

# Students' Satisfaction Survey Report

**2020-2021**

The Institute of Home Economics conducted an online feedback using survey method to assess the success of online teaching learning process undertaken during the pandemic of Covid19. The questionnaire was created using Google forms and was shared on the college website. The access was password protected to ensure access only to the students of IHE. 736 students filled the questionnaire, out of which 95.9% answered the survey for the first and the only time. As Institute of Home Economics has both under graduation and Post-graduation courses, the responses were from avail from both the levels. 95.2% of the responses were received from Under-graduate students. This is because the college has more students in under-graduate courses. If we look at the course wise distribution of responses, maximum number of responses were received from Home science (50.7%) followed by Food and Nutrition (3.1%), Food Technology (8.3%), B.El.Ed (14.8%), Journalism (14.3%), Fabric and Apparel Science (1.4%), Biochemistry (3.5%) and B.Sc. (Hons) Microbiology (3.9 %). Semester 1 students actively participated in the survey with a representation of (42.4%), followed by Semester 4 (37.4%) and semester 6 (19.4%).

The students were asked in two parts where part A was about the curriculum and part B regarding their experience of teaching learning process adopted in the last semester.

## Part A

- When asked about the suitability of the syllabus and its need, 15% students reported strongly agree, 60 % students were agreeing whereas 22% responded to be neutral and only 3% students reported disagreement.
- Approx 59% students agreed upon their understanding on the aim and objectives of the syllabi. 16.5% responses agreed strongly, 20% were neutral and 5% showed disagreement.
- When asked about the course content followed by the availability of corresponding material and its relevance, 69% responded from strongly agree- agree, 25% responses

were neutral and 6% students were disagree with it. However, regarding the availability of prescribed books in the library majority of the responses were neutral (47%), approx 36% were agree with the availability and 21% responses supported disagreement for the same.

- Nearby 67% students felt a good balance between the theory and practical class and 10% showed their disagreement. Rest of the response was neutral.
- 78% of respondent said that subject has increased their interest, knowledge and perspective in the subject area.
- Only 52% respondent marked that the course/program carries sufficient number of optional papers.
- Multiple suggestions came when asked to improve the understanding of the course content. Few highlighted suggestions are:
  - ✓ Time to time take MCQ's or Quiz before next lecture.
  - ✓ If teachers will provide handwritten notes rather than ppt its much better to understand.
  - ✓ Industrial applications should also be a part of the curriculum.
  - ✓ Practical exercises to be increased.
  - ✓ By providing more e- books and reference material.
  - ✓ It could be more Beneficial if we can access library online.
  - ✓ Open college for practical, make more reference books available for issuing in the library all reference books are for teachers only and not for students.

## Part B

In spite of high rating to teacher's capability to take online classes, 62% students still preferred offline mode of teaching. The reasons for giving preference to offline teaching were the problems faced by 71% students during online teaching learning process. Network issues and distraction were stated as the biggest problems faced by students during online classes. 72% students were using Mobile phones for online classes. Almost equal numbers of students felt that it was easy and difficult to understand the concepts via online teaching. 69.6% students believed that handouts or notes shared on online portal were clear, helpful and easy to understand. And in terms of doubts cleared by your faculty, 76% of the respondents were

satisfied. 85.1% of the students reported facing network and other challenges during online classes. Network issue was the problem that maximum number of students faced as voice of instructors were not clear (26.5%) and students were not able to join the session (16.4%) followed by difficulty in understanding (19.7%). The two other issues were distraction (31.8%) and not able to download the content (1.9 %).

The students reported the main advantages of online training reduce cost and time because mainly of not commuting to college which also left them less exhausted. Some other benefits included convenience and ease of being at home, flexibility in terms of timings providing them extra time to do self-study, availability of study material access to experts through virtual media and safety in times of COVID pandemic. Mixed reviews by students suggested the reason for the same was feeling frustrated and overburdened during the entire course of online teaching (48.3%) because of increased work pressure since 40.7% spend 4-5 hours and 24.8% spends even more than 5 hours extra for the completion of class related work, network issues, distractions in the home environment, short deadlines. Nearly 82.8% reported that institution was very helpful on providing support and online learning resources for better learning. Also 76.2% of students found the assignments, quiz and test held during the online mode of teaching quite relevant.

Though this time seemed to be more to the students they mentioned to be quite satisfied (64.4%) and happy with the contact time they received from the faculty. They also reported that teachers were punctual in taking classes and were always available for any sort of doubt clearance. Therefore 75.9% of students stated that all their course related doubts got cleared by the faculty. In spite of the benefits mentioned regarding online teaching process before, almost 62% of the students didn't want online teaching to be continued in the next semester and wanted to join back college. The portal most preferred as being user friendly for online teaching was google meet (94.1%) followed by zoom meet (4%). The methods listed by students as best medium for online teaching were lectures via online portal (41.2%), power point presentation (28.6%), access to notes for doubt clearance (19%) and very few were recorded lectures and videos(11.2%). 44.2% students suggested assignments as one of the appropriate methods of assessment for online teaching learning, 26.6% suggested for presentations and 21.9% suggested quiz. Also this assessment should be formative i.e. side by side while taking the classes was supported by most of the students (57.2%).

Many suggestions were recorded for the improvement of online teaching learning process.

Following are the highlights of the suggestions:

- Notes provide in better form, teacher interact with student, motivate the student u can do it because there are many problem facing during online classes.
- The burden of assignment and class timing should be reduced a bit
- There should be marks given for attendance just the way it used to happen in all the previous years.
- The practical only can be called for offline mode.
- Provide us the recorded video of lectures so we can recall it.
- There should be a proper balance between workload and space.