



STUDENT SATISFACTION SURVEY REPORT 2018-2019

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**GOVERNMENT GENERAL DEGREE
COLLEGE, MANGALKOTE**

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INTRODUCTION:

Student satisfaction survey conducted by Government General Degree College, Mangalkote in the academic session 2018-19 was participated by a total number of 168 students from both Science and Arts streams. This was the first time the survey was conducted since the formation of the college in 2015, because this was also the year when the NAAC Committee was formed in this college. This report has been compiled on the basis of the responses of the students regarding the teaching-learning practices that are followed by our educational institution, the efficacy and preparedness of the teachers towards their respective subjects and students, the students' perception of the evaluation process and such other general and specific questions contained in the survey questionnaire. While compiling the report and analysing the same it has been kept in mind that here we are talking about an institution that belongs to a remote area of rural West Bengal.

This report has been prepared by selecting and analysing the most pertinent questions from the questionnaire that reflect the teaching-learning trend in the college, the various dimensions of institutional performance, the students' opinion regarding their academic outcomes and the dedication of the faculty members. The report serves a two-way purpose:

- Identifying the specific directions in which the teaching-learning system manifests itself, so far as this educational institution is concerned.
- An effort to highlight correctional steps and future plans that might be undertaken to address specific problems.

The responses of the students have been presented by diagrams and tables, and each table is followed by an analysis of the same

DIAGRAM NO.1

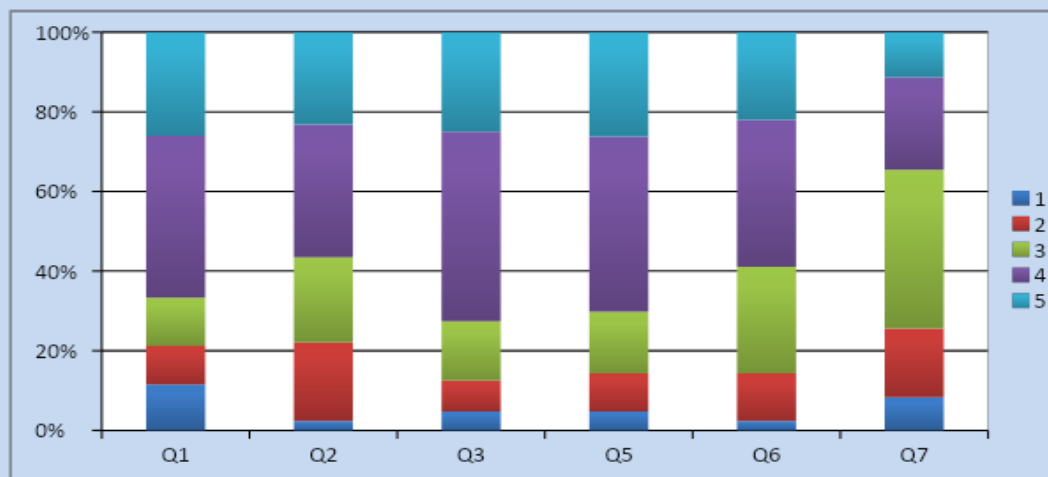



TABLE 1


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Students' Response Regarding the Extent of Completion of Syllabus

Response Code (With colour references matching diagram no. 1)	Response Categories	Percentage as reflected in Q1 in diagram no. 1
1	0-Below 30%	12%
2	30-54%	7%
3	55-69%	12%
4	70-84%	41%
5	85-100%	26%

Analysis: Out of 168 students, a majority of the students i.e. 67% are of the opinion that 70-100% of the syllabus was completed by the teachers. Whereas about 19% responded that 30-69% of the syllabus was covered by the teachers. And 12% are of the opinion that below 30% of the syllabus was covered in class, during the academic session 2018-19.

TABLE 2

Students' Response Regarding the Teachers' Preparedness

Response Code (With colour references matching diagram no. 1)	Response Categories	Percentage as reflected in Q2 in diagram no.1
1	Won't teach at all	2%
2	Indifferently	20%
3	Poorly	22%
4	Satisfactorily	33%
5	Thoroughly	23%

Analysis: Here again, out of a total majority of 168 students, 56% are of the opinion that the teachers were well prepared for the classes. But unfortunately, 22% and 20% are also of the opinion that the teachers were poorly



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prepared or were indifferent, respectively. A small minority i.e. 2% also opined that the teachers would not teach at all.

TABLE 3
Responses about Teachers' Ability to Communicate Effectively

Response Code (With colour references matching diagram no. 1)	Response Categories	Percentage as reflected in Q3 in diagram no.1
1	Very poor communication	5%
2	Generally ineffective	8%
3	Satisfactorily effective	15%
4	Sometimes effective	48%
5	Always effective	25%

Analysis: Majority of the students (73%) think that the teachers have been able to communicate effectively with the students. Whereas 15% thinks that they have been just satisfactorily effective. And a minority of 8% of students have opined that communication on part of the teachers have been poor or ineffective.

TABLE 4
Responses about the Fairness of the Internal Evaluation Process

Response Code (With colour references matching diagram no. 1)	Response Categories	Percentage as reflected in Q5 in diagram no.1
1	Unfair	5%
2	Usually Unfair	10%
3	Sometimes Unfair	16%
4	Usually Fair	48%
5	Always Fair	25%

Analysis: A majority of 73% students are of the opinion that the internal evaluation process in the college has always been fair and transparent. Whereas 16% feels that it had been sometimes unfair. 15% are of the opinion that the evaluation process in the institution, in the academic session 2018-19 had not been to their liking.

TABLE 5

Responses about Discussion of Performance in Assignments

Response Code (With colour references matching diagram no. 1)	Response Categories	Percentage as reflected in Q6 in diagram no.1
1	Never	2%
2	Rarely	12%
3	Occasionally	27%
4	Usually	37%
5	Every time	22%

Analysis: A majority of 59% of the students are of the opinion that their performances in assignments are discussed with them by the teachers. 27% feels that this happens occasionally. Whereas 14% opined that the teachers rarely or hardly discuss performance in assignments with the students.

TABLE 6

Responses 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 Q7 in diagram no.1
1	Never	8%
2	Rarely	17%
3	Sometimes	40%
4	Often	23%
5	Regularly	11%

Analysis: A majority of 63% students are of the opinion that the institution takes active interest in promoting internships, student exchange and field visits, whereas 11% feels that this phenomenon is quite regular. 17% and 8% thinks that this happens rarely and never respectively.

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

- 67% of 168 students who took this survey in the academic session 2018-19 are of the opinion that 70-100% of the syllabus was covered in class by the teachers. This figure also conveys the fact that these are the students who regularly attended classes and thus were aware of the progress made. Since at the starting the majority of the departments in this institution had only one or two teachers, the students were reluctant to come to college for just one or two classes.
- 56% opined that the teachers were satisfactorily or thoroughly prepared for the classes. But 42% responded that the teachers were indifferent or were poorly prepared. While the 1st percentage indicates sincerity and dedication on part of the teachers, the second percentage points to absentees, who barely attend classes and are habitual defaulters.
- A substantial majority of the respondents i.e. 73% are satisfied with the way the teachers communicate with the students. This percentage reflects the whole-heartedness of the teachers towards their subject-preparation and communication.
- Here again 73% have opined that the internal evaluation process has been fair and satisfactory. And 59% are of the opinion that the teachers regularly discuss course assignments with their students. Both these figures are reflective of the fact that there is complete commitment on part of the teachers to ensure student satisfaction and progress.
- So far as the promotion of field visits, internships, and exchange programmes by the institution are concerned 63% responded positively towards the institution's dedication. Though field visits involve the availability of funds, there is no doubt that the teachers constantly work towards maintaining awareness among students

DIAGRAM 2

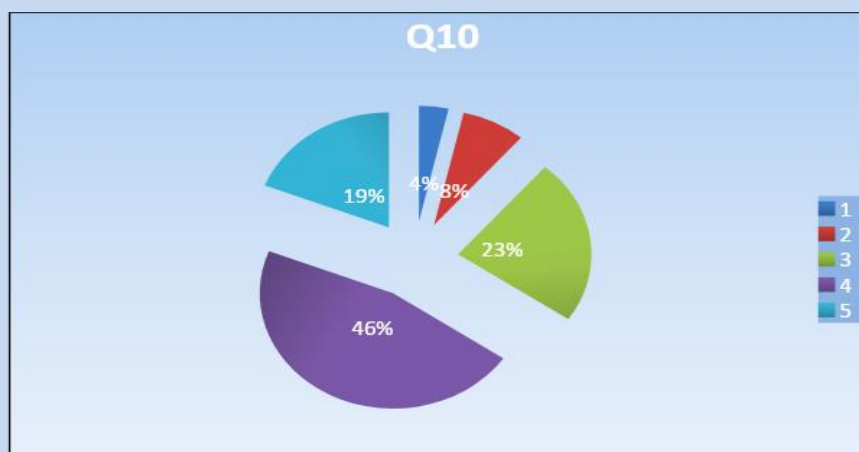


TABLE 7

Responses about the Extent to which Teachers Explain Expected Competencies and Course Outcomes

Response Code (With colour references matching diagram no. 2)	Response Categories	Percentage as reflected in diagram no.2

1	Never	4%
2	Rarely	8%
3	Occasionally	23%
4	Usually	46%
5	Every time	19%

Analysis: A majority of 65% students feel that the teachers almost always explain expected competencies and course outcomes with the students. 23% thinks that the teachers do this occasionally, whereas a minority of 8% and 4% are of the opinion that this happens rarely or never.

DIAGRAM 3

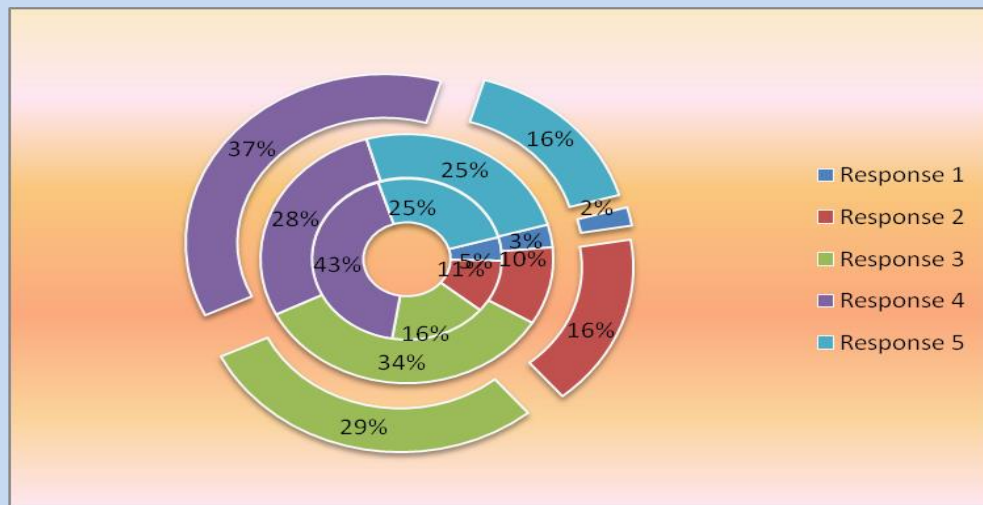


TABLE 8

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 the innermost circle of diagram no.3
1	Never	3%
2	Rarely	10%
3	Occasionally	34%
4	Usually	28%

5	Every time	25%
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Analysis: A majority i.e. 87% of the students think that the teachers regularly or occasionally use illustrations and examples while explaining a new concept to the students. Whereas 10% and 3% opined that they do so rarely or never.

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	4%
2	Slightly	8%
3	Partially	23%
4	Reasonably	46%
5	Fully	19%

Analysis: 65% of the 168 respondents are of the opinion that the teachers are always helpful to the students in identifying their strengths and overcoming challenges, while 23% opined that they do so partially or occasionally. A small minority of the respondents (12%) have opined that identification of strengths and encouragement to face challenges is very rare or absent.

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 of diagram no.3
1	Never	2%
2	Rarely	16%
3	Occasionally	29%
4	Usually	37%
5	Every time	16%

Analysis: 82% respondents are of the opinion that the teachers regularly or occasionally help the students to identify their weakness and suggest ways to overcome them. While 18% are of the opinion that such activities are rare or absent.

DIAGRAM 4

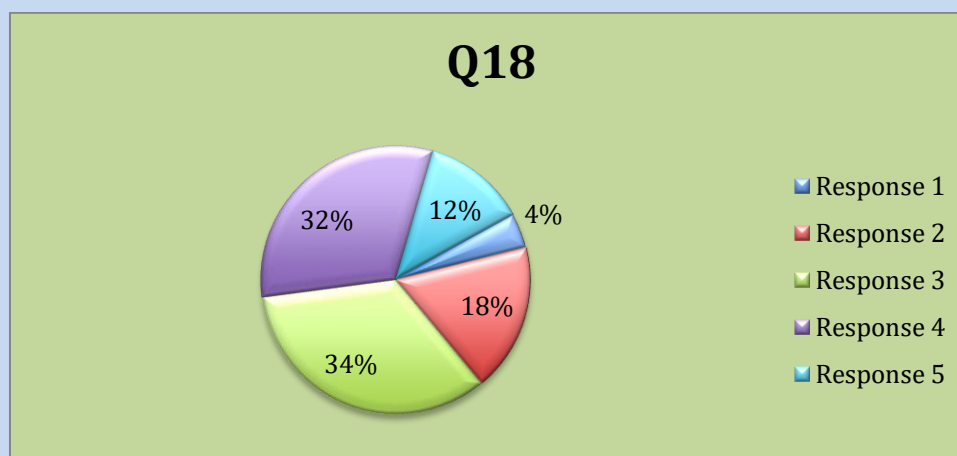


TABLE II

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	4%
2	Very little	18%
3	Somewhat	34%
4	Moderate	32%
5	To a great extent	12%

Analysis: So far as the inculcation of soft skills, life skills and employability skills by the institution are concerned, 44% of the respondents opined that these happen moderately or to a great extent. 34% are of the opinion that this phenomenon is somewhat regular while 22% thinks that the institution does this quite rarely or never.

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

65% of the respondents opined that in the academic year 2018-19, teachers quite regularly explained course competencies and outcomes. Similarly 87% of the students are positive about the way the teachers made use of illustrations and examples in explaining complex concepts.

A major responsibility of the teachers is identifying the strengths and weaknesses of their students and helps them overcome it on one hand and make them ready to face future challenges. While 65% of the students

opined that the teachers help them in identifying their strengths and make them future-ready, 82% opined that the teachers work towards identifying the weaknesses of his/her students.

44% of the students opined that the institution helps in inculcating soft/life skills and employability skills. While 22% responded negatively towards this end. It signifies that in the future the institution needs to devote more time and innovative ideas towards preparing the students for their career and a higher quality of moral and social life.

DIAGRAM 5

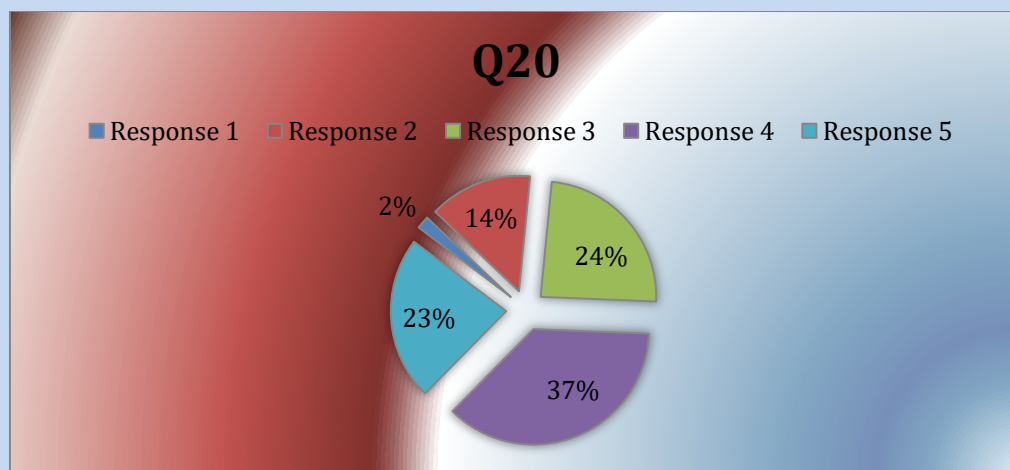


TABLE 12

Responses Regarding the Overall Teaching-Learning Efficacy

Response Code (With colour references matching diagram no. 5)	Response Categories	Percentage as reflected in diagram no.5
1	Strongly disagree	2%
2	Disagree	14%
3	Neutral	24%
4	Agree	37%
5	Strongly agree	23%


Analysis: Out of 168 students, a majority (70%) opined that the overall teaching-learning efficacy in the institution is quite commendable and the teachers work effectively towards this end. 24% were neutral while responding to this particular question. While 16% opined that they do not think positively towards the effectiveness of the overall teaching-learning process of the institution.

Conclusion: The student satisfaction survey conducted in the academic year 2018-19 points to certain important factors. These factors are related to both success and failures or certain lapses or certain areas that need special attention.

- To begin with Government General Degree College, Mangalkote was established in the year 2015 with a view to make higher education accessible to the students of a rural area. 2018-19 was the year when the idea of Student Satisfaction Survey as propounded by the UGC was for the 1st time introduced in this college. The idea was new not only for the students but also for the teachers for many of whom this college was their first place of posting and thus they were unacquainted with the idea. As for the students, coming from a vernacular-medium of learning-background, they had to be explained what this survey stands for and that by responding to this survey they would not be facing any troubles. Many of them failed to grasp the meaning of the questions as they were in English. Given all these factors, majority of the students responded positively towards almost all the questions in the questionnaire. Be it the extent of completion of syllabus, or the teachers' preparedness or the ability of the teachers to effectively communicate, majority of the students responded in a manner that points to the efficacy of the institution.
- There is no denying the fact that the institution needs to give special attention to certain areas for the betterment of the students. Three such areas are: the extent to which the institution promotes internships, field visits and exchange programmes; the inculcation of soft skills, life skills, add-on courses and employability skills by the institution. Arranging for internships and exchange programmes for a remote rural area is not easy. For many of the students in this general degree college the major challenge is securing a moderate-paying job that would sustain their lives and the lives of their families. Thus employability is more important for them than any other factor. The college needs to arrange for programmes that would make the students aware of the various career opportunities. Career-counselling sessions would be very helpful in this regard. So far as the preparedness of the teachers is concerned a major challenge involves explaining critical concepts in vernacular language. Political Science and Sociology are two such subjects that include many western concepts and terminologies that defy translation in Bengali. And yet the teachers here actively try to explain each word in vernacular language with the help of illustrations and examples. The same is true of subjects like Botany, Chemistry and Zoology. A minimum understanding of the English language is what is needed and the institution might arrange for special classes towards this end.
- There was a qualitative question in this questionnaire that required the students to make suggestions regarding the teaching-learning experience in this institution. A majority of the students suggested that we need better library facilities, better laboratory facilities and better canteen facilities. 2018-19 was a time when Government General Degree College did not have a librarian and as such the students could not be provided with the home-issue facility. Though they were allowed to sit and study in the library and make photo copies.

RECOMMENDATIONS:

- The students highlighted the need for more books, for various departments, for the college library so that they can spend more productive time in the library during their free periods.
- The students of the Zoology department requested for the availability of more glass and other goods for their practical works.


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- Moreover, the students of both the Zoology and the Chemistry departments opined that they need some necessary chemicals for their practical sessions in the lab.
- The institution needs to organize career opportunity programmes, career counselling sessions, and soft-skills development programmes in the future, which will prepare the students for job placement and employment.
- Communicative English and career counselling classes need to be organized, keeping in mind placement opportunities for students.
- The survey also brings out the need to make arrangement for add-on courses or certificate-courses in various disciplines that will allow the students to gain expertise in specific fields along with improving their competencies.




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