



INTERNAL QUALITY ASSURANCE CELL (IQAC) GOVERNMENT COLLEGE OF EDUCATION

Institute of Advanced Studies in Education

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CONSOLIDATED STUDENT FEEDBACK REPORT FOR TEACHERS-2026

➤ Teaching Effectiveness and Classroom Delivery

Students have expressed a highly positive perception of the teachers' subject knowledge, teaching competence, professionalism, dedication, and commitment to student learning. Most respondents described their teachers as knowledgeable, supportive, well-prepared, inspiring, and effective communicators who explain concepts clearly and make classes meaningful and engaging. Students particularly appreciated the teachers' ability to simplify complex concepts, connect theory with practical examples, and maintain a disciplined academic environment. Many respondents reported being satisfied with the overall quality of teaching and indicated that no major improvements were required.

At the same time, some students suggested greater variety in teaching methods through interactive teaching strategies, real-life examples, discussions, student-centred activities, increased use of audio-visual aids and ICT, and deeper exploration of certain concepts.

➤ Classroom Climate and Student Engagement

Students generally appreciated the respectful, supportive, and motivating attitude of their teachers. Many respondents highlighted positive teacher-student relationships and acknowledged efforts made to encourage participation and maintain classroom discipline.

Some students suggested creating a more inclusive and flexible classroom environment by encouraging open discussions, respecting diverse viewpoints, promoting equal participation, and adopting a more approachable and student-friendly interaction style.

➤ Practical Learning, Field Exposure, and Experiential Education

Students frequently recommended increased practical and experiential learning opportunities, including more ICT laboratory sessions, practical activities, educational visits, study tours, community-based activities, school exposure programmes, and opportunities to apply theoretical concepts in authentic educational settings.

➤ Collaborative Learning, Academic Resources, and Student Support

Students expressed interest in collaborative learning approaches such as group discussions, peer-learning activities, unit-wise quizzes, thought-provoking classroom discussions, timely feedback on assignments, and adequate availability of Teaching-Learning Materials (TLMs).

➤ **Communication, Professional Conduct, and Inclusivity**

While feedback regarding teachers' professionalism was overwhelmingly positive, a few students highlighted the importance of maintaining sensitivity towards diverse perspectives, encouraging respectful academic dialogue, promoting a non-judgmental classroom culture, and motivating all learners irrespective of their abilities.

➤ **Administrative and Academic Support**

A small number of students suggested improvements related to attendance recording, consistency in classroom procedures, scheduling of practical sessions, and timetable-related concerns.

➤ **Overall Reflection**


Strengths Identified

- Strong subject knowledge and professional competence of teachers.
- Clear explanation of concepts and effective classroom delivery.
- Dedicated, hardworking, supportive, and student-centred faculty.
- Positive teacher-student relationships and motivational classroom environment.
- Effective use of examples and practical illustrations.
- High levels of student satisfaction with the teaching-learning process.
- Commitment to maintaining academic standards and discipline.

❖ **Areas for Improvement (Weaknesses/Concerns)**

- Need for greater variety in teaching methodologies and interactive pedagogies.
- Increased use of discussions, group activities, quizzes, and collaborative learning strategies.
- More practical, field-based, and experiential learning opportunities.
- Enhanced use of ICT tools, audio-visual aids, and teaching-learning materials.
- Greater encouragement of student participation, especially among hesitant learners.
- Need for a more flexible, inclusive, and student-friendly classroom environment in some cases.
- Additional opportunities for applying theoretical knowledge in real educational settings.

Submitted for information & necessary directions.


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