

# **Feedback Report**

**on**

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

**Generated from Student Attainment Survey and Satisfaction Survey on 2019-20**

**Rabindra Mahavidyalaya**

**Academic Session: 2019-20**

## **Executive Summary and Recommendations**

On the verge of academic session 2019-20, an effort was made in our institution to undergo a feedback survey from 478 students (1+1+1 curriculum under CBCS) with an aim to gather their experience on the teaching, learning and evaluation process in the institution. Since the survey participants belong to the first batch completing their study under CBCS curriculum, the survey also included the second and fourth semester (CBCS curriculum) undergraduate students who have already spent at least one year in the college. The survey consisted of 155 boys and 323 girl students of the college. Among the participants, 59.6% have enrolled as B.A. Honours students, 24.3% as B.Sc. students, and 13.2% as B.A. General students. The rest consists of other undergraduate streams. 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 the teaching-learning process and internal assessment system in a fairly good way. The main suggestions from their end include that the institution is in bare need of 'smart' infrastructure for better teaching-learning. Besides, they feel the necessity of 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)**

### **Teaching Learning Process**

The questionnaire of SSS covered 1. the coverage of the syllabus in a semester; 2. Preparedness of the teacher in the class; 3. Teachers' ability to communicate; 4. Teachers' approach to teaching; 5. Institute taking interest in promoting extra-curricular activities; 6. Students' cognitive, social and emotional growth through mentoring; 7. Institution providing multiple opportunities to grow; 8. Informed expected competencies; 9. Mentoring; 10. Teachers identifying students' strength and weaknesses; 11. Inculcating soft skills; 12. Use of ICT tools in classroom; and 13. The overall quality of teaching-learning process. Every student has provided scores 'Never' to 'Always' for each response. The responses unfold students' satisfaction in overall quality of teaching-learning process, classroom interaction, level of discussion of performance, fairness in evaluation system, and constant counselling and

mentoring for expected competencies in course outcomes. Except the two aspects, viz. ICT tools used by the teachers in classroom and encouraging students to participate in extracurricular activities, the student participants have responded quite satisfactorily. It is to note here that the CBCS curriculum is not only new to the students, but the college is also facing it newly. Instead of all its limitations and infrastructural constraints, in the fields of overall quality of teaching learning process, application of student-centric methods, classroom interaction, counselling and mentoring, expected competencies, field visit, communication and class preparation, the students score in a satisfactory way.

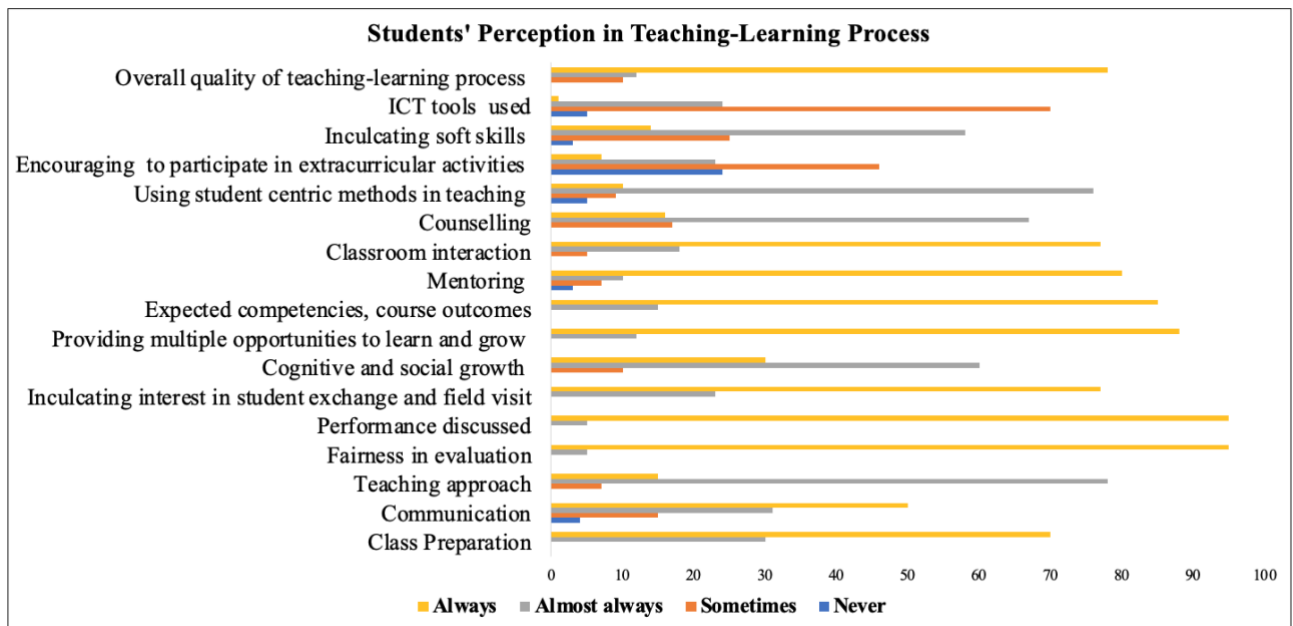


Fig 1

### Internal Evaluation System

Students were questioned whether they have benefitted from the internal evaluation system, and the degree of fairness of the system. They were also asked if their performance was discussed with them by the respective teachers or not. A striking response about the evaluation system has come out. 65.6% feel that the evaluation system is always fair that helps them scoring a good marks in the final examination. 53.6% further informed that the teachers discussed their performance in internal assessment every time.

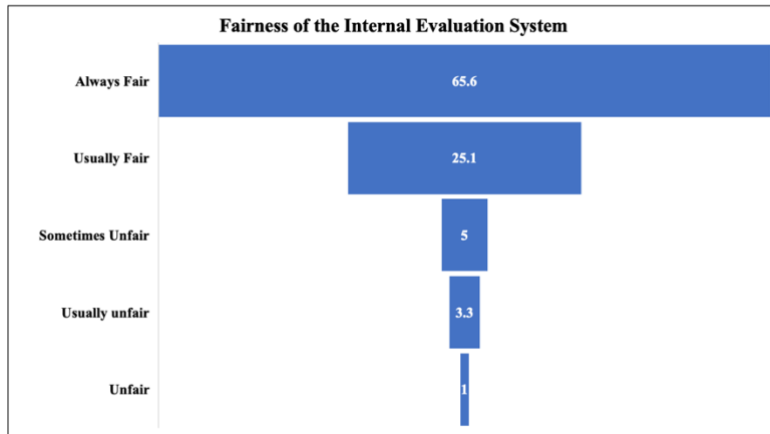


Fig 2

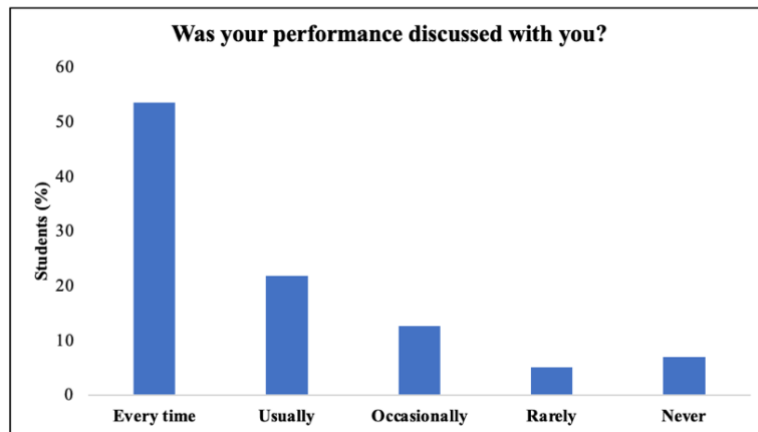


Fig 3

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. More teachers with powerful teaching ability;
2. More ICT enabled classes;
3. More facility of computer in laboratory works;
4. Small workshops on basic computer courses for skill enhancement;
5. More interactive teaching-learning process; viz. departmental-seminar;
6. More field study;
7. Flexibility in assignment timeline;
8. Distribution of study materials during classroom interaction;
9. Encourage cooperative learning; and
10. Steady communication with parents.

### ***Observation and Recommendations (from Counselling and Mentoring)***

- An infrastructural lacuna is always transparent in the colleges from rural background, where implementing CBCS curriculum the hurdles are found more but opportunities are sparse. The deficiency of Supply-side factors, such as good infrastructure, teacher-availability, modern laboratory (especially Remote Sensing and Geographical Information System Laboratory) in the department, poor accessibility and connectivity, moreover, a hidden anxiety for upcoming future as well as a back-stopping attitude of the family (especially for boys) for acquiring more higher studies do not ensure a good quality educational outcome in the department.
- A mental gap in adjusting with the new education system prevails in the mind of the pupils and their parents also (in most cases as reflected in the guardian meet and attendance in classroom), thereby creating a tension between the conventional mentality and a new one (CBCS).
- Additionally, more dependence on private tuition, not using departmental seminar library, rather increasing attraction towards instant ready-made study notes, and irregular attendance keep the students away from deeper understanding of the CBCS course curriculum.
- Keeping these shortcomings in mind, inculcating an easier and student-friendly approach is the prime need while planning a course for those who have just crossed the threshold of school education.
- Inclusion of a 'Bridge Course' of practical based subject like Geography in Undergraduate course must be a concern to the policy makers for planning such course structure for those students who have not studied it as main subject in his/her earlier course in school.
- Building modern infrastructure, implementing a flexible academic calendar to be adjusted with local crop calendar (as significant learners are used to engage in the agricultural activities during harvest season, their sporadic attendance affecting score in attendance (5 score in each paper)), introducing inter-disciplinary bridge courses (to make study easier and understandable), organizing workshops for basic skill enhancement must be the leading concern in terms of the educational policy making as being observed from the above findings.