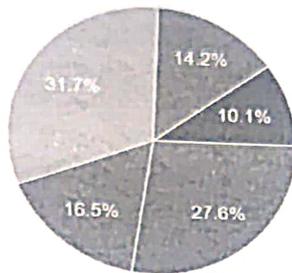


STUDENT'S FEEDBACK ANALYSIS REPORT 2024-25

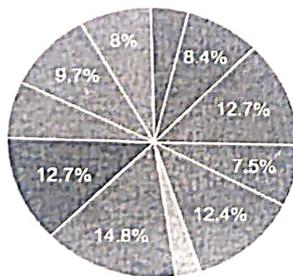
The student feedback was collected from three streams that include 11 departments. A total of 812 responded participated in the survey of which about 67.5% are female and 32.5% are male.

Class
812 responses



- +3 First year
- +3 Second year
- +3 Final year
- PG First year
- PG Second year

Department
812 responses

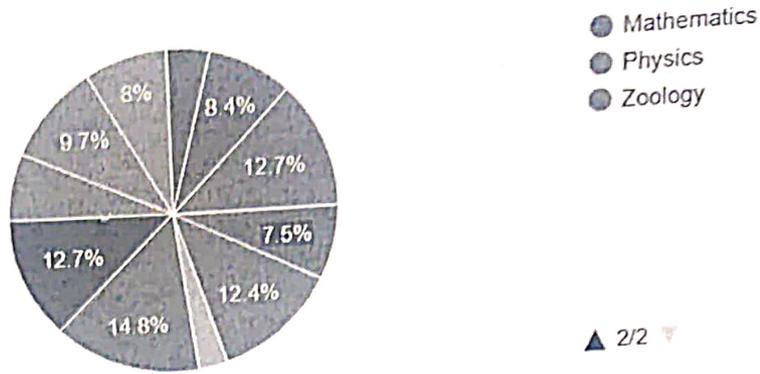


- Commerce
 - Economics
 - English
 - History
 - Odia
 - Political Science
 - Botany
 - Chemistry
- 1/2 ▼

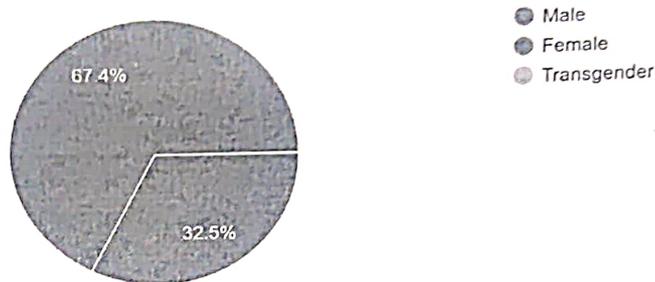


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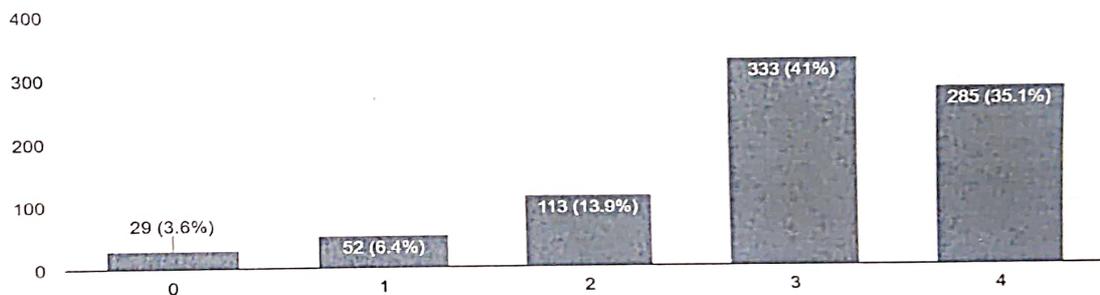
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Gender
812 responses



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%
812 responses

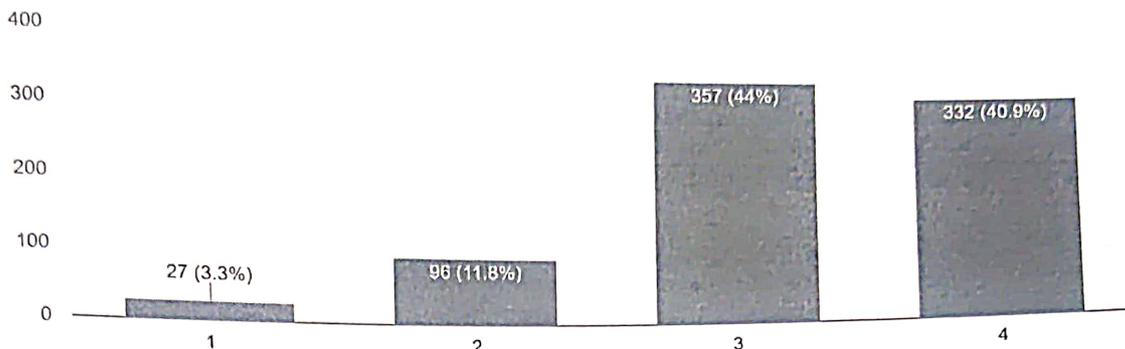


About 76.1% (333 + 285 respondents) felt that 70% or more of the syllabus was covered (ratings 3 and 4). This suggests a generally positive perception of syllabus completion. The most selected option was 3 (70–84%), with 41% of total votes. About 13.9% of students felt only 55–69% of the syllabus was covered. A small segment (10% total) reported low coverage (below 54%). The data shows that a large majority of students perceived that a significant portion (70% or more) of the syllabus was covered. However, around 1 in 4 students felt coverage was less than 70%, indicating room for improvement in consistency or



communication.

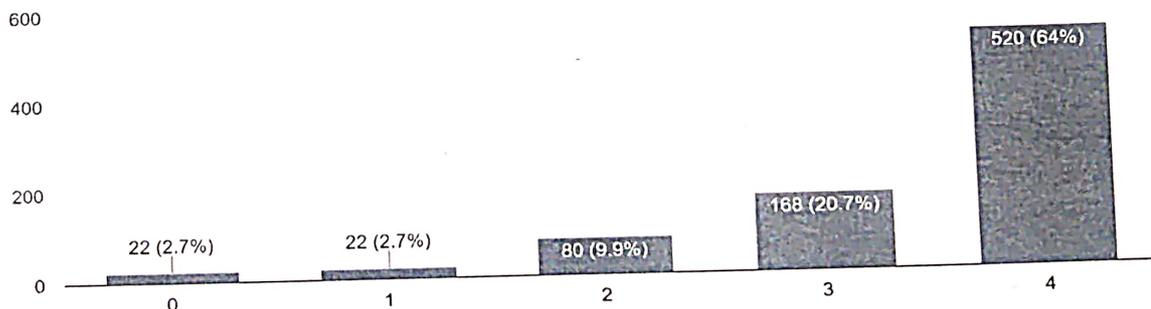
2. Rate the level of "Teaching Learning Process" in the Institute. 4: Excellent 3: Good 2: Satisfactory 1: Poor
812 responses



Around 84.9% (357 + 332) rated the process as either Good or Excellent. This indicates a strong overall satisfaction with the teaching-learning process. If we observe 'Excellent vs. Good' slightly more respondents rated it Good (44.0%) than Excellent (40.9%). It suggests there is room for improvement to convert "Good" experiences into "Excellent". Only 3.3% rated it Poor, which is minimal. A small segment (11.8%) rated it Satisfactory, which may signal areas that need attention.

The teaching-learning process in the institute is largely viewed positively. With nearly 85% of the respondents expressing satisfaction (either good or excellent), the process appears effective. However, efforts can be directed toward: a. Addressing feedback from the 15.1% who rated it Satisfactory or Poor. b. Enhancing the experience for those who found it "Good" to push more ratings into the "Excellent" category.

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
812 responses

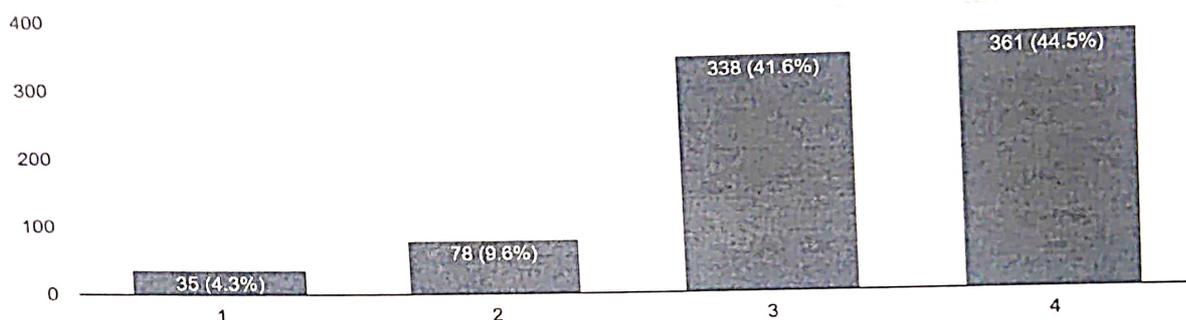


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A large majority (64%) rated communication as "Always effective". This is a strong indicator of good teacher-student communication. An additional 20.7% rated it as "Sometimes effective". Combined with the highest rating, 84.7% respondents had a generally positive perception. About 9.9% rated it "Just satisfactorily" while 5.4% (22 + 22) rated it ineffective or very poor, which is relatively low. Overall, the data indicates a high level of satisfaction with teacher communication. While there's scope for improvement for a small portion of the audience (roughly 15%), the overwhelming majority found teacher communication to be either effective or very effective.

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

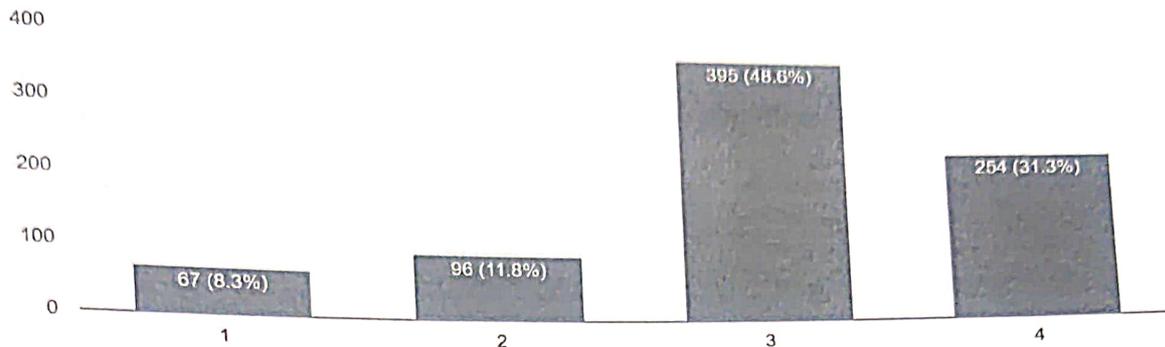
812 responses



About 86.1% (361 + 338) rated the interaction as Excellent or Good, indicating a very strong level of satisfaction with student-teacher interaction in the institute. Only 13.9% of respondents rated the interaction as Satisfactory or Poor. The most selected rating was 4 (Excellent) with 361 responses, making up the largest segment at 44.5%. There is a healthy distribution with a clear lean towards the higher end of the satisfaction scale. Very few respondents (just 4.3%) felt the interaction was poor. The data suggests that the institute has been largely successful in maintaining good student-teacher interaction. There is still a small portion (~14%) that feels there is room for improvement, especially to lift those who rated it as only satisfactory or poor. This feedback can be valuable for targeted improvements.



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

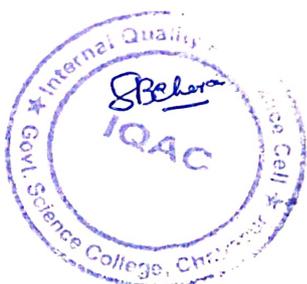


A total of 649 respondents (395 + 254) rated the activities as either Good or Excellent, accounting for ~79.9% of the total responses. This indicates a strong overall satisfaction with the activities offered. The most frequent rating is 3 (Good), given by 48.6% of respondents. This suggests that while most participants found the activities beneficial, there is room for improvement to reach an "Excellent" level. About 163 respondents (96 + 67), or ~20.1%, gave lower ratings (Satisfactory or Poor). This group highlights potential gaps in quality, accessibility, or effectiveness of the activities.

Recommendations:

- Enhancement of Program Quality: Areas can be focused that could elevate the experience from "Good" to "Excellent."
- Analysis of Qualitative Feedback: A follow-up survey can be conducted with those who rated 1 or 2 to identify specific points.
- Promotion of Best Practices: It can be analyzed what led to the 31.3% "Excellent" ratings and replicate those practices in other areas.

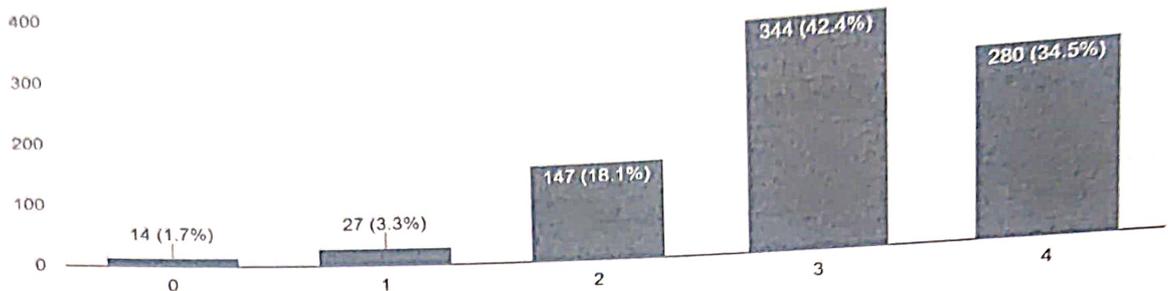
The graph reveals that a strong majority of participants are satisfied with the activities aimed at improving placement and professional development. However, a notable minority found them lacking, suggesting a need for continuous evaluation and targeted improvement.



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

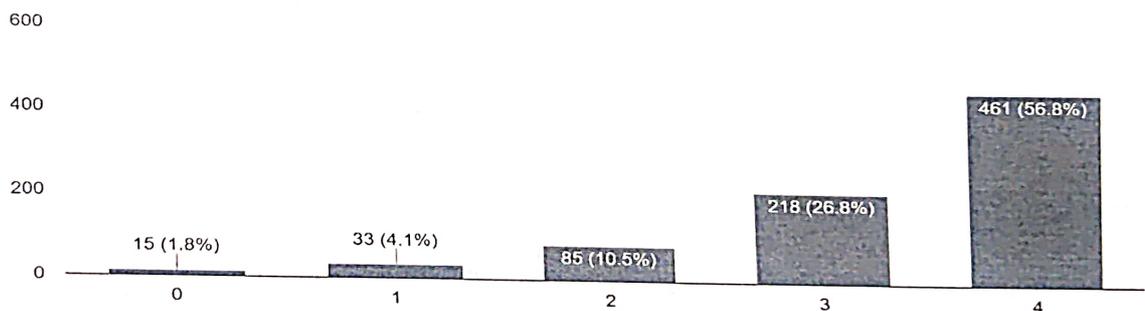
812 responses



A total of 624 respondents (344 + 280) marked Agree or Strongly Agree. This accounts for a significant 76.9% of all responses. It indicates that the majority believe the institution does offer opportunities to learn and grow. About 147 participants (18.1%) chose a neutral stance. It suggests that a notable portion of respondents are undecided or possibly need more clarity or consistency in the opportunities provided. Only 41 participants (5%) disagreed to some extent. This is a very small minority, showing low dissatisfaction. The overall sentiment is highly positive, with nearly 4 out of 5 respondents agreeing that the institution fosters growth and learning. The low percentage of disagreement and a moderate number of neutral responses suggest room for improvement, especially in making the opportunities more visible or accessible to all.

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

812 responses



The majority of respondents (56.9%) answered "Every time", suggesting that teachers are consistent in informing students about expected competencies and outcomes including the "Usually" responses (26.8%) and thus over 83.7% of the students responded positively. Only 1.8% (Never) and 4.1% (Rarely) selected the least favorable responses. These low percentages

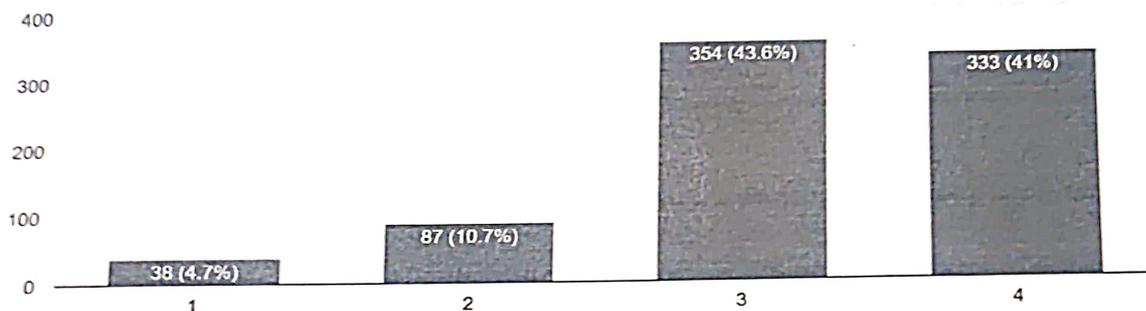


indicate that very few students feel completely uninformed. About 10.5% of students selected "Occasionally/Sometimes", which may indicate inconsistency for improvement in communication. The graph indicates strong performance by the teaching faculty in communicating course-related expectations. However, attention should be given to the 10.5% neutral and 5.9% negative responses to further improve and ensure consistent communication for all students.

8. Rate motivation and exposure to Co-Curricular and extra-curricular activities in the Institute. 4:

Excellent 3: Good 2: Satisfactory 1: Poor

812 responses

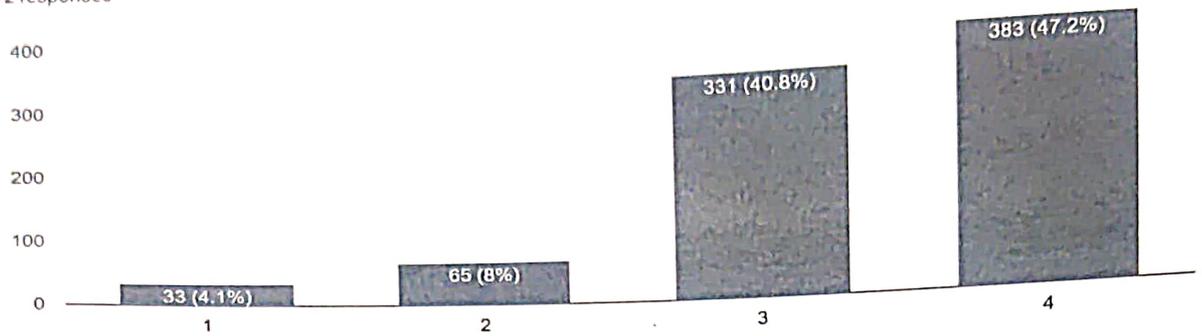


About 84.6% of respondents rated the co-curricular and extra-curricular motivation/exposure as either Good or Excellent. This suggests a strong satisfaction level among students regarding such opportunities in the institute. Around 15.4% (ratings 1 and 2 combined) found the activities only Satisfactory or Poor, indicating a segment that may be under-engaged or unsatisfied. The responses are skewed toward the upper end of the scale (3 and 4), with Rating 3 (Good) receiving the highest count. This implies that while most students are content, there's still area to move many from "Good" to "Excellent." Continue and possibly expand the co-curricular programs that are working well. It need investigation why a small portion found it "Satisfactory" or "Poor" — perhaps due to lack of awareness, limited variety, or accessibility issues.



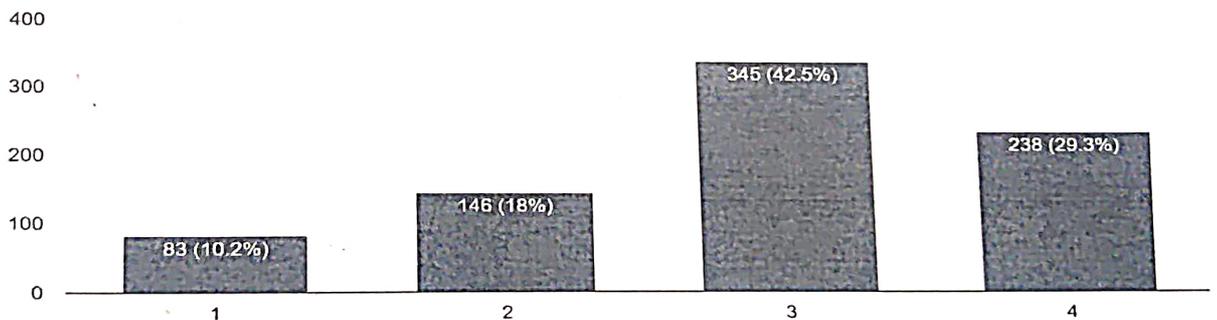
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9. Rate the internal examination procedure. 4: Excellent 3: Good 2: Satisfactory 1: Poor
812 responses



A combined 88% of respondents rated the internal examination procedure as either Excellent (47.2%) or Good (40.8%). This indicates a high level of satisfaction with the process. Only 12.1% gave a rating of Satisfactory (8%) or Poor (4.1%), showing minimal dissatisfaction. The internal examination procedure appears to be well-received overall, with most participants appreciating its quality and fairness. However, attention should be paid to the 8% who found it only satisfactory and the 4.1% who were dissatisfied, to identify specific areas for improvement.

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

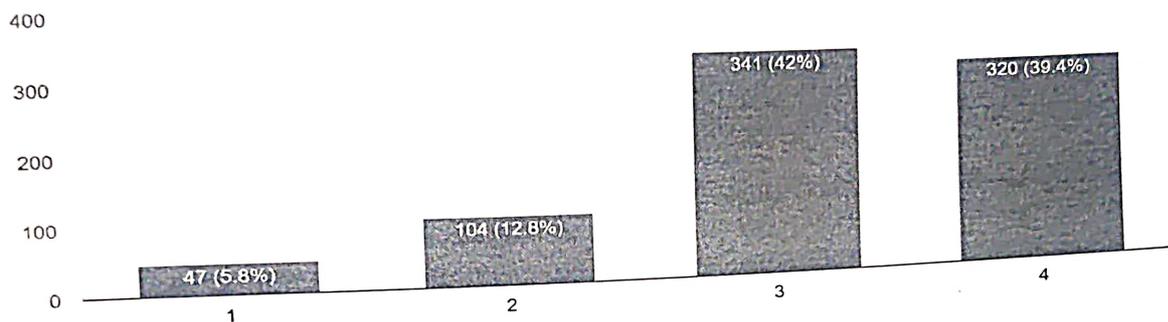


The largest group of respondents (42.5%) rated the infrastructure as Good (3). It indicates that a large number is generally satisfied, though not overly impressed. About 71.8% of responses are in the upper half of the scale (Good or Excellent). It suggests the infrastructure is mostly acceptable to above average. Around 28.2% rated the infrastructure as either Poor or Satisfactory, which is a significant minority. It indicates that while the situation is not critical, there are noticeable gaps in quality. Only 10.2% gave the lowest rating, showing that extreme



dissatisfaction is relatively uncommon. The infrastructure facilities are largely perceived as adequate or better, with room for improvement towards excellence. While the majority feel positive, the 28.2% rating the facilities as poor or merely satisfactory highlights the need to address specific concerns like cleanliness, washrooms, or classroom conditions to raise the overall experience also indicated by qualitative remarks.

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



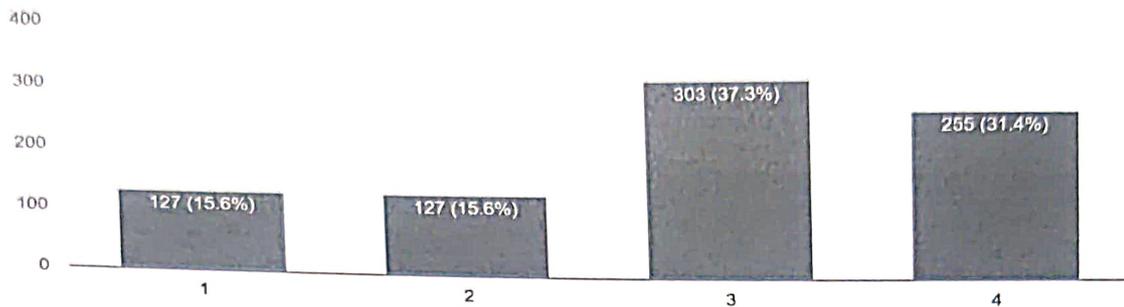
A total of 661 respondents (81.4%) rated the facilities as either Good (3) or Excellent (4). This indicates a high level of satisfaction with the availability of textbooks and reference books in the library and digital section. 151 respondents (18.6%) gave a rating of Satisfactory (2) or Poor (1). Although not a majority, this segment highlights that nearly 1 in 5 students found the resources below satisfactory, suggesting areas for enhancement (e.g., increasing access, updating content, or improving digital tools). The distribution between Excellent (39.4%) and Good (42%) is nearly even, suggesting many users are quite satisfied but may see small areas for improvement before rating it as excellent. The majority of students are satisfied or very satisfied with the textbook and reference book facilities in both physical and digital formats. However, a focused effort to address the concerns of the minority who rated the service poorly or just satisfactory could further enhance overall satisfaction.



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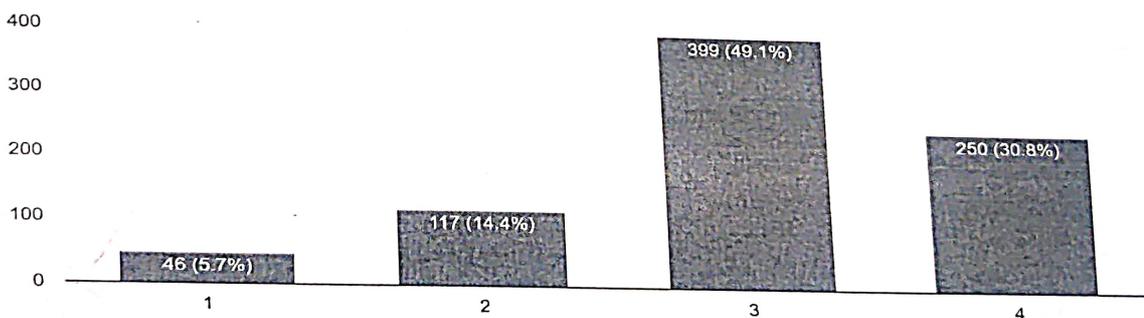
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12. Rate computer facility, Internet and Wi-Fi. 4: Excellent 3: Good 2: Satisfactory 1: Poor
812 responses



A combined 68.7% of respondents rated the facilities as either Good (37.3%) or Excellent (31.4%). This indicates that the majority find the computer and internet facilities acceptable or better. About 31.2% of respondents rated the facilities as Satisfactory (15.6%) or Poor (15.6%). This shows that nearly one-third of users are not fully satisfied, highlighting potential issues such as: Slow internet, Insufficient Wi-Fi coverage, Outdated computer systems and Inadequate technical support. The highest number of responses came under "Good" (3), suggesting moderate satisfaction and room for improvement to reach an "Excellent" level. While a strong majority of users are satisfied with the computer and internet facilities, a notable portion still report subpar experiences. Efforts should be focused on understanding the pain points of the 31.2% and addressing those issues—possibly through infrastructure upgrades, better maintenance, or user support—to move more users toward the "Excellent" experience.

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

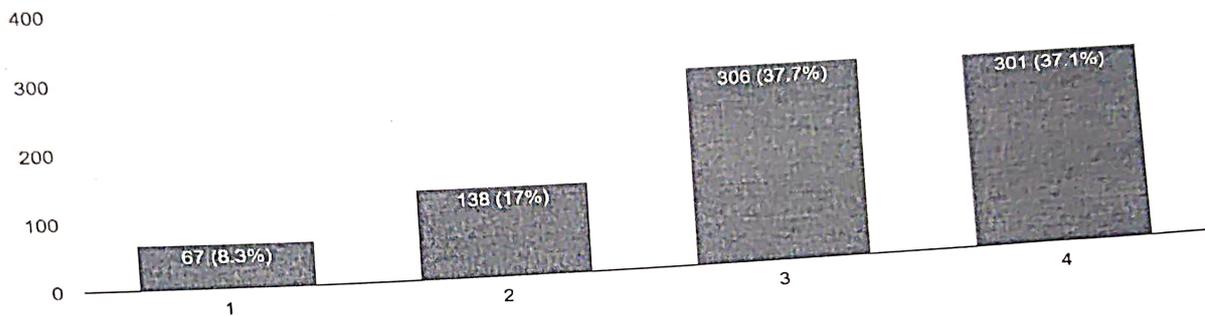


A combined 79.9% of participants rated their interaction as Good or Excellent. The highest percentage (49.1%) rated it as Good, indicating overall satisfaction. About 30.8% of



respondents gave the highest rating (Excellent), suggesting a significant portion experienced very positive interactions. About 20.1% (sum of Poor and Satisfactory ratings) felt the interaction was not good enough, with 5.7% calling it Poor. This segment highlights potential areas for administrative enhancement in approachability, responsiveness, or clarity. Overall, the feedback reflects a generally positive interaction with the administration, but there's a noticeable fraction of respondents whose experiences could be improved. Prioritizing the concerns of the 20.1% may help boost future satisfaction levels and bring more ratings into the "Excellent" category.

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
812 responses



A total of 607 responses (74.8%) rated the syllabus as either Excellent or Good. This indicates a strong overall satisfaction with the syllabus content, suggesting it generally helps students understand the subject and stay motivated. Around 205 responses (25.2%) fall under Satisfactory or Poor. While a minority, this is still a significant portion that may indicate areas of improvement—perhaps in depth, clarity, or engagement level of the syllabus content. The syllabus content is well-received overall, with nearly 3 out of 4 students giving it high ratings. However, efforts should be made to address the concerns of the 25% who rated it less favorably, possibly through syllabus revision, updated materials, or better alignment with learning outcomes.

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