

2.7.1. Student Satisfaction Survey (SSS)

Introduction: The Internal Quality Assurance Cell (IQAC) of the college has been consistently working on quality improvement and the enhancement of student learning experiences. Basing on this, a survey have been conducted to assess the satisfactory level of students on curriculum, teaching learning and other curricular and co-curricular activities carried out in the institution. The intended survey was conducted for the academic session 2022-2023.

Sample: The Questionnaire was administered to 105 students of Alder College. The sample of the present survey constituted of 2nd Semester, 4th Semester and 6th Semester Students (2023).

Methodology: The present survey was descriptive in nature. This method describes and interprets what exist at present and is concerned with conditions and relationships that exist, practise and prevail, point of view or attitude that are held and processes that are going on.

Data Collection: A Questionnaire with a set of 18 questions was prepared and circulated among the students. The data were collected online from the concerned students. As many as 105 respondents were received for the purpose.

Tools Used: Questionnaire through online mode was used for the survey.

Statistical tool: Simple Statistical Technique in percentile form was used to analyse the data collected from the questionnaire administered.

Analysis and Interpretation: Raw data gathered with the help of questionnaire were analysed in tune with outline laid down for the purpose of the survey.

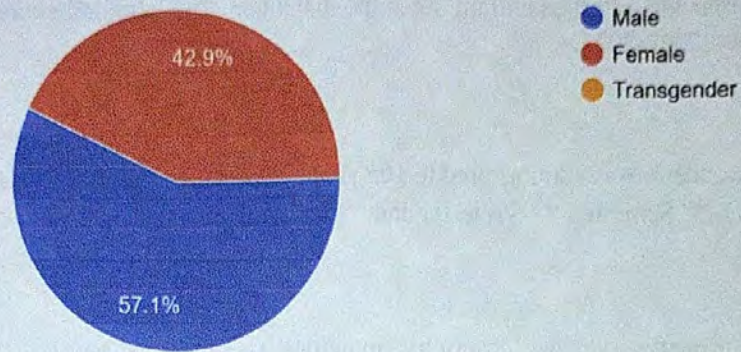
Interpretation of the recorded data was made independently according to the category of the questionnaire.

Survey Analysis

Student Profile

Gender

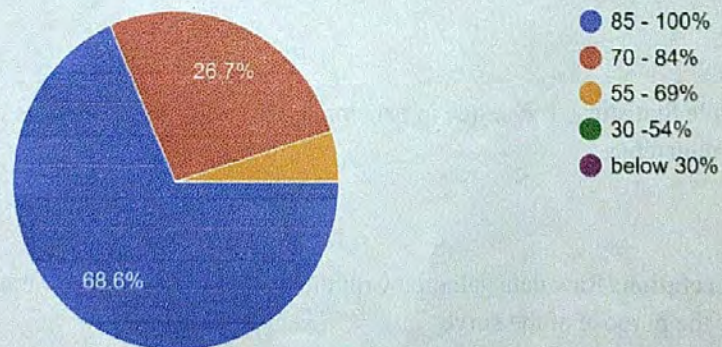
105 responses



Total of 105 responses were collected, out of which 57.1% were male, 42.9% were female and nil transgender.

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

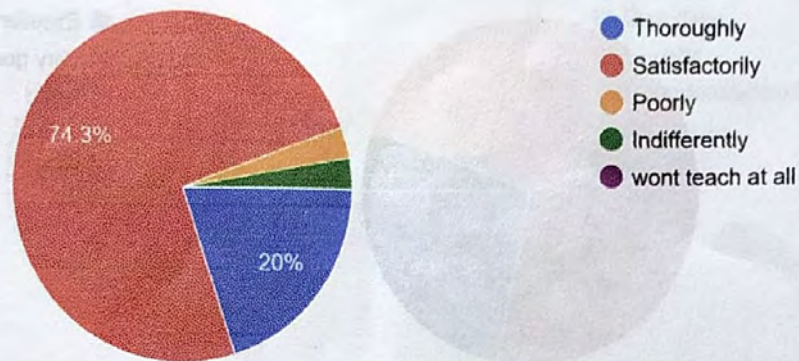
105 responses



Majority of the respondents ie. 68.6% agreed on 85-100% coverage of syllabus. 26.7% responded on 70 – 84% coverage. 2.3% on 55 – 69% coverage, 2.1% on 30 – 54% and 0.3% below 30%.

2. How well did the teacher prepare for the classes?*

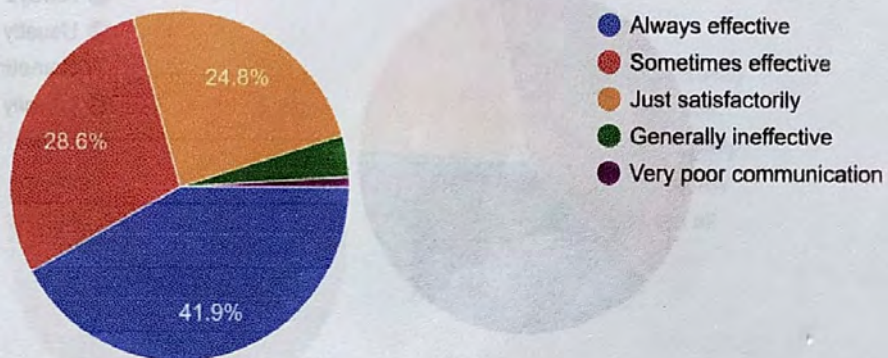
105 responses



74.3% responded satisfactory on teachers' preparation for the classes, 20% responded thoroughness, 3.2% responded on poor preparation of teachers and 2.5% responded teachers preparation as indifferent.

3. How well were the teachers able to communicate?*

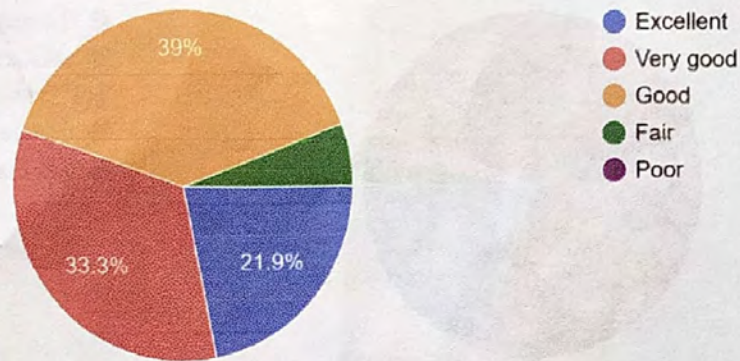
105 responses



The above diagram shows that 41.9% of the respondents agreed that teachers always communicate effectively. Teachers communication was sometimes effective as responded by 28.6%. It was just satisfactory for 24.8%, a minimal of 4.1% responded on generally ineffective and 0.6% responded very poor communication.

4. The teacher's approach to teaching can best be described as*

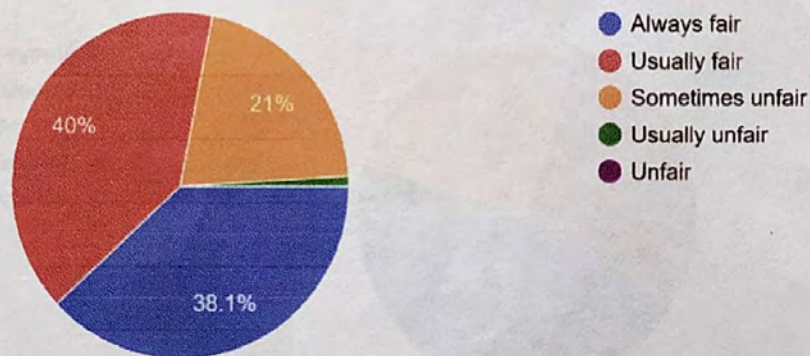
105 responses



Teachers approach to teaching was excellent for 21.9% respondents. It was very good for 33.3%, good for 39%, fair and poor for 5.1% and 0.7% respectively.

5. Fairness of the internal evaluation process by the teachers*

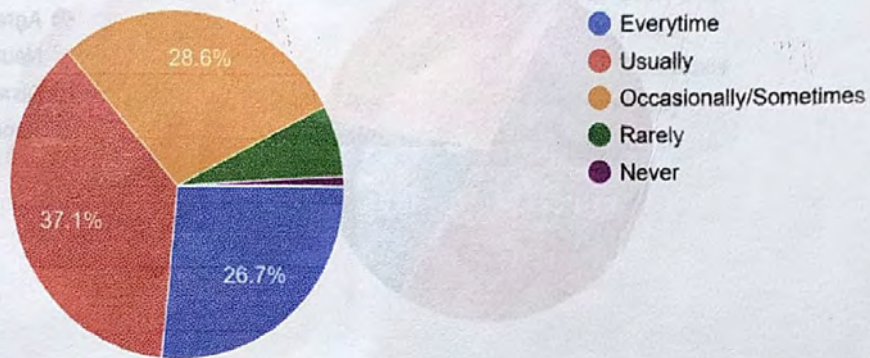
105 responses



Out of the total respondents, 38.1% responded that teachers' internal evaluation process was always fair. 40% responded it was usually fair. Sometimes unfair was responded by 21% and usually unfair was responded by 0.9%.

6. Was your performance in assignment discussed with you*

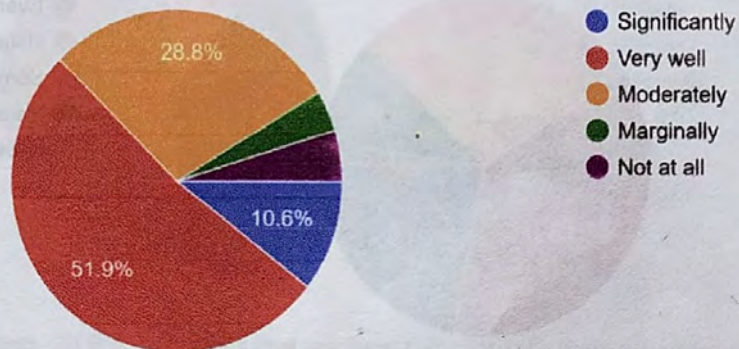
105 responses



The data revealed that 26.7% respondents' assignments were discussed with them everytime, 37.1% respondents' assignments were usually discussed, 28.6% respondents' assignments were occasionally discussed, 7.2% and 0.4% assignments were rarely and never discussed.

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

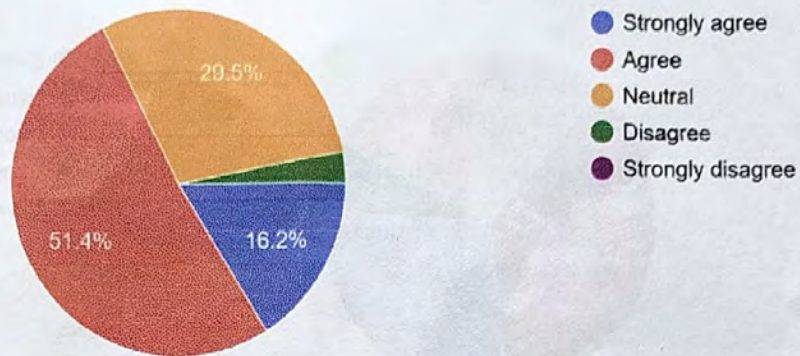
104 responses



Out of the total respondents, 10.6% responded on significant teaching and mentoring in the institution. 51.9% responded it was very well, 28.8% responded moderately, 4.5% responded marginally and 4.2% responded that teaching and mentoring do not facilitate at all.

8. The institution provides multiple opportunities to learn and grow*

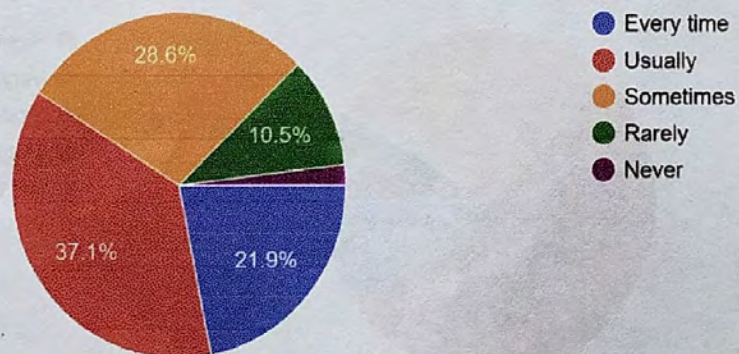
105 responses



About 16.2% respondents strongly agreed that the institution provides multiple opportunities to learn and grow, while majority of the respondents i.e. 51.4% agreed to it. 29.5% responded that it was neutral while 2.1% and 0.8% disagree and strongly disagree respectively.

9. Your mentor does a necessary follow up with an assigned task to you*

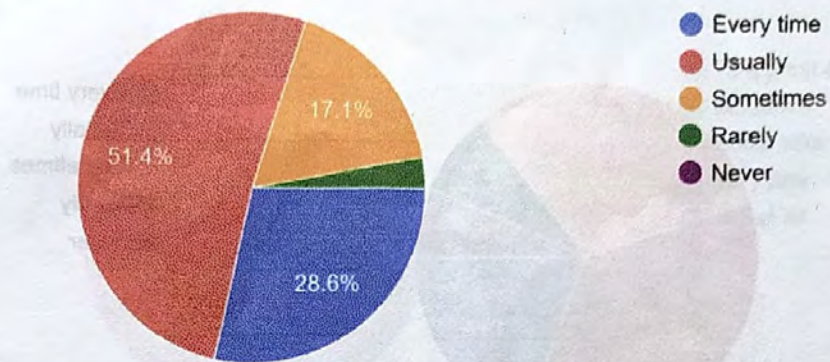
105 responses



The data revealed that the mentor gave necessary follow up with an assigned task everytime for 21.9% respondents, usually for 37.1%, sometimes for 28.6%, rarely for 10.5% and never for 1.9%.

10. The teachers illustrate the concepts through examples and applications*

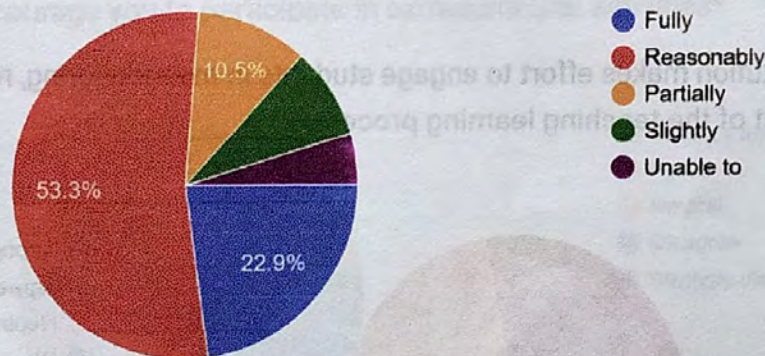
105 responses



Teachers illustrate the concepts through examples and applications everytime was agreed by 28.6%, usually by 51.4%, sometimes by 17.1% and rarely by 2.9%.

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

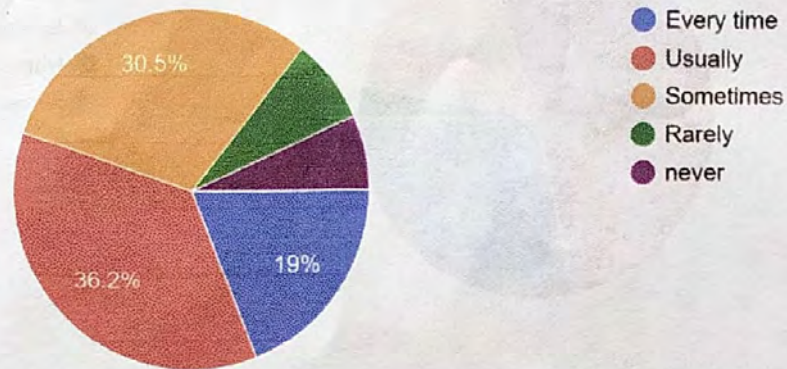
105 responses



Out of the total respondents, 22.9% responded that teachers fully identify their strengths and encourage them. 53.3% responded reasonably, 10.5% responded partially, 7.9% responded slightly and 5.4% respondents revealed that teachers were unable to identify their strengths and encourage them.

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

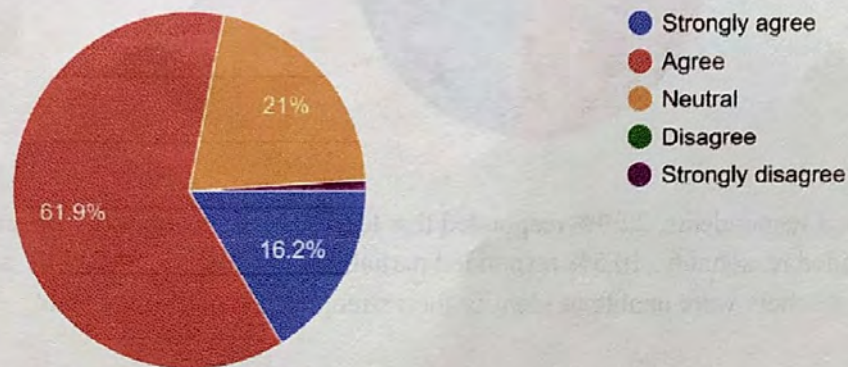
105 responses



The data indicated that teachers are able to identify students' weaknesses and help them everytime were responded by 19% , 36.2% responded usually, 30.5% responded sometimes, 8.5% responded rarely and a few with 5.8% responded never.

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

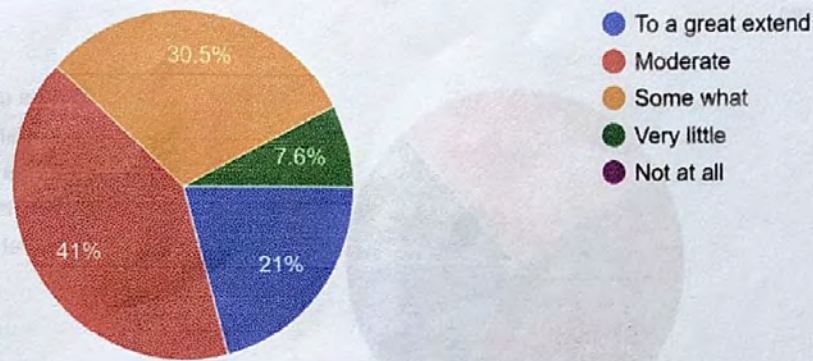
105 responses



Majority of the respondents ie. 61.9% agreed that the institution makes effort to engage students in monitoring, review and continuous quality improvement of the teaching learning process. It was strongly agreed by 16.2%, neutrally agreed by 21%, whereas, 0.9 strongly disagreed.

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

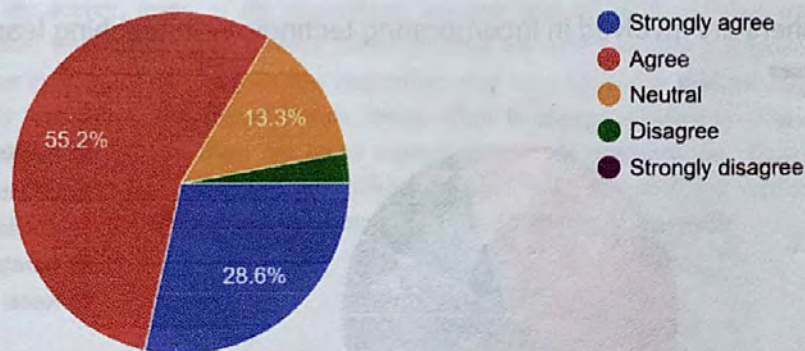
105 responses



The institute/teachers use student centric methods to a great extent was responded by 21%, moderate by 41%, some what by 30.5% and very little by 7.6%.

15. Teachers encourage you to participate in extracurricular activities*

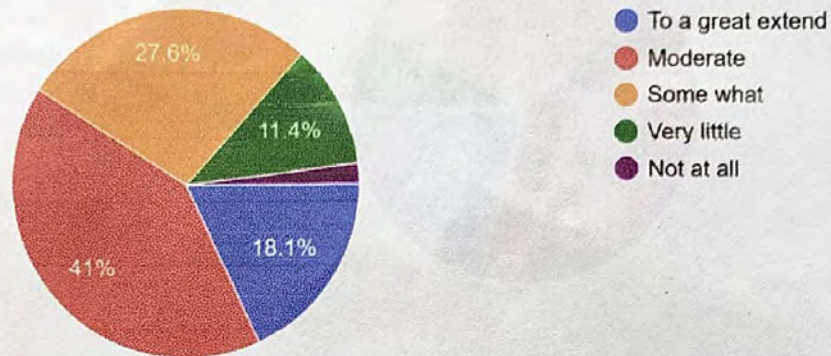
105 responses



28.6% respondents strongly agreed that teachers encourage them to participate in extra-curricular activities. 55.2% agreed to it, 13.3% were neutral, 2.5% disagreed and 0.4% strongly disagree.

16. 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

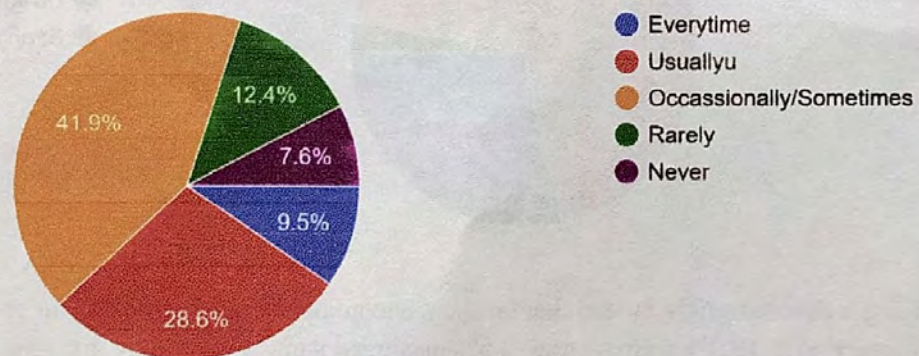
105 responses



The above diagram showed that efforts made by the institute/teachers to a great extent was agreed by 18.1%, moderate by 41%, somewhat by 27.6%, very little by 11.4% and not at all by 1.9

17. Teachers are involved in incorporating technology in teaching learning.

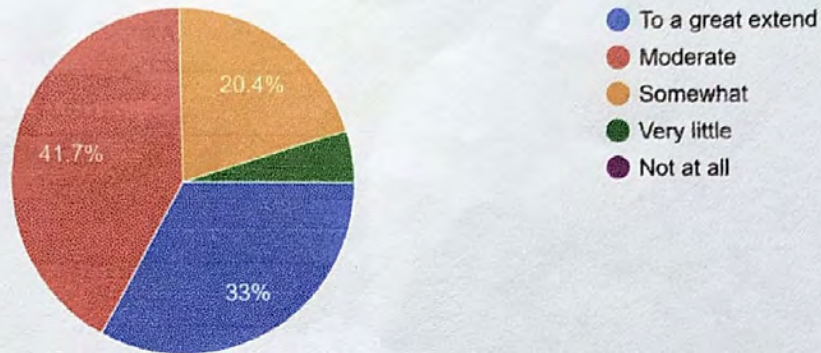
105 responses



9.5% of respondents stated teachers' involvement in incorporating technology everytime in teaching learning, 41.9% occasionally, 28.6% usually, 12.4% rarely and 7.6% never.

18. The institution/teachers maintain a good rapport with the students.

103 responses



The institution/teachers maintain a good rapport with the students. 33% of the respondents responded to a great extent, 41.7% moderate, 20.4% somewhat and 4.9% responded very little.

Conclusion:

Based on the analysis of the survey, many of the respondents revealed that 85-100% syllabus was covered by the teachers. Teachers preparation was satisfactory, teachers communication was effective. Many responded good teacher's approach to teaching. Majority were of the opinion that mentoring programme facilitates students cognitive, social and emotional growth. Majority also agreed that the institution makes effort to engage students in mentoring, review and continuous quality improvement. However, there are some aspects that needs improvement. Discussion of students performance by the teacher need to be deliberated. Identification of students strenghts and weaknesses need to be emphasised. Efforts should be given more towards inculcating life skills and employability skills.

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