

# DEPARTMENT OF COLLEGIATE EDUCATION

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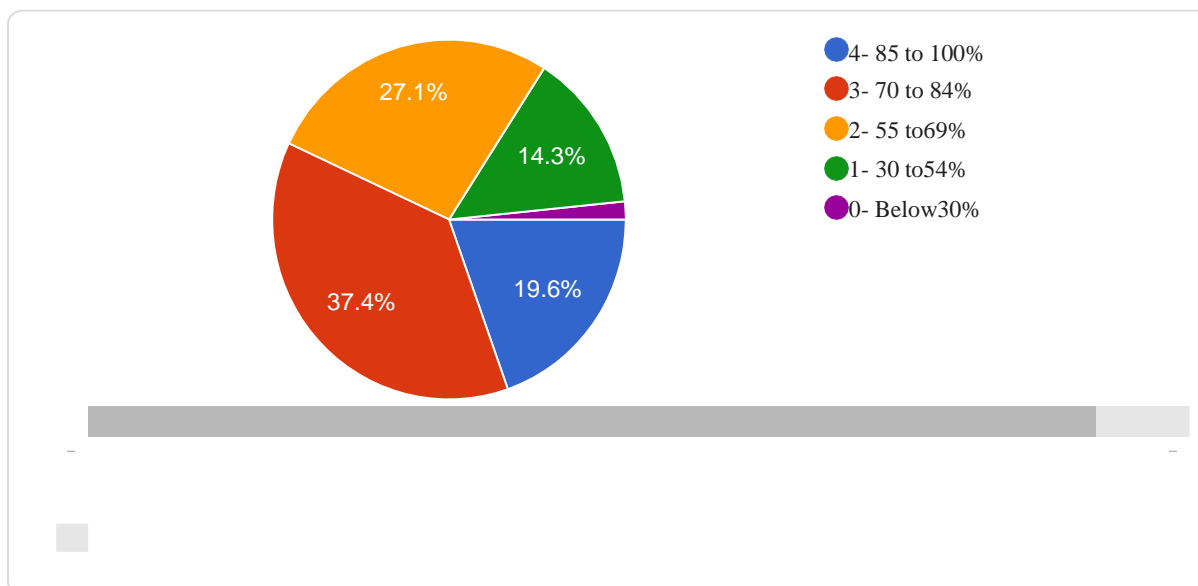
**INTERNAL QUALITY ASSURANCE CELL (IQAC)**

**STUDENT SATISFACTORY SURVEY (SSS)**

**FEEDBACK ANALYSIS  
AND  
ACTION TAKEN REPORT  
2021-22**

### 1. How much of the syllabus was covered in the class ?

171 responses



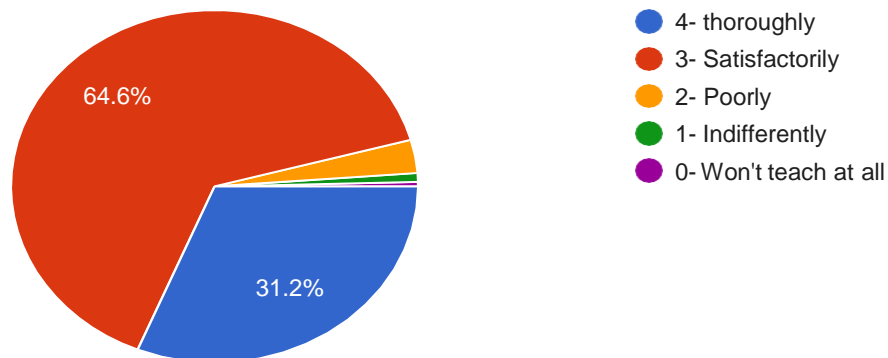
**Analysis:** The above chart shows that 131 students responded to the question. Among them 19.6% of students are of the opinion that 100% syllabus has been completed and 84% completed for 37.4% of students. Whereas 69%, 54%, & 30% of syllabus completed for 27.1%, 14.3% & 1.6% of students respectively.

**Action Taken:** The issue of syllabus completion is discussed with the faculty members and Class Representatives. Some faculty members found it difficult to manage the syllabus with other responsibilities like conducting co-curricular activities, OJTs and Unit Tests.

1. The Principal discussed the matter with the faculty members, who faced difficulty in completing the syllabus.
2. The Principal, senior faculty members in consultation with IQAC suggested workable strategies to the newly inducted faculty and guest lecturers.

## 2. How well did the teacher prepare for the classes

171 responses



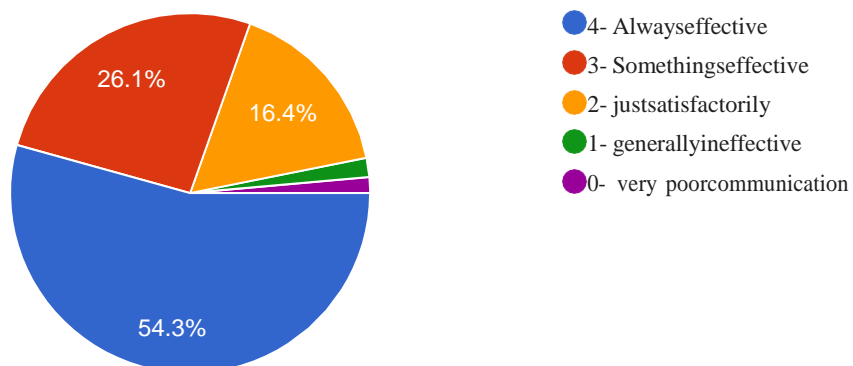
**Analysis:** The above chart reveals that 31.2% students opined that teachers prepare thoroughly before the commencement of classes, whereas 64% of students responded that teachers preparation for classes is satisfactory, but less than 5% of students expressed that it is poor preparation.

**Action Taken:** The Principal, senior staff members and experts in pedagogical skills meet and workout instructional strategies with faculty on regular basis. Some useful tips were presented before the faculty

1. To prepare a detailed lesson plan for the class.
2. To make graphical representation of the material to be presented.
3. To make a handout of topics to discuss in class.
4. To make study guide to handout.
5. To review lecture notes for the week.

### 3. How well were the teachers able to communicate?

171 responses

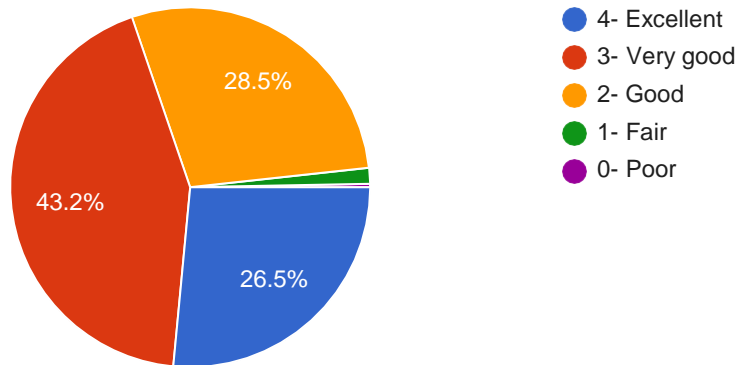


**Analysis:** The above pie chart shows more than 54% of students opined that teacher's communication is always effective and 26.1 % of students say it is average whereas 16.4% of students say it's satisfactory.

**Action Taken:** The teachers have been made aware how vital is communication skill for them at the workshops and seminars organized for the specific purpose as a part of professional development.

#### 4. The teachers' approach to teaching can best be described as

171 responses



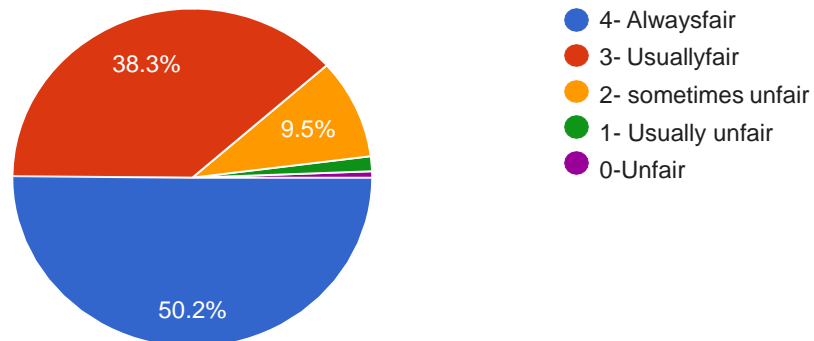
**Analysis:** It is clear from the above chart that 26.5% of students are of the opinion that teachers approach to teaching is EXCELLENT, 43.2% of students reveal it as VERY GOOD & remaining students opined it is fair and good.

**Action Taken:** The teachers have been sensitized about the different approaches, methods and strategies to be inculcated at the professional training programs. They have been introduced to some vital and innovative methodologies.

APPROACHES	METHODS
LEARNER-CENTERED	INTERACTION
CONSTRUCTIVIST	DEMONSTRATION
INTEGRATED	PROBLEM-SOLVING
COLLABORATIVE	SIMULATION, TEAM TEACHING & INCLUSION

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

171 responses

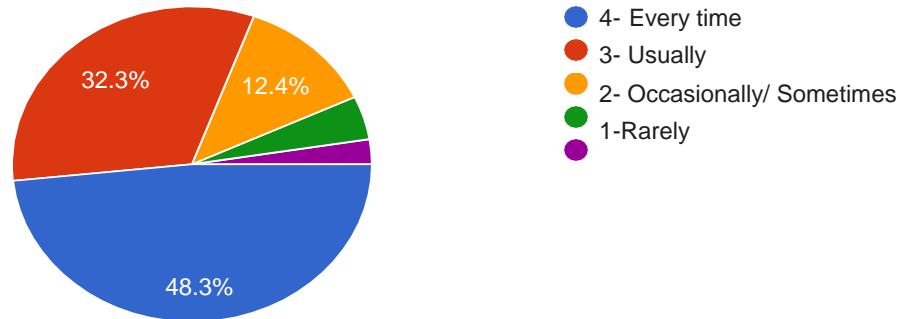


**Analysis:** From the above chart it is clear that 50.2% of students say fairness of internal evaluation process is ALWAYS FAIR Where as 38.3% of students opined that it is USUALLY FAIR and very nominal percentage of students say it is SOME TIMES UNFAIR in assignments discussed in every time, 32.3% of students reveal it as VERY GOOD & remaining students opined it is fair and good.

**Action Taken:** The convener and the members of Continuous Internal Evaluation (CIE) have designed a well-established mechanism for the fair allotment of internal marks to the students. The student grievances have been solved impartially in consultation with the concerned teachers as and when the problems arise.

## 6. Was your performance in assignments discussed with you?

171 responses

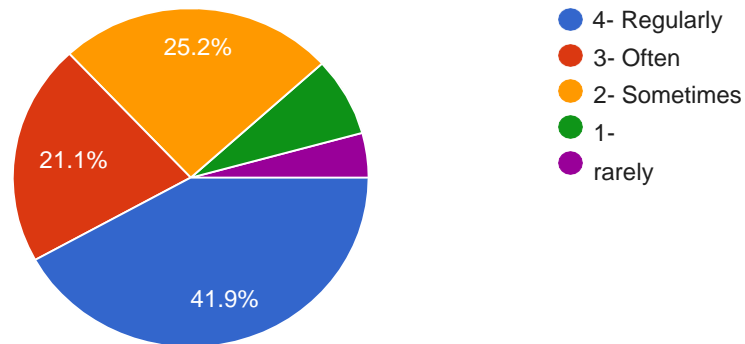


**Analysis:** The above diagram shows that 48.3% of students agree that their performance in assignments is discussed with them EVERY TIME where as 32.3% of students say it is USUALLY discussed with them. Whereas a small percentage of students estimate that it is OCCASIONALLY or RARELY discussed with them.

**Action Taken:** The students concern has been discussed at regular staff meeting, where the teachers have expressed their tight schedule for not discussing the assignments in detail with some of the students. The faculty has been informed to provide enough time for the students to discuss their valued assignments for better understanding.

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

171 responses



**Analysis:** The above pictorial pie chart reveals that 41.9% of students said that the institute REGULARLY takes active interest in promoting internship, students exchange, and field visit opportunities for students. Whereas 21.1% and 25.2% said it is OFTEN AND SOMETIMES respectively.

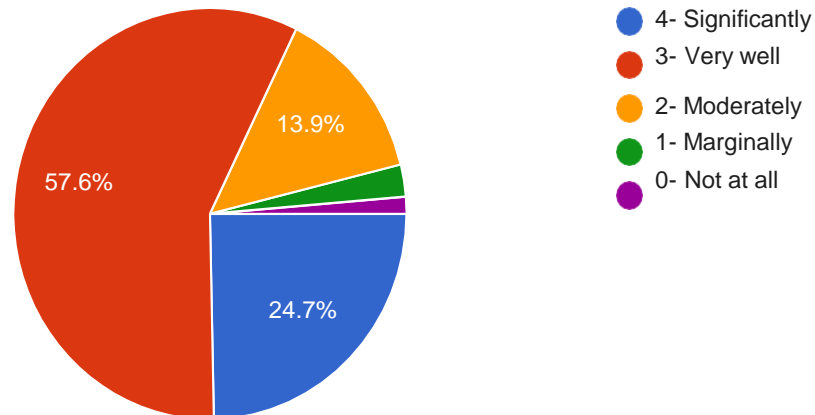
Action Taken: IQAC has taken initiative to support the departments to organize field visits and field projects to enhance and enrich academic learning experience. The following programs have been organized:

1. Solar plant power generation analysis
2. Milk dairy products analysis
3. Honey bee keeping
4. Historical monument visit (kolamma Temple, Someshawara temple, Gowrigangadharashewara temple Therahalli)
5. Historical monument Visit (Devanahalli Fort)
6. Historical monument Visit (Chandragiri Fort)
7. A Field project on Changing trends in Villages.



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

171 responses



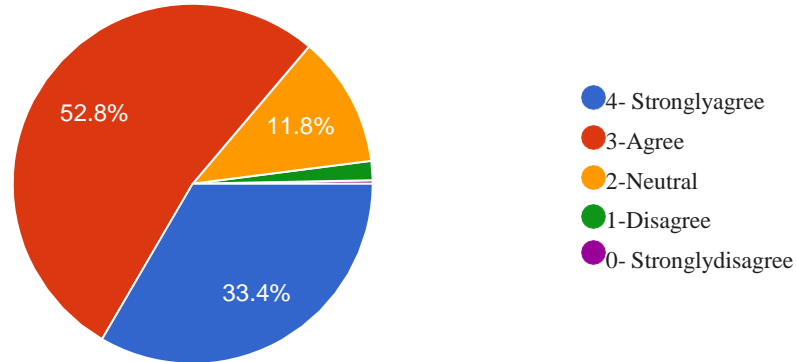
**Analysis:** From the above chart it is clear that 24.7% of students conveyed that teaching and mentoring process in their institution facilitates them SIGNIFICANTLY in cognitive, social and emotional growth, whereas 57.6% of students expressed that it is VERY WELL and 13.9 % of students' answered it as MODERATE.

**Action Taken:** The college administration has taken the feedback regarding this in the right spirit and revamped the Mentoring System to cater to the emotional and psychological needs of the students. The institute has an integrated mentoring system where the faculties act as a link between the students and the institution and perform the following functions:

- Mentors are assigned to monitor and guide students all through the program.
- Mentors coordinate with the parents regarding the progress of the students.
- Mentors also keep track of the mentees' performance during the Certificate Courses, OJTs & Value-added courses..
- Mentors communicate with fellow faculty and promote mentees at the time of difficulty / opportunity to help them develop further in their areas of interest.

## 9. The institution provides multiple opportunities to learn and grow

171 responses



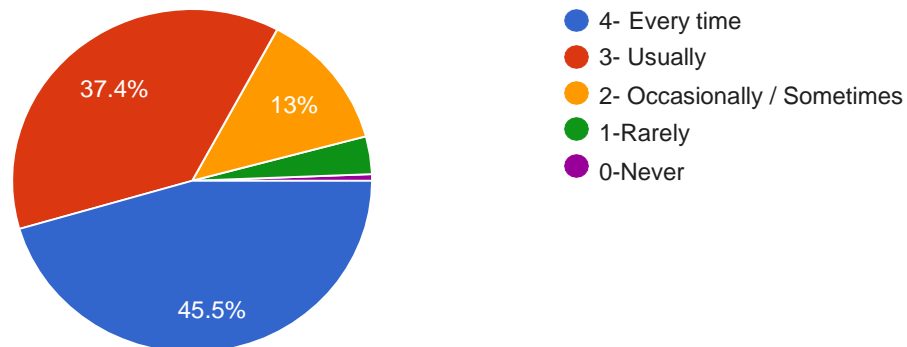
**Analysis:** It is clear from the above chart that 33.4% of students **STRONGLY AGREE** that the institution provides multiple opportunities to learn and grow, whereas 52.8% of students opined as **AGREE** and 11.8% students remained **NEUTRAL**.

**Action Taken:** The institution caters to the psychological, emotional, spiritual and attitudinal needs of the students. The events planned by the institution initiate the holistic growth of the stakeholders:

- The academic plan enhances the students' confidence and challenges them by setting higher goals, taking risks and ultimately guiding them to achieve higher levels.
- Individual recognition and encouragement.
- Psychosocial support at the time of need.
- Routine advice on balancing of academic and professional responsibilities.
  - The faculty act as role models and facilitate leadership by developing the interpersonal skills and helping students thrive in competitive environments.
- Students get an insider's perspective on navigating your career in the right channel.
- The stakeholders get a direct access to powerful resources to inculcate curricular and non-curricular tasks..
- The curricular and co-curricular activities lay the foundation for the students to reach greater heights in their professional lives, thereby contributing to lasting personal and professional relationship.

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

171 responses



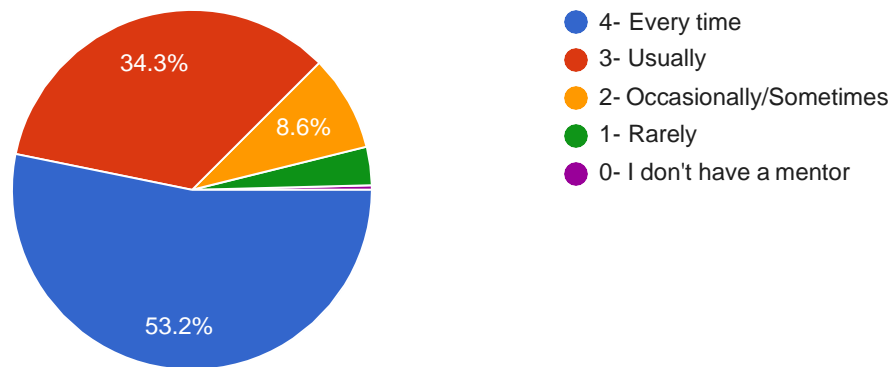
**Analysis:** The above chart convey that 45.5% of students are of the opinion that teachers EVERYTIME inform them about their expected competencies, course outcomes and program outcomes, where as 37.4% of students have voiced it as USUALLY and 13% of students articulated as OCCASIONALLY teachers inform them.

**Action Taken:** The college has formalized the system and taken the initiative to inform the students about the expected competencies and sensitized the students about the POs, PSOs & COs.

- Graduate attributes are described to the first year students at the commencement of the program.
- At least five hours are spent by the teachers for introducing the subject to the students.
- Learning Outcomes of the Programs and Courses are observed and measured periodically.
- Soft Copy of Curriculum and Learning Outcomes of Programs and Courses are uploaded on the Institution website for reference.
- The importance of the learning outcomes has been communicated to the teachers in every IQAC Meeting and Staff Meeting.
- The students are also communicated about the Program outcomes, Program Specific Outcomes and Course outcomes through Tutorial Meetings.

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

171 responses



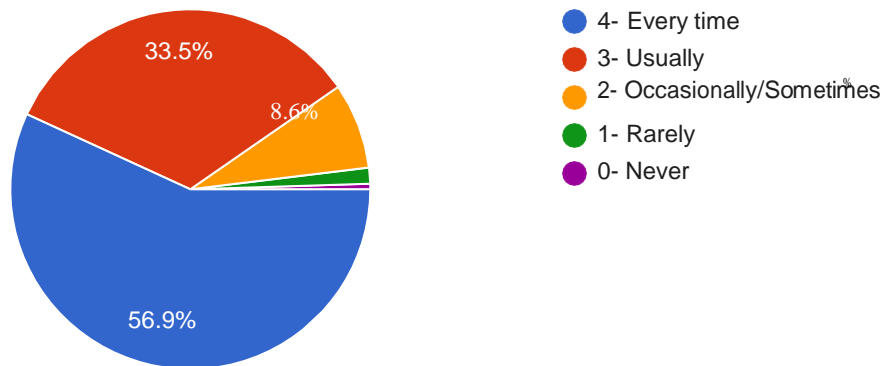
**Analysis:** The above pie chart convey that 53.2% of students said that EVERY TIME their mentor will do necessary follow ups with an assigned task, whereas 34.3% of students termed it as USUALL follow up and a nominal 8.6% of students revealed it as OCCASIONAL follow-up.

**Action Taken:** The institution has considered the feedback seriously and counselled the mentors to strengthen the follow-up task:

- Regular meetings are held between mentor and mentee.(weekly)
- A report card is maintained for each student.
- The report card has both personal and academic data.
- Students are allowed to approach the mentor for both academic & personal problems.
- Personalized professional /career advice is given to the mentee.

## 12. The teachers illustrate the concepts through examples and applications.

171 responses



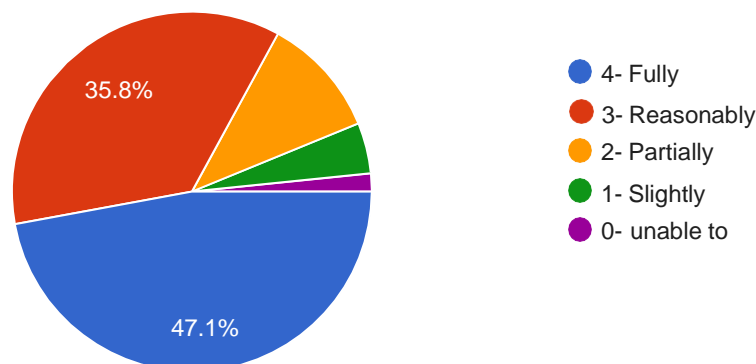
**Analysis:** The above pie chart clarifies that 56.9 % of the students said that EVERY TIME their teachers illustrate the concepts through examples and applications where as 33.5% of students said it is USUALLY and a nominal 8.6% of students revealed that OCCASIONALLY teachers give the concepts through examples.

**Action Taken:** The senior faculty with practical knowledge of pedagogy addressed the faculty to explore ways to make the students understand the concept:

- To divide the concept into More Critical Foundational Concepts and Less Critical Foundational Concepts.
- To explain the concept again for better understanding.
- To ask random questions as feedback.
- To utilize the existing knowledge system about the concept in the students.
- To use more examples, illustrations and anecdotes to arrive at the concept.
- To explore different teaching-learning experiences or formats to cater to the different styles of students' learning.

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

171 responses



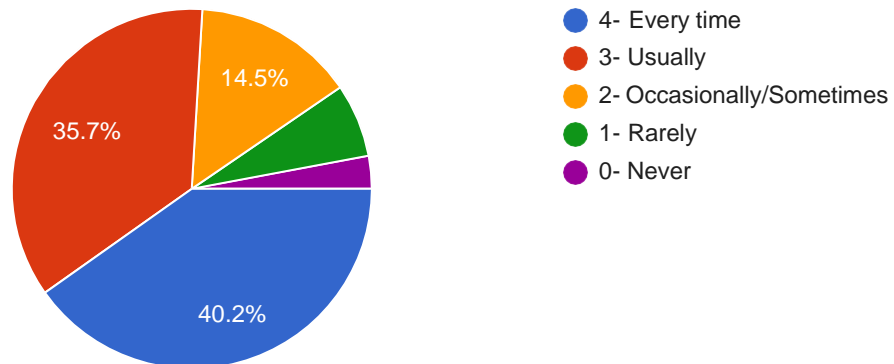
**Analysis:** It is clear from the above chart that 35.8 % of students FULLY AGREE that the teachers identify your strengths and encourage students with providing right level of challenges. Whereas 47.1 % of students opined as REASONABLY, 10 % students opined partially, 7% students opined slightly.

**Action Taken:** The faculty at DR.TTCDMS believes in differences among the learners and acknowledges different styles of learning. The training programs to the faculty further hone their skills to tap creative energy of the students. They are instructed to inculcate the following in the process of transaction:

1. Offer a range of texts according to the difficulty level to make the students creative.
2. Encourage the students to ask deeper question to move from the factual to the conceptual.
3. To administer challenging tasks to move from linear thinking to divergent, convergent and critical thinking.
4. To suggest varieties of texts, websites, blogs, software programs and internet searches to enhance learning experiences as technology gives students access to an extraordinary range of sources and learning opportunities.

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

171 responses



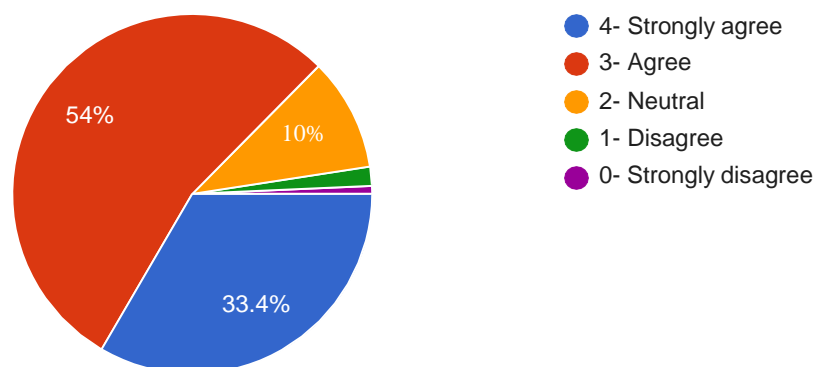
**Analysis:** From the above chart it is clear that about 40.2 % of students say that Teachers EVERYTIME able to identify their weaknesses and helps them to overcome. Whereas 35.7% of students says USUALLY and 14.5 % of students opined OCCASIONALLY teachers identifies their weakness and helps them.

**Action Taken:** The teachers have been trained on regular basis on different occasions to respect and address the differences in the learning styles of the students. The faculty are trying to incorporate the following strategies to strengthen the weak areas of students' learning:

1. Compensatory Teaching to transmit the content through alternate modalities: simulation learning, peer learning, visual and audio representations and extended illustrations.
2. Remedial Teaching to eliminate the weaknesses: re-teaching, chunk teaching, drill and practice and trial and error methods.
3. Customized Teaching to cater to the needs of slow learners: inductive and deductive methods, demonstration, problem-solving and graphical representation.
4. Individualized Learning Materials to reinforce small segments of learning: To develop customized worksheets and graphic representations.

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

171 responses



**Analysis:** It is clear from the above chart that 33.4 % of students **STRONGLY AGREE** that the institution makes efforts to engage students in monitoring, review and continuous quality improvement of the teaching learning process whereas 54 % of students opined as **AGREE** and 10 % students remained **NEUTRAL**.

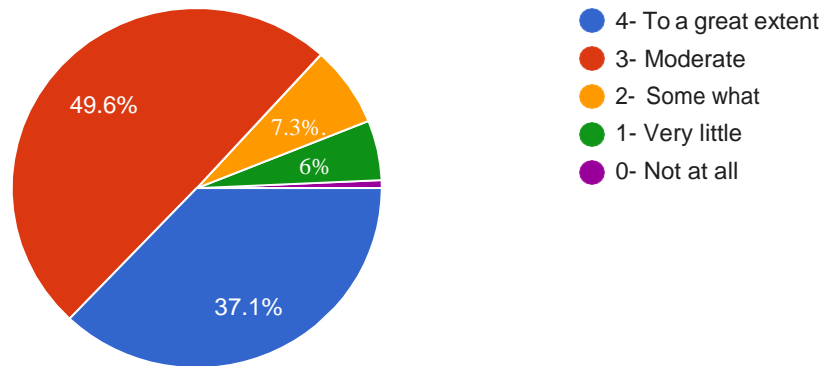
**Action Taken:** Various stakeholders including students have been involved in monitoring, review and continuous quality improvement of the teaching learning process. Regular meetings are conducted with students, parents, alumni and employers to improvise and create a more innovative and entrepreneurial classrooms to keep pace with latest developments in the pedagogical innovations and corporate requirements. The suggestions and ideas have been incorporated:

1. Task-oriented transaction of the concepts to bring change in the aptitude.
2. Reflective teaching as a way to analyze and evaluate one's own teaching practices.
3. Brainstorming has led to strong collaboration, exciting conversations, new ideas, as well as encourage leadership skills.
4. Created flexible learning environments as a crucial variable for effective learning.
5. Context-Based Learning has helped the students to learn complex concepts in a context.



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

171 responses



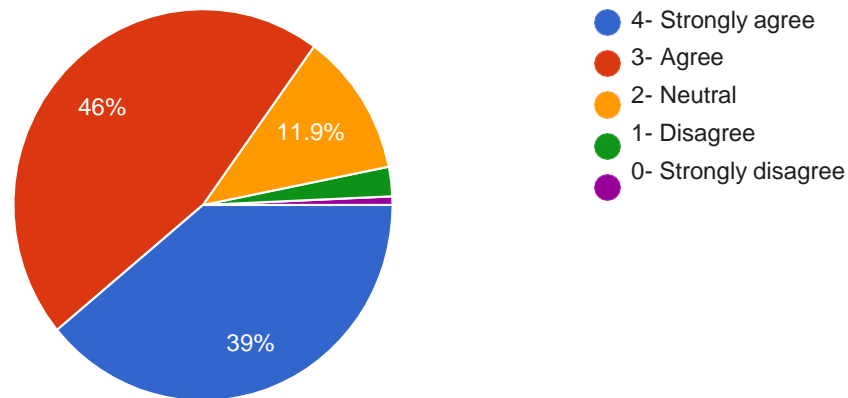
**Analysis:** It is clear from the above chart that 37.1% of students opined that institute/teachers use student centric methods, such as experiential learning, participative learning and problem solving methodologies for enhancing learning experiences TO A GREAT EXTENT whereas 49.6% of students conveyed as MODERATE and 7.3% students opined as SOME WHAT and 6% of the students are not convinced with the learning experiences.

**Action Taken:** The teachers have been trained in the practical application of knowledge and skills at Induction Training Programs, Refresher Courses and various Seminars and Workshops. The faculty has envloped the practical realization of theoretical concepts:

1. The faculty combine direct experience with focused reflection in the laboratory experiments.
2. The students are encouraged in collaboration and exchange of ideas and perspectives at student exchange programs.
3. The students are provided enough space to acquire practical knowledge through transformation of experience at On-the-Job trainings (OJTs).

17. Teachers encourage you to participate in extracurricular activities.

171 responses

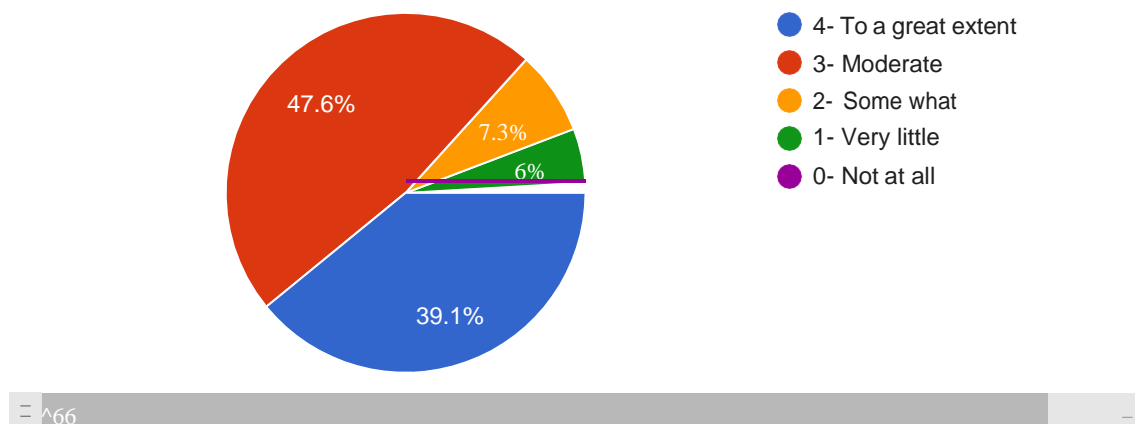


**Analysis:** It is clear from the above chart that 39% of students **STRONGLY AGREE** that the teachers encourage them to participate in extracurricular activities. Whereas 46% of students **AGREE** the involvement and 11.9 % students remained **NEUTRAL** and a few students **DISAGREE** with the teacher encouragement.

**Action Taken:** The faculty in-charge of Cultural Cell, Sports, NSS, NCC and Scouts & Guides has been enrolling the students on rotation basis to provide enough opportunity to involve talented students in the co-curricular activities.

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

171 responses

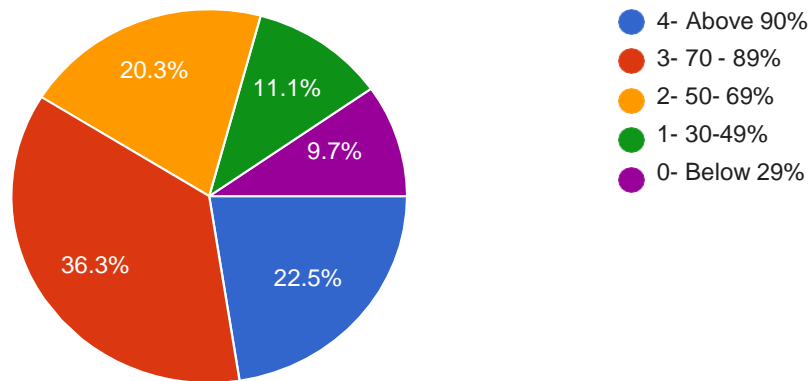


**Analysis:** It is clear from the above chart that 39.1% of students agree that the efforts are made by the institute /teachers to inculcate soft skills, life skills and employability skills to make Students ready for the world of work TO A GREAT EXTENT whereas 47.6% of the students conveyed that it is MODERATE and 7.3% and 6% of students are not satisfied with the efforts.

**Action Taken:** The College has taken active measures to organize soft skill and life skill training programs in coordination with the Placement & MANSWI Cell for the overall development of the students. IQAC has been proactive in organizing value-added courses like Tailoring, Embroidery, Photography, Office Automation & Herbal Medicines in coordination with HRDC, CAN Network and Baduku College, Kolar.

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

171 responses

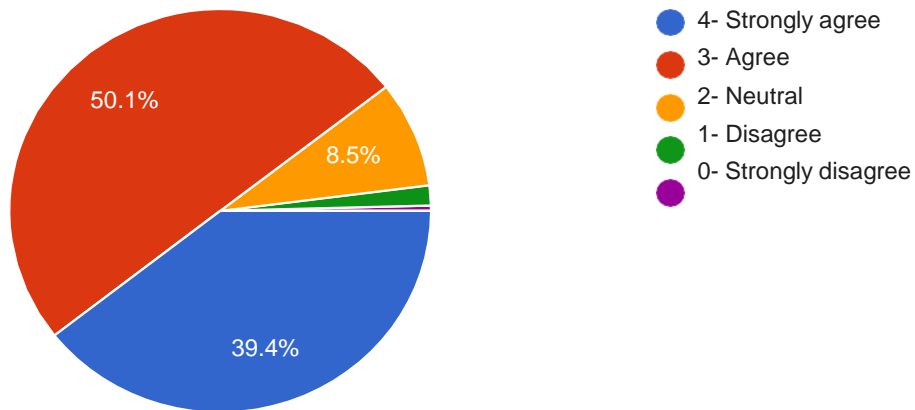


**Analysis:** The above chart shows that 22.5% of the teachers use 90% of ICT tools whereas 36.3% of teachers use 70-89% and 20.3% of teachers use 50-59%, 11.1% of teachers use 30-49% and 9.7% of teachers use below 29%.

**Action Taken:** The feedback has been taken into consideration and the faculty who have not been using ICT tools sufficiently have been motivated and trained adequately in using ICT tools for better transaction of the teaching content.

20. The overall quality of teaching- learning process in your institute is very good

171 responses



**Analysis:** It is clear from the above chart that 39.4 % of students STRONGLY AGREE that the overall quality of teaching-learning process of the institute is very good, whereas 50.1% of the students AGREED and 8.5 % students remained NEUTRAL and a few students DISAGREED with the overall quality.

**Action Taken:** Though 95% of the students are satisfied with overall teaching-learning experience, the faculty have been relentlessly honing their skills to enhance both intellectual and emotional quotient of the stakeholders.

  
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