

## STUDENT SATISFACTION SURVEY REPORT- 2016-2017; B Ed & M Ed Batch

This report is based on the data collected from the students of GCTE belongs to both B Ed and MEd departments in the year 2016-2017 batch. The present report gives the detailed description of student satisfaction survey among students studying in GCTE. The data obtained for each question were tabulated in the following tables

### 1. Syllabus covered during the academic year

The data pertaining to this item has been presented in table 1

Table1. Percentage wise analysis of item 1

Category	N	Below 30%	30-54%	55-69%	70-84%	85-100
B Ed	45	2	4	6	8	80
M Ed	25	0	5	5	10	80

From this table it is clear that 80 percentages of the students agree that 85 to 100 % of the syllabus covered in the academic year 2016-2017.

### 2. Teacher preparation for the classes

Table: percentagewise analysis of item 2

Category	N	Won't teach at all	indifferently	poorly	satisfactorily	thoroughly
B Ed	45	nil	nil	5	75	20
M Ed	25	nil	nil	nil	80	20

From this table it is clear that 75percentages of the students agree that teacher preparation for the classes is satisfactorily in the academic year 2016-2017. 20% of the students agree that teachers thoroughly prepared for the classes. Only five percentages claim the option poor for teacher preparation

### 3. Communication ability

Table: percentagewise analysis of item 3

Category	N	Very poor communication	Generally ineffective	Just satisfactorily	Sometimes effective	Always effective
B Ed	45	nil	nil	10	25	65
M Ed	25	nil	nil	5	20	75

From this table it is clear that 65 to 75 percentages of the students agree that teacher's communication with the students and interaction between the classes is always effective in the academic year 2016-2017. 20% of the students agree that teacher's communication is effective sometimes. Only five percentages says that communication is just satisfactorily during the classes

#### 4. Teacher's approach to teaching

Table: percentagewise analysis of item 4

Category	N	Excellent	Very good	good	fair	poor
B Ed	45	30	60	10	nil	nil
M Ed	25	35	65	10	nil	nil

From this table it is clear that 30 to 35% of teachers of GCTE approach the teaching in excellent manner. 60 to 65% of the teachers approach their teaching in very good manner and 10% of them are good in teaching approach

#### 5. Fairness of the internal evaluation process

Table: percentagewise analysis of item 5

Category	N	Always fair	sometimes fair	Sometimes un fair	Always unfair	Unfair
B Ed	45	50	30	20	nil	nil
M Ed	25	60	20	20	nil	nil

From this table it is clear that 50 to 60 % students agrees that internal evaluation done by the teachers during the academic year is fair in all aspects of test. 20 to 30 % of the students agree that the test may fair at occasionally which may be due to various external and internal factors. But 20% students agree that the test conducted by the internal examiners were unfair sometimes with respect to different factors.

#### 6. Discussion of assignment performance

Table: percentagewise analysis of item 6

Category	N	Everytime	usually	occasionally	rarely	never
B Ed	45	90	5	5	nil	nil
M Ed	25	80	10	10	nil	nil

On this item most of the students in both departments agrees that teachers discuss their assignment performances after evaluation. Only 5 to 10 % students reveal that teachers usually and sometimes occasionally check their assignment and discuss with them

### 7. College initiative programmes

Table: percentagewise analysis of item 7

Category	N	regularly	often	sometimes	rarely	never
B Ed	45	80	20	nil	nil	nil
M Ed	25	80	20	nil	nil	nil

On this item 80 % of the students in both department agrees that college take initiatives for field visit, student exchange programme and internship in both first and second phase regularly in both online and offline mode. 20% of the students say that college take these initiatives often.

### 8. Teaching and mentoring process

Table: percentagewise analysis of item 8

Category	N	significantly	Very well	moderately	marginally	Not at all
B Ed	45	30	50	20	nil	nil
M Ed	25	35	50	15	nil	nil

On this item 30 to 35% of the students agree that teaching and mentoring in this college significantly facilitates student's cognitive, emotional and social growth. Half of the students agree that college teaching and mentoring helps very well and 15 to 20 % of the students agree moderately that college facilitates student's social, emotional and cognitive developments

### 9. Multiple opportunities for students

Table: percentagewise analysis of item 9

Category	N	Strongly disagree	disagree	neutral	agree	Strongly agree
B Ed	45	nil	nil	nil	20	80
M Ed	25	nil	nil	nil	20	80

On this item 80% of the students strongly agree that college provides multiple opportunities for students to learn by conducting various programmes by college as well as other organisations in both online and offline mode. Only 20 percentages agrees the

same. it indicate all students are sure about this item that college provides several opportunities for students growth .

### 10. Teachers involvement in overall development of students

Table: percentagewise analysis of item 10

Category	N	Every time	usually	occasionally	rarely	never
B Ed	45	90	10	nil	nil	nil
M Ed	25	90	10	nil	nil	nil

On this item most of the students in both departments agree that teachers clearly give the outcome of course and programmes in the beginning of the course. Teachers give clear explanation about the expected competencies of the students participates in each programme. Only 10 %students claims the option usually which also indicates the same.

### 11. Teachers follow up on assigned activities

Table: percentagewise analysis of item 11

Category	N	Every time	usually	occasionally	rarely	I don't have a mentor
B Ed	45	85	15	nil	nil	nil
M Ed	25	80	20	nil	nil	nil

On this item about 80 -85 % of students belonging to both department agree that teachers made necessary follow up for all the activities assigned in the class. Nobody says that they don't have a mentor which gives a clear idea on the follow up measures of the college.

### 12. Illustration of concepts

Table: percentagewise analysis of item 12

Category	N	Every time	usually	occasionally	rarely	never
B Ed	45	80	20	nil	nil	nil
M Ed	25	80	20	nil	nil	nil

From this table it is clear that almost all concepts are clearly illustrated by the teachers with appropriate examples and updated applications. Students from both departments agree this point as it indicates the meaningful interaction in the classroom process

### 13. Encouragement from teachers

Table: percentagewise analysis of item 13

Category	N	Fully	Reasonably	Partially	Slightly	Unable to
B Ed	45	70	20	10	nil	nil
M Ed	25	75	10	15	nil	nil

On this item about 70 to 75% of students of both departments agree that teachers identified their strengths and gave appropriate challenges every time to enhance your strengths in appropriate manner. About 10 to 15 % agree that teachers were partially identified their strength.

#### 14. Support from the teachers

Table: percentagewise analysis of item 14

Category	N	Every time	usually	occasionally	rarely	never
B Ed	45	90	10	nil	nil	nil
M Ed	25	90	10	nil	nil	nil

On this item most of the students agree that teachers of GCTE are very helpful and they find the weakness of each student during the classroom interaction activities. Teachers gave more attention to those who need help and thus students get overcome their weakness during the time period. This indicates that teachers are very helpful and helps students to overcome the hindrances in the academic and extracurricular activities of heir students.

#### 15. Continuous monitoring

Table: percentagewise analysis of item 15

Category	N	Strongly disagree	disagree	neutral	agree	Strongly agree
B Ed	45	nil	nil	nil	10	90
M Ed	25	nil	nil	nil	10	90

On this item most of the students agree that teachers were active and made continuous monitoring on the students activity one by one. After the completion teachers ask the students to review their activity, rectify the mistakes and rewrite the idea drawn from each activity whenever it is needed. This continuous reviewing help the students and teachers to increase the quality of teaching learning process

## 16. Learning experience

Table: percentagewise analysis of item 16

Category	N	To a great extent	moderate	somewhat	Very little	Not at all
B Ed	45	90	5	5	nil	nil
M Ed	25	85	5	10	nil	nil

On this item, teachers about 85 to 90% of the students agree that teachers use different methods such as experiential learning, participative or collaborative learning and problem solving method as class room interactive methods for content delivery and understanding the concept. A few percentage also agree somewhat about this statement which means that almost all contents were explained with appropriate learning methodologies

## 17. Participation in co curricular activities

Table: percentagewise analysis of item 17

Category	N	Strongly disagree	disagree	neutral	agree	Strongly agree
B Ed	45	nil	nil	nil	20	80
M Ed	25	nil	nil	10	10	80

From this table it is clear that about 80 percentages of students agree that teachers encourage them to participate in co curricular activities along with their studies. About 10%of students in M Ed department do not respond to this statement and remaining all are agree with the statement which indicate that the full support of teachers in coc curricular activity conduction and participation

## 18. Soft skill development

Table: percentagewise analysis of item 18

Category	N	To a great extent	moderate	somewhat	Very little	Not at all
B Ed	45	90	10	nil	nil	nil
M Ed	25	85	15	nil	nil	nil

From this it is clear that 90% of students are in favour of the statement that teachers take effort to inculcate soft skills, life skills and employability skills which make the students ready to work after the course.

## 19. Usage of ICT

Table: percentagewise analysis of item 19

Category	N	Below 30%	30-49%	50-69%	70-89%	Above 90%
B Ed	45	nil	nil	nil	10	90
M Ed	25	nil	nil	nil	20	80

From this it is clear that 80 to 90% of students are in favour of the statement that teachers use different ICT enabled tools during the teaching learning process in both offline and online classes. During this pandemic situation online teaching require ICT enabled tools for teaching and evaluation. From this it is clear that usage of ICT enabled tools are commonly used in the classroom by the teachers.

## 20. Overall Quality of Teaching Learning Process

Table: percentagewise analysis of item 20

Category	N	Strongly disagree	disagree	neutral	agree	Strongly agree
B Ed	45	nil	nil	nil	10	90
M Ed	25	nil	nil	nil	10	90

From this it is clear that 80 to 90% of students are in favour of the statement that the overall quality of teaching learning process of GCTE is very good. Nobody disagree or neutral to this statement which indicate that there is a high quality is maintained in teaching process throughout the academic year

## 21. Effort of optional teachers

Table: percentagewise analysis of item 21

Category	N	To a great extent	moderate	somewhat	little	Very little
B Ed	45	90	10	nil	nil	nil
M Ed	25	90	10	nil	nil	nil

From this it is clear that 90% of students are in favour of the statement that efforts of optional teachers for effective transaction of curriculum and related works are efficient. There are different optional subjects in both departments. The overall percentage indicates that each of the optional teachers is very effective in transaction of curriculum to

their students. This indicates that there is highly competitive environment in curricular and co curricular activities among the students in various departments during this academic year.

## 22. Effort of General teachers

Table: percentagewise analysis of item 22

Category	N	To a great extent	moderate	somewhat	little	Very little
B Ed	45	80	20	nil	nil	nil
M Ed	25	80	20	nil	nil	nil

From this it is clear that 80% of students in both departments are in favour of the statement that efforts of general teachers for effective transaction of curriculum and related works are efficient. There are three different general papers in both departments. The overall percentage indicates that each of the general teachers is very effective in transaction of curriculum to their students.

## 23. Suggestions/observations to improve the teaching – learning experience

Seventy students in GCTE from both B Ed and M Ed departments were participated in this satisfaction survey. The last question of this survey is the suggestion made by students to improve the teaching learning experiences among both departments. The important suggestions were related to the following area includes invitation of scholars from other universities for once in a month for talk in each subject according to priority. To avoid frequent repairing of ICT enabled devices which may affect the teaching learning process. Enhance the students exchange programme with other universities to enrich them in all aspects of education. Network twinning is required in elaborative manner so as to obtain data from all over the world. Emphasis should be given on wi-fi campus so that students may use more and more e-learning material in their teaching-learning process.

  
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