



INTERNAL QUALITY ASSURANCE CELL
GOVERNMENT DEGREE COLLEGE KULGAM



[Kulgam, Jammu & Kashmir (UT), 192231]

STUDENT SATISFACTION SURVEY
[ACADEMIC SESSION 2020-21]

Preamble

As a necessary requisite, the Internal Quality Assurance Cell of the college floated the Student Satisfaction Survey (SSS) as usual for the academic session 2020-21. The online link was made available on the official website of the college as well as shared with the students through the official WhatsApp Messenger groups. The threshold number of responses were received from all the regular students enrolled in all the offered courses like BA/BSC/BCOM/BBA/BCA. The respondents were both male as well as female enrolled in different courses.

In accordance with the regulations, SSS was carried out impartially and the responses were evaluated with utmost care and rightfully acknowledging the student inputs, the assessment of the necessary parameters is briefly encapsulated parameter-wise in the successive pages of this survey report. The possible reasons and resolutions thereof, for respective parameters is also inked correspondingly for better delivery of academic, administrative and support services towards the student community.

SSS being an indispensable tool for assessment of the services and offerings of the college from administration and teaching to student support and facilities, the scale was based on the following parameters.

PARAMETERS OF STUDENT SATISFACTION SURVEY
<i>1. How much of the syllabus was covered in the class?</i>
<i>2. How well did the teachers prepare for the classes?</i>
<i>3. How well were the teachers able to communicate?</i>
<i>4. Fairness of the internal evaluation process by the teachers.</i>
<i>5. The institute takes active interest in promoting internship, student exchange, field visit opportunities for students.</i>
<i>6. The institution provides multiple opportunities to learn and grow.</i>
<i>7. The teachers identify your strengths and encourage you with providing right level of challenges.</i>
<i>8. Teachers encourage you to participate in extracurricular activities.</i>
<i>9. What percentage of teachers use ICT tools such as LCD projector, Multimedia, etc. while teaching.</i>
<i>10. Safety measures for girl students?</i>
<i>11. Student support system in college such as canteen, washrooms, health facility etc.</i>
<i>12. Is the overall quality of teaching-learning process in your institute very good.</i>

Table 1.0

INTERPRETATION

The assessment is based on autogenerated pictorial representation by way of pie-charts indicating the possible options to be responded to by the students as a measure of their observation in the respective parameters. The individual pie-charts highlight the response rate against each option available to the students under each parameter as tabulated in **Table 1.0**. Therefore, the assessment interpretation, possible reasons and resorted resolutions are given in this report parameter-wise.

GENDER-WISE RESPONSE RATIO

Gender
142 responses

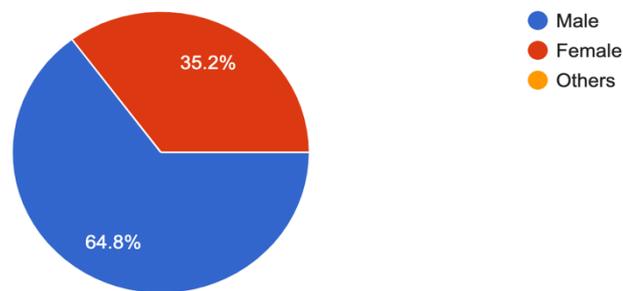


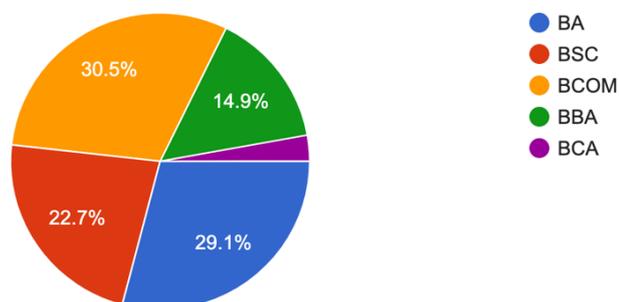
Figure 1.0

Out of all the responses, 65% were male and 35% were female respondents as encapsulated in the **Figure 1.0**.

PROGRAM-WISE RESPONSE RATIO

Figure 1.1

Course enrolled in
141 responses



The diverse responses as shown in **Figure 1.1** reflects that 29% responses were received from *Arts and Humanities background*, 23% respondents are enrolled in *Science* streams, 30% respondents were shared by students studying *Commerce*, 15% responses were given by students of *Business Administration* while as 3% respondents belong to *Computer Sciences* background.

PARAMETER I: HOW MUCH OF THE SYLLABUS WAS COVERED IN THE CLASS?

How much of the syllabus was covered in the class?

141 responses

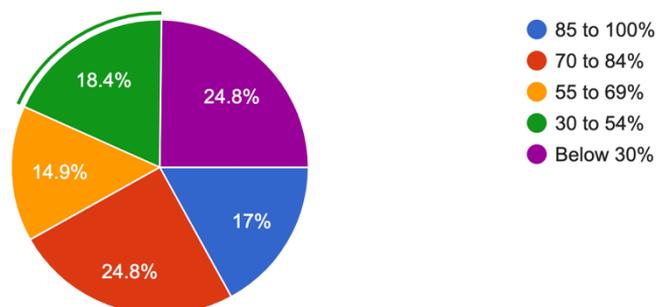


Figure 1.2

ASSESSMENT: Regarding the curriculum delivery, different inputs were received from respondents as highlighted in *Figure 1.2*. Almost 25% students have shown consent to the syllabus completion of around 70 – 84% while as same rate of response was equally given for the threshold of below 30% coverage. On the contrary, it was also found that 17% of the total responses have conceded to the curriculum completion between 85% and 100%. At the same time, almost 18% respondents have agreed for 30 to 54% syllabus completion while as there were 15% respondents behind 55 to 69% of syllabus completion.

REASON(S): In Kashmir Valley, as a precedence, the academic session normally starts after the winter vacations are over and fresh applications for new batch are invited, our institution got nearly a month's time for offline academic activities i.e. of March 2020 and few days of February, 2020. Unfortunately, there was the outbreak of pandemic and nationwide lockdown was announced effective from 23rd of March, 2020, which resulted in the closure of educational institutions and hence, disrupted the teaching-learning process. Consequently, under the guidelines of Higher Education Department, the institutions were asked to continue the classwork exclusively online. Owing to the multiple factors and other reasons known to all of us especially the user-friendliness with the technology, rural background of the students and maiden exposure to online education for both teachers as well as students etc. impeded the online teaching-learning process.

RESOLUTION(S): The IQAC of the college taking serious note of the above given uncontrollable factors chalked out a plan of conducting remedial and tutorial classes more rigorously. Consequently, all the heads of the departments were directed to include the well thought strategy in the departmental time tables and other schedules for making the deficiency good. Later on, it became the precedence to frame the time tables and other schedules likewise with an aim to look into the quality of curriculum delivery and its completion with a special focus on weaker lot of the class.

PARAMETER II: HOW WELL DID THE TEACHERS PREPARE FOR THE CLASSES?

ASSESSMENT: Vis-à-vis content preparation of the class by the teachers, inter-alia responses, approximately 69% of respondents have opted for satisfactory content preparation while as only 9% of the responses highlighted the poor content. In addition, there was a promising response of 12% where teachers were witnessed to have thoroughly prepared for the classes. On the contrary, 7% responses indicated absence of teachers from delivering the classes. It was also noticed that 3% of respondents were indifferent towards this parameter. The responses are displayed in the *Figure 1.3*.

How well did the teachers prepare for the classes?

137 responses

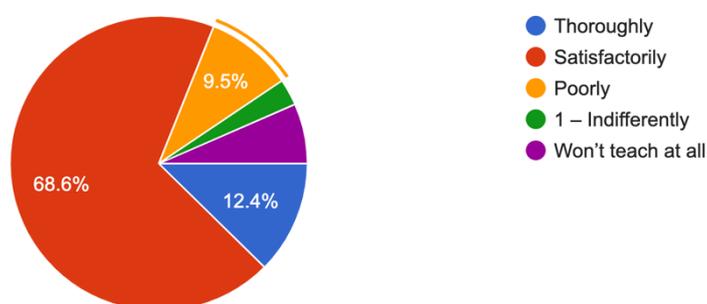


Figure 1.3

REASON(S): Due the ongoing pandemic almost for the full academic year of 2020-21, the online attendance have remained sporadic due to the already stated reasons in Parameter I. In addition, it was a technical challenge for both the teachers as well as students to keep track of all activities like attendance and moreover, the quality of content prepared was appearing blurry during the delivery of class.

RESOLUTION: The administrative head and College IQAC have made it mandatory for the teachers to prepare e-resources for the students. In this connection, study material was provided to students through online learning platforms in the shape of PowerPoint Presentations, PDFs and other documents prepared for converting online lectures in notes used for ready references. In addition to this, a few faculty members were also nominated for the preparation of e-content for UG courses to be made available on the official website of affiliating university. The e-content can be accessed and retrieved at <https://egov.uok.edu.in/elearning/>.

PARAMETER III: HOW WELL WERE THE TEACHERS ABLE TO COMMUNICATE?

ASSESSMENT: Out of 138 responses recorded for the ability of teachers to communicate as portrayed in the *Figure 1.4*, 43% respondents rated the ability as effectively at the highest point of scale as *excellent*, whereas a very minute slice of 5% respondents have assessed the quality as poor. Furthermore, quality of communication was observed like 24% as good, 22% as very good while as 6% respondents viewed it as fair.

REASON(S): The online teaching learning process has its inherent pros and cons especially user-friendliness and availability of network strength, which in turn can affect the delivery style and quality of communication. It is also irrefutable on the part of a teacher that relying on the conventional style of pedagogy, nothing substantial can be achieved but demand improvisations for better results.

How well were the teachers able to communicate?

138 responses

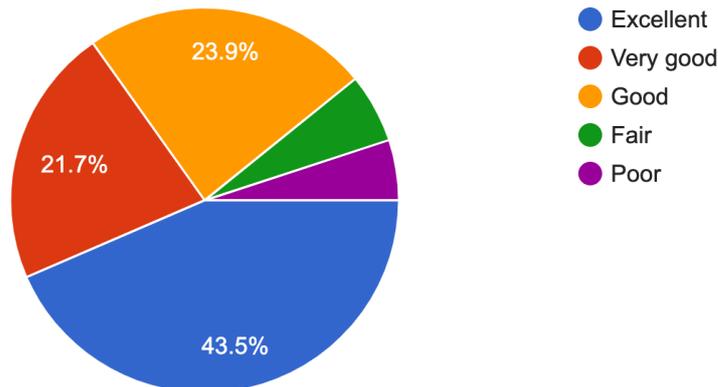


Figure 1.4

RESOLUTION(S): The teachers knowing their prophetic profession take it seriously and attempt to observe the commandments of teaching. Under the able guidance of worthy principal, teachers in collaboration with IQAC of the college consistently harp on the tools and techniques to revamp the style of teaching. To realize this objective, faculty members are encouraged to pursue professional development programmes within and outside the Union Territory of Jammu & Kashmir, available in any mode, whether offline or online.

PARAMETER IV: FAIRNESS IN THE INTERNAL EVALUATION PROCESS BY THE TEACHERS.

ASSESSMENT: The *Figure 1.5* reflects that out of 136 responses, 54% respondents have evaluated the internal assessment of the college as always fair but on the flip side there were only 4% respondents who have rated the process as unfair. Likewise, 23% and 5% of the respondents observed the process as usually fair and usually unfair, respectively. It is also visible that 14% respondents have rated the assessment process as sometimes unfair. Eventually, out of these contradictory responses, more than half of the responses have agreed for the fair evaluation process of the institution.

REASON(S): The faculty members working in different departments customise the internal assessment process as per their requirement and schedules like for instance for laboratory subjects, attending a laboratory course is as compulsory as attending the theoretical classwork. Similarly, some subjects like Commerce, Business Administration and a few subjects from social sciences and humanities, Oral and PowerPoint Presentations is a must to do activity. In the same vein, project works, field trips, internships, apprenticeship programs & solving assignment problems are mandatory for qualifying the internal assessments/practicals. Therefore, against this backdrop, some students find it difficult to attempt all the required activities and hence, the anomaly of responses is evident.

Fairness of the internal evaluation process by the teachers.

136 responses

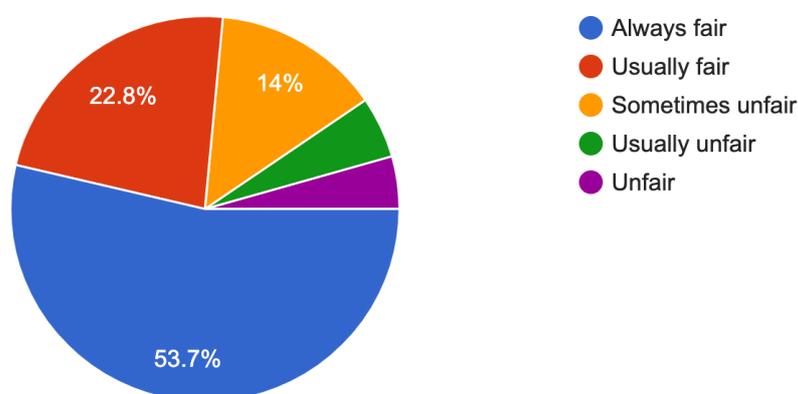


Figure 1.5

RESOLUTION(S): Under a common and informed policy of IQAC, the Heads of Departments for the overall development of students ensure that the policy is uniform, fair and just to realize the objectives of internal assessment.

PARAMETER V: THE INSTITUTE TAKES ACTIVE INTEREST IN PROMOTING INTERNSHIP, STUDENT EXCHANGE, FIELD VISIT OPPORTUNITIES FOR STUDENTS.

ASSESSMENT: Regarding the institutional interest in the field visits, student exchange, internships, a diverse response was received as indicated in the *Figure 1.6*. Conducting these exercises regularly was observed by 42% respondents while as only 7% students have conceded to the rare happening of such exercises. It was also seen that some 28% students have confirmed the occurrence of these activities as occasional, 9% responses hinted towards often

and surprisingly, 14% of the respondents were seen as dissatisfied who claimed that such programmes never take place.

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

137 responses

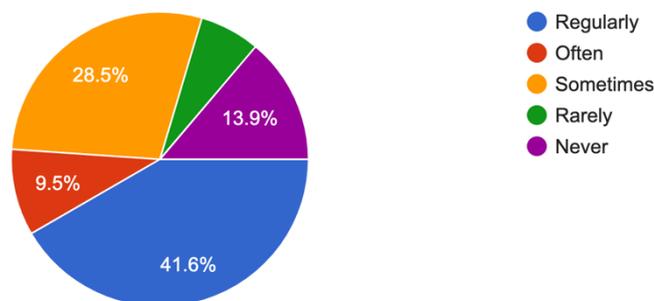


Figure 1.6

REASON(S): Such activities, as a necessary part and parcel of the course are conducted rigorously on routine basis. It is mandatory for every department to go for such basket of activities as, how and when required. The frequency of such activities depends on the core requirements of the course. Therefore, some subjects for that sake, take it as an optional and for some subjects, it is a necessary requirement to observe such activities.

RESOLUTION(S): It is an established policy of the college to let the students make field trips and observe other similar activities not only to shape their personality but to cope with the real-life challenges by developing rich insights about their course. To elucidate, students studying Science subjects are required to visit different laboratories and institutes of excellence in order to expose them to the real world experiences. Similarly, students pursuing Commerce and Business Administration are exposed to internships, field trips, apprenticeship programs and industrial visits. Similarly, Social Science students like Sociology encourage the students to indulge in small projects like visiting rural and tribal areas to survey different contemporary issues viz gender equality. The IQAC of the college at the commencement of academic session ensures that every department has well thought and dynamic academic calendar in vogue.

PARAMETER VI: THE INSTITUTION PROVIDES MULTIPLE OPPORTUNITIES TO LEARN AND GROW.

ASSESSMENT: The parameter regarding the opportunities available at the institute to learn and grow was based on a five point scale. The results portrayed in the *Figure 1.7* highlights that 25% response agreed to this fact strongly while as in the negative vein there were only 4% respondents disagreeing strongly on this account. Moreover, 47% response inputs agree while as 12% respondents were seen disagreeing on this parameter. At the same, there were 11% respondents, who were seen as indifferent towards this aspect.

REASON(S): Our college isn't an autonomous institution, but a constituent college of University of Kashmir and a dependent institute on the financial resources and support of the government. Our institution makes optimal utilisation of the available resources and possible support from the concerned agencies. However, the institute may be lacking in certain areas and have limitations too.

The institution provides multiple opportunities to learn and grow.

139 responses

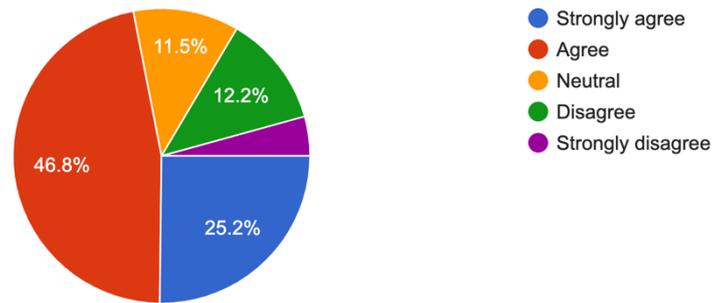


Figure 1.7

RESOLUTION(S): Educational institutions are the ideal places for any person seeking knowledge, learn the goals of life and grow as a human being. The administrative head of the college in the possible liberal way entertains all the suggestions/recommendations/requests from the students as well as staff for creating new & augmenting the existing facilities in terms of infrastructure, support and other opportunities, which are instrumental in developing and shaping the career of students. As already stated, the institution itself has certain limitations of its own owing to the nature of its existence.

PARAMETER VII: THE TEACHERS IDENTIFY YOUR STRENGTHS AND ENCOURAGE YOU WITH PROVIDING RIGHT LEVEL OF CHALLENGES.

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

137 responses

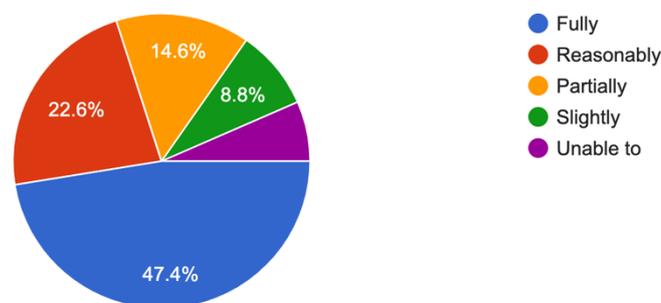


Figure 1.8

ASSESSMENT: In response to this parameter, there were 47% respondents who agreed that teachers apart from focusing on the teaching learning process, also recognise the students and provide them the best counsel to nurture that capacity. On the contrary, 7% respondents opposed the statement while as 23% respondents consider that teachers reasonably expedite this approach. There were also 15% respondents who partially agreed and 9% respondents who slightly seconded the statement. The response inputs of students are recorded in *Figure 1.8*.

REASONS: This exercise being multifaceted is experienced in a dynamic manner by individual teachers. Apart from the strengths noticeable for the teacher and given due recognition, there are also areas co and extra to the curricular exercise, where such activities are being conducted. In such exercise, every student may not get a chance due to multiple reasons.

RESOLUTIONS: In the contemporary world, co-curricular and extra-curricular activities play a substantial role in shaping the personality as well as career of a student. Against this background, our college has well established Cultural and Literary Club, Sports Board, NSS Board, NCC Board and other clubs/cells/centres, where student participation is encouraged and subsequently nurtured. Students are selected after trials for every activity vis-à-vis their strengths and talent and provided with adequate level of platform. Moreover, such students are also nominated to represent the institute at different levels.

PARAMETER VIII: TEACHERS ENCOURAGE YOU TO PARTICIPATE IN EXTRACURRICULAR ACTIVITIES.

Teachers encourage you to participate in extracurricular activities.

138 responses

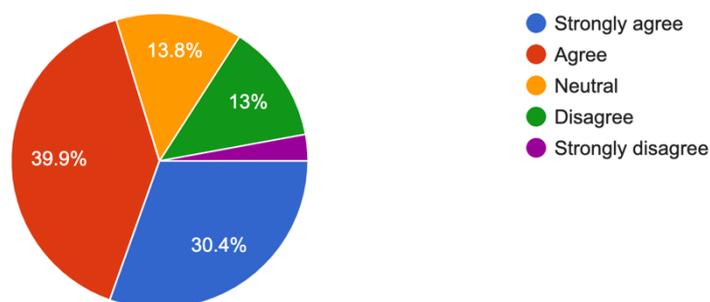


Figure 1.9

ASSESSMENT: This parameter was assessed on a five point scale. There were 30% respondents, who have strongly corroborated the statement while as there was a minor share of 3% respondents, who strongly opposed the statement. At the same time, 40% respondents agreed while as 13% respondents disagreed with the statement. Moreover, there was a share of 14% students, who were neutral in this regard as can be noticed from the *Figure 1.9*.

REASONS: The reason/s are discussed under parameter VII.

RESOLUTIONS: The college has a robust policy for this parameter. As stated in former parameter, students are encouraged, their talent, interest & strength is pooled, tested and finalised and accordingly nurtured at different platforms through representations at different levels.

PARAMETER IX: WHAT PERCENTAGE OF TEACHERS USE ICT TOOLS SUCH AS LCD PROJECTOR, MULTIMEDIA, ETC. WHILE TEACHING.

ASSESSMENT: Regarding the application of ICT tools for teaching-learning process, a total of 134 responses were recorded. From the *Figure 1.10*, it is obvious that 21% respondents have agreed that teachers use such tools for teaching for 90 and above 90 percent of the times while as 31% responses negated the statement. Moreover, 70% - 89% use of such tools were agreed by 19% of respondents while as 13% students agreed for 50% - 69% use of such teaching aids. It was also observed that 16% respondents have corroborated for 30% - 49% of such use.

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

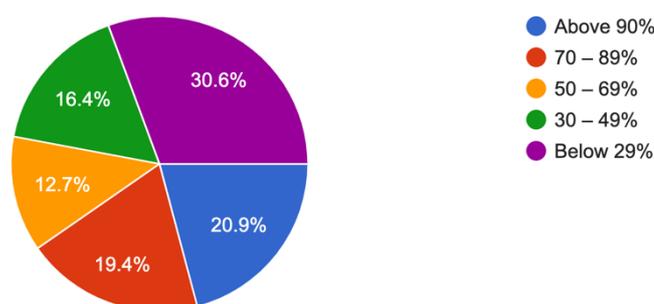


Figure 1.10

REASONS: With the advent of pandemic in 2020, online education has become a necessity for sustenance of teaching learning process in the educational institutions wherein teachers had to lock their horns over the skills required. Such a huge transformation had blatantly called for a new system for delivery of academic activities.

RESOLUTIONS: With the newer guidelines of Higher Education Department, Institutional Heads through IQAC of the institute has made it mandatory for every teacher to use ICT tools and to pursue the short term courses and workshops for their skill enhancement at the same time. In order to enrich such e-ecosystem, smart classrooms have been developed and other multimedia resources have been made available for a facilitative and enabling academic environment.

PARAMETER X: SAFETY MEASURES FOR GIRL STUDENTS.

ASSESEMENT: While pursuing student inputs regarding the safety measures for girl students, there were two dominant responses received as evident from the *Figure 1.11*. A major

share of 43% respondents have witnessed safety measures as very good i.e. highest and the best response and at the same time, 35% respondents have observed the measures as simply good. On the flip side, measures were recognised at an average level by 12% responses and average measures were witnessed by 5% respondents. An exceptional response of 5% indicating the measures as poor is also evident from the analysis.

Safety measures for girl students?

136 responses

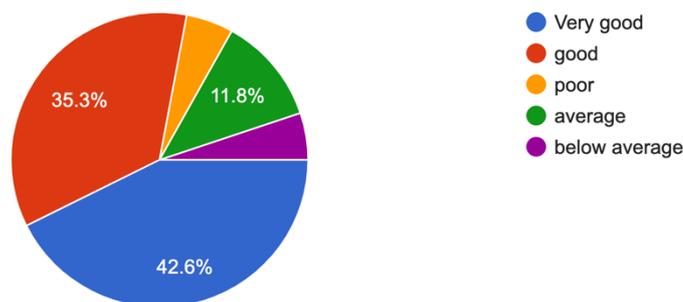


Figure 1.11

REASONS: Our institution is a co-educational institution and separate arrangements for student support specifically ensuring safety for girl students is considered of paramount importance. The institution always attempts to augment the facilities and support system for ensuring safety of girls students. The institutional head always encourages grievances and complaints of girl students for creating necessary ambience of safety for them.

RESOLUTIONS: The safety of students and staff especially girl students remains as the top priority of any academic institution striving for excellence. As an established policy, the institution is supposed to ensure the adequate level of safety measures in place. As far as our institution is concerned, necessary infrastructure and support facilities are in place especially for girl students. To count a few, a separate common room for girls is developed, separate washrooms for girls students, anti-sexual harassment cell entertaining such complaints, CCTVs in campus and classrooms, separate health care facility and separate sports facility like measures are ensured in our institution. The IQAC of the college time & again revamps the policy pertaining to safety of girl students.

PARAMETER XI: STUDENT SUPPORT SYSTEM IN COLLEGE SUCH AS CANTEEN, WASHROOMS, HEALTH FACILITY ETC.

ASSESSMENT: Vis-à-vis student support system, a response rate of 27% as reflected in the *Figure 1.12* termed such support system as excellent while as 15% respondents termed the facilities as poor. Moreover, the support facilities were rated as good, average and below average by 30%, 20% and 8% respondents, respectively.

REASONS: Our college is a governed institute but not an autonomous one and therefore, financially dependent on government support. Given the resources and enrolment of the college, the administration optimally utilises the resources for better delivery of services. At the receipt of every annual budget specifically for development of the campus, the administrative head in a democratic and participative fashion makes the judicious allocation of funds.

Student support system in college: such as canteen, washrooms, health facility etc.

137 responses

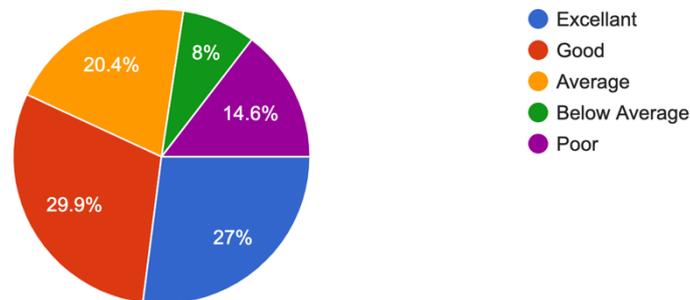


Figure 1.12

RESOLUTIONS: The college administration proactively prepares and submits the detailed project reports (DPRs) for the accord of approval and release of funds, thereof. Due to the possibility of official and procedural delays and sometimes, because of the paucity of funds, some projects take longer time than usual. This also happens due to the fact of intervention of multiple stakeholders. The college administration has taken due cognizance of the fact and consistently harp on developing the student centric facilities.

PARAMETER XII: IS THE OVERALL QUALITY OF TEACHING-LEARNING PROCESS IN YOUR INSTITUTE VERY GOOD.

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

137 responses

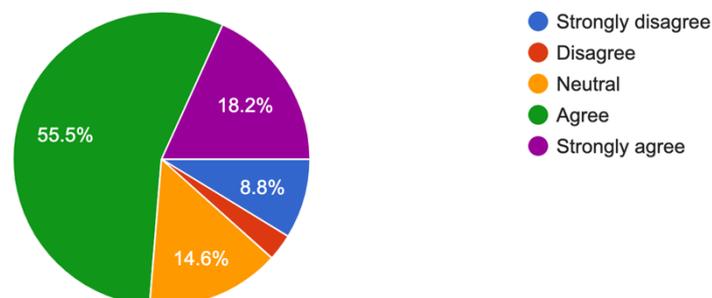


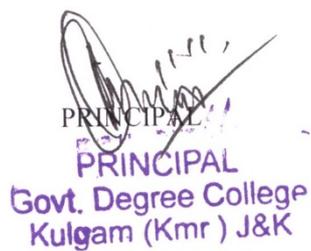
Figure 1.13

ASSESSMENT: The parameter regarding the overall quality of teaching and learning process was assessed on a five-point scale as represented in the *Figure 1.13*. A slice of 9% respondents have strongly disagreed about the quality of teaching-learning as good while as a share of 18% students have strongly vetted the quality of teaching & learning process as good. Furthermore, 55% respondents have agreed about the statement while as 3% respondents have shown disagreement on the parameter. There were also a portion of students i.e. 15% only, who were neutral about the statement.

REASONS: Likewise teaching is a prophetic profession, learning in the same way is a sacred process. Being the end result of any educational institution, both the academic activities are viewed rigorously in our college. The college fraternity takes the positive review process of students as a privilege and a source of motivation for delivering better and best. In the same vein, the college community takes every feedback input in a constructive manner and thus, revisits the policy to overcome weaknesses or limitations, if any.

RESOLUTIONS: Our college has a well devised and inclusive committee responsible for academic affairs to invigorate the academic culture within the campus. At the commencement of every academic session, the committee in consultation with IQAC seeks subject timetables, departmental schedules for co-curricular and extra-curricular activities, scheme of internal assessments, mode of lectures, syllabus completion reports and annual reports from every department just to make sure that every academic activity remains lively and upto the minute. The goal of such committees is to inculcate the work culture among the faculty members in a more responsible manner.


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