

# **Lal Bahadur Shastri College of Arts, Science and Commerce, Satara.**

## **Student satisfaction survey Report**

**2019-20**

This report presents the results of a comprehensive survey conducted among 517 students to assess their educational experience in our institution. The feedback obtained covers various aspects of teaching and learning, teacher preparation and communication, fairness in evaluation, opportunities for growth, and the use of technology in education.

1. **Demographic Distribution:** The survey participants included 38.9% females and 60.9% males, reflecting a slightly higher representation of male students.
2. **Academic Levels:** A significant majority, 74.9%, were undergraduate students, while the remaining respondents comprised students from postgraduate, M. Phil., Ph.D., and other academic programs.
3. **Field of Study:** The majority of students, 67.4%, were from the commerce stream, followed by 28.3% from the science stream, with the remaining students coming from the arts.
4. **Syllabus Coverage:** A notable 42.3% of students reported that 85 to 100% of the syllabus was covered in their classes, while 43.8% stated that 70 to 84% of the syllabus was covered, indicating a generally positive coverage of course material.

5. **Teacher Preparation:** Regarding teacher preparation, 42.3% of students believed that teachers thoroughly prepared for their classes, while an additional 47.7% considered teacher preparation to be satisfactory.
6. **Teacher Communication:** In terms of teacher communication, 65% of students found it to be always effective, 25.7% thought it was sometimes effective, and the remainder found it to be just satisfactory.
7. **Approach to Teaching:** A significant proportion, 41%, rated the approach to teaching as excellent, while 43.8% considered it very good, indicating a favourable perception of teaching methods.
8. **Fairness in Evaluation:** Evaluation fairness was perceived positively, with 58.6% of students considering it always fair, 29.9% usually fair, and only 8.5% occasionally unfair.
9. **Assignment Discussions:** The majority of students, 64%, reported having assignment discussions with their teachers every time, suggesting active engagement in academic tasks.
10. **Promotion of Opportunities:** Approximately two-thirds of students (64.9%) noted that the institute actively promoted internship, student exchange, and field visit opportunities regularly.
11. **Teaching and Mentoring:** The teaching and mentoring process in the institution was highly regarded, with 34.9% finding it significantly facilitating cognitive, social, and emotional growth and 55% stating it very well facilitated such growth.



12. **Opportunities for Learning and Growth:** A majority of students, 88.3%, either strongly agreed or agreed that the institution provided multiple opportunities for learning and growth.
13. **Teacher Communication on Competencies:** A significant portion of students, 63.9%, reported that teachers informed them about expected competencies, course outcomes, and program outcomes every time.
14. **Mentor Follow-Up:** A majority of students, 58.1%, felt that their mentors followed up with assigned tasks every time, indicating active mentorship.
15. **Concept Illustration:** Teachers were reported to effectively illustrate concepts through examples and applications, with 62.1% stating this occurred every time.
16. **Identification of Weaknesses:** Most students, 60.3%, believed that teachers identified their weaknesses every time and provided assistance.
17. **Student-Centric Methods:** A substantial proportion, 51.6%, indicated that student-centric methods like experiential learning and problem-solving were used to a great extent.
18. **Extracurricular Participation:** A majority of students, 45.6%, strongly agreed that teachers encouraged participation in extracurricular activities.
19. **Usage of ICT Tools:** A considerable percentage of students noted the usage of ICT tools by teachers, with 29% reporting above 90% usage, 39.1% reporting 70-90% usage, and 18% reporting 50-70% usage.

20. **Strength Identification:** Over half of the students, 53.7%, believed that teachers identified their strengths and provided suitable challenges every time.

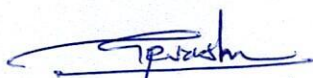
21. **Overall Quality:** The overall quality of the teaching-learning process was perceived positively, with 35.8% strongly agreeing and 44.2% agreeing.

22. **Inculcation of Skills:** A majority of students, 51.6%, felt that the institution and teachers made extensive efforts to inculcate life skills, soft skills, and other relevant skills.

### Observations-

1. Regular assessments and follow-ups should be conducted to ensure the successful implementation and to monitor their impact on the student experience.
2. support and training sessions should be organised to teachers to enhance their use of ICT tools in teaching.
3. Efforts should be taken to promote opportunities for internships, student exchanges, and field visits to reach students who may not be aware of them.

These findings provide valuable insights into the perspectives of the student population and can serve as a basis for further improving the quality of education and support provided by the institution.

  
Mr. G. R. Waske

  
Principal  
Lal Bahadur Shastri College,  
of Arts, Science & Commerce,  
Satara.

Submitted to  
IQAC

  
Co-ordinator  
Internal Quality Assurance Cell  
Lal Bahadur Shastri College,  
of Arts, Science & Commerce,  
Satara.