



# **Report on Students' Feedback**

**Session: 2023-24**



**Submitted By**

**Feedback Analysis Committee**

**KHAGARIJAN COLLEGE**

**NAGAON: ASSAM**

**FEEDBACK COMMITTEE**



The Feedback Analysis Committee is constituted with the following members:

1. C K Lungking (Convener)
2. Jharna Morang (Member)
3. Ujjal Paul (Member)

The committee prepared its report in due time and submitted it to the Internal Quality Assurance Cell, Khagarijan College, Nagaon, Assam.

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Ujjal Paul  
**Member**

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Jharna Morang  
**Member**

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Chow Kotong Lungking  
**Convener**



## **INTRODUCTION**

The main goal of an educational institution is to impart an all-round education to the students such that they develop not only their academic side but also shape their character so as to become dutiful citizens of the country. As such, proper syllabi, extra-curricular activities and other initiatives are taken up for their holistic development. However, each and every effort remains lacking without the addition of a proper student feedback for the same. An effort has been made to collect the view points of the students so as to improve the already existing structure and determine the efficiency of the same.

## **METHODOLOGY**

A shift has been made by changing the feedback process from offline to online owing to the pandemic circumstances. Further a new process has been introduced where the students have to mandatorily fill the online feedback form to be able to collect their certificates. A simple statistical method has been applied to analyze the collected data.



## ANALYSIS OF STUDENTS' FEEDBACK

All the responses have been tabulated and scrutinized carefully to analyze them so as to gain a better understanding of the viewpoint of the students. The analysis is taken to consideration with respect to the suggestions offered accordingly.

### 1. How much of the syllabus was covered in the class?

Parameters	85 to 100%	70 to 84%	55 to 69%	30 to 54%
How much of the syllabus was covered in the class?	90.73%	5.79%	1.15%	0%

Covering the syllabus is one of the most prominent goals of the faculty and the department. **90.73% of the syllabus** was covered in the **85% to 100% range**, which indicates that the majority of the syllabus has been completed to a high degree (likely almost fully covered or fully understood). **5.79% of the syllabus** was covered in the **70% to 84% range**, which suggests that a small portion of the syllabus was covered with moderate comprehension or progress. **1.15% of the syllabus** was covered in the **55% to 69% range**, meaning that only a very small portion of the syllabus was partially covered or understood at a lower level



**2. How well did the teachers prepare for the classes?**

Parameters	Responses (in %)				
	Thoroughly	Satisfactorily	Poorly	Indifferently	Won't Teach at all
How well did the Teachers prepare for classes?	61%	36.29%	0.38%	0%	0%

It is a major duty of the teacher to prepare for the class beforehand so as to make a fruitful use of the class duration. **61% of the responses** indicate that the teachers prepared **thoroughly** for classes. This suggests that a significant majority of respondents felt the teachers were very well-prepared, putting considerable effort into their lessons. **36.29% of the responses** indicate that the teachers prepared **satisfactorily** for classes. This indicates that a large portion of the respondents found the preparation to be adequate, though not exceptional. **0.38% of the responses** indicate that the teachers prepared **poorly** for classes. This suggests that only a very small fraction of respondents felt the teachers' preparation was subpar.



### 3. How well were the teachers able to communicate?

Parameters	Responses (in %)				
	Always Effective	Sometimes effective	Just satisfactory	Generally ineffective	Very Poor Communication
How well were the Teachers able to Communicate?	61.38%	34.36%	1.15%	0.77%	0%

Communication skill is a major necessity in a classroom for a stable teacher-student interaction. **61.38%** of respondents felt that the teachers' communication was "**Always Effective**". This indicates that the majority of people found the teachers to be consistently good at communicating. **34.36%** felt the communication was "**Sometimes effective**". While still a positive response, this suggests that for a significant portion of respondents, the communication was not always at its best, but still adequate on occasion. **1.15%** rated the communication as "**Just Satisfactory**". This is a small percentage, indicating that only a few found the communication just acceptable without any significant strength or weakness. **0.77%** considered the communication "**Generally Ineffective**". This indicates that a very small minority thought the communication was below par but not completely ineffective.



#### 4. Fairness of the internal evaluation process by the teachers

Parameters					
	Always Fair	Usually Fair	Sometimes Fair	Usually Unfair	Unfair
Fairness of Internal Evaluation process by the teachers:	61.38%	35.13%	1.15%	0%	1.38%

The Evaluation system needs to have a proper transparent structure that gives an equal platform for students to perform their best. **61.38%** of respondents felt the evaluation process was "**Always Fair**". This is the largest group and indicates that the majority of people believe the teachers consistently conduct evaluations fairly. **35.13%** rated the evaluation process as "**Usually Fair**". This still represents a generally positive perception, suggesting that most people felt the evaluations were fair most of the time. **1.15%** considered the evaluation to be "**Sometimes Fair**". This is a small percentage, meaning that only a few people thought the evaluations were occasionally fair but not always. **1.38%** felt the evaluation process was "**Unfair**". This small percentage indicates a very minor concern about fairness in the evaluation process.



5. Was your performance in assignments discussed with you?

Parameters	Responses (in %)				
	Every time	Usually	Occasionally/ Sometimes	Rarely	Never
Was your performance in assignments discussed with you?	61.38%	33.97%	2.31%	0%	0%

Proper performance discussion is an essential part of student centric approach. **61.38%** of respondents said their performance was discussed "**Every time**". This represents a majority, indicating that most students consistently had their assignment performance reviewed and discussed with them. **33.97%** reported that their performance was discussed "**Usually**". This still indicates a high level of engagement, with many students having their performance addressed regularly, though not always every time. **2.31%** felt that their performance was discussed "**Occasionally/Sometimes**". This percentage is small, suggesting that a few students had their performance discussed only occasionally, and not as a regular part of the process.





6. The institute takes active interest in promoting internship, student exchange, and field visit opportunities for students.

Parameters	Responses (in %)				
	Regularly	Often	Sometimes	Rarely	Never
The institute takes active interest in promoting internship, student exchange, field visit opportunities for students.	99.38%	32.43%	3.47%	0.77%	0%

Student centric activities like internship, student exchange and field exchange help in a holistic development. **99.38%** of respondents said that the institute promotes these opportunities "**Regularly**". This overwhelmingly positive response suggests that nearly all respondents believe the institute is highly proactive in providing such opportunities. **32.43%** reported that these opportunities are promoted "**Often**". This indicates that a significant portion of students see the institute frequently encouraging these opportunities, though not always as consistently as those who reported it as "regular." **3.47%** indicated that the opportunities are promoted "**Sometimes**". This small percentage suggests that for a few students, the promotion of these opportunities may not be as frequent or consistent. **0.77%** felt that the opportunities are promoted "**Rarely**". This represents a very small portion of respondents who believe the institute does not often focus on these opportunities.



**7. The teaching Mentoring Process in Your institution facilitates you in cognitive, social and emotional growth**

Parameters					
	Significantly	Very Well	Moderately	Marginally	Never
The teaching Mentoring Process in Your institution facilitates you in cognitive, social and emotional growth	57.14%	37.83%	2.31%	0.38%	0%

The teaching Mentoring Process facilitates in cognitive, social and emotional growth of the students. **57.14%** of respondents felt that the mentoring process facilitates their growth "**Significantly**". This is the largest group, suggesting that more than half of the students feel the mentoring process has a strong and notable impact on their overall cognitive, social, and emotional development. **37.83%** reported that the mentoring process supports their growth "**Very Well**". This is another large portion, indicating that a substantial number of students feel the mentoring process has a positive, though slightly less intense, impact. **2.31%** felt the mentoring process facilitated their growth "**Moderately**". This suggests a small group of students feel the mentoring process has a more neutral or less impactful effect on their growth. **0.38%** indicated that the mentoring process helped with their growth "**Marginally**". This is a very small percentage, suggesting that only a few students felt that the process had a very limited impact.



**8. Teachers inform you about your expected competencies, course outcomes and programme outcomes**

Parameters					
	Every Time	Usually	Occasionally/ Sometimes	Rarely	Never
Teachers inform you about your expected competencies, course outcomes and programme outcomes	91.89%	37.06%	1.93%	0.38%	0%

As stated by the survey, **91.89%** of respondents said that teachers inform them about these aspects "**Every Time**". This is a very high percentage, suggesting that most students are consistently provided with clear information about the expectations, learning goals, and outcomes for their courses and programs. **37.06%** reported that this information is provided "**Usually**". This indicates that a significant number of students feel they are typically informed, though not always every time. **1.93%** felt that the information was provided "**Occasionally/Sometimes**". This small group suggests that a few students may not receive this information as consistently or clearly as others. **0.38%** indicated that the information is provided "**Rarely**". This represents a very small percentage of students who feel they are not often informed about competencies, course outcomes, or program outcomes.



**9. The teachers illustrate the concepts through examples and applications**

Parameters					
	Every Time	Usually	Occasionally/ Sometimes	Rarely	Never
The teachers illustrate the concepts through examples and applications.	59.07%	36.67%	1.93%	0%	0%

Illustration helps in the mind mapping of various knowledge branches aiding the students in grasping the concepts easily. **59.07%** of respondents reported that teachers illustrate concepts "**Every Time**". This is the largest group, indicating that more than half of the students consistently see teachers use examples and applications to explain concepts. **36.67%** felt that teachers illustrate concepts "**Usually**". This suggests that a significant portion of students often experience teachers using examples and applications, although it might not be every time. **1.93%** said that teachers illustrate concepts "**Occasionally/Sometimes**". This is a small percentage, indicating that a few students might find that examples and applications are used less frequently.



**10. The teachers identify your strengths and encourage you with providing right level of challenges**

Parameters	Responses (in %)				
	Fully	Reasonably	Partially	Slightly	Unable to Say
The teachers identify your strengths and encourage you with providing right level of challenges	60.23%	35.13%	1.93%	0.38%	0%

Identification of the strength and weakness of the student allows for a certain flexibility and individualistic approach to each student. **60.23%** of respondents feel that teachers "**Fully**" identify their strengths and provide the right level of challenges. This is the largest group, indicating that more than half of the students believe teachers are highly effective in recognizing their abilities and appropriately challenging them. **35.13%** reported that teachers do this "**Reasonably**". This suggests that a significant portion of students feel that teachers are somewhat effective, but not as consistently or thoroughly as the group who felt it was done "fully." **1.93%** indicated that teachers "**Partially**" identify their strengths and provide the right level of challenges. This is a small percentage, suggesting that a few students feel the support and challenges they receive are only somewhat effective or incomplete. **0.38%** felt that teachers did this "**Slightly**". This represents a very small number of students who feel that teachers' efforts in identifying strengths and providing appropriate challenges are minimal.



**11. Teachers are able to identify your weaknesses and help you to overcome them.**

Parameters	Responses (in %)				
	Every time	Usually	Occasionally/ Sometimes	Rarely	Never
Teachers are able to identify your weaknesses and help you to overcome them	57.52%	37.83%	2.31%	0%	0%

Identifying weaknesses and tackling them is another major concern in an educational institute. **7.52%** of respondents said that teachers "**Every time**" identify their weaknesses and help them overcome them. This is the largest group, suggesting that more than half of the students feel that teachers are consistently effective in recognizing their weaknesses and providing support to address them. **37.83%** reported that teachers "**Usually**" identify their weaknesses and provide assistance. This indicates that a significant portion of students often receive help from teachers to overcome their weaknesses, though not always every time. **2.31%** said that teachers do this "**Occasionally/Sometimes**". This represents a small percentage, indicating that a few students feel this support is less frequent or not as consistent.



12. The institute/ teachers use student centric methods, such as experiential learning, participative learning and problem-solving methodologies for enhancing learning experiences.

Parameters	Responses (in %)				
	To a great extent	Moderate	Somewhat	Very Little	Not at all
The institute/ teachers use student centric methods, such as experiential learning, participative learning and problem-solving methodologies for enhancing learning experiences	56.75%	38.22%	2.31%	0.38%	0%

The teaching learning process can be successful only if the desired goal is reached. As such it is important to have a process that is student centric to gain maximum development. **56.75%** of respondents feel that the institute/teachers use these student-centric methods "**To a great extent**". This is the largest group, indicating that more than half of the students believe that these methods are frequently and effectively used to enhance their learning experiences. **38.22%** reported that these methods are used "**Moderately**". This suggests that a significant portion of students see some use of these methods, but not to the same extent as those who feel they are used to a great extent. **2.31%** indicated that these methods are used "**Somewhat**". This small percentage suggests that a few students feel these methods are employed to a lesser degree. **0.38%** said that these methods are used "**Very Little**". This represents a very small number of students who feel that the student-centric methods are minimally used in their learning experiences.



**13. Teachers encourage you to participate in extracurricular activities.**

Parameters					
	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Teachers encourage you to participate in extracurricular activities	52.50%	44.40%	0.77%	0%	0%

Extracurricular participation allows a student to develop not only academically but also in other facets of life. **52.50%** of respondents "**Strongly Agree**" that teachers encourage them to participate in extracurricular activities. This is the largest group, indicating that more than half of the students feel strongly supported by their teachers in participating in extracurricular. **44.40%** "**Agree**" that teachers encourage them to participate. This is also a significant percentage, suggesting that a large majority of students feel teachers provide support, though not as strongly as those who "Strongly Agree." **0.77%** selected "**Neutral**", meaning that a small portion of students neither agree nor disagree, possibly feeling that the encouragement is not particularly strong or noticeable.





**14. What percentage of teachers use ICT tools such as LCD projector, Multimedia, etc. while teaching?**

Parameters	Responses (in %)				
	To a great extent	Moderate	Somewhat	Very Little	Not at all
What percentage of teachers use ICT tools such as LCD projector, Multimedia, etc. while teaching?	61.77%	33.97%	1.15%	0.38%	0.38%

With the increase in technology usage, ICT has become a major tool for instruction in educational institutes. **61.77%** of respondents feel that teachers use ICT tools "**To a great extent**". This is the largest group, indicating that a significant majority of students believe that teachers make frequent and effective use of ICT tools in their teaching. **33.97%** reported that ICT tools are used "**Moderately**". This suggests that a large portion of students sees some, but not as frequent or extensive, use of ICT tools during teaching. **1.15%** indicated that ICT tools are used "**Somewhat**". This small group suggests that a few students feel the use of ICT tools is limited or not as effective in their teaching experiences. **0.38%** said that ICT tools are used "**Very Little**". This represents a very small number of students who feel that ICT tools are used sparingly during teaching. **0.38%** also reported that ICT tools are used "**Not at all**". This is a small percentage, indicating that a few students feel ICT tools are completely absent from their lessons.



15. The overall quality of teaching-learning process in your institute is very good.

Parameters					
	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
The overall quality of teaching-learning process in your institute is very good	52.12%	44.40%	1.15%	0%	0%

According to the survey, **52.12%** of respondents "**Strongly Agree**" that the overall quality of the teaching-learning process is very good. This is the largest group, indicating that more than half of the students have a highly positive view of the quality of teaching and learning at their institute. **44.40%** "**Agree**" that the teaching-learning process is very good. This is another large group, suggesting that a significant portion of students also view the quality positively, though not as strongly as those who "Strongly Agree." **1.15%** selected "**Neutral**", indicating that a small percentage of students neither agree nor disagree, possibly feeling that the quality of the teaching-learning process is average or uncertain.



## **SUGGESTIONS**

- Teachers may try to discuss with the students regarding their performance in internal assessment.
- The evaluation process of internal assessment of the college should be fair keeping in view of greater interest of the student.

## Summary of Action Taken



Suggestions	Action taken
Teachers may try to discuss with the students regarding their performance in internal assessment	Mentor Mentee System has been initiated to discuss with the students regarding their performance in internal assessment
The evaluation process of internal assessment should be fair keeping in view of greater interest of the student.	The faculty are asked to discuss with the students regarding their strength and weakness relating performance in internal assessment.

(Dr. Ramesh Nath)  
Principal  
Khagarijan College, Nagaon  
Principal  
Khagarijan College  
Nagaon (Assam)