



Sri Poornaprajna Evening College, Udupi

Naac Accredited B

Internal Quality Assurance Cell

Student Satisfaction Survey 2022-23

The Student Satisfaction Survey (Online) was conducted at the end of AY 2022-23 and 143 responses were recorded.

Table 1: How much of the syllabus was covered in the class?

| Responses | No. of Students | Percent |
|--------------|-----------------|------------|
| 85 to 100% | 84 | 58.7% |
| 70 to 84% | 29 | 20.3% |
| 55 to 69% | 12 | 8.4% |
| 30 to 54% | 15 | 10.5% |
| Below 30% | 3 | 2.1% |
| Total | 143 | 100 |

Syllabus covered in the class

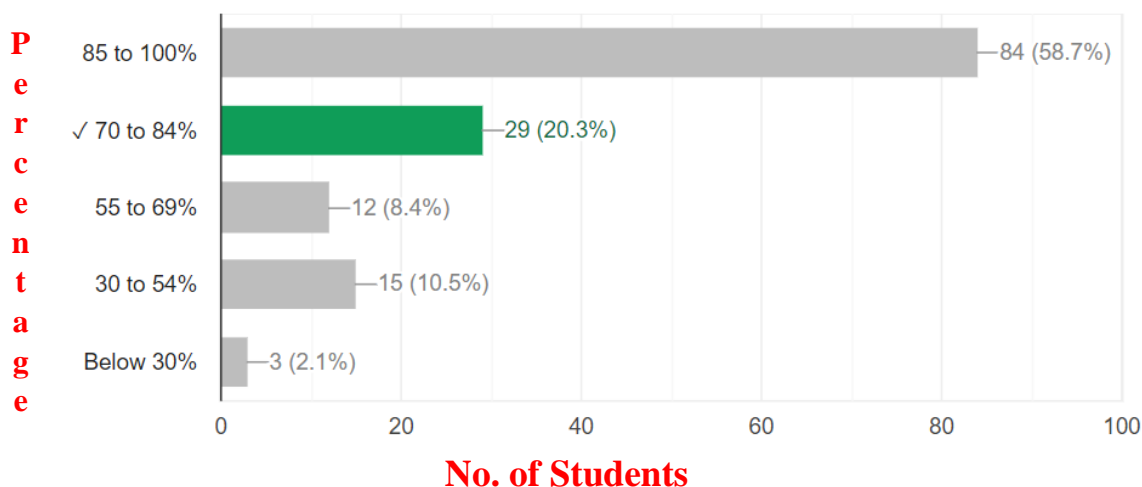


Table 1 indicates the management of time by faculties to cover the syllabus. The student feedback on this statement is captured on 5-point scale of below 30% to

100%. Out of 143 students, the response of the 84 students clearly depicts that our teachers are efficient enough to cover the syllabus completely.

Table 2: How well did the teachers prepare for the classes?

| Responses | No. of Students | Percent |
|--------------------|-----------------|------------|
| Thoroughly | 56 | 39.2% |
| Satisfactorily | 84 | 58.7% |
| Poorly | 0 | 0% |
| Indifferently | 7 | 4.9% |
| Won't teach at all | 3 | 2.1% |
| Total | 143 | 100 |

Teachers' preparation for the classes

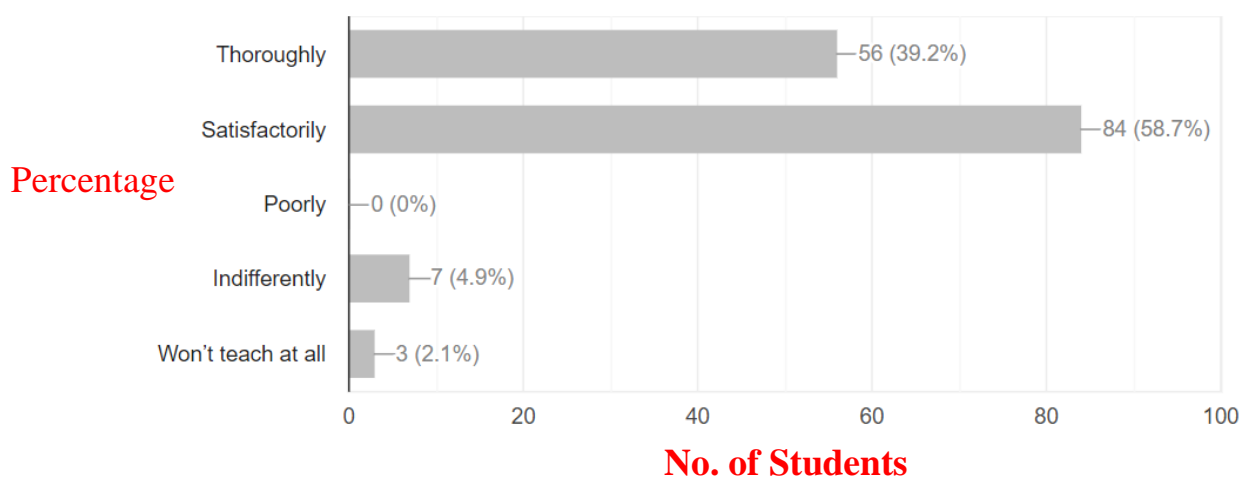
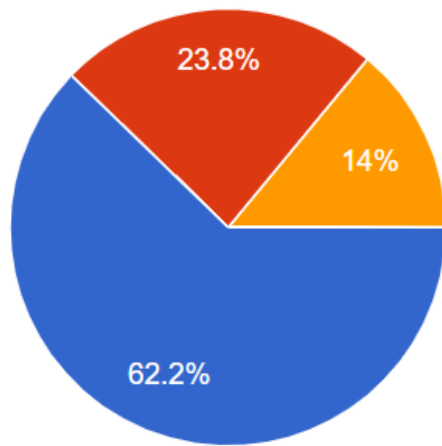


Table 2 depicts that how well our teachers prepare to present in the class. The student feedback on this statement is captured on 5-point scale of thoroughly to won't teach at all. The total percentage of thoroughly and satisfactorily (97.9%) clearly indicates the planned and structured preparation of the teachers.

Table 3: How well were the teachers able to communicate?

| Responses | No. of Students | Percent |
|-------------------------|-----------------|------------|
| Always effective | 89 | 62.2% |
| Sometimes effective | 34 | 23.8% |
| Just satisfactorily | 20 | 14% |
| Generally ineffective | 0 | 0 |
| Very poor communication | 0 | 0 |
| Total | 143 | 100 |

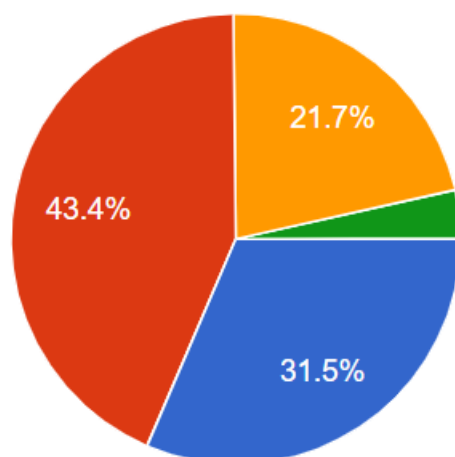


- Always effective
- Sometimes effective
- Just satisfactorily
- Generally ineffective
- Very poor communication

The student feedback on this statement is captured on 5-point scale of Always effective to very poor communication. Table 3 is an indication of very good communication ability of teachers. The 89 students out of 143 students clearly exhibits that our teachers have succeeded in the reaching the students.

Table 4: The teacher’s approach to teaching can best be described as

| Responses | No. of Students | Percent |
|--------------|-----------------|------------|
| Excellent | 45 | 31.5% |
| Very good | 62 | 43.4% |
| Good | 31 | 21.7% |
| Fair | 5 | 3.5% |
| Poor | 0 | 0 |
| Total | 143 | 100 |



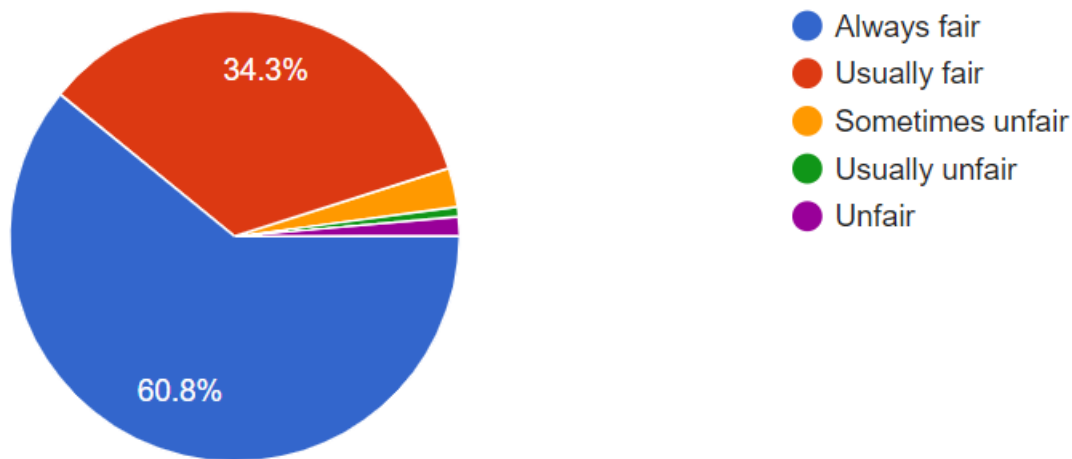
- Excellent
- Very good
- Good
- Fair
- Poor

Table 4 clearly highlights that our institution is resourced with excellent and very good teachers. It is also an indication of our teachers are well qualified

enough to teach and reach the students. The student feedback on this statement is captured on 5-point scale of excellent to poor.

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

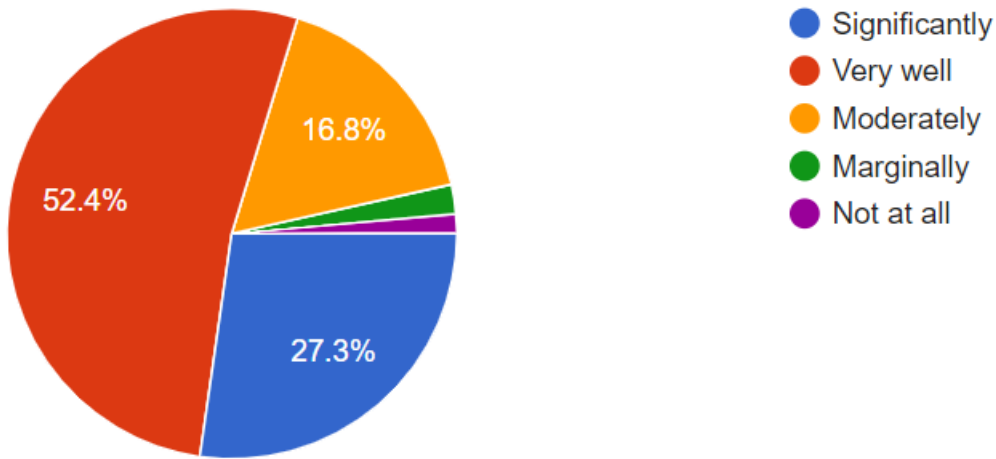
| Responses | No. of Students | Percent |
|------------------|-----------------|------------|
| Always fair | 87 | 60.8% |
| Usually fair | 49 | 34.3% |
| Sometimes unfair | 4 | 2.8% |
| Usually unfair | 1 | 0.7% |
| Unfair | 2 | 1.4% |
| Total | 143 | 100 |



The student feedback on this statement is captured on 5-point scale of Always fair to unfair. Table 5 gives a highlight of impartial assessment /treatment of students by our teachers. The 87 students (60.8%) showcases that all the students are treated equally and given equal opportunity all the times.

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

| Responses | No. of Students | Percent |
|---------------|-----------------|------------|
| Significantly | 39 | 27.3% |
| Very well | 75 | 52.4% |
| Moderately | 24 | 16.8% |
| Marginally | 3 | 2.1% |
| Not at all | 2 | 1.4% |
| Total | 143 | 100 |



The student feedback on this statement is captured on 5-point scale of Significantly to not at all. Table 6 highlights the institutions role in cognitive, social and emotional growth of the students through teaching and mentoring process.

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

| Responses | No. of Students | Percent |
|-------------------|-----------------|------------|
| Strongly agree | 66 | 46.2% |
| Agree | 66 | 46.2% |
| Neutral | 9 | 6.3% |
| Disagree | 2 | 1.4% |
| Strongly disagree | 0 | 0 |
| Total | 143 | 100 |

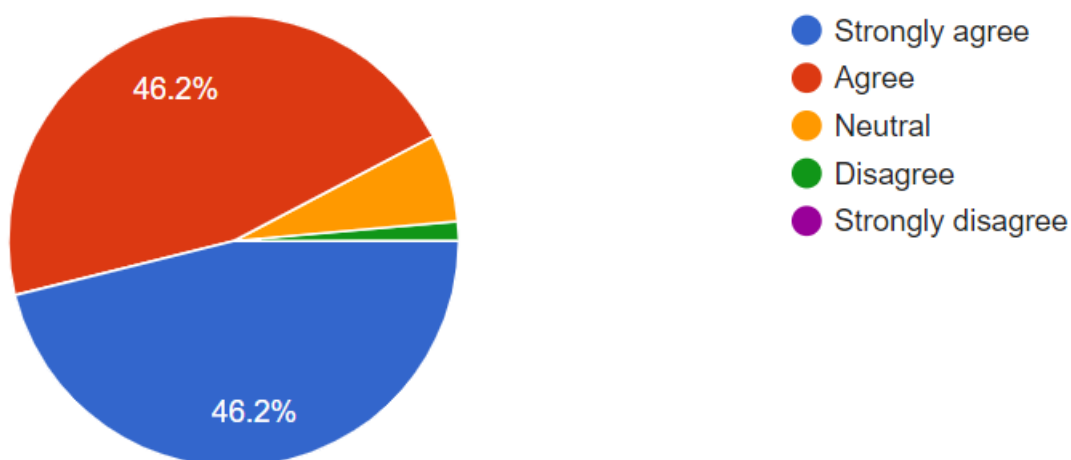
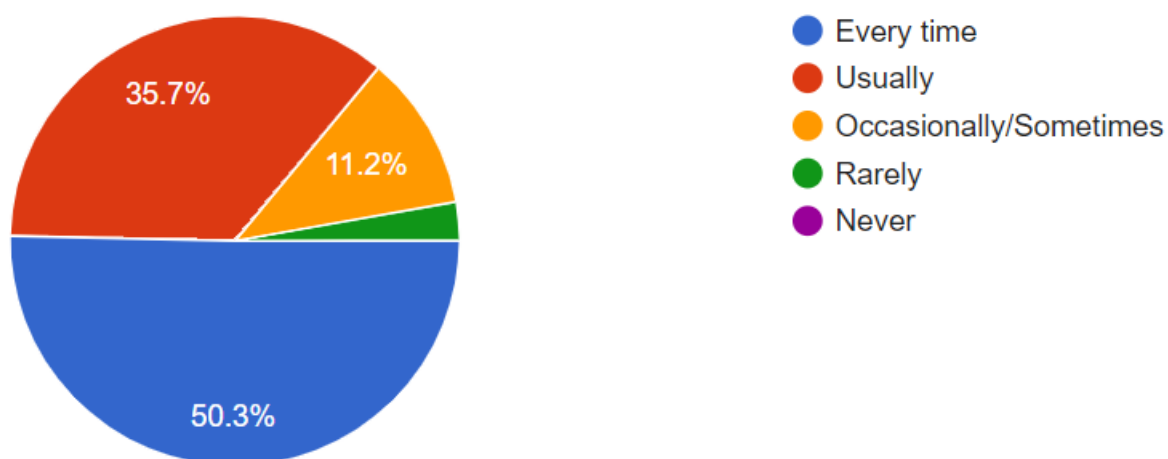


Table 7 is an indicating factor that how well students are enriched through the multiple opportunities provided by the institution. The student feedback on this statement is captured on 5-point scale of Strongly agree to Strongly disagree. The total percentage of Strongly agree and Agree shows the richness of the institution in providing multiple opportunities for the growth of the students.

Table 8: Teachers inform you about your expected competencies, course outcomes and programme outcomes.

| Responses | No. of Students | Percent |
|------------------------|-----------------|------------|
| Every time | 72 | 50.3% |
| Usually | 51 | 35.7% |
| Occasionally/Sometimes | 16 | 11.2% |
| Rarely | 4 | 2.8% |
| Never | 0 | 0 |
| Total | 143 | 100 |

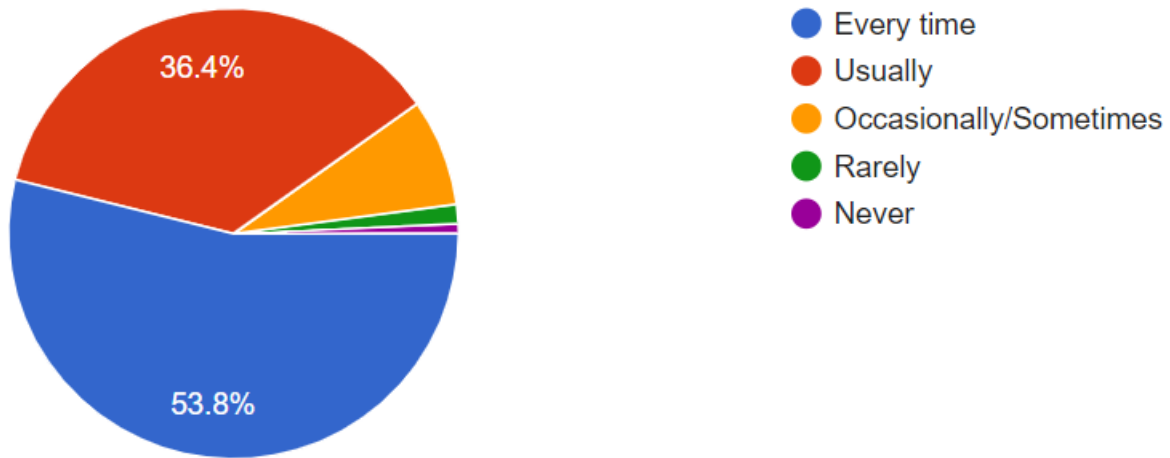


The student feedback on this statement is captured on 5-point scale of every time to never. Table 8 shows the due responsibility of the teachers towards students. The total percentage of every time and usually (86%) indicates that all the teachers explain clearly about the expected competencies, course outcomes and programme outcomes.

Table 9: The teachers illustrate the concepts through examples and applications.

| Responses | No. of Students | Percent |
|------------------------|-----------------|---------|
| Every time | 77 | 53.8% |
| Usually | 52 | 36.4% |
| Occasionally/Sometimes | 11 | 7.7% |
| Rarely | 2 | 1.4% |

| | | |
|--------------|------------|------------|
| Never | 1 | 0.7% |
| Total | 143 | 100 |



The student feedback on this statement is captured on 5-point scale of every time to never. The table 9 clears us about how best teachers reaches the students specially through example. The total percentage of every time and usually (90.2%) is an example that our students are enriched with practical exposure rather than simple theoretical explanation.

Table 10: Teachers are able to identify your weaknesses and help you to overcome them.

| Responses | No. of Students | Percent |
|------------------------|-----------------|------------|
| Every time | 36 | 25.2% |
| Usually | 63 | 44.1% |
| Occasionally/Sometimes | 26 | 18.2% |
| Rarely | 16 | 11.2% |
| Never | 2 | 1.4% |
| Total | 143 | 100 |

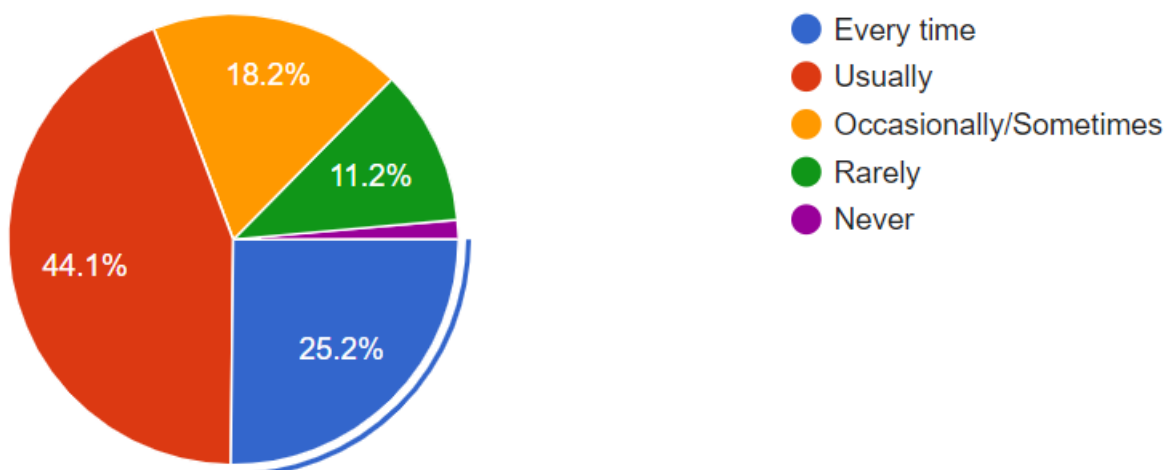


Table 10 acts as a representation that how the weaknesses are converted into strength. The student feedback on this statement is captured on 5-point scale of every time to never. The total percentage of every time and usually (69.3%) shows how well students' weaknesses are converted as a strength.

Table 11: Teachers encourage you to participate in extracurricular activities.

| Responses | No. of Students | Percent |
|-------------------|-----------------|------------|
| Strongly agree | 60 | 42% |
| Agree | 63 | 44.1% |
| Neutral | 16 | 11.2% |
| Disagree | 3 | 2.1% |
| Strongly disagree | 1 | 0.7% |
| Total | 143 | 100 |

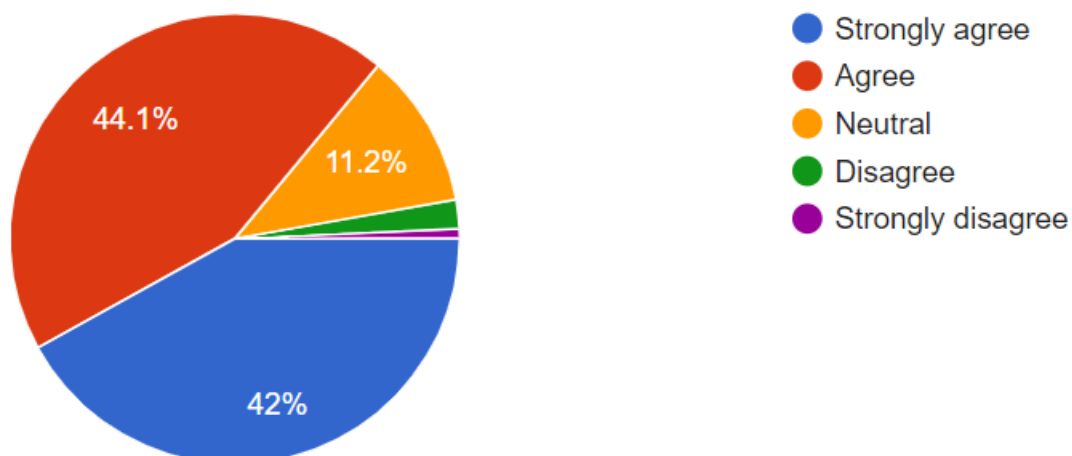


Table 11 clearly showcase that the institution gives very much scope for the overall development of the students by promoting them into participate in extracurricular activities. The student feedback on this statement is captured on 5-point scale of Strongly agree to Strongly disagree.

Table 12: 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.

| Responses | No. of Students | Percent |
|-------------------|------------------------|----------------|
| To a great extent | 78 | 54.5% |
| Moderate | 50 | 35% |
| Some what | 8 | 5.6% |
| Very little | 5 | 3.5% |
| Not at all | 2 | 1.4% |
| Total | 143 | 100 |

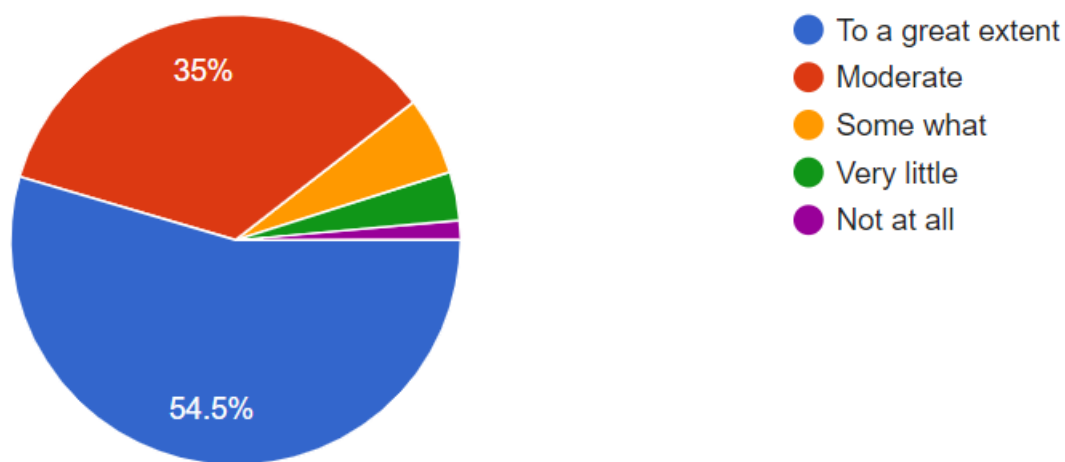
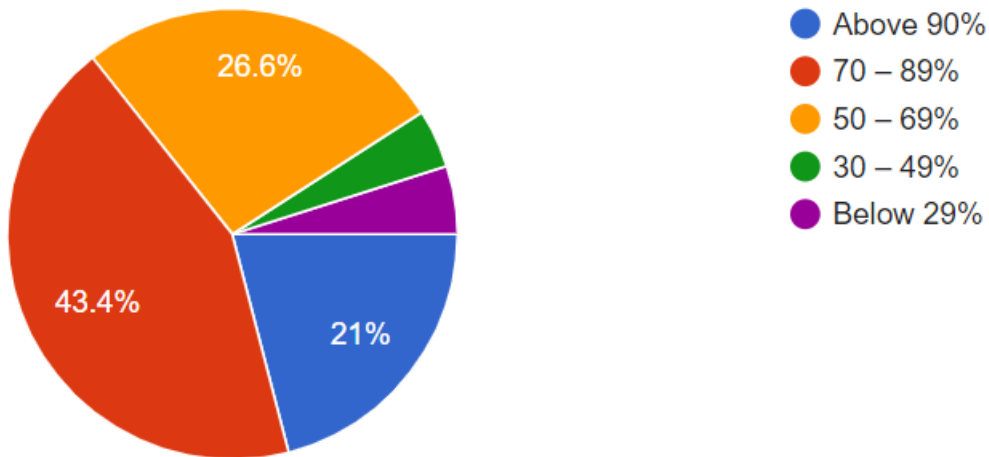


Table 12 clearly depicts that institution made all possible arrangements for the personality development of the students by organising soft skills, life skills and employability skills programme. The student feedback on this statement is captured on 5-point scale of to a great extent to not at all.

Table 13: What percentage of teachers use ICT tools such as LCD projector, Multimedia, etc.

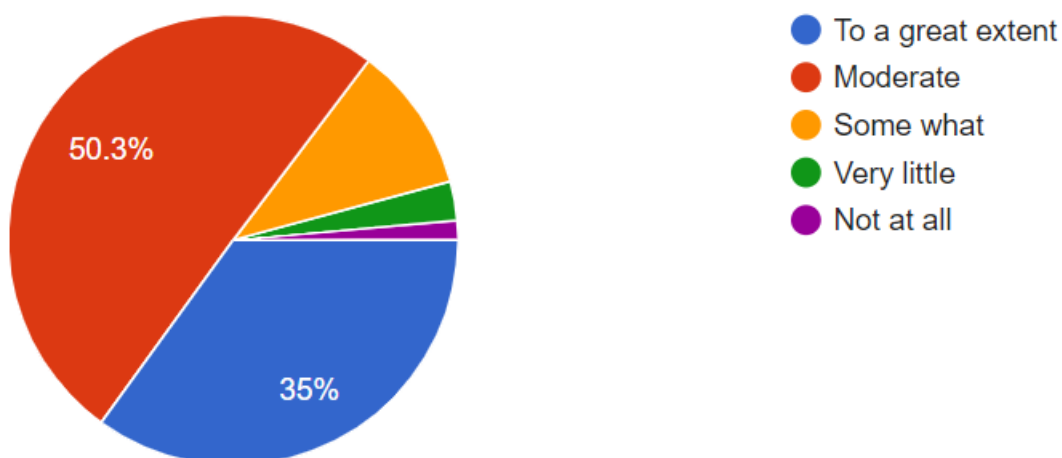
| Responses | No. of Students | Percent |
|------------------|------------------------|----------------|
| Above 90% | 30 | 21% |
| 70 – 89% | 62 | 43.4% |
| 50 – 69% | 38 | 26.6% |
| 30 – 49% | 6 | 4.2% |
| Below 29% | 7 | 4.9% |
| Total | 143 | 100 |



The student feedback on this statement is captured on 5-point scale of Above 90% to Below 29%. 13 Table informs that the percentage of using the ICT tools is comparatively less as compared to chalk and board writing.

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

| Responses | No. of Students | Percent |
|-------------------|-----------------|------------|
| To a great extent | 50 | 35% |
| Moderate | 72 | 50.3% |
| Some what | 15 | 10.5% |
| Very little | 4 | 2.8% |
| Not at all | 2 | 1.4% |
| Total | 143 | 100 |



It is very much clear from the responses given by the students (Table 14), 85.3% of the teachers are student centric methods, like experiential learning, participative learning and problem-solving methodologies to inculcate knowledge among the students. The student feedback on this statement is captured on 5-point scale of to a great extent to Not at all.

Table 15: The overall quality of teaching-learning process in your institute is very good.

| Responses | No. of Students | Percent |
|-------------------|-----------------|------------|
| Strongly agree | 65 | 45.5% |
| Agree | 67 | 46.9% |
| Neutral | 7 | 4.9% |
| Disagree | 4 | 2.8% |
| Strongly disagree | 0 | 0 |
| Total | 143 | 100 |

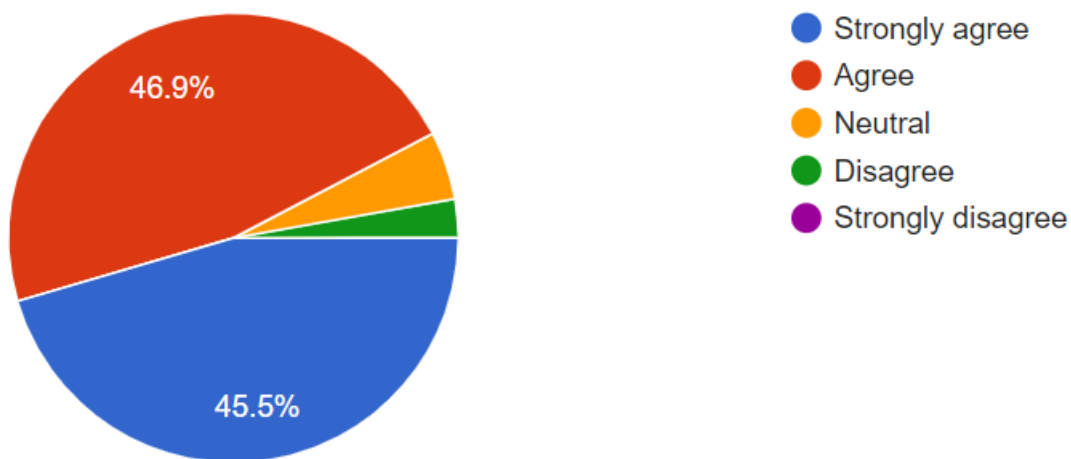
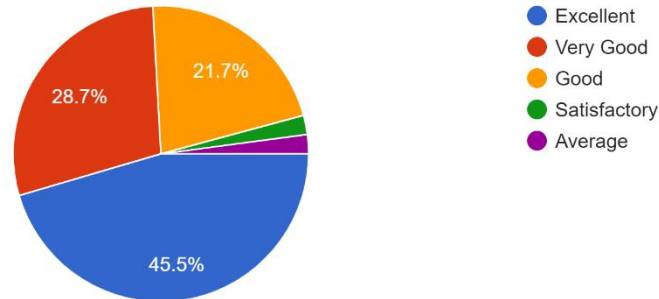


Table 15 overall insight of quality education provided by our institution. Out of 143 students, 132 students are very much satisfied with teaching-learning process. The student feedback on this statement is captured on 5-point scale of Strongly agree to Strongly disagree.

B. COLLEGE AND ADMINISTRATIVE INFRASTRUCTURE AND SUPPORT

16. Physical infrastructure of the College Library

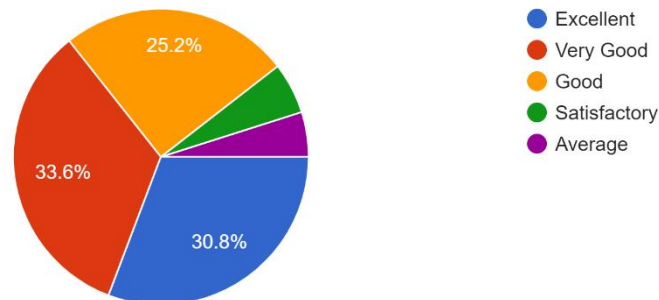
143 responses



Inference: The above chart clearly depicts the that about 94% of the respondents are satisfied with the state of the art facilities extended by the institution. The institutional commitments in providing quality infrastructure was appreciated.

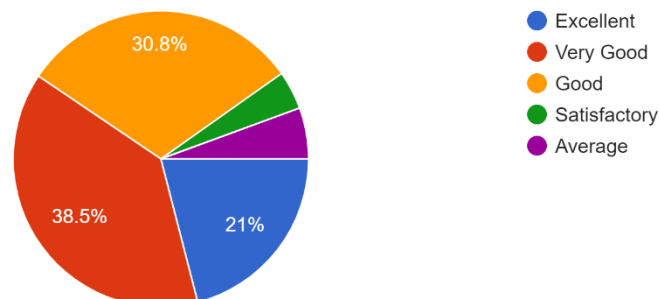
17. Infrastructure of the College Computer Laboratory

143 responses



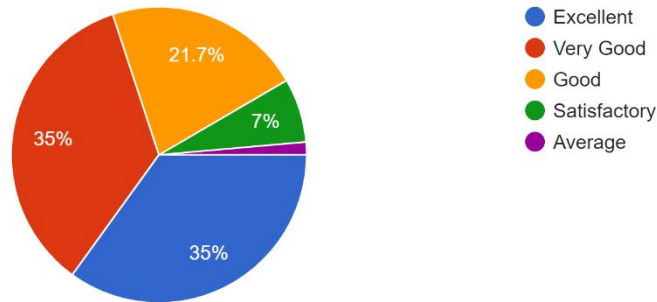
18. Infrastructure of class rooms

143 responses



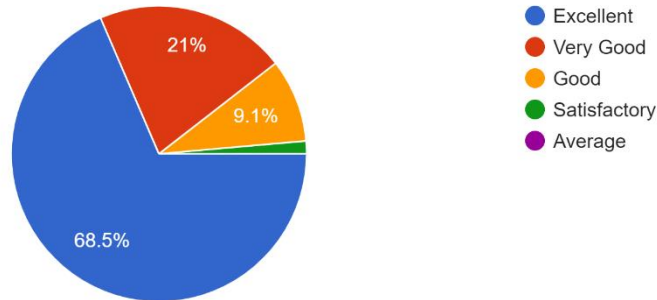
19. Drinking water facility

143 responses



20. Greenery on the College campus

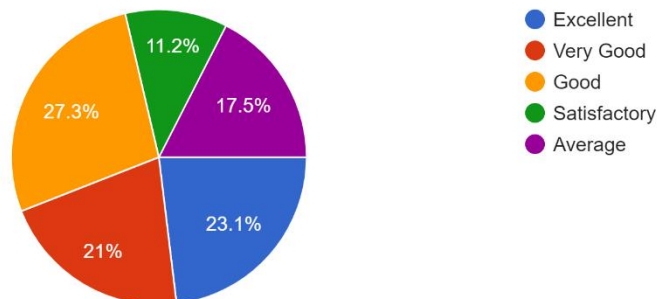
143 responses



Inference: About 90% of the respondents have positively responded to the statement 18 19 and 20.

21. Washroom Cleanliness and maintenance

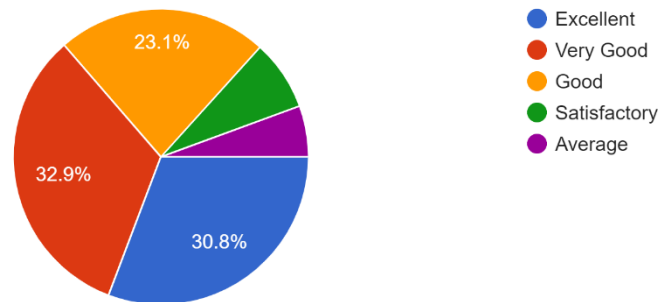
143 responses



Inference: 59% of the respondents are satisfied with the hygiene and sanitation at the wash rooms. As 41% of the students have shown their dissatisfaction, the office manager was instructed to take measures for enhancing the cleanliness.

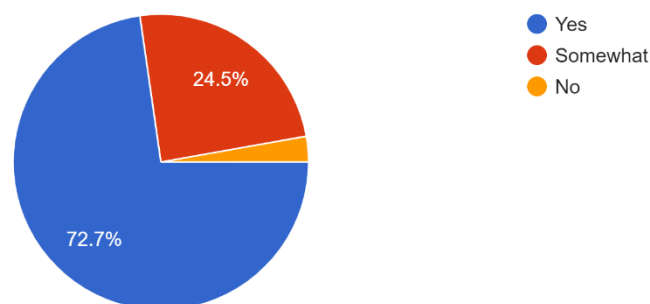
22. Amenities and training provided at the College for Sports

143 responses



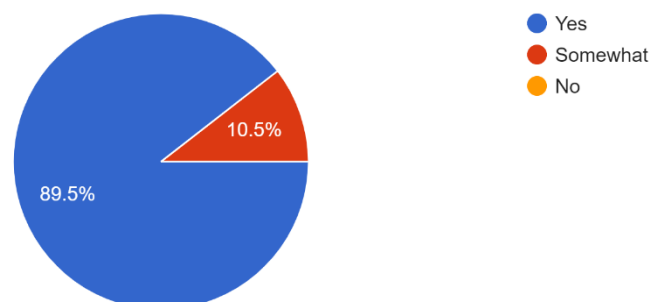
23. Are you satisfied with the equipment, amenities, and assistance available at the college for Extra and Co-curricular activities?

143 responses



24. Do you think Cultural/Academic Events and Activities are useful and add to the all round development of the students of the college?

143 responses



The total analysis of the survey reflects the satisfaction of the students on overall facilities including Teaching and support facilities. The measures shall be taken on the highlighted factors resulting in dissatisfaction.