



CHILDREN WELFARE CENTRE Clara's College of Commerce

(Affiliated to University of Mumbai and NAAC Re-Accredited)

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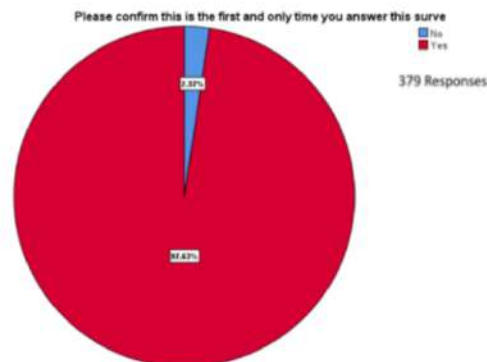
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STUDENT SATISFACTION SURVEY (SSS)

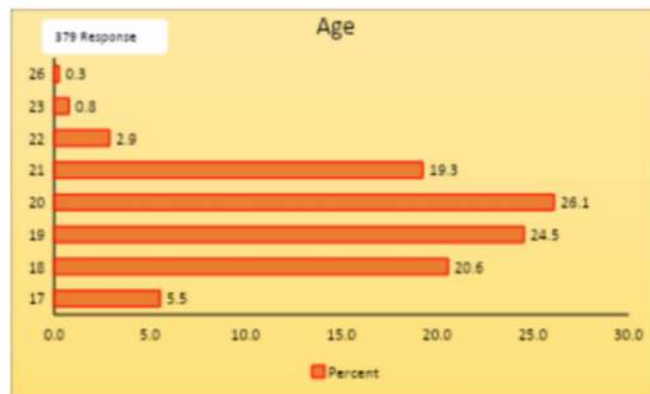
FEEDBACK ANALYSIS

AY: 2024-25

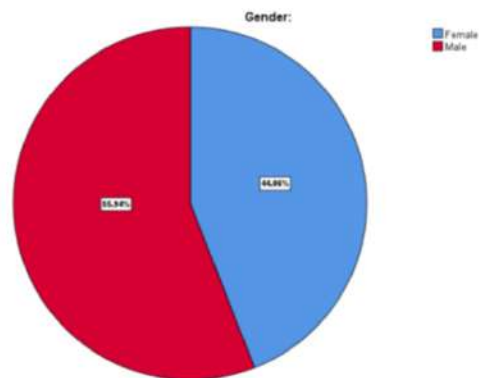
Students Satisfaction Survey was conducted through online. While framing the questionnaire several dimensions of teaching - learning process have been taken into consideration. Percentage is used to analyze the feedback of the students. The primary aim of it is to improve the teaching - learning process. The respondents are from all the programs.

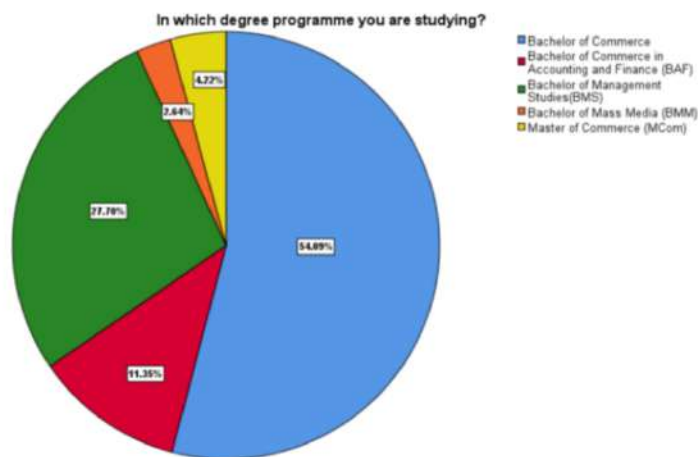
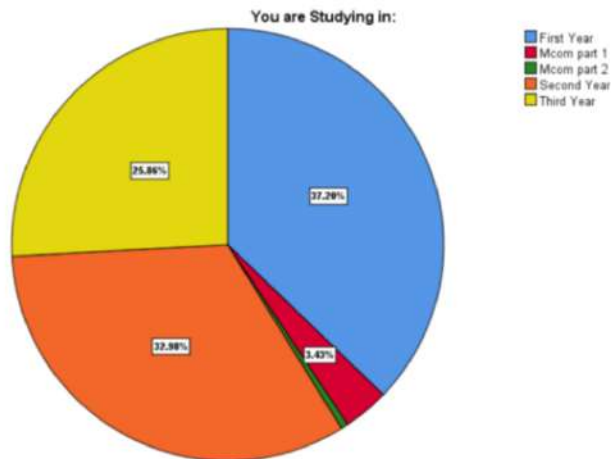


The pie chart illustrates that 97.63% of respondents confirmed this was their first and only time answering the survey, indicating a high level of response authenticity. Only 2.37% reported otherwise, which may be due to accidental or duplicate submissions. This suggests the data collected is largely reliable, though incorporating unique identifiers in future surveys could help eliminate repeat responses entirely.

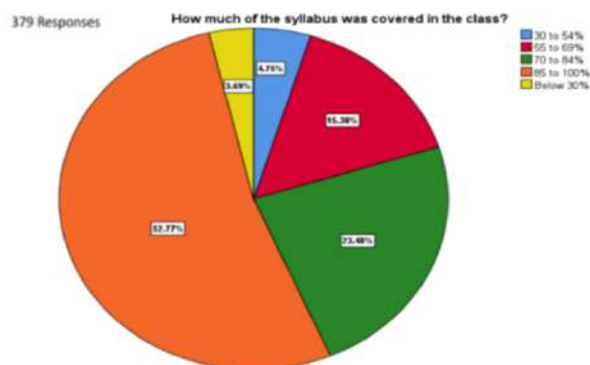


The bar chart shows the age distribution of 379 student respondents. The majority fall within the 19–21 age range, with **20-year-olds forming the largest group (26.1%)**, followed by **19-year-olds (24.5%)** and **21-year-olds (19.3%)**. This suggests most participants are in their undergraduate years. Very few respondents are aged 22 and above, indicating limited representation from older students or postgraduate levels.

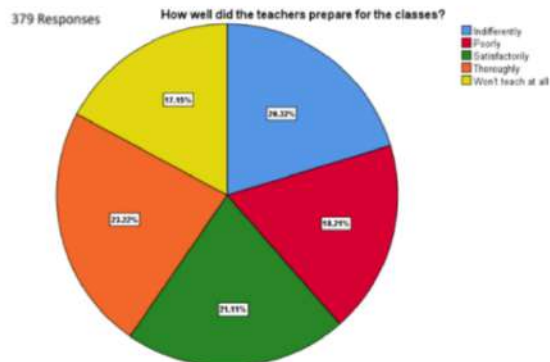




The chart illustrates the distribution of students across different degree programmes. A majority, 54.1%, are enrolled in the Bachelor of Commerce (B.Com) program, followed by 27.7% in Bachelor of Management Studies (BMS). Other programmes such as BAF (11.3%), M.Com (4.2%), and BMM (2.6%) have comparatively lower enrollment. This indicates that B.Com remains the most popular course among students, while media and postgraduate programmes attract fewer participants.

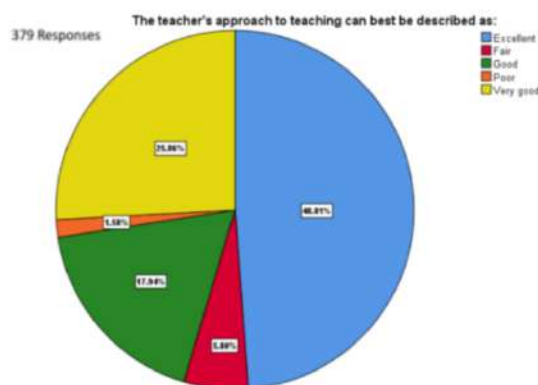


The data indicates that the majority of respondents (52.8%) reported that 85% to 100% of the syllabus was covered in their class, suggesting generally high syllabus coverage. A smaller yet notable proportion (23.5%) indicated 70% to 84% coverage, while only 15.3% experienced 55% to 69% coverage. Minimal respondents reported lower coverage, with 4.7% citing 30% to 54% and just 3.7% indicating below 30%. Overall, the findings reflect a predominantly thorough completion of the syllabus across classes.

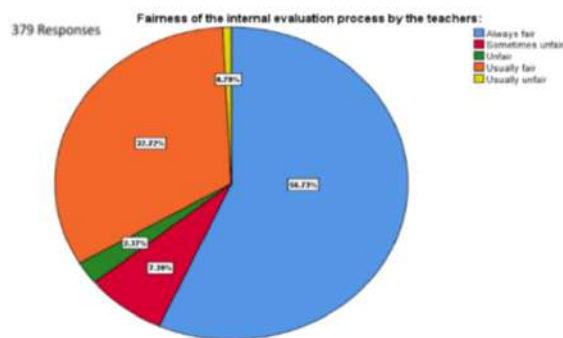


The data reveals a mixed perception of teachers' class preparation. While 23.2% of respondents reported that teachers prepared "thoroughly" and 21.1% found preparation "satisfactory," a notable portion expressed concerns. Specifically, 20.3% rated preparation as "indifferent," 18.2% as "poor," and 17.2% indicated that teachers "won't teach at all." These

findings suggest that although a segment of teachers demonstrated adequate to strong preparation, a significant proportion of students encountered inadequate or lacking instructional readiness, indicating inconsistency in teaching commitment and quality.

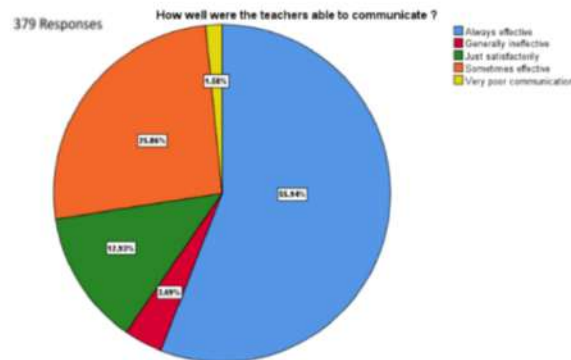


The data indicates a predominantly positive evaluation of teachers' approach to teaching. Nearly half of the respondents (48.8%) rated the approach as "excellent," followed by 25.9% who described it as "very good" and 17.9% as "good." Only a small fraction rated the approach less favorably, with 5.8% selecting "fair" and just 1.6% "poor." These results suggest that the majority of students perceive the teaching approach as highly effective and engaging, with minimal dissatisfaction.

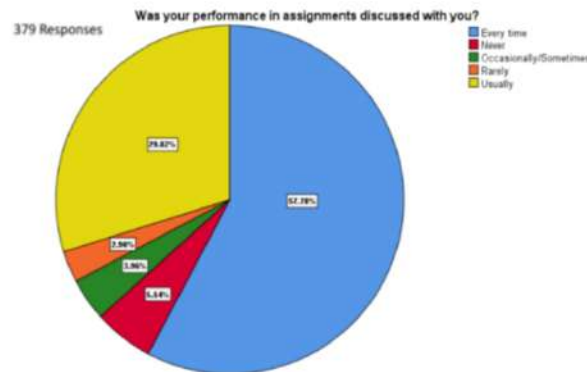


The data reflects a strong perception of fairness in the internal evaluation process by teachers. A majority of respondents (56.7%) stated it was "always fair," and 32.7% felt it was "usually fair," together comprising nearly 90% of responses. In contrast, only a small minority perceived unfairness, with 7.4% indicating it was "sometimes unfair," 2.4%

as "unfair," and just 0.8% as "usually unfair." These findings suggest that the internal evaluation system is largely trusted and considered equitable by most students.

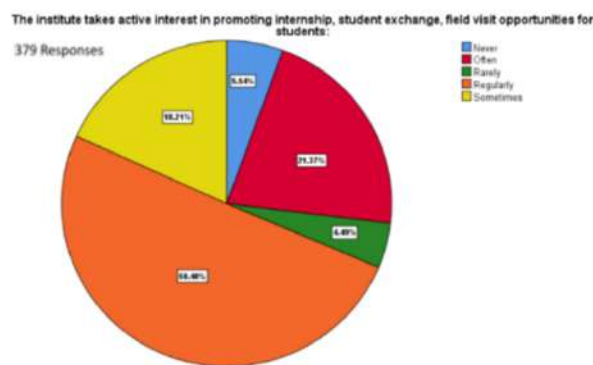


The data shows that a majority of respondents (55.9%) found teachers to be "always effective" in communication, indicating strong instructional clarity overall. An additional 25.9% rated communication as "sometimes effective," suggesting some variability in delivery. Only 12.9% felt it was "just satisfactory," while a small fraction perceived communication as poor—3.7% as "generally ineffective" and 1.6% as "very poor." These results reflect a predominantly positive perception of teachers' communication abilities, with limited concerns about effectiveness.

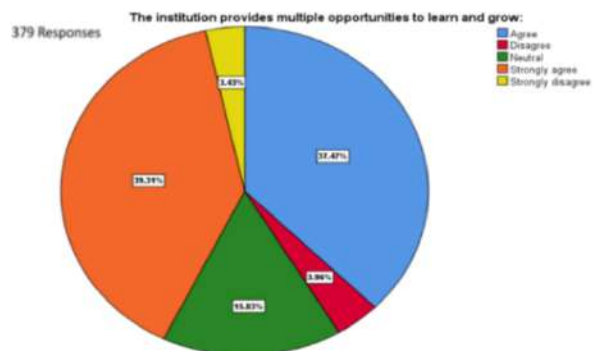


The data suggests that the majority of students (57.8%) had their assignment performance discussed with them "every time," indicating a strong level of feedback engagement from teachers. Additionally, 29.8% reported discussions "usually" taking place, further reinforcing a generally consistent feedback practice. However, a small proportion

experienced limited feedback, with 4% selecting "occasionally/sometimes," 2.9% "rarely," and 5.5% stating feedback was "never" provided. Overall, the findings reflect a predominantly positive trend in assignment-related communication, though some students may benefit from more consistent follow-up.

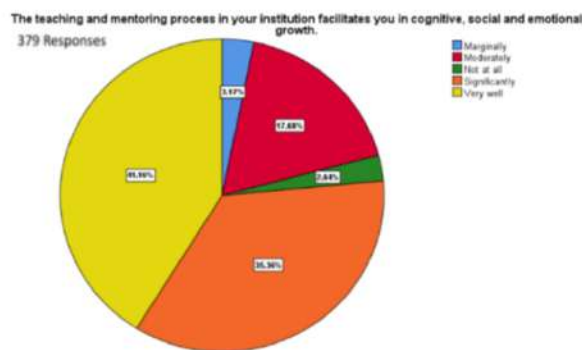


The data indicates that the institute demonstrates a strong commitment to promoting internships, student exchanges, and field visits. Over half of the respondents (50.4%) reported that such initiatives are promoted "regularly," and an additional 21.4% indicated they occur "often." Meanwhile, 18.2% noted these opportunities are promoted "sometimes." Only a small proportion felt otherwise, with 5.5% stating "never" and 4.5% "rarely." Overall, the results suggest a proactive institutional effort in facilitating experiential learning, though there remains room for improvement in reaching all students consistently.

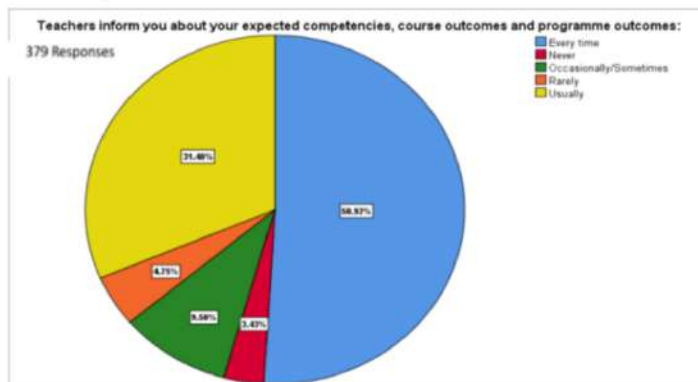


The data indicates that the majority of students perceive the institution as offering significant opportunities for learning and growth. A combined 76.8% of respondents either "strongly agree" (39.3%) or "agree" (37.5%) with this statement,

reflecting a generally positive outlook. However, 15.8% expressed a neutral stance, and only 7.4% disagreed (4% "disagree" and 3.4% "strongly disagree"). These results suggest that most students feel supported in their academic and personal development, with only a small minority holding contrary views.

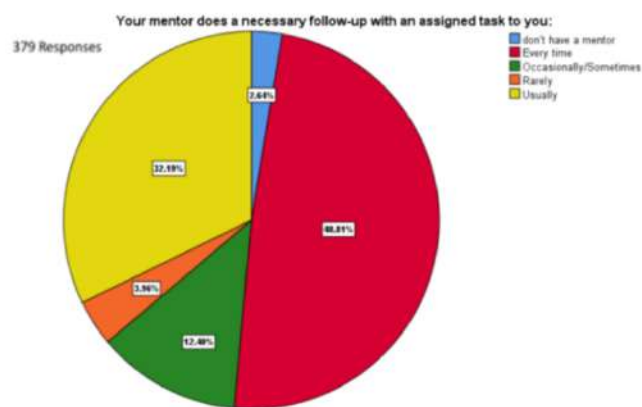


The data indicates that a large majority of students feel the teaching and mentoring process in their institution significantly contributes to their cognitive, social, and emotional growth. A total of 76.6% of respondents rated it positively, with 41.2% stating it facilitated growth "very well" and 35.4% saying it was "significant." Smaller proportions of students felt the impact was less pronounced, with 17.7% reporting "moderately," 3.2% "marginally," and 2.6% "not at all." Overall, the results suggest that the teaching and mentoring process is largely seen as highly effective in supporting comprehensive student development.

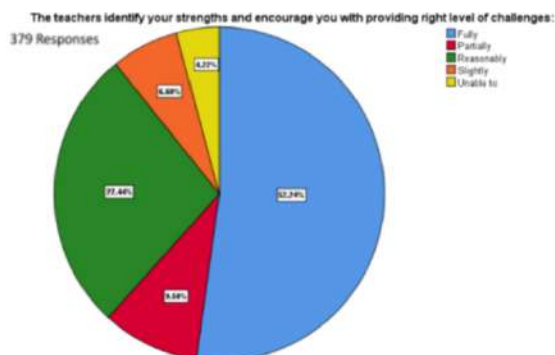


The data reveals that a significant portion of students (50.9%) reported that teachers inform them about expected competencies, course outcomes, and program outcomes "every time," indicating consistent communication in this

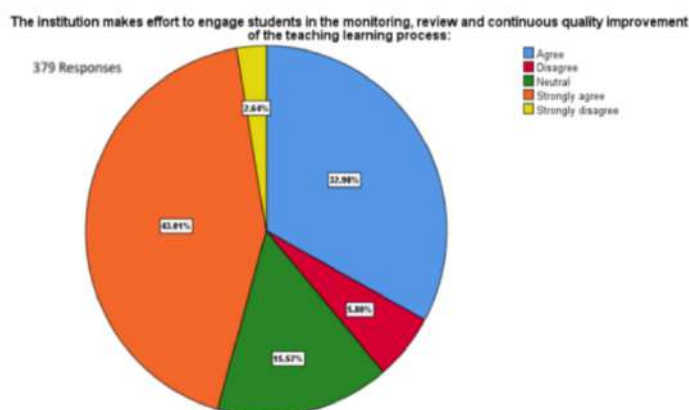
regard. An additional 31.4% mentioned this happens "usually," suggesting that most students are adequately informed. However, 9.5% indicated it occurs "occasionally/sometimes," 4.7% "rarely," and 3.4% stated they are informed "never." Overall, the findings highlight a strong level of transparency and communication, though there is room for improvement for a small segment of students.



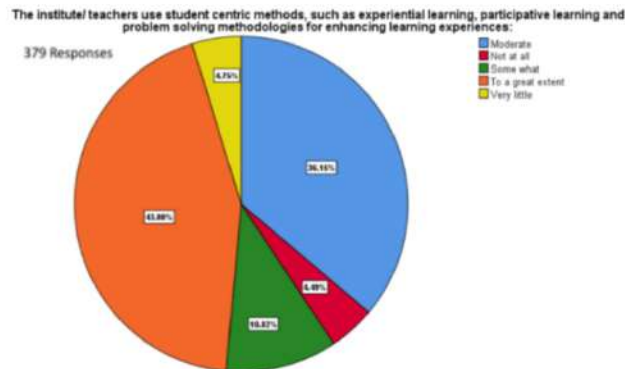
The data indicates that a majority of students (48.8%) reported that their mentor follows up with assigned tasks "every time," suggesting a strong level of mentorship engagement. Additionally, 32.2% stated that follow-up occurs "usually," further reflecting consistent mentoring practices. A smaller proportion of students (12.4%) noted follow-up happens "occasionally/sometimes," and 4% stated it happens "rarely." However, 2.6% of respondents indicated they do not have a mentor. Overall, the results suggest that most students receive adequate follow-up from their mentors, though there is room for improvement for a small group of students.



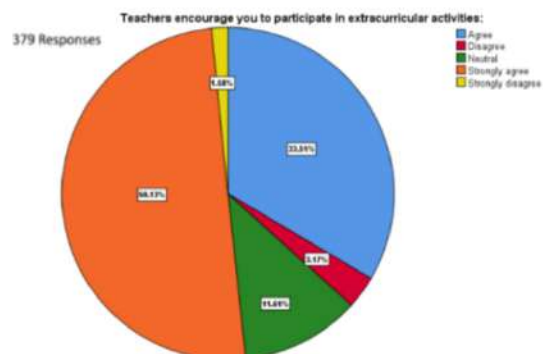
The data shows that the majority of students (53.3%) report that teachers illustrate concepts through examples and applications "every time," indicating a strong emphasis on practical teaching methods. An additional 31.7% stated this occurs "usually," suggesting consistent use of examples in teaching. However, 9% of students indicated that this happens "occasionally/sometimes," 2.1% said "rarely," and 4% reported "never." Overall, the results suggest that most students benefit from applied teaching methods, although a small percentage may not experience this consistently.



The data indicates that the majority of students perceive the institution as actively engaging them in the monitoring, review, and continuous improvement of the teaching-learning process. A combined 76% of respondents either "strongly agree" (43%) or "agree" (33%) with this statement, suggesting a positive outlook on institutional efforts. However, 15.6% remained neutral, and a smaller proportion expressed disagreement, with 5.8% "disagreeing" and 2.6% "strongly disagreeing." These results reflect a generally favorable perception of the institution's efforts in fostering student involvement in quality improvement processes, though some students feel less engaged

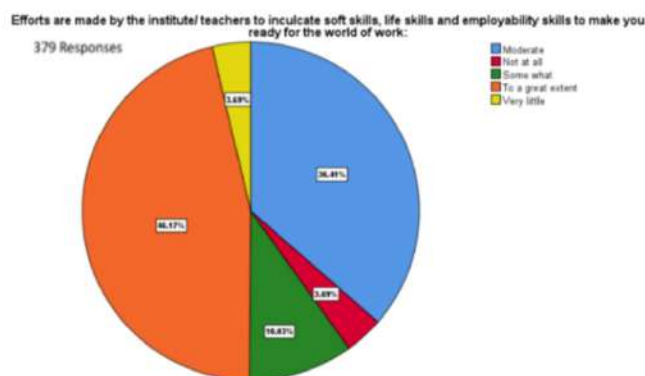


The data indicates that a significant portion of students (43.8%) feel that the institution and teachers use student-centric methods, such as experiential learning, participative learning, and problem-solving methodologies, "to a great extent." An additional 36.1% consider the use of these methods to be "moderate," suggesting a generally positive trend in teaching practices. However, 10.8% reported that these methods are used "somewhat," and 4.7% felt they were used "very little." A small percentage (4.5%) stated that such methods are not used at all. Overall, the findings suggest that while most students experience these methods to some degree, there is room for greater consistency and effectiveness in their application.

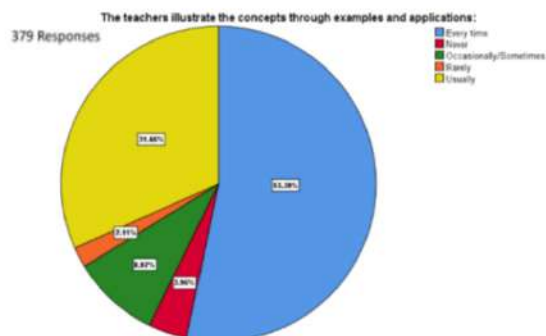


The data shows that the majority of students feel encouraged by teachers to participate in extracurricular activities, with 50.1% "strongly agreeing" and 33.5% "agreeing." This suggests a strong institutional culture that promotes involvement

beyond academics. A smaller proportion of students expressed neutrality (11.6%), while only 3.2% disagreed and 1.6% "strongly disagreed." Overall, the findings reflect a high level of encouragement from teachers regarding extracurricular participation, with minimal dissent.

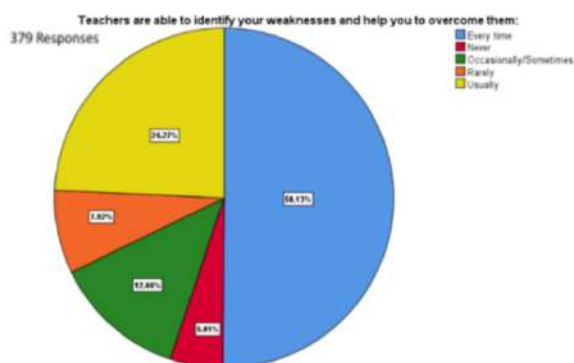


The data reveals that a large majority of students (46.2%) feel that the institute and teachers make significant efforts to inculcate soft skills, life skills, and employability skills, with these efforts being perceived "to a great extent." Additionally, 36.4% of students consider these efforts to be "moderate," suggesting a generally positive outlook on skill development initiatives. However, 10% of students felt these efforts were made "somewhat," and 3.7% reported "very little" or "not at all" in terms of such efforts. Overall, the findings suggest that most students believe the institution is actively preparing them for the world of work, with some room for improvement for a small group.



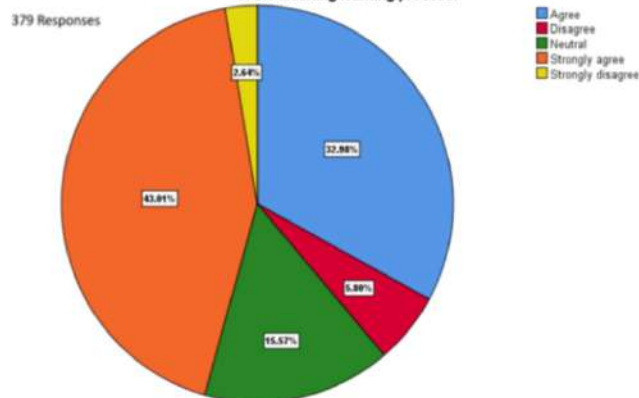
The data indicates that the majority of students (53.3%) report that teachers consistently illustrate concepts through examples and applications, which suggests effective and practical teaching methods. An additional 31.7% said this

happens "usually," further highlighting the prevalent use of applied teaching strategies. However, 9% of students indicated that this occurs "occasionally/sometimes," 2.1% "rarely," and 4% reported "never." Overall, the findings suggest that most students benefit from conceptual illustrations, although a small minority might not experience this consistently.



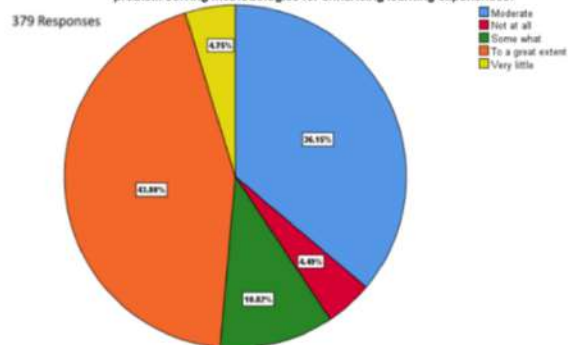
The data shows that a significant majority of students (50.1%) feel that teachers are able to identify their weaknesses and help them overcome them "every time." Additionally, 24.3% reported that this happens "usually," reflecting consistent support from teachers. However, 12.7% indicated that it occurs "occasionally/sometimes," 7.9% stated "rarely," and 5% reported "never." These findings suggest that most students benefit from targeted support in addressing their weaknesses, though there is room for improvement for a small group.

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



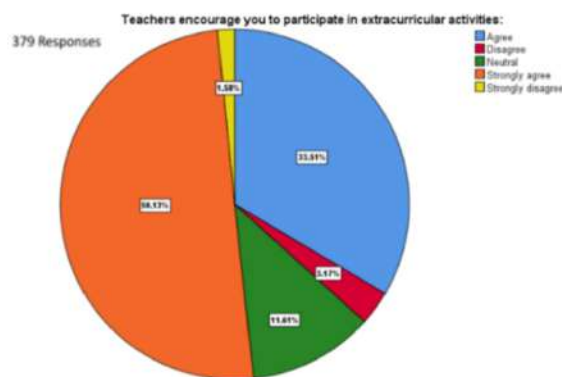
The data shows that a significant majority of students (50.1%) feel that teachers are able to identify their weaknesses and help them overcome them "every time." Additionally, 24.3% reported that this happens "usually," reflecting consistent support from teachers. However, 12.7% indicated that it occurs "occasionally/sometimes," 7.9% stated "rarely," and 5% reported "never." These findings suggest that most students benefit from targeted support in addressing their weaknesses, though there is room for improvement for a small group.

The institute/teachers use student centric methods, such as experiential learning, participative learning and problem solving methodologies for enhancing learning experiences:

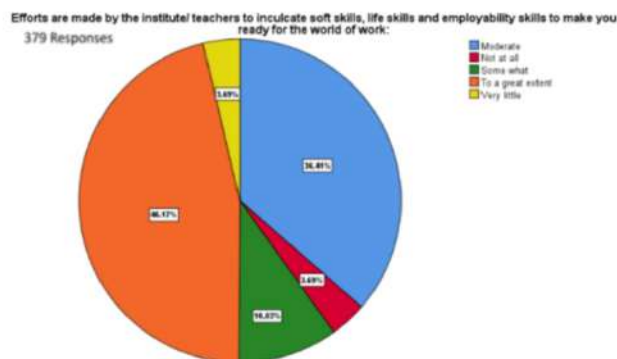


The data indicates that a substantial proportion of students (43.8%) believe the institute and teachers use student-centric methods—such as experiential, participative, and problem-solving approaches—"to a great extent,"

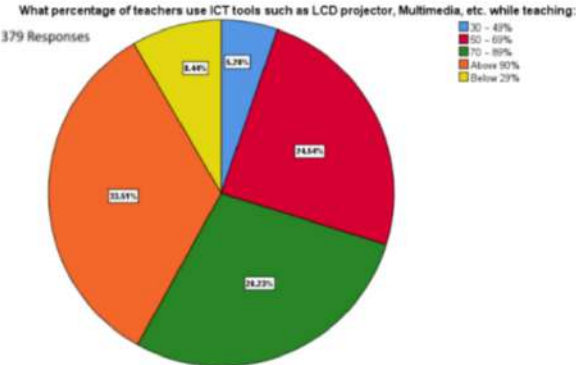
enhancing the overall learning experience. An additional 36.1% view this implementation as "moderate," showing that such methods are fairly well integrated. However, 10.8% felt these methods are applied only "somewhat," while smaller segments reported "very little" (4.7%) or "not at all" (4.5%). Overall, the findings suggest that while student-centric pedagogies are widely adopted, further consistency and depth in their application could benefit the entire student body.



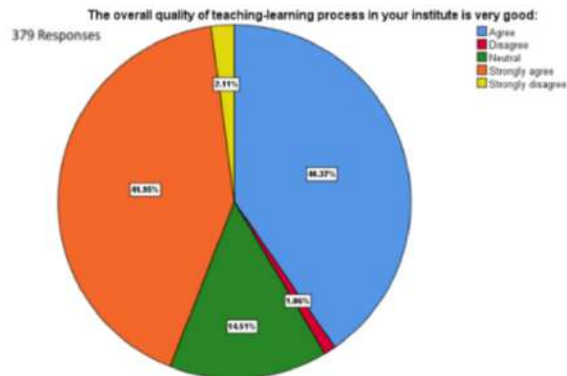
The data shows that a strong majority of students (50.1%) "strongly agree" and an additional 33.5% "agree" that teachers encourage participation in extracurricular activities, indicating active institutional support for holistic student development. A smaller portion remained "neutral" (11.6%), while only a few students "disagree" (3.2%) or "strongly disagree" (1.6%). Overall, the results reflect a positive environment that promotes student engagement beyond academics, with minimal dissatisfaction.



The data indicates that a significant majority of students acknowledge institutional efforts in developing soft skills, life skills, and employability skills. Specifically, 46.2% believe these efforts are made "to a great extent," while 36.4% perceive them as "moderate." Additionally, 10% feel these are addressed "somewhat." However, a small percentage (3.7% each) believe efforts are either "very little" or "not at all." Overall, the findings suggest that most students feel adequately prepared for the workforce through targeted skill development, though a minority sees potential for greater emphasis in this area.



The data reveals that a considerable proportion of teachers make use of ICT tools in their teaching. Specifically, 33.5% of students observed ICT usage "above 90%" of the time, and 28.2% noted usage between "70–89%," indicating widespread integration of digital tools. Additionally, 24.5% reported usage in the "50–69%" range. However, 8.4% indicated usage "below 29%" and 5.3% between "30–49%," suggesting that a small segment of faculty may underutilize ICT tools. Overall, the findings reflect a strong institutional inclination toward technology-enhanced teaching, with room for broader consistency.



The data indicates a highly favorable perception of the overall quality of the teaching-learning process at the institute. A combined 82.4% of students either "strongly agree" (42%) or "agree" (40.4%) that the quality is very good, reflecting strong satisfaction. Meanwhile, 14.5% of respondents remain "neutral," and only a small minority "disagree" (1.1%) or "strongly disagree" (2.1%). These results suggest that the majority of students are highly satisfied with the academic environment, though a small group may require additional engagement or support.

Give three observation / suggestions to improve the overall teaching – learning experience in your institution

1. Many students expressed the need for improved infrastructure and facilities within the college. A recurring suggestion was to allow lift access for students attending classes on the 4th and 5th floors. Additionally, students highlighted the lack of air-conditioning, poor ventilation, and inadequate classroom conditions. Several comments also pointed to the need for improved canteen services and a greater emphasis on sports and cultural activities.
2. In terms of teaching methods, students recommended a transition from predominantly theoretical instruction to more practical and application-based learning. They encouraged the use of case studies, simulations, and role plays. The integration of technology such as LCD projectors, smart boards, and other multimedia tools was frequently suggested. Many students advocated for interactive teaching practices like group discussions and the use of real-world examples to make lessons more engaging and effective.
3. Communication between teachers and students was another area where students sought improvement. They emphasized the importance of teachers using clear and professional English in instruction and ensuring that communication is inclusive. There were several comments about avoiding favoritism and involving all students

There were several comments about avoiding favoritism and involving all students equally in classroom discussions. A supportive and approachable attitude from faculty, especially during students' difficult times, was also requested.

4. Academic support and access to learning resources were significant concerns. Students requested that teachers regularly share class notes via online platforms, conduct periodic class tests, and provide self-study questions. Timely completion of the syllabus and dedicated revision time before exams were commonly suggested. Furthermore, students recommended organizing remedial and mentoring sessions for those needing additional academic help.
5. Many students proposed establishing a structured feedback mechanism to allow anonymous sharing of their learning experiences. This system, they believed, would help teachers adjust their instructional strategies based on student needs. Students also recommended that faculty assess comprehension levels during lectures and provide more personalized attention to bridge individual learning gaps.
6. Suggestions also focused on making the curriculum more experiential and career-oriented. Students proposed more field visits, expert talks, and practical exposure to real-world industry practices. There were calls for including job-oriented electives and increasing skill-based activities such as mock trading, business simulations, and workshops.
7. Lastly, students emphasized the importance of integrating modern technology in the teaching-learning process. They suggested the use of AI tools, digital platforms like Google Classroom, and online learning materials to complement traditional methods. The provision of online notes and digital content was seen as a helpful aid to classroom instruction and overall academic performance.



A handwritten signature in black ink, appearing to read "Dr. Madhukar Gite".

Dr. Madhukar Gite

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