

# STUDENT FEEDBACK ANALYSIS FOR 2023-24

## PROLOGUE

A Students' Feedback was conducted during the academic session 2023-'24 among the 2<sup>nd</sup> and 4<sup>th</sup> 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 Google Form designed for the purpose. We have got 2367 responses from the students and report has been generated 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 as per the Annexure. 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.

### • SEMESTER WISE BREAK OF RESPONDENTS:

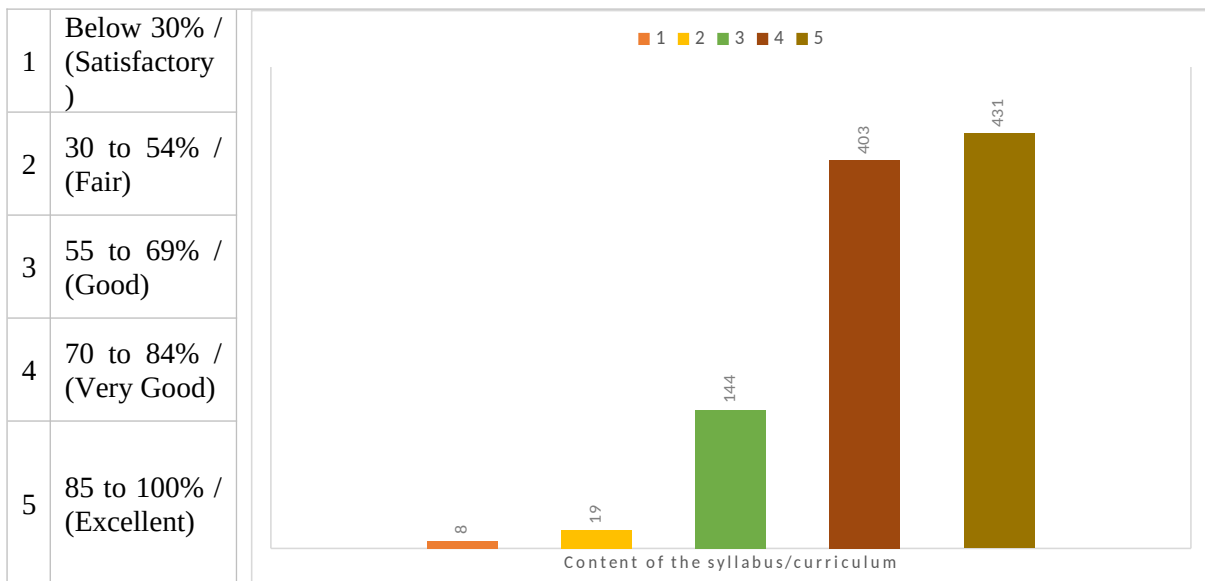
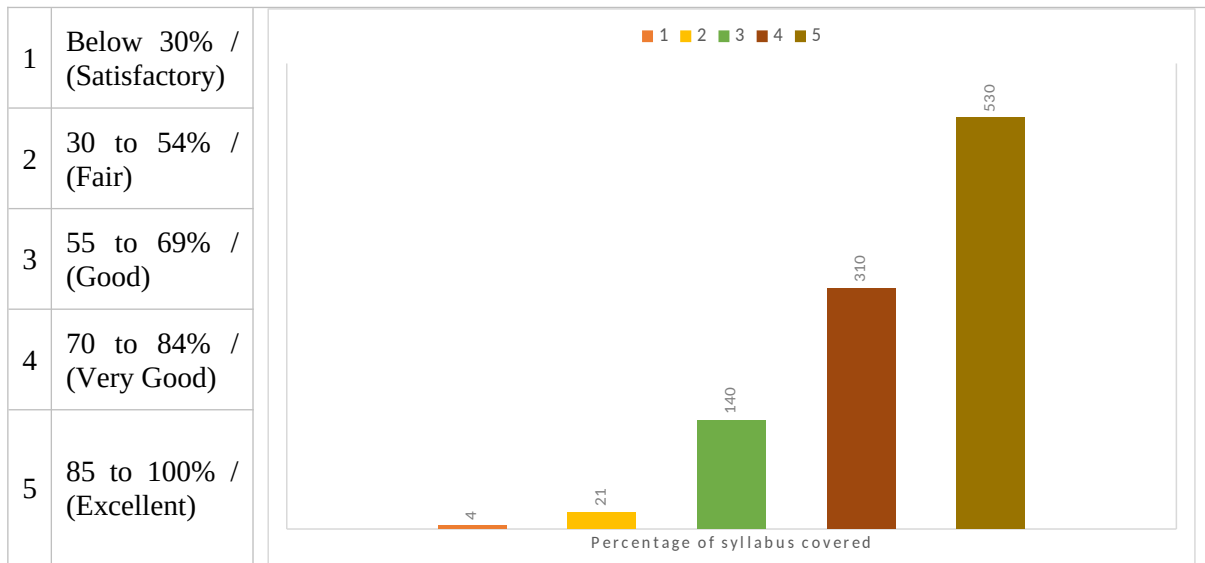
Year	Count of responses
2 <sup>nd</sup> Semester Students	1362
4 <sup>th</sup> Semester Students	1005

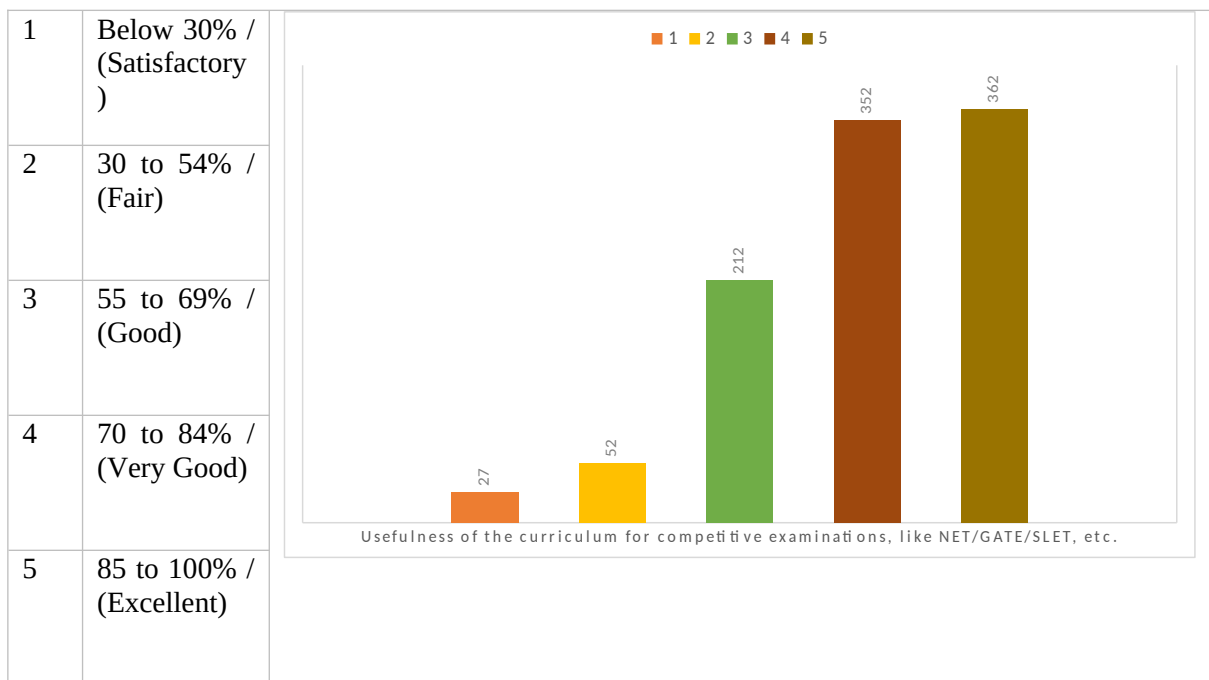
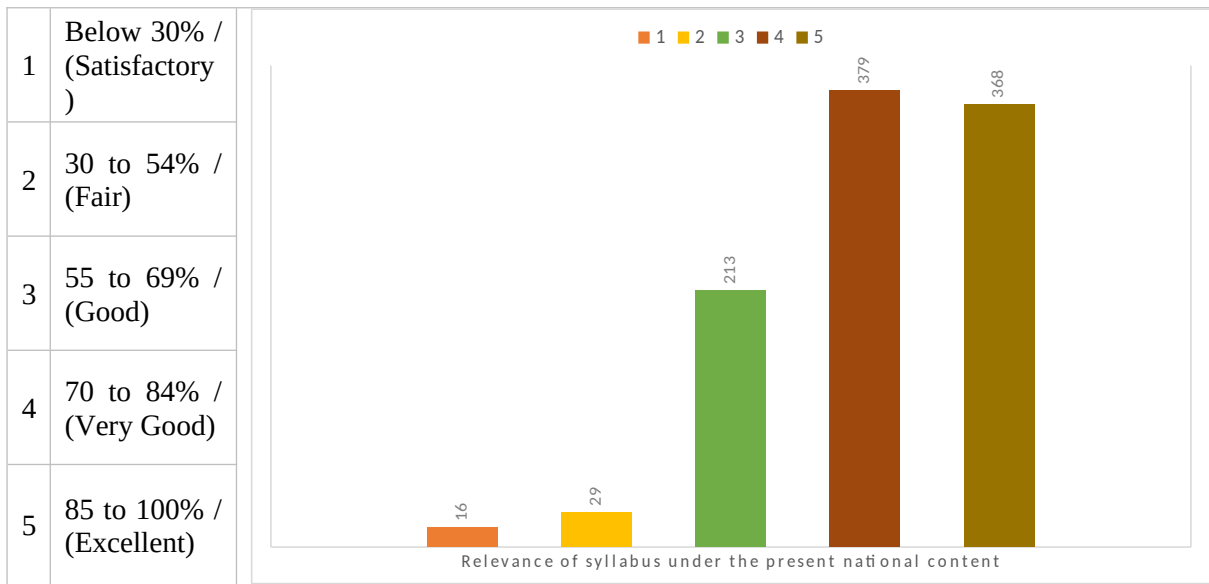
### • DEPARTMENT-WISE BREAKUP OF RESPONDENTS:

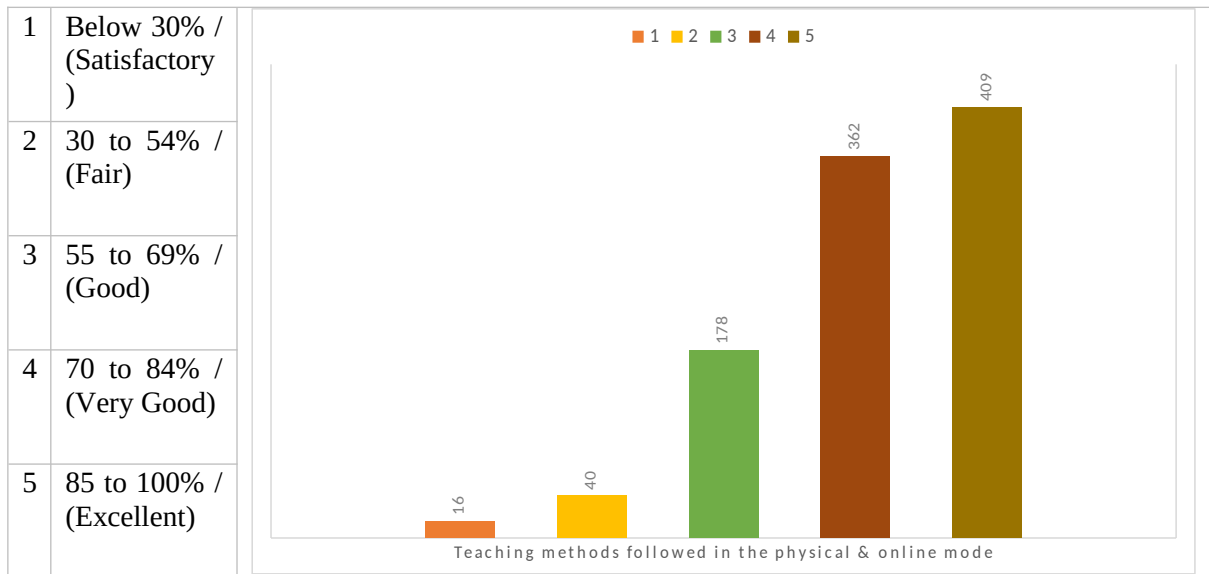
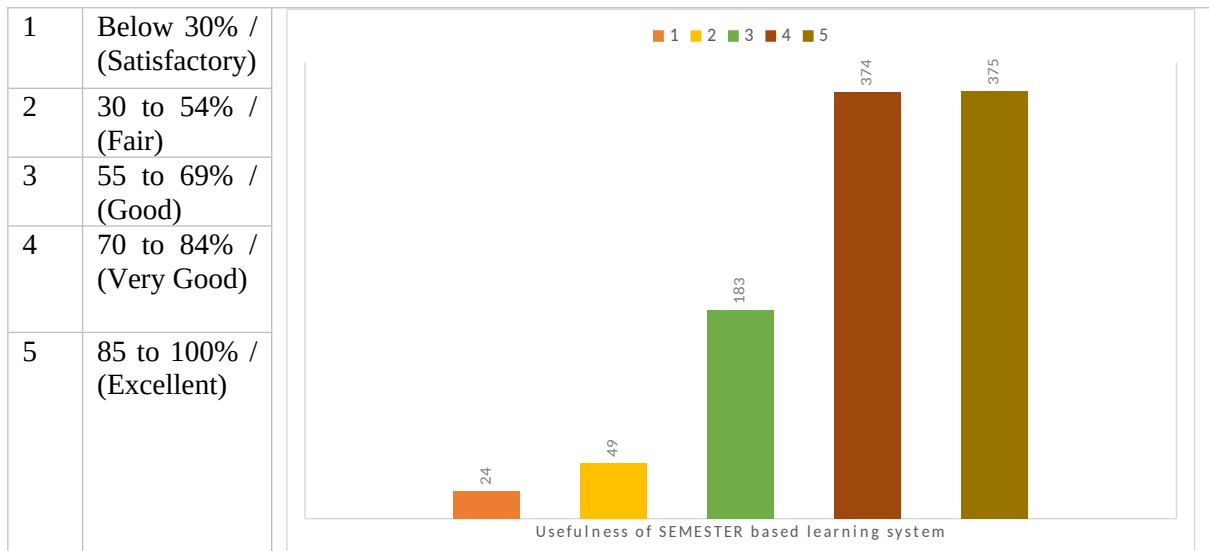
Sl No	Name of the Dept	Count of 2 <sup>nd</sup> Semester Respondents	Count of 4 <sup>th</sup> Semester Respondents
1	Arabic	8	12
2	Bio-Technology	13	7
3	Botany	64	30
4	Business Administration	33	30
5	Business Administration (Human Resource)	30	31
6	Business Administration (Tourism Management)	14	10
7	Chemistry	55	51
8	Commerce	37	10
9	Computer Science	16	17
10	Economics	43	25
11	Education	48	58

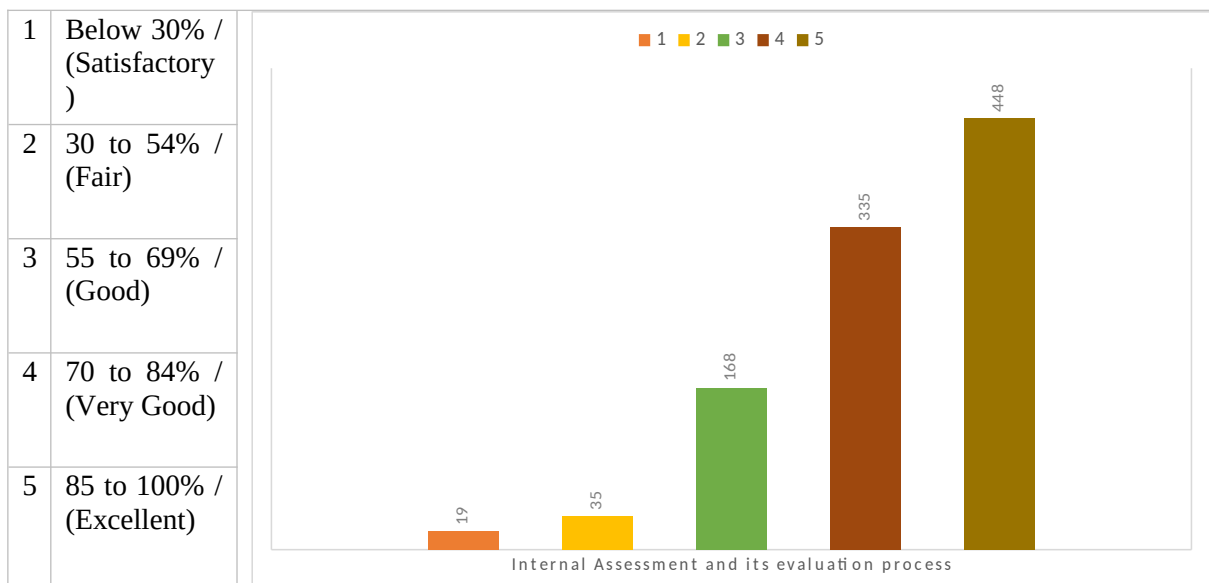
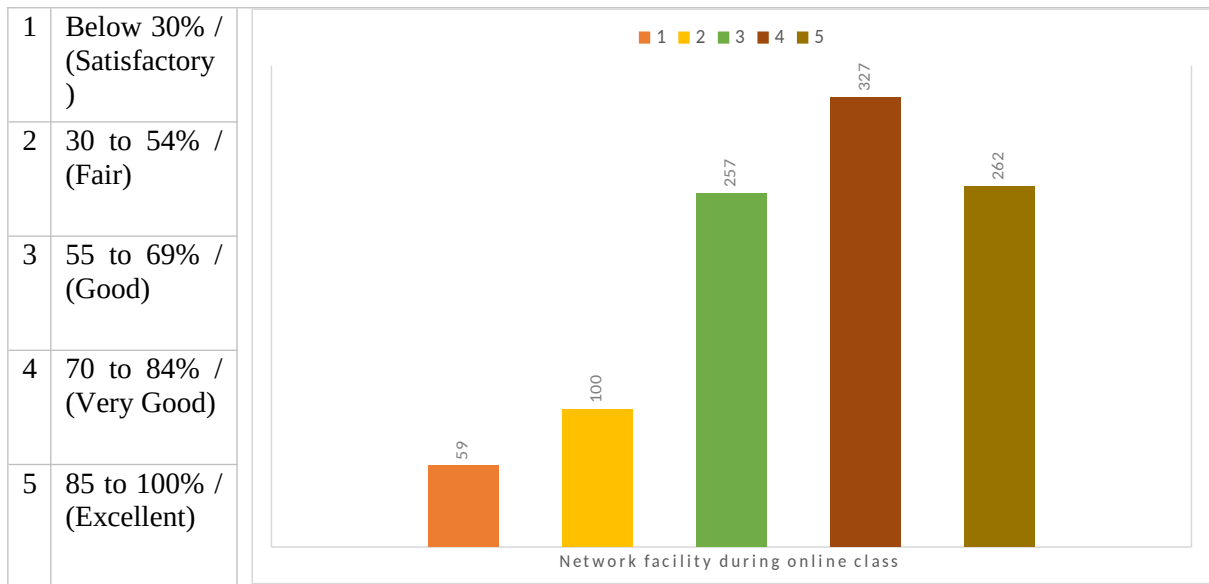
12	English & Culture Studies	98	128
13	Environmental Science	21	9
14	Geography	68	64
15	Geospatial Science	2	
16	Hindi	75	83
17	History	143	
18	Law	14	11
19	Library and Information Science	12	12
20	Mass Communication	32	37
21	Mathematics	80	99
22	Microbiology	30	17
23	Molecular Biology & Human Genetics	13	13
24	Nutrition & Public Health	47	12
25	Philosophy	63	28
26	Physical Education	35	24
27	Physics	13	15
28	Physics / Electronics	7	11
29	Physiology	11	14
30	Political Science	43	8
31	Psychology	7	4
32	Sanskrit	75	24
33	Santali	12	3
34	Sociology	13	18
35	Women's Studies	12	14
36	Zoology	75	76
	<b>TOTAL</b>	<b>1362</b>	<b>1005</b>

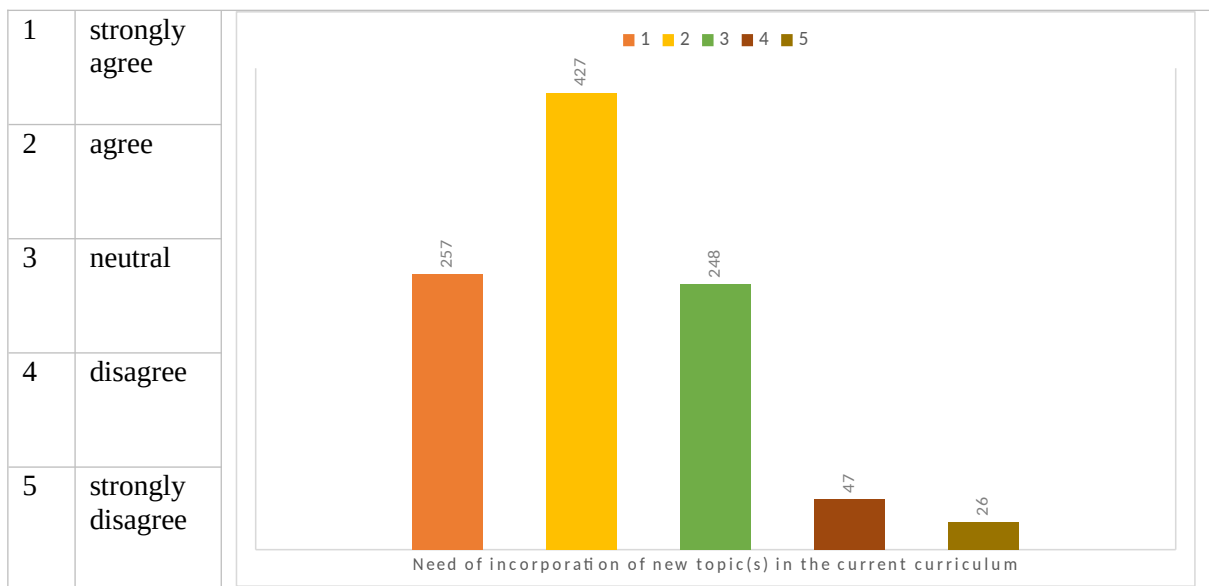
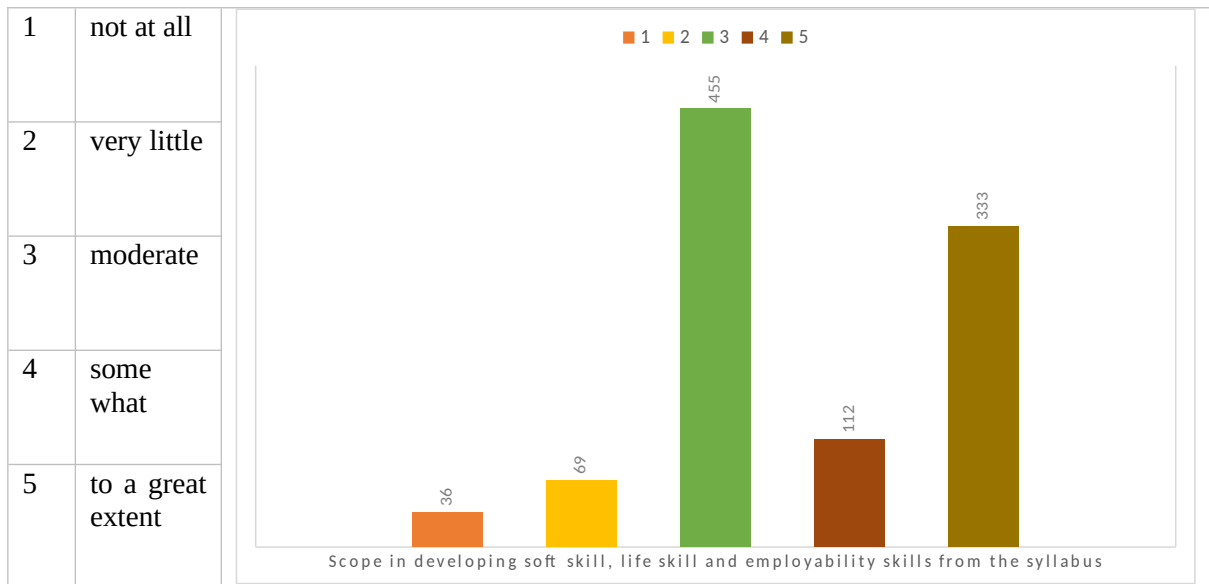
• **PARAMETER WISE SUMMARIZATION OF RESPONSES: 4<sup>TH</sup> SEMESTER**

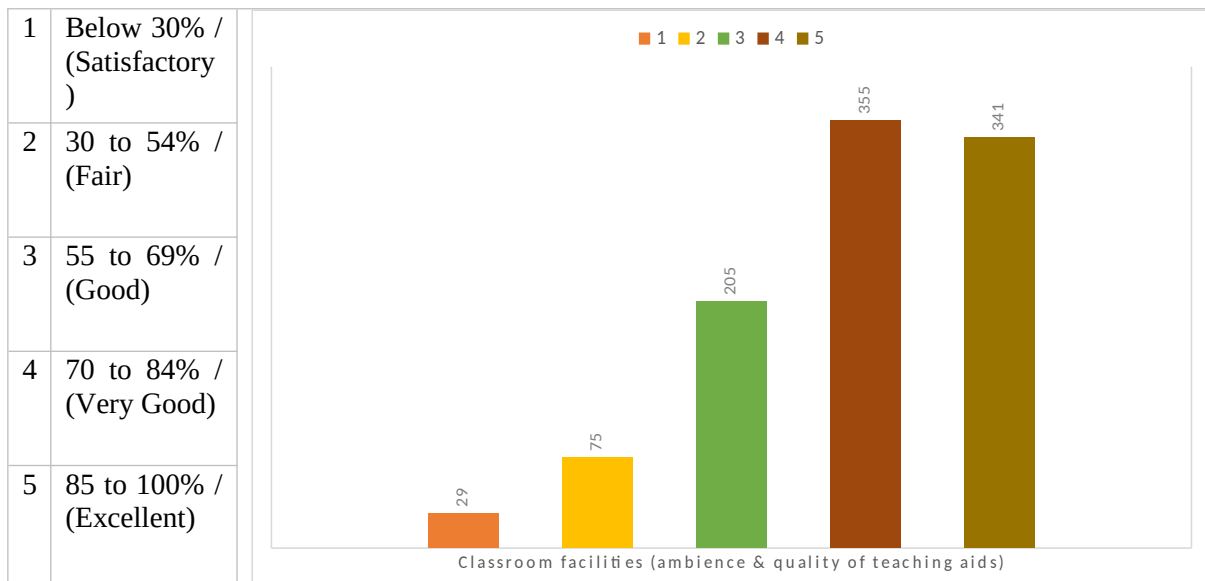
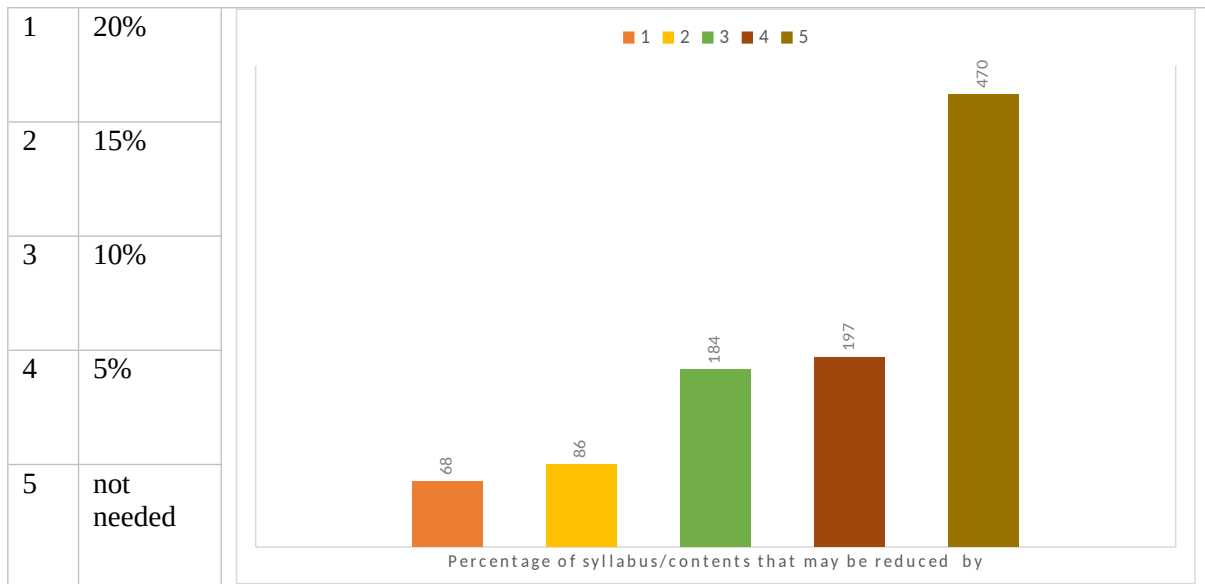






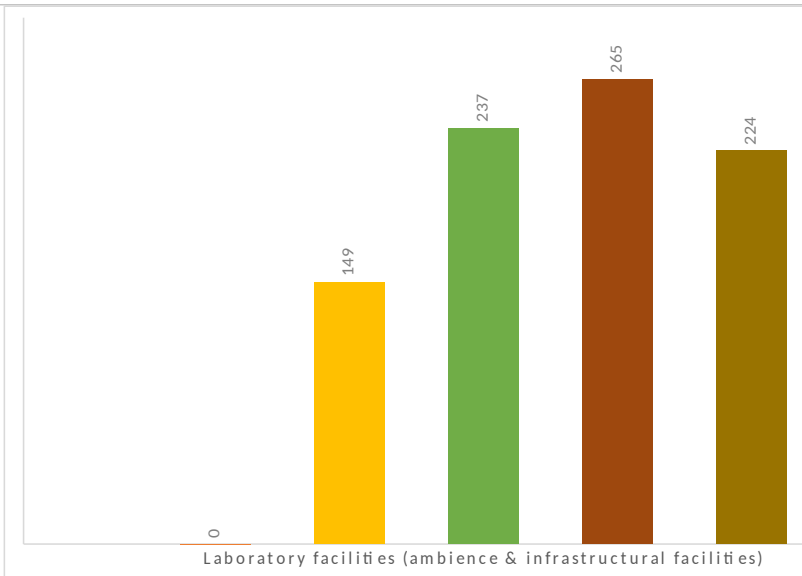




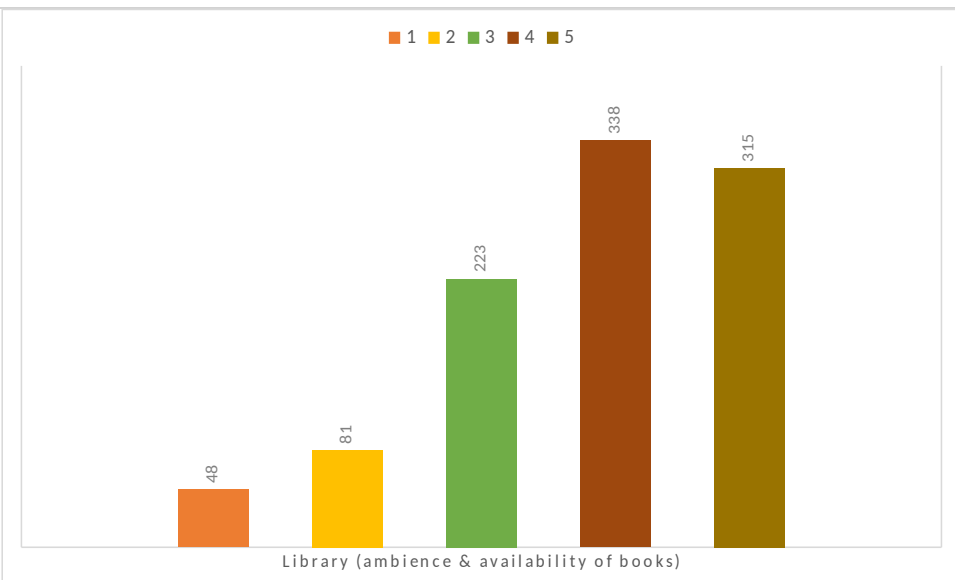


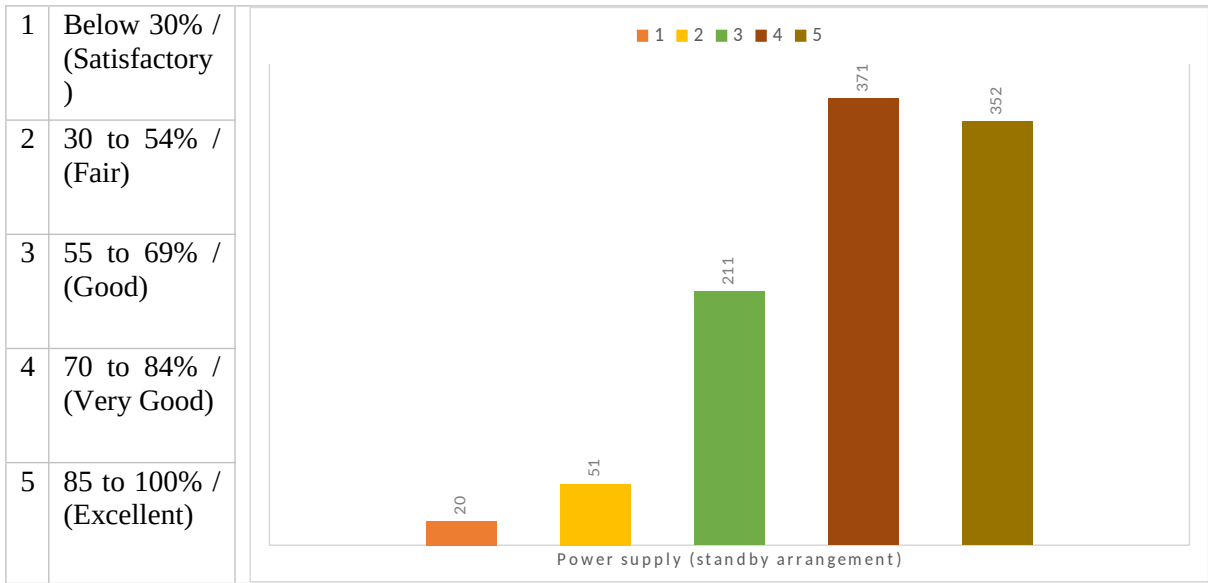
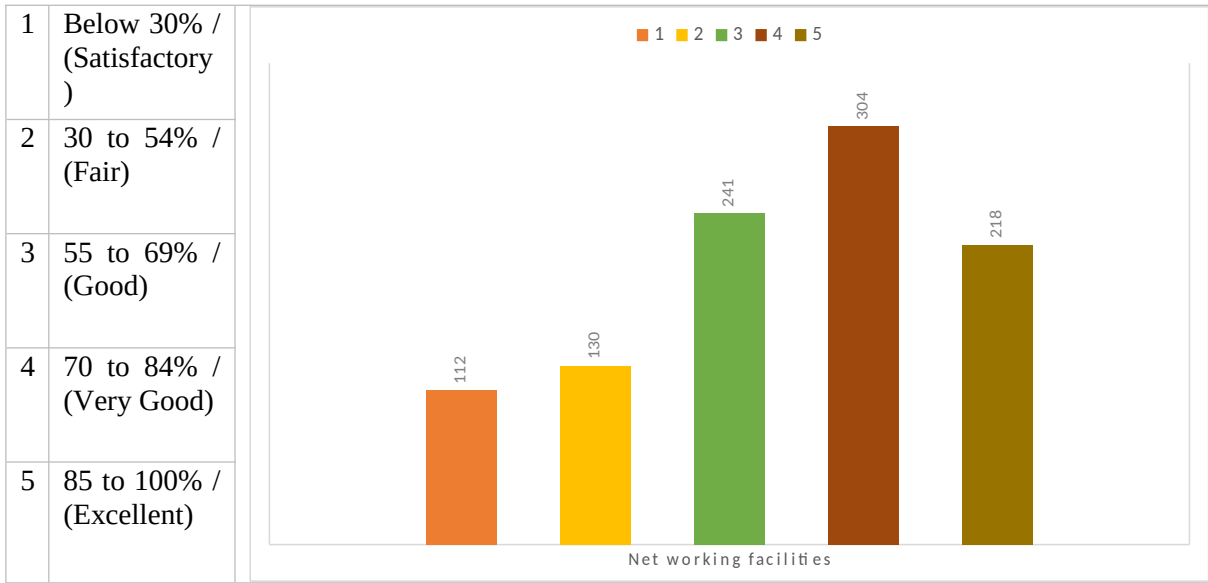


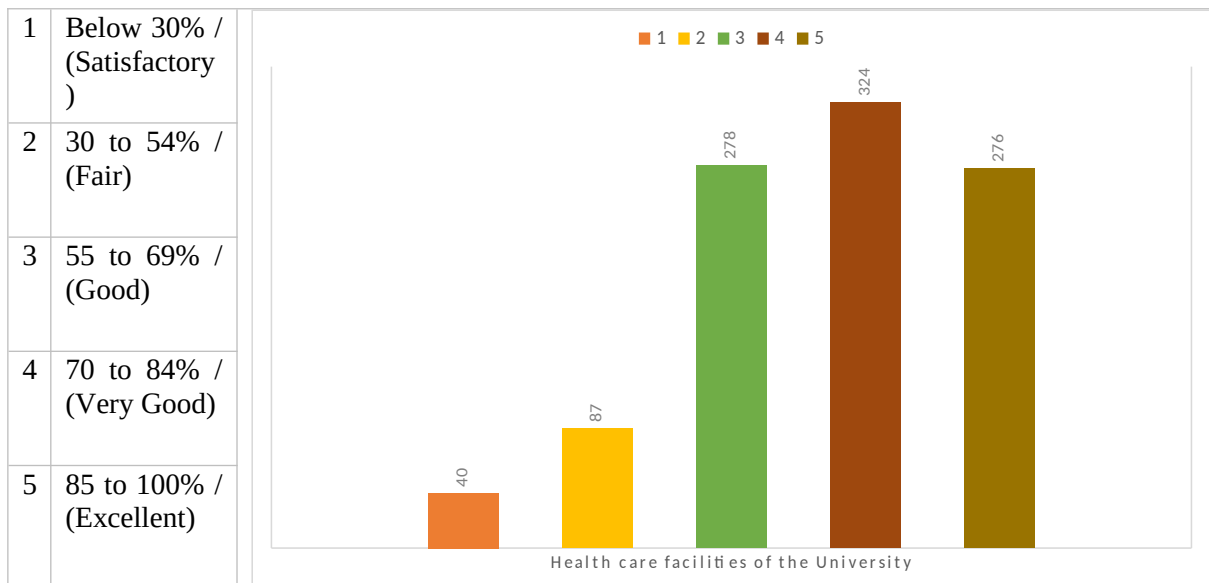
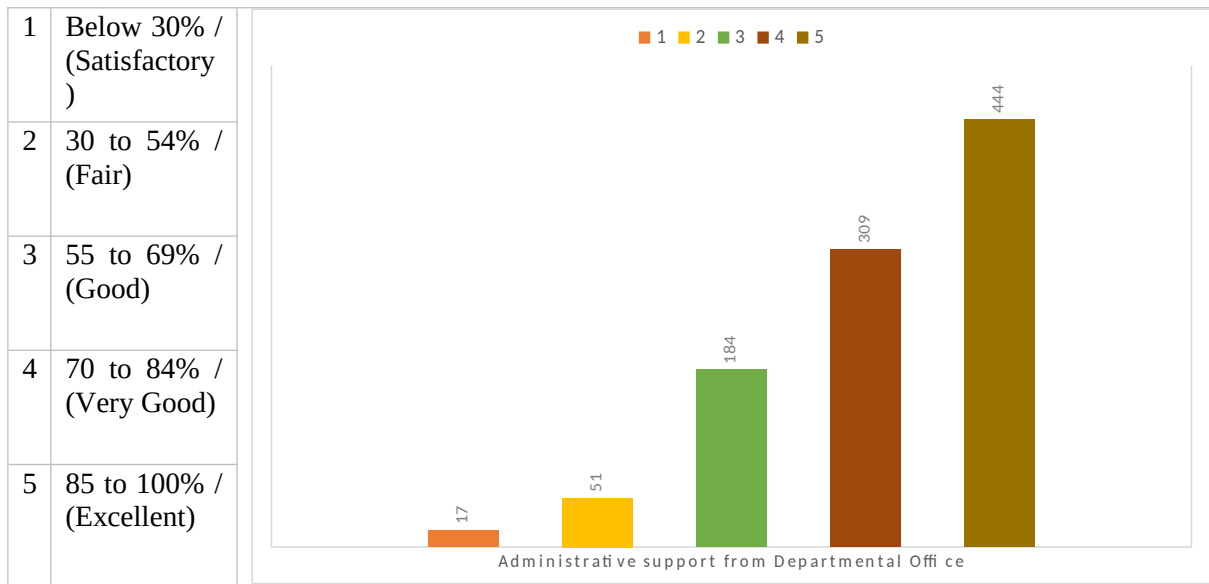
TOTAL RESPONSES: 875 NOT APPLICABLE: 130	
1	Below 30% / (Satisfactory)
2	30 to 54% / (Fair)
3	55 to 69% / (Good)
4	70 to 84% / (Very Good)
5	85 to 100% / (Excellent)

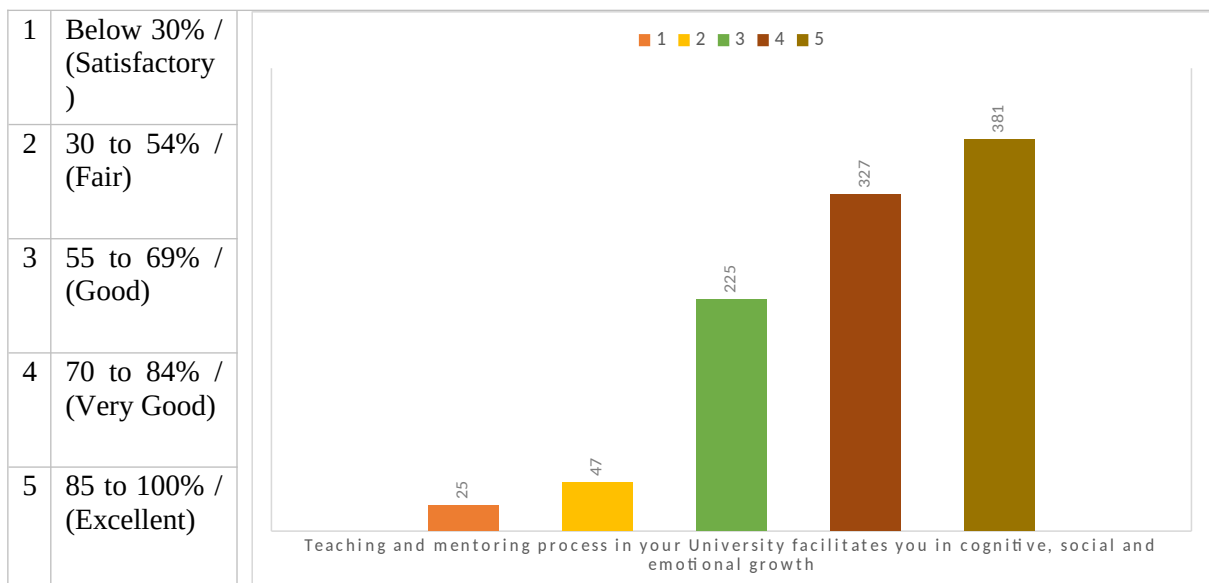
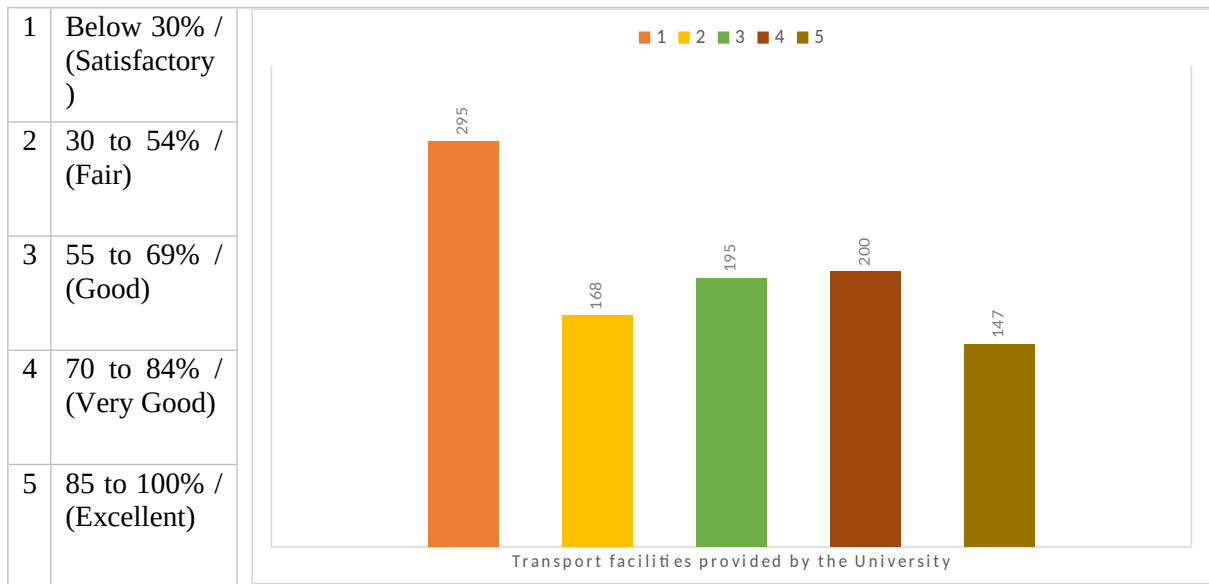


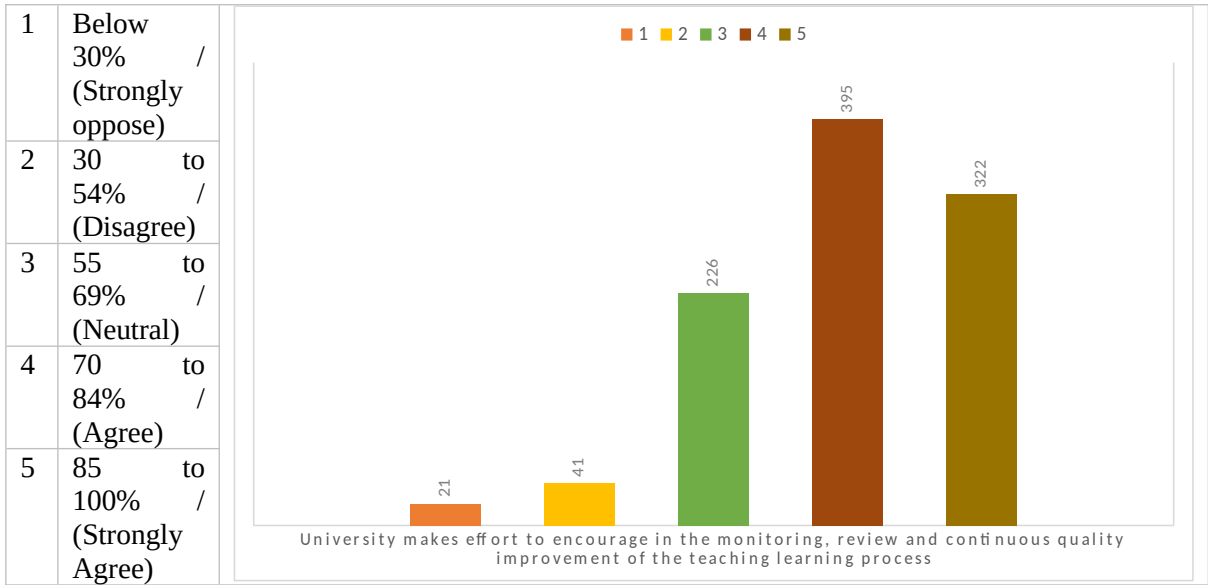
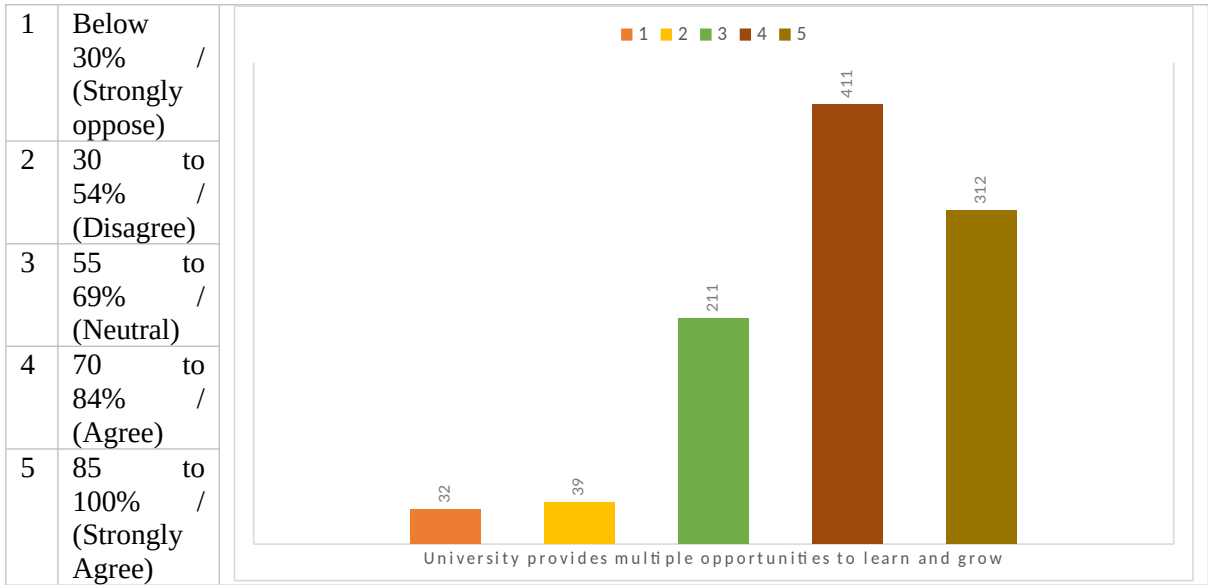
1	Below 30% / (Satisfactory)
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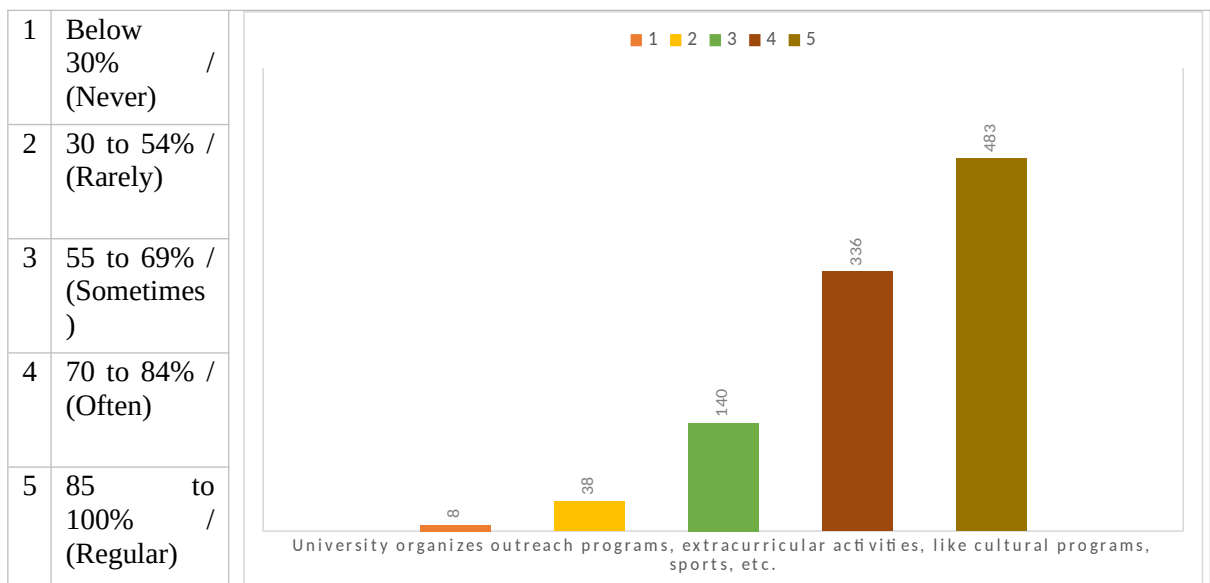
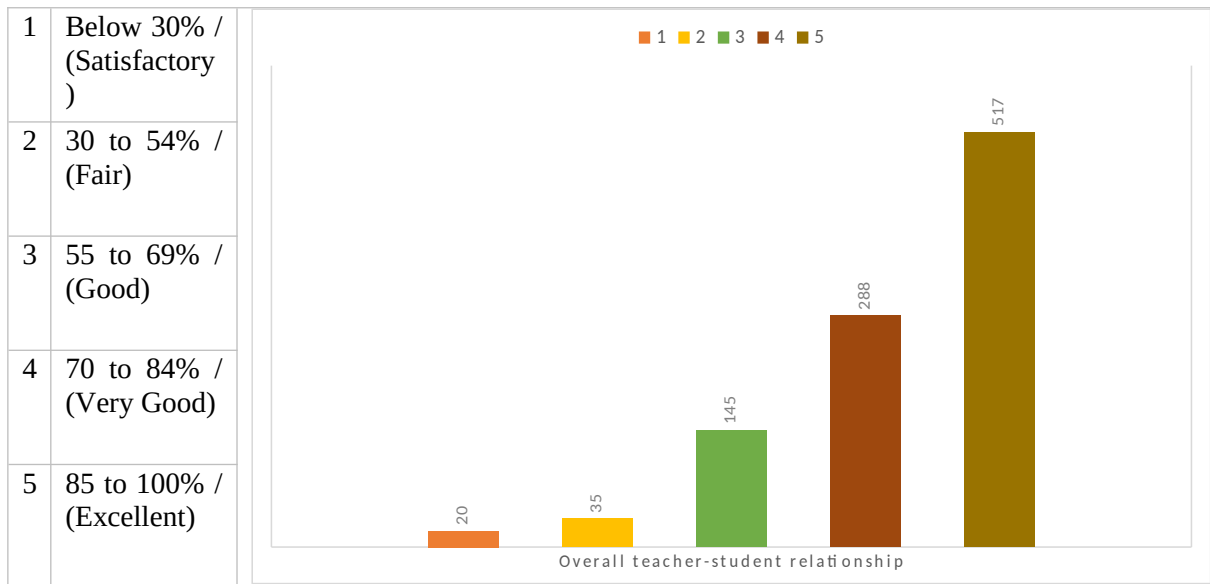


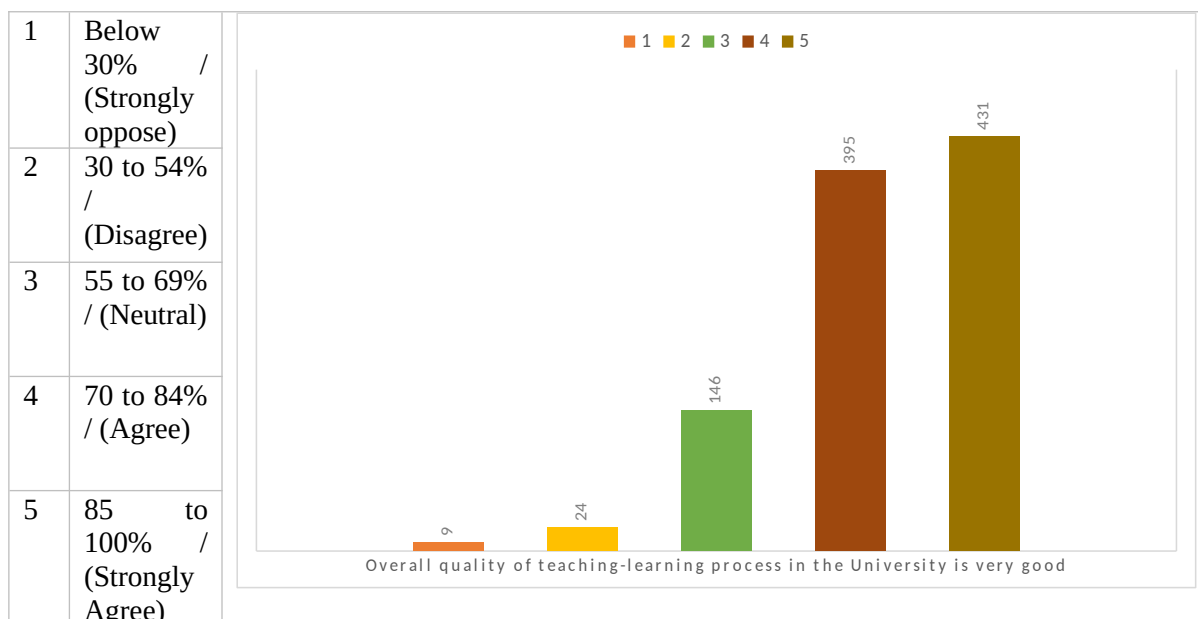












The above graphs reveal a generally positive picture for several aspects of Semester 04. Firstly, the coverage of the syllabus was highly satisfactory, with the majority of students rating it as 4 or 5. This suggests that the course curriculum is being adequately covered in most courses. Similarly, the content of the syllabus received positive feedback, indicating that students find it relevant and well-structured. However, there are room for enhancement in the relevance of the syllabus in the national context and its usefulness for competitive examinations like NET/GATE/SLET.

The students expressed their satisfaction with the teaching methods in both physical and online modes. Internal assessment and its evaluation process were generally well-received, with most students appreciating the current system. Additionally, the scope for developing soft skills, life skills, and employability skills from the syllabus garnered mixed reactions.

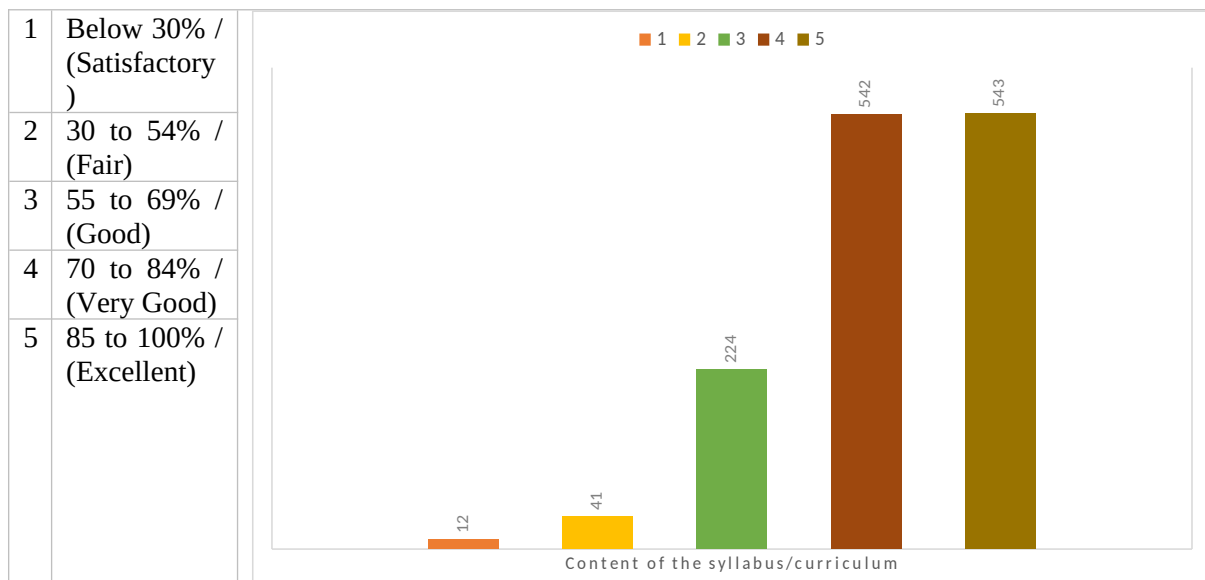
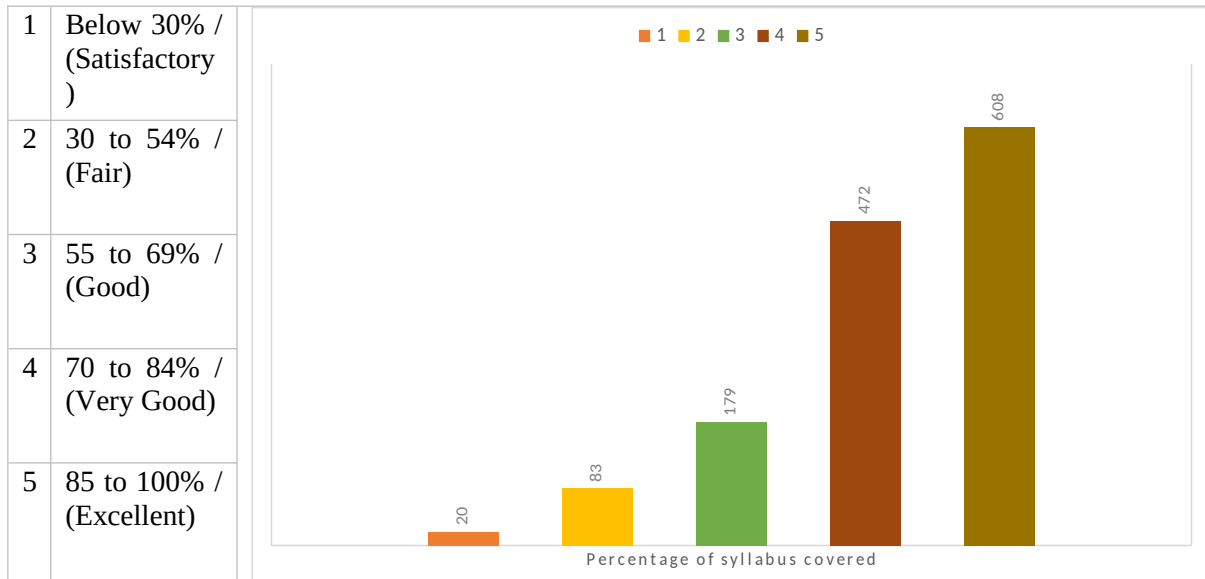
The feedback on classroom facilities and the availability of teaching aids was largely positive, although some students indicated that there is room for improvement. Similarly, the library's ambience and book availability were rated favorably, but again, there is room for enhancement. When it comes to administrative and support services, including power supply and departmental office support, students were generally satisfied, though some indicated that improvements are necessary.

Health care and transport facilities received mixed reviews, with transport facilities being a particular area of concern. The mentoring process at the university was rated positively, suggesting that students feel supported in their cognitive, social, and emotional growth. Moreover, the university's efforts to provide multiple learning opportunities and its initiatives for continuous quality improvement in teaching and learning were appreciated by most students.

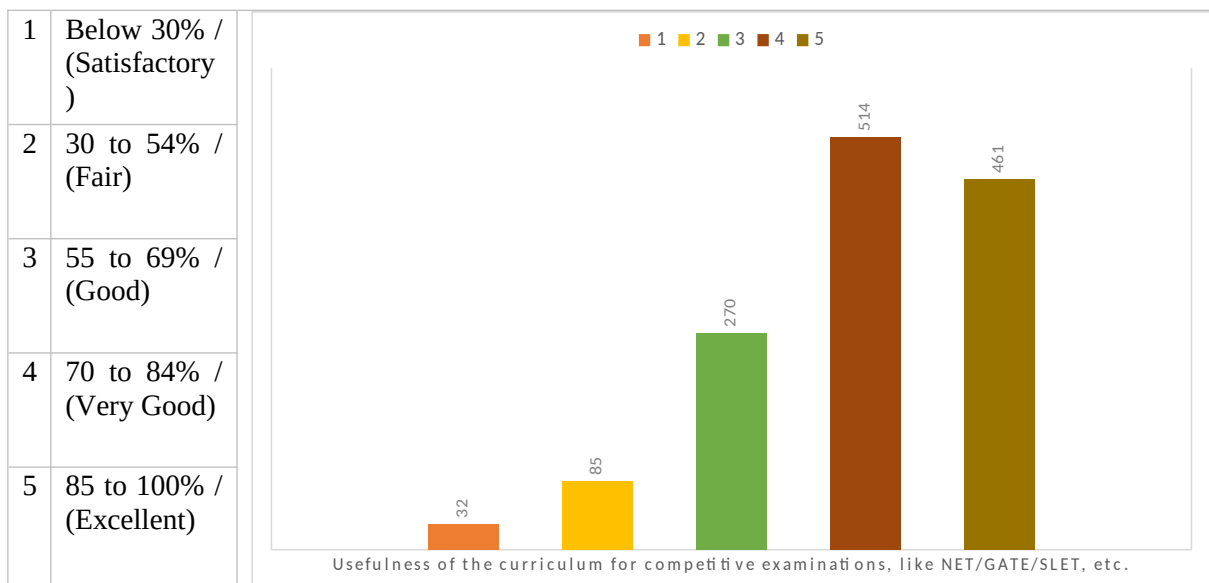
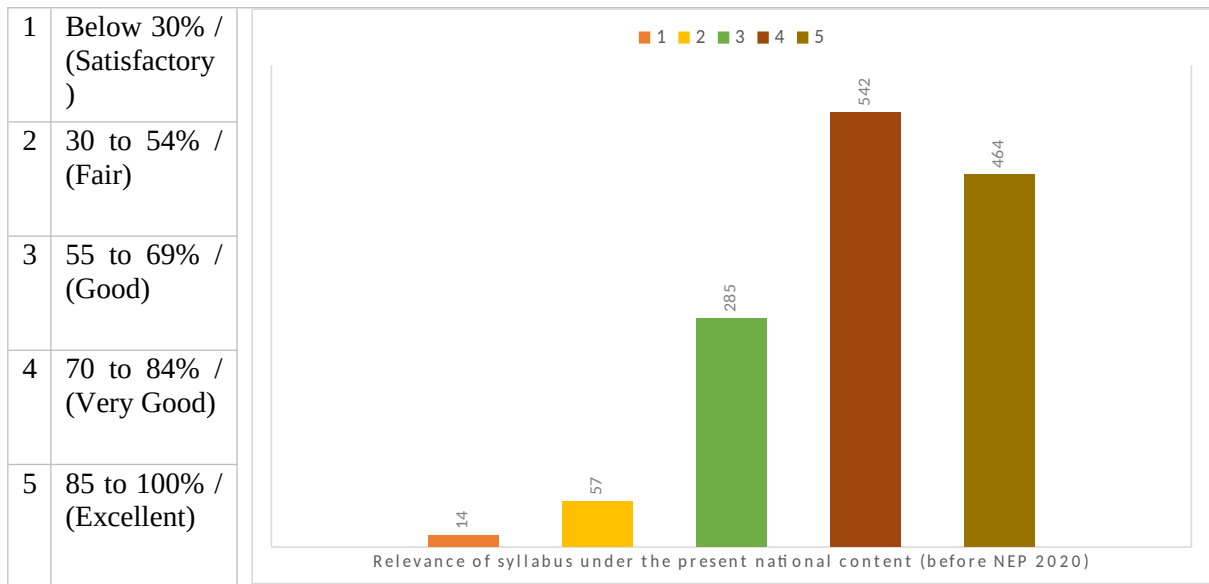
The overall teacher-student relationship received high ratings, indicating the prevalence of an amiable relation, a strong rapport and effective communication between faculty and students. Additionally, the university's initiative for organising outreach programmes and extracurricular activities was well-regarded, reflecting a vibrant campus life. Finally, the overall quality of the teaching-learning process was rated very positively by the students, with a significant majority expressing high satisfaction. In summary, the students' responses highlight a generally positive academic environment with certain areas that require attention and improvement. The strong

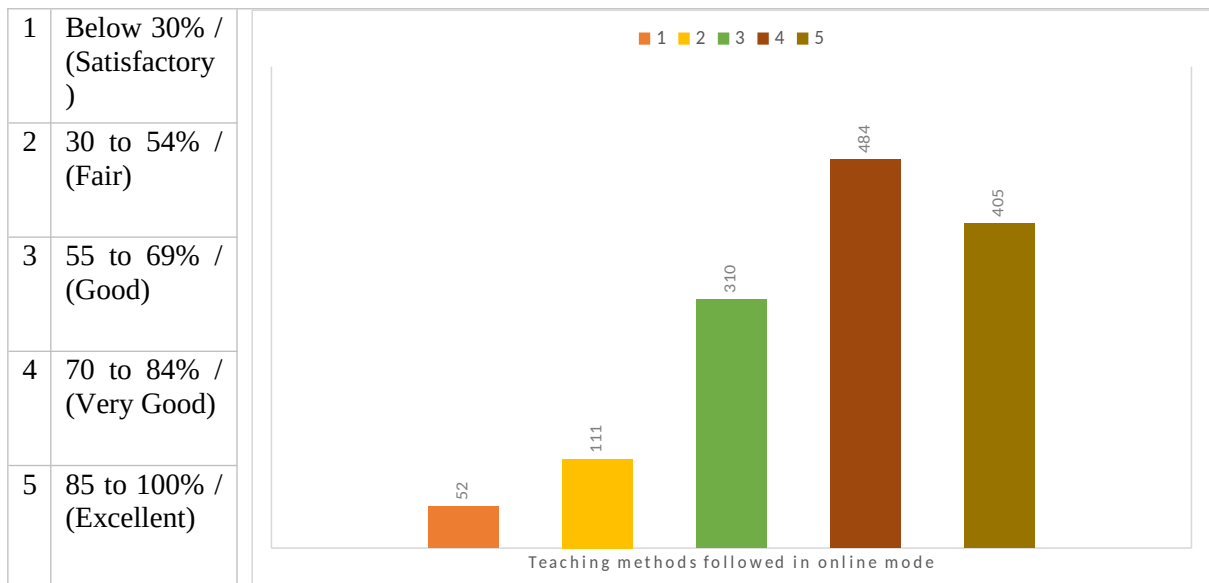
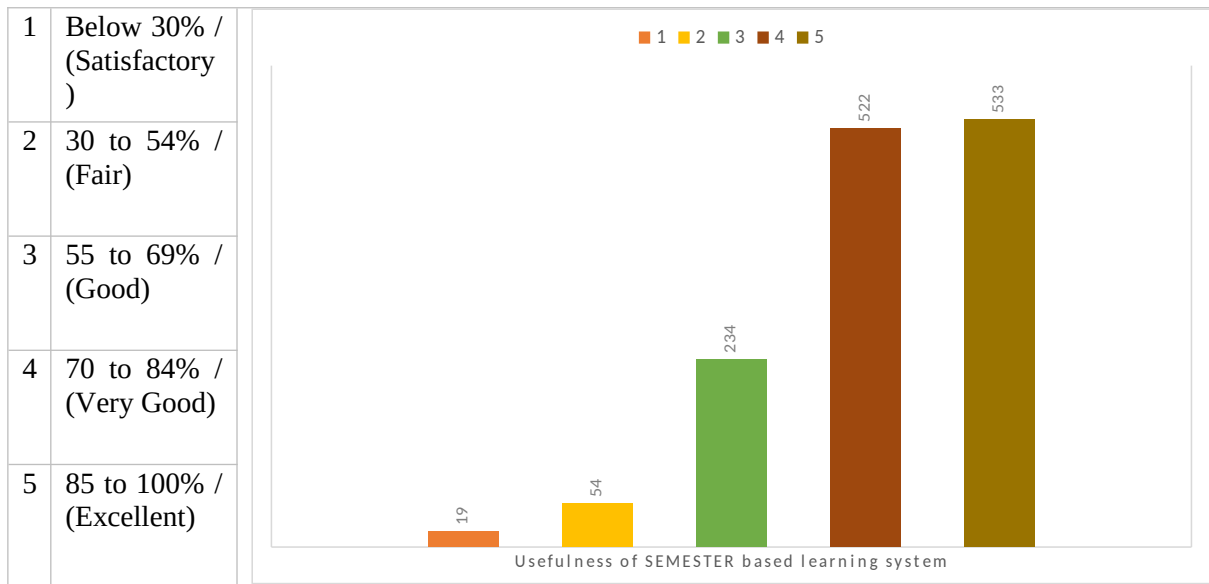
teacher-student relationship and the positive reception of the teaching-learning process are commendable and form a solid foundation for institutional distinctiveness further development.

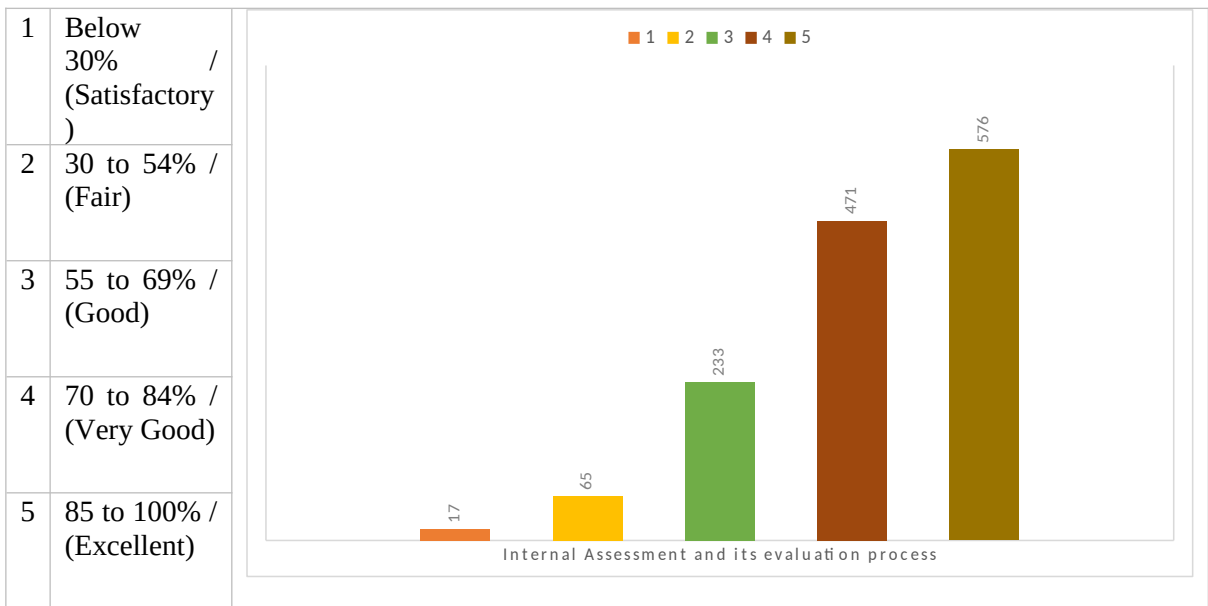
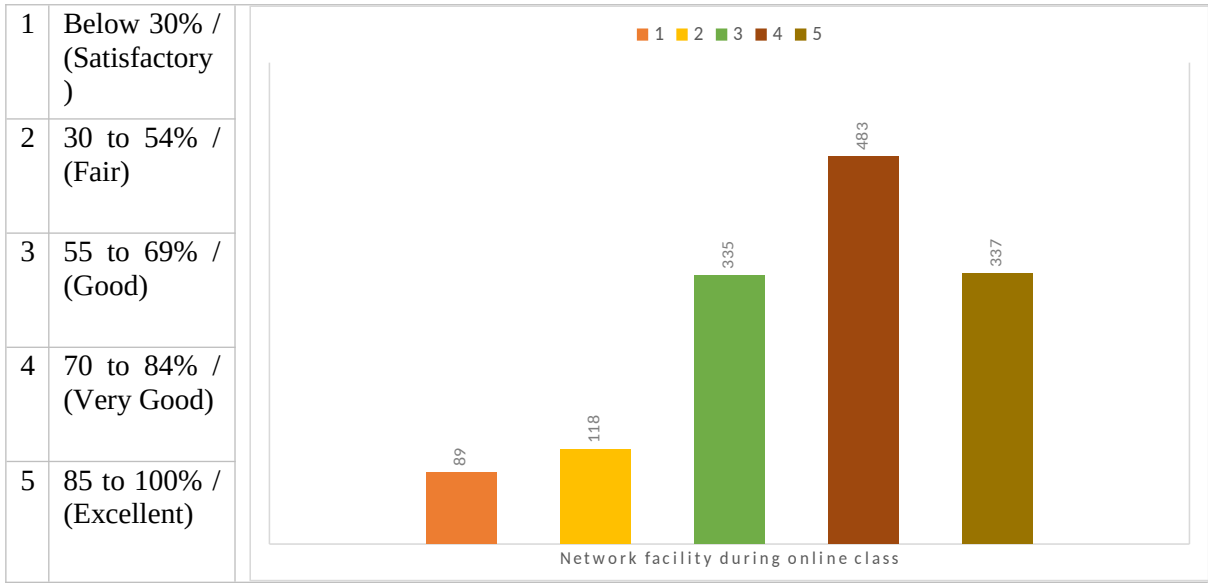
**PARAMETER WISE SUMMARIZATION OF RESPONSES: 2<sup>ND</sup> SEMESTER**

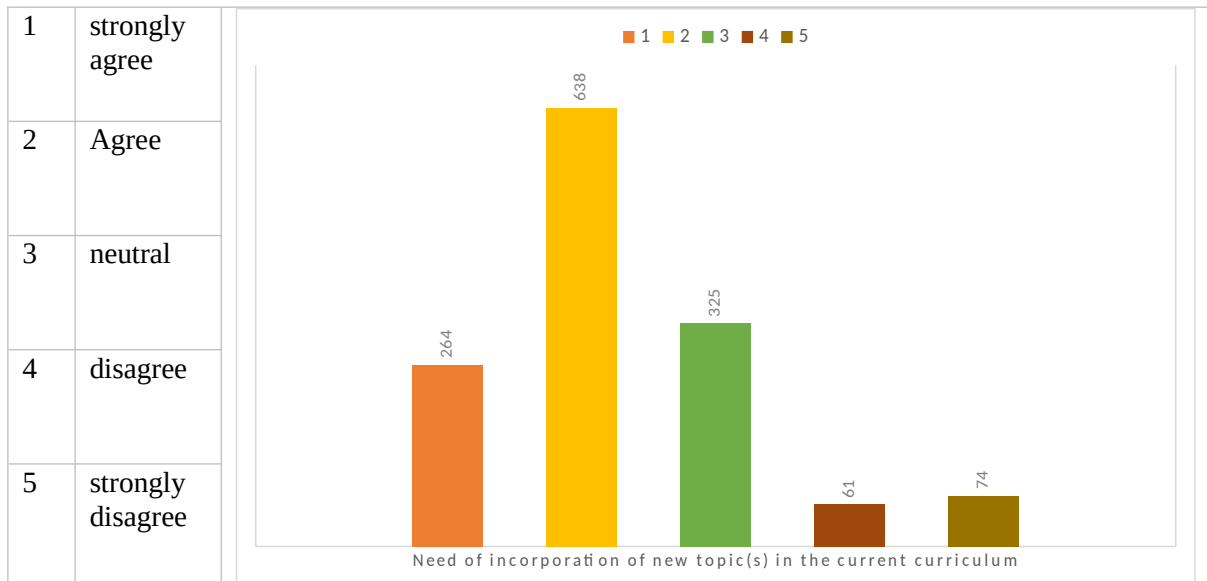
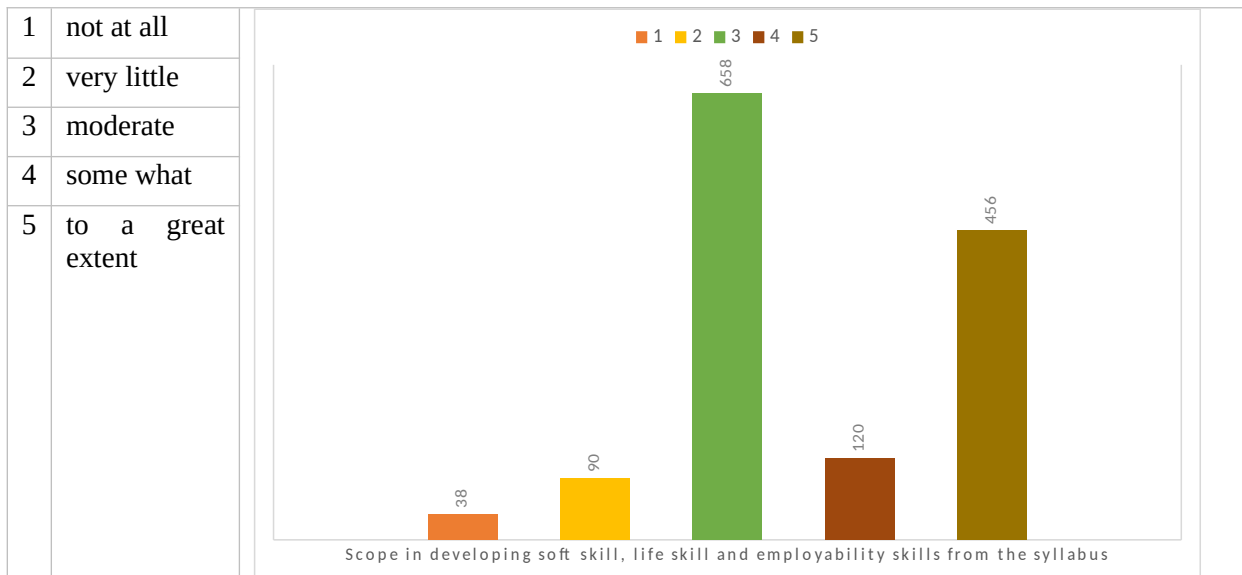


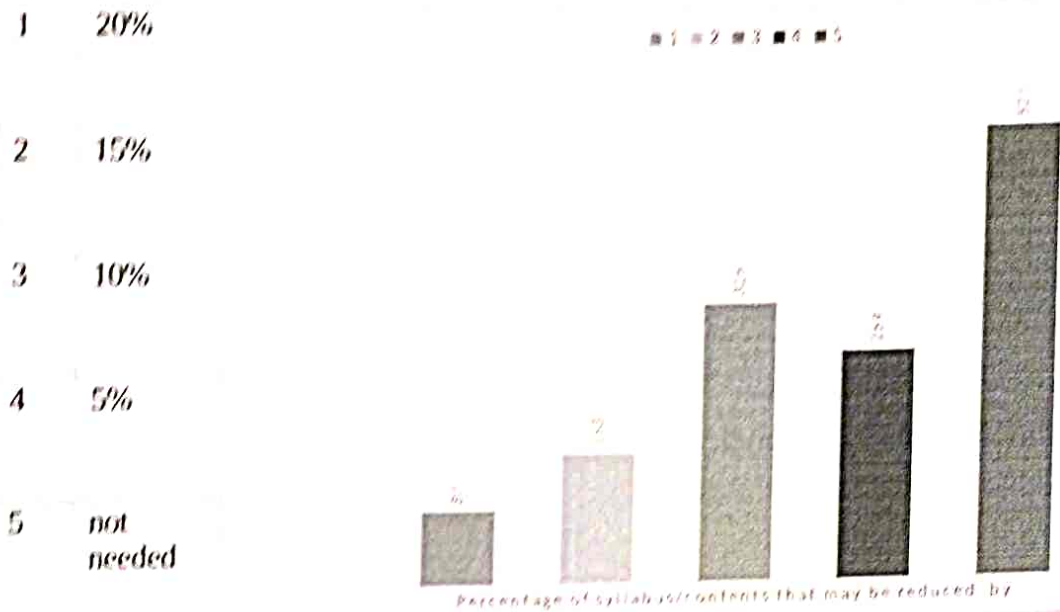












The feedback collected from the 2nd semester students indicate a generally positive view of the syllabus coverage and content. Students feel that the current curriculum is relevant to national standards and supports their preparedness for competitive examinations. The semester-based learning system is also appreciated, with many students finding it effective in organizing their academic pursuits.

Teaching methods, particularly those used in online modes, receive a favorable response, though there is a noted need for improvement in network facilities during online activities. The internal assessment and evaluation processes are well-regarded, suggesting that students feel their performance is being fairly assessed.

One of the standout observations from the feedback is the strong endorsement of the curriculum's role in developing soft skills, life skills, and employability. However, students express a clear desire for the incorporation of new topics into the curriculum, which suggests a need for the university to update and expand its offerings. Additionally, there is a consensus on the potential benefit of reducing some areas of the curriculum, which could help streamline learning and focus on core material.

Overall, the feedback reflects a positive student experience with the curriculum, coupled with constructive suggestions for enhancements. The university's continued attention to these areas will be crucial in further improving student satisfaction and academic outcomes.

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**REGISTRAR**  
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### **ANALYSIS OF STUDENTS' FEEDBACK FOR 2022- '23**

A Student Feedback Survey was conducted during the academic session 2022-'23 among the 2<sup>nd</sup> and 4<sup>th</sup> 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 4<sup>th</sup> semester comprises a greater number of statements since they have experienced more of teaching-learning at the campus in comparison to that by 2<sup>nd</sup> 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.

<b>Table 1: Semester wise Distribution of Respondents</b>	
<b>Year</b>	<b>Count of responses</b>
2 <sup>nd</sup> Semester Students	<b>796</b>
4 <sup>th</sup> Semester Students	<b>535</b>

<b>Sl No</b>	<b>Name of the Dept</b>	<b>Count of 2<sup>nd</sup> Semester Respondents</b>	<b>Count of 4<sup>th</sup> Semester Respondents</b>
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
	<b>TOTAL</b>	<b>796</b>	<b>535</b>

### **Analysis of Feedback by 4<sup>th</sup> 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 2<sup>nd</sup> 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 2<sup>nd</sup> 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 2<sup>nd</sup> semester students are contented with the teaching methods followed in the university.



<b>Table 3: Summarised Response of 4<sup>th</sup> Semester Students 2022-'23</b>	
<b>Aspects of Feedback</b>	<b>Average score</b>
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

<b>Table 4: Summarised Response of 2<sup>nd</sup> Semester Students 2022-'23</b>	
<b>Aspects</b>	<b>Average score</b>
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.

**SUJIT KUMAR**  
**CHOUDHURY**

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## **FEEDBACK ANALYSIS SEMESTER II & IV: 2021-22**

A Students' Feedback Survey (SFS) was conducted during the academic session 2021-'22 among the SEM II and IV of postgraduate students of the University of Burdwan. Based on the NAAC guidelines, a questionnaire signifying the different aspects of students' feedback encompassing course curriculum, teaching learning, infrastructure *etc.*, has been designed by the Internal Quality Assurance Cell (IQAC) and the responses have been obtained through google form designed for the purpose. The breakup of the responses is as follows (Table 1):

<b>Table 1: Breakup of respondents</b>	
<b>4<sup>th</sup> Semester</b>	<b>865</b>
<b>2<sup>nd</sup> Semester</b>	<b>2022</b>

On the basis of the responses given by the responding students on a designated scale (1-5), the aspect-wise average score has been computed. These have been depicted in table 2 and 3.

<b>Table 2: Mean score of response of 2nd and 4th Semester students for the common items</b>		
	Mean score of response SEMESTER IV	Mean score of response SEMESTER II
Percentage of syllabus covered	4.16	4.56
Content of the syllabus/curriculum	4.17	4.54
Relevance of syllabus under the present national content	4.07	4.39
Usefulness of the curriculum for competitive examinations, like NET/GATE/SLET, etc.	3.99	4.37
Usefulness of semester-based learning system	4.11	4.53
Teaching methods followed in the online & offline mode	4.06	4.29
Network facility during online class	3.60	3.73
Internal Assessment and its evaluation process	4.02	4.45
Scope in developing soft skill, life skill and employability skills from the syllabus	4.15	4.10
Need of incorporation of new topic(s) in the current curriculum	3.87	3.62

It is evident from Table 2 that high mean score of 3.60 and above has been obtained for all the common items of the feedback. Especially, the content of the course curriculum has been awarded high score by the responding students of both 2nd and 4th semester of the concerned session. High mean score has also been obtained with respect to usefulness of semester-based

learning system which signifies the effectiveness of the prevalent learning system of the university at the post graduate level. Majority of the 4th semester students are of the opinion that there is no need for any change in the course curriculum or a minor change upto 5%/10%.

Feedback on certain specific aspects has also been obtained from the 4th semester students (2021-'22) and the summarized the mean scores have been computed and exhibited in Table 3. It is evident from the table that high mean score of more than 4 has been obtained on aspects like overall quality of teaching-learning process in the university; administrative support from departmental office; overall teacher-student relationship; outreach programs, extracurricular activities, like cultural programs, sports. These signify the positive aspect of learning environment and support system prevailing in the university.

<b>Table3: Mean score of responses of 4th Semester students for the specific items</b>	
Classroom facilities (ambience & quality of teaching aids)	4.09
Laboratory facilities (ambience & infrastructural facilities)	3.84
Library (ambience & availability of books)	3.99
Net working facilities	3.66
Power supply (standby arrangement)	4.13
Administrative support from Departmental Office	4.16
Health care facilities of the University	3.86
Transport facilities provided by the University	3.38
Teaching and mentoring process in the university facilitates cognitive, social and emotional growth	4.01
University provides multiple opportunities to learn and grow	4.06
University makes effort to encourage in the monitoring, review and continuous quality improvement of the teaching learning process	4.08
Overall teacher-student relationship	4.28
University organizes outreach programs, extracurricular activities, like cultural programs, sports, etc.	4.15
Overall quality of teaching-learning process in the University is very good	4.21

Some of the important observations/suggestions given by the students are:

- Several students have expressed their satisfaction with teaching-learning and infrastructure available at the University and have observed that semester-based learning is immensely helpful and it truly enriches the students.
- Some of the other suggestions/observations are:
  - Providing more classes on practical based papers
  - Digitalization of practical labs and instruments, online library facilities
  - Increase in the number of faculty
  - Providing study materials
  - Streamlining the system of conduct of examinations and publication of results
  - Emphasis on placement and industry-orientation in the relevant courses
  - Career counselling for students.

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## INTRODUCTION

A students' satisfaction survey was conducted by the Internal Quality Assurance Cell, BU during 2020-21 in order to get an insight regarding the satisfaction and feedback of the 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.

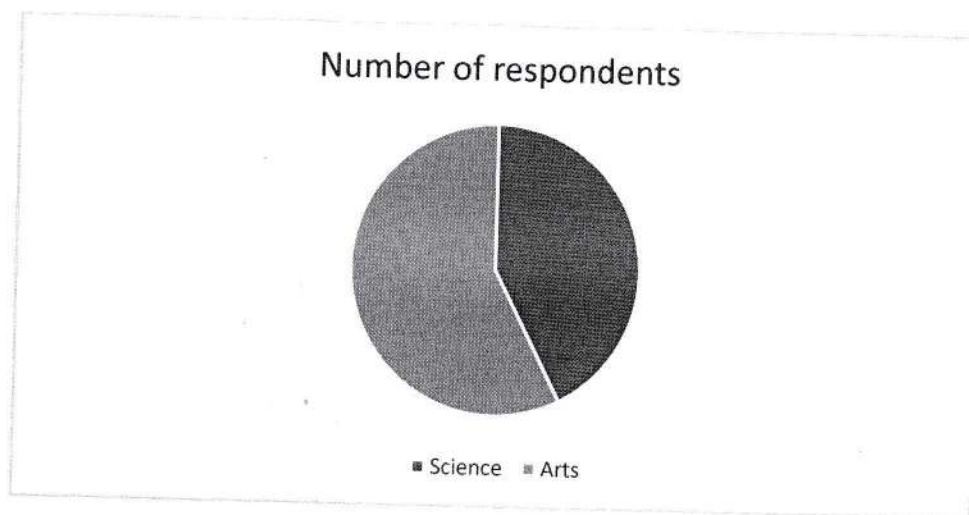
## QUESTIONNAIRE

The questionnaire through which the survey was conducted and feedback was obtained comprised two parts: FORM A & FORM B. The forms comprise items on various aspects on which students' opinion has been obtained. These are as follows:

- Percentage of syllabus covered
- Content of the syllabus/curriculum
- Relevance of syllabus under the present national content
- Usefulness of the curriculum for competitive examinations, like NET/GATE/SLET, etc.
- Usefulness of SEMESTER based learning system
- Teaching methods followed in the online mode
- Network facility during online class
- Internal Assessment and its evaluation process
- Scope in developing soft skill, life skill and employability skills from the syllabus
- Need of incorporation of new topic(s) in the current curriculum
- Percentage of syllabus/contents that may be reduced
- Classroom facilities (ambience & quality of teaching aids)
- Laboratory facilities (ambience & infrastructural facilities)
- Library (ambience & availability of books)
- Net working facilities
- Power supply (standby arrangement)
- Administrative support from Departmental Office
- Health care facilities of the University
- Transport facilities provided by the University
- Teaching and mentoring process in the University facilitates cognitive, social and emotional growth
- University provides multiple opportunities to learn and grow
- University makes effort to encourage in the monitoring, review and continuous quality improvement of the teaching learning process
- Overall teacher-student relationship
- University organizes outreach programs, extracurricular activities, like cultural programs, sports, etc.
- Overall quality of teaching-learning process in the University is very good

Respondents have been asked to give their response and these have been converted on a scale of 1-5 for the items. Additionally, some open-ended questions have also been included in the Forms.

We have received the filled-in feedback forms from 1423 students (Arts, Commerce etc: 819 and Science: 604) and the breakup is shown in the figure below:



**Table 1: Students Satisfaction: Facet 1**

Percentage of syllabus covered	Content of the syllabus/ curriculum	Relevance of syllabus under the present national content	Usefulness of the curriculum for competitive examinations, like NET/GATE/SLET, etc.	Usefulness of SEMESTER based learning system	Teaching methods followed in the online mode	Network facility during online class	Internal Assessment and its evaluation process	Scope in developing soft skill, life skill and employability skills from the syllabus	Need of incorporation of new topic(s) in the current curriculum
4.71	4.56	4.41	4.29	4.56	4.32	3.75	4.49	4.37	3.76

It is evident from the table that the students are largely satisfied with the various aspects of curriculum as evident from the mean scores. Some students have opined that the syllabus should include various topics which deal with present situation and underscored the need for introduction of more professional courses, etc. In the opinion of some students, adding some more extra co-curricular activities would help students grow in their professional life. In this perspective, some of the significant statements made by the students are highlighted below:

- “Semester based learning is useful for the student”
- “Semester based learning helps us to cover up full syllabus thoroughly”

**Table 2: Students Satisfaction: Facet 2**

Classroom facilities (ambience & quality of teaching aids)	Laboratory facilities (ambience & infrastructural facilities)	Library (ambience & availability of books)	Net working facilities	Power supply (standby arrangement)	Administrative support from Departmental Office	Health care facilities of the University	Transport facilities provided by the University
4.56	4.26	4.38	4.09	4.54	4.60	4.27	4.18

It is evident from Table 2 that the students are satisfied with other certain other aspects of overall teaching-learning and facilities. The students are very much satisfied with the administrative support from the departmental office along with classroom facilities



(ambience & quality of teaching aids) and Power supply (standby arrangement). Although there are department-wise variations, the overall satisfaction from Facet 2 can be considered to be very much impressive.

Teaching and mentoring process in your University facilitates cognitive, social and emotional growth	University provides multiple opportunities to learn and grow	University makes effort to encourage in the monitoring, review and continuous quality improvement of the teaching learning process	Overall teacher-student relationship	University organizes outreach programs, extracurricular activities, like cultural programs, sports, etc.	Overall quality of teaching-learning process in the University is very good
4.41	4.36	4.39	4.64	4.45	4.59

One of the important distinctive aspects of the university is the cordial interpersonal relationship within the university. This can be substantiated through the high computed mean score of overall teacher-student relationship. 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 *"The institution provides us enough freedom to communicate with teacher. They are very polite."*; *"All the teachers are taking regular classes"* Another student asserts that the learning environment of the university as *"student-friendly"*. Further in the opinion of students, availability of experienced faculties signifies another distinctive aspect of the university.

  
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## INTRODUCTION

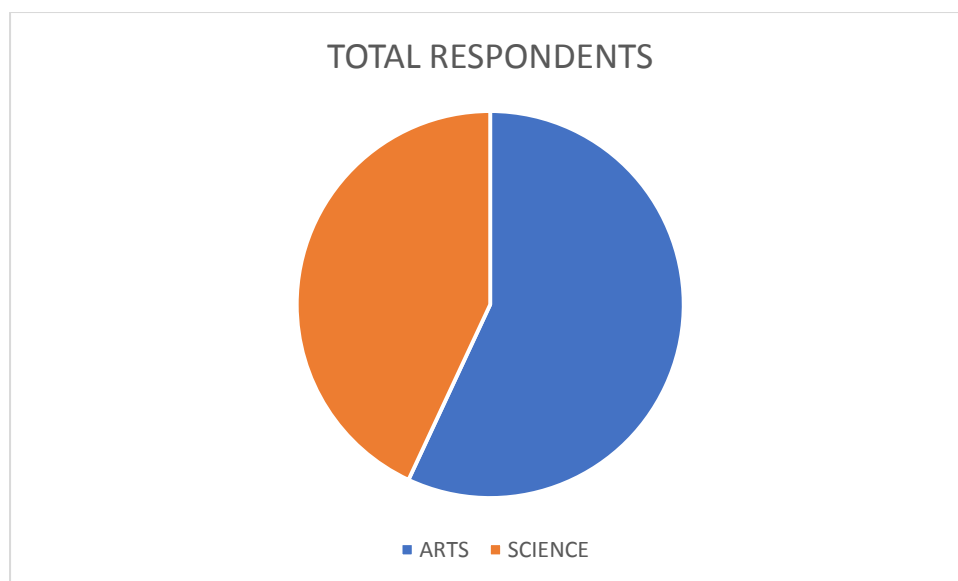
A students' satisfaction survey was conducted by the Internal Quality Assurance Cell, BU during June-July 2019 in order to get an insight regarding the satisfaction and feedback of the final semester students of various post graduate courses offered by The University of Burdwan. The questionnaire was administered under the supervision of the hon'ble Vice Chancellor and the Deans and administered by a team of senior teachers of the university. Students with more than 75% attendance were asked to provide the feedback.

## QUESTIONNAIRE

The questionnaire through which the survey was conducted and feedback was obtained comprised two parts: FORM A & FORM B. Form A comprises items that are associated with the basic issues relating to teaching-learning like course curriculum, CBCS format etc. Form B is associated with the facilities and other student-related services. Form A and B contain 10 and 15 items respectively. Respondents have been asked to give their response on a scale of 0-4 for these items. Additionally, some open ended questions have also been included in both Forms.

## SUMMARY OF RESPONDENTS

We have received the filled-in feedback forms from 928 students (Arts, Commerce etc: 529 and Science: 399) and the breakup is shown in the figure below:



The department wise analysis of response is presented in the subsequent sections (department-wise). The average score obtained on a scale of 0-4 have been computed department-wise. These have been converted to percentage score (multiplying the mean score

by an adjusting factor of 25) and these have been presented in the department-wise score. Before this, the analysis of the feedback from the overall perspective is presented in the table below:

Item	University Overall Mean	Science Faculty Mean	Science Faculty Highest	Science Faculty Lowest	Arts Faculty Mean	Arts Faculty Highest	Arts Faculty Lowest
Syllabus covered	3.2724324	3.090452	3.8	1.872727	3.409867	4	2.5
Syllabus content	2.9759825	2.806045	3.133333	2.436364	3.105973	3.625	2.333333
Syllabus relevance	2.7160221	2.544757	3.090909	2.132075	2.846304	3.666667	2
Syllabus vis-a-vis NET/GATE etc.	2.5718954	2.13198	2.8	1.6	2.902672	4	1.666667
Usefulness of CBCS	2.9241758	2.602041	3.8	1.941176	3.167954	4	2.142857
Overall teaching-learning	3.0206746	2.611111	3.8	1.872727	3.330784	4	2
Internal Assessment	2.992383	2.695214	3.8	1.763636	3.218391	4	2
Scope for developing skills	2.958011	2.70229	3.875	2.351852	3.154297	3.6	2.777778
Need for new topics	3.0912125	3.142119	3.6875	2.647059	3.052734	4	2.5
Syllabus reduction	1.6378132	1.298969	2	0.621212	1.906122	2.584906	0
Classroom facilities	2.6811752	2.327366	3.8	1.455882	2.943182	3.875	2.142857
Laboratory	2.0477327	1.936061	3.8	0.514706	2.145414	4	0.4
Library	2.6069869	2.40665	3.8	1.545455	2.75619	3.833333	0
Networking and computers	2.0956618	2.015345	3.8	1.037037	2.15748	3.5	0.916667
Power supply	2.6948408	2.258974	3.8	1.240741	3.021113	4	2.388889
Administrative support	2.9989059	2.771208	3.866667	2	3.167619	4	2.166667
Health care	2.4519337	2.15285	3	1.701493	2.674374	3.5	1.5

Transport facilities	2.3088889	2.036458	2.478261	1.575758	2.511628	3.333333	1.833333
Support for physically challenged	2.1783659	1.632153	2.103448	1.133333	2.577689	3.5	1.5
Teaching and Mentoring for growth	2.7039911	2.464567	3.266667	1.980769	2.879079	4	2.166667
Multiple opportunities for growth	2.6850829	2.416452	2.8	1.955882	2.887597	3.666667	2.333333
Quality improvement	2.7064018	2.414508	2.96875	1.735294	2.923077	3.666667	2.285714
Teacher student relation	3.1478261	2.915816	3.866667	2.2	3.320076	4	2.666667
Outreach, extra-curricular activities etc.	2.9422028	2.923274	3.272727	1.928571	2.956274	4	2.111111
Overall teaching-learning	2.9868996	2.674359	3.533333	2.161765	3.218631	4	2.428571

It is evident from the first column from the overall perspective of the university, students are very much satisfied with the percentage of syllabus covered 81.75 % (mean value: 3.27). Students are also quite satisfied with the overall teacher-student relationship upto the extent of 78.69% (mean value 3.14). They are also largely satisfied with other certain other aspects of overall teaching-learning and the support facet. This is evident from the administrative support score 2.99 (74.97%); internal assessment 74.8 (mean score 2.992); overall teaching-learning 74.67% (mean value: 2.98); the content of the syllabus /design of the curriculum upto the extent of 74.25% (mean value 2.97); outreach, extra-curricular activities etc. of 73.55% (mean score 2.94). There is however scope for improvement on areas like Support for physically challenged; Networking and computers; Laboratory etc.

- To improve bonding/ class management issue/ issue related to support from teachers/ teaching-learning issue/ Teaching and Mentoring for growth issue/ teaching skill issue/ class material & ppt content issue
- Issue related to regular class/ practical class related issue/ field based study require/ syllabus completion issue/ training on instrument/ more practical class required/ require practical based teaching/ hands on training required
- Choice of major paper/ minor paper class
- Answer sheet checking issue/ sudden completion of CC/ exam timing/ exam schedule/ result declaration issue/ time gap in sem exam
- Library book issue
- Departmental canteen require/ Drinking water issue
- To improve laboratory infrastructure/ computer and networking improvement issue/ practical in small group required
- Regular assessment required/ Home work required
- Power supply issue/ office automation required/ poor classroom/ classroom size
- Inclusion of project/ syllabus modification/ syllabus must cover NET
- Require student exchange program/ Internship required/ study tour required
- Not supporting CBCS system
- Fourth sem timing issue/ timely completion of semester/ less study time
- Employment opportunity issue/ Career guidance required



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