

SIVANATH SASTRI COLLEGE

ACADEMIC SESSION 2020-21

STUDENT FEEDBACK RESPONSE ON PERCEPTION OF ONLINE TEACHING LEARNING

This survey was conducted with the dual objectives of investigating the perception of the students as well as identifying different problems faced by them regarding the online teaching learning processes. Online teaching was new for both students and teachers alike and it became imperative that such feedback should be collected to ensure optimum use of this mode of learning. The questionnaire was designed keeping in mind the diverse socio-economic background of the students and feedback was collected from students enrolled in all programmes across all semesters. A total of 1274 responses were received. The following analysis was based on the feedback received and % of responses for various options for each question have been summarised in the tables.

Device used to attend online classes

Options	B. Com. (H)	Bengali (H)	Economics (H)	Education (H)	English (H)	Geography (H)	History (H)	Political Science (H)	B.Sc. Gen	B.A. Gen
desktop/laptop	3	-	-	-	2	-	-	2	-	-
smart phone	87	97	74	95	85	87	97	92	67	98
Both	10	3	26	5	13	13	3	6	33	2
TOTAL	100	100	100	100	100	100	100	100	100	100

Responses to the first question revealed that the smart phone was the most important medium for attending online classes for students across all programmes.

Ownership of smart phone

Options	B. Com. (H)	Bengali (H)	Economics (H)	Education (H)	English (H)	Geography (H)	History (H)	Political Science (H)	B.Sc. Gen	B.A. Gen
Yes	86	97	91	90	89	95	86	92	100	88
No	14	3	9	10	11	5	14	8	0	12
TOTAL	100	100	100	100	100	100	100	100	100	100

Almost all the students possessed a smart phone of their own. The % of students not owning smart phones appeared to be comparatively high among the students of B.Com. and History Honours (14% each).

Frequency of online class attendance

Options	B. Com. (H)	Bengali (H)	Economics (H)	Education (H)	English (H)	Geography (H)	History (H)	Political Science (H)	B.Sc. Gen	B.A. Gen
Regularly	82	99	91	97	78	100	97	97	100	86
Occasionally	15		9	2	19		3	1		8
Rarely	3	1		1	3			2		6
TOTAL	100	100	100	100	100	100	100	100	100	100

It was encouraging to note that a large section of students attended online classes regularly. However, 15% of the students of B.Com. and 19% of English Honours attended classes occasionally.

Timing Preference

Options	B. Com. (H)	Bengali (H)	Economics (H)	Education (H)	English (H)	Geography (H)	History (H)	Political Science (H)	B.Sc. Gen	B.A. Gen
Within college hours	42	51	39	30	51	67	27	43		28
Between 8 am and 5pm	42	32	57	51	45	31	40	23	100	29
Any time of the day	16	17	4	19	4	2	33	24		43
TOTAL	100	100	100	100	100	100	100	100	100	100

Opinion seemed to be divided regarding preferred timing of the classes. Majority had opted for classes spread out between 8 am and 5 pm. Students of Geography (67%), Bengali (51%) and English (51%) were in favour of classes being held within college hours. It may be noted that majority of the students of B.A. General had opted for any time of the day.

Duration of a class

Options	B. Com. (H)	Bengali (H)	Economics (H)	Education (H)	English (H)	Geography (H)	History (H)	Political Science (H)	B.Sc. Gen	B.A. Gen
Less than one hour	24	19		14	60	16	5	20		25
1 hour	61	66	74	79	39	78	56	75	100	68
More than 1 hour	15	15	26	7	1	6	39	5		7
TOTAL	100	100	100	100	100	100	100	100	100	100

One hour duration of a class was the option selected by majority of the students in all departments except English Honours where 60% of the students favoured less than one hour duration of a class.

Number of classes per day

Options	B. Com. (H)	Bengali (H)	Economics (H)	Education (H)	English (H)	Geography (H)	History (H)	Political Science (H)	B.Sc. Gen	B.A. Gen
Two	37	11	30	10	18	31	48	35	33	45
Three	42	80	44	70	57	45	47	49	33	43
Four	16	9	26	14	25	22	4	13	34	9
five	5			6		2	1	3		3
TOTAL	100	100	100	100	100	100	100	100	100	100

Three classes per day seemed to be the preference of the majority of the students. However, nearly 50% of the students of History Honours and 45% of B.A. Gen have expressed their opinion in favour of two classes per day. The same is true for about one third of the students of B.Com, Geography, Economics, B.Sc. Gen, and Political Science.

The most popular mode of online teaching was live class with audio-visual/ power-point presentation. This was especially true for students of Geography Honours, and 84% of the responses were in favour of this option. Two-thirds of the B. Com students also selected this option. 50% of the students of English and Education favoured this option. Nearly half the students of History expressed their preference for live classes with audio only. The Department of Bengali had the highest preference (23%) for sharing of study material.

Understand what is taught in online classes

Options	B. Com. (H)	Bengali (H)	Economics (H)	Education (H)	English (H)	Geography (H)	History (H)	Political Science (H)	B.Sc. Gen	B.A. Gen
Fully	50	63	52	73	47	54	62	56	67	50
Partly	49	35	48	26	52	44	33	41	33	48
Not at all	1	2		1	1	2	5	3		2
TOTAL	100	100	100	100	100	100	100	100	100	100

Partial understanding of the topics explained in the online classes appeared to be a problem for 30 to 50% of the students for all courses except Education and History where 73% and 62% of the students respectively had expressed the opinion that they fully understood what was taught in class.

Frequency of response to the teachers' questions

Options	B. Com. (H)	Bengali (H)	Economics (H)	Education (H)	English (H)	Geography (H)	History (H)	Political Science (H)	B.Sc. Gen	B.A. Gen
Frequently	22	26	74	35	27	47	35	38	50	29
Sometimes	63	69	26	60	58	49	60	54	50	62
Rarely	14	5		4	15	4	5	8		8
Never	1			1						1
TOTAL	100	100	100	100	100	100	100	100	100	100

Active participation of students is essential for effective teaching learning. It may be noted that responses to this question varied across the departments. However, sometimes was the option most frequently selected. Exception to this is seen for Economics Honours where 74% of the students had selected the option frequently.

Improvement in class participation

Options	B. Com. (H)	Bengali (H)	Economics (H)	Education (H)	English (H)	Geography (H)	History (H)	Political Science (H)	B.Sc. Gen	B.A. Gen
Frequent question answer sessions	47	62	39	50	44	27	57	48	33	31
Student presentations	13	12	9	13	16	36	19	18	50	16
Group discussions	40	26	52	35	40	35	24	34	17	52
All of the above				2		2				1
TOTAL	100	100	100	100	100	100	100	100	100	100

Frequent question-answer sessions appeared to be the most favoured way of improving participation of students in a class for most departments. Exceptions to this were the departments

of Economics Honours where majority favoured group discussions while student presentations was the option preferred by students of Geography Honours.

Problems faced in online classes

Options	B. Com. (H)	Bengali (H)	Economics (H)	Education (H)	English (H)	Geography (H)	History (H)	Political Science (H)	B.Sc. Gen	B.A. Gen
Network issue	8	15	13	2	11	16	10	13		10
Background noise and network	10	3	9	2	14	11	3	10		8
None	82	82	78	96	75	73	87	77	100	82
TOTAL	100	100	100	100	100	100	100	100	100	100

Surprisingly enough, majority of the students said that they do not have any problems attending online classes. About 2 to 15% had mentioned network issues while 2 to 14% had stated background noise and network issues.

ACTION TAKEN REPORT


Measures adopted for improvement of online teaching learning

The preceding analysis of the feedback responses collected from the students appeared to be more or less satisfactory since opinions expressed by a majority of the students revealed a positive approach to the online mode of teaching learning. However, some issues such as regularity of attendance, full understanding of what is taught; increasing participation of students in class requires further improvement.

Hence measures adopted for enhancement of the quality of online teaching learning were as follows:

- Each department catered to the needs of their students and tried to overcome shortcomings if any.
- Online class routines of the departments were scheduled to accommodate students who were encountering network issues.(Link for master routine of online classes uploaded on the website)
- Teachers played a crucial role by
 - By sharing study materials through LMS and email.
 - Encouraging students to ask questions and clear their doubts
 - Motivating students who were not attending classes regularly to be present more frequently
 - Mentoring students who are facing learning problems
 - Keeping in touch with students on a regular basis




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