

STUDENT SATISFACTION SURVEY 2018 -19

Table No:1
Syllabus covered

Syllabus Covered (%)	No of respondents	(%)
85 - 100	51	52.04
70 - 84	23	23.47
55 - 69	10	10.20
30 - 54	6	6.12
Below 30	8	8.16
Total	98	100

Interpretation

The above table shows the students' opinion about the percentage of syllabus covered by the teachers. Majority of students (52.04%) responded that, 85-100% of the syllabus was covered. (23.47%) of respondents having the opinion that around 70-84 % of the syllabus was covered. (10.20%) of respondents said that 55-69% of the syllabus was covered in the class. (6.12 %) responded that, 30-54 % of the syllabus was covered and the remaining (8.16%) of respondents said that less than 30% of the syllabus was covered.

Table No: 2 Teachers preparation

Teachers' preparation	No of respondent	(%)
Thoroughly	23	23.47
Satisfactorily	59	60.20
Poorly	7	7.14
Indifferently	9	9.18
Won't teach at all	0	0.00
Total	98	100

Interpretation

Table 2 shows the level of teachers' preparation for class. Majority of respondents (60.2%) said that teachers' satisfactorily prepare for the classes and (23.47 %) responds that teachers thoroughly prepare for the classes. only (7.14%) said that teachers were poorly prepared for the classes. Remaining (9.18%) opinions that teachers indifferently prepared for the class.

Table No: 3 Effectiveness of teachers' communication

communication	No of respondents	(%)
Always effective	52	53.06
Sometimes effective	30	30.61
Just satisfactorily	14	14.29
Generally ineffective	0	0.00
very poor communication	2	2.04
Total	98	100

Interpretation

Majority of the respondents (53.06%) says that teachers' communication to students is always effective and at the same time (30.61%) having the opinion that communication is sometimes effective. (14.29%) of students said that teachers' communication to students is just satisfactory. Remaining few respondents (2.04%) responds that the communication is very poor.

Table 4: Approach to teaching

Approach to teaching	No of respondents	(%)
Excellent	19	19.39
Very Good	50	51.02
Good	27	27.55
Fair	2	2.04
Poor	0	0.00
Total	98	100

Interpretation

Majority of the respondents (51.02%) says that teachers approach to teaching is very good and (19.39%) said that teachers approach to teaching is excellent. Only (27.55%) said that the approach is good and the remaining respondents (2.04%) opinions that the approach is fair. No one comments as the approach is poor.

Table No: 5 Fairness of internal Evaluation

Internal evaluation	No of respondents	(%)
Always fair	40	40.82
Usually fair	43	43.88
Sometimes fair	14	14.29
Usually unfair	0	0.00
Unfair	1	1.02
Total	98	100.00

Interpretation

From the table 5 it is clear that (40.82%) of respondents said that the internal evaluation process is always fair whereas (43.88%) believes that the process of internal evaluation is usually fair. Remaining respondents said that that it is sometimes fair and only few respondents says that the process is unfair.

Table No: 6 institution's interest in promoting internship activities

Institution's interest	No of respondents	(%)
Regularly	22	22.45
Often	26	26.53
Sometimes	30	30.61
Rarely	13	13.27
Never	7	7.14
Total	98	100.00

Interpretation

The above table (Table no: 6) shows the students opinion towards how well their institution takes interest in promoting internship, field visit and student exchange opportunities for students. Only (22.45%) of respondents said that the institution takes regular interest in promoting these activities whereas (26.53%) of respondents says that the institution shows often interest in these kind of activities. Most of the respondents (30.61%) said that sometimes institution promotes these kinds of opportunities for students. Only few (7%) says that the institution never promote such activities.

Table No: 7 Role of teaching and mentoring process

Teaching mentoring	No of respondents	(%)
Significantly	14	14.29
Very well	49	50.00
Moderately	24	24.49
Marginally	7	7.14
Not at all	4	4.08
Total	98	100.00

Interpretation

Table no: 7 shows the opinion of students about the role of teaching and mentoring process in facilitating the cognitive, social and emotional growth of students. Most of the respondents (50%) says that both teaching and mentoring process has facilitating their growth very well whereas (24.49%) responds that the teaching and mentoring moderately contributes to the growth. 7.14% of respondents says both these processes facilitates the growth marginally and at the same time remaining 4.08% says that both teaching and mentoring in the institution not at all contributes to the cognitive, social and emotional growth.

Table No: 8 Illustration of concepts

Illustration of concepts	No of respondents	(%)
Every Time	47	47.96
Usually	36	36.73
Occasionally	11	11.22
Rarely	3	3.06
Never	1	1.02
Total	98	100.00

Interpretation

The above table contains the students' opinion towards how well the teachers illustrate the concepts through examples and applications. (47.96%) of the respondents says that teachers' always illustrate the concepts with examples and its application and (36.73%) of the respondents said that teachers usually illustrate the concepts with examples whereas (11.22%)of the respondents says that teachers occasionally illustrate the concepts with examples and its practical applications. Remaining few opinions that teachers' rarely or never use such methods.

Table No: 9 Identification of strengths

Identification of strengths	No of respondents	(%)
Fully	26	26.53
Reasonably	48	48.98
Partially	13	13.27
Slightly	11	11.22
Unable to	0	0.00
Total	98	100.00

Interpretation

The above table reveals the students opinion about whether the teachers identify their strengths and encourage them with right level challenges. (48.98%) of respondents said that the teachers reasonably identify their strength and encourage them with right level of challenges whereas (26.53%) of respondents comments that teachers fully identify their area of strength at the same time (13.27%) said that teachers identify their strength partially. Remaining respondents having the opinion that teachers are unable identify the strength.

Table No: 10 Identification of weakness

Identification of weakness	No of respondents	(%)
Every Time	31	31.63
Usually	40	40.82
Sometimes	19	19.39
Rarely	4	4.08
Never	4	4.08
Total	98	100.00

Interpretation

The above table contains the students' response towards how well their teachers identify their weakness and helps them to overcome such limitations. (40.82 %) of respondents said that teachers usually identify their weakness and helps them to overcome such limitations. Whereas (31.63%) of respondents opinions that teachers are able to identify their weaknesses every time. Only (19.39%) 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 no: 11 Institution efforts to engage the students

Institution's efforts	No of respondents	(%)
Strongly agree	19	19.39
Agree	54	55.10
Neutral	20	20.41
Disagree	3	3.06
strongly disagree	2	2.04
Total	98	100.00

Table no: 11 shows the students opinion about the efforts that the institution makes to engage the students in the monitoring, review and continuous quality improvement of the teaching learning process. Majority of the respondents (55.10%) agreed that the institution made such efforts.

Table no: 12 use of student centric methods

Use of student centric methods	No of respondents	(%)
To a great extent	22	22.45
Moderate	56	57.14
Some what	14	14.29
Very little	4	4.08
Not at all	2	2.04
Total	98	100.00

Interpretation

The above table contains students' opinion about teachers' use of student centric methods such as experimental learning, participative learning and problem solving methodologies for enhancing learning experiences. Majority of the respondents (57.14%) said that, the use of these kinds of methods were moderate. Whereas (22.45%) of the respondents were agreed that to a great extent teachers used student centric methods. (14.29%) of respondents said that somewhat teachers' used such methods and remaining few responded that the usage is less.

Table no: 13 Teachers' encouragement

Encouragement	No of respondents	(%)
Strongly agree	39	39.80
Agree	33	33.67
Neutral	16	16.33
Disagree	7	7.14
Strongly disagree	3	3.06
Total	98	100.00

Interpretation

From the above table it is clear that (39.8%) of respondents strongly agreed that, the teachers encourage them to participate in extracurricular activities and (33.67%) agreed to it. (16.33%) were having a neutral opinion whereas remaining few responded that, teachers never encourage them to participate.

Table no: 14 Inculcate skills

Inculcate skills	No of respondents	(%)
To a great extent	35	35.71
moderate	37	37.76
Some What	14	14.29
Very little	9	9.18
Not at all	3	3.06
Total	98	100.00

Interpretation

The above table contains students' comments about the role of teachers or institution to inculcate soft skills, life skills and employability skills in students to prepare them ready for the world of work. Most of the respondents (37.76%) said that teachers or institution plays comparatively moderate role to makes them job oriented. whereas (35.71%) commented that to a great extent teachers inculcate such skills in students. (14.29%) of respondents said that somewhat teachers inculcate these skills. Only few respondents said that teachers or institution made less effort to inculcate skills in their students.

Table no: 15 Use of ICT Tools

Use of ICT tools (in %)	No of respondents	(%)
Above 90	21	21.43
70 to 89	35	35.71
50 to 69	12	12.24
30 to 49	13	13.27
Below 30	17	17.35
Total	98	100.00

Interpretation

From the above table (no: 15) it is clear that (35.71%) of respondents said that 70 to 89% of teachers use ICT tools such as LCD projector and multimedia etc. while teaching. (21.43 %) of respondents said that, above 90 percentage of teachers use such teaching aids. (12.24%) responded that, 50-69% of teachers using ICT tools whereas (13.27%) of respondents having an opinion that, only 30-49 percentage of teachers using it. Remaining respondents said that, the use is less than 30%.

Table no: 16 overall quality of teaching learning process

Overall quality	No of respondents	(%)
Strongly agree	41	41.84
agree	44	44.90
Neutral	11	11.22
Disagree	0	0.00
Strongly disagree	2	2.04
Total	98	100.00

Interpretation

The above table shows the students opinion about the overall quality of teaching learning process in their institution. (44.9%) of respondents agreed that, the overall quality is good and (41.84%) of respondents strongly agreed to it. (11.24%) of respondents opinion were neutral. Remaining few respondents (2.04%) was dissatisfied with the overall quality of the institution.

INTERNAL QUALITY ASSURANCE CELL (IQAC)
GOVT. COLLEGE, NEDUMANGAD
STUDENT SATISFACTION SURVEY - 2018-19

Guidelines for Students:

IQAC (Internal Quality Assurance Cell) is conducting a Student Satisfaction Survey regarding Teaching – Learning and Evaluation, which will help to upgrade the quality in education. A student will have to respond to all the questions given in the following format with her/his sincere effort and thought. Her/his identity will not be revealed.

- A) Gender: a) Female b) Male c) Transgender
- B) What degree program are you pursuing now?
a) Bachelor's b) Master's
- C) What subject area are you currently pursuing?
a) Arts b) Commerce c) Science

Instructions to fill the questionnaire:

- All questions should be compulsorily attempted.
- Each question has five responses, choose the most appropriate one using ✓ mark. (A- 4 Points, B- 3 Points, C- 2 Points, D- 1 Point, E- 0 Point)
- The response to the qualitative question no. 21 is student's opportunity to give suggestions or improvements; she/he can also mention weaknesses of the institute here. (Kindly restrict to your response teaching learning process only)

1. How much syllabus was covered in the Class?
A) 85 to 100% B) 70 to 84% C) 55 to 69% D) 30 to 54% E) Below 30%
2. How well did the teachers prepare for the classes?
A) Thoroughly B) Satisfactorily C) Poorly D) Indifferently E) Won't teach at all
3. How well were the teachers able to communicate?
A) Always effective B) Sometimes effective C) Just satisfactorily D) Generally ineffective
E) Very Poor Communication
4. The teacher's approach to teaching can best be described as
A) Excellent B) Very good C) Good D) Fair E) Poor
5. Fairness of the internal evaluation process by the teachers
A) Always fair B) Usually fair C) Sometimes unfair D) Usually unfair E) Unfair

6. Was your performance in assignments discussed with you?
A) Every time B) Usually C) Occasionally / Sometimes D) Rarely E) Never
7. The institute takes active interest in promoting internship, student exchange, field visit opportunities for students.
A) Regularly B) Often C) Sometimes D) Rarely E) Never
8. The teaching and mentoring process in your institution facilitates you in cognitive, social and emotional growth.
A) Significantly B) Very well C) Moderately D) Marginally E) Not at all
9. The institution provides multiple opportunities to learn and grow.
A) Strongly agree B) Agree C) Neutral D) Disagree E) Strongly disagree
10. Teachers inform you about your expected competencies, course outcomes and programme outcomes.
A) Every time B) Usually C) Occasionally/Sometimes D) Rarely E) Never
11. Your mentor does a necessary follow-up with an assigned task to you.
A) Every time B) Usually C) Occasionally D) Rarely E) I don't have a mentor
12. The teachers illustrate the concepts through examples and applications.
A) Every time B) Usually C) Occasionally/Sometimes D) Rarely E) Never
13. The teachers identify your strengths and encourage you with providing right level of challenges.
A) Fully B) Reasonably C) Partially D) Slightly E) Unable to
14. Teachers are able to identify weaknesses and help you to overcome them.
A) Every time B) Usually C) Occasionally/Sometimes D) Rarely E) Never
15. The institution makes effort to engage students in the monitoring, review and continuous quality improvement of the teaching learning process.
A) Strongly agree B) Agree C) Neutral D) Disagree E) Strongly disagree
16. The institute/ teachers use student centric methods, such as experiential learning, participative learning and problem solving methodologies for enhancing learning experiences.
A) To a great extent B) Moderate C) some what D) Very little E) Not at all
17. Teachers encourage you to participate in extracurricular activities.
A) Strongly agree B) Agree C) Neutral D) Disagree E) Strongly disagree
18. 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.
A) To a great extent B) Moderate C) some what D) Very little E) Not at all

19. What percentage of teachers use ICT tools such as LCD projector, Multimedia, etc. while teaching.
A) Above 90 B) 70 to 89 C) 50 to 69 D) 30 to 49 E) Below 30
20. The overall quality of teaching-learning process in your institute is very good.
A) Strongly agree B) Agree C) Neutral D) Disagree E) Strongly disagree
21. Give three observation / suggestions to improve the overall teaching – learning experience in your institution.
- 1)
 - 2)
 - 3)