

# IQAC Feedback Form for Teachers (On Curricular Aspects)

Respected Teachers of the Centre of Excellence, Govt. College Sanjauli. This feedback form is intended to collect information relating to your satisfaction towards the curriculum, teaching, learning and evaluation. We will keep the information you provide confidential and use it as important feedback for improving the quality of the program or institution.

1. Email

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2. Curriculum and syllabus are need-based.

*Mark only one oval.*

Strongly Agree

Agree

Neutral

Disagree

Strongly Disagree

3. The course outcomes are well defined and clear.

*Mark only one oval.*

- Strongly Agree
- Agree
- Neutral
- Disagree
- Strongly Disagree

4. The college provides a sufficient number of relevant reading materials and digital resources.

*Mark only one oval.*

- Strongly Agree
- Agree
- Neutral
- Disagree
- Strongly Disagree

5. The course has good balance between theory and application

*Mark only one oval.*

Strongly Agree

Agree

Neutral

Disagree

Strongly agree

6. The syllabus of the courses enhanced my knowledge and perspective in the subject area.

*Mark only one oval.*

Strongly Agree

Agree

Neutral

Disagree

Strongly Disagree

7. I have the freedom to adopt new techniques, educational tools, and strategies in my teaching.

*Mark only one oval.*

Strongly Agree

Agree

Neutral

Disagree

Strongly agree

8. I am able to complete the syllabus well in time with the desired outcomes.

*Mark only one oval.*

Strongly Agree

Agree

Neutral

Disagree

Strongly agree

9. I have sufficient resources to provide assistance to slow learners.

*Mark only one oval.*

- Strongly Agree
- Agree
- Neutral
- Disagree
- Strongly Disagree

10. I have contributed to the curriculum and syllabus development.

*Mark only one oval.*

- Strongly Agree
- Agree
- Neutral
- Disagree
- Strongly Disagree

11. Your valuable suggestions to improve teaching/learning, if any

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# Teachers' Feedback Analysis Report

## Govt. College Sanjauli, District Shimla

### Academic Session: 2024-25

#### Summary

This report presents a comprehensive analysis of the feedback collected from 35 faculty members of Govt. College Sanjauli regarding institutional support for teaching and learning. The feedback was gathered through a structured Google Form covering nine critical dimensions of academic functioning.

#### Key Findings:

- **Overall Satisfaction Score:** 4.05 out of 5.00
- **Positive Response Rate:** 82.2% of all responses
- **Respondent Base:** 35 teachers across various disciplines
- **Data Points Analyzed:** 315 individual responses

The analysis reveals strong institutional support in critical areas while identifying specific domains requiring attention and improvement.

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## 1. Methodology and Survey Design

### Survey Instrument

The feedback form comprised 9 key questions designed to assess:

- Curriculum relevance and need-based design
- Clarity of course outcomes
- Availability of learning resources
- Theory-application balance
- Faculty knowledge enhancement
- Pedagogical autonomy
- Syllabus completion feasibility
- Support mechanisms for slow learners
- Faculty participation in curriculum development

### Response Scale

Responses were captured on a 5-point Likert scale:

- Strongly Agree = 5
- Agree = 4

- Neutral = 3
- Disagree = 2
- Strongly Disagree = 1

## 2. Question-Wise Analysis

### 2.1 Q1: Curriculum and Syllabus Are Need-Based

Response Category	Count	Percentage				
Strongly Agree	7	20.0%				
Agree	18	51.4%				
Neutral	7	20.0%				
Disagree	2	5.7%				
Strongly Disagree	1	2.9%				
<b>Average Score</b>	<b>3.80/5.00</b>					
<b>Positive Response Rate</b>	<b>71.4%</b>					

Table 1: Response Distribution: Q1 - Curriculum Need-Based

**Analysis:** 71.4% of teachers agree that the curriculum and syllabus are need-based. While this represents a majority, the presence of 8.6% negative responses and 20% neutral responses suggests that some teachers perceive the curriculum may not adequately address current institutional and societal needs. Several teachers recommended that syllabus be updated to meet current IT sector requirements and that basic concepts in certain disciplines should be retained.

#### Recommendations:

- Conduct periodic curriculum review based on industry/sector requirements
- Establish stronger dialogue between university curriculum framers and ground-level educators
- Incorporate teacher feedback systematically into curriculum revision cycles

### 2.2 Q2: Course Outcomes Are Well Defined and Clear

Response Category	Count	Percentage
Strongly Agree	8	22.9%
Agree	22	62.9%

Neutral	5	14.3%
Disagree	0	0%
Strongly Disagree	0	0%
<b>Average Score</b>	<b>4.09/5.00</b>	
<b>Positive Response Rate</b>	<b>85.7%</b>	

Table 2: Response Distribution: Q2 - Course Outcomes Clarity

**Analysis:** 85.7% of faculty members confirm that course outcomes are well defined and clear, with no dissenting responses. This is a strong indicator that institutional guidelines for outlining course objectives are effective. The 14.3% neutral responses may reflect areas where outcomes could be made even more explicit.

**Strengths:**

- Clear articulation of course outcomes across the institution
- Positive alignment with learning outcome frameworks
- Minimal dissent suggests institutional consensus

### 2.3 Q3: College Provides Sufficient Reading Materials and Digital Resources

Response Category	Count	Percentage
Strongly Agree	17	48.6%
Agree	16	45.7%
Neutral	1	2.9%
Disagree	1	2.9%
Strongly Disagree	0	0%
<b>Average Score</b>	<b>4.40/5.00</b>	
<b>Positive Response Rate</b>	<b>94.3%</b>	

Table 3: Response Distribution: Q3 - Learning Resources

**Analysis:** This is one of the strongest areas, with 94.3% positive responses. Nearly half the faculty (48.6%) strongly agree that the college provides sufficient reading materials and digital resources. This reflects effective resource management and library services at the institution. However, the 2.9% dissenting response warrants attention to ensure equitable resource distribution across all disciplines.

**Strengths:**

- Strong institutional investment in physical and digital resources

- High accessibility to learning materials
- Positive perception across diverse disciplines

**Opportunities:**

- Further digitization of library resources
- Enhancement of subject-specific databases
- Regular updating of reference materials

**2.4 Q4: Course Has Good Balance Between Theory and Application**

Response Category	Count	Percentage
Strongly Agree	5	14.3%
Agree	23	65.7%
Neutral	5	14.3%
Disagree	2	5.7%
Strongly Disagree	0	0%
<b>Average Score</b>	<b>3.89/5.00</b>	
<b>Positive Response Rate</b>	<b>80.0%</b>	

Table 4: Response Distribution: Q4 - Theory-Application Balance

**Analysis:** While 80% affirm adequate theory-application balance, this area shows room for improvement. Five teachers remained neutral, and two disagreed. Feedback comments suggest teachers recognize the need for more practical visits, field-based learning, and real-time case studies to strengthen applied dimensions of teaching.

**Key Comments from Teachers:**

- "Adding more practical visits along with real time data information with case studies needed to the Course"
- "Students should have some more field visits and short-time trainings"
- "Although teaching process in this institution is efficiently working, still we can add more practicals to be more effective"

**Recommendations:**

- Increase experiential learning components
- Establish partnerships with industry for internships and projects
- Incorporate more case-based learning and problem-solving activities
- Schedule regular field visits and outdoor training programs

## 2.5 Q5: Syllabus Enhanced Knowledge and Perspective in Subject Area

Response Category	Count	Percentage
Strongly Agree	8	22.9%
Agree	20	57.1%
Neutral	6	17.1%
Disagree	1	2.9%
Strongly Disagree	0	0%
<b>Average Score</b>	<b>4.00/5.00</b>	
<b>Positive Response Rate</b>	<b>80.0%</b>	

Table 5: Response Distribution: Q5 - Knowledge Enhancement

**Analysis:** 80% of teachers confirm that the syllabi enhanced their knowledge and professional perspective. This indicates that curriculum design includes contemporary content and evolving concepts in respective disciplines. The consistent 80% positive response rate across this and Q4 suggests that while majority satisfaction exists, refinement in content relevance and applicability would be beneficial.

## 2.6 Q6: Freedom to Adopt New Techniques, Educational Tools, and Strategies

Response Category	Count	Percentage
Strongly Agree	15	42.9%
Agree	20	57.1%
Neutral	0	0%
Disagree	0	0%
Strongly Disagree	0	0%
<b>Average Score</b>	<b>4.43/5.00</b>	
<b>Positive Response Rate</b>	<b>100.0%</b>	

Table 6: Response Distribution: Q6 - Pedagogical Autonomy

**Analysis:** This is the strongest area with a perfect 100% positive response rate. All faculty members feel empowered to adopt new teaching techniques and educational tools. This reflects an institutional culture that values pedagogical innovation and trusts faculty professional judgment. This is a major institutional strength that enables adaptive teaching practices.

**Strengths:**

- Complete pedagogical autonomy encourages innovation
  - Faculty are motivated to experiment with new teaching methods
  - Supportive institutional culture for educational technology adoption
  - Creates environment for continuous professional development
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**2.7 Q7: Able to Complete Syllabus in Time with Desired Outcomes**

Response Category	Count	Percentage
Strongly Agree	14	40.0%
Agree	20	57.1%
Neutral	0	0%
Disagree	1	2.9%
Strongly Disagree	0	0%
<b>Average Score</b>	<b>4.34/5.00</b>	
<b>Positive Response Rate</b>	<b>97.1%</b>	

Table 7: Response Distribution: Q7 - Syllabus Completion Feasibility

**Analysis:** 97.1% of teachers report being able to complete their syllabus within stipulated timeframe and achieve desired outcomes. This demonstrates well-designed course structures and realistic curriculum workload. The single dissenting response likely reflects subject-specific challenges that could be addressed through targeted curriculum review.

**Strengths:**

- Realistic and achievable course design
  - Effective time management within institutional framework
  - High attainment of learning objectives
  - Evidence of well-structured academic calendar
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**2.8 Q8: Sufficient Resources to Assist Slow Learners**

Response Category	Count	Percentage
Strongly Agree	13	37.1%
Agree	15	42.9%
Neutral	6	17.1%

Disagree	1	2.9%
Strongly Disagree	0	0%
<b>Average Score</b>	<b>4.14/5.00</b>	
<b>Positive Response Rate</b>	<b>80.0%</b>	

Table 8: Response Distribution: Q8 - Support for Slow Learners

**Analysis:** 80% of faculty confirm having sufficient resources for assisting slow learners. The 17.1% neutral responses and 2.9% dissent suggest that while support mechanisms exist, they may need augmentation or better dissemination of information. This aligns with the institution's commitment to inclusive education.

**Strengths:**

- Existence of remedial support systems
- Teacher awareness of available resources
- Recognition of diverse learning needs

**Areas for Improvement:**

- Standardize and enhance tutoring programs
- Increase dedicated tutorial staff
- Develop peer mentoring initiatives
- Provide professional development in inclusive pedagogy

**2.9 Q9: Contributed to Curriculum and Syllabus Development**

Response Category	Count	Percentage
Strongly Agree	5	14.3%
Agree	13	37.1%
Neutral	7	20.0%
Disagree	10	28.6%
Strongly Disagree	0	0%
<b>Average Score</b>	<b>3.37/5.00</b>	
<b>Positive Response Rate</b>	<b>51.4%</b>	

Table 9: Response Distribution: Q9 - Faculty Participation in Curriculum

**Analysis:** This is the weakest area with only 51.4% positive responses and 28.6% dissent. More than half the faculty feel they have not adequately contributed to curriculum development. This represents a significant gap in participatory curriculum design and

suggests a hierarchical model where curriculum decisions are made at higher institutional levels without sufficient grassroots faculty input.

**Critical Issues:**

- Insufficient faculty involvement in curriculum design
- Communication gap between university-level curriculum framers and college teachers
- Limited ownership of curriculum by teaching faculty
- Potential disconnect between curriculum intent and ground-level implementation

**Key Teacher Feedback:**

- "If the curriculum framers at university level consult the teachers at ground level for reframing the curriculum to bridge the gap between the providers and receivers"
- Teachers feel disconnected from curriculum development processes

**Recommendations:**

- Establish faculty committees for curriculum review
- Create formal channels for teacher input in syllabus design
- Conduct regular workshops on curriculum development
- Implement bottom-up curriculum revision processes
- Recognize and credit faculty contributions to curriculum enhancement

### 3. Overall Institutional Performance Summary

#### 3.1 Aggregate Statistics

Metric	Value	Percentage
Total Respondents	35	100.0%
Total Data Points	315	100.0%
Overall Average Score	4.05/5.00	81.0%
Overall Median Score	4.0	80.0%
Response Distribution		
Positive (Agree+Strongly Agree)	259	82.2%
Neutral	37	11.7%
Negative (Disagree+Strongly Disagree)	19	6.0%

Table 10: Overall Satisfaction Metrics

### 3.2 Performance Ranking: All Questions

Rank	Question	Average Score
1	Freedom to adopt new techniques and strategies	4.43
2	College provides sufficient resources	4.40
3	Able to complete syllabus in time	4.34
4	Course outcomes well defined and clear	4.09
5	Sufficient resources for slow learners	4.14
6	Syllabus enhanced knowledge and perspective	4.00
7	Course has good theory-application balance	3.89
8	Curriculum and syllabus are need-based	3.80
9	Contributed to curriculum development	3.37

Table 11: Performance Ranking of All Survey Questions

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## 4. Thematic Analysis and Key Patterns

### 4.1 Strengths Identified

#### 1. Pedagogical Autonomy and Innovation (100% positive)

- Teachers enjoy complete freedom in adopting new teaching methods
- Institutional culture supports experimentation with educational tools
- This creates an environment conducive to continuous improvement

#### 2. Resource Availability (94.3% positive)

- Strong investment in physical and digital learning materials
- Accessible library and research resources
- Well-stocked teaching materials support effective instruction

#### 3. Feasibility of Course Delivery (97.1% positive)

- Realistic course design enables completion within timeframe
- Syllabus workload is manageable and achievable
- Learning outcomes are attainable with current resources

#### 4. Clarity of Expectations (85.7% positive)

- Course outcomes are explicitly defined
- Faculty understand learning objectives clearly

- Alignment between institutional expectations and faculty understanding

## 4.2 Areas Requiring Attention

### 1. Faculty Participation in Curriculum (51.4% positive, 28.6% negative)

- **Issue:** Faculty feel excluded from curriculum development processes
- **Impact:** Reduced ownership and potential misalignment between policy and practice
- **Priority:** HIGH

### 2. Curriculum Relevance (71.4% positive)

- **Issue:** Some gap between curriculum design and contemporary needs
- **Impact:** Syllabus may not reflect current industry/sectoral requirements
- **Priority:** HIGH

### 3. Theory-Application Balance (80% positive)

- **Issue:** Insufficient practical and applied learning components
- **Impact:** Students may lack real-world problem-solving experiences
- **Priority:** MEDIUM

### 4. Resources for Slow Learners (80% positive)

- **Issue:** Seventeen percent remain neutral, suggesting inconsistent availability
- **Impact:** Variable quality of support across departments
- **Priority:** MEDIUM

## 4.3 Common Recommendations from Faculty Feedback

Teachers provided valuable suggestions for institutional improvement:

- **Practical Learning:** More field visits, experiential learning, and real-time case studies
- **Industry Alignment:** Update IT sector curricula to match current technical requirements
- **Digital Infrastructure:** Interactive panels and updated software for technical subjects
- **Workload Management:** Reduced teacher-taught ratio to improve quality
- **Curriculum Collaboration:** Greater involvement of teachers in university-level curriculum framing
- **Infrastructure Upgrades:** Classroom improvements and enhanced facilities
- **Subject-Specific:** Retention of fundamental concepts in disciplinary curricula (e.g., Geography)
- **Language Policy:** Continued emphasis on English as a link language (NEP 2020 context)

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## 5. Comparative Analysis by Satisfaction Levels

### 5.1 High Satisfaction Areas (4.30+)

- Freedom to adopt new techniques (4.43)
- College provides sufficient resources (4.40)
- Able to complete syllabus in time (4.34)
- Sufficient resources for slow learners (4.14)
- Course outcomes well defined (4.09)

**Implication:** These areas represent institutional strengths that should be maintained and leveraged.

### 5.2 Moderate Satisfaction Areas (3.80–4.09)

- Syllabus enhanced knowledge (4.00)
- Course theory-application balance (3.89)
- Curriculum need-based (3.80)

**Implication:** These areas are generally functional but have room for targeted improvement. Further development could significantly enhance faculty satisfaction.

### 5.3 Lower Satisfaction Areas (<3.80)

- Contributed to curriculum development (3.37)

**Implication:** This critical gap requires immediate institutional attention and restructuring of participatory mechanisms.

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## 6. Recommendations and Action Plan

### 6.1 Priority 1: Enhance Faculty Participation in Curriculum Development

**Rationale:** With only 51.4% faculty affirming contribution to curriculum design, there is a significant disconnect.

**Actions:**

1. Establish departmental curriculum committees with faculty representatives to request the affiliating university (HPU) to inculcate suggestions in NEP 2020 implementation.
2. Create formal annual curriculum review cycles with teacher input and accordingly suggest HPU, Shimla.
3. Conduct workshops on curriculum design and development principles

4. Facilitate dialogue between university curriculum farmers and college teachers
5. Document and recognize faculty contributions to curriculum revision
6. Implement a bottom-up approach to curriculum enhancement

## **6.2 Priority 2: Strengthen Theory-Application Balance**

**Rationale:** 20% dissatisfaction and requests for more practical learning components.

**Actions:**

1. Integrate case studies and problem-based learning in course design
2. Schedule regular field visits and experiential learning activities
3. Establish partnerships with industry for internships
4. Develop practical components in IT, Geography, and technical courses
5. Create short-term training and apprenticeship opportunities
6. Implement project-based learning assessments

## **6.3 Priority 3: Update Curriculum Relevance**

**Rationale:** 28.6% negative and neutral responses on curriculum need-based design.

**Actions:**

1. Conduct periodic audit of curriculum alignment with sector needs
2. Update IT and technical curricula to match industry requirements
3. Strengthen foundational concepts in disciplinary courses (e.g., Geography)
4. Incorporate NEP 2020 guidelines systematically
5. Balance mandatory language requirements with disciplinary needs
6. Invite industry experts for curriculum consultation

## **6.4 Priority 4: Enhance Support for Slow Learners**

**Rationale:** 20% neutral responses suggest inconsistent resource availability.

**Actions:**

1. Standardize tutoring and remedial programs across departments
2. Allocate dedicated tutorial staff
3. Develop peer mentoring initiatives
4. Provide professional development in inclusive pedagogy
5. Create early alert systems for struggling learners
6. Establish resource centers with specialized support

## 6.5 Priority 5: Maintain and Leverage Key Strengths

### Actions:

1. Sustain pedagogical autonomy and support for innovation
2. Continue investment in learning resources and digital materials
3. Maintain realistic course design enabling timely completion
4. Monitor and support practices that ensure clear course outcomes

## Conclusion

The teacher feedback analysis reveals that Govt. College Sanjauli, District Shimla demonstrates strong institutional functioning in several critical areas:

- **Overall satisfaction score of 4.05/5.00** indicates generally positive faculty perceptions
- **82.2% positive response rate** suggests strong alignment between institutional practices and faculty expectations
- **100% agreement on pedagogical autonomy** reflects a supportive institutional culture
- **94.3% affirmation of resource availability** demonstrates institutional commitment to academic infrastructure

However, targeted improvements in the following domains would significantly enhance institutional effectiveness:

1. **Faculty participation in curriculum development** (Priority: Critical)
2. **Theory-application balance in courses** (Priority: High)
3. **Curriculum relevance to contemporary needs** (Priority: High)
4. **Equitable support for slow learners** (Priority: Medium)

The qualitative feedback from faculty provides valuable insights into specific improvements needed, particularly regarding practical learning, industry partnerships, digital infrastructure, and enhanced curriculum relevance.

By implementing the recommended action plan systematically, the institution can build on its existing strengths while addressing identified gaps, ultimately enhancing the quality of teaching, learning, and student outcomes.

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### Appendix: Detailed Feedback Comments from Faculty

## Suggestions for Teaching/Learning Improvement:

1. "Teaching learning should be balanced and aptitude based"

2. "Student should have some more field visits and short-time trainings"
3. "In NEP 2020, languages such as English should continue to be mandatory as it is the link language of the world and our country"
4. "Teachers should not be engaged in other activities e.g election duty"
5. "Geography subject has a syllabus that needs to be revised. As basic concepts of the discipline are left out in the current design"
6. "Teacher taught ratio must be reduced to around 1: 50 or at the max 60"
7. "All Classroom should be upgraded further in terms of infrastructure"
8. "Adding more practical visits along with real time data information with case studies needed to the Course. Digital help in the form Interactive Panels and few updated softwares will help to enhance the quality of the Subject"
9. "Need to upgrade our syllabus according to the current requirements in IT Sector"
10. "Teaching learning should be need and skill based"
11. "Although teaching process in this institution is efficiently working, still we can add more practicals to be more effective"
12. "My subject needs more practical knowledge and some technical advancement such as some softwares and interactive panel"
13. "If the curriculum framers at university level consult the teachers at ground level for reframing the curriculum to bridge the gap between the providers and receivers"



