



Report on Students' Satisfaction Survey

Academic year: 2023-2024 (from August 2023 to July 2024)

Bahona College, Bahona, Jorhat, Assam

Prepared by –

**IQAC
Bahona College**

Student Satisfaction Survey

Introduction

The Students' Satisfaction Survey (SSS) for the academic year 2023-2024 was conducted at the end of the even semester. This annual survey was carried out online using the standardized questionnaire format provided by NAAC, aligned with Key Indicator 2.7.1. A total of 528 undergraduate students participated in the survey, representing 71.54% of the 738 enrolled students.

The survey aims to assess the quality of teaching, learning, and evaluation at the college. It provides valuable insights for identifying areas of improvement and implementing effective quality enhancement strategies in academic transactions.

The NAAC-provided questionnaire used for this survey comprises two parts:

1. **General Information:** Details about the participating students.
2. **Quality Parameters:** Twenty parameters related to the teaching, learning, and evaluation processes of the institution. It also includes a provision for students to share observations and suggestions under Serial No. 21.

This report is structured into four parts:

- **Part A:** General information on the sample
- **Part B:** Analysis of survey responses
- **Part C:** Students' observations and suggestions
- **Part D:** Overall findings and conclusions

The SSS 2023-2024 serves as a crucial tool for guiding quality development from the students' perspective. Based on its success, this annual practice will continue to involve more students in future sessions.

Observations

Part A General information on the sample

- Out of 738 students enrolled, 528 participated in the survey, resulting in a participation rate of 71.55% (refer to Figure 1).
- The Political Science department had the highest participation (86 students, 16.29%), while Statistics had the lowest (9 students, 1.70%).
- Humanities and Social Science departments contributed 311 students, while Science-related departments accounted for 217 students.

- The sample is representative of the student body, with participation across all academic disciplines ensuring diverse perspectives (refer to Figure 1).

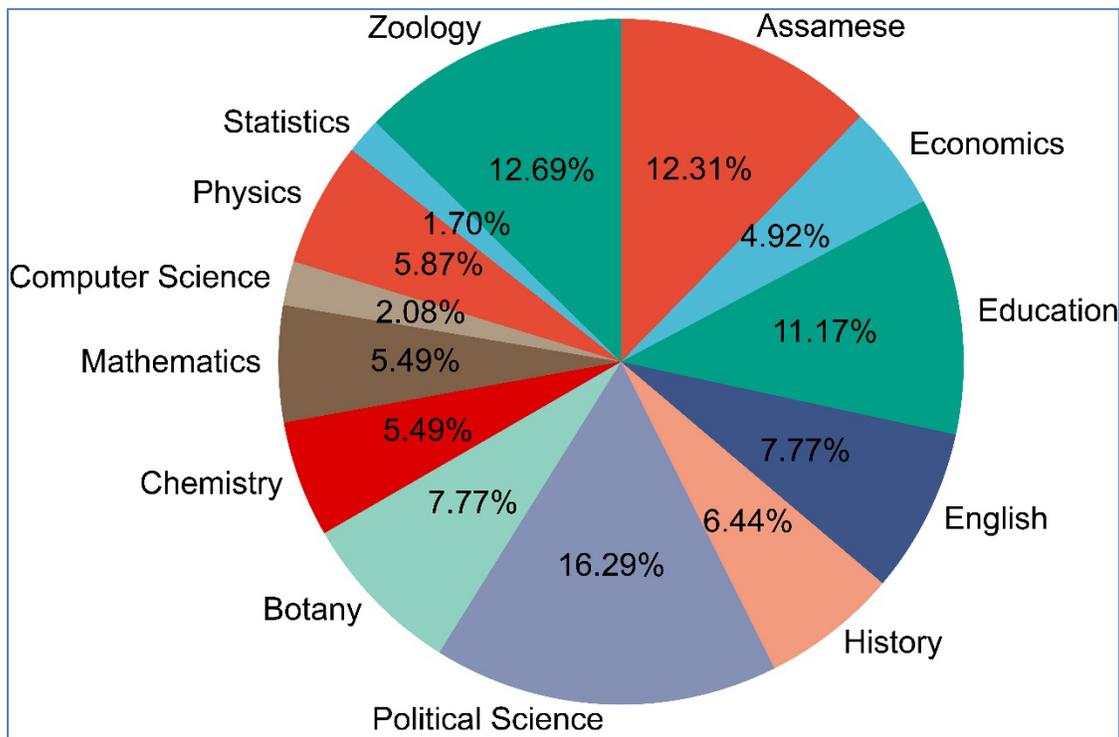


Figure 1: Department-wise Distribution of Students Participating in the Satisfaction Survey at Bahona College (2023-2024)

Part B

Analysis of survey responses

B.1: How much of the syllabus was covered in the class?

| Category | Number of Responding Students | Percentage of Responding Students |
|-------------|-------------------------------|-----------------------------------|
| 85% to 100% | 180 | 34% |
| 70% to 84% | 175 | 33.1% |
| 55% to 69% | 93 | 17.6% |
| 30% to 54% | 58 | 10.9% |
| Below 30% | 23 | 4.4% |
| Total | 528 | 100% |

B.2: How well did the teachers prepare for the classes?

| Category | Number of Responding Students | Percentage of Responding Students |
|------------|-------------------------------|-----------------------------------|
| Thoroughly | 276 | 52.3% |

| | | |
|--------------------|-----|-------|
| Satisfactorily | 231 | 43.8% |
| Poorly | 20 | 3.7% |
| Indifferently | 0 | 0% |
| Won't teach at all | 1 | 0.2% |
| Total | 528 | 100% |

B.3: How well were the teachers able to communicate?

| Category | Number of Responding Students | Percentage of Responding Students |
|-------------------------|-------------------------------|-----------------------------------|
| Always effective | 378 | 71.5% |
| Sometimes effective | 88 | 16.6% |
| Just satisfactorily | 53 | 10% |
| Generally ineffective | 8 | 1.5% |
| Very poor communication | 2 | 0.4% |
| Total | 528 | 100% |

B.4: The performance of teachers in approaching to teach

| Category | Number of Responding Students | Percentage of Responding Students |
|-----------|-------------------------------|-----------------------------------|
| Excellent | 225 | 42.7% |
| Very good | 213 | 40.3% |
| Good | 84 | 15.9% |
| Fair | 5 | 0.9% |
| Poor | 1 | 0.2% |
| Total | 528 | 100% |

B.5: Fairness of internal evaluation process by the teachers

| Category | Number of Responding Students | Percentage of Responding Students |
|------------------|-------------------------------|-----------------------------------|
| Always fair | 260 | 49.2% |
| Usually fair | 109 | 20.7% |
| Sometimes unfair | 153 | 29% |
| Usually unfair | 2 | 0.4% |
| Unfair | 4 | 0.7% |
| Total | 528 | 100% |

B.6: Was your performance in assignment discussed with you?

| Category | Number of Responding Students | Percentage of Responding Students |
|----------|-------------------------------|-----------------------------------|
|----------|-------------------------------|-----------------------------------|

| | | |
|------------------------|-----|-------|
| Every time | 243 | 46% |
| Usually | 188 | 35.7% |
| Occasionally/Sometimes | 70 | 13.3% |
| Rarely | 21 | 3.9% |
| Never | 6 | 1.1% |
| Total | 528 | 100% |

B.7: Interest of the institute in promoting internship, students exchange, field visit opportunities of the students

| Category | Number of Responding Students | Percentage of Responding Students |
|-----------|-------------------------------|-----------------------------------|
| Regularly | 257 | 48.6% |
| Often | 111 | 21.1% |
| Sometimes | 105 | 19.8% |
| Rarely | 40 | 7.6% |
| Never | 15 | 2.8% |
| Total | 528 | 100% |

B.8: The teaching and mentoring process

| Category | Number of Responding Students | Percentage of Responding Students |
|---------------|-------------------------------|-----------------------------------|
| Significantly | 184 | 34.9% |
| Very well | 242 | 45.8% |
| Moderately | 78 | 14.8% |
| Marginally | 16 | 3.1% |
| Not at all | 8 | 1.5% |
| Total | 528 | 100% |

B.9: Multiple opportunities to learn and grow

| Category | Number of Responding Students | Percentage of Responding Students |
|-------------------|-------------------------------|-----------------------------------|
| Strongly agree | 195 | 37% |
| Agree | 237 | 44.9% |
| Neutral | 81 | 15.3% |
| Disagree | 12 | 2.2% |
| Strongly disagree | 4 | 0.7% |
| Total | 528 | 100% |

B.10: Teachers' information about competency of students and course and programme outcomes

| Category | Number of Responding Students | Percentage of Responding Students |
|------------------------|-------------------------------|-----------------------------------|
| Every time | 318 | 60.3% |
| Usually | 165 | 31.2% |
| Occasionally/Sometimes | 37 | 7% |
| Rarely | 5 | 0.9% |
| Never | 4 | 0.7% |
| Total | 528 | 100% |

B.11: Teachers' follow-ups in mentoring

| Category | Number of Responding Students | Percentage of Responding Students |
|------------------------|-------------------------------|-----------------------------------|
| Every time | 261 | 49.5% |
| Usually | 187 | 35.5% |
| Occasionally/Sometimes | 59 | 11.1% |
| Rarely | 13 | 2.4% |
| I don't have a mentor | 8 | 1.5% |
| Total | 528 | 100% |

B.12: Teachers' illustration frequency

| Category | Number of Responding Students | Percentage of Responding Students |
|------------------------|-------------------------------|-----------------------------------|
| Every time | 345 | 65.4% |
| Usually | 139 | 26.4% |
| Occasionally/Sometimes | 32 | 6.1% |
| Rarely | 12 | 2.2% |
| Never | 0 | 0% |
| Total | 528 | 100% |

B.13: Teachers' identification and encouragement of students' challenges

| Category | Number of Responding Students | Percentage of Responding Students |
|------------|-------------------------------|-----------------------------------|
| Fully | 321 | 60.8% |
| Reasonably | 135 | 25.5% |
| Partially | 40 | 7.6% |
| Slightly | 23 | 4.4% |
| Unable to | 9 | 1.7% |
| Total | 528 | 100% |

B.14: Teachers' frequency to identify students' weakness and helping to overcome it

| Category | Number of Responding Students | Percentage of Responding Students |
|------------------------|-------------------------------|-----------------------------------|
| Every time | 285 | 54% |
| Usually | 160 | 30.3% |
| Occasionally/Sometimes | 50 | 9.4% |
| Rarely | 24 | 4.6% |
| Never | 9 | 1.7% |
| Total | 528 | 100% |

B.15: Institution's effort for continuous quality improvement of teaching-learning process

| Category | Number of Responding Students | Percentage of Responding Students |
|-------------------|-------------------------------|-----------------------------------|
| Strongly agree | 207 | 39.2% |
| Agree | 239 | 45.3% |
| Neutral | 61 | 11.5% |
| Disagree | 13 | 2.4% |
| Strongly disagree | 8 | 1.5% |
| Total | 528 | 100% |

B.16: Use of student-centric methods

| Category | Number of Responding Students | Percentage of Responding Students |
|-------------------|-------------------------------|-----------------------------------|
| To a great extent | 251 | 47.5% |
| Moderate | 210 | 39.7% |
| Somewhat | 44 | 8.3% |
| Very little | 20 | 3.7% |
| Not at all | 5 | 0.9% |
| Total | 528 | 100% |

B.17: Teachers' encouragement to students' extracurricular activities

| Category | Number of Responding Students | Percentage of Responding Students |
|-------------------|-------------------------------|-----------------------------------|
| Strongly agree | 214 | 40.5% |
| Agree | 250 | 47.3% |
| Neutral | 50 | 9.4% |
| Disagree | 13 | 2.4% |
| Strongly disagree | 2 | 0.4% |

| | | |
|-------|-----|------|
| Total | 528 | 100% |
|-------|-----|------|

B.18: Institution/teachers' effort to make students ready for the world of work

| Category | Number of Responding Students | Percentage of Responding Students |
|-------------------|-------------------------------|-----------------------------------|
| To a great extent | 268 | 50.8% |
| Moderate | 169 | 32% |
| Somewhat | 50 | 9.4% |
| Very little | 30 | 5.7% |
| Not at all | 12 | 2.2% |
| Total | 528 | 100% |

B.19: Use of ICT tools by teachers while teaching

| Category | Number of Responding Students | Percentage of Responding Students |
|-----------|-------------------------------|-----------------------------------|
| Above 90% | 121 | 22.9% |
| 70-89% | 198 | 37.5% |
| 50-69% | 93 | 17.6% |
| 30-49% | 70 | 13.3% |
| Below 29% | 46 | 8.7% |
| Total | 528 | 100% |

B.20: Overall quality of teaching-learning process

| Category | Number of Responding Students | Percentage of Responding Students |
|-------------------|-------------------------------|-----------------------------------|
| Strongly agree | 218 | 41.2% |
| Agree | 231 | 43.8% |
| Neutral | 63 | 12% |
| Disagree | 13 | 2.4% |
| Strongly disagree | 4 | 0.7% |
| Total | 528 | 100% |

Part C**Students' Observations and Suggestions on Teaching-Learning Process**

The Students' Satisfaction Survey (SSS) also included a section for students to provide their observations and suggestions to improve the overall teaching-learning experience at the institution. All 528 participants of the survey contributed to this section, and their responses have been categorized as follows:

1. **Suggestions for Improvement:** 338
2. **Highlighting Limitations:** 36
3. **Commendations or Praises:** 93
4. **No Comments Provided:** 61

The responses reveal a range of valuable insights. A significant number of students emphasized the need for improvements in areas such as the incorporation of better visuals and multimedia tools to enhance engagement, more assistance from teachers in preparing notes, and increased opportunities for field-based learning. Additional suggestions included the procurement of textbooks aligned with the CBCS curriculum, personalized mentoring for individual students, better classroom infrastructure, and advanced preparation for higher studies and competitive examinations. Students also pointed out the necessity of updating the education system to align with real-world requirements, along with regular organization of extracurricular activities like debates and quizzes to enrich the academic experience.

On the other hand, the limitations identified were fewer but pointed. These included an overemphasis on marks at the expense of skill development, irregularity in providing feedback on assignments, unequal attention to students, and a lack of engaging and enjoyable learning experiences. Specific concerns, such as outdated classroom projectors, hectic timetables, and deviations from the syllabus, were also raised.

Commendations, although less frequent, were largely general and reflected an appreciation for the institution's overall teaching-learning environment. Specific praises highlighted teachers' genuine efforts to understand and address students' personal challenges, their approachable attitude, and the sincerity with which they managed academic and non-academic issues.

While most students provided grades across the 20 survey parameters, some opted not to leave additional comments. Nonetheless, the observations and suggestions received offer a clear direction for improvement, helping the institution address existing gaps and enhance the educational experience for all students.

Part D

Overall Finding and Conclusions

To evaluate the overall satisfaction of students regarding various components of the teaching-learning process at the institution, a Students' Satisfaction Index (SSI) was calculated. The SSI provides a numerical representation of the quality and effectiveness of the teaching-learning experience as perceived by the students. This index serves as a critical measure to identify strengths and areas for improvement within the institution.

Methodology for Calculating SSI:

1. **Grade Conversion:** The responses provided by students for each of the 20 survey parameters were assigned numerical grades. The grades ranged from 5 for the highest satisfaction to 1 for the lowest satisfaction.

2. **Component-wise Calculation:** For each survey parameter (e.g., teachers' communication ability, fairness of internal evaluation), the average numerical grade across all 528 respondents was computed to derive the SSI for that specific component (refer to Table D1).
3. **Overall SSI Calculation:** The overall SSI was obtained by averaging the SSIs of all 20 parameters, representing the collective satisfaction of students with the institution's teaching-learning processes.

Significance of the SSI:

- **Diagnostic Tool:** The SSI acts as a diagnostic tool, highlighting the institution's areas of excellence and identifying components that need targeted improvements.
- **Feedback for Continuous Improvement:** By examining individual SSIs for each parameter, faculty and administrative staff can prioritize interventions to address gaps and enhance the quality of education.
- **Student-Centered Approach:** The SSI reflects the voices of students, enabling a student-centered perspective in institutional planning and policy-making.
- **Benchmarking:** The SSI provides a quantifiable metric that can be used for benchmarking the institution's performance over time or against similar institutions.

Key Observations:

- The component with the highest SSI indicates the area where students are most satisfied, showcasing the institution's strengths.
- Conversely, the component with the lowest SSI reveals the area needing the most attention and improvement.
- The overall SSI provides a holistic view of students' satisfaction, combining insights from all individual parameters.

The calculation of SSI not only helps in understanding student satisfaction comprehensively but also ensures that the feedback loop is effectively integrated into the institution's quality assurance and enhancement processes. By addressing the identified gaps and capitalizing on strengths, the institution can further its commitment to excellence in education.

Table D.1: Satisfaction component wise students' satisfaction index and overall students' satisfaction index (arranged in descending order of SSI)

| Sl. No. | Survey Questions (Components) | Students' Satisfaction Index (SSI) |
|--|---|------------------------------------|
| 1. | How well were the teachers able to communicate? | 4.575758 |
| 2. | How frequently did the teachers illustrate concepts clearly using examples and demonstrations? | 4.560606 |
| 3. | How effectively did the teachers provide information about competency, course, and programme outcomes? | 4.505682 |
| 4. | How well did the teachers prepare for the classes? | 4.505682 |
| 5. | How well did the teachers identify and encourage students' strengths? | 4.44697 |
| 6. | How frequently did the teachers identify students' weaknesses and help them overcome them? | 4.398485 |
| 7. | To what extent did teachers use student-centric methods, such as experiential and participative learning, to enhance your experience? | 4.378788 |
| 8. | How effective were mentors in following up on your academic and personal development? | 4.367424 |
| 9. | How frequently did teachers encourage you to participate in extracurricular activities? | 4.343182 |
| 10. | To what extent did the institution/teachers make efforts to prepare students for the world of work? | 4.32197 |
| 11. | How would you rate the overall quality of the teaching-learning process in your institution? | 4.292803 |
| 12. | Was your performance in assignments discussed with you? | 4.292424 |
| 13. | How fair do you think the internal evaluation process was? | 4.284091 |
| 14. | How many opportunities were provided to you to learn and grow? | 4.272348 |
| 15. | How effective was the teaching and mentoring process in facilitating your overall development? | 4.261742 |
| 16. | To what extent did the institution make efforts for continuous quality improvement in teaching-learning processes? | 4.227273 |
| 17. | How often did the institution promote internships, field visits, and exchange opportunities for students? | 4.215909 |
| 18. | How much of the syllabus was covered in the class? | 4.142803 |
| 19. | How effectively did teachers use ICT tools like multimedia and projectors during teaching? | 3.856061 |
| 20. | How frequently was your performance in assignments reviewed and discussed? | 3.79697 |
| Overall Students' Satisfaction Index (Mean) | | 4.332727 |