STUDENT SATISFACTION SURVEY REPORT

2024
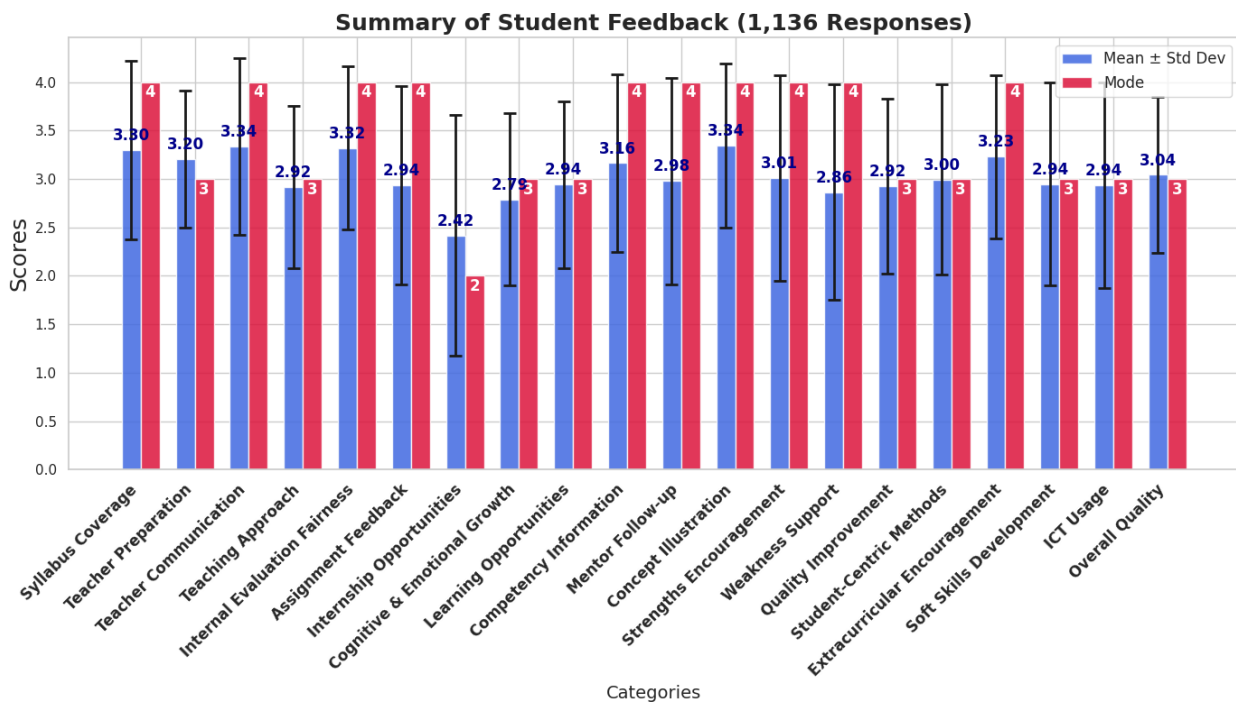
Internal Quality Assurance Cell
Bodoland University, Kokrajhar

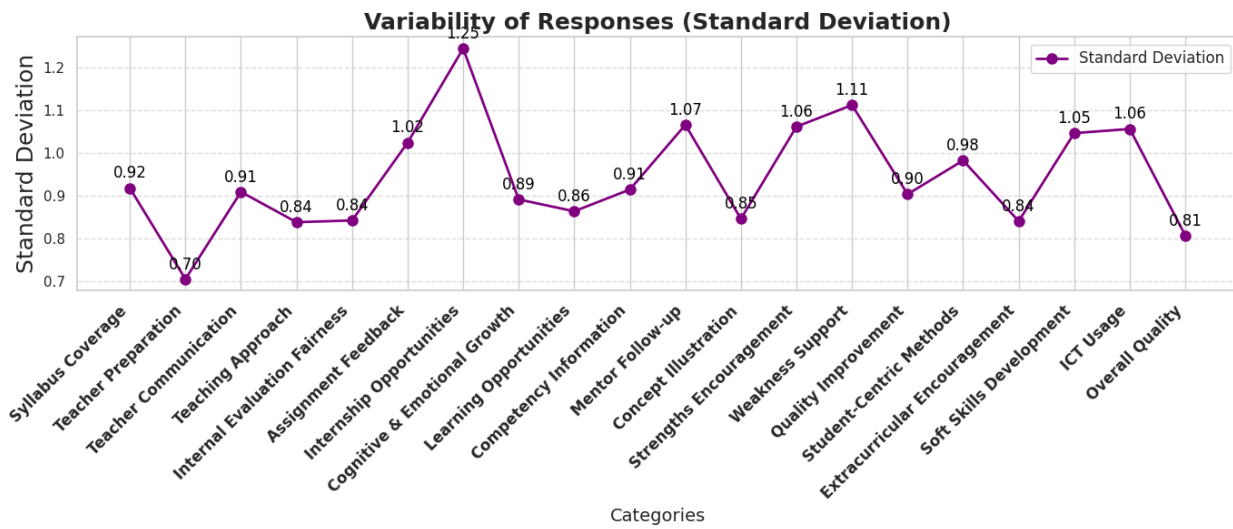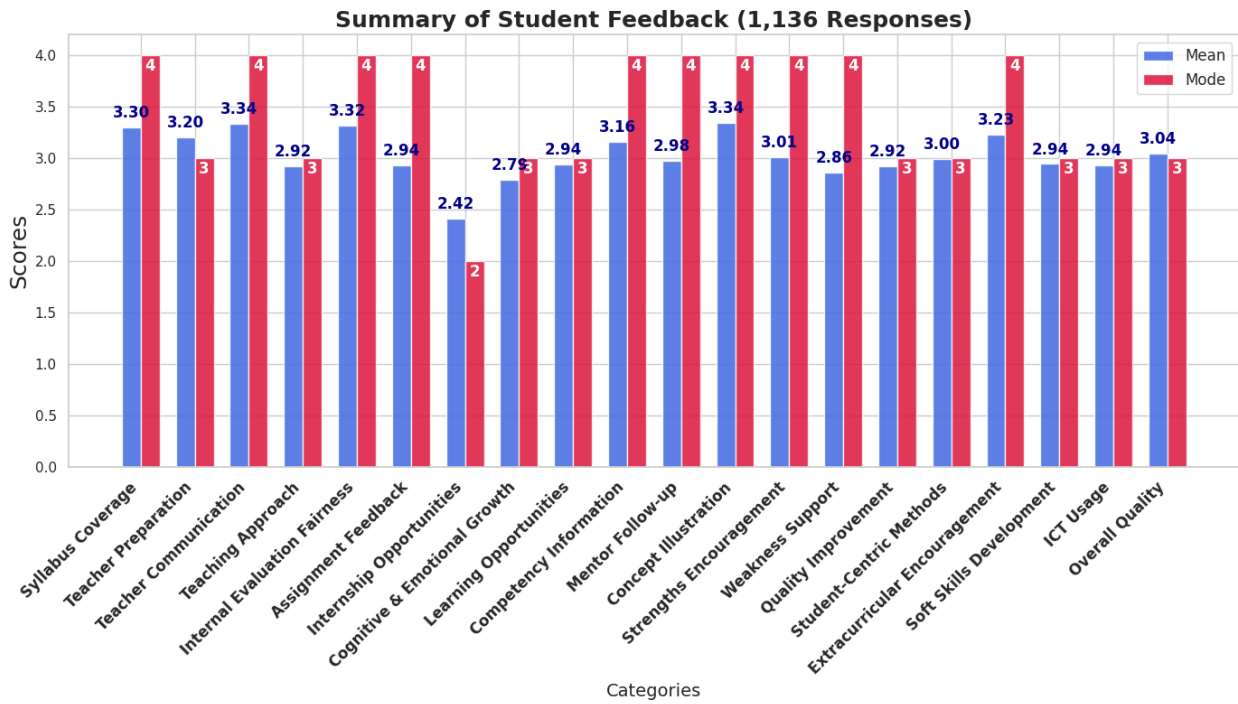# Student Satisfaction Survey Report

Introduction

This report presents the findings of a Student Satisfaction Survey to assess various aspects of the teaching-learning process, including teacher preparedness, communication, evaluation fairness, mentoring process, support for extracurricular activities, and institutional support. The form includes twenty-one objective questions, and students must respond using a scale from 0 to 4, where 4 represents the most positive response and 0 indicates the most negative response. The survey was administered online via Google Forms and received responses from 1,136 students. The collected data provides valuable insights into the strengths of the present system and highlights areas for further improvement.

In addition to multiple-choice question (MCQ) responses, students were encouraged to share open-ended suggestions for improvement. To extract deeper insights from these textual inputs, sentiment analysis was conducted using Machine Learning (ML) methods. This analysis revealed dominant sentiments, recurring issues, and prominent themes within the feedback. The findings of this report aim to facilitate data-driven decision-making, improve student engagement, and enhance the overall academic experience.
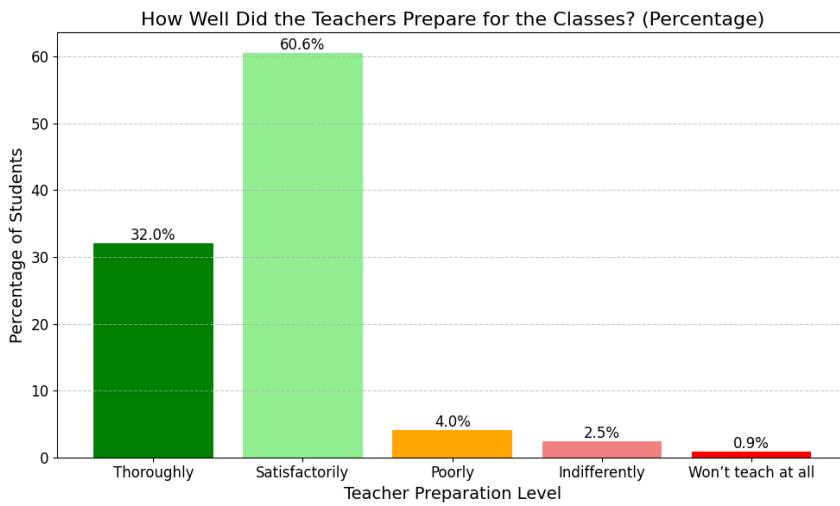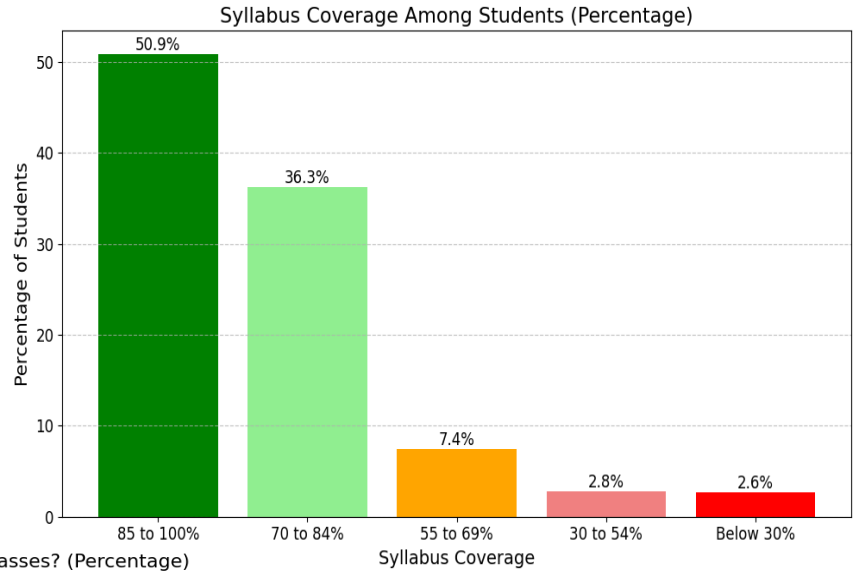

Summary of Student Feedback (1,136 Responses)

The grand average across all categories is **3.029 ± 0.2058**, calculated on a scale of **4**.

Summary of Student Feedback (1,136 Responses)

Variability of Responses (Standard Deviation)

How much of the syllabus was covered in the class?

The majority of students (87.2%) reported that 70% or more of the syllabus was covered, indicating satisfactory syllabus completion. However, 10.8% of students felt that less than 70% of the syllabus was covered, suggesting a need for better planning and time management
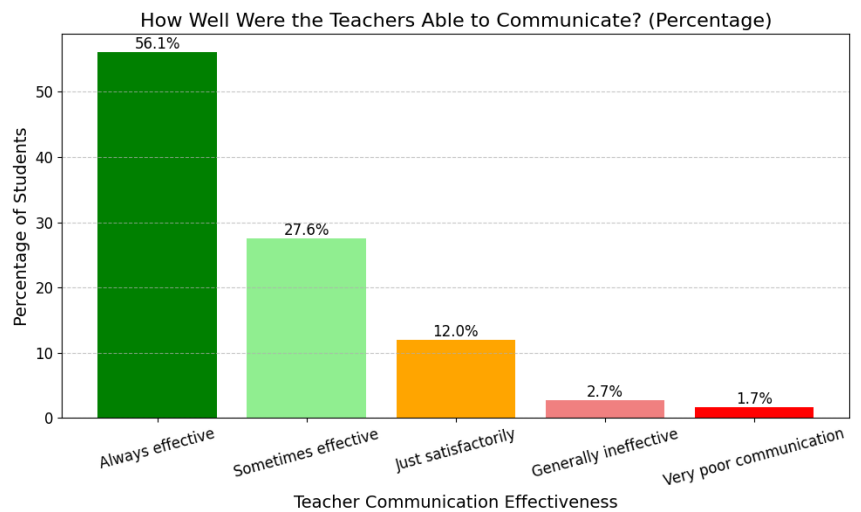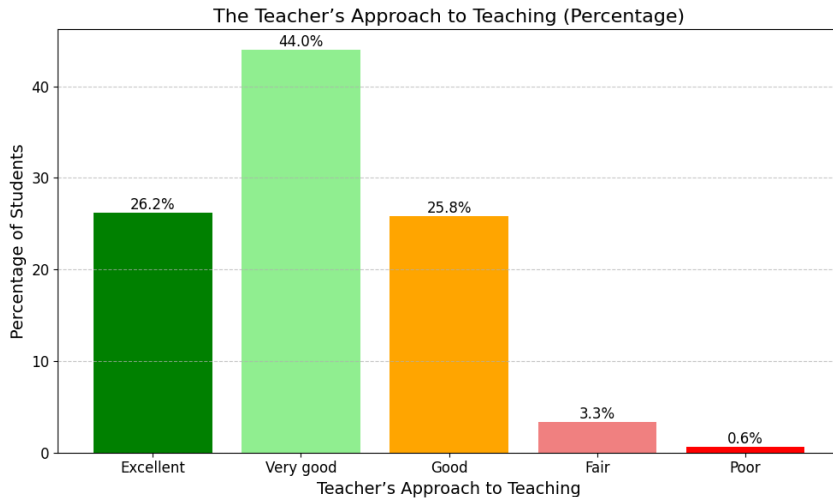
Syllabus Coverage Among Students (Percentage)

- 85 to 100%: 50.9%
- 70 to 84%: 36.3%
- 55 to 69%: 7.4%
- 30 to 54%: 2.8%
- Below 30%: 2.6%

(Y-axis: Percentage of Students; X-axis: Syllabus Coverage)

How Well Did the Teachers Prepare for the Classes? (Percentage)

- Thoroughly: 32.0%
- Satisfactorily: 60.6%
- Poorly: 4.0%
- Indifferently: 2.5%
- Won't teach at all: 0.9%

(Y-axis: Percentage of Students; X-axis: Teacher Preparation Level)

How well did the teachers prepare for the classes?

Over **92.6%** of students felt that teachers were either thoroughly or satisfactorily prepared, reflecting strong teacher preparation. However, **7.4%** expressed dissatisfaction, indicating room for improvement in teacher readiness.

How well were the teachers able to communicate?

83.7% of students found teacher communication to be effective or satisfactory, while **4.4%** reported poor communication. Enhancing communication skills could further improve student satisfaction.

How Well Were the Teachers Able to Communicate? (Percentage)

- Always effective: 56.1%
- Sometimes effective: 27.6%
- Just satisfactorily: 12.0%
- Generally ineffective: 2.7%
- Very poor communication: 1.7%

(Y-axis: Percentage of Students; X-axis: Teacher Communication Effectiveness)

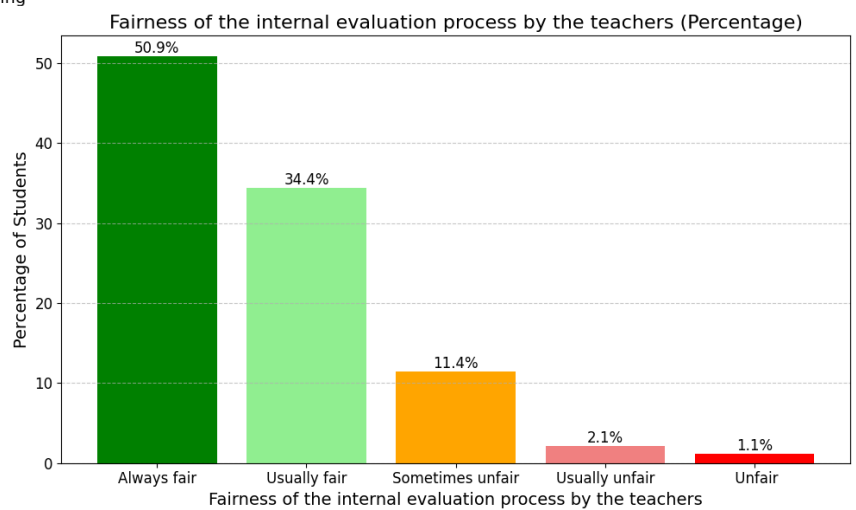## The Teacher's Approach to Teaching (Percentage)

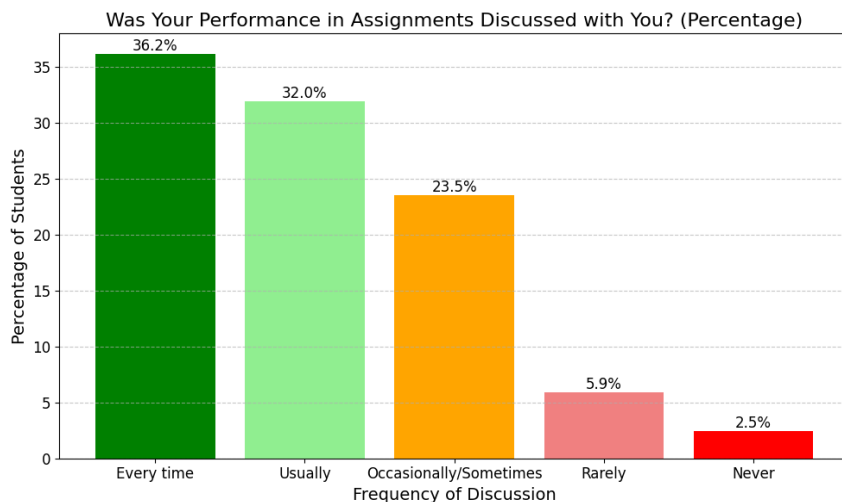### The teacher's approach to teaching can best be described as

Insight: **96.0%** of students rated the teaching approach as good or better, highlighting the effectiveness of teaching methods. Only **3.9%** expressed dissatisfaction.

Fairness of the internal evaluation process by the teachers.

Insight: **85.3%** of students perceived the evaluation process as fair, while **14.6%** reported some level of unfairness. Ensuring transparency in evaluations could address these concerns.

Fairness of the internal evaluation process by the teachers (Percentage)

Was your performance in assignments discussed with you?

Was Your Performance in Assignments Discussed with You? (Percentage)
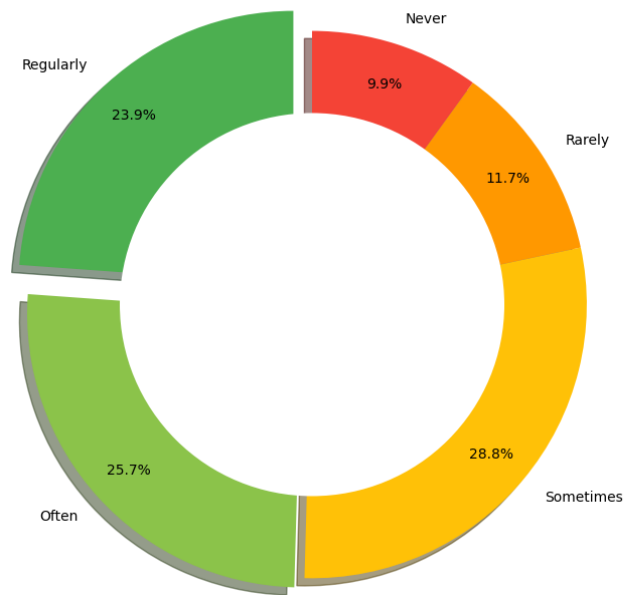

68.2% of students reported regular discussions about their performance, but **31.8%** felt that such discussions were infrequent or nonexistent. Increasing feedback frequency could enhance student engagement.

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

49.6% of students felt that the institution actively promotes opportunities, while **21.6%** reported limited or no efforts. Expanding outreach for internships and exchanges could improve student satisfaction.
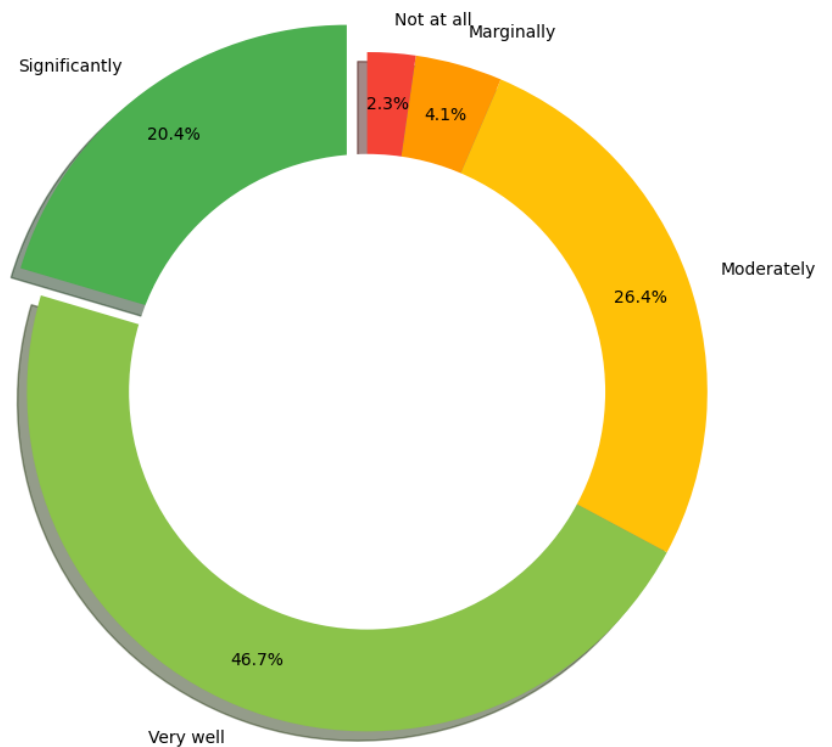
The institute takes active interest in promoting internship, student exchange, field visit opportunities for students

The teaching and mentoring process in your institution facilitates you in cognitive, social and emotional growth.
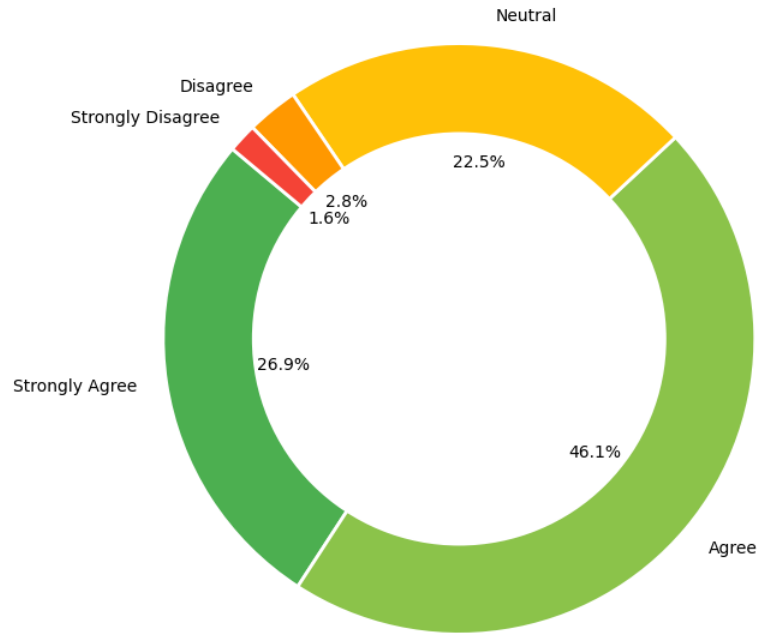
67.1% of students felt that teaching and mentoring significantly or very well facilitated their growth, while **6.4%** reported minimal or no impact. Strengthening mentoring programs could address this gap.

Teaching and Mentoring Process Facilitation
(Donut Chart)

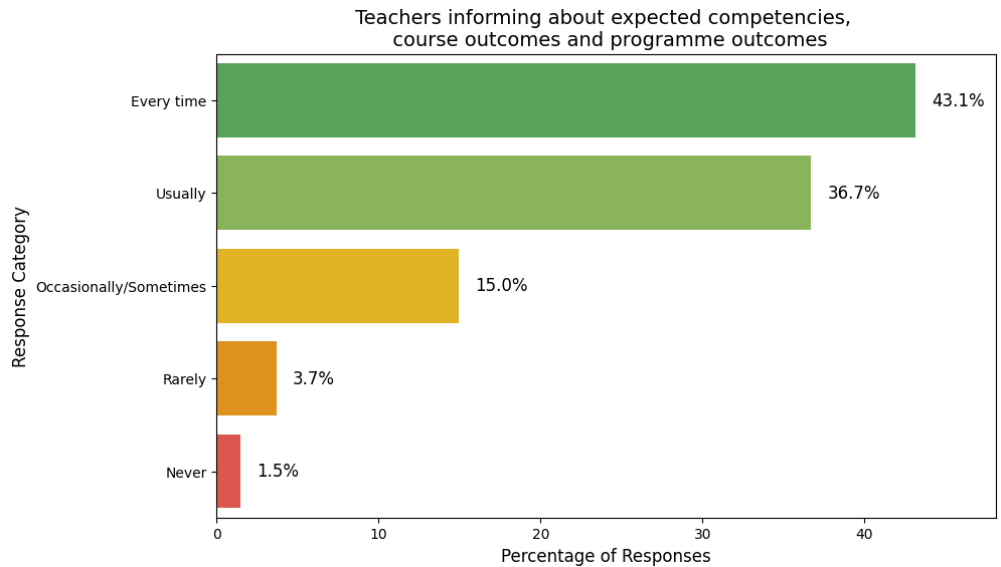## The institution provides multiple opportunities to learn and grow.

The institution provides multiple opportunities to Learn and Grow

73.0% of students agreed that the institution provides ample opportunities for learning and growth, while **4.4%** disagreed. Encouraging more diverse opportunities could further enhance satisfaction.

- Neutral — 22.5%
- Disagree — 2.8%
- Strongly Disagree — 1.6%
- Strongly Agree — 26.9%
- Agree — 46.1%

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

Teachers informing about expected competencies, course outcomes and programme outcomes
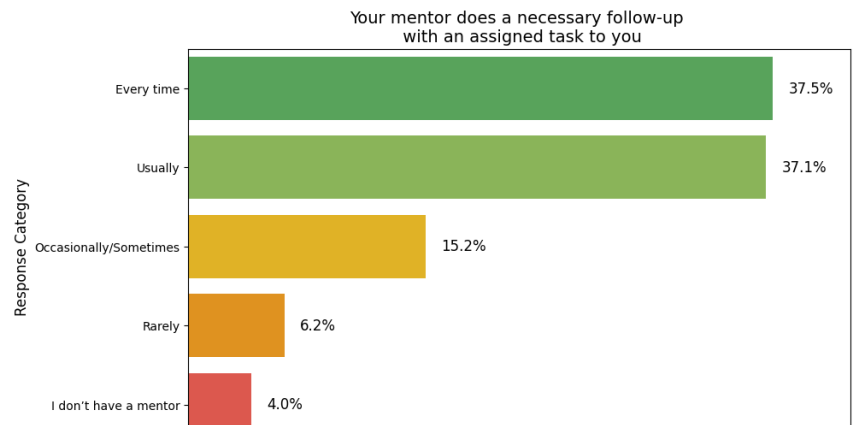
79.8% of students reported that teachers regularly communicate expected competencies, course outcomes, and program outcomes. However, **20.2%** felt that this communication was infrequent or nonexistent, indicating a need for more consistent communication.
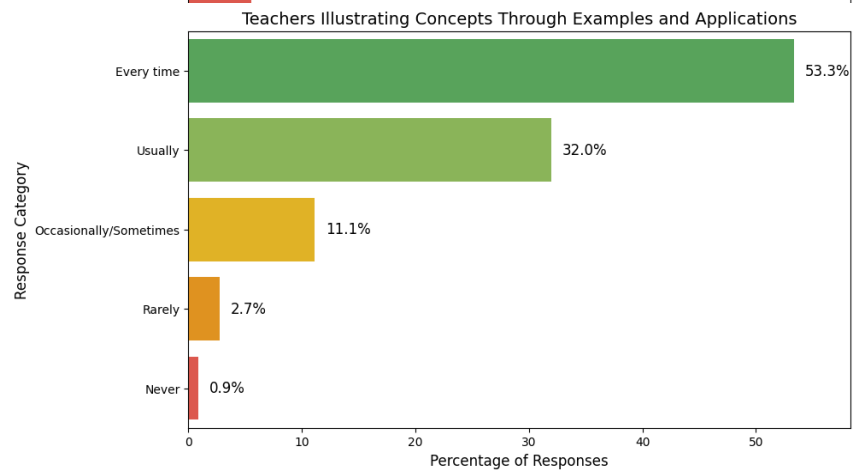
- Every time — 43.1%
- Usually — 36.7%
- Occasionally/Sometimes — 15.0%
- Rarely — 3.7%
- Never — 1.5%

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

Insight: **74.6%** of students reported regular follow-ups by mentors, while **21.4%** felt that follow-ups were infrequent or nonexistent. Additionally, **4.0%** of students reported not having a mentor, highlighting a gap in mentorship availability.
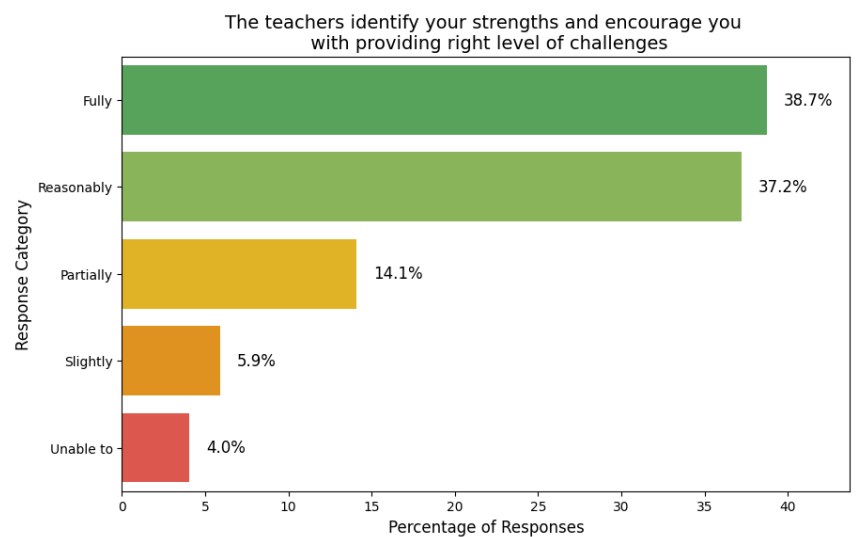
Your mentor does a necessary follow-up
with an assigned task to you

- Every time — 37.5%
- Usually — 37.1%
- Occasionally/Sometimes — 15.2%
- Rarely — 6.2%
- I don't have a mentor — 4.0%

The teachers illustrate the concepts through examples and applications.

85.3% of students felt that teachers frequently use examples and applications to illustrate concepts, while **3.6%** reported limited or no use of such methods. This indicates strong teaching practices but room for improvement in consistency.

Teachers Illustrating Concepts Through Examples and Applications

- Every time — 53.3%
- Usually — 32.0%
- Occasionally/Sometimes — 11.1%
- Rarely — 2.7%
- Never — 0.9%

Percentage of Responses

The teachers identify your strengths and encourage you to provide the right level of challenges.

75.9% of students felt that teachers effectively identify their strengths and provide appropriate challenges, while **20.0%** reported partial or minimal support. Enhancing personalized attention could address this gap.

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

- Fully — 38.7%
- Reasonably — 37.2%
- Partially — 14.1%
- Slightly — 5.9%
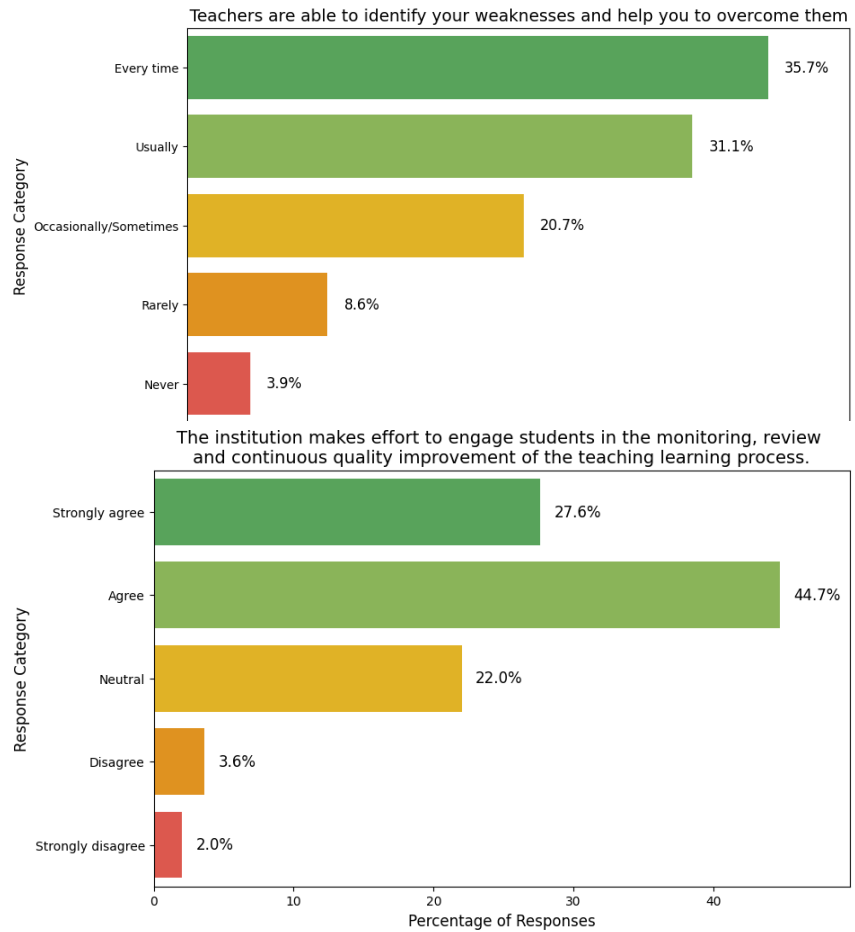- Unable to — 4.0%

Percentage of Responses

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

66.8% of students reported that teachers regularly identify their weaknesses and help them improve, while **32.2%** felt that such support was infrequent or nonexistent. Strengthening this aspect could enhance student performance.

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

Response Category	Percentage
Every time	35.7%
Usually	31.1%
Occasionally/Sometimes	20.7%
Rarely	8.6%
Never	3.9%

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

72.3% of students agreed that the institution engages them in monitoring and improving the teaching-learning process, while **5.6%** disagreed. Increasing student involvement in quality improvement initiatives could further enhance satisfaction.
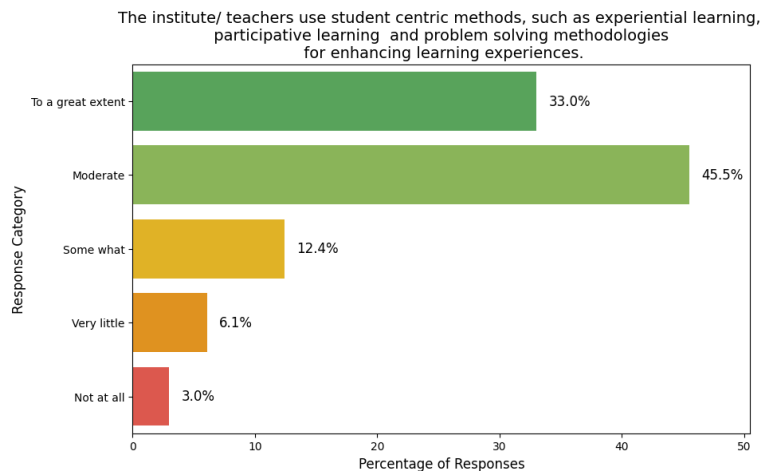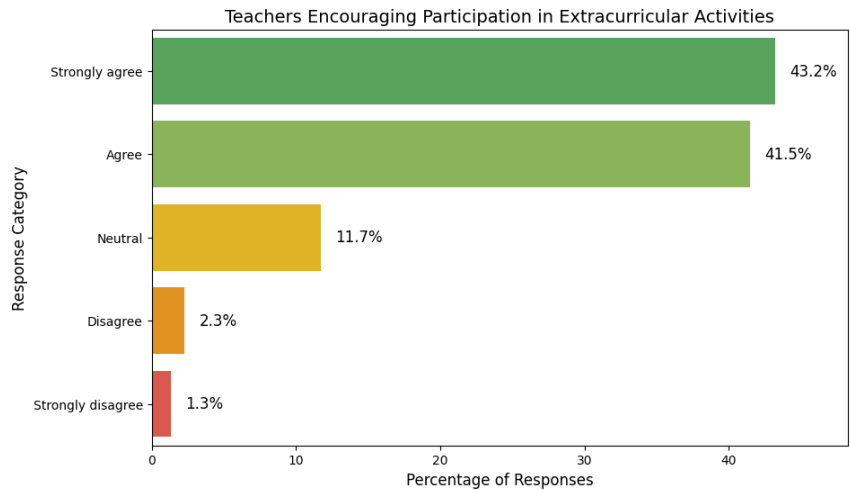
The institution makes effort to engage students in the monitoring, review and continuous quality improvement of the teaching learning process.

Response Category	Percentage
Strongly agree	27.6%
Agree	44.7%
Neutral	22.0%
Disagree	3.6%
Strongly disagree	2.0%

16. The institute/ teachers use student-centric methods, such as experiential learning, participative learning, and problem-solving methodologies to enhance learning experiences.

Insight: **78.5%** of students felt that teachers use student-centric methods to a moderate or great extent, while **9.1%** reported limited or no use of such methods. Expanding these practices could further enhance learning experiences.

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

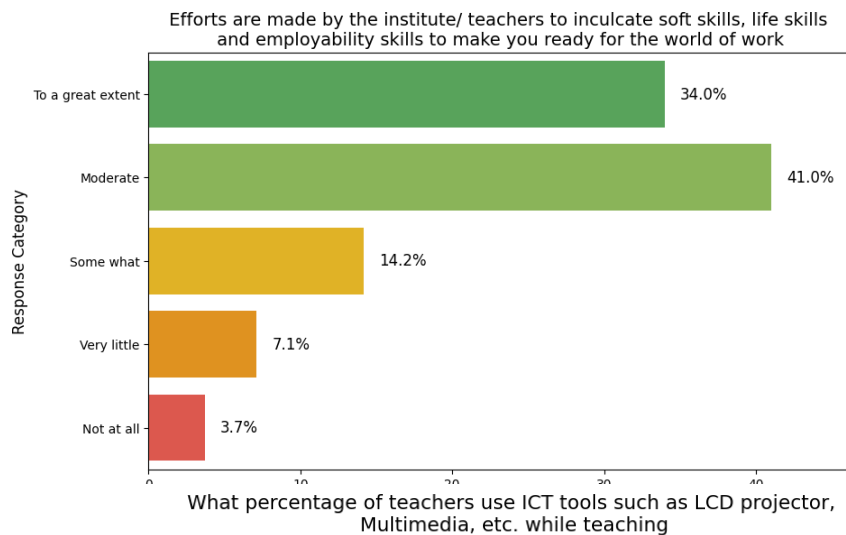| Response Category	Percentage
To a great extent	33.0%
Moderate	45.5%
Some what	12.4%
Very little	6.1%
Not at all	3.0%

Teachers encourage you to participate in extracurricular activities.

Insight: **84.7%** of students agreed that teachers encourage participation in extracurricular activities, while **3.6%** disagreed. This reflects strong institutional support for holistic development.

Teachers Encouraging Participation in Extracurricular Activities

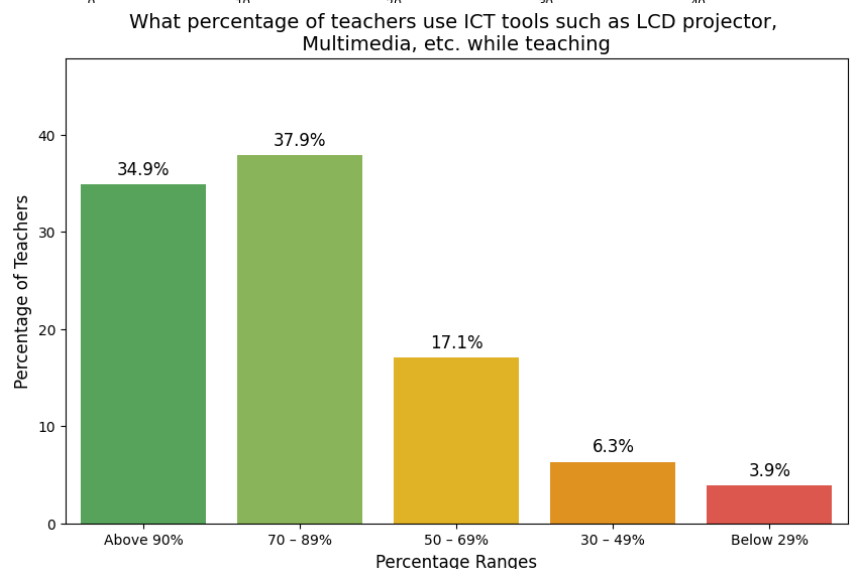| Response Category	Percentage
Strongly agree	43.2%
Agree	41.5%
Neutral	11.7%
Disagree	2.3%
Strongly disagree	1.3%

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.

Insight: **75.0%** of students felt that the institution effectively inculcates soft skills, life skills, and employability skills, while **10.8%** reported limited or no efforts. Strengthening skill development programs could better prepare students for the workforce.
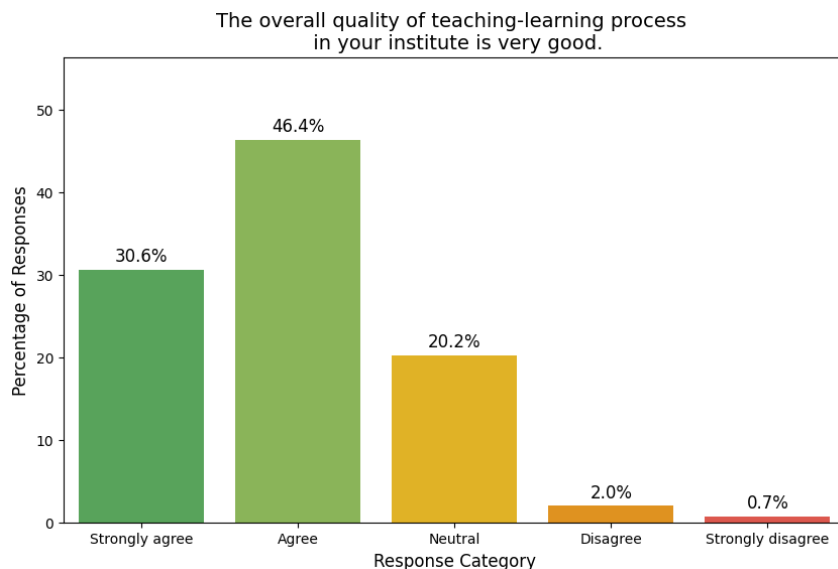
Efforts are made by the institute/ teachers to inculcate soft skills, life skills and employability skills to make you ready for the world of work

Response Category	Percentage
To a great extent	34.0%
Moderate	41.0%
Some what	14.2%
Very little	7.1%
Not at all	3.7%

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

72.8% of students reported that **70% or more** of teachers use ICT tools, indicating strong adoption of technology. However, **10.2%** felt that ICT usage was below 50%, suggesting a need for broader implementation.

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

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

Percentage Ranges	Percentage of Teachers
Above 90%	34.9%
70 – 89%	37.9%
50 – 69%	17.1%
30 – 49%	6.3%
Below 29%	3.9%

Insight: **77.0%** of students rated the overall teaching-learning process as good or excellent, while **2.7%** expressed dissatisfaction. Maintaining high standards and addressing minor concerns could further improve satisfaction.

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

Analysis of open-ended

Feedback (textual responses):

The feedback collected from students in response to the question, 'Give three observations/suggestions to improve the overall teaching-learning experience in your institution,' was analyzed using a combination of Natural Language Processing (NLP) techniques and data visualization tools. First, the raw feedback data was preprocessed to clean and standardize the text. This involved removing special characters, numbers, and stopwords, as well as tokenizing the text into individual sentences. The feedback was then categorized into themes such as Teaching Methods, Technology Integration, Infrastructure, Teacher Development, and Communication using keyword-based classification. For sentiment analysis, the TextBlob library was employed to classify feedback as positive, negative, or neutral. To identify the most frequent words and phrases, a word cloud was generated using the WordCloud library in Python. Additionally, the distribution of themes was visualized using a pie chart created with matplotlib and seaborn. The entire analysis was conducted using Python, leveraging libraries such as nltk for text preprocessing, collections.Counter for frequency counting, and scikit-learn for advanced text analysis. The graphical representations, including the pie chart and word cloud, were plotted separately to provide clear and actionable insights into the feedback. This approach ensured a comprehensive understanding of the suggestions and enabled data-driven decision-making for improving the teaching–learning experience.
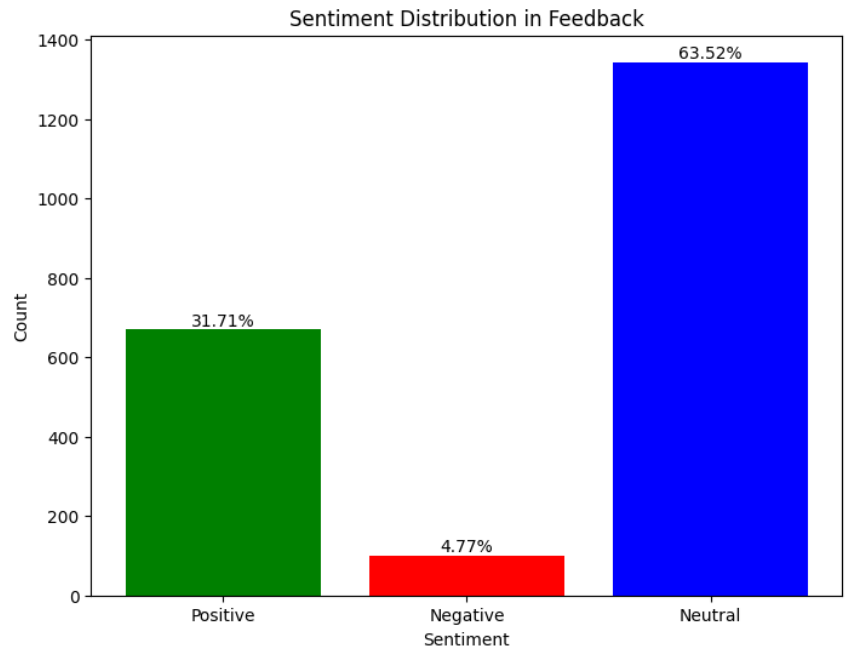
Sentiment Analysis Summary for the textual responses
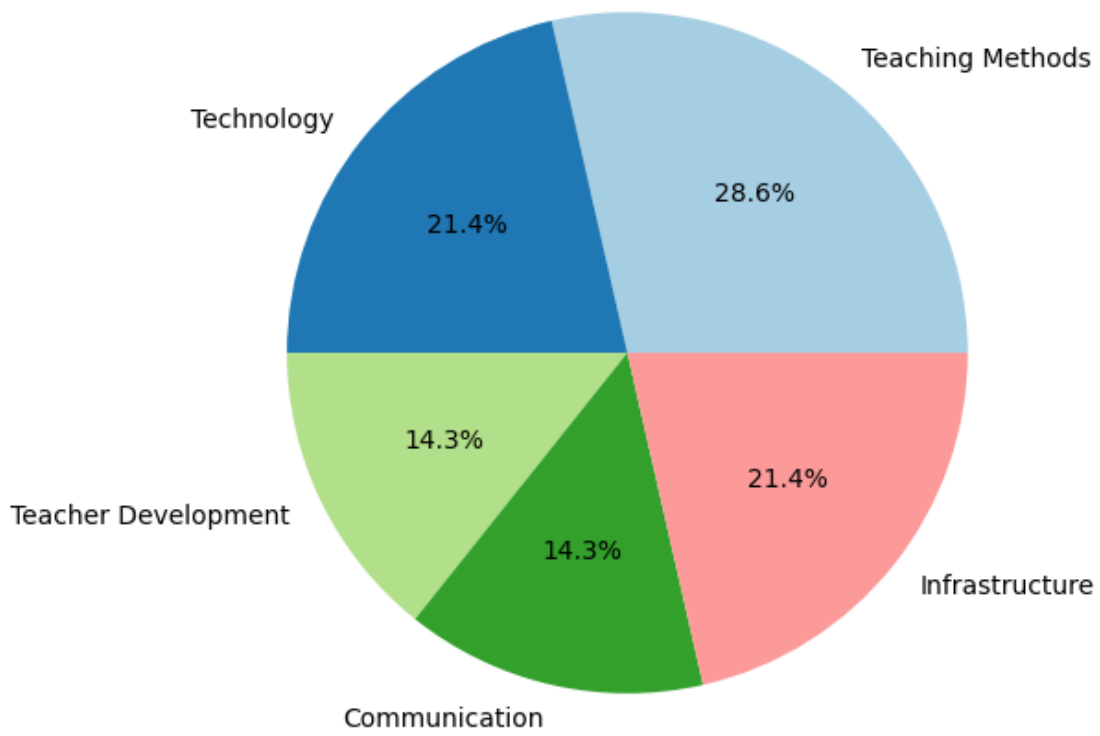
Total Feedback Entries: 2116

Sentiment Distribution
- Positive: 671 (31.71%)
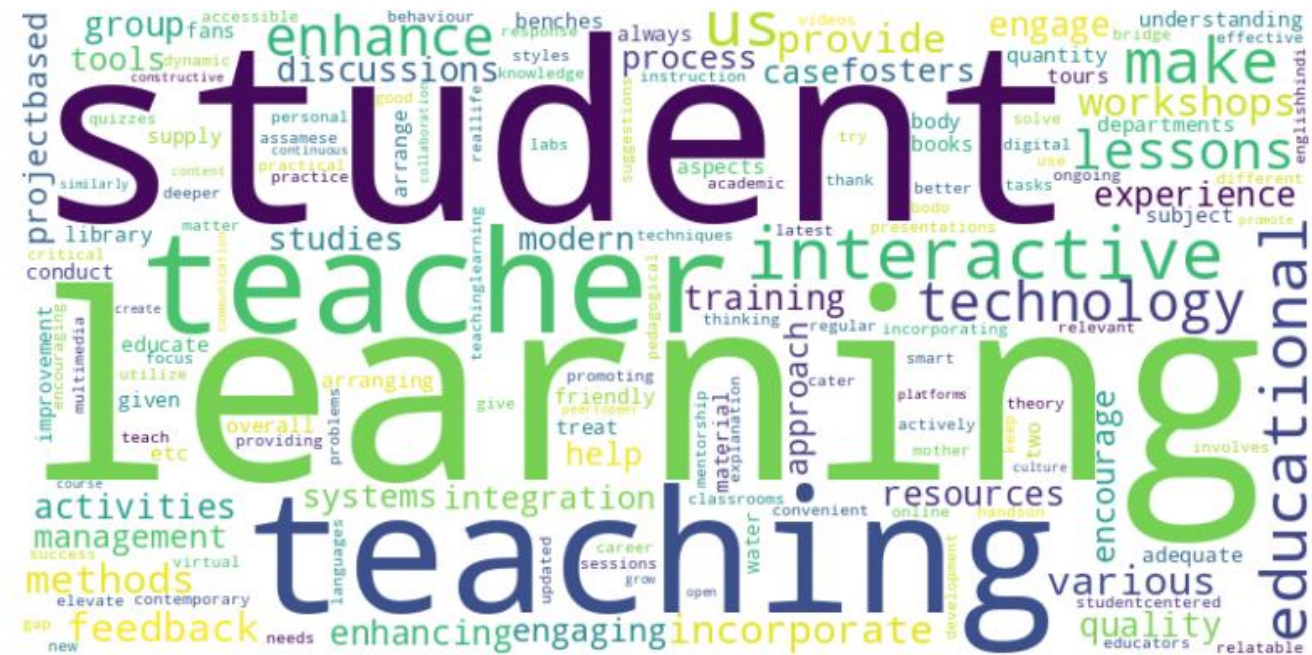- Negative: 101 (4.77%)
- Neutral: 1344 (63.52%)

A total of 2116 feedback entries were analyzed to evaluate sentiment distribution. The results indicate that the majority of responses were neutral, accounting for 63.52% (1344 entries). Positive sentiments were expressed in 31.71% (671 entries), while negative sentiments constituted a smaller portion at 4.77% (101 entries). This distribution highlights a predominantly neutral to positive outlook in the feedback received.

Distribution of Themes in Feedback

Word Cloud of Feedback

Student Recommendations for Enhancing Teaching & Learning at the University

1. **Promote Interactive Learning:** Encourage group discussions, interactive tasks, and project-based learning to actively engage students and enhance critical thinking.

2. **Leverage Technology in Education:** Incorporate smart classrooms, multimedia presentations, virtual labs, and learning management systems to make lessons more dynamic and accessible.

3. **Enhance Online Learning Resources:** Provide quizzes, videos, and digital study materials to support flexible and convenient learning.

4. **Regular Teacher Training & Development:** Conduct workshops and training sessions for faculty on modern pedagogical techniques and technological advancements to improve teaching quality.

5. **Improvement in Laboratory Facilities**: Students have highlighted the need for better laboratory infrastructure, including an increase in the number of equipment, establishment of separate laboratories for UG and PG courses, and addressing the issue of insufficient space in the existing laboratory rooms.

6. **Improve Student-Teacher Interaction:** Foster a friendly and supportive learning environment where teachers are approachable and responsive to both academic and personal concerns.

7. **Enhance Infrastructure & Learning Facilities:** Ensure adequate classroom materials, benches, water supply, and fans, along with well-equipped labs and libraries for better academic support.

8. **Encourage Practical & Experiential Learning:** Incorporate hands-on activities, real-life case studies, and industry-oriented projects to bridge the gap between theory and practice.

9. **Increase Access to Study Materials:** Provide students with sufficient textbooks, library resources, and e-learning platforms to support their academic growth.

10. **Strengthen Student Feedback Mechanisms:** Establish structured platforms for students to share their regular feedback on teaching methods, course content, and overall learning experiences.

11. **Increase in Faculty Strength**: Students have expressed concerns about the shortage of faculty members in the Chemistry Department and have suggested the recruitment of additional faculty to ensure better academic support and guidance.