



Students Satisfaction Survey Report (2019-20)

**Nar Bahadur Bhandari Degree College
Tadong, Gangtok**



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Introduction:

The Covid-19 pandemic has disrupted the methods and modes of the teaching-learning-evaluation processes that are usually practiced in the educational institutions across the globe. However, many institutions have continued with uninterrupted delivery of education by adopting and implementing online mode of imparting education during this lockdown period. Following the guidelines of the Central Government of India for the complete lockdown to contain the spread of pandemic, the state government of Sikkim called for the closure of all schools and colleges in the state. Consequently, the NBBDC College was closed from 17th March 2020. Nevertheless, with a view to coping with this unusual situation, the institution initiated a paradigm shift in the mode of teaching and learning from traditional classroom teaching to online virtual mode, whereby, entire academic activities including assignments, examination and evaluation processes were conducted online.

The college had earlier made a rapid assessment of online learning based on online students' survey during May 2020. Having successfully completed an entire semester through online mode of learning, the IQAC of the college decided to have a follow up survey so that a more comprehensive report on the student's satisfaction on this new mode of learning can be prepared. The survey was developed by the IQAC unit of NBBDC College based on the results obtained from previous students' online survey.

The main objective of conducting this survey was to measure the students' level of satisfaction on their experiences based on online learning system adopted by the college during Covid-19 lockdown period. This survey aimed at covering the areas such as quality of teaching/learning process, syllabus coverage, experience with term papers/ practical, internal evaluation, etc.

The survey was conducted in the month of October 2020 via Google online platform in order to understand and explore the students overall experience with the quality of online teaching learning process. All the students enrolled during Spring Semester 2020 were provided the link to google form to participate in this online survey. The participation in the survey was voluntary and the survey was implemented online and a total 1976 students (68%) participated in this survey out of total 2907 students enrolled during Even Spring Semester 2020. In this survey, each student was given the options of filling up of three feedback forms corresponding their three Honours or General papers. The students were asked to rate their satisfaction on online teaching mode based on their overall experiences related to connectivity issues, syllabus coverage, study materials provided, interaction with teachers, teacher's preparedness, assessment and other related issues, using a five-point Likert scale ranging from strongly agree to strongly

disagree. A total of 2459 responses were received out of total 1976 participated students in this survey.

Survey Result and Analysis:

We analyzed the data gathered from an online survey conducted by the IQAC among the undergraduates of NBBDC, Tadong, Gangtok. The respondents of the survey were students from 2nd Semester to 6th Semester of 2019-20 session and spread across twenty-four departments.

Every question asked and an analysis of its corresponding response is presented below.

1. Students Profile:

At first, we present a brief outline of the semester and stream-wise responses received from the students in figure 1. Overall, 1276 (48%) of the II semester students, 370 (27%) from the IVth semester and 330 (25%) from the VIth semester responded to the survey. Stream wise 1331 (70.5%) of the total enrolled students of humanities, 360 (74.2%) of total science students, 211 (53.4%) of total commerce and 74 (52.8%) of total B. Voc students took part in this online survey. Subject-wise break-up of the responses received from the students is presented in figure 2, and figure 3 shows the responses received across different sub-divisions. Fig 3 also gives us an idea about the place/locality that students belongs and from where they have been availing the digital/online mode of education during lockdown period. It is found that a majority of 1004 which is almost 40% of the total respondents belong to Gangtok sub-division and rest of the respondents were fairly distributed across other sub-divisions of the State.

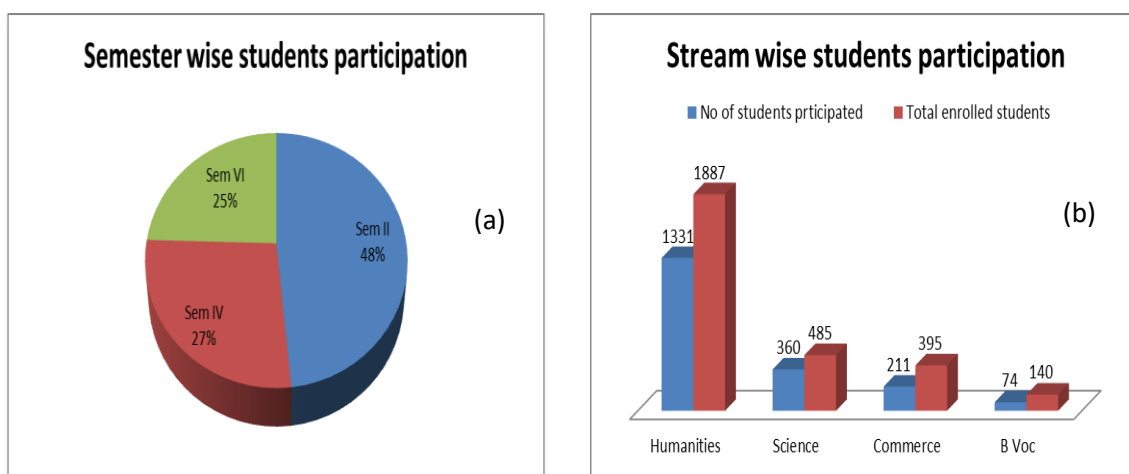


Figure 1: Students participation (a) semester wise (b) stream wise.

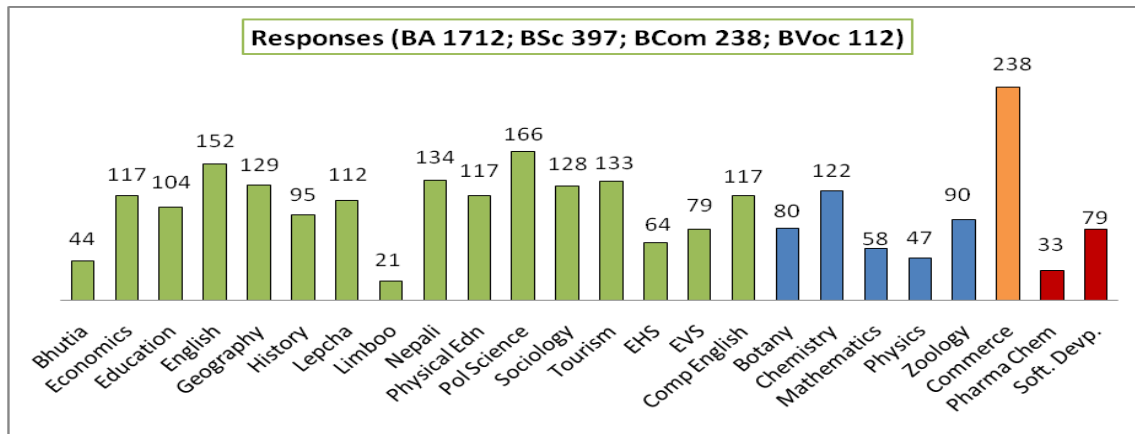


Figure 2: Course wise responses received from the students across different subject groups.

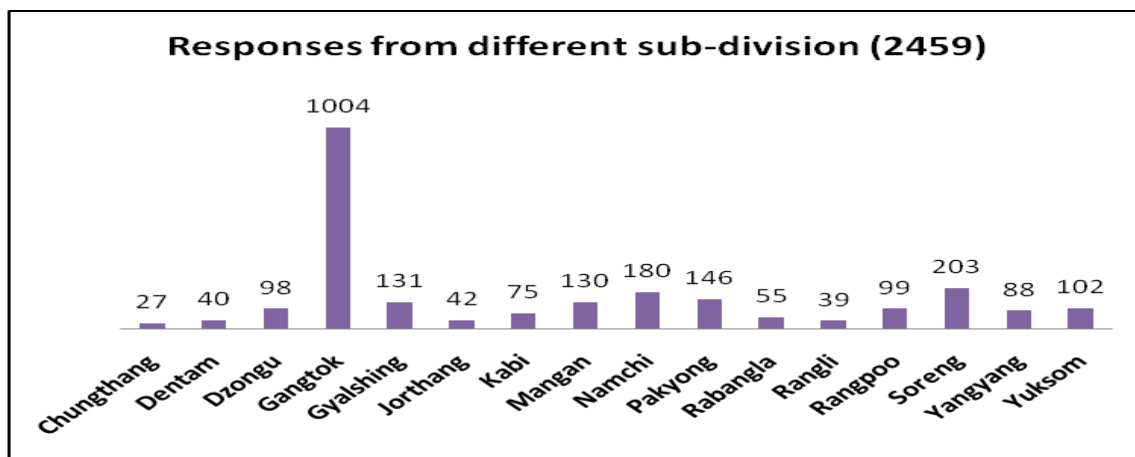


Figure 3: Responses received across different sub-division.

2. Network Penetration and Online Platform:

Proper access to internet is an important factor for ensuring inclusive and equitable quality of education to all. Apart from availability of smart phone, computers and laptops, electricity, one of the basic primary necessities for availing online mode of learning is the access to network connection. In the figure 4, we present an overall and sub-division wise picture of quality of network connection accessible to the students. Overall 65 % of the respondents reported that the quality of network is just good, out of which 46 % reported it was average and 19 % reported it to be below average, while only 2 % of the respondent said the quality of network is excellent. The quality of network was reported to be average mostly from different sub-division of the State, while most of the student reported it to be below average in Chungthang, Rabangla, Dzongu sub-divisions and few students who reported the quality of network to be excellent were basically from Jorthang, Yangyang, Yuksom and Gangtok sub-divisions.

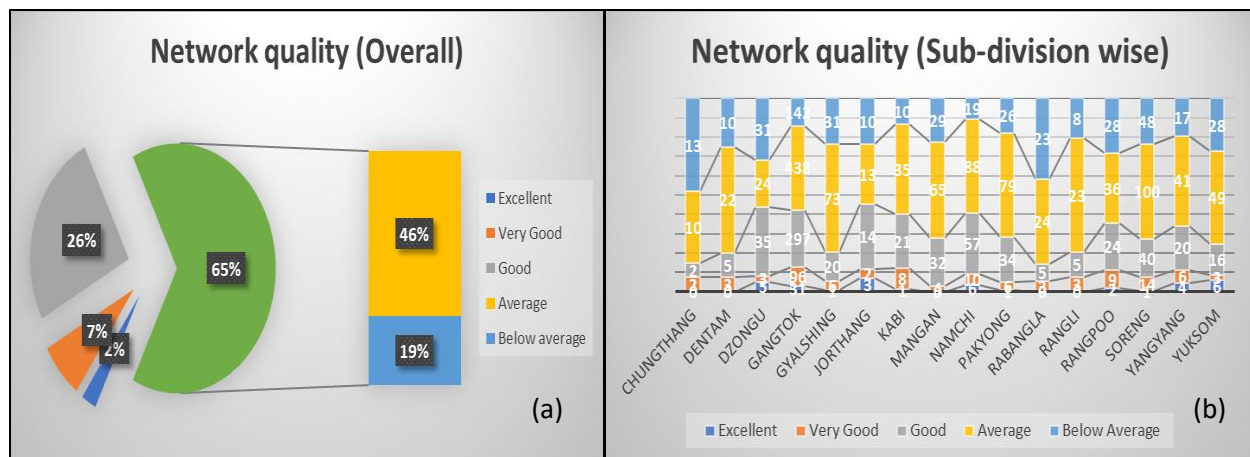


Figure 4: quality of network connection (a) overall and (b) across sub-divisions.

Figure 5 (a) gives an idea about the most used network connection by the students overall and subdivision wise. Among the respondents, Vodafone (reported by 37%) is the mostly used network followed by Reliance network (34%) and Airtel (25%). And the figure 5(b) shows sub-division wise mostly used networks among respondents.

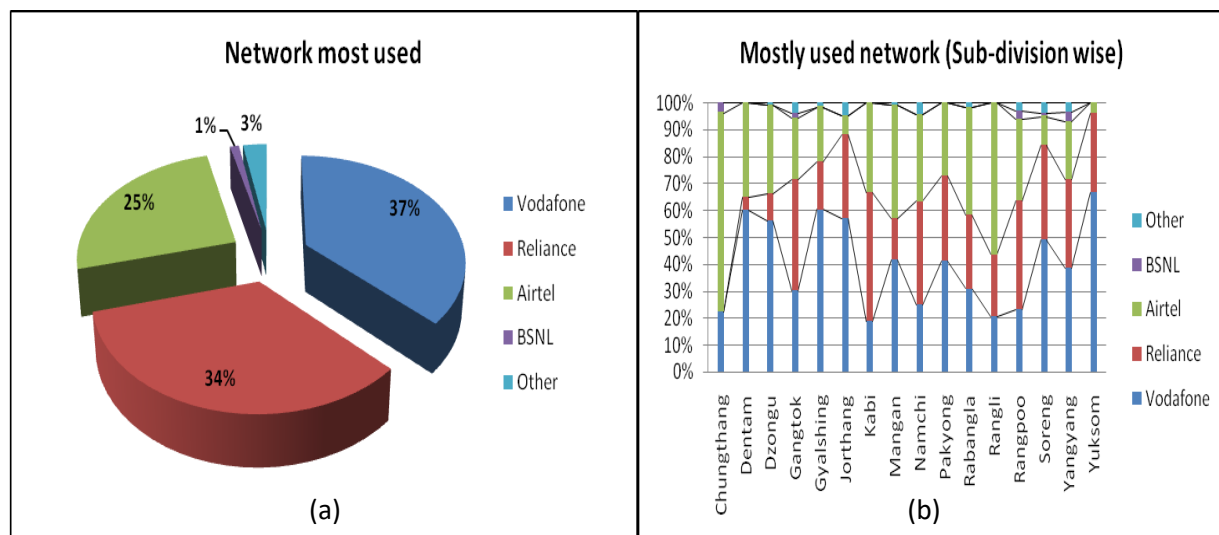


Figure 5: Mostly used network (a) overall and (b) sub-division wise.

Figure 6 depicts the details of various modes of online learning being used and preferred by the students during the lockdown period. Interestingly, a majority (56%) of the students preferred to use WhatsApp for educational interactions and online classes. There were 35% of the students who preferred using Google Classroom and 5% preferred Zoom/ Google Meet and the rest of the students preferred other modes of online learning including Facebook.

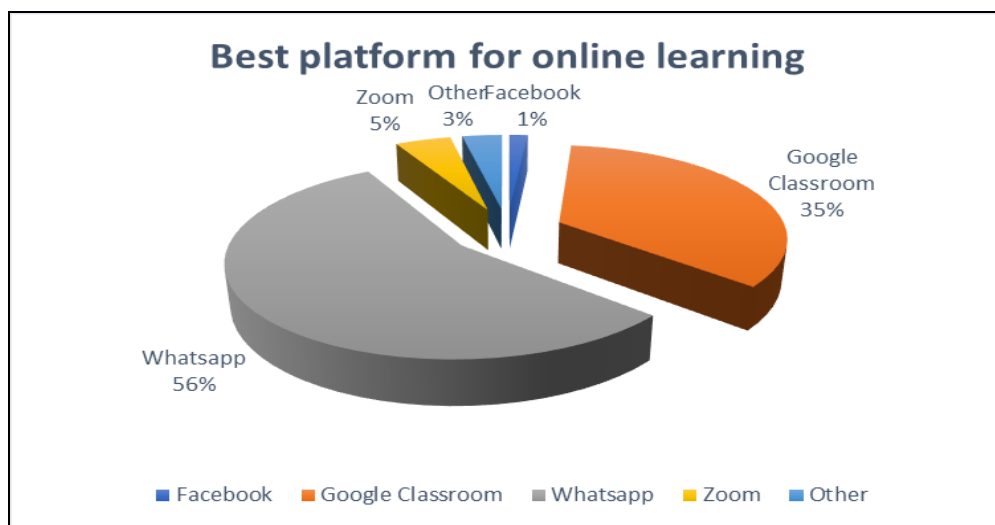


Figure 6: Best platform preferred for online learning.

3. Syllabus Coverage:

Given the fact that digital mode of teaching during COVID 19 pandemic was a first hand experience for the majority of teachers as well as students who had never experienced such means of gaining knowledge, there had been a lot of problems initially during this sudden transition from traditional learning to completely digital mode of learning. The experience with online learning has been enthralling and challenging at the same time; despite offering some advantages, such as flexibility and time management, it was hard to ensure students participation and involvement in online classes. To make the online learning more effective the college authority, from the very beginning, had framed proper guidelines with structured and well-organized mechanism which helped in carrying out online classes more effectively and smoothly through out the semester.

Figure 7 depicts the percentage of overall and subject-wise coverage of syllabus through online mode of education during covid-19 lockdown period. According to 38% of the respondents, 85-100 % of the syllabus were covered, 36% of the respondent said that only 70-84 % of the syllabus were covered, 17% indicated that only 55-69 % of the syllabus were covered while only 2% were of the opinion that below 30% of the syllabus were covered through online mode of education during lockdown period. Figure 7(b) shows the subject wise coverage of syllabus through online/ digital mode of learning. It depicts that in most of the subjects more than 70% of the syllabus were covered as per majority of the respondents.

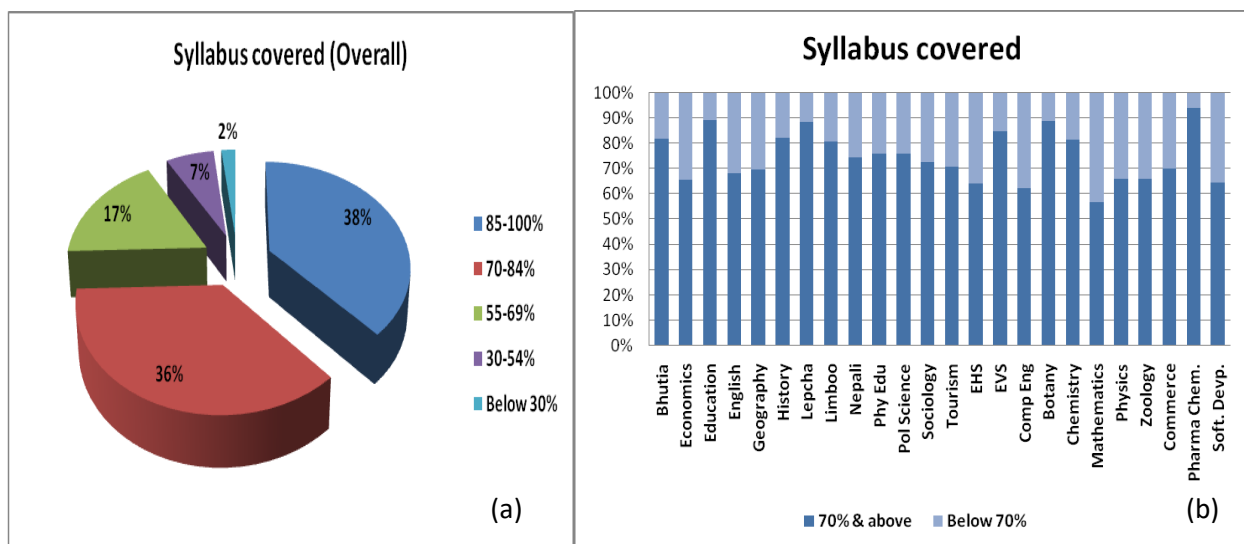


Figure 7: percentage of syllabus covered (a) overall and (b) subject wise.

4. Quality of Teaching :

Although online learning brings forth some advantages in terms of flexibility, time management, convenience of learning from home, access to information, etc., it definitely suffers from some drawbacks such as lack of teacher-student contact, lack of collaborative learning, teacher's supervision and opportunities for hands-on learning, and most glaring one being lack of network connection in remote places. Given that teachers had to shift to online mode within a short notice without any preparedness, it was even difficult to ensure the students engagement and participation in online classes. With these issues in the backdrop, providing a quality online learning experience was tough task but not impossible; with all the sincere efforts of the teachers and technical knowhow all faculty members tried their best to provide rich and holistic learning experience to the students.

The students were asked whether the overall quality of online teaching was very good on which, a more than 50% of the students agreed, 18% of them chose to strongly agree with the statement and 24% of them chose to remain neutral, while 4% disagreed and only 2% of them strongly disagree with the statement. To further understand and analyse the level of online teaching quality offered during lockdown period we asked students to rank various parameters related to teaching-learning process which are presented below.

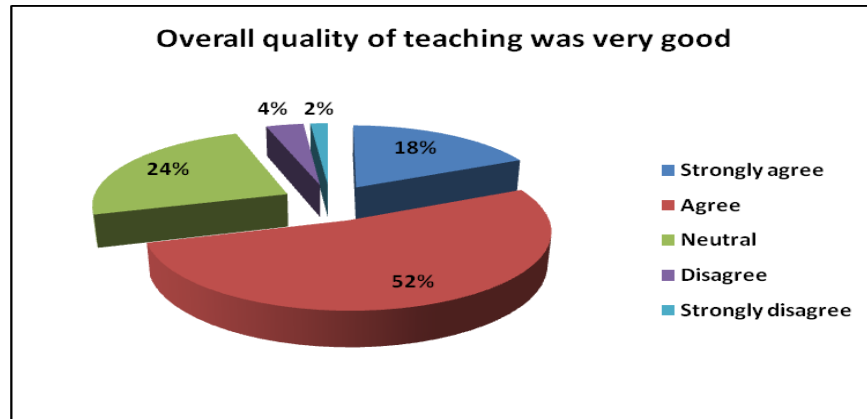


Figure 8: Overall quality of teaching by the teachers.

Figure 9 (a) shows the teachers preparation for interactive session, overall 66 % of the respondents are of the opinion that the teachers preparation for interactive session for online classes were satisfactory, while 23 % said that teachers were thoroughly prepared for interactive sessions and 4% were indifferent and 6% reported the teachers preparedness to be poor and only 1% said that teachers wont teach at all. Further looking into the teacher's preparedness course-wise, figure 9(b), indicates that majority of respondents across courses reported satisfactory preparation of teachers for interactive sessions and almost fairly equal proportion of respondent stated the preparation of teachers to be thorough for the interactive sessions with only a slightly higher share of respondents stating so for humanities.

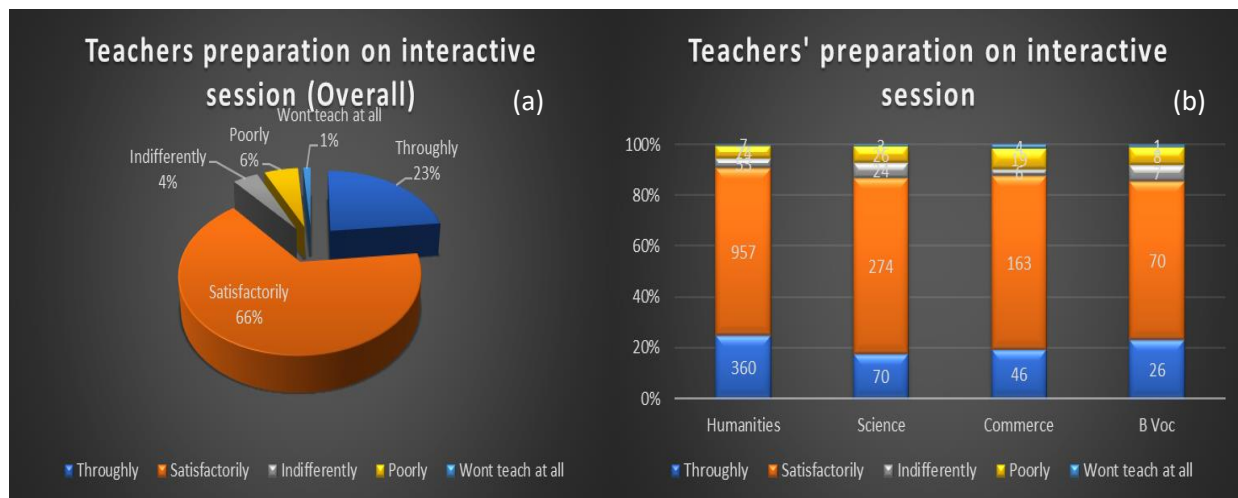


Figure 9: Teachers preparation for interactive session (a) overall and (b) course wise.

With regard to the teachers approach to online teaching Figure 10 (a) reveals that overall 37% of the students consider teachers' approach towards online teaching to be good, while 30% consider it to be very good and 15 % consider the approach to be excellent and equal percentage consider

it to be average and only 3 % regards the approach of the teachers to be below average. If we look at teachers' approach by different courses then we find that majority and fairly equal proportion of the students are convinced that teachers approach to online teaching is either good or very good across different courses offered in the college.

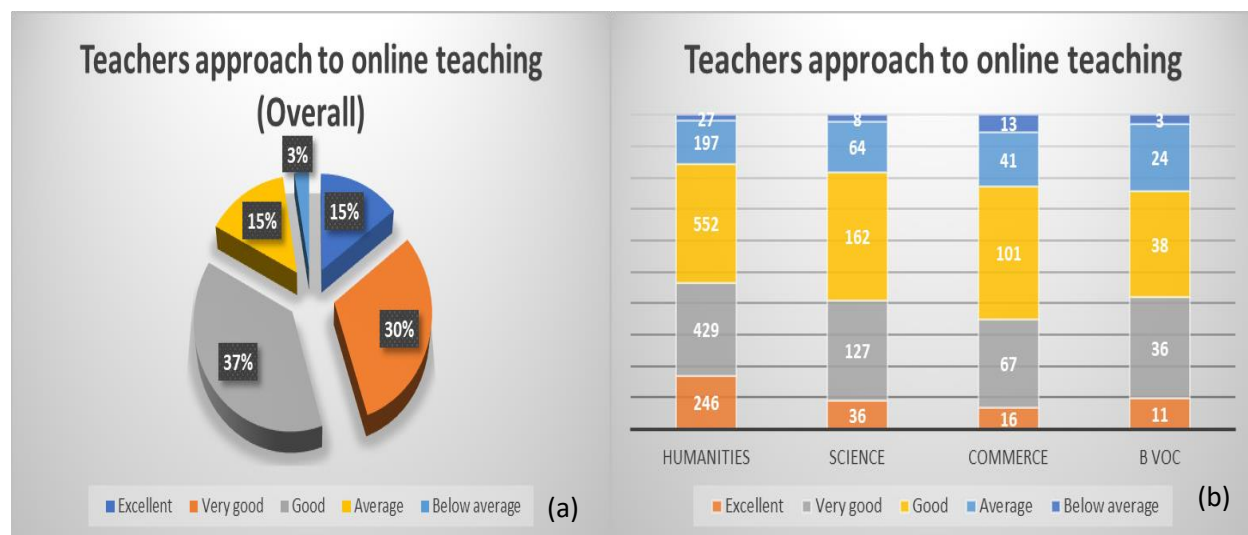


Figure 10: Teachers approach to online teaching (a) overall and (b) course- wise.

Regarding illustration of concepts by the teacher, majority of the students (43%) think that teachers illustrate the concept usually (Figure 11 (a)) and 27% of them were of the view that teachers illustrates the concept everytime while for 19 % it is only occasionally and for 9% it is rarely and only 2% maintained that teachers never illustrates the concepts.

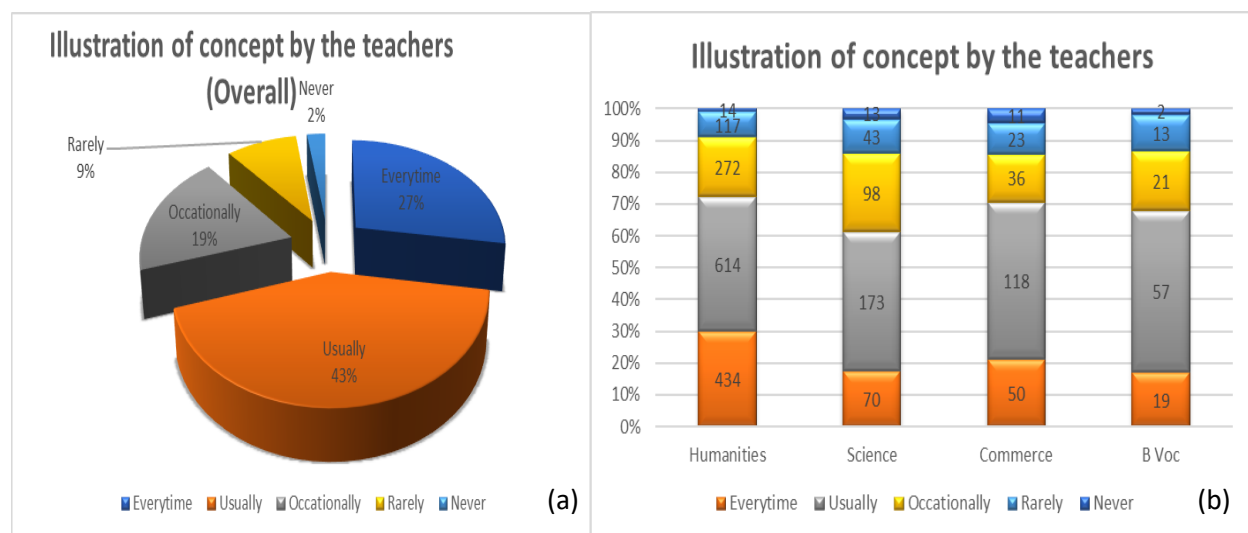


Figure 11: Illustration of concept by the teachers (a) overall and (b) Course- wise.

Looking at the course-wise responses, majority of the students across courses believed that teachers usually illustrate the concepts and slightly higher proportion of students in humanities (29.9%) are convinced that their teachers illustrate the concepts everytime as compared to their counterparts and comparatively a slightly higher proportion of the students in science (24.5%) are of the opinion that the teachers illustrate the concepts occassionally.

5. Quality of study materials:

As regards the quality of study materials, Figure 12 (a) indicates, that overall 31 % and 23% of the respondents considered the quality of study materials to be very good and excellent respectively and 33 % considered it to be good, whereas only 11% and 2% considered it to be average and poor in quality respectively. Further fig 12(b) disaggregates the responses of the students regarding quality of study materials according to different courses.

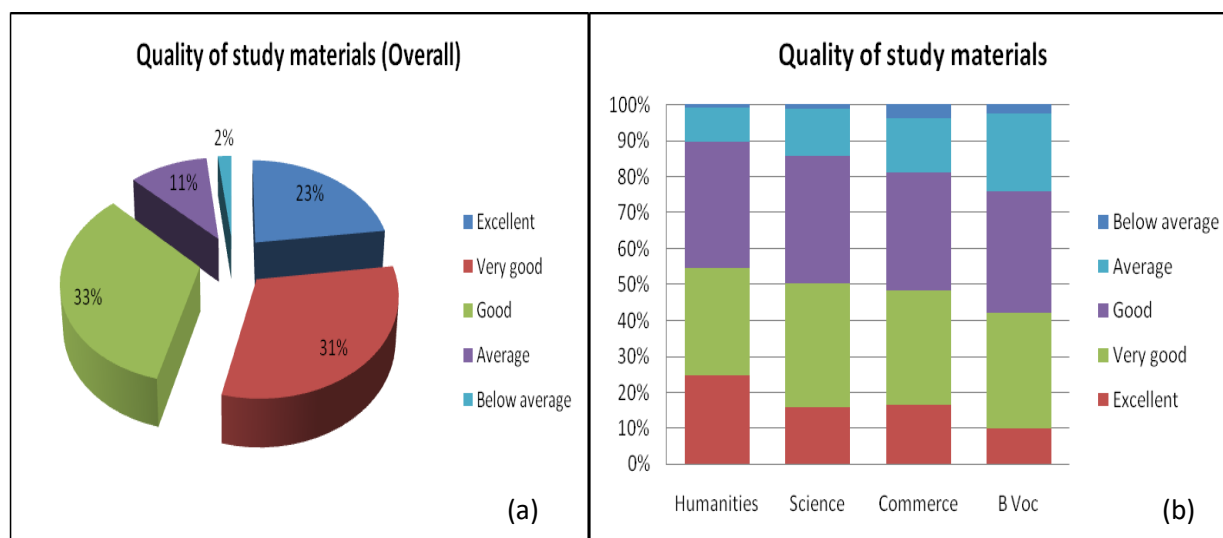


Figure 12: Quality of study materials (a) overall) and (b) course-wise.

Figure 13 (a) reveals an overall statistics on uploading of study materials by teachers during online classes. The study materials are uploaded usually according to 42% of respondent and 35% claimed that study materials are uploaded everytime by the teacher while 14% claimed it to be occasional and only 6% and 3% claimed uploading to study materials by teachers to be rarely and never respectively. Figure 13 (b) disaggregates the statistics course wise.

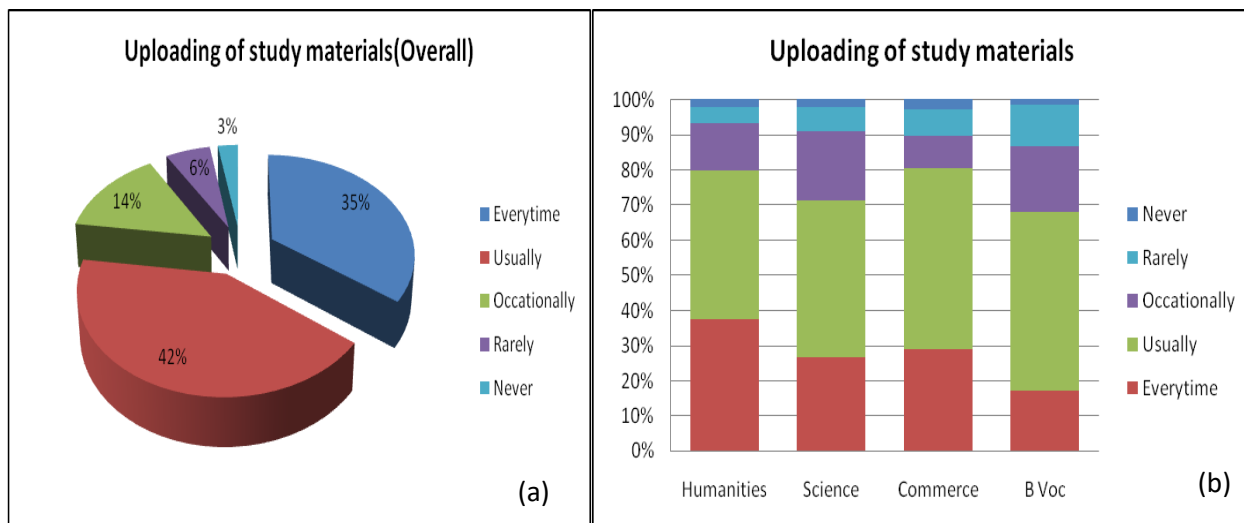


Figure 13: Uploading of study materials (a) overall) and (b) course-wise.

6. Punctuality of teachers and class interaction:

The respondents were also asked questions about the punctuality of teachers and whether he/she followed the scheduled college routine or not while conducting online classes. Figure 14 (a) depicts that a vast proportion (86%) of the respondent claimed that teacher followed the routine prescribed by the college usually and almost everytime during online classes. And regarding regularity and punctuality of teachers, a whopping majority (90%) of the respondent claimed that the teachers were regular and puntual for their online classes (figure 14(b)).

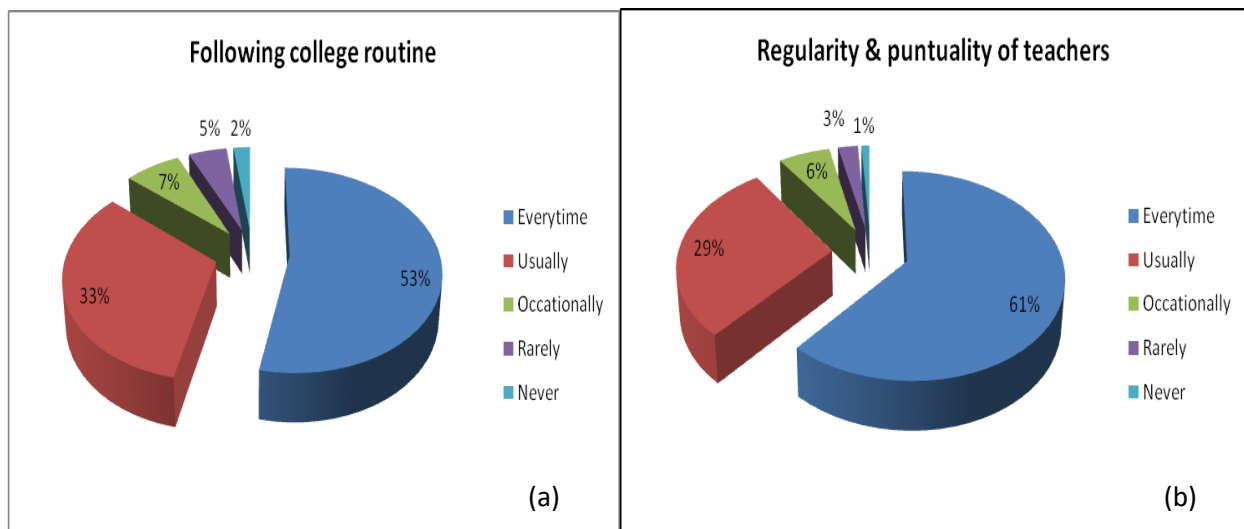


Figure 14: (a) Following college routine and (b) regularity & puntuality of teachers.

Figure 15 depicts the responses of the students on whether the teachers invites opinion and questions from them during online classes and excepting a small proportion (3%) disagreeing

with the statement, an enormously large percentage (79%) almost agreed that the teachers invite their opinion and question during online classes, however only 18% were neutral on this.

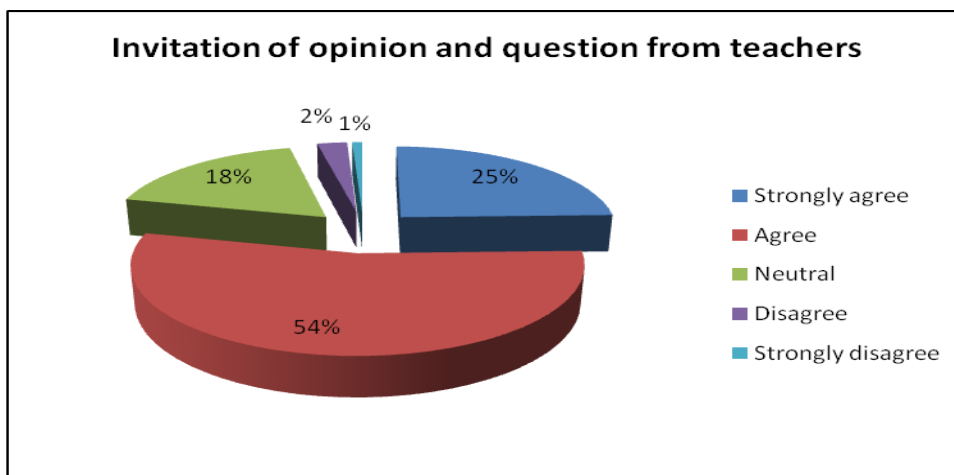


Figure 15: Inviting opinion and questions by teachers.

7. Evaluation and Assignments:

It is well recognised that evaluation is an important part of teaching-learning process. It is a continuous and periodic process that helps in assessing the effectiveness of teaching methods and provides feedback to the teachers about their teaching and the learners about their learnings. It is pertinent to note that a huge number of students have disapproved of appearing in the end-term examinations that was to be conducted online, primarily due to connectivity issues. Therefore, after completing the entire semester on online mode, the institution and the affiliating university decided to use the students overall experience/performance in the internal assessments carried out through term paper, assignment submission, and evaluations.

Figure 16 illustrates experiences of the students with term paper and online practical classes. Overall, we can see that almost 38% and 30% rated their online experience with term paper/practical classes as good and very good respectively. And 12 % rated their experience to be excellent, while 5% of the students rated it to be below average. If we consider the subject-wise figure than as expected we find that comparatively higher proportion of students from zoology and physics have rated the experience with practicals to be below average. And as usual, the students expressing their experience to be good, verygood and excellent was relatively higher from humanities as compared to other practical-based subjects.

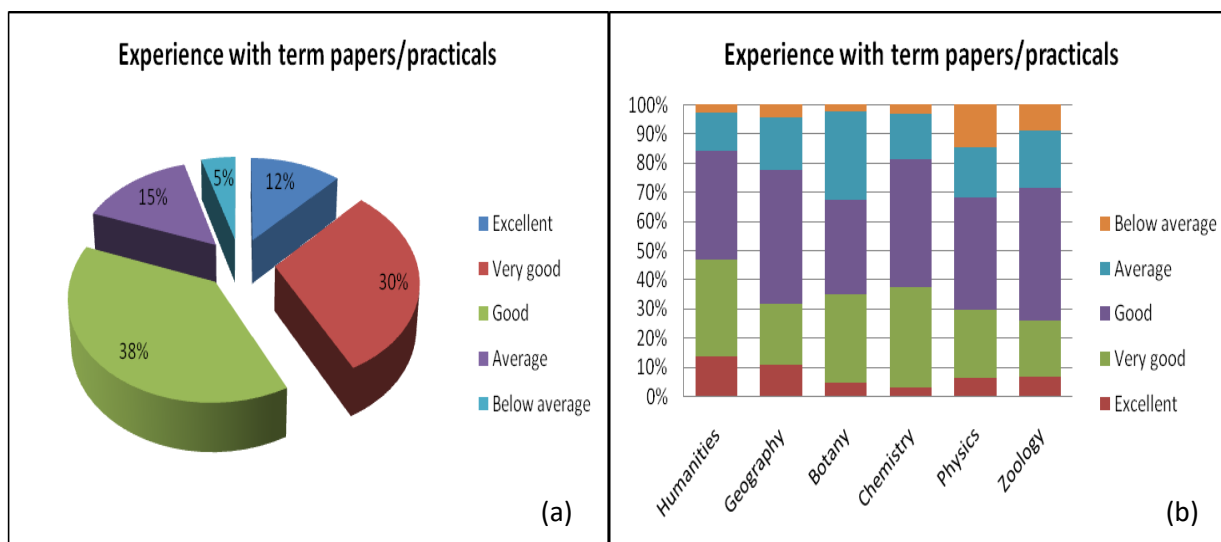


Figure 16: Experience with term papers/ practicals (a) overall and (b) course-wise.

Students were also asked to rate the fairness of internal evaluation done by teachers during online learning period, and fairly high percentage (88%) of them rated the internal evaluation to be fair always and usually, while only 10% stated it be be unfair sometimes and mere 2% were of the opinion that such internal evaluation to be unfair.

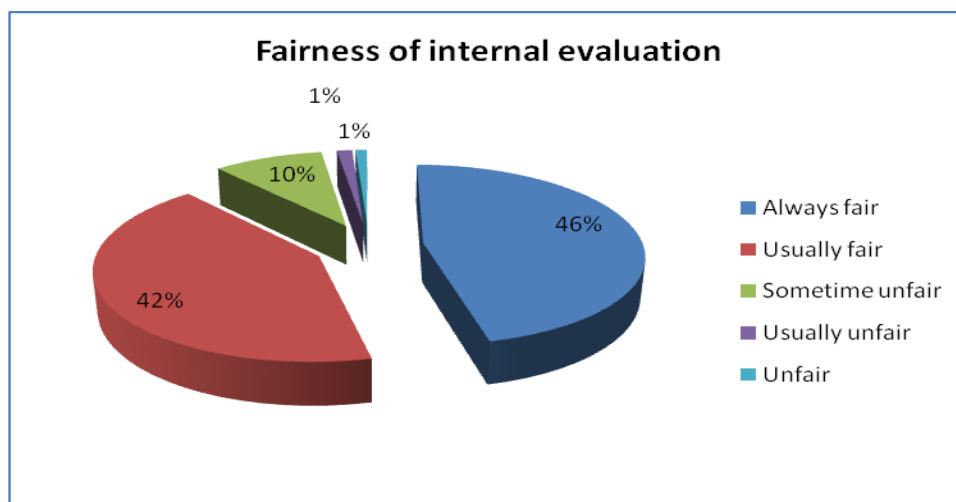


Figure 17: Fairness of internal evaluation.

Further, the students were also asked whether their performance in the assignments were discussed by the teachers on which 35% mentioned that their assignment performance was discussed every time and 39% stated it was usually discussed while 15% said it was occasional and 7% said it rarely and only 4% said never. Regarding timely availability of results, an overwhelming 46% of the respondents rated their experience to be good, 31% said it to be very

good and 8% reported it to be excellent while 13% and 2% rated their experience with the timely availability of results to be average and below average respectively.

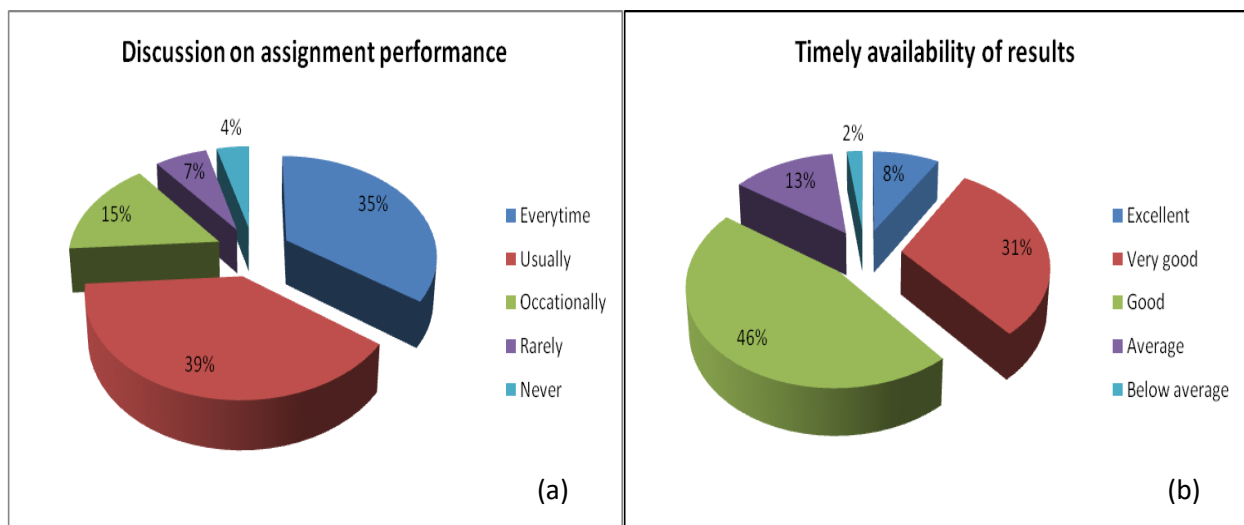


Figure 18: (a) Discussion on assignment performance and (b) timely availability of results.

This time, we also asked the students to rate their experience with the administrative staff, on which 44% of the respondents rated their experience to be good, 28% rated it to be very good and according to 10% their experience with the administrative staff was excellent, while for 15% and 3% their experience was average and below average respectively.

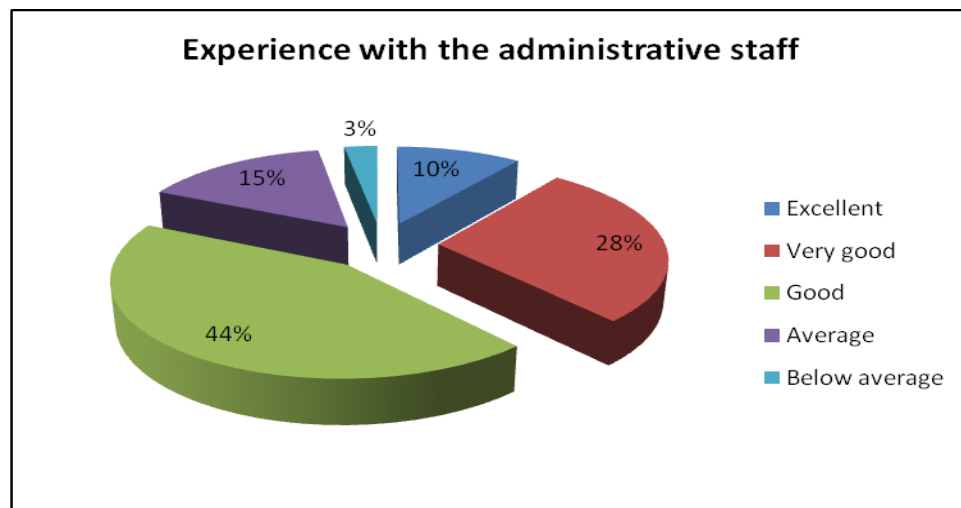


Figure 19: Experience with administrative staff.

At last, we asked the respondent to choose the most difficult part they faced during online learning. An overwhelming percentage (72%) of respondents mentioned network connection to

be most difficult and challenging part of online learning. Lack of study materials and timing of classes were found to be challenging for only 9 % each and 7% mentioned library access as the most challenging part, while only 3% of the respondent stated access to teachers to be the difficult part they faced during online learning.

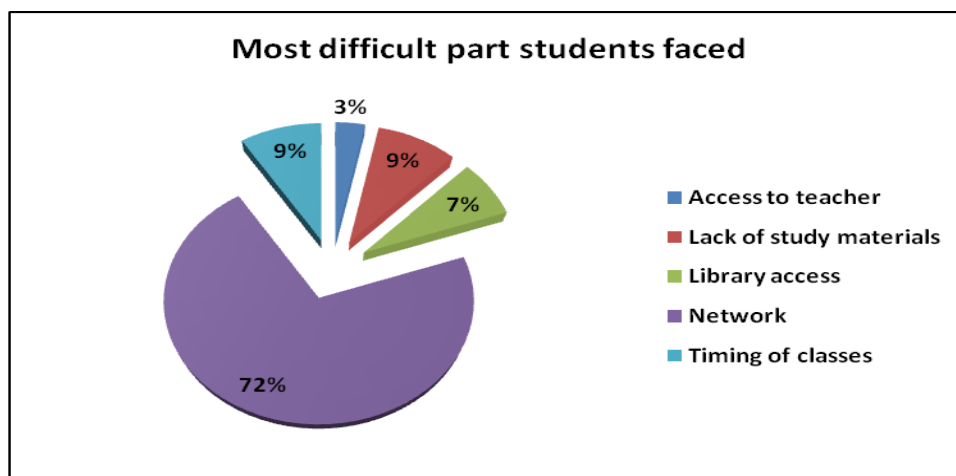


Figure 20: Most difficult part faced by students.

Last but not the least, Figure 21 depicts the experience of the students on overall quality of teaching/learning of the institute. It shows that more than half of the respondents agree that the quality of teaching and learning of the institute was very good and 18 % of them strongly agree with it. Only 24 % of them choose to remain neutral on it, while 4% choose to disagree and a mere 2% of them strongly disagreed with the statement.

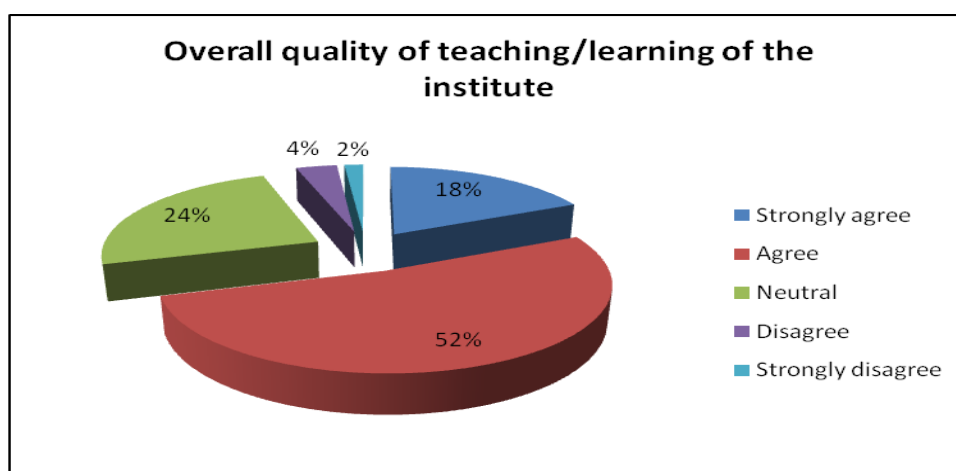


Figure 21: Overall quality of teaching and learning of the institute.

The table below shows the average score achieved on different parameters, which this survey intends to measure pertaining to online teaching and learning system adopted by the NBBDC

during lockdown period. The score achieved for overall students satisfaction level of the institute was 3.81 /5. This points out that the students some how agree that the overall quality of teaching and learning of the institute was very good as the score falls within the range of agree. Thus, the result indicates that the students are satisfied with their online learning experience provided by the institute during COVID-19 lockdown.

Table: Overall students level of satisfaction from online learning.

Overall Student Satisfaction Level

Sl. No.	Questions	Average Score
1	Overall quality of T/L process was very good	3.81
2	How well did the teacher prepare for the interactive session	4.04
3	How well were the study materials	3.62
4	Teachers illustrate the concept	3.84
5	Teachers approach to online teaching	3.39
6	How was your experience with term paper/practical	3.30
7	How much syllabus was covered	4.02
8	Fairness of the internal evaluation	4.31
9	Experience with the administrative staff	3.27
10	Overall quality of T/L of the institute is very good	3.81

Conclusions:

The closure of all educational institutes since March 2020 due to COVID-19 pandemic has had an impact on the future of young students and it has massively reshaped the mechanism of delivering education. As such most of the institutes shifted to online mode of teaching in an unprecedented scale, conducting online examinations, practical exams for science subjects, assignments and other related academic activities through online mode. All these definitely had its own share of challenges including limited access to network connection, lack of uninterrupted power supply, absence of proper monitoring systems, keeping students motivated, lack of online experience, lack of communications and teacher- student contact, among others and the impact has been more adverse for the economically and location-wise disadvantaged students. As we are still working on these challenges, the system of learning is permanently impacted wherein the way of delivering / imparting knowledge is not going to be the same in future and online learning is here to stay.

In this report, we analyzed the data gathered from an online survey conducted by the IQAC cell among the undergraduates of NBBDC, Tadong, Gangtok. The survey was taken up by 1976

students from 2nd Semester to 6th Semester which made up almost 68% of total students. The report reveals that the most preferred platform for online learning is WhatsApp followed by Google Classroom. And majority of the students reported that the overall quality of teaching and learning was very good, including the quality of study materials provided, interactive sessions, punctuality of teachers, assignments, internal evaluation and other related academic activities. Most of the respondents also expressed their satisfaction with the timely availability of results and administrative staff of the college as well. The overall student's satisfaction survey results achieved was 3.81/5 which generally showed that students were satisfied with their experience of online learning offered by NBBDC. Majority of the respondent reported the access to network as the most difficult part of online learning.

These findings provide some preliminary suggestions to policy makers and educationalists about the perception of online teaching and learning which may have a lasting positive effect on education system in the coming days. The government must take up few measures in the wake of this crisis in order to facilitate uninterrupted learning process. Most importantly, it may ensure the availability of smooth network connection even to the remotest areas of the state and promote technology-based learning among students, teachers and other stakeholders.