



STUDENTS' SATISFACTION SURVEY 2022-2023

IQAC, BU

INTRODUCTION

A students' satisfaction survey was conducted under the aegis of the Internal Quality Assurance Cell, The University of Burdwan during academic session 2022-23 with a view to get an insight regarding the satisfaction and feedback of the final semester students of various post graduate courses offered by The University of Burdwan. The questionnaire was administered under the supervision of the Hon'ble Vice Chancellor and the Deans and administered by the Internal Quality Assurance Cell.

The questionnaire through which the survey was conducted and feedback was obtained comprised of the following aspects:

- Percentage of syllabus covered.
- Faculty preparedness for the classes.
- Ability of the teachers to communicate.
- Teacher's approach to teaching.
- Fairness of the internal evaluation process adopted by the teachers.
- Discussion on performance in assignment.
- Provision for internship, student exchange, field visit opportunities for students.
- Effectiveness of teaching and mentoring process in cognitive, social and emotional growth.
- Multiple opportunities to learn and grow.
- Information about expected competencies, course outcomes and programme outcomes.
- Necessary follow-up with an assigned task by the mentor.
- Adequate Illustration of the concepts through examples and applications.
- Identification of strengths and encouragement by the teacher by providing right level of challenges.
- Teachers' ability to identify weaknesses and support to overcome them.
- Institutional effort to engage students in the monitoring, review and continuous quality improvement of the teaching-learning process.
- Student-centric methods, such as experiential learning, participative learning and problem-solving methodologies for enhancing learning experiences.
- Teachers' encouragement to participate in extracurricular activities.
- Efforts to inculcate soft skills, life skills and employability skills to prepare for the world of work.
- Use of ICT tools such as LCD projector, Multimedia, etc. while teaching.
- The overall quality of teaching-learning process.

Respondents have been asked to give their responses on a scale of 0-4 for the items. Additionally, some open-ended questions have also been included in the questionnaire.

We have received the completed filled-in feedback forms from 672 students and the breakup is shown in the figure below:

- **Gender wise Distribution of Respondents:**

Male	205
Female	467

- **Faculty/Discipline wise Distribution of Respondents:**

Arts	408
Commerce	20
Professional & Others	39
Science	205
Total	672

Summarization of responses: An Overview

The responses from students provide valuable insights into various aspects of the teaching-learning process in the institution. Students generally perceive that a substantial portion of the syllabus is covered in classes, with a significant number expressing satisfaction (3 and 4 on the scale). There is a positive evaluation of teachers' preparation and communication skills, wherein opinion has been given on the higher side of scale.

The teacher's approach to teaching is diverse, with a considerable number of students describing it as good (3) and very good (4). The fairness of the internal evaluation process is seen positively by a majority of students.

The institute's involvement in promoting internships, exchange programmes, and field visits is generally well-received, with a greater number of students assigning higher scores.

The teaching and mentoring process is recognized for facilitating cognitive, social, and emotional growth, with a positive trend in the higher categories. The institution is perceived as providing multiple opportunities for learning and growth.

While there is room for improvement in informing students about expected competencies and outcomes, the mentor's follow-up on assigned tasks is generally well-received. Teachers are acknowledged for illustrating concepts through examples and applications.

Efforts to identify strengths, encourage challenges, and help to overcome weaknesses are recognized by a significant number of students. The institution's engagement in continuous quality improvement, application of student-centric methods, and encouragement of extracurricular activities are generally appreciated.

In terms of ICT tools usage, there is variability in responses, indicating a need for more uniform integration. The overall quality of the teaching-learning process is positive, reflecting a generally favourable perception among students.

Students of various departments are having positive perception like overall quality of teaching-learning process, multiple opportunities to learn and grow etc. As some students have opined “Overall learning experience is good”; “My institution is very good ...Thanks to The University of Burdwan”; “I think everything is ok. Not too much change is necessary”.

The responses of the students have been obtained on a scale of 0-4. These have been tabulated and the aspect-wise mean scores have been computed as shown in the table below:

Summary of Students' Responses: Overall Perspective		
Sl. No	Aspects of Students' Satisfaction	Overall computed mean score based on the responses obtained a scale of 0-4
1	Percentage of syllabus covered	3.14
2	Faculty preparedness for the classes	3.34
3	Ability of the teachers to communicate	3.47
4	Teacher's approach to teaching	3.15
5	Fairness of the internal evaluation process by the teacher	3.51
6	Discussion on performance in assignment	3.13
7	Promoting internship, student exchange, field visit opportunities for students	2.72
8	Effectiveness of teaching and mentoring process in cognitive, social and emotional growth	2.96
9	Multiple opportunities to learn and grow	3.01
10	Information about expected competencies, course outcomes and programme outcomes	3.19
11	Necessary follow-up with an assigned task by the mentor	3.15
12	Adequate Illustration of the concepts through examples and applications	3.50
13	Identification of strengths and encouragement by the teacher by providing right level of challenges	3.07
14	Teachers' ability to identify weaknesses and support to overcome them	2.93
15	Institutional effort to engage students in the monitoring, review and continuous quality improvement of the teaching learning process	3.00
16	Student centric methods, such as experiential learning, participative learning and problem-solving methodologies for enhancing learning experiences.	3.08
17	Teachers' encouragement to participate in extracurricular activities	3.16
18	Efforts to inculcate soft skills, life skills and employability skills to prepare for the world of work	2.99
19	Teachers using ICT tools such as LCD projector, Multimedia, etc. while teaching	2.37
20	The overall quality of teaching-learning process	3.17

- **Few suggestions given by the students:**

Arts Discipline Feedback:

- Overall, satisfied with the teaching and learning experience.
- Good teaching quality; no major improvements suggested by several students.

- Need for some more teachers for the large student population in some departments.
- Encouragement to use of multimedia tools for enhanced learning.
- Internship and on-campus job opportunities may be provided.
- Advocacy for more authentic and creative teaching methods.
- Teachers are helpful, gentle, and amiable.

Science Discipline Feedback:

- Acknowledge that the overall learning experience is good.
- Encourage students' engagement through digital modes like PPTs and projectors.
- Suggest increased availability of library facilities and participation in subject-related co-curricular activities.
- Acknowledge the hard work of some teachers.
- Need for advanced practical courses and homework preparation.
- Advocate for sufficient practical instruments in laboratories and the use of smart boards.
- Need for more books in the library.
- Advocate for fixing semester periods and providing opportunities for internships without affecting studies.
- Suggest improvements in laboratory facilities and more interaction with students.
- Advocate for repairs and better maintenance of projectors and other equipment.
- Emphasize the need for internships, industrial training, and placement opportunities.
- Suggest discussions on soft skills and more group discussions, more interactive sessions and classes.

Commerce Discipline Feedback:

- Acknowledge positive feedback on overall teaching experience and express appreciation for the campus environment.
- Field trips to enhance students' understanding of the subject matter.
- Creation of student groups for specific topics to promote collaborative learning.
- Increase in the number of practical classes to provide a better grasp of real-world scenarios.
- Focus on practical work involving online income tax filing, GST return filing, and modern accounting software (SAP), loan sanctioning projects, and audit exposure and related internship.

- Strive for a balance between theoretical and practical knowledge for enhanced the learning experience.

Professional & Others Discipline Feedback:

- Request for an increase in departmental teachers and improvement in instruments and infrastructure in certain departments.
- Urge for more seminars and funding for extracurricular activities.
- Advocate for more practical-oriented programmes, especially for management courses.
- Encourage a shift towards a more balanced approach, with a higher weightage on practical aspects.
- Acknowledge teachers' approach to teaching for an effective learning process.
- Suggest improvements in infrastructure, cleanliness and instruments.