

U.M.K. College, Majuli

FEEDBACK SUMMARY 2024-25

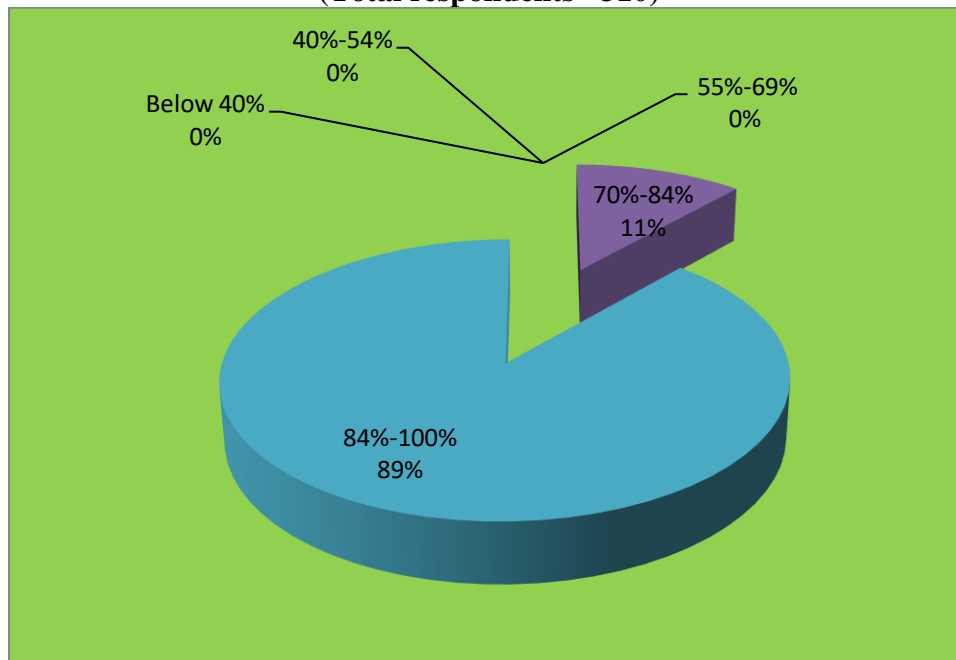
Effective functioning and continuous improvement of an institution require collecting feedback from stakeholders such as students, teachers and guardians. The purpose of this process is to evaluate the impact of the institution's efforts on teaching and learning and to identify any limitations or areas needing improvement. The Feedback Committee collected opinions and suggestions from the stakeholders and submitted the findings to the concerned authority for appropriate action.

The feedback data were analysed using statistical techniques. The Feedback Committee prepared the feedback forms and distributed them through offline mode for collecting responses from the stakeholders.

STUDENTS' FEEDBACK

The feedback committee has received feedback from the students on the syllabus covered by the teachers, teachers' approach to teaching, teachers' communication skill, use of ICT tools in teaching learning process; library facilities, sports facilities.

**Chart 1: Syllabus covered in the class
(Total respondents =310)**



The chart 1 indicates that 89% of the students reported that 84%–100% of the syllabus was completed in the class, while 11% stated that 70%–84% was completed. No students

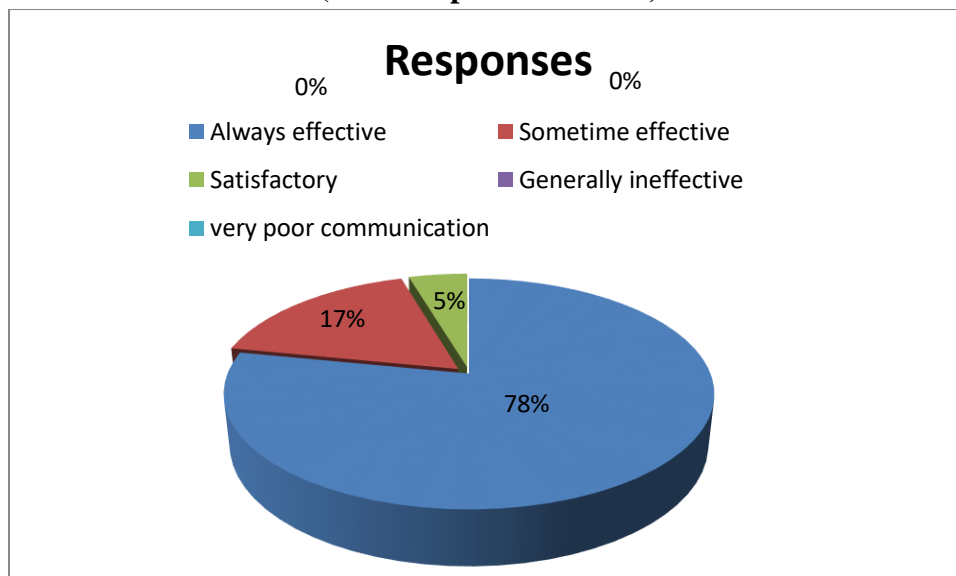
selected the lower categories. Overall, the feedback shows an excellent level of syllabus completion and effective classroom teaching.

**Chart 2: The teacher's approach to teaching
(Total respondents =310)**



The chart 2 shows that most students rated the teacher's approach to teaching positively. Out of 310 respondents, around 41% of students marked it as Excellent, while 31% rated it Very Good and 28% rated it Good. No students selected Fair or Poor. Overall, the feedback reflects a high level of student satisfaction with the teacher's teaching methods.

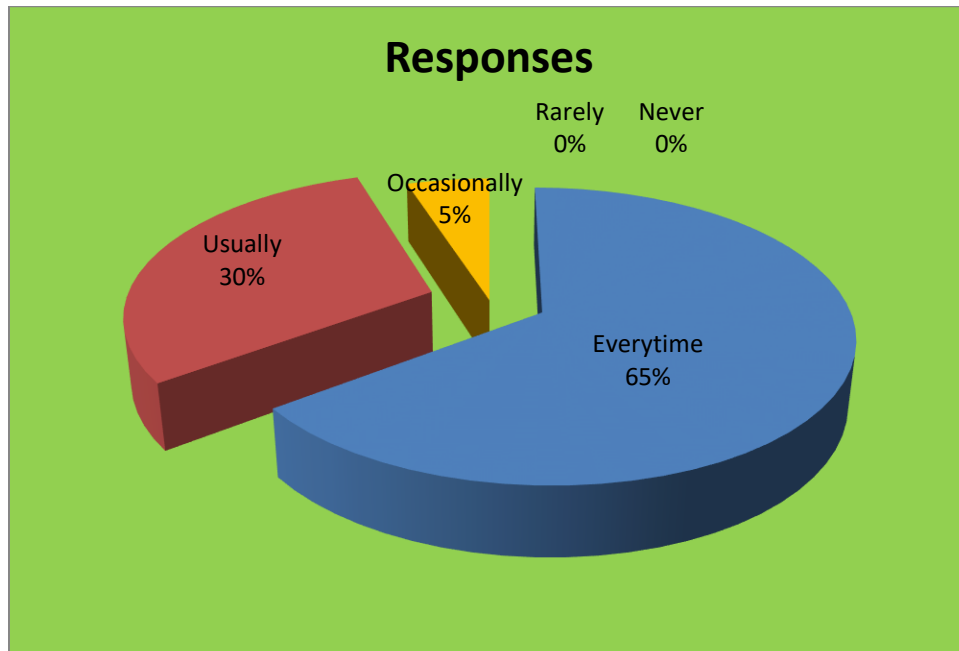
**Chart 3: The teachers' ability to communicate
(Total respondents =310)**



The chart indicates that the majority of students (78%) felt the communication and teaching were always effective. About 17% considered them sometimes effective, while 5% rated them as satisfactory. No students selected generally ineffective or very poor communication. Overall, the feedback reflects strong teaching effectiveness and good communication skills.

Chart 4: The teachers inform students about their expected competencies, course outcomes and programme outcomes

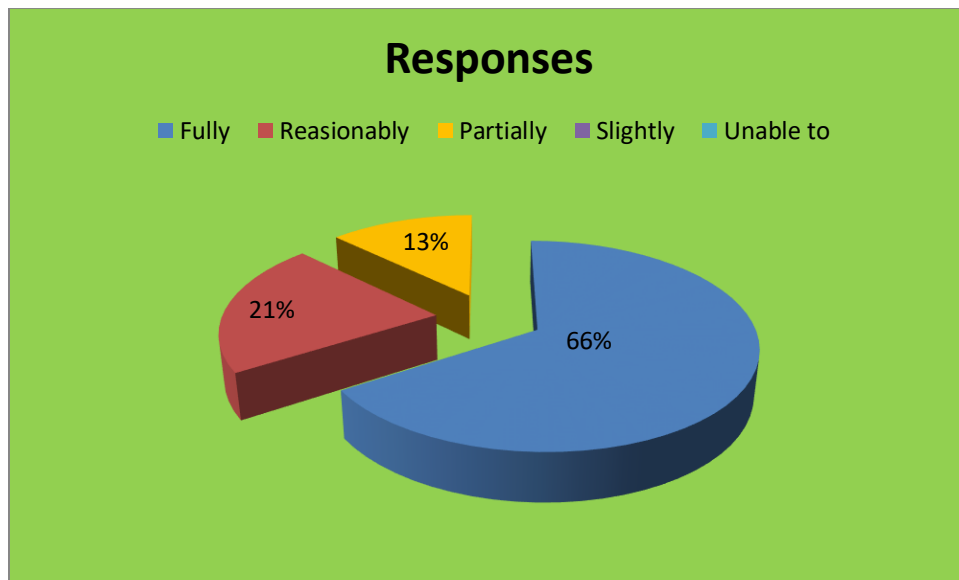
(Total respondents =310)



The above chart 4 shows that most students felt that teachers clearly informed them about expected competencies, course outcomes, and programme outcomes. About 65% of the students responded “Every time”, while 30% selected “Usually” and 5% chose “Occasionally.” No students selected “Rarely” or “Never.” Overall, the feedback indicates effective communication and guidance by the teachers.

Chart 5: The teachers identify students' strengths and encourage with providing right level of challenges..

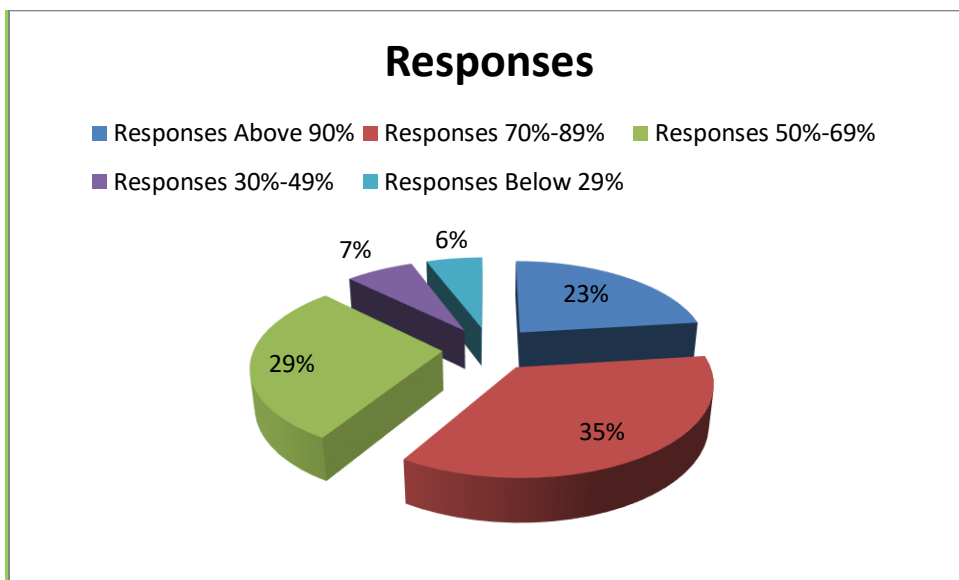
(Total respondents =310)



The chart 5 shows that 66% of the students responded “Fully”, indicating a high level of satisfaction and understanding. Around 21% selected “Reasonably”, while 13% chose “Partially.” No students selected “Slightly” or “Unable to.” Overall, the feedback reflects a positive and satisfactory response from the students.

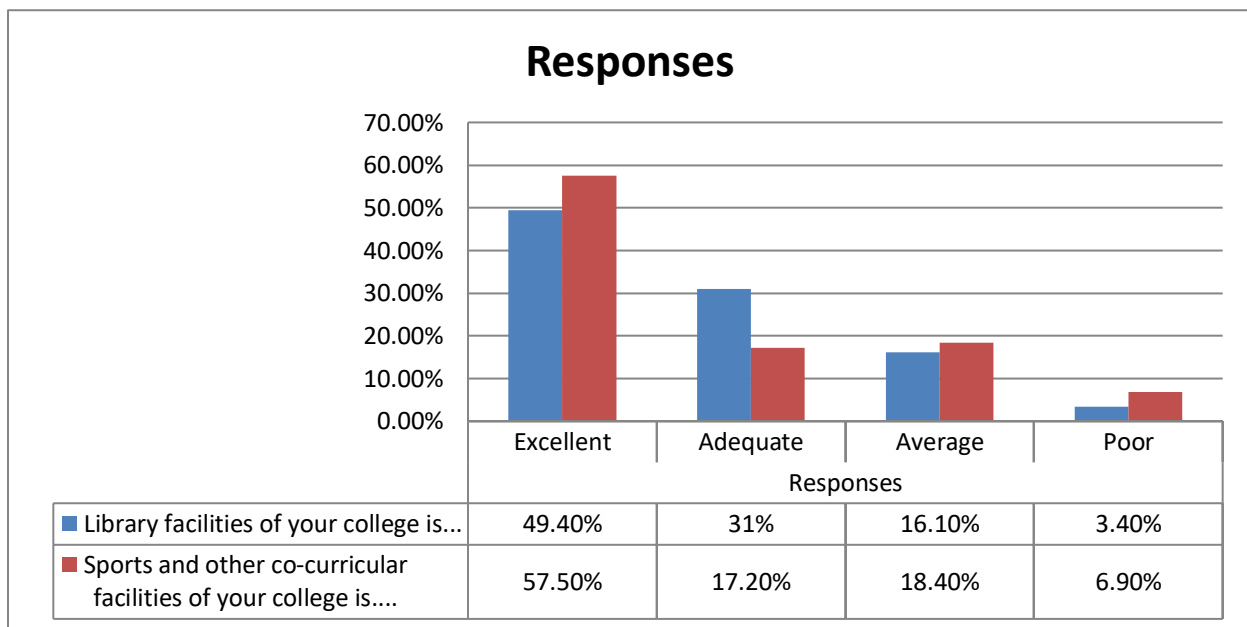
Chart 6: Percentage of the teachers use ICT tools while teaching?

(Total respondents =310)



The chart 6 shows that most students observed a good use of ICT tools in teaching. About 35% reported that teachers use ICT tools 70%–89% of the time, while 29% said 50%–69%. Around 23% felt the usage was above 90%. Only a small percentage reported lower usage levels. Overall, the feedback indicates effective integration of ICT tools in the teaching-learning process.

**Chart 7: Library, Sports and other co-curricular facilities of the college
(Total respondents =310)**



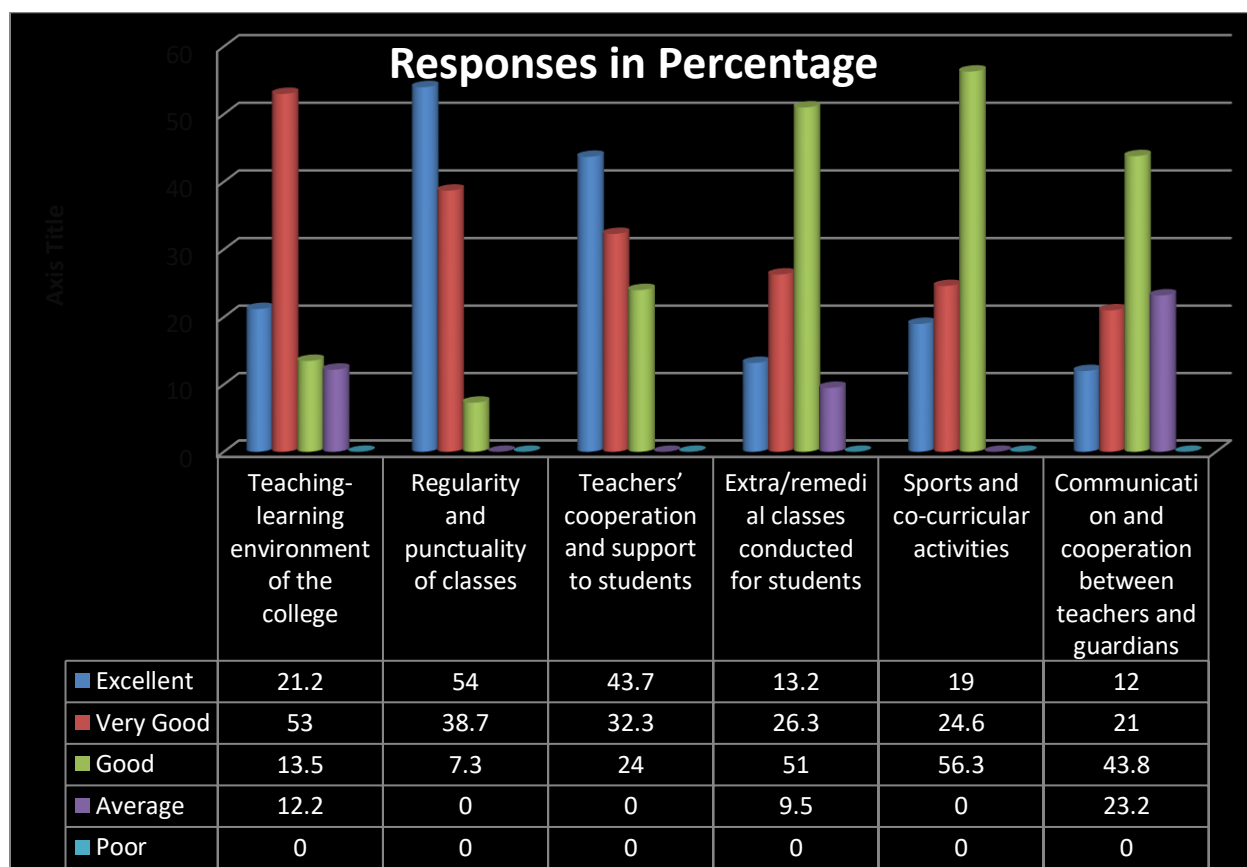
The chart 7 indicates that students gave positive feedback regarding the college facilities. About 49.4% rated the library facilities as excellent, while 31% considered them adequate. Similarly, 57.5% of students rated the sports and co-curricular facilities as excellent. Only a very small percentage rated the facilities as poor. Overall, the feedback reflects good infrastructure and satisfactory student support facilities in the college.

GUARDIANS FEEDBACK

The Feedback Committee collected feedback from the guardians to evaluate the quality of the teaching-learning environment provided by the college. The feedback also focused on the availability of extra classes for students' benefit, regular conduct of classes, teachers' efforts in promoting moral and ethical values, library facilities, and the level of cooperation between teachers and guardians. To assess the responses effectively, a five-point rating scale consisting of Excellent, Very Good, Good, Average, and Poor was used for analysing the feedback received from the guardians.

Chart 1: GURDIANS' FEEDBACK

(Total respondents:290)



The chart 1 presents the feedback collected from guardians regarding different aspects of the college. The teaching-learning environment of the college was rated positively by most guardians, with 53% marking it as Very Good and 21.2% as Excellent. About 13.5% rated it as

Good, while 12.2% selected Average. No guardian rated it as Poor, showing satisfaction with the overall academic atmosphere.

Regarding the regularity and punctuality of classes, the majority of guardians (54%) rated it as Excellent, while 38.7% rated it as Very Good. Only 7.3% selected Good, and no responses were recorded under Average or Poor. This indicates that the college maintains regular and punctual class activities effectively.

The feedback on teachers' cooperation and support to students was also encouraging. About 43.7% of guardians rated it as Excellent, 32.3% as Very Good, and 24% as Good. No guardians selected Average or Poor, reflecting strong satisfaction with the teachers' supportive attitude.

For extra/remedial classes conducted for students, 51% of guardians rated them as Good, while 26.3% marked them as Very Good and 13.2% as Excellent. Around 9.5% selected Average and none selected Poor. This shows that guardians appreciate the additional academic support provided to students.

The feedback on sports and co-curricular activities was mostly positive, with 56.3% rating them as Good, 24.6% as Very Good and 19% as Excellent. No Average or Poor responses were recorded, indicating satisfaction with the extracurricular opportunities offered by the college.

Regarding communication and cooperation between teachers and guardians, 43.8% of guardians rated it as Good, 23.2% as Average, 21% as Very Good and 12% as Excellent. No Poor responses were found. This suggests that while communication is satisfactory, there is scope for further improvement in strengthening teacher-guardian interaction.

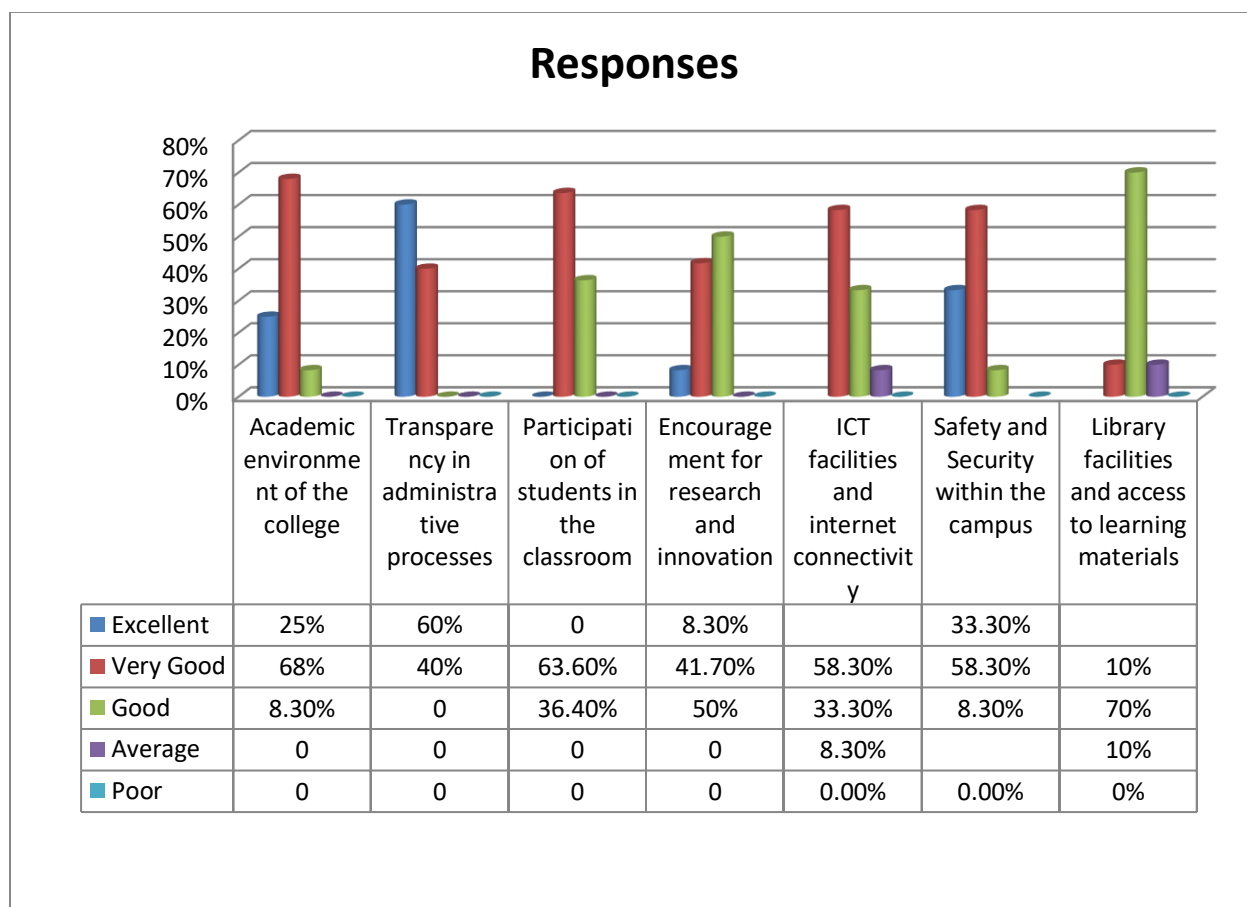
Overall, the analysis reveals that guardians are satisfied with the college's teaching-learning process, regularity of classes, teacher support and co-curricular facilities. The absence of Poor responses in all categories reflects a positive perception of the institution among guardians.

TEACHERS' FEEDBACK

Teachers' feedback plays an important role in the overall development and quality improvement of an educational institution. It helps the institution understand the opinions, experiences and suggestions of teachers regarding academic activities, infrastructure, administration and student performance. Through feedback, the institution can identify strengths as well as areas that require improvement. To assess the responses effectively, a five-point rating scale consisting of Excellent, Very Good, Good, Average and Poor was used for analysing the feedback received from the guardians.

Chart 1: TEACHERS' FEEDBACK

(Total Respondents: 14)



The chart reflects positive feedback regarding different aspects of the college environment and facilities. Most respondents rated the academic environment as Very Good

(68%), while 25% rated it as Excellent. Transparency in administrative processes received highly positive feedback, with 60% Excellent and 40% Very Good responses.

Student participation in classroom activities was appreciated, with 63.6% rating it as Very Good and 36.4% as Good. Encouragement for research and innovation was also viewed positively, where 50% rated it as Good and 41.7% as Very Good.

The college's ICT facilities and internet connectivity received satisfactory feedback, with 58.3% Very Good and 33.3% Good responses. Safety and security within the campus were also appreciated, with 58.3% Very Good and 33.3% Excellent responses.

Regarding library facilities and access to learning materials, the majority (70%) rated them as Good, while 10% rated them as Very Good and another 10% as Average. Overall, the analysis shows that respondents are generally satisfied with the academic environment, infrastructure, administrative transparency, and student support facilities of the college.

The suggestions given by the teachers highlight several important areas for the improvement and development of the college. A major suggestion was the introduction of more vocational and skill-based courses, which would help students gain practical knowledge and improve their employment opportunities. Some teachers also recommended introducing a Commerce stream in the college to provide students with more academic choices and career options.

Another significant suggestion was the improvement of ICT facilities. Teachers emphasized that every classroom should be equipped with ICT tools and modern teaching aids to make the teaching-learning process more effective and technology-oriented.

A few suggestions also reflected concerns regarding maintaining a positive institutional environment and healthy communication within the college community. Overall, the suggestions indicate that teachers are interested in the academic growth, infrastructural development and overall progress of the institution.