

UJANI MAJULI KHERKATIA COLLEGE



STUDENT SATISFACTION SURVEY 2023–24

Prepared By
Internal Quality Assurance Cell (IQAC)

CERTIFICATE

This is to certify that the Student Satisfaction Survey (SSS) for the Academic Session 2023–24 was conducted by the Internal Quality Assurance Cell (IQAC) of Ujani Majuli Kherkatia College following the guidelines prescribed by NAAC. The report is based on the responses received from students through a structured online questionnaire and presents a comprehensive analysis of students' perceptions regarding the teaching-learning process and institutional facilities. The findings of the survey have been carefully analyzed and will be utilized for quality enhancement and institutional development.

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PREFACE

Student feedback stands as a cornerstone of institutional accountability, serving as one of the most vital metrics for evaluating educational quality and operational effectiveness. To systematically capture this perspective, the Student Satisfaction Survey (SSS) is employed as a critical diagnostic mechanism. It provides profound insights into how students experience and perceive various facets of academic life, including the efficacy of curriculum delivery, the dynamism of teaching-learning methodologies, the adequacy of physical infrastructure, and the responsiveness of administrative and mentoring support systems. During the 2023–24 academic session, Ujani Majuli Kherkatia College administered this comprehensive survey to its undergraduate student body. A representative cohort of 56 students actively participated, sharing their candid evaluations. The resulting data has been subjected to rigorous analysis to map the institution’s current academic landscape—highlighting our core operational strengths, pinpointing existing challenges, and delineating specific areas where strategic interventions can drive future improvements.

STUDENT SATISFACTION REPORT

1. INTRODUCTION

The National Assessment and Accreditation Council (NAAC) recognize students as one of the most important stakeholders in the higher education system and emphasizes their active participation in the quality assurance and quality enhancement processes of educational institutions. As part of its assessment framework, NAAC has introduced the Student Satisfaction Survey (SSS) as a key mechanism for collecting students' perceptions regarding various aspects of institutional functioning, particularly the teaching-learning process. The survey serves as an effective tool for evaluating the quality of academic delivery, faculty performance, mentoring practices, student support services, infrastructure, and overall educational experience. The feedback collected through the survey helps institutions identify their strengths, understand areas that require improvement, and formulate strategies for continuous quality enhancement. Ujani Majuli Kherkatia College has consistently adopted a learner-centric approach to education, placing students at the heart of all academic and administrative activities. The institution firmly believes that student feedback plays a vital role in maintaining and enhancing educational quality. By encouraging students to express their views and experiences, the college promotes a culture of transparency, accountability, and participatory governance. The feedback obtained through the Student Satisfaction Survey provides valuable insights into the effectiveness of institutional practices and helps the college align its academic and support services with the evolving needs and expectations of students. The findings of the survey serve as an important resource for policy formulation, strategic planning, and continuous institutional development, thereby contributing significantly to the overall quality assurance framework of the college.

2. OBJECTIVES OF THE SURVEY

The objectives of the Student Satisfaction Survey are:

1. To assess students' satisfaction with teaching-learning processes.
2. To evaluate faculty effectiveness and mentoring support.
3. To understand students' perceptions of institutional facilities.

4. To identify strengths and weaknesses in academic delivery.
5. To formulate future quality enhancement measures.

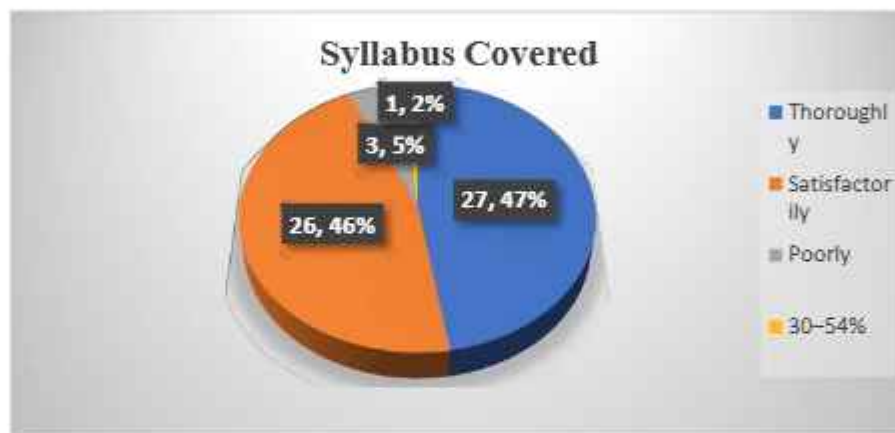
3. METHODOLOGY

The Student Satisfaction Survey (SSS) for the academic session 2023–24 was administered through an online Google Form to ensure wider participation, transparency, and ease of data collection. Undergraduate students from different semesters and programmes of the college were invited to participate in the survey and provide their feedback on various aspects of the institution, particularly the teaching-learning process, infrastructure, student support services, mentoring system, and overall educational experience. A total of 56 valid responses were received and considered for analysis. The questionnaire consisted of both quantitative and qualitative items designed to assess students' levels of satisfaction regarding academic and institutional practices. The collected data were systematically compiled, tabulated, and analyzed using percentage analysis and graphical representations such as pie charts and bar diagrams. The findings obtained from the survey were interpreted to identify institutional strengths, areas requiring improvement, and opportunities for quality enhancement. The results of the survey serve as an important source of evidence for institutional planning, decision-making, and continuous quality improvement initiatives undertaken by the college.

4. ANALYSIS

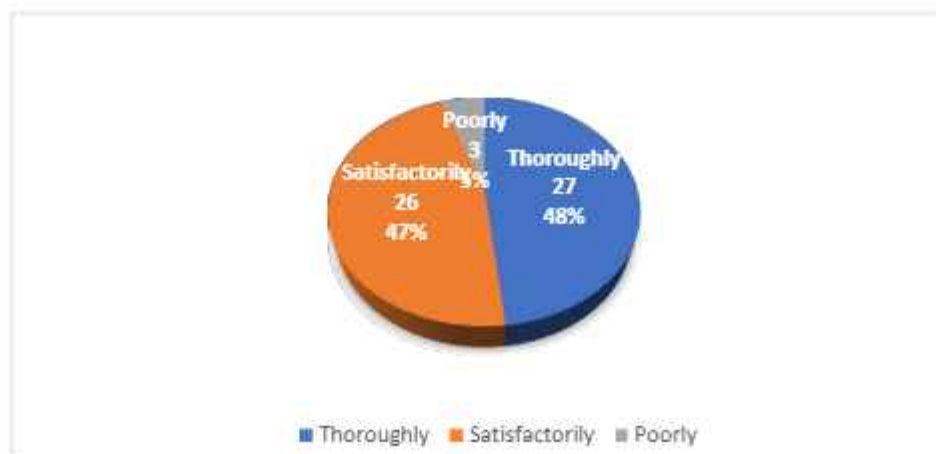
1. Coverage of Syllabus

The responses received from the students indicate that the institution has been highly successful in completing the prescribed syllabus within the stipulated academic schedule. A majority of the respondents reported that between 85% and 100% of the syllabus was covered during the academic session, while a significant number of students also confirmed that 70% to 84% of the syllabus was completed. The high percentage of positive responses reflects the effectiveness of the college's academic planning, teaching schedule, and monitoring mechanisms. Timely completion of the syllabus demonstrates the dedication and sincerity of the faculty members in fulfilling their academic responsibilities. It also indicates that the institution maintains a well-structured teaching-learning process that enables students to receive adequate exposure to the prescribed curriculum before examinations.



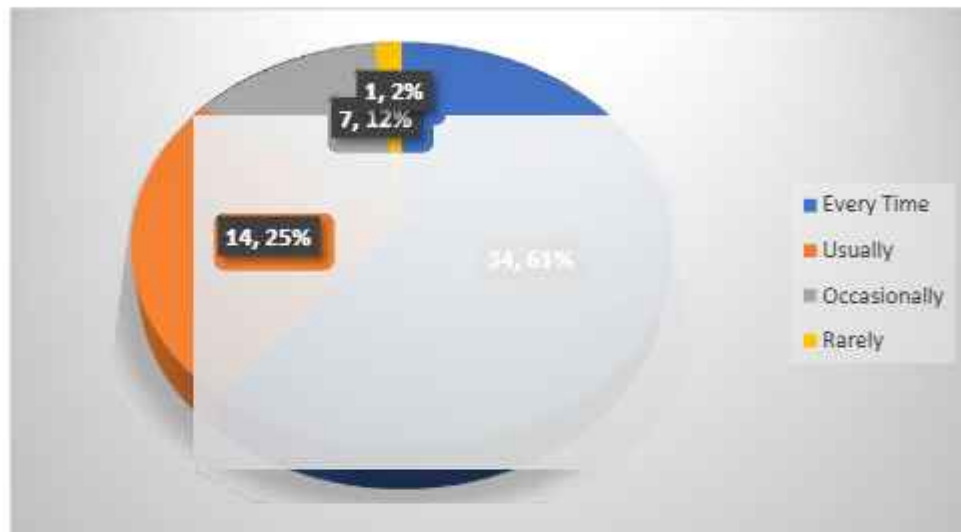
2. Teacher's Preparedness

The responses indicate that students are highly satisfied with the level of preparation demonstrated by teachers before conducting classes. A majority of the respondents reported that faculty members come to class well-prepared and possess a thorough understanding of the subject matter. This reflects the dedication, professionalism, and commitment of the teachers towards effective classroom teaching.



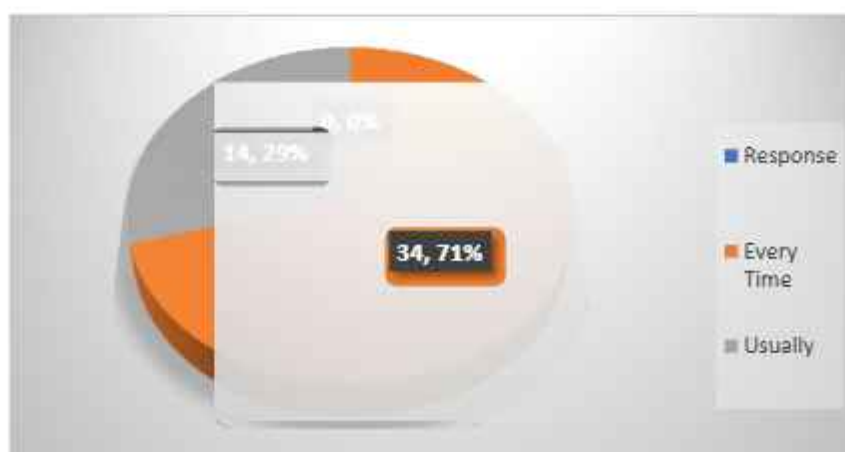
3. Communication Skills of Teachers

The majority of students selected “Always Effective”, indicating a high level of satisfaction with the communication skills of the teachers. This response suggests that faculty members are able to explain concepts clearly, present subject matter in an understandable manner, and engage students effectively during classroom interactions. Effective communication by teachers contributes significantly to better comprehension, active participation, and an enhanced learning experience for students.



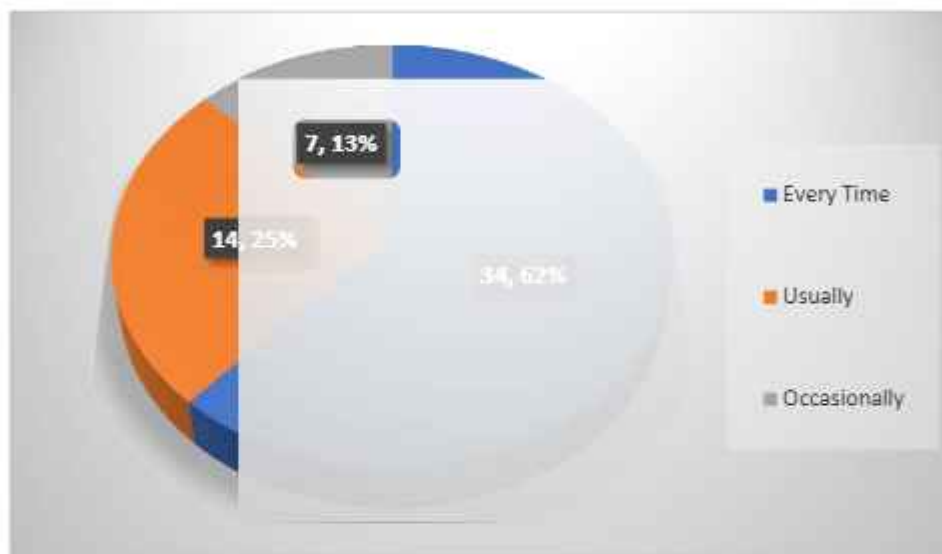
4. Teaching Approach

The majority of students rated the teaching approach adopted by faculty members as “Excellent” or “Very Good.” This reflects a high level of student satisfaction with the methods used in classroom instruction. The responses indicate that teachers employ learner-centered and interactive teaching strategies that facilitate better understanding of course content. Faculty members make consistent efforts to create an engaging learning environment by adopting appropriate pedagogical techniques, encouraging student participation, and addressing diverse learning needs. Such learner-friendly approaches contribute significantly to enhancing students’ academic performance and overall educational experience.



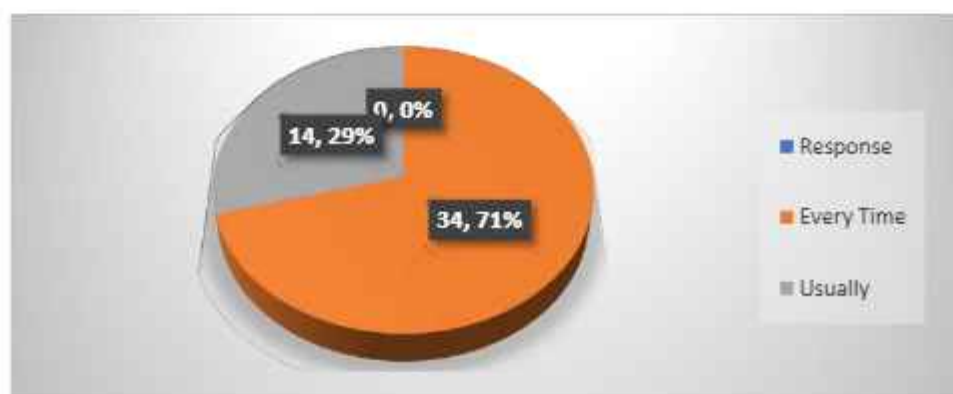
5. Fairness of Internal Evaluation

A significant majority of students rated the evaluation process as “Always Fair,” reflecting their confidence in the assessment practices followed by the institution. The responses indicate that internal assessments, assignments, class tests, and other evaluation methods are conducted in a transparent, impartial, and systematic manner. Students perceive the assessment process as objective and free from bias, ensuring that their performance is evaluated on merit. This positive feedback demonstrates the institution’s commitment to maintaining fairness, accountability, and credibility in its academic evaluation system, thereby fostering trust and promoting a healthy learning environment.



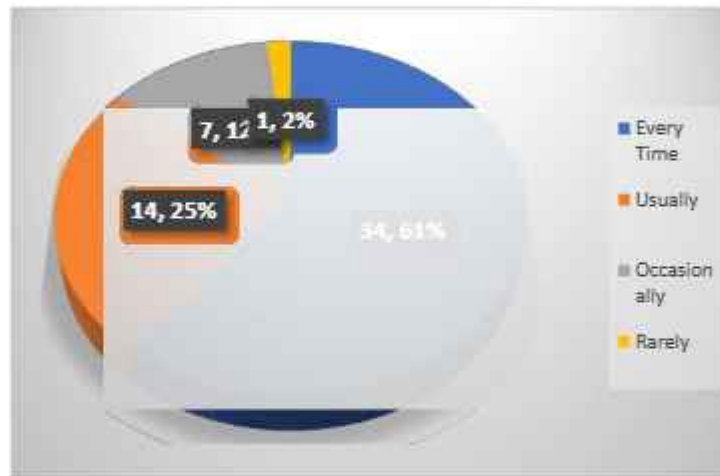
6. Discussion of Assignment Performance

A large proportion of students reported that their assignment performance was regularly discussed by the faculty members. This indicates that teachers provide timely and constructive feedback on students’ academic work, helping them understand their strengths and identify areas requiring improvement. Regular discussions on assignments encourage students to reflect on their learning, clarify doubts, and enhance their academic skills. Such feedback-oriented practices contribute to continuous learning, promote academic growth, and support students in achieving better performance in their studies.



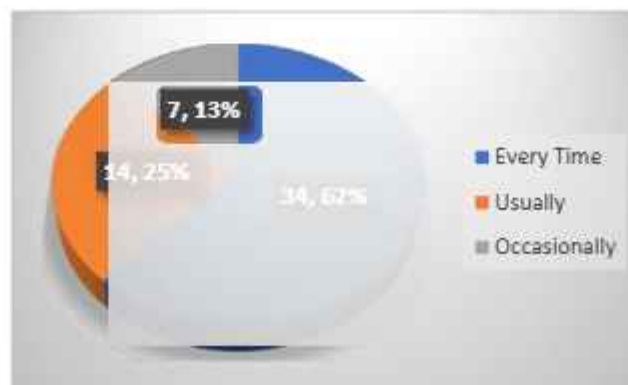
7. Internship/Field Visit Promotion

The survey findings reveal that a majority of students acknowledged that their assignment performance was regularly reviewed and discussed by the teachers. This reflects the institution's commitment to continuous assessment and student development through a systematic feedback mechanism. Faculty members provide constructive comments and guidance on assignments, enabling students to understand their mistakes, strengthen their conceptual understanding, and improve their academic skills. Regular feedback not only helps students monitor their progress but also motivates them to perform better in future assessments. Such practices foster a supportive learning environment and contribute significantly to enhancing the overall quality of teaching and learning.



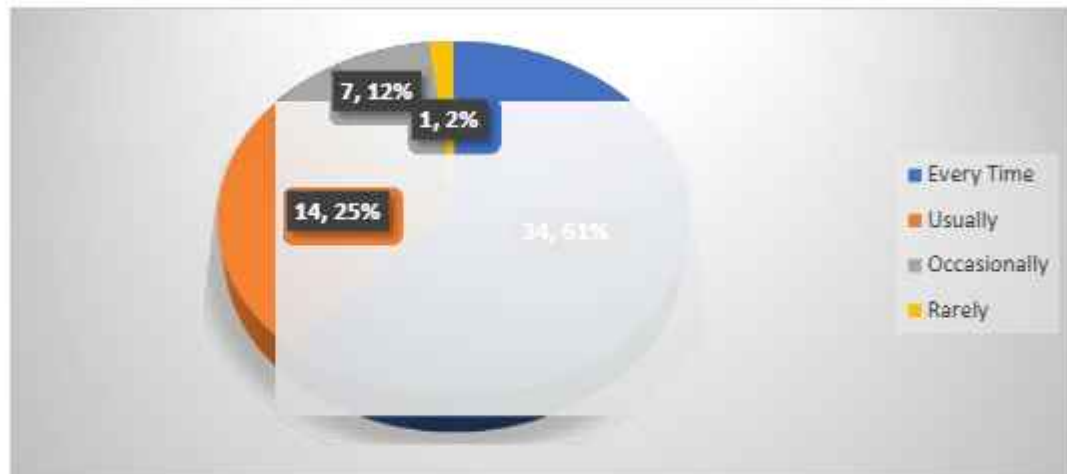
8. Teaching and Mentoring Process

The survey responses indicate that a substantial number of students feel they receive adequate support for their cognitive, social, and emotional development from the institution. This positive feedback reflects the effectiveness of the mentoring and student support mechanisms in addressing the diverse needs of learners beyond academic achievement. The institution appears to foster a nurturing and inclusive environment where students are encouraged to develop critical thinking skills, interpersonal relationships, self-confidence, and emotional well-being. The mentoring system provides guidance, motivation, and personalized support, helping students overcome academic and personal challenges. Such student-centric initiatives contribute significantly to the holistic development of learners and promote their overall growth and success.



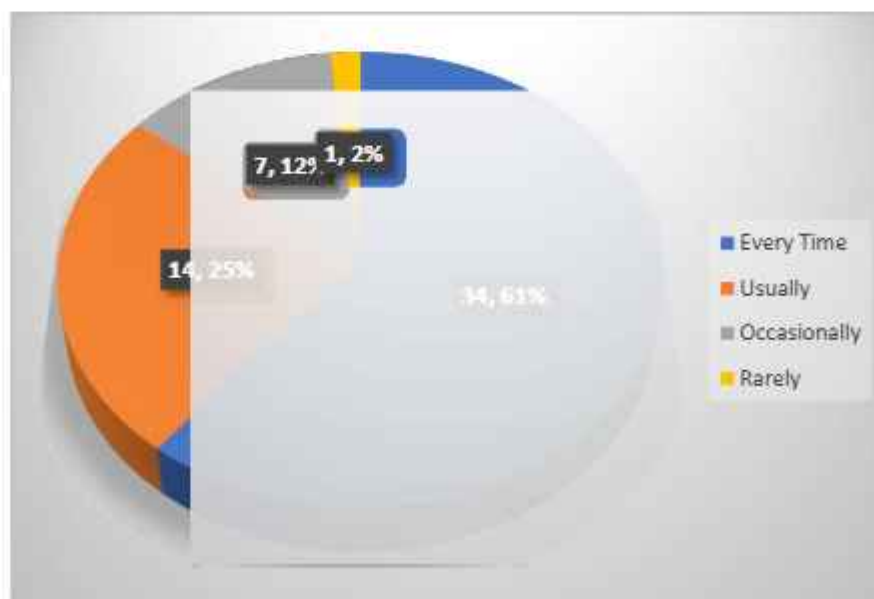
9. Opportunities to Learn and Grow

A majority of respondents strongly agreed that the institution provides ample opportunities for their academic, personal, and professional growth. This positive response reflects the college's commitment to creating a supportive and enriching educational environment that encourages students to realize their full potential. Through various academic activities, co-curricular and extracurricular programmes, skill development initiatives, mentoring, and career-oriented opportunities, the institution fosters holistic development among learners.



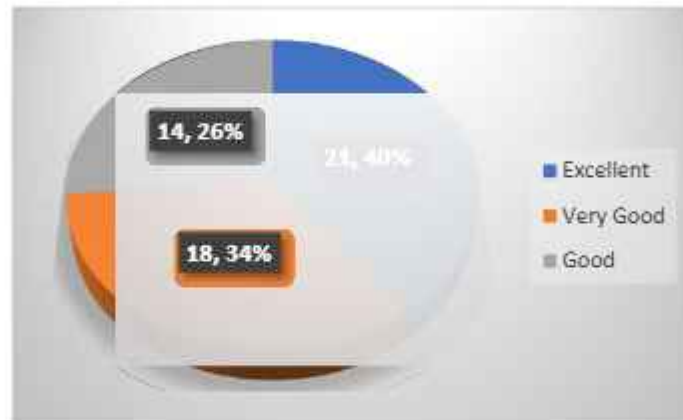
10. Communication of Learning Outcomes

The survey findings reveal that a majority of students acknowledged that the Course Outcomes (COs) and Programme Outcomes (POs) are regularly communicated to them by the institution and faculty members. This indicates that students are made aware of the learning objectives, expected competencies, and academic goals associated with their courses and programmes. Effective communication of these outcomes helps learners understand the purpose and relevance of their studies, align their efforts with expected achievements, and monitor their own academic progress.



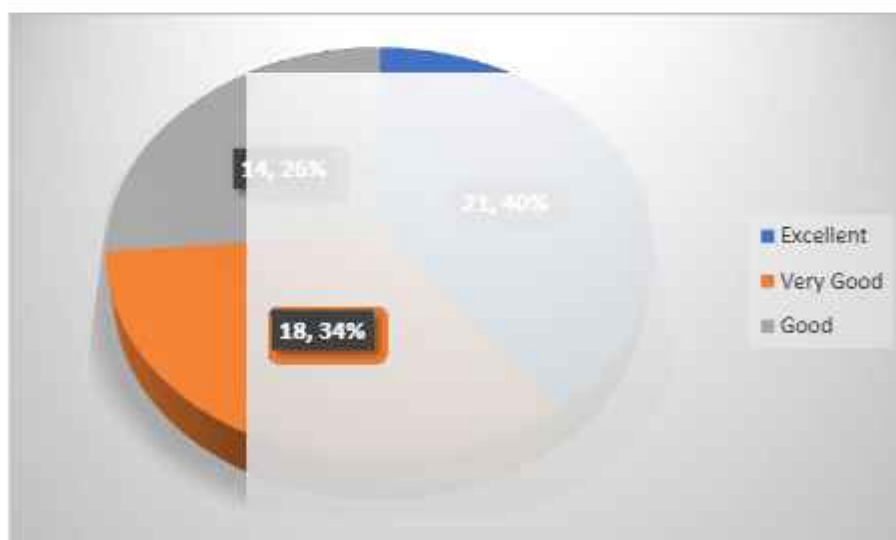
11. Mentor Follow-up

Most students indicated that mentors consistently monitored their academic progress and maintained regular communication throughout the academic session. The responses reflect that the mentoring system functions effectively by providing continuous guidance, support, and timely intervention whenever required. This demonstrates the institution's commitment to fostering a supportive learning environment and ensuring the overall development of students.



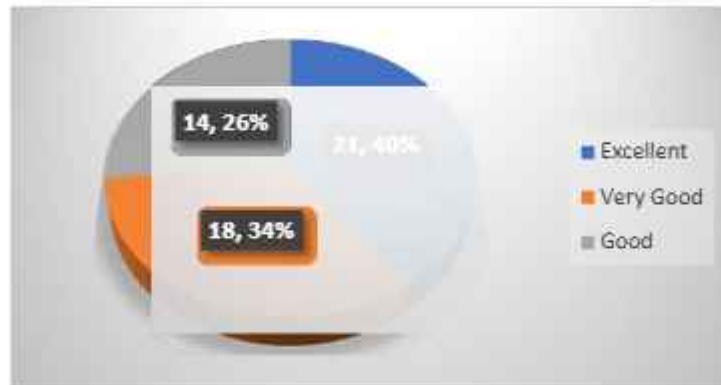
12. Use of Examples and Applications

Students expressed a high level of satisfaction with the teaching methods adopted by faculty members, particularly the use of practical examples during classroom instruction. The incorporation of real-life situations and relevant illustrations helped students understand concepts more effectively. This approach made learning more engaging, interactive, and meaningful. The feedback indicates that teachers successfully connect theoretical knowledge with practical applications.



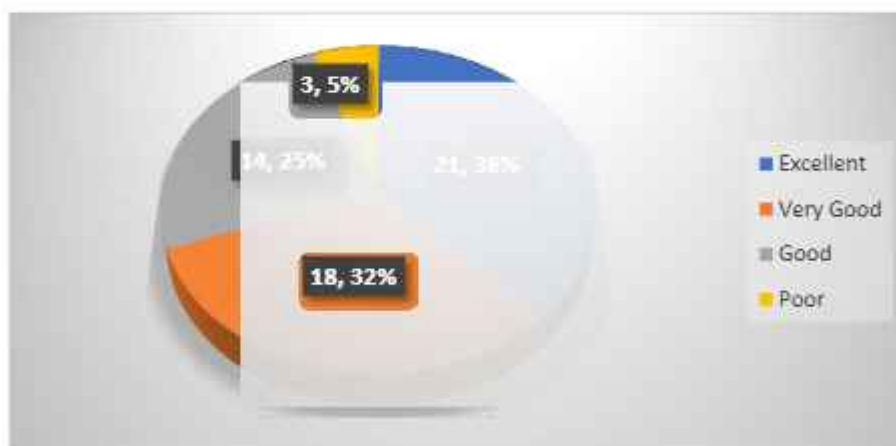
13. Identification of Student Strengths

Students acknowledged the efforts of faculty members in identifying individual strengths and nurturing their potential. The feedback suggests that teachers actively encourage students to excel in academics and co-curricular activities. Such recognition helps build confidence, motivation, and a positive attitude toward learning. This reflects the institution's commitment to promoting student achievement and holistic development.



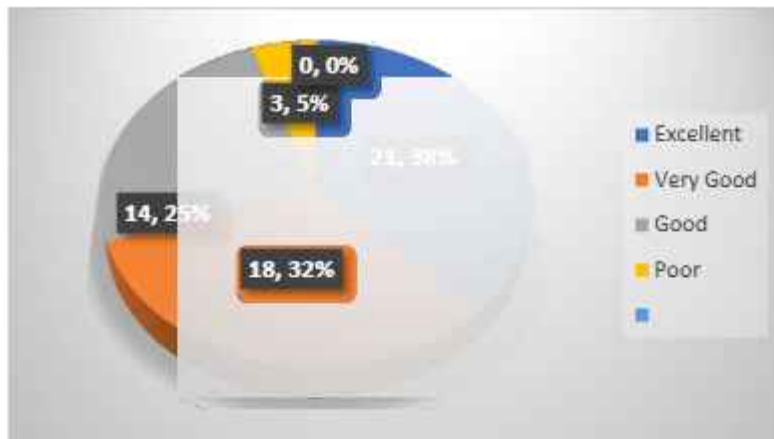
14. Addressing Student Weaknesses

Students expressed a high level of satisfaction with the support provided by faculty members in addressing their academic difficulties. The feedback indicates that teachers are approachable and make consistent efforts to help students improve their understanding of course content. Through guidance, remedial assistance, and personalized attention, faculty members contribute significantly to student learning. This reflects a supportive academic environment focused on continuous improvement and student success.



15. Student Participation in Quality Improvement

Students agreed that the institution actively encourages their participation in various quality enhancement and academic improvement initiatives. The feedback indicates that students are given opportunities to share their views, suggestions, and experiences through different institutional mechanisms. Such involvement promotes a sense of responsibility and strengthens student engagement in the development process. This reflects the institution's commitment to participatory governance and continuous quality improvement.



16. Student-Centric Teaching Methods

Students reported that faculty members extensively use experiential, participative, and problem-solving approaches in the teaching-learning process. These methods enhance student engagement, critical thinking, and practical understanding of concepts.



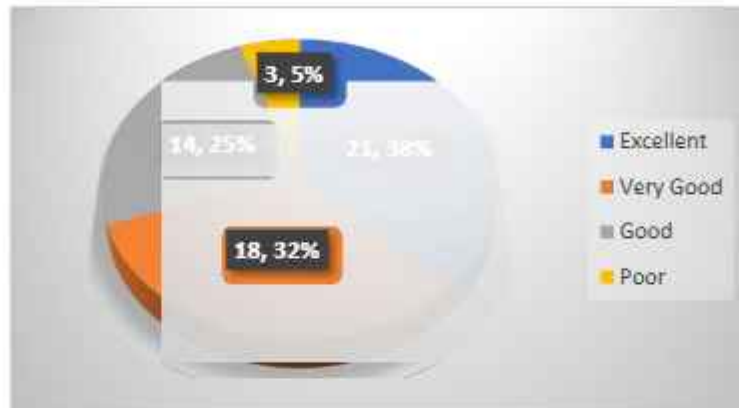
17. Encouragement for Extracurricular Activities

Students strongly agreed that teachers motivate them to participate in activities beyond the academic curriculum. Faculty members encourage involvement in co-curricular, extracurricular, cultural, and community-based programmes that contribute to overall personality development. Such initiatives help students develop leadership, communication, and teamwork skills. The feedback reflects the institution's commitment to holistic education and all-round student growth.



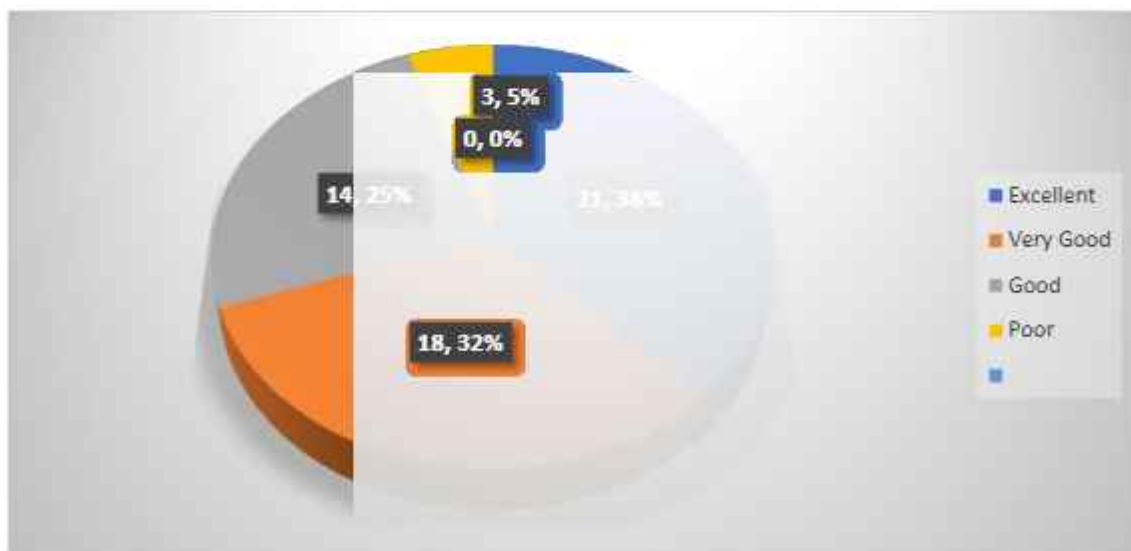
18. Development of Soft Skills

Students appreciated the institution's efforts to enhance their employability and develop essential life skills. Various academic and co-curricular initiatives help students improve communication, problem-solving, leadership, and interpersonal abilities. These activities prepare students to face professional challenges and adapt to changing career opportunities. The feedback indicates a positive impact on students' personal and professional development.



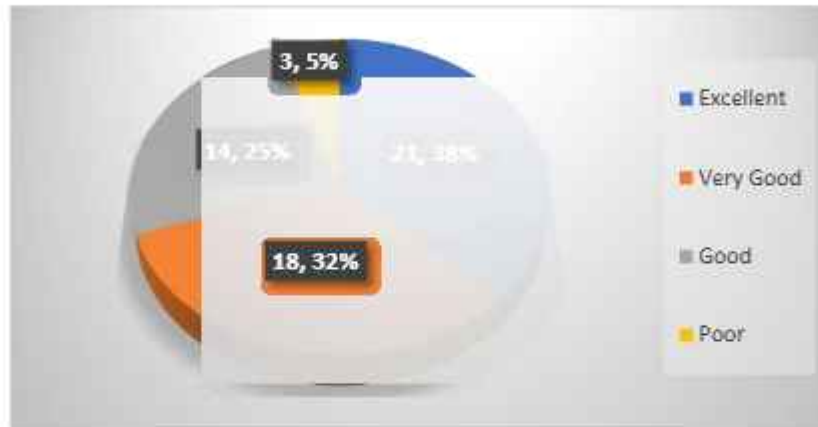
19. Use of ICT Tools

Most respondents indicated that the use of ICT tools in classroom teaching is currently limited. While some faculty members incorporate digital resources and technology-based teaching methods, their overall usage remains relatively low. The feedback suggests a need for greater integration of ICT tools to enhance the teaching-learning process. Expanding the use of technology in classrooms could improve student engagement, access to learning resources, and overall educational effectiveness.



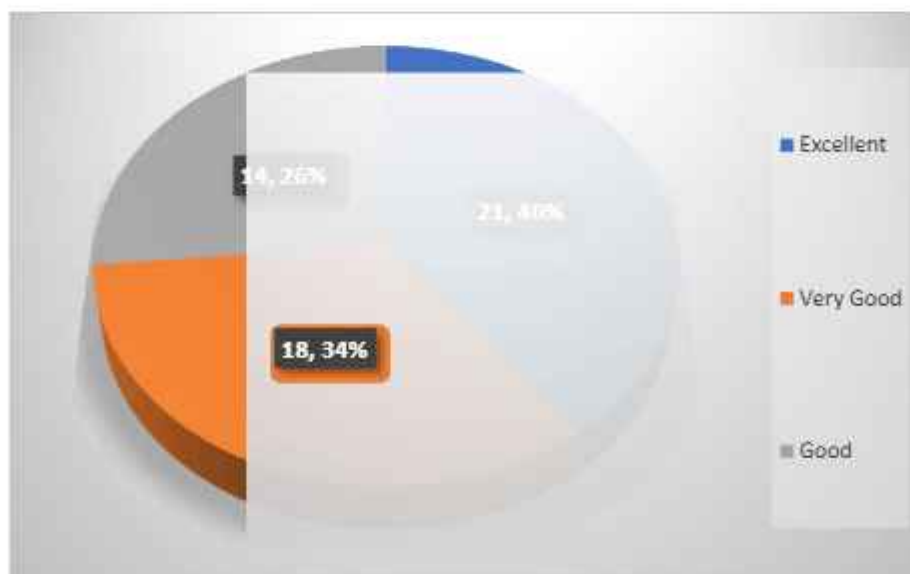
20. Overall Quality of Teaching-Learning Process

A large majority of students expressed positive opinions regarding the overall teaching-learning process of the institution. Most respondents either agreed or strongly agreed that classroom instruction is effective, engaging, and conducive to learning. The feedback reflects students' satisfaction with the quality of teaching and academic support provided by faculty members. This indicates that the institution has been successful in creating a productive and learner-centered academic environment.



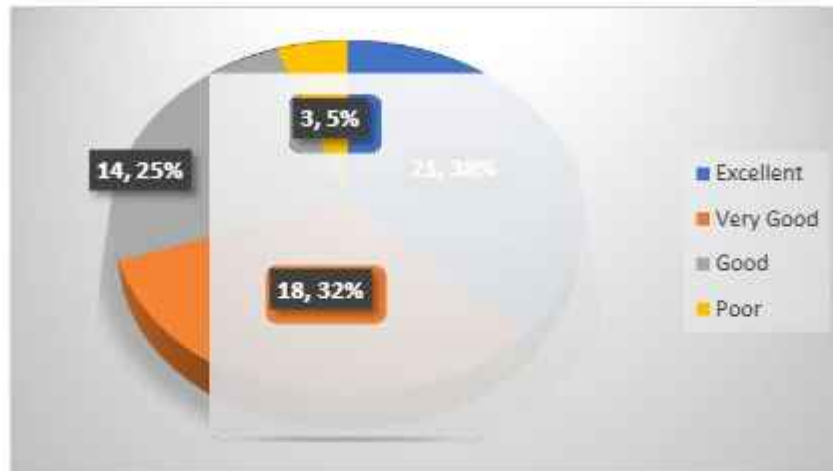
21. Quality of classroom facilities

Students rated the classroom facilities as very good, reflecting a high level of satisfaction with the learning environment provided by the institution. The feedback suggests that classrooms are adequately equipped and conducive to effective teaching and learning. A comfortable and well-maintained classroom setting contributes positively to student engagement and academic performance. Overall, the responses indicate that the institution has been successful in providing quality infrastructure to support educational activities.



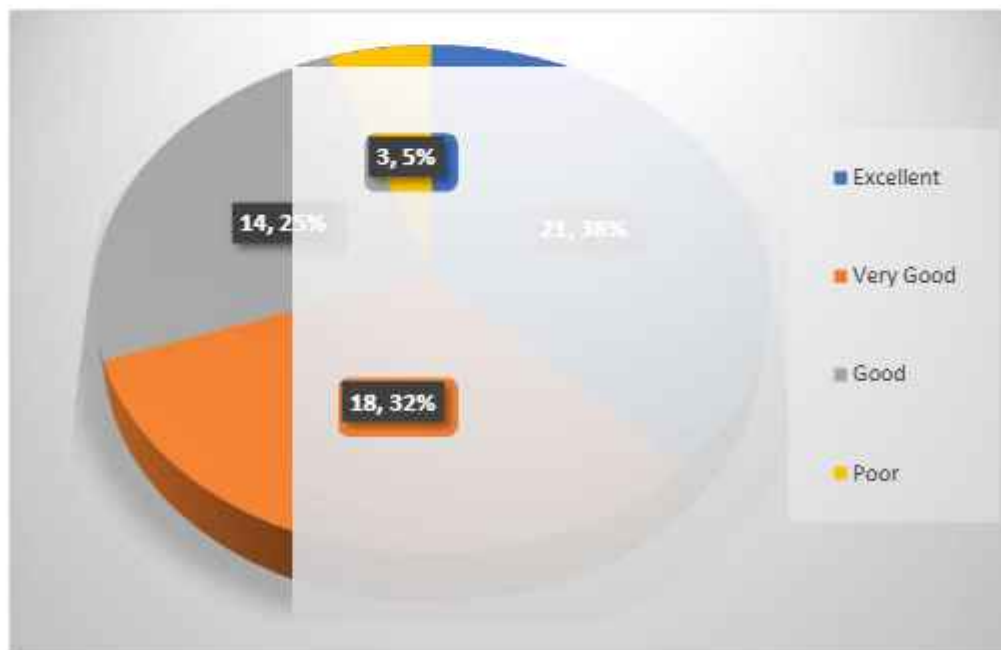
22. Administrative Support

Students expressed satisfaction with the administrative services provided by the institution. The feedback indicates that administrative staff are supportive, responsive, and efficient in addressing student needs and concerns. Effective administrative services contribute to the smooth functioning of academic and non-academic activities. Overall, the responses reflect a positive perception of the institution's administrative support system.



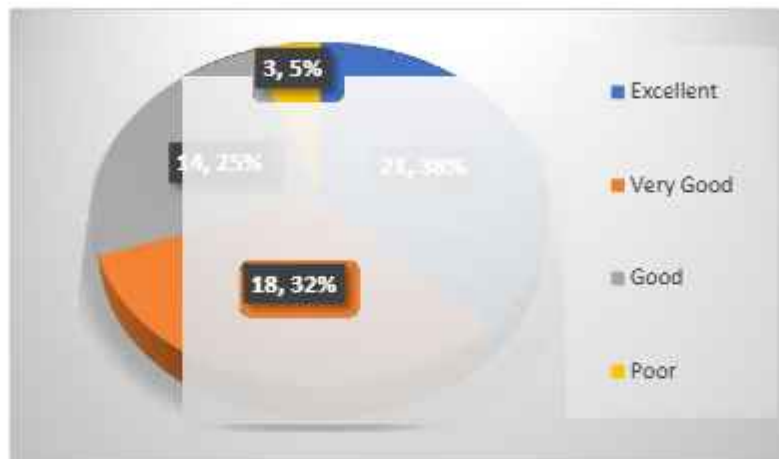
23. library facilities and the online resource facilities

Students reported a high level of satisfaction with the library facilities and online learning resources available in the institution. The feedback suggests that these resources effectively support their academic and research needs. Easy access to books, reference materials, and digital resources enhances the overall learning experience.



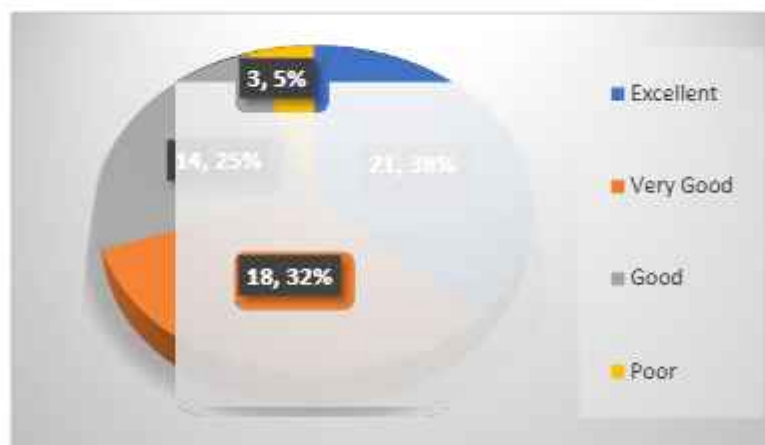
24. satisfied with the canteen, washroom and drinking water facility

Students expressed satisfactory opinions regarding the basic amenities provided by the institution, including drinking water, washroom facilities, and canteen services. The feedback indicates that these facilities adequately meet the daily needs of students on campus.



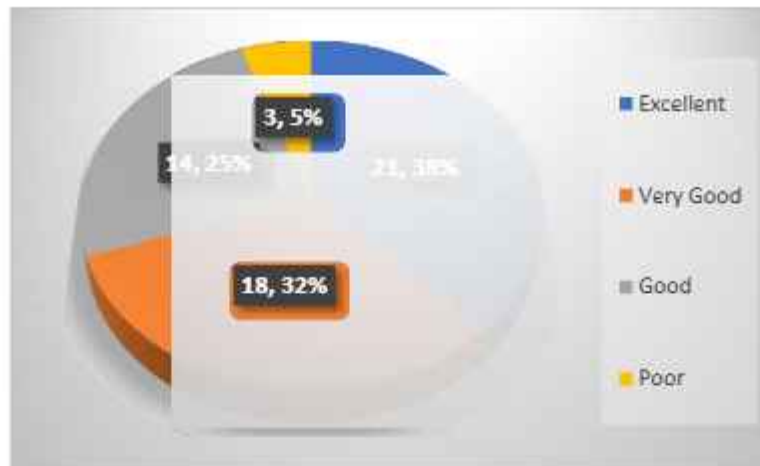
25. The overall quality of teaching-learning process

Students expressed a highly positive opinion regarding the overall quality of the teaching-learning process in the college. The majority of respondents were satisfied with the effectiveness of classroom instruction, faculty support, and academic engagement. The feedback reflects confidence in the institution's ability to provide a conducive environment for learning and intellectual development.



26. Overall quality of infrastructural facility

The majority of students rated the institutional infrastructure positively. The feedback indicates that the available physical facilities adequately support academic and co-curricular activities. Overall, students expressed satisfaction with the infrastructure provided by the institution.



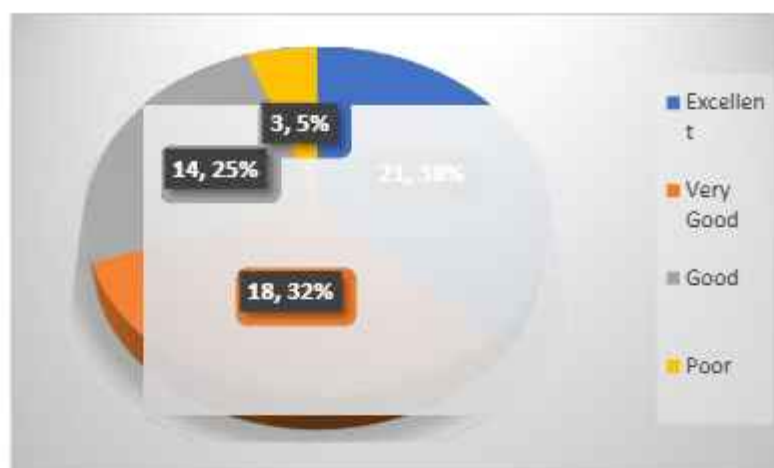
27. Quality of other facilities like hostel facility, playground, Boys' and Girls' common room

Students expressed satisfactory opinions regarding essential campus amenities such as drinking water, washroom facilities, and canteen services. The feedback indicates that these facilities generally meet the needs and expectations of students. Adequate provision of such amenities contributes to a comfortable and supportive campus environment.



28. Overall experience in the institution

The overall student experience was rated predominantly as Excellent, Very Good, or Good by the majority of respondents. This reflects a high level of satisfaction with the academic environment, facilities, and support services provided by the institution. Only a very small proportion of students expressed dissatisfaction with their experience. The findings indicate that the institution has been successful in meeting the expectations and needs of most students.



29. Some suggestions given by the students to improve the overall teaching-learning experience

The students provided several valuable suggestions for improving the overall educational experience in the college. Many students requested more smart classrooms and greater use of ICT-based teaching methods to make learning more interactive and effective. They also emphasized the need for additional career counselling programmes, seminars, workshops, internships, and skill development activities to enhance their career prospects. Students suggested improving library resources, canteen facilities, and sports infrastructure, along with organizing more field visits and educational tours. These suggestions reflect the students' desire for a more modern, practical, and student-centered learning environment.

5. STRENGTHS IDENTIFIED

The Student Satisfaction Survey highlights several important academic strengths of the institution. Students appreciated the timely completion of the curriculum, the dedication and commitment of faculty members, and the transparency maintained in the evaluation process. The mentoring system was found to be effective in providing guidance and support to students. The use of ICT tools in teaching has also contributed to improving the learning experience.

The survey also revealed significant institutional strengths. Students expressed satisfaction with the supportive and responsive administration, adequate infrastructure facilities, and the well-maintained library. The college provides a student-friendly environment that encourages academic and personal growth. In addition, the active initiatives undertaken by the IQAC have played an important role in maintaining and enhancing the quality of education and institutional development.

6. AREAS FOR IMPROVEMENT

The survey findings indicate several areas for further improvement in the institution. Students suggested expanding digital learning facilities and increasing opportunities for internships to enhance practical exposure and employability. They also emphasized the need

for stronger career guidance and counselling services to support future career planning. Further modernization of infrastructure and the introduction of additional student support programmes were recommended to improve the overall academic experience and student welfare.

7. . BEST PRACTICES OBSERVED

The Student Satisfaction Survey highlights several best practices adopted by the institution that contribute to academic quality and student development. These include the implementation of Outcome-Based Education, continuous internal evaluation, and an effective mentor-mentee system that provides academic and personal guidance to students. The use of ICT-enabled teaching methods has enhanced the learning experience, while the student feedback mechanism ensures that student opinions are considered in institutional decision-making. Participatory governance further promotes transparency, inclusiveness, and active involvement of stakeholders in the development of the institution.

8. CONCLUSION

The Student Satisfaction Survey 2023–24 reveals that the students of Ujani Majuli Kherkatia College are generally satisfied with the quality of teaching, faculty support, mentoring system, infrastructure, and various student support services offered by the institution. The findings indicate that the college has created a positive and student-friendly learning environment that encourages academic achievement, skill development, and overall personality growth. The valuable suggestions received from students will be carefully considered and incorporated into future quality enhancement measures through the Internal Quality Assurance Cell (IQAC). The college remains dedicated to continuous improvement and maintaining quality standards in line with its vision, mission, and the guidelines prescribed by NAAC.



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