

INTERNAL QUALITY ASSURANCE CELL

STUDENTS' FEEDBACK 2024-25



GOVERNMENT DEGREE COLLEGE PULWAMA NAAC ACCREDITED GRADE A

Introduction:

NAAC Re-Accredited Grade "A"

Students' Feedback is of great significance as it provides valuable insights into various aspects of the academic and non-academic components of the College. It helps identify strengths and weaknesses in teaching methods, course design, and curriculum delivery. It also aids in understanding what motivates students and the challenges they face. It supports decision-making in assigning priorities for changes in academic transactions, technology, and other facilities. Further, it helps recognize factors leading to dissatisfaction, such as stress, academic pressure, etc., and creates an environment conducive to academic success and student well-being. By systematically analyzing the feedback from such surveys, the college envisions creating a more supportive, inclusive, and effective learning environment.

The feedback process was conducted in preparation for the submission of the Annual Quality Assurance Report (2024-25). A comprehensive survey was conducted with 1361 students, utilizing a questionnaire

developed by the College IQAC team. A Google form was shared with the students, and on the basis of responses received, an analysis was done for all 15 queries of the survey.

FEEDBACK OF STUDENTS ON TEACHERS & TEACHING PRACTICES

The semester-wise distribution of students' feedback was obtained. An effort was made to assess student feedback on the quality of teaching by the faculty. Questions were designed to assess various aspects of teaching, learning & evaluation. After evaluating the data, recommendations from IQAC were forwarded to the worthy Principal for necessary action.



NAAC Re-Accredited Grade "A"

Annexure I: Students' Feedback Metrics (2024–25)

1. My teacher starts and ends the class on time. * Semester Crosstabulation					
Count					
		Semester			Total
		1st	3rd	5th	
1. My teacher starts and ends the class on time.	Always	563	387	274	1224
	Never	6	2	5	13
	Often	20	21	19	60
	Rarely	7	11	8	26
	Sometimes	8	16	14	38
Total		604	437	320	1361

2. My teacher completes the syllabus of the course assigned for the period. * Semester Crosstabulation					
Count					
		Semester			Total
		1st	3rd	5th	
2. My teacher completes the syllabus of the course assigned for the period.	Always	554	373	266	1193
	Never	1	1	1	3
	Often	31	34	29	94
	Rarely	5	16	7	28
	Sometimes	13	13	17	43
Total		604	437	320	1361

3. My teacher is well-prepared for class * Semester Crosstabulation					
Count					
		Semester			Total
		1st	3rd	5th	
3. My teacher is well-prepared for class	Always	580	386	293	1259
	Never	2	2	4	8
	Often	16	21	12	49
	Rarely	3	13	9	25
	Sometimes	3	15	2	20
Total		604	437	320	1361

4. My teacher schedules and informs students in advance about course layout, tutorials, assignments, class test, quizzes, assessments etc that may have to be conducted for the course and conducts them on time * Semester Crosstabulation					
Count					
		Semester			Total
		1st	3rd	5th	
4. My teacher schedules and informs students in advance about course layout, tutorials, assignments, class test, quizzes, assessments etc that may have to be conducted for the course and conducts them on time	Always	539	354	265	1158
	Never	7	3	3	13
	Often	27	35	21	83
	Rarely	4	8	9	21
	Sometimes	27	37	22	86
Total		604	437	320	1361

5. My teacher's Communication skills are up to the mark. * Semester Crosstabulation					
Count					
		Semester			Total
		1st	3rd	5th	
5. My teacher's Communication skills are up to the mark.	Agree	182	178	131	491
	Always	2	0	0	2
	Disagree	3	3	5	11
	Neutral	23	18	19	60
	Strongly Agree	392	236	164	792
	Strongly Disagree	2	2	1	5
Total		604	437	320	1361

6. My teacher Encourages students to ask questions. * Semester Crosstabulation					
Count					
		Semester			Total
		1st	3rd	5th	
6. My teacher Encourages students to ask questions.	Always	523	327	235	1085
	Never	3	4	3	10
	Often	39	48	38	125
	Rarely	2	7	6	15
	Sometimes	35	51	38	124
	Strongly Agree	2	0	0	2
Total		604	437	320	1361

7. My teacher tries to create interest in the subject and tries to make class interactive. *					
Semester Crosstabulation					
Count					
		Semester			Total
		1st	3rd	5th	
7. My teacher tries to create interest in the subject and tries to make class interactive.	Always	535	342	254	1131
	Never	6	9	5	20
	Often	37	46	34	117
	Rarely	6	10	12	28
	Sometimes	20	30	15	65
Total		604	437	320	1361

8. My teacher extends help to students irrespective of gender, ethnicity & culture. *					
Semester Crosstabulation					
Count					
		Semester			Total
		1st	3rd	5th	
8. My teacher extends help to students irrespective of gender, ethnicity & culture.	Agree	191	133	100	424
	Always	2	0	0	2
	Disagree	27	41	25	93
	Neutral	38	44	27	109
	Strongly agree	171	75	62	308
	Strongly disagree	175	144	106	425
Total		604	437	320	1361

9. My teacher Inspires students towards ethical conduct and right actions. * Semester					
Crosstabulation					
Count					
		Semester			Total
		1st	3rd	5th	
9. My teacher Inspires students towards ethical conduct and right actions.	Always	528	335	234	1097
	Never	2	3	3	8
	Often	30	51	35	116
	Rarely	12	9	11	32
	Sometimes	30	39	37	106
	Strongly disagree	2	0	0	2
Total		604	437	320	1361



10. My teacher helps me identify my strengths and weaknesses and guides me to improve. *					
Semester Crosstabulation					
Count					
		Semester			Total
		1st	3rd	5th	
10. My teacher helps me identify my strengths and weaknesses and guides me to improve.	Always	508	319	232	1059
	Never	5	12	11	28
	Often	46	49	30	125
	Rarely	9	14	15	38
	Sometimes	36	43	32	111
Total		604	437	320	1361

11. My teacher helps me develop soft skills, life skills and employability skills * Semester					
Crosstabulation					
Count					
		Semester			Total
		1st	3rd	5th	
11. My teacher helps me develop soft skills, life skills and employability skills	Always	464	315	217	996
	Never	6	10	12	28
	Often	86	53	37	176
	Rarely	5	12	16	33
	Sometimes	43	47	38	128
Total		604	437	320	1361

12. My teacher Uses innovative teaching method like new software tools, digital gadgets, innovations in teaching. * Semester Crosstabulation					
Count					
		Semester			Total
		1st	3rd	5th	
12. My teacher Uses innovative teaching method like new software tools, digital gadgets, innovations in teaching.	Always	417	278	212	907
	Never	15	15	16	46
	Often	80	54	33	167
	Rarely	31	18	12	61
	Sometimes	61	72	47	180
Total		604	437	320	1361



13. My teacher encourages me to participate in extracurricular activities * Semester					
Crosstabulation					
Count					
		Semester			Total
		1st	3rd	5th	
13. My teacher encourages me to participate in extracurricular activities	Always	444	297	215	956
	Never	10	11	11	32
	Often	74	49	38	161
	Rarely	9	10	14	33
	Sometimes	67	70	42	179
Total		604	437	320	1361

14. My teacher ensures that tutorials and assignments are based on subject content * Semester					
Crosstabulation					
Count					
		Semester			Total
		1st	3rd	5th	
14. My teacher ensures that tutorials and assignments are based on subject content	Always	541	377	271	1189
	Never	4	5	1	10
	Often	27	21	21	69
	Rarely	5	11	7	23
	Sometimes	27	23	20	70
Total		604	437	320	1361

15. Overall how would you rank your teacher in the period under reference * Semester					
Crosstabulation					
Count					
		Semester			Total
		1st	3rd	5th	
15. Overall how would you rank your teacher in the period under reference	Always	2	0	0	2
	Excellent	187	129	104	420
	Fair	3	7	6	16
	Good	20	33	19	72
	outstanding	356	223	160	739
	Poor	3	2	4	9
	Very Good	33	43	27	103
Total		604	437	320	1361

Annexure II: Detailed Analysis of Students' Feedback Metrics (2024–25) & Action Taken Report (ATR) On Students' Feedback (Academic Year 2024–25)

Detailed Analysis of Student Feedback Metrics (2024–25)

1. Student Demographics Analysis

Semester Distribution

1. The highest response rates are observed in the first semester, suggesting a greater level of engagement and willingness to share feedback among new students.
2. As the semester progresses, there is a natural decline in representation, which can be attributed to the onset of familiarity fatigue.
3. Despite these variations, the responses remain sufficiently balanced to facilitate generalisation across different levels.

Batch Distribution

1. The majority of responses originate from students of the 2025 batch, indicating that younger cohorts are more engaged in feedback processes.
2. This observation suggests that institutional changes will have the most significant impact on the 2024–25 learning cohorts.

2. Analysis of Each Feedback Metric

(A) The teacher starts and ends class on time

1. Punctuality and effective time management.

2. Establishment of discipline and predictability in the learning process.

Both interpretations detail significant areas of teacher performance.

(B) Completion of Syllabus

1. Teachers demonstrate remarkable consistency in completing the curriculum on time.

2. This ensures that academic planning aligns with examination schedules.

(C) Teacher preparedness

It is the strongest Indicator of Academic Professionalism. It reflects Mastery of Subject Content, Structured Lesson Planning, and Clarity of Classroom Objectives.

(D) Advance scheduling of academic activities

1. Effective communication practices are in place.

2. Students are well-informed about assessments, assignments, and course structure.

3. Transparency in academic processes is maintained.

(E) Communication skills of the teacher

1. Over 94% of students are satisfied with the communication process.

2. A negligible percentage (<1%) expresses dissatisfaction, which is insignificant.

3. High communication competence facilitates the effective delivery of knowledge.

(F) Encourages questioning

1. Promotes inquiry-based learning.

2. Demonstrates a supportive classroom environment.

3. Approximately 2% of students feel unheard, presenting an opportunity for improvement in inclusiveness.

(G) Creates interest and interactivity

1. Teachers effectively foster student engagement and interest.
2. Interactive teaching methods diminish passive learning and enhance student participation.

(H) Extends help irrespective of gender/ethnicity/culture

1. This metric is the only one that indicates a certain level of dissatisfaction.
2. It suggests perception gaps regarding fairness or equal treatment.
3. Immediate review is required, as it could be due to misunderstandings or communication issues.
4. Alternatively, it might reflect sensitivity towards inclusivity or interpersonal interactions.

(I) Inspires ethical conduct & right actions

1. Teachers are viewed as moral and ethical role models.
2. Supports a value-based education culture.

(J) Helps identify strengths & weaknesses

1. Teachers provide constructive feedback.
2. Students feel guided individually.
3. Helpful for academic and personal development.

(K) Helps develop soft skills & employability

1. Teacher's role extends to personality and career development.
2. Indicates alignment with NEP-style holistic learning.

(L) Uses innovative tools/technology

1. The majority feel classrooms are technology-enabled.
2. However, innovation adoption shows room for improvement. Need more digital integration, modern tools, and blended-learning strategies.

(M) Encourages participation in extracurricular activities

1. Teachers promote overall development.
2. Students perceive encouragement beyond academics.

(N) Assignments based on subject content

1. Strong relevance and quality of academic tasks.
2. Shows academic integrity and structured assessment design.

(O) Overall teacher ranking

1. 92.8% rate teachers as "Very Good" to "Outstanding".
2. This reflects extremely high student satisfaction and teacher performance quality.

Conclusion:

The data strongly indicates that teaching quality is **high, consistent, and professionally delivered**. Students express a high degree of satisfaction across almost all key teaching parameters. The only notable issue arises around perceived inclusivity, which warrants immediate academic and administrative attention.

Action Taken Report (ATR) On Students' Feedback (Academic Year 2024–25)

The institution systematically collects student feedback every academic year to evaluate the effectiveness of teaching–learning processes and overall academic delivery. The feedback for the academic year 2024–25 was analyzed in detail, covering aspects such as punctuality, syllabus completion, preparedness, communication skills, inclusiveness, innovative teaching practices, mentoring, and overall teacher performance.

Based on the analysis, appropriate **corrective, preventive, and enhancement measures** have been initiated to strengthen quality assurance and continuous improvement.

1. Key Strengths Identified and Actions Taken

1.1 Punctuality and Time Management

Feedback Observation:

A very high percentage of students reported that teachers start and end classes on time.

Action Taken:

- Existing time-table adherence practices were **reinforced and appreciated** during departmental meetings.
- Best practices related to punctuality were **recognized and encouraged** to maintain consistency.
- Faculty members were advised to continue effective time utilization for academic discussions and doubt-clearing.

1.2 Syllabus Completion and Course Planning

Feedback Observation:

Most students strongly agreed that teachers complete the syllabus within the stipulated period.

Action Taken:

- Departments were instructed to **maintain course plans and teaching schedules** in advance.

2. Periodic reviews of syllabus coverage were continued through **departmental academic audits**.
3. Remedial and extra classes were planned wherever minor gaps were identified.

1.3 Teacher Preparedness

Feedback Observation:

An overwhelming majority of students perceived teachers as well-prepared for classes.

Action Taken:

1. Faculty members were encouraged to continue **structured lesson planning**.
2. Sharing of **best teaching practices** was promoted during faculty development meetings.
3. Academic leadership acknowledged faculty preparedness as a key institutional strength.

1.4 Communication Skills

Feedback Observation:

Most students rated teachers' communication skills as very good to excellent.

Action Taken:

1. Faculty were encouraged to sustain clarity in explanations and student engagement.
2. Workshops on **effective classroom communication and presentation skills** were recommended for continuous improvement.
3. New faculty members were guided through mentoring programs.

1.5 Student Engagement and Interactive Teaching

Feedback Observation:

Teachers actively encourage questions and make classes interactive.

Action Taken:

1. Interactive pedagogical approaches such as **discussion-based learning, quizzes, and problem-**

solving sessions were reinforced.

2. Faculty were advised to allocate dedicated time for student queries and feedback during lectures.
3. Departments promoted peer-learning and collaborative activities.

2. Areas for Improvement Identified and Actions Initiated

2.1 Inclusiveness and Equal Support

Feedback Observation:

A mixed response was observed regarding teachers extending help irrespective of gender, ethnicity, and culture.

Action Taken:

1. Sensitization programs on **inclusive teaching practices** were planned and completed successfully.
2. Faculty were advised to ensure **equitable participation** and unbiased academic support.
3. Institutional policies on inclusivity and equity were reiterated in staff meetings.

2.2 Use of Innovative Teaching Methods

Feedback Observation:

While many students appreciated innovative teaching methods, a section indicated scope for improvement.

Action Taken:

1. Faculty were encouraged to integrate **ICT tools, digital platforms, and e-content** in teaching.
2. Training sessions on **Learning Management Systems (LMS), educational software, and blended learning** were organized.
3. Departments were motivated to adopt **student-centric and technology-enabled pedagogy**.

2.3 Development of Soft Skills and Employability Skills

Feedback Observation:

A majority agreed that teachers support skill development, though further enhancement was suggested.

Action Taken:

1. Soft skills, life skills, and employability components were **integrated into curriculum delivery**.
2. Guest lectures, workshops, and industry interaction sessions were organized.
3. Faculty mentors were encouraged to guide students on career readiness and personal development.

2.4 Mentoring and Personalized Guidance

Feedback Observation:

Students acknowledged guidance in identifying strengths and weaknesses, with some scope for deeper mentoring.

Action Taken:

1. The **mentor–mentee system** was strengthened across departments.
2. Faculty mentors were advised to conduct **regular academic and personal counselling sessions**.
3. Documentation of mentoring activities was streamlined.

2.5 Extracurricular and Holistic Development

Feedback Observation:

Teachers largely encourage participation in extracurricular activities.

Action Taken:

1. Departments collaborated with student clubs and committees to enhance participation.
2. Faculty coordinators were encouraged to motivate students towards **sports, cultural, and social activities**.
3. Recognition of student participation and achievements was strengthened.

3. Overall Performance and Quality Enhancement

Feedback Observation:

A significant majority of students rated teachers as **Outstanding / Excellent / Very Good**, indicating high satisfaction.

Office of the Principal
Govt. Degree College Pulwama, Kashmir

Newa Road, Near District Sports Stadium Pulwama - 192301

NAAC Re-Accredited Grade "A"



گورنمنٹ ڈگری کالج پلوامہ کشمیر

Model College under RUSA 2.0

Star College Status by DBT- Govt. of India

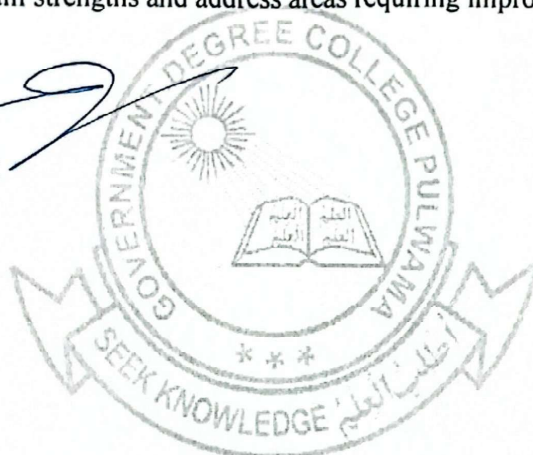
Action Taken:

1. High-performing faculty were recognized and appreciated at institutional forums.
2. Continuous professional development was emphasized to maintain academic excellence.
3. Feedback findings were communicated to faculty to promote reflective teaching practices.

Conclusion:

The student feedback for the academic year 2024-25 reflects a **high level of satisfaction** with teaching effectiveness, commitment, and academic delivery. The institution has taken both **appreciative and corrective actions** to sustain strengths and address areas requiring improvement.


COORDINATOR-IQAC



NAAC Re-Accredited Grade "A"

