INTERNAL QUALITY ASSURANCE CELL (IQAC)
MAJLIS ARTS AND SCIENCE COLLEGE, PURAMANNUR

STUDENT SATISFACTION SURVEY 2023-24

Key indicator 2.71

Teaching – learning and evaluation

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Majlis Arts and Science College

Majlis Arts and Science College is a higher education institution in Kerala affiliated to University of Calicut, approved by AICTE and accredited by NAAC with grade A. It is a minority institution recognized under section 2 (f) of the UGC Act 1956. The institution is committed to the pursuit of academic excellence and holistic development of the rural and marginalized people to ensure equitable and inclusive education as envisaged by NEP 2020. The College is equipped with state-of-the-art facilities including well-equipped and regularly updated laboratories and studios, a comprehensive library, Incubation Centre, e-Content Development Centre and modern classrooms. Since the last 29 years, the institution has been continuously contributing to the nation building process by shaping young minds, fostering innovation, upskilling youth and developing entrepreneurs.

Internal Quality Assurance Cell (IQAC)

The Internal Quality Assurance Cell (IQAC) of Majlis Arts and Science College, Puramannur, was established on 1st June 2015 as part of the institution's ongoing commitment to achieving academic excellence and holistic development. As a vital quality assurance mechanism, IQAC plays a pivotal role in planning, guiding, and monitoring quality enhancement activities within the college.

Guided by the principles of NAAC, IQAC strives to institutionalize a culture of quality by promoting innovative teaching-learning practices, facilitating stakeholder engagement, and fostering an environment conducive to academic and administrative excellence. It acts as a bridge connecting the institution's vision with the dynamic expectations of higher education, ensuring relevance and effectiveness in all its endeavors.

Since its inception, IQAC has been instrumental in organizing capacity-building programs for faculty, facilitating workshops, promoting research culture, and implementing robust feedback systems. It emphasizes the use of ICT, interdisciplinary collaboration, and sustainable practices to meet the ever-evolving demands of higher education

Student Satisfaction Survey

Student Satisfaction Survey (SSS) is conducted every year to know about the students' perception about Teaching – Learning and Evaluation, which will help to upgrade the quality of process followed in our institution. In SSS, there would be Eleven questions all over and out of which, ten questions would be objective type 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. The students' response is based on a scale 0 to 4. Highest positive response is rated as 4 and the lowest negative response is rated as 0.

Students are randomly selected for the survey by system. Only that particular student who was chosen randomly will get the Questionnaire. The students will remain anonymous throughout the survey process.

The Practice

IQAC has conducted the student satisfaction survey among the UG and PG students of the college during March 2024 by following a systematic procedure to ensure comprehensive responses. The college IQAC has decided to follow a questionnaire having 10 Multiple Choice Questions and One Open Ended Questions for conducting SSS and a google form is also prepared for the survey.

The student data for SSS is collected from all class tutors and survey link (https://forms.gle/2esfJoVHHNwbs8eH9) is sent to them on a random basis from the official email ID of IQAC. The link was kept open for 15 days (8th March 2024 – 23rd March 2024).

Out of the 513-mail sent, 217 responses were received from students of various programs. The responses received as suggestions were discussed in the college council for actions.

STUDENT SATISFACTION SURVEY 2023-24

Under Criterion II of Teaching – Learning and Evaluation

Guidelines for Students

IQAC is conducting a Student Satisfaction Survey regarding Teaching – Learning and Evaluation, which will help to upgrade the quality of teaching and learning process of the college. A student will have to respond to all the questions given in the following format with her/his sincere effort and thought. Her/his identity will not be revealed.

Email:

A) Please confirm this is the first and only time you answer this survey

   Yes

   No

B) Age:

C) Name of the College :……………………………………………………..

D) Gender

   Male

   Female

   Transgender

E) What degree program are you pursuing now?

   Degree

   Master's

   M.Phil

   Doctorate

   Others

F) What subject area are you currently pursuing?

   Arts

   Commerce

   Science

   Professional

   Other

Instructions to fill the questionnaire

● All questions should be compulsorily attempted.

● Each question has five responses, choose the most appropriate one.

● The response to the qualitative question no. 11 is student's opportunity to give suggestions or improvements; she/he can also mention weaknesses of the institute here. (Kindly restrict your response to teaching learning process only

Following are questions for online student satisfaction survey regarding teaching learning process.

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

   4 – 85 to 100%

   3 – 70 to 84%

   2 – 55 to 69%

   1– 30 to 54%

   0 –Below 30%

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

   4 –Thoroughly

   3 – Satisfactorily

   2 – Poorly

   1 – Indifferently

   0 – Won't teach at all

3. How well were the teachers able to communicate?

   4 – Always effective

   3 – Sometimes effective

   2 – Just satisfactorily

   1– Generally ineffective

   0– Very poor communication

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

   4 – Always fair

   3 – Usually fair

   2 – Sometimes unfair

   1 – Usually unfair

0– Unfair

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

    4 – Regularly

    3 – Often

    2 – Sometimes

    1 – Rarely

    0– Never

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

    4 – Significantly

    3 – Very well

    2 – Moderately

    1 – Marginally

    0– Not at all

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

    4 – Strongly agree

    3 – Agree

    2 – Neutral

    1 – Disagree

    0– Strongly disagree

    0– Never

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

    4 – To a great extent

    3 – Moderate

    2 – Some what

    1 – Very little

    0 – Not at all

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

4 – Above 90%

3 – 70 – 89%

2 – 50 – 69%

1 – 30 – 49%

0 – Below 29%

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

4 –Strongly agree

3 – Agree

2 – Neutral

1 – Disagree

0 – Strongly disagree

11.	Give three observation / suggestions to improve the overall teaching – learning experience in your institution
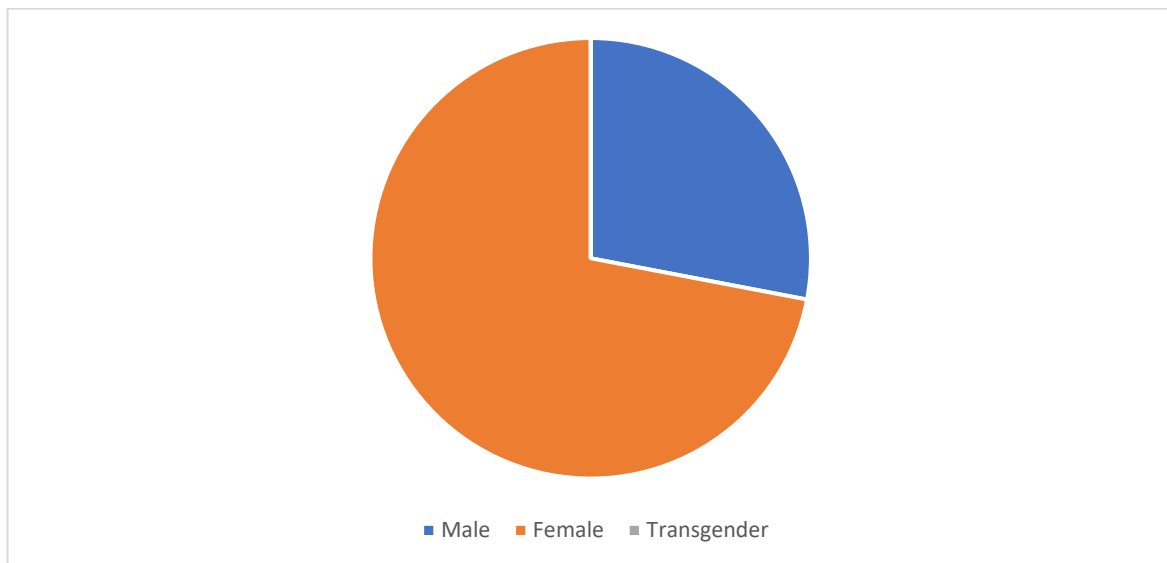
a)

b)

c)

ANALYSIS AND INTERPRETATION

A) Gender of the respondents

| Sl No	Options	Response	Percentage
1	Male	61	28
2	Female	156	72
3	Transgender	0	0
TOTAL		**217**	**100**

■ Male ■ Female ■ Transgender

The table and chart provide information about the gender distribution of respondents.

- 28% (61 respondents) of the total are male. This indicates a smaller representation of male students compared to females.
- 72% (156 respondents) of the total are female. This demonstrates a significantly higher participation or enrolment of female students in the survey.
- 0 respondents identified as transgender, accounting for 0% of the total.
- Overall, the responses suggest a predominantly female demographic among the surveyed group.

B) Degree program pursuing

| Sl No	Options	Response	Percentage
1	Degree	178	82
2	Master's	39	18
3	M.Phil	0	0
4	Doctorate	0	0
5	Others	0	0
TOTAL		**217**	**100**
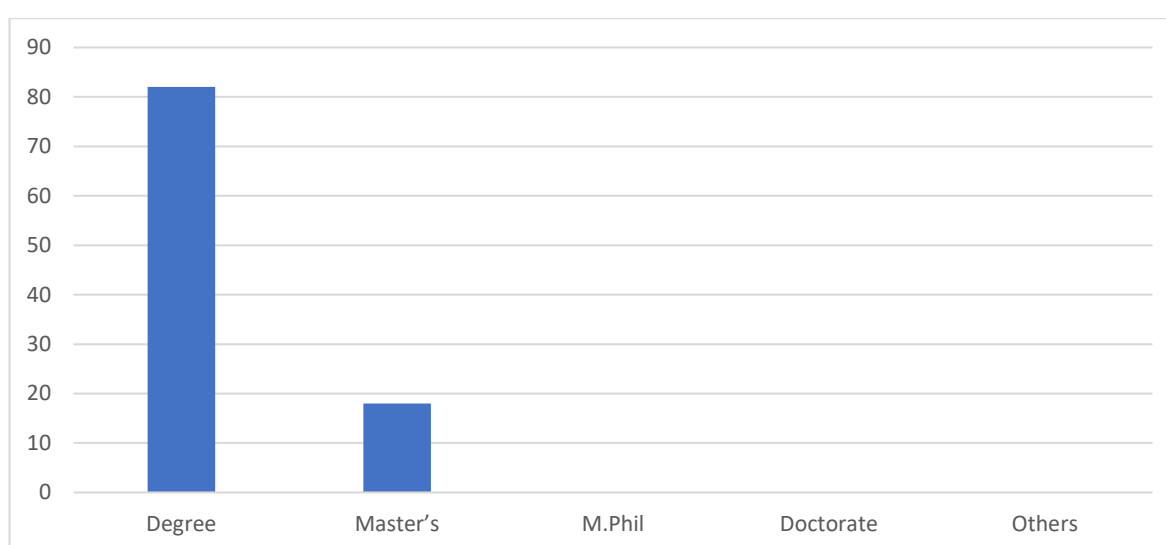
The table and chart provide details about the degree programs being pursued by respondents.

- The majority, **82% (178 respondents)**, are pursuing undergraduate (degree) programs. This indicates that most of the survey participants belong to the undergraduate level, reflecting the primary focus of the institution.

- **18% (39 respondents)** are enrolled in master's programs.This signifies a smaller but significant presence of postgraduate students in the respondent pool.

- The data reflects that the respondent pool is predominantly composed of undergraduate students (**82%**), followed by a smaller group of master's students (**18%**). The absence of responses for M.Phil, Doctorate, or "Others" highlights the institution's current academic structure, which appears to focus primarily on undergraduate and postgraduate education.

C) Discipline currently pursuing

| Sl No	Options	Response	Percentage
1	Arts	47	22
2	Commerce	102	47
3	Science	68	31
4	Professional	0	0
5	Others	0	0
TOTAL		**217**	**100**
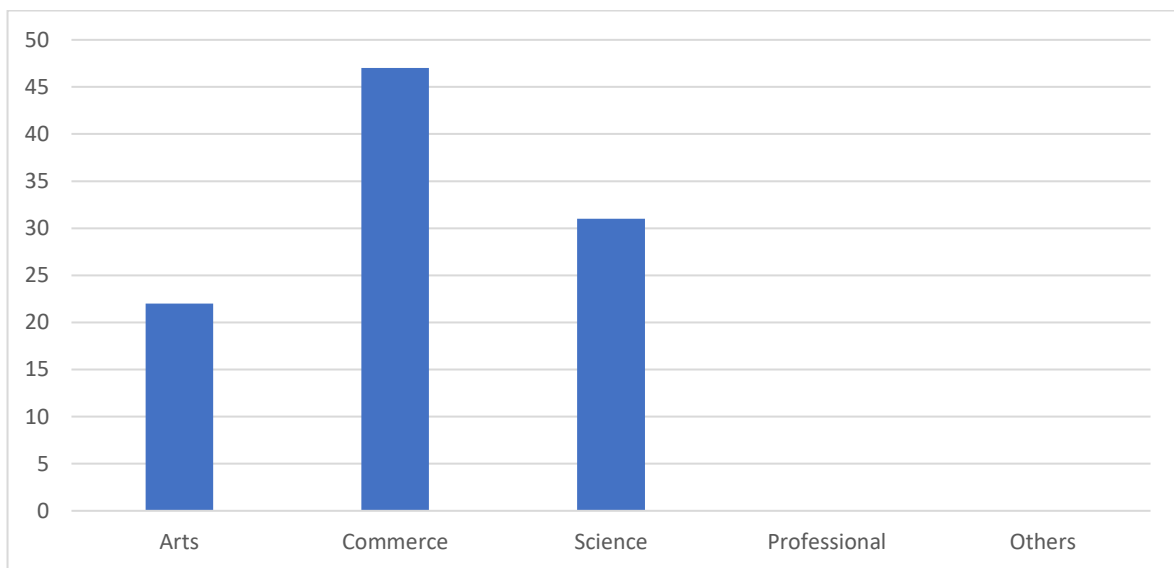
The table and chart outlines the academic disciplines currently being pursued by respondents.

- o 47% (102 respondents) are pursuing Commerce-related programs. This represents the largest group among the respondents, indicating a strong interest or institutional emphasis on Commerce education.
- o 31% (68 respondents) are enrolled in Science programs. This group forms a significant portion of the respondents, showing substantial engagement with Science disciplines.
- o 22% (47 respondents) are pursuing Arts programs. While smaller than the Commerce and Science groups, Arts students still form a notable portion of the academic community.
- o The data indicates that the respondents are primarily from Commerce (47%), followed by Science (31%) and Arts (22%). This distribution highlights the institution's focus areas, with Commerce being the most represented.

1. Syllabus covered in the class

| Sl No	Options	Response	Percentage
1	85 to 100%	197	91
2	70 to 84%	20	09
3	55 to 69%	0	0
4	30 to 54%	0	0
5	Below 30%	0	0
TOTAL		**217**	**100**
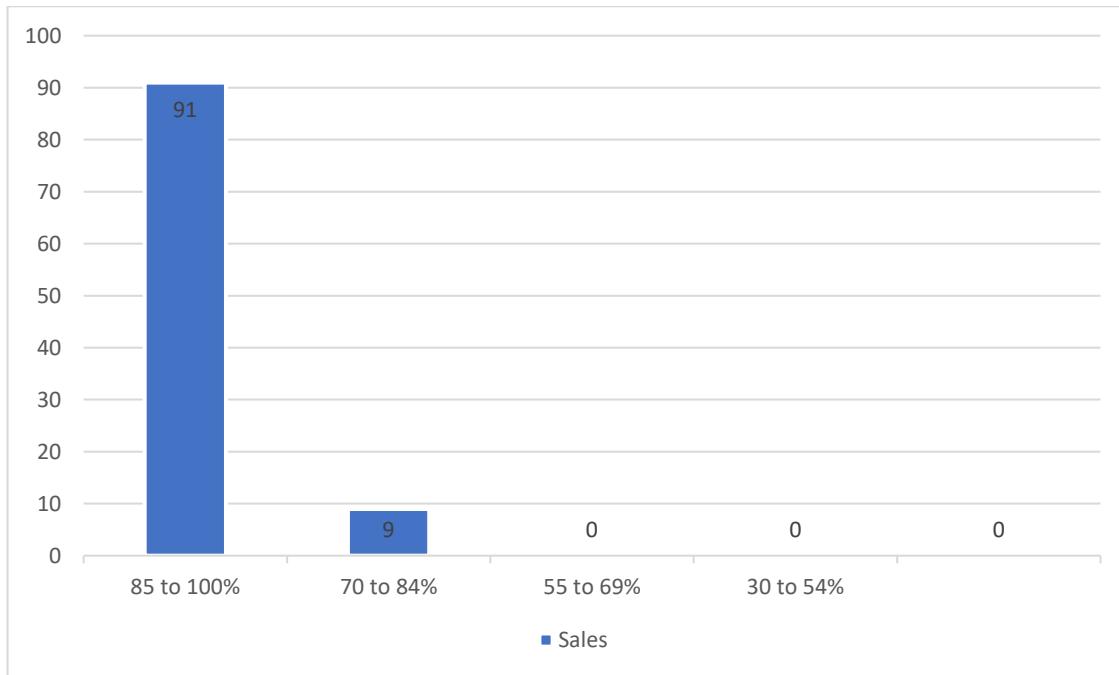
The table and chart provide a breakdown of responses regarding the extent of syllabus coverage in the class.

- A significant majority, 91% (197 respondents), indicated that 85 to 100% of the syllabus was covered in the class. This shows strong adherence to syllabus completion and effective course planning.

- A small proportion, 9% (20 respondents), reported syllabus coverage between 70 and 84%. While this is slightly lower, it still reflects a good level of syllabus completion.

- No responses were recorded for these options, indicating that all classes maintained a syllabus coverage of at least 70%.

2. Teachers prepare for the classes

| Sl No	Options	Response	Percentage
1	Thoroughly	180	83
2	Satisfactorily	37	17
3	Poorly	0	0
4	Indifferently	0	0
5	Won't teach at all	0	0
TOTAL		**217**	**100**
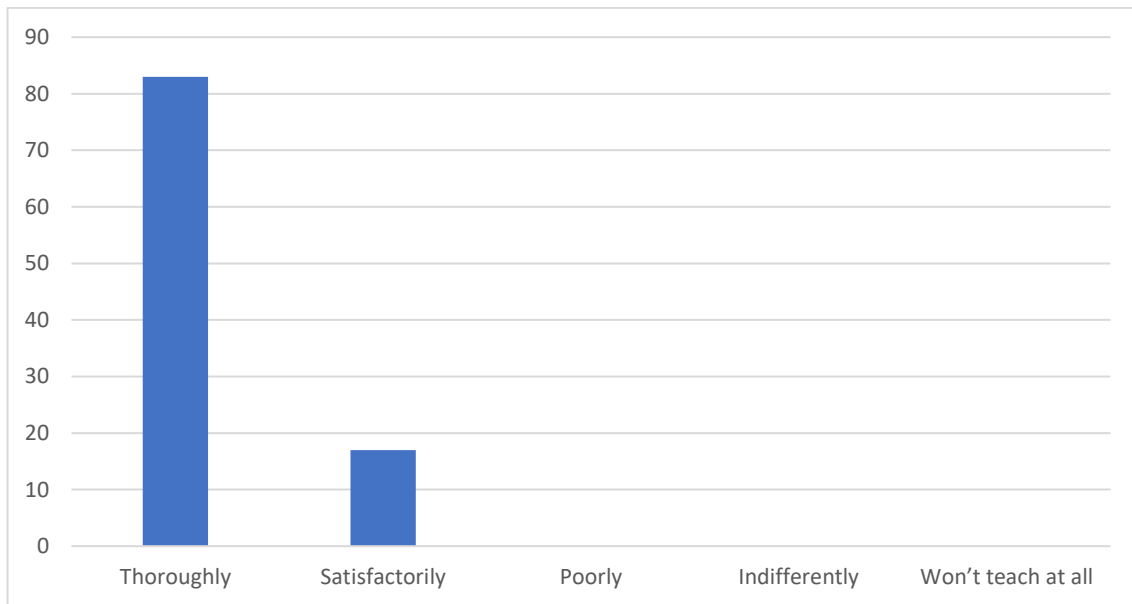
The table assesses the level of preparation teachers have for their classes.

- A large majority, **83% (180 respondents)**, rated teachers as thoroughly prepared for classes. This indicates a strong commitment to lesson planning and a high level of readiness by the teaching staff.
- **17% (37 respondents)** found teacher preparation to be satisfactory.
- While still positive, this suggests room for improvement to elevate these responses to "thoroughly."
- **No responses** were recorded for these categories, signifying that no students experienced inadequate preparation from teachers.

The data reflects that **100% of students** view their teachers as adequately prepared, with **83%** rating them as thoroughly prepared. This indicates a highly professional teaching staff, with some potential to address the expectations of the **17%** who found preparation satisfactory rather than thorough.

3. Quality of Communication

| Sl No	Options	Response	Percentage
1	Always effective	197	91
2	Sometimes effective	14	6
3	Just satisfactorily	6	3
4	Generally ineffective	0	0
5	Very poor communication	0	0
TOTAL		**217**	**100**
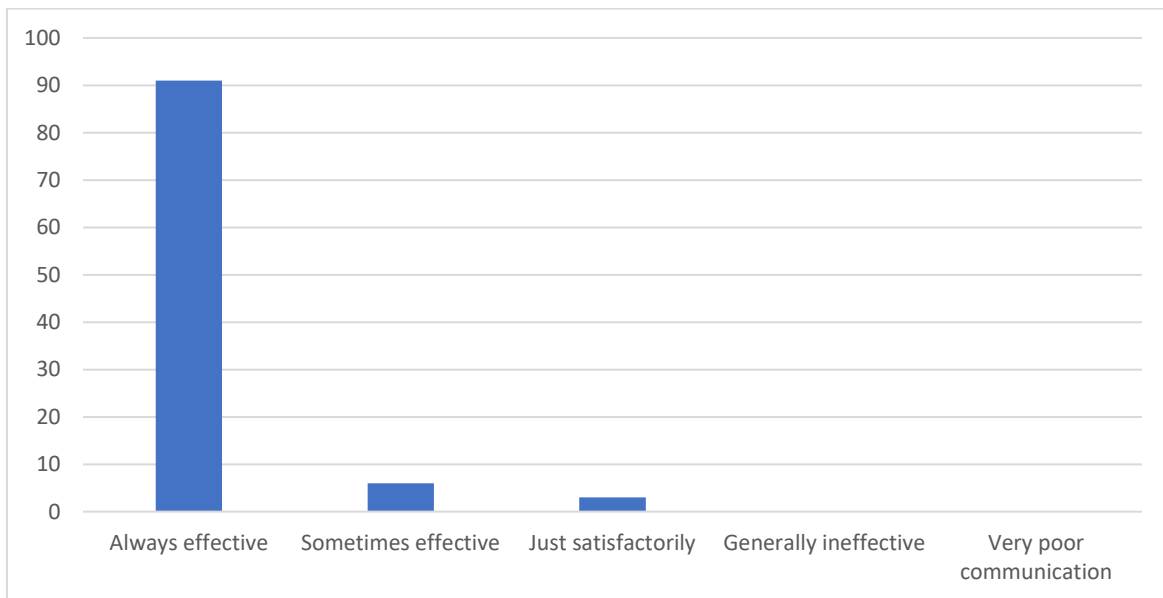
The table and chart evaluate the effectiveness of communication in the class.

- A significant majority, **91% (197 respondents)**, rated the communication as "Always effective." This indicates that the teaching staff are highly skilled at delivering concepts clearly and engagingly.
- A smaller group, **6% (14 respondents)**, found communication to be "Sometimes effective." This suggests occasional gaps in clarity or engagement, which could be improved.
- A minimal proportion, **3% (6 respondents)**, rated communication as "Just satisfactorily." This indicates room for targeted improvements to address specific student needs.
- **No responses** were recorded for these categories, demonstrating that none of the students found the communication to be subpar.

The data indicates that **91% of students** found communication always effective, and an additional **9%** found it at least sometimes satisfactory.

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

| Sl No	Options	Response	Percentage
1	Always fair	201	93
2	Usually fair	16	07
3	Sometimes unfair	00	0
4	Usually unfair	00	0
5	Unfair	0	0
TOTAL		**217**	**100**
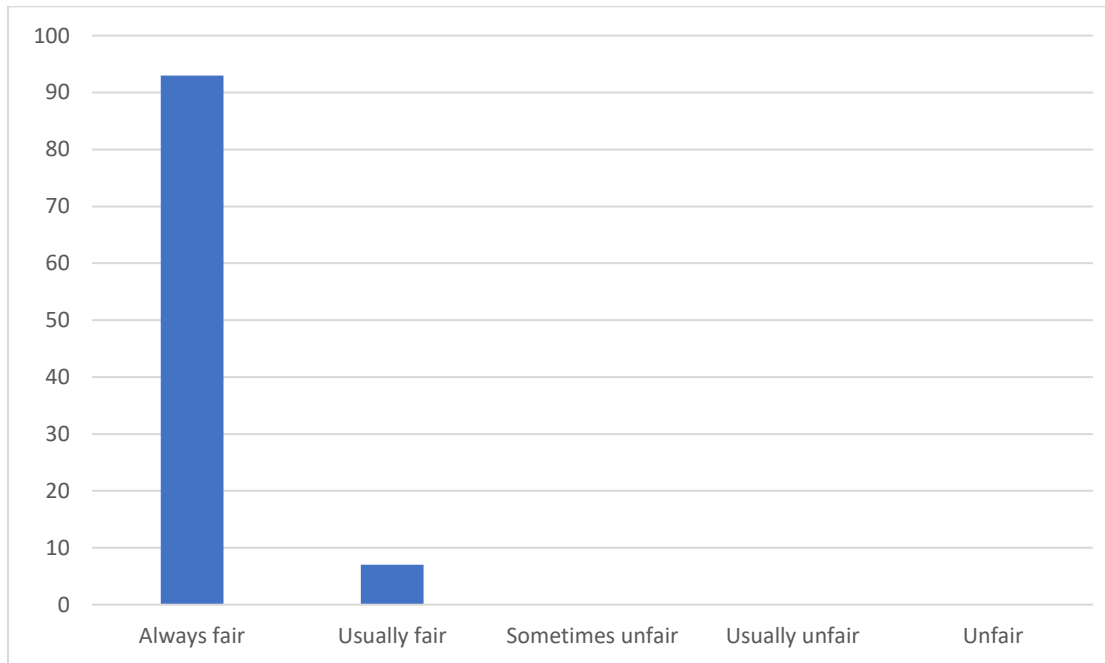
The table and chart provide feedback on the fairness of internal evaluation in the class.

- A vast majority, **93% (201 respondents)**, rated the internal evaluation process as "Always fair". This indicates strong confidence among students in the fairness and objectivity of evaluations.

- A smaller group, **7% (16 respondents)**, considered the evaluation "Usually fair. "While still positive, this suggests occasional perceptions of slight inconsistency.

- **No responses** were recorded for these categories, showing that none of the students experienced or perceived unfair practices in internal evaluations.

- The data highlights that **100% of students** believe the internal evaluation is fair, with **93%** rating it as "Always fair." This reflects a highly transparent and consistent evaluation system, fostering trust and satisfaction among students. Minor improvements may help convert the **7%** who selected "Usually fair" to "Always fair."

5. Institution's interest in promoting internship, student exchange, field visit opportunities for students.

| Sl No	Options	Response	Percentage
1	Regularly	210	97
2	Often	07	03
3	Sometimes	00	0
4	Rarely	00	0
5	Never	00	0
TOTAL		**217**	**100**
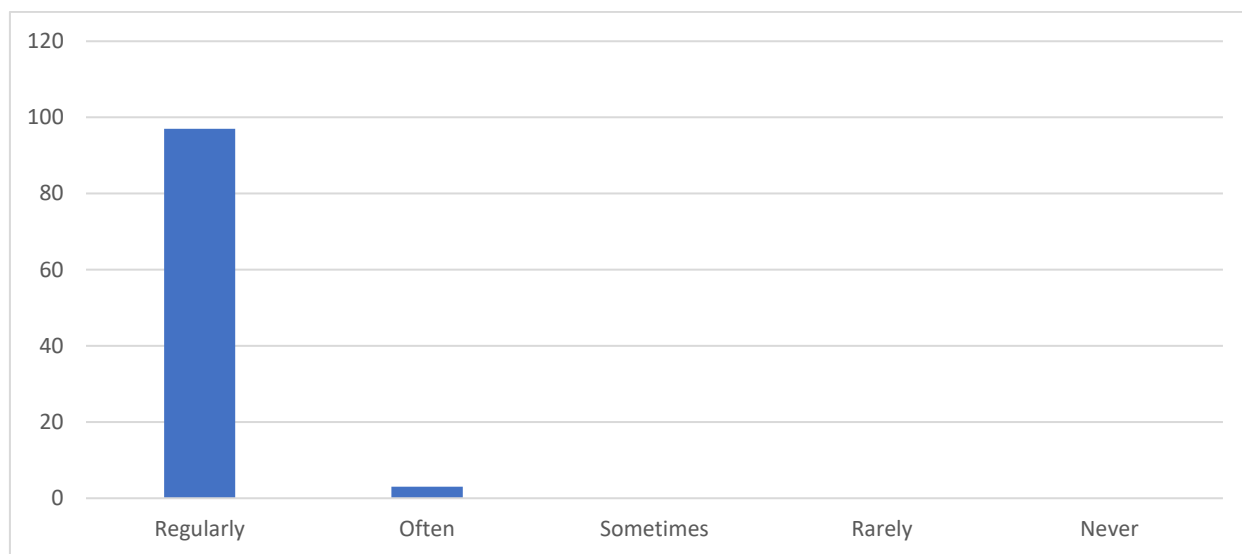
The table and chart evaluates the institution's interest in promoting experiential learning opportunities such as internships, student exchanges, and field visits.

- An overwhelming **97% (210 respondents)** reported that the institution regularly promotes these opportunities. This reflects a strong institutional commitment to providing practical and experiential learning for students.

- A small group, **3% (7 respondents)**, indicated that these opportunities are promoted often. While still positive, this suggests there may be room for slight improvement in consistency or awareness.

- **No responses** were recorded for these categories, indicating that no students feel these opportunities are neglected or infrequently promoted.

The data shows that **100% of respondents** believe the institution is proactive in promoting internships, student exchanges, and field visits, with **97%** stating it occurs regularly. This underscores the institution's dedication to enhancing practical learning experiences and aligning with academic and career development goals. Minor efforts could focus on ensuring that the **3%** who selected "Often" perceive these opportunities as more consistent.

6. Teaching and mentoring process in the institution facilitates cognitive, social and emotional growth

| Sl No	Options	Response	Percentage
1	Significantly	185	88
2	Very well	07	03
3	Moderately	25	09
4	Marginally	00	0
5	Not at all	0	0
TOTAL		**217**	**100**
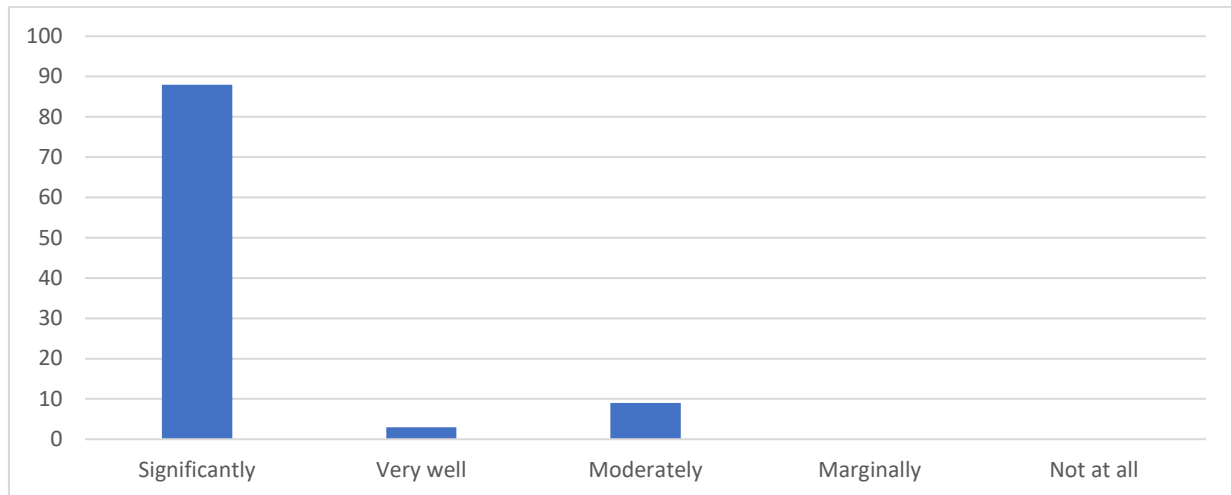
The table and chart evaluates the effectiveness of the teaching and mentoring process in fostering students' cognitive, social, and emotional growth.

- A majority, **88% (185 respondents)**, believe the teaching and mentoring process significantly facilitates their growth. This reflects a strong impact of the institution's teaching and mentoring strategies on holistic student development.

- A small group, **3% (7 respondents)**, rated the process as very well, indicating it is effective but with slightly less impact than "Significantly." This suggests room for slight enhancements to fully meet these students' expectations.

- **9% (25 respondents)** consider the process moderately effective. This group may require targeted mentoring or specialized approaches to better address their individual needs.

- The data highlights that **91% of respondents** found the teaching and mentoring process to be highly or very effective, with **88%** rating it as significantly impactful. The **9%** who rated it as moderate represent an opportunity to refine mentoring practices and address diverse student needs more comprehensively. Overall, the institution demonstrates a strong commitment to fostering cognitive, social, and emotional growth among students.

7. Institution provides multiple opportunities to learn and grow

| Sl No	Options	Response	Percentage
1	Strongly agree	201	93
2	Agree	10	04
3	Neutral	07	03
4	Disagree	00	0
5	Strongly disagree	0	0
	TOTAL	**217**	**100**
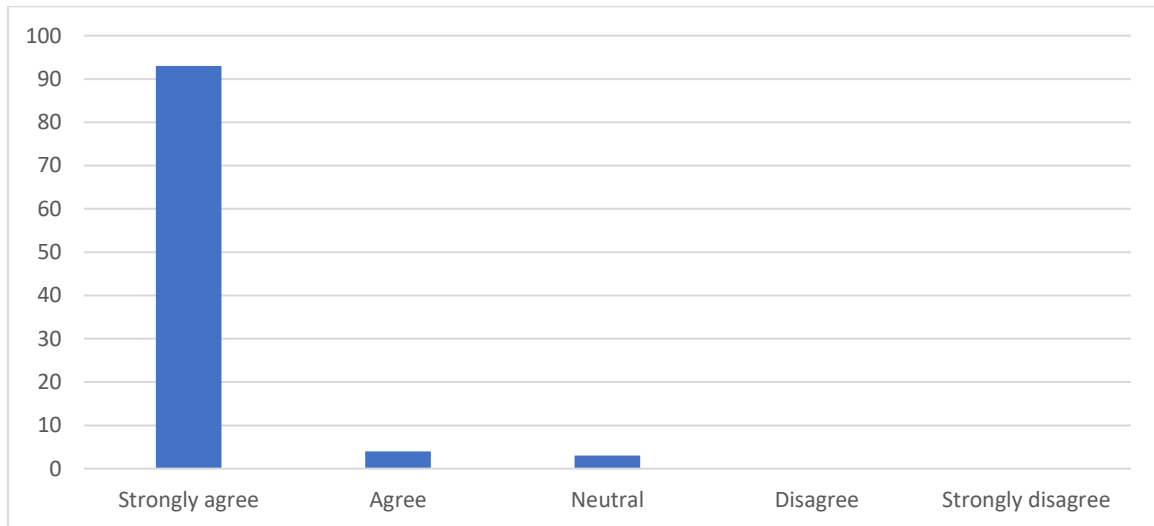
The table and chart assesses student perceptions of the institution's efforts to provide opportunities for learning and growth.

- A vast majority, **93% (201 respondents)**, strongly agree that the institution provides multiple opportunities for learning and growth.This indicates overwhelming satisfaction with the institution's efforts to foster personal and academic development.

- **4% (10 respondents)** agree, showing a positive but slightly less enthusiastic perception. This group may benefit from more targeted initiatives or communication about existing opportunities.

- **3% (7 respondents)** are neutral, indicating no strong opinion.These students may not fully perceive or engage with the opportunities provided, signaling an area for better outreach or inclusion.

- The data demonstrates that **97% of respondents** agree to some extent that the institution offers multiple opportunities to learn and grow, with **93% strongly agreeing.** This highlights the institution's success in providing diverse learning avenues.

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

| Sl No	Options	Response	Percentage
1	To a great extent	187	86
2	Moderate	17	08
3	Some what	13	06
4	Very little	00	0
5	Not at all	0	0
	TOTAL	**217**	**100**
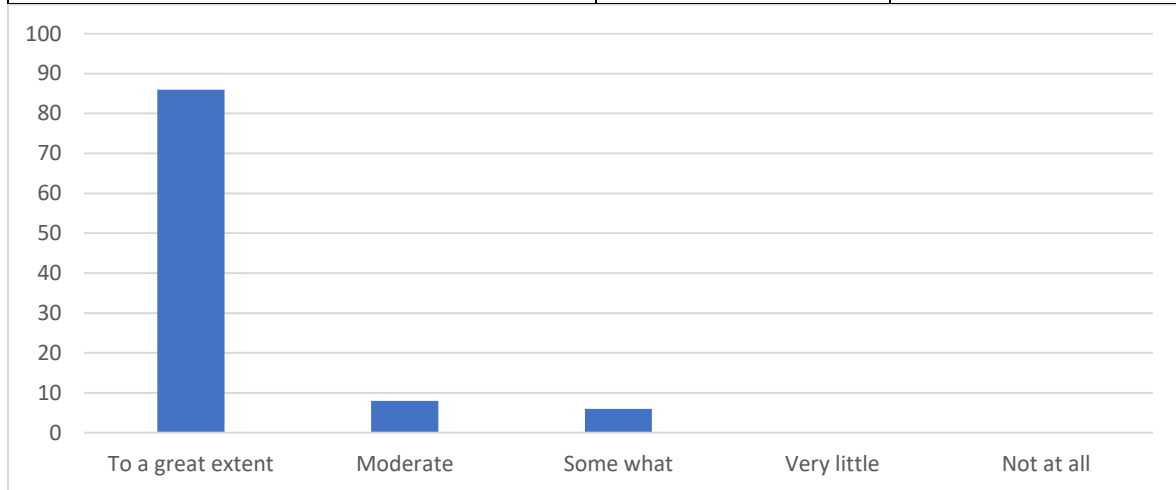
The table and chart assesses the effectiveness of student-centric teaching methods.

- A majority, **86% (187 respondents)**, believe the institute/teachers use student-centric methods to a great extent.This demonstrates a strong emphasis on innovative and engaging teaching practices.

- **8% (17 respondents)** rated the use of these methods as moderate. This indicates a positive perception but highlights room for improvement in fully meeting the needs of these students.

- **6% (13 respondents)** feel these methods are used somewhat. This suggests a portion of students may not perceive or benefit from the full implementation of these approaches.

- **No responses** were recorded for these categories, indicating that all students acknowledge at least some use of student-centric methods.

The data indicates that **94% of respondents** believe the institution employs student-centric methods to a great extent or moderately, with **86%** expressing strong approval. The **6%** who rated it as "somewhat" and the **8%** indicating "moderate" represent opportunities for the institution to enhance consistency in implementing these methods across all classes.

9. Percentage of teachers use ICT tools while teaching

| Sl No	Options	Response	Percentage
1	Above 90%	201	93
2	70 − 89%	16	07
3	50 − 69%	00	00
4	30 − 49%	00	0
5	Below 29%	0	0
	TOTAL	**217**	**100**
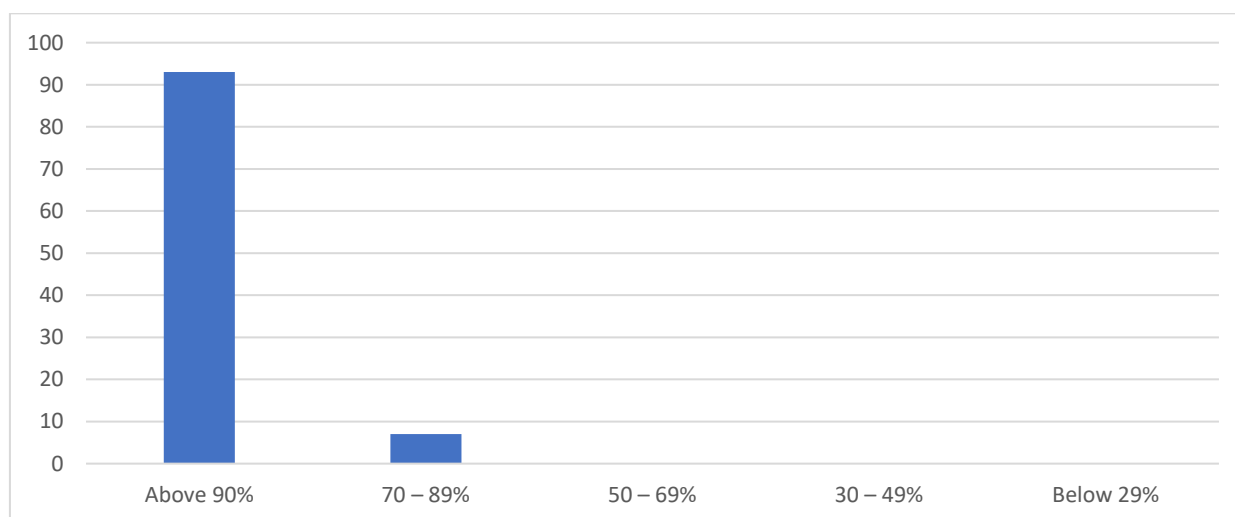
The table and chart evaluate the extent to which teachers utilize tools in their teaching.

- A vast majority, **93% (201 respondents)**, reported that teachers use ICT tools in over 90% of their teaching. This reflects a strong integration of technology in the classroom, enhancing the learning experience.

- **7% (16 respondents)** indicated that teachers use ICT tools in 70–89% of their teaching. While still a positive observation, this suggests some variation in the adoption of technology across teachers or subjects.

- **No responses** were recorded in these categories, indicating that all teachers use ICT tools to a significant extent.

- The data reveals that **100% of respondents** recognize substantial use of ICT tools in teaching, with **93%** rating the usage at above 90%. This underscores the institution's commitment to leveraging technology for effective teaching. Efforts could focus on standardizing ICT use to ensure that all teachers consistently fall into the highest usage category.

10. Overall quality of teaching-learning process in the institution is very good.

Sl No	Options	Response	Percentage
1	Strongly agree	165	76
2	Agree	45	21
3	Neutral	07	03
4	Disagree	00	0
5	Strongly disagree	0	0
TOTAL		**217**	**100**
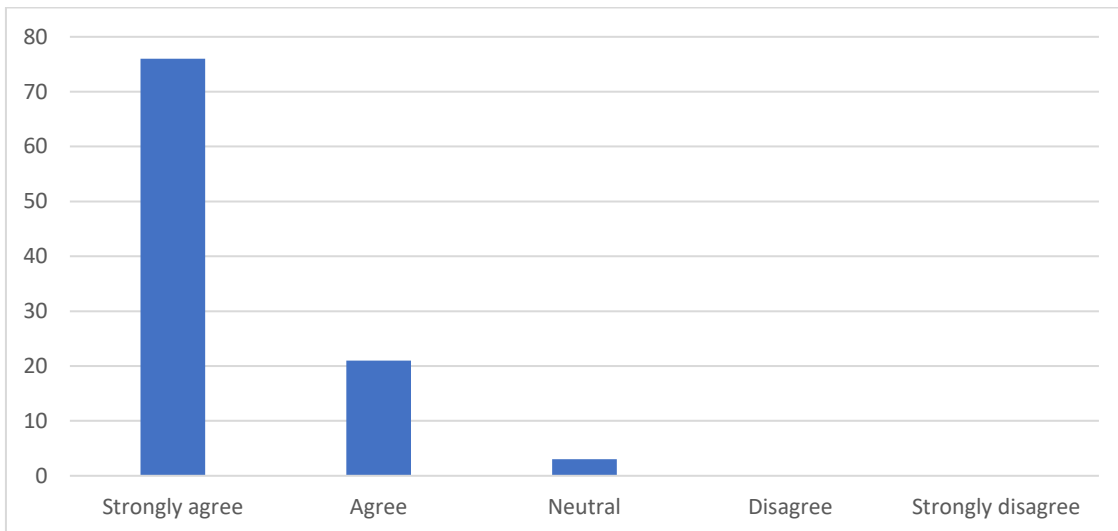
The table and chart evaluate student perceptions of the overall quality of the teaching-learning process in the institution.

- A majority, **76% (165 respondents)**, strongly agree that the overall teaching-learning process is very good. This reflects a high level of satisfaction with the institution's academic delivery and learning environment.

- **21% (45 respondents)** agree, showing general satisfaction but with slightly less enthusiasm compared to those who strongly agree. This suggests that these students might see minor areas for improvement.

- **3% (7 respondents)** hold a neutral view, indicating they neither agree nor disagree about the quality of the process. This could imply a lack of engagement or mixed experiences with the teaching-learning process.

- The data highlights that **97% of respondents** have a positive opinion of the teaching-learning process, with **76% strongly agreeing**. Overall, the institution demonstrates a robust and effective teaching-learning process that is widely appreciated by students.

11. Observation / suggestions to improve the overall teaching – learning experience in your institution

- o Efforts could focus on standardizing ICT infrastructure such as installing interactive touch panels and ensure its usage.
- o Strengthening the alignment of theoretical concepts with practical applications, especially in Science and Commerce disciplines
- o Suggestions for improved mentoring and personalized attention to address diverse learning needs.
- o Calls for upgrading infrastructure and learning resources, including libraries, labs, and digital tools.
- o Interactive Learning Platforms for Software Proficiency.
- o Regularly review and update the curriculum to keep it relevant and aligned with industry demands.
- o Foster a culture of open communication where students feel comfortable sharing suggestions
- o Enhance opportunities for student involvement in institutional planning related to teaching-learning processes.
- o Introduce more skill-based courses

Conclusion:

The analysis of the data highlights the institution's strong commitment to providing a high-quality teaching-learning experience. Key findings demonstrate a high level of student satisfaction, with a majority appreciating the effective use of ICT tools, innovative teaching methods, and personalized mentoring. The overwhelming positive feedback on curriculum delivery, cognitive and emotional growth, and opportunities for learning and growth underscores the institution's success in fostering a holistic educational environment.

However, there are areas for continuous improvement, such as expanding student-centric teaching practices, ensuring equitable access to resources, and engaging students from all disciplines at higher levels. By addressing these suggestions and building on its strengths, the institution can further enhance its reputation and impact as a centre of academic excellence.