

Students' Satisfaction Survey
June, 2026



B.H. College, P.O: Howly

Preface

The **Student Satisfaction Survey, June 2026** was conducted to gather valuable feedback from students on various aspects of the institution's academic environment, teaching-learning process, infrastructure, student support services and overall educational experience. The survey reflects the institution's commitment to fostering a culture of quality, transparency, accountability and continuous improvement.

Students are the primary stakeholders in the educational process and their perspectives provide meaningful insights into the strengths of the institution as well as areas requiring further enhancement. The responses collected through this survey have been carefully analysed to identify trends, assess the effectiveness of existing practices and facilitate evidence-based decision-making.

The findings presented in this report will serve as an important resource for institutional planning, policy formulation, and quality assurance initiatives. They will also contribute to strengthening student-centric practices and enhancing the overall learning environment.

The institution expresses its sincere appreciation to all the students who participated in the survey and shared their honest opinions and constructive suggestions. Their valuable feedback continues to guide our efforts towards achieving excellence in higher education.

The institution also places on record its deep appreciation for the dedicated efforts of **Hunjili Katharpi, Assistant Professor, Department of English** and **Abhijit Dakuah, Assistant Professor, Department of Economics**, who meticulously coordinated the survey process. Their commitment to ensuring systematic and accurate data collection, safeguarding the anonymity and confidentiality of student responses, conducting analysis of the data and preparing this comprehensive report has been instrumental in the successful completion of the survey. Their professionalism and diligence have significantly enhanced the credibility and usefulness of this report.

It is hoped that this report will serve as a valuable reference for administrators, faculty members, quality assurance bodies, and other stakeholders in their collective pursuit of academic and institutional excellence.



Principal
B.H. College, P.O. Howly

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Co-ordinator, Feedback Cell
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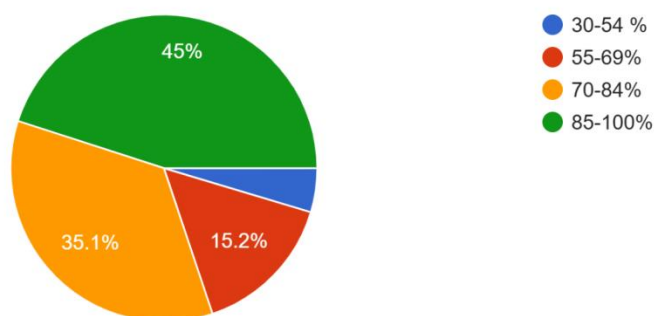
Co-ordinator, IQAC
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Report on Student Satisfaction Survey (SSS) June, 2026

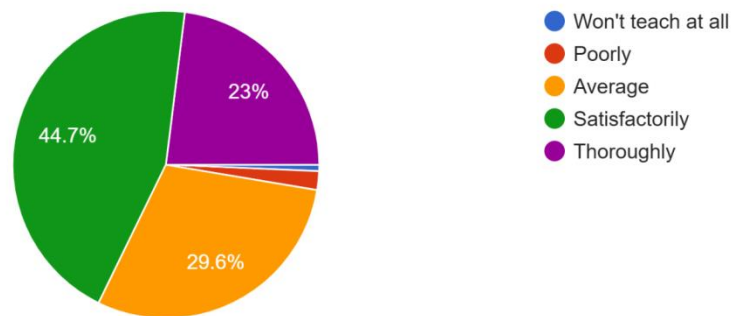
A Student Satisfaction Survey (SSS) was conducted at B.H. College, Howly, to evaluate the teaching-learning process and its outcomes across the three streams: Arts, Science, and Commerce. The survey aimed to gather students' feedback on various aspects of teaching, learning, and overall academic experience in the institution. The questionnaire was circulated among the students through Google Forms, and they were instructed to submit their responses accordingly. To ensure confidentiality and encourage honest feedback, students were not required to provide their personal details. Thus, the identity of the respondents remained completely anonymous throughout the survey process. The question-wise responses of the students are as follows:

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



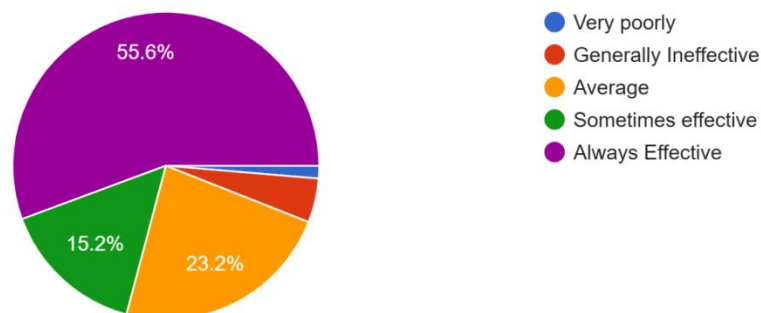
Response Interpretation: The response to this question indicates that the majority of students were satisfied with the extent of syllabus completion in their classes. 45% of the students reported that 85–100% of the syllabus was covered, which reflects a high level of syllabus completion. Another 35.1% of the students stated that 70–84% of the syllabus was completed. This shows that a significant proportion of students felt that most of the syllabus had been adequately covered. Further, 15.2% of the students responded that 55–69% of the syllabus was completed, while only 4.7% felt that the coverage was between 30–54%. The findings suggest that overall syllabus coverage in the college is satisfactory, as a large majority of students acknowledged that more than 70% of the syllabus was completed in class. However, the responses from a smaller section of students also indicate the need for continued efforts to ensure more uniform and complete syllabus coverage across all departments and streams.

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



Response Interpretation: The responses reveal that the majority of students held a positive view regarding the preparation of teachers for classroom teaching. A considerable 44.7% of the students stated that the teachers' preparation was satisfactory, while 23% reported that the teachers prepared thoroughly for their classes. This indicates that a large section of the students acknowledged the teachers' readiness and effort in delivering lessons effectively. At the same time, 29.6% of the students rated the teachers' preparation as average, which suggests that there is room for further improvement in planning, organization, and classroom delivery. Only a very small proportion of students expressed dissatisfaction, with 2% reporting that the teachers prepared poorly and 0.7% stating that the teachers did not teach at all. Overall, the findings suggest that teacher preparation in the college is generally satisfactory and positively perceived by the students, although continued efforts to enhance preparation and teaching effectiveness would further improve the learning experience.

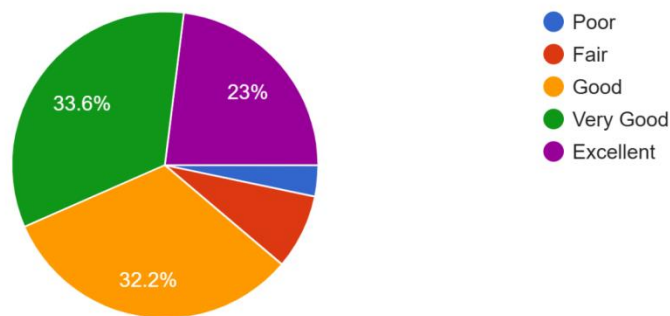
3. How well were the teachers able to communicate?



Response Interpretation: The responses indicate that a majority of the students were satisfied with the communication skills of the teachers. More than half of the respondents (55.6%) stated

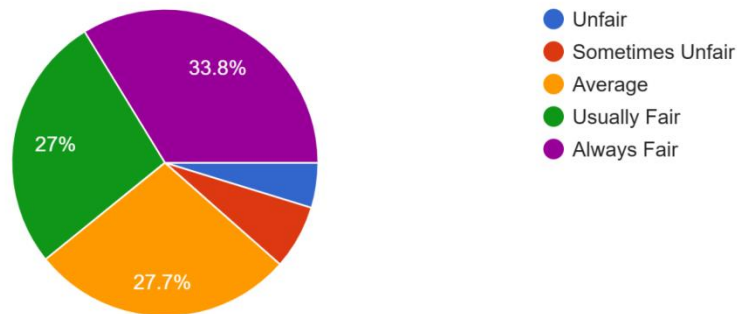
that the teachers were always effective in communicating the subject matter, which reflects a strong level of clarity and engagement in classroom teaching. In addition, 15.2% of the students felt that the teachers were sometimes effective, while 23.2% rated their communication as average. Only a small proportion of students expressed dissatisfaction, with 4.6% reporting that the teachers were generally ineffective and 1.3% stating that they communicated very poorly. Overall, the findings suggest that the communication skills of the teachers are largely effective and appreciated by the students. However, the responses also point to the need for continued improvement in communication methods so that classroom interaction and understanding may be further enhanced for all learners.

4. The teacher's approach to teaching can be best described as:



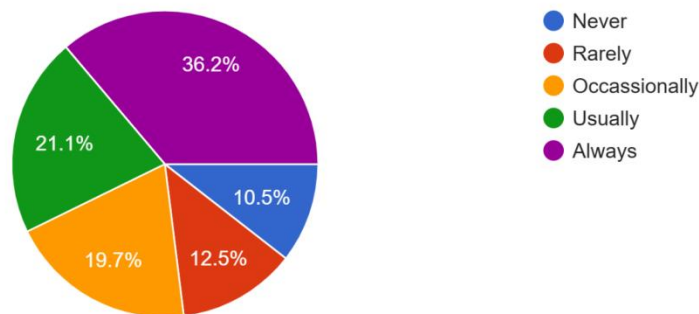
Response Interpretation: The responses indicate that the majority of students held a favourable opinion regarding the teachers' approach to teaching. A notable 33.6% of the students rated the teaching approach as very good, while 23% considered it excellent. In addition, 32.2% of the students described the teachers' approach as good. Taken together, these responses show that a large majority of students were satisfied with the teaching methods adopted by the teachers in the classroom. A smaller proportion of students, 7.9%, rated the teaching approach as fair, and 3.3% rated it as poor. These responses suggest that although the overall perception of the teachers' approach to teaching is positive, there remains some scope for improvement in order to address the expectations of all learners. Overall, the findings reflect that the teachers' approach to teaching is largely appreciated by the students and contributes positively to the teaching-learning process in the college.

5. Fairness of the internal evaluation process can be termed as:



Response Interpretation: The responses indicate that a majority of the students had a positive opinion regarding the fairness of the internal evaluation process. A significant 33.8% of the students stated that the evaluation process was always fair, while 27% felt that it was usually fair. This reflects that a large section of the students considered the internal evaluation system to be transparent and impartial. At the same time, 27.7% of the students rated the process as average, suggesting that although the system is generally accepted, some students may have experienced inconsistencies or had reservations about its fairness. A smaller proportion of students, 6.8%, felt that the process was sometimes unfair, and 4.7% considered it unfair. Overall, the findings suggest that the internal evaluation process in the college is largely viewed as fair by the students, though there remains some scope for further improvement in ensuring greater transparency, consistency, and student confidence in the evaluation system.

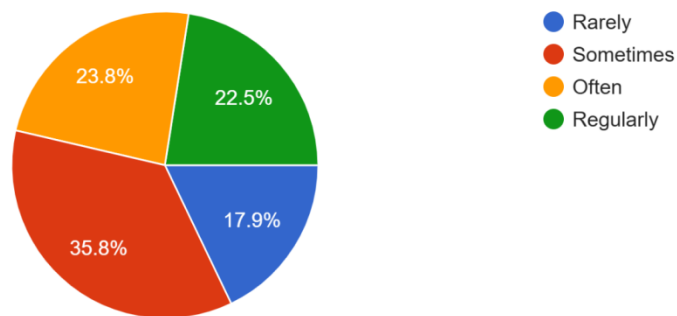
6. Was your performance in assignments discussed with you?



Response Interpretation: The responses indicate that a considerable proportion of students received regular feedback on their performance in assignments. 36.2% of the students stated that their performance was always discussed with them, while 21.1% reported that it was usually

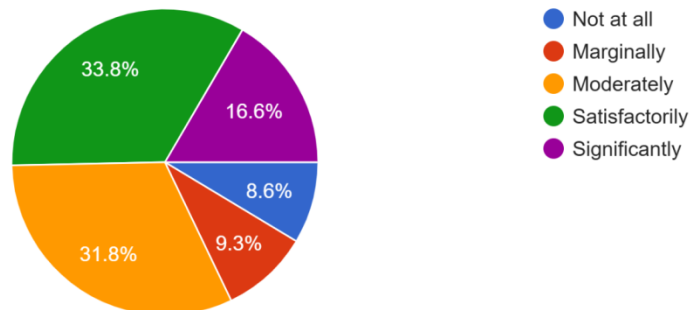
discussed. This suggests that for a significant number of students, teachers made efforts to provide feedback and guidance regarding their assignment performance. However, the responses also reveal that such discussions were not consistent for all students. 19.7% of the students stated that their performance was discussed only occasionally, while 12.5% reported that it was rarely discussed. Moreover, 10.5% of the students mentioned that their performance was never discussed with them. Overall, the findings suggest that although feedback on assignments is provided to many students, there is still considerable scope for improvement in ensuring that performance-related discussions are conducted more regularly and consistently for all students.

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



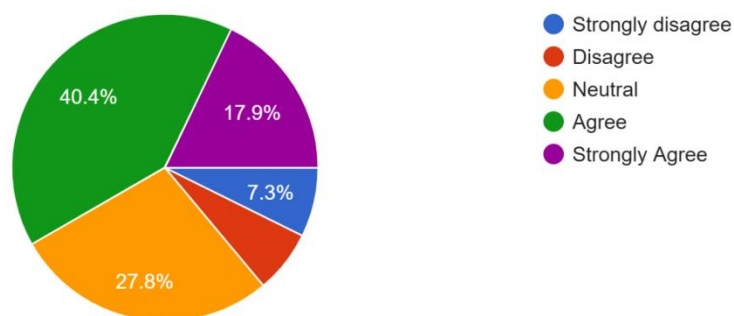
Response Interpretation: The responses indicate a mixed perception among students regarding the institute's efforts in promoting internship, student exchange, and field visit opportunities. 22.5% of the students felt that the institute regularly takes active interest in providing such opportunities, while 23.8% believed that it does so often. These responses suggest that a considerable section of students acknowledges the institute's efforts in encouraging experiential and exposure-based learning opportunities. However, the largest proportion of students, 35.8%, responded sometimes, indicating that such initiatives may not be consistently available to all students. In addition, 17.9% of the students felt that the institute rarely takes active interest in promoting these opportunities. Overall, the findings suggest that while the institute does make efforts to promote internships, student exchange, and field visits, there is significant scope for improvement in making such opportunities more regular, structured, and accessible to a larger number of students.

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



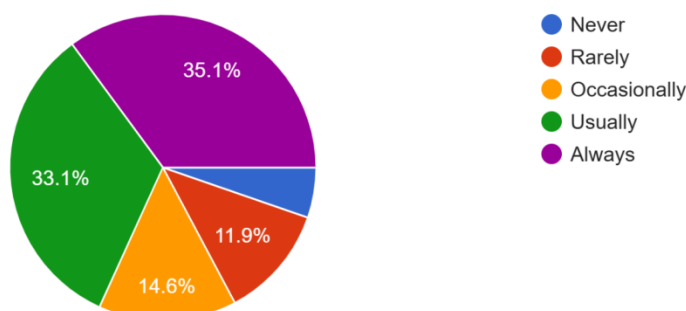
Response Interpretation: The responses indicate that the teaching and mentoring process of the institution has had a generally positive impact on the cognitive, social, and emotional growth of students. A significant 33.8% of the students felt that the process facilitated their growth satisfactorily, while 16.6% stated that it contributed significantly. These responses suggest that a considerable proportion of students have benefitted from the academic and mentoring support provided by the institution. At the same time, 31.8% of the students rated the impact as moderate, indicating that although the teaching and mentoring process is helpful, its influence may not be equally strong for all students. A smaller proportion of students, 9.3%, felt that the process contributed only marginally, while 8.6% reported no impact at all. Overall, the findings suggest that the institution's teaching and mentoring practices are largely supportive of students' holistic growth, though there remains scope for further strengthening mentoring mechanisms and student support systems to ensure a more meaningful impact on all learners.

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



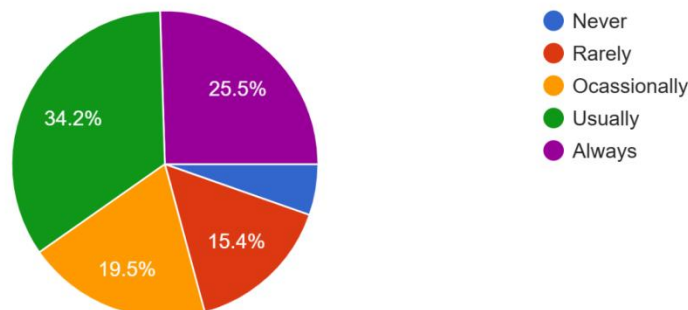
Response Interpretation: The responses indicate that a majority of the students held a positive opinion regarding the opportunities provided by the institution for learning and personal growth. 40.4% of the students agreed that the institution provides multiple opportunities to learn and grow, while 17.9% strongly agreed with the statement. This suggests that a considerable proportion of students recognize the institution's efforts in creating an environment that supports academic development and overall growth. At the same time, 27.8% of the students remained neutral, which may indicate that some students were either uncertain about the extent of such opportunities or felt that the benefits were not equally experienced by all. A smaller percentage of students, 6.6%, disagreed, and 7.3% strongly disagreed, indicating that some students were not fully satisfied with the opportunities available to them. Overall, the findings suggest that the institution is generally perceived as supportive in providing opportunities for learning and growth, although there is scope for expanding and strengthening such opportunities so that they may reach and benefit a larger section of students.

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



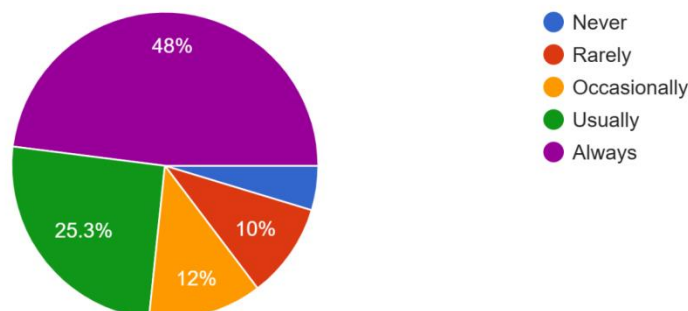
Response Interpretation: The responses indicate that a majority of the students were adequately informed by their teachers about expected competencies, course outcomes, and programme outcomes. 35.1% of the students stated that teachers always informed them about these academic expectations, while 33.1% reported that teachers usually did so. This reflects that a substantial proportion of students are made aware of the learning goals and expected outcomes of their courses and programmes. At the same time, 14.6% of the students stated that such information was provided only occasionally, while 11.9% reported that it was shared rarely. In addition, 5.3% of the students responded never, indicating that a small section of students did not receive sufficient information regarding their expected competencies and outcomes. Overall, the findings suggest that the institution has made significant efforts to communicate academic expectations to students, though there remains scope for ensuring that such information is shared more consistently and effectively with all learners.

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



Response Interpretation: The responses indicate that a majority of the students received regular follow-up from their mentors regarding the tasks assigned to them. 34.2% of the students stated that their mentors usually carried out the necessary follow-up, while 25.5% reported that this was done always. These responses suggest that mentoring support in the institution is generally active and that mentors play a significant role in monitoring students' assigned work and academic progress. At the same time, 19.5% of the students responded occasionally, indicating that follow-up was not consistent for all students. In addition, 15.4% of the students felt that such follow-up was done rarely, while 5.4% reported that it was never carried out. Overall, the findings suggest that the mentoring system in the institution is functioning positively for a large proportion of students, though there remains scope for improving the regularity and consistency of mentor follow-up so that all students may benefit equally from academic guidance and support.

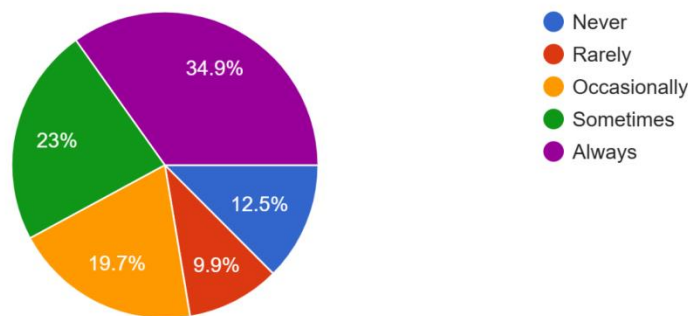
12. The teachers illustrate the concepts through examples and applications.



Response Interpretation: The responses indicate that a majority of the students were satisfied with the teachers' practice of illustrating concepts through examples and practical applications.

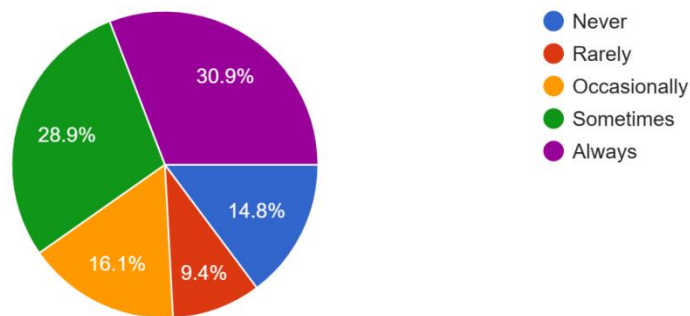
A significant 48% of the students stated that teachers always explained concepts in this manner, while 25.3% reported that they usually did so. This reflects that teachers generally make efforts to enhance students' understanding by connecting theoretical concepts with relevant examples and applications. At the same time, 12% of the students responded occasionally, suggesting that this teaching practice was not consistently experienced by all students. A smaller proportion of students, 10%, stated that teachers rarely used examples and applications, while 4.7% reported that this was never done. Overall, the findings suggest that the teaching process in the institution is largely effective in using examples and applications to explain concepts, although there remains some scope for ensuring that this method is adopted more consistently across all classes and subjects.

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



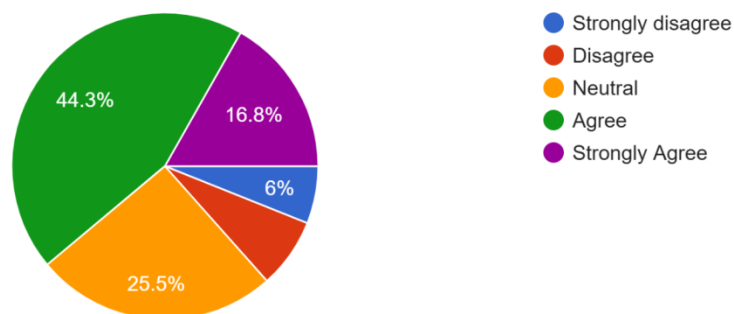
Response Interpretation: The responses indicate that a considerable proportion of students felt that teachers identify their strengths and encourage them by providing appropriate academic challenges. 34.9% of the students stated that teachers always supported them in this way, suggesting that many students benefit from a teaching approach that recognizes their abilities and motivates them to perform better. At the same time, 23% of the students responded sometimes, and 19.7% stated occasionally, which shows that this supportive practice is not consistent for all learners. A smaller proportion of students, 9.9%, reported that teachers rarely identified their strengths and encouraged them, while 12.5% stated that this never happened. Overall, the findings suggest that teachers in the institution make positive efforts to recognize students' strengths and challenge them appropriately, although there remains scope for making this practice more regular and inclusive so that all students may benefit equally.

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



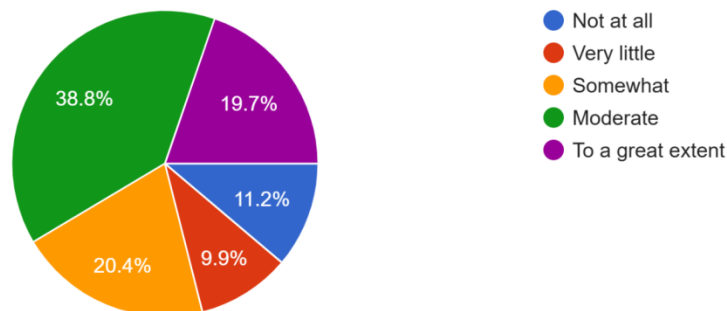
Response Interpretation: The responses indicate that a considerable proportion of students felt that teachers are able to identify their weaknesses and help them overcome those difficulties. 30.9% of the students stated that teachers always provided such support, while 28.9% reported that this happened sometimes. These responses suggest that many students do receive guidance from teachers in addressing their academic weaknesses and improving their performance. At the same time, 16.1% of the students responded occasionally, indicating that such support was not consistently available to all students. A smaller proportion of students, 9.4%, stated that teachers rarely helped them in overcoming their weaknesses, while 14.8% reported that this never happened. Overall, the findings suggest that teachers in the institution do play a positive role in identifying and addressing students' weaknesses, though there remains significant scope for strengthening this supportive practice so that all students can benefit from timely academic guidance and mentoring.

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



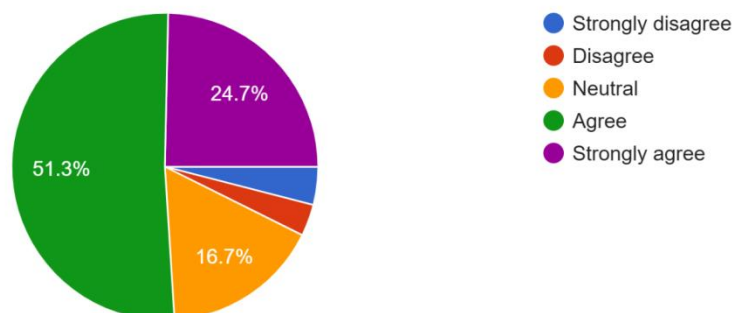
Response Interpretation: The responses indicate that a majority of the students had a positive opinion regarding the institution's efforts to involve them in the monitoring, review, and continuous improvement of the teaching-learning process. 44.3% of the students agreed with the statement, while 16.8% strongly agreed, showing that a significant proportion of students recognize the institution's initiatives to include them in quality enhancement activities. At the same time, 25.5% of the students remained neutral, which suggests that some students may not have been fully aware of such efforts or may not have experienced sufficient involvement in the process. A smaller percentage of students, 7.4%, disagreed, and 6% strongly disagreed, indicating that a section of the student community did not feel adequately engaged in monitoring and quality improvement activities. Overall, the findings suggest that the institution is making meaningful efforts to involve students in the enhancement of the teaching-learning process, although there remains scope for further strengthening student participation and ensuring that such involvement is more visible and effective for all learners.

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



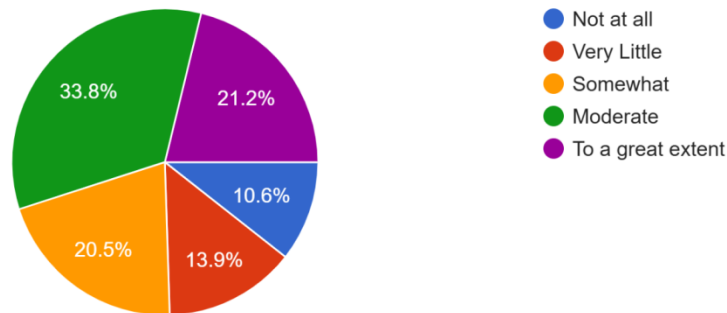
Response Interpretation: The responses indicate that the institution and its teachers are making efforts to use student-centric methods for enhancing the learning experience, though the extent of implementation appears to vary. 19.7% of the students felt that such methods were used to a great extent, while the highest proportion, 38.8%, rated the use of these methods as moderate. This suggests that a considerable number of students recognize the use of experiential, participative, and problem-solving approaches in the teaching-learning process. At the same time, 20.4% of the students responded somewhat, indicating that the use of student-centric methods may not be consistent or equally effective across all classes and departments. A smaller proportion of students, 9.9%, felt that such methods were used very little, while 11.2% reported not at all. Overall, the findings suggest that the institution has adopted student-centric teaching practices to a certain extent, but there remains significant scope for strengthening and expanding these methods in order to make the learning experience more interactive, practical, and engaging for all students.

17. Teachers encourage you to participate in extracurricular activities.



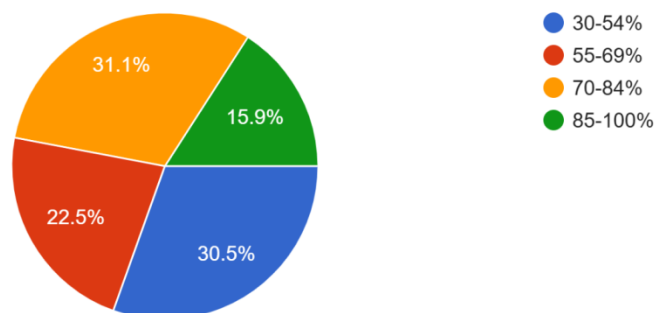
Response Interpretation: The responses indicate that a large majority of the students felt that teachers encourage them to participate in extracurricular activities. 51.3% of the students agreed with the statement, while 24.7% strongly agreed, reflecting a highly positive perception of the teachers' role in motivating students beyond academic activities. This suggests that teachers actively support students in taking part in extracurricular programmes that contribute to their overall personality development and holistic growth. At the same time, 16.7% of the students remained neutral, indicating that some students may not have experienced such encouragement consistently or may not have actively engaged in extracurricular activities. Only a small proportion of students, 3.3%, disagreed, and 4% strongly disagreed, suggesting limited dissatisfaction in this regard. Overall, the findings show that teachers in the institution play a positive and encouraging role in promoting students' participation in extracurricular activities, which is an important aspect of their all-round development.

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.



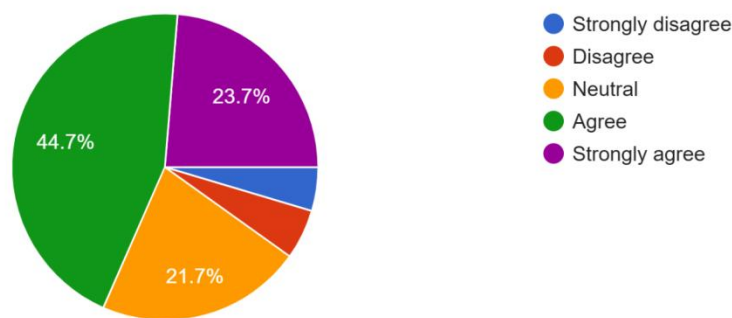
Response Interpretation: The responses indicate that the institution and its teachers are making efforts to develop students' soft skills, life skills, and employability skills, though the extent of these efforts appears to vary. 21.2% of the students felt that such efforts were made to a great extent, while 33.8% rated them as moderate. This suggests that a considerable proportion of students recognize the institution's attempts to prepare them for the world of work by focusing on skills beyond the academic curriculum. At the same time, 20.5% of the students responded somewhat, indicating that these efforts may not be consistently strong or equally visible to all students. A smaller proportion of students, 13.9%, felt that such efforts were made very little, while 10.6% stated not at all. Overall, the findings suggest that the institution is taking meaningful steps towards enhancing students' readiness for future employment and life beyond the classroom; however, there remains significant scope for strengthening skill-development initiatives so that they can have a more effective and wider impact on the student community.

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



Response Interpretation: The responses indicate that the use of ICT tools by teachers in the teaching-learning process is present, though its extent varies considerably across classes and departments. 31.1% of the students reported that 70–84% of teachers use ICT tools such as LCD projectors and multimedia while teaching, while 15.9% stated that 85–100% of teachers use such tools. These responses suggest that a significant proportion of students perceive a fairly good level of ICT integration in classroom teaching. At the same time, 22.5% of the students felt that only 55–69% of teachers use ICT tools, while a substantial 30.5% reported that the usage is limited to 30–54% of teachers. This indicates that although ICT-based teaching practices have been adopted to some extent, their use is not yet uniform across the institution. Overall, the findings suggest that the institution has made progress in integrating ICT tools into the teaching-learning process; however, there is considerable scope for increasing and standardizing the use of such tools among all teachers to make classroom teaching more interactive, effective, and technology-enabled.

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



Response Interpretation: The responses indicate that the overall quality of the teaching-learning process in the institution is viewed positively by a majority of the students. 44.7% of the students agreed that the teaching-learning process is very good, while 23.7% strongly agreed with the statement. These responses show that a substantial proportion of students are satisfied with the quality of teaching, academic support, and the learning environment provided by the institution. At the same time, 21.7% of the students remained neutral, which may suggest that some students are uncertain about the overall effectiveness of the teaching-learning process or feel that their experience has been average. A smaller percentage of students, 5.3%, disagreed, and 4.6% strongly disagreed, indicating that a limited section of students was not fully satisfied with the quality of the teaching-learning process. Overall, the findings suggest that the institution has maintained a generally positive teaching-learning environment and that the majority of students appreciate its quality. However, there remains scope for continuous improvement to address the concerns of all learners and further strengthen the overall academic experience.

Q. 21 Give three observation / suggestions to improve the overall teaching - learning experience in your institution.

Based on the responses received from the students, the major observations and suggestions for improving the overall teaching-learning experience are as follows:

- Clarify the implementation of the 4-year FYUGP programme, particularly for the 2023–26 batch, as many students expressed confusion and anxiety.
- Increase the use of ICT-enabled teaching through smart boards, LCD projectors, multimedia presentations, and digital learning tools.
- The people responsible for cleaning the classrooms should be held responsible. Often the students find dusty classrooms which causes a lot of inconvenience.
- Conduct more practical classes, laboratory sessions, field visits, educational tours, and experiential learning activities.
- Organise more skill development programmes, career guidance sessions, workshops, seminars, and mentorship activities.
- There is an increased requirement of clean drinking water and toilets considering the huge number of students.
- Upgradation of library resources by adding more updated books, journals and digital learning materials.
- Encourage greater use of English along with regional languages during classroom teaching to improve understanding for all students.