Mankar College

REPORT ON FEEDBACK ANALYSIS ABOUT INSTITUTIONAL PERFORMANCE

(2020-21)

2021

Prepared by IQAC, Mankar College

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 goggle 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 385 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 x n5 + 4 x n4 + 3 x n3 + 2 x n2 + 1x n1) /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	176	197	7	3	2	385	4.41
2	Completion of Syllabus		199	169	11	2	4	385	4.45
3	Timeliness of Practical work		48	33	8	2	2	93	4.32
4	Fairness of Evaluation		168	191	20	3	3	385	4.35
5	Library facilities	Teaching-Learning Infrastructure	161	155	35	23	11	385	4.12
6	Laboratory equipments		48	28	6	7	3	92	4.21
7	Computer facilities		50	28	8	3	3	92	4.29
8	Recreation facilities	Extra Curricular Activities and Facilities	144	180	29	18	7	378	4.15
9	Extra-curricular activities		157	187	18	13	6	381	4.25
10	Sports facilities		188	157	15	12	7	379	4.34
11	Career counseling	Additional Support and Institutional Infrastructure	169	176	18	12	7	382	4.28
12	Financial aids and Scholarship		139	197	20	18	9	383	4.15
13	Canteen facilities and drinking water facilities		210	148	9	10	6	383	4.43
14	Redressal of grievances		128	202	25	15	9	379	4.12
15	Commuting facilities		88	207	45	27	14	381	**3.86**
16	NSS and NCC activities	Social Activities at College Campus	169	181	15	7	3	375	4.35
17	Extension activities		171	176	25	4	4	380	4.33
18	Campus cleanliness		231	135	14	2	2	384	**4.54**

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Sl no	Parameters	Dimensions	Excellent (1)	Good (2)	Fair (3)	Poor (4)	Very Poor (5)	Total	Score
19	Availability of E-materials from teachers		186	172	13	4	7	382	4.38
20	Benefits of online teaching	Online Teaching-Learning Issues	190	165	17	8	5	385	4.37
21	Availability of mobile data for online teaching		117	192	32	30	12	383	3.97
22	Level of internet Connection		114	182	43	27	18	384	3.90

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 three. However slight differences have been found among the parameters.

➢ Among all parameters campus cleanliness stands at top with a score of 4.54, whereas commuting facilities get lowest score (3.86).

➢ 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 4.12 to 4.29 (Fig. 2), which is also a notion of positive response; though library facilities receive relatively silent response. But 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 4.15 to 4.34 (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 except commuting facilities. Among all, the commuting facility stands at lowest position with a score of 3.86 (fig. 4). However score 3.86 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 better than the other dimensions (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.
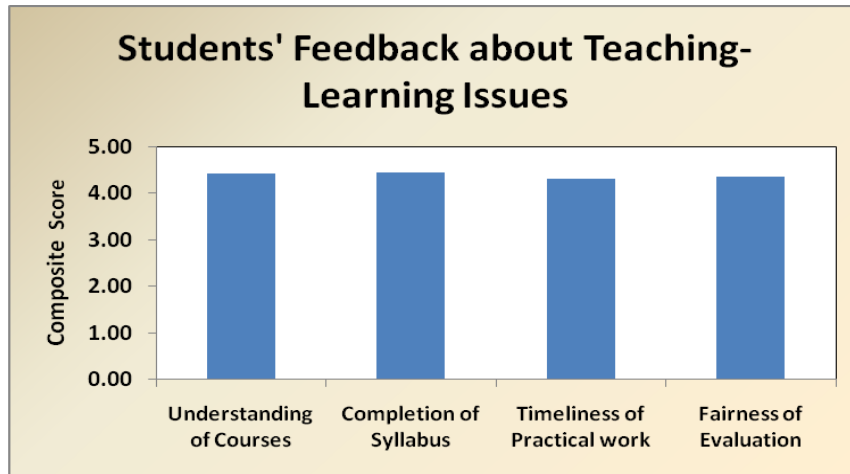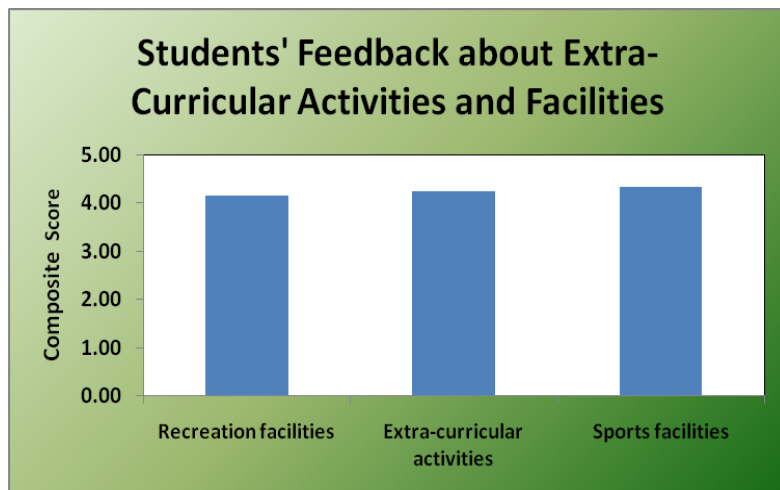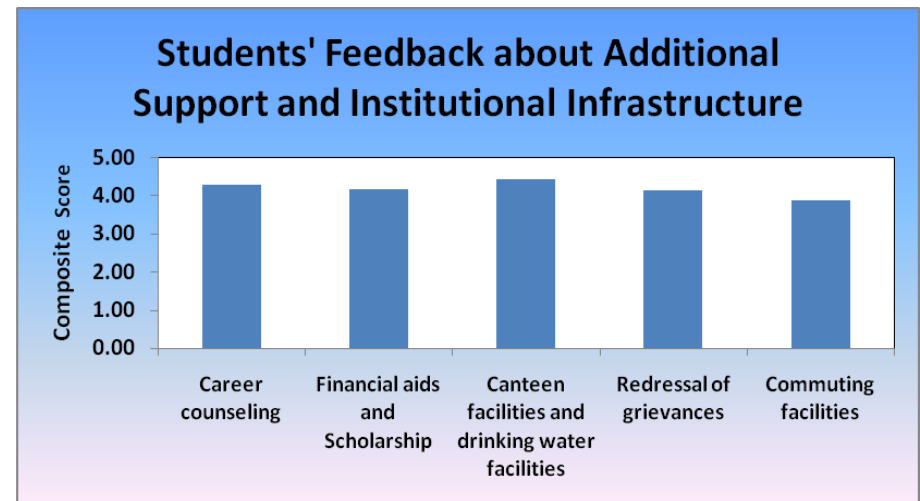

Fig. 1
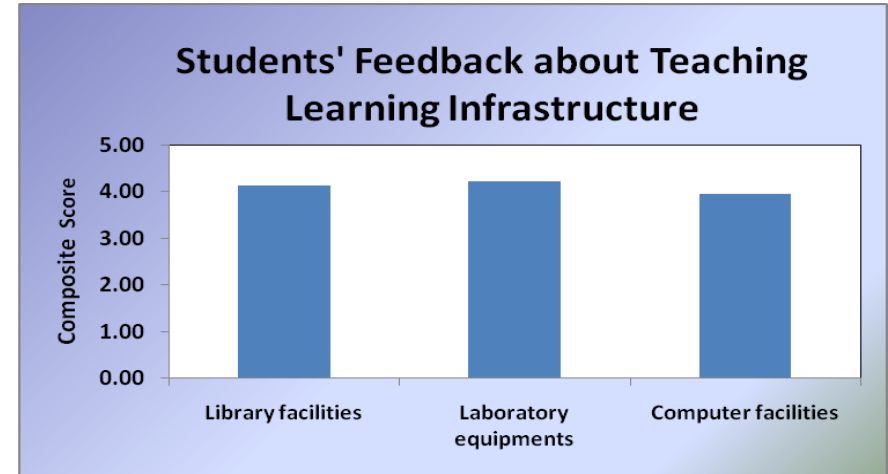
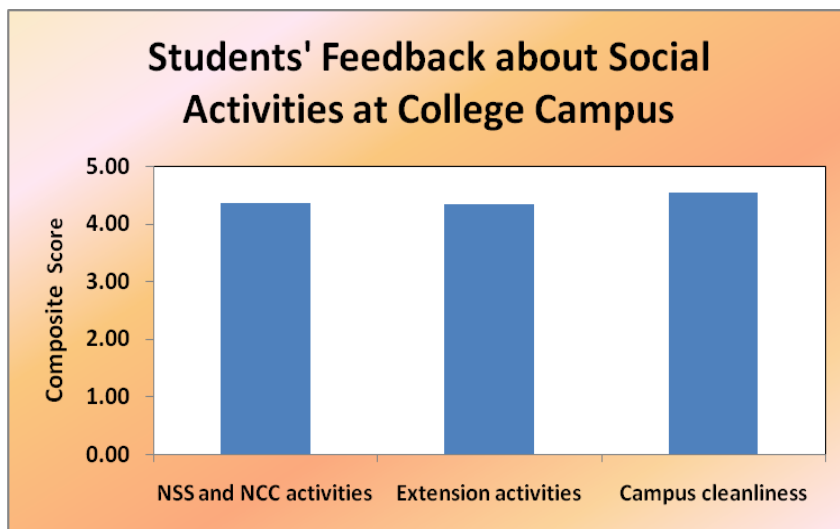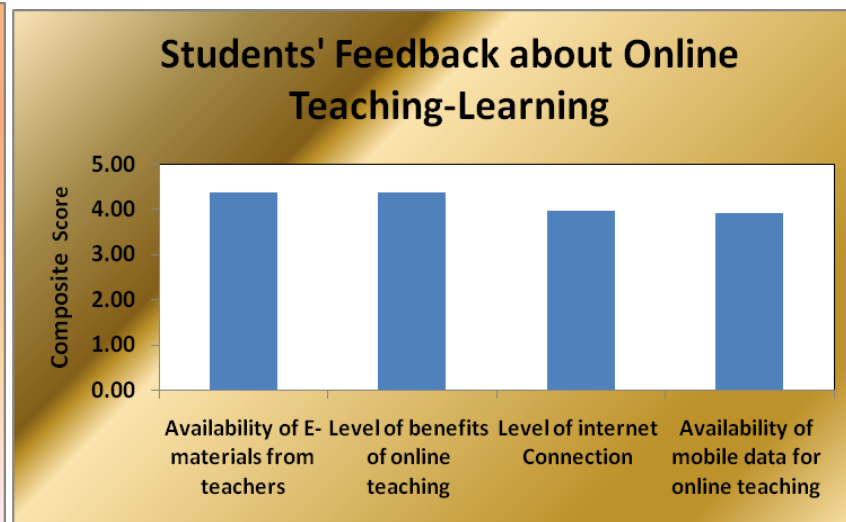

Fig. 2

Fig. 3

Fig. 4

Fig. 5

Fig. 6

Action Taken:

1. Due to prevailing pandemic situation, it was not possible to take any action at ground level. Action will be initiated once the situation becomes conducive.

2. 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.

3. 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.

4. 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.