

Report of the Student Satisfaction Survey (2019-20)
H.C.D.G College, Nitaipukhuri, Sivasagar, Assam

REPORT

Prologue:

Students are one of the three major pillars of any educational institution. Therefore, the development of any educational institution is not justified so long as without proper overall growth and development of the student community in different spheres of their curricular and co-curricular dimension. No doubt it depends on number of factors, but one important variable in this case is the robustness of the teaching learning and evaluation process in the institution. The satisfaction of the students in that process not only enables themselves to achieve their academic goals but to overcome the challenges of their future life with the application of proper mitigating strategy. This Student Satisfaction Survey is a tool of measuring and analyzing the psychological attachment to the teaching and learning process and environment in any institution.

Objectives of the Survey:

The survey is conducted mainly focusing on the following exhaustive objectives-

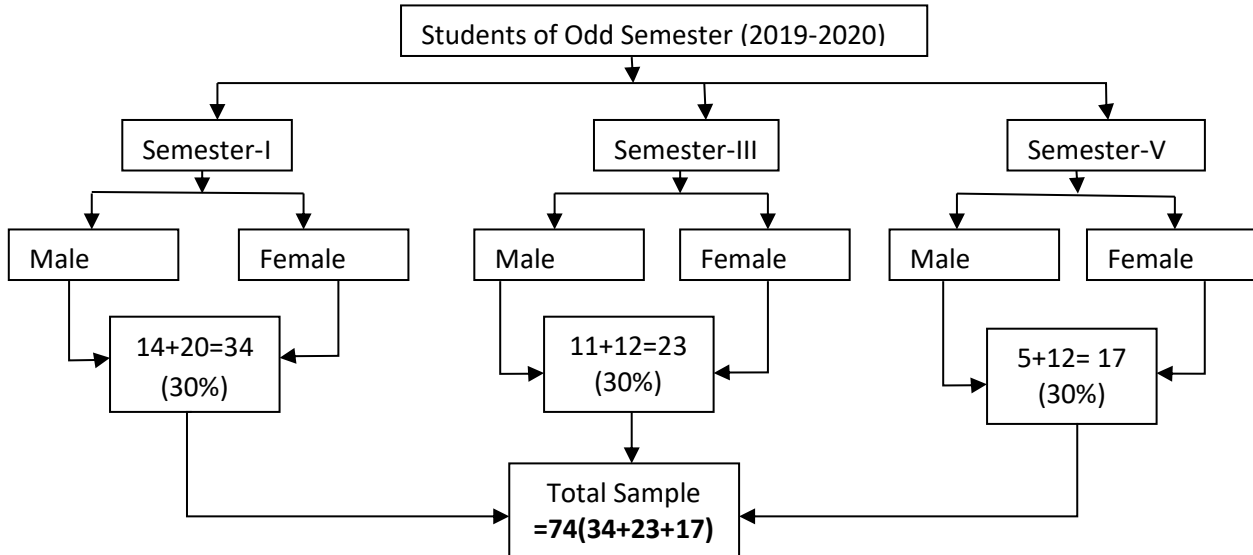
- i) To estimate and analyse the feedback of the students on predetermined parameters related to teaching-learning and evaluation process of Hem Chandra Devgoswami College, Nitaipukhuri.
- ii) To indentify the major learner-centric hindrances for mapping future pathways with a view to develop the academic environment in the institution.

Methodology:

a) Data Source: The data used in this report is only the primary data. The primary data is collected from the students of H.C.D.G College for the academic session 2019-2020 though an online mailed questionnaire. The questionnaire consists of 15 questions relating to teaching and evaluation (total 8 questions), mentoring mechanism (total 3 questions) and institutional support (total 4 questions). The responses for each question are collected in a 5 point rating scale ranging from 1 to 5 marked with increasing level of satisfaction.

b) Data Collection Methodology: The student respondents are selected by using a multistage stratified random sampling. The sampling design is shown in Fig-1. So, the population of the SSS is the students of the odd semesters who are studying in the institution during the said academic session. In the first stage of the sampling students are divided in to three odd semesters across disciplines i.e. Semester-I, Semester-III and Semester-V. In the next stage of sampling student respondents are divided according to their gender i.e. male and female. In the third stage 30% of the student respondents of each category have been randomly selected for final data collection and analysis. So, we have a total sample of 74 student respondents.

Fig-1: The Sampling Design of Student Satisfaction Survey



c) Analytical Tools: The data are analysed by using statistical tools and graphically represented by tables, bar diagrams, pie charts and arithmetic mean of the responses. The questionnaire is attached in Appendix I.

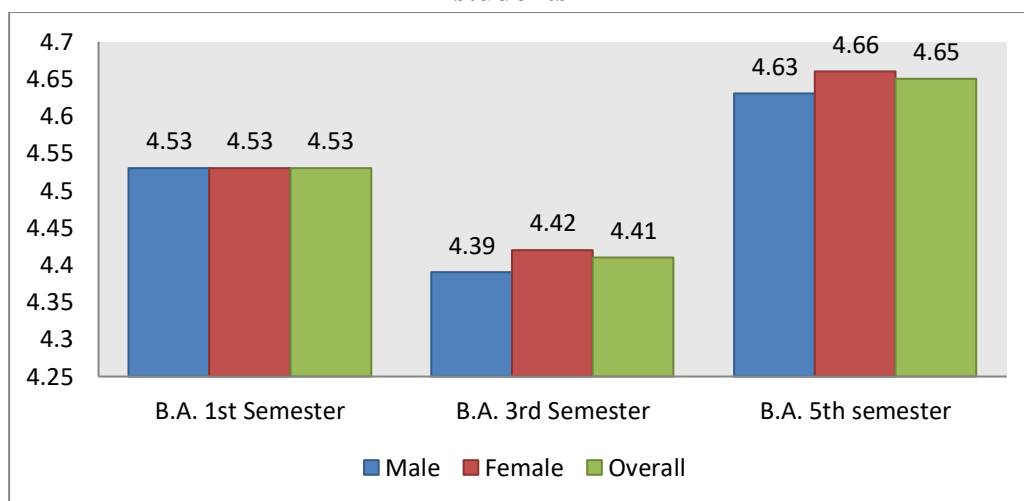
Analysis of the Responses of Student Satisfaction Survey:

a) Teaching and Evaluation Process:

The experience of teaching and evaluation process for the students may be different between semesters. Because, depending on the course content and desired output the teaching and evaluation process may vary although the basic structure of the mechanism remains the same. Therefore it is important to analyse the semester-wise differences in the satisfaction level in this criteria and also gender gap should also be considered so that gender equality can be improved if there is any difference found.

The data on responses of students pursuing B.A. course in HCDG College towards Teaching and Evaluation Process are graphically presented vide Figure 2:

Figure1: Difference between Mean value of Responses of Male and Female students



Source: Satisfaction Survey

The bar diagram presented in Figure 2 reflects difference between Mean value of responses of Male and Female students regarding Teaching-Learning and Evaluation process.

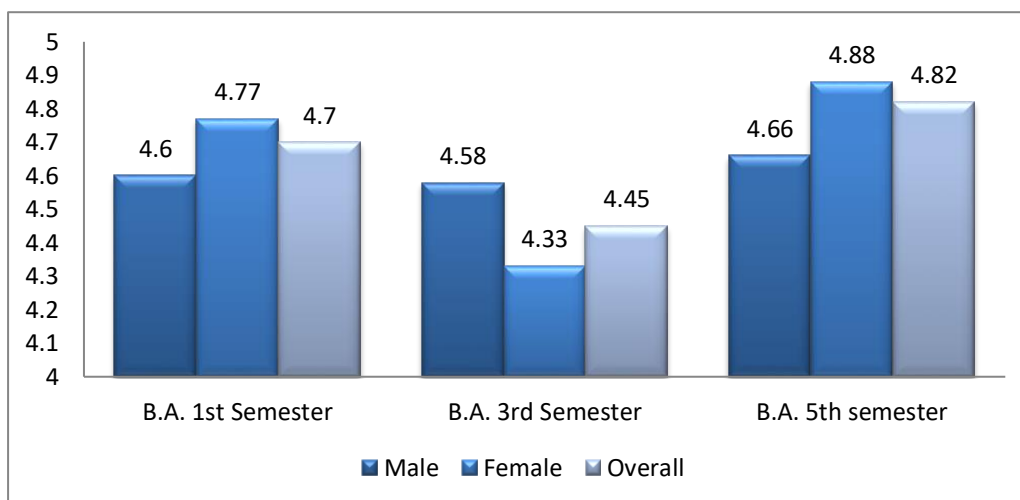
It was found that the mean value of male and female respondent students of B.A. 1st semester has equal response (4.53) to teaching-learning and evaluation process pursued in Hem Chandra Devgoswami college. The mean value (4.42) of female respondent students of B.A. 3rd semester has slightly higher than mean value of male students (4.39) in terms of teaching-learning and evaluation process. The mean value of female respondent (4.66) students of B.A. 5th semester has also slightly higher than mean value of male students (4.63) in terms of teaching-learning and evaluation process. On the other hand, the overall mean value of total respondents in terms of teaching-learning and evaluation process is almost equal to male and female students of all three semesters. Therefore, it can be said that there is no significant difference between male and female students of BA programme of HCDG College towards teaching-learning and evaluation process.

Again if we compare the overall mean value of responses semesterwise then it becomes clear that B.A. 5th semester students are highly satisfied with the teaching and evaluation mechanism of the college. The mean value of responses for B.A. 5th semester students is 4.65 subject to a maximum value of 5. On the contrary the 3rd semester students have provided the feedback of lowest estimated mean value of satisfaction which is 4.41. Similarly the mean satisfaction score for B.A. 1st Semester students is 4.53. Therefore it can be concluded that there is also semesterwise differences in the satisfaction level of students in the teaching and evaluation process in the college.

b) Mentoring Mechanism:

Mentoring is considered to be a very powerful and efficient tool in the learner centric education system. Because, the delivery of the teaching-evaluation process can be optimized with proper and timely identification of the emotional, cognitive and psychological challenges of the learners and appropriate follow up actions. Teachers can play a pivotal role in this context through student mentoring mechanism. The Figure 3 indicates the distribution of sampled respondents and their responses in mean value regarding mentoring mechanism in the college.

Figure 3: Difference between Mean value of Response of Male and Female students regarding Mentoring Mechanism



Source: Satisfaction Survey

The bar diagram presented in Figure 3 reflects difference between Mean value of responses between Male and Female students towards Mentoring Mechanism available in Hem Chandra

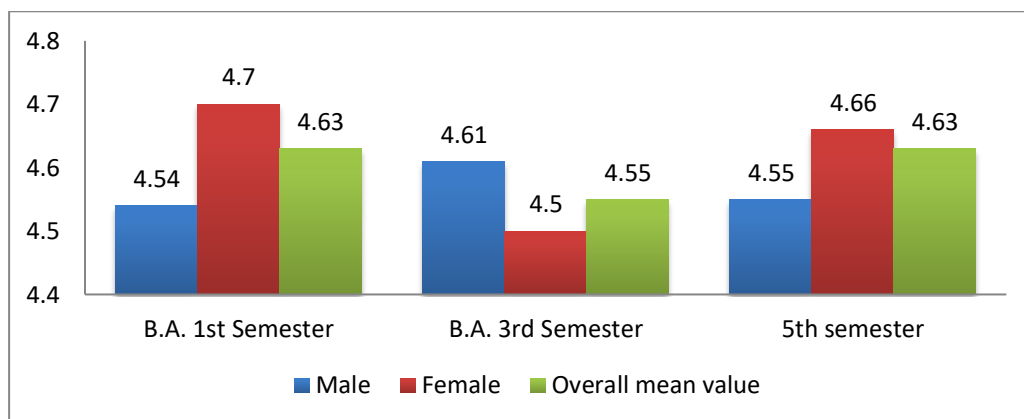
Devgoswami College, Nitaipukhuri. It is found that the mean value of female respondent students of B.A. 1st semester is higher than the mean value of male students and mean value of all respondents. Then, regarding the students of B.A. 3rd semester, the mean value of male respondent students (4.58) is marginally higher than mean value of female students (4.33) and overall mean value of total students. On the contrary, the mean value of female respondents (4.88) students of B.A. 5th semester is also higher than mean value of male students (4.66). Therefore, it can be said that there is significant difference between male and female students of all semesters in BA programme towards mentoring mechanism provided to them in HCDG College. So, there is gender specific difference on the satisfaction level of students from the mentoring mechanism.

Again like the teaching and evaluation process if we compare the overall mean value of responses semesterwise then it becomes clear that B.A. 5th semester students are highly satisfied with the mentoring mechanism of the college. The mean value of responses for B.A. 5th semester students is 4.82 subject to a maximum value of 5. On the contrary the 3rd semester students have provided the feedback of lowest estimated mean value of satisfaction which is 4.45. Similarly the mean satisfaction score for B.A. 1st Semester students is 4.70. Therefore it can be concluded that there is also semesterwise differences in the satisfaction level of students in the teaching and evaluation process in the college.

c) Institutional Support:

In the Figure 4, the distribution of sampled respondents in terms of mean value regarding institutional support provided to students in the college is depicted.

Figure 4: Difference between Mean value of Response of Male and Female students regarding Institutional Support



Source: Satisfaction Survey

In the above graph presented in Figure 4, it has been noticing that the mean value of female respondent students of B.A. 1st semester (4.7) and BA 5th semester students (4.66) is higher than mean value of male students in terms of institutional support. On the other hand, the mean value of male respondent students of B.A. 3rd semester (4.61) is higher than the mean value of female students (4.5) in terms of institutional support. The overall mean value of total respondents of 1st semester and 5th semester is equal (4.63) and overall mean value of 3rd semester students is 4.55. Therefore, it can be concluded that there is slight difference between male and female students of BA programme of HCDG College towards institutional support.

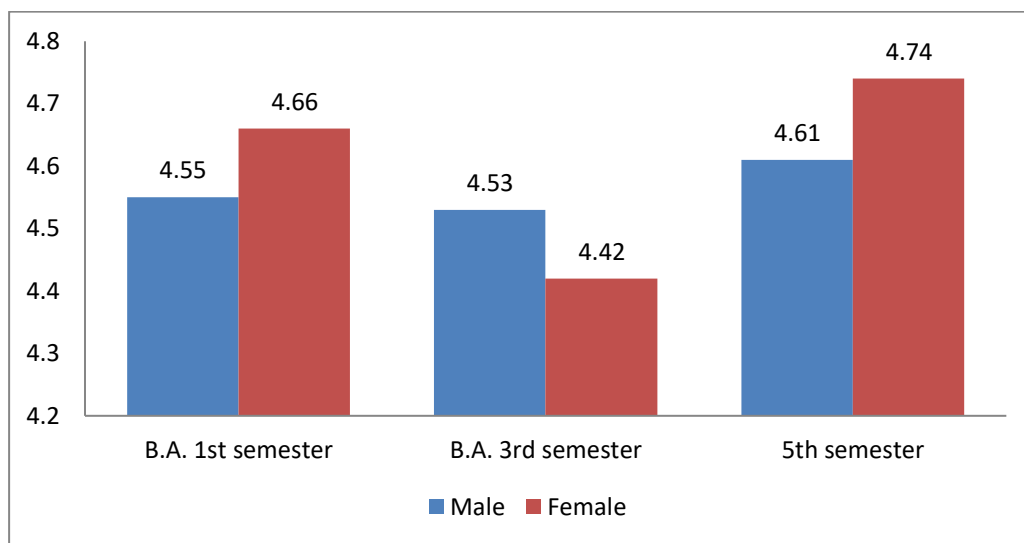
Again, the overall mean value of responses of B.A. 1st Semester and B.A. 5th semester students are highly and equally satisfied with the institutional support of the college. The mean

value of responses for B.A. 1st Semester and B.A. 5th semester is 4.63 subject to a maximum value of 5. On the other hand for the 3rd semester students the mean value of satisfaction which is 4.55. Therefore it can be concluded that there is also semesterwise differences in the satisfaction level of students in the college with respect to institutional support.

d) Overall Teaching Learning and Evaluation Process:

Again, the difference between mean value of response of total male and female students regarding teaching-learning and evaluation process in the institution which includes teaching and evaluation, mentoring mechanism and institutional support is presented in the following Figure 5:

Figure 5: Difference between Mean value of satisfaction of students on teaching-learning and evaluation process in H.C.D.G College



Source: Satisfaction Survey

Referring to Figure 5, it is estimated that difference between mean value of response of male and female students towards overall teaching-learning and evaluation process in the college. It is estimated that B.A. 5th Semester students have the highest mean satisfaction value for female students which is 4.74 and it is followed by B.A.1st Semester students(4.55) and B.A.3rd Semester students (4.42). Similarly for male students it is 4.61 in B.A. 5th Semester, 4.55 in B.A. 1st Semester and 4.53 in B.A. 3rd Semester.

Conclusion:

The study reveals slight difference between male and female students pursuing BA programme in HCDG College regarding teaching-learning and Evaluation process, mentoring mechanism and institutional support. Students are satisfied with preparation for the classes, portion of the syllabus completed by teachers, use of communicating skill, innovative teaching methods such as guest lecturers, industrial visit, field survey etc., appropriate practical examples and ICT tools by teachers in the class. The mentoring process should be frequently maintained by the college so that it can contribute to emotional, cognitive and social development of students. The teachers enable you to overcome the challenges by identifying your strengths and weaknesses. The college takes initiatives to ensure students participation in monitoring, review and continuous quality enhancement of the teaching-learning process. Books/newspapers/journals/magazines should be easily accessible from the college library to students.

Appendix I

Student Satisfaction Survey (2019-20) Conducted by H.C.D.G College, Nitaipukhuri Sivasagar, Assam

A. Sampling Design

Class	No of Students Enrolled		30% of Enrolled Students	
	Male	Female	Male	Female
B.A. 1 st Semester	45	67	14	20
B.A. 3 rd Semester	37	39	11	12
B.A. 5 th Semester	16	39	5	12
Total	98	145	30	44
Total Sample			(30+44)=74	

B. Key Instructions:

- i) All questions are compulsory
- ii) Each question has five alternative responses. Choose the most appropriate one.
- iii) The Q-16 is qualitative in nature. It includes suggestions for overall improvement of the teaching learning environment in the institution. Point-wise suggestions are to be given.

C. General Information of the Student Respondents

1. Are you participating in this survey for the first and only time?
 - a) Yes
 - b) No
2. Gender:
 - a) Male
 - b) Female
 - c) Transgender
3. In which semester are you studying currently?
 - a) 1st Sem
 - b) 2nd Sem
 - c) 3rd Sem
 - d) 4th Sem
 - e) 5th Sem
 - f) 6th Sem
4. Your email.
5. Your Mobile No(Preferably Whatsapp No)

D. Criterion-II (Teaching-Learning and Evaluation)

1. What portion of the syllabus was completed in the class?
 - a) 5 (81-100%), b) 4 (61-80%), c) 3 (41-60%), d) 2 (21-40%) e) 1 (Below 20%)
2. The overall approach of the teachers in teaching can be rated as-
 - a) 5 (Outstanding), b) 4 (Very Good), c) 3 (Good), d) 2 (Satisfactory) e) 1 (Poor)
3. Your description on the communicating skill of the teachers on course content.
 - a) 5 (Highly effective), b) 4 (Effective), c) 3 (Satisfactorily effective), d) 2 (Ineffective) e) 1 (Poor Communication)
4. Give your description on teachers preparation for the classes.
 - a) 5 (Thorough), b) 4 (Satisfactory), c) 3 (Poor), d) 2 (Unsatisfactory) e) 1 (Won't teach at all)
5. The teachers describes the concepts with appropriate practical examples and applications
 - a) 5 (Always), b) 4 (Usually), c) 3 (Sometimes), d) 2 (Rarely) e) 1 (Never)

6. What percentage of teachers does use ICT tools in the teaching learning process?
 a) 5 (81-100%), b) 4 (61-80%), c) 3 (41-60%), d) 2 (21-40%) e) 1 (Below 20%)
7. Are you satisfied with the use of innovative teaching methods such as guest lecturers, industrial visit, field survey by the college?
 a) 5 (Fully satisfied), b) 4 (Satisfied), c) 3 (Partially satisfied), d) 2 (Moderately Unsatisfied) e) 1 (Unsatisfied)
8. How do justify the fairness of the internal evaluation process by the teachers?
 a) 5 (Always Fair), b) 4 (Normally Fair), c) 3 (Sometimes unfair), d) 2 (Usually unfair) e) 1 (Unfair)
9. Was your performance in internal assessment and assignments discussed with you?
 a) 5 (Always), b) 4 (Usually), c) 3 (Randomly), d) 2 (Rarely) e) 1 (Never)
10. How frequently is the mentoring process being maintained by the college?
 a) 5 (Regularly), b) 4 (Often), c) 3 (Occasionally), d) 2 (Rarely) e) 1 (Never)
11. The mentoring mechanism of the college contributes to your emotional, cognitive and social development?
 a) 5 (Very significantly), b) 4 (Significantly), c) 3 (Moderately), d) 2 (Insignificantly) e) 1 (Not at all)
12. The teachers enable you to overcome the challenges by identifying your strengths and weaknesses.
 a) 5 (Fully), b) 4 (Reasonably), c) 3 (Partially), d) 2 (Slightly) e) 1 (Never)
13. The college takes initiatives to ensure students participation in monitoring, review and continuous quality enhancement of the teaching-learning process.
 a) 5 (Strongly agree), b) 4 (Agree), c) 3 (Neutral), d) 2 (Disagree) e) 1 (Strongly disagree)
14. How easy is to access the educational materials (books/newspapers/journals/magazines) from the college library?
 a) 5 (Extremely easy), b) 4 (Very Easy), c) 3 (Easy), d) 2 (Slightly easy) e) 1 (Not at all easy)
15. The overall quality of the teaching learning process in your college is-
 a) 5 (Excellent), b) 4 (Very Good), c) 3 (Good), d) 2 (Satisfactory) e) 1 (Poor)
16. Give any two suggestions for improving the overall overall teaching learning experience in your college
 a)
 b)