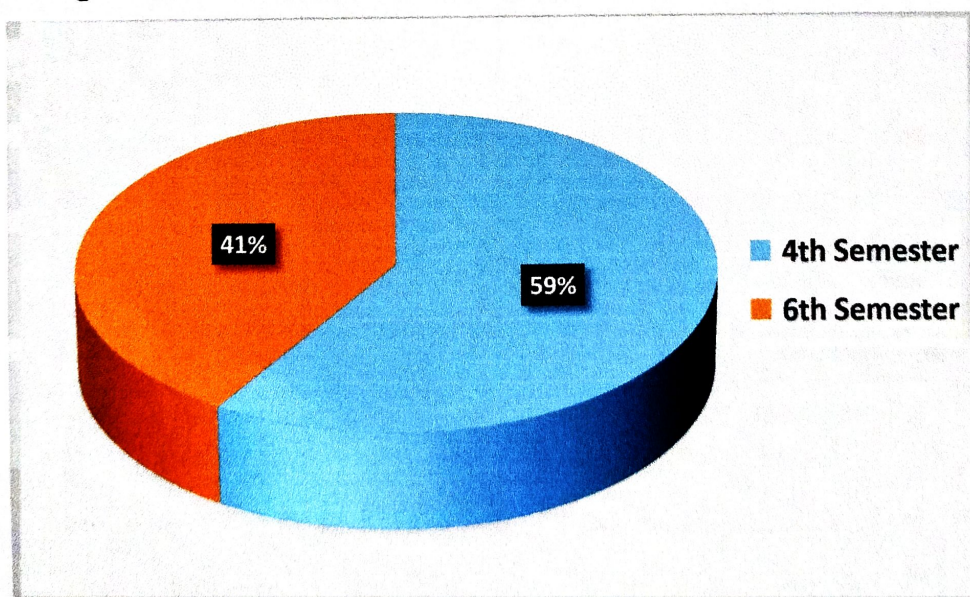


REPORT ON
ANALYSIS OF STUDENTS' FEEDBACK
ON
THE SYLLABUS AND ITS TRANSACTION AT THE INSTITUTION
2022-23

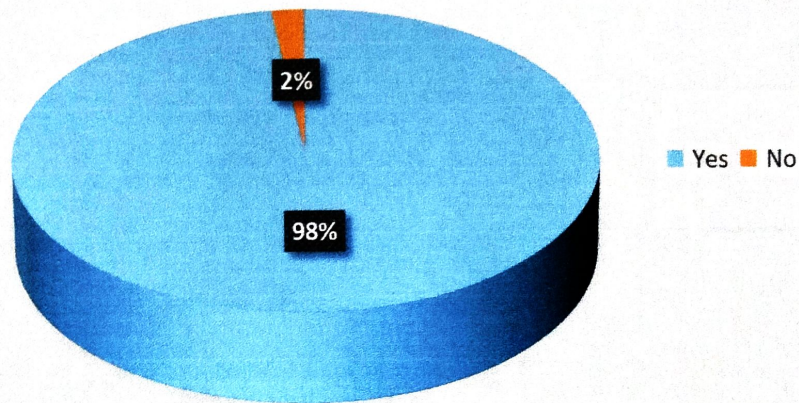
The College's Internal Quality Assurance Cell (IQAC) has consistently dedicated its efforts to enhancing quality and improving the overall student learning experience. The IQAC Cell employed a Likert scale in devising questionnaires to gather feedback on the syllabus and its delivery at the institution. Special attention was given to obtaining input from students in their 4th and 6th semesters. To facilitate this feedback process, a Google form was created and distributed to students. The collected data underwent analysis using various statistical tools, including percentages, for a comprehensive evaluation. Additionally, graphs were utilized for the effective presentation of the analyzed data.

The college is affiliated to the North Eastern Hill University Shillong and adheres to the curriculum and syllabus outlined by the university. To assess student perspectives on the syllabus and its transaction, several questions were posed, and their responses were gathered from the students. Each of these questions is elucidated below.



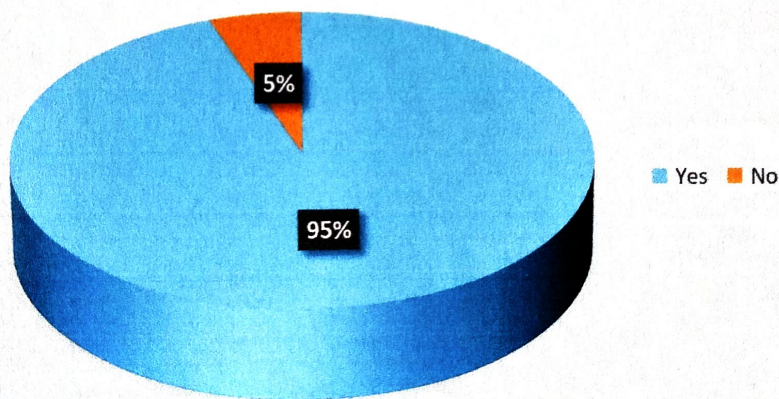
The chart depicts that out of the total number of students, about 59% of the respondents were from 4th semester and 41% were from 6th semester.

Are the teachers conducting classes regularly?

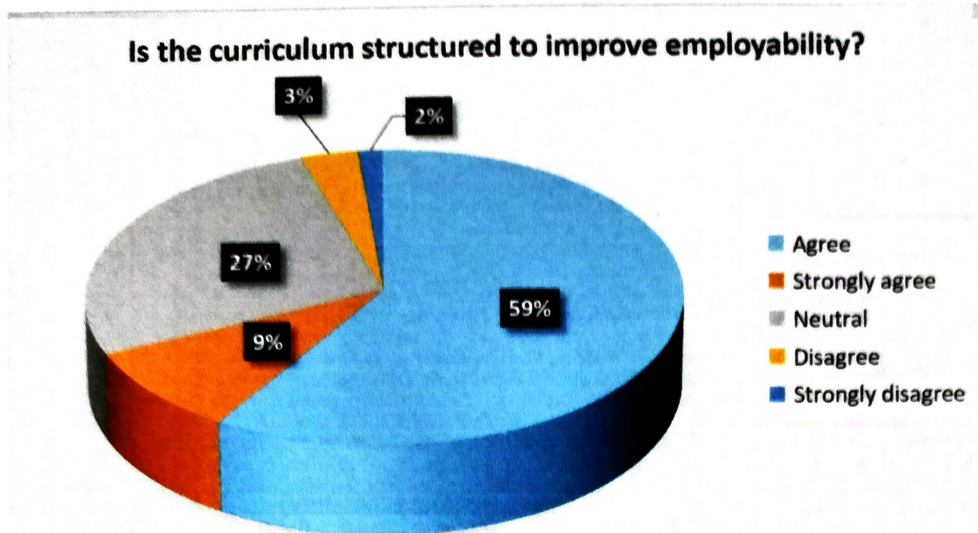


The chart depicts student feedback on the regularity of classes conducted by teachers. It is observed that a significant majority of students (98%) affirmatively responded, indicating agreement, while a mere 2% responded negatively by saying no.

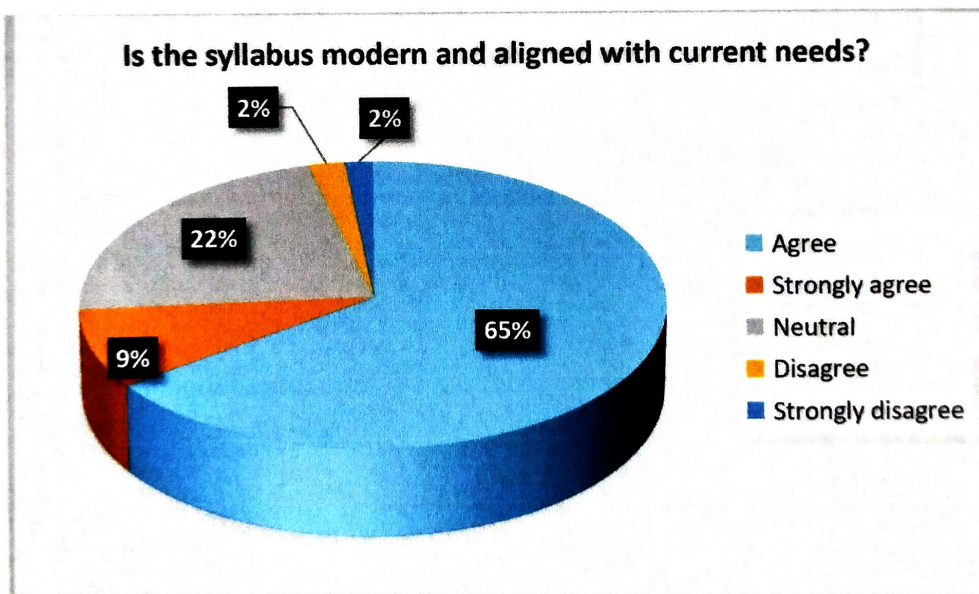
Do the teachers supply reading materials?



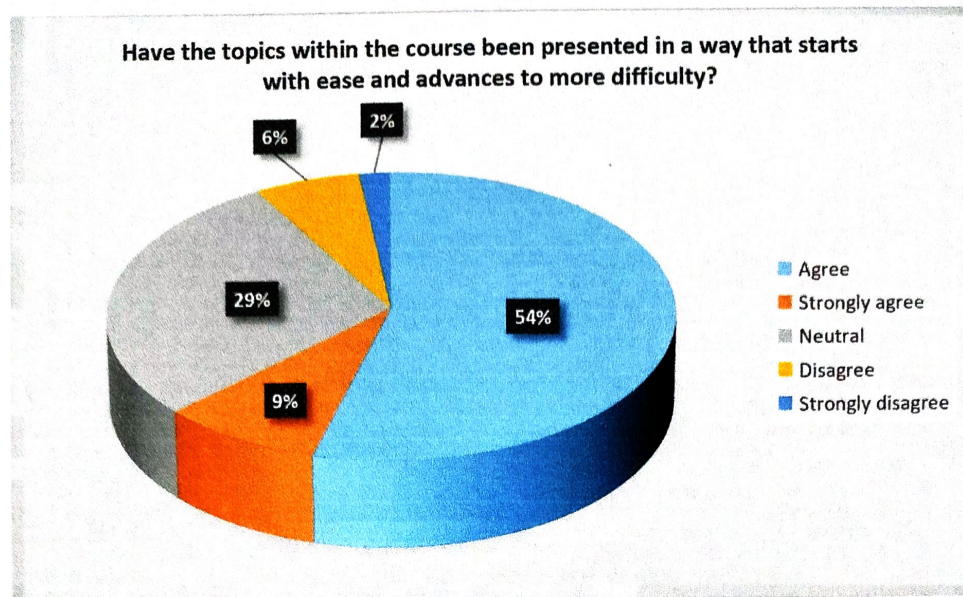
The chart presents student responses regarding whether teachers provide reading materials. It is evident that 95% of the students agree and responded affirmatively, while only 5% responded negatively by saying no.



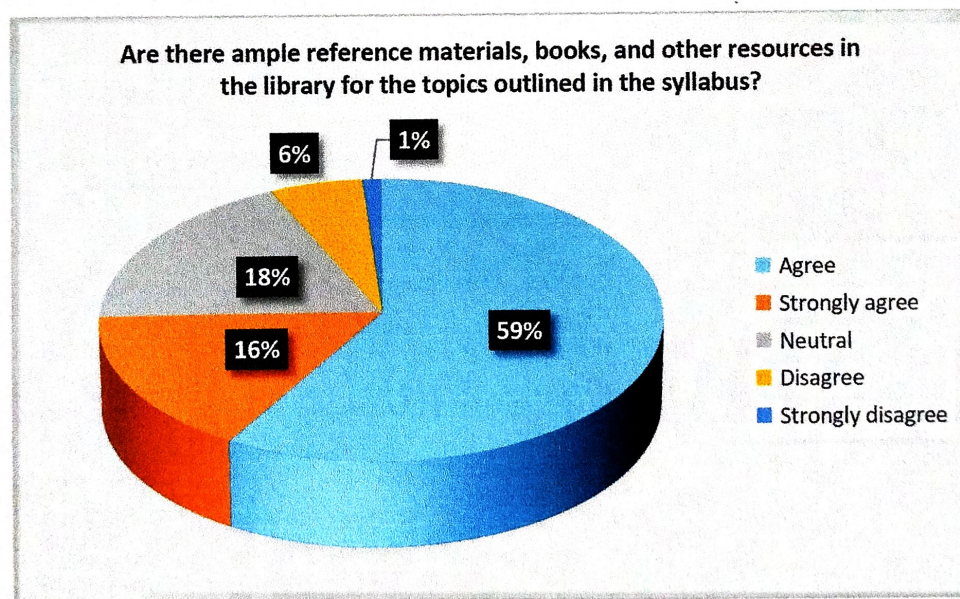
The chart outlines student responses regarding whether the curriculum is designed to enhance employability. It is evident that 59% of the students agree, approximately 27% remain neutral, around 3% express disagreement, and only 2% strongly disagree with the statement.



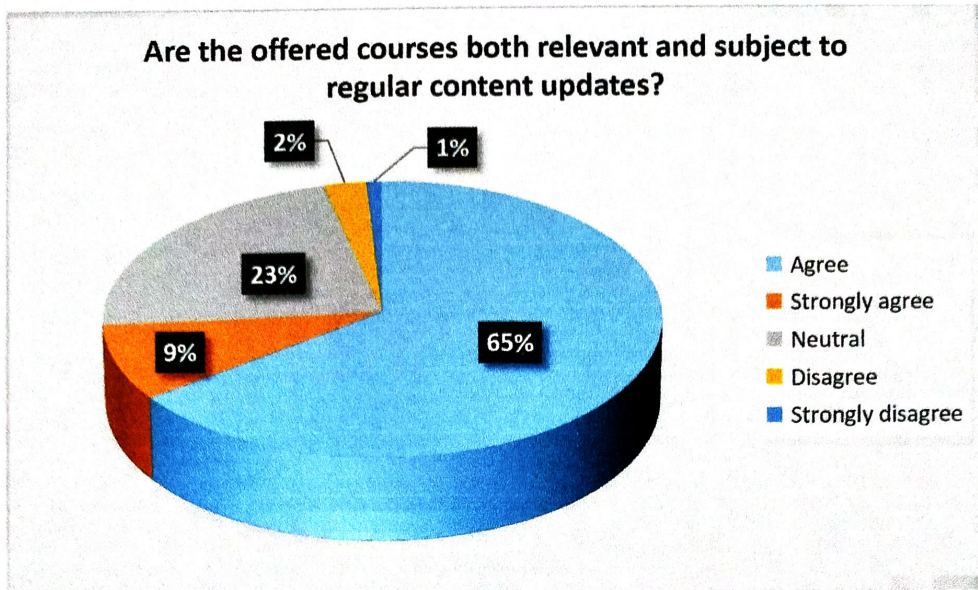
The chart provides insights into students' feedback regarding whether the syllabus is contemporary and in line with current requirements. It is observed that 65% of the students agree, 22% remain neutral, and a combined 4% (2% strongly disagree and 2% disagree) express a negative view.



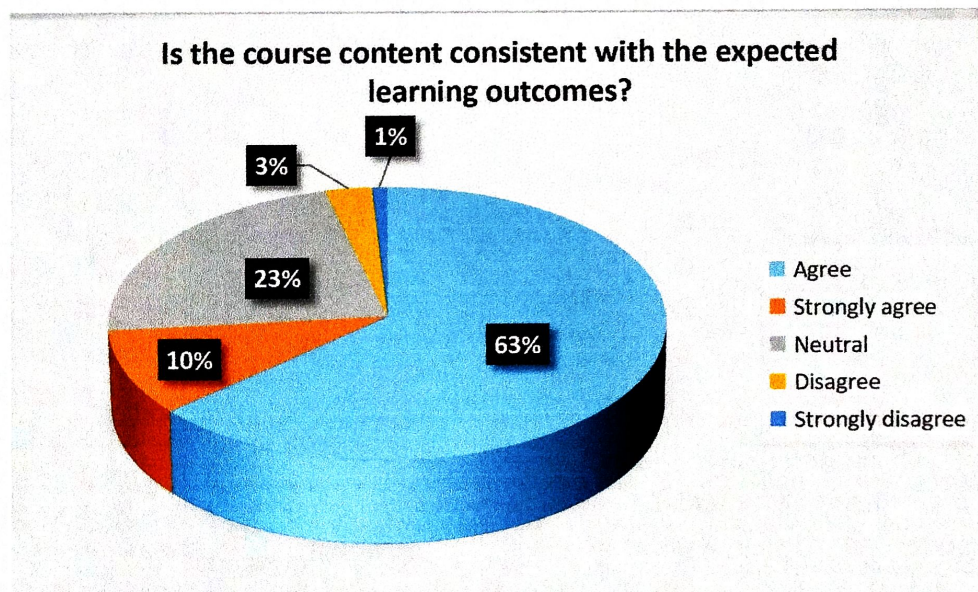
The chart outlines student responses regarding the arrangement of topics within the course, starting with ease and progressing to more difficulty. It is evident that 54% of the students agree, approximately 29% remain neutral, 6% express disagreement, and only 2% strongly disagree.



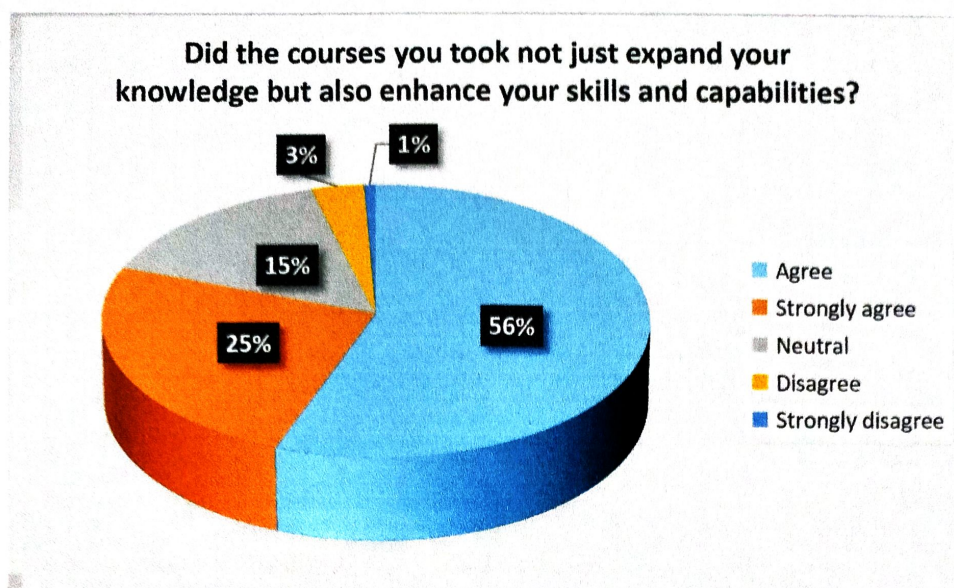
The chart illustrates student responses regarding the availability of ample reference materials, books, and other resources in the library for the topics outlined in the syllabus. It is evident that 59% of the students agree, approximately 18% remain neutral, 6% express disagreement, and only 1% strongly disagree.



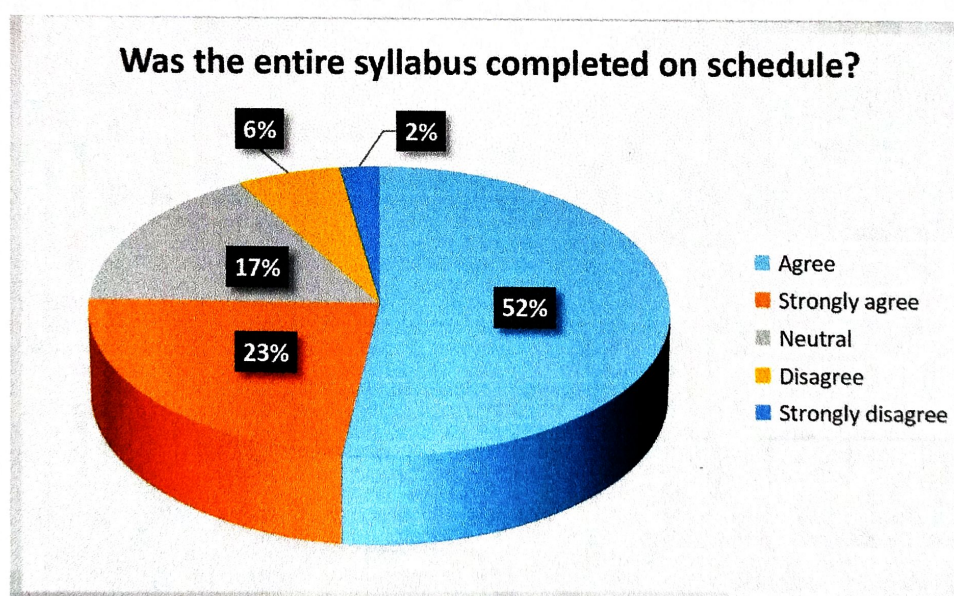
The chart illustrates student responses concerning the relevance and regular content updates of the courses offered. It is apparent that 65% of the students agree, approximately 23% remain neutral, and only 2% express disagreement.



The chart details student responses regarding whether the course content aligns with the expected learning outcomes. It is noted that 63% of the students agree, approximately 23% remain neutral, 10% strongly agree, and only 1% strongly disagree.



The chart presents student responses regarding whether the courses they took not only broaden their knowledge but also enhance their skills and capabilities. It is evident that 56% of the students agree, approximately 25% strongly agree, 15% remain neutral, and only 1% strongly disagree.



The chart provides details of students' responses regarding whether the entire syllabus was completed on schedule. It can be observed that 52% of the students agree, 23% strongly agree, 17% remain neutral, 6% disagree, and only 2% strongly disagree. In conclusion, the report sheds light on the dedicated efforts of the College's Internal Quality Assurance Cell (IQAC) in consistently enhancing educational quality and improving the overall student learning experience. Employing various tools such as Likert scale questionnaires and Google forms, the study collected valuable feedback from 4th and 6th-semester students. The analysis, conducted using statistical tools and

visually represented through charts, provided a comprehensive evaluation of key aspects, including curriculum, teaching regularity, reading material provision, and syllabus completion.

The affiliation with North Eastern Hill University Shillong ensures alignment with a well-defined curriculum, prompting insightful questions to assess student perspectives.

The charts reveal nuanced feedback on curriculum design, employability focus, syllabus modernity, class regularity, and resource availability in the library.

Students express general agreement on positive aspects, such as the relevance of courses, alignment with learning outcomes, and the dual enhancement of knowledge and skills. The manuscript underscores the importance of consistent efforts by educational institutions to understand and address student needs, fostering a conducive learning environment. The detailed analysis provides a foundation for ongoing improvements, ensuring the college's commitment to quality education remains steadfast.




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