Estd. 1962
" A++" Accredited by
NAAC (2021) With CGPA 3.52

Shivaji University, Kolhapur

A report
On

Student Satisfaction Survey

(2021-22)

INDEX

About Survey:

We have taken feedback from our students on their satisfaction with various parameters such as syllabus completion, teaching and their teacher's preparedness, initiatives taken by their institution for their development etc. We have designed a special feedback form on "Student Satisfaction". That feedback form consists of 20 questions related to syllabus completion, teaching and their teacher's preparedness; initiatives taken by their institution for their development etc. The students are asked to give their feedback on a 0 to 4 Likert scale where 0 – (Below 30%), 1– (30% to 54%), 2 – (55 % to 69%), 3 – (70 % to 84%) and 4 – (85% to 100%). The set of questions is given in the following table.

Sr. No Question

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

2 How well did the teachers prepare for the classes?

3 How well were the teachers able to communicate?

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

5 Fairness of the internal evaluation process by the teachers.

6 Was your performance in assignments discussed with you?

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

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

9 The institution provides multiple opportunities to learn and grow.

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

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

12 The teachers illustrate the concepts through examples and applications.

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

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

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

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

17 Teachers encourage you to participate in extracurricular activities.

18 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.

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

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

We have received feedback from total 363 students from all the disciplines (Arts, Commerce and Science) and from different courses. Out of which 70% are female and 30% male. The details of feedback analysis are as follows.

Question wise Analysis

| 1. How much of the syllabus was covered in the class?	Percentage
Below 30%	4.13
30 to 54%	10.47
55 to 69%	7.99
70 to 84%	24.24
85 to 100%	53.17

1.The table provides information on the percentage of the syllabus that was covered in a class. It is divided into five categories: Below 30%, 30 to 54%, 55 to 69%, 70 to 84%, and 85 to 100%. The corresponding percentages for each category are 4.13%, 10.47%, 7.99%, 24.24%, and 53.17% respectively.

Interpretation: From the table, we can observe the following:

1. Majority coverage: The highest percentage of 53.17% falls within the category of 85 to 100%. This indicates that in a significant number of classes, more than 85% of the syllabus was covered. It suggests that the instructor or the class as a whole made substantial progress in terms of syllabus coverage.

2. Moderate coverage: The next highest percentage is 24.24%, falling within the category of 70 to 84%. This suggests that in a considerable portion of the classes, the syllabus coverage ranged between 70% and 84%. Although not as comprehensive as the previous category, it still indicates a decent level of progress in covering the syllabus.

3. Insufficient coverage: The percentages for the lower categories (below 30%, 30 to 54%, and 55 to 69%) are relatively smaller compared to the higher categories. This implies that in fewer instances, the syllabus coverage was below 70%. It indicates that there were some classes where the progress in covering the syllabus was relatively limited.

Overall, the table suggests that a significant portion of the syllabus, around 77.41% (53.17% + 24.24%), was covered well in the class, with more emphasis on completing over 85% of the syllabus. However, there is still room for improvement in terms of ensuring more consistent and comprehensive coverage of the syllabus, particularly in the lower categories where coverage was limited.

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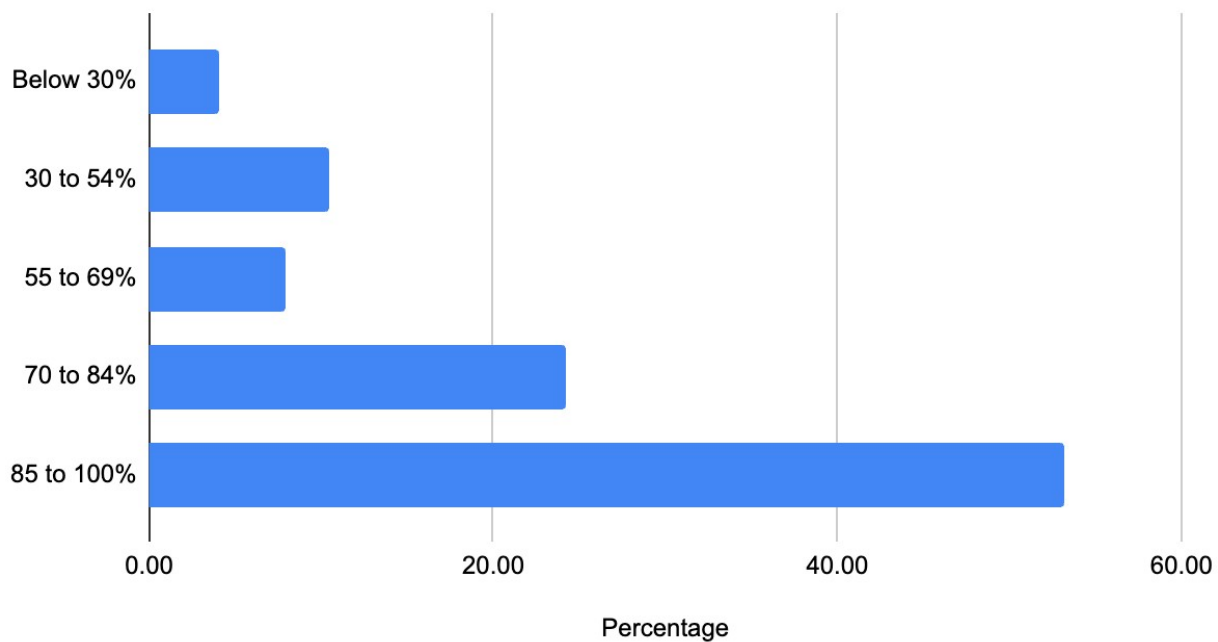
Percentage

| 2. How well did the teachers prepare for the classes?	Percentage
Won't teach at all	0.55
Indifferently	1.93
Poorly	3.31
Satisfactorily	64.19
Thoroughly	30.03

Observation: The table provides information on the percentage of teachers' preparation for classes. It is divided into five categories: Won't teach at all, Indifferently, Poorly, Satisfactorily, and Thoroughly. The corresponding percentages for each category are 0.55%, 1.93%, 3.31%, 64.19%, and 30.03% respectively.

Interpretation: From the table, we can observe the following:

1. Satisfactory preparation: The highest percentage of 64.19% falls within the category of Satisfactorily. This indicates that a majority of the teachers have adequately prepared for their classes. They have likely put in the necessary effort and resources to deliver the required content to the students effectively.

2. Thorough preparation: The next highest percentage is 30.03%, falling within the category of Thoroughly. This suggests that a significant portion of the teachers have gone above and beyond to ensure a comprehensive preparation for their classes. They have likely invested extra time and effort to provide in-depth and well-structured instruction to their students.

3. Insufficient preparation: The percentages for the lower categories (Won't teach at all, Indifferently, and Poorly) are relatively small compared to the higher categories. This implies that the number of teachers who did not prepare adequately or had poor preparation is relatively low. However, it is still worth noting that there is a small percentage of teachers who may not have put in enough effort or demonstrated a lack of interest in preparing for their classes.

Overall, the table suggests that a significant majority of teachers, around 94.22% (64.19% + 30.03%), have prepared either satisfactorily or thoroughly for their classes. This indicates that most teachers are committed to providing a well-prepared educational experience to their students. However, there is still room for improvement in addressing the small percentage of teachers who may need to improve their preparation and dedication to their teaching responsibilities.

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

Indifferently
1.9%

Poorly
3.3%

Thoroughly
30.0%

Satisfactorily
64.2%
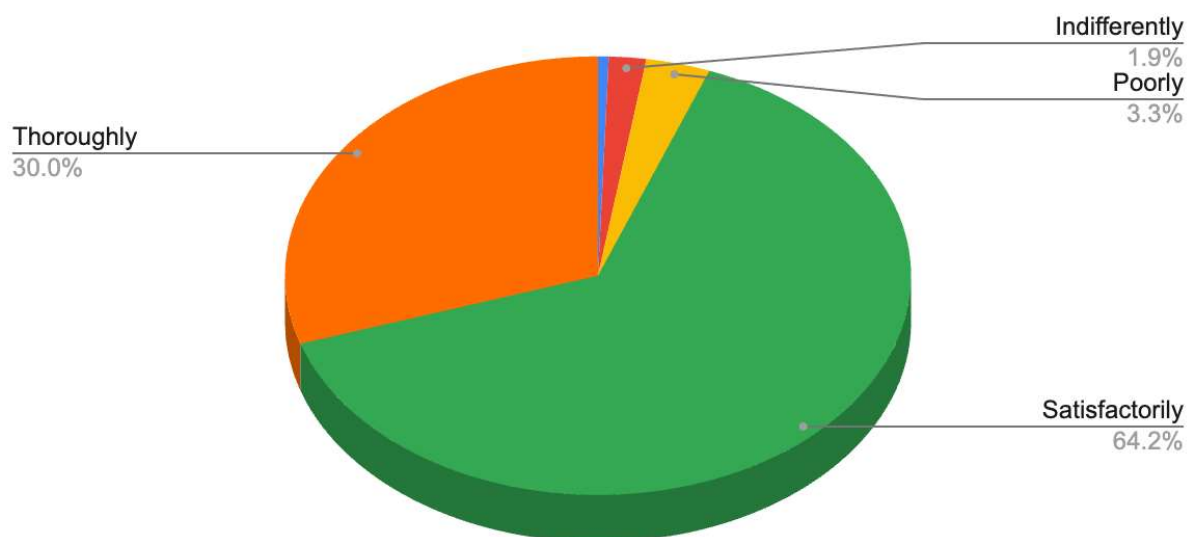
| 3. How well were the teachers able to communicate?	Percentage
Very poor communication	1.10
Generally ineffective	2.48
Just satisfactorily	8.54
Sometimes effective	19.83
Always effective	68.04

Observation: The table provides information on the percentage of teachers' communication effectiveness. It is divided into five categories: Very poor communication, Generally ineffective, Just satisfactorily, Sometimes effective, and Always effective. The corresponding percentages for each category are 1.10%, 2.48%, 8.54%, 19.83%, and 68.04% respectively.

Interpretation: From the table, we can observe the following:

1. High effectiveness: The highest percentage of 68.04% falls within the category of Always effective. This indicates that a significant majority of the teachers have demonstrated consistent effectiveness in their communication skills. They have likely been able to convey information, instructions, and concepts clearly and understandably to their students.
2. Moderate effectiveness: The next highest percentage is 19.83%, falling within the category of Sometimes effective. This suggests that a considerable portion of teachers have displayed occasional effectiveness in their communication. While their communication may not have been consistently flawless, they have been able to effectively convey their message to the students most of the time.
3. Room for improvement: The percentages for the lower categories (Very poor communication, Generally ineffective, and Just satisfactorily) are relatively small compared to the higher categories. However, it is worth noting that there is still a small percentage of teachers who may need to improve their communication skills. These teachers have been rated as having poor or average communication effectiveness, indicating a need for better clarity and effectiveness in their communication with students.

Overall, the table suggests that a significant majority of teachers, around 87.87% (68.04% + 19.83%), have been rated as effective or highly effective in their communication with students. This indicates that most teachers have been successful in conveying information and engaging with their students. However, there is still a small percentage of teachers who need to focus on improving their communication skills to ensure better understanding and engagement with their students.

3. How well were the teachers able to communicate?

Generally ineffective
2.5%

Just satisfactorily
8.5%

Sometimes effective
19.8%

Always effective
68.0%
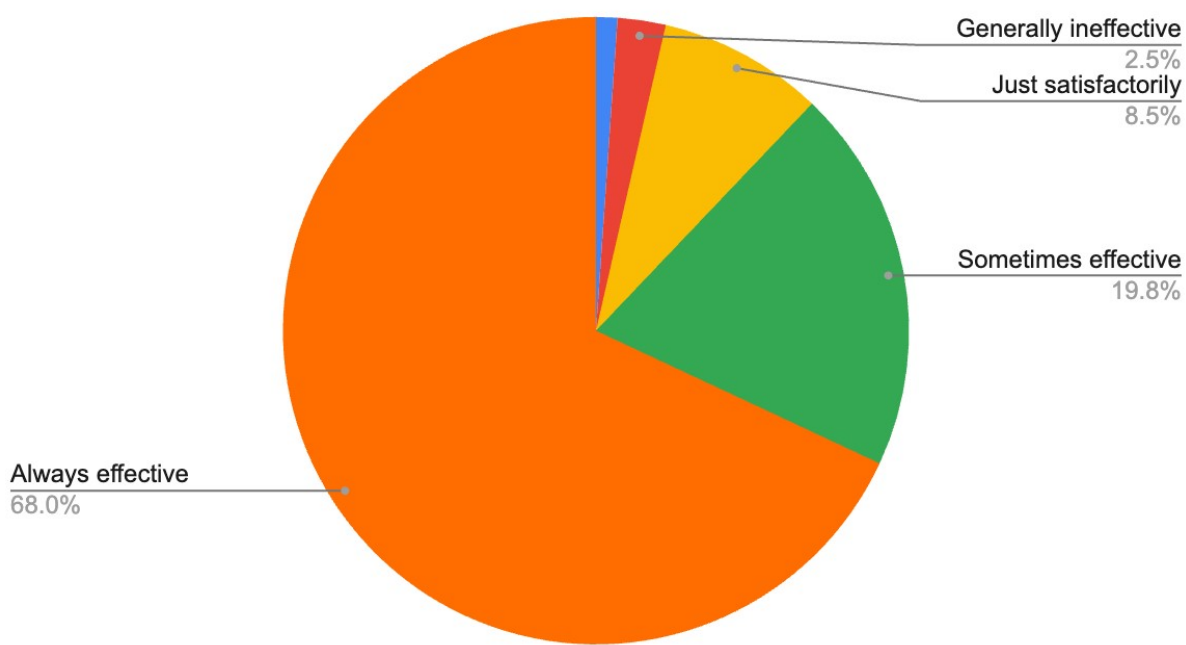
| 4. The teacher's approach to teaching can best be described as	Percentage
Poor	0.28
Fair	2.48
Good	22.31
Very good	36.91
Excellent	38.02

The table provides information on the percentage of the teacher's approach to teaching. It is divided into five categories: Poor, Fair, Good, Very good, and Excellent. The corresponding percentages for each category are 0.28%, 2.48%, 22.31%, 36.91%, and 38.02% respectively.

Interpretation: From the table, we can observe the following:

1. High effectiveness: The highest percentage of 38.02% falls within the category of Excellent. This suggests that a significant portion of teachers have been rated as having an excellent approach to teaching. They have likely employed innovative and effective strategies, fostering a positive learning environment and engaging students effectively.
2. Very good approach: The next highest percentage is 36.91%, falling within the category of Very good. This implies that a considerable number of teachers have been recognized for their very good approach to teaching. They have likely employed effective instructional methods, demonstrated a strong understanding of the subject matter, and created a positive learning experience for their students.
3. Good approach: The percentage for the Good category is 22.31%. This indicates that a substantial portion of teachers have been acknowledged for having a good approach to teaching. While not as exceptional as the previous two categories, they have still demonstrated effective teaching methods and have been able to engage their students reasonably well.
4. Limited effectiveness: The percentages for the lower categories (Poor and Fair) are relatively small compared to the higher categories. This implies that a small percentage of teachers have been rated as having a poor or fair approach to teaching. It suggests that there is a need for improvement in their instructional methods, strategies, or overall effectiveness in creating a positive and engaging learning environment.

Overall, the table suggests that a majority of teachers, around 97.24% (38.02% + 36.91% + 22.31%), have been rated as having a good to excellent approach to teaching. This indicates that most teachers have been successful in implementing effective teaching methods and creating a positive learning environment. However, there is still a small percentage of teachers who need to focus on improving their approach to teaching to ensure a higher level of effectiveness and engagement with their students.

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

Fair
2.5%

Good
22.3%

Excellent
38.0%

Very good
36.9%
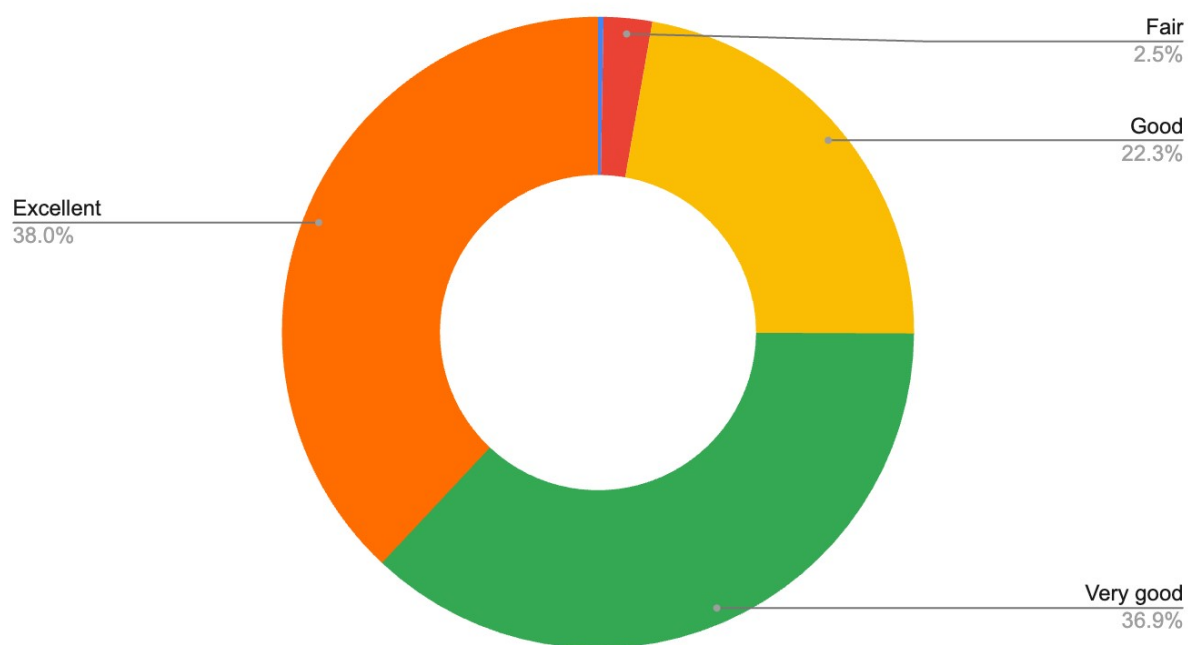
| 5. Fairness of the internal evaluation process by the teachers.	Percentage
Unfair	1.65
Usually unfair	0.83
Sometimes unfair	7.16
Usually fair	28.65
Always fair	61.71

The table provides information on the percentage of fairness in the internal evaluation process conducted by the teachers. It is divided into five categories: Unfair, Usually unfair, Sometimes unfair, Usually fair, and Always fair. The corresponding percentages for each category are 1.65%, 0.83%, 7.16%, 28.65%, and 61.71% respectively.

Interpretation: From the table, we can observe the following:

1. High fairness: The highest percentage of 61.71% falls within the category of Always fair. This indicates that a significant majority of teachers have been perceived as conducting the internal evaluation process fairly. They have likely implemented unbiased evaluation criteria, provided constructive feedback, and assessed students' work objectively.
2. Usually fair: The next highest percentage is 28.65%, falling within the category of Usually fair. This suggests that a considerable portion of teachers have been recognized for their consistent fairness in the internal evaluation process. While not always perfect, they have maintained fairness as a general practice in assessing students' performance.
3. Limited unfairness: The percentages for the lower categories (Unfair, Usually unfair, and Sometimes unfair) are relatively small compared to the higher categories. This implies that the number of teachers perceived as unfair in the internal evaluation process is relatively low. However, it is still worth noting that a small percentage of teachers have been rated as occasionally unfair, indicating a need for improvement in maintaining consistency and fairness in their evaluation practices.

Overall, the table suggests that a significant majority of teachers, around 90.36% (61.71% + 28.65%), have been perceived as conducting the internal evaluation process fairly or usually fairly. This indicates that most teachers have implemented a fair evaluation system, providing students with an unbiased assessment of their work. However, there is still room for improvement in addressing the small percentage of teachers who may need to work on maintaining fairness consistently throughout the internal evaluation process.

5. Fairness of the internal evaluation process by the teachers.

Unfair
1.7%

Sometimes unfair
7.2%

Usually fair
28.7%

Always fair
61.7%
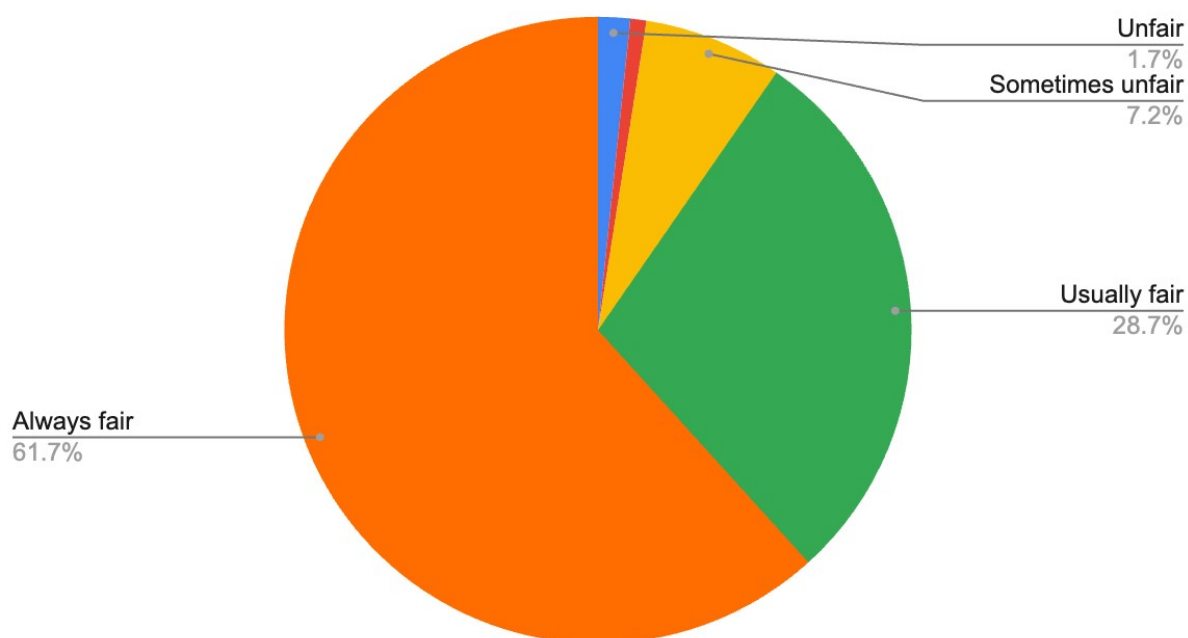
| 6. Was your performance in assignments discussed with you?	Percentage
Never	1.65
Rarely	3.86
Occasionally/Sometimes	11.29
Usually	31.40
Every time	51.79

Observation: The table provides information on the percentage of students whose performance in assignments was discussed with them. It is divided into five categories: Never, Rarely, Occasionally/Sometimes, Usually, and Every time. The corresponding percentages for each category are 1.65%, 3.86%, 11.29%, 31.40%, and 51.79% respectively.

Interpretation: From the table, we can observe the following:

1. Regular feedback: The highest percentage of 51.79% falls within the category of Every time. This indicates that a majority of students have had their performance in assignments discussed with them consistently. It suggests that the teachers have been proactive in providing feedback and discussing students' performance to help them understand their strengths and areas for improvement.
2. Frequent discussions: The next highest percentage is 31.40%, falling within the category of Usually. This suggests that a significant portion of students have had their assignment performance discussed with them on a regular basis. While not every time, the teachers have made an effort to engage in discussions regarding the students' work to provide valuable feedback.
3. Limited discussions: The percentages for the lower categories (Never, Rarely, and Occasionally/Sometimes) are relatively small compared to the higher categories. This implies that the number of students who have never or rarely had their assignment performance discussed with them is relatively low. However, it is still worth noting that there is a small percentage of students who have had limited opportunities for discussion and feedback on their assignment performance.

Overall, the table suggests that a majority of students, around 84.18% (51.79% + 31.40%), have had their assignment performance discussed with them either every time or usually. This indicates that most teachers have prioritized providing feedback and engaging in discussions to support students' learning and growth. However, there is still room for improvement in addressing the small percentage of students who have had limited or no discussions regarding their assignment performance.

6. Was your performance in assignments discussed with you?
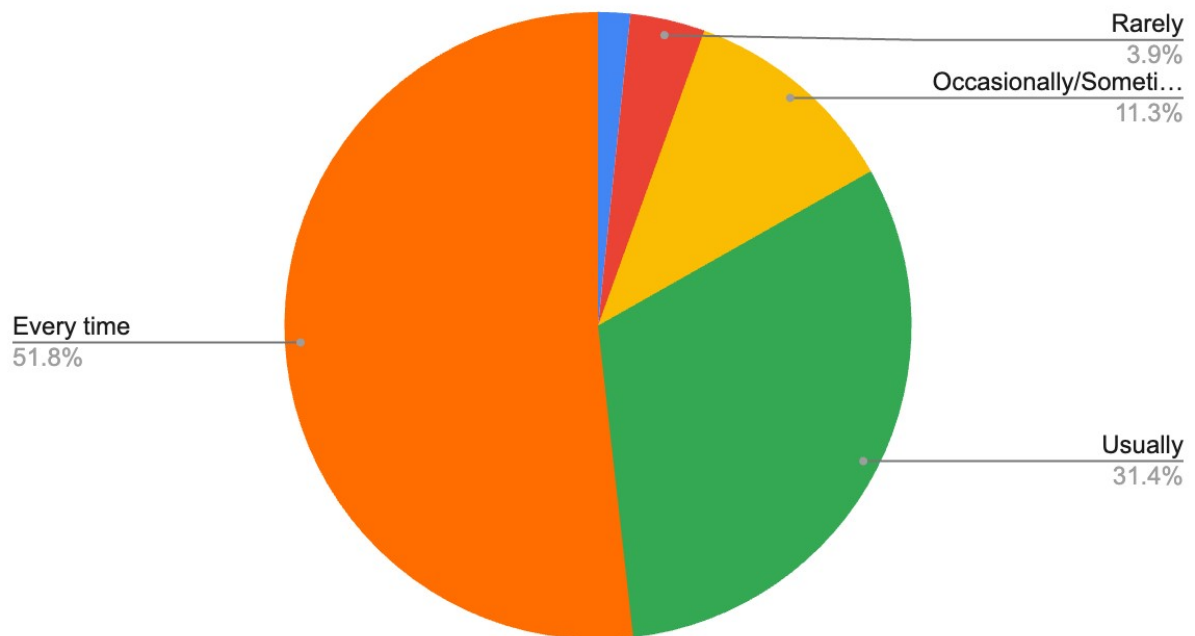
Rarely
3.9%

Occasionally/Someti…
11.3%

Every time
51.8%

Usually
31.4%

| 7. The institute takes active interest in promoting internship, student exchange, field visit opportunities for students.	Percentage
Never	2.75
Rarely	4.68
Sometimes	18.73
Often	23.69
Regularly	50.14

Observation: The table provides information on the percentage of students' perception regarding the institute's active interest in promoting internship, student exchange, and field visit opportunities. It is divided into five categories: Never, Rarely, Sometimes, Often, and Regularly. The corresponding percentages for each category are 2.75%, 4.68%, 18.73%, 23.69%, and 50.14% respectively.

Interpretation: From the table, we can observe the following:

1. Regular promotion: The highest percentage of 50.14% falls within the category of Regularly. This indicates that a majority of students perceive the institute to have an active interest in promoting internship, student exchange, and field visit opportunities on a regular basis. It suggests that the institute consistently provides information and opportunities for students to engage in such programs, enhancing their learning and practical experiences.
2. Frequent promotion: The next highest percentage is 23.69%, falling within the category of Often. This suggests that a significant portion of students perceive the institute to frequently promote internship, student exchange, and field visit opportunities. While not as regular as the previous category, the institute still demonstrates active efforts in providing such opportunities to students.
3. Limited promotion: The percentages for the lower categories (Never, Rarely, and Sometimes) are relatively small compared to the higher categories. This implies that the number of students who perceive the institute's lack of interest or limited promotion in these opportunities is relatively low. However, it is still worth noting that there is a small percentage of students who feel that such opportunities are not promoted as frequently or actively.

Overall, the table suggests that a majority of students, around 94.97% (50.14% + 23.69% + 18.73%), perceive the institute to have an active interest in promoting internship, student exchange, and field visit opportunities either regularly or often. This indicates that the institute prioritizes providing these opportunities to enhance students' practical learning experiences. However, there is still room for improvement in addressing the small percentage of students who feel that such opportunities are promoted less frequently or not at all.

7. The institute takes active interest in promoting internship, student exchange, field visit opportunities for students.
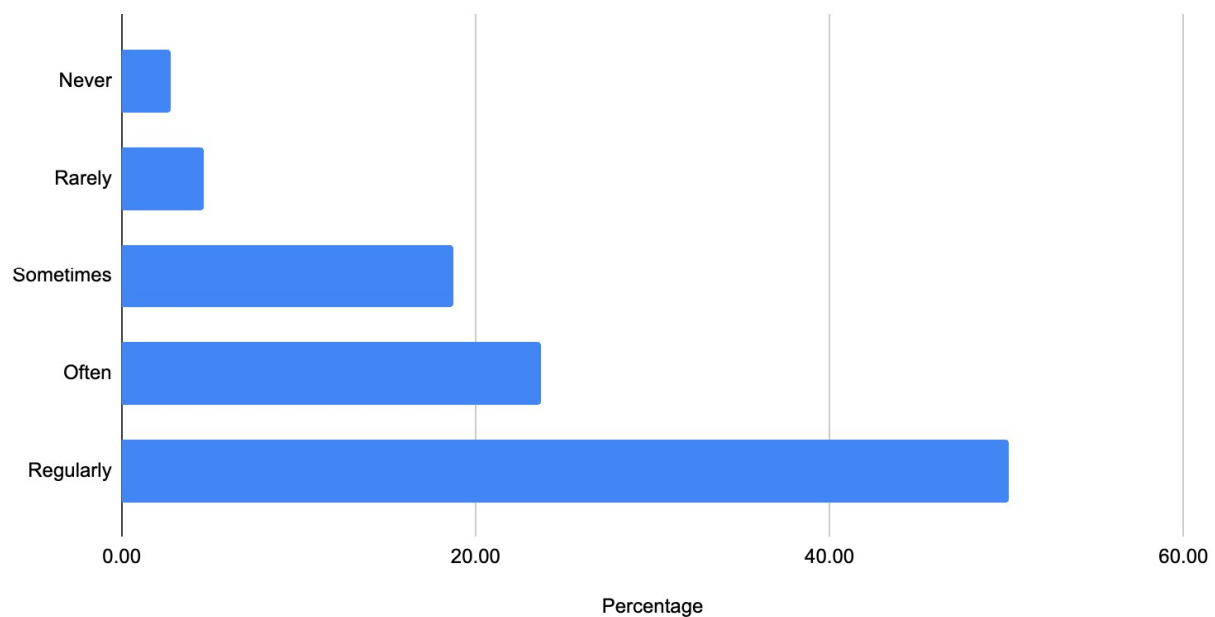
| 8. The teaching and mentoring process in your institution facilitates you in cognitive, social and emotional growth.	Percentage
Not at all	1.38
Marginally	3.58
Moderately	12.67
Very well	53.99
Significantly	28.37

Observation: The table provides information on the percentage of students' perception regarding how the teaching and mentoring process in their institution facilitates their cognitive, social, and emotional growth. It is divided into five categories: Not at all, Marginally, Moderately, Very well, and Significantly. The corresponding percentages for each category are 1.38%, 3.58%, 12.67%, 53.99%, and 28.37% respectively.

Interpretation: From the table, we can observe the following:

1. Significant facilitation: The highest percentage of 53.99% falls within the category of Very well. This indicates that a majority of students perceive that the teaching and mentoring process in their institution significantly facilitates their cognitive, social, and emotional growth. It suggests that the teaching methods, mentoring support, and overall learning environment have a substantial positive impact on their overall development.

2. Substantial facilitation: The next highest percentage is 28.37%, falling within the category of Significantly. This suggests that a significant portion of students feel that the teaching and mentoring process plays a substantial role in facilitating their cognitive, social, and emotional growth. While not as high as the previous category, the students still recognize the positive impact on their overall development.

3. Moderate facilitation: The percentage for the Moderately category is 12.67%. This implies that a considerable number of students perceive that the teaching and mentoring process moderately facilitates their cognitive, social, and emotional growth. They acknowledge a positive impact but to a lesser extent compared to the higher categories.

4. Limited facilitation: The percentages for the lower categories (Not at all and Marginally) are relatively small compared to the higher categories. This suggests that the number of students who feel that the teaching and mentoring process has little to no facilitation on their growth is relatively low. However, it is still worth noting that there is a small percentage of students who feel that the facilitation is limited or marginal.

Overall, the table suggests that a majority of students, around 82.36% (53.99% + 28.37%), perceive that the teaching and mentoring process in their institution significantly or substantially facilitates their cognitive, social, and emotional growth. This indicates that the institution's educational approach and support systems have a positive impact on students' overall development. However, there is still room for improvement in addressing the small percentage of students who feel that the facilitation is moderate or limited.

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

Marginally
3.6%

Moderately
12.7%

Significantly
28.4%

Very well
54.0%
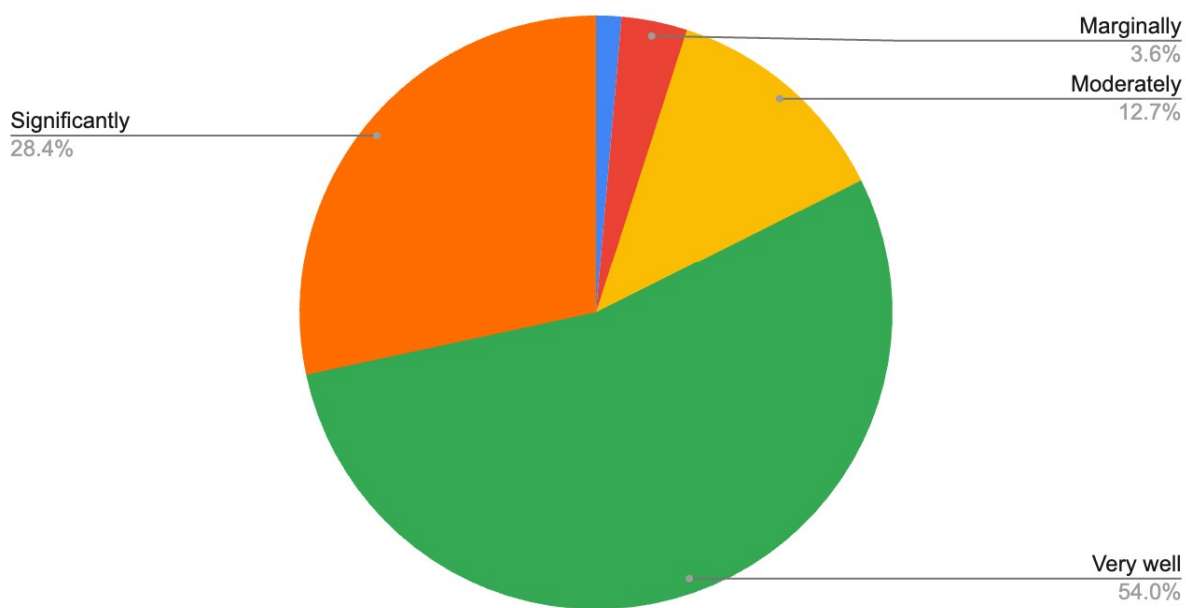
| 9. The institution provides multiple opportunities to learn and grow.	Percentage
Strongly disagree	0.28
Disagree	2.48
Neutral	11.29
Agree	49.86
Strongly agree	36.09

Observation: The table provides information on the percentage of students' perception regarding the institution's provision of multiple opportunities to learn and grow. It is divided into five categories: Strongly disagree, Disagree, Neutral, Agree, and Strongly agree. The corresponding percentages for each category are 0.28%, 2.48%, 11.29%, 49.86%, and 36.09% respectively.

Interpretation: From the table, we can observe the following:

1. Agreement on opportunities: The highest percentage of 49.86% falls within the category of Agree. This indicates that a significant majority of students perceive that the institution provides multiple opportunities to learn and grow. They believe that the institution offers various avenues for learning, personal development, and growth beyond the traditional classroom setting.

2. Strong agreement: The next highest percentage is 36.09%, falling within the category of Strongly agree. This suggests that a substantial portion of students strongly believe that the institution provides multiple opportunities for them to learn and grow. They perceive the institution as actively supporting and promoting their personal and educational development through diverse opportunities.

3. Neutral stance: The percentage for the Neutral category is 11.29%. This implies that a relatively small portion of students neither strongly agree nor disagree with the statement. They may have mixed feelings or limited awareness of the opportunities provided by the institution for their learning and growth.

4. Disagreement: The percentages for the lower categories (Strongly disagree and Disagree) are relatively small compared to the higher categories. This suggests that the number of students who disagree with the institution's provision of multiple opportunities for learning and growth is relatively low. However, it is still worth noting that there is a small percentage of students who hold a negative view or disagree with the statement.

Overall, the table suggests that a majority of students, around 85.95% (49.86% + 36.09%), perceive that the institution provides multiple opportunities for them to learn and grow. This indicates that the institution has created a conducive environment for students to engage in diverse learning experiences and personal development. However, there is still room for improvement in addressing the small percentage of students who may not perceive the institution's efforts in providing such opportunities.

The institution provides multiple opportunities to learn and grow.
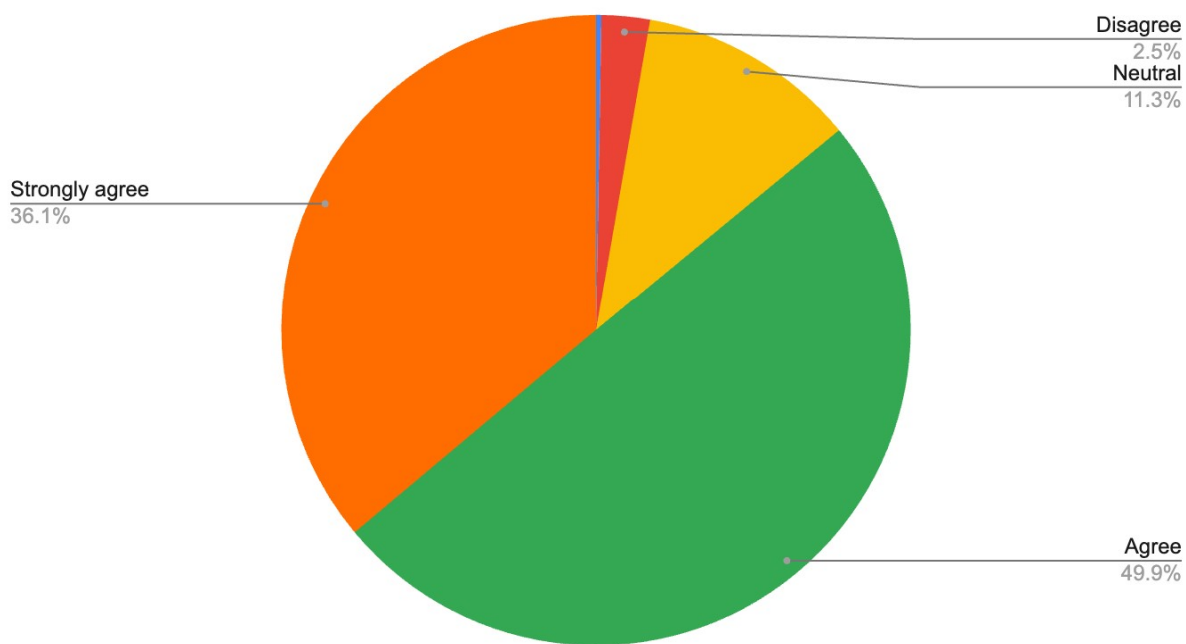
Disagree
2.5%

Neutral
11.3%

Strongly agree
36.1%

Agree
49.9%

| 10. Teachers inform you about your expected competencies, course outcomes and programme outcomes.	Percentage
Never	0.83
Rarely	2.48
Occasionally/Sometimes	10.19
Usually	28.37
Every time	58.13

Observation: The table provides information on the percentage of students' perception regarding whether teachers inform them about their expected competencies, course outcomes, and program outcomes. It is divided into five categories: Never, Rarely, Occasionally/Sometimes, Usually, and Every time. The corresponding percentages for each category are 0.83%, 2.48%, 10.19%, 28.37%, and 58.13% respectively.

Interpretation: From the table, we can observe the following:

1. Regular information: The highest percentage of 58.13% falls within the category of Every time. This indicates that a majority of students perceive that teachers inform them about their expected competencies, course outcomes, and program outcomes consistently. It suggests that the teachers regularly communicate the learning goals, expected outcomes, and program objectives to help students understand what is expected of them.
2. Frequent information: The next highest percentage is 28.37%, falling within the category of Usually. This suggests that a significant portion of students feel that teachers often provide them with information about their expected competencies, course outcomes, and program outcomes. While not every time, the teachers make regular efforts to inform students about the learning objectives and expected outcomes.
3. Limited information: The percentages for the lower categories (Never, Rarely, and Occasionally/Sometimes) are relatively small compared to the higher categories. This implies that the number of students who feel that teachers never or rarely inform them about their expected competencies, course outcomes, and program outcomes is relatively low. However, it is still worth noting that there is a small percentage of students who have had limited opportunities for such information.

Overall, the table suggests that a majority of students, around 86.5% (58.13% + 28.37%), perceive that teachers inform them about their expected competencies, course outcomes, and program outcomes either every time or usually. This indicates that most teachers prioritize providing students with clear information about their learning goals and expected outcomes. However, there is still room for improvement in addressing the small percentage of students who feel that they have not received sufficient information in this regard.

10. Teachers inform you about your expected competencies, course outcomes and programme outcomes.
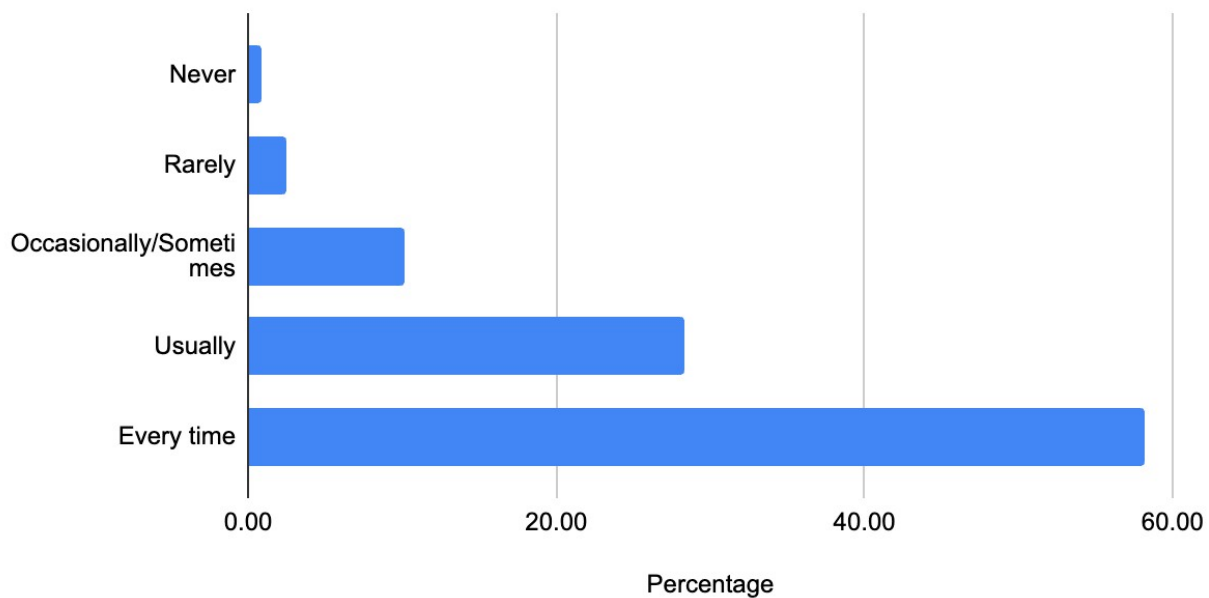
| 11. Your mentor does a necessary follow-up with an assigned task to you.	Percentage
I don't have a mentor	1.65
Rarely	3.86
Occasionally/Sometimes	7.99
Usually	33.33
Every time	53.17

Observation: The table provides information on the percentage of students' perception regarding whether their mentor does a necessary follow-up with an assigned task. It is divided into five categories: I don't have a mentor, Rarely, Occasionally/Sometimes, Usually, and Every time. The corresponding percentages for each category are 1.65%, 3.86%, 7.99%, 33.33%, and 53.17% respectively.

Interpretation: From the table, we can observe the following:

1. Consistent follow-up: The highest percentage of 53.17% falls within the category of Every time. This indicates that a majority of students perceive that their mentor consistently follows up with them regarding assigned tasks. It suggests that the mentors are actively involved in monitoring and supporting the students' progress, providing necessary guidance and feedback.
2. Regular follow-up: The next highest percentage is 33.33%, falling within the category of Usually. This suggests that a significant portion of students feel that their mentor usually follows up with them regarding assigned tasks. While not every time, the mentors demonstrate a consistent effort to stay involved and provide support as needed.
3. Limited follow-up: The percentages for the lower categories (I don't have a mentor, Rarely, and Occasionally/Sometimes) are relatively small compared to the higher categories. This implies that the number of students who don't have a mentor or receive rare or occasional follow-up is relatively low. However, it is still worth noting that there is a small percentage of students who have had limited opportunities for necessary follow-up with their mentor.

Overall, the table suggests that a majority of students, around 86.5% (53.17% + 33.33%), perceive that their mentor does a necessary follow-up with an assigned task either every time or usually. This indicates that the mentorship program in the institution is effective in providing support and guidance to students. However, there is still room for improvement in addressing the small percentage of students who don't have a mentor or receive limited follow-up.

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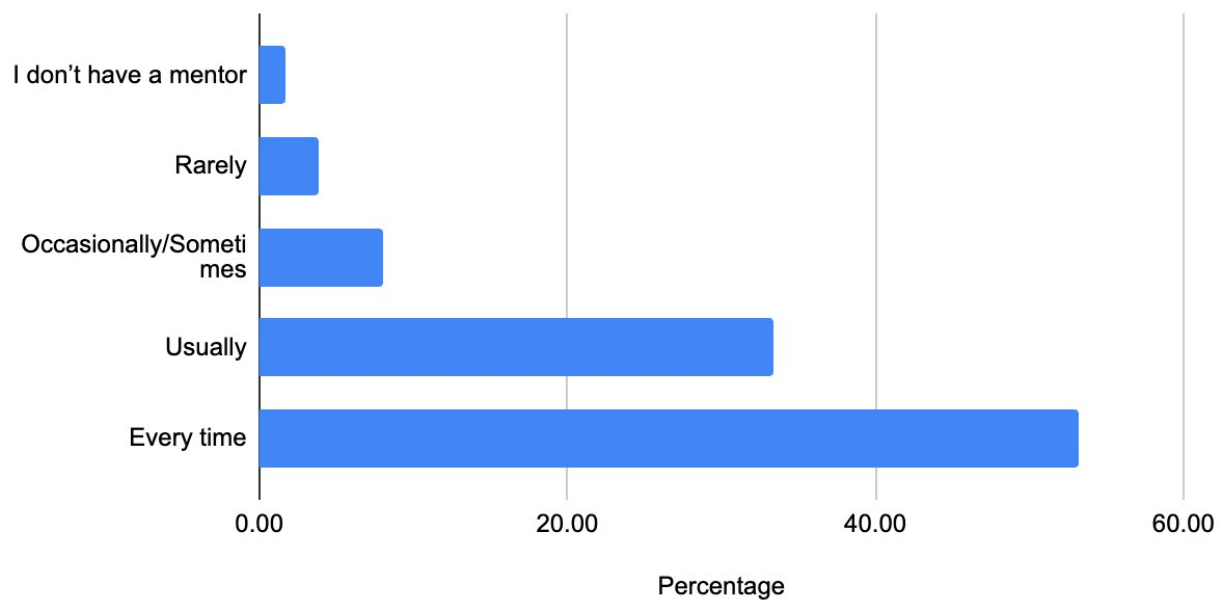
Percentage

| 12. The teachers illustrate the concepts through examples and applications.	Percentage
Never	0.55
Rarely	1.65
Occasionally/Sometimes	5.79
Usually	28.93
Every time	63.09

Observation: The table provides information on the percentage of students' perception regarding whether teachers illustrate concepts through examples and applications. It is divided into five categories: Never, Rarely, Occasionally/Sometimes, Usually, and Every time. The corresponding percentages for each category are 0.55%, 1.65%, 5.79%, 28.93%, and 63.09% respectively.

Interpretation: From the table, we can observe the following:

1. Consistent illustration: The highest percentage of 63.09% falls within the category of Every time. This indicates that a majority of students perceive that teachers consistently illustrate concepts through examples and applications. It suggests that the teachers make a concerted effort to provide real-life examples and practical applications to enhance students' understanding and make the concepts more relatable.
2. Regular illustration: The next highest percentage is 28.93%, falling within the category of Usually. This suggests that a significant portion of students feel that teachers usually illustrate concepts through examples and applications. While not every time, the teachers often provide relevant examples and applications to support the learning process.
3. Limited illustration: The percentages for the lower categories (Never, Rarely, and Occasionally/Sometimes) are relatively small compared to the higher categories. This implies that the number of students who feel that teachers never or rarely illustrate concepts through examples and applications is relatively low. However, it is still worth noting that there is a small percentage of students who feel that such illustrations occur occasionally or sometimes.

Overall, the table suggests that a majority of students, around 92.02% (63.09% + 28.93%), perceive that teachers illustrate concepts through examples and applications either every time or usually. This indicates that the teachers prioritize using practical illustrations to aid students' comprehension and application of the subject matter. However, there is still room for improvement in addressing the small percentage of students who feel that such illustrations are provided less frequently or not at all.

12. The teachers illustrate the concepts through examples and applications
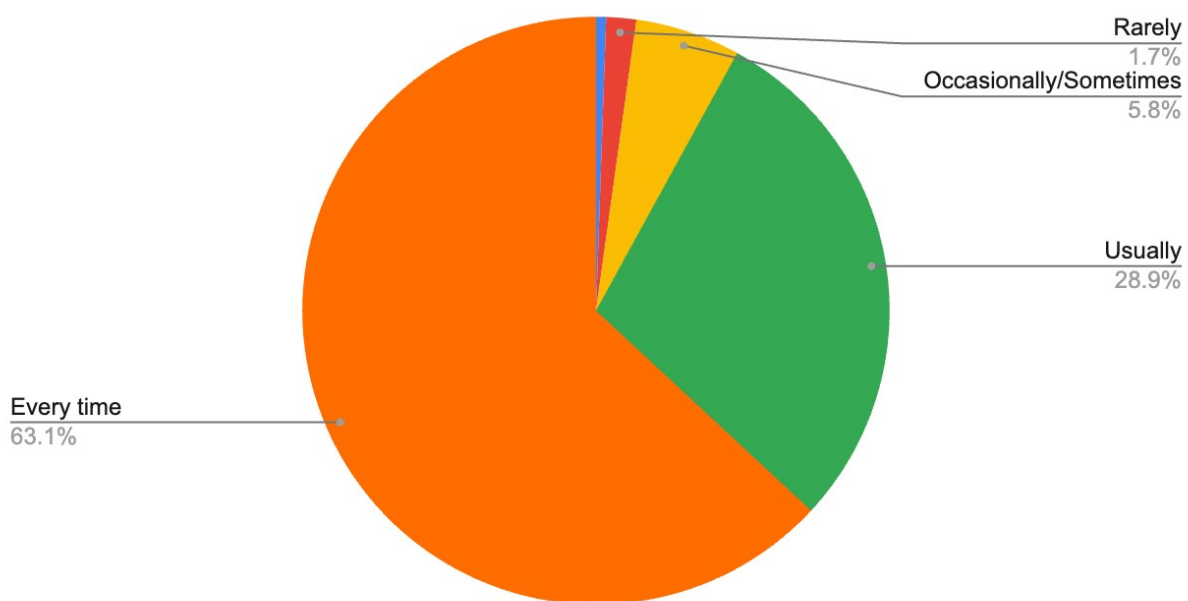
Rarely
1.7%

Occasionally/Sometimes
5.8%

Usually
28.9%

Every time
63.1%

| 13. The teachers identify your strengths and encourage you with providing right level of challenges.	Percentage
Unable to	0.83
Slightly	4.13
Partially	7.71
Reasonably	36.91
Fully	50.41

Observation: The table provides information on the percentage of students' perception regarding whether teachers identify their strengths and encourage them with the right level of challenges. It is divided into five categories: Unable to, Slightly, Partially, Reasonably, and Fully. The corresponding percentages for each category are 0.83%, 4.13%, 7.71%, 36.91%, and 50.41% respectively.

Interpretation: From the table, we can observe the following:

1. Full support and recognition: The highest percentage of 50.41% falls within the category of Fully. This indicates that a majority of students perceive that teachers fully identify their strengths and provide them with the right level of challenges. It suggests that the teachers effectively recognize students' abilities and provide them with appropriate tasks that stimulate their growth and development.
2. Reasonable support: The next highest percentage is 36.91%, falling within the category of Reasonably. This suggests that a significant portion of students feel that teachers reasonably identify their strengths and provide suitable challenges. While not reaching the highest level, these students still perceive that teachers provide adequate recognition and support to enhance their learning experience.
3. Partial support: The percentage for the Partially category is 7.71%. This implies that a relatively small portion of students feel that teachers only partially identify their strengths and provide them with the right level of challenges. They may perceive that there is room for improvement in terms of personalized support and tailored challenges.
4. Limited support: The percentages for the lower categories (Unable to and Slightly) are relatively small compared to the higher categories. This suggests that the number of students who feel that teachers are unable to identify their strengths or provide them with slight support is relatively low. However, it is still worth noting that there is a small percentage of students who feel that the support in terms of recognizing strengths and providing appropriate challenges is limited.

Overall, the table suggests that a majority of students, around 87.32% (50.41% + 36.91%), perceive that teachers identify their strengths and encourage them with the right level of challenges either fully or reasonably. This indicates that the teachers in the institution are effective in recognizing students' abilities and tailoring their approach to stimulate their growth. However, there is still room for improvement in addressing the small percentage of students who feel that the support in this aspect is partial or limited.

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

Label	Value
0.83	
4.13	
7.71	
36.91	
50.41	
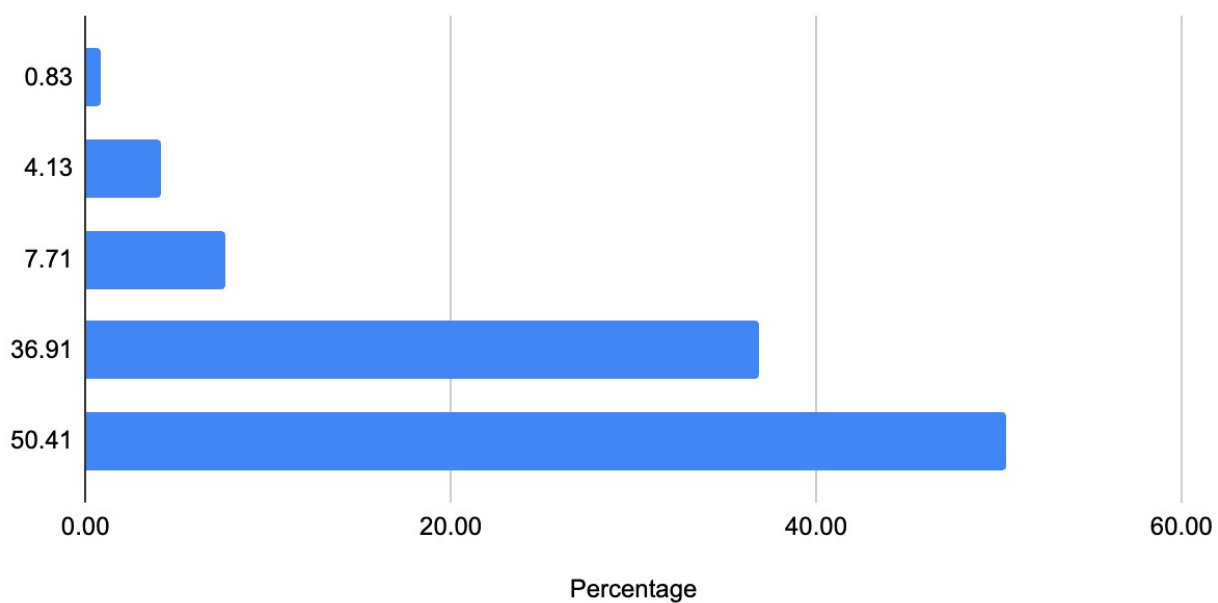
Percentage

| 14. Teachers are able to identify your weaknesses and help you to overcome them.	Percentage
Never	1.38
Rarely	7.99
Occasionally/Sometimes	11.29
Usually	33.33
Every time	46.01

Observation: The table provides information on the percentage of students' perception regarding whether teachers are able to identify their weaknesses and help them overcome them. It is divided into five categories: Never, Rarely, Occasionally/Sometimes, Usually, and Every time. The corresponding percentages for each category are 1.38%, 7.99%, 11.29%, 33.33%, and 46.01% respectively.

Interpretation: From the table, we can observe the following:

1. Regular support: The highest percentage of 46.01% falls within the category of Every time. This indicates that a majority of students perceive that teachers are able to consistently identify their weaknesses and provide assistance to help them overcome them. It suggests that the teachers have a good understanding of the students' areas for improvement and actively work with them to address these weaknesses.
2. Frequent support: The next highest percentage is 33.33%, falling within the category of Usually. This suggests that a significant portion of students feel that teachers usually identify their weaknesses and provide help to overcome them. While not every time, the teachers make regular efforts to support students in overcoming their weaknesses.
3. Occasional support: The percentages for the Occasionally/Sometimes category is 11.29%. This implies that a relatively small portion of students feel that teachers occasionally or sometimes identify their weaknesses and provide support to address them. They may perceive that there is room for improvement in terms of consistency in identifying and helping them overcome their weaknesses.
4. Limited support: The percentages for the lower categories (Never and Rarely) are relatively small compared to the higher categories. This suggests that the number of students who feel that teachers never or rarely identify their weaknesses or provide help is relatively low. However, it is still worth noting that there is a small percentage of students who feel that the support in terms of addressing weaknesses is limited.

Overall, the table suggests that a majority of students, around 79.34% (46.01% + 33.33%), perceive that teachers are able to identify their weaknesses and help them overcome them either every time or usually. This indicates that the teachers in the institution have a good awareness of students' areas for improvement and actively assist them in addressing those weaknesses. However, there is still room for improvement in addressing the small percentage of students who feel that the support in this aspect is occasional or limited.

14. Teachers are able to identify your weaknesses and help you to overcome them.
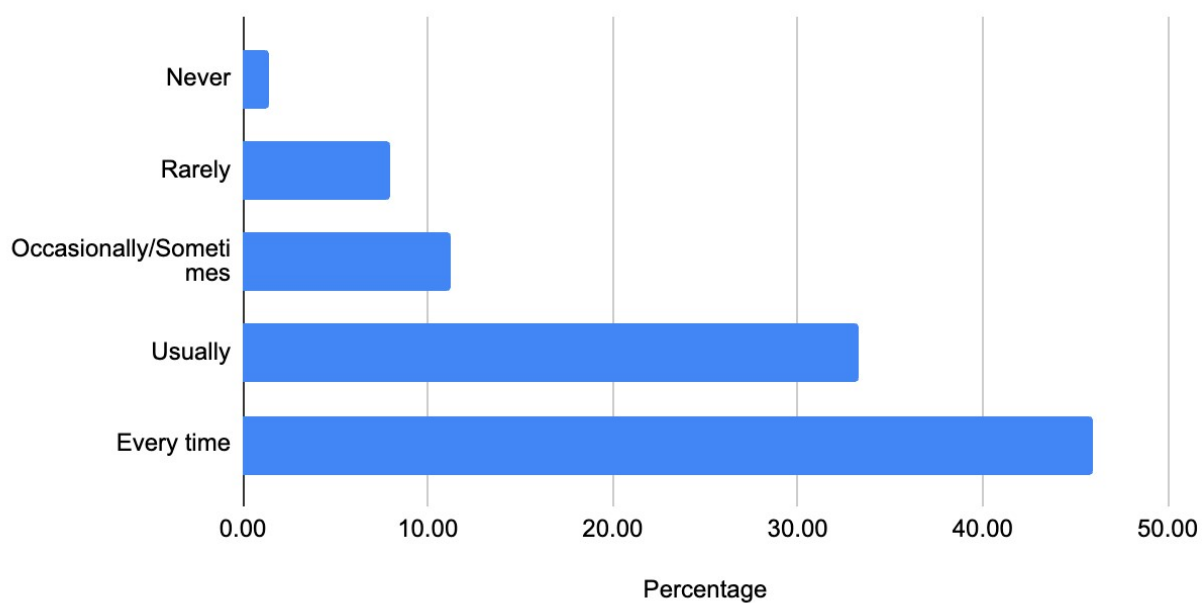
| 15. The institution makes effort to engage students in the monitoring, review and continuous quality improvement of the teaching learning process.	Percentage
Strongly disagree	1.38
Disagree	2.48
Neutral	13.22
Agree	51.79
Strongly agree	31.13

Observation: The table provides information on the percentage of students' perception regarding the institution's effort to engage students in the monitoring, review, and continuous quality improvement of the teaching-learning process. It is divided into five categories: Strongly disagree, Disagree, Neutral, Agree, and Strongly agree. The corresponding percentages for each category are 1.38%, 2.48%, 13.22%, 51.79%, and 31.13% respectively.

Interpretation: From the table, we can observe the following:

1. Positive perception: The highest percentage of 51.79% falls within the category of Agree. This indicates that a majority of students perceive that the institution makes efforts to engage them in the monitoring, review, and continuous quality improvement of the teaching-learning process. It suggests that the institution values the input and involvement of students in shaping and enhancing the educational experience.

2. Strong agreement: The next highest percentage is 31.13%, falling within the category of Strongly agree. This suggests that a significant portion of students strongly believe that the institution actively involves them in monitoring, reviewing, and improving the teaching-learning process. This indicates a high level of student engagement and satisfaction with the institution's efforts in this regard.

3. Neutral perception: The percentage for the Neutral category is 13.22%. This implies that a relatively small portion of students have a neutral stance regarding the institution's efforts to engage them in the monitoring, review, and continuous quality improvement of the teaching-learning process. They may not strongly agree or disagree with the statement, indicating the need for further exploration or clarification.

4. Disagreement: The percentages for the lower categories (Strongly disagree and Disagree) are relatively small compared to the higher categories. This suggests that the number of students who strongly disagree or disagree with the institution's efforts in engaging them is relatively low. However, it is still worth noting that there is a small percentage of students who do not perceive significant engagement in the monitoring and improvement process.

Overall, the table suggests that a majority of students, around 83.92% (51.79% + 31.13%), perceive that the institution makes efforts to engage them in the monitoring, review, and continuous quality improvement of the teaching-learning process. This indicates that the institution values student input and actively involves them in shaping the educational experience. However, there is still room for improvement in addressing the small percentage of students who have a neutral or negative perception in this aspect, ensuring that all students feel actively engaged and empowered in the improvement process.

15. The institution makes effort to engage students in the monitoring, review and continuous quality improvement of the teaching learning process.
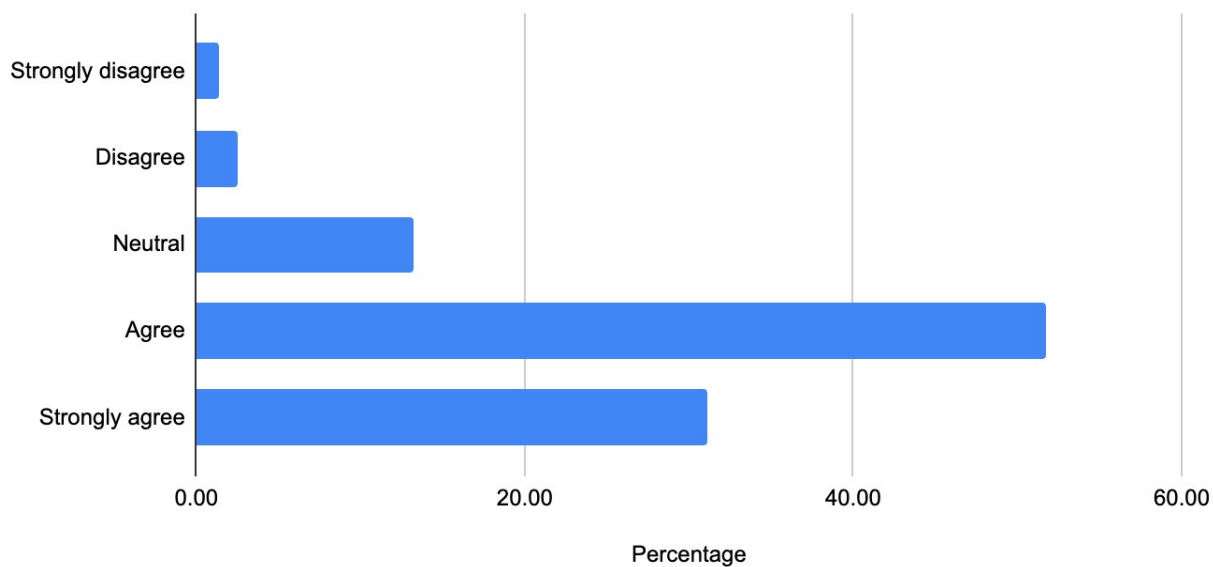
| 16. The institute/ teachers use student centric methods, such as experiential learning, participative learning and problem solving methodologies for enhancing learning experiences.	Percentage
Not at all	1.10
Very little	4.41
Some what	7.16
Moderate	48.76
To a great extent	38.57

Observation: The table provides information on the percentage of students' perception regarding the use of student-centric methods such as experiential learning, participative learning, and problem-solving methodologies in the institute or by the teachers for enhancing learning experiences. It is divided into five categories: Not at all, Very little, Somewhat, Moderate, and To a great extent. The corresponding percentages for each category are 1.10%, 4.41%, 7.16%, 48.76%, and 38.57% respectively.

Interpretation: From the table, we can observe the following:

1. Moderate usage: The highest percentage of 48.76% falls within the category of Moderate. This indicates that a significant portion of students perceive that the institute or teachers moderately use student-centric methods such as experiential learning, participative learning, and problem-solving methodologies. It suggests that these methods are implemented to some extent, but there is room for further improvement or more frequent utilization.

2. Substantial usage: The next highest percentage is 38.57%, falling within the category of To a great extent. This suggests that a considerable proportion of students feel that student-centric methods are used to a great extent by the institute or teachers. It indicates that these methods are actively employed to enhance the learning experiences and promote student engagement and participation.

3. Limited usage: The percentages for the lower categories (Not at all, Very little, and Somewhat) are relatively small compared to the higher categories. This suggests that the number of students who feel that student-centric methods are not used at all or used to a very limited extent is relatively low. However, it is worth noting that there is still a small percentage of students who perceive that the utilization of these methods is limited or lacking in their learning experiences.

Overall, the table suggests that a majority of students, around 87.33% (48.76% + 38.57%), perceive that the institute or teachers use student-centric methods to a moderate or great extent for enhancing learning experiences. This indicates that there is a significant focus on incorporating experiential learning, participative learning, and problem-solving methodologies in the educational approach. However, there is still room for improvement in addressing the small percentage of students who feel that the utilization of these methods is limited or lacking. It may be beneficial for the institute or teachers to further emphasize and implement student-centric approaches to enhance the overall learning experiences for all students.

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

Very little
4.4%

Some what
7.2%

To a great extent
38.6%

Moderate
48.8%
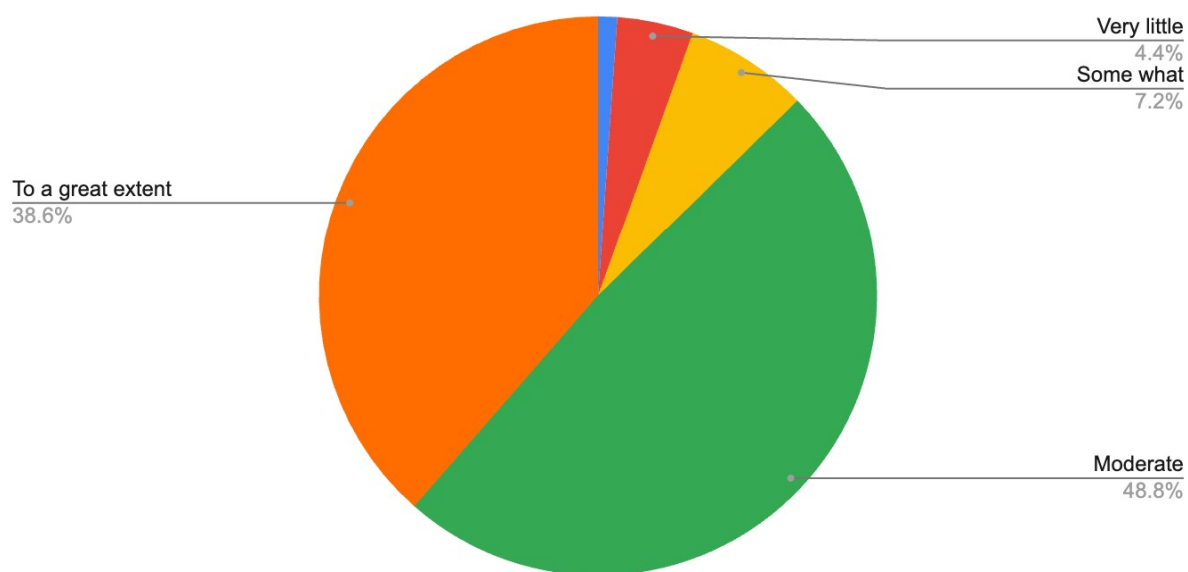
| 17. Teachers encourage you to participate in extracurricular activities.	Percentage
Strongly disagree	0.55
Disagree	1.38
Neutral	11.29
Agree	50.14
Strongly agree	36.64

Observation: The table presents the percentage of students' perception regarding whether teachers encourage them to participate in extracurricular activities. It is divided into five categories: Strongly disagree, Disagree, Neutral, Agree, and Strongly agree. The corresponding percentages for each category are 0.55%, 1.38%, 11.29%, 50.14%, and 36.64% respectively.

Interpretation: From the table, we can derive the following observations:

1. Positive encouragement: The highest percentage of 50.14% falls within the category of Agree. This indicates that a significant portion of students perceive that teachers encourage their participation in extracurricular activities. It implies that teachers recognize the importance of holistic development and actively motivate students to engage in activities beyond academics.
2. Strong agreement: The next highest percentage is 36.64%, falling within the category of Strongly agree. This suggests that a considerable proportion of students strongly believe that teachers actively support and motivate their participation in extracurricular activities. This indicates a high level of appreciation for the teachers' role in promoting a well-rounded educational experience.
3. Neutral perception: The percentage for the Neutral category is 11.29%. This implies that a relatively small portion of students hold a neutral stance regarding whether teachers encourage them to participate in extracurricular activities. They may neither strongly agree nor disagree, indicating that further exploration or clarification is required to understand their perspective better.
4. Disagreement: The percentages for the lower categories (Strongly disagree and Disagree) are relatively small compared to the higher categories. This suggests that the number of students who strongly disagree or disagree with the statement is relatively low. However, it is still worth noting that a small percentage of students do not feel adequately encouraged by teachers to participate in extracurricular activities.

Overall, the table suggests that a majority of students, around 86.78% (50.14% + 36.64%), perceive that teachers encourage their participation in extracurricular activities. This indicates that the teachers in the institution play an active role in promoting holistic development and creating opportunities for students to engage beyond the academic curriculum. However, it is important to address the small percentage of students who feel neutral or disagree, ensuring that all students receive equal encouragement and support to participate in extracurricular activities.

17. Teachers encourage you to participate in extracurricular activities.
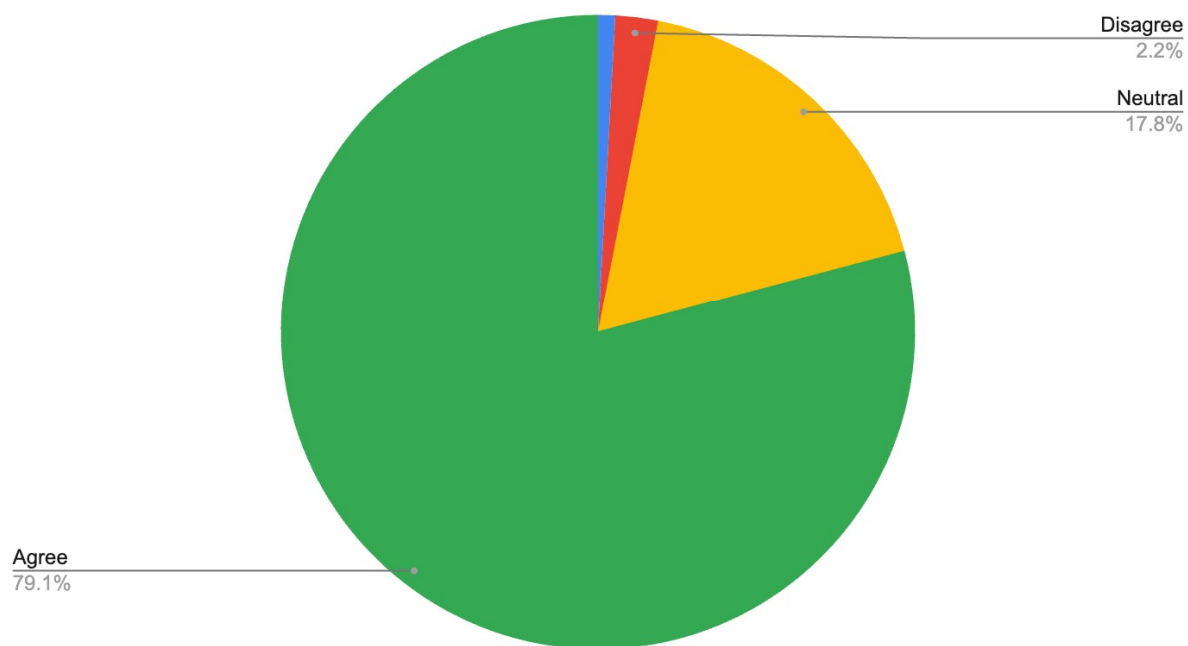
Disagree
2.2%

Neutral
17.8%

Agree
79.1%

| 18. 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.	Percentage
Not at all	1.10
Very little	3.03
Some what	10.47
Moderate	41.32
To a great extent	44.08

Observation: The table provides information on the percentage of students' perception regarding the efforts made by the institute or teachers to inculcate soft skills, life skills, and employability skills to make them ready for the world of work. It is divided into five categories: Not at all, Very little, Somewhat, Moderate, and To a great extent. The corresponding percentages for each category are 1.10%, 3.03%, 10.47%, 41.32%, and 44.08% respectively.

Interpretation: From the table, we can observe the following:

1. Significant efforts: The highest percentage of 44.08% falls within the category of To a great extent. This indicates that a significant portion of students perceive that the institute or teachers make substantial efforts to inculcate soft skills, life skills, and employability skills to prepare them for the world of work. It suggests that the institution recognizes the importance of these skills and actively incorporates them into the curriculum or teaching methodology.

2. Moderate efforts: The next highest percentage is 41.32%, falling within the category of Moderate. This suggests that a considerable proportion of students feel that there are moderate efforts being made by the institute or teachers to develop their soft skills, life skills, and employability skills. It indicates that the institution recognizes the need for these skills but may have scope for further enhancement or more comprehensive integration.

3. Limited efforts: The percentages for the lower categories (Not at all, Very little, and Somewhat) are relatively small compared to the higher categories. This suggests that the number of students who feel that efforts to inculcate these skills are absent, minimal, or insufficient is relatively low. However, it is still worth noting that there is a small percentage of students who perceive that the efforts made in this aspect are limited or inadequate.

Overall, the table suggests that a majority of students, around 85.40% (44.08% + 41.32%), perceive that efforts are made by the institute or teachers to inculcate soft skills, life skills, and employability skills to make them ready for the world of work. This indicates that the institution recognizes the importance of these skills in students' overall development and employability. However, there is still room for improvement in addressing the small percentage of students who feel that the efforts in this regard are limited. It may be beneficial for the institute or teachers to further strengthen and integrate these skills into the curriculum and teaching methods to better prepare students for the challenges of the professional world.

18. 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.
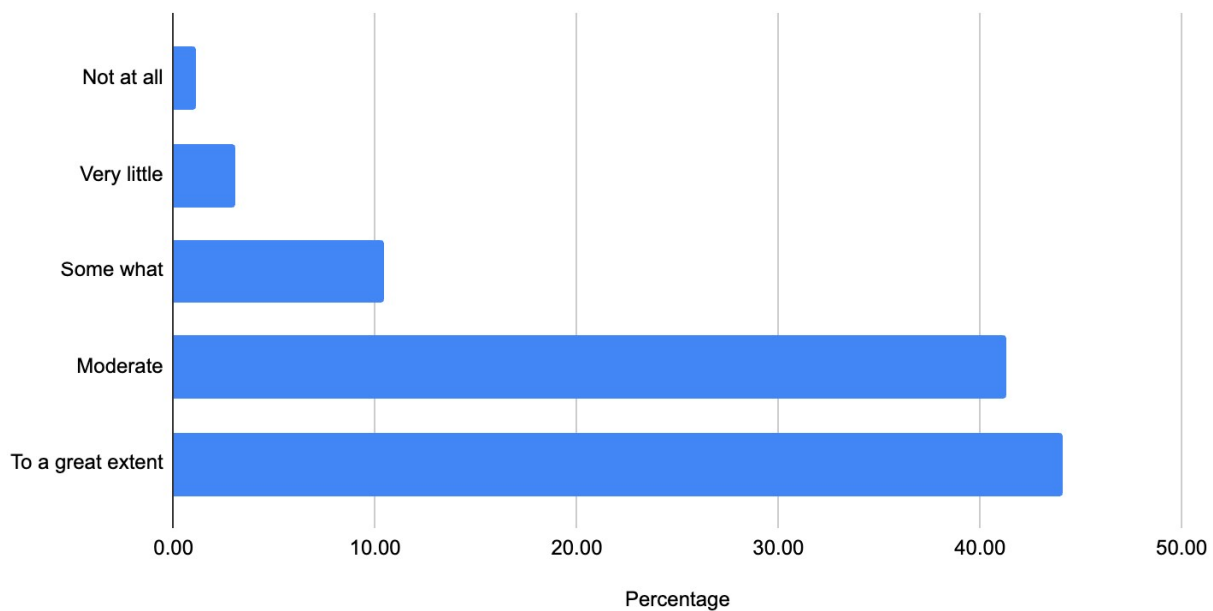
| 19. What percentage of teachers use ICT tools such as LCD projector, Multimedia, etc. while teaching.4	Percentage
Below 29%	3.58
30 – 49%	3.86
50 – 69%	10.47
70 – 89%	32.23
Above 90%	49.86

Observation: The table provides information on the percentage of teachers who use ICT tools such as LCD projectors, multimedia, etc., while teaching. It is divided into five categories: Below 29%, 30-49%, 50-69%, 70-89%, and Above 90%. The corresponding percentages for each category are 3.58%, 3.86%, 10.47%, 32.23%, and 49.86% respectively.

Interpretation: From the table, we can observe the following:

1. High ICT tool usage: The highest percentage of 49.86% falls within the category of Above 90%. This indicates that a significant portion of teachers extensively use ICT tools such as LCD projectors, multimedia, etc., during their teaching. It suggests that the institute or teachers are well-equipped with these tools and actively incorporate them into the teaching-learning process.

2. Moderate ICT tool usage: The percentage of 32.23% falls within the category of 70-89%. This suggests that a considerable proportion of teachers use ICT tools moderately while teaching. It indicates that these tools are utilized to a significant extent but may not be employed in every teaching session.

3. Limited ICT tool usage: The percentages for the lower categories (Below 29%, 30-49%, and 50-69%) are relatively small compared to the higher categories. This suggests that the number of teachers who use ICT tools to a limited extent is relatively low. However, it is still worth noting that there is a small percentage of teachers who utilize ICT tools less frequently or have limited access to them.

Overall, the table suggests that a majority of teachers, around 82.56% (49.86% + 32.23%), use ICT tools such as LCD projectors, multimedia, etc., to a significant extent in their teaching. This indicates that the institute or teachers prioritize the integration of technology for instructional purposes. However, there is still room for improvement in addressing the small percentage of teachers who use ICT tools to a lesser extent. It may be beneficial to provide more resources, training, and support to further enhance the utilization of ICT tools for effective and engaging teaching practices.

19. What percentage of teachers use ICT tools such as LCD projector, Multimedia, etc. while teaching.4
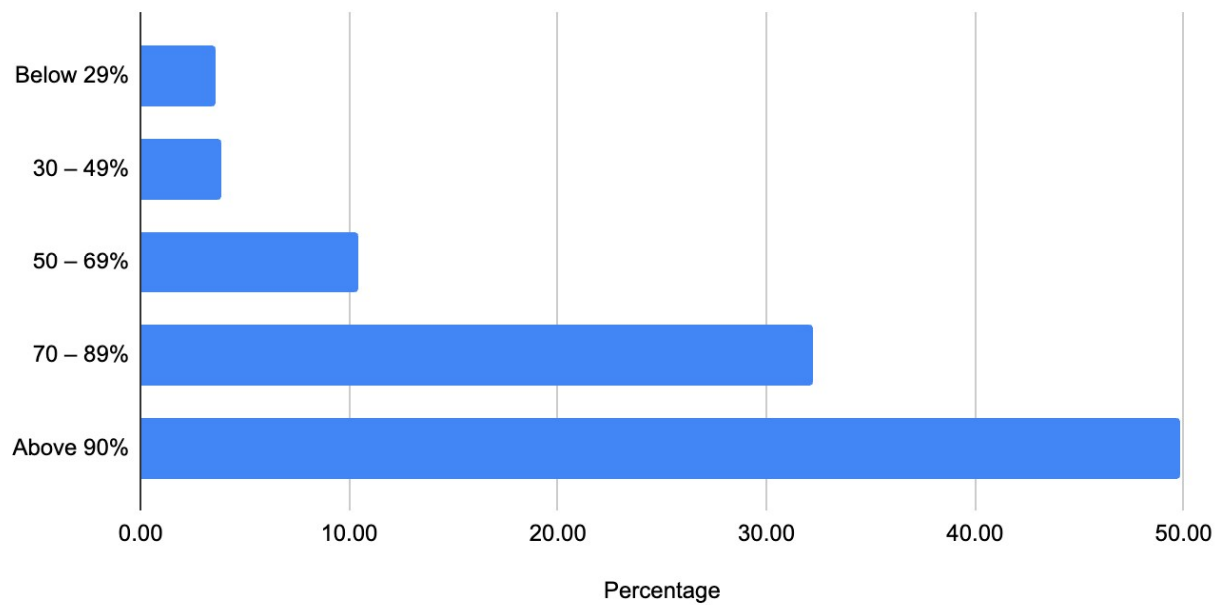
| 20. The overall quality of teaching-learning process in your institute is very good.	Percentage
Strongly disagree	0.55
Disagree	1.65
Neutral	9.92
Agree	42.70
Strongly agree	45.18

Observation: The table presents the percentage of students' perception regarding the overall quality of the teaching-learning process in their institute. It is divided into five categories: Strongly disagree, Disagree, Neutral, Agree, and Strongly agree. The corresponding percentages for each category are 0.55%, 1.65%, 9.92%, 42.70%, and 45.18% respectively.

Interpretation: From the table, we can derive the following observations:

1. Positive perception: The highest percentage of 45.18% falls within the category of Strongly agree. This indicates that a significant portion of students strongly believe that the overall quality of the teaching-learning process in their institute is very good. It suggests that they have a positive perception of the teaching methods, classroom experiences, and the overall educational environment.

2. Agreement: The next highest percentage is 42.70%, falling within the category of Agree. This suggests that a considerable proportion of students agree that the overall quality of the teaching-learning process in their institute is good. While they may not strongly hold the belief, they still acknowledge and appreciate the quality of education provided.

3. Neutral perception: The percentage for the Neutral category is 9.92%. This implies that a relatively small portion of students hold a neutral stance regarding the overall quality of the teaching-learning process. They neither strongly agree nor disagree, indicating that further exploration or clarification is required to understand their perspective better.

4. Disagreement: The percentages for the lower categories (Strongly disagree and Disagree) are relatively small compared to the higher categories. This suggests that the number of students who strongly disagree or disagree with the statement is relatively low. However, it is still worth noting that a small percentage of students do not perceive the overall quality of the teaching-learning process as good or very good.

Overall, the table suggests that a majority of students, around 87.88% (45.18% + 42.70%), hold a positive perception regarding the overall quality of the teaching-learning process in their institute. This indicates that a significant number of students have a favorable experience and satisfaction with the teaching methods and learning environment. However, it is essential to address the small percentage of students who hold a neutral or negative perception, ensuring continuous improvement and addressing any concerns to enhance the overall quality of the teaching-learning process.

20. The overall quality of teaching-learning process in your institute is very good.
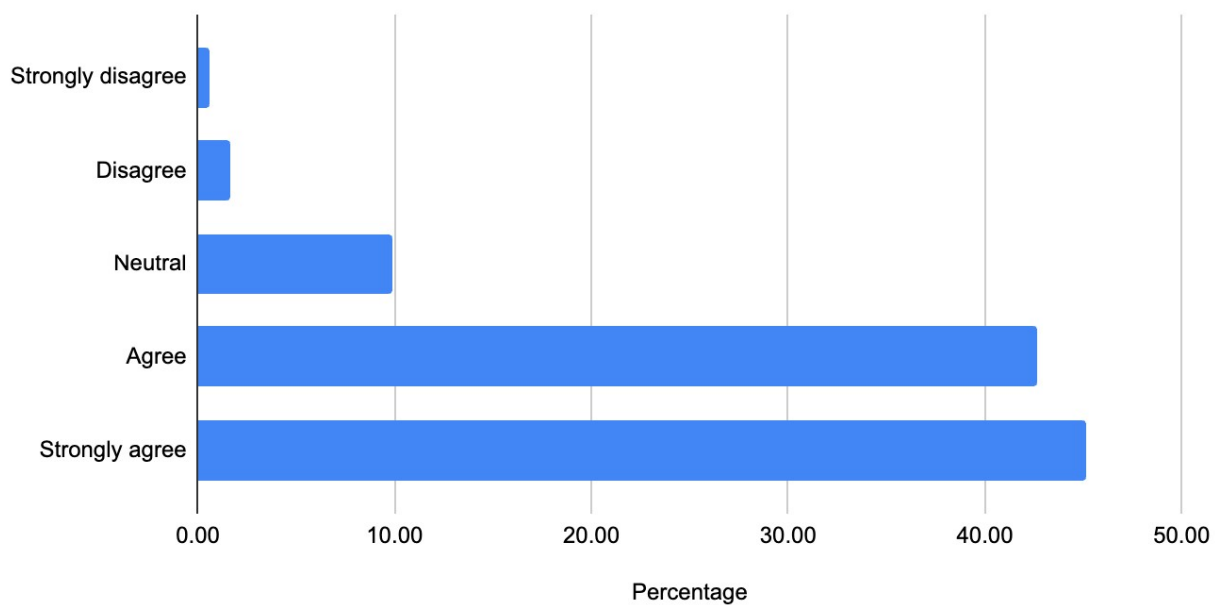
Observations and Suggestions made by the students,

The analysis of students' feedback reveals several key observations and suggestions for improvement in various aspects of the teaching-learning process. One important aspect highlighted is the need for improved communication and interaction between teachers and students, particularly in the online learning environment. Students emphasized the importance of teachers being more communicative, addressing individual queries, and providing effective support.

Another observation is the request for bilingual lectures, where students suggested conducting classes in both English and the local language to cater to the diverse language backgrounds of students and ensure better understanding. This shows the students' desire for inclusive teaching practices.

Students also acknowledged the excellent teaching quality and supportive nature of their teachers. However, they suggested incorporating more interactive teaching methodologies, real-life examples, and practical application to enhance understanding and engagement.

The use of ICT tools, multimedia, better graphics, and visual media was recommended by students to make the learning process more engaging and effective. They emphasized the importance of leveraging technology to enhance the overall teaching-learning experience.

Infrastructure and resources were also identified as areas for improvement. Students expressed the need for well-equipped libraries, availability of instrumental support, and access to field-specific resources such as language laboratories and relevant software.

Timetable adherence and effective communication of lecture information were suggested to ensure students are informed in a timely manner about class schedules and any changes.

Due to the limitations of online learning, students expressed their desire for offline classes, practical learning opportunities, and field visits to gain a comprehensive understanding of the subjects.

Students also highlighted the importance of placement opportunities, job-oriented internships, and assistance in preparing for competitive exams to enhance their employability and future prospects.

Institutional development suggestions included increasing faculty, improving connectivity and internet issues, providing updated and applicable knowledge, organizing skill-related workshops, and conducting on-campus recruitment.

Student feedback and assessment were recommended as a means to gather feedback, encourage discussion, and assess student progress effectively. Students suggested using pre- and post-polling questions, regular tests, and unit-wise assessments for this purpose.

Overall, the students' feedback reflects a positive perception of the teaching-learning process in their institute. However, there are areas that require attention and improvement, such as communication, interactive teaching methodologies, technology integration, infrastructure, career opportunities, institutional development, and student feedback mechanisms. Incorporating these suggestions can contribute to enhancing the quality of education and the overall student experience.

2

The analysis of student observations and suggestions regarding time management and overall management reveals several key points. Firstly, students emphasize the importance of teachers developing meaningful relationships with and among students, especially in the online learning environment. They suggest starting classes a bit early to allow for socialization among students. Additionally, students appreciate when teachers discuss the curriculum and provide course materials during the teaching sessions.

Some students suggest allocating extra time for assignments, based on their experience in the previous semester. They also emphasize the need for individual attention and accessibility of teachers. Students appreciate teachers who are always available and make an effort to reach out to every student and address their doubts.

The importance of practical knowledge and physical practical support is highlighted by some students. They suggest incorporating more practical learning experiences and providing the necessary resources for hands-on activities. Students also express the desire for greater attention to be given to career guidance and opportunities.

On the management side, students suggest improving communication channels between students and teachers, ensuring timely communication about online class schedules, and maintaining cleanliness in the department. They also recommend involving active learning methods, organizing cultural and sports events, and providing facilities like a department library.

Overall, students appreciate the efforts of their teachers and find the teaching methods effective. However, there is a recurring desire for more practical knowledge, better communication, and opportunities for personal growth. Some students express their preference for offline classes and highlight the challenges faced in the online learning environment. They also mention the need for better internet connectivity and the provision of necessary resources like notes and PDFs.

In summary, students value the importance of strong teacher-student relationships, practical knowledge, individual attention, and effective communication. They suggest improvements in time management, practical learning, career guidance, and the overall learning environment. Incorporating student feedback and implementing their suggestions can enhance the teaching and learning experience for everyone involved.

3.

The students have provided a variety of observations and suggestions regarding their learning experience. They emphasize the importance of communication and timely information, suggesting that class schedules should be intimated earlier and lectures should start on time or, if not possible, students should be informed in advance. They appreciate the use of technology for better connectivity and interaction between teachers and students. They suggest encouraging students to ask questions and actively participate in discussions, either through chat or online platforms. The students commend the teaching quality and management of the classrooms. They also suggest improvements such as incorporating more practical knowledge, using better graphics and visual media, and addressing issues related to infrastructure and instruments. Some students mentioned the need for better communication, supportive teachers, and more engagement in extracurricular activities. Suggestions for improvement also include enhancing the library facilities, arranging for stage performances, and providing opportunities for real-time industry exposure. Some students mentioned challenges with online learning and expressed their desire for offline classes, particularly for practical subjects. Overall, the students appreciate the efforts of their teachers but also provide valuable suggestions for enhancing their learning experience.