

Students Satisfaction Survey 2020-21

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Student's feedback on Curriculum

FY

How organized was the program in terms of the time frame, assessment and access to materials?

Extremely organized	21
Very organized	100
Somewhat organized	49
Not very organized	7
Not at all organized	0



SY

How organized was the program in terms of the time frame, assessment and access to materials?

Extremely organized	41
Very organized	138
Somewhat organized	90
Not very organized	9
Not at all organized	0



TY

How organized was the program in terms of the time frame, assessment and access to materials?

Extremely organized	24
Very organized	118
Somewhat organized	76
Not very organized	10
Not at all organized	2



MCOM

How organized was the program in terms of the time frame, assessment and access to materials?

Extremely organized	18
Very organized	33
Somewhat organized	8
Not very organized	0
Not at all organized	0



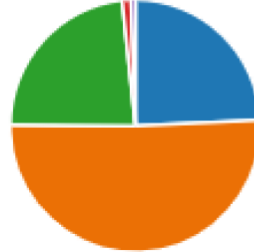
The feedback across FY, SY, TY, and MCOM indicates that most students found the program to be "Very organized," followed by "Somewhat organized." A smaller proportion rated it as

"Extremely organized," while very few marked it as "Not very organized" or "Not at all organized." This suggests overall positive perceptions of the program's structure.

FY

The present curriculum equips students with the skill sets & competence required on the job.

Strongly Agree	43
Agree	90
Neutral	41
Disagree	2
Strongly Disagree	1



SY

The present curriculum equips students with the skill sets & competence required on the job.

Strongly Agree	61
Agree	137
Neutral	64
Disagree	13
Strongly Disagree	3



TY

The present curriculum equips students with the skill sets & competence required on the job.

Strongly Agree 	25
Agree	84
Neutral	76
Disagree	26
Strongly Disagree	19



MCOM

The present curriculum equips students with the skill sets & competence required on the job.

Strongly Agree	16
Agree	28
Neutral	12
Disagree	3
Strongly Disagree	0

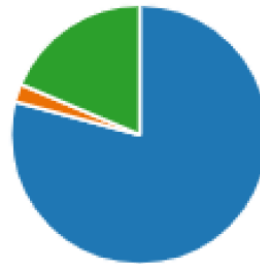


The majority of students across FY, SY, TY, and MCOM agree that the current curriculum equips them with necessary job-related skills, with “Agree” being the most selected response.

FY

Do you consider our undergraduate/post graduate program as a perfect bridge for further education?

Yes	140
No	4
Maybe	33



SY

Do you consider our undergraduate/post graduate program as a perfect bridge for further education?

Yes	181
No	10
Maybe	87



TY

Do you consider our undergraduate/post graduate program as a perfect bridge for further education?

💡 Insights

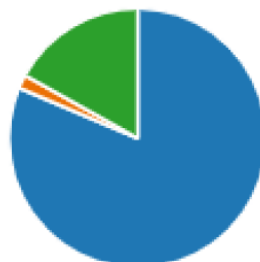
Yes	108
No	31
Maybe	91



MCOM

Do you consider our undergraduate/post graduate program as a perfect bridge for further education?

Yes	48
No	1
Maybe	10

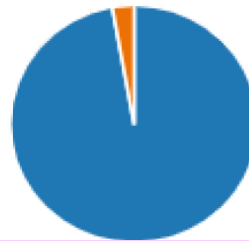


Across all academic years (FY, SY, TY, MCOM), the majority of students believe that the program serves as a strong bridge for further education, with "Yes" being the most common response.

Student's feedback on Teaching Learning

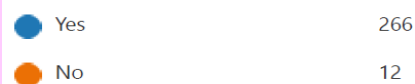
FY

The Teacher made use of adequate teaching-learning tools and materials to facilitate your learning process.



SY

The Teacher made use of adequate teaching-learning tools and materials to facilitate your learning process.



TY

The Teacher made use of adequate teaching-learning tools and materials to facilitate your learning process.



MCOM

The Teacher made use of adequate teaching-learning tools and materials to facilitate your learning process.

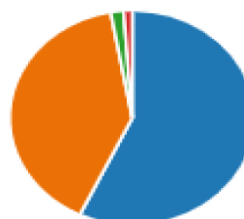


The majority of students across all years (FY, SY, TY, MCOM) agreed that teachers effectively used adequate teaching-learning tools and materials. The “Yes” responses overwhelmingly outnumbered the “No” responses, indicating a positive perception of the instructional support provided.

FY

Under Autonomy, the institute/teachers have used student centric method, such as experiential learning, participative learning and problem solving methodologies for enhancing learning experiences.

To a great extent	101
Moderately	71
Very little	3
Not at all	2



SY

Under Autonomy, the institute/teachers have used student centric method, such as experiential learning, participative learning and problem solving methodologies for enhancing learning experiences.

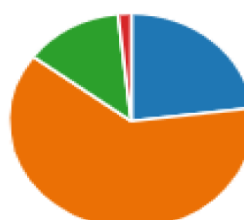
To a great extent	109
Moderately	158
Very little	11
Not at all	0



TY

Under Autonomy, the institute/teachers have used student centric method, such as experiential learning, participative learning and problem solving methodologies for enhancing learning experiences.

To a great extent	53
Moderately	143
Very little	30
Not at all	4



MCOM

Under Autonomy, the institute/teachers have used student centric method, such as experiential learning, participative learning and problem solving methodologies for enhancing learning experiences.

To a great extent	37
Moderately	21
Very little	1
Not at all	0



Most students across all years (FY, SY, TY, MCOM) acknowledged that student-centric methods like experiential and participative learning were used under autonomy, with the majority marking "Moderately" or "To a great extent." A smaller portion of students, especially in TY, indicated "Very little" usage, suggesting some room for broader implementation.

FY

The teaching and mentoring process under autonomy facilitates your cognitive, social & emotional growth.

Significantly	37
Very well	103
Moderately	32
Marginally	3
Not at all	2



SY

The teaching and mentoring process under autonomy facilitates your cognitive, social & emotional growth.

Significantly	63
Very well	124
Moderately	75
Marginally	14
Not at all	2



TY

The teaching and mentoring process under autonomy facilitates your cognitive, social & emotional growth.

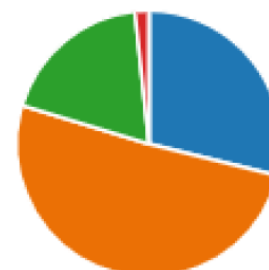
Significantly	31
Very well	71
Moderately	90
Marginally	31
Not at all	7



MCOM

The teaching and mentoring process under autonomy facilitates your cognitive, social & emotional growth.

Significantly	17
Very well	30
Moderately	11
Marginally	1
Not at all	0



student feedback across FY, SY, TY, and MCOM levels on how well the teaching and mentoring process under autonomy supports their cognitive, social, and emotional growth. The majority of students in all groups rated the process as facilitating their growth "very well" or "moderately," with very few indicating "marginally" or "not at all." This suggests overall positive perceptions of the mentoring process among students at different academic levels

FY

The teaching-learning process under autonomy has helped you in acquiring expected competencies and attaining the program outcomes.

Strongly Agree	34
Agree	97
Neutral	44
Disagree	1
Strongly Disagree	1



SY

The teaching-learning process under autonomy has helped you in acquiring expected competencies and attaining the program outcomes.

Strongly Agree	51
Agree	155
Neutral	62
Disagree	9
Strongly Disagree	1



TY

The teaching-learning process under autonomy has helped you in acquiring expected competencies and attaining the program outcomes.

Strongly Agree	28
Agree	94
Neutral	86
Disagree	16
Strongly Disagree	6



MCOM

The teaching-learning process under autonomy has helped you in acquiring expected competencies and attaining the program outcomes.

Strongly Agree	18
Agree	37
Neutral	4
Disagree	0
Strongly Disagree	0



The diagrams illustrate student feedback from FY, SY, TY, and MCOM levels regarding the effectiveness of the teaching-learning process under autonomy. Across all groups, most students either "agree" or "strongly agree" that the process has helped them acquire expected competencies and attain program outcomes, with very few expressing disagreement or neutrality

Student's feedback on placement/internship opportunities

FY

The institute takes active interest in promoting Training and Placement support activities.

Regularly	53
Often	80
Sometimes	38
Rarely	4
Never	2



SY

The institute takes active interest in promoting Training and Placement support activities.

Regularly	70
Often	121
Sometimes	63
Rarely	23
Never	1



TY

The institute takes active interest in promoting Training and Placement support activities.

Regularly	87
Often	81
Sometimes	49
Rarely	12
Never	1

💡 Insights



MCOM

The institute takes active interest in promoting Training and Placement support activities.

Regularly	22
Often	20
Sometimes	12
Rarely	3
Never	2

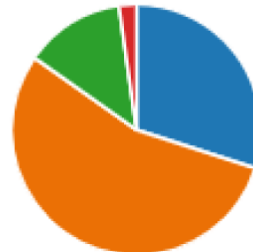


The diagrams show that across all student groups (FY, SY, TY, and MCOM), most respondents feel the institute regularly or often takes active interest in promoting training and placement support activities. Very few students selected "rarely" or "never," indicating a generally positive perception of the institute's efforts in this area

FY

How effective is the Training & Placement cell in imparting skill sets to make you employable?

Highly effective	53
Moderately effective	97
Slightly effective	23
Not effective	4



SY

How effective is the Training & Placement cell in imparting skill sets to make you employable?

Highly effective	75
Moderately effective	127
Slightly effective	60
Not effective	16



TY

How effective is the Training & Placement cell in imparting skill sets to make you employable?

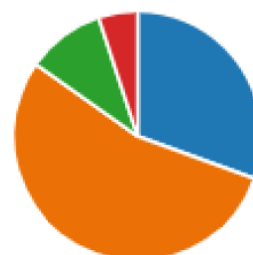
Highly effective	53
Moderately effective	127
Slightly effective	39
Not effective	11



MCOM

How effective is the Training & Placement cell in imparting skill sets to make you employable?

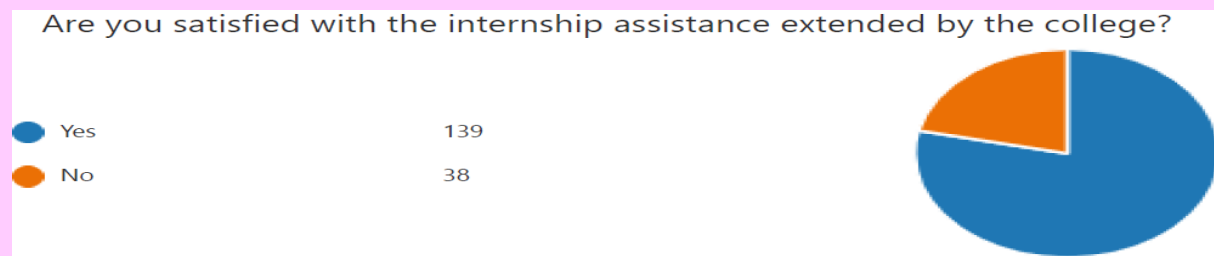
Highly effective	18
Moderately effective	32
Slightly effective	6
Not effective	3



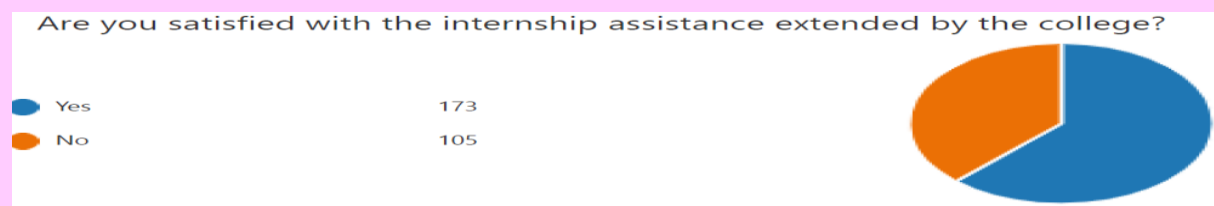
The diagrams summarize student perceptions of the training and placement cell's effectiveness in imparting skills for employability across different academic levels (FY, SY, TY, and MCOM). A majority of students at all levels find the training and placement cell "highly

effective" or "moderately effective," with fewer students rating it as "slightly effective" or "not effective."

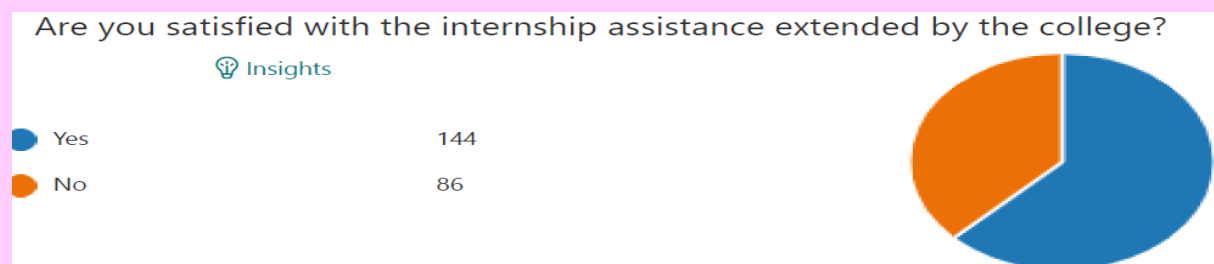
FY



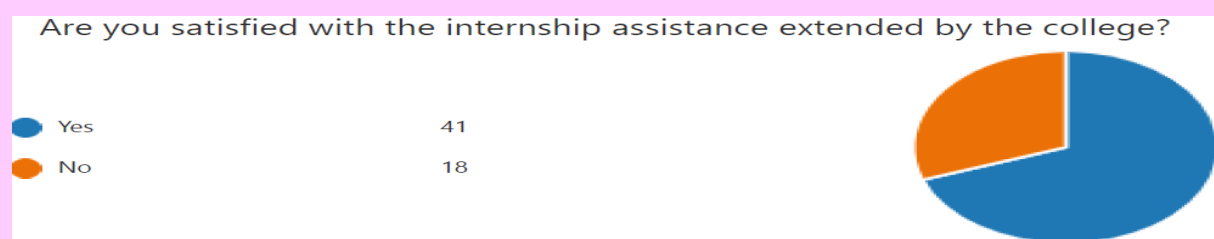
SY



TY



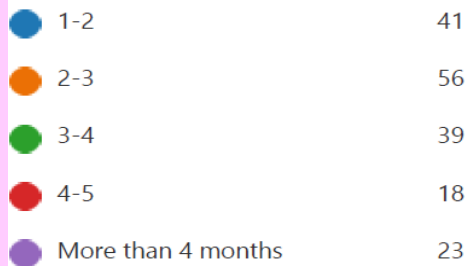
MCOM



The diagrams show student satisfaction with college internship assistance across FY, SY, TY, and MCOM levels. In all groups, the majority of students responded "yes" when asked if they were satisfied with the internship assistance provided. This indicates a generally positive perception of the college's internship support.

FY

The period of internship should be for _____ months.



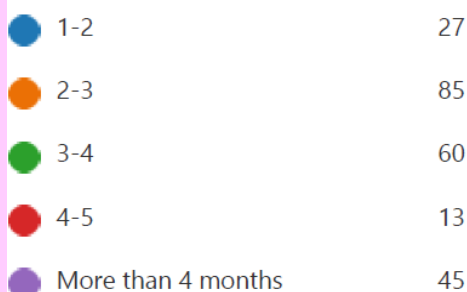
SY

The period of internship should be for _____ months.



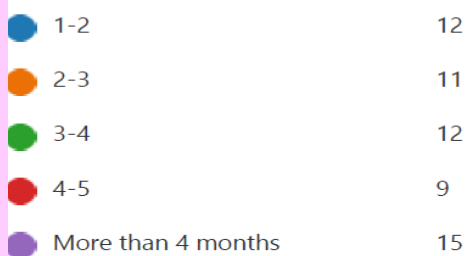
TY

The period of internship should be for _____ months.



MCOM

The period of internship should be for _____ months.



The diagrams compare student opinions across FY, SY, TY, and MCOM levels regarding the ideal duration of internships in months. While preferences vary by academic level, a plurality

of students generally favor internship durations between 2-3 months or 3-4 months. The proportion of students preferring longer internships (more than 4 months) tends to increase in the TY and MCOM groups compared to FY and SY.

Student's feedback on Academic Opportunities

FY

To further enhance the academic opportunities for your peers, suggest the best UG/PG Program from the following:

Business Analytics	70
Statistics	11
Economics	28
Data Analytics/ Big Data Analy...	61
Other	7



SY

To further enhance the academic opportunities for your peers, suggest the best UG/PG Program from the following:

Business Analytics	139
Statistics	14
Economics	34
Data Analytics/ Big Data Analy...	85
Other	6



TY

To further enhance the academic opportunities for your peers, suggest the best UG/PG Program from the following:

Business Analytics	93
Statistics	10
Economics	31
Data Analytics/ Big Data Analy...	88
Other	8



MCOM

To further enhance the academic opportunities for your peers, suggest the best UG/PG Program from the following:

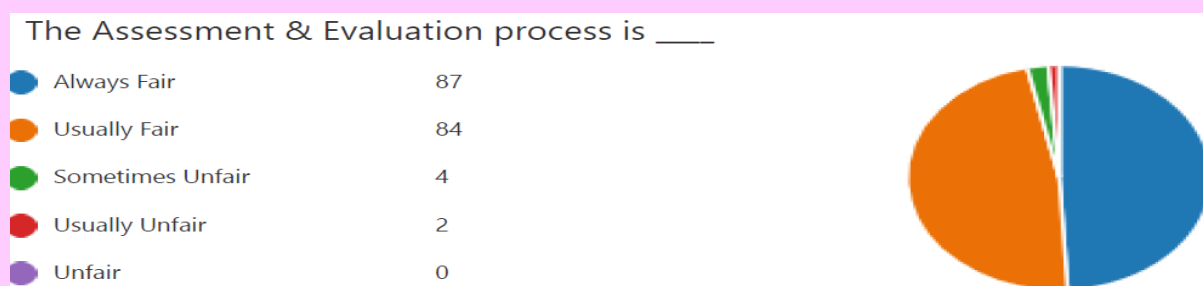
Business Analytics	21
Statistics	3
Economics	11
Data Analytics/ Big Data Analy...	22
Other	2



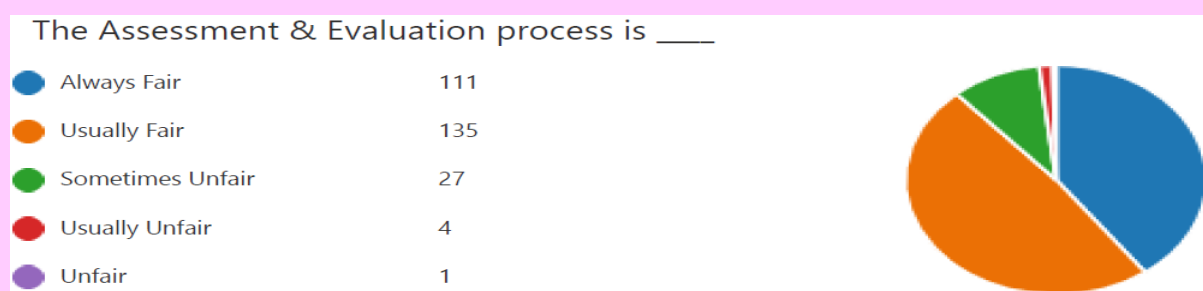
The diagrams show student suggestions for the best UG/PG programs to enhance academic opportunities, broken down by FY, SY, TY, and MCOM levels. Business Analytics and Data Analytics/Big Data Analytics are consistently the most popular suggestions across all levels. The preference for Data Analytics/Big Data Analytics appears to increase slightly in later years (TY and MCOM) compared to earlier years (FY and SY).

Student's feedback on Examination and Evaluation Process

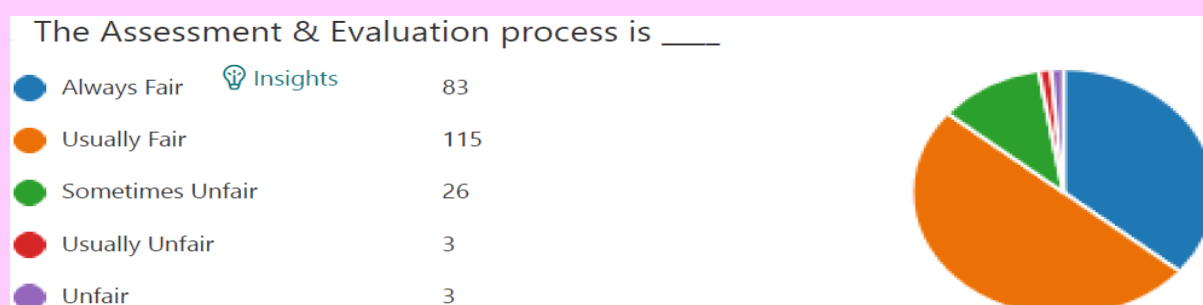
FY



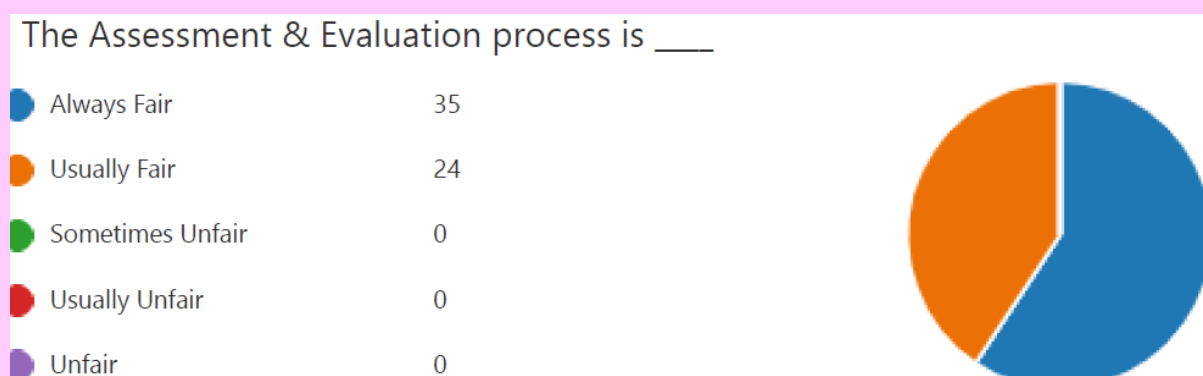
SY



TY



MCOM



The diagrams reflect student perceptions of the fairness of the assessment and evaluation process across different academic levels (FY, SY, TY, and MCOM). The vast majority of students in all groups believe the assessment and evaluation process is either "always fair" or "usually fair."

Student's feedback on cocurricular, extracurricular activities

FY

Under Autonomy the Holistic development of students is assured through participation in Co-Curricular and Extracurricular activities.

Strongly Agree	57
Agree	99
Neutral	19
Disagree	2
Strongly Disagree	0



SY

Under Autonomy the Holistic development of students is assured through participation in Co-Curricular and Extracurricular activities.

Strongly Agree	77
Agree	130
Neutral	64
Disagree	6
Strongly Disagree	1



TY

Under Autonomy the Holistic development of students is assured through participation in Co-Curricular and Extracurricular activities.

Strongly Agree 	41
Agree	96
Neutral	70
Disagree	20
Strongly Disagree	3



MCOM

Under Autonomy the Holistic development of students is assured through participation in Co-Curricular and Extracurricular activities.

Strongly Agree	18
Agree	28
Neutral	12
Disagree	1
Strongly Disagree	0



The diagrams show student agreement across FY, SY, TY, and MCOM levels that holistic development is assured through participation in co-curricular and extracurricular activities under autonomy. Most students "agree" or "strongly agree" with the statement across all levels. A smaller percentage of students remain neutral, and very few students disagree.