

STUDENT SATISFACTORY SURVEY REPORT (SESSION 2023-2024)

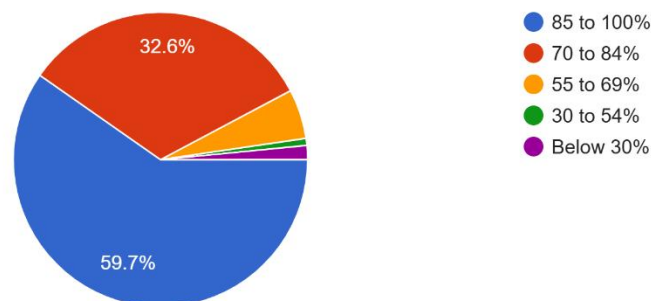
**MORAN COLLEGE
MORANHAT, CHARAIDEO, 785670
ASSAM**

The Student Satisfaction Survey (SSS) for the session **2023-2024**, conducted by the **Internal Quality Assurance Cell (IQAC)** of **Moran College**, aimed to assess students' perspectives on various aspects of the teaching-learning process, institutional support, and overall academic experience. The survey gathered responses from students across multiple streams, including Science and Arts through an online Google Form, and different semesters, providing valuable insights into syllabus coverage, teacher preparation, communication effectiveness, internal evaluation, mentoring, and the use of technology in education. Additionally, students highlighted key areas for improvement, such as infrastructure, field visits, internships, and interactive teaching methods. This report presents a detailed analysis of the survey findings, offering constructive feedback to enhance the overall academic environment at Moran College.

Following are questions for online student satisfaction survey regarding teaching learning process.

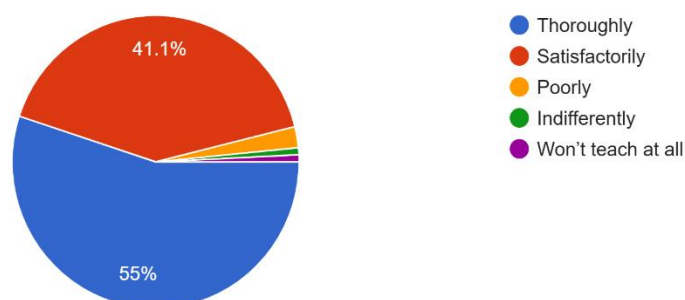
How much of the syllabus was covered in the class?

129 responses



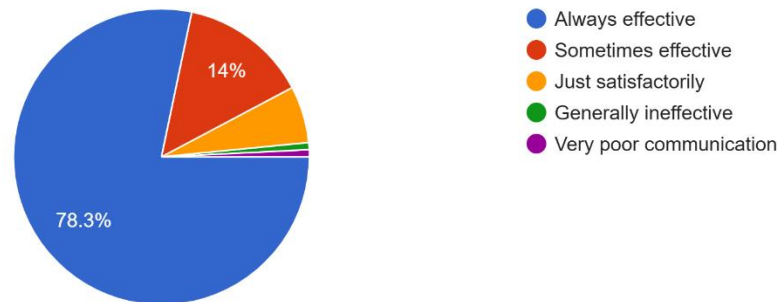
How well did the teachers prepare for the classes?

129 responses



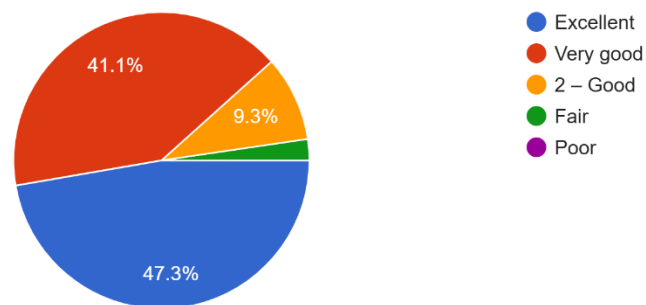
How well were the teachers able to communicate?

129 responses



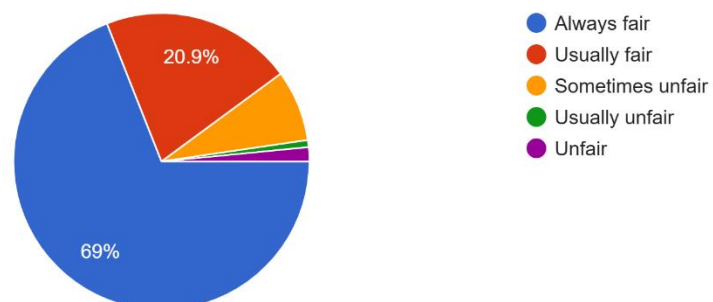
The teacher's approach to teaching can best be described as

129 responses



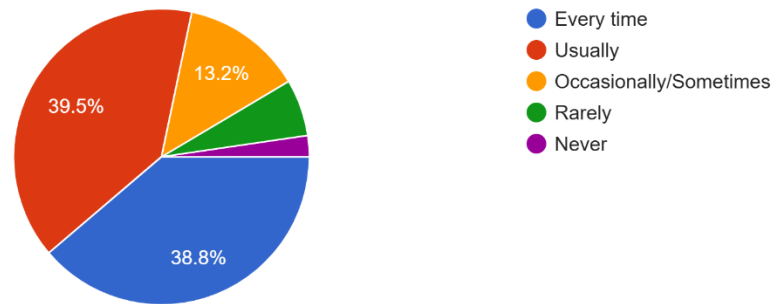
Fairness of the internal evaluation process by the teachers.

129 responses



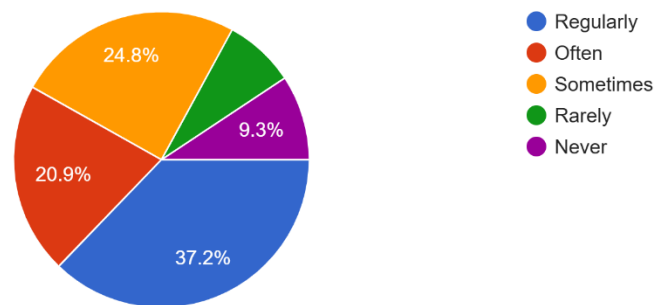
Was your performance in assignments discussed with you?

129 responses



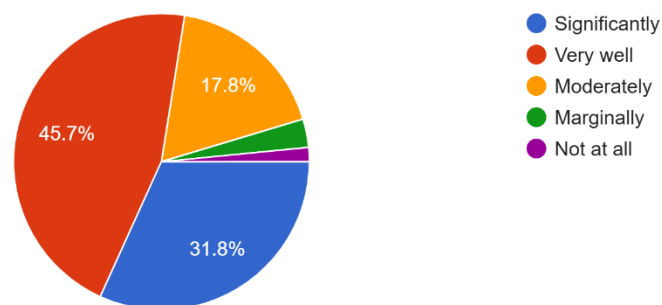
The institute takes active interest in promoting internship, student exchange, field visit opportunities for students.

129 responses



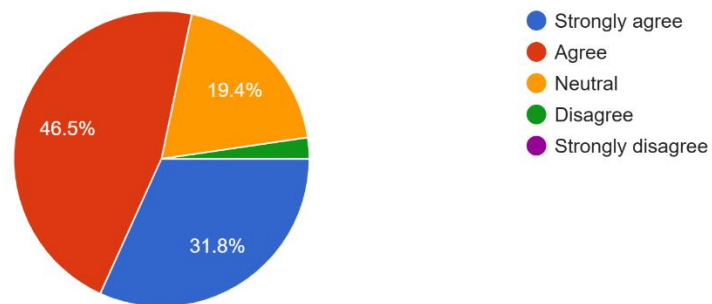
The teaching and mentoring process in your institution facilitates you in cognitive, social and emotional growth.

129 responses



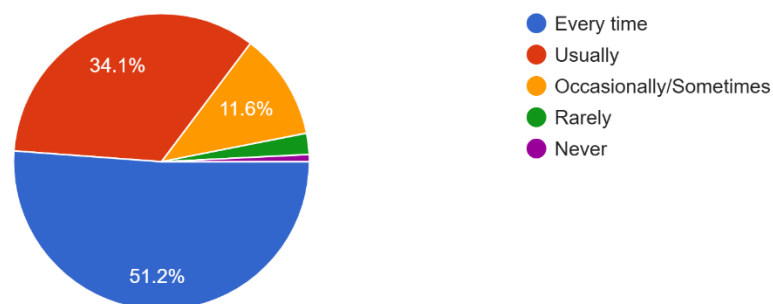
The institution provides multiple opportunities to learn and grow.

129 responses



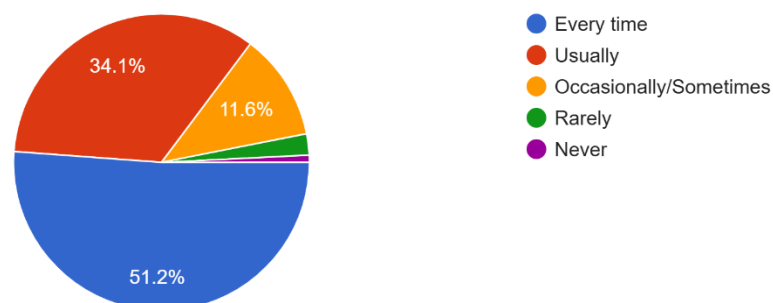
Teachers inform you about your expected competencies, course outcomes and programme outcomes.

129 responses



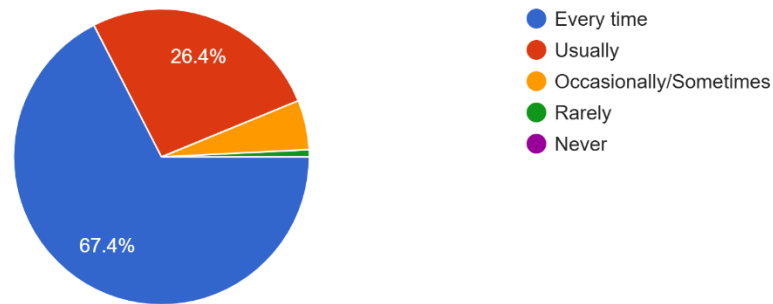
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129 responses



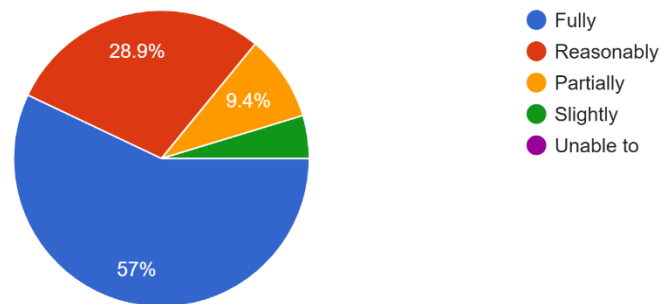
The teachers illustrate the concepts through examples and applications.

129 responses



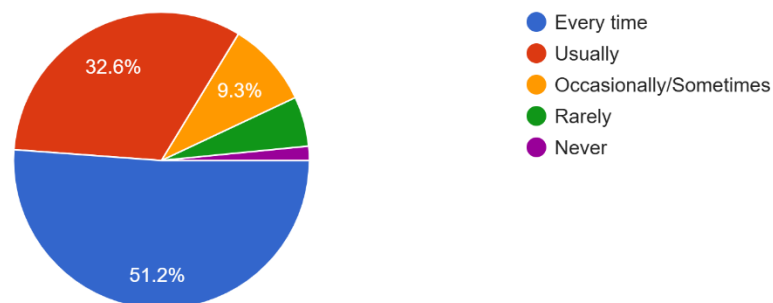
The teachers identify your strengths and encourage you with providing right level of challenges.

128 responses



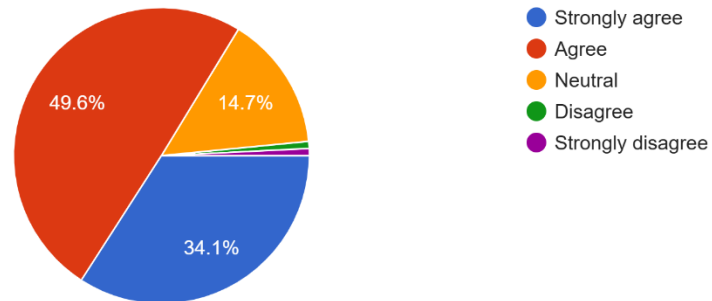
Teachers are able to identify your weaknesses and help you to overcome them.

129 responses



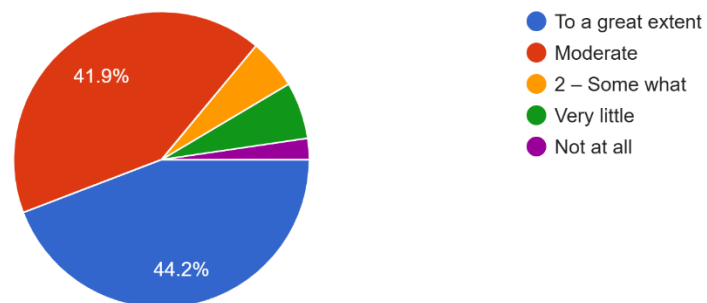
The institution makes effort to engage students in the monitoring, review and continuous quality improvement of the teaching learning process.

129 responses



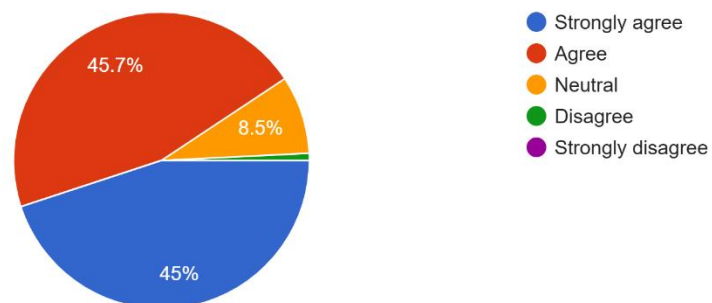
The institute/ teachers use student centric methods, such as experiential learning, participative learning and problem solving methodologies for enhancing learning experiences.

129 responses



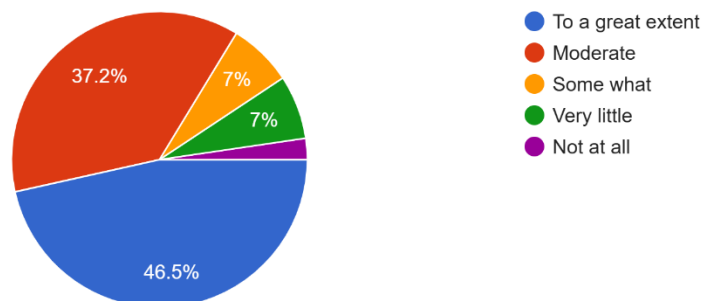
Teachers encourage you to participate in extracurricular activities.

129 responses



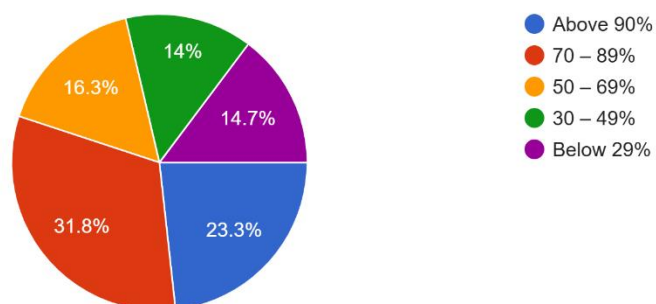
Efforts are made by the institute/ teachers to inculcate soft skills, life skills and employability skills to make you ready for the world of work.

129 responses



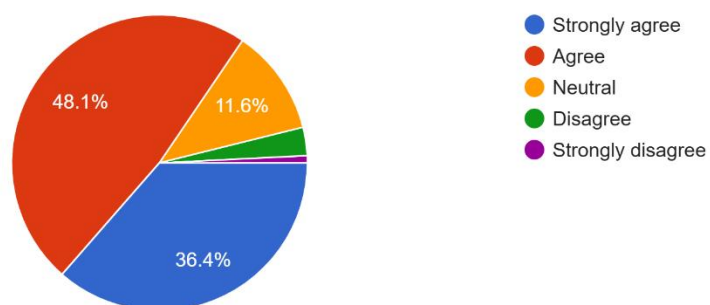
What percentage of teachers use ICT tools such as LCD projector, Multimedia, etc. while teaching.

129 responses



The overall quality of teaching-learning process in your institute is very good.

129 responses



Feedback Analysis:

1. General Information

Streams: The responses are from students across various streams, including Science (Zoology, Chemistry, Botany), Arts (Economics, History, Political Science, Philosophy, Education), and others.

Semesters: Students from different semesters (2nd, 4th, 6th) participated in the survey.

2. Syllabus Coverage

Coverage: Most students reported that 70-100% of the syllabus was covered. A few students from the Arts stream (Economics, History) reported lower coverage (55-69%).

Suggestions: Some students suggested that the syllabus should be completed thoroughly and on time.

3. Teacher Preparation and Communication

Preparation: The majority of students found that teachers were satisfactorily or thoroughly prepared for classes.

Communication: Most students rated teacher communication as always effective or sometimes effective. A few students from the Science stream (Zoology, Chemistry) mentioned that communication could be improved.

Teaching Approach: The teaching approach was generally described as excellent or very good, with some students suggesting more interactive and student-centric methods.

4. Internal Evaluation Process

Fairness: The internal evaluation process was perceived as usually fair or always fair by most students. However, a few students from the Arts stream (Economics, Political Science) reported instances of unfairness.

5. Performance Discussion

Assignment Feedback: Most students reported that their performance in assignments was usually or every time discussed with them. However, some students mentioned that this discussion was rarely or never done.

6. Institutional Support

Internship and Field Visits: Many students felt that the institution could do more to promote internships, student exchange programs, and field visits, especially for subjects like Zoology, Botany, and Geography.

Cognitive and Emotional Growth: A significant number of students agreed that the teaching and mentoring process facilitated their cognitive, social, and emotional growth.

Opportunities for Growth: Students appreciated the multiple opportunities provided by the institution to learn and grow, though some suggested more career-oriented courses and workshops.

7. Mentoring and Follow-up

Mentor Follow-up: Most students reported that their mentors usually or every time followed up on assigned tasks. However, a few students mentioned that follow-up was rarely or never done.

Strengths and Weaknesses: Teachers were generally able to identify students' strengths and weaknesses, though some students felt that more personalized attention could be given to help them overcome their weaknesses.

8. Use of ICT Tools

ICT Usage: A significant percentage of students reported that above 90% of teachers use ICT tools such as LCD projectors and multimedia. However, some students suggested that the use of ICT tools could be further enhanced to improve the learning experience.

9. Extracurricular Activities

Encouragement: Most students felt that teachers encouraged them to participate in extracurricular activities. However, some students suggested that more emphasis should be placed on soft skills, life skills, and employability skills.

10. Overall Quality of Teaching-Learning Process

Quality: The majority of students rated the overall quality of the teaching-learning process as very good or excellent. Some students suggested improvements such as more practical sessions, frequent class tests, and better infrastructure.

11. Suggestions for Improvement

Teaching Methods: Students suggested more interactive and student-centric teaching methods, including the use of better graphics, visual media, and real-time problem-solving.

Infrastructure: Some students pointed out the need for better infrastructure, including upgraded laboratories, interactive projectors, and smart classrooms.

Field Visits and Internships: Many students emphasized the need for more field visits and internship opportunities, especially for subjects like Zoology, Botany, and Geography.

Communication: Students suggested that teachers should try to reach every student and address their doubts more effectively.

Syllabus Completion: Some students requested that the syllabus be completed on time and that more focus be given to clearing concepts rather than exam preparation.

12. Student Feedback on Specific Departments

Zoology: Students appreciated the teaching quality but suggested more field visits and practical sessions.

Economics: Some students felt that the teaching methods could be modernized, and more career-oriented courses should be introduced.

Political Science: Students suggested more interactive teaching methods and better use of ICT tools.

Chemistry: Students appreciated the teaching quality but requested more practical sessions and better laboratory facilities.

13. General Observations

Positive Feedback: Many students expressed satisfaction with the teaching quality and the efforts of their teachers. Some students specifically thanked their teachers for making lessons engaging and informative.

Areas for Improvement: Common areas for improvement included better infrastructure, more practical sessions, increased use of ICT tools, and more focus on career-oriented skills.

14. Conclusion

The overall feedback from the students is positive, with many appreciating the quality of teaching and the efforts of the institution. However, there are areas where improvements can be made, particularly in terms of infrastructure, practical sessions, and the use of modern teaching tools. The institution should consider these suggestions to further enhance the teaching-learning experience and overall student satisfaction.

Link to Google Feedback Form: <https://forms.gle/6fX8AAgC5cCXMt6u5>

