

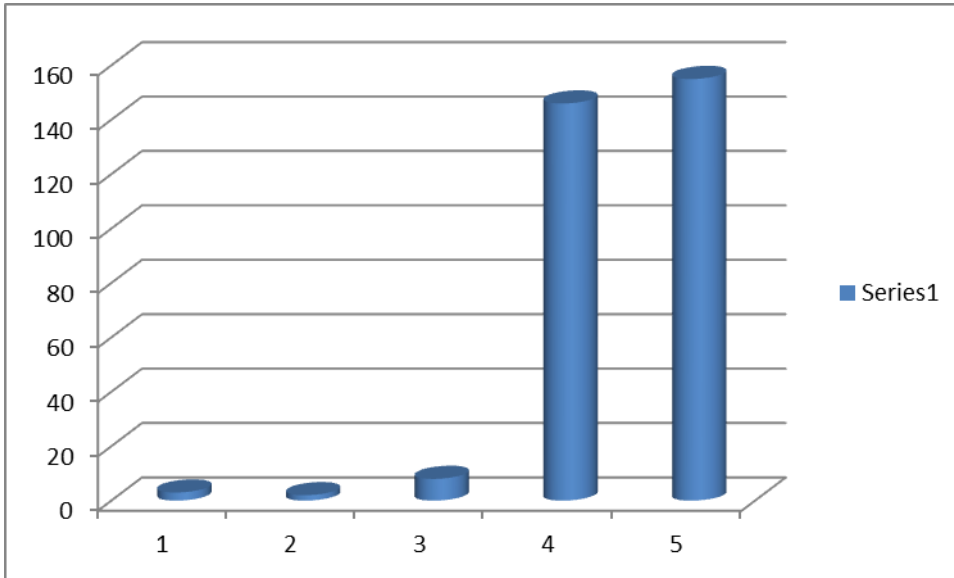


D.A.V. COLLEGE PEHOWA

Affiliated to Kurukshetra University, Kurukshetra

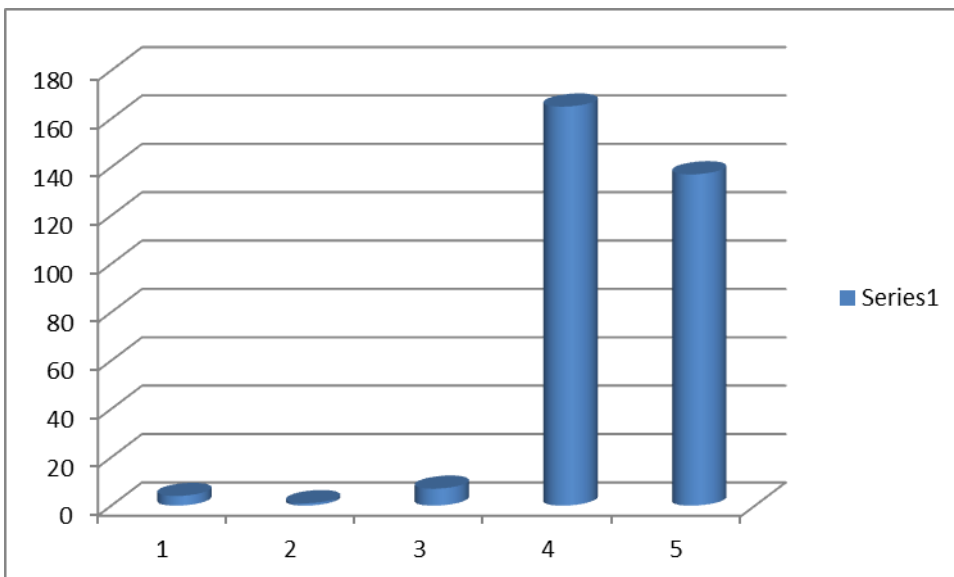
Analysis of Student Satisfaction Survey (2020-21)

1. **What do you think about the teacher’s way of covering syllabus?**



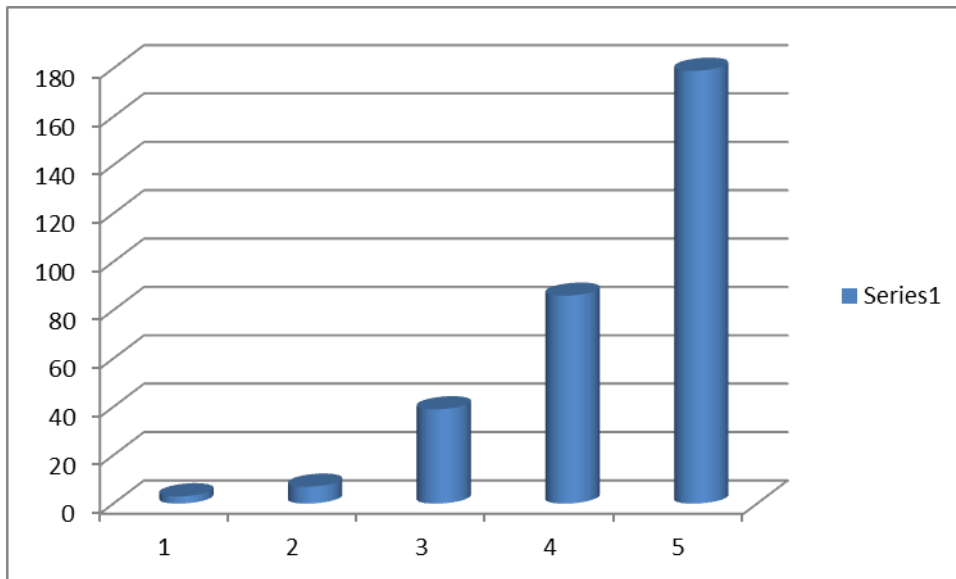
From the responses of students, it's evident that 155 students find the teacher's approach to syllabus coverage excellent, while 146 students rate it as very good, indicating a positive trend. However, 5 students rated it as poor or fair. To enhance this, teachers could interact more individually with students, prioritize key topics, and improve syllabus coverage.

2. **Are you feel satisfy with the teachers preparation for the class?**



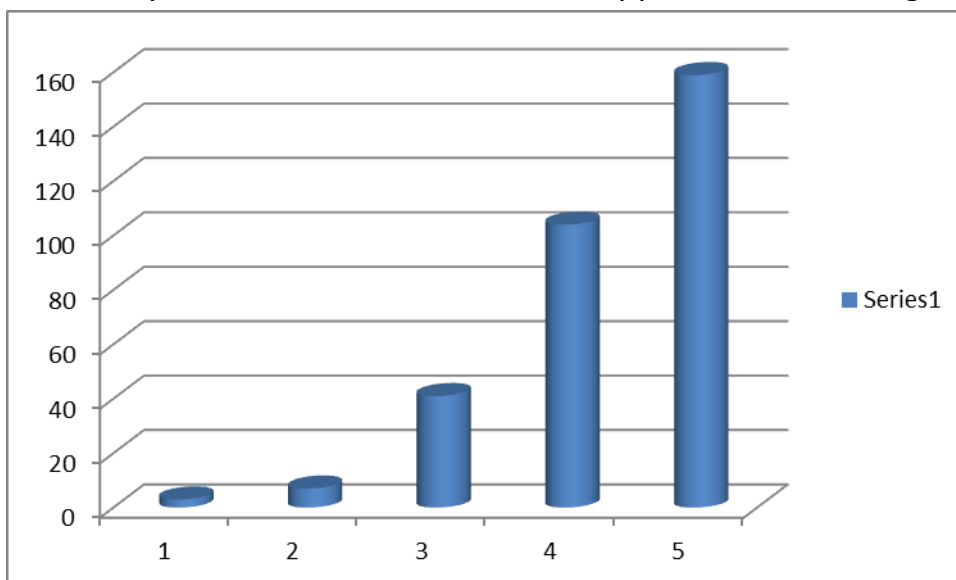
The teacher's pre-class preparation has garnered mostly excellent and very good ratings from students. Yet, 4 students expressed dissatisfaction. In the future, educators could pay more attention to students' interests and prepare more effectively for those topics to address this concern.

3. How well the teachers able to communicate?



Among the 314 students surveyed, a majority of 179 rated the teacher's communication as excellent, followed by 86 students who found it very good, and 39 students found it good. However, 10 students found it fair or poor, indicating the need for improvement. To bridge this gap, teachers could focus on using a language comfortable for all students while communicating.

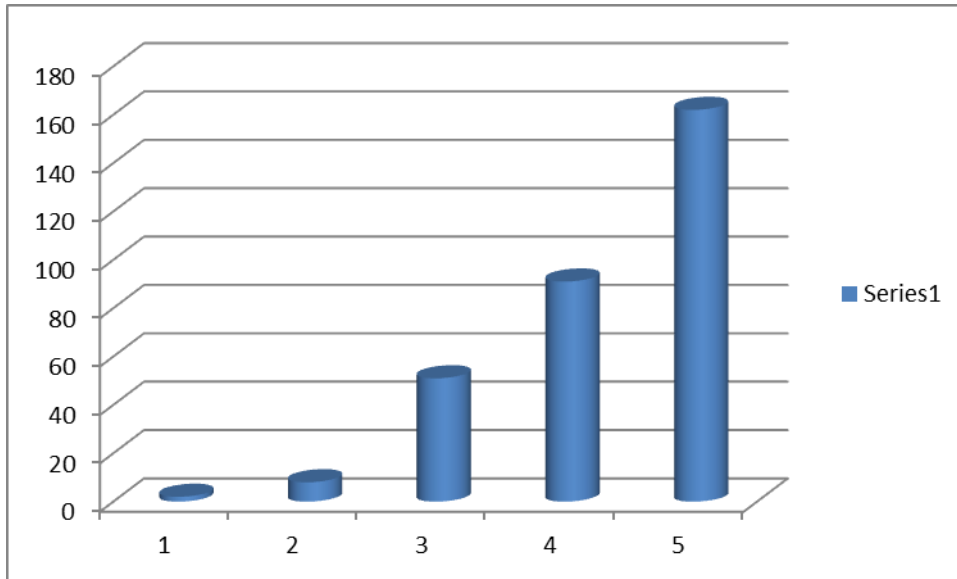
4. What do you think about the teacher's approach of teaching?



An impressive 159 out of 314 students praised the teacher's teaching approach as excellent. While this is a positive outcome, 3 student rated it as poor. Encouraging

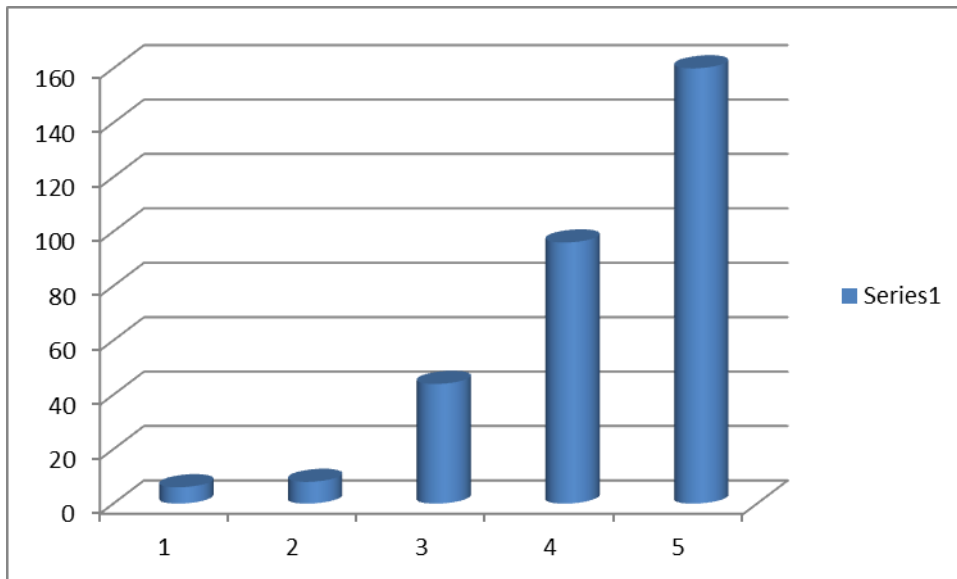
open feedback from students could help the teacher refine their approach and enhance the learning experience.

5. How much fair the evaluation process of the teacher is?



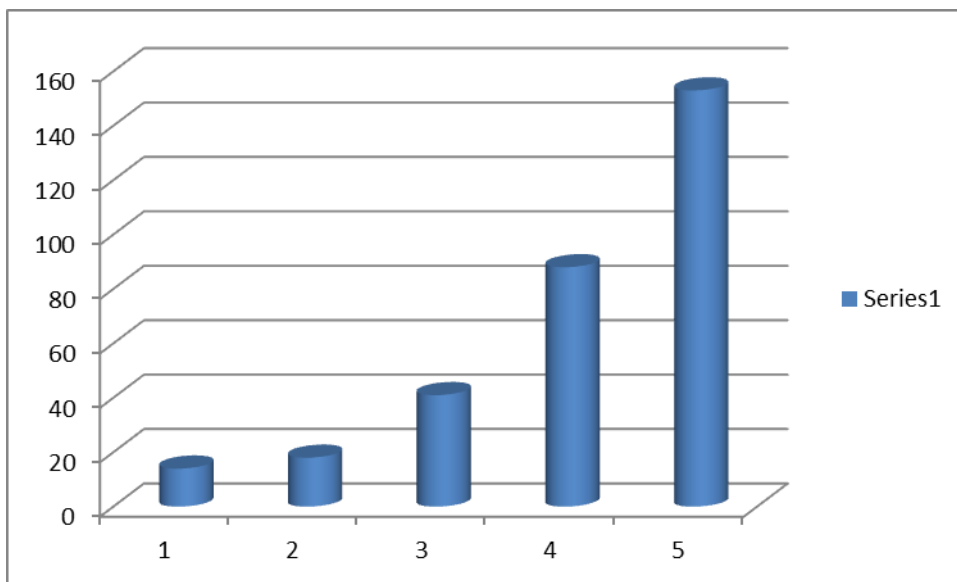
A significant majority of students, 162 out of 314, hold the teacher evaluation processes in high esteem, rating them as excellent or very good. This underscores the presence of a fair and unbiased evaluation system.

6. In what way the teacher discussed about the assignments performance with you?



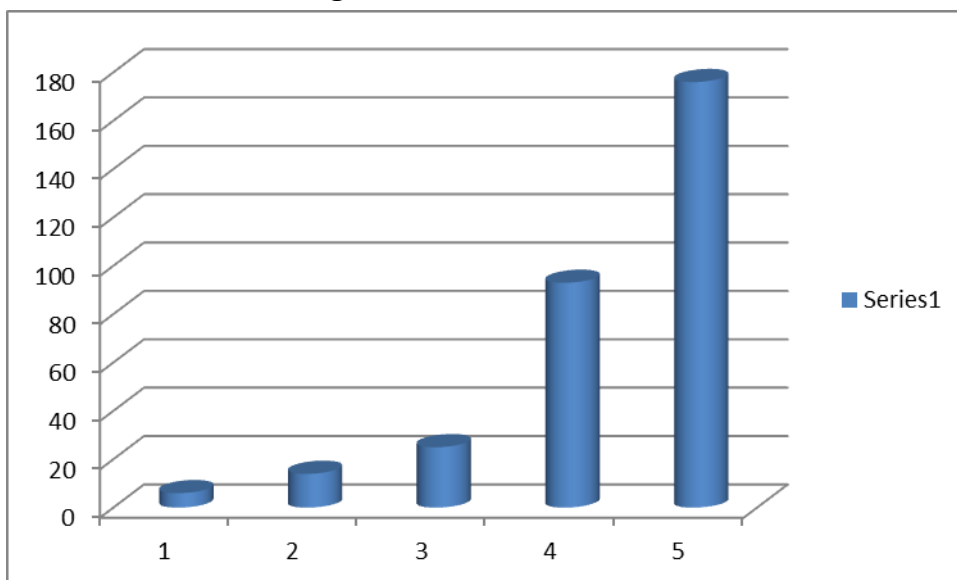
When it comes to discussing assignments in class, 160 students found it excellent, and 96 students rated it as very good. Nonetheless, 6 students found it unsatisfactory, potentially due to discomfort. To cater to different preferences, the teacher should strive to improve in this area.'

7. How much college takes interest in promoting internship, student exchange, and field visit opportunities for students?



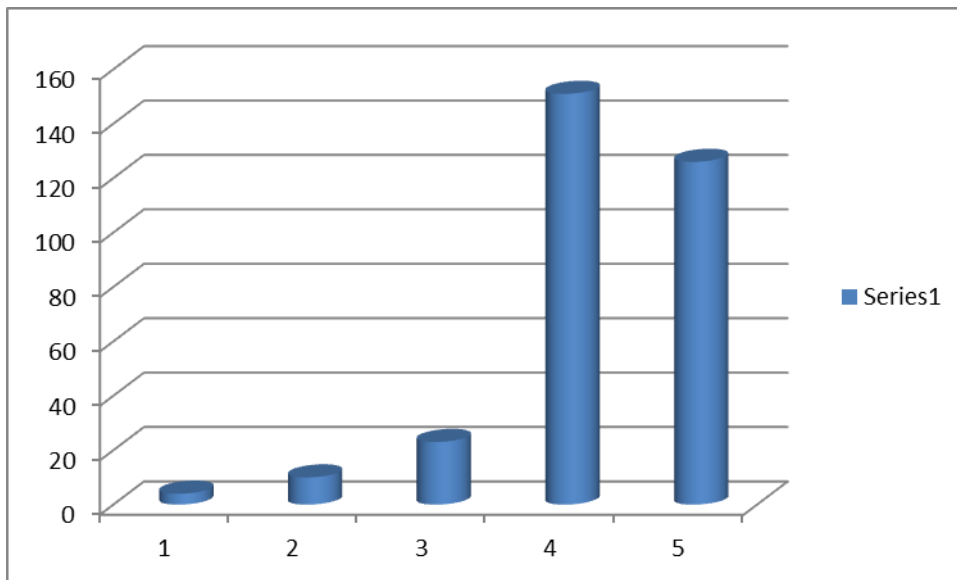
Out of the 314 students surveyed, 153 students appreciate the college's consistent provision of internship opportunities, student exchange programs, and field visits. However, 32 students feel these opportunities are infrequent or absent. The college could enhance its approach by aligning opportunities with individual student interests through personalized sessions.

8. How the teaching and mentoring process of your college contribute in your social and emotional growth?



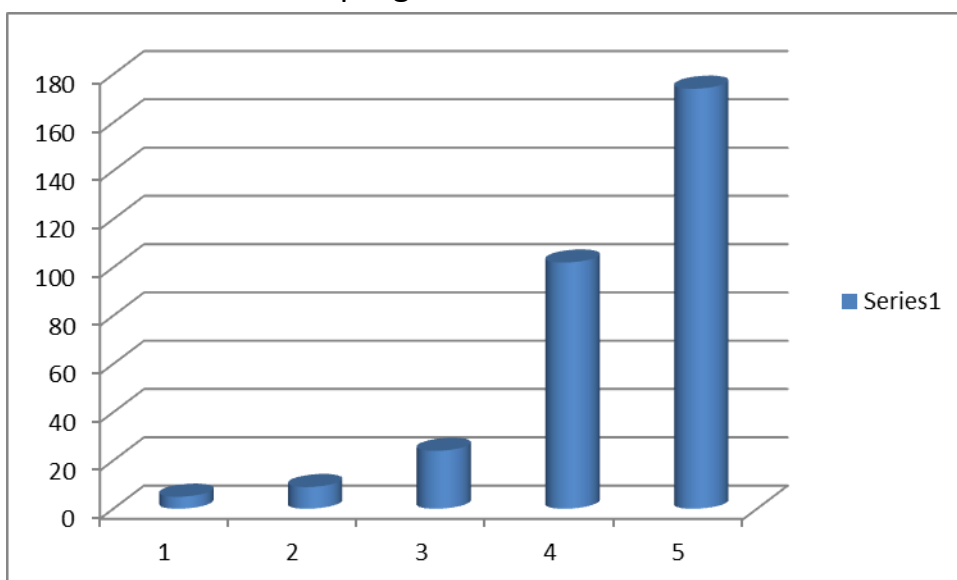
The college's mentoring process for students' emotional growth is valued by 176 out of 314 students, who rated it as occurring every time, usually, or occasionally. Nonetheless, 20 students felt that it rarely or never happened. To improve, the college could actively listen to students' needs, provide support, and cultivate a positive and supportive environment.

9. What do you think about the multiple opportunities of learning and growth provided by the college?



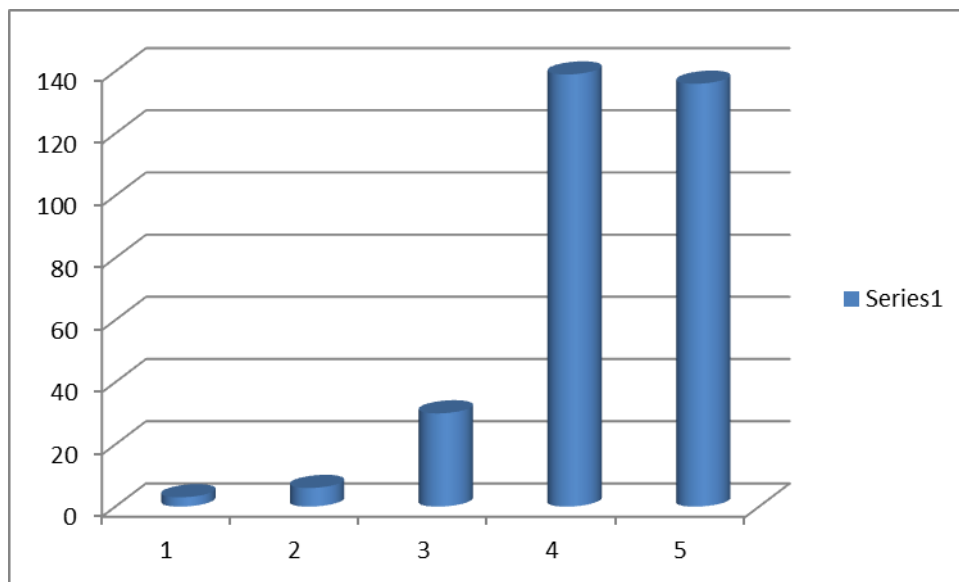
Many students find the college's provided learning and growth opportunities highly valuable, with varying levels of satisfaction. However, 4 students expressed dissatisfaction in this realm. The college has the potential to further enrich these opportunities.

10. How many times teachers inform you about your expected competencies, course outcomes and programme outcomes?



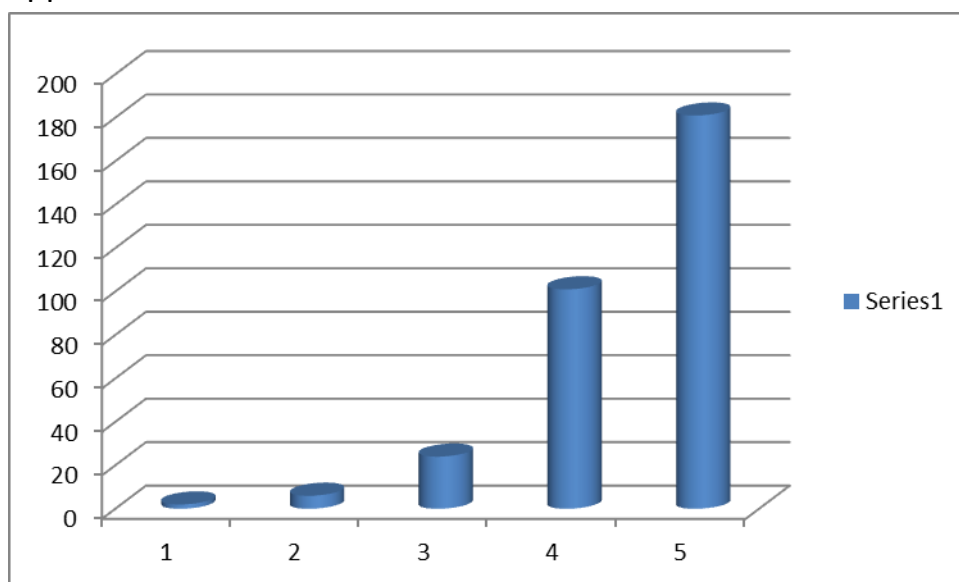
While the majority of students feel teachers adequately inform them about expected competencies, course outcomes, and program outcomes, there's room for improvement in terms of frequency. To ensure students' clarity and understanding, teachers could discuss these topics more frequently in their classes.

11. What do you think about your mentor's necessary follow up with an assigned task to you?



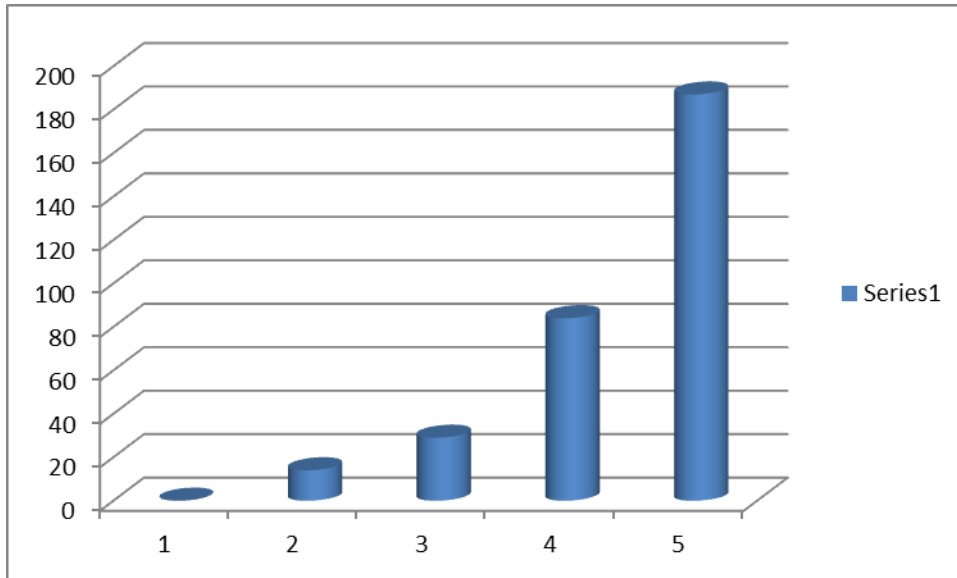
Most students rate teachers' follow-up with them as significant, very well, and moderate. However, a minority rates it as marginal or not at all. To achieve excellence across the board, teachers could increase the frequency of their follow-up.

12. How many times the teachers illustrate the concept through example and applications?



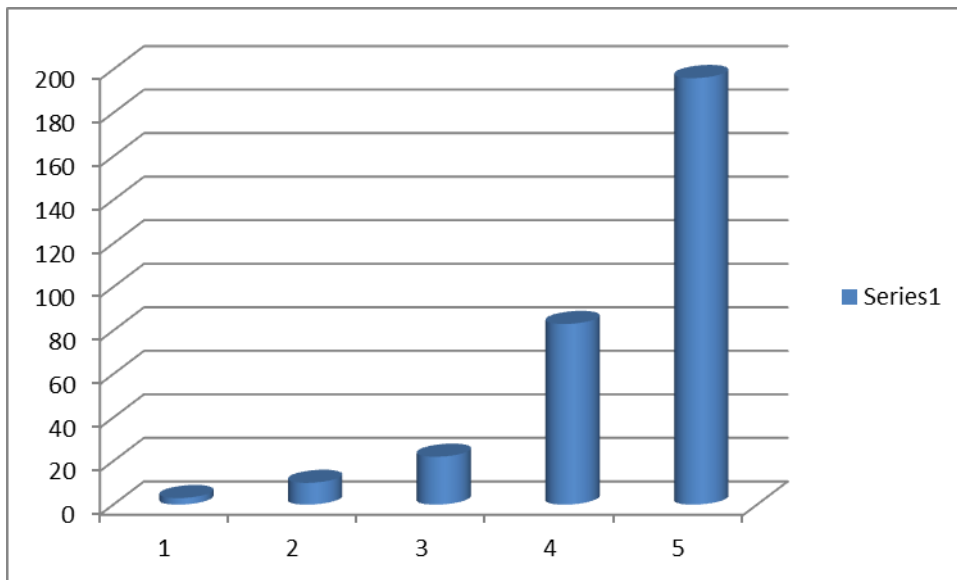
The teacher's practice of explaining concepts through applications and examples is rated positively by most students as happening every time, usually, and occasionally. To enhance this, the teacher could provide more frequent enhancements in examples and applications.

13. How much do you teachers encourage you to take up challenges?



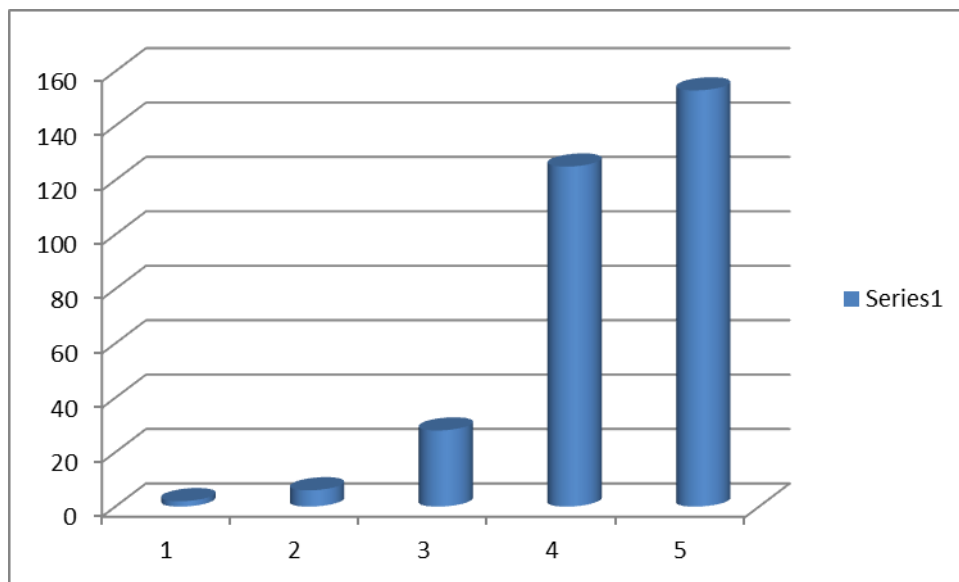
Encouraging students to embrace challenges is predominantly rated positively by students. However, a small minority of 14 out of 314 students find it rare or never. The teacher could incorporate more practical challenges to address this.

14. How many times your teachers help you to overcome your weakness?



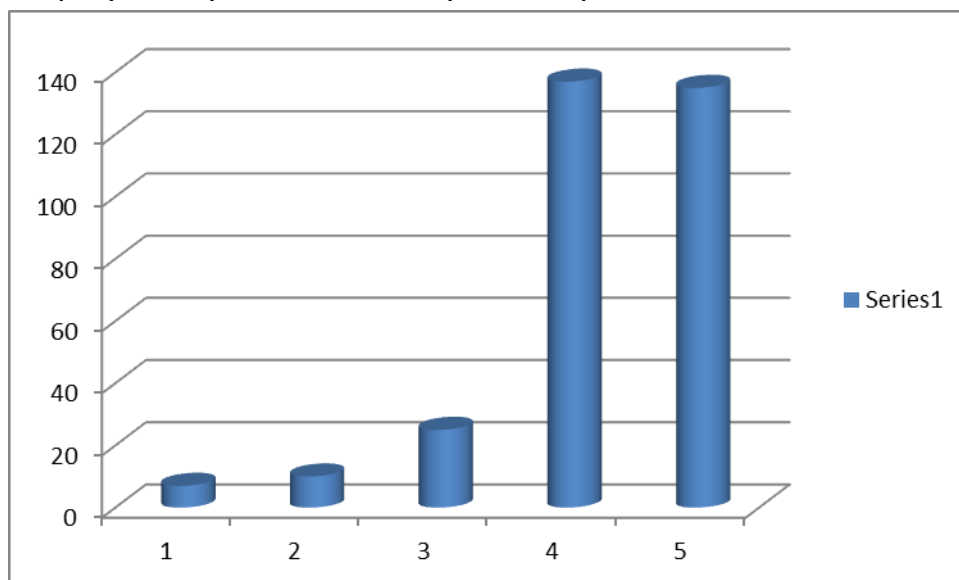
Assisting students in overcoming weaknesses is predominantly rated as happening every time, usually, and occasionally. Nevertheless, a few students 13 rate it as rarely or never. To address this, teachers could engage more with students to better understand their weaknesses and provide targeted support.

15. What is your opinion about the efforts made by teachers to encourage students to participate in extracurricular activities?



The teachers' efforts to motivate students for extracurricular activities receive positive ratings from the majority (308 out of 314 students). However, 8 students rate it as marginal or not at all. To improve, teachers could introduce a wider variety of activities aligned with students' interests.

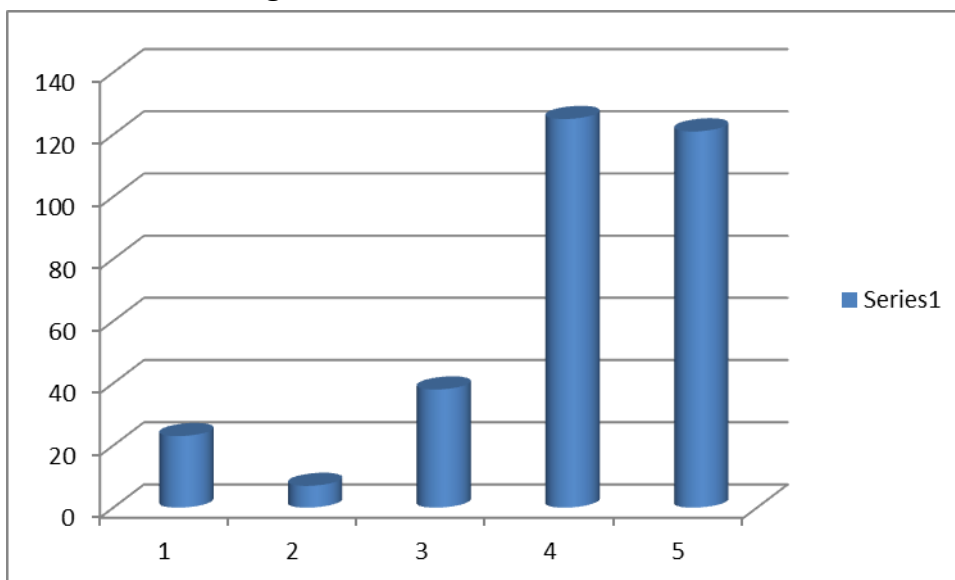
16. How much efforts are made by the college to inculcate soft skills, life skills and employ ability skills to make you ready for the world of work?



The majority of students, 297 out of 314, highly commend the college's dedication to instilling soft skills. However, a smaller group of 17 students view these efforts as somewhat marginal. To amplify the enhancement of students' soft skills, the college could introduce interactive workshops, collaborative projects, communication-centric courses, presentations, internships, and

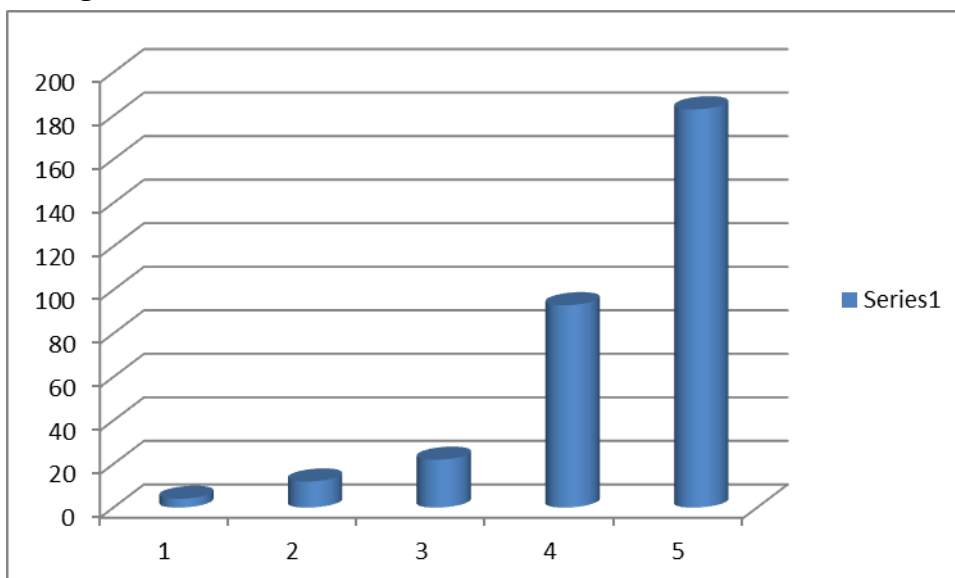
extracurricular activities. These opportunities offer practical contexts for honing adaptability, teamwork, problem-solving, and communication abilities.

17. Do you agree with teacher's use of ICT tools such as LCD Projector, Multimedia etc while teaching?



A significant number of students, 284 to be precise, favor instructors' utilization of LCD projectors and ICT tools, while 30 students have expressed dissatisfaction. Addressing this concern might involve providing clearer guidance to teachers and organizing workshops to enhance their adept use of these tools.

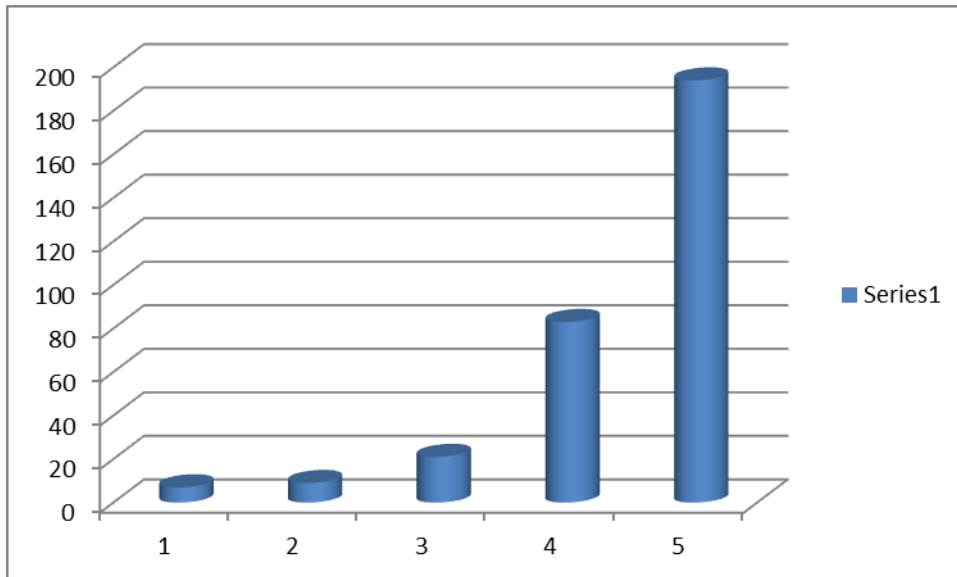
18. Do you agree with the overall quality of teaching - Learning process of your college?



A noteworthy segment of the student body, specifically 298 out of 314 students, holds the college's teaching and learning processes in high esteem. To

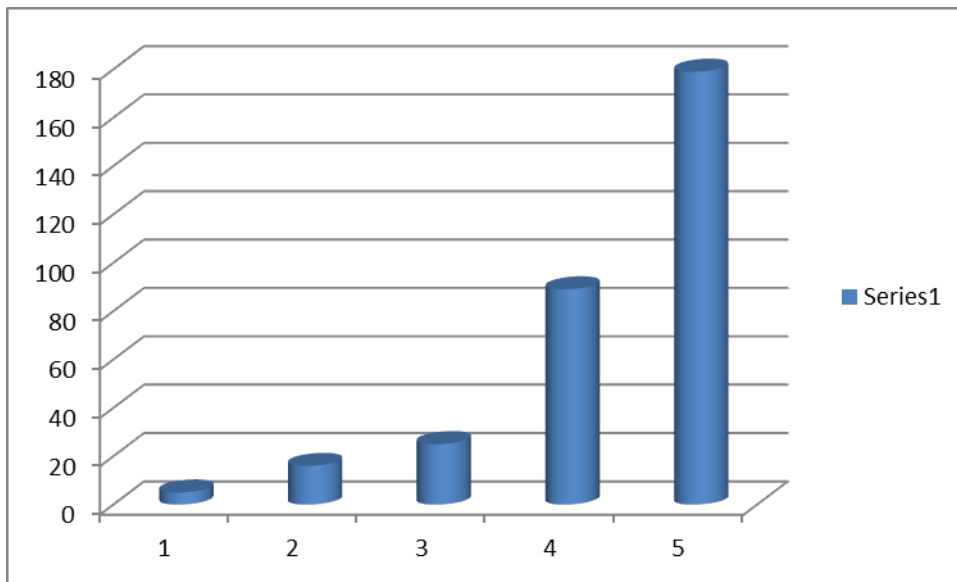
further elevate this aspect, the college could contemplate appointing teachers with profound subject knowledge, thereby aiming for excellence across all academic disciplines.

19. Do you feel satisfied with the efforts made by college to engage students in the monitoring, review and continuous improvement of the teaching learning process?



The college's strategy of involving students in reviewing, monitoring, and continually refining the teaching and learning process garners favorable feedback from 298 out of 314 students. However, 16 students hold differing views. To fortify this approach, the college could establish a committee to ensure students are kept informed about upcoming initiatives.

20. How much you feel satisfied about the college teacher's use of student centric methods, such as experimental learning, participative learning and problem solving methodologies for enhancing learning experiences?



Among the students surveyed, a resounding 296 express approval of the college's utilization of student-centric teaching methods like experiential learning, participative learning, and problem-solving techniques. To further enrich this approach, instructors can enhance the learning experience by presenting intricate problems or projects that demand analysis, research, and innovative solutions. This approach cultivates skills in problem-solving, research, and creativity.