

STUDENTS SATISFACTION SURVEY

Introduction

The **Students' Satisfaction Survey** is the most important input for the improvement of internal academic quality of the institution. This process not only enlightens the college authority about the academic atmosphere of the institution but also provides students a sense of satisfaction as well as responsibility in development process of the college.

A questionnaire was prepared for collecting students' opinion where they were to review teachers' performance. Questionnaires were distributed among 203 final year Honors students who were regular in attending classes and performing satisfactorily in internal assessments. The questionnaire is presented in Annexure-I. Unsigned filled up questionnaires were submitted to IQAC in sealed envelopes.

Methodology

The questionnaire was set in 5 point scale i.e. to be answered as Excellent/Good/Fair/ Poor/Very Poor and each level is given a score 4,3,2,1 and 0 respectively to get a quantitative assessment. In most of the cases weighted averages are used as the number of respondents varies from department to department. Data are presented in tabular form and are in percentage. "Over All" assessment for each attribute was made in five categories, Excellent (80% and above), Very Good (70% - 80%), Good (60% - 70%), Fair (50% - 60%) and Poor (below 50%).

Result and Discussion

Although the survey was conducted among 203 students 5 filled up formats were rejected due to various reasons, and thus the number of valid respondent in this part was 198. Out of these, 9 were from Commerce, 50 from were from Science and the rest of the respondents 139 were from Arts stream. Students evaluated 50 full time teachers (45 substantive and 5 contractual). Departments where there is no regular outgoing student teachers were evaluated by students opted for GE in that subject.

In the first part students were to review teachers' contribution in a 5 point scale. Seven questions were set for this part regarding i) Regularity & punctuality; ii) Completion of syllabus; iii) Way of approach to teaching; iv) Preparation for teaching; v) Illustration of the concept through examples and applications; vi) Teacher's initiative to identify student's weakness and help to solve them and vii) Accessibility in and outside the class.

Using weighted average as mentioned above a summary of results is prepared and presented in tabular form (Table-1).

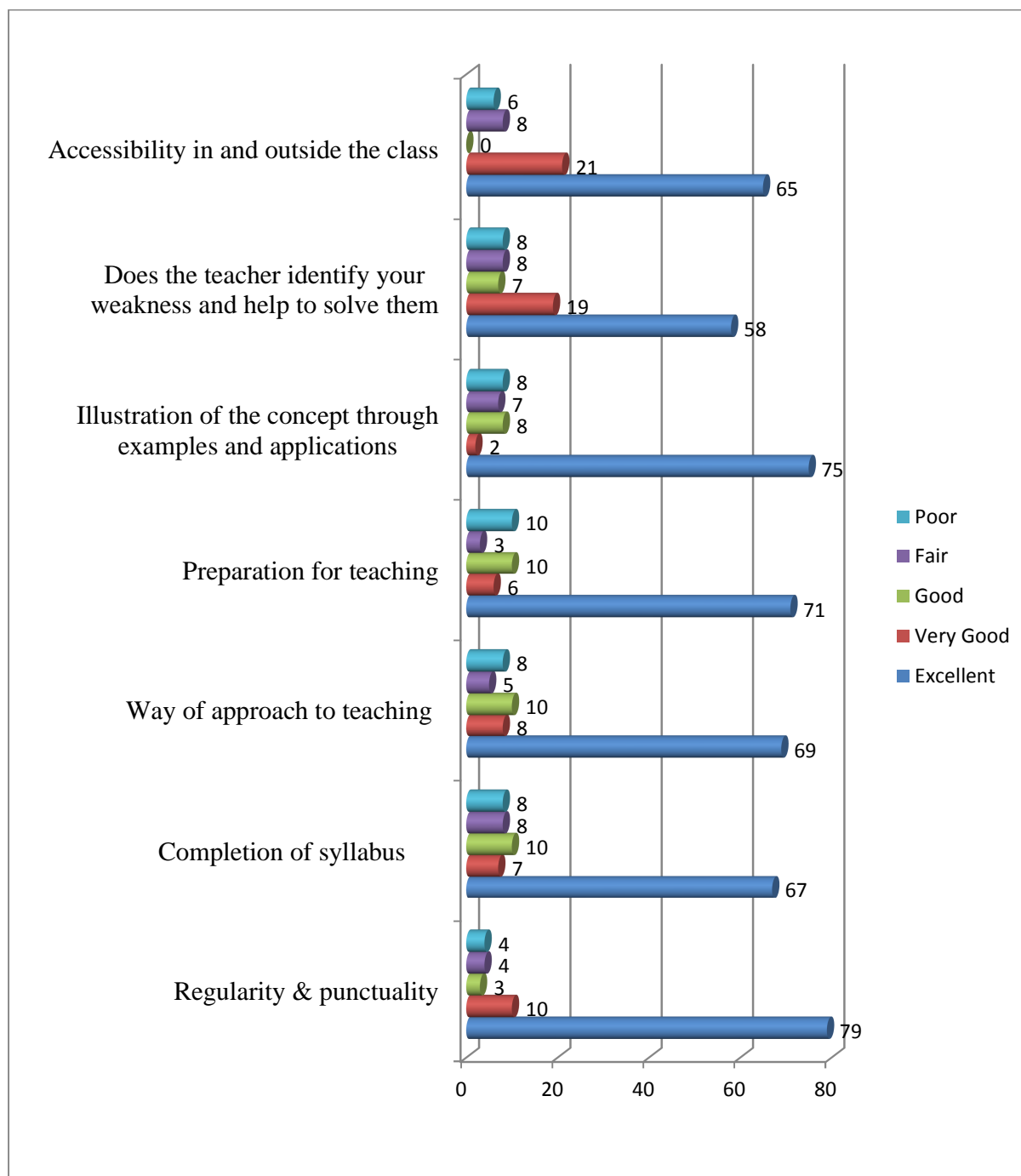
Table 1: Summary Report on Students' Feedback

Attributes	Excellent	Very Good	Good	Fair	Poor	Total
Regularity & punctuality	79	10	3	4	4	100
Completion of syllabus	67	7	10	8	8	100
Way of approach to teaching	69	8	10	5	8	100
Preparation for teaching	71	6	10	3	10	100
Illustration of the concept through examples and applications	75	2	8	7	8	100
Does the teacher identify your weakness and help to solve them	58	19	7	8	8	100
Accessibility in and outside the class	65	21	0	8	6	100

(Data are in percentage, n=198)

It was evident from the data presented in the chart below that overall performance of the teachers according to the students' perception was quite satisfactory barring very few cases. But when details of seven criteria were analyzed separately then it becomes evident that there is enough scope of improvement in case of use of innovative methods in teaching. Teachers are gradually adopting modern method of teaching, particularly ICTs.

Fig.1: Students' Feedback on Teachers' Performance



(Data are in percentage, n=198)

Action Taken

From this feedback study Report Cards of Individual Teachers' have been prepared to serve them to the teachers. As teachers have to make self appraisal report every year, these Report Cards help them to review their own performances and gives the teachers to reassess and reform their activities. These report cards are fully confidential and so are not attached here.

Student's Feedback on Teaching-Learning

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