

A Report on

Students' Satisfaction Survey(SSS)

Session 2018-19

IQAC, Bahona College
11-Sep-19

**Report on
Students' Satisfaction Survey
Session 2018 – 19
Bahona College, Bahona, Jorhat , Assam**

Introduction

Apart from six monthly students feedback collection through online, Students' Satisfaction Survey (SSS) has been accomplished for the session 2018-19 as per questionnaire format given by NAAC in the context with key indicator 2.7.1. This survey is based on random sampling technique questionnaire filled by 120 undergraduate students. As shown in the report this survey matters much in quality development teaching, learning and evaluation mechanism of the college. This helps to find out the lacunas here and to go for proper quality planning so far as academic transactions concerned.

Going to make SSS, we have used the questionnaire readily given by NAAC. This questionnaire keeps two parts – (1) General information of the students taking part as responders in SSS; (2) 20 quality parameters of teaching, learning and evaluation process of the institution. It also contains serial no. 21 to put observation and suggestion of the by the student filling the same. The questionnaire is enclosed at the end of the report. (Enclosure 1).

This report has been prepared containing three parts.

- Part A : General information on the sample
- Part B : Analysis of the report
- Part C : Students' observations/suggestions
- Part D : Overall findings and conclusions

SSS 2018-19 is an initial effort to have guidelines of quality development from students' perspective. Experience says that this practice is healthy one and hence will be performed covering more students in the sessions to come.

Part A

General Information of the Sample Students

Table A.1 shows the general information of the students such as their age, gender, academic programmes followed, subject undertaken etc.

Table no. A.1

Sl no.	Whether first time	Age	College Name	Gender	Degree Programme	Subject area
1	Yes, for the first time	19	Bahona College	Male	Bachelor's Degree	Science
2	Yes, for the first time	19	Bahona College	Male	Bachelor's Degree	Science
3	Yes, for the first time	19	Bahona College	Male	Bachelor's Degree	Science
4	Yes, for the first time	19	Bahona College	Female	Bachelor's Degree	Science
5	Yes, for the first time	19	Bahona College	Female	Bachelor's Degree	Science
6	Yes, for the first time	19	Bahona College	Female	Bachelor's Degree	Science
7	Yes, for the first time	20	Bahona College	Male	Bachelor's Degree	Science
8	Yes, for the first time	20	Bahona College	Female	Bachelor's Degree	Science
9	Yes, for the first time	20	Bahona College	Male	Bachelor's Degree	Science
10	Yes, for the first time	20	Bahona College	Female	Bachelor's Degree	Science
11	Yes, for the first time	20	Bahona College	Female	Bachelor's Degree	Science
12	Yes, for the first time	21	Bahona College	Female	Bachelor's Degree	Science
13	Yes, for the first time	20	Bahona College	Female	Bachelor's Degree	Science
14	Yes, for the first time	19	Bahona College	Female	Bachelor's Degree	Science
15	Yes, for the first time	21	Bahona College	Male	Bachelor's Degree	Science
16	Yes, for the first time	21	Bahona College	Male	Bachelor's Degree	Science
17	Yes, for the first time	19	Bahona College	Male	Bachelor's Degree	Science
18	Yes, for the first time	19	Bahona College	Female	Bachelor's Degree	Science
19	Yes, for the first time	20	Bahona College	Female	Bachelor's Degree	Science
20	Yes, for the first time	19	Bahona College	Male	Bachelor's Degree	Arts
21	Yes, for the first time	19	Bahona College	Male	Bachelor's Degree	Arts
22	Yes, for the first time	19	Bahona College	Male	Bachelor's Degree	Arts
23	Yes, for the first time	19	Bahona College	Male	Bachelor's Degree	Arts
24	Yes, for the first time	19	Bahona College	Male	Bachelor's Degree	Arts
25	Yes, for the first time	19	Bahona College	Male	Bachelor's Degree	Arts
26	Yes, for the first time	19	Bahona College	Female	Bachelor's Degree	Arts
27	Yes, for the first time	18	Bahona College	Male	Bachelor's Degree	Arts
28	Yes, for the first time	19	Bahona College	Female	Bachelor's Degree	Arts
29	Yes, for the first time	19	Bahona College	Male	Bachelor's Degree	Arts
30	Yes, for the first time	20	Bahona College	Female	Bachelor's Degree	Science
31	Yes, for the first time	20	Bahona College	Female	Bachelor's Degree	Science
32	Yes, for the first time	20	Bahona College	Female	Bachelor's Degree	Science
33	Yes, for the first time	20	Bahona College	Female	Bachelor's Degree	Science
34	Yes, for the first time	21	Bahona College	Female	Bachelor's Degree	Science

80	Yes, for the first time	18	Bahona College	Female	Bachelor's Degree	Arts
81	Yes, for the first time	18	Bahona College	Male	Bachelor's Degree	Science
82	Yes, for the first time	20	Bahona College	Female	Bachelor's Degree	Science
83	Yes, for the first time	20	Bahona College	Female	Bachelor's Degree	Science
84	Yes, for the first time	20	Bahona College	Female	Bachelor's Degree	Science
85	Yes, for the first time	21	Bahona College	Female	Bachelor's Degree	Science
86	Yes, for the first time	20	Bahona College	Male	Bachelor's Degree	Science
87	Yes, for the first time	20	Bahona College	Female	Bachelor's Degree	Science
88	Yes, for the first time	19	Bahona College	Male	Bachelor's Degree	Arts
89	Yes, for the first time	20	Bahona College	Male	Bachelor's Degree	Arts
90	Yes, for the first time	19	Bahona College	Female	Bachelor's Degree	Arts
91	Yes, for the first time	19	Bahona College	Male	Bachelor's Degree	Arts
92	Yes, for the first time	19	Bahona College	Female	Bachelor's Degree	Arts
93	Yes, for the first time	19	Bahona College	Male	Bachelor's Degree	Arts
94	Yes, for the first time	17	Bahona College	Female	Bachelor's Degree	Arts
95	Yes, for the first time	18	Bahona College	Male	Bachelor's Degree	Arts
96	Yes, for the first time	19	Bahona College	Male	Bachelor's Degree	Arts
97	Yes, for the first time	20	Bahona College	Male	Bachelor's Degree	Arts
98	Yes, for the first time	20	Bahona College	Male	Bachelor's Degree	Arts
99	Yes, for the first time	19	Bahona College	Male	Bachelor's Degree	Arts
100	Yes, for the first time	18	Bahona College	Male	Bachelor's Degree	Arts
101	Yes, for the first time	19	Bahona College	Female	Bachelor's Degree	Arts
102	Yes, for the first time	19	Bahona College	Male	Bachelor's Degree	Arts
103	Yes, for the first time	18	Bahona College	Female	Bachelor's Degree	Arts
104	Yes, for the first time	20	Bahona College	Male	Bachelor's Degree	Arts
105	Yes, for the first time	19	Bahona College	Male	Bachelor's Degree	Arts
106	Yes, for the first time	19	Bahona College	Male	Bachelor's Degree	Arts
107	Yes, for the first time	20	Bahona College	Male	Bachelor's Degree	Arts
108	Yes, for the first time	20	Bahona College	Male	Bachelor's Degree	Arts
109	Yes, for the first time	19	Bahona College	Male	Bachelor's Degree	Arts
110	Yes, for the first time	20	Bahona College	Female	Bachelor's Degree	Arts
111	Yes, for the first time	19	Bahona College	Female	Bachelor's Degree	Arts
112	Yes, for the first time	22	Bahona College	Male	Bachelor's Degree	Arts
113	Yes, for the first time	22	Bahona College	Male	Bachelor's Degree	Arts
114	Yes, for the first time	20	Bahona College	Male	Bachelor's Degree	Arts
115	Yes, for the first time	20	Bahona College	Male	Bachelor's Degree	Arts
116	Yes, for the first time	19	Bahona College	Male	Bachelor's Degree	Arts
117	Yes, for the first time	21	Bahona College	Male	Bachelor's Degree	Arts
118	Yes, for the first time	18	Bahona College	Male	Bachelor's Degree	Arts
119	Yes, for the first time	19	Bahona College	Male	Bachelor's Degree	Arts
120	Yes, for the first time	19	Bahona College	Male	Bachelor's Degree	Arts

Observations:

1. The sample size is 120. It is 15 percent of total students' no pursuing under-graduate courses.
2. All are filling the SSS questionnaire for the first time.
3. Of total students taking part in SSS 69 are male and 51 are female. That is 58 percent students are male and 42 are female.
4. All are pursuing bachelor's degree. Of them 53 percent are pursuing Arts and 47 are pursuing science as subject area.

Part B **Students' Response in Teaching, Learning and Evaluation**

This part deals with the students' responses against 20 quality areas of teaching, learning and evaluation given in SSS questionnaire. Here all the quality areas have been sub-tabled separately to have a vivid picture of the same.

B.1 : How much syllabus was covered in the class ?

Here responses have been categorized as –

1. 85 % 100 % completion of the syllabus
2. 70 % 84 % completion of the syllabus
3. 55 % 69 % completion of the syllabus
4. 30 % 54 % completion of the syllabus
5. Below 30% completion of the syllabus

Table B.1 shows the responses of students over the matter of syllabus completion.

5.
Table no. B.1
Responses against syllabus completion across the categories

Syllabus Completion Categories	Students' Responses	Students' response in percentage
85 % 100 %	73	60.83
70 % 84 %	41	34.17
55 % 69 %	6	5.00
30 % 54 %	0	0
Below 30%	0	0
Total	120	100

Observations:

All the students responded against this query. 60.83 percent commends that 85% to 100 % syllabus has been completed. As per 34.17 % only 70 % to 84% of the syllabus has been completed. Only 6 percent commends that only 55% to 69% of the syllabus is completed.

B.2 : How well did the teachers prepare for the classes

Here responses have been categorized as –

1. Thoroughly
2. Satisfactorily
3. Poorly
4. Indifferently
5. Won't teach at all

Table B.2 shows students' satisfaction level on classes performed by the teachers.

6.
Table no. B.2
Students' satisfaction level against the class performance of teachers

Satisfaction level	Students' Responses	Students' response in percentage
Thoroughly	73	60.83
Satisfactorily	47	39.17
Poorly	0	0.00
Indifferently	0	0.00
Won't teach at all	0	0.00
Total	120	100

Observations:

All the students responded against this query. 60.83 percent commends that teachers prepare for classes thoroughly and 39.17 percent's preparation for classes is satisfactory.

B.3 : How well were the teachers able to communicate

Here responses have been categorized as –

1. Always effective
2. Sometimes effective
3. Just satisfactorily
4. Generally ineffective
5. Very poor communication

Table B.3 shows the ability of teachers to communicate with students

Table no. B.3
Category-wise response of students on teachers ability to communicate

Communication efficiency	Students' Responses	Students' response in percentage
Always effective	95	79.17
Sometimes effective	24	20.00
Just satisfactorily	1	0.83
Generally ineffective	0	0.00
Very poor communication	0	0.00
Total	120	100

B.4 : The performance of teachers in approaching to teach

Here responses have been categorized as –

1. Excellent
2. Very good
3. Good
4. Fair
5. Poor

Table B.4 shows teachers' performance in approaching to teach

Table no. B.4
Category-wise response of students on teachers' approaching to teach

Performance in teaching	Students' Responses	Students' response in percentage
Excellent	53	44.17
Very good	58	48.33
Good	9	7.50
Fair	0	0.00
Poor	0	0.00
Total	120	100

Observations:

Of the sample 44.17 percent students are in view that teachers' approach to teach is excellent; for 48.33 percent it is very good and for 7.5 percent it is just good.

B.5 : Fairness of internal evaluation process by the teachers

Here responses have been categorized as –

1. Always fair
2. Usually fair

3. Sometimes unfair
4. Usually unfair
5. Unfair

Table B.5 shows teachers' fairness in internal evaluation

9.
Table no. B.5
Category-wise response against teachers' fairness in internal evaluation

Fairness types	Students' Responses	Students' response in percentage
Always fair	83	69.17
Usually fair	31	25.83
Sometimes fair	6	5.00
Usually unfair	0	0.00
Unfair	0	0.00
Total	120	100

Observations:

69.17 percent students covered by the sample are in view that teachers are always fair so far as the process of internal evaluation is concerned. According 25.83 percent of the students under sample teachers are usually fair here. Only 5 percent sample students commend that teachers are sometimes fair in the process of internal evaluation.

B.6 : Was your performance in assignment discussed with you.

Here responses have been categorized as –

1. Every time
2. Usually
3. Occasionally/Sometimes
4. Rarely
5. Never

Table B.6 shows the variants of teachers' discussion with students so far as performance in assignment is concerned.

Table no. B.6
Variants of teachers' discussion regarding students' performance in assignment

Discussion variants	Students' Responses	Students' response in percentage
Every time	49	40.83
Usually	58	48.33
Occasionally/Sometimes	13	10.83
Rarely	0	0.00
Never	0	0.00
Total	120	100

Observations:

40.83 percent students response that teachers discuss every time regarding students' performance in assignment. Here 48.33 percent students' response that teachers usually discuss the students' performance in assignment. As per 10.83 percent students here teachers' discussion is occasionally or sometimes.

B.7: Interest of the institute in promoting internship, students exchange, field visit opportunities of the students

Here responses have been categorized as –

1. Regularly
2. Often
3. Sometimes,
4. Rarely
5. Never

Table B.7 shows the interest of institutes regarding promoting internship, students' exchange and opportunities to field visit.

Table no. B.7
Interest variants of the institution regarding promoting internship, students' exchange and opportunities to field visit

Interest level of the institution	Students' Responses	Students' response in percentage
Regularly	32	26.67
Often	49	40.83
Sometimes	34	28.33
Rarely	5	4.17
Never	0	0.00
Total	120	100

Observations:

The highest number students (40.83%) are in the view that the institute often shows interest institutes regarding promoting internship, students' exchange and opportunities to field visit. Next highest number (26.67%) views that the institute regularly shows interest in the same.

B.8: The teaching and mentoring process

Here students' satisfaction is expected know regarding how far the teaching and mentoring process in the institute is helpful in facilitating students in cognitive, social and emotional growth. The response categories here are -

1. Significantly
2. Very well
3. Moderately,
4. Marginally
5. Not at all

Table B.8 shows students' responses regarding how far the teaching and mentoring process in the institute is helpful in facilitating students in cognitive, social and emotional growth.

Table no. B.8

Students' response variants regarding teaching and mentoring process of the institute facilitating students in cognitive, social and emotional growth.

Interest level of the institution	Students' Responses	Students' response in percentage
Significantly	39	32.50
Very well	60	50.00
Moderately	19	15.83
Marginally	2	1.67
Not at all	0	0.00
Total	120	100

Observations:

How far the teaching and mentoring process of the institute facilitating students in cognitive, social and emotional growth is effective, responding to this question 32.50 percent students view it as significant, 50 percent as very well, 15.83 percent as moderately and only 1.67 percent as marginally.

B.9: Multiple opportunities to learn and grow

For each and every higher education institute there is necessity to provide multiple opportunities to learn and grow. To know this status, responses from students were collected under the following heads.

1. Strongly agree
2. Agree
3. Neutral
4. Disagree
5. Strongly disagree

Table B.9 shows students' responses regarding the provisions of multiple opportunities to learn and grow.

Table no. B.9
Students' response variants of the provisions of multiple opportunities to learn and grow

Response types	Students' Responses	Students' response in percentage
Strongly agree	46	38.33
Agree	60	50.00
Neutral	13	10.83
Disagree	1	0.83
Strongly disagree	0	0.00
Total	120	100

Observations:

To what extent students are satisfied with institute's provisions of multiple opportunities to learn and grow, responding to this 50 percent students are agree positively, 38.33 students are strongly agree; but 10.83 percent students are neutral here and only 0.83 percent students are disagree.

B.10: Teachers' information about competency of students and course and programme outcomes.

One of the important duties of the teachers is to inform the students about their competency. He or she should also explain course and programme outcomes to the students. To know about this, responses from students were collected under the following heads.

1. Every time
2. usually
3. Occasionally/sometimes

4. Rarely
5. Never

Table B.10 shows students' responses regarding teachers' information about students' competency and course and programme outcomes.

Table no. B.10
Students' responses regarding teachers' information about students' competency and course and programme outcomes.

Response types	Students' Responses	Students' response in percentage
Every time	70	58.33
Usually	43	35.83
Ocassionally/Sometimes	7	5.83
Rarely	0	0.00
Never	0	0.00
Total	120	100

Observations:

To what extent students are satisfied with teachers' information to students about their competency and course and programme outcomes, responding to this, 58.33 percent students commend that it is done every time; 35.83 percent commend that it is usually done and 5.83 percent student response that it is done occasionally.

B.11: Teachers' frequency in mentoring

This college does have mentoring provisions at departmental level. To what extent students are satisfied with mentoring provisions, to know this students' responds were collected under the following heads.

1. Every time
2. Usually
3. Occasionally/sometimes
4. Rarely
5. I don't have a mentor

Table B.11 shows students' responses regarding teachers' mentoring frequency to students.

Table no. B.11
Students' responses regarding teachers' mentoring frequency

Response types	Students' Responses	Students' response in percentage
Every time	57	47.50
Usually	57	47.50
Occasionally/Sometimes	5	4.17
Rarely	1	0.83
I don't have a mentor	0	0.00
Total	120	100

Observations:

Above table shows that 47.50 percent students respond in favour of both every time and usually. A nominal number respond in favour of the heads occasionally/sometimes and rarely.

B.12: Illustration frequency of teachers

To have reflection on teachers' illustration frequency students' responses were collected under the following heads.

1. Every time
2. Usually
3. Occasionally/sometimes
4. Rarely
5. Never

Table B.12 shows students' responses regarding teachers' illustration frequency.

Table no. B.12
Students' responses regarding teachers' illustration frequency

Response types	Students' Responses	Students' response in percentage
Every time	94	78.33
Usually	23	19.17
Occasionally/Sometimes	3	2.50
Rarely	0	0.00
Never	0	0.00
Total	120	100

Observations:

As per above table 78.33 percent students response that every time teachers go to illustration the concepts through examples and applications; whereas according to 19.17 percent students it is done usually.

B.13: Teachers' identification and encouragement of students' challenges

To have reflection on teachers' identification of students' strength and encourage them providing with right level of challenge responses were collected under the following heads.

1. Fully
2. Reasonably
3. Partially
4. Slightly
5. Unable to

Table B.13 shows students' responses regarding teachers' identification and encouragement of students' challenges.

Table no. B.13
Students' responses regarding teachers' identification and encouragement
of students' challenges

Response types	Students' Responses	Students' response in percentage
Fully	75	62.50
Reasonably	33	27.50
Partially	10	8.33
Slightly	2	1.67
Unable to	0	0.00
Total	120	100

Observations:

As per above table 62.50 percent students response that teachers fully identify students' strength and encourage them with right level challenges. 27.50 percent students are in view that teachers' do so for reasonable times. Only 8.33 percent say it is done partially.

B.14: Teachers' frequency to identify students' weakness and helping to overcome it

To have reflection on teachers' frequency to identify students' weakness and helping them to overcome the same responses were collected under the following heads.

1. Every time
2. Usually

3. Occasionally/sometimes
4. Rarely
5. Never

Table B.14 shows students' responses regarding teachers' frequency to identify students' weakness and helping them to overcome the same.

Table no. B.14
Students' responses regarding teachers' teachers' frequency to identify students' weakness and helping them to overcome the same

Response types	Students' Responses	Students' response in percentage
Every time	77	64.17
Usually	30	25.00
Occasionally/sometimes	11	9.17
Rarely	2	1.67
Never	0	0.00
Total	120	100

Observations:

As per above table 64.17 percent students response that every time teachers identify students' weakness and helping them to overcome the same. 25 percent view that teachers do the same usually. And only 9.17 percent view that teachers do the same occasionally/sometimes.

B.15: Institutions' effort to continuous quality improvement of teaching-learning process

To focus on the institution's effort for continuous quality improvement of teaching-learning process, responses were collected under the following heads.

1. Strongly agree
2. Agree
3. Neutral
4. Disagree
5. Strongly disagree

Table B.15 shows students' institution's effort for continuous quality improvement of teaching-learning process.

Table no. B.15
Students' responses regarding institution's effort for continuous quality improvement of teaching-learning process

Response types	Students' Responses	Students' response in percentage
Strongly agree	31	25.83
Agree	71	59.17
Neutral	18	15.00
Disagree	0	0.00
Strongly disagree	0	0.00
Total	120	100

Observations:

As per above table 25.83 percent students strongly agree that institutions make effort to engage students in the monitoring, review and continuous quality improvement of the teaching-learning process. 59.17 percent students simply agree to this where 15 percent remain neutral.

B.16: Use of student centric methods

There was also survey with a query whether the institute/teachers use student centric methods such as experiential learning, participative learning and problem solving methodologies for enhancing learning experiences. Responses here are categorized as follows.

1. To a great extent
2. Moderate
3. Some what
4. Very little
5. No at all

Table B.16 shows institute/teachers' use of student centric method.

Table no. B.16
Students' responses regarding institute/teachers' use of student centric method

Response types	Students' Responses	Students' response in percentage
To a great extent	45	37.50
Moderate	60	50.00
Some what	11	9.17
Very little	4	3.33
Not at all	0	0.00
Total	120	100

Observations:

As shown in the table it has been observed that 37.50 percent students are in view that the institute and teachers use student centric methods to a great extent. 50 percent are in view that use of student centric methods by institutes/teachers is moderate. It is ‘somewhat’ for 9.17 percent students.

B.17: Teachers’ encouragement to students’ extracurricular activities

For quality development in teaching and learning process of institution teachers should also encourage students in extra-curricular activities. This quality component was added in the students’ satisfaction survey and responses here are categorized as follows.

1. Strongly agree
2. Agree
3. Neutral
4. Disagree
5. Strongly disagree

Table no. B.17
Students’ response regarding teachers’ encouragement to students
for extracurricular development.

Response types	Students’ Responses	Students’ response in percentage
Strongly agree	82	68.33
Agree	32	26.67
Neutral	6	5.00
Disagree	0	0.00
Strongly disagree	0	0.00
Total	120	100

Observations:

As shown in the table it has been observed that 68.33 percent students strongly agree that the teachers encourage students in extracurricular development. 26.67 percent simply agree to this.

B.18: Institutions/teachers’ effort to make students ready for the world of work

A higher education institute has also responsibility make effort to inculcate soft skills, life skills and employability skills to make students ready for the world of. To how far this responsibility has been materialized by the institute/teachers to know this query no. 18 was added in the students’ satisfaction survey and responses here are categorized as follows.

1. To a great extent
2. Moderate
3. Some what
4. Very little
5. No at all

Table no. B.18
Students' response regarding institute/teachers' effort to make students ready for the world of work.

Response types	Students' Responses	Students' response in percentage
To a great extent	41	34.17
Moderate	62	51.67
Some what	13	10.83
Very little	4	3.33
Not at all	0	0.00
Total	120	100

Observations:

The table shows that 34.17 percent students are in view that institute/teachers play role to a great extent as so effort to make students ready for the world of work. 51.67 percent students say that here the role of institute/teachers is moderate. Again 10.83 percent view that role played is here just to some extent.

B.19: Use of ICT tools by teacher while teaching

Use of ICT tools makes the teaching-learning process more effective. Hence, in the survey of students' satisfaction a query regarding the percentage of teachers using ICT tools such as LCD projector, multimedia etc. and responses there on captured under the following heads.

1. Above 90%
2. 70 - 89%
3. 50 – 69 %
4. 30 – 49 %
5. Below 29 %

Table no. B.19
Students' response regarding percentage of teachers using ICT tools

Response types	Students' Responses	Students' response in percentage
Above 90%	21	17.50
70 - 89%	50	41.67
50 – 69 %	33	27.50
30 – 49 %	10	8.33
Below 29 %	6	5.00
Total	120	100

Observations:

The table shows that the institute is so much weak in using ICT tools while teaching. It is so in spite of good number of class rooms being equipped with LCD projector. Only 17.5 percent students view that more than 90% teachers use ICT tools while teaching. 41.67 percent students are in view that 70 – 89% teachers use ICT tools while teaching. 27.5 percent response that the percentage of teachers using ICT tools is only 50 – 69%.

B.20: Overall quality of teaching – learning process

Students covered by the sample were also asked whether they were agree to the comment that the overall quality of teaching-learning process of the institute was very good. Responses here were categorized as follows -

1. Strongly agree
2. Agree
3. Neutral
4. Disagree
5. Strongly disagree

Table no. B.20
Students' response regarding overall quality of the teaching-learning process of the institute

Response types	Students' Responses	Students' response in percentage
Strongly agree	56	46.67
Agree	56	46.67
Neutral	8	6.67
Disagree	0	0.00
Strongly disagree	0	0.00
Total	120	100

Observations:

The table shows that 46.67 percent student strongly agree to the comment that the overall quality of teaching-learning process of the institute was very good. Another 46.67 percent student simply agree to this comment. Only 6.67 percent remain neutral here.

Part C **Students Observations/Suggestions** **Regarding Teaching Learning Process of the Institute**

The questionnaire of SSS also contains space to put students' observation and suggestions to improve the overall the teaching – leaning experience in the institution. All the students covered by the sample are not taking part here. The percentage of students taking part here is 80. Of them 65 percent made two observation/suggestions and 48 percent made single. Total number of observation/suggestion is 231. They have been categorized under the following three heads.

- (1) Making suggestion = 132
- (2) Pointing limitations = 84
- (3) Commending/praising = 15

The highest observation/suggestion goes for the modernization of classroom, solving electricity problem, keeping class room & campus clean, appointing more faculties and organizing programmes for entrepreneurial development, finishing syllabus in time, updating syllabus, upgrading library, upgrading laboratories etc.

Limitations pointed here are – impractical teaching by some teachers, giving more importance on books without going for students' opinion, notes are not given thoroughly, poor laboratory quality, less interaction with students, no discussion on previous question papers, not supplying notes against complex questions, limited guidance of teachers in laboratory practical, less importance in personality development, irregular classes now and then, inadequate students' common room, incompletion of syllabus, less extra-curricular activities, less field study, less effort in transacting G.K., not available of major books in library, weekend test/class test not held, inadequate desk-bench, no tutorial class, no regular wash of urinals, less number dustbin installed, less counseling regarding higher education.

Praising observations are like – students – teacher communication is impressive, teachers helps in intellectual development, presence of advanced curricular delivery, teaching-learning process is disciplined and punctual etc.

Part D

Overall Findings and Conclusions

To have overall ideas on students' satisfaction regarding different components of teaching learning process of the institute the literal grades have been replaced by numerical figures – 5 for highest grade, 4 for second highest grade, 3 for middle grade, 2 for fourth grade and 1 for lowest grade. It enables to sum up the grades across the categories and also across the sample students. Finding average for 120 students component wise we have fitted students' satisfaction index for each satisfaction components. Again summing up all the 20 SSIs and finding the average there on we have estimated overall SSI. Both averages have been shown in table D.1.

Table D.1
Satisfaction component wise students' satisfaction index and overall
students' satisfaction index

Sl No.	Students' Satisfaction Components	Students' Satisfaction Index
1	Completion of syllabus	4.56
2	Teachers' preparation for classes	4.61
3	Teachers' communication ability	4.78
4	Teaching ability	4.37
5	Fairness in internal evaluation process	4.64
6	Assignment discussion with students	4.30
7	Opportunity for field visit	3.90
8	Mentoring quality	4.13
9	Opportunity to learn and grow	4.26
10	Teachers counseling of programme outcomes	4.53
11	Mentor's follow up	4.42
12	Teachers illustration of concepts	4.76
13	Teachers' ability to identify students' strength	4.51
14	Teachers' ability to identify students' weakness	4.52
15	Students' engagement in teaching-learning process	4.11
16	Use of student centric method	4.22
17	Encouraging students to involve in extra-curricular activities	4.63
18	Effort to make students ready for the world of work	4.17
19	Use of ICT tools	3.58
20	Overall quality	4.40
	Overall Students' Satisfaction Index	4.37

Observations

1. The table shows that out of the 20 components students' gets highest satisfaction from teachers' communication ability with the students. Next highest satisfaction comes from teachers ability to illustrate concepts. The source of third highest satisfaction is teachers' fairness in internal evaluation process.
2. Students gets lowest satisfaction from teachers' use of ICT tools while teaching. Next lowest satisfaction comes from the component of institution giving opportunity to students' exchange, field study etc.
3. There have been estimated two types of overall satisfaction index. One is given in the questionnaire serial number 20. Other is estimated by finding overall average of SSIs of 20 satisfaction components. The first has been estimated as 4.40 and the second is 4.37 – having insignificant difference between the two.
4. We can find out the overall failure rate to satisfy the students fully. It is estimated by finding the difference between full SSI and the actual SSI and then finding the percentage of the unfilled gap. Doing so the failure percentage is found to be 12.6%.
5. The authority and teachers should take necessary effort to make up the failure gap. If so, the SSS will be a meaningful exercise for the institution.
6. Experience shows that, the questionnaire should be made simpler when putting queries and should be bi-lingual adding Assamese with the English.
