

Shri Yoganand Swami Arts College, Basmathnagar Di. Hingoli

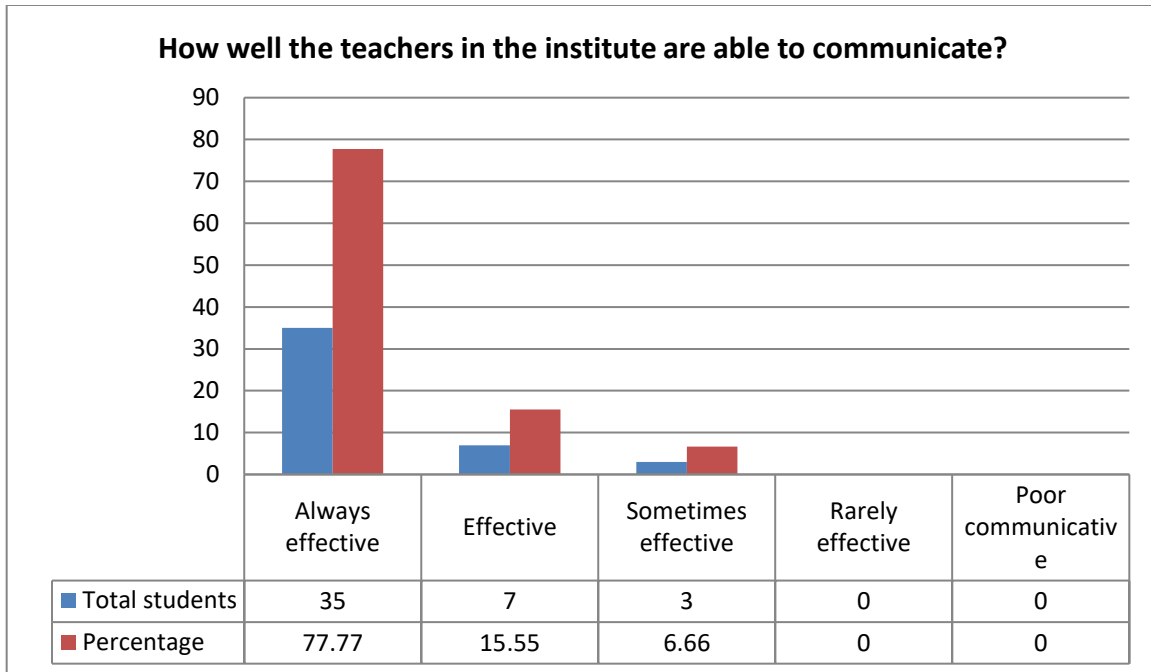
Analysis of Student Satisfaction Survey (Metric No.2.7.1)

Academic year- 2019-20

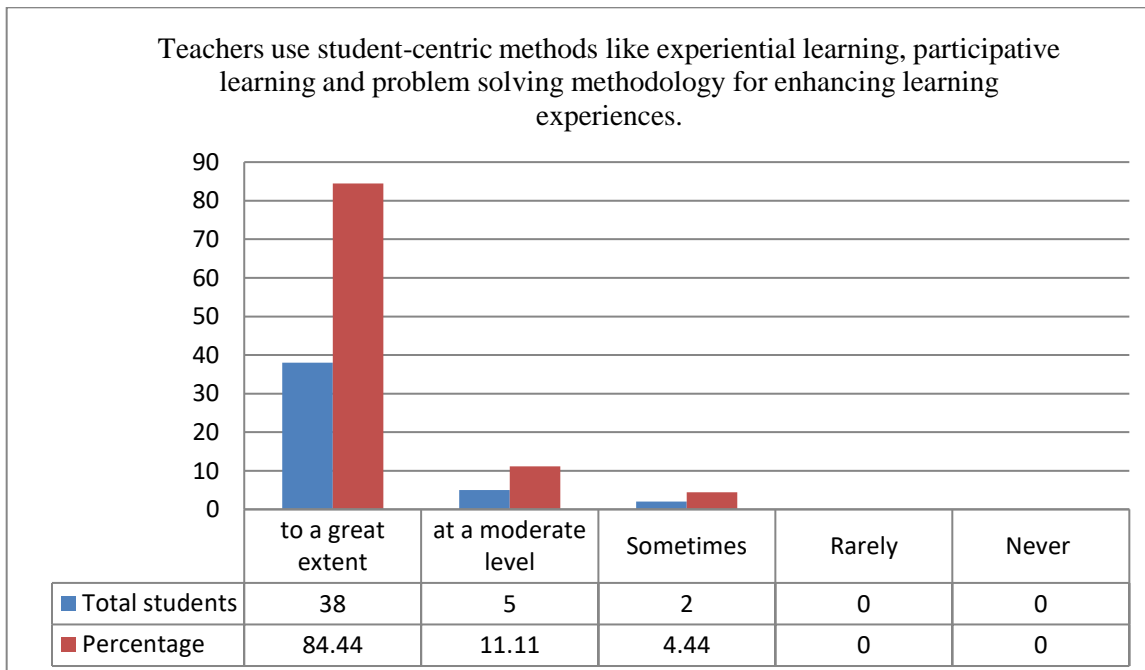
The institution obtained the feedback on the overall institutional performance from the students for the academic year 2019-20. The in charge faculty collected and tabulated the data and finally analysed it to assure if the institution could fulfill the demands or ideas of the students as expressed in the same. Total 11 samples were collected from the first year, 12 samples were taken from second year and 22 samples were taken from third year from the college students randomly for the sake of transparent and valid evaluation. Out of 45 students, 27 (60.00%) students were male and 18 (40.00 %) were female. It contained various students ranging between 17 to 21 years.

Before handing over the questionnaire to the students, the concerning faculty put its way to fill up. He also helped students in filling up the feedback by translating the questions in the mother tongue of students to receive positive and reliable replies. All questions consists five options based on its validity and reliability on four point scale from 0 to 4. The questionnaire contained 23 questions including 22 close ended questions and one was reserved for open ended question. The questionnaire comprised into five separate section to receive the opinion of students on separate aspects like students' assessment of their teachers' performance during classroom, assessment of their teachers' preparation before the class, assessment of their teachers regarding the use of ICT during classroom, students' assessment of their teachers regarding their approach towards students and assessment of the teaching of their teachers.

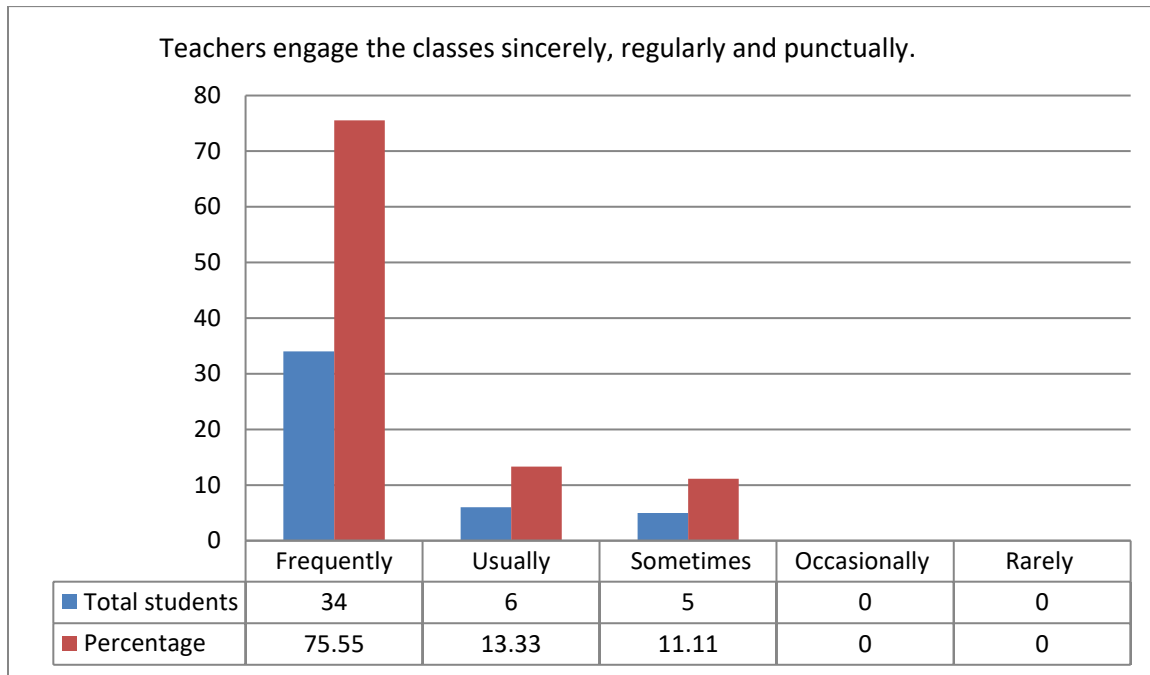
- 1) Q. 1 The first question in the questionnaire intended to seek the opinion of students on the way of the communication of teachers with students. 35 students (77.77 %) replied that the teachers are always effective, 7 (15.55 %) told that there is effective communication between teachers and students and only 3 students (6.66 %) replied that teachers in the institution are sometimes effective to communicate. It becomes clear from the following diagram:



Q.2 Students were asked to evaluate how effectively teachers use student-centric methods like experiential learning, participative learning and problem solving methodology to enhance learning experience. 38 students (84.44 %) told that the teachers use above methods to a great extent to enhance the learning experience, 5 students (11.11 %) told that they use above methods at a moderate level whereas only 2 (4.44 %) are of the opinion that their teachers sometimes use above methods. The picture becomes clear from the following diagram:

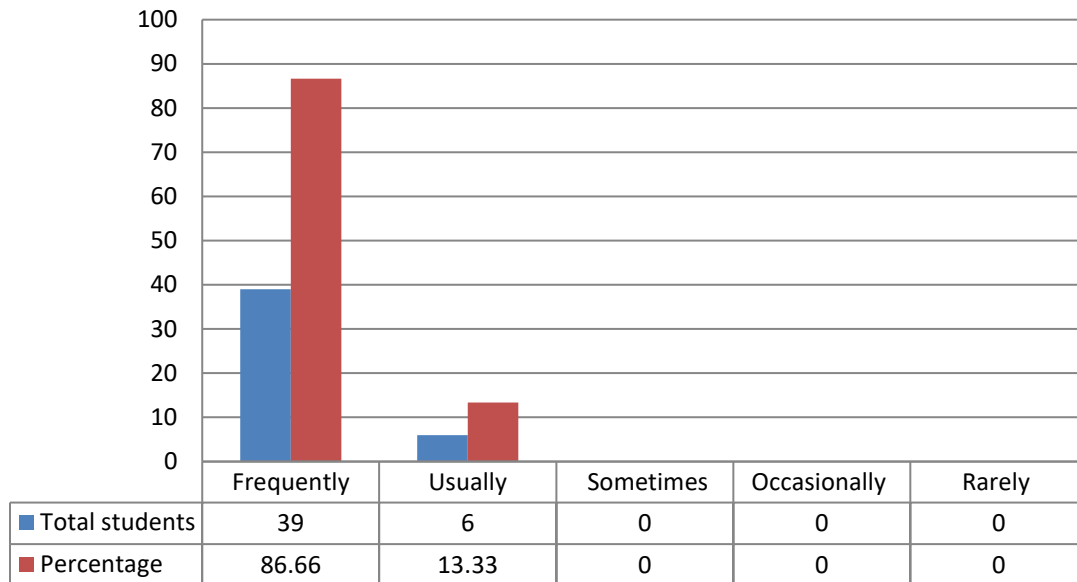


Q.3 Students were asked to evaluate the use of body language of their teachers in teaching-learning process. Out of 45 students, 34 (75.55%) told that teachers frequently use body language in teaching-learning process, 6 students (13.33%) opined that the teachers usually use body language and only 5 (11.11%) remarked that the teachers use body language while teaching to make the teaching-learning process impressive. It becomes clear from the following diagram:



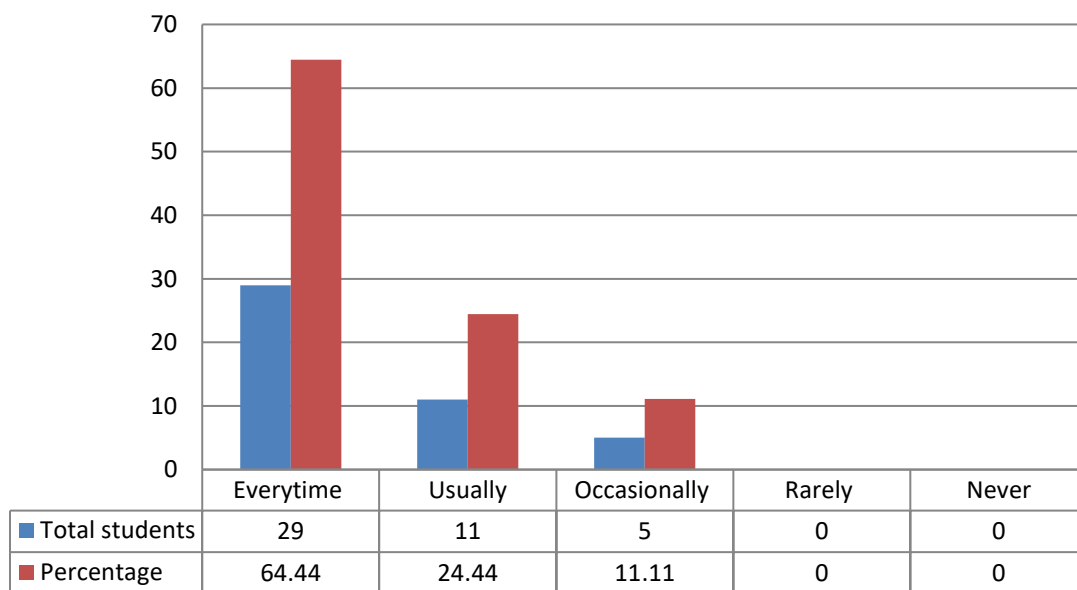
Q. 4 This question intended to receive the opinion of students regarding the preparation of their teachers. When the students were asked how far extent teachers engage classes sincerely, regularly and punctually than 39 students (86.66%) told that teachers frequently engage classes sincerely, punctually and sincerely whereas only 6 students (13.33%) replied that the teachers usually engage classes sincerely, punctually and sincerely. It becomes clear from the following diagram:

Teachers engage the classes sincerely, regularly and punctually.

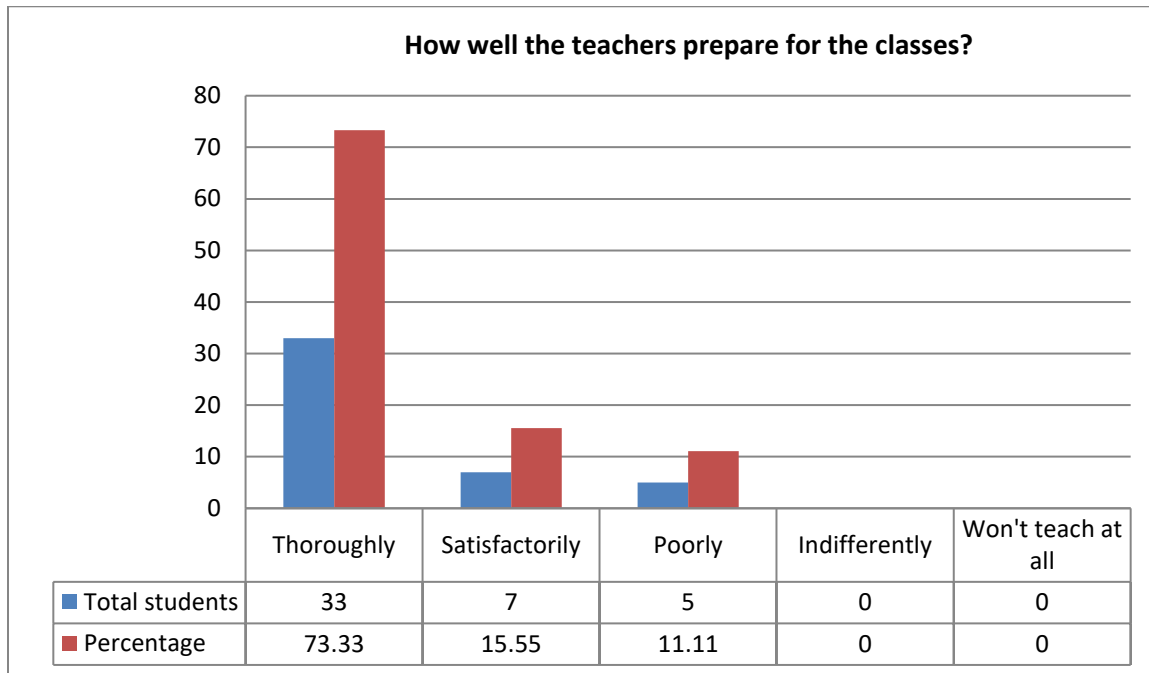


Q. 5 In this questions students were asked to rate the use body language of their teachers while teaching. 29 students (64.44 %) said that they every time use body language while teaching whereas 11 (24.44 %) replied that teachers usually and rarely use body language while teaching and only 5 (11.11%) respectively replied that teachers occasionally use body language while teaching. It becomes clear from the following diagram:

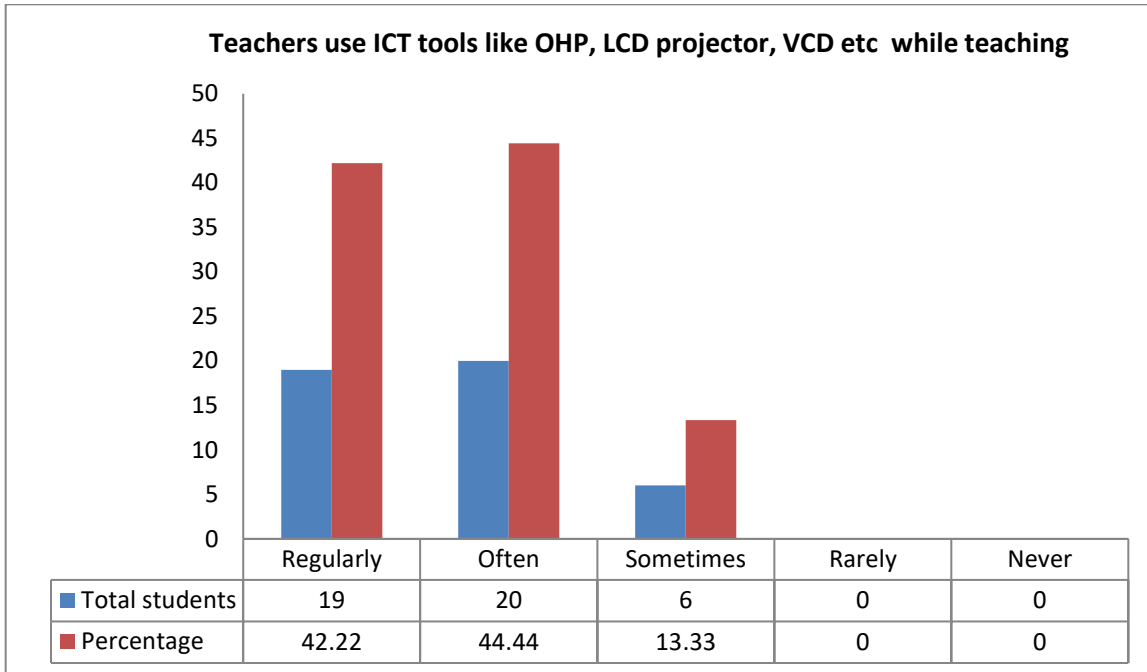
Teachers use body language while teaching.



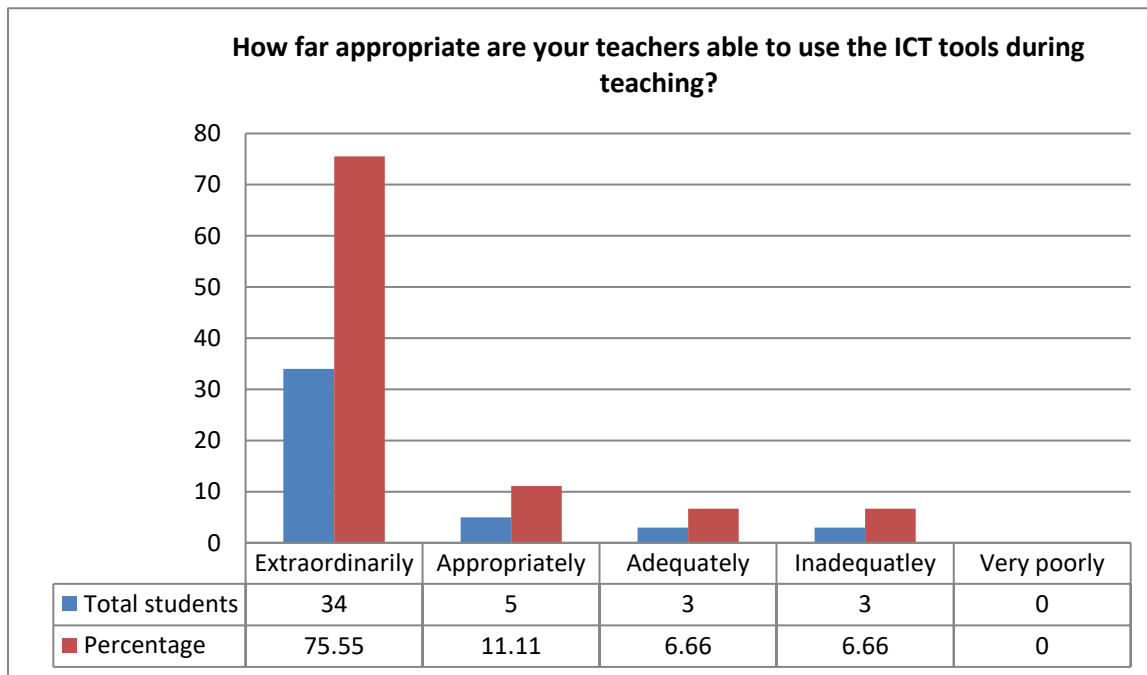
Q. 6 The students were asked how well do the teachers prepare for the classes. 33 (73.33%) students told that they thoroughly prepare before the classes, 7 students (15.55 %) told that they satisfactorily prepare themselves before engaging the classes and only 5 (11.11%) students told that teachers prepare for classes poorly. It becomes clear from the following diagram:



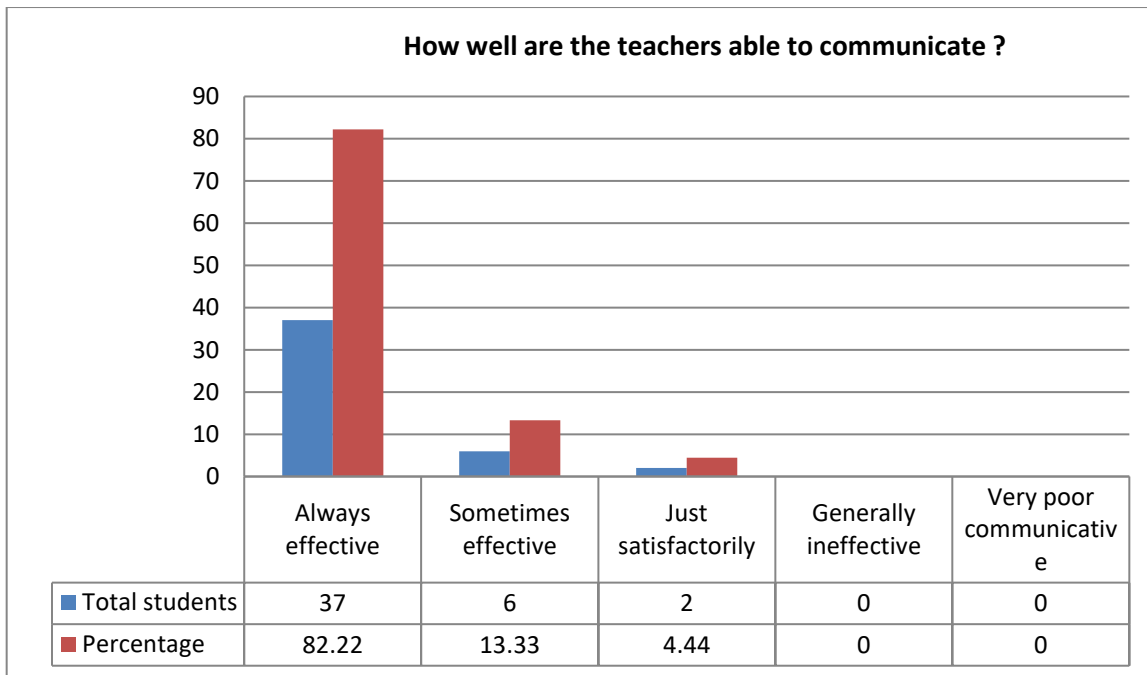
Q. 7 Next two questions were asked regarding the use of information and communication technology during classroom. The students were asked to show the performance of their teachers in the use of ICT tools like OHP, LCD projector, during classroom. 19 students (42.22 %) told that the teachers regularly use ICT tools while teaching, 20 (44.44 %) students replied that they often use ICT tools whereas only 2 (13.33 %) students told that their teachers sometimes use ICT based tools while teaching. It becomes clear from the following diagram:



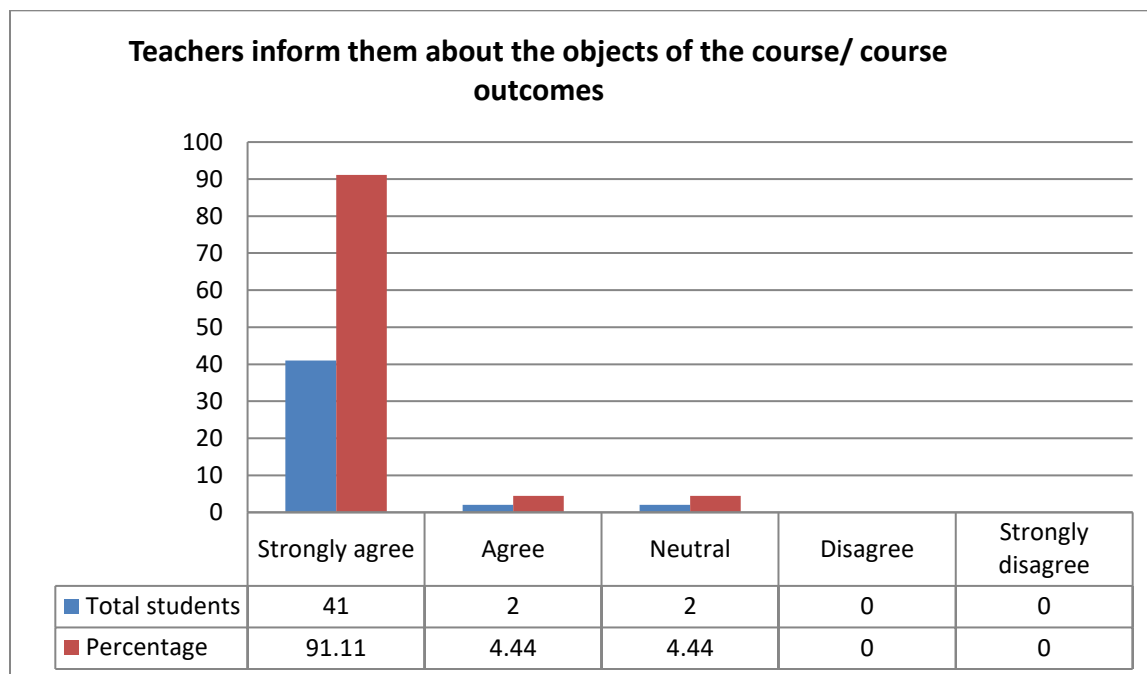
Q. 8 When the students were asked how far appropriate their teachers are able to use the ICT tools during teaching than 34 (75.55 %) students replied that the teachers are extraordinarily are able to use ICT during teaching whereas 5 (11.11 %) replied that they appropriately use ICT during teaching, 3 (6.66 %) told that they adequately use ICT during teaching and only 3 (6.66%) students replied that teachers use ICT inadequately during teaching. It becomes clear from the following diagram:



Q. 9 Students were also asked to assess their teachers on the basis of their approach towards students. When the students were asked how well their teachers are able to communicate with them then 37 (82.22 %) students replied that they are always effective, 6 (13.33 %) told that they are sometimes effective to communicate and only 2 (4.44 %) student among them noted that their teachers just satisfactorily are able to communicate with them. It becomes clear from the following diagram.

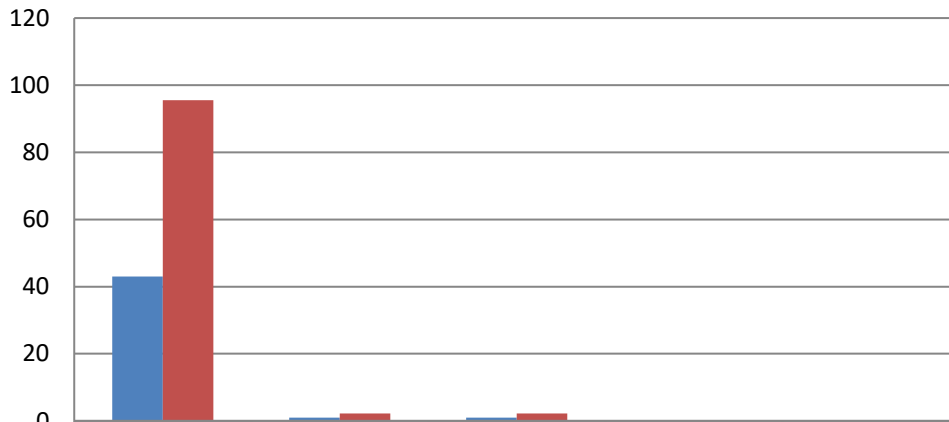


Q. 10 Before engaging a class teachers should familiarize students to the aims and objectives of the syllabus in the class. When the students were asked whether their teachers inform them about the objects of the course/ course outcomes etc. then 41 students (91.11 %) told that they are strongly agree to the statement, 2 (4.44 %) students is agree to the statement whereas only 2 (4.44 %) student is neutral to the statement. The picture is clear from the following diagram:



Q. 11 The students were asked to put their remark on whether their teachers identify their strengths and weaknesses and encourage them with providing right level of challenges than 43 students (95.55 %) out of 45 told that their teachers fully identify their strength and weaknesses and encourage them with providing right level of challenges, 1 student (2.22 %) told that their teachers reasonably identify their strength and weakness and encourage them with providing right level of challenges whereas only 1 (2.22 %) out of them replied that their teachers partially identify their strengths and weaknesses and encourage them with providing right level of challenges. It becomes clear from the following diagram:

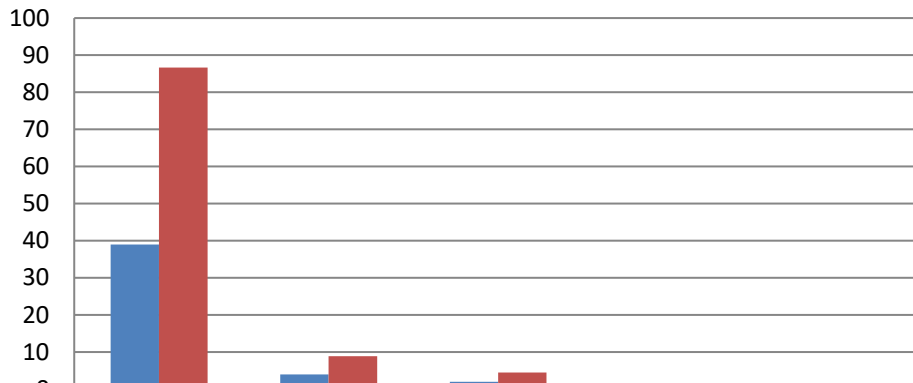
Teachers identify their strengths and weaknesses and encourage them with providing right level of challenges



	Fully	Reasonably	Partially	Slightly	Unable to
Total students	43	1	1	0	0
Percentage	95.55	2.22	2.22	0	0

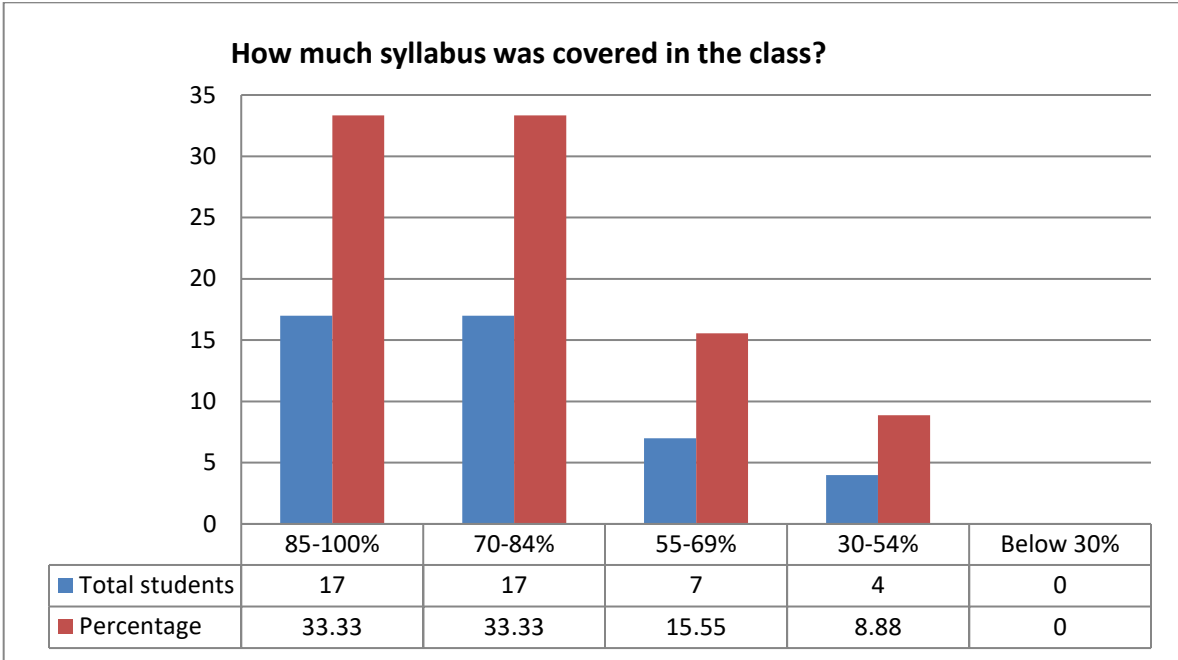
Q. 12 Students were asked whether their teachers arrange extra-curricular activities like group discussions, seminars etc or not than 39 (86.66 %) students replied that the teachers every time arrange extra-curricular activities like group-discussions, seminars etc. 4 students told that that the teachers every time arrange extra-curricular activities like group-discussions, seminars etc, whereas only 2 students (4.44 %) students replied that the teachers occasionally arrange extra-curricular activities like group- discussions, seminars etc . It becomes clear from the following table:

Teachers arrange extra-curricular activities like group discussions, seminars etc or not



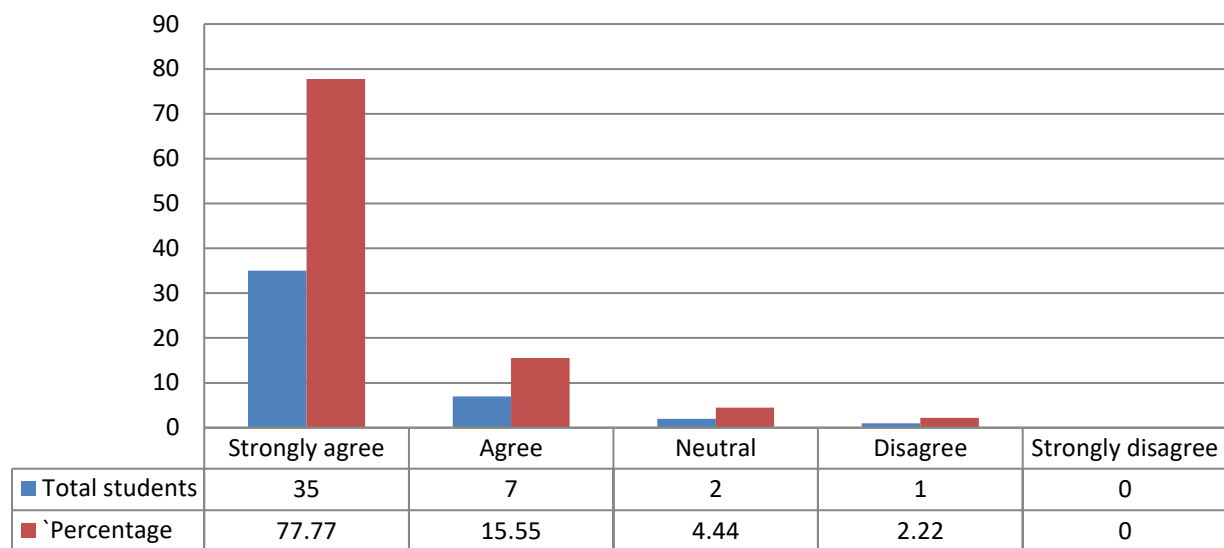
	Every time	Usually	Occasionally/ Sometimes	Rarely	Never
Total students	39	4	2	0	0
Percentage	86.66	8.88	4.44	0	0

Q. 13 Feedback cum questionnaire of the students contained the questions on the teaching of teachers. The question how much syllabus was covered in the class when was asked to the students, then 17 students (33.33 %) replied that around 85% to 100 % syllabus was covered, 17 students (33.33 %) opined that 70 to 85% syllabus was covered in the class and 7 (15.55 %) students replied that only 55 to 69% syllabus was covered in the class and only 4 students (8.88%) replied that 30 % to 54 % syllabus was covered in the class. The picture is clear from the following diagram:

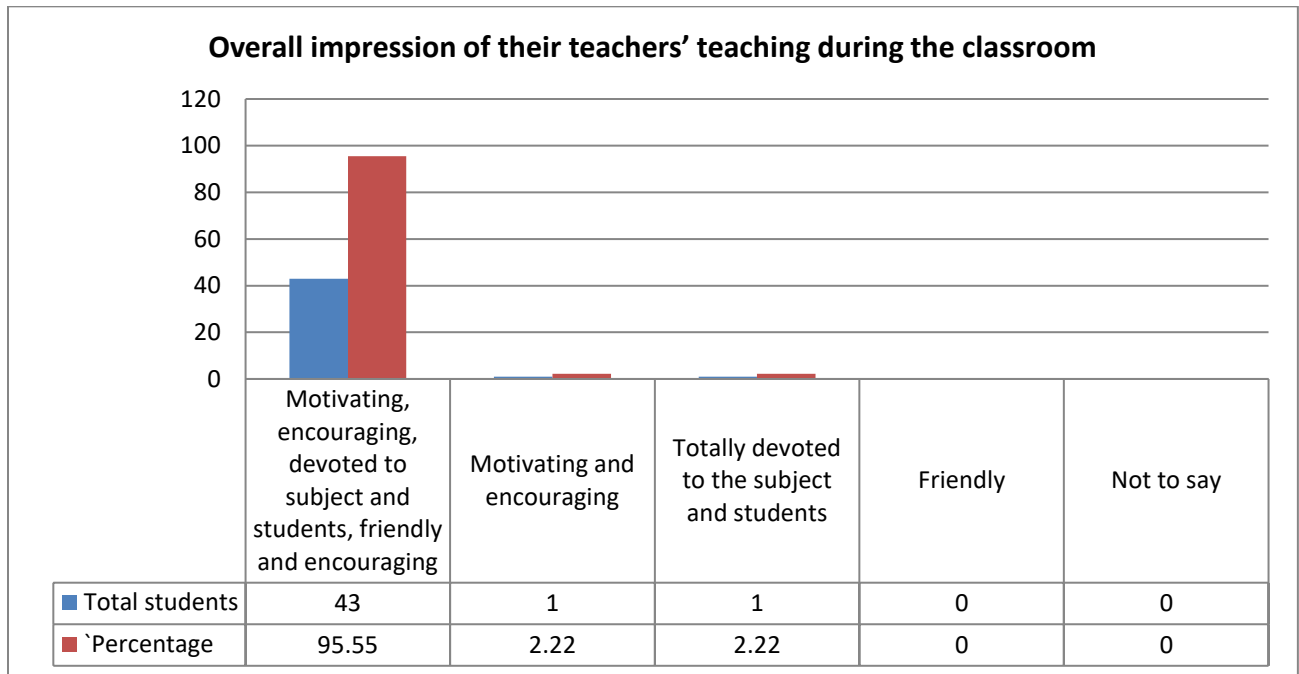


Q. 14 Question was asked to the students to know if their performance in the assignments was discussed fairly by their teachers or not. 35 students (77.77 %) are strongly agreed to the statement by saying that their performance in the assignments was fairly discussed by their teachers, 7 students (15.55 %) are agree to the statement to say that their performance in the assignments was fairly discussed by their teachers, 2 students (4.44 %) are neutral to the statement to say that that performance in the assignments was fairly discussed by their teachers whereas only 1 student (2.22 %) replied that their performance in the assignments was fairly discussed by their teachers. The picture becomes clear from the following diagram:

**Their performance in the assignments was discussed fairly by their teachers
or not**

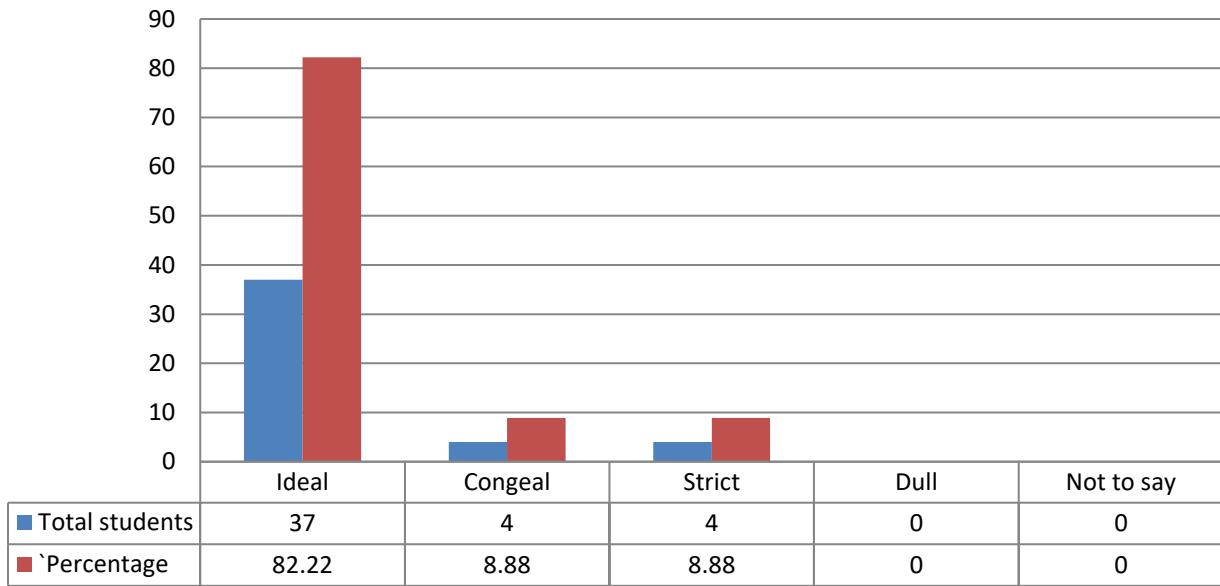


Q. 15 Students were asked to rate the overall impression of their teachers' teaching during the classroom. 43 students (95.55%) out of 45 told that overall impression of their teachers in the classroom was motivating, encouraging, devoted to the subject and students, friendly and encouraging, 1 student (2.22 %) students replied that the overall impression of their teachers in the classroom was motivating and encouraging whereas only 1 student (2.22 %) replied that the overall impression of their teachers in the classroom was totally devoted to the subject. It becomes clear from the following diagram:

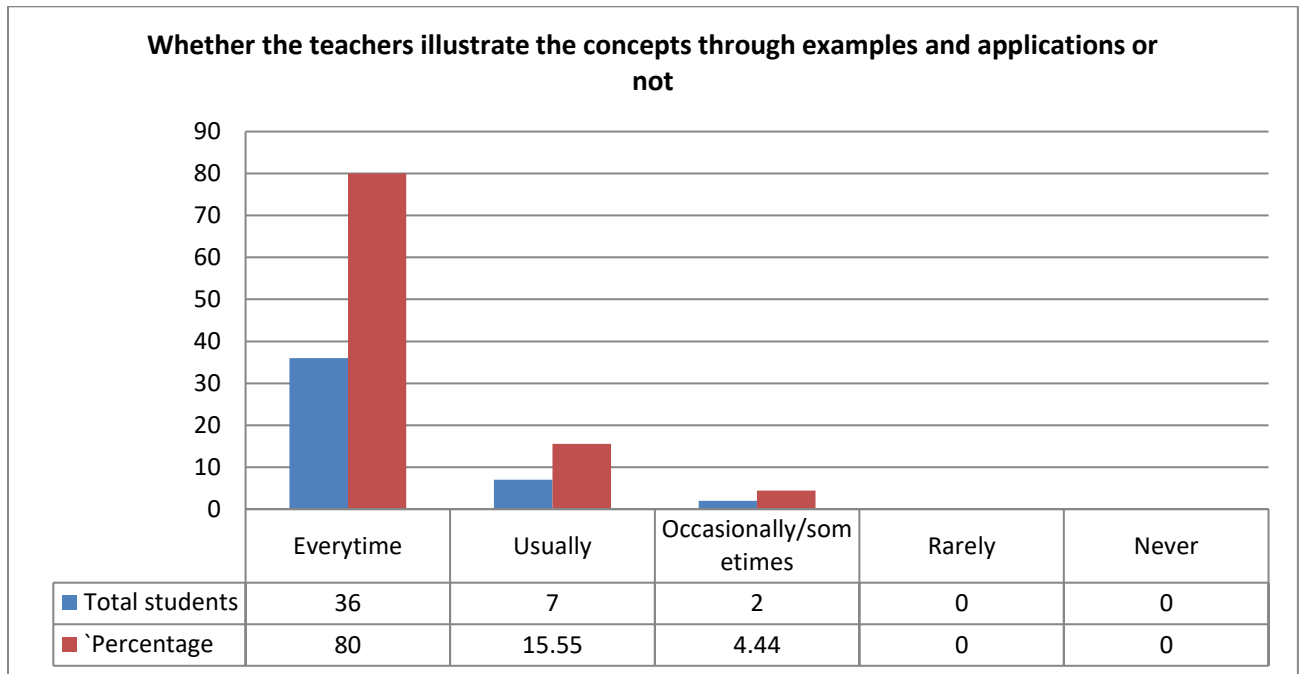


Q. 16 Students were asked to rate the environment created by their teachers during the classroom. 37 students (82.22 %) replied that that the environment created by their teachers during the classroom was ideal, 4 (8.88 %) students mentioned that the environment created by their teachers during the classroom was congeal, 4 students (8.88%) replied that the environment created by their teachers during the classroom was strict whereas only. It becomes clear from the following diagram.

The environment created by their teachers during the classroom

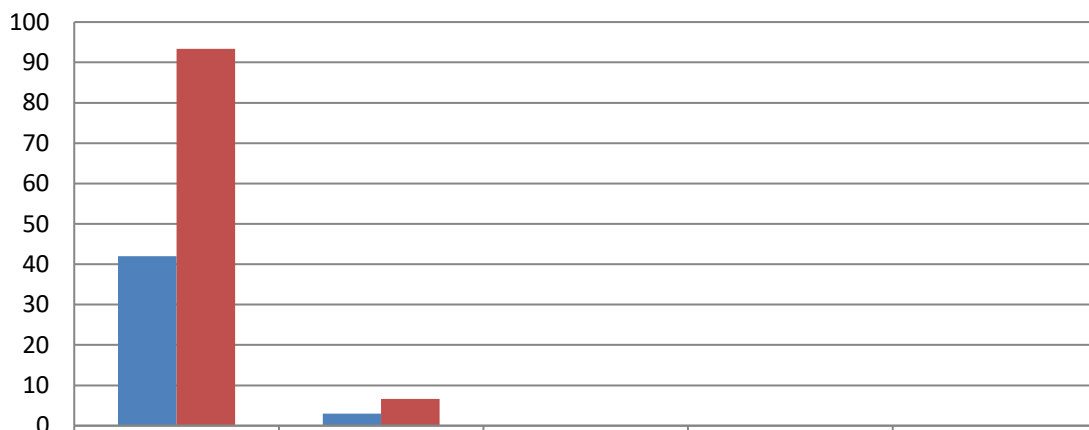


Q. 17 When the students were asked to whether the teachers illustrate the concepts through examples and applications or not then 36 students (80.00 %) told that they every time illustrate the concepts through examples and applications, 7 (15.55 %) students told that teachers usually illustrate the concepts through examples and applications whereas only 2 (4.44 %) among them added that they sometimes illustrate the concepts through examples and applications. It becomes clear from the following diagram:



Q. 18 students were asked to evaluate the facilities available in the institution. When they were asked to put their remark on whether the institution is interested in field visits / tours / surveys / extra-curricular activities etc to make them familiar to the external world or not. Out of 38 students 42 (93.33 %) are strongly agree to the statement that the institution is interested in field visits / tours / surveys / extracurricular activities etc. to make them familiar to the external world whereas only 3 (6.66 %) students are agree to the statement that the institution is interested in field visits / tours / surveys / extracurricular activities etc. to make them familiar to the external world.

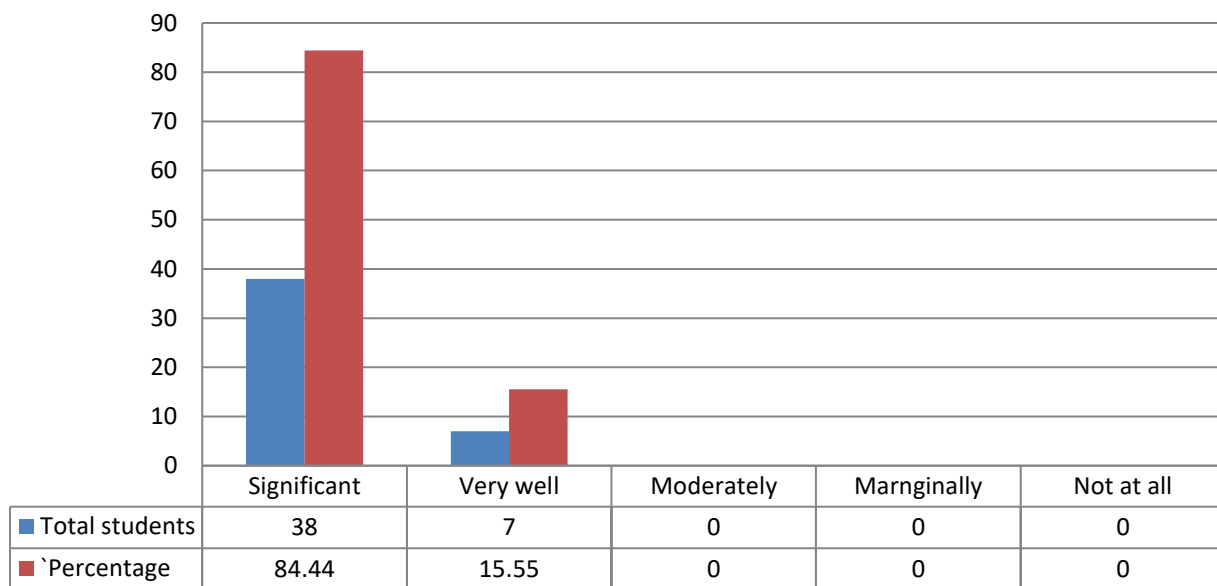
The institution is interested in field visits / tours / surveys / extra-curricular activities etc to make them familiar to the external world



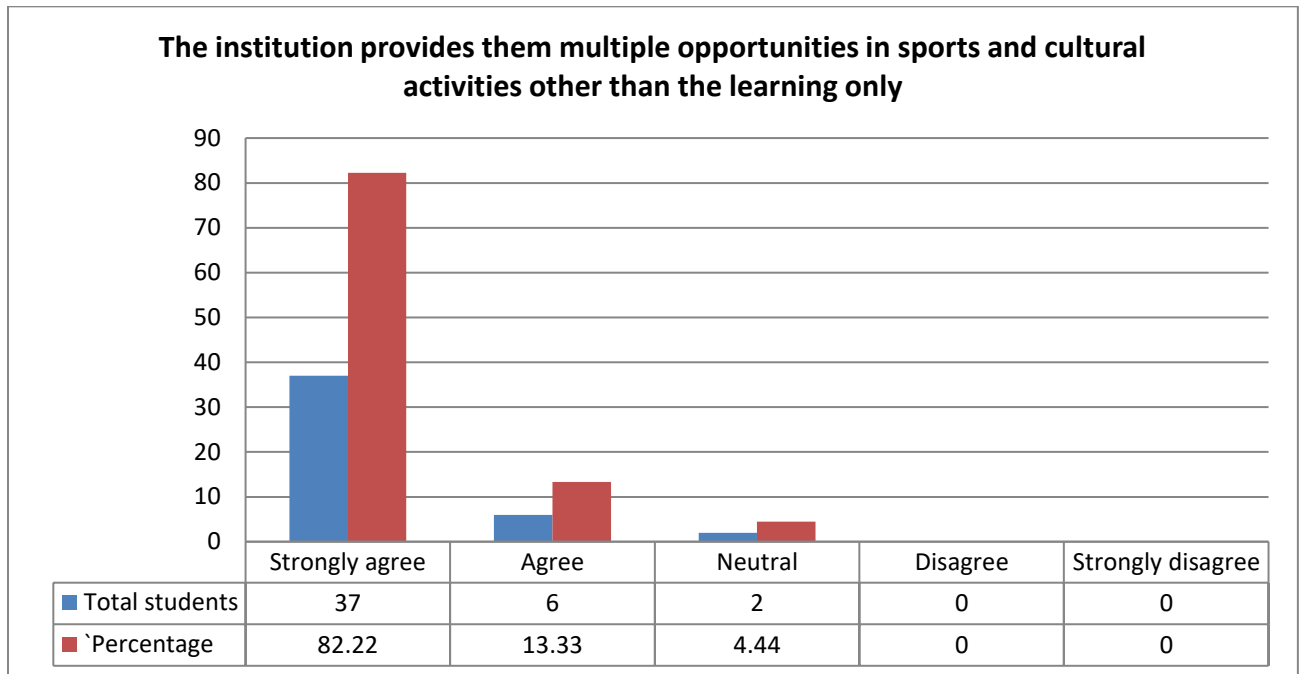
	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
Total students	42	3	0	0	0
Percentage	93.33	6.66	0	0	0

Q. 19 Students were given freedom to assess the teaching and mentoring process in the institution. 38 students (84.44 %) replied that teaching and mentoring process in the institution significantly facilitates them in cognitive, social and emotional growth, 7 students (15.55 %) replied that the teaching and mentoring process in the institution facilitates them in cognitive, social and emotional growth very well. It becomes clear from the following diagram:

Teaching and mentoring process in the institution

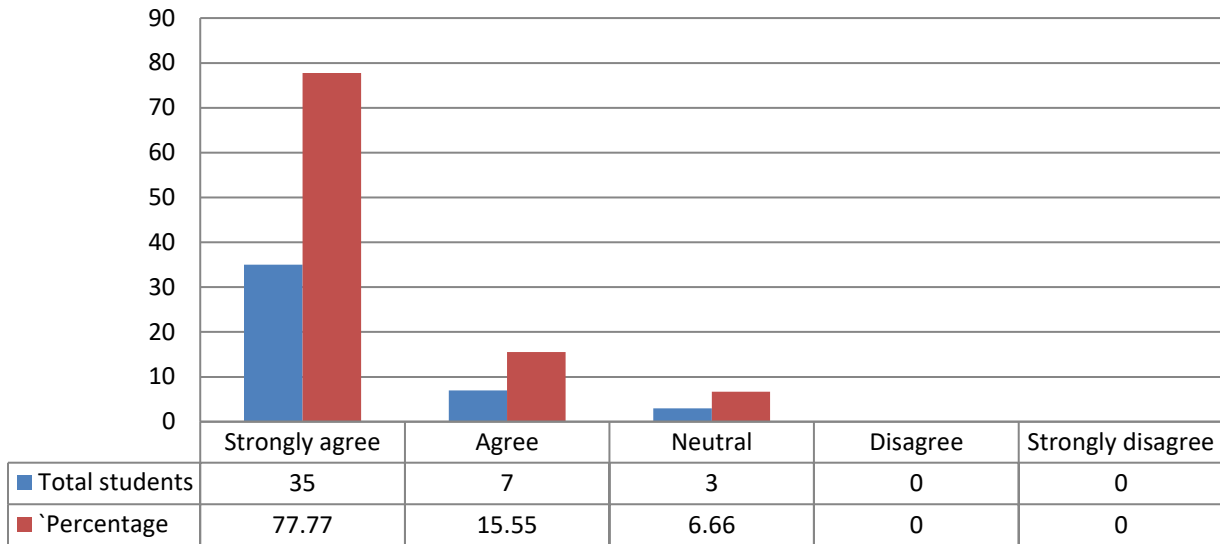


Q. 20 When the question was asked to students to rate whether the institution provides them multiple opportunities in sports and cultural activities other than the learning only then 37 (82.22%) students strongly agree with the statement that the institution provides them multiple opportunities in sports and cultural activities other than the learning only whereas 6 students (13.33 %) are just agree with the statement that the institution provides them multiple opportunities in sports and cultural activities other than the learning and only 2 (4.44%) students are neutral to the statement that the institution provides them multiple opportunities in sports and cultural activities other than the learning . The picture is clear in following diagram.



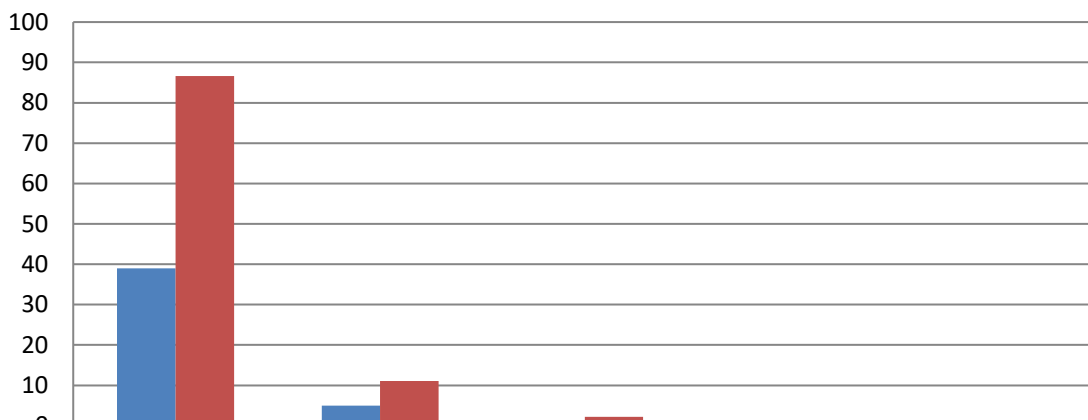
Q. 21 Students were asked to assess the efforts of the institution to engage them in the monitoring, review and continuous quality improvements of the teaching-learning process. 35 students (77.77 %) are strongly agree to the statement that the efforts of the institution engage them in the monitoring, review and continuous quality improvements of the teaching-learning process, 7 (15.55 %) are agree to the statement that the efforts of the institution engage them in the monitoring, review and continuous quality improvements of the teaching-learning process whereas only 3 students (6.66 %) are neutral to the statement that the efforts of the institution engage them in the monitoring, review and continuous quality improvements of the teaching-learning process . The picture becomes clear from the following diagram:

Efforts of the institution to engage them in the monitoring, review and continuous quality improvements of the teaching-learning process



Q. 22 When the students were asked to assess the efforts made by the institution to inculcate soft skills, life skills and employability skill to make them competent in the world of work then 39 students (86.66 %) are of the opinion that their institution takes efforts to a great extent to inculcate soft skills, life skills and employability skill to make them competent in the world of work, 5 students (11.11 %) replied that their institution takes efforts moderately to inculcate soft skills, life skills and employability skill to make them competent in the world of work whereas only 1 student (2.22 %) remarked that their institution takes somewhat efforts to inculcate soft skills, life skills and employability skill to make them competent in the world of work.

Efforts made by the institution to inculcate soft skills, life skills and employability skill to make them competent in the world of work



	To a great extent	Moderate	Somewhat	Very little	Not at all
Total students	39	5	1	0	0
Percentage	86.66	11.11	2.22	0	0

Q. 23 All previous questions mentioned above were close ended. The last question was in open ended format to offer their suggestion to improve teaching learning experience, sports facilities, and library facility etc. in the institution. Other demands of the students are as to establish hostels, to organize academic college tours, to extend competitive examination coaching cell, to add new magazines and journal in library etc..