BAHONA COLLEGE

Bahona, Jorhat, Assam

STUDENTS SATISFACTION SURVEY
ODD SEMESTER REPORT 2025–26

Prepared by
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BAHONA COLLEGE

Jorhat, Assam

1. Introduction

The Students Satisfaction Survey (SSS) for the Odd Semester of the academic year 2025–26 was conducted to obtain students' feedback on the teaching-learning process and the academic environment of Bahona College. The survey covered syllabus completion, teachers' preparation and communication, internal evaluation, assignment feedback, mentoring, learning opportunities, student-centred teaching, extracurricular participation, skill development and the use of information and communication technology (ICT).

This report is prepared from the updated Excel response sheet supplied for the Odd Semester 2025–26. It analyses the responses to 20 structured questions and the open-ended question on suggestions for improving the overall teaching-learning experience.

2. Objectives of the Survey

- To understand students' perceptions of syllabus coverage, classroom preparation and teacher communication.
- To assess the fairness of internal evaluation and the regularity of assignment-related feedback.
- To examine students' experiences of mentoring, learning opportunities and student-centred teaching practices.
- To review the perceived use of ICT, extracurricular encouragement and efforts towards skill development.
- To identify strengths and areas for improvement from students' responses and suggestions.

3. Survey Coverage and Respondent Profile

The updated spreadsheet contains 263 submitted responses. The responses cover students from the 1st, 3rd and 5th semesters.

Semester	Number of responses	Percentage
1st Semester	110	41.8%
3rd Semester	84	31.9%
5th Semester	69	26.2%

Table 1: Semester-wise distribution of respondents.

Honours/Major subject	Number of responses	Percentage
Political Science	68	25.9%
English	43	16.3%
Botany	42	16.0%
Education	22	8.4%
Mathematics	15	5.7%
Chemistry	15	5.7%
Physics	15	5.7%
History	14	5.3%
Economics	10	3.8%
Statistics	8	3.0%
Computer Science	7	2.7%
Zoology	4	1.5%

Table 2: Subject-wise distribution of respondents.

Political Science contributed the largest number of responses (68), followed by English (43) and Botany (42). Responses were also received from 9 other Honours/Major subjects.

The timestamps in the updated sheet range from 19 December 2025 to 20 January 2026.

All 263 records contain responses to the 20 structured questions. The open-ended suggestion field contains some blank or non-substantive entries; the qualitative discussion below is based only on the comments provided.

4. Question-wise Analysis

4.1 How much of the syllabus was covered in the class?

Response category	Frequency	Percentage
85 to 100%	207	78.7%
70 to 84%	51	19.4%
55 to 69%	4	1.5%
30 to 54%	1	0.4%
Total	263	100.0%

Table 1: Distribution of responses.

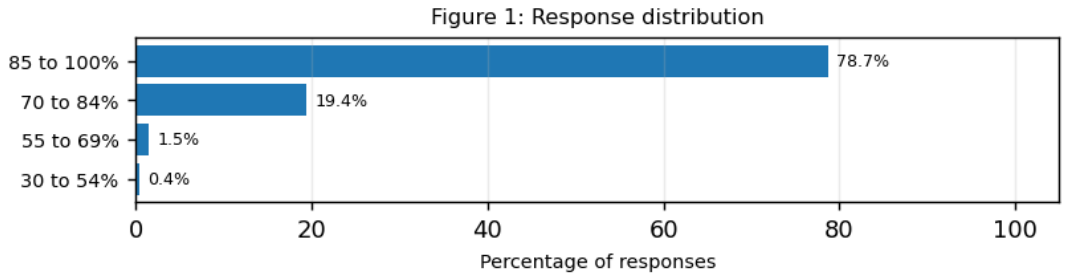


Figure 1: Percentage distribution of responses.

Observation: The most frequently selected response was “85 to 100%” (207 responses; 78.7%).

4.2 How well did the teachers prepare for the classes

Response category	Frequency	Percentage
Thoroughly	154	58.6%
Satisfactorily	106	40.3%
Poorly	3	1.1%
Total	263	100.0%

Table 2: Distribution of responses.

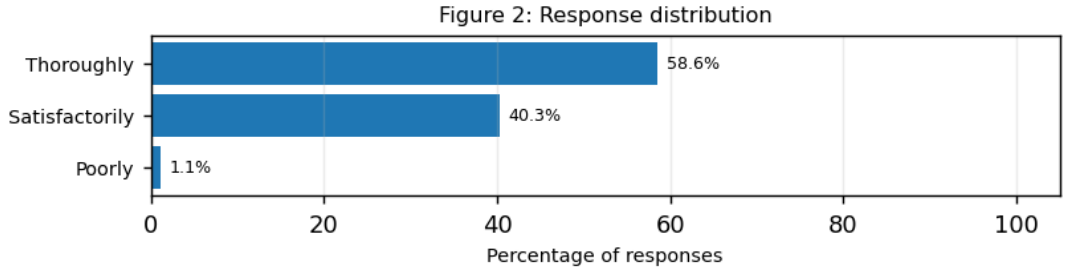


Figure 2: Percentage distribution of responses.

Observation: The most frequently selected response was “Thoroughly” (154 responses; 58.6%).

4.3 How well were the teachers able to communicate?

Response category	Frequency	Percentage
Always effective	205	77.9%
Sometimes effective	43	16.3%
Just satisfactorily	12	4.6%
Generally ineffective	2	0.8%
Very poor communication	1	0.4%
Total	263	100.0%

Table 3: Distribution of responses.

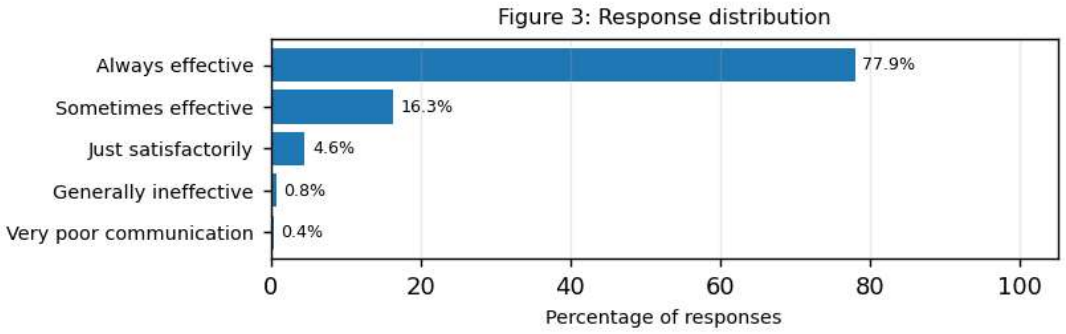


Figure 3: Percentage distribution of responses.

Observation: The most frequently selected response was "Always effective" (205 responses; 77.9%).

4.4 The teacher's approach to teaching can best be described as

Response category	Frequency	Percentage
Excellent	133	50.6%
Very good	101	38.4%
Good	25	9.5%
Fair	3	1.1%
Poor	1	0.4%
Total	263	100.0%

Table 4: Distribution of responses.

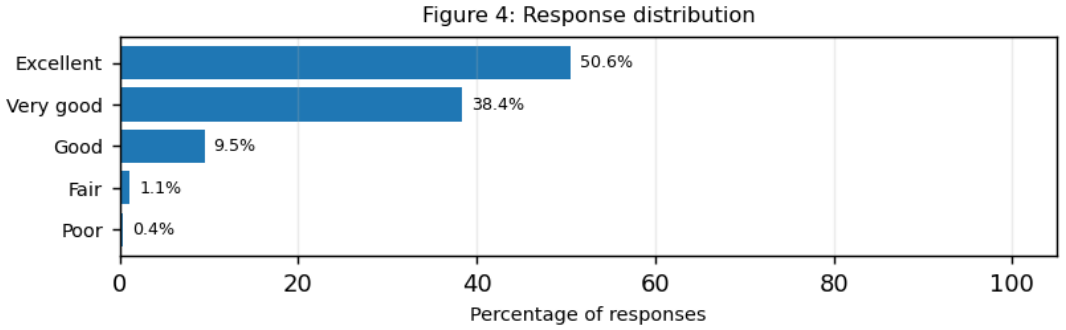


Figure 4: Percentage distribution of responses.

Observation: The most frequently selected response was "Excellent" (133 responses; 50.6%).

4.5 Fairness in the internal evaluation process by the teachers?

Response category	Frequency	Percentage
Always fair	159	60.5%
Usually fair	54	20.5%
Good	41	15.6%
Fair	6	2.3%
Poor	3	1.1%
Total	263	100.0%

Table 5: Distribution of responses.

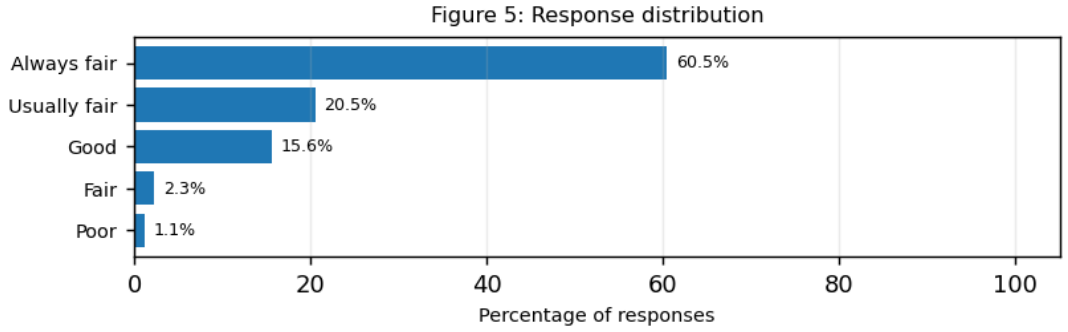


Figure 5: Percentage distribution of responses.

Observation: The most frequently selected response was "Always fair" (159 responses; 60.5%).

4.6 Was your performance in assignments discussed with you?

Response category	Frequency	Percentage
Every time	143	54.4%
Usually	86	32.7%
Occasionally/Sometimes	25	9.5%
Rarely	5	1.9%
Never	4	1.5%
Total	263	100.0%

Table 6: Distribution of responses.

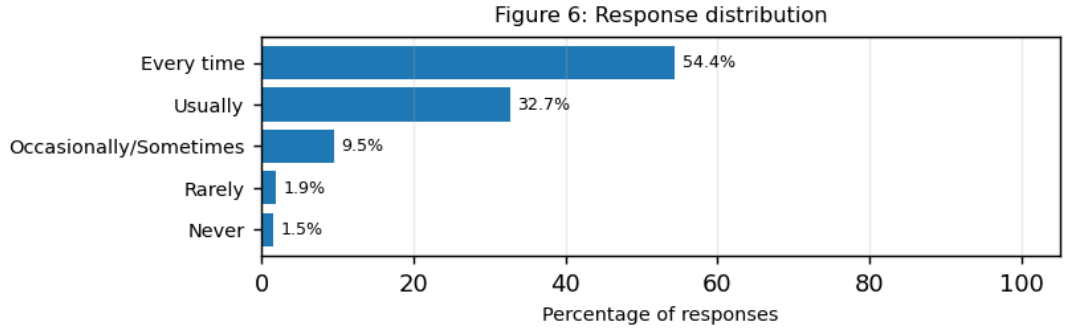


Figure 6: Percentage distribution of responses.

Observation: The most frequently selected response was "Every time" (143 responses; 54.4%).

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

Response category	Frequency	Percentage
Regularly	144	54.8%
Often	57	21.7%
Sometimes	45	17.1%
Rarely	9	3.4%
Never	8	3.0%
Total	263	100.0%

Table 7: Distribution of responses.

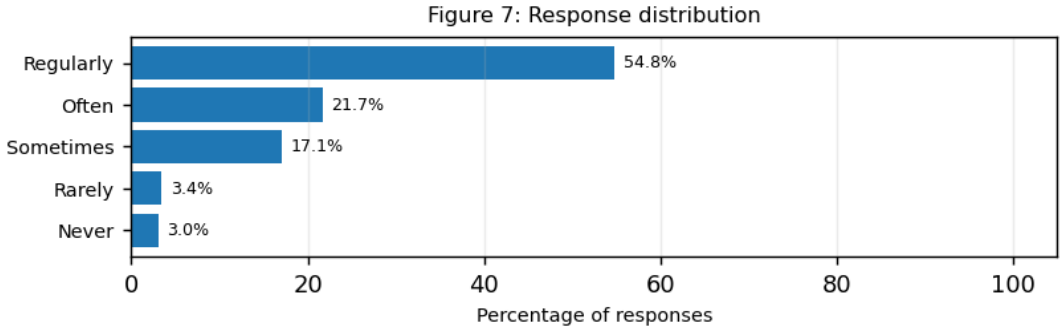


Figure 7: Percentage distribution of responses.

Observation: The most frequently selected response was "Regularly" (144 responses; 54.8%).

4.8 The teaching and mentoring process in your institution facilitates you in cognitive, social and emotional growth

Response category	Frequency	Percentage
Significantly	119	45.2%
Very well	114	43.3%
Moderately	21	8.0%
Marginally	9	3.4%
Total	263	100.0%

Table 8: Distribution of responses.

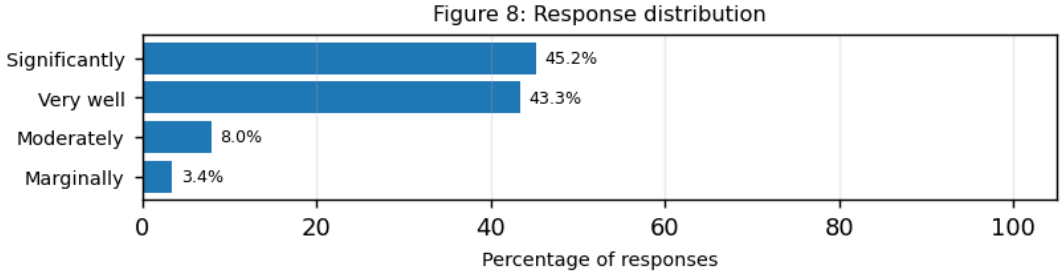


Figure 8: Percentage distribution of responses.

Observation: The most frequently selected response was "Significantly" (119 responses; 45.2%).

4.9 The institution provides multiple opportunities to learn and grow

Response category	Frequency	Percentage
Strongly agree	127	48.3%
Agree	110	41.8%
Neutral	22	8.4%
Disagree	3	1.1%
Strongly disagree	1	0.4%
Total	263	100.0%

Table 9: Distribution of responses.

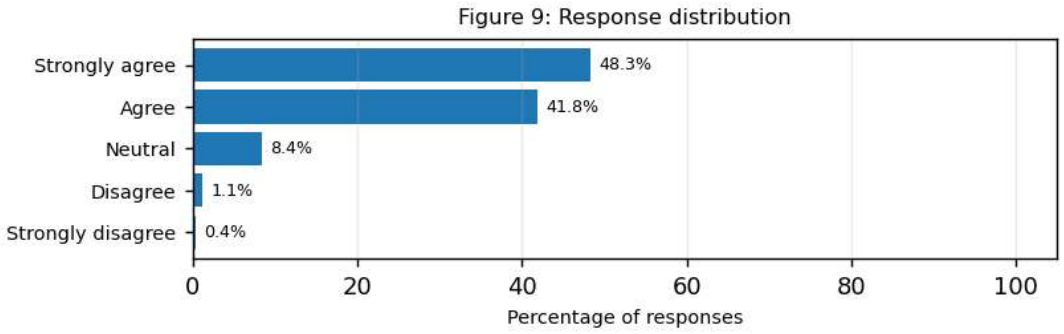


Figure 9: Percentage distribution of responses.

Observation: The most frequently selected response was “Strongly agree” (127 responses; 48.3%).

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

Response category	Frequency	Percentage
Every time	171	65.0%
Usually	72	27.4%
Occasionally/Sometimes	15	5.7%
Rarely	4	1.5%
Never	1	0.4%
Total	263	100.0%

Table 10: Distribution of responses.

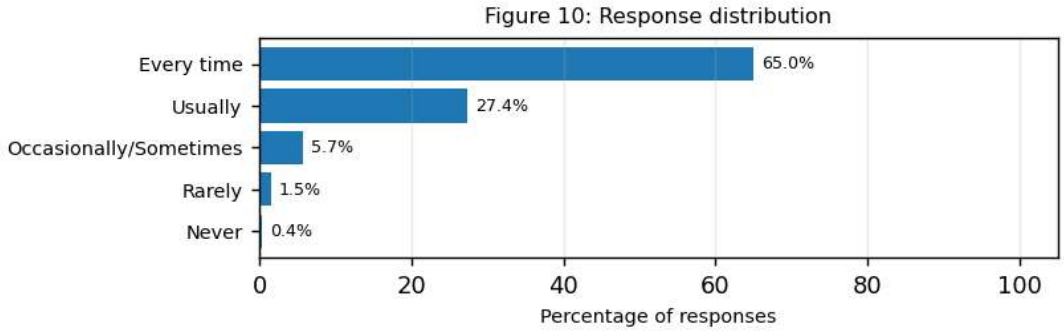


Figure 10: Percentage distribution of responses.

Observation: The most frequently selected response was “Every time” (171 responses; 65.0%).

4.11 Your mentor does a necessary follow-up with assigned task to you

Response category	Frequency	Percentage
Every time	146	55.5%
Usually	85	32.3%
Occasionally/Sometimes	25	9.5%
Rarely	6	2.3%
I don't have a mentor	1	0.4%
Total	263	100.0%

Table 11: Distribution of responses.

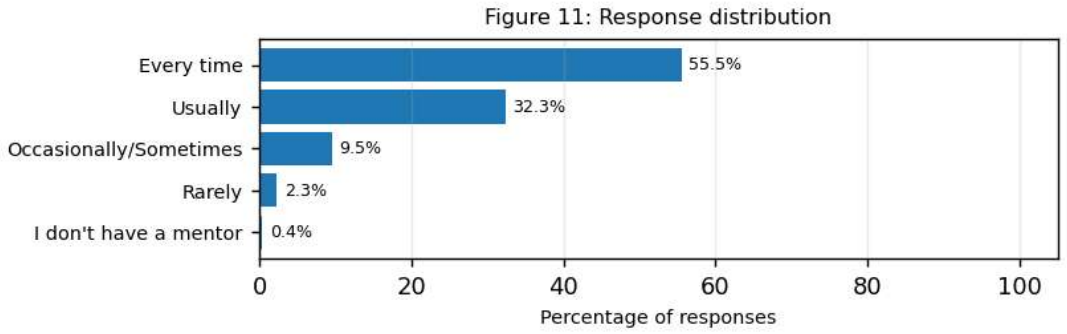


Figure 11: Percentage distribution of responses.

Observation: The most frequently selected response was “Every time” (146 responses; 55.5%).

4.12 The teachers illustrate the concepts through examples and applications

Response category	Frequency	Percentage
Every time	178	67.7%
Usually	69	26.2%
Occasionally/Sometimes	13	4.9%
Rarely	2	0.8%
Never	1	0.4%
Total	263	100.0%

Table 12: Distribution of responses.

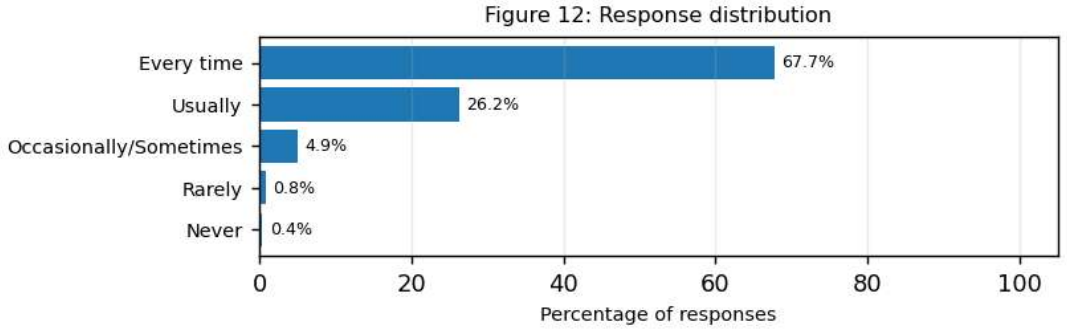


Figure 12: Percentage distribution of responses.

Observation: The most frequently selected response was “Every time” (178 responses; 67.7%).

4.13 The teachers identify your strength and encourage you with providing right level of challenges

Response category	Frequency	Percentage
Fully	155	58.9%
Reasonably	85	32.3%
Partially	13	4.9%
Slightly	6	2.3%
Unable to	4	1.5%
Total	263	100.0%

Table 13: Distribution of responses.

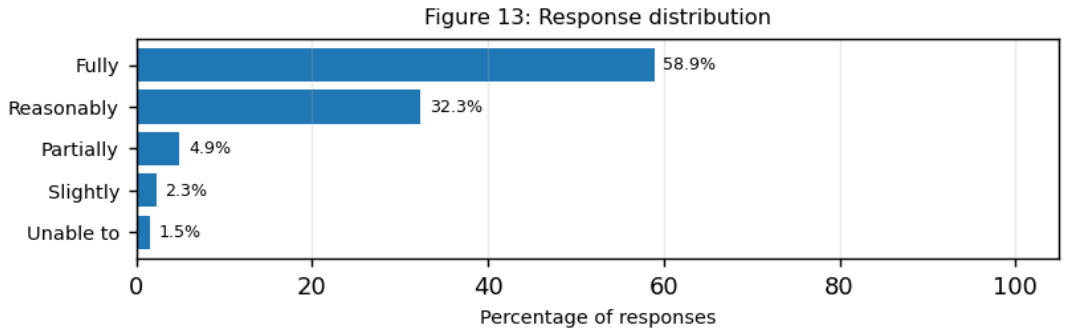


Figure 13: Percentage distribution of responses.

Observation: The most frequently selected response was "Fully" (155 responses; 58.9%).

4.14 Teachers are able to identify your weaknesses and help you to overcome them

Response category	Frequency	Percentage
Every time	158	60.1%
Usually	66	25.1%
Occasionally/Sometimes	23	8.7%
Rarely	8	3.0%
Never	8	3.0%
Total	263	100.0%

Table 14: Distribution of responses.

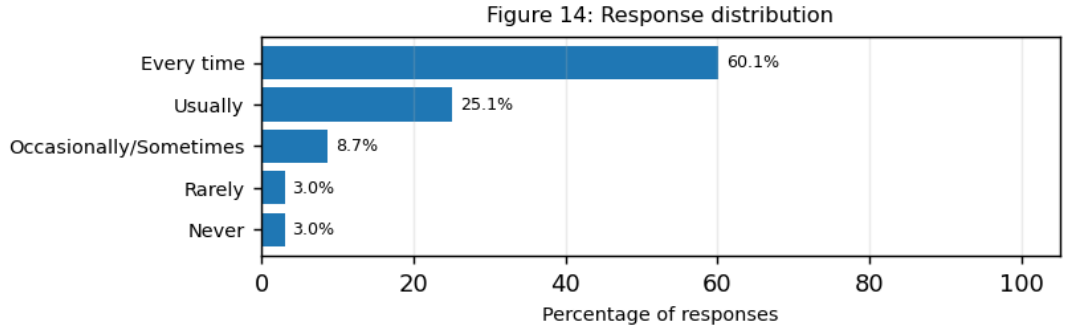


Figure 14: Percentage distribution of responses.

Observation: The most frequently selected response was "Every time" (158 responses; 60.1%).

4.15 The institution makes effort to engage students in the monitoring, review and continuous quality improvement of the teaching learning process

Response category	Frequency	Percentage
Strongly agree	126	47.9%
Agree	114	43.3%
Neutral	19	7.2%
Disagree	3	1.1%
Strongly disagree	1	0.4%
Total	263	100.0%

Table 15: Distribution of responses.

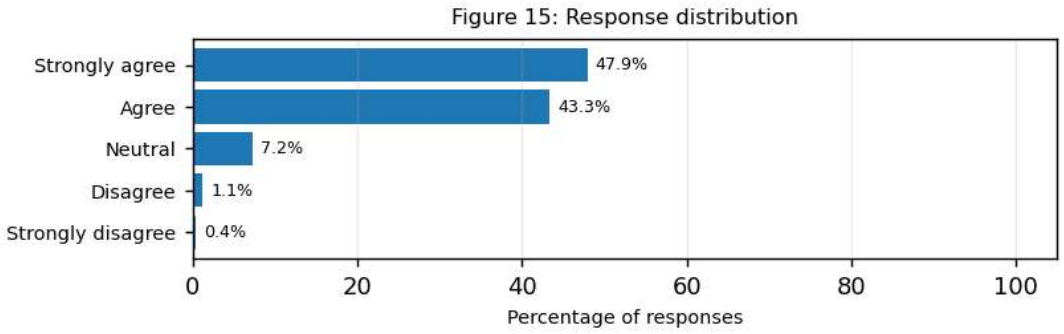


Figure 15: Percentage distribution of responses.

Observation: The most frequently selected response was “Strongly agree” (126 responses; 47.9%).

4.16 The institute/teachers use student centric methods, such as experimental learning, participative learning and problem solving methodologies for enhancing earning experiences

Response category	Frequency	Percentage
To a great extent	151	57.4%
Moderate	88	33.5%
Some what	13	4.9%
Very little	9	3.4%
Not at all	2	0.8%
Total	263	100.0%

Table 16: Distribution of responses.

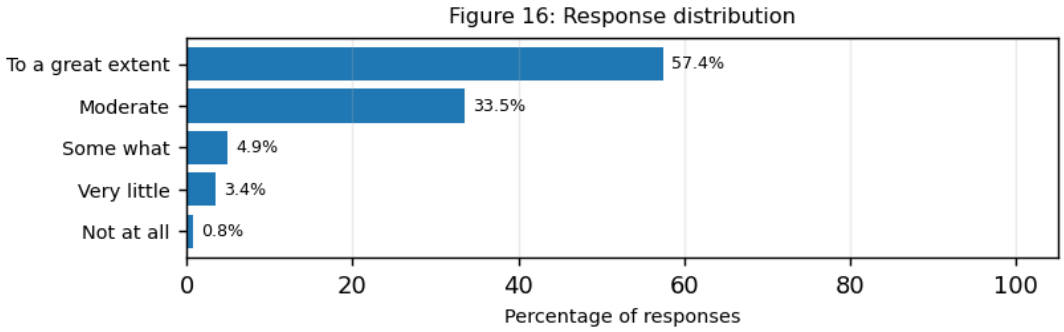


Figure 16: Percentage distribution of responses.

Observation: The most frequently selected response was “To a great extent” (151 responses; 57.4%).

4.17 Teachers encourage you to participate in extracurricular activities. শিক্ষকে তোমাক পাঠ্যক্রমৰ বাহিৰৰ সুকুমাৰ কলা ইত্যাদিত অংশগ্রহণৰ বাবে উৎসাহিত কৰে

Response category	Frequency	Percentage
Strongly agree	138	52.5%
Agree	95	36.1%
Neutral	24	9.1%
Disagree	4	1.5%
Strongly disagree	2	0.8%
Total	263	100.0%

Table 17: Distribution of responses.

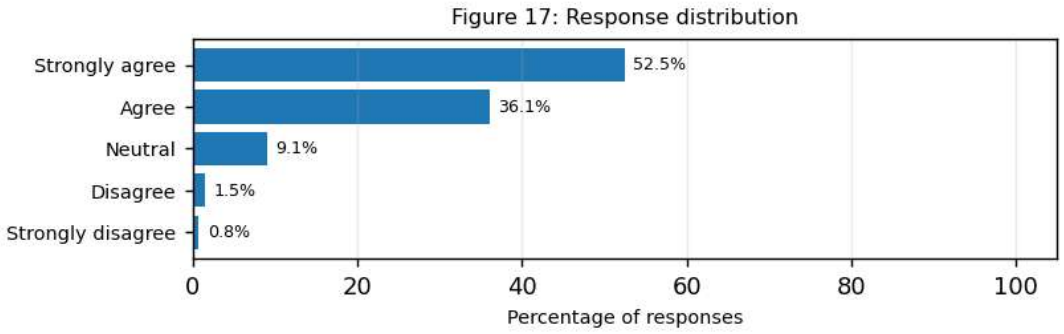


Figure 17: Percentage distribution of responses.

Observation: The most frequently selected response was "Strongly agree" (138 responses; 52.5%).

4.18 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

Response category	Frequency	Percentage
To a great extent	159	60.5%
Moderate	76	28.9%
Some what	14	5.3%
Very little	11	4.2%
Not at all	3	1.1%
Total	263	100.0%

Table 18: Distribution of responses.

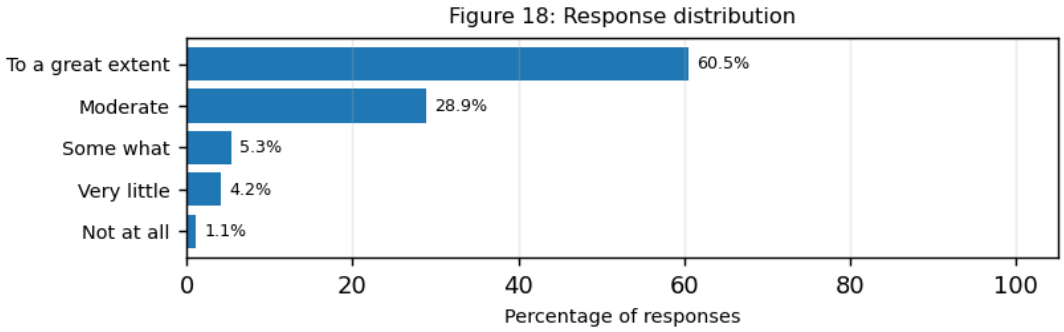


Figure 18: Percentage distribution of responses.

Observation: The most frequently selected response was "To a great extent" (159 responses; 60.5%).

4.19 What percentage of teachers use ICT tools such as LCD projector, Multimedia etc. while teaching

Response category	Frequency	Percentage
Above 90%	101	38.4%
70-89%	96	36.5%
50-69%	34	12.9%
30-49%	17	6.5%
Below 29%	15	5.7%
Total	263	100.0%

Table 19: Distribution of responses.

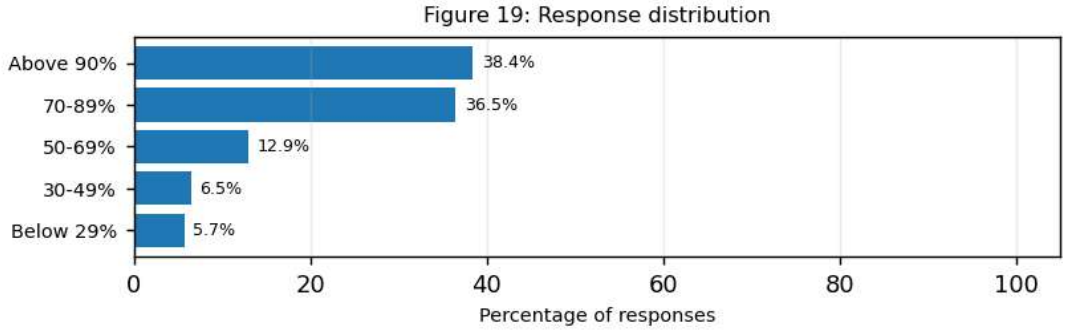


Figure 19: Percentage distribution of responses.

Observation: The most frequently selected response was "Above 90%" (101 responses; 38.4%).

4.20 The overall quality of teaching-learning process in your institute is very good

Response category	Frequency	Percentage
Strongly agree	133	50.6%
Agree	111	42.2%
Neutral	17	6.5%
Disagree	1	0.4%
Strongly disagree	1	0.4%
Total	263	100.0%

Table 20: Distribution of responses.

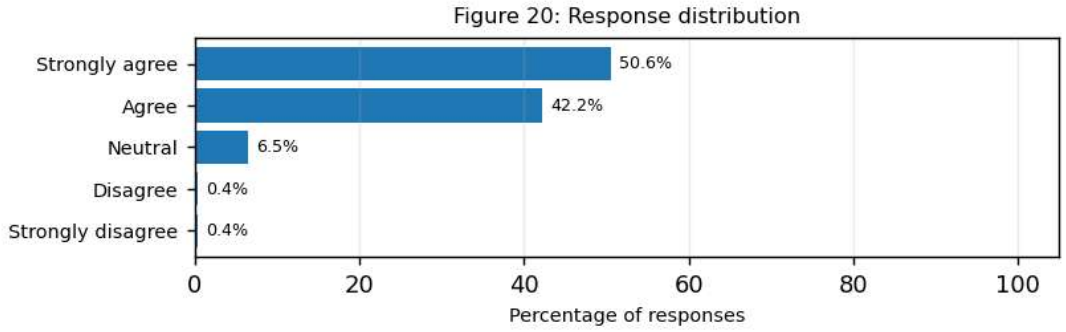


Figure 20: Percentage distribution of responses.

Observation: The most frequently selected response was "Strongly agree" (133 responses; 50.6%).

5. Summary of Major Findings

- How much of the syllabus was covered in the class?: The most common response was "85 to 100%", selected by 207 students (78.7%).
- How well did the teachers prepare for the classes: The most common response was "Thoroughly", selected by 154 students (58.6%).
- How well were the teachers able to communicate?: The most common response was "Always effective", selected by 205 students (77.9%).
- The teacher's approach to teaching can best be described as: The most common response was "Excellent", selected by 133 students (50.6%).
- Fairness in the internal evaluation process by the teachers?: The most common response was "Always fair", selected by 159 students (60.5%).
- Was your performance in assignments discussed with you?: The most common response was "Every time", selected by 143 students (54.4%).

- The institute takes active interest in promoting internship, student exchange, field visit opportunities for students: The most common response was “Regularly”, selected by 144 students (54.8%).
- The teaching and mentoring process in your institution facilitates you in cognitive, social and emotional growth: The most common response was “Significantly”, selected by 119 students (45.2%).
- The institution provides multiple opportunities to learn and grow: The most common response was “Strongly agree”, selected by 127 students (48.3%).
- Teachers inform you about your expected competencies, course outcomes and programme outcomes: The most common response was “Every time”, selected by 171 students (65.0%).
- Your mentor does a necessary follow-up with assigned task to you: The most common response was “Every time”, selected by 146 students (55.5%).
- The teachers illustrate the concepts through examples and applications: The most common response was “Every time”, selected by 178 students (67.7%).
- The teachers identify your strength and encourage you with providing right level of challenges: The most common response was “Fully”, selected by 155 students (58.9%).
- Teachers are able to identify your weaknesses and help you to overcome them: The most common response was “Every time”, selected by 158 students (60.1%).
- The institution makes effort to engage students in the monitoring, review and continuous quality improvement of the teaching learning process: The most common response was “Strongly agree”, selected by 126 students (47.9%).
- The institute/teachers use student centric methods, such as experimental learning, participative learning and problem solving methodologies for enhancing earning experiences: The most common response was “To a great extent”, selected by 151 students (57.4%).
- Teachers encourage you to participate in extracurricular activities. শিক্ষকে তোমাক পাঠ্যক্রমৰ বাহিৰৰ সুকুমাৰ কলা ইত্যাদিত অংশগ্রহণৰ বাবে উৎসাহিত কৰে: The most common response was “Strongly agree”, selected by 138 students (52.5%).
- 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: The most common response was “To a great extent”, selected by 159 students (60.5%).
- What percentage of teachers use ICT tools such as LCD projector, Multimedia etc. while teaching: The most common response was “Above 90%”, selected by 101 students (38.4%).
- The overall quality of teaching-learning process in your institute is very good: The most common response was “Strongly agree”, selected by 133 students (50.6%).

6. Students’ Open-ended Suggestions

There were 252 non-empty substantive or potentially substantive entries in the open-ended suggestion field. The comments include appreciation of the existing teaching-learning process as well as suggestions for improvement.

- **Interactive teaching and student participation:** Comments requested two-way interaction, group discussions, opportunities to ask questions, and greater involvement of students during classroom teaching.
- **Digital and visual teaching aids:** Students mentioned digital classrooms, projectors, graphics, visual media and technology-supported teaching.
- **Practical and experience-based learning:** Some responses suggested more practical teaching, project-based activities, hands-on learning and experience-based methods.
- **Learning materials and reference books:** Students requested access to books for Honours/Major subjects, useful notes and learning materials, including materials in English where needed.
- **Individual attention and academic support:** Some students suggested that teachers should reach every student, address doubts, provide individual attention and support students who face learning difficulties.
- **Regular academic feedback:** Comments included requests for regular checking of answer scripts and homework and monitoring of students’ academic progress.

- **Skill development and student well-being:** Some suggestions referred to talent development, skill-building activities, teamwork and attention to students' well-being.

Several respondents also indicated that they were satisfied with the existing arrangements or had no specific suggestions. The themes above are a qualitative grouping of the written comments and should not be interpreted as a statistical ranking.

7. Recommendations and Action Points

1. Departments may review syllabus progress at regular intervals and arrange additional academic support where necessary.
2. Teachers may continue to strengthen interactive classroom practices through discussions, question-answer sessions, presentations and group activities.
3. Appropriate use of projectors, digital content, graphics and other visual resources may be encouraged to support classroom explanation.
4. Departments may review the availability of recommended books and reference materials for each Honours/Major subject and make suitable additions to the library.
5. Teachers may provide regular feedback on assignments and answer scripts and ensure that students understand areas requiring improvement.
6. Mentoring and tutorial arrangements may include regular opportunities for students to raise doubts and seek individual academic guidance.
7. More practical, project-based and experience-based learning activities may be included wherever relevant to the subject.
8. Activities related to communication, teamwork, digital literacy, life skills and employability may be strengthened.
9. Student feedback and the action taken may be discussed in departmental meetings and IQAC reviews.

8. Conclusion

The updated Odd Semester Students Satisfaction Survey for 2025–26 contains 263 responses from students of the first, third and fifth semesters across 12 Honours/Major subjects. The report presents the response distribution for all 20 structured questions and summarises the written suggestions submitted by students. The most frequently selected responses provide an indication of students' views on different aspects of the teaching-learning process, while the open-ended comments identify practical areas that students would like the college to consider.

The findings may be placed before the concerned departments and the IQAC for discussion and follow-up. Feasible suggestions may be included in departmental action plans, and the implementation of agreed measures may be reviewed as part of the college's continuous quality enhancement process.