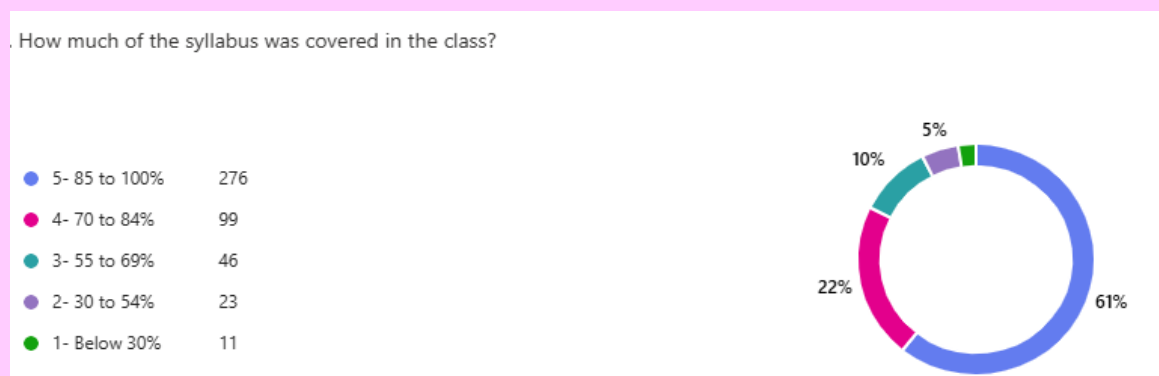


## Students Satisfaction Survey 2022-23

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## Student's feedback on Curriculum



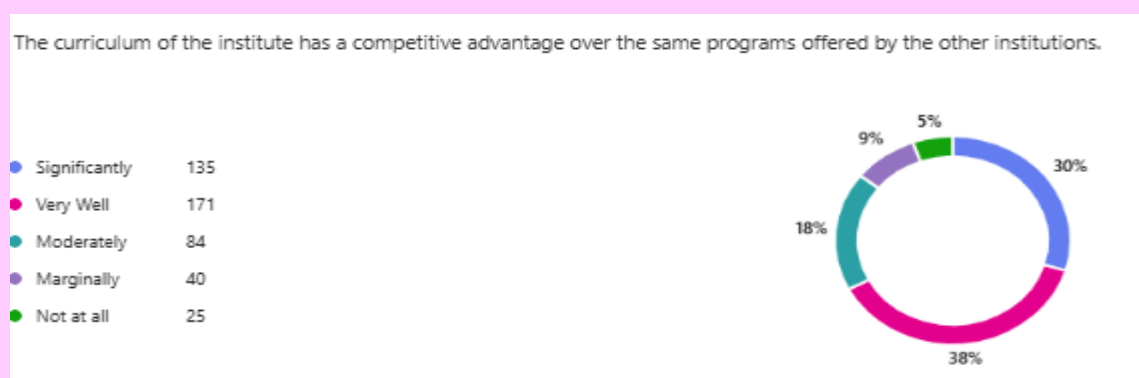
### 1. How much of the syllabus was covered in the class?

The overall syllabus coverage is highly satisfactory, with 83% of responses indicating 70% or more of the syllabus was covered. Minimal instances of poor syllabus coverage suggest good academic planning and delivery.



### 2. The curriculum is updated and meets the needs of the job market.

Most respondents rated the curriculum as **Very Good** (152) or **Good** (111), with 99 rating it as **Excellent**. A smaller percentage rated it as **Fair** (54) or **Poor** (34).



**3. The curriculum of the institute has a competitive advantage over the same programs offered by other institutions.**

**Positive Responses:** A combined **68%** of respondents feel the curriculum offers a significant or very good competitive advantage over other institutions. This indicates a strong perception of the curriculum's differentiation and quality.

**Moderate Responses:** **18%** of respondents believe the curriculum has a **moderate** competitive advantage, showing that while they recognize some advantages, there might still be room for enhancement.

**Negative Responses:** **14%** of respondents (9% marginally and 5% not at all) do not view the curriculum as competitive. This reflects a minority opinion that could signal areas needing improvement or better communication about the curriculum's strengths.

## Student's feedback on Teaching Learning

How well did the teachers prepare for the classes?



### 4. How well did the teachers prepare for the classes?

Teachers are generally well-prepared, with 86% of respondents finding their preparation satisfactory or exceptional. The presence of some concerns (11% reporting poor preparation) could indicate areas for improvement in consistency.

How well were the teachers able to communicate?



### 5. How well were the teachers able to communicate?

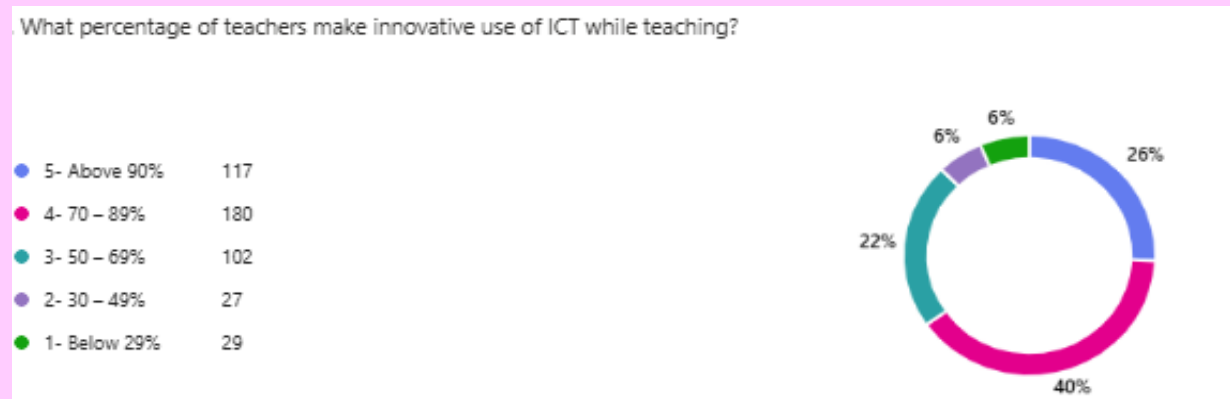
Teachers generally communicate well, with most students appreciating their efforts. Areas for improvement may involve making communication more consistent, as indicated by the 18% who rated it as "Just satisfactorily." Addressing the feedback from the 5% of respondents who found communication ineffective could further enhance the overall teaching experience.

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



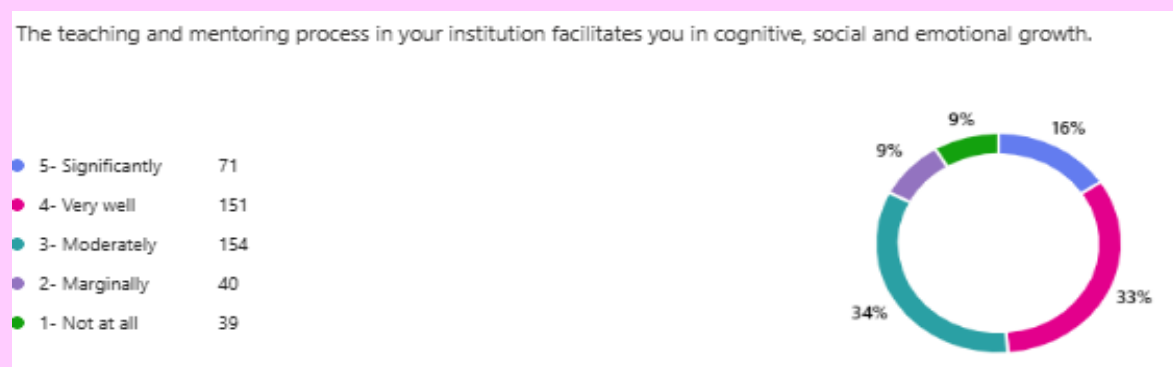
### 6. The teacher's overall approach to teaching can best be described as

**80%** (399 responses) rated the teaching as "Good," "Very good," or "Excellent," showing that teaching standards are widely appreciated. A small percentage (13%) rated it as "Fair" or "Poor," suggesting room for improvement in specific cases or teaching methods.



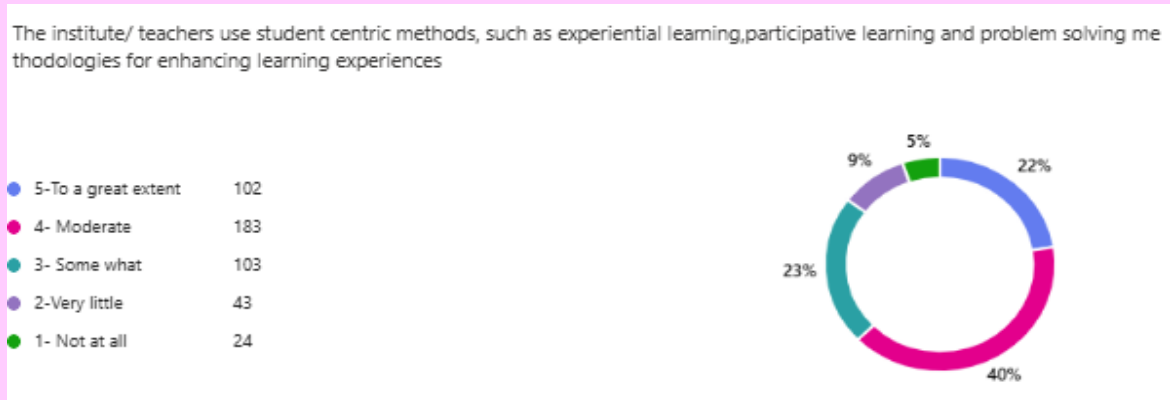
### 7. What percentage of teachers make innovative use of ICT while teaching?

The majority of respondents (40%) believe that 70–89% of teachers are making innovative use of ICT while teaching. A significant portion (22%) estimates ICT usage between 50–69% or above 90%. Only a small percentage feel that ICT use is very low (30–49% or below 29%).



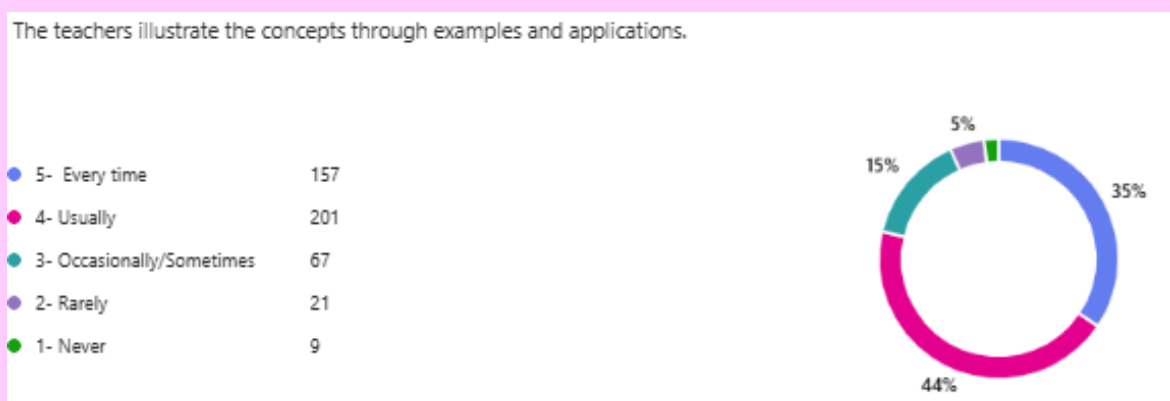
### 8. The teaching and mentoring process in your institution facilitates you in cognitive, social and emotional growth.

A combined total of 49% (Significantly or Very well) respondents feel that teaching and mentoring processes are effective in their growth. About 34% report moderate facilitation, indicating a balanced response but suggesting room for stronger engagement. Marginal or no facilitation is reported by 18%, which may require targeted intervention to address gaps in mentorship or student support.



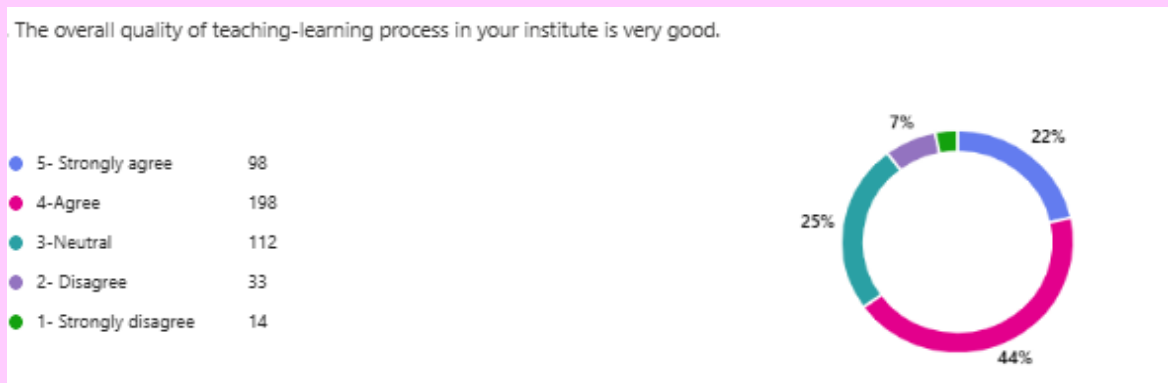
### 9. The institute/ teachers use student centric methods, such as experiential learning, participative learning and problem-solving methodologies for enhancing learning experiences.

A significant proportion of respondents (62%) feel that the institute/teachers employ student-centric methods to a "great extent" or "moderate" level, indicating a positive trend. Around 23% feel this is done only "somewhat," highlighting an opportunity to improve. About 14% ("Very little" or "Not at all") indicate dissatisfaction, suggesting some areas may lack engagement in innovative teaching methods.



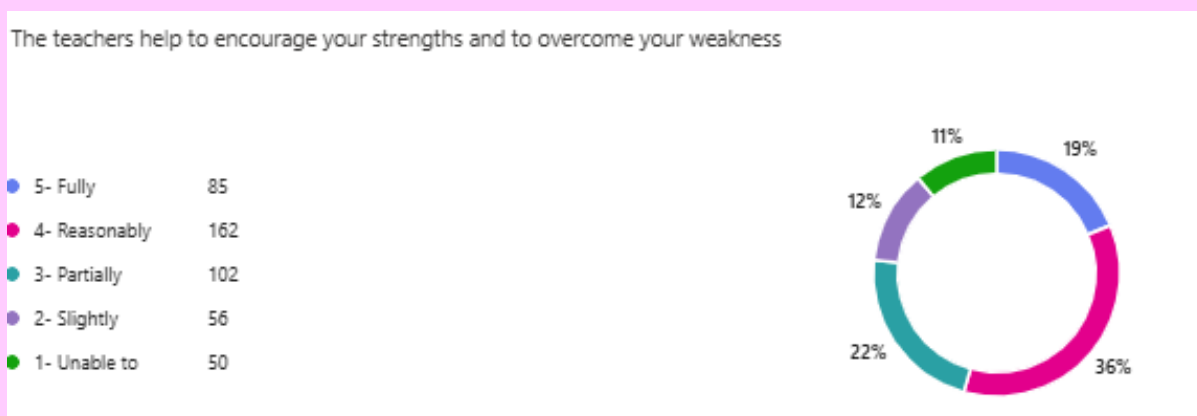
### 10. The teachers illustrate the concepts through examples and applications.

A significant majority (79%) indicate that teachers explain concepts through examples and applications "Every time" or "Usually," showcasing effective teaching practices. About 15% note occasional examples, suggesting that consistency in concept illustration could be further improved. A small fraction (7%) report "Rarely" or "Never," indicating gaps that need to be addressed for inclusivity and engagement.



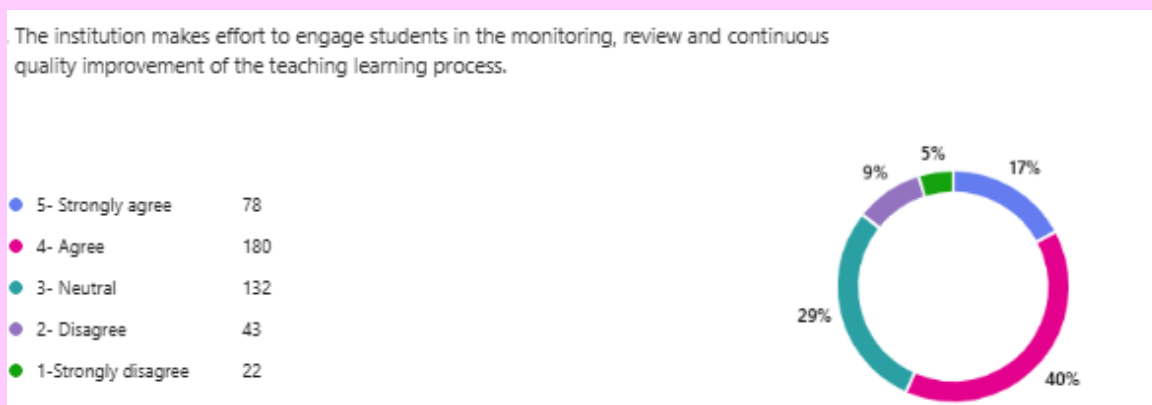
### 11. The overall quality of teaching-learning process in your institute is very good.

The majority of respondents (44%) agree that the teaching-learning process is very good. Combining “Strongly Agree” and “Agree,” 66% hold a positive view. Around 25% are neutral, and only 10% have negative opinions (Disagree or Strongly Disagree).



### 12. The teachers help to encourage your strengths and to overcome your weaknesses.

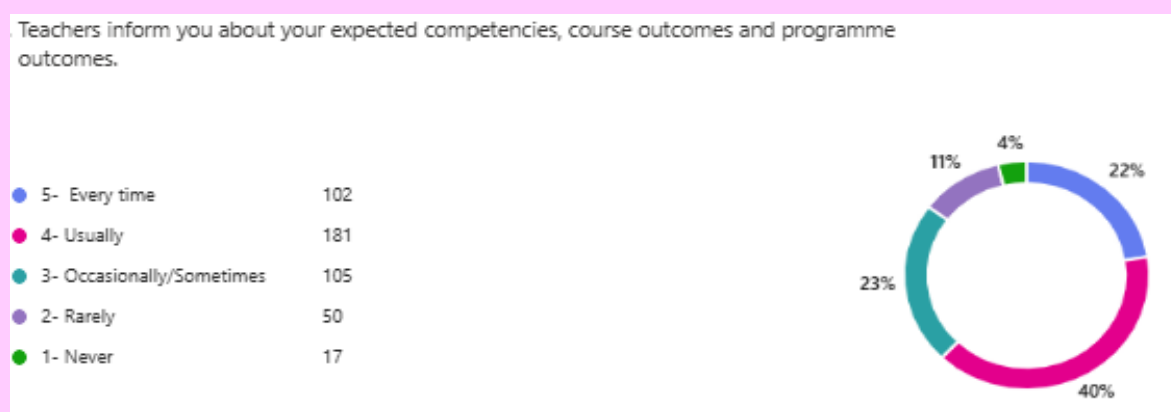
More than half (55%) of respondents feel teachers are supportive in identifying strengths and addressing weaknesses, either "Fully" or "Reasonably." About 22% report partial support, highlighting a need for more personalized approaches. A notable 23% ("Slightly" or "Unable to") believe teachers are not adequately helping, indicating an area where stronger teacher-student engagement is needed.





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

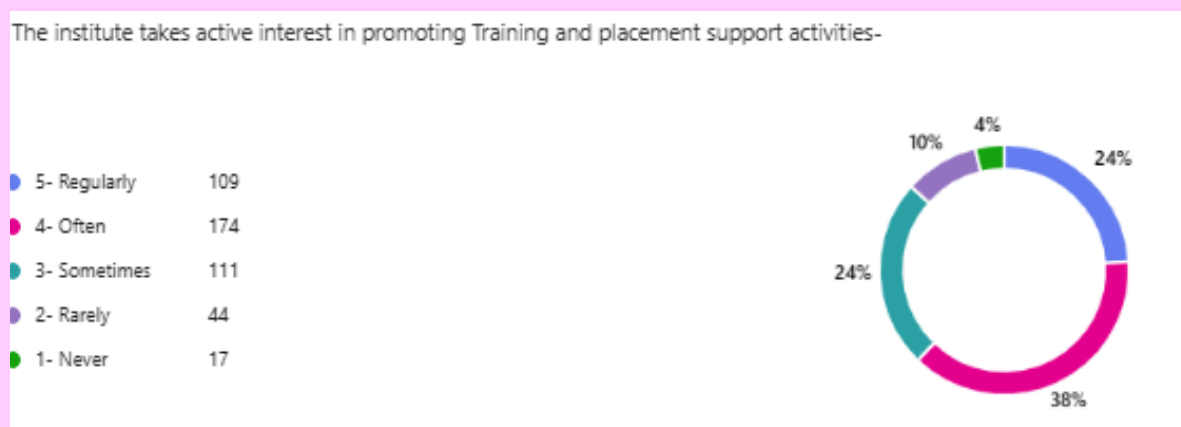
A majority (57%) agree that the institution engages students in improving the teaching-learning process, indicating a positive trend. A large portion (29%) remain neutral, suggesting uncertainty or limited awareness of such efforts, which might require better communication or visibility. Around 14% ("Disagree" or "Strongly disagree") feel the institution is not making sufficient efforts, signaling areas for improvement in inclusivity or transparency in quality initiatives.



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

A strong majority (62%) feel teachers consistently ("Every time" or "Usually") inform them about competencies and outcomes. A smaller group (23%) indicates occasional updates, suggesting potential for improvement in regular communication. Around 15% ("Rarely" or "Never") believe such information is not communicated, which highlights an area for better teacher-student alignment.

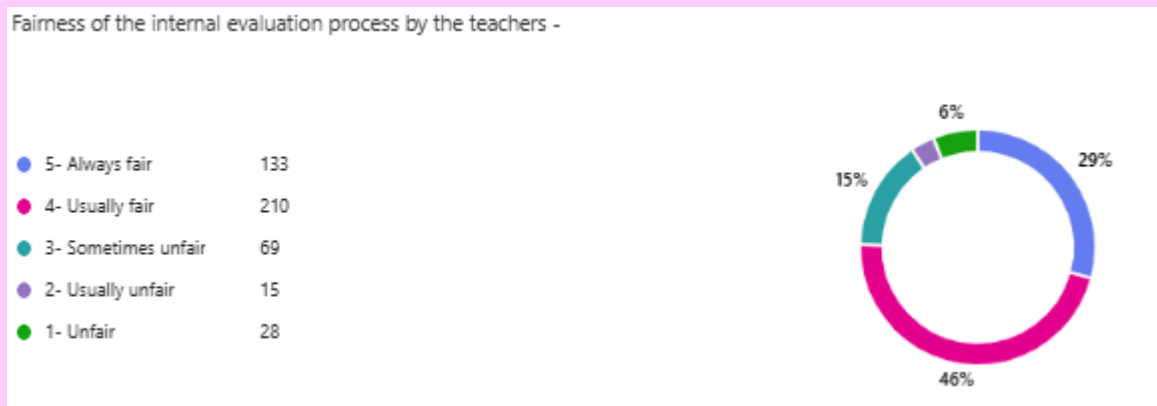
## Student's feedback on placement/internship opportunities



### **15. The institute takes active interest in promoting training and placement support activities.**

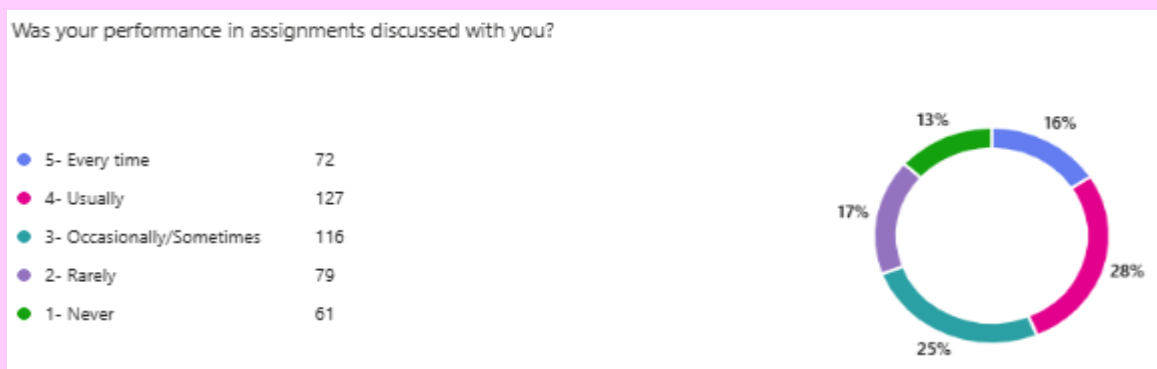
A majority of respondents (62%) feel that the institute actively engages in promoting training and placement support activities ("Regularly" or "Often"). 24% of respondents indicate "Sometimes," showing room for improvement. A small proportion (14%) feel the institute rarely or never engages in this activity, which could point to areas for enhancement in communication or implementation.

## Student's feedback on Examination and Evaluation Process



### 16. Fairness of the internal evaluation process by the teachers.

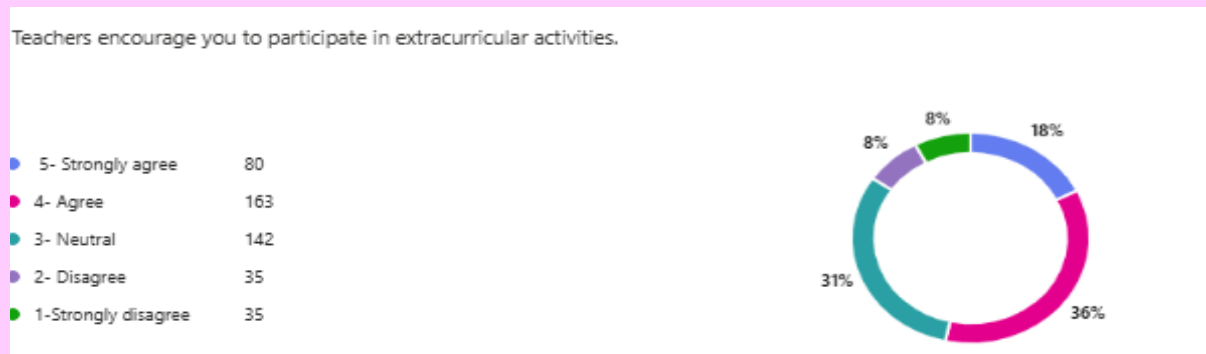
**75%** (343 responses) believe the evaluation process is fair, either "Always" or "Usually." **25%** (112 responses) expressed dissatisfaction, with specific concerns about inconsistency or bias in evaluation.



### 17. Was your performance in assignments discussed with you?

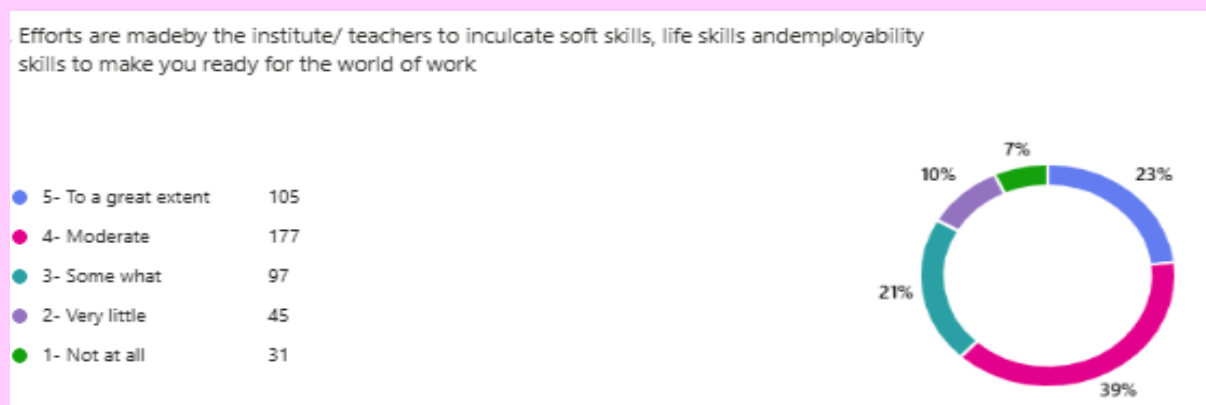
While **44%** (199 responses) experienced regular feedback ("Every time" or "Usually"), **41%** (195 responses) felt it was inadequate or inconsistent ("Rarely" or "Never"). This indicates a major opportunity for improvement in providing consistent and timely feedback on student assignments.

## Student's feedback on cocurricular, extracurricular activities



### 18. Teachers encourage you to participate in extracurricular activities.

A majority (54%) "strongly agree" or "agree" that teachers encourage extracurricular participation, reflecting a generally supportive approach. However, 31% remain neutral, suggesting either a lack of awareness or less consistent encouragement. A combined 16% ("Disagree" or "Strongly disagree") feel there is insufficient encouragement, indicating a need to better motivate and engage students in extracurricular activities.



### 19. 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.

A combined 62% ("To a great extent" or "Moderate") feel that the institute focuses on inculcating skills for employability, suggesting a positive overall approach. About 21% feel this is done only "somewhat," indicating an area for improvement in skill development efforts. 17% ("Very little" or "Not at all") express dissatisfaction, pointing to gaps that need to be addressed for holistic skill-building.