Pachora Taluka Co-Operative Education Society's

Sau. Rajanitai Nanasaheb Deshmukh Arts, Commerce & Science College Bhadgaon Dist- Jalgaon

Student Satisfaction Index as Reflected in Survey Year 2023-2024

Sr. No.	Name of Students	Phone Number
1	Indrasing satish patil	8010520353
2	Koyal popat chavhan	8530585965
3	Shubhangi prakash patil	9021861179
4	Shaikh shabnam bano ayyub.	7972149998
5	Shaikh Awes Shaikh Ashraf	9322169004
6	Tushar Ganesh patil	9503188796
7	Divya Kiran Marathe	9975169055.
8	Snehal	7620397182
9	Nishant Ashok Tatar	7558377961
10	Pratik bhagvan baviskar	7058584077
11	Harshada Chindha Patil	9766921736
12	Bhumika Dinesh patil	8177966815
13	Prasad Motiram Kasar	7387604856
14	Nandini Dipak shimpi	87888 01843
15	Janhavi Patil	8055927909
16	Rajshree Adhar patil	9325780398
17	Pallavi raosahebpatil patil	9022163663
18	Puja Sanjay Kotkar	9529246822
19	Varsha manish pawar	7758844052
20	Dipika Dipak bhoi	9890646867
21	Rutesh sanjay solse	9561505196
22	Somnath prakash Mahajan	8767400336
23	Harshal Adhar Patil	8237935442
24	vaishnavi Subhash kothavade	8459767215
25	Mahajan Amisha Sahebrao	9579317695
26	Patil prashant sopan	8600590275
27	Shinde Rutika Dilip	7219725442
28	Hemangi sambhaji Suryavanshi	8055718932
29	dipali	8007315638
30	Ravina Vinod Badgujar	9021702321
31	Vikas Ramlal Jadhav	9503458556
32	Sweta Bajirao patil	8788469206
33	Patil Neha Anil	8999323682
34	Gayatri dnyaneshwar patil	7387156159
35	Pawan Gopichand Patil	8237640442
36	Pratik bhagwan baviskar	9370583132
37	Payal prabhakar patil	4387604856
38	Vivek kishor patil	7666374058
39	Suryawanshi Prem Digamber	9356215517
40	Sakshi shahaji patil	9373136966
41	Raj Subhash Patil	8421672795
42	Dipak punamchand jadhav	8956145164
43	Gayatri Dattatray Dhangar	9284772834

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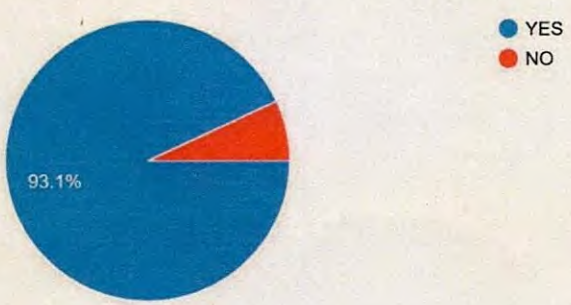
44	Neha jibhau shirasath	9175555861
45	Dipak prabhakar more	8766710191
46	Durgesh Gopal Kale	9370107803
47	Divya Anil patil	9673892816
48	Rajshri Arjun Mahale	7028193540
49	Aditya Santosh Mahajan	7385993429
50	Nilesh bapu bachhav	9112655456
51	Patil shrutika ramkrishna	9284380395
52	Akshay machchhindra dambare	932210124
53	Janhavi Patil	8459807414
54	Nikam pooja prakash	8080720160
55	Sonali sanjay chaudhari	9284792271
56	Harshada Bhaskar nerpagar	9699752241
57	Priyanka Gokul mahajan	7798262867
58	Jayesh Bharat Patil	8805616871
59	Vrushali Yuvaraj Bhoi	7276392265
60	Gayatri Hilal Nerpagar	9763153758
61	Umakant Arun Borse	9518995976
62	Gayatri Gopichand Patil	7874861755
63	Priyanka bhaidas patil	8262979394
64	Bahiram Yamini ramchandr	7276124875
65	Sanjay Ishwar jadhav	7410782449
66	Rajashri Arjun Mahale	8668224736
67	Mali Poonam Subhash	8010520353
68	Jagdish Dnyaneshwar Sonawane	8530585965
69	Mitali bhanudas pawar	9021861179
70	Indrasing satish patil	7972149998
71	Koyal popat chavhan	9322169004
72	Shubhangi prakash patil	9503188796
73	Shaikh shabnam bano ayyub.	9975169055.

1. Please confirm this is the first and only time you answer this survey.



Interpretation:

1. A very large majority of respondents answered **"YES" (93.1%)**.
2. A small minority answered **"NO" (6.9%)**.
3. The blue section (YES) dominates the chart, while the red section (NO) is very small.

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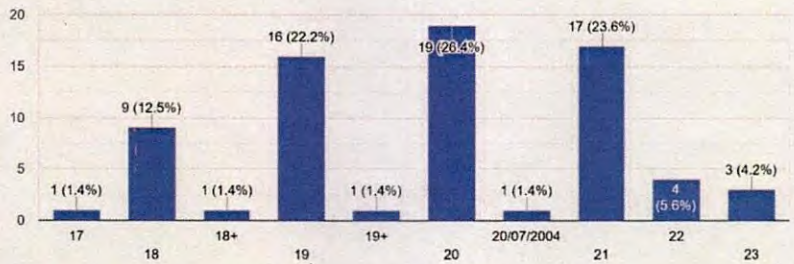
The chart clearly indicates that **most participants are in favor (YES)**, while only a negligible proportion disagrees (NO).

2. Age

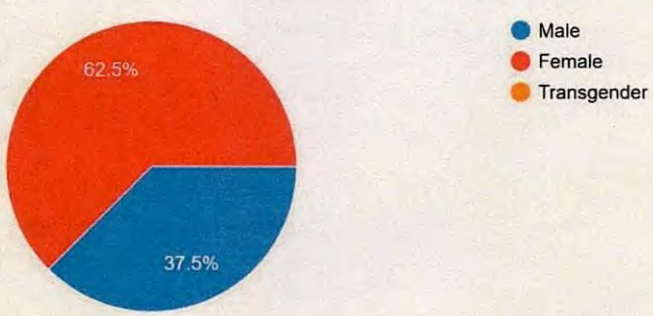


Interpretation:

1. The ages covered range from **17 to 23 years**.
2. The **highest numbers of respondents (26.4%) are 20 years old** (19 students).
3. The **second highest groups (23.6%) are 21 years old** (17 students).
4. The **third highest group (22.2%) is 19 years old** (16 students).
5. Age **18 years has 12.5%** respondents (9 students).
6. At age **22, 5.6% respondents** (4 students).
7. At age **23, 4.2% respondents** (3 students).
8. Ages **17, 18+, 19+, and 20/07/2004 each have only 1 respondent (1.4%)**.

The **majority of respondents are between 19–21 years old** (22.2% + 26.4% + 23.6% = 72.2%). Very few respondents are either younger (17–18) or older (22–23).

3. Gender



Interpretation:

1. **Females (62.5%)** form the majority of the respondents.
2. **Males (37.5%)** form the minority compared to females.
3. **No respondents identified as transgender (0%)** in this survey.

The chart indicates that the **female participation is higher than male participation**, while transgender representation is absent.

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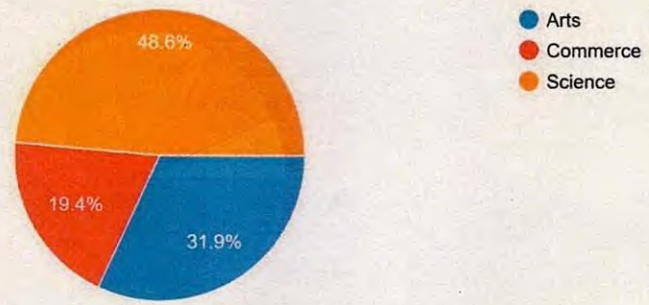
4. What Subject area are you currently pursing?

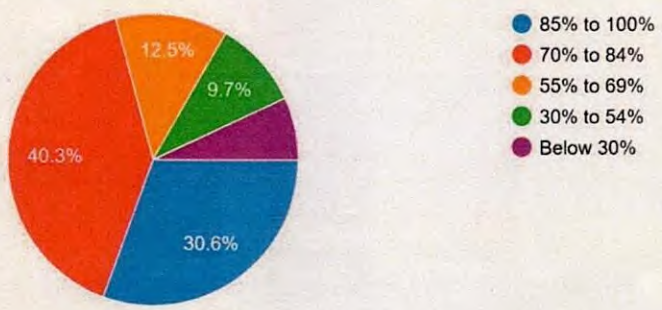


Interpretation:

1. The **Science stream has the highest proportion** of students at **48.6%**, almost half of the total.
2. The **Arts stream comes next with 31.9%** students.
3. The **Commerce stream has the lowest share with 19.4%** students.

The chart shows that **Science is the most preferred stream**, followed by Arts, while **Commerce is the least chosen stream** among the respondents.

5, How much of the syllabus was covered in the online class?



Interpretation:

a) **40.3%** of students reported that **70% to 84%** of the syllabus was covered.
This is the largest group, suggesting that most students felt a good portion of the syllabus was completed, though not fully.

b) **30.6%** stated that **85% to 100%** of the syllabus was covered.
This indicates nearly one-third of students were highly satisfied with the extent of coverage.

c) **12.5%** felt only **55% to 69%** was covered.
This group reflects moderate dissatisfaction with syllabus completion.

d) **9.7%** believed **30% to 54%** of the syllabus was covered. Shows a smaller group felt significant gaps remained in their learning.

e) **6.9%** reported **below 30%** coverage.
This is a concern, as it highlights that a few students experienced very minimal coverage of lessons.

70.9% (85–100% + 70–84%) of students experienced more than 70% syllabus coverage, showing that online classes were largely successful. However, **29.1%** of students (below 70% coverage) indicate **learning gaps** and inconsistencies. The overall picture is **positive but uneven**, suggesting while many benefited from online teaching, some students faced obstacles like technical issues, pace of teaching, or access problems.

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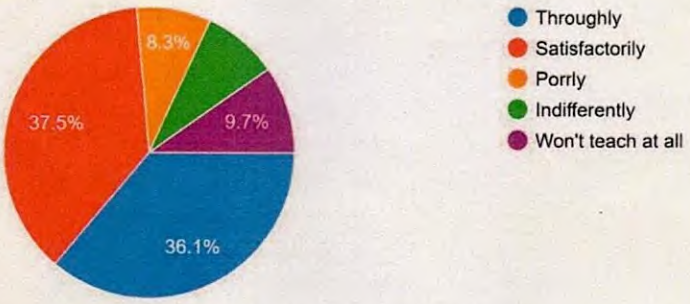
6. **How well did the teacher prepare for the classes?**



Interpretation:

a) **37.5%** of students felt the teacher prepared **satisfactorily**.
This is the largest group, suggesting that while teachers were reasonably prepared, their effort was not considered exceptional by many.

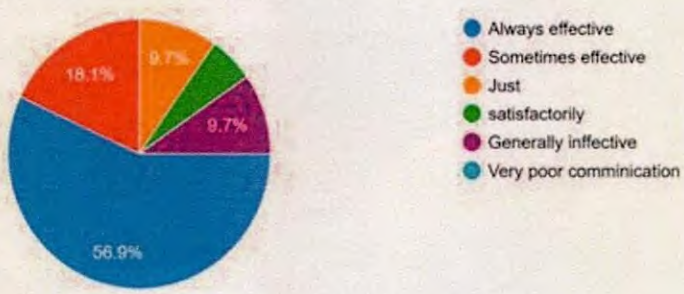
b) **36.1%** reported that the teacher prepared **thoroughly**.
This is a strong positive outcome, showing that more than one-third of students recognized a high level of preparation.

c) **8.3%** of students believed the teacher prepared **poorly**.
Reflects a smaller but notable portion of dissatisfaction. **9.7%** felt the teacher prepared **indifferently**. Indicates some students perceived a lack of seriousness or commitment.

d) **9.7%** even felt the teacher **did not teach at all**. This is a concerning finding, as it highlights disengagement or perceived neglect by a segment of students.

A **positive majority (73.6%)** (Thoroughly + satisfactorily) acknowledged that teachers were well-prepared. However, **26.3%** (Poorly + indifferently + won't teach at all) expressed dissatisfaction, which cannot be ignored. The results suggest that while overall teacher preparation was strong, there were inconsistencies that affected a section of students.

7. **How well were the teachers able to communicate?**



Interpretation:

a) 56.9% of students said teachers were **always effective** in communication. This is the majority response, showing that more than half of the students found communication very clear and consistent.
b) 8.1% reported that teachers were **sometimes effective**. Suggests occasional lapses in clarity or engagement, possibly due to technical or delivery issues.
c) 9.7% rated communication as **just satisfactory**. Indicates that while teachers managed to communicate, it wasn't highly impactful.
d) 9.7% felt teachers were **generally ineffective** in communication. A small but important group that struggled to understand or connect during classes.
e) 0% of students reported **very poor communication**. This is encouraging, as it shows that no one faced a complete breakdown in communication.

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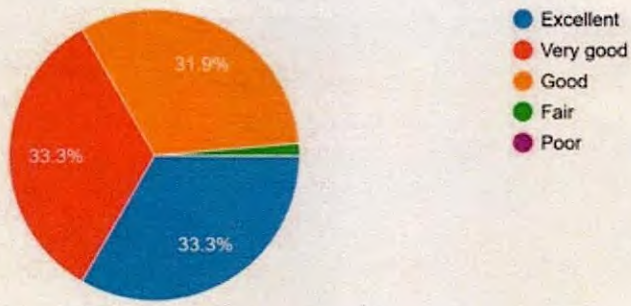
A strong majority (**75%**) of students (Always effective + sometimes effective) had a **positive experience** with teacher communication. However, **19.4%** (Just satisfactory generally ineffective) highlight **areas for improvement**, pointing to uneven consistency. Overall, communication in online classes was **largely effective**, but ensuring clarity and engagement for all students remains important.

8. **The teacher's approach to teaching can be described as**

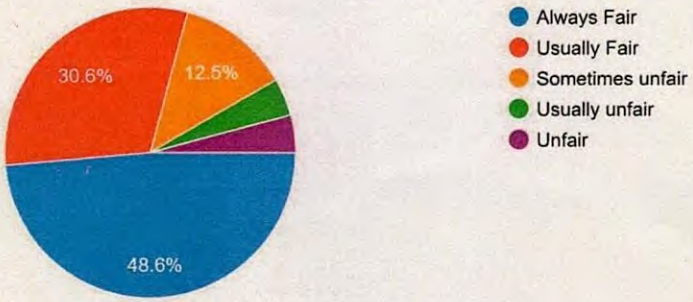


Interpretation:

a) **33.3%** of students described the teacher's approach as **Excellent**.Shows that one-third of the learners were highly satisfied with the teaching style.
b) **33.3%** rated it as **Very Good**. Another one-third appreciated the teacher's method, though not at the highest level.
c) **31.9%** considered the teaching approach as **Good**. This indicates that while effective, some improvements could be made to enhance teaching quality.
d) Only **1.4%** of students felt the approach was **Fair**. Reflects a very small group who found the teaching just average.
e) **0%** rated the approach as **Poor**. This is highly positive, showing that none of the students found the teaching ineffective.

A very high majority (**98.5%**) of students rated the teacher's approach as **Good, Very Good, or Excellent**, which reflects strong teaching effectiveness. The balance between "Excellent" and "Very Good" responses suggests that while most students were highly satisfied, there's still scope for making the approach even more impactful. The negligible percentage of "Fair" and the absence of "Poor" responses indicate **overall student confidence in the teacher's teaching methods**.

9. **Fairness of the internal evaluation process by the teachers.**



Interpretation:

48.6% of students believed the evaluation process was **Always Fair**. This is the largest group, showing that nearly half had complete trust in the fairness of internal assessment.

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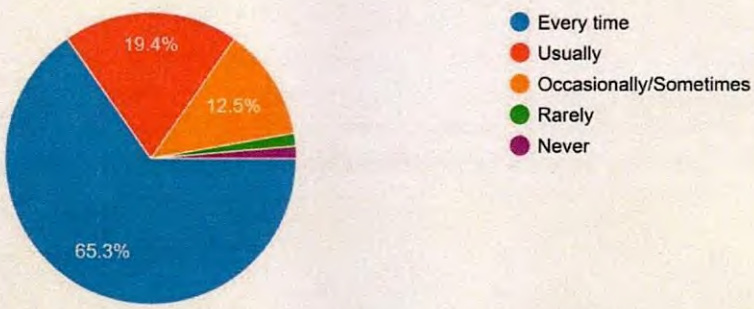
b) **30.6%** stated it was **Usually Fair**. Suggests that while not perfect, a significant proportion of students generally found the evaluation process to be just.
c) **12.5%** felt it was **Sometimes Unfair**. Indicates that a small group of students experienced occasional bias or inconsistency.
d) **4.2%** considered the process **Usually Unfair**. Reflects concerns from a very small percentage of students.
e) **4.2%** felt it was completely **Unfair**. Though a minority, this group signals dissatisfaction and distrust in evaluation practices.

A strong majority (**79.2%**) of students (Always Fair + Usually Fair) trusted the fairness of evaluation. **20.9%** expressed some level of dissatisfaction (Sometimes Unfair + Usually Unfair + Unfair), showing that while the system was mostly reliable, improvements in **transparency and consistency** are still needed. Overall, the evaluation process is seen as **fair and credible by most students**, but addressing the concerns of the dissatisfied minority is important to ensure trust for all learners.

10. **Was your performance in assignments discussed with you?**



Interpretation:

a) **65.3%** of students said their performance was discussed **Every time**. This is a very positive outcome, showing that most students received consistent feedback on assignments.
b) **19.4%** responded with **Usually**. Suggests that feedback was given most of the time but not always.
c) **12.5%** stated it was discussed **Occasionally/Sometimes**. Indicates a small group did not receive feedback consistently.
d) **1.4%** reported it was discussed **Rarely**. Very few students felt feedback was insufficient.
e) **1.4%** answered **Never**, meaning they did not receive any feedback at all.

A large majority (**84.7%**) (Every time + usually) had their assignment performance regularly discussed, which reflects a strong commitment by teachers to give feedback. A smaller portion (**15.3%**) experienced irregular or no feedback, showing room for improvement in maintaining consistency. The overall trend highlights that **feedback mechanisms in online classes were effective and regular**, but ensuring 100% student inclusion would further strengthen the learning process.

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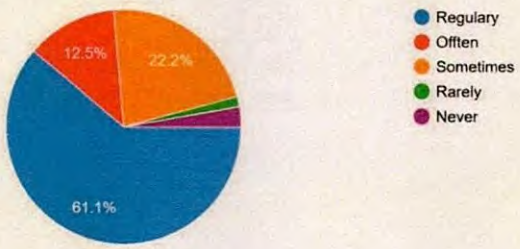
11. **The institute takes active interest in promoting internship, student exchange, and field visit opportunities for students.**

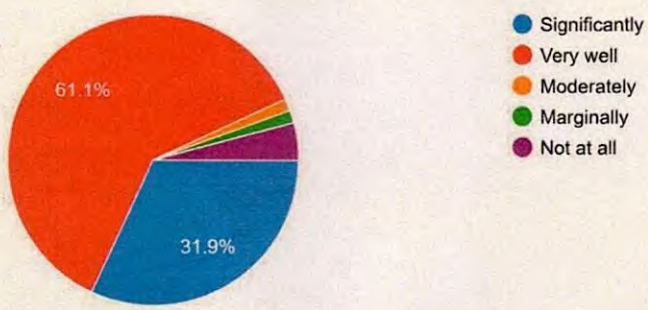


Interpretation:

a) **61.1%** of students said the institute **Regularly** promotes such opportunities. This is the majority response, highlighting a strong institutional effort in providing career-oriented exposure.
b) **22.2%** reported that it happens **Sometimes**. Suggests that while efforts exist, they are not always consistent.
c) **12.5%** stated it happens **Often**. Indicates that some students see frequent but not regular promotion of such programs.
d) **2.8%** said **Rarely**, and **1.4%** responded **Never**. A very small portion of students feel they have limited or no access to these opportunities.

A strong majority (**73.6%**) (Regularly + Often) recognize the institute's active role in internships, exchanges, and field visits, which is a positive indicator of institutional support. **22.2%** (Sometimes) reflects partial or inconsistent efforts, suggesting some students may not be equally benefited. Only **4.2%** (Rarely + Never) felt neglected, showing that very few students missed out entirely.

12. **The teaching and mentoring processes in an institution regarding students' cognitive, social, and emotional growth.**



Interpretation:-

a) Dominant Positive Impact: A vast majority of the 72 respondents perceive the teaching and mentoring process as effectively facilitating their growth, with 61.1% indicating it does so "Very well" and 31.9% stating "Significantly".
b) High Overall Satisfaction: Combining the "Significantly" and "Very well" categories, approximately 93% of the respondents feel positively about the support provided for their cognitive, social, and emotional development.
c) Minority of Less Positive Experiences: While not explicitly labeled with percentages, the smaller segments representing "Moderately," "Marginally," and "Not at all" suggest that a small minority of respondents experienced less profound or limited facilitation of growth through the teaching and mentoring process.

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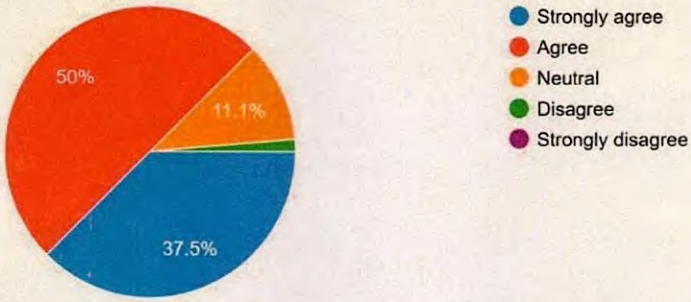
d) Focus on Key Areas: The survey specifically targets cognitive, social, and emotional growth, indicating a holistic view of student development beyond just academic learning.

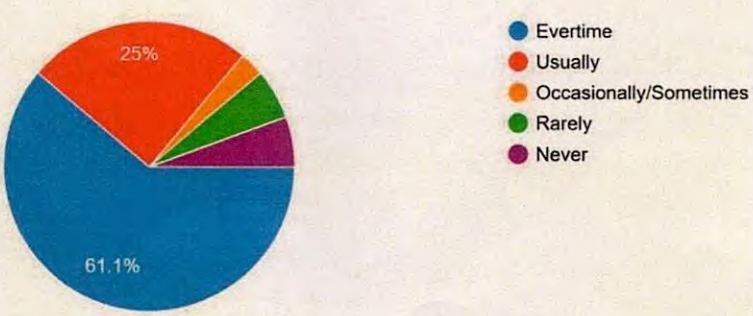
13. The institution provides multiple opportunities to learn grow.



a) Strongly Agree (37.5%): This significant portion indicates that a large number of respondents feel very strongly that the institution excels in providing various avenues for learning and personal development.
b) Agree (50%): This is the largest segment, showing that exactly half of the respondents generally concur with the statement, suggesting a positive perception regarding the opportunities offered, even if not as emphatically as those who strongly agree.
c) Neutral (11.1%): A smaller percentage of respondents remain neutral, neither agreeing nor disagreeing, which could imply they are unsure, indifferent, or feel the opportunities are adequate but not exceptional.
d) Disagree & Strongly Disagree (Combined small portion): The absence of visible segments for "Disagree" and "Strongly disagree" (or their very small size if present but unlabelled due to low percentage) indicates that very few, if any, respondents feel the institution does not provide sufficient opportunities for learning and growth.

In summary, the overwhelming majority (87.5% combined) of the 72 respondents agree or strongly agree that the institution provides ample opportunities for learning and personal growth, reflecting a largely positive perception among the surveyed group.

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



Interpretation:

a) **61.1% of students (Evertime)** reported that teachers *always* inform them about expected competencies and outcomes.
b) **25% of students (Usually)** said teachers *generally* provide this information.A smaller portion, **[illegible]% (Occasionally/Sometimes)**, felt it happens only occasionally.
c) **5.6% (Rarely)** said it is rarely done. Another **5.6% (Never)** reported that teachers never inform them about outcomes.

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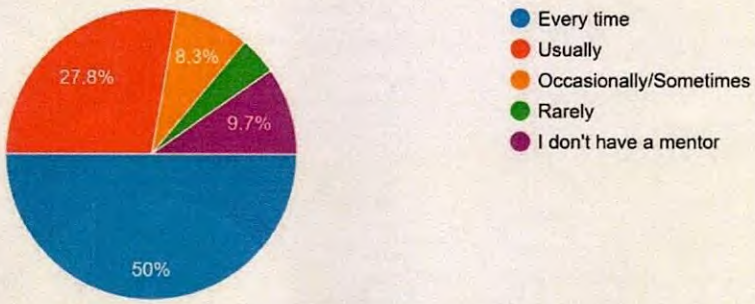
A **majority (86.1%: 61.1% + 25%)** of students agree that teachers consistently or usually inform them about learning outcomes. Only **14% (Occasionally, Rarely, Never combined)** felt that communication about outcomes is lacking. This indicates **strong teacher effectiveness** in communicating course and programme outcomes, though there is still a small gap that needs to be addressed for complete consistency.

15. **Yours Mentor does a necessary follows-up with them on assigned tasks to you.**

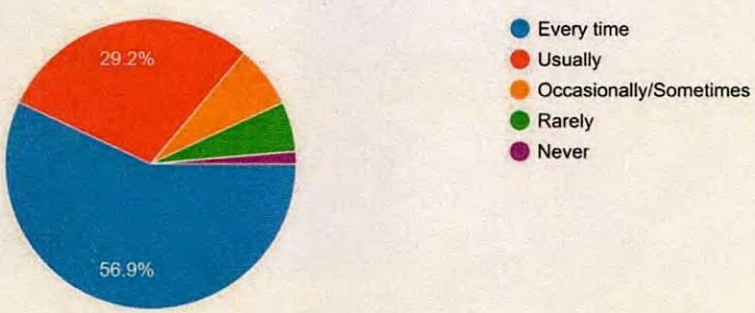


Interpretation:

a) **50% of students (Every time)** said their mentor always does the necessary follow-up.
b) **27.8% (Usually)** reported that follow-up happens most of the time.
c) **8.3% (Occasionally/Sometimes)** felt it happens only occasionally.
d) **4.2% (Rarely)** indicated that it rarely happens.
e) **9.7%** mentioned they *don't have a mentor*.

A clear **majority (77.8%: 50% + 27.8%)** experience regular or consistent follow-up from their mentors. A small portion (**12.5%: Occasionally + Rarely**) feel follow-up is weak. The **absence of mentors for 9.7% of students** is a concern, as it shows a gap in mentoring support. Overall, mentoring practices appear effective, but **ensuring mentorship coverage for all students** and improving consistency for the minority group would strengthen the system further.

16. The **teachers illustrate concepts through examples and applications.**



Interpretation:

a) **56.9% of students (Every time)** said that teachers always use examples and applications to explain concepts.
b) **29.2% (Usually)** felt that teachers often do so.
c) **6.9% (Occasionally/Sometimes)** reported it happens only sometimes.
d) **5.6% (Rarely)** said it is rarely done.
e) **1.4% (Never)** mentioned that teachers never use examples or applications.

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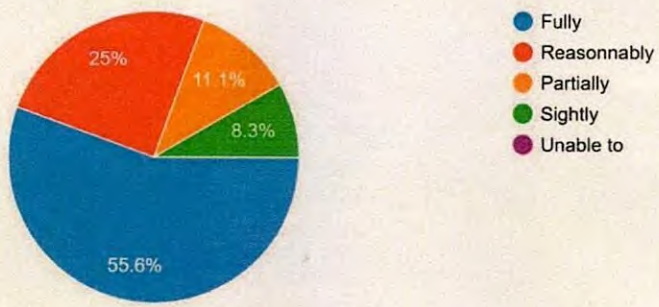
A strong majority, **86.1% (56.9% + 29.2%)**, agree that teachers regularly use examples and applications, which indicates **effective teaching practices**. Only **13.9% (Occasionally, Rarely, Never combined)** feel that this method is lacking, which suggests there is still room for improvement in consistency. Overall, the data reflects that **teachers successfully make learning more practical and relatable**, helping students better understand concepts.

17. The teachers **identify their strengths and encourage them by providing the right level of challenges**.

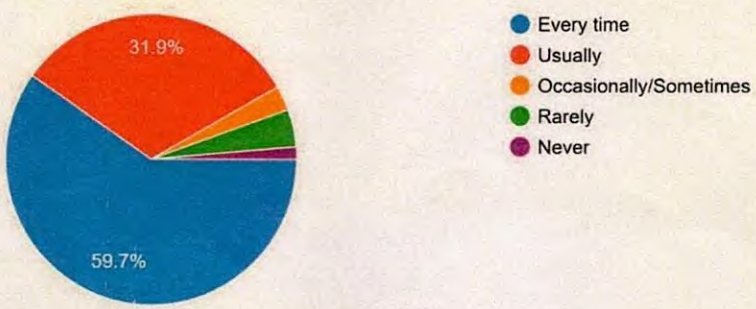


Interpretation:

a) **55.6% of students (Fully)** felt that teachers fully identify their strengths and give appropriate challenges.
b) **25% (Reasonably)** said teachers do this to a considerable extent.
c) **11.1% (Partially)** reported that it happens only to some extent.
d) **8.3% (Slightly)** felt it is done minimally.
e) **0% (Unable to)** indicates that no student felt teachers are completely unable to provide such support.

A strong **majority (80.6%: Fully + Reasonably)** agree that teachers successfully recognize their strengths and provide suitable challenges. Only **19.4% (Partially + Slightly)** feel that the effort is insufficient, showing that while most students are satisfied, some still desire more personalized encouragement. The absence of responses in the "Unable to" category is positive, reflecting that **teachers are making consistent efforts in student support and motivation**.

18. The **teachers are able identify yours weaknesses and help them overcome them**.



Interpretation:

a) **59.7% of students (Every time)** said teachers always identify their weaknesses and provide support.
b) **31.9% (Usually)** agreed that this happens most of the time.

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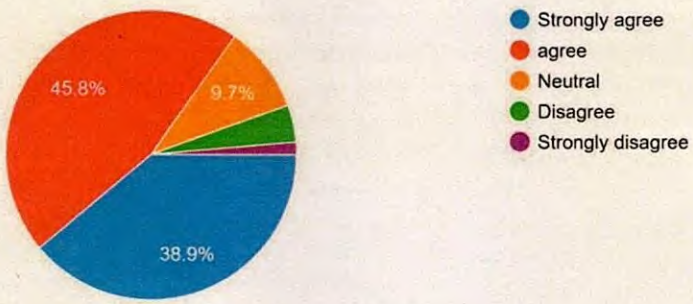
c) **2.8% (Occasionally/Sometimes)** reported it happens only occasionally.
d) **4.2% (Rarely)** felt it rarely happens.
e) **1.4% (Never)** mentioned teachers never help in this regard.

A strong majority, **91.6% (Every time + Usually)**, recognize that teachers consistently identify weaknesses and guide students to improve. Only **8.4% (Occasionally, Rarely, Never combined)** feel that such support is lacking, which is a relatively small portion. The findings highlight that **teachers are highly effective in addressing students' weaknesses**, with only minor gaps in consistency.

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

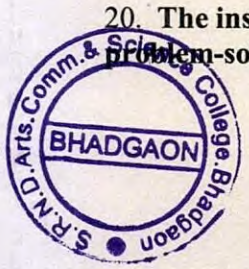


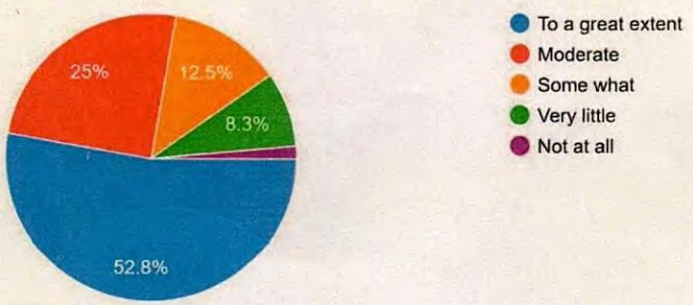
Interpretation:

a) **38.9% of students (Strongly agree)** believe the institution makes strong efforts in this area.
b) **45.8% (Agree)** said the institution generally engages them.
c) **9.7% (Neutral)** remained undecided.
d) **4.2% (Disagree)** felt the institution does not involve them adequately.
e) **1.4% (Strongly disagree)** completely disagreed with the statement.

A clear majority, **84.7% (Strongly agree + Agree)**, recognize the institution's efforts in involving students in quality improvement and monitoring. Only **5.6% (Disagree + Strongly disagree)** felt that such initiatives are lacking. **9.7% Neutral** shows a small group of students are unsure, suggesting scope for better communication or visibility of such efforts. Overall, the result reflects **high student satisfaction with institutional involvement**, though further steps can be taken to ensure that *all* students feel actively engaged.

20. **The institute/teachers use student-centric methods (experiential, participative learning, and problem-solving methodologies) for enhancing learning experiences**.





Interpretation:

a) **52.8% of students (To a great extent)** believe that teachers make strong use of student-centric methods.
b) **25% (Moderate)** said such practices are used to a fair extent.
c) **12.5% (Somewhat)** felt they are used occasionally.
d) **8.3% (Very little)** reported minimal use of such methods.
e) **1.4% (Not at all)** stated that student-centric approaches are not used.

A significant **77.8% (To a great extent + Moderate)** recognize meaningful adoption of student-centric learning approaches, indicating strong institutional emphasis on modern teaching practices. **21.8% (Somewhat + Very little + Not at all)** feel such methods are lacking, showing inconsistency in implementation. Overall, the data suggests that **student-centric learning is widely practiced but still needs more uniform application across courses and teachers** to maximize its impact.

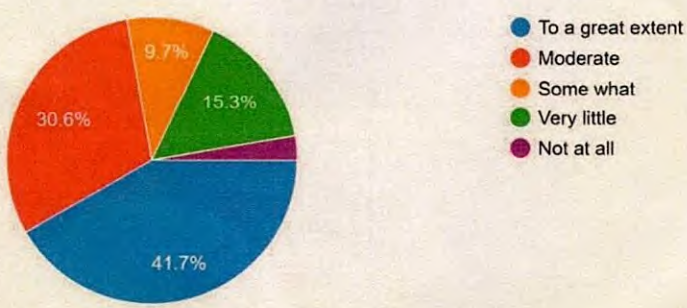
21. **Teachers encourage you to participate in extracurricular activities.**

Interpretation:

a) **48.6% of students (Strongly agree)** feel teachers actively encourage them to participate.
b) **37.5% (Agree)** also acknowledge such encouragement.
c) **9.7% (Neutral)** remained undecided.
d) **4.2% (Disagree)** felt teachers do not encourage them.
e) **0% (Strongly disagree)** indicates that no student completely rejected the statement.

A strong **majority (86.1%: Strongly agree + Agree)** confirm that teachers play a positive role in motivating students to engage in extracurricular activities. Only **4.2%** expressed dissatisfaction, while **9.7% Neutral** suggests a few students may not have directly experienced such encouragement. Overall, the data reflects that **teachers are highly supportive of extracurricular involvement**, which is crucial for students' holistic development.

22. **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.**



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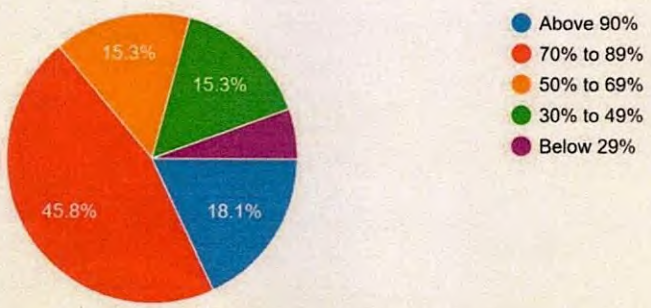
Interpretation:

a) **41.7% of students (To a great extent)** believe the institute strongly contributes to developing these skills.
b) **30.6% (Moderate)** feel the effort is reasonable.
c) **9.7% (Somewhat)** reported it happens only occasionally.
d) **15.3% (Very little)** felt that minimal effort is made.
e) **2.8% (Not at all)** stated that no such efforts are made.

A majority, **72.3% (To a great extent + Moderate)**, acknowledge meaningful institutional efforts in skill development. However, **27.8% (Somewhat + Very little + Not at all)** felt that such initiatives are weak or inconsistent, which highlights a gap in preparing all students equally for employability. Overall, the findings suggest that while the institute is making **significant progress in developing essential skills**, there is still room for improvement to ensure that **every student benefits from employability-focused initiatives**.

23. **What percentage of teachers use ICT tools (LCD projectors, multimedia, etc.) while teaching.**

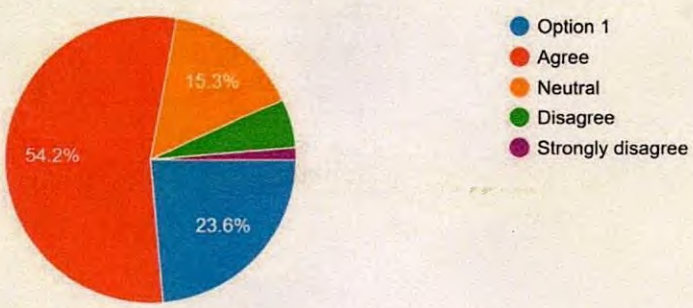


Interpretation:

a) **18.1% of students** reported that *above 90%* of teachers use ICT tools.
b) **45.8%** said ICT usage is between *70% to 89%* of teachers.
c) **15.3%** indicated ICT use is between *50% to 69%.*
d) Another **15.3%** felt it is between *30% to 49%.*
e) **5.6%** said *below 29%* of teachers use ICT.

A strong majority, **63.9% (Above 90% + 70–89%)**, believe that ICT tools are widely used by teachers, which reflects good integration of technology in teaching. **30.6% (50–69% + 30–49%)** feel usage is moderate, suggesting variation among teachers. A small **5.6%** think ICT adoption is very low, which highlights inconsistency. Overall, the data indicates that **most teachers actively use ICT tools**, making teaching more effective and interactive, but there is still scope to make ICT usage **more uniform across all faculty members**.

24. The overall quality teaching-learning process in your institution is very good.



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Overall Sentiment:-

Majority of students have given positive comments like Good, Very good, Excellent, Great, Supportive, Best teaching. Only a few neutral/mixed responses (Thik he, Neutral, No, Sorry). This shows that overall satisfaction is high, with most students happy with teachers and the college.

a) **Strengths Highlighted by Students**

Teaching Quality: Most responses praise teachers (e.g., Best teaching, Very good teaching, Teachers are intelligent, Communication is best).

Teacher–Student Bond: Teachers communicate well, understand students' levels, and support them. Learning Environment: Ragging-free campus, good staff, inspiration, encouragement, and supportive culture. Extra Knowledge: Teachers give knowledge not only for exams but also for daily life.

b) . **Weaknesses / Issues Noted**

Library Problem: Books are not always available for students. Teaching Style: Requests for better use of graphics, visuals, and two-way interaction to make learning engaging. Syllabus Coverage: Concerns about how much of the syllabus was properly covered in online classes. Classroom Facilities: Some students suggested improvement in classrooms.

c) . **Suggestions for Improvement**

Use modern teaching aids: graphics, visual media, AI techniques, and online exams. Make teaching interactive: two-way communication, engaging every student. Campus & Careers: Provide job opportunities and skill development programs. Support for Weak Students: Improve teacher–student bond and give special help. Communication Skills: Run more programs for confidence and soft-skill building.

d) . **Overall Interpretation**

Students are very happy with teaching quality and supportive teachers. They feel the college provides a good environment, but also expect modern teaching methods, better resources, and career guidance.

The most repeated improvement points are:

1. Use of graphics/visuals in teaching.
2. More interactive classes.
3. Better library and classroom facilities.
4. More opportunities for placements and skill development.

Conclusion: The feedback reflects a positive image of the college where teachers are appreciated for their dedication and supportive nature. However, to further improve student satisfaction, the college should upgrade teaching methods with technology, strengthen resources like library and classrooms, and provide career-oriented opportunities.

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Principal

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