**Government of Tripura**

**Michael Madhusudan Dutta College**

**Sabroom, South Tripura**

Session 2018-19

Analysis Report of Students’ Feedback

Teacher’s feedback has been conducted during the academic session 2018-19 in view of necessary assessment for preparation of Self Study Report of the College. The major findings of feedback are furnished in details in the proceeding tables.

**Table 1**

|  |  |  |
| --- | --- | --- |
| **Difficulty in Communication** | | |
| Response | Frequency | Percentage |
| Often | 0 | 0 |
| Sometimes | 12 | 46 |
| Never | 12 | 46 |
| Not yet | 1 | 4 |
| No Idea | 1 | 4 |
| Total | 26 | 100 |

The College has students from different background and from various communities and the teachers endeavour their best to make them understand in the best possible way. However, that sometimes there is a definite problem in communicating the students is clear from the above Table 1. Besides, there is also departmental wise specific use of language; so, those teachers might not have much difficulty in teaching as reflected in the same table.

**Table 2**

|  |  |  |
| --- | --- | --- |
| **Teaching Method** | | |
| Response | Frequency | Percentage |
| Effectively | 20 | 77 |
| Somehow | 3 | 12 |
| Manageable | 3 | 12 |
| No Idea | 0 | 0 |
| Total | 26 | 100 |

About the teaching method used by the teachers in all subjects it is revealed that the methods are effective among the students in understanding their lesson which is marked as 77% among the teaching techniques being used inside the classroom. Meanwhile “Somehow” and “Manageable” constitutes the same percentage i.e. 12% respectively. It should be kept in mind that teacher’s teaching method also depends upon the experience they acquire in service.

**Table 3**

|  |  |  |
| --- | --- | --- |
| **Medium of Teaching** | | |
| Response | Frequency | Percentage |
| English | 3 | 12 |
| Bengali | 10 | 38 |
| Kokborok | 1 | 4 |
| Hindi | 0 | 0 |
| Multiple | 12 | 46 |
| Total | 26 | 100 |

Since most of the students are from Bengali medium, they are therefore, mainly taught in local language Bengali which everybody can understand. However, as all of the students are not from the same community, so, the teachers are bound to use multiple languages such as Bengali, English, Kokborok and Hindi which are clubbed as multiple in Table 3 which recorded highest percentage of 46 %.

**Table 4**

|  |  |  |
| --- | --- | --- |
| **Knowledge Assessment** | | |
| Response | Frequency | Percentage |
| Using PPT | 2 | 8 |
| Class Test | 13 | 50 |
| Viva-voce | 1 | 4 |
| Assignment | 7 | 27 |
| Multiple Ways | 3 | 11 |
| Total | 26 | 100 |

Assessment of a student is mainly conducted through Sessional Examination (Class Test). This is one of the most effective methods (50%) in assessing students’ performance in the end of every semester (even and odd) which is visible in the Table 4 followed by giving assignment (27%) though there are other strategies used by the teachers.

**Table 5**

|  |  |  |
| --- | --- | --- |
| **Problem Solution** | | |
| Response | Frequency | Percentage |
| Repeating topic | 6 | 23 |
| Re-explanation | 10 | 38 |
| Counseling | 2 | 8 |
| Demonstration | 1 | 4 |
| Multiple Ways | 7 | 27 |
| Total | 26 | 100 |

Re-explanation (38%) and repeating topic (23%) are the best tools used by the teachers to solve students’ problem of understanding, coverage of syllabus and subject concepts as far as practicable. It should also be noted that due to the short duration of the semester system, it is not possible for every teacher’s to follow the same pattern and so the teachers use “Multiple Ways” (27%).

**Table 6**

|  |  |  |
| --- | --- | --- |
| **Disciplinary Issue** | | |
| Response | Frequency | Percentage |
| No | 10 | 39 |
| Yes | 4 | 15 |
| Often | 0 | 0 |
| Sometimes | 12 | 46 |
| No idea | 0 | 0 |
| Total | 26 | 100 |

Disciplinary issue chiefly arises due to non-adherence to dress code or uniform and either being truant or being talkative inside the classroom. That the issue arises “Sometimes” (46%) is evident from the above Table. However, that the issue is not so alarming is reflected from the respondents’ response “No” which is 39% as shown in the Table 6.

**Table 7**

|  |  |  |
| --- | --- | --- |
| **Disciplinary Solution** | | |
| Response | Frequency | Percentage |
| Informing Concerned Committee | 4 | 15 |
| Single handed | 7 | 27 |
| Informing Principal | 7 | 27 |
| Discussion with Colleagues | 8 | 31 |
| Total | 26 | 100 |

As, it has been said in Table 6 that there are some disciplinary issues which need to be addressed, so Table 7 points out the method through which a teacher solves such disciplinary issues. To address the issues, some teachers resolve it while discussing the problem with their colleagues (31%) instead of reporting to the Head of the Institution and the concerned committee members. However, there are also few teachers who solve the problem individually (27%) while others inform the Principal for disciplinary action (27%). The concerned committee does not come into force to resolve such problems many a times (15%).

**Table 8**

|  |  |  |
| --- | --- | --- |
| **Addressing Problems Outside the Campus** | | |
| Response | Frequency | Percentage |
| Discussion | 10 | 38 |
| Communicating Parents | 3 | 12 |
| Counseling | 0 | 0 |
| All of the above | 13 | 50 |
| Total | 26 | 100 |

As teaching-learning is a continuous process that cannot just end within the campus, so attempts must be taken even outside the campus beyond the official hours of duty. Most of the teachers employ all of the above strategies to resolve students’ related problem(s) such as discussing the problems with them, informing their guardian, if needed, and also by counselling which account to 50% followed by only “Discussion” 38% respectively.

**Table 9**

|  |  |  |
| --- | --- | --- |
| **Interest Conflict with Colleagues** | | |
| Response | Frequency | Percentage |
| Negligible | 5 | 19 |
| Never | 15 | 58 |
| No comment | 3 | 12 |
| No idea | 3 | 12 |
| Total | 26 | 100 |

The survey reveals that most of the teachers do not face any interest conflict with the colleagues (58%). However, “No Comment” constituted 12% which indicates that there may be some issues which they opted not to disclose.

**Table 10**

|  |  |  |
| --- | --- | --- |
| **Motivation on Library Access** | | |
| Response | Frequency | Percentage |
| Collect books | 3 | 12 |
| Reading | 2 | 8 |
| Internet Searching | 1 | 4 |
| Above all | 20 | 76 |
| Total | 26 | 100 |

The role of a teacher is not only to teach but also to motivate a student to access the facilities available in the library. The teachers of this Institute always motivate a student to collect books and go through them. They also ask the students to avail whatever internet facility is accessible in the College to collect their study materials. That the teachers motivate the students to access the library facilities in multiple ways is reflected in the Table given above (76%).