



N.M.S.M. GOVERNMENT COLLEGE KALPETTA
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ACTION TAKEN REPORT ON TEACHERS FEEDBACK



ACADEMIC YEAR 2021-22

In the academic year 2021-22, the Internal Quality Assurance Cell (IQAC) of NMSM Government College Kalpetta focused on enhancing the teaching experience by addressing the feedback provided by faculty members. Several key areas, including professional development, digital infrastructure, and administrative improvements, were identified for strategic action.

Faculty development was a top priority for the institution, and multiple Faculty Development Programs (FDPs) were organized to introduce modern pedagogical practices. These initiatives included workshops on online teaching methods, curriculum redesign, and Outcome-Based Education (OBE). Furthermore, there was a concerted effort to ensure that faculty members were equipped with digital literacy skills, as hybrid teaching became an essential component of education in the post-pandemic landscape.

To support faculty in their teaching roles, the college made significant enhancements to its digital infrastructure. The Online Education Support Centre (OESC) was expanded, providing students from economically weaker backgrounds with access to gadgets and devices. In addition, new smart classrooms were created to facilitate the use of ICT tools in teaching. This provided teachers with modern resources to deliver their lessons more effectively.

The college also made considerable progress in implementing e-governance systems. A new online attendance and assessment system was introduced, allowing teachers to track the academic performance of their students in real-time. This improvement streamlined administrative tasks and provided greater transparency in managing student data. Additionally, the college's financial transactions system was digitized, making it easier for faculty members to manage financial processes related to their academic and non academic matters.

Furthermore, the institution expanded its scholarship programs to cover a wider range of socio-economically disadvantaged students. Through this effort, 95.04% of the student body benefited from financial aid, a development that faculty members welcomed, as it ensured equal access to education for students from all backgrounds.




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