
Internal Quality Assurance Cell

2.7.1 Student Satisfaction Survey 2022-23

Student satisfaction survey for the academic year 2022-23 was conducted in August 14, 2023. This survey targeted undergraduates from various programmes. Students were not provided with any specific instructions for completing the satisfaction survey. A significant portion of the undergraduate population, comprising 377 out of 596 students (equivalent to 63.25% of the total), participated and shared their perspectives. Utilizing a Google form, responses were collected, allowing participants to engage via either mobile devices or desktop computers. After completing the research and data analysis, a report is currently being drafted.

Particulars	Numbers	Percentage
Total Number of students in academic Year 2022-23	596	100%
Total Number of Respondents	377	63.25%


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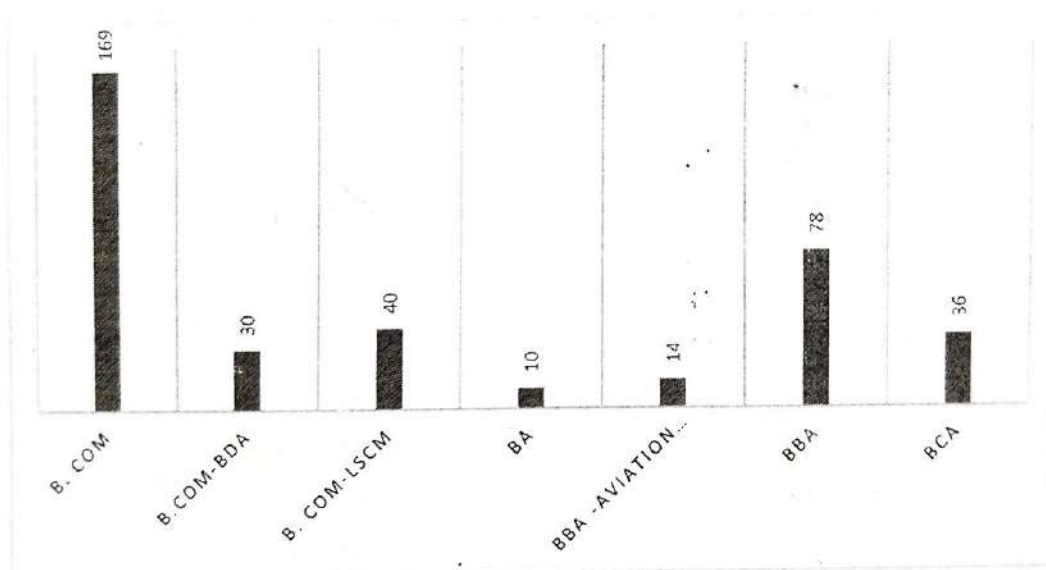
Student Satisfaction Survey 2022-23

1. Degree programme

Table 1: Table showing student respondents from different programme

Particulars	No. of respondents	Percentage
B. Com	169	44.83
B.Com-BDA	30	7.96
B. Com-LSCM	40	10.61
BA	10	2.65
BBA -Aviation Management	14	3.71
BBA	78	20.69
BCA	36	9.55
Grand Total	377	100.00

Figure: 1 Figure showing students respondents from different programme



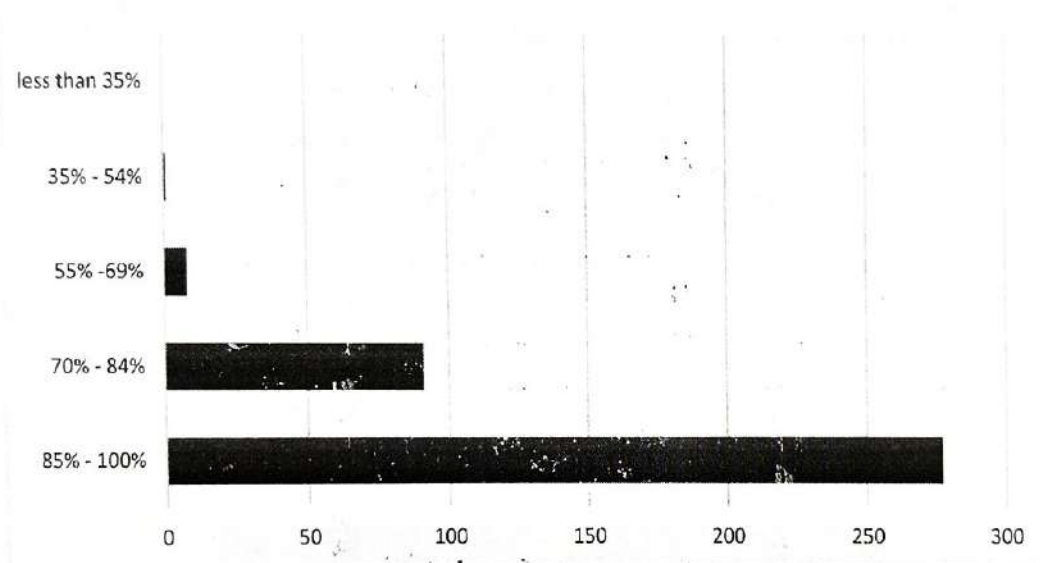
Inference: From the above it can be seen 44.83% of respondents from B.com General, 7.96% respondents are from B.com Data Analytics, 10.61% respondents from B.com Logistics and supply Chain Management, 2.65% respondents from BA, 3.71% respondents from BBA Aviation 20.69% participants from BBA General and 9.55% respondents from BCA.

2. Syllabus covered

Table 2: Table showing Syllabus covered in classes

Particulars	No. of Respondents	Percentage
85% - 100%	277	73.47
70% - 84 %	91	24.14
55% -69%	8	2.12
35% - 54%	1	0.27
less than 35%	0	-
Grand Total	377	100

Figure 2: Figure showing Syilabus covered in classes



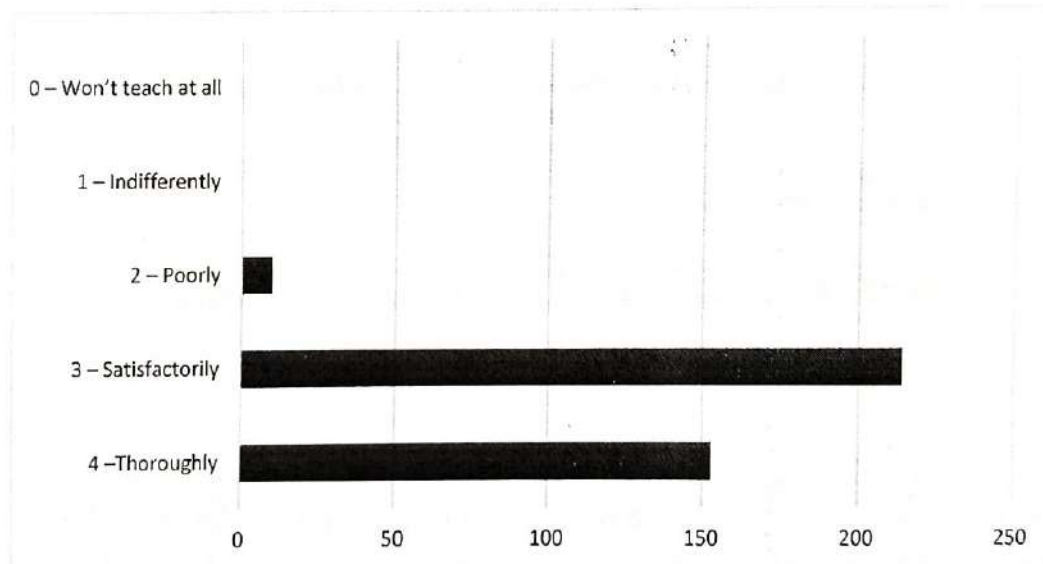
Inference: Based on the provided information, it is evident that 73.47 of students reported that 85-100% of the syllabus was covered. Additionally, 24.14% of students indicated that 70-84% of the syllabus was covered. Moreover, 2.12% of students mentioned that 55-69% of the syllabus was covered, while 0.27% reported that 35-54% of the syllabus was covered. Finally, no of students stated that less than 35% of the syllabus was covered.

3. Teachers' preparation to class

Table 3: Table showing Teachers Preparation for classes

Particulars	No. of Respondents	Percentage
4 -Thoroughly	153	40.58
3 - Satisfactorily	214	56.76
2 - Poorly	10	2.65
1 - Indifferently	0	-
0 - Won't teach at all	0	-
Grand Total	377	100.0

Figure 3: Figure showing Teachers Preparation for classes



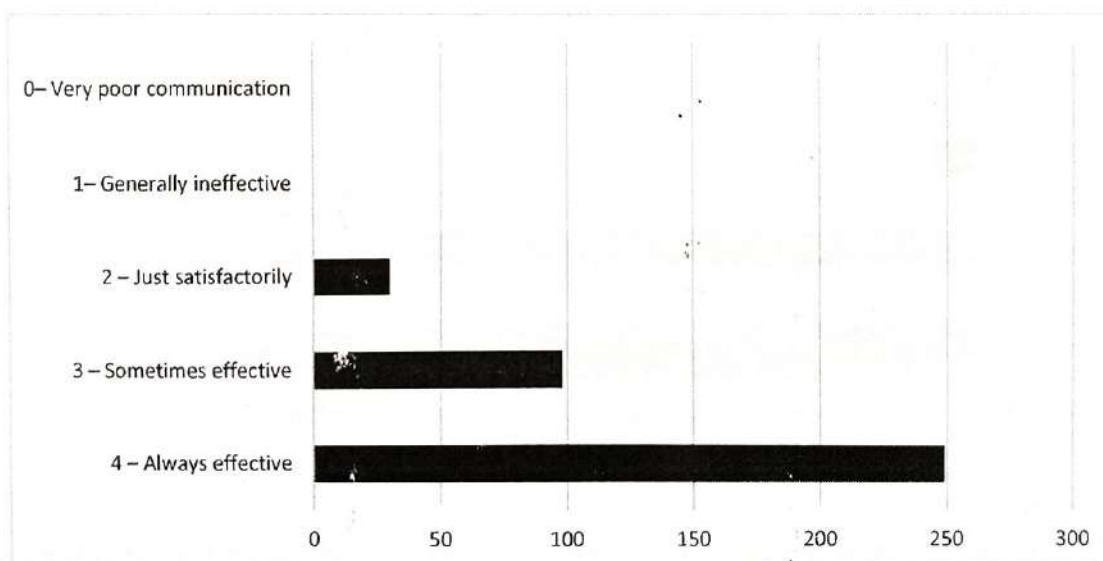
Inference: The information provided suggests that 40.58% of students acknowledged teachers' thorough preparation for teaching, with 56.76% expressing satisfaction. A mere 2.65% of respondents expressed dissatisfaction with the preparation, and no students indicated indifference or stated they would not teach at all.

4. Teachers' ability to communicate

Table 4: Table showing respondents opinion on teacher's ability to communicate.

Particulars	No. of Respondents	Percentage
4 – Always effective	249	66.05
3 – Sometimes effective	98	25.99
2 – Just satisfactorily	30	7.96
1– Generally ineffective	0	0
0– Very poor communication	0	0
Grand Total	377	100

Figure 4: Figure showing respondents opinion on teacher's ability to communicate.



Inference:

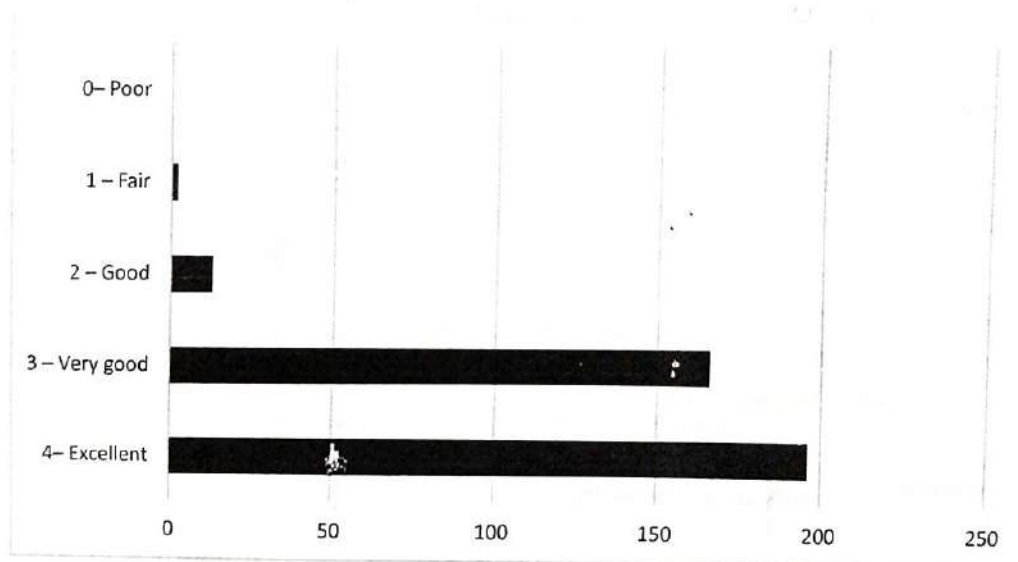
The table indicates that 66.05% of respondents perceive faculty members as consistently communicating effectively. Moreover, 26% of students indicate occasional effectiveness in communication, while 7.96% of respondents express satisfaction with the communication. None of the students reported teachers as generally ineffective or very poor in communication.

5. The teacher's approach to teaching

Table 5: Table Showing The teacher's approach to teaching

Particulars	No. Respondents	Percentage
4- Excellent	196	51.99
3 - Very good	166	44.03
2 - Good	13	3.45
1 - Fair	2	0.53
0- Poor	0	0.00
Grand Total	377	100

Figure 5: Figure showing teachers approach towards teaching



Inference:

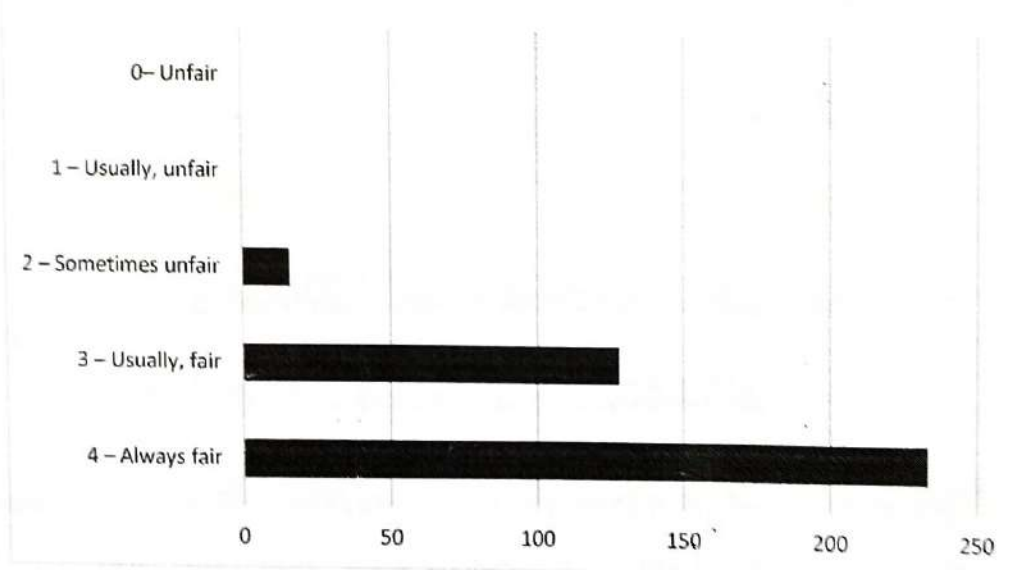
The table data indicates that most students perceive the faculty's teaching approach positively, with 51.99% rating it as excellent and 44.03% as satisfactory. Additionally, 3% find it good, while only 0.53% consider it fair. Notably, no students rated it as poor, indicating overall satisfaction.

6. Fairness of internal evaluation process by the teachers.

Table 6: Table showing Fairness of the internal evaluation process by the teachers

Particulars	No of Respondents	Percentage
4 – Always fair	233	61.80
3 – Usually, fair	128	33.95
2 – Sometimes unfair	16	4.24
1 – Usually, unfair	0	0.00
0– Unfair	0	0.00
Grand Total	377	100.00

Figure 6: Figure showing Fairness of the internal evaluation process by the teachers



Inference:

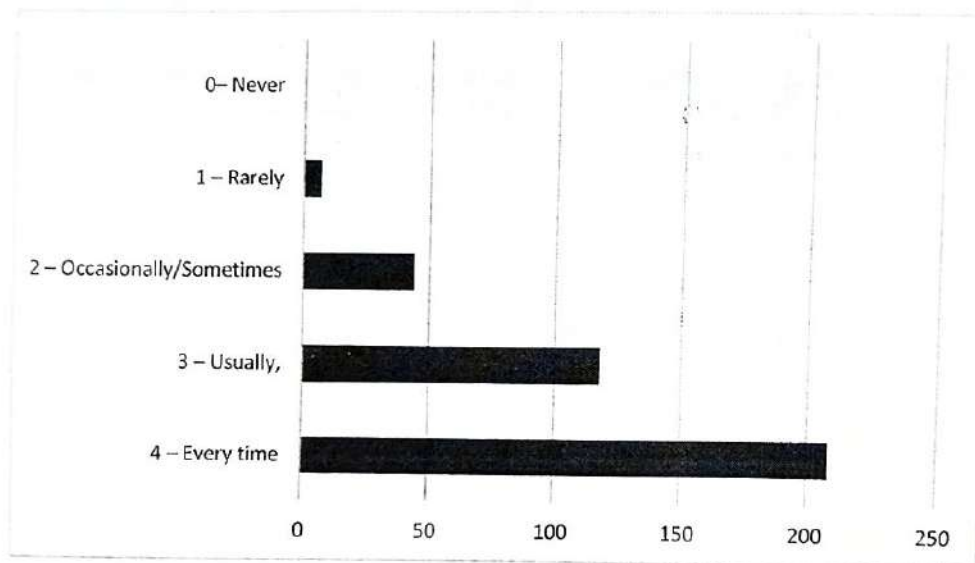
From the provided responses, it can be concluded 61.80% of participants feel that the evaluation process is always fair. Additionally, 33.95% of respondents believe that the evaluation process is usually fair. Moreover, 4.24% of students feel that it is sometimes unfair, while no participants feel that the evaluation process is usually unfair, and unfair. Overall, the data suggests a predominantly positive perception of the fairness of the evaluation process.

7. Did the teacher discuss your performance in assignments with you.

Table 7: Table showing interaction of teacher with the students with regard to assignments.

Particulars	No Of Respondents	Percentage
4 - Every time	208	55.17
3 - Usually,	118	31.30
2 - Occasionally/Sometimes	44	11.67
1 - Rarely	7	1.86
0- Never	0	0.00
Grand Total	377	100.00

Figure 7: Figure showing interaction of teacher with the students with regard to assignments.



Inference:

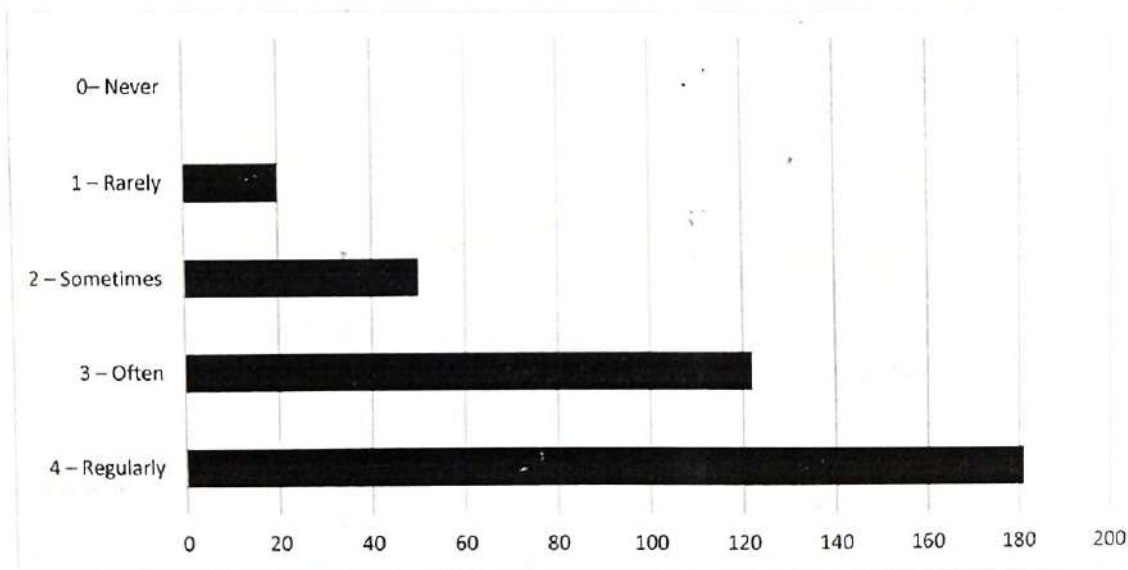
The table provided illustrates that 55.17% of students report that teachers consistently discuss their performance in assignments when it's poor or average. Approximately 31.30% of respondents indicate that such discussions usually take place, while 11.67% state they occur occasionally. A smaller percentage, 1.86%, report rare discussions on the matter, and no students claim that discussions on students' assignment performance never happen.

8. The Institution Takes active interest in promoting Internship, Student Exchange, Field Visit Opportunities for Students.

Table 8: Table showing whether the Institution takes active interest in promoting internship, student exchange, Field visit opportunities for students.

Particulars	No of Respondents	Percentage
4 – Regularly	181	48.01
3 – Often	122	32.36
2 – Sometimes	50	13.26
1 – Rarely	20	5.31
0– Never	0	0.00
Grand Total	377	100.00

Figure 8: figure showing whether the Institution takes active interest in promoting internship, student exchange, Field visit opportunities for students.



Inference

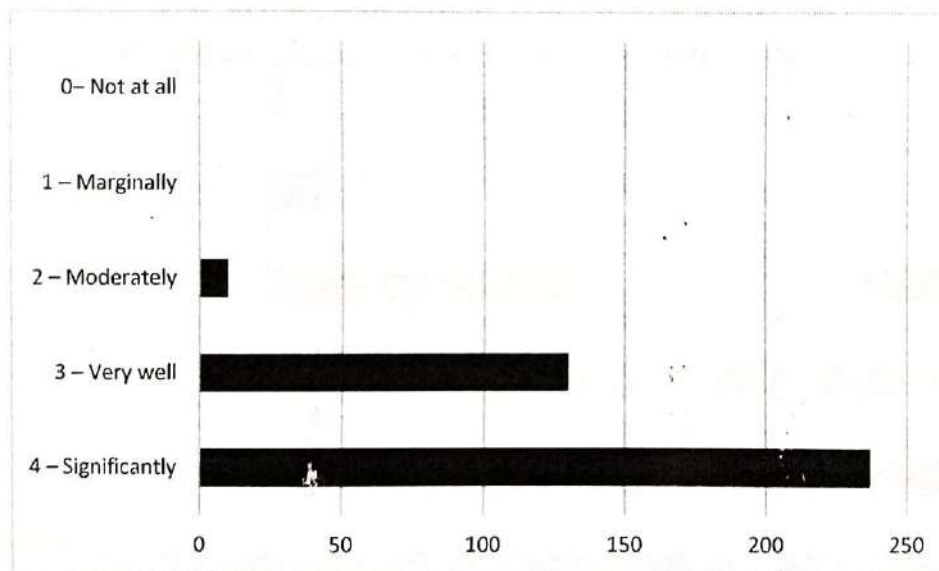
The data extracted from the table indicates that 48.01% of students perceive the institution as actively promoting internship, student exchange, and field visit opportunities. Among the respondents, 32.36% expressed that the institution frequently demonstrates interest in these activities, while 13.26% responded with "sometimes." Furthermore, 5.31% of students reported rare instances of the institution's active involvement, while none stated that the institution never expresses interest in promoting student exchange or internship opportunities.

9. The teaching and mentoring process in your institution's facilities you in cognitive, social and emotional growth.

Table 9: Table showing whether students feel that the mentoring process in the institution facilities their cognitive, social and emotional growth.

Particulars	No of Respondents	Percentage
4 – Significantly	237	62.86
3 – Very well	130	34.48
2 – Moderately	10	2.65
1 – Marginally	0	0.00
0– Not at all	0	0.00
Grand Total	377	100

Figure 9: Figure showing whether students feel that the mentoring process in the institution facilities their cognitive, social and emotional growth.



Inference:

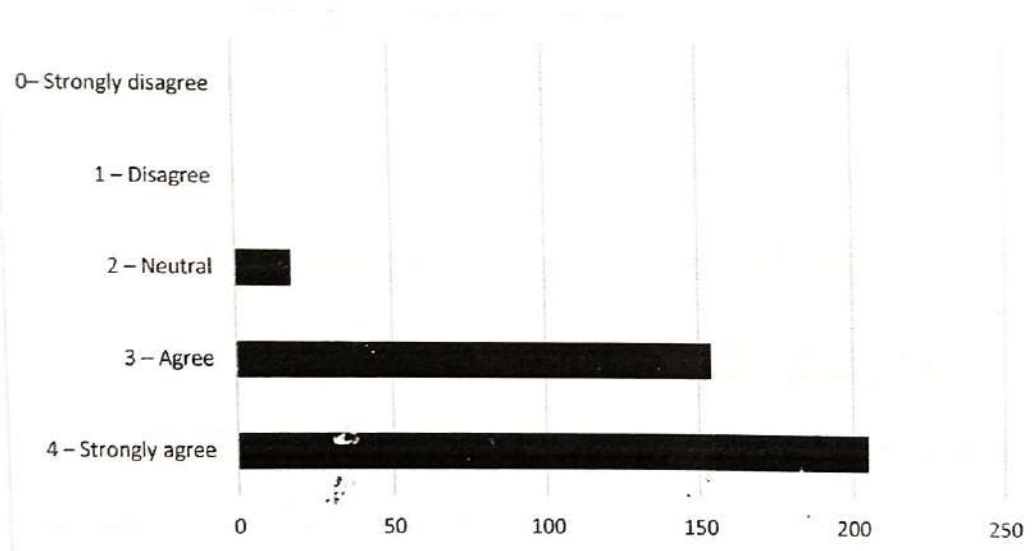
The preceding figure and table indicate that 62.86 % of respondents believe that the teaching and mentoring process at the institution significantly supports students' cognitive, social, and emotional development. Additionally, 34.48% state that the teaching and mentoring process effectively facilitates students' socio-economic growth, while 2.65% responded moderately. Approximately 0% of students reported that the process marginally or not at all contributes to their cognitive, social, and emotional growth.

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

Table 10: Table showing whether the students feel that the institution provides multiple opportunities to learn and grow

Particulars	No of Respondents	Percentage
4 – Strongly agree	205	54.38
3 – Agree	154	40.85
2 – Neutral	18	4.77
1 – Disagree	0	0.00
0– Strongly disagree	0	0.00
Grand Total	377	100.00

Figure 10: Figure showing whether the students feel that the institution provides multiple opportunities to learn and grow.



Inference:

The data obtained from both the table and the graph indicates that 54.38% of the respondents strongly agree that the institution offers numerous opportunities for learning and growth, while 40.85% agree with this statement. Additionally, 4.77% of respondents remain neutral on the matter, and none of the students stated that the institution does not provide multiple opportunities to learn and grow.

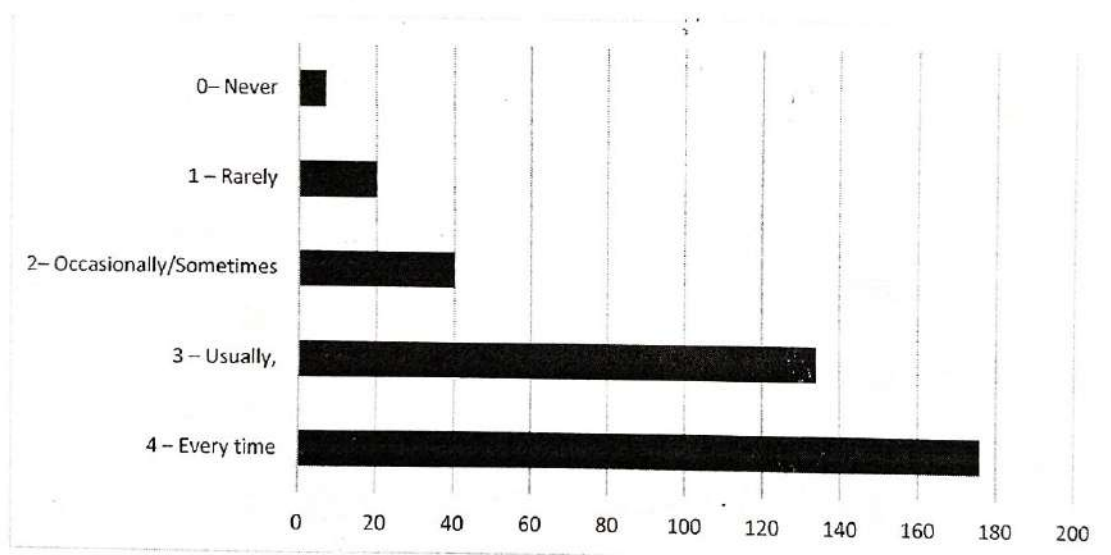
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11. Teachers inform you about course outcome and programme outcomes

Table 11: Table showing teachers apprising students about course outcome and programme outcomes

Particulars	No of Respondents	Percentage
4 – Every time	176	46.68
3 – Usually,	134	35.54
2– Occasionally/Sometimes	40	10.61
1 – Rarely	20	5.31
0– Never	7	1.86
Grand Total	377	100.00

Figure 11: Figure showing teachers apprising students about course outcome and programme outcomes.



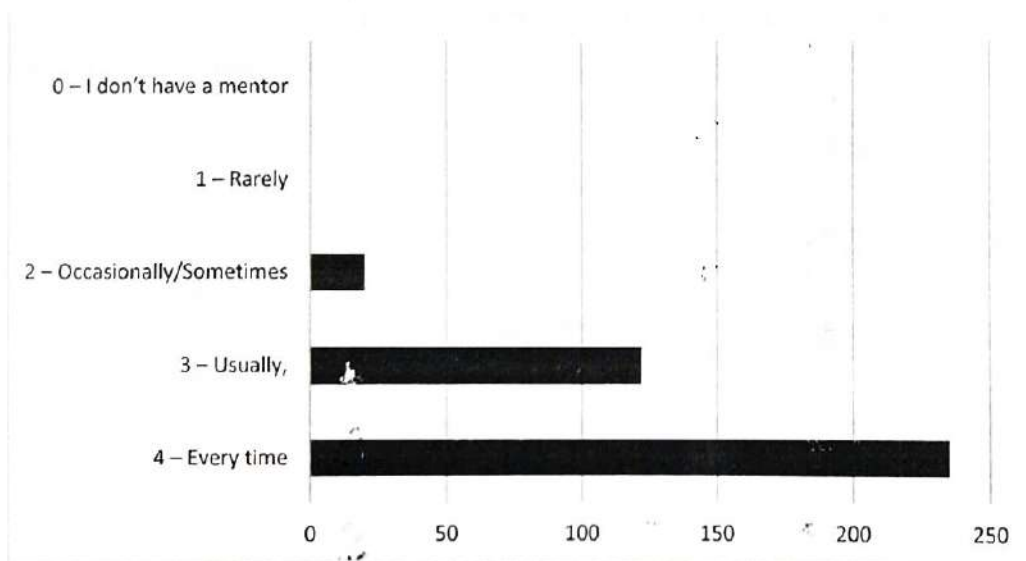
Inference: Based on the table provided, it is evident that 46.68% of the respondent's report that teachers consistently communicate expected competencies, course outcomes, and program details. Meanwhile, 35.54% indicate that teachers usually provide such information. Only 10.61% agree that teachers occasionally/sometimes inform about competencies, while 5.315% claim they are rarely informed, and 1.86% state they never receive information about competencies, course outcomes, and programs from their teachers.

12. Your mentors follow-up with you on the task assigned to you.

Table 12: Table showing response to mentors follow-up with you on the task assigned.

Particulars	No. of Respondents	Particulars
4 – Every time	235	62.33
3 – Usually,	122	32.36
2 – Occasionally/Sometimes	20	5.31
1 – Rarely	0	0.00
0 – I don't have a mentor	0	0.00
Grand Total	377	100.00

Figure 12: Figure showing mentors follow-up with you on the task assigned to you.



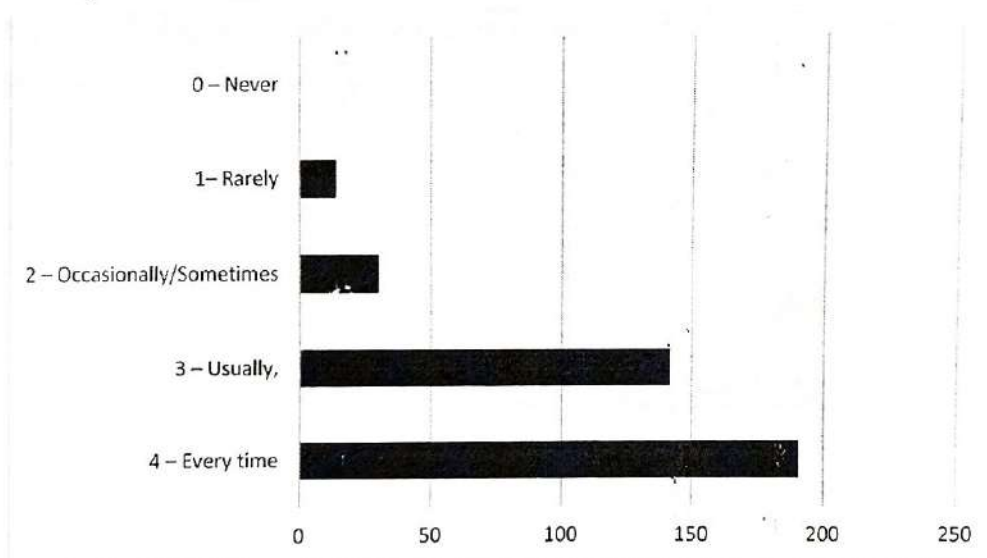
Inference:

From the analysis of the table and figures, it's evident that a majority of students, 62.33%, report consistent follow-up from their mentors, indicating strong engagement and support. Additionally, 32.36% state usual follow-up, showing a significant portion receiving regular attention. A smaller percentage, 5.31%, mention occasional follow-ups, suggesting less frequent monitoring. Importantly, none mention rare follow-ups or lack of mentorship, indicating prevalent mentorship and follow-up among students surveyed. Overall, the data indicates positive mentorship practices, with most students experiencing consistent or usual follow-up.

13. The teacher illustrates the concepts through examples and applications
Table 13: Table showing whether the teacher illustrate the concepts through examples and applications to students

Particulars	No Respondents	Particulars
4 – Every time	191	50.66
3 – Usually,	142	37.67
2 – Occasionally/Sometimes	30	7.96
1– Rarely	14	3.71
0 – Never	0	0.00
Total	377	100.00

Figure 13: Figure showing whether the teacher illustrate the concepts through examples and applications to students.



Inference:

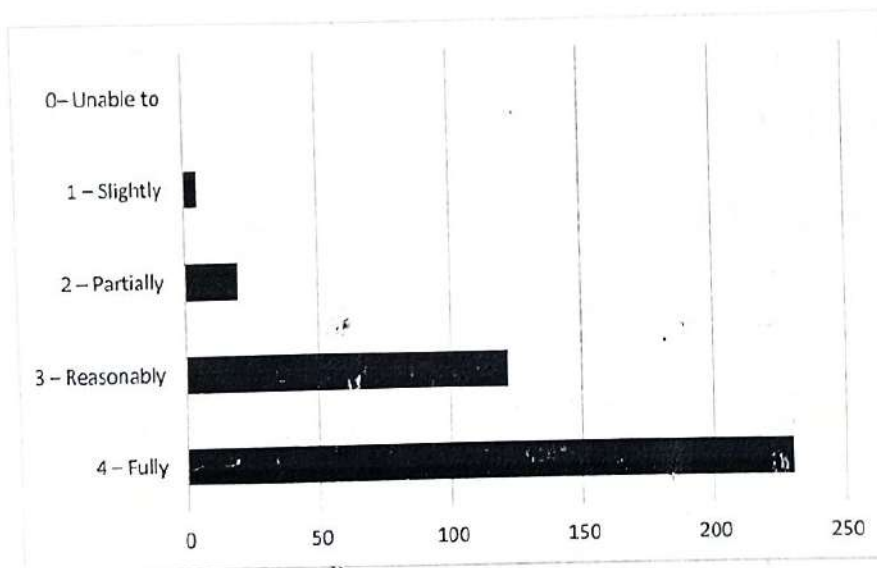
The table analysis reveals that a significant majority of students, 50.66%, recognize teachers' consistent use of examples and applications to explain concepts, indicating high engagement and clarity in learning. Additionally, 37.67% note that faculty usually utilize examples, while 7.96% observe occasional use, and 3.71% report rare instances. Importantly, none indicate teachers never use examples, emphasizing the universal expectation of some example incorporation. Overall, the data reflects a positive trend in example utilization, with most students experiencing consistent or usual illustration, and only a minority facing occasional or rare instances.

14. The teachers identify your strength and encourage you by providing the right level of challenges

Table 14: Table showing teachers assignment of adequate level of challenging task to students

Particulars	No of Respondents	Percentage
4 - Fully	230	61.01
3 - Reasonably	122	32.36
2 - Partially	20	5.31
1 - Slightly	5	1.33
0- Unable to	0	0.00
Grand Total	377	100.00

Figure 14: Figure showing teachers assignment of adequate level of challenging task to students



Inference: The analysis highlights that 61.01% of students feel their teachers effectively identify their strengths, provide encouragement, and offer suitable challenges, fostering a positive learning environment. Another 32.36% acknowledge recognition and encouragement from teachers, though challenges may not always be fully appropriate. However, 5.31% feel only partial recognition of strengths and encouragement, suggesting room for improvement. A small fraction, 1.33%, feels only slight recognition and encouragement. Importantly, no students report teachers' inability to identify strengths or provide appropriate challenges, indicating a baseline expectation met. Overall, while improvement areas exist, the data reflects a generally positive teacher-student interaction, vital for a conducive learning environment.

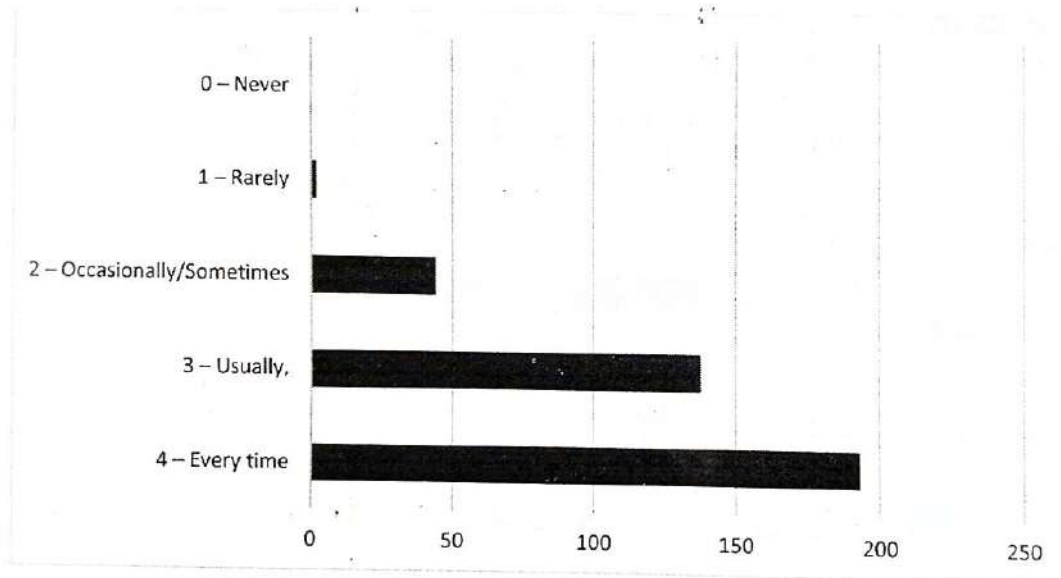

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15. Teachers are able to identify students' weakness and help overcome them.

Table 15: Table showing respondents opinion on the extent of teachers support to overcome weakness.

Particulars	No of respondents	Percentage
4 - Every time	193	51.19
3 - Usually,	138	36.60
2 - Occasionally/Sometimes	44	11.67
1 - Rarely	2	0.53
0 - Never	0	0.00
Grand Total	377	100.00

Figure 15: Figure showing respondents opinion on the extent of teachers support to overcome weakness.



Inference:

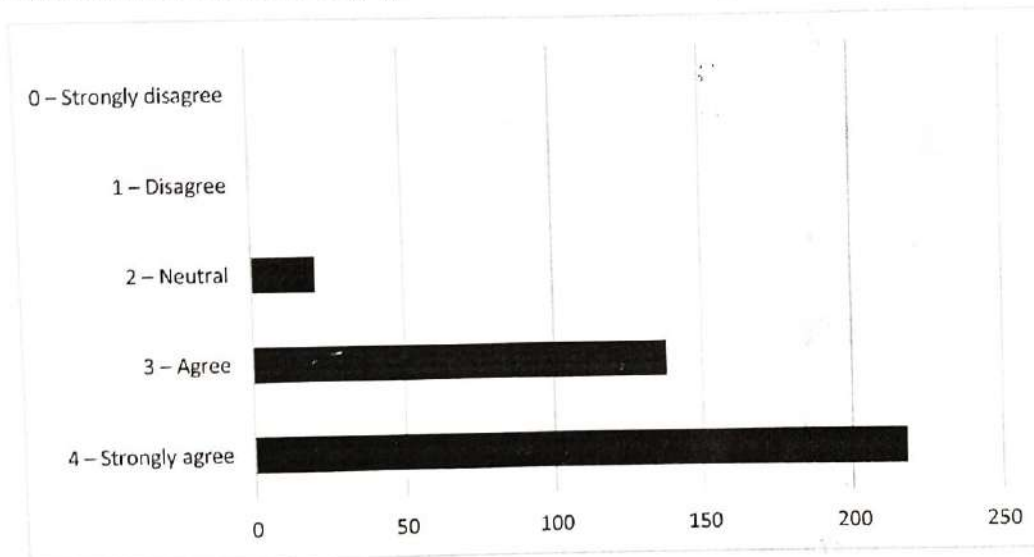
Based on the data presented, 51.19% of respondents report consistent identification and assistance from teachers in addressing weaknesses, while 36.60% state usual identification and assistance. However, 11.67% mention occasional identification and assistance, and only 0.53% note rare instances. Importantly, none report a lack of identification and assistance. Overall, while most students receive consistent or usual support, there are opportunities for improvement in ensuring all students receive adequate assistance.

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

Table 16: Table showing respondents opinion on extent of the institution's effort on effective student engagement in academic improvement

Particulars	No of Respondents	Percentage
4 - Strongly agree	218	57.82
3 - Agree	138	36.60
2 - Neutral	21	5.57
1 - Disagree	0	0.00
0 - Strongly disagree	0	0.00
Grand Total	377	100.00

Figure 16: Figure showing respondents opinion on extent of the institution's effort on effective student engagement in academic improvement



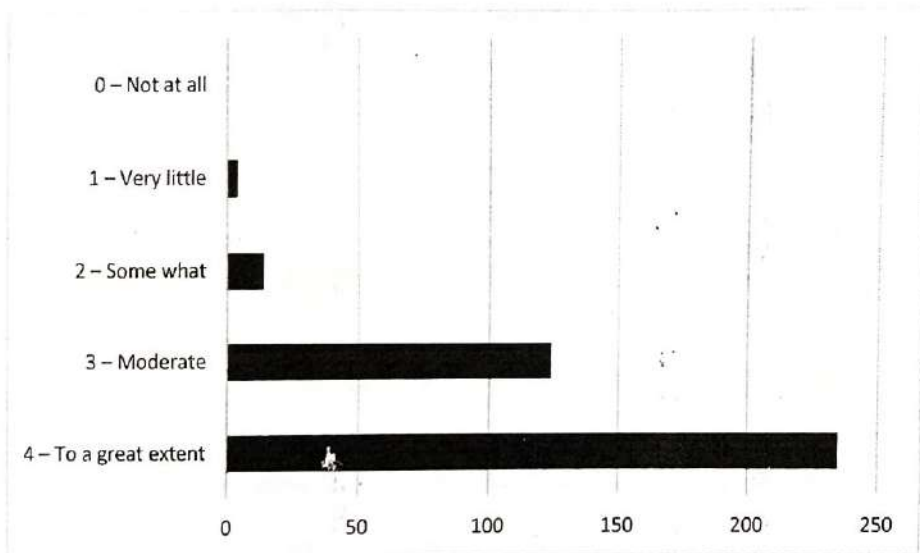
Inference: Based on the provided data, 57.82% of students strongly agree that the institution is dedicated to involving them in enhancing teaching and learning. Additionally, 36.60% agree with this dedication, showing a significant portion of positive perception. A small percentage, 5.57%, remain neutral. Importantly, none disagree with the institution's commitment to continuous improvement. Overall, the data reflects a positive perception among students regarding the institution's dedication to student engagement and improvement in teaching and learning quality.

17. The institute/ teachers use student centric methods, such as experimental learning, participative learning and problem-solving methodologies for enhancing learning experience.

Table 17: Table showing respondents opinion on the use of student centric methods for learning

Particulars	No of Respondents	Percentage
4 – To a great extent	235	62.33
3 – Moderate	124	32.89
2 – Some what	14	3.71
1 – Very little	4	1.06
0 – Not at all	0	0.00
Grand Total	377	100.00

Figure 17: Figure showing respondents opinion on the use of student centric methods for learning.



Inference:

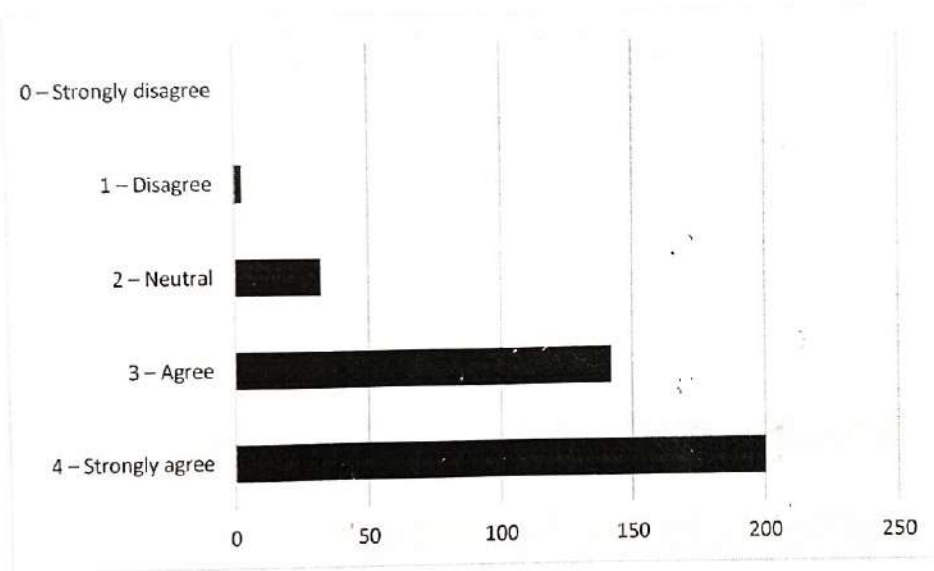
Based on the provided responses, it's evident that approximately 62.33% of students believe their teachers extensively use student-centric methods, prioritizing student needs and learning styles. Additionally, around 32.89% moderately agree with this approach, indicating a substantial portion recognizing some level of student-centeredness. About 3.71% acknowledge some use of active learning approaches. However, a minority (1.06%) feels that student-centric methods are used very little, suggesting varying perceptions of teacher practices. Overall, while most students perceive a strong emphasis on student-centeredness, there are differing views on the extent of its implementation.

18. Teachers encourage you to participate in extracurricular activities

Table 18: Table showing respondents opinion on teachers encouragement for extracurricular activities

Particulars	No of Respondents	Percentage
4 - Strongly agree	200	53.05
3 - Agree	142	37.67
2 - Neutral	32	8.49
1 - Disagree	3	0.80
0 - Strongly disagree	0	0.00
Grand Total	377	100.00

Figure 18: Figure showing respondents opinion on teachers' encouragement for extracurricular activities.



Inference:

It is understood from the above table that 53.05% of the total respondents strongly agree that their teachers encourage the students to participate in extracurricular activities, 37.67% of respondents agree for the statement provided, 8.49% of students are neutral about the encouragement given by faculty members.

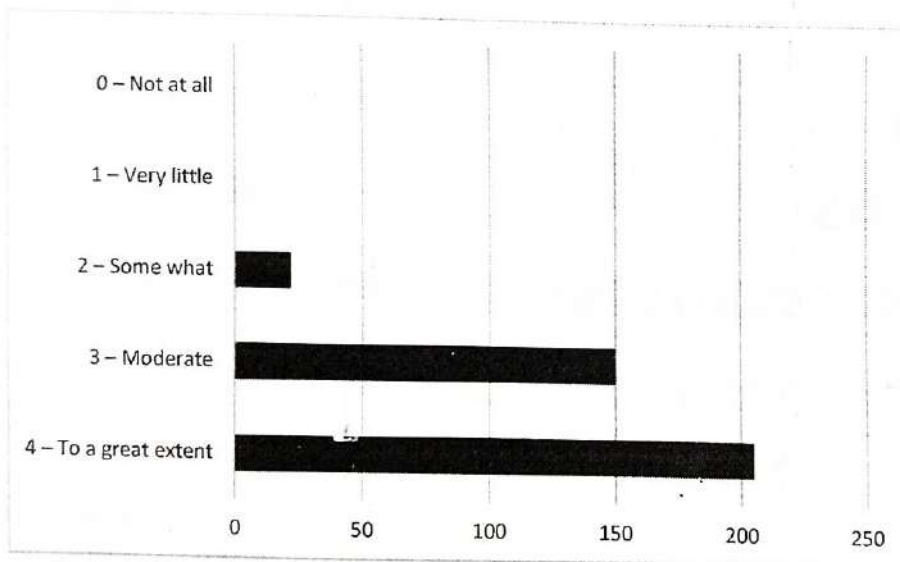

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19. Efforts are made by the institute/teachers to inculcate soft skills and employability skills to make the students ready for job.

Table 19: Table showing respondents opinion on the efforts taken by the institute/teachers to impart soft skills and employability skill trainings

Particulars	No of Respondents	Percentage
4 – To a great extent	205	54.38
3 – Moderate	150	39.79
2 – Some what	22	5.84
1 – Very little	0	0.00
0 – Not at all	0	0.00
Grand Total	377	100.00

Figure 19: Figure showing respondents opinion on the efforts taken by the institute/teachers to impart soft skills and employability skill trainings



Inference:

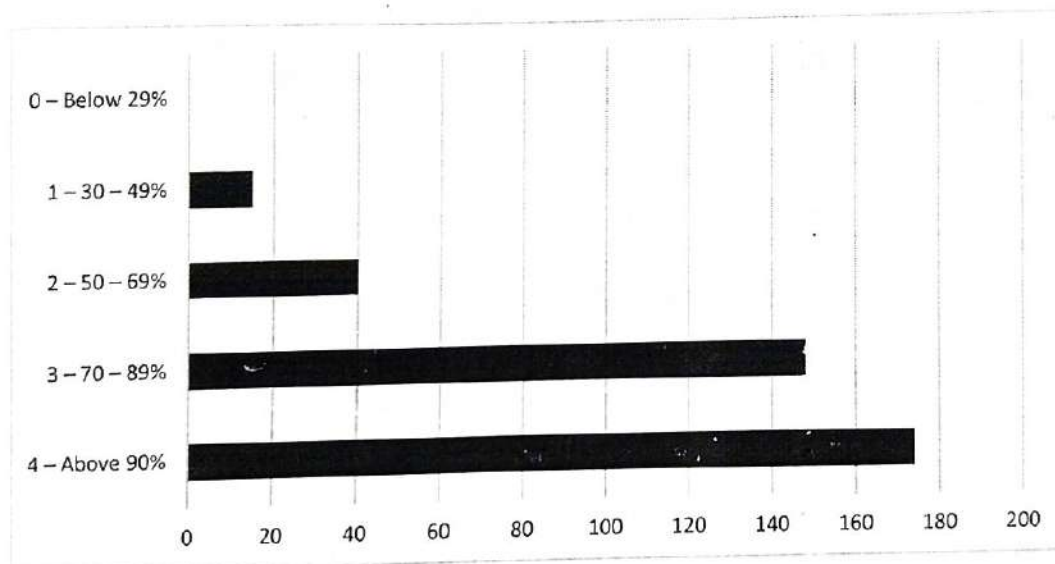
54.38% of the respondents agree that the teachers take the efforts to inculcate soft skills, life skills and employability skills to make them ready for the world of work, 39.79% of students moderately agree for statement asked, 5.84% are neutral towards the extent of teacher efforts to inculcate soft skills and employability skills to make them ready for the world of work.

20. The percentage of teachers using ICT tools such as LCD projectors, multimedia and others while teaching

Table 20: Table showing opinion on teachers using ICT tools such as LCD projectors, multimedia and others while teaching

Particulars	No of Respondents	Percentage
4 – Above 90%	174	46.15
3 – 70 – 89%	148	39.26
2 – 50 – 69%	40	10.61
1 – 30 – 49%	15	3.98
0 – Below 29%	0	0.00
Grand Total	377	100.00

Figure 20: Figure showing opinion on teachers using ICT tools such as LCD projectors, multimedia and others while teaching



Inference:

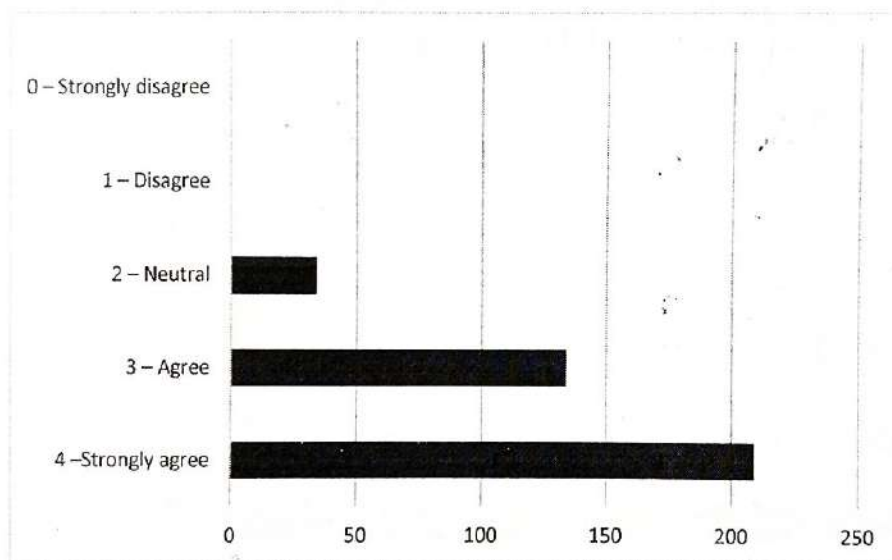
It is observed from the above table that 46.15% of the total respondents say that above 90% of faculty make use of ICT tools as a teaching pedagogy, 39.42% of respondents say that 70-89% of the faculty members use ICT tools, 10.61% say that 50-69% of the teachers use ICT tools to teach, around 3.98% of students say that 30-49% of faculties adopt project for multimedia and other ICT tools for teaching.

21. Do you feel overall quality of teaching and learning process in the institution is very good

Table 21: Table showing the overall quality of teaching and learning process in the institution is very good.

Particulars	No of Respondents	Percentage
4 –Strongly agree	209	55.44
3 – Agree	134	35.54
2 – Neutral	34	9.02
1 – Disagree	0	0.00
0 – Strongly disagree	0	0.00
Grand Total	377	100.00

Figure 21: Figure showing the overall quality of teaching and learning process in the institution is very good.



Inference:

It can be noted from the above table that 55.44% of students strongly agree, 35.54% agree, 9.02% remain neutral on the overall quality of teaching and learning process in the institution is very good.

Findings:

1. In the allotted class, faculty members have made effort to cover the syllabus effectively to ensure student learning.
2. The majority of respondents are satisfied with the faculty members' class preparation for delivery of content.
3. Respondents are pleased with the faculty members' communication during the delivery of conceptual lecture.
4. Respondents indicated that the instructional technique used by faculty members was largely positive.
5. The approach used by faculty members in internal evaluation is fair and transparent, as evidenced by fact that respondents accept it. Feedback provided by faculty regarding performance has also enabled to overcome their shortfalls and improvements in their performance.
6. The performance of students in internal assessments are regularly discussed by faculty members. These discussions help students understand the evaluation pattern and improve their performance.
7. The institution takes interest in promoting internship, student exchange and field visit to enrich practical exposure of students. Institution has an internship committee to assist students in getting internships in various domains.
8. The institution ensures effective teaching and mentoring that fosters cognitive, social, and emotional development in students.
9. In order to focus on general growth and development, the institution offer a wide range of learning and improvement opportunities for students.
10. Faculty members make efforts to discuss about expected competencies, course outcomes and program learning outcomes to students which enables gap identification and helps students in improving their proficiencies on a better note.
11. Regular interactions between the mentor and mentee enables the mentors to have a better understanding of their mentees and enable them to track and monitor student performance. Student mentoring helps in providing necessary guidance for their overall improvement.
12. Illustrations and practical examples are used by faculty members to connect the theoretical and the real-world scenarios among the learner fraternity. This enables the students to have realistic view of current situation.
13. Faculty members of the institution make efforts to help students in identifying their weakness and assist them in overcoming their shortcomings.
14. Majority of the respondents have opined that the institution is making an effort to engage students in monitoring, reviewing, and providing continuous quality improvement in the teaching learning process.
15. Faculty members take keen interest identifying students' skills and assisting them in putting those strengths to good use in order to enhance their careers.
16. Faculty have been deployed participatory and interactive learning techniques, to deliver Course content, which had helped students understand it better.
17. Staff encourages students to participate in extracurricular and co-curricular activities.
18. The institution and its faculties constantly make efforts to instil soft skills, and employability skills among students to improve their employability prospects.
19. Majority of teachers employ a variety of ICT aided learning to ensure engaging and interactive classroom sessions. Further all faculties are also encouraged to further use ICT as per course needs. Teaching-learning process at the institute is appreciated by its stakeholder groups.

Conclusion:

it can be concluded that the institution is following effective practices and systematic approach to academic and related activities that are recommended by IQAC. The students have the perception that the educational institution offers sufficient aid for the students and that the teaching and learning process is of high quality.

The vast majority of students hold the opinion that the course objectives have been met in terms of the coverage of the curriculum, the methods of content delivery, and the overall quality of instruction. The efforts of educators to provide real-world examples when presenting concepts and their application, as well as the dedication of mentors to consistently check on their mentees are identified as factors that can further enhance student learning.


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