

SOPHIA GIRLS' COLLEGE (AUTONOMOUS), AJMER



SESSION 2023-24

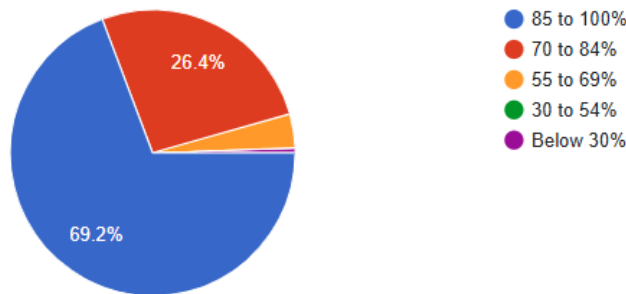
Criterion 2: Teaching- Learning and Evaluation

2.7.1 Student Satisfaction Survey (SSS) on overall institutional performance (Institution may design its own questionnaire). Results and details need to be provided as web link:

STUDENT SATISFACTION SURVEY 2023-24

Graph 1: How much of the syllabus was covered in the class

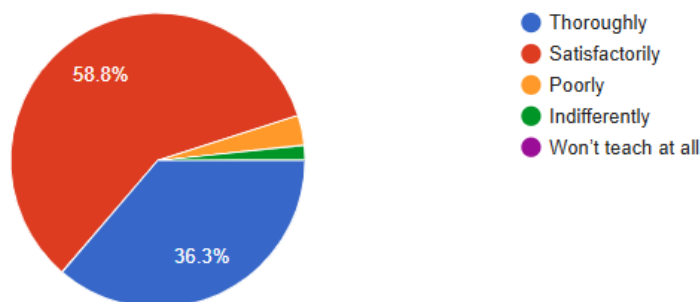
182 responses



The graph shows that a majority (69.2%) of students indicated that 85 to 100% of the syllabus was covered in class. 26.4% reported 75 to 84% syllabus coverage. A smaller fraction (4.4%) indicated syllabus coverage below 75%. This shows a positive feedback of the coverage of syllabus.

Graph 2: How well did the teachers prepare for the classes?

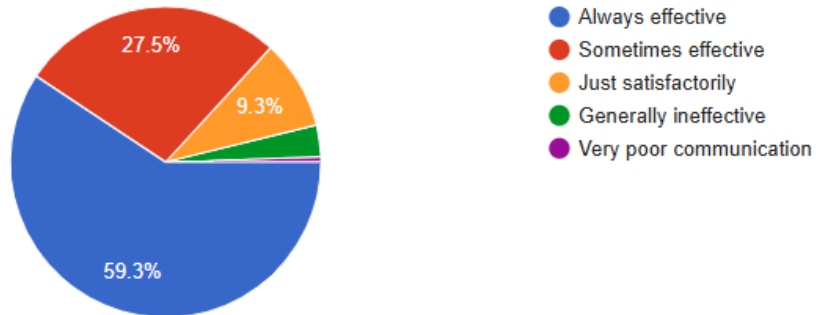
182 responses



The graph shows that 58.8% of students rated the teachers' preparation as satisfactory, and 36.3% considered it thorough, indicating that most teachers are well-prepared for their classes. Only a small fraction found the preparation indifferent (2.7%) or poor (2.2%). No students reported that teachers didn't prepare at all, highlighting an overall positive impression of teacher readiness.

Graph 3: How well were the teachers able to communicate?

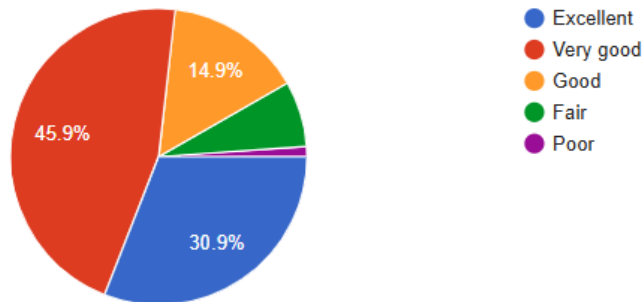
182 responses



According to the chart, 59.3% of students found the teachers' communication always effective, while 27.5% rated it sometimes effective. A smaller group (9.3%) rated it as just satisfactory, and only 3.8% reported communication as generally ineffective or very poor. This indicates that most students found their teachers' communication skills effective and clear.

Graph 4: The teachers approach to teaching can be best described as

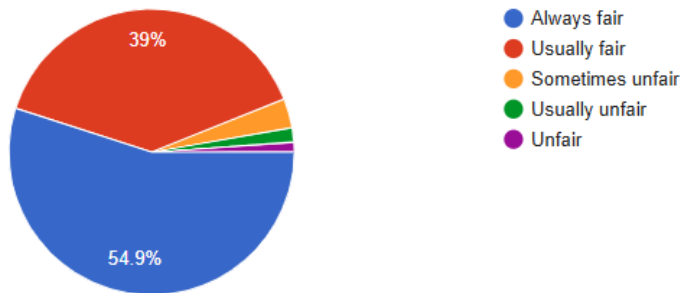
181 responses



The teacher's approach to teaching is highly effective, as reflected in the data. A majority rated it as "very good" (45.9%), followed by "excellent" (30.9%). While 14.9% considered it "good," only a few found it "fair," and "poor" ratings were negligible. This highlights the teacher's strong performance and impact.

Graph 5: *Fairness of the Internal Evaluation process by the teachers*

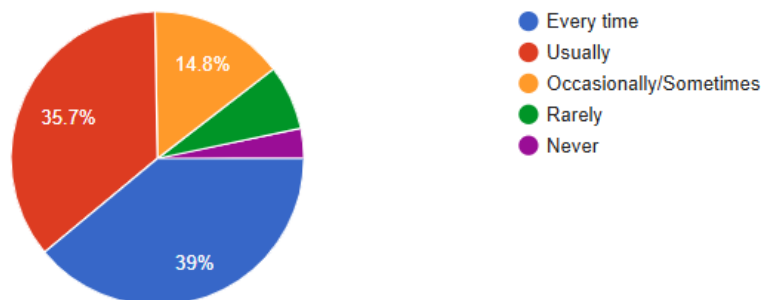
182 responses



The data reflects that the internal evaluation process by teachers is perceived as largely fair. A majority, 54.9%, rated it as "always fair," followed by 39% as "usually fair." Only a few found it "sometimes unfair," while "usually unfair" and "unfair" ratings were negligible. This indicates a strong overall fairness in the process.

Graph 6: *Was the performance in assignments discussed with you ?*

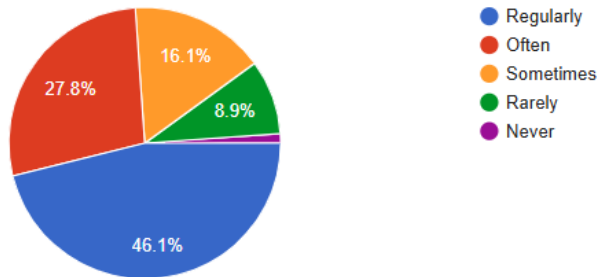
182 responses



The responses indicate that performance in assignments is frequently discussed with students. About 39% stated it happens "every time," while 35.7% said "usually." Additionally, 14.8% noted it occurs "sometimes," with only a few reporting "rarely" or "never." This suggests a generally consistent engagement in discussing assignment performance.

Graph 7: The institute takes active interest in promoting internships, student exchange, and field visit opportunities for students

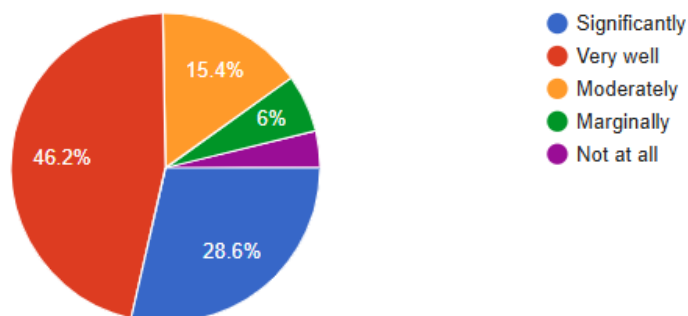
180 responses



The institute actively promotes internships, student exchange, and field visits, with 46.1% of respondents stating this happens "regularly" and 27.8% as "often." Additionally, 16.1% reported such initiatives occur "sometimes," while 8.9% noted it as "rare." A small percentage indicated these opportunities are "never" promoted

Graph 8: The institute takes active interest in promoting internships, student exchange, and field visit opportunities for students

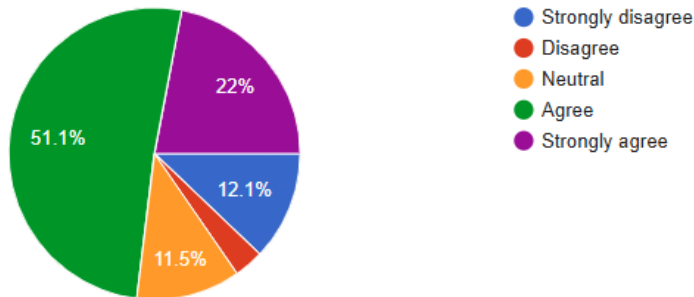
182 responses



The teaching and mentoring process in the institution effectively supports students' cognitive, social, and emotional growth. A majority, 46.2%, rated it as facilitating growth "very well," while 28.6% found it "significant" and 15.4% "moderate." Only 6% rated it as "marginal," with "not at all" being rare. This highlights a positive overall impact.

Graph 9: *The institute provides multiple opportunities to learn and grow*

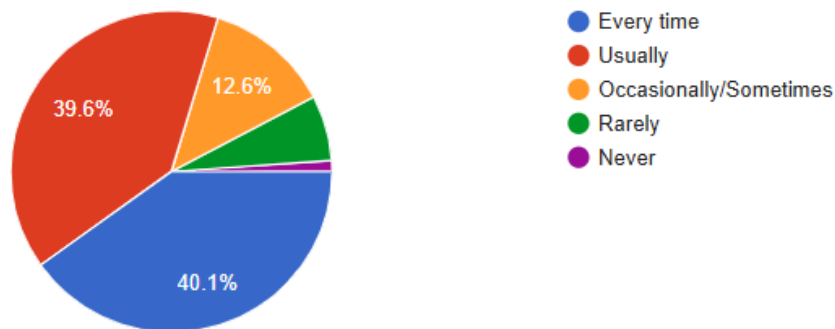
182 responses



The data shows that the majority of students believe the institute provides multiple opportunities for learning and growth. 51.1% agree, while 22% strongly agree. 12.1% strongly disagree and a few disagree, with 11.5% remaining neutral. This suggests a generally positive perception of the institute's support for growth opportunities.

Graph 10: *Teachers inform you about your expected competencies, course outcomes and programme outcomes*

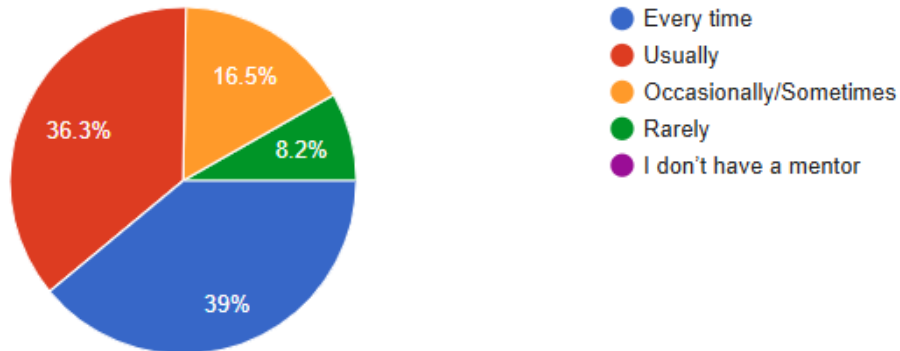
182 responses



The graph shows that 40.1% of the teachers inform about the expected competencies, course outcomes and programme outcomes. Around 39.6 % agreed that is usually done and 12.6 % reported that it was done occasionally or sometimes.

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

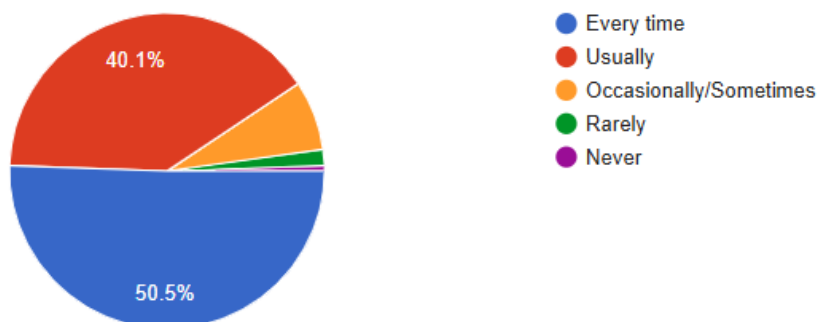
182 responses



According to the graph 39% students agree that the mentors do a necessary follow-up with the assigned tasks given to them. 36.3 % say that it is usually done whereas 16.5% say that it is done sometimes and 8.2 believe that it is done rarely

Graph 12: *The teachers illustrate the concepts through examples and applications*

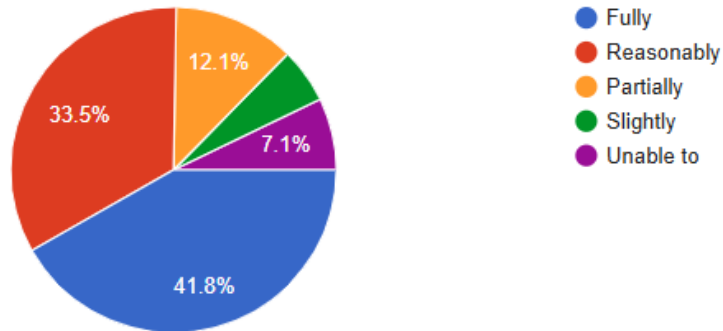
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50.5% of students consistently experience concept illustration with examples, and 40.1% report it happens frequently. Only a small fraction notes rare occurrences, resulting in 96.7% overall satisfaction. This highlights strong, application-based teaching practices that enhance comprehension.

Graph 13: *The teachers identify your strengths and encourage you with providing right level of challenges*

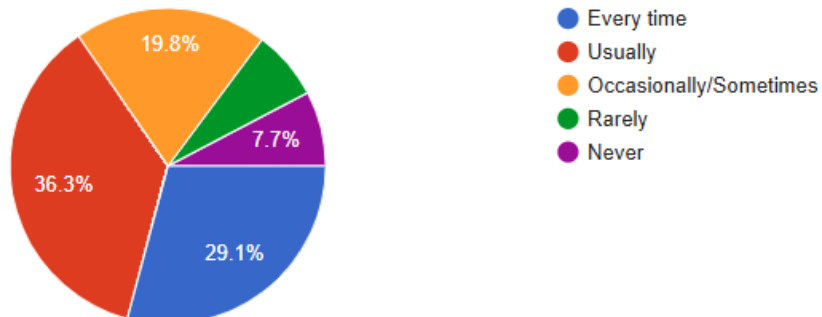
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41.6% of students feel their strengths are consistently recognized, with 33.5% agreeing to a reasonable extent. However, 25% report limited recognition or engagement. While 75.1% express overall satisfaction, gaps in personalized encouragement remain.

Graph 14: *The teachers are able to identify your weaknesses and help you to overcome them*

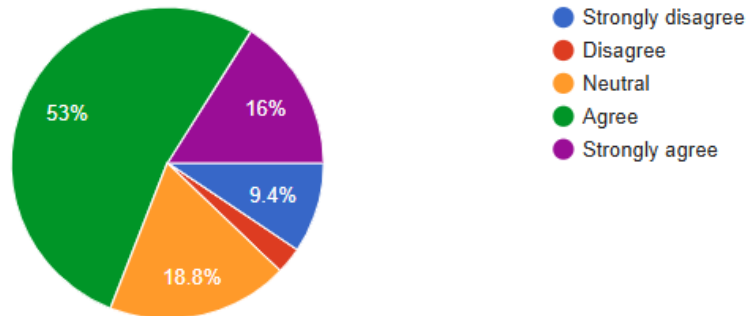
182 responses



About 36.3% of students feel teachers frequently help them overcome weaknesses, while 19.8% report inconsistent support. A smaller group (14.8%) rarely or never feel assisted, leaving 34.6% feeling overlooked. Though 65.4% acknowledge efforts, gaps in personalized support remain.

Graph 15: *The institution makes effort to engage students in the monitoring, review and continuous quality improvement of the teaching learning process*

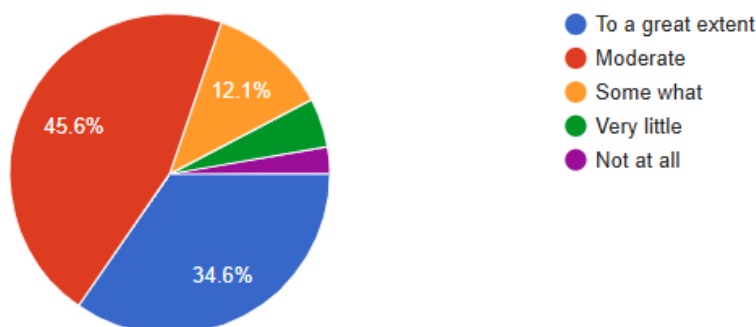
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Over half of the students (53%) strongly feel involved in enhancing the teaching process, with 18.8% agreeing. Around 9.4% are neutral, while 19% express disagreement, highlighting areas for improvement. In total, 71.8% recognize the institution's efforts, but some feel excluded. More inclusive feedback and communication could help bridge this gap.

Graph 16: *The institute or teachers use student centric methods, such as experiential learning, participative learning and problem solving methodologies for enhancing learning experience*

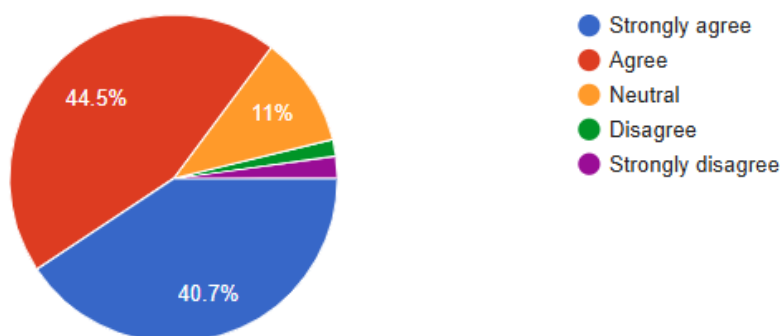
182 responses



The majority of students (45.6%) feel student-centric methods like experiential learning are applied to some extent. About 34.6% believe these methods are used extensively, showing positive engagement. However, 12.1% rate implementation as moderate, with 6% seeing minimal use. A small 1.6% feel such methods are not applied at all. Overall, the trend is positive but calls for broader and more consistent adoption

Graph 17: *Teachers encourage you to participate in extracurricular activities*

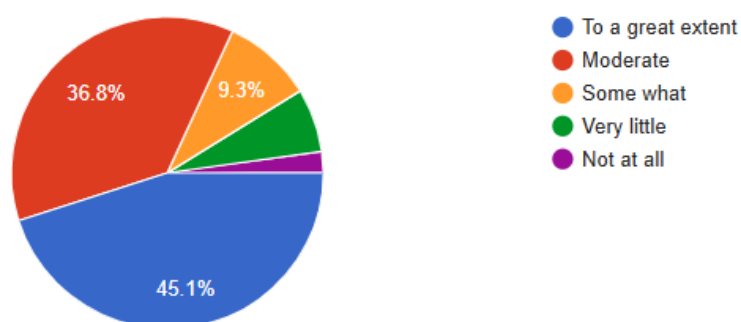
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Encouragement for extracurricular activities is strong, with 40.7% of students strongly agreeing and 44.5% agreeing. About 11% remain neutral, possibly indicating uncertainty or limited involvement. Minimal disagreement is noted, with only 3.8% expressing a lack of encouragement. The overall positive response reflects strong support for extracurricular engagement. This suggests a balanced focus on academics and extracurricular growth.

Graph 18: *Effort are made by the institute /teachers to inculcate soft skills, life skills and employability skills to make you ready for the world of work*

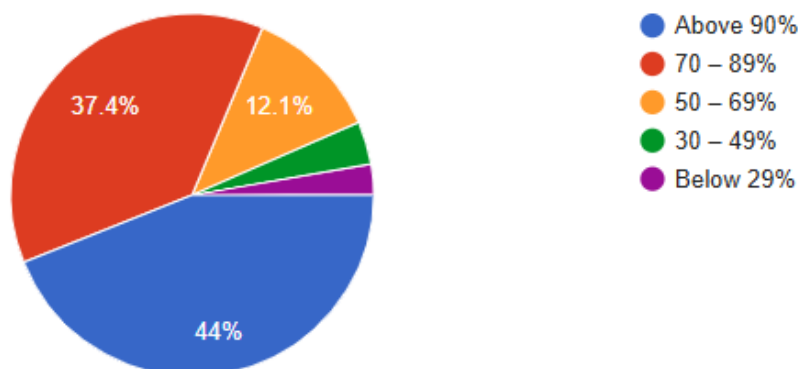
182 responses



The majority of students (45.1%) recognize strong efforts by the institute to enhance their soft skills, life skills, and employability. Another 36.8% see some effort, indicating positive but improvable progress. Around 9.3% rate the efforts as moderate, while 6% feel minimal effort is made. Notably, no students report a complete lack of initiatives. The data highlights a focus on holistic development with opportunities for growth.

Graph 19: What percentage of teachers use ICT tools such as LCD projector, multimedia etc while teaching

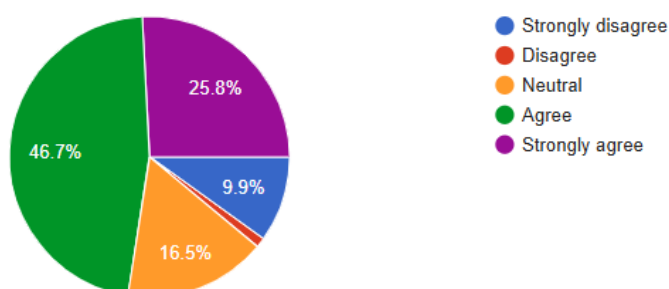
182 responses



The graph shows 44% of students report over 90% of teachers use ICT tools like projectors and multimedia. Another 37.4% observe ICT usage between 70-89%, reflecting strong but varied adoption. Around 12.1% note moderate integration, with ICT use between 50-69%. Only 6.5% report usage below 50%, indicating minimal gaps. Overall, the data highlights significant technological integration in teaching practices.

Graph 20: The overall quality of teaching learning process in your institute is very good

182 responses



The graph shows 46.7% of students rate the teaching-learning process as very good, and 25.8% strongly agree. However, 16.5% remain neutral, indicating some uncertainty. A smaller 5.9% express dissatisfaction. The majority of students view the process positively. Addressing neutral and dissatisfied students could further enhance overall satisfaction.

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