

FEEDBACK REPORT

Mankar College



REPORT ON FEEDBACK ANALYSIS ABOUT INSTITUTIONAL PERFORMANCE (2021-22)



2022

Prepared by Academic Committee, Mankar College



[MANKAR, WEST BENGAL - 713144]

Students' Feedback about College Teaching Learning, College Infrastructure and Allied Activities

Introduction:

The contribution of feedback for learning and improvement has been widely recognized in the assessment field (Black & William, 1998; Hattie, Biggs & Purdie, 1996). Feedback is an essential element of the teaching-learning process. Mankar College collects the students' feedback on different aspects, broadly in two subjects - first, students' response to individual teachers regarding their teaching skill, punctuality, capability, and second, students' response regarding overall performance of institution in terms of teaching infrastructure, socio-cultural activities and additional supports. The feedback has been collected through google form and thereafter has been analyzed by adopting arithmetic calculation of likert scale. Finally the analysis has been taken into the consideration for the development of infrastructure, teaching learning process and other essential issues.

Data Collection for 2019-20

Total 350 students have responded from all the honours teaching departments and from general course as well. The students' feedback relating to institutional performance includes 22 parameters of six major dimensions. One dimension has been included this year considering pandemic situation. These dimensions are – teaching-learning aspects, teaching-learning infrastructure, extra-curricular activities & facilities, additional support & institutional infrastructure, social activities at college campus and the new dimension – online teaching learning issues. There are 16 honours departments of which 7 departments have practical papers in their curriculum. So, the parameters relating to timeliness of practical work (Sl. no. 3), laboratory infrastructure (Sl. No. 6) and computer facilities (Sl. No. 7) have been judged by only these seven departments – Geography, Computer Science, Nutrition, Mathematics, Chemistry, Physical Education and Commerce. However, rest of the parameters has been judged by all students of different departments.

Methodology:

To judge these aspects, rating scale technique has been adopted with five different points – excellent, good, fair, poor and very poor. For proper quantification, arithmetic scale (5, 4, 3, 2 and 1) has been assigned against this five point scale, five (5) for 'excellent', four (4) for 'good' and so on. Different numbers (n5 for 'excellent', n4 for 'good' and so on) of opinions have been quantified with the help of the

following equation. Total score of 'Understanding of the Course' = $(5 \times n_5 + 4 \times n_4 + 3 \times n_3 + 2 \times n_2 + 1 \times n_1) / N$. Thereafter all the derived scores have been presented in the table no. 1 and has been used for evaluation.

Table No 1: Result of Students' Responses about Institutional Overall Performance

Sl no	Parameters	Dimensions	Excellent (1)	Good (2)	Fair (3)	Poor (4)	Very Poor (5)	Total	Score
1	Understanding of the Course	Teaching-Learning Aspects	162	176	6	4	2	350	4.41
2	Completion of Syllabus		158	177	10	4	1	350	4.39
3	Timeliness of Practical work		72	35	9	2	1	119	4.47
4	Fairness of Evaluation		168	163	12	5	2	350	4.40
5	Library facilities	Teaching-Learning Infrastructure	155	157	17	4	6	339	4.33
6	Laboratory equipments		58	48	4	6	1	117	4.33
7	Computer facilities		53	45	8	4	5	115	4.19
8	Recreation facilities	Extra Curricular Activities and Facilities	113	186	21	15	7	342	4.12
9	Extra-curricular activities		121	186	20	12	2	341	4.21
10	Sports facilities		151	153	21	16	6	347	4.23
11	Career counseling	Additional Support and Institutional Infrastructure	144	172	13	9	3	341	4.30
12	Financial aids and Scholarship		114	174	31	14	10	343	4.07
13	Canteen facilities and drinking water facilities		197	135	13	3	1	349	4.50
14	Redressal of grievances		110	191	26	12	3	342	4.15
15	Commuting facilities		118	193	22	8	7	348	4.17
16	NSS and NCC activities	Social Activities at College Campus	120	199	13	4	2	338	4.28
17	Extension activities		133	166	28	11	3	341	4.22
18	Campus cleanliness		192	144	8	4	1	349	4.50

Table No 1: Result of Students' Responses about Institutional Overall Performance

Sl no	Parameters	Dimensions	Excellent (1)	Good (2)	Fair (3)	Poor (4)	Very Poor (5)	Total	Score
19	Availability of E-materials from teachers	Online Teaching-Learning Issues	178	148	11	5	1	343	4.45
20	Benefits of online teaching		169	159	12	5	2	347	4.41
21	Availability of mobile data for online teaching		106	178	25	25	12	346	3.99
22	Level of internet Connection		105	165	28	28	17	343	3.91

Analysis:

- The analysis of the students' feedback clearly depicts satisfactory responses in all parameters as composite score stands above four (Good) in all cases except two items. However slight differences have been found among the parameters.
- Among all parameters campus cleanliness and canteen facility jointly stands at top with a score of 4.50, whereas level of internet connection during online classess gets lowest score (3.91).
- Students' responses in teaching-learning issues depict satisfactory responses and most of them above 4.3 (Fig. 1) signifying excellent performance of the institution regarding this.
- In the context of learning infrastructure, the score varies from 4.21 to 4.33 (Fig. 2), which is also a notion of positive response; overall, the students highly appreciated teaching-learning infrastructural facilities such as library, laboratories and other facilities.
- Students' feedback regarding extra-curricular activities and facilities is good and its score ranges from 4.12 to 4.23 (Fig.3). It is observed from the feedback that few students expressed the need of more recreation facilities.

- In the context of additional support and other institutional infrastructure, students express their positive view. Among all, the financial aids stand at lowest position with a score of 4.07 (fig. 4). However score 4.07 is not a less, but relatively considerable amount of students marked their perception as ‘fair’, ‘poor’ and ‘very poor’.
- The feedback regarding social activities at college campus receives warm responses and overall performance is good (Fig. 5).
- The new dimension ‘Online teaching learning issues’ has received mixed views (Fig. 6). This dimension is very pertinent considering ongoing pandemic. Students responded positively on availability of E-materials from teachers and benefits of online teaching. However, mobile data availability and speed of internet connection express major concern as these two parameters perform under 4.00. It clearly voices limitation of online teaching for the students of rural background due to some infrastructural causes.

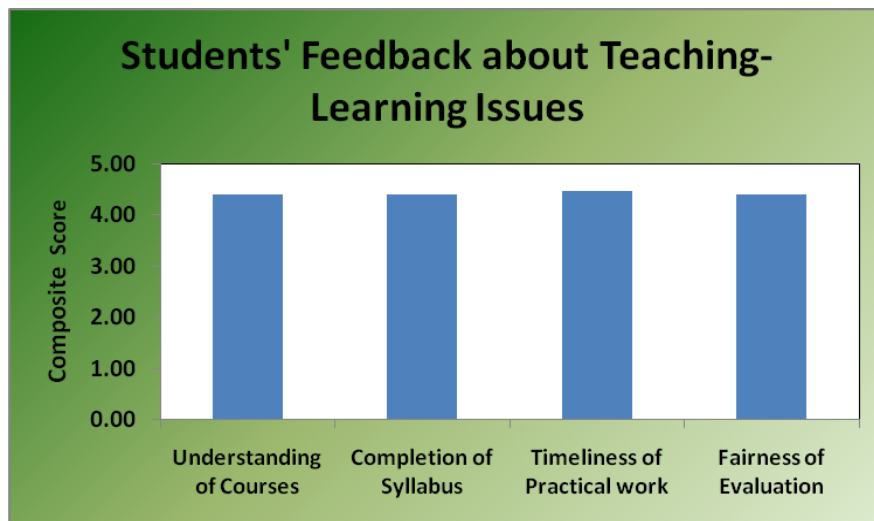


Fig. 1

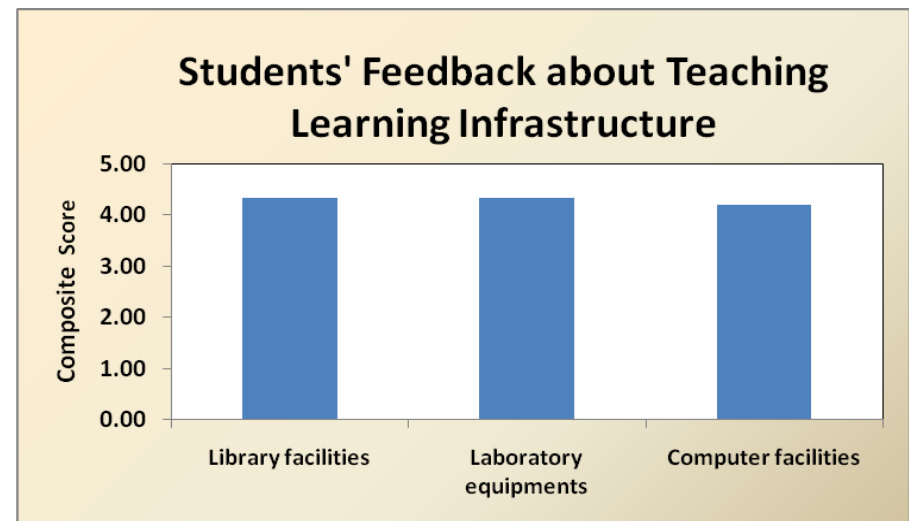


Fig. 2

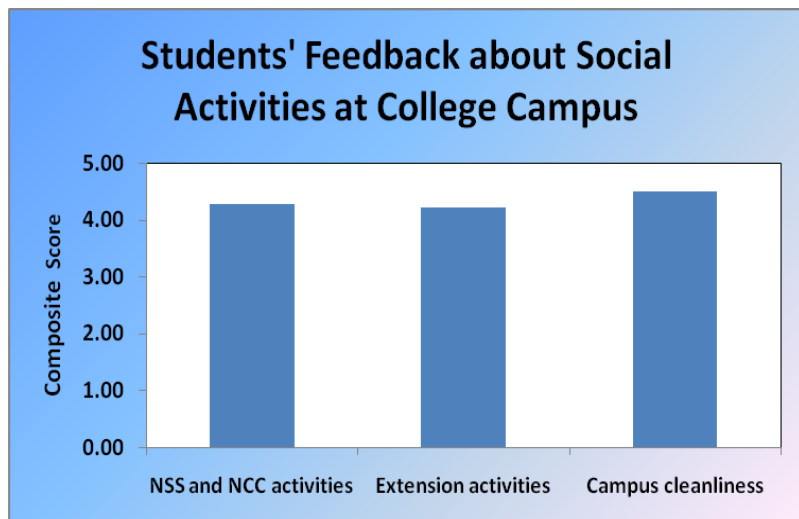


Fig. 3

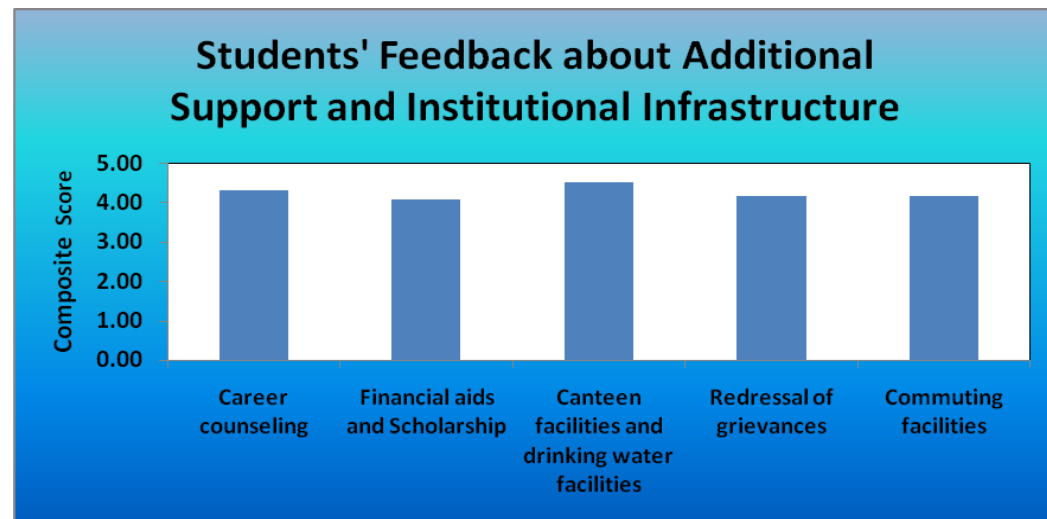


Fig. 4

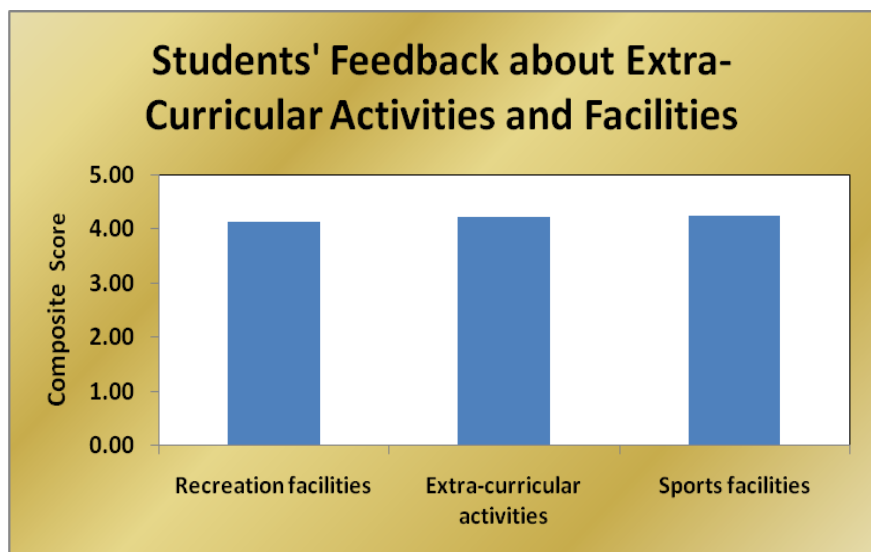


Fig. 5

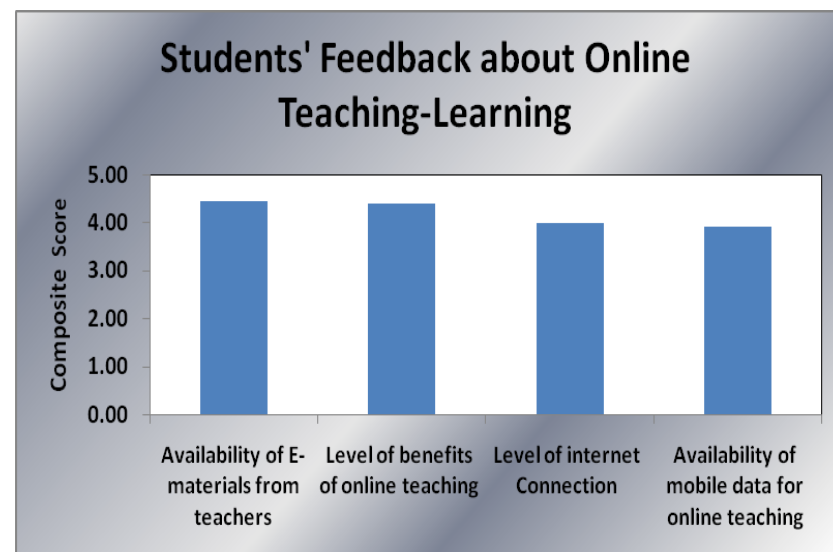


Fig. 6

Action Taken:

1. A considerable amount of budget has been allocated from RUSA (2nd Installment) for library, laboratory etc. to meet the needs of students. Library facility is made available in newly developed annex building considering students' constant average feedback about library facility.
2. A special note has been taken to enrich recreational facilities in the college. It has already been decided to purchase sports equipments from RUSA fund keeping in view of the students' feedback. However, it was decided considering the report of previous feedback, but it seems difficult to execute as the college education is being hampered due to pandemic.
3. It is very difficult to arrange means of communication for all the students coming from widely scattered and remote areas. So, students have to depend on the available public transport system. However, the increase in the numbers of e-rickshaws plying in the area has eased the problem to some extent.