BIDHANNAGAR COLLEGE

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Post Graduate

STUDENTS' FEEDBACK ANALYSIS

2020-21

Analysis of PG Student Feedback for the Academic Year 2020-21

## Mechanism of the Feedback Analysis:

A mechanism of quantification based on the analysis of student feedback is adopted, using parameters related to a variety of items like the Course, the respective PG Department in general and the Teachers in particular. In quest of some sort of objectivity, only the outgoing 2rd year PG students of each Department are called upon to respond to the questionnaire, severally.

A. Analysis of the College-level Infrastructural Facilities and Activities:

The 9 item questionnaire relates to the college level Infrastructural facilities and activities. Each question has 5 options - A, B, C, D and E. A, as verbally demonstrated to the students, stands for Extremely Good, B for Very Good, C for Good, D for Fair and E for Unsatisfactory. The method quantification employed has a number of steps undertaken serially.

- **Step-1:** Difficult as the grades are to visualize, they are ordinal in nature and this justifies the correspondence developed of the grades to the numerical data assigned. Grade A is thus quantified as 5; B as 4; C as 3; D as 2 and E as 1.
- **Step-2:** For each of the 9 items, the 'score' of the college-level Infrastructural facilities and activities at first computed over the all 6 PG departments. In score, the high value (towards 5) indicates extremely good performance and the low value (towards 1), poor/unsatisfactory.
- **Step-3:** Bar Diagram is prepared on the scores of these 9 items which can be categorized in to 5 different categories of items representing college-level Infrastructural facilities and activities. Those 5 categories are: (i) Cleanliness of Campus, (ii) College Environment, (iii) Infrastructure of the college, (iv) Availability of Co-curricular Activities and (v) Central Library: Availability & Access.
- **Step-5:** In order to get a single index over 9 items for a specific year, we have taken the average of the indices. Therefore, a scale adjustment to the college-level index are made in order that it takes values within the span of 0 (zero) and 1 (one), where 0 is indicative of the worst possible performance and 1 indicates the best possible. Obviously, 0.5 denotes the average.

Following the above steps, we found the normalized score of the college on Infrastructural facilities and activities is **0.854. In last two years,** this figure were **0.781 (for session 2019-20)** and **0.750 (for session 2018-19), respectively**.

Different categories under the College-level Infrastructural Facilities and Activities
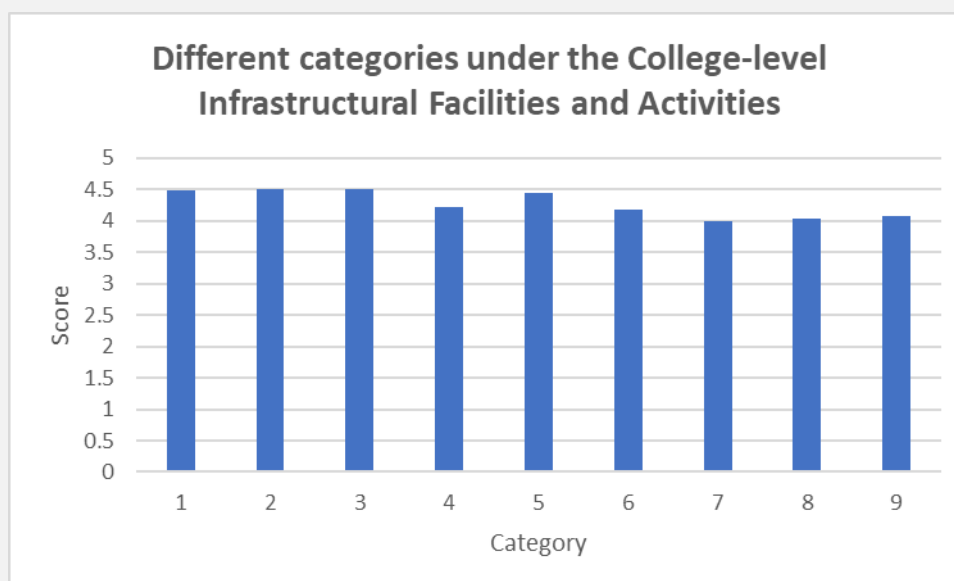
1. Cleanliness of toilets, 2. Cleanliness of campus, 3. Availability of Administrative/official help, 4. Usefulness of the campus for co-curricular activities, 5. Availability of indoor facilities in terms of games and sports, 6. Quality of environment in favour of cultural activities, 7. Availability of, access to books in the Central Library, 8. Cooperation of the Library staff, 9. Availability of online services in terms of academic resources

B. Analysis of the Department-wise Infrastructural Facilities and Activities:

The 5 items questionnaire (a set of two) relates to the teaching quality, Infrastructural facilities and co-curricular activities owned by the Department. Each question has 5 options - A, B, C, D and E. A, as verbally demonstrated to the students, stands for Extremely Good, B for Very Good, C for Good, D for Fair and E for Unsatisfactory. The questionnaire involves a multiplicity of items and issues like teaching quality and guidance, departmental infrastructure and its academic ambience.

- **Step-1:** Difficult as the grades are to visualize, they are ordinal in nature and this justifies the correspondence developed of the grades to the numerical data assigned. Grade A is thus quantified as 4; B as 3; C as 2; D as 1.
- **Step-2:** For each of the 12 items, the 'score' of the department at first computed for each of the 3 PG departments. Therefore 12 scores for the college is categorized into 3 categories and the category-wise scores are prepared to make a visual representation for the department on the basis of the average over items belong to the category, in which the high value (towards 4) indicates good performance and the low value (towards 1), poor.
- **Step-3:** All the 3 PG departments are put under the same process of 'score' quantification.
- **Step-4:** Bar Diagram is prepared on the scores over the 3 different categories of items representing department. Those 3 categories are: (i) Teaching quality & Guidance, (ii)

Departmental Library & Infrastructural Facilities, (iii) Career Counseling Assistance/ Discussions.

- **Step-5:** Bar Diagrams on the scores are prepared for each of the 3 categories of items over all the 3 PG departments.
- **Step-6:** In order to get a single index over 3 categories for a specific department in a specific year, we have taken the average of the indices of 3 categories (i.e., 12 items). Thus a single composite index for the college is obtained.
- **Step-7:** In order to get a single index over 3 departments for a specific category in a specific year, we have taken the average of the indices of 3 departments. Thus a single composite index for the college is obtained.
- **Step-8:** A scale adjustment to the department-wise indices and college-level index are made in order that it takes values within the span of 0 (zero) and 1 (one), where 0 is indicative of the worst possible performance and 1 indicates the best possible. Obviously, 0.5 denotes the average. The adjusted indices are presented in the following Table 1 and 2.

At present session (i.e. 2020-21), the normalized index for the college overall is **0.859** against the responses of **64 PG students**. In **Last year (session 2019-20)**, normalized index for the college overall was **0.743 for total 63 PG students.**
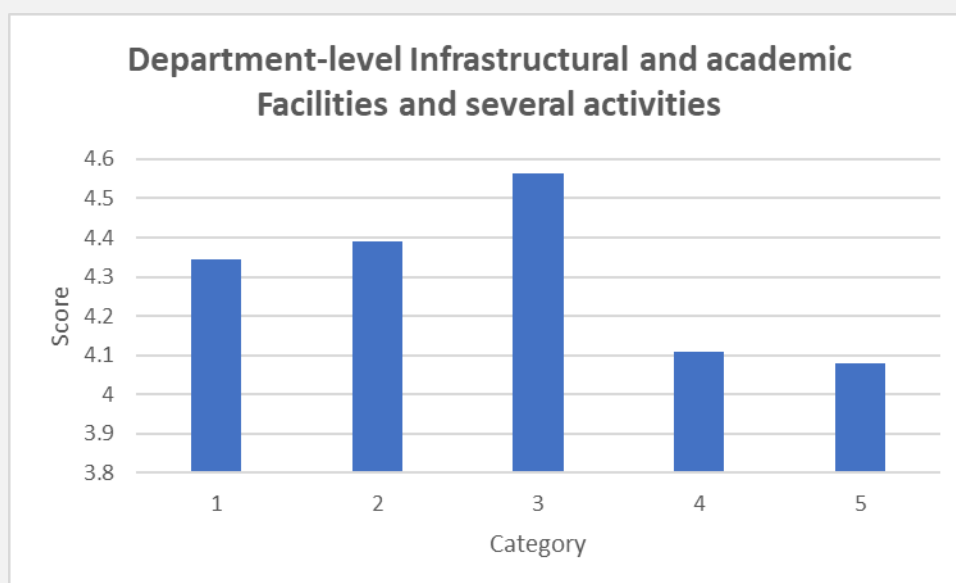
1. The Academic Infrastructure (Laboratory and/or Computer, Departmental Library, Equipments) at Department, 2. Use of teaching aids/audio visual aids, 3. Space Availability in the Department, 4. Usefulness of the campus for co-curricular activities, 5. Encouragement to Curricular and Co-curricular Activities by the Department.

C. Analysis of the Department-wise Feedback on Teaching:

A separate questionnaire is fashioned to get student feedback in respect of individual teachers of a Department in the context of three teaching attributes – (i) Quality and Effectiveness of Teaching, (ii) Responsibility and (iii) Punctuality and Availability. Six different questions are set over the three attributes and the students are invited to mark their teachers on a 4-point scale.

- **Step 1:** Quality, Responsibility and Punctuality/ Availability – these are the three distinct heads under which the questions set are merged, analyzed and visually projected department-wise through bar-diagram.
- **Step 2:** For each of the 3 attributes, the 'score' of a department is thus prepared to make a visual representation for the department on the basis of the average of the scores secured by respective department faculties from respective students' responses, in which the high value (towards 5) indicates extremely good performance and the low value (towards 1), poor.
- **Step 3**: All the 6 departments are put under the same process of quantification.
- **Step-4:** Bar Diagrams on the scores are prepared for each of the 3 attributes over all the 6 PG departments.
- **Step-5:** To assess the aggregative performance of a department over the 3 attributes, an index for each of the 6 PG departments for a specific year is formulated just by taking average over the 3 scores on the 3 attributes.
- **Step-6:** In order to get a single index for college over the 3 attributes for a specific year, we have taken the weighted average of the indices of all departments, the weights being the number of responses for every department. Thus a single composite index for the college is obtained.
- **Step-7:** A scale adjustment to the department-wise indices and college-level index are made in order that it takes values within the span of 0 (zero) and 1 (one), where 0 is indicative of the worst possible performance and 1 indicates the best possible. Obviously, 0.5 denotes the average. The adjusted indices are presented in the following Table 1.
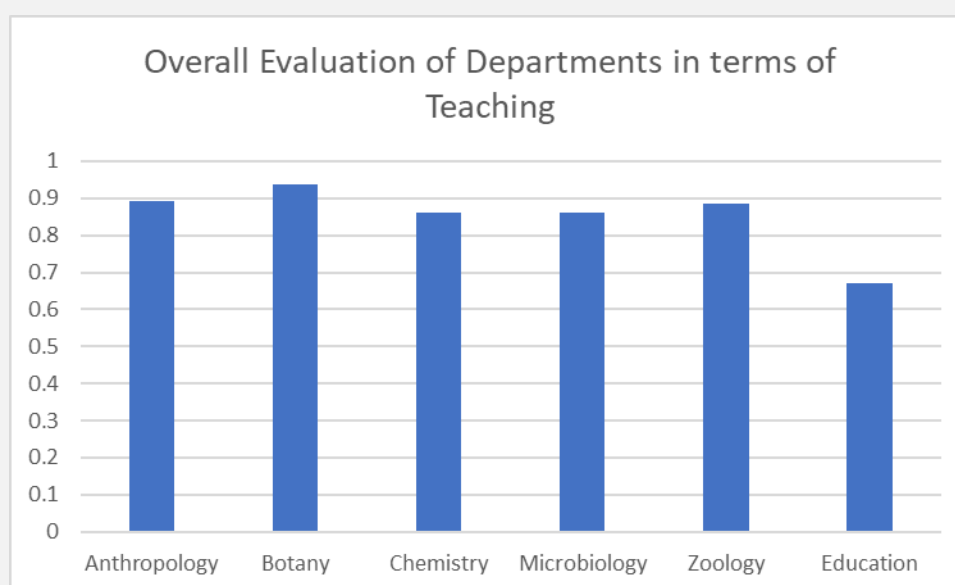
Table 1

Indices of different departments relating to Teachers' Responsibility, Quality and Availability/Punctuality. Figures presented in ( ) correspond to the last year 2019-20 for 63 students

Department	Normalized Index				No. of Respondents
	Quality	Responsibility	Punctuality/ Availability	Aggregate	
Chemistry	0.865692	0.860308	0.8620769	0.862692	14
Microbiology	0.881333	0.853333	0.8436667	0.859444	15
Zoology	0.929429	0.879143	0.8488571	0.88580	13
Anthropology	0.931429	0.877143	0.8642857	0.890952	11
Botany	0.96975	0.917	0.9265	0.93775	8
Education	0.7165	0.65	0.65	0.67216	3
College	**0.88 (0.81)**	**0.84(0.91)**	**0.83(0.87)**	**0.85(0.87)**	**64**

In the year before the Last year (i.e. session 2018-19), aggregated normalized indices for three departments Chemistry, Microbiology and Zoology were **0.838, 0.619 and 0.695 respectively.** Overall college level aggregated normalized index was **0.732 for total 68 PG students.**

Overall Evaluation of Departments in terms of Teaching

PG Feedback Analysis for The Academic Session 2020-21

Quality and Effectiveness of Teaching

Sense of Responsibity in Teaching

Punctuality & Availibility of Teachers