

Student Feedback analysis 2019-20

Student feedback analysis for the academic year 2019-20 is essential for the proper evaluation and improvement of any institution. To achieve this, feedback forms were generated, focusing on different service-oriented areas of interest for the students. A sample of 515 students was analyzed, with 139 being male and 374 female. In this survey, 389 (75.7%) students were from B.A., 85 (16.5%) from B.Sc, and 40 (7.8%) took part. To conduct this survey, we utilized a 5-point rating scale.

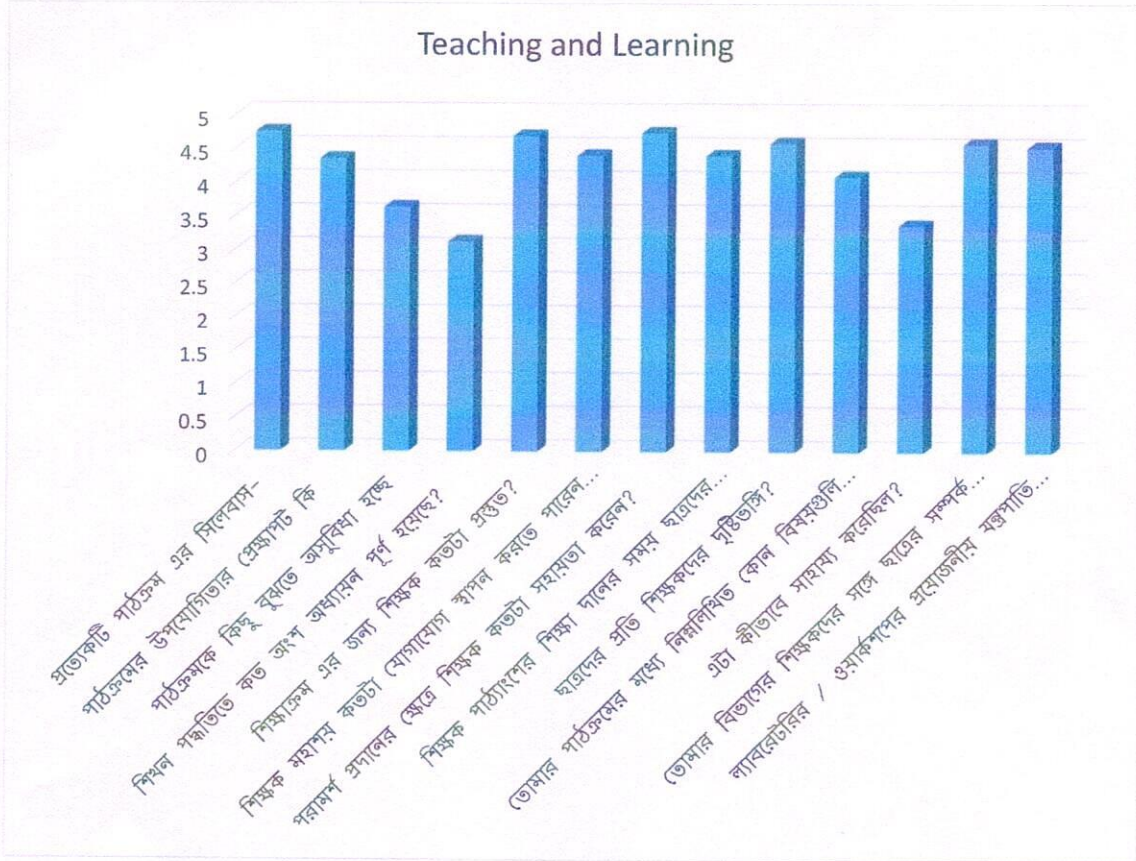


Fig 1: Teaching and Learning

From Figure 1, the survey reveals that 91% of students are satisfied with the teaching-learning process. According to question 1, 90.3% of students replied that the syllabus of their curriculum is appropriate, while 1.7% replied that it is not legitimate, 7.4% found it tough, and 0.6% found it unattractive. For question 2, 80.8% of students replied that the potentiality of the syllabus is high enough for them, while 1.4% found it insufficient, 4.9% found it above or adequate, and 13% did not participate in this question. Regarding question 3, 65.4% of students found the syllabus easy to understand, while 0.5% mentioned that it is too tough for them. In question 4, 16.7% of students completed 85-100% of their syllabus, 30.2% completed 70-85%, 34.6% completed 55-70%, and 18.5% completed less than 55%. For question 5, 82.5% of students stated that teachers are ready for the ongoing syllabus, while 15% are satisfied, 1% find teachers not ready enough, and 1.5% find teachers indifferent to their syllabus. In question 6, 75.2% of students mentioned that their teachers are collaborative every time, 21.3% are satisfied, and 3.1% found teachers hardly collaborative. For question 7, 89.2% of students

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mentioned that teachers are very helpful in giving any type of suggestions, while 10.4% mentioned that teachers give suggestions hardly. Question 8 shows that 74.9% of students mentioned that teachers influenced them in the teaching-learning process, 14.5% stated almost every time, and 8.3% mentioned several times. For question 9, 84.9% of students find teachers very polite, 10.1% find them sometimes impolite, 0.8% find them harsh all the time, and 4.3% did not participate. Regarding question 12, 82.6% of students find the rapport between departmental teachers and students very good, while 17.4% find it average. Question 13 reveals that 79.7% of students find the instruments for the laboratory well-preserved, 14.5% find the preservation partial, 4.1% find them not well-preserved, and 1.7% find the preservation process not good.

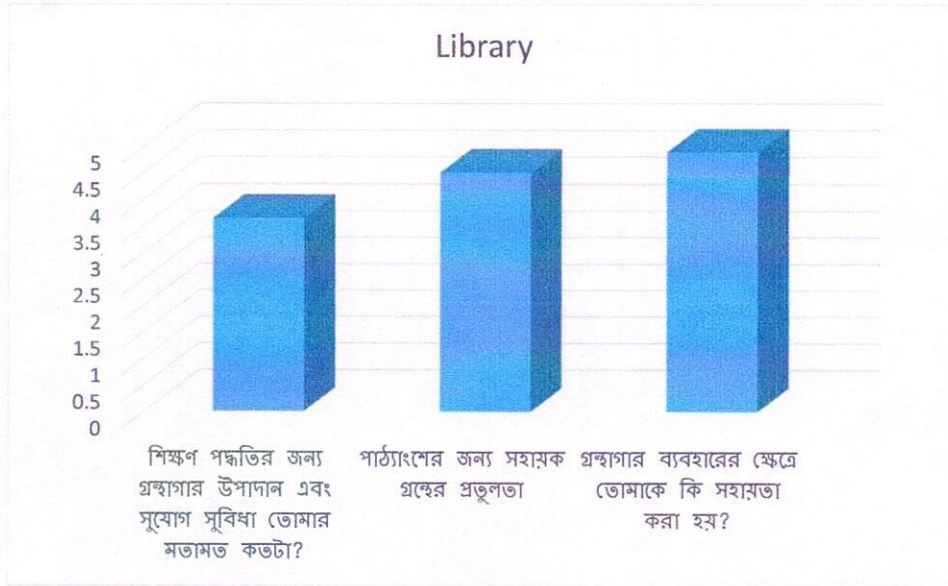


Fig 2: Library

Figure 2 of this survey reveals that the use and utilization of the college library are highly satisfactory for the students. Regarding the question on library material and facilities for teaching methods, 27.6% of students find them highly adequate, 63.7% find them mostly available, 2.7% find them not available, and 6% find them hardly available. About 76.3% of students state that the references for their study are easily accessible from the library, while 19.3% face some problems in this regard. Additionally, 3.3% of students mention facing too much difficulty when collecting references from the library. Finally, 96.7% of students highly appreciate the assistance they receive when accessing the library.

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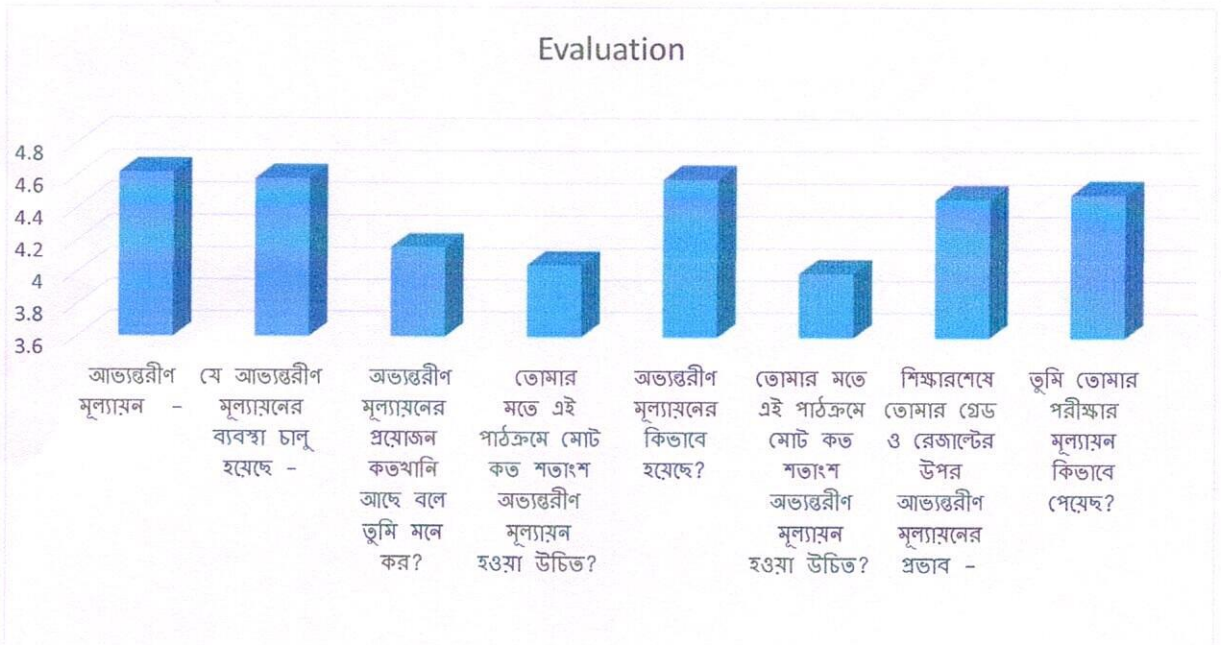


Fig 3: Evaluation

Figure 3 illustrates the satisfaction levels with the evaluation process at our college. Internal evaluation is deemed transparent and appropriate by 82.5% of students, with an additional 16.2% stating it is mostly transparent and appropriate, while 1.2% consider it not very transparent and appropriate. The current internal evaluation procedure has received appreciation from 83.4% of students, while 12.6% express a preference for some changes. A minority of 3.3% of students believe that significant changes are needed in the internal evaluation system.

Regarding the necessity of internal evaluation, 53.3% of students argue that it is highly required, and 42.6% state it is mostly required. In terms of the proportion of the entire course that should be evaluated internally, 48.6% of students believe 75% should be through internal evaluation, while 41.7% advocate for 50%. A small percentage, 7.5%, marks 25%, and 2.3% support a 25% evaluation.

Concerning the frequency of the internal evaluation process, 74.8% of students affirm that it is held regularly, while 12.4% consider it irregular. Another 10.3% of students note that the internal evaluation process occurs at the end of the curriculum. According to 76.1% of students, this internal evaluation significantly contributes to their grades and results, and 85.7% express satisfaction with receiving their internal results in a timely manner.

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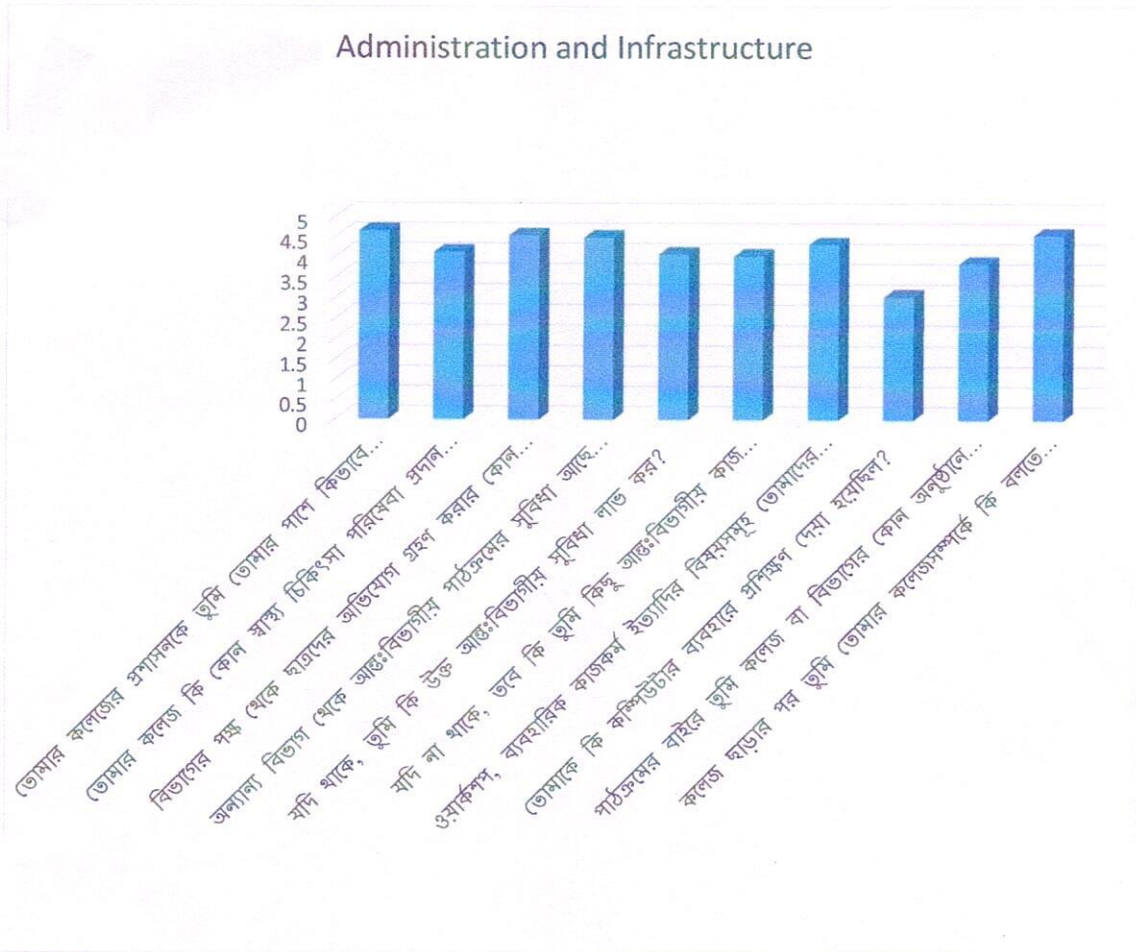


Fig 4: Administration and Infrastructure

Figure 4 provides insights into the administration and infrastructure of our college. A significant majority of 83.1% of students express high satisfaction with the assistance provided by the college authority, while 16.1% state that the college administration usually helps them. A small percentage of 0.8% of students face problems in seeking assistance.

For question number 26, 56.3% of students rate the provision of health care services as 'very good,' 29.6% consider it conventional, 5.7% find it irregular, and 8.4% state that the college does not provide any health care services.

Regarding the provisions for students to receive complaints by the department, 72.8% of students acknowledge its existence, 18.8% find it partial, 3.8% deem it irregular, and 3.1% believe there is no provision for students to receive complaints.

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In terms of inter-departmental collaboration, 82% of students report receiving help from other departments for the curriculum, with 71.7% benefiting from it, 23.8% failing to receive the advantage, and 18% expressing a negative response.

Furthermore, 77.4% of students express a willingness to take part in inter-departmental various programs, while 22.6% of students deny participation. According to 82% of students, workshops, practical activities, etc., are integrated with the subjects of their curriculum, while 18% of students replied negatively. Regarding computer training, 39.8% of students mention they had no computer training, while 48% state that they received some computer training during their course.

A few students participate outside the curriculum by attending college or department events. Lastly, 77.4% of students express pride in being students of this college.

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Analysis of Feedback of Parents (2019-20)

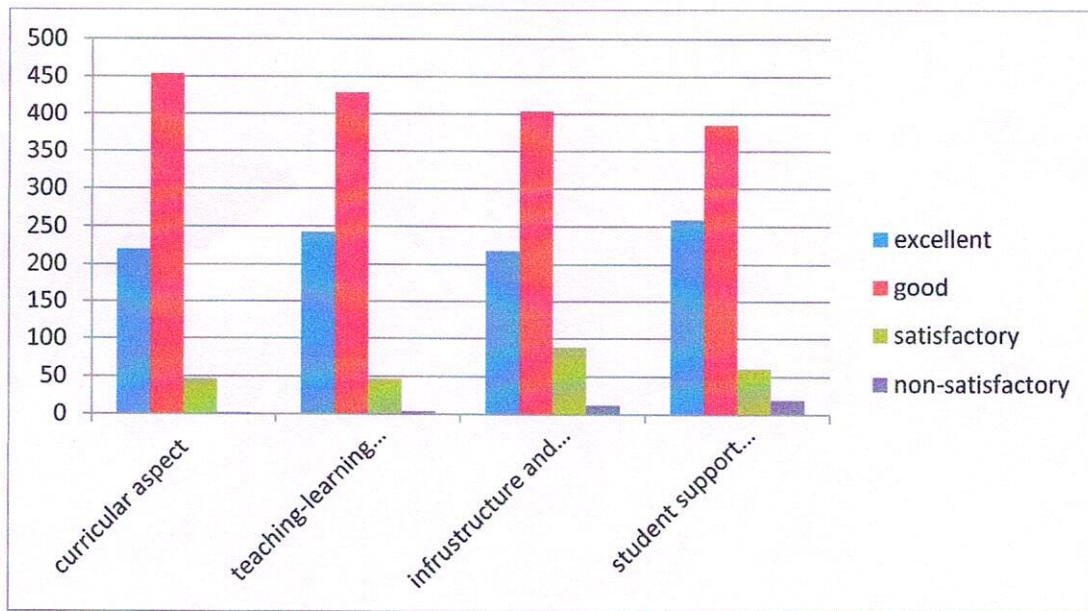


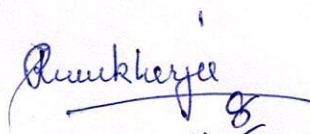
Fig1: Parent feedback analysis

Analysis of parents' feedback forms reveals that 95% of parents are satisfied. It is remarkably noticed that out of 723 respondents, 220 marked Excellent, 454 marked Good, 47 marked Satisfactory, and 2 marked Non-satisfactory with the curricular aspects designed for the students.

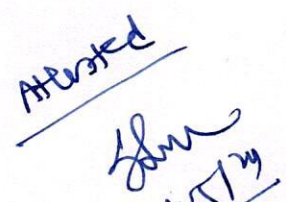
Ninety-one percent of parents are satisfied with the Teaching-Learning and Evaluation adopted by this college. The survey marked it as Excellent by 243, Good by 429, Satisfactory by 47, and Non-satisfactory by 4 in the teaching-learning process.

Seventy-three percent of parents are satisfied with the Infrastructure and Learning Resources provided by the college, in which 218 respondents marked it as Excellent, 404 as Good, 89 as Satisfactory, and 12 respondents opted for the Non-satisfactory option.

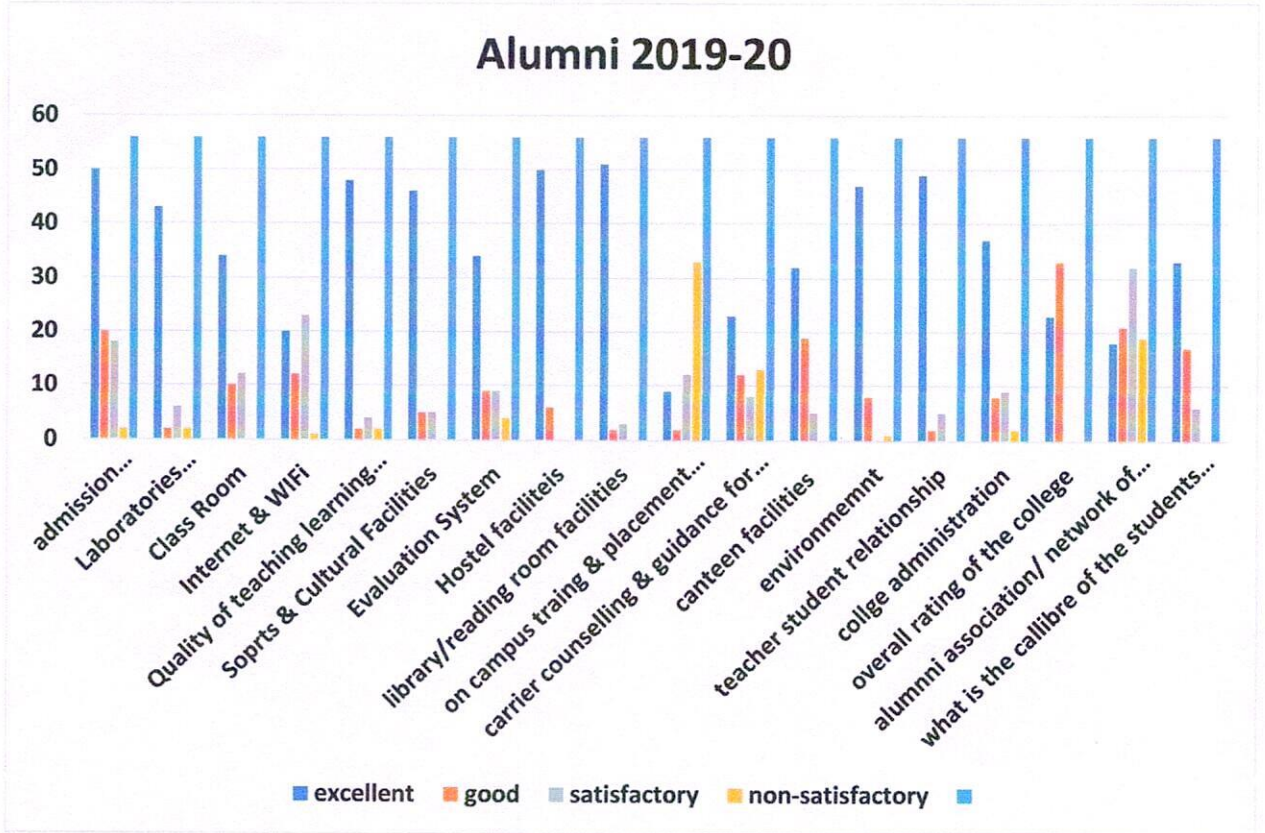
Eighty-eight percent of parents are satisfied with Student Support and Progression, with 259 parents opting for the Excellent option, 385 parents selecting the Good option, 60 parents going for Satisfactory, and 19 parents marking it as Non-satisfactory. In Figure 1, the plot of different aspects of feedback is presented.


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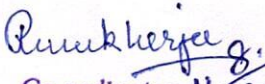
Analysis of Alumni Feedback 2019-20




The IQAC has taken the initiative to collect and analyze alumni feedback. Various questions were posed, and alumni provided their honest responses. The results are as follows:

Several parameters were considered, including admission procedures, classrooms, internet and WiFi, quality of teaching and learning support materials, sports and cultural facilities, evaluation systems, hostel facilities, on-campus training and placement opportunities provided by the college, career counseling and guidance for higher studies, canteen facilities, environment, teacher-student relationships, college administration, overall college rating, alumni association networks, and the caliber of students. The survey utilized a 4-point rating scale questionnaire, with options for excellent, good, satisfactory, and non-satisfactory.

Out of 56 respondents, 85% of the pass-out students expressed satisfaction. In the admission procedure section, 50 respondents rated it as excellent, 20 as good, 18 as satisfactory, and 2 as non-satisfactory. For laboratories and equipment, 43 respondents marked it as excellent, 2 as good, 6 as satisfactory, and 2 as non-satisfactory. In the classroom section, 34 respondents rated it as excellent, 10 as good, 12 as satisfactory, with none marking it as non-satisfactory.


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Regarding internet and WiFi, 20 respondents rated it as excellent, 12 as good, 23 as satisfactory, and 1 as non-satisfactory. Quality of teaching and learning support materials received ratings of excellent from 48, good from 2, satisfactory from 4, and non-satisfactory from 2 respondents. Sports and cultural facilities were rated excellent by 46, good by 5, and satisfactory by 5, with none marking it as non-satisfactory.

In the evaluation system section, 34 respondents rated it as excellent, 9 as good, 9 as satisfactory, and 4 as non-satisfactory. Hostel facilities received ratings of excellent from 50, good from 6, satisfactory from 0, and non-satisfactory from 0. Library/reading room facilities were rated excellent by 51, good by 2, satisfactory by 3, and non-satisfactory by 0.

For on-campus training and placement opportunities, excellent was marked by 9, good by 2, satisfactory by 12, and non-satisfactory by 33 respondents. Career counseling and guidance for higher studies were rated excellent by 23, good by 12, satisfactory by 8, and non-satisfactory by 13.

Canteen facilities received ratings of excellent from 32 respondents, good from 19, satisfactory from 5, and non-satisfactory from 0. In the environment section, 47 respondents marked it as excellent, 8 as good, 0 as satisfactory, and 1 as non-satisfactory.

For teacher-student relationships, 49 respondents rated it as excellent, 2 as good, 5 as satisfactory, with none marking it as non-satisfactory. In the college administration section, 37 respondents rated it as excellent, 8 as good, 9 as satisfactory, and 2 as non-satisfactory.

The overall college rating received ratings of excellent from 23, good from 33, 0 as satisfactory, and 0 as non-satisfactory. There is a strong relationship among old students/friends, marked as excellent by 18, good by 21, satisfactory by 32, and non-satisfactory by 19. For the caliber of students passing out of this college, 33 respondents marked it as excellent, 17 as good, 6 as satisfactory, and none as non-satisfactory.

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