

**INTERNAL QUALITY
ASSURANCE CELL (IQAC)**

**E.K. NAYANAR MEMORIAL
GOVT. COLLEGE, ELERITHATTU**

**STUDENT SATISFACTION
SURVEY
2021-22**



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ANALYSIS OF STUDENTS SATISFACTION SURVEY

A student satisfaction survey has been conducted among the 1st year 2nd year and 3rd year degree students and first and second year post graduate students during the period 2020-2021. Among the total students, 383 students have responded to this survey. 87.2% and 12.8% respondents are from degree courses and post graduate courses respectively. Among the total sample, 70.4% are girls and 29.6% are boys.

1. How much of the syllabus was covered in the class

Among the total respondents, 189 (39.1%) are feeling that 85% to 100% of the syllabus is covered by the teacher, 230 (47.6%) are feeling that 70% to 84% of the syllabus is covered by the teacher, 47 (9.7%) are feeling that 55% to 69% of the syllabus is covered by the teacher. However, 17 (3.5%) are feeling that 30% to 54% of the syllabus is covered by the teacher and no respondent feels that any teacher covered below 30% of the syllabus.

2. Level of preparation of teachers for the classes

Among the total respondents, 160 (33.1%) are feeling that teachers are thoroughly preparing for the classes, 238 (49.3%) are feeling that teachers are satisfactory preparing for the classes, 70 (14.5%) are feeling that teachers are poorly preparing for the classes, 13 (2.7%) are feeling that teachers are indifferent and 2 (0.4%) are feeling that teachers are not teaching at all.

3. Level of effective communication of teachers in the class

Among the total respondents, 192 (39.8%) are feeling that teachers are always effectively communicating in the class, 187 (38.7%) are feeling that teachers are sometimes effectively communicating in the class, 73 (15.1%) are feeling that teachers are just satisfactorily communicating in the class, 31 (6.4%) are feeling that teachers are generally ineffectively communicating in the class. However, no respondent feels that teachers are very poorly communicating in the class.

4. Teacher's approach to teaching

Among the total respondents, 162 (33.5%) are feeling that teachers are excellent in their teaching approach, 225 (46.6%) are feeling that teachers are very good in their teaching approach, 73 (15.1%) are feeling that teachers are good in their teaching approach, 19 (3.9%) are feeling that teachers are fair in their teaching approach. However, 4 (0.8%) are feeling that teachers are poor in their teaching approach.

5. Discussion of performance in assignments with students

Among the all respondents, 165 (34.2%) are feeling that teachers have discussed the performance of assignment every time, 178 (36.9%) are feeling that teachers have discussed the performance of assignment usually with them, 85 (17.6%) are feeling that teachers have discussed the performance of assignment sometimes/occasionally with them, 38 (7.9%) are feeling that teachers have discussed the performance of assignment rarely with them, 7 (3.5%) are feeling that teachers have never discussed the performance of assignment with them.

6. The institute takes active interest in promoting internship, student exchange, field visit opportunities for students

Among the all respondents, 135 (28%) are feeling that the college takes active interest in promoting internship, student exchange, field visit opportunities for students regularly, 163 (%) are feeling that often the college takes active interest in promoting internship, student exchange, field visit opportunities for students, 100 (%) are feeling that sometimes the college takes active interest in promoting internship, student exchange, field visit opportunities

for students, 54 (%) are feeling that rarely the college takes active interest in promoting internship, student exchange, field visit opportunities for students. However, 31 (%) are feeling that college have never taken active interest in promoting internship, student exchange, field visit opportunities for students.

7. The teaching and mentoring process in your institution facilitates you in cognitive, social and emotional growth

Among the all respondents, 134 (27.7%) are feeling that the teaching and mentoring process in their institution significantly facilitates their cognitive, social and emotional growth, 202 (41.8%) are feeling that the teaching and mentoring process in their institution very well facilitates their cognitive, social and emotional growth, 100 (20.7%) are feeling that the teaching and mentoring process in their institution moderately facilitates their cognitive, social and emotional growth, 40 (8.3%) are feeling that the teaching and mentoring process in their institution marginally facilitates their cognitive, social and emotional growth. However, 7 (1.4%) are feeling that the teaching and mentoring process in their institution are never facilitate their cognitive, social and emotional growth.

8. The institution provides multiple opportunities to learn and grow

Among the all respondents, 161 (33.3%) respondents strongly agreed that the institute provides multiple opportunities to learn and grow, 190 (39.3%) respondents agreed that the institute provides multiple opportunities to learn and grow, 88 (18.2%) respondents are neutral on this aspect, whereas 32 (6.6%) respondents disagreed that the institute provides multiple opportunities to learn and grow. However, 12 (2.5%) respondents strongly disagreed that the institute provides multiple opportunities to learn and grow.

9. Teachers inform you about your expected competencies, course outcomes and programme outcomes

Among the all respondents, 177 (36.6%) respondents feel that usually teachers inform them about their expected competencies, course outcomes and programme outcomes, 184 (38.1%) respondents feel that teachers sometimes/occasionally inform them about their expected competencies, course outcomes and programme outcomes, 74 (15.3%) respondents feel that rarely teachers inform them about their expected competencies, course outcomes and programme outcomes, 30 (6.2%) respondents feel that rarely teachers inform them about their expected competencies, course outcomes and programme outcomes. However, 18 (3.7%) respondents feel that teachers never inform them about their expected competencies, course outcomes and programme outcomes.

10. Your mentor does a necessary follow-up with an assigned task to you

Among the all respondents, 143 (29.6%) respondents feel that their mentor does a necessary follow-up with an assigned task to them every time, Among the all respondents, 198 (41%) respondents feel that their mentor usually do a necessary follow-up with an assigned task to them, Among the all respondents, 94 (19.5%) respondents feel that their mentor sometimes/occasionally do a necessary follow-up with an assigned task to them, Among the all respondents, 36(7.5%) respondents feel that their mentor rarely do a necessary follow-up with an assigned task to them. However, 12 (2.5%) respondents feel that they do not have mentor to do a necessary follow-up with an assigned task to them.

11. The teachers illustrate the concepts through examples and applications

Among the sample respondents, 190 (39.3%) respondents feel that their teachers illustrate the concepts through examples and applications every time, 198 (41%) respondents feel that their teachers usually illustrate the concepts through examples and applications, 57 (11.8%) respondents feel that their teachers sometimes/occasionally illustrate the concepts through examples and applications, 34 (7%) respondents feel that their teachers rarely illustrate

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concepts through examples and applications. However, 4 (0.8%) respondents feel that their teachers never illustrate the concepts through examples and applications

12. The teachers identify your strengths and encourage you with providing right level of challenges

Among the sample respondents, 126 (26.1%) respondents feel that their teachers fully identify your strengths and encourage you with providing right level of challenges, 197 (40.8%) respondents feel that their teachers reasonably identify your strengths and encourage you with providing right level of challenges, 100 (20.7%) respondents feel that their teachers partially identify your strengths and encourage you with providing right level of challenges, 38 (7.9%) respondents feel that their teachers slightly identify your strengths and encourage you with providing right level of challenges. However, 22 (4.6%) respondents feel that their teachers unable to identify your strengths and encourage you with providing right level of challenges.

13. Teacher's ability to identify student's weaknesses and level of help to overcome it

Among the sample respondents, 141 (29.2%) respondents feel that their teachers are able to identify their weaknesses and help to overcome them every time, 168 (34.8%) respondents feel that their teachers are usually able to identify their weaknesses and help to overcome them, 100 (20.7%) respondents feel that their teachers are sometimes able to identify their weaknesses and help to overcome them, 49 (10.1%) respondents feel that their teachers are rarely able to identify their weaknesses and rarely help to overcome them. However, 25 (5.2%) respondents feel that their teachers are never able to identify their weaknesses and help to overcome them.

14. The institution's effort to engage students in the monitoring, review and continuous quality improvement of the teaching and learning

Among the sample respondents, 127 (26.3%) respondents strongly agreed that the institution makes effort to engage students in the monitoring, review and continuous quality improvement of the teaching learning, 212 (43.9%) respondents agreed that the institution makes effort to engage students in the monitoring, review and continuous quality improvement of the teaching learning, 91(18.8%) respondents are neutral that the institution makes effort to engage students in the monitoring, review and continuous quality improvement of the teaching learning, 43(8.9%) respondents disagreed that the institution makes effort to engage students in the monitoring, review and continuous quality improvement of the teaching learning. However, 10 (2.1%) respondents strongly disagreed that the institution makes effort to engage students in the monitoring, review and continuous quality improvement of the teaching learning.

15. The institute/ teachers use student centric methods, such as experiential learning, participative learning and problem-solving methodologies for enhancing learning experiences

Among the sample respondents, (29%) respondents feel that institute/ teachers to a great extent use student centric methods, such as experiential learning, participative learning and problem solving methodologies for enhancing learning experiences, (42.2%) respondents feel that institute/ teachers moderately use the above teaching and lesson delivery methods, (18.4%) respondents feel that institute/ teachers somewhat use the above teaching and lesson delivery methods, (8.9%) respondents feel that institute/ teachers make very little use of the above teaching and lesson delivery methods. However, (1.4%) respondents feel that institute/ teachers not at all use the above teaching and lesson delivery methods.

16. Teachers encourage you to participate in extracurricular activities

Among the sample respondents, (38.3%) respondents strongly agreed that their teachers encourage you to participate in extracurricular activities, (31.1%) respondents agreed that their teachers encourage you to participate in extracurricular activities, (15.5%) respondents are neutral regarding their teachers encourage you to participate in extracurricular activities, (9.7%) respondents disagreed that their teachers encourage you to participate in extracurricular activities. However, (5.4%) respondents strongly disagreed that their teachers encourage you to participate in extracurricular activities.

17. 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

Among the sample respondents, (28.4%) respondents feel that institute/ teachers to a great extent make efforts to inculcate soft skills, life skills and employability skills to make you ready for the world of work, (40.8%) respondents feel that institute/ teachers moderately make efforts to inculcate above mentioned skills to students, (19.9%) respondents feel that institute/ teachers somewhat make efforts to inculcate above mentioned skills to students, (8.7%) respondents feel that institute/ teachers make very little efforts to inculcate above mentioned skillsto students. However, (2.3%) respondents feel that institute/ teachers not at all make efforts to inculcate above mentioned skills to students.

18. What percentage of teachers use ICT tools such as LCD projector, Multimedia, etc. while teaching

Among the total respondents, (31.7%) respondents are feeling that 85% to 100% of the teachers use ICT tools such as LCD projector, Multimedia, etc. while teaching, (37.3%) respondents are feeling that 70% to 84% of the teachers use various ICT tools while teaching, (16.6%) respondents are feeling that 55% to 69% of the teachers use various ICT tools while teaching. However, (10.1%) respondents are feeling that 30% to 54% of the teachers use various ICTtools while teaching.

19. The overall quality of teaching-learning process in your institute is very good

Among the sample respondents, (35.8%) respondents strongly agreed that overall quality of teaching-learning process in the institute is very good, (42.9%) respondents agreed that overall quality of teaching-learning process in the institute is very good, (15.5%) respondents are neutral regarding the overall quality of teaching-learning process in the institute, (5.2%) respondents disagreed that overall quality of teaching-learning process in your institute is very good. However, (0.6%) respondents strongly disagreed that overall quality of teaching-learning process in your institute is very good.

The institution makes effort to engage students in the monitoring, review and continuous quality improvement of the teaching learning, (%) respondents agreed that the institution makes effort to engage students in the monitoring, review and continuous quality improvement of the teaching learning, (%) respondents are neutral that the institution makes effort to engage students in the monitoring, review and continuous quality improvement of the teaching learning, (%) respondents disagreed that the institution makes effort to engage students in the monitoring, review and continuous quality improvement of the teaching learning. However, (%) respondents strongly disagreed that the institution makes effort to engage students in the monitoring, review and continuous quality improvement of the teaching learning. The institution makes effort to engage students in the monitoring, review and continuous quality improvement of the teaching learning. review and continuous quality improvement of the teaching learning.

Table 1: Students' Response on Various Components

Sl.No.	Component/Rating	0	1	2	3	4	Total Respondents
1	How much of the syllabus was covered in the class ¹ ?	0	17	47	230	189	3.9
2	How well did the teachers prepare for the classes ² ?	2	13	70	238	160	3.8
3	How well were the teachers able to communicate?	0	31	73	187	192	3.8
4	The teacher's approach to teaching can best be described as	4	19	73	225	162	3.7
5	Was your performance in assignments discussed with you?	17	38	85	178	165	3.5
6	The institute takes active interest in promoting internship, student exchange, field visit opportunities for students.	31	54	100	163	135	3.2
7	The teaching and mentoring process in your institution facilitates you in cognitive, social and emotional growth.	7	40	100	202	134	3.5
8	The institution provides multiple opportunities to learn and grow	12	32	88	190	161	3.6
9	Teachers inform you about your expected competencies, course outcomes and programme outcomes.	18	30	74	184	177	3.6
10	Your mentor does a necessary follow-up with an assigned task to you	12	36	94	198	143	3.5
11	The teachers illustrate the concepts through examples and applications.	4	34	57	198	190	3.8
12	The teachers identify your strengths and encourage you with providing right level of challenges.	22	38	100	197	126	3.3
13	Teachers are able to identify your weaknesses and help you to overcome them.	25	49	100	168	141	3.3
14	The institution makes effort to engage students in the monitoring, review and continuous quality improvement of the teaching learning process.	10	43	91	212	127	3.4
15	The institute/ teachers use student centric methods, such as experiential learning, participative learning and problem-solving methodologies for enhancing learning experiences.	7	43	89		140	3.5
16	Teachers encourage you to participate in extracurricular activities.	26	47	75		185	3.5
17	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.	11	42	96		137	3.4

18	What percentage of teachers use ICT tools such as LCD projector, Multimedia, etc. while teaching.	21	49	80		153	3.4
19	The overall quality of teaching-learning process in your institute is very good.	3	25	75		173	3.7
20	Fairness of the internal evaluation process by the teachers.	10	27	75		170	3.7
	Grade Point Average (GPA)						3.5

Source: SSS Survey, 2021-22.

Table 2: Students' Response on Various Components (In Percent)

Sl. No.	Components/Ratings	0	1	2	3	4	In % Total
1	How much of the syllabus was covered in the class?	0.0	3.5	9.7	47.6	39.1	100
2	How well did the teachers prepare for the classes?	0.4	2.7	14.5	49.3	33.1	100
3	How well were the teachers able to communicate?	0.0	6.4	15.1	38.7	39.8	100
4	The teacher's approach to teaching can best be described as	0.8	3.9	15.1	46.6	33.5	100
5	Was your performance in assignments discussed with you?	3.5	7.9	17.6	36.9	34.2	100
6	The institute takes active interest in promoting internship, student exchange, field visit opportunities for students.	6.4	11.2	20.7	33.7	28.0	100
7	The teaching and mentoring process in your institution facilitates you in cognitive, social and emotional growth.	1.4	8.3	20.7	41.8	27.7	100
8	The institution provides multiple opportunities to learn and grow	2.5	6.6	18.2	39.3	33.3	100
9	Teachers inform you about your expected competencies, course outcomes and programme outcomes.	3.7	6.2	15.3	38.1	36.6	100
10	Your mentor does a necessary follow-up with an assigned task to you	2.5	7.5	19.5	41.0	29.6	100
11	The teachers illustrate the concepts through examples and applications.	0.8	7.0	11.8	41.0	39.3	100
12	The teachers identify your strengths and encourage you with providing right level of challenges.	4.6	7.9	20.7	40.8	26.1	100
13	Teachers are able to identify your weaknesses and help you to overcome them.	5.2	10.1	20.7	34.8	29.2	100
14	The institution makes effort to engage students in the monitoring, review and continuous quality improvement of the teaching learning process.	2.1	8.9	18.8	43.9	26.3	100
15	The institute/ teachers use student centric methods, such as experiential learning, participative learning and problem-solving methodologies for enhancing learning experiences.	1.4	8.9	18.4	42.2	29.0	100
16	Teachers encourage you to participate in extracurricular activities.	5.4	9.7	15.5	31.1	38.3	100

17	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.	2.3	8.7	19.9	40.8	28.4	100
18	What percentage of teachers use ICT tools such as LCD projector, Multimedia, etc. while teaching.	4.3	10.1	16.6	37.3	31.7	100
19	The overall quality of teaching-learning process in your institute is very good.	0.6	5.2	15.5	42.9	35.8	100
20	Fairness of the internal evaluation process by the teachers.	2.1	5.6	15.5	41.6	35.2	100
	Overall rating in Per cent	2.5	7.3	17.0	40.5	32.7	100

Source: SSS Survey, 2021-22.