

ANALYSIS OF STUDENTS' FEEDBACK FOR 2022- '23

A Student Feedback Survey was conducted during the academic session 2022-'23 among the 2nd and 4th semester postgraduate students of The University of Burdwan. Based on the NAAC guidelines, a questionnaire signifying the different aspects of students' feedback on teaching, learning and support services which has been designed by the Internal Quality Assurance Cell (IQAC) and the responses have been obtained through a Google Form designed for the purpose. Two different questionnaires have been designed and the questionnaire for the 4th semester comprises a greater number of statements since they have experienced more of teaching-learning at the campus in comparison to that by 2nd semester students.

We have got 1331 responses from the students and report has been generated by analysing all the responses.

For various aspects relating to teaching, learning and support services, students have been asked to give their response on a 5-point scale signifying their opinion and understanding. On the basis of the responses given by the responding students, the responses have been converted on a scale of 1-5. Subsequently, the responses have been tabulated and the aspect-wise average scores have been computed.

Table 1: Semester wise Distribution of Respondents	
Year	Count of responses
2 nd Semester Students	796
4 th Semester Students	535

Sl No	Name of the Dept	Count of 2nd Semester Respondents	Count of 4th Semester Respondents
1	Arabic	13	4
2	Bengali	129	92
3	Bio-Technology	19	12
4	Business Administration	23	15
5	Business Administration (Human Resource)	28	16
6	Chemistry	52	31
7	Commerce	17	19
8	Computer Science	9	1
9	English & Culture Studies	141	104
10	Environmental Science	2	16
11	Geography	36	4
12	Hindi	47	52
13	Law	12	18
14	Library and Information Science	11	8
15	Mathematics	25	11
16	Microbiology	20	10
17	Physical Education	9	10
18	Physics	25	22
19	Political Science	43	14
20	Statistics	13	12
21	Women's Studies	6	6
22	Others	116	58
	TOTAL	796	535

Analysis of Feedback by 4th Semester students

The responses generally reveal a positive picture for several aspects of teaching-learning, with a significant percentage of syllabus covered and favourable responses regarding the content and teaching methods. The university seems to be making efforts towards continuous quality improvement, and the teacher-student relationship is perceived positively.

As per feedback received, there is scope for improvement in transport facilities and laboratory infrastructure, in certain cases. Additionally, the scope for developing soft skills needs to be expanded. The responses regarding the need for the incorporation of new topics in the curriculum show a mixed sentiment, with some students expressing the opinion of lesser need for the incorporation of new topics. This signifies the comprehensive nature of the extant course curricula, in general. In certain cases, students have opined the need for addressing the potential

gap in aligning the curriculum with the evolving needs. Furthermore, some of the respondents feel that a reduction in the percentage of syllabus/content may be beneficial, indicating a potential need for streamlining the curriculum.

In terms of extracurricular activities, the university is perceived positively, with high ratings for outreach programmes, cultural events, and sports. The data underscores the importance of a holistic approach to education, addressing not only the academic aspects but also the supporting facilities and opportunities for students' personal and professional development. It provides valuable insights for the university administration to refine strategies, with a particular emphasis on areas identified needing improvement. It is evident from the table that high scores have been obtained with respect to percentage of syllabus covered and content of the syllabus/curriculum. Furthermore, high overall mean scores have been obtained on aspects comprising overall teacher-student relationship, outreach programs, extracurricular activities, like cultural programmes, sports, etc.; overall quality of teaching-learning process in the University. These signify an amiable teaching-learning prevailing in the university.

Feedback Analysis of 2nd Semester students

It can be well understood that the discernment of 4th and 2nd semester students is going to be different in view of the difference in time spent at the campus and the overall learning experience over a period of time. Accordingly, the difference in the opinion based on the perspectives has been observed.

The student responses of 2nd semester indicate an overall positive perception of the syllabus coverage, content, and relevance to the national context. A significant number of students find the semester-based learning system effective, with favourable responses towards teaching methods, both online and offline. While the network facility for teaching and learning is generally rated positively, there is room for improvement. Internal assessment and its evaluation process receive positive feedback. Students largely agree on the curricula's contribution to developing soft skills, life skills, and employability. There is a suggestion that a moderate reduction in syllabus content might be beneficial. These insights collectively indicate a positive overall experience with the curriculum, with potential areas for refinement and expansion based on student feedback. On the basis of the mean scores, it is evident that the 2nd semester students are contented with the teaching methods followed in the university.

Table 3: Summarised Response of 4th Semester Students 2022-'23	
Aspects of Feedback	Average score
Percentage of syllabus covered	4.042902
Content of the syllabus/curriculum	4.045225
Relevance of syllabus under the present national content	3.969906
Usefulness of the curriculum for competitive examinations, like NET/GATE/SLET, etc.	3.714337
Usefulness of SEMESTER based learning system	3.926181
Teaching methods followed in the online & offline mode	3.93334
Network facility in teaching learning	3.745015
Internal Assessment and its evaluation process	3.958292
Scope in developing soft skill, life skill and employability skills from the syllabus	3.436428
Need of incorporation of new topic(s) in the current curriculum	2.150179
Percentage of syllabus/contents that may be reduced by	3.658884
Classroom facilities (ambience & quality of teaching aids)	3.725761
Laboratory facilities (ambience & infrastructural facilities)	3.416569
Library (ambience & availability of books)	3.598521
Net working facilities	3.452663
Power supply (standby arrangement)	3.961987
Administrative support from Departmental Office	3.857791
Health care facilities of the University	3.421396
Transport facilities provided by the University	2.747447
Teaching and mentoring process facilitates you in cognitive, social and emotional growth	3.679617
University provides multiple opportunities to learn and grow	3.63258
University makes effort to encourage in the monitoring, review and continuous quality improvement of the teaching learning process	3.717524
Overall teacher-student relationship	3.951632
University organizes outreach programs, extracurricular activities, like cultural programs, sports, etc.	3.965235
Overall quality of teaching-learning process in the University is very good	3.962856

Table 4: Summarised Response of 2nd Semester Students 2022-'23	
Aspects	Average score
Percentage of syllabus covered	3.488693
Content of the syllabus/curriculum	3.851759
Relevance of syllabus under the present national content	3.771357
Usefulness of the curriculum for competitive examinations, like NET/GATE/SLET, etc.	3.776382
Usefulness of SEMESTER based learning system	3.831658
Teaching methods followed	3.900754
Network facility in teaching learning	3.51005
Internal Assessment and its evaluation process	3.844221
Scope in developing soft skill, life skill and employability skills from the syllabus	3.517588
Need of incorporation of new topic(s) in the current curriculum	2.133166
Percentage of syllabus/contents that may be reduced	3.309045

● **Few suggestions and important feedback given by the students:**

- Overall positive feedback on the semester-based learning and teaching experience.
- Largely comprehensive course curricula.
- Desire for more teachers in some departments.
- Need for two-way interactive teaching methods and more interactive sessions.
- Desire for more efficient processes, time management, and encouragement for diversity.
- Enhance practical aspects in the syllabus, practical-based and skill-based learning.
- Introduction of internship/workshop programmes and educational excursions.
- Effective alignment of semester timings, competitive exams and NET/GATE-oriented teaching.
- Improved infrastructure, practice learning and upgradation of laboratory equipment.
- Focus on job opportunity campus placement, career counselling, etc.

Conclusion

Exploring the diverse feedback from students across various departments unveils a common theme of a shared commitment to improving the overall learning experience. While some common threads, such as a desire for more time to cover syllabi and a preference for interactive teaching methods, weave through the feedback, it is equally conspicuous to note the array of opinions on specific aspects. The varying perspectives that can be drawn from the feedback reflect the dynamic nature of the student body, each department presenting commendable features and unique challenges. This amalgamation of commonalities and differences serves as

a roadmap for the university's continuous growth, emphasizing the importance of a context driven, generic and specific approach to address specific departmental needs while collectively steering towards a more enriched and effective educational journey.