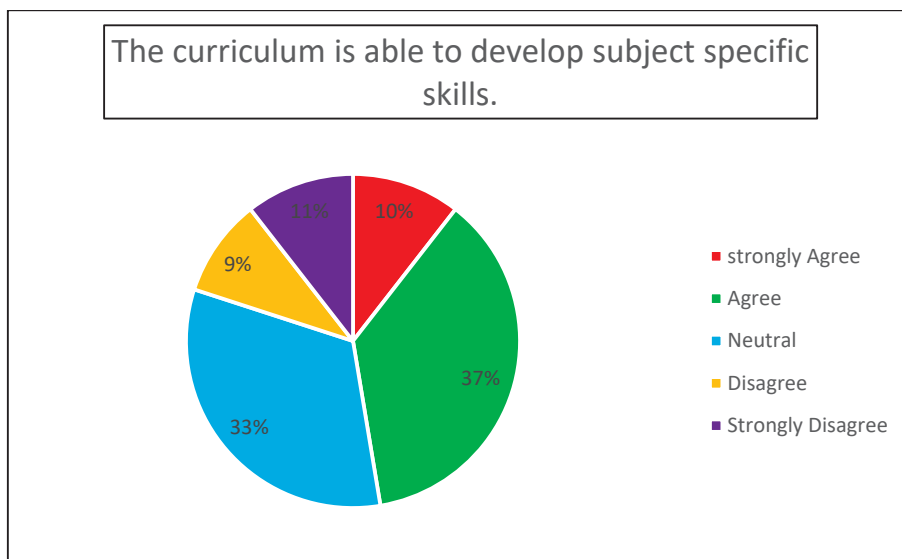
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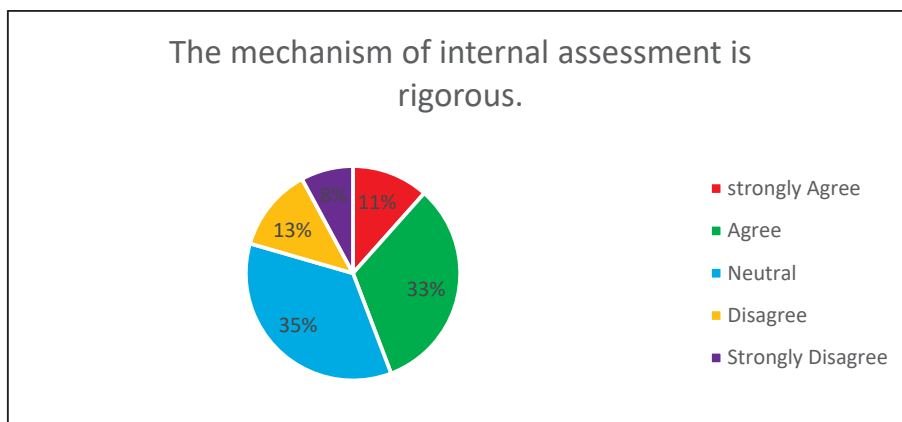
the agreed category, 29% of students gave negative responses, 17% came under the strongly disagree category, 12% disagreed category, and 30% of students gave neutral responses.

**Q6. The curriculum is able to develop subject specific skills.**



The pie chart depicts the HISTORY students' responses to course completion on time. 47% of students gave positive responses. 10% came under the strongly agreed category, 37% under the agreed category, 20% of students gave negative responses, 11% came under the strongly disagree category, 9% disagreed category, and 33% of students gave neutral responses.

**Q7. The mechanism of internal assessment is rigorous.**





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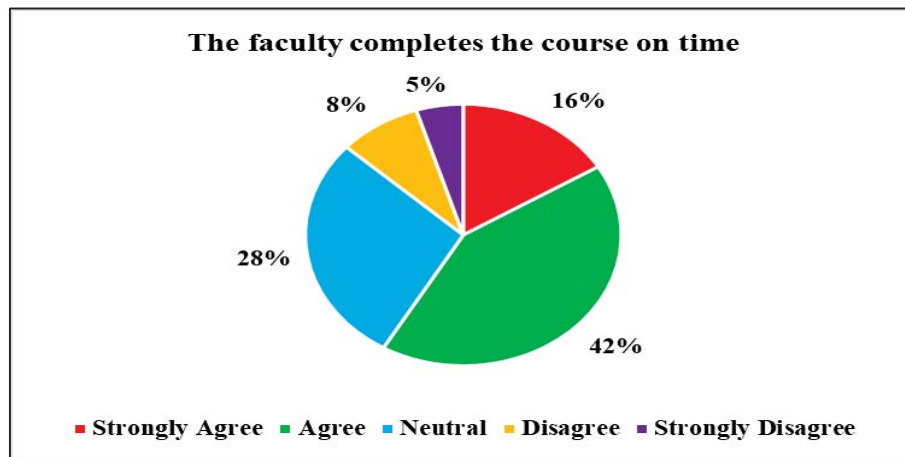


The pie chart depicts the HISTORY students' responses to course completion on time. 44% of students gave positive responses. 11% came under the strongly agreed category, 33% under the agreed category, 13% of students gave negative responses, 8% came under the strongly disagree category, 13% disagreed category, and 35% of students gave neutral responses.

### PSYCHOLOGY STUDENTS' FEEDBACK REPORT (2023-24)

#### *#Students' responses to teaching and learning*

#### **Q1. The faculty completes the course on time**



With respect to “timely completion of course by the faculty”, 58% gave a positive response with 16% strongly agreeing & 42% agreeing. 28% felt neutral about it while 8% disagreed and 5% strongly disagreed.

#### **Q2. Lectures given by faculty fulfill the course curriculum**





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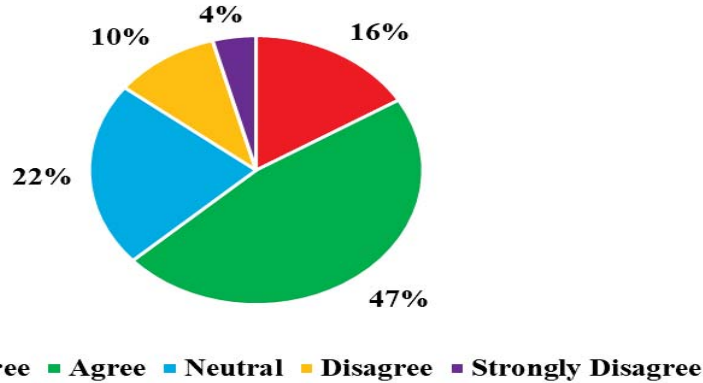
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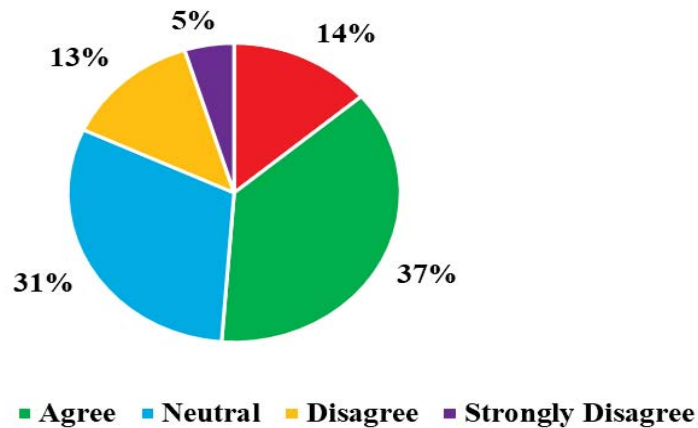
**Lectures given by faculty fulfill the course curriculum**



With respect to “lectures fulfilling the course curriculum”, 63% gave a positive response with 16% strongly agreeing & 47% agreeing. 22% felt neutral about it while 10% disagreed and 4% strongly disagreed.

**Q3. I am satisfied with the overall quality of teaching-learning process**

**I am satisfied with the overall quality of teaching-learning process**

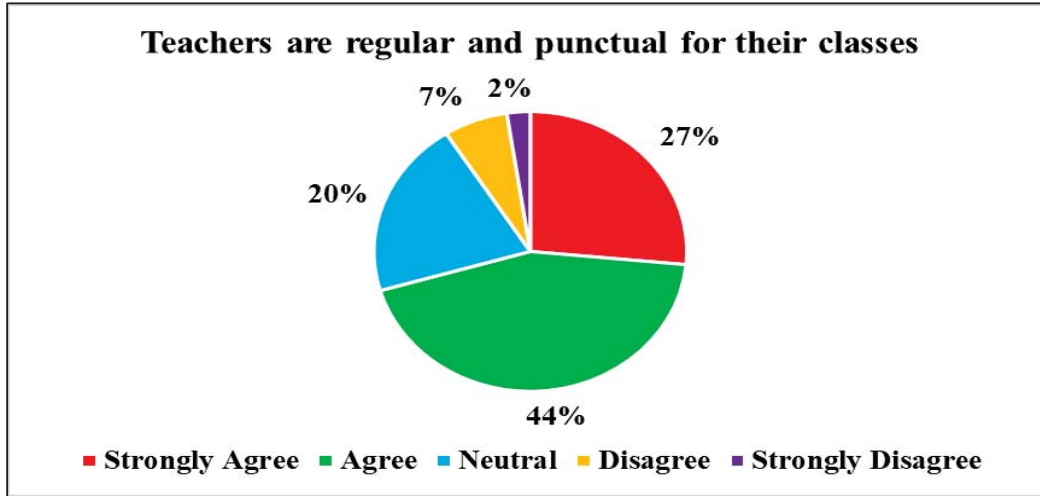


With respect to “satisfaction with overall quality of teaching- learning process”, 51% gave a positive response with 14% strongly agreeing & 37% agreeing. 31% felt neutral about it while 13% disagreed and 5% strongly disagreed.



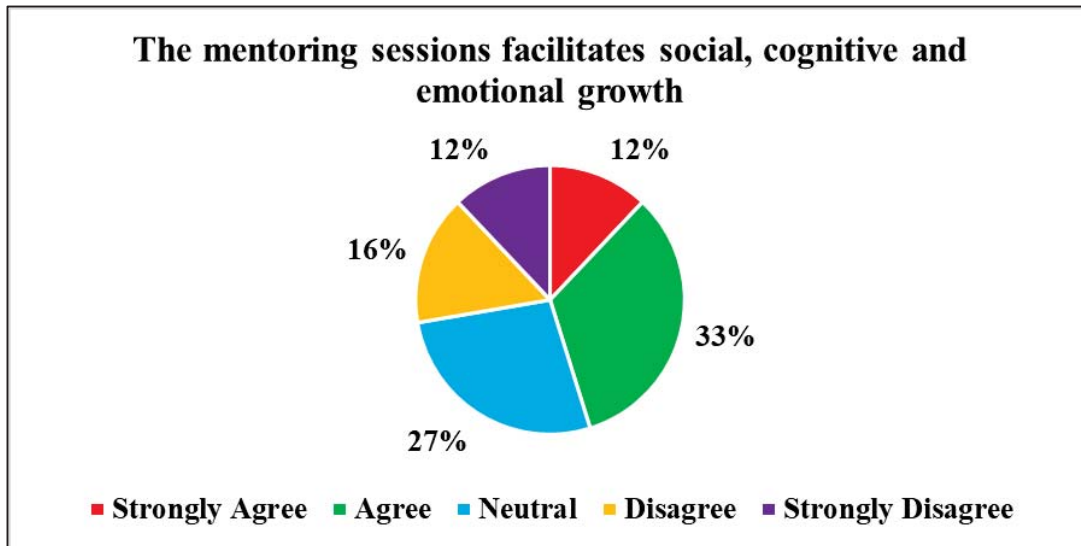


**Q4. Teachers are regular and punctual for their classes**



With respect to “regularity & punctuality of teachers in their classes”, 71% gave a positive response with 27% strongly agreeing & 44% agreeing. 20% felt neutral about it while 7% disagreed and 2% strongly disagreed.

**Q5. The mentoring sessions facilitates social, cognitive and emotional growth**



With respect to “social, cognitive and emotional growth through mentoring sessions”, 45% gave a positive response with 12% strongly agreeing & 33% agreeing. 27% felt neutral about it while 16% disagreed and 12% strongly disagreed.



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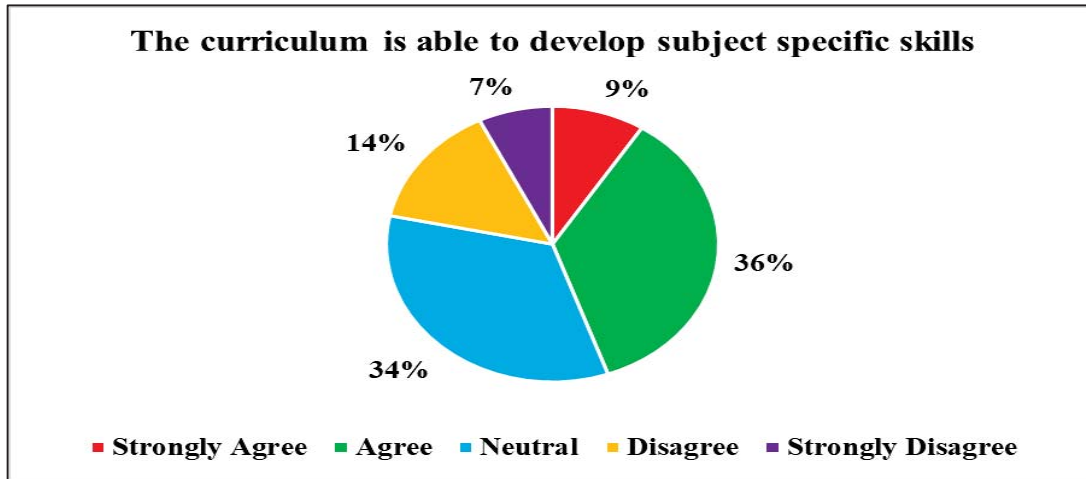
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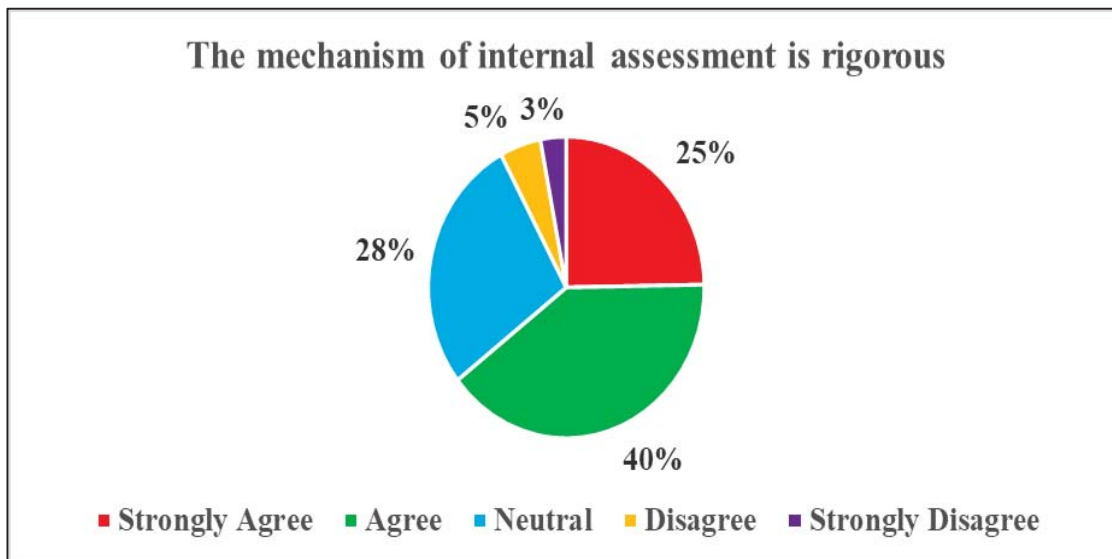


**Q6. The curriculum is able to develop subject specific skills**



With respect to “ability of the curriculum to develop subject specific skills”, 45% gave a positive response with 9% strongly agreeing & 36% agreeing. 34% felt neutral about it while 14% disagreed and 7% strongly disagreed.

**Q7. The mechanism of internal assessment is rigorous**

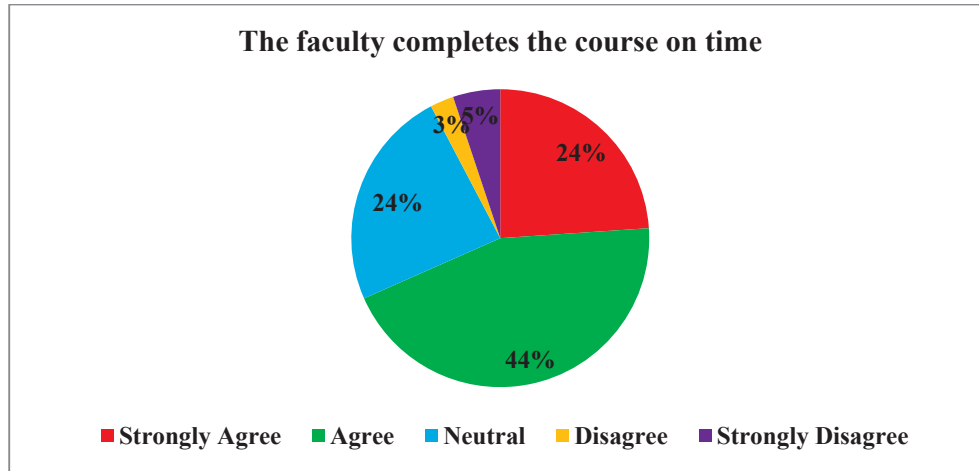


With respect to “rigor of the Internal Assessment mechanism”, 65% gave a positive response with 25% strongly agreeing & 40% agreeing. 28% felt neutral about it while 5% disagreed and 3% strongly disagreed.



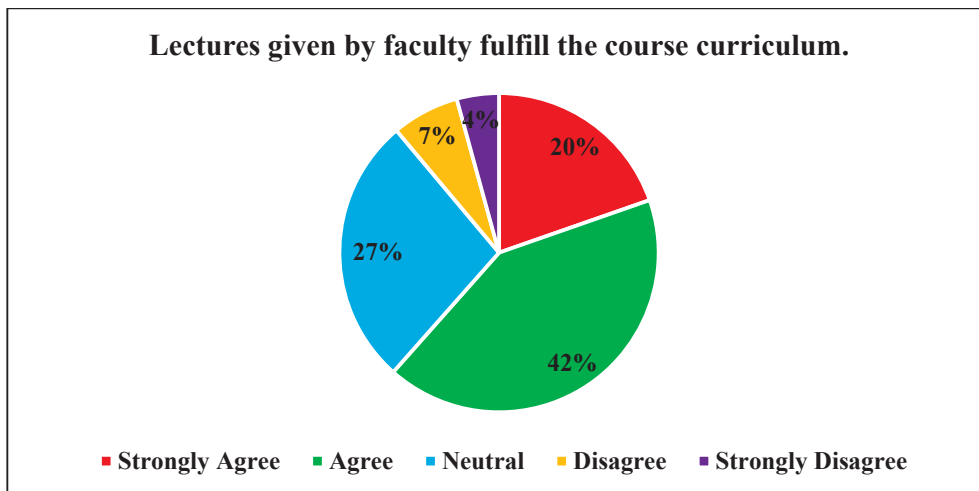
**#Hindi STUDENTS' RESPONSES TO TEACHING AND LEARNING**

**Q1. The faculty completes the course on time.**



The pie chart depicts the Hindi students' responses to course completion on time. 68% of students gave positive responses. 24% came under the strongly agreed category, 44% under the agreed category, 8% of students gave negative responses, 5% came under the strongly disagree category, 3% disagreed category, and 24% of students gave neutral responses.

**Q2. Lectures given by faculty fulfill the course curriculum.**



The pie chart depicts the Hindi students' responses to faculty fulfill the course curriculum. 62% of students gave positive responses. 20% came under the strongly agreed category, 42% under



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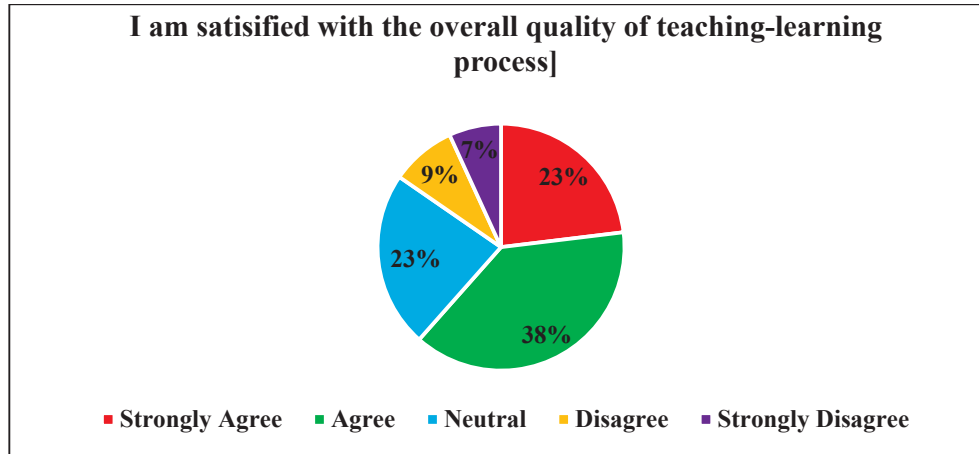
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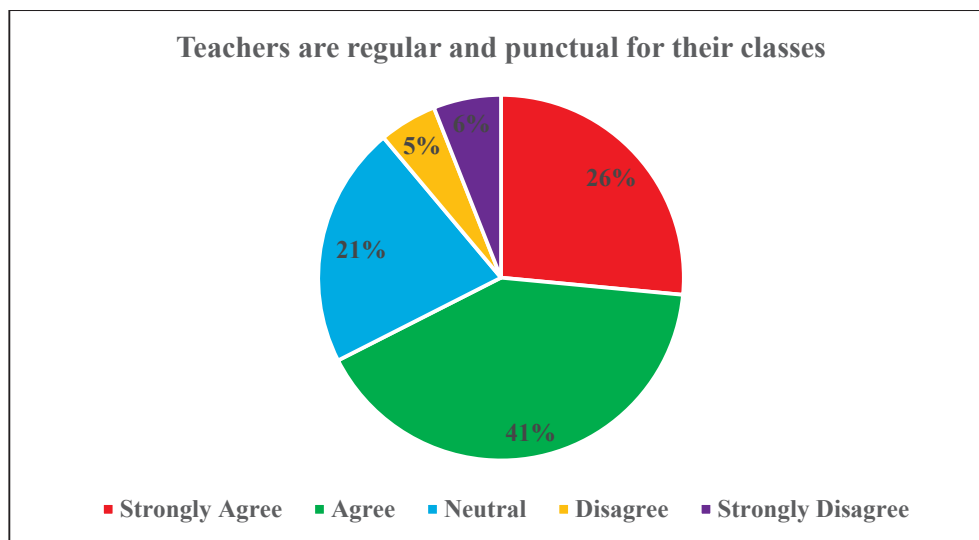
the agreed category, 11% of students gave negative responses, 4% came under the strongly disagree category, 7% disagreed category, and 27% of students gave neutral responses.

**Q3. I am satisfied with the overall quality of teaching-learning process.**



The pie chart depicts the Hindi students' responses to overall quality of teaching-learning process. 61% of students gave positive responses. 23% came under the strongly agreed category, 38% under the agreed category, 16% of students gave negative responses, 7% came under the strongly disagree category, 9% disagreed category, and 23% of students gave neutral responses.

**Q4. Teachers are regular and punctual for their classes.**





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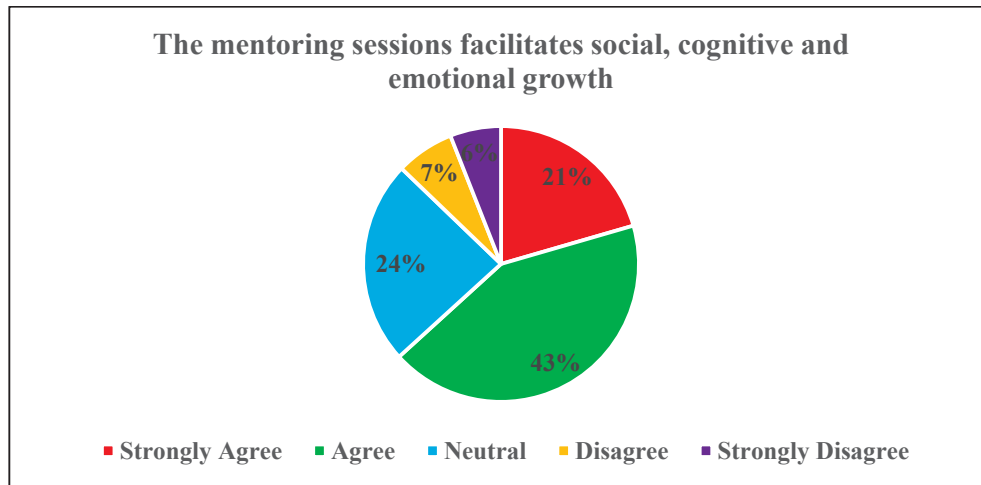
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The pie chart depicts the Hindi students' responses to teachers are regular and punctual for their classes. 67% of students gave positive responses. 26% came under the strongly agreed category, 41% under the agreed category, 11% of students gave negative responses, 6% came under the strongly disagree category, 5% disagreed category, and 21% of students gave neutral responses.

**Q5. The mentoring sessions facilitates social, cognitive and emotional growth.**



The pie chart depicts the Hindi students' responses to mentoring sessions facilitates social, cognitive and emotional growth. 64% of students gave positive responses. 21% came under the strongly agreed category, 43% under the agreed category, 13% of students gave negative responses, 6% came under the strongly disagree category, 7% disagreed category, and 24% of students gave neutral responses.

**Q6. The curriculum is able to develop subject specific skills.**



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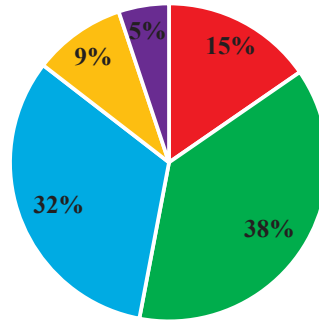
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**The curriculum is able to develop subject specific skills**

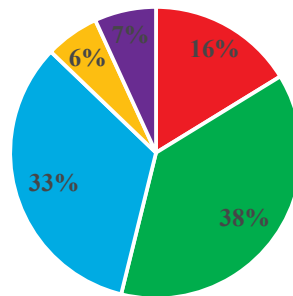


■ Strongly Agree ■ Agree ■ Neutral ■ Disagree ■ Strongly Disagree

The pie chart depicts the Hindi students' responses to curriculum is able to develop subject specific skills. 53% of students gave positive responses. 15% came under the strongly agreed category, 38% under the agreed category, 14% of students gave negative responses, 5% came under the strongly disagree category, 9% disagreed category, and 32% of students gave neutral responses.

**Q7. The mechanism of internal assessment is rigorous.**

**The mechanism of internal assessment is rigorous**



■ Strongly Agree ■ Agree ■ Neutral ■ Disagree ■ Strongly Disagree

The pie chart depicts the Hindi students' responses to mechanism of internal assessment is rigorous. 54% of students gave positive responses. 16% came under the strongly agreed category, 38% under the agreed category, 13% of students gave negative responses, 7% came under the strongly disagree category, 6% disagreed category, and 33% of students gave neutral responses.





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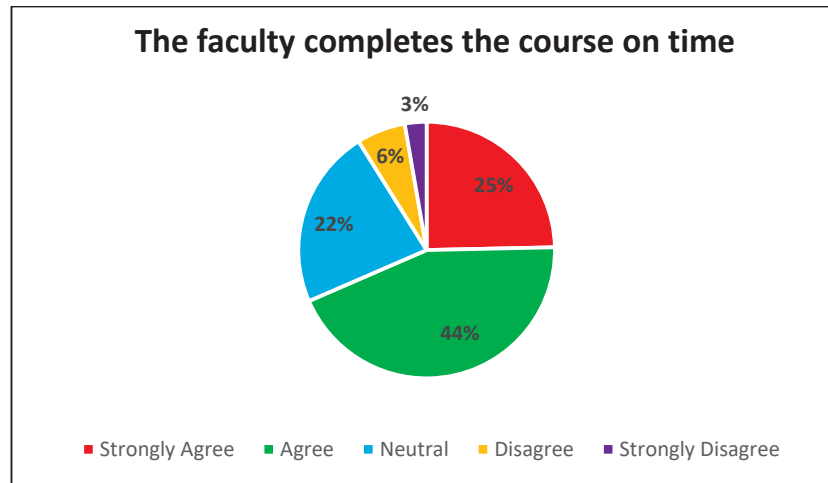
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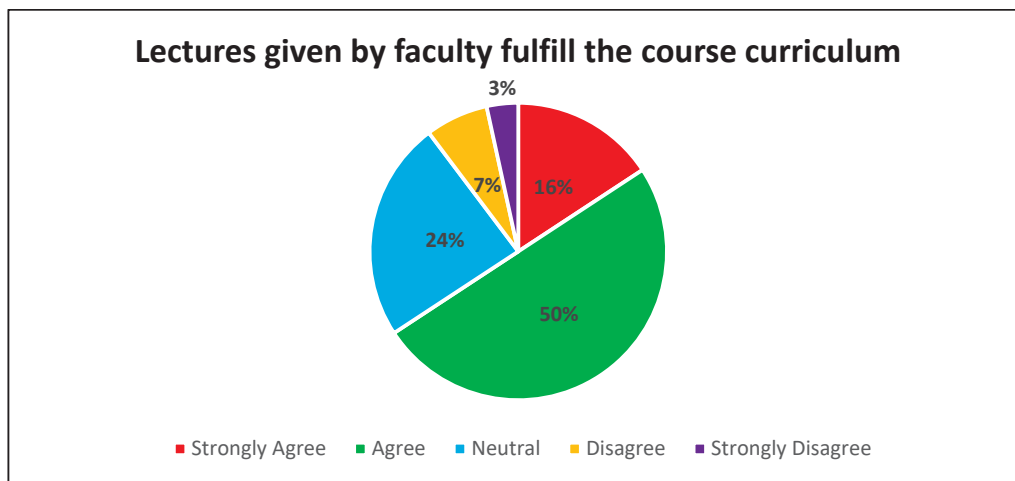
#BSC (Computer Science) Students' responses to teaching and learning.

Q1. The faculty completes the course on time.



The pie chart depicts the CS students' responses to course completion on time. 69% of students strongly agreed / agreed category, 9% of students strongly disagree/ disagreed category, and 22% of students gave neutral responses.

Q2. Lectures given by faculty fulfill the course curriculum.



The pie chart depicts the CS students' responses to course completion on time. 66% of students strongly agreed / agreed category, 10% of students strongly disagree/ disagreed category, and 24% of students gave neutral responses.



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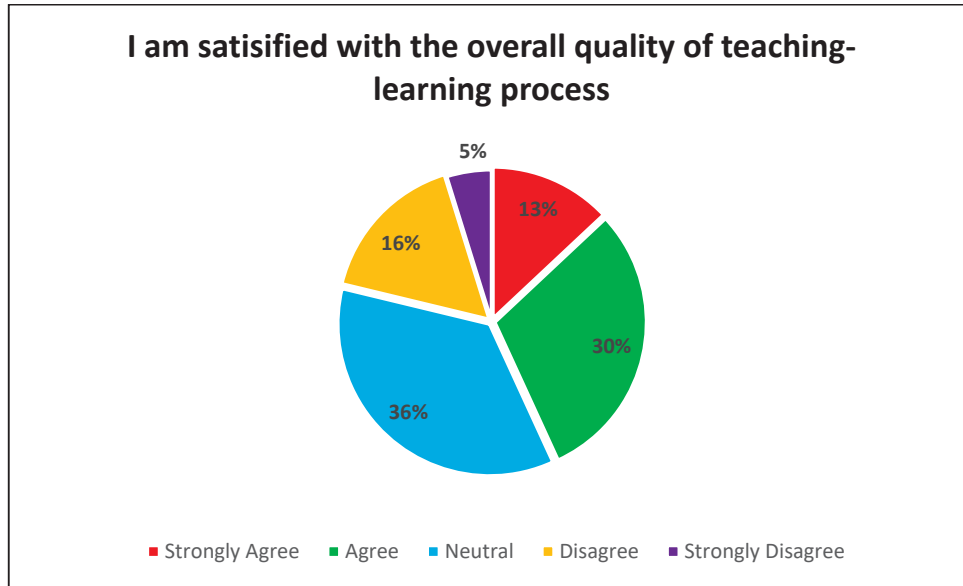
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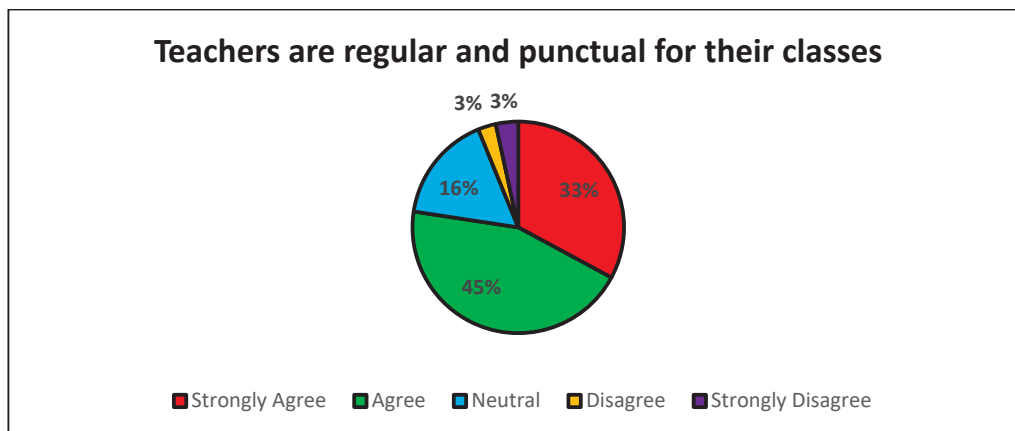


**Q3. I am satisfied with the overall quality of teaching-learning process.**



The pie chart depicts the CS students' responses to course completion on time. 43% of students strongly agreed / agreed category, 21% of students strongly disagreed/ disagreed category, and 36% of students gave neutral responses.

**Q4. Teachers are regular and punctual for their classes.**

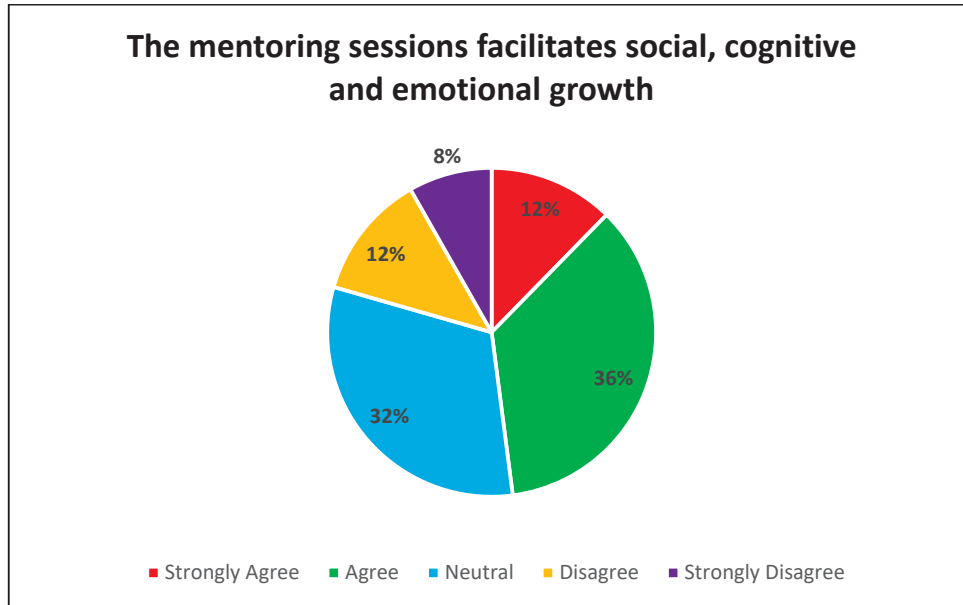


The pie chart depicts the CS students' responses to course completion on time. 78% of students strongly agreed / agreed category, 6% of students strongly disagreed/ disagreed category, and 16% of students gave neutral responses.



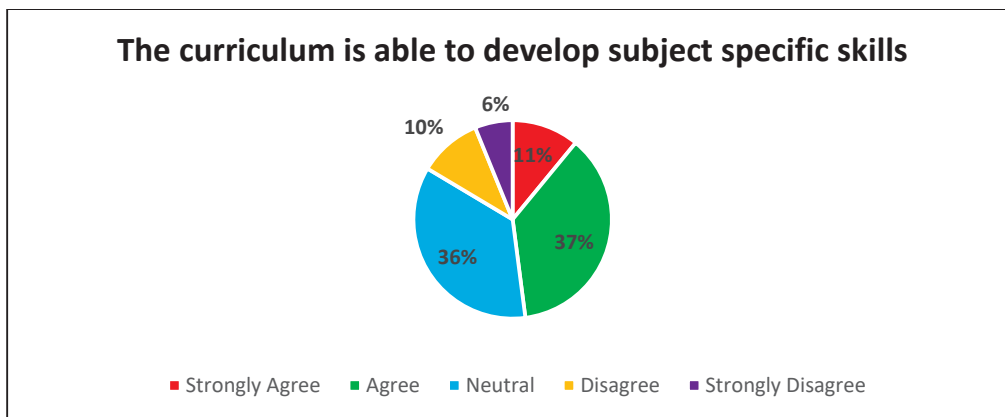


**Q5. The mentoring sessions facilitates social, cognitive and emotional growth.**



The pie chart depicts the CS students' responses to course completion on time. 48% of students strongly agreed / agreed category, 28% of students strongly disagree/ disagreed category, and 32% of students gave neutral responses.

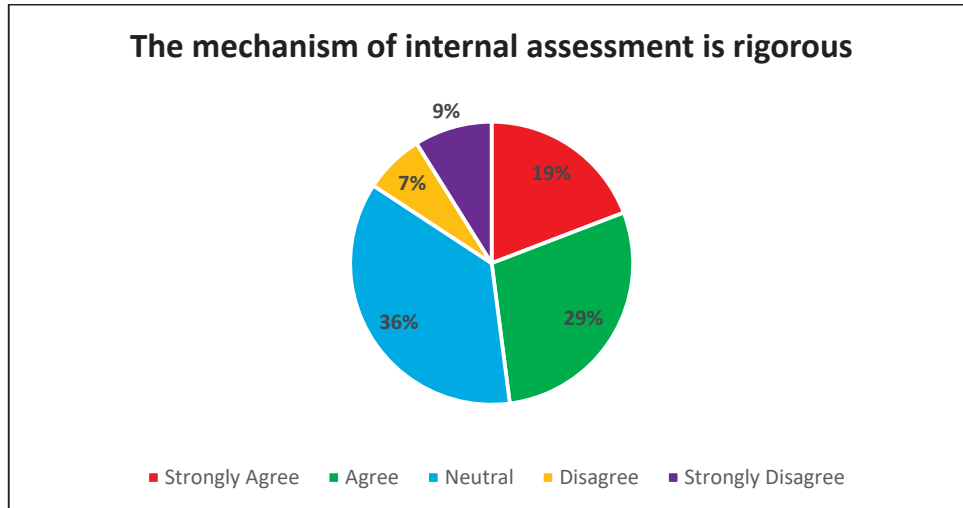
**Q6. The curriculum is able to develop subject specific skills.**



The pie chart depicts the CS students' responses to course completion on time. 48% of students strongly agreed / agreed category, 16% of students strongly disagree/ disagreed category, and 36% of students gave neutral responses.



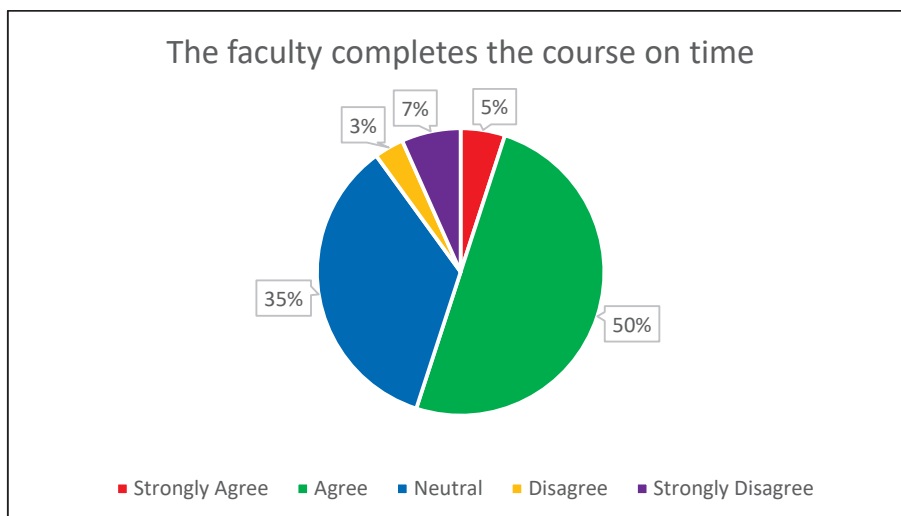
**Q7. The mechanism of internal assessment is rigorous.**



The pie chart depicts the CS students' responses to course completion on time. 48% of students strongly agreed / agreed category, 16% of students strongly disagreed/ disagreed category, and 36% of students gave neutral responses.

**English Students' responses:**

**Q.1. The faculty completes the course on time.**





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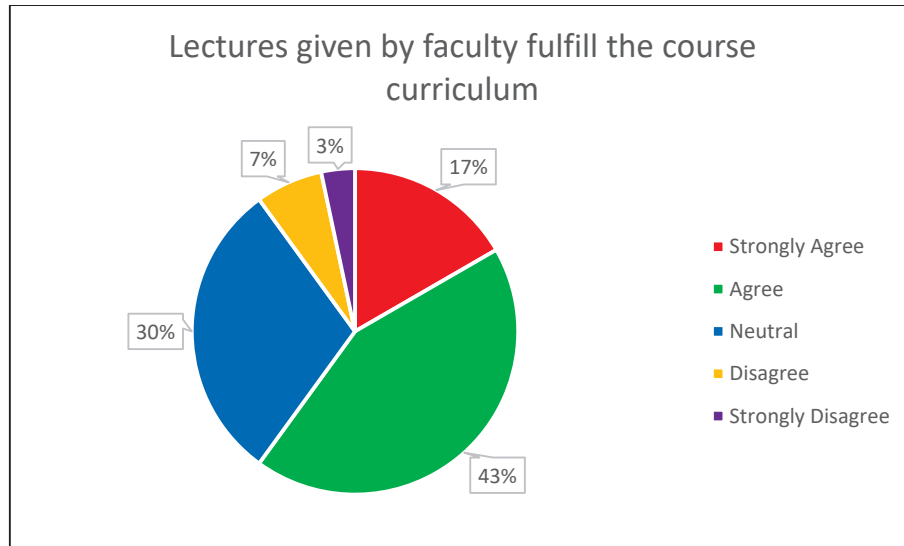
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The pie chart depicts the responses of B.A. Hons. English students to course completion on time. 3% strongly agree, 50% agree, 7% strongly disagree, 3% disagree and 35% of students are neutral.

**Q.2. Lectures given by faculty fulfill the course curriculum.**



The pie chart depicts the responses of B.A. Hons. English students to whether lectures given by faculty fulfil the course curriculum. 17% strongly agree, 43% agree, 3% strongly disagree, 7% disagree and 30% of students are neutral.

**Q.3. I am satisfied with the overall quality of teaching-learning process.**



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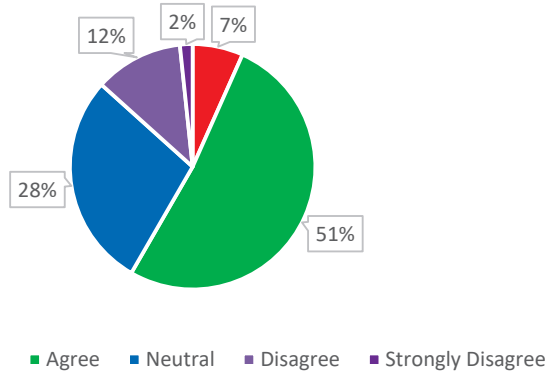
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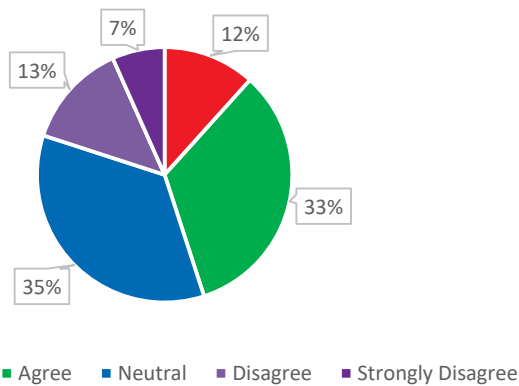
I am satisfied with the overall quality of teaching-learning process



The pie chart depicts the responses of B.A. Hons. English students to satisfaction with the overall quality of teaching-learning process. 7% strongly agree, 51% agree, 2% strongly disagree, 12% disagree and 28% of students are neutral.

**Q.4. Teachers are regular and punctual for their classes.**

Teachers are regular and punctual for their classes



The pie chart depicts the responses of B.A. Hons. English students to whether teachers are punctual for their classes. 12% strongly agree, 33% agree, 7% strongly disagree, 13% disagree and 35% of students are neutral.



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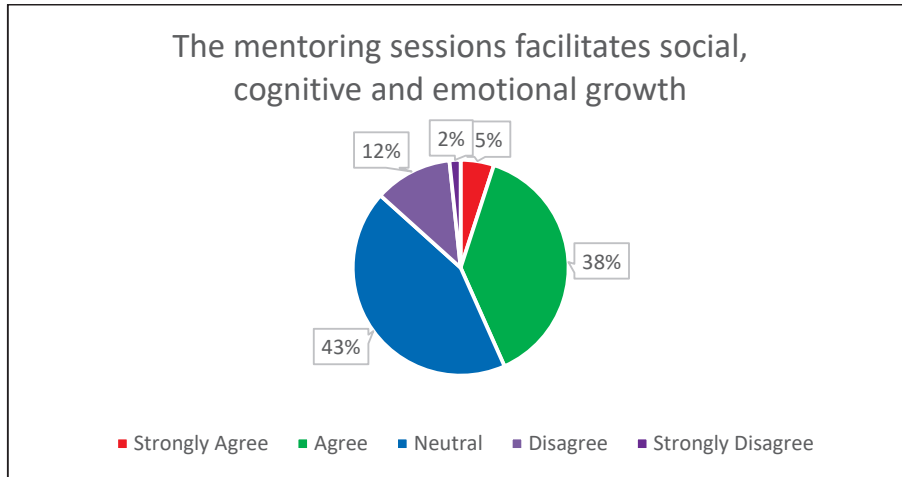
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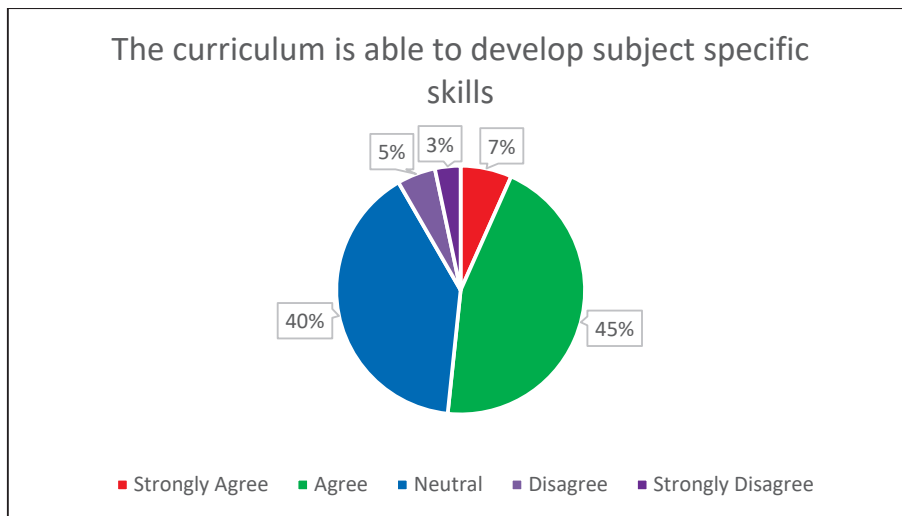


**Q.5. The mentoring sessions facilitates social, cognitive and emotional growth.**



The pie chart depicts the responses of B.A. Hons. English students to whether the mentoring sessions facilitate their social, cognitive and emotional growth. 5% strongly agree, 38% agree, 2% strongly disagree, 12% disagree and 43% of students are neutral.

**Q.6. The curriculum is able to develop subject specific skills.**



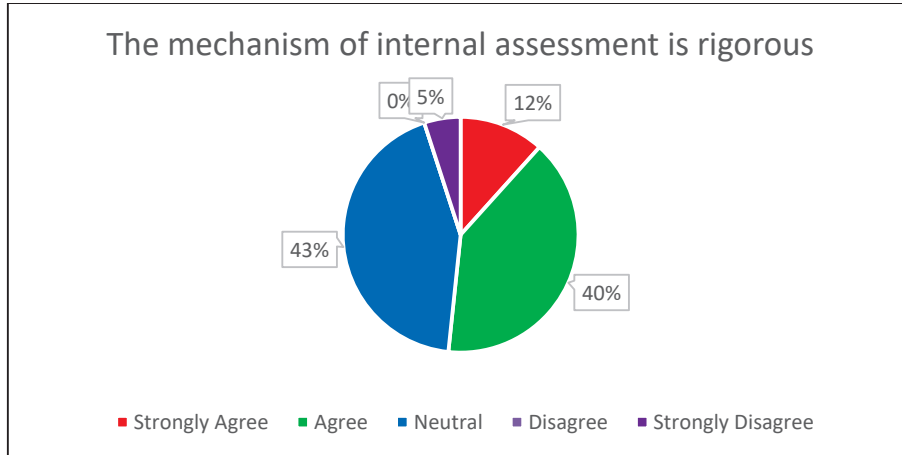


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The pie chart depicts the responses of B.A. Hons. English students to whether the curriculum is able to develop subject specific skills. 7% strongly agree, 45% agree, 3% strongly disagree, 5% disagree and 40% of students are neutral.

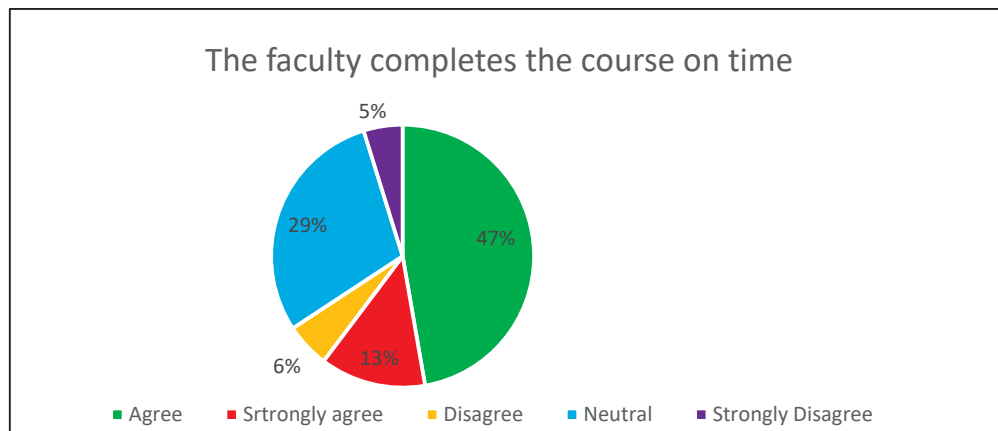
**Q.7. The mechanism of internal assessment is rigorous.**



The pie chart depicts the responses of B.A. Hons. English students to the rigorousness of mechanism of internal assessment. 12% strongly agree, 40% agree, 5% strongly disagree, 0% disagree and 43% of students are neutral.

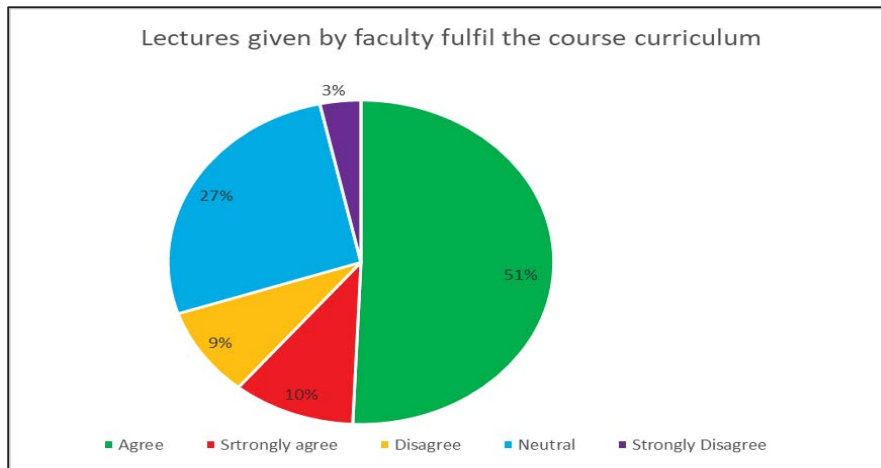
**BA Program Students' responses:**

**Q1. The faculty completes the course on time.**

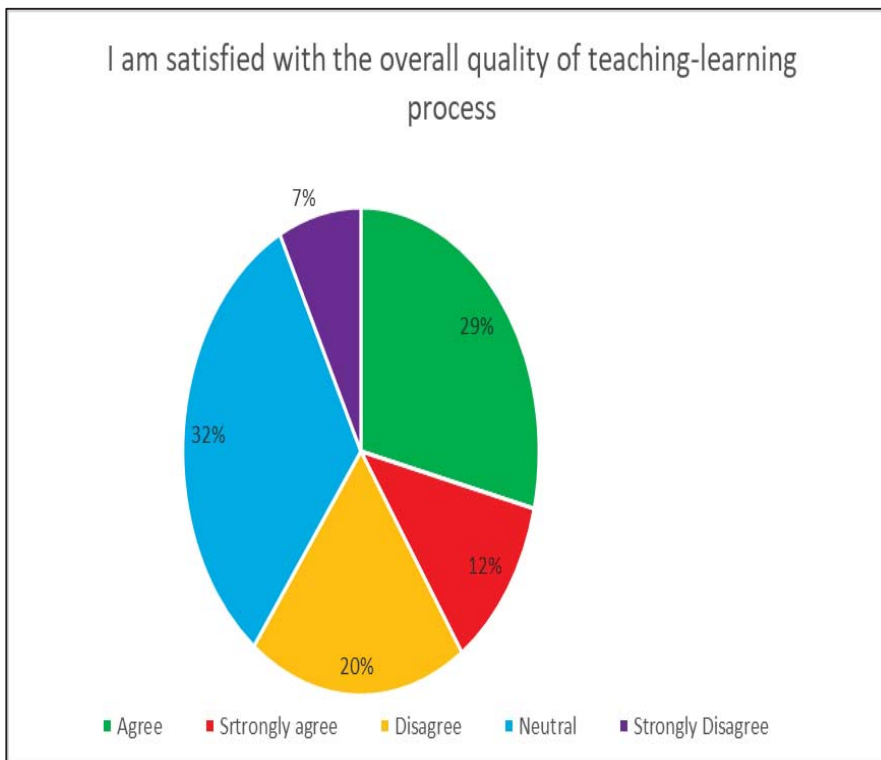




**Q2. Lectures given by faculty fulfill the course curriculum.**



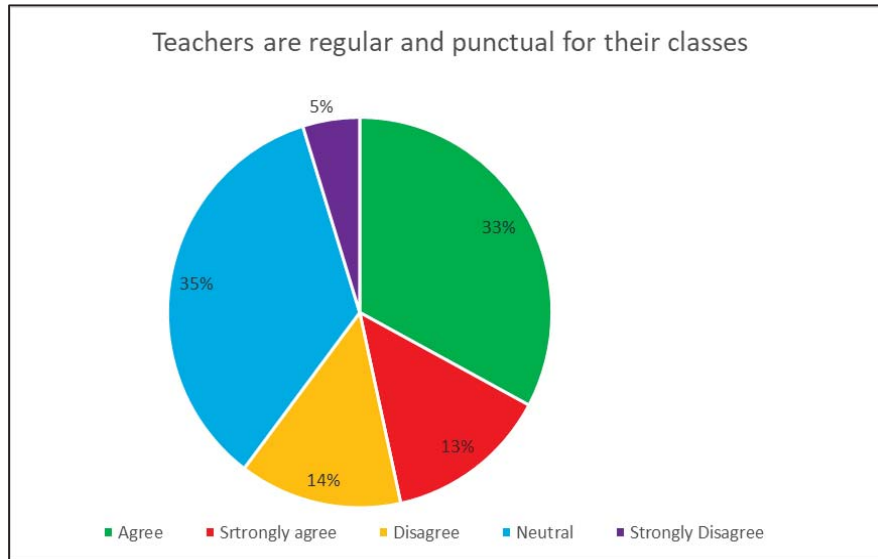
**Q3. I am satisfied with the overall quality of teaching-learning process.**



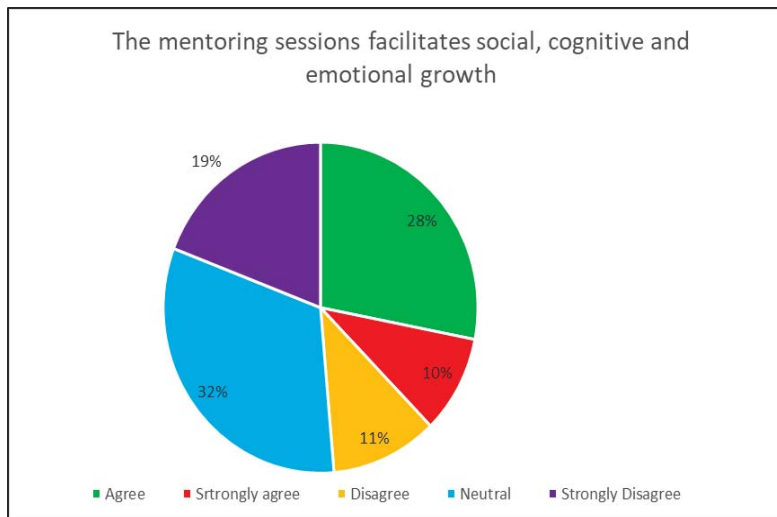




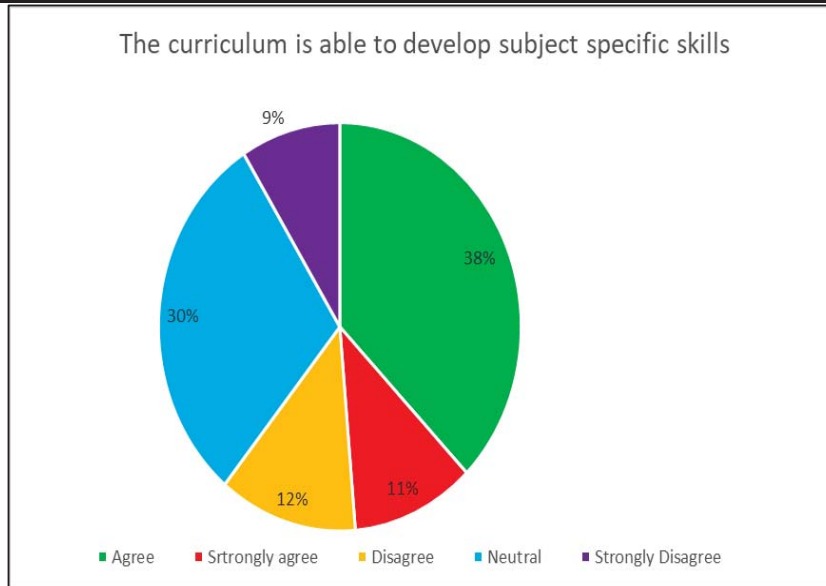
**Q4. Teachers are regular and punctual for their classes.**



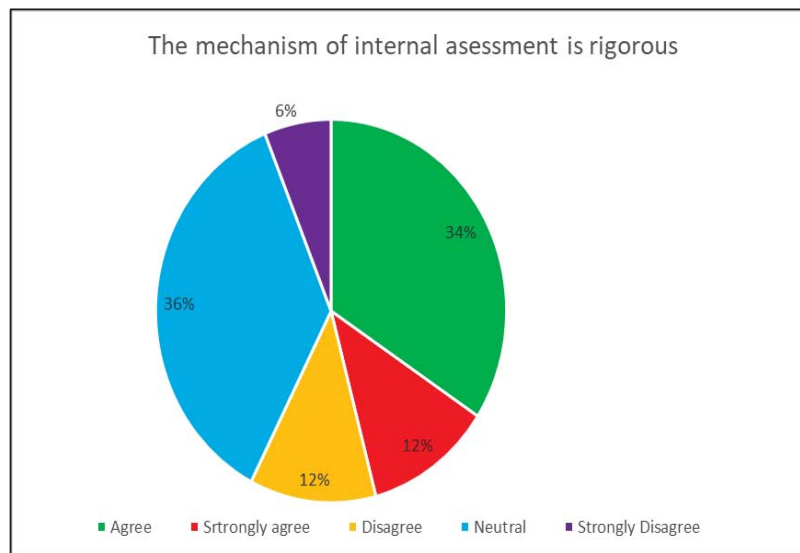
**Q5. The mentoring sessions facilitates social, cognitive and emotional growth.**



**Q6. The curriculum is able to develop subject specific skills.**



**Q7. The mechanism of internal assessment is rigorous.**

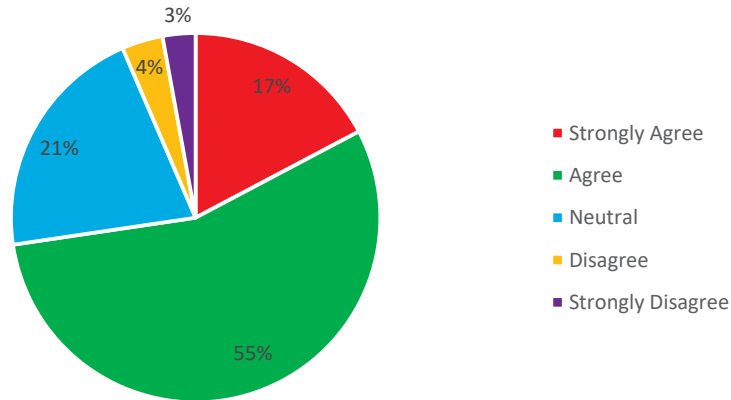


**BCOM Program Students' responses:**

**Q1. The faculty completes the course on time.**

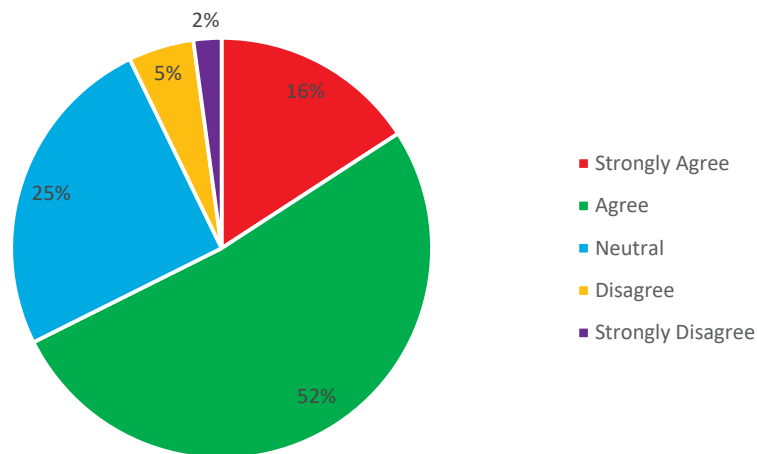


The faculty completes the course on time



**Q2. Lectures given by faculty fulfill the course curriculum.**

Lectures given by faculty fulfill the course curriculum



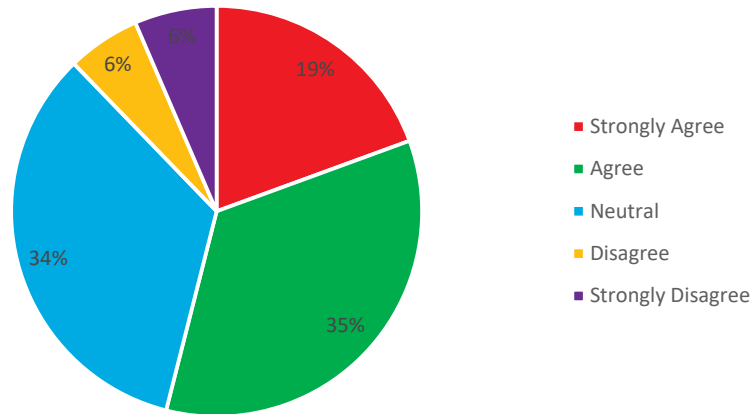
**Q3. I am satisfied with the overall quality of teaching-learning process.**



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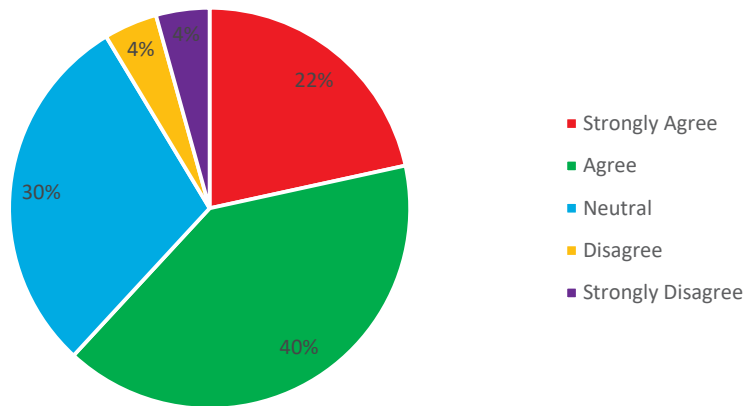


I am satisfied with the overall quality of teaching-learning process



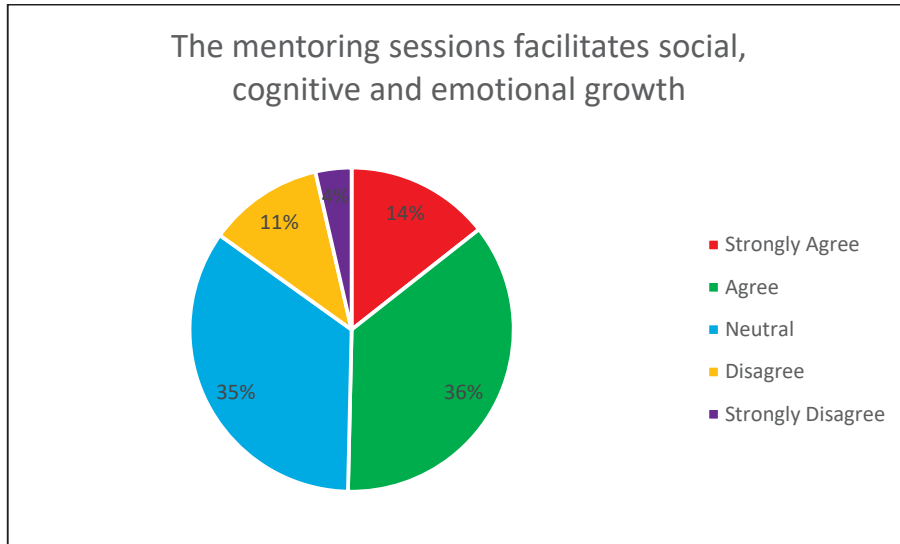
**Q4. Teachers are regular and punctual for their classes.**

Teachers are regular and punctual for their classes

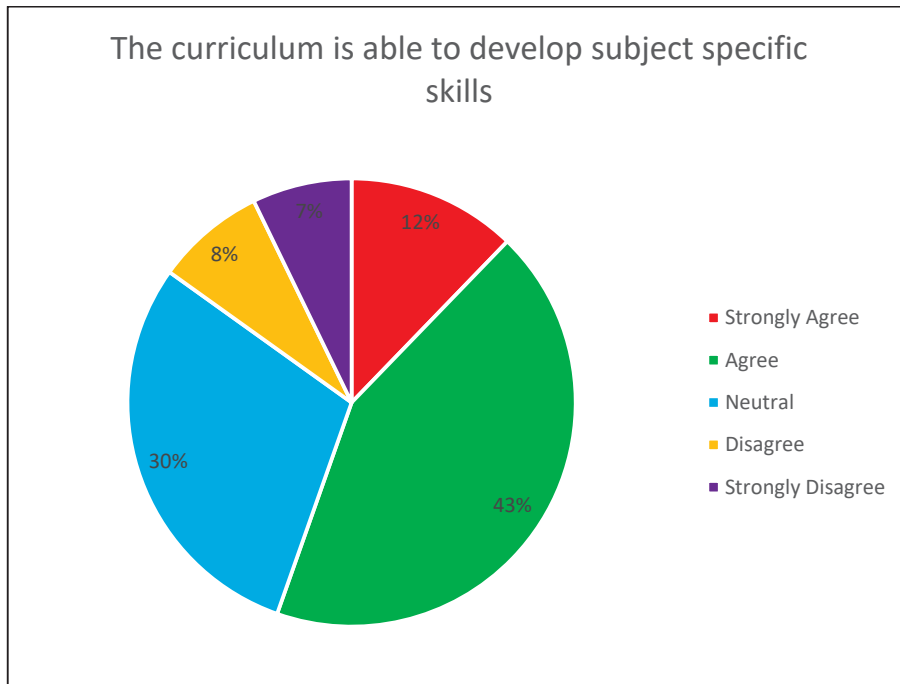




**Q5. The mentoring sessions facilitates social, cognitive and emotional growth.**



**Q6. The curriculum is able to develop subject specific skills.**





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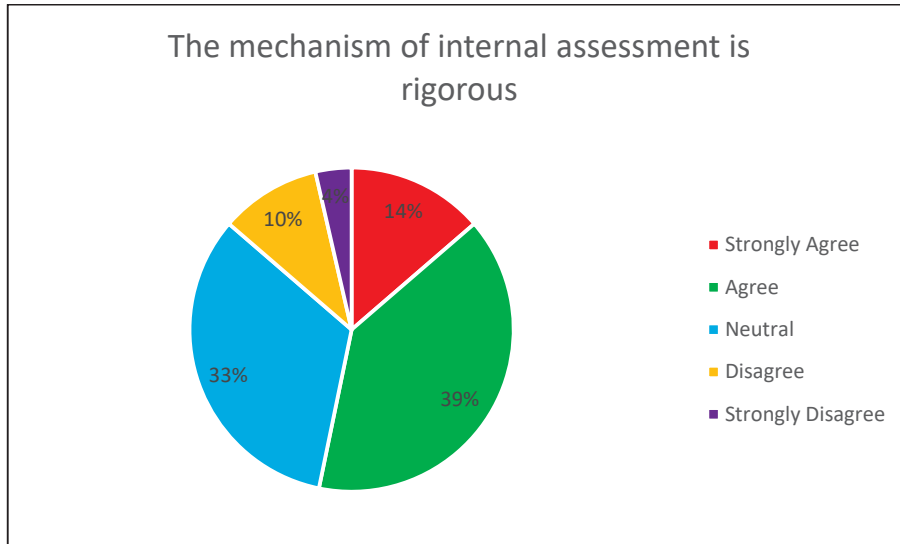
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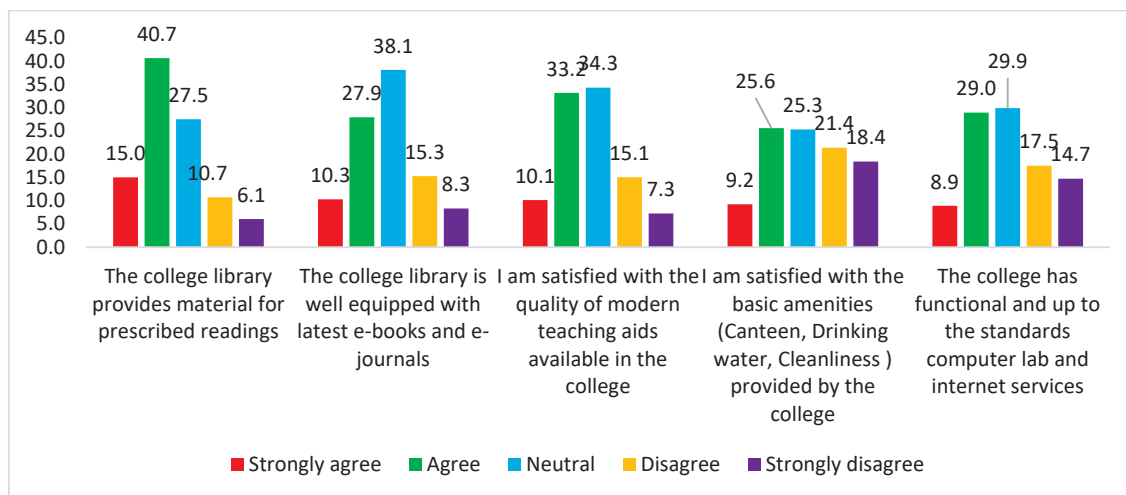
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**Q7. The mechanism of internal assessment is rigorous.**



**II. LIBRARY AND INFRASTRUCTURE**



The above graph depicts that 40.7% students agree that college library provides material for prescribed readings. Only 28% students agree that college library is well equipped with latest





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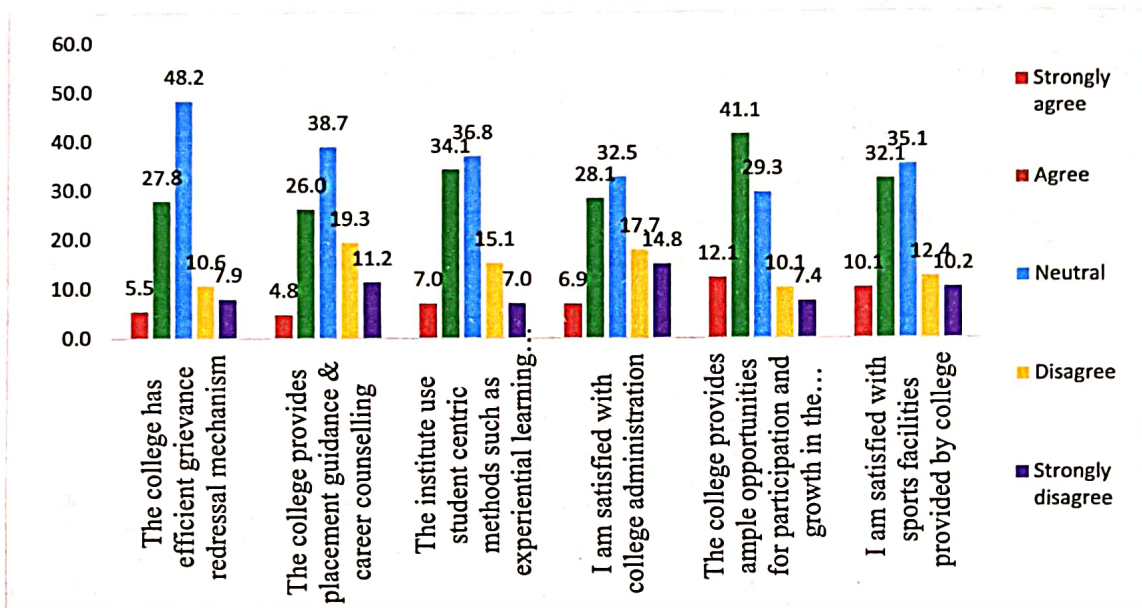
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e-books and e-journals. 15% students do not agree with the quality of modern teaching aids in the college. 21% students are not satisfied with the basic amenities in the college and only 38% students are satisfied with the computer lab and internet services in the college.

### III. COLLEGE ADMINISTRATION



The data shows that 34% students agree that the college has an efficient grievance redressal mechanism. 31% students agree that college provides placement guidance and career counselling. 35% students are satisfied with college administration. 42% students say that the institute uses student centric methods of experiential learning. 42% students are satisfied with the sports facilities in the college. 53% students agree that the college provides ample opportunities for participation and growth in extracurricular activities.

*Deepika-Goel*

FEEDBACK CONVENER

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*Manoj Sinha*  
PRINCIPAL

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