

Feedback Report

on

Course Attainment and Level of Satisfaction

Generated from Student Attainment Survey and Satisfaction Survey on 2021-22

Rabindra Mahavidyalaya

Academic Session: 2021-22

Executive Summary and Recommendations

On the verge of academic session 2021-22, an effort was made in our institution to undergo a feedback survey from 346 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 mainly belong to the final outgoing 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 147 boys and 199 girl students of the college. Among the participants, 26.6% have enrolled as B.Sc. Honours students, 69.4% as B.A. students, and the rest as B.Com. students. The primary purpose of the survey was to assess the teaching-learning and evaluation process through the lens of the students and the measures that should be taken to advance the institution on the basis of the perceived responses given by the students. 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 so far as the teaching-learning and evaluation process 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 computer and library facility in the college for coping up with the new challenging situation after pandemic.

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

Context

Continued Online Classes and Reopening of College – Disadvantages and Challenges Faced

The academic session 2021-22 is very much significant in the history of higher education. All higher academic institutions in our state reopened in the middle of this session (November, 2021) after one and half year steady closure. We all know that the whole world was experiencing an unprecedented phenomenon of nationwide lockdown due to the dreadful attack of the coronavirus COVID 19. The pandemic has enforced with many unusual happenings which have brought deep impact on the lives and living of the world's population. More precisely the students are being affected mostly from all spheres of life starting from academic

to social. Keeping in mind the challenges they are facing and will be facing as there is no clear cut indication regarding when and how the devastations of COVID 19 pandemic is expected to die out, our institution arranged a survey containing questions of online teaching-learning process they were going through the time period. The survey also included the need of infrastructural facilities felt by the students to facilitate online and offline studies simultaneously just after the COVID era. From the survey the findings are presented as follows:

Student Satisfaction Survey (SSS)

Teachers' Performance

The students were asked two questions about teachers' performance in class, e.g. How did the teachers prepare for the classes? and how well they were able to communicate with the students? The students responded in favour of the teachers' performance, 48.7% agreed with the fact that the teachers thoroughly prepared themselves for the classroom teaching system (Fig 1). 46% was also satisfied with the fact that the subject teachers thoroughly illustrated the concepts and theories through examples and applications (36.2%) every time. They (62%) informed that the teachers always communicated well. These feedback echoes with another response given by a good number of students (51.1%) that teachers covered 85 to 100 percent of syllabus. According to another 45.1% students, teachers covered 55 to 84% syllabus. 35.6% students scored 'excellent' in case of teachers' holistic approach to teaching-learning process that is very much crucial just-after COVID period. In this challenging phase teachers informed them about their expected competencies, course outcomes and programme outcomes as stated by 74.5% students.

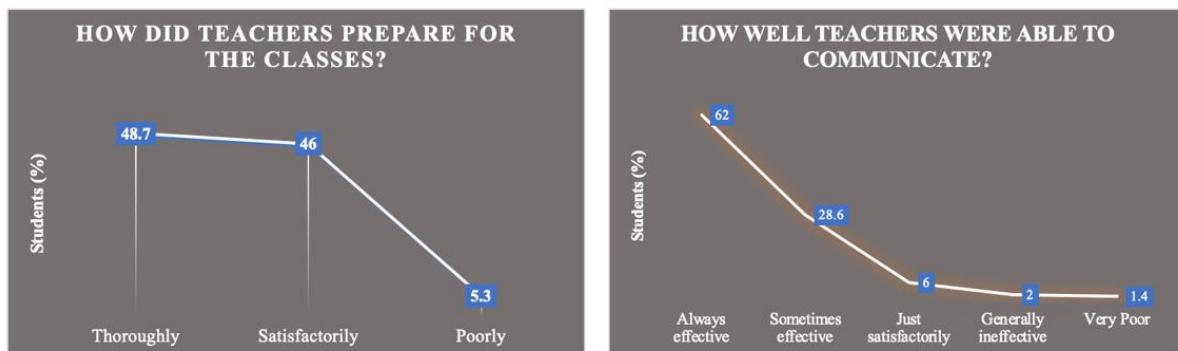


Fig 1

Teaching Learning Process

The questionnaire of SSS also 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 via online and offline mode, classroom interaction, level of discussion of performance, fairness in evaluation system, and constant counselling and mentoring for expected competencies in course outcomes. More precisely it can be said that 45.6% students informed that the institute takes active interest in promoting internship, student exchange, and field visit opportunities for students. 51% opined that the teaching and mentoring process in our institution facilitates them in growing cognitive, social and emotional growth. 44.3% agreed with the fact that the institution provides multiple opportunities to learn and grow. 58.5% students thought that it was the teachers who helped in identifying students' strengths and pointed out weaknesses and encouraged them with right level of challenges. Thus, through continuous monitoring, the institution made effort to engage students for quality improvement of their studies. 44.4% students strongly agreed with the fact. 59.3% students also informed that in this challenging period the teachers used student centric methods, such as experiential learning, participative learning and problem solving methodologies for enhancing learning experiences. Additionally, for breaking the self-perceived stigma, 45.2% said that teachers always encouraged them to participate in extra-curricular activities. Efforts were made by the institute/teachers to inculcate soft skills, life skills and employability skills to make them ready for the world of work as reported by the 59.3% students. To make the classroom teaching-learning attractive and to grow interest in studies more than 90 percent of teachers used ICT tools such as LCD projector, multimedia, etc. while teaching.

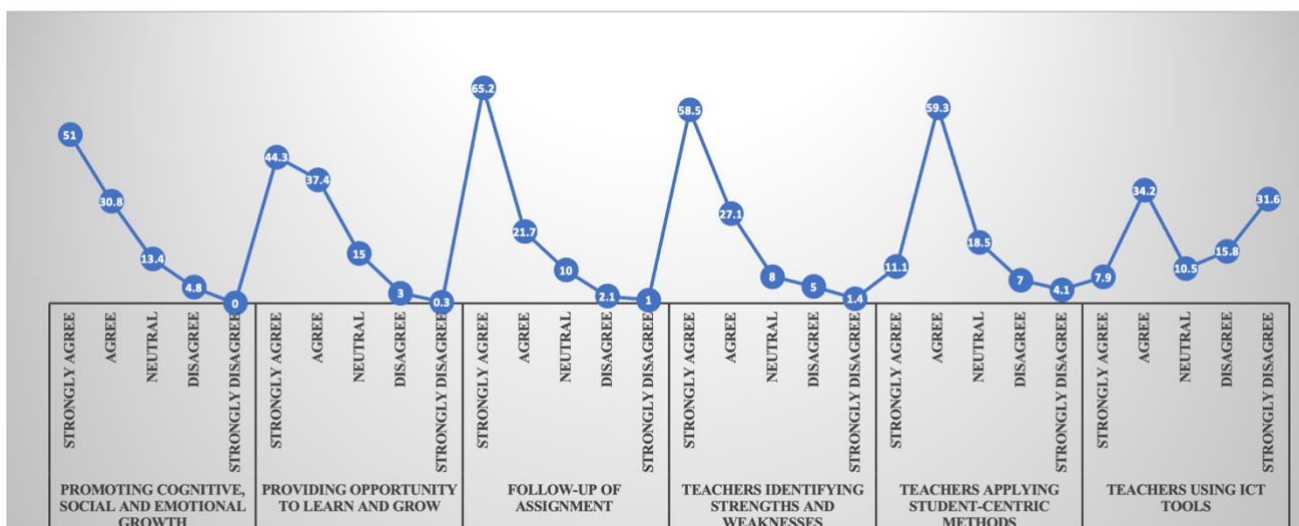


Fig 2

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. 70.6% feel that the evaluation system is always fair that helps them scoring a good marks in the final examination. 44.6% further informed that the teachers discussed their performance in internal assessment every time.

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 computer facility for all students;
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. Number of library books to increase;
7. Flexibility in assignment timeline;
8. Distribution of study materials during classroom interaction;
9. Encourage cooperative learning; and
10. Steady communication with parents.

Observation, Lessons Learnt and Recommendations

- From the department wise counselling and mentoring report of our college, it was concluded that almost all students come from humble financial background where agriculture is the primary source of income for all, with only father being the main earner. Mothers are mainly housewives, even if employed were found to hold contractual employment which was periodical (100 days worker and/or Anganwadi jobs). The situation which they are facing is something which they were not prepared for and hence know about no appropriate measures to tackle it. Online education system is not the preferred system for the mass as they are not used to it and hence are facing will lots of technical glitches commonly. Besides, internet connectivity and its maintenance are putting an additional pressure on their financial condition which is already stressed due to the ill effects of Lockdown. Even then all of them expressed their will to continue their education.
- 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.