

STUDENT
SATISFACTORY
SURVEY REPORT -2022-23
CKB COMMERCE COLLEGE



PREFACE

It gives me immense pleasure to present the Student Satisfaction Survey (SSS) Report for the academic year 2022-23. This report encapsulates valuable insights gathered from the feedback provided by our students, reflecting their experiences and perceptions of various aspects of our institution.

The Student Satisfaction Survey is a crucial tool for us to understand the strengths of our educational environment and identify areas for improvement. The constructive feedback received from our students is instrumental in shaping our strategies and enhancing the overall learning experience.

I on behalf of Teaching-Learning Evaluation (TLE) extend my sincere gratitude to the entire team involved in orchestrating this survey. Their dedication and commitment to fostering an environment of continuous improvement are evident in the thoroughness of the survey administration and analysis.

As we delve into the findings of the SSS Report, let us collectively embrace the opportunities it presents for growth and development. The collaboration between students, faculty, and administration is vital in ensuring that our institution evolves to meet the dynamic needs of our student community.

I express my confidence that the insights gained from this report will guide us towards creating a more enriching and fulfilling educational experience for our students.

Dr. Breez Mohan Hazarika,
M.A., M.Phil., Ph.D
Principal

Bulbul Sahariah,
M.com, M.Phil
Convenor, TLE

INTRODUCTION

In the ever-evolving landscape of higher education, the emphasis on student satisfaction has become increasingly vital. Acknowledging students as pivotal stakeholders in the academic journey, institutions have recognized the significance of obtaining direct feedback to enhance educational quality, refine institutional processes, and create an environment that is conducive to holistic student development. The Student Satisfaction Survey (SSS) emerges as a powerful instrument, facilitating a comprehensive understanding of the multifaceted experiences and perceptions of students within an academic setting.

The genesis of the SSS lies in the imperative to bridge the gap between institutional offerings and student expectations. As higher education institutions aim to be adaptive and responsive, the SSS provides a structured avenue for students to articulate their perspectives, providing insights into their satisfaction levels across various dimensions of the academic milieu. This multifaceted approach encompasses teaching and learning methodologies, administrative processes, support services, extracurricular opportunities, and overall institutional culture.

Understanding that the student experience is inherently diverse, the SSS recognizes the need for a nuanced and inclusive feedback mechanism. By acknowledging the varied backgrounds, aspirations, and learning styles of students, the survey seeks to unravel a comprehensive narrative that encapsulates the richness of the student body. This nuanced understanding, in turn, empowers institutions to tailor their approaches, initiatives, and policies to cater to the unique needs of their student community.

The scope of the SSS is expansive, encompassing a spectrum of dimensions that collectively contribute to the student experience. From the quality of teaching and the effectiveness of evaluation processes to the availability of support services, opportunities for personal and professional growth, and the overall campus atmosphere—the SSS traverses these diverse facets to provide a holistic picture. The survey is designed to delve into the intricacies of syllabus completion, the fairness of assessments, the integration of technology, mentorship programs, and the extent to which the institution actively promotes internships, student exchanges, and field visits.

Recognizing the diversity within student demographics, the SSS adopts an inclusive approach, ensuring that students from various genders, age groups, and caste backgrounds have an equal opportunity to express their perspectives. This commitment to inclusivity is fundamental to capturing a representative and authentic understanding of the student body's collective sentiment.

Moreover, the SSS underscores the importance of acknowledging the uniqueness of each student's academic journey. It recognizes that students engage with the educational experience through different lenses, influenced by cultural, socio-economic, and personal factors. Consequently, the survey seeks to honour this diversity and amplify the voices of all students, creating a mosaic of experiences that collectively contributes to the institutional tapestry.

The SSS is not a unidirectional evaluation but rather a collaborative endeavour. It positions students as active contributors to the institution's growth and refinement. This two-way street fosters a sense of partnership, where students feel heard, valued, and integral to the institution's evolution. In turn, educational institutions benefit from the invaluable insights garnered directly from those they are committed to serving.

In a rapidly changing educational landscape, the SSS is instrumental in navigating the currents of change. It provides institutions with a compass to steer through dynamic challenges, leveraging feedback as a catalyst for strategic planning and adaptive decision-making. The emphasis on continuous improvement embedded in the SSS ethos aligns with the ethos of a learning organization—one that evolves based on insights, embraces change, and remains resilient in the face of evolving educational paradigms.

As we embark on the exploration of the findings presented in the SSS report, it is crucial to recognize the inherent value of student feedback. The report is not merely a snapshot of satisfaction levels but a dynamic document that encapsulates the spirit of collaboration between students and educational institutions. It is a testament to the commitment to excellence, a dedication to student-centric approaches, and a pledge to foster an educational environment that is not just satisfactory but transformative. Through this report, we delve into the narratives, perspectives, and aspirations of the student community, paving the way for a future where education is a shared journey of growth, enrichment, and mutual understanding.

PROFILE OF THE COLLEGE

Name: CKB Commerce College

Year of Establishment: 1965

Address: Jorhat, Assam- 785001

METHODOLOGY OF THE SURVEY

Conducting a comprehensive and effective Student Satisfaction Survey (SSS) requires a thoughtfully crafted methodology that ensures the collection of meaningful and actionable feedback. The methodology outlines the step-by-step approach taken to design, administer, and analyse the survey, providing transparency and reliability in the research process. Here is a detailed breakdown of the methodology employed for the SSS:

1. Survey Design:

- **Objective Setting:** The objectives of the survey was clearly defined, identifying key areas of interest such as teaching quality, administrative processes, support services, and overall student experience.
- **Development of Survey Instrument:** A well-structured survey instrument was created with a mix of closed-ended and open-ended questions. Questions were clear, unbiased, and aligned with the survey objectives.

2. Sample Selection:

- Employed random sampling techniques to ensure a representative sample from the large student population. Ensured diversity by including students from various demographics, encompassing gender, age, and caste backgrounds.
- Prior to survey administration, provided participants with clear information about the survey's purpose, assured confidentiality, and sought informed consent.

3. Survey Administration:

- Utilized multiple channels for survey distribution, including online platforms, WhatsApp Group invitations.
- Sent timely reminders to encourage participation and maximize response rates.
- Ensured the survey was accessible to all students.

4. Data Collection:

- Gathered quantitative data through closed-ended questions, capturing numerical responses on a Likert scale for various aspects of student satisfaction.
- Included open-ended questions to gather qualitative insights, allowing students to express their opinions in their own words.

5. Data Analysis:

- Employed statistical techniques, such as mean, median, and mode, to analyze quantitative responses. Identified trends, patterns, and significant variations in satisfaction levels.
- Conducted thematic analysis on qualitative responses, categorizing feedback into themes and identifying recurring topics to provide depth to the quantitative findings.

6. Cross-Tabulation:

- Performed cross-tabulation of responses based on demographic variables such as gender, age, and caste. This allowed for a nuanced understanding of how satisfaction levels varied across different student groups.

7. Reporting:

- Prepared an executive summary that provided a concise overview of key findings, highlighting major strengths, areas for improvement, and noteworthy trends.
- Presented a detailed report that delved into each aspect of the survey, offering in-depth analyses, graphical representations, and insights derived from both quantitative and qualitative data.

8. Actionable Recommendations:

- Based on survey findings, identified priority areas for action and improvement.
- Engaged stakeholders, including faculty, administrators, and student representatives, in discussions to develop actionable strategies for addressing identified areas of concern.

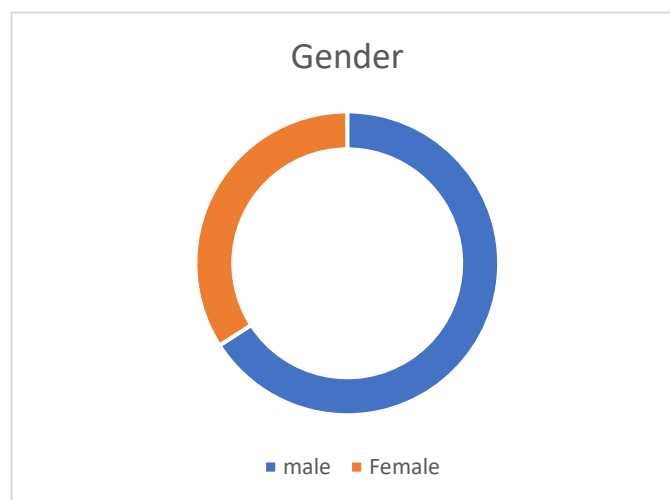
9. Continuous Improvement:

- Considered conducting follow-up surveys at regular intervals to track changes in satisfaction levels over time. This supported a continuous improvement cycle, ensuring that the institution remained responsive to evolving student needs.

By adhering to this comprehensive methodology, the Student Satisfaction Survey provided a robust foundation for informed decision-making, institutional enhancement, and a collaborative approach to fostering a positive and enriching educational environment.

ANALYSIS OF THE DATA

Demographic Profile

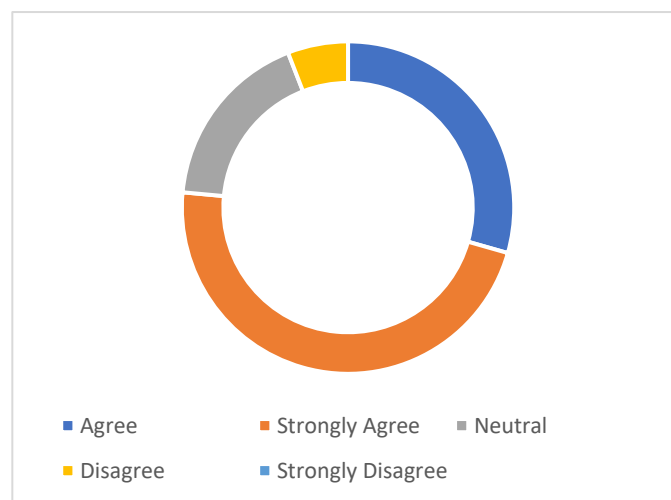


The 72.5 % of the respondent were male and rest were Female. Female respondent was only 32.5%. The data indicates that a higher percentage of respondents are male compared to female. This gender breakdown is crucial for analysing and interpreting the survey results, as it allows for a gender-specific examination of satisfaction levels and identification of potential gender-related trends or disparities in the feedback provided.

1. Teachers are always well prepared for the class

Table: Responses in percentage on the statement-Teachers are always well prepared for the class

Agree	Strongly Agree	Neutral	Disagree	Strongly Disagree
31.25	50	18.75	6.25	-



The analysis of the responses to the statement indicates a predominantly positive perception of teacher preparedness. While acknowledging this strength, it's important for the institution to explore and address any areas of concern identified by the small percentage of respondents who expressed disagreement or neutrality. Continuous monitoring and a focus on improvement will contribute to maintaining a high level of satisfaction among students regarding teacher preparedness.

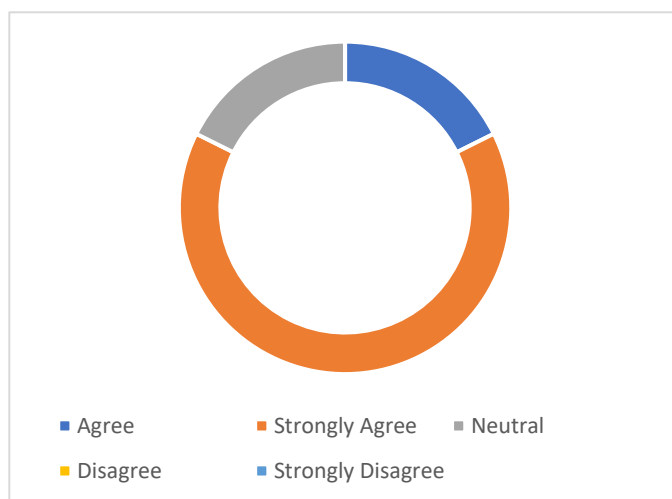
Areas for Improvement:

- While the overall sentiment is positive, the institution may want to explore the reasons behind the small percentage of respondents who expressed disagreement.
- Qualitative data or additional survey questions targeting specific aspects of teacher preparedness could provide more nuanced insights into areas that may need improvement.

2. Teachers are communicative in the class.

Table: Responses in percentage on the statement- Teachers are communicative in the class.

Agree	Strongly Agree	Neutral	Disagree	Strongly Disagree
18.75	68.75	18.75		-

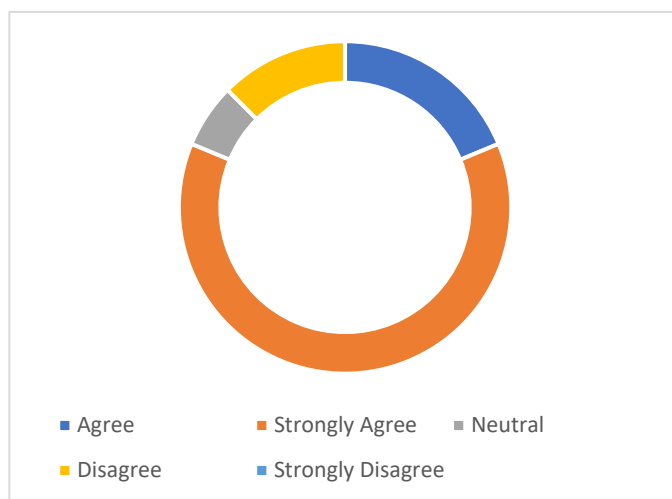


The analysis of the responses to the statement indicates a predominantly positive perception that teachers are always well prepared for the class. While acknowledging this strength, it's important for the institution to explore and address any areas of concern identified by the respondents who expressed neutrality or disagreement. Continuous monitoring and a focus on improvement will contribute to maintaining a high level of satisfaction among students regarding teacher preparedness.

3. Teachers complete the syllabus in time.

Table: Responses in percentage on the statement- Teachers complete the syllabus in time

Agree	Strongly Agree	Neutral	Disagree	Strongly Disagree
18.75	62.5	6.25	12.5	-



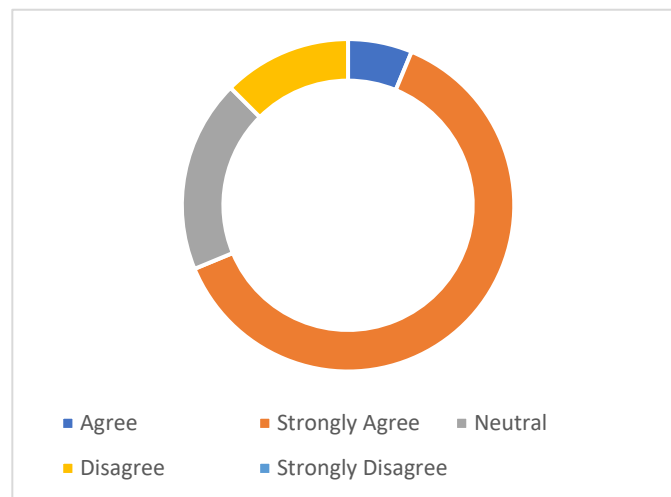
The analysis of responses to the statement suggests a predominantly positive perception regarding the timeliness of completing the syllabus. A significant majority of respondents, with a combined percentage of 81.25% for "Agree" and "Strongly Agree," expressed satisfaction with the institution's ability to cover the syllabus within the stipulated time frame.

While recognizing this positive feedback, it is essential for the institution to carefully address the concerns raised by respondents who expressed neutrality or disagreement (18.75%). Exploring the reasons behind these responses will provide valuable insights into potential areas for improvement.

4. Internal Evaluation process is fair.

Table: Responses in percentage on the statement- Internal Evaluation process is fair.

Agree	Strongly Agree	Neutral	Disagree	Strongly Disagree
6.25	62.5	18.75	12.5	-



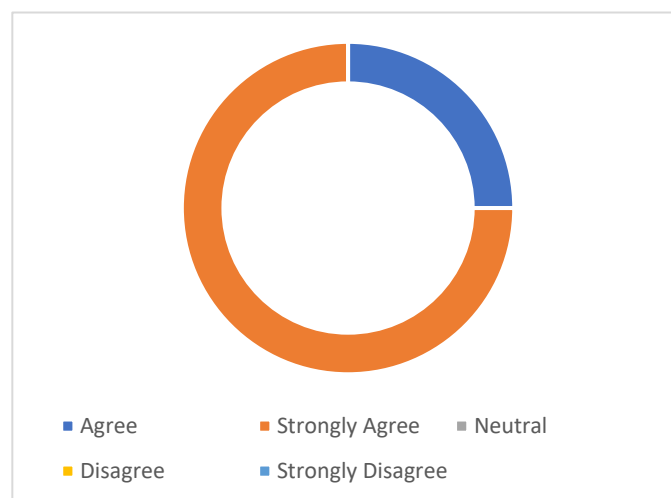
The analysis of responses to the statement reveals a predominantly positive perception regarding the fairness of the internal evaluation process. The majority of respondents expressed agreement, with a combined percentage of 68.75% for "Agree" and "Strongly Agree." This indicates a commendable level of satisfaction among students with the internal evaluation procedures.

While acknowledging this strength, it is crucial for the institution to delve deeper into the concerns raised by the respondents who expressed neutrality or disagreement (18.75%). Understanding the reasons behind these responses will provide valuable insights into potential areas for improvement.

5. Assignment work is done fairly.

Table: Responses in percentage on the statement- Assignment work is done fairly.

Agree	Strongly Agree	Neutral	Disagree	Strongly Disagree
25	75			-

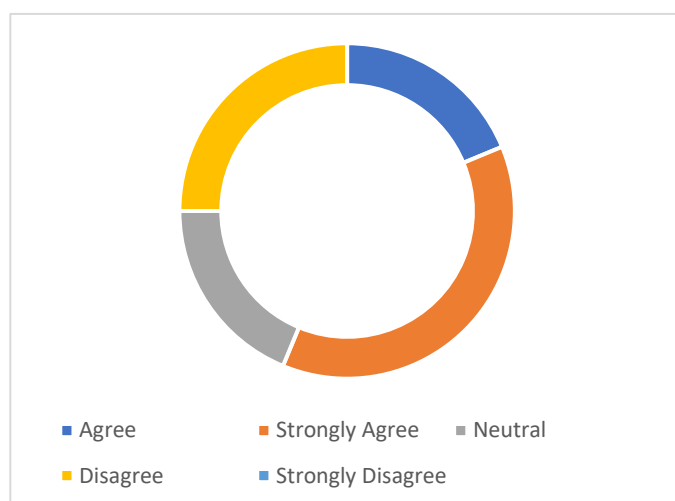


The analysis of the responses to the statement indicates a predominantly positive perception that teachers complete the syllabus in time. While acknowledging this strength, it's important for the institution to explore and address any areas of concern identified by the respondents who expressed neutrality or disagreement. Continuous monitoring and a focus on improvement will contribute to maintaining a high level of satisfaction among students regarding the timeliness of syllabus completion.

6. Your internal assessment marks are displayed in departmental notice boards.

Table: Responses in percentage on the statement- Your internal assessment marks are displayed in departmental notice boards.

Agree	Strongly Agree	Neutral	Disagree	Strongly Disagree
18.75	37.5	18.75	25	-

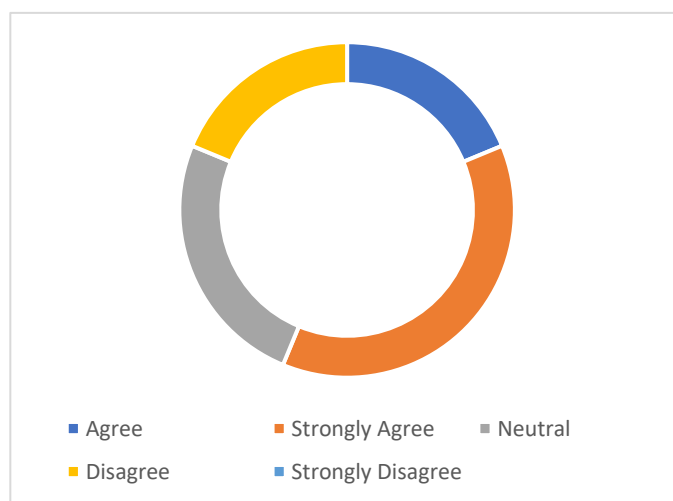


The analysis of the responses to the statement indicates a predominantly positive perception that teachers complete the syllabus in time. The table indicates that 56.25% of respondents either agree or strongly agree that their internal assessment marks being displayed on departmental notice boards is acceptable. However, 43.75% express dissatisfaction, with 25% disagreeing and no response for strongly disagree. This suggests a mixed sentiment, warranting consideration for potential concerns or improvements.

7. Post evaluation counselling is done.

Table: Responses in percentage on the statement- Post evaluation counselling is done.

Agree	Strongly Agree	Neutral	Disagree	Strongly Disagree
18.75	37.5	25	18.75	-

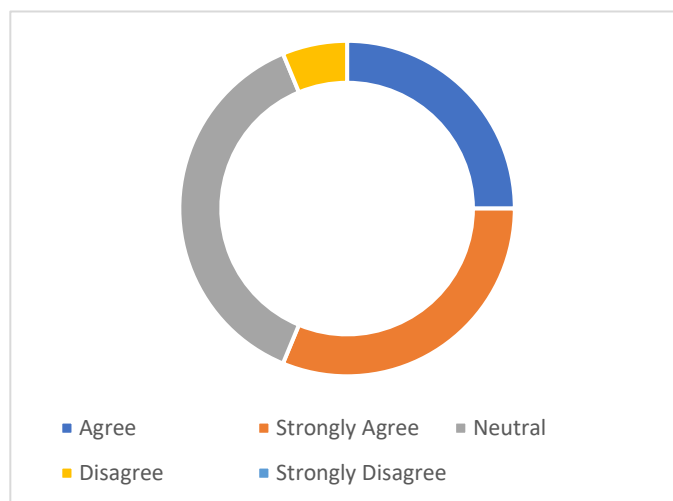


The analysis of the responses to the statement indicates a predominantly positive perception that teachers complete the syllabus in time. The table indicates a positive response to post-evaluation counseling, with 56.25% agreeing or strongly agreeing. However, 43.75% expressed a neutral to negative sentiment. This suggests the need for further investigation into the effectiveness of counseling services and potential improvements to address concerns or enhance overall satisfaction.

8. exchange, and field visit opportunities for students.

Table: Responses in percentage on the statement- Institute takes active interest in promoting internship, student exchange, and field visit opportunities for students.

Agree	Strongly Agree	Neutral	Disagree	Strongly Disagree
25	31.25	37.5	6.25	-

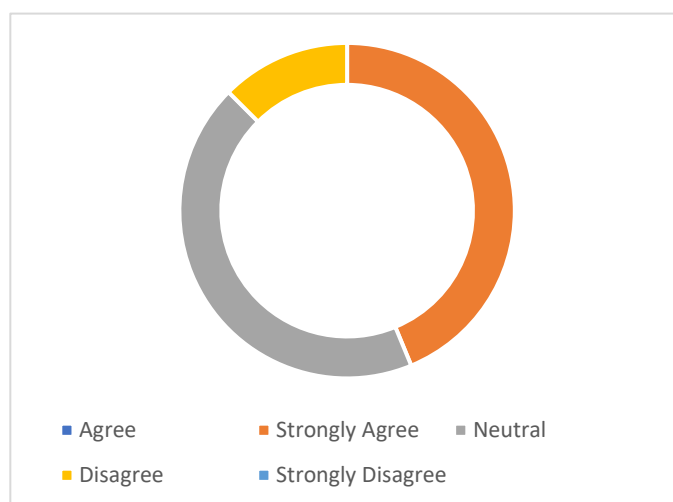


The analysis of the responses to the statement indicates a predominantly positive perception that teachers complete the syllabus in time. The table shows a mixed response regarding the institute's efforts in promoting internship, student exchange, and field visit opportunities. While 56.25% agree or strongly agree, 37.5% remain neutral, and 6.25% express dissatisfaction. This suggests room for improvement in communication or accessibility of such opportunities to ensure broader student engagement and satisfaction.

9. The teaching and mentoring process in your institution facilitates you in all round growth.

Table: The teaching and mentoring process in your institution facilitates you in all round growth.

Agree	Strongly Agree	Neutral	Disagree	Strongly Disagree
	43.75	43.75	12.5	-

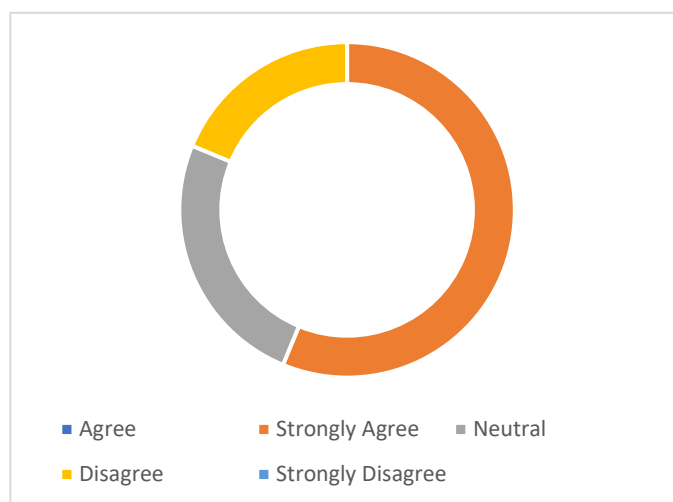


The analysis of the responses to the statement indicates a predominantly positive perception that teachers complete the syllabus in time. The majority of respondents, 87.5%, either agree or strongly agree that the teaching and mentoring process in the institution contributes to their all-round growth. However, 12.5% remain neutral, indicating potential areas for further exploration and improvement to enhance overall satisfaction and effectiveness of the teaching and mentoring methods.

10. Mentor does a necessary follow-up with an assignment task to you.

Table: Responses in percentage on the statement- Mentor does a necessary follow-up with an assignment task to you.

Agree	Strongly Agree	Neutral	Disagree	Strongly Disagree
	56.25	25	18.75	-

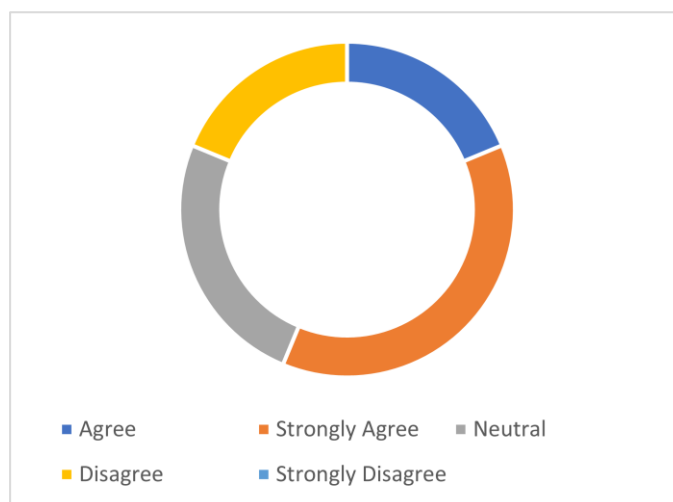


The analysis of the responses to the statement indicates a predominantly positive perception that teachers complete the syllabus in time. The majority of respondents, 81.25%, either agree or strongly agree that their mentors conduct necessary follow-ups on assignment tasks. However, 18.75% express a neutral stance. This suggests overall satisfaction with the follow-up process, but there may be opportunities for further improvement in mentor-student communication or feedback mechanisms.

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

Table: Responses in percentage on the statement- Teachers are able to identify your weakness and help you to overcome them.

Agree	Strongly Agree	Neutral	Disagree	Strongly Disagree
18.75	37.5	25	18.75	-

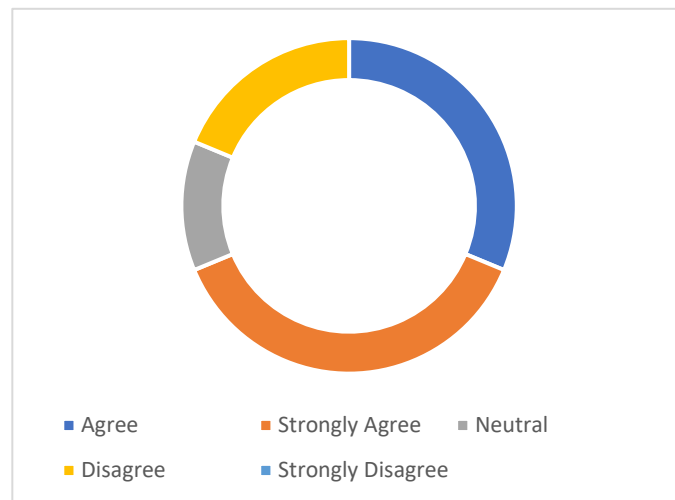


The analysis of the responses to the statement indicates a predominantly positive perception that teachers complete the syllabus in time. The responses indicate a positive sentiment, with 56.25% agreeing or strongly agreeing that teachers can identify their weaknesses and assist in overcoming them. However, 43.75% express neutrality or dissatisfaction, suggesting a need for enhanced mechanisms to address weaknesses and ensure effective support for all students.

12. Teachers use student-centric methods for enhancing learning experiences.

Table: Responses in percentage on the statement- Teachers use student-centric methods for enhancing learning experiences.

Agree	Strongly Agree	Neutral	Disagree	Strongly Disagree
31.25	37.5	12.5	18.75	-

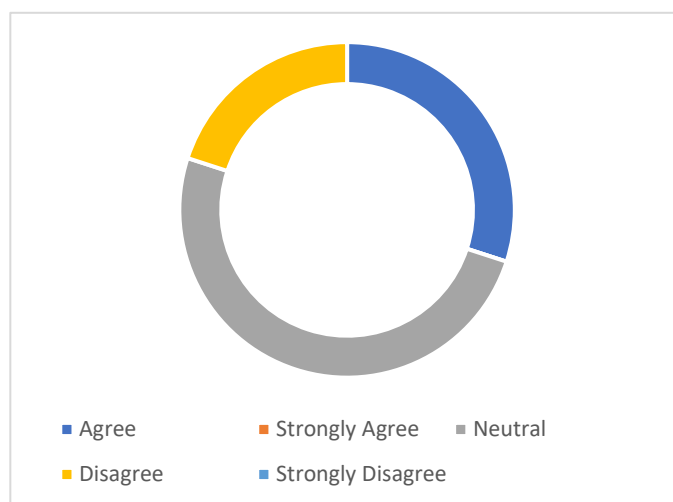


The analysis of the responses to the statement indicates a predominantly positive perception that teachers complete the syllabus in time. The responses suggest a generally positive perception, with 68.75% either agreeing or strongly agreeing that teachers use student-centric methods for enhancing learning experiences. However, 31.25% express neutrality or disagreement, indicating potential areas for further exploration and improvement to align teaching methods more closely with student preferences and needs.

13. Teachers encourage you to participate in co-curricular activities.

Table: Responses in percentage on the statement- Teachers encourage you to participate in co-curricular activities.

Agree	Strongly Agree	Neutral	Disagree	Strongly Disagree
18.75	37.5	31.25	12.5	-

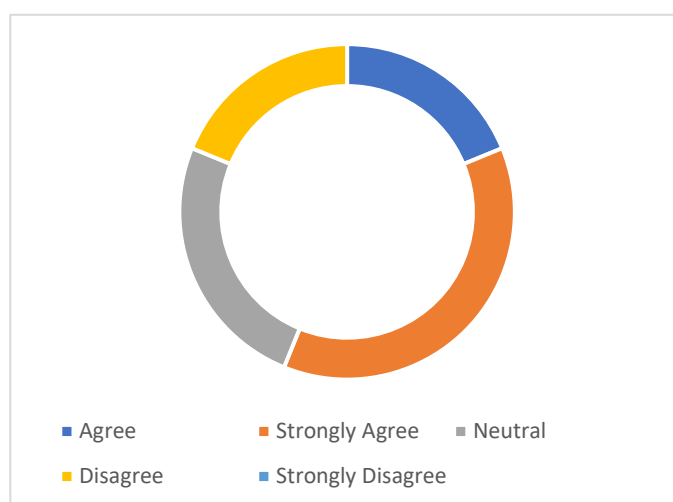


The analysis of the responses to the statement indicates a predominantly positive perception that teachers complete the syllabus in time. The responses indicate a moderate level of encouragement for students to participate in co-curricular activities, with 50% either agreeing or strongly agreeing. However, 12.5% express neutrality, suggesting that efforts may be needed to enhance encouragement and promote greater student involvement in co-curricular pursuits.

14. Soft skills, life skills and employability skills are enhanced in the institution.

Table: Responses in percentage on the statement- Soft skills, life skills and employability skills are enhanced in the institution.

Agree	Strongly Agree	Neutral	Disagree	Strongly Disagree
18.75	37.5	25	18.75	-

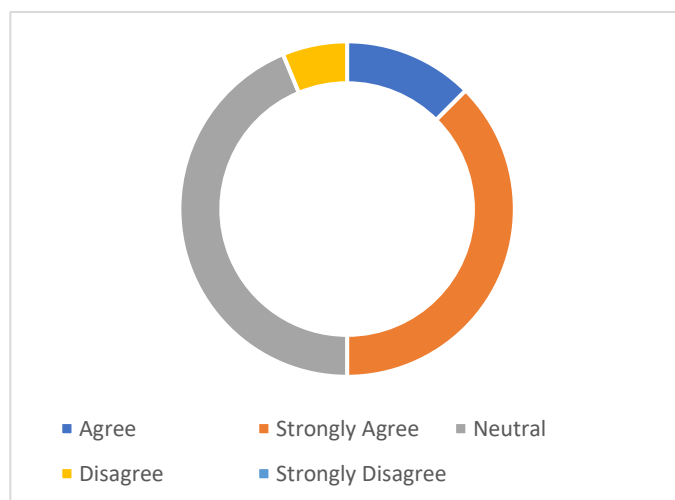


The analysis of the responses to the statement indicates a predominantly positive perception that teachers complete the syllabus in time. The responses suggest a positive perception regarding the enhancement of soft skills, life skills, and employability skills in the institution, with 18.75 agreeing and 37.5% strongly agreeing. However, 25% express a neutral stance, indicating potential areas for further communication or improvements in highlighting and reinforcing the development of these crucial skills.

15. Use of ICT tools and smart classrooms while teaching.

Table: Responses in percentage on the statement- Use of ICT tools and smart classrooms while teaching.

Agree	Strongly Agree	Neutral	Disagree	Strongly Disagree
12.5	37.5	43.75	6.25	-

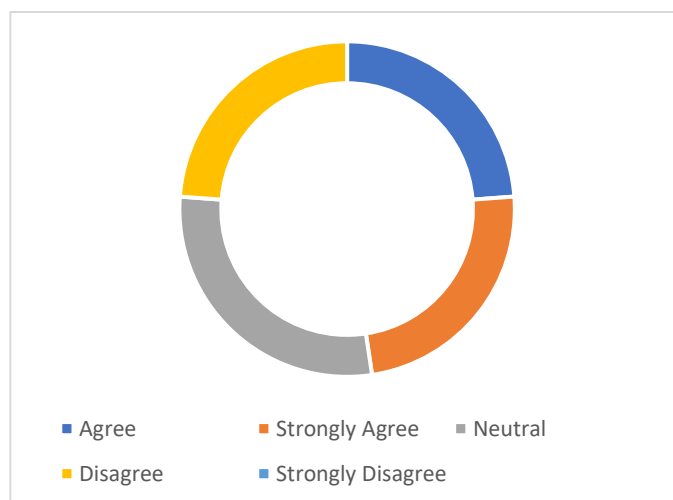


The analysis of the responses to the statement indicates a predominantly positive perception that teachers complete the syllabus in time. The responses indicate a mixed sentiment regarding the use of ICT tools and smart classrooms. While 50% either agree or strongly agree, 43.75% express neutrality, suggesting a potential need for increased awareness or improvement in the integration of technology for teaching. Exploring ways to enhance the effectiveness of ICT tools may contribute to a more positive response from the respondents.

16. The student-teacher relationship is very good.

Table: Responses in percentage on the statement- The student-teacher relationship is very good.

Agree	Strongly Agree	Neutral	Disagree	Strongly Disagree
31.25	31.25	37.5	31.25	-

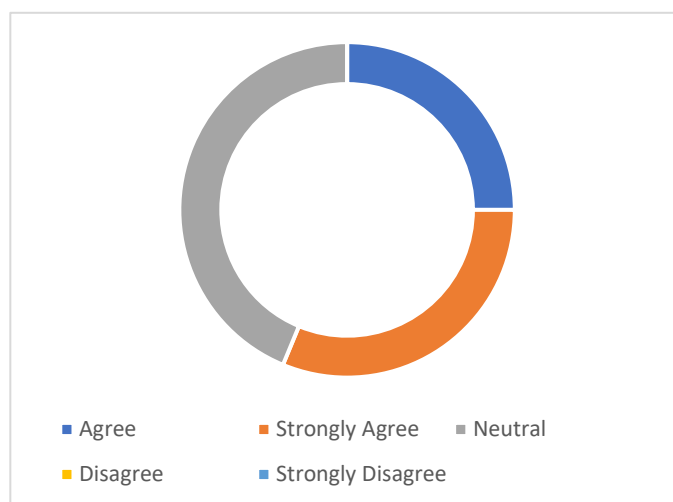


The analysis of the responses to the statement indicates a predominantly positive perception that teachers complete the syllabus in time. The responses indicate a mixed perception of the student-teacher relationship, with 62.5% expressing agreement (31.25% agree, 31.25% strongly agree) and 37.5% expressing neutrality. The significant neutral response suggests potential areas for improvement in fostering stronger and more positive relationships between students and teachers to enhance overall satisfaction.

17. The teaching-learning environment in the college is very satisfactory.

Table: Responses in percentage on the statement- The teaching-learning environment in the college is very satisfactory.

Agree	Strongly Agree	Neutral	Disagree	Strongly Disagree
25	31.25	43.75		-

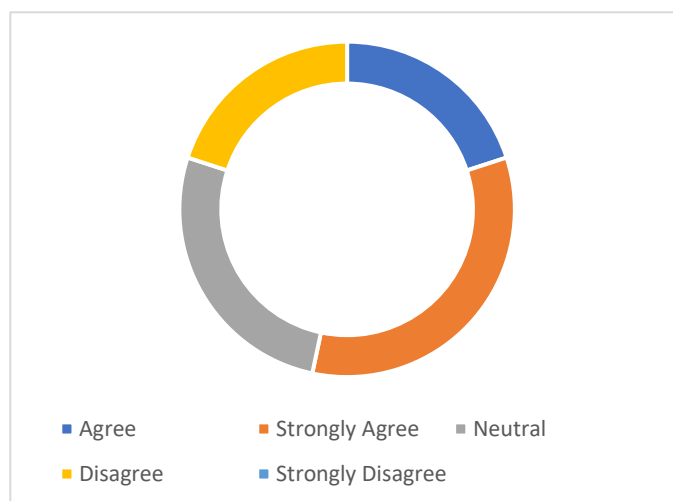


The analysis of the responses to the statement indicates a predominantly positive perception that teachers complete the syllabus in time. The responses suggest a mixed perception of the teaching-learning environment, with 56.25% expressing agreement (25% agree, 31.25% strongly agree) and 43.75% expressing neutrality. While a majority find the environment satisfactory, addressing concerns raised by those neutral may lead to improvements for a more universally positive experience.

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

Table: Responses in percentage on the statement- The overall quality of teaching-learning process in your institution is very good.

Agree	Strongly Agree	Neutral	Disagree	Strongly Disagree
18.75	31.25	25	18.75	-

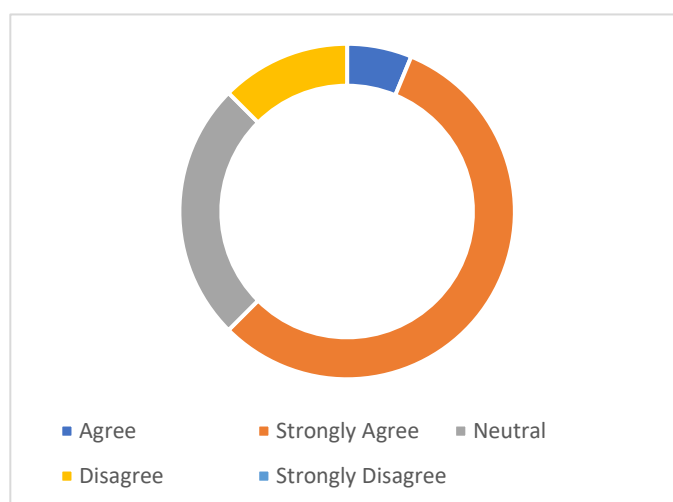


The analysis of the responses to the statement indicates a predominantly positive perception that teachers complete the syllabus in time. The responses indicate a mixed perception of the overall quality of the teaching-learning process, with 50% expressing agreement (18.75% agree, 31.25% strongly agree) and 25% expressing neutrality. Addressing concerns raised by those neutral and ensuring continuous improvement may contribute to enhancing the overall quality of the teaching-learning experience for

19. Authority's role in making teaching-learning process fruitful is highly appreciable.

Table: Responses in percentage on the statement- Authority's role in making teaching-learning process fruitful is highly appreciable.

Agree	Strongly Agree	Neutral	Disagree	Strongly Disagree
6.25	56.25	25	12.50	-



The analysis of the responses to the statement indicates a predominantly positive perception that teachers complete the syllabus in time. The responses indicate a generally positive perception of the authority's role in making the teaching-learning process fruitful, with 62.5% expressing agreement (6.25% agree, 56.25% strongly agree). However, 25% express neutrality, suggesting a need for effective communication and collaboration to address concerns and maintain a universally appreciable teaching-learning environment.

SUGGESTION AND RECOMMENDATION

1. Recommendations:

A. Targeted Improvement Strategies:

- Identify specific concerns raised by students who expressed neutrality or disagreement in various areas.
- Develop targeted strategies to address the identified areas of concern, ensuring continuous improvement.

B. Enhanced Communication:

- Improve communication channels to keep students well-informed about various opportunities such as internships, student exchanges, and field visits.
- Strengthen post-evaluation counseling to provide meaningful guidance for students' academic and personal development.

C. Diversification of Teaching Methods:

- Encourage the adoption of diverse teaching methods, including student-centric approaches, to enhance the overall learning experience.
- Explore the integration of Information and Communication Technology (ICT) tools for a more dynamic and engaging learning environment.

D. Inclusive Support Systems:

- Establish support mechanisms for students who identified weaknesses but did not feel adequately supported.
- Foster a student-teacher relationship that goes beyond academics, ensuring holistic mentorship and support.

E. Continuous Feedback Loop:

- a. Implement a continuous feedback loop where survey findings and improvement initiatives are communicated back to the student body.
- b. Foster transparency and encourage student involvement in the decision-making processes related to academic improvements.

F. Monitoring and Evaluation:

- a. Regularly monitor the implementation of improvement strategies and evaluate their impact on student satisfaction.
- b. Consider conducting follow-up surveys at regular intervals to gauge changes in satisfaction levels over time.

Incorporating these recommendations into the institutional framework will contribute to creating a more supportive, engaging, and enriching educational environment that aligns with the diverse needs and expectations of the student body.

2. Suggestion:

- a. Conduct further investigations into specific concerns raised by students who expressed neutrality or disagreement.
- b. Implement continuous feedback mechanisms to address evolving student needs.
- c. Enhance communication channels to keep students informed about various opportunities, including internships, student exchanges, and field visits.
- d. Consider additional support mechanisms for students who identified weaknesses but did not feel adequately supported.

CONCLUSION

Areas of Concern:

- ❖ There are clear areas of concern regarding post-evaluation counselling and the promotion of opportunities like internships.
- ❖ Some student express dissatisfaction with the teaching-learning environment, indicating potential areas for improvement.

Overall Analysis:

- ❖ The majority of students agree that teachers are well-prepared and communicative in class.
- ❖ Completing the syllabus on time has more diverse responses, with a mix of agreement, neutrality, and disagreement.
- ❖ Internal evaluation fairness receives mixed feedback, with some students strongly disagreeing.
- ❖ The teaching and mentoring process has a generally positive response.
- ❖ The use of ICT tools and smart classrooms receives mixed feedback.