



Internal Quality Assurance Cell (IQAC)

STUDENT SATISFACTION SURVEY FOR THE ACADEMIC YEAR 2023-24

St Mary's College was established with the mission to provide guidance, identifying talent, and enhancing potential, 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 process. Every year, at the end of the even semester, feedback forms are distributed to all the current students. This circulation, distribution of student satisfaction survey forms and collection of filled feedback forms was done by the AAA cell and IQAC department.

Objectives of Student Satisfaction Survey (SSS):

Student Satisfaction Survey (SSS) has three main objectives:

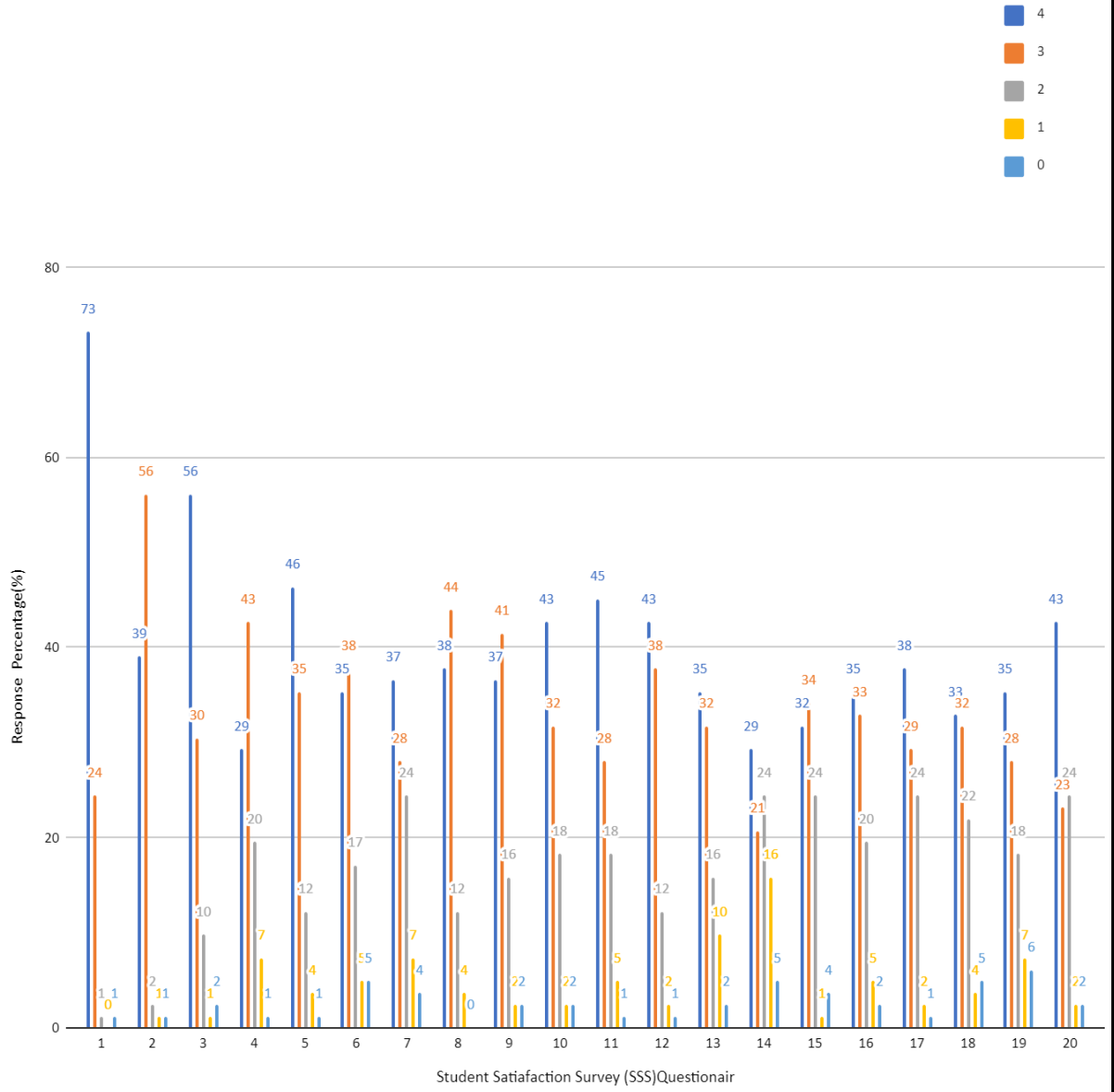
1. To assess the perception about overall quality of teaching – learning process and student experience during their undergraduate education in the college.
2. To understand the adequacy of infrastructure and resources such as library, books, digital resources with teaching – learning aids
3. To provide feedback about curriculum, teaching methodology, different teaching learning systems and tools followed

Focus on the Student Satisfaction Survey (SSS) Feedback Form

The Student Satisfaction Survey (SSS) form asked the following questions:

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. The teachers approach to teaching can be best described as?
5. What about the 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. Agree or disagree?
8. The teaching and mentoring process in your institution facilitates you in cognitive, social and emotional growth. Agree or disagree?
9. The institution provides multiple opportunities to learn and grow. Agree or disagree?
10. Teachers inform you about your expected competencies, course outcomes and programme outcomes. Agree or disagree?
11. Your mentor does the necessary follow-up with tasks assigned to you. Agree or disagree?
12. The teachers illustrate the concepts through examples and applications. Agree or disagree?
13. The teachers identify your strengths and encourage you by providing the right level of challenges. Agree or disagree?
14. Teachers are able to identify your weaknesses and help you to overcome them. Agree or disagree?
15. The institution makes an effort to engage students in the monitoring, review and continuous quality improvement of the teaching learning process. Agree or disagree?
16. The College/Teachers use student centric methods, such as experiential learning, participative learning and problem-solving methodologies for enhancing learning. Agree or disagree?
17. Teachers encourage you to participate in extracurricular activities. Agree or disagree?
18. Efforts are made by the College/ Teachers to inculcate soft skills, life skills and employability skills to make you ready for the world of work. Agree or disagree?
19. What percentage of teachers use ICT tools such as LCD projectors, Multimedia, etc. while teaching?
20. The overall quality of the teaching-learning process in your institute is very good. Agree or disagree?

Student Satisfaction Survey (2023-24)



Analysis and Outcome

IQAC Student Satisfaction Survey for 2023 – 24 (Responses)

1. The analysis of syllabus coverage, as perceived by students in the class, reveals the following distribution: 1% of students believe that less than 30% of the syllabus has been covered, 0% believe that 30% to 54% has been covered, and 1% believe that 55% to 69% has been covered. In contrast, 24% of students feel that 70% to 84% of the syllabus has been covered, while the majority, 73%, feel that 85% to 100% of the syllabus has been addressed.
2. The graph depicting teacher preparation levels for the class indicates the following: 1% of faculty are reported to be completely unprepared, 1% are considered indifferent in their preparation, and 2% are rated as poorly prepared. Conversely, 56% of faculty are viewed as satisfactorily prepared, and 39% are regarded as thoroughly prepared.
3. Regarding the effectiveness in teachers' communication the data demonstrates the following: 2% of teachers exhibited very poor communication skills, 1% were generally ineffective, and 10% were considered only satisfactorily effective. In contrast, 30% of teachers were sometimes effective, while 56% were consistently effective in their communication.
4. When asked about the teacher's approach to teaching, the graph shows the following distribution: 1% rated it as poor, 7% as fair, 20% as good, 43% as very good, and 29% as excellent.
5. Regarding the fairness of the internal evaluation process by the teachers, 1% of the students feel it as unfair, 4% as usually unfair, 12% as sometimes unfair, 35% as usually fair, and 46% as always fair.
6. Regarding the discussion by the teacher on performance in assignments with the students, the graph shows that 5% of students reported that discussions never occurred, 5% said they rarely occurred, 17% indicated they were occasionally or sometimes discussed, 38% noted they were usually discussed, and 35% stated they were discussed every time.
7. Regarding the institute's active interest in promoting internship, student exchange, and field visit opportunities for students, the feedback shows that 4% of respondents indicated never, 7% said rarely, 24% responded sometimes, 28% said often, and 37% indicated regularly.
8. Regarding whether the teaching and mentoring process in the institution facilitates students' cognitive, social, and emotional growth, the graph shows that 0% of students rated it as not fair, 4% as marginally fair, 12% as moderately good, 44% as very well, and 38% as significantly great.

9. Regarding whether the institution provides multiple opportunities to learn and grow, the graph shows that 2% of students strongly disagree, 2% disagree, 16% are neutral, 41% agree, and 37% strongly agree.
10. Based on the graph, regarding whether teachers inform students about their expected competencies, course outcomes, and program outcomes, 2% of students reported never being informed, 2% rarely, 18% occasionally, 32% usually, and 43% reported that teachers informed them every time
11. As per the graph, to assess whether the mentor does a necessary follow-up with an assigned task, 1% of students reported not having a mentor, 5% said the mentor rarely followed up, 18% said the mentor occasionally or sometimes followed up, 28% said the mentor usually followed up, and 45% said the mentor followed up every time.
12. Regarding the illustration of concepts through examples and applications, the data shows that 1% of students reported that teachers never illustrate concepts, 2% reported that teachers rarely do so, 18% indicated occasional illustration, 38% stated that teachers usually illustrate concepts, and 43% reported that teachers do so every time.
13. Based on the graph, to understand whether teachers identify students' strengths and provide the right level of challenges, the data shows that 2% of students reported that teachers were unable to identify their strengths, 10% said teachers were slightly able to identify their strengths, 16% reported that teachers were partially able to identify their strengths, 32% indicated that teachers were reasonably able to identify their strengths, and 35% reported that teachers were fully able to identify their strengths.
14. Based on the graph, to understand whether teachers are able to identify students' weaknesses and help them overcome them, the data shows that 5% of students reported that teachers were never able to identify their weaknesses, 16% said teachers were rarely able to do so, 24% indicated that teachers were sometimes able to identify weaknesses, 21% said teachers were usually able to identify them, and 29% reported that teachers were able to identify their weaknesses every time.
15. Regarding whether the institution makes efforts to engage students in the monitoring, review, and continuous quality improvement of the teaching-learning process, the data shows that 4% of students strongly disagreed, 1% disagreed, 24% were neutral, 34% agreed, and 32% strongly agreed.
16. In understanding whether the institute and teachers use student-centric methods such as experiential learning, participative learning, and problem-solving methodologies to enhance learning, the graph shows that 2% of students reported these methods are not used at all, 5% said they are used very little, 20% said they are somewhat used, 33% said they are moderately used, and 35% said they are used to a great extent.

17. When asked whether teachers encourage students to participate in extracurricular activities, the graph shows that 1% of students strongly disagreed, 2% disagreed, 24% were neutral, 29% agreed, and 38% strongly agreed.
18. Based on the graph, to understand whether efforts are made by the institute and teachers to inculcate soft skills, life skills, and employability skills to prepare students for the world of work, the findings are as follows: 5% of students said no efforts were made, 4% said very little effort was taken, 22% said somewhat, 32% said moderately, and 33% said efforts were taken to a great extent.
19. In assessing the percentage of teachers using ICT tools such as LCD projectors and multimedia during teaching, the data reveals that 6% of teachers use these tools less than 29% of the time, 7% use them between 30% and 49% of the time, 18% use them between 50% and 69% of the time, 28% use them between 70% and 89% of the time, and 35% use them more than 90% of the time.
20. Regarding whether the overall quality of the teaching-learning process in the institute is very good, the data shows that 2% of respondents strongly disagreed, 2% disagreed, 24% were neutral, 23% agreed, and 43% strongly agreed.

Recommendation and Suggestions

- Increase the use of projectors and modern teaching methods along with traditional classroom teaching modes.
- Encourage and incorporate more activities like presentations, role plays and speeches in the classrooms for better teaching learning experience
- Increase internship opportunities for practical experience and better learning
- Focus more on practical learning and provide exposure to students to actual work environments in the field related to their stream.

Actions taken:

- More classrooms are equipped with projectors and audio-visual facilities.
- Implemented a greater number of student-led presentations & discussions in the classrooms.
- Provided additional sessions tailored to support slow learners and address their specific needs.
- Updated the LMS (Moodle) with relevant E-Resources.
- Increased focus on practical learning through field visits, industrial visits & certificate courses based on industry requirements.