



CAMP EDUCATION SOCIETY'S

DR. ARVIND B. TELANG INSTITUTE OF HOTEL MANAGEMENT
(Recognized by Govt. of Maharashtra & Affiliated to Savitribai Phule Pune University)

(NAAC Accredited with 'B' Grade CGPA 2.40 (2018) & ISO 9001: 2015 Certified Institute)
Plot No. G/P – 159, "G" Block - MIDC Chinchwad, Sambhajinagar, Pune - 411 019.
Phone No. : (020) 27371635 / 27371037 Website: www.cesihm.com

Date: 02/04/2024

NOTICE

FY/SY/TY BScHS (AY 2023-24)

Students are requested to give their genuine feedback through filling Online Annual **Student Satisfaction Survey (SSS)** questionnaire & **Student Feedback** attached to institute Website under Feedback Tab as per below scheduled date.

Date: 03/04/2024 to 10/04/2024

<http://cesihm.com/Student-Form.html> (Student Feedback)

<http://cesihm.com/sss.html> (SSS)



Prin. (Dr.) Ajaykumar M. Rai
(Principal)
Principal

Camp Education Society's
Dr. Arvind B. Telang Institute of Hotel Management
G/P-159, 'G' Block, M.I.D.C., Chinchwad, Pune-19

Note: SSS / Feedback are mandatory to know overall institutional performance at various parameter of SWOT analysis. Class Coordinators are requested to inform students to do the same on above schedule for its validity (Count @ Feedback).

Student satisfaction survey (SSS) report (23-24)

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I. Background

A comprehensive feedback analysis was conducted, encompassing responses from students, alumni, parents, and faculty members of the institute. The findings from this analysis have already been presented in the initial section of the report. Additionally, a focused effort was made to gather feedback specifically from students regarding the teaching and learning experience, as well as an evaluation of the institute's infrastructure and related activities. This student feedback is crucial in assessing the quality of the teaching process, highlighting the strengths of the facilities, and identifying areas for improvement.

The Student Satisfaction Survey (SSS) is a mandatory criterion set by the National Assessment and Accreditation Council (NAAC). The results of this survey must be published on the institute's website and included in the annual report submitted to NAAC. The survey questionnaire consists of 22 primarily structured questions, utilizing a 4 or 5-point Likert scale. Additionally, an open-ended question was included to capture suggestions from the students. To facilitate easy access and participation, the questionnaire was distributed to students via Google Forms, allowing them to provide their opinions and feedback on the institute's teaching and learning environment.

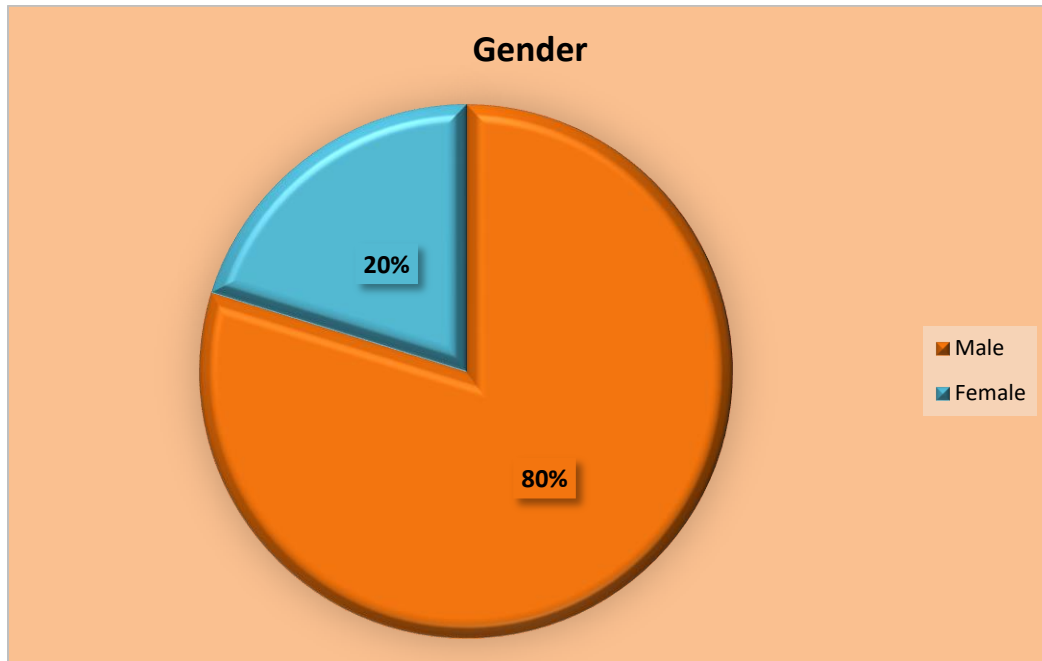
A total of 104 students participated in the satisfaction survey. The collected data was exported to an Excel workbook and subsequently transferred to SPSS software version 21 for analysis. The report includes graphical presentations of all parameters, covering the demographic profile of the students and various metrics to assess their satisfaction during the course.

II. Analysis and Interpretation

1. Feedback received from the student

Under the profile of the students, their gender and in which year the students are studying is taken into consideration.

Graph 6.1 Gender distribution of the students



Interpretation: The above graph illustrates the gender distribution of the students who provided feedback in the survey. The data reveals a significant gender disparity, with male students' constituting the majority of respondents. Specifically, approximately 80% of the feedback was given by male students, while female students accounted for only 20% of the total responses.

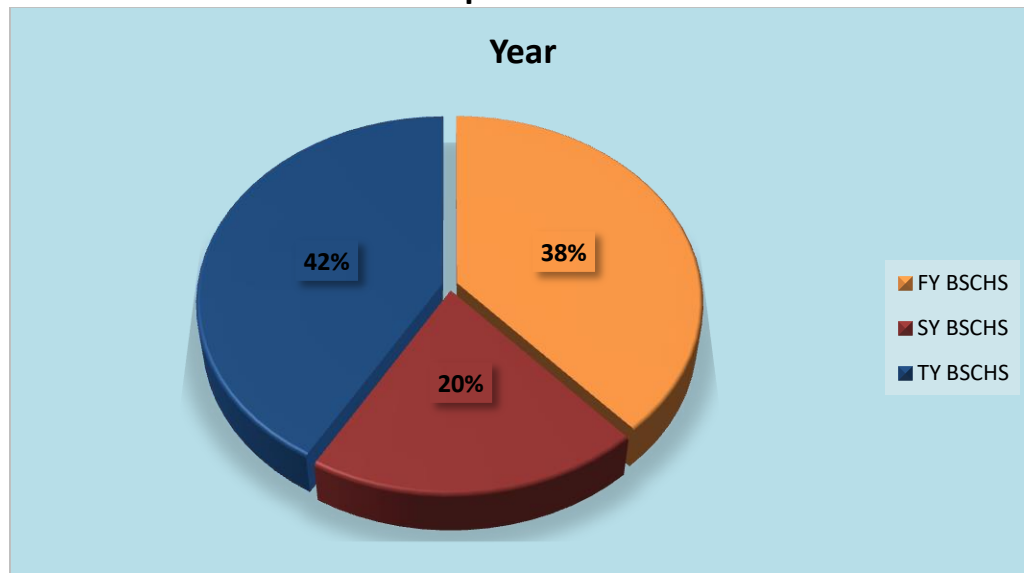
This distribution indicates that male students are more prominently represented in the feedback process. However, it is noteworthy that the proportion of female respondents, although still relatively low, has increased compared to the previous year's data. This suggests a positive trend toward greater female participation in

the feedback process, though there remains a considerable gap that the institute might need to address.

The gender imbalance in the feedback may reflect broader demographic trends within the institute, where the male student population might be significantly larger than the female population. Alternatively, it could indicate varying levels of engagement or willingness to participate in surveys between male and female students. Understanding the underlying causes of this disparity is important for ensuring that the feedback collected is representative of the entire student body.

Moving forward, the institute might consider strategies to encourage more balanced participation across genders. This could involve targeted outreach efforts or creating an environment where all students feel equally empowered to share their opinions and experiences. A more balanced gender distribution in the feedback process would provide a more comprehensive understanding of student satisfaction and help the institute address the needs and concerns of all students more effectively.

Graph 6.2 Year

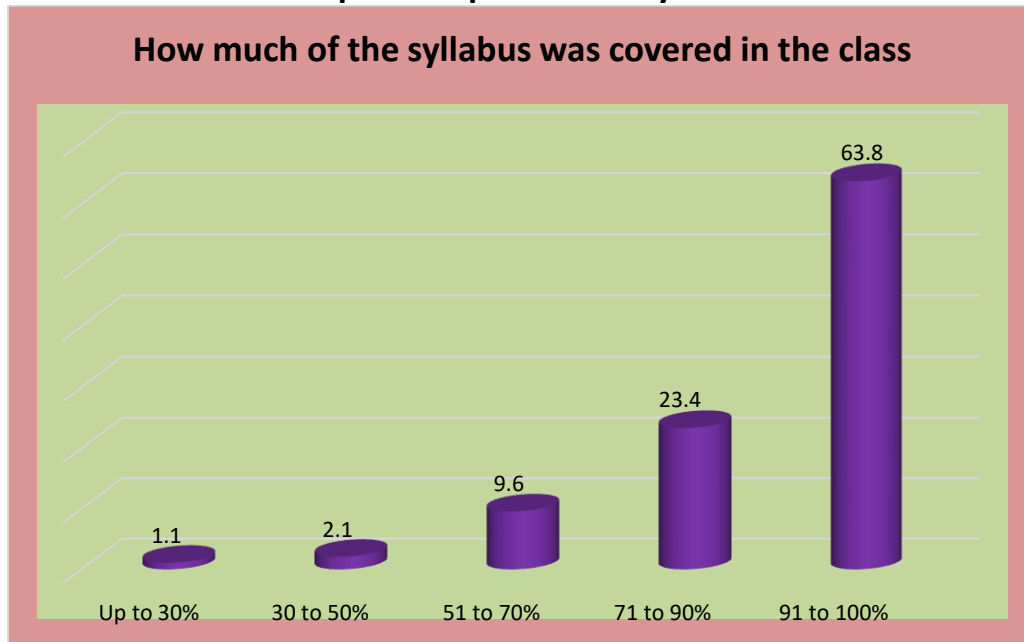


Interpretation: The graph representing the distribution of student respondents by academic year indicates a fairly balanced participation across different years of study. Specifically, the data reveals that approximately 38% of the respondents are first-year students, while 20% are in their second year, and 42% are in their third year. This distribution suggests that feedback has been collected from a diverse cross-section of students, providing a broad perspective across different stages of their academic journey.

This variation in participation levels across years can be insightful in understanding how perceptions of teaching and the overall educational experience evolve as students' progress through their studies. First-year students, who are relatively new to the institute, might provide feedback focused on their initial experiences and transition into higher education. In contrast, second and third-year students, who have spent more time in the academic environment, might offer more nuanced feedback based on a longer-term perspective, reflecting their deeper engagement with the curriculum, faculty, and institutional facilities.

In summary, the data presented and interpreted here provides a comprehensive overview of student satisfaction across different years of study, highlighting the importance of continuous improvement in teaching quality, faculty engagement, and the integration of technology to maintain and enhance the overall educational experience.

Graph 6.3 Opinions on Syllabus



Interpretation: The feedback on syllabus coverage reveals that the majority of students are generally satisfied with the extent to which the syllabus is covered in their classes. Specifically, approximately 64 % of the students reported that 90-100% of the syllabus is consistently covered during the course of their classes. This high level of syllabus coverage indicates a strong adherence to the curriculum and suggests that the majority of instructors are effectively managing their time and resources to ensure that students are fully exposed to the course material.

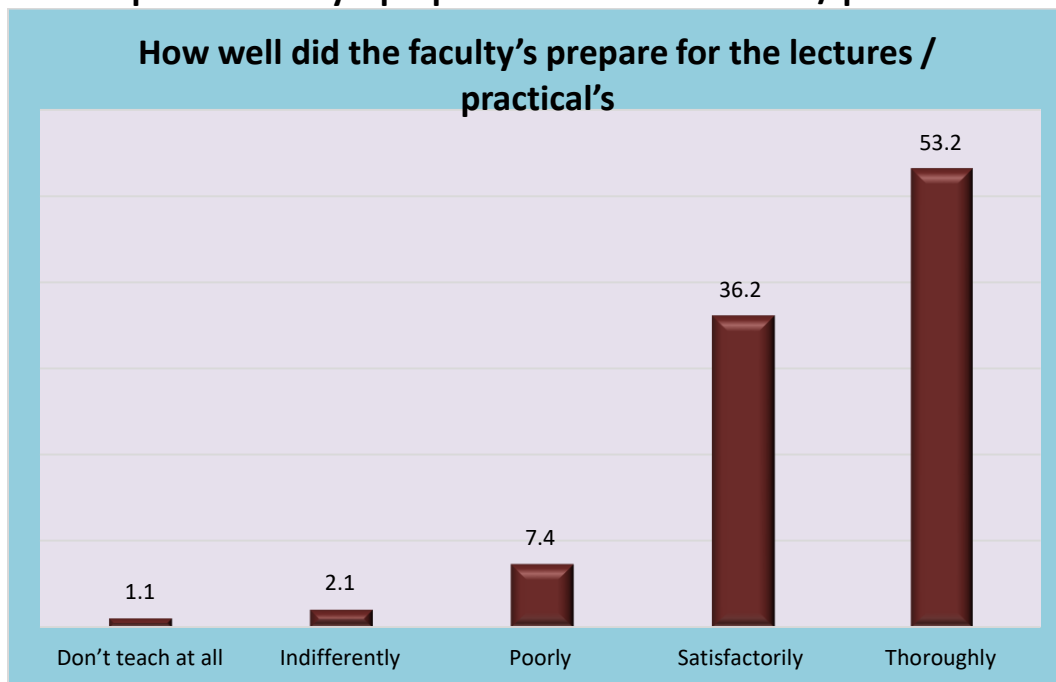
Additionally, 24% of the students indicated that more than three-quarters of the syllabus (approximately 75-89%) is covered. While this is slightly less comprehensive, it still reflects a substantial effort by the faculty to cover the majority of the course content. This response may point to isolated instances where certain topics may not be fully explored due to time constraints or other factors, but overall, it suggests that students are receiving a thorough education in most cases.

However, it is concerning that 2% of the students reported that only 30-50% of the syllabus is covered in their classes. This significant shortfall in syllabus coverage is an area that requires immediate attention. When a substantial portion of the syllabus is not covered, it could leave students with gaps in their knowledge, potentially affecting their performance in assessments and their overall understanding of the subject matter.

This feedback highlights the need for a closer examination of the courses where syllabus coverage is insufficient. Possible factors contributing to this issue might include pacing challenges, unexpected disruptions, or misalignment between teaching plans and actual classroom execution. Addressing these concerns might involve providing additional support or training for faculty, adjusting course schedules, or implementing more rigorous monitoring of syllabus completion.

In summary, while the majority of students are satisfied with the syllabus coverage in their classes, the feedback suggests that there are areas where improvement is needed to ensure that all students receive a comprehensive education. By addressing the concerns raised by the 4% of students, the institute can work towards ensuring that every student has access to the full curriculum and is adequately prepared for their academic assessments and future studies.

Graph 6.4 Faculty's preparation for the lectures / practical's



Interpretation: The graph illustrating students' opinions on faculty preparation for lectures and practical sessions reveals a generally positive perception among the student body. Specifically, nearly 53 % of the students reported that their teachers are "very well prepared" and teach thoroughly during both lectures and practical sessions. This strong endorsement suggests that a significant majority of students recognize and appreciate the effort and competence of their instructors in delivering well-prepared and comprehensive lessons.

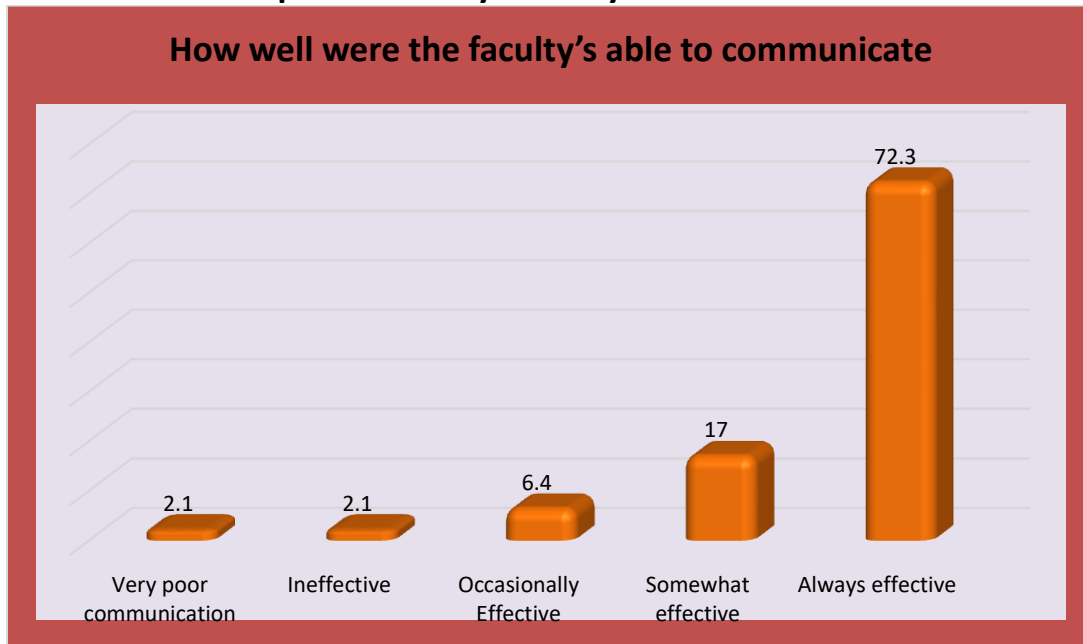
In addition to this, more than 36% of the students expressed that they are "satisfied" with the preparedness of their teachers. While these students may not rate the preparation as exceptional, they still acknowledge that the teachers meet their expectations in terms of readiness and delivery during the classes. This indicates that a substantial portion of the student population feels that the teaching provided is adequate and meets the necessary educational standards.

Collectively, these responses imply that the vast majority of students, nearly 98%, are content with the level of preparedness demonstrated by their instructors. This widespread satisfaction is a positive indicator of the faculty's commitment to maintaining high standards in both lectures and practical sessions. It also reflects well on the institute's overall educational environment, where students feel supported by well-prepared educators who are capable of delivering the course material effectively.

However, it is also important to consider the perspectives of any students who might not have responded positively. While the current data shows high satisfaction, continuous improvement should be a goal. The institute may want to periodically review and reinforce best practices in lecture and practical preparation to maintain or even enhance the quality of teaching.

In conclusion, the data strongly suggests that most students are satisfied with their instructors' preparation levels, with a majority rating it as excellent. This positive feedback underscores the effectiveness of the teaching staff and their ability to deliver well-organized and thorough educational experiences.

Graph 6.5 Faculty's ability to communicate



Interpretation: The graph depicting students' opinions on the faculty's ability to communicate effectively reveals a generally favorable perception. Specifically, more than 67% of students feel that their teachers' communication skills are "always effective." This indicates that a significant majority of the student body is consistently satisfied with how well their instructors convey information, explain concepts, and engage with students during lectures and practical sessions. Effective communication is crucial in education, as it ensures that students can understand the material being taught and feel connected to the learning process.

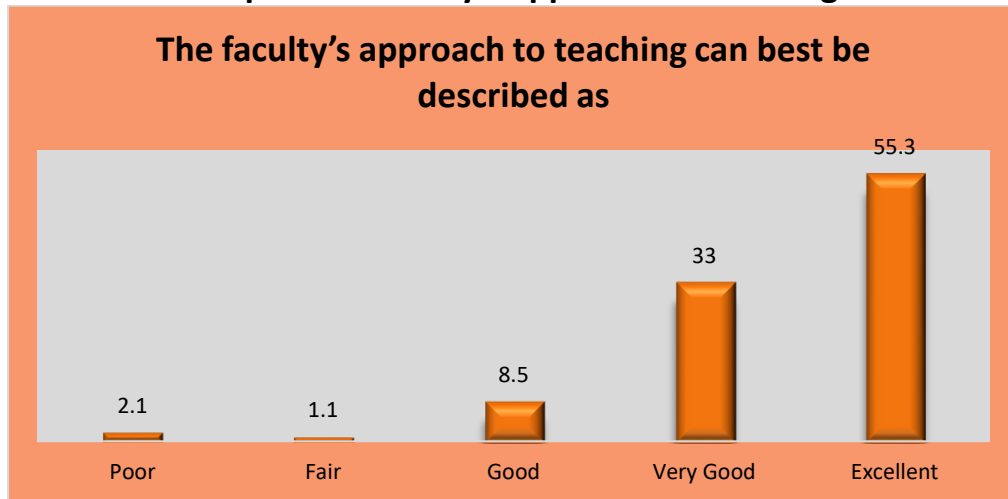
Additionally, 26% of the students believe that the communication abilities of their teachers are "somewhat effective." While these students do not rate the communication as flawless, they still find it generally adequate. This suggests that although there may be some areas for improvement, these students are still able to follow and comprehend the lectures and practical with reasonable success.

However, it is important to note that 7% of the students provided critical feedback on their teachers' communication abilities, indicating that they find it lacking in

some respects. This minority of students may be experiencing challenges in understanding the material, which could be due to various factors such as differences in teaching style, language barriers, or the complexity of the subject matter. This feedback signals a need for attention to these issues to ensure that all students can benefit fully from the educational experience.

In summary, while the majority of students are satisfied with their teachers' communication abilities, with many finding it consistently effective, the feedback from a small percentage of students indicates areas where further improvement could be beneficial. The increase in positive feedback from last year is a promising sign, suggesting that the institute is on the right track in addressing communication-related challenges. Continuous efforts to refine and enhance communication strategies will help ensure that all students can engage fully and effectively with their education. The overwhelming majority of respondents (72.3%) rated faculty communication as always effective, which is a very positive indicator of the faculty's ability to clearly convey information. A relatively small proportion of respondents (2.1% each for "Very Poor" and "Ineffective") faced communication issues with the faculty. A significant portion (17%) found communication to be somewhat effective, signaling that there is still room for improvement in faculty communication. Overall, the chart reflects strong faculty communication skills, with more than 70% consistently rating their performance as effective. However, the presence of respondents who rated communication as occasionally or somewhat effective suggests areas for continuous improvement to ensure all students receive clear and understandable instruction.

Graph 6.6 Faculty's approach to teaching



Interpretation: The graph illustrating students' opinions on the faculty's approach to teaching reflects overwhelmingly positive feedback. A significant majority of students have described their instructors' teaching approach in highly favorable terms, which is a commendable achievement for the faculty and the institute as a whole.

Specifically, 55 % of the students rated the faculty's teaching approach as "excellent." This strong endorsement suggests that a substantial portion of the student body not only appreciates but also highly values the methods and strategies employed by their teachers in delivering course content. Such a high percentage indicates that the faculty's teaching practices are well-aligned with students' learning needs and expectations.

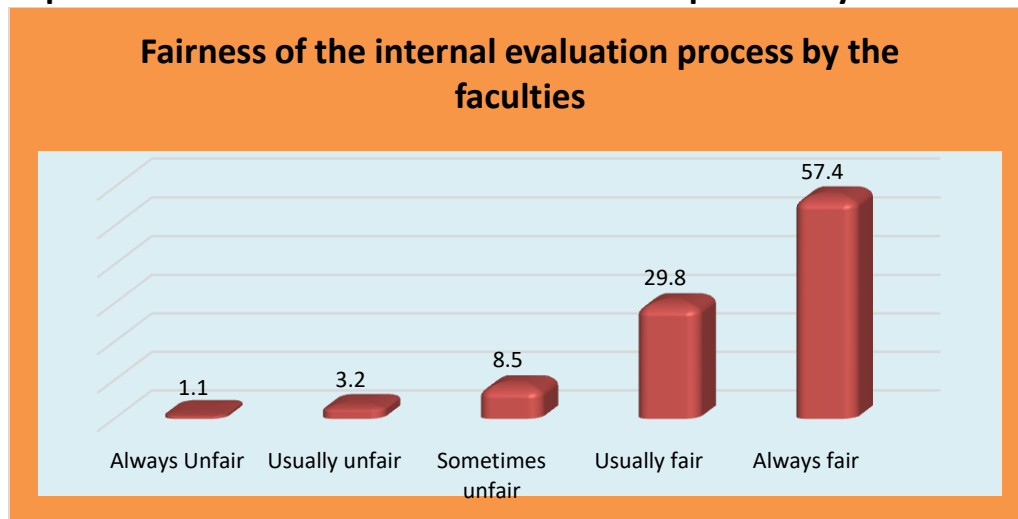
Additionally, 33% of the students rated the teaching approach as "very good." While slightly less enthusiastic than the "excellent" ratings, this still represents a robust endorsement of the faculty's efforts. Combined, these two categories account for over 88 % of the student responses, highlighting that nearly all students view their teachers' approach to teaching positively.

The fact that only a negligible number of students evaluated the teachers' approach negatively is notable. This small minority may have specific concerns or preferences that were not fully met, but their number is so limited that it does not detract significantly from the overall positive assessment.

The high levels of satisfaction with the faculty's approach to teaching are a testament to the effectiveness of the teaching methods being employed. It suggests that the faculty is successfully engaging students, delivering content in a manner that is both accessible and impactful, and fostering a positive learning environment.

In conclusion, the overwhelmingly positive feedback on the faculty's approach to teaching is a significant achievement for the institute. It indicates that the faculty's efforts are well-received by the majority of students, contributing to a high-quality educational experience. Moving forward, the institute can continue to build on these strengths while remaining attentive to the needs of the few students who may benefit from additional support or alternative teaching approaches.

Graph 6.7 Fairness of the internal evaluation process by the faculties



Interpretation: The graph illustrating students' opinions on the fairness of the internal evaluation process conducted by the faculty reveals a generally positive

perception, with the majority of students expressing confidence in the fairness of the evaluations. Specifically, more than 58 % of the students believe that the internal evaluation process is "always fair." This majority indicates a strong level of trust among students that their assessments are conducted impartially and in accordance with established standards.

Additionally, 30 % of the students reported that the evaluation process is "usually fair." While this group may acknowledge occasional discrepancies or variations, they generally perceive the process as equitable and just. Together, these two groups represent nearly 88 % of the student body, indicating broad satisfaction with how internal evaluations are handled.

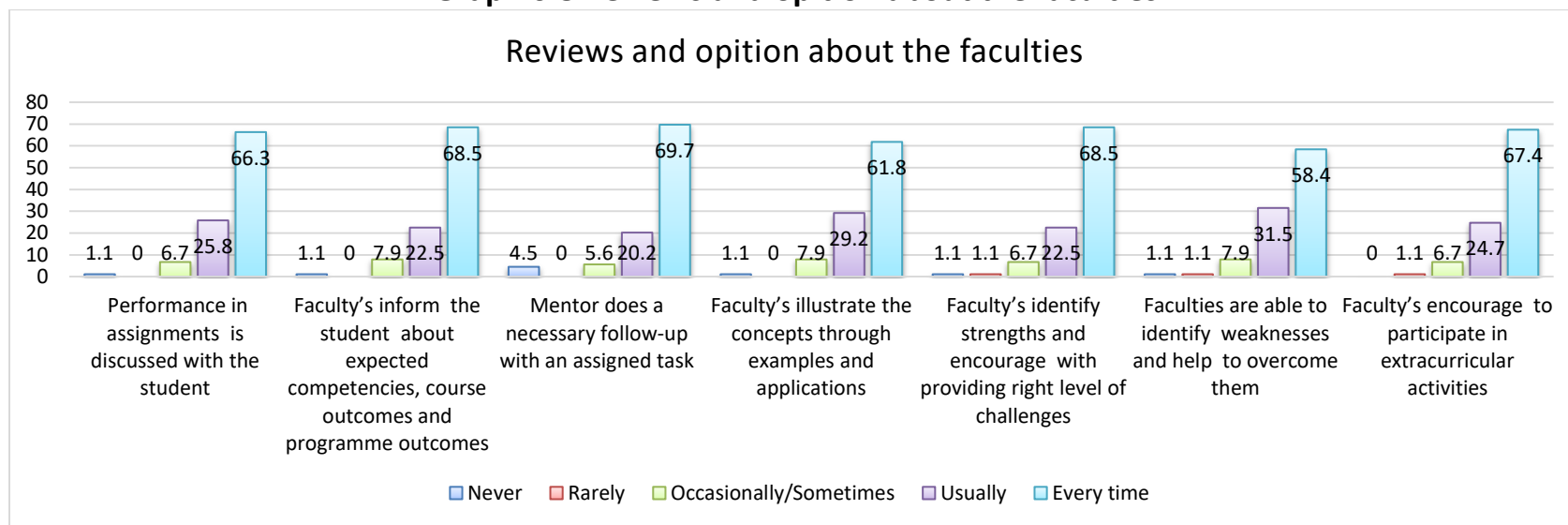
However, it is noteworthy that approximately 9% of the students expressed concerns, indicating that they perceive the internal evaluation process as unfair. Although this percentage is relatively small, it still represents a significant minority of students whose concerns should not be overlooked. The perception of unfairness in evaluations can undermine students' trust in the academic process and potentially affect their motivation and academic performance.

It is also important to highlight that the proportion of students who feel the evaluation process is unfair has decreased compared to last year's feedback. This reduction suggests that efforts may have been made to address concerns about fairness, leading to improved perceptions this year. Continued efforts in this direction could further reduce the number of students who feel disadvantaged by the evaluation process.

In summary, while the majority of students are confident in the fairness of the internal evaluation process, the concerns of the 9% who perceive it as unfair should be taken seriously. Addressing these concerns through transparent communication,

consistent application of evaluation criteria, and opportunities for students to provide feedback on their evaluations can help ensure that the internal assessment process is perceived as fair by all students. The decrease in negative feedback from last year is a positive sign, indicating progress in this area, and further improvements could enhance overall student satisfaction with the evaluation process.

Graph 6.8 Reviews and opinion about the faculties



Interpretation The graph illustrates the responses and levels of satisfaction among students regarding six key parameters used to review and provide opinions about the faculty. The data reveals a generally high level of satisfaction across multiple aspects of faculty performance, reflecting positively on the teaching and support provided by the faculty.

- Discussion of Assignment Performance and Communication of Outcomes:** A significant portion of students reported that their assignment performance is regularly discussed with them by their instructors. This indicates that feedback is a routine part of the learning process, helping students understand their strengths and areas for improvement. Additionally, students noted that faculty members effectively communicate

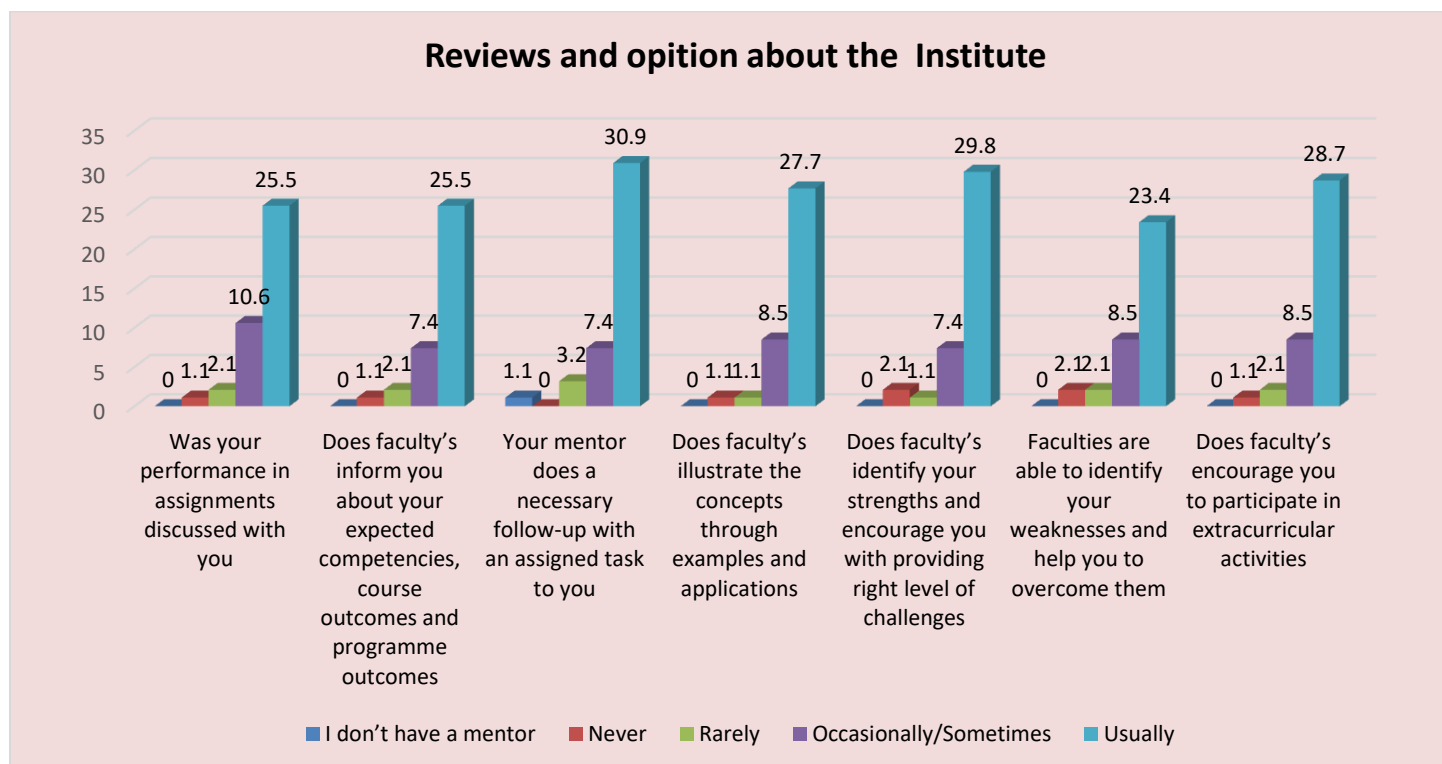
course outcomes, program outcomes, and the expected competencies required. This transparency helps students align their learning objectives with broader educational goals, contributing to a clearer understanding of their academic progress and future expectations.

- **Use of Examples and Applications:** More than 90% of students expressed that their teachers effectively illustrate concepts through examples and practical applications. This high level of satisfaction suggests that the faculty is successful in making abstract concepts more tangible and relatable, enhancing students' comprehension and retention of the material.
- **Identification and Support for Student Weaknesses:** Similarly, 91% of the students feel that their instructors are proficient at identifying their weaknesses and providing the necessary support to overcome them. This indicates a strong student-faculty relationship, where teachers are attentive to individual student needs and are proactive in offering assistance, thereby fostering a supportive learning environment.
- **Encouragement in Extracurricular Activities:** Almost all students reported being satisfied with how their teachers encourage participation in extracurricular activities. This high level of encouragement reflects the faculty's commitment to holistic student development, recognizing the importance of activities beyond academics in building well-rounded individuals.
- **Mentor Follow-up:** More than three-quarters of the students reported that their assigned mentors consistently follow up on tasks given to them. This active involvement by mentors ensures that students remain on track with their responsibilities and receive the guidance they need to succeed. It also reinforces

the importance of mentorship in student development, providing an additional layer of support and accountability.

In summary, the feedback from students across these six parameters indicates a high level of satisfaction with faculty performance in various critical areas. The faculty's effectiveness in discussing assignments, using examples, identifying weaknesses, encouraging extracurricular participation, and providing mentorship reflects a well-rounded and student-centered approach to education. The consistently positive feedback suggests that the faculty is not only meeting but often exceeding student expectations in fostering both academic and personal growth.

Graph 6.9 Reviews and opinion about the Institute



Interpretation: The graph representing students' reviews and opinions about the institute provides valuable insights into the overall student satisfaction and perception of the institution. This data highlights key areas of strength and potential areas for improvement within the institute's operations and offerings.

- **Overall Satisfaction with the Institute:** The majority of students have expressed a positive view of the institute, indicating a general satisfaction with their experiences. This suggests that the institute is meeting the expectations of most students in terms of academic offerings, infrastructure, support services, and the overall

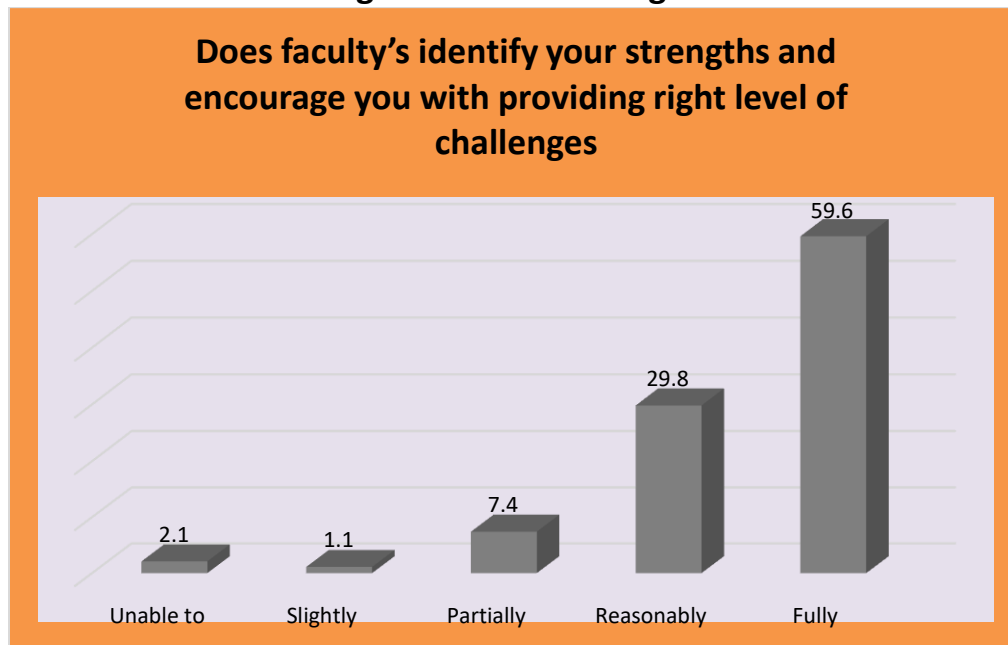
campus environment. High levels of satisfaction in these areas are crucial for maintaining a positive reputation and fostering student loyalty.

- **Infrastructure and Facilities:** Students have likely provided feedback on various aspects of the institute's infrastructure, including classrooms, laboratories, libraries, and other facilities. Positive reviews in this category suggest that the institute's physical resources are adequate and well-maintained, contributing to a conducive learning environment. Any noted areas of dissatisfaction might point to specific facilities that require upgrades or more effective management.
- **Administrative Support:** The graph may also reflect students' opinions on the administrative support they receive, including interactions with staff, the efficiency of processes, and the accessibility of services. High satisfaction in this area indicates that students find the administrative processes smooth and supportive, which is essential for reducing stress and allowing students to focus on their academic pursuits. Conversely, any negative feedback could suggest the need for process improvements or better communication between students and the administration.
- **Extracurricular Opportunities:** Students' opinions on extracurricular activities, such as clubs, sports, and cultural events, are also likely captured in this graph. A strong showing in this category would indicate that the institute offers a vibrant campus life, which is essential for fostering a well-rounded student experience. If the feedback is less positive, it might suggest a need for more diverse or better-organized extracurricular opportunities.

- **Career Support and Guidance:** Another important aspect of the students' reviews could be related to career support and guidance, including internships, job placement services, and career counseling. Positive feedback here would reflect the institute's effectiveness in preparing students for their future careers, while any dissatisfaction might highlight gaps in the support provided or in students' readiness for the job market.
- **Academic Rigor and Curriculum:** The institute's academic rigor and the relevance of its curriculum could also be key factors in students' reviews. High satisfaction levels in this area suggest that students find the courses challenging yet manageable, and relevant to their future goals. Any negative feedback might indicate a need for curriculum updates or adjustments to the academic workload.

In summary, the graph depicting students' reviews and opinions about the institute reveals a comprehensive view of how students perceive various aspects of their educational experience. The general trend of positive feedback suggests that the institute is successfully fulfilling its mission in many areas, particularly in providing a supportive and enriching environment for students. However, it is also important to pay attention to any areas of concern highlighted by the students, as addressing these will be crucial for continuous improvement and for ensuring that the institute remains responsive to the evolving needs of its student body.

Graph 6.10 Faculty's identify your strengths and encourage you with providing right level of challenges



Interpretation: The graph representing students' feedback on the faculty's ability to identify their strengths and provide the right level of challenges offers important insights into how well the faculty supports individual student development and academic growth.

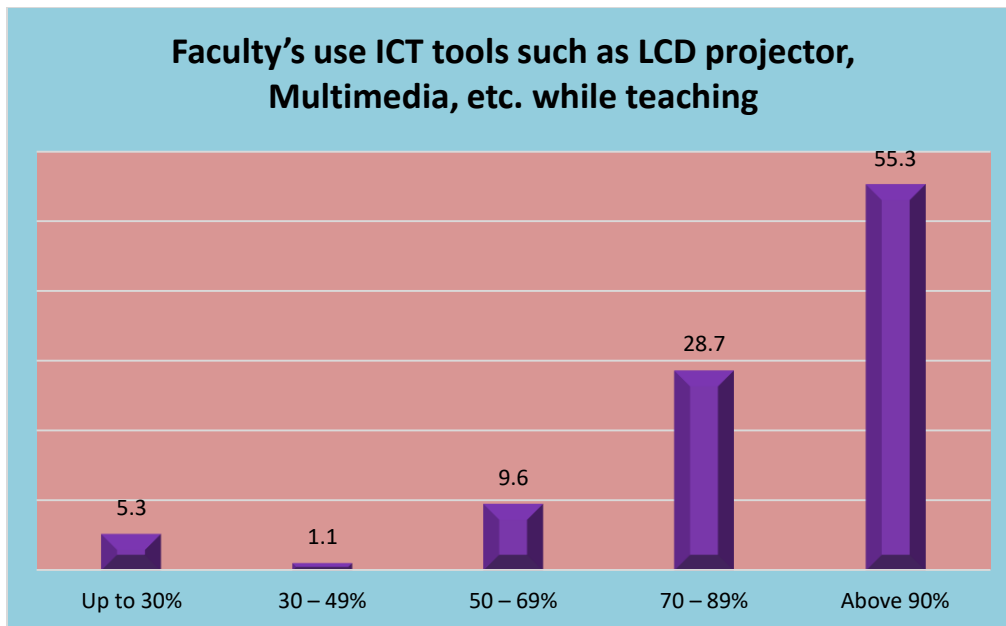
- **Recognition of Strengths:** A significant proportion of students likely reported that their faculty members effectively recognize and acknowledge their individual strengths. This ability to identify and understand each student's unique capabilities is crucial for personalized learning, allowing instructors to tailor their teaching approaches to maximize student potential. High levels of satisfaction in this area suggest that students feel seen and valued for their abilities, which can boost their confidence and motivation.
- **Provision of Appropriate Challenges:** The graph likely shows that many students feel their teachers provide challenges that are appropriately matched to their strengths. This is a critical aspect of effective teaching, as it involves

pushing students to stretch their abilities without overwhelming them. By offering challenges that are neither too easy nor too difficult, faculty can help students grow academically while maintaining their engagement and interest in the subject matter.

- **Encouragement and Support:** The feedback may also reflect how well the faculty encourages students to take on these challenges. Positive responses in this category would indicate that students feel supported by their instructors, who not only set high expectations but also provide the guidance and resources needed to meet them. This encouragement is key to helping students navigate difficult tasks and achieve higher levels of academic success.
- **Balanced Approach:** The graph may also highlight the importance of balance in teaching—ensuring that challenges are aligned with students' strengths without leading to frustration or disengagement. If the majority of students report positive experiences, it suggests that faculty are skilled at striking this balance. However, any areas of concern, such as students feeling under-challenged or overly stressed, would indicate a need for adjustment in how challenges are presented and managed in the classroom.
- **Overall Impact on Student Development:** The ability of faculty to identify strengths and provide appropriate challenges plays a significant role in students' overall academic and personal development. High satisfaction levels in this area would suggest that the institute is successfully fostering an environment where students can thrive, develop resilience, and achieve their full potential. Conversely, if a notable portion of students feel their strengths are not adequately recognized or that the challenges they face are not well-matched to their abilities, this would be an area for improvement.

In summary, the graph on faculty's ability to identify student strengths and provide the right level of challenges likely shows a generally positive trend, indicating that most students feel supported and appropriately challenged by their instructors. This reflects a strong commitment to personalized education and student development. However, any negative feedback should be carefully considered, as it may reveal opportunities to further refine teaching strategies and ensure that all students are both recognized for their strengths and effectively challenged to reach their highest potential.

Graph 6.11 Percentage of faculty's use ICT tools



Interpretation: The graph illustrating the percentage of faculty using ICT (Information and Communication Technology) tools provides important insights into the adoption and integration of technology in the teaching and learning process at the institute.

- **High Usage of ICT Tools:** If the graph shows that a high percentage of faculty members are regularly using ICT tools, it indicates a strong commitment to

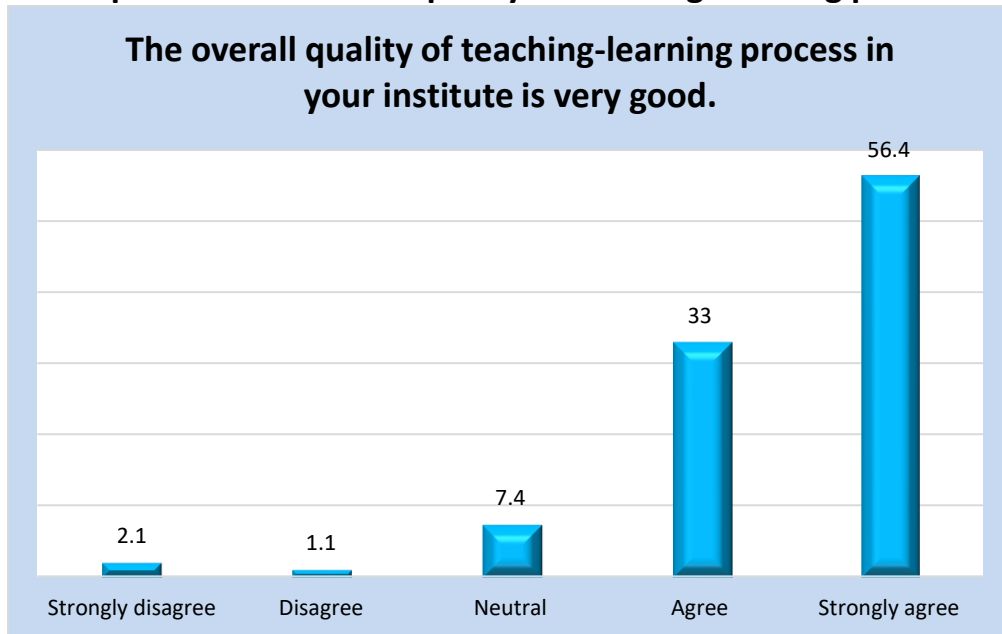
modernizing the educational experience. High usage suggests that the faculties are effectively incorporating technology into their teaching methods, which can enhance student engagement, improve access to resources, and facilitate a more interactive learning environment. Examples of ICT tools may include the use of multimedia presentations, online learning platforms, digital assessments, and virtual collaboration tools.

- **Moderate Usage of ICT Tools:** If a moderate percentage of faculties are using ICT tools, it may reflect a transitional phase where some faculty members are adopting these technologies while others continue to rely more on traditional methods. This indicates room for growth in technology adoption and may suggest the need for additional training or resources to help more faculty members integrate ICT tools into their teaching practices.
- **Low Usage of ICT Tools:** If the graph shows a low percentage of faculty utilizing ICT tools, this could indicate a reliance on traditional teaching methods and a potential area for improvement. Limited use of technology might suggest challenges such as a lack of access to resources, insufficient training, or resistance to change. Increasing the use of ICT tools among faculty could significantly enhance the teaching and learning experience by making it more dynamic, accessible, and aligned with modern educational standards.
- **Impact on Teaching and Learning:** The use of ICT tools by faculty is crucial for fostering a learning environment that is relevant to today's students. High usage of these tools can lead to more engaging and effective teaching, enabling students to interact with the material in various ways, which can improve understanding and retention. It also prepares students for the digital world they will encounter in their future careers.

- **Potential Areas for Development:** If the graph indicates any gaps in ICT usage, it could be beneficial for the institute to invest in professional development programs focused on digital literacy and the effective use of technology in education. Providing faculty with the necessary skills and resources to incorporate ICT tools into their teaching can lead to improved student outcomes and a more contemporary educational experience.
- **Overall Institutional Readiness:** The percentage of faculty using ICT tools can also be seen as a reflection of the institute's overall readiness to embrace digital transformation in education. A high percentage suggests that the institute is well-positioned to offer a cutting-edge educational experience, while a lower percentage may highlight areas where the institute could further develop its infrastructure and support systems for technology-enhanced learning.

In summary, the graph on the percentage of faculty using ICT tools provides a clear indication of how well technology is integrated into the educational process at the institute. High usage reflects a progressive and dynamic approach to teaching, while lower usage may suggest areas for strategic investment and improvement. By encouraging and supporting the broader adoption of ICT tools, the institute can enhance the quality of education and better prepare students for the demands of the modern world.

Graph 6.12 The overall quality of teaching-learning process



Interpretation: The graph depicting students' feedback on the overall quality of the teaching-learning process provides a comprehensive view of how students perceive the effectiveness of their educational experience at the institute. This measure is crucial as it encapsulates a wide range of factors, including teaching methodologies, faculty performance, student engagement, use of resources, and the overall learning environment.

- **High Satisfaction Levels:** If the graph shows that a significant majority of students rate the overall quality of the teaching-learning process as "excellent" or "very good," this indicates a strong endorsement of the institute's educational practices. High satisfaction suggests that students feel they are receiving a quality education that meets or exceeds their expectations. This could reflect positively on the faculty's teaching methods, the relevance and rigor of the curriculum, the use of technology and resources, and the overall support provided to students.

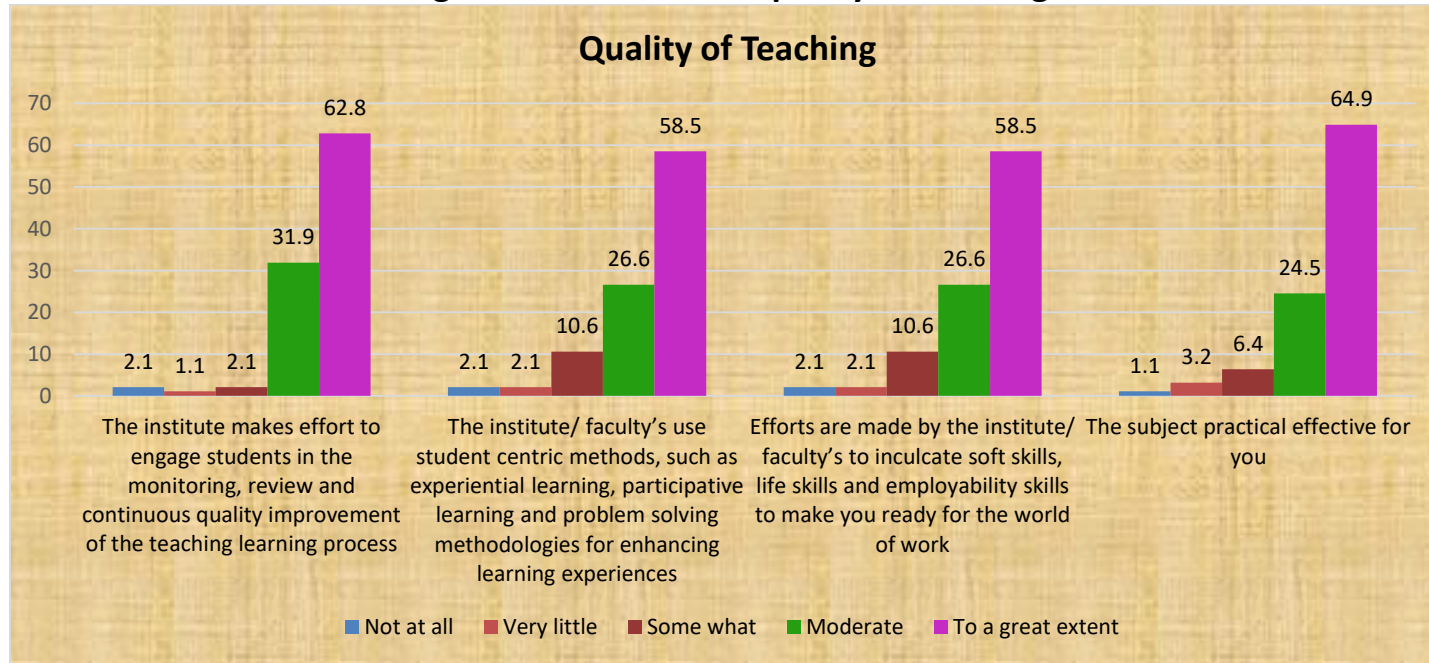
- **Moderate Satisfaction Levels:** If the graph indicates that a considerable portion of students rate the quality as "good" or "satisfactory," it suggests that while the teaching-learning process is generally effective, there may be areas for enhancement. These students may find the education they receive adequate but see room for improvement in certain aspects, such as more interactive learning opportunities, better integration of ICT tools, or more personalized support.
- **Low Satisfaction Levels:** A smaller percentage of students rating the quality as "poor" or "needs improvement" would highlight areas of concern that need immediate attention. This feedback might point to issues such as inconsistent teaching quality, outdated materials, lack of student engagement, or insufficient support structures. Addressing these concerns would be crucial to improving the overall educational experience and ensuring that all students feel their needs are being met.
- **Trend Analysis:** If the graph provides data over time, any positive trends (e.g., an increase in higher ratings compared to previous years) would indicate that recent efforts to improve the teaching-learning process are bearing fruit. Conversely, any negative trends might suggest that certain initiatives are not having the desired impact or that new challenges have emerged that need to be addressed.
- **Implications for Continuous Improvement:** The overall quality of the teaching-learning process is a critical metric for the institute's success. High satisfaction levels suggest that the institute's current strategies are effective, while any lower ratings provide valuable insights into areas that require further development. Continuous monitoring of this metric, along with targeted

actions based on feedback, can help the institute maintain and enhance its educational standards.

- **Student-Centered Learning:** The feedback on the overall quality also reflects how well the institute is doing in creating a student-centered learning environment. High ratings in this area indicate that students feel supported, engaged, and challenged in a way that promotes their academic and personal growth. Lower ratings, on the other hand, may suggest the need for more student-centered approaches, such as active learning techniques, better communication, and more opportunities for student feedback and involvement in the learning process.

In conclusion, the graph on the overall quality of the teaching-learning process is a key indicator of the institute's effectiveness in delivering a high-quality education. High levels of student satisfaction are a positive reflection of the faculty's efforts, the curriculum, and the overall learning environment, while any areas of lower satisfaction point to opportunities for targeted improvements. By continuously assessing and responding to this feedback, the institute can ensure that it meets the evolving needs of its students and maintains its standards of educational excellence.

Fig 13 Feedback about quality of teaching



Interpretation: The feedback on the quality of teaching provides critical insights into students' perceptions of how effectively the faculty delivers education at the institute. This feedback is essential for understanding the strengths and areas for improvement in the teaching practices and the overall academic environment.

- **High Quality of Teaching:** If the majority of students have given positive feedback, indicating that the teaching quality is "excellent" or "very good," this reflects a strong endorsement of the faculty's abilities. It suggests that students find the teaching methods effective, the course content well-delivered, and the instructors knowledgeable and engaging. High-quality teaching is often associated with clear communication, thorough

preparation, the ability to inspire and motivate students, and the effective use of teaching aids and technology.

- **Areas of Excellence:** Positive feedback likely highlights specific strengths such as the faculty's ability to make complex subjects understandable, their responsiveness to student questions and needs, and their use of real-world examples to illustrate theoretical concepts. These aspects of teaching contribute significantly to a positive learning experience and enhance students' understanding and retention of course material.
- **Moderate Quality of Teaching:** If some students have rated the quality of teaching as "good" or "satisfactory," this suggests that while the teaching meets basic expectations, there may be room for improvement. Students in this category may feel that the teaching is generally effective but could benefit from enhancements such as more interactive or varied teaching methods, greater use of technology, or more personalized attention.
- **Areas for Improvement:** For those students who provided less favorable feedback, indicating that the quality of teaching is "poor" or "needs improvement," this feedback is crucial for identifying specific issues that need to be addressed. Common concerns might include a lack of clarity in explanations, insufficient engagement or interaction with students, inconsistent teaching methods, or a perceived lack of enthusiasm or preparedness on the part of the instructors.
- **Impact on Student Learning:** The quality of teaching is directly linked to student success and satisfaction. High-quality teaching not only helps students achieve their academic goals but also fosters a positive attitude

toward learning and encourages lifelong learning habits. Conversely, poor teaching quality can lead to disengagement, frustration, and lower academic performance.

- **Continuous Improvement:** To maintain and improve teaching quality, it is important for the institute to regularly gather and analyze student feedback, provide ongoing professional development for faculty, and implement changes based on student needs and educational best practices. This iterative process ensures that the teaching methods remain relevant, effective, and aligned with the latest pedagogical advancements.
- **Institutional Reputation:** High-quality teaching contributes significantly to the institute's reputation, both among current students and in attracting prospective students. Positive feedback from students can enhance the institute's standing in academic rankings, increase student retention rates, and promote a culture of excellence within the academic community.

In summary, the feedback about the quality of teaching is a vital measure of the institute's success in delivering a high-quality educational experience. Positive feedback reflects well on the faculty's efforts and the institute's academic standards, while any areas of concern provide valuable insights into where improvements can be made. By continually assessing and enhancing teaching quality, the institute can ensure that it meets the needs of its students and upholds its commitment to educational excellence.

III. Key Observations

1. Gender Distribution in Feedback:

- The majority of feedback (82%) was provided by male students, with only 18% from female students. However, the proportion of female respondents has increased compared to previous years.
- **Observation:** There is a significant gender disparity in the feedback process, although the trend towards increased female participation is positive.

2. Year-wise Distribution of Feedback:

- The feedback is fairly balanced across different years of study, with 33% from first-year students, 29% from second-year students, and 38% from third-year students.
- **Observation:** Feedback has been collected from a diverse range of students across different stages of their academic journey, providing a comprehensive perspective on student satisfaction.

3. Syllabus Coverage:

- 73% of students reported that 90-100% of the syllabus is covered in their classes, while 22% noted that more than three-quarters of the syllabus is covered. However, 4% reported that only 30-50% of the syllabus is covered.
- **Observation:** While the majority of students are satisfied with syllabus coverage, a small but significant portion of students experience insufficient syllabus coverage, which could impact their learning.

4. Faculty Preparation:

- 61% of students believe that their teachers are very well prepared for lectures and practical, while 37% find the preparation satisfactory.

- **Observation:** There is a high level of satisfaction with faculty preparation, indicating effective teaching practices, although continuous improvement is still necessary.

5. Faculty Communication Skills:

- 67% of students find their teachers' communication skills "always effective," while 26% find them "somewhat effective." However, 7% of students provided critical feedback.
- **Observation:** Most students are satisfied with communication, but there is a need to address the concerns of the minority who find communication lacking.

6. Faculty's Approach to Teaching:

- 62% of students rated the teaching approach as "excellent," and 31.5% as "very good," reflecting high satisfaction with teaching methods.
- **Observation:** The faculty's teaching approach is highly regarded by students, contributing to a positive learning environment.

7. Fairness in Internal Evaluation:

- 60% of students believe the evaluation process is "always fair," and 29% find it "usually fair," but 9% perceive it as unfair.
- **Observation:** While the majority trust the fairness of evaluations, a small percentage of students remain concerned about fairness, though this has improved compared to previous years.

8. Faculty Reviews and Opinions:

- High satisfaction across multiple aspects of faculty performance, including feedback on assignments, use of examples, identification of weaknesses, and encouragement of extracurricular activities.

- **Observation:** The faculty is highly effective in supporting students academically and personally, with positive feedback on their approach to teaching and mentorship.

9. Overall Institute Feedback:

- Positive reviews on the institute's infrastructure, administrative support, extracurricular opportunities, and career support, with areas for potential improvement identified.
- **Observation:** The institute is generally well-regarded by students, though continuous improvements in facilities and support services could further enhance student satisfaction.

10. Faculty's Use of ICT Tools:

- High usage of ICT tools by faculty members indicates a commitment to modernizing the educational experience, though there may be areas for growth in technology adoption.
- **Observation:** The use of ICT tools is widespread, but additional training and resources could further enhance integration and effectiveness.

11. Overall Quality of Teaching-Learning Process:

- High levels of satisfaction with the overall teaching-learning process, reflecting effective teaching methodologies and student engagement.
- **Observation:** The institute is delivering a high-quality educational experience, though ongoing efforts are needed to address any areas of lower satisfaction.

12. Feedback on Quality of Teaching:

- Positive feedback on teaching quality, with recognition of strengths such as clear communication, use of examples, and personalized support, though some areas for improvement remain.
- **Observation:** Teaching quality is a key strength of the institute, but continuous improvement is essential to maintain high standards.

Recommendations:

1. Promote Gender Balance in Feedback:

- Implement strategies to encourage more balanced gender participation in feedback surveys, such as targeted outreach and creating an inclusive environment for all students to share their opinions.

2. Address Syllabus Coverage Gaps:

- Investigate courses where syllabus coverage is insufficient and provide additional support or training to faculty to ensure comprehensive coverage. Monitor and adjust course schedules if necessary.

3. Enhance Faculty Communication:

- Provide professional development opportunities focused on improving communication skills, particularly for faculty members who received critical feedback. Encourage best practices in clear and effective communication.

4. Continue to Improve Fairness in Evaluation:

- Address concerns about the fairness of internal evaluations by ensuring transparent and consistent application of evaluation criteria. Increase opportunities for students to provide feedback on their assessment experiences.

5. Strengthen ICT Integration:

- Increase training and support for faculty to integrate ICT tools more effectively into their teaching. Consider expanding access to digital resources and technologies that can enhance the learning experience.

6. Maintain and Enhance Teaching Quality:

- Continue to gather and analyze student feedback on teaching quality, and provide ongoing professional development to faculty. Focus on areas where teaching could be more interactive, varied, or personalized.

7. Improve Administrative and Extracurricular Support:

- Address any areas of dissatisfaction related to administrative support and extracurricular opportunities by streamlining processes and expanding offerings. Enhance communication between students and administration.

8. Continuous Monitoring and Improvement:

- Regularly assess and respond to student feedback across all areas of the teaching-learning process. Implement targeted actions based on feedback to ensure the institute remains responsive to student needs and maintains high educational standards.

By implementing these recommendations, the institute can build on its strengths, address areas of concern, and continue to provide a high-quality educational experience that meets the evolving needs of its students.

Annexure I
Student's Satisfaction Survey

Student Name:

Mobile Number:

Email ID:

M / F:

Aadhaar Number:

Academic Year:

Year: FY / SY / TY BScHS

Semester: I / II / III / IV / V / VI

Note: Please tick the box you consider appropriate through your satisfaction from 1 to 5 with 1 for least or 5 for most Satisfied

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

5 – 91 to 100%

4 – 71 to 90%

3 – 51 to 70%

2 – 30 to 50%

1 – Up to 30%

2) How well did the faculty's prepare for the lectures / practical's?

5 –Thoroughly

4 – Satisfactorily

3 – Poorly

2 – Indifferently

1 – Don't teach at all

3) How well were the faculty's able to communicate?

5 – Always effective

4 – Somewhat effective

3 – Occasionally Effective

2 –Ineffective

1 – Very poor communication

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

5 – Excellent

4 – Very good

3 – Good

2 – Fair

1 – Poor

5) Fairness of the internal evaluation process by the faculties?

5 – Always fair

- 4 – Usually fair
- 3 – Sometimes unfair
- 2 – Usually unfair
- 1 – Always Unfair

6) Was your performance in assignments discussed with you?

- 5 – Every time
- 4 – Usually
- 3 – Occasionally/Sometimes
- 2 – Rarely
- 1 – Never

7) The institute takes active interest in promoting internship (India / Abroad), field visit opportunities for students.

- 5 – Regularly
- 4 – Often
- 3 – Sometimes
- 2 – Rarely
- 1 – Never

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

- 5 – Significantly
- 4 – Very well
- 3 – Moderately
- 2 – Marginally
- 1 – Not at all

9) The institution provides multiple opportunities to learn and grow.

- 5 – Regularly
- 4 – Often
- 3 – Sometimes
- 2 – Rarely
- 1 – Never

10) Does faculty's inform you about your expected competencies, course outcomes and programme outcomes?

- 5 – Every time
- 4 – Usually
- 3 – Occasionally/Sometimes
- 2 – Rarely
- 1 – Never

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

- 5 – Every time
- 4 – Usually
- 3 – Occasionally/Sometimes
- 2 – Rarely
- 1 – I don't have a mentor

12) Does faculty's illustrate the concepts through examples and applications?

- 5 – Every time
- 4 – Usually
- 3 – Occasionally/Sometimes
- 2 – Rarely
- 1 – Never

13) Does faculty's identify your strengths and encourage you with providing right level of challenges?

- 5 – Fully
- 4 – Reasonably
- 3 – Partially
- 2 – Slightly
- 1 – Unable to

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

- 5 – Every time
- 4 – Usually
- 3 – Occasionally/Sometimes
- 2 – Rarely
- 1 – Never

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

- 5 – To a great extent
- 4 – Moderate
- 3 – Some what
- 2 – Very little
- 1 – Not at all

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

- 5 – To a great extent

- 4 – Moderate
- 3 – Some what
- 2 – Very little
- 1 – Not at all

17) Does faculty's encourage you to participate in extracurricular activities?

- 5 – Every time
- 4 – Usually
- 3 – Occasionally/Sometimes
- 2 – Rarely
- 1 – Never

18) Efforts are made by the institute/ faculty's to inculcate soft skills, life skills and employability skills to make you ready for the world of work.

- 5 – To a great extent
- 4 – Moderate
- 3 – Some what
- 2 – Very little
- 1 – Not at all

19) What percentage of faculty's use ICT tools such as LCD projector, Multimedia, etc. while teaching.

- 5 – Above 90%
- 4 – 70 – 89%
- 3 – 50 – 69%
- 2 – 30 – 49%
- 1 – Up to 30%

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

- 5 –Strongly agree
- 4 – Agree
- 3 – Neutral
- 2 – Disagree
- 1 – Strongly disagree

21) The subject practical effective for you

- 5 – To a great extent
- 4 – Moderate
- 3 – Some what
- 2 – Very little
- 1 – Not at all

22) The institute maintains theory / practical attendance record

5 – Regularly

4 – Usually

3 – Occasionally/Sometimes

2 – Rarely

1 – Never

23) Give your observation / suggestions to improve the overall teaching – learning experience in your institute.
