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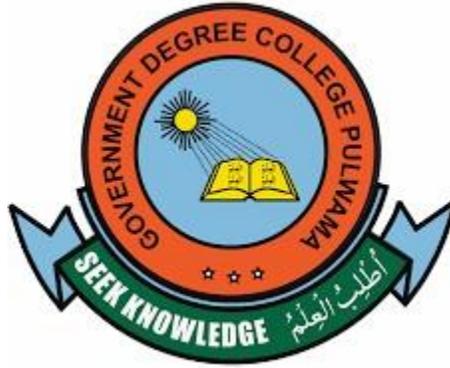**Star College Status by DBT- Govt. of India**

INTERNAL QUALITY ASSURANCE CELL

TEACHERS' FEEDBACK 2024-25

GOVERNMENT DEGREE COLLEGE PULWAMA

NAAC ACCREDITED GRADE A

Introduction:

Teachers' feedback forms a vital pillar in the continuous improvement and quality enhancement processes of a college. It provides a structured platform for faculty members to express their views on academic policies, curriculum design, infrastructure, governance, professional development opportunities, and overall institutional functioning. By systematically collecting and analysing this feedback, the institution gains valuable insights into pedagogical challenges, resource gaps, and areas requiring administrative intervention.

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Constructive feedback from teachers not only strengthens teaching–learning practices but also fosters participatory governance, transparency, and accountability. It enables the college to align its academic and institutional strategies with faculty expectations, emerging educational trends, and quality benchmarks. It serves as a reflective mechanism that supports evidence-based decision-making and promotes a culture of excellence, collaboration, and sustained institutional growth.

The feedback process was conducted in preparation for the submission of the Annual Quality Assurance Report (2024-25). A comprehensive survey was conducted with 69 teachers, utilizing a questionnaire developed by the College IQAC team. A Google Form was shared with the teachers, and on the basis of responses received, an analysis was done for all 16 queries of the survey.

The distribution of teachers' feedback was obtained on academic policies, curriculum design, infrastructure, governance, professional development opportunities, and overall institutional functioning. An effort was made to assess teachers' feedback on pedagogical challenges, resource gaps, and areas requiring administrative intervention. After evaluating the data, recommendations from IQAC were forwarded to the worthy Principal for necessary action.

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

1. Aims and objectives of the syllabus are well defined and clear to teachers and students

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Average	9	13.0	13.0	13.0
	Excellent	24	34.8	34.8	47.8
	Good	23	33.3	33.3	81.2
	Poor	1	1.4	1.4	82.6
	Very Good	12	17.4	17.4	100.0
	Total	69	100.0	100.0	

2. The course/syllabus has good balance between theory and application

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Average	8	11.6	11.6	11.6
	Excellent	17	24.6	24.6	36.2
	Good	31	44.9	44.9	81.2
	Poor	2	2.9	2.9	84.1
	Very Good	11	15.9	15.9	100.0
	Total	69	100.0	100.0	

3. Curriculum having good academic flexibility

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Average	10	14.5	14.5	14.5
	Excellent	17	24.6	24.6	39.1
	Good	26	37.7	37.7	76.8
	Poor	2	2.9	2.9	79.7
	Very Good	14	20.3	20.3	100.0
	Total	69	100.0	100.0	

4. Have the freedom to adopt new techniques/strategies of teaching such as seminar presentations, group discussion and learners participations.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Average	7	10.1	10.1	10.1
	Excellent	31	44.9	44.9	55.1
	Good	29	42.0	42.0	97.1
	Poor	2	2.9	2.9	100.0
	Total	69	100.0	100.0	

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5. Classroom Facilities (LCD/Audio/Computer/Seating Arrangement Etc.)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Average	12	17.4	17.4	17.4
	Excellent	25	36.2	36.2	53.6
	Good	20	29.0	29.0	82.6
	Poor	2	2.9	2.9	85.5
	Very Good	10	14.5	14.5	100.0
	Total	69	100.0	100.0	

6. The Syllabus/Curriculum, prescribed/listed as reference materials are relevant, updated and appropriate

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Average	11	15.9	15.9	15.9
	Excellent	10	14.5	14.5	30.4
	Good	39	56.5	56.5	87.0
	Very Good	9	13.0	13.0	100.0
	Total	69	100.0	100.0	

7. Infrastructural facilities, such as teacher's rooms/class rooms, reading rooms and toilets are available in the Department.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Average	5	7.2	7.2	7.2
	Excellent	25	36.2	36.2	43.5
	Good	26	37.7	37.7	81.2
	Poor	6	8.7	8.7	89.9
	Very Good	7	10.1	10.1	100.0
	Total	69	100.0	100.0	

8. Orientation/ Induction Programme to the newly enrolled students

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Average	7	10.1	10.1	10.1
	Excellent	16	23.2	23.2	33.3
	Good	32	46.4	46.4	79.7
	Poor	4	5.8	5.8	85.5
	Very Good	10	14.5	14.5	100.0
	Total	69	100.0	100.0	

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9. How do you rate development activities organized by the department/College/Institution for your overall development		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Average	11	15.9	15.9	15.9
	Excellent	19	27.5	27.5	43.5
	Good	28	40.6	40.6	84.1
	Poor	2	2.9	2.9	87.0
	Very Good	9	13.0	13.0	100.0
	Total	69	100.0	100.0	

10. The environment in the Institute is conducive to teaching and research		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Average	9	13.0	13.0	13.0
	Excellent	18	26.1	26.1	39.1
	Good	30	43.5	43.5	82.6
	Poor	3	4.3	4.3	87.0
	Very Good	9	13.0	13.0	100.0
	Total	69	100.0	100.0	

11. Courses--their application and their relevance in real life		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Average	10	14.5	14.5	14.5
	Excellent	21	30.4	30.4	44.9
	Good	29	42.0	42.0	87.0
	Poor	5	7.2	7.2	94.2
	Very Poor	4	5.8	5.8	100.0
	Total	69	100.0	100.0	

12. Sufficient number of prescribed books are available in the Library/ Availability of Virtual Learning Facilities		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Average	9	13.0	13.0	13.0
	Excellent	27	39.1	39.1	52.2
	Good	29	42.0	42.0	94.2
	Poor	2	2.9	2.9	97.1
	Very Poor	2	2.9	2.9	100.0
	Total	69	100.0	100.0	

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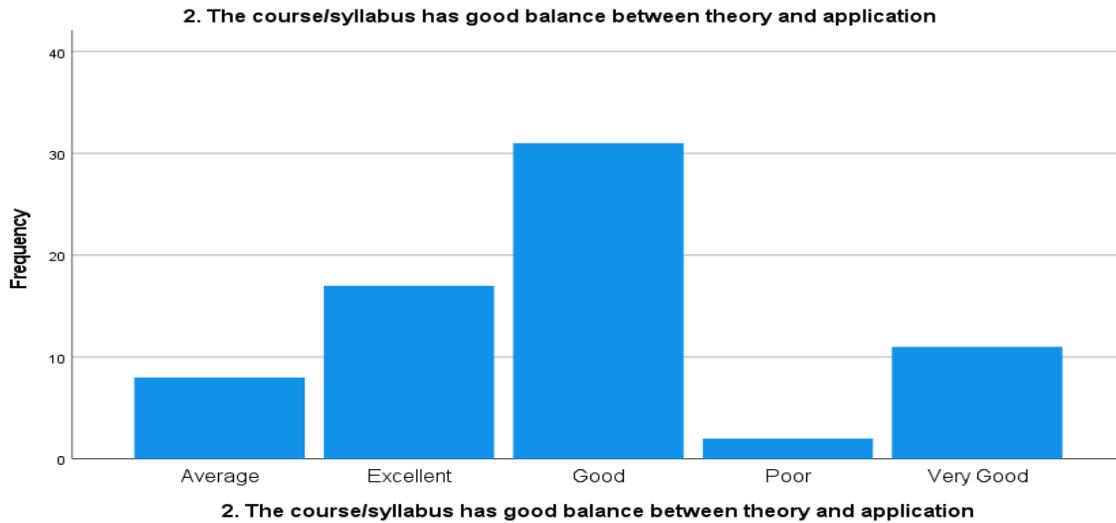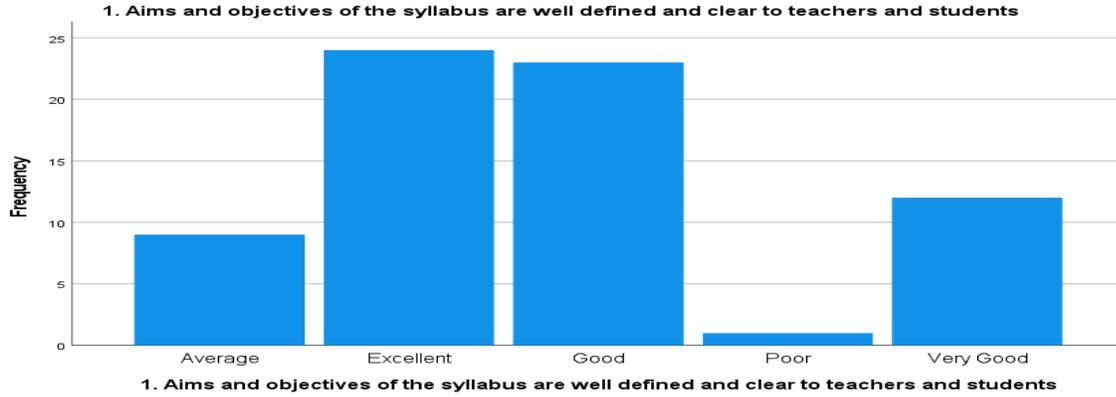
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13. Infrastructure: Laboratory facilities for the course transaction		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Average	6	8.7	8.7	8.7
	Excellent	21	30.4	30.4	39.1
	Good	32	46.4	46.4	85.5
	Poor	4	5.8	5.8	91.3
	Very Good	6	8.7	8.7	100.0
	Total	69	100.0	100.0	

14. Project guidance/field visits/industrial visits		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Average	14	20.3	20.3	20.3
	Excellent	13	18.8	18.8	39.1
	Good	27	39.1	39.1	78.3
	Poor	7	10.1	10.1	88.4
	Very Good	8	11.6	11.6	100.0
	Total	69	100.0	100.0	

15. How do you rate development activities organized by the Department/College/Institution for your overall development		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Average	9	13.0	13.0	13.0
	Excellent	22	31.9	31.9	44.9
	Good	27	39.1	39.1	84.1
	Poor	5	7.2	7.2	91.3
	Very Good	6	8.7	8.7	100.0
	Total	69	100.0	100.0	

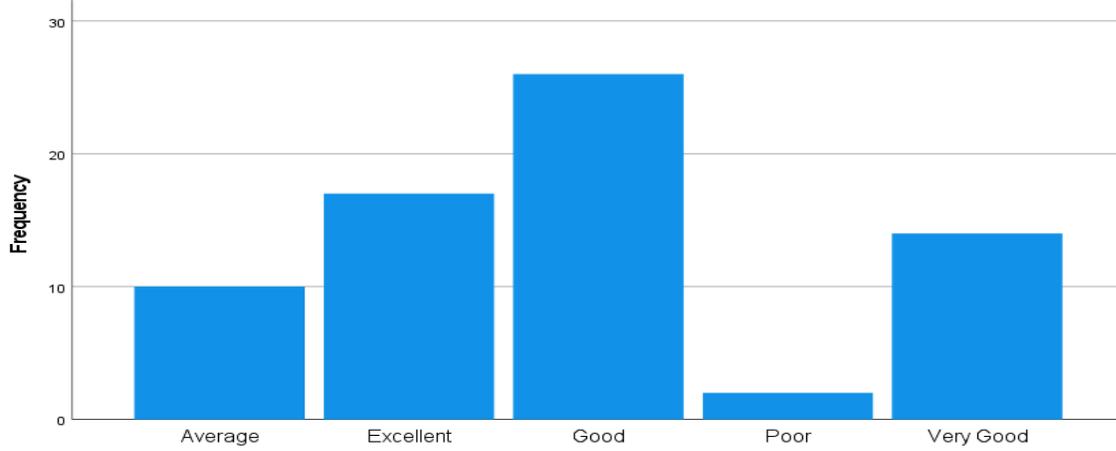| 16. Do you consider Improvement in the teaching and learning process		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Desperately Required	10	14.5	14.5	14.5
	Moderately Required	33	47.8	47.8	62.3
	Not Required at all	3	4.3	4.3	66.7
	Required	23	33.3	33.3	100.0
	Total	69	100.0	100.0	

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1. Aims and objectives of the syllabus are well defined and clear to teachers and students

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2. The course/syllabus has good balance between theory and application

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3. Curriculum having good academic flexibility

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4. Have the freedom to adopt new techniques/strategies of teaching such as seminar presentations, group discussion and learners participations.

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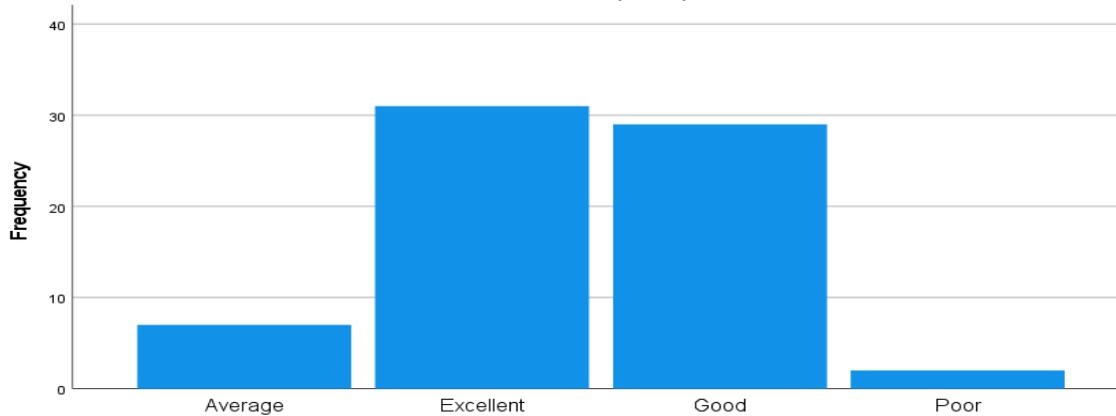
5. Classroom Facilities (LCD/Audio/Computer/Seating Arrangement Etc.)
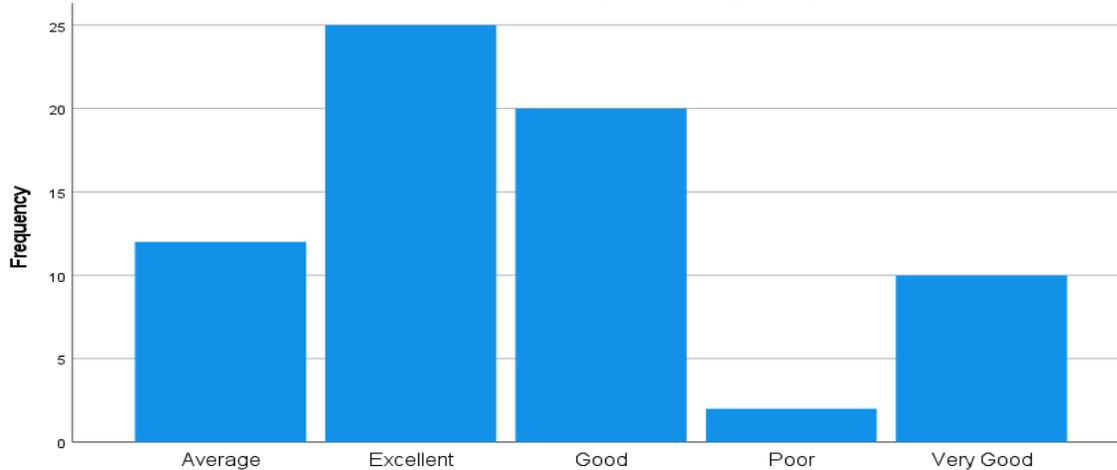
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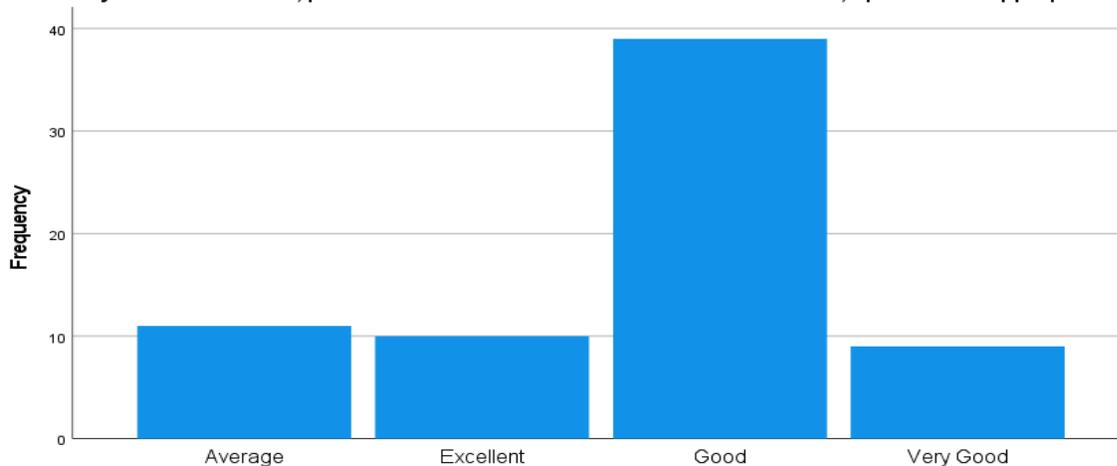
7. Infrastructural facilities, such as teacher's rooms/class rooms, reading rooms and toilets are available in the Department.
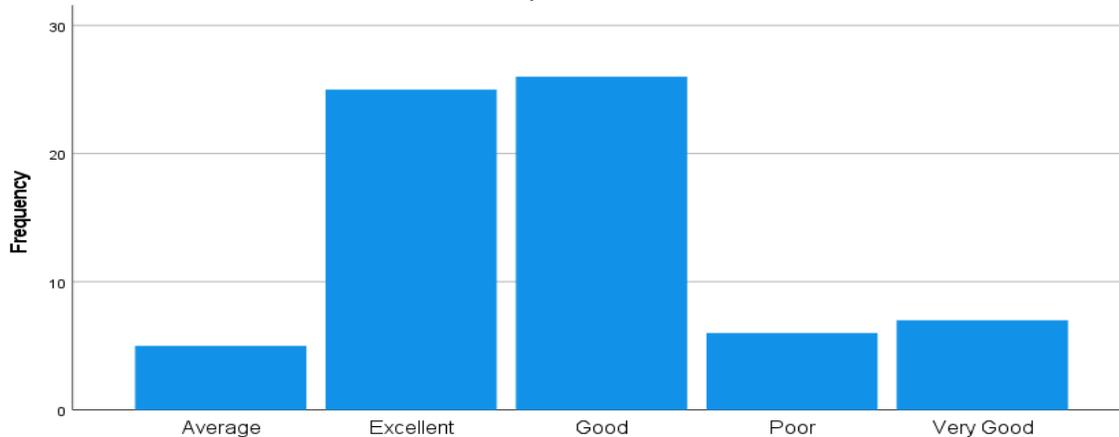
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8. Orientation/ Induction Programme to the newly enrolled students
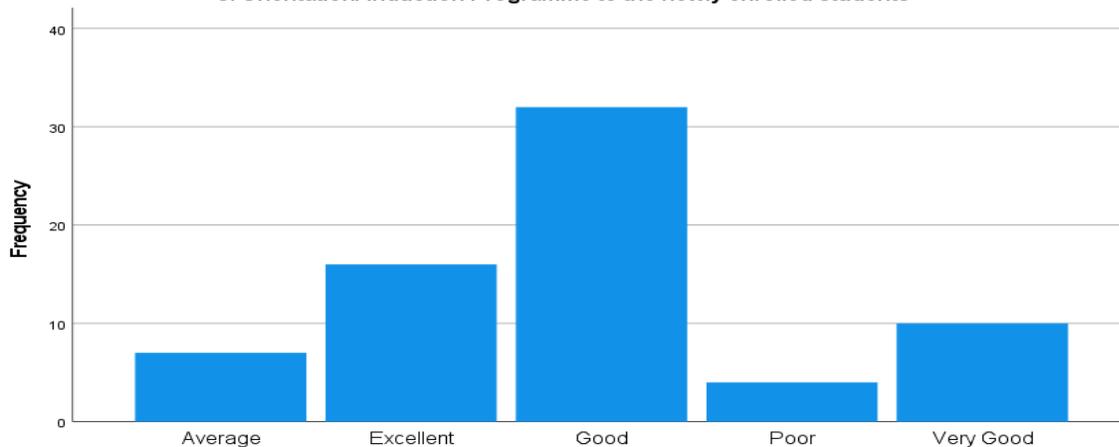
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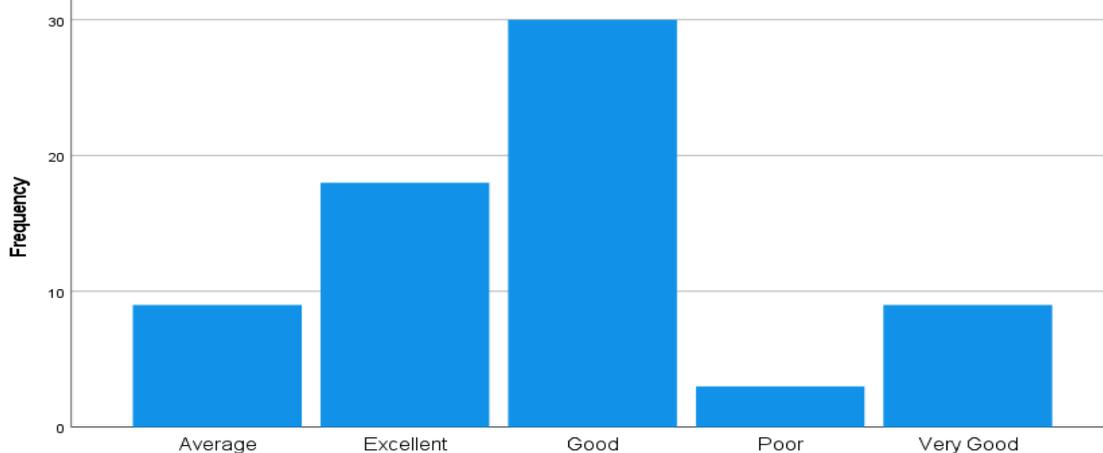Star College Status by DBT- Govt. of India

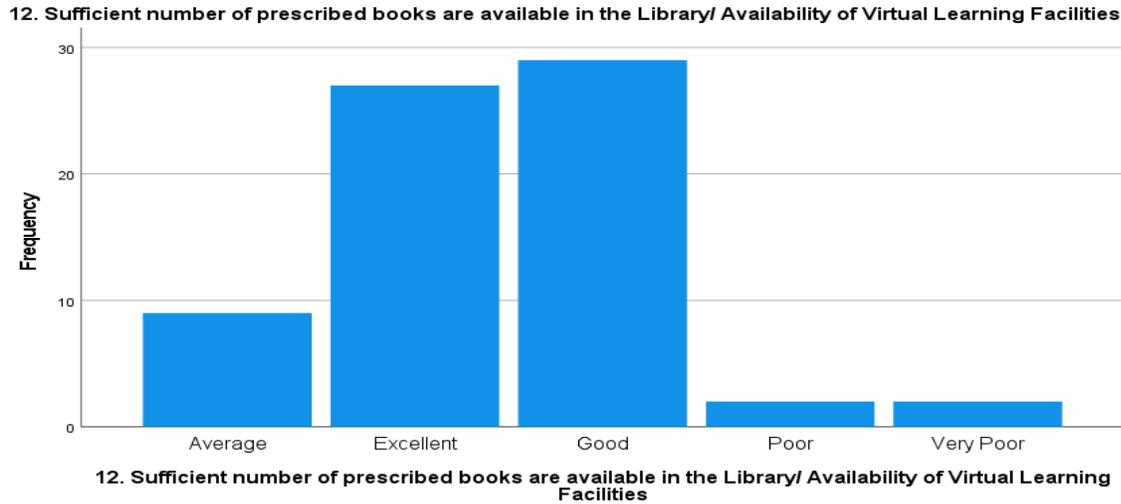**9. How do you rate development activities organized by the department/College/Institution for your overall development**
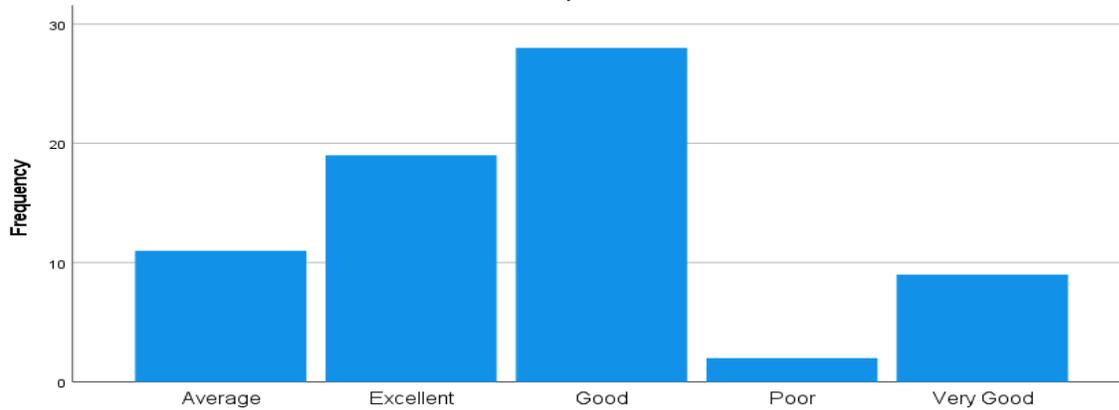
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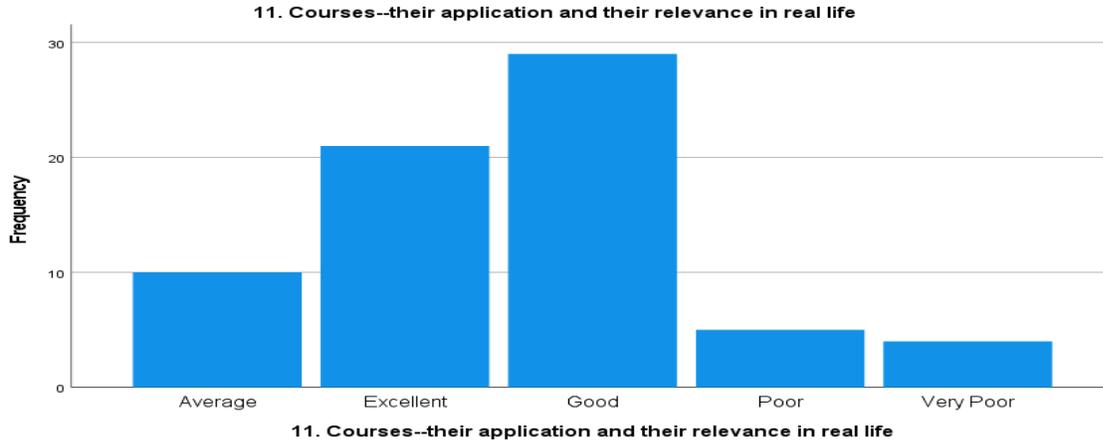
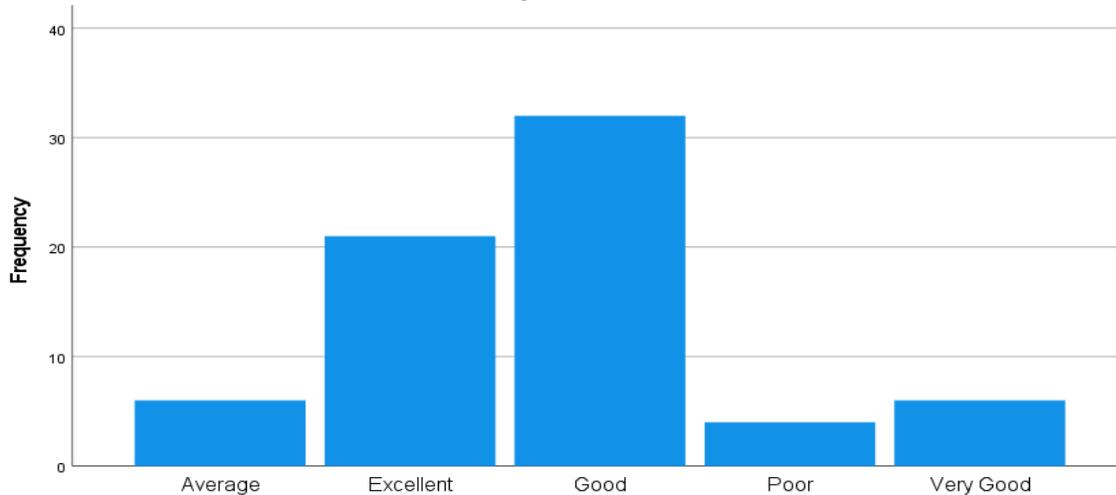**10. The environment in the Institute is conducive to teaching and research**

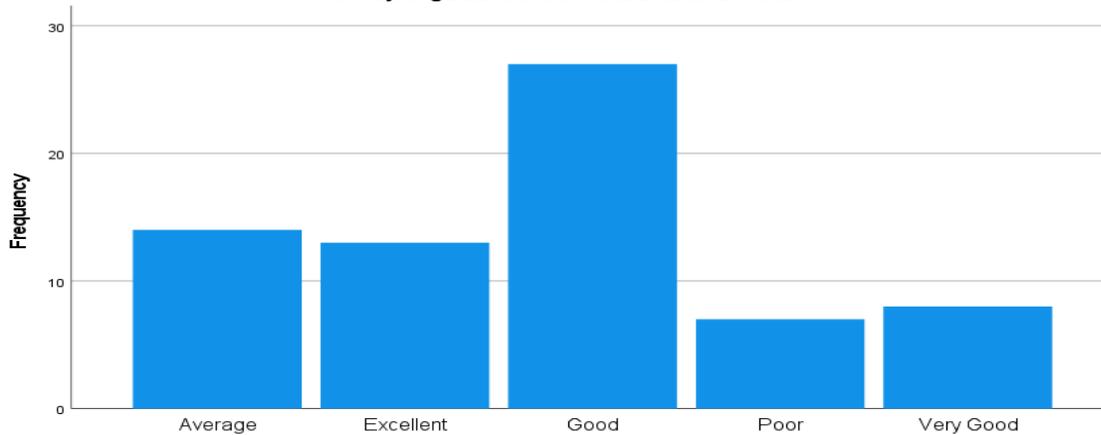10. The environment in the Institute is conducive to teaching and research

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11. Courses--their application and their relevance in real life

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12. Sufficient number of prescribed books are available in the Library/ Availability of Virtual Learning Facilities

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13. Infrastructure: Laboratory facilities for the course transaction

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14. Project guidance/field visits/industrial visits

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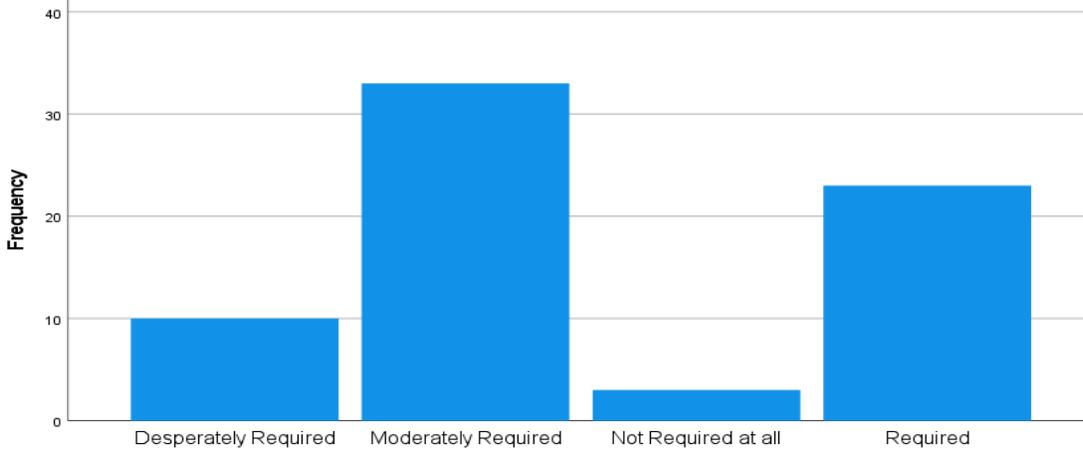Star College Status by DBT- Govt. of India

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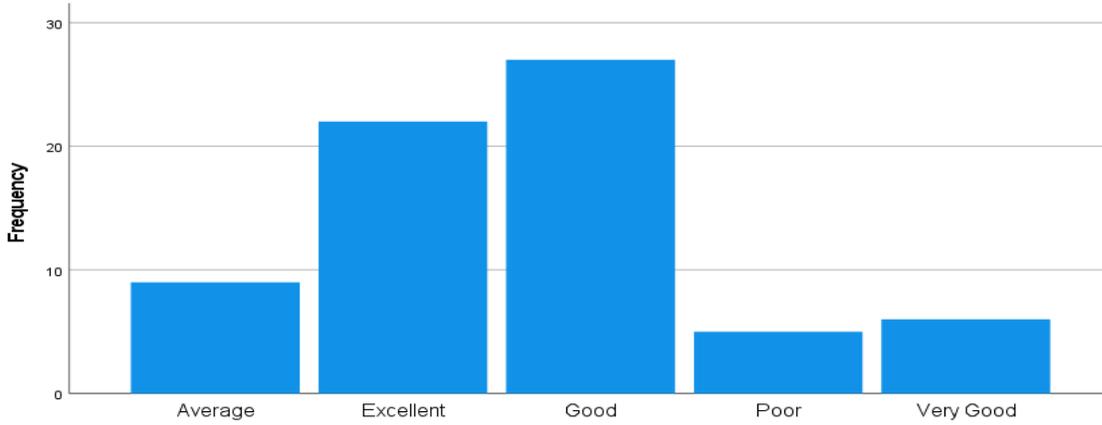
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16. Do you consider Improvement in the teaching and learning process

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

Detailed Analysis of Teachers' Feedback Metrics (2024–25)

Introduction

The Teachers' Feedback Survey for the academic year 2024–25 was conducted to evaluate academic, infrastructural, curricular, and institutional parameters. A total of **69 responses** were recorded. The feedback questions cover syllabus design, academic flexibility, infrastructure, research environment, development activities, library facilities, laboratory infrastructure, project guidance, and overall teaching–learning processes.

The analysis below interprets the quantitative data to assess institutional strengths, areas of improvement, and overall academic climate.

Overall Trend Analysis

Across most parameters, the responses are overwhelmingly clustered in the categories **"Good," "Very Good," and "Excellent,"** indicating a generally positive institutional perception. However, a small percentage in the **"Average," "Poor," and "Very Poor"** categories signals specific areas requiring intervention.

This suggests institutional stability with scope for qualitative enhancement.

Section-Wise Analysis:

1. Curriculum and Academic Design

(A) Clarity of Aims and Objectives

(a) 85.5% rated it Good to Excellent
(b) Only 1.4% rated it Poor

Teachers largely perceive the syllabus objectives as clearly defined and well-structured. This indicates strong curricular alignment and transparency in academic goals.

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(B) Balance Between Theory and Application

(a) 85.4% rated Good/Very Good/Excellent
(b) 2.9% rated Poor

The curriculum maintains an acceptable balance between conceptual knowledge and practical application. However, the relatively high "Good" (44.9%) compared to "Excellent" (24.6%) suggests scope to enhance applied components further.

(C) Academic Flexibility

(a) 82.6% positive responses
(b) 2.9% Poor

The curriculum allows moderate flexibility, but the 14.5% "Average" response rate suggests that some faculty may desire greater autonomy in course modification or pedagogical design.

(D) Freedom to Adopt Innovative Teaching Strategies

(a) 86.9% rated Good or Excellent
(b) Only 2.9% Poor

This is one of the strongest indicators. Teachers feel empowered to adopt seminars, discussions, participatory learning, and innovative pedagogical methods. The high "Excellent" response reflects a supportive academic culture.

2. Infrastructure and Facilities

(A) Classroom Facilities (LCD, Audio, Computer, Seating)

(a) 79.7% positive responses
(b) 17.4% Average
(c) 2.9% Poor

While the overall response has been a satisfactory one, the classroom infrastructure requires periodic upgradation.

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(B) Departmental Infrastructure (Rooms, Reading Rooms, Toilets)

(a) 84% positive
(b) 8.7% Poor
Infrastructure is generally adequate, but hygiene and maintenance of common facilities may require attention.

(C) Laboratory Facilities

(a) 85.5% positive
(b) 5.8% Poor

Laboratory facilities are perceived as functional and adequate. However, a moderate number of "Average" responses (8.7%) indicates a need for modernization or additional equipment.

(D) Library & Virtual Learning Facilities

(a) 81.1% rated Good/Excellent
(b) 5.8% Poor/Very Poor

Library resources are considered largely sufficient.

3. Academic Environment and Research Culture

(A) Conducive Environment for Teaching & Research

(a) 82.6% positive
(b) 4.3% Poor

The institutional climate is academically supportive. However, moderate "Average" responses suggest a need for enhanced research incentives, grants, or collaborative opportunities.

4. Student-Centric Academic Parameters

(A) Orientation/Induction Programme

(a) 84.1% positive
(b) 5.8% Poor

Indicates a structured induction system, but scope for enhancement in engagement and outreach.

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NAAC Re-Accredited Grade "A"

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(B) Real-Life Relevance of Courses

(a) 72.4% positive
(b) 13% Poor/Very Poor

This is one of the relatively weaker indicators.
While most teachers find courses relevant, a noticeable percentage of teachers find real-world relevance of some courses.

(C) Project Guidance / Field Visits / Industrial Visits

(a) 69.5% positive

(b) 10.1% Poor
(c) 20.3% Average

This is the weakest-performing category.

Field exposure and experiential learning appear insufficient. Teachers likely perceive:

- Limited industry collaboration
- Infrequent field visits
- Inadequate project mentoring frameworks

This area demands immediate academic planning intervention.

5. Development Activities

Two separate entries evaluate development activities:

(a) Both show approximately 83–84% positive responses
    (b) Poor responses range between 2.9%–7.2%

Co-curricular and extra-curricular activities are functioning well, but could be diversified and scaled.

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6. Need for Improvement in Teaching-Learning Process

95.6% of respondents believe improvement is required at some level. This is a highly significant indicator. Even though satisfaction levels are high across categories, teachers acknowledge the need for continuous improvement.
This reflects:

- Institutional maturity
- Willingness to evolve
- Recognition of emerging academic demands

7. Strengths Identified

(a) Clearly defined syllabus objectives
(b) Strong freedom in pedagogical innovation
(c) Positive academic environment
(d) Adequate laboratory and library support
(e) Active development activities

8. Areas Requiring Immediate Attention

1. Project Guidance & Field Exposure
2. Real-life applicability of courses
3. Library modernization & digital resources
4. Classroom technological upgradation
5. Research facilitation mechanisms
6. Structured Industry-Academia collaboration

11. Strategic Recommendations

Academic

- Introduce skill-based certification modules
- Strengthen internship frameworks
- Expand project-based learning
- Encourage interdisciplinary electives

Infrastructure

- Upgrade ICT-enabled classrooms
- Expand e-library subscriptions
- Periodic lab modernization

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Research

- Provide seed grants
- Organize research methodology workshops
- Facilitate collaborations with universities and industries

Student Development

- Increase industrial visits
- Introduce career counseling sessions
- Develop alumni-industry network platforms

Conclusion

The Teachers' Feedback 2024–25 reflects a **stable, academically functional, and positively perceived institution**, with most indicators receiving strong approval ratings. However, the survey also highlights a collective recognition that **continuous improvement is necessary**, particularly in experiential learning, real-world applicability of courses, and infrastructure modernization.

The data suggests that Government Degree College Pulwama is functioning effectively but stands at a stage where strategic qualitative enhancement can elevate it from "Good" to "Excellent" across all parameters.

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Action Taken Report (ATR) Based on Teachers' Feedback (2024–25)

Introduction

The Teachers' Feedback for the academic year 2024–25 was systematically analysed by the IQAC to identify institutional strengths and areas requiring improvement. While the overall feedback reflected high satisfaction levels across curriculum design, teaching autonomy, infrastructure, and academic environment, certain areas required targeted intervention, particularly:

(a) Project guidance and field exposure
(b) Real-life applicability of courses
(c) Teaching-learning process enhancement
(d) Library modernization and digital access
(e) Classroom ICT upgradation
(f) Research facilitation and industry collaboration

This Action Taken Report outlines the corrective and developmental measures initiated by the institution.

Action Taken Summary (Issue-wise)

1. Enhancement of Project Guidance and Field/Industrial Visits

Issue Identified:
(a) 20.3% rated project guidance as "Average"
(b) 10.1% rated it "Poor"
(c) Need for stronger experiential learning mechanisms

Action Taken:

(A) Mandatory Field Exposure Policy Introduced

At least one field visit/industrial visit per semester is made mandatory (wherever applicable as per the needs of the curriculum).

(B) MoUs with Local Institutions & Industries

Initiated collaborations with local industries, NGOs, research institutions, and government offices for internships and exposure visits.

Status: Partially Implemented (2025–26 onwards full compliance expected)

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2. Strengthening Real-Life Relevance of Courses

Issue Identified: 13% rated courses as Poor/Very Poor in real-life application.

Action Taken:

(A) Integration of Case Studies & Applied Components

Faculty instructed to include real-life case studies in lesson plans.

(B) Internship & Community Engagement Expansion

NSS/NCC linked with academic credit components where applicable.

(C) Career-Oriented Guest Lectures

Invited professionals from academia, industry, civil services, and corporate sectors to deliver guest lectures with emphasis on digital literacy, entrepreneurship, communication skills.

Status:

Ongoing; measurable improvement expected in next feedback cycle.

3. Improvement in Teaching-Learning Process

Issue Identified: 5.6% of respondents indicated improvement is required (Moderate to Desperate).

Action Taken:

(A) Faculty Development Programmes (FDPs)

Workshops were proposed and suggested to faculty on ICT-enabled teaching, Outcome-Based Education (OBE), and research methodology.

(B) ICT Integration Drive

Faculty were encouraged to use ICT-based teaching methods like Google Classroom, PowerPoint-based lectures, LMS platforms, and Online assessment tools.

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(C) Academic Audit Strengthened

Internal Academic Audit was conducted semester-wise with emphasis on outcome based education via analysis of Lesson Plans designed by various teachers from all departments. Further, peer review of teaching plans was initiated. Departments were mandated to maintain teaching diaries and outcome mapping.

Status:

Implemented; monitoring through IQAC.

4. Upgradation of Classroom Infrastructure

Issue Identified: 17.4% rated classroom facilities as "Average" and 2.9% rated as "Poor"

Action Taken:

(A) Repair & Maintenance Drive

(a) Seating arrangements improved.
(b) Smart Boards repaired and standardized.

Status:

Partially Completed; further expansion under budget approval.

5. Library Modernization & Virtual Learning Facilities

Issue Identified: 5.8% rated Poor/Very Poor, suggesting the need for updated digital access.

Action Taken:

(A) Expansion of E-Resources

Strengthened access to: INFLIBNET, E-Shodh Sindhu, and E-books and e-journals via ONOS.

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(B) Digital Reading Space Enhancement

Wi-Fi strengthened

Status:

Implemented; continuous updating mechanism introduced.

6. Strengthening Research Environment

Issue Identified: Moderate responses regarding research-friendly environment.

Action Taken:

(A) Grant Proposals Drafted

Funding model proposed for minor research projects.

(B) Research Methodology Workshops Suggested

(C) Encouragement for Publication

Recognition for faculty publications.

Status:

Ongoing; measurable output expected in next academic cycle.

7. Strengthening Orientation & Development Activities

Issue Identified: Moderate responses regarding induction and development activities.

Action Taken:

(A) Structured Induction Programmes Suggested

(a) Multi-day induction schedule introduced.
(b) Inclusion of academic, psychological, and career sessions.

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(B) Expanded Co-curricular Calendar

(a) Interdisciplinary seminars
(b) Skill workshops
(c) Debate and literary events
(d) Entrepreneurship awareness programmes

(C) Career Counselling & Competitive Exam Guidance Cell Strengthened

Status:

Implemented from the current academic session.

7. Expected Outcomes

(A) Improved experiential learning indicators.
(B) Increased industry-academia collaboration.
(C) Enhanced ICT integration in teaching.
(D) Stronger research output and publication culture.
(E) Higher satisfaction levels in next feedback survey.
(F) Movement from "Good" to "Very Good/Excellent" categories across weaker parameters.

Conclusion

The Teachers' Feedback 2024–25 provided valuable insights into institutional functioning. While the college demonstrates strong academic stability and faculty satisfaction, the feedback also highlighted areas requiring qualitative enhancement.

The institution has proactively initiated corrective and developmental measures under the guidance of IQAC. Continuous monitoring and structured implementation are expected to significantly improve academic standards and institutional effectiveness in the upcoming cycle.

COORDINATOR-IQAC

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