

Students' Feedback 2021-22

This is the **summary** of the feedback – from outgoing UG & PG students – for the academic year 2021-22.

Methodology: Google Forms were sent to registered emails of all outgoing undergraduate and postgraduate students for the year 2021-22.

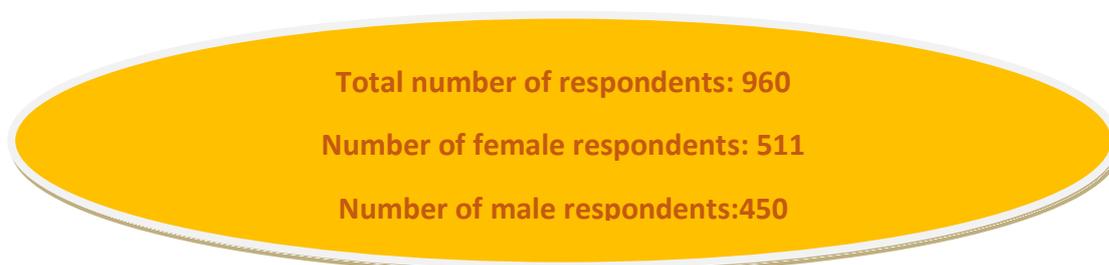
The Google Forms were received centrally with full non-disclosure; complete secrecy and confidentiality were maintained both in raw data and the data-analysis/narrative that are given below. Space for individual comments were available for both systems and have been incorporated as much as is feasible.

Students' Feedback: This feedback system comprised fourteen parameters ranging across syllabi, pedagogy, teachers' evaluation and institutional support among many others including place for individual comments and suggestions/complaints.

Interaction with students were also done throughout the academic year through online platforms during the partial period of Covid-19 so that teachers/departments were kept abreast with their wants/lacks and positive constructive suggestions.

Observation: Detailed department/school-wise feedback was made available to heads/principals of departments/schools/institutes so that micro-corrections and redressal may take place at various fora.

Individual members of the faculty were also asked to look into areas that require attention and strengthening. The entire feedback is also available on the university website.



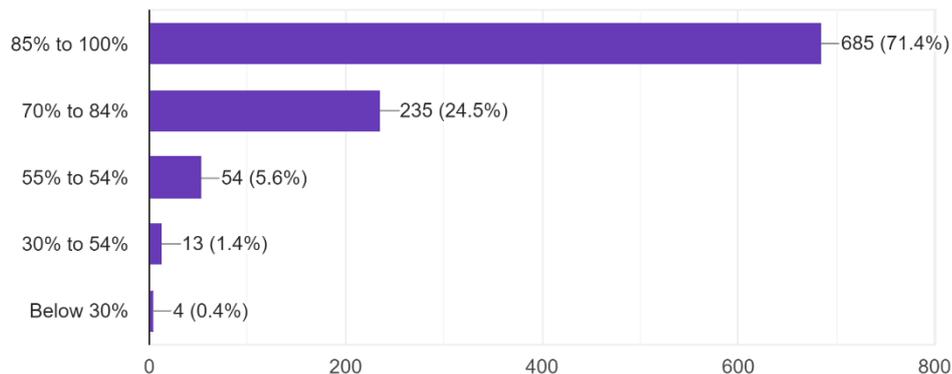
1. How much of the syllabus was covered in class during the last semester?

71.4% of students have confirmed that 85-100% of the syllabus was covered by academic departments during 2020-21 at Visva-Bharati while 24.5% of students say that 70-84% of the same syllabi were covered across all departments/schools and courses of study in the academic year 2020-21.

This constitutes for an overwhelming majority – 95% – of students stating that 70-100% of the syllabi was covered during the year. Kindly note that the entire academic year – July 2020 to June 2021 – coincides with the Covid-19 lockdowns.

How much of the syllabus was covered in the class during last semester?

960 responses

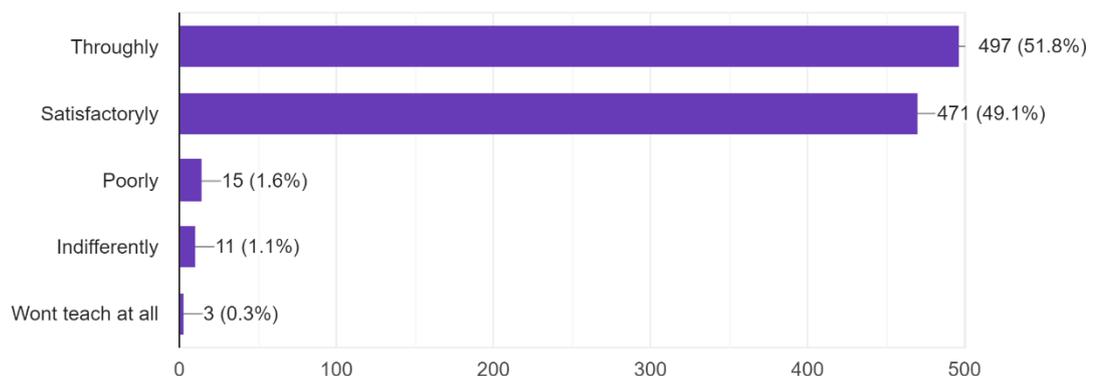


2. How well did the teachers prepare for the class?

While 51.8% have judged teachers to have prepared ‘thoroughly’ for classroom/online academic activity, 49.1% have marked teachers as having ‘satisfactorily’ prepared for the classes and lectures/demonstrations.

How well did the teachers prepare for the class?

960 responses



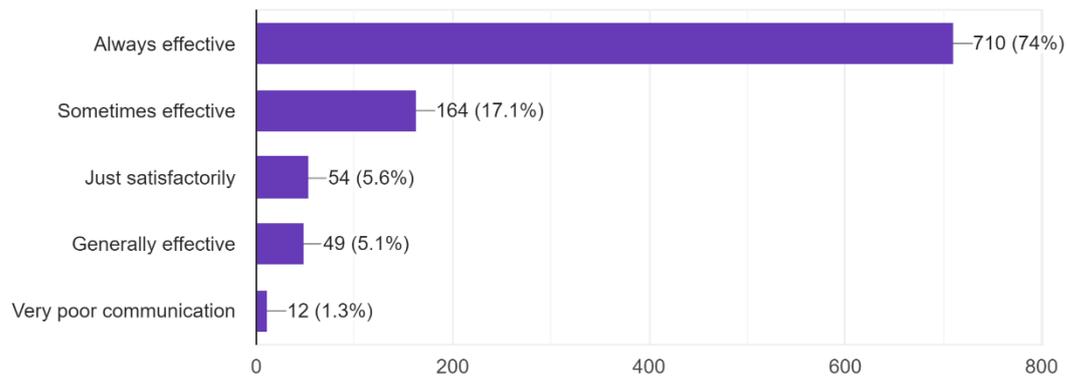
3. How well the teachers able to communicate?

74% of respondents agree that their teachers were ‘always effective’ while 17.1% consider them to be ‘sometimes effective’ in communicating with the students in classroom and other sites of pedagogical dissemination.

Due to lockdown for pandemic situation, the severe disruption in and movement away from classroom teaching towards online modes and methodology of pedagogy may have been responsible for what the university thinks could have been a much better set of figures.

How well the teachers able to communicate?

960 responses

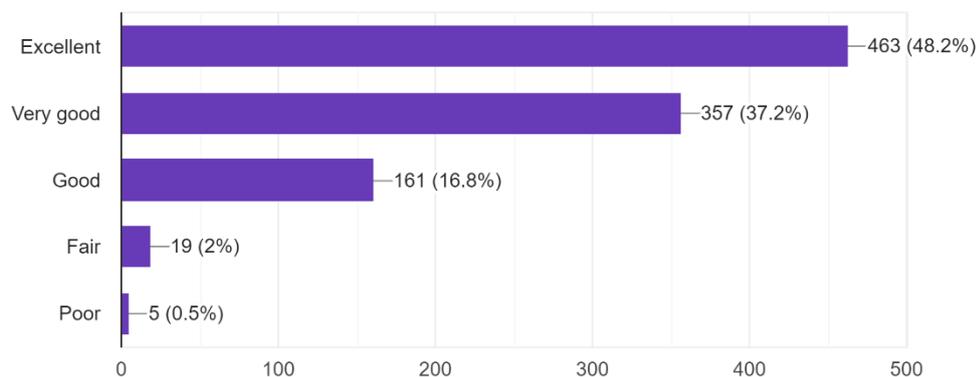


Q4. The teacher's approach to teaching can best be described as

Over 85 % of students consider pedagogical approaches by teachers are positive: 48.2% of students think that the teachers' approach to teaching is 'excellent' while 37.2% think that they are 'very good' and only 16.8% consider teachers approach to academics as 'good'.

The teacher's approach to teaching can best be described as

960 responses

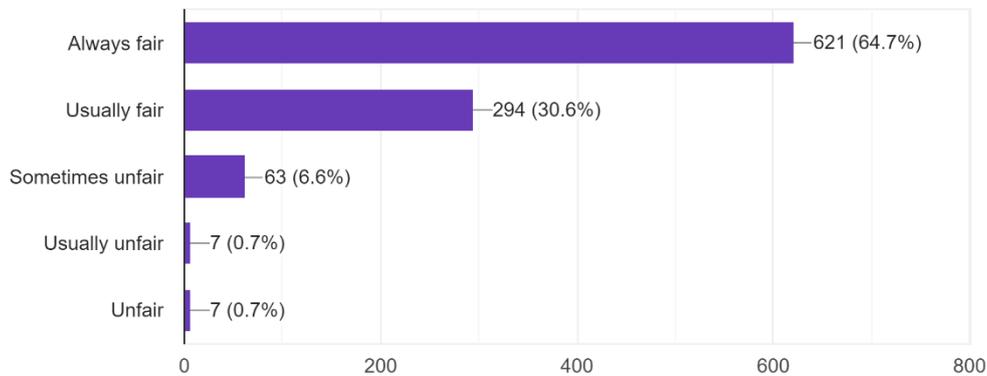


Q5. Fairness of the evaluation process by the teachers

An overwhelming 95% of students consider their evaluation processes by teachers as fair; while 64.7% respondents feel that teachers are 'always fair' in

their evaluation, 30.6% think that they are ‘usually fair’ in student-evaluation practices.

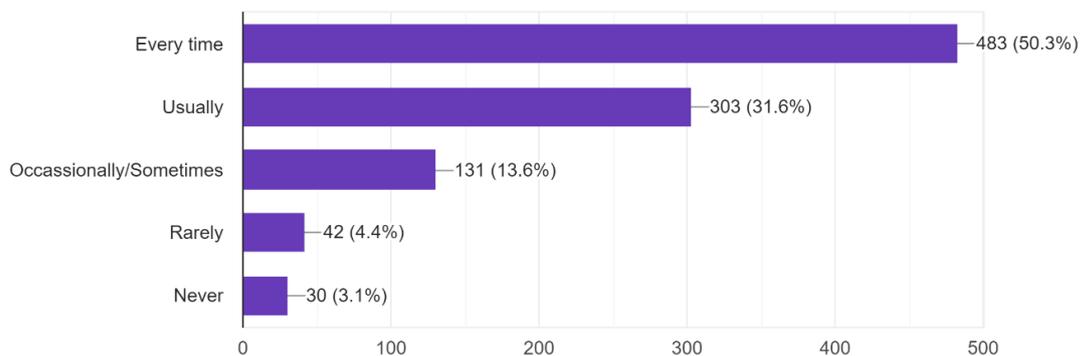
Fairness of the evaluation process by the teachers
960 responses



Q6. Was your performance in assignments discussed with you?

Over 80% of students agree that teachers discuss assignments with them; 50.3% of students say that the teachers discussed their assignments and other academic activities with them ‘every time’ while 31.6% opine that their teachers ‘usually’ discussed the same with them.

Was your performance in assignments discussed with you?
960 responses



Q7.

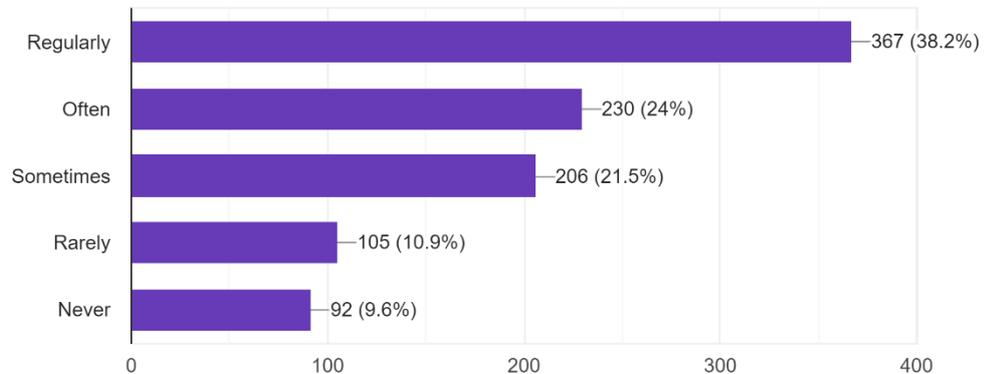
QQ7. The institute takes active interest in promoting internship, student exchange, field visit opportunities for students.

This response elicited mixed responses unlike the earlier ones with 38.3% of students saying that the university ‘regularly’ took a proactive interest in promoting exchanges and field-trips while 24% and 21.5% registered that the

institution ‘often’ and ‘sometimes’ showed interest respectively regarding the question as proposed above.

The institute takes active interest in promoting internship, student exchange, field visit opportunities for students.

960 responses

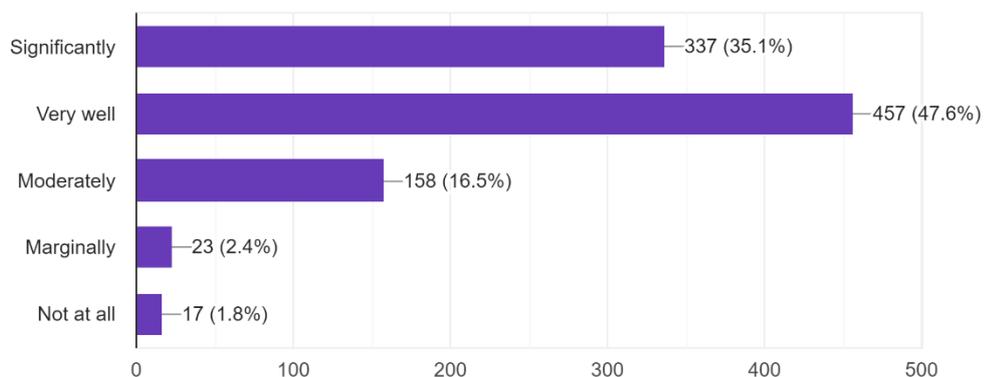


Q8. The teaching and mentoring process in your institution facilitates you in cognitive, social and emotional growth

82% of students feel positively of the socio-emotional and cognitive mentoring at Visva-Bharati: 47.6% and 35.1% of student respondents consider Visva-Bharati as ‘very well’ and ‘significantly’, respectively, engendering cognitive, social and emotional growth above and beyond the academic and pedagogical purported practices of academic institutions.

The teaching and mentoring process in your institution facilitates you in cognitive, social and emotional growth

960 responses

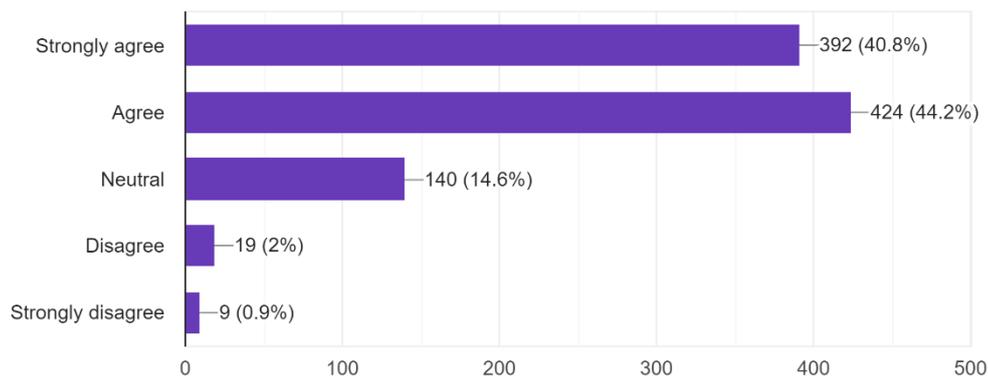


Q9. The institution provides multiple opportunities to learn and grow

In direct continuation of the earlier matrix, 85% of students think that the institution positively helps them to develop as social and academic human beings: 44.2% and 40.8% of students who have responded to the feedback, respectively ‘agree’ and ‘strongly agree’ that Visva-Bharati provides multiple opportunities to learn and grow.

The institution provides multiple opportunities to learn and grow

960 responses

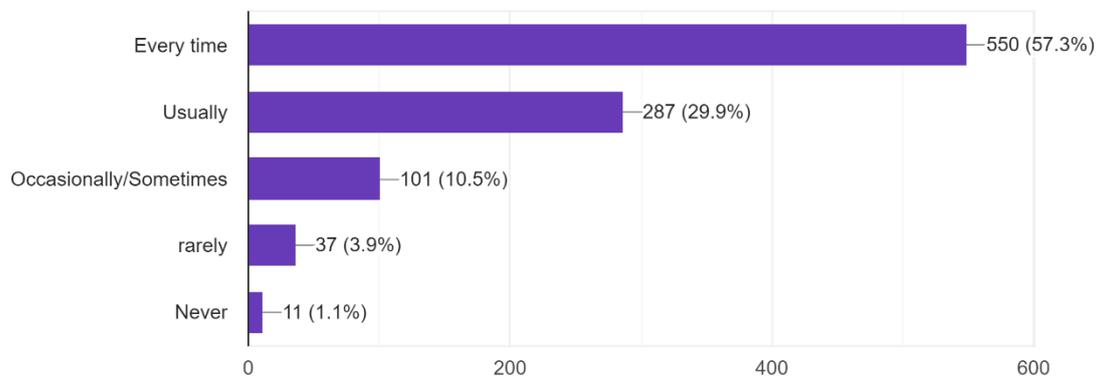


Q10. Teachers inform you about your expected competencies, course and programme outcomes

An overwhelming (88%) number of respondents – 57.3% and 29.9% – support that teachers inform them of their performances ‘every time’ and ‘usually’ respectively based upon course and programme outcomes.

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

960 responses

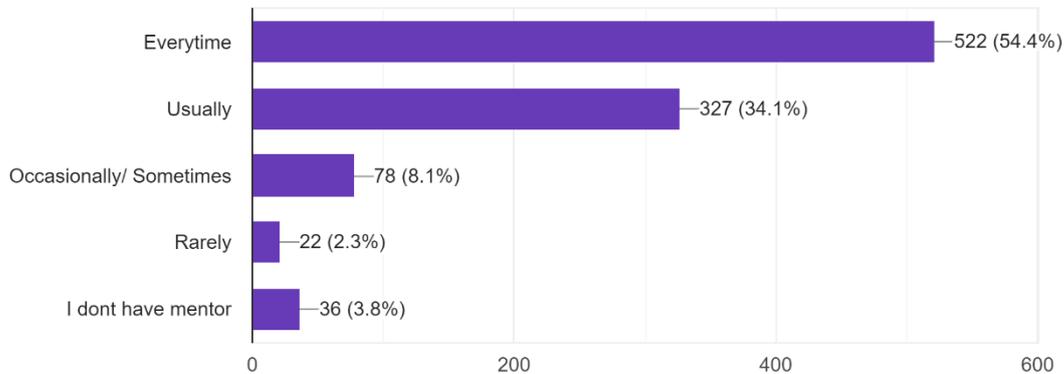


Q11. Your mentor does a necessary follow-up with an assigned task to you.

An overwhelming (88.1%) number of respondents – 54.4% and 34.1% – agree that teachers follow up with an assigned task with them ‘every time’ and ‘usually’ respectively as part of their continuous evaluation and mentoring.

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

960 responses

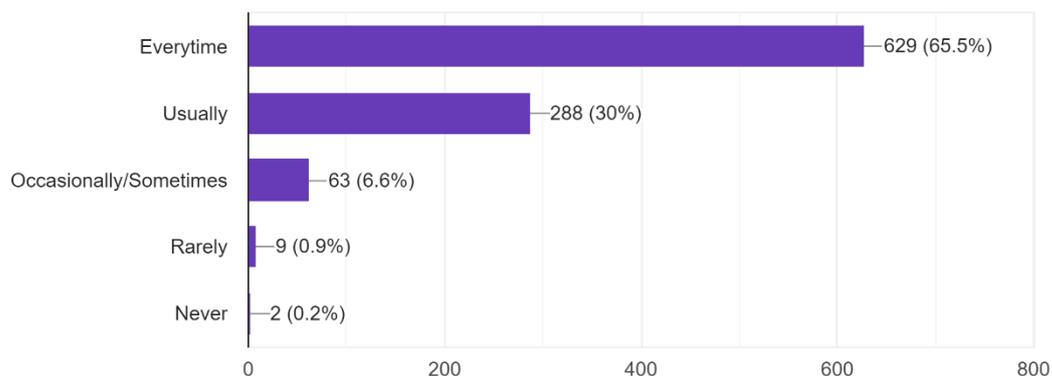


Q.12. The teachers illustrate the concept through examples and applications

An overwhelming (95%) number of respondents – 65.5% and 30% – agree that teachers illustrate academic concepts through examples and application with them ‘every time’ and ‘usually’ respectively as part of their pedagogical approaches to syllabi and dissemination of knowledge.

The teachers illustrate the concept through examples and applications

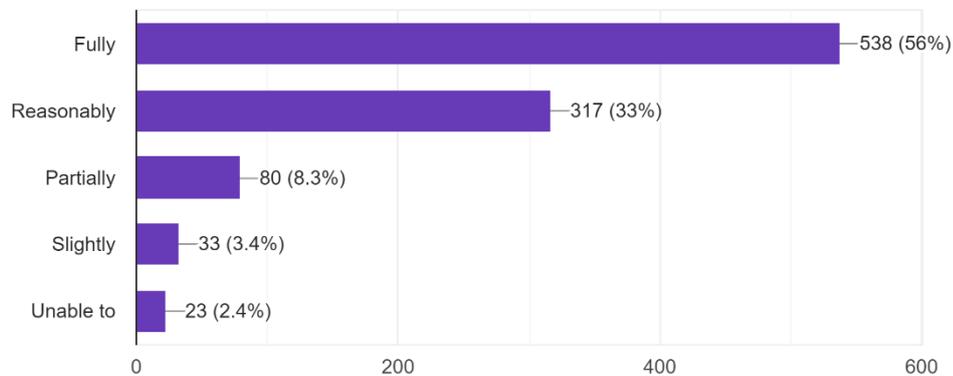
960 responses



Q13. The teachers identify your strengths and encourage you with providing right level of challenges.

An overwhelming (89%) number of respondents – 56% and 33% – agree that teachers identify their strengths and encourage them with providing the right level of challenges ‘fully’ and ‘reasonably’ respectively.

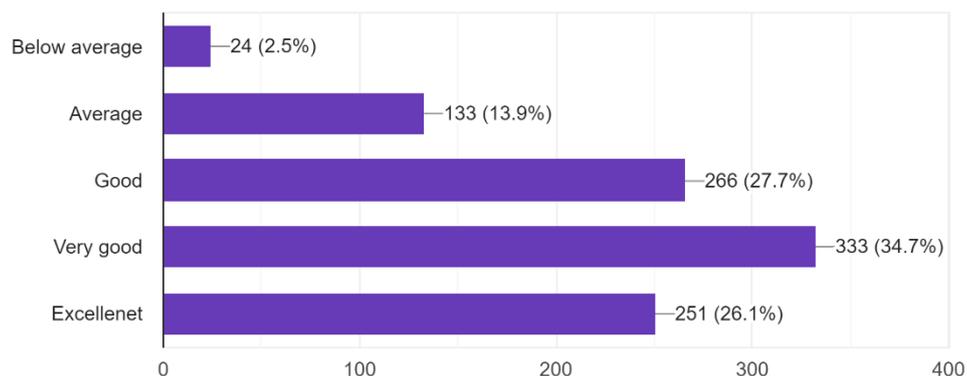
The teachers identify your strengths and encourage you with providing right level of challenges
960 responses



Q14. Your overall academic experiences?

The overall experience of students at Visva-Bharati is positive and upbeat. While 26.1% of the respondents find the overall academic experience at Visva-Bharati ‘excellent’, 62% of the respondents find the experience ‘very good’ (34.7%) and ‘good’ (27.7%).

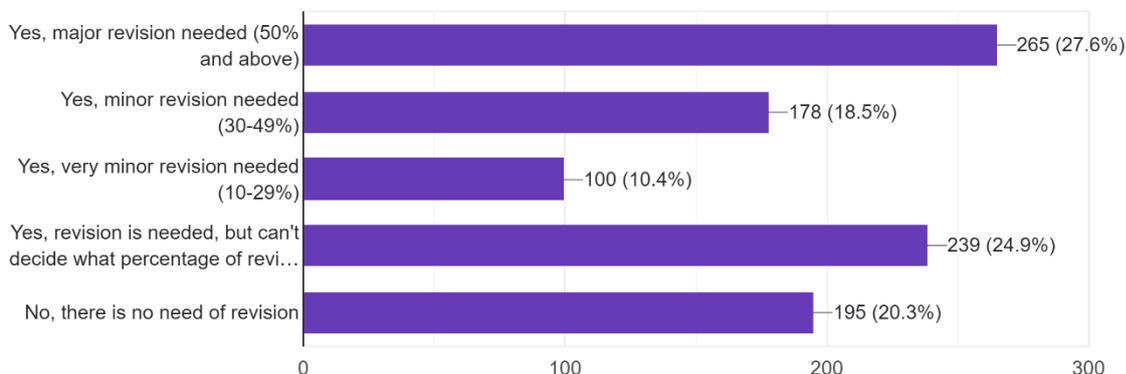
Your overall academic experiences?
960 responses



Q15. Do you feel the syllabi of your programme needs any revision?

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960 responses



27.5% students feel that more than 50% of the syllabus should be revised. 28.9% students are on agreement of minor revision like below 30%. Will be sufficient.

Students' feedback Analysis(2020-21)

Sl.No	Feedback Details	Action taken/To Be taken
In their feedback forms most of the students expressed their proud feeling of being a part of Visva-Bharati. They also proclaimed on the remarkable learning experience from the committed teachers.		
1	Special classes/Workshops/Webinar	Few students have asked for practice sessions beyond the stipulated class hour to hone their individual writing and speaking skill. Few others requested for NET/SLET coaching too. These demands have always been part of Visva-Bharati's calendar and will continue unabated with more emphasis. The language courses are stretching the opportunity of more spoken English environment inside the classes.
2	Syllabi related	On few of the students opinion the syllabus is still incorporating topics which have no practical/real life applications and gives additional stress to theory based knowledge. Side by side, students have asked for emphasis on research parameters as well as pedagogy beyond the prescribed syllabi from departments and centres. Consequently, this ties up with the fact of a need for revision of syllabi and make them industry-based as much as possible) in tandem with various departments

		Boards of Studies and university Research Boards, Academic Councils and other statutory bodies.
3	Placements cells/job opportunities/student exchange programmes	Students requested for promotion of internships and student exchange. Teachers should expose the students to the vast world. Few science departments and department of Social Work, life-long learning and extension regularly arrange placement programs.
4	Health & Hygiene	Availability of clean washrooms with water availability is a prominent demand from the students. Few of them commented ruefully that their department lacks basic hygiene products. In Visva-Bharati all department premises have ladies/gents washrooms but proper cleaning would be a major factor which is taken care of.
5	Infrastructure/ICT classrooms/e-resources/interactive devices	The interdependence of pedagogy and research on technology and digital domains/e-resources is paramount. Visva-Bharati already has more than adequate classrooms, laboratories, seminar halls and teaching-learning spaces with access to Wi-Fi, LCD projectors and public address systems as well as Smart Classes in all institutes; on top of the above action already instituted Visva-Bharati is in the process of increasing such infrastructure with the next academic year