



Report on Students' Feedback
Session: 2021-22



Submitted By
Feedback Analysis Committee
KHAGARIJAN COLLEGE
NAGAON: ASSAM

FEEDBACK COMMITTEE


The Feedback Analysis Committee consists of the following members:



Convenor: C.K. Lungking

Members: Ms. Rupali Talukdar
Ms. Maitreyee Dutta

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


C.K. Lungking
Convenor


Ms. Rupali Talukdar
Members


Ms. Maitreyee Dutta
Members



INTRODUCTION

A holistic student development as well as that of the institute requires mechanism in place so as to ensure that there is an efficient facilitation of knowledge and skill. Various initiatives like student centric learning measures, extra-curricular activities etc are encouraged for the development of the student. To determine the efficiency of the measures a proper student feedback system is put in place. This effort is made to collect viewpoints of the students to understand the strengths and possible improvements possible in the mechanism.

METHODOLOGY

The online feedback system is put in place after the pandemic situation. As per the newly established process, the students have to mandatorily fill the online feedback form to be able to collect their certificates.

ANALYSIS OF STUDENTS' FEEDBACK

The responses are tabulated in using MS-Office and scrutinized as per specific parameters. The analysis is taken to consideration with respect to the suggestions offered accordingly. Based on it, weaknesses and strengths are determined as well as suggestions are given for future action and its implementation is recorded.



1) How much of the syllabus was covered in the class?

The institution focuses on timely completion of the syllabus as a major factor. 85.77% students agree that around 85-100% syllabus is covered in due time. Only 0.8% feel that below 30% syllabus is covered.

| Parameters | Responses (in %) | | | | |
|--|------------------|-----------|-----------|-----------|-----------|
| | 85 to 100% | 70 to 84% | 55 to 69% | 30 to 54% | Below 30% |
| How much of the syllabus was covered in the class? | 85.77 | 7.5 | 4 | 1.7 | 0.8 |

2) How well did the teachers prepare for the classes?

Teachers ensure that they are prepared properly before classes so that there is a fruitful usage of the class duration.

44% of the students agree that the teachers are thoroughly prepared and 50.66% agree that the preparation is satisfactory.

| Parameters | Responses (in %) | | | | |
|--|------------------|----------------|--------|---------------|--------------------|
| | Thoroughly | Satisfactorily | Poorly | Indifferently | Won't Teach at all |
| How well did the Teachers prepare for classes? | 44 | 50.66 | 4.44 | 0.8 | 0 |



3} How well were the teachers able to communicate?

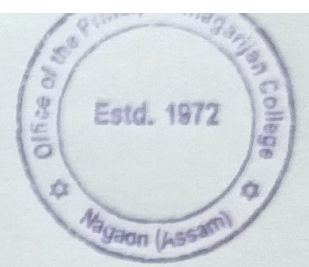
Communication skill facilitates a proper interaction in the class without which the teaching learning process is hampered. Thereby it is necessary to maintain this skill. 48.44% student respondents believe that the communication by the teachers in the classes are always effective, while 45.77% consider it mostly effective.

| Parameters | Responses (in %) | | | | |
|---|------------------|----------------------|-------------------|-----------------------|-------------------------|
| | Always Effective | Sometime s effective | Just satisfactory | Generally ineffective | Very Poor Communication |
| How well were the Teachers able to Communicate? | 48.44 | 45.77 | 4 | 0.8 | 0.8 |

4} Fairness of the internal evaluation process by the teachers

Transparency is an integral factor of the evaluation system which upholds the integrity of the same. 51.55% students believe that the internal evaluation process is always fair, while 44.44% consider it usually fair. There are none who consider the process unfair.

| Parameters | Responses (in %) | | | | |
|--|------------------|--------------|----------------|----------------|--------|
| | Always Fair | Usually Fair | Sometimes Fair | Usually Unfair | Unfair |
| Fairness of Internal Evaluation process by the teachers: | 51.55 | 44.44 | 1.77 | 2.2 | 0 |



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

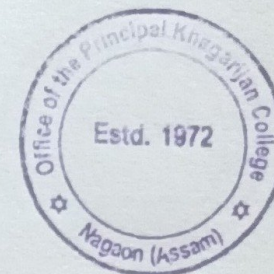
Student centric activities like internship, student exchange and field visit etc. are encouraged by the institution to give the students an idea of the professional industry and hands on experience. 70.66% of the respondents agree that the same is done regularly while 25.33% agree that it is done often.

| Parameters | Responses (in %) | | | | |
|---|------------------|-------|-----------|--------|-------|
| | Regularly | Often | Sometimes | Rarely | Never |
| The institute takes active interest in promoting internship, student exchange, field visit opportunities for students | 70.66 | 25.33 | 2.2 | 0.8 | 0.8 |

6) Was your performance in assignments discussed with you?

Only a proper review and analysis of the performances of the students in sessional exams or assignments can help them understand their scope of improvement. 64.88% students agree that their performance is discussed every time while 32.88% agree that it is usually done.

| Parameters | Responses (in %) | | | | |
|---|------------------|---------|-----------|--------|-------|
| | Every time | Usually | Sometimes | Rarely | Never |
| Was your performance in assignments discussed with you? | 64.88 | 32.88 | 0.8 | 0.8 | 0.4 |



7} Teaching mentoring process in your institute facilitates you in cognitive, social and emotional growth

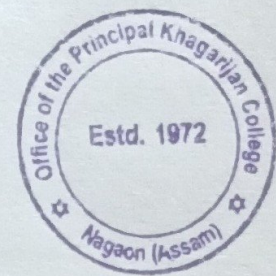
The mentoring process ensures that the students are able to have guidance and advise on various matters including academic and non-academic matters ensuring a suitable emotional and cognitive development of the students. 64.44% of the students that the process functions very well. 32% agree it helps significantly.

| Parameters | Responses (in %) | | | | |
|--|------------------|---------------|------------|------------|------------|
| | Very Well | Significantly | Moderately | Marginally | Not at all |
| Teaching mentoring process in your institute facilitates you in cognitive, social and emotional growth | 64.44 | 32 | 1.7 | 0.8 | 0.8 |

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

As per the survey, 41.77% respondents agree they are made aware of the expected competencies, course outcomes and programme outcomes every time. 52.88% agree that it is usually done so that the student understands the expectation and scope of the programme.

| Parameters | Responses (in %) | | | | |
|--|------------------|---------|--------------|--------|-------|
| | Every Time | Usually | Occasionally | Rarely | Never |
| Teachers inform you about your expected competencies, course outcomes and programme outcomes | 41.77 | 52.88 | 1.7 | 2.6 | 0.8 |



9} The teachers illustrate the concepts through examples and applications

Providing adequate examples and illustration aids the student in comprehending the class materials and understanding concepts through mind maps and association. 47.11% students agreed that the teachers gave illustrations every time while explaining the concepts and 48.88% agreed that usually illustration is a part of the teaching learning process.

| Parameters | Responses (in %) | | | | |
|--|------------------|---------|--------------|--------|-------|
| | Every time | Usually | Occasionally | Rarely | Never |
| The teachers illustrate the concepts through examples and applications | 47.11 | 48.88 | 1.7 | 0.8 | 0.8 |

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

The teachers ensure that the strengths of the students are duly identified so that they can gauge the skill level and capacity of the student. 31.55% of the respondents agree that the teachers do the same fully while 63.55% agree that this system is carried out reasonably well such that they are provided the right level of challenges.

| Parameters | Responses (in %) | | | | |
|---|------------------|------------|-----------|----------|-----------|
| | Fully | Reasonably | Partially | Slightly | Unable to |
| The teachers identify your strengths and encourage you with providing right level of challenges | 31.55 | 63.55 | 2.2 | 1.7 | 0.8 |



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

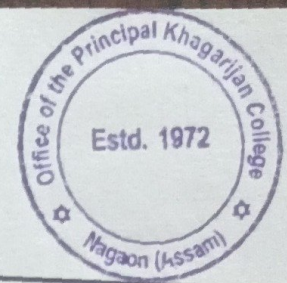
Identifying and analyzing weaknesses of the students is an essential part of the teaching learning process. 43.55% of the respondents agree that the teachers are ready to help them analyze their scope of improvement every time; while 52.44% agree that it is usually done so as to ensure that the students receive the best return from the institution.

| Parameters | Responses (in %) | | | | |
|---|------------------|---------|--------------|--------|-------|
| | Every time | Usually | Occasionally | Rarely | Never |
| Teachers are able to identify your weaknesses and help you to overcome them | 43.55 | 52.44 | 1.3 | 1.7 | 0.8 |

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

Student centric teaching learning is absolutely the need of the hour so that a holistic development of the student is achieved. 74.66% of the respondents believe that the institute provides for the same to a great extent while remaining 19.55% believe that it is moderately done.

| 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 | 74.66 | 19.55 | 4 | 1.3 | 0.4 |



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

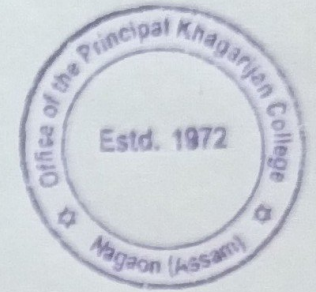
ICT Technology is encouraged by the institution as an important stake in the world of increased digitalization. The teachers use ICT tools to impart knowledge and other information to the students. 70.22% students agree that the teachers use ICT tools to a great extent. 22.66% agree that it is moderately in use.

| Parameters | Responses (in %) | | | | |
|---|-------------------|------------|----------|-------------|------------|
| | To a great extent | Moderately | Somewhat | Very little | Not at all |
| What percentage of teachers use ICT tools such as LCD projector, Multimedia, etc. while teaching? | 70.22 | 22.66 | 2.2 | 2.2 | 2.6 |

14} Teachers encourage you to participate in extracurricular activities.

Extra-curricular development of the student is an essential part of holistic growth and skill development. As such the teachers ensure to frequently encourage the students to participate and engage in such activities. 67.11% respondents agree that teachers encourage just participation, while 30.22% strongly agree to the same.

| Parameters | Responses (in %) | | | | |
|--|------------------|-------|---------|----------|-------------------|
| | Strongly Agree | Agree | Neutral | Disagree | Strongly Disagree |
| Teachers encourage you to participate in extracurricular activities. | 30.22 | 67.11 | 1.7 | 0.4 | 0.4 |



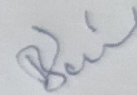
15} The overall quality of teaching-learning process in your institute is very good.

As per the responses tabulated, 68% students agree that the overall quality of the teaching learning process is good. 30.22% of the respondents also strongly agree to the same and rate the overall teaching learning process as helpful and engaging.

| Parameters | Responses (in %) | | | | |
|---|------------------|-------|---------|----------|-------------------|
| | Strongly Agree | Agree | Neutral | Disagree | Strongly Disagree |
| The overall quality of teaching-learning process in your institute is very good | 30.22 | 68 | 1.3 | 0.4 | 0 |

SUGGESTIONS

- It is suggested that the use of ICT and student centric approaches should be increased so as to give maximum benefit to the students.
- Teachers need to take innovative measures to gauge and tackle the weaknesses of the students.



Principal
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