

STUDENT SATISFACTION SURVEY: 2019-2020

Student Satisfaction Survey regarding Teaching – Learning and Evaluation, which will help to upgrade the quality in higher education

I. Objectives

To measure the student's level of satisfaction on their experiences with Amal College covering the areas as shown below:

- a. Adequacy, Accessibility and Quality of Teaching-learning Resources and the School Environment
- b. Academic Staff Performance (quality of teaching)
- c. Effectiveness of Communication
- d. Assessment Methods and Frequency
- e. Standard and Quality of Student Support Services
- f. Pre-course Counseling Experience of Students
- g. Physical Facilities and Infrastructure
- h. Overall Students Satisfaction Level

II. Survey Methodology

Amal College will conduct a Student Satisfaction Survey in March of each year. The survey will include 1200 students who will be required to complete the Student Satisfaction Survey form online. The completed survey form will then be submitted to the College electronically.

The tutors will lead the online Student Satisfaction Survey in March 2020 with the assistance of IQAC. The survey results will be electronically tabulated for analysis and for continuous improvement of the processes and systems. The analysis will be compiled into a survey report that will be submitted to management for review and approval before the implementation of recommended improvement actions. The survey report will be made available to stakeholders after management approval.

III. Participants

The student satisfaction survey conducted in March 2020 covered a total of 1100 students from different courses.

IV. Analysis

The data pertaining to student satisfaction survey of 1100 students were subjected to statistical analysis and the findings are given below:

1. Syllabus covered

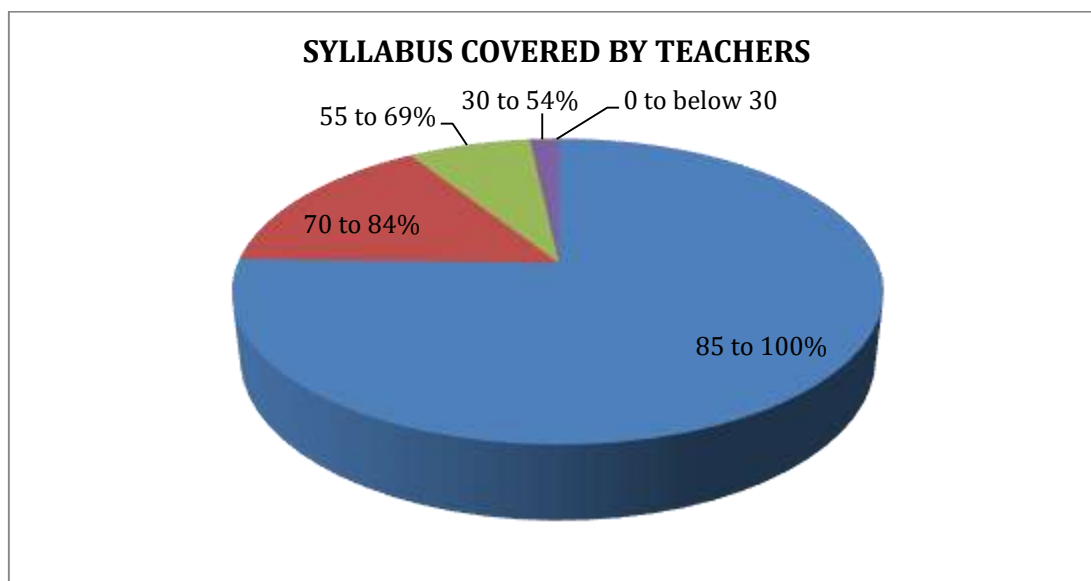
Table 1

Percentage analysis of response of syllabus covered by teachers

	Number of Students	Percentage
85 to 100%	830	75.4545455
70 to 84%	171	15.5454545
55 to 69%	80	7.27272727
30 to 54%	19	1.72727273
0 to below 30	0	0
Total	1100	100

Figure 1

Percentage analysis of response of syllabus covered by teachers



The data presented in Table 1 and Figure 1 provides a comprehensive overview of the percentage analysis of the syllabus covered by teachers among a sample of 1100 students. This analysis sheds light on the distribution of students based on the extent to which the syllabus has been covered by their teachers.

Firstly, it is evident that a significant portion of students, 75.45%, reported that teachers covered 85 to 100% of the syllabus. This suggests a commendable effort on the part of educators to ensure comprehensive coverage of the curriculum. This high percentage is

indicative of effective teaching practices and a commitment to delivering the intended course content.

In contrast, a smaller proportion of students, 15.55%, mentioned that teachers covered 70 to 84% of the syllabus. While this group is not as extensive as the first, it still represents a considerable number of students. It would be interesting to explore the reasons behind this variance in syllabus coverage, such as teaching methodologies, available resources, or potential challenges faced by educators.

The data also highlights that a minority of students, 7.27%, reported that only 55 to 69% of the syllabus was covered by their teachers. This finding suggests that there might be room for improvement in terms of syllabus coverage for this subset of students. Identifying the factors contributing to this lower percentage could be crucial in enhancing the overall quality of education.

Additionally, a very small percentage of students, 1.73%, indicated that teachers covered 30 to 54% of the syllabus. While this group is relatively minor, it raises questions about potential issues that may have affected the syllabus coverage, such as time constraints, curriculum adjustments, or other external factors.

It's worth noting that no students reported that the syllabus coverage was below 30%. While this is a positive aspect, it would be essential to monitor and address any potential challenges that could impact syllabus coverage in future academic terms.

2. Preparation of Class

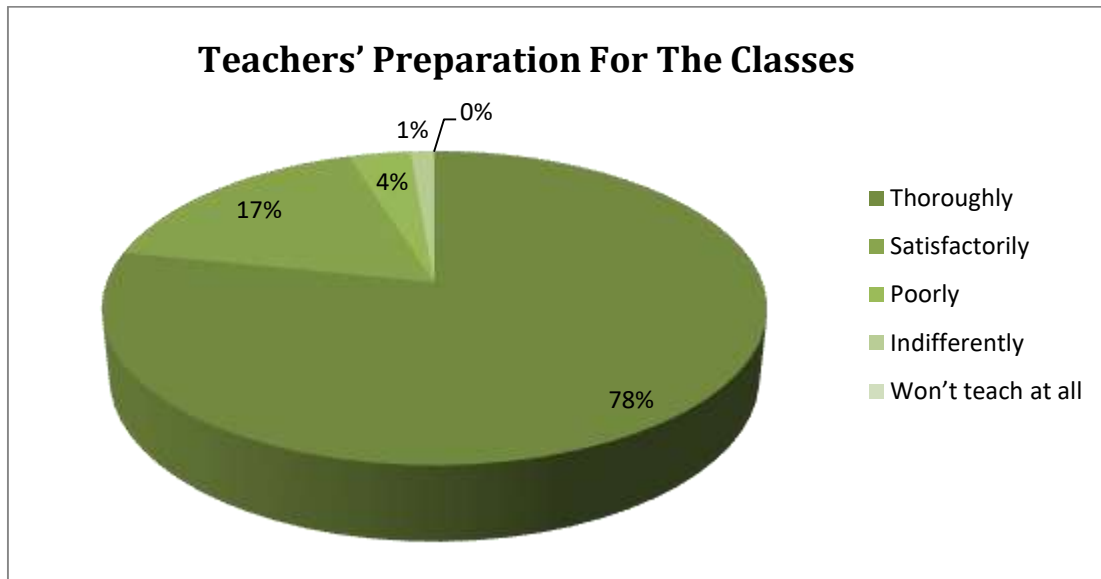
Table 2

Percentage analysis of teachers' preparation for the classes

	Number of Students	Percentage
Thoroughly	860	80.6666667
Satisfactorily	186	14.8333333
Poorly	39	3.25
Indifferently	15	1.25
Won't teach at all	0	0
Total	1100	100

Figure 2

Percentage analysis of response of teachers' preparation for the classes



The data presented in the table provides an insightful analysis of students' perceptions regarding the quality of teaching they have experienced, categorized into different levels: Thoroughly, Satisfactorily, Poorly, and Indifferently. The majority of students, 80.67%, expressed that they felt the teaching they received was thorough. This high percentage suggests a positive and effective teaching environment where instructors have successfully conveyed the course content with depth and clarity. Students in this category likely feel well-supported in their learning journey, understanding and engaging with the subject matter. A notable percentage, 14.83%, reported being satisfied with the teaching they received. While not as extensive as the "Thoroughly" category, it still represents a significant portion of students who find the teaching satisfactory. This group may feel that they have received an acceptable level of guidance and instruction, even though there might be room for improvement in certain aspects. A small percentage, 3.25%, indicated that they perceived the teaching as poor. This minority might have encountered challenges or dissatisfaction with the teaching methods, clarity of instruction, or overall support from educators. Identifying the specific issues highlighted by this group could be crucial for implementing targeted improvements in teaching strategies. A very small percentage, 1.25%, reported feeling indifferent about the teaching. This group may not strongly lean towards either a positive or negative perception of the teaching quality. Exploring the reasons behind this indifference can help in understanding potential areas for improvement in the teaching approach to better engage students.

3. Teachers' communication

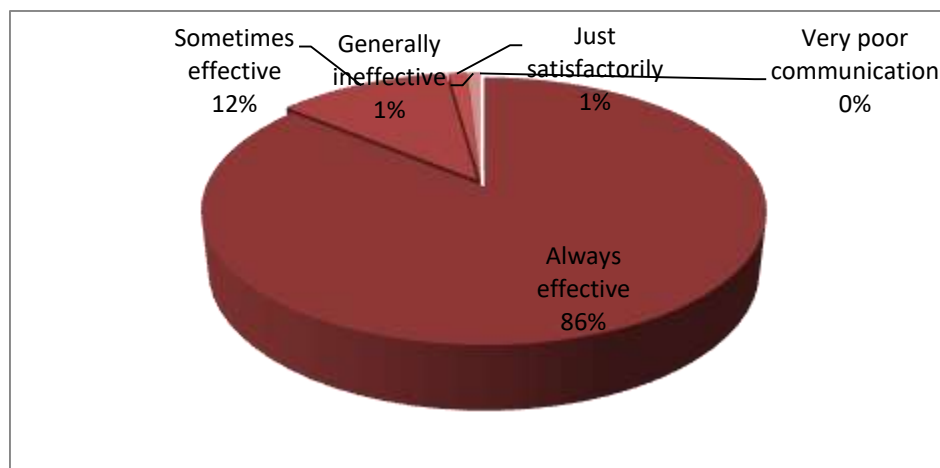
Table 3

Percentage analysis of teachers' communication

	Number of Students	Percentage
Always effective	946	86
Sometimes effective	130	11.8181818
Just satisfactorily	14	1.27272727
Generally ineffective	10	0.90909091
Very poor communication	0	0
Total	1100	100

Figure 3

Percentage analysis of response of teachers' communication



The presented data offers valuable insights into students' perceptions of the effectiveness of teaching, categorized into different levels: Always effective, Sometimes effective, Just satisfactorily, Generally ineffective, and Very poor communication. The majority of students, 86%, expressed that they find the teaching always effective. This high percentage suggests a positive and consistently impactful teaching environment. Students in this category likely feel that their instructors consistently deliver engaging and clear instruction, resulting in a high level of comprehension and satisfaction with the learning experience. A notable but smaller percentage, 11.82%, reported that teaching is sometimes effective. This group may feel that while the teaching is generally good, there might be occasional instances where effectiveness is compromised. Identifying the specific situations or aspects that lead to variability in effectiveness can be valuable for instructors and institutions seeking continuous improvement. A small percentage, 1.27%, indicated that teaching is just

satisfactorily effective. This suggests a group of students who find the teaching to meet the minimum requirements for effectiveness. Understanding the factors contributing to this perception can help in pinpointing areas for enhancement to elevate the overall quality of teaching. An even smaller percentage, 0.91%, expressed that teaching is generally ineffective. This minority might face challenges with the teaching methods, clarity of instruction, or other factors that impact their perception of the effectiveness of the teaching. Investigating the specific concerns raised by this group is crucial for targeted improvements. Notably, there are no responses indicating very poor communication. This is a positive aspect, suggesting that communication from teachers is generally perceived positively across the surveyed students.

4. Teacher’s approach to teach

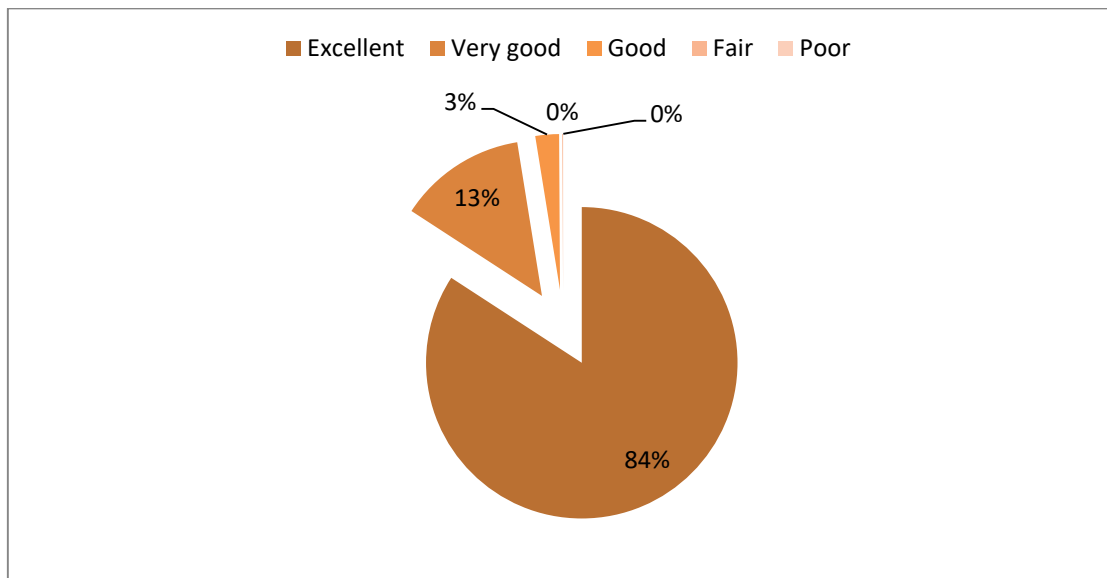
Table 4

Percentage analysis of teacher’s approach to teach

	Number of Students	Percentage
Excellent	926	84.1818182
Very good	146	13.2727273
Good	27	2.45454545
Fair	1	0.09090909
Poor	0	0
Total	1100	100

Figure 4

Percentage analysis of response of teacher’s approach to teach



The data presented in the table provides a breakdown of students' perceptions regarding the overall quality of their learning experience, categorized into different levels: Excellent, Very good, Good, Fair, and Poor. The majority of students, 84.18%, rated their learning experience as excellent. This high percentage reflects a positive sentiment among students, suggesting that a significant proportion of them consider their educational experience to be of the highest quality. Factors contributing to this positive perception could include effective teaching, engaging curriculum, and a supportive learning environment. A substantial but smaller percentage, 13.27%, indicated that their learning experience is very good. This group of students is likely satisfied with their education but may identify areas where improvement could further enhance their experience. Understanding the specific aspects that contribute to this "very good" rating can provide valuable insights for refining educational practices. A smaller proportion, 2.45%, rated their learning experience as good. While this group is not as extensive as the previous categories, it still represents a portion of students who find their education to be satisfactory. Identifying the factors that contribute to this perception can help in addressing areas of improvement and ensuring a more consistently positive experience for all students. An extremely small percentage, 0.09%, reported a fair rating for their learning experience. This suggests that only a minimal number of students perceive their education as fair, indicating that the majority of students are more positive about their overall learning environment. Notably, there are no responses indicating a poor rating for the learning experience. This is a positive aspect, suggesting that, at least among the surveyed students, there are no significant concerns or dissatisfaction with the overall quality of education.

5. Fairness of the internal evaluation process by the teachers

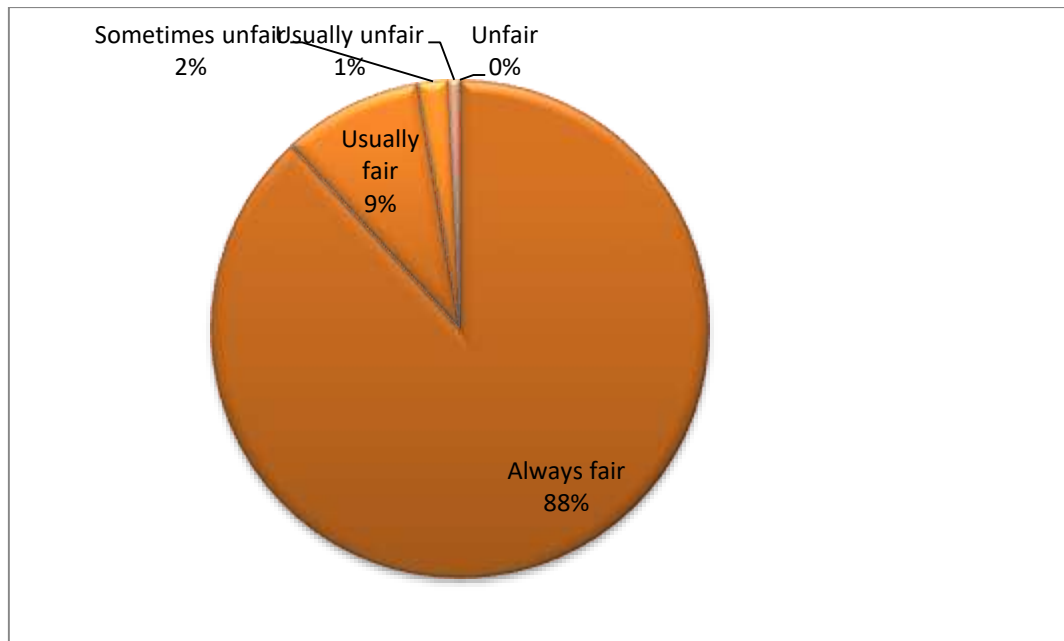
Table 5

Percentage analysis of Fairness of the internal evaluation process by the teachers

	Number of Students	Percentag
Always fair	970	88.1818182
Usually fair	100	14.58333333
Sometimes unfair	22	2.75
Usually unfair	8	0.66666667
Unfair	0	0
Total	1100	100

Figure 5

Percentage analysis of response of Fairness of the internal evaluation process by the teachers



The data presented in the table offers insights into students' perceptions of the fairness of their learning environment, categorized into different levels: Always fair, Usually fair, Sometimes unfair, Usually unfair, and Unfair. The majority of students, 88.18%, consistently

perceive their learning environment as always fair. This high percentage suggests a positive sentiment among the surveyed students, indicating a strong perception that the educational institution and its practices maintain fairness in various aspects. This could include assessment procedures, treatment of students, and overall administration. A notable but smaller percentage, 14.58%, indicated that their learning environment is usually fair. While this group generally views the environment as fair, there may be occasional instances or aspects where fairness is perceived to be less consistent. Exploring the specific situations or practices contributing to this perception can guide efforts to maintain a consistently fair learning environment. A small percentage, 2.75%, reported that the learning environment is sometimes unfair. This group of students likely identifies instances or areas where fairness may be compromised. Investigating the specific concerns raised by this group can inform strategies to address and rectify any perceived unfairness in the educational setting. An even smaller percentage, 0.67%, expressed that the learning environment is usually unfair. This minority may have more frequent concerns about fairness, and understanding the specific aspects contributing to this perception is essential for targeted improvements. Notably, there are no responses indicating that students perceive their learning environment as outright unfair. This is a positive aspect, suggesting that, at least among the surveyed students, there are no widespread concerns or dissatisfaction with the overall fairness of the educational institution.

6. Teachers’ discussion regarding performance in assignments with students

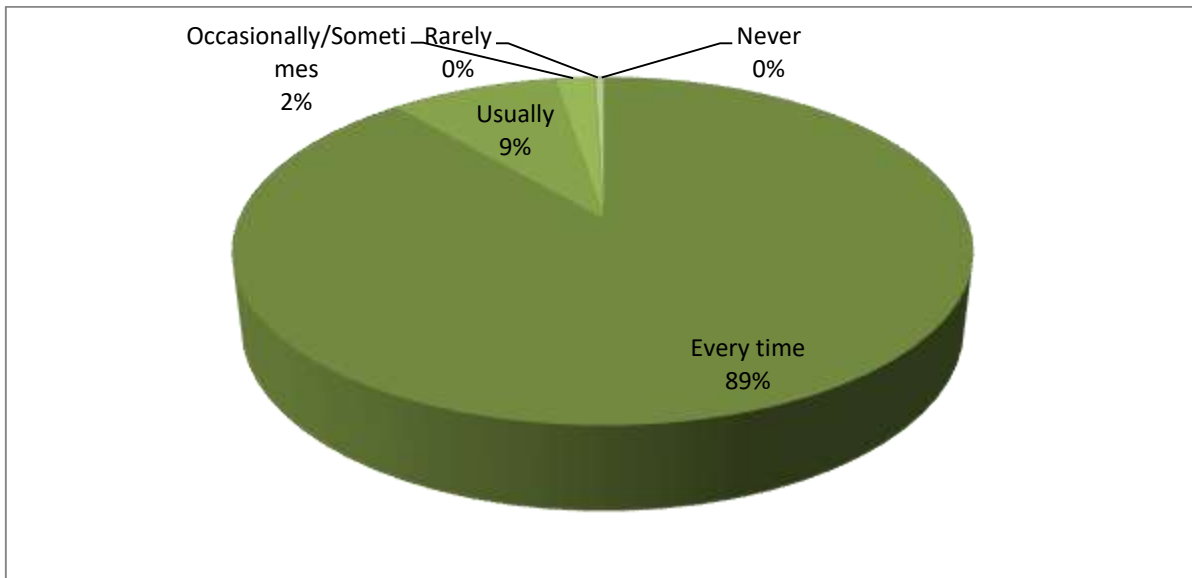
Table 6

Percentage analysis of Teachers’ discussion regarding performance in assignments with students

	Number of Students	Percentage
Every time	976	88.7272727
Usually	96	8.72727273
Occasionally/Sometimes	23	2.09090909
Rarely	5	0.45454545
Never	0	0
Total	1100	100

Figure 6

Percentage analysis of response of Teachers' discussion regarding performance in assignments with students



The data presented in the table provides insights into students' perceptions regarding the fairness of certain aspects of their learning experience, categorized into different levels: Every time, Usually, Occasionally/Sometimes, Rarely, and Never. The majority of students, 88.73%, indicated that they perceive fairness every time in their learning experience. This high percentage suggests that a significant portion of students consistently experiences fairness in various aspects of their educational journey. It reflects positively on the overall fairness and equity within the educational environment. A notable but smaller percentage, 8.73%, reported that fairness is usually present in their learning experience. While not as extensive as the "Every Time" category, this group of students generally perceives fairness, but there might be occasional instances where they feel it is lacking. Exploring the specific situations contributing to this perception can provide insights for continuous improvement. A small percentage, 2.09%, indicated that fairness is occasionally or sometimes present in their learning experience. This suggests that there are instances where these students feel that fairness may not be consistently maintained. Identifying the specific circumstances contributing to this perception can be valuable for addressing potential areas of concern. An even smaller percentage, 0.45%, reported experiencing fairness rarely in their learning environment. This indicates that a very small number of students perceive infrequent instances of fairness. Investigating the specific situations contributing to this perception is essential for targeted improvements. Notably, there are no responses indicating that students never perceive fairness in their learning experience. This is a positive aspect, suggesting that,

at least among the surveyed students, there are no extreme concerns or experiences of complete unfairness.

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

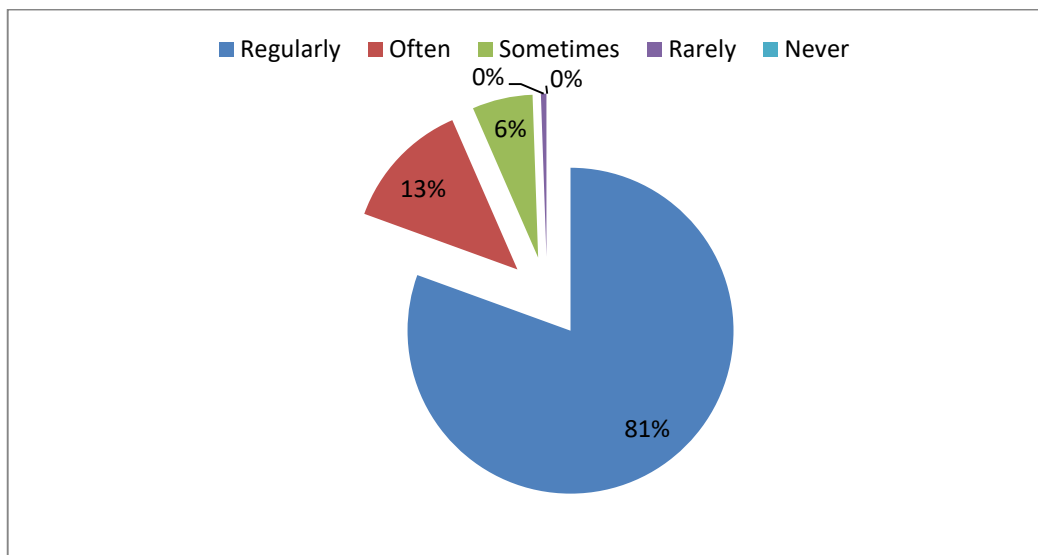
Table 7

Percentage analysis of Institute takes active interest in promoting internship, student exchange, and field visit opportunities for students

	Number of Students	Percentage
Regularly	886	80.54545455
Often	142	12.90909091
Sometimes	66	6
Rarely	6	0.545454545
Never	0	0
Total	1100	100

Figure 7

Percentage analysis of response of Institute takes active interest in promoting internship, student exchange, and field visit opportunities for students



The data provided presents information on the frequency with which students experience or engage in a certain activity or behavior, categorized into different levels: Regularly, Often, Sometimes, Rarely, and Never.

The majority of students, 80.55%, reported engaging in the activity or behavior regularly.

This high percentage suggests that a significant portion of the student population is consistently involved in the specified activity. It indicates a routine or frequent occurrence, and this level of regularity might imply a strong interest or commitment to the activity. A substantial but smaller percentage, 12.91%, indicated that they often engage in the activity. While not as extensive as the "Regularly" category, this group represents a notable portion of students who participate frequently. The term "often" implies a higher frequency than occasional engagement, suggesting a consistent involvement without reaching the level of regularity. A smaller proportion, 6%, reported engaging in the activity sometimes. This group participates intermittently or occasionally, indicating that they are not consistently involved but do engage to some extent. Understanding the factors influencing this intermittent participation could provide insights into the varying levels of interest or commitment among students. A very small percentage, 0.55%, mentioned that they rarely engage in the activity. This suggests that only a minimal number of students participate infrequently or on rare occasions. Identifying the reasons behind this infrequent engagement can be valuable for understanding potential barriers or challenges that may exist. Notably, there are no responses indicating that students never engage in the specified activity. This could suggest that all surveyed students have some level of involvement, even if it's occasional or infrequent.

8. Teaching and mentoring process

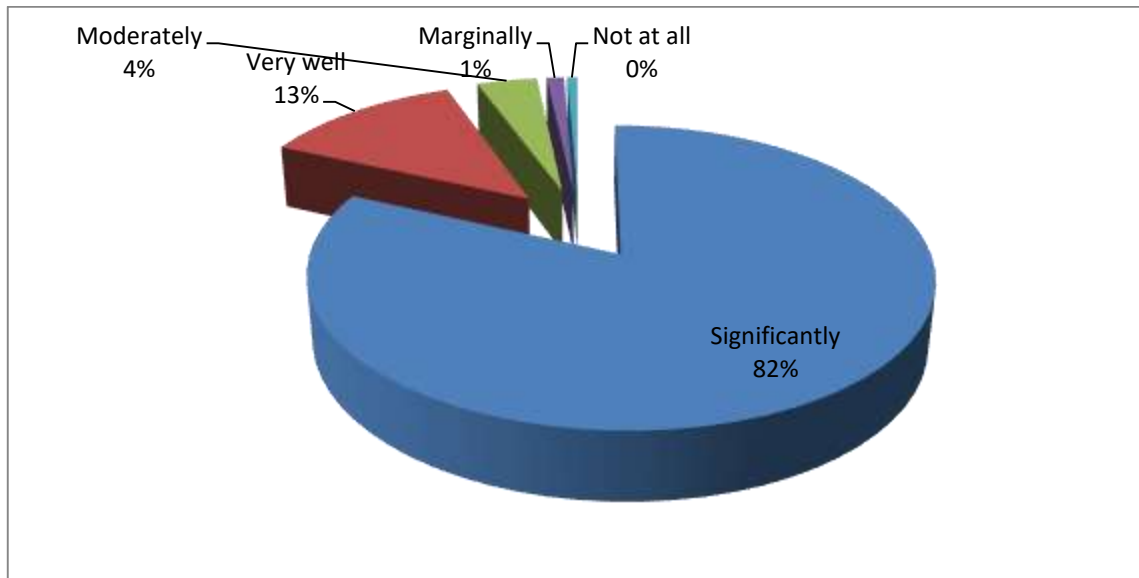
Table 8

Percentage analysis of teaching and mentoring process

	Number of Students	Percentage
Significantly	900	81.81818182
Very well	139	12.63636364
Moderately	42	3.818181818
Marginally	12	1.090909091
Not at all	7	0.636363636
Total	1100	100

Figure 8

Percentage analysis of response of teaching and mentoring process



The presented data provides information on the extent or degree to which students experience or achieve a certain outcome or performance, categorized into different levels: Significantly, Very well, Moderately, Marginally, and Not at all.

The majority of students, 81.82%, reported experiencing or achieving the specified outcome at a significant level. This high percentage suggests that a substantial portion of the student population has experienced a notable degree of success or fulfillment in the context of the given category. It implies a strong and impactful level of achievement or experience. A substantial but smaller percentage, 12.64%, indicated that they experienced or achieved the outcome very well. While not as extensive as the "Significantly" category, this group represents a notable portion of students who have performed or experienced the outcome at a high level. The term "very well" suggests a commendable degree of success or satisfaction. A smaller proportion, 3.82%, reported experiencing or achieving the outcome at a moderate level. This suggests that some students have achieved or experienced the outcome to a reasonable extent, although it may not be as impactful or substantial as those in the "Significantly" or "Very well" categories. A very small percentage, 1.09%, mentioned that they experienced or achieved the outcome marginally. This implies a minimal or slight degree of success or experience, indicating that only a small number of students fall into this category. A small percentage, 0.64%, reported not experiencing or achieving the specified outcome at all. This suggests that there is a minority of students who have not encountered success or experience in the given category.

9. The institution provides multiple opportunities to learn and grow

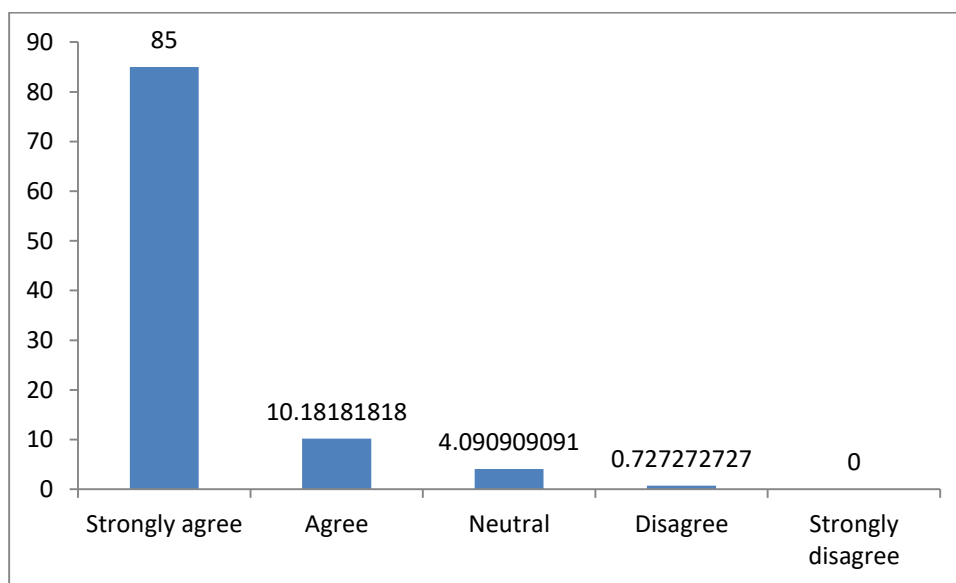
Table 9

Percentage analysis of the institution provides multiple opportunities to learn and grow

	Number of Students	Percentage
Strongly agree	935	85
Agree	112	10.18181818
Neutral	45	4.090909091
Disagree	8	0.727272727
Strongly disagree	0	0
Total	1100	100

Figure 9

Percentage analysis of response of the institution provides multiple opportunities to learn and grow



The provided data represents the responses of 1100 students to a survey, categorized

into different levels of agreement with a statement or question. The most notable observation is the overwhelming agreement among the students. A substantial 85% of respondents "strongly agree" with the statement or question posed in the survey. This suggests a strong consensus or positive sentiment within the surveyed group, indicating that the majority of students share a similar viewpoint. On the contrary, there is a minimal proportion of students who disagree or strongly disagree. Only 10.91% of the students fall into the "agree" or "strongly disagree" categories combined. This could imply that the statement or question is generally well-received or uncontroversial among the surveyed population. A small percentage of students (4.09%) provided a neutral response, indicating a lack of strong alignment with either agreement or disagreement. This group might include individuals who are undecided, indifferent, or find the statement/question ambiguous. It's noteworthy that none of the respondents chose the option "strongly disagree." This absence of strong disagreement might suggest that the statement or question resonates well with the majority of students, or it could indicate a reluctance among the respondents to express strong dissent. While the numerical data provides a quantitative overview, it's important to consider the context of the survey. The nature of the statement or question, as well as the demographic characteristics of the surveyed group, could significantly impact the interpretation of the results. The high percentage of strong agreement might suggest that the majority of students are aligned on a particular issue. This could have implications for decision-making, policy formulation, or further exploration of the topic. Conversely, the presence of a small dissenting group might warrant further investigation into their perspectives and concerns.

10. Teachers inform students' expected competencies, course outcomes and program outcomes

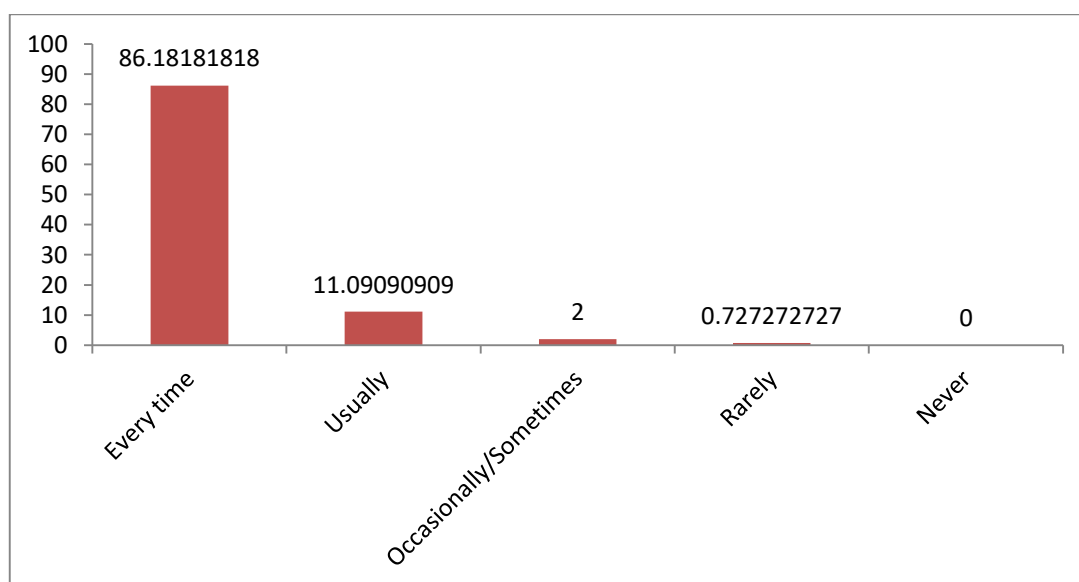
Table 10

Percentage analysis of teachers inform students' expected competencies, course outcomes and program outcomes

	Number of Students	Percentage
Every time	948	86.18181818
Usually	122	11.09090909
Occasionally/Sometimes	22	2
Rarely	8	0.727272727
Never	0	0
Total	1100	100

Figure 10

Percentage analysis of response of teachers inform students' expected competencies, course outcomes and program outcomes



The provided data reflects the responses of 1100 students to a survey, categorizing their frequency of engagement or experience with a certain activity. The most striking observation is that a significant majority of students, 86.18%, responded with "Every time." This suggests a pervasive and consistent engagement or experience with the activity in question. The high percentage indicates that a substantial portion of the surveyed group is actively and consistently involved in this particular aspect. Adding to the dominance of the "Every time" category, an additional 11.09% of students responded with "Usually." This further

emphasizes the prevalent and routine nature of the activity for a majority of the respondents. It suggests that a considerable proportion engages with the activity consistently, with some occasional variations. The responses in the "Occasionally/Sometimes" category account for only 2% of the surveyed students. This indicates that a relatively small number of respondents participate in the activity on an irregular basis. The low percentage suggests that irregular engagement is not common among the surveyed group. The "Rarely" category, representing 0.73% of respondents, indicates a small proportion of students who engage infrequently with the activity. Importantly, there are no respondents in the "Never" category, suggesting that, according to the survey, no students completely abstain from the activity. The high percentages in the "Every time" and "Usually" categories suggest that the activity in question holds significant importance or interest for the majority of students. This data may be valuable for organizers, educators, or administrators looking to understand the regularity of student participation and plan accordingly. While the data provides a quantitative overview, understanding the nature of the activity and the specific demographics of the surveyed group is crucial for a comprehensive interpretation. Additionally, considering any potential external factors or influencing variables could enhance the understanding of the results.

11. Mentor follow-up system

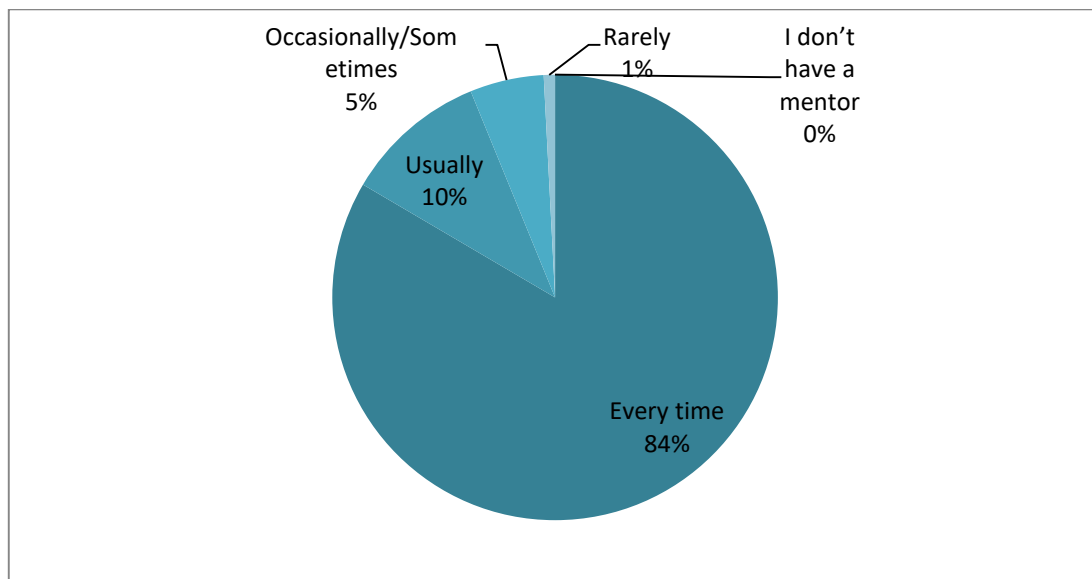
Table 11

Percentage analysis of mentor follow-up system

	Number of Students	Percentage
Every time	918	83.4545455
Usually	114	10.3636364
Occasionally/Sometimes	59	5.36363636
Rarely	9	0.81818182
I don't have a mentor	0	0
Total	1100	100

Figure 11

Percentage analysis of response of mentor follow-up system



The presented data represents the responses of 1100 students regarding their experience with having a mentor, categorized by the frequency of interaction. The majority of students (83.45%) indicate that they interact with their mentor every time. This high percentage suggests a strong and consistent mentor-student relationship among a significant portion of the surveyed group. Another notable proportion (10.36%) responds that they usually engage with their mentor. While slightly less frequent than the "Every time" category, this still indicates a substantial number of students who regularly interact with their mentors. A moderate percentage (5.36%) of students engage with their mentors on an occasional or intermittent basis. This category suggests that there is a group of students who have a less frequent but still established connection with their mentors. A small percentage (0.82%) of students reported rare engagement with their mentors. This implies that only a handful of students have infrequent interactions with their mentors. Notably, there are no respondents who claimed not to have a mentor. This absence suggests that, according to the survey, every student has some form of mentoring relationship.

12. The teachers illustrate the concepts through examples and applications

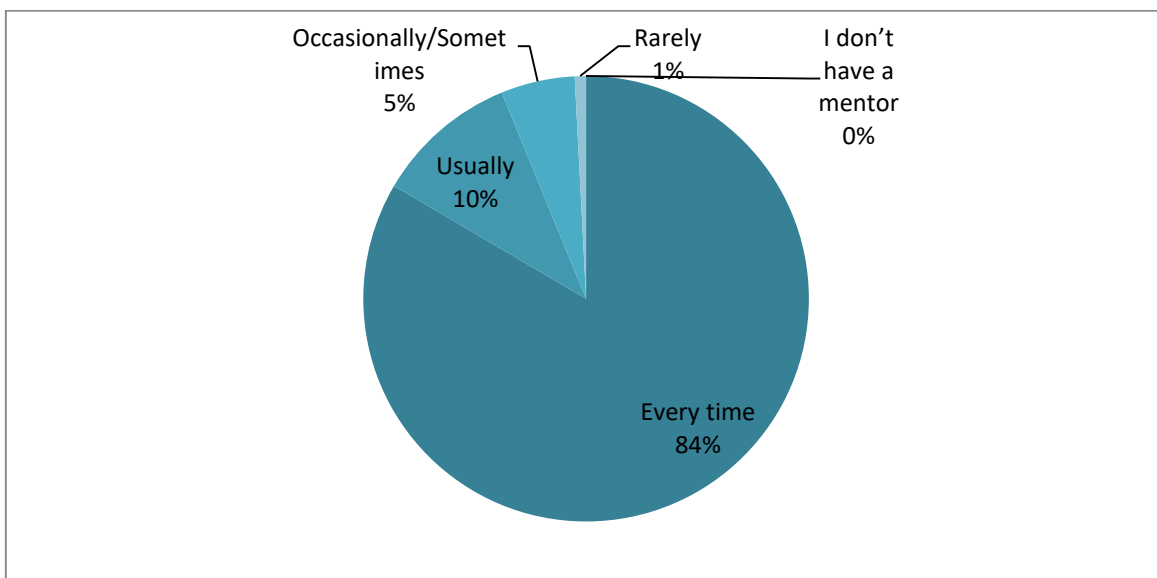
Table 12

Percentage analysis of teachers' illustrate the concepts through examples and applications

	Number of Students	Percentage
Every time	918	83.4545455
Usually	114	10.3636364
Occasionally/Sometimes	59	5.36363636
Rarely	9	0.81818182
Never	0	0
Total	1100	100

Figure 12

Percentage analysis of response of teachers' illustrate the concept through examples and applications



The provided data outlines the responses of 1100 students regarding their engagement with a particular activity, categorized by the frequency of their involvement. The majority of students participate in the activity every time. This suggests a strong and

consistent interest or commitment among a significant portion of the surveyed group. The high percentage indicates a prevalent and regular involvement in the activity. A moderate percentage of students engage with the activity on an occasional or intermittent basis. This suggests a group that participates less regularly than the majority but still maintains some level of involvement. A small percentage of students reported rare engagement with the activity. This implies that only a handful of students participate infrequently, and their involvement is not a common trend within the surveyed group. Notably, there are no respondents who claim never to engage in the activity. This suggests that, according to the survey, every student participates in the activity to some extent. The absence of "Never" responses indicates universal involvement.

13. The teachers identify students’ strengths and encourage students with providing right level of challenges

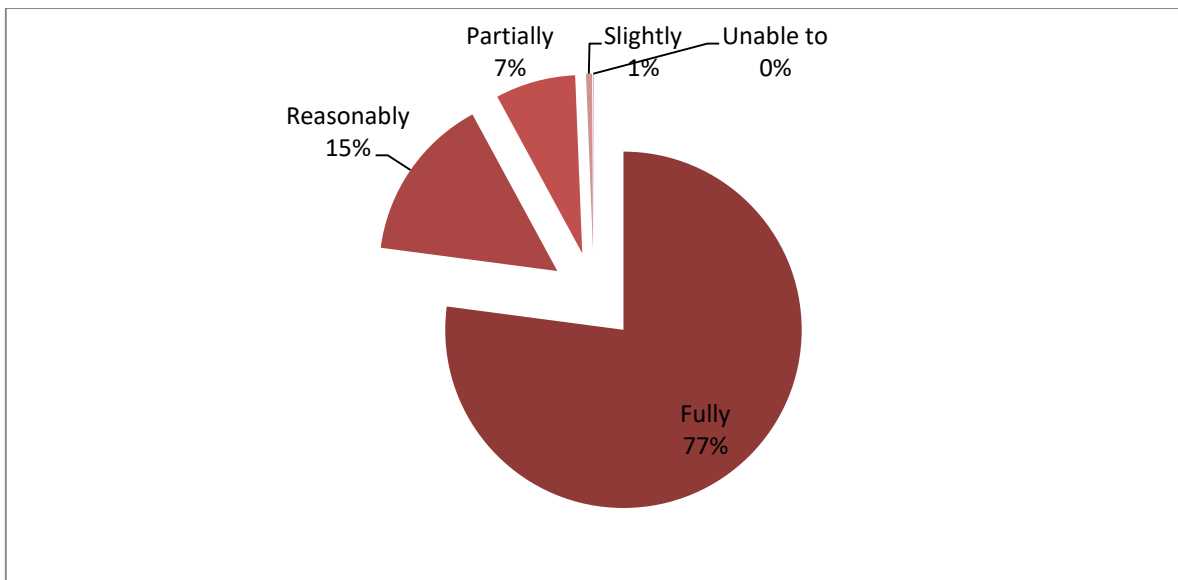
Table 13

Percentage analysis of teachers identify students’ strengths and encourage students with providing right level of challenges

	Number of Students	Percentage
Fully	848	77.09090909
Reasonably	165	15
Partially	80	7.272727273
Slightly	6	0.545454545
Unable to	1	0.090909091
Total	1100	100

Figure 13

Percentage analysis of response of teachers identify students’ strengths and encourage students with providing right level of challenges



The provided data represents the responses of 1100 students categorized by the extent of their fulfillment or satisfaction with a certain criterion. The majority of students express a high level of fulfillment or satisfaction, with over three-quarters responding as "Fully." This indicates a substantial portion of the surveyed group is completely content or satisfied with the given criterion. A notable percentage of students report being reasonably satisfied. While not at the highest level, this category suggests a significant group that finds the given criterion acceptable and meets their expectations to a satisfactory extent. A smaller but still noteworthy percentage indicates partial satisfaction. This group expresses a level of fulfillment that falls below complete satisfaction but is not entirely unsatisfactory. Understanding the specific aspects contributing to partial satisfaction could be valuable for improvement. A very small percentage of students report slight satisfaction, suggesting a minimal level of contentment with the given criterion. This indicates that only a few students find the current state of affairs slightly satisfying. The smallest percentage indicates an inability to satisfy the given criterion. While this is a minimal proportion, understanding the reasons behind this response could provide insights into potential challenges or limitations. The data reveals a generally positive satisfaction trend among the majority of students, but the presence of varying degrees of satisfaction highlights the need for nuanced analysis and potential areas for enhancement.

14. Teachers are able to identify students' weaknesses and help students to overcome

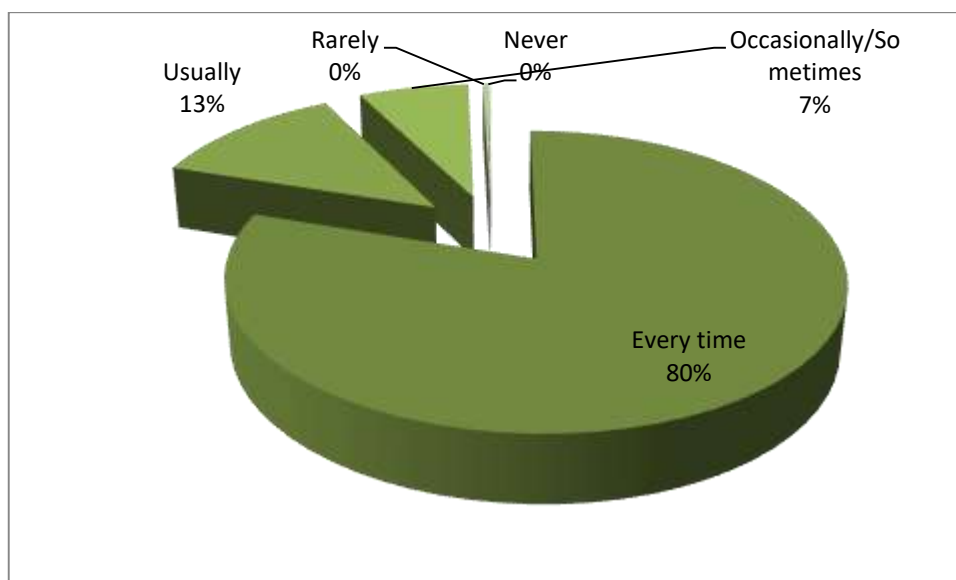
Table 14

Percentage analysis of teachers are able to identify students' weaknesses and help students to overcome

	Number of Students	Percentage
Every time	881	80.09090909
Usually	137	12.45454545
Occasionally/Sometimes	77	7
Rarely	4	0.363636364
Never	1	0.090909091
Total	1100	100

Figure 14

Percentage analysis of response of teachers are able to identify students' weaknesses and help students to overcome



The provided data reflects the responses of 1100 students concerning their frequency of engagement in a certain activity, categorized by different levels. The majority of students are actively involved in the activity every time. This suggests a strong and consistent

commitment among a significant portion of the surveyed group. The high percentage indicates widespread and routine participation. While a smaller percentage, the "Usually" category still represents a substantial proportion of students who engage with the activity regularly, albeit with some occasional variations. This contributes to the overall stability of participation. A moderate percentage of students engage in the activity on an occasional or intermittent basis. This indicates a group that participates less regularly than the majority but still maintains some level of involvement. A small percentage of students reported rare engagement with the activity. This implies that only a very small number of students participate infrequently, and their involvement is not a common trend within the surveyed group. The data indicates that there is a minimal percentage of students who claim never to engage in the activity. While extremely low, this suggests that almost all students have some level of participation in the activity.

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

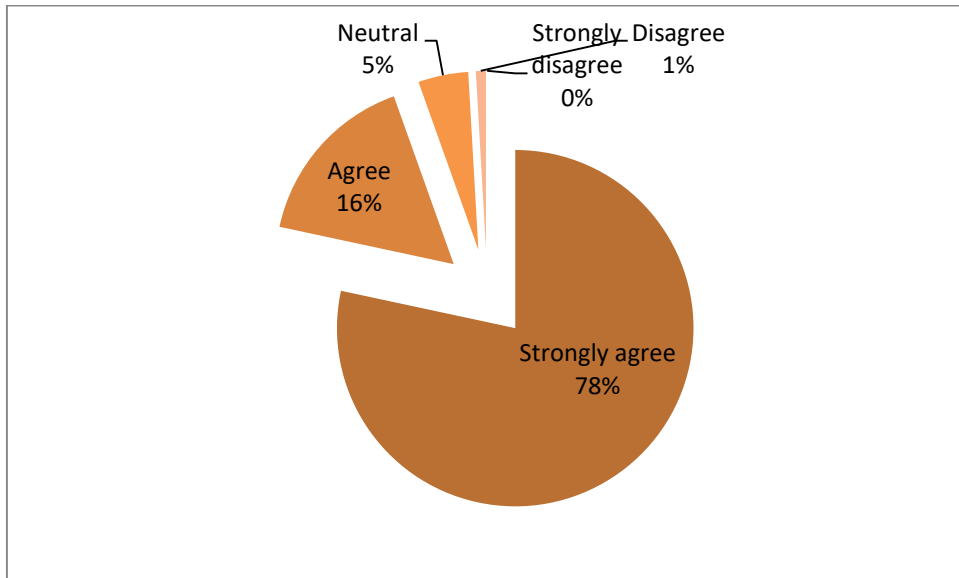
Table 15

Percentage analysis of institution makes effort to engage students in the monitoring, review and continuous quality improvement of the teaching learning process

	Number of Students	Percentage
Strongly agree	862	81
Agree	178	14
Neutral	50	4.16666667
Disagree	10	0.83333333
Strongly disagree	0	0
Total	1100	100

Figure 15

Percentage analysis of response of institution makes effort to engage students in the monitoring, review and continuous quality improvement of the teaching learning process



The majority of students, 81%, strongly agree with the statement or question posed in the survey. This indicates a strong and unified perspective among a significant portion of the surveyed group. The high percentage suggests a consensus or widespread positive sentiment. While a smaller percentage, the "Agree" category still represents a substantial portion of students who share a positive view on the statement or question. This contributes to the overall agreement within the surveyed population. A moderate percentage of students have a neutral stance, neither agreeing nor disagreeing with the statement or question. This suggests a segment of the surveyed group that may not strongly lean towards either side, potentially indicating indecision or a lack of a clear stance. Only a small percentage of students disagree with the statement or question. This indicates that dissenting opinions are relatively rare within the surveyed population. Notably, there are no respondents who strongly disagree with the statement or question. This suggests a lack of vehement opposition or strong dissenting views within the surveyed group.

16. The institute/ teachers use student centric methods for enhancing learning experiences

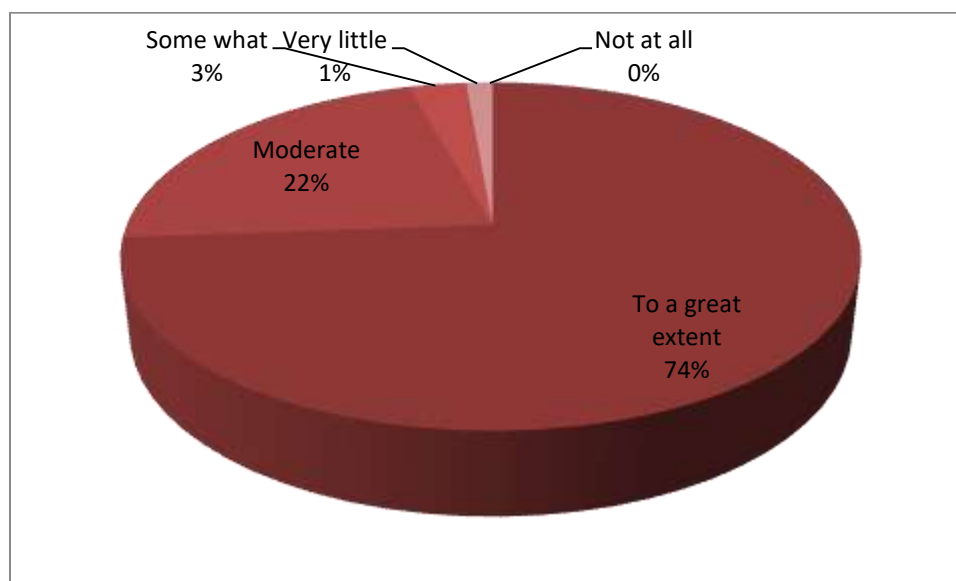
Table 16

Percentage analysis of institute/ teachers use student centric methods for enhancing learning experiences

	Number of Students	Percentage
To a great extent	812	73.81818182
Moderate	240	21.81818182
Some what	33	3
Very little	15	1.363636364
Not at all	0	0
Total	1100	100

Figure 16

Percentage analysis of response of institute/ teachers use student centric methods for enhancing learning experiences



The majority of students (73.82%) express a strong affirmation or positive perception regarding the statement or concept in question. This indicates a substantial and unified perspective among a significant portion of the surveyed group. While a smaller percentage

than those who responded "To a great extent," the "Moderate" category still represents a substantial proportion of students who hold a positive or moderately positive perception. This suggests a considerable level of agreement within the surveyed population. A small percentage of students express a somewhat positive perception. This category may indicate a group with a mixed or varied perspective, falling between strong affirmation and more neutral views. A small but notable percentage of students indicate a limited or very little positive perception regarding the statement or concept. This group represents a minority with a less favorable view. Importantly, there are no respondents who claim not to perceive or experience the statement or concept at all. This suggests that, according to the survey, all students have some level of perception or experience related to the topic.

17. Teachers encourage to participate in extracurricular activities

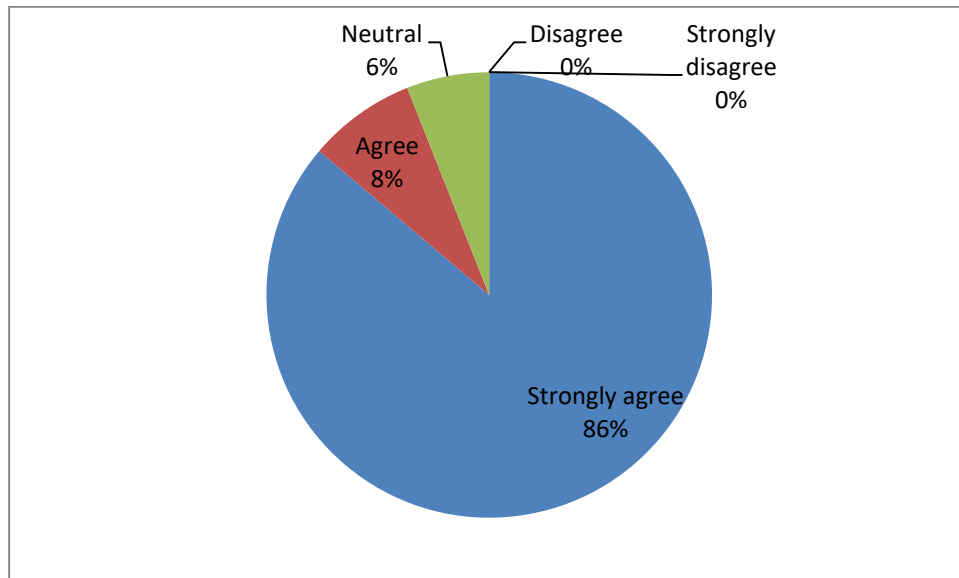
Table 17

Percentage analysis of teachers encourage to participate in extracurricular activities

	Number of Students	Percentage
Strongly agree	948	86.18181818
Agree	86	7.818181818
Neutral	66	6
Disagree	0	0
Strongly disagree	0	0
Total	1100	100

Figure 17

Percentage analysis of response of Teachers encourage to participate in extracurricular activities



The provided data represents the responses of 1100 students to a survey, categorized by their level of agreement with a statement or question. The vast majority of students strongly agree with the statement or question posed in the survey. This overwhelming percentage indicates a strong consensus among the surveyed group, with a unified and positive viewpoint. While a smaller percentage, the "Agree" category still represents a portion of students who hold a positive view. However, this group is significantly smaller compared to those who strongly agree, suggesting a high degree of unanimity. A moderate percentage of students indicate a neutral stance, neither agreeing nor disagreeing with the statement or question. While not the dominant response, this suggests that there is a segment of the surveyed group that does not strongly lean towards either agreement or disagreement. Notably, there are no respondents who disagree or strongly disagree with the statement or question. This suggests that dissenting opinions are entirely absent within the surveyed population, highlighting a high level of agreement.

18. Efforts are made by the institute/ teachers to inculcate soft skills, life skills and employability skills

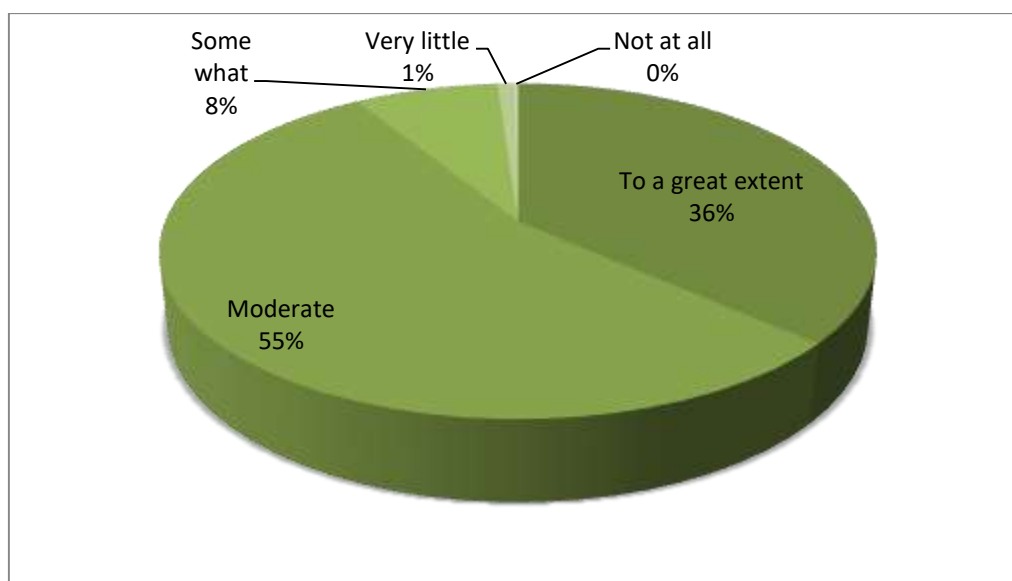
Table 18

Percentage analysis of efforts are made by the institute/ teachers to inculcate soft skills, life skills and employability skills

	Number of Students	Percentage
To a great extent	402	36.54545455
Moderate	601	54.63636364
Some what	85	7.727272727
Very little	10	0.909090909
Not at all	2	0.181818182
Total	1100	100

Figure 18

Percentage analysis of response of efforts are made by the institute/teachers to inculcate soft skills, life skills and employability skills



The provided data represents the responses of 1100 students regarding the extent to which they perceive or experience something, categorized by different levels. A significant

but minority proportion of students perceive or experience the subject matter to a great extent. This suggests that there is a subset of the surveyed population for whom the topic holds significant importance or impact. The majority of students perceive or experience the subject matter at a moderate level. This category represents a sizable portion of the surveyed group, indicating that a significant majority holds a moderately positive or impactful view. A small percentage of students express a somewhat positive perception or experience. This suggests a group with a less intense or more variable response compared to those in the "To a great extent" and "Moderate" categories. A minimal percentage of students indicate a very little perception or experience. This represents a small group within the surveyed population for whom the subject matter has limited impact or importance. An extremely low percentage of students claim not to perceive or experience the subject matter at all. This suggests that, according to the survey, almost all students have some level of perception or experience related to the topic.

19. Teachers’ use ICT tools such as LCD projector, Multimedia, etc. while teaching

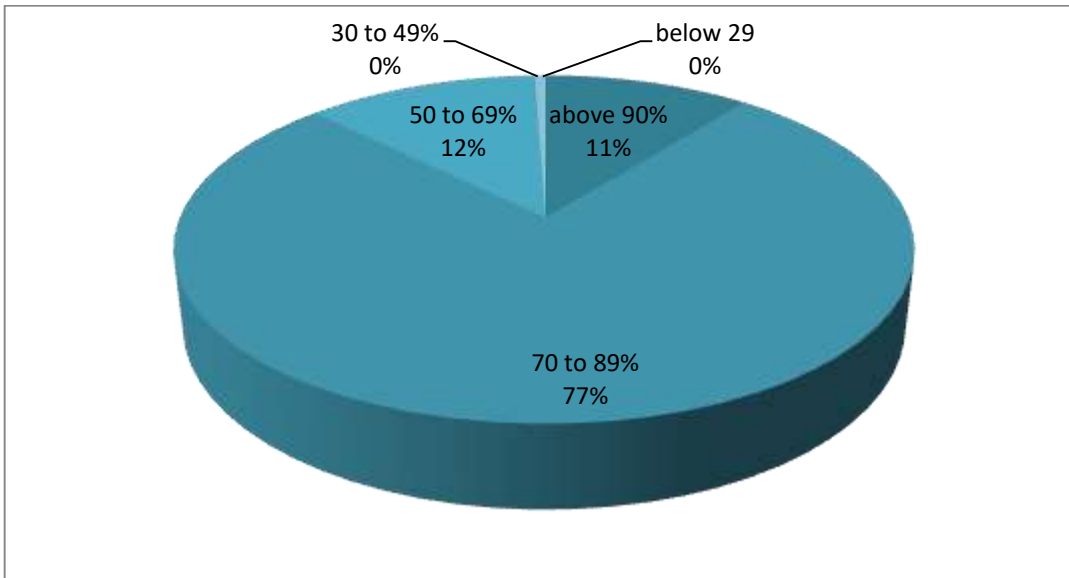
Table 19

Percentage analysis of teachers’ use ICT tools such as LCD projector, Multimedia, etc. while teaching

	Number of Students	Percentage
above 90%	118	10.72727273
70 to 89%	843	76.63636364
50 to 69%	133	12.09090909
30 to 49%	6	0.545454545
below 29	0	0
Total	1100	100

Figure 19

Percentage analysis of response of teachers' use ICT tools such as LCD projector, Multimedia, etc. while teaching



The provided data represents the distribution of students based on the percentage range of a certain measure. A relatively small percentage of students, approximately 10.73%, have achieved a percentage score above 90%. This suggests a group of high achievers within the surveyed population. The majority of students fall within the 70 to 89% range, constituting a significant portion (76.64%) of the surveyed group. This range indicates a widespread level of achievement among a substantial majority of students. A moderate percentage of students, around 12.09%, fall within the 50 to 69% range. This represents a group that has achieved at a satisfactory level but may not be among the top performers. A small percentage of students, approximately 0.55%, fall within the 30 to 49% range. This suggests a very small subset of students who have achieved below-average scores. Notably, there are no respondents who have achieved below 29%. This could indicate a relatively high minimum threshold or entry level for the measure being assessed.

20. Overall quality of teaching-learning process in the institute

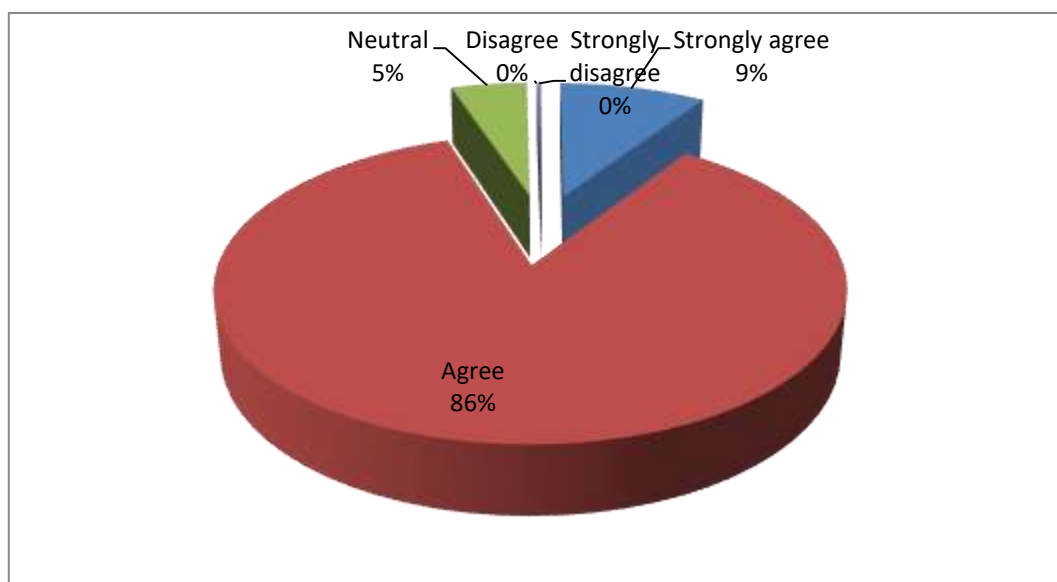
Table 20

Percentage analysis of overall quality of teaching-learning process in the institute

	Number of Students	Percentage
Strongly agree	102	9.272727273
Agree	942	85.63636364
Neutral	53	4.818181818
Disagree	2	0.181818182
Strongly disagree	1	0.090909091
Total	1100	100

Figure 20

Percentage analysis of response of overall quality of teaching-learning process in the institute



The provided data represents the responses of 1100 students to a survey, categorized by their level of agreement with a statement or question. A small but notable percentage of students strongly agree with the statement or question posed in the survey. While not the dominant response, this indicates a group with a strong positive stance. The vast majority of students express agreement with the statement or question. This overwhelming percentage suggests a high degree of consensus and a shared positive perspective within the surveyed group. A moderate percentage of students indicate a neutral stance, neither agreeing nor

disagreeing with the statement or question. This suggests that there is a segment of the surveyed group that does not strongly lean towards either agreement or disagreement. Only a very small percentage of students disagree with the statement or question. This indicates that dissenting opinions are rare within the surveyed population. An even smaller percentage of students strongly disagree with the statement or question. This suggests an extremely limited number of individuals with a strong negative stance.

VI. Conclusion

It states that the overall student satisfaction survey results achieved for March 2020 were excellent, and it suggests that this is because Amal College invests in giving students a quality academic experience. Additionally, it would be helpful to provide more specific information about the survey results, such as the percentage of students who rated their experience as excellent or the specific areas in which students were most satisfied. This would provide a clearer picture of the college's success in providing a quality academic experience.