



# Students Satisfaction Survey 2021-2022



**GOVERNMENT COLLEGE  
NEDUMANGAD**

**THIRUVANANTHAPURAM, KERALA- 695541**

***Under Government of Kerala***

***Accredited by NAAC with 'A' Grade***

# **STUDENTS SATISFACTION SURVEY**

**2021 – 2022**

Students are the most important stake holders in the system of education. Quality and standard of educational system depends on the satisfaction of the students. Therefore, it is needless to say that any educational institution ought to measure the students satisfaction level by conducting survey every year and necessary steps are to be initiated and problems are to be addressed effectively. The IQAC of Govt. College Nedumangad initiated a step to measure the student satisfaction survey in the year 2021 as per the UGC guidelines and responses from the students were recorded online.

## **OBJECTIVE:**

- *To identify areas of strength and weakness of the present teaching –learning process.*

## **METHODOLOGY:**

Students Satisfaction Survey (SSS) was conducted among the students of Government College Nedumangad. The questionnaire has been framed based on NAAC guidelines and was deployed in a google form. The Questionnaire were sent in Google forms through the link

[https://docs.google.com/forms/d/e/1FAIpQLScSjl13Mry6BhwHS8YIpDetSK5kOllzVjyf1zteBzdu11G1lQ/viewform?usp=sf\\_link](https://docs.google.com/forms/d/e/1FAIpQLScSjl13Mry6BhwHS8YIpDetSK5kOllzVjyf1zteBzdu11G1lQ/viewform?usp=sf_link) .

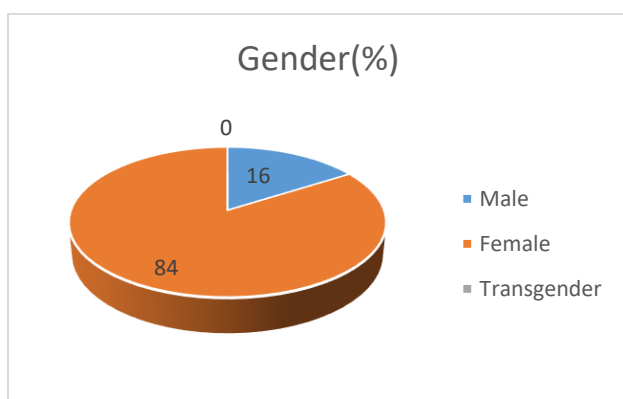
The data analysis team of IQAC conducted the detailed analysis on the survey responses. The obtained results were exported to Microsoft excel for detailed analysis.

## DATA ANALYSIS:

The detailed analysis of student satisfaction survey is given below.

**Table 1: Gender**

Gender	No.of respondents	%
Male	91	16
Female	473	84
Transgender	0	0
Total	564	100

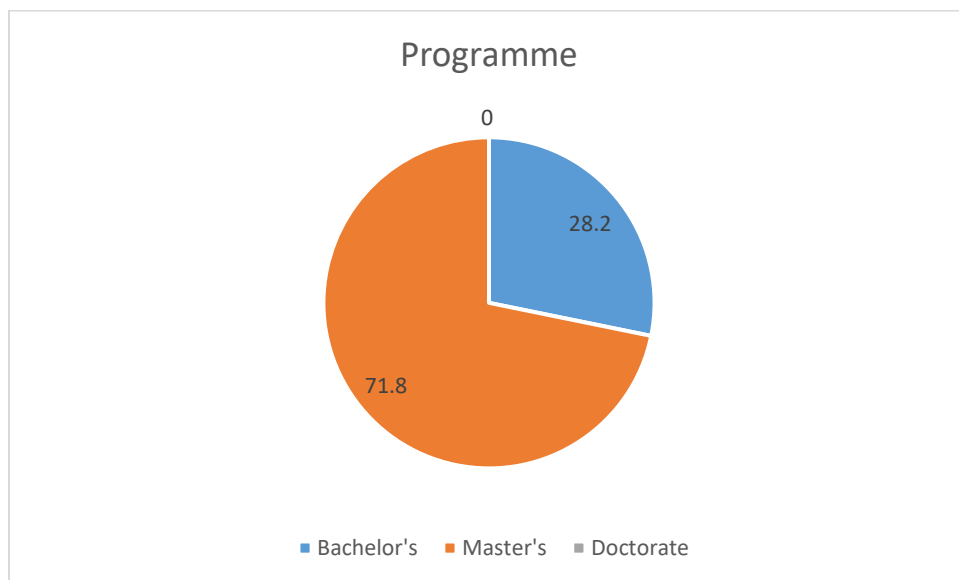


564 students given feedback without any biasing . Out of this 84% are female and 16 % are male students.

**Table 2: Programme**

Programme	No.of respondents	%
Bachelor's	159	28.2
Master's	405	71.8

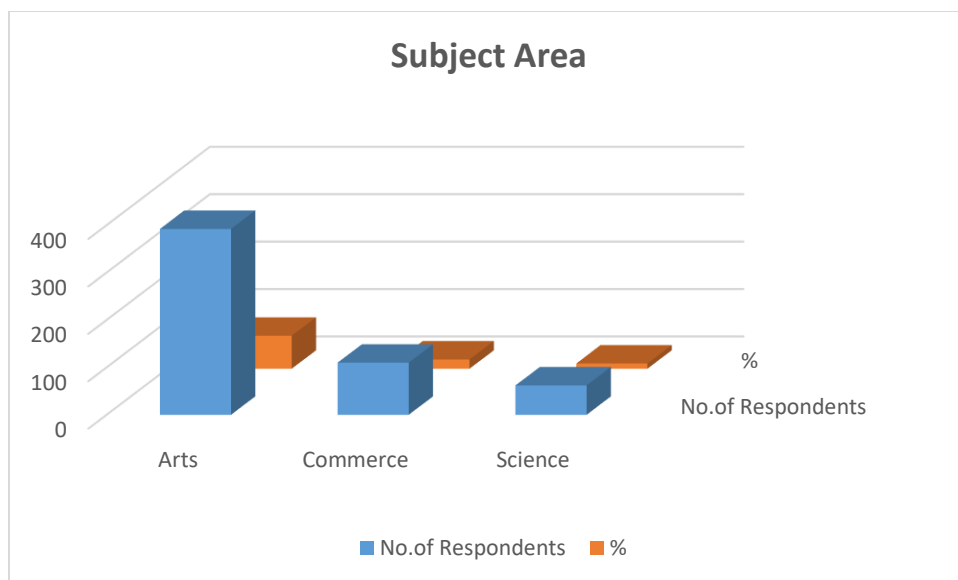
Doctorate	0	0
Total	564	100



The student satisfaction survey was conducted in both UG and PG classes. From which, 72% of students belongs to UG level and 28% students from PG level.

**Table 3: Subject Area**

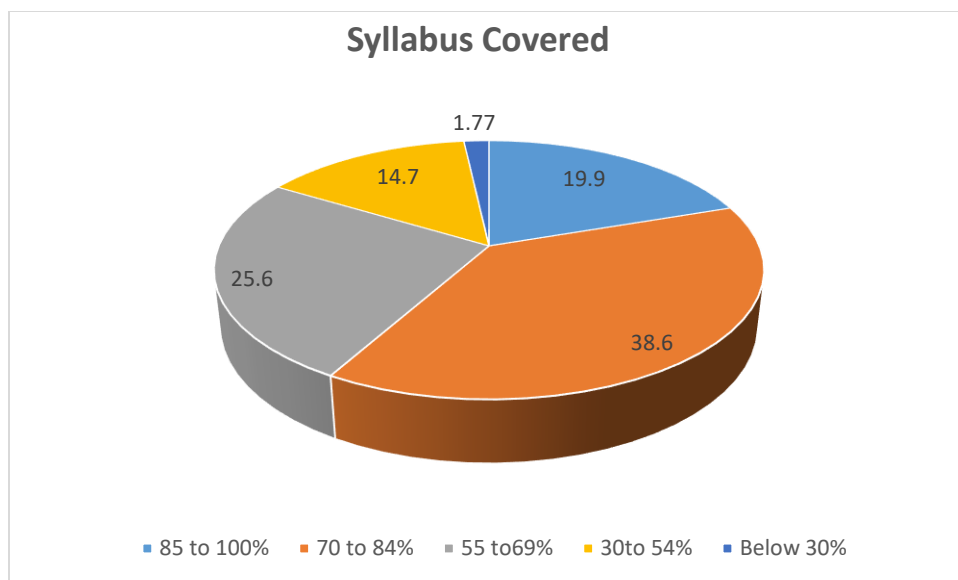
Subject Area	No.of Respondents	%
Arts	392	69.5
Commerce	110	19.5
Science	62	10.9



Out of 564 students, 70% of Arts students , 10.9% of Science students,19%of commerce students have answered this survey.

**Table 4: Syllabus was covered in the class**

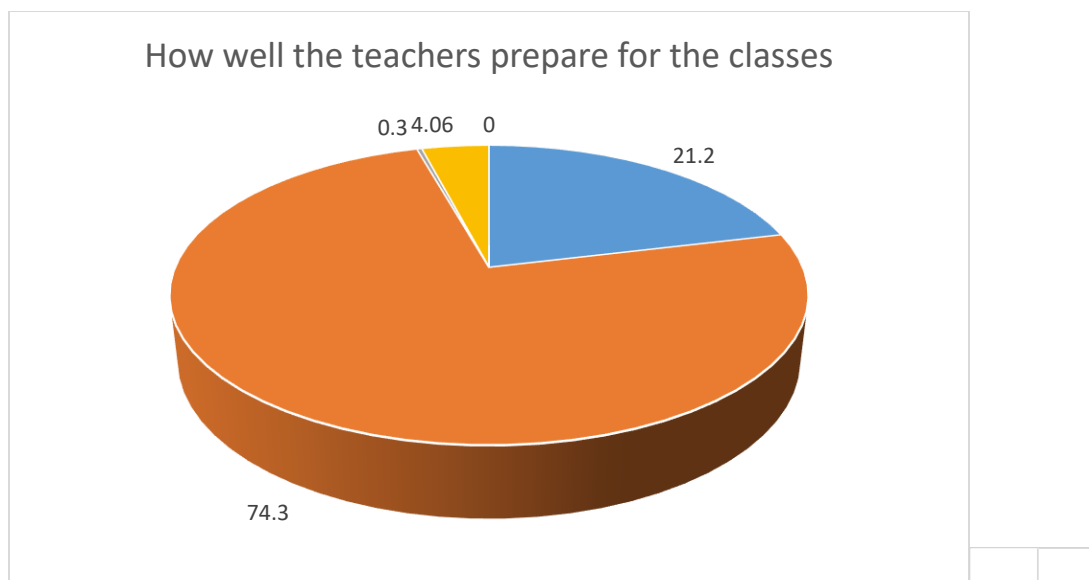
Subject Covered	No.of respondents	%
85 to 100%	111	19.68
70 to 84%	217	38.48
55 to 69%	144	25.6
30 to 54%	82	14.7
Below 30%	10	1.77



Among the respondents, 111 students (20%) have responded that 85 to 100% of the syllabus has been covered by teachers of the college. Other responses were as 70 to 84% - 217 (38%), 55 to 69% - 144(26%), 30 to 54 % - 82(15%) below 30% - 10(2%).

**Table 5: Teacher's preparation for the classes**

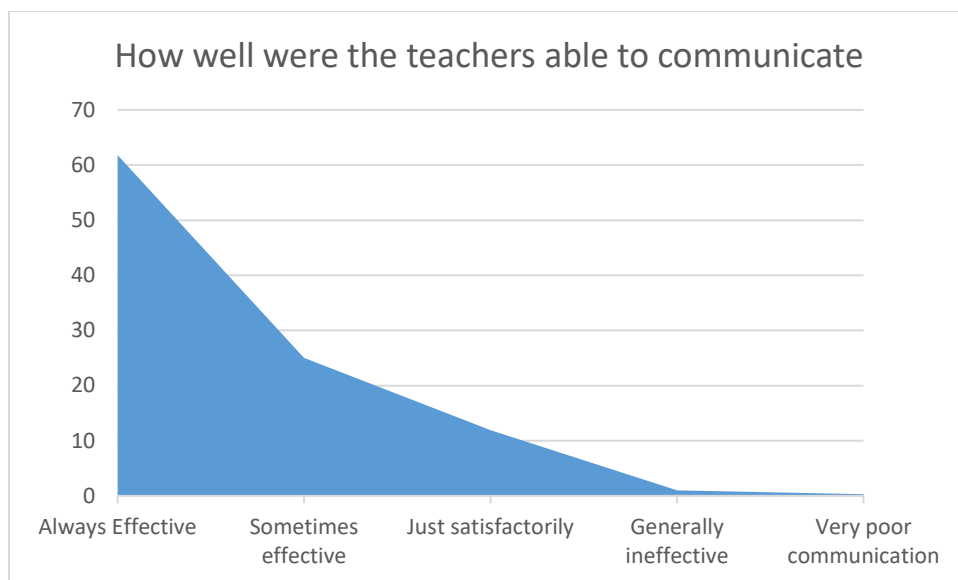
Response	No.of Respondents	%
Thoroughly	119	21.2
Satisfactorily	418	74.3
Poorly	1	0.3
indifferently	26	4.06
Won't teach anything	0	0
	564	100



Majority of respondents (74%) said that teachers' satisfactorily prepare for the classes and 21% responds that teachers thoroughly prepare for the classes. only 5% opined that teachers were poorly prepared for the classes. 5% were expressed their view that teachers indifferently prepared for the classes.

**Table 6: Teachers Communication**

Response	No.of Respondents	%
Always Effective	349	61.8
Sometimes effective	141	25
Just satisfactorily	67	11.9
Generally ineffective	6	1
Very poor communication	1	0.3
	564	100

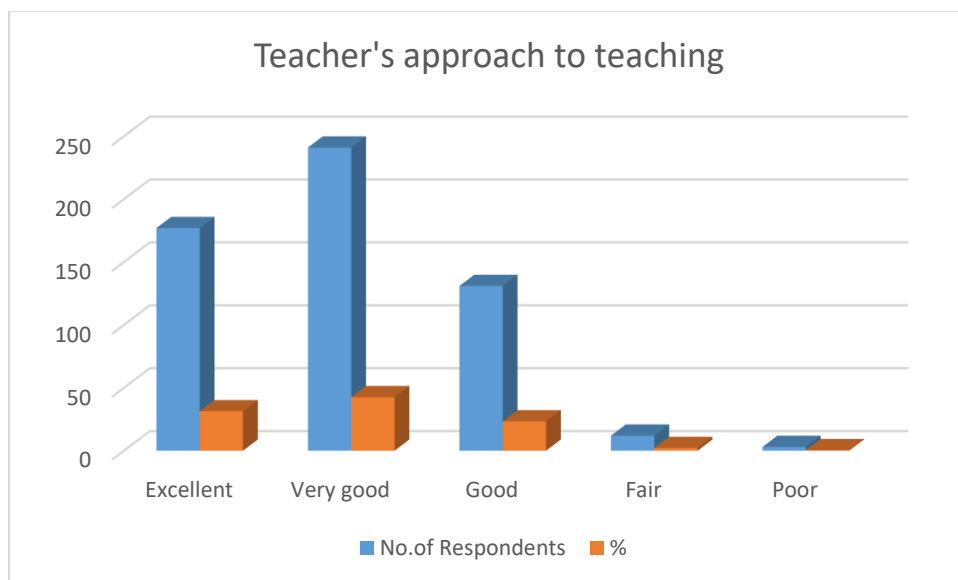


Always effective ratings were given by 62% of students and at the same time 25% having the opinion that communication is sometimes effective. 12% of students said that teachers' communication to students is just satisfactory. Remaining few respondents responds that the communication is very poor.

**Table 7: The Teacher's approach to Teaching**

Response	No.of Respondents	%
Excellent	177	31.4
Very good	241	42.6
Good	131	23.3
Fair	12	2.2
Poor	3	0.5
	564	100

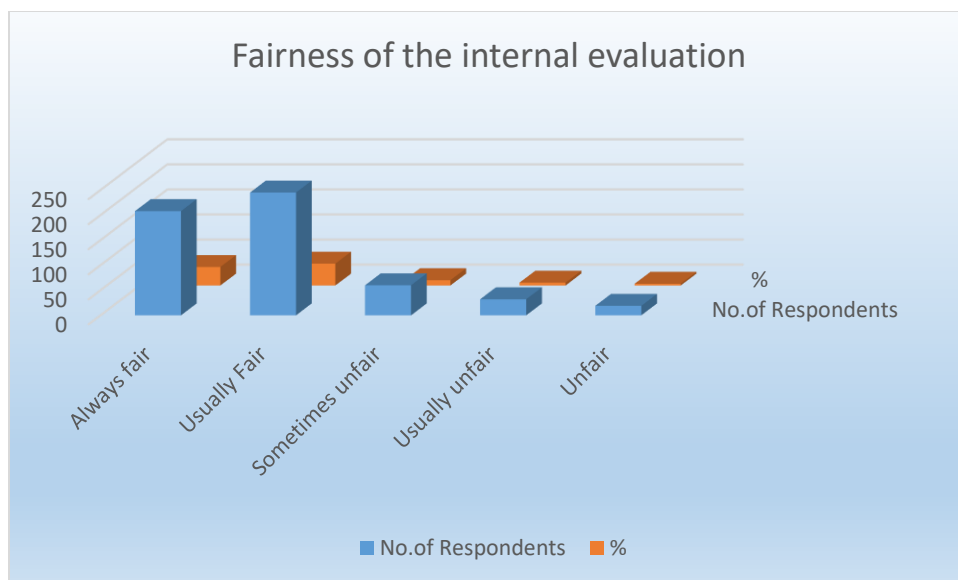




Teachers approach to teaching was described as excellent by 31% students, whereas 43% students described teacher's approach was very good . 23% of students described teacher's approach is good and only 2% of students voted for fair and less than 1% for poor.

**Table 8 : Fairness of the internal evaluation process by the teachers**

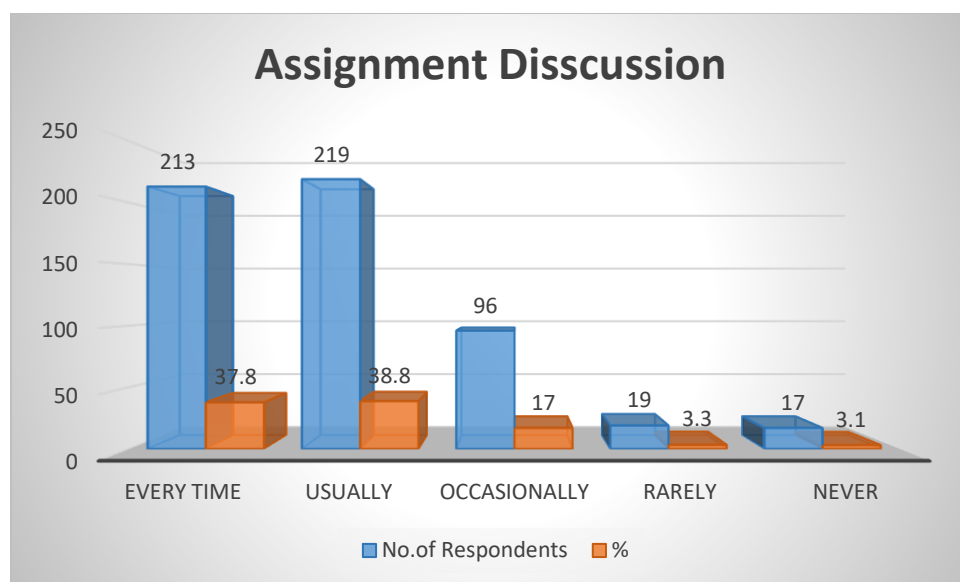
Response	No.of Respondents	%
Always fair	208	36.8
Usually Fair	245	43.5
Sometimes unfair	60	10.6
Usually unfair	32	5.7
Unfair	19	3.4
	564	100



From the diagram it is clear that 37% of respondents approved that the internal evaluation process is always fair. Again a 44% believes that the process of internal evaluation is usually fair. Remaining respondents said that it is sometimes fair and only few respondents says replied it is unfair.

**Table 9: Was your performance in assignments discussed with you**

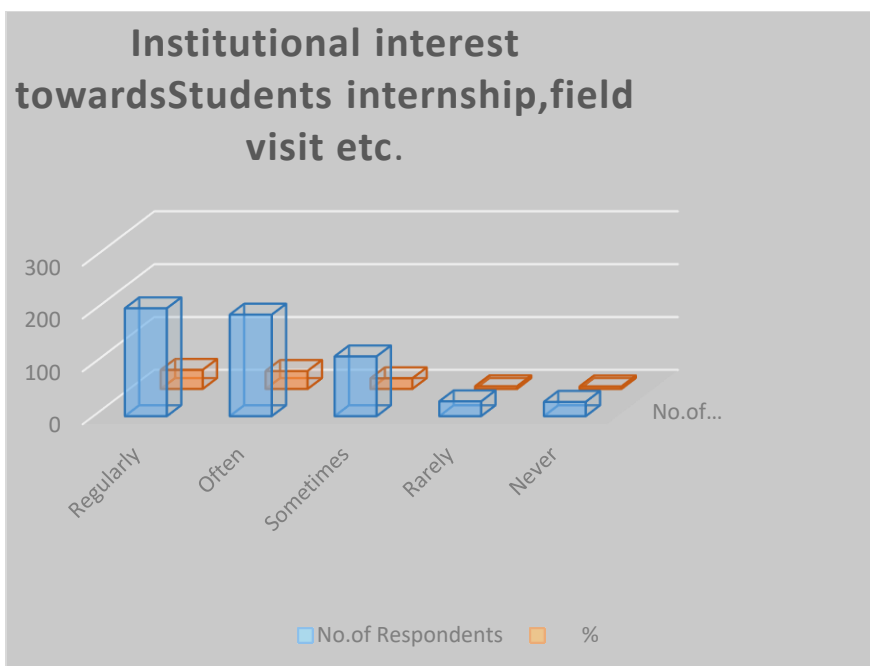
Response	No.of Respondents	%
Every time	213	37.8
Usually	219	38.8
Occasionally	96	17
Rarely	19	3.3
Never	17	3.1
	564	100



Around 38% of the respondents replied that teachers' always watch the performance in assignments and discussed the major parts with students and %of the respondents said that teachers usually done the same. 17%of the respondents says that teachers occasionally analyse the performance of students . Remaining few opined that teachers' rarely or never watch their performance in assignments.

**Table 10: The institute takes active interest in promoting internship, student exchange, field visit opportunities for students.**

Response	No.of Respondents	%
Regularly	204	36.1
Often	192	34
Sometimes	113	20.1
Rarely	28	5
Never	27	4.8
	564	100

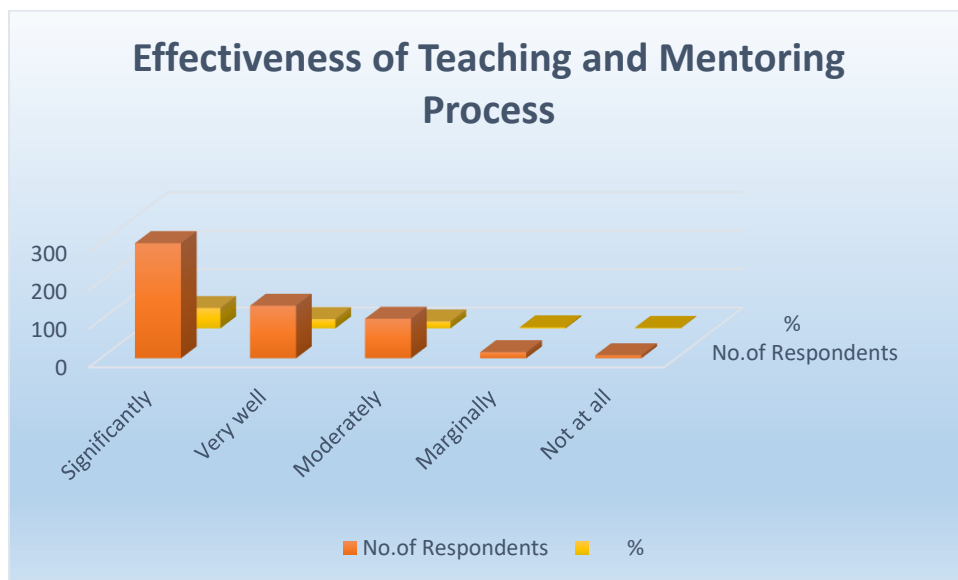


The above data shows the students opinion towards how well their institution takes interest in promoting internship, field visit and student exchange opportunities for students. 36% of respondents said that the institution takes regular interest in promoting these activities whereas 34% of respondents says that the institution shows often interest in these kind of activities. 20% said that sometimes institution promotes these kinds of opportunities for students. Remaining respondents voted that the institution never or rarely promote such activities.

**Table 11 : The teaching and mentoring process in your institution facilitates you in cognitive, social and emotional growth**

Response	No. of Respondents	%
Significantly	300	53.2
Very well	137	24.3
Moderately	103	18.3
Marginally	16	2.8

Not at all	8	1.4
	564	100

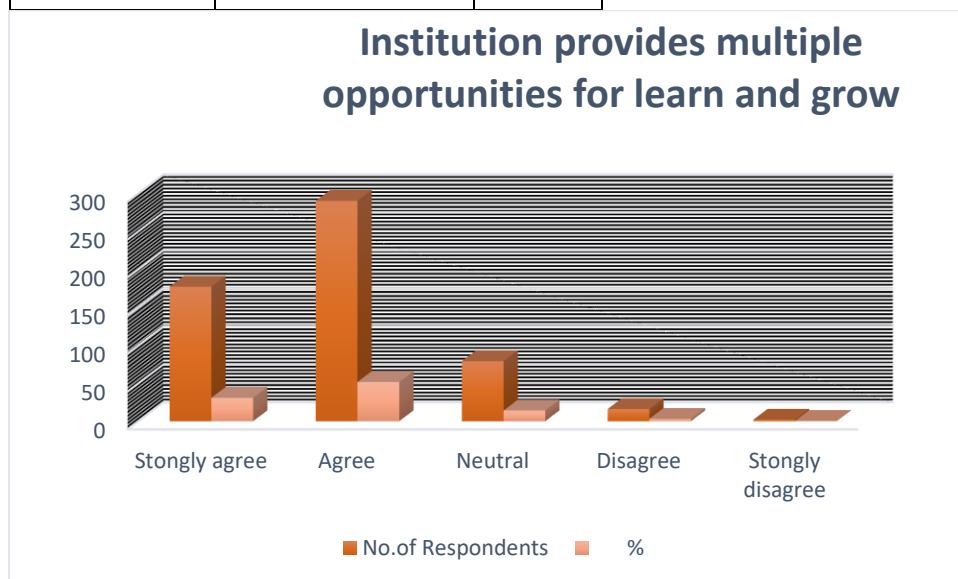


The role of teaching and mentoring process is essential for facilitating the cognitive, social and emotional growth of students. More than 75% of students rated that both teaching and mentoring process has facilitating their growth very well whereas 18% responds that the teaching and mentoring moderately contributes to the growth. 3% of respondents says both these processes facilitates the growth marginally and at the same time remaining 2% opined that both teaching and mentoring in the institution not at all contributes to the cognitive, social and emotional growth.

**Table 12 : The institution provides multiple opportunities to learn and grow**

Response	No. of Respondents	%
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Stongly agree	177	30.8
Agree	290	51.6
Neutral	79	14.1
Disagree	16	3.1
Stongly disagree	2	0.4
	564	100

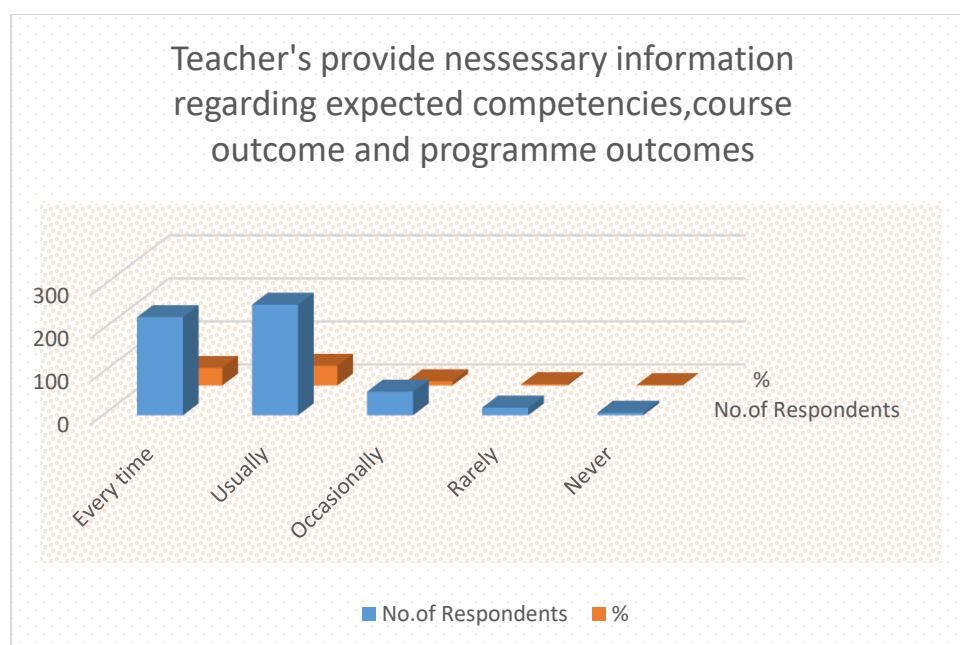


Around 31% of students strongly agree that the institution provides multiple opportunities to learn and grow and 52% agree, 14% have a neutral option, where as only 4 and below 1% s the statudents disagree and stongly disagree respectively.

**Table 13: Teachers inform you about your expected competencies, course outcomes and programme outcomes.**

Response	No. of Respondents	%
Every time	228	40.5
Usually	257	45.5

Occasionally	55	9.8
Rarely	18	3.2
Never	6	1
	564	100

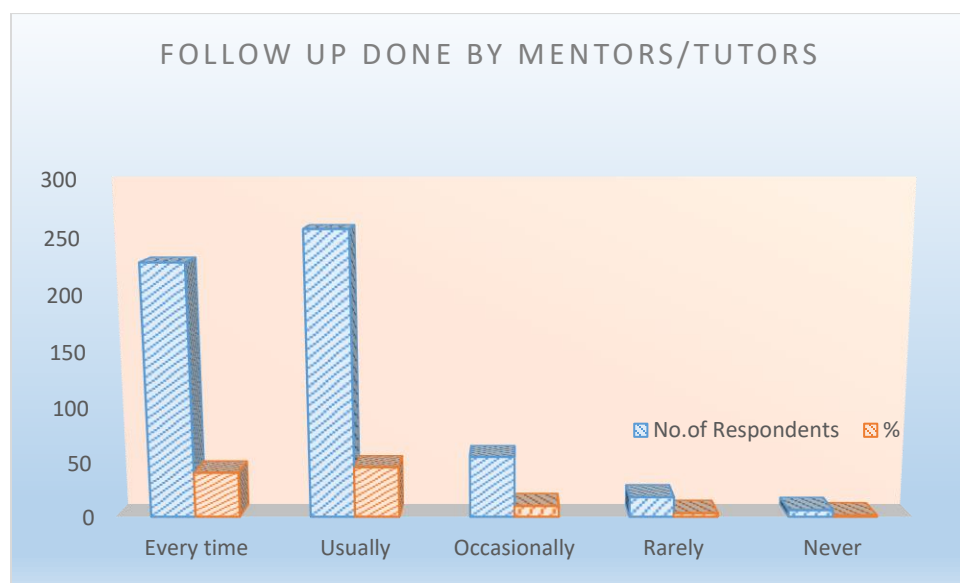


More than 90 % of the respondents commented that Teachers provide adequate informations regarding their expected competencies ,course outcome and programme outcomes. Only a few commented that teachers never provide such informations.

**Table 14 : Mentor does a necessary follow-up with an assigned task .**

Response	No. of Respondents	%
Every time	228	40.5
Usually	257	45.5

Occasionally	55	9.8
Rarely	18	3.2
Never	6	1
	564	100



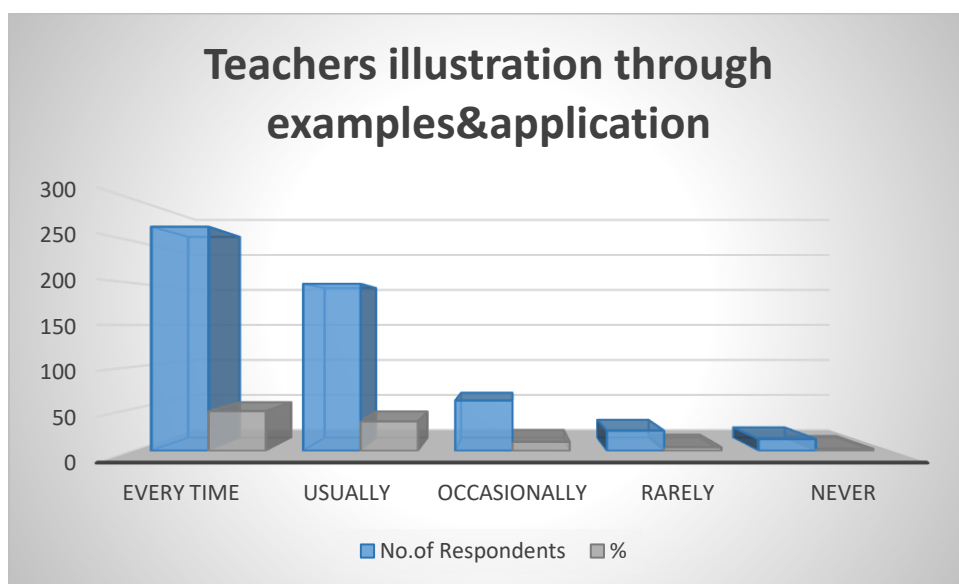
Around 41% of the respondents answered that tutors'/mentors' always done a necessary follow-up with their mentors activity, whereas 46% of the respondents says that teachers occasionally follow their activities. Remaining few opined that teachers' rarely or never follow with their assigned task.

**Table 15: The teachers illustrate the concepts through examples and applications.**

Response	No. of Respondents	%
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Every time	267	47.4
Usually	199	35.1
Occasionally	60	10.7
Rarely	24	4.3
Never	14	2.5
	564	100

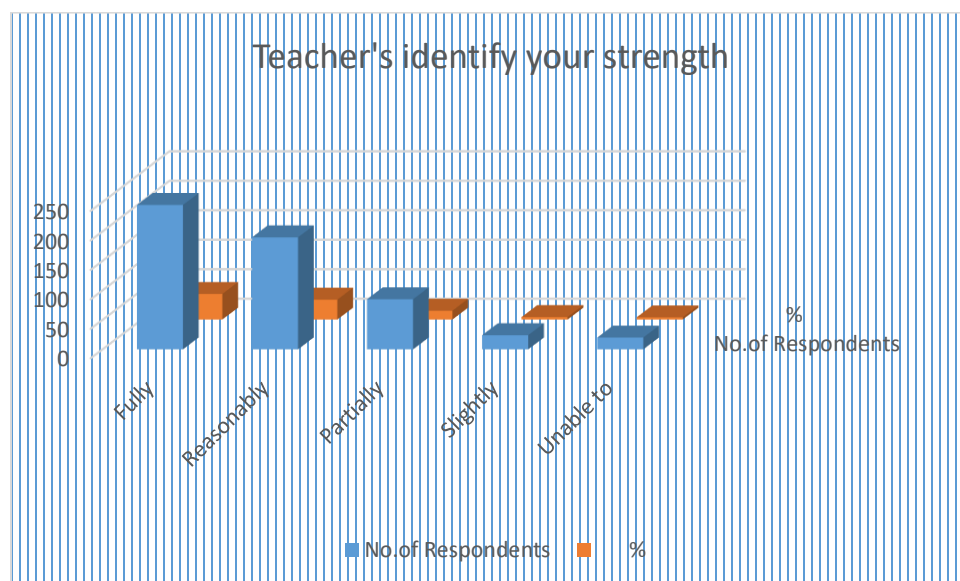


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Around 48% of the respondents replied that teachers' always illustrate the concepts with examples and its application and 35% of the respondents said that teachers usually illustrate the concepts with examples whereas 11 %of the respondents replied that teachers occasionally illustrate the concepts with examples and its practical applications. Remaining few opined that teachers' rarely or never use such methods.

**Table 16 : . The teachers identify your strengths and encourage by providing right level of challenges.**

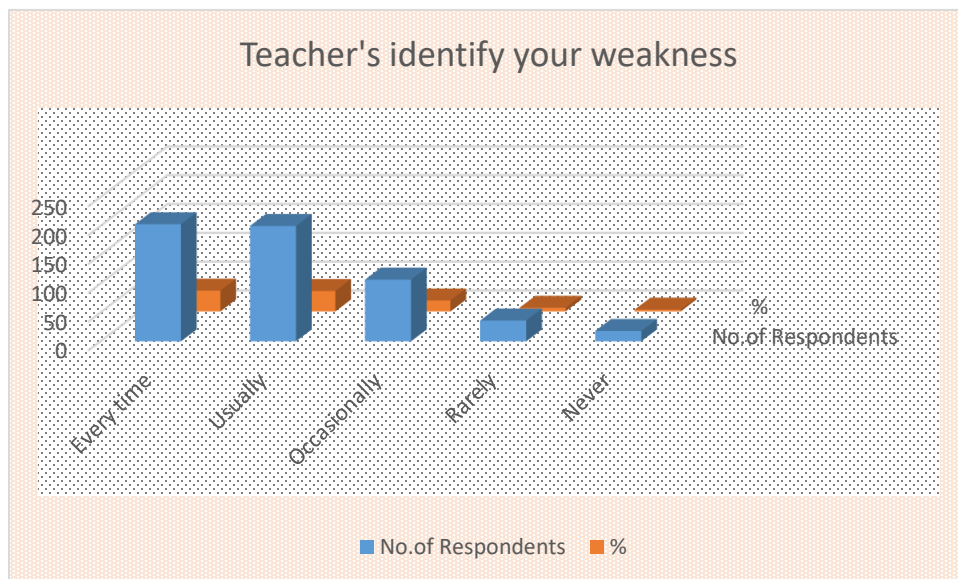
Response	No.of Respondents	%
Fully	245	43.4
Reasonably	190	33.7
Partially	85	15
Slightly	24	4.2
Unable to	20	3.7
	564	100



The above data reveals the students opinion about whether the teachers identify their strengths and encourage them with providing right level of challenges. At 43% of respondents said that the teachers reasonably identify their strength and weaknesses. whereas another 33% of respondents commented that teachers fully identify their area of strength at the same time 15% said that teachers identify their strength partially. Remaining respondents having the opinion that teachers are unable to identify their strength.

**Table 17: Teachers are able to identify your weaknesses and help you to overcome them.**

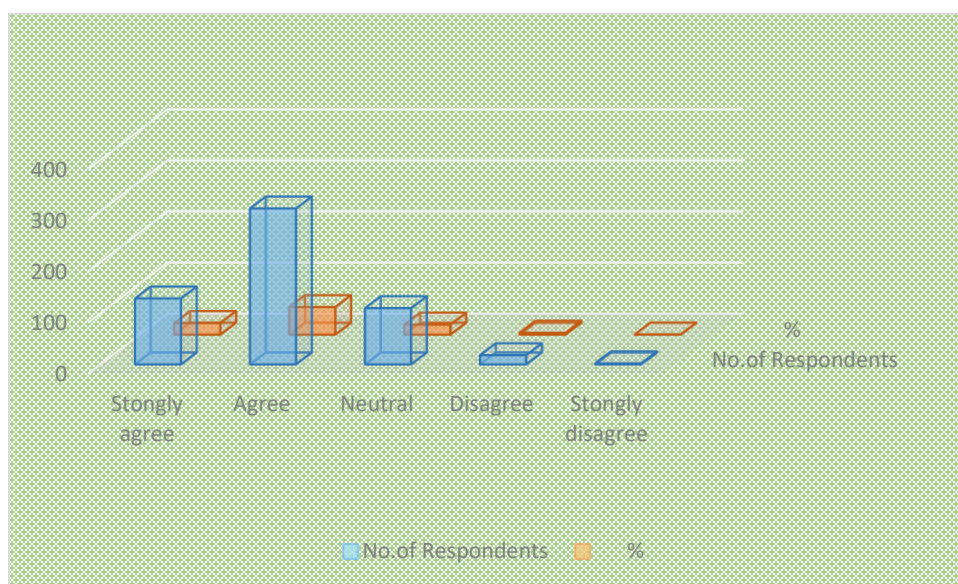
Response	No. of Respondents	%
Every time	203	36
Usually	200	35.4
Occasionally	107	19
Rarely	36	6.4
Never	18	3.2
	564	100



The above diagram contains the students' response towards how well their teachers identify their weakness and helps them to overcome such limitations. 36% of respondents said that teachers usually identify their weakness and helps them to overcome such limitations. Whereas 34% of respondents opinions that teachers are able to identify their weaknesses every time. 19% of respondents said that teachers sometimes identify their weakness and sometimes not. Remaining few said that teachers were rarely or never identifies their weaknesses.

**Table 18: The institution makes effort to engage students in the monitoring, review and continuous quality improvement of the teaching learning process.**

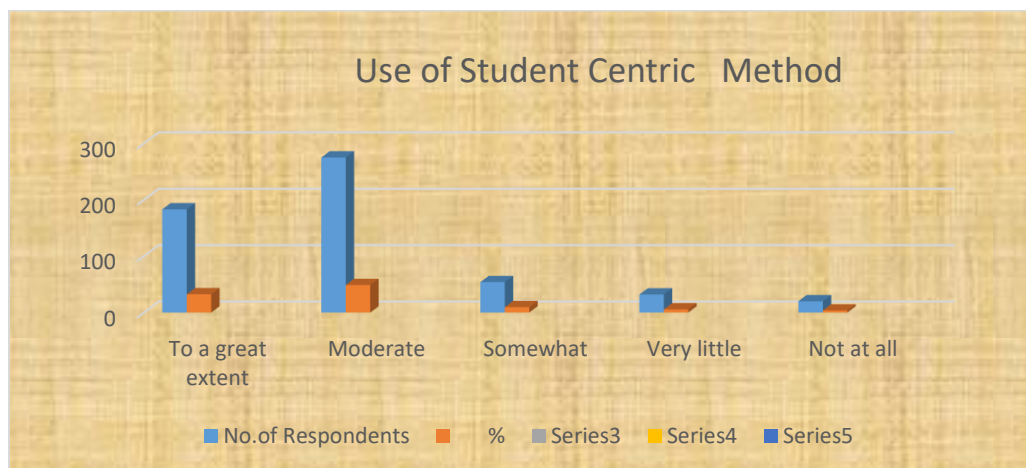
Response	No. of Respondents	%
Stongly agree	129	22.8
Agree	305	54
Neutral	110	19.6
Disagree	18	3.4
Stongly disagree	2	0.2
	564	100



Around 23% of students strongly agree that the institution makes effort to engage students in the monitoring ,review and continuous quality improvement of the teaching learning process and 54% agree,19% have a neutral option ,where as few students disagree and stongly disagree respectively.

**Table 19: The institute/ teachers use student centric methods, such as experiential learning, participative learning and problem solving methodologies for enhancing learning experiences**

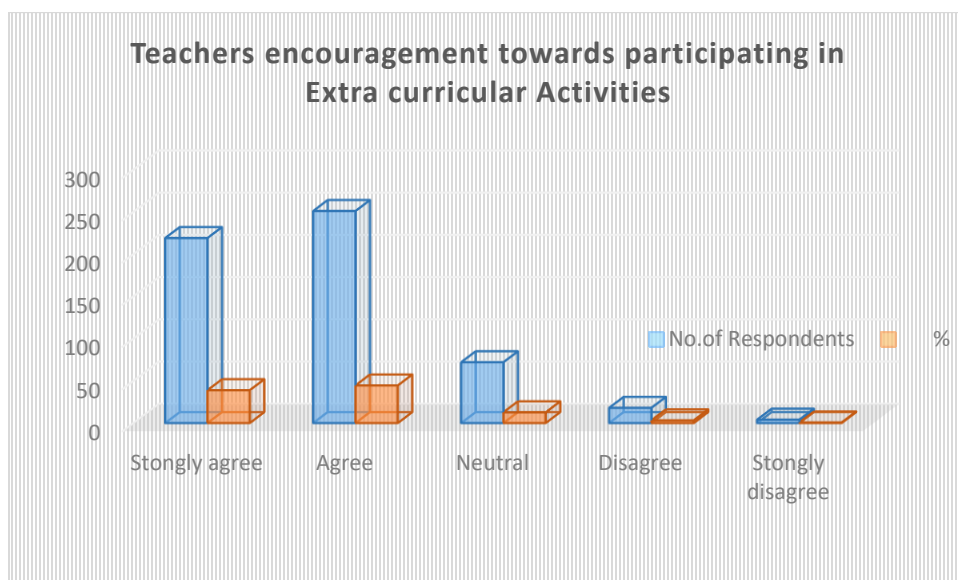
<b>Response</b>	<b>No.of Respondents</b>	<b>%</b>
To a great extent	183	32.4
Moderate	275	48.8
Somewhat	54	9.5
Very little	32	5.6
Not at all	20	3.7
	564	100



Around 32% students agree that to a great extent efforts are made by the institution or teachers to build on student centric methods for enhancing learning experiences. Moderate efforts were observed by 49% students and below 10% of the students opted for somewhat. Only a few students observed very little efforts and opted for not at all.

**Table 20: Teachers encourage you to participate in extracurricular activities.**

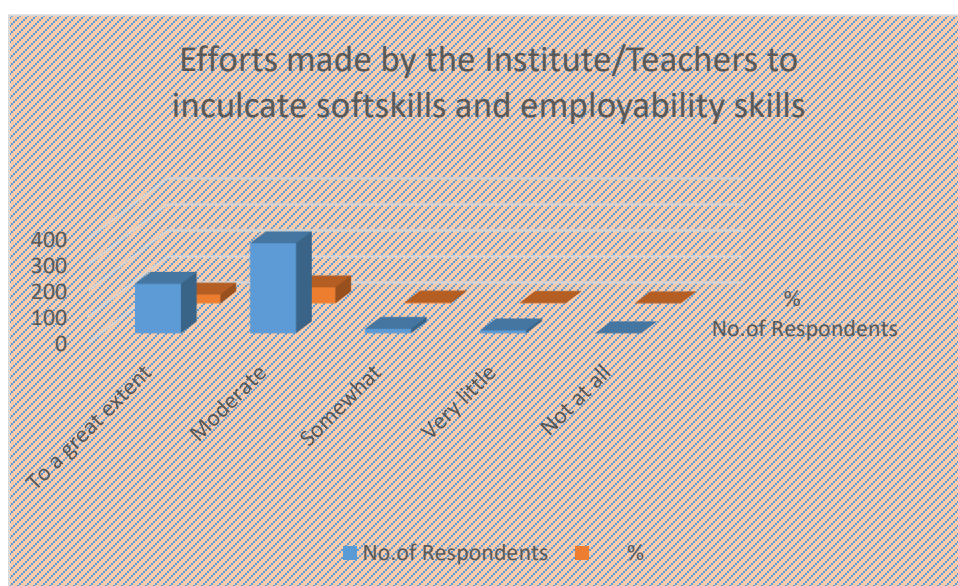
Response	No.of Respondents	%
Stongly agree	219	38.9
Agree	251	44.5
Neutral	72	12.7
Disagree	18	3.2
Stongly disagree	4	0.7
	564	100



The above data reveals that 39% students strongly agree that they receive encouragement from teachers to participate in extra curricular activities and 45% students agree for this statement. 13% students opted it as neutral and only 4% and below 1% students disagree and strongly disagree respectively.

**Table 21: Efforts are made by the institute/ teachers to inculcate soft skills, life skills and employability skills to make you ready for the world of work.**

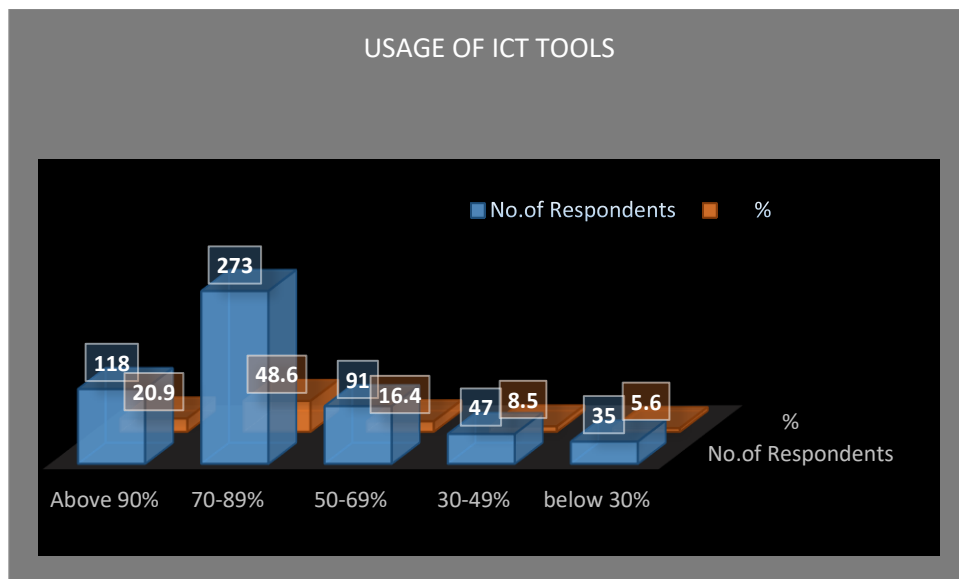
Response	No.of Respondents	%
To a great extent	190	33.7
Moderate	346	61.4
Somewhat	17	3.1
Very little	11	1.8
Not at all	0	0
	564	100



More than 75% of students commented that the college provides adequate facility for inculcating soft skills, life skills and employability skills. Only few students denied this.

**Table 22: What percentage of teachers use ICT tools such as LCD projector, Multimedia, etc. while teaching.**

Response	No.of Respondents	%
Above 90%	118	20.9
70-89%	273	48.6
50-69%	91	16.4
30-49%	47	8.5
below 30%	35	5.6
	564	100



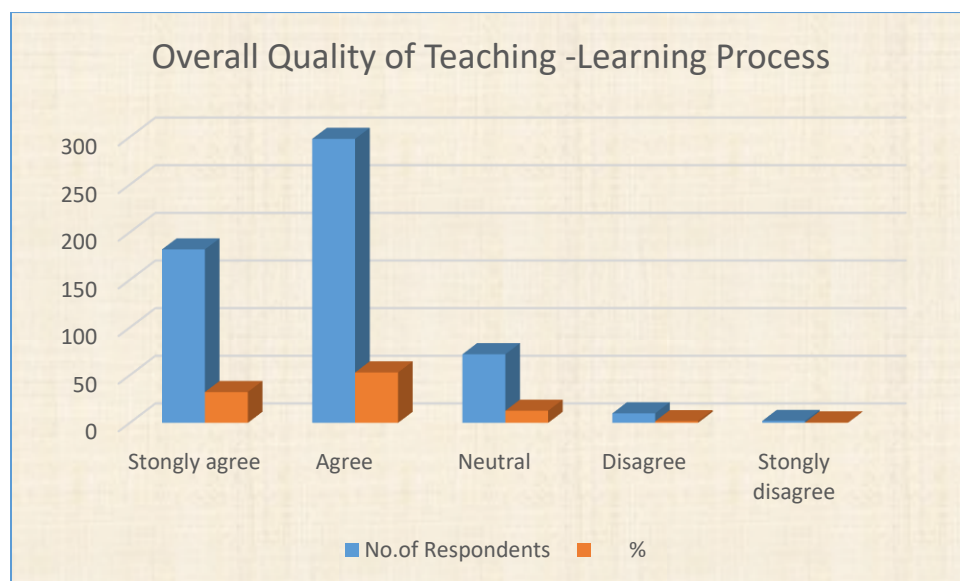
Around half of the students surveyed agree that LCD projector improve teaching learning process. It helps to complete course within time limit. More than 50% of students



commented that teachers use ICT tools such as LCD projector, multimedia etc. .below 20 % of respondents said that somewhat teachers use such devices . 6% respondents said that teachers rarely use(below 30% usage) this kind of tools while teaching.

**Table 23: The overall quality of teaching-learning process in your institute is very good**

<b>Response</b>	<b>No.of Respondents</b>	<b>%</b>
Stongly agree	182	32.3
Agree	298	52.9
Neutral	72	12.7
Disagree	10	1.7
Stongly disagree	2	0.4
	564	100



*The above analysis shows the students opinion about the overall quality of teaching learning process. More than 85% have agreed that quality of the teaching-learning process is very good in the institute. Remaining few respondents were dissatisfied with the overall quality of the institution.*

### **CONCLUSION AND SUGGESTIONS:**

*The student satisfaction survey results can be used to identify areas of strength and weakness of the present teaching –learning process. Though the overall student’s satisfaction was above average, there are some areas which need immediate attention. College should provide more opportunities for internships, field visits and student exchange. The ICT facilities for teaching should be improved.*

*The disagreement, dissatisfaction, adverse opinions have been discussed in the I.Q.A.C. meeting. The satisfaction survey analysis report was presented and discussed in the meeting. The scope and areas for improvement were identified and the measures to address these issues were also discussed in the meeting.*

*Some important suggestions are encouraging students to participate in academic and social activities and assisting students to improve their writing, presentation, career, and employability skills. Apart with these organize department workshops and training sessions, and provide professional development opportunities for the faculty members. It was decided that the I.C.T. Infrastructure for the classrooms be improved so as to make teaching-learning process more effective and fruitful.*