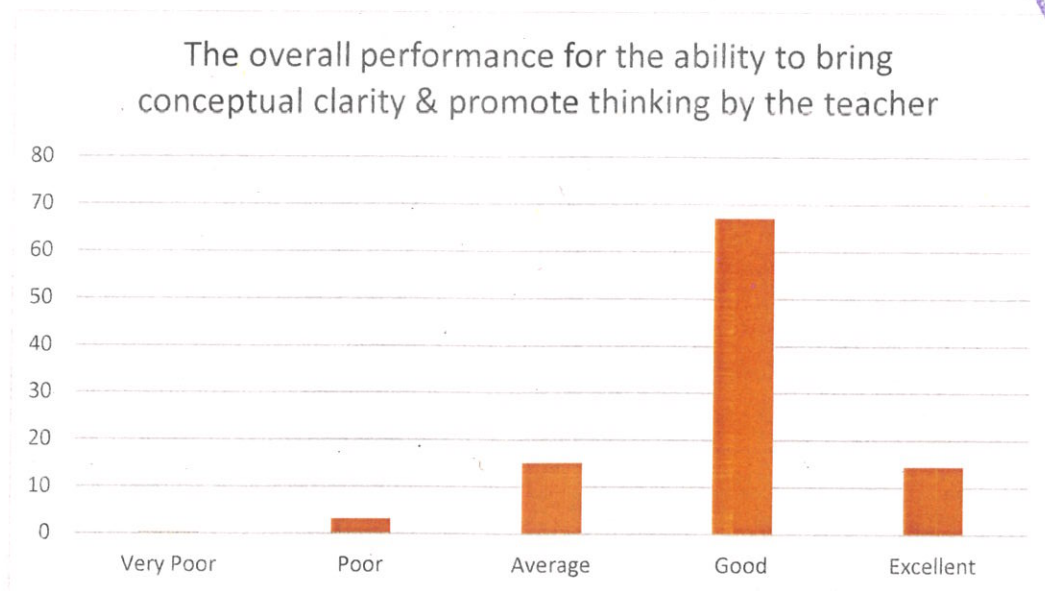


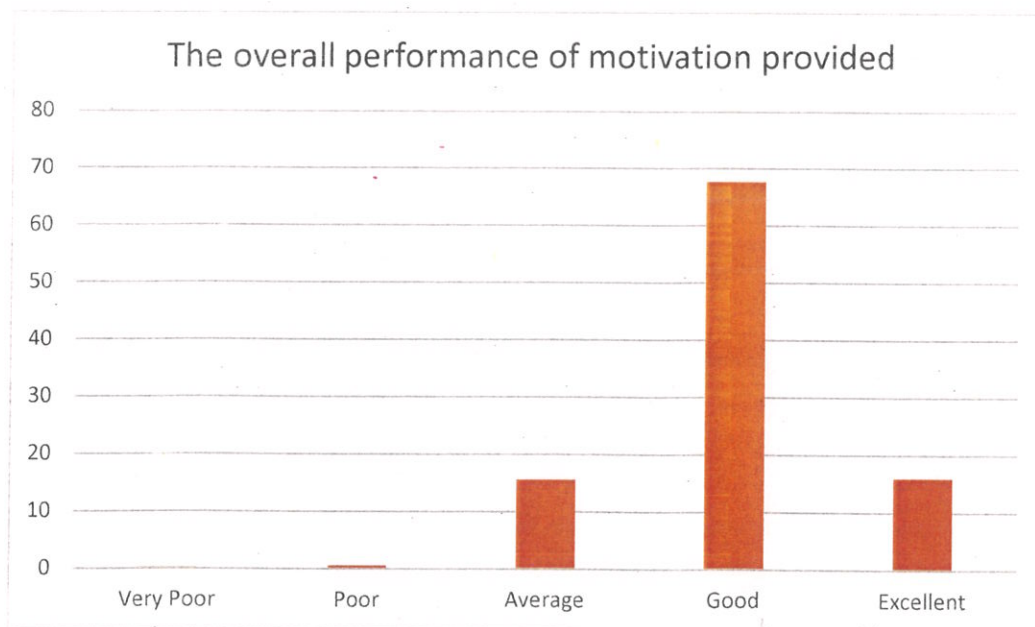
# ANALYSIS OF STUDENTS' FEEDBACK REPORT 2024

## FYUG 1<sup>ST</sup> Semester




**Graph 1: The Ability to bring conceptual clarity and promote thinking ability by the teacher**

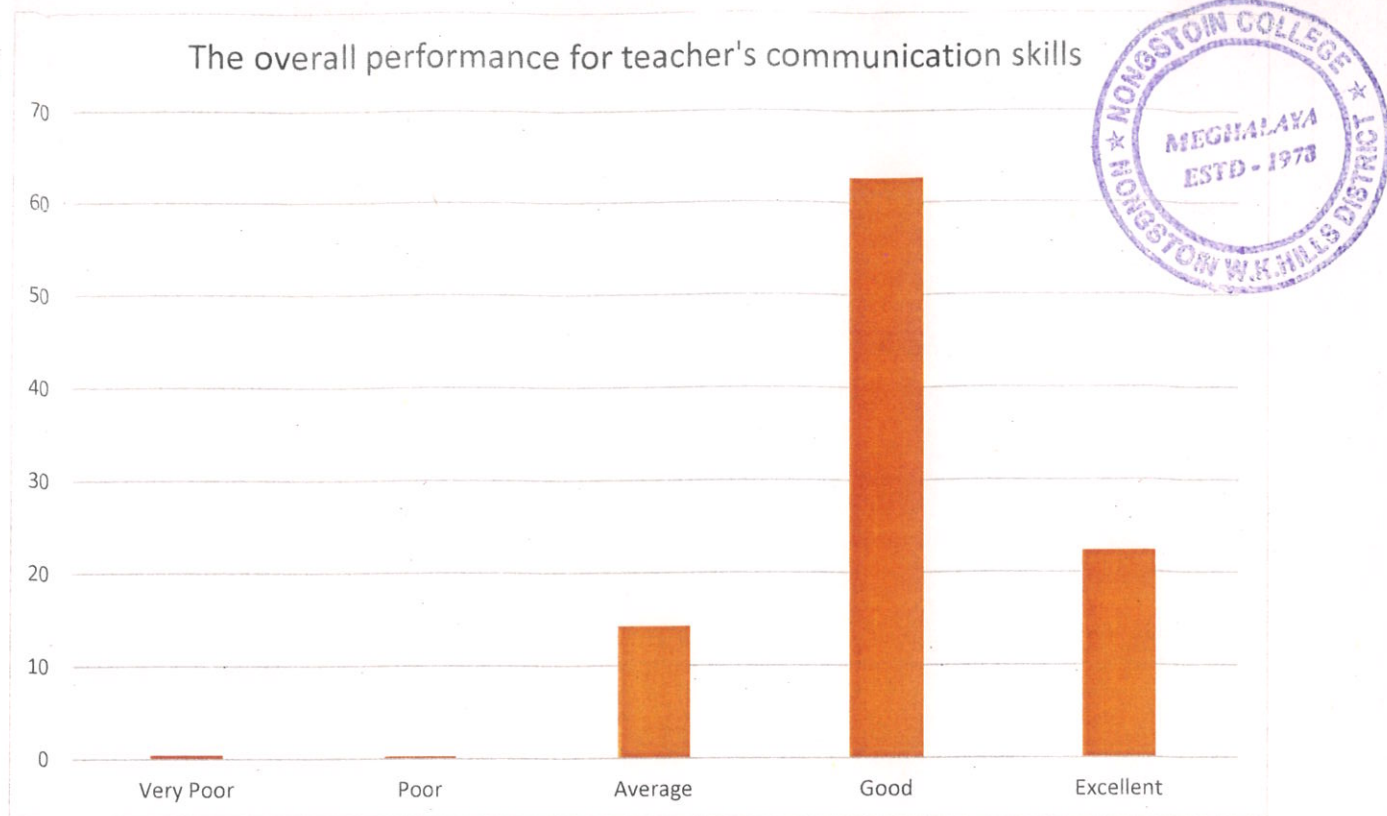
From the above graph-1, it can be seen that students believe that about 14.42% of teachers are excellent at bringing conceptual clarity and promoting thinking ability, 67.09% are good, 15.09% are average, 3.19% are poor, and 0.19% are very poor.



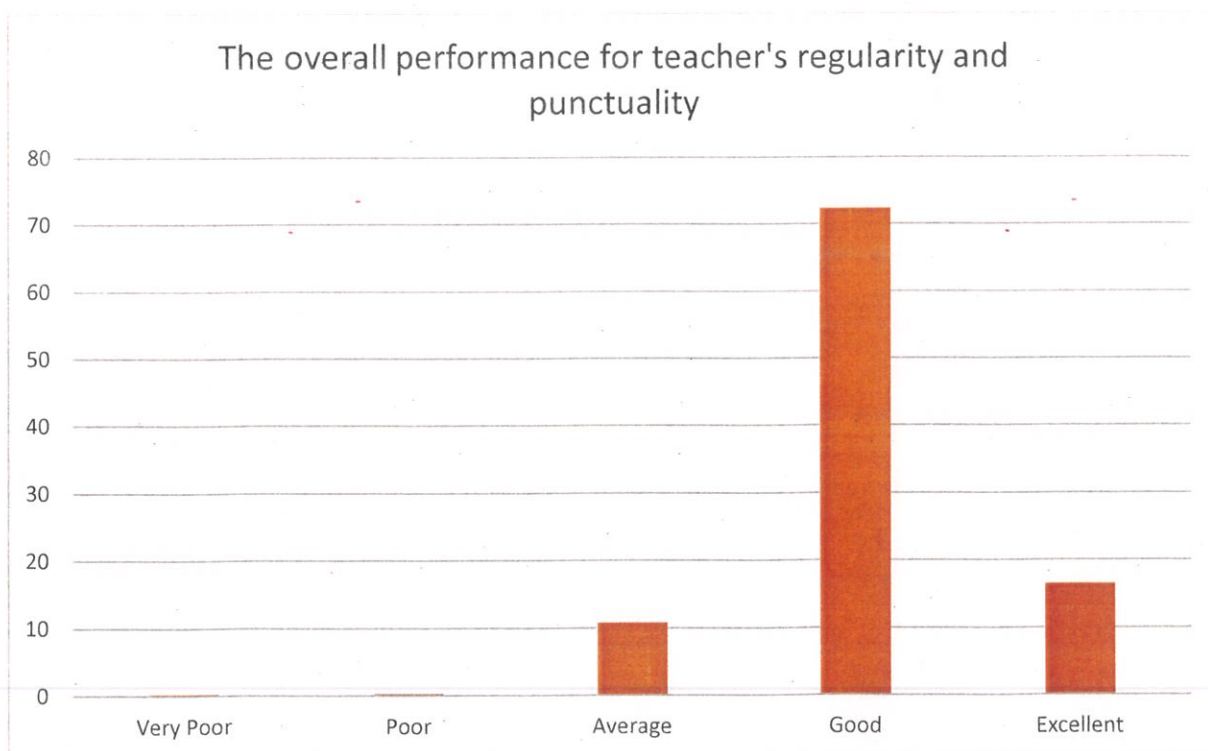
**Graph 2: Motivation provided**

From the above graph 2, it can be seen that students believe that about 15.93% of teachers are excellent at providing motivation, 67.69% are good, 15.54% are average, 0.56% are poor, and 0.22% are very poor.

  
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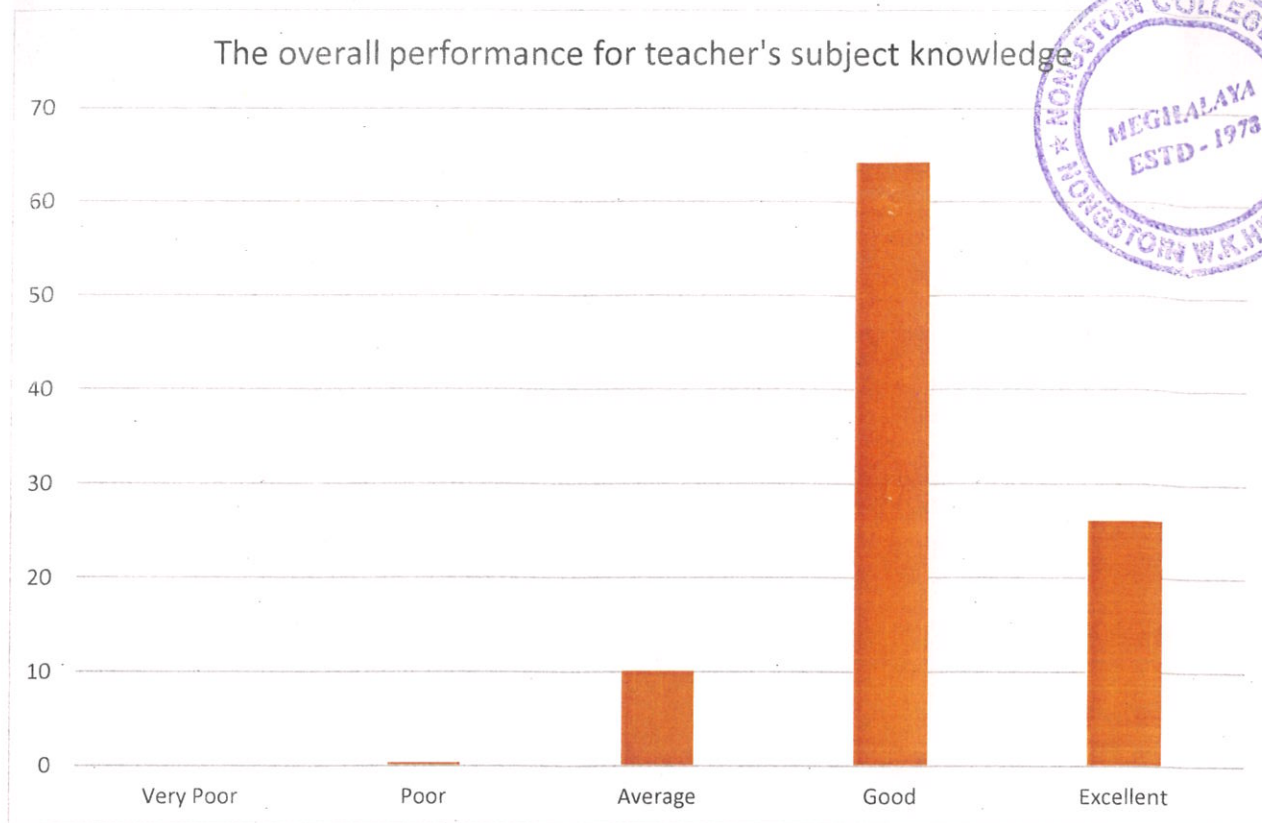
From the above graph 3, it can be seen that students believe that about 22.37% of teachers are excellent at communication skills, 62.69% are good, 14.25% are average, 0.26% are poor, and 0.42% are very poor.



**Graph 4: Teachers' regularity and punctuality**

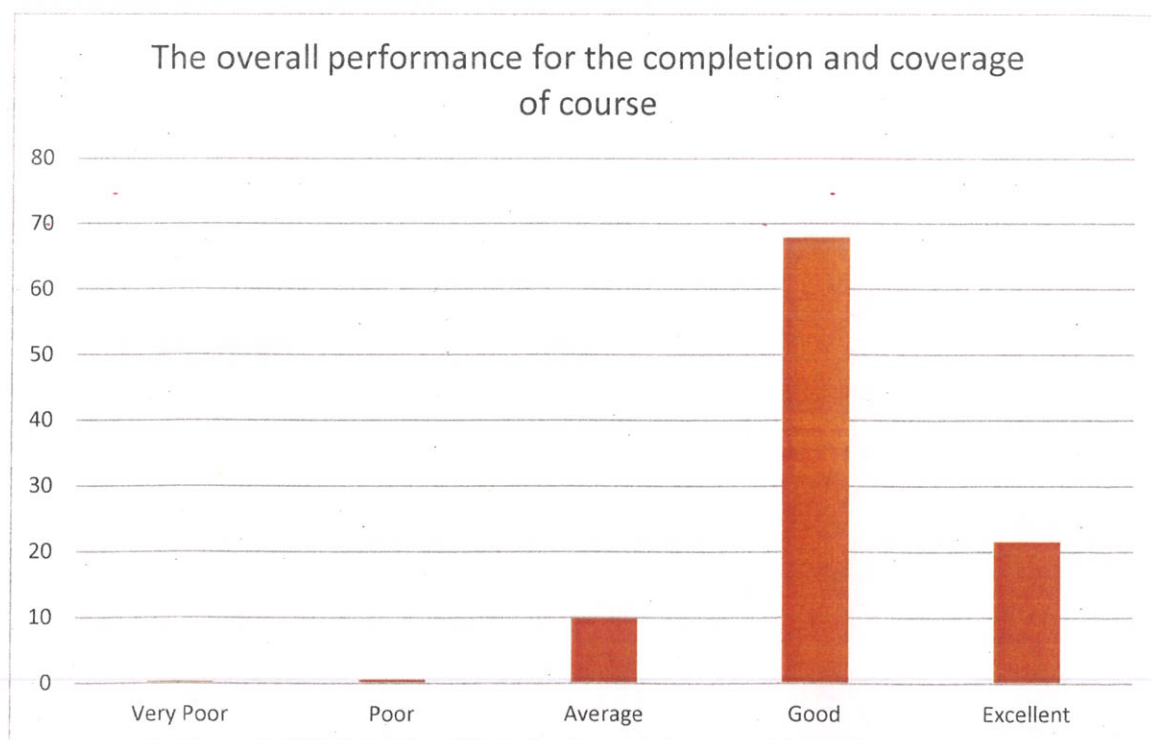
From the above graph 4, it can be seen that students believe that about 16.46% of teachers are excellent concerning their regularity and punctuality, 72.36% are good, 10.74% are average, 0.24% are poor, and 0.2% are very poor.

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**Graph 5: Teachers' subject knowledge**

From the above graph 5, it can be seen that students believe that about 26.09% of teachers are excellent at their subject knowledge, 64.23% are good, 10.09% are average, and 0.32% are poor.



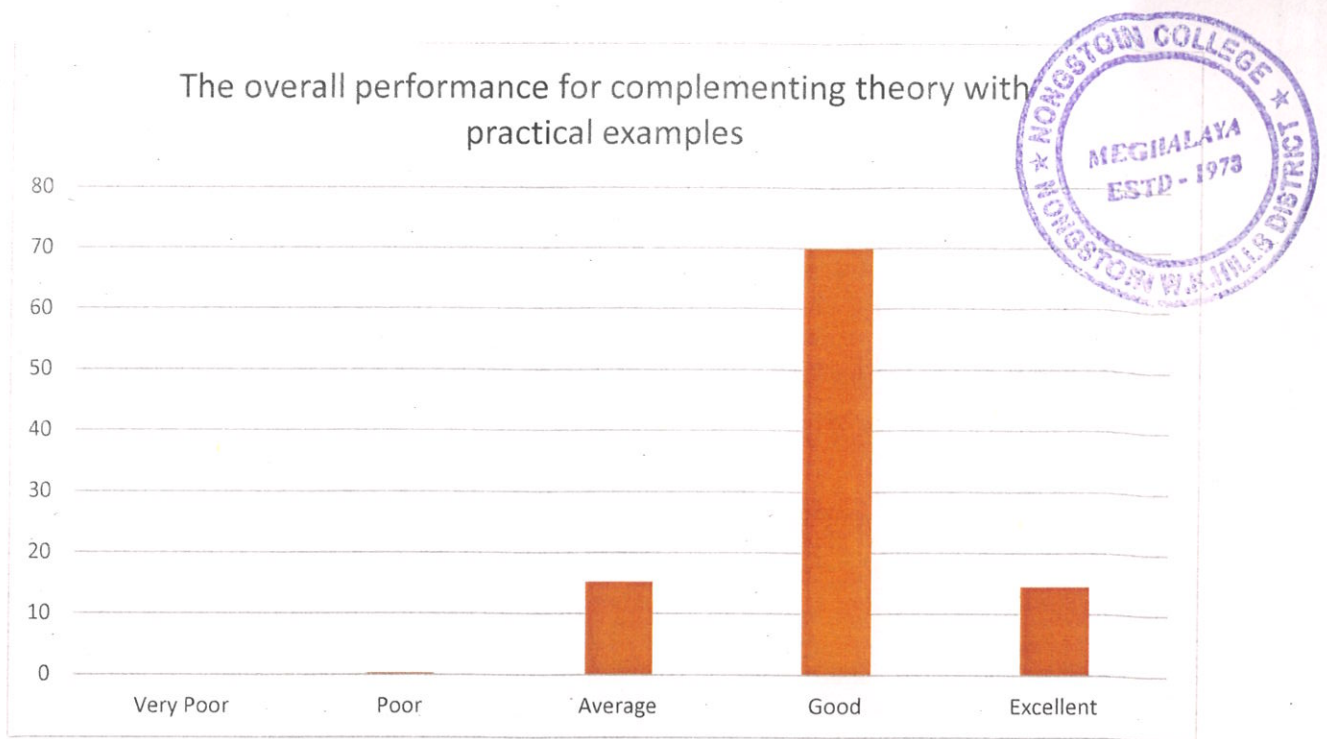
**Graph 6: Completion and coverage of the course**

From the above graph 6, it can be seen that students believe that about 21.54% of teachers are excellent at completion and coverage of their course, 67.9% are good, 9.85% are average, 0.51% are poor, and 0.2% are very poor.



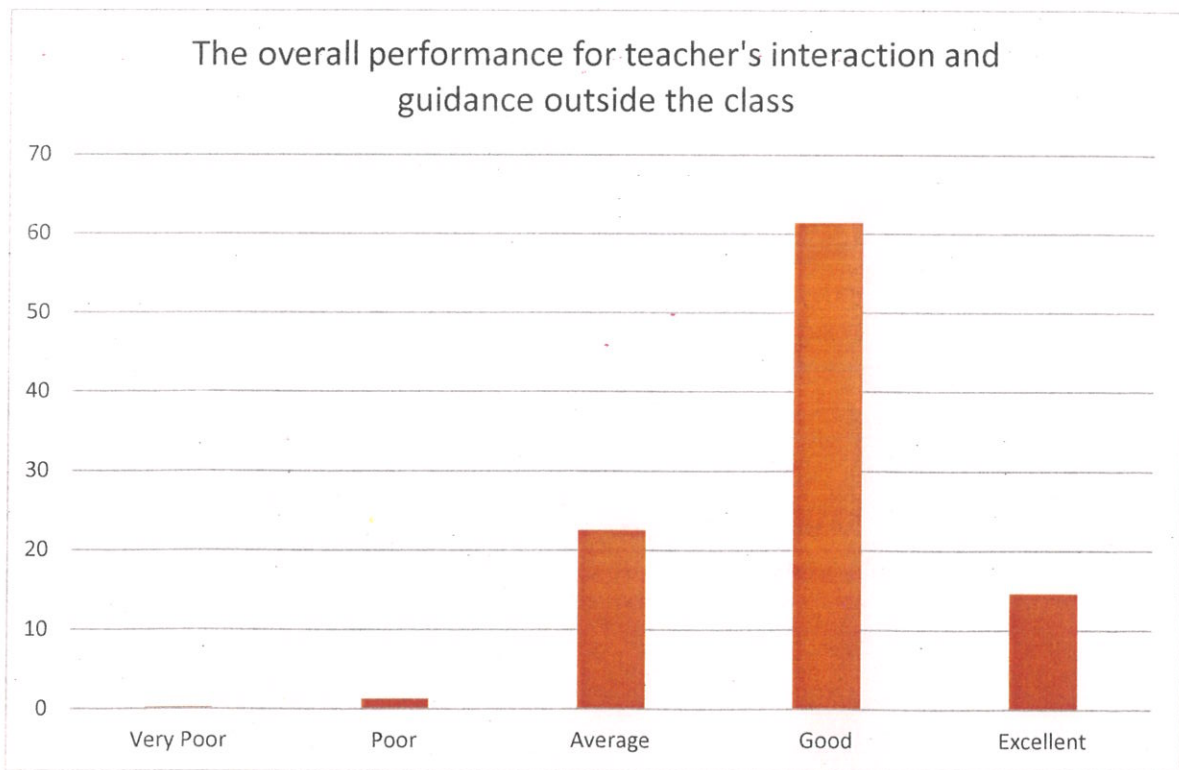
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**Graph 7: Complementing theory with practical examples**

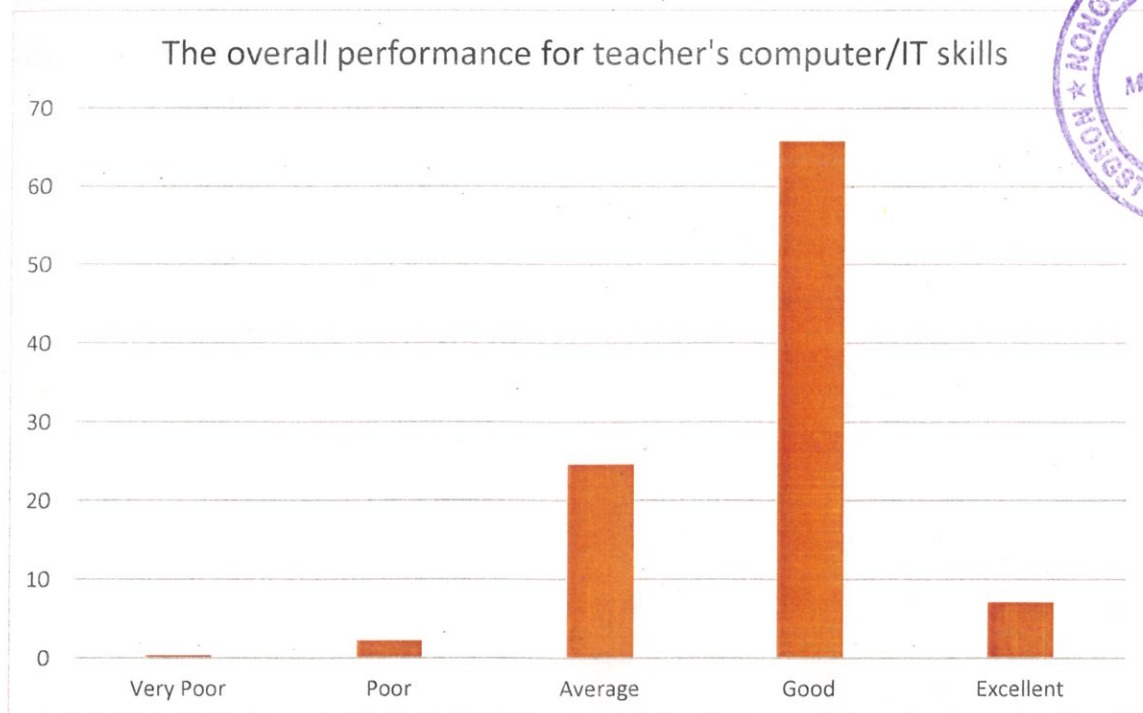
From the above graph 7, it can be seen that students believe that about 14.52% of teachers are excellent at complementing theory with practical examples, 69.98% are good, 15.25% are average, and 0.25% are poor.



**Graph 8: Teacher's interaction and guidance outside the class**

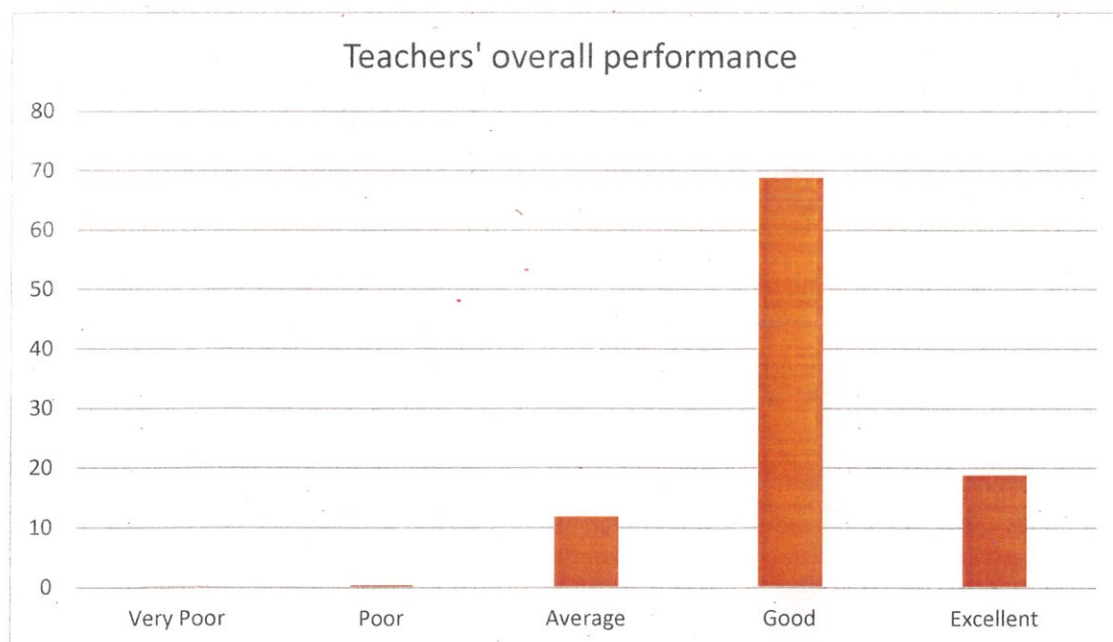
From the above graph 8, it can be seen that students believe that about 14.59% of teachers are excellent at interaction and guidance outside the class, 61.38% are good, 22.56% are average, 1.31% are poor, and 0.19% are very poor.

  
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**Graph 9: Teacher's computer/ IT skills**

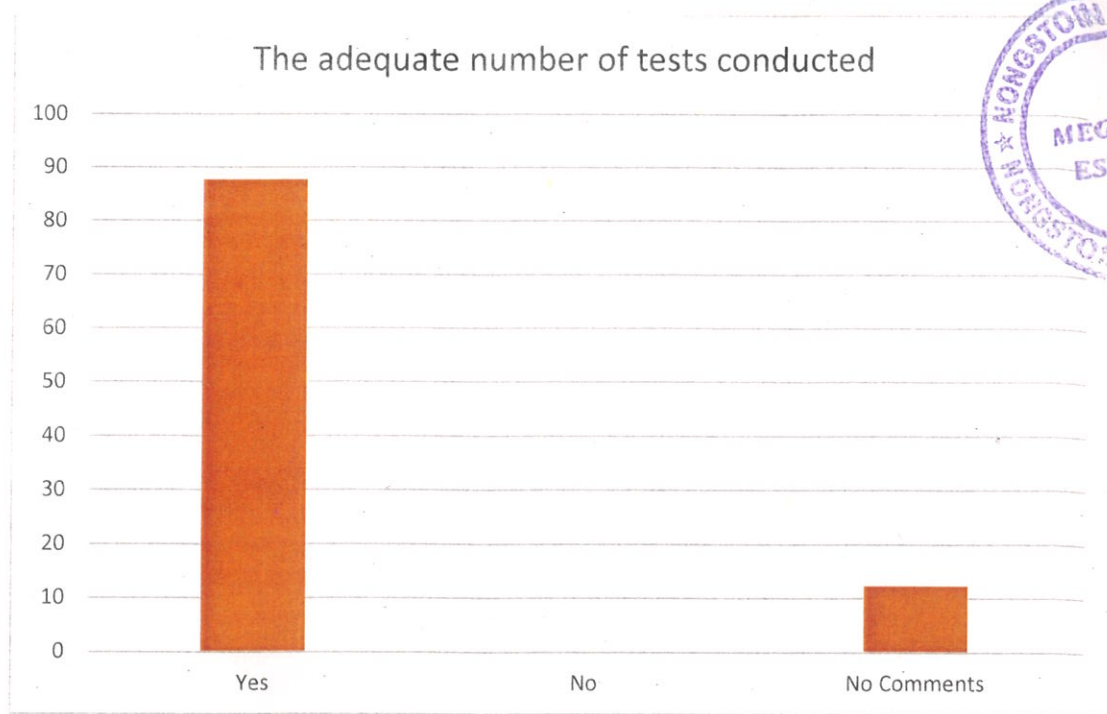
From the above graph 9, it can be seen that students believe that about 7.09% of teachers are excellent at using computers and IT skills, 65.79% are good, 24.61% are average, 2.18% are poor, and 0.31% are very poor.



**Graph 10: Teacher's overall performance**

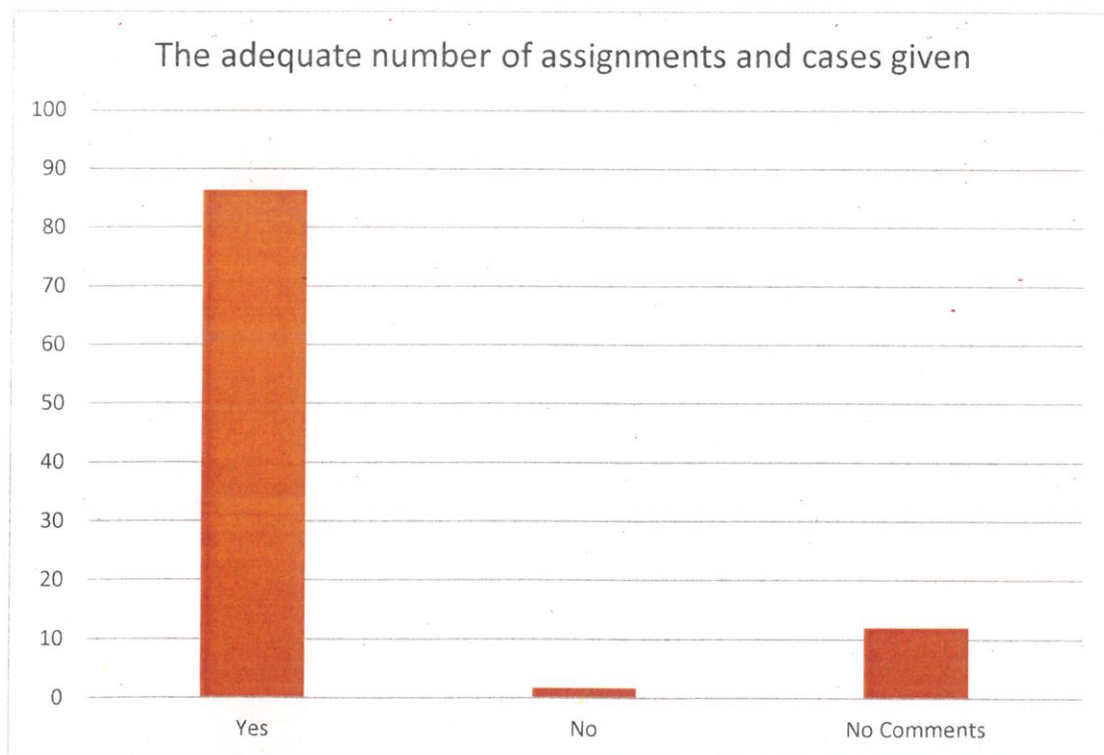
From the above graph 10, it can be seen that students believe that about 18.82% of teachers are excellent at their overall performance, 68.76% are good, 11.87% are average, 0.34% are poor, and 0.2% are very poor.

  
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**Graph 11: Adequate number of tests conducted**

From the above graph 11, the adequate number of tests conducted shows that 87.67% agree, and 12.29% have no comments.

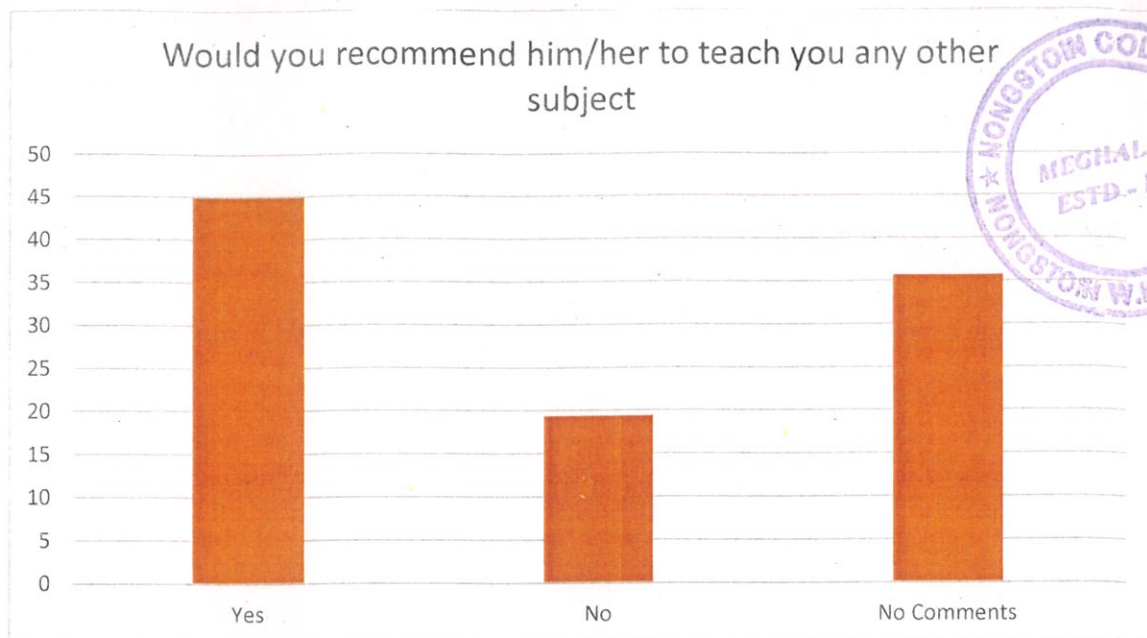


**Graph 12: Adequate number of assignments and cases given**

From the above graph 12, the adequate number of assignments and cases given shows that 86.31% agree, 1.69% disagree, and 12% have no comments.

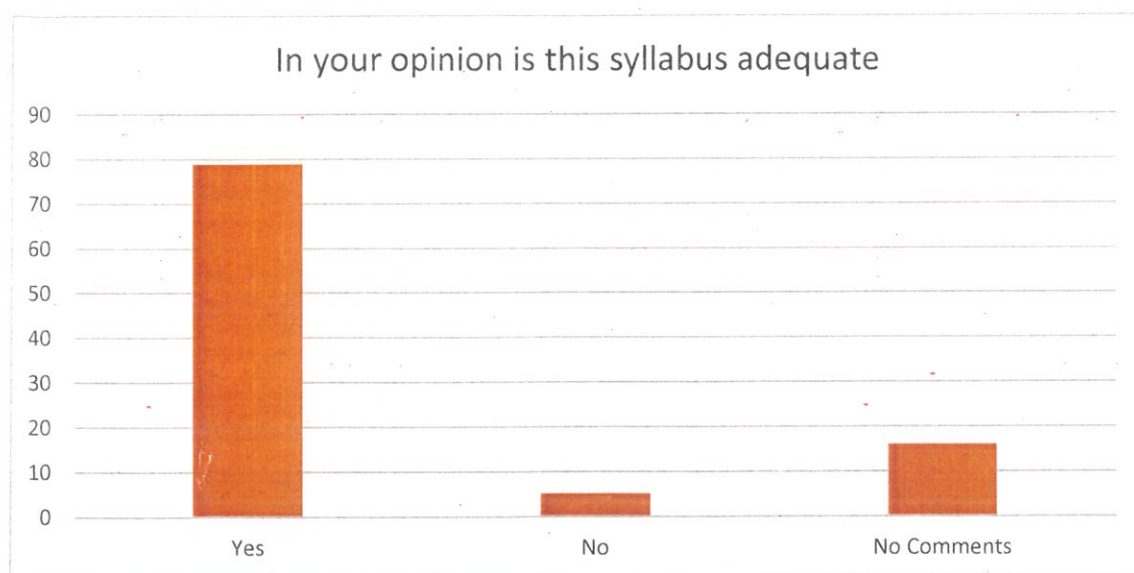


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**Graph 13: would you recommend hm/her to teach you any other subject**

From the above graph 13, would you recommend him/her to teach you any other subject shows that 44.94% agree, 19.38% disagree, and 35.68% have no comments.

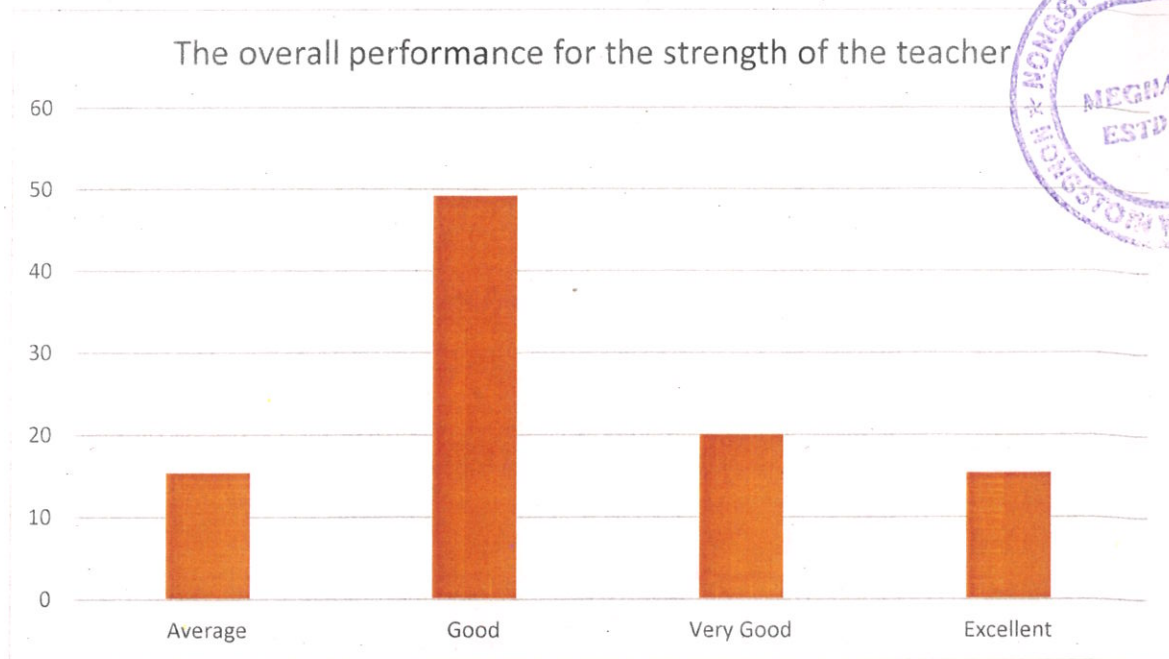


**Graph 14: In your opinion is this syllabus adequate**

From the above graph 14, in your opinion, is this syllabus adequate shows that 78.89% agree, 5.12% disagree, and 15.99% have no comments.

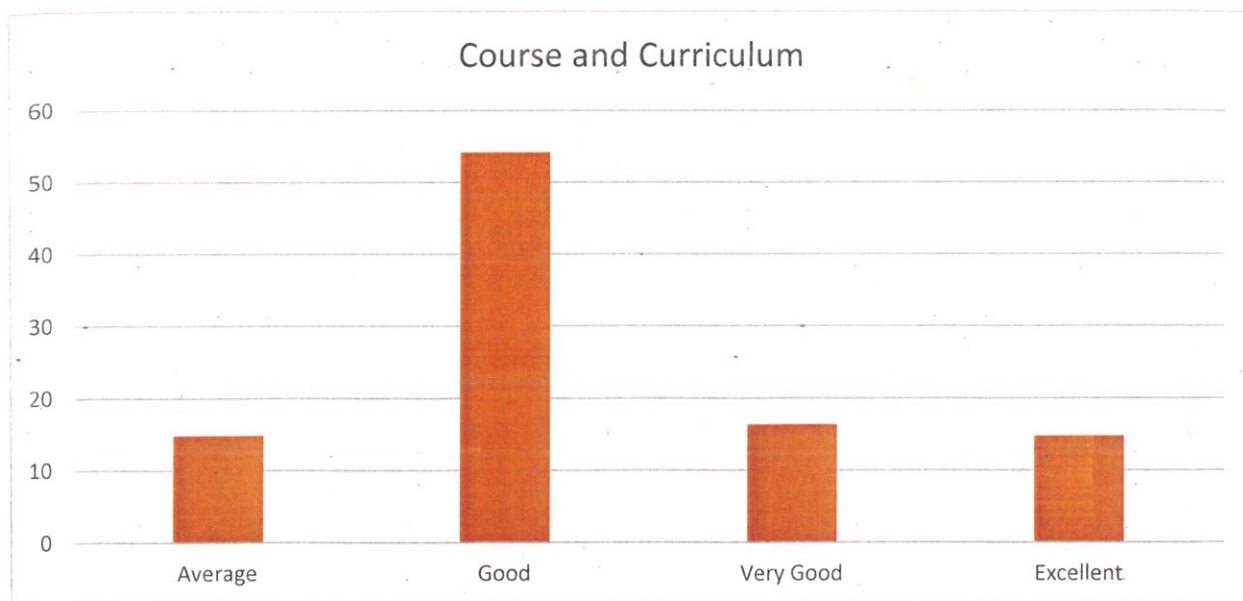
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**Graph 15: The strength of the teacher**

From the above graph 15, the strength of the teacher shows that 15.39% are excellent, 20.03% are very good, 49.19% are good, and 15.39% are average.



**Graph 16: Course and Curriculum**

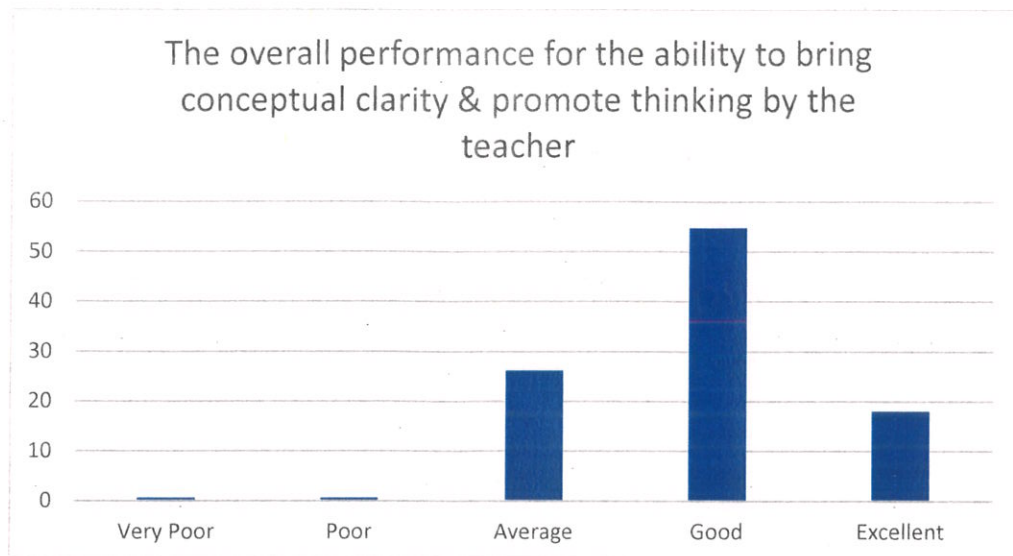
From the above graph 16, the course and curriculum show that 14.71% are excellent, 16.32% are very good, 54.12% are good, and 14.84% are average.

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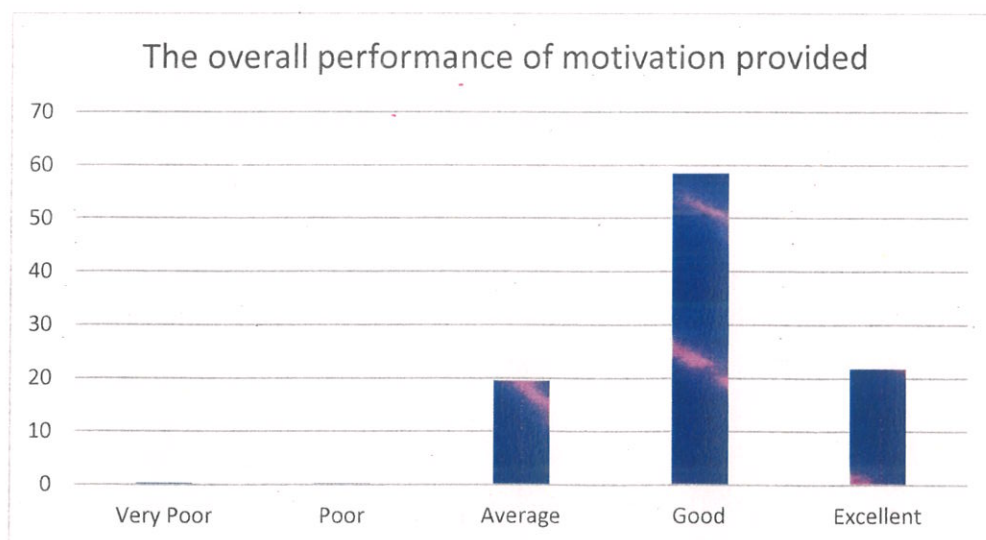


## FYUG 3<sup>rd</sup> Semester



**Graph 17: The Ability to bring conceptual clarity and promote thinking ability by the teacher**

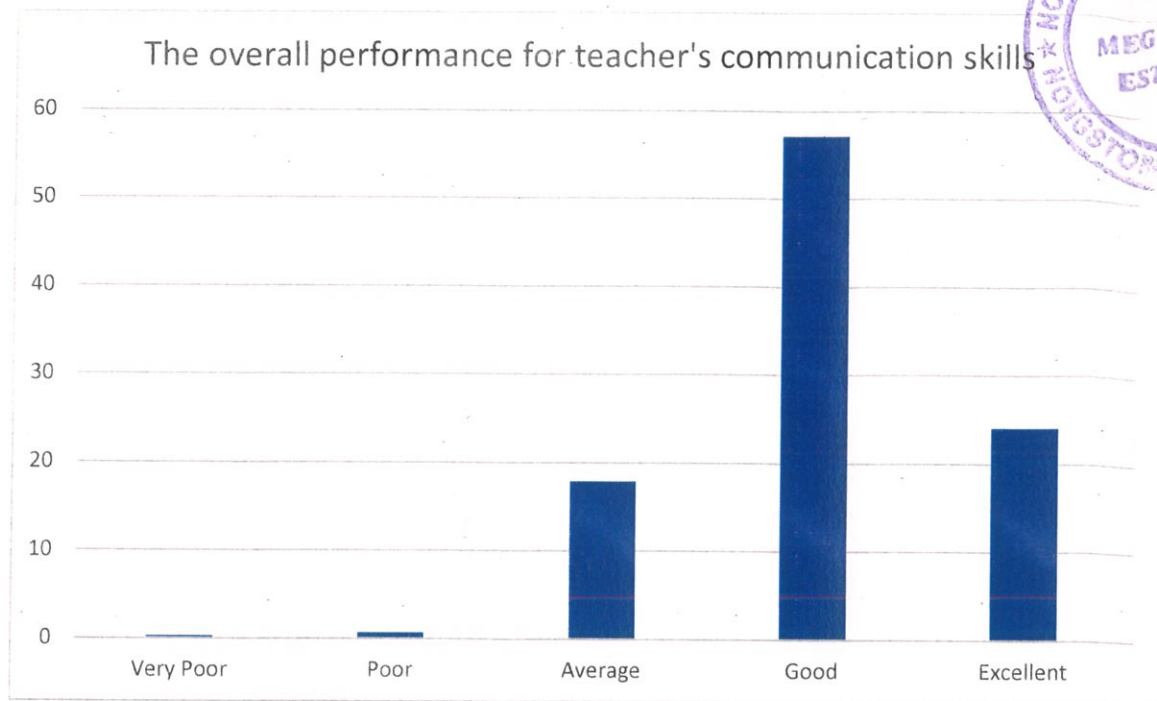
From the above graph 17, it can be seen that students believe that about 17.99% of teachers are excellent at bringing conceptual clarity and promoting thinking ability, 54.72% are good, 26.19% are average, 0.52% are poor, and 0.55% are very poor.



**Graph 18: Motivation provided**

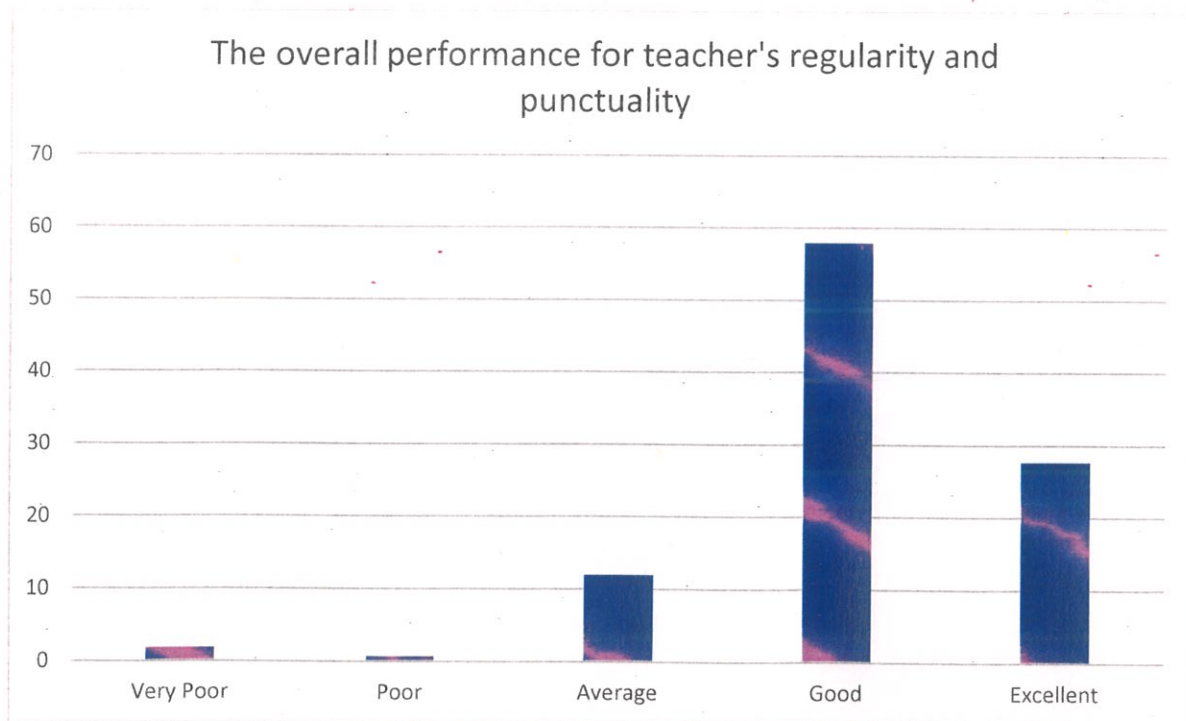
From the above graph 18, it can be seen that students believe that about 21.7% of teachers are excellent at providing motivation, 58.41% are good, 19.46% are average, 0.18% are poor, and 0.24% are very poor.

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**Graph 19: Teachers' communication skills**

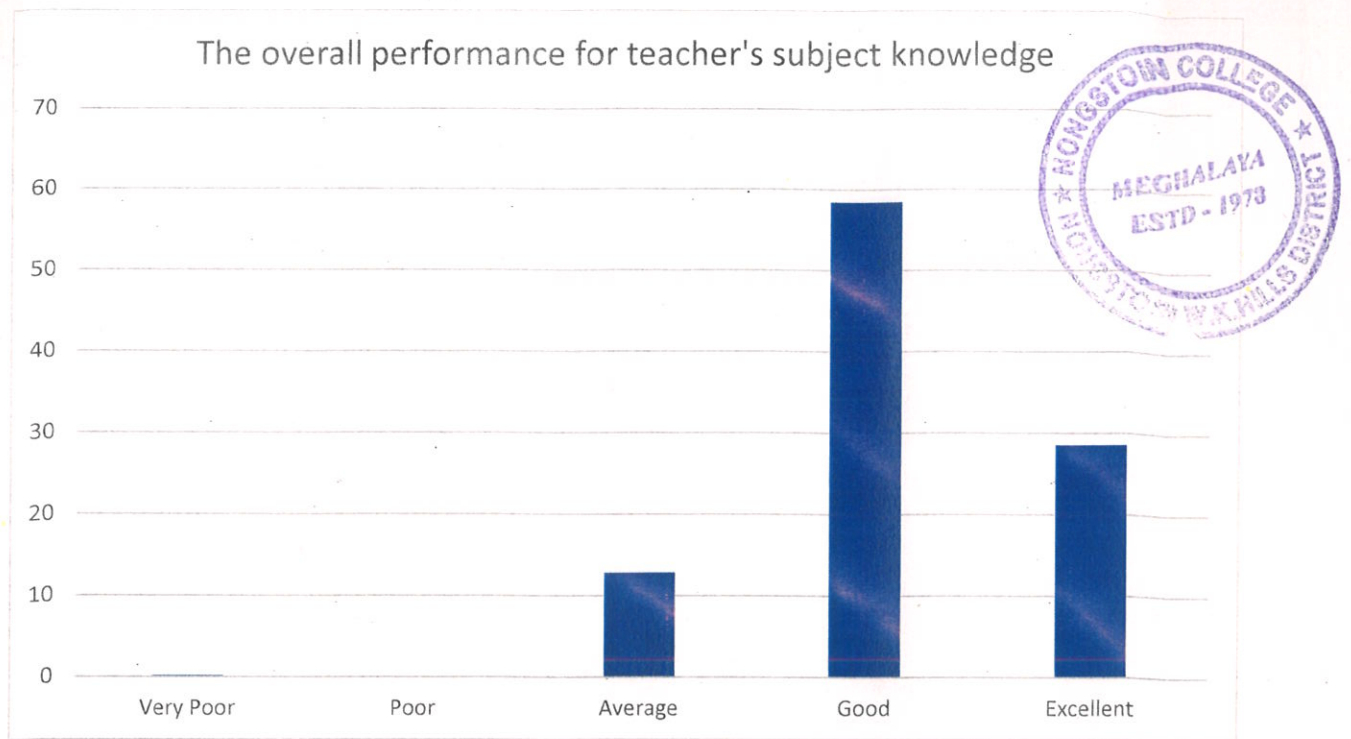
From the above graph 19, it can be seen that students believe that about 24.06% of teachers are excellent at communication skills, 57.14% are good, 17.89% are average, 0.65% are poor, and 0.25% are average.



**Graph 20: Teacher's regularity and punctuality**

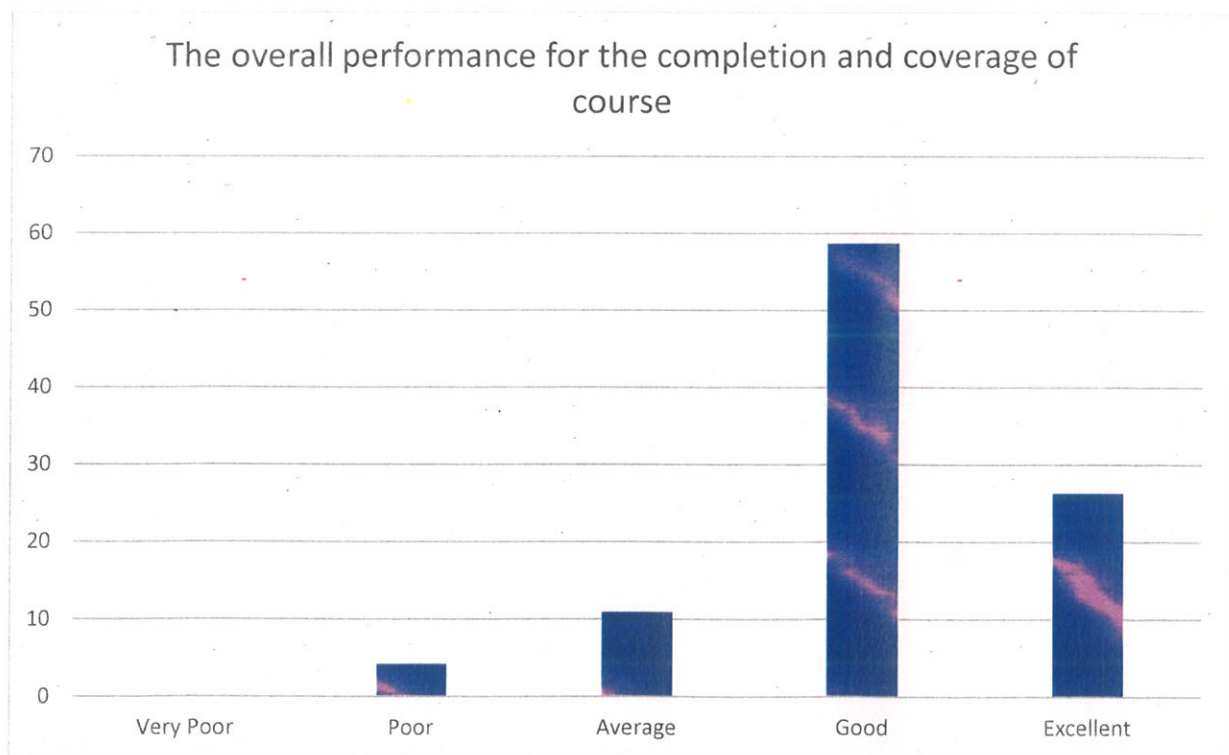
From the above graph 20, it can be seen that students believe that about 27.67% of teachers are excellent concerning their regularity and punctuality, 57.91% are good, 11.91% are average, 0.69% are poor, and 1.82% are average.

  
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**Graph 21: Teacher's subject knowledge**

From the above graph 21, it can be seen that students believe that about 28.55% of teachers are excellent at their subject knowledge, 58.48% are good, 12.82% are average, and 0.15% are very poor.

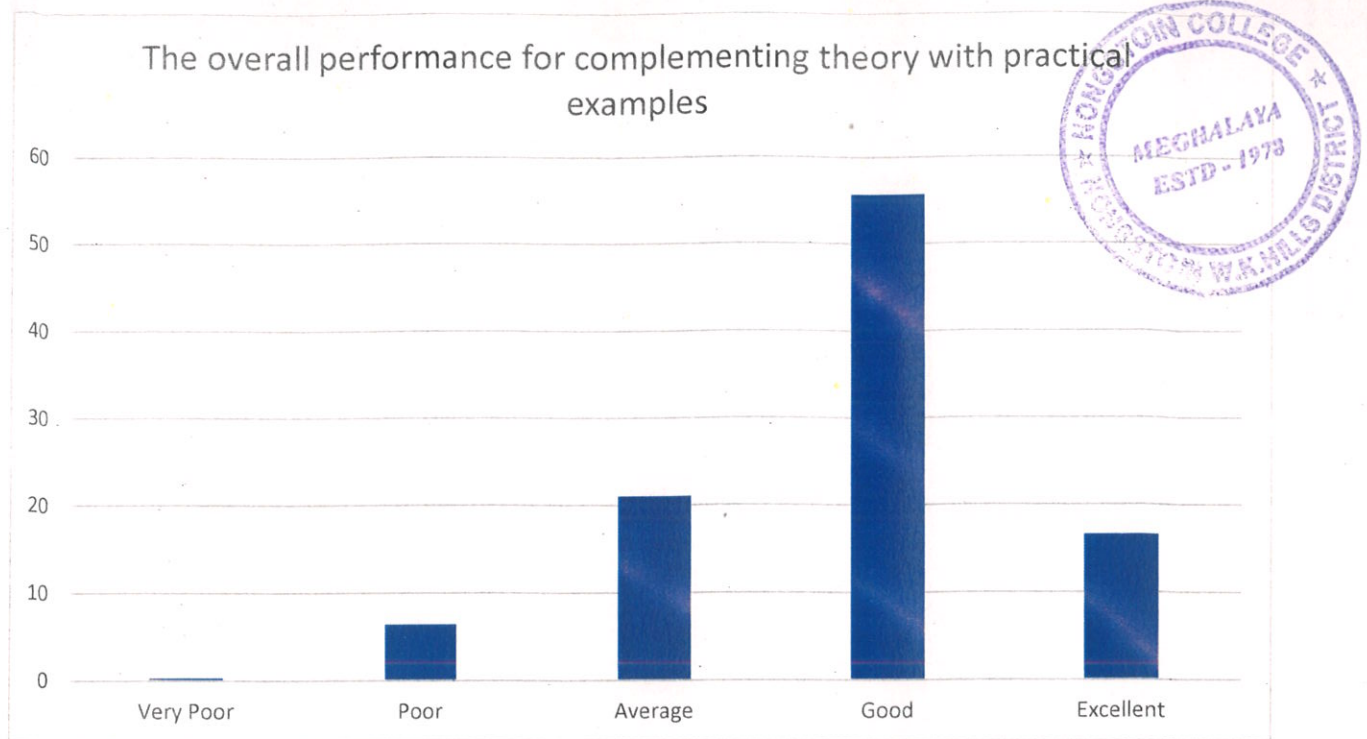


**Graph 22: Completion and coverage of the course**

From the above graph 22, it can be seen that students believe that about 26.27% of teachers are excellent at completion and coverage of their course, 58.67% are good, 10.88% are average, and 4.18% are poor.

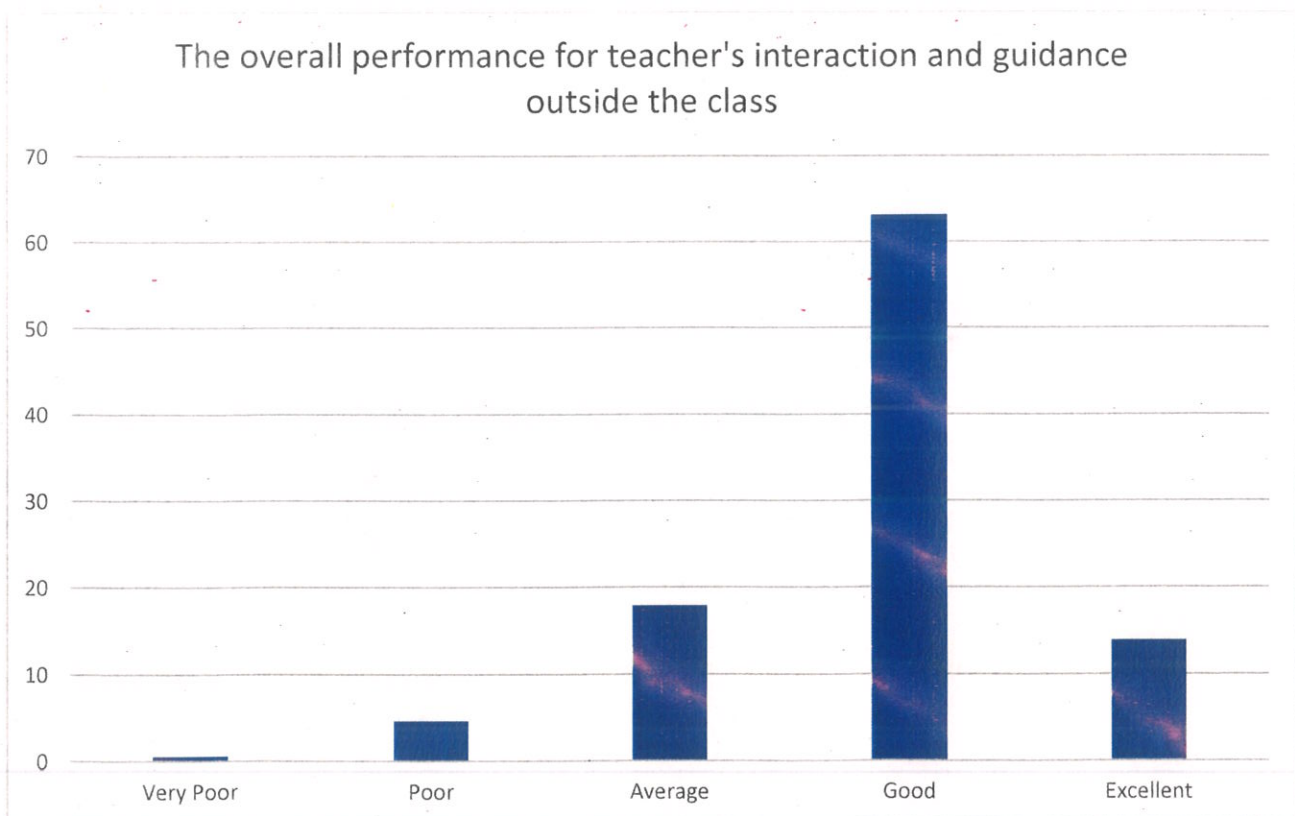
  
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**Graph 23: Complementing theory with practical examples**

From the above graph 23, it can be seen that students believe that about 16.63% of teachers are excellent at complementing theory with practical examples, 55.67% are good, 21.05% are average, 6.4% are poor, and 0.25% are very poor.

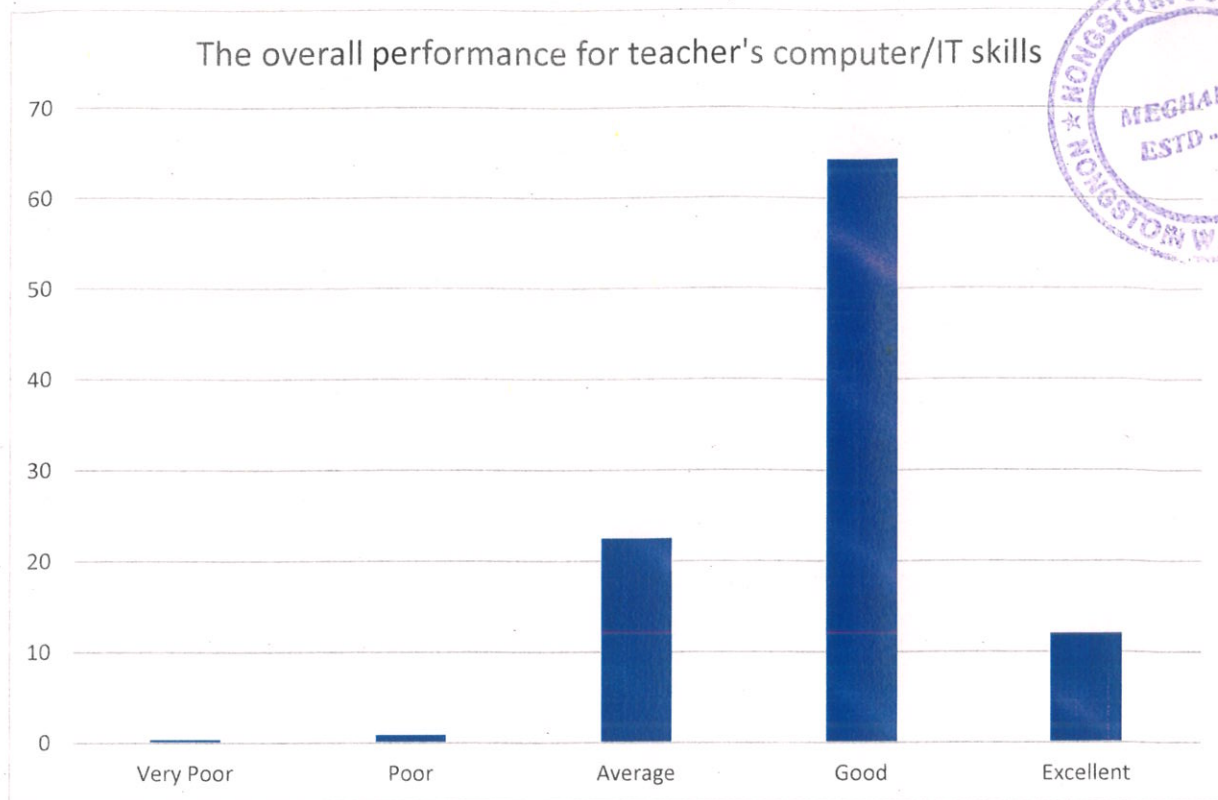


**Graph 24: Teacher's interaction and guidance outside the class**

From the above graph 24, it can be seen that students believe that about 13.87% of teachers are excellent at interaction and guidance outside the class, 63.14% are good, 17.87% are average, 4.59% are poor, and 0.54% are very poor.

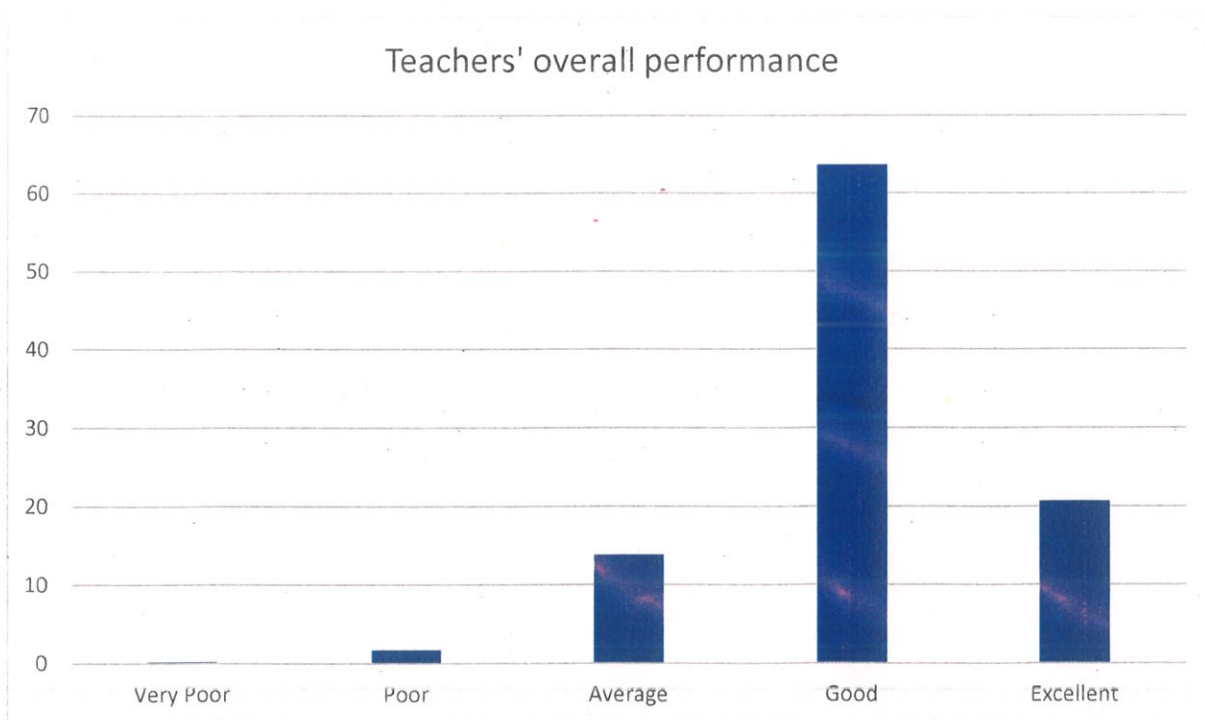
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**Graph 25: Teacher's computer/IT skills**

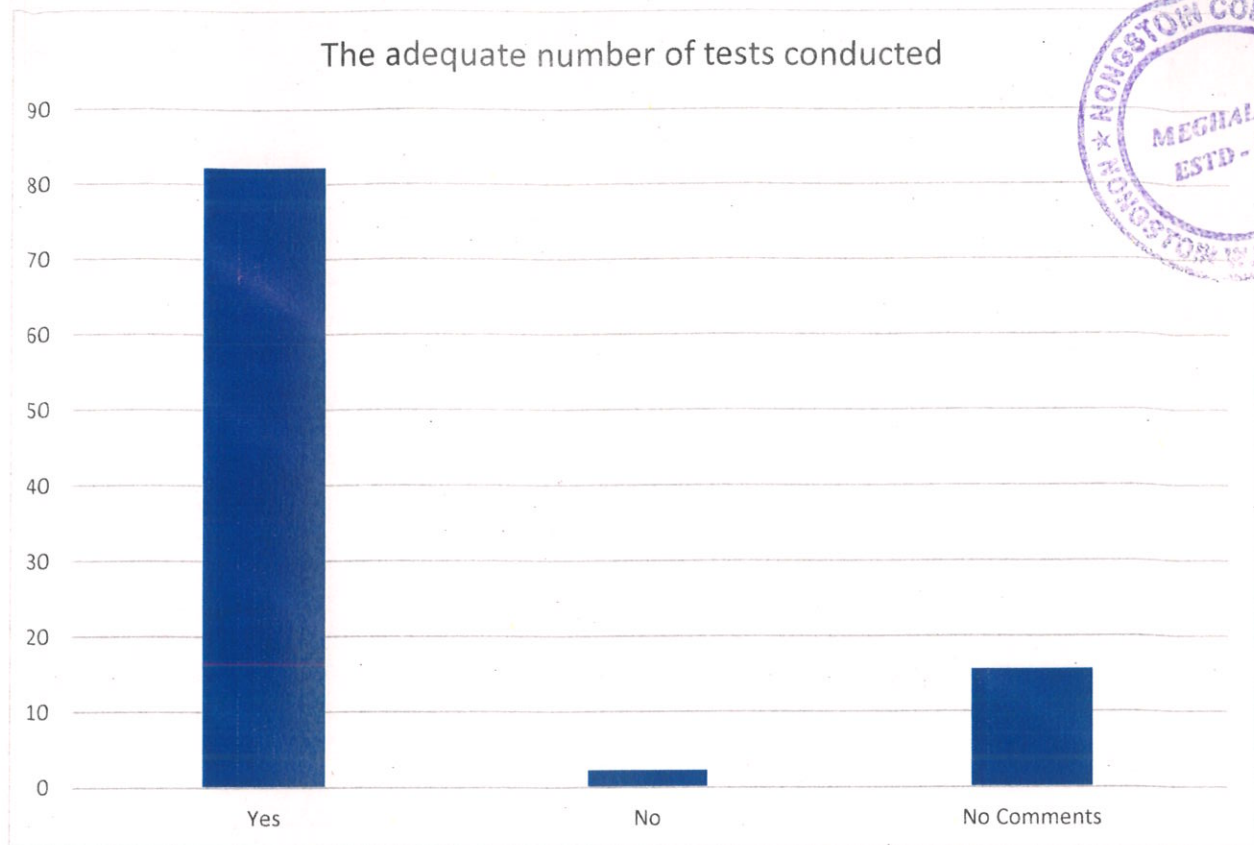
From the above graph 25, it can be seen that students believe that about 12.03% of teachers are excellent at using computers and IT skills, 64.36% are good, 22.48% are average, 0.83% are poor, and 0.29% are very poor.



**Graph 26: Teacher's overall performance**

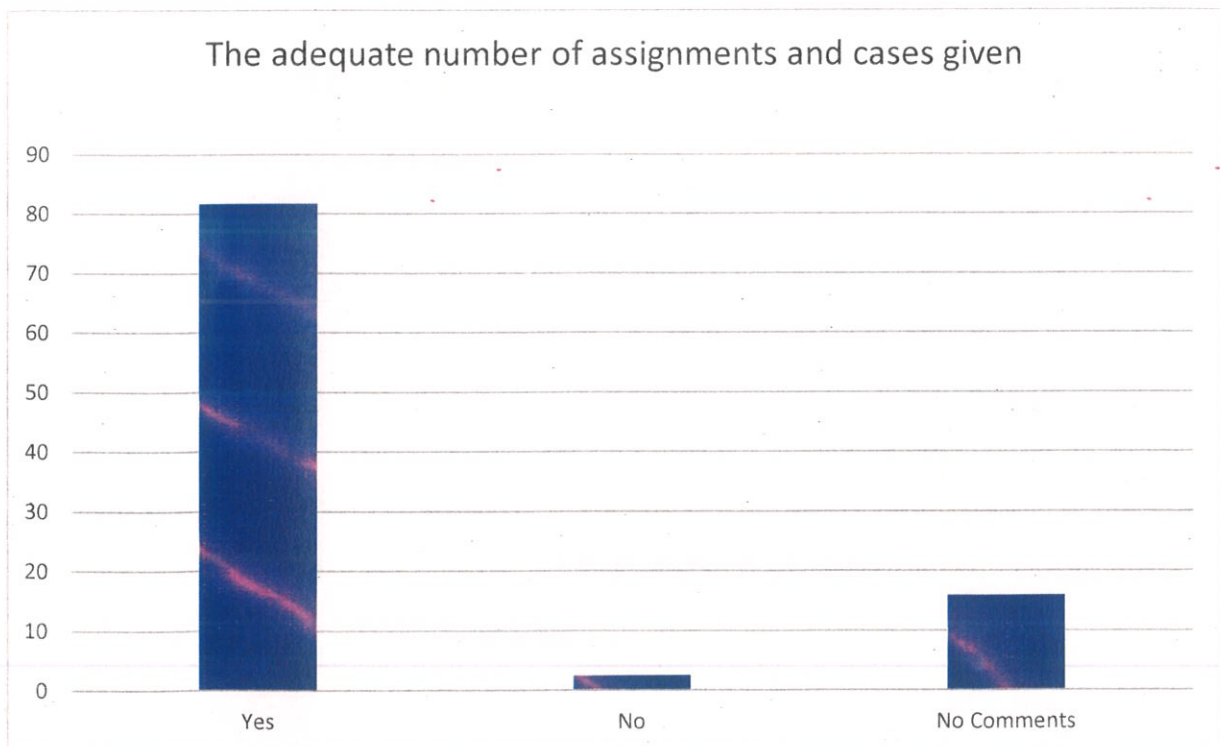
From the above graph 26, it can be seen that students believe that about 20.66% of teachers are excellent at their overall performance, 63.64% are good, 13.83% are average, 1.68% are poor, and 0.19% are very poor.

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**Graph 27: Adequate number of tests conducted**

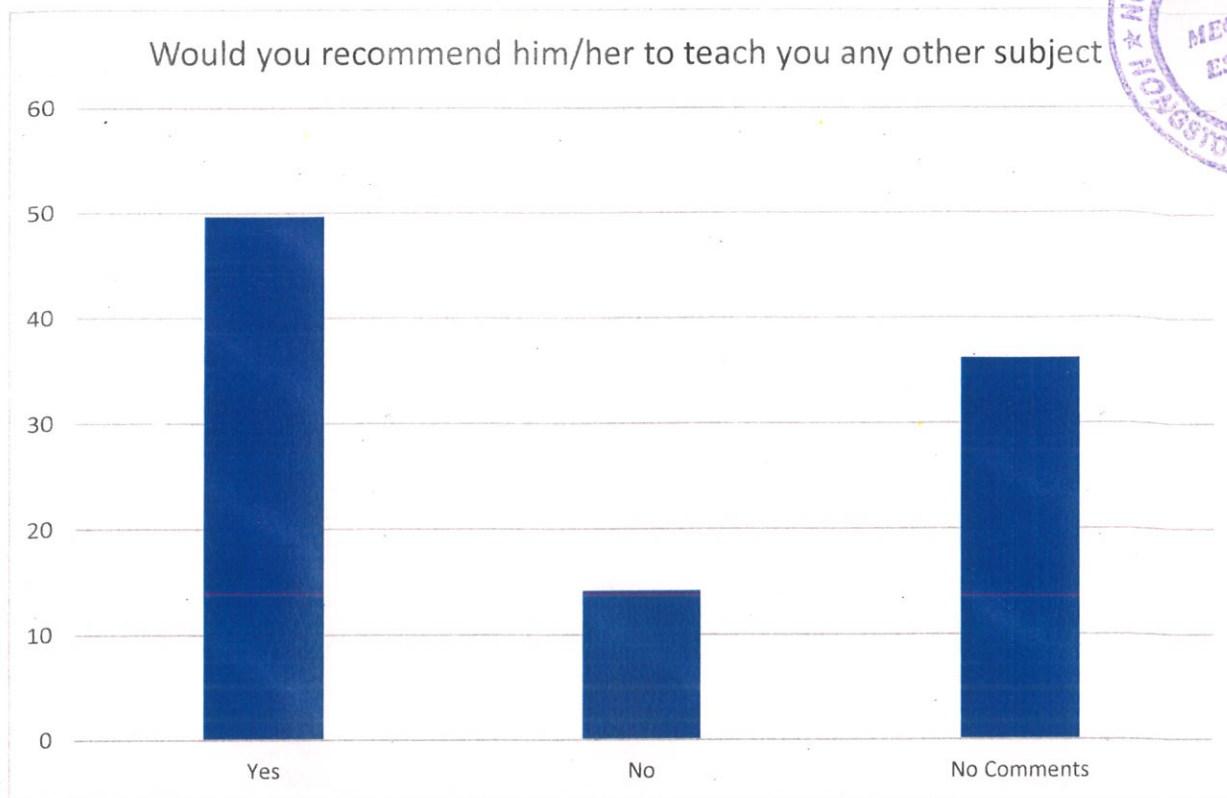
From the above graph 27, the adequate number of tests conducted shows that 15.63% agree, 2.21% disagree, and 82.16% have no comments.



**Graph 28: Adequate number of assignments and cases given**

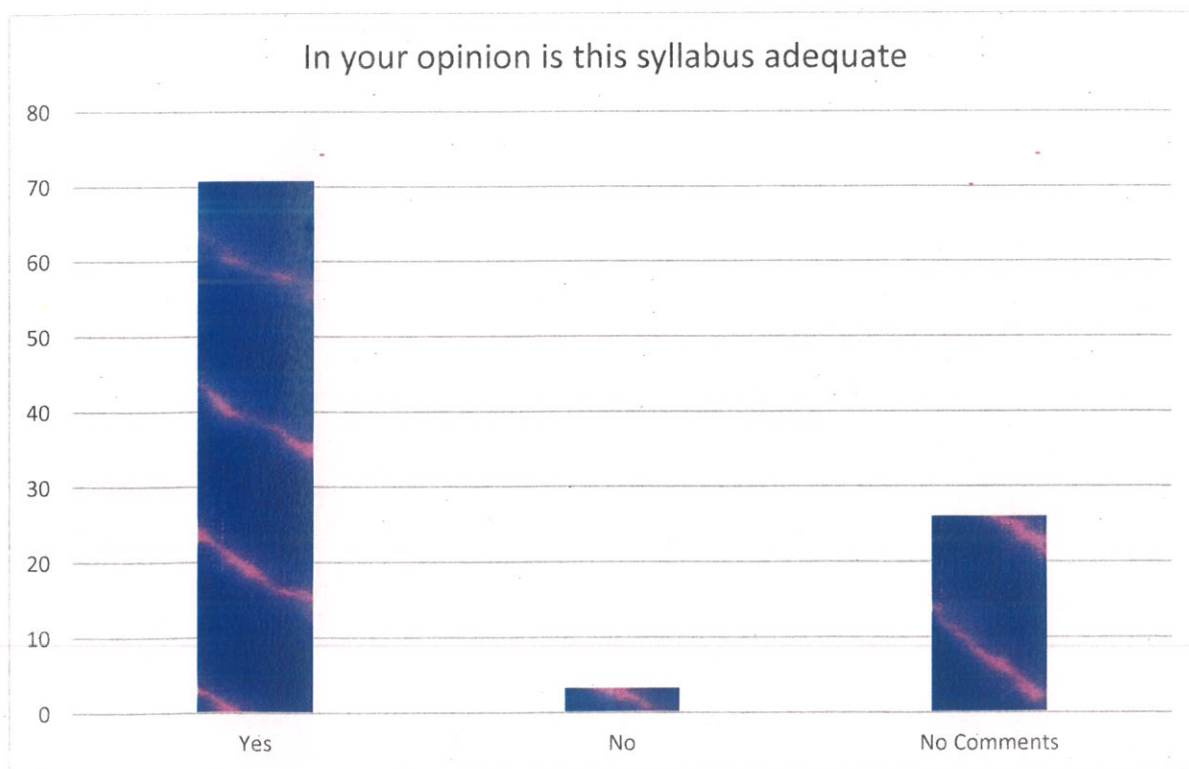
From the above graph 28, the adequate number of assignments and cases given shows that 81.67% agree, 2.46% disagree, and 15.87% have no comments.

*L. B.*  
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**Graph 29: Would you recommend him/her to teach you any other subject**

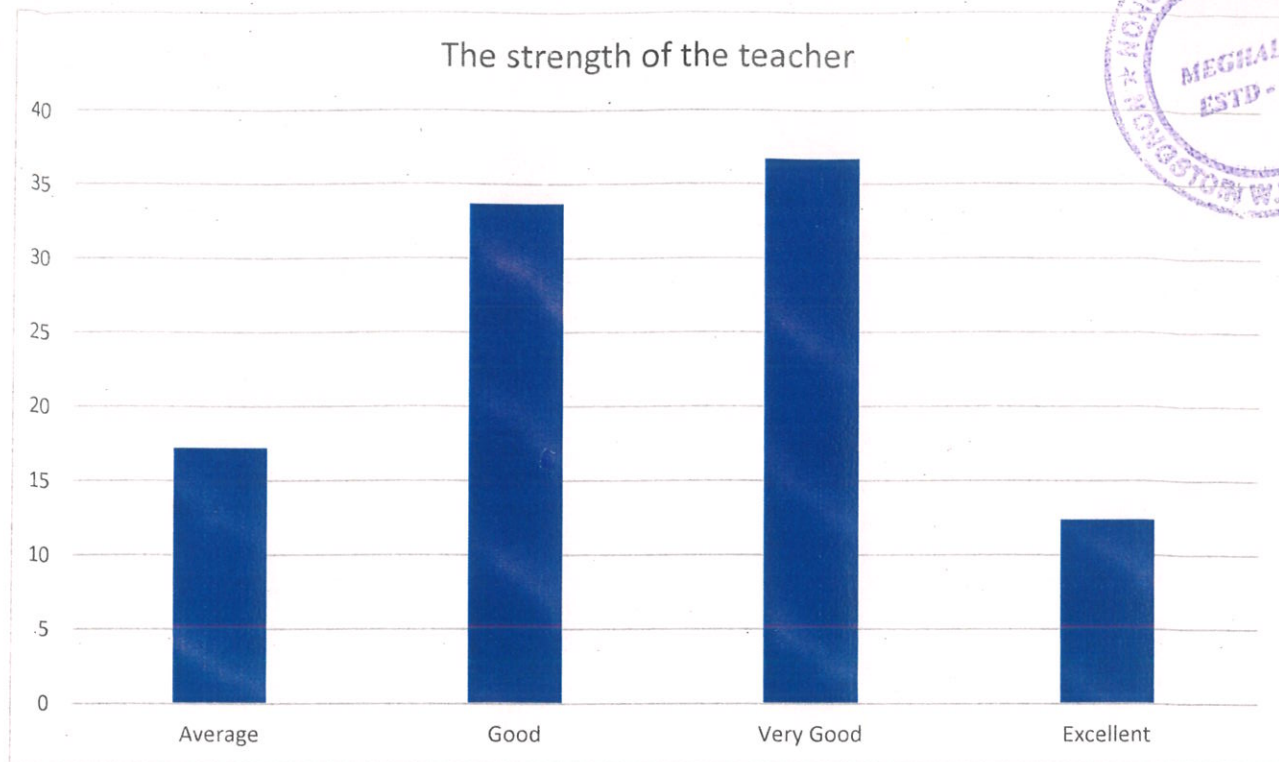
From the above graph 29, would you recommend him/her to teach you any other subject show that 49.66% agree, 14.16% disagree, and 36.18% have no comments.



**Graph 30: In your opinion, is the syllabus adequate**

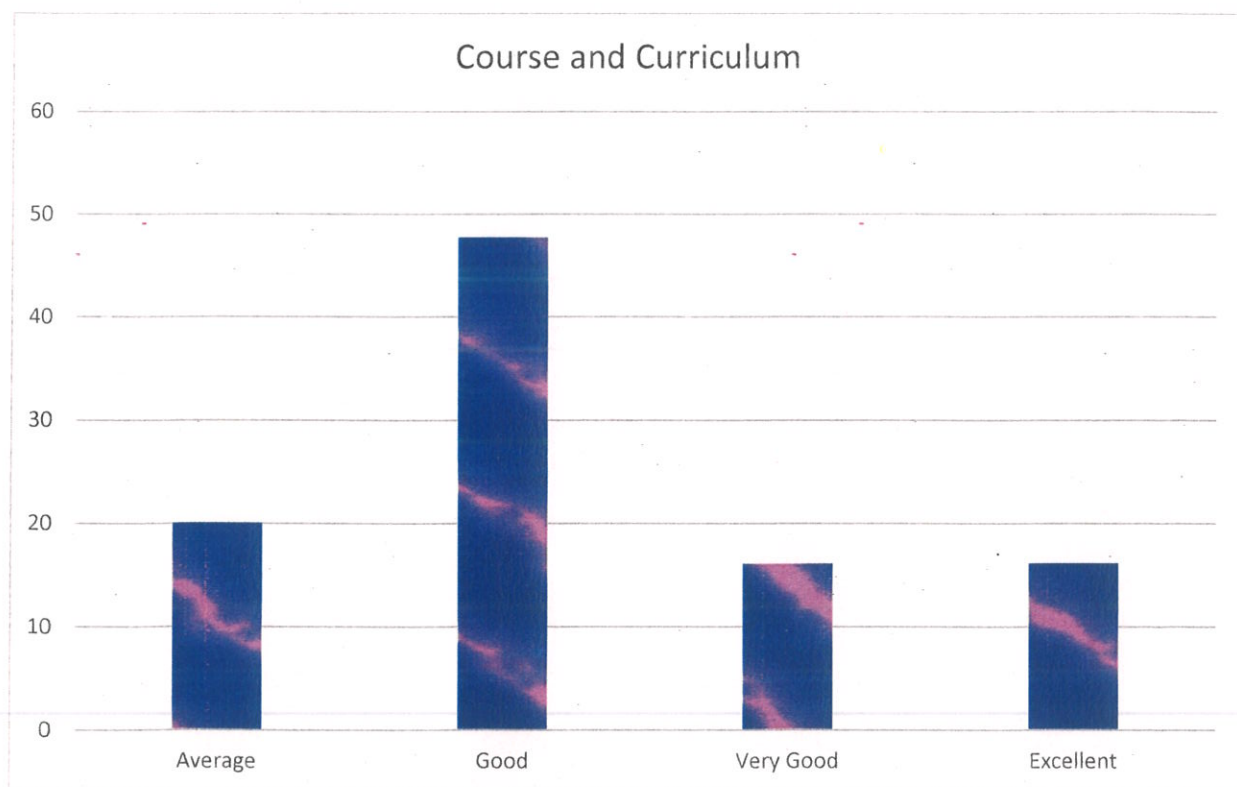
From the above graph 30, in your opinion, is this syllabus adequate shows that 70.7% agree, 3.25% disagree, and 26.04% have no comments.





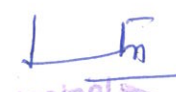
**Graph 31: Strength of the teacher**

From the above graph 31, the strength of the teacher shows that 12.39% are excellent, 36.71% are very good, 33.69% are good, and 17.20% are average.



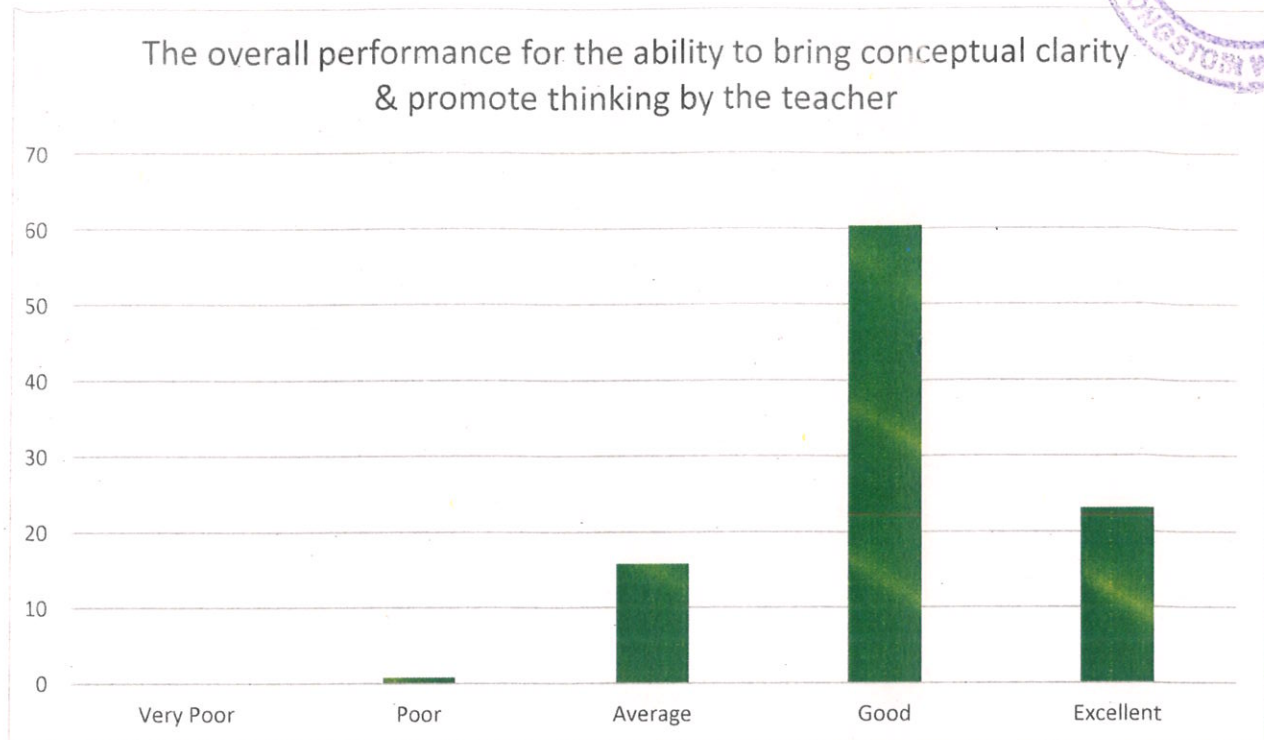
**Graph 32: Course and curriculum**

From the above table 16, the course and curriculum show that 16.14% are excellent, 16.09% are very good, 47.74% are good, and 20.02% are average.

  
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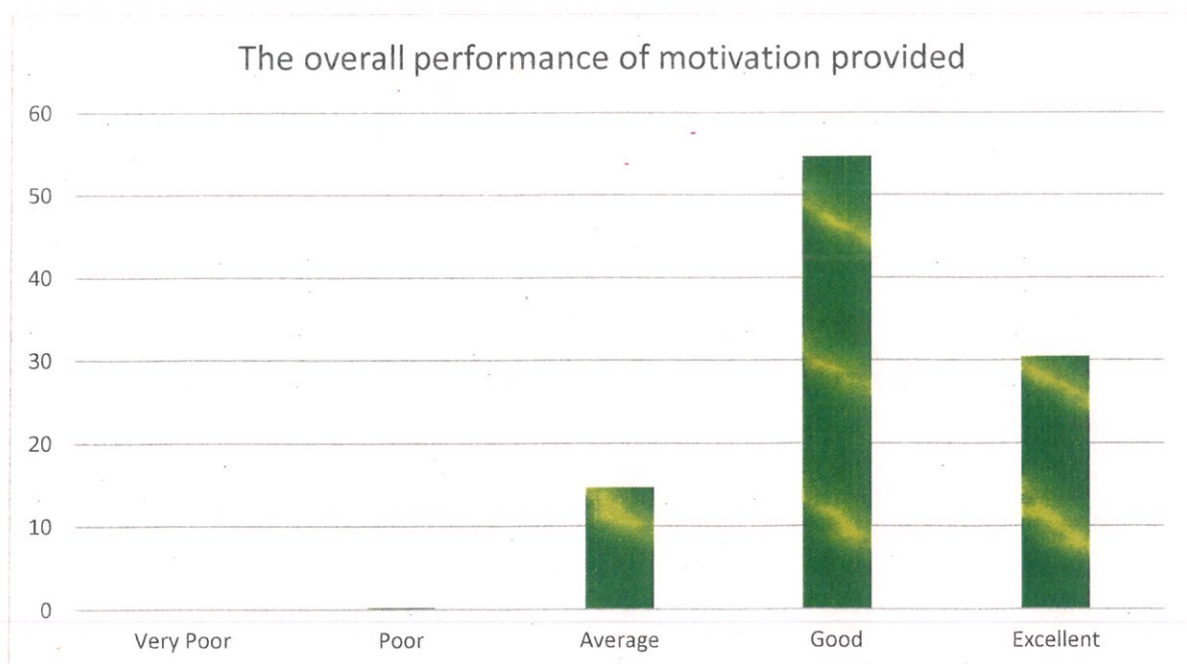


## BA, BSC & BCOM 5<sup>th</sup> Semester



**Graph 33: The Ability to bring conceptual clarity and promote thinking ability by the teacher**

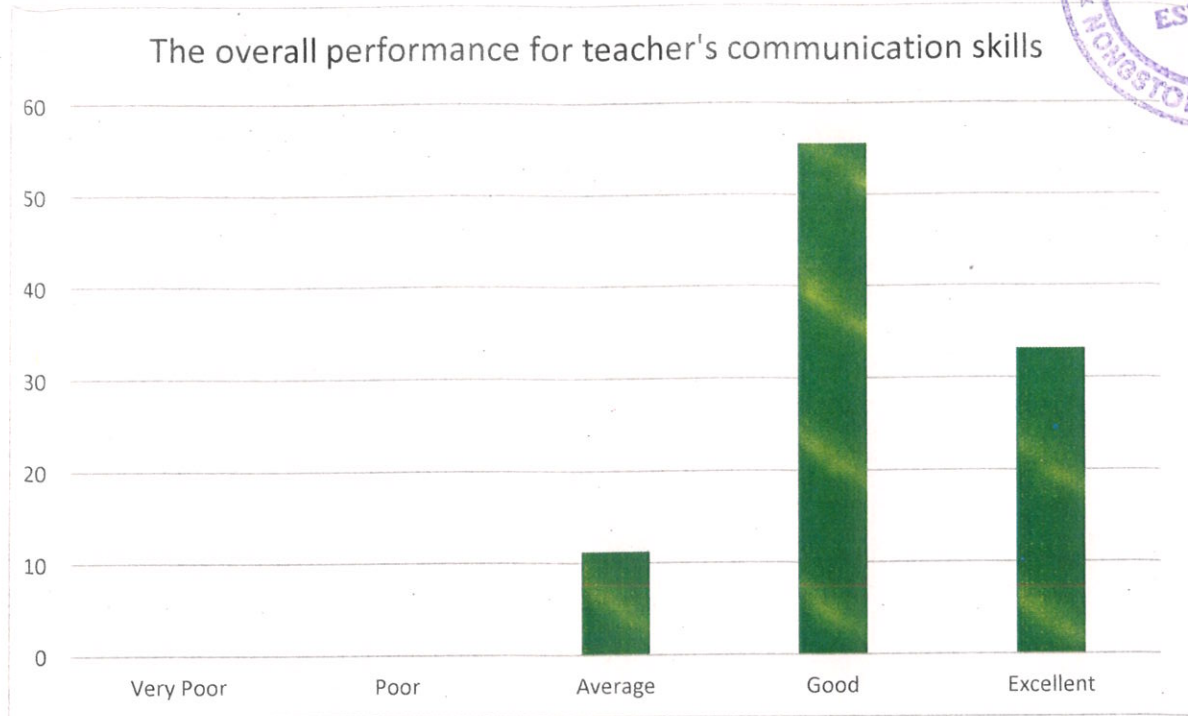
From the above graph 33, it can be seen that students believe that about 23.09% of teachers are excellent at bringing conceptual clarity and promoting thinking ability, 60.37% are good, 15.77% are average, and 0.76% are poor.



**Graph 34: Motivation provided**

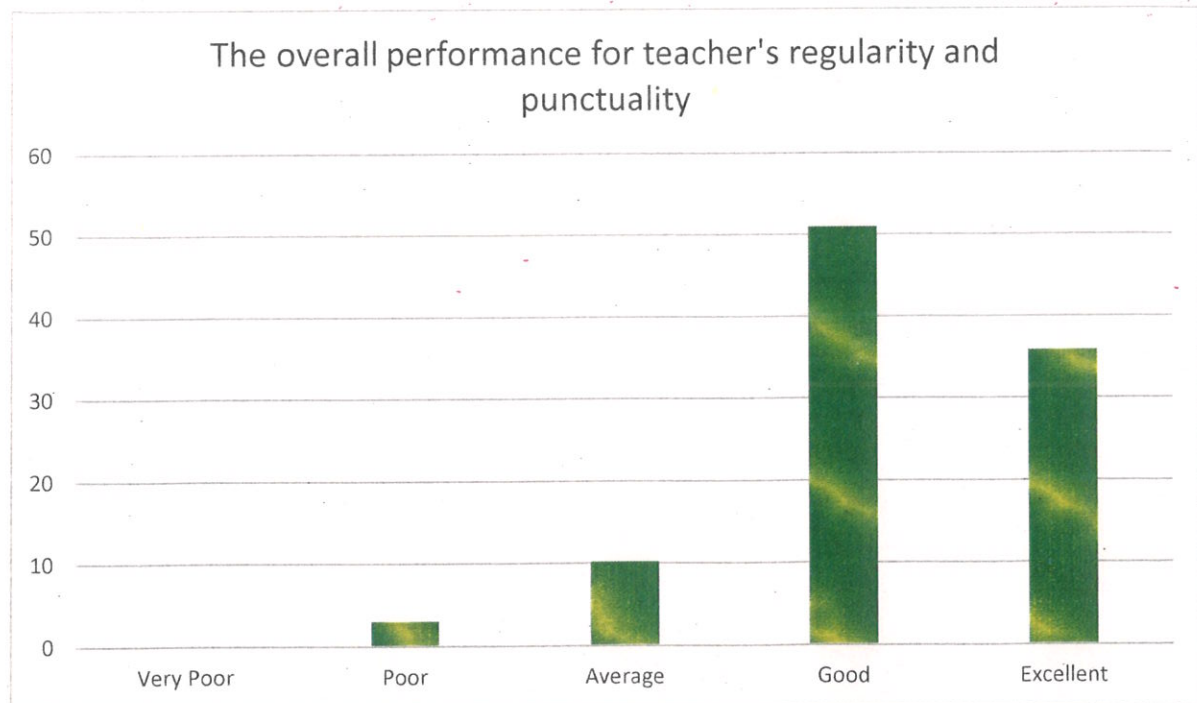
From the above graph 34, it can be seen that students believe that about 30.43% of teachers are excellent at providing motivation, 54.67% are good, 14.68% are average, and 0.22% are poor.

*Lm*  
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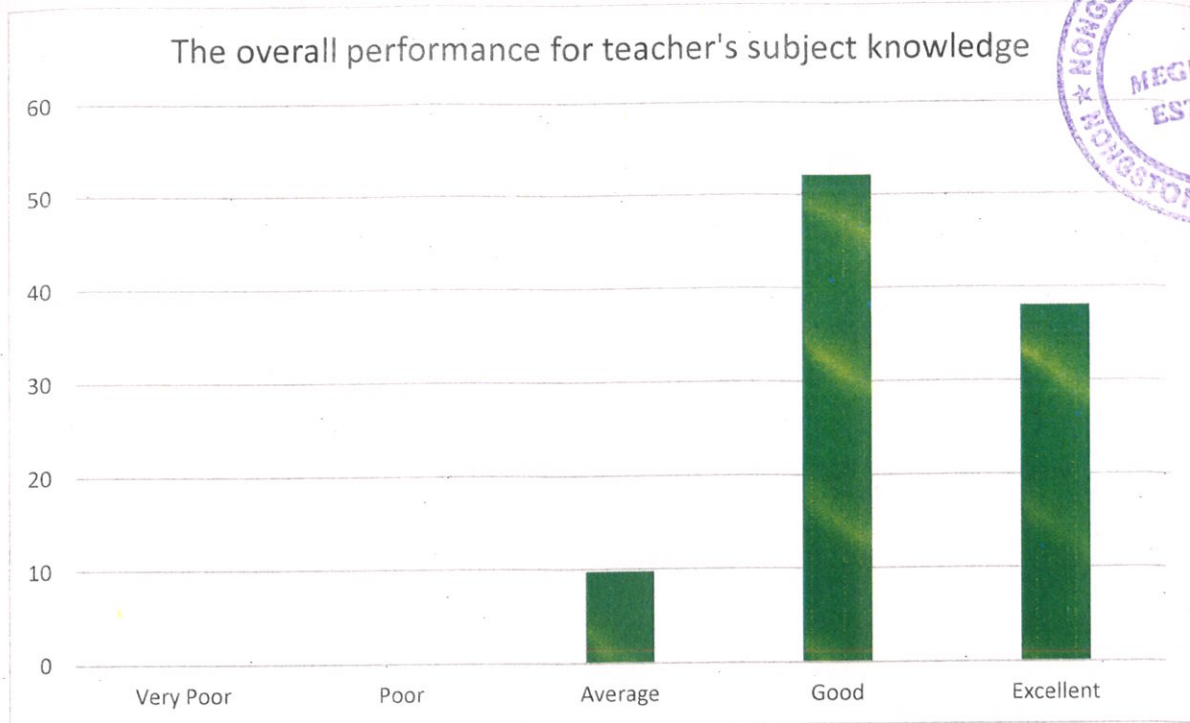
**Graph 35: Teacher's communication skills**

From the above graph 35, it can be seen that students believe that about 33.17% of teachers are excellent at communication skills, 55.6% are good, and 11.23% are average.



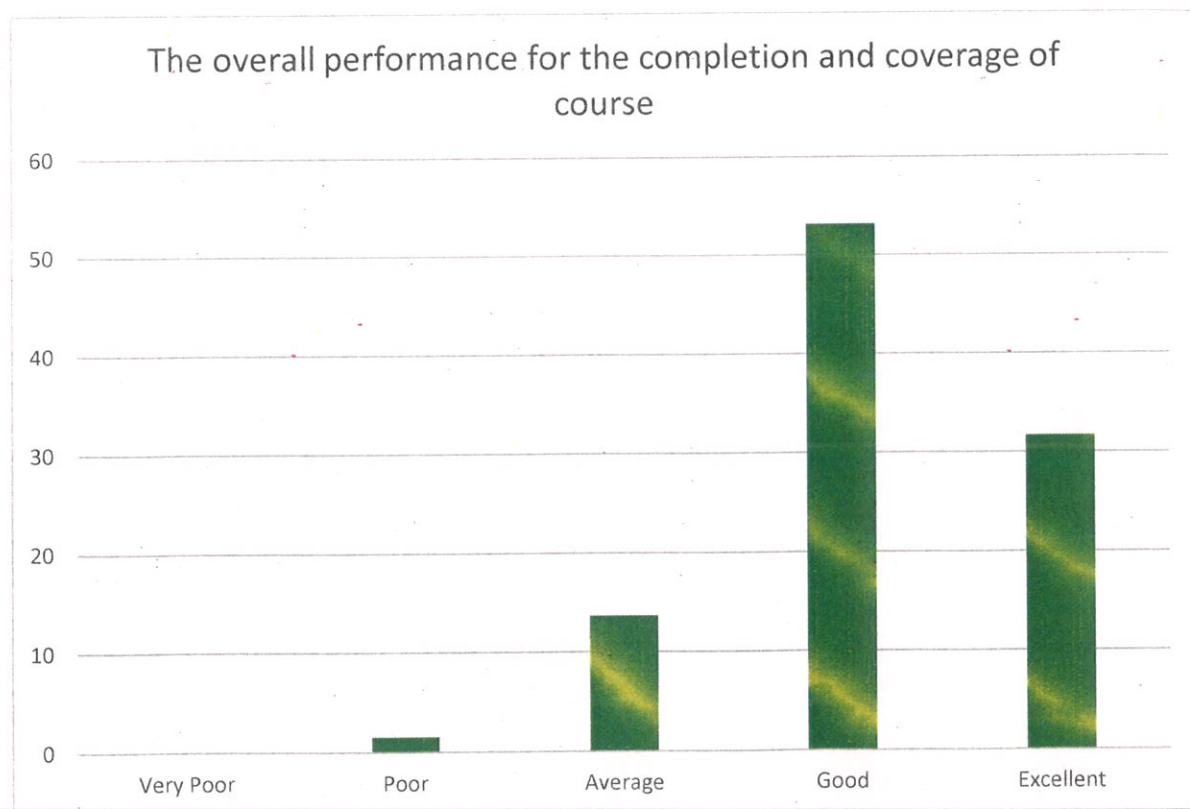
**Graph 36: Teacher's regularity and punctuality**

From the above graph 36, it can be seen that students believe that about 35.85% of teachers are excellent concerning their regularity and punctuality, 50.94% are good, 10.18% are average, and 3.03% are poor.



**Graph 37: Teacher's subject knowledge**

From the above graph 37, it can be seen that students believe that about 38.05% of teachers are excellent at their subject knowledge, 52.16% are good, and 9.79% are average.

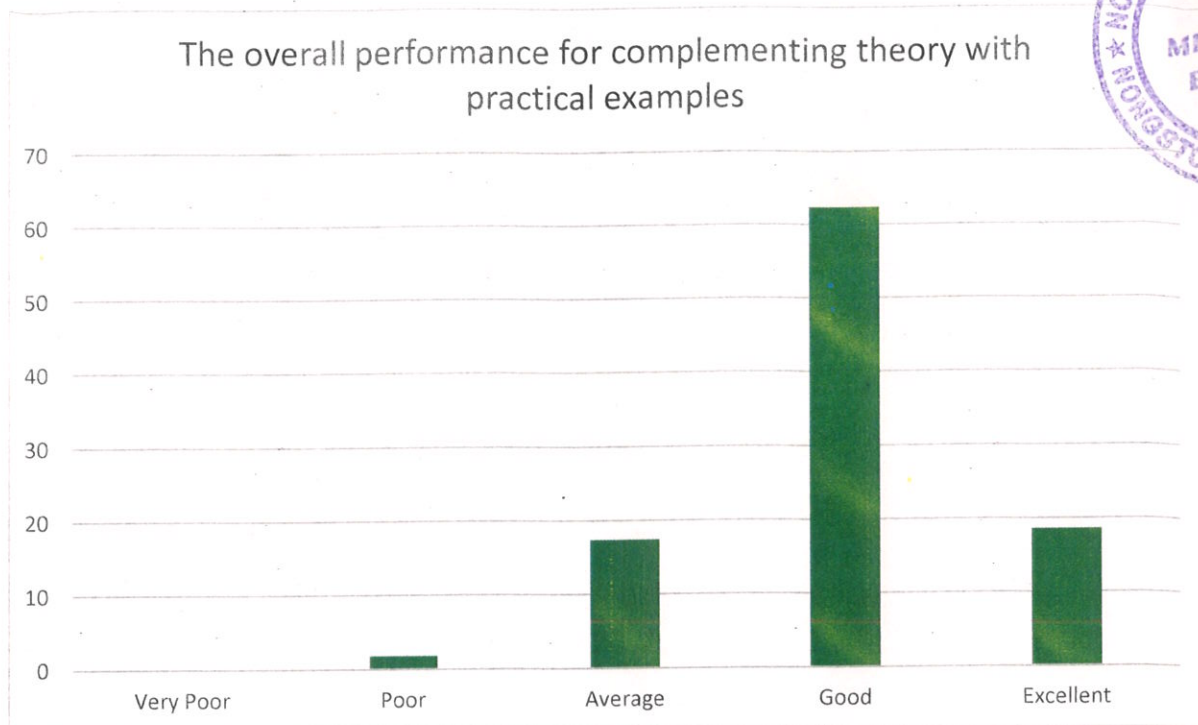


**Graph 38: Completion and coverage of the course**

From the above graph 38, it can be seen that students believe that about 31.66% of teachers are excellent at completion and coverage of their course, 53.17% are good, 13.65% are average, and 1.52% are poor.

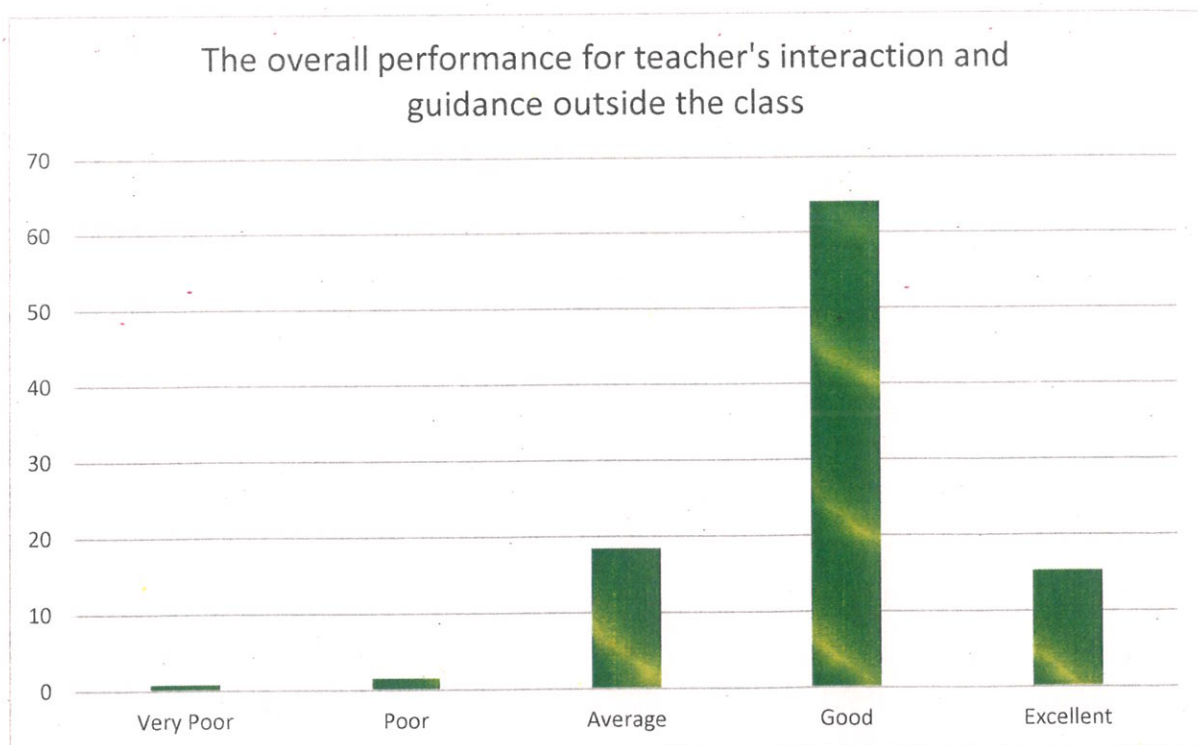
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**Graph 39: Complementing theory with practical examples**

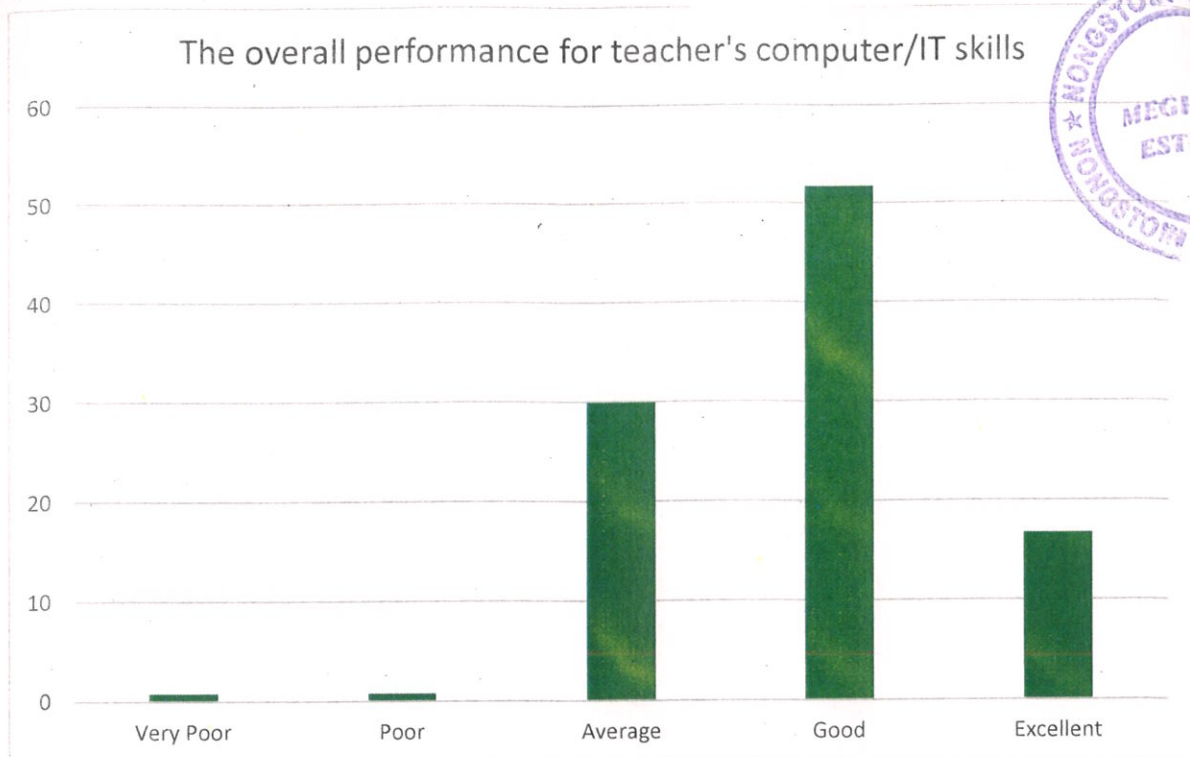
From the above graph 39, it can be seen that students believe that about 18.55% of teachers are excellent at complementing theory with practical examples, 62.31% are good, 17.37% are average, and 1.78% are poor.



**Graph 40: Teacher's interaction and guidance outside the class**

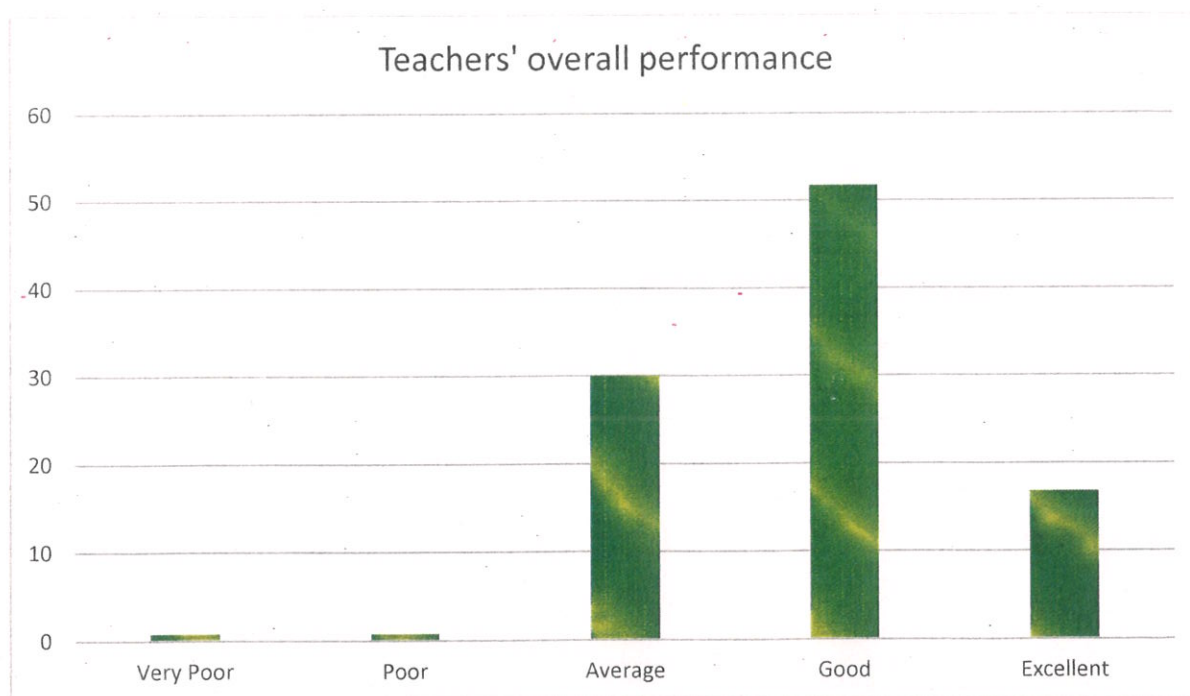
From the above graph 40, it can be seen that students believe that about 15.26% of teachers are excellent at interaction and guidance outside the class, 64.09% are good, 18.38% are average, 1.52% are poor, and 0.76% are very poor.






**Graph 41: teachers' computer/IT skills**

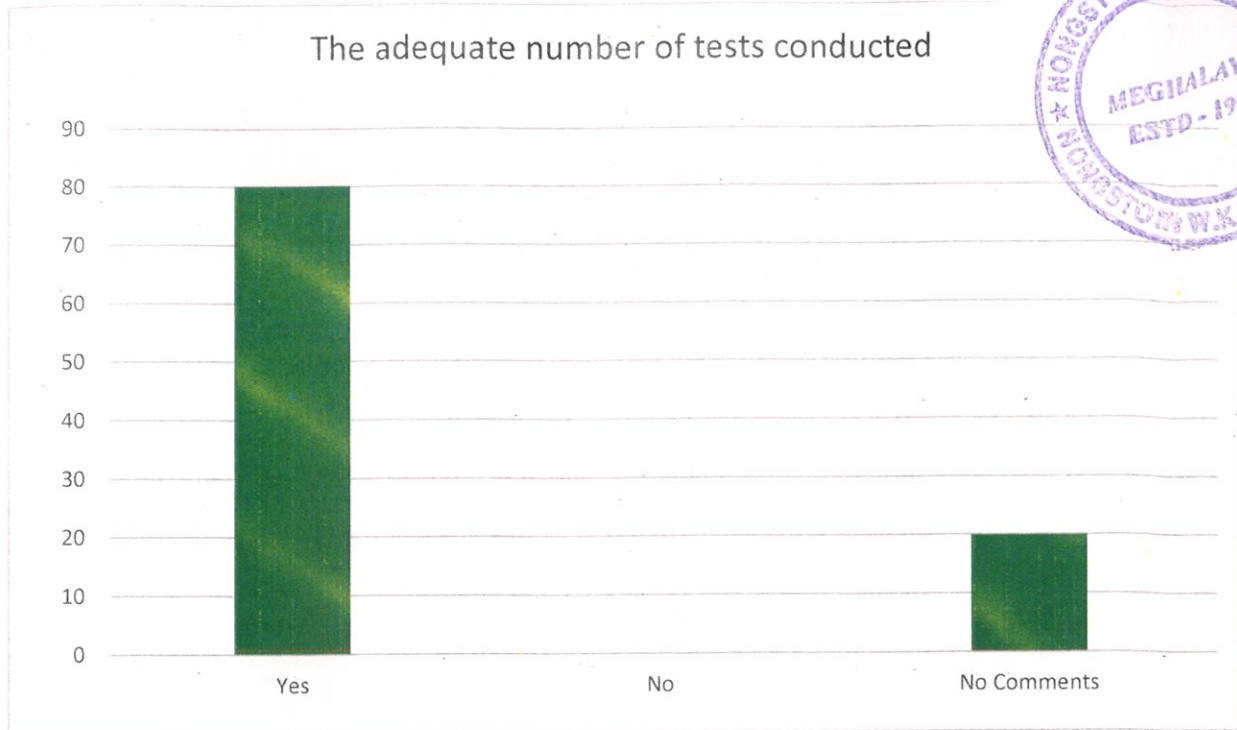
From the above graph 41, it can be seen that students believe that about 16.77% of teachers are excellent at using computers and IT skills, 51.73% are good, 29.98% are average, 0.76% are poor, and 0.76% are very poor.



**Graph 42: Teacher's overall performance**

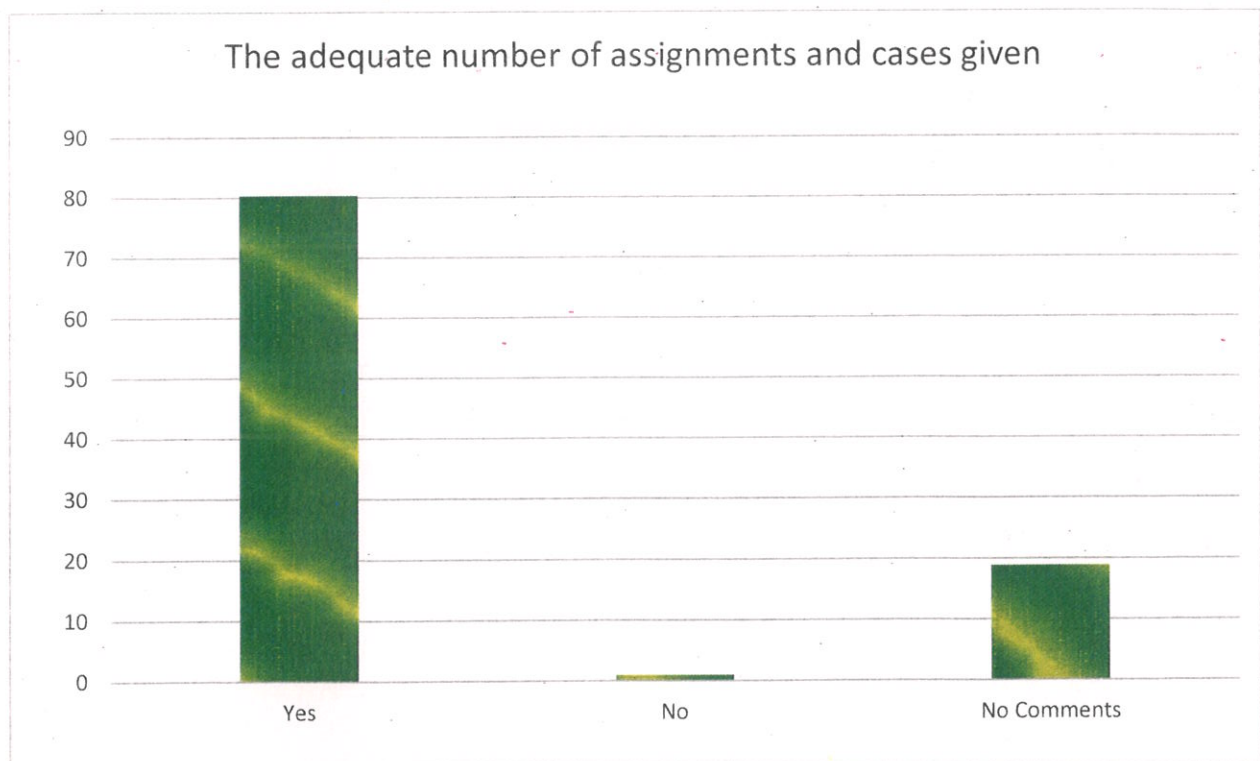
From the above graph 42, it can be seen that students believe that about 16.77% of teachers are excellent at their overall performance, 51.73% are good, 29.98% are average, 0.76% are poor, and 0.76% are very poor.

  
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**Graph 43: Adequate number of tests conducted**

From the above graph 43, the adequate number of tests conducted shows that 80.07% agree, and 19.93% have no comments.



**Graph 44: Adequate number of assignments and cases given**

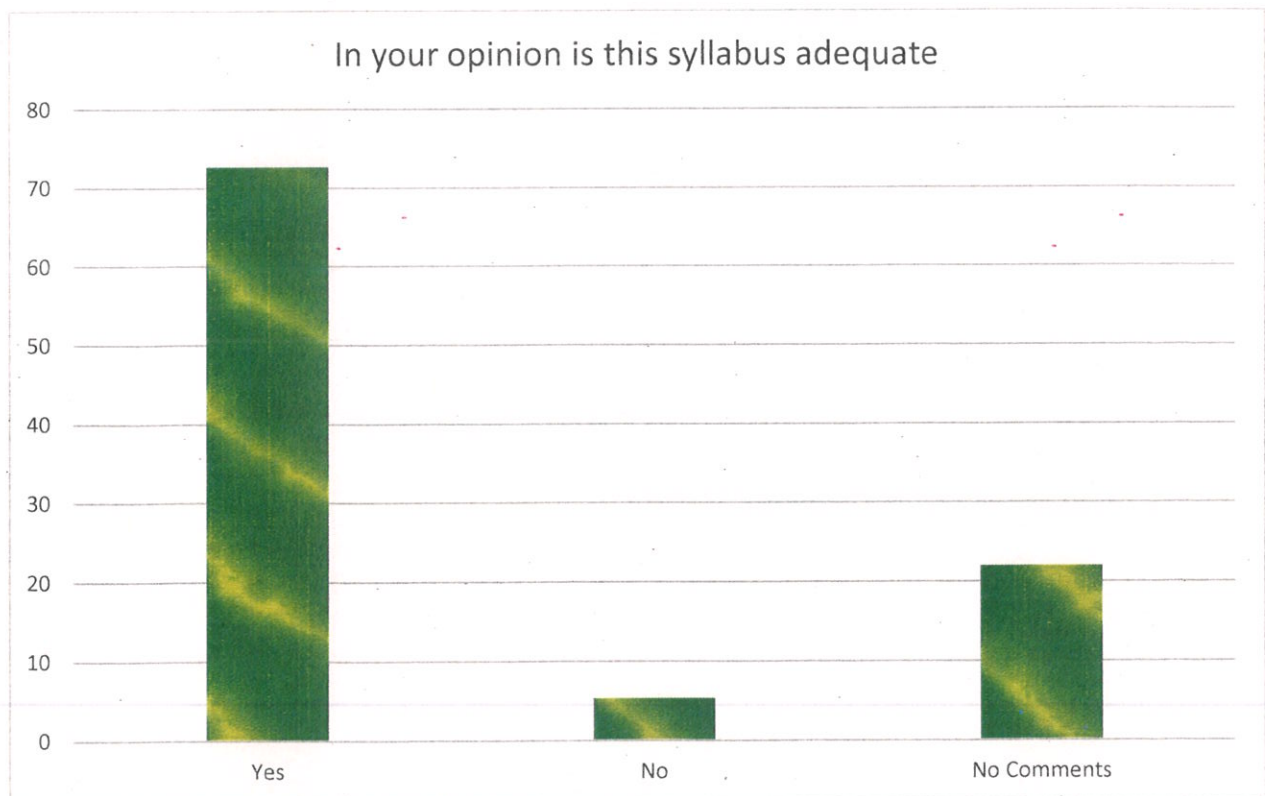
From the above graph 44, the adequate number of assignments and cases given shows that 80.27% agree, 0.93% disagree, and 18.8% have no comments.

  
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**Graph 45: Would you recommend him/her to teach you any other subject**

From the above graph 45, would you recommend him/her to teach you any other subject show that 37.59% agree, 18.78% disagree, and 43.62% have no comments.

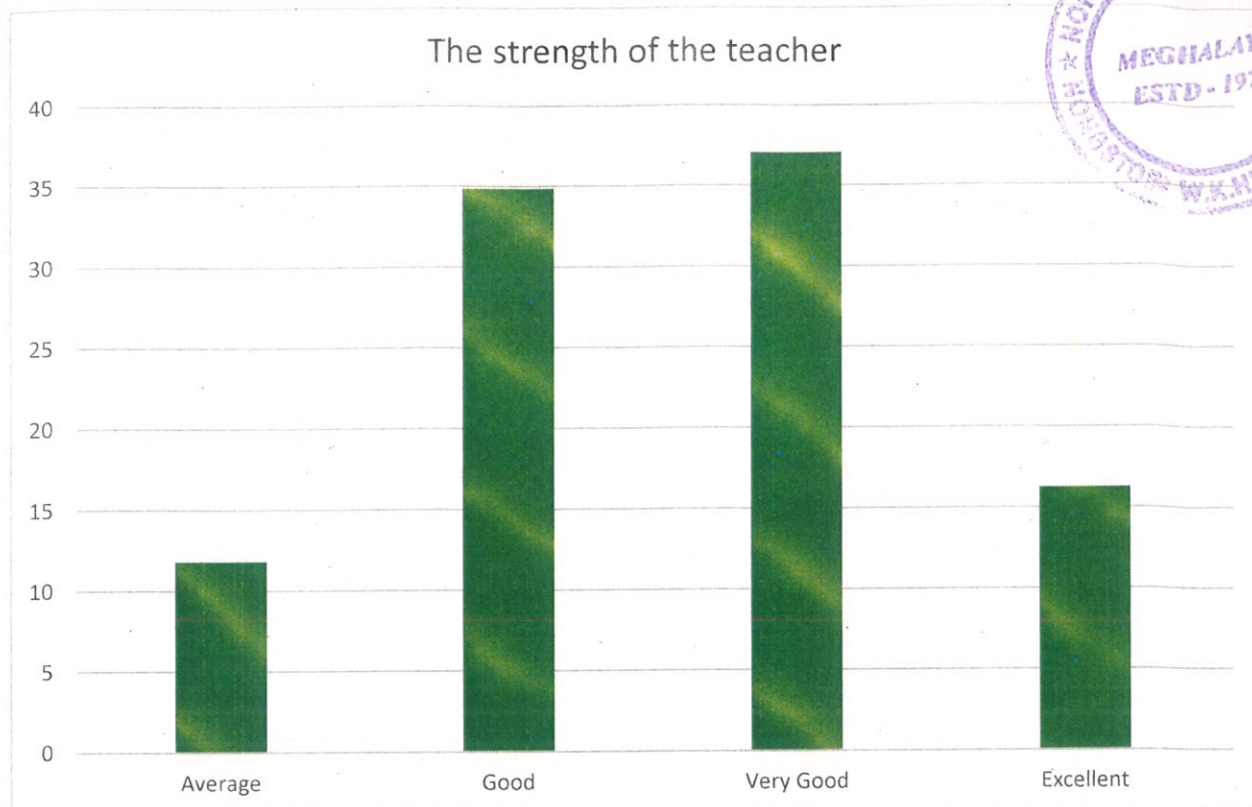


**Graph 46: In your opinion, is the syllabus adequate**

From the above graph 46, in your opinion, is this syllabus adequate shows that 72.67% agree, 5.33% disagree, and 21.98% have no comments.

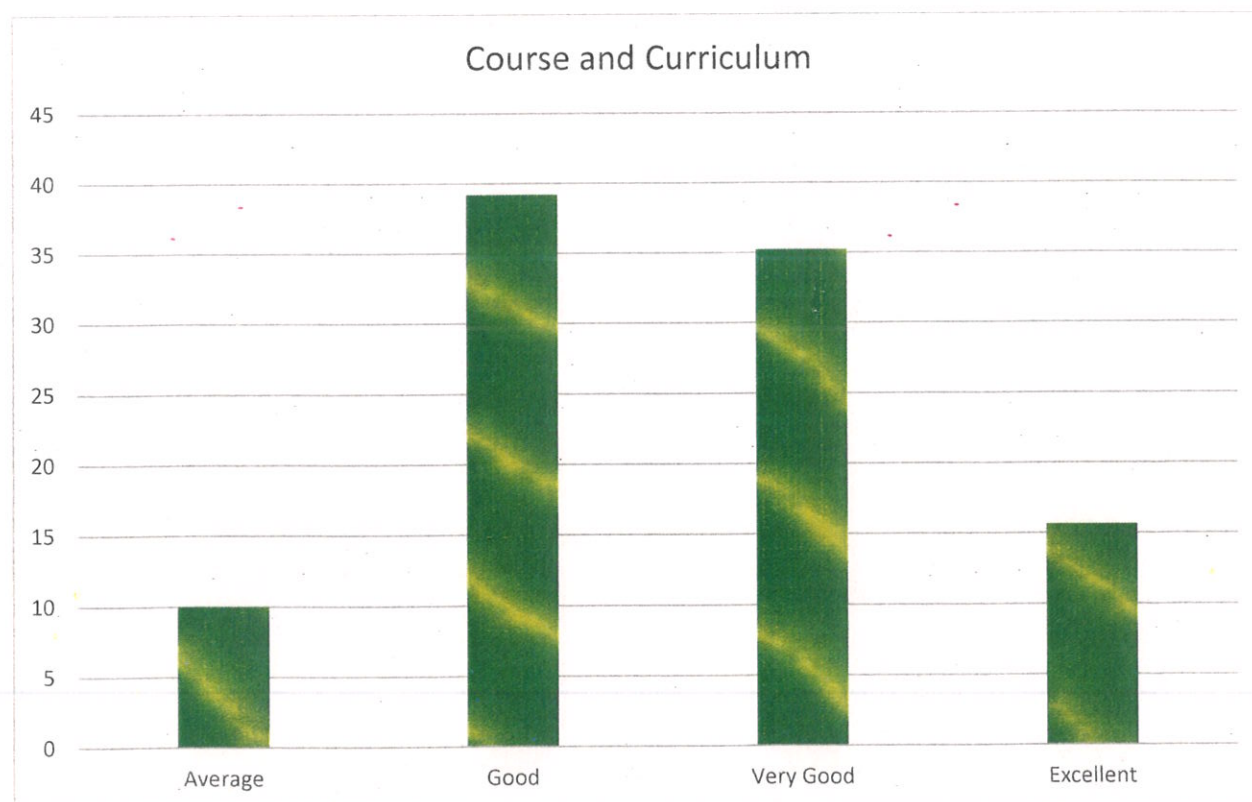
*[Signature]*  
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**Graph 47: The strength of the teacher**

From the above graph 47, the strength of the teacher shows that 16.25% are excellent, 37.06% are very good, 34.87% are good, and 11.81% are average.



**Graph 48: Course and curriculum**

From the above graph 48, the course and curriculum show that 15.64% are excellent, 35.21% are very good, 39.17% are good, and 9.99% are average.

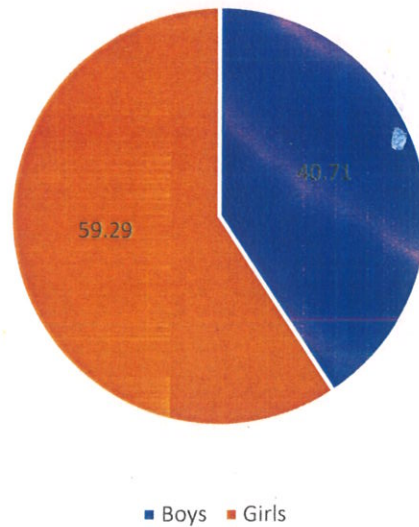
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**NONGSTOIN COLLEGE**  
**FINAL YEAR. MAY TO JUNE, 2024**



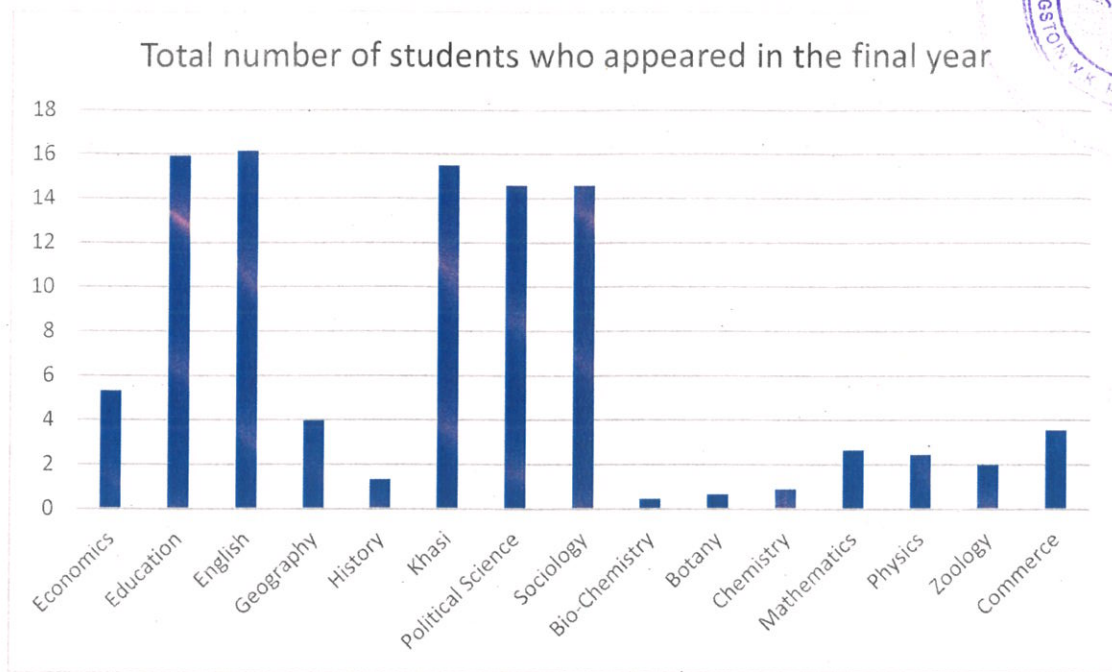
Total number of students who appeared in the final  
year



Graph 1: Total number of students who appeared in the final year

Graph 1 shows the gender distribution of students who appeared in the final year, with a total of 452 students. Of these, 268 were girls (59.29%) and 184 were boys (40.71%), indicating a significantly higher female participation rate.

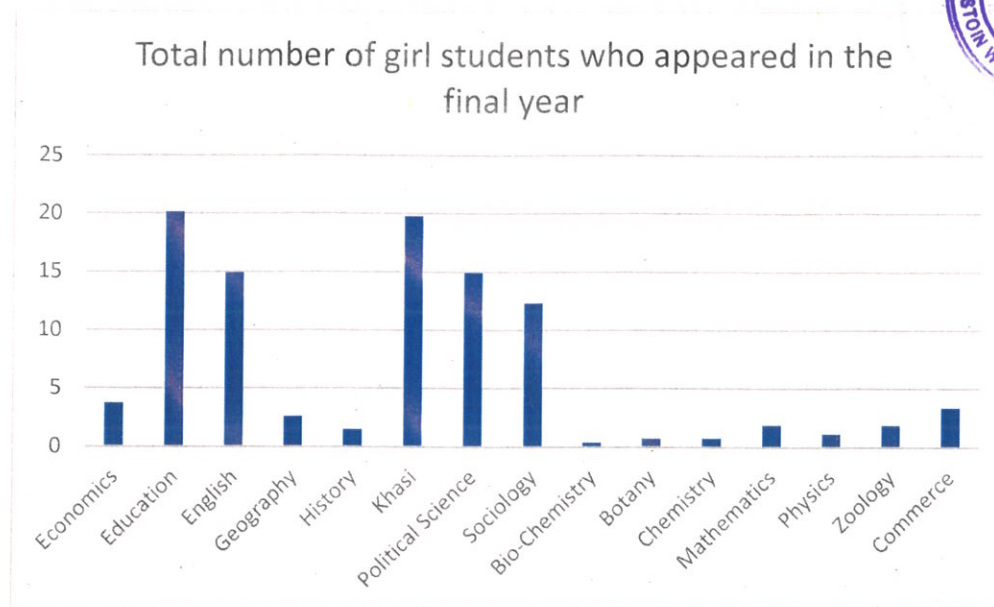
  
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Graph 2: Total number of students who appeared in the final year

Graph 2 provides data on the total number of students who appeared in the final year across various departments, totalling 452 students. English had the highest number of students at 73 (16.15%), followed closely by Education with 72 students (15.93%) and Khasi with 70 students (15.49%). Political Science and Sociology each accounted for 66 students (14.6%). In contrast, science subjects like Bio-Chemistry (2 students, 0.45%), Botany (3 students, 0.66%), and Chemistry (4 students, 0.88%) had the lowest participation. This suggests a strong inclination toward arts and humanities disciplines among students, with comparatively fewer opting for pure science subjects.

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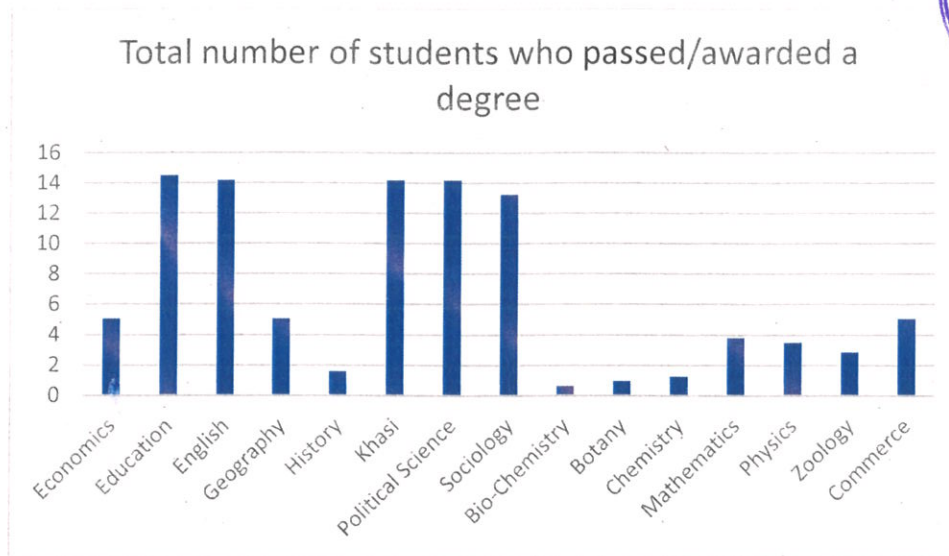


Graph 3: Total number of girl students who appeared in the final year

Graph 3 outlines the number and percentage of girl students who appeared in the final year across various subjects, totalling 268. Education had the highest number of female candidates at 54 (20.15%), followed closely by Khasi with 53 (19.77%) and English and Political Science each with 40 students (14.93%). Sociology also saw a significant female presence with 33 students (12.31%). In contrast, the sciences had minimal female participation, with only 1 in Bio-Chemistry (0.37%), 2 each in Botany and Chemistry (0.75%), and similarly low numbers in Physics, Mathematics, and Zoology. This distribution highlights a notable gender preference for arts and humanities over science subjects among the girls in the final year.

  
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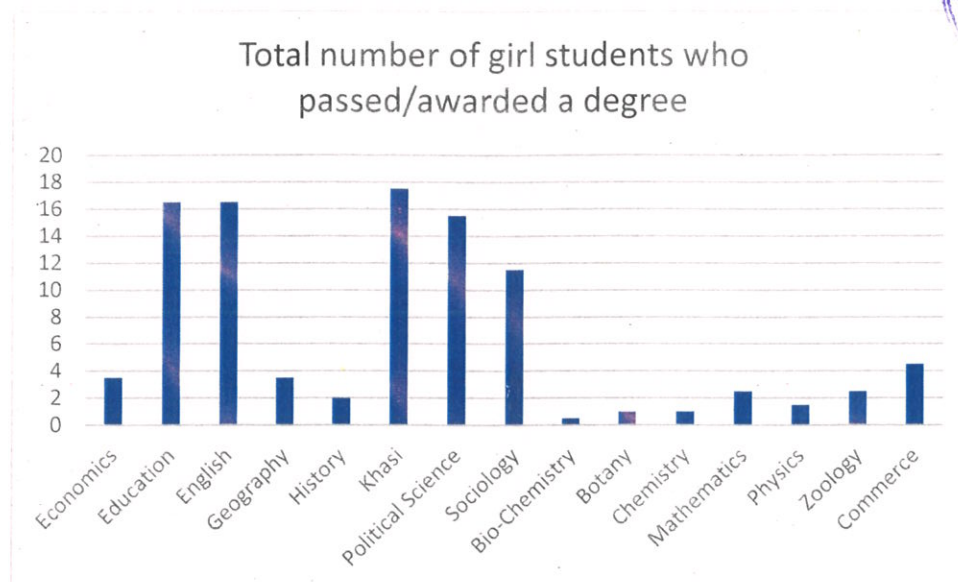




Graph 4: Total number of students who passed/awarded a degree

Graph 4 shows the number and percentage of students who were awarded degrees, totalling 317. The highest number of successful students came from Education, with 46 students (14.51%), followed by English, Khasi, and Political Science, each with 45 students (14.19%). Sociology also performed strongly, with 42 students (13.25%). In contrast, science disciplines such as Bio-Chemistry, Botany, Chemistry, Mathematics, Physics, and Zoology reported significantly lower numbers of successful candidates (2, 3, 4, 12, 11, and 9 students, respectively). Commerce and History also had small graduating cohorts, with 16 and 6 students appearing for the examinations. While the absolute number of successful students in these disciplines appears low, this is primarily attributable to the limited number of candidates, rather than poor academic performance.

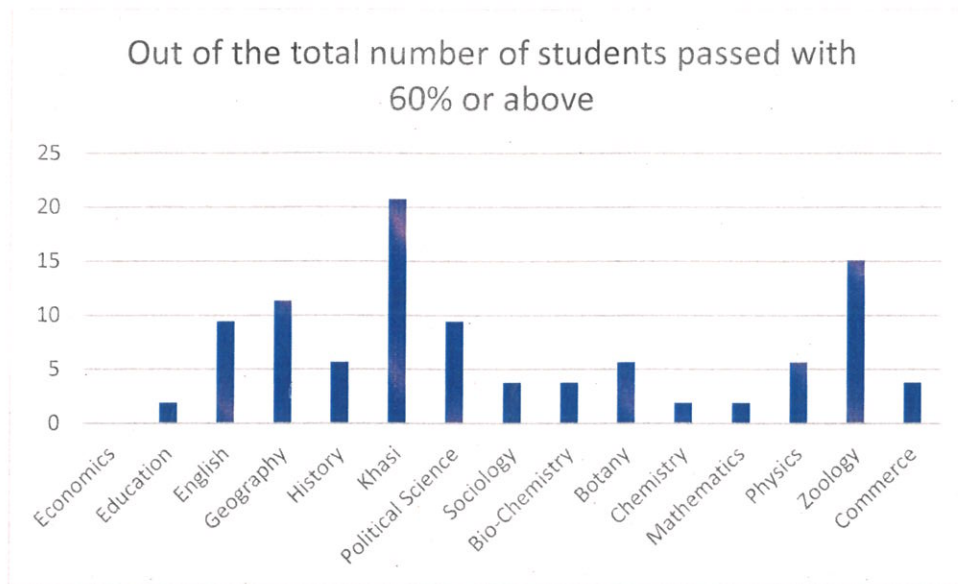
  
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Graph 5: Total number of girl students who passed/awarded a degree

Graph 5 highlights the distribution and percentage of female students who were awarded degrees, with a total of 200 graduates. The highest numbers were recorded in Khasi (35, 17.5%), followed closely by Education and English, with 33 graduates each (16.5%), and Political Science with 31 (15.5%). These four disciplines alone account for over 65% of all successful female candidates, underscoring a strong preference for and performance in arts and humanities subjects among women. Other subjects, such as Sociology (23), Economics (7), Geography (7) and Commerce (9), also contributed to the overall success of female students in the non-science stream, although with smaller cohorts. In contrast, representation in the sciences was notably limited. Only 1 female student appeared and graduated in Bio-Chemistry (0.5%), while Botany and Chemistry had 2 graduates each (1%). Mathematics (5), Physics (3), and Zoology (5) showed slightly higher figures but still reflected a modest female presence. The data clearly illustrate a marked concentration of female academic success in non-science disciplines, both in terms of participation and graduation rates. While for science, the absolute number of successful female students in these disciplines appears low, this is primarily attributable to the limited number of candidates, rather than poor academic performance.

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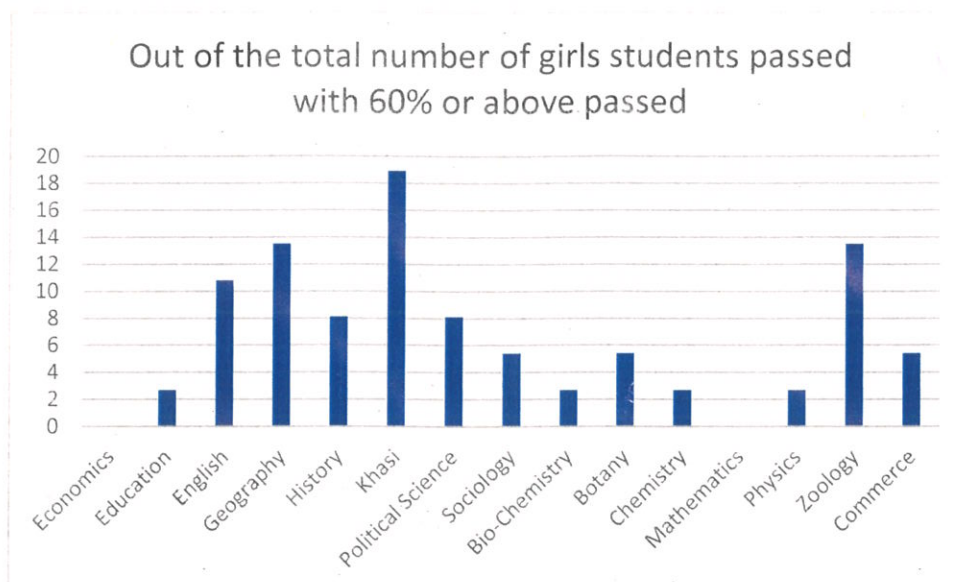


Graph 6: Out of the total number of students passed with 60% or above

Graph 6 shows the distribution of students who passed with 60% or above, totalling 53. The highest achievers were from Khasi (11 students, 20.75%) and Zoology (8 students, 15.09%), indicating strong academic performance in these subjects. Geography also showed good results with 6 students (11.32%), followed by English and Political Science with 5 students each (9.43%). In contrast, no students in Economics achieved 60% or above, and other subjects like Education, Chemistry, and Mathematics had only 1 high-performing student each (1.89%). This data highlights that while overall numbers of high achievers are low, certain subjects, particularly Khasi, Zoology, and Geography, saw comparatively better academic excellence among students.


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Graph 7: Out of the total number of girls students passed with 60% or above passed

Graph 7 presents data on the number and percentage of girl students who passed with 60% or above, totalling 37. Khasi leads with 7 high-achieving girls (18.91%), followed by Geography and Zoology with 5 each (13.51%), and English with 4 (10.81%). Subjects like History and Political Science each had 3 girls scoring above 60% (8.11%). A few science subjects like Bio-Chemistry, Chemistry, Physics, and Botany had minimal representation, with only 1 or 2 girls each achieving this benchmark (2.7% or 5.41%). Notably, Economics and Mathematics had no girl students scoring 60% or above. This indicates that while overall academic excellence among girls was concentrated in arts and life sciences, performance in math and economics remained a concern.

  
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