



Christ Church College, Kanpur

Student Feedback on Teaching and Learning

Report

2025-26

The Internal Quality Assurance Cell (IQAC) of Christ Church College, Kanpur conducted a Student Satisfaction Survey on Teaching and Learning for the academic session 2025–26. The survey was administered to students across all programs to gather comprehensive feedback on their academic experience. A total of **269 students** participated in the survey, providing responses across 17 parameters covering two broad dimensions:

1. **Student Satisfaction on Teaching and Learning** (9 parameters)
2. **Student Overall Teaching-Learning Experience** (8 parameters)

The purpose of this exercise was to assess students' perceptions regarding teaching quality, pedagogical methods, learning resources, classroom environment, assessment practices, and overall academic experience. The findings have been systematically analyzed and presented through a **SWOC (Strengths, Weaknesses, Opportunities, Challenges)** framework to facilitate evidence-based enhancement of teaching-learning processes.

Objectives of the Study

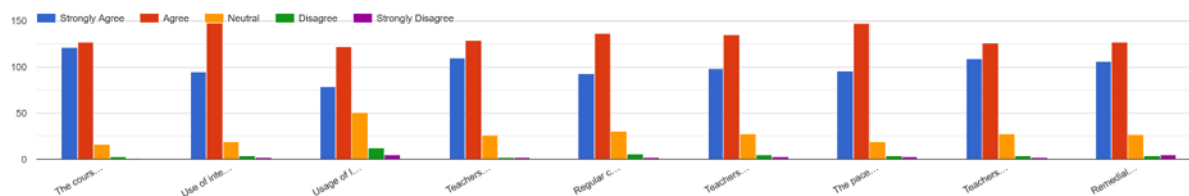
The specific objectives of this feedback survey were:

1. To assess student satisfaction regarding teaching quality, pedagogical methods, and classroom engagement strategies.
2. To evaluate the effectiveness of ICT integration, interactive teaching methods, and learning resources in enhancing student learning.
3. To identify strengths and gaps in the teaching-learning processes, including teacher accessibility, feedback mechanisms, and remedial support.
4. To analyze the overall academic environment including classroom infrastructure, peer learning activities, and co-curricular engagement.
5. To formulate actionable recommendations for continuous improvement of teaching-learning processes within the institutional framework.
6. To benchmark institutional practices against student expectations and identify areas requiring strategic intervention.

Student Satisfaction on Teaching and Learning

Student Satisfaction Parameters	Strongly Agree	%	Agree	%	Neutral	%	Disagree	%	Strongly Disagree	%
The course objectives and learning outcomes were clearly explained at the beginning.	121	44.98	127	47.21	17	6.32	3	1.12	1	0.37
Use of interactive teaching methods (discussions, case studies, group work, etc.) while teaching	95	35.32	149	55.39	19	7.06	4	1.49	2	0.74
Usage of ICT enabled teaching tools (smart boards, presentations, online resources)	79	29.37	122	45.35	51	18.96	12	4.46	5	1.86
Teachers encourage student participation, questions, and different viewpoints.	110	40.89	129	47.96	26	9.67	2	0.74	2	0.74
Regular constructive feedback on your outcomes and learning is given by teachers.	93	34.57	137	50.93	31	11.52	6	2.23	2	0.74
Teachers are accessible for doubt-clearing outside class hours.	98	36.43	135	50.19	28	10.41	5	1.86	3	1.12
The pace of teaching is comfortable for most students.	96	35.69	147	54.65	19	7.06	4	1.49	3	1.12
Teachers connect course content to real-world examples and applications.	109	40.52	126	46.84	28	10.41	4	1.49	2	0.74
Remedial support is provided to students who need extra help.	106	39.41	127	47.21	27	10.04	4	1.49	5	1.86

Student Satisfaction on Teaching and Learning

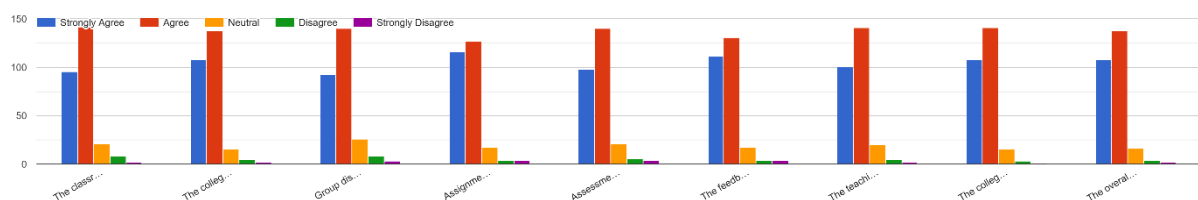


Analysis:

- **Overall Satisfaction:** 86.89% (Strongly Agree + Agree) of students expressed satisfaction with teaching and learning parameters.
- **Highest Satisfaction:** Course objectives clearly explained (92.19%) and interactive teaching methods (90.71%).
- **Area of Concern:** ICT tool usage recorded the lowest strong agreement (29.37%) and highest neutral responses (18.96%), indicating a need for enhanced digital infrastructure and faculty training

STUDENT OVERALL TEACHING LEARNING EXPERIENCE										
Student overall Teaching Learning Experience Parameters	Strongly Agree	%	Agree	%	Neutral	%	Disagree	%	Strongly Disagree	%
The classroom environment is conducive to learning (discipline, seating, lighting, etc.).	96	35.69	142	52.79	21	7.81	8	2.97	2	0.74
The college provides adequate learning resources (library, lab facilities).	108	40.15	138	51.30	16	5.95	5	1.86	2	0.74
Group discussions and peer learning activities are well-organized and useful.	92	34.20	140	52.04	26	9.67	8	2.97	3	1.12
Assignments and projects enhance my understanding of the subject.	116	43.12	127	47.21	18	6.69	4	1.49	4	1.49
Assessments (tests, quizzes, etc.) are conducted regularly and fairly.	98	36.43	140	52.04	21	7.81	6	2.23	4	1.49
The feedback I give on teaching is taken seriously and used for improvement.	112	41.64	131	48.70	18	6.69	4	1.49	4	1.49
The teaching-learning process helps me develop critical thinking and problem-solving skills.	101	37.55	141	52.42	20	7.43	5	1.86	2	0.74
The college encourages co-curricular activities that support learning (seminars, workshops, etc.).	108	40.15	141	52.42	16	5.95	3	1.12	1	0.37
The overall academic environment motivates me to learn regularly.	108	40.15	138	51.30	17	6.32	4	1.49	2	0.74

Student Overall Teaching-Learning Experience



Analysis:

- **Overall Satisfaction:** 89.93% (Strongly Agree + Agree) of students rated their overall teaching-learning experience positively.

- **Highest Satisfaction:** Assignments and projects enhance understanding (90.33%) and adequate learning resources (91.45%).
- **Areas for Improvement:** Group discussions and peer learning (9.67% neutral) and classroom environment (7.81% neutral) indicate scope for strengthening collaborative learning and physical learning spaces.

SWOC ANALYSIS OF TEACHING-LEARNING PROCESSES

STRENGTHS (<i>Internal Attributes</i>)	WEAKNESSES (<i>Internal Gaps</i>)
Clarity of Objectives: High satisfaction with clear explanation of course objectives and learning outcomes at the beginning of courses.	Limited ICT Integration: Lower satisfaction with ICT tool usage indicates insufficient digital infrastructure and faculty training in technology integration.
Interactive Pedagogy: Strong use of interactive teaching methods including discussions, case studies, and group work.	Peer Learning Gaps: Considerable neutral responses for group discussions and peer learning activities suggest need for more structured collaborative learning.
Student-Teacher Engagement: High ratings for teacher accessibility, participation encouragement, and real-world content connection.	Remedial Support Consistency: Neutral responses indicate remedial support may not be uniformly available across all departments.
Constructive Feedback Culture: Strong positive response for regular constructive feedback on student outcomes and performance.	Classroom Environment: Neutral responses suggest occasional physical infrastructure issues affecting learning.
Assessment Practices: High satisfaction with regular and fair assessment practices.	Feedback Loop Transparency: Scope exists for more systematic communication of actions taken on student feedback.

OPPORTUNITIES (<i>External Enablers</i>)	CHALLENGES (<i>External Constraints</i>)
NEP 2020 Focus on Digital Learning: Policy emphasis on ICT integration, blended learning, and digital resources provides a supportive framework.	Financial Constraints: As an aided minority institution, upgrading ICT infrastructure and smart classrooms requires significant budget allocation.
Free Digital Platforms: Availability of government platforms (SWAYAM, NPTEL, DIKSHA) for faculty training and student resources at zero cost.	Faculty Workload: Existing teaching commitments limit time available for upskilling in digital pedagogy and interactive methods.
Alumni & Local Experts: Opportunity to invite alumni and local professionals for guest lectures, workshops, and career guidance sessions.	Student Diversity: Varying digital literacy levels and socio-economic backgrounds among students require differentiated ICT training.
College Clubs & Committees: Existing student clubs can be leveraged for peer learning and co-curricular engagement.	Infrastructural Limitations: Limited smart classrooms, laboratory equipment, and library space constrain enhancement of learning resources.

OPPORTUNITIES (<i>External Enablers</i>)	CHALLENGES (<i>External Constraints</i>)
<i>Internal Faculty Collaboration:</i> Cross-departmental expertise can be utilized for pedagogical innovation and peer learning.	<i>Geographical Location:</i> Organizing external expert sessions and industry visits faces logistical and financial constraints.

STRATEGIC ACTION PLAN

Based on the SWOC analysis, the following consolidated action plan is proposed for implementation:

S. No.	Focus Area	Proposed Intervention	Expected Outcome
1.	ICT Infrastructure & Digital Pedagogy	• Upgrade smart classrooms and ensure reliable internet connectivity • Conduct faculty training on ICT tools, LMS, and blended learning • Promote use of free digital platforms (SWAYAM, NPTEL)	Enhanced digital teaching-learning experience and improved ICT satisfaction
2.	Peer Learning & Collaborative Activities	• Introduce structured peer-tutoring and mentorship programs • Design more diverse group activities aligned with learning outcomes • Link college clubs to academic activities	Improved engagement in collaborative learning and peer interactions
3.	Learning Resources (Library & Lab)	• Procure additional copies of prescribed textbooks and reference materials • Ensure laboratory equipment is modern and well-maintained • Expand e-journal and digital database subscriptions	Enhanced access to quality learning resources for all students
4.	Classroom Environment & Infrastructure	• Address seating, lighting, and ventilation issues across classrooms • Utilize internal resources for periodic maintenance • Conduct regular physical infrastructure audits	Conducive and comfortable learning environment
5.	Remedial Support & Student Mentorship	• Strengthen remedial support through faculty mentorship • Introduce peer-assisted learning for struggling students • Monitor and document remedial support across departments	Consistent and effective support for diverse learners
6.	Feedback Mechanism & Transparency	• Share action taken reports with students systematically • Involve student representatives in quality improvement discussions • Conduct semester-wise feedback surveys	Improved transparency and student trust in feedback processes
7.	Co-Curricular & Career Support	• Strengthen Career Counseling and Placement Cell • Organize regular career orientation, soft-skills workshops, and alumni talks	Enhanced career readiness and holistic student development

S. No.	Focus Area	Proposed Intervention	Expected Outcome
		Integrate co-curricular activities with academic learning	

5. AGENDA FOR THE AUGUST 2026 MEETING

The college operates within the framework of the affiliating university. Therefore, the meeting will focus on teaching-learning enhancement, pedagogical innovation, and institutional support systems within the existing academic structure.

Meeting Particulars	Details
Meeting Title	Meeting on Teaching-Learning Enhancement & Pedagogical Innovation
Scheduled Month	August 2026
Chairperson	Prof. Vinay John Sebastian, Principal, Christ Church College, Kanpur
Co-ordinator	Prof. Sujata Chaturvedi, IQAC Coordinator
Members	IQAC Members

Agenda:

- Review of Student Feedback & SWOC Analysis:** Presentation of key findings and identified gaps in teaching-learning processes.
- Pedagogical & ICT Enhancement:** Strategies for integrating ICT tools, interactive methods, and blended learning approaches.
- Learning Resources & Infrastructure:** Action plan for library, laboratory, and classroom environment improvement.
- Peer Learning & Remedial Support:** Formalizing peer-tutoring programs and strengthening remedial support mechanisms.
- Feedback System & Transparency:** Institutionalizing continuous feedback and closing the loop with action taken reports.
- Co-Curricular & Career Support:** Strengthening career counseling, soft-skills training, and alumni engagement.
- Review Mechanism & Way Forward:** Finalizing departmental action plans and monitoring progress.

6. CONCLUSION

The Student Satisfaction Survey on Teaching and Learning for the academic session 2025–26 reflects a **very high level of overall satisfaction** among students. An average of 86.89% of students expressed satisfaction with teaching-learning parameters, while 89.93% rated their overall academic experience positively. The institution demonstrates clear strengths in clarity of course objectives and learning outcomes, interactive teaching methods and student participation, teacher accessibility and encouragement, fair and regular assessment practices, and a constructive feedback culture.

The SWOC analysis has effectively identified areas requiring attention, particularly in ICT infrastructure, peer learning activities, classroom environment, and remedial support consistency. The strategic interventions proposed are designed to address these gaps through phased, resource-optimized approaches suitable for the institutional context.

The forthcoming meeting in August 2026 will serve as the platform for translating these recommendations into concrete, monitorable action plans, ensuring continuous enhancement of the teaching-learning experience at Christ Church College, Kanpur.



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