

STUDENT'S FEEDBACK ANALYSIS REPORT

(UG & PG)

SESSION - 2025-26

GOVERNMENT SCIENCE COLLEGE, CHATRAPUR, GANJAM



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1. Executive Summary

This report presents a comprehensive evaluation of student feedback collected via Google Forms for the academic session 2025-26. A total of 831 students participated across three academic streams and 11 departments. The primary goal of this survey is to evaluate institutional performance in academic delivery, teacher effectiveness, infrastructure, and administrative support, helping the college identify key strengths and areas requiring strategic intervention.

2. Respondent Demographic Profiles

Class-Wise Distribution

The institutional survey shows robust participation across both undergraduate (UG) and postgraduate (PG) cohorts:

- **UG Students (Nearly Two-Thirds):** Led significantly by +3 Second Year students at 27.6%. +3 First Year (2025-28) and +3 Final Year (2023-26) make up 19.6% and 17.4% respectively.
- **PG Students (About One-Third):** Evenly represented by PG First Year (2025-27) at 17.3% and PG Second Year (2024-26) at 18.1%.

The feedback of students was collected using google form. The student feedback was collected from three streams that include 11 departments.

Class

831 responses

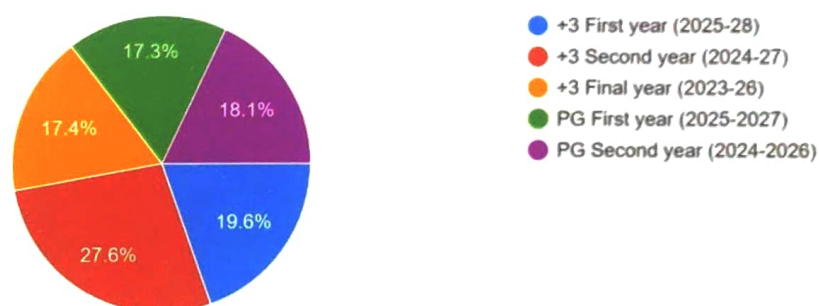


Figure 1: Pie chart summarizing the class-wise distribution of 831 respondents

From figure-1 it is apparent that +3 Second Year students form the largest group, accounting for 27.6% of all responses. The remaining four groups are evenly represented, each contributing 17–20% of the responses. The survey has good representation across all classes, though responses are somewhat dominated by +3 Second Year students. Overall, nearly two-thirds of respondents are UG students, while about one-third are PG students.



Department
831 responses

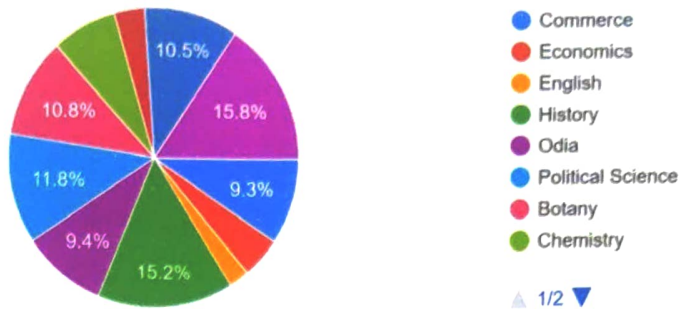


Figure 2: Chart to show the subject-wise distribution of 831 respondents

From the figure -2 it is represented that a greater number of the students who contributed to the feedback are from department of Zoology (131 numbers) followed by department of History (126 numbers). The less contribution was made by department of English (19 numbers) and Mathematics (28 numbers).

Age

831 responses

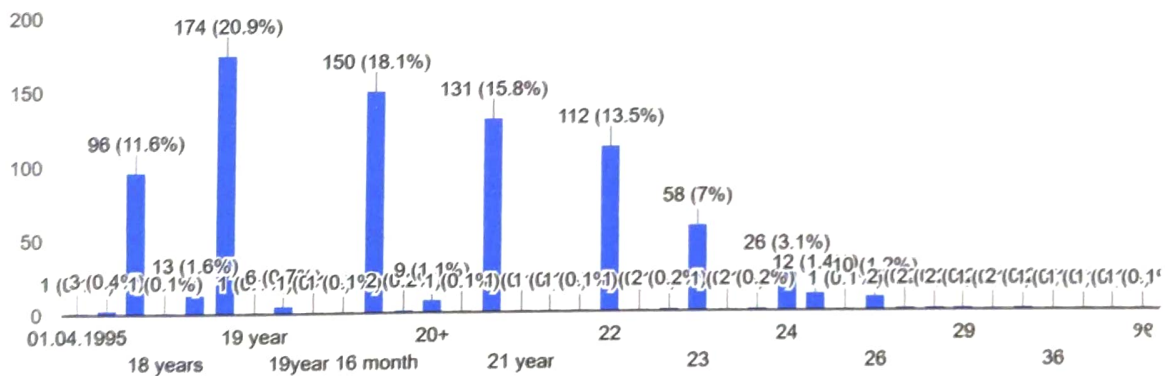


Figure 3: Age-wise Analysis of 831 Respondents

The 19-year age group constitutes the largest proportion (20.9%) of respondents. Most students fall within the 18–22 years age range, accounting for nearly 80% of the total responses (Figure 3). The frequency of respondents gradually declines after age 22, which is expected in a predominantly undergraduate and postgraduate student population. Very few respondents are above 24 years of age, indicating that the survey mainly represents traditional college-age students.



A total of 831 students participated in the survey. The largest proportion of respondents belonged to the 19-year age group (20.9%), followed by 20 years (18.1%), 21 years (15.8%), and 22 years (13.5%). Overall, many of the respondents (approximately 80%) were between 18 and 22 years of age, indicating that the survey findings primarily reflect the perceptions and experiences of students within the typical college-going age group.

Gender
831 responses

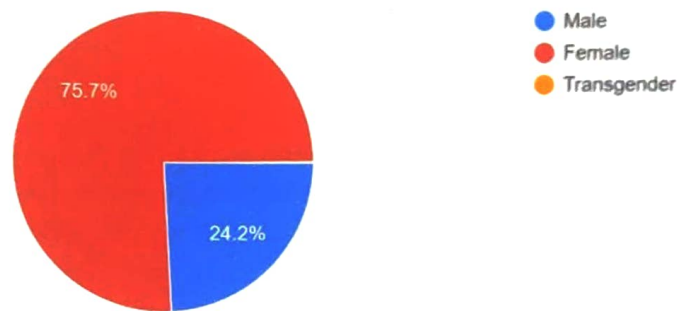


Figure 4: Gender-wise Analysis of Respondents

Female students constitute the overwhelming majority (75.7%) of respondents. Male students account for 24.2% of the responses. Responses from the transgender category are absent. The ratio of female to male respondents is approximately 3:1 (Figure -4). The survey results are predominantly reflective of the views and experiences of female students. This gender distribution may mirror the actual enrolment pattern of the institution with a higher proportion of female students. The strong participation rate among female students indicates good engagement with the feedback process.

1. How much of the syllabus was covered in the class? 4 – 85 to 100% 3 – 70 to 84% 2 – 55 to 69% 1 – 30 to 54% 0 – Below 30%

831 responses

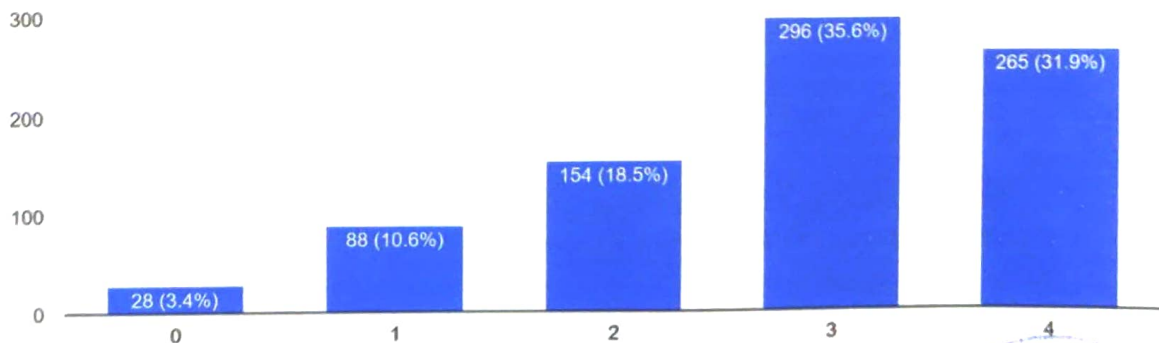


Figure 5: Coverage of syllabus according to student's view

From Figure-5 following inference can be drawn about the coverage of syllabus :-

- **Positive perception of syllabus coverage:** The highest response category is 3 (70–84%) with 35.6%. 31.9% of students rated syllabus coverage as 85–100%. Together, 67.5% of respondents feel that at least 70% of the syllabus was covered.
- **Moderate satisfaction:** 18.5% rated coverage between 55–69%, indicating room for improvement.
- **Low dissatisfaction:** Only 14.0% (10.6% + 3.4%) felt that less than 55% of the syllabus was covered.
- **Weighted average score is 3.02 out of 4** (approximately 75.5% of the maximum score).

This feedback indicates that syllabus coverage was generally perceived as satisfactory to very good. More than two-thirds of the students reported that 70% or more of the syllabus was covered, and the overall average rating of 3.02/4 suggests a positive evaluation of syllabus completion. However, the responses from about 14% of students indicate that some sections may have perceived lower coverage, which could be reviewed for further improvement.

2. Rate the level of " Teaching Learning Process" in the Institute. 4: Excellent 3: Good 2: Satisfactory 1: Poor
831 responses

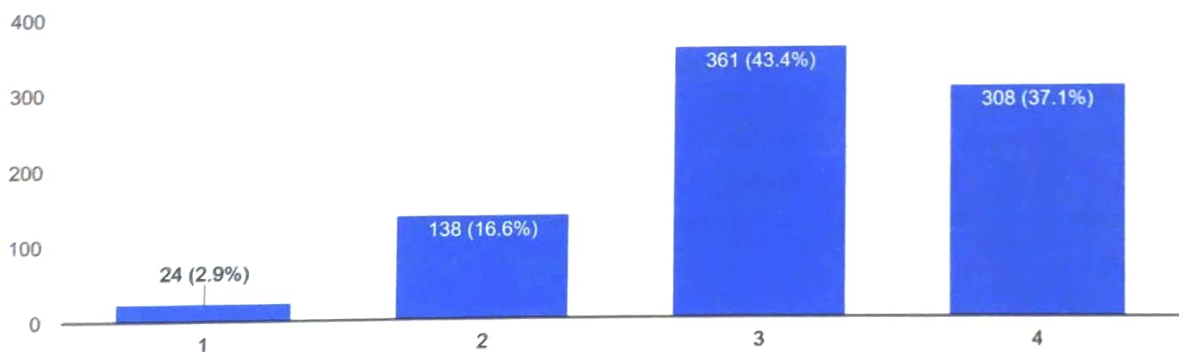


Figure 6: Teaching-Learning Process of the institution

A large majority (80.5%) of students rated the teaching-learning process as Good or Excellent, indicating a strong positive perception (Figure 6). The most common rating was Good (43.4%), followed closely by Excellent (37.1%). Only 2.9% of respondents rated it as Poor, suggesting very limited dissatisfaction. About 16.6% rated it as Satisfactory, indicating some scope for further enhancement. Weighted Average Score is 3.15 out of four.



This corresponds to approximately 78.7% of the maximum possible score. The feedback indicates that the institute's teaching-learning process is generally perceived as good to excellent. More than four-fifths of the students expressed positive satisfaction with the quality of teaching and learning. The weighted average score of 3.15 out of 4 reflects a favourable evaluation of academic delivery and student engagement. However, the responses from approximately 19.5% of students who rated it as satisfactory or poor suggest that certain aspects of the teaching-learning process may still be strengthened to achieve higher levels of student satisfaction.

3. How well were the teachers able to communicate? 4 – Always effective 3 – Sometimes effective 2 – Just satisfactorily 1 – Generally ineffective 0 – Very poor communication
831 responses

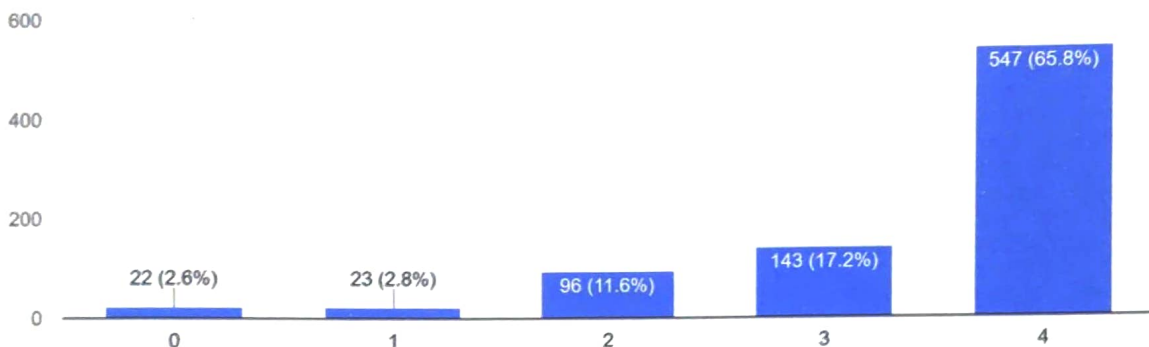


Figure 7: Teacher's Communication Effectiveness

The majority of students (65.8%) rated teachers' communication as "Always effective", indicating a strong level of satisfaction with communication practices. An additional 17.2% considered communication "Sometimes effective", suggesting generally positive experiences. About 11.6% of respondents felt communication was only satisfactory, indicating room for improvement. Only 5.4% of students (ratings 0 and 1 combined) perceived communication as ineffective or very poor.

The results demonstrate that teachers were generally successful in communicating with students. With 83.0% of respondents assigning ratings of 3 or 4, the findings indicate a high level of effectiveness in teacher-student communication. However, the presence of nearly 17% of students giving ratings of 0–2 suggests that efforts to improve clarity, engagement, and responsiveness could further enhance the teaching-learning process.

Figure 7 reveals that teacher communication was perceived positively by the majority of students. Out of 831 respondents, 547 (65.8%) rated communication as "Always effective," while 143 (17.2%) considered it "Sometimes effective." A smaller proportion of students rated communication as merely satisfactory (11.6%), generally ineffective (2.8%), or very poor (2.6%). These findings indicate that teachers demonstrated strong communication skills overall, although continuous improvement is needed to address the concerns of a minority of students and achieve even higher levels of satisfaction.



4. Rate the level of " Student-teacher interaction" in the Institute. 4: Excellent 3: Good 2: Satisfactory 1: Poor

831 responses

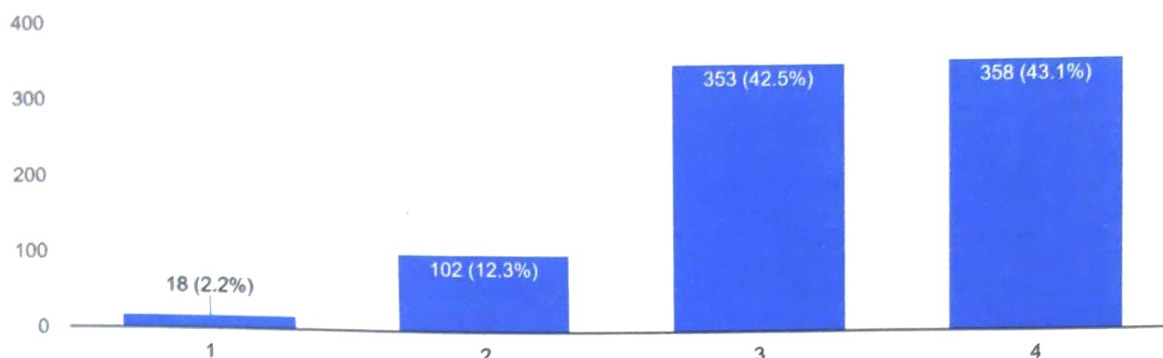


Figure 8: Student-Teacher Interaction

Figure 8 represents that a massive 85.6% of respondents rate the student-teacher interaction as either "Excellent" (43.1%) or "Good" (42.5%). This indicates that most students feel positive about how faculty and students engage with each other. There is a very narrow margin (just 5 responses, or 0.6%) between those who rate it as "Excellent" versus "Good." This shows a highly consistent positive sentiment across the board. Only 2.2% (18 students) feel that the interaction is "Poor." While it is a very low percentage, it represents a small group that could benefit from targeted feedback to see where communication gaps exist.

5. Rate Activities leading to Placement/Entrepreneurship/ Lifelong Learning/Field Projects and Internships. 4: Excellent 3: Good 2: Satisfactory 1: Poor

831 responses

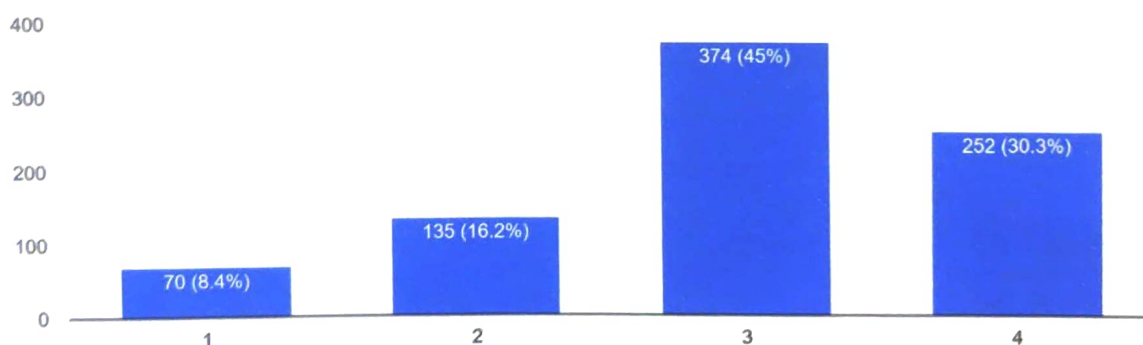
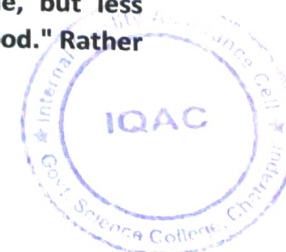


Figure 9: Activities related to experiential learning

A combined 75.3% of respondents view these career-building activities positively ("Good" or "Excellent"). While still a strong majority, this is a noticeable drop from the 85.6% positivity rate seen in the student-teacher interaction chart which indicates generally favourable, but less enthusiastic (Figure 9). The largest group of students (45%) rated these programs as "Good." Rather



than peaking at "Excellent," the data skews slightly more toward the middle-positive tier. 8.4% of students (70 responses) rated these activities as "Poor," and 16.2% rated them as just "Satisfactory." Combined, nearly a quarter of the student body (24.6%) feels there is significant room for improvement in how placements, internships, and career readiness are handled.

6. The institution provides multiple opportunities to learn and grow. 4 – Strongly agree 3 – Agree 2 – Neutral 1 – Disagree 0 – Strongly disagree

831 responses

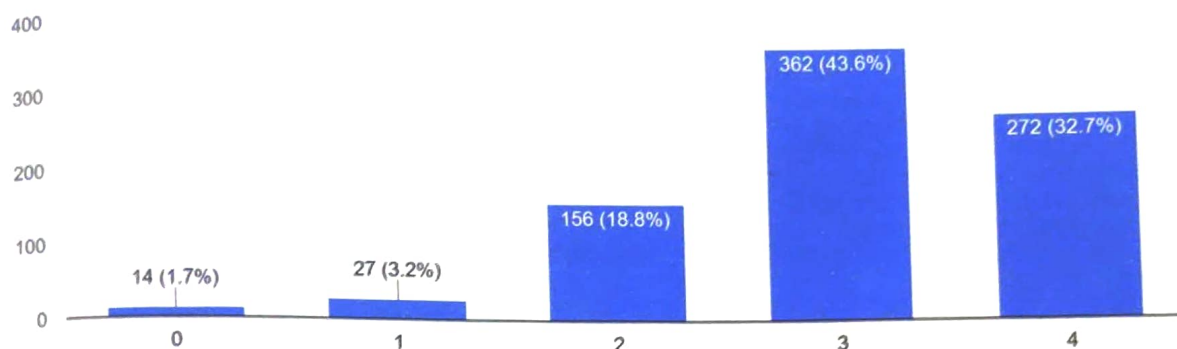


Figure 10: View on Multiple Opportunities to learn and grow

A substantial 76.3% of respondents either "Agree" (43.6%) or "Strongly agree" (32.7%) that the institution delivers solid opportunities for growth and learning (Figure 10). The bulk of the student body sits comfortably in the positive camp, with the highest single bar being "Agree" at 43.6%. Nearly 1 in 5 students (18.8%) selected "Neutral." This is a notable chunk of the population. It suggests that while these 156 students aren't necessarily having a bad experience, they might feel the opportunities are either average or not heavily publicized/accessible to everyone.

7. Teachers inform you about your expected competencies, course outcomes and programme outcomes. 4 – Every time 3 – Usually 2 – Occasionally/Sometimes 1 – Rarely 0 – Never

831 responses

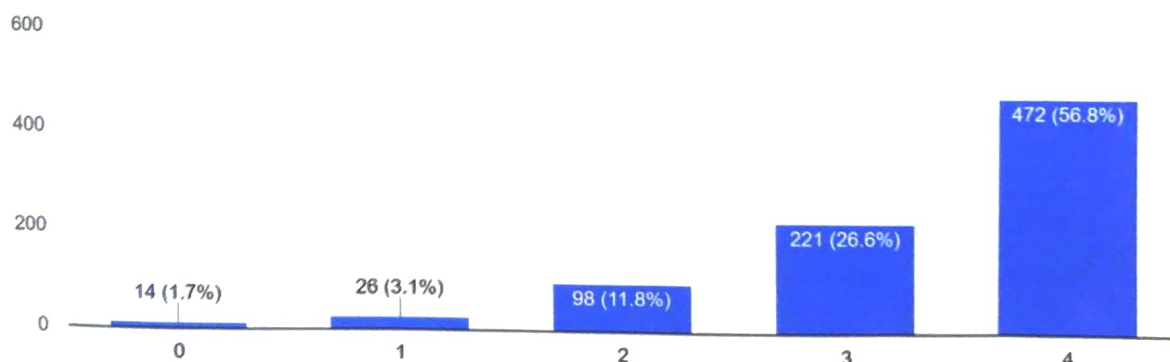


Figure 11: Information on Course Outcome and Programme Outcome



Over half of the student body (56.8%) reports that teachers inform them about expectations and course outcomes "Every time." This is the highest single-category peak seen among the charts evaluated so far. Combining "Every time" and "Usually," a strong 83.4% of respondents feel consistently updated on what is expected of them academically (Figure 11). This suggests that the faculty is highly disciplined in communicating course objectives. A small portion of the population (11.8%) experiences this communication only "Occasionally/Sometimes," and a marginal 4.8% combined experience it "Rarely" or "Never."

8. Rate motivation and exposure to Co-Curricular and extra-curricular activities in the Institute. 4: Excellent 3: Good 2: Satisfactory 1: Poor
831 responses

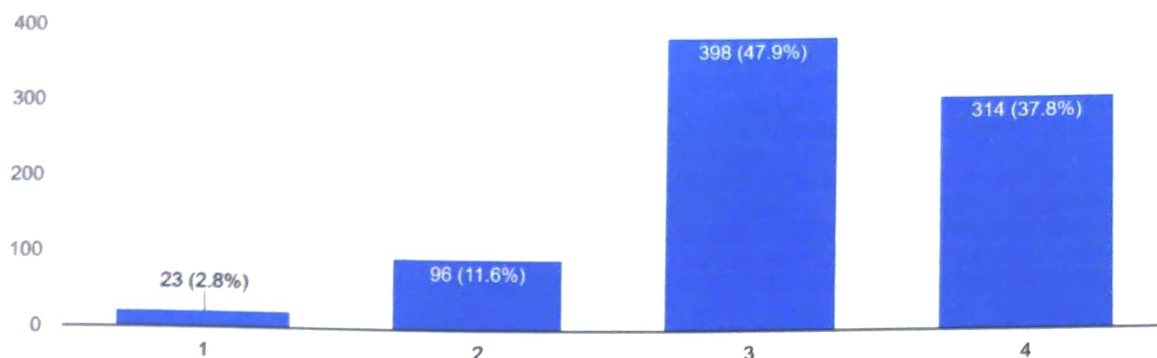


Figure 12: Exposure to Co-Curricular and Extra-curricular activities in the institute

Overall, 85.7% of respondents (Good + Excellent) expressed positive opinions regarding the institute's encouragement and exposure to co-curricular and extracurricular activities (Figure 12). This demonstrates that the institute effectively promotes student participation beyond academics. Nevertheless, the responses from the 14.4% who rated the activities as Satisfactory or Poor indicate opportunities for further enhancement by introducing a wider variety of activities, increasing participation opportunities, and strengthening student engagement initiatives.

9. Rate the internal examination procedure. 4: Excellent 3: Good 2: Satisfactory 1: Poor
831 responses

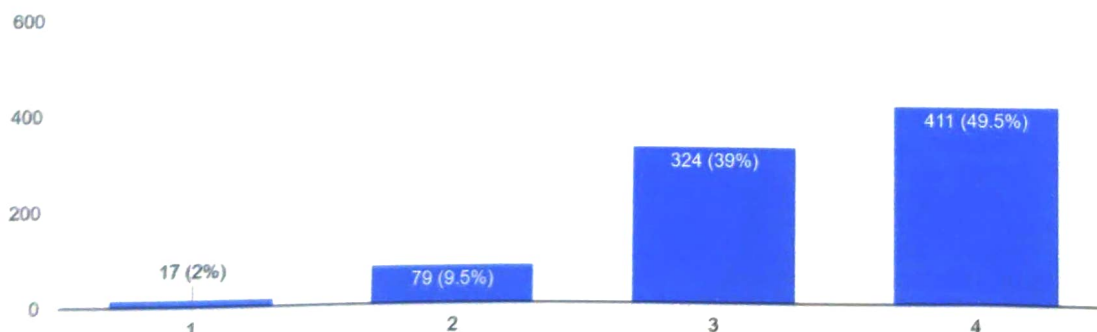


Figure 13: Perception on internal examination procedure



The survey reveals a highly positive perception of the institute's internal examination procedure (Figure 13). Nearly half of the respondents (49.5%) rated the examination process as Excellent, while 39.0% rated it as Good. Together, 88.5% of students expressed satisfaction with the fairness, transparency, and effectiveness of the internal assessment system.

A comparatively smaller proportion of respondents (9.5%) rated the procedure as Satisfactory, indicating that while they find the process acceptable, there is scope for improvement. Only 2.0% of respondents rated the procedure as Poor, reflecting a very low level of dissatisfaction.

10. Rate infrastructural Facilities Like classroom, Security, Cleanliness and washroom. 4: Excellent 3: Good 2: Satisfactory 1: Poor

831 responses

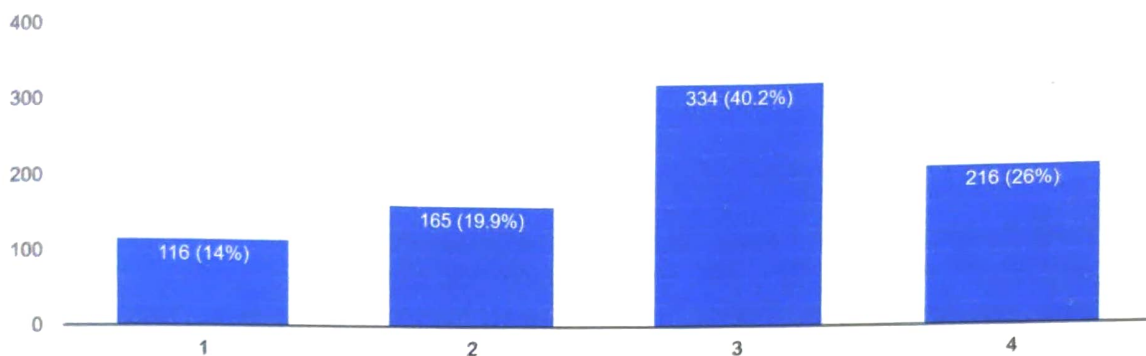


Figure 14: Perception on Infrastructure Facility

The survey indicates that students have a generally positive perception of the institute's infrastructural facilities (Figure 14). The largest proportion of respondents (40.2%) rated the facilities as Good, while 26.0% considered them Excellent. Overall, 66.2% of respondents expressed satisfaction (Good or Excellent) with the quality of classrooms, security, cleanliness, and washroom facilities.

However, 19.9% of respondents rated the infrastructure as Satisfactory, and 14.0% rated it Poor. These findings suggest that although most students are satisfied, a considerable proportion perceive deficiencies in the existing infrastructure and expect improvements.



11. Rate overall facilities like Text Books and Reference Books availability in Library and Digital
 Section 4: Excellent 3: Good 2: Satisfactory 1: Poor
 831 responses

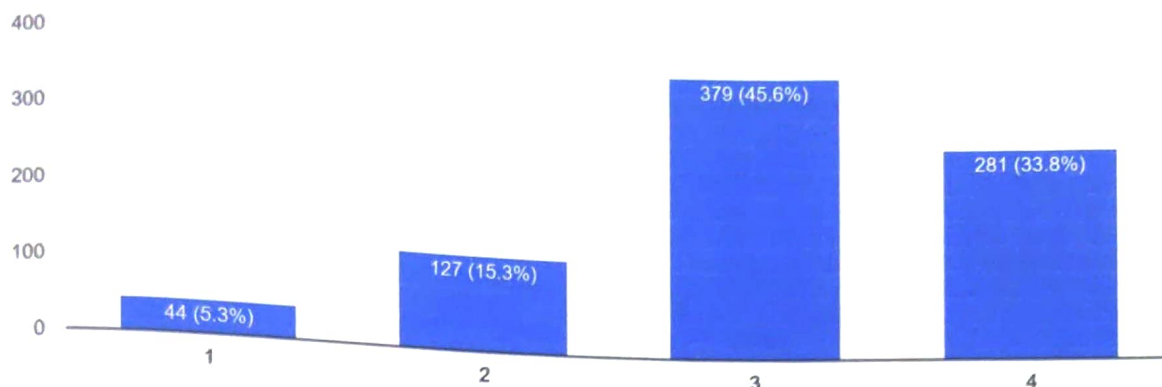


Figure 15: Availability of Textbooks and Reference books

A total of 79.4% (660 students) rated the facility as Good or Excellent, indicating a high level of satisfaction with the availability of textbooks and reference books. About 15.3% felt the facility was only satisfactory, suggesting scope for improving the availability of books and digital resources. Only 5.3% rated it poor, showing that dissatisfaction is relatively low (Figure 15).

The library resources are generally perceived positively by students. However, expanding the collection of recent editions, increasing digital subscriptions, and improving access to e-resources could further enhance satisfaction.

12. Rate computer facility, Internet and Wi-Fi. 4: Excellent 3: Good 2: Satisfactory 1: Poor
 831 responses

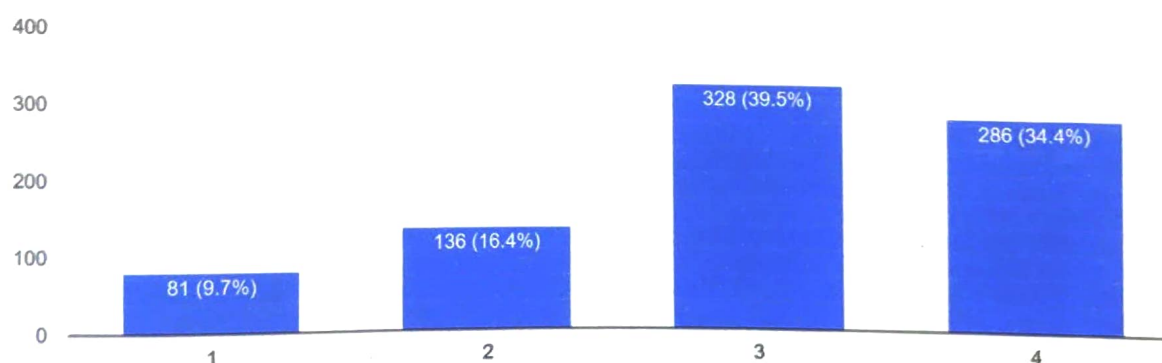
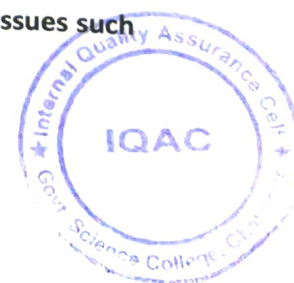


Figure 16: Computer and internet facilities in the institution

About 73.9% (614 students) rated the computer and internet facilities as Good or Excellent, reflecting overall positive feedback. Around 16.4% considered the facilities satisfactory (Figure 16).

Nearly 9.7% rated them poor, which is higher than the library rating and suggests issues such as internet speed, Wi-Fi coverage, or computer availability.



Students are generally satisfied with the computer, internet, and Wi-Fi facilities. Nevertheless, the relatively higher percentage of poor ratings indicates a need to strengthen network connectivity, increase bandwidth, upgrade computer systems, and ensure uninterrupted internet access.

13. Rate interaction with Administration. 4: Excellent 3: Good 2: Satisfactory 1: Poor
831 responses

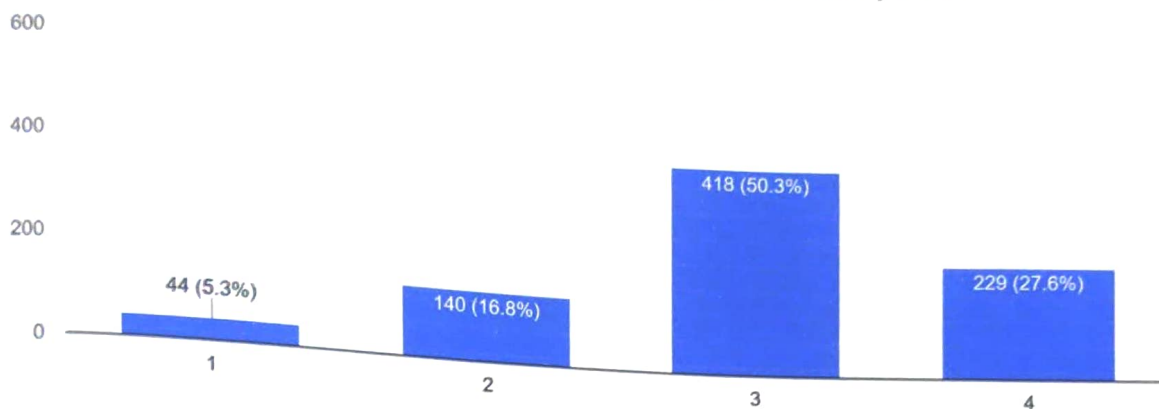


Figure 17: Interaction with administration

A substantial majority of respondents (77.9%) viewed their interactions with the administration favourably, combining "Good" and "Excellent" ratings (Figure 17). Specifically, 50.3% categorized the experience as "Good," while 27.6% described it as "Excellent." Conversely, dissatisfaction was minimal, with only 5.3% recording a "Poor" rating. Ultimately, these results demonstrate widespread student satisfaction with administrative support, though room remains for strategic improvements to elevate "Good" experiences into "Excellent" ones.

14. Rate the content in the syllabus to improve your understanding of concepts, principles in the subject and motivate you to think and learn. 4: Excellent 3: Good 2: Satisfactory 1: Poor
831 responses

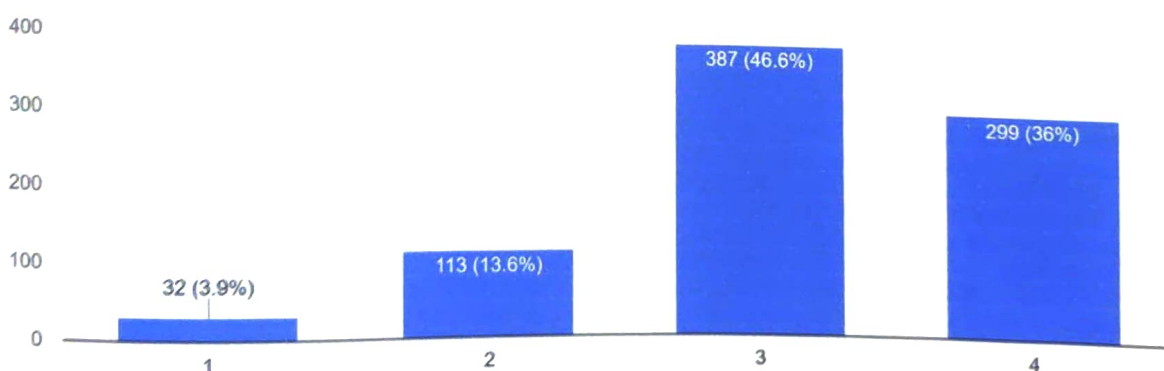


Figure 18: Content in the syllabus

Feedback on the syllabus (Figure 18) was highly positive, earning an 82.6% approval rating ("Good" or "Excellent"). The top score was "Good" at 46.6%, with "Excellent" right behind at 36.0%.



On the other hand, the "Poor" rating accounted for a negligible 3.9%. These results suggest that the syllabus effectively supports conceptual understanding and encourages learning, although further enrichment could increase the proportion of Excellent ratings.

15. Rate the grievance Redressal mechanism. 4: Excellent 3: Good 2: Satisfactory 1: Poor
831 responses

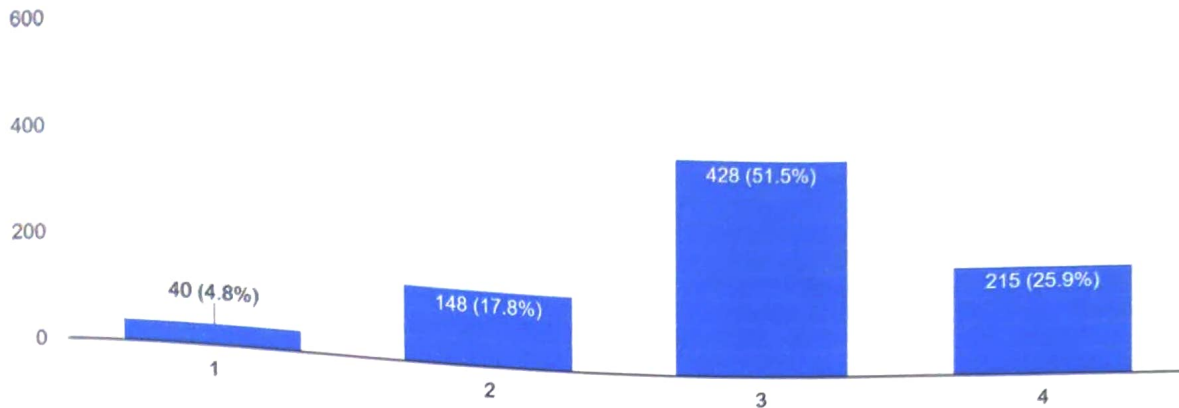


Figure 19: Grievance Redressal Mechanism

Over three-quarters of the respondents (77.4%) rate the institute's grievance redressal mechanism positively, choosing either "Good" (51.5%) or "Excellent" (25.9%). More than half of all surveyed individuals (51.5%) landed precisely on a "Good" rating (Figure 19). This indicates that while the system works effectively for the general student body, it might lack the speed or exceptional care needed to push more people into the "Excellent" tier. A total of 22.6% of respondents view the grievance process as either "Satisfactory" (17.8%) or "Poor" (4.8%). Handling complaints, disputes, or issues is a highly sensitive area for student satisfaction, meaning nearly a quarter of the population feels the system could be more responsive or transparent.

However, besides this the students suggest maintaining college cleanliness College, Boys and girls washroom facilities, more drinking water facilities, construction of more classrooms, opening of canteen, organisation of career development programs and appointment of permanent faculty members for overall curricula improvement.

Based on the findings, it is highly recommended that Government Science College, Chatrapur, takes swift administrative and structural actions to bridge the gap between its strong academic delivery and its physical campus infrastructure. While the faculty received outstanding marks for teaching-learning processes, effective communication, and internal examination fairness, the institution must urgently address critical student concerns regarding campus facilities. Priorities should include overhauling campus cleanliness protocols, upgrading both boys' and girls' washrooms, installing more drinking water facilities, and building new classrooms to accommodate the growing student population. Furthermore, to elevate student experience and support lifelong learning, the college should establish an on-campus canteen, expand placement and career development programs, and address faculty shortages by appointing permanent staff members. Implementing these changes will ensure a cleaner, safer, and more supportive environment that mirrors the excellent academic standards already present at the institute.

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