

Student Satisfaction Survey



STUDENTS SATISFACTION SURVEY 2023-24

**Tuljaram Chaturchand College of Arts, Science and
Commerce, Baramati
Empowered Autonomous**

About Student Satisfaction Survey (SSS):

The Student Satisfaction Survey is a compulsory activity under the NAAC Accreditation process. This survey focuses mainly on the Teaching Learning Process which is the most important academic function of an educational institution. The NAAC attaches so much importance to this survey that unless the survey report is submitted, the results of this survey encompass the accreditation process. It captures the student responses from the Higher Education Institutions (HEI). The survey gives an opportunity to students to have their say in assessment and quality improvement process.

Methodology:

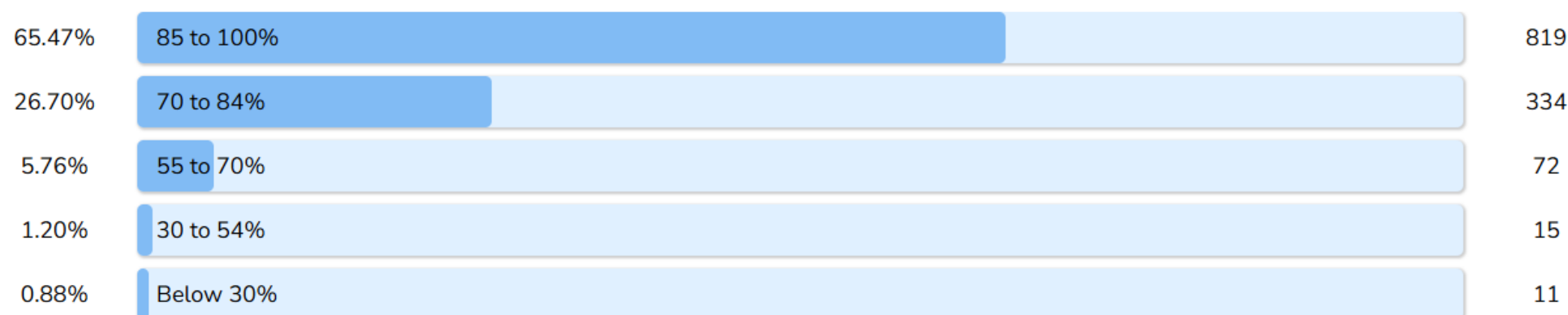
Our college too, has been conducting such surveys over the years. One special thing about the survey this year is that for the second time **the entire survey is conducted online without wasting even a single piece of paper. A total of 1251 students participated in the Survey.** The survey was done using the Google Form and the links of the survey were shared with students through the Whatsapp Groups and using Telegram Group for students. Without any coercion a huge number of students have responded to the survey voluntarily. The college will try to make the process of Teaching and Learning more inclusive by encouraging more and more students to participate in this survey.

The NAAC format for Student Satisfaction Survey includes 21 questions of which 20 questions are quantifiable while the last question gives qualitative input. The first 20 questions which are quantifiable are based on Likert's Scale. Regarding this it is decided by the Committee in accordance with the IQAC that if the responses for the last two or three options (based on questions) are more than 5% then they will be considered significant and remedial recommendations would be made and implemented.

The findings:

The findings of the survey were discussed by the committee members along with IQAC. The question specific findings and recommendations are given and discussed after each subject. The students responses were converted into recommendations which are given at the end of the report. The suggestions were conveyed to the college authorities so that they are converted into actionable inputs in the academic planning for the next year. This survey is an important mean for collecting information that can assure and maintain education quality, enhance the effectiveness of the Teaching Learning Process, improve the Student and Teacher Satisfaction and contribute in the success of the college as an education institution. The finding from the Survey for the year 2023-24 are presented below:

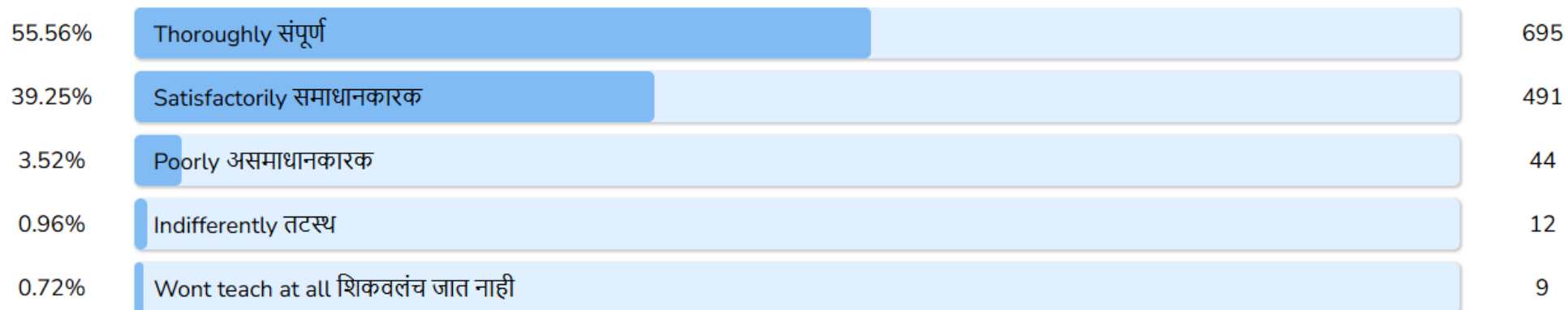
1. How much of the syllabus was covered in the class?



Analysis:

Syllabus coverage is a key indicator of the effectiveness of the Teaching-Learning Process. According to the provided data: **65.47%** of students reported that **85-100%** of the syllabus was covered. **26.70%** of students indicated that **70-84%** of the syllabus was completed. This means that a total of **92.17%** of students confirmed that more than **70%** of the syllabus was covered, reflecting a **positive increase of 5%** compared to the previous year. This is significant, especially considering that a portion of this academic year was impacted by the COVID-19 pandemic, requiring both teachers and students to adapt to online learning platforms. On the other hand: Only **0.88%** of students reported that less than **30%** of the syllabus was covered. This minimal percentage can be considered negligible in line with the adopted methodology.

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

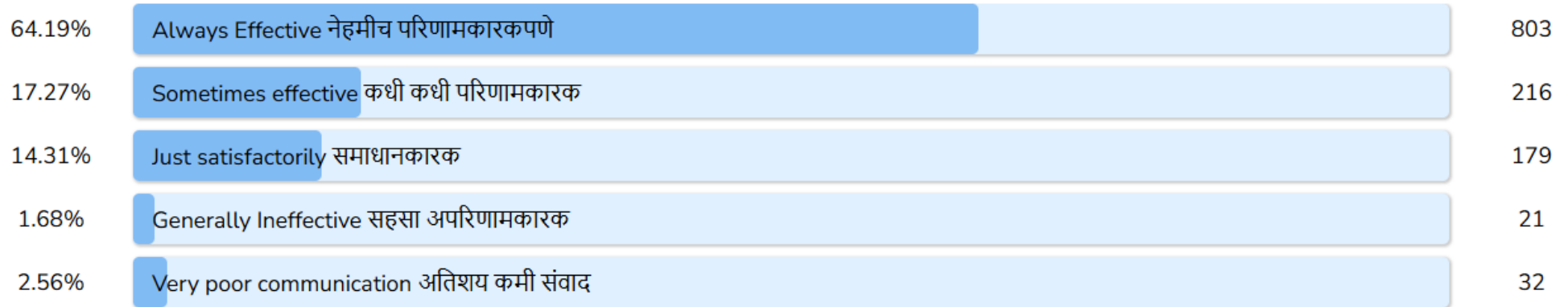


Analysis:

The data reflects students' feedback on the effectiveness of teaching quality. The responses are distributed as follows: **55.56% (695 students)** rated teaching as "**Thoroughly**", indicating highly effective teaching practices. **39.25% (491 students)** found the teaching "**Satisfactory**", suggesting overall positive but improvable teaching performance. **3.52% (44 students)** rated teaching as "**Poorly**", highlighting certain dissatisfaction. **0.96% (12 students)** marked teaching as "**Indifferently**", reflecting a neutral or disengaged experience. **0.72% (9 students)** felt that the faculty "**Won't teach at all**", which is a minimal but concerning feedback.

Overall, a combined **94.81%** of students (Thoroughly + Satisfactory) expressed a positive perception of teaching quality, which demonstrates strong faculty engagement and teaching effectiveness. Only **5.19%** of responses reflect dissatisfaction or disengagement.

3. How well were the teachers able to communicate?



Analysis:

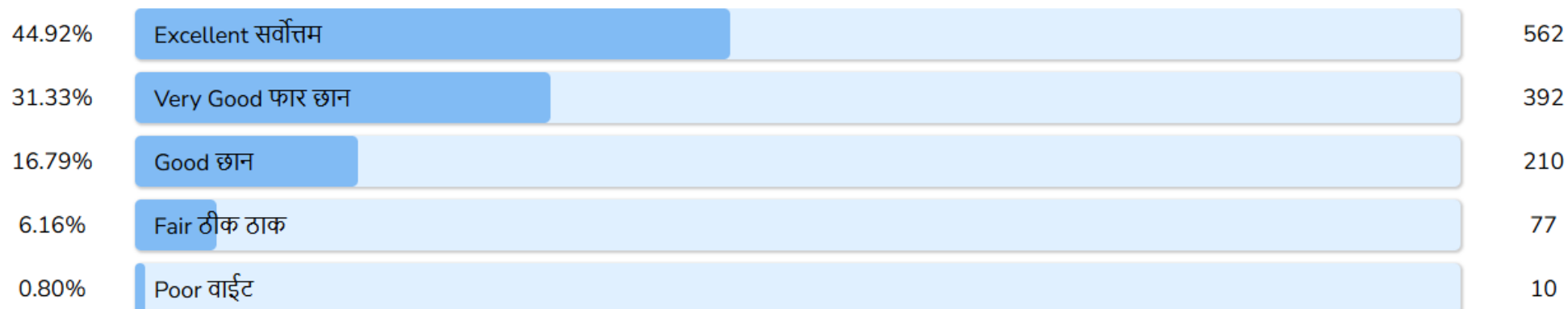
The data represents student feedback on the effectiveness of faculty communication and teaching methods. The responses are distributed as follows: **64.19% (803 students)** rated faculty as "**Always Effective**", reflecting a highly positive evaluation of teaching effectiveness. **17.27% (216 students)** found the teaching to be "**Sometimes Effective**", indicating occasional inconsistency in effectiveness. **14.31% (179 students)** rated teaching as "**Just Satisfactorily**", suggesting room for improvement. **1.68% (21 students)** felt the teaching was "**Generally Ineffective**", pointing to persistent shortcomings. **2.56% (32 students)** reported "**Very Poor Communication**", highlighting a need for improved communication between faculty and students.

In total, **81.46%** of students (Always Effective + Sometimes Effective) provided positive feedback, while **18.54%** expressed dissatisfaction with teaching effectiveness and communication.

Recommendation:

1. **Enhance Consistency:** Faculty members should focus on maintaining consistent teaching effectiveness, addressing the concerns of students who rated them as "Sometimes Effective."
2. **Interactive Teaching Methods:** Implement more interactive teaching strategies (e.g., group discussions, real-life examples, digital tools) to engage students and improve communication.
3. **Feedback Integration:** Regularly gather student feedback to identify specific areas where communication and teaching methods can be improved.
4. **Faculty Development Programs:** Organize workshops on effective communication skills and innovative teaching practices for faculty.
5. **Support for Struggling Students:** Identify and provide additional support to students who reported poor communication to ensure they stay engaged and perform well academically.

4. Teachers approach to teaching can be best described as



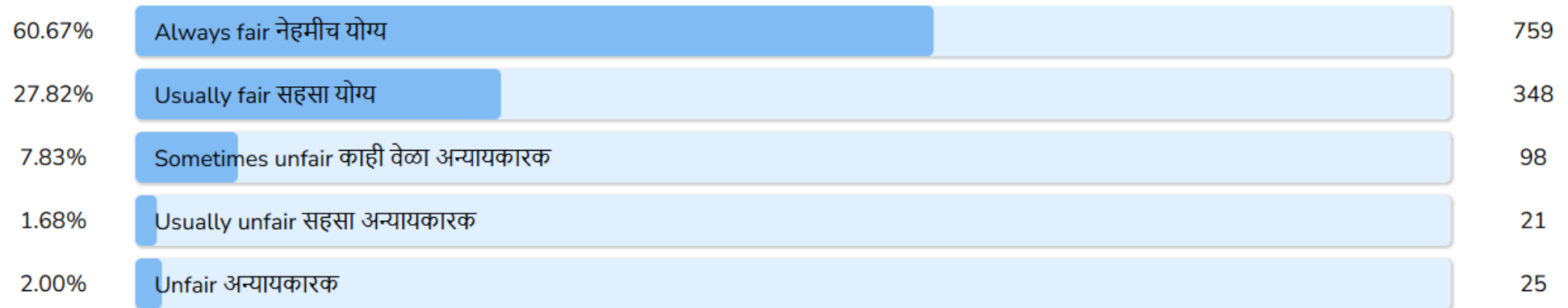
Analysis:

Nearly 93.3% of the students have expressed that the teachers approach towards teaching is either good (17.96%), Very Good (29.22%) or Excellent (46.12%). This is praiseworthy and it also highlights the commitment of the teachers towards teaching.

Recommendation:

Considering the replies no recommendation is made on this question.

5. Fairness of the internal evaluation process by the teachers



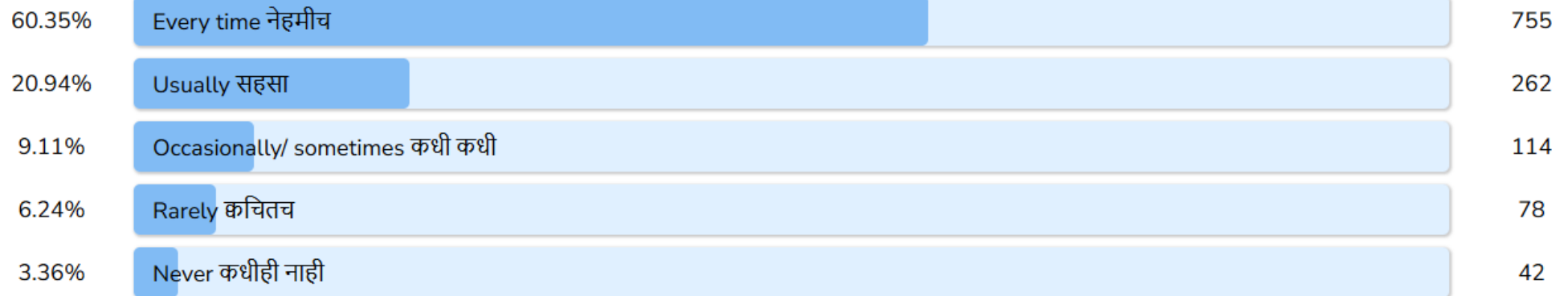
Analysis:

The data reflects student feedback on the fairness of the internal evaluation process conducted by teachers: **60.67% (759 students)** rated the internal evaluation as "**Always fair (नेहमीच योग्य)**", indicating a strong perception of consistent and unbiased assessment practices. **27.82% (348 students)** felt it was "**Usually fair (सहसा योग्य)**", suggesting general satisfaction with occasional concerns. **7.83% (98 students)** reported it as "**Sometimes unfair (काही वेळा अन्यायकारक)**", highlighting sporadic instances of perceived bias or inconsistency. **1.68% (21 students)** viewed the process as "**Usually unfair (सहसा अन्यायकारक)**", showing consistent dissatisfaction. **2.00% (25 students)** considered it "**Unfair (अन्यायकारक)**", reflecting significant concerns about fairness. Overall, a positive **88.49%** of students (Always Fair + Usually Fair) trust the fairness of internal evaluations, whereas **11.51%** (Sometimes Unfair + Usually Unfair + Unfair) have expressed concerns about bias or inconsistency.

Recommendation:

1. **Maintain Transparency:** Continue transparent evaluation practices, ensuring consistent and unbiased grading criteria.
2. **Clear Evaluation Guidelines:** Provide students with clear rubrics and evaluation parameters to minimize ambiguity and build trust.
3. **Feedback Mechanism:** Offer constructive feedback to students to help them understand their performance and areas for improvement.
4. **Address Concerns:** Investigate and address specific issues raised by students who reported unfair practices through anonymous feedback systems.
5. **Faculty Training:** Organize workshops for faculty on fair assessment techniques and handling subjective evaluations to maintain consistency.

6. Was your performance in the assignments discussed with you?



Analysis:

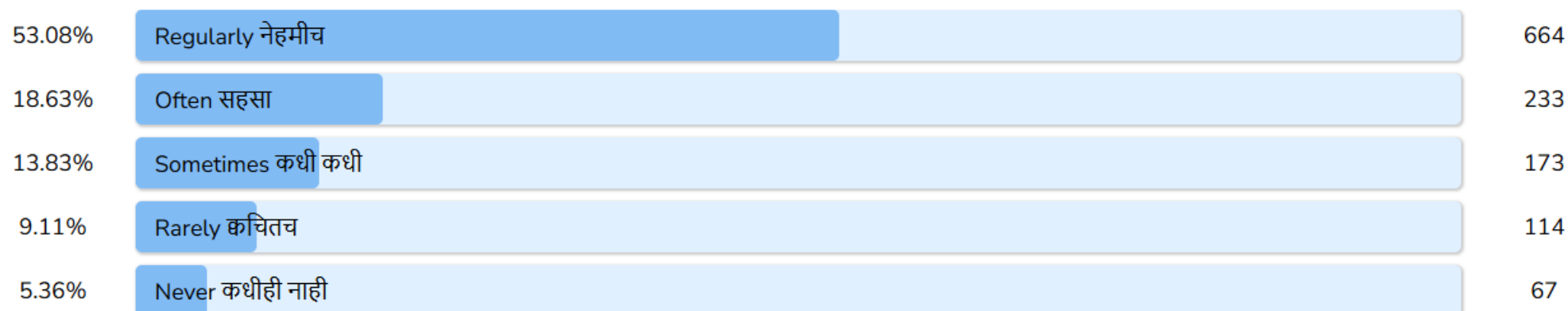
The data reflects students' feedback on whether their performance in assignments was discussed with them:

60.35% (755 students) responded "**Every time (नेहमीच)**", indicating that the majority consistently receive feedback on their assignments. **20.94% (262 students)** said "**Usually (सहसा)**", suggesting they often, but not always, receive performance discussions. **9.11% (114 students)** reported "**Occasionally/Sometimes (कधी कधी)**", showing irregular feedback. **6.24%** noted it happens "**Rarely (कचितच)**", highlighting minimal interaction regarding assignments. In total, **81.29%** of students (Every Time + Usually) feel that their performance is regularly discussed, while **15.35%** (Occasionally + Rarely) experience infrequent feedback.

Recommendation:

1. **Strengthen Regular Feedback:** Encourage faculty to maintain consistent feedback practices for all assignments, ensuring every student receives timely performance discussions.
2. **Implement Structured Review Sessions:** Introduce dedicated sessions for assignment feedback in each course, promoting clarity on strengths and areas for improvement.
3. **Adopt Personalized Feedback Methods:** Utilize written comments, one-on-one meetings, or online feedback tools to reach students who rarely receive feedback.
4. **Monitor Feedback Practices:** Department heads can periodically review feedback mechanisms to ensure consistent implementation across all classes.
5. **Promote Interactive Learning:** Encourage teachers to engage students in reflective discussions about their assignments to enhance learning outcomes.

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



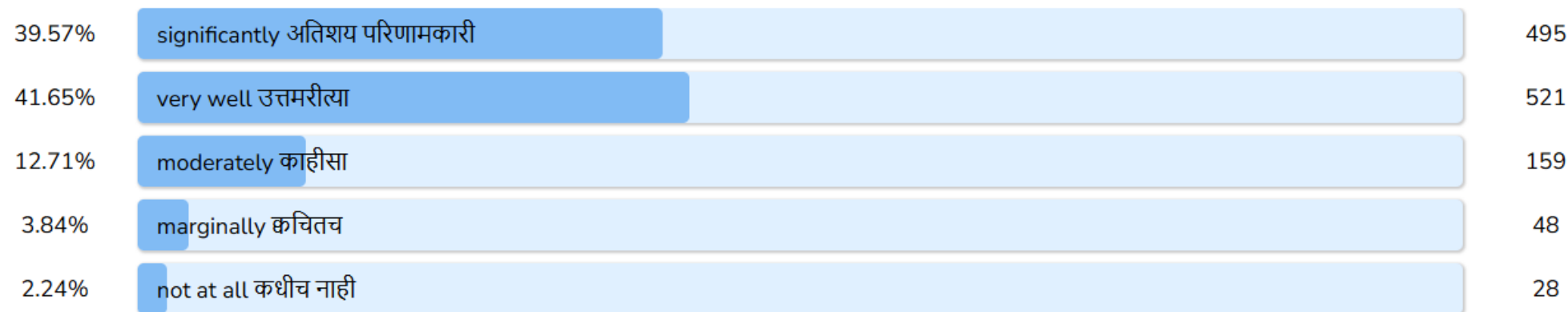
Analysis: The analysis of the data regarding the institute's active involvement in promoting internships, student exchange programs, and field visit opportunities reveals a largely positive response from students. A significant majority, 53.08% (664 students), affirmed that the college regularly engages in such initiatives. This reflects the institution's strong commitment to providing students with practical exposure and diverse learning experiences beyond the classroom. Additionally, 18.63% (233 students) responded that these opportunities are often encouraged, further emphasizing consistent efforts by the institution to enhance students' academic and professional growth.

However, 13.83% (173 students) stated that such activities occur only sometimes, while 9.11% (114 students) reported that they are rarely promoted. Moreover, 5.36% of students indicated that these opportunities are never provided. This data highlights that while a majority of students benefit from regular and often-organized programs, there remains a segment of the student body that perceives limited access to these initiatives.

Recommendation:

To address this gap and ensure inclusive participation, the college should adopt a more structured and department-wise approach to organizing internships, exchange programs, and field visits. Regular communication of available opportunities through notice boards, emails, and mentorship programs can help students stay informed and engaged. Additionally, the institution could collaborate with industries, research centers, and other academic institutions to expand the scope and frequency of these programs. By taking these steps, the college can further strengthen its commitment to providing comprehensive educational experiences that prepare students for their future careers.

8. The teaching and mentoring process in your college facilitates you in cognitive social and emotional growth?



Analysis:

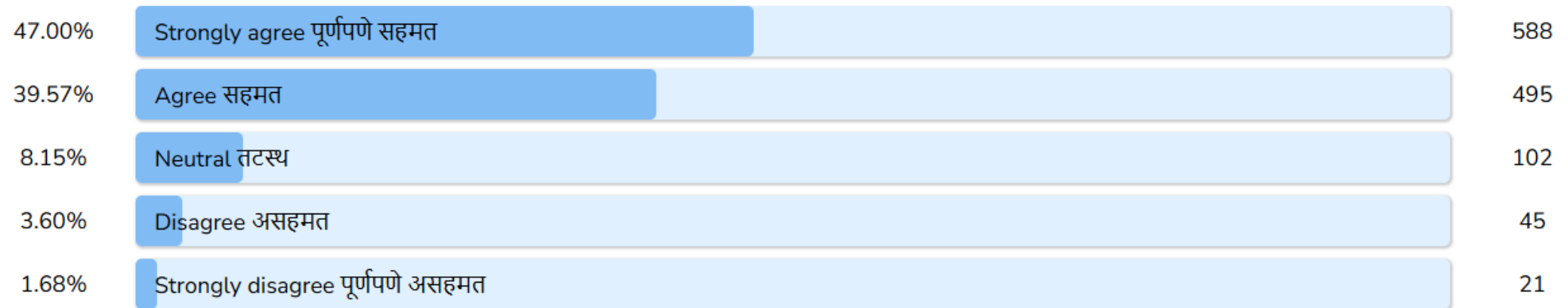
The analysis of student feedback on the effectiveness of the teaching and mentoring process in facilitating cognitive, social, and emotional growth presents a highly positive outcome. A combined 81.22% of students have expressed satisfaction, with 39.57% (495 students) stating that the process is *significantly* beneficial and 41.65% (521 students) indicating it supports them *very well*. This majority response highlights the college's strong commitment to fostering holistic development through effective teaching strategies and personalized mentoring.

However, 12.71% (159 students) reported that the support is only *moderately* effective, while 3.84% (48 students) felt the impact is *marginal*. Additionally, 2.24% of students stated that the teaching and mentoring process does *not at all* contribute to their overall development. These responses suggest that although most students benefit from the current system, there is a need to address the concerns of those who feel under-supported.

Recommendation:

To further enhance the effectiveness of the teaching and mentoring process, the institution could introduce targeted mentorship programs, focusing on students who require additional academic, social, or emotional support. Organizing workshops on soft skills, emotional intelligence, and mental well-being, along with interactive sessions between faculty and students, can bridge existing gaps. Strengthening student-faculty communication and implementing regular feedback mechanisms will ensure continuous improvement in mentoring strategies, ultimately supporting the all-round development of every student.

9. The college provides multiple opportunities to learn and grow-



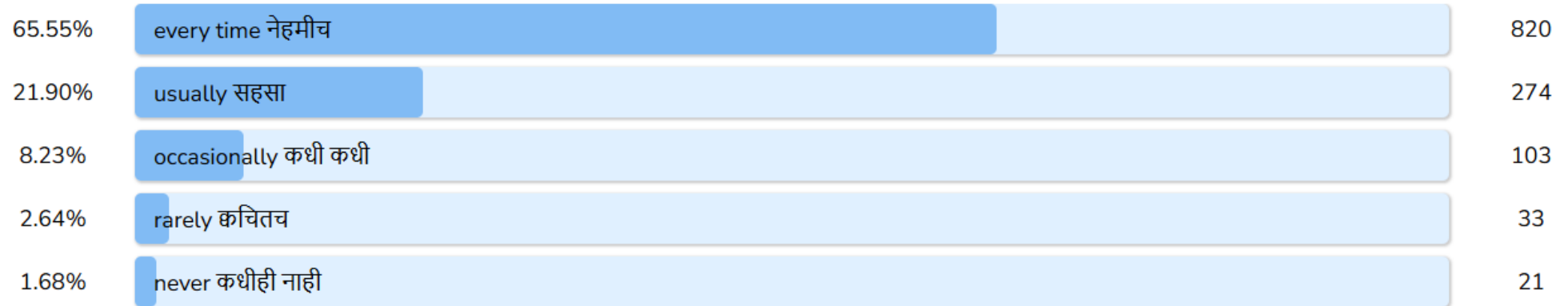
Analysis:

- **Positive Sentiment:** The overwhelming majority (86.57%) of students either strongly agree or agree with the statement, which indicates that a significant portion of students feel that the college offers ample opportunities for learning and growth.
- **Neutral Responses:** 8.15% of students are neutral, suggesting that while they might not have strong feelings about the opportunities provided, they do not entirely discount them.
- **Disagree Responses:** Only 5.28% (3.60% Disagree and 1.68% Strongly Disagree) students feel that the college does not offer sufficient opportunities for growth, which is a relatively low percentage but still significant and warrants attention.

Recommendations:

1. **Enhance Communication and Awareness:** For the 8.15% neutral respondents, further efforts can be made to improve communication about the opportunities available in the college. Clear information on workshops, seminars, internships, skill-building activities, and other academic or extracurricular opportunities might encourage a more positive perception.
2. **Address Disagreement:** For the small percentage of students who disagree or strongly disagree, it would be valuable to identify the reasons behind their responses. Conducting a follow-up survey or focus group with these students can help uncover specific areas of concern, such as lack of access to certain opportunities or perceived inefficiencies in the programs offered.
3. **Continued Engagement:** Continue to provide and expand opportunities for learning, including skill development, career counseling, and research initiatives. Regular updates on available opportunities and active encouragement from faculty can also help reinforce a positive view.

10. Teachers inform you about your expected competencies, course outcomes and program outcomes?



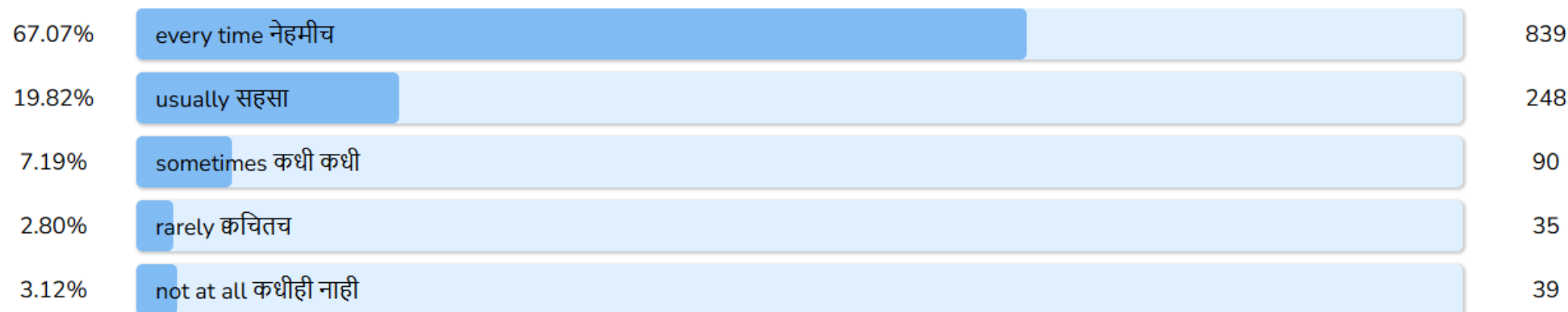
Analysis:

- **Strong Communication:** A significant majority (87.45%) of students report that their teachers either always (65.55%) or usually (21.90%) inform them about competencies, course outcomes, and program outcomes. This indicates that the majority of students feel that teachers are clear about the expectations and goals of the courses.
- **Occasional Gaps:** 8.23% of students say they are informed occasionally, which suggests that there may be some inconsistency in how teachers communicate these aspects.
- **Minor Issues:** A small percentage (4.32%) of students report that they are rarely or never informed, which indicates a minor gap in communication that could affect these students' understanding of the course structure and goals.

Recommendations:

1. **Standardize Communication:** To ensure all students receive clear information, the communication regarding course outcomes and competencies should be standardized across all courses and instructors. This could include sharing the expected outcomes at the beginning of each semester, in syllabi, and during the first few classes.
2. **Consistency in Teaching Practices:** Teachers who inform students only occasionally or rarely could benefit from professional development workshops focused on effective communication strategies, ensuring they consistently explain course goals and competencies.
3. **Regular Reminders:** Incorporating regular reminders of course and program outcomes throughout the semester could help reinforce students' understanding. This could be done through course materials, assessments, or announcements in class.

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



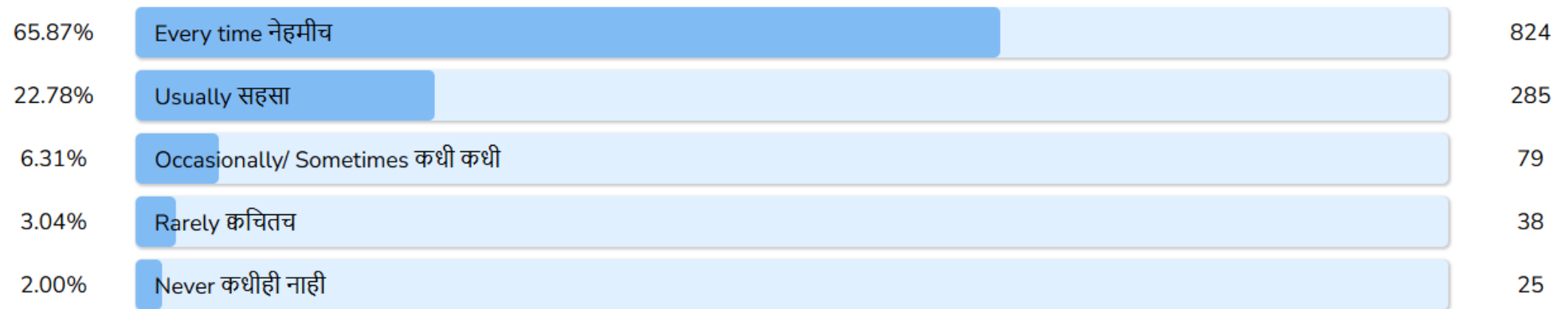
Analysis:

- **Positive Support:** The majority of students (86.89%) feel that their mentors provide consistent follow-up on assignments, with 67.07% saying this happens every time and 19.82% saying it usually happens. This reflects a strong mentoring system where students receive necessary guidance and support.
- **Occasional Gaps:** 7.19% of students report receiving follow-up only sometimes, which may indicate that there is some inconsistency in mentor support or that certain students require more attention.
- **Minor Concerns:** 5.92% (2.80% rarely and 3.12% not at all) of students feel that they do not receive necessary follow-up. This could suggest that a small group of students is not benefiting from the level of mentoring support they need.

Recommendations:

1. **Strengthen Mentoring Practices:** Given that a large portion of students reports positive follow-up, efforts can be made to ensure that all mentors are consistently checking in with their mentees regarding assignments. Providing clear guidelines for mentors on how and when to follow up can help.
2. **Address Inconsistencies:** For the students who receive follow-up only sometimes, it might be helpful to explore any barriers or reasons behind the irregularity. This could be done through mentor-student feedback or mentoring workshops that focus on effective follow-up practices.
3. **Identify and Support the Few:** For the small percentage of students who rarely or never receive follow-up, it would be beneficial to investigate whether this is a matter of particular mentors, subject areas, or student needs. Offering additional resources for those students who feel unsupported could bridge this gap.

12. The teacher's illustrate the concepts through examples and applications-



Analysis:

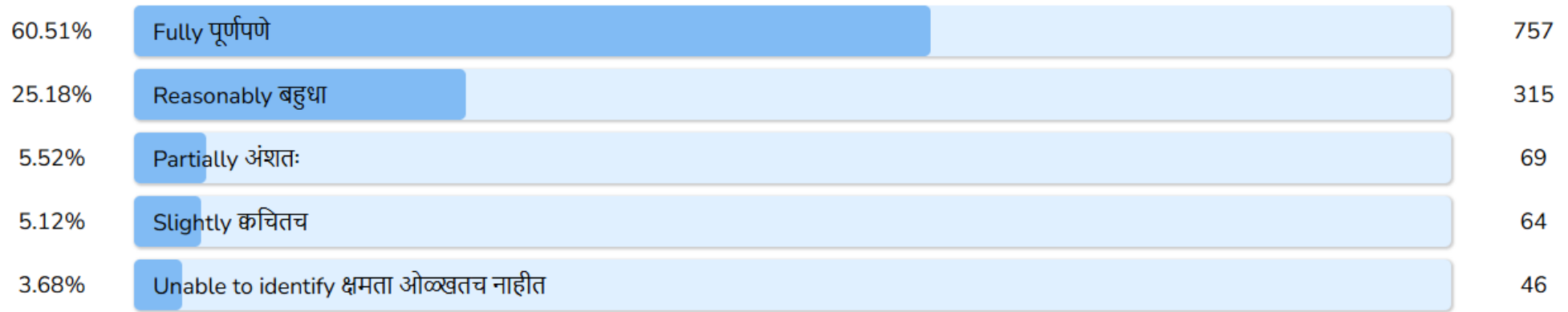
- The majority of respondents (88.65%) report that teachers either always (65.87%) or usually (22.78%) illustrate concepts with examples and applications. This suggests that practical teaching is a prevalent practice among the teachers in this group.
- A minority (11.35%) report that teachers do so occasionally, rarely, or never, indicating that in some cases, teachers may not always use practical applications to explain concepts.
- Overall, the data suggests a strong trend towards using examples and applications in teaching, with only a small portion of respondents noting that this approach is used less frequently or not at all.

The response distribution indicates a generally practical, application-oriented teaching approach in the context.

Recommendations:

Considering the replies no recommendation is made.

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



Analysis:

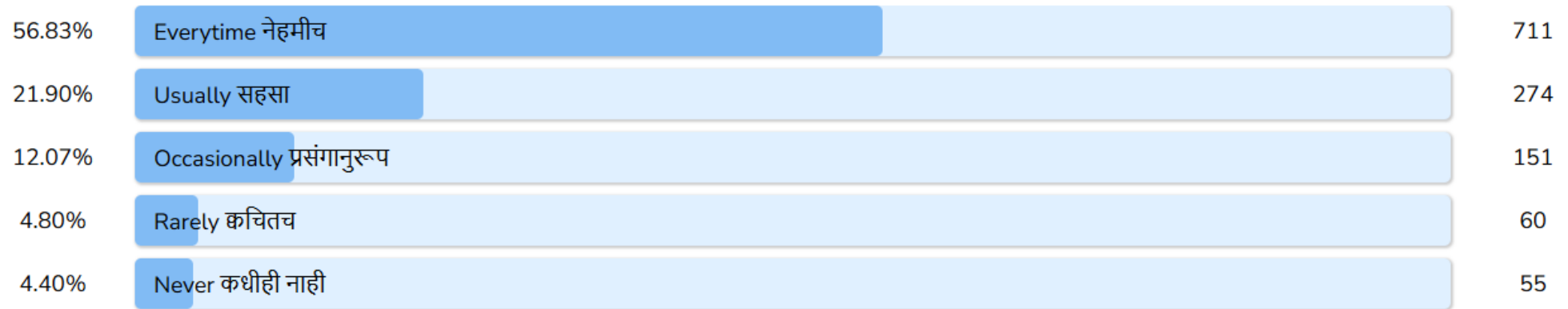
A significant portion of respondents (60.51%) feel that their teachers fully identify their strengths and provide the right level of challenges. This shows that the majority of teachers are engaged in helping students grow by tailoring challenges according to their strengths. While most students report positive experiences, there are still around 13% of respondents (5.52% + 5.12% + 3.68%) who feel that teachers either partially, slightly, or are unable to identify their strengths. This indicates that some students may not be receiving the necessary guidance or challenges to fully reach their potential. The data suggests that most teachers are succeeding in identifying students' strengths and providing appropriate challenges. However, a smaller group of students feels that their teachers may not be giving enough individualized attention in this area.

In conclusion, while the overall trend is positive, there is some room for improvement to ensure that all students receive the personalized support they need.

Recommendations:

Following the methodology, it is suggested that teachers should be encouraged to conduct SWOT or SWOC analysis in their classrooms. If needed, teachers should be taught such skills in advance.

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



Analysis:

A significant majority (78.73%, combining "Every time" and "Usually") of respondents feel that teachers are proactive in identifying weaknesses and providing solutions. This suggests that most teachers are attentive to students' challenges and take appropriate actions to help them improve.

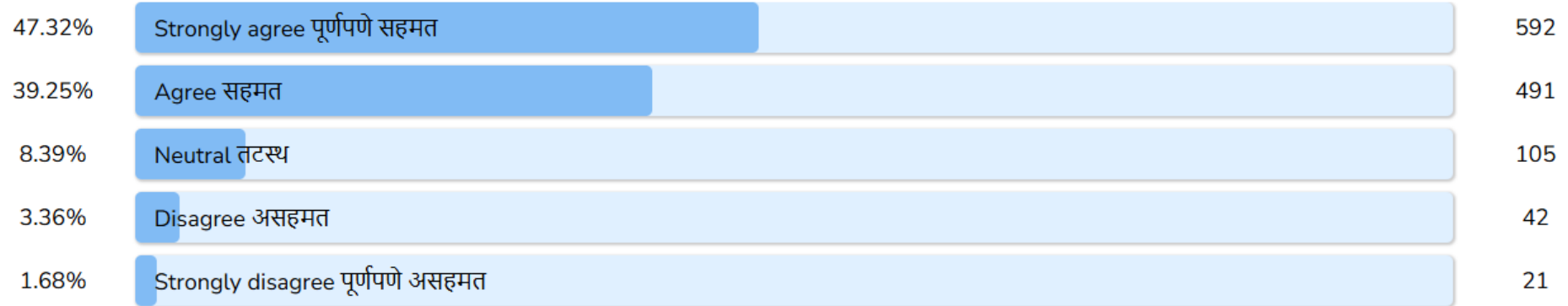
While most feedback is positive, 21.87% (12.07% "Occasionally" + 4.80% "Rarely" + 4.40% "Never") of respondents feel that they do not receive enough support in overcoming their weaknesses. This indicates a need for further improvement in the consistency and effectiveness of support provided by teachers, especially for the small group of students who may feel neglected in this area.

The data suggests that the majority of teachers are able to identify students' weaknesses and offer helpful guidance to address them. However, there remains a small portion of students who do not feel supported, highlighting areas for potential improvement in individualized attention.

Recommendations

In conclusion, the overall trend is positive, but efforts should be made to ensure that all students, including those in the smaller group, receive the necessary support to overcome their weaknesses.

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



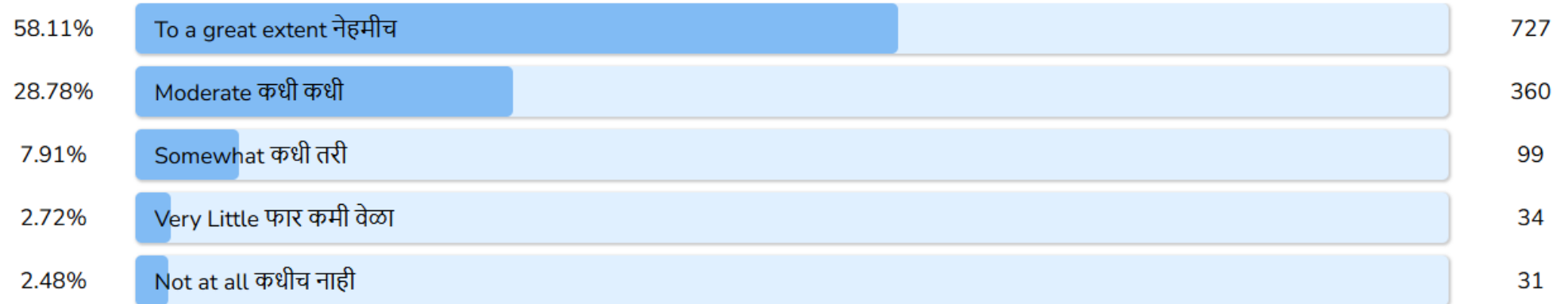
Analysis:

- **Positive Feedback:** The majority of respondents (86.57%, combining "Strongly agree" and "Agree") believe that the college makes efforts to involve students in the evaluation and improvement of the teaching and learning process. This reflects a generally positive view of the college's commitment to continuous quality improvement.
- **Neutral Feedback:** A small group of 8.39% of students are neutral on the matter, suggesting that some may not be fully aware of or engaged in these activities, or they may feel that the efforts are not significant enough to make an impact.
- **Negative Feedback:** Only a small percentage (5.04%, combining "Disagree" and "Strongly disagree") feel that the college does not actively involve students in this process. This indicates that the majority of students perceive some level of engagement in quality improvement efforts.

Recommendations:

Considering the responses, no recommendation is made.

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



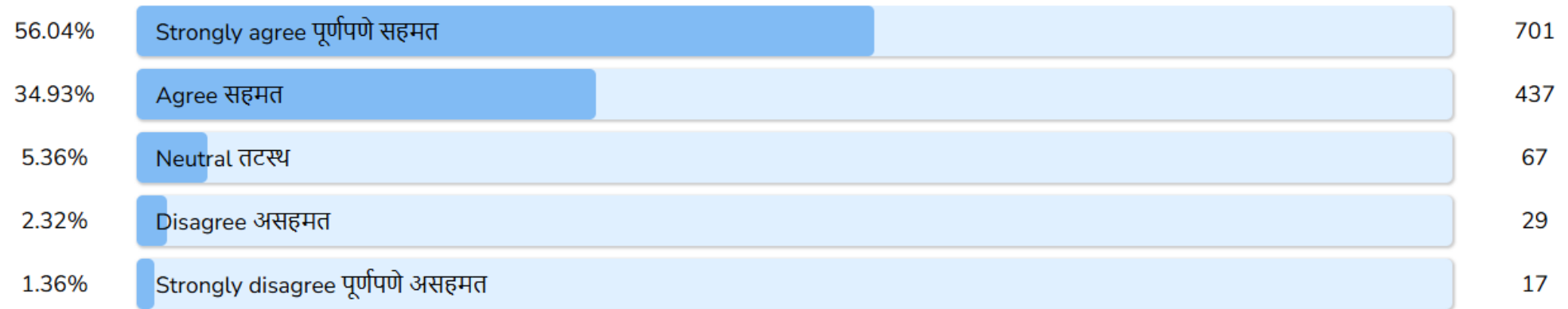
Analysis:

One of the important question in TLP is that whether student centric methods are being used to enhance the learning experience of the students. While replying to this question 64.47% student responded that teachers are making use of such methods to a great extent and 24.08 thought that moderate use of these methods is done. Whereas as 6.70% thought that only somewhat use of these methods is being done. Only 2.82% (Very little) and 1.94% (Not at all) respondents thought that such student centric methods are not being used effectively.

Recommendations:

On this backdrop it is suggested that teachers should be instructed to make use of student centric methods, such as experiential learning, participative learning and problem solving methodologies for enhancing learning experiences. As suggested earlier, workshops should be organized on the subject.

17. Teachers encourage you to participate in extracurricular activities-



Analysis:

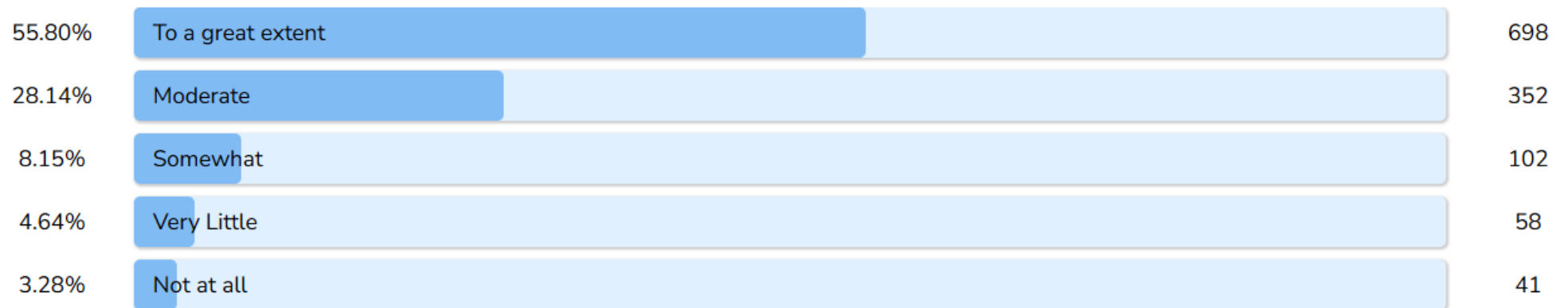
A substantial majority (90.97%, combining "Strongly agree" and "Agree") of respondents feel that their teachers encourage participation in extracurricular activities. This indicates that most students experience active support from their teachers in engaging with activities outside of academics.

5.36% of respondents are neutral, suggesting that while they may not feel strongly about the encouragement, they may also not feel actively discouraged. There could be an opportunity to ensure that all students are aware of and encouraged to participate in extracurricular activity. Only 3.68% (2.32% "Disagree" + 1.36% "Strongly disagree") of respondents feel that teachers do not encourage participation in extracurricular activities. This is a very small portion, but it still suggests that some students might not be receiving sufficient motivation in this area.

Recommendations:

Considering the replies no recommendation is made in this regard.

18. Efforts are made by the college for students to inculcate soft skills, life skills and employability skills to make you ready for the world of work-



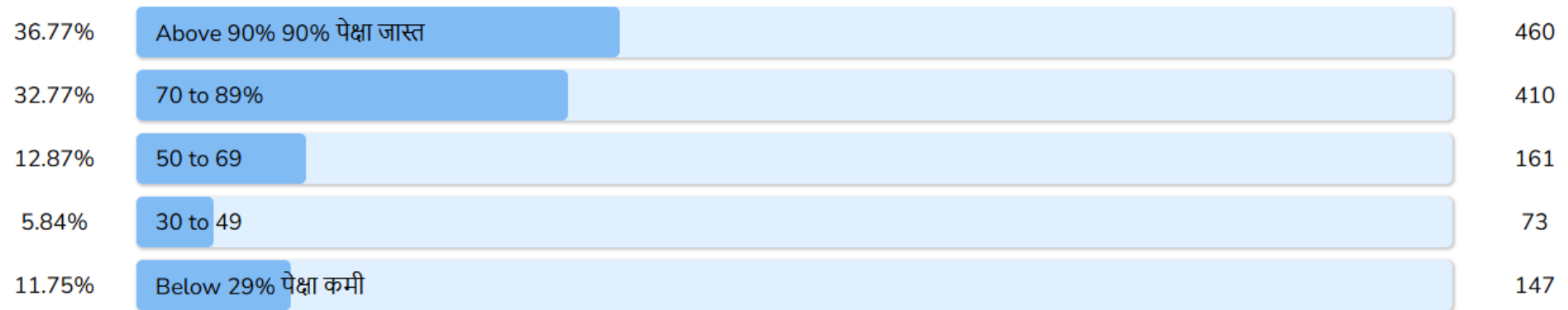
Analysis:

A significant majority (83.94%, combining "To a great extent" and "Moderate") of students feel that the college is actively involved in developing their soft skills, life skills, and employability skills. This shows that most students perceive a concerted effort by the college in preparing them for the workforce. Around 16.06% (8.15% "Somewhat" + 4.64% "Very Little" + 3.28% "Not at all") of students feel that these efforts are either insufficient or lacking. This suggests that there is room for the college to increase the focus on skill development to ensure that all students benefit equally.

Recommendations:

Overall, the majority of students feel that the college is making significant efforts to prepare them with the necessary skills for the workforce. However, a small percentage of students perceive the college's efforts as either moderate or lacking. These results suggest that while the college is doing well in this area, there is potential for further enhancement in skill development programs to ensure that all students feel fully equipped for the challenges of the professional world.

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



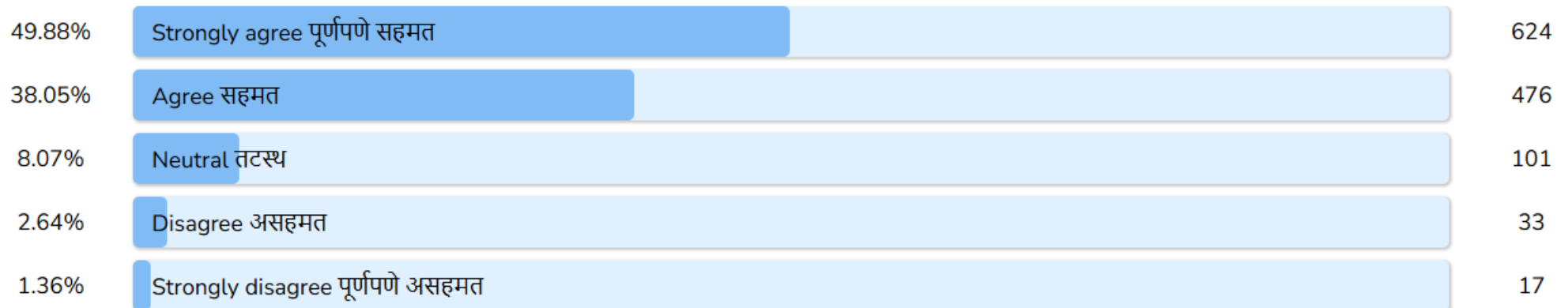
Analysis:

Significant majority (69.54%) of students perceive that over 70% of teachers are using ICT tools, such as LCD projectors and multimedia, regularly in their teaching. This highlights a strong integration of technology in the classroom, suggesting that the majority of teachers are embracing modern teaching methods that leverage ICT. 12.87% of students feel that about half of the teachers use ICT tools. This implies that while many teachers are incorporating technology, there is still potential for further expansion in its use to benefit more students. 17.59% of students report that ICT tools are used by only a small number of teachers (30% to 49% or fewer). This reflects a gap in the adoption of technology, and suggests that some teachers may not be fully utilizing the available tools, possibly due to lack of training, resources, or awareness of their effectiveness.

Recommendations:

The data reveals that the use of ICT tools is common among a significant majority of teachers, with many students witnessing regular integration of technology in their lessons. However, the 17.59% who report low usage suggests an opportunity for further improvement. Colleges may want to consider additional training or resources to ensure that all teachers can confidently and effectively incorporate ICT tools into their teaching practices. By addressing this gap, the overall learning experience for students could be enhanced through more consistent and widespread use of technology.

20. The overall quality of teaching learning process in your college is very good?



Analysis:

A large majority (87.93%, combining "Strongly agree" and "Agree") of respondents feel that the teaching-learning process is of good quality. This indicates that most students are satisfied with the academic experience provided by the college. 8.07% of students are neutral, suggesting that there may be a segment of the student population who feel indifferent or are unsure about the overall quality of the teaching-learning process. It may be worthwhile to gather more specific feedback to understand their concerns or needs. Only a small percentage (4.00%, combining "Disagree" and "Strongly disagree") of students are dissatisfied with the quality of the teaching-learning process. While this group is small, their feedback is important for identifying potential areas for improvement.

Recommendation:

Overall, the data shows that a significant portion of students are satisfied with the quality of the teaching-learning process in their college. However, there is a small group of students who are dissatisfied, suggesting an opportunity to further enhance the learning experience, perhaps through more personalized teaching approaches, clearer communication, or more engaging methods. The general trend, however, is positive, indicating that the majority of students perceive the teaching quality as very good.



*Your Opinion
Matters!*