SOUNDARYA
INSTITUTE OF
MANAGEMENT &
SCIENCE

Annual Quality Assurance Report (AQAR)
2022-2023
Criteria 2- Teaching –Learning and Evaluation

Key Indicator 2.7 Student Satisfaction Survey

## 2.7.1. Student Satisfaction Survey (SSS) on overall institutional performance

The institution conducted a student satisfaction survey in line with NAAC's Criteria II for Teaching-Learning Evaluation, ensuring meticulous research and data collection for a representative sample. Participation included diverse students from various programs and years with no specific directions provided for spontaneous feedback. Responses were collected via Google Form, allowing participants to use mobile phones or laptops. The research data underwent thorough analysis, leading to the drafting of this comprehensive report.

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Total number of students responded

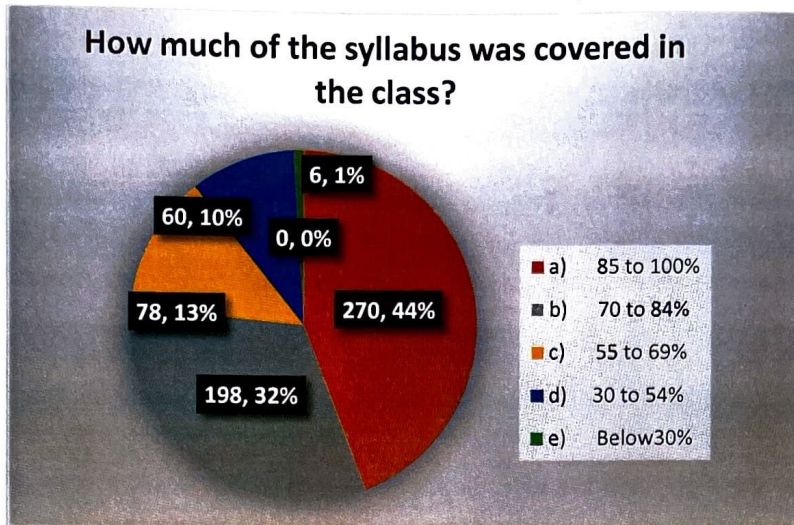| Particulars	Respondents	Percentage
B.COM	297	48.53
BBA	80	13.07
BA	5	0.82
BCA	120	19.61
B.SC	15	2.45
MCOM	25	4.08
MBA	70	11.44
TOTAL	612	100.00

Student pursuing degree
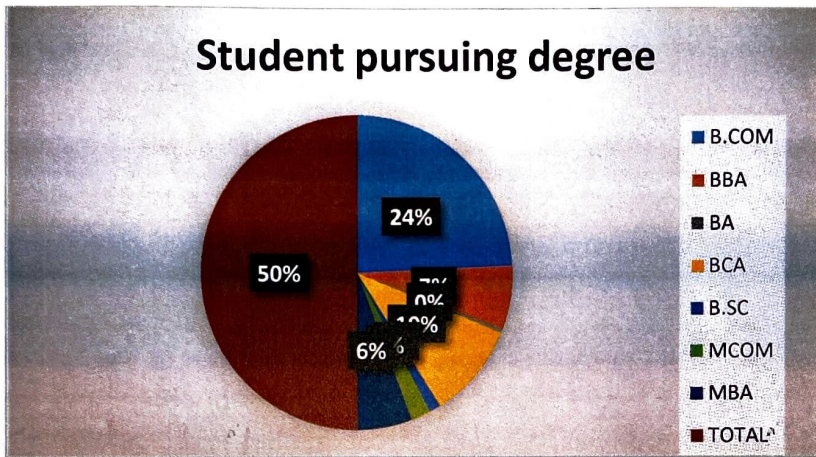
The survey reflects a predominant presence of Bachelor of Commerce (B.COM) students, constituting 48.53% of respondents. Other undergraduate programs, including BBA, BCA, B.SC, and BA, along with postgraduate programs (MCOM and MBA), contribute to a diverse representation. While the survey offers a balanced sampling approach across various programs, a program-specific analysis is recommended to tailor improvements. Notably, caution is advised in drawing conclusions from smaller subgroups, such as Bachelor of Arts (BA) and Bachelor of Science (B.SC). Program-wise insights will be crucial for targeted enhancements and a comprehensive understanding of student satisfaction.

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

Table No. : 01

Particulars		Respondents	Percentage
a)	85 to 100%	270	44.1
b)	70 to 84%	198	32.4
c)	55 to 69%	78	12.7
d)	30 to 54%	60	9.8
e)	Below30%	6	1.0
TOTAL		**612**	100.0

Graph No. : 01

How much of the syllabus was covered in the class?

6, 1%
60, 10%
0, 0%
78, 13%
270, 44%
198, 32%

- a) 85 to 100%
- b) 70 to 84%
- c) 55 to 69%
- d) 30 to 54%
- e) Below30%

Analysis: The data shows that a significant portion (76.5%) of respondents reported a satisfactory coverage of 85% to 100% of the syllabus, indicating a positive overall perception of syllabus delivery. However, there are notable proportions reporting lower coverage levels, suggesting potential areas for improvement in ensuring comprehensive syllabus coverage.

Interpretation: The majority of respondents seem content with the syllabus coverage, but the presence of lower percentages in the 55% to below 30% range signals a need for attention to ensure a more uniform and thorough coverage across all respondents for a well-rounded educational experience.

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

Table No. : 02

Particulars		Respondents	Percentage
a)	Thoroughly	144	23.53
b)	Satisfactorily	396	64.71
c)	Poorly	42	6.86
d)	Indifferently	18	2.94
e)	Won't teach at all	12	1.96
TOTAL		**612**	100.00

Graph No. : 02

How well did the teachers prepare for the class?

- a) Thoroughly
- b) Satisfactorily
- c) Poorly
- d) Indifferently
- e) Won'tteach atall

2% 7% 3% 0% 23% 65%
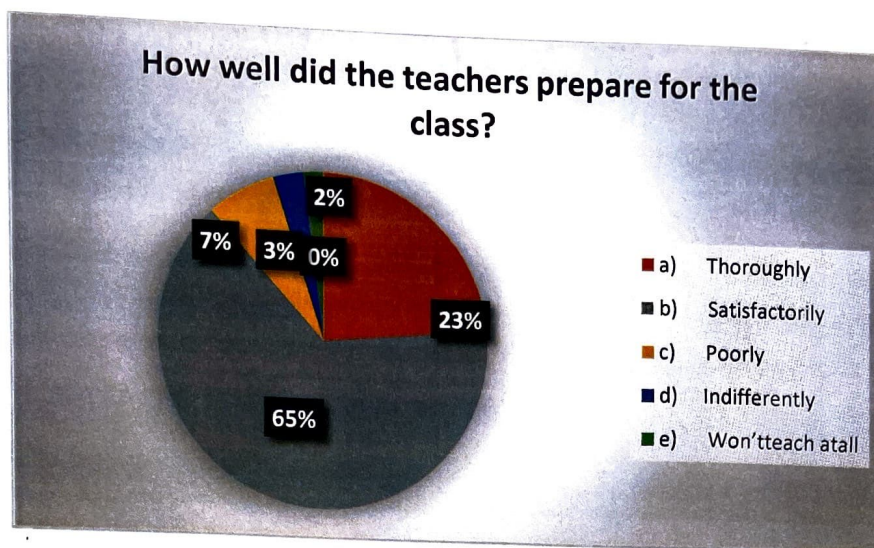
Analysis: The majority (88.24%) reported satisfaction, with 64.71% finding the preparation satisfactory.

Interpretation: Strong positive sentiment towards teacher preparation, suggesting a well-prepared teaching faculty. However, addressing the smaller percentages in the poorly, indifferently, and won't teach at all categories is essential to maintain overall satisfaction and effectiveness in teaching.

3. How well were the teachers able to communicate?

Table No. : 03

Particulars	Respondents	Percentage
a) Always effective	258	42.16
b) Sometimes effective	180	29.41
c) Just satisfactorily	126	20.59
d) Generally ineffective	42	6.86
e) Very poor communication	6	0.98
TOTAL	612	100.00

Graph No. : 03

How well were the teachers able to communicate?

- a) Always effective — 42%
- b) Sometimes effective — 0%
- c) Just satisfactorily — 29%
- d) Generallyineffective — 21%
- e) Verypoor communication — 7%, 1%
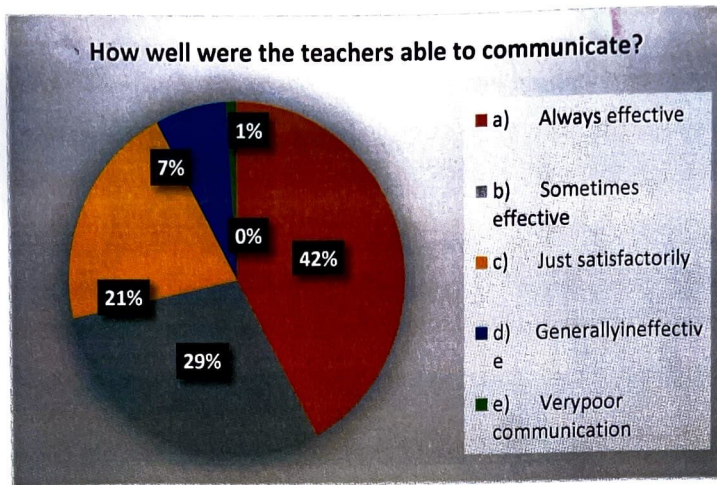
Analysis: The data reveals a notable positive sentiment regarding teacher preparation, as 88.24% of respondents expressed satisfaction. A substantial portion, constituting 64.71%, specifically found the preparation to be satisfactory. This indicates a strong foundation of contentment among the majority of participants regarding the preparedness of the teaching faculty.

Interpretation: Positive overall, highlighting a strong foundation in communication, but addressing the percentages in generally ineffective and very poor communication categories is essential for ensuring effective teacher-student communication across the board.

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

Table No. : 04

Particulars	Respondents	Percentage
a) Excellent	102	16.67
b) Very good	246	40.20
c) Good	168	27.45
d) Fair	72	11.76
e) Poor	24	3.92
TOTAL	**612**	100.00

Graph No. : 04

The teacher's approach to teaching can be described as

- a) Excellent
- b) Very good
- c) Good
- d) Fair
- e) Poor
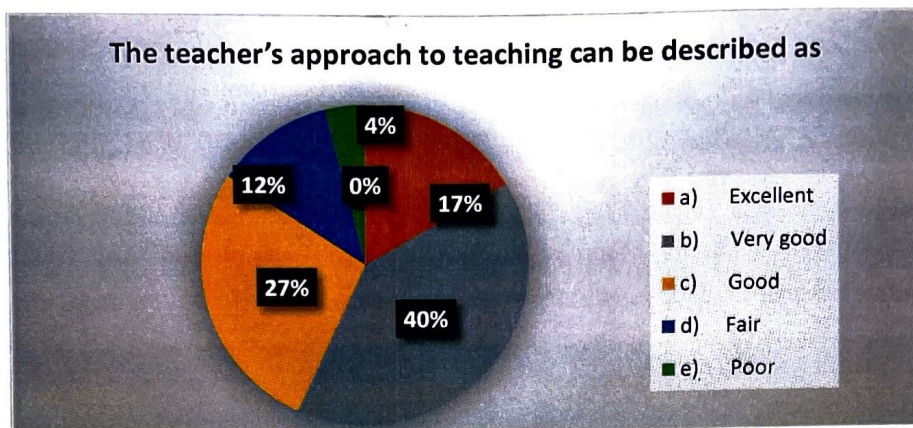
Analysis: The majority (84.32%) view the teaching approach positively, with 40.20% rating it as very good.

Interpretation: Overall, the data reflects a favorable perception of the teaching approach. However, addressing the smaller percentages in fair and poor categories is crucial to maintain consistently high standards and effectiveness in the teaching methods employed.

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

Table No. : 05

Particulars	Respondents	Percentage
a) Always fair	198	32.35
b) Usually fair	228	37.25
c) Sometimes unfair	114	18.63
d) Usually unfair	30	4.90
e) Unfair	42	6.86
TOTAL	612	100.00

Graph No. : 05

Fairness of the internal evaluation process by the teachers.

- a) Always fair
- b) Usually fair
- c) Sometimes unfair
- d) Usually unfair
- e) Unfair
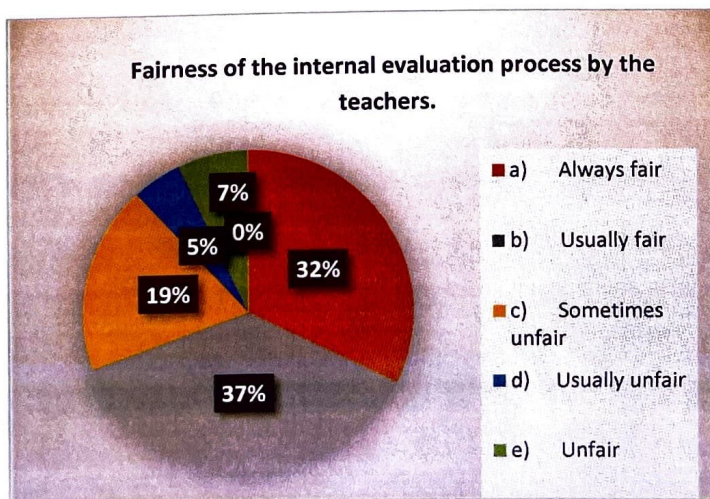
Analysis: A significant majority (69.6%) perceives the internal evaluation process as always or usually fair, with 37.25% stating it is usually fair.

Interpretation: Overall, there is a positive perception of fairness in internal evaluation. Attention to the percentages in the sometimes unfair, usually unfair, and unfair categories is essential for ensuring continuous improvement and maintaining high standards of fairness in the evaluation process.

6. Was your performance in assignments discussed with you?

Table No. : 06

Particulars		Respondents	Percentage
a)	Every time	228	37.25
a)	Usually	174	28.43
b)	Occasionally/Sometimes	102	16.67
c)	Rarely	84	13.73
d)	Never	24	3.92
TOTAL		**612**	100.00

Graph No. : 06
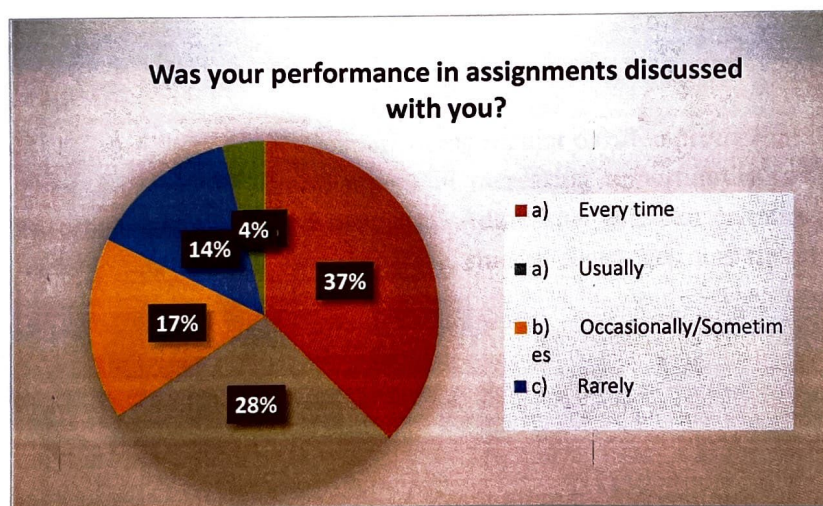
Analysis: A substantial proportion (65.68%) reported having performance discussions every time or usually, with 37.25% indicating it's every time.

Interpretation: Overall, the majority has regular performance discussions. However, addressing the percentages in rarely and never categories is important for ensuring consistent communication and feedback on student performance, contributing to an enriched learning experience.

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

Table No. : 07

Particulars	Respondents	Percentage
a) Regularly	202	33.01
b) Often	120	19.61
c) Sometimes	108	17.65
d) Rarely	144	23.53
e) Never	38	6.21
TOTAL	612	100.00

Graph No. : 07

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

17%
0%
18%
25%
19%
21%

- a) Regularly
- b) Often
- c) Sometimes
- d) Rarely
- e) Never
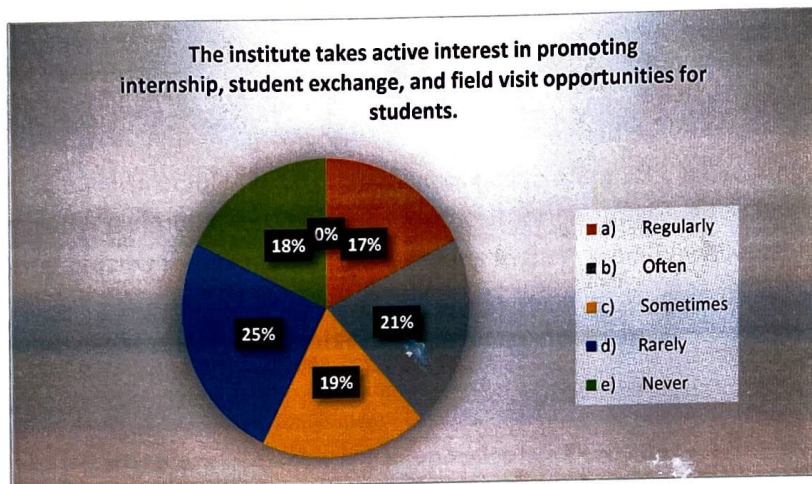
Analysis: A varied response, with 52.27% experiencing regular or often promotion of opportunities.
**Interpretation:** There is room for improvement in increasing opportunities, as the percentages in regularly and often categories are not as dominant. Addressing this can enhance the overall student experience by providing more avenues for internships, student exchanges, and field visits.

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

Table No. : 08

Particulars	Respondents	Percentage
a) Significantly	102	16.67
b) Very well	216	35.29
c) Moderately	144	23.53
d) Marginally	84	13.73
e) Not at all	66	10.78
TOTAL	612	100.00

Graph No. : 08

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

- a) Significantly
- b) Very well
- c) Moderately
- d) Marginally
- e) Not at all
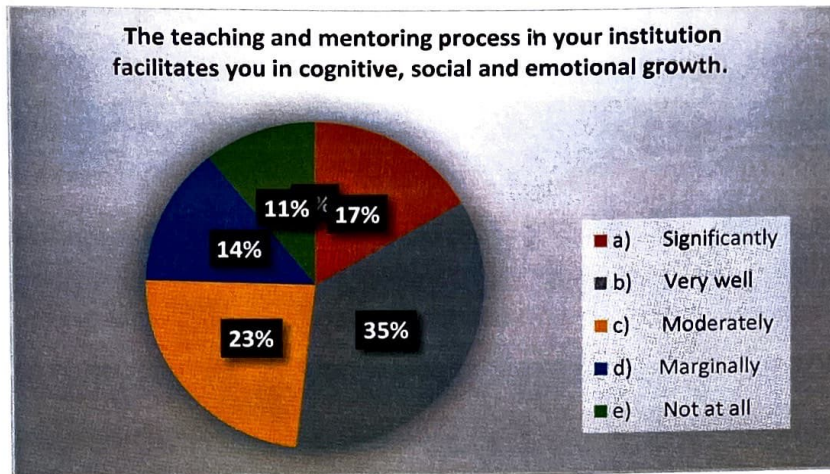
Analysis: The majority (52.96%) reports significant or very well-facilitated cognitive, social, and emotional growth.

Interpretation: While a considerable portion experiences positive impacts, addressing the percentages in moderately, marginally, and not at all categories is crucial for ensuring a more uniformly beneficial teaching and mentoring process for all students, contributing to their overall development.

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

Table No. : 09

Particulars	Respondents	Percentage
a) Strongly agree	126	20.59
b) Agree	174	28.43
c) Neutral	192	31.37
d) Disagree	60	9.80
e) Strongly disagree	60	9.80
TOTAL	**612**	**100.00**

Graph No. : 09

The institution provides multiple opportunities to learn and grow.

- a) Strongly agree
- b) Agree
- c) Neutral
- d) Disagree
- e) Stronglydisagree
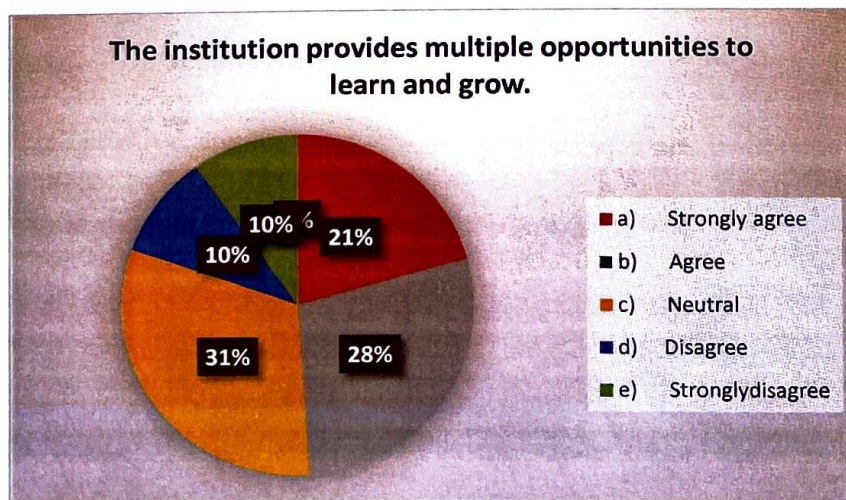
Analysis: Varied responses with 49.02% expressing agreement or strongly agree.

Interpretation: The mixed perception suggests a need for attention to cater to different preferences and enhance learning opportunities. Addressing the percentages in disagree and strongly disagree categories is crucial to create a more universally positive educational environment.

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

Table No. : 10

Particulars	Respondents	Percentage
a) Every time	150	24.51
b) Usually	222	36.27
c) Occasionally/Sometimes	90	14.71
d) Rarely	96	15.69
e) Never	54	8.82
TOTAL	**612**	100.00

Graph No. : 10
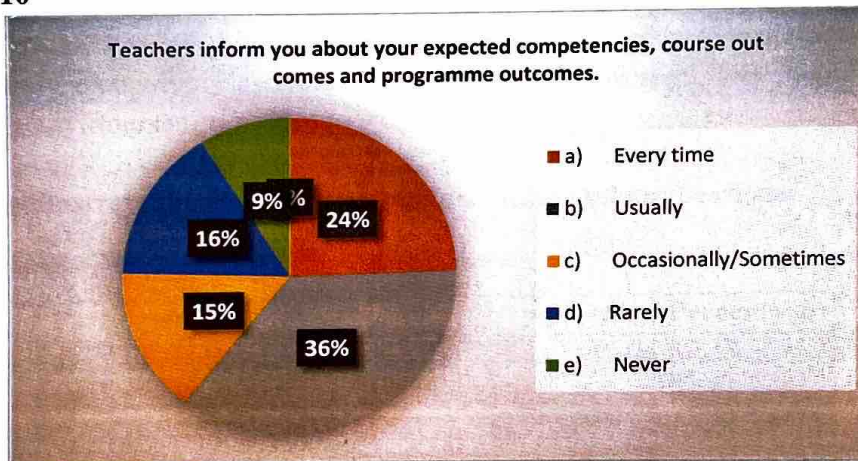
Analysis: A majority (60.78%) reports receiving information every time or usually, with 36.27% stating usually.

Interpretation: Overall positive, emphasizing effective communication. Attention to the percentages in rarely and never categories is important for ensuring consistent communication of expected competencies and outcomes, contributing to a more informed student body.
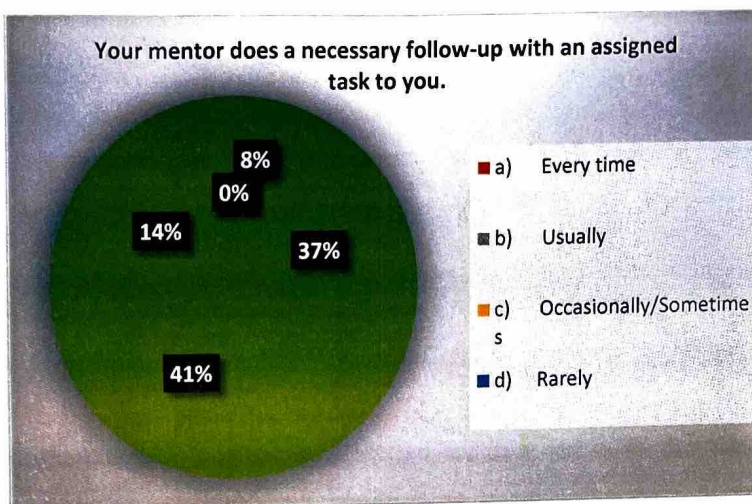
11. Your mentor does a necessary follow-up with an assigned task to you.

Table No. : 11

Particulars	Respondents	Percentage
a) Every time	228	37.25
b) Usually	252	41.18
c) Occasionally/Sometimes	84	13.73

d) Rarely		48	7.84
TOTAL		612	100.00

Graph No. : 11

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

- a) Every time
- b) Usually
- c) Occasionally/Sometimes
- d) Rarely

Analysis: A majority (78.43%) experiences mentor follow-up every time or usually, with 41.18% stating usually.
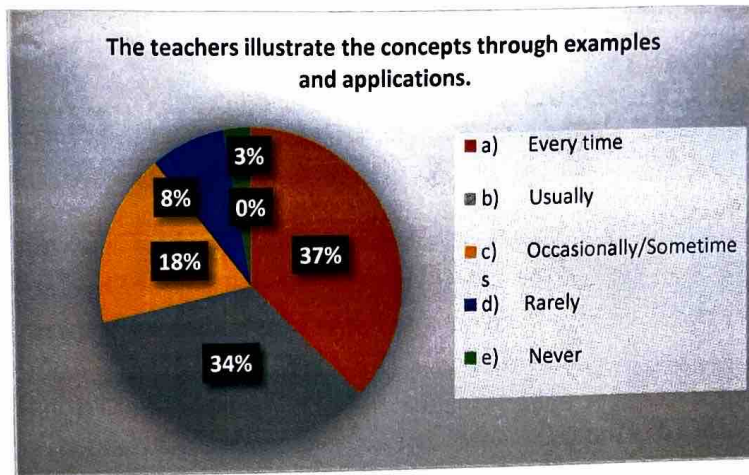
Interpretation: Positive overall, highlighting effective mentor-student engagement. Attention to the percentages in rarely category is essential for maintaining consistent follow-up, contributing to a supportive learning environment.

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

Table No. : 12

Particulars		Respondents	Percentage
a)	Every time	228	37.25
b)	Usually	210	34.31
c)	Occasionally/Sometimes	108	17.65
d)	Rarely	48	7.84
e)	Never	18	2.94
TOTAL		612	100.00

Graph No. : 12

The teachers illustrate the concepts through examples and applications.

- a) Every time
- b) Usually
- c) Occasionally/Sometimes
- d) Rarely
- e) Never

Analysis: A significant majority (71.56%) reports illustrations every time or usually, with 37.25% stating every time.

Interpretation: Positive overall, emphasizing effective teaching methods. Attention to the percentages in rarely and never categories is important for ensuring consistent illustration of concepts through examples, contributing to enhanced learning experiences.

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

Table No. : 13

Particulars	Respondents	Percentage
a) Fully	180	29.41
b) Reasonably	210	34.31
c) Partially	84	13.73
d) Slightly	72	11.76
e) Unable to	66	10.78
TOTAL	**612**	100.00

Graph No. : 13

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

- a) Fully — 29%
- b) Reasonably — 34%
- c) Partially — 14%
- d) Slightly — 12%
- e) Unableto — 11%
- 0%
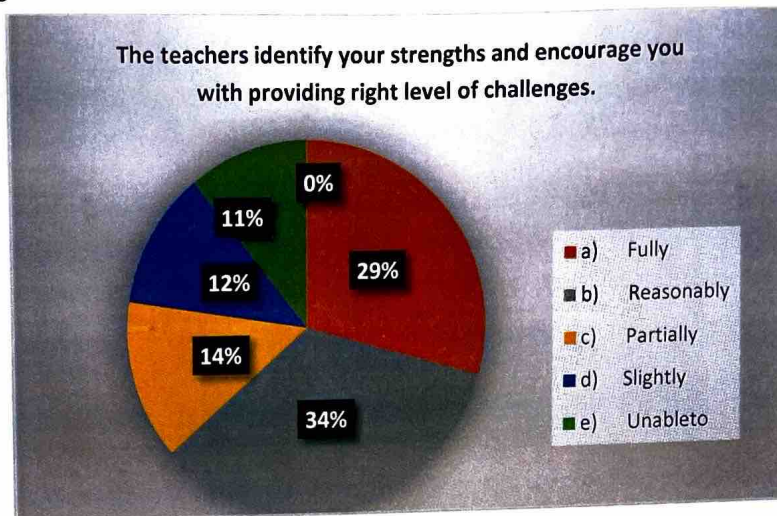
**Analysis:** A majority (63.72%) feels fully or reasonably identified in terms of strengths and challenges. **Interpretation:** Overall positive, highlighting effective identification. Addressing the percentages in partially, slightly, and unable to categories is important for ensuring a more comprehensive understanding of students' strengths and challenges, contributing to tailored support and development.

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

Table No. : 14

Particulars	Respondents	Percentage
a) Every time	162	26.47
b) Usually	168	27.45
c) Occasionally/Sometimes	120	19.61
d) Rarely	72	11.76
e) Never	90	14.71
TOTAL	612	100.00

Graph No. : 14

Teachers are able to identify your weaknesses and help you too vercome them.

a)	Every time
b)	Usually
c)	Occasionally/Som etimes
d)	Rarely
e)	Never
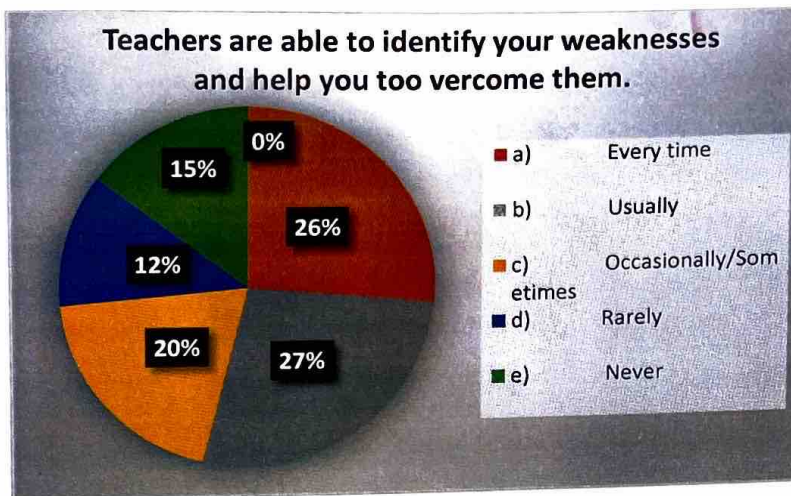
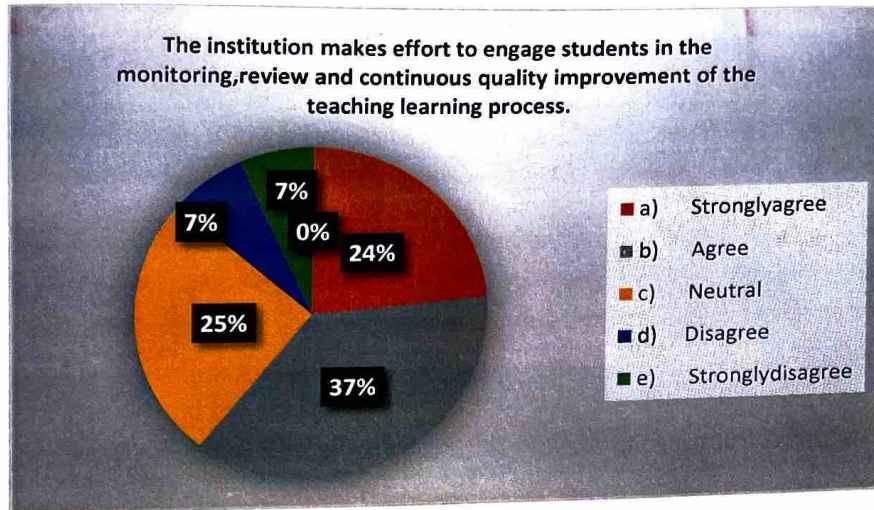**Analysis:** A mixed response, with 53.92% indicating every time or usually.

Interpretation: The data suggests a need for improvement in consistently identifying and addressing weaknesses. Addressing the percentages in occasionally/sometimes, rarely, and never categories is crucial for a more universally effective support system, fostering comprehensive student development.

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

Table No. : 15

Particulars		Respondents	Percentage
a)	Strongly agree	144	23.53
b)	Agree	228	37.25
c)	Neutral	156	25.49
d)	Disagree	42	6.86
e)	Strongly disagree	42	6.86
TOTAL		**612**	100.00

Graph No. : 15

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

- a) Strongly agree
- b) Agree
- c) Neutral
- d) Disagree
- e) Strongly disagree

**Analysis:** A positive response, with 60.78% indicating agreement or strongly agree.

Interpretation: The majority recognizes institutional efforts in engaging students for continuous quality improvement. Addressing the percentages in neutral, disagree, and strongly disagree categories can further enhance student involvement, contributing to a more collaborative and effective teaching-learning process.

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

Table No. : 16

Particulars		Respondents	Percentage
a)	To a great extent	126	20.59
b)	Moderate	240	39.22
c)	Somewhat	114	18.63
d)	Very little	90	14.71
e)	Not at all	42	6.86
TOTAL		**612**	100.00

Graph No. : 16

The institute/teachers use student centric methods,such as experiential learning, participative learning and problem solving methodologies for enhancing learning experiences.
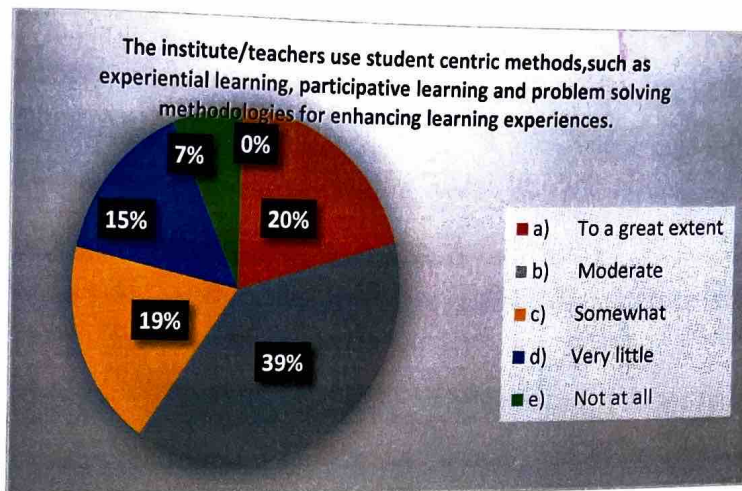
Analysis: A varied response, with 59.81% indicating to a great extent or moderate.

Interpretation: While a substantial portion experiences student-centric methods, addressing the percentages in somewhat, very little, and not at all categories is crucial for ensuring a more universally enriching learning experience. Implementing these methods more consistently can contribute to enhanced student engagement and understanding.

17. Teachers encourage you to participate in extra-curricular activities.

Table No. : 17

Particulars	Respondents	Percentage
a) Strongly agree	162	26.47
b) Agree	180	29.41
c) Neutral	186	30.39
d) Disagree	42	6.86
e) Strongly disagree	42	6.86
TOTAL	612	100.00

Graph No. : 17

Teachers encourage you to participate in extra curricular activities.
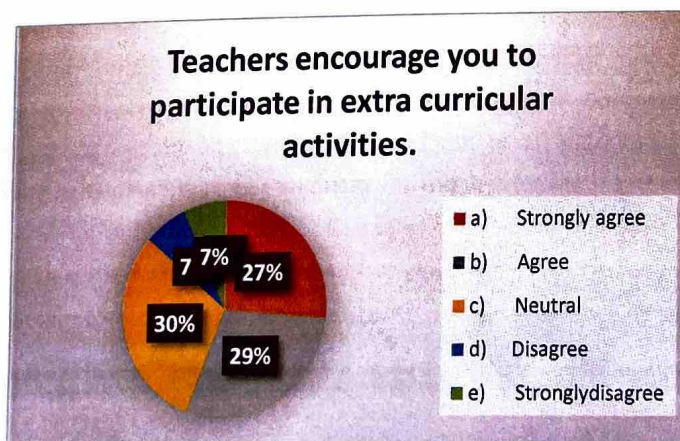
Analysis: A positive response, with 55.88% indicating strongly agrees or agrees

Interpretation: The majority acknowledges teacher encouragement for extra-curricular activities. Addressing the percentages in neutral, disagree, and strongly disagree categories can further enhance participation, contributing to a more holistic and enriching student experience beyond academics.

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.**

Table No. : 18

Particulars	Respondents	Percentage
a) To a great extent	144	23.53
b) Moderate	234	38.24
c) Somewhat	102	16.67
d) Very little	60	9.80
e) Not at all	72	11.76
TOTAL	**612**	100.00

Graph No. : 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.

12% · 0% · 10% · 23% · 17% · 38%

a) To a great extent
b) Moderate
c) Somewhat
d) Very little
e) Not at all
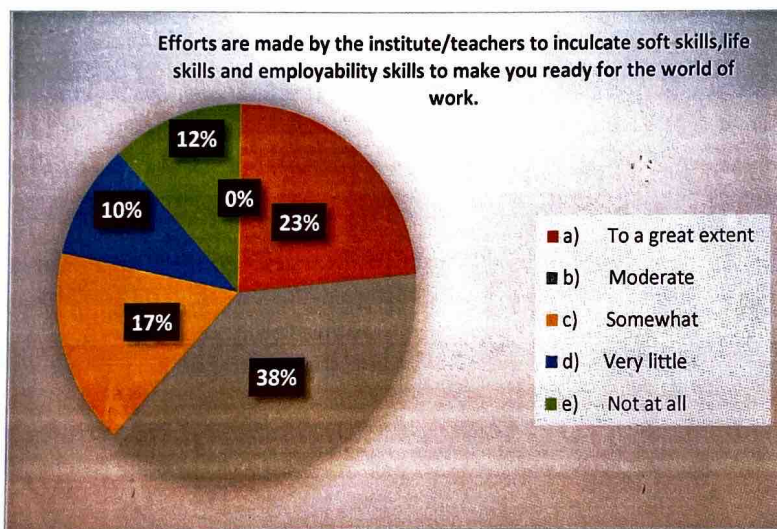
Analysis: A positive response, with 61.77% indicating to a great extent or moderate.

Interpretation: The majority recognizes efforts in developing soft skills and employability skills. Addressing the percentages in somewhat, very little, and not at all categories can further strengthen these initiatives, contributing to students' preparedness for the professional world.

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

Table No. : 19

Particulars	Respondents	Percentage
a) Above 90%	192	31.37
b) 70 – 89%	204	33.33
c) 50 – 69%	132	21.57
d) 30 – 49%	42	6.86
e) 0–Below29%	42	6.86
TOTAL	**612**	100.00

Graph No. : 19
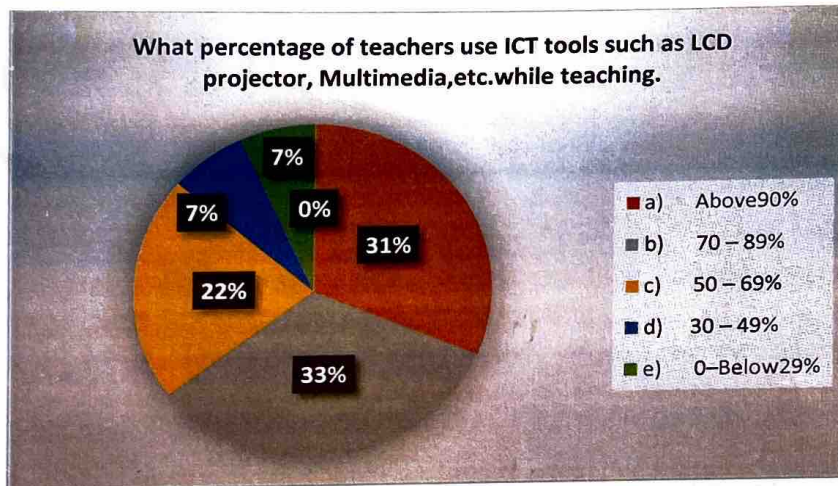
Analysis: A positive trend, with 64.70% indicating above 70% usage of ICT tools.

Interpretation: The majority of teachers are perceived to use ICT tools significantly. Strengthening usage in the 50-69% category and addressing the percentages in the 30-49% and 0–Below29% categories can further enhance the integration of technology in teaching, contributing to a more enriched and diverse learning experience.

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

Table No. : 20

Particulars	Respondents	Percentage
a) Strongly agree	120	19.61
b) Agree	276	45.10
c) Neutral	138	22.55
d) Disagree	36	5.88
e) Strongly disagree	42	6.86
TOTAL	**612**	100.00

- Encourage faculty to incorporate interdisciplinary perspectives to provide a more holistic learning experience.
- Establish a continuous teacher training program to keep faculty updated on the latest pedagogical methods and technology.
- Promote collaboration among teachers across departments to share best practices and experiences.
- Integrate communication skills development into the curriculum to ensure all students receive dedicated training.
- Foster a culture of open communication and feedback, encouraging students to express concerns and suggestions.
- Create incentives for teachers to experiment with and adopt innovative teaching methodologies.
- Establish a platform for sharing successful teaching approaches, fostering a culture of continuous improvement.
- Regularly review and update evaluation criteria to ensure fairness and relevance.
- Provide training and resources for faculty to enhance their skills in fair and transparent evaluation practices.

Action Taken Report:

1. Conducted a comprehensive review of course structures and identified gaps in syllabus coverage.
2. Implemented a structured feedback mechanism to gather insights from students on specific areas that need improvement.
3. Introduced additional resources and support materials to supplement syllabus coverage and address identified gaps.
4. Organized professional development workshops and training sessions for teachers in poorly and indifferently prepared categories.
5. Implemented a mentorship program to facilitate knowledge sharing and collaboration among faculty members.
6. Established a continuous feedback loop to assess and enhance teacher preparation based on student feedback.
7. Launched communication skills enhancement programs for teachers, focusing on areas identified in the generally ineffective and very poor communication categories.
8. Instituted regular communication training sessions to ensure ongoing improvement and adaptability to student needs.
9. Encouraged open communication channels between students and teachers for feedback and concerns.
10. Initiated a systematic review of teaching approaches, soliciting input from both students and faculty.
11. Implemented a peer-review system for teaching methods to encourage sharing of best practices.
12. Introduced forums for collaborative discussions on innovative and effective teaching approaches.

13. Formed a committee to review and refine the internal evaluation process based on feedback and identified concerns.
14. Conducted training sessions for faculty on fair and unbiased evaluation practices.
15. Implemented a transparent and accessible system for students to appeal evaluation decisions.

Conclusion:

1. The overall findings indicate a positive perception among respondents, highlighting areas of strength in syllabus coverage, teacher preparation, communication, teaching approach, and internal evaluation.
2. Despite positive feedback, there are notable concerns in specific categories such as lower syllabus coverage and certain aspects of teacher preparation and communication, emphasizing the need for targeted improvements.
3. The suggestions provided aim to address these concerns and enhance the overall educational experience, ensuring that the institution maintains high standards in teaching, communication, and evaluation.
4. Continuous monitoring, feedback collection, and proactive measures are crucial for sustaining and improving the quality of the teaching-learning process, thereby contributing to the holistic development of students.

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