



Student Satisfaction Survey Report 2019-20

**Government General Degree College
Mangalkote**

GOVERNMENT GENERAL DEGREE COLLEGE, MANGALKOTE
STUDENT SATISFACTION SURVEY REPORT (SSSR)
2019-2020

Introduction:

This report presents and analyzes the responses and opinions of the B.A. and B.Sc. Honours and General students of Government General Degree College at Mangalkote regarding overall institutional performance with special emphasis on teaching and learning during the academic session, 2019-2020. A total number of **147** students participated in the questionnaire based survey conducted by the institution at the end of the academic session. Since, this academic session witnessed the outbreak of Covid-19 pandemic and the sudden shift to online classes, the responses and opinions presented below reflect the impact of the crisis generated by the pandemic on the education system in general and teaching-learning at the institution in particular, which is located in rural West Bengal.

In the report that follows, responses to select important questions from the questionnaire based survey has been represented through tables and graphs, followed by brief analysis, to arrive at tentative conclusion about students' opinion about various dimensions of overall institutional performance and teaching and learning in particular. The report not only depicts the trends insofar as students' opinions are concerned but also attempts to analyze and explain the probable reasons that led students to express their opinion in a particular manner or in a specific direction. The report concludes with remarks on what the institution introspects to be done in concrete terms in the future based on the opinions and responses of the students to the quantitative and qualitative items in the survey questionnaire.

TABLE 1: RESPONSES ABOUT EXTENT OF COMPLETION OF SYLLABUS:

RESPONSE CODE (WITH COLOUR REFERENCES MATCHING DIAGRAM NO. 1)	RESPONSE CATEGORIES	PERCENTAGE (AS REFLECTED IN BAR Q ₁ IN DIAGRAM NO. 1)
1	0-Below 30%	1%
2	30-54%	2%
3	55-69%	19%
4	70-84%	58%
5	85-100%	20%

Analysis: Out of **147** students, a majority of the students (78%) responded that 70 to 100% of the syllabus was completed by the teachers. About 19% were of the opinion that about 55 to 69% of the syllabus was completed, whereas a negligible minority of 3% of the students opined that less than 55% of the syllabus was completed during the academic session 2019-2020.

TABLE 2: RESPONSES ABOUT TEACHERS' PREPARATION FOR CLASSES:

RESPONSE CODE (WITH COLOUR REFERENCES MATCHING DIAGRAM NO. 1)	RESPONSE CATEGORIES	PERCENTAGE (AS REFLECTED IN BAR Q ₂ IN DIAGRAM NO. 1)
1	Won't teach at all	0
2	Indifferently	2%
3	Poorly	18%
4	Satisfactorily	60%
5	Thoroughly	20%

Analysis: Majority of the students (60%) responded that the teachers were satisfactorily prepared for classes. About 20% of the students opined that teachers were thoroughly prepared. 18% opined that teachers were poorly prepared and about 2% said that teachers were indifferent.

TABLE 3: RESPONSES ABOUT TEACHERS' ABILITY TO COMMUNICATE EFFECTIVELY IN CLASS:

RESPONSE CODE (WITH COLOUR REFERENCES MATCHING DIAGRAM NO. 1)	RESPONSE CATEGORIES	PERCENTAGE (AS REFLECTED IN BAR Q3 IN DIAGRAM NO. 1)
1	Very poor communication	0
2	Generally ineffective	1%
3	Just satisfactorily effective	9%
4	Sometimes effective	62%
5	Always effective	28%

Analysis: Majority of the students (62%) responded that teachers sometimes communicate effectively in class and about 28% opined that teachers are always effective in class communication. A minority of 9% responded that teachers are just satisfactorily effective, whereas a miniscule minority of 1% opined that teachers are generally ineffective.

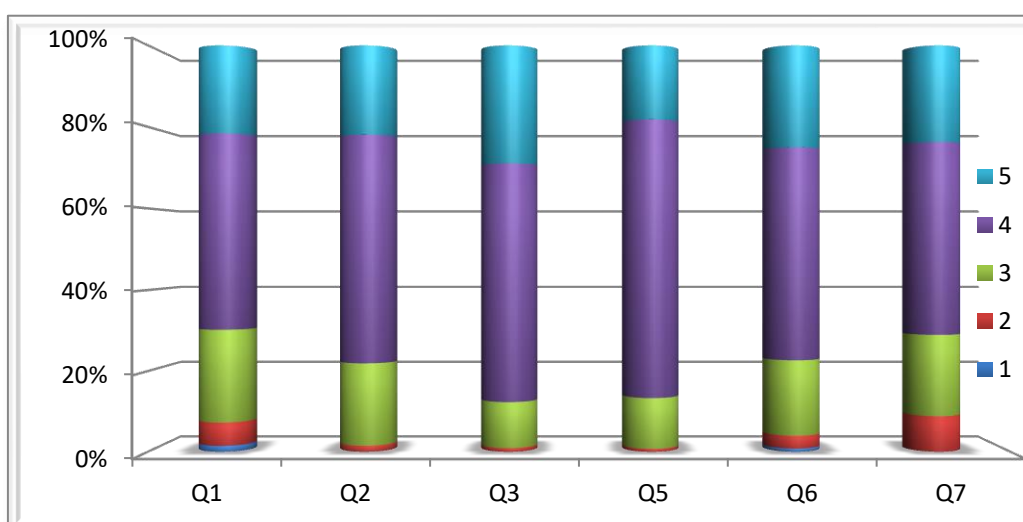


DIAGRAM NO. 1

TABLE 4: RESPONSES ABOUT EXTENT OF FAIRNESS OF INTERNAL EVALUATION:

RESPONSE CODE (WITH COLOUR REFERENCES MATCHING DIAGRAM NO. 1)	RESPONSE CATEGORIES	PERCENTAGE (AS REFLECTED IN BAR Q5 IN DIAGRAM NO. 1)
1	Unfair	0
2	Usually unfair	1%
3	Sometimes unfair	10%
4	Usually fair	72%
5	Always fair	17%

Analysis: A majority of 72% of the students responded that teachers are usually fair in internal evaluations, while about 17% responded that teachers are always fair in this respect. A miniscule minority of 1% stated that teachers are usually unfair and 10% said that teachers are sometimes unfair.

TABLE 5: RESPONSES ABOUT DISCUSSION OF PERFORMANCE IN ASSIGNMENTS:

RESPONSE CODE (WITH COLOUR REFERENCES MATCHING DIAGRAM NO. 1)	RESPONSE CATEGORIES	PERCENTAGE (AS REFLECTED IN BAR Q6 IN DIAGRAM NO. 1)
1	Never	1%
2	Rarely	2%
3	Occasionally	15%
4	Usually	56%
5	Every time	26%

Analysis: A majority of about 56% of the students responded that teachers usually discuss their performance in the assignments. A good number of 26% said that assignment performance is discussed every time. 15% said occasionally, while a minority of 2% and 1% of the students opined that performance is rarely or never discussed.

TABLE 6: OPINIONS ABOUT THE INSTITUTION'S ACTIVE INTEREST IN PROMOTING INTERNSHIPS, STUDENT EXCHANGE AND FIELD VISITS:

RESPONSE CODE (WITH COLOUR REFERENCES MATCHING DIAGRAM NO. 1)	RESPONSE CATEGORIES	PERCENTAGE (AS REFLECTED IN BAR Q7 IN DIAGRAM NO. 1)
1	Never	0
2	Rarely	8%
3	Sometimes	15%
4	Often	53%
5	Regularly	24%

Analysis: A majority of about 53% of the students opined that the institution often promotes internships, student exchange programmes and field visits. A good percentage of about 24 opined that such opportunities are regularly provided. About 15% said that such opportunities are provided sometimes, whereas a minority section of 8% opined that such opportunities are rarely provided.

The following inferences can be drawn from **Tables 1 to 6:**

- a. A majority of 78% of the students opined that 70 to 100% of the syllabus was completed. This is a good percentage considering the fact that teachers and students encountered great difficulty in the initial phase of sudden shift to online classes from the conventional mode.
- b. A majority of 80% of the students opined that teachers were satisfactorily prepared for the classes, with one-fourth of the majority opining that the teachers were thoroughly prepared, which indicates great commitment on the part of teachers to retain the relevance of teaching and learning even in the face of the deadly pandemic.
- c. A substantial majority of 90% of the students expressed satisfaction about teachers' ability to communicate in the classes. Students' opinions reflect a substantial satisfaction about teachers' preparation and communication in classes.
- d. Close to 90% of the students expressed satisfaction about the fairness of the teachers in the internal evaluations and about 80% of the students insisted that discussion of students' performance in the internal evaluations by the teachers is a usual practice at the institution.
- e. More than 75% of the students opined that the institution takes active interest in promoting internships and field visits, although such activities could not be undertaken

in the latter half of the academic session due to the outbreak of Covid-19 pandemic and subsequent lockdown.

TABLE 7: RESPONSES REGARDING THE EXTENT TO WHICH TEACHERS EXPLAIN EXPECTED COMPETENCIES, COURSE AND PROGRAMME OUTCOMES:

RESPONSE CODE (WITH COLOUR REFERENCES MATCHING DIAGRAM NO. 2)	RESPONSE CATEGORIES	PERCENTAGE (AS REFLECTED IN DIAGRAM NO. 2)
1	Never	1%
2	Rarely	1%
3	Occasionally	20%
4	Usually	58%
5	Every time	20%

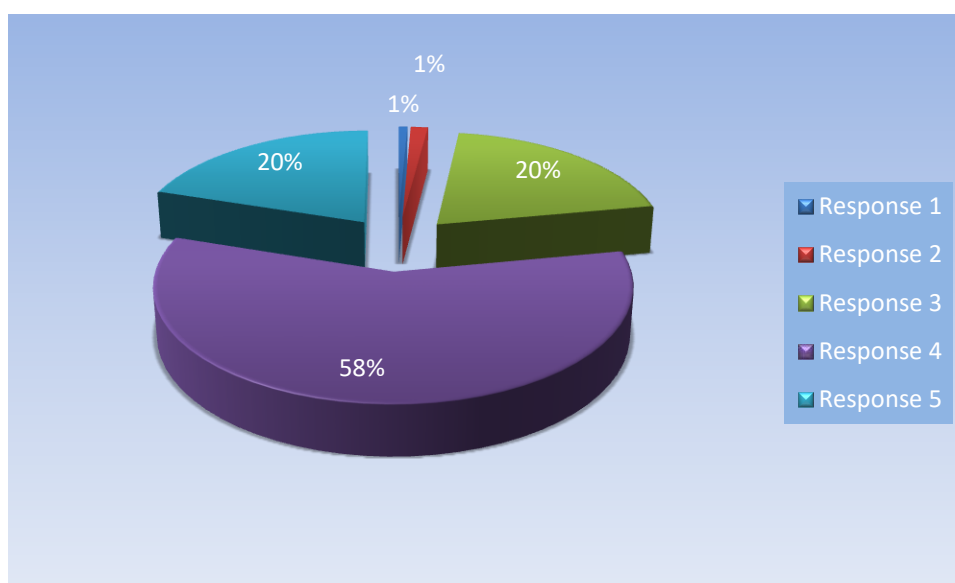


DIAGRAM NO. 2

Analysis: A majority of 58% of the students responded that teachers usually explain that expected competencies and outcomes of the programme and courses offered. 20% of the students opined that course competencies and outcomes are explained every time, while another 20% argued that they are explained occasionally. A negligible 2% opined that competencies are outcomes are explained rarely or never.

TABLE 8: RESPONSES REGARDING THE EXTENT TO WHICH TEACHERS EXPLAIN CONCEPTS WITH ILLUSTRATIONS AND EXAMPLES:

RESPONSE CODE (WITH COLOUR REFERENCES MATCHING DIAGRAM NO. 3)	RESPONSE CATEGORIES	PERCENTAGE (AS REFLECTED IN INNERMOST CIRCLE OF IN DIAGRAM NO. 3)
1	Never	1%
2	Rarely	1%
3	Occasionally	19%
4	Usually	56%
5	Every time	23%

Analysis: A majority of 56% of the students opined that teachers usually explain concepts with illustrations and examples, while a good number of 23% opined that teachers use illustrations and

examples every time they explain concepts. About 19% responded that this is done occasionally and only a miniscule minority of 2% responded that teachers rarely or never use illustrations or examples.

TABLE 9: RESPONSES REGARDING THE EXTENT TO WHICH TEACHERS HELP IDENTIFY STRENGTHS AND PROVIDE RIGHT CHALLENGES:

RESPONSE CODE (WITH COLOUR REFERENCES MATCHING DIAGRAM NO. 3)	RESPONSE CATEGORIES	PERCENTAGE (AS REFLECTED IN THE MIDDLE CIRCLE IN DIAGRAM NO. 3)
1	Unable to	1%
2	Slightly	2%
3	Partially	15%
4	Reasonably	58%
5	Fully	24%

Analysis: A majority of 58% of the students opined that teachers reasonably identify their strengths and provide equivalent challenges. A good number of 24% opined that teachers fully help them identify their strengths and channelize them in the right direction. 15% of the students opined that this is done partially and a small minority of 3% opined that teachers are unable to or slightly identify their strengths and offer equivalent challenges.

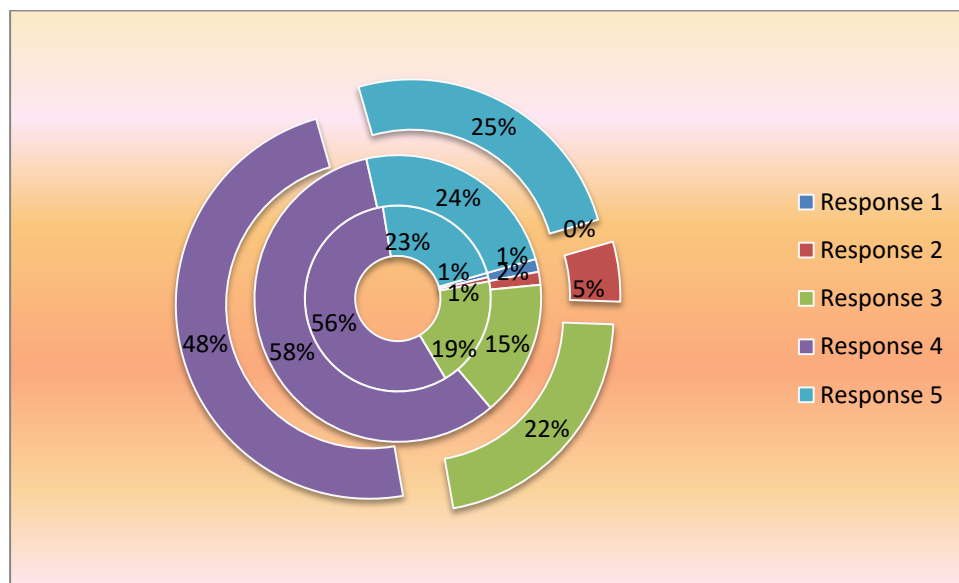


DIAGRAM NO. 3

TABLE 10: RESPONSES REGARDING THE EXTENT TO WHICH TEACHERS HELP IDENTIFY WEAKNESSES AND OVERCOME THEM:

RESPONSE CODE (WITH COLOUR REFERENCES MATCHING DIAGRAM NO. 3)	RESPONSE CATEGORIES	PERCENTAGE (AS REFLECTED IN THE OUTERMOST CIRCLE IN DIAGRAM NO. 3)
1	Never	0%
2	Rarely	5%
3	Occasionally	22%
4	Usually	48%
5	Every time	25%

Analysis: Close to half of the students (48%) responded that teachers usually identify their weaknesses and help overcome them. A good number of 25% of students said that teachers do so every time, while 22% opined that teachers do so occasionally. However, small percentage of 5% opined that teachers rarely identify their weaknesses and help overcome them.

TABLE 11: RESPONSES REGARDING THE EXTENT TO WHICH THE INSTITUTION INCULCATES SOFT, LIFE AND EMPLOYABILITY SKILLS:

RESPONSE CODE (WITH COLOUR REFERENCES MATCHING DIAGRAM NO. 4)	RESPONSE CATEGORIES	PERCENTAGE (AS REFLECTED IN DIAGRAM NO. 4)
1	Not at all	1%
2	Very little	3%
3	Some what	28%
4	Moderate	41%
5	To a great extent	27%

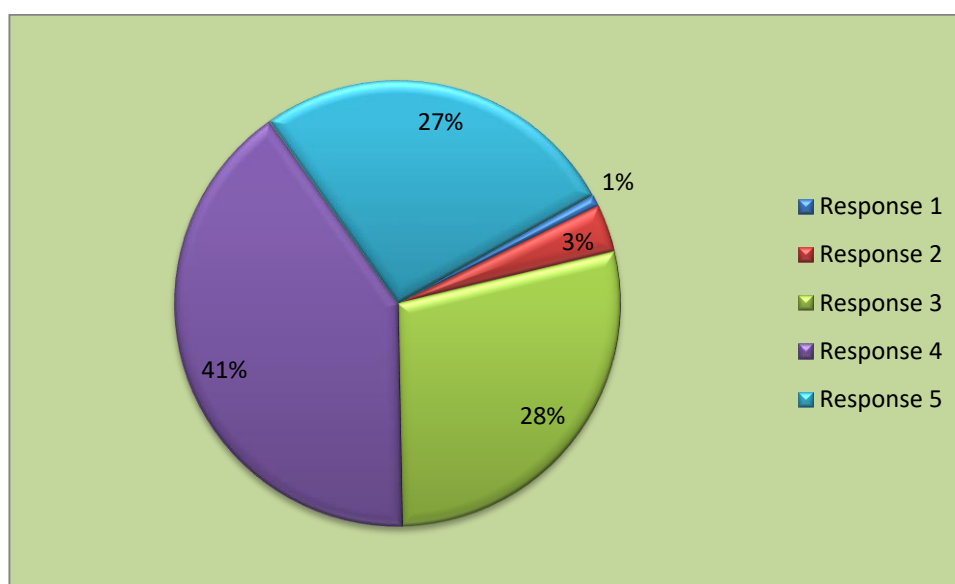


DIAGRAM NO. 4

Analysis: 41% of the students opined that the institution moderately develops soft, life and employability skills among students. A good number of 27% of the students opined that such skills are nurtured to a great extent, while about 28% of the students opined such skills are somewhat developed. A minority of 4% opined that such skills are developed very little or not at all.

The following inferences can be drawn from **Tables 7 to 11:**

- Close to 80% of the students opined that the teachers' explained course competencies and outcomes. In a similar manner, close to 80% of the students opined that the teachers' usually explained concepts using illustrations and examples. This indicates that the pedagogy adopted is not merely theoretical or abstract but connected to practical aspects of everyday life.
- More than 80% of the students opined that teachers help them identify their strengths and offer them equivalent challenges and more than 70% of the students opined that teachers' help them identify their weaknesses and overcome them. This indicates that the objective of the institution is not only to generate good examination results but nurture students holistically with a long-term view in mind.

- c. Close to 70% of the students opined that the institution moderately and sometimes to a great extent develops soft, life and employability skills among students. Students' opinion reflect that teachers as a whole perform well so far as curriculum delivery is concerned, and also provide assistance to students to help them develop their strengths and manage their weaknesses. But the institution in students' opinion needs to be more careful and adopt concrete policies about developing skills necessary for career growth and sustenance of life.

TABLE 12: OPINIONS REGARDING THE GOODNESS OF OVERALL TEACHING-LEARNING AT THE INSTITUTION:

RESPONSE CODE (WITH COLOUR REFERENCES MATCHING DIAGRAM NO. 5)	RESPONSE CATEGORIES	PERCENTAGE (AS REFLECTED IN DIAGRAM NO. 5)
1	Strongly disagree	0
2	Disagree	2%
3	Neutral	17%
4	Agree	60%
5	Strongly agree	21%

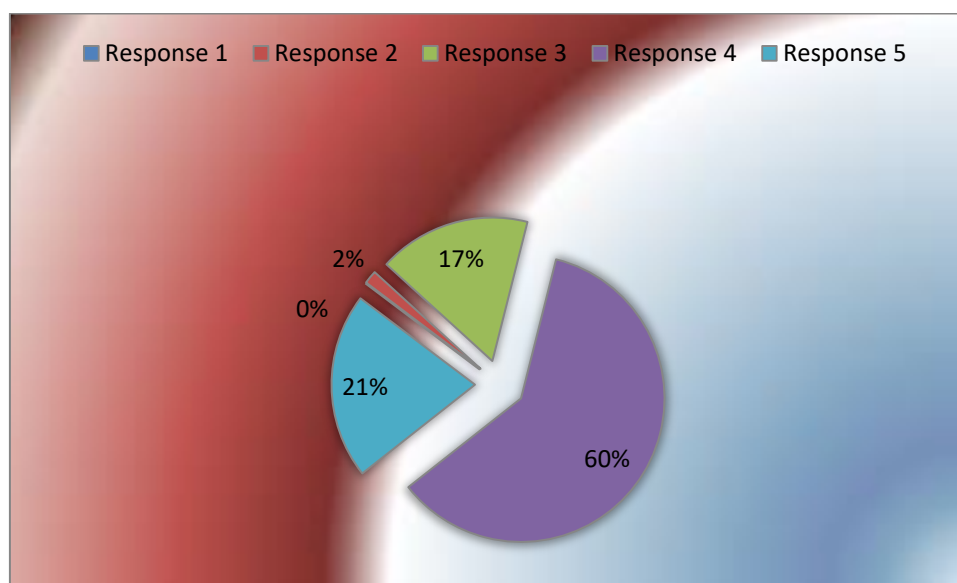


DIAGRAM NO. 5

Analysis: A majority of 60% of the students agreed that overall teaching-learning at the institution is good and 21% strongly agreed. 17% of the students remained neutral and a very small minority of 2% expressed disagreement.

Conclusion:

Students' opinion about overall institutional performance in general and teaching and learning at the institution in particular, during the academic session, 2019-2020, is substantially positive. This is reflected in the responses of the students in relation to quantitative questionnaire items on syllabus completion, teachers' lecture preparation and effective communication in class, fairness in internal evaluations and provision of feedback the same, and student sensitization about course competencies and outcomes. This is further reflected in opinions of the students in relation to items on use of experiential and participatory teaching methods, deployment of illustrations in teaching, and efforts by teachers' to identify strengths and weaknesses of the students, harness and develop the former and redress the latter. Despite being a newly established government college in rural West Bengal,

with infrastructural development process still underway, students seem to have positive opinion about the involvement of the institution in the mentoring and guidance process – promoting internships, student exchange programme and field visits, and inculcation of soft skills, life skills and generating employability.

It is however not to be assumed that all is in place at the institution at this point. The outbreak of Covid-19 pandemic has halted developmental efforts. The soul of an educational institution is located in its teaching and learning process. Despite the outbreak of the pandemic close to the last quarter of the academic session, the teachers in close communion with the learners have attempted to sustain the pace and rigour of learning in the face of crisis with courage and empathy.

The qualitative item in the questionnaire seeking suggestions from students about areas that need addressing has revealed the following demands: more faculty members in few departments of the institution, use of ICT tools like LCD projector in the classrooms, upgradation of the library in terms books, staff and digitalization and revamping of the laboratories. While the pandemic is still raging and there are obvious hurdles to immediate realization of the demands, the institution treats them as significant areas of reflection and action in building a productive, efficient and accountable public educational institution in rural West Bengal.



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