



Christ Church College, Kanpur

Student Satisfaction on Teaching and Learning

Report

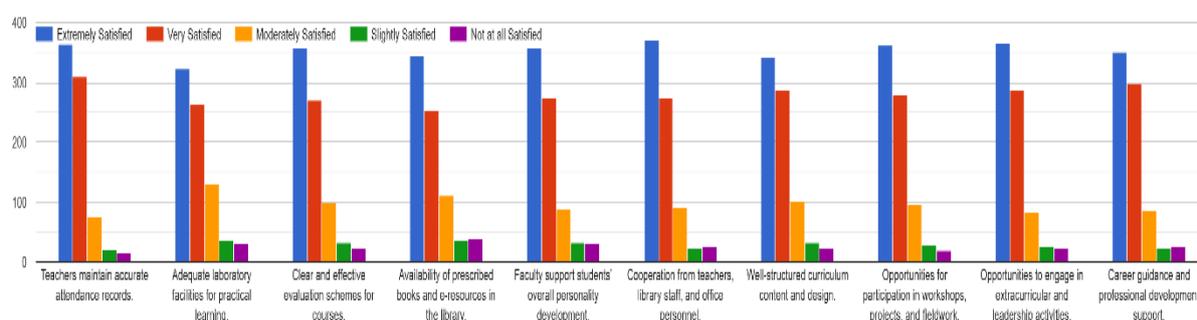
2024-25

The IQAC conducted a Student Satisfaction Survey related to Teaching and Learning among the students. For this a sample survey of 787 students was conducted from the Students of Christ Church College, Kanpur for the session 2024-25. The tool constructed for the feedback survey was based on qualitative questions that were based on Teaching Learning Satisfaction and Teaching Learning Experience. The results of the survey are represented in tabular form.

Students Satisfaction related to Teaching and Learning										
Particular	Extremely Satisfied		Very Satisfied		Moderately Satisfied		Slightly Satisfied		Not at all Satisfied	
	f	%	f	%	f	%	f	%	f	%
Teachers maintain accurate attendance records	364	46.25	309	39.26	76	9.66	22	2.80	16	2.03
Adequate laboratory facilities for practical learning	323	41.04	265	33.67	131	16.65	38	4.83	30	3.81
Clear and effective evaluation schemes for courses	357	45.36	271	34.43	101	12.83	33	4.19	25	3.18
Availability of prescribed books and e-resources in the library	345	43.84	254	32.27	111	14.10	38	4.83	39	4.96
Faculty support students' overall personality development	357	45.36	276	35.07	90	11.44	33	4.19	31	3.94
Cooperation from teachers, library staff, and office personnel	370	47.01	274	34.82	92	11.69	24	3.05	27	3.43
Well-structured curriculum content and design	342	43.46	287	36.47	103	13.09	32	4.07	23	2.92
Opportunities for participation in workshops, projects, and fieldwork	363	46.12	280	35.58	96	12.20	28	3.56	20	2.54

Opportunities to engage in extracurricular and leadership activities	366	46.51	289	36.72	82	10.42	27	3.43	23	2.92
Career guidance and professional development support	351	44.60	298	37.87	88	11.18	24	3.05	26	3.30
Average (%)	44.96		35.62		12.33		3.80		3.30	

Student's satisfaction related to Teaching and Learning



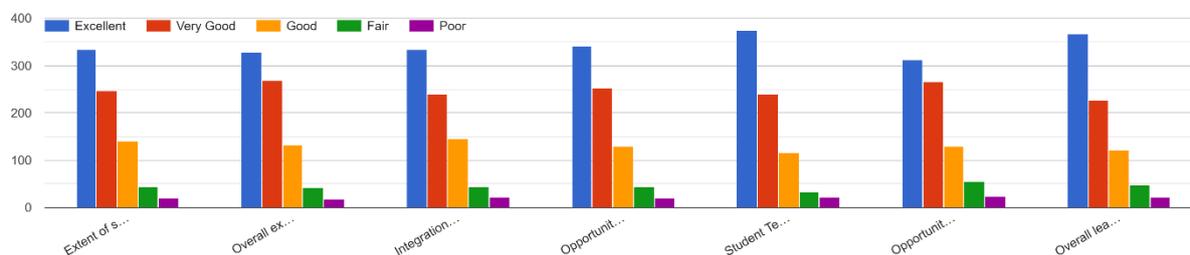
The data indicates that a significant majority of students are either extremely satisfied or very satisfied with the teaching-learning processes. The highest level of extreme satisfaction was recorded for cooperation from teachers and staff (47.01%), followed closely by extracurricular opportunities (46.51%) and workshops/projects participation (46.12%). Overall, dissatisfaction levels remain very low (average 3.30%), reflecting strong institutional performance.

However, relatively lower satisfaction levels were observed in laboratory facilities and availability of library resources, suggesting scope for infrastructural enhancement and improved academic resource access.

Students' Overall Teaching Learning Experience										
Particular	Excellent		Very Good		Good		Fair		Poor	
	f	%	f	%	f	%	f	%	f	%
Extent of syllabi covered in the class	334	42.44	247	31.39	142	18.04	45	5.72	19	2.41
Overall experience with internal assessment	328	41.68	268	34.05	132	16.77	41	5.21	18	2.29

Integration of theory and Practical classes (wherever applicable)	335	42.57	240	30.50	146	18.55	43	5.46	23	2.92
Opportunity to participate in activities beyond the classroom (Workshops/ Projects / Fieldwork)	341	43.33	253	32.15	129	16.39	44	5.59	20	2.54
Student Teacher Interaction	374	47.52	241	30.62	117	14.87	33	4.19	22	2.80
Opportunities to work in a team	312	39.64	267	33.93	130	16.52	54	6.86	24	3.05
Overall learning environment	369	46.89	228	28.97	121	15.37	48	6.10	21	2.67
Average (%)		43.44		31.66		16.65		5.59		2.67

Student's overall Teaching-Learning Experience



The second table reflects that most students rated their academic experience positively. Student–Teacher Interaction received the highest “Excellent” rating (47.52%), demonstrating effective communication and mentorship. The overall learning environment and opportunities beyond the classroom were also rated highly.

The percentage of “Poor” responses remains very minimal (average 2.67%). However, slightly higher “Fair” responses in teamwork opportunities and theory-practical integration indicate areas for further strengthening.

Suggestive Measures

Based on the analysis of student feedback for the session 2024–25 the following suggestive measures are recommended for further enhancement of the teaching–learning process:

1. **Upgradation of Laboratory Infrastructure:** Continuous modernization of laboratory equipment and introduction of advanced practical tools to strengthen experiential learning.
2. **Strengthening Library Resources:** Expansion of prescribed textbooks, reference materials, competitive examination books, and subscription to additional e-journals and digital databases.
3. **Enhanced Career Guidance Mechanism:** Establishment of a structured Career Counseling and Placement Cell with regular career orientation programs, internship guidance, and industry–academia interaction.
4. **Improved Integration of Theory and Practice:** Adoption of case studies, project-based learning, field exposure, and skill-oriented modules to bridge the gap between theoretical knowledge and practical application.
5. **Promotion of Team-Based Learning:** Encouraging collaborative assignments, group discussions, seminars, and interdisciplinary projects to enhance teamwork and leadership skills.
6. **ICT-Enabled and Blended Learning:** Increased use of smart classrooms, learning management systems, and digital tools to make teaching more interactive and accessible.
7. **Regular Feedback and Monitoring:** Conducting semester-wise feedback surveys and departmental review meetings to ensure continuous quality improvement.

Action Taken

In response to the feedback received from students, the institution has initiated several corrective and developmental actions:

1. **Laboratory Improvement:** Proposals for upgrading laboratory equipment have been prepared, and additional practical sessions have been scheduled to ensure better hands-on learning experiences.
2. **Library Enhancement:** Additional copies of prescribed textbooks and reference books have been procured. Efforts have been made to increase access to e-resources and digital materials for students.
3. **Career Support Initiatives:** Career counseling sessions, placement-oriented workshops, and alumni interaction programs have been organized to guide students regarding higher education and employment opportunities.
4. **Transparency in Internal Assessment:** Evaluation rubrics and marking criteria have been shared with students. Faculty members are providing timely feedback on assignments and internal assessments.
5. **Encouragement of Collaborative Learning:** Departments have been instructed to incorporate group projects, presentations, and team-based assignments in their teaching methodology.
6. **Strengthening Student–Teacher Interaction:** Mentorship systems and regular consultation hours have been reinforced to maintain effective communication between students and faculty members.

These steps reflect the institution’s proactive approach toward addressing student concerns and improving academic quality.

Conclusion

The Student Satisfaction Survey for the academic session 2024–25 indicates a high level of satisfaction among students with respect to teaching quality, curriculum structure, student–teacher interaction, and the overall learning environment at Christ Church College, Kanpur. The majority of students expressed positive opinions, reflecting the institution’s strong academic culture and supportive atmosphere.

Although minor concerns were identified in areas such as laboratory facilities, library resources, career guidance, and teamwork opportunities, the college has taken prompt and constructive measures to address them. The findings demonstrate the institution’s commitment to continuous quality enhancement, transparency, and student-centered learning.

Overall, the feedback affirms that the college is progressing steadily toward academic excellence while remaining responsive to student needs and expectations.



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