TEACHER FEEDBACK ANALYSIS & ATR

SESSION:
2024-25

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PREFACE

The Teacher Feedback Survey 2024–25 was conducted by the Internal Quality Assurance Cell (IQAC), Karim City College, Jamshedpur, as part of the institution's commitment to continuous quality enhancement and academic excellence. The survey aimed to obtain faculty perceptions regarding various aspects of the college's academic, administrative, and infrastructural functioning

A structured questionnaire comprising 25 parameters was administered to the teaching faculty, covering areas such as teaching-learning processes, academic programmes, professional development opportunities, infrastructure, library resources, ICT facilities, campus environment, student support, and academic autonomy. Responses were collected from 85 faculty members using a five-point rating scale ranging from Unsatisfactory to Excellent.

The collected data were systematically compiled, tabulated, and analyzed to assess faculty satisfaction and identify areas of strength as well as aspects requiring further improvement. Average scores were calculated for each parameter and interpreted according to predefined performance categories. The analysis revealed a generally high level of satisfaction among faculty members, reflecting the college's efforts to provide a conducive academic environment, quality infrastructure, effective support systems, and opportunities for professional growth.

The findings of this survey will serve as an important input for institutional planning and quality enhancement initiatives. Based on the feedback received, the college administration and IQAC will review the identified concerns, prioritize areas requiring attention, and formulate appropriate action plans. Necessary measures will be undertaken to strengthen academic practices, improve infrastructural and technological facilities, enhance faculty support services, and further enrich the overall teaching-learning environment. The implementation of these measures will be monitored periodically to ensure continuous improvement and sustained quality standards.

This feedback exercise reinforces Karim City College's commitment to stakeholder participation, transparency, accountability, and evidence-based decision-making. The college remains dedicated to utilizing faculty feedback as a valuable resource for achieving institutional excellence and fostering a culture of continuous quality enhancement.

Internal Quality Assurance Cell (IQAC)
Karim City College, Jamshedpur
Academic Session 2024–25

Q.1: Rate your level of satisfaction with reference to your job.

Findings: The average rating is 4.3, which corresponds to Very Good. Most respondents expressed high satisfaction with their job, with the majority choosing "Excellent" and "Very Good." No one opted for "Good", Satisfactory or Unsatisfactory.

Interpretation: This indicates that overall job satisfaction among teachers is strong. The teaching staff feel positively engaged with their roles,

Q. 2: Are you satisfied with the classroom facilities (e.g., seating, lighting, ventilation, audio-visual aids) adequate for effective teaching?

Findings: The responses show an average rating of 4.1 which corresponds for Very Good. Most teachers expressed satisfaction with classroom facilities, particularly in terms of seating and lighting. However, a smaller proportion rated them only “Satisfactory,”

Interpretation: Overall, classroom infrastructure is supportive of effective teaching.

Q.3: How would you rate the availability of library resources for teaching and research?

Findings: The responses show an average rating of 4.4 which corresponds to Very Good. A majority of teachers expressed satisfaction with the availability of library resources, while a smaller group rated them only “Satisfactory.”

Interpretation: This indicates that the library is generally well-equipped to support teaching and research. However, the presence of “Satisfactory” ratings suggests that some faculty members may feel the need for more updated books, journals, or digital resources. Ensuring timely access to both print and online materials will further strengthen academic work.

Q.4: Support from the administration for organizing seminars, workshops, FDPs and other academic activities?

Findings: The responses show an overall positive trend, with the average rating corresponding the Excellent range of 4.6. A majority of teachers acknowledged strong support from the administration in facilitating academic activities such as seminars, workshops, and faculty development programs. A smaller proportion rated the support as only “Very Good” or “Good,”

Interpretation: This suggests that the administration is generally proactive and supportive in encouraging academic enrichment.

Q.5: Support from the administration for attending seminars, workshops, FDPs and other academic activities?

Findings: The responses show an average rating of 4.5, which corresponds to Very Good. This indicates that teachers are highly satisfied with the level of administrative support provided for attending academic enrichment programs. Few teachers have rated Excellent. Only a small fraction rated Good.

Interpretation: The administration is perceived as strongly supportive in encouraging faculty participation in seminars, workshops, and FDPs. This reflects a positive institutional culture that values professional growth.

Q.6: The courses and syllabi taught by you have a good balance between theory and its application.

Findings: The responses show an average rating of 4.3, which corresponds to Very Good. Most teachers agreed that the courses and syllabi strike a healthy balance between theoretical knowledge and practical application.

Interpretation: This indicates that the curriculum is generally well-designed to combine conceptual depth with practical relevance. However, the presence of “Good” and “Satisfactory” ratings highlights the need for more case studies, fieldwork, and real-world examples to strengthen application-oriented learning.

Q.7: How would you rate the overall academic performance and discipline of students in your department?

Findings: The responses show an average rating of 4.4, which corresponds to Very Good. Most teachers expressed satisfaction with the academic performance and discipline of students. A smaller proportion rated them lower, suggesting that while the majority of students maintain strong academic standards and discipline, there are occasional concerns.

Interpretation: This indicates that the department maintains a positive academic culture with disciplined students who perform well overall. However, the presence of “Good” and “Satisfactory” ratings suggests that some students may require closer mentoring, counseling, or academic support to consistently uphold performance and discipline standards.

Q.8: Are students responsive and participative in classroom activities?

Findings: The responses show an average rating of 4.6, which corresponds to Excellent. This indicates that teachers overwhelmingly find students to be highly responsive and actively participative in classroom activities. Very few respondents rated lower, suggesting that student engagement is consistently strong across the department.

Interpretation: This reflects a positive classroom culture where students are motivated, interactive, and willing to contribute to discussions and activities. Such responsiveness enhances teaching effectiveness and fosters collaborative learning. The rare lower ratings may point to isolated cases where participation could be further encouraged.

Q.9: Students are well behaved and disciplined?

Findings: The responses show an average rating of 4.5, which corresponds to Very Good. Most teachers agreed that students maintain good behavior and discipline in the department. A small proportion rated lower, suggesting that while discipline is generally strong, occasional issues may arise.

Interpretation: This indicates that the department fosters a positive and disciplined environment where students respect rules and maintain decorum. The few lower ratings highlight the need for consistent monitoring and reinforcement to ensure discipline standards are upheld across all batches and situations.

Q.10: How satisfied are you with the opportunities provided for professional development (e.g., training, workshops, conferences)?

Findings: The responses show an average rating of 4.5, which corresponds to Very Good. Most teachers expressed strong satisfaction with the professional development opportunities offered, including training programs, workshops, and conferences. A small proportion rated lower, suggesting occasional limitations in accessibility or frequency of such opportunities.

Interpretation: This indicates that the institution is generally successful in providing meaningful opportunities for faculty growth and skill enhancement. However, the presence of “Good” and “Satisfactory” ratings highlights the need for more frequent, diverse, and accessible programs to ensure all faculty members benefit equally.

Q.11: Adequate guidance and support for research and publication activities.

Findings: The responses show an average rating of 4.2, which corresponds to Very Good. Most teachers expressed satisfaction with the guidance and support provided for research and publication. A smaller proportion rated lower, indicating that while the overall support system is strong, there are areas where faculty feel additional assistance could be beneficial.

Interpretation: This suggests that the institution is committed to fostering a research-oriented environment and provides meaningful support for faculty publications. However, the presence of “Good” and “Satisfactory” ratings highlights the need for more structured mentoring, funding opportunities, and access to research resources to ensure all faculty members can actively engage in scholarly work.

Q.12: How would you rate the workload distribution among faculty members in your department?

Findings: The responses show an average rating of 4.4, which corresponds to Very Good. Most teachers expressed satisfaction with workload distribution, indicating that responsibilities are generally shared fairly

among faculty members. A smaller proportion rated lower, suggesting occasional concerns about uneven distribution or workload pressure.

Interpretation: This indicates that the department has a balanced system of workload allocation, ensuring that teaching, administrative, and research responsibilities are distributed equitably. However, the presence of “Good” and “Satisfactory” ratings highlights the need for continuous monitoring to prevent imbalances and ensure fairness across all faculty members.

Q.13: Laboratory facilities are adequate for practical sessions?

Findings: The responses show an average rating of 4.3, which corresponds to Very Good. Most teachers expressed satisfaction with the adequacy of laboratory facilities for conducting practical sessions. A smaller proportion rated them lower, indicating occasional concerns about equipment availability, maintenance, or space.

Interpretation: This suggests that the laboratories are generally well-equipped and supportive of practical learning. However, the presence of “Good” and “Satisfactory” ratings highlights the need for continuous upgrades, regular maintenance, and expansion of resources to ensure all practical sessions run smoothly and effectively.

Q.14: How would you rate the availability and functionality of IT infrastructure (e.g., computers, projectors, internet, etc.)?

Findings: The average rating for Q.14 is 4.3, which corresponds to Very Good. The majority of respondents rated the availability and functionality of the college’s IT infrastructure as Excellent or Very Good, indicating a high level of satisfaction. Only a small number of respondents selected lower ratings, and no significant dissatisfaction was observed.

Interpretation: This suggests that the institution provides adequate and reliable IT facilities to support teaching, learning, and academic activities. Faculty members are generally satisfied with the availability of computers, projectors, internet connectivity, and other technological resources. The positive feedback reflects the college’s commitment to maintaining a functional digital infrastructure that enhances the overall teaching-learning environment.

Q.15: Staff rooms and common facilities comfortable and well-maintained?

Findings: The average rating for Q.15 is 4.3, which corresponds to Very Good. Most faculty members rated the comfort and maintenance of staff rooms and common facilities as Excellent or Very Good, indicating overall satisfaction.

Interpretation: The findings suggest that the college provides a comfortable and well-maintained working environment for faculty members. The facilities available contribute positively to staff welfare and workplace satisfaction.

Q.16: Rate the Academic Programmes and Courses offered by the college.

Findings: The average rating for Q.16 is 4.2, which corresponds to Very Good. A large majority of respondents expressed satisfaction with the academic programmes and courses offered by the institution.

Interpretation: This indicates that the academic programmes are relevant, well-structured, and meet the expectations of faculty members. The curriculum effectively supports teaching and learning objectives.

Q.17: Rate the curricular activities of the college.

Findings: The average rating for Q.17 is 4.4, corresponding to Very Good. Most respondents rated the curricular activities highly, reflecting positive perceptions regarding their quality and effectiveness.

Interpretation: The college successfully organizes curricular activities that complement academic learning and contribute to students' overall educational development.

Q.18: Rate the literary and cultural activities of the college.

Findings: The average rating for Q.18 is 4.6, which corresponds to Excellent. Faculty members expressed a very high level of satisfaction with the literary and cultural activities conducted by the institution.

Interpretation: The college actively promotes literary and cultural engagement, providing ample opportunities for students and staff to showcase their talents and creativity.

Q.19: Rate the sports activities of the college.

Findings: The average rating for Q.19 is 4.4, corresponding to Very Good. Most teachers rated the sports activities positively, indicating satisfaction with the opportunities provided for physical development and recreation.

Interpretation: The institution places adequate emphasis on sports and physical activities, contributing to the holistic development of students.

Q.20: Rate the extension activities of the college.

Findings: The average rating for Q.20 is 4.2, which corresponds to Very Good. The majority of respondents expressed positive views regarding the extension and outreach activities undertaken by the college.

Interpretation: The college actively engages in community-oriented programmes and extension activities, fostering social responsibility and community participation.

Q.21: Rate the infrastructural facilities available in the college.

Findings: The average rating for Q.21 is 3.8, corresponding to Good. While most respondents expressed satisfaction, the ratings are comparatively lower than other parameters.

Interpretation: The findings indicate that the infrastructure is generally satisfactory; however, there is scope for further improvement and modernization to better meet faculty and student needs.

Q.22: The environment and work culture in the campus is conducive to teaching and learning.

Findings: The average rating for Q.22 is 4.3, corresponding to Very Good. Most faculty members rated the campus environment and work culture positively.

Interpretation: This reflects a healthy academic atmosphere that supports effective teaching, learning, collaboration, and professional growth.

Q.23: The textbooks, reference books, journals and other library resources are relevant and constantly updated.

Findings: The average rating for Q.23 is 4.2, corresponding to Very Good. Respondents generally expressed satisfaction with the quality and availability of library resources.

Interpretation: The library adequately supports academic and research activities through relevant and updated learning resources, although continuous enhancement may further improve satisfaction.

Q.24: The ICT & MIS support and online/virtual facilities are conducive to your job.

Findings: The average rating for Q.24 is 4.0, which corresponds to Very Good. Most faculty members viewed the ICT and MIS support systems positively.

Interpretation: The institution's digital support systems effectively assist faculty members in carrying out their academic and administrative responsibilities, though there remains potential for further enhancement.

Q.25: Freedom to teachers with regard to pedagogy and adoption of new techniques with regard to teaching-learning and assessment has been given by the college authorities.

Findings: The average rating for Q.25 is 4.3, corresponding to Very Good. A large majority of respondents rated this aspect positively, indicating satisfaction with the academic freedom provided by the institution.

Interpretation: The college encourages innovation and autonomy in teaching-learning practices. Faculty members feel empowered to adopt new pedagogical approaches and assessment methods, contributing to a dynamic and effective academic environment.

Action Taken Report

Introduction

The feedback survey was conducted among faculty members to evaluate satisfaction levels regarding infrastructure, administrative support, curriculum design, student performance, and professional development opportunities. The responses were recorded on a 5-point scale (Excellent, Very Good, Good, Satisfactory, Unsatisfactory). The average ratings across questions ranged between 4.2 and 4.6, corresponding to Very Good to Excellent.

Key Findings & Actions

- Classroom Facilities Faculty rated facilities as Very Good. Action: Regular audits of seating, lighting, ventilation, and AV aids; phased improvements where needed.
- Library Resources Rated Very Good. Action: Expand digital subscriptions, update print collections, and improve accessibility.
- Administrative Support for Organizing Academic Activities Rated Very Good. Action: Streamline approvals, allocate dedicated budgets, and form support committees.
- Administrative Support for Attending Academic Activities Rated Very Good (4.5). Action: Ensure timely funding, leave approvals, and travel arrangements; expand institutional tie-ups.
- Courses & Syllabi Balance Rated Very Good (4.3). Action: Integrate case studies, projects, and experiential learning; periodic curriculum review.
- Student Academic Performance & Discipline Rated Very Good (4.3). Action: Strengthen mentoring, remedial classes, and discipline awareness sessions.
- Student Responsiveness in Class Rated Excellent (4.6). Action: Continue interactive teaching methods; encourage inclusivity for less participative students.
- Student Behavior & Discipline Rated Very Good (4.5). Action: Reinforce discipline policies, recognize role models, and provide counseling when needed.
- Professional Development Opportunities Rated Very Good (4.5). Action: Organize regular workshops, expand collaborations, and provide financial/logistical support.
- Research & Publication Support Rated Very Good (4.2). Action: Strengthen mentoring, provide grants, expand access to journals/databases, and hold research workshops.
- Workload Distribution Rated Very Good (4.4). Action: Conduct periodic reviews, introduce workload tracking, and ensure equitable distribution.

- Laboratory Facilities Rated Very Good (4.3). Action: Regular audits, timely maintenance, expansion of resources, and training for staff.

IQAC Feedback Analysis Team

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