

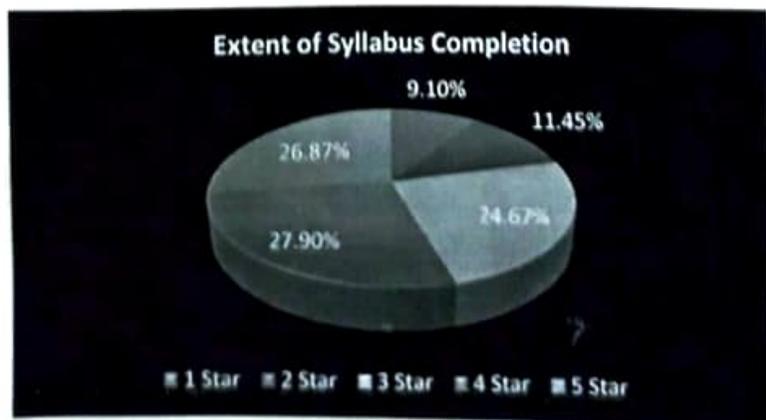


Analysis on Students Satisfaction Survey
Suren Das College, Hajo
Academic Session: 2021-2022

An online survey of student satisfaction was conducted by the Internal Quality Assurance Cell (IQAC) of Suren Das College, Hajo to assess how satisfied students were with the institution's academic atmosphere and course curriculum. The survey was carried out online by giving participants a link to a well-designed and organised questionnaire that the National Assessment and Accreditation Council had created and uploaded to the institution's website (NAAC). Students in the second, fourth, and sixth semesters of the B.A., B.Sc., and B.Voc (MLT) programmes participated in the survey. There were 681 respondents in total who offered their opinions. The questionnaire included twenty one questions about various academic and curriculum related topics, including the curriculum for the different courses, the quality of the instruction, the use of ICT in the classrooms, the support teachers provide for their students' progress in different fields, extracurricular activities, and the opportunities the institution offers its students for their overall growth and development in academic fields. Additionally, concerns about internal evaluation, discussions of assignments and other experimental learning activities, institutional monitoring of the students and institutional approaches to providing soft skills and employability skills were raised. Under the following headings, in-depth analyses of the survey responses from the students are discussed:

Extent of Syllabus completion by Teachers in stipulated time:

The first question was related to the completion of the syllabus by the teacher within the stipulated time period. On a five point rating scale, the average score of rating given by the respondents was 3.52 points or 70.40 percent. Out of the total 681 respondents, 26.87 percent rated the extent of completion of syllabus within the stipulated time period as 100 percent. Another, 27.90 percent of the total respondents rated the extent of coverage of curriculum as 80 percent and 24.67 percent respondents rated the coverage of syllabus as 60 percent. In the survey, 21 percent respondents rated the extent of coverage of syllabus as 50% or less.

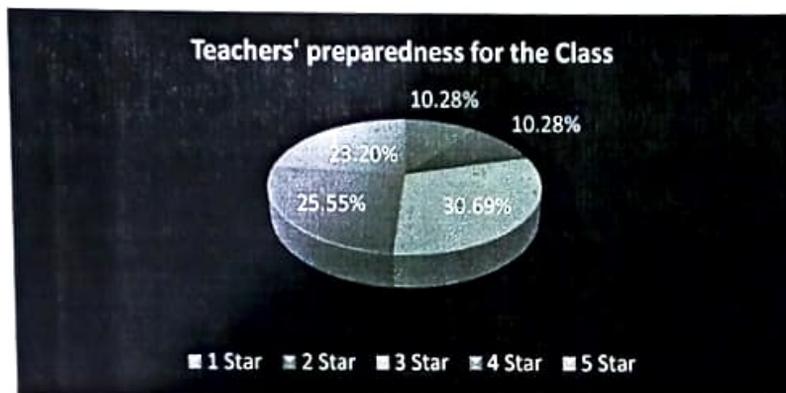


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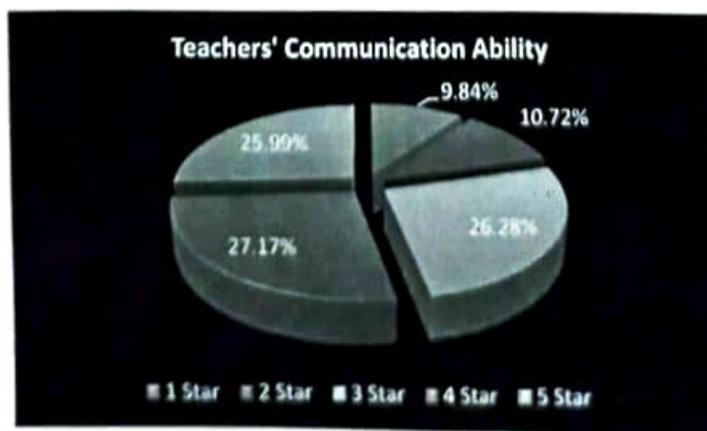
Level of Teachers' preparedness for Classes:

Regarding the question of the level of preparedness of the teachers for their allotted classes, the average score of rating given by the respondents was 3.41 or 68.22 percent. Out of the total respondents, 23.20 percent believed that the level of preparedness of teacher for the class was 100 percent and 25.55 percent respondents rated it as 80 percent. While 30.69 percent of the respondents argued that the extent of teachers' preparedness for the class was 60 percent, only 10.28 percent of the respondents rated it as 50 percent or less.



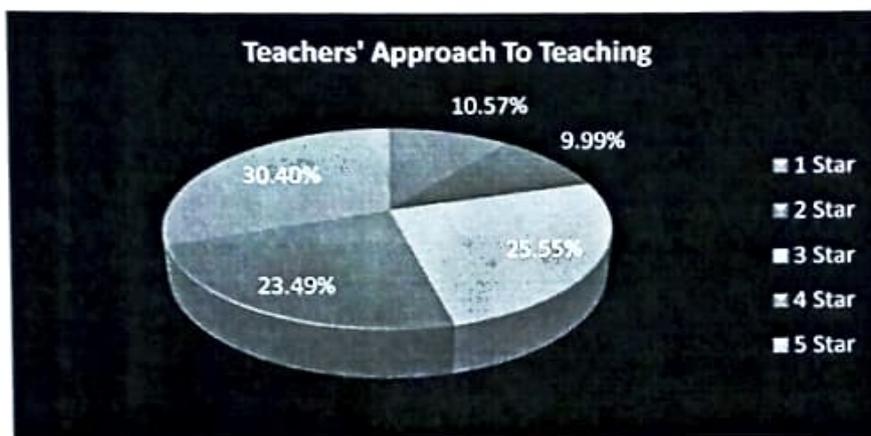
Communication Skills of Teacher:

The third question was about the communication skills of the teacher in the classroom. All the respondents rated the communication skill of the teacher in the classroom by assigning an average score of 69.75 percent. It received a rating score of 100 percent from 25.99 percent of respondents and 80 percent from 27.17 percent respondents. A rating score of 60 percent was given by 26.28 percent of the total respondents while only 20 percent gave their level of satisfaction as 40 percent or less.



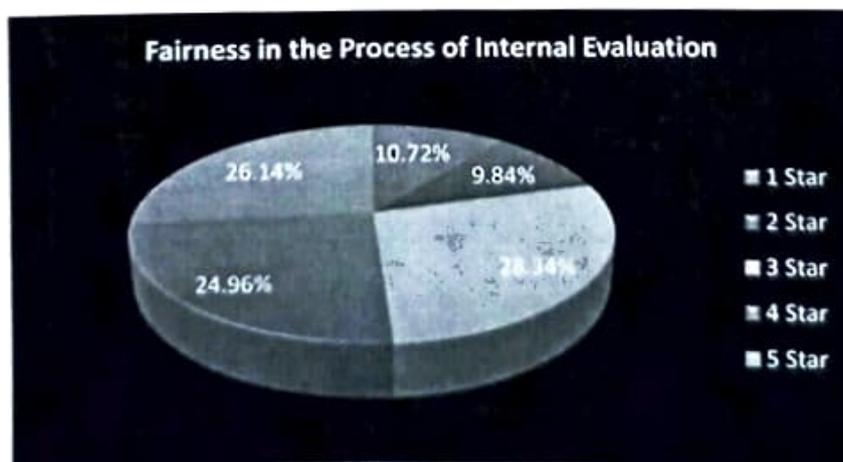
Approach of Teachers to Teaching:

The question on whether the teachers' approach to teaching was satisfactory or not had received an average rating score of 70.63 percent from all the respondents. While 30.40 percent of the total respondents argued that they are 100 percent satisfied with teachers' approach to teaching, 23.49 percent rated their level of satisfaction as 80 percent. Moreover, 25.55 percent respondents expressed their level of satisfaction as 60 percent and almost 20 percent of the total respondents rated their level of satisfaction as 40 percent or less.



Fairness in Internal Evaluation Process:

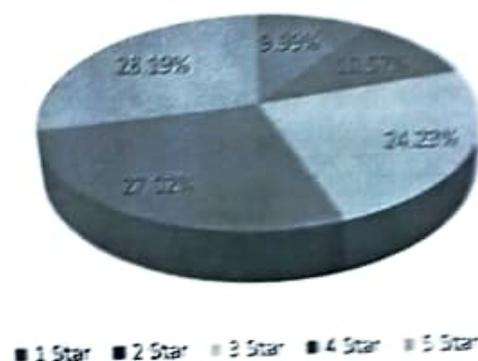
Regarding the question of fairness of the process of internal evaluation by the teacher, the average rating score given by all the respondents was 69.19 percent. About 80 percent of the respondents argued that their level of satisfaction with regard to the fairness in internal evaluation was above 60 percent. However, about 19 percent of the total respondents assigned a rating score of 40 percent or less to the fairness of the process of internal evaluation.



Interaction of teacher and students on performance of the Assignment:

The process of interaction of teacher and students on performance of the assignment received an average rating score of 70.57 from all the respondents. For this, 100 percent rating score was given by 28.19 percent respondents and 80 percent rating score by 27.02 percent of the respondents. While 24.23 percent of respondents assigned a rating score of 60 percent, the remaining 20 percent respondents rated it as 40 percent or less.

Interaction on Performance in Assignment



Institutional Initiative on Students Exchange etc.:

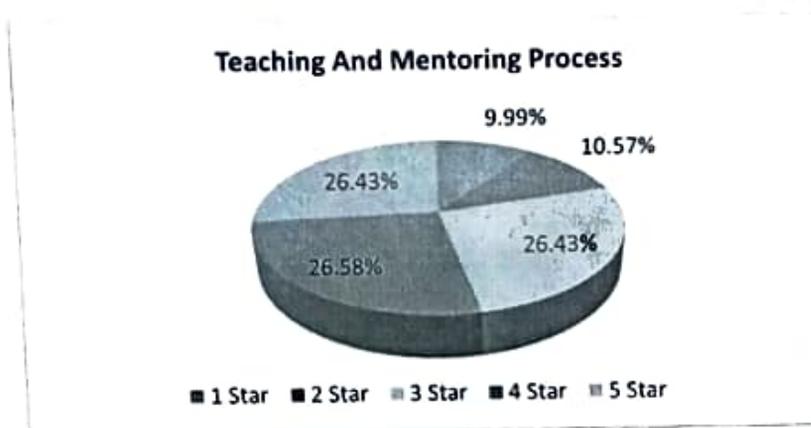
The question on the institutions' initiative in promoting internship, student's exchange and field visit had received an average score of 69.22 percent. A rating score of 100 percent was given by 26.43 percent of the respondents and a score of 80 percent was given by 26.58 percent of respondents. However, an average of 46 percent of the total respondents expressed their level of satisfaction as 60 percent or less.

Promoting Internship/Students Exchange/Field Visit



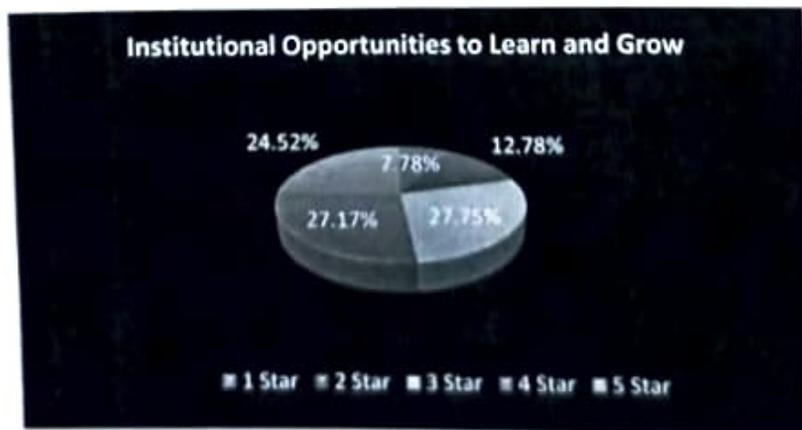
Teaching and Mentoring in the institution

The question whether the teaching and mentoring process of the institution facilitates cognitive, social and emotional growth of the students had received an average rating score of 69.78 percent from all the respondents. Moreover, 26.43 percent of the respondents rated their level of satisfaction as 100 percent with the teaching and mentoring system. While 26.58 percent of the total respondents gave a score of 80 percent, about 46 percent of the total respondents argued that their level of satisfaction on teaching and mentoring system was 60 percent or less.



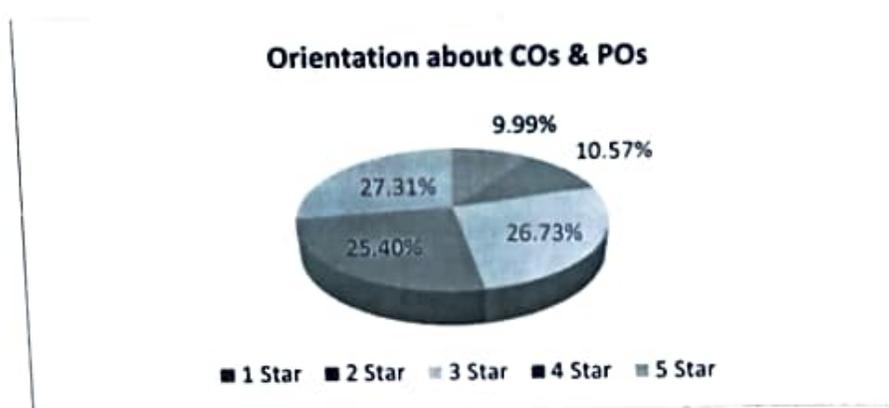
Institutional Provision to Learn and Grow

Regarding the efficacies of institutional provision of adequate opportunities to students to grow and develop with simultaneous learning, an average rating score of 69.57 percent was given by all the respondents. A rating score of 100 percent was given by 24.52 percent respondents, 80 percent by 27.17 percent respondents and 60 percent was given by 27.75 percent of the total respondents. However, about 20 percent of the total respondents gave their rating score as 40 percent or less.



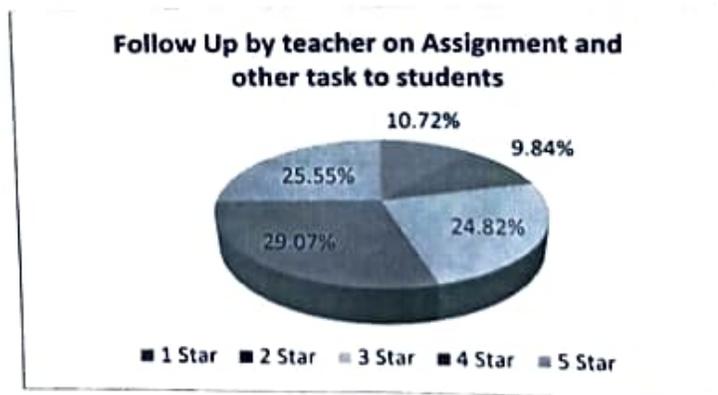
Orientation on Course Outcomes and Programme Outcomes:

With regard to the orientation and information about specific programme outcomes and course outcomes by the teachers to students, an average rating score of 69.90 percent was given by all the respondents. A 100 percent rating score was given by 27.31 percent of the respondents and a rating score of 80 percent was given by 25.40 percent respondents. According to 26.73 percent respondents, orientation and information about specific programme outcomes and course outcomes by the teachers were effective up to the extent of 60 percent. However, 10.57 and 9.99 percent of the total respondents gave an average rating score of 40 percent and 20 percent respectively.



Follow up action on Assignment:

With regard to the follow up action with the task and assignment given to the students, an average rating score of 69.78 percent was given by all the respondents. A 100 percent rating score was given by 25.55 percent of the respondents. Moreover, 29.07 of the respondents assigned a score of 80 percent and 24.82 percent of the respondents gave a score of 60 percent to the follow up action by the teacher with the task and assignment given to the students. However, the remaining 20 percent of the respondents gave a rating score of 40 percent or less in this regard.

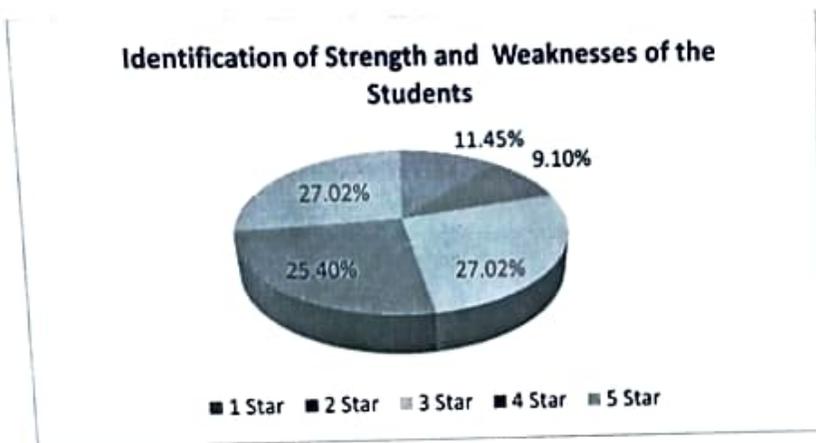


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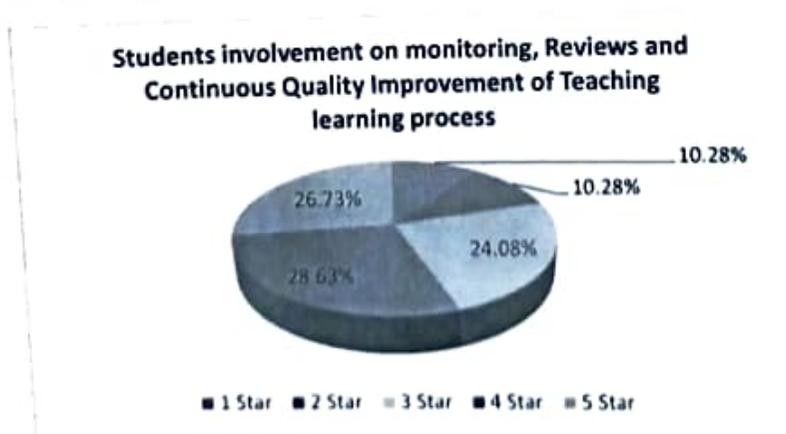
Identification of Strengths and weaknesses of the Students by the Teacher:

Regarding the teachers' ability to identify the students' strengths and weaknesses and to encourage them to meet the right level of challenges, an average rating score of 69.49 percent was given by all the respondents. Moreover, about 53 percent of the respondents gave a rating score of above 80 percent. However, about 47 percent of the total respondents assigned an average rating score of 60 percent or less.



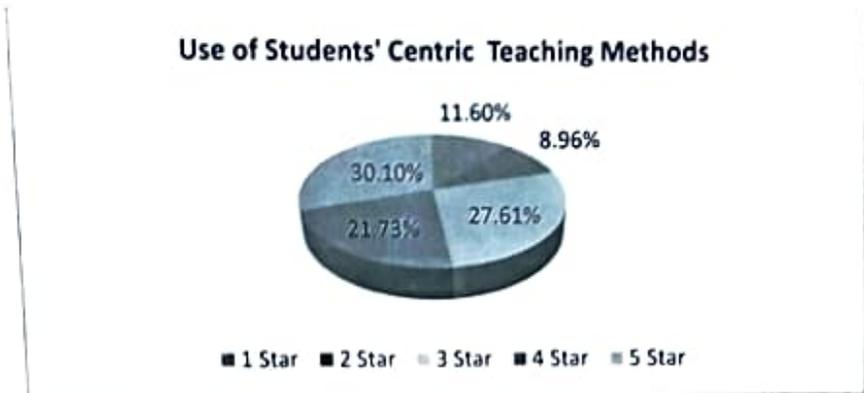
Quality Improvement Regarding Teaching-Learning

The question on institute's or teachers' effort to engage the students in the monitoring, review and continuous quality improvement of the teaching-learning process received an average rating score of 70.25 percent from all the respondents. Moreover, about 56 percent of the total respondents gave a rating score of above 80 percent and about 45 percent of the total respondents assigned a rating score of 60 percent or less.



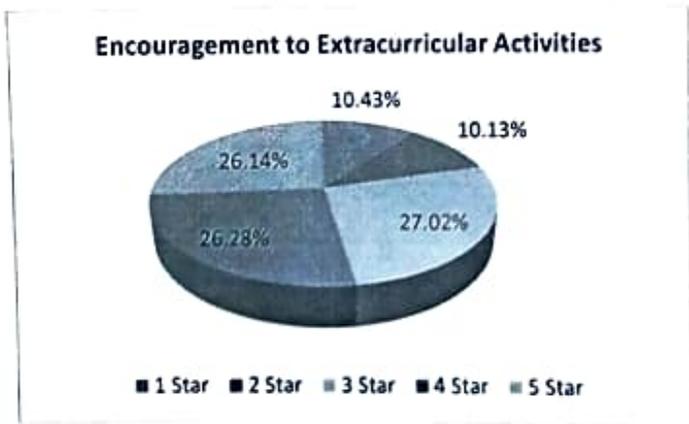
Use of Student-centric Method:

Regarding the question on the use of student-centric methods by the faculties such as experiential learning, participative learning and problem-solving methodologies for enhancing learning experiences, an average rating score of 69.96 percent was given by all the respondents. Moreover, 30.10 percent of the respondents assigned a score of 100 percent, 21.73 percent respondents assigned a score of 80 percent and 27.61 percent of the total respondents gave a rating score of 60 percent. However, about 20 percent of the total respondents gave a rating score of 40 percent or less.



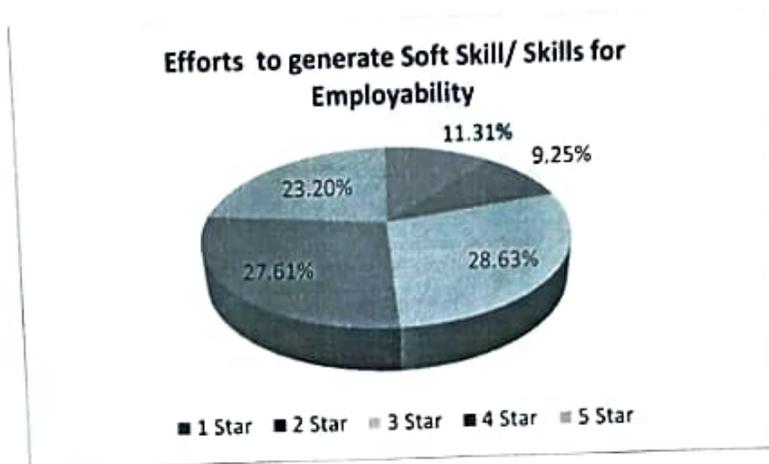
Extracurricular Activities:

Regarding the question of encouragement given by the teachers to the students to participate in the extracurricular activities, an average rating score of 69.52 percent was given by all the respondents. Moreover, 26.14 percent of the respondents assigned a score of 100 percent, 26.28 percent respondents assigned a score of 80 percent and 27.02 percent of the total respondents gave a rating score of 60 percent. However, about 21 percent of the total respondents gave a rating score of 40 percent or less.



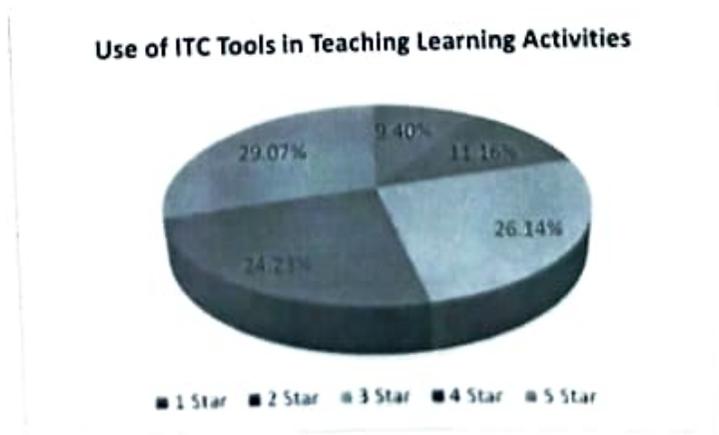
Efforts of Faculties to inculcate Soft Skills and employability of students:

Regarding the efforts of the institution and the faculty members to inculcate soft skills, life skills and employability skills to make the students ready for the world of work, an average rating score of 68.43 percent was given by all the respondents. A 100 percent rating score was given by 23.20 percent of the total respondents and an average 80 percent rating score was given by 27.61 percent respondents. Moreover, 28.63 percent of the total respondents gave a rating score of 60 percent and about 20 percent of the total respondents rated it as 40 percent or less.



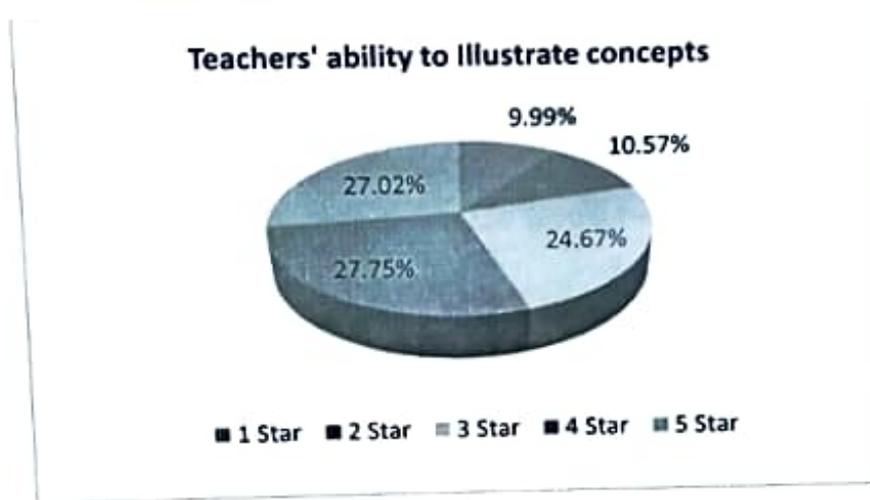
Use of ICT tools in Teaching

Use of ICT tools like the LCD projector or multimedia in teaching activity by the teacher had received an average rating score of 70.48 percent from all the respondents. Use of ICT tools in teaching-learning activities received 100 percent rating score from 29.07 percent respondents, 80 percent rating score from 24.13 percent and a rating score of 60 percent from 26.14 percent of the total respondents. About 20 percent of the respondents rated the use of ICT tools as 40 percent or less.



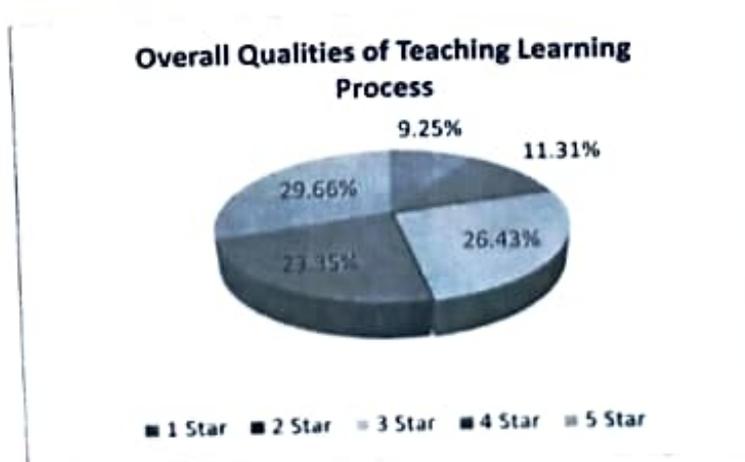
Abilities of Teachers to Illustrate Concepts:

Regarding the abilities of the teachers to illustrate concepts through examples and applications, the respondents assigned an average rating score of 70.25 percent. It received a 100 percent rating score from 27.02 percent of the respondents, 80 percent rating score from 27.75 percent of the respondents and 60 percent rating score from 24.67 percent of the respondents. However, about 20 percent of the total respondents rated their level of satisfaction as 40 percent or less.



Quality of Teaching-Learning in the Institution:

The overall quality of teaching-learning process of the institution received an average rating score of 70.57 percent from all the respondents. Moreover, a 100 percent rating score was given by 29.66 percent of the respondents and 80 percent rating score by 23.35 percent of the total respondents. Similarly, 26.43 percent of the respondents had assigned a rating score of 60 percent and 11.31 percent of the respondents assigned a rating score of 40 percent to the overall qualities of the teaching-learning process. Only 9.25 percent of the respondents rated it as 20 percent or less.



Conclusion:

From the analysis of the students' responses collected through online mode required for students' Satisfaction Survey, it becomes clear that the teaching-learning process of the institution is quite satisfactory. However in a number of aspects, extra efforts are needed to be put in order to compete with the present day dynamic World. Especially in the field of the use of ICT tools in teaching-learning process, more infrastructures are to be added. Similarly in the field of extracurricular activities, efforts are needed to increase the involvement of the students. The overall rating of the students is summarized in the following figure:

Fig-20: Overall ratings given by the students about different aspects of Academic activities of the college

