

IQAC Feedback Form for Students (On Curricular Aspects) 2024-25

Student Feedback Form Questions

01

Email

Student email address for identification

02

Class

Current class/program enrolled in

03

Year of Admission

Academic year of joining the college

Rating Questions (Excellent / Very Good / Good / Fair / Poor)

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 field visits.
8. Opportunities for out-of-classroom learning (guest lectures, seminars, workshops, value-added programs, conferences, competitions, etc.)
9. Overall learning experience
10. Your valuable suggestions, if any

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

3.80

Overall Average Score

out of 5.00

3.89

Median Score

out of 5.00

921

Total Responses

Valid student feedback

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



Total Responses: 918

Average Score

out of 5.00

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 However, some feedback suggests certain syllabi (particularly in IT/BCA programs) are outdated and need alignment with current industry practices.

1.2 Extent of syllabi covered in class



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.

1.3 Course delivery/teaching by faculty members in the class



Average Score
out of 5.00

Total Responses: 917

Highest-scoring dimension

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

Clear explanations of complex concepts

Practical Applications

Relevant examples and practical applications

Approachability

Approachable demeanor (in most departments)

Subject Mastery

Good command over subject matter

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

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



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 effectively
- Humanities and Social Sciences departments vary in adoption of multimedia aids
- Mathematics instruction could benefit from more visual/graphic representations

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

1.5 Fairness in the assessment process

(assignment/class tests/presentations/quizzes, etc.)



Total Responses: 915

Average Score

out of 5.00

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:

01

Establish and communicate clear, standardized rubrics for all assessment methods

02

Decouple internal assessment scores from attendance (attendance should be a separate metric)

03

Require faculty to provide constructive feedback to students on assessments

04

Conduct moderation meetings to ensure consistency in grading

1.6 Timely return of checked class tests and assignments



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.

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



Average Score
out of 5.00

Total Responses: 910

Largest gap between expectations and provision

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 final-year students)
- Industry visits to IT companies, NIT, and established firms 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:

01

Partner with 3-5 leading companies/organizations for internship placement

02

Start internship exposure from 2nd year onwards

03

Organize monthly industry visits (especially for technical programs)

04

Establish formal student exchange agreements with peer institutions

05

Allocate budget for field visits (at least 2 per semester per department)

1.8 Opportunities for out-of-classroom learning

(guest lectures, seminars, workshops, value-added programs, conferences, competitions, etc.)



3.76

Total Responses: 913

Average Score

out of 5.00

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 offerings. 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:

01

Establish a quarterly calendar of guest lectures featuring industry/academic experts

02

Organize department-specific workshops (e.g., coding bootcamps for BCA, thesis writing for research students)

03

Encourage students to present at regional/national conferences with financial support

04

Create a skill-development series (public speaking, technical writing, etc.)

05

Make departmental events genuinely value-adding rather than ceremonial

1.9 Overall learning experience

3.91

Total Responses: 917

Second-highest rating

Average Score

out of 5.00

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 reflects that despite specific 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 Quality

Faculty approachability and pedagogical quality

Environment

Supportive academic environment

Activities

Cultural and social activities

Networking

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

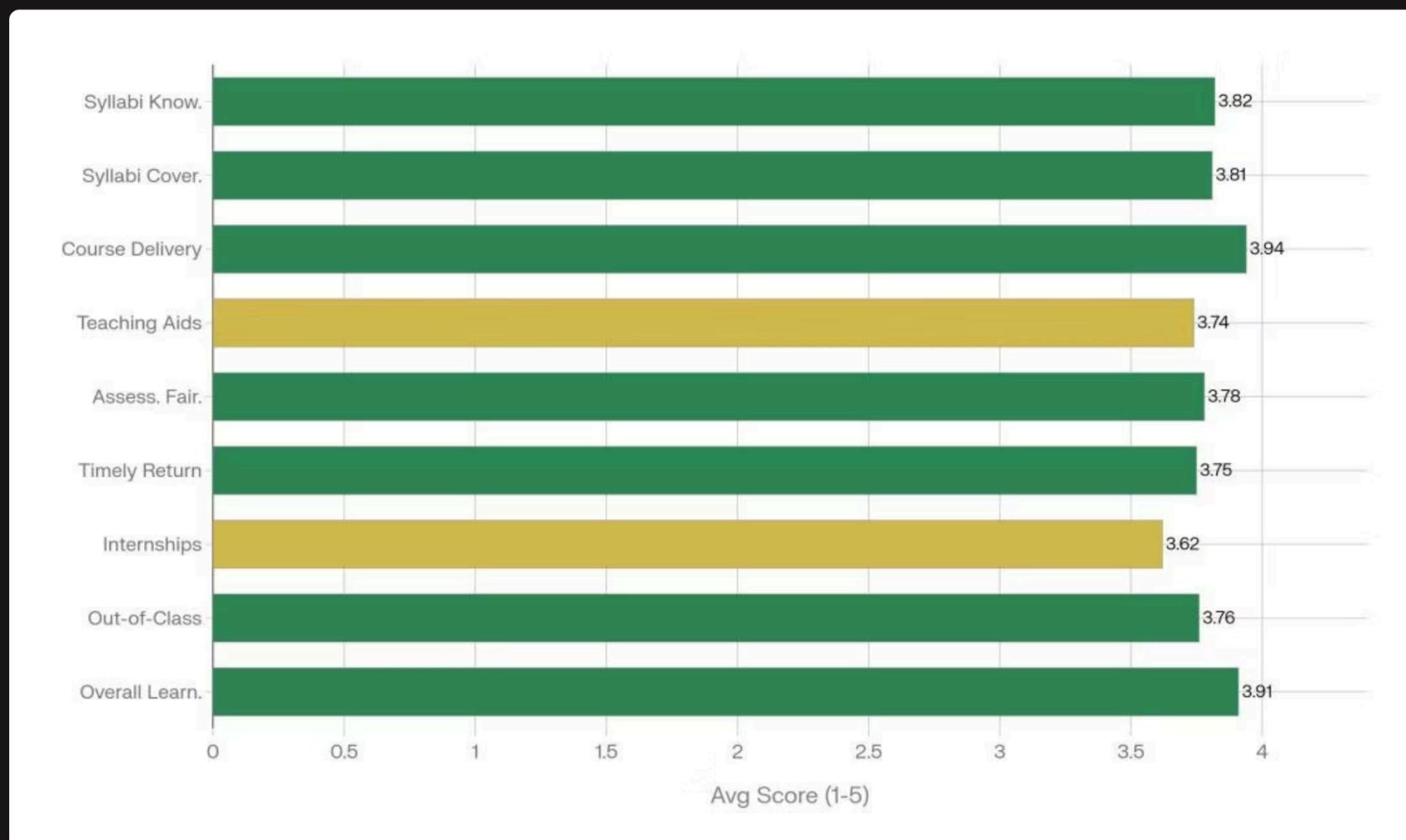


Figure 1: Average Feedback Scores by Question (Scale 1-5). Green bars indicate strong performance (3.75+), orange indicates adequate performance (3.5-3.75), and red indicates areas needing improvement (<3.5).

Strengths (Scores ≥ 3.90)

Course Delivery (3.94)

Faculty teaching quality is a major institutional strength

Overall Learning Experience (3.91)

Students value their college experience

Areas of Adequate Performance (3.75–3.89)

- Syllabi Knowledge Addition (3.82)
- Syllabi Coverage (3.81)
- Timely Return of Assessments (3.75)
- Assessment Fairness (3.78)
- Out-of-Classroom Learning (3.76)

Areas Requiring Attention (< 3.75)

Teaching Aids Usage (3.74)

Inconsistent adoption across departments

Internships & Exchanges (3.62)

Significant gap between student expectations and institutional provision

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)

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 Affairs	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 first 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)

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 Officer	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

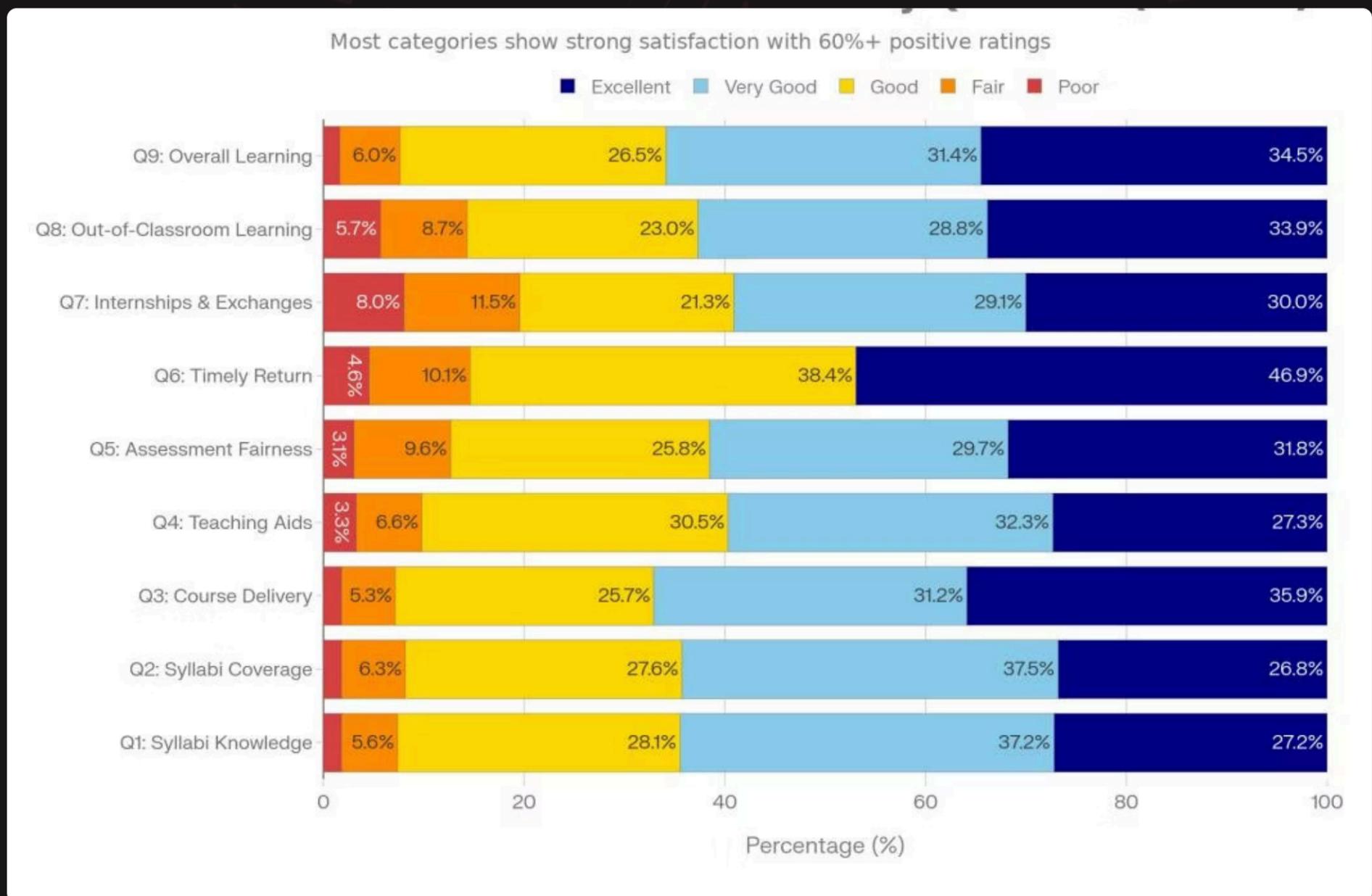


Figure 2: Distribution of Response Ratings by Question. Stacked bars show the percentage breakdown across all five rating levels. Note the higher proportion of "Poor" and "Fair" responses for internship/exchange opportunities (Q7) compared to course delivery (Q3).

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

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:

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

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 field 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

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

Link for Feedback Received from students:

<https://docs.google.com/spreadsheets/d/1xvKvuseK4DzKuo4kGicoQtQfNLsAui75/edit?usp=sharing&ouid=104626969453298212658&rtpof=true&sd=true>