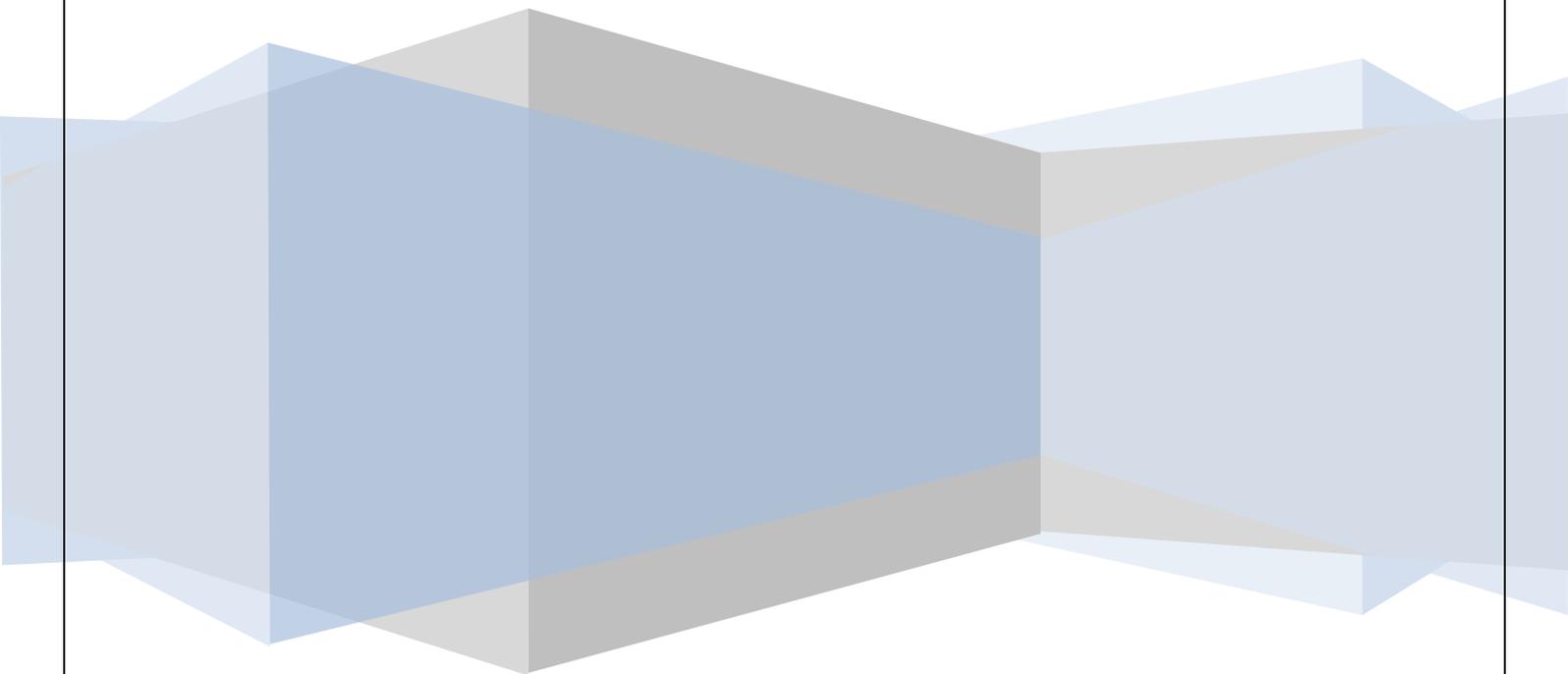




# **Student Satisfaction Survey Report 2021-22**

**Government General Degree College  
Mangalkote**



# GOVERNMENT GENERAL DEGREE COLLEGE AT MANGALKOTE

## STUDENT SATISFACTION SURVEY REPORT (SSSR)

**2021-2022**

### 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, 2021-2022. A total number of 141 students participated in the questionnaire based survey conducted by the institution at the end of the academic session. Since, this academic session witnessed the second wave of the Covid-19 pandemic and the gradual return to off-line or blended mode of teaching and learning following the lessening of rates of Covid-19 infection, the responses and opinions presented and analyzed below reflect the impact of the crisis generated by the deadly second wave and the collaborative attempt of the teachers and the students to retain the relevance of education, coping and readjusting with the 'new' normal in the process of staggered reopening of various sectors of the Indian society after prolonged lockdown.

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 regarding various aspects 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 the probable reasons that led students to express their opinion in a particular manner. The report concludes with remarks on what the institution thinks needs to be done in concrete terms in the future based on the responses of the students to the quantitative and qualitative items in the survey questionnaire.

**TABLE 1: RESPONSES ABOUT THE EXTENT OF COMPLETION OF SYLLABUS:**

RESPONSE CODE (WITH COLOUR REFERENCES MATCHING DIAGRAM NO. 1)	RESPONSE CATEGORIES	PERCENTAGE (AS REFLECTED IN BAR Q <sub>1</sub> IN DIAGRAM NO. 1)
1	0-Below 30%	1%
2	30-54%	2%
3	55-69%	17%
4	70-84%	50%
5	85-100%	30%

**Analysis:** Out of 141 students who participated in the survey, a substantial majority of the students (80%) responded that 70 to 100% of the syllabus was completed by the teachers during the academic session. About 17% opined 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:**

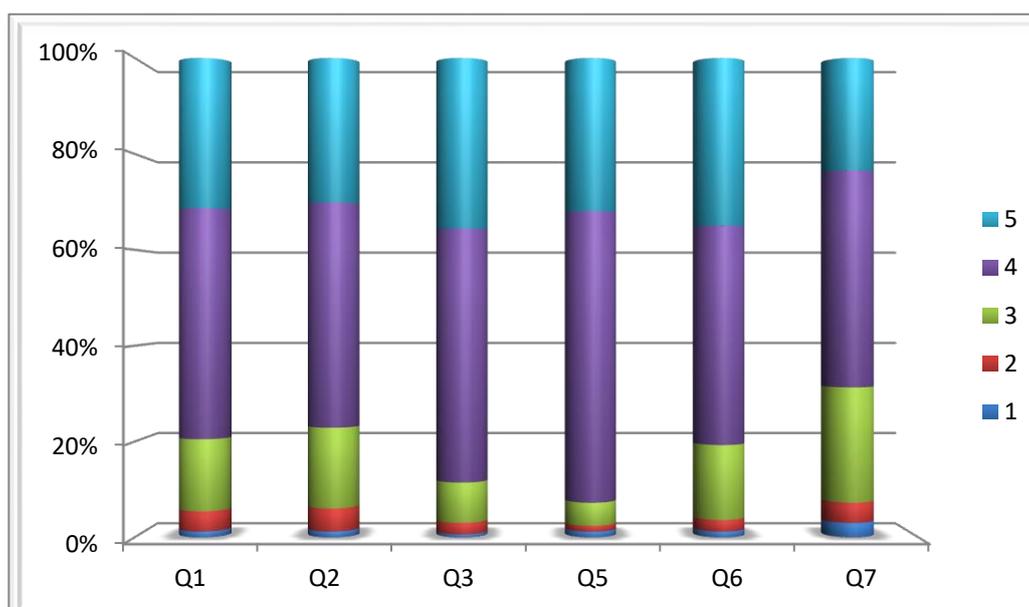
RESPONSE CODE (WITH COLOUR REFERENCES MATCHING DIAGRAM NO. 1)	RESPONSE CATEGORIES	PERCENTAGE (AS REFLECTED IN BAR Q <sub>2</sub> IN DIAGRAM NO. 1)
1	Won't teach at all	1%
2	Indifferently	2%
3	Poorly	17%
4	Satisfactorily	50%
5	Thoroughly	30%

**Analysis:** A good majority of the students (50%) responded that the teachers were satisfactorily prepared for class. A substantial 30% of the students opined that teachers were thoroughly prepared. About 17% opined that teachers were poorly prepared and 2% said that teachers were indifferent.

**TABLE 3: RESPONSES ABOUT TEACHERS' ABILITY TO COMMUNICATE EFFECTIVELY:**

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	8%
4	Sometimes effective	54%
5	Always effective	37%

**Analysis:** 54% of the students responded that teachers sometimes communicate effectively in class and a substantial percentage of students (about 37) opined that teachers are always effective in communication. A minority of 8% responded that teachers are just satisfactorily effective, whereas a miniscule minority of 1% opined that the teachers are generally ineffective.



*Diagram No. 1*

**TABLE 4: RESPONSES ABOUT EXTENT OF FAIRNESS OF INTERNAL EVALUATIONS:**

RESPONSE CODE (WITH COLOUR REFERENCES MATCHING DIAGRAM NO. 1)	RESPONSE CATEGORIES	PERCENTAGE (AS REFLECTED IN BAR Q5 IN DIAGRAM NO. 1)
1	Unfair	1%
2	Usually unfair	1%
3	Sometimes unfair	7%
4	Usually fair	61%
5	Always fair	30%

**Analysis:** A majority of about 91% of the students responded that teachers are usually fair in internal evaluations, while a good percentage of about 17 responded that teachers are always fair in this respect. About 7% responded that teachers are sometimes unfair. A miniscule minority of 2% stated that teachers are usually 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	16%
4	Usually	45%
5	Every time	36%

**Analysis:** A majority of 45% of the students responded that teachers usually discuss their performance in the assignments. A good and prominent number of about 36% said that assignment performance is discussed with students every time. 16% 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	2%
2	Rarely	4%
3	Sometimes	22%
4	Often	48%
5	Regularly	24%

**Analysis:** A majority of about 72% of the students opined that the institution often or regularly promotes internships, student exchange programmes and field visits. A good percentage of about 22 opined that such opportunities are sometimes offered. About 4% said that such opportunities are provided rarely, whereas a minority section of 2% opined that such opportunities are never provided.

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

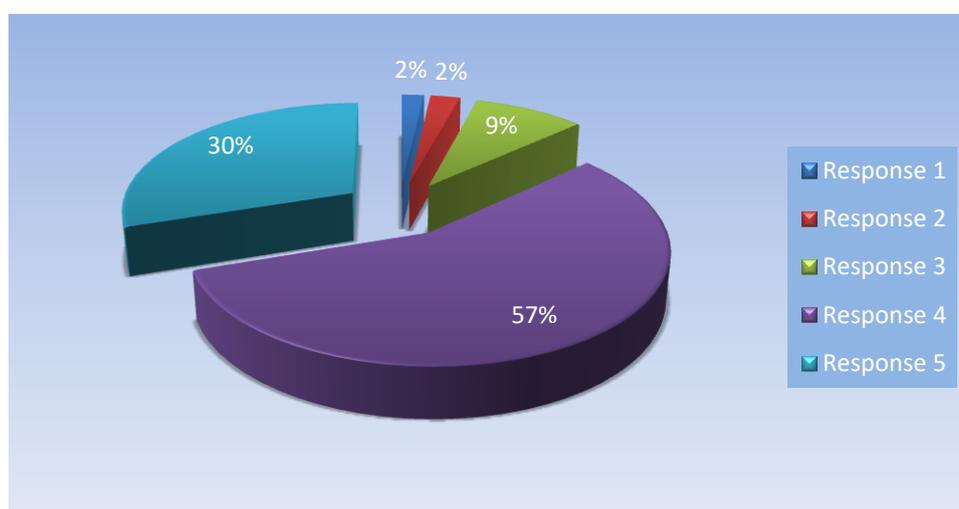
- A majority of 80% of the students opined that 70 to 100% of the syllabus was completed. This is a good percentage considering the fact that both teachers and students encountered great difficulty in conducting online classes during the pandemic and the gradual return to the off-line mode when infection rates declined.
- A majority of 80% of the students opined that teachers were satisfactorily prepared for the classes, with more than one-fourth of the majority opining that the teachers were thoroughly prepared.
- A substantial majority of more than 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 both online and offline classes.
- More than 90% of the students expressed satisfaction about the fairness of the teachers in internal evaluations and more than 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. Close to 75% of the students opined that the institution takes active interest in promoting internships and field visits, although such activities could not be undertaken during the academic session due to the Covid-19 pandemic and prolonged lockdown.

**TABLE 7: RESPONSES ABOUT 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	2%
2	Rarely	2%
3	Occasionally	9%
4	Usually	57%
5	Every time	30%



**Diagram No. 2**

**Analysis:** A majority of 57% of the students responded that teachers usually explain that expected competencies and outcomes of the programme and courses offered. A substantial 30% of the students opined that competencies and outcomes are explained every time, while 9% argued that they are explained occasionally. A minor 4% 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:**

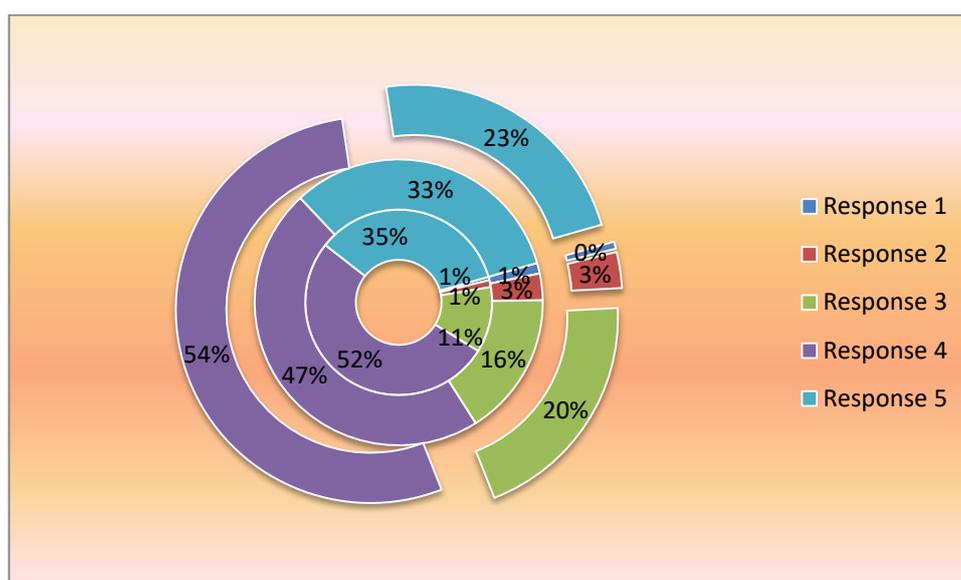
RESPONSE CODE (WITH COLOUR REFERENCES MATCHING DIAGRAM NO. 3)	RESPONSE CATEGORIES	PERCENTAGE (AS REFLECTED IN INNERMOST CIRCLE OF IN DIAGRAM NO. 3)
1	Never	1%
2	Rarely	1%
3	Occasionally	11%
4	Usually	52%
5	Every time	35%

**Analysis:** A majority of 52% of the students opined that teachers usually explain concepts with illustrations and examples and a substantial 35% opined that teachers use illustrations and examples every time. About 11% responded that this is done occasionally and only a miniscule minority of 2% responded that teachers rarely or never use illustrations or examples while explaining concepts.

**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	3%
3	Partially	16%
4	Reasonably	47%
5	Fully	33%

**Analysis:** Close to 47% of the students opined that teachers reasonably identify their strengths and provide them equivalent challenges. A substantial 33% opined that teachers fully help them identify their strengths and channelize them in the right path. About 16% of the students opined that this is done partially and a small minority of 4% opined that teachers are unable to or slightly identify their strengths and offer equivalent challenges.



*Diagram No. 3*

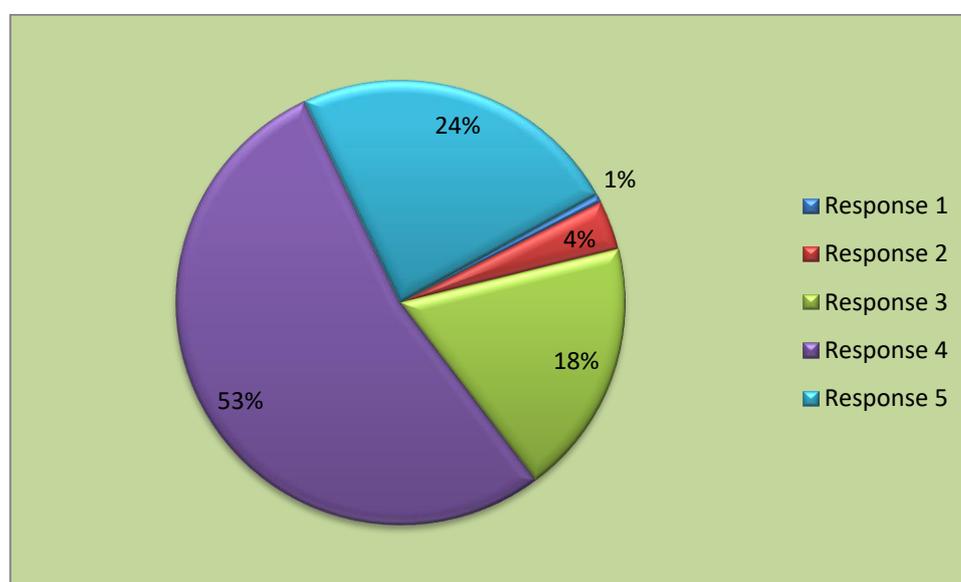
**TABLE 10: RESPONSES REGARDING THE EXTENT TO WHICH TEACHERS HELP IDENTIFY WEAKNESSES AND OVERCOME THEM:**

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	3%
3	Occasionally	20%
4	Usually	54%
5	Every time	23%

**Analysis:** More than half of the students (54%) responded that teachers usually help identify their weaknesses and overcome them. A good number of 23% of students said that teachers do so every time, while 20% opined that teachers do so occasionally. A very small percentage of 3% opined that teachers rarely identify their weaknesses and help overcome them.

**TABLE 11: RESPONSES REGARDING THE EXTENT OF EFFORTS MADE TO INCULCATE SOFT SKILLS, LIFE SKILLS 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	4%
3	Some what	18%
4	Moderate	53%
5	To a great extent	24%



**Diagram No. 4**

**Analysis:** A decent majority of 53% of the students opined that the institution moderately develops soft, life and employability skills among students. A good number of 24% of the students added that such skills are nurtured to a great extent, while about 18% of the students opined that such skills are somewhat nurtured. A minority of 5% opined that such skills are developed very little or not at all.

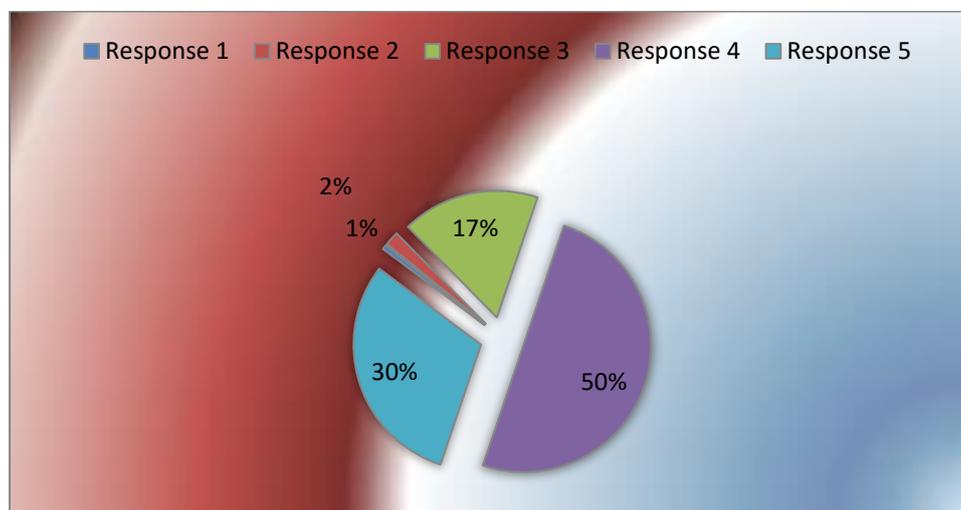
The following inferences can be drawn from **Tables 7 to 11:**

- Close to 90% 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.
- About 80% of the students opined that teachers help them identify their strengths and offer them equivalent challenges to harness and foster those capacities and close to 80% of the students opined that teachers' help them identify their weaknesses and overcome them.
- Close to 80% of the students opined that the institution mostly 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

sensitization and delivery is concerned, and also provide assistance to students to help them develop their strengths and manage their weaknesses towards greater efficacy of performance. But the institution in students' opinion needs to be more involved in developing skills necessary for career growth and sustenance of life, which could not be addressed properly due to the pandemic and lockdown.

**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	1%
2	Disagree	2%
3	Neutral	17%
4	Agree	50%
5	Strongly agree	30%



*Diagram No. 5*

**Analysis:** About 50% of the students agreed that overall teaching-learning at the institution is good and a substantial 30 % strongly agreed. 17% of the students remained neutral and a very small minority of 3% expressed disagreement.

### Conclusion:

Students' opinion about overall institutional performance in general and teaching and learning at the institution in particular, during the academic session, 2021-22, is overwhelmingly positive. This is substantially 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 and discussion of feedback the same, and students' sensitization about course competencies and outcomes. This is further reflected in the opinions of the students in relation to items on overall mentoring process, the use of illustrations and example in teaching, and efforts by teachers' to identify strengths and weaknesses of the students, harness and foster the former and redress the latter. Despite being a newly established government college in rural West Bengal, with infrastructural development process underway and struggling amidst the pandemic situation, students have a positive opinion about the involvement of the institution in promoting internships, student exchange programme and field visits, and inculcation of soft skills, life skills and

generating employability, even though these extension activities were halted under unprecedented circumstances. Fostering of trust between the teachers and the institution on the one hand and the students on the other has been the major thrust area of the college during the pandemic which got reflected overwhelmingly in the responses to the questionnaire items.

Outbreak of the Covid-19 pandemic has halted infrastructural developmental efforts at the institution for about two years. The soul of an educational institution is located in its teaching and learning process. During the pandemic, the teachers in close communion with the students have attempted to sustain the pace and rigour of learning with courage and empathy. With gradual reopening of educational institutions with decreasing infection rates, the annual student satisfaction survey served as an important tool to evaluate achievements and failures, through the opinions of the students – the most important stakeholder of the institution, and devise developmental policies and programmes accordingly.

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 of books, staff and digitalization, revamping of laboratories and deployment of laboratory staff and better canteen facility. The pandemic has generated great developmental lag and put tangible hurdles to the realization of the above demands. The institution however treats these as significant factors to be taken into consideration in building an efficient, responsible and student-accountable public educational institution in rural West Bengal.



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