College of Social Work
(Empowered Autonomous) Nirmala Niketan

Participate in Student Satisfaction Survey (SSS) by NAAC

Have your say in quality improvement

STUDENTS SATISFACTION
SURVEY ACADEMIC YEAR
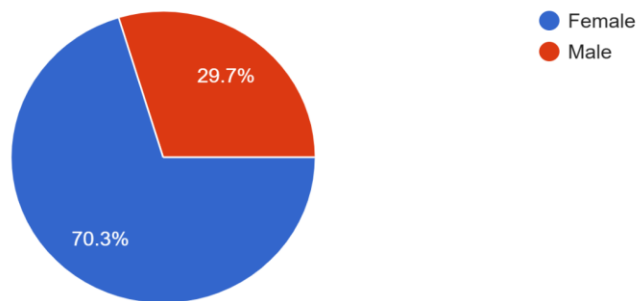## 2024- 2025

Students Satisfaction Report: Academic Year 2024- 2025

Introduction

This report presents a detailed thematic analysis of the student satisfaction feedback received.
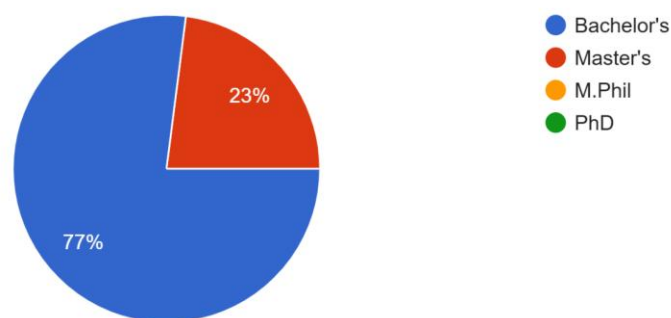
Gender:
74 responses

It can be inferred that 70.3% of the 74 respondents are female, and 29.7% are male. This indicates a significant majority of female respondents in the survey.
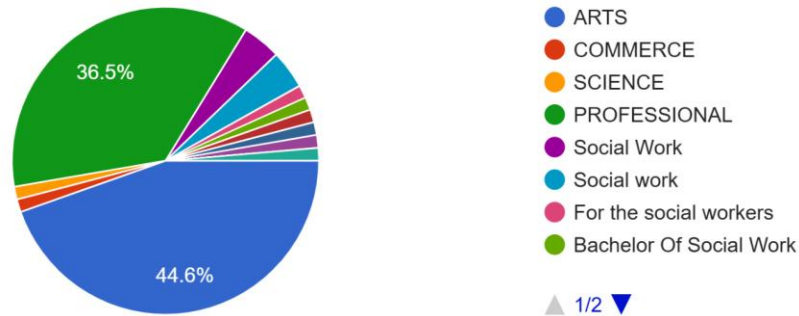
What degree program are you pursuing now?
74 responses

Majority of the 74 respondents (77%) are pursuing a Bachelor's degree, with a smaller proportion (23%) enrolled in Master's programs. The survey predominantly reflects the opinions of undergraduate students, with a smaller but notable portion from Master's students.
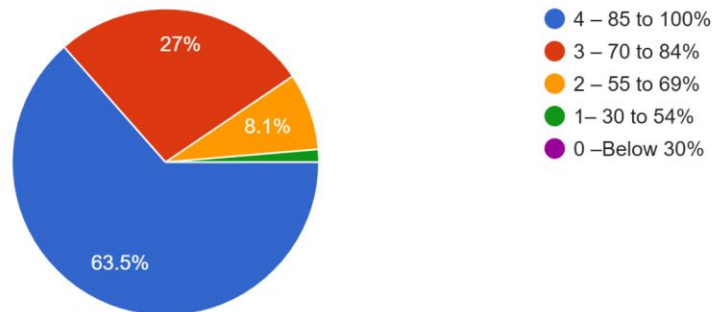
What subject area are you currently pursuing?

74 responses

- ARTS
- COMMERCE
- SCIENCE
- PROFESSIONAL
- Social Work
- Social work
- For the social workers
- Bachelor Of Social Work

1/2

36.5%

44.6%

1. Percentage of syllabus covered:

74 responses

- 4 – 85 to 100%
- 3 – 70 to 84%
- 2 – 55 to 69%
- 1– 30 to 54%
- 0 –Below 30%

27%

8.1%

63.5%
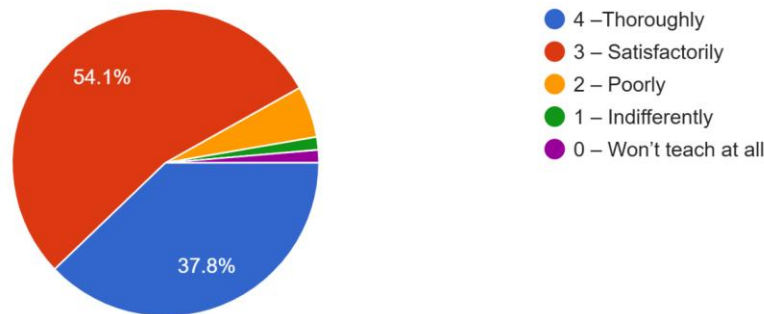
A high degree of syllabus completion is reported by the 74 respondents, with 63.5% indicating 85-100% coverage, 27% reporting 70-84%, and 8.1% noting 55-69%. This suggests that the vast majority of students (over 90%) perceive comprehensive coverage of their course material

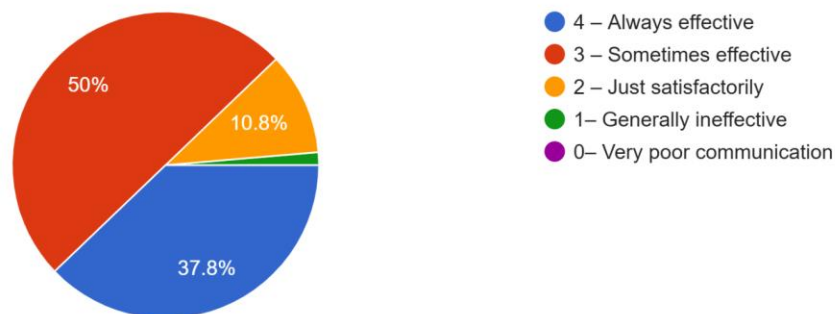## 2. How well were the teachers prepared for lectures?
74 responses

- ● 4 –Thoroughly
- ● 3 – Satisfactorily
- ● 2 – Poorly
- ● 1 – Indifferently
- ● 0 – Won't teach at all

54.1%

37.8%

Faculty preparedness for lectures is positively perceived by the 74 respondents. 54.1% describe teachers as "Satisfactorily" prepared, while 37.8% report them as "Thoroughly" prepared. This collective feedback suggests a high level of instructional readiness, with over 91% of students affirming adequate or thorough preparation.

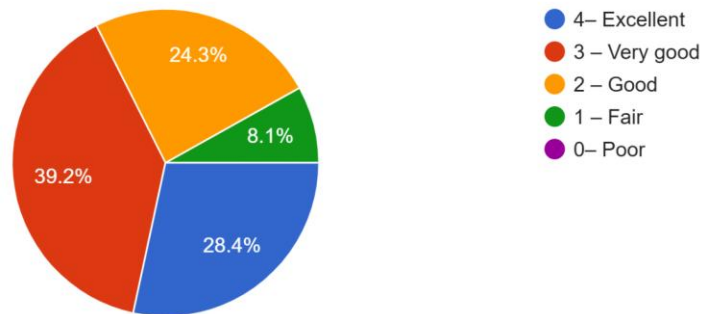## 3. How well were the teachers able to communicate?
74 responses

- ● 4 – Always effective
- ● 3 – Sometimes effective
- ● 2 – Just satisfactorily
- ● 1– Generally ineffective
- ● 0– Very poor communication

50%

10.8%

37.8%

With regards to teachers' ability to communicate effectively 37.8% of the 74 respondent's rate teacher communication as "Always effective," a substantial 50% consider it "Sometimes effective.

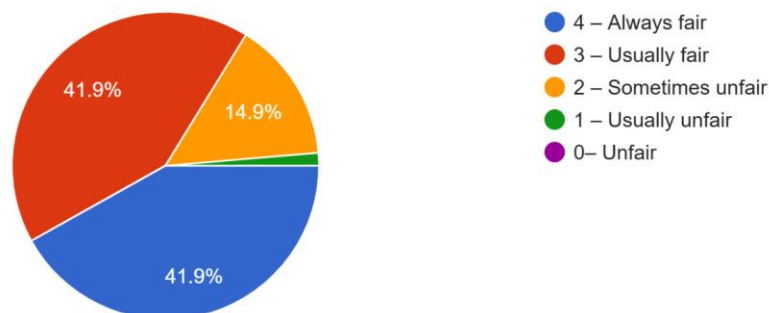**4. The teacher's approach to teaching can best be described as:**
74 responses

The teaching approach adopted by faculty is generally well-regarded among the 74 respondents. 39.2% describe it as "Very good," 28.4% as "Excellent," and 24.3% as "Good." This collective assessment indicates that nearly 70% of students appraise the teaching approach as "Excellent" or "Very good."

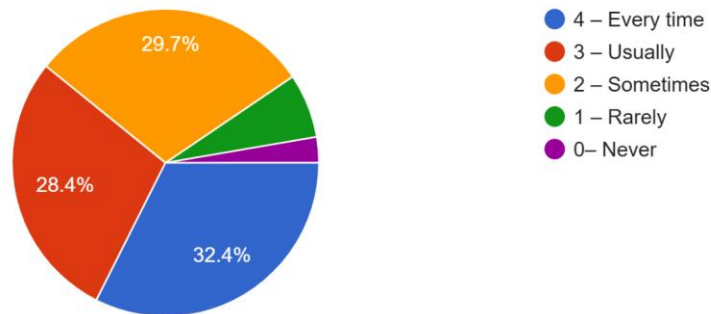**5. Fairness of the internal evaluation process by the teachers.**
74 responses

The internal evaluation process is largely perceived as equitable by the 74 respondents. 41.9% state it is "Always fair," and an equal percentage (41.9%) report it as "Usually fair." This consensus suggests that over 80% of students view the internal assessment mechanisms as consistently or generally fair.

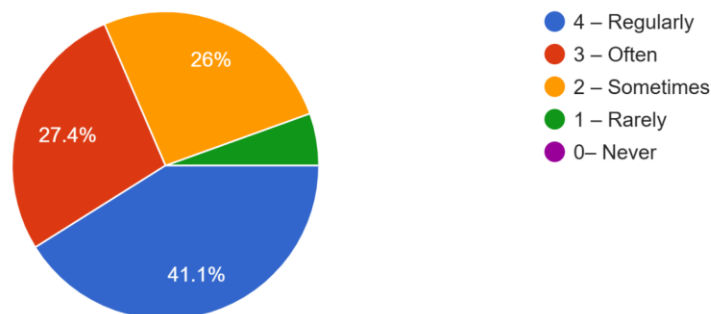## 6. Was your performance in assignments discussed with you?
74 responses

- 4 – Every time
- 3 – Usually
- 2 – Sometimes
- 1 – Rarely
- 0 – Never

29.7%
28.4%
32.4%

While performance discussions on assignments occur for the 74 respondents, consistency varies. 32.4% report discussions "Every time," 28.4% "Usually," and 29.7% "Sometimes." The notable proportion indicating "Sometimes" suggests a potential for more regular and formalized feedback mechanisms.

7. The Institute takes active interest in promoting internship, student exchange, field visit opportunities for students.
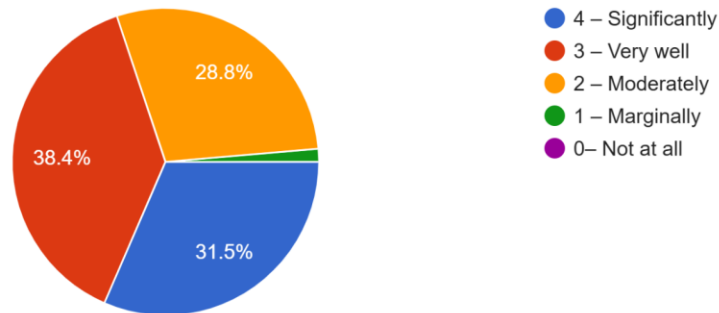73 responses

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

26%
27.4%
41.1%

The institution's commitment to promoting external opportunities for students is evident from the 73 responses. 41.1% indicate promotion "Regularly," 27.4% "Often," and 26% "Sometimes." This aggregate data demonstrates that nearly 69% of students perceive consistent or frequent institutional engagement in fostering internship, student exchange, and field visit opportunities

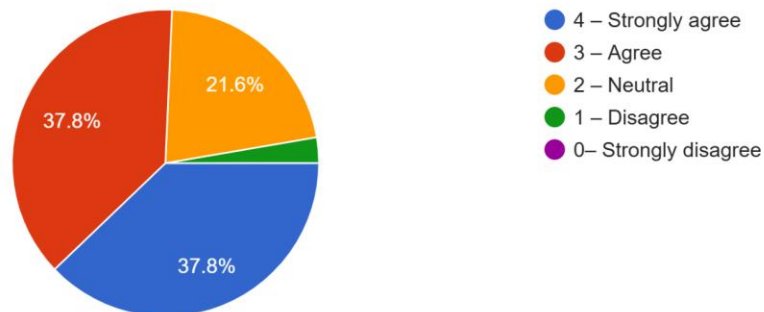## 8. The teaching and mentoring process of the Institution facilitates cognitive, social and emotional growth.

73 responses

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

28.8%
38.4%
31.5%

The institution's teaching and mentoring processes are perceived as significantly contributing to student development among the 73 respondents. 38.4% state they facilitate growth "Very well," 31.5% "Significantly," and 28.8% "Moderately." This collective perspective suggests that nearly 70% of students experience substantial positive impact on their cognitive, social, and emotional growth

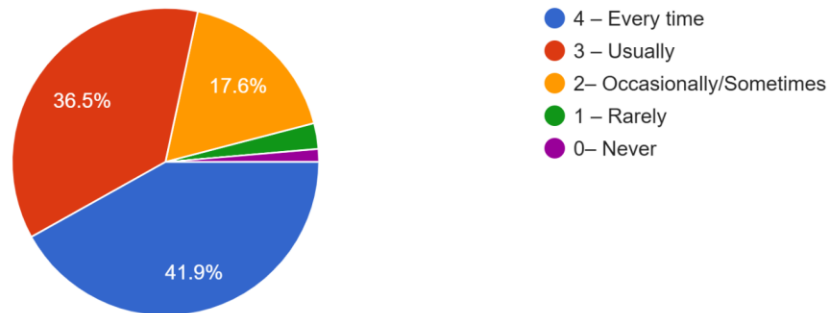## 9. The Institution provides multiple opportunities to learn and grow.

74 responses

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

21.6%
37.8%
37.8%

A high degree of consensus among the 74 respondents indicates that the institution provides ample avenues for student development. 37.8% "Strongly agree" and another 37.8% "Agree" with this statement. This translates to over 75% of students affirming the institution's robust provision of learning and growth opportunities.

10. The teachers inform you about expected competencies, course outcomes and programme outcomes.
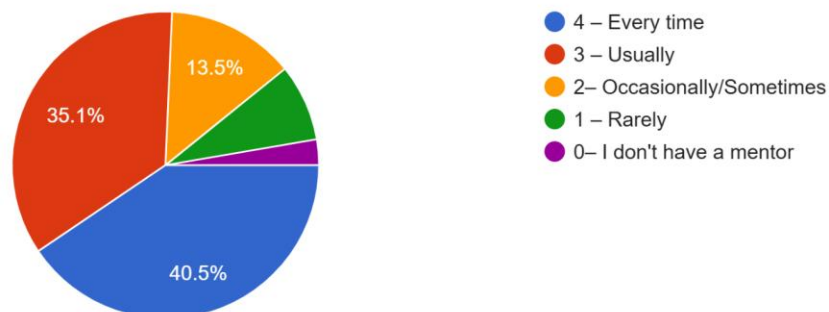74 responses

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

36.5%
17.6%
41.9%

Teachers are largely consistent in communicating expected competencies and course outcomes, according to the 74 respondents. 41.9% report this happening "Every time," 36.5% "Usually," and 17.6% "Occasionally/Sometimes." This indicates that over 78% of students are regularly informed about learning objectives.

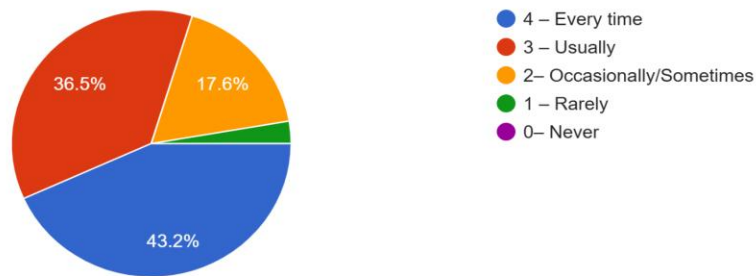## 11. Your mentor does a necessary follow-up with an assigned task to you.
74 responses

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

35.1%
13.5%
40.5%

Mentor follow-up on assigned tasks is generally perceived as consistent by the 74 respondents. 40.5% report follow-up "Every time," 35.1% "Usually," and 13.5% "Occasionally/Sometimes." This suggests that over 75% of students experience regular or usual mentor engagement.

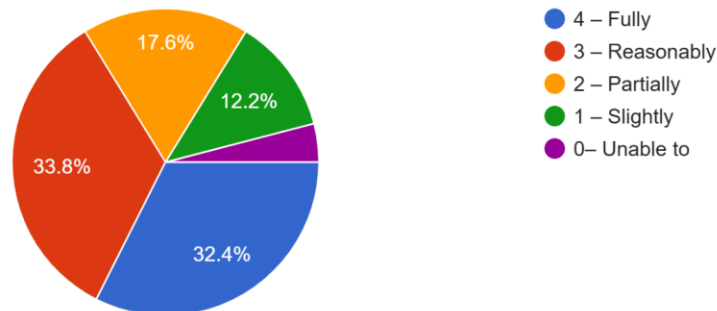12. The teachers illustrate the concepts through examples and applications
74 responses

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

36.5%
17.6%
43.2%

The pedagogical practice of illustrating concepts with examples and applications is widely adopted by teachers, as reported by the 74 respondents. 43.2% state it occurs "Every time," 36.5% "Usually," and 17.6% "Occasionally/Sometimes." This implies that over 79% of students consistently benefit from illustrative teaching methods

13. Teachers identify your strengths and encourage you with providing right level of challenges.
74 responses

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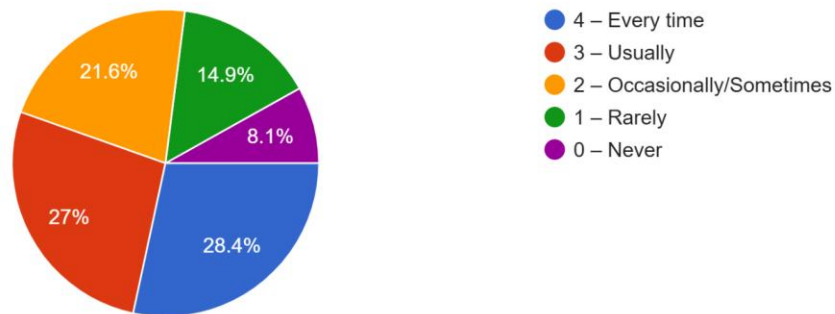- 1 – Slightly
- 0– Unable to

17.6%
12.2%
33.8%
32.4%

Teachers are generally effective in recognizing student strengths and providing appropriate challenges, according to the 74 respondents. 33.8% state this happens "Reasonably," and 32.4% "Fully." This indicates that over 66% of students perceive comprehensive or reasonable support

ea.

14. Teachers are able to identify your weaknesses and help you to overcome them
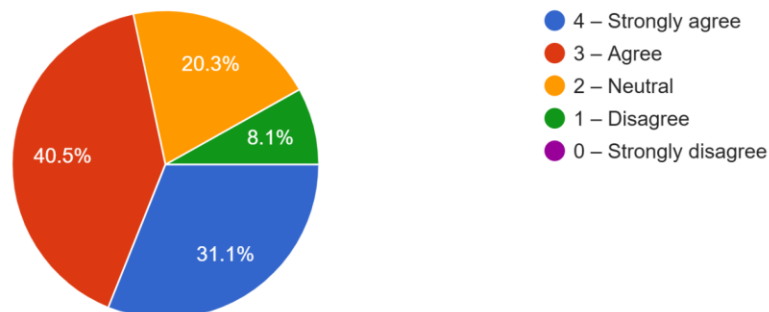74 responses

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

While many teachers assist students in overcoming weaknesses, there is room for greater consistency. Among the 74 respondents, 28.4% report help "Every time," 27% "Usually," and a notable 21.6% "Occasionally/Sometimes." This suggests a need for more consistent intervention in addressing student challenges.

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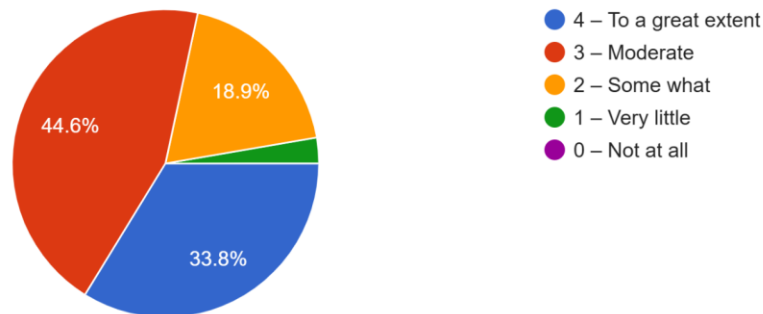74 responses

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

The institution's commitment to involving students in quality assurance processes is well-received by the 74 respondents. 40.5% "Agree" and 31.1% "Strongly agree" that efforts are made in this regard. This collective affirmation indicates that over 71% of students perceive active engagement in continuous quality improvement.

16. The Institute/ teachers use student centric methods, such as experiential learning, participative learning and problem solving methodologies for enhancing learning experiences.
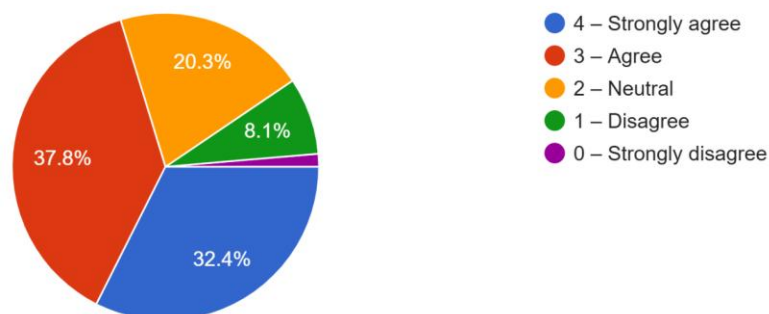
74 responses

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

Student-centric pedagogical approaches are utilized to a significant extent. Among the 74 respondents, 44.6% rate their use as "Moderate," and 33.8% as "To a great extent." This suggests that over 78% of students experience diverse and engaging learning methodologies, including experiential and problem-solving approaches.

17. Teachers encourage you to participate in extracurricular activities
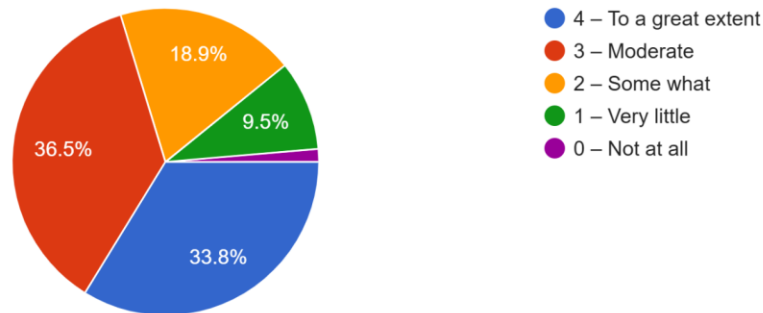
74 responses

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

Teachers are largely perceived as encouraging student participation in extracurricular activities by the 74 respondents. 37.8% "Agree" and 32.4% "Strongly agree" with this statement. This indicates that over 70% of students feel supported in their involvement beyond academics

18. 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.
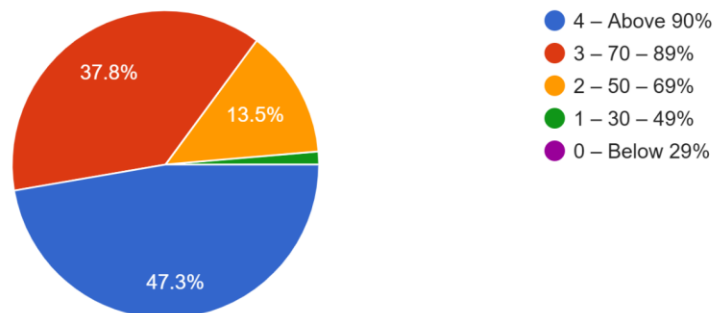
74 responses

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

. Substantial efforts are being made by the institution/teachers to develop essential professional competencies. Among the 74 respondents, 36.5% rate these efforts as "Moderate," and 33.8% as "To a great extent." This confirms that over 70% of students perceive meaningful initiatives aimed at enhancing their readiness for the workforce.

19. What percentage of teachers use ICT tools such as LCD projector, Multimedia, etc. while teaching.
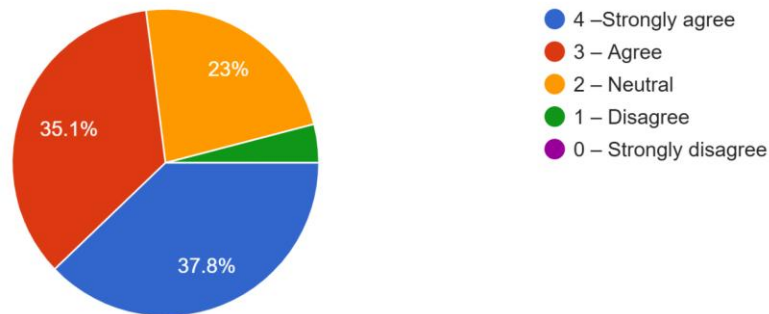
74 responses

- 4 – Above 90%
- 3 – 70 – 89%
- 2 – 50 – 69%
- 1 – 30 – 49%
- 0 – Below 29%

A very high percentage of teachers leverage Information and Communication Technology (ICT) tools in their instruction. Among the 74 respondents, 47.3% report "Above 90%" usage, and 37.8% report "70 – 89%" usage. This indicates that over 85% of teachers integrate modern technological aids in their teaching methodologies.

20. The overall quality of teaching-learning process in your Institute is very good.
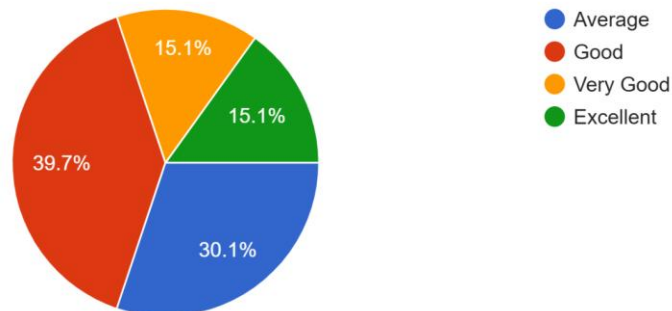74 responses

Legend:
- 4 –Strongly agree
- 3 – Agree
- 2 – Neutral
- 1 – Disagree
- 0 – Strongly disagree

Pie chart values: 23%, 35.1%, 37.8%

The overall quality of the teaching-learning process is highly regarded. Among the 74 respondents, 37.8% "Strongly agree" and 35.1% "Agree" that the quality is very good. This substantial consensus (over 72%) reflects a generally positive appraisal of the educational experience.

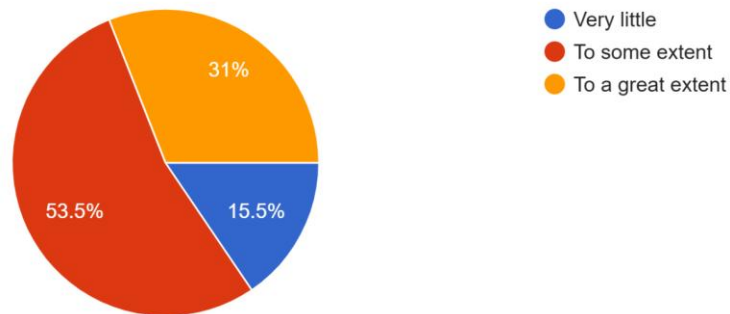## 21. The sequencing of the subjects across the semesters was.
73 responses

Legend:
- Average
- Good
- Very Good
- Excellent

Pie chart values: 15.1%, 15.1%, 39.7%, 30.1%

The sequencing of subjects across semesters elicits varied perceptions among the 73 respondents. 39.7% rate it as "Good," 30.1% as "Average," and 15.1% each as "Very Good" and "Excellent." The considerable proportion (30.1%) rating it as "Average" suggests an opportunity to optimize curriculum progression for enhanced coherence.

22. There was provision of relevant reading material available for the course subjects.
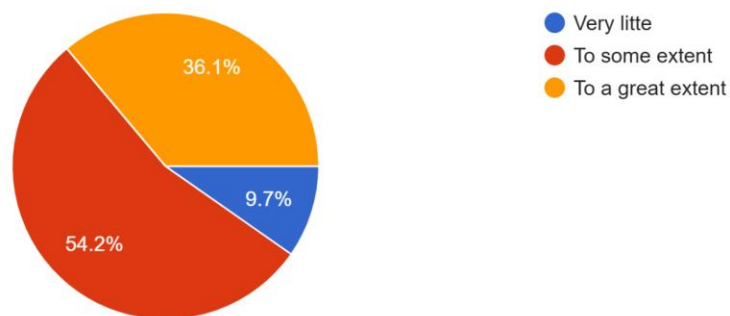71 responses

- Very little
- To some extent
- To a great extent

31%
15.5%
53.5%

The availability of relevant reading material is widely acknowledged by the 71 respondents. 53.5% rate its provision "To some extent," and 31% "To a great extent." This indicates that over 84% of students generally find sufficient resources for their coursework.

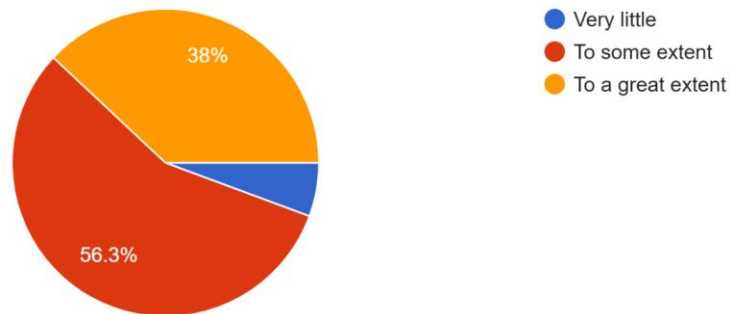**23. The course content provides theoretical -field linkages.**
72 responses

- Very litte
- To some extent
- To a great extent

36.1%
9.7%
54.2%

The course content effectively bridges theoretical knowledge with practical applications. Among the 72 respondents, 54.2% perceive this linkage "To some extent," and 36.1% "To a great extent." This robust feedback suggests that over 90% of students experience meaningful connections between academic theory and real-world relevance.

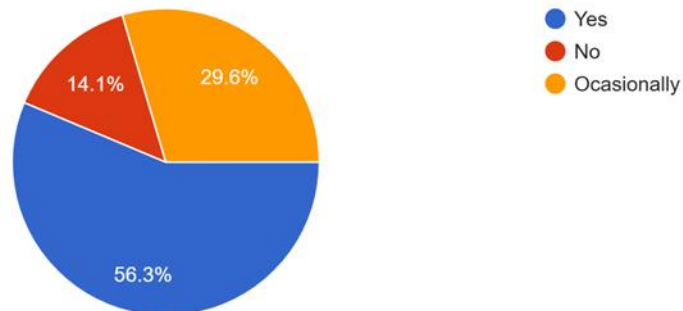**24. The course meets various learning needs of the students.**

71 responses

The curriculum largely accommodates diverse student learning needs. Among the 71 respondents, 56.3% report it meets needs "To some extent," and 38% "To a great extent." This indicates that over 94% of students find the course content broadly responsive to their individual learning styles and requirements.

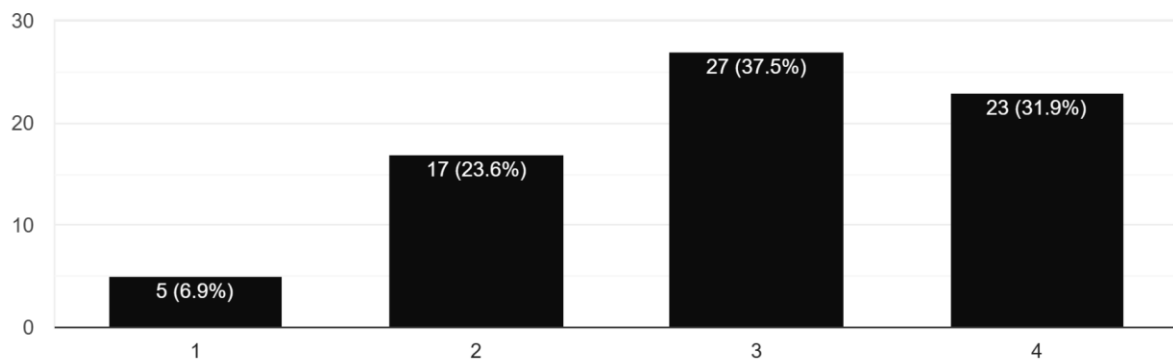**25. There is scope for feedback on the curriculum.**

71 responses

A majority of students believe there is an avenue for providing feedback on the curriculum. Of the 71 respondents, 56.3% confirm "Yes," while 29.6% indicate "Occasionally," and 14.1% report "No." This suggests a recognized, though potentially inconsistent, mechanism for curriculum input.

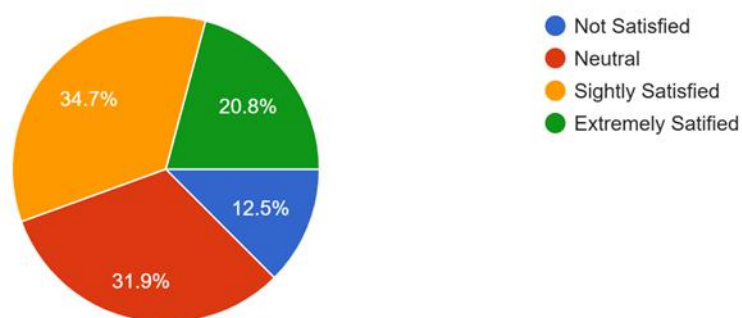## 26. Rate the practical application of the courses offered.

72 responses

The practical utility of the courses offered is generally rated positively by the 72 respondents. The distribution of ratings (Rating 1: 6.9%, Rating 2: 23.6%, Rating 3: 37.5%, Rating 4: 31.9%) indicates that nearly 70% of students (69.4% combined for Ratings 3 and 4) perceive the practical application as good or excellent.

27. Rate the satisfaction level with the curriculum design as per the employability requirement.
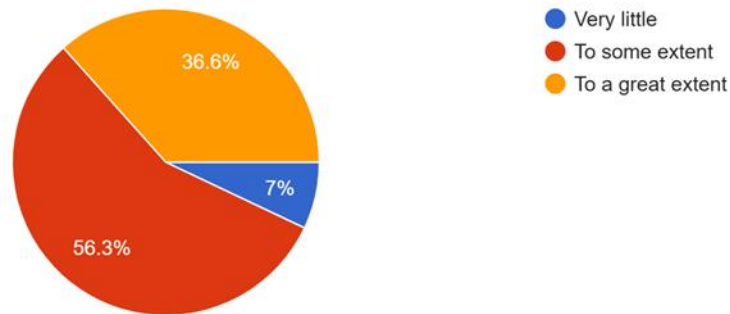
72 responses

Student satisfaction with curriculum design in relation to employability requirements is mixed among the 72 respondents. 34.7% are "Slightly Satisfied," 31.9% are "Neutral," and 20.8% are "Extremely Satisfied." The substantial "Neutral" response suggests ambiguity or a lack of strong conviction regarding the curriculum's alignment with professional readiness.

28.The curriculum reflects the mission and vision of the Institute.

71 responses

● Very little
● To some extent
● To a great extent

36.6%

7%

56.3%

The curriculum is widely perceived as reflecting the institution's core mission and vision. Among the 71 respondents, 56.3% indicate this alignment "To some extent," and 36.6% "To a great extent." This strong consensus (over 92%) signifies that the curriculum largely embodies the institutional ethos.