

AN IQAC INITIATIVE

**STUDENT
SATISFACTION
SURVEY**
2022-23



MES ASMABI COLLEGE

www.mesasmabicollege.edu.in

STUDENTS SATISFACTION SURVEY - 2022-2023

The student satisfaction survey measures student satisfaction with regard to the educational and service quality. The college uses a standard questionnaire for survey conducted among final year students every year. Based on a pilot survey conducted on a small sample of students the difficulty and expectations of students on various facilities were identified. The analysis is given below.

Weighted average is out of 5 points

Attributes	Percent	Valid Percent	Cumulative Percent
Male	22.0	22.0	22.0
Female	78.0	78.0	100.0
Total	100.0	100.0	

The above table shows that most of the students participated in the survey are female.

Attributes	Percent	Valid Percent	Cumulative Percent
General	6.8	6.8	6.8
OBC	78.3	78.3	85.1
OEC	5.1	5.1	90.1
SC	7.6	7.6	97.7
ST	1.7	1.7	99.4
OTHERS	.6	.6	100.0
Total	100.0	100.0	

78.3% of the students belong to the OBC category. Only 6.8% are from general category. The below given is the analysis of questionnaire according to the options with percentage, validity of percentage and weighted average varying with weightage 1 to 5.

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

Attributes	Percent	Valid Percent	Cumulative Percent
30 to 54%	4.5	4.5	4.5
55 to 69%	5.9	5.9	10.4

70 to 84%	22.8	22.8	33.2
85 to 100%	66.5	66.5	99.7
Below 30%	.3	.3	100.0
Total	100.0	100.0	Weighted average = 4.50

66.5% of the students reported that 85% to 100% of the syllabus was covered in their classes, reflecting a high level of syllabus coverage. 22.8% opined that 70% to 84% of the syllabus was covered, further emphasizing substantial coverage across classes. 4.5% of the students stated 30% to 54% coverage and 5.9% reported 55% to 69% coverage. 0.3% reported coverage below 30%.

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

Attributes	Percent	Valid Percent	Cumulative Percent
Indifferently	1.1	1.1	1.1
Poorly	4.5	4.5	5.6
Satisfactorily	65.9	65.9	71.5
Thoroughly	28.2	28.2	99.7
Won't teach at all	.3	.3	100.0
Total	100.0	100.0	Weighted average=4.17

The majority of respondents, totalling 65.9% of the students, perceived teachers as preparing for classes satisfactorily, indicating a generally positive sentiment towards the level of preparation. 28.2%, reported that teachers prepared thoroughly for their classes, suggesting a strong commitment to ensuring quality teaching experiences. 4.5% of respondents stated that teachers prepared poorly, indicating areas where improvement may be necessary. Additionally, a very small percentage 1.1% reported indifferent preparation, while an even smaller portion (0.3%) indicated instances where teachers did not prepare at all.

3. How well were the teachers able to communicate?

Attributes	Percent	Valid Percent	Cumulative Percent
Generally ineffective	1.7	1.7	1.7
Always effective	57.2	57.2	58.9

Just satisfactorily	9.0	9.0	67.9
Sometimes effective	29.3	29.3	97.2
Very poor communication	2.8	2.8	100.0
Total	100.0	100.0	Weighted average= 4.17

Majority of respondents, comprising 57.2%, perceived teachers as always effective in their communication, indicating a high level of proficiency in conveying information. 29.3% reported teachers as sometimes effective, suggesting occasional fluctuations in communication effectiveness. However, concerns were raised by a small percentage of respondents, with 9.0% indicating that communication was just satisfactory, and 2.8% expressing dissatisfaction with very poor communication. Furthermore, only a minimal proportion of respondents (1.7%) found teachers generally ineffective in their communication.

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

Attributes	Percent	Valid Percent	Cumulative Percent
Excellent	38.0	38.0	38.0
Fair	3.9	3.9	42.0
Good	23.4	23.4	65.4
Poor	.8	.8	66.2
Very good	33.8	33.8	100.0
Total	100.0	100.0	Weighted average= 4.04

The data reflects a generally positive perception of the teacher's approach to teaching among respondents. 38.0% of the students described the approach as excellent, indicating a high level of satisfaction with the teaching methods employed. 33.8%, rated the approach as very good, further underscoring the positive sentiment towards the teaching methods utilized. 23.4% rated the approach as good, contributing to the overall favourable perception. 3.9% of respondents described the approach as fair and a mere 0.8% consider it poor.

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

Attributes	Percent	Valid Percent	Cumulative Percent
Always fair	49.3	49.3	49.3
Sometimes unfair	9.0	9.0	58.3
Unfair	.3	.3	58.6
Usually Fair	40.0	40.0	98.6
Usually unfair	1.4	1.4	100.0
Total	100.0	100.0	Weighted average= 4.35

49.3% of the students opined that the process is always fair, suggesting a high level of confidence in the fairness of assessments. 40.0% reported that the process is usually fair, contributing to the overall positive sentiment. 9.0% stated that the process is sometimes unfair and a smaller percentage (1.4%) indicated that it is usually unfair. Furthermore, a very small proportion of respondents (0.3%) reported outright unfairness in the evaluation process.

6. Was your performance in assignments discussed with you?

Attributes	Percent	Valid Percent	Cumulative Percent
Everytime	37.5	37.5	37.5
Never	1.4	1.4	38.9
Occasionally/Sometimes	15.5	15.5	54.4
Rarely	4.5	4.5	58.9
Usually	41.1	41.1	100.0
Total	100.0	100.0	Weighted average= 4.08

Majority of respondents (41.1%) reported their performance in assignments was usually discussed with them, while 37.5% indicated it was discussed every time. 15.5% of the students stated that such discussions occurred only occasionally or sometimes, and a smaller percentage (4.5%) reported that discussions about their performance was done rarely. Only a very small percentage (1.4%) stated that their performance was never discussed with them.

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

Attributes	Percent	Valid Percent	Cumulative Percent
Never	5.4	5.4	5.4
Often	29.3	29.3	34.6
Rarely	8.2	8.2	42.8
Regularly	35.8	35.8	78.6
Sometimes	21.4	21.4	100.0
Total	100.0	100.0	Weighted average= 3.75

The data indicates that the institute demonstrates a considerable level of involvement in promoting internship, student exchange, and field visit opportunities for students. 35.8% of the students reported that the institute does so regularly, while 29.3% stated that it happens often. 21.4% opined that these opportunities are sometimes available and to a lesser extent, rarely (8.2%). A very small proportion of respondents (5.4%) stated that such opportunities are never promoted by the institute

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

Attributes	Percent	Valid Percent	Cumulative Percent
Marginally	3.4	3.4	3.4
Moderately	25.1	25.1	28.5
Notatall	3.4	3.4	31.8
Significantly	25.9	25.9	57.7
Verywell	42.3	42.3	100.0
Total	100.0	100.0	Weighted average=3.78

The data suggests that the teaching and mentoring process in the institution plays a significant role in fostering students' cognitive, social, and emotional growth, with a substantial majority of respondents indicating positive experiences. 42.3% of students reported that the teaching and mentoring process facilitate their growth very well. 25.9% stated that it does so significantly, and 25.1% indicated moderate facilitation. However, a small percentage of

respondents reported marginal facilitation (3.4%), while an equal percentage (3.4%) stated that it does not contribute at all to their growth.

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

Attributes	Percent	Valid Percent	Cumulative Percent
Strongly agree	27.9	27.9	27.9
Agree	44.8	44.8	72.7
Neutral	22.0	22.0	94.7
Strongly disagree	1.7	1.7	96.4
Disagree	3.7	3.7	100
Total	100.0	100.0	Weighted average =3.93

The data suggests that a significant majority of respondents perceive the institution as providing ample opportunities for learning and growth. Nearly half of the respondents (44.8%) agreed strongly with this statement, indicating a robust belief in the institution's provision of such opportunities. 27.9% expressed a strong agreement, further underscoring the positive sentiment towards the institution's offerings. While a small percentage (1.7%) strongly disagreed with the statement, and a similarly small portion (3.7%) expressed disagreement

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

Attributes	Percent	Valid Percent	Cumulative Percent
Everytime	41.7	41.7	41.7
Never	1.4	1.4	43.1
Occasionally/Sometimes	17.2	17.2	60.3
Rarely	3.7	3.7	63.9
Usually	36.1	36.1	100.0
Total	100.0	100.0	Weighted average= 4.12

41.7% of the students reported that teachers consistently inform them about their expected competencies, course outcomes, and program outcomes every time, indicating a strong emphasis on clarity regarding learning objectives. 36.1% stated that this information is usually provided, further emphasizing a prevalent practice of communication regarding expected

competencies and outcomes. However, there are areas for improvement, as a notable proportion of respondents (17.2%) mentioned occasional or sometimes occurrences of receiving such information, and smaller percentages reported rare (3.7%) or nonexistent (1.4%) communication in this regard.

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

Attributes	Percent	Valid Percent	Cumulative Percent
Everytime	42.3	42.3	42.3
Idon't havea mentor	1.1	1.1	43.4
Occasionally/Sometimes	14.1	14.1	57.5
Rarely	5.1	5.1	62.5
Usually	37.5	37.5	100.0
Total	100.0	100.0	Weighted average= 4.14

42.3% of the students reported that their mentor consistently follows up with assigned tasks every time, indicating a high level of engagement and support. 1.1% stated not having a mentor which could potentially indicate gaps in mentorship programs or allocations. 37.5% stated that their mentor usually conducts necessary follow-ups, there are still respondents who reported less frequent follow-ups, with 14.1% mentioning occasional or sometimes follow-ups, and 5.1% stating about rare occurrences.

12. The teachers illustrate the concepts through examples and applications.

Attributes	Percent	ValidPercent	CumulativePercent
Everytime	45.6	45.6	45.6
Never	.8	.8	46.5
Occasionally/Sometimes	16.1	16.1	62.5
Rarely	3.4	3.4	65.9
Usually	34.1	34.1	100.0
Total	100.0	100.0	Weighted average= 4.20

45.6% of the students reported that teachers consistently illustrate concepts through examples and applications, indicating a strong emphasis on practical learning approaches. 0.8% mentioned never experiencing this teaching method, suggesting potential areas for improvement in instructional techniques or consistency across teaching practices. 34.1% stated that teachers usually employ examples and applications, there are

still respondents who reported less frequent utilization, with 16.1% mentioning occasional occurrences, and 3.4% indicating rare instance.

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

Attributes	Percent	Valid Percent	Cumulative Percent
Fully	37.2	37.2	37.2
Partially	20.6	20.6	57.7
Reasonably	33.2	33.2	91.0
Slightly	5.9	5.9	96.9
Unableto	3.1	3.1	100.0
Total	100.0	100.0	Weighted average= 3.82

37.2% of the students feel that teachers fully identify their strengths and appropriately encourage them with the right level of challenges. 33.2%, stated that teachers reasonably provide such support, indicating a positive trend in acknowledging students' abilities and offering suitable challenges. 20.6% reported only partial identification and encouragement, suggesting room for improvement in this aspect of teaching practice. 5.9% stated slight identification and encouragement and 3.1% reported an inability to identify strengths and provide appropriate challenges.

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

Attributes	Percent	Valid Percent	Cumulative ssPercent
Everytime	33.5	33.5	33.5
Never	6.8	6.8	40.3
Occasionally/Sometimes	22.0	22.0	62.3
Rarely	8.7	8.7	71.0
Usually	29.0	29.0	100.0
Total	100.0	100.0	Weighted average= 3.73

33.5% of the teachers feel that teachers consistently identify their weaknesses and provide assistance to overcome them every time, indicating a strong level of support in addressing areas

of improvement.6.8% reported never experiencing this form of assistance, highlighting potential gaps in identifying and addressing students' weaknesses. 29.0% stated that teachers usually provide such help, there are still respondents who reported less frequent assistance, with 22.0% mentioning occasional occurrences, and 8.7% reporting rare instances.

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

Attributes	Percent	Valid Percent	Cumulative Percent
Stronglyagree	27.9	27.9	27.9
Agree	39.7	39.7	67.6
Neutral	25.9	25.9	93.5
Strongly disagree	2.3	2.3	95.8
Disagree	4.2	4.2	100
Total	100.0	100.0	Weighted average= 3.86

27.9% of the students strongly agreed that the institution makes such efforts, while 39.7% agreed, forming a majority of respondents with positive sentiments. However, 2.3% strongly disagreed and 4.2% disagreed, suggesting areas where student engagement in quality improvement initiatives could be enhanced. 25.9% remained neutral, indicating a need for further investigation into their perceptions and potentially areas for increased communication or involvement to garner more active student participation in these processes.

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

Attributes	Percent	Valid Percent	Cumulative Percent
Moderate	43.1	43.1	43.1
Notatall	2.3	2.3	45.4
Somewhat	15.2	15.2	60.6
Toagreat extent	31.8	31.8	92.4
Verylittle	7.6	7.6	100.0
Total	100.0	100.0	Weighted average= 3.87

The data indicates a significant recognition among respondents of the institute or teachers' use of student-centric methods, such as experiential learning, participative learning, and problem-solving methodologies, for enhancing learning experiences. 31.8% of the students reported that these methods are utilized to a great extent, suggesting a strong emphasis on student-centered approaches within the learning environment. 43.1% acknowledged a moderate level of utilization of these methods, further indicating a widespread adoption of student-centric strategies. However, there were still respondents who expressed lower levels of implementation, with 15.2% stating somewhat utilization and 7.6% reporting very little usage. 2.3% of the students reported not experiencing these student-centric methods at all.

17. Teachers encourage you to participate in extracurricular activities

Attributes	Percent	Valid Percent	Cumulative Percent
Strongly agree	36.3	36.3	36.3
Agree	41.4	41.4	77.7
Strongly disagree	1.1	1.1	78.8
Disagree	3.9	3.9	82.7
Neutral	17.2	17.2	100.0
Total	100.0	100.0	Weighted average= 4.07

36.3% of the students strongly agreed that teachers encourage such participation, highlighting a strong support system within the institution for extracurricular engagement. 41.4% agreed with this statement, further reinforcing the prevalent encouragement provided by teachers 3.9% disagreed and 1.1% strongly disagreed with teachers' encouragement of participation in extracurricular activities. 17.2% remained neutral on the matter.

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.

Attributes	Percent	Valid Percent	Cumulative Percent
Moderate	40.6	40.6	40.6
Not at all	1.1	1.1	41.7
Somewhat	14.1	14.1	55.8
To a great extent	38.3	38.3	94.1
Very little	5.9	5.9	100.0
Total	100.0	100.0	Weighted average= 4.01

The data suggests that there is a notable emphasis placed by the institute or teachers on inculcating soft skills, life skills, and employability skills to prepare students for the world of work. 38.3% of the students reported that efforts in this regard are made to a great extent, indicating a strong commitment to equipping students with the necessary skills for employment. 40.6% acknowledged a moderate level of effort in this area, underscoring the importance placed on enhancing students' readiness for the workforce. 14.1% stated somewhat effort and 5.9% reported very little attention given to these skills. 1.1% reported no efforts at all in inculcating such skills

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

Attributes	Percent	Valid Percent	Cumulative Percent
Below 29%	6.5	6.5	6.5
30-49%	6.5	6.5	13
50-69%	13.5	13.5	26.5
70-89%	27.9	27.9	67.4
Above 90%	45.6	45.6	100
Total	100.0	100.0	Weighted average= 3.99

45.6% of students reported that above 90% of teachers incorporate tools like LCD projectors and multimedia into their teaching methods. 27.9%, stated that 70-89% of teachers utilize ICT tools, indicating a widespread adoption of technology in the classroom. 13.5% and 6.5% of respondents reported that 50-69% and 30-49% of teachers, respectively, use ICT tools. 6.5% reported below 29% utilization.

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

Attributes	Percent	Valid Percent	Cumulative Percent
Strongly agree	32.7	32.7	32.7
Agree	46.5	46.5	79.2
Neutral	16.9	16.9	96.1
Strongly disagree	1.7	1.7	97.8
Disagree	2.3	2.3	100
Total	100.0	100.0	Weighted average= 4.06

32.7% of the students strongly agreed and 46.5% who agreed, expressed satisfaction with the quality of teaching and learning. Additionally, while a small percentage (1.7%) strongly disagreed and 2.3% disagreed with this statement, indicating some dissatisfaction, the majority of respondents expressed agreement or strong agreement. 16.9% remained neutral on the matter.

Consolidated weighted average= 4.06 out of 5

Majority of the students are of the opinion that the overall satisfaction level of educational experience is above average. From the survey the participants responded that they were satisfied with the services rendered by the college. Better results are expected with the implementation of the improvement measures.