

A Feedback Report

on

Course Attainment and Students' Level of Satisfaction

Generated from Student Attainment Survey and Satisfaction Survey

Rabindra Mahavidyalaya

Academic Session: 2016-17

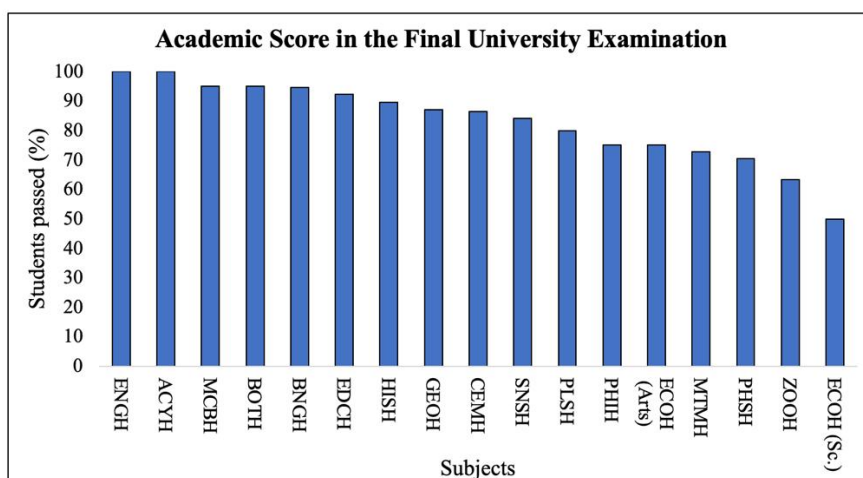
Summary

On the verge of academic session 2016-17, an effort was made in our institution to undergo a feedback survey to the outgoing students of Part III (Honours) with an aim to gather their experience on the course they just completed at Rabindra Mahavidyalaya. Two google forms (one containing Course Attainment Survey and another Student Satisfaction Survey) were distributed among all Honours students (Sample Size = 250) at the time of issuing library and laboratory clearance from each department. To assess their level of attainment from the course and also to measure the degree of satisfaction they perceived while studying in their alma mater included as the main objective of the feedback report.

Direct Course Outcome

Students' Performance in the Final University Examination

At the end of Final University Examination (1+1+1 system), it was found that 82.98 percent of Honours students, 95.86% of B.A. General students and 100% of B.Sc. General students successfully completed the course. From the simple bar diagram displayed below it is clear that in six honours courses of Bengali, English, Education, Botany, Accountancy and Microbiology, rate of passing the examination is above 90 percent; followed by the Honours course of History, Geography, Chemistry, Sanskrit and Political Science having 80 to 90 percentage of passed students; and the Honours courses of Philosophy, Economics (Arts), Mathematics and Philosophy holding 60 to 70 percent passed students. Only the students of Zoology honours and Economics Honours (B.Sc.) have attained 63.33% and 50% passed students respectively. The scores revealed very positive overall direct learning outcome of the B.A./B.Sc./B.Com. (Honours and General) course.



Indirect Course Outcome

Course Attainment: Through the Lens of Students' Perception

Selection, Motivation, and Knowledge gained

In the Course Attainment Survey, students were asked why they chose the particular subject as Honours subject at their graduation level and how they perceive studying the course. 185 among 250 (74.19%) reported that they chose the subject by themselves being motivated by their subject teachers of their school, and elder sister/brothers who had been graduated from this institution before. 48 out of 250 (19.35%) were motivated from their parents and rest pupils (6.45%) selected the subject as they got the opportunity of selection during second counselling session of admission in the college. All the students informed that during accessing 10+2 level in school, interest in the subject grew well which enhanced their motivation to build their career with the subject.

Rating, Usefulness, and Recommendation to Others

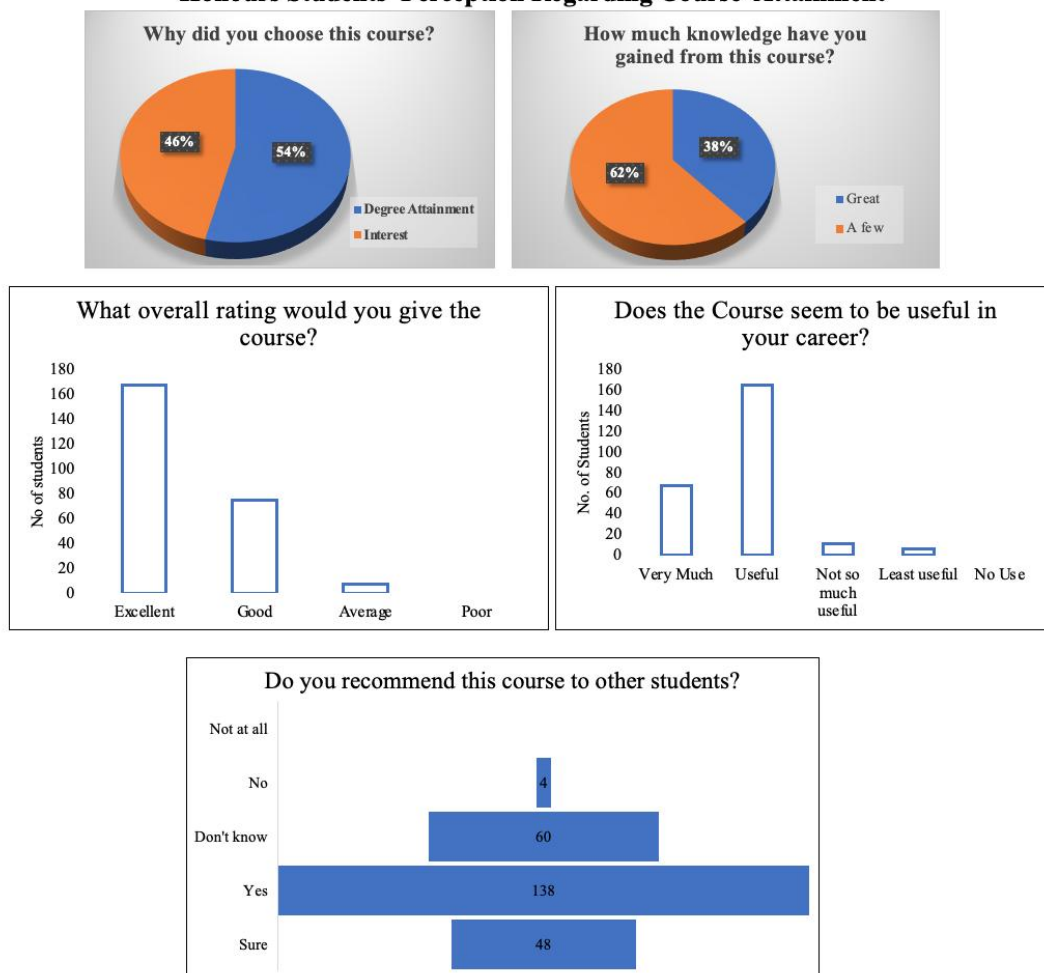
The questionnaire revealed that more than half respondents (54%) selected the particular subjects of their choice for degree attainment while 46% have deep interest in the subjects. After completion of the Honours degree 62% have gained a great deal of knowledge from the course. Students were asked what rating they gave their respective subjects overall. It can be said that all students have given positive ratings in favour of undertaking the course; 178 out of 250 students evaluated the course as 'Excellent' followed by 'Good' (72 out of 250). A significant portion (45% of 250) feel that the course may be useful in inviting success in their career. In answering the questions given by the students regarding their recommendation of the course to others, except a few, the others (37% out of 250) perceive that they may surely recommend the course to others.

Strengths and Weaknesses

In diagnosing the strengths and weaknesses of the B.A./B.Sc./B.Com. Honours courses as perceived by the students, most of the students (75 percent) feel practical portion to be 'strength' of the course (Lab-based subjects), whereas, some interdisciplinary aspects (such as, poor knowledge base of English and mathematics for Economics Honours students, study of Geological Map for Geography Honours students) they find difficult to attain. 'Huge load', 'much more instrumentation in practical', 'consistent pressure of preparing final sheets',

‘studying plant physiology and Anatomy’ include main weaknesses as perceived by the students regarding going through their respective subjects .

Honours Students’ Perception Regarding Course Attainment

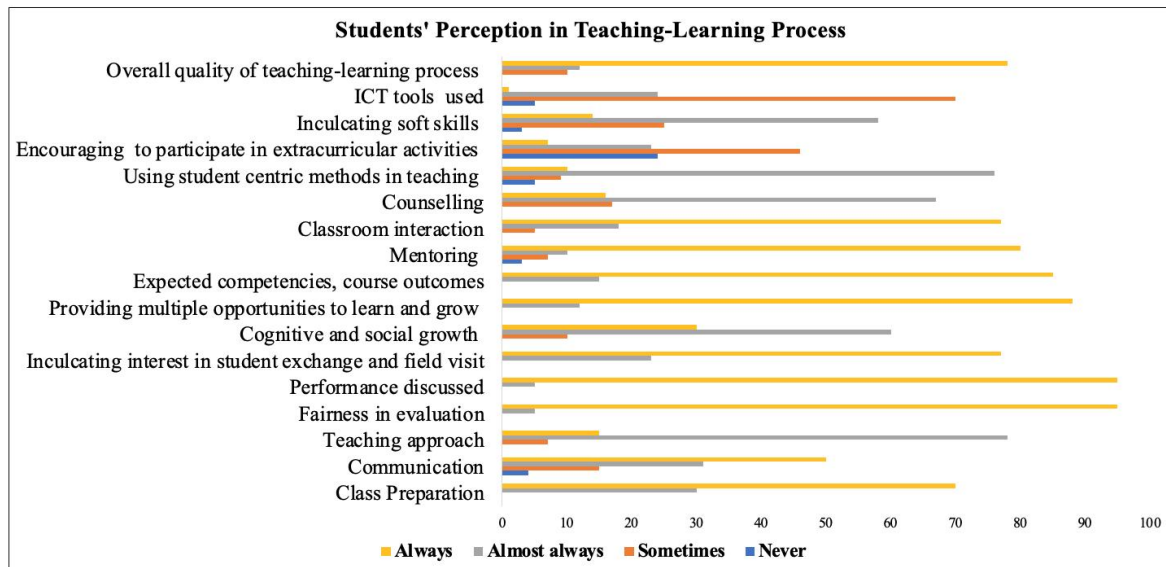


Source: Based on Student Attainment Survey, 2016-17

Student Satisfaction Survey (SSS)

The questionnaire of SSS 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. Fairness to the internal evaluation system; 6. Discussion of the assessment results; 7. Institute taking interest in promoting extra-curricular activities; 8. Students’ cognitive, social and emotional growth through mentoring; 9. Institution providing multiple opportunities to grow; 10. Informed expected competencies; 11. Mentoring; 12. Teachers identifying students’ strength and weaknesses; 13. Inculcating soft skills; 14. Use of ICT tools in classroom; and 14. The overall quality of teaching-learning process. Every student has provided scores ‘Never’ to ‘Always’ for each response. The responses unfolded

students' satisfaction in overall quality of teaching-learning process, classroom interaction, level of discussion of performance, fairness in evaluation system, and constant counselling and mentoring for expected competencies in course outcomes.



But some glimpses of the observation / suggestions from the students to improve the overall teaching – learning outcome as well as the status of existing infrastructural facilities are also equally significant which are as follows:

1. More teachers with powerful teaching ability;
2. More ICT enabled classes including smart class facilities;
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. More field study;
7. Flexibility in assignment timeline;
8. Distribution of study materials during classroom interaction and introducing remedial classes;
9. Providing study materials for competitive examinations; and
10. Steady communication with parents.

Students expressed their satisfaction/dissatisfaction regarding infrastructural facilities at college and surroundings provided to them which are as follows:

1. Unhygienic/uncleaned toilet condition;
2. Insufficient supply of drinking water;
3. Poor communication and transport system to reach college causing irregularity;
4. Insufficient laboratory and library infrastructure; and
5. Rigid nature of routine classes causing absence for students of agrarian families.

Observation and Recommendation

- *An infrastructural lacuna is always transparent in the colleges from rural background. The deficiency of Supply-side factors, such as good infrastructure, teacher-availability, modern laboratory (especially Central Computer Lab, Remote Sending and Geographical Information System Lab, Pure Science Lab) in the college, 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. Positive parental attitude and great expectation are found mainly in the families of students studying pure Science courses.*
- *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 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 subjects in undergraduate courses 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 classroom attendance) 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.*