STUDENT SATISFACTION SURVEY REPORT 2021-22

MAHARAJA'S COLLEGE, ERNAKULAM

Internal Quality Assurance Cell
Maharaja's College, Ernakulam
(A Government Autonomous College)

1. Introduction

Maharaja's College is a government college of higher education located in Kochi (Ernakulam), Kerala. Established in 1875, it is one of the oldest colleges in India. Located in the heart of the city, it is spread over a campus of 25 acres (100,000 m2) on the banks of Vembanad Lake. Blanketed by tall and rare species of trees, its campus features a mix of old and modern architecture and covers a total area of 19,525 m², providing infrastructural facilities for the 19 departments of the college. Hundreds of years of teaching and learning have taught us one thing – satisfied students perform better, both in campus and in life. It is essential for the overall development and up gradation of the institute that we take feedback from the stakeholders. Students being one among the major stakeholders a student satisfaction survey was done across the under graduate, post graduate students, and research scholars of the college. A structured questionnaire was circulated, to which 438 responses turned up. The main goal of the survey was to illuminate how the students of Maharaja's evaluate the institute , it's teaching learning process, facilities, etc.,

2. Survey Methodology

For the NAAC AQAR, Students Satisfaction Survey (SSS) regarding Teaching – Learning and Evaluation was conducted among the students of the institute through the institutional mail id of students. The same was published in the college website. The students will remain anonymous throughout the survey process. In SSS there were two questions regarding the course and programme of the respondent and followed by nineteen objective type questions and one question provides opportunity for the students to give their observations / suggestions in a descriptive way to improve the overall teaching – learning experience in our institution. The questionnaire covers a wide array of skills involved in the teaching process which vary from teaching skills of the teacher, technical knowledge, effectiveness of communication, preparedness, doubt clearing skills and use of ICT, to overall approach to the educational process like motivation, interpersonal relationships, feedback, dynamically modifying teaching methodology to help weak students etc., The Questionnaire is based on the Likert scale on a graded marking system. Highest positive response is rated as 4 and the lowest negative response is rated as 0. This provides a more comfortable wider range for students to register their opinion. The questionnaire framed in Google forms is mailed to students and circulated through student groups by tutors and was published in website too The outcome of the survey will help to reach the objective of the institution. This will also help to initiate remedial action to improve the facilities whenever and wherever it is required. The result of the survey will provide a base to plan for the future.

Table 1. Questionnaire

Sl. No.	Criteria	Response
1	What degree program are you pursuing now?	*
2	What subject area are you currently pursuing?	**
3	How much of the syllabus was covered in the class?	***

No.	Question	
4	How well did the teachers prepare for the classes?	****
5	How well were the teachers able to communicate?	****
6	The teacher's approach to teaching can best be described as	****
7	Fairness of the internal evaluation process by the teachers.	****
8	Was your performance in assignments discussed with you?	****
9	The institute takes active interest in promoting internship, student exchange, and field visit opportunities for students.	****
10	The teaching and mentoring process in your institution facilitates you in cognitive, social and emotional growth.	****
11	The institution provides multiple opportunities to learn and grow.	****
12	Teachers inform you about your expected competencies, course outcomes and programme outcomes	****
13	Your mentor does a necessary follow-up with an assigned task to you.	****
14	The teachers illustrate the concepts through examples and applications.	****
15	The teachers identify your strengths and encourage you with providing right level of challenges	****
16	Teachers are able to identify your weaknesses and help you to overcome them.	****
17	The institution makes effort to engage students in the monitoring, review and continuous quality improvement of the teaching learning process.	****
18	The institute/ teachers use student centric methods, such as experiential learning, participative learning and problem solving methodologies for enhancing learning experiences.	****
19	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.	****
20	What percentage of teachers use ICT tools such as LCD projector, Multimedia, etc. while teaching.	****
21	The overall quality of teaching-learning process in your institute is very good	****
22	Give three observation / suggestions to improve the overall teaching – learning experience in your institution. She/he can also mention weaknesses of the institute here. (Kindly restrict your response to teaching learning process only)	****

Responses are to be marked as following;

*   UG, PG, Ph.D Scholar

**   Arts, Science, Commerce

***   4 (85 to 100%) , 3 (70 to 84%) , 2 (55 to 69%), 1(30 to 54%) ,0 (Below 30%)

****   4– Excellent, 3 – Very good, 2 – Good ,1 – Fair , 0– Poor (similar)

3.Summary of students satisfaction survey

Students are generally satisfied regarding the overall teaching-learning process of the institution, but some students have made some suggestions also for further improvement such as use of more ICT tools, constitution of committees of teachers and students together, more opportunities for internships and field visits, in-campus training programmes, more facilities in laboratories etc. The College Council and academic bodies have positively taken into account the remarks.

4. Participation

The SSS reports that out of the total students of the academic year fifty one percent of the students responded to the feedback form circulated. The UG participation comes around sixty percent of the total respondents and PG participation comes around thirty seven percent. Every department has been represented well in the survey. Out of the total respondents Ph.D students give a three percent participation in survey. Thus all courses offered in the campus is represented in the survey and their suggestions are taken into account.

Table 2 Programme wise distribution of respondents		
Programme	Count	Percentage
UG Programme	921	60
PG Programme	562	37
Ph.D	40	3
Total Respondents	1523	100
Total Strength	2985	

5. Detailed Analysis of the Survey

5.1 Completion of syllabus in the classroom

Completion of syllabus in the classroom is an important indicator of academic activities in the campus. Students were asked to respond on how much of the syllabus was covered in the classroom? They were asked to give a score between zero to four. Among the students responded in the survey, around ninety two percent said that more than seventy percent of the syllabus for all the programs is getting completed in the classroom itself. The following table shows the responses of the students towards the query.

Table 3 .Programme wise response of students on syllabus completion					
Programmes	**No. of responses on each score from 0 to 4**				
	4(85-100%)	3(70-84%)	2(55-69%)	1(30-54%)	0(Below30%)
UG Programme	50	845	16	10	0
PG Programme	23	512	23	4	0
Total responses	(count)73	(count)1357	(count) 39	(count) 14	(count) 0
Percentage	4.9	91.5	2.6	0.9	0

5.2 Preparation status of the teachers

How well teachers prepare for their classes were yet another query. Even a very experienced teacher need to read and update herself to present a topic impressively before students. So, this needs to be rated by the student community. They were asked to give a score between zero and four. Where 4 is excellent, 3 is very good, 2 is good, 1 is fair, 0 is poor. Out of the total respondents 94 percent opines that the teacher's preparedness for class is very good.

Table 4. Preparation status of the teachers					
Programmes	**No. of responses on each score from 0 to 4**				
	Excellent	**Very good**	**Good**	**Fair**	**Poor**
	4	3	2	1	0
UG Programme	87	789	24	18	3
PG Programme	78	443	32	9	0
Total responses	165	1232	56	27	3
Percentage	11.13	83.07	3.78	1.82	0.20

5.3 Communication ability of the teachers

Proper communication in the class room is important for the successful teaching learning process in the class room. The survey reports that ninety five percent of the student participants in survey thinks that teacher's communication ability is very good. This is evident from the table given.

Table 5 .Communication skill of teachers					
Programmes	**No. of responses on each score from 0 to 4**				
	Excellent	**Very good**	**Good**	**Fair**	**Poor**
	4	3	2	1	0
UG Programme	726	164	25	6	0
PG Programme	422	104	32	4	0
Total responses	1148	268	57	10	0
Percentage	77.41	18.07	3.84	0.67	0.00

5.4 The teacher's approach to teaching

Teacher's aptitude and approach to teaching really counts. Only a dedicated and passionate teacher can love teaching. The survey also tries find the dedication level of the teachers in this institution. The survey tells that eighty eight percent of the teachers are very good in their approach towards teaching.

Table 6.The teacher's approach to teaching					
Programmes	**No. of responses on each score from 0 to 4**				
	Excellent	**Very good**	**Good**	**Fair**	**Poor**
	4	3	2	1	0
UG Programme	267	515	124	15	0
PG Programme	166	362	14	18	2
Total responses	433	877	138	33	0
Percentage	29.20	59.14	9.31	2.23	0.00

5.5 Fairness of the internal evaluation process

Internal evaluation is an important component in the evaluation process. As part of the curricular evaluation, students are internally assessed by the teachers. They are assessed through internal examinations, assignments and seminars, and also on the basis of their attendance in the class. It is very clearly pointed out in the table that eighty seven percent of the students believe that their

teachers are fair in internal evaluation. A combined response of four and three gives that ninety eight percent of the teachers are usually fair in evaluating students.

Programmes	No. of responses on each score from 0 to 4				
	Fair	**Usually fair**	**sometimes unfair**	**Usually unfair**	**Unfair**
	4	3	2	1	0
UG Programme	800	100	20	1	0
PG Programme	496	60	4	2	0
Total responses	1296	160	24	3	0
Percentage	87.39	10.79	1.62	0.20	0.00

Table 7.The teacher's approach to teaching

5.6 Follow-up of assignments

Internal assessments are considered as additional mechanisms to enhance the understanding of the subject. Out of the twenty marks assigned for internal evaluation five marks is for assignments in UG, for PG courses assignment or seminar is given by the concerned teachers with a weightage of two. The survey found that around ninety four percent of the students think that they are given proper follow up for their assignments.

Programmes	No. of responses on each score from 0 to 4				
	Always	**Usually**	**Sometimes**	**Rarely**	**Never**
	4	3	2	1	0
UG Programme	234	601	74	8	4
PG Programme	134	420	8	0	0
Total responses	368	1021	82	8	0
Percentage	24.81	68.85	5.53	0.54	0.00

Table 8.Follow-up of assignments

5.7 Provision for internship, student exchange, field visit etc.

Providing exposure to students beyond the syllabi is always a matter of concern of Maharaja's college. Despite limitations, the institution takes much interest in providing maximum academic opportunities to students. As part of the syllabus a few students are open to internships, others make field visits, surveys and other exchange programmes under different banners. The survey points out that sixty seven percent of the students agree that college gives amble provision for internship, student exchange, field visit etc.

Programmes	No. of responses on each score from 0 to 4				
	Always	**Often**	**Sometimes**	**Rarely**	**Never**
	4	3	2	1	0

Table 9. Provision for internship, student exchange, field visit etc.

UG Programme	198	382	320	16	5
PG Programme	70	353	87	42	10
Total responses	268	735	407	58	15
Percentage	18.07	49.56	27.44	3.91	1.01

5.8 Effectiveness of teaching and mentoring process

We here evaluate the impact of teaching and mentoring process of the institution in cognitive, social and emotional growth. Around ninety four percent of the selected students opined that their cognitive, social and emotional challenges are being successfully handled through the teaching and mentoring process in the institution.

Table 10. Impact of teaching and mentoring process of the institution in cognitive, social and emotional growth					
Programmes	No. of responses on each score from 0 to 4				
	Excellent	Very good	Good	Fair	Poor
	4	3	2	1	0
UG Programme	87	789	24	18	3
PG Programme	78	443	32	9	0
Ph.D	30	5	2	1	2
Total responses	195	1237	58	28	5
Percentage	12.80	81.22	3.81	1.84	0.33

5.9 Provision of multiple opportunities to learn and grow

Maharajas always provide platform for students to develop their multifaceted personality by giving emphasis to their life management skills, leadership skills, cultural skills, and social sensitiveness as well through learning. Almost eighty nine percent of the students agreed to the statement that the institution provides multiple opportunities to learn and grow.

Table11.Provision of multiple opportunities to learn and grow					
Programmes	No. of responses on each score from 0 to 4				
	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
	4	3	2	1	0
UG Programme	678	106	76	51	10
PG Programme	388	143	24	6	1
Ph.D	28	7	0	3	2
Total responses	1094	256	100	60	13
Percentage	71.83	16.81	6.57	3.94	0.85

5.10 Communication regarding expected competencies, course outcomes and programme outcomes

The survey reports ninety three percent of the Students have said that proper communication is given regarding expected competencies, course outcomes and programme outcomes at the time of commencement of the course itself.

Table12 .Teachers inform you about your expected competencies, course outcomes and programme outcomes					
Programmes	**No. of responses on each score from 0 to 4**				
	Always	**Usually**	**Occasionally**	**Rarely**	**Never**
	4	3	2	1	0
UG Programme	765	134	20	2	0
PG Programme	432	89	32	6	3
Total responses	1197	223	52	8	3
Percentage	78.59	14.64	3.41	0.53	0.20

5.11 Teacher's follow-up with an assigned task

Around ninety two percent of the students responded that teachers usually does necessary follow ups of the assigned works in terms of discussing about the status of performance as well as steps needed to improve the quality of the same.

Table13 .Your mentor does a necessary follow-up with an assigned task to you					
Programmes	**No. of responses on each score from 0 to 4**				
	Always	**Usually**	**Occasionally**	**Rarely**	**I don't have a mentor**
	4	3	2	1	0
UG Programme	555	325	32	9	0
PG Programme	233	247	68	10	4
Total responses	788	572	100	19	4
Percentage	53.14	38.57	6.74	1.28	0.27

5.12 Illustration of concepts through examples and applications

Illustration of concepts through examples and applications convey the subject matter of discussion easily to the learners. Considering the aspect, students are asked to evaluate the teaching process in the institution in this regard. Almost ninety six percent of the students responded that teachers usually quote enough examples to illustrate the ideas conveyed in classrooms.

Table14 .The teacTable14 .The teachers illustrate the concepts through examples and applications hers illustrate the concepts through examples and applications					
Programmes	**No. of responses on each score from 0 to 4**				
	Always	**Usually**	**Occasionally**	**Rarely**	**I don't have a mentor**
	4	3	2	1	0
UG Programme	602	289	28	2	0
PG Programme	411	125	26	0	0
Total responses	1013	414	54	2	0
Percentage	68	28	4	0	100

Students with different abilities and talents are a general feature of all higher education institutions. So in order to cater the needs of this diversified talented student group, enough opportunities are provided in the college through the provision of curricular, co-curricular and extra- curricular activities. After identifying their areas of strength suitable challenges are assigned to each students. It can be seen that almost eighty eight percent of the students agree that teachers encourage them reasonably to develop their strengths and they are provided with right challenges.

Table 15 .The teachers identify your strengths and encourage you with providing right level of challenges					
Programmes	No. of responses on each score from 0 to 4				
	Reasonably	Partially	Slightly	Unable	Total
	3+4	3	2	1	0
UG Programme	810	102	9	0	921
PG Programme	489	72	1	0	562
Total responses	1299	174	10	0	1483
Percentage	87.59	11.73	0.67	0.00	100.00

5.14 Help to identify and overcome weaknesses

Students are faced with wide range of challenges and weaknesses. Teachers help students overcome these weaknesses. The survey reports that seventy nines percent of the students agree that teachers usually help support them at times of their crisis.

Table 16 .Teachers are able to identify your weaknesses and help you to overcome them					
Programmes	No. of responses on each score from 0 to 4				
	Usually	occasionally	Rarely	Never	Total
	3+4	3	2	1	0
UG Programme	678	231	12	0	921
PG Programme	500	46	16	0	562
Ph.D	28	12	0	0	40
Total responses	1206	289	28	0	1523.00
Percentage	79.19	18.98	1.84	0.00	100.00

5.15 Engaging students in quality improvement of the teaching learning process

Apart from the teachers, Maharajas College urges students also to be keen in monitoring and reviewing the quality improvement of the academic process in the campus. The institution is happy regarding the effort of students in this regard. Around seventy nine percent of the students have marked positive responses towards the statement that the institution makes effort to engage students in the quality review and monitoring process of the activities of the College.

Table 17 .The institution makes effort to engage students in the monitoring, review and continuous quality improvement of the teaching learning process					
Programmes	No. of responses on each score from 0 to 4				
	Usually	occasionally	Rarely	Never	Total
	3+4	3	2	1	0
UG Programme	702	201	18	0	921
PG Programme	520	42	0	0	562
Total responses	1178	277	28	0	1483.00
Percentage	79.43	18.67	1.88	0	99.98

5.16 Details of student centric methods

The teaching learning methods are undergoing dramatic changes with the evolution of experimental learning, participative learning and problem solving methodologies for enhancing learning experiences. Maharajas College has always given much emphasis in providing real time experiences to the students, we enrich our learning process with field visits, institutional visits, skill acquisition programmes and workshops that are multi-disciplinary in nature. It seems eight nine percent of our students appreciate the initiatives extended by the institution for student centric methods, such as experiential learning, participative learning and problem solving methodologies for enhancing learning experiences.

Table 18 Details of student centric methods					
Programmes	No. of responses on each score from 0 to 4				
	3+4 Moderate to a great extent	Some what	Very little	Not at all	Total
	3+4	3	2	1	0
UG Programme	810	102	8	1	921
PG Programme	521	40	1	0	562
Ph.D	34	4	2	0	40
Total responses	1365	146	11	1	1523.00
Percentage	89.63	9.59	0.72	0.07	100.00

5.17   Encouragement to participate in extracurricular activities

Educational institutions are expected to develop the overall personality of the students, Maharaja's college has always given amble platform to nourish the multifaceted talents of students. We appreciate all student initiatives from debates, discussions, open forum, street plays to short films. We take gender neutral approach in all these activities. Our arts festival has given platforms for transgender students. The data reveals that eighty two percent of our students agree that teachers do encourage them in all these activities moderately to a great extent..

Table 19 Encouragement to participate in extracurricular activities					
Programmes	No. of responses on each score from 0 to 4				
	3+4 Moderate to a great extent	Some what	Very little	Not at all	Total
	3+4	3	2	1	0
UG Programme	780	122	12	7	921
PG Programme	436	105	18	3	562
Total responses	1216	227	30	10	1483.00
Percentage	82.00	15.31	2.02	0.67	100.00

5.18   Inculcation of life skills, soft skills and employability skills

Maharaja's is always famous for imparting atmosphere for improving life skills of the students. The faculty of the College is always careful in imparting opportunities and for inculcating the overall development of the student with due emphasis to life skills, soft skills and employability skills. Programmes like Additional Skill Acquisition Programme has been conducted in the campus on a regular basis in this regard. Around eighty eight percent of the students remarked that skill inculcation among students is given importance by the teachers.

Table 20 Inculcation of life skills, soft skills and employability skills					
Programmes	No. of responses on each score from 0 to 4				
	3+4 Moderate to a great extent	Some what	Very little	Not at all	Total
	3+4	3	2	1	0
UG Programme	788	129	4	0	921
PG Programme	521	34	7	0	562
Total responses	1309	163	11	0	1483.00
Percentage	88.27	10.99	0.74	0.00	100.00

5.19 Use of ICT tools

ICT tools are expected to enhance the learning experiences student community. Maharaja's is fairly using the ICT tools in the classrooms. Most of the class rooms are ICT enabled class rooms. But there are certain limitations to the maximum utilisation of the same. Most of the students have responded that more than eighty seven percent of the teachers are utilising ICT tools to their level best in the class rooms.

Table 21 Use of ICT tools					
Programmes	No. of responses on each score from 0 to 4				
	3+4 Moderate to a great extent	Some what	Very little	Not at all	Total
	3+4	3	2	1	0
UG Programme	866	54	1	0	921
PG Programme	420	121	21	0	562
Total responses	1286	175	22	0	1483.00
Percentage	86.72	11.80	1.48	0.00	100.00

5.20 Overall quality of the teaching-learning process

An assessment on the teaching-learning process in the institution from the part of students has been attempted in the survey. It is noted that eighty percent of the students agreed to the statement that the teaching learning process in the campus is good. A negligible percent of around two commented that there should be improvement in the same.

Table 22 Overall quality of the teaching-learning process					
Programmes	No. of responses on each score from 0 to 4				
	3+4 Moderate to a great extent	Some what	Very little	Not at all	Total
	3+4	3	2	1	0
UG Programme	744	172	5	0	921
PG Programme	489	122	10	0	621
Total responses	1233	294	15	0	1542.00
Percentage	80	19.07	0.97	0.00	100.00

5.21 Suggestions for improvement

Around fifty percent of the students are seen satisfied with the ongoing process of academic and non-academic activities of the college. Almost the other fifty percent of the students have put forth some suggestions for further improvements in the campus especially regarding interactive classes, campus placements and a few others. The table below are some of suggestions came forward repeatedly.

Programme	Nil	Teachers Should be Friendly	Poor Lab	Low ICT	Interactive Class	Campus Placement	Others	Total
Table 23. Suggestions for improvement								
UG Programme	500	76	64	86	67	107	21	921
PG Programme	245	67	56	48	40	72	34	562
Ph.D	20	8	4	2	0	4	2	40
Total responses	765	151	124	136	107	183	57	1523
Percentage	50.22	9.91	8.14	8.92	7.02	12.05	3.74	100