

Student Satisfaction Survey (SSS) 2024-25

Report

Introduction:

The Student Satisfaction Survey (SSS) serves as a vital instrument for evaluating the quality and effectiveness of teaching, mentoring, and institutional support within the academic environment. Conducted among a representative sample of students, this survey captures perceptions across twenty key dimensions of the teaching-learning process, ranging from syllabus coverage and teacher preparedness to mentorship, skill development, and overall institutional engagement.

The purpose of this report is to present a comprehensive, question-wise analysis of student feedback, offering valuable insights into areas of strength and opportunities for improvement. By examining both quantitative trends and qualitative interpretations, the report aims to support data-driven decision-making and continuous enhancement of academic practices.

1. How much of the syllabus was covered in the class whether offline or online? Students were asked to evaluate the extent of syllabus coverage in their classes. Nearly half of the respondents (49.3%) confirmed that 85 to 100% of the syllabus was completed, while 28% reported coverage between 70 to 84%. A smaller segment (14.7%) indicated that only 55 to 69% was covered, and 8% felt that less than 55% of the syllabus was addressed. This suggests that the majority of students experienced substantial syllabus completion, reflecting effective curriculum planning and delivery.

2. How well did the teachers prepare for the classes? Teacher preparedness was rated highly, with 54.7% of students describing it as satisfactory and 37.3% noting thorough preparation. Only a small fraction (8%) felt that teachers were poorly prepared, indifferent, or did not teach at all. These results indicate that most faculty members demonstrate a strong commitment to class readiness and instructional quality.

3. How well were the teachers able to communicate? Communication effectiveness was a key focus, with 66.2% of students stating that teachers were always effective in conveying concepts. An additional 16.2% found communication sometimes effective, while 9.5% rated it as just satisfactory. A minority (8.1%) reported ineffective or poor communication. Overall,

the data reflects a high level of clarity in teaching, though some variability in delivery may exist.

4. The teacher's approach to teaching can best be described as? Students were asked to describe the teaching approach. A combined 76% rated it as either excellent or very good, with 41.3% selecting "very good" and 34.7% choosing "excellent." Another 22.7% found it good, while only 1.3% rated it fair and none rated it poor. These responses highlight strong pedagogical engagement and instructional style.

5. Fairness of the internal evaluation process by the teachers. Evaluation fairness was perceived positively by most students. 57.3% felt the process was always fair, and 26.7% said it was usually fair. However, 16% expressed concerns about occasional or consistent unfairness. This indicates that while the majority trust the evaluation system, there remains a need for transparency and consistency in assessment practices.

6. Was your performance in assignments discussed with you? Feedback on assignments was a strong point, with 65.8% of students stating that their performance was discussed every time and 24.7% saying it was usually addressed. Only 9.5% reported infrequent or no feedback. These findings suggest that teachers are actively engaging students in performance review, supporting academic growth.

7. The institute takes active interest in promoting internship, student exchange, field visit opportunities for students. Institutional support for experiential learning was well-regarded. 65.8% of students said such opportunities were promoted regularly, 15.1% said often, and 16.4% said sometimes. Only 2.7% felt these initiatives were rare, and none reported a complete absence. This reflects a proactive approach to career-oriented exposure and practical learning.

8. The teaching and mentoring process in your institute facilitates you in cognitive, social and emotional growth. Students largely felt supported in their overall development, with 52.1% stating that the process facilitated growth very well and 27.4% saying significantly. A smaller group (12.3%) reported moderate support, while 8.2% felt the support was marginal or absent. These results affirm the institute's commitment to holistic education.

9. The institute provides multiple opportunities to learn and grow. Perceptions of learning opportunities were mixed. While 43.3% agreed or strongly agreed that the institute provides such opportunities, 41.9% disagreed or strongly disagreed. The remaining 14.9% were neutral. This split suggests inconsistency in access or awareness of developmental initiatives, warranting further institutional attention.

10. Teachers inform you about your expected competencies, course outcomes and programme outcomes. Communication of academic expectations was generally strong. 60.3% of students said they were informed every time, and 16.4% said usually. However, 23.3% experienced occasional or rare communication. This indicates that while most teachers are transparent about learning goals, some gaps in consistency remain.

11. Your mentor does a necessary follow-up with an assigned task to you. Mentorship follow-up was rated positively, with 53.5% of students stating that mentors followed up every time and 21.1% saying usually. About 16.9% experienced occasional follow-up, and 8.4% either rarely received follow-up or did not have a mentor. These findings highlight the importance of strengthening mentorship structures for all students.

12. The teachers illustrate the concept through examples and application. Conceptual clarity through examples was a strong feature of teaching. Half of the students (50%) said teachers used examples every time, and 33.3% said usually. Only 16.7% reported occasional, rare, or no use of examples. This reflects a practical and engaging teaching approach that enhances understanding.

13. The teachers identify your strengths and encourage you with providing right level of challenges. Personalized encouragement was well-received, with 52.1% of students saying teachers fully identified their strengths and 27.4% saying reasonably. About 20.5% felt only partial or minimal support. These responses suggest that most teachers are attentive to individual potential and tailor challenges accordingly.

14. Teachers are able to identify your weakness and help you to overcome them. Support for overcoming weaknesses was consistent, with 60.3% of students saying teachers helped every time and 17.8% saying usually. Around 21.9% experienced limited or no support. This indicates a generally student-centered approach, though some students may benefit from more targeted interventions.

15. The institute makes an effort to engage students in the monitoring, review and continuous quality improvement of the teaching learning process. Student involvement in quality improvement was widely acknowledged. 45.2% agreed and 38.4% strongly agreed that the institute engages them in review processes. Only 9.6% disagreed, and 6.8% were neutral. These results affirm the institute's participatory governance and commitment to continuous improvement.

16. The institute/teachers use student-centric methods, such as experiential learning, participative learning and problem-solving methodology for enhancing learning experience. Student-centric methods were actively used, with 50.7% of students saying to a great extent and 30.1% saying moderately. Only 6.8% felt such methods were rarely or never used. This reflects a progressive and inclusive teaching strategy that prioritizes active learning.

17. Teachers encourage you to participate in extra-curricular activities. Encouragement for extra-curricular involvement showed mixed results. While 52.8% of students felt supported, 34.7% disagreed or strongly disagreed. The remaining 12.5% were neutral. This suggests that while many teachers promote holistic development, others may need to be more proactive in this area.

18. Efforts are made by institute/teachers to inculcate soft skills, life skills, and employability skills to make you ready for the world of work. Career readiness was a strong institutional focus, with 50.7% of students saying efforts were made to a great extent and 31.5% saying moderately. Only 6.8% felt efforts were minimal or absent. These responses indicate that the institute is effectively preparing students for professional challenges.

19. What percentage of teachers use ICT tools such as LCD projector, Multimedia, etc. while teaching? ICT integration varied across faculty. 52.1% of students reported high usage (above 70%), while 26.8% saw moderate use and 21.1% observed limited integration. This suggests that while digital tools are widely adopted, consistency across departments could be improved.

20. The overall quality of teaching learning process in your institute is very good. Overall satisfaction with teaching quality was positive, with 67.5% of students agreeing or

strongly agreeing. About 17.6% were neutral, and 14.9% expressed dissatisfaction. These results reflect general confidence in academic delivery, with room for targeted enhancements.

21. Give three observations / suggestions to improve the teaching-learning experience in your institution. "In response to the open-ended question inviting students to share three observations or suggestions to improve the teaching-learning experience, the feedback revealed a mix of general sentiments and specific recommendations. A notable portion of students provided brief or ambiguous responses such as "Yes" or simply repeated the question prompt, indicating either uncertainty about how to respond or a lack of clarity in the instruction. Despite this, several students expressed positive sentiments, describing their experience as "good" or "positive," which reflects overall satisfaction with the current academic environment.

Among the more constructive suggestions, students emphasized the need to improve teaching methods, suggesting that classes could be made more engaging, interactive, and tailored to diverse learning styles. Another recurring theme was the call for increased use of technology in the classroom, including tools like multimedia presentations, smart boards, and digital platforms to enhance understanding and participation. These suggestions align with broader educational trends and indicate that students value innovation and digital integration in their learning experience.

While the number of detailed responses was limited, the feedback points to three actionable areas: refining pedagogical approaches, expanding technological support, and providing clearer guidance when soliciting open-ended feedback. These insights can inform future improvements in instructional design and survey methodology.

AB 01/09/2025
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