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# STUDENT SATISFACTION SURVEY REPORT

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2020-21



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GOVERNMENT GENERAL DEGREE COLLEGE, MANGALKOTE

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### STUDENT SATISFACTION SURVEY REPORT

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#### **INTRODUCTION:**

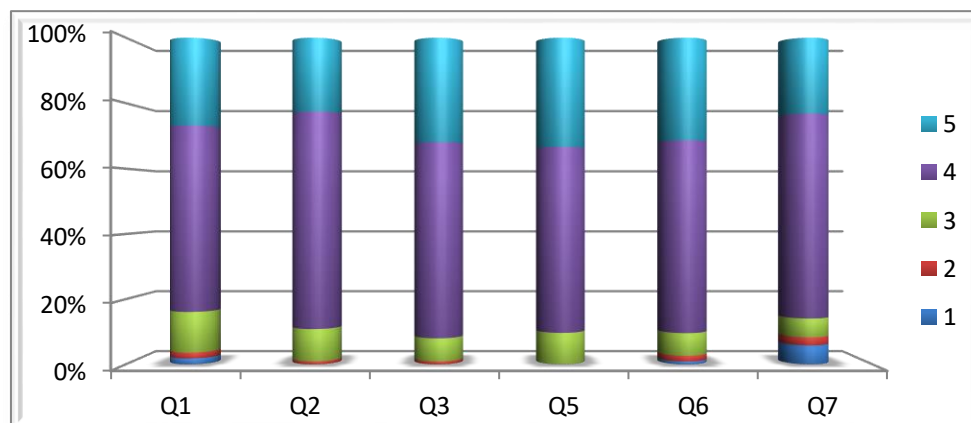
Student Satisfaction Survey conducted by Government General Degree College, Mangalkote at the end of the academic session 2020-21 was participated by a total number of 112 students from both Science and Arts streams. This was the time of COVID pandemic and all offline classes and other academic activities were completely suspended. In the session 2020-21 online classes were being held as per the directives of the government. 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 is extremely important to keep 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 reflects 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**

**Students' Response Regarding the Extent of Completion of Syllabus**

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| Response Code (With colour references matching Diagram No. 1) | Response Categories | Percentage as reflected in the bar of Q1 in Diagram No. 1 |
|---|---------------------|---|
| 1   | 0-Below 30%         | 1%  |
| 2   | 30-54%              | 1%  |
| 3   | 55-69%              | 13%   |
| 4   | 70-84%              | 57%   |
| 5   | 85-100%             | 27%   |

**Analysis:** Out of 112 students, a majority of the students i.e. 84% are of the opinion that 70-100% of the syllabus was completed by the teachers. Whereas about 13% responded that 30-69% of the syllabus was covered by the teachers. And a negligible 1% is of the opinion that below 30% of the syllabus was covered in class, during the academic session 2020-21.

**TABLE 2**  
**Students' Response Regarding the Teachers' Preparedness**

| Response Code (With colour references matching Diagram no. 1) | Response Categories | Percentage as reflected in the bar of Q2 in Diagram No.1 |
|---|---------------------|--|
| 1   | Won't teach at all  | 0%   |
| 2   | Indifferently       | 0%   |
| 3   | Poorly              | 9%   |
| 4   | Satisfactorily      | 67%  |
| 5   | Thoroughly          | 23%  |

**Analysis:** Here again, out of a total majority of 112 students, 90% are of the opinion that the teachers were well prepared for the classes. A very small minority of 9% is of the opinion that the teachers were inadequately prepared.

**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  | 0%  |
| 2   | Generally ineffective    | 0%  |
| 3   | Satisfactorily effective | 7%  |
| 4   | Sometimes effective      | 61%   |
| 5   | Always effective         | 32%   |

**Analysis:** Majority of the students (93%) think that the teachers have been able to communicate effectively with the students. Whereas 7% thinks that they have been just satisfactorily effective.

**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              | 0%  |
| 2   | Usually Unfair      | 0%  |
| 3   | Sometimes Unfair    | 9%  |
| 4   | Usually Fair        | 58%   |
| 5   | Always Fair         | 33%   |

**Analysis:** A majority of 91% students are of the opinion that the internal evaluation process in the college has always been fair and transparent. Whereas a negligible minority i.e. 9% feels that it had been 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 Q6 in diagram no.1 |
|---|---------------------|---|
| 1   | Never               | 0%  |
| 2   | Rarely              | 1%  |
| 3   | Occasionally        | 7%  |
| 4   | Usually             | 60%   |
| 5   | Every time          | 32%   |

**Analysis:** A majority of 92% of the students are of the opinion that their performances in assignments were discussed with them by the teachers. 7% feel that this happened occasionally. Whereas a very small minority of 1% opined that the teachers rarely discussed performance in assignments with the students.

**TABLE 6**

**Responses about the Institution's Active Interest in Promoting Internships, Student Exchange and Field Visits**

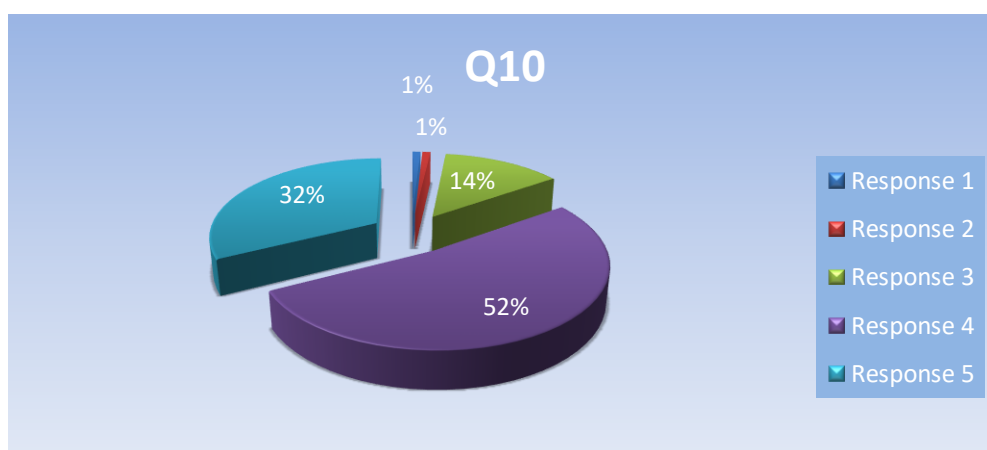
| Response Code (With colour references matching diagram no. 1) | Response Categories | Percentage as reflected in Q7 in diagram no.1 |
|---|---------------------|---|
| 1   | Never               | 6%  |
| 2   | Rarely              | 2%  |
| 3   | Sometimes           | 6%  |
| 4   | Often               | 68%   |
| 5   | Regularly           | 25%   |

**Analysis:** A majority of 93% students are of the opinion that the institution took active interest in promoting internships, student exchange and field visits, whereas a small minority of 6% feels that this phenomenon took place quite occasionally. 2% and 6% think that this happened rarely and never respectively.

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

- A vast majority i.e. 84% of 112 students who took this survey in the academic session 2020-21 are of the opinion that 70-100% of the syllabus was covered in class by the teachers. Since all the classes were being conducted on an online mode during most of the 2020-21 session, this figure conveys the fact that despite the problems posed by a rural area where internet connectivity is hardly satisfactory and despite the fact that all the students here do not own smartphones, efforts were made by both the students and teachers to make the most use of the available resources.
- 90% opined that the teachers were satisfactorily or thoroughly prepared for the classes. A miniscule minority of 9% feel that the teachers were not adequately prepared. As mentioned earlier, the COVID outbreak during this time seriously undermined offline academic activities and the students of a remote area found it extremely difficult to attend online classes due to unavailability of devices and know-how. Despite these challenges, regular and meaningful classes were arranged by the Institution on online mode.
- A substantial majority of the respondents i.e. 93% are satisfied with the way the teachers communicate with the students and the extent of communication. This percentage reflects the whole-heartedness of the teachers towards their subject-preparation and communication.
- Here again 91% have opined that the internal evaluation process has been fair and satisfactory. And 92% 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 93% responded positively towards the institution's dedication. Though in this academic session no field visits and internships were possible due to the pandemic situation, the figure in this bar indicates that the Institution took active steps to spread awareness among the students the value and importance of these programmes.

**DIAGRAM 2**



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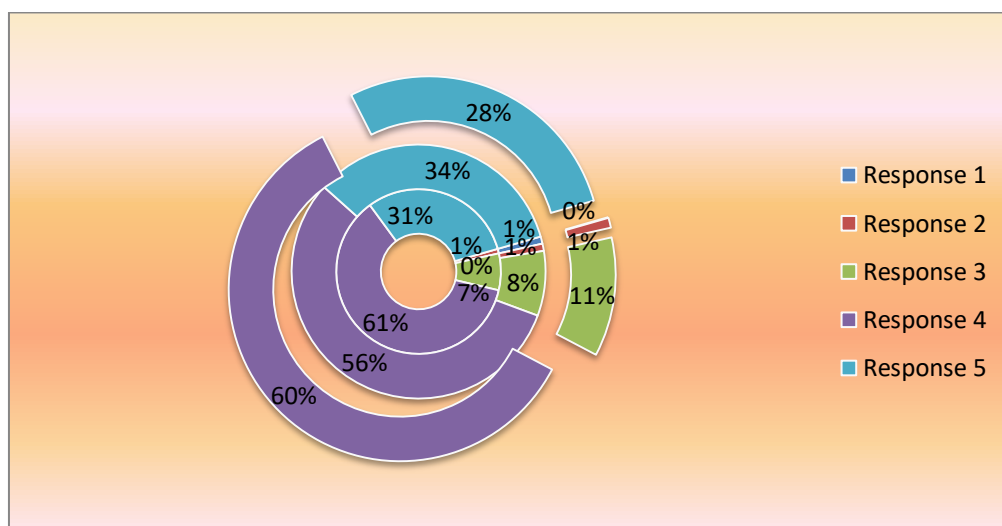
**TABLE 7**

**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               | 1%                                      |
| 2   | Rarely              | 1%                                      |
| 3   | Occasionally        | 14%                                     |
| 4   | Usually             | 52%                                     |
| 5   | Every time          | 32%                                     |

**Analysis:** A majority of 84% students feel that the teachers almost always explain expected competencies and course outcomes with the students. 14% think that the teachers do this occasionally, whereas a minority of 1% 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               | 1%  |
| 2   | Rarely              | 0%  |
| 3   | Occasionally        | 7%  |
| 4   | Usually             | 61%   |
| 5   | Every time          | 31%   |

**Analysis:** A majority i.e. 92% of the students think that the teachers regularly or occasionally use illustrations and examples while explaining a new concept to the students. Whereas a miniscule minority of 7% opined that they do so rarely.

**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            | 1%   |
| 3   | Partially           | 8%   |
| 4   | Reasonably          | 56%  |
| 5   | Fully               | 34%  |

**Analysis:** 90% of the 112 respondents are of the opinion that the teachers are always helpful to the students in identifying their strengths and overcoming challenges, while a minority of 8% opined that they do so partially. An even smaller minority of the respondents (1%) have opined that identification of strengths and encouragement to face challenges is very rare or absent.

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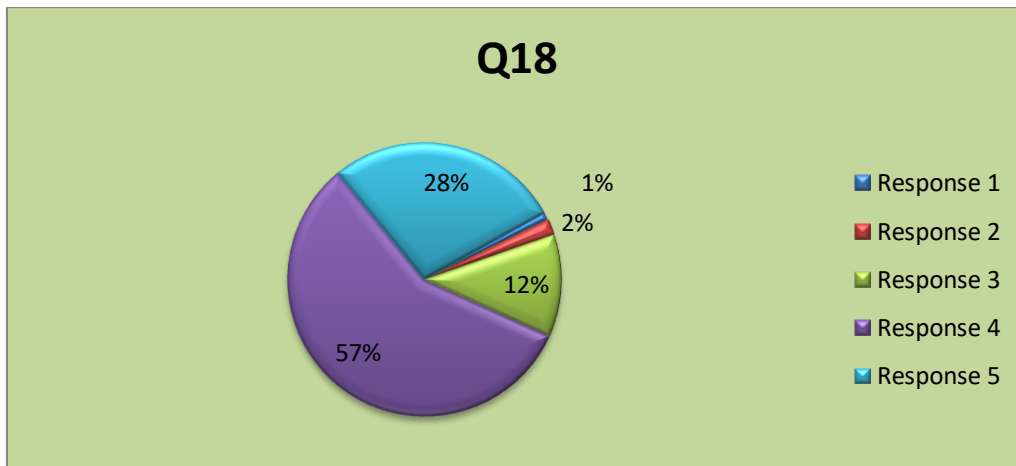
**TABLE 10**

*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               | 0%  |
| 2   | Rarely              | 1%  |
| 3   | Occasionally        | 11%   |
| 4   | Usually             | 60%   |
| 5   | Every time          | 28%   |

**Analysis:** 88% respondents are of the opinion that the teachers regularly or usually help the students to identify their weaknesses and suggest ways to overcome them. While 11% are of the opinion that such activities occur occasionally.

**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          | 1%                                      |
| 2   | Very little         | 2%                                      |
| 3   | Somewhat            | 12%                                     |
| 4   | Moderate            | 57%                                     |
| 5   | To a great extent   | 28%                                     |

**Analysis:** So far as the inculcation of soft skills, life skills and employability skills by the institution are concerned, 85% of the respondents opined that these happen moderately or to a great extent. 12% are of the opinion that this phenomenon is somewhat regular while a very small minority of 2% think that the institution does this quite rarely or never.

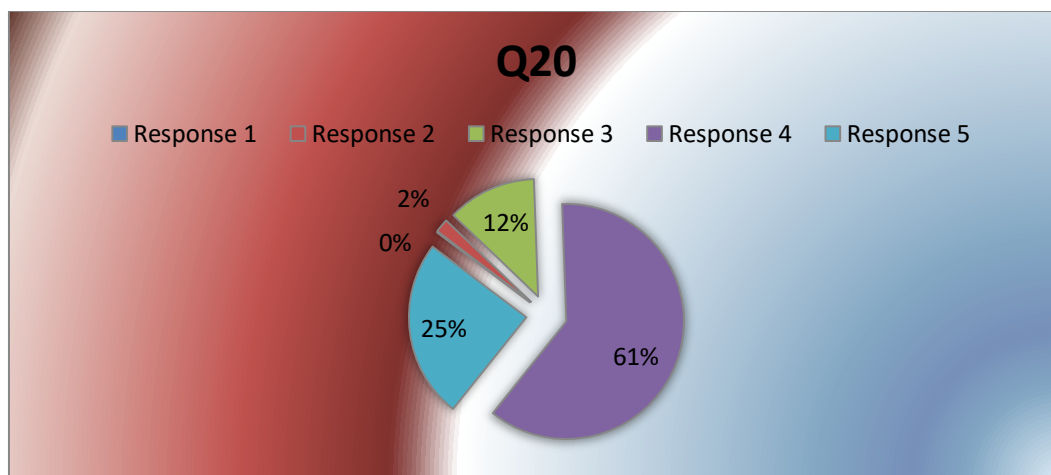
The following inferences can be drawn from **Tables 7 to 11:**

- 84% of the respondents opined that in the academic year 2020-21, teachers quite regularly explained course competencies and outcomes. Similarly 92% 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 helping them overcome it on one hand and make them ready to face future challenges. While 90% of the students opined that the teachers help them in identifying their strengths and make them future-ready, 88% opined that the teachers work towards identifying the weaknesses of his/her students.
- 85% of the students opined that the institution helps in inculcating soft/life skills and employability skills. While 12% opined that this happened occasionally. It was particularly difficult to achieve this end in the academic session 2020-21 as the COVID pandemic forced the suspension of all offline academic activities.

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**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   | 0%                                      |
| 2   | Disagree            | 2%                                      |
| 3   | Neutral             | 12%                                     |
| 4   | Agree               | 61%                                     |
| 5   | Strongly agree      | 25%                                     |

**Analysis:** Out of 112 students, a majority (86%) opined that the overall teaching-learning efficacy in the institution is very commendable and the teachers work effectively towards this end. 12% were neutral while responding to this particular question. While a miniscule minority of 2% 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 2020-21 points to certain important factors. These factors are related to both success and failures or certain lapses or certain areas that need special attention.

- The Student Satisfaction Survey in the academic year 2020-21 was participated by a total of 112 students, a number that is a smaller number compared to the previous years. This was again due to the outbreak of the corona virus worldwide. As the pandemic forced the suspension of all academic and administrative activities, Government General Degree College Mangalkote like all other schools and colleges took to online classes and webinars. But a major difference between this Institution and other

colleges in towns, cities and semi-rural areas is that this Institution is located in a completely remote rural area where internet connection is unstable during the day and nearly nil at night. As such when online classes started our primary mode of teaching was conference calls and the students were comfortable with this mode. But as more and more students continued to join the calls it became impossible to teach via conference calls.

- Despite all the troubles there was no daunting the spirits of either the students or the teachers, as online education made progress from conference calls to WhatsApp conference calls to Google Meet. It took considerable effort on part of the students to adapt to this new situation. But as the percentages indicate online teaching-learning proved to be successfully implemented. The teachers of this Institution also started sharing PDFs of learning materials to the students via WhatsApp and other platforms.
- 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 with books that are in Bengali version, better laboratory facilities with lab assistant and better canteen facilities. There was still no librarian in this College and library works were done mostly by the teachers and non-teaching staff. Some student also suggested that the college needs to make arrangements for better transport facilities in this rural area and a permanent bus stop with shade.

#### Recommendations:

- 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.
- WIFI facilities in the campus with fast internet will enable both the students and the teachers to organize more ICT-facilitated teaching-learning in the coming years.
- Upgradation of the library also requires special attention in terms of appointing a librarian, more books for various departments and computer-facilitated operations.



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