



**NARAJOLE RAJ COLLEGE**  
(NAAC Accredited B Grade Government Aided College)  
NARAJOLE: PASCHIM MEDINIPUR: PIN-721211



**Internal Quality Assurance Cell (IQAC)**

**Summary Report of SSS (2022-23)**

**Introduction:**

The Student Satisfaction Survey (SSS) for the academic session 2022-23 was conducted online and in e-mode as per the recommendation of the NAAC Peer Team. A structured questionnaire was administered to the students via Google Form – our principal stakeholders – and their responses regarding different aspects of teaching, curriculum delivery, institutional facilities, employability, learning outcomes were duly recorded.

**Methodology:**

A random sampling method was followed and the SSS questionnaires were sent by email to almost 400 students of the college via their registered email addresses. The survey opened on 11 June 2023 and closed on 13 June 2023. The time period provided for submission of responses through the survey was 03 days. By the end of the survey 333 responses were received and these responses were then categorically analysed for the purpose of strategic implementation of policies.

**Analysis:**

<p>The first six questions in the survey concerned the personal details of the respondent viz. <b>name, age, college name, gender, name of degree program &amp; subject area.</b></p>	<p><b>Key points of analysis:</b></p> <p><b><u>Gender</u></b></p> <p>i) 74.5% of female students participated in the survey as compared to 25.5% male students. The high rate of participation of female students certainly derives effect from the fact that the Gross Enrolment Ratio in our institution is skewed in favour of female students.</p> <p><b><u>Type of degree program</u></b></p> <p>i) 91.3% of the students responding to the survey are pursuing</p>
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	<p>Bachelor's degree program and 8.7% are in the Master's program.</p> <p><b><u>Subject Area</u></b></p> <p>i) 90.7% of the students responding to the survey are pursuing Arts subjects and only 9.3% belong to Science disciplines.</p>
<p><b>Criterion II - Teaching, Learning and Evaluation</b></p>	<p><b>1. How much of the syllabus was covered in class?</b></p> <p>20.4% of the respondents considered the syllabus coverage to be in the range of 85 – 100%.  41.4% think it to be between 70 – 84%.  27% consider it to be between 55 – 69%.  8.7% consider the syllabus coverage to be 30 – 54%.  2.5% believes it to be less than 30%.</p> <p><b>2. How well did the teachers prepare for the classes?</b></p> <p>39.6% consider the teachers to be thoroughly prepared.  55.6% recorded that teachers were satisfactorily prepared.  2% opined that teachers were poorly prepared.  1.6% considered the teachers to be indifferent regarding the preparation.  1.2% experienced that teachers were not willing to teach at all.</p> <p><b>3. How well were the teachers able to communicate?</b></p> <p>76% consider that the teachers' communication was always effective.  11.7% think that the communication was sometimes effective.  7% consider that teachers were just satisfactorily able to communicate.  5% think that the communication was generally ineffective.  0.3% believes that the teachers had very poor communication skills.</p> <p><b>4. The teacher's approach to teaching can best be described as</b></p> <p>24.3% consider the teachers' approach to teaching to be excellent.  46.8% consider it to be very good.  24.3% think that the teachers' approach is merely good.</p>



4.6% consider it to be fair.  
0% believes it to be poor.

**5. Fairness of internal evaluation process by teachers**

66.7% consider the teachers' role in the evaluation process to be always fair.  
27.3% consider the teachers to be usually fair.  
5.5% believe that the evaluation process by teachers is sometimes unfair.  
0.2% think that it is usually unfair.  
0.1% considers the role to be unfair.

**6. Was your performance in assignments discussed with you?**

48.6% have reported that their performance in assignments was discussed every time.  
37.2% believe that their performance was usually discussed.  
10% are of the opinion that their performance was sometimes or occasionally discussed.  
4% respondents consider that their performance was rarely discussed.  
0.2% think that their performance in assignments was never discussed with them.

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

49.2% consider that the institution's role in this aspect to be regular.  
28.2% believe that the institution promotes these activities often.  
18% think that the institution would sometimes play this role.  
3% consider that the institute rarely takes up this role.  
1.6% consider the institution to never deliver this role.

**8. The teaching & mentoring process facilitates you in cognitive, social and emotional growth**

29.7% consider that this facilitation is significantly conducted.  
53.5% consider the teaching and mentoring process to be very well.  
15.3% consider that this is moderately facilitated.  
1% think that this multivalent growth is marginally facilitated.  
0.5% thinks that this growth is not at all facilitated.



**9. The institution provides multiple opportunities to learn and grow**

8.7% respondents strongly disagree to this.

4.9% disagree to this statement.

20.7% have registered a neutral response regarding this.

40.8% agree to the view that institution has a role to play in this regard.

24.9% strongly agree to the observation about the institution's positive role.

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

59.8% respondents think that the teachers inform them about this every time.

27.9% consider that the teachers usually deliver this role.

10.5% believe that the teachers discharge this role occasionally/sometimes.

1.8% are of the opinion that this rarely happens.

0% respondents consider that this never takes place.

**11. Your mentor does a necessary follow-up with an assigned task to you.**

54.7% consider that the mentor does this every time.

31.2% believe that this is usually followed up by the mentor.

11.1% consider this to be done occasionally or sometimes.

2.9% think that the mentor rarely does so.

0.1% of the respondents have reported that they don't have a mentor.

**12. The teachers illustrate the concepts through examples & applications**

61% consider that such illustrations are provided every time.

28.8% consider this to be usually done.

7% think that concepts are illustrated in this manner only occasionally or sometimes.

2% consider this to be rare.

1.2% believes that this is never done.

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



59.5% consider that this role is fully realized by teachers.  
28.8% think that the teachers' role in this regard is reasonably well.  
8% consider that this endeavour is partially undertaken by teachers.  
2.3% respondents consider this to be slightly done.  
1.4% believes that the teachers are unable to perform this role.

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

60.1% think the teacher does this problem solving every time.  
28.5% consider that teachers do this usually.  
6% believe that this is done occasionally or sometimes.  
2.4% consider this to be rarely done.  
3% have experienced that this is never done.

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

10.2% strongly disagree to this observation.  
3.1% participants disagree to this statement.  
25.2% respondents are neutral in their view about this.  
47.7% agree on the institute's role here.  
13.8% expressed that they strongly agree with this assessment.

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

35.7% consider this statement to be true to a great extent.  
50.5% think that the institute and teachers have played a moderate role here.  
6% believe that this has been somewhat accomplished.  
4.8% consider their efforts to be very little.  
3% reported that this role has not at all been performed.

**17. Teachers encourage you to participate in extracurricular activities.**

15% respondents strongly disagree to this observation.  
3.4% disagree to the idea of the teachers encouraging students here.



17.7% consider this to have a neutral dimension.  
47.1% students have recorded that they agree to the idea.  
16.8% respondents have expressed strong agreement to this statement

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

43.8% believe that this is done to a great extent.  
41.7% consider this to have a moderate effect.  
7% think that this is somewhat true.  
3.5% respondents consider that very little effort is made in this matter.  
4% respondents suggested that this estimation is not at all true.

**19. What percentage of teachers uses ICT tools such as LCD projector, multimedia etc. while teaching?**

11.7% think that the percentage is above 90%.  
28.2% consider the percentage to be between 70 and 89%.  
38.1% think that 50 - 69% teachers use ICT tools in classrooms.  
13.5% respondents consider the percentage to be between 30 and 49%.  
8.4% think that below 29% are in the habit of using ICT tools while teaching.

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

8.1% respondents strongly disagree to this proposition.  
3.1% disagree to this idea.  
20.1% have registered a neutral response.  
48.6% students agree to the statement.  
20.1% think that they strongly agree to this quality assessment.

### Score Sheet

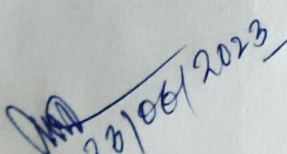
Sl. No.	Question	Score
1.	How much of the syllabus was covered in class?	2.68
2.	How well did the teachers prepare for the classes?	3.31
3.	How well were the teachers able to communicate?	3.58
4.	The teacher's approach to teaching described as – excellent, very good, good, fair, poor	2.91
5.	Fairness of internal evaluation process by teachers	3.60
6.	Was your performance in assignments discussed with you?	3.3
7.	Promoting internship, student exchange, field visit opportunities for students	3.20
8.	Teaching & mentoring process facilitates cognitive, social and emotional growth	3.11
9.	Institution provides multiple opportunities to learn and grow	2.69
10.	Teachers inform about expected competencies, CO & PO	3.46
11.	Mentor does necessary follow-up with assigned task with you	3.38
12.	Teachers illustrate concepts through examples & applications	3.46
13.	Teachers identify your strengths & provide right level of challenges	3.43
14.	Teachers identify your weakness & help you overcome them	3.40
15.	Institution engages students in the monitoring, review and continuous quality improvement of the teaching learning	2.52
16.	Institute/teachers use student centric methods such as experiential learning, participative learning & problem solving methodologies for enhancing learning experiences	3.11
17.	Teachers encourage you to participate in extracurricular activities	2.47
18.	Efforts are made by institute/teachers to inculcate soft skills, life skills & employability skills	3.18
19.	Percentage of teachers using ICT tools	2.21
20.	Overall quality of teaching-learning process is very good	2.70

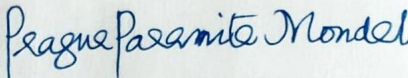
<b>Students' suggestions:</b>	<ol style="list-style-type: none"> <li>1. Teachers are co-operative and share a healthy relationship with the students.</li> <li>2. Better graphics and visual display media to be used for teaching and learning process.</li> <li>3. Mentorship sessions are provided which are useful for future career opportunities.</li> <li>4. Drinking water facility should be looked upon.</li> <li>5. Library should be updated further.</li> <li>6. Canteen facility should be improved.</li> <li>7. Toilet facility needs care to be taken.</li> </ol>
<b>IQAC's Recommendations:</b>	<ol style="list-style-type: none"> <li>1. Upgradation of library and canteen facilities within the next semester is an imperative. Students must be fully integrated</li> </ol>



with the system of open access use of library resources. Canteen should provide larger space, better hygiene and greater variety of consumables to cater to the needs of the students.

2. Student-centric methods of learning must be further implemented by facilitating greater number of internships, project works, survey report writing, field trips, research proposal writing and on-job trainings as part of the curriculum delivery by different academic departments.
3. Conducting placement fairs and inviting potential employers on campus is to be undertaken by the Placement Cell and Career Counselling Cell. The institution has to ensure that placement opportunities are provided to each and every student graduating from the college.
4. Students' participation in career-oriented programmes and other value-added courses held throughout the year has to be regularized so that the entire student population is able to utilize the benefits of such interventions.
5. Number of vocational courses offered through the Skill Hub has to be increased. Courses on rural development and use of technology in agriculture and pisciculture may be promoted in keeping with the nature and immediate demands of the rural economy.
6. Student bodies should be further mobilized to engage learners in community services and outreach/extension works especially while conducting micro-studies or targeted interventions at the village level.
7. Participation of students in district/university/state/national level sports and cultural competitions has to be augmented. Sports infrastructure and training facilities will have to be updated to ensure that students are able to achieve success during events.

  
Signature of the Principal  
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Signature of the IQAC Coordinator  
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23-06-2023  
CO-ORDINATOR,  
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