

Lal Bahadur Shastri College of Arts, Science and Commerce, Satara

Report on Students Satisfaction Survey

Academic Year 2024-2025

(Between 25th June 2025 to 4th July 2025)

1. Introduction

To ensure continual improvement and quality enhancement in higher education, a Student Satisfaction Survey (SSS) was conducted for the academic year 2024–25. The purpose of this survey was to gather student feedback on various aspects of teaching, learning, mentoring, infrastructure, and student-centric practices at the institution.

A total of 255 responses were recorded and analyzed, representing students from various programmes and streams. The findings are presented below in a point-by-point format along with proposed recommendations.

2. Key Findings

2.1 Demographics of Respondents

Gender Distribution: Male – 62%, Female – 38%

The majority of the participants in the survey were male students, indicating either more active male participation in feedback systems.

Academic Level: 85.3% Undergraduate, 14.7% Postgraduate/M.Phil. /Ph.D./Others

A substantial portion of responses came from undergraduate students, which reflects the core demographic of the institution.

Stream-wise Distribution: Commerce – 35.8%, Science – 35.4%, Arts – 28.8%

The feedback is almost evenly distributed between the Commerce and Science streams, with the Arts stream slightly less represented. This balance provides a multi-disciplinary overview and helps understand cross-stream student satisfaction effectively.

2.2 Teaching-Learning Process

Syllabus Coverage: 71.9% reported 85–100% syllabus coverage. 20.9% reported 70–84%. Remaining reported 55–69%.

A high syllabus completion rate reflects good academic planning and discipline in teaching schedules. However, 8% of students experiencing less than 70% coverage points to potential issues in time management or absenteeism.

Preparation of Teachers: 44.9% believed teachers were thoroughly prepared. 42.1% felt preparation was satisfactory.

Majority feedback suggests that faculty members generally maintain a consistent and prepared approach toward teaching. Some room remains for improved lesson planning or engaging content delivery.

Communication Effectiveness: 68.7% – Always effective, 15.5% – Sometimes effective
Strong positive feedback implies that faculty communication skills are a strength.

The smaller percentage highlighting inconsistency should be addressed through professional development or communication workshops.

Teaching Approach: 38.5% – Excellent, 37.7% – Very Good

Students appreciate the teaching styles, indicating interactive, innovative, or personalized approaches. The consistency in these top two categories is commendable.

Use of ICT Tools in Teaching: 32.8% – Teachers used ICT above 90% of the time, 19.2% – 70–90% ICT use, 9.2% – 50–70% ICT use

This reflects positive adoption of digital tools such as projectors and multimedia in classrooms. However, more widespread use can ensure blended learning across all subjects and faculties.

Illustration with Examples: 64.4% – Every time, 20.4% – Usually

Most students feel that teachers are making concepts relatable through practical examples.

This strengthens conceptual clarity and student engagement.

2.3 Evaluation and Feedback

Fairness in Evaluation: 62.8% – Always fair, 22.3% – Usually fair

A strong majority perceives the evaluation system as unbiased and transparent.

Reinforces credibility of internal assessment mechanisms.

Assignment Discussions: 67.9% – Every time, 14.3% – Usually

Teachers are largely engaging students with meaningful feedback on assignments.

This practice supports continual learning and self-assessment among students.

Communication of Outcomes: 60.6% – Every time, 21.9% – Usually

Majority of teachers consistently communicate course outcomes and expected competencies. Helps align student learning with program objectives and real-world applicability.

2.4 Mentorship and Support

Mentor Follow-Up: 54.8% – Every time 28% – Usually

Mentors are actively involved in student progress and task monitoring.

Highlights a strong mentoring system, essential for academic and emotional support.

Identifying Weaknesses: 63.3% – Every time, 21.5% – Usually

Faculty effectively diagnose areas where students struggle and offer guidance.

This is critical in personalized learning and holistic development.

Identifying Strengths: 53.7% – Always, 34% – Reasonably

Teachers not only address weaknesses but recognize student strengths to encourage potential growth Important for confidence-building and leadership development.

2.5 Student Development & Participation

Teaching and Mentoring for Holistic Growth: 52.4% – Significant growth, 33.6% – Very well facilitated

Suggests that academic processes also address emotional and social development.

Indicates an inclusive approach to student welfare.

Opportunities to Learn and Grow: 38.5% – Strongly Agree, 52.4% – Agree
Shows that the institution provides a variety of academic and co-curricular opportunities.
Encourages self-directed and lifelong learning.

Participation in Extracurricular Activities: 48.8% – Strongly agree, 36.4% – Agree

Students are motivated to engage in non-academic activities, which supports soft skill development and team building. Reflects an active campus culture.

Experiential and Student-Centric Learning: 63.3% – To a great extent, 18.3% – To a moderate extent

Demonstrates the institution's effort to include problem-solving, field-based, and participatory learning methods. Essential for practical understanding and applied learning.

Life and Soft Skill Development: 53% – Great extent, 26.5% – Moderate

Indicates a curriculum enriched with activities promoting communication, adaptability, and critical thinking. Reinforces the college's employability and career-readiness initiatives.

Institutional Support (Internships, Field Visits): 59.2% – Regularly, 14% – Often
19.2% – Sometimes

The college actively facilitates experiential learning through internships and visits.
A strong indicator of student-industry linkage and career orientation.

2.6 Overall Experience

Quality of Teaching-Learning Process: 35.8% – Strongly Agree 44.2% – Agree
14.9% – Neutral

A majority of students express high satisfaction with the academic environment and pedagogy. Positive reinforcement for faculty and academic policy makers.

3. Recommendations

1. Increase Awareness and Use of ICT:

Train and encourage faculty to consistently use ICT tools.
Evaluate ICT integration in classroom delivery.

2. Strengthen Mentoring Practices:

Formalize follow-up mechanisms.
Provide mentors with feedback from mentees.

3. Enhance Extracurricular Participation:

More inter-departmental and inter-collegiate competitions.
Incentivize student involvement.

4. Bridge Skill Gaps:

Include vocational add-on courses and certifications.
Conduct alumni sessions and industry interaction panels.

5. Skill and Personality Development:

Organizing soft skills, life skills, and personality development programs.
Collaboration with industries for internships and field exposure.

4. Conclusion

The Student Satisfaction Survey 2024-25 has revealed a high level of satisfaction among students, particularly in teaching quality, mentorship, and curriculum delivery. There is a clear call for improved infrastructure, skill-building opportunities, and better ICT integration. The college is committed to acting on this feedback to enhance student learning experiences and ensure academic excellence.



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