Internal Quality Assurance Cell (IQAC)

REPORT OF

STUDENT SATISFACTION SURVEY

ACADEMIC YEAR 2022-23

This institute was established with the mission to provide guidance, identify talent, and enhance potential, while encouraging students to follow their dreams and helping them become successful professionals.

Student satisfaction plays a very important role in the development and enhancement of the quality of their learning experience. Feedback from students allows the institute and faculty to evaluate its service provision and thus cater to providing excellent service towards the students. The feedback analysis process has put an increasing emphasis on the need for involvement of students in the quality assurance of excellent education.

Every year, at the end of the even semester, feedback forms are distributed to all the current students. The distribution of feedback forms and collection of filled feedback forms was done by the AAA cell and the IQAC.

Objectives of Student Satisfaction Survey (SSS):

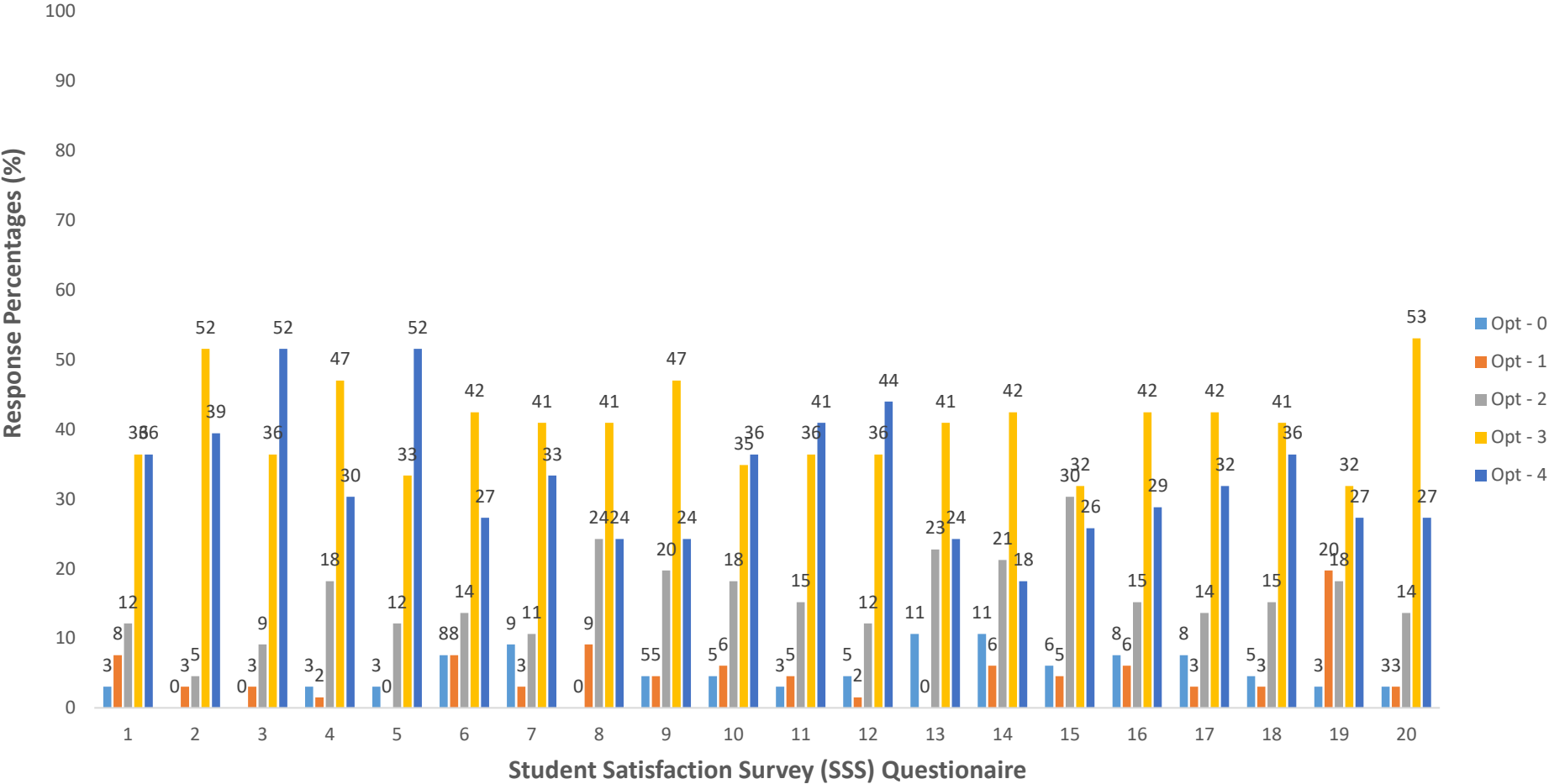Student Satisfaction Survey (SSS) has three main objectives:

1. To collect feedback on the overall quality of teaching-learning process and student experience during their period of education in the institution.

2. To assess the adequacy of the infrastructure and resources such as library books and digital resources, along with teaching-learning aids

3. To understand student perceptions about curriculum, teaching methodology, different teaching learning systems and tools followed

Focus of the Student Satisfaction Survey (SSS) Feedback Form

The Student Satisfaction Survey (SSS) feedback form focuses on the following issues:

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

2. How well did the teachers prepare for the classes?

3. How well were the teachers able to communicate?

4. How do you describe the teacher's approach to teaching?

5. Fairness of the internal evaluation process by the teachers

6. Was your performance in assignments discussed with you?

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

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

9. The institution provides multiple opportunities to learn and grow.

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

11. Your mentor follows-up with you on assigned tasks.

12. Teachers illustrate the concepts through examples and applications.

13. Teachers identify your strengths and provide the right level of challenges.

14. Teachers are able to identify your weaknesses and help you overcome them.

15. The institution tries to engage students in the monitoring, review and continuous quality improvement of the teaching learning process.

16. Teachers use student-centric methods such as experiential learning, participative learning, and problem-solving for enhancing learning.

17. Teachers encourage you to participate in extracurricular activities.

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.

19. Teachers use ICT tools such as LCD projector, Multimedia, etc. while teaching.

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

Student Satisfaction Survey (2022 - 2023)

Analyses and Outcome

IQAC Student Satisfaction Survey Feedback for 2022 – 23 (Summary of Responses)

1. Regarding the coverage of syllabi in class, Survey shows that 3% think that below 30% portion was covered, 7.6% say that 30 to 54% portion was covered, 12.1% consider that 55 to 69% portion was covered, 36.4% are clear that 70 to 84% portion was covered and 36.4% that 85 to 100% portion was covered.

2. Regarding perception about the preparation levels of teachers, it is perceived that zero% of faculty won't teach at all, 3% faculty were indifferently prepared, 4.5% faculty were poorly prepared, 51.5% faculty were satisfactorily prepared, and 39.4% faculty were thoroughly prepared.

3. On communication skills of the teachers, Survey indicates that 0% showed very poor communication, 3% generally ineffective, 9.1% just satisfactorily, 36.4% sometimes effective and 51.5% always effective.

4. The teacher's approach to teaching was best described by 3% as poor, 1.5% as fair, 18.2% as good, 47% as very good and 30.3% as excellent.

5. The perception about fairness of internal evaluation process by the teachers is clear from the Survey as 3% of students consider it unfair, zero% as usually unfair, 12.1% as sometimes unfair, 33.3% as usually fair and 51.5% always fair.

6. The survey indicates that that 7.6% of students say that assignment performance was never discussed with the student, 7.6% say that it was rarely discussed, 13.6% occasionally/sometimes discussed, 42.4% usually discussed and 27.3% discussed every single time.

7. Student perception about the institute taking active interest in promoting internship, student exchange, and field visit opportunities for students show that 9.1% think that this was never the case, 3% says it was rarely the case, 10.6% says sometimes, 40.9% say that it was often the case and 33.3% consider it to be the case always.

8. The perception about whether the teaching and mentoring process in the institution facilitates student in cognitive, social and emotional growth or not,

the Survey suggests that 9.1% opinions that it was fair, 24.2% as moderately good, 40.9% as very well and 24.2% as significantly great.

9. In understanding whether the institution provides multiple opportunities to learn and grow, the Survey shows that 4.5% strongly disagree, 4.5% disagree, 19.7% are neutral, 47% agree and 24.2% strongly agreed.

10. On whether teachers inform students about their expected competencies, course outcomes and programme outcomes, the Survey shows that 4.5% think that they were never informed, 6.1% were rarely informed, 18.2% were occasionally/sometimes informed, 34.8% were usually informed and 36.4% were informed every time.

11. On whether the mentor follows-up with an assigned task, the Survey indicates that 3% don't think they have a mentor, 4.5% said that mentor would rarely follow up, 15.2% said that mentor would occasionally/ sometimes follow up, 36.4% said mentor would usually follow up and 40.9% said mentor would follow up every time.

12. On whether the teachers illustrate the concepts through examples and applications, 4.5% think they never illustrated, 1.5% said rarely illustrated, 12.1% said occasionally/sometimes illustrated, 36.4% said usually illustrated and 43.9% said every time illustrated.

13. Student perception on whether the teachers identified student strengths and encouraged them with providing the right level of challenges, it shows that 10.6% think that their teachers were unable to identify their strengths, zero% think that teachers were slightly able to identify their strengths, 22.7% think that their teachers were partially able to identify their strengths, 40.9% believe that their teachers were reasonably able to identify their strengths and 24.2% are clear that their teachers were able to identify their strengths.

14. Student perception on whether the teachers are able to identify student weaknesses and help them to overcome them seem to suggest that 10.6% were never able to identify their weakness, 6.1% were rarely able to identify their

weakness, 21.2% were occasionally/ sometimes able to identify their weakness, 42.4% were usually able to identify their weakness and 18.2% were able to identify their weaknesses every time.

15. On whether the institution makes effort to engage students in the monitoring, review and continuous quality improvement of the teaching learning process, it has been found that 6.1% said strongly disagreed, 4.5% said disagreed, 30.3% being neutral, 31.8% said agreed, and 25.8% said strongly agreed.

16. The perception of students on whether the institute/teachers use student-centric methods, such as experiential learning, participative learning and problem-solving methodologies for enhancing learning can be understood from 7.6% saying that such methods were not at all used, 6.1% saying that very few were used, 15.2% saying somewhat used, 42.4% saying moderately used, and 28.8% saying that they were used to a great extent.

17. On whether teachers encourage students to participate in extracurricular activities or not, the survey shows that 7.6% strongly disagreed, 3% disagreed, 13.6% were neutral, 42.4% agreed and 31.8% strongly agreed.

18. On whether the efforts are made by the institute to inculcate soft skills, life skills and employability skills to make student ready for the world of work, it was found that 4.5% think that efforts were not taken, 3% think that very little efforts were taken, 15.2% think that some efforts were taken, 40.9% think that moderate efforts were taken and 36.4% think that significant efforts were taken.

19. As far as the percentage of teachers using ICT tools such as LCD projector, Multimedia, etc while teaching are concerned, 3% think that less than 29% of the teachers use, 19.7% think that between 30% - 49% use, 18.2% think that 50% - 69% use, 31.8% think that 70% - 89% use and 27.3% think that more than 90% use.

20. On the overall quality of teaching-learning process in the institute being very good, 3% strongly disagreed, 3% disagreed, 13.6% were neutral, 53% agreed and 27.3% strongly agreed.