

I. Analysis on feedback from students 2017-18

During the academic year 2017-18, feedback forms were distributed to the Under Graduate students (Major Course) 6th Semester, whose attendance percentage in the classes were not less than 60% . Among these, 213 Nos. of students submitted their responses giving ratings as per the evaluation procedure for each teacher who dealt with them in their respective subjects/topics. The format of the feedback form was prepared covering various aspects, allocating weightage 1 to 5 with the legends “Below Average”, “Average”, “Good”, “Very Good”, “Excellent” and “Outstanding” respectively. The formats focus on the evaluation of the teachers on these key aspects viz., “Time Sense”, “Subject Command”, “Use of Teaching Method/Teaching Aids”, “Helping Attitude”, “Laboratory Interaction”, and “Classroom Control”.

The feedback of the students was analysed thoroughly and quantitatively by a committee formed by the Principal headed by Dr. Shibu Basak, Head & Associate Professor of the Department of Mathematics of the College. The committee took the utmost care in analysing the various key aspects of the feedbacks and finally converted the ratings into equivalent percentage. A table showing the ratings of the teachers was prepared. The committee was instructed to categorise the teachers as per legends keeping in mind the overall rating points they obtained. For this purpose, the following rule was followed:

The scale of measurement measures the performance as Outstanding or Excellent if more than 50% of the total students favoured to categorise the teacher in that level. Otherwise the performance is Outstanding, Excellent, Very Good, Good or Average according as score is not less than 90%, 80%, 70%, 60%, or 50%. A performance is considered as Below Average if the rating is below 50%.

The table shows that apart from a few teachers, all other teachers are consistently “Very Good”. More than 40% of the teachers were able to obtain the “Outstanding” or “Excellent” mark. The committee put forward some suggestions to improve the quality of teaching of those teachers in that aspect where rating is found to be below 50%. Also, they suggested all the teachers to improve the quality of teaching in accordance with the students’ need. Further, it was suggested that the students be given a counselling for filling up the feedback form, as it was observed by the committee that some of the students had assessed the teachers without knowing the meaning of some key aspects.

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2018-19

Structured Student Feedback on Curriculum



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Structured Students Feedback on Curriculum:

To obtain Structured Students Feedback on Curriculum during the academic year 2018-19, IQAC of Kokrajhar Govt. College designed a questionnaire. This printed questionnaire was distributed to the Under Graduate students (Major Course) 6th Semester, and Post Graduate 4th Semester students of Chemistry, English, Bodo and Mathematics. Major course was introduced in Sociology in 2017-18; therefore, questionnaire was given to 4th semester students of Sociology major. Among these, 278 Nos. of under Graduate students and a few Post Graduate students submitted their responses.

To get a neutral, unbiased and objective response from the respondents, they were not asked to write their names in the questionnaire. Moreover, the questionnaire was submitted by the students in a drop box provided by IQAC for this survey.

The questionnaire was prepared covering various aspects of curriculum, learning and evaluation. There were 10 questions each with five responses out which the respondent was asked to tick the response which he/she considered to be the most appropriate. The responses were rated in the weight age 1 to 5 with the legends "Poor", "Average", "Good", "Very Good", and "Excellent" respectively. There was no open end question in the questionnaire.

The questionnaire submitted by the students to IQAC was analysed thoroughly and quantitatively by a committee formed by the Principal headed by Dr. Hemanta Kumar Das, Associate Professor of the Department of Assamese of the College. The committee took the utmost care in tabulating the various aspects of the questionnaires and finally plotted the ratings into comprehensive bar diagram by using scientific graphing program Origin 6.1. The bar diagrams were drawn with "No. of question" as abscissa and "Average response" as ordinate of coordinate system. The bar diagrams illustrates responses of students of Kokrajhar Govt. College regarding the Curriculum studied by them.

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Blank questionnaire:



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STUDENT'S FEEDBACK ON CURRICULUM

Department _____

Stream _____

Academic year: 2018-19

Semester _____

This questionnaire is intended to collect information relating to your satisfaction towards the curriculum, learning and evaluation. The information provided by you will be kept confidential and will be used as important feedback for quality improvement of the program of studies/institution. *(Directions: a score for each item please indicate your level of satisfaction with the following statement by choosing between 1 and 5, with a tick('✓') mark)*

Excellent (5)	Very Good (4)	Good (3)	Average (2)	Poor (1)
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S.no	Questionnaire	Excellent	Very Good	Good	Average	Poor
1	How do you rate the syllabus of the courses that you have studied in relation to the competencies expected out of the course?					
2	How do you rate the relevance of the units in Syllabus relevant to the course?					
3	How do you rate the allocation of the credits to the courses?					
4	How do you rate the offering of the electives in terms of their relevance to the specialization streams?					
5	How do you rate the electives offered in relation to the Technological advancements?					
6	Rate the Size of syllabus in terms of the load on the student.					
7	Rate the courses in terms of extra learning or self learning considering the design of the courses.					
8	How do you rate the evaluation scheme designed for each of the course?					
9	How do you rate the objectives stated for each of the course?					
10	How do you rate the percentage of courses having LAB components? (to be filled for subjects with Practical)					

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STUDENT'S FEEDBACK ON CURRICULUM

Department ECONOMICS

Stream ARTS

Academic year: 2018-19

Semester B.A. 3rd SEMESTER

This questionnaire is intended to collect information relating to your satisfaction towards the curriculum, learning and evaluation. The information provided by you will be kept confidential and will be used as important feedback for quality improvement of the program of studies/institution. (Directions: a score for each item please indicate your level of satisfaction with the following statement by choosing between 1 and 5, with a tick('✓') mark)

Excellent (5)	Very Good (4)	Good (3)	Average (2)	Poor (1)
---------------	---------------	----------	-------------	----------

S.No	Questionnaire	Excellent	Very Good	Good	Average	Poor
1	How do you rate the syllabus of the courses that you have studied in relation to the competencies expected out of the course?			✓		
2	How do you rate the relevance of the units in Syllabus relevant to the course?		✓			
3	How do you rate the allocation of the credits to the courses?		✓			
4	How do you rate the offering of the electives in terms of their relevance to the specialization streams?		✓			
5	How do you rate the electives offered in relation to the Technological advancements?			✓		
6	Rate the size of syllabus in terms of the load on the student.		✓			
7	Rate the courses in terms of extra learning or self learning considering the design of the courses.			✓		
8	How do you rate the evaluation scheme designed for each of the course?		✓			
9	How do you rate the objectives stated for each of the course?		✓			
10	How do you rate the percentage of courses having LAB components? (to be filled for subjects with Practical)			✓		

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STUDENT'S FEEDBACK ON CURRICULUM

(61)

Department Botany

Stream Science

Academic year: 2018-19

Semester 2

This questionnaire is intended to collect information relating to your satisfaction towards the curriculum, learning and evaluation. The information provided by you will be kept confidential and will be used as important feedback for quality improvement of the program of studies/institution. **(Directions: a score for each item please indicate your level of satisfaction with the following statement by choosing between 1 and 5, with a tick('✓') mark)**

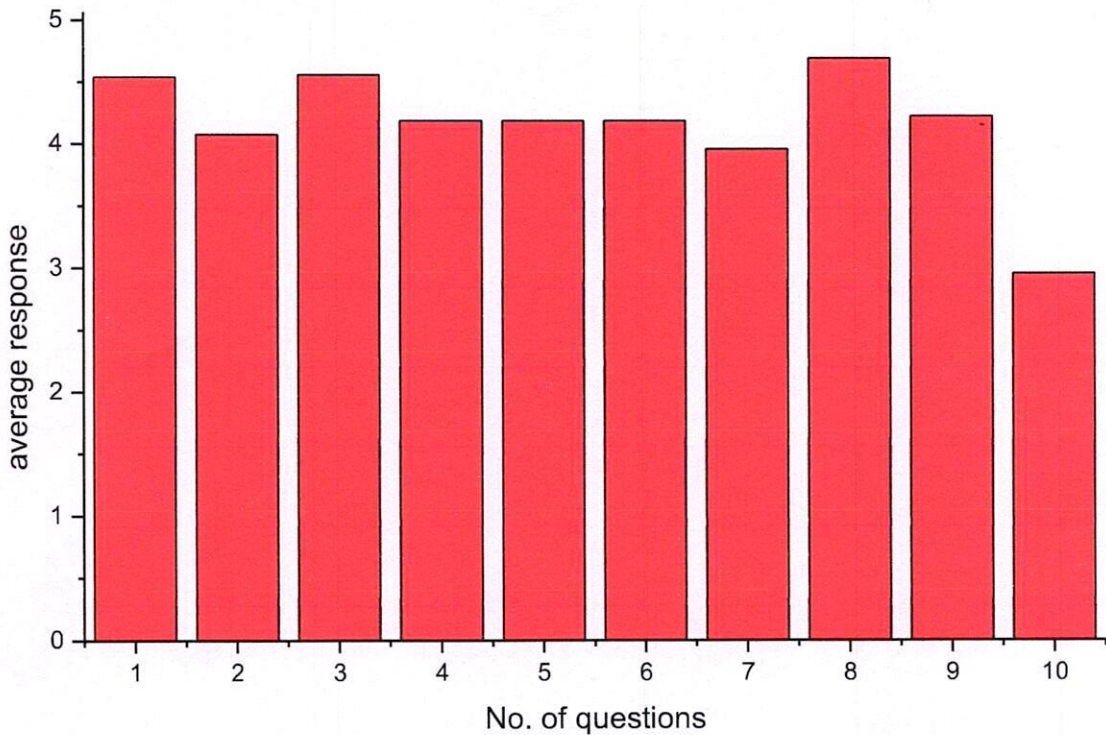
Excellent (5)	Very Good (4)	Good (3)	Average (2)	Poor (1)
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S.no	Questionnaire	Excellent	Very Good	Good	Average	Poor
1	How do you rate the syllabus of the courses that you have studied in relation to the competencies expected out of the course?			✓		
2	How do you rate the relevance of the units in Syllabus relevant to the course?		✓			
3	How do you rate the allocation of the credits to the courses?	✓				
4	How do you rate the offering of the electives in terms of their relevance to the specialization streams?		✓			
5	How do you rate the electives offered in relation to the Technological advancements?		✓			
6	Rate the Size of syllabus in terms of the load on the student.			✓		
7	Rate the courses in terms of extra learning or self learning considering the design of the courses.			✓		
8	How do you rate the evaluation scheme designed for each of the course?		✓			
9	How do you rate the objectives stated for each of the course?			✓		
10	How do you rate the percentage of courses having LAB components? (to be filled for subjects with Practical)		✓			

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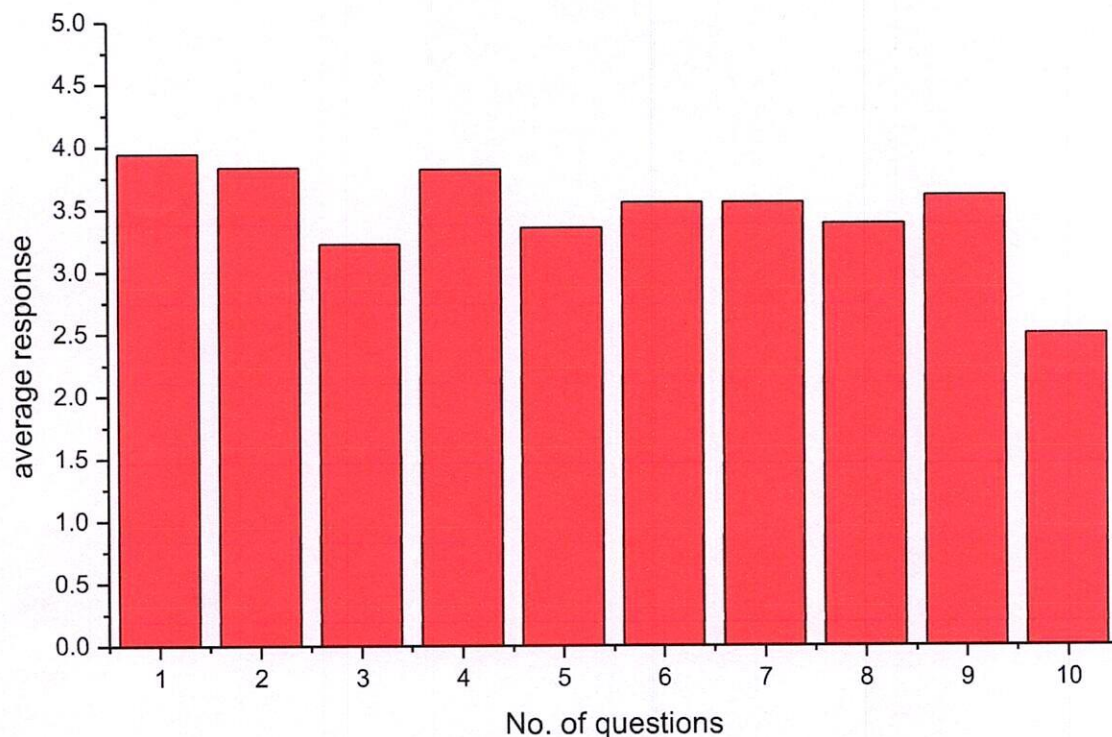
Assamese:



Analysis: The student feedback represented via bar diagram shows that the performance of department of Assamese, Kokrajhar Govt. College is mostly satisfactory . In certain aspects such as competencies in covering the syllabus, allocation of credits to the courses, scheme of evaluation, objectives of the courses, the deptt. of Assamese is satisfactory . However, the feedback suggests that there should be relevance of the units in syllabus, extra learning or self learning considering the design of the courses.

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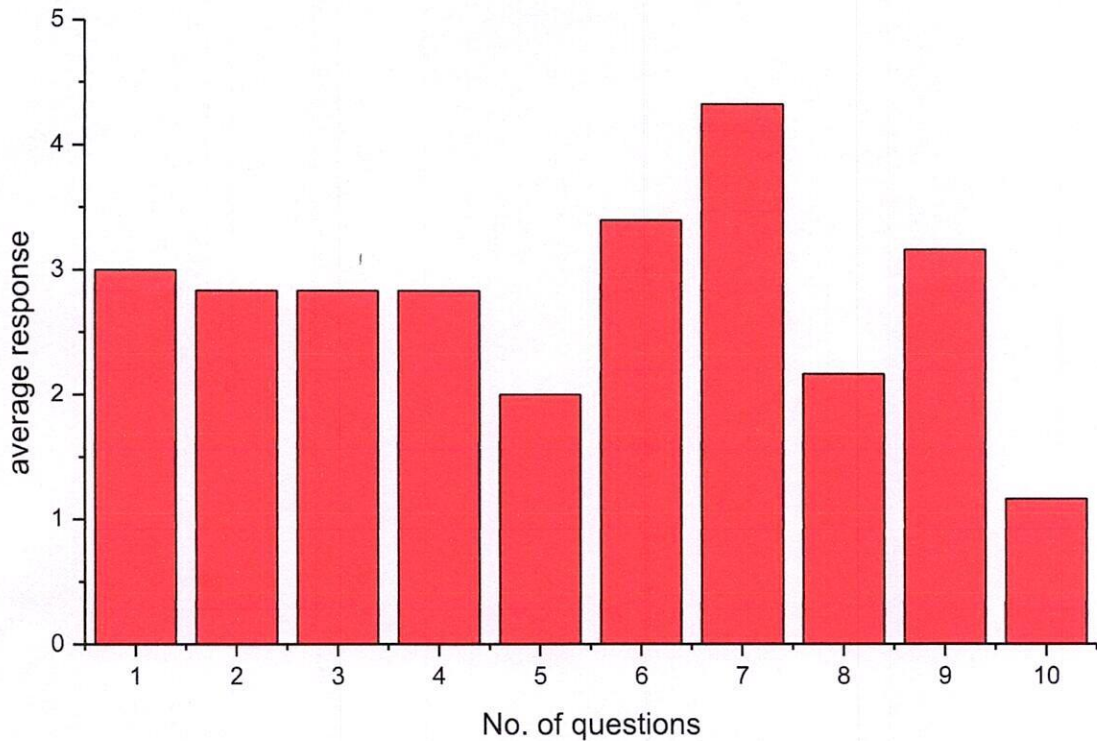
Bodo:



Analysis: The student feedback represented via bar diagram shows that the performance of department of Bodo, Kokrajhar Govt. College is satisfactory. In certain aspects such as competencies of the syllabus, relevance of the units in syllabus, relevance of offering the electives, objectives of the courses the deptt. of Bodo is satisfactory. However, the feedback suggests that there should be improvement in allocation of the credits to the courses, electives offered in relation to the technological advancements, evaluation scheme designed for each of the courses.

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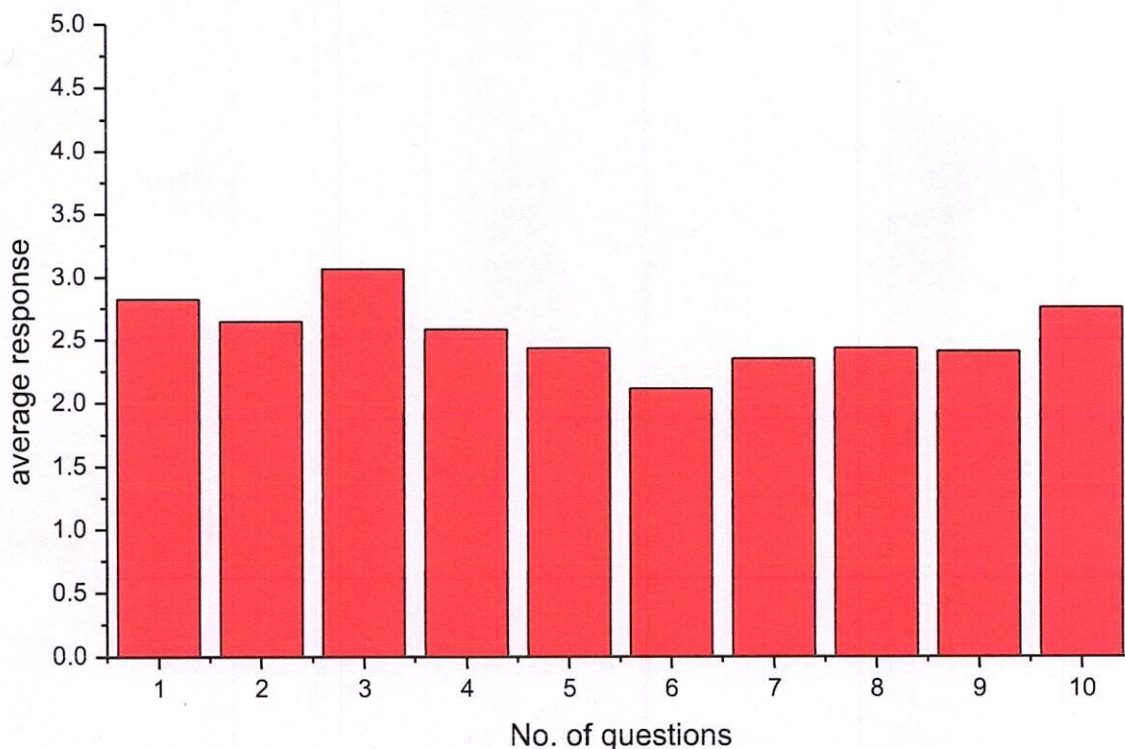
Bengali:




Analysis: The student feedback represented via bar diagram shows that the performance of department of Bengali, Kokrajhar Govt. College is more or less satisfactory. In certain aspects such as competencies of the courses, size of the syllabus, extra learning or self learning considering the design of the courses and objectives of the courses the deptt. of Bengali shows good ratings. However, the feedback suggests that there should be improvement in the electives offered in relation to the technological advancement, evaluation scheme designed for each of the courses.

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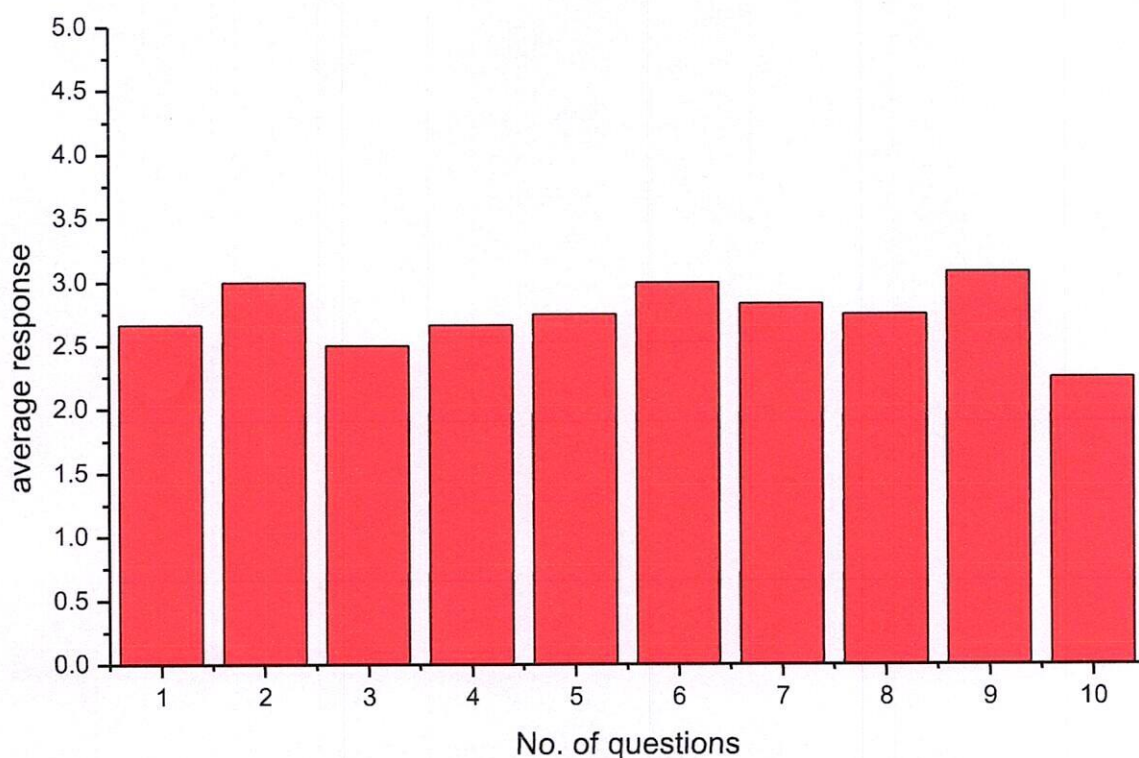
Botany:




Analysis: The student feedback represented via bar diagram shows that the performance of department of Botany, Kokrajhar Govt. College is more or less satisfactory . In certain aspects such as competencies of the syllabus, allocation of credits to the courses, percentages of having LAB components, the deptt. of Botany shows good ratings. However, the feedback suggests the improvement in major areas of electives offered in relation to the technological advancement, size of the syllabus in terms of load on the student, evaluation scheme designed for the students needs to be improved.

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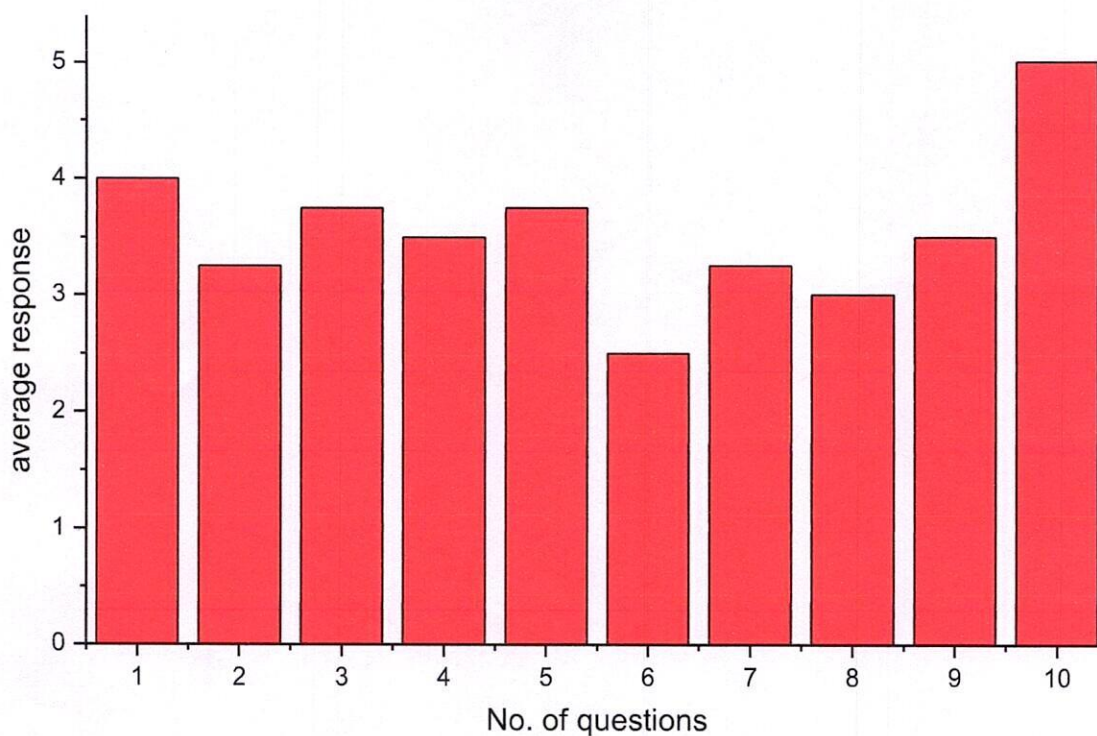
Chemistry:




Analysis: The student feedback represented via bar diagram shows that the performance of department of Chemistry, Kokrajhar Govt. College is more or less satisfactory . In certain aspects such as relevance of the units in syllabus,size of syllabus in terms of the load on the students and evaluation scheme designed for each of the courses the feed back shows good rating. However, the feedback suggests the improvement in major areas of relevance of the units in syllabus, offering of the electives and percentage of courses having LAB components.

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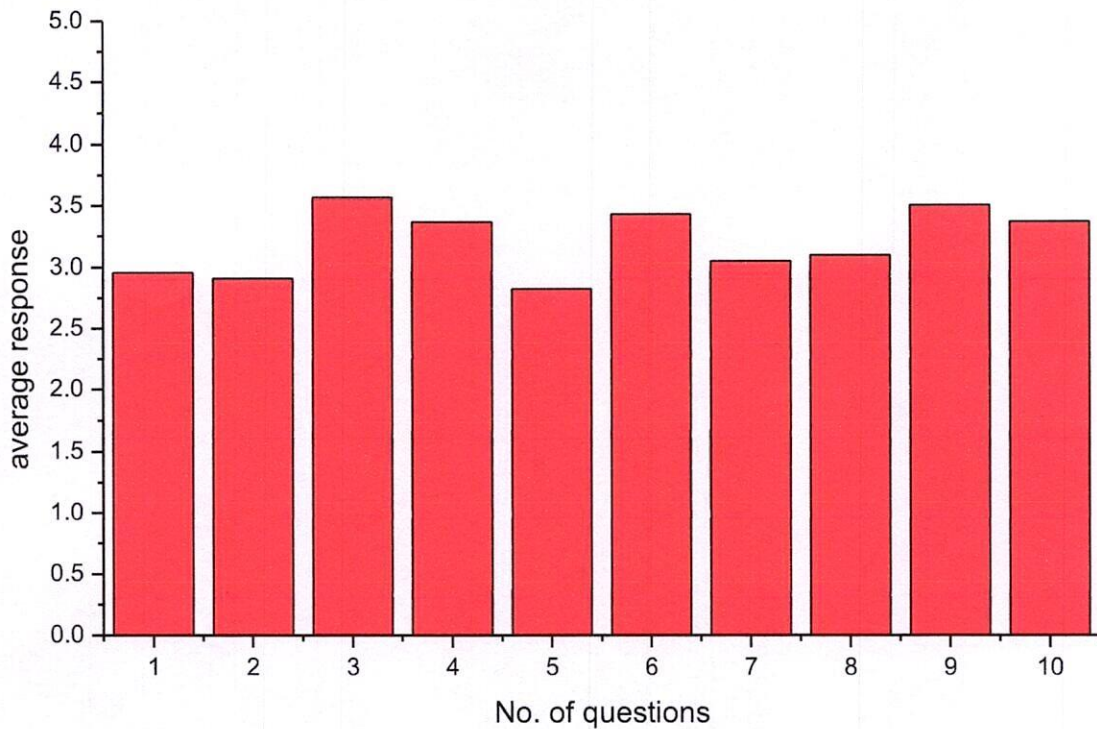
Computer Science:



Analysis: The student feedback represented via bar diagram shows that the performance of department of Computer Science, Kokrajhar Govt. College is mostly satisfactory . In certain aspects such as offering of the electives, allocation of the credits to the course, electives offered in relation to the technological advancements and in the percentage of courses having LAB components of the deptt of Computer Science shows good ratings. However, the department needs to improve in the areas of size of syllabus in terms of the load on the students and evaluation scheme designed for each of the course.

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Education:



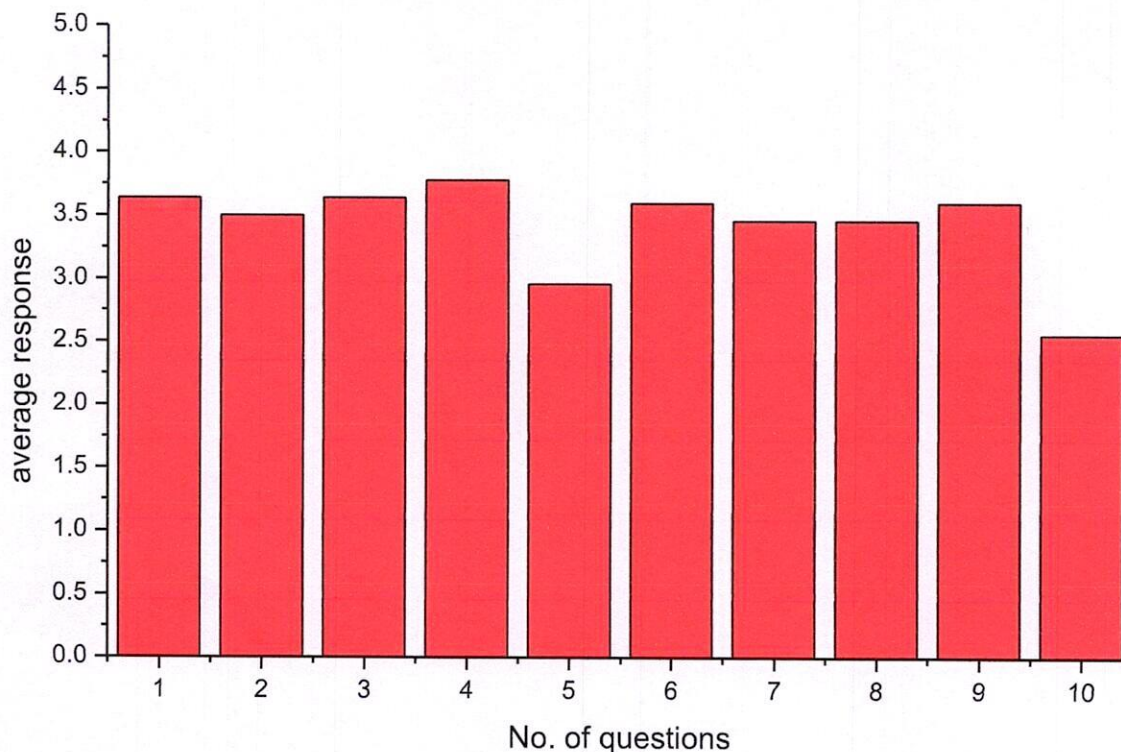
Analysis: The student feedback represented via bar diagram shows that the performance of department of Education, Kokrajhar Govt. College is more or less satisfactory. In certain aspects such as allocation of the credits to the courses, size of syllabus in terms of the load on the students and objectives stated each of the course has the feedback shows good ratings. However, the feedback suggests the improvement in major areas of competencies of the course and electives offered in relation to the technological advancement.

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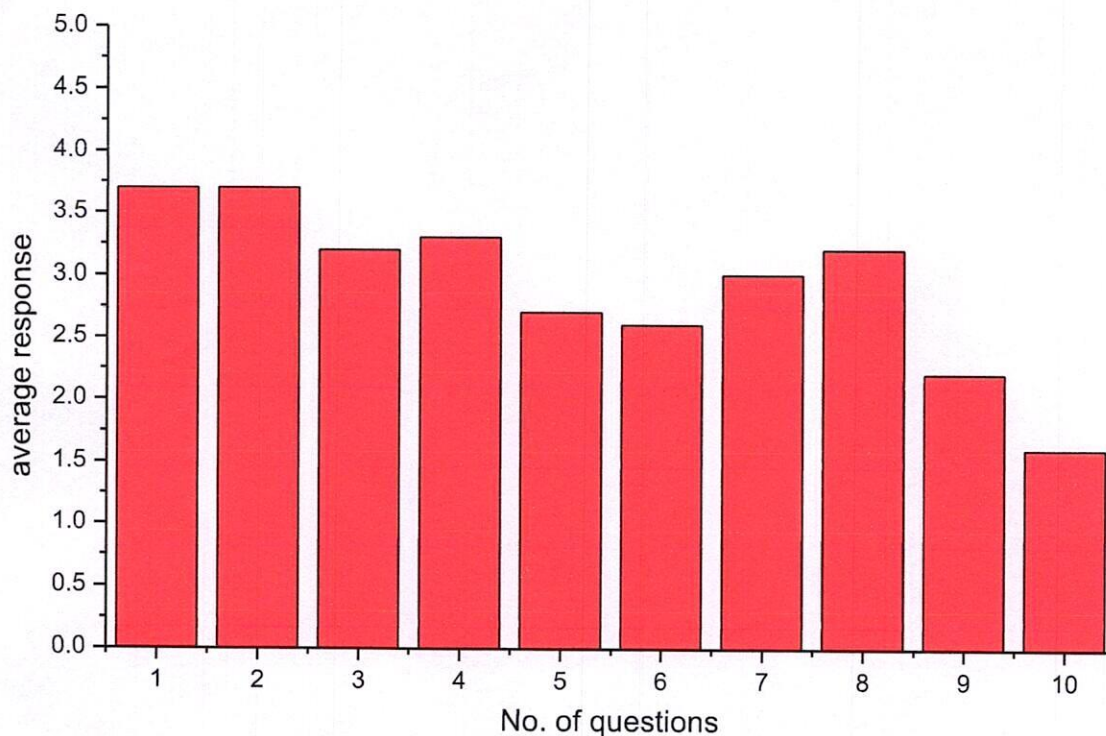
Economics:




Analysis: The student feedback represented via bar diagram shows that the performance of department of Economics, Kokrajhar Govt. College is satisfactory . In certain aspects such as competencies of the syllabus, offering of electives, size of syllabus in terms of the load on the students and the objectives stated for each of the course, the deptt. of Economis shows good ratings. However, the feedback suggests the improvement in major areas of electives offered in relation to the technological advancement, size of the syllabus in terms of load on the student, evaluation scheme designed for the students and percentage of the courses having LAB components.

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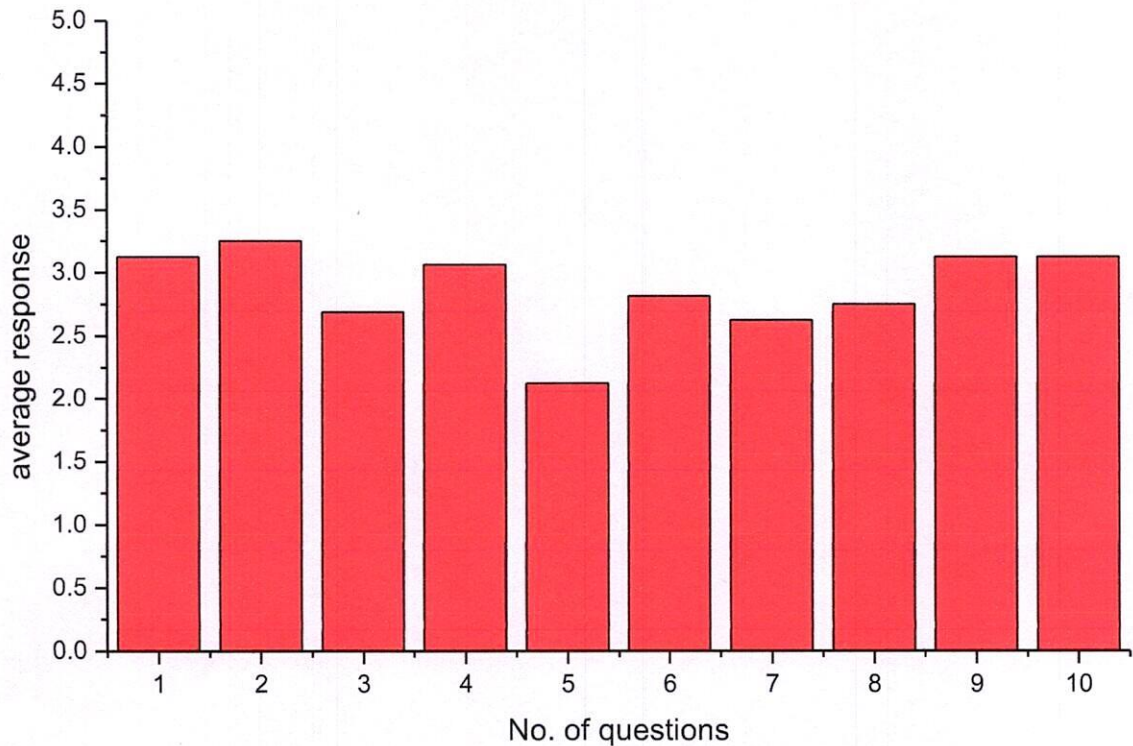
English:



Analysis: The student feedback represented via bar diagram shows that the performance of department of English, Kokrajhar Govt. College is more or less satisfactory . In certain aspects such as competencies of the syllabus, relevance of the units in syllabus, offering of the electives and in the evaluation scheme designed for each of the course, the deptt. of English shows good ratings. However, the feedback suggests the improvement in major areas of electives offered in relation to the technological advancement, size of the syllabus in terms of load on the student, objectives stated for each of the course.

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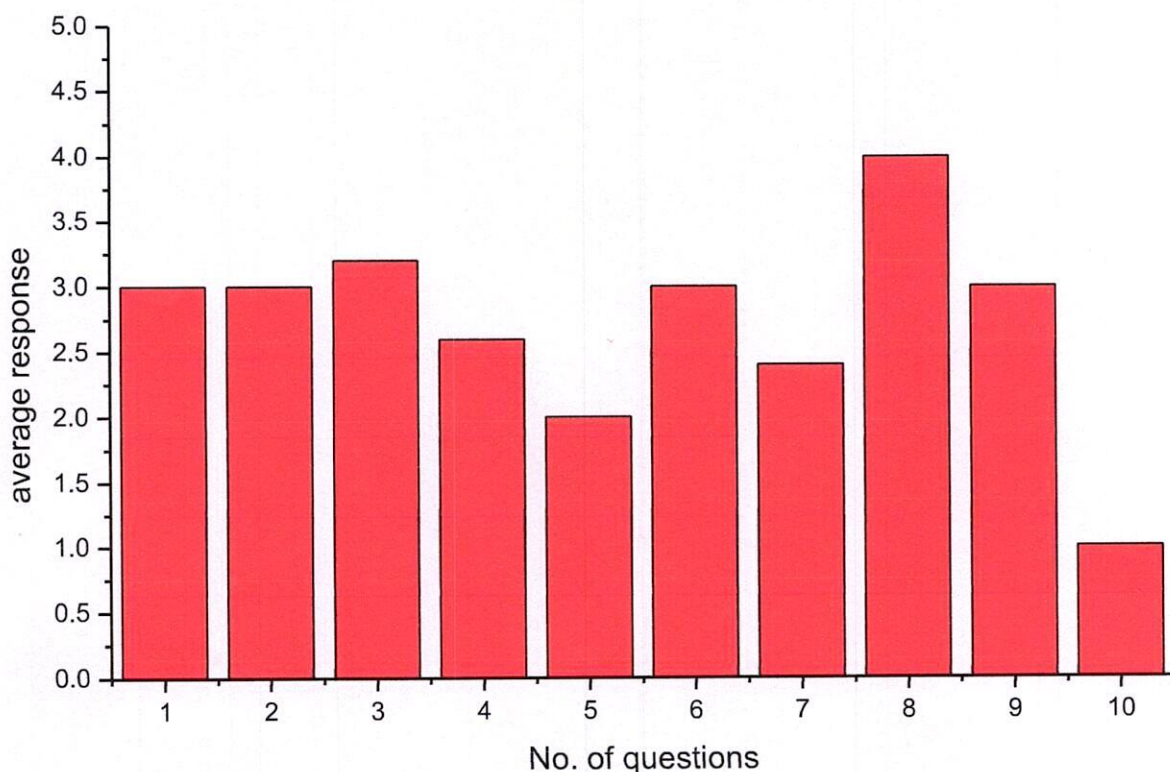
Geography:



Analysis: The student feedback represented via bar diagram shows that the performance of department of Geography, Kokrajhar Govt. College is more or less satisfactory . In certain aspects such as relevance of the units in syllabus, evaluation scheme designed for each of the course and the percentage of courses having LAB components shows good ratings. However, the feedback suggests the improvement in major areas of electives offered in relation to the technological advancement and extra learning or self learning considering the design of the course.

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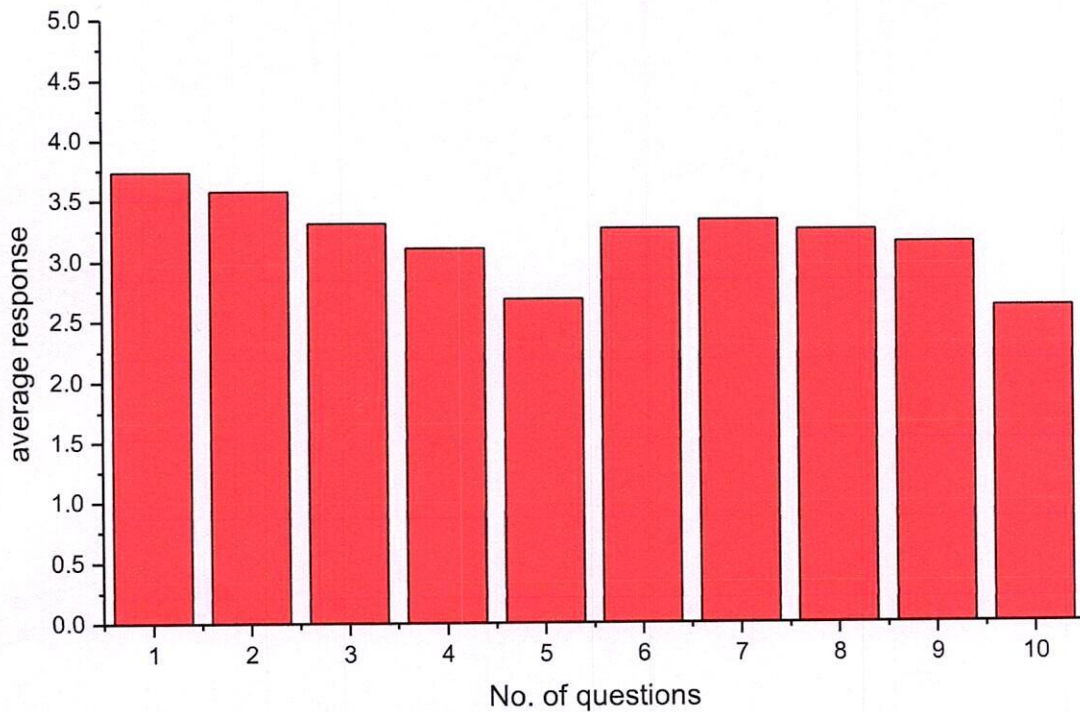
Hindi:



Analysis: The student feedback represented via bar diagram shows that the performance of department of Hindi , Kokrajhar Govt. College is more or less satisfactory . In certain aspects such as allocation of the credits to the course,size of syllabus in terms of the load on the students, evaluation scheme designed for each of the course and objectives of the course, the deptt of Hindi shows good ratings. However, the department needs to improve in the areas of size of electives offered in relation to the technological advancement, extra learning or self learning considering the design of the course, percentage of courses having LAB components.

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History:

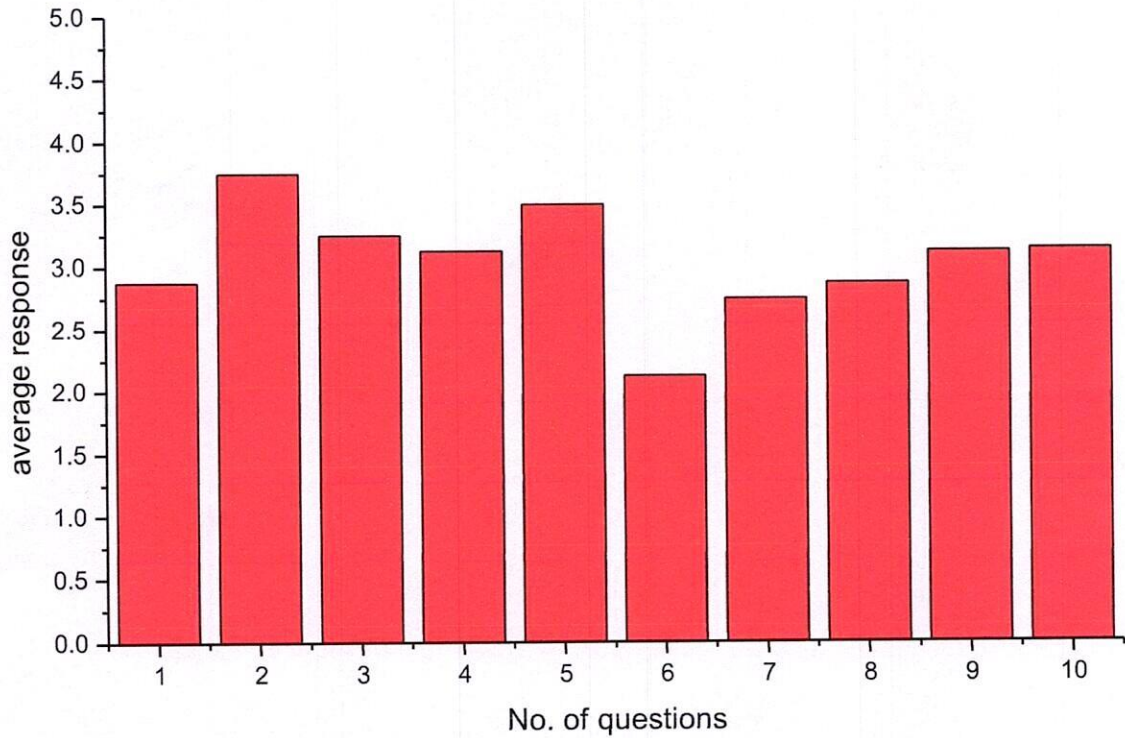


Analysis: The students' feedback on curriculum represented via bar diagram of the department of History reveals that the courses that the students have studied in relation to the competencies expected out of the course, relevance of the units in Syllabus relevant to the course, the allocation of credits to the courses and extra learning or self learning considering the design of the course is satisfactory. However, the feedback shows that the electives offered in the department in relation to the technological advancements is not good.


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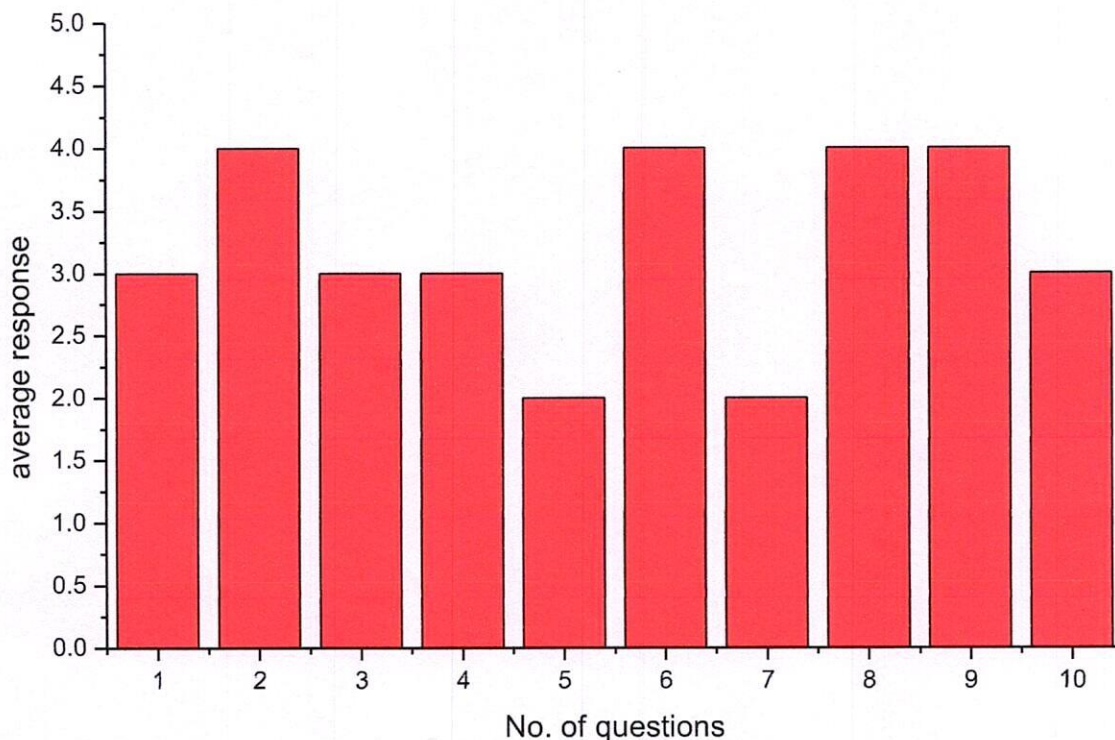
Mathematics:



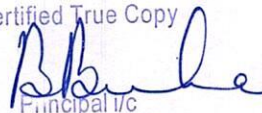
Analysis: The students' feedback on curriculum represented via bar diagram of the department of Mathematics shows that the relevance of the units in Syllabus relevant to the course, the allocation of credits to the courses, the offering of the electives in terms of their relevance to the specialization streams, the electives offered in the department in relation to the technological advancements, and statement of the objectives for each of the course is satisfactory. However, the feedback represented via bar diagram indicates the students' dissatisfaction upon the size of syllabus in terms of the load on student.

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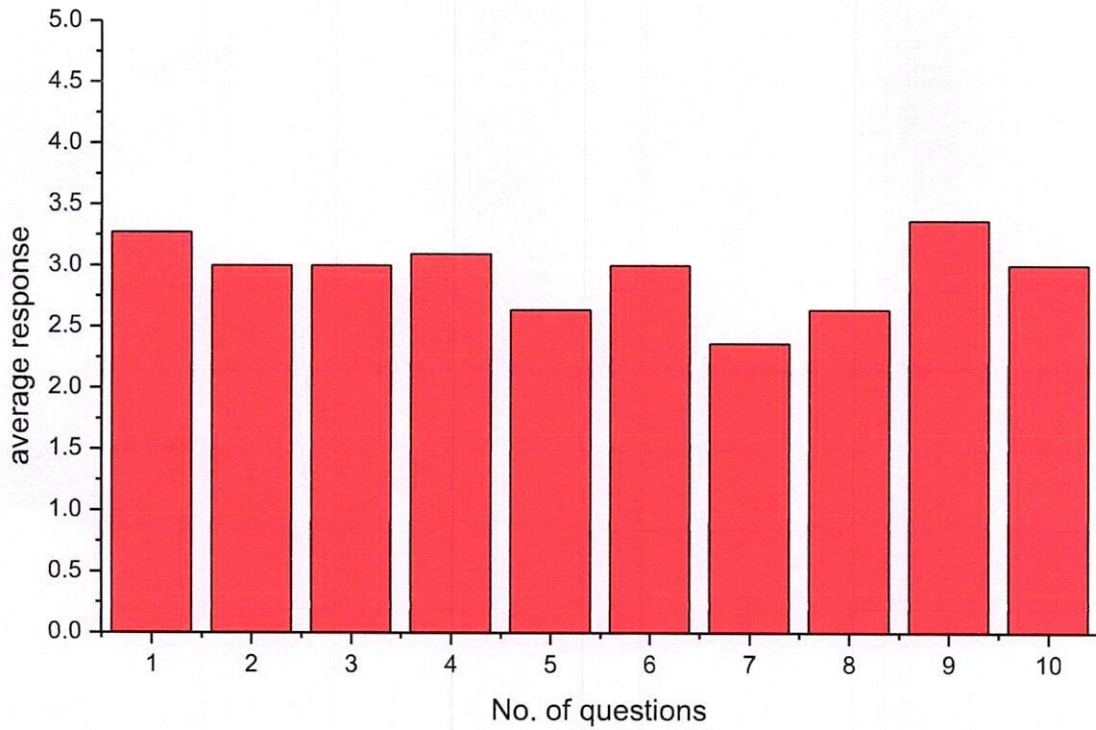
Philosophy:




Analysis: The students' feedback on curriculum represented via bar diagram of the department of Philosophy shows that, in certain aspects, such as, the relevance of the units in Syllabus relevant to the course, the size of syllabus in terms of the load on student, the design of the evaluation scheme for each of the course and statement of the objectives for each of the course, students are highly satisfied. However, the feedback represented via bar diagram indicates the students' dissatisfaction upon the electives offered in the department in relation to the technological advancements and the courses in terms of extra learning or self learning considering the design of the courses.

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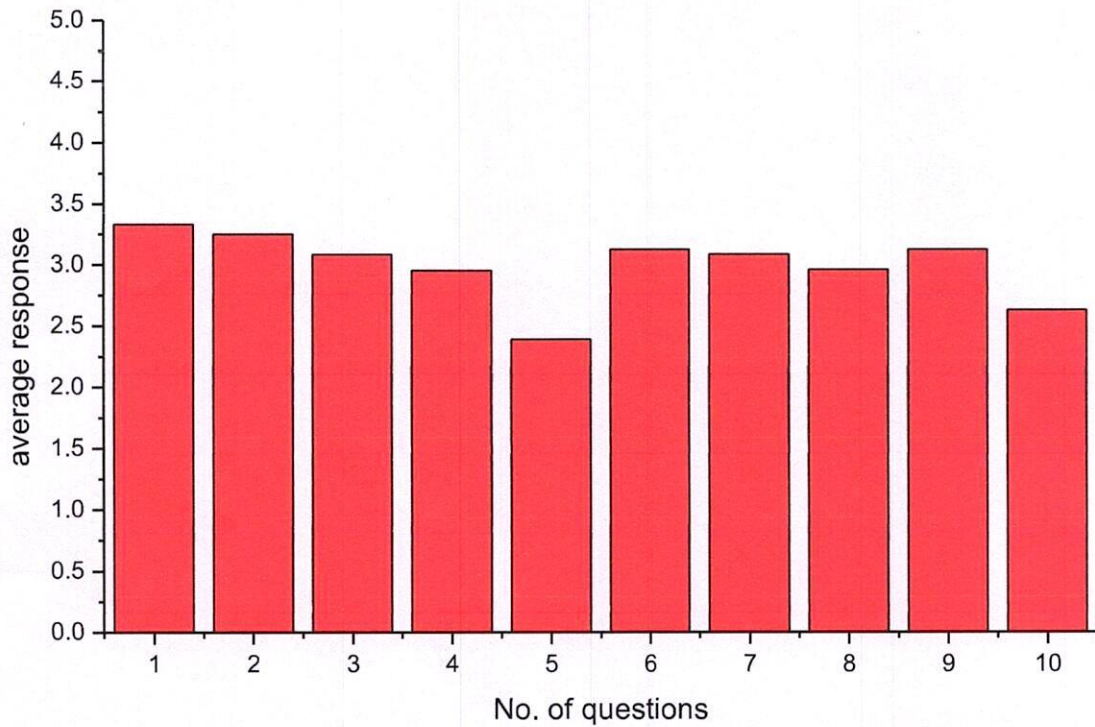
Physics:



Analysis: The students' feedback on curriculum represented via bar diagram of the department of Physics shows that the departments' syllabus of the courses in relation to the competencies expected out of the course, the offering of the electives in terms of their relevance to the specialization streams, statement of the objectives for each of the course, is satisfactory. However, the feedback suggest the more and better extra learning or self learning considering the design of the courses.

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Political Science:

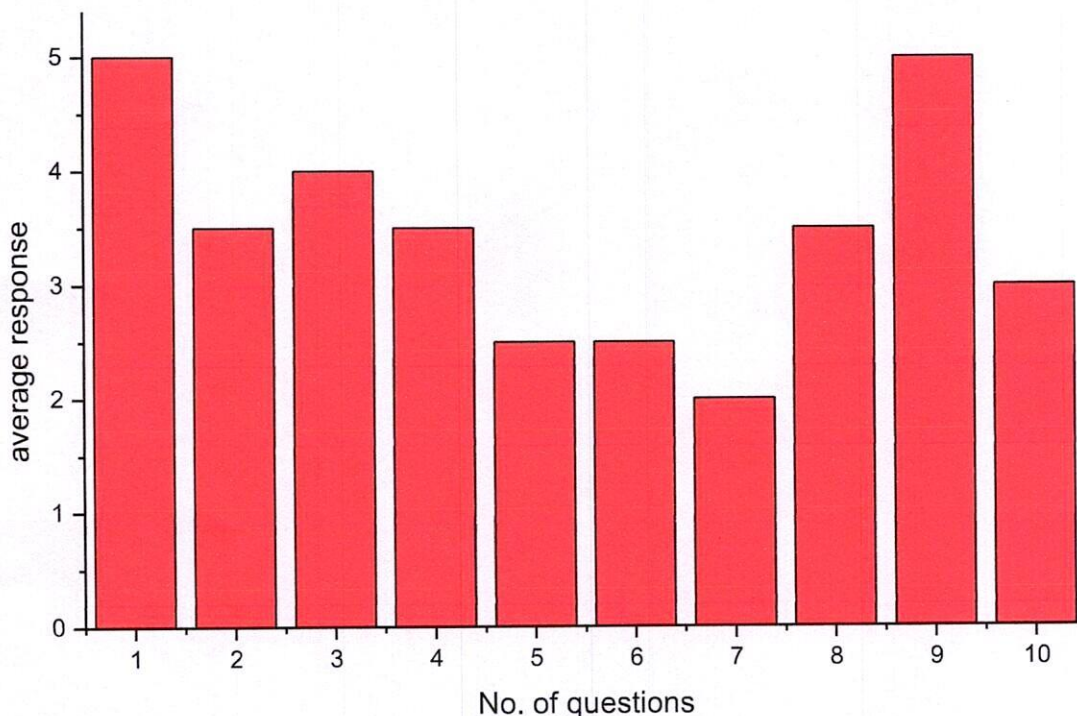


Analysis: The students' feedback on curriculum represented via bar diagram of the department of Political Science shows that the departments' syllabus of the courses in relation to the competencies expected out of the course, the relevance of the units in Syllabus relevant to the course, the allocation of credits to the courses, the size of syllabus in terms of the load on student, courses in terms of extra learning or self learning considering the design of the courses, statement of the objectives for each of the course, is satisfactory. However, the feedback suggest that students' are not satisfied with the electives offered in relation to the technological advancements.

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Statistics:

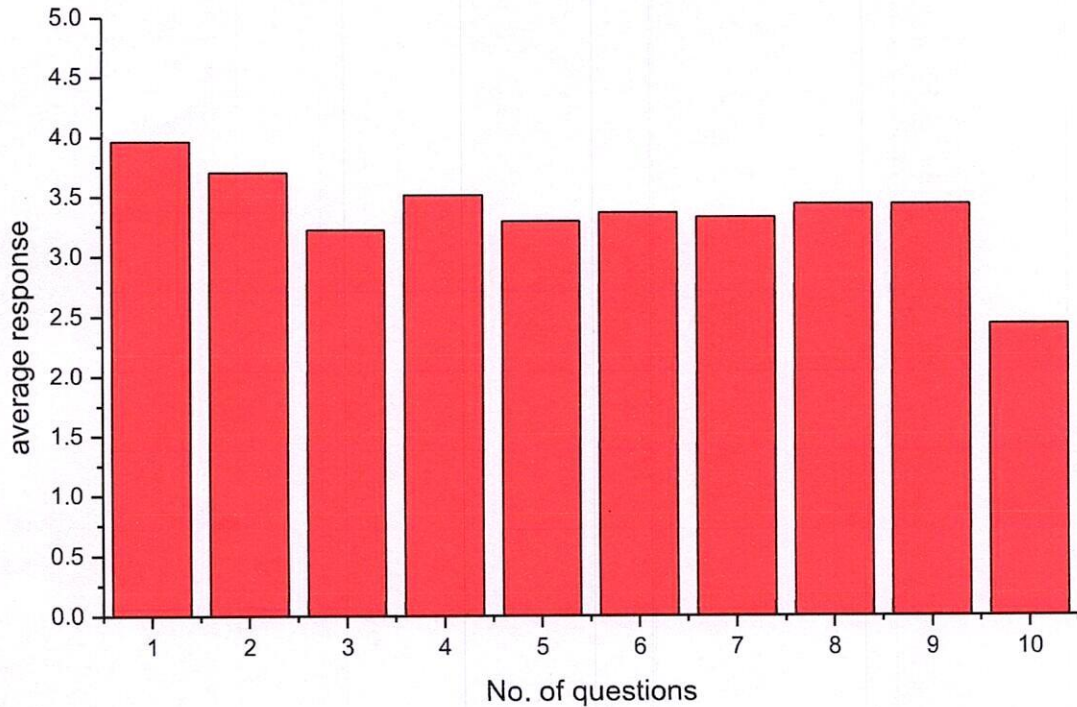


Analysis: The students' feedback on curriculum represented via bar diagram of the department of Statistics shows that the students' are highly satisfied with the department's syllabus of the courses in relation to the competencies expected out of the course, statement of the objectives for each of the course and the allocation of credits to the courses. However, the feedback represented via bar diagram indicates the students' dissatisfaction upon the electives offered in the department in relation to the technological advancements, size of syllabus in terms of the load on student and courses in terms of extra learning or self learning considering the design of the courses.

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Sociology:

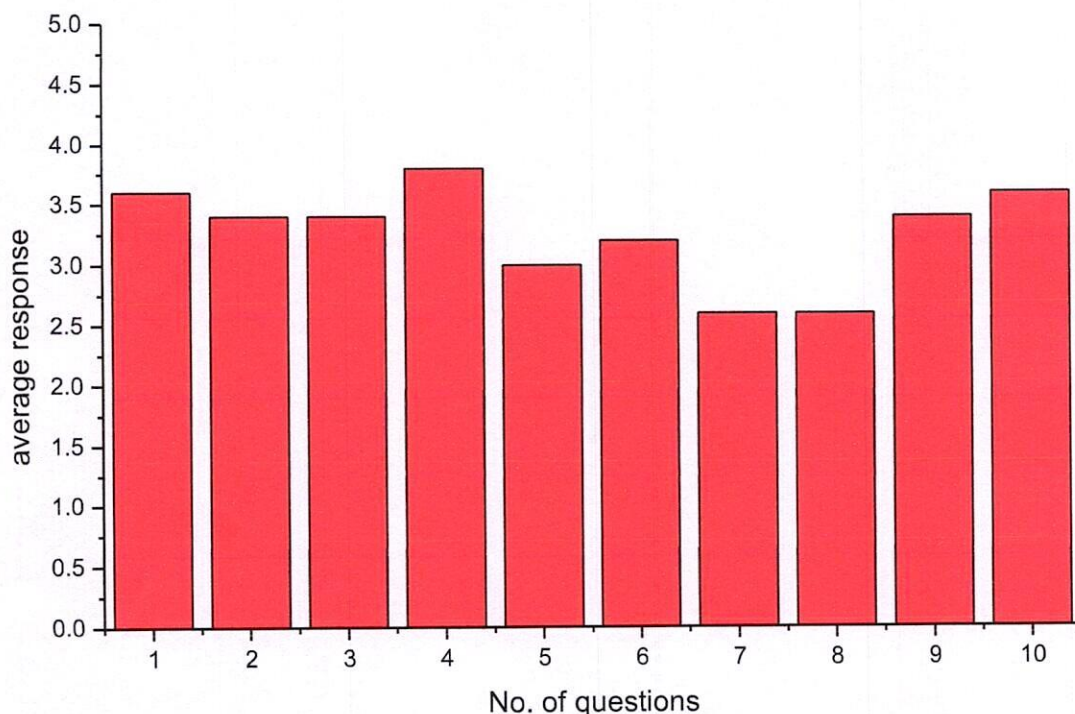


Analysis: The students' feedback on curriculum represented via bar diagram of the department of Sociology shows that the department's syllabus of the courses in relation to the competencies expected out of the course, the relevance of the units in Syllabus relevant to the course, the allocation of credits to the courses, the offering of the electives in terms of their relevance to the specialization streams, the electives offered in the department in relation to the technological advancements, size of syllabus in terms of the load on student, courses in terms of extra learning or self learning considering the design of the courses, the design of the evaluation scheme for each of the course and statement of the objectives for each of the course are satisfactory.

Note: This analysis is done by using data submitted by Semester IV students of Sociology Major. Major course was introduced in Sociology department in the academic year 2017-18.

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Zoology:

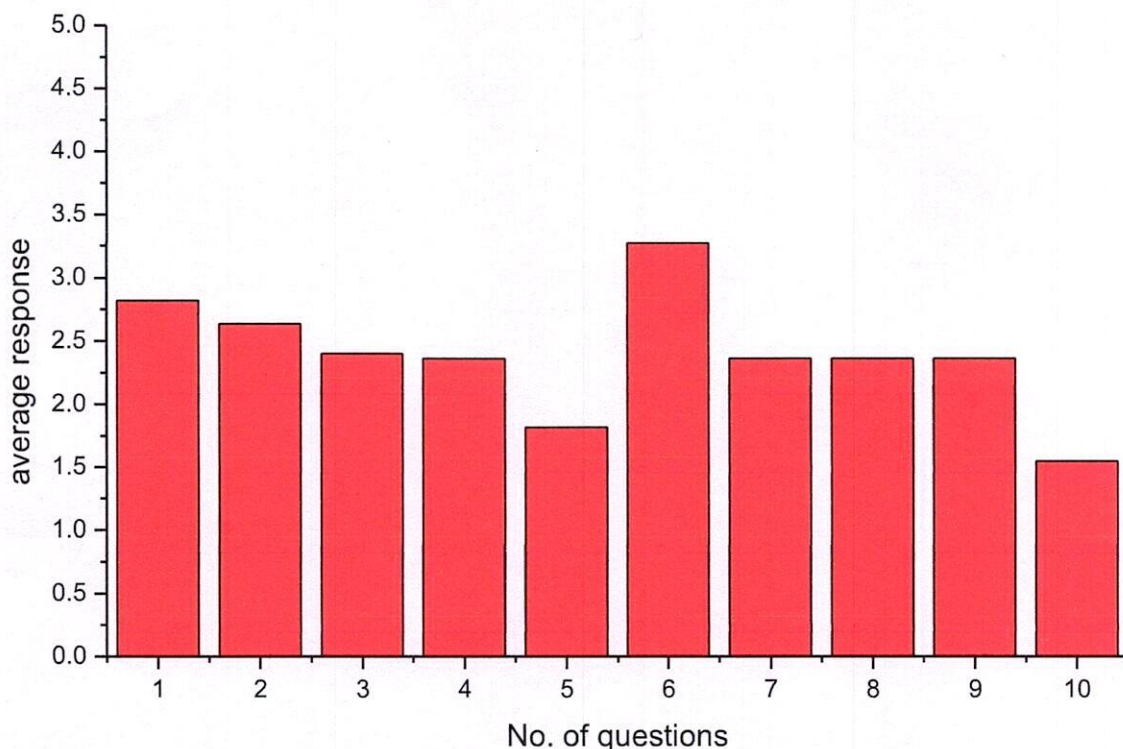


Analysis: The students' feedback on curriculum represented via bar diagram of the department of Zoology shows that the department's syllabus of the courses in relation to the competencies expected out of the course, the relevance of the units in Syllabus relevant to the course, the allocation of credits to the courses, the offering of the electives in terms of their relevance to the specialization streams, the electives offered in the department in relation to the technological advancements, size of syllabus in terms of the load on student, statement of the objectives for each of the course are satisfactory. However, the feedback suggest the students' less satisfaction upon extra learning or self learning considering the design of the courses, and the design of the evaluation scheme for each of the course.


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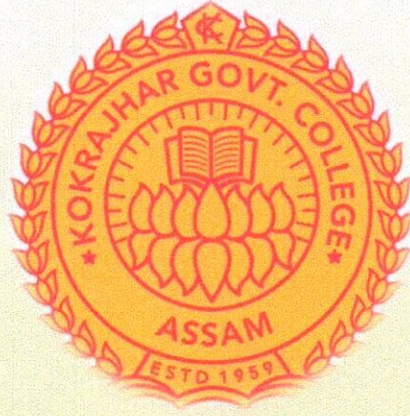
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Chemistry (PG):



Analysis: The students' feedback on curriculum represented via bar diagram of the department of Chemistry (PG) shows that the department's size of syllabus in terms of the load on student is satisfactory. However, the feedback shows the students' less satisfaction upon many aspects such as the allocation of credits to the courses, the offering of the electives in terms of their relevance to the specialization streams, the electives offered in the department in relation to the technological advancements, extra learning or self learning considering the design of the courses, and the design of the evaluation scheme for each of the course and statement of the objectives for each of the course.

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Estd. In 1959, Affiliated to Bodoland University


Students Feedback on Curriculum (2019-20)

Academic Year: 2019-20

Compiled by: Feedback Analysis Committee



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Phone: 03661270245

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Kokrajhar

Student's Feedback on Curriculum (2019-20)

To conduct Student's Feedback on Curriculum during the academic year 2019-20, a questionnaire was designed by IQAC of Kokrajhar Govt. College. The questionnaire was distributed to the Under Graduate students (Major Course) 6th Semester. Since the students of Bodo Major have not submitted the questionnaire on curriculum therefore the analysis on the subject could not be done. A total of 160 Nos. of under Graduate students submitted their responses.

To get a neutral, unbiased and objective response from the respondents, they were not asked to write their names in the questionnaire. Moreover, the questionnaire was submitted by the students in a drop box provided by IQAC for this survey.

The questionnaire was prepared covering various aspects on curriculum in the College. All the questions in the questionnaire had five responses out of which the respondent was asked to tick the response which he/she considered to be the most appropriate. The responses were rated in the weightage 1 to 5 with the legends "Poor", "Average", "Good", "Very Good", and "Excellent" respectively.

The questionnaire submitted by the students to IQAC was analysed thoroughly and quantitatively by a committee members Dr. Roseline Basumatary, Assistant Professor of Economics and Smritimayee Sarma, Assistant Professor of Statistics, headed by Dr. Hemanta Kumar Das, Associate Professor of the Department of Assamese of the College. The committee took the utmost care in tabulating the various aspects of the questionnaires and finally plotted the ratings into comprehensive bar diagram by using MS- Excel. The bar diagrams were drawn with "No. of qualitative question" as abscissa and "Average response" as ordinate of coordinate system. The bar diagrams clearly illustrate performance of Kokrajhar Govt. College on curriculum.


Submitted By

1. Dr. Hemanta Kumar Das,
2. Dr. Roseline Basumatary,
3. Mrs. Smritimayee Sarma

Received By



Mrs. Anjalee Basumatary
Coordinator IQAC,
Kokrajhar Govt. College
**Co-ordinator, IQAC
Kokrajhar Govt. College
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P.O. & T.O. KOKRAJHAR
Dist : KOKRAJHAR, BTC (ASSAM)

STUDENT'S FEEDBACK ON CURRICULUM

Department : _____

Stream : _____

Academic year :-----

Semester : _____

This questionnaire is intended to collect information relating to your satisfaction towards the curriculum, learning and evaluation. The information provided by you will be kept confidential and will be used as important feedback for quality improvement of the program of studies/institution. **(Directions: a score for each item please indicate your level of satisfaction with the following statement by choosing between 1 and 5, with a tick ('✓') mark)**

Excellent (5)	Very Good (4)	Good (3)	Average (2)	Poor (1)
---------------	---------------	----------	-------------	----------

S.no	Questionnaire	Excellent	Very Good	Good	Average	Poor
1	How do you rate the syllabus of the courses that you have studied in relation to the competencies expected out of the course?					
2	How do you rate the relevance of the units in Syllabus relevant to the course?					
3	How do you rate the allocation of the credits to the courses?					
4	How do you rate the offering of the electives in terms of their relevance to the specialization streams?					
5	How do you rate the electives offered in relation to the Technological advancements?					
6	Rate the Size of syllabus in terms of the load on the student.					
7	Rate the courses in terms of extra learning or self learning considering the design of the courses.					
8	How do you rate the evaluation scheme designed for each of the course?					
9	How do you rate the objectives stated for each of the course?					
10	How do you rate the percentage of courses having LAB components? (to be filled for subjects with Practical)					

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Dist : KOKRAJHAR, BTC (ASSAM)

16

STUDENT'S FEEDBACK ON CURRICULUM

Department : Mathematics

Stream : Science

Academic year : 2019-2020

Semester : 5th

This questionnaire is intended to collect information relating to your satisfaction towards the curriculum, learning and evaluation. The information provided by you will be kept confidential and will be used as important feedback for quality improvement of the program of studies/institution. (Directions: a score for each item please indicate your level of satisfaction with the following statement by choosing between 1 and 5, with a tick (✓) mark)

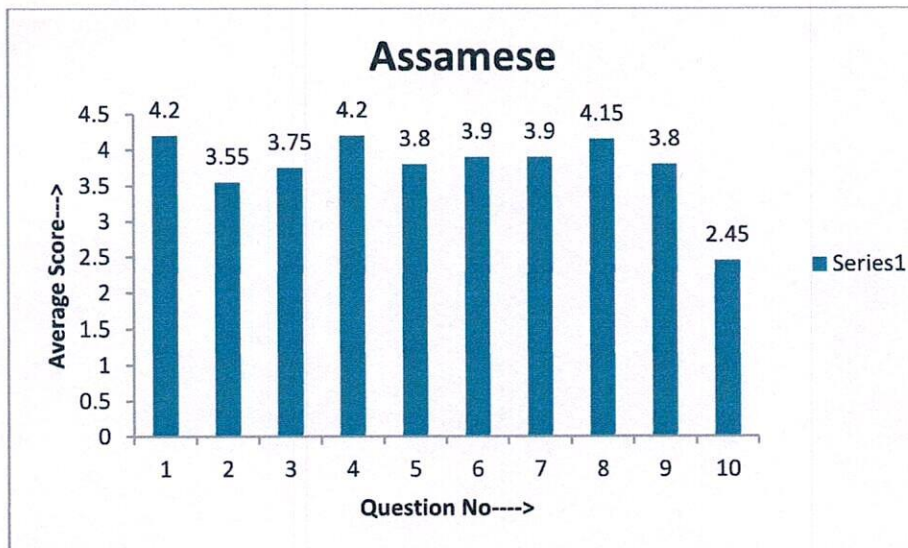
Excellent (5)	Very Good (4)	Good (3)	Average (2)	Poor (1)
---------------	---------------	----------	-------------	----------

S.no	Questionnaire	Excellent	Very Good	Good	Average	Poor
1	How do you rate the syllabus of the courses that you have studied in relation to the competencies expected out of the course?		✓			
2	How do you rate the relevance of the units in Syllabus relevant to the course?			✓		
3	How do you rate the allocation of the credits to the courses?		✓			
4	How do you rate the offering of the electives in terms of their relevance to the specialization streams?			✓		
5	How do you rate the electives offered in relation to the Technological advancements?				✓	
6	Rate the Size of syllabus in terms of the load on the student.				✓	
7	Rate the courses in terms of extra learning or self learning considering the design of the courses.			✓		
8	How do you rate the evaluation scheme designed for each of the course?			✓		
9	How do you rate the objectives stated for each of the course?			✓		
10	How do you rate the percentage of courses having LAB components? (to be filled for subjects with Practical)				✓	

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1. Department of Assamese:

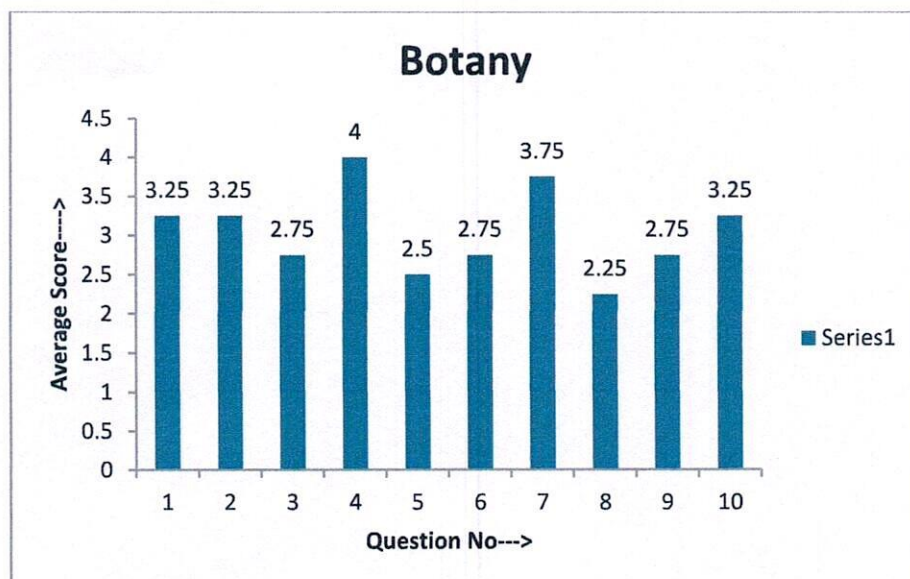


Analysis: The students were highly satisfied with the syllabus of the course in relation to the competencies but not highly satisfied with the units in the syllabus. Moreover the students were also highly satisfied with the electives in terms of their relevance as well as the evaluation scheme for each of the course.

Note: Since there is not any requirement of Lab facility therefore the percentage of courses having LAB components is irrelevant.


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2. Department of Botany:

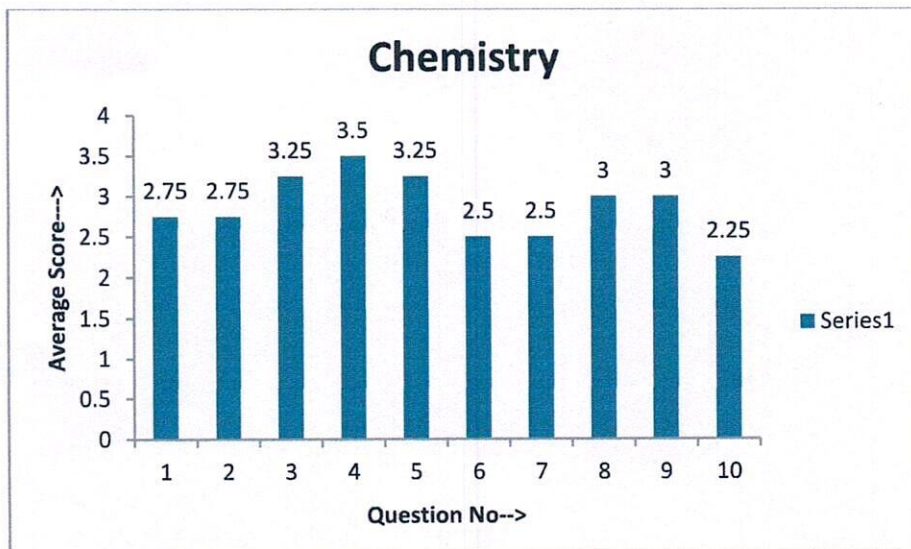


Analysis: The students were highly satisfied with the offering of the electives in terms of their relevance to the specialization streams as well as the courses in terms of extra learning or self learning considering the design of the courses. The students were equally satisfied with the syllabus of the course in relation to the competencies, the relevance of the units in syllabus relevant to the course and the LAB components. However the students were not satisfied with the evaluation scheme designed for each of the course.


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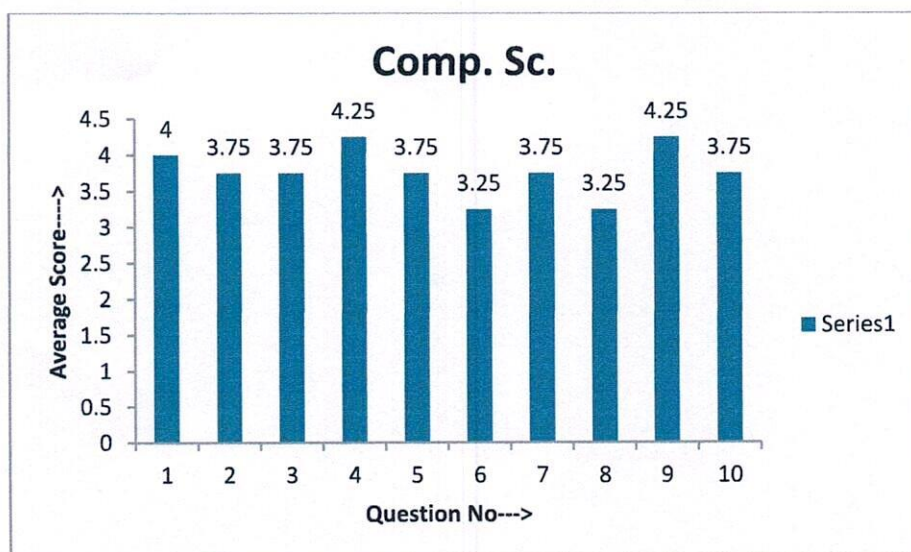
3. Department of Chemistry:



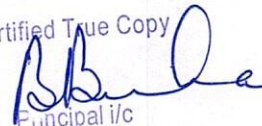
Analysis: The students were satisfied with the offering of the electives in terms of their relevance to the specialization streams as well as the allocation of the credits to the courses and the electives offered in relation to the technological advancements. However the students were not satisfied with the LAB components.

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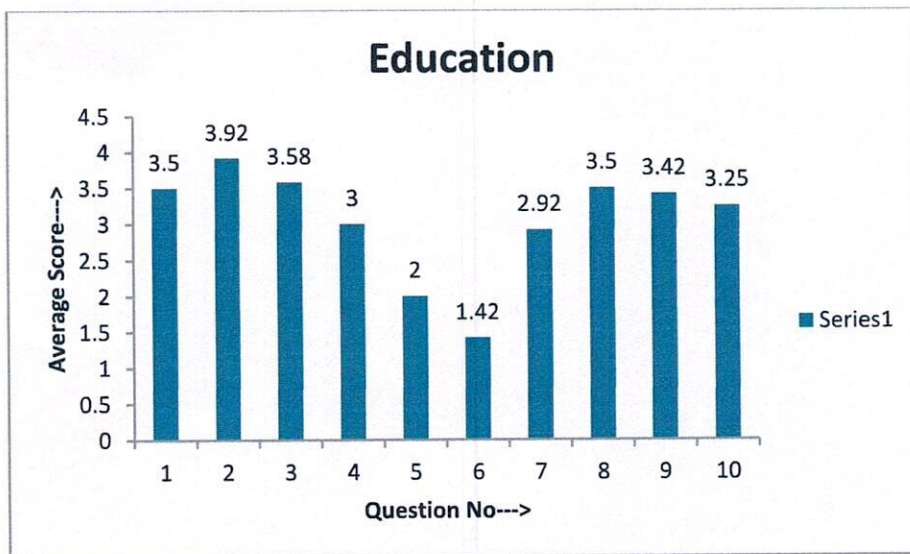
4. Department of Computer Science:



Analysis: The students were highly satisfied with the offering of the electives in terms of their relevance to the specialization streams, the syllabus of the course in relation to the competencies as well as the objectives stated for each of the course. Moreover the students were equally satisfied with, the relevance of the units in syllabus relevant to the course, the allocation of the credits to the courses, the electives offered in relation to the technological advancements, the courses in terms of extra learning or self learning considering the design of the courses and the LAB components. However the students were not satisfied with the size of the syllabus in terms of the load on the student and the evaluation scheme designed for each of the course.

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5. Department of Education:



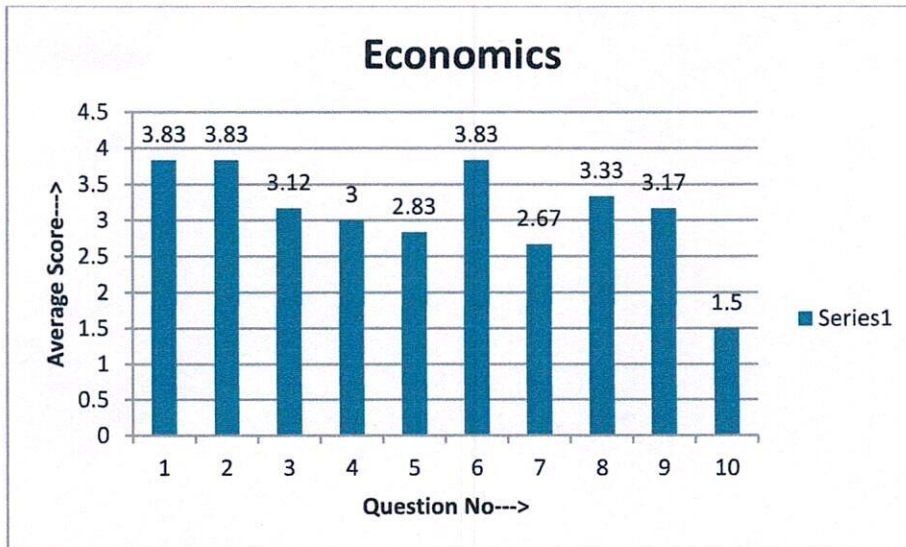
Analysis: The students were highly satisfied with the relevance of the units in syllabus relevant to the course as well as the allocation of the credits to the courses. However the students were not satisfied with the electives offered in relation to the technological advancements and size of the syllabus in terms of the load on the student.

Note: Since there is not any requirement of Lab facility therefore the percentage of courses having LAB components is irrelevant.

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6. Department of Economics:

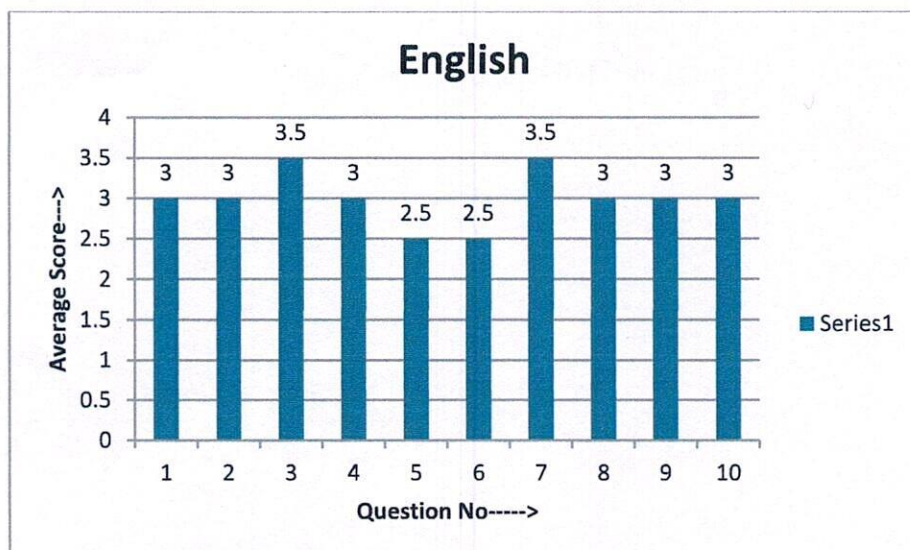


Analysis: The students were equally satisfied with the syllabus of the course in relation to the competencies, the relevance of the units in syllabus relevant to the course and with the size of the syllabus in terms of the load on the student. However the students were not satisfied in terms of extra learning or self learning considering the design of the courses.

Note: Since there is not any requirement of Lab facility therefore the percentage of courses having LAB components is irrelevant.

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7. Department of English:



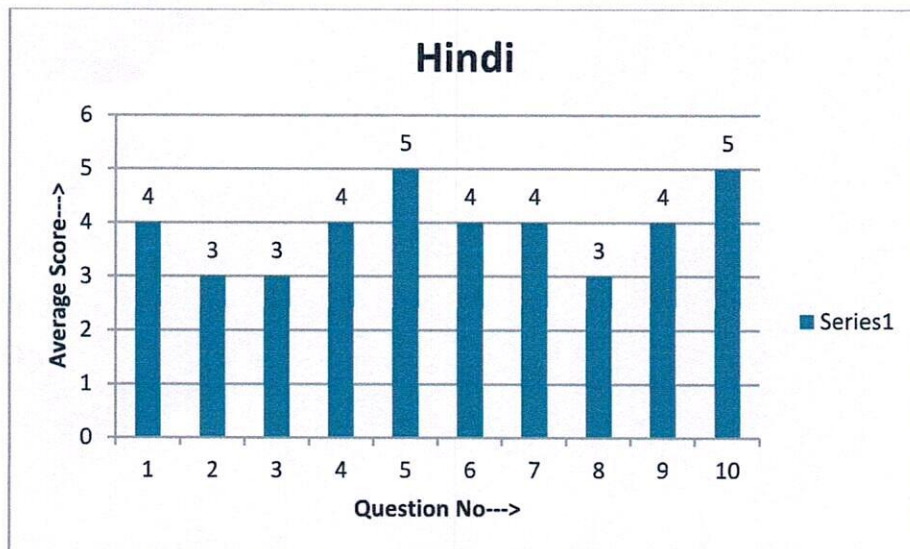
Analysis: The students were equally satisfied with the allocation of the credits to the courses and the courses in terms of extra learning or self learning considering the design of the courses. The students were also satisfied with the syllabus of the course in relation to the competencies, the relevance of the units in syllabus relevant to the course, the evaluation scheme designed for each of the course and the objectives stated for each of the course. However the students were not satisfied the electives offered in relation to the technological advancements and the size of the syllabus in terms of the load on the student.

Note: Since there is not any requirement of Lab facility therefore the percentage of courses having LAB components is irrelevant.

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8. Department of Hindi:

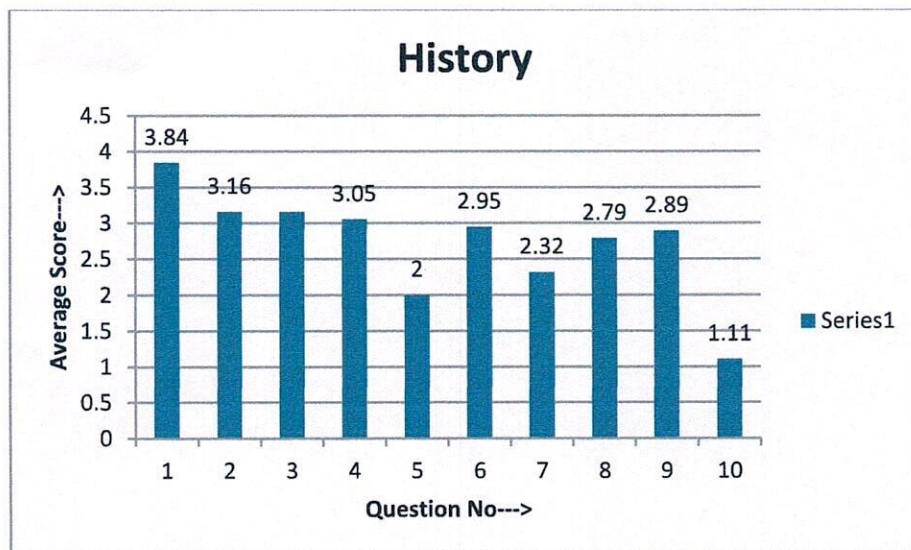


Analysis: The students were highly satisfied with the electives offered in relation to the technological advancements. Moreover the students were equally satisfied with the syllabus of the course in relation to the competencies, offering of the electives in terms of their relevance to the specialization streams, the size of the syllabus in terms of the load on the student, the courses in terms of extra learning or self learning considering the design of the courses and the objectives stated for each of the course. However and the students were not satisfied with the relevance of the units in syllabus relevant to the course, the allocation of the credits to the courses and the evaluation scheme designed for each of the course.

Note: Since there is not any requirement of Lab facility therefore the percentage of courses having LAB components is irrelevant.

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9. Department of History:



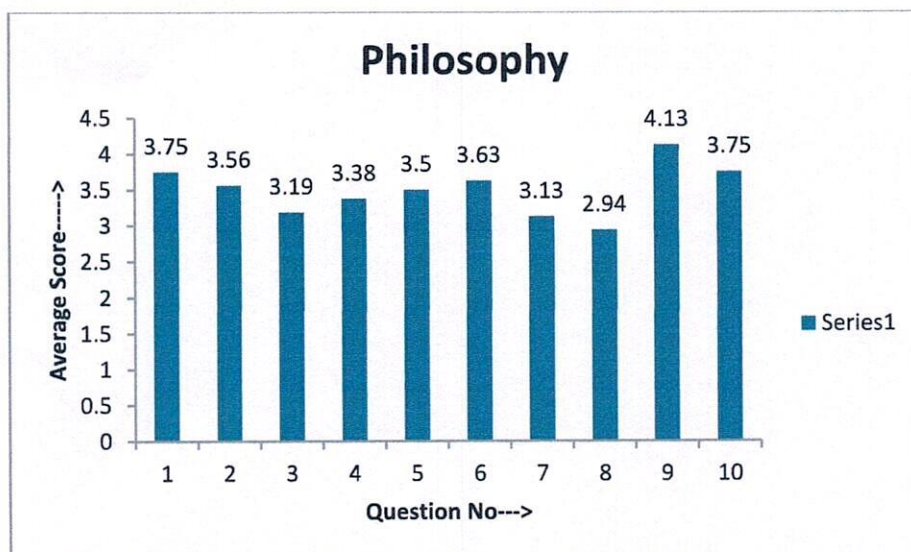
Analysis: The students were satisfied with the syllabus of the course in relation to the competencies. However, and the students were not satisfied with the electives offered in relation to the technological advancements.

Note: Since there is not any requirement of Lab facility therefore the percentage of courses having LAB components is irrelevant.

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10. Department of Philosophy:



Analysis: The students were highly satisfied with the objectives stated for each of the course. Moreover, the students were also satisfied with the syllabus of the course in relation to the competencies and the size of the syllabus in terms of the load on the student. However, and the students were not satisfied with the evaluation scheme designed for each of the course.

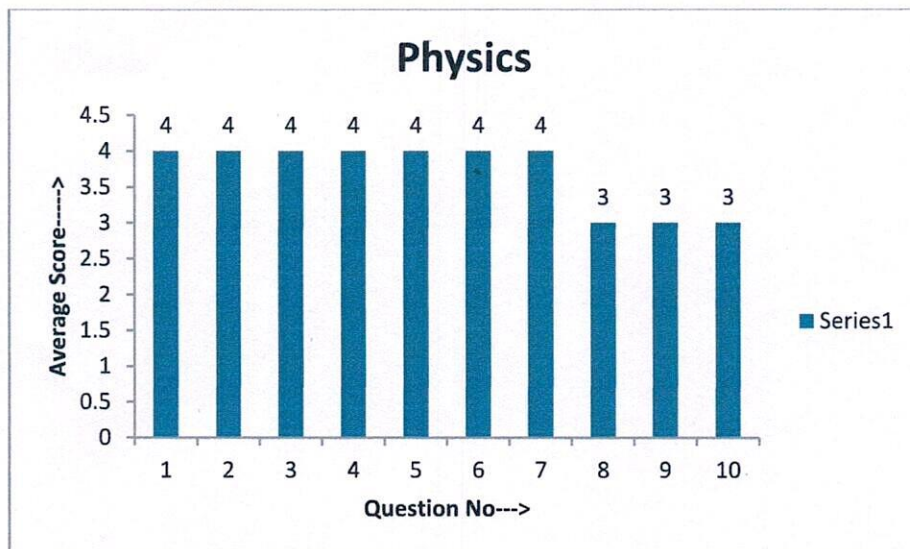
Note: Since there is not any requirement of Lab facility therefore the percentage of courses having LAB components is irrelevant.

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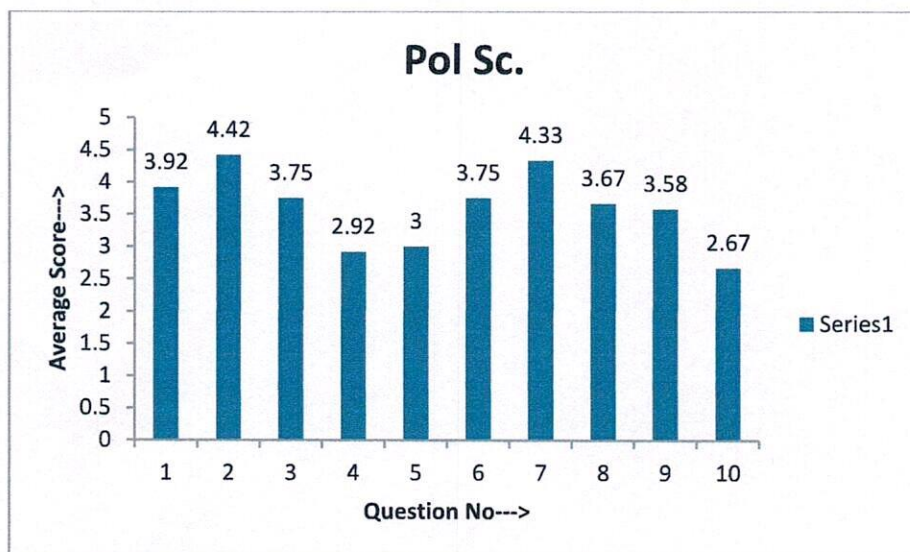
11. Department of Physics:



Analysis: The students were equally satisfied with the syllabus of the course in relation to the competencies, the offering of the electives in terms of their relevance to the specialization streams, relevance of the units in syllabus relevant to the course, the allocation of the credits to the courses, the electives offered in relation to the technological advancements, the size of the syllabus in terms of the load on the student and the courses in terms of extra learning or self-learning considering the design of the courses. However, the students were not satisfied with the evaluation scheme designed for each of the course, the objectives stated for each of the course and the LAB components.

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12. Department of Political Science:



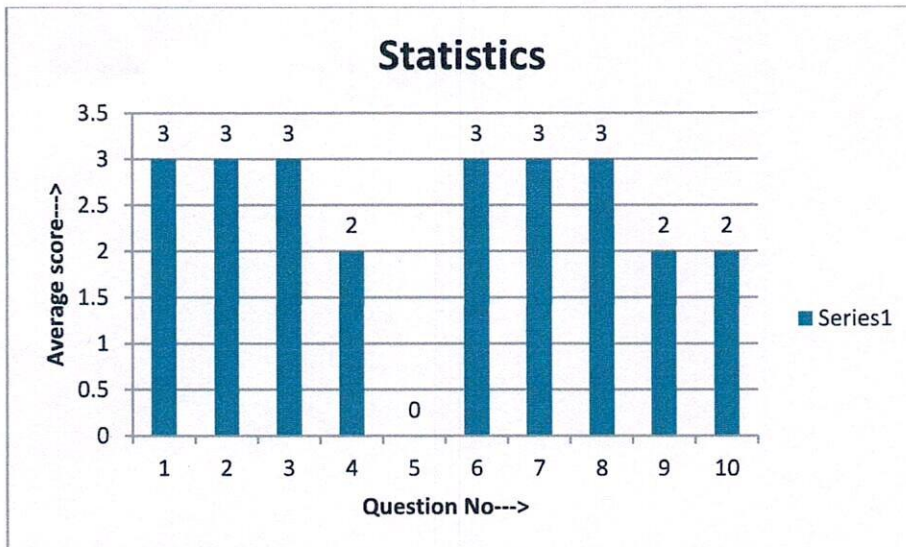
Analysis: The students were highly satisfied with the relevance of the units in syllabus relevant to the course and the courses in terms of extra learning or self learning considering the design of the courses. However the students were not satisfied with the offering of the electives in terms of their relevance to the specialization streams and the electives offered in relation to the technological advancements.

Note: Since there is not any requirement of Lab facility therefore the percentage of courses having LAB components is irrelevant.

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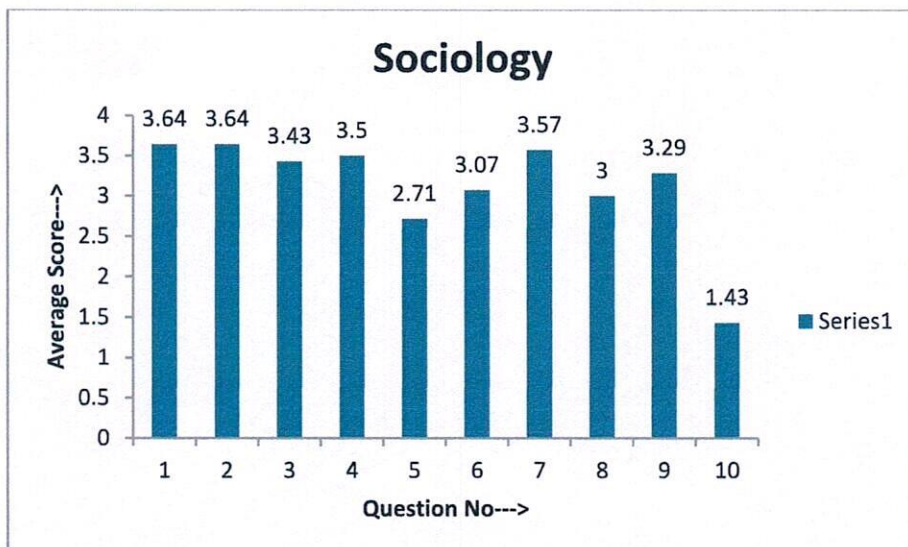
13. Department of Statistics:



Analysis: The students were equally satisfied with the syllabus of the course in relation to the competencies, relevance of the units in syllabus relevant to the course, the allocation of the credits to the courses, the size of the syllabus in terms of the load on the student, the courses in terms of extra learning or self-learning considering the design of the courses and the evaluation scheme designed for each of the course. However, the students were not satisfied with the offering of the electives in terms of their relevance to the specialization streams, the objectives stated for each of the course and the LAB components. Moreover, the students were totally not satisfied with the electives offered in relation to the technological advancements.

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14. Department of Sociology:

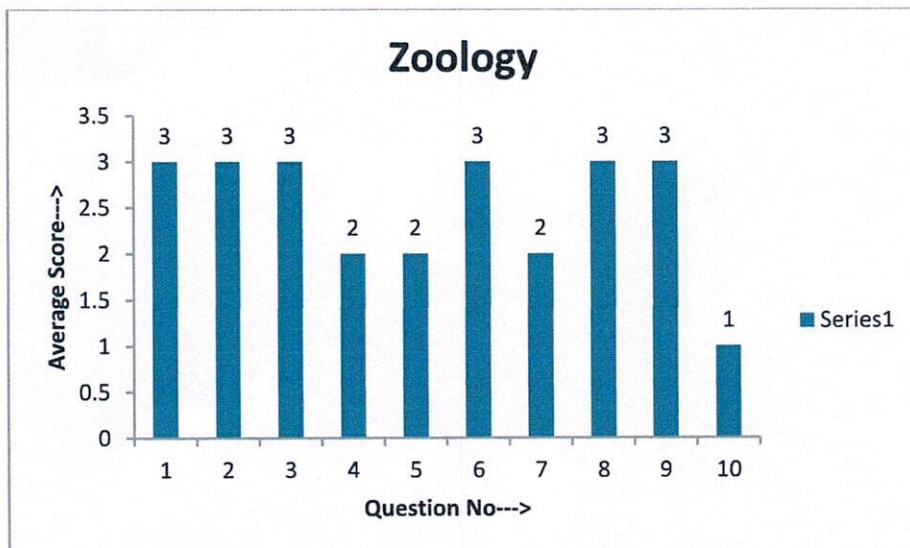


Analysis: The students were equally satisfied with the syllabus of the course in relation to the competencies and the relevance of the units in syllabus relevant to the course. However the students were not satisfied with the electives offered in relation to the technological advancements, the size of the syllabus in terms of the load on the student and the evaluation scheme designed for each of the course.


Note: Since there is not any requirement of Lab facility therefore the percentage of courses having LAB components is irrelevant.

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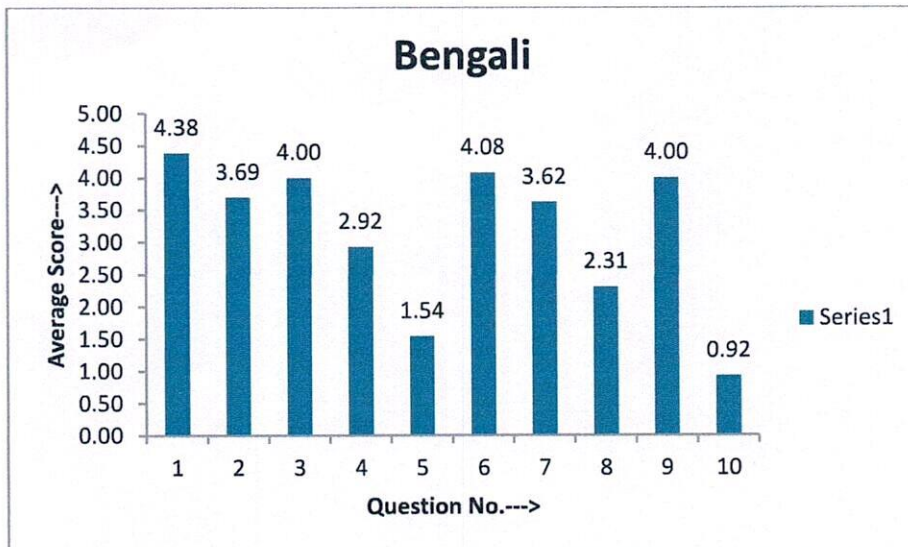
15. Department of Zoology:



Analysis: The students were equally satisfied with the syllabus of the course in relation to the competencies, the relevance of the units in syllabus relevant to the course, the allocation of the credits to the courses, the size of the syllabus in terms of the load on the student, the evaluation scheme designed for each of the course and the objectives stated for each of the course. . Moreover the students were not satisfied with the offering of the electives in terms of their relevance to the specialization streams, the electives offered in relation to the technological advancements, the courses in terms of extra learning or self learning considering the design of the courses and However the LAB components.

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16. Department of Bengali:

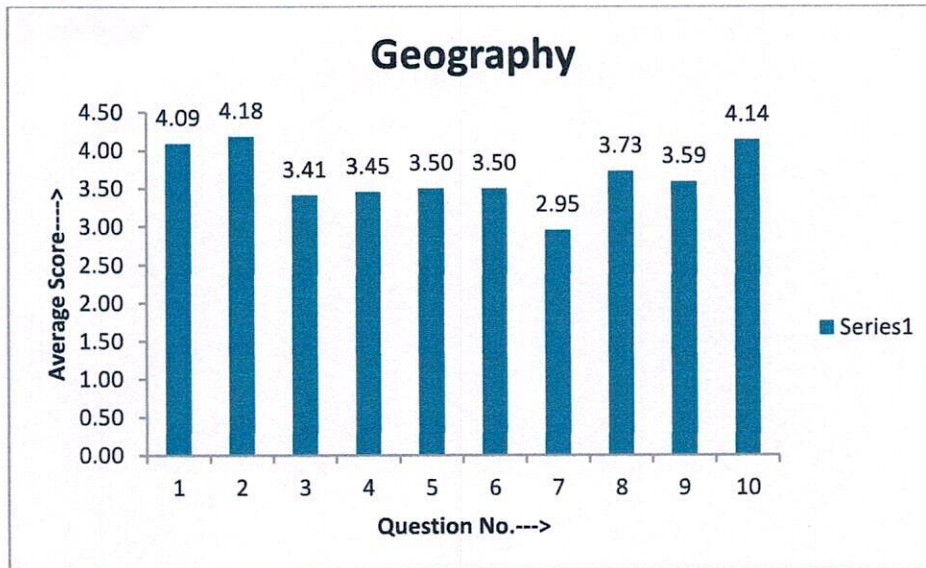


Analysis: The students of the department of Bengali were highly satisfied with the syllabus of the course in relation to the competencies, the allocation of the credits to the courses, the size of the syllabus in terms of load on the students and the objectives stated for each of the course. However, the students were not satisfied with the electives offered in relation to the technological advancements.


Note: Since there is not any requirement of Lab facility therefore the percentage of courses having LAB components is irrelevant.

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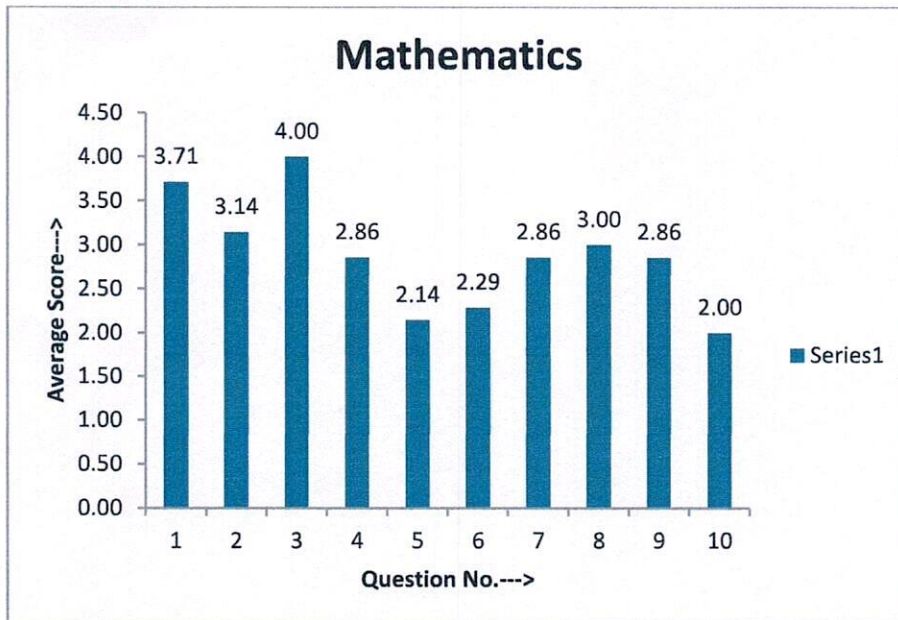
18. Department of Geography:



Analysis: The students of the department of Geography were highly satisfied with the syllabus of the course in relation to the competencies, the relevance of the units in syllabus relevant to the course and the LAB components. The students were almost equally satisfied with the allocation of the credits to the courses, the offering of the electives in terms of their relevance to the specialization streams, the electives offered in relation to the technological advancements the size of the syllabus in terms of load on the students, the evaluation scheme designed for each of the course and the objectives stated for each of the course. However, the students were not so satisfied with the courses in terms of extra learning or self-learning considering the design of the courses.

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18. Department of Mathematics:



Analysis: The students of the department of Mathematics were highly satisfied with the allocation of the credits to the courses and the syllabus of the course in relation to the competencies. The students were equally satisfied with the offering of the electives in terms of their relevance to the specialization streams, the courses in terms of extra learning or self learning considering the design of the courses and the objectives stated for each of the course. However, the students were not satisfied with the electives offered in relation to the technological advancements and the LAB components.

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Student's Feedback on Curriculum (2020-21)

KOKRAJHAR GOVT. COLLEGE

Academic Year 2020-21 Compiled by:
Feedback Analysis Committee

KOKRAJHAR GOVT. COLLEGE

Address:

Kokrajhar Govt. College
Kokrajhar, BTC,
Assam. 783370

Website:

www.kgc.edu.in

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Student's Feedback Analysis on Curriculum for the session 2020-21

To obtain Student's Feedback Analysis on Curriculum for the session during the academic year 2020-21, IQAC of Kokrajhar Govt. College designed a questionnaire in online mode via google form. This google form was circulated to the Under Graduate students (Major Course) 6th Semester, students of Assamese, Bengali, Bodo, Botany, Chemistry, Computer Science, Economics, Education, English, Geography, Hindi, History, and Mathematics, Philosophy, Physics, Political Science, Sociology, Statistics, Zoology. Among these, 135 Nos. of under Graduate and PG students submitted their responses. 15 UG Departments and 3 PG departments have submitted the response on the survey and accordingly analysis had been done.

The feedback form link was

<https://forms.gle/Re2WEZSBTVXSFz317>

The questions in the google form was prepared covering various aspects of curriculum, learning and evaluation. The ten questions included for the students in the survey were:

1. How do you rate the syllabus of the courses that you have studied in relation to the competencies expected out of the course?
2. How do you rate the relevance of the units in Syllabus relevant to the course?
3. How do you rate the allocation of the credits to the courses?
4. How do you rate the offering of the electives in terms of their relevance to the specialization streams?
5. How do you rate the electives offered in relation to the Technological advancements?
6. Rate the Size of syllabus in terms of the load on the student.
7. Rate the courses in terms of extra learning or self learning considering the design of the courses.
8. How do you rate the evaluation scheme designed for each of the course?
9. How do you rate the objectives stated for each of the course?
10. How do you rate the percentage of courses having LAB components? (to be filled for subjects with Practical)

All the questions in the form had five responses out of which the respondent was asked to tick the response which he/she considered to be the most appropriate. The responses were rated in the weightage 1 to 5 with the legends "Poor", "Average", "Good", "Very Good", and "Excellent" respectively.

The response submitted by the students to IQAC was analysed thoroughly and quantitatively by a committee formed by the Principal headed by Leeladhar Chouhan, Assistant Professor of the Department of Physics along with members of the committee Dr. Roselin Basumatary, Assistant Professor of Economics and Smritimayee Sarma, Assistant Professor of Statistics, Kokrajhar Govt. College. The committee took the utmost care in tabulating the various aspects of the responses and finally plotted the ratings into comprehensive bar diagram by using scientific graphing program Origin 6.1 Software. The bar diagrams were drawn with "Question No." as abscissa and "Average Scores" as ordinate of coordinate system. The bar diagrams illustrate responses of students of Kokrajhar Govt. College regarding the Curriculum studied by them.

Submitted By

1. Mr. Leeladhar Chouhan
2. Dr. Roselin Basumatary
3. Mrs. Smritimayee Sarma

Received By



Mr. P.V. Narzary

Coordinator IQAC
Co-ordinator, IQAC
Kokrajhar Govt. College
Kokrajhar,

Kokrajhar Govt. College, Student's Feedback on Curriculum, 2020-21

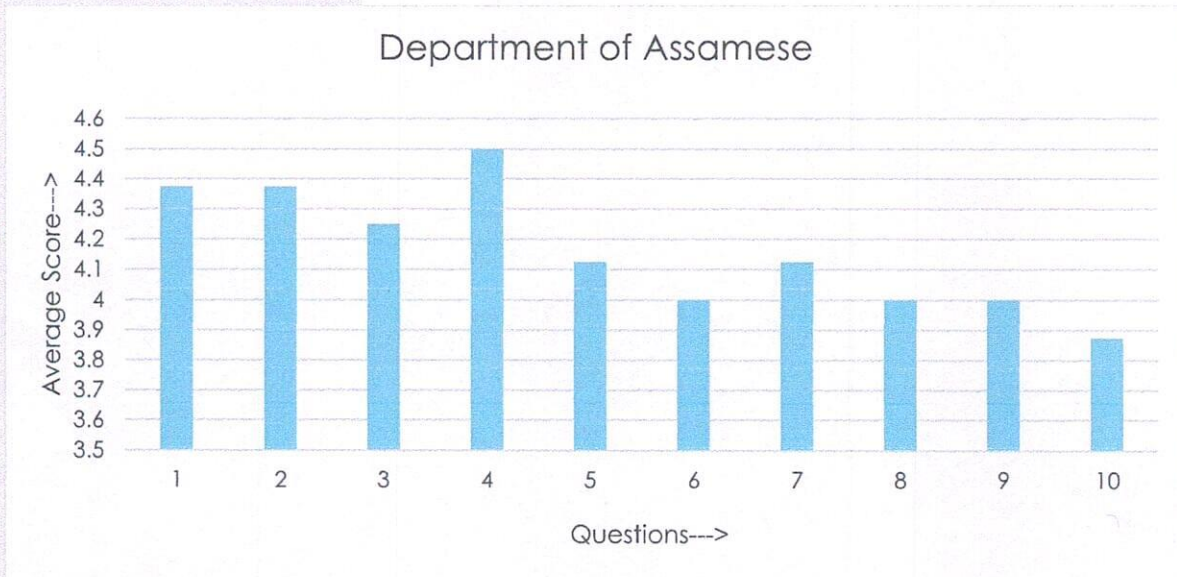
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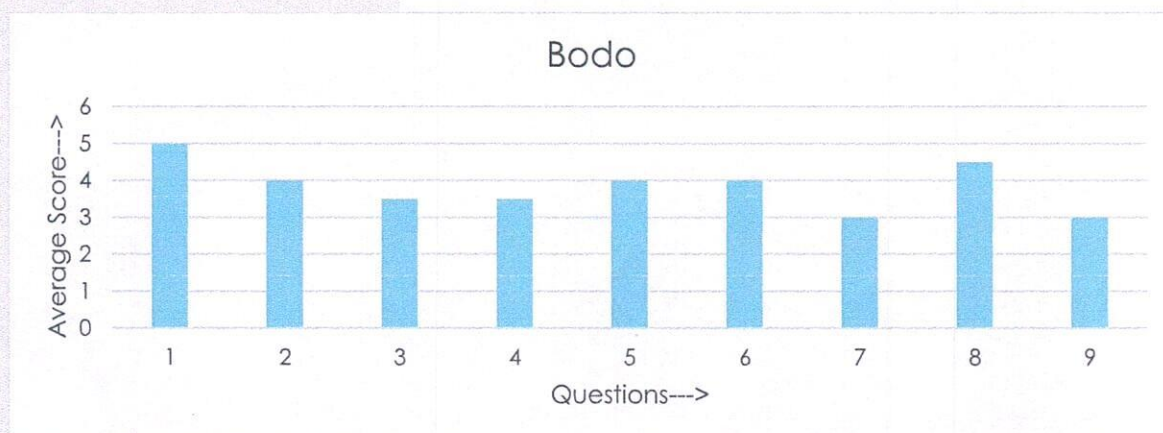
1. Department of Assamese:



Analysis: The students of the department of Assamese were highly satisfied with offering of the electives in terms of their relevance to the specialization streams. Moreover the students were also satisfied with the syllabus of the courses that they have studied in relation to the competencies expected out of the course, relevance of the units in syllabus relevant to the course, allocation of credits to the courses, the electives offered in relation to the technological advancements and the courses in terms of extra learning or self-learning considering the design of the courses.

Note: Since there is not any requirement of Lab facility therefore the percentage of courses having LAB components is irrelevant.

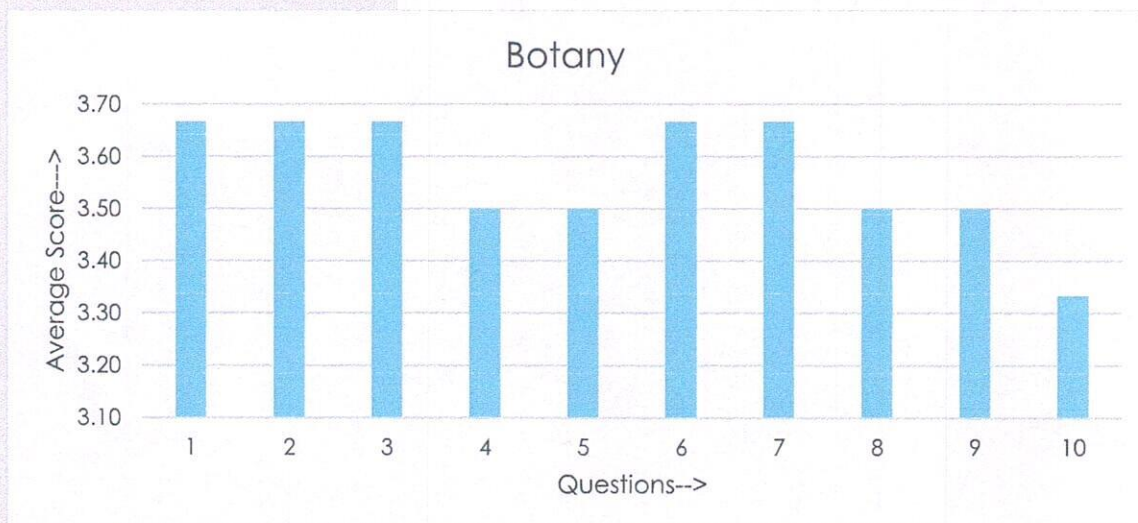
2. Department of Bodo:



Analysis: The students of the department of Bodo were highly satisfied with the syllabus of the courses that they have studied in relation to the competencies expected out of the course. They were also satisfied with the evaluation scheme designed for each of the course. Moreover, the students were satisfied with relevance of the units in syllabus relevant to the course, the electives offered in relation to the technological advancements and the size of syllabus in terms of load on the student.

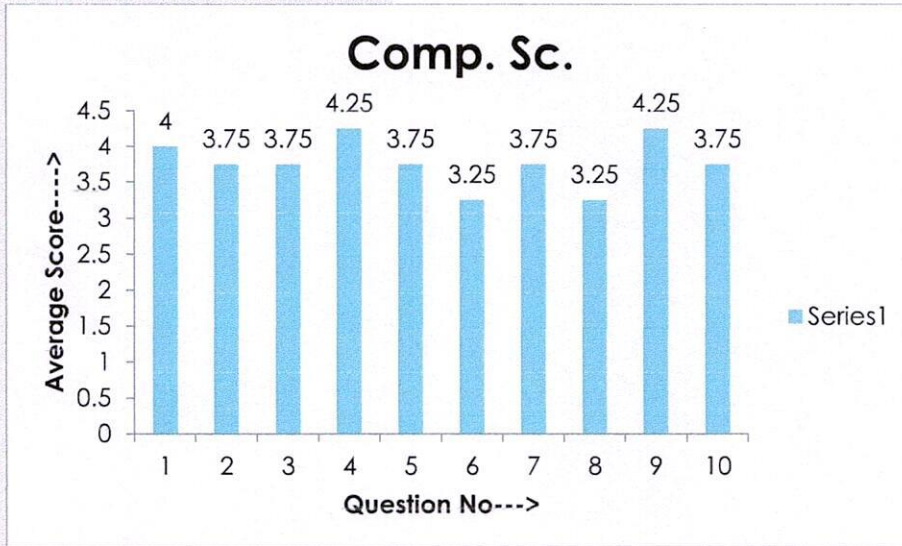
Note: Since there is not any requirement of Lab facility therefore the percentage of courses having LAB components is irrelevant.

3. Department of Botany:



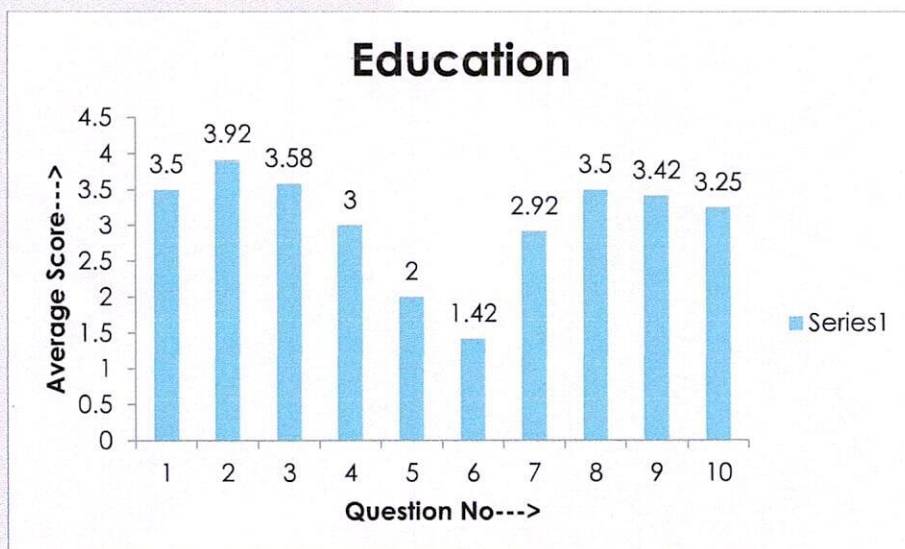
Analysis: The students of the department of Botany were satisfied with the syllabus of the courses that they have studied in relation to the competencies expected out of the course, relevance of the units in syllabus relevant to the course, allocation of credits to the courses, the size of syllabus in terms of load on the student and the courses in terms of extra learning considering the design of the courses.

4. Department of Computer Science:



Analysis: The students of the department of Comp. Sc. were highly satisfied with the offering of the electives in terms of their relevance to the specialization streams, the syllabus of the course in relation to the competencies as well as the objectives stated for each of the course. Moreover the students were equally satisfied with, the relevance of the units in syllabus relevant to the course, the allocation of the credits to the courses, the electives offered in relation to the technological advancements, the courses in terms of extra learning or self learning considering the design of the courses and the LAB components. However the students were not satisfied with the size of the syllabus in terms of the load on the student and the evaluation scheme designed for each of the course.

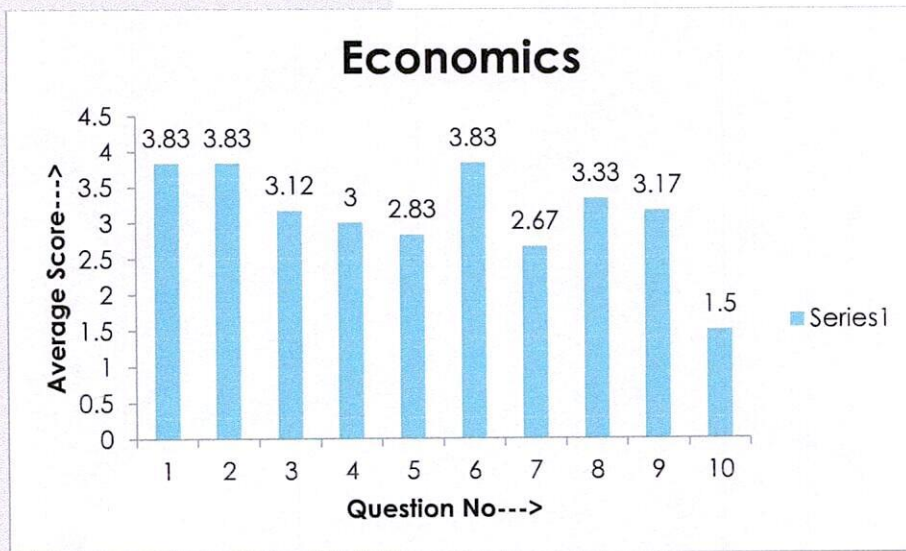
5. Department of Education:



Analysis: The students of the department of Education were highly satisfied with the relevance of the units in syllabus relevant to the course as well as the allocation of the credits to the courses. However the students were not satisfied with the electives offered in relation to the technological advancements and size of the syllabus in terms of the load on the student.


Note: Since there is not any requirement of Lab facility therefore the percentage of courses having LAB components is irrelevant.

6. Department of Economics:

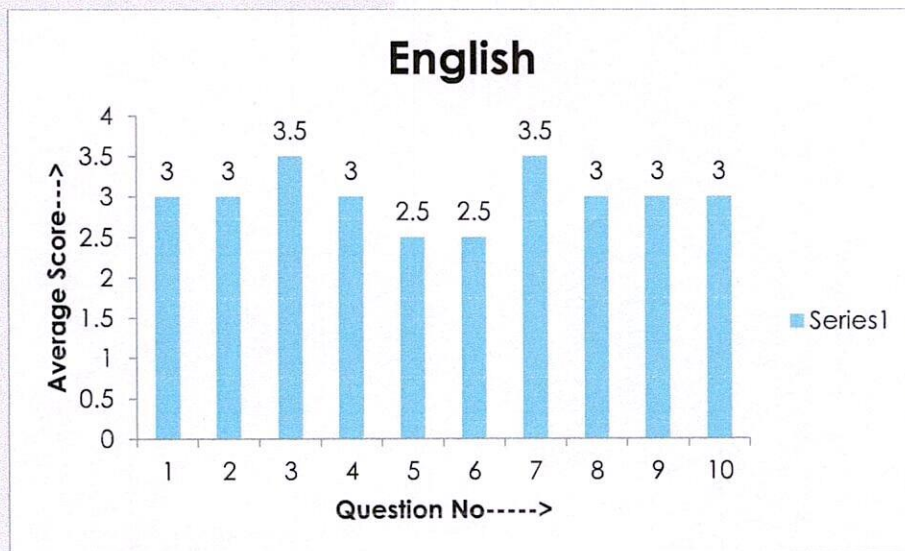


Analysis: The students of the department of Economics were equally satisfied with the syllabus of the course in relation to the competencies, the relevance of the units in syllabus relevant to the course and with the size of the syllabus in terms of the load on the student. However the students were not satisfied in terms of extra learning or self learning considering the design of the courses.

Note: Since there is not any requirement of Lab facility therefore the percentage of courses having LAB components is irrelevant.

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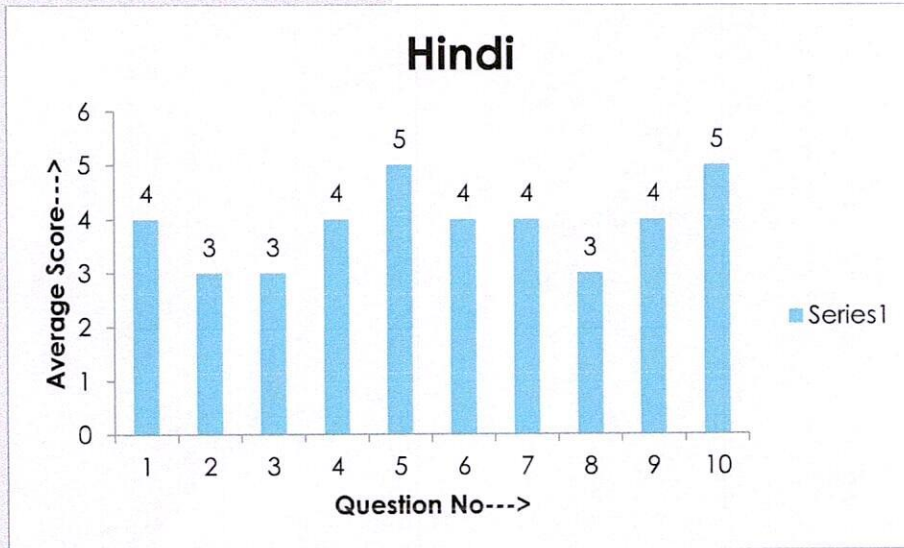
7. Department of English:



Analysis: The students of the department of English were equally satisfied with the allocation of the credits to the courses and the courses in terms of extra learning or self learning considering the design of the courses. The students were also satisfied with the syllabus of the course in relation to the competencies, the relevance of the units in syllabus relevant to the course, the evaluation scheme designed for each of the course and the objectives stated for each of the course. However the students were not satisfied the electives offered in relation to the technological advancements and the size of the syllabus in terms of the load on the student.

Note: Since there is not any requirement of Lab facility therefore the percentage of courses having LAB components is irrelevant.

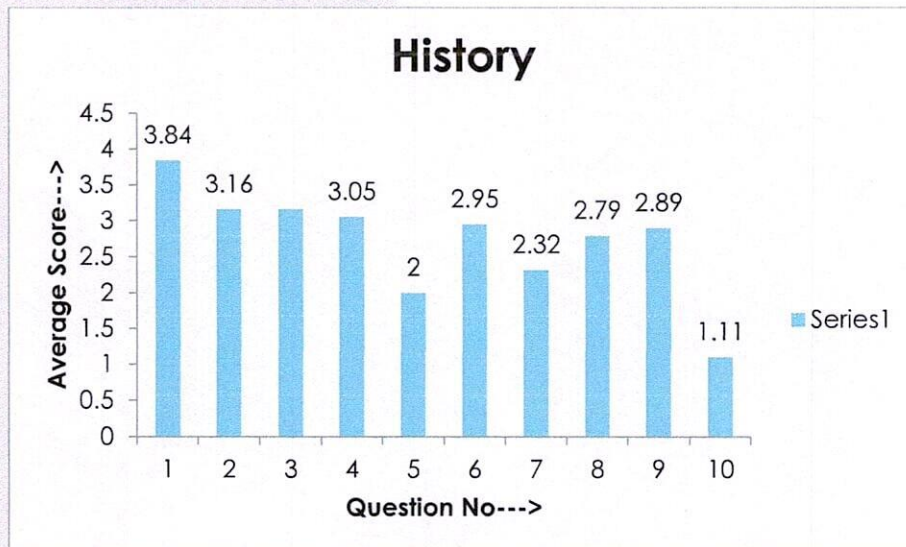
8. Department of Hindi:



Analysis: The students of the department of Hindi were highly satisfied with the electives offered in relation to the technological advancements. Moreover the students were equally satisfied with the syllabus of the course in relation to the competencies, offering of the electives in terms of their relevance to the specialization streams, the size of the syllabus in terms of the load on the student, the courses in terms of extra learning or self learning considering the design of the courses and the objectives stated for each of the course. However and the students were not satisfied with the relevance of the units in syllabus relevant to the course, the allocation of the credits to the courses and the evaluation scheme designed for each of the course.

Note: Since there is not any requirement of Lab facility therefore the percentage of courses having LAB components is irrelevant.

9. Department of History:

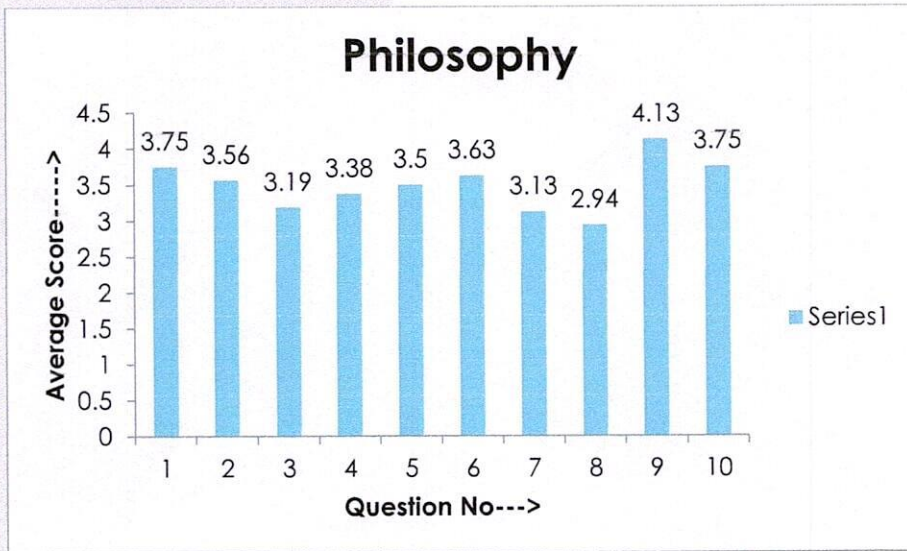


Analysis: The students of the department of History were satisfied with the syllabus of the course in relation to the competencies.

However and the students were not satisfied with the electives offered in relation to the technological advancements.

Note: Since there is not any requirement of Lab facility therefore the percentage of courses having LAB components is irrelevant.

10. Department of Philosophy:



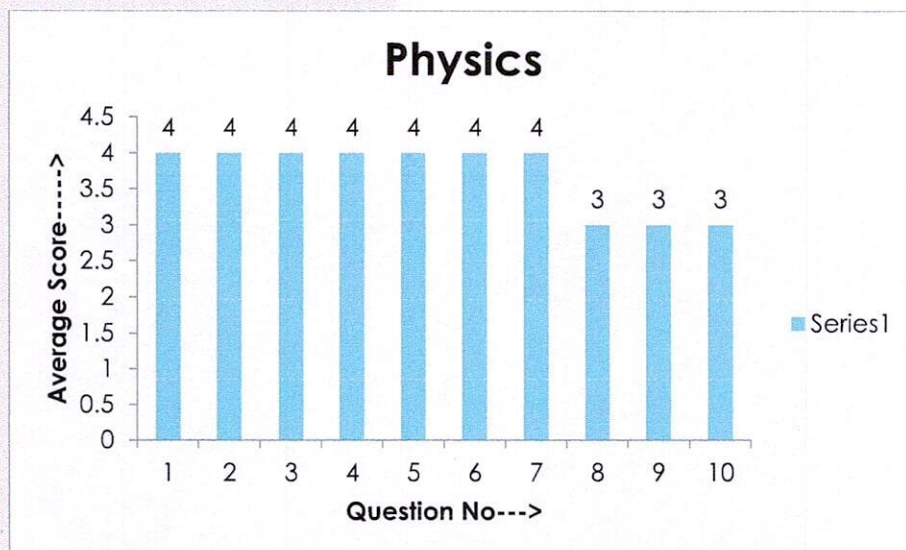
Analysis: The students of the department of Philosophy were highly satisfied with the objectives stated for each of the course. Moreover the students were also satisfied with the syllabus of the course in relation to the competencies and the size of the syllabus in terms of the load on the student. However and the students were not satisfied with the evaluation scheme designed for each of the course.

Note: Since there is not any requirement of Lab facility therefore the percentage of courses having LAB components is irrelevant.

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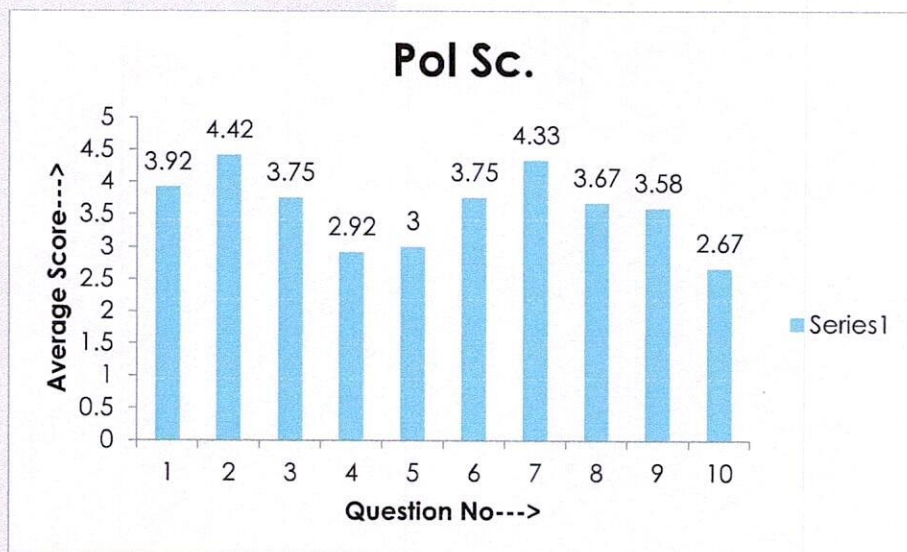
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11. Department of Physics:



Analysis: The students of the department of Physics were equally satisfied with the syllabus of the course in relation to the competencies, the offering of the electives in terms of their relevance to the specialization streams, relevance of the units in syllabus relevant to the course, the allocation of the credits to the courses, the electives offered in relation to the technological advancements, the size of the syllabus in terms of the load on the student and the courses in terms of extra learning or self learning considering the design of the courses. However the students were not satisfied with the evaluation scheme designed for each of the course, the objectives stated for each of the course and the LAB components.

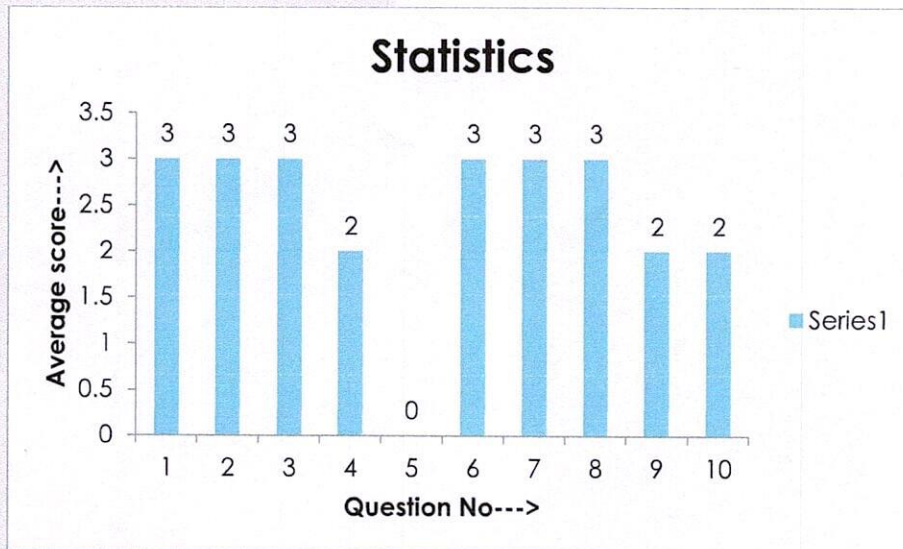
12. Department of Political Science:



Analysis: The students of the department of Pol. Sc. were highly satisfied with the relevance of the units in syllabus relevant to the course and the courses in terms of extra learning or self learning considering the design of the courses. However the students were not satisfied with the offering of the electives in terms of their relevance to the specialization streams and the electives offered in relation to the technological advancements.

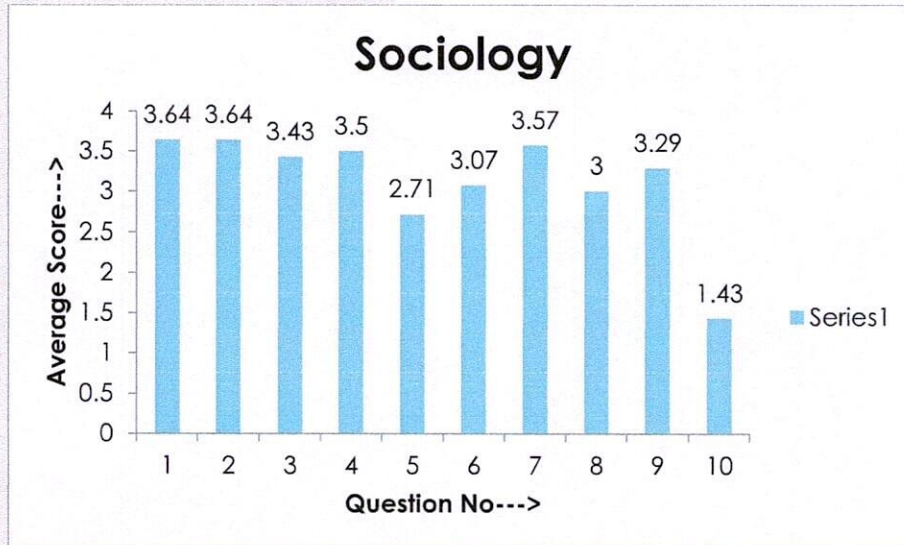
Note: Since there is not any requirement of Lab facility therefore the percentage of courses having LAB components is irrelevant.

13. Department of Statistics:



Analysis: The students of the department of Statistics were equally satisfied with the syllabus of the course in relation to the competencies, relevance of the units in syllabus relevant to the course, the allocation of the credits to the courses, the size of the syllabus in terms of the load on the student, the courses in terms of extra learning or self learning considering the design of the courses and the evaluation scheme designed for each of the course. However the students were not satisfied with the offering of the electives in terms of their relevance to the specialization streams, the objectives stated for each of the course and the LAB components. Moreover the students were totally not satisfied with the electives offered in relation to the technological advancements.

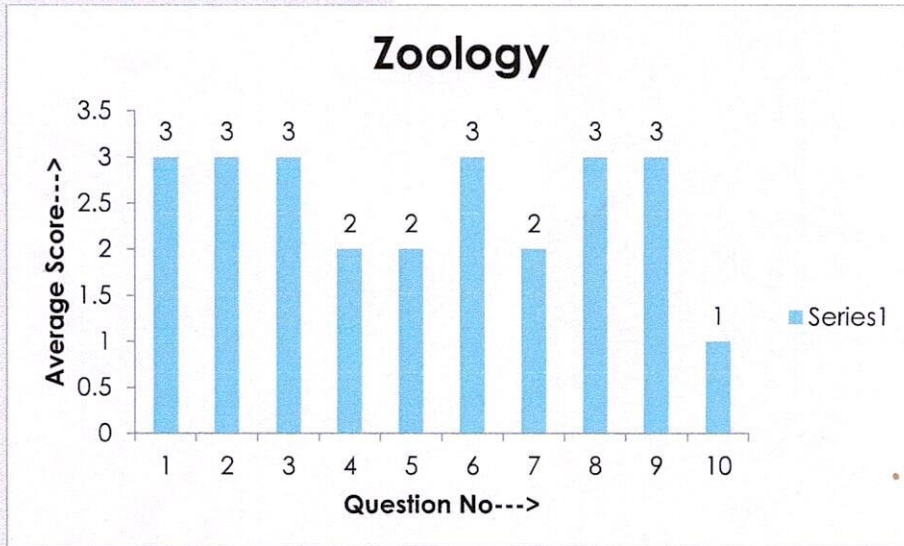
14. Department of Sociology:




Analysis: The students of the department of Sociology were equally satisfied with the syllabus of the course in relation to the competencies and the relevance of the units in syllabus relevant to the course. However the students were not satisfied with the electives offered in relation to the technological advancements, the size of the syllabus in terms of the load on the student and the evaluation scheme designed for each of the course.

Note: Since there is not any requirement of Lab facility therefore the percentage of courses having LAB components is irrelevant.

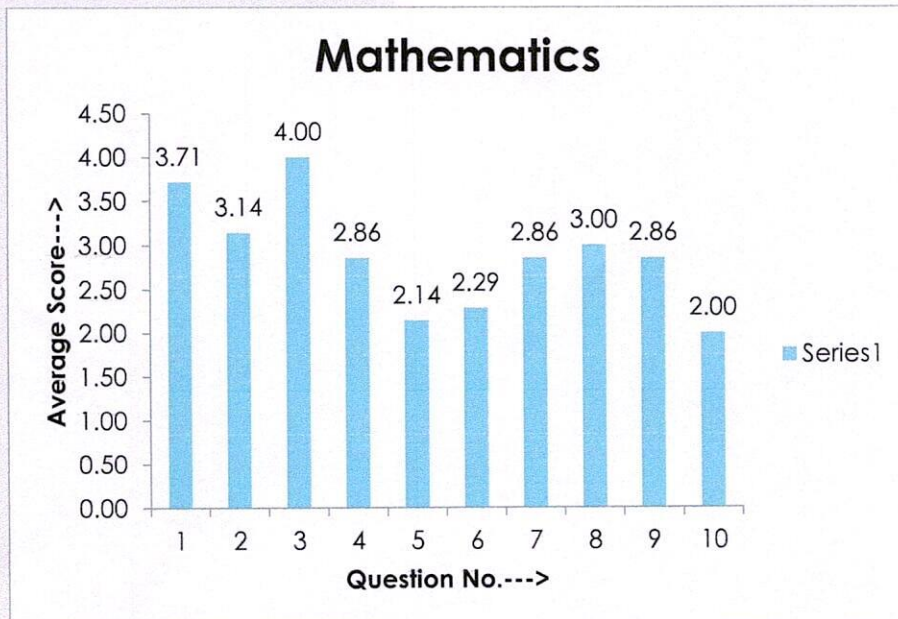
15. Department of Zoology:



Analysis: The students of the department of Zoology were equally satisfied with the syllabus of the course in relation to the competencies, the relevance of the units in syllabus relevant to the course, the allocation of the credits to the courses, the size of the syllabus in terms of the load on the student, the evaluation scheme designed for each of the course and the objectives stated for each of the course. Moreover the students were not satisfied with the offering of the electives in terms of their relevance to the specialization streams, the electives offered in relation to the technological advancements, the courses in terms of extra learning or self learning considering the design of the courses and However the LAB components.

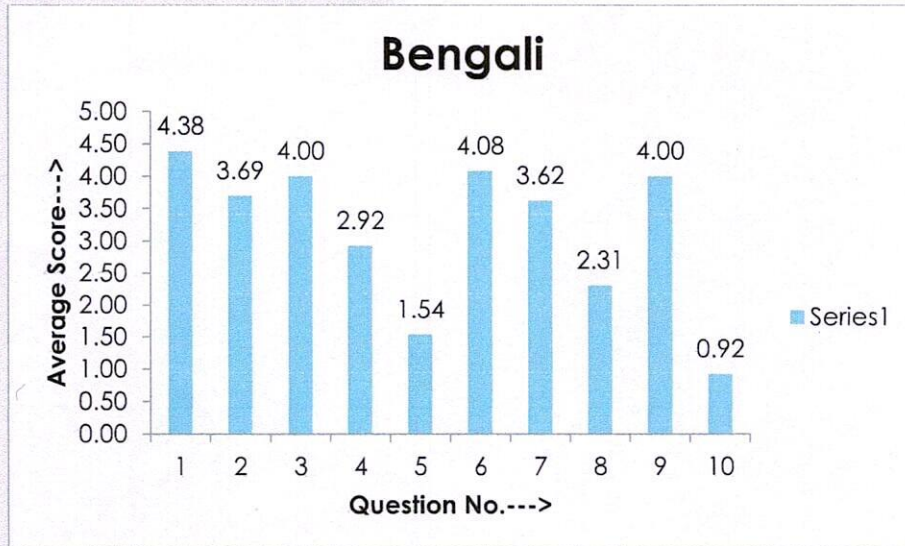
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16. Department of Mathematics:



Analysis: The students of the department of Mathematics were highly satisfied with the allocation of the credits to the courses and the syllabus of the course in relation to the competencies. The students were equally satisfied with the offering of the electives in terms of their relevance to the specialization streams, the courses in terms of extra learning or self learning considering the design of the courses and the objectives stated for each of the course. However, the students were not satisfied with the electives offered in relation to the technological advancements and the LAB components.

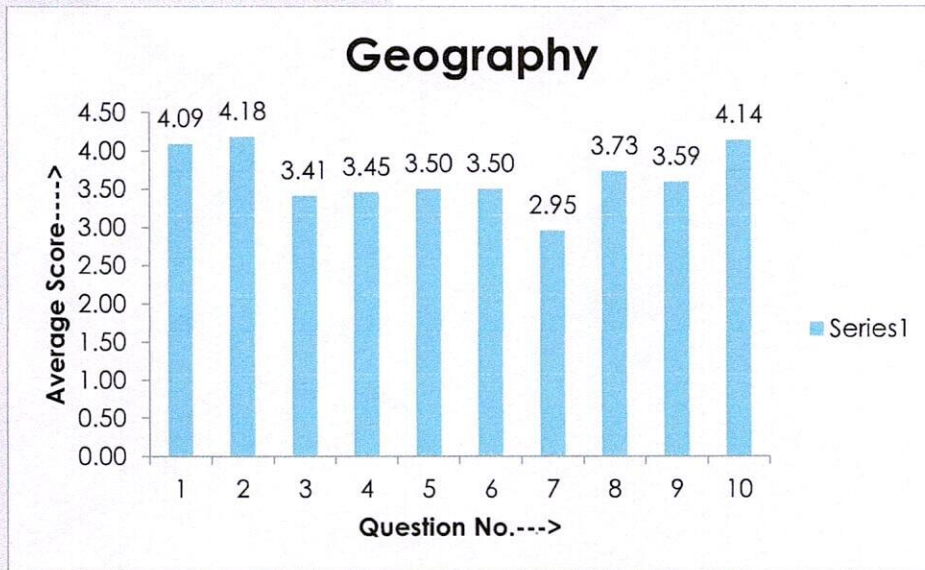
17. Department of Bengali:



Analysis: The students of the department of Bengali were highly satisfied with the syllabus of the course in relation to the competencies, the allocation of the credits to the courses, the size of the syllabus in terms of load on the students and the objectives stated for each of the course. However, the students were not satisfied with the electives offered in relation to the technological advancements.

Note: Since there is not any requirement of Lab facility therefore the percentage of courses having LAB components is irrelevant.

18. Department of Geography:



Analysis: The students of the department of Geography were highly satisfied with the syllabus of the course in relation to the competencies, the relevance of the units in syllabus relevant to the course and the LAB components. The students were almost equally satisfied with the allocation of the credits to the courses, the offering of the electives in terms of their relevance to the specialization streams, the electives offered in relation to the technological advancements the size of the syllabus in terms of load on the students, the evaluation scheme designed for each of the course and the objectives stated for each of the course. However, the students were not so satisfied with the courses in terms of extra learning or self learning considering the design of the courses.

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Student's Feedback on Curriculum (2021-22)

KOKRAJHAR GOVT. COLLEGE

(Academic Year 2021-22)

Compiled by:

Feedback Analysis Committee

Address:

Kokrajhar Govt. College,
(PO&Dist- Kokrajhar, BTC, Assam-783370)

Website:

www.kgc.edu.in

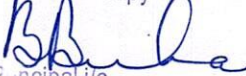
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Student's Feedback Analysis on Curriculum for the session 2021-22

To obtain Student's Feedback Analysis on Curriculum for the session during the academic year 2021-22, IQAC of Kokrajhar Govt. College designed a questionnaire in online mode via google form. This google form was circulated to the Under Graduate students (Major Course) 6th Semester, students of Assamese, Bengali, Bodo, Botany, Chemistry, Computer Science, Economics, Education, English, Hindi, History, Mathematics, Philosophy, Physics, Political Science, Sociology, Statistics, Zoology. Under Graduate submitted their responses. 18 UG Departments have submitted the response on the survey and accordingly analysis had been done.

The feedback form link was

https://docs.google.com/forms/d/e/1FAIpQLSexw_4IwrWfxm7FczKEPudfioyNsNFymDEFway5bFQKwykILA/viewform

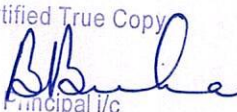
The questions in the google form was prepared covering various aspects of curriculum, learning and evaluation. The ten questions included for the students in the survey were:

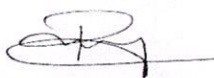
1. How do you rate the syllabus of the courses that you have studied in relation to the competencies expected out of the course?
2. How do you rate the relevance of the units in Syllabus relevant to the course?
3. How do you rate the allocation of the credits to the courses?
4. How do you rate the offering of the electives in terms of their relevance to the specialization streams?
5. How do you rate the electives offered in relation to the Technological advancements?
6. Rate the Size of syllabus in terms of the load on the student.
7. Rate the courses in terms of extra learning or self-learning considering the design of the courses.
8. How do you rate the evaluation scheme designed for each of the course?
9. How do you rate the objectives stated for each of the course?
10. How do you rate the percentage of courses having LAB components? (to be filled for subjects with Practical)

All the questions in the form had five responses out of which the respondent was asked to tick the response which he/she considered to be the most appropriate. The responses were rated in the weightage 1 to 5 with the legends "Poor", "Average", "Good", "Very Good", and "Excellent" respectively. The response submitted by the students to IQAC was analysed thoroughly and quantitatively by a committee formed by the Principal headed by Leeladhar Chouhan, Assistant Professor of the Department of Physics along with members of the committee Dr. Roselin Basumatary, Assistant Professor of Economics and Smritimayee Sarma, Assistant Professor of Statistics, Kokrajhar Govt. College. The committee took the utmost care in tabulating the various aspects of the responses and finally plotted the ratings into comprehensive bar diagram by using scientific graphing program Origin 6.1 Software. The bar diagrams were drawn with "Question No." as abscissa and "Average Scores" as ordinate of coordinate system. The bar diagrams illustrate responses of students of Kokrajhar Govt. College regarding the Curriculum studied by them.

Submitted By

1. Mr. Leeladhar Chouhan
2. Dr. Roselin Basumatary
3. Mrs. Smritimayee Sarma

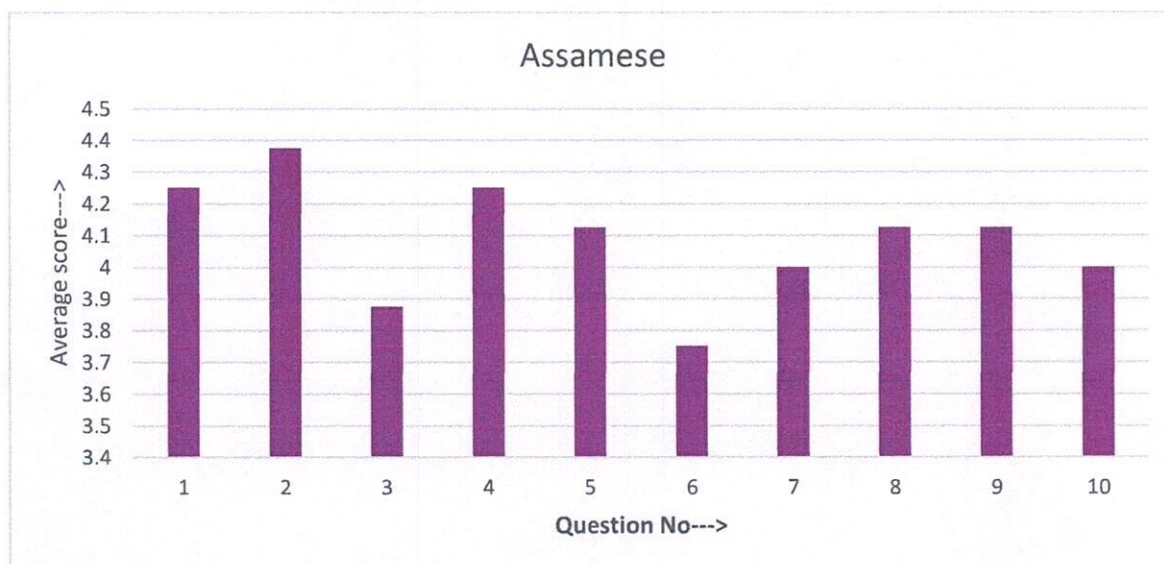
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Mr. Purushattam Vaskar Narzary

Co-ordinator, IQAC
Kokrajhar Govt. College
Kokrajhar,


Student's Feedback Analysis on Curriculum for the session 2021-22

1. Department of Assamese

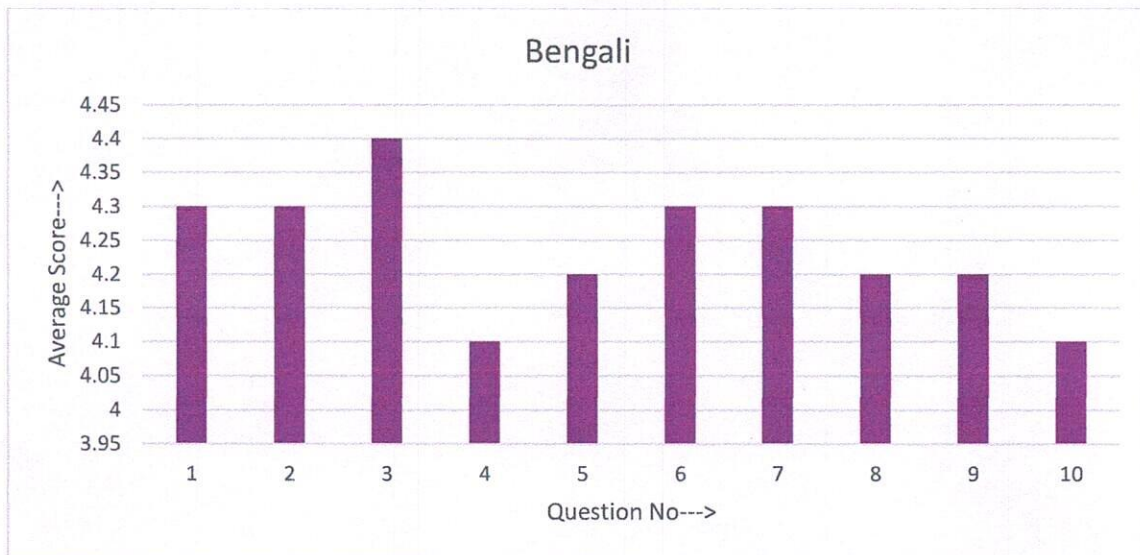


Analysis: The students of the department of Assamese were highly satisfied with the relevance of the units in syllabus relevant to the course. The students were equally satisfied with the syllabus of the courses in relation to the competencies expected out of the course and the offering of the electives in terms of their relevance to the specialization streams. Moreover, the students of the department of Assamese were satisfied with the electives offered in relation to the technological advancements, the evaluation scheme designed for each of the course and the objectives stated for each of the course. However, the students were not satisfied with the size of syllabus in terms of the load on the student.

Note: Since there is not any requirement of Lab facility therefore the percentage of courses having LAB components is irrelevant.

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2. Department of Bengali



Analysis: The students of the department of Bengali were highly satisfied with the allocation of the credits to the courses. The students were also highly satisfied with the syllabus of the courses in relation to the competencies expected out of the course, the relevance of the units in syllabus relevant to the course, with the size of syllabus in terms of the load on the student and the courses in terms of extra learning or self-learning considering the design of the courses. However, the students were not much satisfied with the offering of the electives in terms of their relevance to the specialization streams and also the percentage of courses having LAB components.

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3. Department of Bodo

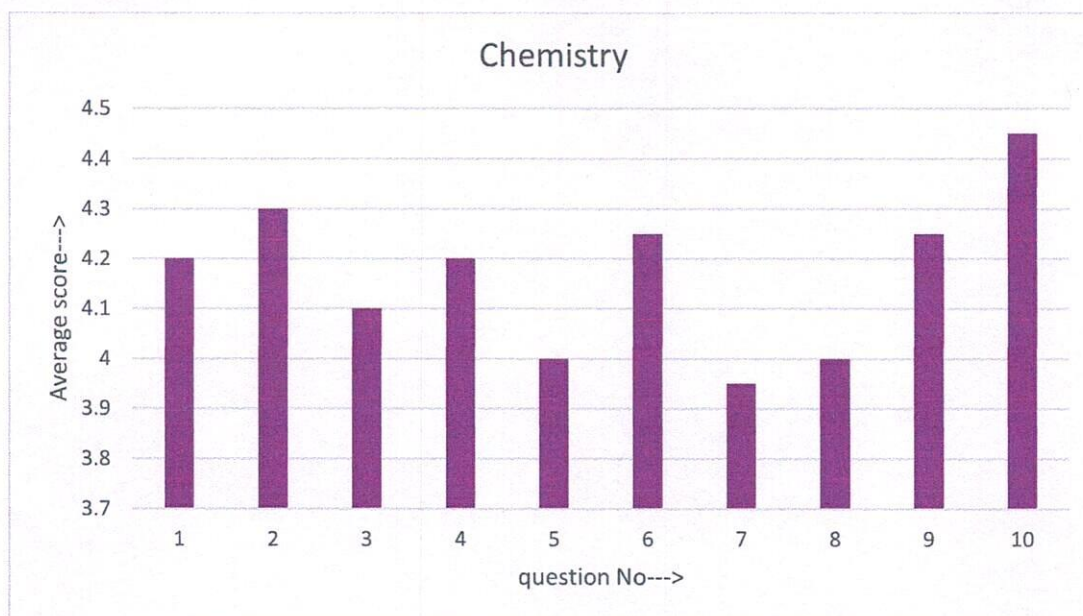


Analysis: The students of the department of Bodo were satisfied with the offering of the electives in terms of their relevance to the specialization streams, the size of syllabus in terms of the load on the student and the courses in terms of extra learning or self-learning considering the design of the courses. However, the students were not satisfied with the electives offered in relation to the technological advancements and also the percentage of courses having LAB components.

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4. Department of Chemistry

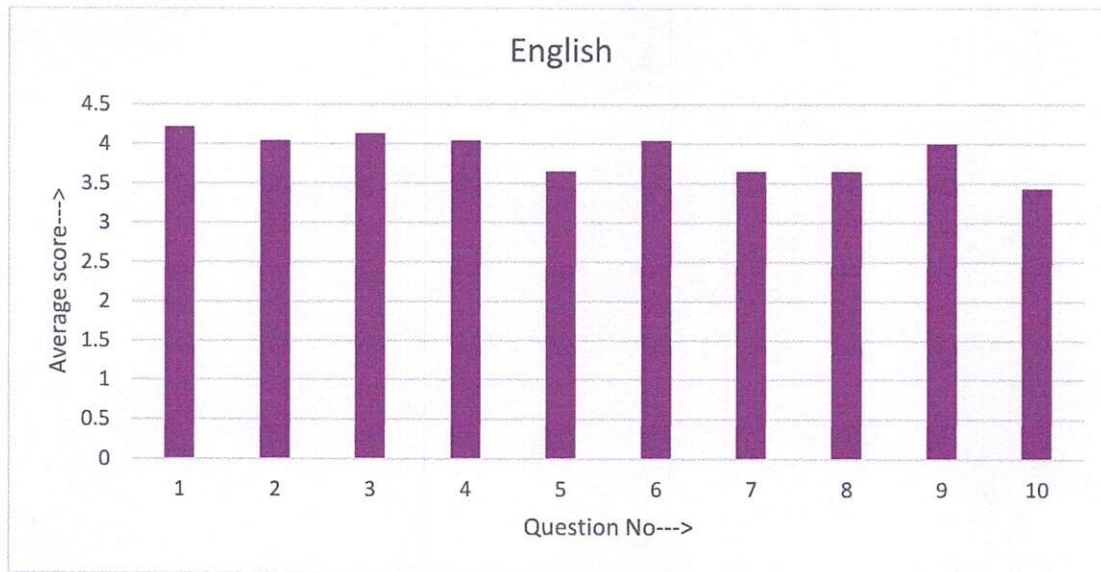


Analysis: The students of the department of Chemistry were highly satisfied with the percentage of courses having LAB components. Moreover, the students were highly satisfied with the relevance of the units in syllabus relevant to the course, the size of syllabus in terms of the load on the student and the objectives stated for each of the course. However, the students were not satisfied with the courses in terms of extra learning or self-learning considering the design of the courses.

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5. Department of English

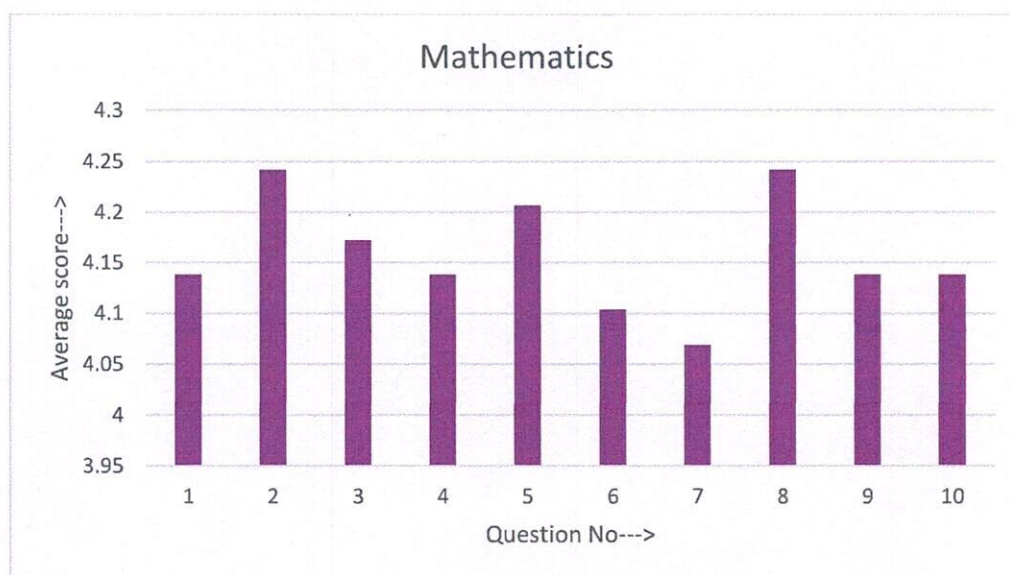


Analysis: The students of the department of English were highly satisfied with the syllabus of the courses in relation to the competencies expected out of the course and the allocation of the credits to the courses. Moreover, the students were highly satisfied with the relevance of the units in syllabus relevant to the course, the offering of the electives in terms of their relevance to the specialization streams, the size of syllabus in terms of the load on the student and the objectives stated for each of the course. However, the students were not satisfied with the percentage of courses having LAB components.

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6. Department of Mathematics

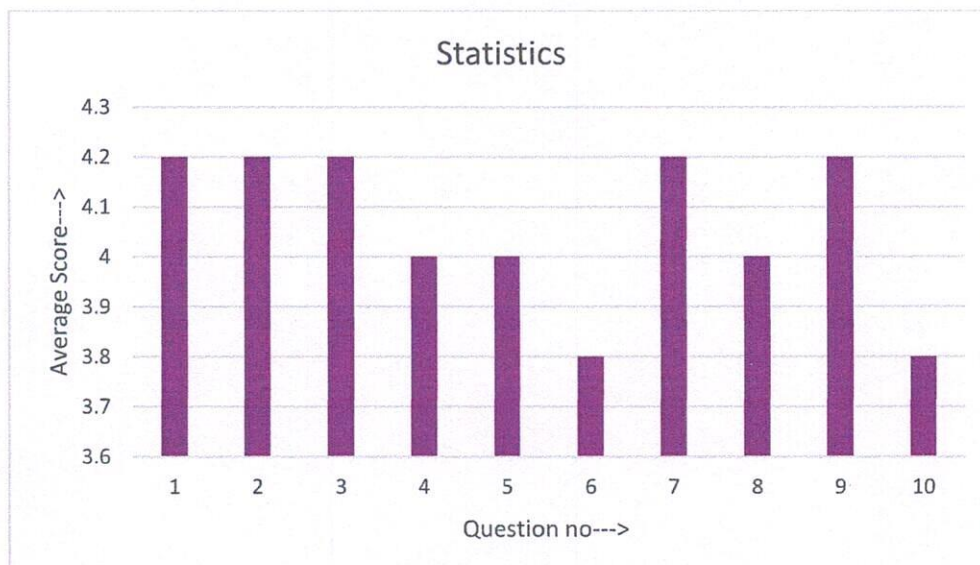


Analysis: The students of the department of Mathematics were highly satisfied with the units in syllabus relevant to the course and also the evaluation scheme designed for each of the course. Moreover, the students were also satisfied with the electives offered in relation to the technological advancements. However, the students were not satisfied with the courses in terms of extra learning or self-learning considering the design of the courses.

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7. Department of Statistics

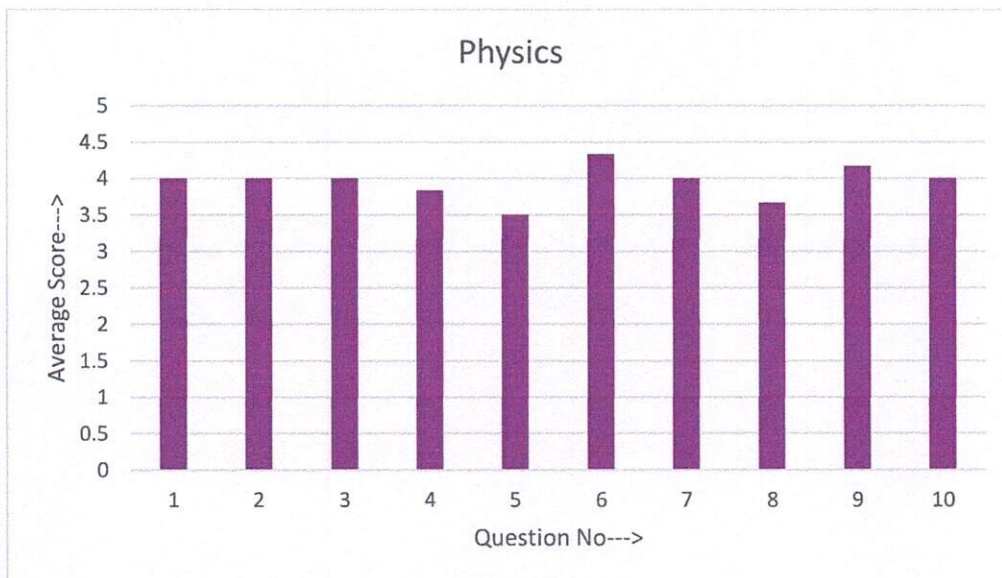


Analysis: The students of the department of Statistics were highly satisfied with the syllabus of the courses that have to be studied in relation to the competencies expected out of the course, the units in syllabus relevant to the course, the allocation of the credits to the courses, the courses in terms of extra learning or self-learning considering the design of the courses, the objectives stated for each of the course. Moreover, the students were satisfied with the electives in terms of their relevance to the specialization streams, the electives offered in relation to the technological advancements and the evaluation scheme designed for each of the course. However, the students were not satisfied with the size of syllabus in terms of the load on the student and the courses having LAB components.

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8. Department of Physics

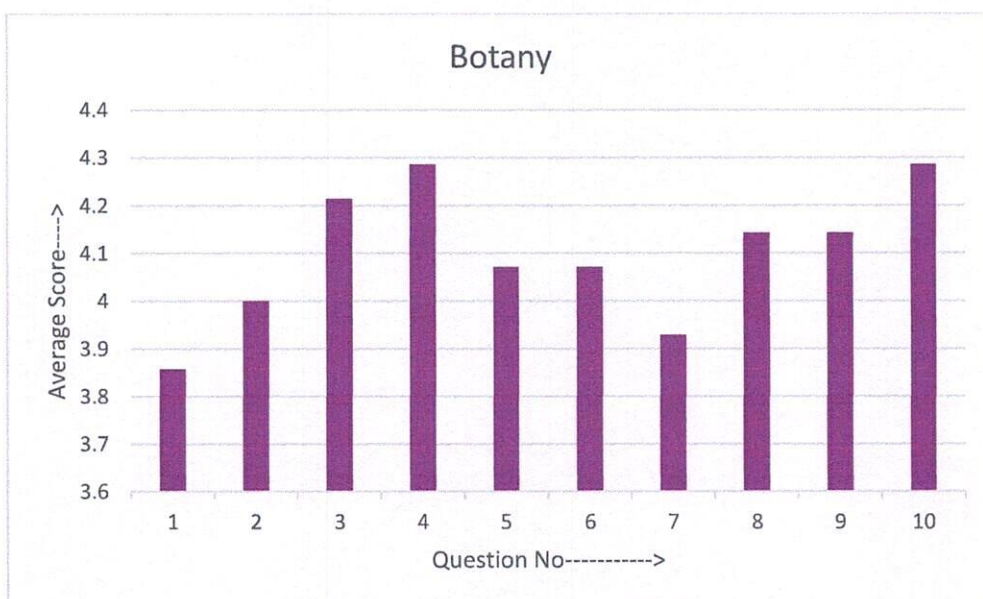


Analysis: The students of the department of Physics were highly satisfied with the size of syllabus in terms of the load on the student. Moreover, the students were satisfied with the syllabus of the courses that have to be studied in relation to the competencies expected out of the course, the units in syllabus relevant to the course, the allocation of the credits to the courses, the courses in terms of extra learning or self-learning considering the design of the courses, the objectives stated for each of the course and the courses having LAB components. However, the students were not satisfied with the electives offered in relation to the technological advancements and the evaluation scheme designed for each of the course.


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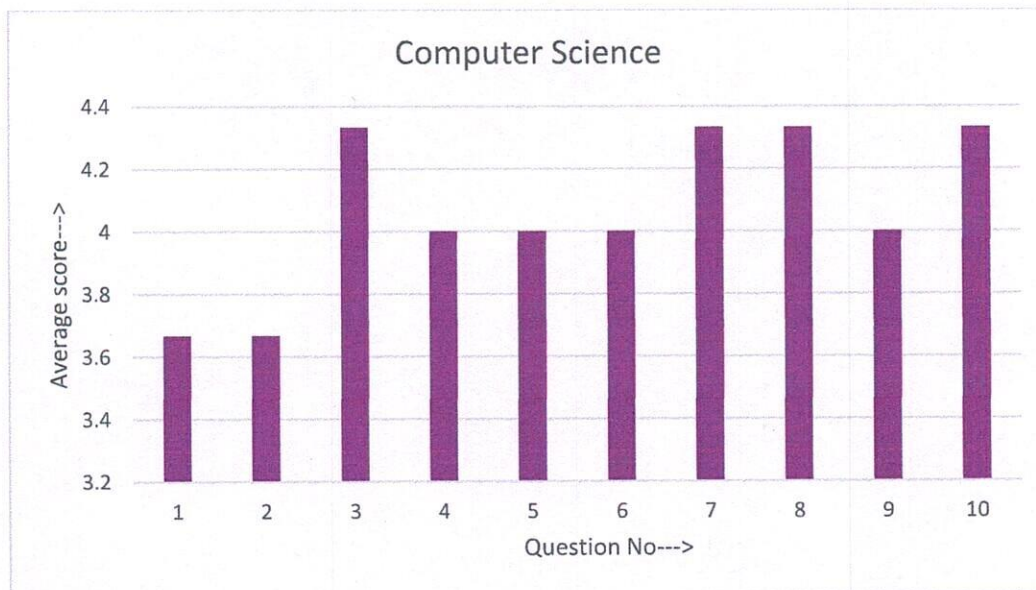
9. Department of Botany



Analysis: The students of the department of Botany were highly satisfied with the electives in terms of their relevance to the specialization streams and the courses having LAB components. Moreover, the students were satisfied with the allocation of the credits to the courses. However, the students were *not satisfied with the syllabus of the courses that have to be studied in relation to the competencies expected out of the course.*

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10. Department of Computer Science

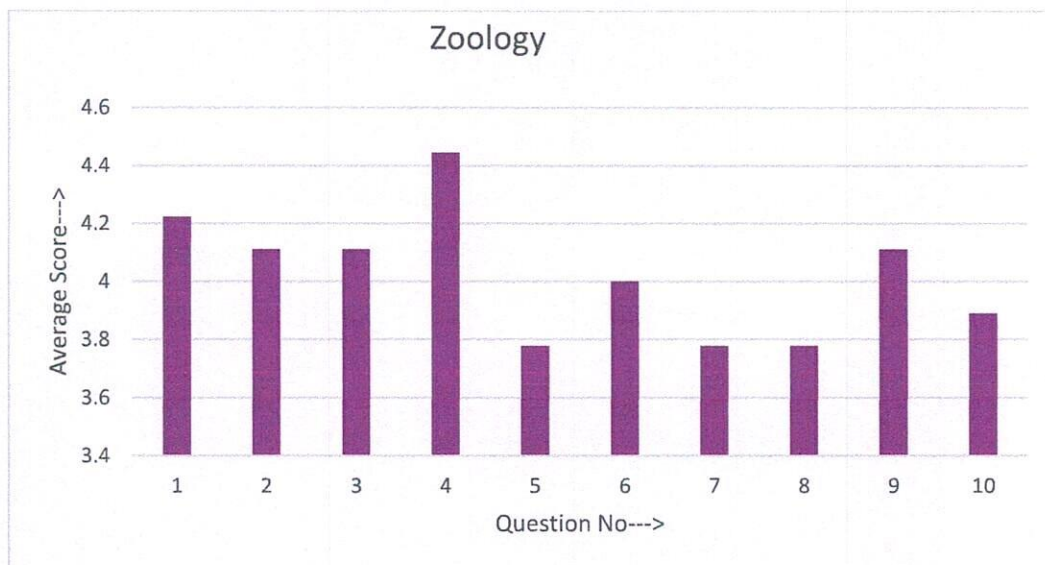


Analysis: The students of the department of Computer Science were highly satisfied with the allocation of the credits to the courses, the courses in terms of extra learning or self-learning considering the design of the courses, the evaluation scheme designed for each of the course and the courses having LAB components. Moreover, the students were satisfied with the electives in terms of their relevance to the specialization streams, the electives offered in relation to the technological advancements, the size of syllabus in terms of the load on the student and the objectives stated for each of the course. However, the students were not satisfied with syllabus of the courses that have to be studied in relation to the competencies expected out of the course and the units in syllabus relevant to the course.

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11. Department of Zoology

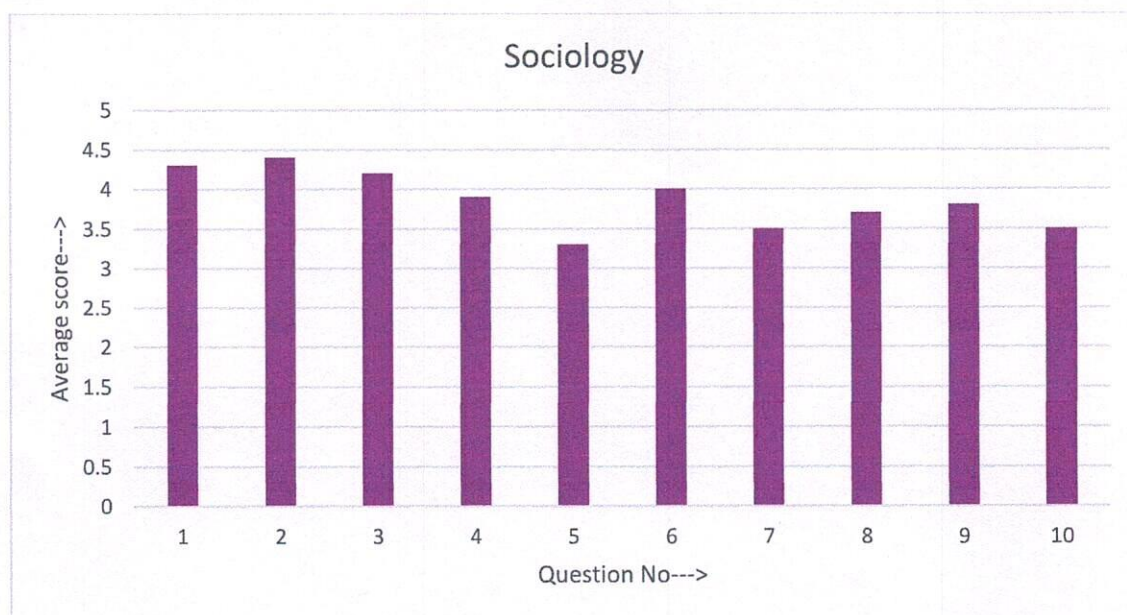


Analysis: The students of the department of Zoology were highly satisfied with the electives in terms of their relevance to the specialization streams. Moreover, the students were satisfied with the syllabus of the courses that have to be studied in relation to the competencies expected out of the course. However, the students were not satisfied with the electives offered in relation to the technological advancements, the courses in terms of extra learning or self-learning considering the design of the courses and the evaluation scheme designed for each of the course.

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12. Department of Sociology

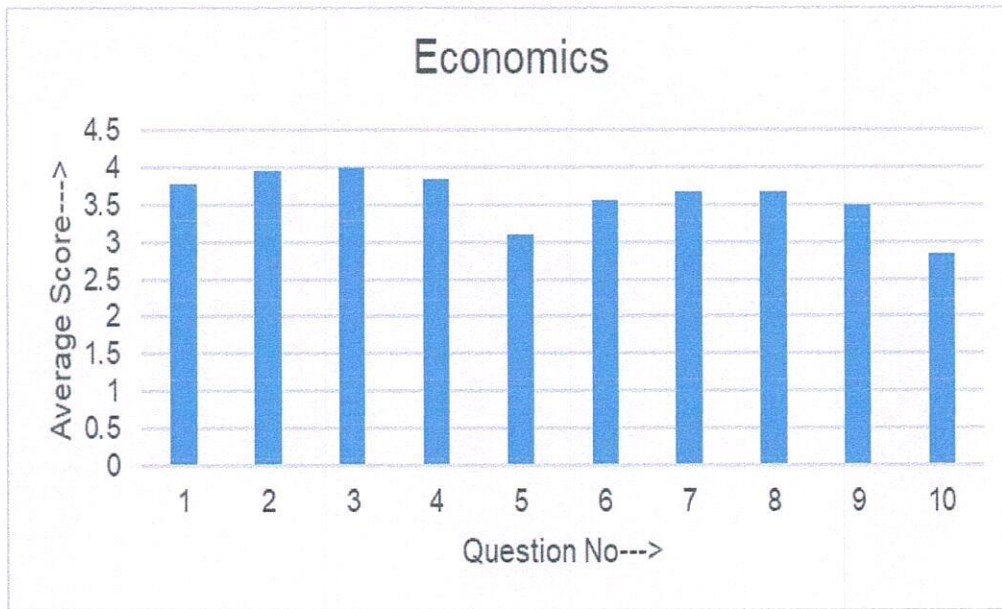


Analysis: The students of the department of Sociology were highly satisfied with the units in syllabus relevant to the course. Moreover, the students were satisfied with the syllabus of the courses that have to be studied in relation to the competencies expected out of the course and the allocation of the credits to the courses. However, the students were not satisfied with the electives offered in relation to the technological advancements.

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13. Department of Economics

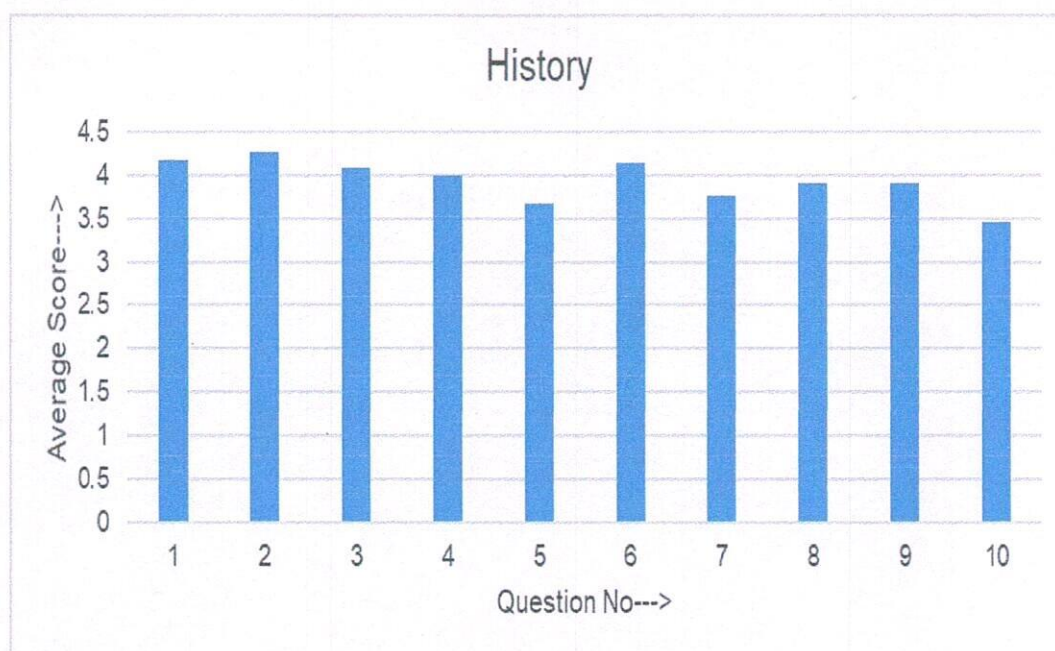


Analysis: The students of the department of Economics were highly satisfied with the allocation of the credits to the courses. Moreover, the students were satisfied with the relevance of the units in syllabus relevant to the course, the offering of the electives in terms of their relevance to the specialization streams, the syllabus of the courses that they have studied in relation to the competencies expected out of the course, the size of syllabus in terms of the load on the student, the courses in terms of extra learning or self-learning considering the design of the courses and the evaluation scheme designed for each of the course. However, the students were not satisfied with the electives offered in relation to the technological advancements and also the percentage of courses having LAB components.

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14. Department of History



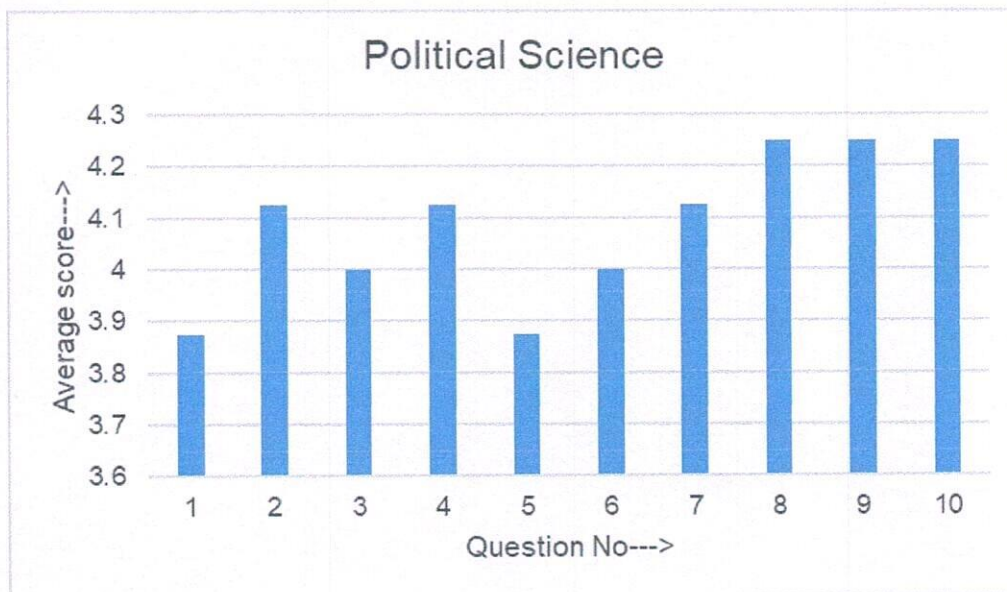
Analysis: The students of the department of History were highly satisfied with the relevance of the units in syllabus relevant to the course, the syllabus of the courses that they have studied in relation to the competencies expected out of the course, the allocation of the credits to the courses and the size of syllabus in terms of the load on the student. Moreover, the students were satisfied with the offering of the electives in terms of their relevance to the specialization streams, the courses in terms of extra learning or self-learning considering the design of the courses, the evaluation scheme designed for each of the course and the objectives stated for each of the course. However, the students were not much satisfied with electives offered in relation to the technological advancements.

Note: Since there is not any requirement of Lab facility therefore the percentage of courses having LAB components is irrelevant.

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15. Department of Political Science

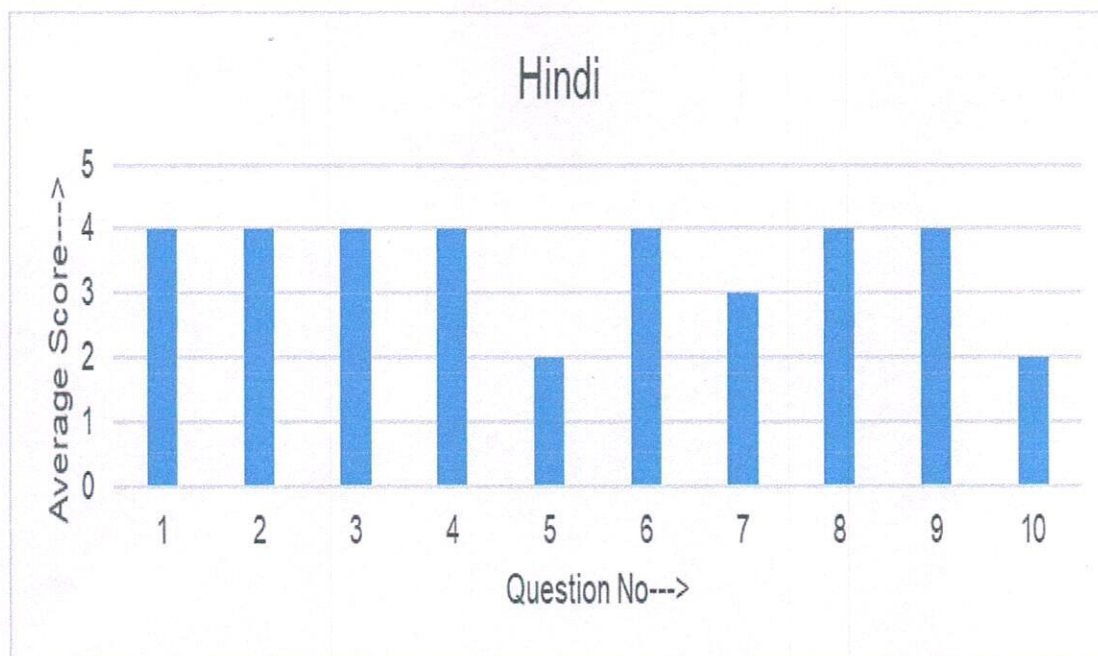


Analysis: The students of the department of Political Science were highly satisfied with the evaluation scheme designed for each of the course and the objectives stated for each of the course. Moreover, the students were satisfied with the relevance of the units in syllabus relevant to the course, the offering of the electives in terms of their relevance to the specialization streams, the courses in terms of extra learning or self-learning considering the design of the courses, the allocation of the credits to the courses and the size of syllabus in terms of the load on the student. However, the students were not much satisfied with the electives offered in relation to the technological advancements.

Note: Since there is not any requirement of Lab facility therefore the percentage of courses having LAB components is irrelevant.

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16. Department of Hindi



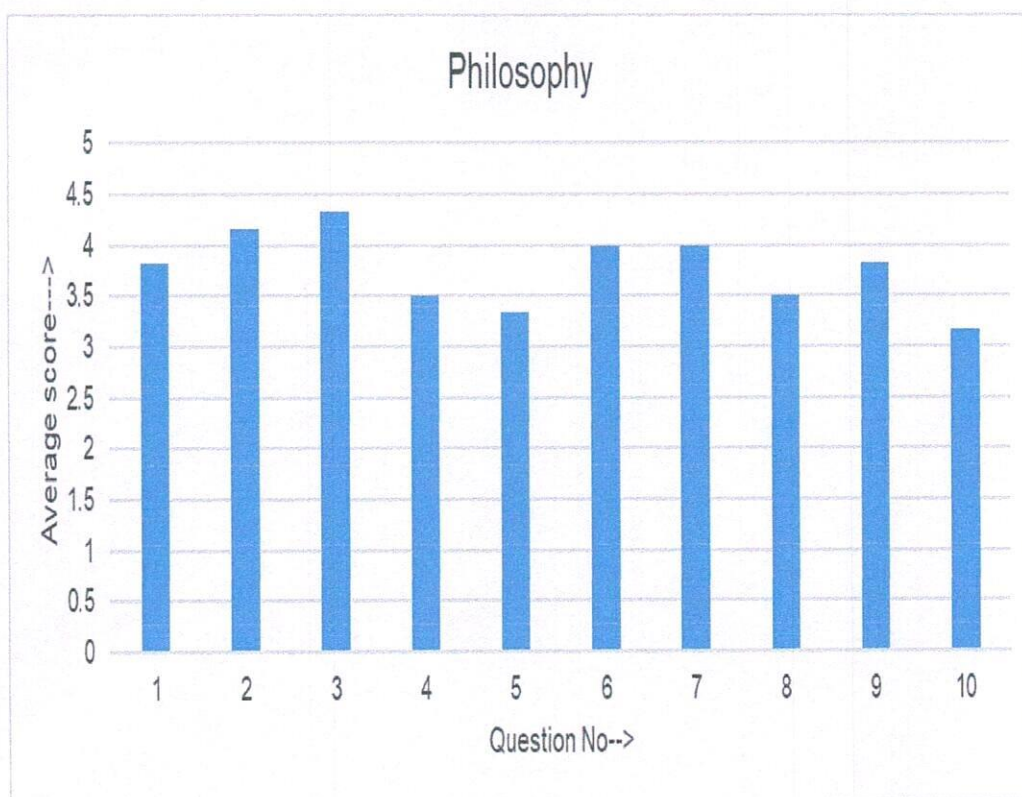
Analysis: The students of the department of Hindi were equally highly satisfied with the syllabus of the courses that they have studied in relation to the competencies expected out of the course, the relevance of the units in syllabus relevant to the course, the allocation of the credits to the courses, the offering of the electives in terms of their relevance to the specialization streams, the size of syllabus in terms of the load on the student, the evaluation scheme designed for each of the course and the objectives stated for each of the course. However, the students were not satisfied with the courses in terms of extra learning or self-learning considering the design of the courses and the electives offered in relation to the technological advancements.

Note: Since there is not any requirement of Lab facility therefore the percentage of courses having LAB components is irrelevant.

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17. Department of Philosophy



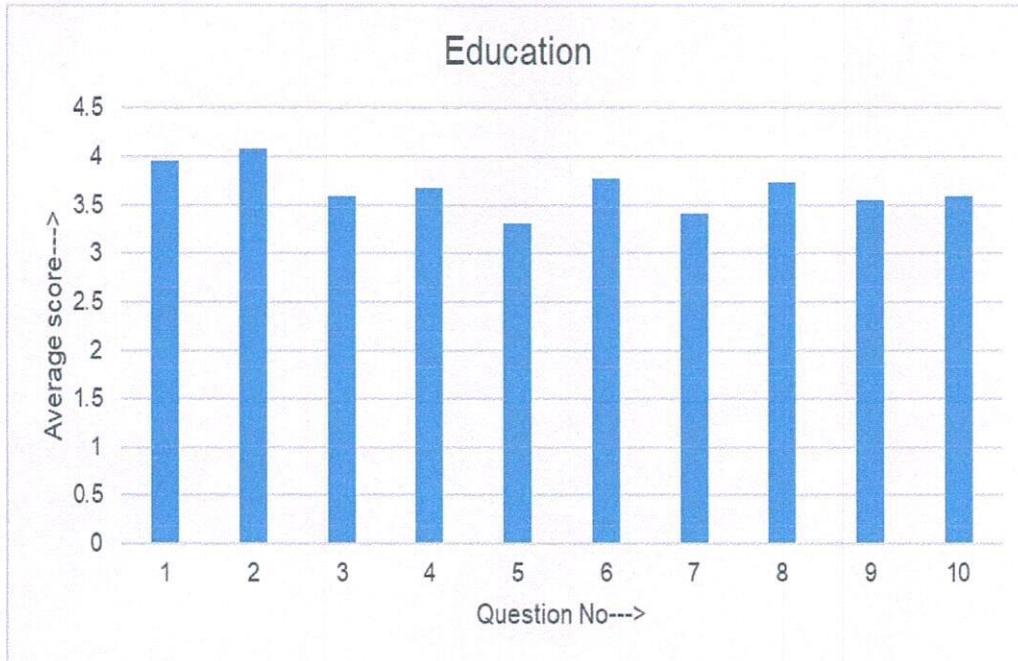
Analysis: The students of the department of Philosophy were highly satisfied with the allocation of the credits to the courses and the relevance of the units in syllabus relevant to the course. Moreover, the students were satisfied with the size of syllabus in terms of the load on the student, the courses in terms of extra learning or self-learning considering the design of the courses, the syllabus of the courses that they have studied in relation to the competencies expected out of the course and the objectives stated for each of the course. However, the students were not satisfied with the electives offered in relation to the technological advancements.

Note: Since there is not any requirement of Lab facility therefore the percentage of courses having LAB components is irrelevant.

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Kokrajhar

18. Department of Education



Analysis: The students of the department of Education were highly satisfied with the relevance of the units in syllabus relevant to the course and the syllabus of the courses that they have studied in relation to the competencies expected out of the course. Moreover, the students were satisfied with the size of syllabus in terms of the load on the student, the evaluation scheme designed for each of the course, the offering of the electives in terms of their relevance to the specialization streams and the percentage of courses having LAB components. However, the students were not satisfied with the electives offered in relation to the technological advancements.

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Kokrajhar

PARENTS FEEDBACK ANALYSIS REPORT
Submitted to the Principal, Kokrajhar Govt. College
Session 2017-18

Objective of Feedback:

In each academic year Parents-teachers meetings are conducted to find out how satisfied parents were with the college's service. Parents are requested to fill out a feedback form so that the institution can learn more regarding many parameters that college could improve. The institution cherishes parents' input and handles it with the utmost decency, consideration, value, and secrecy.

Process Adopted for Feedback:

In each academic session parents are asked to complete a printed feedback form (provided by the college). Filling up of feedback form by the guardians is voluntary.

Design of Feedback:

The feedback collected included rating of seven key aspects on a five point scale:

1. Excellent
2. Very good
3. Good
4. Fair
5. Bad

Areas assessed were

1. Curricular
2. Infrastructure
3. Fee structure
4. Teacher-Student relation
5. Non teaching staff-student relation
6. Extra-curricular activity
7. Financial aid

Suggestion/comment, if any is also requested from parents.

Analysis of Feedback:

After sorting the Grading, Suggestions, comments the opinions received for each parameter are calculated as a percentage of the total number of responses received for that parameter, with the proportion shown in bracket. Additionally, a percentage of the overall rating average was calculated for every academic session.

Overall average of the parent's feedback was excellent (about 47%) on curricular aspect. 38% felt it was very good and about 18% felt as good and few reported it as fair. Parents have provided Excellent feedback rating for fee structure adopted by the college. Security and discipline of the college campus was also highly commended by most of the parents. 39%

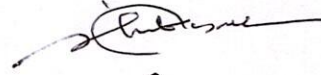
Parents found college infrastructure adequate rated very good. However some also reported the infrastructure to be inadequate.

Suggestions of Parents:

1. Students-office staff relationship be improved
2. At least two sessional examinations be conducted
3. Infrastructure not adequate
4. Students-teachers relationship be improved
5. Library timing be extended

Submitted by:

1) Dr. Shibu Basak, HoD, Mathematics - Convenor



2) Ms. Alpana Devi, Associate Professor, Education - Member



3) Dr. Hemanta Kr. Das, Associate Professor, Assamese, - Member



Received



Assat Co-ordinator

IBAC

PARENTS FEEDBACK ANALYSIS REPORT
Submitted to the Principal, Kokrajhar Govt. College
Session 2018-19

Objective of Feedback:

In each academic year Parents-teachers meetings are conducted to find out how satisfied parents were with the college's service. Parents are requested to fill out a feedback form so that the institution can learn more regarding many parameters that college could improve. The institution cherishes parents' input and handles it with the utmost decency, consideration, value, and secrecy.

Process Adopted for Feedback:

In each academic session parents are asked to complete a printed feedback form (provided by the college). Filling up of feedback form by the guardians is voluntary.

Design of Feedback:

The feedback collected included rating of seven key aspects on a five point scale:

1. Excellent
2. Very good
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5. Bad

Areas assessed were

1. Curricular
2. Infrastructure
3. Fee structure
4. Teacher-Student relation
5. Non teaching staff-student relation
6. Extra-curricular activity
7. Financial aid

Suggestion/comment, if any is also requested from parents.

Analysis of Feedback:

After sorting the Grading, Suggestions, comments the opinions received for each parameter are calculated as a percentage of the total number of responses received for that parameter, with the proportion shown in bracket. Additionally, a percentage of the overall rating average was calculated for every academic session.

Overall average of the parent's feedback was excellent (about 31%) on curricular aspect. 42% felt it was very good and about 24% felt as good and few reported as bad. Security and discipline of the college campus was also highly commended by most of the parents through their comments Guardians are highly satisfied with the college authority as the authority had taken quick action to improve the relation between the students and the non-teaching staff.

31% of parents found college infrastructure adequate rated very good.

Suggestions of Parents:

1. Toilets are to be cleaned frequently
2. The existing cycle stand is not adequate
3. The buildings approach road be connected properly as during the rainy season students suffer a lot
4. Regularity of the students to be checked

Submitted by:

1) Dr. Shibu Basak, HoD, Mathematics - Convenor



2) Ms. Alpana Devi, Associate Professor, Education - Member



3) Dr. Hemanta Kr. Das, Associate Professor, Assamese - Member



Received



Asst. Co-ordinator

IGAC

PARENTS FEEDBACK ANALYSIS REPORT
Submitted to the Principal, Kokrajhar Govt. College
Session 2020-21

Objective of Feedback:

In each academic year Parents-teachers meetings are conducted to find out how satisfied parents were with the college's service. Parents are requested to fill out a feedback form so that the institution can learn more regarding many parameters that college could improve. The institution cherishes parents' input and handles it with the utmost decency, consideration, value, and secrecy.

Process Adopted for Feedback:

In each academic session parents are asked to complete a printed feedback form (provided by the college). Filling up of feedback form by the guardians is voluntary.

Design of Feedback:

The feedback collected included rating of seven key aspects on a five point scale:

1. Excellent
2. Very good
3. Good
4. Fair
5. Bad

Areas assessed were

1. Curricular
2. Infrastructure
3. Fee structure
4. Teacher-Student relation
5. Non teaching staff-student relation
6. Extra-curricular activity
7. Financial aid

Suggestion/comment, if any is also requested from parents.

Analysis of Feedback:

After sorting the Grading, Suggestions, comments the opinions received for each parameter are calculated as a percentage of the total number of responses received for that parameter, with the proportion shown in bracket. Additionally, a percentage of the overall rating average was calculated for every academic session.

Rating for almost all the parameters fell in the range of 'very good' to 'fair'. On an average 41% of the parents' feedback were excellent regarding the teacher-student relation of the college, 39% felt it was very good and 16% felt as good. They were also satisfied with the college infrastructure (40%), extra-curricular activity (42%) and curricular aspect of the college (43%) by rating very good.

Suggestions of Parents

1. Financial aid be provided for the needy students
2. Intake capacity of the college be enhanced
3. Career guidance programme be arranged
4. Fee structure may be revised keeping in consideration to Covid pandemic
5. Online classes not so effective as internet connection is very poor

Submitted by:

1) Dr. Mainul Hoque, Assistant Professor, Chemistry – Convenor



2) Ms. Rangili Brahma, Assistant Professor, Pol. Sc. - Member



3) Mr. Bhisma Narayan Swargiari, Assistant Professor, Botany – Member



Received



Co-ordinator

IQAC

PARENTS FEEDBACK ANALYSIS REPORT
Submitted to the Principal, Kokrajhar Govt. College
Session 2021-22

Objective of Feedback:

In each academic year Parents-teachers meetings are conducted to find out how satisfied parents were with the college's service. Parents are requested to fill out a feedback form so that the institution can learn more regarding many parameters that college could improve. The institution cherishes parents' input and handles it with the utmost decency, consideration, value, and secrecy.

Process Adopted for Feedback:

In each academic session parents are asked to complete a printed feedback form (provided by the college). Filling up of feedback form by the guardians is voluntary.

Design of Feedback:

The feedback collected included rating of seven key aspects on a five point scale:

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Areas assessed were

1. Curricular
2. Infrastructure
3. Fee structure
4. Teacher-Student relation
5. Non teaching staff-student relation
6. Extra-curricular activity
7. Financial aid

Suggestion/comment, if any is also requested from parents.

Analysis of Feedback

After sorting the Grading, Suggestions, comments the opinions received for each parameter are calculated as a percentage of the total number of responses received for that parameter, with the proportion shown in bracket. Additionally, a percentage of the overall rating average was calculated for every academic session.

Among the seven parameters for rating, about 48% parents rated overall very good 38% as good and 14% as fair. Parents (45%) have given excellent rating for financial aid, fee structure of the college (44%). Good rating, by the parents, was received for the college infrastructure (37%) and very good for curricular(48%).

Suggestions of Parents

1. Personal guidance for students be given as needed
2. Class cancellation notice be served well in advanced.
3. Career guidance for competitive examination be conducted frequently.
4. Classroom facility may be improved adequately
5. Physical activities be added to the curriculum.
6. Toilet facility is not adequate.

Feedback Outcome:

Feedback response from the parents indicated on an average high satisfaction rating to satisfaction on different parameters. Based on parents feedback/suggestions college took

action on different parameters. Largely the concern reflected by the parents was on infrastructure of the college, some comments were also made on number of classroom- lab as well as digitalization of classroom. On analyzing the feedback received, over the course of time by the parents, it is observed that parents are satisfied by the efforts made by the college administration in curricular, teacher-students relation, discipline and other related matters and high degree of satisfaction has been shown by the parents on implementations of some of their suggestion through their comments.

Submitted by:

[1] Mr. Leeladhar Chauhan, Assistant Professor, Physics – Convenor

Leeladhar Chauhan

[2] Dr. Roselin Basumatary, Assistant Professor, Economics – Member

Roselin Basumatary

[3] Ms. Rangili Brahma, Assistant Professor, Political Science - Member

Rangili Brahma

Received

[Signature]

Co-ordinator

IGAC.

KOKRAJHAR GOVT. COLLEGE
ALUMNI FEEDBACK ANALYSIS REPORT
Submitted to the Principal, Kokrajhar Govt. College
For the Academic Session 2017-18

Objective of Feedback:

It is imperative that the alumni being ex-students have lots of knowledge about the college from academic to non-academic that may be utilised as a positive parameter to improve the college from all angles. Thus, alumni association plays a very vital role in developing a college. The main objective of the feedback is to seek suggestions from the alumni to improve the academic ambience as well as non academic sides of the college.

Process Adopted for Feedback:

In each academic year at least one Alumni meetings is conducted to discuss and to find out ways to improve the academic ambience along with the infrastructure development of the college. In the meeting, feedbacks are taken from the alumni on various parameters and suggestions are sought on those parameters.

Design of Feedback:

The feedback collected included rating of seven key aspects on a five point scale:

1. Excellent
2. Very good
3. Good
4. Fair
5. Bad

Areas assessed were

1. Infrastructure
2. Fee structure
3. Extra-curricular activity
4. Availability of Financial aid to needy

Feedback Analysis:




The contribution of alumni to the activities of the institute is important especially in the development of the curriculum. After sorting the Grading, Suggestions, comments the opinions received for each parameter are calculated as a percentage of the total number of responses received for that parameter. Nearly 27 alumni were given their feedback for the academic year 2017-18. The feedback from the alumni reveals that 100% of them feel proud to be a part of the institute and are willing to contribute to the development of the institute. Majority of alumni 21 (77.7%) rated the developmental activities rendered by the institute for their overall development as highly efficient. It was reported by the 99% of the


respondents that they feel that adequate knowledge was gained during their course of study and 88.8% (24) believe that the knowledge gained in the institution is relevant to the current jobs they are holding. The student teacher relationship, 76% of them rated that as highly efficient.


Feedback analysis report

- The alumni feedback analysis report reveals that majority (100%) of the alumni is happy and proud to be a part of this institution and they agreed that they would recommend their friends and relatives to enroll in this institute.
- The alumni appreciated the academic initiatives taken by the institute to restructure and update the curriculum as per the current needs.
- Alumni request to increase the number of ICT viz, Interactive Boards.
- To construct approach road connecting each building

Submitted by:

1. Dr. Hemanta Kr. Das, Associate Professor, Assamese – Convenor 
2. Mr. Ashok Kr. Saha, Asst. Professor, Statistics – Member 
3. Ms. Rangili Brahma, Asst. Professor, Pol. Sc. - Member 

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Kokrajhar Govt. College
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KOKRAJHAR GOVT. COLLEGE
ALUMNI FEEDBACK ANALYSIS REPORT
Submitted to the Principal, Kokrajhar Govt. College
For the Academic Session 2018-19

Objective of Feedback:

It is imperative that the alumni being ex-students have lots of knowledge about the college from academic to non-academic that may be utilised as a positive parameter to improve the college from all angles. Thus, alumni association plays a very vital role in developing a college. The main objective of the feedback is to seek suggestions from the alumni to improve the academic ambience as well as non academic sides of the college.

Process Adopted for Feedback:

In each academic year at least one Alumni meetings is conducted to discuss and to find out ways to improve the academic ambience along with the infrastructure development of the college. In the meeting, feedbacks are taken from the alumni on various parameters and suggestions are sought on those parameters.

Design of Feedback:

The feedback collected included rating of seven key aspects on a five point scale:

1. Excellent
2. Very good
3. Good
4. Fair
5. Bad

Areas assessed were

1. Infrastructure
2. Fee structure
3. Extra-curricular activity
4. Availability of Financial aid to needy

Feedback Analysis:




The contribution of alumni to the activities of the institute is important especially in the development of the curriculum. After sorting the Grading, Suggestions, comments the opinions received for each parameter are calculated as a percentage of the total number of responses received for that parameter. Nearly 19 alumni were given their feedback for the academic year 2018-19. The feedback from the alumni reveals that 100% of them feel proud to be a part of the institute and are willing to contribute to the development of the institute. Majority of alumni 13 (68.4%) rated that the college has adequate infrastructure to accommodate the demands of the society. It was reported by the 100% of the respondents


that they feel that adequate knowledge was gained during their course of study. Some alumni rated the Principal as the best one in taking the initiative to make the college a national standard one.

Feedback analysis report

- The alumni feedback analysis report reveals that majority (100%) of the alumni is happy and proud to be a part of this institution and they agreed that they would recommend their friends and relatives to enroll in this institute.
- Some alumni suggested the college authority to increase the classrooms to accommodate the increasing number of students.


Submitted by:

1. Dr. Hemanta Kr. Das, Associate Professor, Assamese – Convenor 
2. Mr. Ashok Kr. Saha, Asst. Professor, Statistics – Member 
3. Ms. Rangili Brahma, Asst. Professor, Pol. Sc. - Member 

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KOKRAJHAR GOVT. COLLEGE
ALUMNI FEEDBACK ANALYSIS REPORT
Submitted to the Principal, Kokrajhar Govt. College
For the Academic Session 2019-20

Objective of Feedback:

It is imperative that the alumni being ex-students have lots of knowledge about the college from academic to non-academic that may be utilised as a positive parameter to improve the college from all angles. Thus, alumni association plays a very vital role in developing a college. The main objective of the feedback is to seek suggestions from the alumni to improve the academic ambience as well as non academic sides of the college.

Process Adopted for Feedback:

In each academic year at least one Alumni meetings is conducted to discuss and to find out ways to improve the academic ambience along with the infrastructure development of the college. In the meeting, feedbacks are taken from the alumni on various parameters and suggestions are sought on those parameters.

Design of Feedback:

The feedback collected included rating of seven key aspects on a five point scale:

1. Excellent
2. Very good
3. Good
4. Fair
5. Bad

Areas assessed were

1. Infrastructure
2. Fee structure
3. Extra-curricular activity
4. Availability of Financial aid to needy

Feedback Analysis:

The contribution of alumni to the activities of the institute is important especially in the development of the curriculum. After sorting the Grading, Suggestions, comments the opinions received for each parameter are calculated as a percentage of the total number of responses received for that parameter. Nearly 34 alumni were given their feedback for the academic year 2019-20. The feedback from the alumni reveals that 100% of them feel proud to be a part of the institute and are willing to contribute to the development of the institute. It was reported by the 100% of the respondents that they feel that adequate knowledge was gained during their course of study.

Feedback analysis report

- The alumni feedback analysis report reveals that majority (100%) of the alumni is happy and proud to be a part of this institution and they agreed that they would recommend their friends and relatives to enroll in this institute.
- Alumni requested to provide more hostel facilities
- Alumni requested to increase ^{Library} hostel facility

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Submitted by:

1. Dr. Hemanta Kr. Das, Associate Professor, Assamese – Convenor *[Signature]*
2. Mr. Leeladhar Chauhan, Asst. Professor, Physics – Member *[Signature]*
3. Ms. Rangili Brahma, Asst. Professor, Pol. Sc. - Member *[Signature]*

Received
[Signature]
Co-ordinator, IIR
Kokrajhar Govt. College
Kokrajhar

KOKRAJHAR GOVT. COLLEGE
ALUMNI FEEDBACK ANALYSIS REPORT
Submitted to the Principal, Kokrajhar Govt. College
For the Academic Session 2021-22

Objective of Feedback:

It is imperative that the alumni being ex-students have lots of knowledge about the college from academic to non-academic that may be utilised as a positive parameter to improve the college from all angles. Thus, alumni association plays a very vital role in developing a college. The main objective of the feedback is to seek suggestions from the alumni to improve the academic ambience as well as non academic sides of the college.

Process Adopted for Feedback:

In each academic year at least one Alumni meetings is conducted to discuss and to find out ways to improve the academic ambience along with the infrastructure development of the college. In the meeting, feedbacks are taken from the alumni on various parameters and suggestions are sought on those parameters.

Design of Feedback:

The feedback collected included rating of seven key aspects on a five point scale:

1. Excellent
2. Very good
3. Good
4. Fair
5. Bad

Areas assessed were

1. Infrastructure
2. Fee structure
3. Extra-curricular activity
4. Availability of Financial aid to needy




Feedback Analysis:

The contribution of alumni to the activities of the institute is important especially in the development of the curriculum. After sorting the Grading, Suggestions, comments the opinions received for each parameter are calculated as a percentage of the total number of responses received for that parameter. Nearly 43 alumni were given their feedback for the academic year 2021-22. The feedback from the alumni reveals that 100% of them feel proud to be a part of the institute and are willing to contribute to the development of the institute. It was reported by the 99% of the respondents that they feel that adequate knowledge was gained during their course of study.

Feedback analysis report

- The alumni feedback analysis report reveals that majority (100%) of the alumni is happy and proud to be a part of this institution and they agreed that they would recommend their friends and relatives to enroll in this institute.
- Alumni requested to increase effective online classes due to Covid Pandemic
- Alumni requested to provide study materials in soft copy mode
- Alumni requested to increase ICT enabled classrooms as well as to set a computer centre

Submitted by:

1. Dr. Hemanta Kr. Das, Associate Professor, Assamese – Convenor 
2. Mr. Leeladhar Chauhan, Asst. Professor, Physics – Member 
3. Ms. Ashok Kr. , Asst. Professor, Statistics - Member 

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