

St. Xavier's College, Ahmedabad.

Student Satisfaction Survey (SSS) 2025-26

IQAC Analysis Report

INTRODUCTION

The Student Satisfaction Survey (SSS) 2025-26 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 in the previous cycle, the 2025-26 survey continued to place particular emphasis on the implementation of the National Education Policy (NEP) 2020, since the institution now has multiple cohorts 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.

Of the 657 valid responses received for 2025-26, 430 respondents (65.4%) indicated that they were enrolled after the implementation of NEP 2020, while 227 (34.6%) indicated they were not. This is a larger NEP-enrolled base, in both absolute and proportionate terms, than in the previous cycle, reflecting the continued roll-out of NEP 2020 across successive batches at the College. This report analyses the raw response data exported from the survey form for 2025-26 independently, and all figures presented below are calculated afresh from that data; no numerical findings have been carried forward from the 2024-25 report, which has been used only as a structural and stylistic reference.

SURVEY PROCESS

The questionnaire for the 2025-26 cycle, consistent with previous cycles, 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 657 rows. On inspection, none of the 657 rows were fully blank and no duplicate response records were identified; all 657 rows have therefore been treated as valid responses forming the basis of this report. Individual questions nevertheless show varying numbers of valid responses, since several questions in Section I were routed only to NEP-enrolled students, and a small number of respondents left specific questions unanswered; the applicable base ("n") is stated separately for each question.

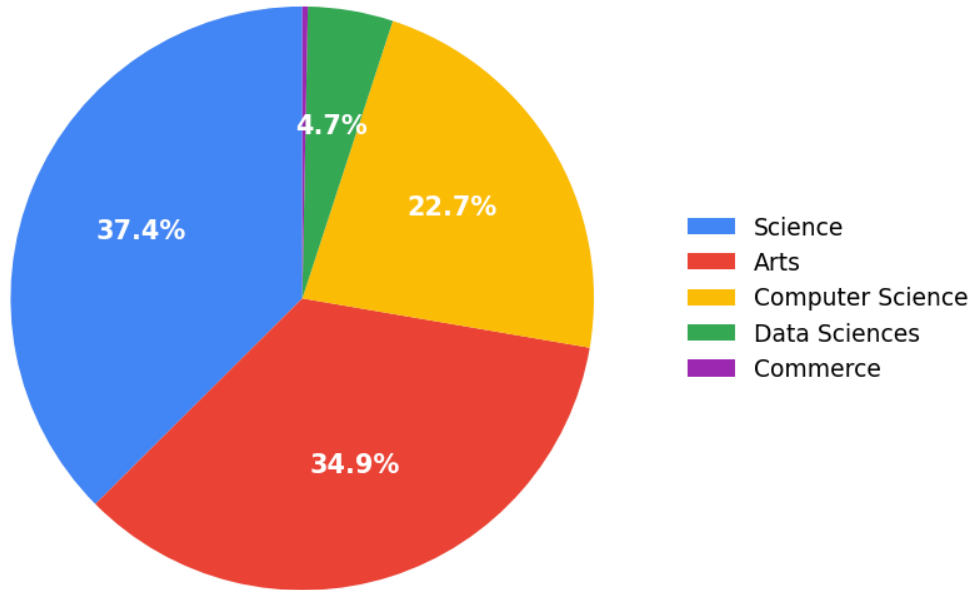
The rating-based questions in the survey used a five-point scale, with 5 representing the highest/most favourable rating and 1 representing the lowest/least favourable rating, consistent with the scale used in previous cycles. The sub-components of the online-course question specifically used the labels "1 (Not Satisfied)" through "5 (Very Satisfied)"; a small number of responses to this question recorded more than one selected rating (a data-entry artefact of the multi-select field) and have been excluded as invalid for that specific scale, as noted against the relevant chart.

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 (430) 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, for which the valid base is 224).

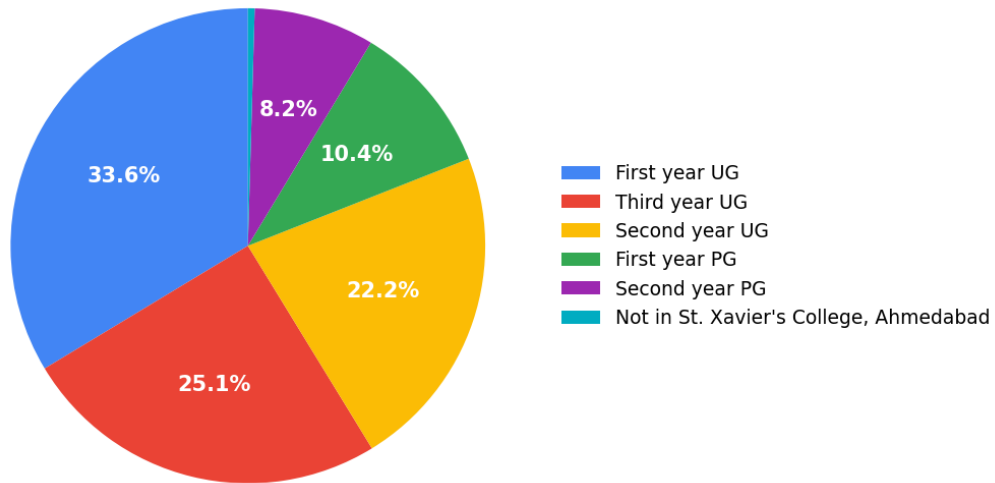
SURVEY SAMPLE

What subject area are you pursuing at Xavier's? 657 responses



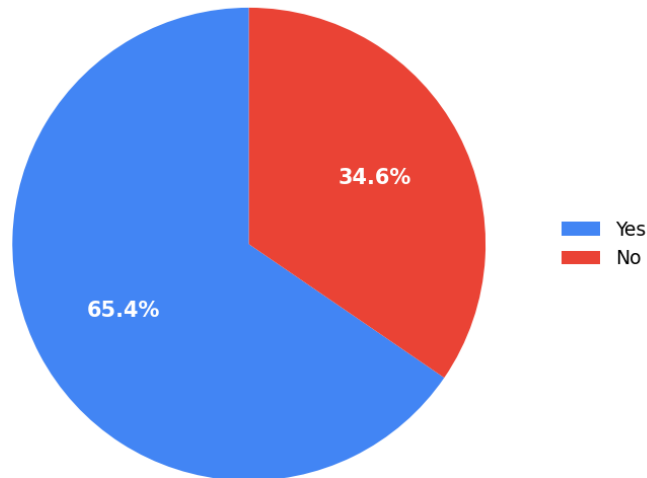
Of the 657 respondents who answered the question on subject area, 37.4% were from Science, 34.9% were from Arts, 22.7% were from Computer Science, 4.7% were from Data Sciences, and 0.3% were from Commerce. Science and Arts together account for the majority of respondents (72.3%), with a substantially larger share of responses from Computer Science and Data Sciences streams than in the previous cycle, broadly consistent with the College's expanding enrolment in these programmes.

During the academic year (2025-26), you were
657 responses



From the 657 responses to the question on year/programme during the academic year 2025-26, 33.6% were First year UG, 25.1% were Third year UG, 22.2% were Second year UG, 10.4% were First year PG, 8.2% were Second year PG, and 0.5% indicated they were not in St. Xavier's College, Ahmedabad during 2025-26. First-year UG students form the single largest respondent group, followed by third-year UG students, indicating a reasonably broad spread of responses across the different stages of study.

Are you enrolled in NEP 2020 implementation?
657 responses



On the question of NEP enrolment status, 65.4% of the 657 respondents (430 students) indicated that they were enrolled after the implementation of NEP 2020, while 34.6% (227 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 430 valid responses recorded against those questions.

SURVEY RESULTS

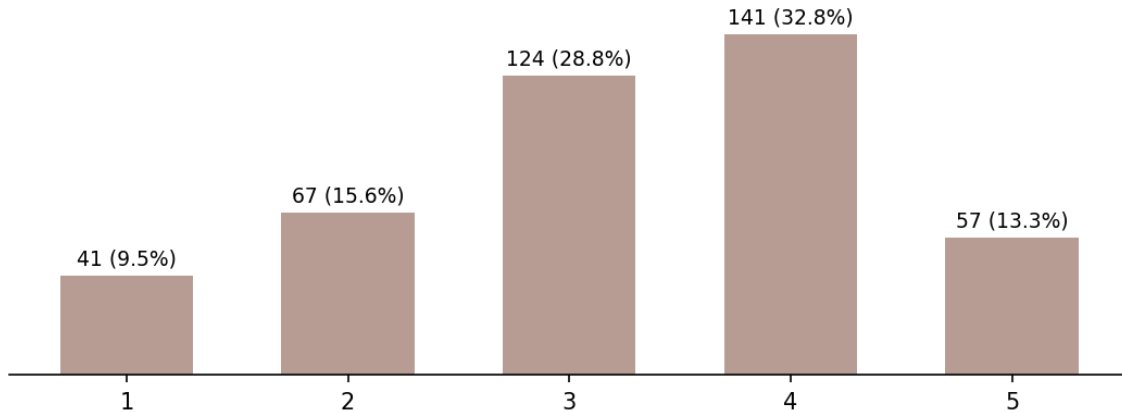
SECTION I: NEP Feedback

The following questions were addressed only to students who indicated that they were enrolled after the implementation of NEP 2020 (430 valid responses).

To what extent do you feel NEP 2020 aligns with your academic and personal development goals?

430 responses

To what extent do you feel NEP 2020 aligns with your academic and personal development goals?

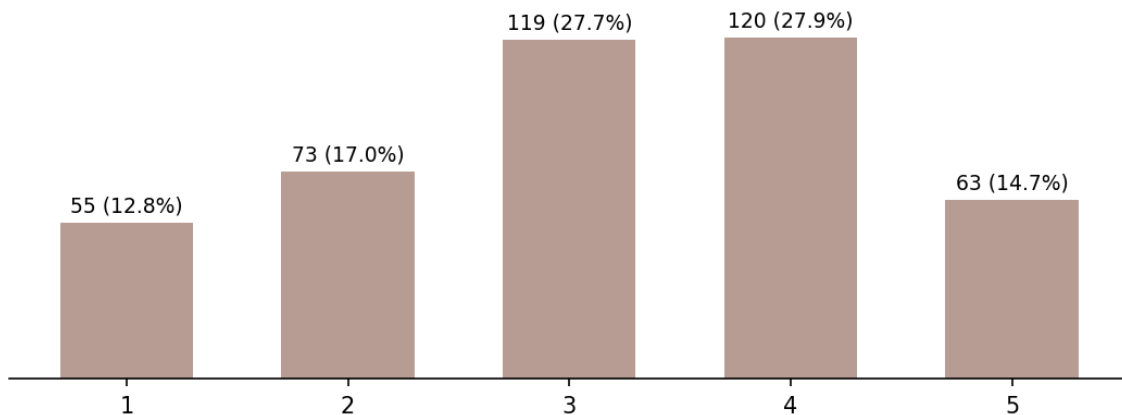


Of the 430 valid responses, the dominant response was rating 4 (141 responses, 32.8%). The mean rating was 3.25 out of 5. Ratings of 4 and 5 (positive) were given by 46.0% of respondents, a neutral rating of 3 by 28.8%, and ratings of 1 and 2 (negative) by 25.1%. This indicates that while a substantial proportion of NEP-enrolled students find the policy reasonably aligned with their academic and personal development goals, roughly a quarter of respondents remain unconvinced, 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?

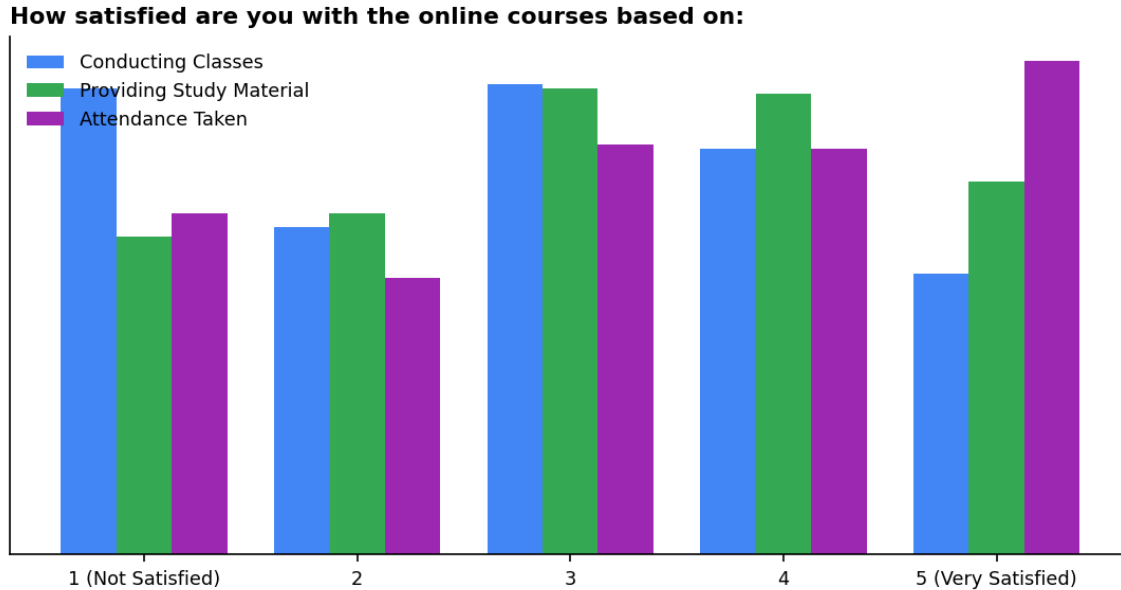
430 responses

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



Of the 430 valid responses, the dominant response was rating 4 (120 responses, 27.9%), closely followed by rating 3 (119 responses, 27.7%). The mean rating was 3.15 out of 5. Ratings of 4 and 5 (positive) were given by 42.6% of respondents, a neutral rating of 3 by 27.7%, and ratings of 1 and 2 (negative) by 29.8%. This suggests a mixed reception of technology-enabled learning, with a sizeable proportion of respondents reporting a limited or negative effect on their learning experience.

How satisfied are you with the online courses based on:

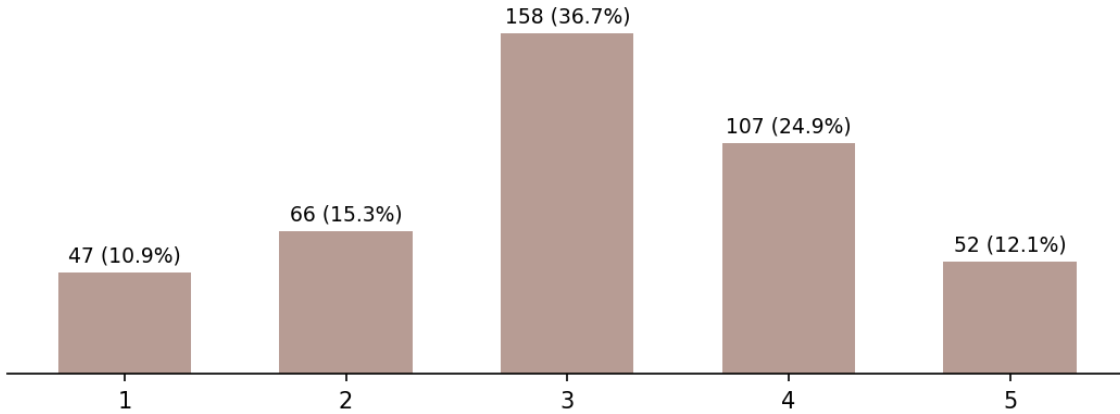


On the three sub-components of the online-course question (responses recording more than one selected rating were treated as invalid for this scale and excluded — 7, 5 and 12 such cases respectively for Conducting Classes, Providing Study Material and Attendance Taken), Attendance Taken received the highest mean rating (3.22/5, 46.7% positive), followed by Providing Study Material (3.12/5, 42.6% positive). Conducting Classes received the lowest mean rating (2.85/5, 35.2% positive), with the largest share of "Not Satisfied" (rating 1) responses among the three components (23.9%). This indicates that while students found the recording of attendance and the provision of study material for online courses relatively more acceptable, the actual conduct of online classes remains the weakest-rated aspect of the online-course experience.

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

430 responses

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

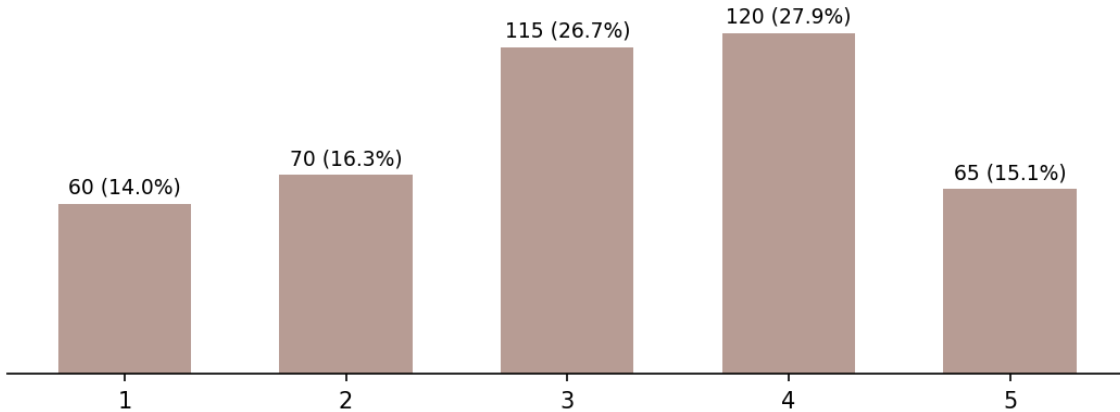


Of the 430 valid responses, the dominant response was rating 3 (158 responses, 36.7%). The mean rating was 3.12 out of 5. Ratings of 4 and 5 (positive) were given by 37.0% of respondents, a neutral rating of 3 by 36.7%, and ratings of 1 and 2 (negative) by 26.3%. This was the lowest-rated NEP question, indicating that opinion on the reasonableness and effectiveness of NEP assessment methods remains divided, and is consistent with recurring concerns about the module-based CIA-2 pattern raised in the open-ended responses below.

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

430 responses

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



Of the 430 valid responses, the dominant response was rating 4 (120 responses, 27.9%). The mean rating was 3.14 out of 5. Ratings of 4 and 5 (positive) were given by 43.0% of respondents, a neutral rating of 3 by 26.7%, and ratings of 1 and 2 (negative) by 30.2%. Opinion on the skill-development orientation of NEP 2020 is fairly evenly split, suggesting that while a substantial section of students recognise its potential, an equally substantial section remains to be convinced, echoing open-ended feedback that skill-based courses are not always experienced as relevant to students' core disciplines.

Summary: Within Section I, the most favourably rated NEP question was "To what extent do you feel NEP 2020 aligns with your academic and personal development goals?" (mean 3.25/5), while the lowest mean rating was recorded for

"Do you think the assessment methods under NEP 2020 are reasonable and effective?" (mean 3.12/5) and for the Conducting Classes component of the online-course question (mean 2.85/5), identifying assessment design and the conduct of online classes as the areas of NEP implementation most requiring attention.

Open-Ended NEP Feedback: Challenges and Suggestions

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

412 students responded to this open-ended question. Of these, approximately 78 responses (18.9%) explicitly indicated that they faced no particular difficulty (e.g. "No challenges", "Nothing", "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 412 valid responses.

Theme	Responses	% of valid
Lack of clarity / communication regarding NEP implementation	49	11.9%
Subject overload / relevance of additional subjects (VAC, SEC, AEC, MDC)	48	11.7%
Time management and academic pressure / workload	40	9.7%
Online course / SWAYAM / third-party platform delivery quality	31	7.5%
Attendance requirements	24	5.8%
Limited subject choice / selection options	23	5.6%
CIA-2 module system and examination pattern	12	2.9%

Lack of clarity / communication regarding NEP implementation (49 responses, 11.9%): The most frequently raised concern was a lack of clarity around NEP-related processes, rules and last-minute changes, with several students describing themselves as an "experimental batch" facing confusion due to evolving guidelines that were not clearly communicated in advance.

Subject overload / relevance of additional subjects (VAC, SEC, AEC, MDC) (48 responses, 11.7%): Students frequently described the burden of studying multiple additional subjects alongside the major and minor, with many reporting that these subjects were unrelated to their field of study and left less time for their core subjects.

Time management and academic pressure / workload (40 responses, 9.7%): A number of responses referred to difficulty managing time between core subjects, additional NEP courses, assignments, internships and co-curricular commitments, describing the overall schedule as hectic or stressful.

Online course / SWAYAM / third-party platform delivery quality (31 responses, 7.5%): Students reported that online components of NEP courses were not effectively delivered, citing inconvenient timings, limited interactivity, unclear study material and difficulty resolving doubts online.

Attendance requirements (24 responses, 5.8%) and limited subject choice (23 responses, 5.6%): A number of students found attendance norms difficult to reconcile with internships and online-course schedules, while others felt they had little or no choice in the allocation of MDC/AEC/VAC subjects.

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

414 students responded to this question, of which approximately 85 responses (20.5%) indicated no specific suggestion or expressed general satisfaction. The remaining responses converged on the following suggestions.

Theme	Responses	% of valid
Greater subject choice and flexibility	46	11.1%
Reconsider or restructure VAC/SEC/AEC/MDC subjects	45	10.9%
Improve communication, orientation and awareness of NEP processes	37	8.9%
Improve online course delivery / shift to offline	29	7.0%

Theme	Responses	% of valid
Reduce workload / assignments	17	4.1%
Reconsider the attendance requirement	17	4.1%
Restructure the CIA-2 module system	9	2.2%

Greater subject choice and flexibility (46 responses, 11.1%) and restructuring VAC/SEC/AEC/MDC subjects (45 responses, 10.9%): Suggestions included allowing students to select MDC/AEC/VAC subjects rather than allotting them, and making these subjects more relevant to the student's core discipline.

Improve communication, orientation and awareness of NEP processes (37 responses, 8.9%): Students suggested clearer, earlier communication of NEP-related rules, credit structures and course schedules, along with dedicated orientation sessions for new NEP cohorts.

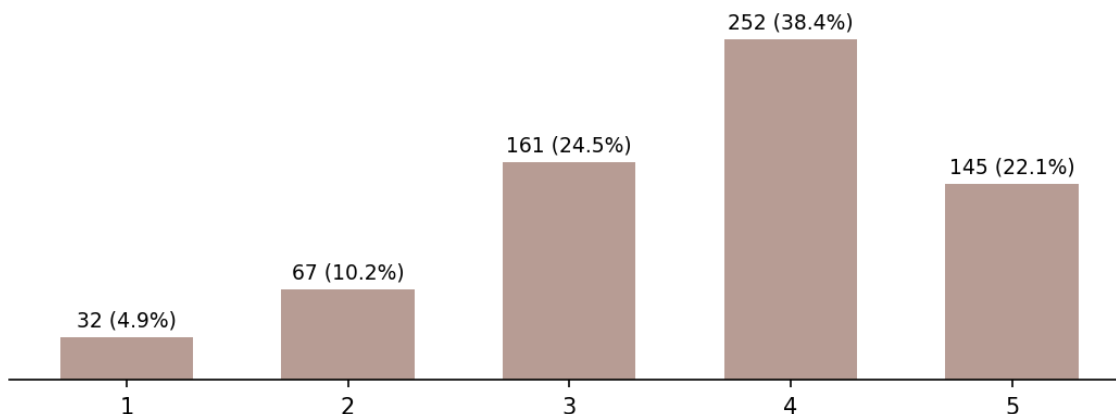
Improve online course delivery (29 responses, 7.0%): Students suggested shifting online/SWAYAM-based courses to offline mode where feasible, improving study material and providing structured doubt-resolution support.

SECTION II: Teaching-learning & Evaluation process/resources

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

657 responses

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

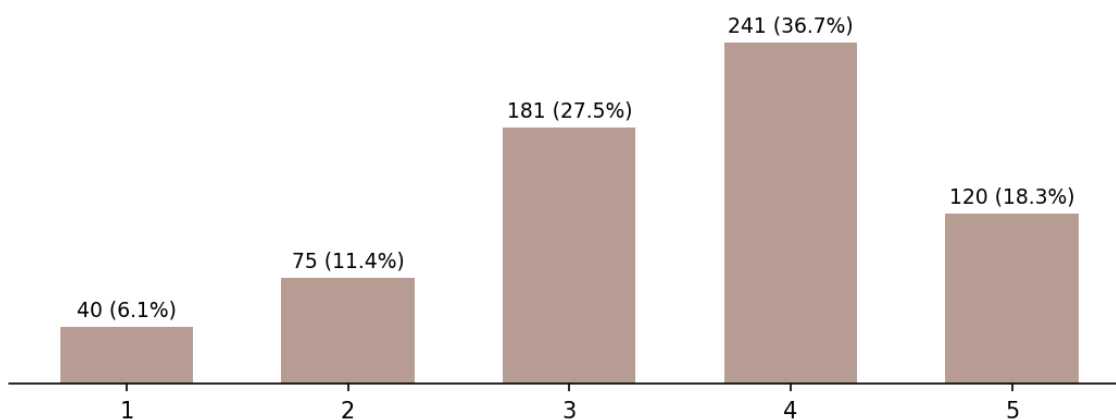


Of the 657 valid responses, the dominant response was rating 4 (252 responses, 38.4%). The mean rating was 3.63 out of 5. Ratings of 4 and 5 (positive) were given by 60.4% of respondents, a neutral rating of 3 by 24.5%, and ratings of 1 and 2 (negative) by 15.1%. This is among the most favourably rated aspects of the survey, indicating that a clear 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

657 responses

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

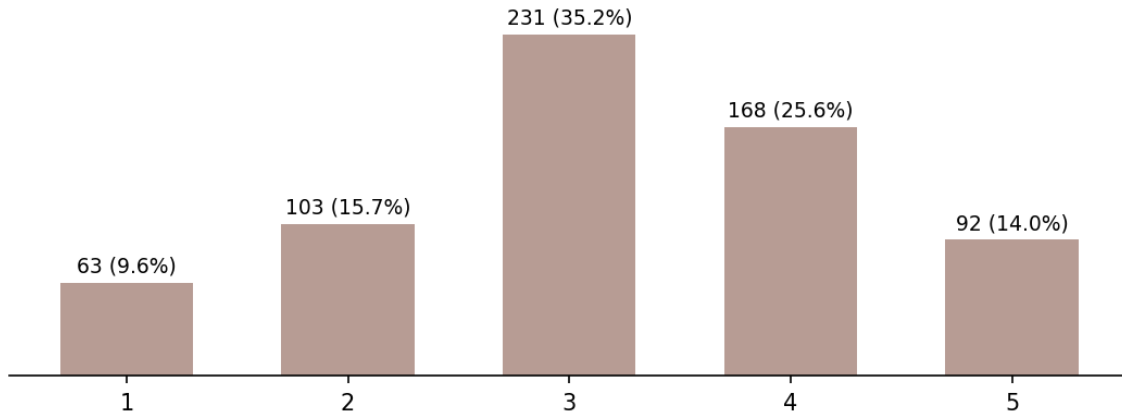


Of the 657 valid responses, the dominant response was rating 4 (241 responses, 36.7%). The mean rating was 3.50 out of 5. Ratings of 4 and 5 (positive) were given by 54.9% of respondents, a neutral rating of 3 by 27.5%, and ratings of 1 and 2 (negative) by 17.5%. A majority of respondents find the syllabus 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

657 responses

3. Use of ICT tools for teaching-learning

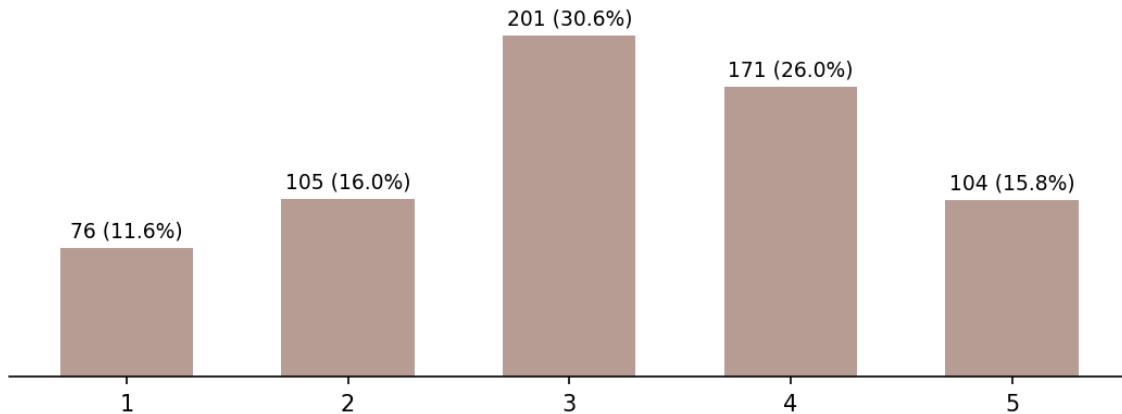


Of the 657 valid responses, the dominant response was rating 3 (231 responses, 35.2%). The mean rating was 3.19 out of 5. Ratings of 4 and 5 (positive) were given by 39.6% of respondents, a neutral rating of 3 by 35.2%, and ratings of 1 and 2 (negative) by 25.3%. This received one of the weakest ratings 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

657 responses

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

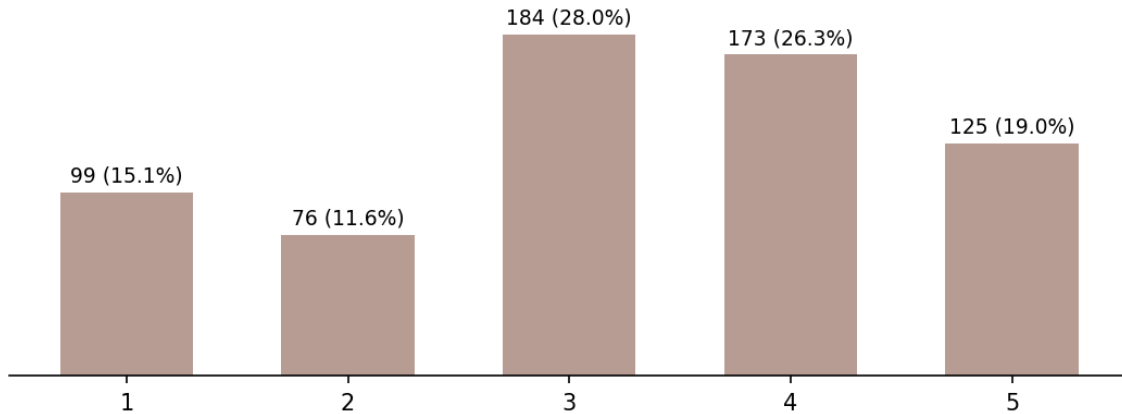


Of the 657 valid responses, the dominant response was rating 3 (201 responses, 30.6%). The mean rating was 3.19 out of 5. Ratings of 4 and 5 (positive) were given by 41.9% of respondents, a neutral rating of 3 by 30.6%, and ratings of 1 and 2 (negative) by 27.5%. This tied with ICT tools as the weakest-rated question in this section, 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

657 responses

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

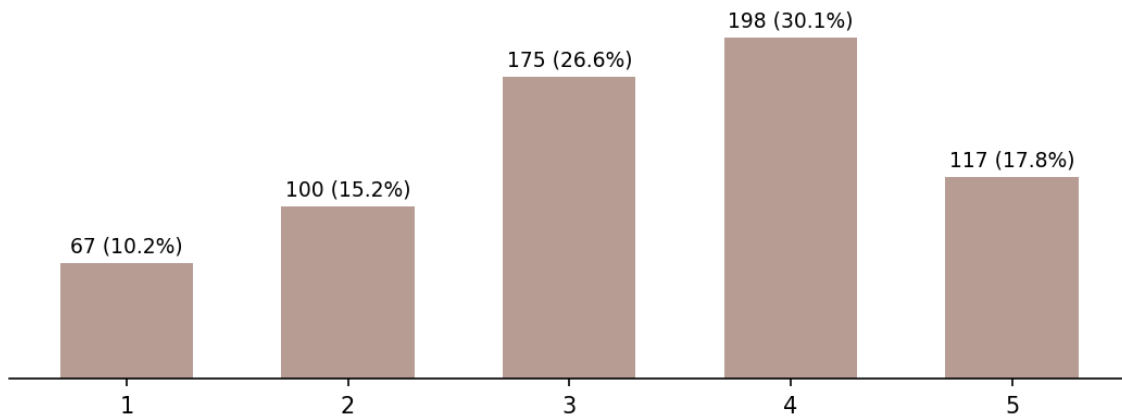


Of the 657 valid responses, the dominant response was rating 3 (184 responses, 28.0%). The mean rating was 3.23 out of 5. Ratings of 4 and 5 (positive) were given by 45.4% of respondents, a neutral rating of 3 by 28.0%, and ratings of 1 and 2 (negative) by 26.6%. While a substantial share of respondents rated this area positively, the comparatively high negative share suggests scope for expanding remedial and competitive-exam support.

6. Rate the internal evaluation pattern

657 responses

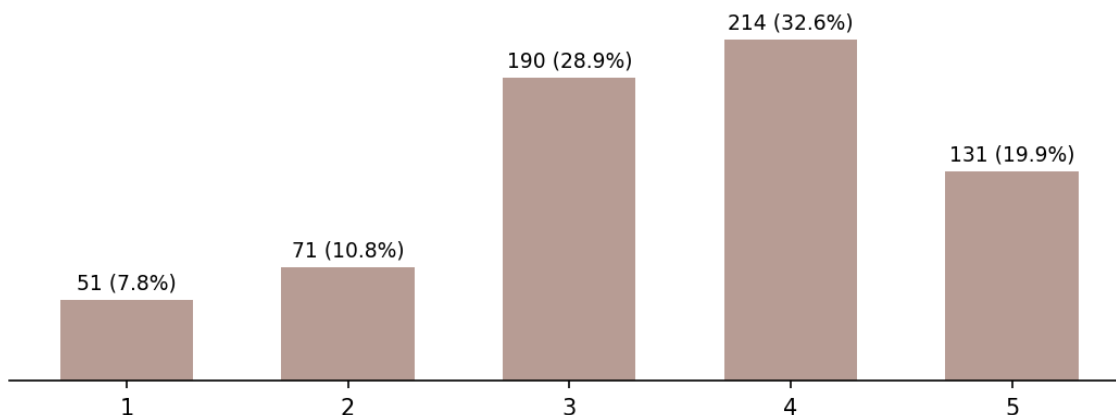
6. Rate the internal evaluation pattern



Of the 657 valid responses, the dominant response was rating 4 (198 responses, 30.1%). The mean rating was 3.30 out of 5. Ratings of 4 and 5 (positive) were given by 47.9% of respondents, a neutral rating of 3 by 26.6%, and ratings of 1 and 2 (negative) by 25.4%. 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

657 responses

7. Rate the external evaluation pattern

Of the 657 valid responses, the dominant response was rating 4 (214 responses, 32.6%). The mean rating was 3.46 out of 5. Ratings of 4 and 5 (positive) were given by 52.5% of respondents, a neutral rating of 3 by 28.9%, and ratings of 1 and 2 (negative) by 18.6%. The external evaluation pattern was rated more favourably than the internal evaluation pattern, suggesting relatively higher student confidence in end-semester examinations.

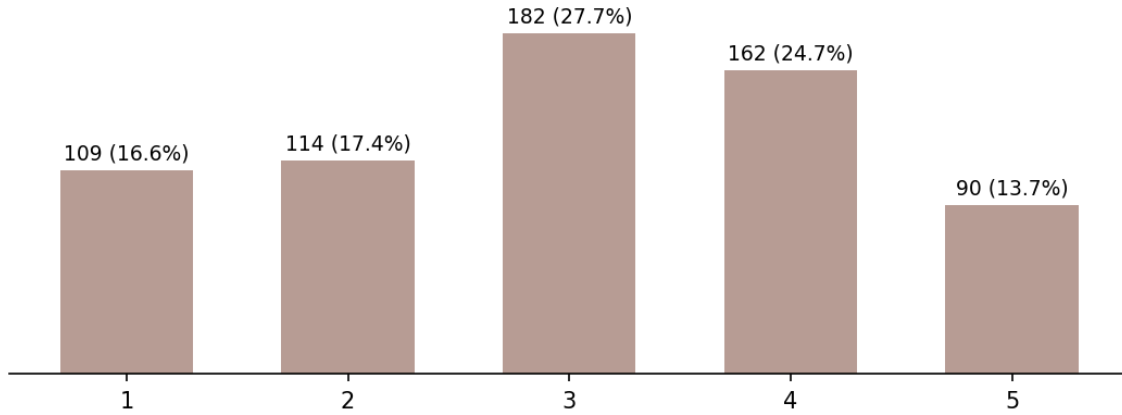
Summary: Within Section II, the highest mean rating was recorded for "1. Rate the quality of the teaching-learning process in the College" (mean 3.63/5), while the lowest mean ratings were recorded for "3. Use of ICT tools for teaching-learning" and "4. Rate the quality of courses in terms of offering skill-development, entrepreneurship and employability" (both mean 3.19/5), indicating that ICT-enabled teaching and the employability orientation of courses are the areas most requiring attention within this section.

SECTION III: Infrastructure

8. Rate the ambience of the Classrooms & Seminar rooms

657 responses

8. Rate the ambience of the Classrooms & Seminar rooms

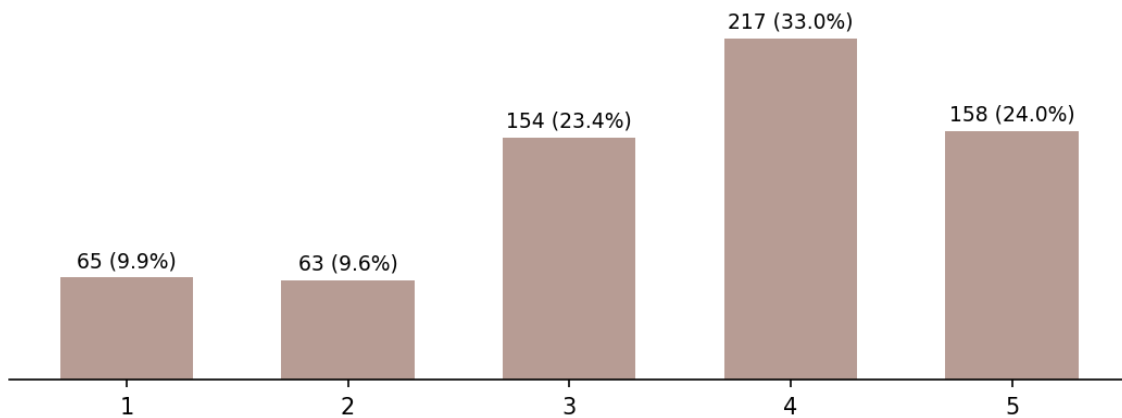


Of the 657 valid responses, the dominant response was rating 3 (182 responses, 27.7%). The mean rating was 3.02 out of 5. Ratings of 4 and 5 (positive) were given by 38.4% of respondents, a neutral rating of 3 by 27.7%, and ratings of 1 and 2 (negative) by 33.9%. Classroom and seminar-room ambience received one of the more modest ratings in the survey, with a comparatively high combined negative and neutral share.

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

657 responses

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



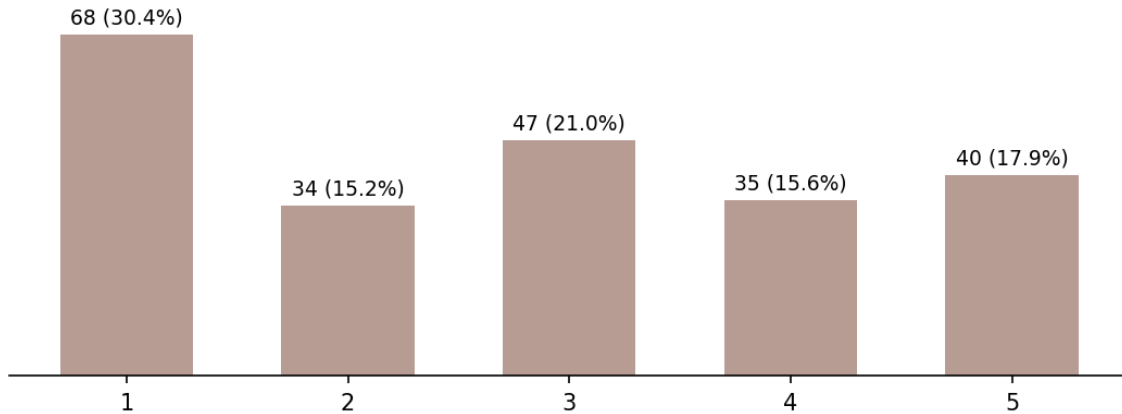
Of the 657 valid responses, the dominant response was rating 4 (217 responses, 33.0%). The mean rating was 3.52 out of 5. Ratings of 4 and 5 (positive) were given by 57.1% of respondents, a neutral rating of 3 by 23.4%, and ratings of 1 and 2 (negative) by 19.5%. The library received one of the more 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 224 students who avail hostel facilities responded to this question; the percentages below are calculated against this base of 224, not the full survey population of 657.

224 responses

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

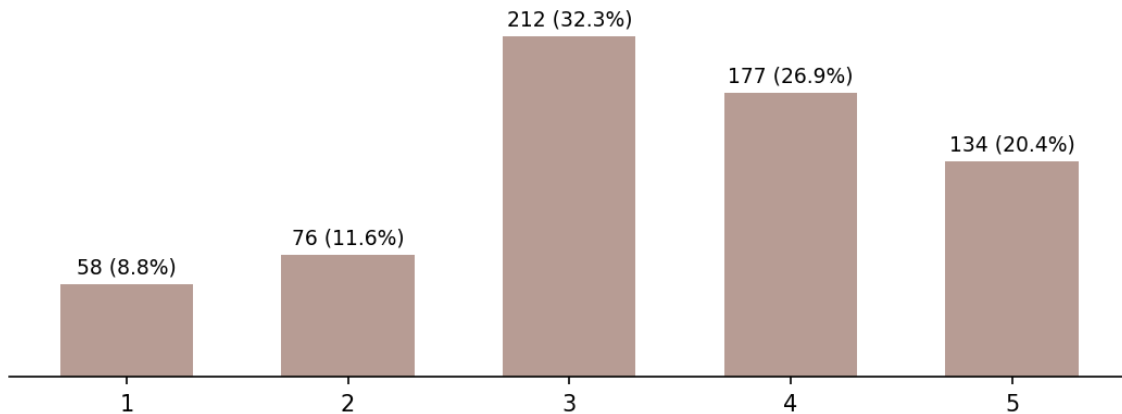


Of the 224 valid responses, the dominant response was rating 1 (68 responses, 30.4%). The mean rating was 2.75 out of 5. Ratings of 4 and 5 (positive) were given by 33.5% of respondents, a neutral rating of 3 by 21.0%, and ratings of 1 and 2 (negative) by 45.5%. This question was answered only by students availing hostel facilities. The relatively even, and notably negative, spread across the ratings indicates that hostel facilities remain a significant area of concern for a meaningful proportion of resident students, and this is the lowest mean rating recorded among the resident sub-population in the entire survey.

11. Rate the sports facilities available in the College

657 responses

11. Rate the sports facilities available in the College



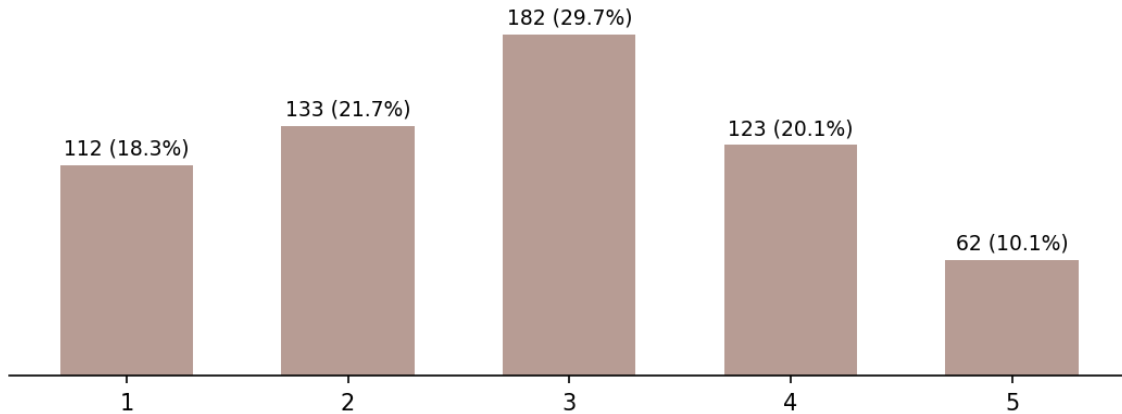
Of the 657 valid responses, the dominant response was rating 3 (212 responses, 32.3%). The mean rating was 3.39 out of 5. Ratings of 4 and 5 (positive) were given by 47.3% of respondents, a neutral rating of 3 by 32.3%, and ratings of 1 and 2 (negative) by 20.4%. Sports facilities were rated moderately positively overall.

12. Rate the quality of food in the College Canteen

Note on denominator: 612 valid responses to this question; 45 respondents left it blank and have been excluded.

612 responses

12. Rate the quality of food in the College Canteen



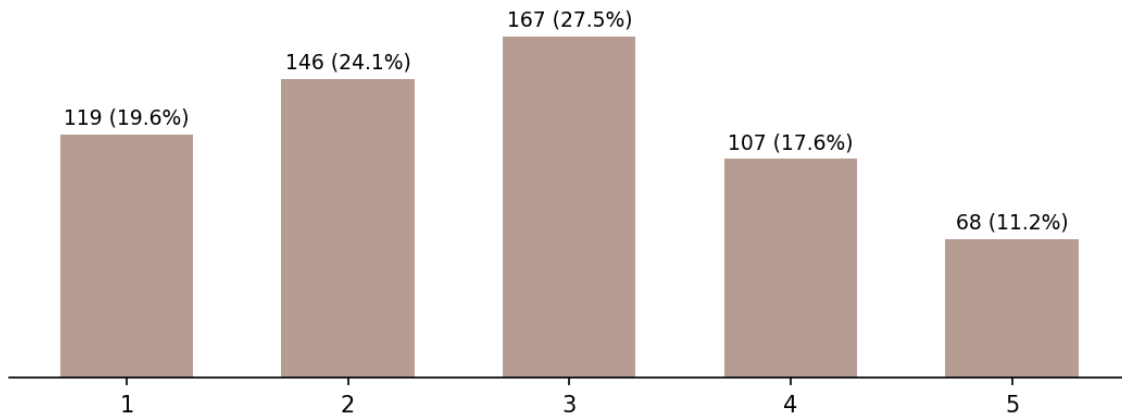
Of the 612 valid responses, the dominant response was rating 3 (182 responses, 29.7%). The mean rating was 2.82 out of 5. Ratings of 4 and 5 (positive) were given by 30.2% of respondents, a neutral rating of 3 by 29.7%, and ratings of 1 and 2 (negative) by 40.0%. This received one of the lowest mean ratings 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

Note on denominator: 607 valid responses to this question; 50 respondents left it blank and have been excluded.

607 responses

13. Rate the ambience in the College canteen

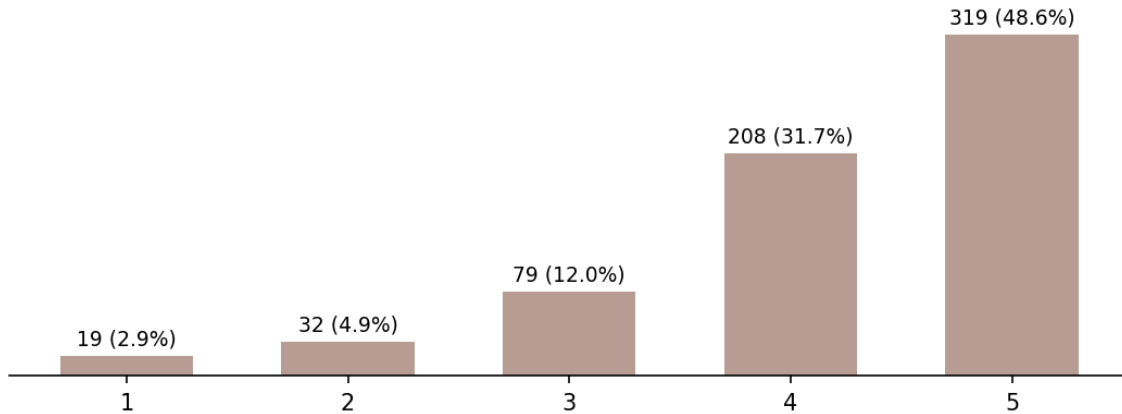


Of the 607 valid responses, the dominant response was rating 3 (167 responses, 27.5%). The mean rating was 2.77 out of 5. Ratings of 4 and 5 (positive) were given by 28.8% of respondents, a neutral rating of 3 by 27.5%, and ratings of 1 and 2 (negative) by 43.7%. Canteen ambience received the single lowest mean rating recorded across the full survey population, reinforcing food quality and canteen upkeep as a priority area for improvement.

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

657 responses

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



Of the 657 valid responses, the dominant response was rating 5 (319 responses, 48.6%). The mean rating was 4.18 out of 5. Ratings of 4 and 5 (positive) were given by 80.2% of respondents, a neutral rating of 3 by 12.0%, and ratings of 1 and 2 (negative) by 7.8%. This was the single most favourably rated question in the entire survey, reflecting strong student appreciation of the College's green campus and landscaping.

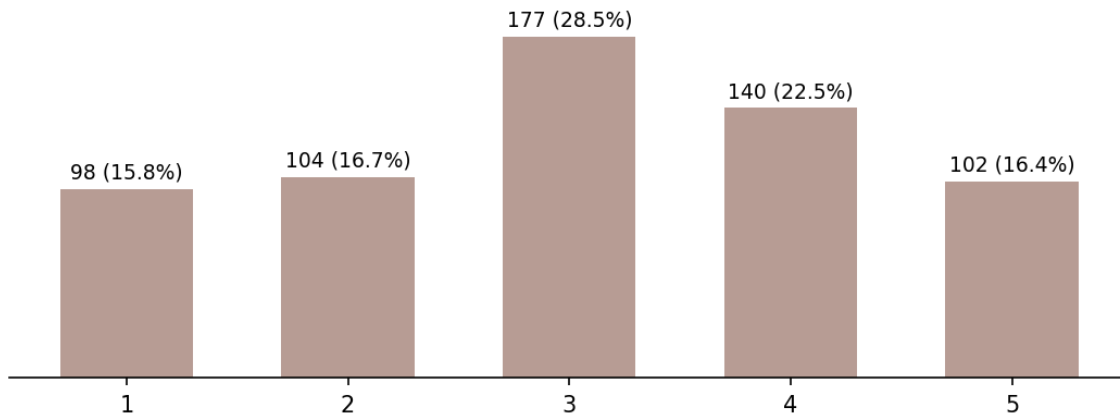
Summary: Landscaping and green environment ("14. Rate the overall landscaping and green environment in the campus", mean 4.18/5) is the clear strength of Section III, while canteen-related questions ("13. Rate the ambience in the College canteen", mean 2.77/5, and "12. Rate the quality of food in the College Canteen", mean 2.82/5) and hostel facilities (mean 2.75/5 among the resident sub-population) represent the weakest areas, consistent with the recurring canteen- and infrastructure-related concerns identified in the open-ended feedback (Question 20).

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)

Note on denominator: 621 valid responses; 36 respondents left this question blank and have been excluded.

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



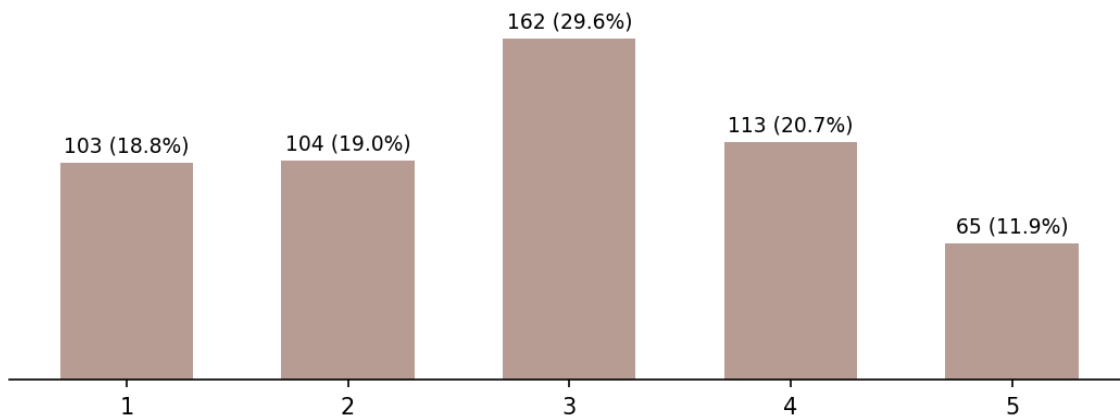
Of the 621 valid responses, the dominant response was rating 3 (177 responses, 28.5%). The mean rating was 3.07 out of 5. Ratings of 4 and 5 (positive) were given by 39.0% of respondents, a neutral rating of 3 by 28.5%, and ratings of 1 and 2 (negative) by 32.5%. Grievance redressal received a moderate 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

Note on denominator: 547 valid responses; 110 respondents left this question blank and have been excluded.

547 responses

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



Of the 547 valid responses, the dominant response was rating 3 (162 responses, 29.6%). The mean rating was 2.88 out of 5. Ratings of 4 and 5 (positive) were given by 32.5% of respondents, a neutral rating of 3 by 29.6%, and ratings of 1 and 2 (negative) by 37.8%. This received the lowest mean rating in Section IV, indicating that placement and career-

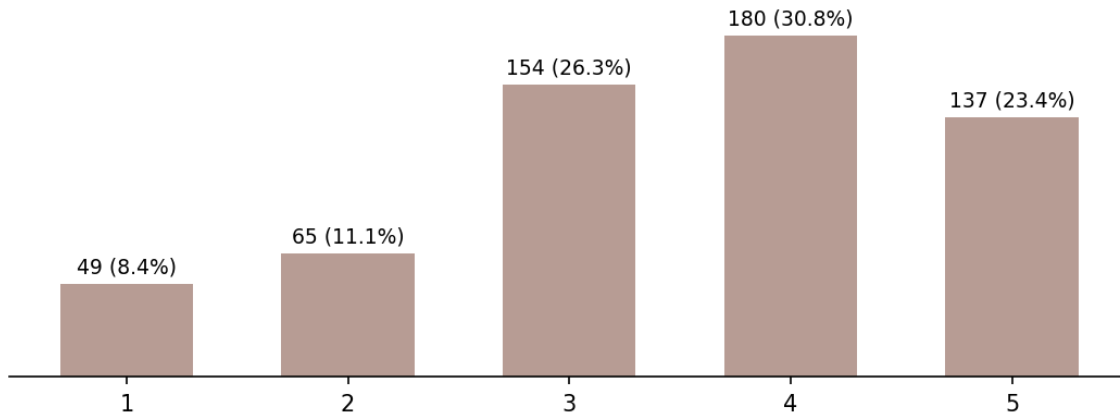
counselling support is a priority area requiring institutional attention, consistent with related concerns raised in the open-ended Question 20 responses.

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

Note on denominator: 585 valid responses; 72 respondents left this question blank and have been excluded.

585 responses

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



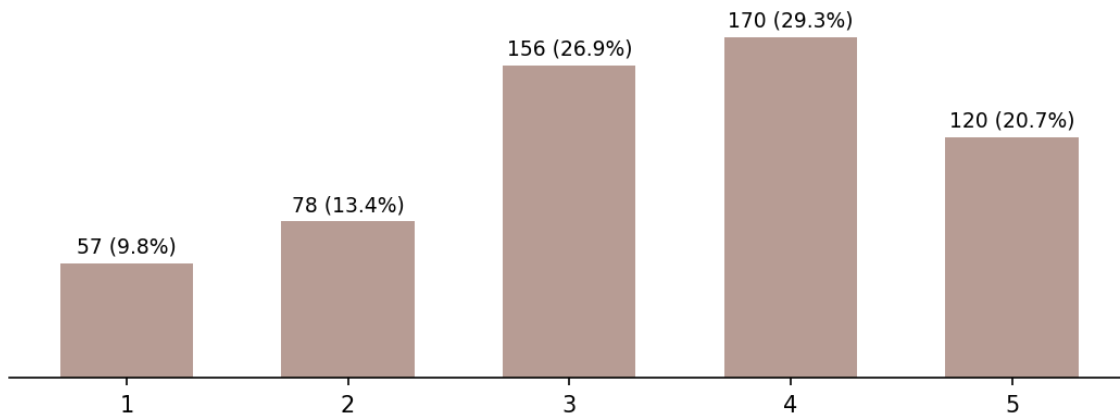
Of the 585 valid responses, the dominant response was rating 4 (180 responses, 30.8%). The mean rating was 3.50 out of 5. Ratings of 4 and 5 (positive) were given by 54.2% of respondents, a neutral rating of 3 by 26.3%, and ratings of 1 and 2 (negative) by 19.5%. The Extra-curricular Committee was rated favourably by a majority of respondents, indicating that co-curricular opportunities are generally well perceived.

18. Rate the opportunities provided for research activities by the College

Note on denominator: 581 valid responses; 76 respondents left this question blank and have been excluded.

581 responses

18. Rate the opportunities provided for research activities by the College



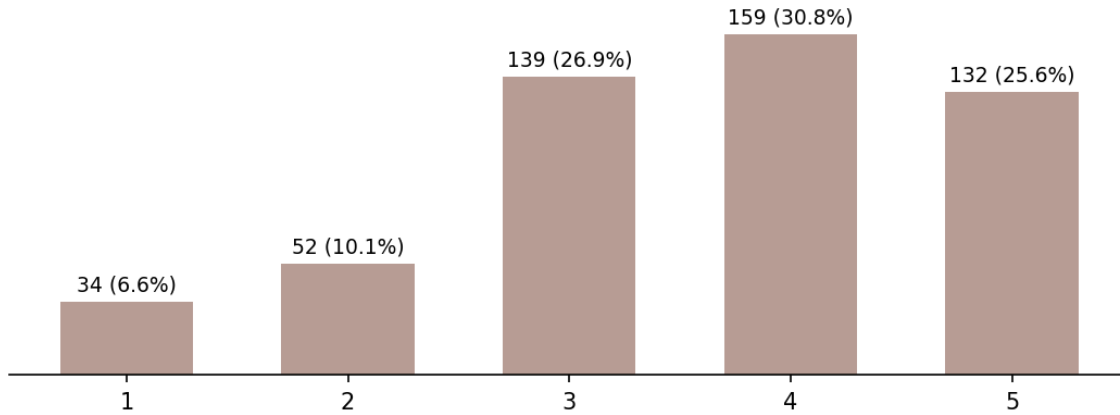
Of the 581 valid responses, the dominant response was rating 4 (170 responses, 29.3%). The mean rating was 3.38 out of 5. Ratings of 4 and 5 (positive) were given by 49.9% of respondents, a neutral rating of 3 by 26.9%, and ratings of 1 and 2 (negative) by 23.2%. Research opportunities received a reasonably 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)

Note on denominator: 516 valid responses; 141 respondents left this question blank and have been excluded.

516 responses

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



Of the 516 valid responses, the dominant response was rating 4 (159 responses, 30.8%). The mean rating was 3.59 out of 5. Ratings of 4 and 5 (positive) were given by 56.4% of respondents, a neutral rating of 3 by 26.9%, and ratings of 1 and 2 (negative) by 16.7%. Extension activities (NSS, CWDC, campus ministry) received the most favourable rating in this section, indicating reasonable student engagement with community-oriented initiatives.

Summary: Within Section IV, extension activities ("19. Rate the opportunities for extension work...", mean 3.59/5) received the highest mean rating, while the Placement and Training Cell ("16. Rate the functioning of the Placement and training cell...", mean 2.88/5) received the lowest, identifying placement support as the priority concern within this section.

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

630 students responded to this open-ended question. Of these, approximately 191 responses (30.3%) either indicated no additional feedback or offered brief general appreciation without specific comment (e.g. "Good", "Nice", "All good"). The remaining responses were analysed thematically; the themes are not mutually exclusive and percentages are calculated against the base of 630 valid responses.

Theme	Responses	% of valid
Faculty and teaching quality	53	8.4%
Examination, syllabus completion & administration	50	7.9%
Infrastructure — classrooms, cooling and washrooms	42	6.7%
Attendance policy	34	5.4%
Placement and career support	20	3.2%
Canteen food and ambience	19	3.0%
Library facilities	16	2.5%
Sports facilities	10	1.6%

Faculty and teaching quality (53 responses, 8.4%): 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.

Examination, syllabus completion & administration (50 responses, 7.9%): A recurring concern was syllabus not being completed within the semester, last-minute changes to schedules, and general administrative delays (for example, in the issue of hall tickets), alongside broader comments about the pace and management of academic processes.

Infrastructure — classrooms, cooling and washrooms (42 responses, 6.7%): Students frequently raised the absence of adequate cooling (fans/AC) in classrooms, along with requests for improved washroom hygiene, better-maintained furniture and general cleanliness of common areas.

Attendance policy (34 responses, 5.4%): Several students found the mandatory attendance requirement difficult to reconcile with internships, part-time work and other academic commitments, and requested a more flexible or better-managed attendance process.

Placement and career support (20 responses, 3.2%) and canteen food and ambience (19 responses, 3.0%): Consistent with the corresponding Section III and Section IV ratings, students called for stronger industry linkages and expanded placement opportunities, and raised concerns about canteen food quality, variety, pricing and seating capacity.

SURVEY ANALYSIS

From the survey conducted, the following major findings emerge:

- NEP 2020 alignment with academic and personal development goals: 46.0% of NEP-enrolled respondents rated this 4 or 5 (mean 3.25/5); a further 28.8% were neutral, indicating a moderately favourable but not yet uniform perception.
- Technology in education: 42.6% rated the effect of technology positively (mean 3.15/5); online course delivery — particularly Conducting Classes — was the weakest-rated sub-component of NEP feedback (35.2% positive, mean 2.85/5).
- NEP assessment methods: only 37.0% rated the assessment methods as reasonable and effective (mean 3.12/5), the lowest-rated NEP question, closely linked to recurring concerns about the CIA-2 module system in open-ended responses.
- NEP and skill development: 43.0% felt NEP provides adequate opportunities for skill development (mean 3.14/5), with opinion fairly evenly split across positive, neutral and negative responses.
- Teaching-learning quality: 60.4% of respondents rated the overall teaching-learning process as good to excellent (mean 3.63/5), the highest-rated question in Section II.
- Syllabus relevance: 54.9% rated the syllabus as relevant to their progression (mean 3.50/5).
- Use of ICT tools and employability orientation of courses: these tied as the weakest-rated questions in Section II, with 39.6% (mean 3.19/5) and 41.9% (mean 3.19/5) positive responses respectively; remedial classes, seminars and workshops received 45.4% positive (mean 3.23/5).
- Internal and external evaluation: internal evaluation received 47.9% positive ratings (mean 3.30/5), while external evaluation was more favourably viewed at 52.5% positive (mean 3.46/5).
- Classroom ambience and library: classroom/seminar-room ambience received a modest 38.4% positive rating (mean 3.02/5), while the library was rated considerably more favourably at 57.1% positive (mean 3.52/5).
- Hostel facilities: among the 224 students availing hostel accommodation, only 33.5% rated the facilities positively (mean 2.75/5), with a high negative share of 45.5% — the lowest mean rating recorded among any defined sub-population in the survey.
- Sports facilities: 47.3% positive (mean 3.39/5).
- Canteen (food quality and ambience): these were the lowest-rated aspects among the full respondent base, with food quality at 30.2% positive (mean 2.82/5) and ambience at 28.8% positive (mean 2.77/5).
- Landscaping and green campus: this was the single highest-rated question in the survey, with 80.2% positive ratings (mean 4.18/5).
- Grievance redressal: 39.0% positive (mean 3.07/5), 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 32.5% positive responses (mean 2.88/5), identifying placement and career support as a priority area for institutional attention.
- Extra-curricular activities and research: the Extra-curricular Committee received 54.2% positive ratings (mean 3.50/5), and research opportunities received 49.9% positive ratings (mean 3.38/5).
- Extension activities (NSS, CWDC, campus ministry): 56.4% positive (mean 3.59/5), the highest-rated question in Section IV.

- Major concerns from open-ended feedback: the most recurring qualitative concerns were a lack of clarity/communication around NEP implementation, 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, canteen food quality and ambience, classroom cooling/infrastructure, and syllabus-completion/administrative delays.

KEY STRENGTHS

- Landscaping and green campus environment — 80.2% positive, mean 4.18/5, the highest-rated aspect of the entire survey.
- Quality of the teaching-learning process — 60.4% positive, mean 3.63/5.
- Extension activities (NSS, CWDC, campus ministry) — 56.4% positive, mean 3.59/5.
- Relevance of syllabus to academic progression — 54.9% positive, mean 3.50/5.
- Extra-curricular Committee activities — 54.2% positive, mean 3.50/5.
- Library — availability of books, journals and reading material — 57.1% positive, mean 3.52/5.
- External evaluation pattern — 52.5% positive, mean 3.46/5, indicating relatively higher student confidence in end-semester examinations.

AREAS REQUIRING IMPROVEMENT

- Facilities in the College Hostel — among students availing hostel accommodation, only 33.5% rated facilities positively (mean 2.75/5), with 45.5% negative; this is the lowest-rated area among any defined sub-population and open-ended feedback raises specific concerns about hostel administration and upkeep.
- Ambience of the College Canteen — 28.8% positive (mean 2.77/5), the lowest-rated question among the full respondent base, with comments citing limited seating and cleanliness concerns.
- Quality of food in the College Canteen — only 30.2% positive (mean 2.82/5) with 40.0% negative ratings; this is strongly corroborated by open-ended Question 20 comments on food quality, variety and pricing.
- Functioning of the Placement and Training Cell — 32.5% positive (mean 2.88/5), the lowest-rated question in Section IV, with several open-ended responses specifically requesting stronger industry linkages and career counselling.
- Ambience of Classrooms and Seminar Rooms — 38.4% positive (mean 3.02/5), with open-ended comments repeatedly citing inadequate cooling/fans, seating and general classroom upkeep.
- Use of ICT tools for teaching-learning and employability orientation of courses — 39.6% (mean 3.19/5) and 41.9% (mean 3.19/5) positive respectively, the weakest-rated questions in Section II.
- NEP 2020 assessment methods (CIA-2 module system) — only 37.0% of NEP-enrolled respondents found the assessment methods reasonable and effective (mean 3.12/5), the lowest-rated NEP question.
- Online course delivery (Conducting Classes) — 35.2% positive (mean 2.85/5), the weakest-rated NEP sub-component, reinforced by open-ended concerns about online/SWAYAM course quality.

ACTION PLAN / PLANS FOR THE NEXT ACADEMIC YEAR

Based on the findings of the SSS 2025-26, the following action points are proposed for the next academic year:

- Review hostel facilities and administration — undertake a focused review of hostel infrastructure, upkeep and hostel-student communication mechanisms, given that this recorded the lowest satisfaction of any defined sub-population in the survey.
- Improve canteen operations — revisit food quality, hygiene, variety, pricing and seating capacity to address the lowest-rated aspects of the survey among the full respondent base.
- Strengthen the Placement and Training Cell — expand industry linkages, increase the frequency of career-counselling sessions, and extend placement support across disciplines, in response to the weakest-rated question in Section IV.
- Improve clarity and communication around NEP 2020 implementation — provide earlier, clearer communication of NEP-related rules, credit structures, subject allocation and assessment schedules, and consider structured orientation sessions for each NEP cohort.
- Review the design and allocation of additional NEP subjects (VAC/SEC/AEC/MDC) — where feasible, offer greater subject choice and closer alignment with students' core disciplines, to address one of the most frequently cited NEP-related concerns.
- Review the NEP assessment framework, including the CIA-2 module system — review the number, scheduling and weightage of modules per subject, and communicate assessment schedules well in advance, in response to the lowest-rated NEP question.
- Improve the quality of online/SWAYAM-based NEP courses — review course content, timing and faculty/platform engagement for SEC/VAC/AEC courses delivered online, and consider offline delivery where feasible.
- Enhance ICT-enabled teaching-learning and the employability orientation of courses — invest in classroom ICT infrastructure and strengthen the skill-development, entrepreneurship and employability components of the curriculum.
- Improve classroom infrastructure — prioritise cooling/ventilation, seating and general upkeep of classrooms and seminar rooms.
- Strengthen the grievance redressal mechanism — improve the speed, transparency and communication of grievance resolution, particularly for examination and administration-related grievances.
- Sustain and publicise areas of strength — continue to build on strongly rated areas such as campus landscaping, teaching-learning quality, library resources, and extra-curricular/extension activities, which remain clear strengths of the institution.
