



A REPORT

on

STUDENT SATISFACTION SURVEY FORASSESSMENT OF TEACHING-
LEARNING AND EVALUATION

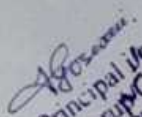
2019-20

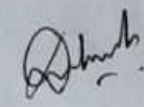


INTERNAL QUALITY ASSURANCE CELL

PUB KAMRUP COLLEGE,

2020


Principal i/c
Pub Kamrup College
Baihata Chamali

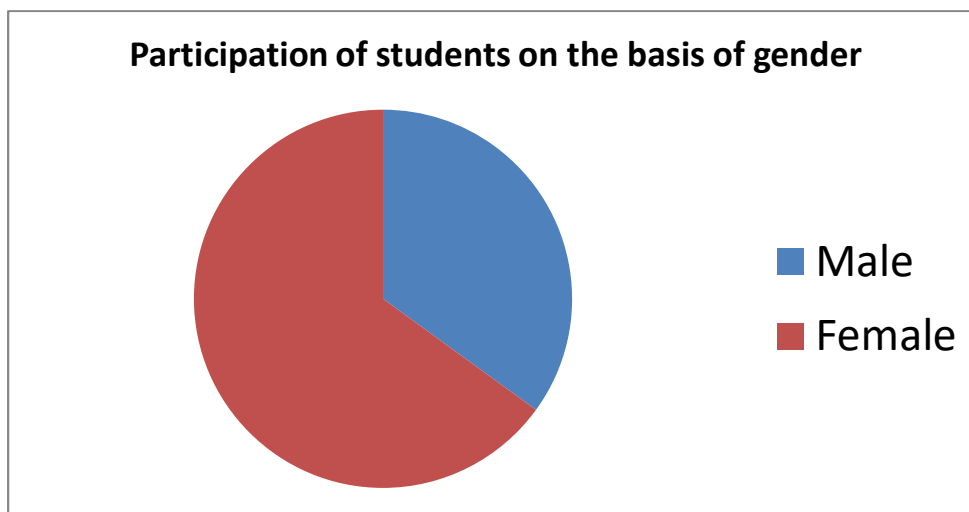

Coordinator
Internal Quality
Assurance Cell
Pub Kamrup College

INTRODUCTION:

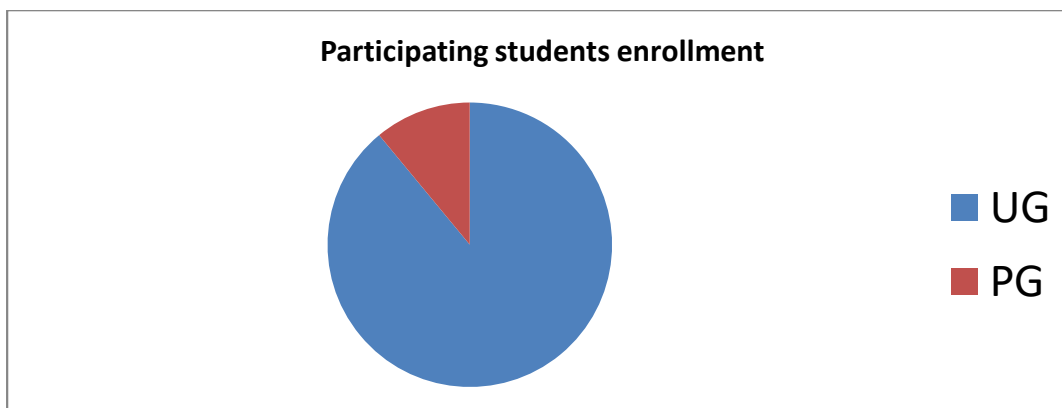
The Internal Quality Assurance Cell (IQAC) is an accepted system for assuring overall sustenance and enhancement of quality in every aspect, especially the academic sphere of a college. For maintenance and enhancement of quality in any institution feedback is a vital part. The IQAC of Pub Kamrup College has made an assessment of students' satisfaction concerning teaching learning and evaluation. The Student Satisfaction Survey (SSS) was conducted online after the end of the academic session 2019-20. Altogether 150 students responded to the survey. All these respondents were from Under Graduate Programs. In the questionnaire altogether 4 questions were asked for getting general information about the student and 21 questions were directly related to teaching-learning and evaluation. Students were given many options to respond according to their level of satisfaction. All questions were required to be attempted compulsorily.

Result and Analysis:

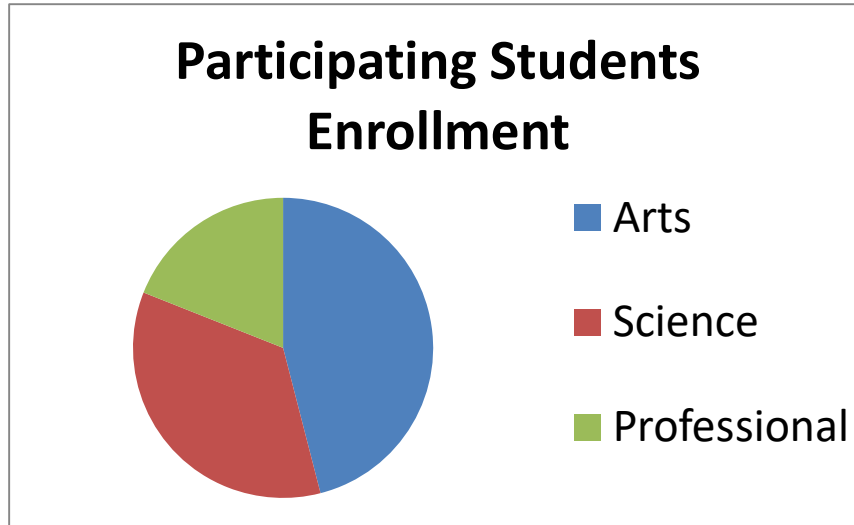
- A. The first question in Part-A was about to know students' experience of SSS, to which 45% replied that it was their first experience while for others it was not their first experience, as SSS was also done in the previous year.
- B. The 2nd question in Part-A was to enquire about participation of students on the basis of gender. It was found that 68% students were female and, the rest were male.



- C. The 3rd question in Part-A was to know about the programme they are pursuing and it was found that most of the students were enrolled in UG course.



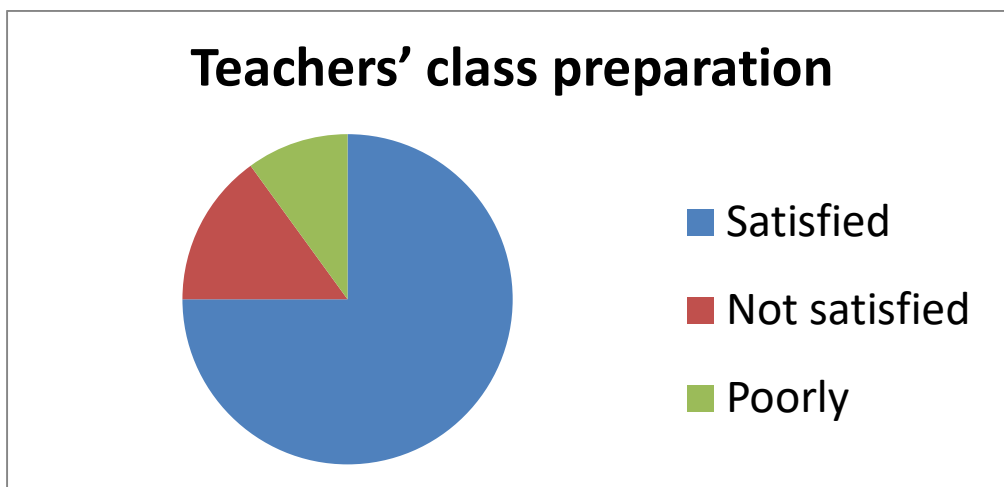
D. The 4th question in Part-A was pertaining to their subject area and it was found that 45% students were from Arts Stream, 30% were from Science stream and 15% from professional courses.



The 1st question in Part-B was related to coverage of syllabus and it was found that for ~~85-100%~~ 70% syllabus completion was in the range of 85-100%, for 25% in the range of 60-84%, and below 60% was rated by 5%

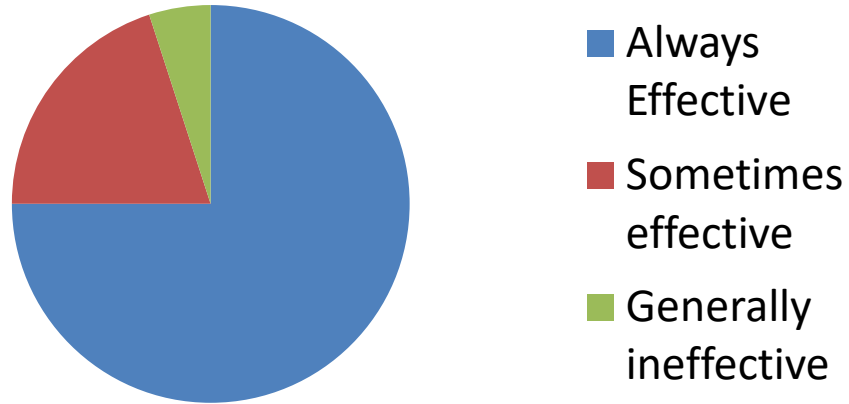
Range	Finding(s)
85-100%	70%
60-84%	25%
Below 60%	5%

The 2nd question in Part-B was related to teacher's class preparation and it was found that 75% students were satisfied with the teacher's preparation for the classes, 15% were not satisfied and 10% rated poorly.



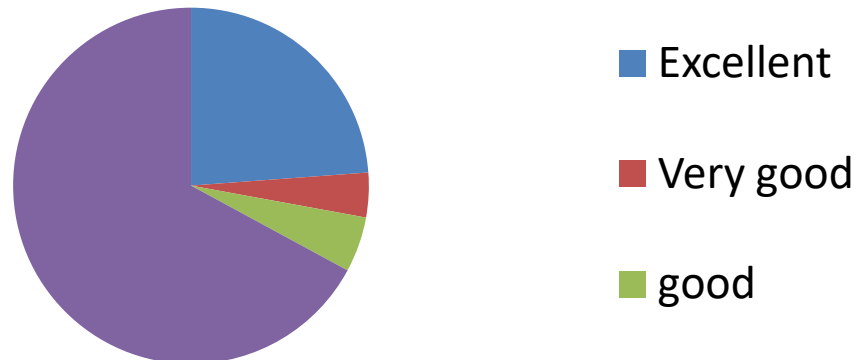
The 3rd question in Part-B was related to teacher's communication skills inside the classroom and it was found that for 75% students it was always effective, for 20% it was sometimes effective and for 5% it generally ineffective..

Teacher's communication skills



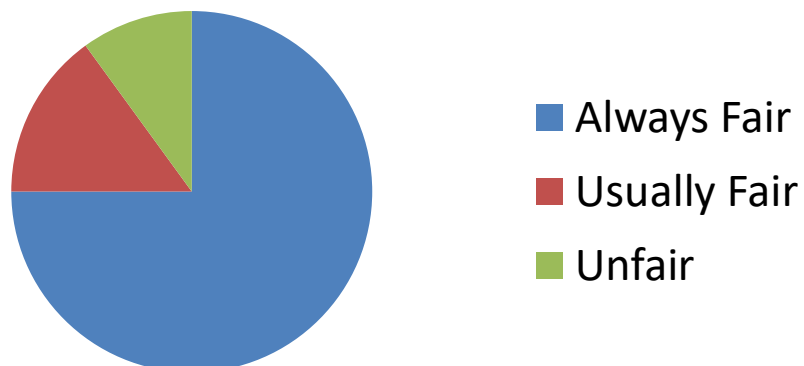
The 4th question in Part-B was related to teaching ability and it was found that 78% of students were satisfied with the teaching, 12% were not satisfied and 5% rated poorly.as good.

Teacher's ability to teach

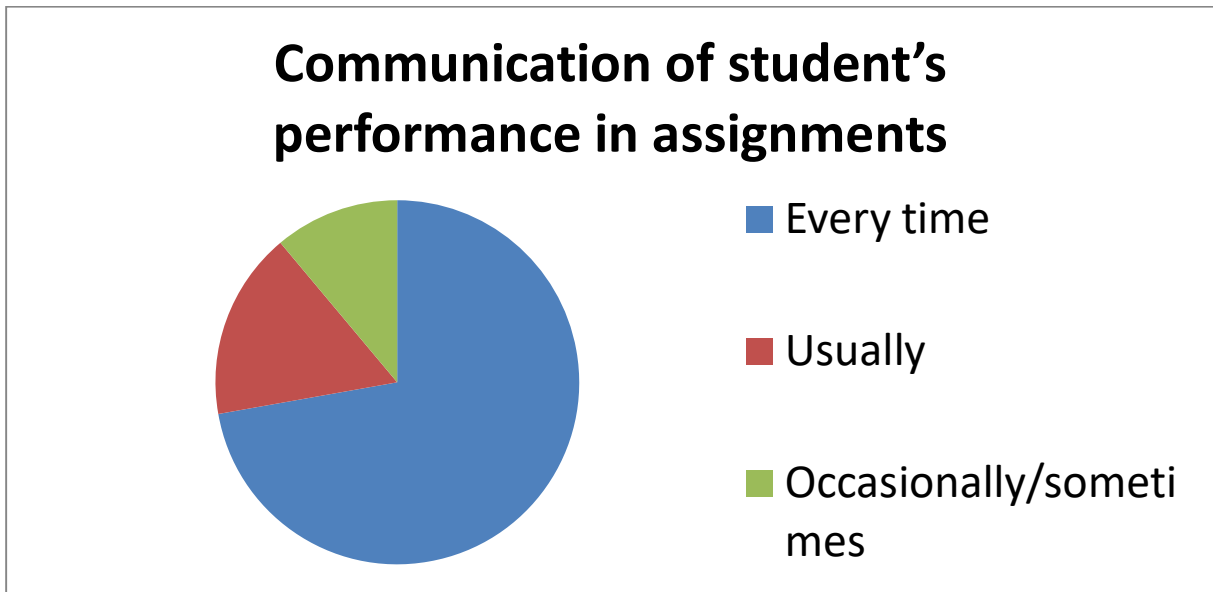


The 5th question in Part-B was related to fairness of the internal evaluation process by the teachers and it was found that 75% students were satisfied with the internal evaluation process, 15% were not satisfied and 10% rated poorly.

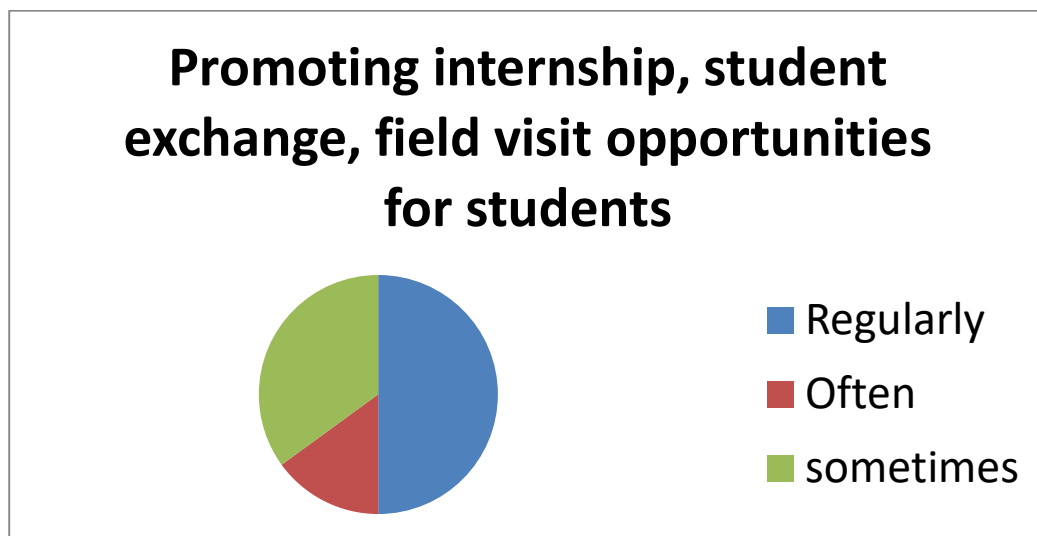
Internal Evaluation process



The 6th question in Part-B was related to communication of student's performance in assignments and it was found that for 65% students teachers could communicate every time, for 25% it was usually and for 10% it was occasionally/sometimes.

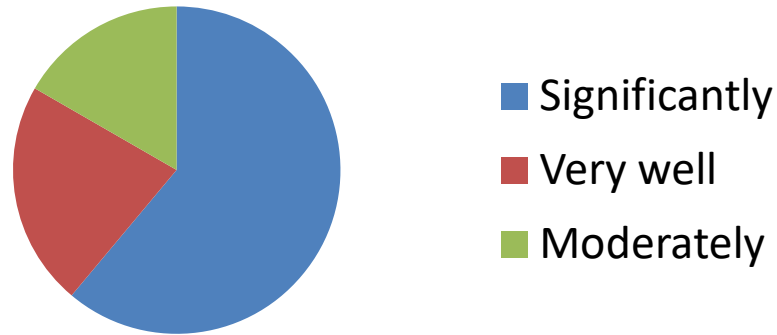


The 7th question in Part-B was related to promoting internship, student exchange, field visit opportunities for students and it was found that 70% students rated on regularity, for 15% students it was below the level of excellence and 15% rated poorly.



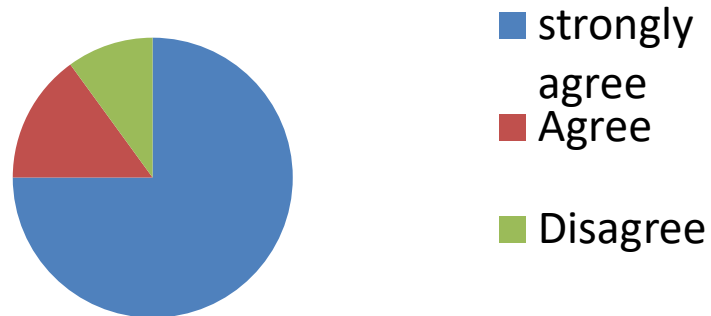
The 8th question in Part-B was related to teaching and mentoring process for cognitive, social and emotional growth of the students and it was found that for 55% students mentoring was significant, for 20% it was very well and for 15% it was moderate.

Teaching and mentoring process



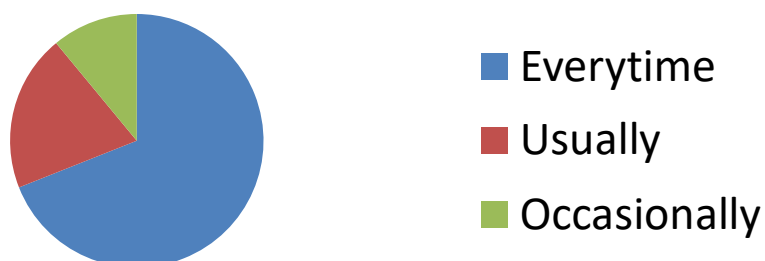
The 9th question in Part-B was related to opportunities for learning and growth for the students and it was found that 75% students strongly agrees, 15% students disagrees, and 10% students disagrees with this view.

Opportunities for learning and growth for the students

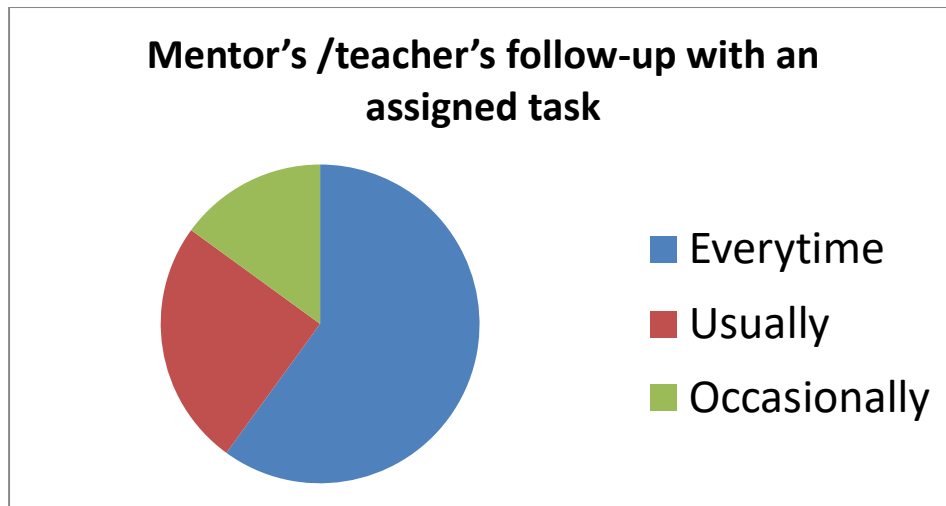


The 10th question in Part-B was related to student's expected competencies, course outcomes and programme outcomes and it was found that 69% students says that it was every time, for 20% students it was usually and for 11% students ticked on occasionality.

Student's expected competencies, course outcomes and programme outcomes

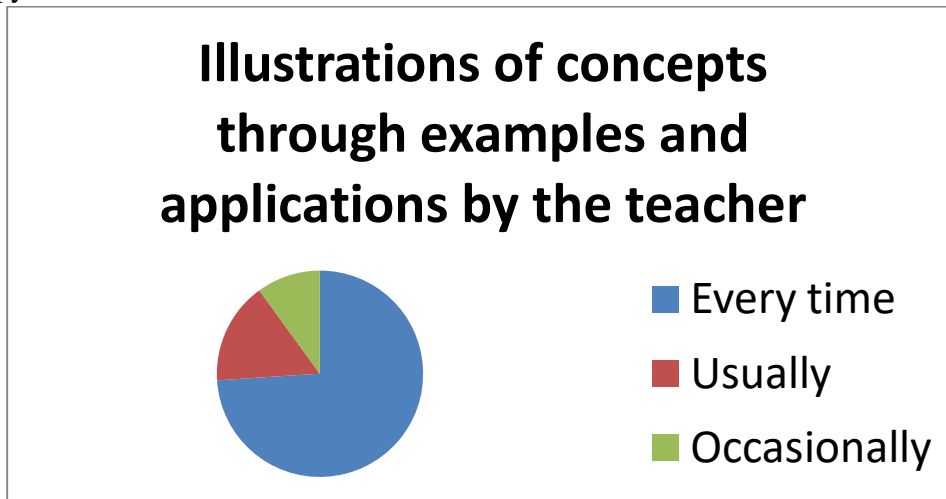


The 11th question in Part-B was related to mentor's /teacher's follow-up with an assigned task and it was found that 60% of students were satisfied, 15% students were moderately satisfied and 5% students rated ~~poorly~~ on occasionality.

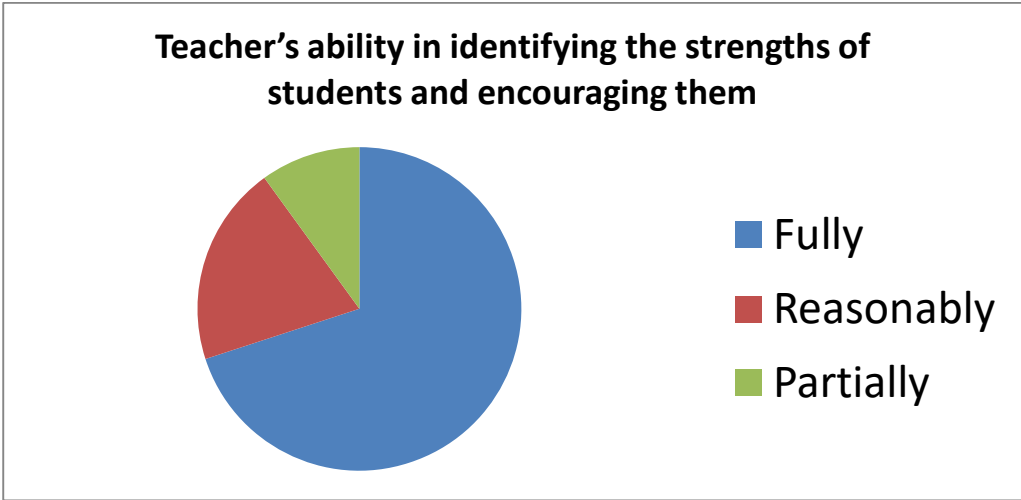


The 12th question in Part-B was related to illustrations of concepts through examples and applications by the teacher and was found that 74% students were satisfied, 5% students were not satisfied and 11% students ~~rated poorly~~ were happy to some extent.

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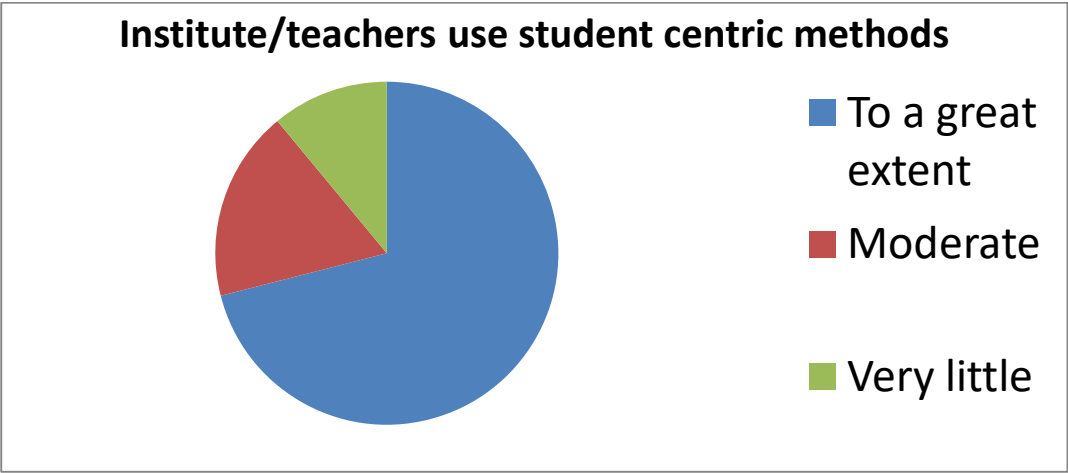
The 13th question in Part-B was related to teacher's ability in identifying the strengths of students and encouraging them with right level of challenges and it was found that 70% students were satisfied, 20% students were not satisfied 10% rated ~~poorly~~ that it was partially.



The 14th question in Part-B was related to teacher's ability in identifying the weaknesses of students and whether or not they helped the students in overcoming them and it was found that 90% of the students were satisfied and 10% were not satisfied.

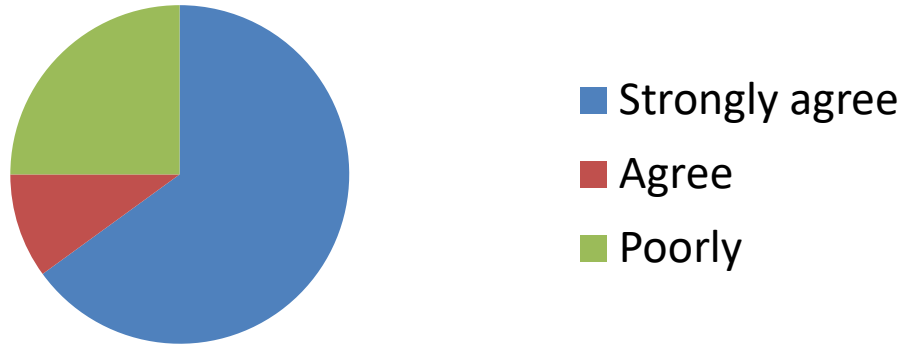
The 15th question in Part-B was related to institution's effort to engage students in the monitoring, review and continuous quality improvement of the teaching learning process and it was found that 75% students were satisfied and 25% students were not satisfied. or they felt the need of more effort on the part of the teachers.

The 16th question in Part-B was related to institute/teachers use student centric methods, such as experiential learning, participative learning and problem solving methodologies for enhancing learning experiences and it was found that 71% students were satisfied, 18% students were not satisfied and 11% students rated poorly.



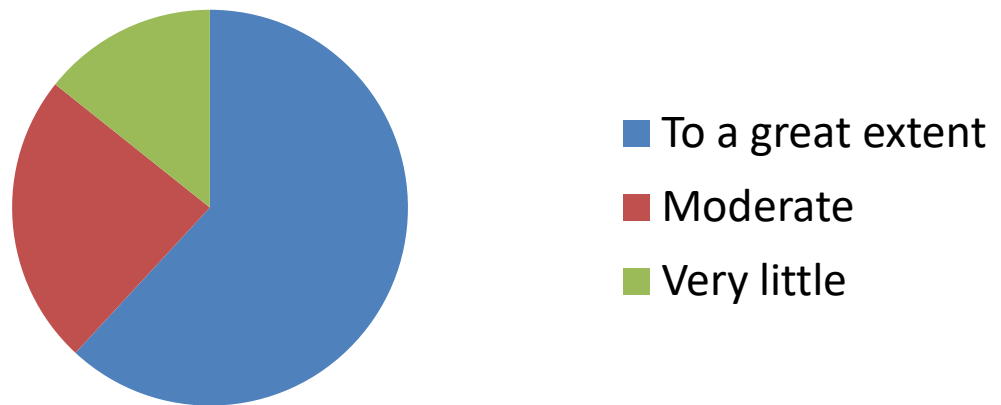
The 17th question in Part-B was related to encouragement provided by teachers to students to participate in extracurricular activities and it was found that 65% students were satisfied and 10% students were not satisfied and 25% students rated poorly.

Encouragement provided by teachers to students to participate in extracurricular activities

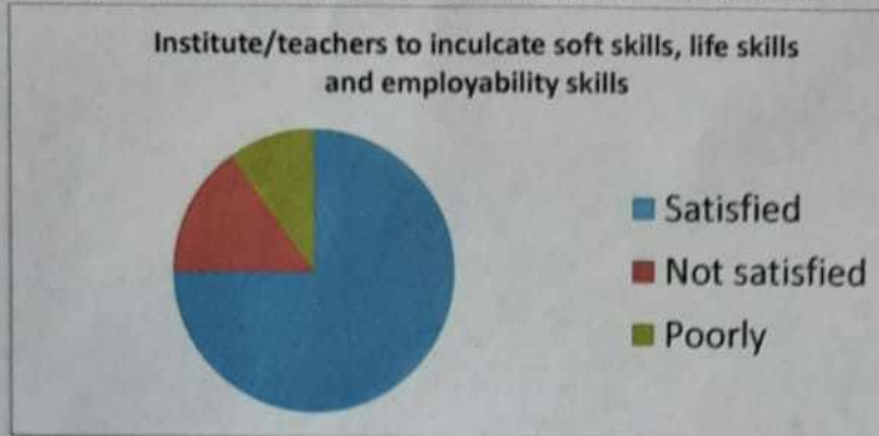


The 18th question in Part-B was related to efforts made by the institute/teachers to inculcate soft skills, life skills and employability skills to make you ready for the world of work and it was find that 65% students it was to a great extent, for 25% students it was moderate, for 10% it was very little.

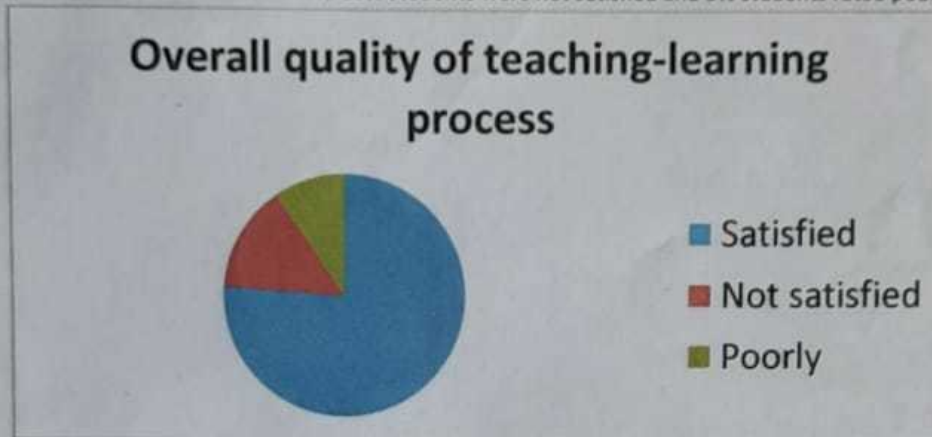
Institute/teachers to inculcate soft skills, life skills and employability skills



The 19th question in Part-B was related to teacher's use of ICT tools such as LCD projector, Multimedia, etc while teaching and it was found that 75% students were satisfied and 25% students were not satisfied.



The 20th question in Part-B was related to overall quality of teaching-learning process of the institute and it was found that 80% students were satisfied and 15% students were not satisfied and 5% students rated poorly.

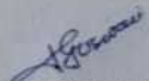


The 21st question in Part-B was related to observation/suggestions to improve the overall teaching-learning experience and as per their observations, the following points have been summed up:

- The students suggested the requirement of more faculties
- The students requested for proper laboratory facility with more equipments.
- Increase of digital classrooms

Conclusion:

From the feedbacks from the students, it has been found that the college needs to focus more on teaching-learning evaluation so that students can be satisfied more through overall improvement in every aspect.



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Principal i/c
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