Government College of Teacher Education, Kozhikode
Re – Accredited with 'A' Grade by NAAC

Student Satisfaction Survey Report of B. Ed and M. Ed 2020– 2021 batch

Report of Student Satisfaction Survey of B. Ed and M. Ed programmes is based on the data collected from the students of our institution during the academic year 2020 – 2021. The data obtained for each item is tabulated in the following tables 1 to 20.

1. How much of the Syllabus was covered in the class?

   The data pertaining to this has been presented in table 1

Table 1: Percentage wise analysis of item 1

Category	N	Below 30 %	30 – 54 %	55 – 69 %	70 – 84 %	85 – 100 %
B. Ed	51	0	0	3.92	7.84	88.23
M. Ed	32	0	0	3.1	9.3	87.5

Table 1 implies that 88.23 % of B. Ed students and 87.5 % of M. Ed students reported that 85 to 100 % of the syllabus was covered. 7.84 % of B. Ed students and 9.3 % of M. Ed students agree that the syllabus covered is 70 – 84 % in the academic year 2020 – 2021. 3.92 % of B. Ed students and 3.1 % of M. Ed students agree that 55 – 69 % of the syllabus were fully covered in the academic year 2020 – 2021.

2. How well did the teachers prepare for the classes?

Table 2: Percentagewise analysis of item 2

Category	N	Won't teach at all	Indifferently	Poorly	Satisfactorily	Thoroughly
B. Ed	51	0	0	0	5.88	94.1
M. Ed	32	0	0	0	12.5	87.5

From this table it is clear that in the academic year 2020 – 2021; 94.1 % and 87.5 % of B. Ed and M. Ed students agree that teachers thoroughly prepare for the classes.5.88 % of B. Ed students and 12.5 % M. Ed students agree that teacher preparation for the classes is satisfactory.

3. How well were the teachers able to communicate?

Table 3: Percentagewise analysis of item 3

Category	N	Very poor communication	Generally ineffective	Just satisfactorily	Sometimes effective	Always effective
B. Ed	51	0	0	0	9.8	90.19
M. Ed	32	0	0	0	6.25	93.75

Table 3 implies that 90.19 % of the B. Ed students and 93.75% of the M. Ed students agree that most of the teachers have effective communication skill. 9.8 % and 6.25% of B. Ed and M. Ed students reported that teacher communication is not always effective but they reported as sometimes effective.

4. Teacher's approach to teaching can best be described as

Table 4: Percentage wise analysis of item 4

Category	N	Excellent	Very good	Good	Fair	Poor
B. Ed	51	86.27	13.72	0	0	0
M. Ed	32	87.5	12.5	0	0	0

From the analysis it is clear that 86.27 % of B. Ed students and 87.5 % M. Ed students have the opinion that teacher's approach to teaching is excellent.13.72 % and 12.5 % of B. Ed and M. Ed students remarked that the teachers approach to teaching is very good.

5. Fairness of the internal evaluation process by the teachers

Table 5: Percentagewise analysis of item 5

Category	N	Always fair	Sometimes fair	Sometimes unfair	Always unfair	Unfair
B. Ed	51	96.07	3.92	0	0	0
M. Ed	32	90.62	9.37	0	0	0

Table 5 implies that 96.07 % and 90.62 % of B. Ed and M. Ed students agree that the internal evaluation done by the teachers during the academic year is fair in all aspects of test. But 3.92 % of B. Ed students and 9.37 % of M. Ed students agree that the internal evaluation is sometimes fair.

6. Was your performance in assignments discussed with you?

Table 6: Percentage wise analysis of item 6

Category	N	Every time	Usually	Occasionally / sometimes	Rarely	Never
B. Ed	51	84.31	15.68	0	0	0
M. Ed	32	81.25	18.75	0	0	0

Table 6 implies that 84.31 % and 81.25 % of B. Ed and M. Ed students respectively agrees that every time the teachers discuss their assignment performances after evaluation. 15.68 % and 18.75 % of students in both departments pointed out that usually their teachers discuss about the assignment performances after evaluation.

7. The institution takes active interest in promoting internship, student exchange, field visit, opportunities for students

Table 7: Percentagewise analysis of item 7

Category	N	Regularly	Often	Sometimes	Rarely	Never
B. Ed	51	96.07	3.92	0	0	0
M. Ed	32	87.5	12.5	0	0	0

From this table it is clear that 96.07 % of B. Ed student and 87.5 % of the M. Ed students agrees that college take initiatives for field visit, student exchange programme and internship regularly. 3.92 % of B. Ed and 12.5% of the M. Ed students reported that college often takes these initiatives.

8. Teaching and mentoring process in your institution facilitates you in cognitive, social and emotional growth

Table 8: Percentagewise analysis of item 8

Category	N	Significantly	Very well	Moderately	Marginally	Not at all
B. Ed	51	88.23	11.76	0	0	0
M. Ed	37	84.37	15.62	0	0	0

Table 8 implies that 88.23 % and 84.37 % of the students from B. Ed and M. Ed departments agree that teaching and mentoring in this college significantly facilitates student's cognitive, emotional and social growth. 11.76 % and 15.62 % of the students from B. Ed and M. Ed department agree that the college facilitates student's social, emotional and cognitive developments very well.

9. The institution provides multiple opportunities to learn and grow

Table 9: Percentage wise analysis of item 9

Category	N	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
B. Ed	51	90.19	9.8	0	0	0
M. Ed	32	93.75	6.25	0	0	0

It is clear from the analysis that 90.19 % and 93.75 % of the students from B. Ed and M. Ed departments strongly agree that college provides multiple opportunities for students to learn by conducting various inter college and intra – college programmes, activities and competitions. 9.8 % of B. Ed and 6.25 % M. Ed students agree that the institution provides multiple opportunities to them. It indicates that all students are satisfied with the multiple opportunities provided by the college to learn and grow.

10. Teachers inform you about your expected competencies, course outcomes and programme outcomes

Table 10: Percentagewise analysis of item 10

Category	N	Every time	Usually	Occasionally / sometimes	Rarely	Never
B. Ed	51	86.27	13.73	0	0	0
M. Ed	32	90.62	9.38	0	0	0

Table 10 implies that majority of the students in both departments 86.27 % of B.Ed and 90.62 % of M.Ed agree that teachers clearly give the outcome of course and programmes in the beginning of the course itself by an orientation and course briefing. Teachers give clear explanation about the expected competencies of the students to participate in each programme. Only 13.73 % and 9.38 % of students from both departments claims that usually teachers inform about the expected competencies and course outcomes.

11. Your mentor does a necessary follow up with an assigned task to you

Table 11: Percentagewise analysis of item 11

Category	N	Every time	Usually	Occasionally / sometimes	Rarely	Never
B. Ed	51	84.31	11.76	3.92	0	0
M. Ed	32	81.25	12.5	6.25	0	0

It is clear from table 11 that 84.31% and 81.25% of B.Ed and M.Ed students agree that every time teachers made necessary follow up for all the activities assigned in the class. 11.76% of B.Ed and 12.5 % M.Ed students agree that teachers usually made necessary follow up for the activities assigned in the class and 3.92% of B.Ed and 6.25 % M.Ed students say that they get follow up of assigned task occasionally by the mentor.

12. The teachers illustrates the concepts through examples and applications

Table 12: Percentagewise analysis of item 12

Category	N	Everytime	Usually	Occasionally / sometimes	Rarely	Never
B. Ed	51	88.23	11.77	0	0	0
M. Ed	32	93.75	6.25	0	0	0

From this table it is clear that 88.23% of B.Ed and 93.75% of M.Ed students reported that every time all concepts are clearly illustrated by the teachers with appropriate examples and updated applications. 11.77% of B.Ed and 6.25 % of M.Ed students agree that usually all concepts are clearly illustrated by the teachers with appropriate examples and updated applications.

13.   The teachers identify your strengths and encourage you with providing right level of challenges

Table 13: Percentagewise analysis of item 13

Category	N	Fully	Reasonably	Partially	Slightly	Unable to
B. Ed	51	94.11	5.89	0	0	0
M. Ed	32	84.37	15.63	0	0	0

Table 13 implies that 94.11% of B.Ed and 84.37 % of M.Ed students agree that teachers could **Fully** identify their strengths and they give right level of challenges every time to enhance students' strengths in appropriate manner. 5.89% to 15.63% agree that teachers could reasonably identify their strengths and they give right level of challenges every time to enhance students' strengths in appropriate manner.

14.   Teachers are able to identify your weakness and help you to overcome them

Table 14: Percentagewise analysis of item 14

Category	N	Every time	Usually	Occasionally / sometimes	Rarely	Never
B. Ed	51	84.31	15.69	0	0	0
M. Ed	32	93.75	6.25	0	0	0

Table 14 implies that majority of the students (84.31% and 93.75 %) agree that teachers are very helpful to identify the weakness of each student during the classroom interaction activities and mentoring hours. Teachers give more attention and help for students to overcome their weakness. Teachers are always ready to scaffold and help students to overcome the hindrances in the scholastic and non – scholastic matters.15.69 % and 6.25 % of students pointed out that teachers usually try to identify the weakness of students and they help to overcome the difficulties faced by them.

15.   The institution makes effort to engage student in the monitoring, review and continuous quality improvement of the teaching learning process

Table 15: Percentage wise analysis of item 15

Category	N	Strongly agree	Agree	Neutral	Disagree	Strongly disagree

Category	N	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
B. Ed	51	88.23	11.77	0	0	0
M. Ed	32	87.5	12.5	0	0	0

The table shows that 88.23% of B.Ed and 87.5% of M. Ed students strongly agree that institution makes continuous monitoring of each and every student. Students get the opportunity to review their own activities, learning strategies and they became able to rectify their own weakness. 11.77% of B. Ed and 12.5% of M. Ed students agree that continuous monitoring and review help students and teachers to enhance the quality of their teaching learning process.

16. The institute / teachers use student centric method, such as experiential learning, participative learning and problem – solving methodologies for enhancing learning experience

Table 16: Percentagewise analysis of item 16

Category	N	To a great extent	Moderate	Some what	Very little	Not at all
B. Ed	51	82.35	13.72	3.93	0	0
M. Ed	32	90.62	9.38	0	0	0

Table 16 implies that above 82.35% of the students agree to a great extent that teachers use different methods such as experiential learning, participativecollaborative learning, cooperative learning and problem – solving method as class room interactive methods for content delivery and understanding the concept. A few percentage(9 to 14 %) show moderate agreement about this statement. 3.93 % of B.Ed students somewhat agree with the statement.

17. Teachers encourage you to participate in co – curricular activities

Table 17: Percentagewise analysis of item 17

Category	N	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
B. Ed	51	94.11	5.89	0	0	0
M. Ed	32	90.62	9.38	0	0	0

Table 17 implies that 94.11% of B. Ed students and 90.62 % of M. Ed students strongly agree and 5.89% and 9.38 % of B. Ed and M. Ed students agree that teachers always encourage them to participate in co – curricular activities along with their studies.

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

Table 18: Percentagewise analysis of item 18

Category	N	To a great extent	Moderate	Some what	Very little	Not at all
B. Ed	51	82.35	17.64	0	0	0
M. Ed	32	81.25	12.5	6.25	0	0

From the analysis it is clear that 82.35 % of B.Ed students and 81.25% of M.Ed students agree to a great extent 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. 17.64% of B.Ed and 12.5% M.Ed shows moderate and 6.25 % of M.Ed students responded as somewhat to this statement.

19. What percentage of teachers use ICT tools such as LCD projector, multimedia etc. while teaching

Table19:Percentagewise analysis of item 19

Category	N	Below 30 %	30 – 48 %	48 – 70 %	70 – 90 %	Above 90 %
B. Ed	51	0	0	0	13.72	86.27
M. Ed	32	0	0	0	6.25	93.75

Table 19 shows that 86.27% and 93.75% of students of B. Ed and M. Ed departments are in favour of the statement: teachers use different ICT enabled tools during the teaching learning process. From this it is clear that ICT enabled tools such as LCD projector, multimedia etc. are used by teachers while teaching.

20. The Overall Quality of Teaching Learning Process in your institute is very good

Table 20:Percentagewise analysis of item 20

Category	N	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
B. Ed	51	86.27	13.73	0	0	0
M. Ed	32	87.5	12.5	0	0	0

From the analysis of table 20 it is clear that 86.27 % and 87.5% of students of B. Ed and M. Ed departments strongly agree to the statement that the overall quality of teaching learning process of our institution is very good. 13.73 % (B. Ed) and 12.5 % (M. Ed) agree with the statement that the overall quality of teaching learning process of our institution is very good.

21. Suggestions/observations to improve the teaching – learning experience

The institution provides multiple opportunities to learn and grow. Majority of the students seems satisfied with the teaching learning process of our college. On the basis of feedback received from students and teachers, it was unanimously decided that the teachers should encouraged to complete the prescribed syllabus within time and conduct remedial classes for weak students. They get abundant support and opportunity from this institution to develop their soft skills, life skills, teaching skills and professional skills. Institution mould future teachers for the welfare and upliftment of the society. Institution provides environment to nourish the talents of students in curricular and co – curricular aspects. Teaching learning process and activities of the institution based on participatory learning, experiential learning, constructivist learning, social constructivist strategies etc. Institution promotes teaching learning through advanced technological resources and teachers in this institution are techno pedagogues. As ICT and E – resources in teaching learning helps to equip the prospective teachers to move forward in this digital era, students had made their suggestions to improve technologically advanced and latest infrastructure facilities and resources. FDPs, workshops, seminars and other training programmes should also be organised in order to improve ICT skills of the teachers. Though students get special and free coaching by the mentors to clear competitive exams like UGC – NET, SET, K.– TET, C – TET etc. students suggested to provide special coaching in attempting PSC and UPSC exams.

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