Parvatibai Chowgule College of Arts and Science
(Autonomous)
Accredited by NAAC with Grade 'A' (CGPA Score 3.41 on a 4 Point Scale)
Best affiliated College-Goa University Silver Jubilee Year Award

REPORT ON THE STUDENT SATISFACTION SURVEY (SSS)
ACADEMIC YEAR: 2019-2020

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1.INTRODUCTION

ParvatibaiChowgule College of Arts and Science, (Autonomous) conducted the Students' Satisfaction Survey (SSS) for the Academic Year (2019-2020) from 13th July, 2020 to 25th August, 2020.

1.1 Objective:

For the NAAC AQAR (2019-2020), Students Satisfaction Survey (SSS) was conducted among the students of the college. The objective of SSS was to measure the student's level of satisfaction on their experiences with ParvatibaiChowgule College of Arts and Science, (Autonomous).

Overall, there were 20 questions that students had to answer. The questions in the SSS followed the guidelines specified by NAAC. A student had to respond to all the questions without revealing his/her identity. Being in the midst of a global pandemic, this survey also included questions to assess the methods and means adopted by the college during the pandemic towards its Teaching Learning and Evaluation process.

The questions were divided into four major categories:

1) Assessment of the Teaching Learning Process.
2) Assessment of the Evaluation Process.
3) Assessment of the Mechanisms in place for overall growth of students.
4) Assessment of the efforts made during the global pandemic.

1.2 Survey Methodology

ParvatibaiChowgule College of Arts and Science, (Autonomous) conducted the Students' Satisfaction Survey (SSS) for the Academic Year (2019-2020) from 13th July, 2020 to 25th August, 2020.

The survey covered all active students across various Undergraduate and Postgraduate programmes run by the College. All students of the College enrolled currently in the Institution where required to complete the Student Satisfaction Survey (SSS) form on-line via a Google Form link that was shared with all the students via their official college e-mail id. The survey responses from 198 students (Figure 1& Table 1) were electronically tabulated for analysis and for continual improvement to processes and systems.

II. ANALYSIS

The results obtained were analysed to get an overview of the strengths and weaknesses based on focus areas. Parameters pertaining to course content and relevance, Teaching-Learning-Evaluation and Academic Support (including during the pandemic) were analysed for satisfaction rate amongst the students.

ANALYSIS OF THE FEEDBACK SSS 2019-2020		
PARAMETER	**FEEDBACK POINTERS**	**ANALYSIS (percentage)**
A) Assessment of the TLP	1.The Syllabus of the Courses is Relevant.	98% Agree
	2. Teachers Communicate the Course Objectives, Course Outcomes and Programme Outcomes.	88.40% Communicated COs, etc.
	3.How well were the Teachers able to Communicate?	86.90% Effectiveness
	4.How well did the Teachers prepare for Classes?	86.80% Good level of Preparedness
	5.The Teachers Illustrate Concepts through Examples and Other Means.	85.30% Illustrated through examples and other means
	6.Teachers use Student Centric Methods of Teaching-Learning (For e.g. Experiential Learning / Participative Learning / Problem Solving / Flipped Learning / Assignment Writing/ Presentations or Any Other Method).	88.40% Usage of student centric T-L-E Modes
B) Assessment of the Evaluation Process	7.For Fairness of Internal Evaluation Teachers Display/Share the clear Rubrics/Marking System.	83.80% Share fair evaluations with rubrics
	8. Are the Marks obtained at the Assessments shared by the Teachers with you?	89.90% Teachers share assessment marks with students
C) Assessment of mechanisms in place of overall growth of the students	9.The Teachers provide Academic support, Activities and Assistance that aid the Teaching-Learning process.	82.80% Teachers provide Support
	10.The College / Teachers take active interest in promoting Internships, Student Exchange, Field Opportunities.	91.40% Interest Shown by College/Teachers

	11.There are ample Opportunities and Activities provided for students to Participate, Learn and Develop Personality through the various Activities, Events, Clubs, etc. conducted by the College/Department.	77.30% Students agree that opportunities are provided
	12. Efforts made by College / Teacher to inculcate Soft Skills/ Life Skills/Employability Skills.	70.80% Agree that efforts are made in this respect
	13.Teaching and Mentoring process in the College facilitates your overall growth (i.e Cognitive, Social and Emotional growth).	70.70% Agree that the College facilitates overall growth
	14.Your college Mentor has regular meetings with you?	64.10% Agree that there are regular meetings conducted
	15.Feedback of the Courses and Faculty is obtained from Students.	80.30% Agree that feedback is obtained wrt course and faculty
	16.The overall Quality of Teaching-Learning Processes at your College is very good.	79.30% Good Feedback
D)Efforts made during the Pandemic	17. Which of the following aspects of Online Learning undertaken by the Teachers during the lock-down would you like to see carried forward until the College reopens?	32.30%: Students refer Pre-recorded sessions 30.80%: Students prefer Online Assessments 24.70%: Students Prefer Online Live lectures.
	18.The Counselling specifically provided during the lock-down was Consistent and Helpful.	71.70% Students felt that the counselling provided during lockdown was consistent and helpful.

Subjective Questions	19. Discuss some Issues/Barriers/Problems faced wrt the Online Teaching and Home Learning experience during the lock-down period.	Poor or no access to internet is one of the main issues that students faced during lockdown period. (Figures 20 A– D)
	20. Give Three Suggestions to Improve Overall Teaching-Learning Experience in the College.	Listed in Section III of this report. (Figures 21 A-F)

2.1 ASSESSMENT OF THE TEACHING LEARNING PROCESS:

The advantage of an autonomous college is the swiftness with which its curriculum can be updated as per the need of the stakeholders namely the industry. The stakeholders' needs are then translated into Programme Outcomes (POs), Programme Specific Outcomes (PSOs) and Course Outcomes (COs). Subsequently, they are also communicated to the students during the respective courses to raise the expectation level of the students to the courses they have enrolled into. The efforts made by the college in order to have a relevant curriculum is reassured by the students. Nearly all participants (98%, Figure 1 & 2) have shown confidence in the syllabus of their respective courses and are well aware of the outcome-based framework.

The relevance of the Syllabus was further analyzed programme-wise (Figure 2A). It was observed that 80 out of 81 respondents in BA, 92 out of 94 respondents in BSc, 6 out of 6 respondents in MSc, 12 out 12 respondents in MA and 4 out of 5 respondents in other PG programmes found the syllabus in the respective programmes relevant.

However, a well-designed content is only half the job. The other half is the delivery of that content. Here too the participants have appreciated the teachers for effectively communicating the content in 87% cases (Figure 3 & 4) above satisfactory level. Communication can only be effective when the teachers are well prepared, nearly 98% responses (Figure 5) pointing toward satisfactory and above satisfactory level of preparation with 85% (Figure 6) times well equipped to illustrate the concepts with the help of examples and other means.

The assessment also shows that teaching learning pedagogies have shown significant innovation. Some of the innovative methods used, were appreciated by the participants like Experiential Learning, Participative Learning, Problem Solving approach, Flipped Classroom and Assignment Writing to name a few (Figure 7).
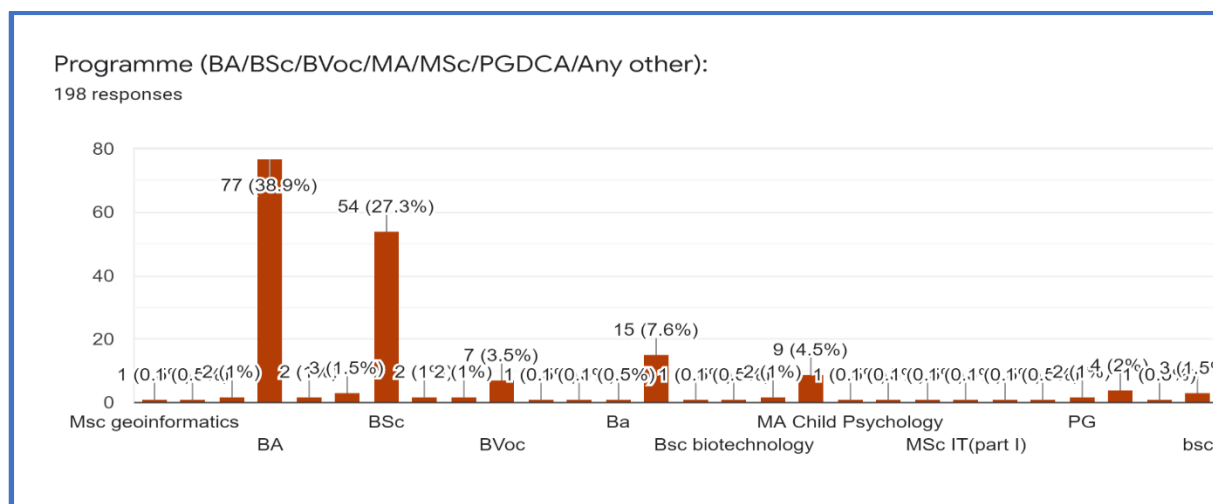
Figure 1: Programme (BA/BSc/BVoc/MA/MSc/PGDCA/Any Other).

Programme	Number of Students who answered the SSS
BA	81
B.Sc	81
B.Voc	13
PG	23
TOTAL	198

Table 1: Programme Wise Breakup

MAIN QUESTIONS ASKED DURING THE SURVEY
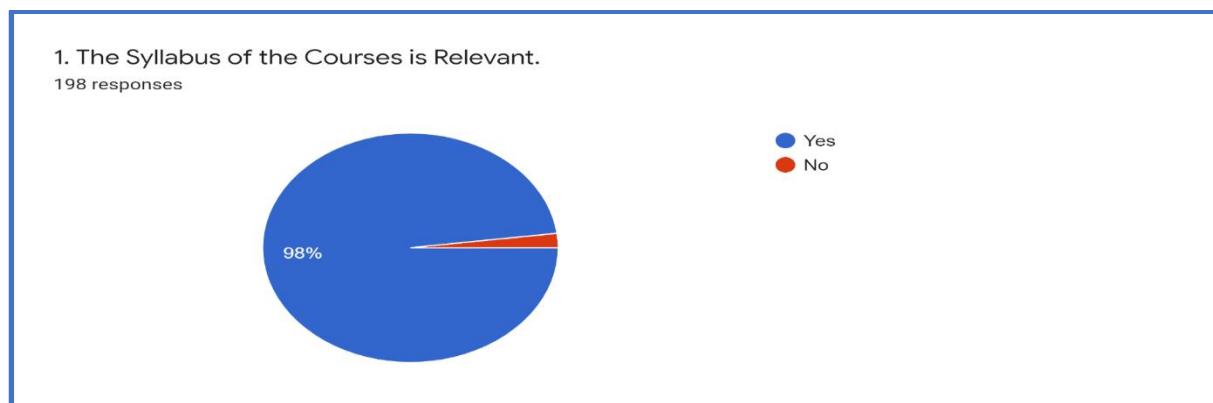
Figure 2A: The Syllabus of the Course.

1. The Syllabus of the Courses is Relevant.

	BA	BSc	MSc	MA	PG
NO	1	2	0	0	1
YES	80	92	6	12	4
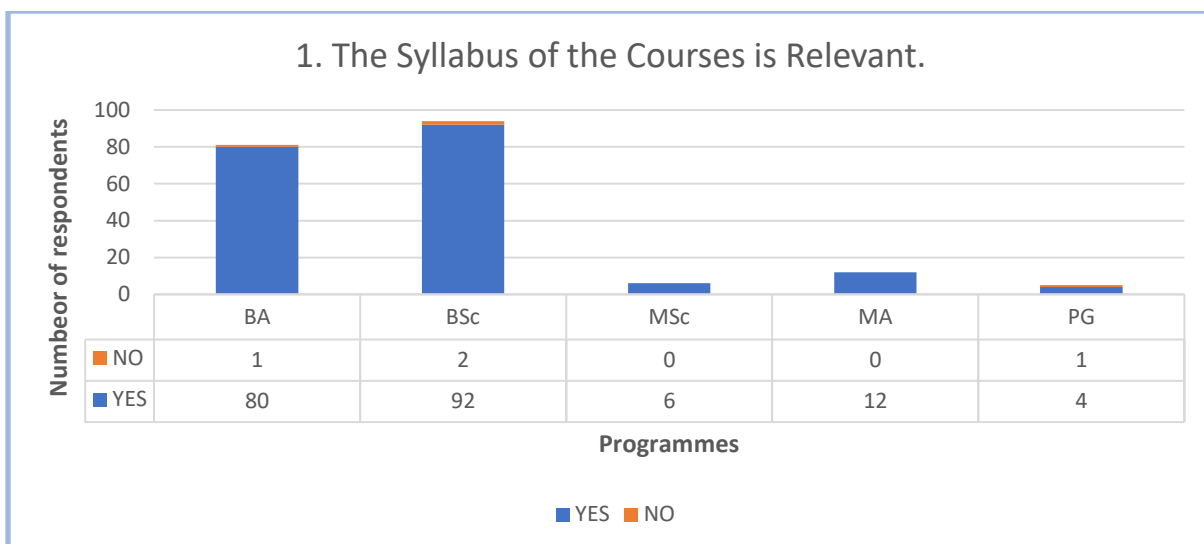
Figure 2B: Relevance of the Syllabus programme-wise

2. Teachers Communicate the Course Objectives, Course Outcomes and Programme Outcomes.

198 responses

- 0) Never
- 1) Rarely
- 2) Occasionally
- 3) Usually
- 4) Always

46.5%
41.9%
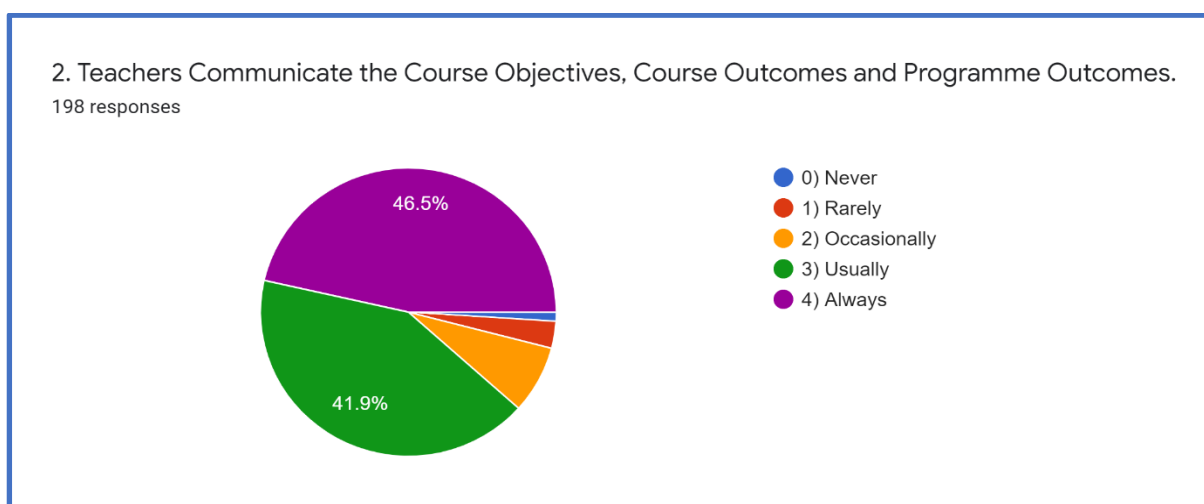
Figure 3: Teachers Communicate the Course objectives, Course outcomes and programme Outcomes.
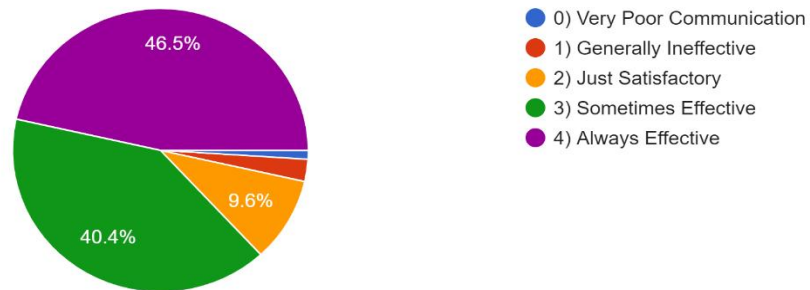
Figure 4: How well were the Teachers able to communicate.
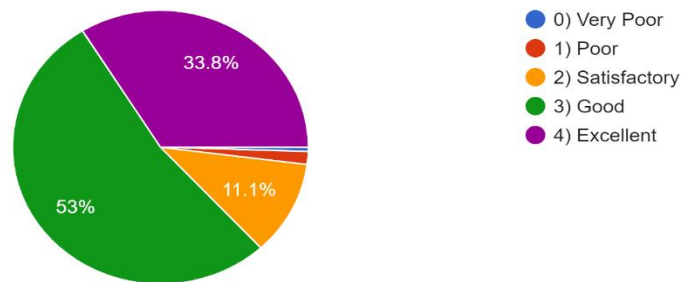
Figure 5: How well did the teachers prepare for classes.
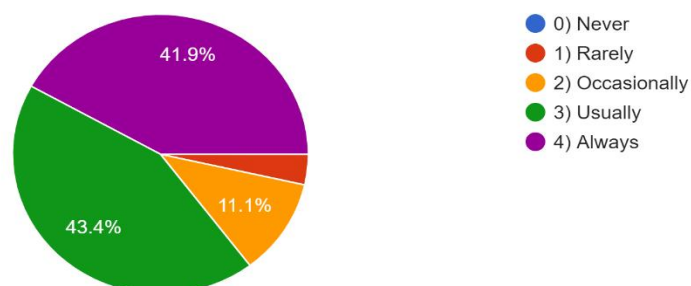
Figure 6: The Teachers illustrate Concepts through examples and other means.

6. Teachers use Student Centric Methods of Teaching-Learning (For e.g. Experiential Learning / Participative Learning / Problem Solving / Flipped...ment Writing/ Presentations or Any Other Method).
198 responses

- 0) Never
- 1) Rarely
- 2) Occasionaly
- 3) Usually
- 4) Always

Figure 7: Teachers use student centric methods of teaching-learning.

2.2 ASSESSMENT OF THE EVALUATION PROCESS:

The College has practiced a time bound and fair policy of evaluation. Each Continuous Assessments (CAs) are being conducted in a different mode. The evaluation modes, pattern of questions, and allocation of marks are made known to the students at the beginning of the course and also as and when necessary. Depending on the mode of assessment, evaluated answer scripts of written exams are shown to the students usually within a week. Marks of MCQ based assessments are made known to them almost immediately. Most of the teachers are now using Google Classroom features to set MCQ based questions where the marks obtained are immediately available to the students and feedback is also discussed by the respective faculty. Such practices ensure fairness in evaluation and provide feedback to the students. This has reflected in the SSS survey. Above 90% participants (Figure 8 & 9) have reaffirmed that the evaluation process have been fair and appropriate.

7. For Fairness of Internal Evaluation Teachers Display/Share the clear Rubrics/ Marking System.
198 responses

- 0) Never
- 1) Rarely
- 2) Occasionally
- 3) Usually
- 4) Always

Figure 8: For Fairness of Internal Evaluation Teachers Display/ Share the clear Rubrics/Marking System .
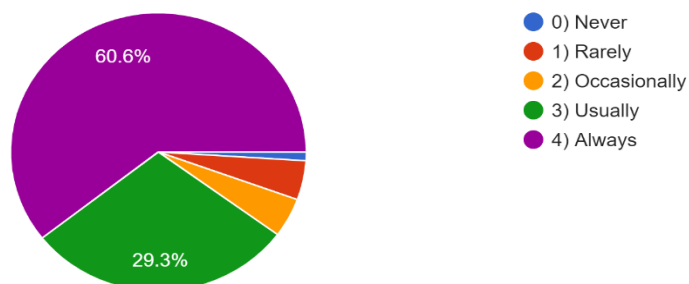
Figure 9: Marks obtained at the assessments shared by the teachers with the students.

2.3 ASSESSMENT OF MECHANISMS IN PLACE FOR OVERALL GROWTH OF THE STUDENTS:

Students of the college are required to complete a certain hour of internship knowing that they learn more while working in real life situations of the corporate and other working environments. Internship also improves the employability of the graduates and postgraduates. In some of the programmes, e.g. MSc IT an entire semester is devoted to student's internship. Students have been offered jobs in the same organisations after completing their internship.

In spite of the lockdown, closure of organisations and restriction of movements, students have overcome the challenges and carried out their internship adapting to changing scenario. A number of students took internships to contribute to the college by undertaking assignments that could be done from home. A few such students developed software applications for the college, working from home under the supervision of faculty members. Efforts made by the college toward internships of the students have been reflected in the survey. Nearly 90% of participants (Figure 11) have expressed more than satisfaction toward Internships guidance, Students exchange and field opportunities.

The other avenues for overall growth being participating and organising various events. Students have largely expressed satisfaction over the avenues and opportunities provided to them by their respective departments (Figure 12 and 13).

Mentoring is one other mechanism in place to remove the barriers in teaching learning process. In spite of a well-placed and documented process of mentoring the meeting between mentor and mentee needs improvement. About 35% (Figure 14 &15) of the participants have expressed such need for improvement.

Further the resource centre/Library and internet connectivity and availability of Wi-Fi require improvement based on the survey.
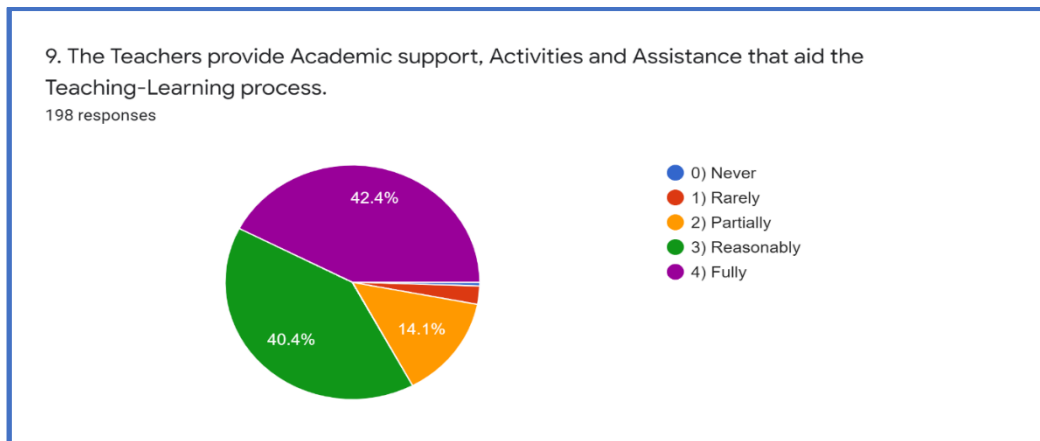
Figure 10: The Teachers provide Academic support, Activities and assistance that aid the Teaching-Learning Process.
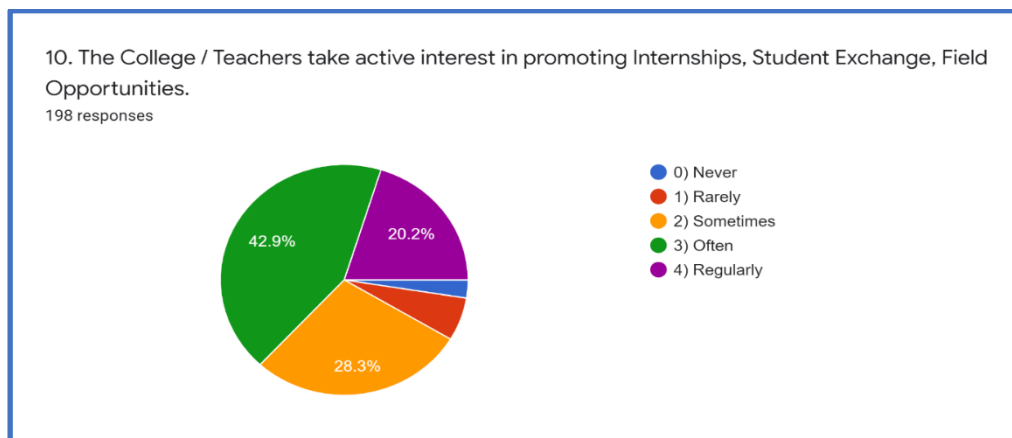
Figure 11: College or Teachers taking active interest in promoting Internships, student Exchange and field opportunities.
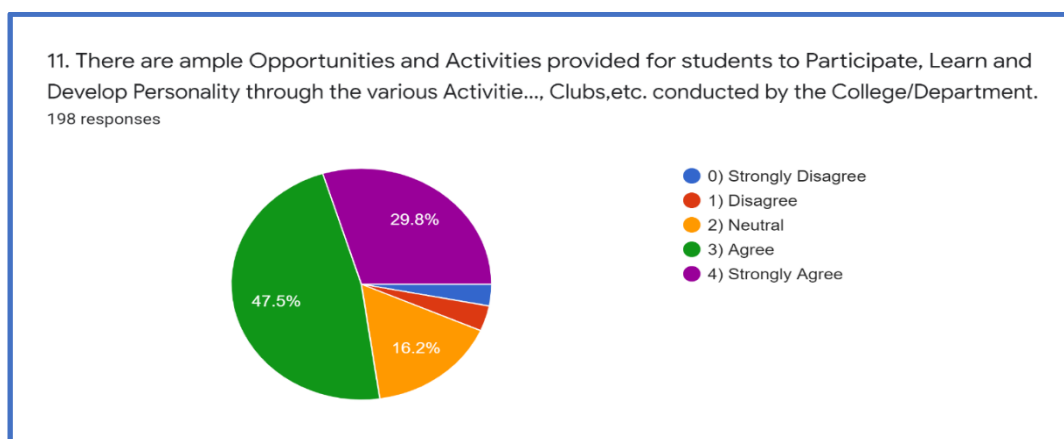
Figure 12: Ample opportunities and activities provided for students to participate, learn and Develop personality through the various activity clubs conducted by the college/Department.
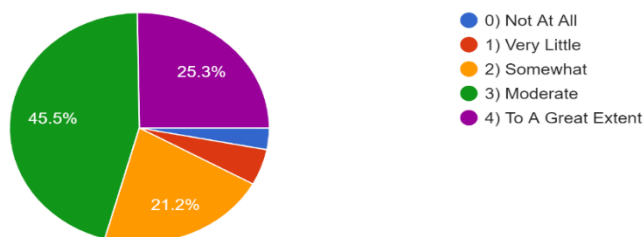
Figure 13: Efforts made by the College/Teacher to inculcate soft skills/ Life skills/ Employability skills.
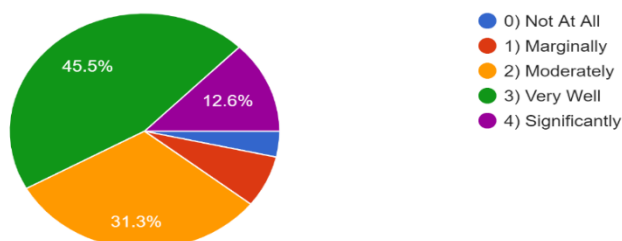
Figure 14: Teaching and mentoring process in the College facilitates your overall growth.
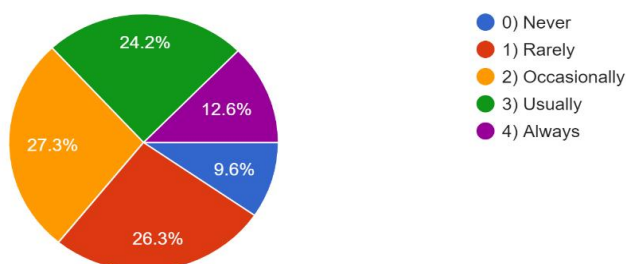
Figure 15: The College Mentor has regular meetings with the student.

2.4 ASSESSMENT OF THE EFFORTS MADE DURING GLOBAL PANDEMIC:

The College swung into action and put a number of efforts to continue the teaching learning processes even during lockdown. Students continued to interact with their teachers and classmates through Chowgules Learn Anytime Anyplace (CLAAP) initiative which is a

Learning Management System(LMS) like Moodle/Google Classroom that is used by the College. Other technology platforms like Google drive and messaging services were also used to facilitate this process. Evaluation mechanisms such as hybrid mode of teaching and learning were also put in place to meet the challenges. Faculty members recorded their classes and uploaded the same on the Internet for students to benefit. The participants have largely appreciated these efforts (Figure 17 & 18).

The major issue in regard to these efforts have been internet connectivity for students to join online interaction or even go through recorded content (Refer to Figures 20 A – D). However, a number of participants have suggested uploading the recorded content as a preferable solution to students being not able to join online classes. Under these circumstances' teachers have adapted to hybrid mode, where online classes are conducted and also the video recording of the same classes are provided to the student for viewing at a time and location of their own convenience.
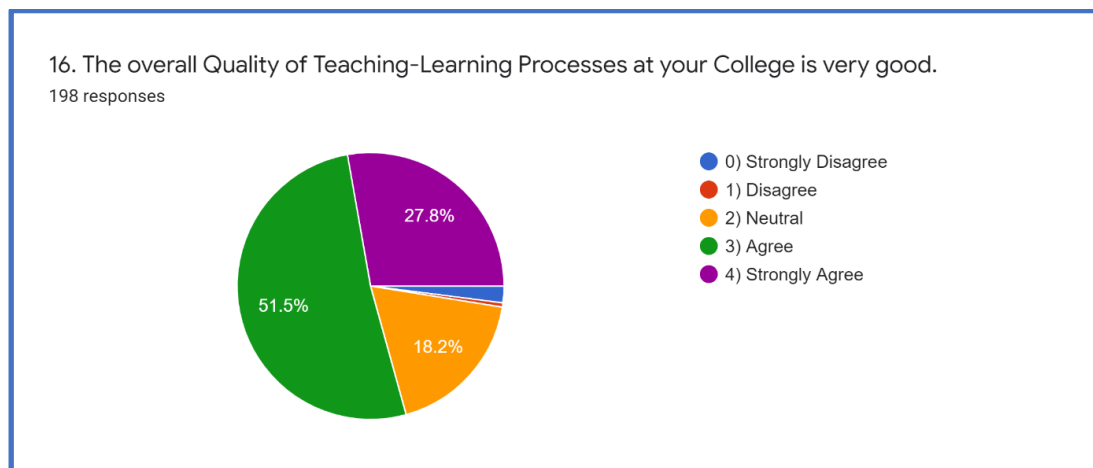
Figure 17: The overall quality of Teaching-Learning processes at the college.
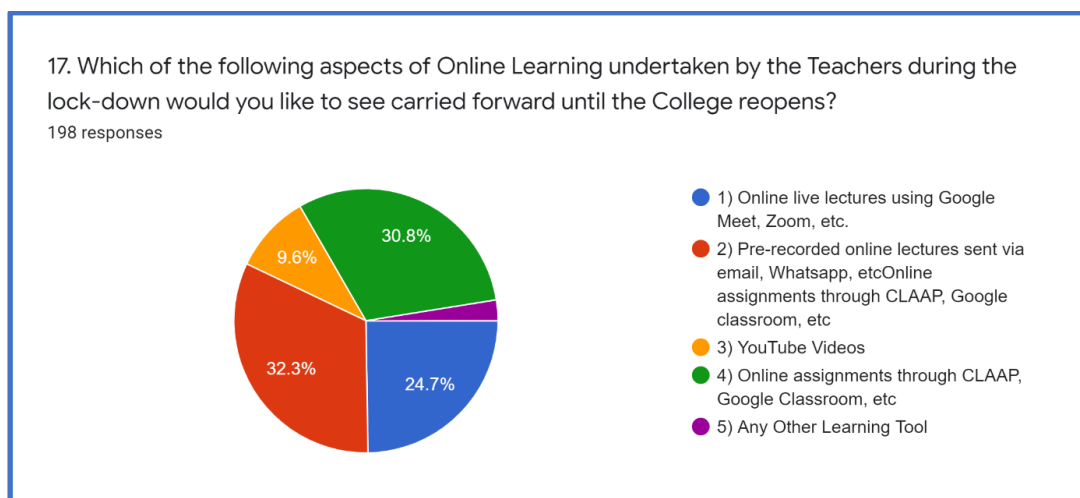
Figure 18: The following aspects of online learning undertaken by the teachers during the lockdown where students would like to see carried forward until the college reopens.
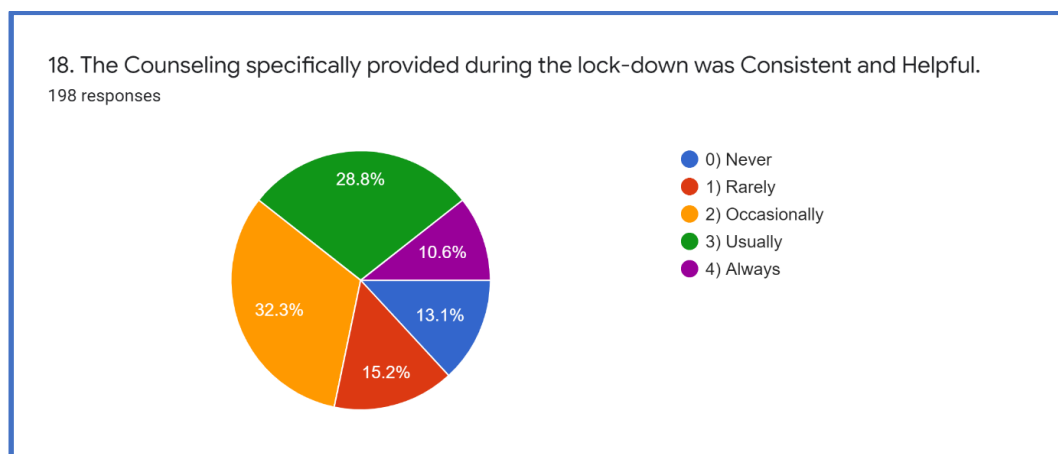
Figure 19: The Counseling specifically provided during the lock-down was consistent and helpful.

III.CONCLUDING REMARKS:

As a whole the Students Satisfaction Survey (2019-2020) have reaffirmed many initiatives taken by the College in recent years by agreeing or strongly agreeing in nearly 80% cases (Figure 16) with the teaching learning process to be of very good quality, while also highlighting areas of improvements (See Figures 21 A-F) that will better enable the College in attaining its goal to become a centre of excellence.
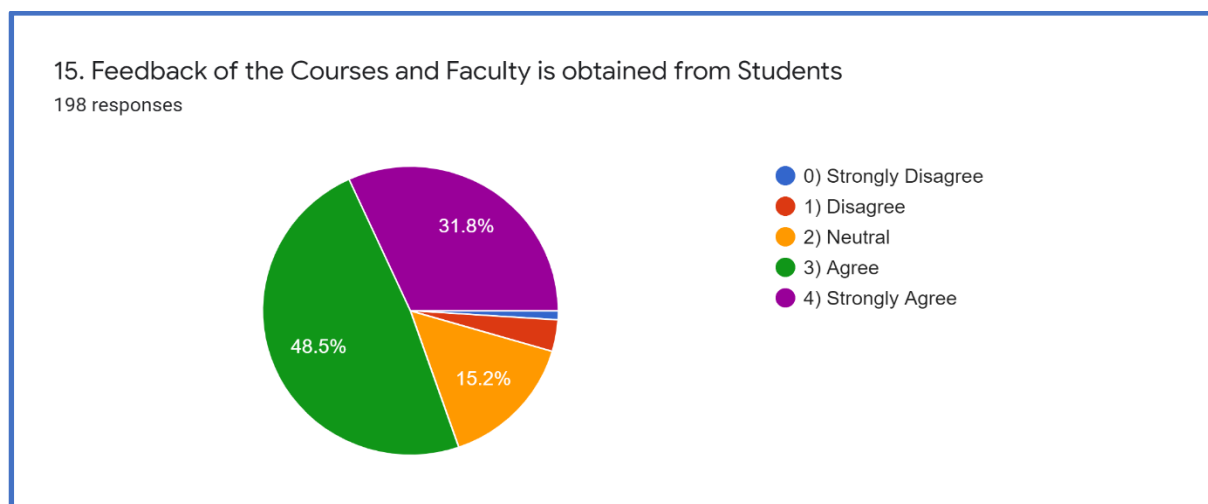
Figure 16: Feedback of the Courses and Faculty is obtained from students.

The SSS has also pointed out few grey areas where the college/ teachers/ departments do have scope for enhancement in quality of education(Refer Figures 21 A - F). The three important suggestions are as summarised as follows:

(1) Library:
Majority of the Students felt that they should be allowed to go to the library, sit and read books there. Most of the First Year (FY) students felt that the library system in the college doesn't permit them to visit and read books. They feel that this rather promotes them to sit idle and waste time. Strong demand to make the library more accessible to the students.

(2) College Timing:

Students suggested that college needs to provide lecture schedule without long gap between successive lectures. They did not like lectures to be conducted late in the evening, full day and stated that lectures at the time of lunch should be avoided.

(3) Infrastructure:

Students commented on not getting good internet connectivity on campus. They suggested to have better cyber facilities (computers/internet connectivity) on campus and inside the classroom to complete online work in college with required software's pre-installed wherever necessary They mentioned that classrooms be provided with working projectors and screens.

Fig 20 A: Issues/Barriers/Problems faced wrt Online Teaching during the lockdown period

Fig 20 B: Issues/Barriers/Problems faced wrt Online Teaching during the lockdown period

Fig 20 C: Issues/Barriers/Problems faced wrt Online Teaching during the lockdown period

Fig 20 D: Issues/Barriers/Problems faced wrt Online Teaching during the lockdown period

Fig 21 A: Suggestions for Improvement

Fig 21 B: Suggestions for Improvement

Fig 21 C: Suggestions for Improvement

Fig 21 D: Suggestions for Improvement

Fig 21 E: Suggestions for Improvement


Fig 21 F: Suggestions for Improvement

Fig 21 G: Suggestions for Improvement

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Dr.(Ms).SameenaFalleiro
Co-ordinator Criteria – II (NAAC/AQAR)

Dr.(Ms).ShailaGhanti
Officiating Principal

Dated:

APPENDIX -I

Google Form of the SSS 2019-2020.

PARVATIBAI CHOWGULE COLLEGE OF ARTS & SCIENCE (Autonomous) : STUDENT'S SATISFACTION SURVEY (SSS) 2019-20

ALL Students of FYBA/BSc, SYBA/BSc,TYBA/BSC as well as PG Courses are requested to kindly fill in this SSS form regarding Teaching Learning Processes of Chowgule College.
* Required

Skip to question I Skip to question I

Student Information

1.   Name of The Student:

    _____

2.   Programme (BA/BSc/BVoc/MA/MSc/PGDCA/Any other): *

    _____

3.   Class (FY/SY/TY/ Part I/Part II / Semester I/ Semester II): *

    _____

4.   Department Name: *

    _____

5.   1. The Syllabus of the Courses is Relevant. *

    Mark only one oval.

    ◯ Yes

    ◯ No

6. 2. Teachers Communicate the Course Objectives, Course Outcomes and Programme Outcomes. *

Mark only one oval.

- ( ) 0) Never
- ( ) 1) Rarely
- ( ) 2) Occasionally
- ( ) 3) Usually
- ( ) 4) Always

7. 3. How well were the Teachers able to Communicate? *

Mark only one oval.

- ( ) 0) Very Poor Communication
- ( ) 1) Generally Ineffective
- ( ) 2) Just Satisfactory
- ( ) 3) Sometimes Effective
- ( ) 4) Always Effective

8. 4.How well did the Teachers prepare for Classes? *

Mark only one oval.

- ( ) 0) Very Poor
- ( ) 1) Poor
- ( ) 2) Satisfactory
- ( ) 3) Good
- ( ) 4) Excellent

9. 5. The Teachers Illustrate Concepts through Examples and Other Means. *

Mark only one oval.

( ) 0) Never

( ) 1) Rarely

( ) 2) Occasionally

( ) 3) Usually

( ) 4) Always

10. 6. Teachers use Student Centric Methods of Teaching-Learning (For e.g. Experiential Learning / Participative Learning / Problem Solving / Flipped Learning / Assignment Writing/ Presentations or Any Other Method). *

Mark only one oval.

( ) 0) Never

( ) 1) Rarely

( ) 2) Occasionaly

( ) 3) Usually

( ) 4) Always

11. 7. For Fairness of Internal Evaluation Teachers Display/Share the clear Rubrics/ Marking System. *

Mark only one oval.

( ) 0) Never

( ) 1) Rarely

( ) 2) Occasionally

( ) 3) Usually

( ) 4) Always

12. 8. Are the Marks obtained at the Assessments shared by the Teachers with you? *

Mark only one oval.

( ) 0) Never

( ) 1) Rarely

( ) 2) Occasionally

( ) 3) Usually

( ) 4) Always

13. 9. The Teachers provide Academic support, Activities and Assistance that aid the Teaching-Learning process. *

Mark only one oval.

( ) 0) Never

( ) 1) Rarely

( ) 2) Partially

( ) 3) Reasonably

( ) 4) Fully

14. 10. The College / Teachers take active interest in promoting Internships, Student Exchange, Field Opportunities. *

Mark only one oval.

( ) 0) Never

( ) 1) Rarely

( ) 2) Sometimes

( ) 3) Often

( ) 4) Regularly

15.   11. There are ample Opportunities and Activities provided for students to Participate, Learn and Develop Personality through the various Activities, Events, Clubs,etc. conducted by the College/Department. *

Mark only one oval.

○ 0) Strongly Disagree

○ 1) Disagree

○ 2) Neutral

○ 3) Agree

○ 4) Strongly Agree

16.   12. Efforts made by College / Teacher to inculcate Soft Skills/ Life Skills/ Employability Skills? *

Mark only one oval.

○ 0) Not At All

○ 1) Very Little

○ 2) Somewhat

○ 3) Moderate

○ 4) To A Great Extent

17.   13. Teaching and Mentoring process in the College facilitates your overall growth (i.e Cognitive, Social and Emotional growth). *

Mark only one oval.

○ 0) Not At All

○ 1) Marginally

○ 2) Moderately

○ 3) Very Well

○ 4) Significantly

18.   14. Your college Mentor has regular meetings with you? *

Mark only one oval.

( ) 0) Never

( ) 1) Rarely

( ) 2) Occasionally

( ) 3) Usually

( ) 4) Always

19.   15. Feedback of the Courses and Faculty is obtained from Students *

Mark only one oval.

( ) 0) Strongly Disagree

( ) 1) Disagree

( ) 2) Neutral

( ) 3) Agree

( ) 4) Strongly Agree

20.   16. The overall Quality of Teaching-Learning Processes at your College is very good. *

Mark only one oval.

( ) 0) Strongly Disagree

( ) 1) Disagree

( ) 2) Neutral

( ) 3) Agree

( ) 4) Strongly Agree

21. 17. Which of the following aspects of Online Learning undertaken by the Teachers during the lock-down would you like to see carried forward until the College reopens? *

Mark only one oval.

( ) 1) Online live lectures using Google Meet, Zoom, etc.

( ) 2) Pre-recorded online lectures sent via email, Whatsapp, etcOnline assignments through CLAAP, Google classroom, etc

( ) 3) YouTube Videos

( ) 4) Online assignments through CLAAP, Google Classroom, etc

( ) 5) Any Other Learning Tool

22. 18. The Counseling specifically provided during the lock-down was Consistent and Helpful. *

Mark only one oval.

( ) 0) Never

( ) 1) Rarely

( ) 2) Occasionally

( ) 3) Usually

( ) 4) Always

23. 19. Discuss some Issues/Barriers/Problems faced wrt the Online Teaching and Home Learning experience during the lock-down period. *

_____

_____

_____

_____

_____

24. 20. Give Three Suggestions to Improve Overall Teaching-Learning Experience in the College. *

_____

_____

_____

_____

_____

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