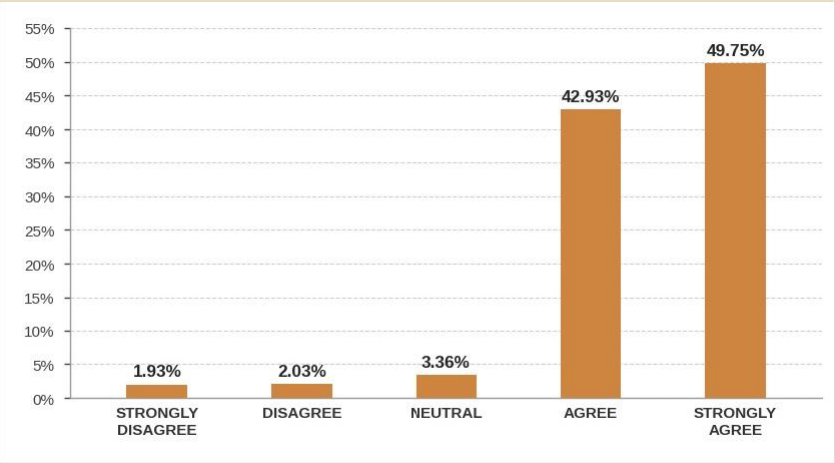
AGGARWAL COLLEGE BALLABGARH
A Post Graduate Co-educational College Accredited A++ (CGPA: 3.57) by NAAC
ISO 9001: 2015 & ISO 14001:2015 certified
College with Potential for Excellence (CPE) Status by UGC
Affiliated to M.D. University, Rohtak

Evaluation of Feedback from

STUDENTS ON TEACHERS

2024-25

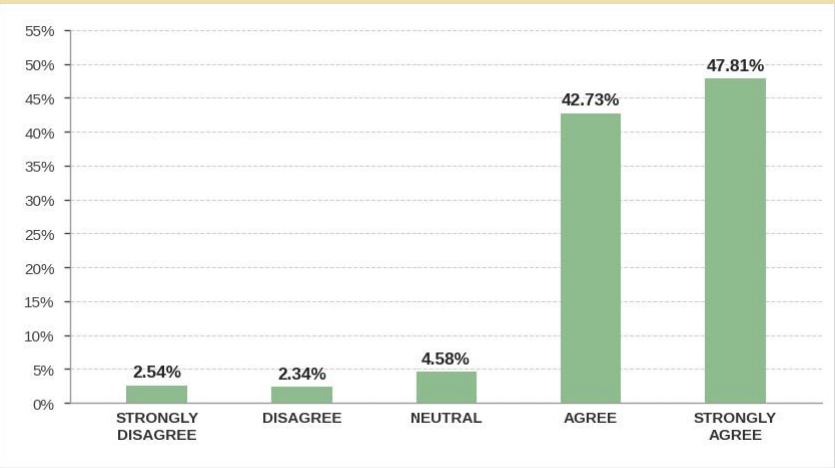
1. The teacher covers the entire syllabus in time



Action Taken:

- Circulated departmental teaching plans and monitored syllabus coverage every month.
- Reviewed lecture-delivery records in staff meetings to identify and correct any shortfall.
- Arranged extra and remedial classes wherever coverage lagged behind the teaching plan.

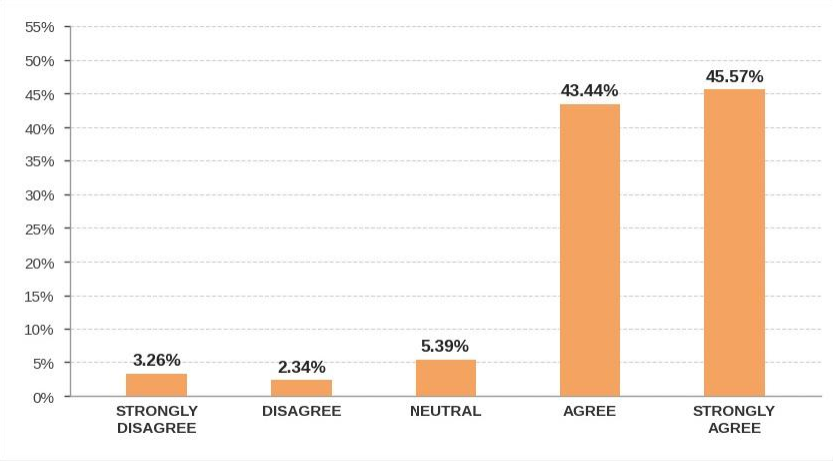
2. The teacher encourages students to ask questions and participate actively



Action Taken:

- Promoted interactive, participative pedagogy through faculty development programmes.
- Encouraged use of group discussion, peer learning and classroom seminars in every course.
- Reduced dependence on one-way lectures by adopting activity-based teaching methods.

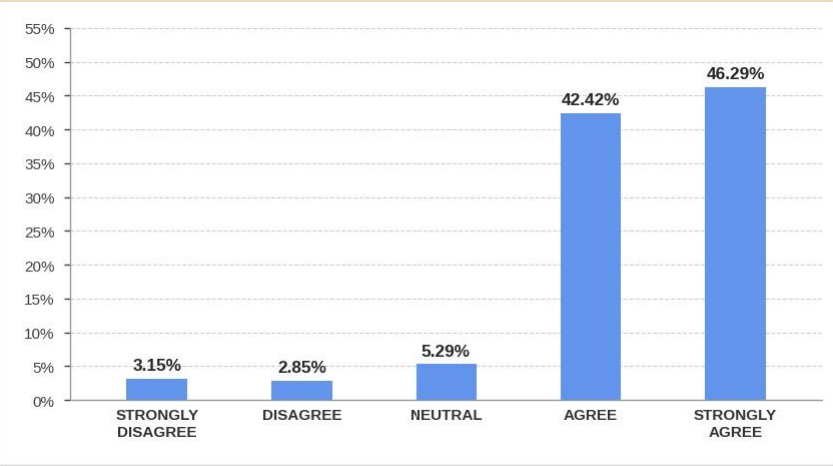
3. The teacher checks students' understanding during and after lessons



Action Taken:

- Institutionalised short in-class tests, oral questioning and concept checks in every unit.
- Introduced periodic class tests with departmental review of the outcomes.
- Identified slow learners through continuous assessment and enrolled them for remedial support.

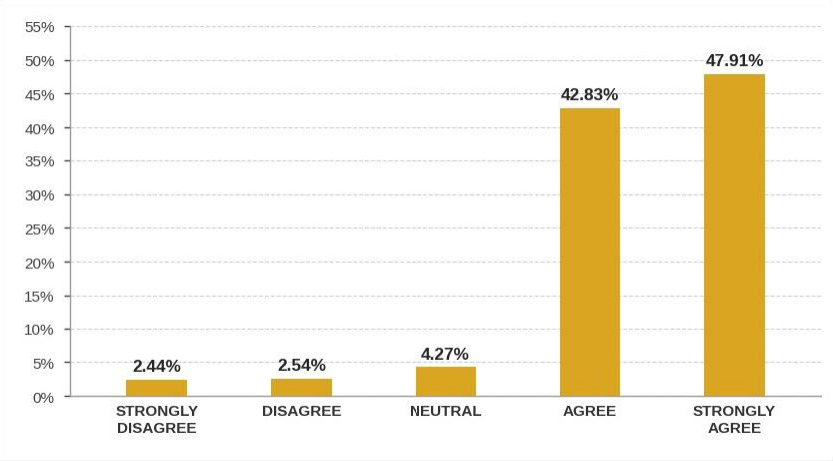
4. The teacher relates the subject to real-life examples and applications



Action Taken:

- Encouraged case-based and application-oriented teaching across all disciplines.
- Organised guest lectures, expert talks and industrial visits to link theory with practice.
- Supported project work and field study that apply classroom concepts to real situations.

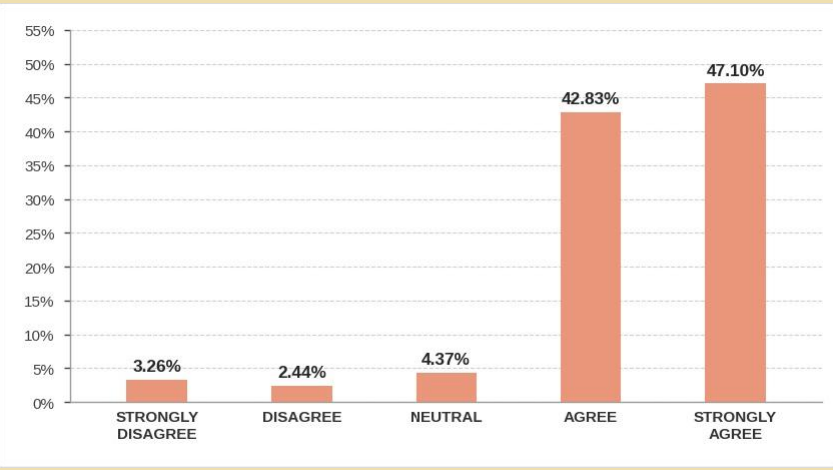
5. The teacher is punctual, regular and utilises class time effectively



Action Taken:

- Strengthened biometric attendance and timetable monitoring for all teaching staff.
- Reviewed lecture-engagement registers periodically at the departmental level.
- Ensured substitute arrangements so that no scheduled period is left unattended.

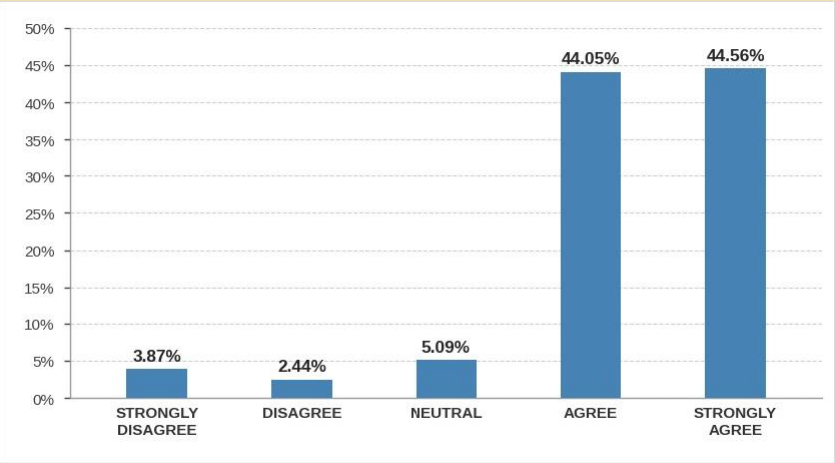
6. The teacher evaluates assignments and tests fairly and transparently



Action Taken:

- Adopted disclosed marking schemes and rubrics for internal assessment.
- Introduced answer-script show-days so students can view their evaluated papers.
- Set up a departmental moderation and re-check mechanism for internal assessment marks.

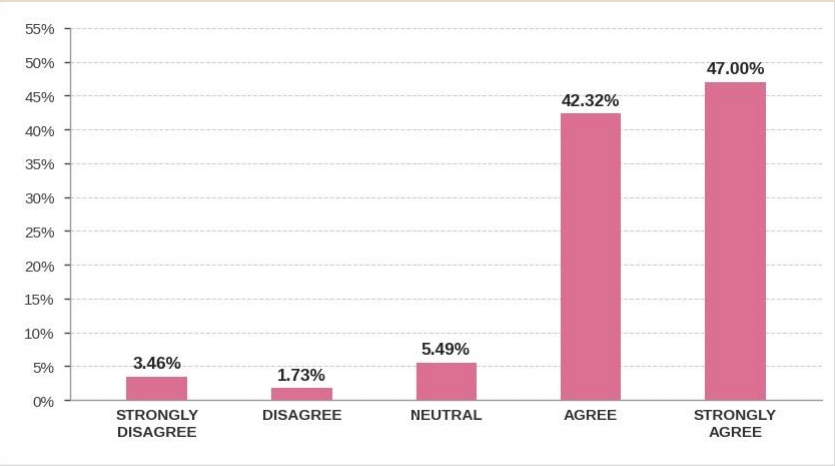
7. The teacher provides timely and constructive feedback on academic performance



Action Taken:

- Fixed maximum turnaround timelines for the return of evaluated assignments and tests.
- Required written, improvement-focused comments in addition to marks awarded.
- Shared periodic performance reports with students and, where needed, with parents.

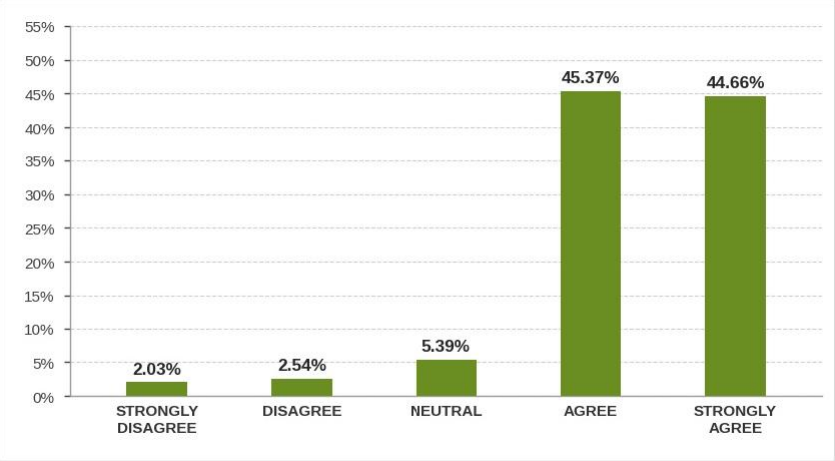
8. The teacher motivates and guides students for higher learning and skill development



Action Taken:

- Organised career-counselling, competitive-examination and higher-education guidance sessions.
- Introduced skill-enhancement and certificate courses with faculty mentors attached.
- Encouraged student participation in research, seminars and co-curricular competitions.

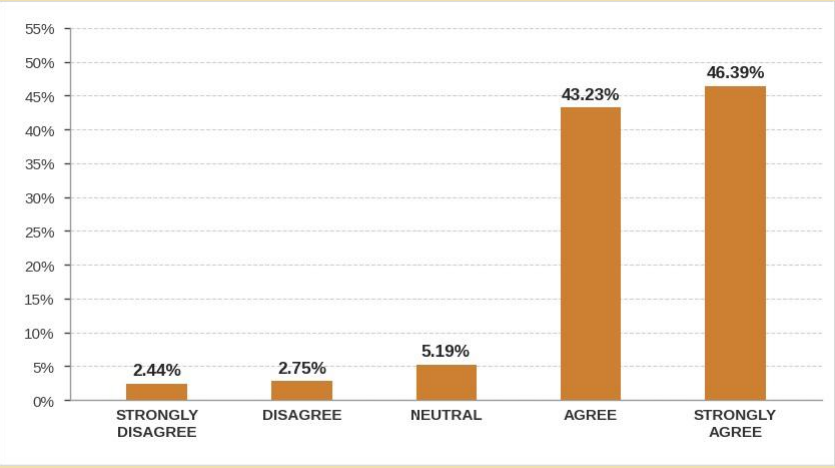
9. The teacher is approachable and provides mentoring beyond classroom teaching



Action Taken:

- Notified faculty consultation hours for student interaction outside teaching hours.
- Allotted every student to a faculty mentor under the institutional mentoring scheme.
- Made counselling and student-welfare support accessible through the mentoring network.

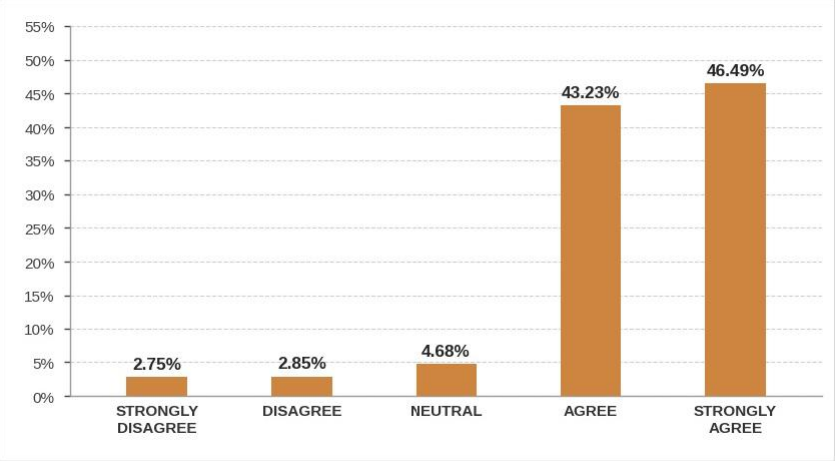
10. The teacher treats students with respect and maintains a positive classroom environment



Action Taken:

- Reiterated the code of professional conduct for faculty in staff orientation programmes.
- Constituted grievance and anti-ragging committees with confidential reporting channels.
- Promoted an inclusive classroom culture that respects gender, social and regional diversity.

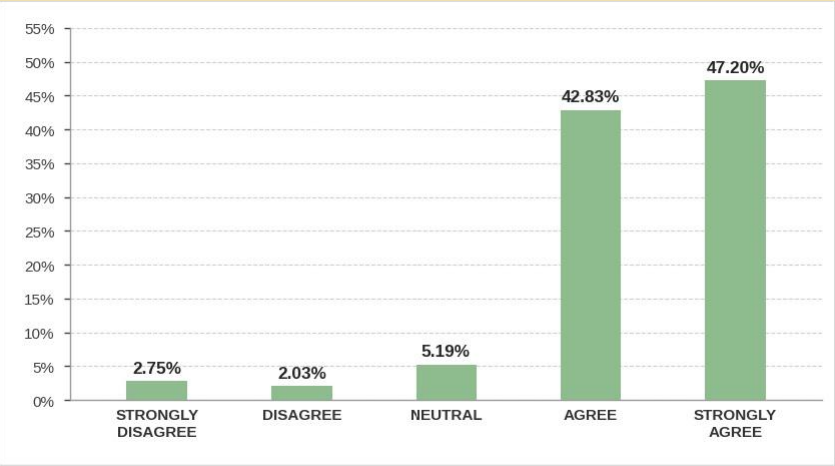
11. Teaching develops critical thinking, analytical ability and problem-solving skills



Action Taken:

- Encouraged problem-solving, analytical and enquiry-based assignments in place of rote learning.
- Introduced student seminars, projects and research-oriented activities in the curriculum.
- Organised faculty development programmes on higher-order thinking and outcome-based education.

12. Overall satisfaction with the quality of teaching and guidance provided



Action Taken:

- Institutionalised annual student feedback on teachers with confidential faculty-wise reporting.
- Shared consolidated feedback outcomes with faculty for reflection and improvement planning.
- Linked identified gaps to targeted faculty development and pedagogic training.