



AMAL COLLEGE OF ADVANCED STUDIES

NAAC accredited with A grade

Aided By Govt. of Kerala and Affiliated to University of Calicut
Santhigramam, Myladi, Eranhimangad-PO, Nilambur, Pin. 679329

STUDENT SATISFACTION SURVEY: 2020-2021

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

I. Objective

To measure the student's level of satisfaction on their experiences with Amal College of Advanced Studies 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

- a. Amal College shall conduct Student Satisfaction Survey in March of each year. The survey shall cover 1200 students where they are required to complete the Student Satisfaction Survey form (Student Satisfaction Survey Form, Doc. No.: CC-EDT-C2.6.2 FM1) on-line. The completed survey form shall then be submitted to college electronically.
- b. The tutors take the lead in conducting the Student Satisfaction Survey online in March 2021 with the assistance of IQAC. The survey results were electronically tabulated for analysis and for continual improvement of the processes and systems. The analysis was compiled into a survey report which was submitted to the management for review and approval prior to implementation of recommended improvement actions. Survey report was made available to stakeholders after management approval.



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III. Participants

The student satisfaction survey conducted in March 2021 covered a total of 1200 students from different courses.

IV. Analysis

The data pertaining to student satisfaction survey of 1200 students were subjected to statistical analysis and the findings are given below:

1. Syllabus covered

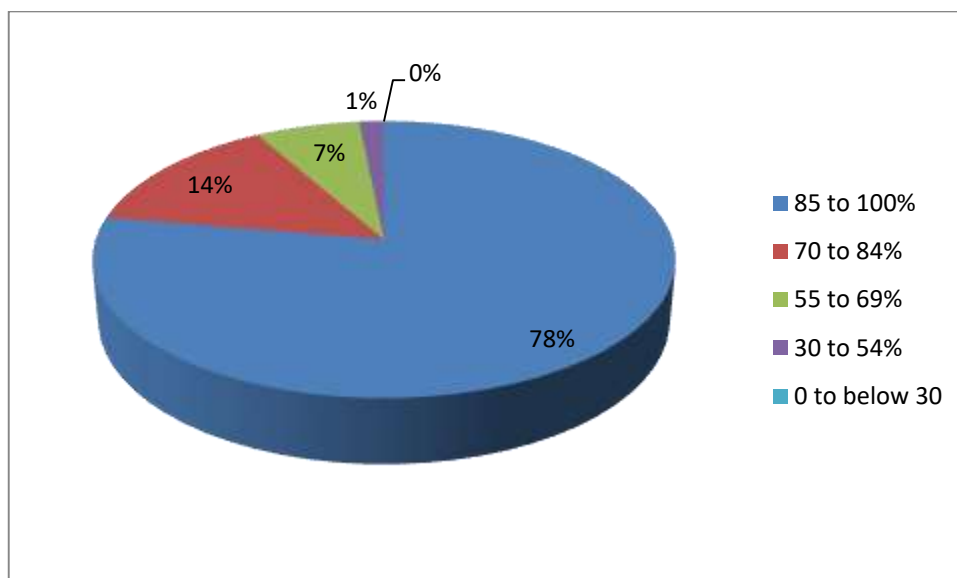
Table 1

Percentage analysis of response of syllabus covered by teachers

	Number of Students	Percentage
85 to 100%	932	77.66666667
70 to 84%	169	14.08333333
55 to 69%	80	6.66666667
30 to 54%	19	1.58333333
0 to below 30	0	0
Total	1200	100

Figure 1

Percentage analysis of response of syllabus covered by teachers



The majority of students have achieved within the range of 85 to 100%. This indicates a strong prevalence of high academic performance among the surveyed population. The



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high percentage suggests a significant portion of students excelling in their studies. A notable but smaller percentage falls within the range of 70 to 84%. This category represents students with a solid academic performance, although not reaching the highest levels. It contributes to the overall distribution of achievement. A moderate percentage falls within the range of 55 to 69%. This indicates a smaller group with a mid-range academic performance. While not the dominant category, it contributes to the diversity of achievement levels. A small percentage of students fall within the range of 30 to 54%. This category represents a minority with lower academic performance, suggesting that students in this range are relatively few within the surveyed population. Notably, there are no respondents in the lowest category, indicating that none of the surveyed students have achieved below 30%. This suggests that very low academic performance is not represented in the surveyed group.

2. Preparation of Class

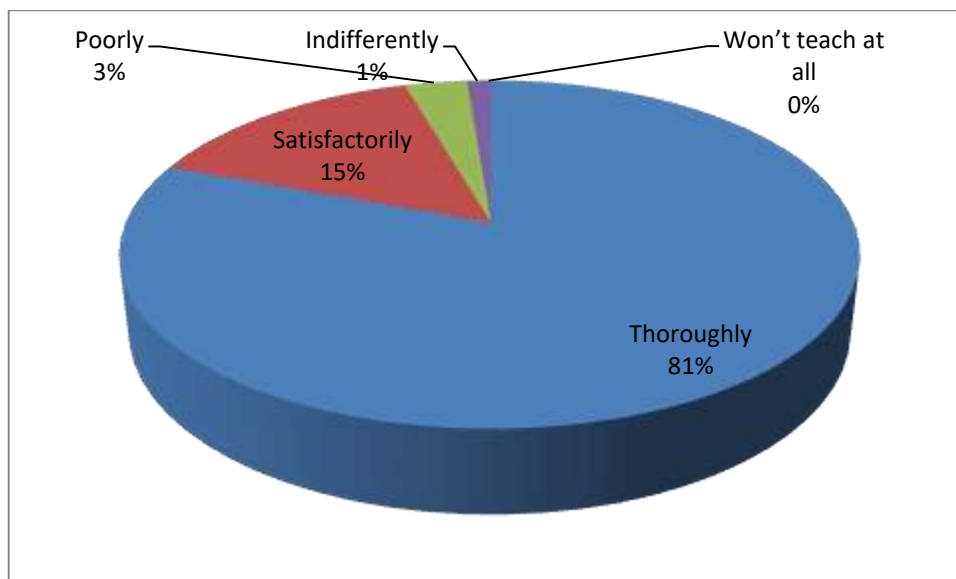
Table 2

Percentage analysis of teachers' preparation for the classes

	Number of Students	Percentage
Thoroughly	968	80.66666667
Satisfactorily	178	14.83333333
Poorly	39	3.25
Indifferently	15	1.25
Won't teach at all	0	0
Total	1200	100

Figure 2

Percentage analysis of response of teachers' preparation for the classes



The provided data represents the responses of 1200 students regarding their satisfaction or perception of teaching quality, categorized by different levels. The majority of students express high satisfaction, stating that the teaching is thorough. This overwhelming percentage suggests a strong positive sentiment among the surveyed group regarding the depth and quality of the teaching. A smaller but still notable percentage of students indicate that the teaching is satisfactory. While not as high as the "Thoroughly" category, this group represents students who find the teaching acceptable or adequate. A small percentage of students express dissatisfaction with the teaching quality, indicating that they perceive it as poor. Although not the dominant response, this category is a minority within the surveyed population. A minor percentage of students respond with indifference, indicating a neutral or indifferent stance toward the teaching. This suggests a small group of students who may not strongly lean towards either satisfaction or dissatisfaction. Notably, there are no respondents who express the most extreme form of dissatisfaction, stating that they won't teach at all. This suggests that the surveyed students, according to the data, do not harbour extreme negative sentiments regarding the teaching.



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3. Teachers' communication

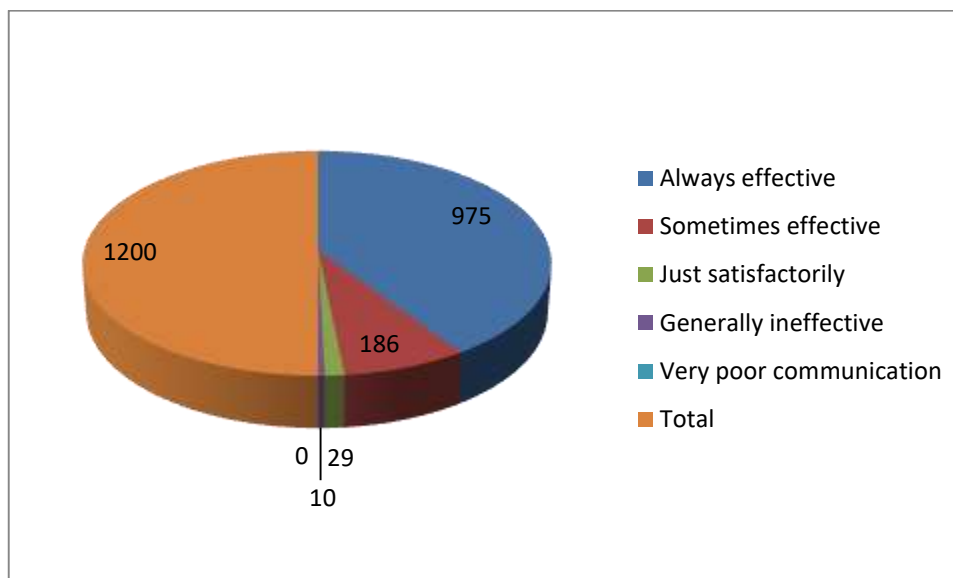
Table 3

Percentage analysis of teachers' communication

	Number of Students	Percentage
Always effective	975	81.25
Sometimes effective	186	15.5
Just satisfactorily	29	2.416666667
Generally ineffective	10	0.833333333
Very poor communication	0	0
Total	1200	100

Figure 3

Percentage analysis of response of teachers' communication



The provided data represents the responses of 1200 students regarding their perception of the effectiveness of communication, categorized by different levels. The majority of students express a high level of satisfaction, stating that communication is always effective. This overwhelming percentage suggests a strong positive sentiment among the

surveyed group regarding the consistently high effectiveness of communication. A smaller but still notable percentage of students indicate that communication is sometimes



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effective. While not as high as the "Always effective" category, this group represents students who find the communication effective on certain occasions. A small percentage of students express that communication is just satisfactory. This suggests a group with a more neutral or moderately satisfied view, falling between high satisfaction and dissatisfaction. A very small percentage of students perceive communication as generally ineffective. While this category represents a minority, it indicates that there are some students who find the communication less than satisfactory. Notably, there are no respondents who rate communication as very poor. This suggests that, according to the survey, extreme dissatisfaction with communication is not represented in the surveyed group.

2. Teacher's approach to teach

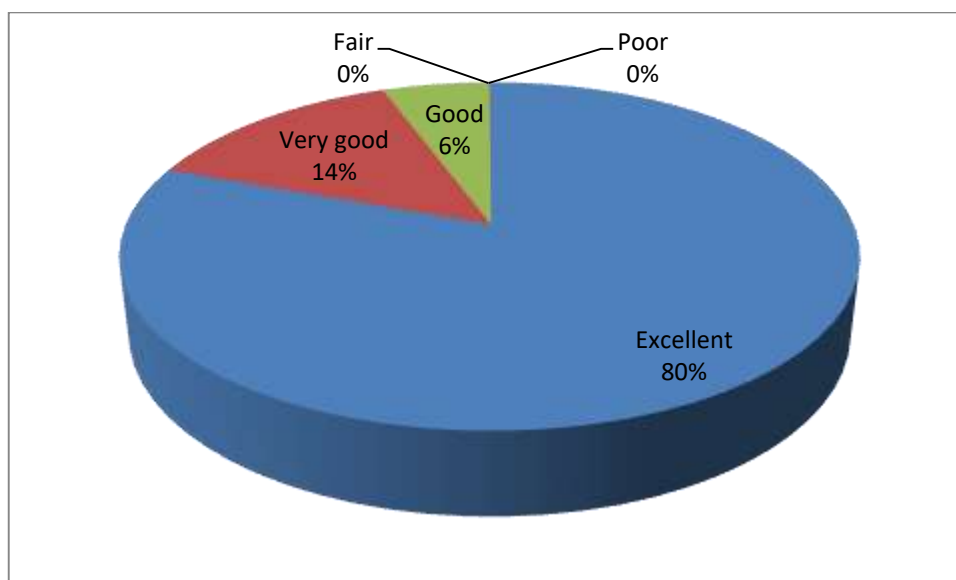
Table 4

Percentage analysis of teacher's approach to teach

	Number of Students	Percentag e
Excellent	967	80.58333333
Very good	165	13.75
Good	67	5.583333333
Fair	1	0.083333333
Poor	0	0
Total	1200	100

Figure 4

Percentage analysis of response of teacher's approach to teach



The provided data represents the responses of 1200 students regarding their evaluation of something, likely a service, categorized by different levels of excellence. The majority of students rate the service as excellent. This overwhelming percentage suggests a strong positive sentiment among the surveyed group, indicating that the majority perceives the service as exceptional. A significant but smaller percentage of students rate the service as very good. This category further contributes to the positive evaluation, indicating that a substantial portion of the surveyed population holds the service in high regard. Another smaller percentage falls into the "Good" category. While not as high as the "Excellent" and "Very good" categories, this group represents students who still find the service to be of satisfactory quality. A very small percentage of students rate the service as fair. This suggests a minimal number of respondents who perceive the service as only meeting basic expectations. Notably, there are no respondents who rate the service as poor. This absence indicates that, according to the survey, none of the students consider the service to be of low quality.

3. Fairness of the internal evaluation process by the teachers

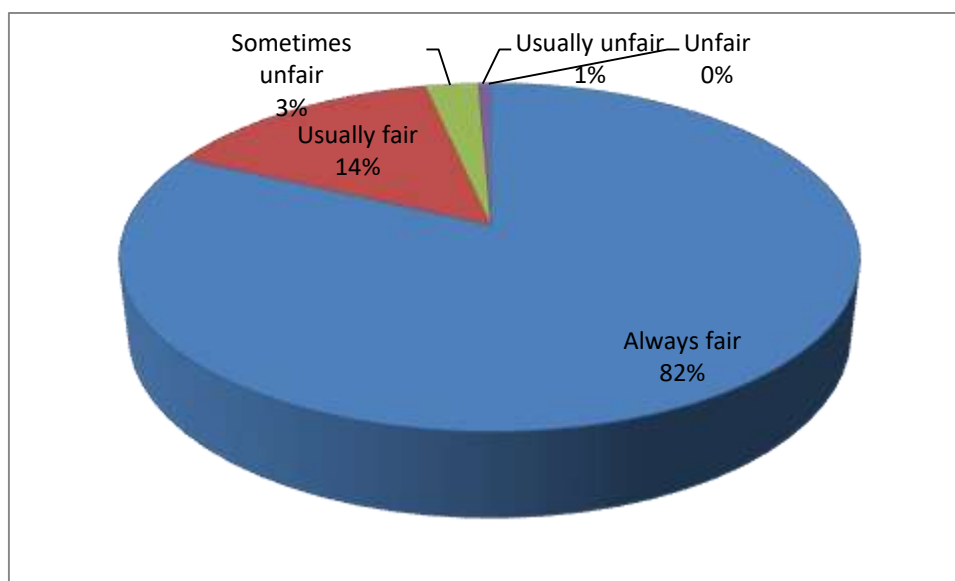
Table 5

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

	Number of Students	Percentage
Always fair	984	82
Usually fair	175	14.58333333
Sometimes unfair	33	2.75
Usually unfair	8	0.666666667
Unfair	0	0
Total	1200	100

Figure 5

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



The provided data represents the responses of 1200 students regarding their perception of fairness, categorized by different levels. The majority of students perceive the situation or context as always fair. This high percentage indicates a strong and consistent belief among



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the surveyed group that fairness is a regular and prevalent aspect. A smaller but still significant percentage of students believe that the situation is usually fair. While not as dominant as the "Always fair" category, this group contributes to the overall positive perception of fairness. A moderate percentage of students feel that the situation is sometimes unfair. This suggests that there is a segment within the surveyed group that perceives occasional lapses in fairness. A small percentage of students believe that the situation is usually unfair. While not a significant proportion, this category represents a minority within the surveyed population with a less positive perception of fairness. Notably, there are no respondents who believe that the situation is entirely unfair. This suggests that extreme negativity regarding fairness is absent within the surveyed group.

4. Teachers' discussion regarding performance in assignments with students

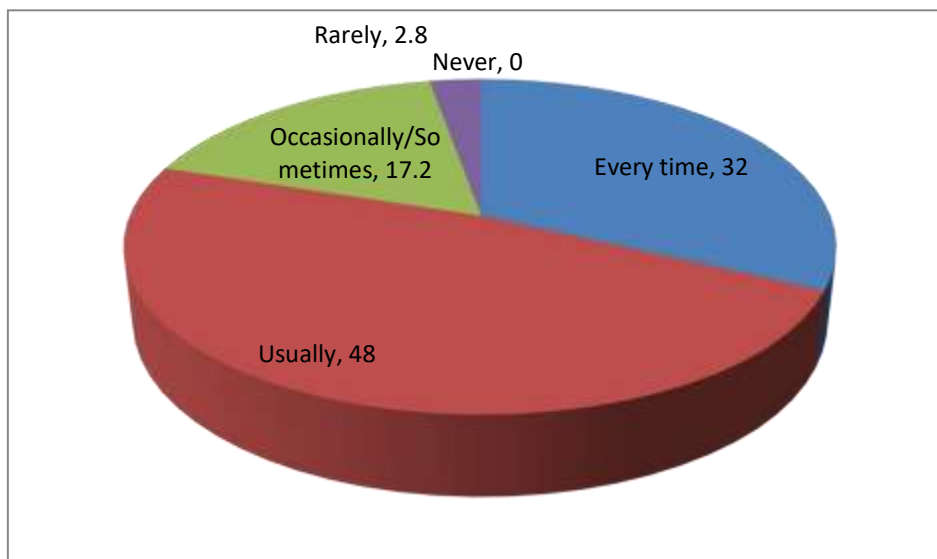
Table 6

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

	Number of Students	Percentage
Every time	80	32
Usually	120	48
Occasionally/Sometimes	43	17.2
Rarely	7	2.8
Never	0	0
Total	250	100

Figure 6

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



The provided data represents the responses of 250 students regarding the frequency of a particular occurrence, categorized by different levels. A significant percentage of students, 32%, report experiencing the occurrence every time. This suggests a substantial portion of the surveyed group encountering the situation regularly. An even larger percentage, 48%, indicates that the occurrence usually happens. This category represents the majority of respondents, highlighting a common and regular experience among the surveyed students. A moderate percentage of students, 17.2%, report experiencing the occurrence occasionally or sometimes. This suggests that there is a segment of the surveyed group for whom the situation is not as regular but still occurs periodically. A small percentage, 2.8%, indicates rare occurrence of the situation. This category represents a minority within the surveyed population, suggesting that only a few students experience the situation infrequently. Notably, there are no respondents who claim never to experience the occurrence. This implies that, according to the survey, all students have some level of encounter with the situation.

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

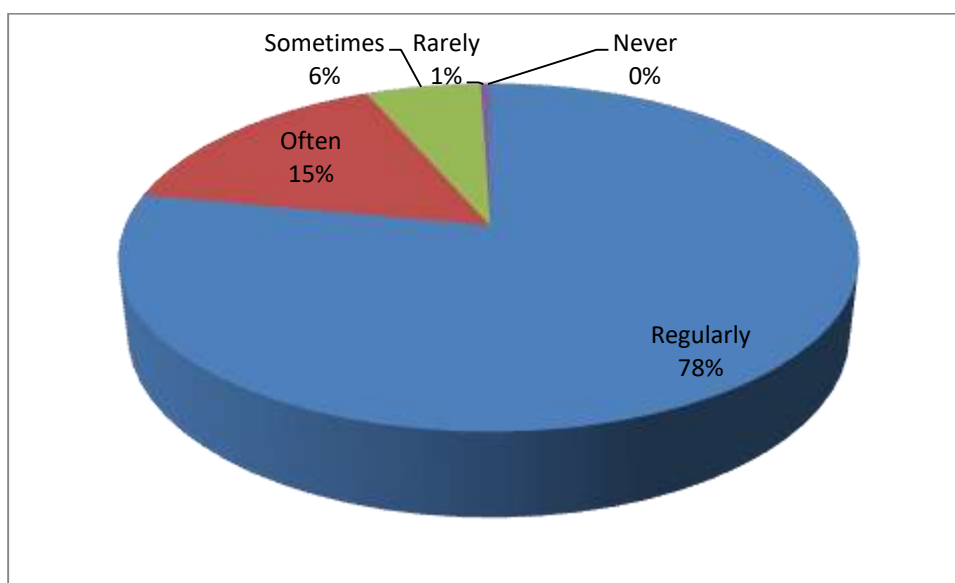
Table 7

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

	Number of Students	Percentage
Regularly	936	78
Often	186	15.5
Sometimes	72	6
Rarely	6	0.5
Never	0	0
Total	1200	100

Figure 7

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



The provided data represents the responses of 1200 students regarding the frequency of a particular occurrence, categorized by different levels. The majority of students, 78%, report



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experiencing the occurrence regularly. This suggests a significant and consistent engagement with the situation among the surveyed group. A notable percentage, 15.5%, indicates that the occurrence often happens. While not as dominant as the "Regularly" category, this group represents a substantial portion of the surveyed population, highlighting a frequent experience. A moderate percentage of students, 6%, report experiencing the occurrence occasionally or sometimes. This suggests that there is a segment of the surveyed group for whom the situation is not as regular but still occurs periodically. A small percentage, 0.5%, indicates rare occurrence of the situation. This category represents a minority within the surveyed population, suggesting that only a few students experience the situation infrequently. Notably, there are no respondents who claim never to experience the occurrence. This implies that, according to the survey, all students have some level of encounter with the situation.

6. Teaching and mentoring process

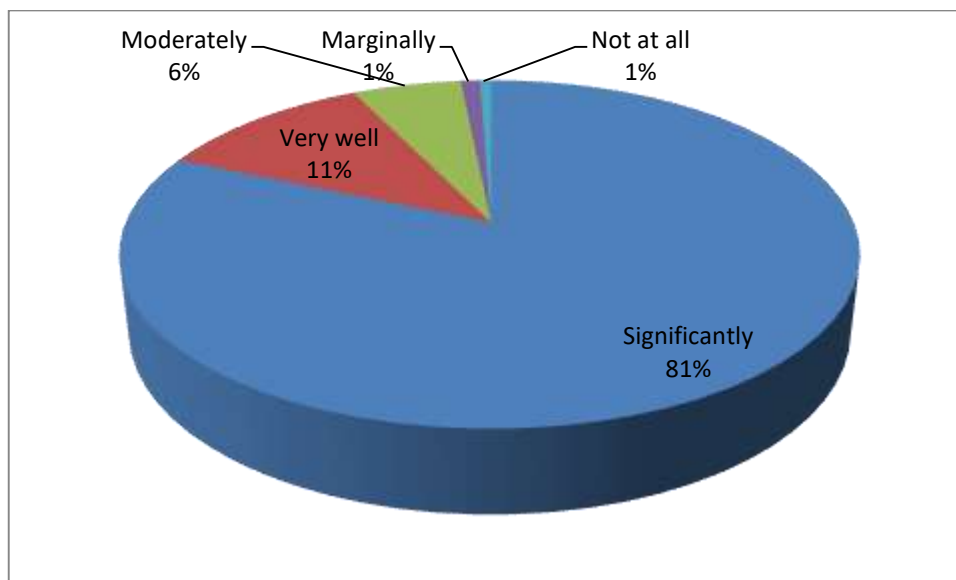
Table 8

Percentage analysis of teaching and mentoring process

	Number of Students	Percentage
Significantly	978	81.5
Very well	135	11.25
Moderately	68	5.6667
Marginally	12	1
Not at all	7	0.5833
Total	1200	100

Figure 8

Percentage analysis of response of teaching and mentoring process



The provided data represents the responses of 1200 students regarding their perceived effectiveness or proficiency in a certain aspect, categorized by different levels. The majority of students, 81.5%, believe that they are significantly proficient or effective in the aspect under consideration. This overwhelming percentage suggests a strong sense of competence or accomplishment within the surveyed group. A significant but smaller percentage of students, 11.25%, feel very well-versed or effective in the aspect. While not as dominant as the "Significantly" category, this group represents a substantial portion of the surveyed population with a high level of perceived proficiency. A moderate percentage of students, 5.6667%, believe they are moderately proficient or effective in the aspect. This suggests a segment within the surveyed group with a more moderate level of perceived proficiency. A smaller percentage of students, 1%, perceive their proficiency or effectiveness in the aspect as marginal. This category represents a minority within the surveyed population with a lower level of perceived proficiency. A very small percentage of students, 0.5833%, indicate that they are not at all proficient or effective in the aspect. While representing a minority, this category suggests that there are students within the surveyed group who perceive a lack of proficiency in the aspect.

7. The institution provides multiple opportunities to learn and grow

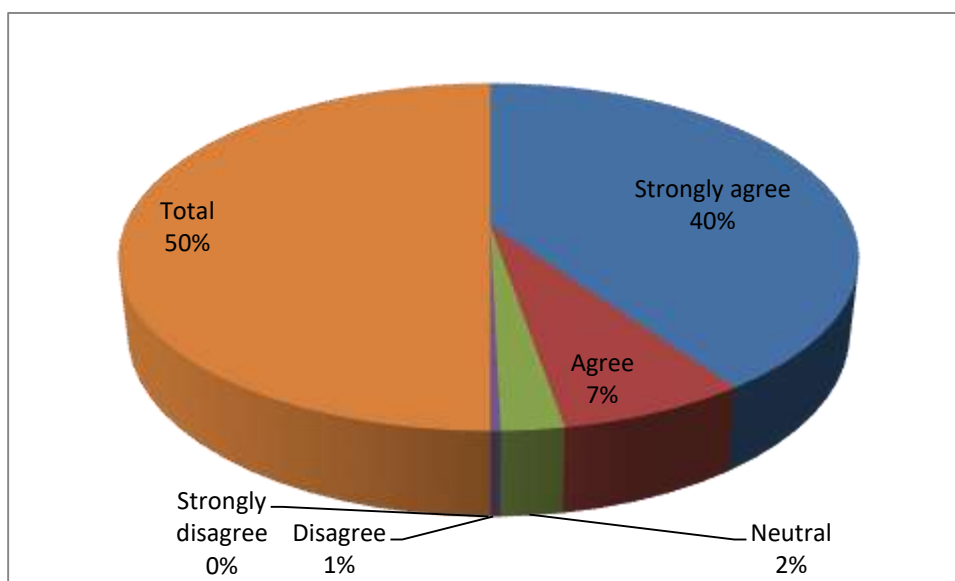
Table 9

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

	Number of Students	Percentage
Strongly agree	968	80.6666667
Agree	168	14
Neutral	55	4.58333333
Disagree	9	0.75
Strongly disagree	0	0
Total	1200	100

Figure 9

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



The provided data represents the responses of 1200 students to a survey, categorized by their level of agreement with a statement or question. The overwhelming majority of students strongly agree with the statement or question posed in the survey. This high percentage indicates a strong consensus and a shared positive viewpoint within the



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surveyed group. While a smaller percentage compared to "Strongly agree," the "Agree" category still represents a significant portion of students who hold a positive view. 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 does 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.

8. 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	964	80.333
Usually	185	15.417
Occasionally/Sometimes	44	3.6667
Rarely	7	0.5833
Never	0	0
Total	1200	100

Figure 10

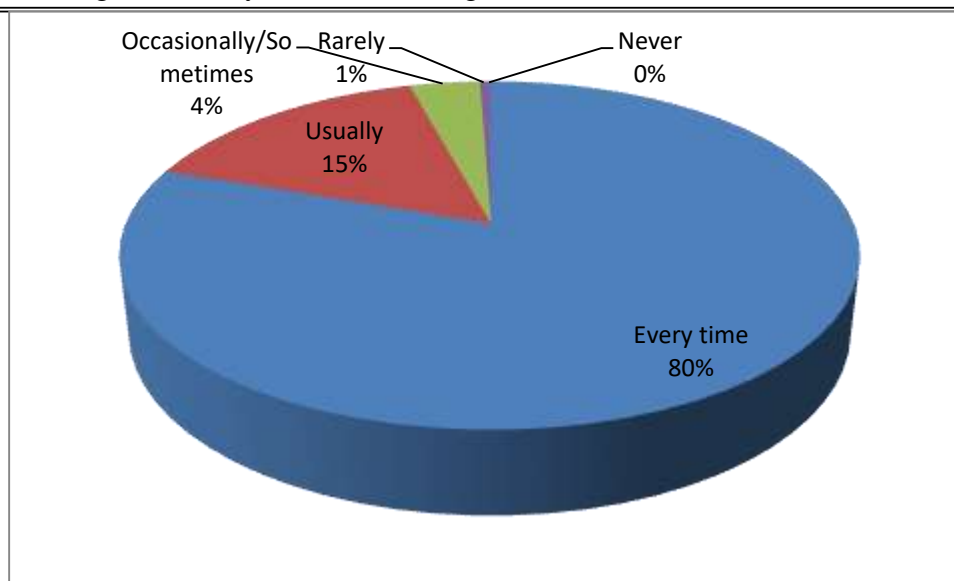
Percentage analysis of response of teachers inform students' expected competencies, course outcomes and program outcomes



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The provided data represents the responses of 1200 students regarding the frequency of a particular occurrence, categorized by different levels. The majority of students, at 80.33%, report experiencing the occurrence every time. This suggests a significant and consistent engagement with the situation among the surveyed group. A notable percentage, 15.42%, indicates that the occurrence usually happens. While not as dominant as the "Every time" category, this group represents a substantial portion of the surveyed population, highlighting a frequent experience. A moderate percentage of students, 3.67%, report experiencing the occurrence occasionally or sometimes. This suggests that there is a segment of the surveyed group for whom the situation is not as regular but still occurs periodically. A small percentage, 0.58%, indicates rare occurrence of the situation. This category represents a minority within the surveyed population, suggesting that only a few students experience the situation infrequently. Notably, there are no respondents who claim never to experience the occurrence. This implies that, according to the survey, all students have some level of encounter with the situation.

9. Mentor follow-up system

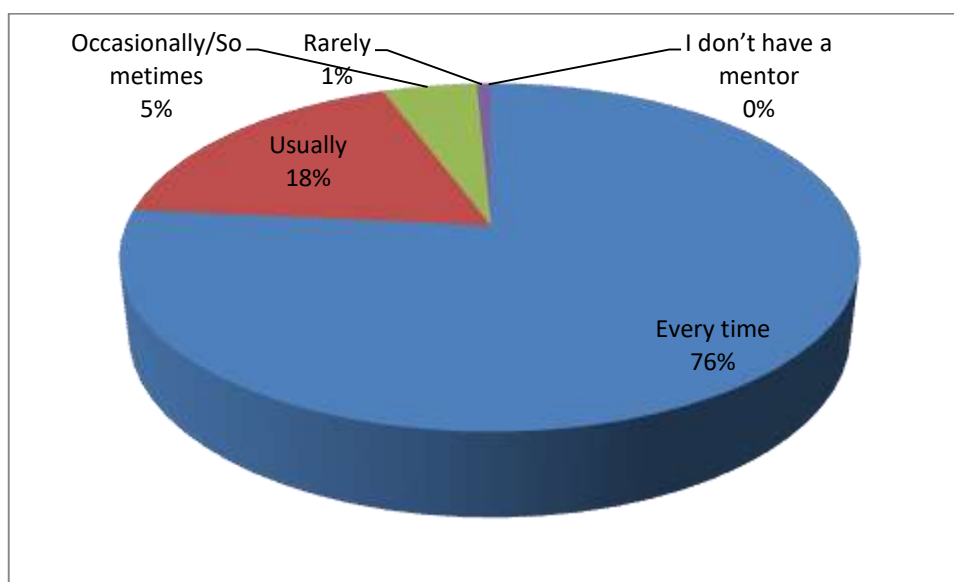
Table 11

Percentage analysis of mentor follow-up system

	Number of Students	Percentage
Every time	918	76.5
Usually	214	17.8333333
Occasionally/Sometimes	59	4.91666667
Rarely	9	0.75
I don't have a mentor	0	0
Total	1200	100

Figure 11

Percentage analysis of response of mentor follow-up system



The provided data represents the responses of 1200 students regarding their interaction with mentors, categorized by different levels. The majority of students, at 76.5%, report interacting with their mentor every time. This suggests a significant and consistent engagement with mentors among the surveyed group. A notable percentage, 17.83%, indicates that students usually interact with their mentors. While not as dominant as the "Every time" category, this group represents a substantial portion of the surveyed population, highlighting a frequent interaction with mentors. A moderate percentage of



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students, 4.92%, report occasionally or sometimes interacting with their mentors. This suggests that there is a segment of the surveyed group for whom mentor interaction is not as regular but still occurs periodically. A small percentage, 0.75%, indicates rare interaction with mentors. This category represents a minority within the surveyed population, suggesting that only a few students experience infrequent mentor interaction. Notably, there are no respondents who claim not to have a mentor. This implies that, according to the survey, all students have some level of mentor ship.

10. The teachers illustrate the concepts through examples and applications

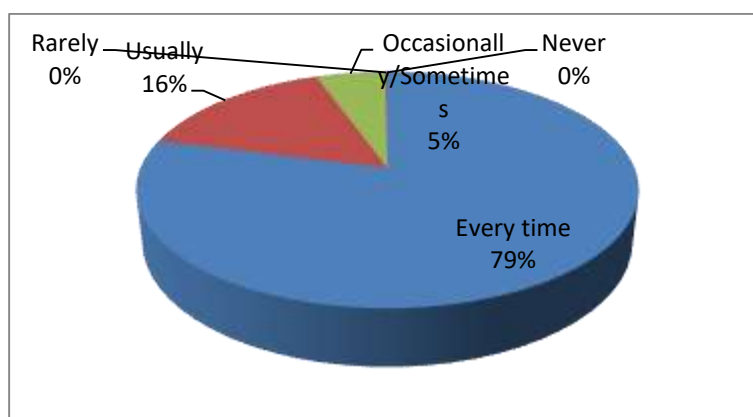
Table 12

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

	Number of Students	Percentage
Every time	948	79
Usually	186	15.5
Occasionally/Sometimes	64	5.33333333
Rarely	2	0.16666667
Never	0	0
Total	1200	100

Figure 12

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





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The provided data represents the responses of 1200 students regarding the frequency of a particular occurrence, categorized by different levels. The majority of students, at 79%, report experiencing the occurrence every time. This suggests a significant and consistent engagement with the situation among the surveyed group. A notable percentage, 15.5%, indicates that the occurrence usually happens. While not as dominant as the "Every time" category, this group represents a substantial portion of the surveyed population, highlighting a frequent experience. A moderate percentage of students, 5.33%, report experiencing the occurrence occasionally or sometimes. This suggests that there is a segment of the surveyed group for whom the situation is not as regular but still occurs periodically. A very small percentage, 0.17%, indicates rare occurrence of the situation. This category represents a minority within the surveyed population, suggesting that only a few students experience the situation infrequently. Notably, there are no respondents who claim never to experience the occurrence. This implies that, according to the survey, all students have some level of encounter with the situation.

11. The teachers identify students' strengths and encourage students with providing right level of challenges

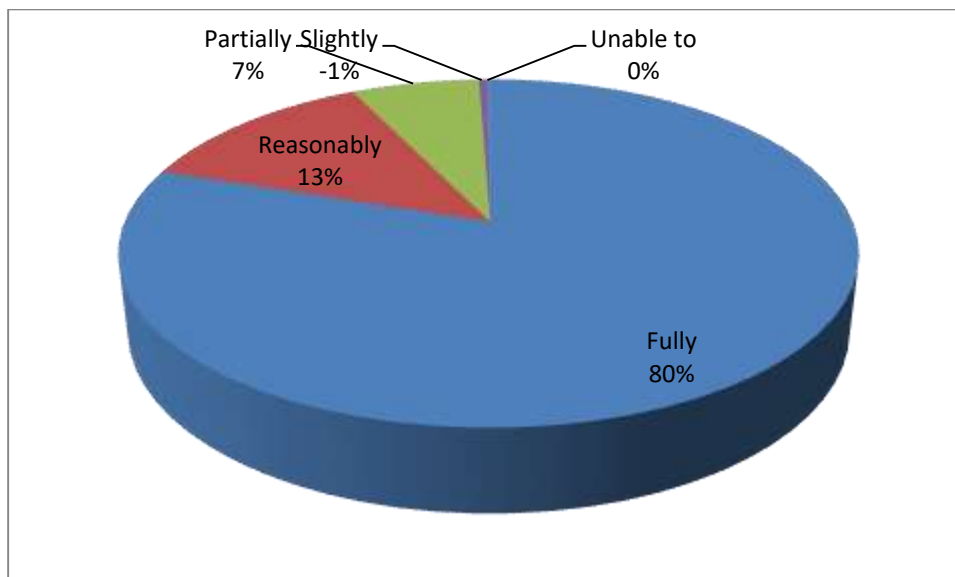
Table 13

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

	Number of Students	Percentage
Fully	961	80.083
Reasonably	152	12.667
Partially	80	6.6667
Slightly	6	0.5
Unable to	1	0.0833
Total	1200	100

Figure 13

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



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

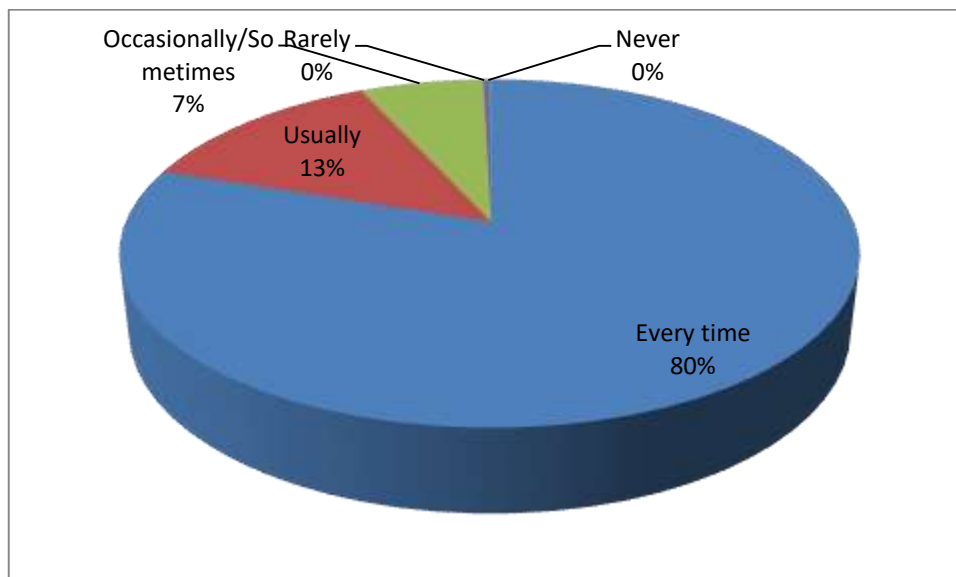
Table 14

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

	Number of Students	Percentage
Every time	961	80.083
Usually	157	13.083
Occasionally/Sometimes	77	6.4167
Rarely	4	0.3333
Never	1	0.0833
Total	1200	100

Figure 14

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



The provided data represents the responses of 1200 students regarding their perception or level of agreement, categorized by different levels. The majority of students, at 80.08%, express a high level of agreement or adherence to the given statement or question. This category represents a significant and dominant portion of the surveyed population, indicating a strong consensus. A notable percentage, 12.67%, indicates a moderate level of agreement or acceptance. While not as dominant as the "Fully" category, this group represents a substantial portion of the surveyed population, contributing to the overall agreement. A moderate percentage of students, 6.67%, express a partial agreement or adherence to the statement or question. This suggests a segment of the surveyed group that does not fully commit but agrees to some extent. A very small percentage, 0.5%, indicates slight agreement or adherence. This category represents a minority within the surveyed population, suggesting that only a few students express a minimal level of agreement. A negligible percentage, 0.08%, indicates that only a very small number of students were unable to respond to the statement or question. This category is almost insignificant within the surveyed population.

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

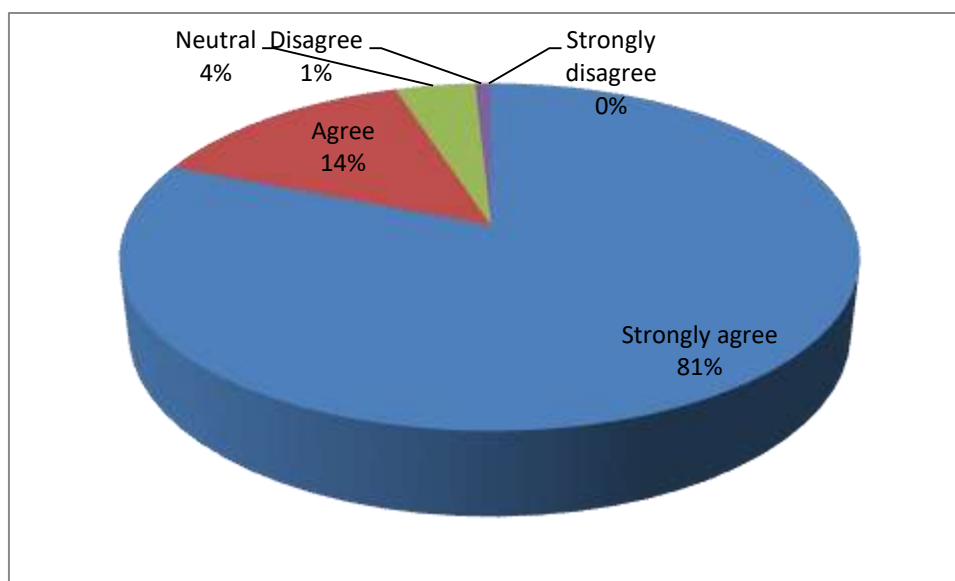
Table 15

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	972	81
Agree	168	14
Neutral	50	4.16666667
Disagree	10	0.83333333
Strongly disagree	0	0
Total	1200	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 provided data represents the responses of 1200 students to a survey, categorized by their level of agreement with a statement or question. The majority of students, at 81%,



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express a strong agreement with the statement or question posed in the survey. This high percentage indicates a robust consensus and a shared positive viewpoint within the surveyed group. 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 does 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.

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

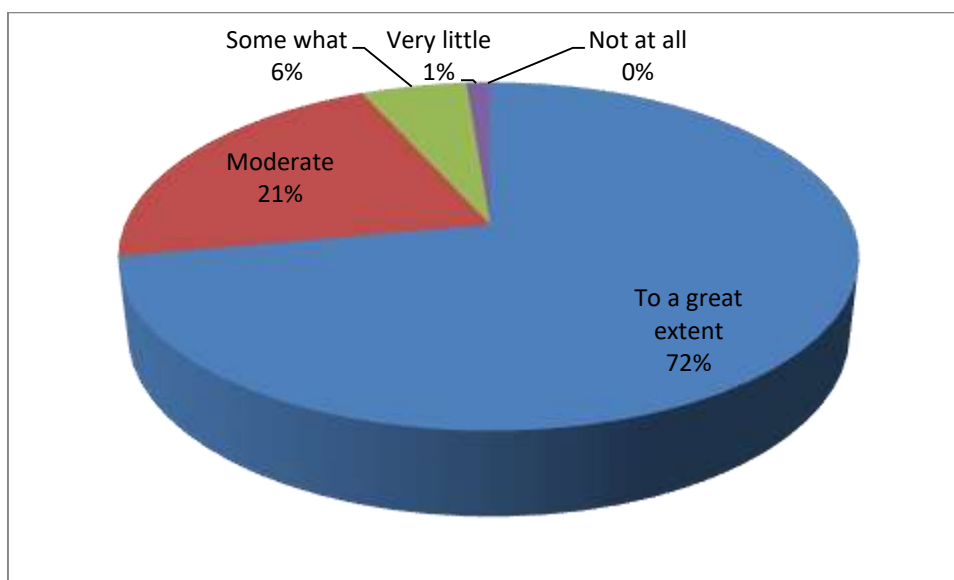
Table 16

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

	Number of Students	Percentage
To a great extent	865	72.083
Moderate	254	21.167
Some what	66	5.5
Very little	15	1.25
Not at all	0	0
Total	1200	100

Figure 16

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



The provided data represents the responses of 1200 students regarding their perceived extent of something, categorized by different levels. The majority of students, at 72.08%, strongly endorse or perceive the aspect in question to a great extent. This high percentage indicates a significant and dominant endorsement within the surveyed group. A notable percentage, 21.17%, indicates a moderate level of endorsement or perception. While not as dominant as the "To a great extent" category, this group represents a substantial portion of the surveyed population, contributing to the overall endorsement. A moderate percentage of students, 5.5%, endorse or perceive the aspect to some extent. This suggests that there is a segment of the surveyed group for whom the situation is not as strong but still exists to a certain degree. A small percentage, 1.25%, indicates a limited endorsement or perception of the aspect. This category represents a minority within the surveyed population, suggesting that only a few students perceive the aspect to a very small extent. Notably, there are no respondents who claim not to perceive the aspect at all. This implies that, according to the survey, all students have some level of endorsement or perception of the aspect.

15. Teachers encourage to participate in extracurricular activities

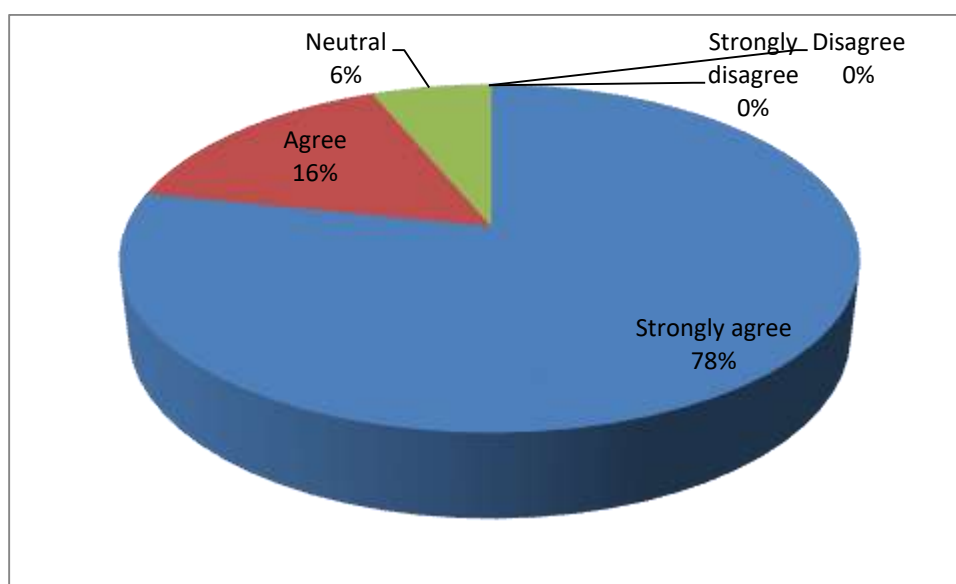
Table 17

Percentage analysis of teachers encourage to participate in extracurricular activities

	Number of Students	Percentage
Strongly agree	939	78.25
Agree	186	15.5
Neutral	75	6.25
Disagree	0	0
Strongly disagree	0	0
Total	1200	100

Figure 17

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



The provided data represents the responses of 1200 students to a survey, categorized by their level of agreement with a statement or question. The majority of students, at 78.25%, express a strong agreement with the statement or question posed in the survey. This high



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percentage indicates a robust consensus and a shared positive viewpoint within the surveyed group. While a smaller percentage compared to "Strongly agree," the "Agree" category still represents a significant portion of students who hold a positive view. 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 does not strongly lean towards either side, potentially indicating indecision or a lack of a clear stance. Notably, there are no respondents who disagree with the statement or question. This indicates that dissenting opinions are absent within the surveyed population. Similarly, 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.Efforts are made by the institute/ teachers to inculcate soft skills, life skills and employability skills

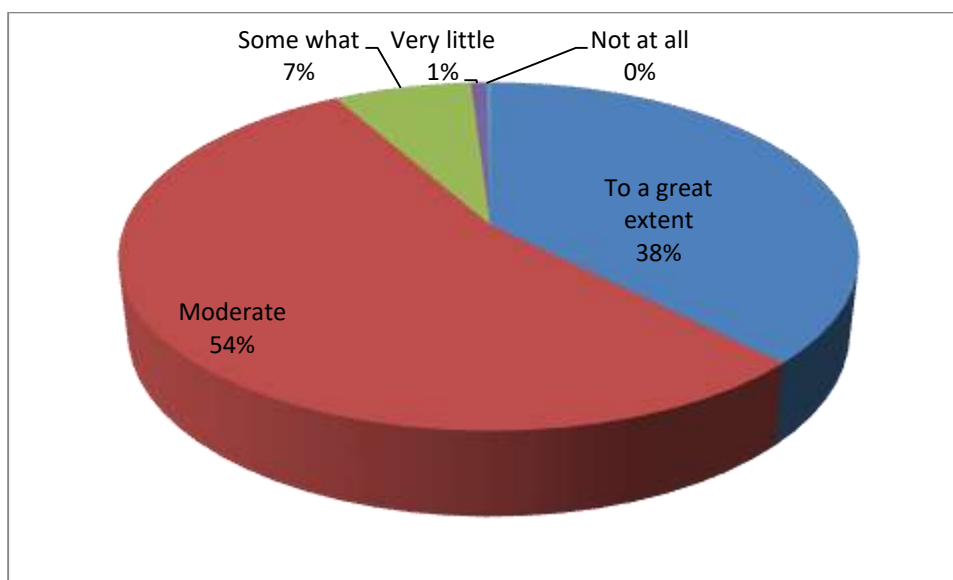
Table 18

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	452	37.667
Moderate	650	54.167
Some what	86	7.1667
Very little	10	0.8333
Not at all	2	0.1667
Total	1200	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 1200 students regarding their perceived extent of something, categorized by different levels. A significant portion of students, at 37.67%, strongly endorse or perceive the aspect in question to a great extent. This indicates a notable and substantial endorsement within the surveyed group. The majority of students, at 54.17%, express a moderate level of endorsement or perception. This category represents a substantial and dominant portion of the surveyed population, contributing to the overall endorsement. A moderate percentage of students, 7.17%, endorse or perceive the aspect to some extent. This suggests that there is a segment of the surveyed group for whom the situation is not as strong but still exists to a certain degree. A very small percentage, 0.83%, indicates a limited endorsement or perception of the aspect. This category represents a minority within the surveyed population, suggesting that only a few students perceive the aspect to a very small extent. A negligible percentage, 0.17%, indicates that only a very small number of students do not perceive the aspect at all. This category is almost insignificant within the surveyed population.

17. Teachers' use ICT tools such as LCD projector, Multimedia, etc. while teaching

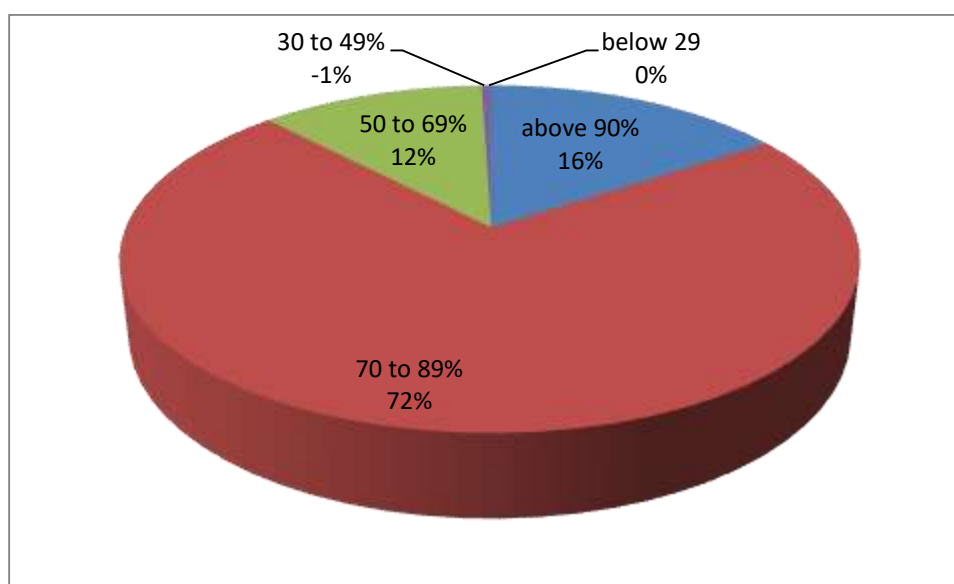
Table 19

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

	Number of Students	Percentage
above 90%	189	15.75
70 to 89%	865	72.08333333
50 to 69%	140	11.66666667
30 to 49%	6	0.5
below 29	0	0
Total	1200	100

Figure 19

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



The provided data presents the distribution of students based on their percentage grades. The total number of students considered in this analysis is 1200. There are 189 students who have achieved a percentage grade above 90%. This represents 15.75% of the total



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student population. The majority of students, 865 in total, fall into the 70 to 89% range. This category constitutes the largest portion, accounting for approximately 72.08% of the total students. There are 140 students falling within the 50 to 69% range. This group makes up 11.67% of the total student population. A smaller number of students, only 6, fall into the 30 to 49% range. This category represents 0.5% of the total students. There are no students reported to have grades below 29%. The percentages in each category sum up to 100%, indicating a comprehensive coverage of the entire student population. The data suggests that a significant portion of students falls within the high achievers category (70 to 89%), while a smaller percentage excels with grades above 90%. There is a comparatively lower number of students in the moderate and below-average performance categories. It is notable that no students have grades below 29%, indicating a relatively high baseline performance across the entire student population.

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

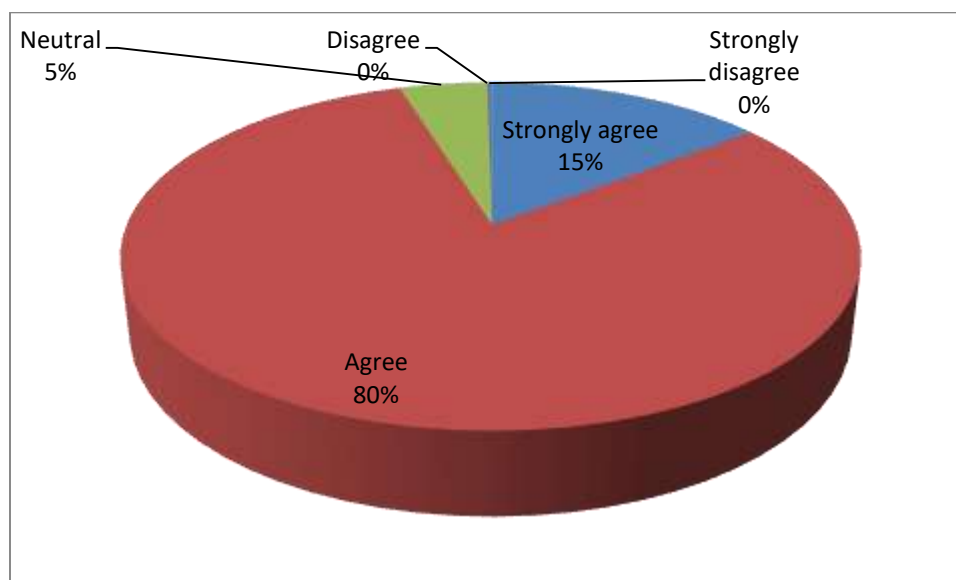
Table 20

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

	Number of Students	Percentage
Strongly agree	175	14.583
Agree	967	80.583
Neutral	55	4.5833
Disagree	2	0.1667
Strongly disagree	1	0.0833
Total	1200	100

Figure 20

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



The provided data represents the distribution of responses from a group of students based on their agreement level with a certain statement. The total number of students considered in this analysis is 1200. A majority of students, comprising 80.583% (967 students), have expressed agreement with the statement. Within this category, 175 students strongly agree, constituting 14.583% of the total. A smaller portion, 55 students, have chosen a neutral stance, representing 4.583% of the total respondents. Only a very small number of students, 2 and 1 respectively, have expressed disagreement or strong disagreement with the statement. These two categories combined make up 0.25% of the total respondents.

The percentages in each category sum up to 100%, indicating a comprehensive coverage of all responses. In summary, the majority of students either strongly agree or agree with the statement, showcasing a predominantly positive sentiment among the respondents. A small percentage holds a neutral stance, and an even smaller percentage expresses disagreement or strong disagreement. The overall distribution suggests a generally positive reception of the statement among the surveyed students.

VI. Conclusion

The overall student satisfaction survey results achieved for March 2021 was excellent manner. This result reflects how Amal College invests in giving students quality academic experience.