



DAYANAND GIRLS P. G. COLLEGE

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Ref. No.: ATR / 2024-25

Date: 18/08/2025

To

The Director, CDC
Chatrapati Shahu Ji Maharaj University
Kanpur

Subject: Submission of IQAC Action Taken Report (ATR) for the Academic Year 2024-25

Sir,

On behalf of the Internal Quality Assurance Cell (IQAC) of our institution, I am pleased to submit the Action Taken Report (ATR) for the academic year 2024–25. The report aligns with the AAA/NAAC review and incorporates feedback from students, faculty and alumni. It highlights the quality-enhancement initiatives implemented during the year.

We kindly request you to accept the enclosed ATR for your perusal and verification.

We reaffirm our commitment to continuous quality improvement and adherence to the quality benchmarks laid down by the University and NAAC.

Enclosures

1. IQAC – Action Taken Report (ATR) for academic year 2024-25

With regards,

Forwarded with approval:

IQAC Coordinator
(Signature & Seal)

Principal
(Signature & Seal)

IQAC Co-ordinator
Dayanand Girls P.G.College
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1-18
(Ref. R.K. Dwivedi)
18/08/25

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Action Taken Report (ATR)

(Based on Student's Feedback)

Feedback was received from various Stakeholders, viz- Students, Teachers and Alumni. Students are the most important pillars of an educational institution, and their feedback serves as an essential guide for sustaining and enhancing academic quality. For the academic year 2024–25, a total of 1388 *students* submitted feedback. The quantitative data indicates strong levels of satisfaction across teaching–learning, curriculum relevance, faculty support, and institutional facilities. A remarkable 95% of students agreed that the *present curriculum* supports their career goals, indicating strong curriculum alignment with learners' aspirations. Classroom teaching was rated highly, with 84% marking it as Excellent, Very Good, or Good. Teachers' academic support remained commendable as 91% confirmed receiving reference and study materials regularly. Use of ICT in teaching was acknowledged by 77.7% of students, though 22.3% expressed the need for enhanced digital teaching practices. Library facilities were well received, with over 82% rating them as Good to Excellent. Similarly, opportunities for departmental workshops and programmes were appreciated by 92.4% of the respondents.

While the overall feedback was appreciative, students also offered valuable constructive suggestions that highlight areas requiring further strengthening. These centred primarily on classroom cleanliness, washroom maintenance, digital integration, updated library resources, canteen hygiene, and the need for more practical exposure and skill-based activities. The institution carefully reviewed these observations and initiated appropriate measures to address them. The following table presents a consolidated summary of the key suggestions received and the corresponding actions taken to enhance the student experience and institutional functioning-

S. No.	Domain of Concern	Observations / Suggestions	Action Taken by the Institution
1.	Classroom & Infrastructure Maintenance	Students shared concerns about classroom cleanliness and ventilation, noting the need for regular maintenance of fans, lights, and benches. They also suggested enhancing the campus environment by increasing greenery and providing more seating areas for students to relax between classes.	Daily cleaning schedules were enforced and necessary repairs in classrooms were done. The campus environment was improved through a plantation drive and the installation of more benches. A phased plan for digital classroom upgradation has also been set in motion.

2.	Sanitation & Hygiene	Concerns regarding washroom hygiene, broken fittings, canteen hygiene concerns	Dedicated housekeeping team assigned, multiple washroom cleaning rounds, canteen vendor instructed to maintain hygiene; monthly water purifier servicing mandated.
3.	Library and Learning Resources	Students expressed the need for more recent books, updated editions, and improved access to digital study materials to enhance their learning experience.	New curriculum-based and reference material in English language books were added to the library, along with updated materials for competitive exams. Digital resources were expanded and the library catalogue was refreshed to improve accessibility
4.	Teaching-Learning & ICT Integration	Students noted limited use of ICT tools in classroom teaching and expressed a desire for more PPTs, videos, and online study materials. They also felt that teaching could be paced more effectively and supported with bilingual explanations.	Faculty were encouraged and provided training to enhance their use of ICT in teaching. PPTs and digital learning materials were shared with students on a regular basis. A proposal for establishing smart classrooms was submitted, and Department In-charges were asked to monitor ICT usage as well as the timely progression of the syllabus.
5.	Student Support, Emotional Well-being & Communication	Students sought better communication, emotional support, responsive grievance redressal, and earlier exam announcements.	Happiness Club was established to actively promote emotional well-being on campus and provide students with a space for positive engagement. The Counselling Cell was further strengthened, offering regular sessions to support students' mental health needs. A Student Help Desk was set up to assist with academic and administrative queries, and the grievance redressal system was streamlined to ensure quicker responses. To improve academic clarity, examination dates were announced earlier and the academic calendar was updated accordingly.



Action Taken Report (ATR)

Based on Teacher's Feedback

Faculty play a central role in shaping the academic environment of the institution, and their feedback offers valuable insight into the effectiveness of teaching-learning practices and institutional support systems. In session 2024-25, responses indicated strong satisfaction levels across several domains. A large majority, 97.3% rated the overall teaching environment as *Excellent* or *Good*, reflecting a positive academic climate. Student involvement in learning and classroom engagement strategies were also well appreciated, with 94.6% of teachers rating these areas as *Good* or *Excellent*. Likewise, the institution's encouragement of teamwork and exchange of teaching practices received strong endorsement, with 94.7% rating this as *Excellent* or *Good*.

Opportunities for professional development- including workshops, conferences, and higher studies were positively rated by 93.7% of faculty, although 6.3% marked them as only satisfactory, signalling the need to broaden and strengthen avenues for faculty development. The overall level of satisfaction was notably high, with over 80% of teachers rating their institutional experience positively, indicating a strong and favourable perception of the institutional climate. Infrastructure-related feedback showed moderate satisfaction- 12.5% of teachers rated classroom facilities as satisfactory, 12.5% rated lab facilities as satisfactory, and 14.3% expressed only satisfactory experience with ICT tools, indicating areas where improvements would be beneficial. In addition, a small proportion of faculty (around 5-6%) reported concerns related to communication, work-life balance, and overall well-being, suggesting the need for continued attention and supportive institutional measures.

To address these observations, the institution undertook several constructive measures aimed at enhancing faculty development, improving teaching-learning resources, and ensuring responsive administrative support. The details are summarised below:

S.No.	Domain of Concerns	Observations/Suggestions	Action Taken
1.	Teaching-Learning Environment	Faculty appreciated student participation and academic engagement but suggested more structured platforms for sharing innovative teaching practices.	Departments were encouraged to intensify interdepartmental academic exchanges, peer demonstrations, and collaborative teaching sessions to enhance pedagogic enrichment.



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2.	Opportunities for FDPs, Workshops & Higher Studies	10% of faculty rated opportunities for academic development as only <i>Satisfactory</i> , citing limited access to structured support.	Principal held an informal meeting and Faculty were guided to utilise government-sponsored FDPs, free online certification platforms, alumni expertise, and institutional-level academic collaborations. Departments were also advised to initiate MoUs with nearby institutions to expand academic exposure.
3.	Infrastructure: Classrooms & ICT Facilities	19.8 % Faculty indicated that classroom upgrades and ICT tools require strengthening to meet evolving pedagogical needs	A phased improvement plan was initiated, including classroom maintenance, integration of additional ICT resources, and enhanced monitoring of equipment functionality by Principal.
4.	Supportive Work Environment & Communication	A small section (6%) conveyed lower satisfaction levels and highlighted the need for clearer communication and individual guidance.	The Principal held focused informal meetings to understand specific concerns, and ensured strengthened communication channels, and provided personalised support wherever feasible
5.	Professional Collaboration & Research Culture	Faculty expressed interest in increased collaborative opportunities and research-oriented initiatives.	Steps were taken to promote joint seminars, encourage minor research projects, and facilitate interaction with subject experts through guest lectures and knowledge-sharing sessions.


Prof. Sugandha Tiwari

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Action Taken Report (ATR)

Based on Alumni Feedback

Alumni are vital stakeholders of any educational institution, serving as both torchbearers of its legacy and as valuable sources of insight for continuous improvement. During the 2024–25 session, feedback was collected from 167 alumni to assess their experiences across various dimensions, including admission procedures, faculty, infrastructure, learning environment, and co-curricular opportunities. Alumni, providing insights into their experiences with admission procedures, faculty, curriculum, infrastructure, co-curricular activities, and overall campus environment. The quantitative feedback reflected a high level of alumni satisfaction. The admission process received strong approval, with 43.1% rating it Excellent and 27.5% Very Good. Faculty performance was similarly appreciated, with 37.1% Excellent and 31.7% Very Good, while 74.8% rated their overall teaching–learning experience as Excellent or Very Good. Curriculum quality also received favourable responses, with 74.8% rating their course as Very Good or Excellent.

Infrastructure and laboratory facilities received positive ratings from 72% of alumni, while library resources were rated as Excellent, Very Good, or Good by 85.6%. Co-curricular opportunities, including sports and cultural activities, were also well regarded, with 88.6% marking them as Good to Excellent. Meanwhile, areas such as computer facilities, canteen hygiene, washroom maintenance, and digital integration were marked for improvement by a section of alumni

Alongside these encouraging ratings, alumni provided qualitative suggestions highlighting areas for further enhancement. Recommendations focused on upgrading classrooms and laboratories, enriching library resources with current books and journals, improving washroom hygiene, and integrating digital technology into teaching, including multimedia presentations and smart classrooms. Alumni also emphasized the need for more practical exposure, skill-development workshops, enhanced career guidance, mental wellness support, and stronger engagement through cultural and performing arts activities. In response, the institution has implemented a series of actions to address these suggestions while sustaining the strengths highlighted in the feedback. Classrooms and laboratories are being upgraded, library resources expanded, and ICT tools and digital integration promoted. Hygiene and maintenance have been enhanced through regular cleaning schedules and monitoring, while skill-building workshops, career counselling sessions, and co-curricular activities have been strengthened. Alumni engagement has been improved through annual meets and digital communication platforms, ensuring continuous dialogue and collaboration.

The following table summarizes the **key observations and actions taken** based on alumni feedback:


S.No.	Domain of Concern	Observations/ Suggestions	Action Taken
1.	Library & Digital Resources	Alumni requested updated books, journals, and better digital access.	Steps were taken to update the library with the latest books and journals, enhance digital resources for easier access, reorganize the catalogue for better usability, and provide additional study materials to support alumni and students in their academic pursuits.



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2.	Laboratory & Classroom Infrastructure	Alumni recommended improvements in laboratory equipment and the upkeep of classrooms to ensure a better learning environment.	Steps were taken to update laboratory equipment, thoroughly clean and organize classrooms, and plan phased improvements to the overall infrastructure.
3.	Academic & Skill Development	Alumni expressed a desire for more engaging learning experiences through interactive sessions, workshops, and increased practical exposure.	Departments have been guided to organize regular workshops and seminars, practical sessions have been strengthened, and additional skill development activities have been introduced.
4.	Digital Integration in Teaching	Alumni suggested improving digital classrooms and incorporating more multimedia teaching tools to make learning more engaging and interactive. They also recommended better library resources with updated books and journals, along with expanded digital access for study materials.	A proposal for smart classrooms was submitted, faculty were guided to integrate ICT tools into teaching, and digital notes along with e-resources were regularly shared with students.
5.	Alumni Engagement & Communication	Alumni expressed the need for stronger engagement and more effective communication channels with the institution.	Regular opportunities for alumni to connect with the institution were created through annual alumni meets, complemented by forming groups to facilitate ongoing communication. Periodic digital updates were shared to keep alumni informed about institutional developments, and they were actively invited to contribute as mentors, providing guidance and support to current students.
6.	Student Wellbeing & Support	Alumni recommended strengthening support for students' guidance and mental well-being, emphasizing initiatives that promote emotional resilience and overall wellness.	The Counselling Cell was enhanced to provide better support, with regular mental health and stress management sessions introduced, and alumni actively engaged to mentor and guide students.


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