



Avinashilingam Institute for Home Science and Higher Education for Women
(Deemed to be University under Category 'A' by MHRD, Estd. u/s 3 of UGC Act 1956) Re-accredited with 'A+' Grade
by NAAC. Recognized by UGC under Section 12 B Coimbatore - 641 043, Tamil Nadu, India



Student Satisfaction Survey

March- 2020

Internal Quality Assurance Cell

Avinashilingam Institute for Home Science and Higher Education for Women
Coimbatore – 641043

Registrar
Avinashilingam Institute for Home Science
and Higher Education for Women
(University Estd.u/s. 3 of UGC Act.1956
Coimbatore - 641 043

PREFACE

*“Education is a shared commitment between dedicated teachers,
Motivated students and enthusiastic parents with high expectations” –
Bob Beauprez*

Quality is a matter of vital importance in today's higher education. Along with it, students' satisfaction from their educational context is equally important. Students' satisfaction from their educational context is a very important element of the total quality in higher education. In this era of globalization, enrichment of knowledge, enhancement of skills, development and inculcation of values and virtues are taking a multidimensional and multifarious approach, demanding exceptional abilities and commitment with ample scope for comprehensive growth. In this context all the stake holders of higher education hold a very crucial role in raising a productive human resource towards nation building. Avinashilingam Institute for Home Science and Higher Education for Women, Coimbatore holds a legacy in ensuring a value based higher education for women. In this pursuit, initiatives are taken to meet the ever-raising quality standards and ever expanding needs of the society at large. As students from the basic framework of the higher education system, the Internal Quality Assurance Cell of the institute has conducted an annual Student Satisfaction Survey during March 2019, among undergraduate and post graduate students

The report presents the sum and substance of the feedback received from students on the effectiveness of the Teaching and Learning Process in accomplishing the vision of the institution.

-Director, Internal Quality Assurance Cell



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1- Competency of Teachers

A competent teacher is a leader who wins the hearts and minds of the students. Such a teacher sees the value in developing and working with others. Competencies have long been used as a framework to encourage the teachers' behavior on things that matter most to an organization and help drive success. They can provide a common way to harmonize, select and develop talent professional practice, in order to provide quality learning experiences.

Table:1 - Representing the percentage of students satisfaction regarding the competency of teachers

Variable	Strongly Agree (%)	Agree (%)	Neutral (%)	Disagree (%)	Strongly Disagree (%)
My teachers have a thorough knowledge of the subject content	53.6	42.1	3.5	0.3	0.5
My teachers provide opportunities to ask questions	54.8	41.1	3.3	0.3	0.4
My teachers treat me with respect	53.5	39.9	5.3	0.5	0.7
My teachers understand my learning needs	45.4	46.2	7.1	0.7	0.6
My teachers communicate the subject content Effectively	49.0	44.2	5.8	0.5	0.5
My teachers make the subject as interesting as Possible	43.9	46.8	7.9	0.8	0.6
My teachers illustrate the concepts through examples and applications	48.4	44.4	6.1	0.6	0.5
My teachers do a necessary follow-up with an assigned task	46.0	47.2	5.7	0.5	0.5

*Source- Statistical analysis of student satisfaction survey -2020 data

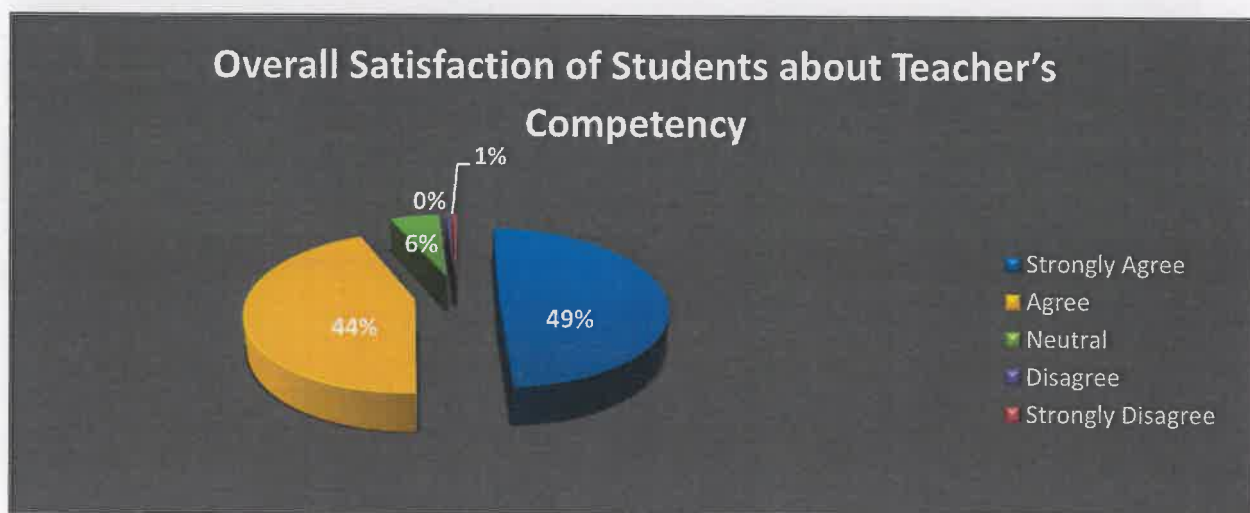


Fig:1 Overall satisfaction of students regarding the competency of teachers

2- Equitable Assessment

In education, the term equity refers to the principle of fairness. It has been said that “equity is the process; equality is the outcome.” An equitable assessment is an important part of promoting equity, inclusion and openness among the students, simply providing devices and connectivity. It also means giving every student the opportunity to learn from teachers who understand how to use technology to both enhance learning and create quality learning experiences for students with special needs.

Table:2- Representing the percentage of students satisfaction about the Equitable Assessment

Variable	Strongly Agree (%)	Agree (%)	Neutral (%)	Disagree (%)	Strongly Disagree (%)
I knew how I was going to be assessed	39.5	51.8	7.3	0.8	0.6
The way I was assessed was a fair test of my skills	41.2	50.8	6.6	0.8	0.6
I was assessed at appropriate intervals	40.9	51	6.8	0.7	0.5
I received useful feedback on my performance	43.0	48.5	7.1	0.9	0.6
The assessment was a good test of what I was taught	45.0	48.0	5.9	0.5	0.5

* Source- Statistical analysis of student satisfaction survey -2020 data

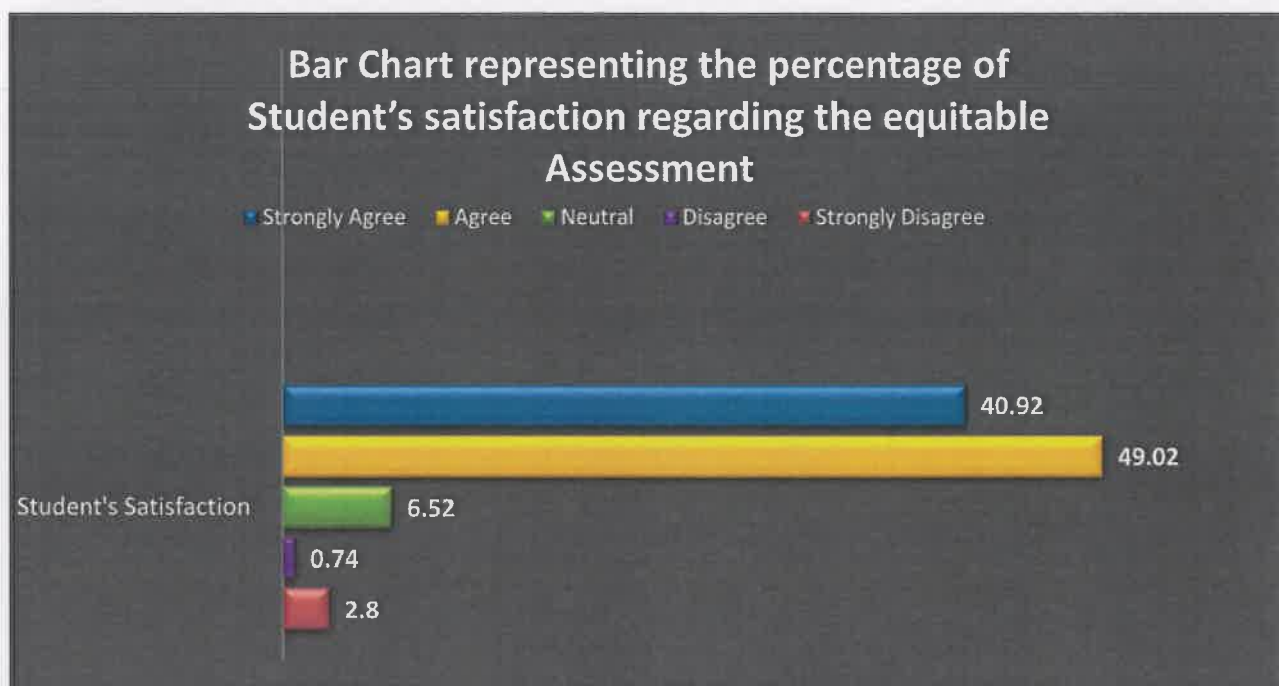


Fig:2 Overall satisfaction of students regarding the Equitable Assessment

S. K. K. K.

3- Opportunities for Skill Enhancement and Growth

Talent is innate, but skills are acquired. Skill training focuses on identifying, training and nurturing talent, in any desired field. The social emphasis on scholastic achievement leaves little room for appreciating the diversity of talent that could make a qualitative difference to the potential of the student which brings out the positive effects in the life of an individual.

Table:3- Representing the percentage of students satisfaction regarding the Opportunities provided by Institution and teachers for their Skill enhancement and growth.

Variable	Strongly Agree (%)	Agree (%)	Neutral (%)	Disagree (%)	Strongly Disagree (%)
The institute takes active interest in promoting internship, student exchange, field visit Opportunities	48.0	42.8	7.3	1.0	0.9
The teaching and mentoring process facilitates you in cognitive, social and Emotional growth	44.1	48.2	6.4	0.8	0.5
The institution provides multiple opportunities to learn and grow	49.1	44.2	5.2	0.9	0.7
Teachers inform you about your expected competencies, course outcomes and programme outcomes	47.2	46.3	5.6	0.5	0.5
The institution makes effort to engage students in the monitoring, reviewing and continuous quality improvement of the teaching learning process	46.4	47.0	5.4	0.7	0.6
The institute/ teachers adopt student centric methods, such as experiential learning, participative learning and problem solving methodologies for enhancing learning experiences	44.7	48.0	5.8	0.7	0.8
Teachers encourage you to participate in extracurricular activities	49.6	43.1	5.4	1.1	0.9
Efforts are made by the institute/ teachers to inculcate soft skills, life skills and employability skills to make you ready for the future challenges	48.6	44.6	5.4	0.7	0.8
The institute facilitates learning through e-learning platforms such as NPTEL, Swayam etc	50.7	43.8	4.4	0.5	0.6
There is a scope for holistic development of the student by way conducting classes for yoga, meditation, value education etc	45.7	46.2	6.6	0.9	0.6

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The institution makes efforts for preparing students for employment opportunities by conducting placement training programmes etc	46.5	45.8	6.3	0.7	0.8
The entrepreneurial skills of the students are analyzed and opportunities are provided to enhance the skills	44.7	47.3	6.2	1.0	0.7
The institution makes efforts to sensitize the students on social issues, environmental issues and national global needs	44.2	48.0	6.2	0.9	0.7

* Source- Statistical analysis of student satisfaction survey -2020 data

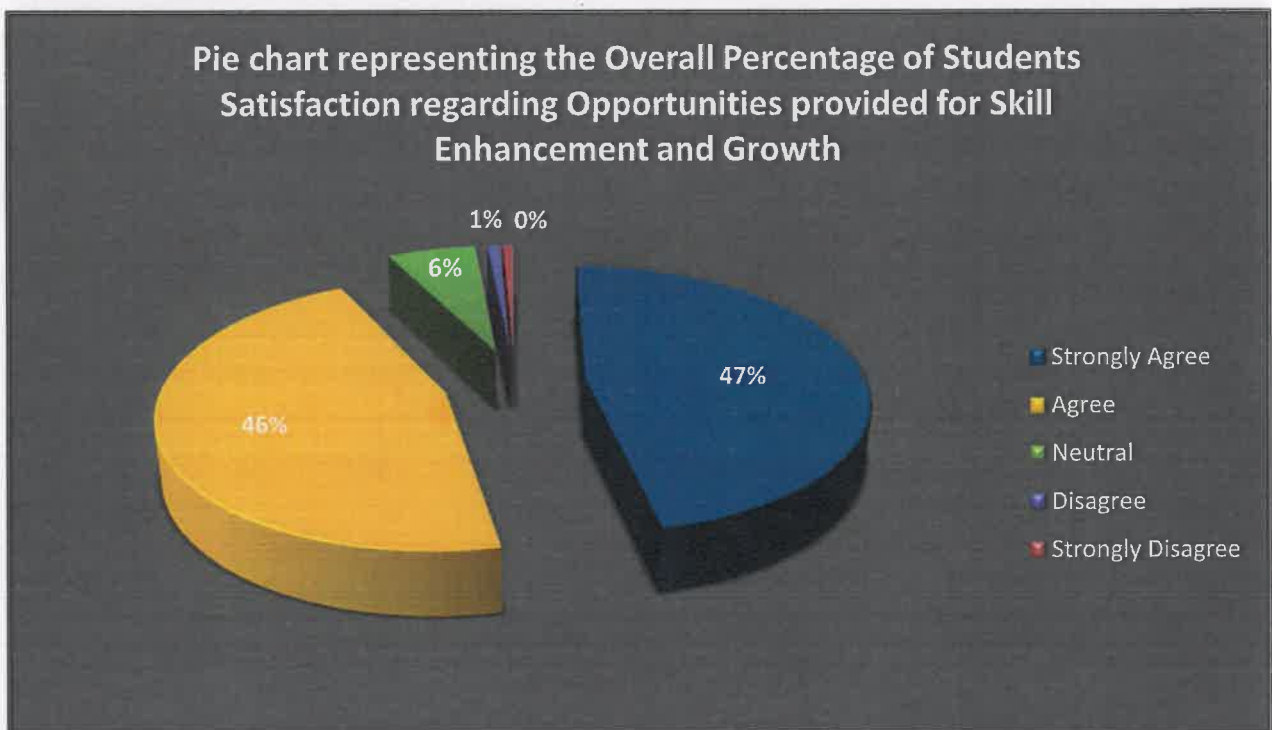


Fig:3 Overall satisfaction of students regarding the opportunities provided for skill enhancement and growth.

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4-Infrastructure Facilities

The impact of educational spaces on the students set out to identify empirical well-being of students. The essence of learning depends on the atmosphere surrounding the campus, the zest and knowledge carried by the professors/ teachers and the communication achieved through facilities like Study Halls, Library well equipped and quality of Books, Auditorium, organized Research Labs, latest equipment etc.

Table:4- Representing the percentage of students satisfaction regarding the infrastructure facilities provided by the Institute

Variable	Strongly Agree (%)	Agree (%)	Neutral (%)	Disagree (%)	Strongly Agree (%)
The infrastructural facility of the institute facilitate to the needs of differently abled persons (provision of ramps, Braille enabled elevators.)	46.0	46.1	6.2	0.8	0.9
The institute has been a forerunner in implementing green practice such as plastic-free campus, LED lamps, use of renewable energy etc	48.5	45.0	5.3	0.6	0.6

*Source- Statistical analysis of student satisfaction survey -2020 data

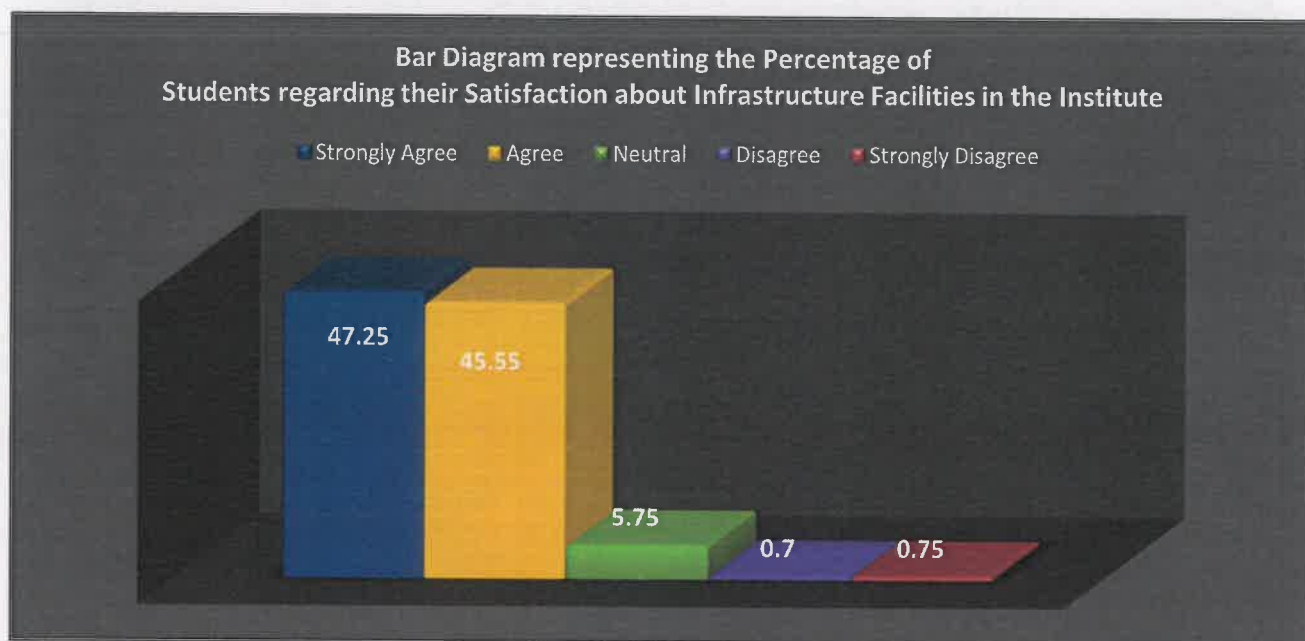


Fig:4 Overall satisfaction of students regarding the Infrastructural Facilities provided by the Institution

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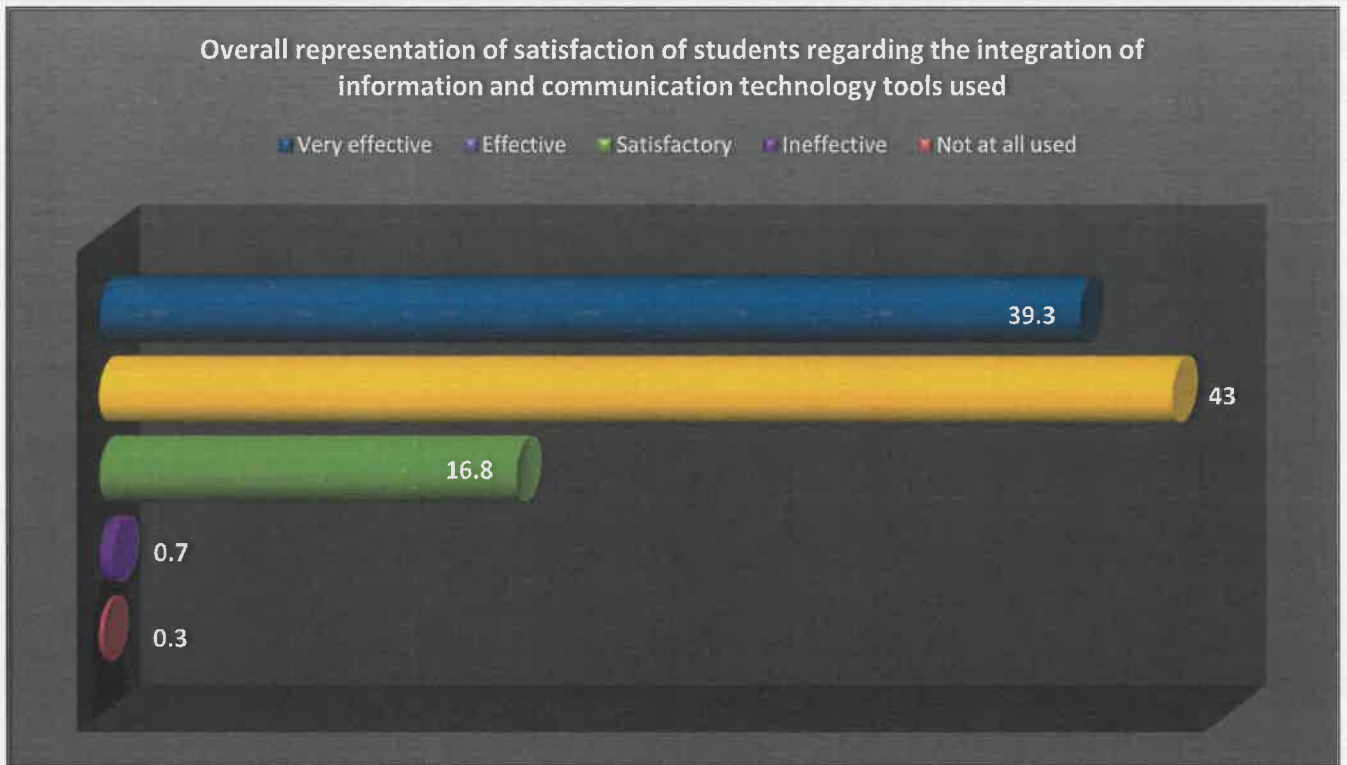


Fig-5 Overall representation of satisfaction of students regarding the integration of information and communication technology tools used

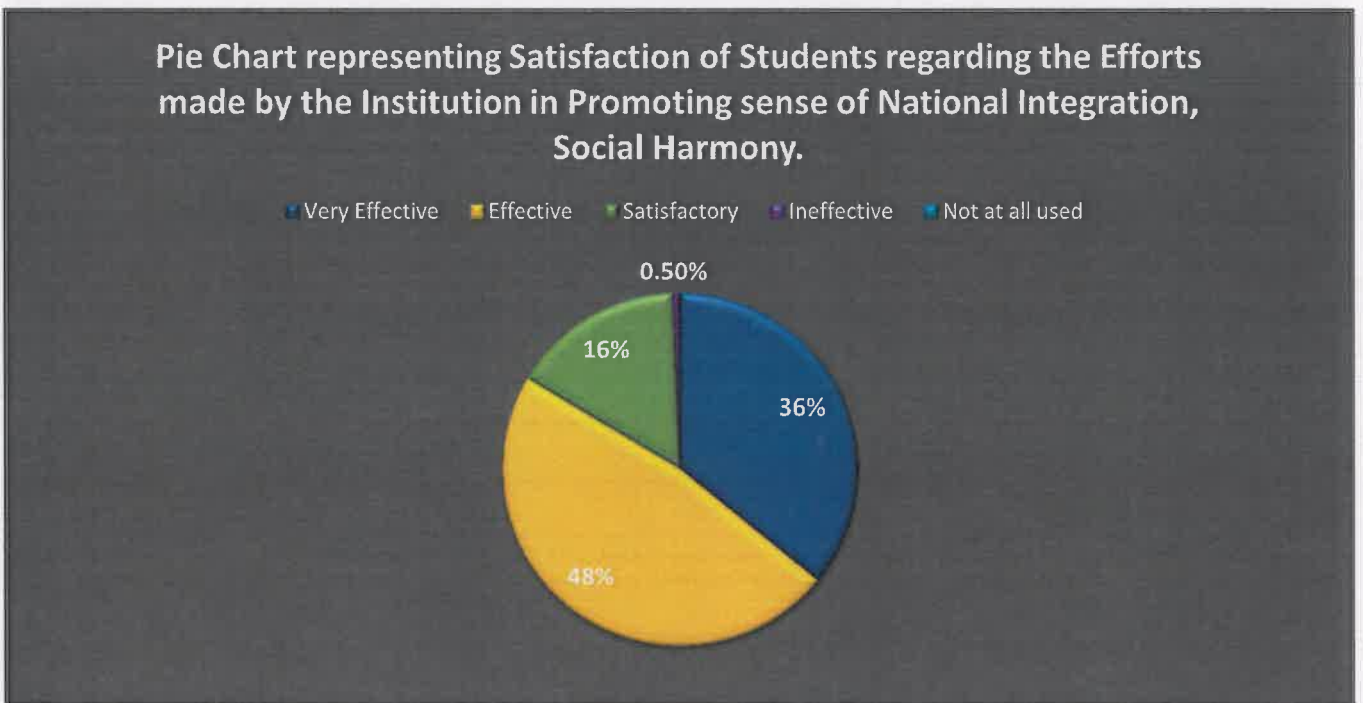


Fig-6 Overall representation of satisfaction of students regarding the efforts made by the institution in promoting sense of national integration, social harmony.

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Diagrammatic Representation Overall, satisfaction with the quality of teaching-learning process

Strongly Agree Agree Neutral Disagree Strongly Disagree

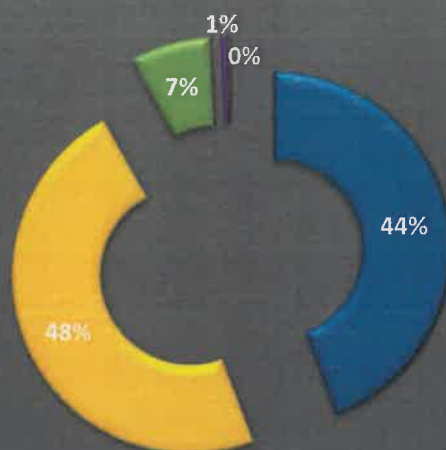


Fig-7 Pie Chart representing the Overall, satisfaction with the quality of teaching-learning process

Concluding Remarks

- Overall 93 % of students are satisfied regarding the Teachers competency
- Overall 89.94 % of students are satisfied regarding the equitable assessment in the Institute.
- Almost 93% of students acknowledge that the institute provides opportunities for skill development and growth
- Almost 92.8% of students agree that the infrastructural facilities of institute provide an enthusiastic educational atmosphere for learning.
- Overall 84% of students agree that the efforts made by the institution in promoting sense of National integration and social harmony.
- Overall 92% of the students are satisfied with the quality of teaching-learning process.

Analysis of the Student satisfactory survey clearly implies the efficiency of the institution in realizing/accomplishing the vision in empowering women through value based education. The orientation of the students, teachers, administrators and Institution as a whole, towards academic excellence is evident from the response of the students. The inference of the Student Satisfaction Survey will be made effective use in planning, implementing the future course of action in areas that demand specific attention and pursuance.

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