

Appendix 3
National Assessment and Accreditation Council (NAAC)
Student Satisfaction Survey
Key Indicator - 2.8.1
Under Criterion II of Teaching – Learning and Evaluation

A. Age of the Participants

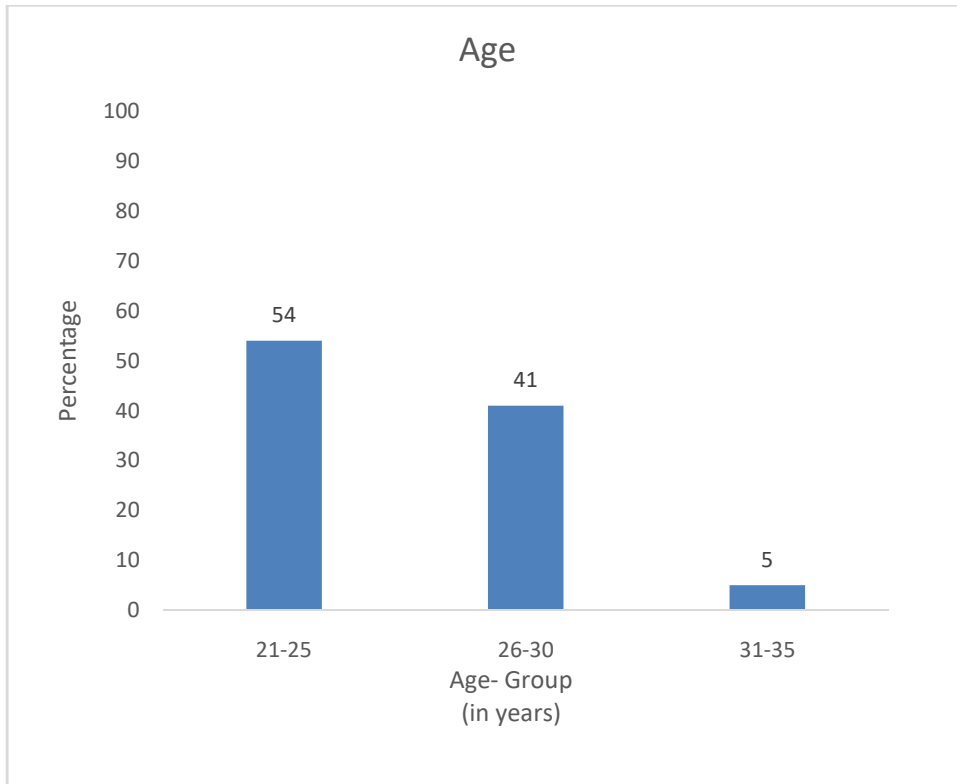


Fig. A- Age Group of the Students

Fig. A shows the age group of the students. 54 per cent of the students were in age group of 21-25 year, whereas 41 per cent and 5 per cent belonged to age group of 26-30 and 31-35 year respectively.

Section – B

1. When you joined the College, you were oriented about expectations from you and the competencies you should develop on completion of the Programme?

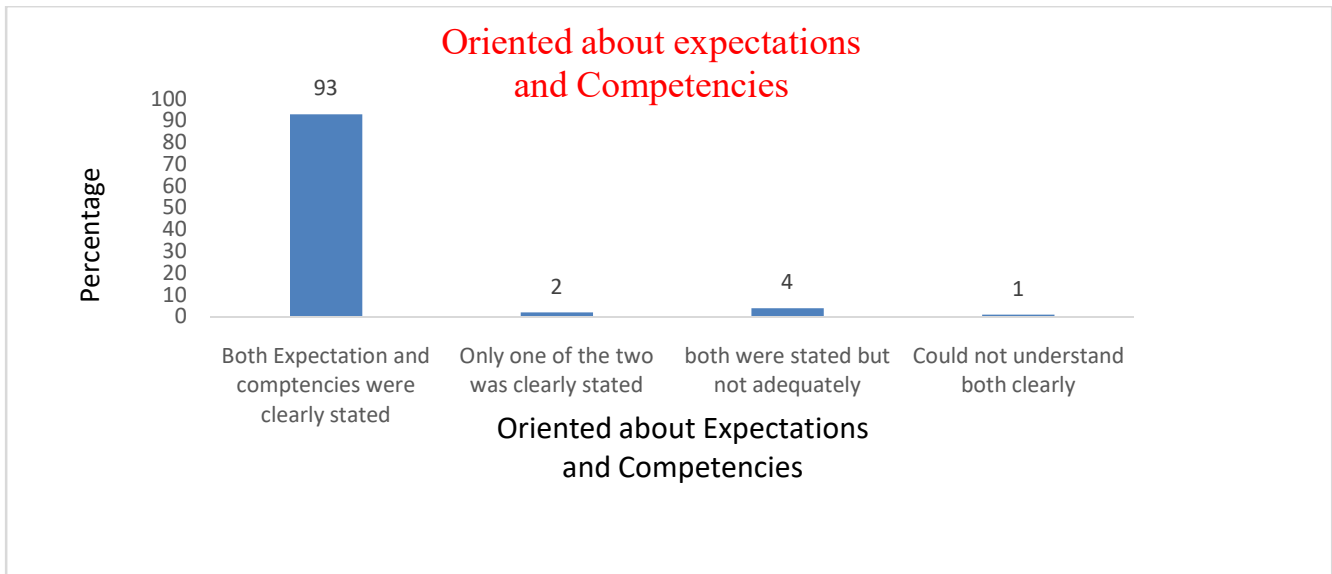


Fig. 1 Oriented about expectations and the competencies

To the questions regarding expectation and the competencies development, 93 percent students responded as both expectation and competencies were clearly stated, where as 4 per cent, 2 per cent and 1 percent responded as both were stated clearly but not adequately, only one of the two was clearly stated and could not understand both clearly respectively.

- The teaching of theory courses helped you to become aware about the working of school system in the country.

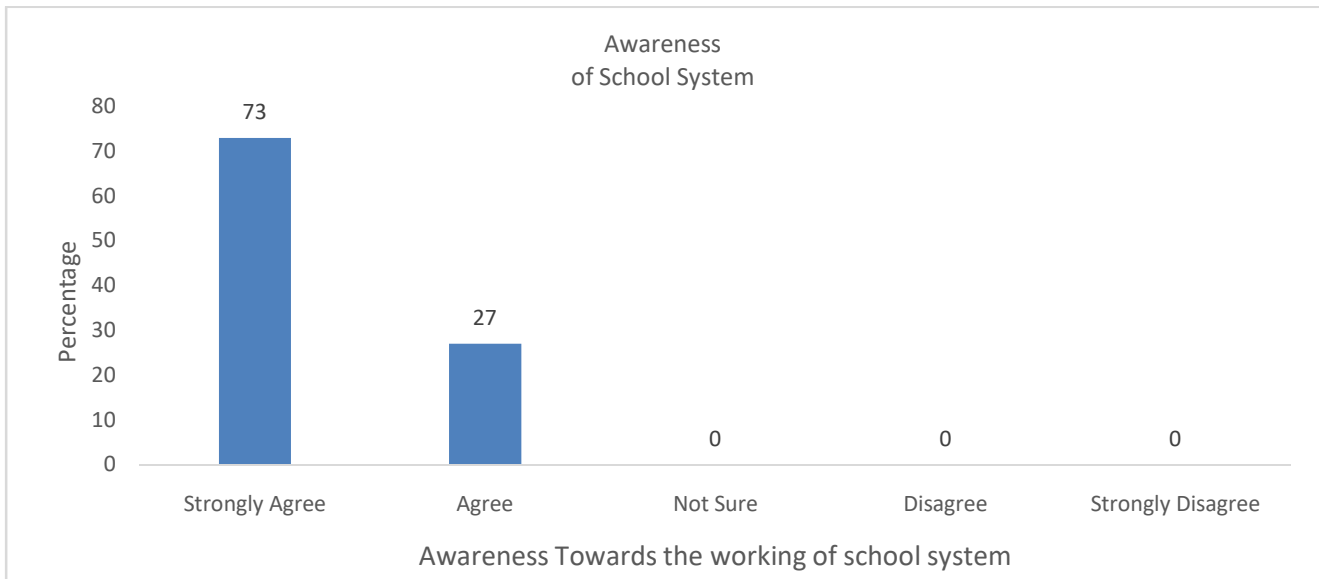


Fig. 2 Awareness about the working of School System in the Country

Figure 2 reveals the responses regarding the awareness about the working of school system in the country to which 73 per cent of students strongly agreed and 27 percent agreed that they were aware about the working of school system in the country through the teaching of theory courses.

- Did the educational documents/reports available at the institution help you to understand the educational functioning?

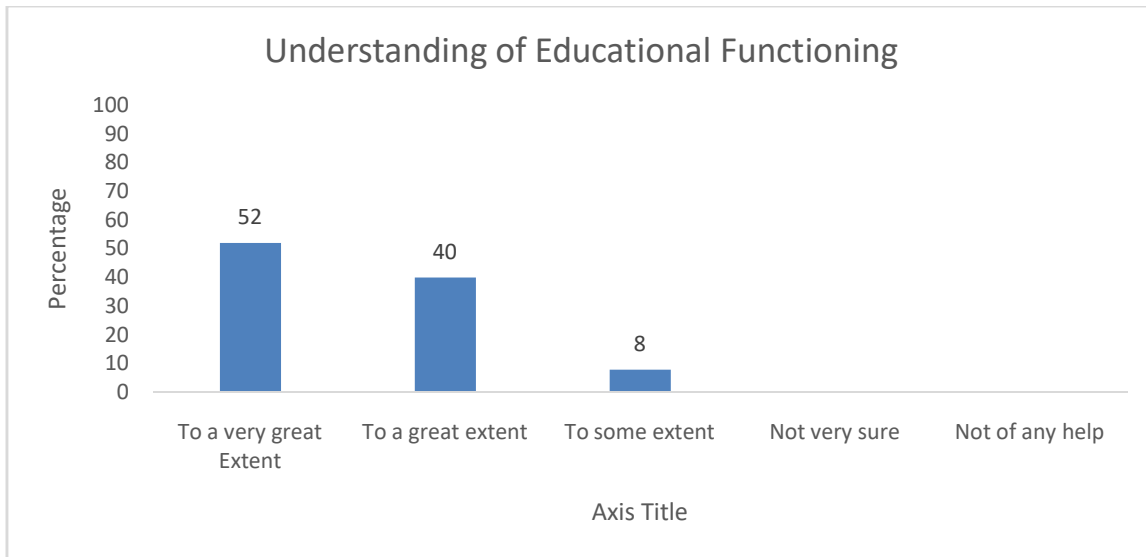


Figure 3 - Educational documents/reports available at the institution help you to understand the educational functioning

Figure 3 shows the responses of the students in respect to the educational documents/ reports available at the institutions helped them to understand the educational functioning. 52 per cent of students responded to a very great extent, where as 40 percent and 8 per cent responded to a great extent and to some extent respectively.

4. You got an exposure to multiple modes of teaching learning in the college?

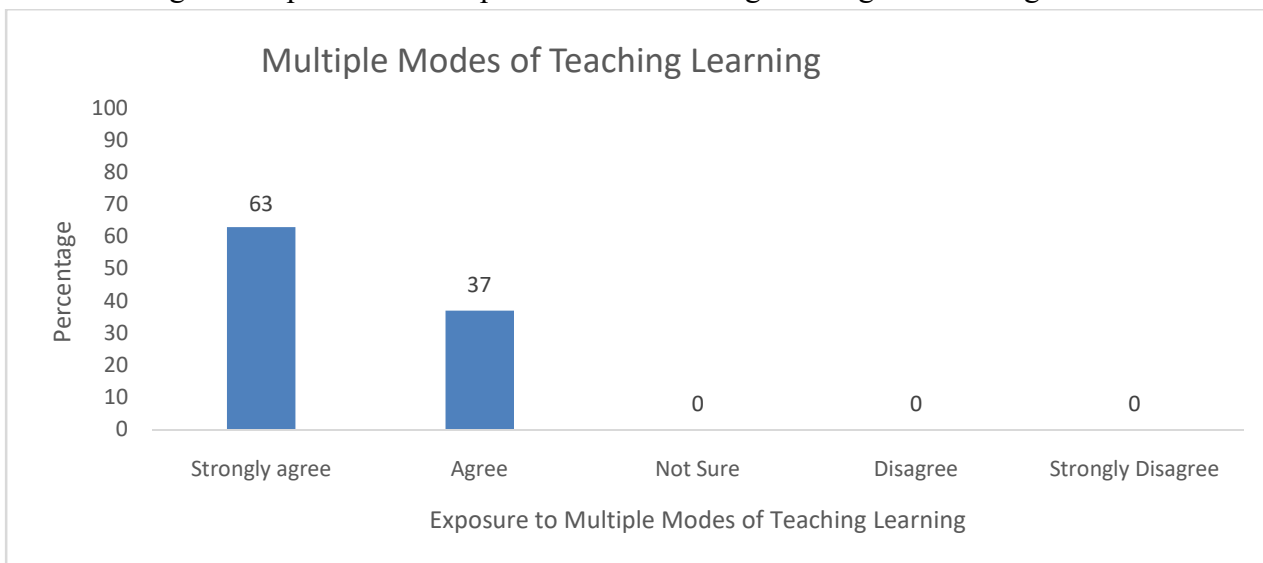


Figure 4 : Exposure to Multiple Modes of Teaching

To the question regarding exposure to the multiple modes of teaching leaning, 63 per cent students responded in strongly agree, where as 37 per cent responded as agreed.

5. Did you get opportunity to learn through internet-based sources during your stay in the College?

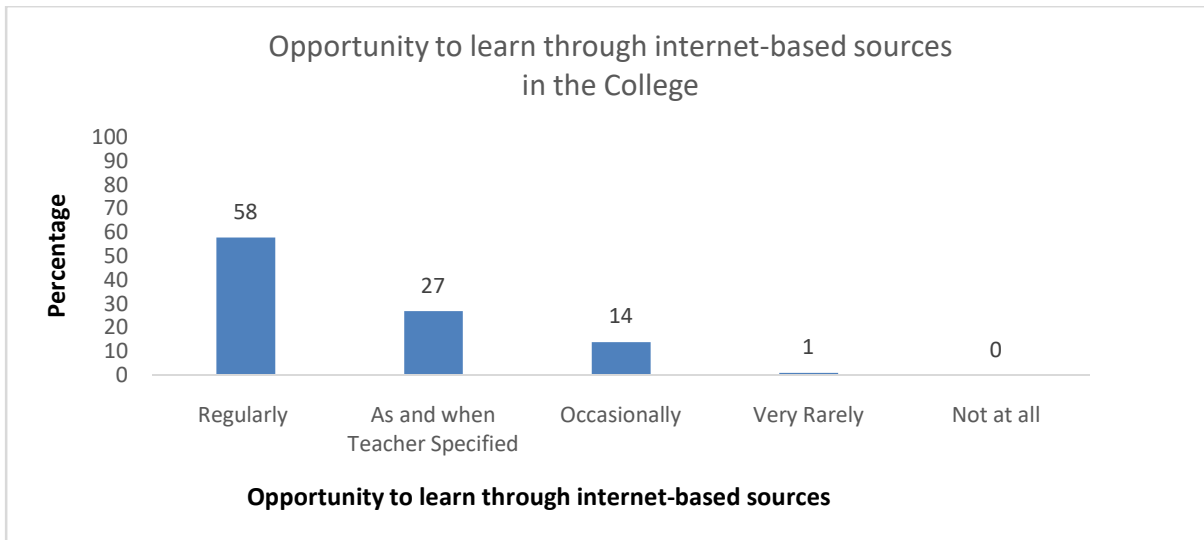


Figure 5 : Opportunity to learn through internet-based sources in the College

58 per cent students responded that they regularly learnt through internet based sources, where as 27 per cent , 14 per cent and 1 per cent responded as when teacher specified, occasionally and very rarely respectively.

- To what extent did the teaching-learning in the College enabled you to be capable of meaningfully adopting ICT based learning sequences for school teaching?

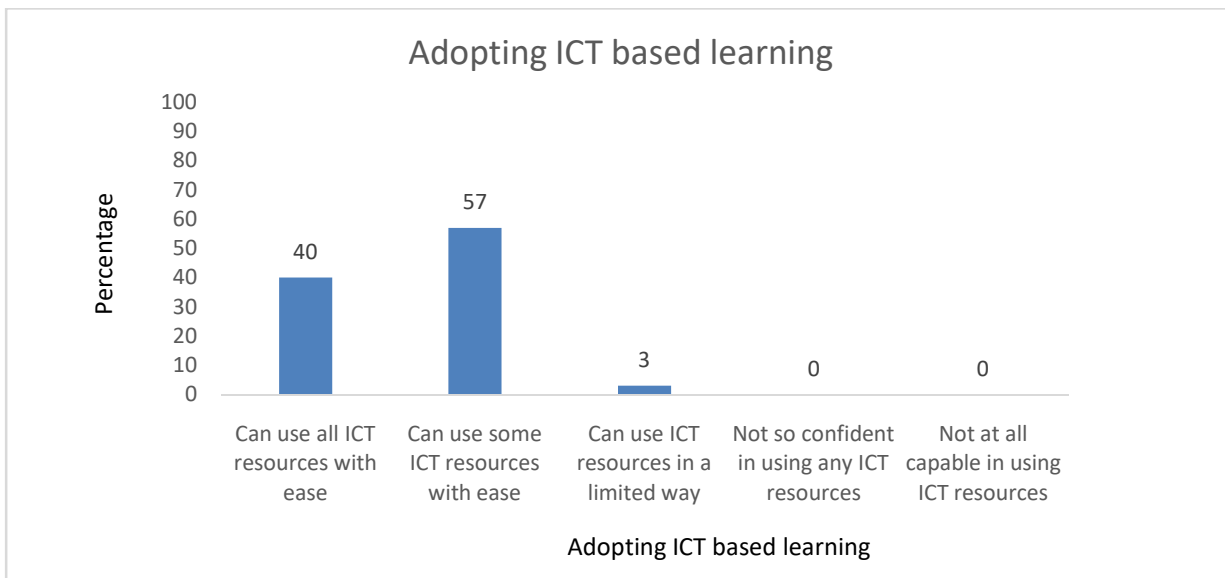


Figure 6 : Meaningfully adopting ICT based learning sequences for School Teaching

40 per cent of the students responded that they could use all ICT resources with ease. 57 per cent students responded that they could use some ICT resources with ease, where as only 3 per cent responded that they were capable of using ICT in limited way.

7. The learning activities provided in the college helped you to develop necessary competencies to become a teacher?

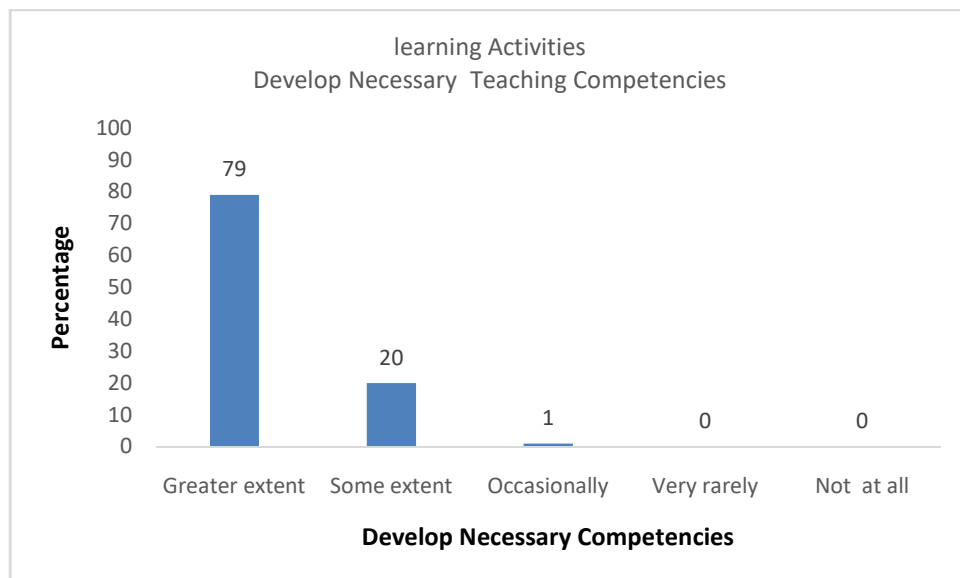


Figure 7 : learning Activities helped in Development Necessary Competencies to become a Teacher

79 per cent of students responded that the learning activities helped them to a greater extent in development of necessary competencies to become a teacher. 20 per cent and 1 per cent of students responded that learning activities helped them to some extent and occasionally respectively.

8. How well you were “prepared” for the practice of teaching in schools?

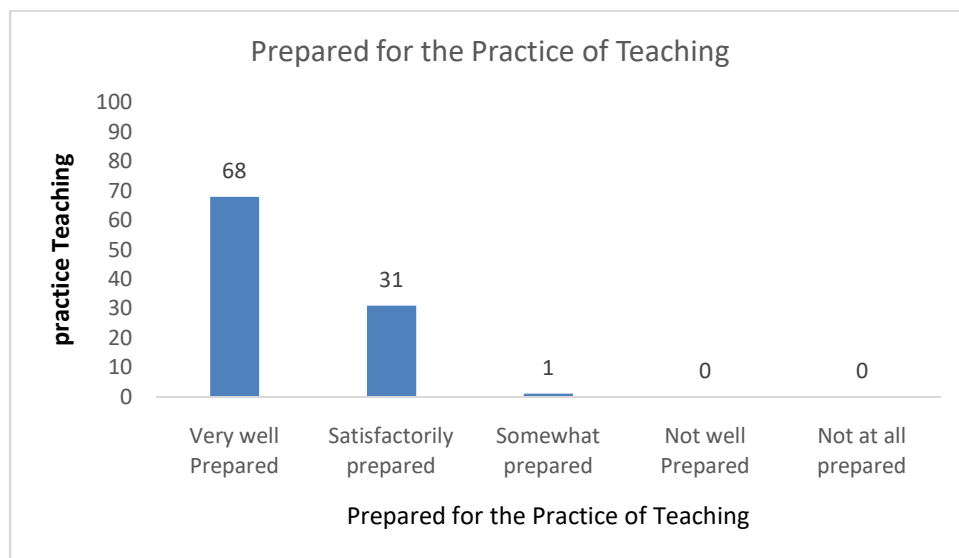


Figure 8 : Preparedness for Practice Teaching in Schools

To the question how well you were prepared for practice teaching 68 per cent of students responded that they were very well prepared, whereas 31 per cent and 1 per cent students were satisfactorily prepared and somewhat prepared respectively.

9. Did the orientation given for the school-based internship was useful and adequate?

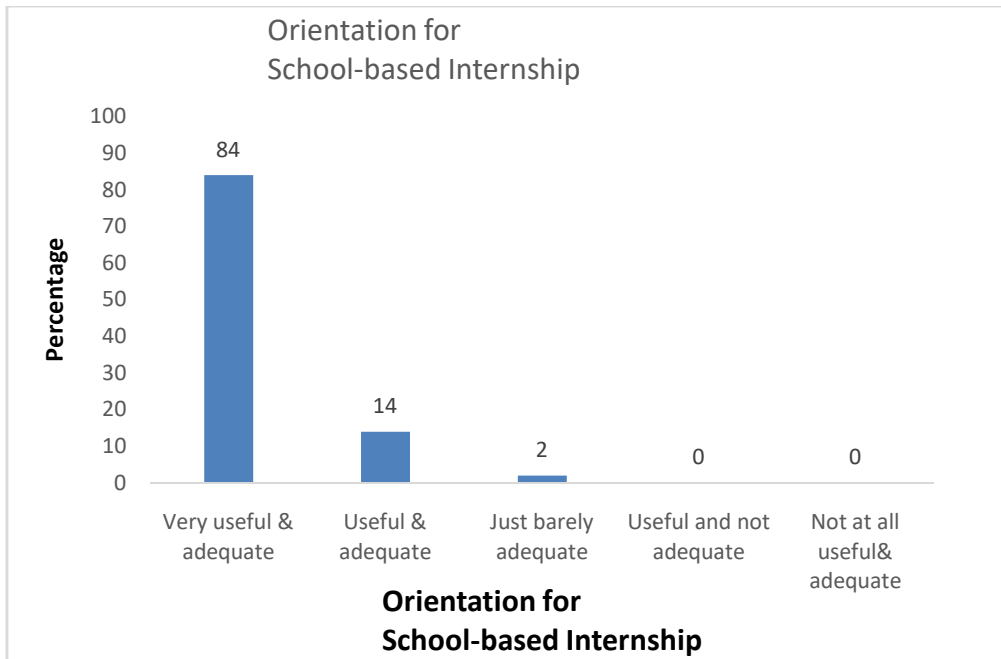


Figure 9 : Orientation for the School-based Internship was Useful and Adequate

84 per cent students responded that the orientation given for school-based internship was very useful and adequate. 14 per cent students responded that the orientation given was useful and adequate, whereas 2 per cent students responded regarding orientation for the school-based internship as just barely adequate.

10. My experience in school during internship was very useful?

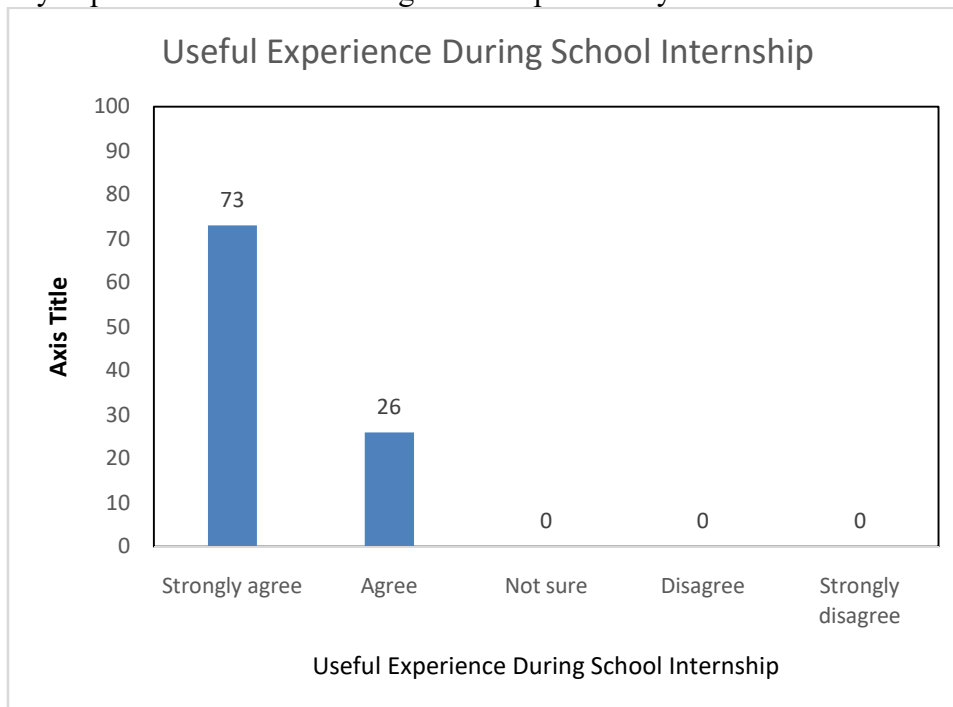


Figure 10 Usefulness of Experience in school during Internship

73 per cent of students strongly agreed and 26 per cent agreed that the experience during school internship was useful to them.

11. The internal evaluation in the college was relevant and impartial.

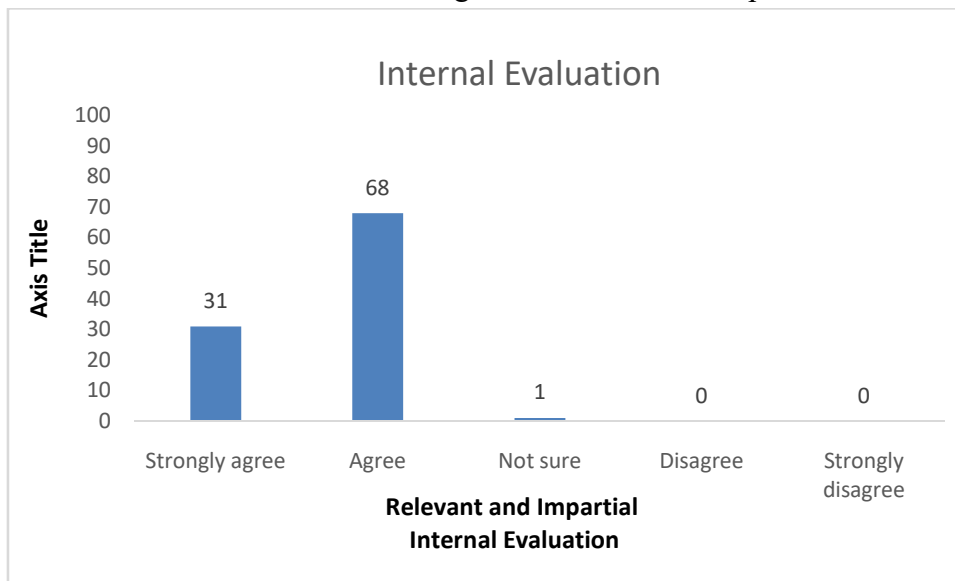
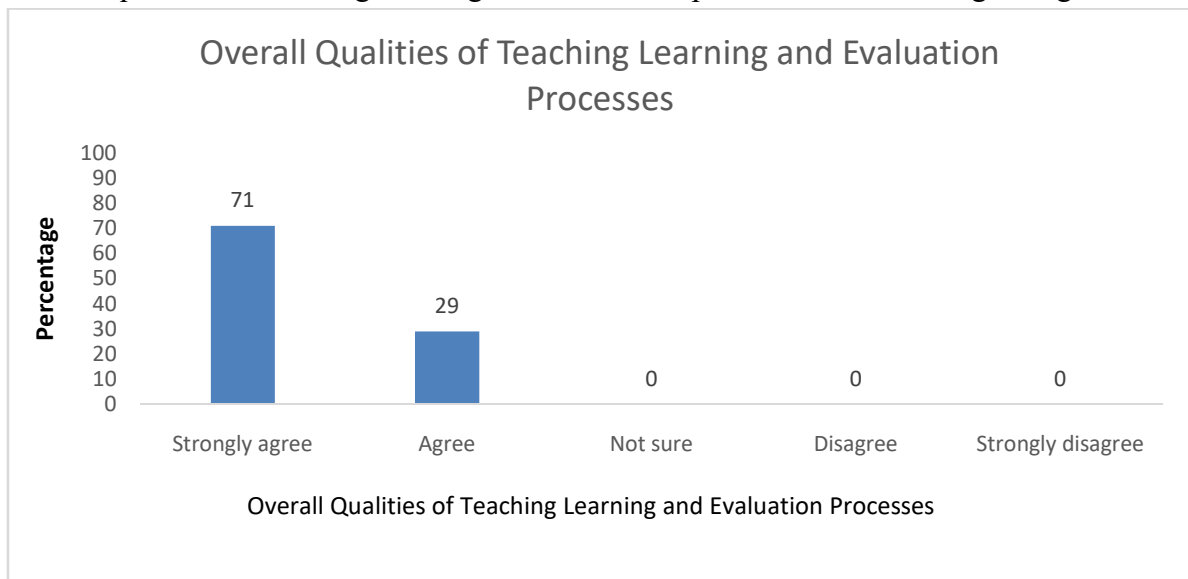


Figure 11 - Relevant and Impartial Internal Evaluation in the College

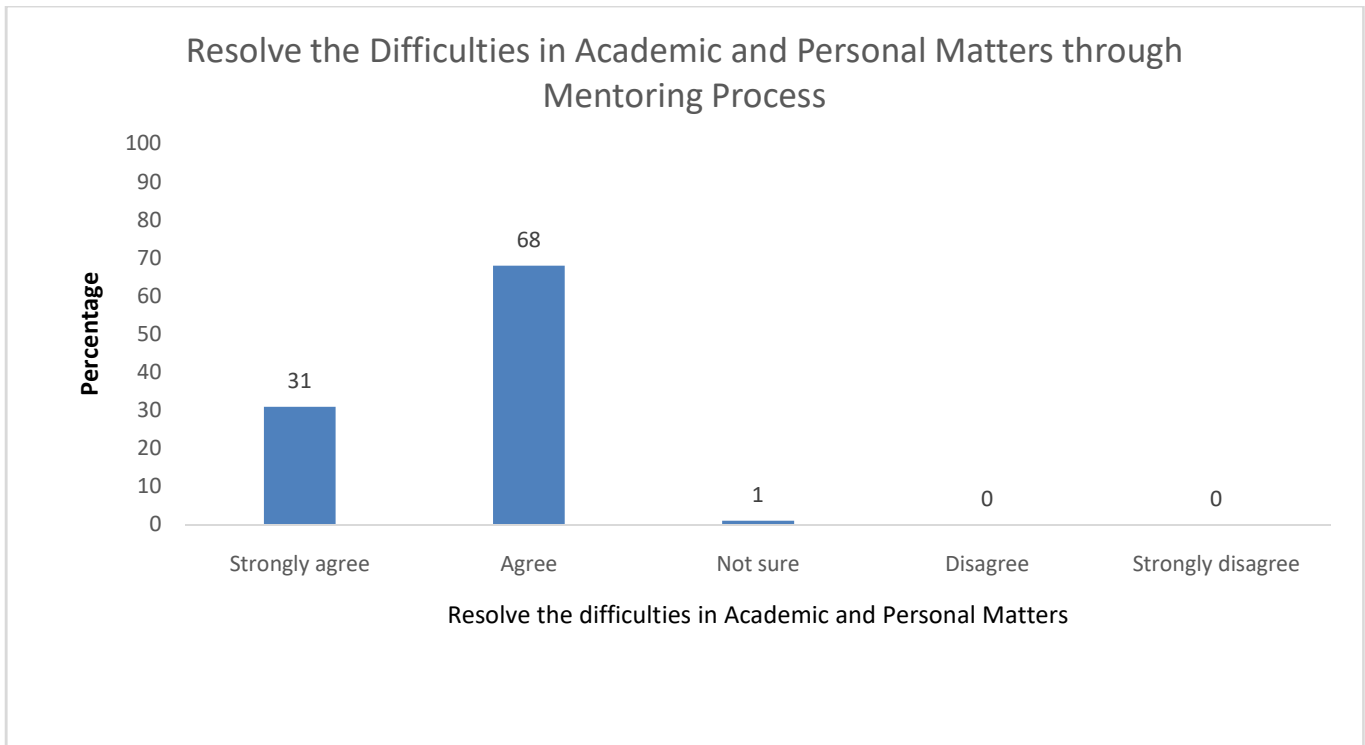
31 per cent students strongly agreed and 68 per cent students agreed that the internal evaluation in the college was relevant and impartial.

12. Overall qualities of teaching learning and Evaluation processes in the College are good?



71 per cent of students strongly agreed and 29 per cent of students agreed that overall qualities of teaching learning and evaluation process in college was good.

13. Did the mentoring process in the college help you to resolve the difficulties in academic and personal matters?



31 per cent of students strongly agreed and 68 per cent students agreed that the mentoring process was helpful in resolving the difficulties in academic and personal matters. Only 1 per cent of students were not sure regarding the mentoring process helped them in resolving the difficulties in academic and personal matters

14. Name any two significant attributes which you have learnt helped you for effective classroom teaching:

Table -1
SIGNIFICANT ATTRIBUTES LEARNED WHICH WAS HELPFUL IN
EFFECTIVE CLASSROOM TEACHING

Teaching Skills	Teaching Methods	Confidence	Personality Development	Classroom Management	Subject Understanding	Use of TLM	Communication Skill	Group Activity	Subject Mastery	Motivation
27	23	15	10	7	3	3	3	1	3	5

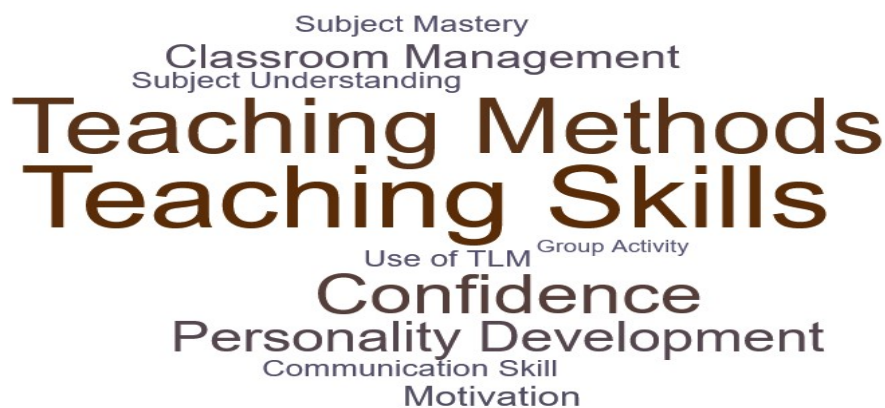


Figure 14 Two Significant Attributes Learnt for Effective Classroom Teaching

Table – 1 and Figure 14 shows the significant attributes learnt by students for effective classroom teaching were Teaching Skills (27 per cent), Teaching Methods(23 per cent), Confidence(15 per cent), Personality Development(10 per cent), Classroom Management(7 per cent), Subject Understanding(3 per cent), Use of TLM(3 per cent), Communication Skill(3 per cent), Group Activity(1 per cent), Subject Mastery(3 per cent) and Motivation(3 per cent)

15. Mention any two of your expectations from Teacher Education Programme which are fulfilled.

Table -2

EXPECTATIONS FROM TEACHER EDUCATION PROGRAMME WHICH ARE FULFILLED

Good Teacher	Skillful	Gained Confidence	Fearless	Learning Environment	Co-operation	Personality Development	Group Activity	Communication Skill	Learning Experiences	ICT skills	Wi-Fi
14	25	9	2	2	3	10	3	5	5	12	10

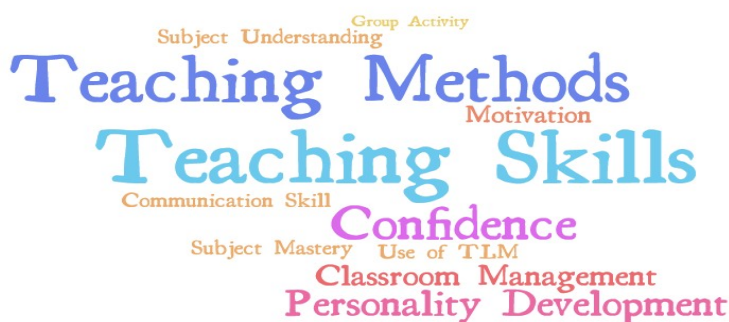


Figure 15 Expectations fulfilled from Teacher Education Programme

Table 2 and Figure 15 shows the expectation of students which were fulfilled from teacher education programme were Good Teacher (14 Per cent), Skillful (25 Per cent), Gained Confidence (9 Per cent), Fearless (2 Per cent), Learning Environment (2 Per cent), Co-operation (3 Per cent), Personality development (10 Per cent), Group activity (3 Per cent), communication skill (5 Per cent), Learning experiences (5 Per cent), ICT skills (12 Per cent) and Wi-Fi (10 Per cent).

16. Mention any two of your expectations from Teacher Education Programme which are not fulfilled

Friendliness	Skill Development	ICT friendly	Teaching Skills	Upgradation of Lab	Computer Skills	Sports	Guidance	Personality Development	Extra Curricular Activities	Time Constrain	Internet
5	6	6	5	6	10	10	8	10	10	12	12

Table 3 Expectations not fulfilled from Teacher Education Programme

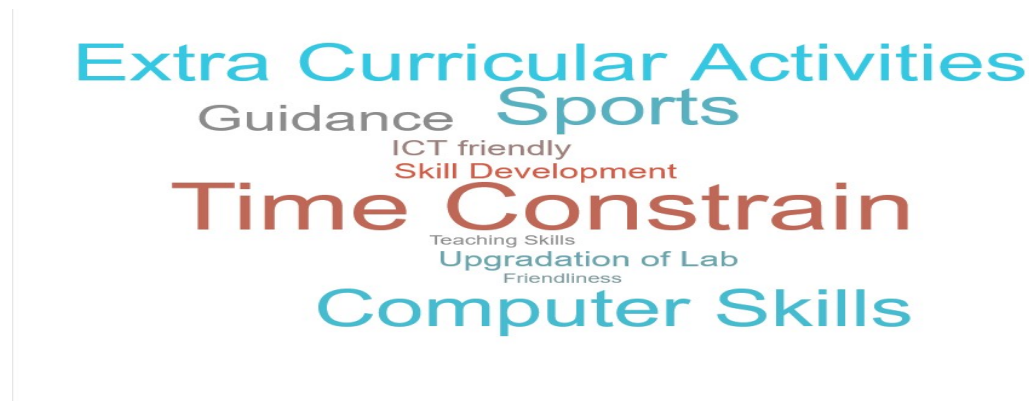


Figure 16 Expectations not fulfilled from Teacher Education Programme

Table 3 and figure 16 shows the students response on expectations not fulfilled from teacher education programme were Friendliness (5 per cent), Skill development (6 per cent), ICT friendly (6 per cent), Teaching skills (5 per cent), upgradation of lab (6 per cent), computer skills (10 per cent), sports (10 per cent), guidance (8 per cent), personality development (10 per cent), extra - curricular activities (10 per cent), time constrain (12 per cent) and Internet (12 per cent).

17. Considering all your experiences with respect to teaching- learning and evaluation process in the College how do you rate the college on a five point scale.

Figure 17 Students Rating Based on their overall experiences with respect to teaching-learning and evaluation process.

86 per cent students rated their overall teaching-learning and evaluation process experiences excellent. Whereas 13 per cent and 1 per cent rated their overall experiences as good and very poor respectively.

