

GOVERNMENT COLLEGE KOTTAYAM



Student Satisfaction Survey 2018-19

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SUBMITTED TO

**National Assessment and Accreditation Council
(NAAC)**

1. Introduction

Government College Kottayam was founded in 1972. It is the only Government Arts and Science College in Kottayam district. It is situated in a beautiful campus on the outskirts of Kottayam. The college is located in a 15 acre campus in the Nattakom ward of Kottayam Municipality. It has a prominent place in the academic and cultural arena of Kottayam, Kerala's City of Letters. The college is affiliated to Mahatma Gandhi University and is included in section 2(F) and 12 B of UGC act, 1956. The college was accredited with A grade by NAAC, in the year 2016. The college is included in the Centre of Excellence Scheme of Government of Kerala.

At present, the college offers ten undergraduate and six post graduate programmes. The post graduate departments of Economics and Physics are approved research centres. Other important facilities of the college include Sophisticated Analytical and Instrumentation Facility (SAIF), Material Research Lab, Social Science Research Centre, Centre for Advanced Computing, Geo-computer Labs, Language Lab, Geology Museum, Aquarium House etc.

Our Vision

Light and Prosperity: The College aims at imparting education that would liberate man from the darkness of ignorance to the light of knowledge, leading to the well-being of all. It represents the desire to give light to those in poverty and illiteracy and inspiration to achieve the highest standards of intellectual and personal development.

Our Mission

Academic Excellence and Social Commitment: Established in the public sector to fulfil the aspirations of common man, our mission is to provide affordable and excellent education to all, especially the socially and economically challenged groups, with the best available resources.

Aims and Objectives

- To provide affordable and high-quality education to all, especially the socially and economically challenged groups.
- To offer intellectual, cultural, moral, social, emotional, physical and aesthetic training to all students to become responsible and successful citizens with self-discipline, integrity, social commitment and democratic values.

- To generate skills and acquire knowledge for achieving the highest standards of personal and professional development.
- To facilitate an environment for promoting values of courtesy, mutual respect and tolerance.
- To promote the spirit of justice and equality of opportunities by encouraging communication of thoughts, opinions and ideas.
- To ensure a solid basis for employment and future studies by practicing innovative teaching-learning methods and research-based learning programmes.

2. Student Satisfaction Survey 2018-19

Background

Government College Kottayam has been following a systematically structured feedback system over the last several years. In line with the vision of the NAAC, in the academic year 2018-19, in addition to student feedback, the college initiates necessary steps to conduct a Student Satisfaction Survey (SSS). The IQAC of the college was entrusted with the conduct of the SSS. The IQAC conducted the SSS using Google online formats. Complete transparency was ensured throughout the process. The college used questionnaire published by the NAAC which comprises 20 questions. Moreover, towards the end of the questionnaire, a provision for recording additional observations and suggestions was also available. The responses to the questions were collected on a five-point scale. All the responses made by students were collected and meticulously analyzed by the IQAC. The important findings obtained from the survey are given in the following sections.

Overall participation

Table 1 provides an idea about the participation of students in the SSS. The participants were post graduate and undergraduate students. A total of 599 students participated in the survey, which is about sixty one percent of the total number of UG and PG students in the college (984). The participation of students in all department except two (Commerce and Political Science) was well over 60%. Participation of students in three departments (Geology, Chemistry and English) was over 80%. It is interesting to note that participation of students of Science departments including Mathematics was considerably greater (78%) than the participation of students in the remaining departments.

Sl. No.	Department	Total no of Students	Participation in the SSS	Percentage	
				Overall	Department
1	Botany	66	49	8.18	74.24
2	Chemistry	67	57	9.52	85.07
3	Commerce	167	54	9.02	32.34
4	Economics	165	102	17.03	61.82
5	English	67	54	9.02	80.60
6	Geology	65	60	10.02	92.31
7	Mathematics	63	42	7.01	66.67
8	Physics	89	65	10.85	73.03
9	Political Science	171	65	10.85	38.01
10	Zoology	64	51	8.51	79.69
	Overall	984	599	100.00	60.87

Table1: Department-wise participation of students in the SSS

3. Detailed Analysis of Department-Level Analysis

3.1. Percentage of the syllabus covered in the class

Table 2 shows the department-wise evaluation on the completion of syllabus in the classroom. It is obvious that majority of the students (62%) have an impression that more than 70% of the syllabus is completed in the classrooms. Only about 10% of the students opined that less than 55% of the syllabus has been completed in the classrooms.

Sl. No.	Department	bove 70	55-69	31-54	below 30	Total
1	Botany	51	42.9	6.1	0	100
2	Chemistry	87.7	10.5	1.8	0	100
3	Commerce	33.3	35.2	27.8	3.7	100
4	Economics	53.9	20.6	25.5	0	100
5	English	83.3	16.7	0	0	100

6	Geology	73.3	20	6	0.7	100
7	Mathematics	35.7	50	14.3	0	100
8	Physics	75.4	20	4.6	0	100
9	Political Science	50.8	32.3	13.8	3.1	100
10	Zoology	61.8	29.4	8.8	0	100

Table 2: Percentage of syllabus completed by teachers

3.2 Preparation of teachers for classroom teaching

Preparation of teachers for classroom teaching is an essential component of quality teaching. Table 3 gives an idea about the feedback of students on the preparation of teachers for classroom teaching. It is plainly clear from the table that 92% of the students believe that teachers prepare either thoroughly or satisfactorily for their classroom teaching. This, indeed, is considered as a positive attitude from the part of teachers for improving the quality of teaching learning process. It is important to note that almost all faculty members of the college are permanent and are selected by Kerala Public Service Commission (KPSC) through a nationwide written test followed by an interview.

Sl. No.	Department	Thoroughly	Satisfactorily	Poorly	Total
1	Botany	30.6	65.3	4.1	100
2	Chemistry	35.1	61.4	3.5	100
3	Commerce	18.5	61.1	20.4	100
4	Economics	19.6	65.7	14.7	100
5	English	38.9	59.3	1.8	100
6	Geology	46.7	50	3.3	100
7	Mathematics	35.7	61.9	2.4	100
8	Physics	52.3	41.5	6.2	100
9	Political Science	20	72.3	7.7	100
10	Zoology	29.4	64.7	5.9	100

Table 3: Preparation of teachers for classroom teaching

3.3 Communication ability of the teachers

The implementation of teaching learning process depends on the proper communication ability of teachers. Therefore, it is important to evaluate the communication ability of teachers. Table 4 provides an insight into the communication ability of teachers of various departments. Note that 82% of students opined that the teachers can effectively communicate to them.

Sl. No	Department	Effective	Satisfactorily	Ineffective	Total
1	Botany	79.6	18.4	2	100
2	Chemistry	87.8	12.2	0	100
3	Commerce	64.8	31.5	3.7	100
4	Economics	75.5	21.6	2.9	100
5	English	87.1	11.1	1.8	100
6	Geology	88.3	8.3	3.4	100
7	Mathematics	88.1	11.9	0	100
8	Physics	89.2	6	4.8	100
9	Political Science	81.5	16.9	1.6	100
10	Zoology	73.6	20.6	5.8	100

Table 4: Communication ability of teachers

3.4 Teachers' approach to teaching

The success of a teaching-learning mechanism depends primarily on the attitude of teachers towards teaching. Table 5 shows 69% of the students' responded that the approach of teachers towards teaching is excellent. The table shows that most of the students consider the approach of teachers is either excellent or good.

Sl. No.	Department	Excellent	Good	Satisfactory	Total
1	Botany	73.5	20.4	6.1	100
2	Chemistry	77.2	21.1	1.7	100
3	Commerce	48.1	35.2	16.7	100
4	Economics	52	37.3	10.7	100
5	English	79.6	16.7	3.7	100

6	Geology	76.7	18.3	5	100
7	Mathematics	85.7	11.9	2.4	100
8	Physics	80	18.5	1.5	100
9	Political Science	69.2	29.2	1.6	100
10	Zoology	55.9	41.2	2.9	100

Table 5: Teacher's approach to teaching

3.5. Internal Evaluation

The internal evaluation is one of the essential components of the present curriculum. It plays a decisive role in the student progression mechanism. Therefore, it is important for the institution to ensure transparency and fairness. From table 6, it is obvious that 85% of the students of all departments have an impression that the internal evaluation system of the college is fair.

Sl. No.	Department	Fair	Sometimes fair	Unfair	Total
1	Botany	89.8	10.2	0	100
2	Chemistry	94.7	5.3	0	100
3	Commerce	79.6	20.4	0	100
4	Economics	79.4	16.7	3.9	100
5	English	77.8	11.1	11.1	100
6	Geology	83.3	13.3	3.4	100
7	Mathematics	90.5	5	4.5	100
8	Physics	87.7	10.8	1.5	100
9	Political Science	84.6	9.2	6.2	100
10	Zoology	85.3	14.7	0	100

Table 6: Internal Evaluation

3.6 Follow-up of assignments

Assignments are integral part of the mechanism of internal assessment. The effectiveness of this part depends on the follow-up process of teachers. From table 7 it is clear that 67% of the student of the college think that the departments make sure the follow-up of assignments.

Sl. No.	Department	Usually	Sometimes	Rarely	Total
1	Botany	63.2	28.6	8.2	100
2	Chemistry	85.9	7	7.1	100
3	Commerce	57.4	20.4	22.2	100
4	Economics	51	38.2	10.8	100
5	English	57.4	24.1	18.5	100
6	Geology	71.6	25	3.4	100
7	Mathematics	81	16.7	2.3	100
8	Physics	72.3	16.9	10.8	100
9	Political Science	63.1	27.7	9.2	100
10	Zoology	79.4	11.8	8.8	100

Table 7: Follow-up arrangements

3.7 Provision for internship, student exchange, field visit etc.

Table 8 gives the response of the students to the opportunities provided by the college for internship, student exchange, field visit etc. The data suggest that although the college provides provisions for students to undertake internship, student exchange, field visit etc. (at present 45%), a considerable improvement in this direction is needed.

Sl. No.	Department	Regularly	Sometimes	Rarely	Total
1	Botany	44.9	32.7	22.4	100
2	Chemistry	59.7	31.6	8.7	100
3	Commerce	22.2	16.7	61.1	100
4	Economics	30.4	40.2	29.4	100
5	English	29.7	16.7	53.6	100
6	Geology	78.4	16.7	4.9	100
7	Mathematics	38.1	21.4	40.5	100
8	Physics	49.2	15.4	35.4	100
9	Political Science	47.7	32.3	20	100
10	Zoology	47	26.5	26.5	100

Table 8: Provision for internship, student exchange, field visit, etc

3.8 Effectiveness of teaching and mentoring process

Table 9 shows the students' impression on the impact of teaching and mentoring process of the institution in their cognitive, social and emotional growth. Majority of the students (62%) expressed a very positive response and feel that the college is doing reasonably well in teaching and mentoring process.

Sl. No.	Department	very well	moderate	marginal	Total
1	Botany	69.3	24.5	6.2	100
2	Chemistry	73.7	26.3	0	100
3	Commerce	42.6	46.3	11.1	100
4	Economics	46.1	44.1	9.8	100
5	English	63	20.4	16.6	100
6	Geology	71.6	16.7	11.7	100
7	Mathematics	64.3	31	4.7	100
8	Physics	58.5	29.2	12.3	100
9	Political Science	73.8	21.5	4.7	100
10	Zoology	58.9	32.4	8.7	100

Table 9: Effectiveness of teaching and mentoring process

3.9 Provision of multiple opportunities to learn and grow

Ideally, an education institution must provide a platform for multiple opportunities for students to learn and grow. Table 10 shows that 74% of students of the college (74%) that the institution provides them ample opportunities multiple opportunities to learn and grow.

Sl. No.	Department	Agree	Neutral	Disagree	Total
1	Botany	71.4	24.5	4.1	100
2	Chemistry	86.7	13.3	0	100
3	Commerce	48.2	38.9	12.9	100
4	Economics	70.5	24.5	5	100
5	English	68.5	20.4	11.1	100
6	Geology	78.3	16.7	5	100

7	Mathematics	69	28.6	2.4	100
8	Physics	73.8	16.9	9.3	100
9	Political Science	86.2	10.8	3	100
10	Zoology	79.4	20.6	0	100

Table 10: Provision of multiple opportunities to learn and grow

3.10 Communication regarding expected competencies, course outcomes and programme outcomes

The college level education is gradually transforming from the conventional to outcome based one. Therefore, it is important to have a mechanism to communicate the expected competencies, course outcomes and programme outcomes, among students. Table 11 shows that 72% of student are aware of these aspects.

Sl. No.	Department	Usually	Sometimes	Rarely	Total
1	Botany	79.6	16.3	4.1	100
2	Chemistry	91.2	7	1.8	100
3	Commerce	57.4	27.8	14.8	100
4	Economics	56.9	30.4	12.7	100
5	English	64.8	20.4	14.8	100
6	Geology	90	8	2	100
7	Mathematics	64.3	28.6	8.1	101
8	Physics	75.4	20	4.6	100
9	Political Science	70.8	26.2	3	100
10	Zoology	82.3	13.7	4	100

Table 11: Communication regarding expected competencies, course outcomes

3.11 Follow-ups regarding assignments

The college has a successful tutorial mechanism. One of the important tasks of tutors is to follow up the assigned tasks given to the students. Table 12 shows that the tutorial system with proper follow-ups of assigned tasks is going on well in the college.

Your mentor does a necessary follow-up with an assigned task to you					
Sl. No	Department	Usually	Sometimes	Rarely	Total
1	Botany	75.5	18.4	6.1	100
2	Chemistry	79	21	0	100
3	Commerce	64	27.8	8.2	100
4	Economics	47	37.3	15.7	100
5	English	72.2	16.7	11.1	100
6	Geology	90	8	2	100
7	Mathematics	69	21.4	2.5	92.9
8	Physics	80	13.8	6.2	100
9	Political Science	80	9.2	10.8	100
10	Zoology	82.3	8.7	9	100

Table 12: Follow-ups regarding assignments

3.12 Illustration of concepts through examples and applications

Transferring of concepts through demonstration is considered as an important and indispensable part of teaching learning process. Therefore, it is important to evaluate the same. It is obvious from table 13 that 82% of the students think that in the present teaching learning process, teachers illustrate concepts through examples and applications.

The teachers illustrate the concepts through examples and applications					
Sl. No.	Department	Usually	Sometimes	Rarely	Total
1	Botany	83.7	14.3	2	100
2	Chemistry	93	7	0	100
3	Commerce	74	22.2	3.8	100
4	Economics	74.5	23.5	2	100
5	English	75.9	16.7	7.4	100
6	Geology	88.3	7	4.7	100
7	Mathematics	80.9	16.7	2.4	100

8	Physics	87.7	6	6.3	100
9	Political Science	80	16.9	3.1	100
10	Zoology	86.3	8.8	4.9	100

Table 13: Illustration of concepts through examples and applications

3.13 Identification of the strengths and provision of suitable challenges

Being a Government owned educational institution, the college has a diversified student community in terms of social, economic, intellectual and cultural backgrounds. Therefore, it is important for the teachers to identify the strength and weakness of students and encourage them with providing right level of challenges. Table 14 shows that 72% of students are of the impression that teachers are doing their part very well in this regard.

The teachers identify your strengths and encourage you with providing right level of challenges					
Sl. No.	Department	Reasonably	Partially	Slightly	Total
1	Botany	75.5	10.2	14.3	100
2	Chemistry	86	8.8	5.2	100
3	Commerce	57.4	24.1	18.5	100
4	Economics	63.7	24.5	11.8	100
5	English	68.5	13	18.5	100
6	Geology	76.7	8.3	15	100
7	Mathematics	73.8	19	7.2	100
8	Physics	66.2	21.5	12.3	100
9	Political Science	80	10.8	9.2	100
10	Zoology	78.5	11.8	9.7	100

Table 14: Identification of the strengths and provision of suitable challenges

3.14 Help to identify and overcome weaknesses

In the present scenario, students need strong support from the part of students to identify their weakness and overcome them. To support slow learners, programmes like Scholar support programme and Remedial Coaching have been implemented. From table 15, it is seen that 62%

of the students believe that teachers are able to identify their weakness and help them to overcome them.

Teachers are able to identify your weaknesses and help you to overcome them					
Sl. No.	Department	Usually	Sometimes	Rarely	Total
1	Botany	69.4	14.3	16.3	100
2	Chemistry	86	5.2	8.8	100
3	Commerce	40.8	40.7	18.5	100
4	Economics	58.8	25.5	15.7	100
5	English	53.7	24.1	22.2	100
6	Geology	68.4	16.7	14.9	100
7	Mathematics	52.4	31	16.6	100
8	Physics	58.4	21.5	20.1	100
9	Political Science	58.5	32.3	9.2	100
10	Zoology	72.6	13.7	13.7	100

Table 15: Help to identify and overcome weaknesses

3.15 Engaging students in quality improvement of the teaching learning process

The college makes all efforts to ensure the participation of students in quality improvement of the teaching learning process. The college implemented peer learning system to make the students to engage in participatory learning. It is obvious from table 16 that 72% of the students have the impression that the institution makes effort to engage students in monitoring, reviewing and continuous quality improvement of the teaching learning process.

The institution makes effort to engage students in the monitoring, review and continuous quality improvement of the teaching learning process					
Sl. No.	Department	Agree	Neutral	Disagree	Total
1	Botany	75.6	22.4	2	100
2	Chemistry	87.7	10.5	1.8	100
3	Commerce	53.7	33.3	13	100
4	Economics	69.6	22.5	7.9	100

5	English	59.3	31.5	9.2	100
6	Geology	81.7	11.7	6.6	100
7	Mathematics	71.4	28.6	0	100
8	Physics	70.8	24.6	4.6	100
9	Political Science	76.9	16.9	6.2	100
10	Zoology	76.4	19.6	4	100

Table 16: Engaging students in quality improvement of the teaching learning process

3.16 Details of student centric methods

The college has implemented an effective teaching learning process with student centric methods for enhancing learning experiences. Peer learning system and Seminars are part of the learning process. Table 17 shows that 75% of the students are of the opinion that all the departments employ student centric methods for enhancing learning experiences.

The institute/ teachers use student centric methods for enhancing learning experiences					
Sl. No.	Department	Moderate to high	Somewhat	Very little	Total
1	Botany	80.6	12.2	7.2	100
2	Chemistry	86	12.3	1.7	100
3	Commerce	60.8	20.4	18.8	100
4	Economics	68.6	17.6	13.8	100
5	English	63	20.4	16.6	100
6	Geology	75	18.3	6.7	100
7	Mathematics	90.5	6	3.5	100
8	Physics	78.4	12.3	9.3	100
9	Political Science	69.2	16.9	13.9	100
10	Zoology	84.3	9.8	5.9	100

Table 17: Engaging students in quality improvement of the teaching learning process

3.17 Encouragement to participate in extracurricular activities

Table 18 shows that 68% of the students of the college have the impression that the college provides platforms for enriching students' extra-curricular activities.

Teachers encourage you to participate in extracurricular activities					
Sl. No.	Department	Agree	Neutral	Disagree	Total
1	Botany	81.7	14.3	4	100
2	Chemistry	84.3	14	1.7	100
3	Commerce	59.3	29.6	11.1	100
4	Economics	61.8	24.5	13.7	100
5	English	62.9	24.1	13	100
6	Geology	63.3	21.7	15	100
7	Mathematics	57.1	38.1	4.8	100
8	Physics	55.4	33.8	10.8	100
9	Political Science	78.5	12.3	9.2	100
10	Zoology	84.3	11.8	3.9	100

Table 18: Encouragement to participate in extracurricular activities

3.18 Inculcation of life skills, soft skills and employability skills

It is evident from Table 19 that 71% of the students believe that the college takes earnest efforts to arrange programmes to inculcate soft skills, life skills and employability skills to the students.

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					
Sl. No.	Department	Moderate to high	Somewhat	Very little	Total
1	Botany	81.7	12.2	6.1	100
2	Chemistry	80.7	15.8	3.5	100
3	Commerce	61.1	14.8	24.1	100
4	Economics	69.8	17.6	12.6	100
5	English	62.9	18.5	18.6	100

6	Geology	71.7	16.7	11.6	100
7	Mathematics	61.9	23.8	14.3	100
8	Physics	66.1	18.5	15.4	100
9	Political Science	72.3	15.4	12.3	100
10	Zoology	86.3	5.8	7.9	100

Table 19: Inculcation of life skills, soft skills and employability skills

3.19 Use of ICT tools

For the last several years, the college has been providing attention to improve its ICT infrastructure. 40% of the classrooms of the college are smart classrooms. Table 20 shows that all the departments, especially all science departments (88%) effectively use the smart classroom facilities to support the teaching learning process.

Percentage of teachers using ICT tools such as LCD projector, Multimedia, etc. while teaching					
Sl. No.	Department	Above 70	51-69	Below 50	Total
1	Botany	69.4	16.3	14.3	100
2	Chemistry	91.3	7	1.7	100
3	Commerce	37.1	25.9	37	100
4	Economics	38.3	33.3	28.4	100
5	English	20.4	25.9	53.7	100
6	Geology	80	13.3	6.7	100
7	Mathematics	33.3	21.4	45.3	100
8	Physics	55.4	20	24.6	100
9	Political Science	56.9	23.1	20	100
10	Zoology	90.2	3.9	5.9	100

Table 20: Use of ICT tools

3.20 Overall quality of the teaching-learning process

The students' opinion on the overall quality of teaching-learning process in the college is given in Table 21. The data suggest that 80% of the student community have the impression that the overall teaching-learning process of the institution is very good.

The overall quality of teaching-learning process in your institute is very good					
Sl. No.	Department	Agree	Neutral	Disagree	Total
1	Botany	83.7	14.3	2	100
2	Chemistry	89.5	10.5	0	100
3	Commerce	59.3	33.3	7.4	100
4	Economics	69.6	23.5	6.9	100
5	English	76	22.2	1.8	100
6	Geology	86.7	10	3.3	100
7	Mathematics	83.3	14.3	2.4	100
8	Physics	80	18.5	1.5	100
9	Political Science	86.1	12.3	1.6	100
10	Zoology	90.2	9.8	0	100

Table 21: Overall quality of the teaching-learning process