

A Report on

Students' Satisfaction Survey(SSS)

Session 2019-20

IQAC, Bahona College
01-Jan-21

**Report on
Students' Satisfaction Survey
Session 2019 – 20
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 2019-20 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 103 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

PartB.Analysis of the report

Part B : Students' observations/suggestions

Part C : Overall findings and conclusions

SSS 2019-20 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

This is second SSS in the college data of which was collected in the month of December 2020. Though initiative was taken, due to long days lock down of the college because of Covid 19 pandemic it could not be performed in the month of April 2020. SSS is a strong base of students' feedback in general. Thus it helps the college authority and IQAC to frame its action plan keeping students' need in mind.

Questions asked to students

1. How much of the syllabus was covered in the class?
2. How well did the teachers prepare for the classes?
3. How well were the teachers able to communicate?

4. The teacher's approach to teaching can best be described as
5. Fairness of the internal evaluation process by the teachers
6. Was your performance in assignments discussed with you?
7. The institute takes active interest in promoting internship, student exchange, field visit opportunities for students.
8. The teaching and mentoring process in your institution facilitates you in cognitive, social and emotional growth.
9. The institution provides multiple opportunities to learn and grow.
10. Teachers inform you about your expected competencies, course outcomes and programme outcomes.
11. Your mentor does a necessary follow-up with an assigned task to you.
12. The teachers illustrate the concepts through examples and applications.
13. The teachers identify your strengths and encourage you with providing right level of challenges.
14. Teachers are able to identify your weaknesses and help you to overcome them.
15. The institution makes effort to engage students in the monitoring, review and continuous quality improvement of the teaching learning process.
16. The institute/ teachers use student centric methods, such as experiential learning, participative learning and problem solving methodologies for enhancing learning experiences.
17. Teachers encourage you to participate in extracurricular activities.
18. 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.

19. What percentage of teachers use ICT tools such as LCD projector, Multimedia, etc. while teaching.
20. The overall quality of teaching-learning process in your institute is very good.
21. Give three observation / suggestions to improve the overall teaching – learning experience in your institution.

Characteristics of the students

1. The sample size is 103. It is 12 percent of total students' no pursuing under-graduate courses.
2. Of total students taking part in SSS 57 are male and 46 are female. That is 55 percent students are male and 45 are female.
3. All are pursuing bachelor's degree. Of them 58 percent are pursuing Arts and 42 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.

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

Syllabus Completion Categories	Students' Responses	Students' response in percentage
85 % -100 %	53	51.46
70 % - 84 %	46	44.66
55 % - 69 %	3	2.91
30 % - 54 %	1	0.97
Below 30%	0	0.00
Total	103	100

Observations:

All the students responded against this query. 51.46 percent commends that 85% to 100 % syllabus has been completed. As per 44.66 % only 70 % to 84% of the syllabus has been completed. Only 2.91 percent commends that only 55% to 69% of the syllabus is completed. A nominal percent, that is 0.97% says that course completion is in between 30% and 54%.

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.

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

Satisfaction level	Students' Responses	Students' response in percentage
Thoroughly	71	68.93
Satisfactorily	29	28.16
Poorly	3	2.91
Indifferently	0	0.00
Won't teach at all	0	0.00
Total	103	100

Observations:

All the students responded against this query. 68.93 percent commends that teachers prepare for classes thoroughly and 28.16 percent's preparation for classes is satisfactory. But 2.91 % are in view that the preparation of teacher is poor.

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	79	76.70
Sometimes effective	21	20.39
Just satisfactorily	3	2.91
Generally ineffective	0	0.00
Very poor communication	0	0.00
Total	103	100

Observations:

As per 76.70 percent students the ability of teachers to communicate is always effective, for 20.39 percent it is sometimes effective and for 2.91 percent it is just satisfactorily.

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	36	34.95
Very good	59	57.28
Good	7	6.80
Fair	1	0.97
Poor	0	0.00
Total	103	100

Observations:

Of the sample 34.95 percent students are in view that teachers' approach to teach is excellent; for 57.28 percent it is very good and for 6.80 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

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

Fairness types	Students' Responses	Students' response in percentage
Always fair	59	57.28
Usually fair	37	35.92
Sometimes fair	6	5.83
Usually unfair	1	0.97
Unfair	0	0.00
Total	103	100

Observations:

57.28 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 35.92 percent of the students

under sample, teachers are usually fair here. Only 5.83 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	44	42.72
Usually	53	51.46
Occasionally/Sometimes	6	5.83
Rarely	0	0.00
Never	0	0.00
Total	103	100

Observations:

42.72 percent student response that teachers discuss every time regarding students’ performance in assignment. Here 51.46 percent student response that teachers usually discuss the students’ performance in assignment. As per 5.83 percent students, here teachers’ discussion is occasional.

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	30	29.13
Often	39	37.86
Sometimes	19	18.45
Rarely	6	5.83
Never	9	8.74
Total	103	100

Observations:

The highest number students (37.86%) are in the view that the institute often shows interest regarding promoting internship, students' exchange and opportunities to field visit. Next highest number (29.13%) views that the institute regularly shows interest in the same. This practice is occasional as per 18.45 students, rare as per 5.83 percent and never as per 8.74 % students.

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	11	10.68
Very well	65	63.11
Moderately	25	24.27
Marginally	2	1.94
Not at all	0	0.00
Total	103	100

Observations:

How far the teaching and mentoring process of the institute is effective in facilitating students in cognitive, social and emotional growth, responding to this question 10.68 percent students view it as significant, 63.11 percent as very well, 24.27 percent as moderate and only 1.67 percent view it as marginal.

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	25	24.27
Agree	59	57.28
Neutral	19	18.45
Disagree	0	0.00

Strongly disagree	0	0.00
Total	103	100

Observations:

To what extent students are satisfied with institute’s provisions of multiple opportunities to learn and grow, responding to this query 24.27 percent students are strongly agree, 57.28 percent students are just agree; but 18.45 percent students are neutral here.

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	49	47.57
Usually	47	45.63
Ocasionally/Sometimes	7	6.80
Rarely	0	0.00
Never	0	0.00
Total	103	100

Observations:

To what extent students are satisfied with teachers’ information to students about their competency and course and programme outcomes, responding to this query, 47.57 percent

students are in view that it is done every time; 45.63 percent response that it is usually done and 6.80 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	39	37.86
Usually	55	53.40
Occasionally/Sometimes	9	8.74
Rarely	0	0.00
I don't have a mentor	0	0.00
Total	103	100

Observations:

Above table shows, in regard to teachers' mentoring frequency, that this practice is done every time as per 37.86 % students, it is usual as per 53.40 percent and occasional as per 8.74 % students.

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	67	65.05
Usually	35	33.98
Occasionally/Sometimes	1	0.97
Rarely	0	0.00
Never	0	0.00
Total	103	100

Observations:

As per above table 65.05 percent students response that every time teachers go to illustrate the concepts through examples and applications; whereas according to 33.98 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	60	58.25
Reasonably	31	30.10
Partially	11	10.68

Slightly	1	0.97
Unable to	0	0.00
Total	103	100

Observations:

As per above table 58.25 percent students response that teachers fully identify students’ strength and encourage them with right level challenges. 30.10 percent students are in view that teachers’ do so for reasonable times. Only 10.67 percent students say that 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	53	51.46
Usually	43	41.75
Occasionally/sometimes	5	4.85
Rarely	2	1.94
Never	0	0.00
Total	103	100

Observations:

As per above table 51.46 percent students response that every time teachers identify students’ weakness and help them to overcome the same. 41.75 percent view that teachers do the same usually. And only 4.85 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	22	21.36
Agree	63	61.17
Neutral	16	15.53
Disagree	1	0.97
Strongly disagree	1	0.97
Total	103	100

Observations:

As per above table 21.36 percent students strongly agree that institutions make effort to engage students in the monitoring, review and continuous quality improvement of the teaching-learning process. 61.17 percent students simply agree to this where 15.53 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	27	26.21
Moderate	68	66.02
Some what	7	6.80
Very little	1	0.97
Not at all	0	0.00
Total	103	100

Observations:

As shown in the table it has been observed that 26.21 percent students are in view that the institute and teachers use student centric methods to a great extent. 66.02 percent are in view that use of student centric methods by institutes/teachers is moderate. It is 'somewhat' for 6.80 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	47	45.63
Agree	44	42.72
Neutral	12	11.65
Disagree	0	0.00
Strongly disagree	0	0.00
Total	103	100

Observations:

As shown in the table it has been observed that 45.63 percent students strongly agree that the teachers encourage students in extracurricular development. 42.72 percent simply agree to this whereas 11.65 percent students are neutral here,

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	31	30.10
Moderate	57	55.34
Some what	12	11.65
Very little	3	2.91
Not at all	0	0.00
Total	103	100

Observations:

The table shows that 30.10 percent students are in view that the institute/teachers play role to a great extent as so far students work engagement is concerned. 55.34 percent students say that here the role of institute/teachers is moderate. Again 11.65 percent view that the role played here is just some what.

B.19: Use of ICT tools by teacherwhile 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%	7	6.80
70 - 89%	52	50.49
50 – 69 %	28	27.18
30 – 49 %	3	2.91
Below 29 %	13	12.62
Total	103	100

Observations:

The table shows that the institute is 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 6.80 percent students view that more than 90% teachers use ICT tools while teaching. 50.49 percent students are in view that 70 – 89% teachers use ICT tools while teaching. 27.18 percent response that the percentage of teachers using ICT tools is only 50 – 69%. For 12.62 percent it is even below 29%

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	41	39.81
Agree	57	55.34
Neutral	5	4.85
Disagree	0	0.00
Strongly disagree	0	0.00
Total	103	100

Observations:

The table shows that 39.81 percent student strongly agree to the comment that the overall quality of teaching-learning process of the institute was very good. Another 55.34 percent students simply agree to this comment. Only 4.85 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 66 out of 103, that is 64.08 percent. Of them 41 percent made threeobservation/suggestions and 27 percent made two observations and 32 percent made single observation. Total number of observation/suggestion is 142. They have been categorized under the following three heads. The observation frequencies made by the students are as follows.

Table no. C.1
Students' Observations/Suggestions with frequencies

Sl. No	Observations/Suggestions	Frequency	% in total
1	Teachers should use ICT tools	14	9.86
2	Classroom should be neat and clean	17	11.97
3	Toilets should be clean	9	6.34
4	Need to improve classroom quality	7	4.93
5	Classroom should be digitalized	22	15.49
6	Need to develop practical instruments	6	4.23
7	Important books should be required to library	8	5.63
8	Need a departmental library	6	4.23
9	Need to develop practical instruments	8	5.63
10	Online classes should be arranged regularly	4	2.82
11	Need of extra classes	3	2.11
12	Need of girls' common room	3	2.11
13	Need of e-library	2	1.41
14	Need of upgradation of departmental library	1	0.70
15	Need of interactions between teachers and students	2	1.41
16	Need of Women Study and Sociology	4	2.82
17	Need of air conditioned class room	3	2.11
18	Need of proper career counseling	5	3.52
19	Teachers should be very strict	2	1.41
20	Need of at least one female teacher in the department	2	1.41
21	Need more focus on the infrastructure of the college	1	0.70
22	Practical knowledge to be more focused than theoretical	1	0.70
23	Teaching method should be connected reality	1	0.70
24	Need an Educational Excursion	1	0.70
25	Teachers should encourage students for extra curricular activities	1	0.70
26	Need of weekly exam	1	0.70
27	Teachers should be take action against any kind of bad works	2	1.41
28	Try to reach every students and ask for their doubts	1	0.70
29	Irrelevant observations	3	2.11
30	Observation of which meaning is not clear	2	1.41

The highest number of observations goes to digital class room. Whatever is now available in the college is not sufficient in the view of the students. Second highest number observation goes to cleanliness of the class room; the third is that the teachers should use ICT tools. 5.63 percent observations are related to the cleanliness of the toilets. Some of the facilities of the

college seem to be unknown to the students. Particularly 4.23 percent observations are in favour of departmental library; but departmental library is available in each department of the college. Similarly 2.11 percent observations are in favour of girls common room; but there is already a girls common room in the college. Students should be made aware of these facilities. There are a good number of observations regarding upgradation of library facility, career counseling, development of practical instruments, improvement of classroom quality etc. These should be taken care of. There are some observations made by the students, though frequency is less, but deserve importance, such as – regular arrangement of online class, facility of e-library, extra classes, career counseling, at least one female teacher in the department 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 103 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 of 2019-20 compared with 2018-19

Sl No.	Students' Satisfaction Components	Students' Satisfaction Index (2019-20)	Students' Satisfaction Index (2018-19)
1	Completion of syllabus	4.47	4.56
2	Teachers' preparation for classes	4.66	4.61
3	Teachers' communication ability	4.74	4.78
4	Teaching ability	4.26	4.37
5	Fairness in internal evaluation process	4.50	4.64
6	Assignment discussion with students	4.37	4.30
7	Opportunity for field visit	3.73	3.90
8	Mentoring quality	3.83	4.13
9	Opportunity to learn and grow	4.06	4.26
10	Teachers counseling of programme outcomes	4.41	4.53
11	Mentor's follow up	4.29	4.42
12	Teachers illustration of concepts	4.64	4.76
13	Teachers' ability to identify students' strength	4.46	4.51
14	Teachers' ability to identify students' weakness	4.43	4.52
15	Students' engagement in teaching-learning process	4.01	4.11
16	Use of student centric method	4.17	4.22
17	Encouraging students to involve in extra-curricular activities	4.34	4.63
18	Effort to make students ready for the world of work	4.13	4.17
19	Use of ICT tools	3.36	3.58
20	Overall quality	4.35	4.40
	Overall Students' Satisfaction Index	4.26	4.37

Observations

1. The table shows that out of the 20 components students' gets highest satisfaction from teachers' communication ability with the students (4.74). Next highest satisfaction comes from teachers' preparation for classes (4.66). The source of third highest satisfaction comes from teachers' illustration of concepts (4.64).

2. Students get lowest satisfaction from teachers' use of ICT tools while teaching (3.36). Next lowest satisfaction comes from the component of opportunity for field visit etc. (3.73). Third lowest is mentoring quality (3.83).
3. There have been estimated overall satisfaction index. It is 4.26. Full satisfaction is 5. So the lapse is 0.74. That is, 15 percent satisfaction of students is yet to fulfill. Last time the overall index was 4.37. So the lapse was 0.63. In percentage it was 13. It shows that dissatisfaction increases.
4. Comparing the SSI of 2018-19 and 2019-20, as given in the above table the trend of students' satisfaction and dissatisfaction for each indicator can be traced and steps can be taken accordingly.
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.
