



## CHILDREN WELFARE CENTRE Clara's College of Commerce

(Permanently Affiliated to University of Mumbai and NAAC Re-Accredited)  
(Recognised by UGC under 2(F) and 12(B), Autonomous)  
Address - Yari Road, Versova, Mumbai - 400061  
Contact No - 7738501168, Website - [claracollegeofcommerce.edu.in](http://claracollegeofcommerce.edu.in)

### STUDENT SATISFACTION SURVEY (SSS) FEEDBACK ANALYSIS AY: 2025-26

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

Response	Frequency	Percentage (%)
Yes	421	98.82%
No	5	1.18%
<b>Total</b>	<b>426</b>	<b>100%</b>

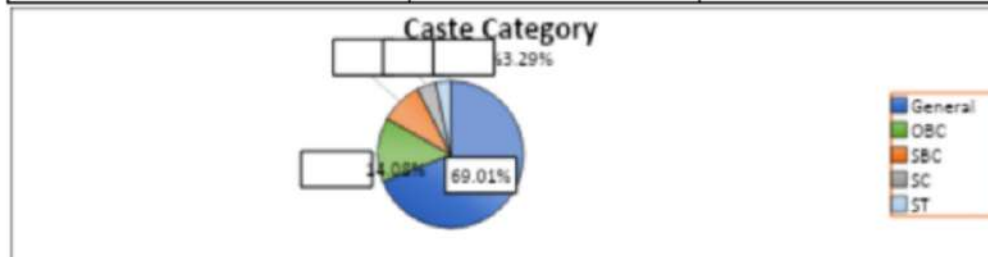


**Analysis:** The data indicates that an overwhelming majority (98.82%) of respondents confirmed this as their first participation, ensuring high data reliability and minimal duplication bias. Only a marginal proportion (1.18%) reported otherwise, which does not significantly affect overall validity. This suggests that the dataset is largely free from repetitive responses. The dominance of first-time responses enhances the credibility of findings. Hence, the responses can be considered authentic and representative.

- **Caste Category**

Caste Category	Frequency	Percentage (%)
General	294	69.01%

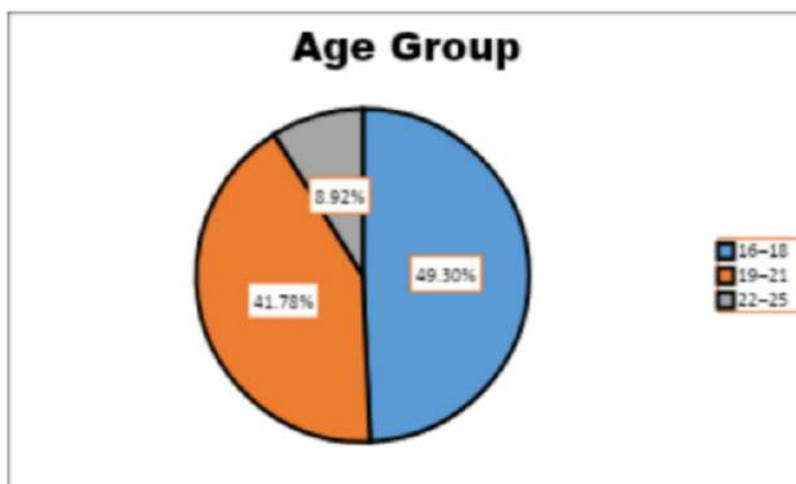
OBC	60	14.08%
SBC	40	9.39%
SC	18	4.23%
ST	14	3.29%
<b>Total</b>	<b>426</b>	<b>100%</b>



**Analysis:** The sample is predominantly composed of students from the Open category (69.01%), followed by OBC (14.08%) and SBC (9.39%). Representation from SC (4.23%) and ST (3.29%) categories is relatively limited. This uneven distribution indicates a skew toward certain social groups. Consequently, generalizations across all caste categories should be made cautiously.

- **Age:**

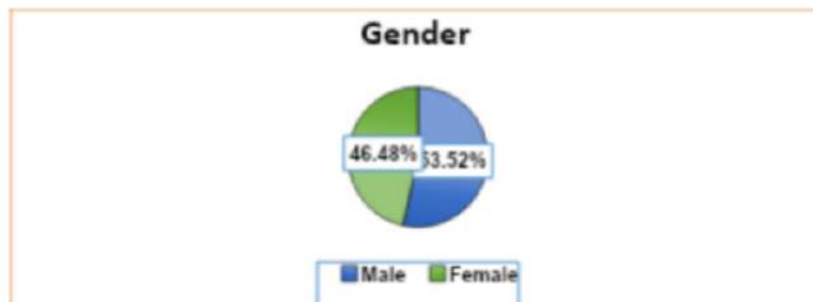
Age Group	Frequency	Percentage (%)
16–18	210	49.30%
19–21	178	41.78%
22–25	38	8.92%
<b>Total</b>	<b>426</b>	<b>100%</b>



**Analysis:**Nearly half of the respondents (49.30%) belong to the 16–18 age group, followed by 41.78% in the 19–21 range. Older age groups (22–25 and above) form a small minority. This reflects a predominantly younger student population. The concentration in early academic years is evident. Therefore, findings largely represent early-stage undergraduate perspectives.

- **Gender**

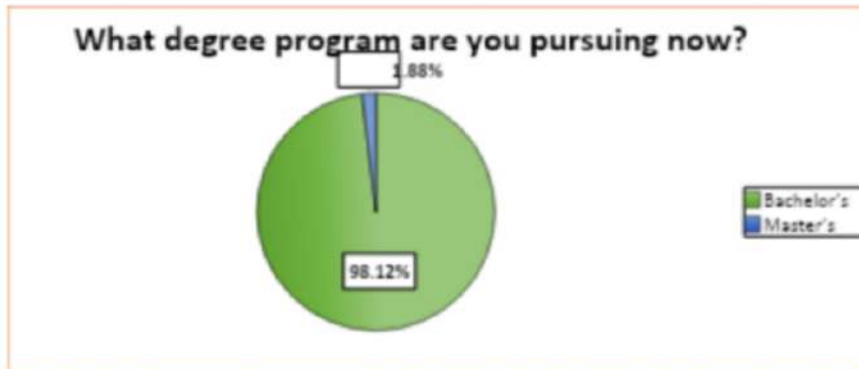
Gender	Frequency	Percentage
Male	228	53.52%
Female	198	46.48%
<b>Total</b>	<b>426</b>	<b>100%</b>



**Analysis:** The gender distribution is relatively balanced, with males constituting a slight majority at 53.52% compared to females at 46.48%. This indicates near parity, suggesting minimal gender disparity within the sample. Such a distribution enhances the representativeness of gender-based insights in the analysis.

- **What degree program are you pursuing now?**

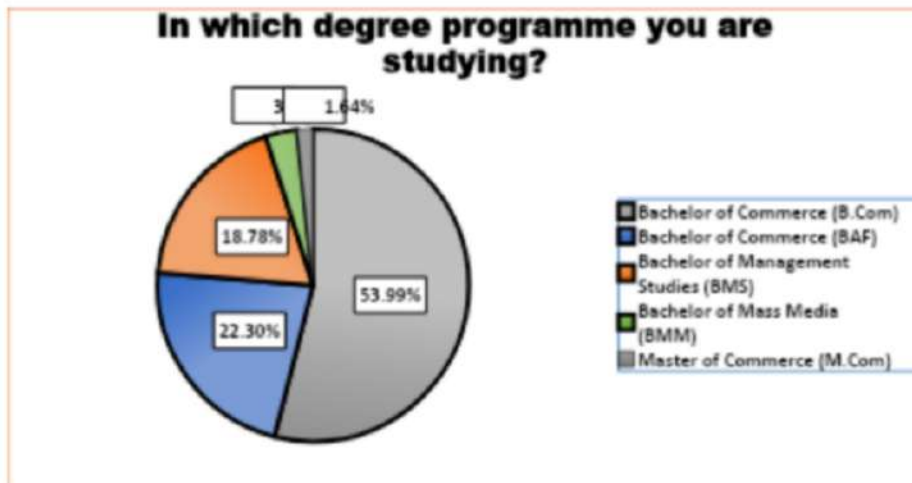
Degree Programme	Frequency	Percentage (%)
Bachelor's	418	98.12%
Master's	8	1.88%
<b>Total</b>	<b>426</b>	<b>100%</b>



**Analysis:** The largest group of respondents are from B.Com (53.99%), followed by BAF (22.30%) and BMS (18.78%). Programs like BMM and M.Com have minimal representation. This indicates a dominance of commerce-oriented disciplines. The distribution suggests that findings are heavily influenced by commerce students. Hence, interdisciplinary generalization is limited

- **In which degree programme you are studying?**

Programme	Frequency	Percentage (%)
Bachelor of Commerce (B.Com)	230	53.99%
Bachelor of Commerce (BAF)	95	22.30%
Bachelor of Management Studies (BMS)	80	18.78%
Bachelor of Mass Media (BMM)	14	3.29%
Master of Commerce (M.Com)	7	1.64%
<b>Total</b>	<b>426</b>	<b>100%</b>



**Analysis:** The distribution of respondents across degree programmes indicates a strong concentration in commerce-oriented courses. A majority of students (53.99%) are enrolled in the Bachelor of Commerce (B.Com), followed by Bachelor of Accounting and Finance (BAF) at 22.30% and Bachelor of Management Studies (BMS) at 18.78%. Programmes such as Bachelor of Mass Media (BMM) and Master of Commerce (M.Com) have minimal representation, accounting for only 3.29% and 1.64% respectively. This suggests that the dataset is heavily dominated by undergraduate commerce students, with very limited postgraduate participation. Consequently, the findings are primarily reflective of commerce-related academic perspectives and may have limited generalizability across other disciplines.

• **You are Studying in:**

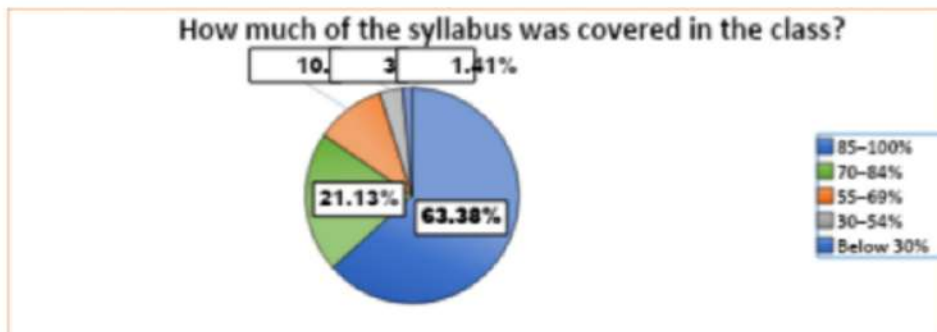
Year of Study	Frequency	Percentage (%)
First Year	210	49.30%
Second Year	130	30.52%
Third Year	86	20.19%
<b>Total</b>	<b>426</b>	<b>100%</b>



**Analysis:** First-year students constitute the largest share (49.30%), followed by second-year (30.52%) and third-year (20.19%). This indicates a higher participation from junior students. The decreasing trend across years suggests possible engagement decline or availability bias. Early academic experiences are more strongly represented. Thus, insights may reflect initial academic adaptation phases.

**Q.1. How much of the syllabus was covered in the class?**

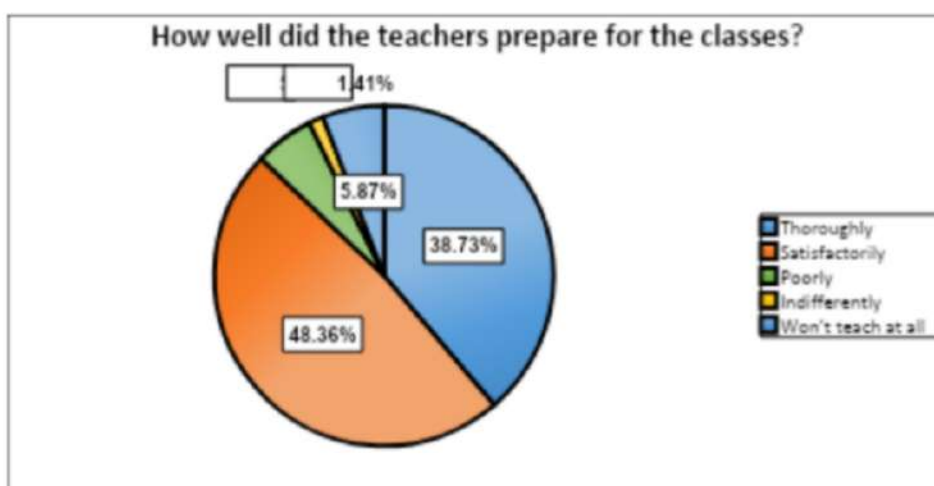
Coverage Level	Frequency	Percentage (%)
85–100%	270	63.38%
70–84%	90	21.13%
55–69%	45	10.56%
30–54%	15	3.52%
Below 30%	6	1.41%
<b>Total</b>	<b>426</b>	<b>100%</b>



**Analysis:** A significant majority (63.38%) reported high syllabus coverage (85–100%), indicating effective curriculum delivery. Moderate coverage (70–84%) was reported by 21.13%. Only a small proportion experienced low coverage levels. This suggests overall satisfactory academic planning and execution. Institutional teaching coverage appears largely efficient.

**Q.2. How well did the teachers prepare for the classes?**

Response Category	Frequency	Percentage (%)
Thoroughly	165	38.73%
Satisfactorily	206	48.36%
Poorly	24	5.63%
Indifferently	6	1.41%
Won't teach at all	25	5.87%
<b>Total</b>	<b>426</b>	<b>100%</b>

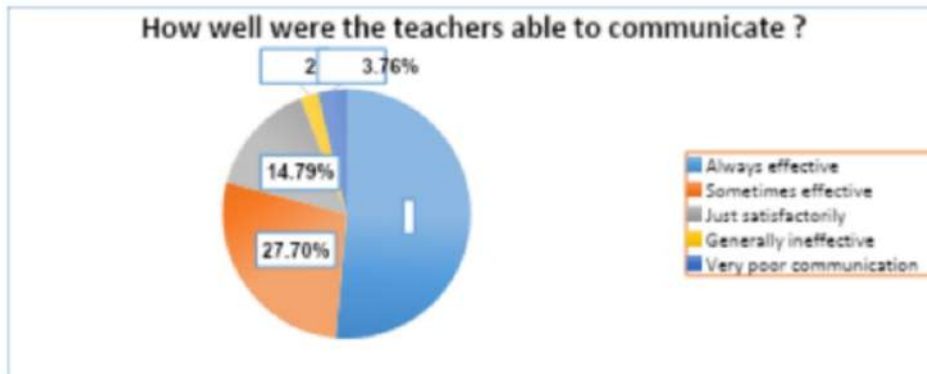


**Analysis:** Most respondents rated teaching as “Satisfactory” (48.36%) or “Thorough” (38.73%). Negative perceptions such as poor or indifferent teaching are minimal. The results indicate generally acceptable teaching standards. Nonetheless, scope for improving depth and engagement remains.

**Q.3. How well were the teachers able to communicate?**

Response Category	Frequency	Percentage (%)
Always effective	219	51.41%
Sometimes effective	118	27.70%
Just satisfactory	63	14.79%

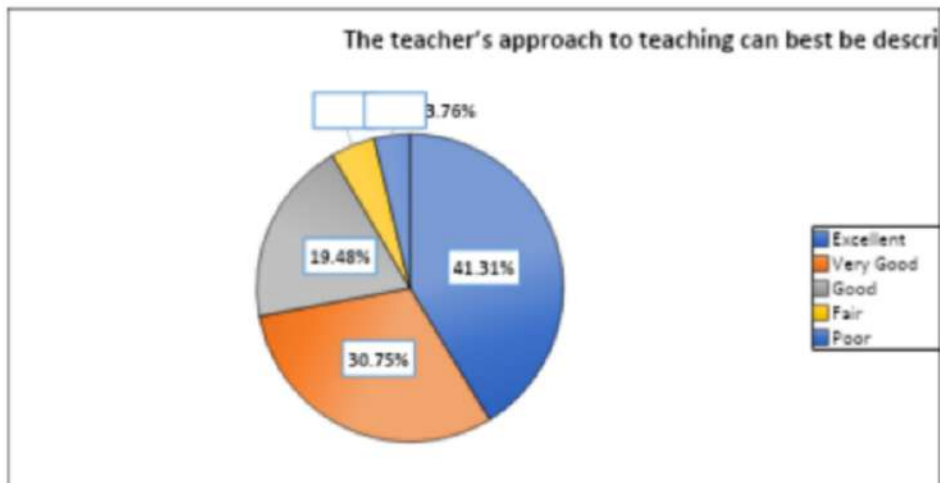
Generally ineffective	10	2.35%
Very poor communication	16	3.76%
<b>Total</b>	<b>426</b>	<b>100%</b>



**Analysis:** Over half of the respondents (51.41%) found communication always effective, while 27.70% found it sometimes effective. Very few reported poor communication. This reflects strong faculty communication skills overall. However, variability suggests inconsistency among instructors. Enhancing uniform communication quality could further improve outcomes.

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

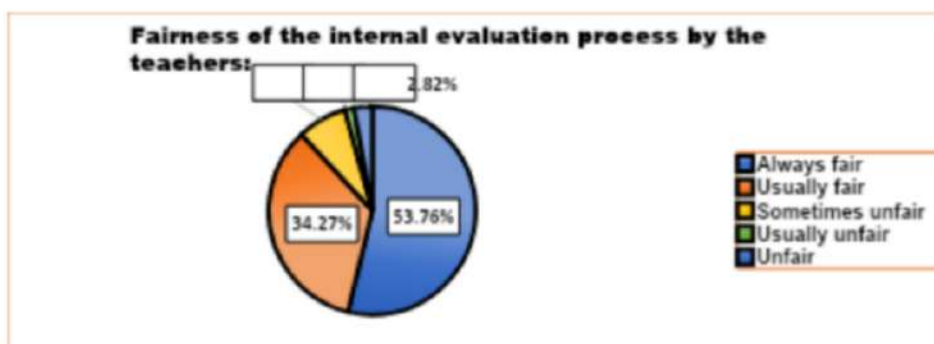
Response Category	Frequency	Percentage (%)
Excellent	176	41.31%
Very Good	131	30.75%
Good	83	19.48%
Fair	20	4.69%
Poor	16	3.76%
<b>Total</b>	<b>426</b>	<b>100%</b>



**Analysis:** Ratings of "Excellent" (41.31%) and "Very Good" (30.75%) dominate, indicating high satisfaction levels. Lower ratings such as "Fair" and "Poor" are minimal. This suggests a positive perception of faculty performance. The data reflects strong instructional quality. Continuous improvement can further elevate excellence.

**Q.5. Fairness of the internal evaluation process by the teachers:**

Response Category	Frequency	Percentage (%)
Always fair	229	53.76%
Usually fair	146	34.27%
Sometimes unfair	33	7.75%
Usually unfair	6	1.41%
Unfair	12	2.82%
<b>Total</b>	<b>426</b>	<b>100%</b>

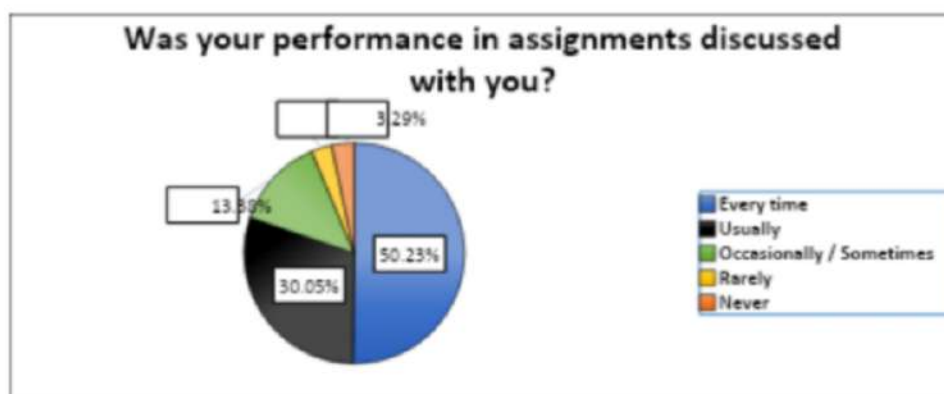


**Analysis:** A majority (53.76%) perceive evaluation as always fair, while 34.27% consider it usually fair. Instances of perceived unfairness are limited. This indicates a

generally transparent and equitable evaluation system. However, minor dissatisfaction persists. Addressing these concerns could strengthen trust further.

**Q.6. Was your performance in assignments discussed with you?**

Response Category	Frequency	Percentage (%)
Every time	214	50.23%
Usually	128	30.05%
Occasionally / Sometimes	57	13.38%
Rarely	13	3.05%
Never	14	3.29%
<b>Total</b>	<b>426</b>	<b>100%</b>

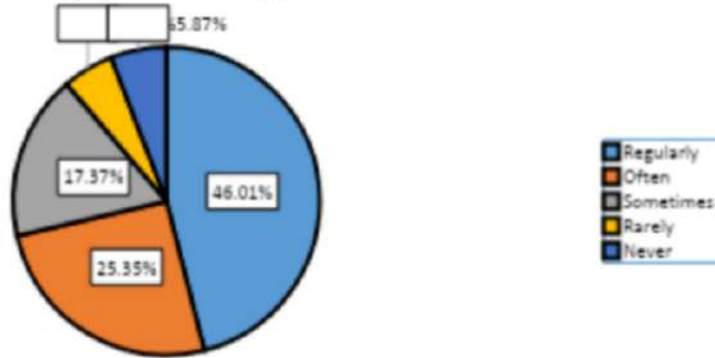


**Analysis:** Half of the respondents (50.23%) reported that performance in assignment is discussed every time, with 30.05% indicating usual consistency. Very few experienced irregularity. This reflects structured academic processes. Institutional discipline appears strong. Minor gaps in consistency may still exist.

**Q.7. The institute takes active interest in promoting internship, student exchange, field visit opportunities for students:**

Response Category	Frequency	Percentage (%)
Regularly	196	46.01%
Often	108	25.35%
Sometimes	74	17.37%
Rarely	23	5.40%
Never	25	5.87%
<b>Total</b>	<b>426</b>	<b>100%</b>

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



**Analysis:** Approximately 46.01% reported regular support, and 25.35% experienced it often. A smaller proportion indicated inconsistent support. This suggests a generally supportive teaching environment. However, not all students benefit equally. Strengthening inclusivity in support systems is recommended.

**Q.8. The institution provides multiple opportunities to learn and grow:**

Response Category	Frequency	Percentage (%)
Strongly Agree	179	42%
Agree	149	35%
Neutral	55	13%
Disagree	26	6%
Strongly Disagree	17	4%
<b>Total</b>	<b>426</b>	<b>100%</b>

**Institution provides multiple opportunities to learn and grow:**



**Analysis:** A majority expressed agreement (42% strongly agree, 35% agree), indicating positive perceptions. Neutral and negative responses are comparatively low. This reflects general satisfaction with institutional aspects. However, some ambivalence exists. Targeted improvements could convert neutrality into positivity.

**Q.9. The teaching and mentoring process in your institution facilitates you in cognitive, social and emotional growth.**

Response Category	Frequency	Percentage (%)
Very well	170	40%
Significantly	158	37%
Moderately	72	17%
Marginally	13	3%
Not at all	13	3%
<b>Total</b>	<b>426</b>	<b>100%</b>

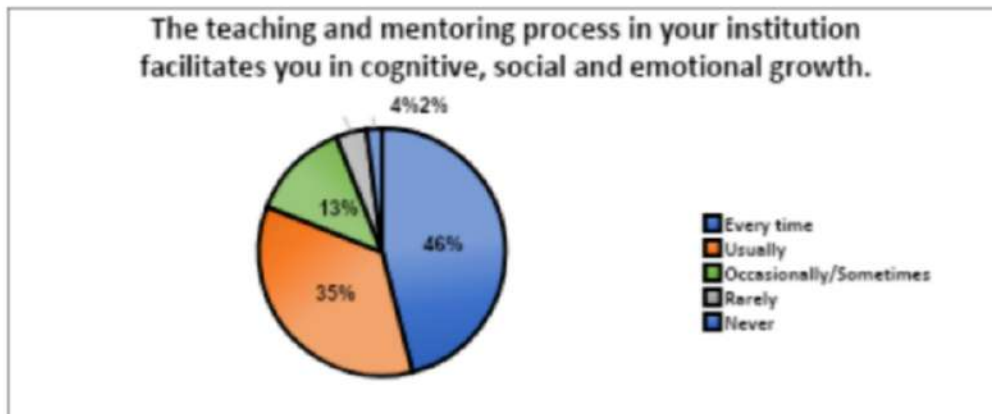


**Analysis:** Around 77% of respondents reported learning outcomes as “Very Well” or “Significant.” Only a small fraction indicated limited effectiveness. This demonstrates strong academic impact. Teaching methods appear largely effective. Nonetheless, marginal improvements are still possible.

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

Response Category	Frequency	Percentage (%)
Every time	196	46%
Usually	149	35%

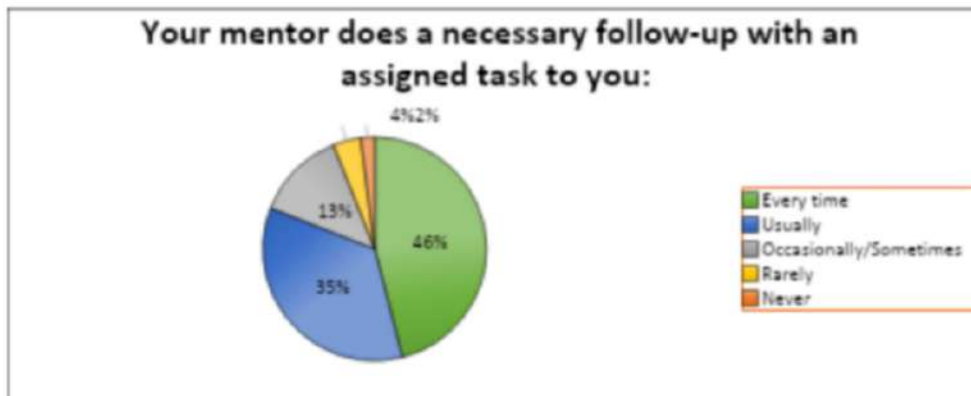
Occasionally/Sometimes	55	13%
Rarely	17	4%
Never	9	2%
<b>Total</b>	<b>426</b>	<b>100%</b>



**Analysis:** Most responses fall under "Every time" (46%) and "Usually" (35%), indicating consistency. Irregular practices are rare. This reflects stable teaching methodologies. Predictability in instruction benefits students. Minor inconsistencies should be minimized.

**Q.10. your mentor does a necessary follow-up with an assigned task to you:**

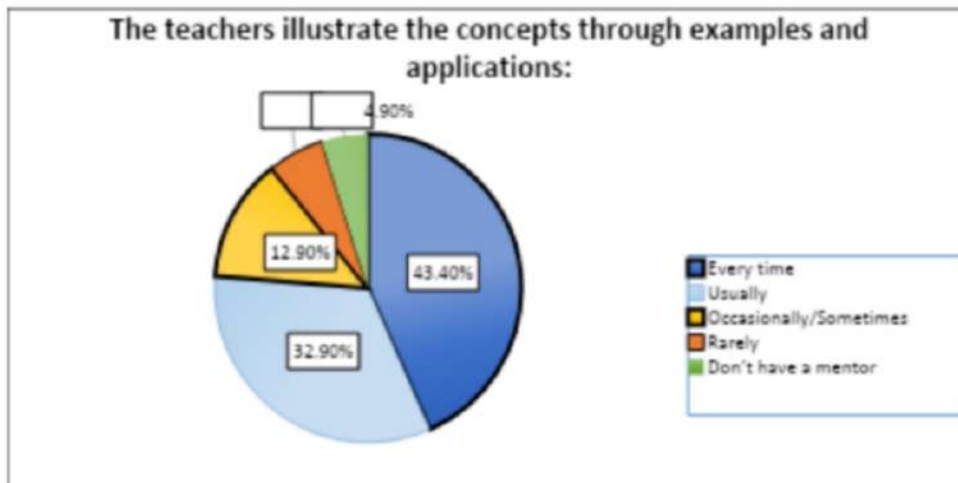
Response Category	Frequency	Percentage (%)
Every time	165	46%
Usually	125	35%
Occasionally/Sometimes	45	13%
Rarely	15	4%
Never	10	2%
<b>Total</b>	<b>360</b>	<b>100%</b>



Analysis: A majority of respondents (46%) report that mentors follow up every time, while 35% indicate usual follow-up, reflecting a generally strong mentoring engagement. However, 13% experience follow-up only occasionally, suggesting some inconsistency in mentor involvement. A minimal proportion (6% combined) report rarely or never, indicating that lack of follow-up is limited but still present.

**Q.11. The teachers illustrate the concepts through examples and applications:**

Response Category	Frequency (Approx.)	Percentage (%)
Every time	185	43.4%
Usually	140	32.9%
Occasionally/Sometimes	55	12.9%
Rarely	25	5.9%
Don't have a mentor	21	4.9%
<b>Total</b>	<b>426</b>	<b>100%</b>

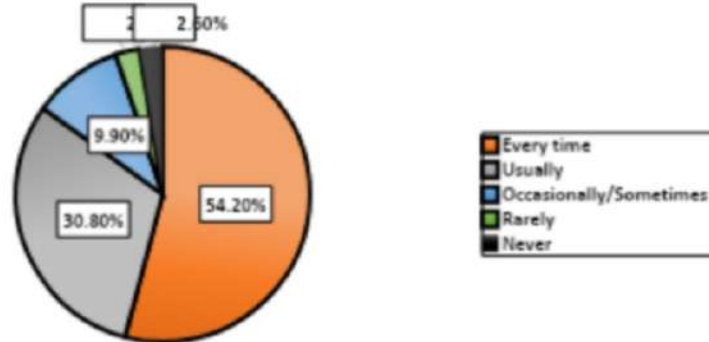


**Analysis:** More than half (54.2%) reported consistent engagement, with 30.8% indicating usual engagement. Very few experienced disengagement. This reflects active academic participation. Institutional efforts toward engagement appear successful. Continuous innovation can sustain this trend.

**Q.12. The teachers identify your strengths and encourage you with providing right level of challenges:**

Response Category	Frequency	Percentage (%)
Every time	231	54.2%
Usually	131	30.8%
Occasionally/Sometimes	42	9.9%
Rarely	11	2.6%
Never	11	2.6%
<b>Total</b>	<b>426</b>	<b>100%</b>

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

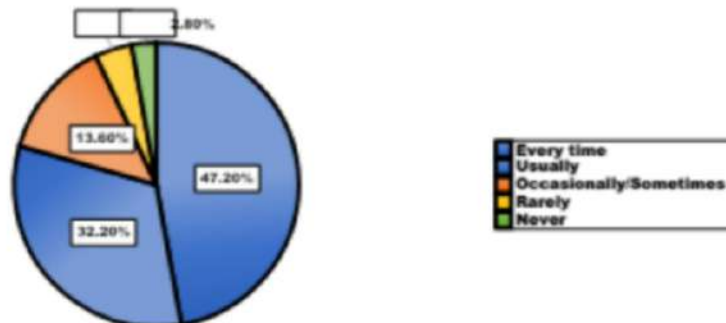


**Analysis:** Half of the respondents (50.2%) reported full development, while 33.3% indicated reasonable development. Limited development responses are minimal. This suggests effective skill-building initiatives. However, variability exists. Enhancing practical exposure could improve outcomes further.

**13. Teachers are able to identify your weaknesses and help you to overcome them:**

Response Category	Frequency	Percentage (%)
Every time	201	47.2%
Usually	137	32.2%
Occasionally/Sometimes	58	13.6%
Rarely	18	4.2%
Never	12	2.8%
<b>Total</b>	<b>426</b>	<b>100%</b>

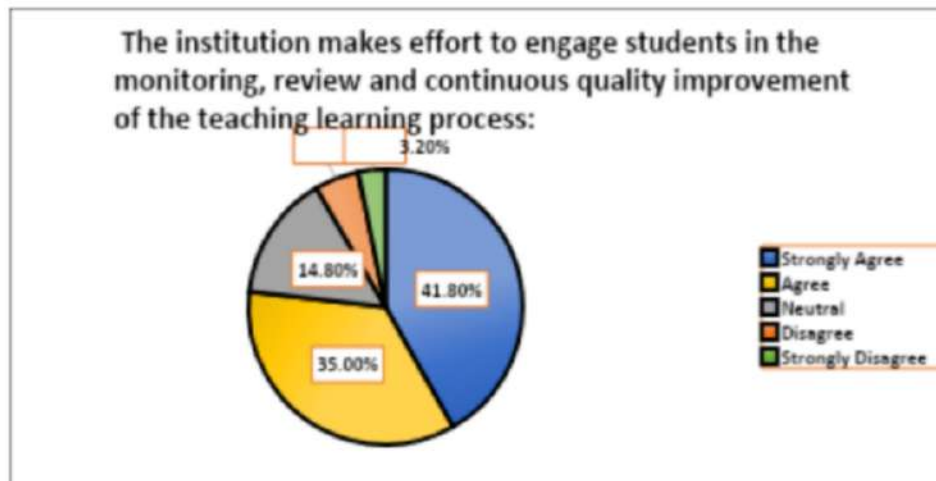
**Teachers are able to identify your weaknesses and help you to overcome them:**



**Analysis:** The data reflects a high level of consistency in the concerned academic or teaching practice, with 47.2% of respondents indicating that it occurs "every time" and 32.2% reporting it as "usually" practiced. This demonstrates that nearly four-fifths of students experience regular implementation, suggesting strong institutional or instructional reliability. A moderate proportion (13.6%) reported occasional occurrence, indicating some variability in execution. Very few respondents perceived it as rare (4.2%) or nonexistent (2.8%), highlighting minimal dissatisfaction. Overall, the findings suggest a largely consistent and dependable practice, though there remains limited scope for improving uniformity across all respondents.

**Q.14. The institution makes effort to engage students in the monitoring, review and continuous quality improvement of the teaching learning process:**

Response Category	Frequency	Percentage (%)
Strongly Agree	178	41.8%
Agree	149	35.0%
Neutral	63	14.8%
Disagree	22	5.2%
Strongly Disagree	14	3.2%
<b>Total</b>	<b>426</b>	<b>100%</b>

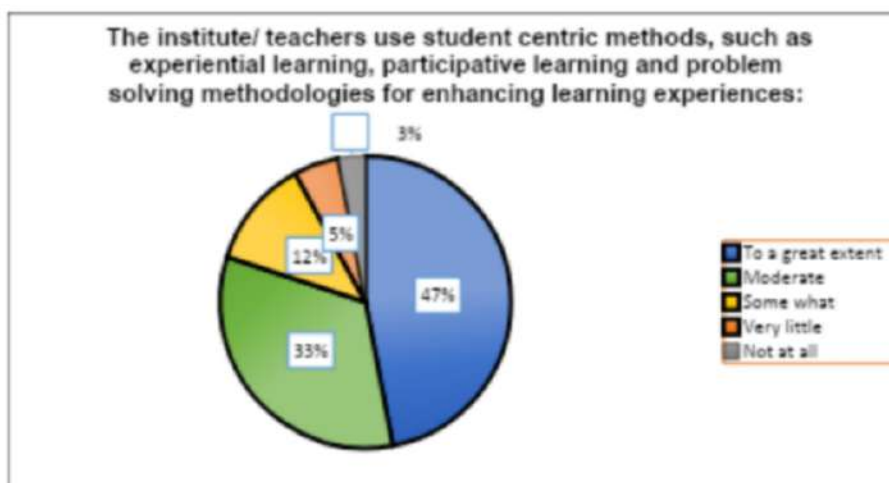


**Analysis:** The findings indicate a strong positive perception of institutional efforts to engage students in monitoring, review, and continuous quality improvement of the teaching-learning process. A substantial majority of respondents (41.8% strongly agree and 35.0% agree) affirm active student involvement, reflecting effective participatory practices. A moderate proportion (14.8%) remains neutral, suggesting partial awareness or limited engagement among some students. Negative responses are minimal, with only 8.4% expressing disagreement to varying degrees. Overall, the results highlight that the institution is largely successful in fostering a collaborative and inclusive

academic environment, though further efforts could enhance engagement for all students.

**Q.15. The institute/ teachers use student centric methods, such as experiential learning, participative learning and problem solving methodologies for enhancing learning experiences:**

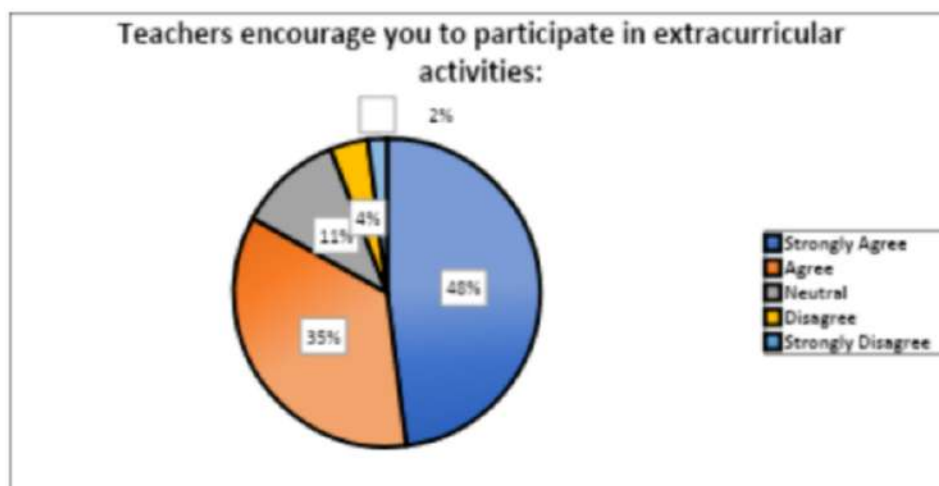
Response Category	Frequency	Percentage (%)
To a great extent	200	47%
Moderate	140	33%
Some what	50	12%
Very little	20	5%
Not at all	16	3%
<b>Total</b>	<b>426</b>	<b>100%</b>



**Analysis:** The responses indicate a strong inclination toward the adoption of student-centric teaching methodologies within the institution. A significant proportion of respondents (47%) reported that such methods are used to a great extent, while 33% perceived their use at a moderate level, reflecting overall positive implementation. A smaller segment (12%) experienced these methods only to some extent, suggesting partial integration across all courses or faculty. Minimal proportions reported very little (5%) or no use (3%), indicating limited dissatisfaction. Overall, the findings suggest that experiential, participative, and problem-solving approaches are widely practiced, though there remains scope for more consistent and comprehensive application across the institution.

**Q.16. Teachers encourage you to participate in extracurricular activities:**

Response Category	Frequency	Percentage (%)
Strongly Agree	205	48%
Agree	150	35%
Neutral	45	11%
Disagree	16	4%
Strongly Disagree	10	2%
<b>Total</b>	<b>426</b>	<b>100%</b>



**Analysis:** The findings demonstrate a highly positive perception of teachers' encouragement toward student participation in extracurricular activities. A substantial majority of respondents (48% strongly agree and 35% agree) affirm that such encouragement is consistently provided, indicating strong faculty support beyond academic engagement. A smaller proportion (11%) remained neutral, suggesting limited or situational encouragement in certain cases. Negative responses are minimal, with only 6% expressing disagreement to varying degrees. Overall, the results reflect that teachers actively promote holistic student development, though minor scope exists to ensure uniform encouragement for all students.

**Q.17. 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:**

Response Category	Frequency	Percentage (%)
To a great extent	185	43%
Moderate	165	39%
Some what	45	11%
Very little	18	4%

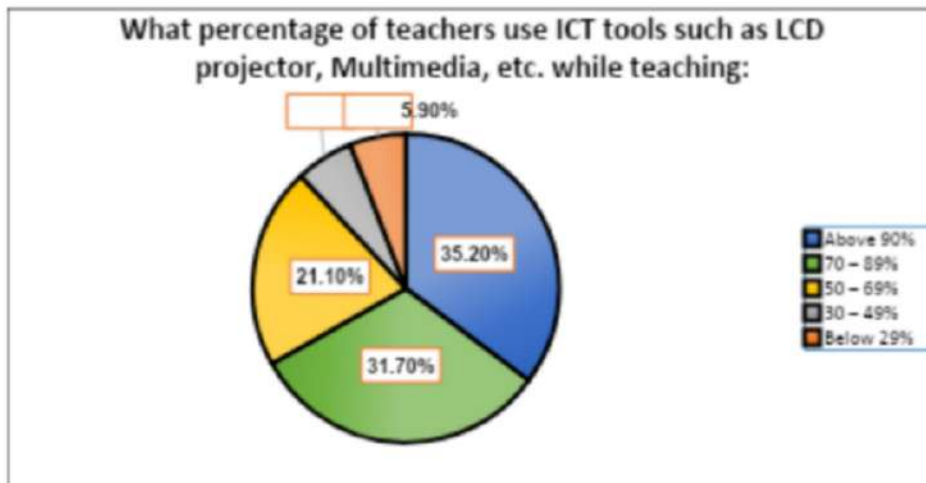
Not at all	13	3%
<b>Total</b>	<b>426</b>	<b>100%</b>



**Analysis:** The findings indicate that the institute and teachers are largely effective in fostering soft skills, life skills, and employability competencies among students. A significant proportion of respondents (43%) reported such efforts to a great extent, while 39% perceived them at a moderate level, reflecting strong overall institutional commitment. A smaller segment (11%) indicated only partial development, suggesting some variability in implementation. Minimal proportions reported very little (4%) or no efforts (3%), indicating limited dissatisfaction. Overall, the results suggest that the institution is actively preparing students for the world of work, though greater consistency and enhancement of such initiatives could further strengthen outcomes.

**Q.18. What percentage of teachers use ICT tools such as LCD projector, Multimedia, etc. while teaching:**

Response Category	Frequency (Approx.)	Percentage (%)
Above 90%	150	35.2%
70 – 89%	135	31.7%
50 – 69%	90	21.1%
30 – 49%	26	6.1%
Below 29%	25	5.9%
<b>Total</b>	<b>426</b>	<b>100%</b>



**Analysis:** The findings suggest a relatively high level of ICT integration in teaching practices within the institution. A notable proportion of respondents (35.2%) reported that above 90% of teachers use ICT tools, while 31.7% indicated usage in the range of 70–89%, reflecting widespread adoption. However, 21.1% perceived moderate usage (50–69%), indicating some inconsistency in implementation across faculty. A smaller segment reported lower levels of usage, with 6.1% and 5.9% indicating limited integration. Overall, the results demonstrate that ICT tools are commonly utilized in the teaching–learning process, though there remains scope to achieve more uniform and comprehensive adoption among all teachers.

**Q.19. The overall quality of teaching-learning process in your institute is very good:**

Response Category	Frequency	Percentage (%)
Strongly Agree	180	42.3%
Agree	155	36.4%
Neutral	60	14.1%
Disagree	18	4.2%
Strongly Disagree	13	3.0%
<b>Total</b>	<b>426</b>	<b>100%</b>



**Analysis:** The findings reflect a highly positive perception of the overall quality of the teaching–learning process within the institute. A substantial majority of respondents (42.3% strongly agree and 36.4% agree) affirm that the quality is very good, indicating strong satisfaction with academic delivery. A moderate proportion (14.1%) remains neutral, suggesting scope for further enhancement in certain areas. Negative responses are relatively low, with only 7.2% expressing dissatisfaction. Overall, the results suggest that the institute maintains a commendable standard in teaching and learning, though continuous quality improvement initiatives could further strengthen student satisfaction.

#### **Q.20 Suggestions**

The majority of students expressed satisfaction with the teaching–learning process, as many responses indicated no specific suggestions for improvement. However, some common areas for enhancement include the adoption of more interactive and student-centered teaching methods, increased use of practical examples and real-life applications, better use of ICT tools, and provision of additional academic support such as notes, doubt-solving sessions, and extra classes. A few responses also highlighted the need for improved infrastructure and a more supportive and communicative teacher–student environment.

The responses to “Suggestion 2” largely reflect satisfaction, as a considerable number of students reported “No,” “Nothing,” or similar remarks, indicating limited demand for major changes. Nevertheless, several consistent suggestions emerge. Students emphasize the need for **more interactive and engaging teaching methods**, including discussions, doubt-solving sessions, and hands-on activities. There is also a strong focus on **enhancing the use of digital tools and ICT**, such as smart boards, projectors, and online resources, to improve understanding and engagement.

Additionally, students highlight the importance of **practical and real-world learning**, including projects, industrial visits, workshops, internships, and real-life examples.

notes, question banks, and recorded lectures, especially for those unable to attend classes regularly. Improvements in **infrastructure and learning resources**, including classrooms, libraries, and digital access, are also suggested. A few students mention **better communication, supportive faculty behavior, and student-focused policies** as areas of enhancement.

The responses under Suggestion 3 indicate a mixed yet largely constructive feedback pattern. A considerable proportion of students reported no specific suggestions or expressed satisfaction with existing teaching practices, often describing the system as "good," "very good," or "well-managed." However, several recurring improvement areas emerge. Students emphasized the need for enhanced practical learning, including demonstrations, field visits, and application-based teaching rather than a purely theoretical approach. There is also a notable demand for strengthening feedback mechanisms through regular doubt-solving sessions, mentoring, and continuous assessment before final examinations. Infrastructure-related concerns such as improved library resources, digital learning tools, and campus facilities were also highlighted. Additionally, some responses pointed toward the importance of equitable treatment, better communication, and transparency in academic processes. Overall, while satisfaction levels appear relatively high, the suggestions reflect a clear inclination toward more student-centered, practical, and supportive learning environments.



A handwritten signature in black ink, appearing to read "M. Gitte".

**Dr. Madhukar Gitte**  
**Principal**

**Principal**  
**Claras College of Commerce**  
Yari Road, Versova,  
Andheri (W), Mumbai - 400 061.