

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 asses 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 2021-2022.

Sample: The Questionnaire is administered to 267 students of Alder College. The sample of the present survey constitute of 2nd Semester, 4th Semester and 6th Semester Students (2022).

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 16 questions was prepared and circulated among the students. The data were collected online from the concerned students. As many as 128 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.

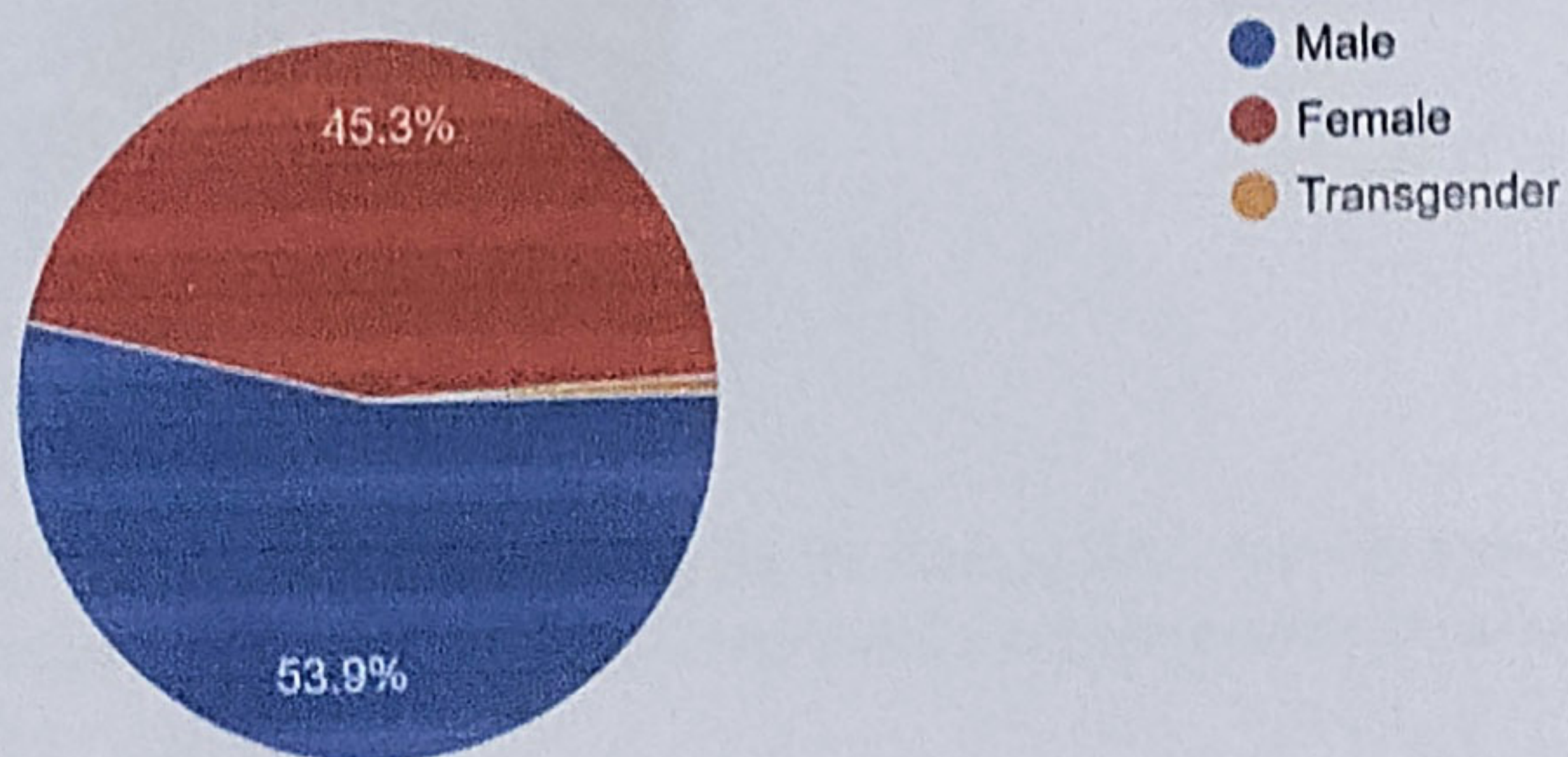
Interpretation of the recorded data was made independently according to the category of the questionnaire.

Survey Analysis

Student Profile

Gender

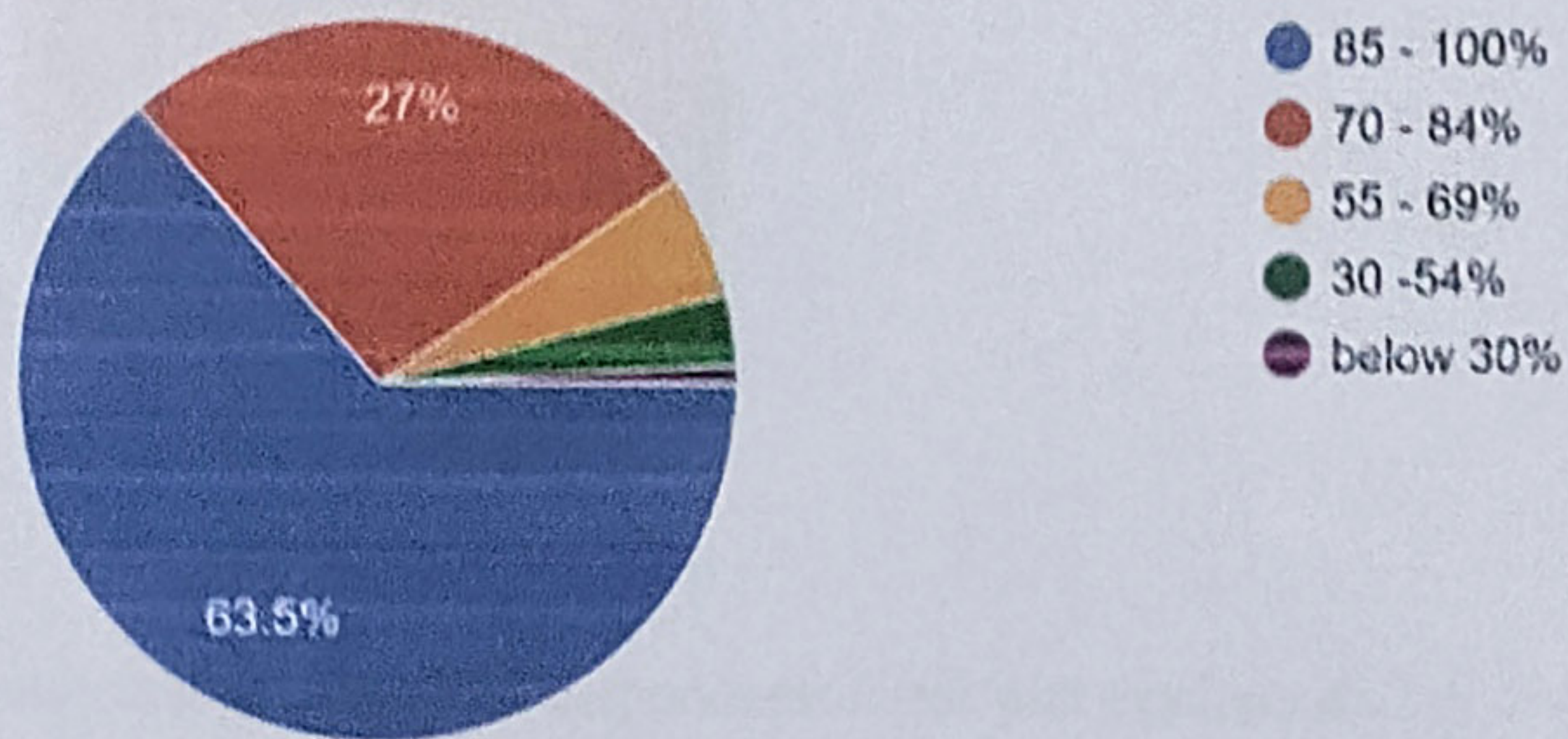
128 responses



Total of 128 responses were collected, out of which 53.9% were male, 45.3% were female and 0.8% respondents were transgender

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

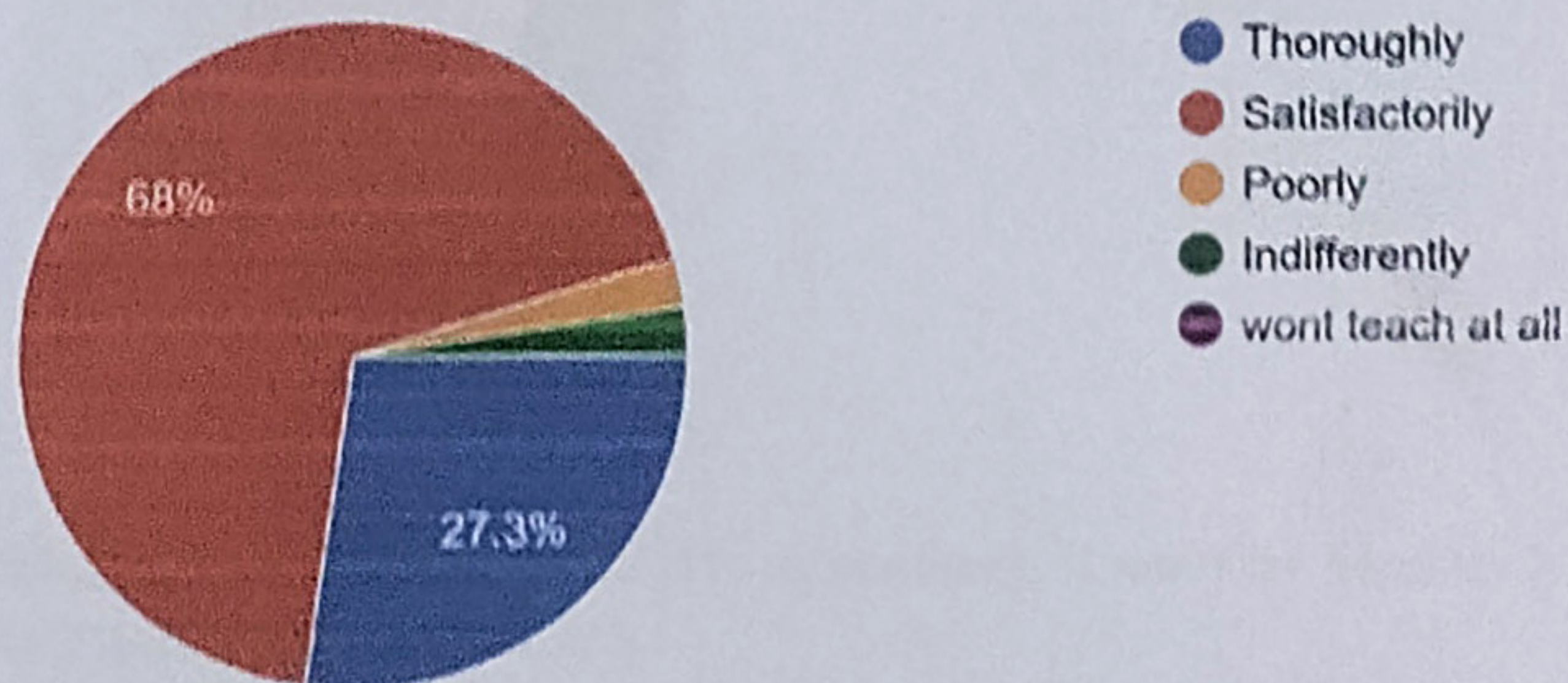
126 responses



Majority of the respondents ie. 63.5% agree on 85-100% coverage of syllabus. 27% responded on 70 – 84% coverage. 5.6% on 55 – 69% coverage, 3.1% on 30 – 54% and 0.8% below 30%.

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

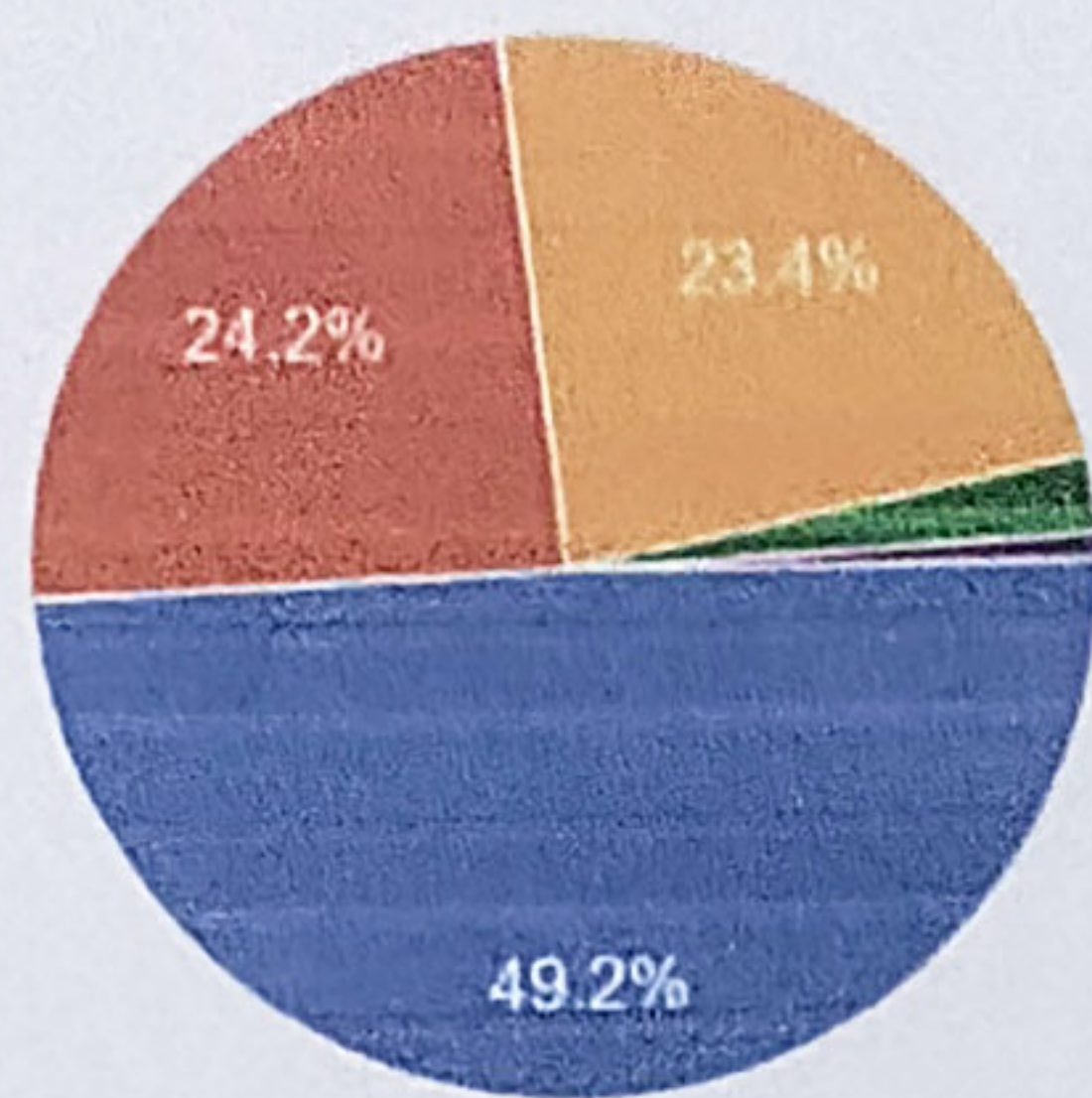
128 responses



27.3% responded teachers thoroughness in preparing for the classes, 68% responded satisfactory, 2.5% responded on poor preparation of teachers and 2.2% responded teachers preparation as indifferent.

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

128 responses

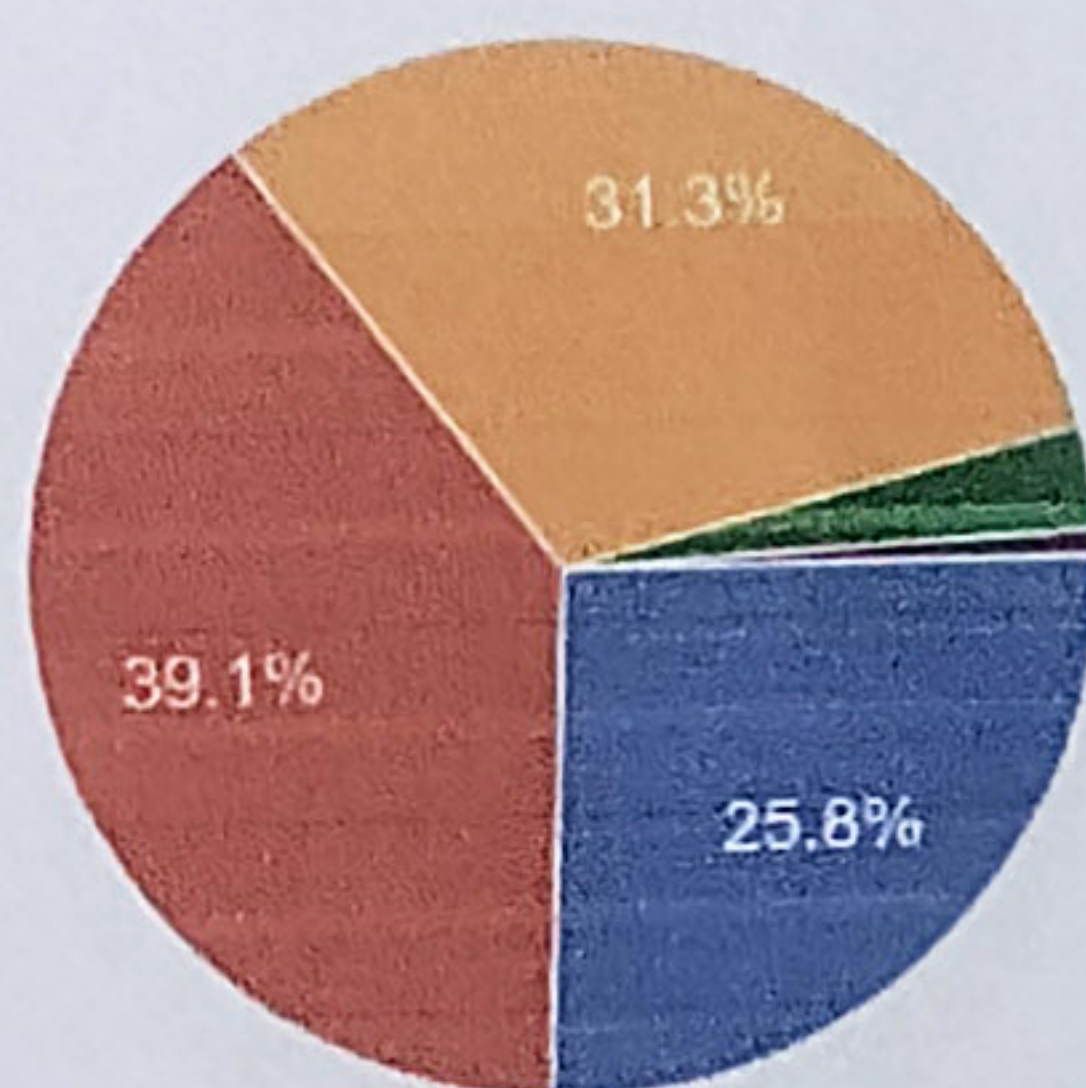


- Always effective
- Sometimes effective
- Just satisfactorily
- Generally ineffective
- Very poor communication

The above diagram shows that 49.2% of the respondents agree that teachers always communicate effectively. Teachers communication was sometimes effective as responded by 24.2%. It was just satisfactory for 23.4%, a minimal of 2.5% responded on generally ineffective and 0.7% responded very poor communication.

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

128 responses

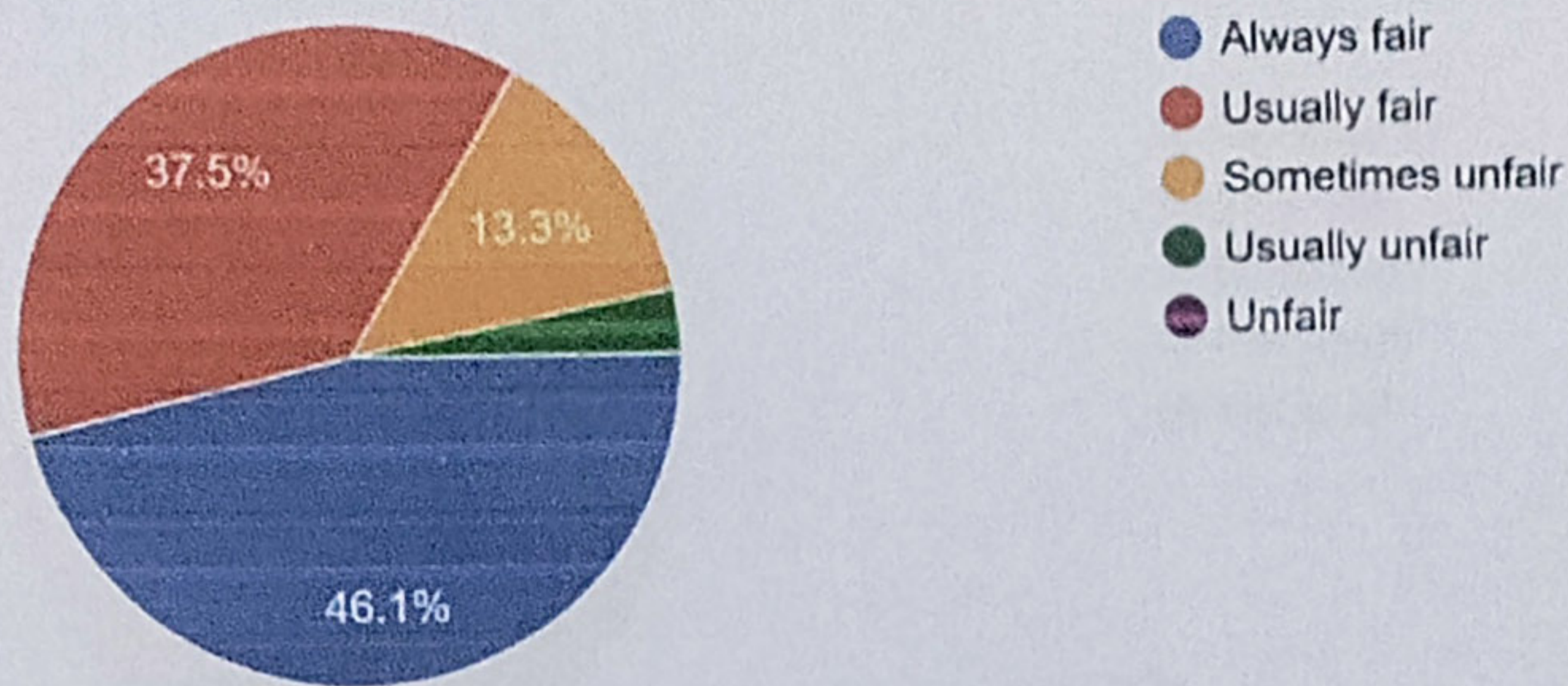


- Excellent
- Very good
- Good
- Fair
- Poor

Teachers approach to teaching was excellent for 25.8% respondents. It was very good for 39.1%, good for 31.3%, fair and poor for 3% and 0.8% respectively.

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

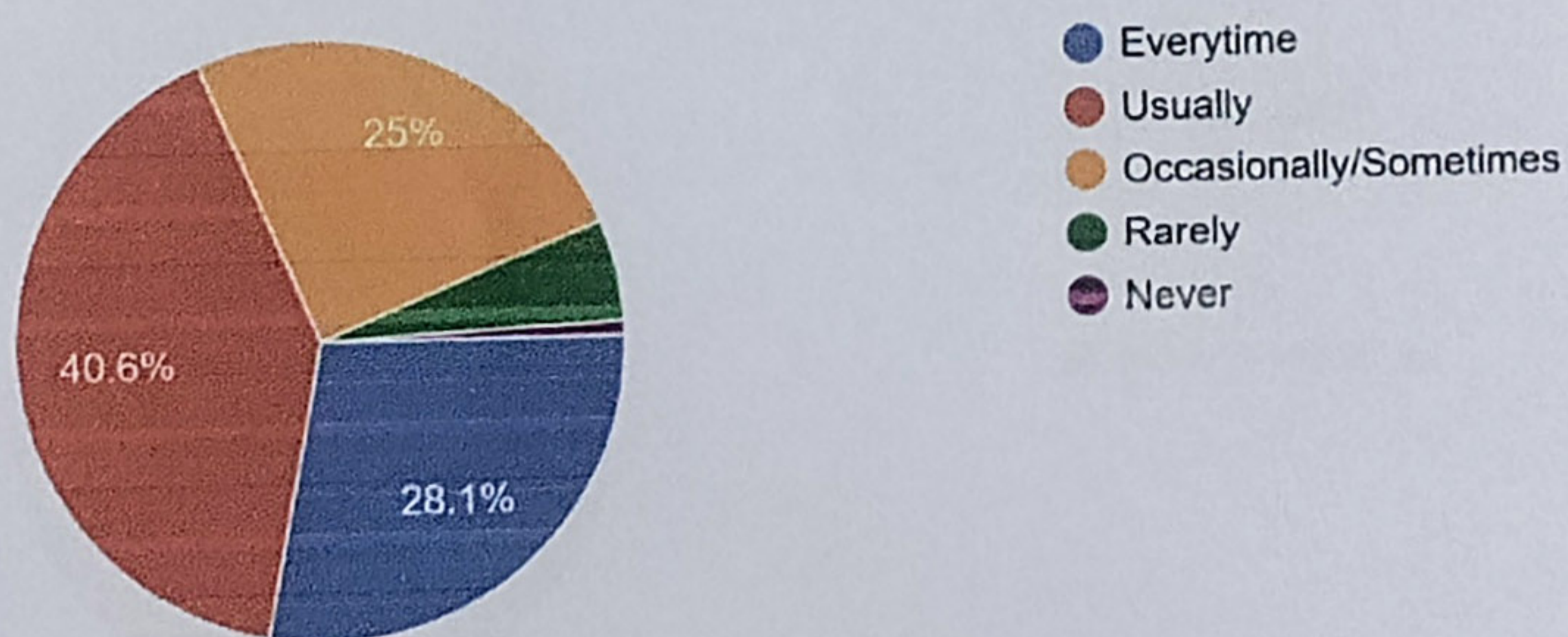
128 responses



Out of the total respondents, 46.1% responded that teachers internal evaluation process was always fair. 37.5% responded it was usually fair. Sometimes unfair was responded by 13.3%. usually unfair was responded by 3.1%.

6. Was your performance in assignment discussed with you*

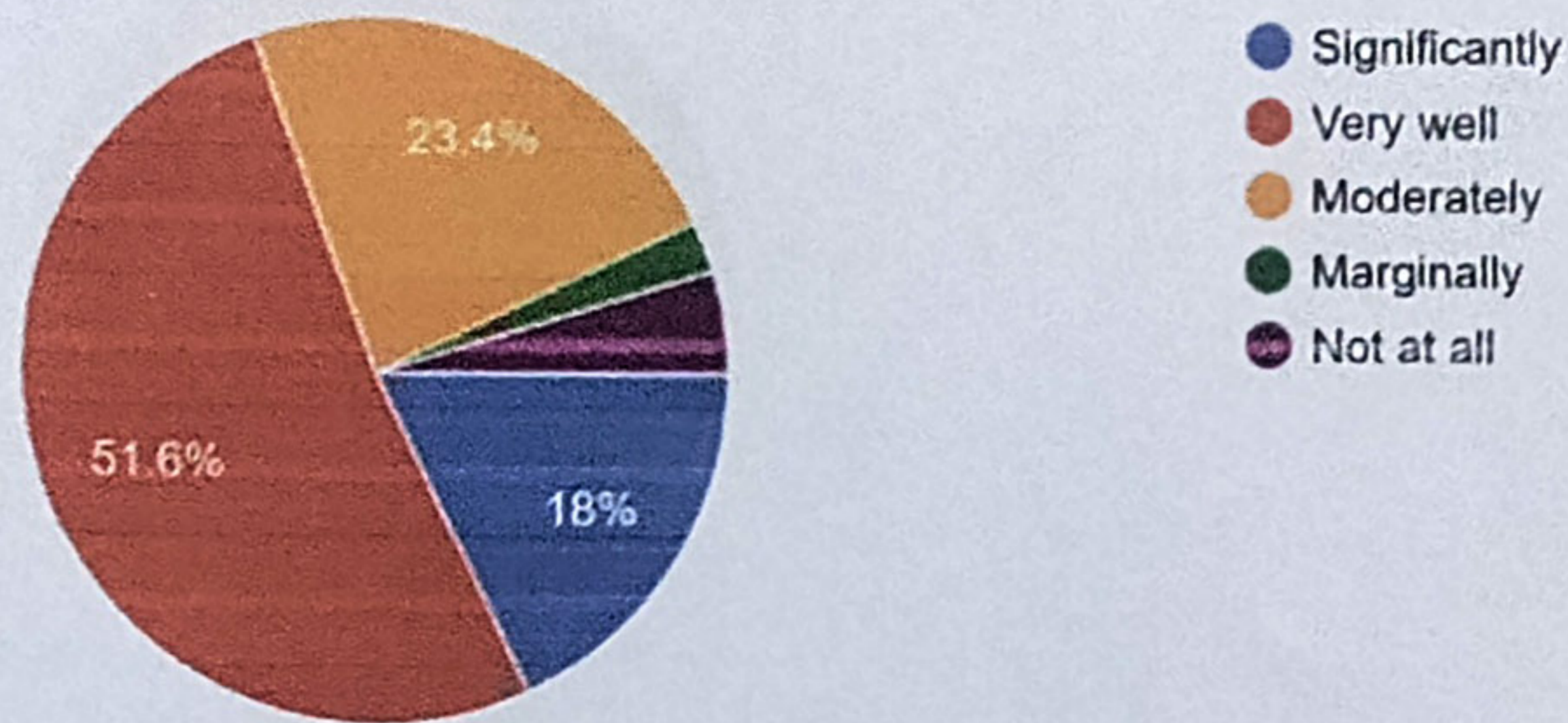
128 responses



The data revealed that 28.1% respondents' assignments were discussed with them everytime, 40.6% respondents' assignments were usually discussed, 25% respondents' assignments were occasionally discussed, 5.5% and 0.8% assignments were rarely and never discussed.

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

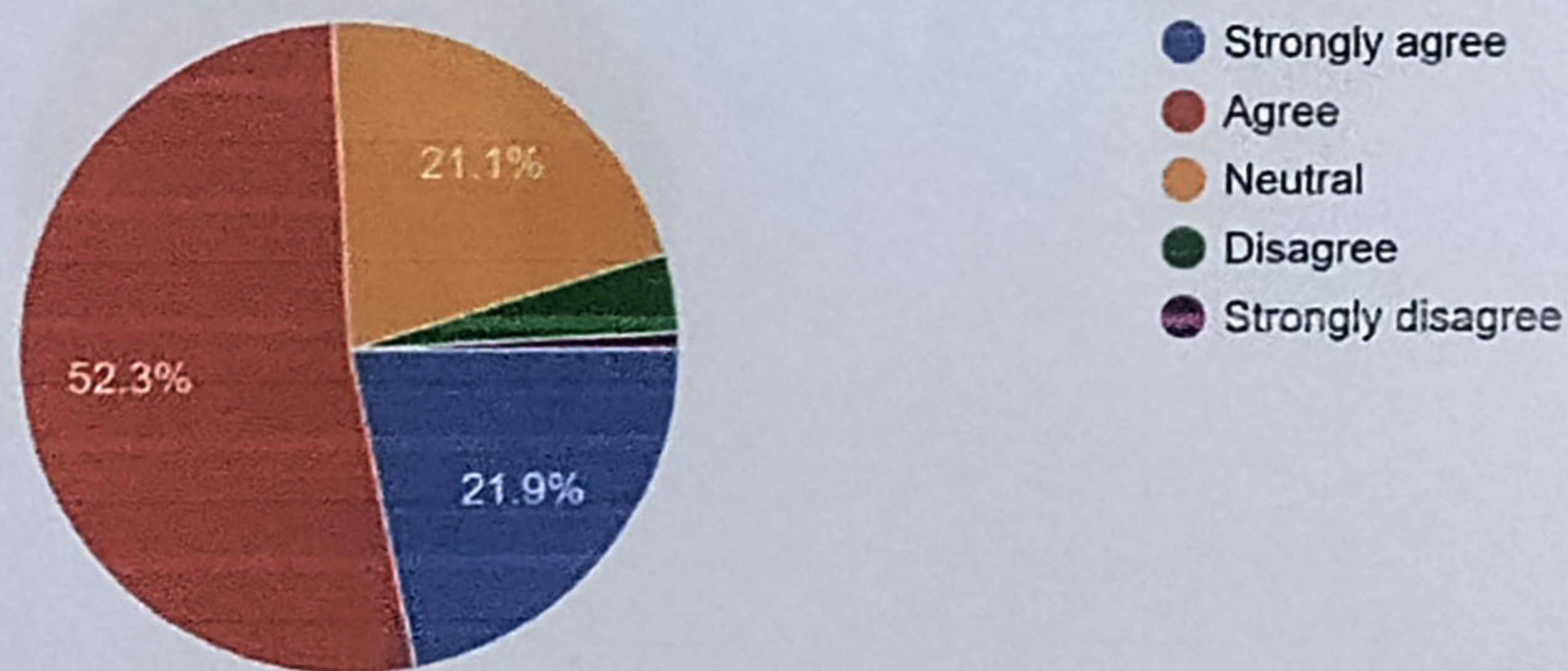
128 responses



Out of the total respondents, 18% responded on significant teaching and mentoring in the institution. 51.6% responded it was very well, 23.4% responded moderately, 2.3% responded marginally and 4.7% responded that teaching and mentoring do not facilitate at all.

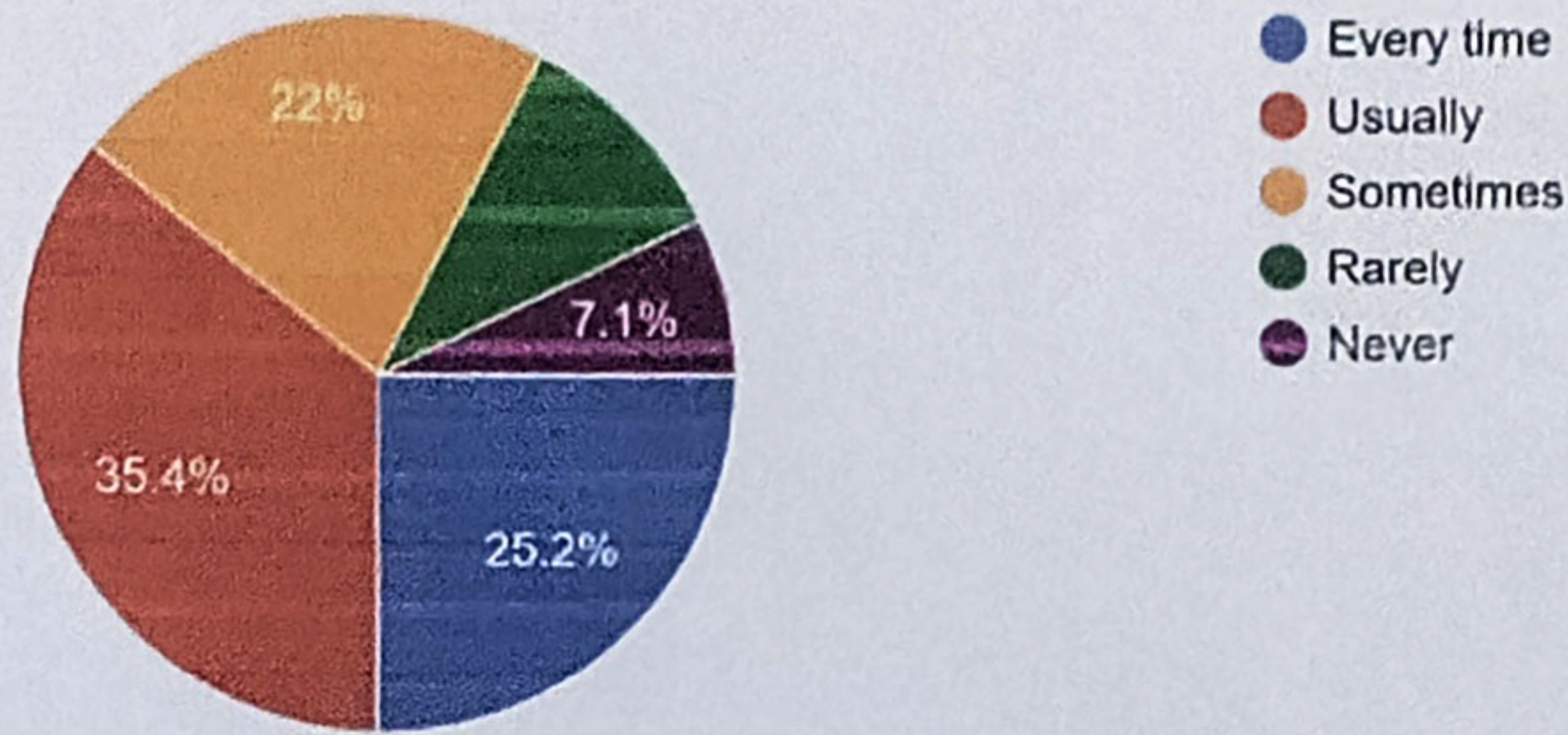
8. The institution provides multiple opportunities to learn and grow*

128 responses



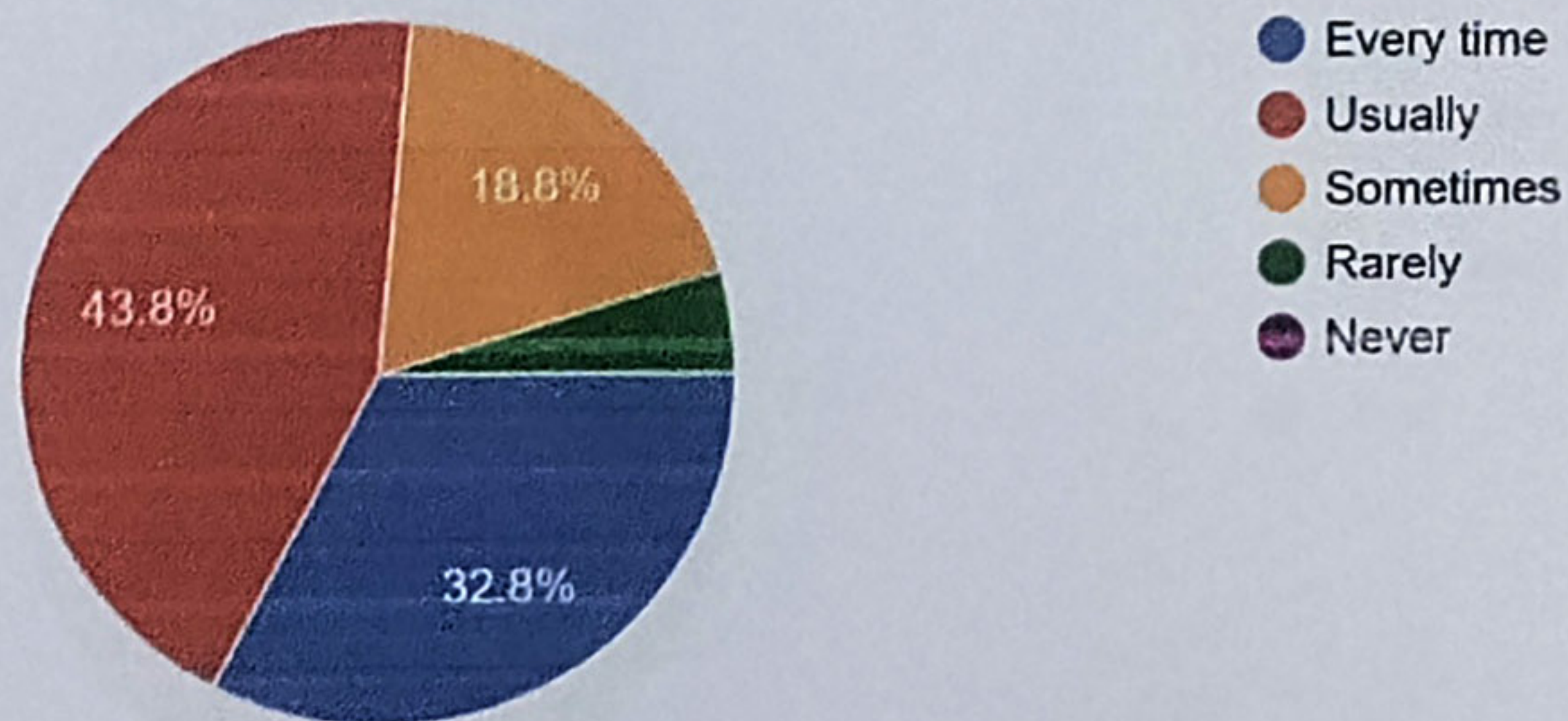
About 21.9% respondents strongly agree that the institution provides multiple opportunities to learn and grow, while majority of the respondents i.e. 52.3% agree to it. 21.1% responded that it was neutral while 3.9% and 0.8% disagree and strongly disagree respectively.

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



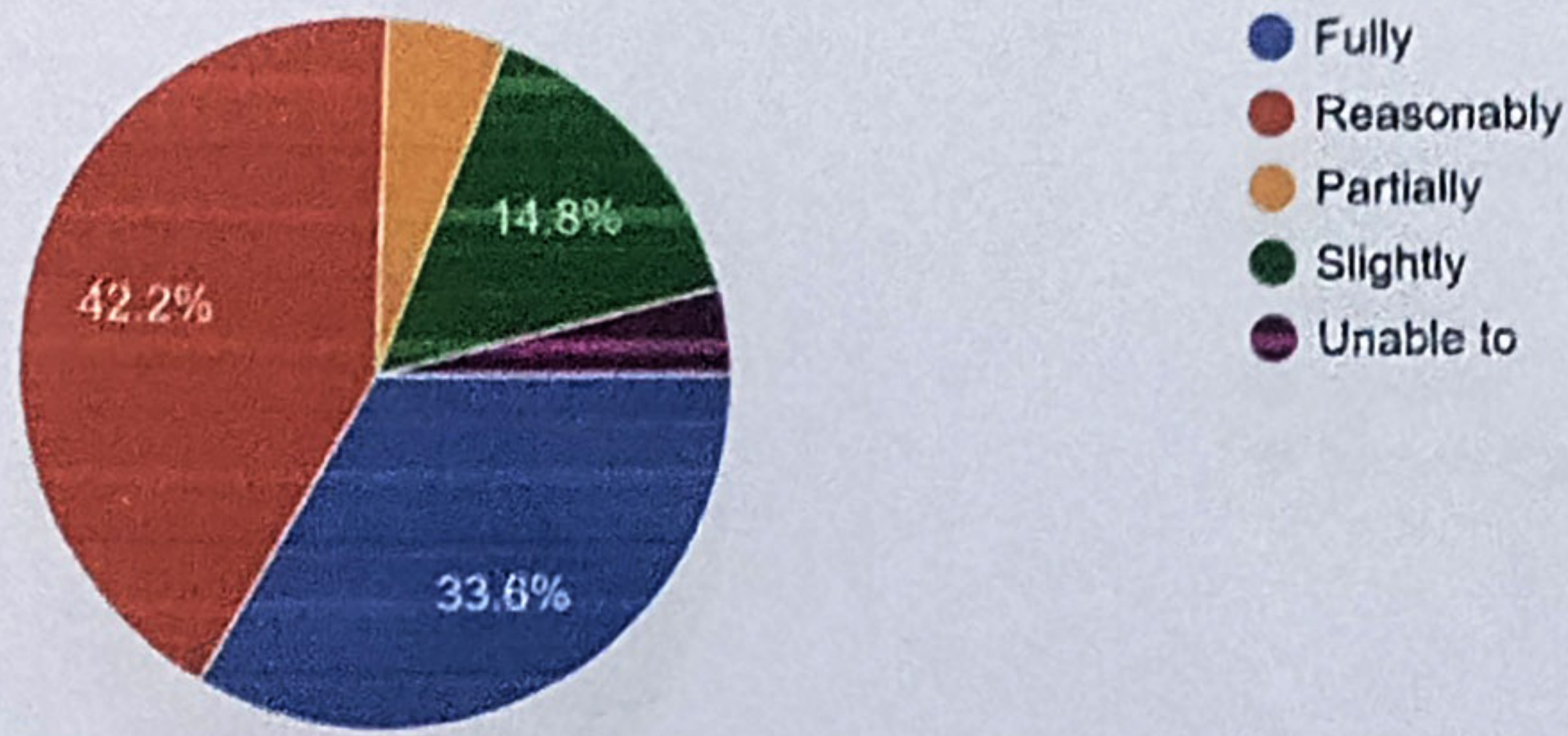
The data revealed that the mentor gave necessary follow up with an assigned task everytime for 25.2% respondents, usually for 35.4%, sometimes for 22%, rarely for 10% and never for 7.1%.

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



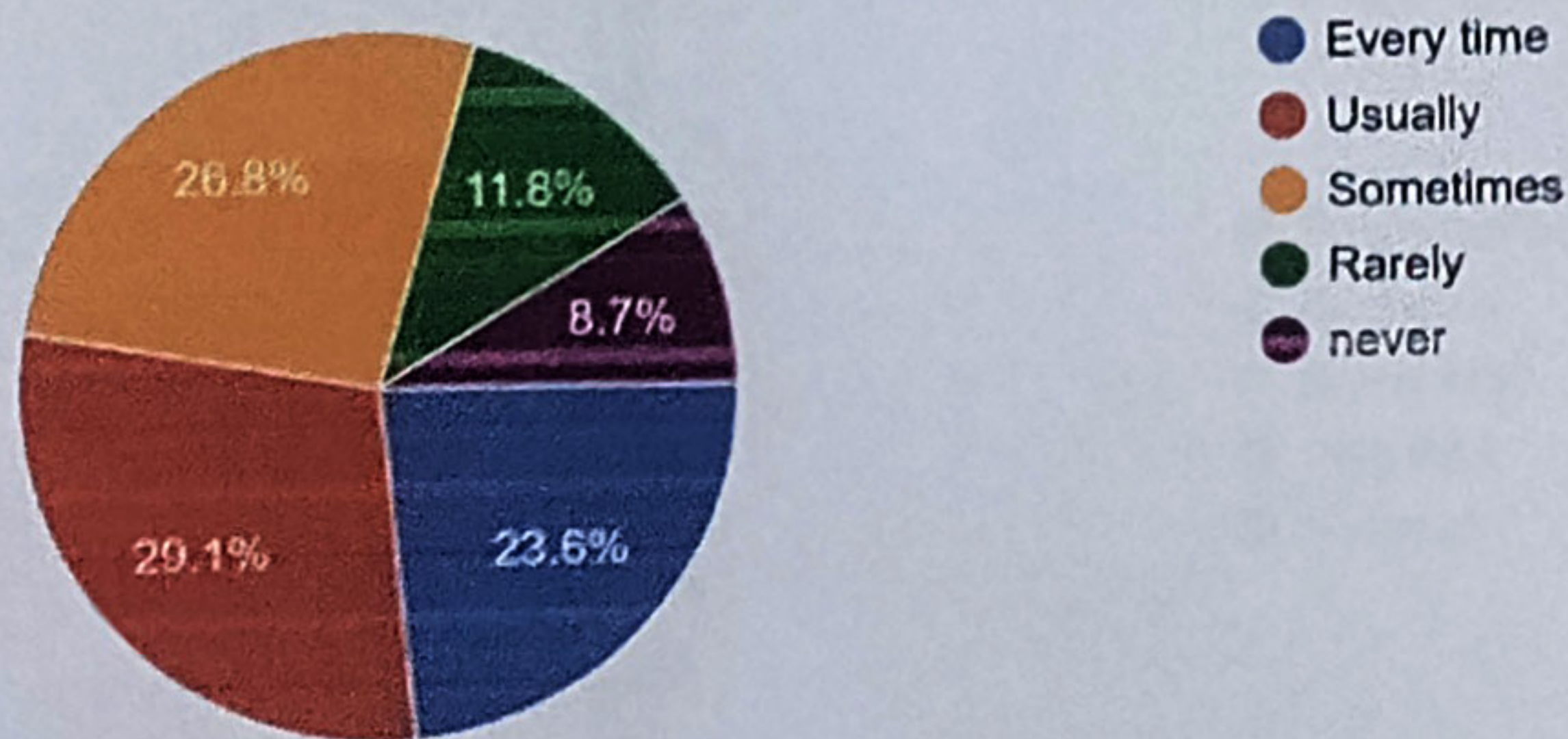
Teachers illustrate the concepts through examples and applications everytime was agreed by 32.8%, usually by 43.8%, sometimes by 18.8% and rarely by 4.6%.

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



Out of the total respondents, 33.6% responded that teachers fully identify their strengths and encourage them. 42.2% responded reasonably, 5.5% responded partially, 14.8% responded slightly and 3.9% respondents revealed that teachers were unable to identify their strengths and encourage them.

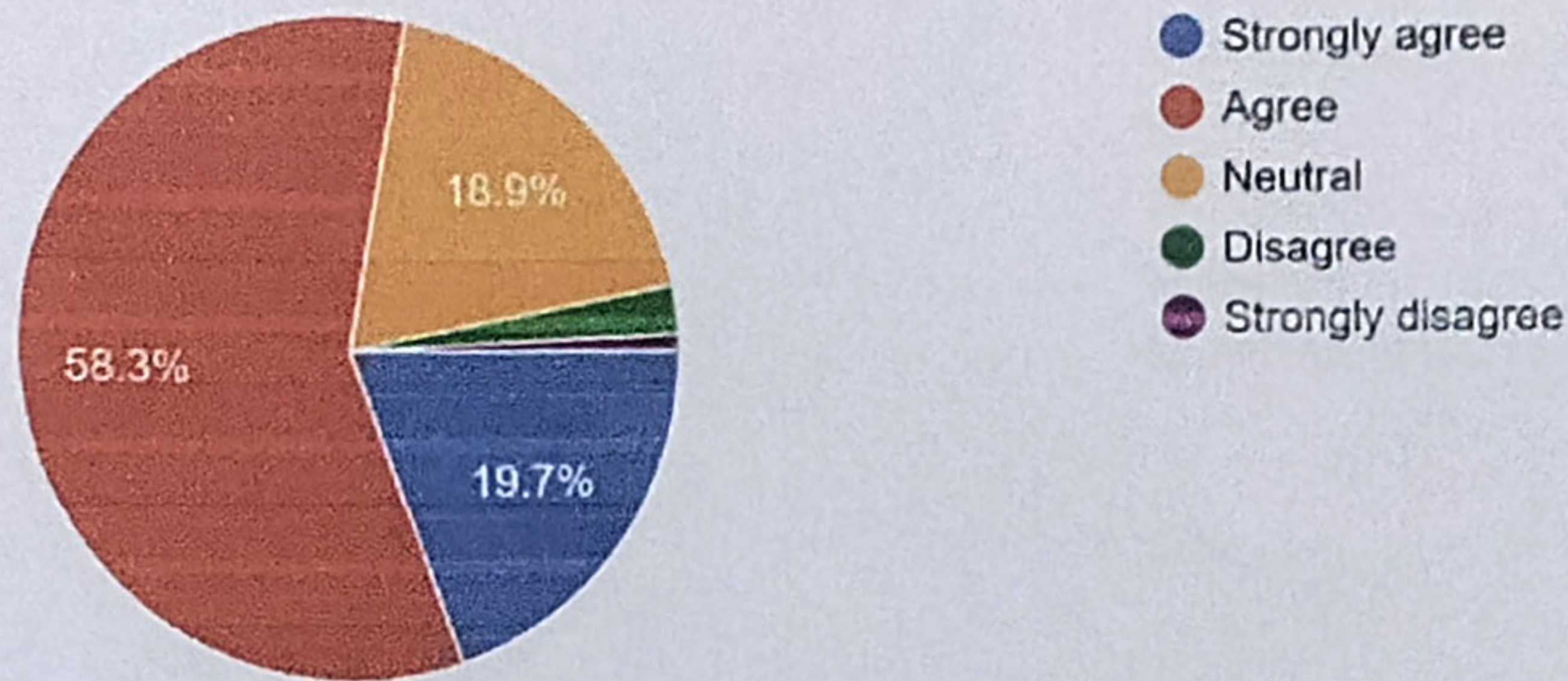
12. Teachers are able to identify your weaknesses and help you to overcome them
127 responses



The data indicated that teachers are able to identify students' weaknesses and help them everytime were responded by 23.6% , 29.1% responded usually, 26.8% responded sometimes, 11.8% responded rarely and a few with 8.7% responded never.

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

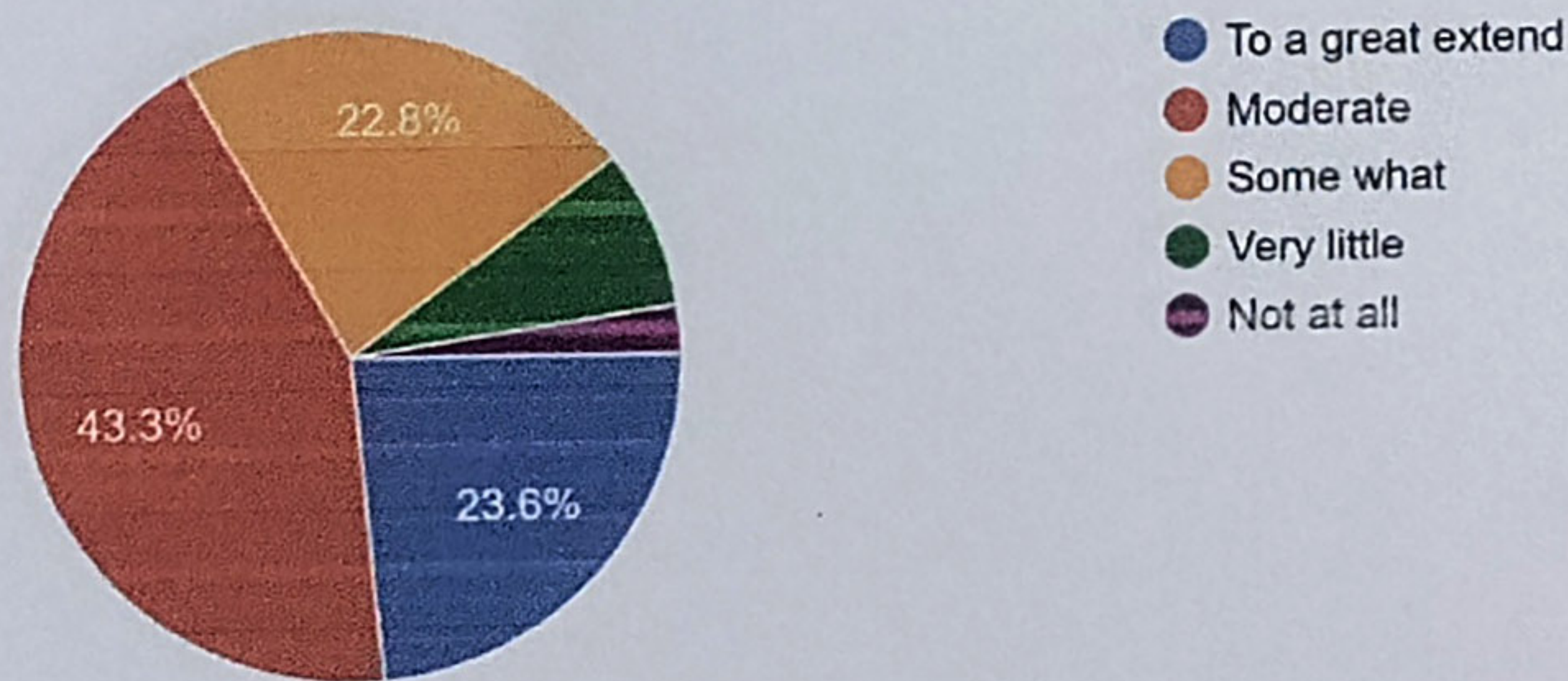
127 responses



Majority of the respondents i.e. 58.3% agree 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 19.7%, neutrally agreed by 18.9%, whereas, 2.5% disagreed and 0.6% strongly disagreed.

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

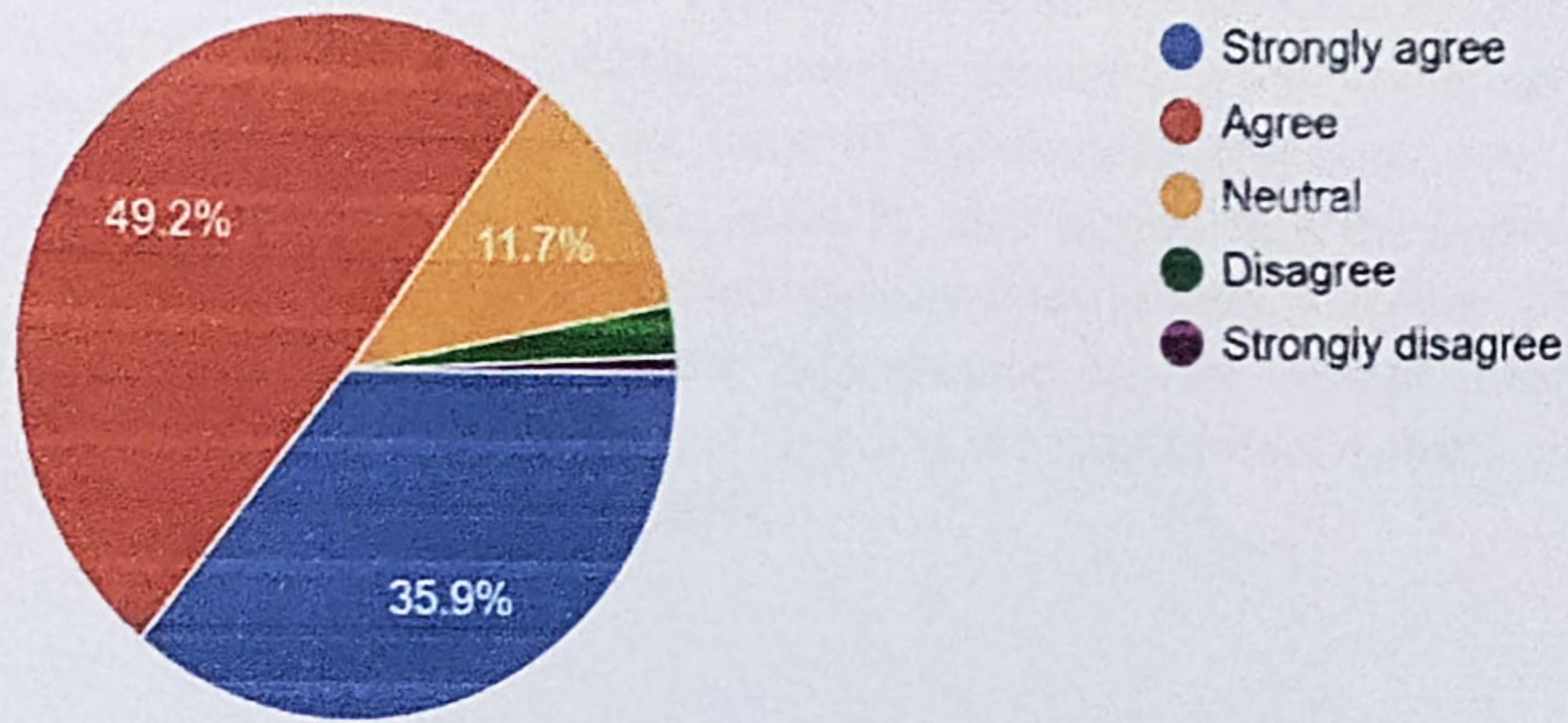
127 responses



The institute/teachers use student centric methods to a great extent was responded by 23.6%, moderate by 43.3%, some what by 22.8%, very little by 7.8% and not at all by 2.5%.

15. Teachers encourage you to participate in extracurricular activities*

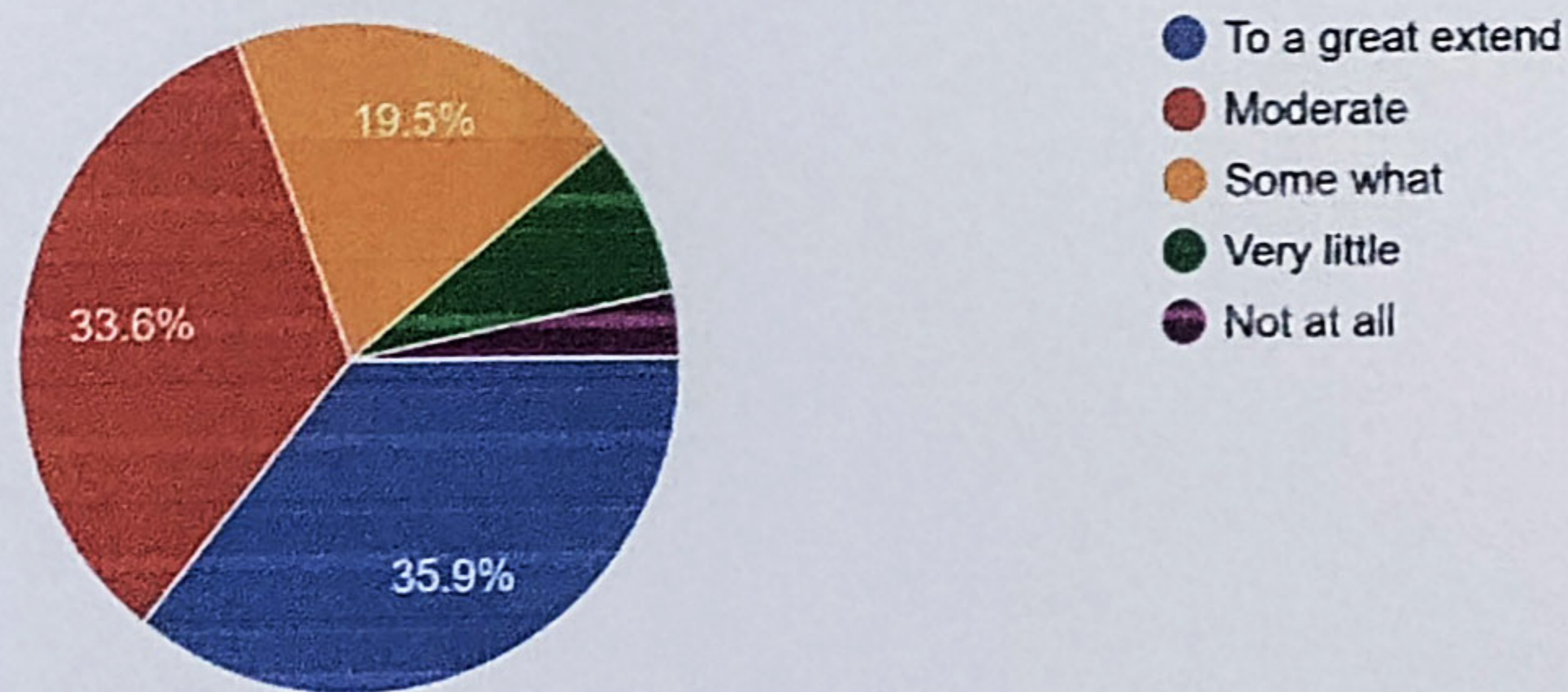
128 responses



35.9% respondents strongly agreed that teachers encourage them to participate in extra-curricular activities. 49.2% agreed to it, 11.7% were neutral, 2.6% disagreed and 0.6% 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

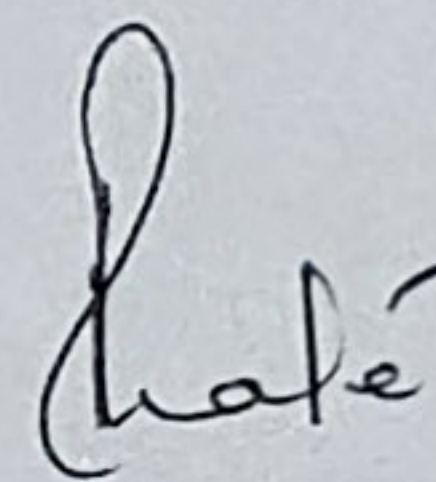
128 responses



The above diagram showed that efforts made by the institute/teachers to a great extent was agreed by 35.9%, moderate by 33.6%, some what by 19.5%, very little by 8% and not at all by 3%.

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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