DARRANG COLLEGE TEZPUR

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DARRANG COLLEGE

STUDENT SATISFACTION SURVEY

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Analysis of the Student Satisfaction Survey (SSS)

Session 2022–2023

Introduction:

The Student Satisfaction Survey (SSS) for the session 2022–2023 was conducted with the objective of understanding the perceptions, experiences, and expectations of students at Darrang College. Student feedback is a crucial component in assessing the overall quality of higher education, as it reflects the effectiveness of academic delivery, institutional facilities, and support services offered to learners. This report has been carefully prepared on the basis of the responses received from students and aims to present a comprehensive analysis of their opinions.

The primary purpose of conducting this survey was to gather authentic insights into how students evaluate the teaching-learning process, campus resources, extracurricular opportunities, and administrative support provided by the college. By systematically analyzing student responses, the report highlights not only the strengths of the institution but also the areas where improvements are required to meet evolving educational standards and learner needs.

The survey serves as an invaluable instrument for quality assurance and continuous improvement. It provides direct feedback from the student community, which is essential for maintaining transparency and accountability in academic practices. Furthermore, it helps the college authorities align their policies and initiatives with the expectations of students, thereby enhancing the overall learning environment.

Aims and Objectives of the Survey

The central aim of the Student Satisfaction Survey is to evaluate the quality and effectiveness of academic and institutional practices from the perspective of students. The survey is intended to measure satisfaction across multiple dimensions of the student experience and to identify actionable areas for growth and development.

The specific objectives of the survey are as follows:

1. **Assessment of Academic Quality:**

   To evaluate the effectiveness of teaching and learning practices, including classroom delivery, faculty accessibility, fairness of evaluation processes, and availability of remedial measures.

2. **Evaluation of Resources and Infrastructure:**

   To analyze student perceptions regarding the availability and usefulness of library facilities, laboratories, classrooms, ICT-enabled learning, and other physical and digital resources.

3. **Examination of Student Support Services:**

   To assess the adequacy of counseling, mentoring, grievance redressal, and other support systems that aid in student welfare and academic growth.

4. **Review of Extracurricular and Co-curricular Activities:**

   To determine how effectively the institution promotes holistic development through cultural, sports, and skill-based programs alongside academic learning.

5. **Identification of Improvement Areas:**

   To highlight the aspects where students feel enhancements are necessary, thereby enabling the administration to design targeted strategies for progress.

6. **Promotion of Student-Centric Initiatives:**

   To ensure that student voices are directly integrated into policy decisions and institutional reforms, strengthening participatory governance within the college.

In summary, the Student Satisfaction Survey provides a structured framework for analyzing student opinions on diverse aspects of their college life. The feedback collected not only validates the strengths of Darrang College in areas such as effective teaching and resource availability but also points towards areas where improvement is needed. The insights drawn from the survey will serve as a guiding tool for the administration to adopt evidence-based strategies aimed at improving academic quality, enriching support services, and fostering a student-friendly environment. Ultimately, the survey underscores the institution's commitment to continuous growth and excellence in higher education.

Methodology

Population of the Study

The population of this study consisted of all undergraduate (UG) and postgraduate (PG) students of Darrang College. The survey was intended to capture the perceptions of the entire student community regarding various aspects of their academic and campus experience.

Sample

A total of **891 students** responded to the Student Satisfaction Survey (SSS). Since the responses represented diverse groups of students across both UG and PG programs, and considering the high response rate, all the collected responses were included in the analysis without any exclusion.

Tools for Data Collection

For the purpose of data collection, a **10-item, non-standardized, self-prepared, 4-point scale** was employed. This tool was specifically designed to explore multiple dimensions of student experience, including teaching and learning practices, availability of campus resources, participation in extracurricular activities, and access to student support services. The scale ensured that students could express their perceptions in a structured manner, ranging from highly positive to less favorable responses.

Use of Google Forms

The survey instrument was developed and administered using **Google Forms**, a widely used web-based survey platform that is part of the Google Docs Editors suite. Google Forms enables users to create, share, and edit surveys online while supporting real-time collaboration. One of its key features is the automatic entry of responses into a spreadsheet, simplifying the process of compiling and organizing data. A link to the questionnaire was generated and circulated to

the students of both UG and PG programs through the official website of Darrang College, Tezpur. This ensured accessibility and convenience for all students, encouraging higher participation in the survey.

Procedure

The survey link containing the questionnaire was disseminated to students through the college's official communication channels. Respondents were requested to complete the survey voluntarily, ensuring that their feedback reflected genuine perspectives. A total of **891 responses** were recorded, all of which were considered valid and included in the final analysis.

Statistical Tools

To interpret and present the collected data, **pie charts** were used as the primary statistical tool. Pie charts provided a clear and visual representation of student feedback, making it easier to identify trends, proportions, and comparisons across different categories of responses.

Results and Discussion

1. ## Do you find your classes effective in regard to understanding of topics?
891 responses
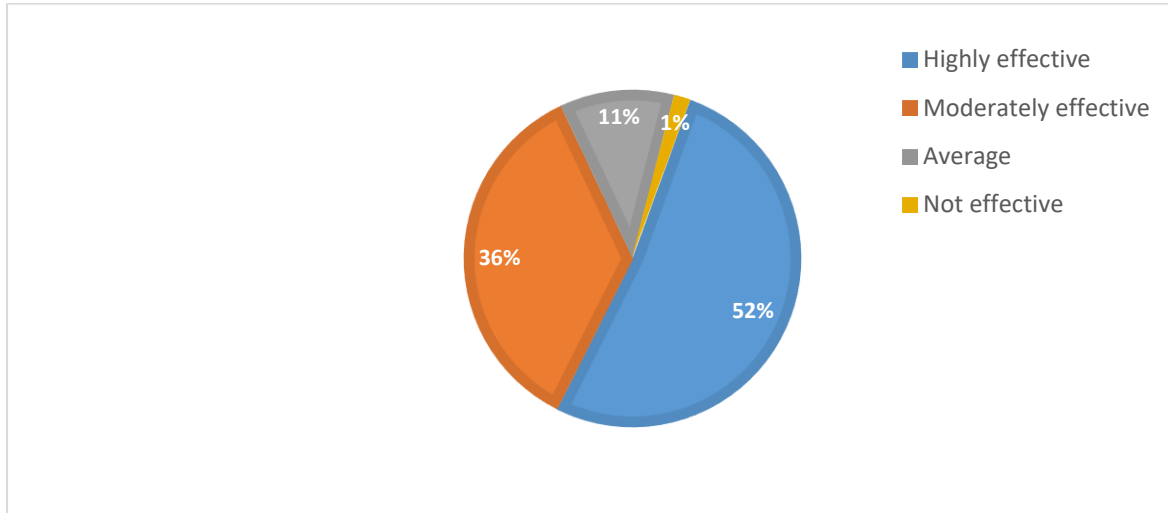
Interpretation: From the above diagram, it can be interpreted that the classes were perceived as highly effective by the majority of students. Specifically, 52% of students reported that the classes were highly effective in enhancing their understanding of topics, while 36% found them to be moderately effective, indicating that more than four-fifths of the learners gained considerable benefit. In contrast, 11% of the respondents rated the classes as average, suggesting only partial effectiveness, and a very small fraction of 1% considered them ineffective. This distribution of responses highlights that the teaching methods and delivery adopted in the classes have been successful in meeting the learning needs of most students.

2. ## Are the teachers approachable in regard to doubt clearing or arranging remedial teaching?
891 responses
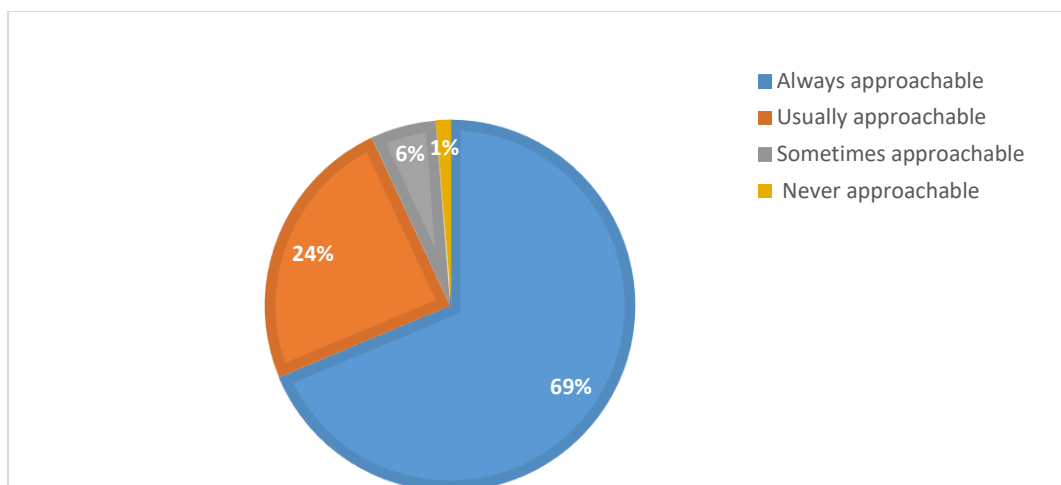
Interpretation: The diagram reveals that a majority of students, 69%, found teachers to be always approachable for doubt clearing and arranging remedial classes. Additionally, 24% reported that teachers were usually approachable, while 6% felt they were approachable only sometimes. A very small fraction, 1%, indicated that teachers were never approachable. Overall, these findings highlight that teachers are perceived as consistently supportive and accessible by most students, thereby ensuring effective guidance and assistance in learning. This reflects a strong student–teacher relationship, with only a negligible proportion experiencing limitations in approachability.

3. How do you perceive the internal evaluation process by the teachers?
891 responses
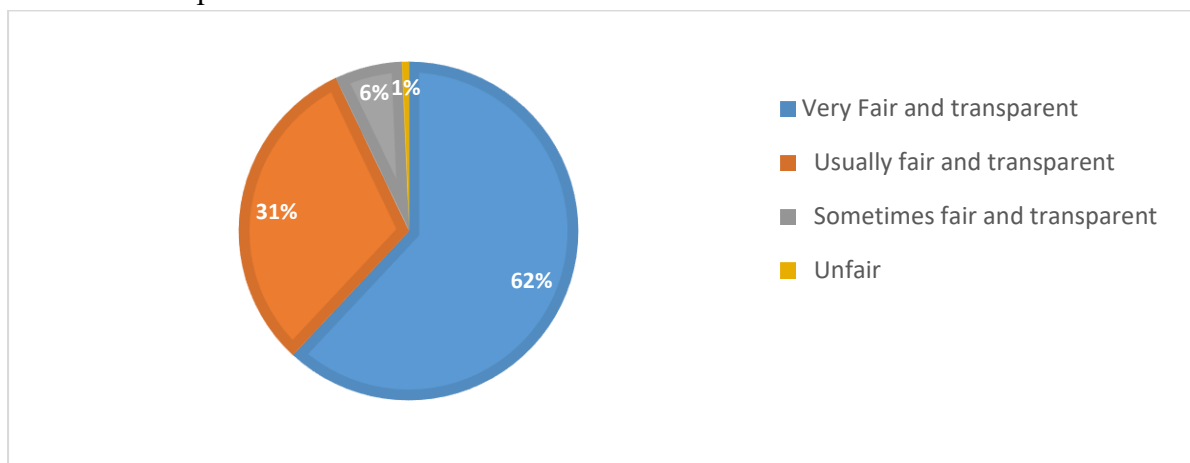
Interpretation: The diagram shows that 62% of students found the internal evaluation process very fair and transparent, while 31% considered it usually fair and transparent. Another 6% felt it was sometimes fair and transparent, and only 1% viewed it as unfair. Thus, it can be interpreted that the internal evaluation process is largely regarded as fair and transparent by the overwhelming majority of students, with only a negligible percentage expressing dissatisfaction.

4. Is the college library resourceful and assessable?
891 responses
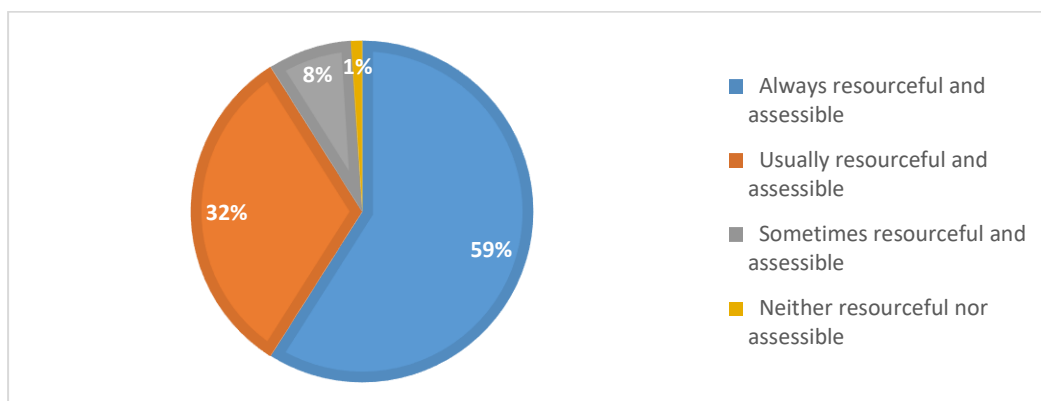
Interpretation: The diagram indicates that 59% of students found the library always resourceful and accessible, while 32% felt it was usually resourceful and accessible. About 8% stated it was sometimes resourceful and accessible, and only 1% considered it unfair. Hence, it can be interpreted that the college library is generally perceived as highly resourceful and accessible, with the majority of students benefiting from its facilities, and only a very small fraction expressing dissatisfaction.

5. Do the college provide scope for participation in co-curricular activities/NCC/NSS?
891 responses
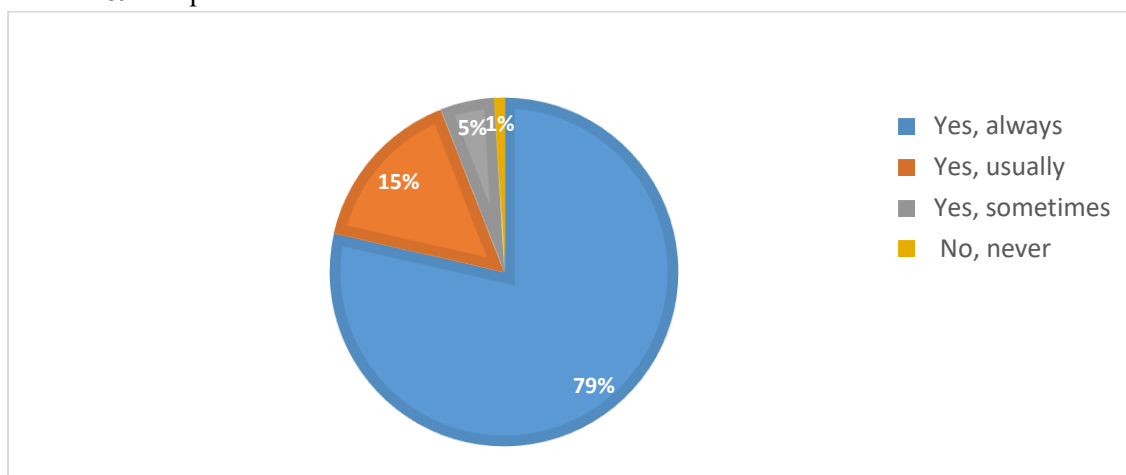
Interpretation: The diagram shows that 79% of students reported that the college always provides opportunities for participation in co-curricular activities, including NCC and NSS. Another 15% stated that the college usually offers such opportunities, while 5% felt that it is only sometimes fair and transparent. A very small proportion, 1%, considered it to be unfair. Therefore, it can be concluded that the internal evaluation process is largely perceived by students as fair and transparent.

6. How much are you satisfied with the timely coverage of syllabus?
891 responses
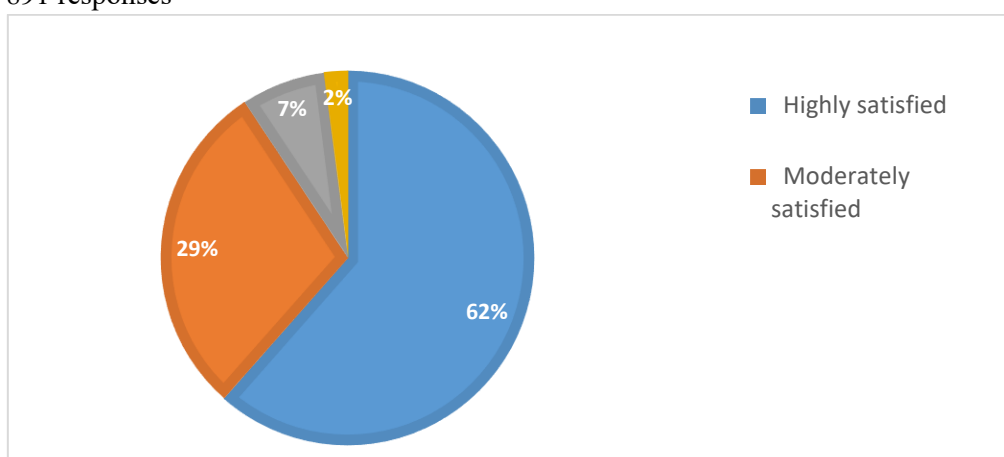
Interpretation: The diagram indicates that 62% of students expressed being highly satisfied with the timely coverage of the syllabus, while 29% reported being moderately satisfied. In contrast, 7% considered it to be only average, and a very small proportion, 2%, expressed high dissatisfaction due to delays in syllabus coverage. Thus, it can be inferred that the majority of students are highly satisfied with the timely completion of the syllabus.

7. Do the teachers use any technological support/aid while reaching to students in teaching-learning process? (Use of projectors/google classroom/academic whatsapp groups/e-link to academic resources)
891 responses
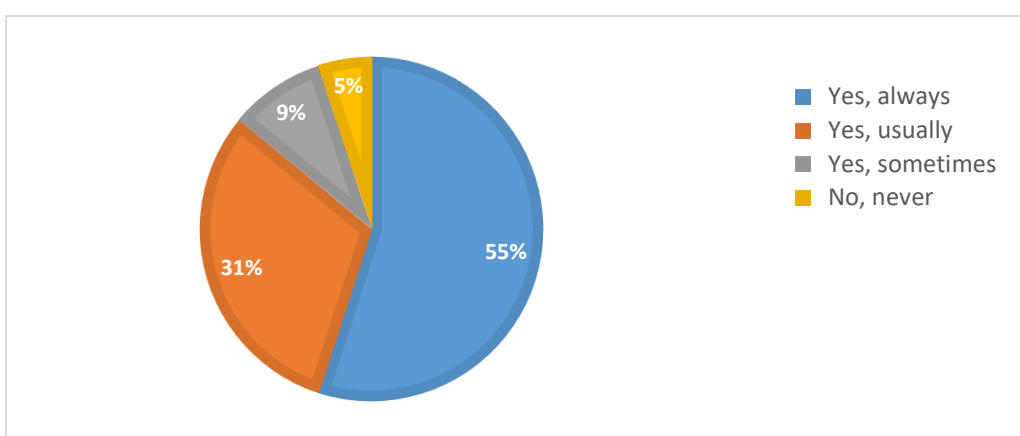
Interpretation: The above diagram reveals that 55% of students reported that teachers always employ technological support in the teaching-learning process. Similarly, 31% of students stated that teachers usually integrate technology, while 9% indicated that it is adopted only sometimes. A small fraction, 5%, noted that teachers never use technological tools. Therefore, it can be interpreted that teachers predominantly rely on technological support—such as

projectors, Google Classroom, or WhatsApp groups—to effectively engage with students in the teaching-learning process.

8. Do the college have any playground for promoting outdoor sports among students or has indoor stadium for indoor sports?
891 responses
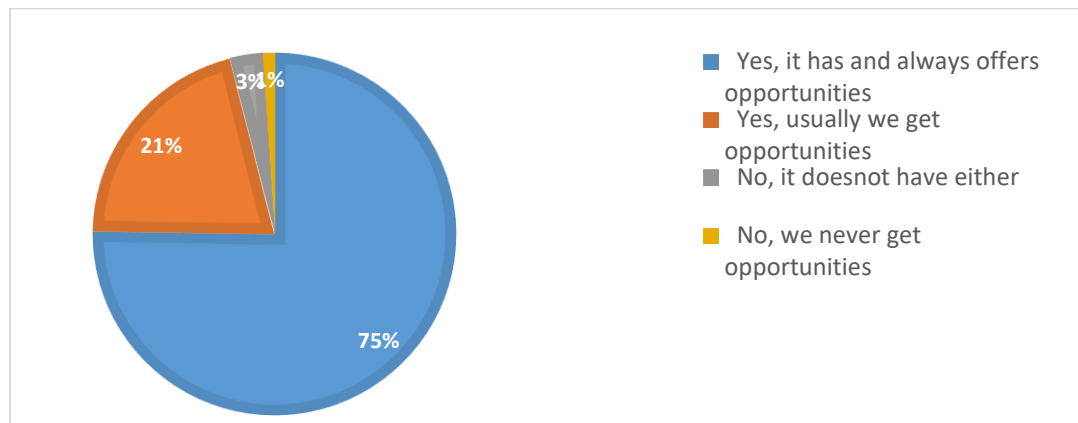
Interpretation: The above diagram shows that 75% of students reported that the college always provides opportunities for outdoor sports and maintains an indoor stadium. Additionally, 21% of students stated that such opportunities are usually available, while only 3% each indicated that there are no provisions for outdoor or indoor sports and that they never received any opportunity. Thus, it can be interpreted that the college consistently offers opportunities for promoting outdoor sports and also has an indoor stadium.

9. Are you satisfied with the infrastructural facilities provided by the college?
891 responses
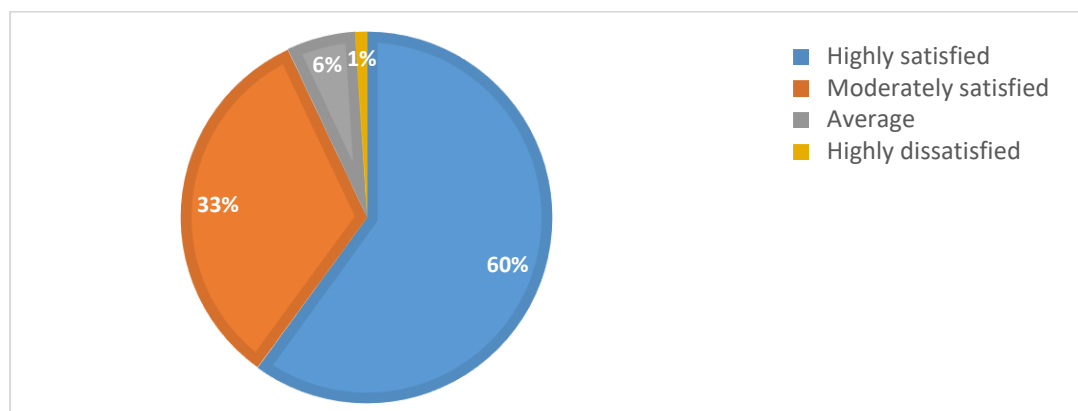
Interpretation: The above diagram indicates that 60% of students reported being highly satisfied with the infrastructural facilities provided by the college, while 33% expressed moderate satisfaction. Additionally, 6% of students rated the facilities as average, and only 1% reported being highly dissatisfied. Therefore, it can be interpreted that the majority of students are highly satisfied with the infrastructural facilities offered by the college.

10. Overall teaching-learning process in your institute is very good.
891 responses
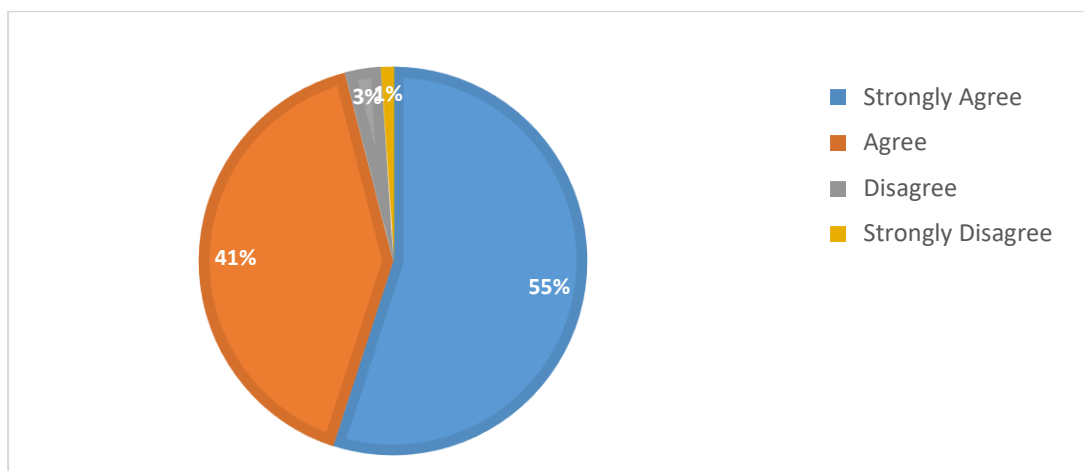
Interpretation: It can be understood from the above diagram that 55% students strongly agree to the statement that teaching-learning process in the institute is very good, 41% students agree to the statement, whereas 3% students strongly disagree that the teaching-learning process in the institute is good. Hence, it can be interpreted that the teaching-learning process in the institute is very good.

Student Satisfaction Survey

Annexure 1

1. Do you find your classes effective in regard to understanding of topics?

2. Are the teachers approachable in regard to doubt clearing or arranging remedial teaching?

3. How do you perceive the internal evaluation process by the teachers?

4. Is the college library resourceful and accessible?

5. Does the college provide scope for participation in co-curricular activities, NCC/NSS?

6. How much are you satisfied with the timely coverage of syllabus?

7. Do the teachers use any technological support/aid while reaching to students in teaching-learning process? (Use of projectors/google classroom/academic WhatsApp groups/e-link to academic resources)

8. Do the college have any playground for promoting outdoor sports among students or has indoor stadium for indoor sports?

9. Are you satisfied with the infrastructural facilities provided by the college?

10. Overall teaching-learning process in your institute is very good.