

**GHATAL RABINDRA SATABARSIKI MAHAVIDYALAYA**

NAAC Accredited (Grade-B) UGC Recognized Multi-faculty College

Affiliated to Vidyasagar University

ESTD. - 1961

**Ghatal :: Paschim Medinipur :: 721212**Website : [www.grsm.ac.in](http://www.grsm.ac.in) // E-Mail : [principal@grsm.ac.in](mailto:principal@grsm.ac.in)

Ref. No:

Date :

## Feedback Analysis : 2023-2024

### Student Satisfaction Survey

The Students Satisfaction Survey was conducted with 1,427 responses from undergraduate 2nd, 4th, and 6th-semester honours and general students, as well as postgraduate 2nd and 4th-semester students. The respondents comprised 45.5% from the 2nd semester, 22.55% from the 4th semester, and 31.6% from both undergraduate and postgraduate departments. Furthermore, 64% of the students were from the honours course, 28.5% from the general course, and 7.1% from the postgraduate course.

#### 1. Syllabus Coverage:

The survey revealed that a significant percentage of students, 40.8% and 27%, were satisfied with the 70-84% and 85-100% coverage of the syllabus, respectively.

#### 2. Teachers' Preparation:

Regarding the teachers' preparation for classes, 58.8% of the students found it satisfactory, while 25.7% considered it thorough.

#### 3. Teachers' Communication:

When it came to the teachers' ability to communicate with the students, 45.5% and 29.2% of the respondents gave very positive responses.

#### 4. Teaching Approach:

Furthermore, 25.6%, 37.7%, and 30.7% of the students rated the teachers' approach to teaching as excellent, very good, and good, respectively.

#### 5. Fairness of Internal Evaluation:

The survey also explored the fairness of the internal evaluation process, with 44.9% and 38% of the students finding it always fair and usually fair, respectively.



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## 6. Discussion of Assignments:

Additionally, 45.2% and 29% of the students reported that their performance in assignments was discussed with them every time and usually.

## 7. Promotion of Internship and Exchange Opportunities:

The institution's active interest in promoting internship, student exchange, and field visit opportunities was rated as regularly and often by 39.5% and 25.4% of the students, respectively.

## 8. Teaching and Mentoring for Development:

Regarding the teaching and mentoring process's role in facilitating cognitive, social, and emotional growth, 26.7% and 46.4% of the students found it significant and very well, respectively.

## 9. Opportunities to Learn and Grow:

The survey further revealed that 28% and 47.3% of the students strongly agreed and agreed that the institution provides multiple opportunities to learn and grow.

## 10. Informing Students of Competencies and Outcomes:

Additionally, 41.8% and 36.6% of the students reported that teachers informed them about their expected competencies, course outcomes, and program outcomes every time and usually.

## 11. Mentor Follow-up on Tasks:

44% of students said that their mentors follow up on assigned tasks every time, and 32.6% said usually.

## 12. Illustration of Concepts:

7.7% of students said that teachers illustrate concepts through examples and applications every time, and 32.6% said usually.

## 13. Identification of Strengths:

47.7% of students felt their teachers fully identified their strengths and provided the right level of challenges, and 36.3% felt it was done reasonably.

## 14. Identification of Weaknesses:

45% of students said that their teachers helped them overcome their weaknesses every time, and 30.3% said usually.

## 15. Engagement in Quality Improvement:



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29.8% of students strongly agreed, and 45.1% agreed that the institution makes efforts to engage students in monitoring, reviewing, and improving the teaching-learning process.

**16. Use of Student-Centric Methods:**

34.3% of students felt the institute/teachers use student-centric methods like experiential learning, participative learning, and problem-solving to a great extent, and 44.4% felt it was done to a moderate extent.

**17. Encouragement in Extracurricular Activities:**

29.8% of students strongly agreed, and 45.8% agreed that teachers encourage them to participate in extracurricular activities.

**18. Inculcation of Skills for Employability:**

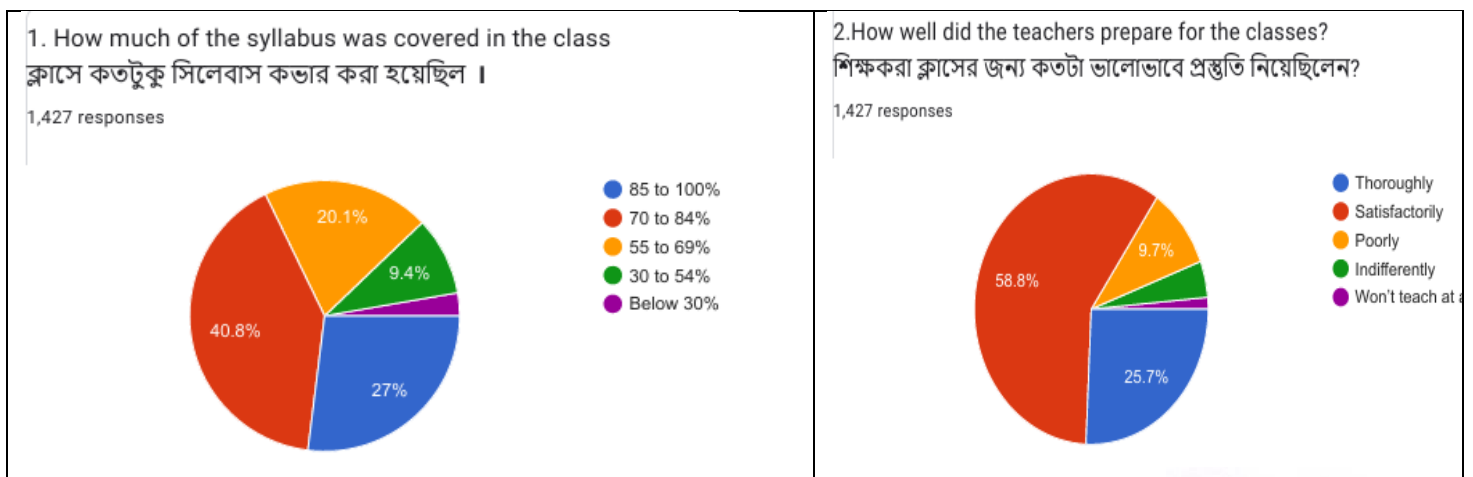
34.2% of students felt the institute/teachers make efforts to a great extent, and 41.8% felt it was done to a moderate extent.

**19. Use of ICT Tools:**

17.6% of students said more than 90% of teachers use ICT tools like LCD projectors and multimedia, 34.3% said 70-89% of teachers use them, and 24.6% said 50-69% of teachers use them.

**20. Overall Quality of Teaching Learning Process:**

29.5% of students strongly agreed, 44% agreed, and 21.4% were neutral about the overall quality of the teaching-learning process being very good.



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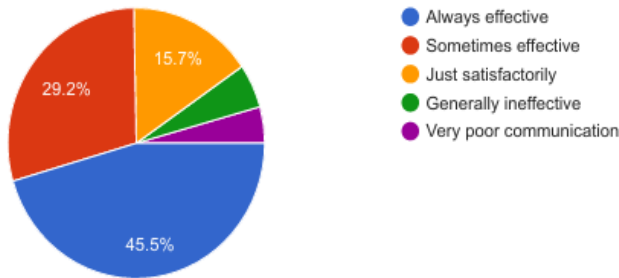
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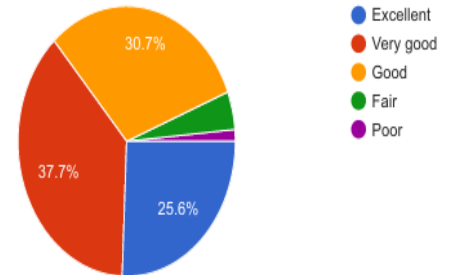
3. How well were the teachers able to communicate?  
শিক্ষকরা কতটা ভালোভাবে যোগাযোগ করতে পেরেছিলেন?

1,427 responses



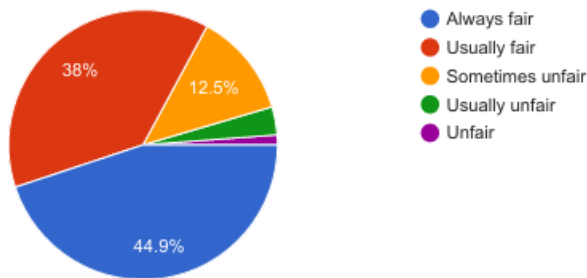
4. The teacher's approach to teaching can best be described as  
শিক্ষকের শিক্ষাদানের পদ্ধতিকে সর্বোত্তমভাবে বর্ণনা করা যেতে পারে

1,427 responses



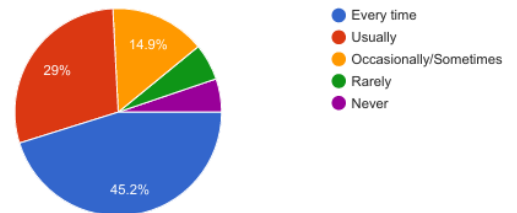
5. Fairness of the internal evaluation process by the teachers.  
শিক্ষকদের দ্বারা অভ্যন্তরীণ মূল্যায়ন প্রক্রিয়ার ন্যায্যতা।

1,427 responses



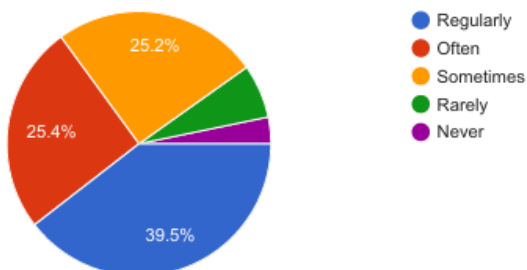
6. Was your performance in assignments discussed with you?  
অ্যাসাইনমেন্টে তোমার পারফরম্যান্স কি তোমার সাথে আলোচনা করা হয়েছিল?

1,421 responses



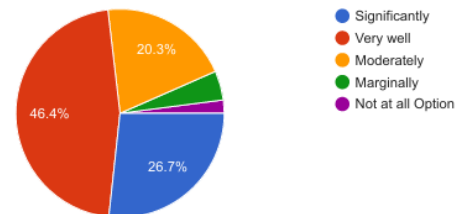
7. The institute takes active interest in promoting internship, student exchange, field visit opportunities for students.  
প্রতিষ্ঠানের পক্ষ থেকে ইন্টার্নশিপ ছাত্রদের সমীক্ষার ক্ষেত্রে সক্রিয় আগ্রহ দেখা যায়?

1,415 responses



8. The teaching and mentoring process in your institution facilitates you in cognitive, social and emotional growth.  
প্রতিষ্ঠানে শিক্ষকতা ও শিক্ষা ব্যবস্থা পরিদর্শনের বর্তমান ব্যবস্থা সামাজিক এবং মানসিক বিকাশের উপযোগী?

1,411 responses



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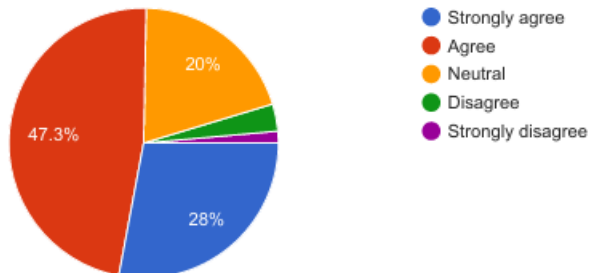
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9. The institution provides multiple opportunities to learn and grow  
প্রতিষ্ঠানের পক্ষ থেকে শিক্ষা গ্রহন ও বিকাশের জন্যে নানাবিধ সুযোগ সুবিধা  
দেওয়া হয়?\*

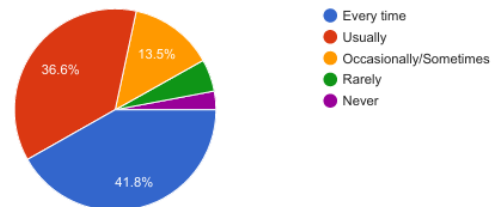
1,413 responses



10. Teachers inform you about your expected competencies, course  
outcomes and programme outcomes.

শিক্ষকদের পক্ষ থেকে তোমার শিক্ষন গ্রহন ক্ষমতা এবং পাঠক্রমে তোমার  
অগ্রগতি ও তার ফল সম্পর্কে যথাযথভাবে জানানো হয়?

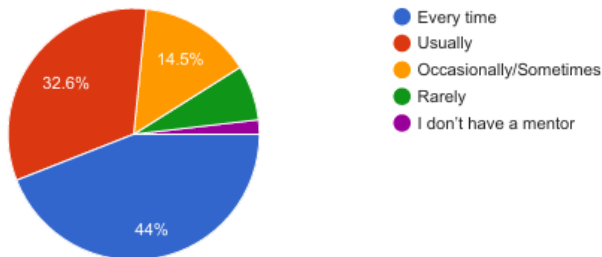
1,414 responses



11. Your mentor does a necessary follow-up with an assigned task to  
you?

তোমার শিক্ষক পরামর্শদাতা হিসাবে তোমাকে দেওয়া নির্দিষ্ট পাঠক্রম জনিত  
কার্যক্রমের অগ্রগতি সম্পর্কে নিয়মিত খেয়াল রাখেন?

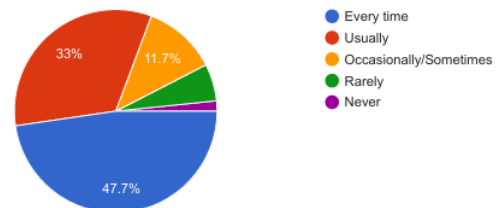
1,410 responses



12. The teachers illustrate the concepts through examples and  
applications

শিক্ষকেরা কি শিক্ষা সংক্রান্ত ধারণাকে নানাবিধ দৃষ্টান্ত এবং প্রয়োগ সহযোগে  
ব্যাখ্যা করেন?

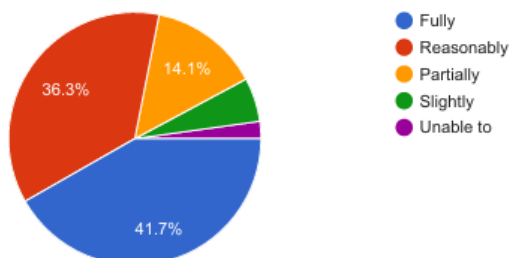
1,405 responses



13. The teachers identify your strengths and encourage you with providing  
right level of challenges

শিক্ষকদের পক্ষ থেকে কি তোমার সমর্থের জায়গাকে চিহ্নিত করা এবং তোমাকে  
উপযুক্ত পথে চালনা করা হয় ?

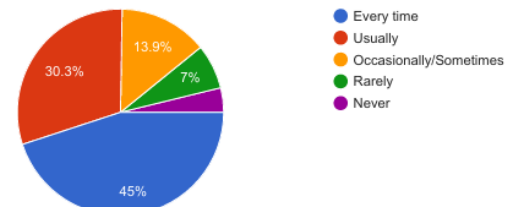
1,406 responses



14. Teachers are able to identify your weaknesses and help you to  
overcome them.

শিক্ষকেরা কি তোমার দুর্বলতাকে চিহ্নিত করেন এবং সেগুলিকে কি অতিক্রম  
করতে সাহায্য করেন?

1,410 responses



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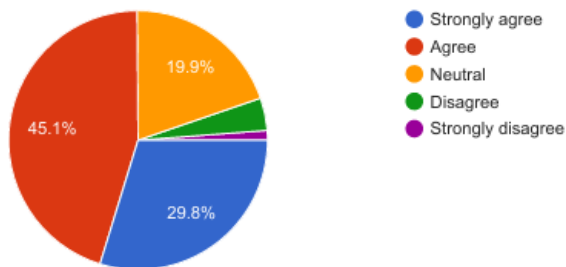
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15. The institution makes effort to engage students in the monitoring, review and continuous quality improvement of the teaching learning process.

প্রতিষ্ঠানের পক্ষ থেকে ছাত্র-ছাত্রীদের মধ্যে যথাযথ পরিদর্শন মূল্যায়ন এবং শিক্ষন প্রণালীর যথাযথ উন্নয়নের দিকে নিয়মিত খেয়াল রাখেন?

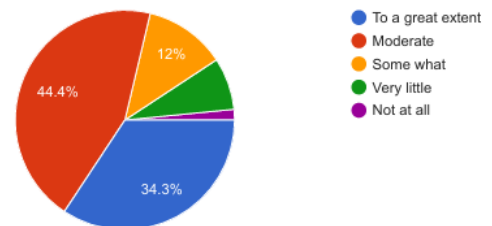
1,405 responses



16. The institute/ teachers use student centric methods, such as experiential learning, participative learning and problem solving methodologies for enhancing learning experiences.

প্রতিষ্ঠান বা শিক্ষকদের পক্ষ থেকে শিক্ষার্থীকে স্ট্রীক শিক্ষন প্রণালি, যথা অভিজ্ঞতা লব্ধ শিক্ষন পদ্ধতি, অংশগ্রহন মূলক শিক্ষন পদ্ধতি এবং সমস্যা-সমাধান পদ্ধতি প্রভৃতিকে অনুসরণ করা হয়?

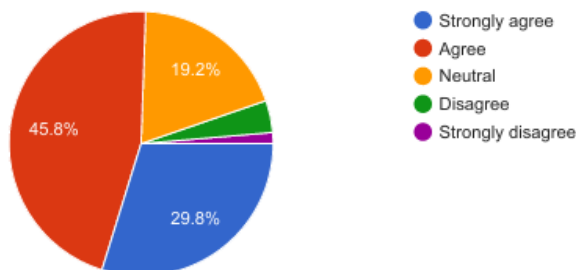
1,405 responses



17. Teachers encourage you to participate in extracurricular activities?

শিক্ষকরা তোমাকে পাঠ্যক্রম বহির্ভূত কার্যক্রমে অংশগ্রহণ করতে উৎসাহিত করেন?

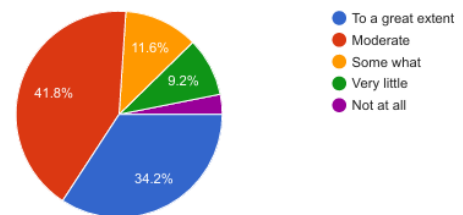
1,403 responses



18. Efforts are made by the institute/ teachers to inculcate soft skills, life skills and employability skills to make you ready for the world of work.

ইনস্টিটিউট/শিক্ষকদের দ্বারা কোমল দক্ষতা, জীবন দক্ষতা এবং কর্মসংস্থানের জন্য তোমাকে প্রস্তুত করা হয়?

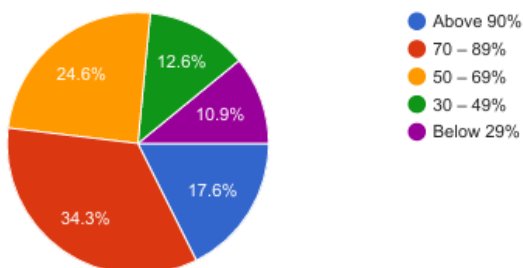
1,403 responses



19. What percentage of teachers use ICT tools such as LCD projector, Multimedia, etc. while teaching?

কত শতাংশ শিক্ষক আইসিটি টুল যেমন এলসিডি প্রজেক্টর, মাল্টিমিডিয়া ইত্যাদি ব্যবহার করেন?

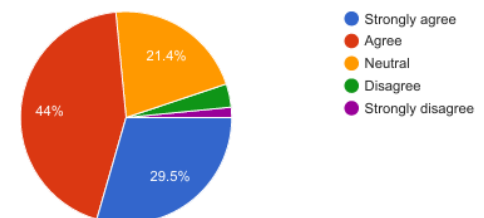
1,401 responses



20. The overall quality of teaching-learning process in your institute is very good.

আপনার ইনস্টিটিউটে শিক্ষণ-শেখানো প্রক্রিয়ার সামগ্রিক মান খুবই ভালো.

1,401 responses



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Ghatal Rabindra Satabarsiki Mahavidyalaya, a premier educational institution in West Bengal, has continued its unwavering commitment to provide a transformative learning experience for its students. In the 2023-2024 academic year, the college has undertaken a series of impactful initiatives to enhance the overall quality of its teaching-learning processes and to empower its diverse student community.

The college conducted a comprehensive Student Satisfaction Survey, gathering feedback from 1,427 undergraduate and postgraduate students across various semesters. The survey aimed to assess the key aspects of the institution's performance and identify areas for improvement.

<b>Issues identified from feedback</b>	<b>Action taken</b>
<b>Improvement in Teachers' Communication</b>	Frequent discussion among the faculty members under the supervision of HOD has been undertaken to assign syllabus for respective semesters and at the same time, the students are well ahead being intimated to the topic to be taught in the forthcoming classes. It is a positive initiative from the part of the teachers to communicate the students of 1 <sup>st</sup> and 2 <sup>nd</sup> semesters (UG) through their vernacular language apart from English due to their Bengali medium background.
<b>Transparency in Assignment procedure</b>	To assess the learning ability of the students different fruitful steps have been undertaken such as seminar presentation, written examination (objective & MCQ), home assignments etc. To make these procedures transparent and viable, the teachers communicate the students providing them some needful instructions in regard to their preparation for the ensuing assessment.
<b>Expansion of Internship and Exchange Opportunities</b>	The college has signed MOU with neighbouring colleges through faculty exchange programme and sent the students for field visit and project work. It further organizes seminars and workshops with them. The college is planning to exchange a group of students for collaborating internship in NEP-2020 curriculum.
<b>Transparent Communication of Competencies and Outcomes</b>	At the advent of every semester, the teachers take the positive initiation to make the students familiar with the respective topics of their syllabus along with probable outcomes so that the learners would enhance their interest to the prospective study.
<b>Regular Mentor Follow-up</b>	The college has prepared an 'Academic Memoir' comprising different informations of individual students and distributed them through respective mentors who frequently communicate the students to provide them needful instructions so that they would prepare their project papers on respective subjects as those mentors also act as their project guides.



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<b>Support in Overcoming Weaknesses</b>	The college has taken initiation to identify the weaker students through the departmental heads and instructed the faculty members to arrange remedial classes to overcome their weaknesses and assist them to take necessary preparation for their ensuing examination.
<b>Engagement in Quality Improvement</b>	<p>The college frequently inspires the faculty members to take part in various Refresher and Orientation Programmes and to promote their higher qualifications for quality development.</p> <p>The college has taken positive initiation to insist the students to go through different journals and reference books, already available in the central library so that they can enrich their subjective knowledge apart from so called notes reading. Along with these, the college has made a specific arrangement for organising special classes and a model assessment of some subjects like MDC, VAC and AEC keeping in view the University semester end written examination marks pattern so that the students are well ahead acquainted with ensuing examinations.</p>
<b>Encouragement in Extracurricular Activities</b>	Conventionally, the college observes Students' week in which number of students take part in various cultural and outreach programmes to encourage them for such extracurricular activities .Under NEP-2020, the students of UG (1 <sup>st</sup> &2 <sup>nd</sup> semester) have got an opportunity to extend their community service through different activities to improve their extracurricular skills.
<b>Inculcation of Employability Skills</b>	College is successfully running twenty-six (26) Add-On/Certificate Courses for skill development of the students. The college has already set up the MOU with O2 Academia, Kolkata, Rice Education, Kolkata and Anudip Foundation, Kolkata for Career Counselling and skill development. The College has also signed a MOU with Tata STRIVE. Through their rigorous skill development programmes, career counselling and mock tests, a few students have already employed in different sectors with their lucrative remuneration. In addition, the college has already signed Mou with two training providers, enlisted by 'Utkarsh Bangla', Paschim Banga Society for Skill Development (PBSSD) and they have promised to arrange different skill development programmes to enrich the student's employability.



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