



Cluny Women's College

8th Mile, Kalimpong - 734301
West Bengal, INDIA

(Established & Administered by Sisters of St. Joseph of Cluny)

W.B. Govt. Aided Christian Minority College Affiliated to NBU &
recognized by UGC under section 2(f) & 12(B)

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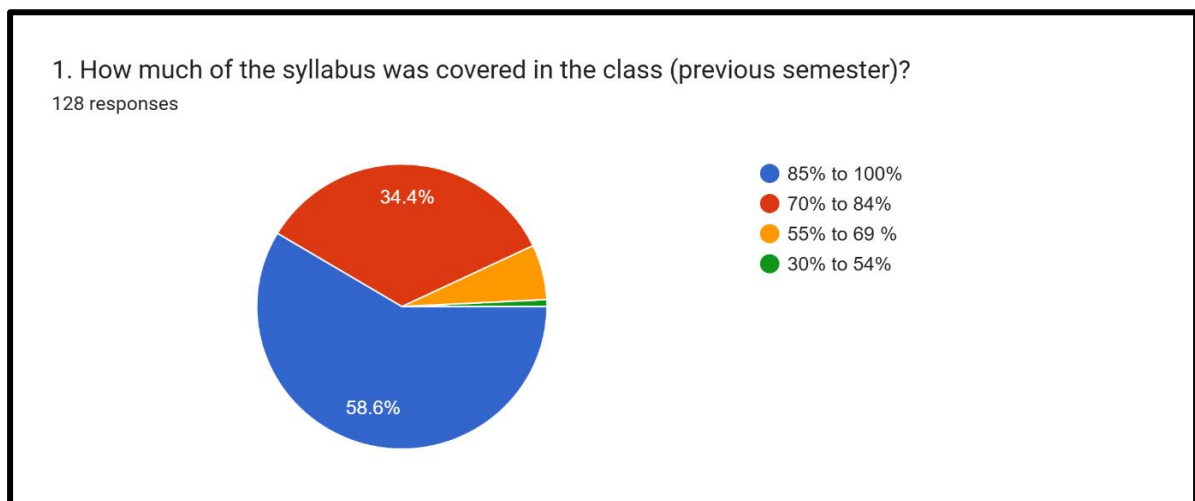
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A **student satisfaction survey** is a valuable tool for gathering feedback on various aspects of the educational experience, such as teaching quality, syllabus completion, course content, facilities and overall learning environment. By actively involving students in the evaluation process, institutions can gain insights into their needs, preferences and areas for improvement. This data helps educators and administrators make informed decisions to enhance teaching methods, curriculum design and campus resources. Ultimately, student satisfaction surveys foster a more responsive, student-centered approach, contributing to a positive and effective learning experience.

REPORT OF THE STUDENT SATISFACTION SURVEY

RESPONSE ON SYLLABUS COMPLETION



The pie chart illustrates that majority accounting for 58.6% responses, of the courses completion for about 85% to 100% of their respective syllabus in the class. It also displays that 34.4% of responses about the syllabus completed 70% to 84% of the courses. It illustrates that 8.4% of the courses completed 55% to 30% and 1% of the courses completed 30% to 50% of the syllabus.


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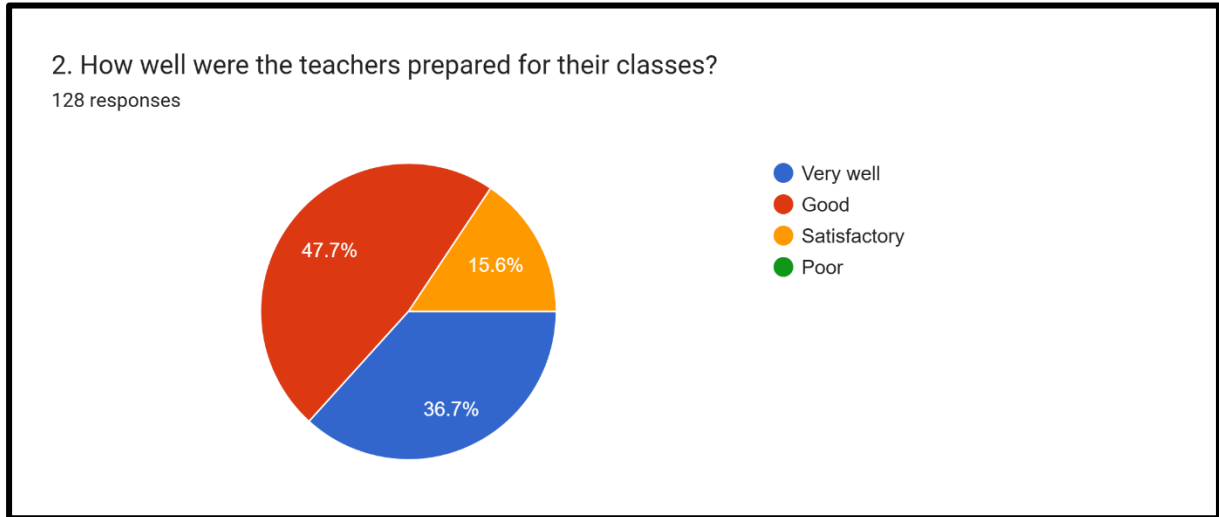

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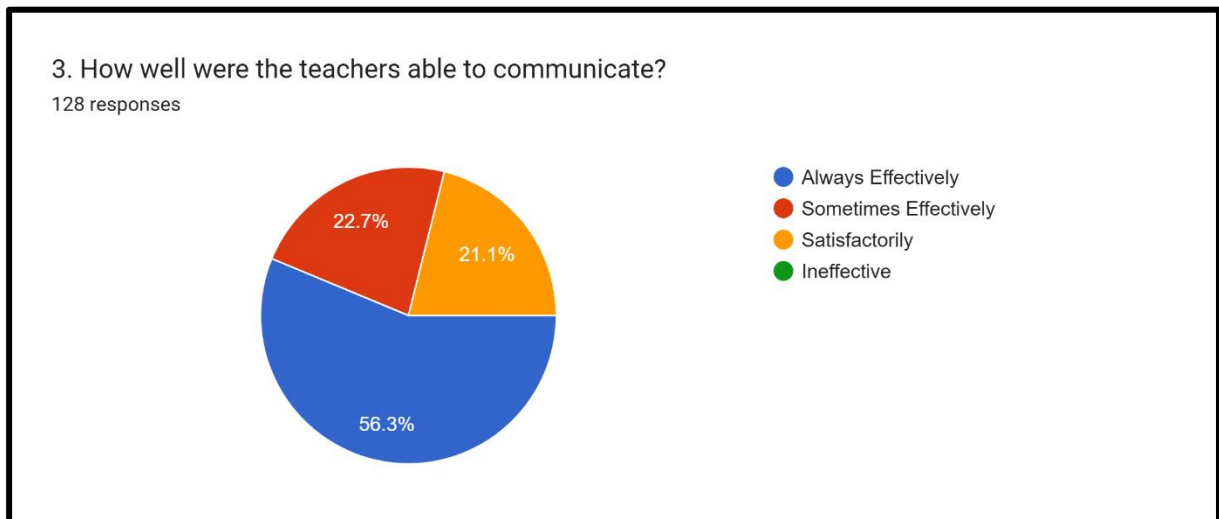
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DATA ON TEACHERS' PREPARATION FOR CLASSES



The pie chart depicts that 36.7% of the teachers prepared very well for the class while 47.7 % of the teachers' preparation was good for the class. It also reveals that a very few, that is about 15.6% of the teachers were deemed satisfactory in their preparation and no teachers were categorised as having poor preparation for the class.

RESPONSE ON TEACHERS' COMMUNICATION SKILLS



The pie chart illustrates that most of the teachers i.e. 56.3% exhibited highly effective communication in classes, while 22.7% of the teachers were able to communicate effectively at times. Additionally, it indicates that 21.1% of the teachers communicated satisfactorily whereas no teachers' communication was deemed ineffective.

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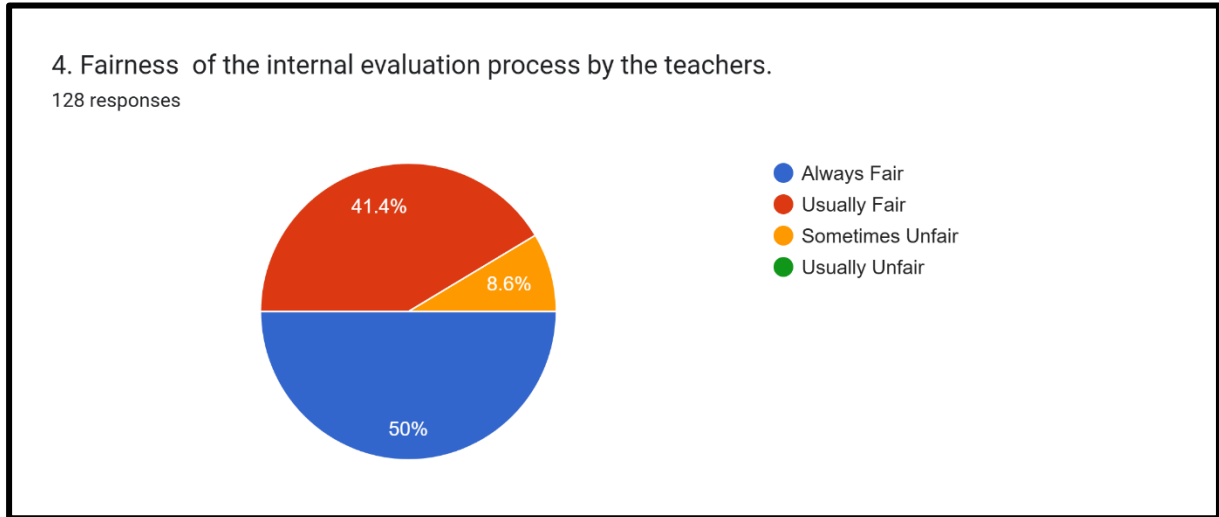
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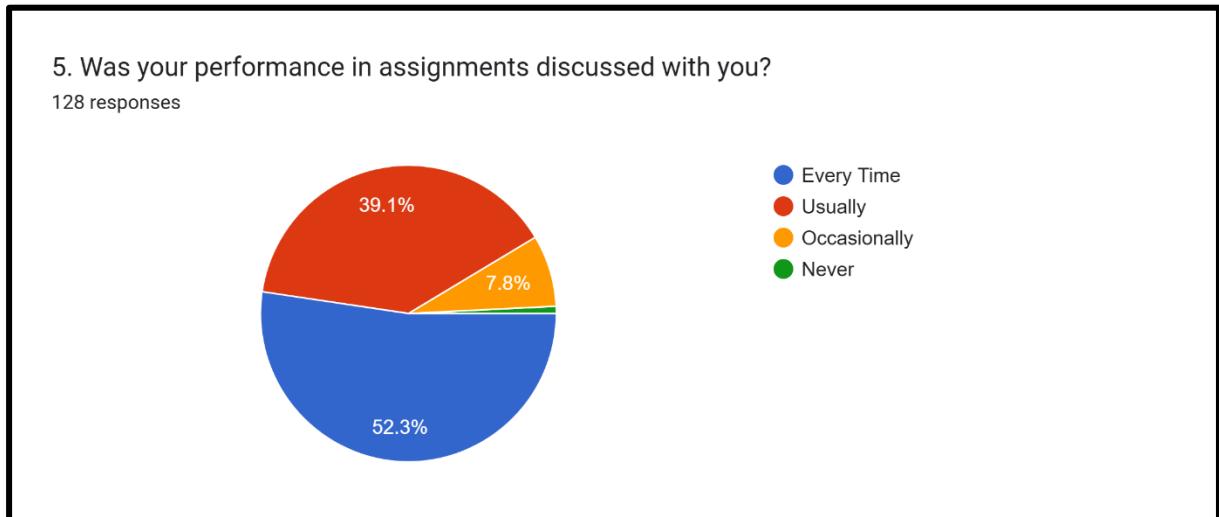
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FAIRNESS OF INTERNAL-EVALUATION



The pie chart on the internal evaluation process by the teachers shows that, 50% of the teachers is always fair in their internal evaluation, while 41.4% is usually fair and 8.6 % of the internal evaluation process is sometimes unfair. However, a majority of the students indicate fairness in the internal evaluation and no teacher is categorized as unfair.

DISCUSSION OF PERFORMANCE IN ASSIGNMENTS



The pie chart highlights that 52.3% of the students' performance is discussed in the class every time, where as 39.1% of the students' performance were usually discussed. Besides this, the data reveals that 7.8% of the students' performance is discussed occasionally and in few case of 1.8% of students, performance was never discussed.

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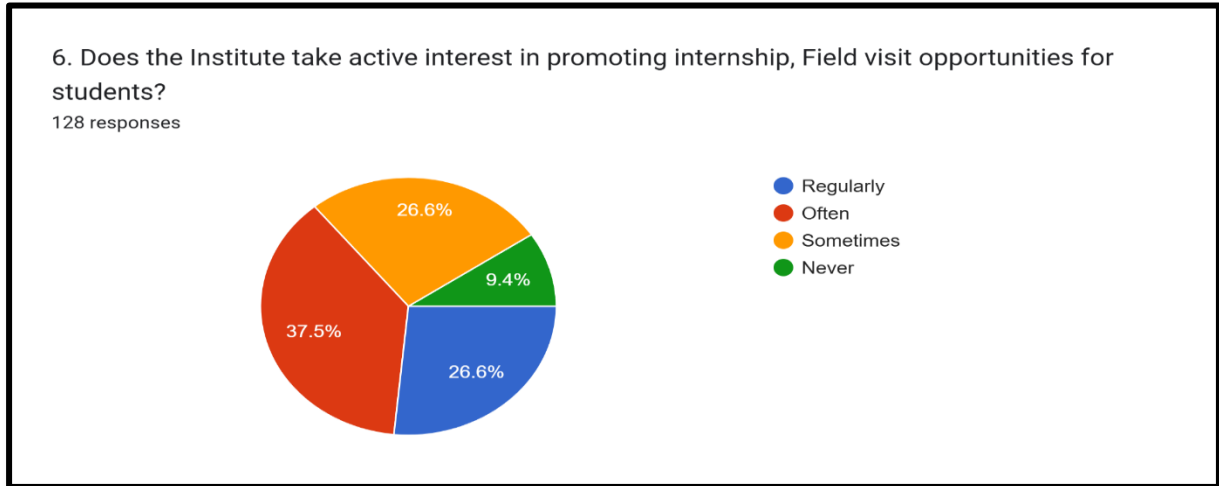
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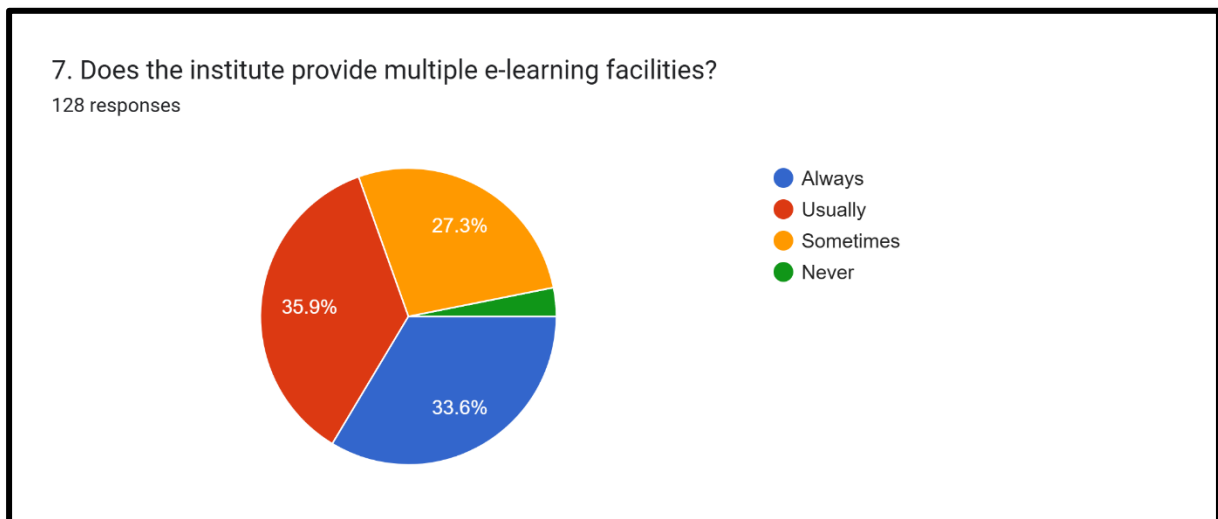
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PROMOTION OF INTERNSHIP AND FIELD VISIT



The pie chart indicates that the institute promotes internship and field visit opportunities for nearly 26.6 % regularly, 37.5% responded that they often have internship programme and visit the field, 26.6% of the students sometimes have such opportunities and 9.4% of the students as never having exposure to such opportunities.

INSTITUTIONAL PROVISION FOR E-LEARNING FACILITIES



The above chart states that the institute has provided multiple e-learning facilities and 33.6% always used e-learning facilities, while 35.9% of the students used such facilities usually, 27.3% of them used such facilities sometimes and very few 3.2% never used e-learning given to them.


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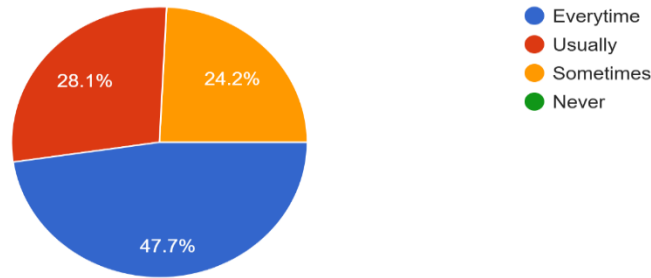
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INFORMATION ABOUT COURSE AND PROGRAMME OUTCOMES

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

128 responses

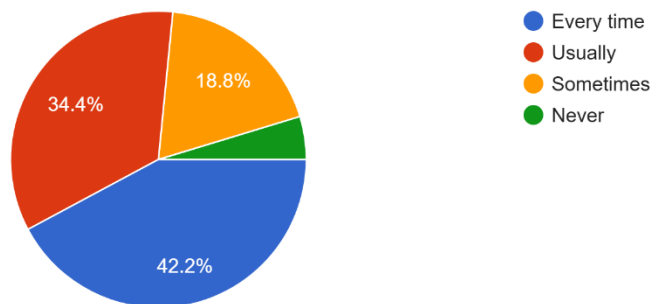


The pie chart illustrates that the teachers informed 47.7% of the students on C.Os and P.Os every time. The pie chart further reveals that 28.1% of the students were informed on the Cos and POs usually while it also shows that 24.2% got informed sometimes and nobody said that they were never informed about the POs and Cos.

FOLLOW-UP BY MENTORS ON ASSIGNED TASK

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

128 responses



The pie chart shows that 42.2% agreed that the mentor does a necessary follow up with the student assigned. It also shows that 34.4% agree that the mentor usually follows up on them and discusses their progress and problems. The chart further shows that 18.8% do follow-up sometimes while 4.6% never do a follow-up with an assigned task given to the students.


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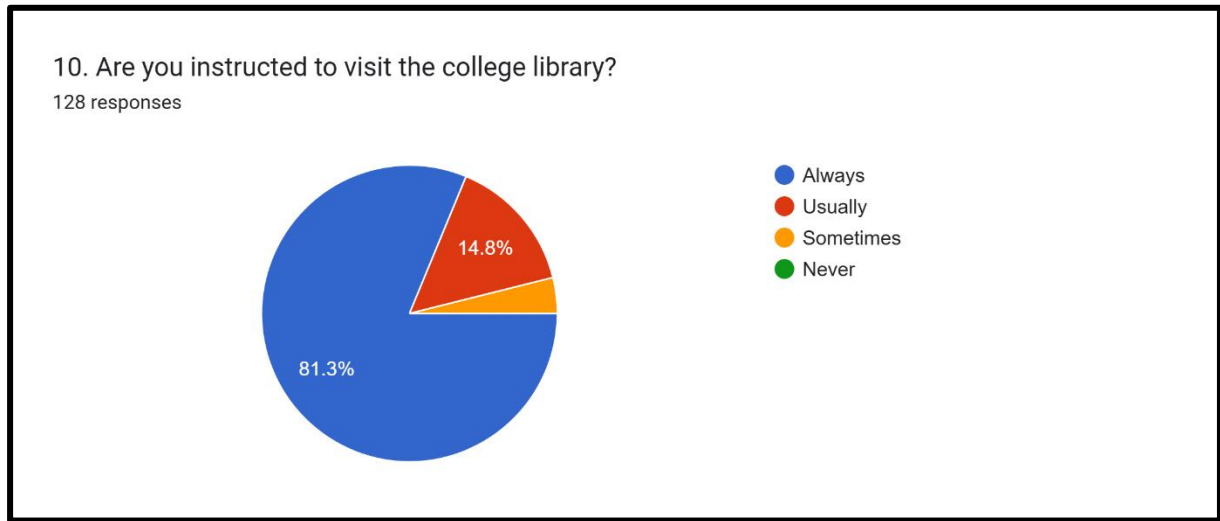
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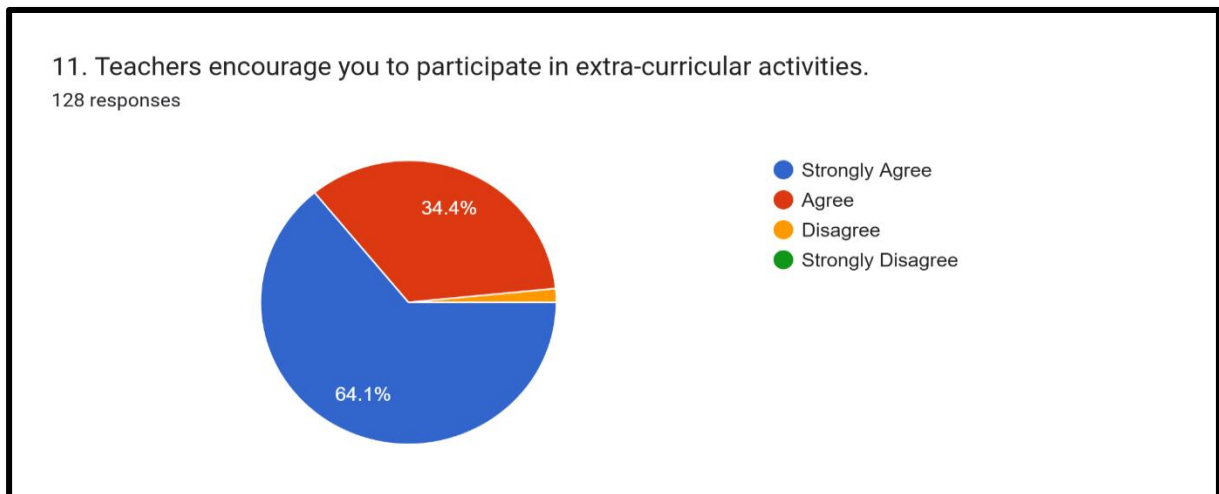
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INSTRUCTION TO VISIT LIBRARY



The pie chart shows that 81.3% agree that the students are always instructed to visit the college library. It also shows that 14.8% agree that the students are usually instructed to visit the library while the chart shows that 3.9% agree that the students are sometimes instructed to visit the library. Overall, the students are encouraged to visit the library regularly.

PARTICIPATION IN EXTRA-CURRICULAR ACTIVITIES



The pie chart shows that 64.1% students strongly agree that the teachers encouraged them to participate in extra-curricular activities. It also shows that 34.4% agree with the encouragement provided by the teachers and remaining 1.5% has disagreed that the teachers


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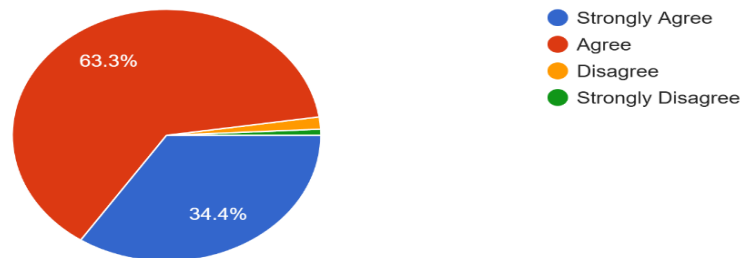
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encourage them for extracurricular activities. It is however, understood that the teachers encourage the student to participate in extracurricular activities.

INSTITUTIONAL EFFORT FOR STUDENT ENGAGEMENT AND QUALITY IMPROVEMENT

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

128 responses

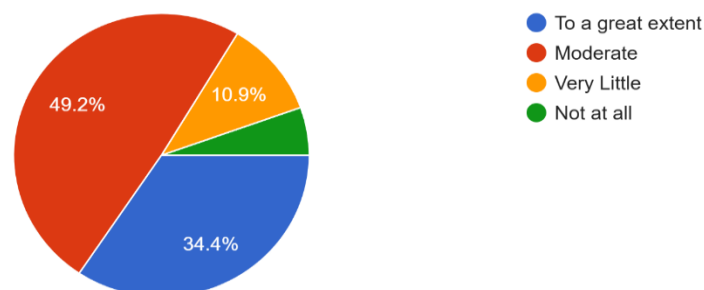


The data on the pie chart reveals that 34.4% of the students strongly agree that the institution makes an effort to engage them in the monitoring, review and continuous quality improvement of the teaching learning process. In addition to this, it shows that 63.3% of the students agree with the efforts taken by the institution. However, 1.4% disagrees and 0.9% strongly disagrees with the effort taken by the institution in the monitoring, review and continuous quality improvement of the teaching learning process.

USE OF STUDENT CENTRIC METHODS

13. The Institute/ Teachers use student centric methods, such as experimental learning, participative learning and problem solving methodologies for enhanced learning experience.

128 responses



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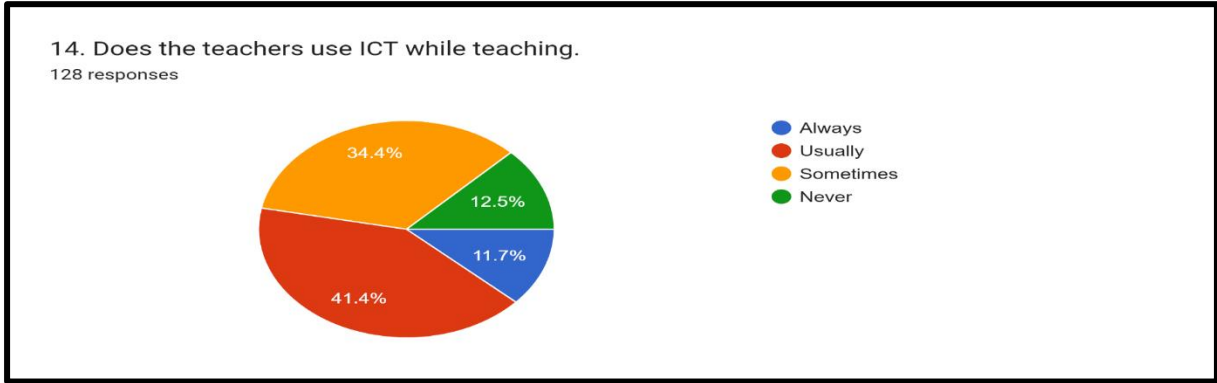


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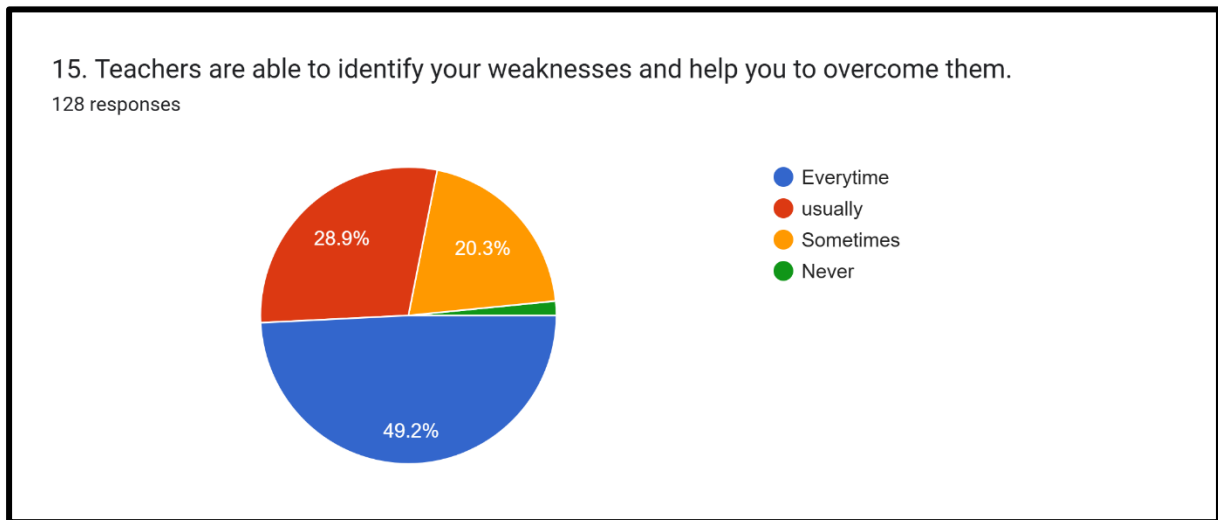
The chart depicts 34.4% of the students agreeing that the institution and teachers, use student centric teaching methods to a great extent and 49.9% agree moderately to the given statement. The pie chart further indicates that 10.9% of the students agree very little that the institution/teachers uses student centric methods like participative and problem solving methodologies and 4.8% of the students do not agree at all to the given statement.

USE OF ICT FACILITIES



The pie chart shows that 11.7% of the teachers use ICT every time, 41.4% uses ICT usually, 34.4% use ICT sometimes while 12.5% of students state that teachers never use ICT while teaching. Hence, it is clear that most of the time, teachers use ICT facilities to enhance the teaching-learning process.

IDENTIFICATION OF STUDENTS' WEAKNESSES



The pie chart shows that 49.2% of the students agree that the teachers are able to identify their weaknesses and help in overcoming them. It also shows that 28.9% agree that the

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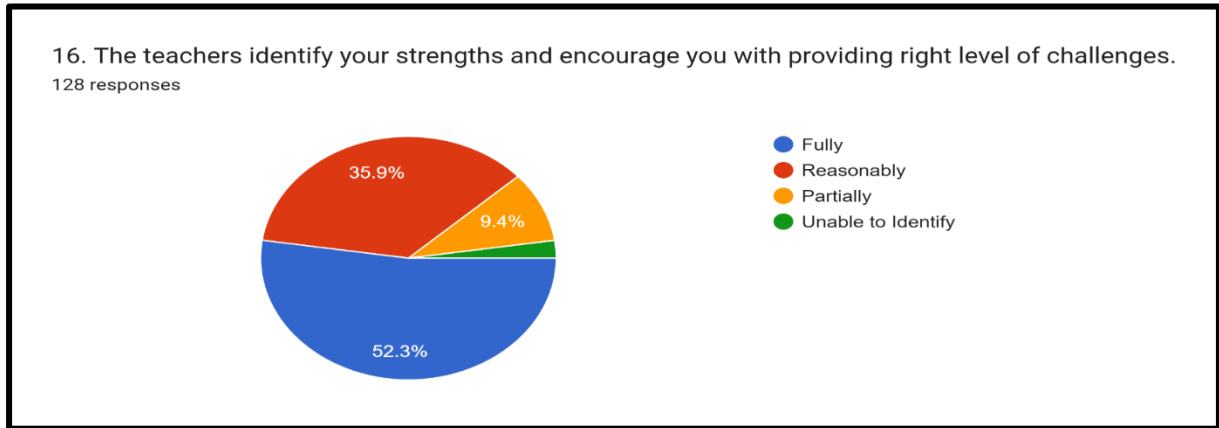


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teachers usually help the students in overcoming their weaknesses, 20.3% agree that the teachers help identify and overcome their weakness sometimes and 0.9 express that the teachers never help them to overcome their weakness.

IDENTIFICATION OF STRENGTHS AND SETTING RIGHT LEVEL OF CHALLENGES



The pie chart shows that 53.3% of the students agree fully that their strengths are identified and they are encouraged to take up challenges, 35.9% agree reasonably whereas, 9.4% agree partially and 2.4% of the students say that the teachers are unable to identify their strengths and provide right level of challenges.

RESOLUTION OF ISSUES BY MENTORS



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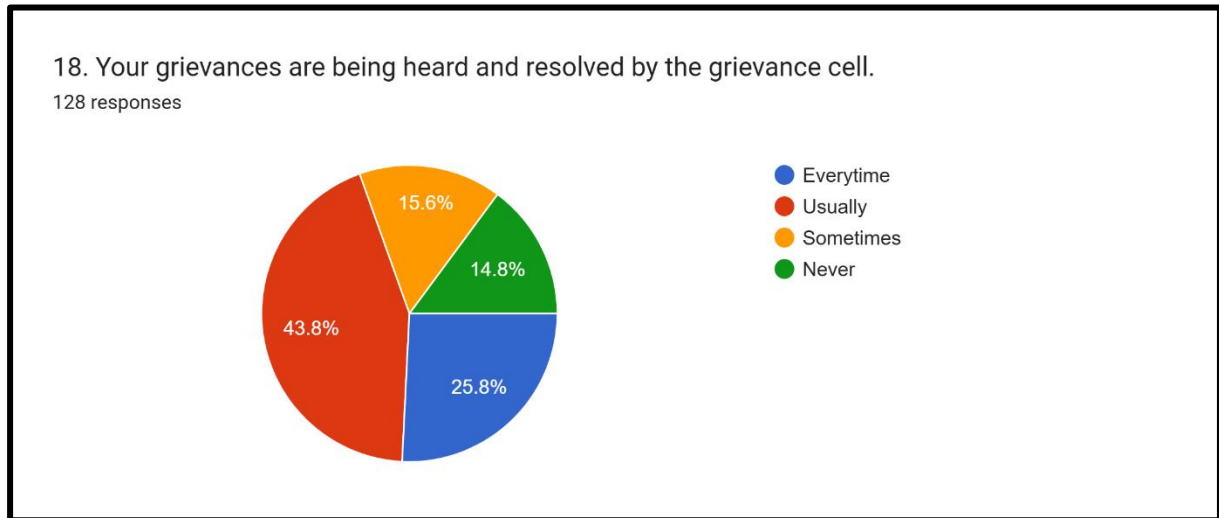
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The pie chart shows that 27.3% of the students strongly agree that their mentors listen to their problems, 60.2% agree that the mentor listen to their personal problems, also it indicates that 9.4% disagrees while as few as 3.1% strongly disagree that their mentors guide them towards solving their problems.

RESOLVING OF GRIEVANCES



The figure on grievances being heard and resolved by the grievance cell point towards, 25.8% of the students strongly agreeing that their grievances are heard and resolved every time, 43.8% feel that their grievances are usually addressed, 15.6% feel that their grievances are addressed by the grievance cell only sometimes while according to the 14.8%, their grievances are never heard by the grievance cell.

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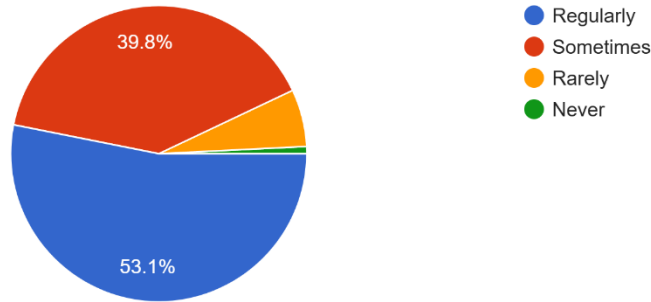
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CAREER GUIDANCE INITIATIVES

19. Does the Institution/Teachers guide you to build your career through career guidance workshops and seminars?

128 responses

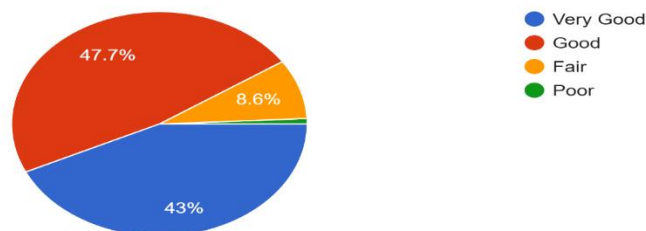


The chart relate to the agreement of 53.1% of students that they are regularly guided on lines of career building through organization of workshops and seminars, while 39.8% agree that they are provided career guidance sometimes. However, 5.1% agree rarely and 1% never agree on the fact that the institution/teachers guides them to build their career through career guidance workshops and seminars.

STUDENTS' RESPONSE ON OVERALL QUALITY OF TEACHING-LEARNING PROCESS

20. The overall quality of teaching-learning process in your Institute is..

128 responses



The chart point to the data on overall quality of teaching and learning process in the institution, which indicates that 43% of the students agree that the overall quality of teaching learning process is very good, 47.7% agree that it is good, 8.6% agree that it is fair and as low as 0.7% of the students disagree and think that the overall quality of teaching learning process in the institute is poor.

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