Student Satisfaction Survey for 2023-24

The feedback report analyzes the "Student Satisfaction Survey for 2023-24" based on responses collected from 209 students. The participants consisted of **84.7% B. Com students** and **15.3% BBA students**, providing a comprehensive view of their learning experiences. Specifically, 39.2% were second-year students, 45% were third-year students, and 15.8% were graduates who had completed their studies. The report evaluates key aspects such as syllabus completion, teacher preparedness, and communication effectiveness, providing valuable insights to enhance academic practices and student satisfaction.
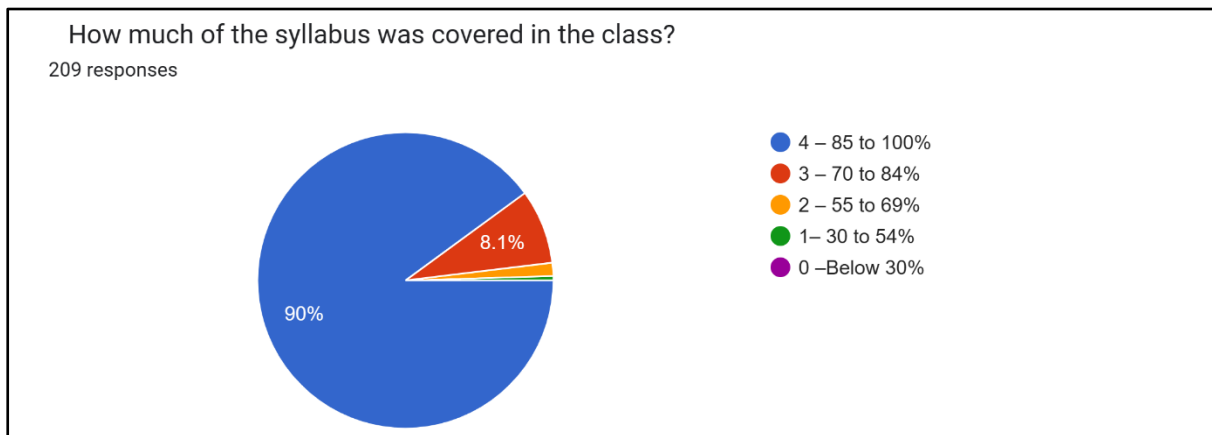

The pie chart provides insights into how much of the syllabus was covered in the class, based on 209 responses:

1. **85–100% Coverage (Blue - 90%)**: The vast majority of students (90%) indicated that 85–100% of the syllabus was covered. This suggests strong syllabus completion and effective class planning.

2. **70–84% Coverage (Red - 8.1%)**: A smaller portion of students (8.1%) reported that 70–84% of the syllabus was covered. This could indicate variability in teaching pace or attendance.

3. **Lower Categories (55–69%, 30–54%, Below 30%)**: There is no visible significant representation for these lower categories, as they are either absent or negligible, indicating that very few or no students experienced less than 70% syllabus coverage.

Key Insight:

The data strongly suggests that most students perceived the syllabus coverage to be highly satisfactory (85–100%). However, the 8.1% reporting 70–84% coverage could highlight areas to improve uniformity in syllabus completion across sections or batches.
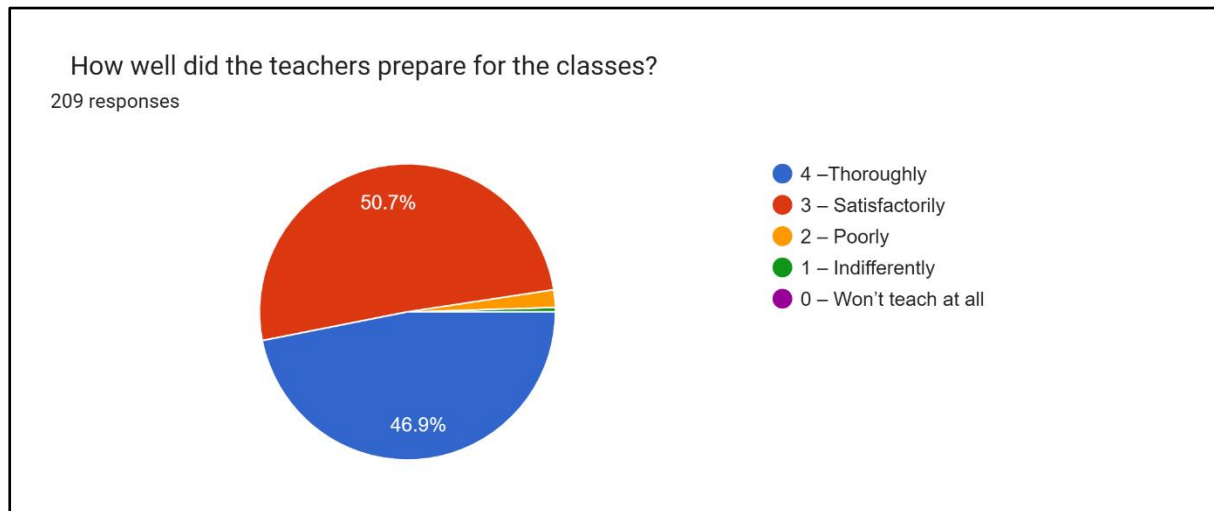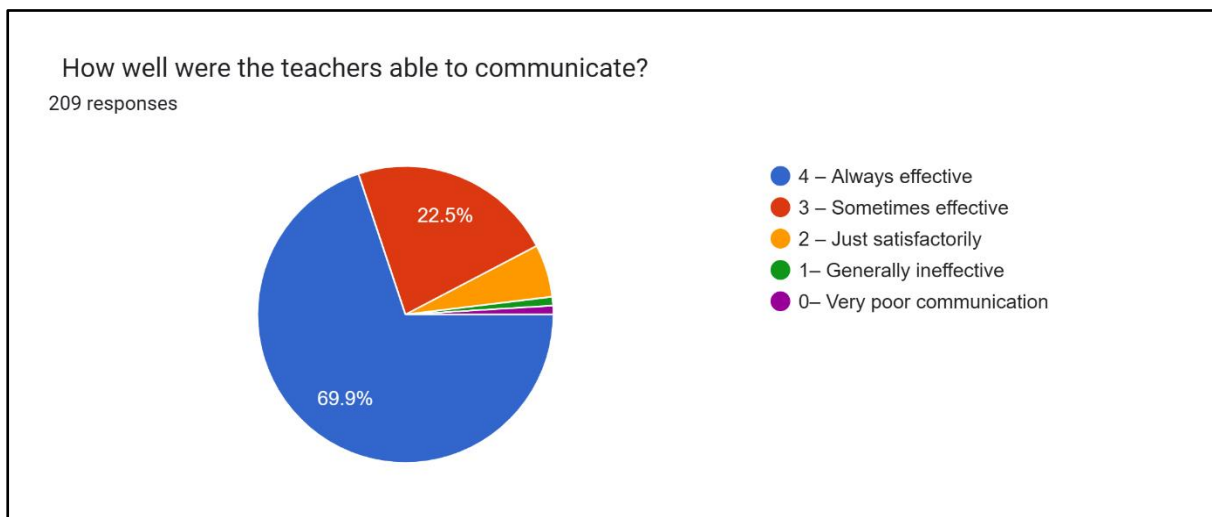

The pie chart shows how students perceived the teachers' preparation for classes, based on 209 responses:

1. **Thoroughly Prepared (Blue - 46.9%)**: Nearly half of the respondents (46.9%) felt that teachers were thoroughly prepared for the classes. This is a strong positive indicator of dedication and professionalism among the teachers.
2. **Satisfactorily Prepared (Red - 50.7%)**: The majority (50.7%) found the teachers' preparation satisfactory. While this is still positive, it suggests room for improvement to reach the "thorough" level.
3. **Poorly Prepared, Indifferently, or No Teaching (Orange, Green, and Purple - Minimal)**: Very few students reported poor preparation or indifference.

Key Insight:

Most students view the teachers' preparation positively, with a combined 97.6% rating it as either "Thoroughly" or "Satisfactorily" prepared. However, the high percentage of "Satisfactory" responses (50.7%) suggests potential areas for enhancing preparation and engagement to move more responses into the "Thoroughly" category.

How well were the teachers able to communicate?
209 responses

- 4 – Always effective
- 3 – Sometimes effective
- 2 – Just satisfactorily
- 1– Generally ineffective
- 0– Very poor communication

22.5%

69.9%

The pie chart highlights how students rated the teachers' communication abilities, based on 209 responses:

1. **Always Effective (Blue - 69.9%)**: A significant majority (69.9%) rated the teachers' communication as always effective. This reflects excellent clarity and engagement in delivering lessons.
2. **Sometimes Effective (Red - 22.5%)**: About 22.5% of respondents felt the communication was sometimes effective. While generally positive, this indicates a need for improvement in consistency.
3. **Just Satisfactorily, Generally Ineffective, and Very Poor (Orange, Green, Purple - Minimal)**: Very few students rated communication as below satisfactory, indicating that most teachers are performing well in this area.

Key Insight:
The data demonstrates strong communication skills among teachers, with 92.4% of responses being "Always" or "Sometimes Effective." To enhance student experience further, efforts could focus on reducing variability in communication to convert "Sometimes Effective" responses into "Always Effective."

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

- 4– Excellent
- 3 – Very good
- 2 – Good
- 1 – Fair
- 0– Poor

39.2%
11.5%
48.3%
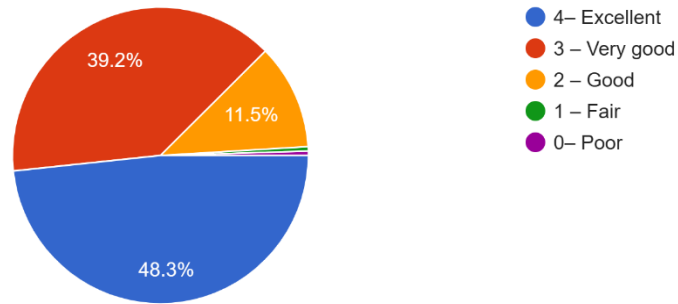
The pie chart illustrates students' perception of the teachers' approach to teaching, based on 209 responses:

1. **Excellent (Blue - 48.3%)**: Nearly half of the students (48.3%) rated the teachers' approach as excellent. This highlights a strong level of appreciation and satisfaction among the students.

2. **Very Good (Red - 39.2%)**: A significant portion (39.2%) described the approach as very good. This reinforces a generally positive view while suggesting some room for further enhancement.

3. **Good (Orange - 11.5%)**: A smaller percentage (11.5%) found the approach good. While still positive, it indicates areas for improvement to elevate these ratings to "Very Good" or "Excellent."

4. **Fair (Green) and Poor (Purple)**: Very few respondents rated the approach as fair and poor, reflecting minor dissatisfaction.

Key Insight:

A combined 87.5% of students rate the teachers' approach as either "Excellent" or "Very Good," reflecting high satisfaction overall. However, the responses in the "Good" and lower categories suggest opportunities to refine teaching methods to further enhance student experiences and perceptions.

Fairness of the internal evaluation process by the teachers
209 responses
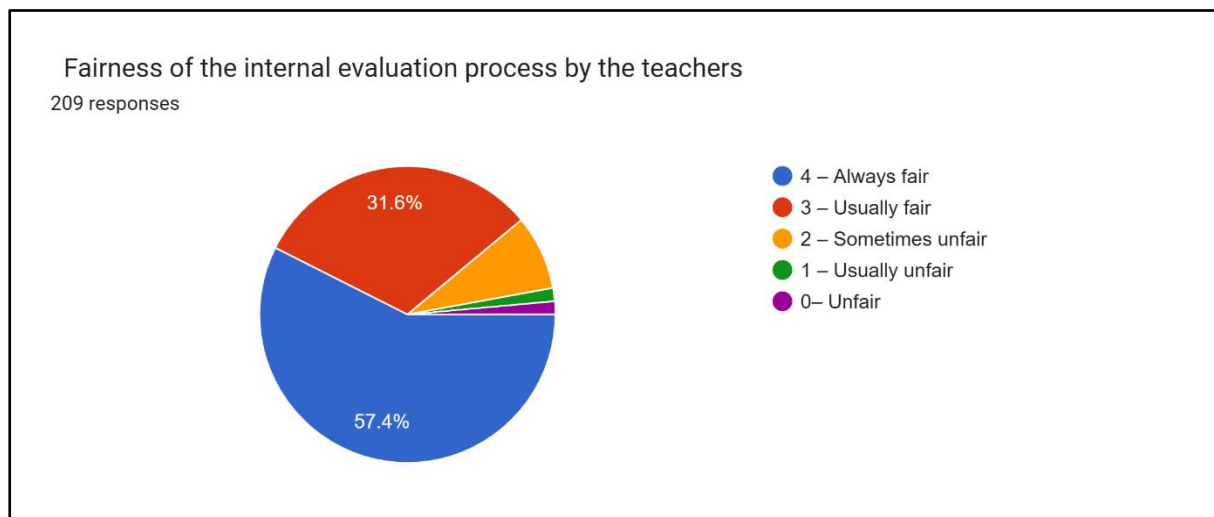
The pie chart illustrates students' perception of the fairness of the internal evaluation process by teachers, based on 209 responses:

1. **Always Fair (Blue - 57.4%)**: The majority of respondents (57.4%) believe the evaluation process is always fair. This highlights a strong positive perception of fairness among teachers.

2. **Usually Fair (Red - 31.6%)**: A significant portion (31.6%) considers the process usually fair. While still positive, it indicates a small margin where fairness could be improved.

3. **Sometimes Unfair (Orange – 8.1%)**: A few respondents reported that the process was sometimes unfair, suggesting isolated concerns.

4. **Usually Unfair (Green)**: Very few students found the process usually unfair, showing minimal dissatisfaction.

Key   Insight:

Nearly 89% of respondents rate the internal evaluation process as either "Always" or "Usually" fair. This indicates that most students perceive the process positively. However, the responses in the "Sometimes Unfair" and other categories suggest opportunities to address and eliminate perceptions of bias or inconsistency.
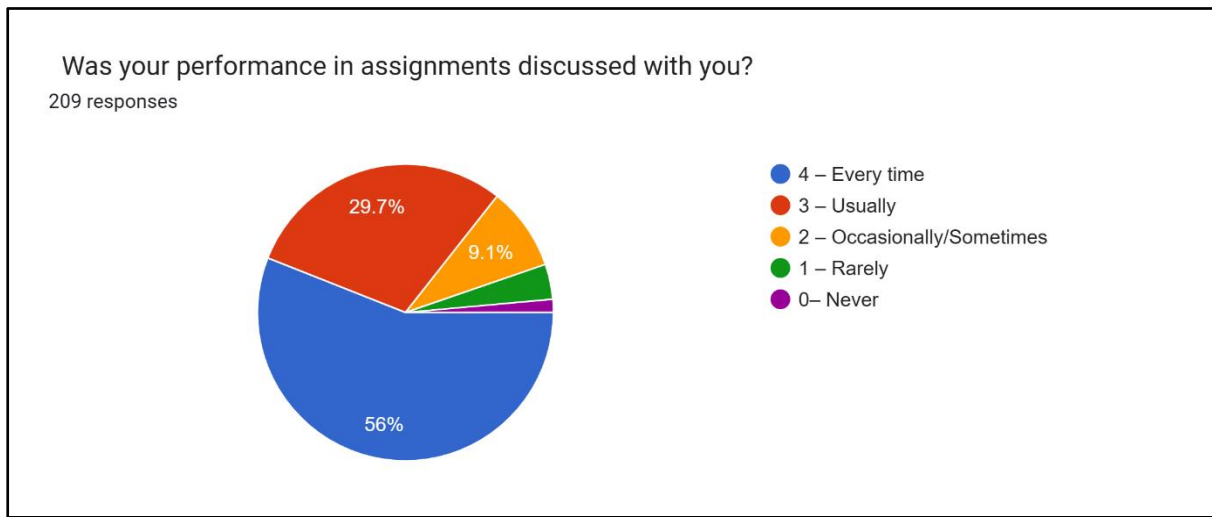
The pie chart illustrates how often students' performance in assignments was discussed with them, based on 209 responses:
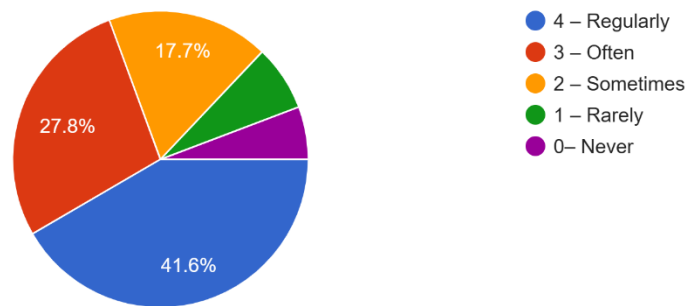
1. **Every Time (Blue - 56%)**: A majority of respondents (56%) indicated that their performance was discussed every time, showing a strong commitment to feedback and engagement by the teachers.
2. **Usually (Red - 29.7%)**: A significant portion (29.7%) reported that their performance was usually discussed, reflecting a generally positive trend with occasional lapses.
3. **Occasionally/Sometimes (Orange - 9.1%)**: A smaller group (9.1%) experienced discussions occasionally or sometimes, indicating room for improvement in ensuring consistent feedback.
4. **Rarely (Green) and Never (Purple)**: Very few students reported rare and never discussions, suggesting that infrequent feedback is uncommon.

Key Insight:
About 85.7% of students felt that their performance was discussed either "Every Time" or "Usually," which indicates a strong overall commitment to providing feedback. However, the 14.3% in the "Occasionally," "Rarely," or "Never" categories suggest opportunities to further improve consistency and ensure all students receive regular and meaningful discussions about their performance.

The pie chart illustrates students' perception of how actively the institute promotes internships, student exchanges, and field visit opportunities, based on 209 responses:
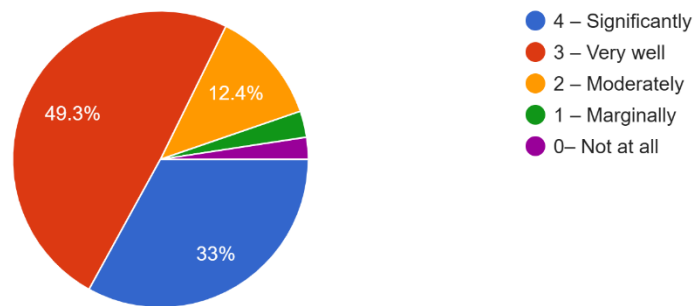
1. **Regularly (Blue - 41.6%)**: A significant portion (41.6%) of students reported that the institute regularly promotes such opportunities, reflecting strong institutional support.
2. **Often (Red - 27.8%)**: More than a quarter (27.8%) indicated that these opportunities are often promoted, suggesting consistent, but not always regular, efforts.
3. **Sometimes (Orange - 17.7%)**: A smaller percentage (17.7%) felt that these opportunities are promoted only sometimes, indicating some inconsistency in engagement.
4. **Rarely (Green) and Never (Purple)**: A few respondents reported that such efforts are rare and never, highlighting areas for improvement in inclusivity and communication.

Key Insight:

A combined 69.4% of students felt the institute promotes internships, exchanges, and field visits either "Regularly" or "Often," showing a generally positive trend. However, the 30.6% in the "Sometimes," "Rarely," or "Never" categories indicate room to enhance and standardize these efforts, ensuring all students have access to such valuable opportunities.

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

209 responses

Legend:
- 4 – Significantly
- 3 – Very well
- 2 – Moderately
- 1 – Marginally
- 0 – Not at all

Pie chart values: 49.3%, 12.4%, 33%

The pie chart illustrates students' perception of how well the teaching and mentoring process in their institution facilitates cognitive, social, and emotional growth, based on 209 responses:

1. **Significantly (Blue - 33%)**: A third of respondents (33%) believe the teaching and mentoring process significantly supports their overall growth, reflecting strong positive feedback.
2. **Very Well (Red - 49.3%)**: Nearly half (49.3%) feel the process supports their growth very well, highlighting a generally favourable view with room for further enhancement.
3. **Moderately (Orange - 12.4%)**: A smaller portion (12.4%) rated the support as moderate, indicating areas where the process could be more impactful.
4. **Marginally (Green) and Not at All (Purple)**: Few students feel the process marginally supports their growth, suggesting isolated concerns.

Key Insight:

Approximately 82.3% of respondents rate the teaching and mentoring process as either "Significantly" or "Very Well" effective, signalling overall success in fostering student growth. However, the 17.7% rating it as "Moderately" or below points to opportunities to refine and expand the process to meet diverse student needs.

The institution provides multiple opportunities to learn and grow.
209 responses

- 4 – Strongly agree
- 3 – Agree
- 2 – Neutral
- 1 – Disagree
- 0– Strongly disagree
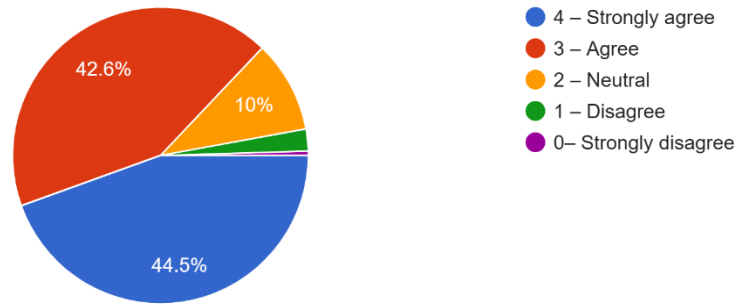
The pie chart depicts students' opinions on whether the institution provides multiple opportunities to learn and grow, based on 209 responses:

1. **Strongly Agree (Blue - 44.5%)**: Nearly half of the respondents (44.5%) strongly agree that the institution provides multiple opportunities for learning and growth, reflecting high satisfaction.
2. **Agree (Red - 42.6%)**: A significant portion (42.6%) agrees with the statement, indicating a generally positive perception with some room for improvement.
3. **Neutral (Orange - 10%)**: A small percentage (10%) responded neutrally, suggesting a mixed or indifferent experience for some students.
4. **Disagree (Green) and Strongly Disagree (Purple)**: Very few students expressed disagreement, showing that dissatisfaction is rare.

Key Insight:

A combined 87.1% of students either "Strongly Agree" or "Agree" that the institution provides ample opportunities to learn and grow, showcasing a strong commitment to fostering growth. However, the 12.9% in the "Neutral," "Disagree," or "Strongly Disagree" categories indicate areas where the institution could expand its efforts to engage and support all students effectively.

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

209 responses

- 4 – Every time
- 3 – Usually
- 2– Occasionally/Sometimes
- 1 – Rarely
- 0– Never
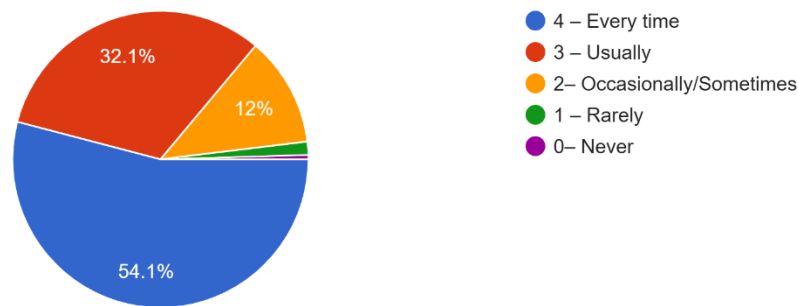
The pie chart illustrates how frequently teachers inform students about their expected competencies, course outcomes, and program outcomes, based on 209 responses:
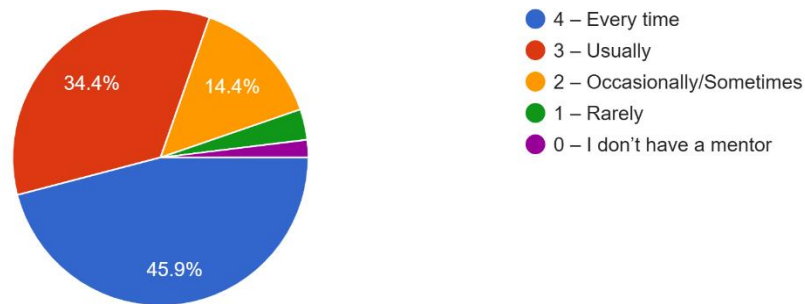
1. **Every Time (Blue - 54.1%)**: Over half of the respondents (54.1%) stated that teachers consistently communicate expectations and outcomes, indicating a strong commitment to clarity and guidance.

2. **Usually (Red - 32.1%)**: A significant portion (32.1%) reported that teachers "usually" provide this information, reflecting a generally positive trend with some room for consistency.

3. **Occasionally/Sometimes (Orange - 12%)**: A smaller percentage (12%) indicated that this information is only shared occasionally, suggesting the need for improvement in consistent communication.

4. **Rarely (Green) and Never (Purple)**: Very few respondents indicated rare communication, showing that dissatisfaction is relatively low.

Key Insight:

A combined 86.2% of students feel that teachers either "Every Time" or "Usually" inform them about expected competencies and outcomes, showcasing overall effectiveness. However, the 13.8% in the "Occasionally," "Rarely," or "Never" categories highlight the potential for improving consistency in sharing information with all students.

The pie chart represents how students perceive their mentors' follow-up on assigned tasks, based on 209 responses:

1. **Every Time (Blue - 45.9%)**: Nearly half of the respondents (45.9%) indicated that their mentors always provide necessary follow-ups, reflecting a strong level of engagement and commitment.
2. **Usually (Red - 34.4%)**: A significant portion (34.4%) mentioned that mentors usually follow up, indicating a generally positive trend with some room for improvement.
3. **Occasionally/Sometimes (Orange - 14.4%)**: A smaller group (14.4%) felt that follow-ups occur only occasionally, suggesting inconsistencies in mentoring practices.
4. **Rarely (Green)**: Very few respondents stated that follow-ups are rare, highlighting limited dissatisfaction.

 Key Insight:

A combined 80.3% of students report that their mentors "Every Time" or "Usually" follow up on assigned tasks, showcasing overall effectiveness. However, the 19.7% in the "Occasionally," "Rarely," or "I Don't Have a Mentor" categories suggest a need to standardize mentoring practices and ensure consistent follow-ups for all students.

The teachers illustrate the concepts through examples and applications.
209 responses

- 4 – Every time
- 3 – Usually
- 2 – Occasionally/Sometimes
- 1– Rarely
- 0 – Never
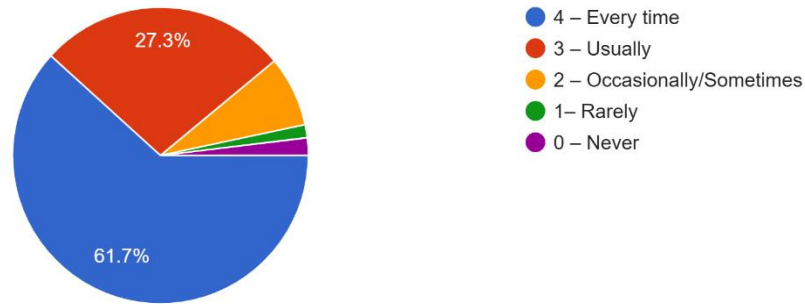
The pie chart illustrates students' perspectives on how teachers explain concepts using examples and applications, based on 209 responses:

1. **Every Time (Blue - 61.7%)**: A significant majority (61.7%) feel that teachers consistently use examples and applications to explain concepts, indicating an effective teaching methodology.

2. **Usually (Red - 27.3%)**: Over a quarter (27.3%) of respondents indicated that teachers usually use examples and applications, reflecting a strong but slightly inconsistent approach.

3. **Occasionally/Sometimes (Orange – 7.7%)**: A small percentage (minimal) reported that teachers occasionally or sometimes use examples and applications, indicating isolated gaps in teaching practices.

4. **Rarely and Never (Green and Purple)**: Very few students felt that teachers rarely or never employ examples and applications, underscoring the overall positive perception of teaching methods.

Key Insight:

Nearly 89% of respondents believe teachers either "Every Time" or "Usually" illustrate concepts with examples and applications. This showcases a clear strength in teaching practices. However, the remaining responses suggest an opportunity for improvement to ensure a more consistent experience for all students.

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

- 4 – Fully
- 3 – Reasonably
- 2 – Partially
- 1 – Slightly
- 0– Unable to

33.5%

52.2%
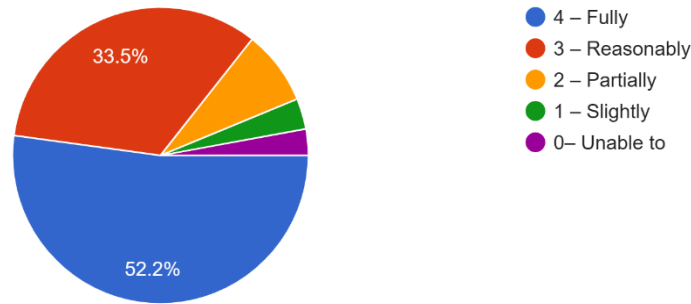
This pie chart represents students' opinions on how well teachers identify their strengths and provide appropriate challenges, based on 209 responses:

1. **Fully (Blue - 52.2%)**: A majority (52.2%) feel that teachers fully recognize their strengths and offer suitable challenges, reflecting a highly personalized and encouraging teaching approach.

2. **Reasonably (Red - 33.5%)**: Around one-third (33.5%) of respondents believe that teachers reasonably achieve this, indicating good performance with room for enhancement.

3. **Partially (Orange – 8.1%)**: A smaller portion of students indicates partial satisfaction, suggesting that some challenges or strengths may not be fully addressed.

4. **Slightly and Unable to (Green and Purple)**: Very few respondents believe teachers either slightly or are unable to provide appropriate challenges, signifying an isolated concern.

Key Insights:

Over 85% of respondents feel that teachers either "Fully" or "Reasonably" meet this expectation, showcasing a strength in student-teacher engagement. The remaining students (less than 15%) present an opportunity to refine and make the teaching process more inclusive, ensuring all students feel recognized and adequately challenged.

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

- 4 – Every time
- 3 – Usually
- 2 – Occasionally/Sometimes
- 1 – Rarely
- 0 – Never
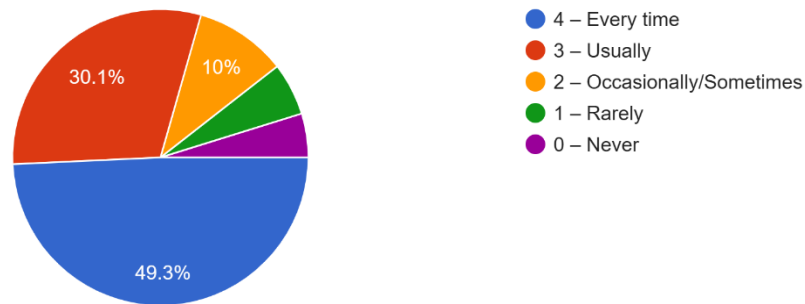
This pie chart reflects students' opinions on whether teachers are able to identify their weaknesses and assist them in overcoming those weaknesses, based on 209 responses:

1. **Every Time (Blue - 49.3%)**: Nearly half (49.3%) of the students believe teachers consistently identify and help them address their weaknesses, showcasing strong teacher-student engagement and guidance.

2. **Usually (Red - 30.1%)**: A significant portion (30.1%) feels this happens often, suggesting a high level of support with some room for consistency.

3. **Occasionally/Sometimes (Orange - 10%)**: 10% of students feel this is addressed occasionally, pointing to inconsistencies in identifying and addressing weaknesses.

4. **Rarely and Never (Green and Purple)**:Only a small fraction of students (minimal percentage) feel their weaknesses are rarely or never addressed, highlighting isolated cases that require attention.

Key Insights:

About 79% of students ("Every Time" and "Usually") express satisfaction with teachers' efforts, which demonstrates a strong commitment to student development. The remaining 21% (especially those in the "Occasionally/Sometimes" category) indicate areas where teachers can further personalize and enhance their support strategies.

Teachers encourage you to participate in extracurricular activities.
209 responses

- 4 – Strongly agree
- 3 – Agree
- 2 – Neutral
- 1 – Disagree
- 0 – Strongly disagree

35.9%
11%
49.3%
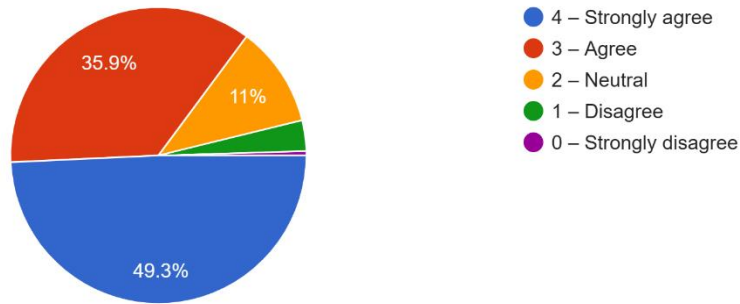
This chart represents the distribution of student responses to whether teachers encourage participation in extracurricular activities, based on 209 responses:

1. **Strongly Agree (Blue - 49.3%)**: Nearly half of the respondents (49.3%) strongly agree that teachers encourage participation in extracurricular activities, highlighting significant support.

2. **Agree (Red - 35.9%)**: A substantial 35.9% agree, indicating that the majority of students feel positively about the encouragement they receive.

3. **Neutral (Orange - 11%)**: 11% are neutral, suggesting that these students may not feel particularly encouraged or discouraged by teachers.

4. **Disagree and Strongly Disagree (Green and Purple)**: Only a very small percentage disagree or strongly disagree, showing minimal dissatisfaction in this area.

Key Insights:

Approximately 85% of students ("Strongly Agree" and "Agree") perceive active encouragement from teachers for extracurricular involvement. The 11% neutral responses may reflect opportunities to create more inclusive or engaging opportunities to ensure all students feel motivated to participate.

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.

209 responses

- 4 – To a great extent
- 3 – Moderate
- 2 – Some what
- 1 – Very little
- 0 – Not at all

44.5%

41.1%
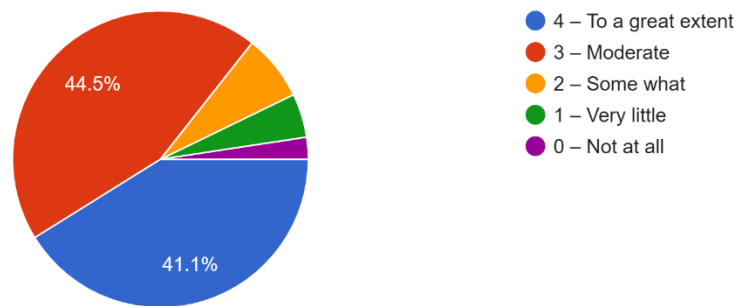
This chart displays student responses regarding the extent to which efforts are made by the institute/teachers to inculcate soft skills, life skills, and employability skills, based on 209 responses:

1. **To a Great Extent (Blue - 41.1%)**: 41.1% of students feel the institute/teachers make significant efforts to prepare them for the professional world.

2. **Moderate (Red - 44.5%)**: A majority (44.5%) find the efforts to be moderate, indicating there is room for improvement to meet students' expectations fully.

3. **Somewhat (Orange – 7.2%)**: 7.2% perceive only a somewhat effective effort, suggesting these students feel less supported in skill development.

4. **Very Little (Green) and Not at All (Purple)**: Minimal dissatisfaction is expressed in these categories, with only a small percentage feeling there is little to no effort in this area.

Key Insights:

Over 85% of students ("To a Great Extent" and "Moderate") believe the institute/teachers are actively contributing to their skill development for employability. The 10% in the "Somewhat" category and small dissatisfied group (Green and Purple) indicate opportunities to enhance targeted skill-building programs.

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

209 responses

- 4 – Above 90%
- 3 – 70 – 89%
- 2 – 50 – 69%
- 1 – 30 – 49%
- 0 – Below 29%
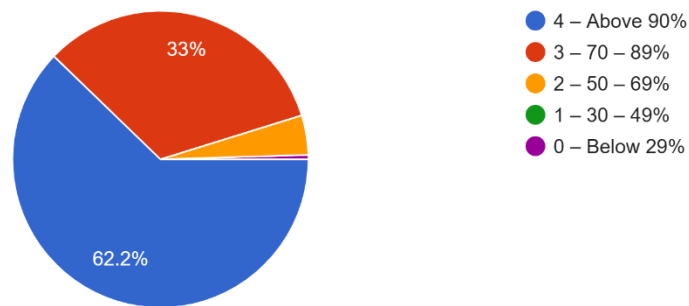
This chart illustrates student perceptions of the percentage of teachers using ICT tools (e.g., LCD projectors, multimedia) during teaching, based on 209 responses:

1. **Above 90% (Blue - 62.2%)**: A majority of students (62.2%) believe that over 90% of their teachers incorporate ICT tools in their teaching process.
2. **70–89% (Red - 33%)**: 33% of students estimate that ICT tools are used by 70–89% of teachers, indicating a high, but not universal, usage rate.
3. **50–69% (Orange – 4.3%)**: A small portion perceives ICT tool usage at this intermediate level, representing less frequent implementation.
4. **30–49% and Below 29% (Green and Purple)**: Negligible dissatisfaction is noted, with very few students believing ICT usage is as low as these ranges.

Key Insights:

The majority view ICT integration positively, with over 95% indicating usage by at least 70% of teachers. While minimal, any gaps in ICT integration (e.g., the remaining 5%) might benefit from targeted support or resource allocation.