

Report on Students' Feedback on the Syllabus and Its Transaction

Academic Session 2025-26

Metric	Value
Total responses recorded	385
Male respondents	125 (32.5%)
Female respondents	260 (67.5%)
Degree programmes represented	21
Respondents reporting the syllabus was almost entirely covered	332 (86.2%)

1. Introduction

This report presents an analysis of the feedback collected from students of RGM Government College, Joginder Nagar, on the syllabus and its transaction under Sardar Patel University (SPU), Mandi, for the academic session 2025-26. The feedback was collected through a structured Google Form circulated among students across programmes, covering aspects such as clarity of learning objectives, organization of the curriculum, suitability of textbooks and reference material, effectiveness of the university's curriculum design process, distribution of teaching hours, balance between theory and practical, syllabus coverage, course offerings, and faculty teaching quality.

A total of 385 students responded to the survey, representing 21 degree programmes across the college. This report summarizes the quantitative ratings, highlights key trends, and consolidates the qualitative feedback offered by students for the improvement of the syllabus and its classroom transaction.

2. Methodology

- Instrument: Google Form titled "Student Feedback on the syllabus and its transaction Form 2025-26".
- Respondents: Students enrolled in undergraduate and postgraduate programmes at RGM Government College, Joginder Nagar.
- Sample size: 385 responses.

- Structure: A mix of five-point agreement scales (Strongly Disagree to Strongly Agree), five-point quality ratings (Poor to Excellent), a Yes/No item, and open-ended questions.
- Analysis: Responses were tabulated by category and expressed as counts and percentages of total respondents; open-ended responses were grouped thematically.

3. Respondent Profile

3.1 Gender Distribution

Gender	Count	Percentage
Male	125	32.5%
Female	260	67.5%

3.2 Category-wise Distribution

Respondents were also classified by social category, providing an equity dimension to the feedback.

Category	Count	Percentage
General	219	56.9%
OBC	88	22.9%
SC	66	17.1%
ST	6	1.6%
EWS	4	1.0%
Single Daughter Child	2	0.5%

3.3 Programme-wise Distribution

Respondents represented a wide cross-section of the college's academic programmes, from undergraduate Arts, Commerce, Science and Computer Applications streams to postgraduate programmes, indicating that the feedback captured reflects a college-wide student perspective.

Degree Programme	No. of Respondents
BA History Major	67
BCom	57
BA Political Science Major	49
BCA	31
BA English Major	30
BSc Zoology Major	21
BSc Botany Major	18
MA English	18

BA Hindi Major	15
BBA	15
BSc Computer Science Major	13
BA Geography Major	10
BSc Maths Major	8
BSc Chemistry Major	8
BA Economics Major	6
BSc Physics Major	5
BA Physical Education Major	4
BA Sanskrit Major	4
BA Music Instrumental Major	3
BA Music Vocal Major	2
BA Sociology Major	1

4. Syllabus and Curriculum Feedback Analysis

4.1 Agreement-based Indicators

The following table shows student responses to statements rated on a five-point agreement scale.

Statement	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
The learning objectives are clear and appropriate to the program	29 (7.5%)	17 (4.4%)	136 (35.3%)	182 (47.3%)	21 (5.5%)
The curriculum and syllabus are well organized and suitable to the program	24 (6.2%)	27 (7.0%)	116 (30.1%)	194 (50.4%)	24 (6.2%)
The Text Books/Reference Books are well suited to the course	24 (6.2%)	27 (7.0%)	103 (26.8%)	191 (49.6%)	40 (10.4%)
The system followed by the College through SPU Mandi for curriculum design/development is effective	9 (2.3%)	29 (7.5%)	143 (37.1%)	164 (42.6%)	40 (10.4%)

Across all four statements, a majority of respondents (43-50%) selected "Agree." However, a notably large share remained "Neutral" (27-37%), higher than typically seen in the corresponding teacher feedback, suggesting many students are undecided rather than dissatisfied. The lowest agreement was recorded for the effectiveness of the university's curriculum design system, where 37.1% remained neutral and 9.8% disagreed or strongly disagreed.

4.2 Quality Ratings — Curriculum Delivery

The following statements were rated on a five-point quality scale (Poor to Excellent).

Statement	Poor	Average	Good	Very Good	Excellent
Provisions to update the curriculum from time to time	4 (1.0%)	51 (13.2%)	189 (49.1%)	80 (20.8%)	61 (15.8%)
Distribution of teaching hours among course components	7 (1.8%)	38 (9.9%)	164 (42.6%)	103 (26.8%)	73 (19.0%)
Balance of the curriculum between theory and practical	7 (1.8%)	52 (13.5%)	162 (42.1%)	105 (27.3%)	59 (15.3%)

"Good" was the most common rating across all three items (42-49%), followed by "Very Good" (21-27%). Combined "Very Good" and "Excellent" ratings ranged from 36.6% to 42.6%, indicating broadly positive perceptions of curriculum updates, teaching-hour distribution, and the theory-practical balance, while "Poor" ratings remained consistently low (under 2%).

4.3 Quality Ratings — Course Offerings and Faculty

Statement	Poor	Average	Good	Very Good	Excellent
Core/Elective Courses in relation to Basic Conceptual Development	6 (1.6%)	40 (10.4%)	188 (48.8%)	94 (24.4%)	57 (14.8%)
Skill Enhancement/Generic Elective Courses in relation to skill development	6 (1.6%)	50 (13.0%)	182 (47.3%)	90 (23.4%)	57 (14.8%)
Faculty teaching skill and knowledge	9 (2.3%)	33 (8.6%)	158 (41.0%)	103 (26.8%)	82 (21.3%)

Ratings for Core/Elective and Skill Enhancement/Generic Elective Courses were similar, with "Good" the most common response (47-49%). Faculty teaching skill and knowledge received the strongest ratings among all quality items, with 48.1% rated "Very Good" or "Excellent" combined, and the lowest "Poor" share (2.3%) of any indicator in the survey.

4.4 Syllabus Coverage

Item	Yes	No
Almost entire syllabus is covered during the session	332 (86.2%)	53 (13.8%)

A large majority of students (86.2%) reported that almost the entire syllabus was covered during the session, while 13.8% indicated it was not — an area that may warrant attention in specific programmes or subjects.

5. Faculty Recognized for Impactful Teaching

Students were asked to identify faculty from their subject combination who made a notable impact on their learning or motivation. Responses varied widely in specificity, ranging from named individual teachers to general subject references and broad positive remarks.

Subject/Response	Mentions
Named a specific subject (e.g., English, Hindi, Zoology, Botany, Chemistry, Political Science, Geography, Computer Science)	~55
General positive response ("Good", "Yes", "All", "Excellent") without naming a specific subject/teacher	~90
Named an individual faculty member by name	~10
No response / not applicable ("No", "Nothing", "No idea")	~40

English, Hindi, Zoology, Botany, Chemistry, Political Science, Geography, and Computer Science were the subjects most frequently named. A large proportion of responses were general expressions of satisfaction rather than naming a specific teacher, suggesting broadly positive sentiment toward faculty rather than concentration around a few individuals.

6. Qualitative Suggestions

Students were asked to suggest improvements to course material and teaching skills (maximum three points each). Of the 385 responses, 381 contained a suggestion, and responses have been grouped into the following themes (categories are not mutually exclusive, as many responses raised more than one point):

Theme	Approx. Mentions	Notes
No suggestion / satisfied with existing arrangement	49	A significant share of students indicated they had no changes to suggest, or that the current teaching and material were adequate.
Practical, application- and industry-oriented learning	47	The most frequently repeated request: more case studies, real-life examples, hands-on and job-oriented content.
Interactive and engaging teaching methods	44	Requests for discussion-based classes, activities, quizzes, and more engaging delivery instead of purely lecture-based teaching.
Digital tools and technology in the classroom	47	Suggestions to use smart boards, presentations, e-resources, and AI/modern technology in teaching.
Updated and simplified study material	37	Requests for course material and textbooks to be updated regularly and explained in simpler language.
Regular tests, revision and doubt-clearing sessions	38	Suggestions for more class tests, assignments, and dedicated time for revision and doubt-solving.
Availability of regular/permanent subject teachers	3	A small number of responses flagged vacant or long-absent teaching posts in specific subjects.
Communication and soft-skill development	5	Requests for greater focus on spoken English and communication/personality development.

Selected Verbatim Responses

- Course material should be updated regularly with more simple and practical examples for better understanding; more interactive teaching methods.
- Make course material practical, not just theoretical; use interactive teaching methods; regular feedback and improvement.
- Integration of Industry-Relevant Practical Modules; Adoption of Active Learning & Multimodal Teaching; Focus on Communication & Professional Soft Skills.
- Providing centralized access to PDF notes and e-books would help in better exam preparation and quick revision.
- There should be at least two teachers of each subject, and they must be polite and supportive to students.
- Use more practical examples and case studies; incorporate interactive teaching methods; provide updated and well-structured study material.
- Include digital screen boards in every classroom; encourage attendance without excessive fines; teachers should motivate students more.
- Teach in both English and Hindi, and improve classroom timings; practical classes may also be improved through better topic clarity.
- Use simple and more effective study material, add practical examples and activities in teaching, and give more time to solve doubts.
- Focus on exam-oriented content, clear the basics before going into details, and make teaching more interactive through quizzes and practice.
- Complete the syllabus on time and focus more on practical components.
- Upgrade computer lab systems and improve access to practical resources for Computer Science students.

7. Key Findings

- **Broad but qualified satisfaction:** 43-50% of students agreed and a further 6-10% strongly agreed that learning objectives are clear and the curriculum is well organized, but the neutral share (27-37%) is considerably higher than seen in faculty feedback, indicating many students are ambivalent rather than critical.
- **Faculty teaching quality is the strongest-rated area:** 48.1% of students rated faculty teaching skill and knowledge as "Very Good" or "Excellent," the highest combined positive score among all quality indicators.
- **Curriculum design process shows the weakest agreement:** the effectiveness of the university's system for curriculum design and development recorded the highest combined neutral/disagree share (46.9%) among the four agreement-based statements.
- **Practical and application-oriented learning is the most requested change:** interactive teaching, digital tools, and practical/industry-oriented content together dominate the open-ended feedback, closely mirroring the moderate ratings for theory-practical balance.

- **Syllabus coverage is largely on track:** 86.2% of students confirmed that almost the entire syllabus was covered, though 13.8% did not, pointing to isolated gaps in specific programmes.
- **A meaningful minority is fully satisfied:** 49 of 381 substantive suggestions (about 13%) explicitly stated no changes were needed.

8. Recommendations

- Encourage greater use of interactive and activity-based teaching methods (discussions, quizzes, case studies) alongside lecture-based delivery, based on the strong and recurring student demand for this.
- Expand practical, application-oriented and industry-relevant content within existing papers, particularly where students flagged a gap between theory and practice.
- Invest in digital classroom infrastructure (smart boards, presentations, e-resources) and continue promoting ICT-based teaching, matching the near-universal faculty adoption already reported in the corresponding teacher feedback.
- Review and simplify study material and textbooks periodically so that content remains current, clear and accessible to students of varying preparedness.
- Introduce more regular class tests, assignments and dedicated doubt-clearing sessions to support continuous learning and revision.
- Examine subject-wise faculty availability where students reported vacant or long-absent posts, to ensure continuity of instruction.
- Share these findings alongside the teachers' feedback with the Board of Studies at Sardar Patel University, Mandi, for consideration in future curriculum revision cycles.

9. Conclusion

The feedback gathered from 385 students across 21 degree programmes indicates that the syllabus and its classroom transaction for the 2025-26 session are generally well regarded, with faculty teaching quality standing out as the strongest area and syllabus coverage largely on track. At the same time, a comparatively high share of neutral responses on agreement-based items, together with the strong and recurring call for more practical, interactive and technology-enabled teaching, points to specific areas for improvement. Addressing these — particularly the balance between theory and practical work and the modernization of teaching delivery — would further strengthen the learning experience for students at RGM Government College, Joginder Nagar.