SOCIOLOGY DEPARTMENT KOHIMA COLLEGE, KOHIMA

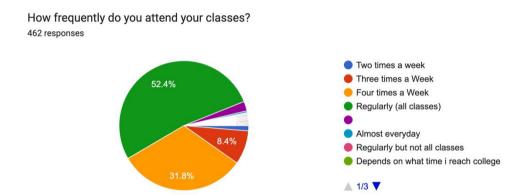
STUDENT FEEDBACK ANALYSIS REPORT (2023)

The student feedback forms were circulated to the students online with two main purposes taken into consideration: -

- 1) To strengthen the quality of Teacher-Student learning environment; and
- 2) To look for opportunities to bring excellence in the Teacher- Student relationship.

A total of 470 students responded and gave their feedbacks and the findings are stated below: -

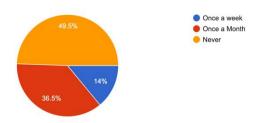
- 1) Approximately 84.2% students responded to attending classes at least 4 times a week.
 - Reasons for not attending classes varied mostly between health issues and personal emergencies.



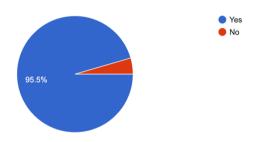
- 2) On the effectiveness of teachers, 92.3% students responded that they found their teachers to be interesting and easy to understand.
 - A drawback noticed was that 49.5% of the students never approached their teachers. But, for the rest that approached them at least once a week/month, it was seen that 95.5% of them responded positively to the availability of their teachers during work hours.
 - Increased efforts to connect with students have been made through the use of media platforms like WhatsApp.
 - Syllabi coverage, experience with internal assessment and student- teacher interaction in class were mostly met in a positive light for the students.



How often do you approach your teachers before or after classes?



Are your teachers available when you approach them during college working hours? $^{\rm 446\,responses}$



- 3) For Academic Activities, most students asked for study tours or field trips to enhance their practical knowledge of the subject.
 - Departmental planning for field trips have been organized to meet their requirements.
 - Teachers have started the collection of funds for awarding students based on their academic performances.
- 4) Suggestions regarding shortage of bus services and classrooms, provision for more toilets and upgradation of the college canteens were brought to the forefront.

Sd/-

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