

St. Xavier's College, Ahmedabad.

Student Satisfaction Survey (SSS) 2024-25

INTRODUCTION

The Student Satisfaction Survey (SSS) 2024-25 was conducted to obtain the perceptions of students of St. Xavier's College, Ahmedabad regarding the performance of the College across various dimensions of institutional functioning, including teaching-learning, evaluation, infrastructure, administration, student support, co-curricular and extra-curricular activities, research, extension activities, placement and career support, grievance redressal, and other institutional services. As with the previous cycle, the 2024-25 survey continues to place particular emphasis on the implementation of the National Education Policy (NEP) 2020, since the institution now has more than one cohort of students studying under the revised curricular framework. The survey sought feedback specifically from students enrolled after the implementation of NEP 2020 on aspects such as curriculum alignment, use of technology in learning, online courses, assessment methods and opportunities for skill development, while feedback on teaching-learning, evaluation, infrastructure and other areas of institutional functioning was obtained from the entire respondent base.

SURVEY PROCESS

The questionnaire for the 2024-25 cycle focussed on NEP feedback, teaching-learning, evaluation, infrastructure, administration, and extra-curricular and co-curricular activities in the College. The survey was administered through a Google Form circulated to students, and raw responses were exported for analysis. The raw response sheet contained 498 rows, of which 7 entries were blank (no timestamp and no substantive response) and were excluded as invalid. This left 491 valid responses that form the basis of this report. No duplicate responses were identified among the 491 valid entries.

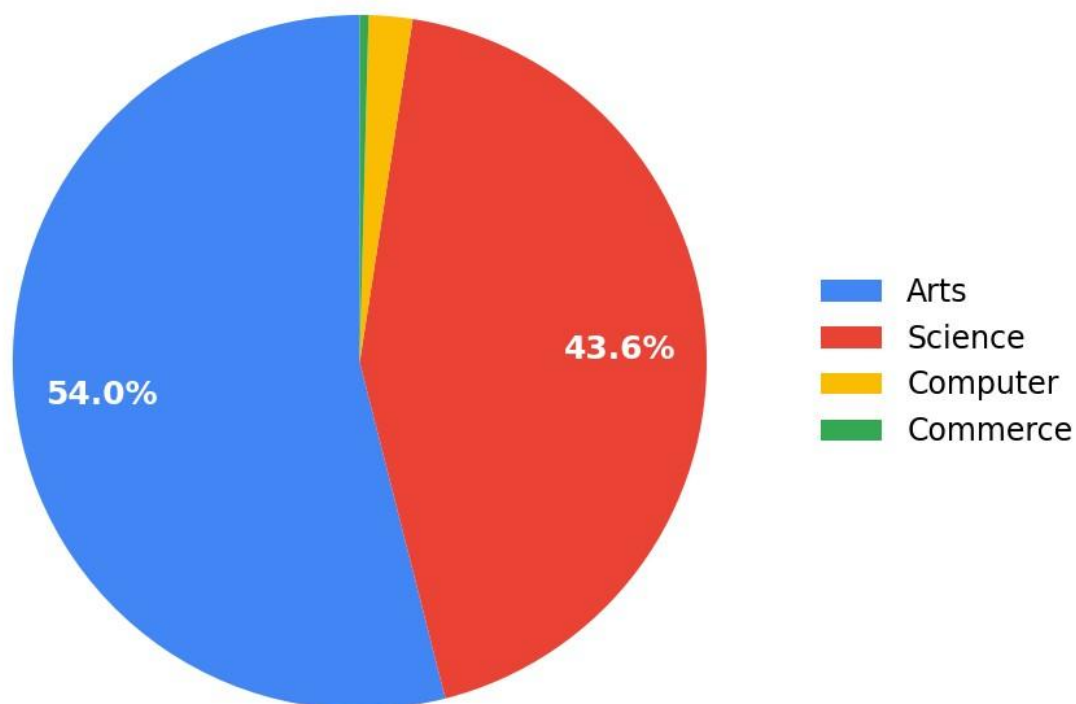
The rating-based questions in the survey used a five-point scale, with 5 representing the highest/most favourable rating ("Excellent" / "Very Satisfied") and 1 representing the lowest/least favourable rating ("Average" / "Not Satisfied"). The sub-components of the online-course question specifically used the labels "1 (Not Satisfied)" through "5 (Very Satisfied)", and this labelling has been retained in the corresponding chart.

For all other rating questions, the numeric scale of 1 to 5 was used directly, consistent with the scale used in the 2023-24 survey.

The Section I (NEP Feedback) questions in the questionnaire were presented only to students who indicated that they were enrolled after the implementation of NEP 2020; this is reflected in the lower number of valid responses recorded against those specific questions. The remaining questions relating to teaching-learning, evaluation, infrastructure and other areas of institutional functioning were addressed to the full respondent base, except where a question was applicable only to a defined sub-group of students (for example, the question on hostel facilities was applicable only to students availing hostel accommodation).

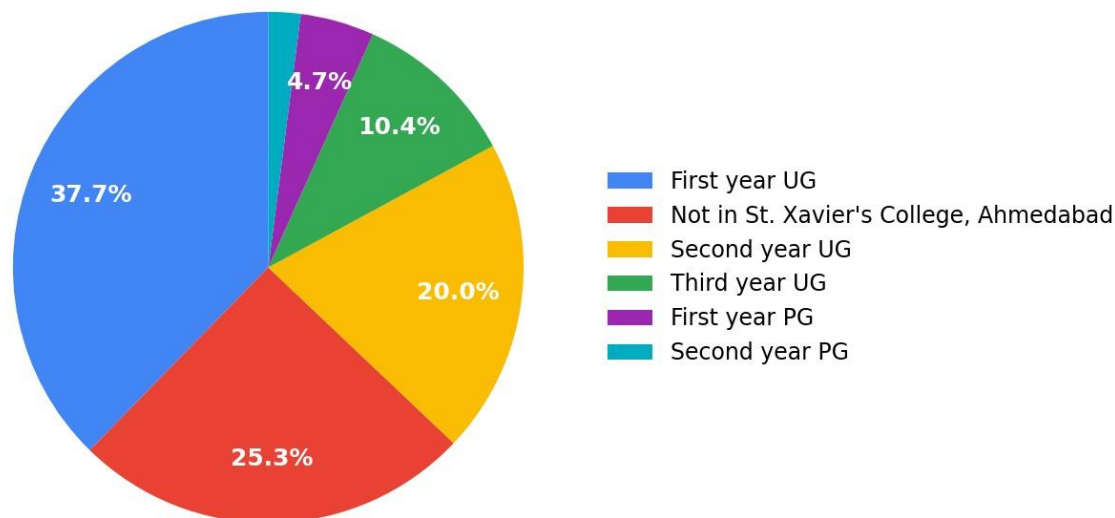
SURVEY SAMPLE

What subject area are you pursuing at Xavier's? 491 responses



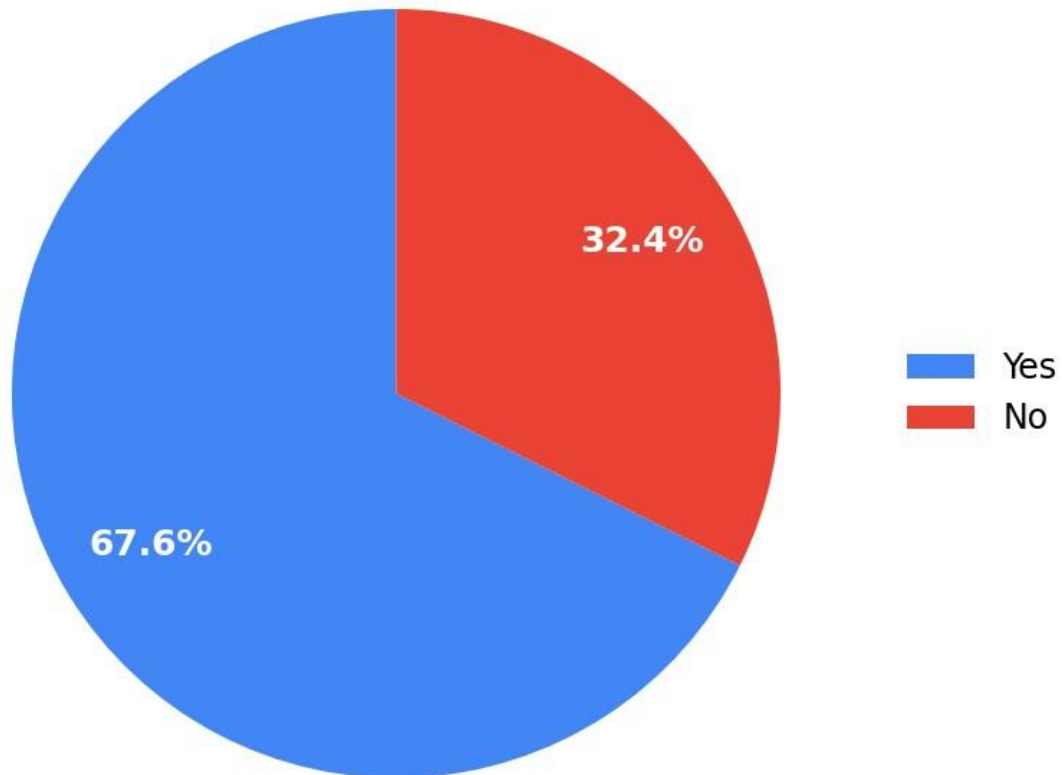
Of the 491 respondents who answered the question on subject area, 54.0% were from Arts, 43.6% were from Science, 2.0% were from Computer, 0.4% were from Commerce. Arts and Science together account for the overwhelming majority of respondents (97.6%), broadly consistent with the overall enrolment pattern of the College. Very few responses were received from the Computer and Commerce streams, and this should be kept in mind while interpreting stream-specific inferences.

**During the academic year (2024-25), you were
491 responses**



From the 491 responses to the question on year/programme during the academic year 2024-25, 37.7% were First year UG, 25.3% were Not in St. Xavier's College, Ahmedabad, 20.0% were Second year UG, 10.4% were Third year UG, 4.7% were First year PG, 2.0% were Second year PG. First Year UG students form the single largest respondent group, followed by students who indicated they were "Not in St. Xavier's College, Ahmedabad" during 2024-25 (25.3%) — this category most likely reflects the fact that the survey link circulated widely and was also accessed by a number of alumni, prospective students, or individuals outside the current student body; readers should treat institutional inferences drawn from responses in this category with appropriate caution.

Are you enrolled after NEP 2020 implementation? 491 responses

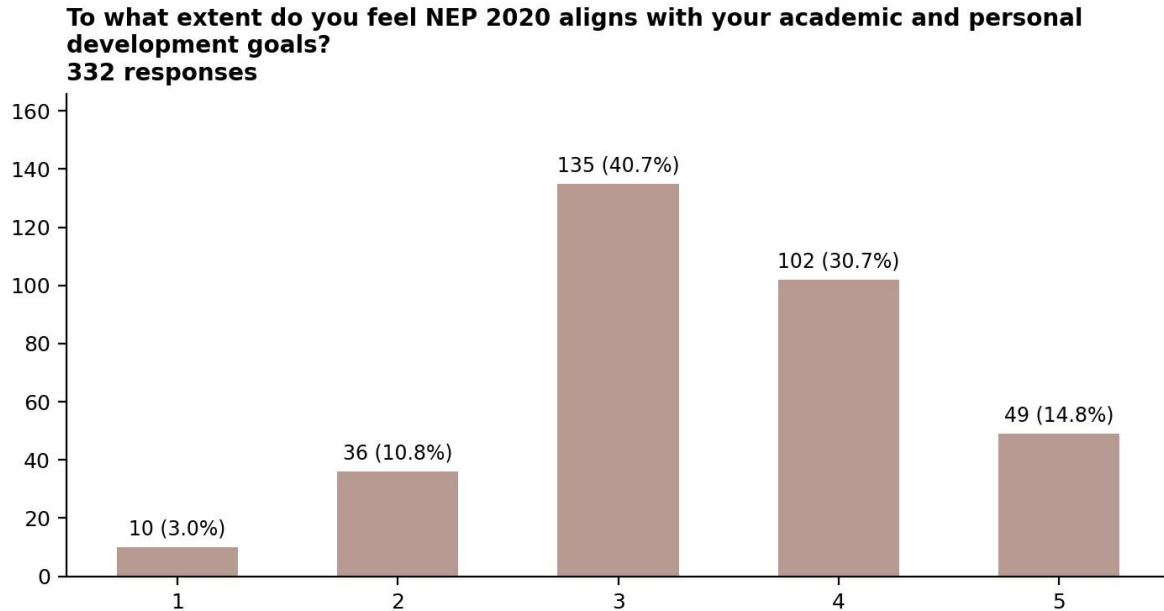


On the question of NEP enrolment status, 67.6% of the 491 respondents (332 students) indicated that they were enrolled after the implementation of NEP 2020, while 32.4% (159 students) indicated they were not. As noted above, only the "Yes" respondents were routed to the NEP Feedback questions (Section I), which is consistent with the 332 valid responses recorded against those questions.

SURVEY RESULTS

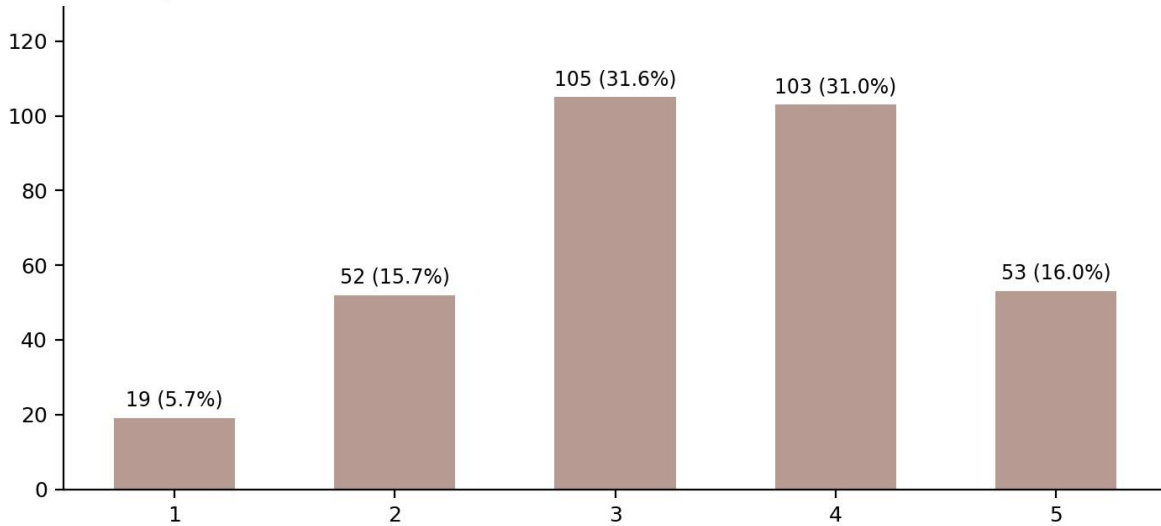
SECTION I: NEP Feedback

The following questions were addressed only to students who indicated that they were enrolled after the implementation of NEP 2020 (332 valid responses).



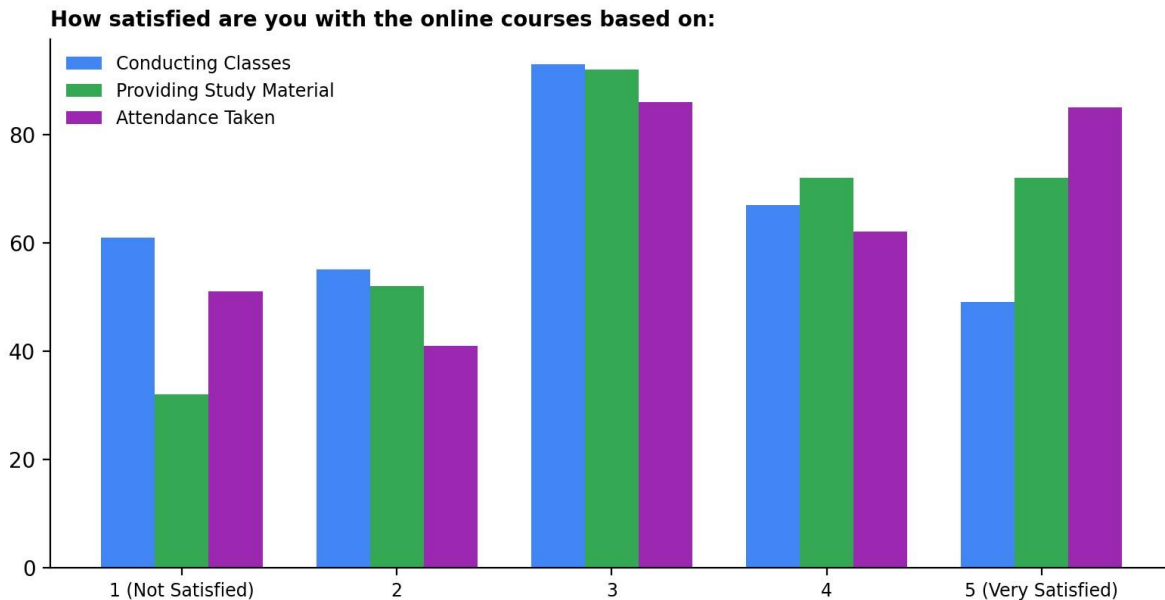
Of the 332 valid responses, the dominant response was rating 3 (135 responses, 40.7%). The mean rating was 3.43 out of 5. Ratings of 4 and 5 (positive) were given by 45.5% of respondents, a neutral rating of 3 by 40.7%, and ratings of 1 and 2 (negative) by 13.9%. This indicates that while a substantial section of NEP-enrolled students find the policy reasonably aligned with their academic and personal development goals, a considerable proportion remains neutral, suggesting that the perceived benefits of NEP 2020 are not yet uniformly experienced across the student body.

How much has the introduction of technology in education affected your learning experience?
332 responses



Of the 332 valid responses, the dominant response was rating 3 (105 responses, 31.6%). The mean rating was 3.36 out of 5. Ratings of 4 and 5 (positive) were given by 47.0% of respondents, a neutral rating of 3 by 31.6%, and ratings of 1 and 2 (negative) by 21.4%. This suggests a moderately positive but mixed reception of technology-enabled learning, with a sizeable minority reporting limited or no positive effect on their learning experience.

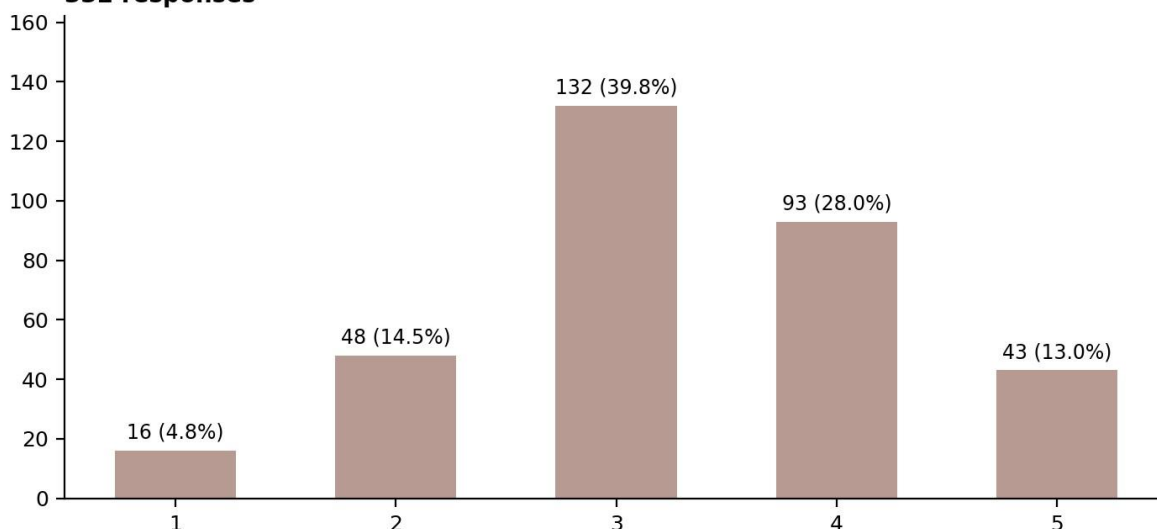
How satisfied are you with the online courses based on:



On the three sub-components of the online-course question (responses recording more than one selected rating were treated as invalid for this scale and excluded — 7, 12 and 7 such cases respectively for Conducting Classes, Providing Study Material and Attendance Taken), **Providing Study Material** received the highest mean rating (3.31/5, 45.0% positive), followed by **Attendance Taken** (3.27/5, 45.2% positive). **Conducting Classes** received the lowest mean rating (2.96/5, 35.7% positive), with the largest share of "Not Satisfied" (rating 1) responses among the three

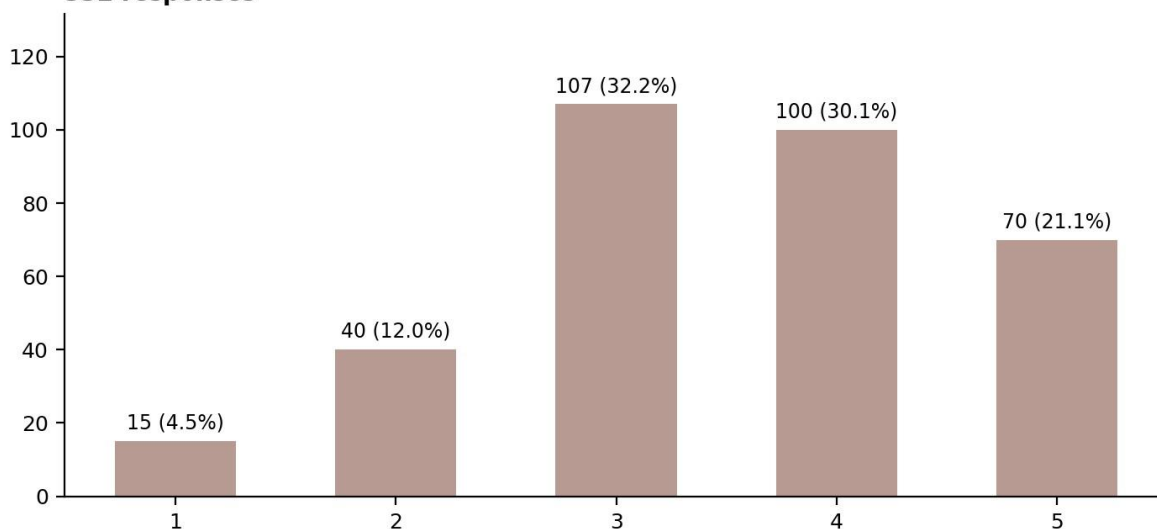
components. This indicates that while students found the provision of study material and attendance-recording for online courses reasonably satisfactory, the actual conduct of online classes remains an area requiring improvement.

Do you think the assessment methods under NEP 2020 are reasonable and effective?
332 responses



Of the 332 valid responses, the dominant response was rating 3 (132 responses, 39.8%). The mean rating was 3.3 out of 5. Ratings of 4 and 5 (positive) were given by 41.0% of respondents, a neutral rating of 3 by 39.8%, and ratings of 1 and 2 (negative) by 19.3%. The relatively even split between positive, neutral and negative responses suggests that opinion on the reasonableness and effectiveness of NEP assessment methods remains divided among students, consistent with recurring concerns about the module-based CIA-2 pattern raised in the open-ended responses.

Do you feel that NEP 2020 provides adequate opportunities for skill development alongside academic learning?
332 responses



Of the 332 valid responses, the dominant response was rating 3 (107 responses, 32.2%). The mean rating was 3.51 out of 5. Ratings of 4 and 5 (positive) were given by 51.2% of respondents, a neutral rating of 3 by 32.2%, and ratings of 1 and 2 (negative) by 16.6%. This was the most favourably rated NEP question, indicating that students broadly recognise the skill-development orientation of NEP 2020, even where they raise concerns about specific implementation aspects.

Open-Ended NEP Feedback: Challenges and Suggestions

"What challenges or difficulties have you faced under NEP 2020?"

319 students responded to this open-ended question. Of these, approximately 100 responses (31.3%) explicitly indicated that they faced no particular difficulty (e.g. "No difficulties", "Not much", "Nil"). Among the remaining responses, several recurring themes emerged on analysis. The themes below are not mutually exclusive, as individual responses often raised more than one concern; the percentages are calculated against the base of 319 valid responses.

Theme	Responses	% of valid
Subject overload / relevance of additional subjects (VAC, SEC, AEC, MDC)	56	17.6%
Online course / SWAYAM delivery quality	39	12.2%
CIA-2 module system and examination pattern	27	8.5%
Time management and academic pressure	16	5.0%
Clarity of NEP implementation / communication	19	6.0%
Attendance requirements	8	2.5%
Limited subject choice / selection options	8	2.5%

Subject overload / relevance of additional subjects (VAC, SEC, AEC, MDC) (56 responses, 17.6%): The most frequently raised concern was the burden of studying multiple additional subjects (VAC, SEC, AEC, MDC) alongside the major and minor, with several students describing these as unrelated to their field of study and reporting reduced time for their core subjects.

Online course / SWAYAM delivery quality (39 responses, 12.2%): A substantial number of students reported that online components of NEP courses (particularly SWAYAM-based SEC/VAC courses) were not effectively delivered, citing poor engagement, unclear study material and difficulty resolving doubts online.

CIA-2 module system and examination pattern (27 responses, 8.5%): Students frequently cited the multiple-module structure of CIA-2 as a source of difficulty, especially when modules were scheduled close to end-semester examinations.

Time management and academic pressure (16 responses, 5.0%): A number of responses referred to difficulty managing time between core subjects, additional NEP courses, assignments and co-curricular commitments.

Clarity of NEP implementation / communication (19 responses, 6.0%): Some students expressed a lack of clarity regarding NEP-related processes such as credit calculation, grading and course structuring.

"Please suggest on improving the implementation of NEP 2020 at our institution?"

323 students responded to this question, of which approximately 97 responses (30.0%) indicated no specific suggestion or expressed general satisfaction. The remaining responses converged on the following suggestions.

Theme	Responses	% of valid
Reconsider or restructure VAC/SEC/AEC/MDC subjects	38	11.8%
Improve online course delivery	37	11.5%
Restructure the CIA-2 module system	21	6.5%
Greater subject choice and flexibility	15	4.6%
Reduce workload / assignments	7	2.2%
Improve communication, orientation and awareness of NEP processes	6	1.9%
Reconsider the attendance requirement	6	1.9%

Reconsider or restructure VAC/SEC/AEC/MDC subjects (38 responses, 11.8%): Suggestions included making these subjects more relevant to the student's core discipline, offering greater choice, or conducting them offline rather than online.

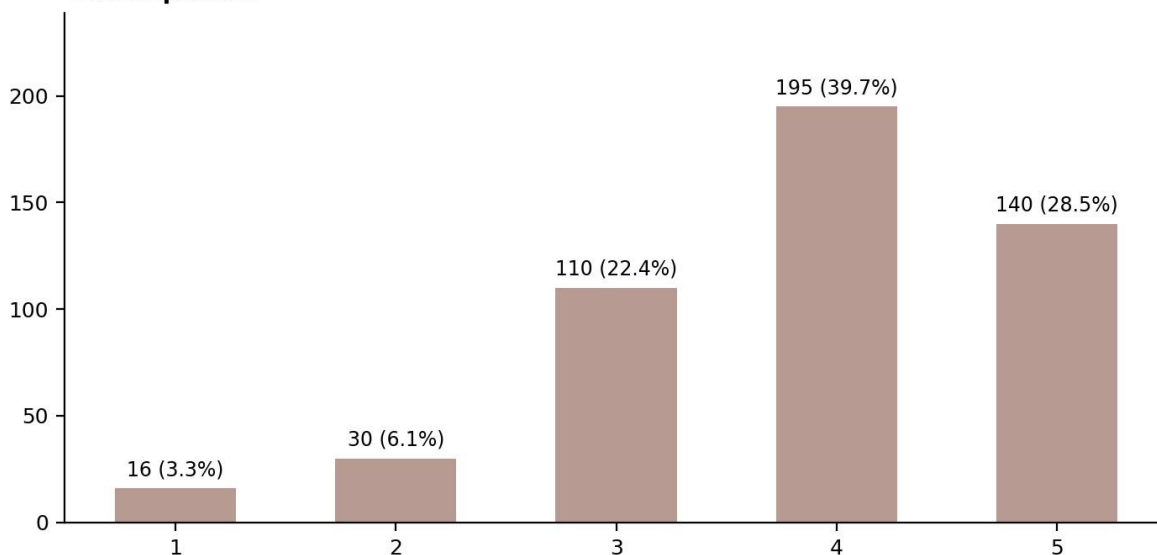
Improve online course delivery (37 responses, 11.5%): Students suggested shifting online courses (especially SWAYAM-based courses) to offline mode, providing better study material, and introducing structured doubt-resolution support.

Restructure the CIA-2 module system (21 responses, 6.5%): Suggestions included reducing the number of modules per subject, scheduling modules with adequate gaps before end-semester examinations and reverting to a single written CIA-2 assessment.

SECTION II: Teaching-learning & Evaluation process/resources

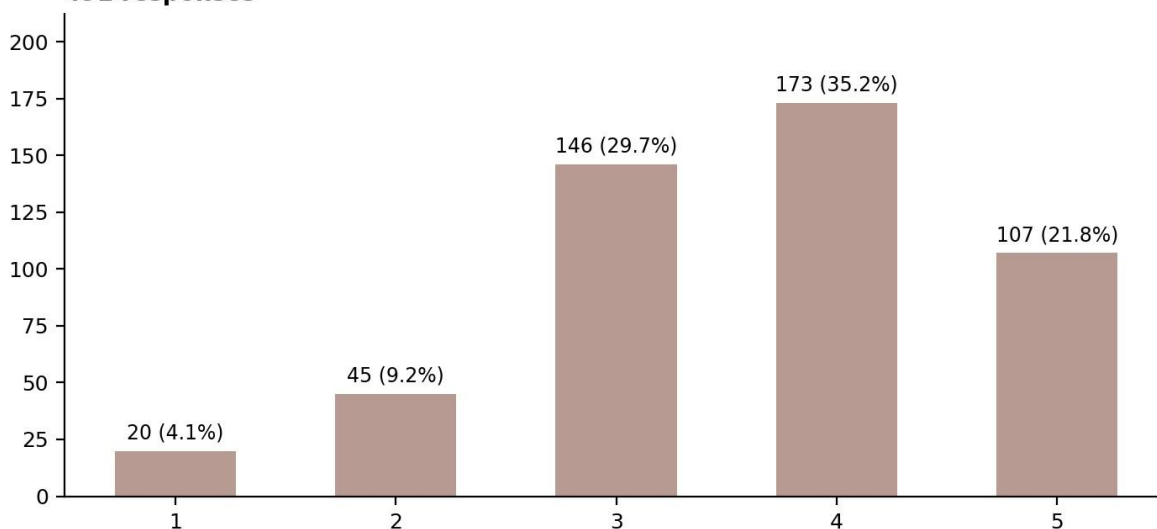
1. Rate the quality of the teaching-learning process in the College

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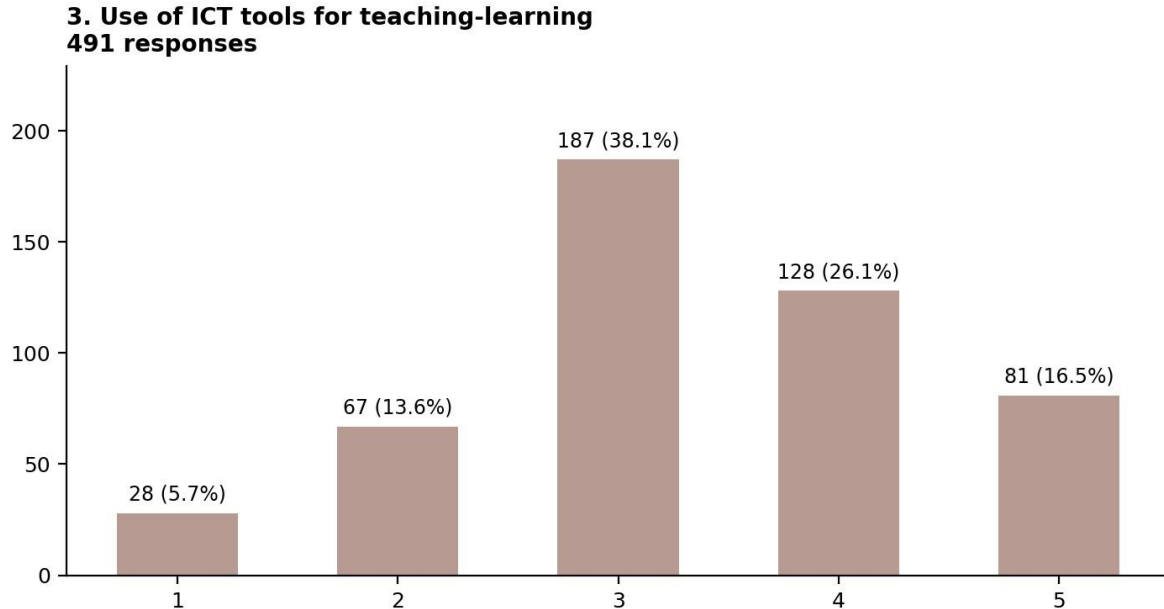
Of the 491 valid responses, the dominant response was rating 4 (195 responses, 39.7%). The mean rating was 3.84 out of 5. Ratings of 4 and 5 (positive) were given by 68.2% of respondents, a neutral rating of 3 by 22.4%, and ratings of 1 and 2 (negative) by 9.4%. This is among the most favourably rated aspects of the survey, indicating that the majority of students consider the overall teaching-learning process in the College to be good to excellent. **2. Rate the relevance of the syllabus in terms of addressing your needs for progression**

2. Rate the relevance of the syllabus in terms of addressing your needs for progression 491 responses



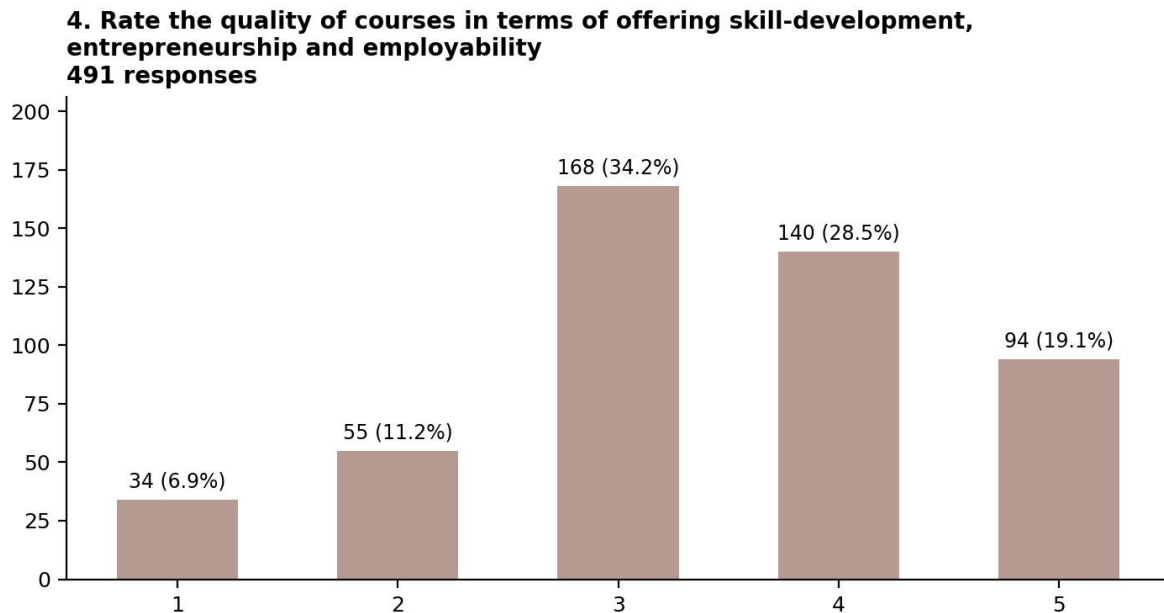
Of the 491 valid responses, the dominant response was rating 4 (173 responses, 35.2%). The mean rating was 3.62 out of 5. Ratings of 4 and 5 (positive) were given by 57.0% of respondents, a neutral rating of 3 by 29.7%, and ratings of 1 and 2 (negative) by 13.2%. A majority of respondents find the syllabus reasonably relevant to their academic

progression, though the sizeable neutral share suggests room for periodic syllabus review. **3. Use of ICT tools for teaching-learning**



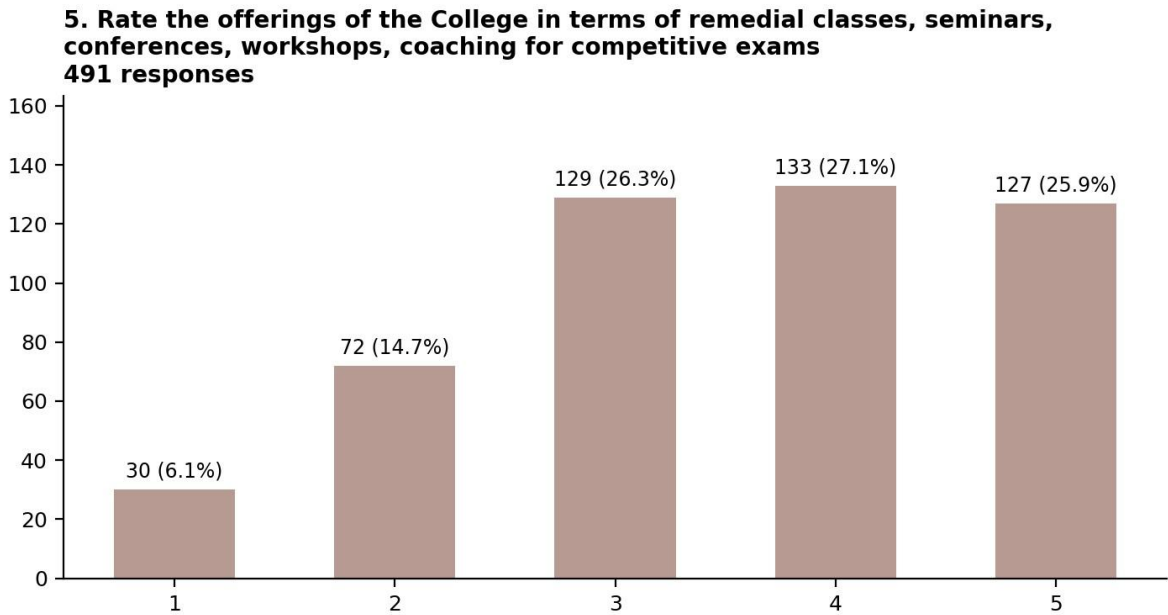
Of the 491 valid responses, the dominant response was rating 3 (187 responses, 38.1%). The mean rating was 3.34 out of 5. Ratings of 4 and 5 (positive) were given by 42.6% of respondents, a neutral rating of 3 by 38.1%, and ratings of 1 and 2 (negative) by 19.3%. This received the weakest rating within Section II, indicating that the use of ICT tools in classroom teaching may require strengthening despite the College's ongoing efforts.

4. Rate the quality of courses in terms of offering skill-development, entrepreneurship and employability



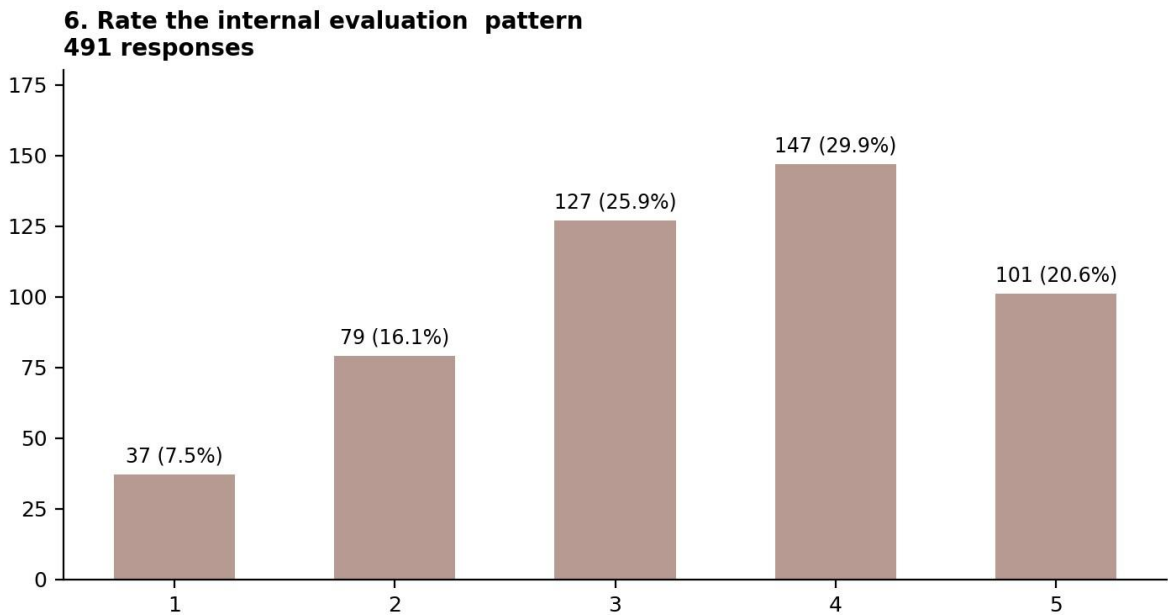
Of the 491 valid responses, the dominant response was rating 3 (168 responses, 34.2%). The mean rating was 3.42 out of 5. Ratings of 4 and 5 (positive) were given by 47.7% of respondents, a neutral rating of 3 by 34.2%, and ratings of 1 and 2 (negative) by 18.1%. Responses were relatively evenly distributed, suggesting mixed perceptions of the extent to which courses build employability and entrepreneurial skills.

5. Rate the offerings of the College in terms of remedial classes, seminars, conferences, workshops, coaching for competitive exams



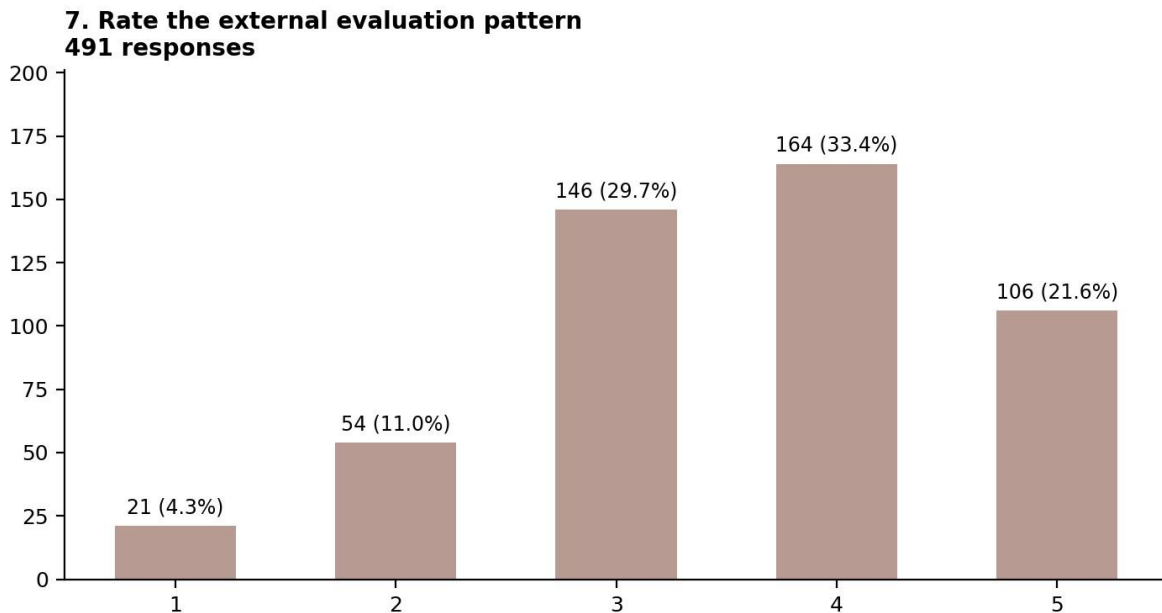
Of the 491 valid responses, the dominant response was rating 4 (133 responses, 27.1%). The mean rating was 3.52 out of 5. Ratings of 4 and 5 (positive) were given by 53.0% of respondents, a neutral rating of 3 by 26.3%, and ratings of 1 and 2 (negative) by 20.8%. While a majority of respondents rated this area positively, the relatively higher negative share compared to other Section II questions suggests scope for expanding remedial and competitive-exam support.

6. Rate the internal evaluation pattern



Of the 491 valid responses, the dominant response was rating 4 (147 responses, 29.9%). The mean rating was 3.4 out of 5. Ratings of 4 and 5 (positive) were given by 50.5% of respondents, a neutral rating of 3 by 25.9%, and ratings of 1 and 2 (negative) by 23.6%. Internal evaluation received a moderate rating with a comparatively higher negative share,

echoing concerns about the CIA-2 module system raised in the open-ended NEP responses. **7. Rate the external evaluation pattern**

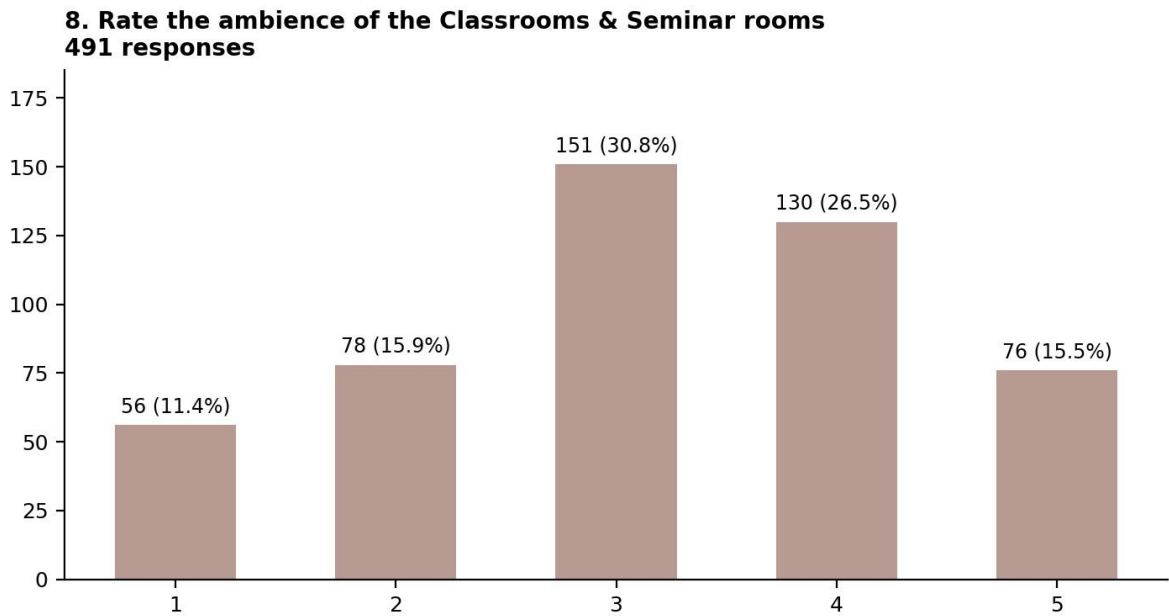


Of the 491 valid responses, the dominant response was rating 4 (164 responses, 33.4%). The mean rating was 3.57 out of 5. Ratings of 4 and 5 (positive) were given by 55.0% of respondents, a neutral rating of 3 by 29.7%, and ratings of 1 and 2 (negative) by 15.3%. The external evaluation pattern was rated more favourably than the internal evaluation pattern, suggesting relatively higher student confidence in end-semester examinations.

Summary: Within Section II, the highest mean rating was recorded for "1. Rate the quality of the teaching-learning process in the College" (mean 3.84/5), while the lowest mean rating was recorded for "3. Use of ICT tools for teaching-learning" (mean 3.34/5), indicating that the use of ICT tools for teaching-learning is the area most requiring attention within this section.

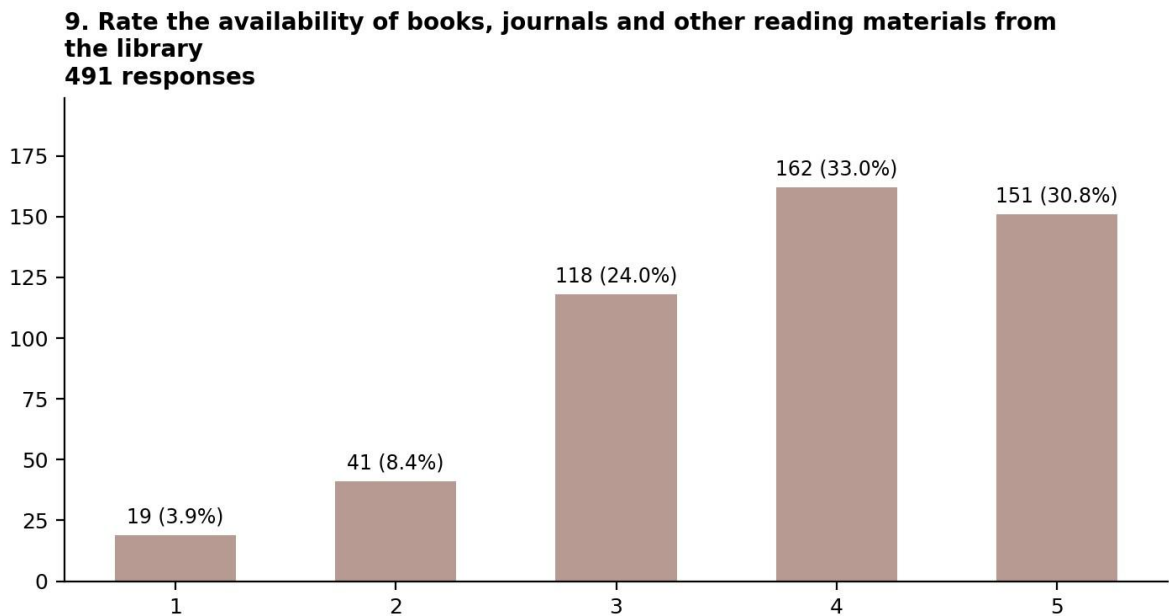
SECTION III: Infrastructure

8. Rate the ambience of the Classrooms & Seminar rooms



Of the 491 valid responses, the dominant response was rating 3 (151 responses, 30.8%). The mean rating was 3.19 out of 5. Ratings of 4 and 5 (positive) were given by 42.0% of respondents, a neutral rating of 3 by 30.8%, and ratings of 1 and 2 (negative) by 27.3%. Classroom and seminar-room ambience received a relatively modest rating, with a comparatively high combined negative and neutral share, consistent with recurring open-ended comments regarding classroom seating, fans/cooling and general upkeep.

9. Rate the availability of books, journals and other reading materials from the library

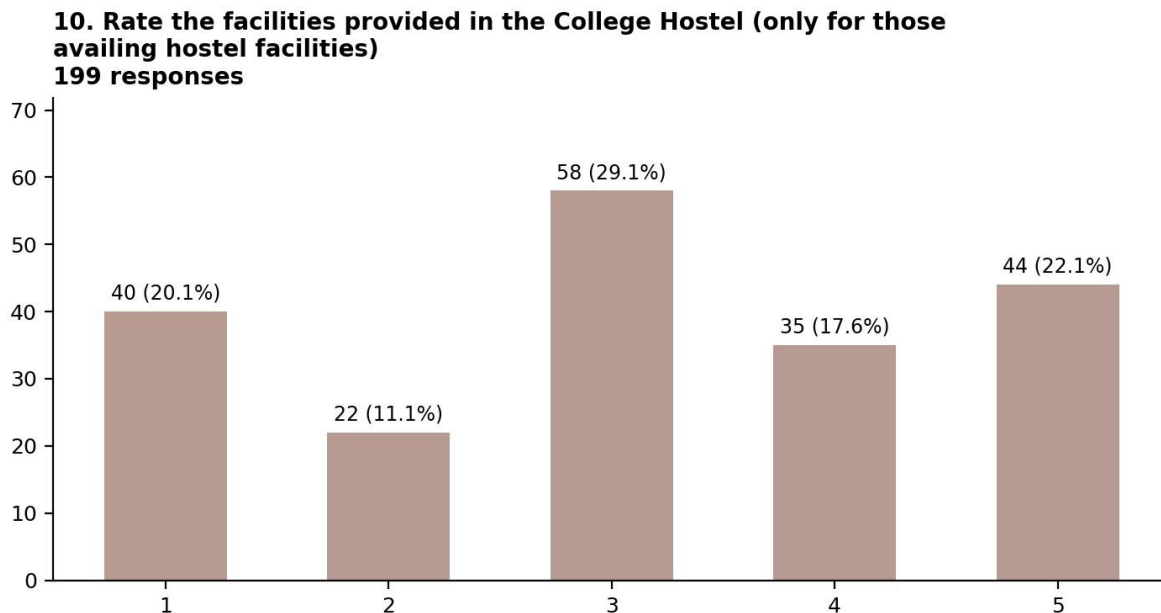


Of the 491 valid responses, the dominant response was rating 4 (162 responses, 33.0%). The mean rating was 3.78 out of 5. Ratings of 4 and 5 (positive) were given by 63.7% of respondents, a neutral rating of 3 by 24.0%, and ratings of

1 and 2 (negative) by 12.2%. The library received one of the most favourable ratings in this section, indicating general student satisfaction with the availability of reading material.

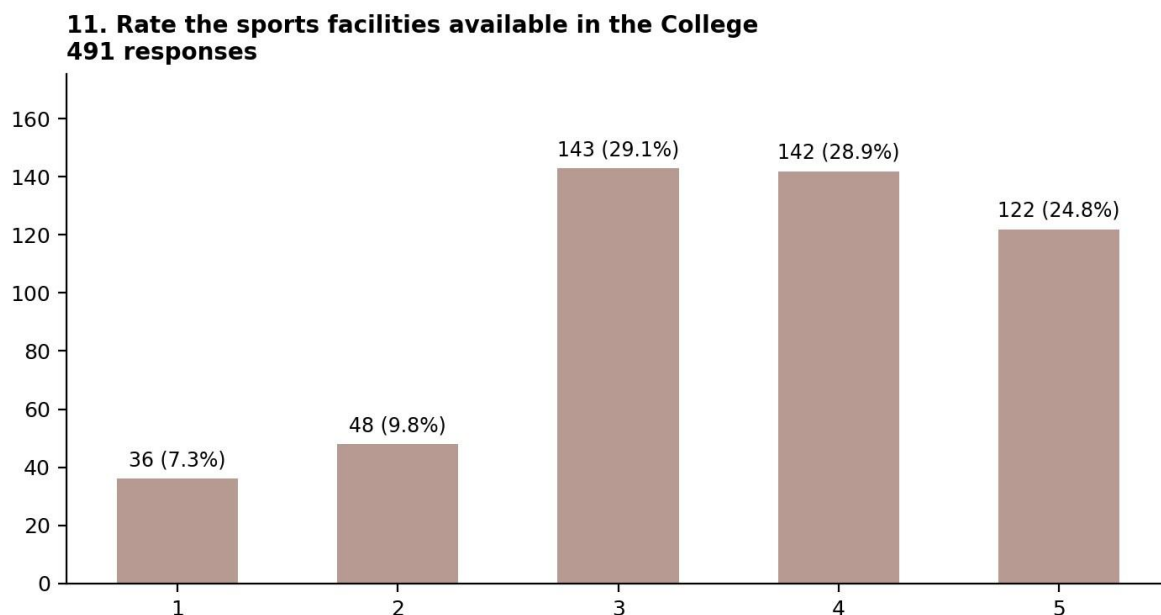
10. Rate the facilities provided in the College Hostel (only for those availing hostel facilities)

Note on denominator: Only 199 students who avail hostel facilities responded to this question; the percentages below are calculated against this base of 199, not the full survey population of 491.

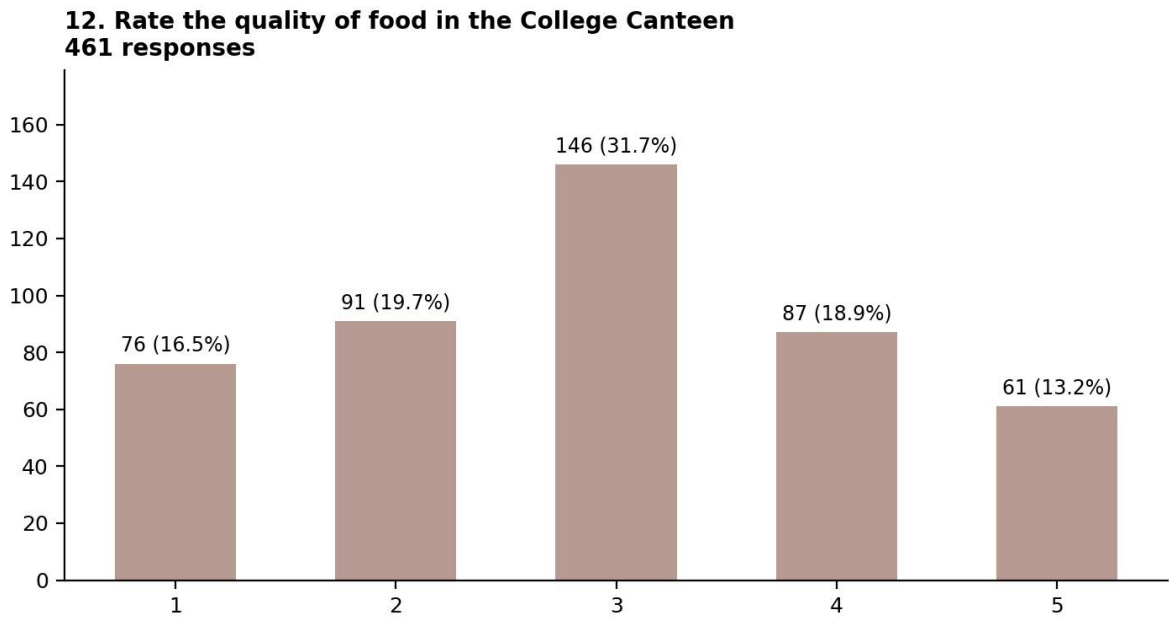


Of the 199 valid responses, the dominant response was rating 3 (58 responses, 29.1%). The mean rating was 3.11 out of 5. Ratings of 4 and 5 (positive) were given by 39.7% of respondents, a neutral rating of 3 by 29.1%, and ratings of 1 and 2 (negative) by 31.2%. This question was answered only by students availing hostel facilities. The comparatively even spread across all five ratings, together with a notable negative share, indicates that hostel facilities remain an area of concern for a meaningful proportion of resident students.

11. Rate the sports facilities available in the College

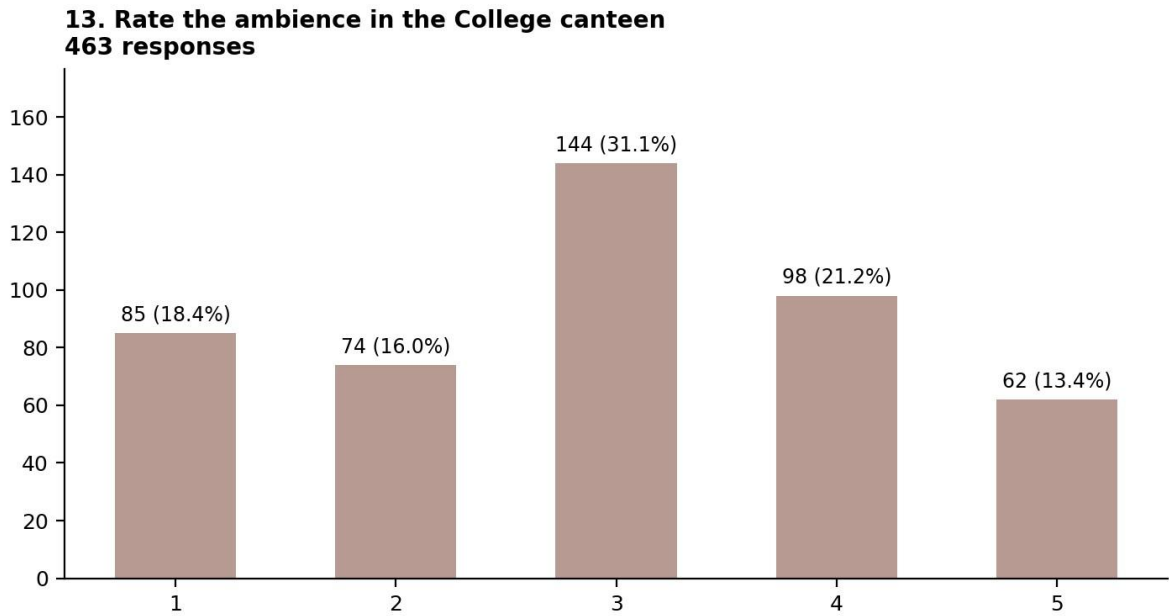


Of the 491 valid responses, the dominant response was rating 3 (143 responses, 29.1%). The mean rating was 3.54 out of 5. Ratings of 4 and 5 (positive) were given by 53.8% of respondents, a neutral rating of 3 by 29.1%, and ratings of 1 and 2 (negative) by 17.1%. Sports facilities were rated moderately positively, though open-ended feedback (Q20) suggests uneven attention across different sports disciplines. **12. Rate the quality of food in the College Canteen**



Of the 461 valid responses, the dominant response was rating 3 (146 responses, 31.7%). The mean rating was 2.93 out of 5. Ratings of 4 and 5 (positive) were given by 32.1% of respondents, a neutral rating of 3 by 31.7%, and ratings of 1 and 2 (negative) by 36.2%. This received the lowest mean rating in Section III and one of the lowest in the survey overall, indicating that canteen food quality is a significant and recurring area of student dissatisfaction.

13. Rate the ambience in the College canteen

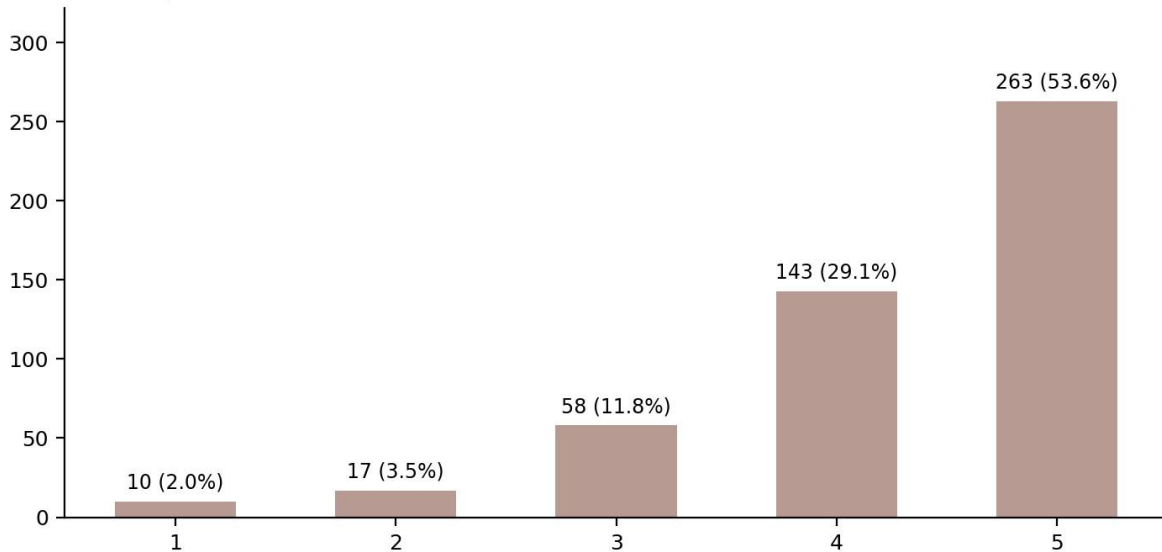


Of the 463 valid responses, the dominant response was rating 3 (144 responses, 31.1%). The mean rating was 2.95 out of 5. Ratings of 4 and 5 (positive) were given by 34.6% of respondents, a neutral rating of 3 by 31.1%, and ratings of

1 and 2 (negative) by 34.3%. Canteen ambience was similarly rated among the lowest in the survey, reinforcing food quality as a priority area for improvement.

14. Rate the overall landscaping and green environment in the campus

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491 responses

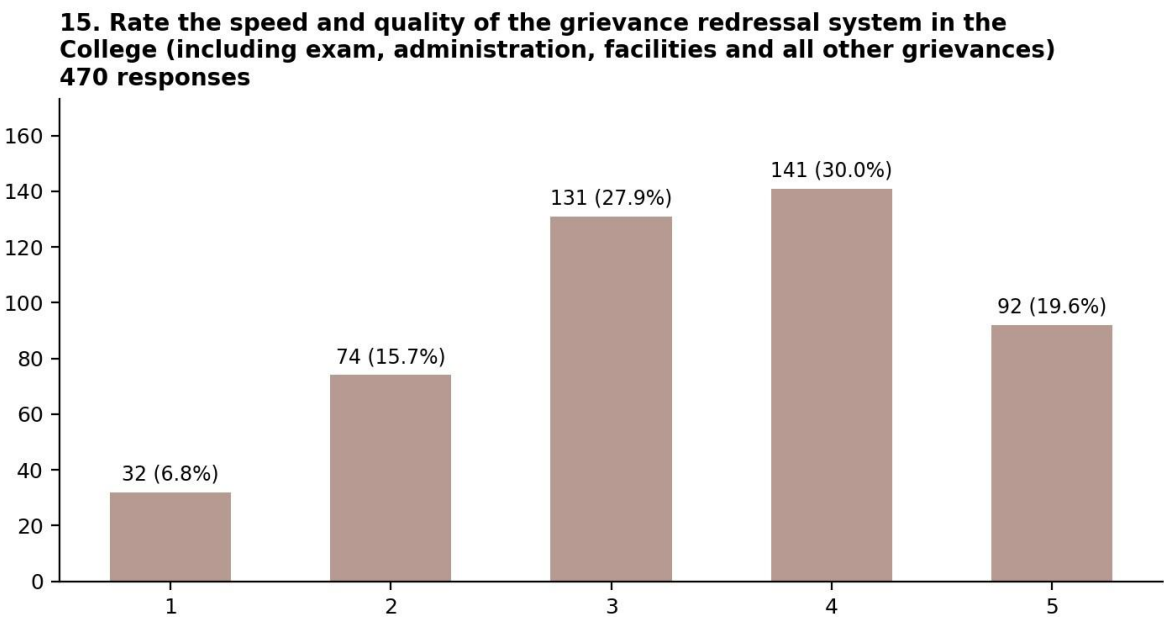


Of the 491 valid responses, the dominant response was rating 5 (263 responses, 53.6%). The mean rating was 4.29 out of 5. Ratings of 4 and 5 (positive) were given by 82.7% of respondents, a neutral rating of 3 by 11.8%, and ratings of 1 and 2 (negative) by 5.5%. This was the single most favourably rated question in the entire survey, reflecting strong student appreciation of the College's green campus and landscaping.

Summary: Landscaping and green environment ("14. Rate the overall landscaping and green environment in the campus", mean 4.29/5) is the clear strength of Section III, while canteen-related questions ("12. Rate the quality of food in the College Canteen", mean 2.93/5) represent the weakest area, consistent with the recurring canteen-related concerns identified in the open-ended feedback (Q20).

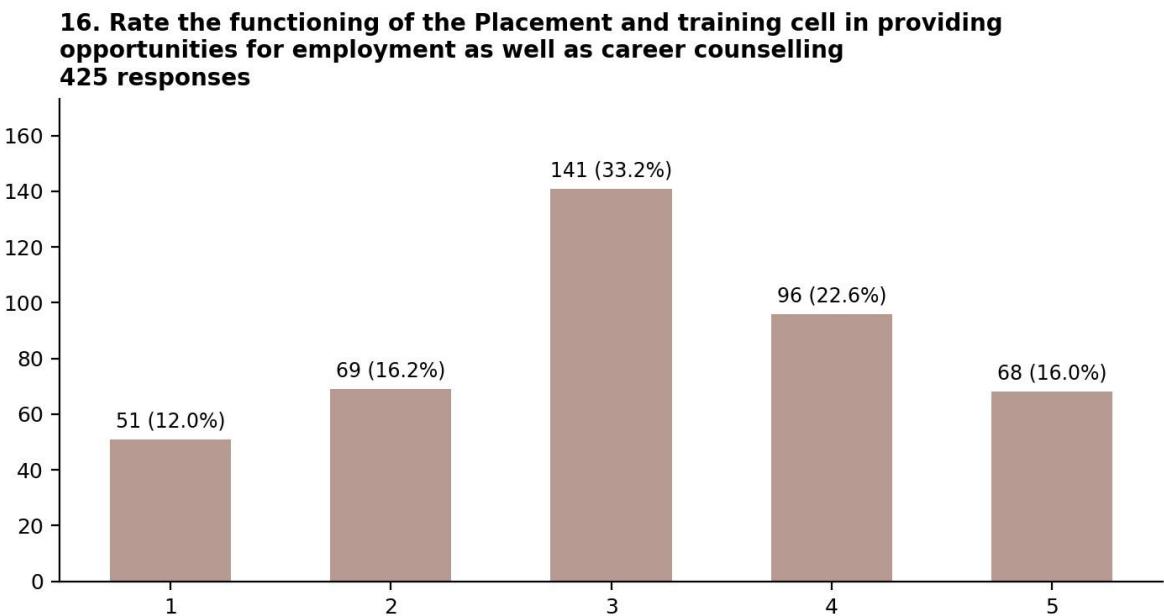
SECTION IV: Other areas of functioning

15. Rate the speed and quality of the grievance redressal system in the College (including exam, administration, facilities and all other grievances)



Of the 470 valid responses, the dominant response was rating 4 (141 responses, 30.0%). The mean rating was 3.4 out of 5. Ratings of 4 and 5 (positive) were given by 49.6% of respondents, a neutral rating of 3 by 27.9%, and ratings of 1 and 2 (negative) by 22.6%. Grievance redressal received a moderate rating with a notable negative share, suggesting that the speed and responsiveness of the grievance-handling process could be improved.

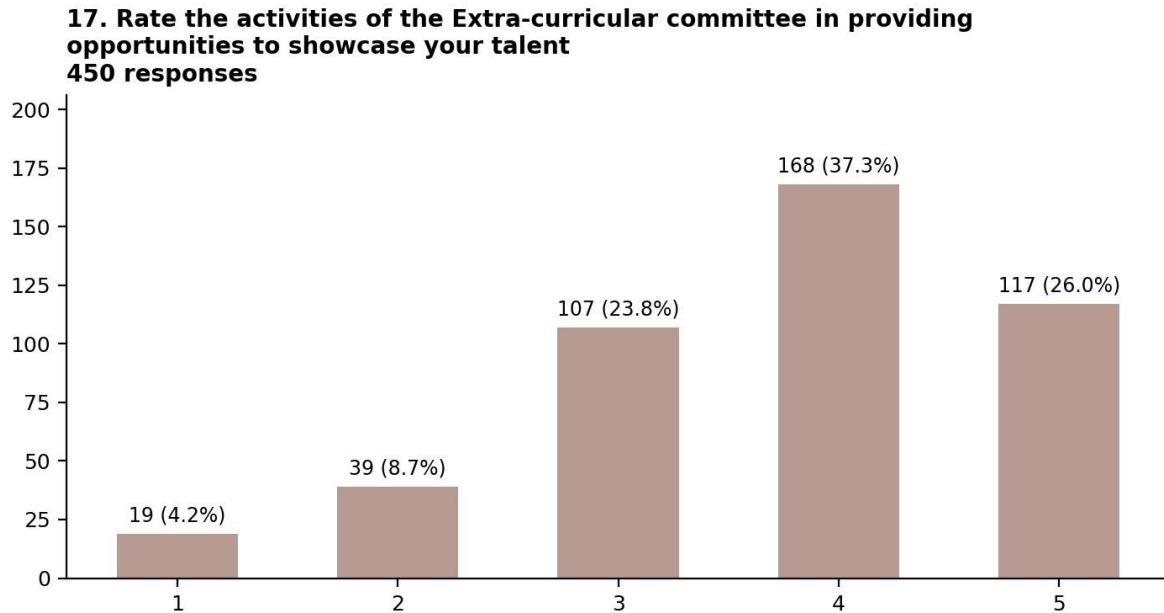
16. Rate the functioning of the Placement and training cell in providing opportunities for employment as well as career counselling



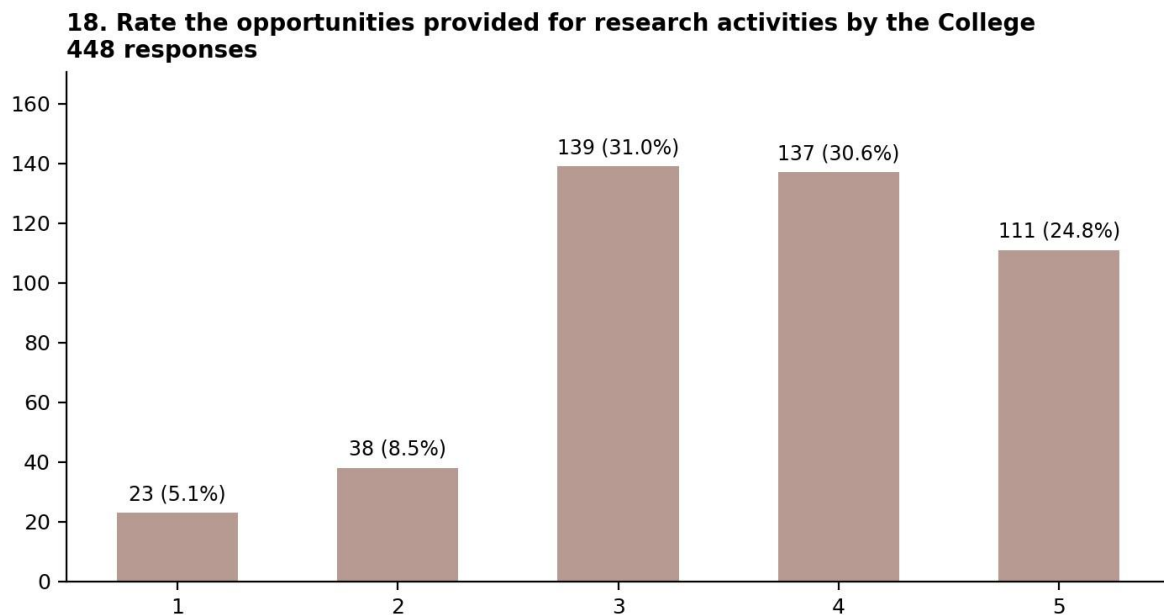
Of the 425 valid responses, the dominant response was rating 3 (141 responses, 33.2%). The mean rating was 3.14 out of 5. Ratings of 4 and 5 (positive) were given by 38.6% of respondents, a neutral rating of 3 by 33.2%, and ratings of 1 and 2 (negative) by 28.2%.

1 and 2 (negative) by 28.2%. This received the lowest mean rating in Section IV, indicating that placement and career-counselling support is a priority area requiring institutional attention, consistent with related concerns raised in the open-ended Q20 responses.

17. Rate the activities of the Extra-curricular committee in providing opportunities to showcase your talent

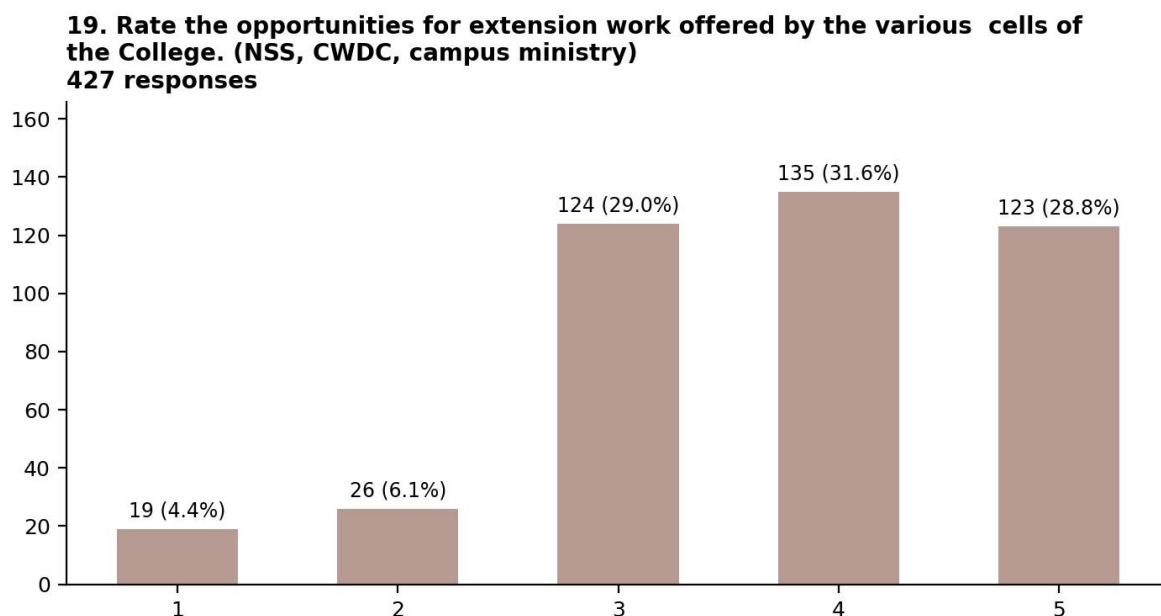


Of the 450 valid responses, the dominant response was rating 4 (168 responses, 37.3%). The mean rating was 3.72 out of 5. Ratings of 4 and 5 (positive) were given by 63.3% of respondents, a neutral rating of 3 by 23.8%, and ratings of 1 and 2 (negative) by 12.9%. The Extra-curricular Committee was rated favourably by a clear majority of respondents, indicating that co-curricular opportunities are generally well perceived. **18. Rate the opportunities provided for research activities by the College**



Of the 448 valid responses, the dominant response was rating 3 (139 responses, 31.0%). The mean rating was 3.61 out of 5. Ratings of 4 and 5 (positive) were given by 55.4% of respondents, a neutral rating of 3 by 31.0%, and ratings of 1 and 2 (negative) by 13.6%. Research opportunities received a reasonably favourable rating, indicating growing student engagement with research-oriented activities under NEP.

19. Rate the opportunities for extension work offered by the various cells of the College. (NSS, CWDC, campus ministry)



Of the 427 valid responses, the dominant response was rating 4 (135 responses, 31.6%). The mean rating was 3.74 out of 5. Ratings of 4 and 5 (positive) were given by 60.4% of respondents, a neutral rating of 3 by 29.0%, and ratings of 1 and 2 (negative) by 10.5%. Extension activities (NSS, CWDC, campus ministry) received one of the more favourable ratings in this section, indicating reasonable student engagement with community-oriented initiatives.

Summary: Within Section IV, extension activities ("19. Rate the opportunities for extension work offered by the various cells of the College. (NSS, CWDC, campus ministry)", mean 3.74/5) received the highest mean rating, while the Placement and Training Cell ("16. Rate the functioning of the Placement and training cell in providing opportunities for employment as well as career counselling", mean 3.14/5) received the lowest, identifying placement support as the priority concern within this section.

Other Information / Feedback: "Please share any other information/feedback:"

472 students responded to this open-ended question. Of these, approximately 204 responses (43.2%) either indicated no additional feedback or offered brief general appreciation without specific comment (e.g. "Good", "No", "All good"). The remaining responses were analysed thematically; the themes are not mutually exclusive and percentages are calculated against the base of 472 valid responses.

Theme	Responses	% of valid
Faculty and teaching quality	34	7.2%
Infrastructure — classrooms, cooling and washrooms	28	5.9%
Canteen food and ambience	21	4.4%
General appreciation of the College	21	4.4%
Class timings, particularly for Self-Financed (SF) batches	15	3.2%
Sports facilities	12	2.5%
Administration, office processes and grievance handling	14	3.0%
Placement and career support	10	2.1%
Attendance policy	9	1.9%
Library facilities	6	1.3%

Faculty and teaching quality (34 responses, 7.2%): Comments in this theme were mixed: a number of students praised the approachability and subject expertise of individual faculty members, while others raised concerns about regularity of teaching, syllabus completion and responsiveness to student feedback.

Infrastructure — classrooms, cooling and washrooms (28 responses, 5.9%): A recurring concern was the absence of adequate cooling (fans/AC) in classrooms during summer, along with requests for improved washroom hygiene and better-maintained furniture.

Canteen food and ambience (21 responses, 4.4%): Consistent with the quantitative ratings for Q12 and Q13, students raised concerns about food quality, variety, pricing and seating capacity in the canteen.

General appreciation of the College (21 responses, 4.4%): A number of students expressed overall satisfaction and appreciation for their experience at the College, citing the campus environment, faculty support and opportunities for growth.

Class timings, particularly for Self-Financed (SF) batches (15 responses, 3.2%): Several students requested a review of afternoon class timings for Self-Financed programmes, citing difficulty coping with extreme summer heat and safety concerns while commuting later in the evening.

Sports facilities (12 responses, 2.5%): Comments referred to the need for more equitable access to sports facilities and grounds across different disciplines, not only the more prominent sports.

Administration, office processes and grievance handling (14 responses, 3.0%): Some students commented on the responsiveness and courtesy of administrative and examination office staff, and requested more streamlined documentation processes.

Placement and career support (10 responses, 2.1%): Consistent with the Section IV ratings, a number of comments called for stronger industry linkages, more career-counselling sessions and expanded placement opportunities, particularly for Arts and PG students.

SURVEY ANALYSIS

From the survey conducted, the following major findings emerge:

- NEP 2020 alignment with academic and personal development goals: 45.5% of NEP-enrolled respondents rated this 4 or 5 (mean 3.43/5); a further 40.7% were neutral, indicating a moderately favourable but not yet uniform perception.
- Technology in education: 47.0% rated the effect of technology positively (mean 3.36/5); however, online course delivery — particularly Conducting Classes — was the weakest-rated sub-component of NEP feedback (35.7% positive).
- NEP assessment methods: only 41.0% rated the assessment methods as reasonable and effective (mean 3.3/5), the lowest-rated NEP question, closely linked to recurring concerns about the CIA-2 module system in open-ended responses.
- NEP and skill development: 51.2% felt NEP provides adequate opportunities for skill development (mean 3.51/5), the most favourably rated NEP question.
- Teaching-learning quality: 68.2% of respondents rated the overall teaching-learning process as good to excellent (mean 3.84/5), making it one of the most strongly rated areas in the survey.
- Syllabus relevance: 57.0% rated the syllabus as relevant to their progression (mean 3.62/5).
- Use of ICT tools: this received the weakest rating in Section II, with only 42.6% positive responses (mean 3.34/5).
- Skill-development, entrepreneurship and employability orientation of courses: 47.7% positive (mean 3.42/5); remedial classes, seminars and workshops received 53.0% positive (mean 3.52/5).
- Internal and external evaluation: internal evaluation received 50.5% positive ratings (mean 3.4/5), while external evaluation was somewhat more favourably viewed at 55.0% positive (mean 3.57/5).
- Classroom ambience and library: classroom/seminar-room ambience received a moderate 42.0% positive rating (mean 3.19/5), while the library was rated considerably more favourably at 63.7% positive (mean 3.78/5).
- Hostel facilities: among the 199 students availing hostel accommodation, only 39.7% rated the facilities positively (mean 3.11/5), with a comparatively high negative share of 31.2%.
- Sports facilities: 53.8% positive (mean 3.54/5).
- Canteen (food quality and ambience): these were among the lowest-rated aspects of the entire survey, with food quality at 32.1% positive (mean 2.93/5) and ambience at 34.6% positive (mean 2.95/5).
- Landscaping and green campus: this was the single highest-rated question in the survey, with 82.7% positive ratings (mean 4.29/5).
- Grievance redressal: 49.6% positive (mean 3.4/5), indicating room for improvement in the speed and responsiveness of grievance handling.
- Placement and Training Cell: this received the lowest rating in Section IV, with only 38.6% positive responses (mean 3.14/5), identifying placement and career support as a priority area for institutional attention.

- Extra-curricular activities and research: the Extra-curricular Committee received 63.3% positive ratings (mean 3.72/5), and research opportunities received 55.4% positive ratings (mean 3.61/5).
- Extension activities (NSS, CWDC, campus ministry): 60.4% positive (mean 3.74/5).
- Major concerns from open-ended feedback: the most recurring qualitative concerns were the burden of additional NEP subjects (VAC/SEC/AEC/MDC) perceived as unrelated to the student's core discipline, the quality of online course delivery, the CIA-2 module examination structure, canteen food quality, classroom cooling/infrastructure, and class timings for Self-Financed batches.

KEY STRENGTHS

- **Landscaping and green campus environment** — 82.7% positive, mean 4.29/5, the highest-rated aspect of the entire survey.
- **Quality of the teaching-learning process** — 68.2% positive, mean 3.84/5.
- **Library — availability of books, journals and reading material** — 63.7% positive, mean 3.78/5.
- **Extra-curricular Committee activities** — 63.3% positive, mean 3.72/5.
- **Extension activities (NSS, CWDC, campus ministry)** — 60.4% positive, mean 3.74/5.
- **Relevance of syllabus to academic progression** — 57.0% positive, mean 3.62/5.
- **Research opportunities** — 55.4% positive, mean 3.61/5, reflecting the College's growing research orientation under NEP 2020.

AREAS REQUIRING IMPROVEMENT

- **Quality of food in the College Canteen** — only 32.1% positive (mean 2.93/5) with 36.2% negative ratings, the lowest-rated aspect in the survey; this is strongly corroborated by open-ended Q20 comments on food quality, variety and pricing.
- **Ambience of the College Canteen** — 34.6% positive (mean 2.95/5), with comments citing limited seating and cleanliness concerns.
- **Functioning of the Placement and Training Cell** — 38.6% positive (mean 3.14/5), the lowest-rated question in Section IV, with several open-ended responses specifically requesting stronger industry linkages and career counselling.
- **Facilities in the College Hostel** — among students availing hostel accommodation, only 39.7% rated facilities positively (mean 3.11/5), with 31.2% negative, and open-ended feedback raising specific concerns about hostel administration and communication.
- **Ambience of Classrooms and Seminar Rooms** — 42.0% positive (mean 3.19/5), with open-ended comments repeatedly citing inadequate cooling/fans, seating and general classroom upkeep.
- **Use of ICT tools for teaching-learning** — 42.6% positive (mean 3.34/5), the weakest-rated question in Section II.

- **Online course delivery (Conducting Classes)** — 35.7% positive (mean 2.96/5), the weakest-rated NEP sub-component, reinforced by open-ended concerns about SWAYAM/online course quality.
- **NEP 2020 assessment methods (CIA-2 module system)** — only 41.0% of NEP-enrolled respondents found the assessment methods reasonable and effective (mean 3.3/5), with the module-based CIA-2 structure being the single most frequently cited difficulty in open-ended NEP feedback.

ACTION PLAN / PLANS FOR THE NEXT ACADEMIC YEAR

Based on the findings of the SSS 2024-25, the following action points are proposed for the next academic year:

- **Review and improve canteen operations** — revisit food quality, hygiene, variety and pricing, and explore additional seating capacity to address the lowest-rated aspect of the survey.
- **Strengthen the Placement and Training Cell** — expand industry linkages, increase the frequency of career-counselling sessions, and extend placement support to PG and Arts students, in response to the weakest-rated question in Section IV.
- **Rationalise the CIA-2 module system under NEP 2020** — review the number and scheduling of modules per subject, ensure adequate gaps between modules and end-semester examinations, and communicate module schedules well in advance.
- **Improve the classroom and hostel infrastructure** — prioritise cooling/ventilation, seating and general upkeep of classrooms, and undertake a focused review of hostel facilities and hostel-student communication mechanisms.
- **Enhance ICT-enabled teaching-learning** — invest in classroom ICT infrastructure and encourage wider faculty adoption of digital teaching tools.
- **Improve the quality and relevance of online/SWAYAM-based NEP courses** — review course content, faculty engagement and assessment design for SEC/VAC courses delivered online, and consider offline delivery where feasible.
- **Review the design of additional NEP subjects (VAC/SEC/AEC/MDC)** — where feasible, offer greater subject choice and closer alignment with students' core disciplines to address the most frequently cited NEP-related challenge.
- **Strengthen the grievance redressal mechanism** — improve the speed, transparency and communication of grievance resolution, particularly for examination and administration-related grievances.
- **Review class timings for Self-Financed (SF) programmes** — assess the feasibility of adjusting afternoon schedules in light of student concerns regarding summer heat and commuting safety.
- **Sustain and publicise areas of strength** — continue to build on strongly rated areas such as the campus landscaping, teaching-learning quality, library resources and extra-curricular/extension activities, which remain clear strengths of the institution.
