Student Satisfaction Survey Report (2023-24)

Objective:

Alagappa Chettiar Government College of Engineering and Technology, accredited "B++" grade by NAAC aims for excellence in academics, co-curricular activities, and an overall growth of students, faculty members, and stakeholders. The IQAC committee of the college is dedicated to making consistent efforts in the same direction. In addition, it also takes regular feedback from students to ensure improvements wherever required and conducts student satisfaction surveys in order to assess the overall performance in the given academic year. The results of the survey will be used for NAAC and for improving the curriculum of the undergraduate courses.

Research Method:

The Structured Survey method was employed by the IQAC to get feedback from students across all disciplines. The survey was initiated via Google form in a multiple-choice question format. It was an anonymous survey, however, an option of providing "student name" had been provided.

Areas covered:

The following broad areas were covered in the Student Satisfaction Survey:
 1. Academic and Teaching
  2. College Library
  3. College Administration
  4. Extracurricular Activities (Seminars, Webinars, Committee Programs, Society Programs)
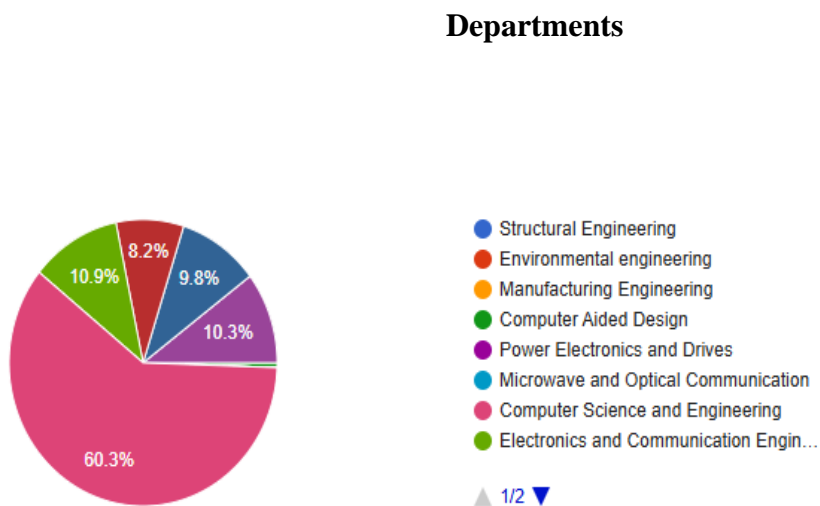
Overall Sample Size:
847 responses received from students across all disciplines offered by the college.

Profile of the Participants:

In total sample size of 847 students 27.2% participants are First Year Students, 25.5% second year students and 29.9% students are third year students and 17.4% are final year students.

Year
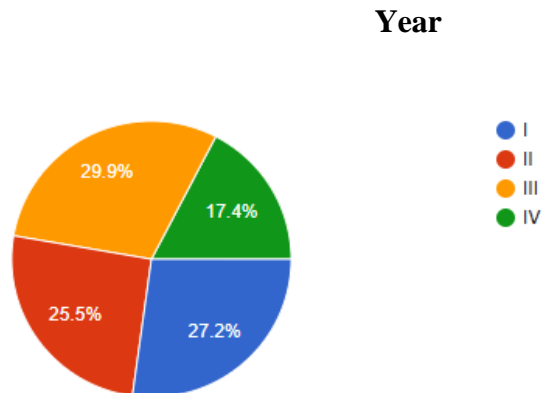
Analysis:

Departments

60.3% of the students are from Computer Science and Engineering Department,10.3% of the students are from Mechanical Engineering Department,9.7% of the students are from CIVIL Engineering department,8.6% of the students are from Electrical and Electronics Engineering and 10.8% of the students are responded as Electronics and Communication Engineering department.

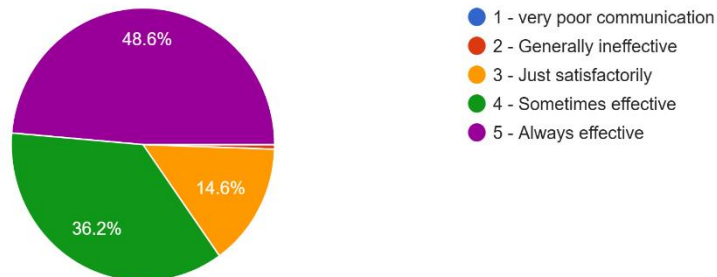1. How much of the syllabus was covered in the class?
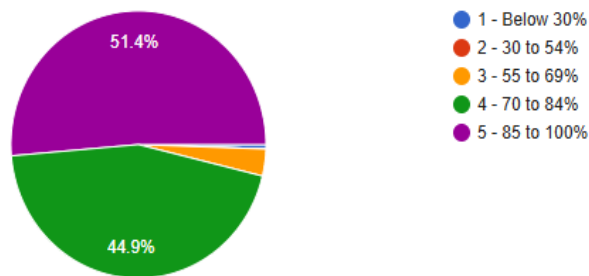
Based on the collected data, it was observed that 0.5% of students responded with a rating between 0% and 30%. Similarly, 0% of students gave a rating between 30% and 54%. A slightly higher percentage, 3.2%, rated between 55% and 69%. A significant portion of the students, 44.9%, responded with a rating between 70% and 84%. The majority of the students, 51.4%, gave a rating between 85% and 100%

2. How well did the teachers prepare for the classes?
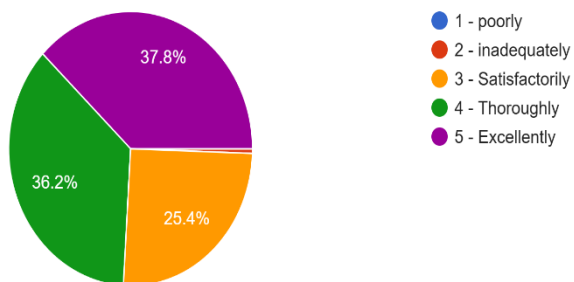
Based on the collected data, it was observed that small percent of students responded poorly. A slightly higher percentage, 25.4%, rated satisfactorily. A significant portion of the students, 36.2%, responded thoroughly. The majority of the students, 37.8%, rated excellently.

3. How well were the teachers able to communicate?

- 1 - very poor communication
- 2 - Generally ineffective
- 3 - Just satisfactorily
- 4 - Sometimes effective
- 5 - Always effective

Based on the provided data, various levels of communication effectiveness were reported by students. A small percentage rated their communication as "very poor". Similarly, another small percent considered it "generally ineffective". However, a notable 14.6% found it to be "just satisfactorily". Moving up, 36.2% described it as "sometimes effective". The majority, 48.6%, regarded their communication as "always effective".

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

- 1 - poor
- 2 - fair
- 3 - good
- 4 - very good
- 5 - Excellent
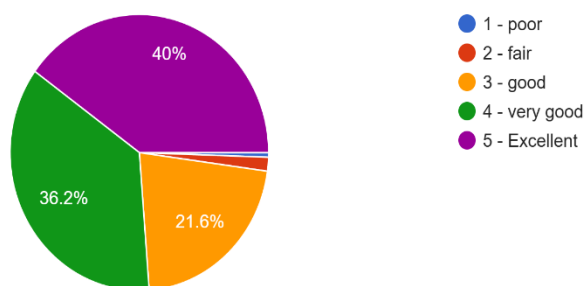
In the assessment of performance levels, students provided diverse feedback. A fraction, 1.3%, rated their experience as "poor", expressing dissatisfaction. Another 3.1% considered it "fair", indicating a moderate level of satisfaction. However, a significant 21.6% found it to be "good", suggesting a commendable performance. Continuing, 36.2% described it as "very good", implying a high level of satisfaction. The majority, 40%, regarded it as "excellent", demonstrating utmost satisfaction.

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

- ● 1 - unfair
- ● 2 - usually unfair
- ● 3 - sometimes unfair
- ● 4 - usually fair
- ● 5 - Always Fair
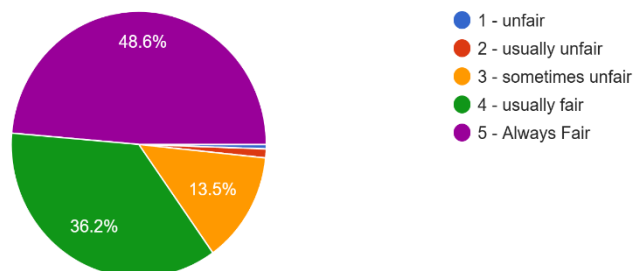
In evaluating fairness, students shared diverse perspectives. A fraction, 0.6%, expressed that the situation was "unfair", indicating dissatisfaction. Similarly, another 1.3% indicated that it was "usually unfair", suggesting a consistent sense of dissatisfaction. However, a notable 13.5% acknowledged that it was "sometimes unfair", indicating variability in their experiences. Moving to the positive end, 36.2% perceived it as "usually fair", implying a consistent level of satisfaction. The majority, 48.6%, affirmed that it was "always fair", suggesting a high level of satisfaction and consistency in fairness.

6. Was your performance in assignments discussed with you?
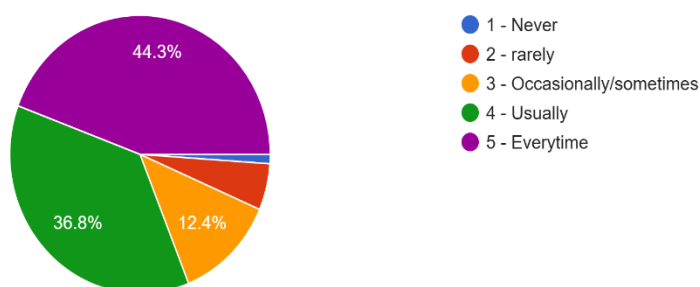
- ● 1 - Never
- ● 2 - rarely
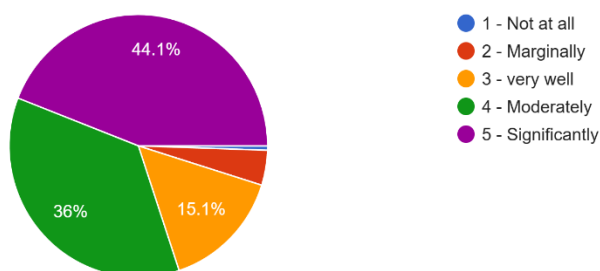- ● 3 - Occasionally/sometimes
- ● 4 - Usually
- ● 5 - Everytime

Students' responses varied when assessing frequency. A minority, 1.1%, indicated "never", suggesting absence or extreme rarity. Similarly, another 5.4% stated "rarely", implying infrequent occurrences. However, a significant 12.4% noted "occasionally/sometimes", reflecting sporadic or irregular incidents. Contrarily, 37.1% mentioned "usually", hinting at frequent occurrences. The majority, 44.1%, reported "every time", indicating consistent and frequent instances.

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

Legend:
- 1 - Never
- 2 - rarely
- 3 - Sometimes
- 4 - Often
- 5 - Regularly
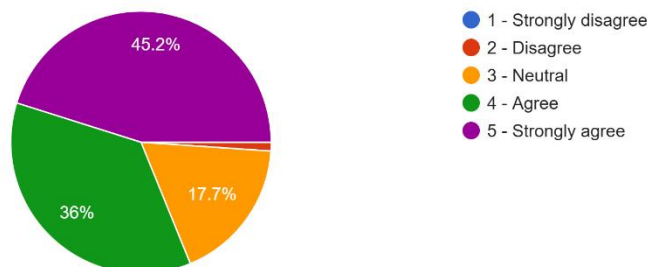
Pie chart values: 44.5%, 33%, 15.4%
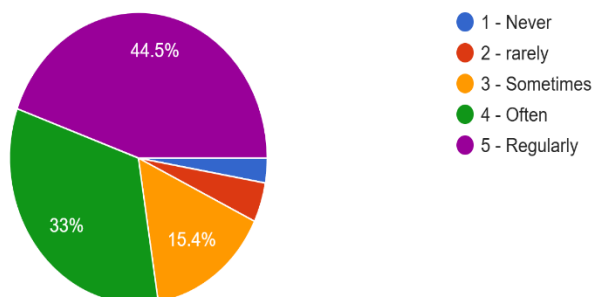
Students' responses varied when assessing frequency. A minority, 2.7%, indicated "never", suggesting absence or extreme rarity. Similarly, another 4.4% stated "rarely", implying infrequent occurrences. However, a significant 15.4% noted "occasionally/sometimes", reflecting sporadic or irregular incidents. Contrarily, 33% mentioned "often", hinting at frequent occurrences. The majority, 44.5%, reported "regularly", indicating consistent and frequent instances.

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

Legend:
- 1 - Not at all
- 2 - Marginally
- 3 - very well
- 4 - Moderately
- 5 - Significantly

Pie chart values: 44.1%, 36%, 15.1%

Students' assessments varied regarding effectiveness levels. A minority, 0.5%, reported "not at all", suggesting a complete lack of effectiveness. Similarly, another 4.3% described it as "marginally", indicating minimal effectiveness. However, a notable 15.1% acknowledged that it performed "very well", implying a high level of effectiveness. Contrarily, 36% characterized it as "moderately", suggesting a moderate level of effectiveness. The majority, 44.1%, deemed it "significantly" effective, indicating a considerable impact.

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

Students' opinions varied when assessing agreement levels. A minority, 0%, strongly disagreed, indicating a firm opposition. Similarly, another 1.1% disagreed, suggesting disagreement but perhaps not as strongly. However, a notable 17.7% remained neutral, indicating a lack of strong opinion either way. Contrarily, 36% agreed, signifying alignment with the statement or question. The majority, 45.2%, strongly agreed, expressing a firm and positive instance.

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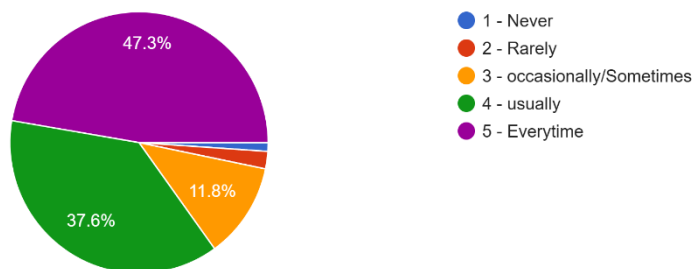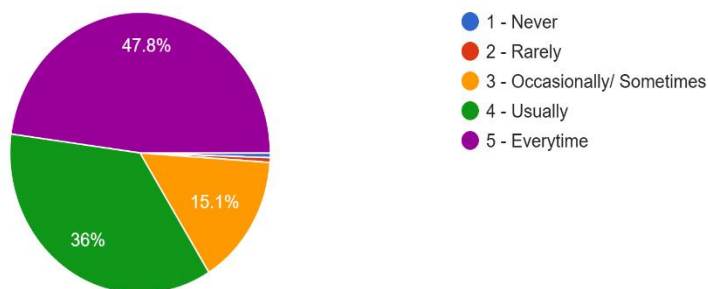

Students' responses varied when assessing frequency. A minority, 1.1%, indicated "never", suggesting absence or extreme rarity. Similarly, another 2.2% stated "rarely", implying infrequent occurrences. However, a significant 11.8% noted "occasionally/sometimes", reflecting sporadic or irregular incidents. Contrarily, 37.6% mentioned "usually", hinting at frequent occurrences. The majority, 47.3%, reported "every time", indicating consistent and frequent instances.

11. Your mentor does a necessary follow-up with an assigned task to you.
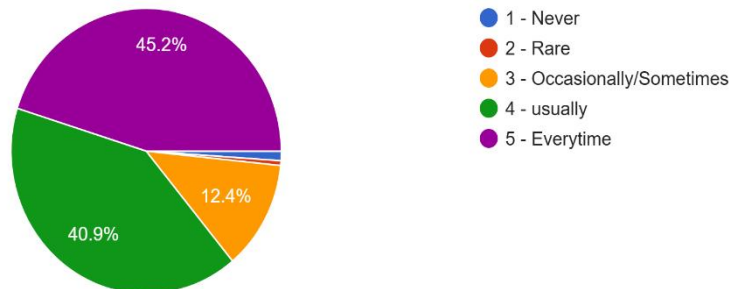
Students' responses varied when assessing frequency. A minority, 0.5%, indicated "never", suggesting absence or extreme rarity. Similarly, another 1.1% stated "rarely", implying infrequent occurrences. However, a significant 12.4% noted "occasionally/sometimes", reflecting sporadic or irregular incidents. Contrarily, 40.9% mentioned "usually", hinting at frequent occurrences. The majority, 45.2%, reported "every time", indicating consistent and frequent instances.

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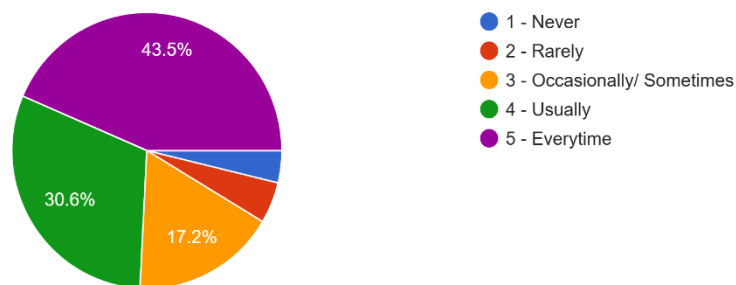

Students' responses varied when assessing frequency. A minority, 0.5%, indicated "never", suggesting absence or extreme rarity. Similarly, another 0.5% stated "rarely", implying infrequent occurrences. However, a significant 15.1% noted "occasionally/sometimes", reflecting sporadic or irregular incidents. Contrarily, 36% mentioned "usually", hinting at frequent occurrences. The majority, 47.8%, reported "every time", indicating consistent and frequent instances.

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

- 1 - unable to
- 2 - Slightly
- 3 - Partially
- 4 - Reasonably
- 5 - Fully
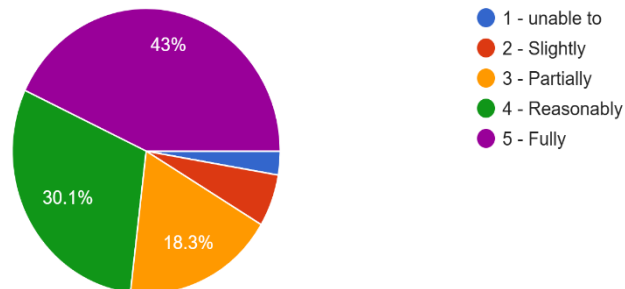
Students' responses varied when assessing capability levels. A fraction, 2.7%, expressed being "unable to", indicating a complete lack of capability. Similarly, another 5.9% described themselves as "slightly" capable, suggesting minimal ability. However, a notable 18.3% reported being "partially" capable, indicating some level of ability. Contrarily, 30.1% felt "reasonably" capable, suggesting a moderate level of ability. The majority, 43%, claimed to be "fully" capable, indicating a high level of ability.

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

- 1 - Never
- 2 - Rarely
- 3 - Occasionally/ Sometimes
- 4 - Usually
- 5 - Everytime

Students' responses varied when assessing frequency. A minority, 3.8%, indicated "never", suggesting absence or extreme rarity. Similarly, another 4.8% stated "rarely", implying infrequent occurrences. However, a significant 17.2% noted "occasionally/sometimes", reflecting sporadic or irregular incidents. Contrarily, 30.6% mentioned "usually", hinting at frequent occurrences. The majority, 43.5%, reported "every time", indicating consistent and frequent instances

19. What percentage of teachers use ICT tools such as LCD projector, Multimedia, etc. while teaching.
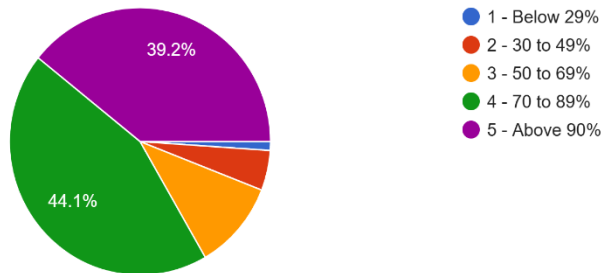
When categorizing performance levels, students' responses fell into distinct ranges. A small percentage, 1.1%, scored below 29%, indicating a low performance level. Similarly, another 4.8% fellwithin the range of 30% to 49%, suggesting a somewhat better but still subpar performance. However, a notable 10.8% achieved scores between 50% and 69%, indicating a satisfactory performance level. Moving up, 44.1% scored between 70% and 89%, implying a good performance. The majority,39.2%, scored above 90%, demonstrating an excellent performance level.

College Administration

15. The institution makes effort to engage students in the monitoring, review and continuous quality improvement of the teaching learning process.
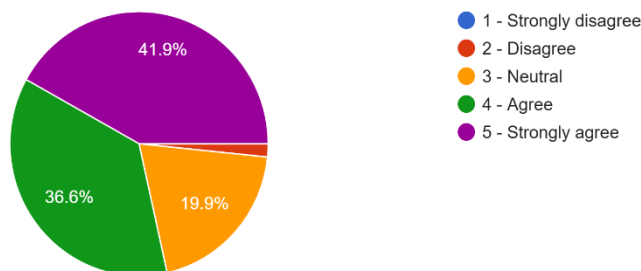
Students' opinions varied when assessing agreement levels. A minority, 0%, strongly disagreed, indicating a firm opposition. Similarly, another 1.6% disagreed, suggesting disagreement but perhaps
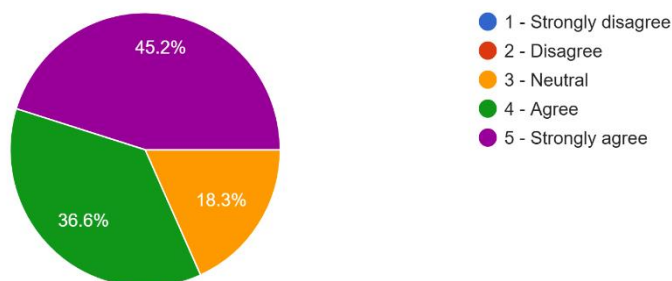
not as strongly. However, a notable 19.9% remained neutral, indicating a lack of strong opinion either way. Contrarily, 36.6% agreed, signifying alignment with the statement or question. The majority, 41.9%, strongly agreed, expressing a firm and positive instance.

16. The institute/ teachers use student centric methods, such as experiential learning, participative learning and problem solving methodologies for enhancing learning experiences.
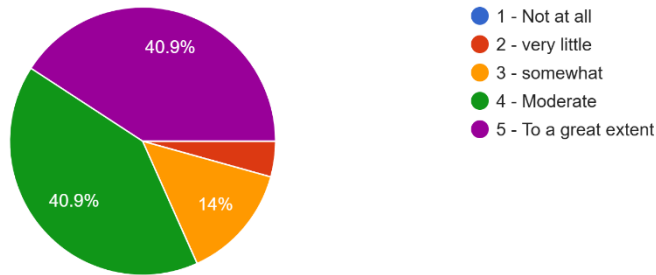
Students' responses varied when assessing the extent of something. A minority, 0%, indicated "not at all", suggesting a complete absence of the attribute or action. Similarly, another 1.6% reported "very little", implying a minimal presence or impact. However, a significant 14% noted "somewhat", indicating a partial or moderate influence. Contrarily, 40.9% mentioned "moderate", suggesting a considerable but not overwhelming effect. The majority, 40.9%, expressed that it applied "to a great extent", indicating a substantial presence or impact.
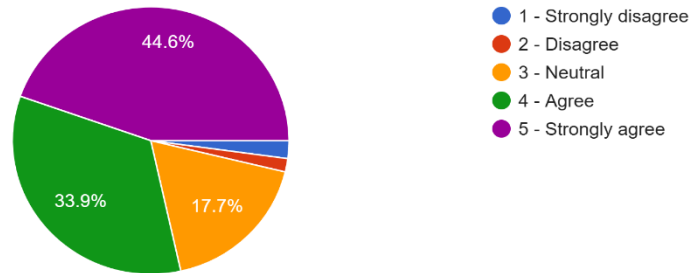
20. The overall quality of teaching-learning process in your institute is very good.

Students' opinions varied when assessing agreement levels. A minority,0%, strongly disagreed, indicating a firm opposition. Similarly, another 0% disagreed, suggesting disagreement but perhaps not as strongly. However, a notable 18.3% remained neutral, indicating a lack of strong opinion either way. Contrarily, 36.6% agreed, signifying alignment with the statement or question.The majority, 45.2%, strongly agreed, expressing a firm and positive instance.

Extracurricular Activities (Webinar, committee programs, Society programs)

17. Teachers encourage you to participate in extracurricular activities.

Students' opinions varied when assessing agreement levels. A minority, 2.2%, strongly disagreed, indicating a firm opposition. Similarly, another 1.6% disagreed, suggesting disagreement but perhaps not as strongly. However, a notable 17.7% remained neutral, indicating a lack of strong opinion either way. Contrarily, 33.9% agreed, signifying alignment with the statement or question. The majority, 44.6%, strongly agreed, expressing a firm and positive instance.

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
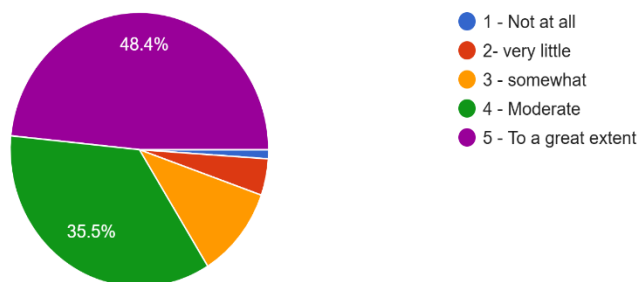
Students' responses varied when assessing the extent of something. A minority, 1.1%, indicated "not at all", suggesting a complete absence of the attribute or action. Similarly, another 4.3% reported "very little", implying a minimal presence or impact. However, a significant 10.8% noted "somewhat", indicating a partial or moderate influence. Contrarily, 35.5% mentioned "moderate", suggesting a considerable but not overwhelming effect. The majority, 48.4%, expressed that it applied "

Action Taken:

- In view of the responses received, for the improvement of curriculum and other facilities, the IQAC is tirelessly working to arrange virtual talks, seminars and webinars to hone the skills of the students. Since some students had suggested improvement of infrastructure facilities, the college has managed to renovate the canteen and is in the process of other renovations.

- All in all, the inputs collected were taken into consideration to improve the overall learning experience for students to a great extent , indicating a substantial presence
 .