

# **A Feedback Report**

**on**

## **Course Attainment and Level of Satisfaction**

**Generated from Student Attainment Survey and Satisfaction Survey on 2018-19**

**Rabindra Mahavidyalaya**

**Academic Session: 2018-19**

## **Executive Summary and Recommendations**

On the verge of academic session 2018-19, an effort was made in our institution to undergo a feedback survey from 167 outgoing students of final year with an aim to gather their experience on the course they went through at Rabindra Mahavidyalaya. Forms were submitted to the students during their final exam form fill up. The primary purpose of the survey was to find out what the students thought about their courses, the college's physical and personnel resources, and the measures that should be taken to advance the institution. To measure the degree of satisfaction students perceived while studying in their alma mater included as another main objective of the satisfaction survey.

The survey reveals a mixed responses about the suitability, usefulness, and knowledge gained so far as the syllabus and curriculum is concerned. They rate college infrastructure and human capital in a moderate way. Though they are satisfied with the library and laboratory infrastructure, but many of them opine that the institution is in bare need of 'smart' infrastructure for better teaching-learning. Besides, they feel the necessity of proper toilet and indoor game facilities and also more skilled teaching as well as non-teaching staff.

The survey faces some severe limitations by not being able to capture the feedback of general category students.

## **Student Satisfaction Survey (SSS)**

### **Course Attainment: Through the Lens of Students' Perception**

#### ***Selection of College, Subjects, Motivation, and Knowledge gained***

The vicinity of the college is the main reason for more than half students (56%) got admitted to this College, whereas 26% took advice from known alumni for admission in this College. The students were asked why they chose the particular subjects as Honours subject at graduation level and how they perceive studying the course. 116 among 167 reported that they are intrinsically motivated to the subject by their subject teachers at school. All the students informed that during accessing 10+2 level in school, interest in the subject grew well which enhanced their motivation to build their career with the subject.

#### ***Rating, Usefulness, and Recommendation to Others***

The questionnaire revealed that more than half respondents (61%) selected the particular Honours subject for degree attainment while 51% had deep interest in the subject. After

completion of the B.A. Honours degree 60% students studying laboratory based subjects informed that they have gained a great deal of practical knowledge from the course. Students were asked what rating they gave the subject overall. It can be said that all students have given ratings in favour of undertaking the course. A significant portion (52%) feel that the course may be useful in inviting success in their career. In answering the questions given by the students regarding their recommendation of the course to others, except a few, the others perceive that they may surely recommend the course to others.

### ***Performance of Teachers***

The feedback questionnaire contained students' perception regarding teachers' performance inside and outside the classroom. The feedback looks satisfactory. 51% informed that classes held regularly in this College by the respective teachers, but 23% students remain absent due to their engagement in part-time job. More than half students (56%) said in favour of teachers' punctuality in class, and 79% confirmed that the teachers complete the syllabus on time. Majority felt during classroom interaction that the teachers usually take adequate preparation for teaching in class (84%) and help in their study (92%). The students are very much satisfied in teachers' extended help beyond the classroom also (95%) by supplying study materials and suggestions (29%), taking regular class tests and supplying reference books (18%), and taking the classes in a more smart way by audio-visual techniques (10%). Students are also pleased at the teachers' behaviour (82%) and informed that the teachers also encourage them in other issues beyond the study (58%).

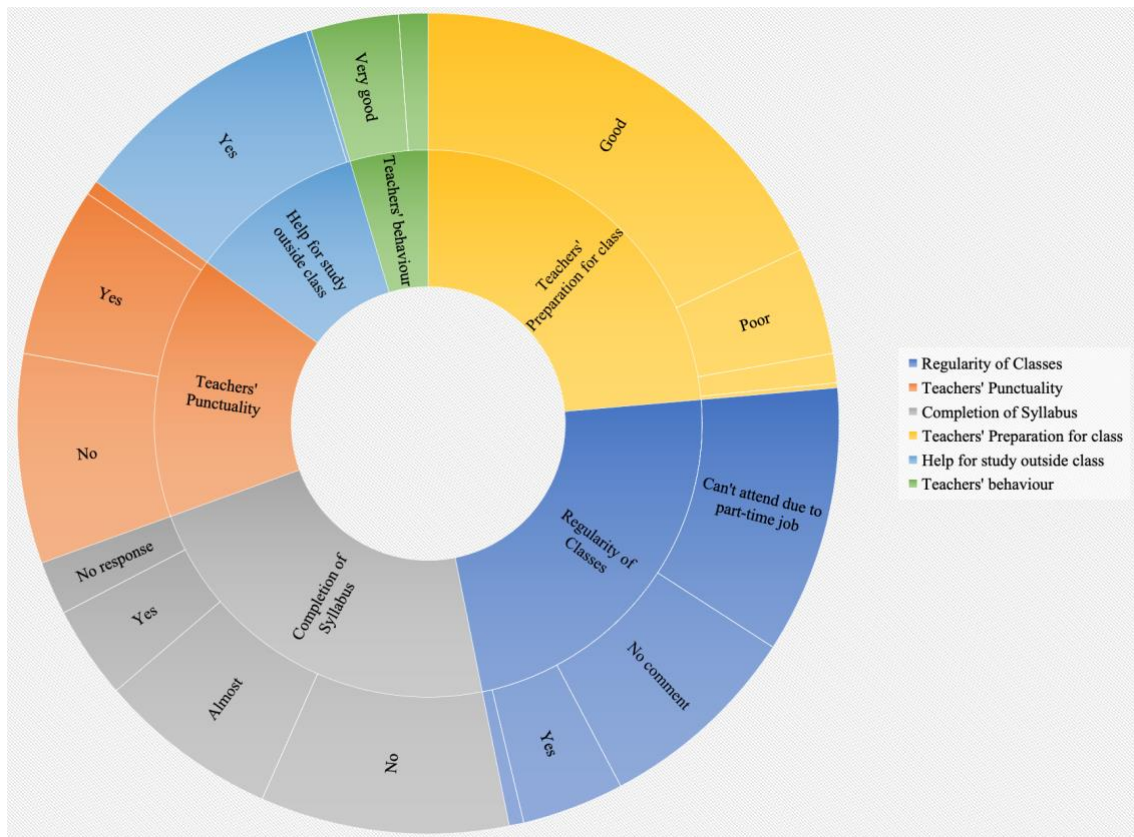


Fig 1. Performance of teachers

### ***The Library Infrastructure***

The library is referred to as the most important infrastructure in any academic institution. The students were asked to make an overall evaluation of the College library, that consisted of availability and accessibility of books, study space, awareness of journal subscription and internet facility, and the behaviour of library staff. The feedback contained that most of the students (65%) get books from the library on a regular basis as 71% felt that the process is very easy. Most of the students (57%) is pleased with the behaviour of the library staff. Though 27% students want more days of lending books from the College library. Regarding library infrastructure, the feedback contained mixed responses. Only 39% is aware of the internet facility available in the library. What is most striking is that 51% students are not aware of the journal subscription in the library.

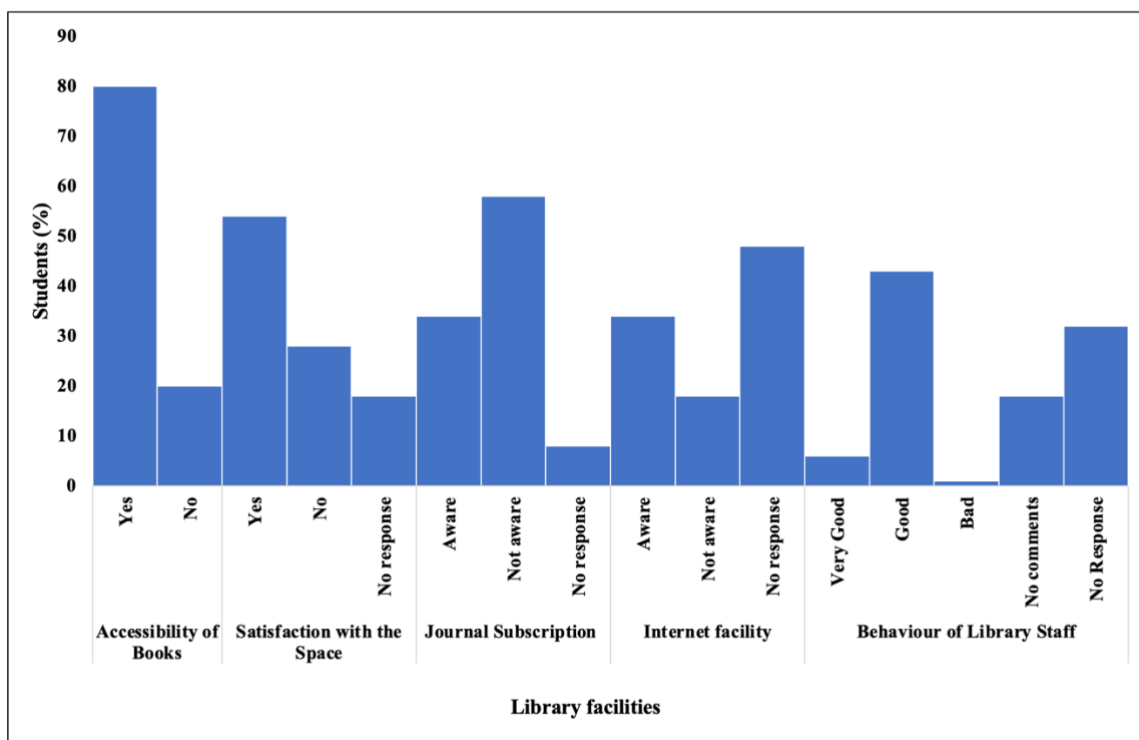


Fig 2: Library infrastructure

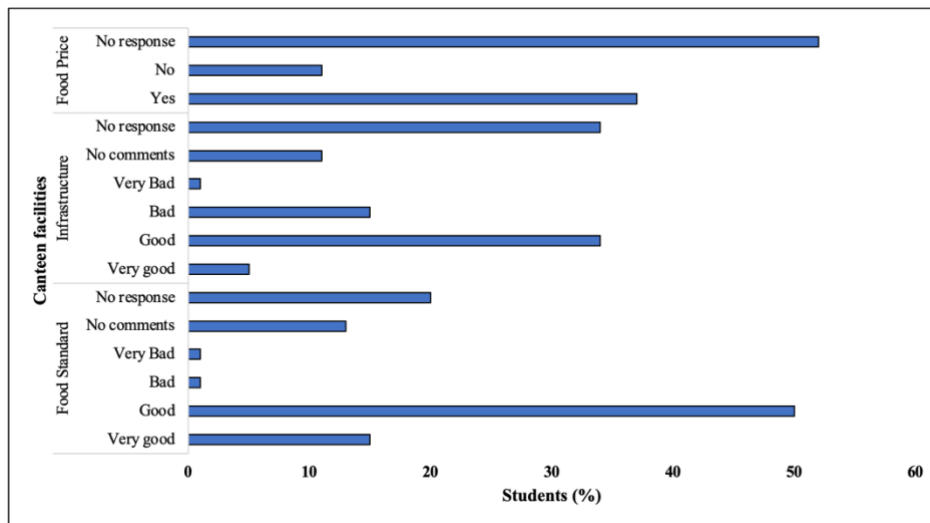
### *Human Capital*

Students were asked to assess the performance of teachers, the administrative staff and the library staff as well. The performance of teachers and library staff has already stated above. Regarding the office staff the students report of a mixed experience. They have informed that they usually get official notifications from the students' notice board (40%), followed by the teachers (14%), office staff (6%), and from the students' union (6%). A good number of students (39%) do not want to comment anything about the behaviour of the office staff, less number of students (27%) feel satisfactory about the office staffs' behaviour.

### *Ancillary Facilities of the College*

**Canteen** is an integral part of any academic institution. Being located in a rural place and holding a huge rural as well as remote catchment area, our institution offers a good canteen for its students. Most of the students (61%) are satisfied not only with the food and its price (39%) they have from the College canteen, but with the general infrastructure (45%) also. Though a good number (14%) has also expressed their dissatisfaction regarding canteen infrastructure.

The students' perception regarding **College toilet** and **indoor games facilities** shows a very gloomy picture. Ample students (30%) have expressed their resentment toward college toilet facilities provided to them.



***Fig 3: Canteen facilities***

### ***Overall Evaluation of the Institution***

To judge students overall perception about the College, they were asked a few questions, first of all, is he/she overall satisfied with the academic atmosphere of the college? Secondly, how does he/she feel to study in this college? and thirdly, des he/she have any complaint against this college? In response to the first question, the students (50%) have given excellent remark in favour of a good atmosphere prevailing in the College campus. The response echoes with the second question that a good number of students (61%) feel good to study in this College and they (55%) have no such complaint against the institution.

### ***Students' Suggestions for improvement***

Some glimpses of the observation / suggestions from the students to improve the overall teaching – learning outcome is also equally significant which are as follows:

1. Wi-Fi facility for students within the college campus;
2. Better lab facility with more excursions and more class rooms;
3. More field study;
4. Better behaviour from college staff;
5. Improvement of general infrastructure, toilets in particular;
6. Arrangement of concession in local transport;
7. Indoor games for girls;
8. Beautification of the campus inside the college; and

## 9. More invited lectures and seminars

### ***Observation and Recommendation***

An infrastructural lacuna is always transparent in the colleges from rural background, where implementing CBCS curriculum from 2017-18 academic session, it's a great challenge to meet up all the needs of the students satisfactorily by the college authority. The deficiency of Supply-side factors, such as good infrastructure, teacher-availability, modern laboratory, poor accessibility and connectivity, moreover, a hidden anxiety for upcoming future as well as a back-stopping attitude of the family (feedback came out from counselling and mentoring) for acquiring more higher studies do not ensure a good quality educational outcome in the department. Keeping the shortcomings already stated above in mind, building modern infrastructure in library and laboratory, and providing proper ancillary facilities must be the leading as being observed from the above findings. Regarding teaching-learning process, installation of more innovative teaching aida, and more internal assessments are expected to exert more positive effects in the university examinations.