

Vivekananda Mahavidyalaya Burdwan Student Satisfaction Survey Analysis Report - 2019-2020

Student Satisfaction Survey:

Self-assessment of the teachers, as well as the institution, is very needful for strengthening the teaching-learning process. Student satisfaction survey or student feedback is an indispensable part of the self-assessment of the teachers and institution. It helps the teachers and authority to understand the problems of the teaching-learning process and to know the valuable opinion and suggestions of the students. For the betterment of the teacher-learning process, effective student feedback is required at least once in every academic session. Considering the importance of student feedback, Vivekananda Mahavidyalaya (Burdwan) framed a well-structured questionnaire consisting of 19 closed-ended questions and 1 open-ended question for the academic session 2019-2020. The students were the only respondents to the survey.

Objectives of the survey:

The main objective of the survey was to provide the students a platform to share their opinions and perceptions concerning the teaching-learning process and to offer them a forum for healthy interactions with the teachers and the authority regarding the weaker and substantial areas of the learning environment.

Methodology of the survey:

Students' satisfaction surveys or feedback has been done through an online platform. 19 closed-ended questions and one open-ended question for knowing opinions and suggestions from them are framed in a Google Form. The form was shared among the different departmental WhatsApp Groups and uploaded to the college website. Students could access it on any electronic device such as mobile, tab, desktop, laptop, etc. 235 students of the institute have responded to this survey.

Focus Area:

The survey focuses on the following areas:

- Curricular Aspects;
- Teaching-Learning and Evaluation;
- Communication Mechanism;
- Institutional Infrastructure towards ICT;

- Student Support;
- Extracurricular Activities;
- Institutional Values and Best Practices;
- Administration;
- Students' opinions and suggestions.

Analysis:

Q1. Syllabus covered in the class:

Analysis: More than 60% of the respondents have opined that 70% of the syllabus was covered in the class.

Q2. Teachers' preparedness for the classes:

Analysis: Regarding the question of teachers' preparedness in the class, 42% of the respondents have agreed that the teachers are prepared thoroughly and 51% of the respondents agreed that teachers' preparedness in the class is satisfactory.

Q3. Teacher communication mechanism with the students:

Analysis: 71% of the responded students have opined that teachers are able to communicate with them effectively.

Q4. Teachers' approach to teaching:

Analysis: About 95% of the respondents have agreed that the approach of the teachers in the teaching is between the level of very good to excellent.

Q5. Fairness of the internal evaluation process:

Analysis: 70% of the respondents have opined that the internal evaluations of the students by the teachers are always fair.

Q6. Discussion with the students about assignments:

Analysis: 46.8% of the respondents held the view that teachers discussed with them about their assignments.

Q7. Institutional arrangement/opportunity in promoting internships, student exchange programme, field visit programme:

Analysis: Only 39.1 % of the respondents have opined that the institute takes initiatives on a regular basis in promoting internship, student exchange programme and field survey for them.

Q8. Ability of the institution to facilitate the cognitive, social and emotional growth of the students through its teaching and mentoring process:

Analysis: About 69% of the respondents remarked that the institution facilitates the cognitive, social and emotional growth of the students through its teaching and mentoring process is very well to significant standard.

Q9. Institutional steps to create opportunities to learn and grow:

Analysis: Nearly about 70% of the respondents have strongly agreed that the institution has provided immense opportunities to learn and grow and remaining 30% respondents' approach were negative.

Q10. Teachers' role to provide information about students' expected competencies, course outcomes and programme outcomes:

Analysis: 57% of the respondents have opined that the teachers inform them about their expected competencies, course outcomes and programme outcomes.

Q11. Teachers teach with suitable examples and applicable way:

Analysis: Almost 73% respondents have agreed that the teachers usually teach the concepts with examples and their applications in the real world.

Q12. Teachers' role to identify the strength of the students and encourage them:

Analysis: 57 % of the respondents have remarked that the teachers identify their strengths and encouraged them to mitigate the challenges in the way of their all round development.

Q13. Ability of the teachers to indentify weaknesses of the students and help the students to overcome them:

Analysis: 56 % of the respondents have agreed to the view that teachers have the ability to identify the weaknesses of the students and help them to overcome them.

Q14. Use of student-centric learning methods such as participatory learning, problem-solving learning, etc. for enhancing learning experiences of the students:

Analysis: About 86% of the respondents opined that the teachers have used student-centric learning methods regularly from a 'moderate' to 'to a great extent level.'

Q15. Teachers' encouragement in extracurricular activities:

Analysis: 86% of the respondents agreed that the teachers encourage them in extracurricular activities.

Q16. Classes are interactive or not:

Analysis: About 87% of the respondents opined that the classes were mostly interactive in nature where the students had the opportunities to ask questions or to answer the questions asked by the teachers.

