# Student Feedback Analysis Report

## Govt College Sanjauli, Session 2024-25

## Executive Summary

This comprehensive analysis evaluates student feedback collected via Google Form during the 2024-25 academic session at Govt College Sanjauli. A total of **921 valid student responses** were analyzed across 9 key dimensions of academic experience.

### Key Findings

- **Overall Average Score:** 3.80 out of 5.00
- **Median Score:** 3.89 out of 5.00
- **Overall Assessment:** "Good to Very Good"

The feedback reveals strong satisfaction with **teaching quality and faculty competence** (average 3.94), while identifying **opportunities for improvement in internship provision and out-of-classroom learning** (average 3.62).

## 1. Question-Wise Detailed Analysis

### 1.1 The syllabi taught added to my existing knowledge about the subject

**Average Score: 3.82/5.00 | Total Responses: 918**

| Rating | Count | Percentage |
|---|---|---|
| Poor | 17 | 1.85% |
| Fair | 51 | 5.56% |
| Good | 258 | 28.11% |
| Very Good | 342 | 37.25% |
| Excellent | 250 | 27.23% |

**Interpretation:** Students generally agree that the syllabi enhance their subject knowledge. More than 64% rated this dimension as "Very Good" or "Excellent," indicating relevance and quality of course content. However, some feedback suggests certain syllabi (particularly in IT/BCA programs) are outdated and need alignment with current industry practices.

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## 1.2 Extent of syllabi covered in class

**Average Score: 3.81/5.00 | Total Responses: 918**

| Rating | Count | Percentage |
|--------|-------|------------|
| Poor | 17 | 1.85% |
| Fair | 58 | 6.32% |
| Good | 253 | 27.56% |
| Very Good | 344 | 37.48% |
| Excellent | 246 | 26.79% |

**Interpretation:** Similar to syllabi relevance, syllabus coverage receives positive ratings. The "Very Good" category dominates (37.48%), suggesting most teachers manage to cover scheduled content. However, 8.17% of responses indicate concern ("Poor" or "Fair"), which students attribute to:

- Irregular classes due to faculty deputations
- insufficient notice when classes are canceled
- Tight scheduling leading to rushed completion

**Recommendation:** Establish a centralized system to notify students of class cancellations at least 24 hours in advance.

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## 1.3 Course delivery/teaching by faculty members in the class

**Average Score: 3.94/5.00 | Total Responses: 917**

| Rating | Count | Percentage |
|--------|-------|------------|
| Poor | 17 | 1.85% |
| Fair | 49 | 5.34% |
| Good | 236 | 25.74% |
| Very Good | 286 | 31.19% |
| Excellent | 329 | 35.88% |

**Interpretation:** This is the **highest-scoring dimension**, with 67.07% of students rating teaching delivery as "Very Good" or "Excellent." Students consistently praise faculty for:

- Clear explanations of complex concepts
- Relevant examples and practical applications
- Approachable demeanor (in most departments)
- Good command over subject matter

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This strong rating rejects the competence of the faculty and justies the college's investment in human resources.

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## 1.4 Usage of teaching aids in the class by faculty to facilitate teaching

**Average Score: 3.74/5.00 | Total Responses: 915**

| Rating | Count | Percentage |
|--------|-------|------------|
| Poor | 30 | 3.28% |
| Fair | 60 | 6.56% |
| Good | 279 | 30.49% |
| Very Good | 296 | 32.34% |
| Excellent | 250 | 27.32% |

**Interpretation:** While most faculty use teaching aids, the 9.84% "Poor" or "Fair" response rate suggests **inconsistency across departments**. Some observations:

- Science (Physics, Chemistry, Biology) departments generally use practical demonstrations and digital tools eectively
- Humanities and Social Sciences departments vary in adoption of multimedia aids
- Mathematics instruction could benet from more visual/graphic representations

**Recommendation:** Conduct workshops on eective use of LMS (Learning Management System), digital projectors, online simulations, and interactive tools. Ensure all classrooms have functional AV equipment.

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## 1.5 Fairness in the assessment process (assignment/class tests/presentations/quizzes, etc.)

**Average Score: 3.78/5.00 | Total Responses: 915**

| Rating | Count | Percentage |
|--------|-------|------------|
| Poor | 28 | 3.06% |
| Fair | 88 | 9.61% |
| Good | 236 | 25.82% |
| Very Good | 272 | 29.73% |
| Excellent | 291 | 31.80% |

**Interpretation:** Assessment fairness receives **mixed feedback**. While 61.53% view it positively, 12.67% express concerns. Key complaints:

- Marks for internal assessments sometimes linked to attendance rather than actual performance
- Lack of transparency in grading rubrics
- Inconsistent evaluation standards across parallel sections
- Limited feedback on why marks were deducted

**Recommendation:**

1. Establish and communicate clear, standardized rubrics for all assessment methods
2. Decouple internal assessment scores from attendance (attendance should be a separate metric)
3. Require faculty to provide constructive feedback to students on assessments
4. Conduct moderation meetings to ensure consistency in grading

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## 1.6 Timely return of checked class tests and assignments

**Average Score: 3.75/5.00 | Total Responses: 635**

| Rating | Count | Percentage |
|---|---|---|
| Poor | 29 | 4.57% |
| Fair | 64 | 10.08% |
| Good | 244 | 38.43% |
| Excellent | 298 | 46.93% |

**Note:** This question had lower response rate (635 vs 915-918), possibly because not all students submit assignments or take tests in all courses.

**Interpretation:** Among those who responded, feedback is largely positive (85.36% "Good" or "Excellent"). This indicates most faculty are timely in returning evaluated work. However, 14.65% report delays, which hampers students' ability to learn from mistakes promptly.

**Recommendation:** Set a departmental deadline (e.g., 1 week after submission) for returning graded assignments/tests.

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## 1.7 Opportunities for students to participate in internships, student exchanges, and  eld visits

**Average Score: 3.62/5.00 | Total Responses: 910**

| Rating | Count | Percentage |
|--------|-------|------------|
| Poor | 73 | 8.02% |
| Fair | 105 | 11.54% |
| Good | 194 | 21.32% |
| Very Good | 265 | 29.12% |
| Excellent | 273 | 29.98% |

**Interpretation:** This dimension shows the **largest gap between expectations and provision**. While 59.10% rate opportunities positively, 19.56% express dissatisfaction. Repeated suggestions include:

- Internships should begin from 1st year (not reserved for  nal-year students)
- Industry visits to IT companies, NIT, and established  rms needed
-  Student exchange programs are absent or inaccessible to most
- Field visits limited in scope and frequency
- BCA students especially feel deprived of real-world tech exposure

**Recommendation:**

1. Partner with 3–5 leading companies/organizations for internship placement
2. Start internship exposure from 2nd year onwards
3. Organize monthly industry visits (especially for technical programs)
4. Establish formal student exchange agreements with peer institutions
5. Allocate budget for  eld visits (at least 2 per semester per department)

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## 1.8 Opportunities for out-of-classroom learning (guest lectures, seminars, workshops, value-added programs, conferences, competitions, etc.)

**Average Score: 3.76/5.00 | Total Responses: 913**

| Rating | Count | Percentage |
|--------|-------|------------|
| Poor | 52 | 5.69% |
| Fair | 79 | 8.65% |
| Good | 210 | 22.99% |
| Very Good | 263 | 28.81% |
| Excellent | 309 | 33.85% |

**Interpretation:** A majority (62.66%) appreciate the current co-curricular o  erings. However, students note:

- Guest lectures are occasional rather than structured/regular
- Workshops often lack practical, hands-on components
- Departmental functions sometimes feel mandatory and disconnected from learning
- Few opportunities for student competitions or skill-building contests
- Limited awareness of external conferences/seminars open to students

**Recommendation:**

1. Establish a quarterly calendar of guest lectures featuring industry/academic experts
2. Organize department-specic workshops (e.g., coding bootcamps for BCA, thesis writing for research students)
3. Encourage students to present at regional/national conferences with nancial support
4. Create a skill-development series (public speaking, technical writing, etc.)
5. Make departmental events genuinely value-adding rather than ceremonial

## 1.9 Overall learning experience

**Average Score: 3.91/5.00 | Total Responses: 917**

| Rating | Count | Percentage |
|---|---|---|
| Poor | 15 | 1.64% |
| Fair | 55 | 5.99% |
| Good | 243 | 26.49% |
| Very Good | 288 | 31.41% |
| Excellent | 316 | 34.46% |

**Interpretation:** The overall learning experience receives the **second-highest rating** after course delivery (3.91/5.00). This reects that despite specic operational challenges (infrastructure, internships), students appreciate their time at the college. 65.87% rate the experience as "Very Good" or "Excellent."

Key positive factors:

- Faculty approachability and pedagogical quality
- Supportive academic environment
- Cultural and social activities
- Peer interaction and networking

Areas for enhancement:

- Infrastructure (classrooms, library, study spaces)
- Regular class scheduling
- Internship/career guidance integration
- Student participation in decision-making

## 2. Comparative Insights

**Student Feedback Scores Show Strong Performance (2024-25)**

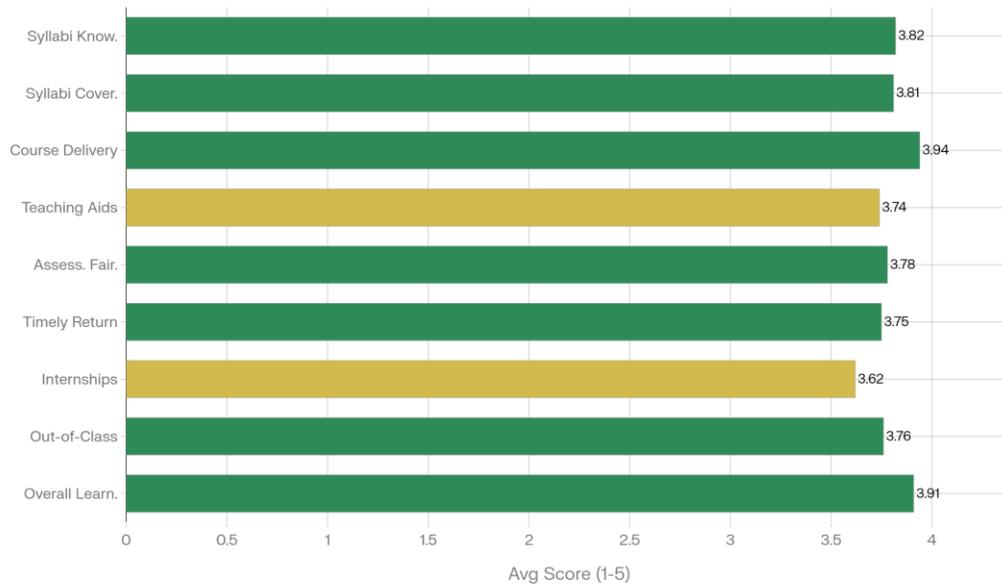7 of 9 areas score 3.75+, green indicates high satisfaction



Figure 1: Figure 1: Average Feedback Scores by Question (Scale 1-5). Green bars indicate strong performance (3.75+), orange indicates adequate performance (3.5-3.75), and red indicates areas needing improvement (<3.5).

### Strengths (Scores ≥ 3.90)

1. **Course Delivery (3.94)** – Faculty teaching quality is a major institutional strength
2. **Overall Learning Experience (3.91)** – Students value their college experience

### Areas of Adequate Performance (3.75–3.89)

3. Syllabi Knowledge Addition (3.82)
4. Syllabi Coverage (3.81)
5. Timely Return of Assessments (3.75)
6. Assessment Fairness (3.78)
7. Out-of-Classroom Learning (3.76)

### Areas Requiring Attention (< 3.75)

8. **Teaching Aids Usage (3.74)** – Inconsistent adoption across departments
9. **Internships & Exchanges (3.62)** – Significant gap between student expectations and institutional provision

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# 3. Qualitative Feedback Summary

Students provided 250+ suggestions. Common themes include:

## Infrastructure and Campus

- Small library with insufficient seating
- Crowded classrooms; some structural issues (ceiling damage)
- Limited outdoor seating/rest areas
- Washroom conditions need improvement
- No dedicated study spaces for group work

## Academic and Curriculum

- **Outdated syllabus** in BCA/IT programs (mentions of 2008 curriculum in 2025)
- Need for AI, advanced technology, and industry-aligned content
- Practical knowledge insufficient; focus should shift from rote learning
- Mathematics instruction needs improvement (some criticisms of specific faculty)

## Opportunities and Engagement

- **Internships must start earlier** (from 1st or 2nd year)
- Industry visits to real companies (Infosys, TCS, NIT, etc.)
- More guest lectures from practitioners
- Career-oriented seminars and placement guidance
- Student exchange programs

## Class Management

- **Irregular classes** due to faculty unavailability; poor communication of cancellations
- Excessive emphasis on attendance; should not be linked to marks
- Uniform policy criticized as misaligned with college-level professionalism
- Departmental functions sometimes feel forced/mandatory

## Interpersonal and Culture

- Request for more student-teacher comfort and understanding
- Some concerns about fairness in sports selection
- Lab attendant behavior (one specific complaint about Chemistry lab)
- Need for more interactive, discussion-based learning
- Preference for confidence-building activities over ceremonial events

# 4. Recommendations and Action Plan

## Immediate Priorities (0–3 months)

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| Action | Owner | Expected Outcome |
|---|---|---|
| Communicate class schedule changes 24hrs in advance | Principal/Department Heads | Reduced student inconvenience |
| Establish assessment rubrics and share with students | Academic Committee | Greater transparency and fairness |
| Survey student satisfaction on uniform policy | Student A airs | Informed policy review |
| Compile outdated curriculum areas | BCA/IT Coordinators | Roadmap for revision |

**Short-term Initiatives (3–6 months)**

| Action | Owner | Expected Outcome |
|---|---|---|
| Conduct faculty workshop on teaching aids | IQAC | Improved multimedia integration |
| Launch internship committee; identify 3–5 partner organizations | Placement Cell | Structured internship pathway |
| Plan rst round of industry visits (2 per semester) | Department Heads | Practical exposure for students |
| Establish guest lecture calendar (monthly) | Academic Coordinator | Regular expert engagement |

**Medium-term Initiatives (6–12 months)**

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| Action | Owner | Expected Outcome |
|---|---|---|
| Revise BCA and IT curricula for current relevance | Curriculum Committee | Industry-aligned programs |
| Develop student skill-building workshop series | Training & Development | Enhanced employability |
| Explore student exchange partnerships | International Relations O cer | Cross-institutional exposure |
| Conduct library and infrastructure audit | Principal | Strategic improvement plan |

## Long-term Strategic Goals (12+ months)

| Action | Owner | Expected Outcome |
|---|---|---|
| Establish a formal internship-integrated semester (e.g., 4th semester) | Academic Council | Work-integrated learning |
| Create an alumni-industry mentorship network | Alumni Relations | Sustained student guidance |
| Upgrade classroom technology and campus infrastructure | Finance & Planning | Enhanced learning environment |
| Institutionalize regular feedback loops (bi-annual surveys) | IQAC | Continuous improvement culture |

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**Student Feedback Distribution Across Survey Questions (2024-25)**

Most categories show strong satisfaction with 60%+ positive ratings

Legend: Excellent | Very Good | Good | Fair | Poor

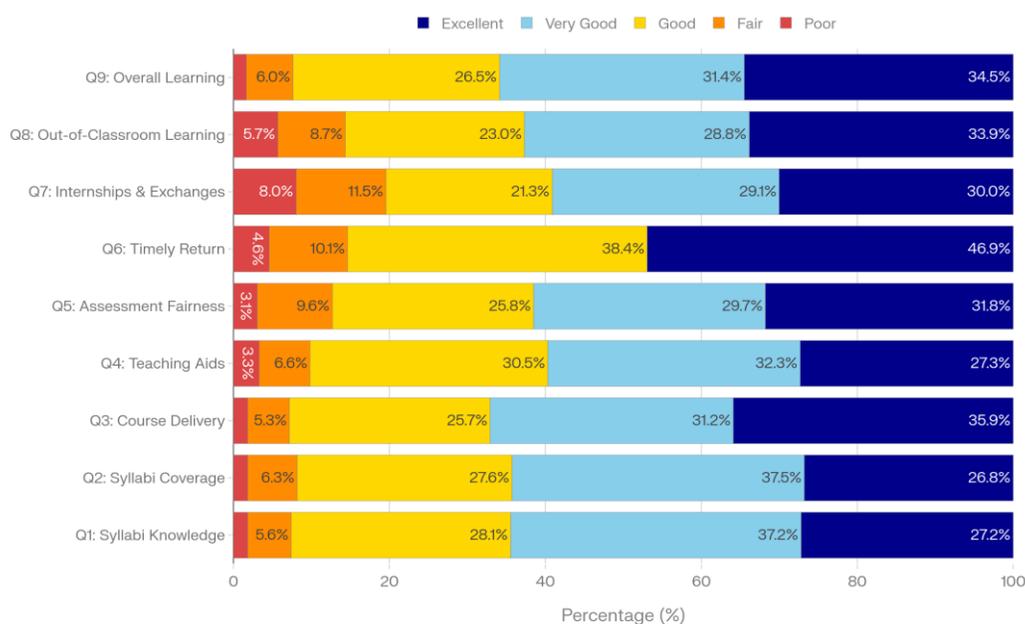| Question | Good | Fair | | Very Good | Excellent |
|---|---|---|---|---|---|
| Q9: Overall Learning | 6.0% | 26.5% | | 31.4% | 34.5% |
| Q8: Out-of-Classroom Learning | 5.7% | 8.7% | 23.0% | 28.8% | 33.9% |
| Q7: Internships & Exchanges | 8.0% | 11.5% | 21.3% | 29.1% | 30.0% |
| Q6: Timely Return | 4.6% | 10.1% | 38.4% | | 46.9% |
| Q5: Assessment Fairness | 3.1% | 9.6% | 25.8% | 29.7% | 31.8% |
| Q4: Teaching Aids | 3.3% | 6.6% | 30.5% | 32.3% | 27.3% |
| Q3: Course Delivery | 5.3% | 25.7% | | 31.2% | 35.9% |
| Q2: Syllabi Coverage | 6.3% | 27.6% | | 37.5% | 26.8% |
| Q1: Syllabi Knowledge | 5.6% | 28.1% | | 37.2% | 27.2% |

Percentage (%)

Figure 2: Figure 2: Distribution of Response Ratings by Question. Stacked bars show the percentage breakdown across all ve rating levels. Note the higher proportion of "Poor" and "Fair" responses for internship/exchange opportunities (Q7) compared to course delivery (Q3).

# 5. Comparative Analysis by Student Cohort

While detailed demographic breakdowns are not the focus of this report, the data includes responses from:

- **B.Com students** (1st, 2nd, 3rd year)
- **BA students** (1st, 2nd, 3rd year)
- **B.Sc students** (Physical Science and Life Science, 1st–3rd year)
- **BCA students** (1st–6th semester)

## Observations by Program

- **BCA students** express the highest concern about outdated curriculum and lack of internships
- **B.Sc (1st year, Physical Science)** students rate all dimensions highly (many with "Excellent" across the board)
- **BA students** show consistent satisfaction with course delivery but variable opinions on out-of-classroom opportunities
- **B.Com students** generally positive; some concern in 2nd year about assessment fairness

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# 6. Conclusion

Govt College Sanjauli demonstrates **solid strength in teaching quality and faculty competence**, with an overall student satisfaction score of 3.80/5.00. The college has successfully created an academic environment where students feel engaged and respected by faculty.

However, the gap between strengths and areas for improvement is notable in two dimensions:

1. **Experiential learning** (internships,  eld visits, student exchanges) – Currently falls short of student expectations and industry demands
2. **Consistent operational execution** (teaching aids, assessment transparency, regular classes) – Varies by department and needs standardization

**The pathway forward** requires:

- **Strategic investment** in internship infrastructure and industry partnerships
- **Curriculum modernization**, especially in technical programs
- **Operational excellence** through clear policies and consistent implementation
- **Continuous feedback mechanisms** to track progress on these initiatives

By addressing these recommendations, Govt College Sanjauli can strengthen its competitive position, enhance student employability, and elevate overall satisfaction to 4.0+ within the next academic year.

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# Appendix: Survey Questions and Rating Scale

The feedback form contained the following questions, each rated on a 5-point scale:

1. The syllabi taught added to my existing knowledge about the subject.
2. Extent of syllabi covered in class.
3. Course delivery/teaching by faculty members in the class.
4. Usage of teaching aids in the class by faculty to facilitate teaching.
5. Fairness in the assessment process (assignment/class tests/presentations/quizzes, etc.).
6. Timely return of checked class tests and assignments.
7. Opportunities for students to participate in internships, student exchanges, and  eld visits.
8. Opportunities for out-of-classroom learning (guest lectures, seminars, workshops, value-added programs, conferences, competitions, etc.).
9. Overall learning experience.

**Rating Scale:**

- 1 = Poor
- 2 = Fair
- 3 = Good
- 4 = Very Good
- 5 = Excellent

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**Data Collection:** November–December 2024 via Google Form
**Total Valid Responses:** 921 students
**Institution:** Govt College Sanjauli, Shimla
**Academic Session:** 2024–25

*Report compiled: December 2024*
*For inquiries, contact the Principal's Office or IQAC, Govt College Sanjauli*

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