

BESANT WOMEN'S COLLEGE, MANGALURU -3

IQAC

ACTION REPORT – SSS (2020-2021)

Feedback from Students Satisfaction Survey

Data was collected from the students on online classes based on following parameters:

- Curriculum coverage, teaching and learning
- Internal Assessment
- Promotion of ICT
- Mentoring process
- Programme outcomes
- Encourage extracurricular activities, Life Skills, Soft Skills, Employability skills
- Overall quality teaching learning and Evaluation process in the Institution.

When it came to online classes students reported about technical glitches due to poor network system, limitation like battery, and insufficient data.

Regarding curriculum coverage, there was a limitation felt due to poor internet coverage as result of which 79% of students were able to comprehend 70% of the syllabus. Remaining syllabus was completed through notes & e-resources shared in the WhatsApp group of the classes created for the purpose of online classes. Even though efforts were made to reach out to all the students 1.44% of the students felt that the coverage of syllabus is below 30%. 48% of the students opined that teachers prepare thoroughly for the online classes. On the whole the faculty preparation to the online classes as well as contact classes was about 92% in the scale of above 70%.

This was possible due to constant review in the meetings by the HOD and conscious efforts in the preparation for the classes by the faculty members. 81% of the students rated the faculty member's communication ability on a scale of above 70%. Faculty members were advised to take necessary measures in reaching out the study materials in simple and effective manner. The approach towards teaching was described in the blended learning in about 6.5% from the scale of above 70%. In the Covid 19 scenario, the faculty members left no stone unturned despite technical glitches and inadequate network coverage. The evaluation was conducted on the blended methods. 89% of the students opined that the evaluation process was fair on a scale of above 70%. Different techniques were used by the faculty members while assessing the performance of the students. More than 66% reported about discussion on Assignments carried out by the teachers. Normally, through the offline mode faculty express their opinion in the form of remarks. This has been communicated for improvisation and due attention in the meetings of H.O. D's and IQAC,

which was held in the respective assessment period for the review of online delivery as well as assessment.

The efforts were also made through webinars, students Internship, field visit and the opportunities were made available to the students to improve.

Based on the advice by the IQAC two associations namely Career guidance and Placement cell took up initiatives to a greater scale by providing all necessary information in addition to the roles of mentoring. Nearly 65% students expressed their opinions positively on a scale of 70% and above. Due to the continuation of lockdown during one semester, and the unstable situation, the mentors and tutors were accessible to the students through online mode to promote cognitive, social and emotional growth. Webinars were organized on these topics. As high as 72% students gave a positive note on a scale of 70% and above. This is sufficient evidence on strategies deployed the faculty. The IQAC and Principal constantly advised the faculty to take up counselling roles on various dimensions like education, lifestyle, emotion building, Goal setting, Process defining and achievement at graduate levels.

The college provided multiple opportunities to learn and grow, through programmes organized by the student council, Associations, cells and different committees which enables the development of leadership skills, soft skills and co-curricular activities. More than 80% reported their satisfaction on add on courses conducted online by Bajaj Finserv, and BACCE Academy collaborative initiatives organized offline.

Programme outcomes, Course outcomes, and domain skills have been presented during the syllabus discussions. More than 84% students know these outcomes on a scale of above 70%. To bridge the gap mentors were advised to communicate to the students the programme and course outcomes while sending notes or taking classes.

The Institution has a mentoring system in place. More than 85% gave the opinion that mentors do necessary follow-up on academics and other support services like scholarships, slow learners remedial classes, advanced learners extra guidance of procuring reference materials and peer groups learning. Further, Faculty took the initiative of promoting Benjamin Taxonomy as a pedagogy where the students are encouraged to practice moving from the low order thinking skills to higher order thinking skills i.e encouraging critical thinking through activity, examples and applications. 83% students reported positively on a scale of 70%. Deans were further informed to discuss the methodology at the HOD's meeting so as to effectively implement this method by all the faculty in order to help the students study through analysis and application of knowledge rather than by rote learning.

Identifying the strengths and weaknesses of the students, helping them to convert their weaknesses into opportunities so as to prepare them to encounter challenges and strengthening their strengths is a major concern in the college. With regard to this more than 85% of the students expressed that teachers perform this role every time to the fullest

extent on a scale 70%. It is felt that measures are to be taken to bridge the gap so as to prepare SWOT Analysis and work for effective results. Teachers also help the students to address weaknesses in studies through concentration and acquisition of new skills, and change of mindset. 86% students have given a favourable reply to teacher's assistance on the scale of 70% and above. Faculty members have been informed to address the requirements of students to overcome the weakness and help them in this regard. Identifying slow learners and providing guidance enabled the improvement of results.

Institution also makes efforts to engage students in the monitoring, review and continuous quality improvement of the teaching and learning process. Quality circles, Peer mentoring programme, Group discussions, informal lectures by the students, seminars, and case studies, Lab activities enable to achieve incremental quality enhancement. More than 82% of the students reported favorably on the teaching learning process on a scale of 70%. Faculty too coordinate these measures and promptly report the same to the HOD's. HOD's are informed to appraise the systems and to take necessary steps to promote quality initiatives. Faculty members follow the critical method of learning in the curriculum. Any programme, be it value added courses, or curriculum based courses, or experiential learning i.e activity based on participative and problem solving methodologies are used. Implementation of simulation and case study methods enabled to achieve the objectives of student centric learning. More than 84% students feel that these methodologies enhance learning experiences. In addition, homework assignment and informal lecture by the students gathered momentum for acquisition of higher order thinking skills.

Faculty encourage participation of the students in extracurricular activities. Due to COVID 19, it was not formulated exhaustively, however, with available offline classes, the Institution organized extracurricular programmes on a limited scale. Despite natural hindrances, more than 94% of the students gave a good report on a scale of 70% and above.

84% students, on a scale of above 70% reported that the various departments along with career guidance and placement cell took up the initiatives, to promote soft skills, like skills and employability skills. However, more efforts are still needed to increase the number of students get enrolled to acquire these three skills. The IQAC and Principal have informed the teachers in charge of the two cells to plan comprehensively to improve the enrollments and impart outcome based demand oriented skills.

College has sufficient IT infrastructure for Teaching and learning process. More than 71% expressed the positive opinion on a scale of 70%. ICT- tools like LCD was used during offline classes whereas multimedia served the purpose for online classes. Faculty members were informed by the Deans to increase the usage of ICT for offline classes.

On the whole 84% of the students described the overall quality of teaching and learning process as good on a scale of above 70%. There was consistency in the opinions expressed by the students on all 19 parameters listed in the survey. Despite lockdown and fear of

COVID19, the institution made an earnest effort to impart quality education to the students. Sustenance and enhancement of quality in higher education was the prime concern in the institution.

Based on the student satisfaction survey a meeting of the IQAC was convened and it was resolved that the following action plan could be adopted by the faculty to improve the results.

- Adoption of students centric teaching pedagogy, extensive use of ICT and e-resources
- Focus on experiential, hands-on exposure and skill oriented learning
- Emphasize on active listening and effective reading in students.
- To offer the necessary career guidance and extensively support the placement, in order to better the prospects of employment.
- Outreach and extension activities promoted in association with Institutions /NGO's /Panchayath
- On the whole, the core focus should be on the provision of inclusive, participative and conducive teaching learning environment for better satisfaction of the students.

Student Satisfaction Survey Report 2020-21(compiled)

Parameter	Scale	Percentage
1.How Much of the syllabus was covered in the class	85-100%	35.57
	70-84%	43.26
	55-69%	14.42
	30-54%	5.28
	0-30%	1.44
2.How well did the teachers prepare for the classes?	85-100%	37.5
	70-84%	54.8
	55-69%	6.73
	30-54%	0.96
	0-30%	0
3.How well were the teachers able to communicate	85-100%	48.07
	70-84%	33.65
	55-69%	15.38
	30-54%	2.4
	0-30%	0.48
4. The teacher's approach to Teaching can best be described as	85-100%	30.76
	70-84%	34.13
	55-69%	30.76
	30-54%	4.32
	0-30%	0
5. Fairness of the internal evaluation process by the teachers.	85-100%	47.11
	70-84%	40.86
	55-69%	8.17
	30-54%	3.36
	0-30%	0.48
6. Was your performance in assignments discussed with you?	85-100%	32.69
	70-84%	33.65
	55-69%	17.3
	30-54%	12.01
	0-30%	4.32
7. The Institute take active interest in promoting internship, student exchange, field visit opportunities for students.	85-100%	37.01
	70-84%	26.92
	55-69%	15.86
	30-54%	9.61
	0-30%	10.57
8. The teaching and mentoring process in our institution acilitates in you cognitive, Social and emotional growth.	85-100%	32.21
	70-84%	39.42
	55-69%	23.07
	30-54%	4.32
	0-30%	0.96

9. The institution provides multiple opportunities to learn and grow	85-100%	33.17
	70-84%	49.51
	55-69%	15.38
	30-54%	1.92
	0-30%	0
10. Teachers inform you about your expected competencies, course outcomes and programme outcomes.	85-100%	47.59
	70-84%	37.5
	55-69%	11.53
	30-54%	3.36
	0-30%	0
11. Your mentor does a necessary follow-up with an assigned task to you.	85-100%	49.03
	70-84%	36.05
	55-69%	10.57
	30-54%	4.32
	0-30%	0
12. The teachers illustrate the concepts through examples and applications.	85-100%	54.32
	70-84%	29.32
	55-69%	12.98
	30-54%	3.36
	0-30%	0
13. The teachers identify your strengths and encourage you by providing right level of challenges.	85-100%	40.86
	70-84%	44.71
	55-69%	6.73
	30-54%	6.73
	0-30%	0.96
14. Teachers are able to identify your weaknesses and help you to overcome them.	85-100%	40.86
	70-84%	35.57
	55-69%	14.9
	30-54%	6.25
	0-30%	2.4
15. The Institution makes effort to engage students in the monitoring, review and continuous quality improvement of the teaching learning process.	85-100%	37.5
	70-84%	45.67
	55-69%	12.01
	30-54%	4.32
	0-30%	0.48
16. The institute/ teachers use student centric methods, such as experiential learning, participative learning and problem solving methodologies for enhancing learning experiences.	85-100%	36.53
	70-84%	47.59
	55-69%	9.61
	30-54%	3.84
	0-30%	2.4
17. Teachers encourage you to participate in extracurricular activities.	85-100%	60.57
	70-84%	34.13
	55-69%	3.84
	30-54%	0.96
	0-30%	0.48

18. 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.	85-100%	50.96
	70-84%	33.17
	55-69%	10.57
	30-54%	3.84
	0-30%	1.44
19. What percentage of teachers use ICT tools such as LCD projector, Multimedia, etc. while teaching.	85-100%	31.73
	70-84%	39.9
	55-69%	16.34
	30-54%	5.76
	0-30%	6.25
20. The overall quality of teaching – learning process in your institute is very good.	85-100%	44.71
	70-84%	39.9
	55-69%	12.98
	30-54%	1.44
	0-30%	0