

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

Student Satisfaction Survey Report

2021-22

Introduction:

This report presents the findings of a comprehensive Student Satisfaction Survey (SSS) conducted to assess various aspects of the teaching and learning process in the institute. The survey received responses from 572 students, representing a diverse group of undergraduates and postgraduates from different academic disciplines.

Demographic Information:

Among the respondents, the gender distribution was nearly equal, with 50.5% female and 49.1% male students participating in the survey. The majority of respondents (74.9%) were undergraduate students, while the remaining students were pursuing postgraduate degrees, including M.Phil., Ph.D., and other programs.

Academic Distribution:

The academic disciplines of the students were categorized as follows: Commerce (59.2%), Science (12.8%), Arts (27.6%), and the rest represented other disciplines.

Syllabus Coverage:

Regarding syllabus coverage, the responses indicated that 42.3% of students reported that 85-100% of the syllabus was covered in their classes, while 33.3% indicated coverage of 70-84%. A smaller proportion of students (12.5%) reported coverage of 55-69%, suggesting the need for improvement in this area.

Teacher Preparation and Communication:

When it came to teacher preparation, 33.2% of students felt that teachers thoroughly prepared for classes, while 49% considered the preparation satisfactory. However, there were concerns, as 8.8% of students perceived the preparation to be poor. In terms of communication, 57.1% of students found teacher communication to be always effective, while 24.4% felt it was only sometimes effective, and 11.6% found it just satisfactory.

Approach to Teaching and Fairness:

The students' perception of the approach to teaching and fairness in evaluation revealed that 31.8% believed it was excellent, and 40% rated it as very good. In terms of fairness, 31.8% believed it was always fair, 30.2% thought it was usually fair, and 13% felt it was sometimes unfair.

Assignment Discussions and Promoting Opportunities:

The frequency of assignment discussions with students showed that 56.4% of students had discussions every time, 24.5% usually, and 10.2% sometimes. Regarding promoting opportunities, 54.6% of students reported that the institute actively took interest in promoting internship, student exchange, and field visit opportunities regularly, 16.8% often, and 20% sometimes.

Teaching and Mentoring Process:

The teaching and mentoring process in the institution was perceived positively, with 32.2% of students reporting that it significantly facilitated cognitive, social, and emotional growth, and 47.5% stating that it very well facilitated such growth.

Opportunities for Learning and Growth:

The institution's provision of multiple opportunities for learning and growth received positive feedback, with 29.5% of students strongly agreeing and 49.2% agreeing. However, 14.8% expressed a neutral opinion on this matter.

Teachers' Communication and Identification of Weaknesses:

Teachers' communication regarding expected competencies, course outcomes, and program outcomes was reported as follows: 52.9% said teachers informed them every time, 29.2% usually, and 11.4% sometimes. Similarly, in identifying students' weaknesses, 51.5% believed teachers did so every time, 28.5% usually, and 10.8% sometimes.

Student-Centric Methods and Extracurricular Activities:

The usage of student-centric methods by the institute and teachers received responses of 40.8% to a great extent, 35.4% moderately, and 11.5% somewhat. Teachers' encouragement for students to participate in extracurricular activities had 35.2% strongly agreeing, 44% agreeing, and 14.7% expressing a neutral opinion.

Usage of ICT Tools and Soft Skills Inculcation:

Regarding the use of ICT tools by teachers during teaching, 25.9% of students reported that above 90% of teachers used ICT, 35.2% said 70-90% teachers used ICT, and 20% mentioned 50-70% usage. Efforts made by teachers to inculcate soft skills, life skills, and employability skills were perceived positively, with 42% stating to a great extent, 32.8% moderately, and 11.9% to some extent.

Overall Quality of Teaching-Learning Process:

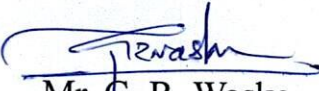
The overall quality of the teaching-learning process in the institute was assessed as follows: 35.8% strongly agreed, 44.2% agreed, and 14.9% expressed a neutral opinion.

Observations-

- Create a platform for students to ask questions or seek help related to assignments.
- Promote constructive feedback mechanisms for students to express their concerns and for teachers to identify weaknesses effectively
- Provide training and resources for teachers to implement active learning techniques and student engagement strategies

Conclusion:

The findings from the Students Satisfaction Survey offer valuable insights into students' perceptions of the teaching and learning process in the institute. While several aspects received positive feedback, there are areas that require attention, such as syllabus coverage and teacher preparation. The institute can use this feedback to implement targeted improvements and further enhance the overall educational experience for its diverse student body.


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Submitted to
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