



IFTM UNIVERSITY

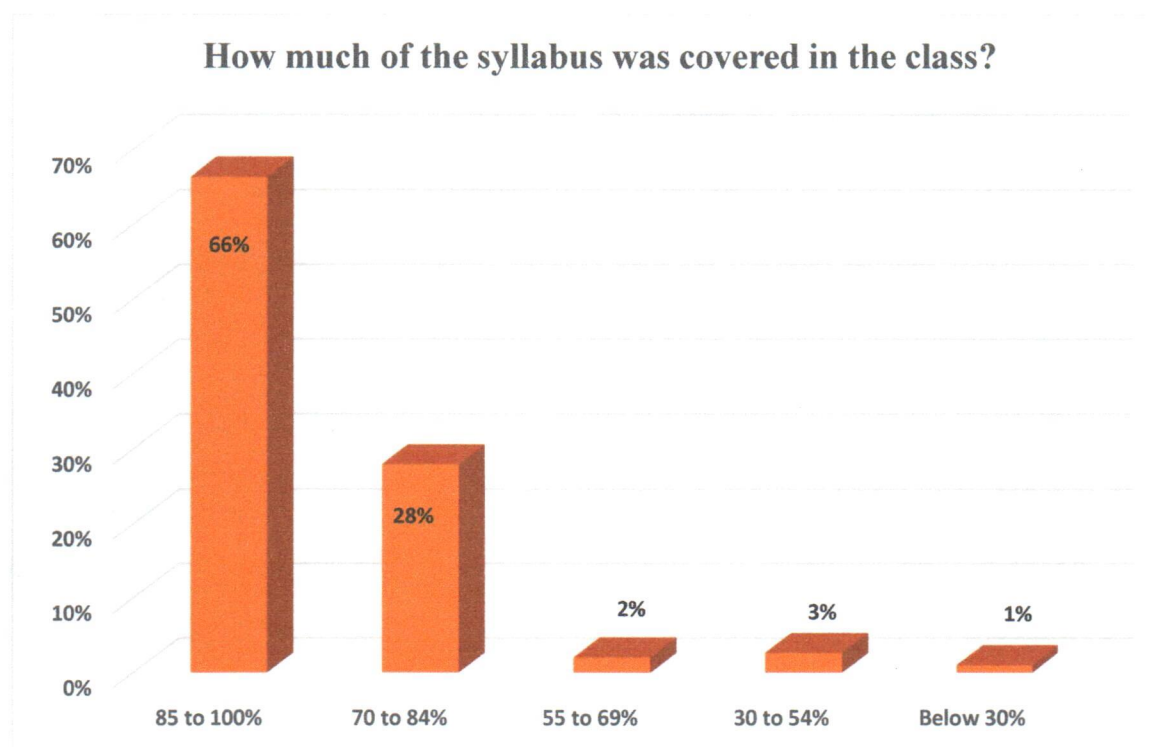
(Established under UP Goyt. Act No. 24 of 2010 and approved under section 2(f) of UGC Act 1956)
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STUDENT SATISFACTION SURVEY 2024-25

STUDENT SATISFACTION SURVEY 2024-25

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

Criteria	Response	%
85 to 100%	1049	66%
70 to 84%	442	28%
55 to 69%	32	2%
30 to 54%	42	3%
Below 30%	16	1%
Total	1581	100%



The vast majority of students perceived a high level of syllabus coverage during the class, with 94% of students indicating substantial or complete coverage. This reflects positively on the effectiveness of instruction and course management.



Syed Ali
2/9/2025

Sanjeev Dhillon
REGISTRAR
IFTM UNIVERSITY
MORADABAD

STUDENT SATISFACTION SURVEY 2024-25

The teaching-learning process is at the centre of every talk and decision taken; in an academic institute. At IFTM University, decision making is data driven and Student Satisfaction Survey provides the required key inputs. SSS 2024-25 was conducted to capture the feedback from students on the following key areas.

The students' responses were sought in reference to their experience; and covered following dimensions –

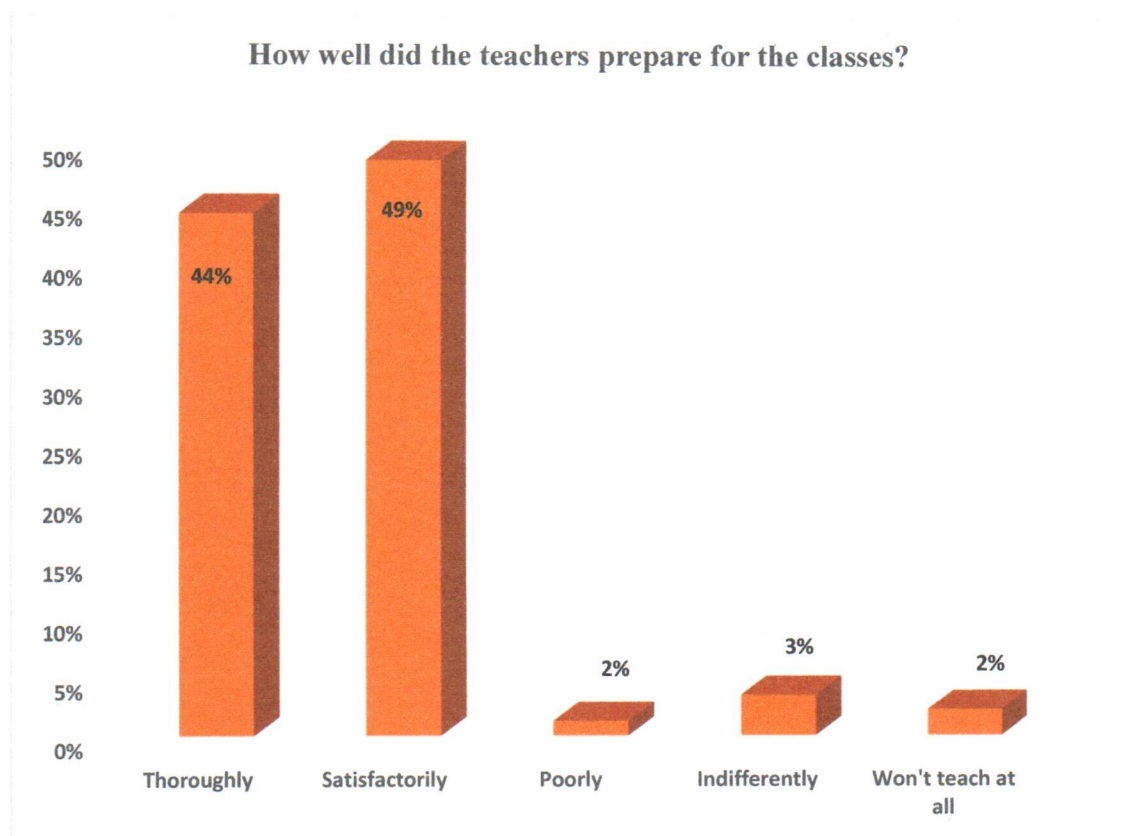
1. Syllabus Completion
2. Preparedness
3. Ability to Communication
4. Approach to teaching
5. Fairness in Internal Evaluation
6. Feedback & Discussion
7. Explanation of Course and Program Outcomes
8. Follow up by Mentor
9. Teaching Method
10. Identifies Strength
11. Identifies Weakness
12. Encourage for Extracurricular Activities
13. Use ICT Tools
14. Provides Motivation
15. Provides cognitive, social and emotional growth.
16. Opportunities to learn and grow
17. Provides participation in improving teaching-learning process
18. Provides Student Centric methods of learning
19. Provides life skills and employability skills
20. Overall Quality
21. Suggestions



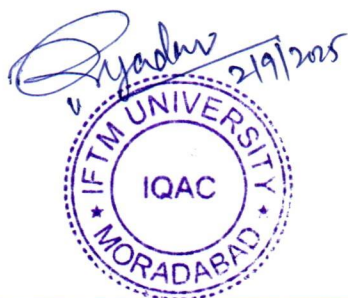
Sanjeev Dhanraj
REGISTRAR
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MORADABAD

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

Criteria	Response	%
Thoroughly	700	44%
Satisfactorily	771	49%
Poorly	20	2%
Indifferently	55	3%
Won't teach at all	35	2%
Total	1581	100%



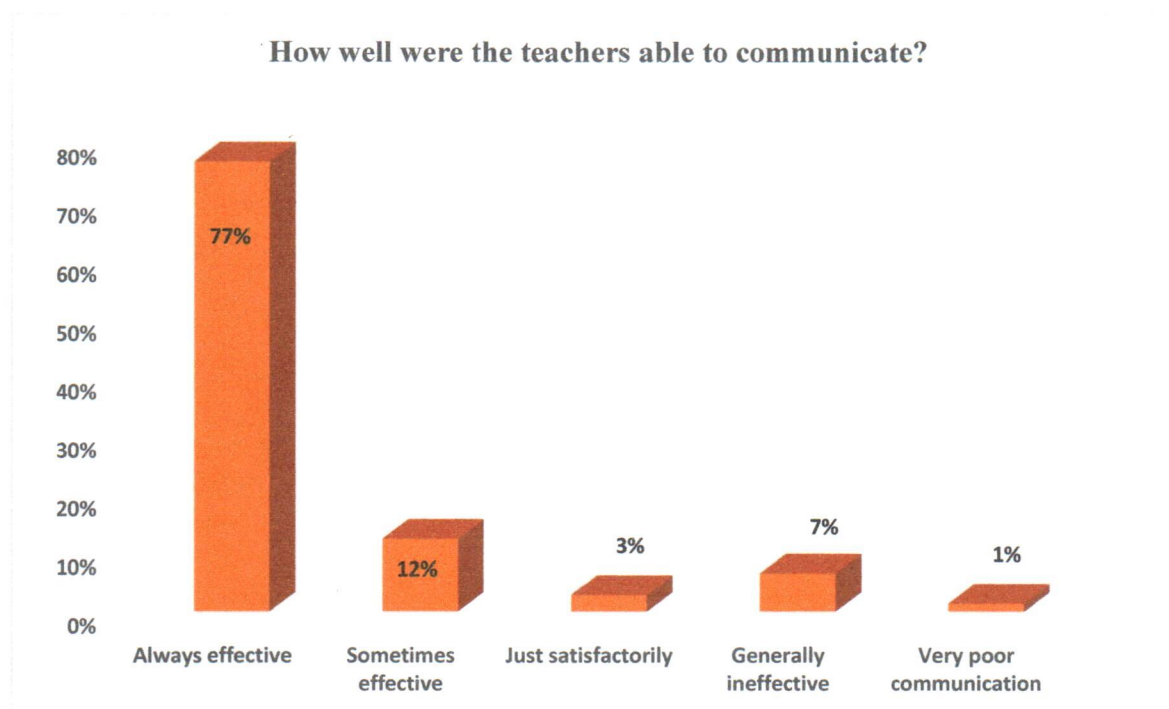
The data reflects strong teacher preparedness in the eyes of the students, with the vast majority rating preparation as satisfactory or better. However, a small fraction of students have concerns about preparation quality, which may require further investigation or support for those teachers.



Sanjeev Arora
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3. How well were the teachers able to communicate?

Criteria	Response	%
Always effective	1214	77%
Sometimes effective	197	12%
Just satisfactorily	45	3%
Generally ineffective	103	7%
Very poor communication	22	1%



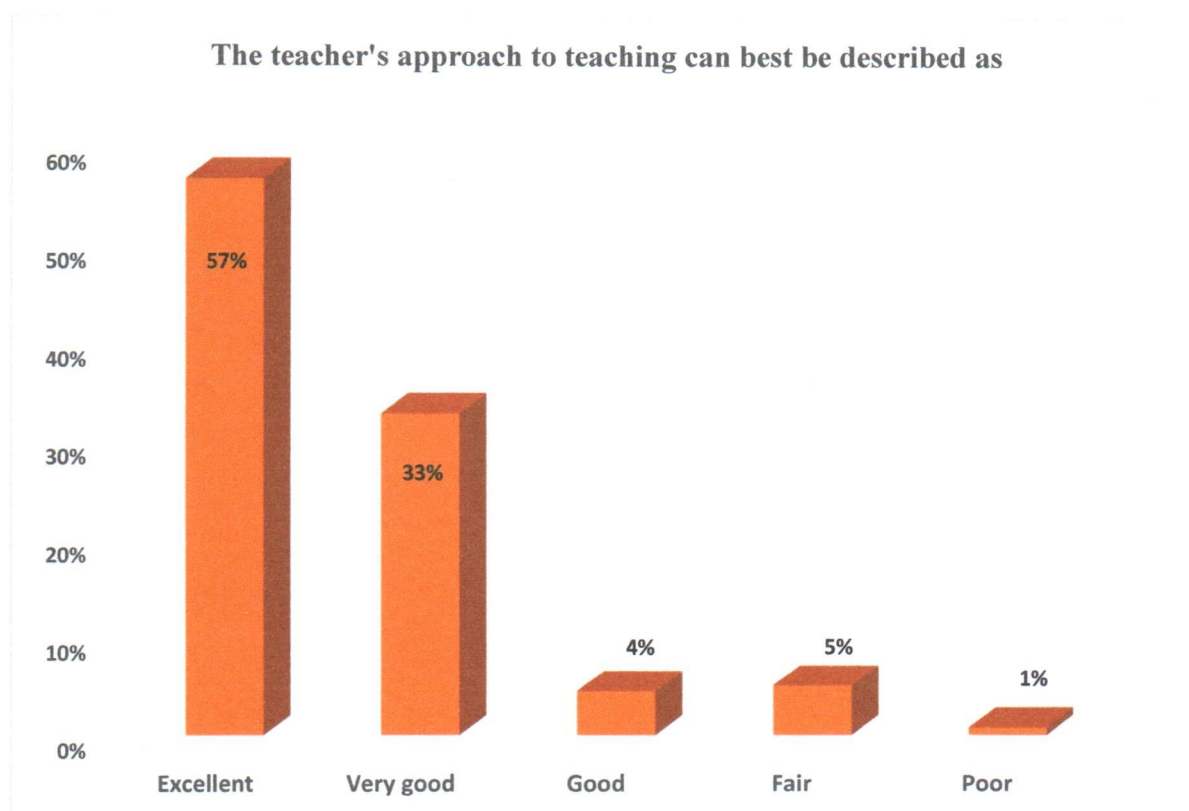
The data indicates that teacher communication is generally strong and effective from the students' perspective, with the vast majority feeling they understand and receive clear information. Nonetheless, a small portion of students experienced communication challenges, which suggests room for improvement in how some teachers convey information.



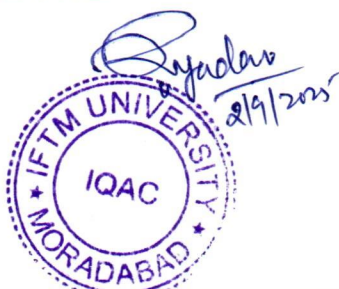

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4. The teacher's approach to teaching can best be described as

Criteria	Response	%
Excellent	899	57%
Very good	519	33%
Good	71	4%
Fair	80	5%
Poor	12	1%
Total	1581	100%



90% of respondents chose either "Excellent" or "Very good", indicating that the teacher's approach to teaching is perceived as exceptionally effective, with the majority of students rating it at the highest levels.

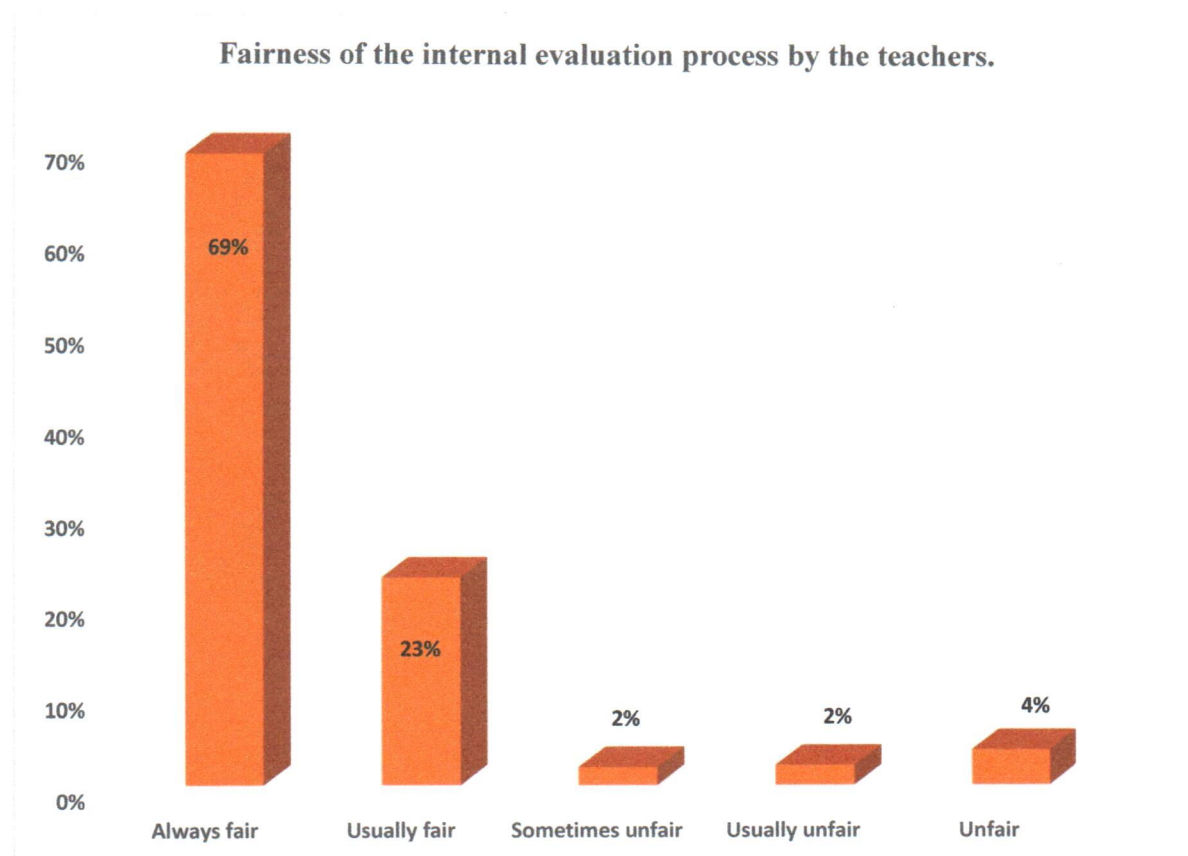



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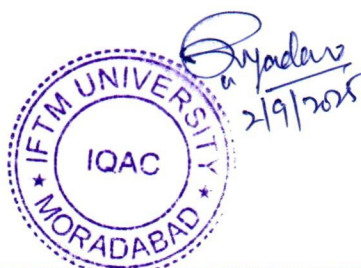
5. Fairness of the internal evaluation process by the teachers.

Criteria	Response	%
Always fair	1094	69%
Usually fair	361	23%
Sometimes unfair	31	2%
Usually unfair	34	2%
Unfair	61	4%
Total	1581	100%

Fairness of the internal evaluation process by the teachers.



The internal evaluation process by teachers is perceived as fair by the vast majority of respondents, with 92% rating it as always or usually fair. Only 8% expressed concerns about unfairness, indicating overall strong confidence with minor areas for improvement.

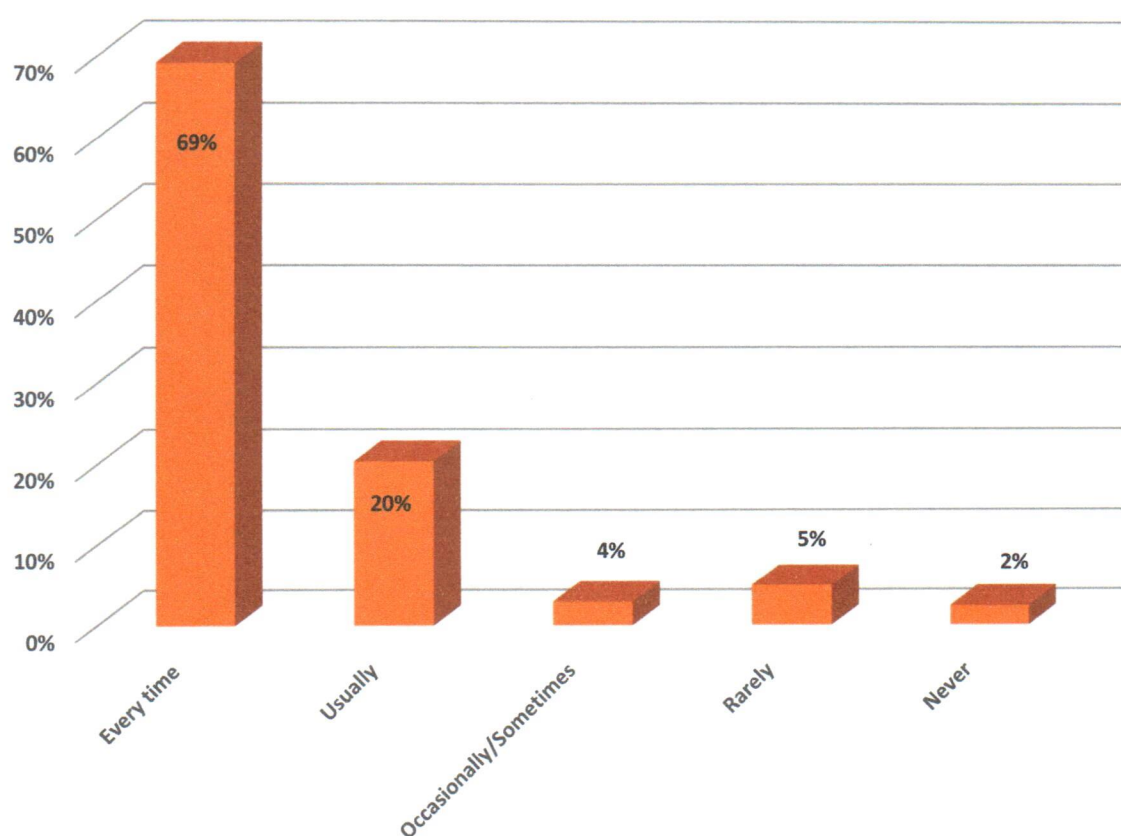


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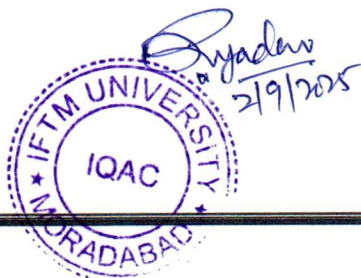
6. Was your performance in assignments discussed with you?

Criteria	Response	%
Every time	1096	69%
Usually	323	20%
Occasionally/Sometimes	46	4%
Rarely	78	5%
Never	38	2%
Total	1581	100%

Was your performance in assignments discussed with you?



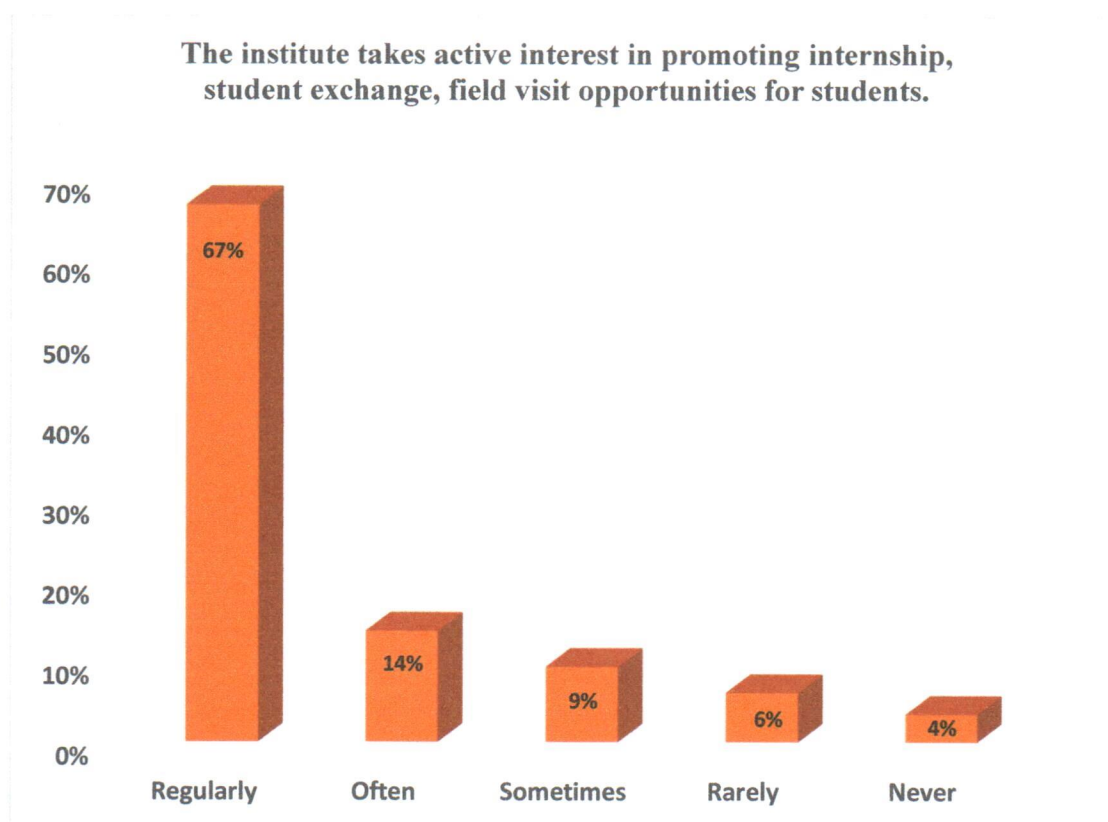
A significant majority (89%) of respondents indicated that their performance in assignments was discussed either every time or usually, suggesting strong teacher-student engagement. However, 11% reported infrequent or no discussion, highlighting a need for more consistent feedback practices.



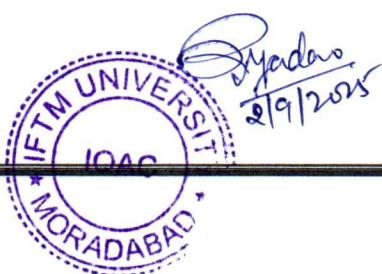
Sanjeev Dhangra
REGISTRAR
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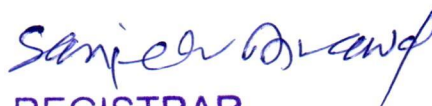
7. The institute takes active interest in promoting internship, student exchange, field visit opportunities for students.

Criteria	Response	%
Regularly	1058	67%
Often	220	14%
Sometimes	149	9%
Rarely	98	6%
Never	56	4%
Total	1581	100%



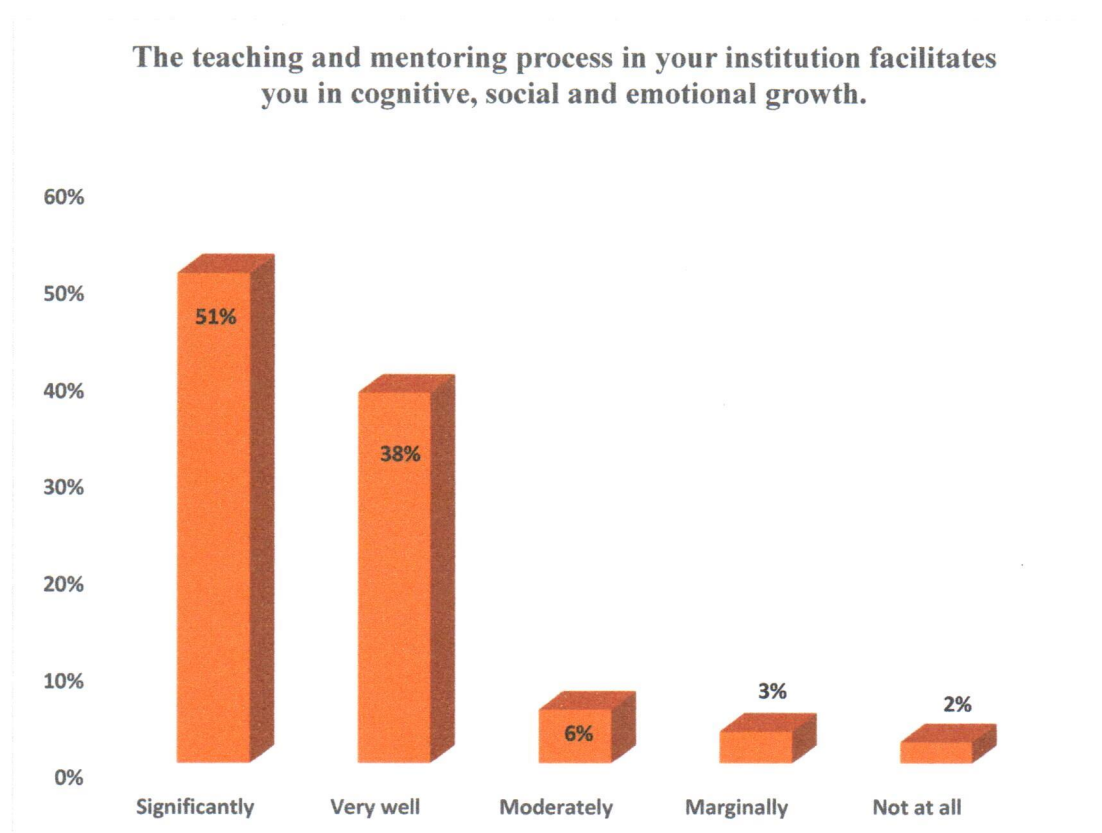
A large majority (81%) of respondents feel that the institute actively promotes internships, student exchanges, and field visits either regularly or often. However, 19% believe such opportunities are promoted only sometimes or less, indicating potential for broader or more consistent outreach.



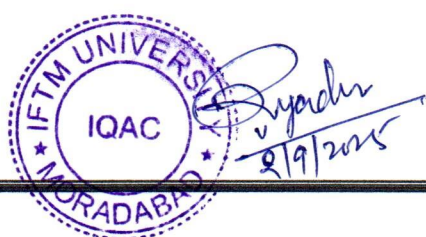

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8. The teaching and mentoring process in your institution facilitates you in cognitive, social and emotional growth.

Criteria	Response	%
Significantly	800	51%
Very well	606	38%
Moderately	88	6%
Marginally	52	3%
Not at all	35	2%
Total	1581	100%



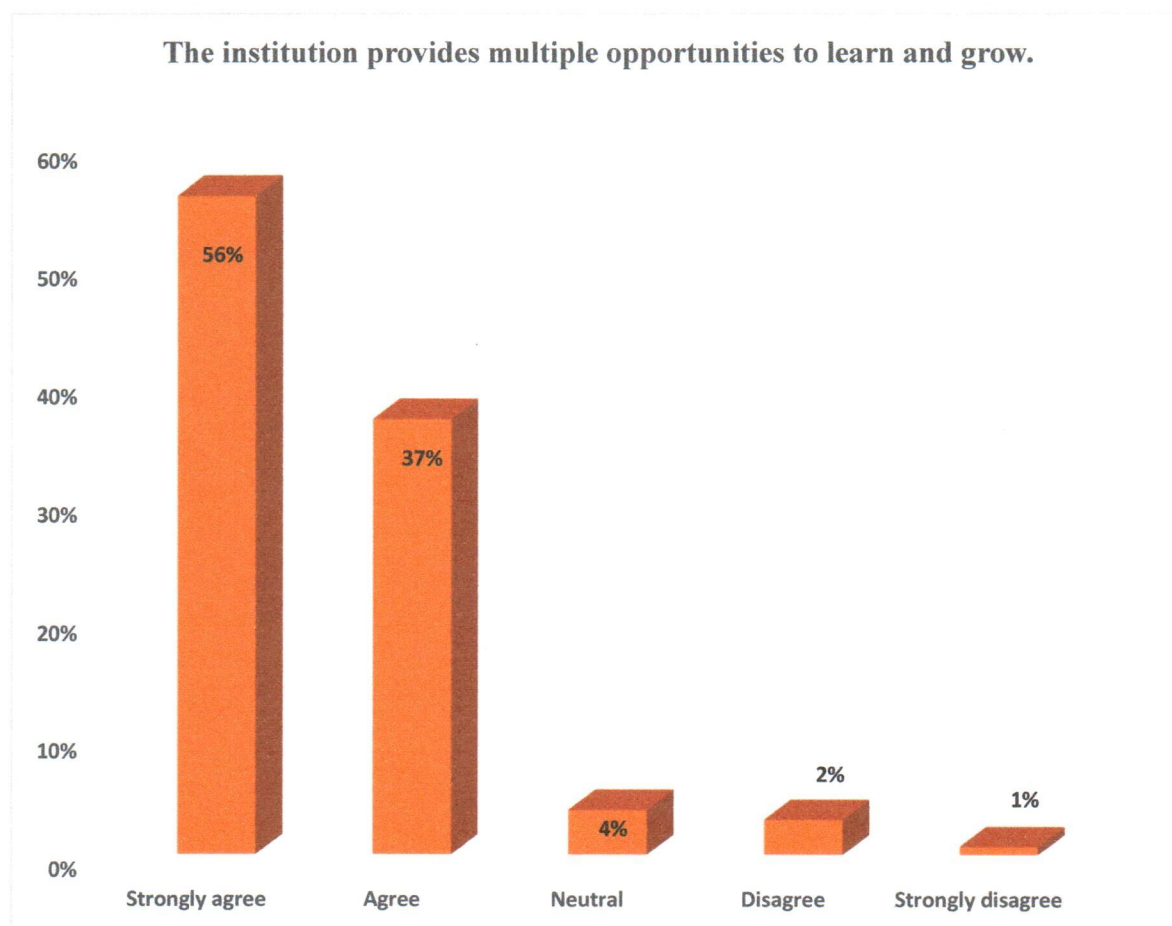
Most respondents (89%) feel that the teaching and mentoring process in their institution significantly or very well supports their cognitive, social, and emotional growth. Only a small portion (11%) perceive moderate to no impact, indicating generally strong effectiveness with some room for improvement.



Sanjeev Anand
REGISTRAR
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9. The institution provides multiple opportunities to learn and grow.

Criteria	Response	%
Strongly agree	881	56%
Agree	582	37%
Neutral	60	4%
Disagree	47	2%
Strongly disagree	11	1%
Total	1581	100%



The data shows that a significant majority of respondents (93%) agree or strongly agree that the institution provides multiple opportunities to learn and grow. This indicates a highly positive perception of the institution's support for personal and professional development.

Supriya
2/9/2025

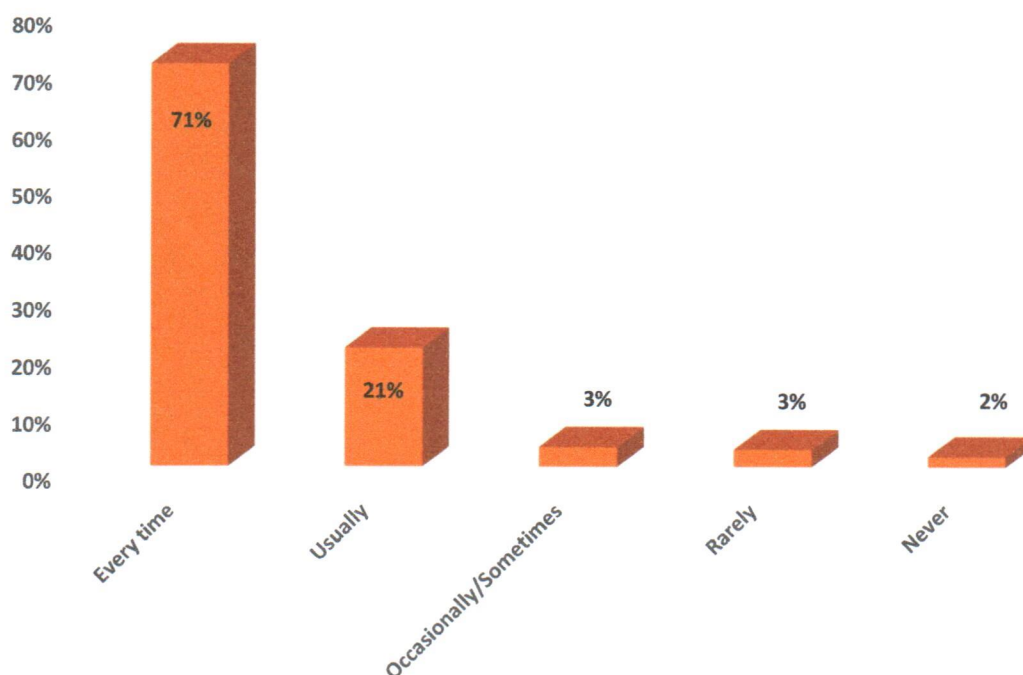
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Sanjeev D. Rawat
REGISTRAR
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10. Teachers inform you about your expected competencies, course outcomes and programme outcomes.

Criteria	Response	%
Every time	1118	71%
Usually	331	21%
Occasionally/Sometimes	55	3%
Rarely	48	3%
Never	29	2%
Total	1581	100%

Teachers inform you about your expected competencies, course outcomes and programme outcomes.



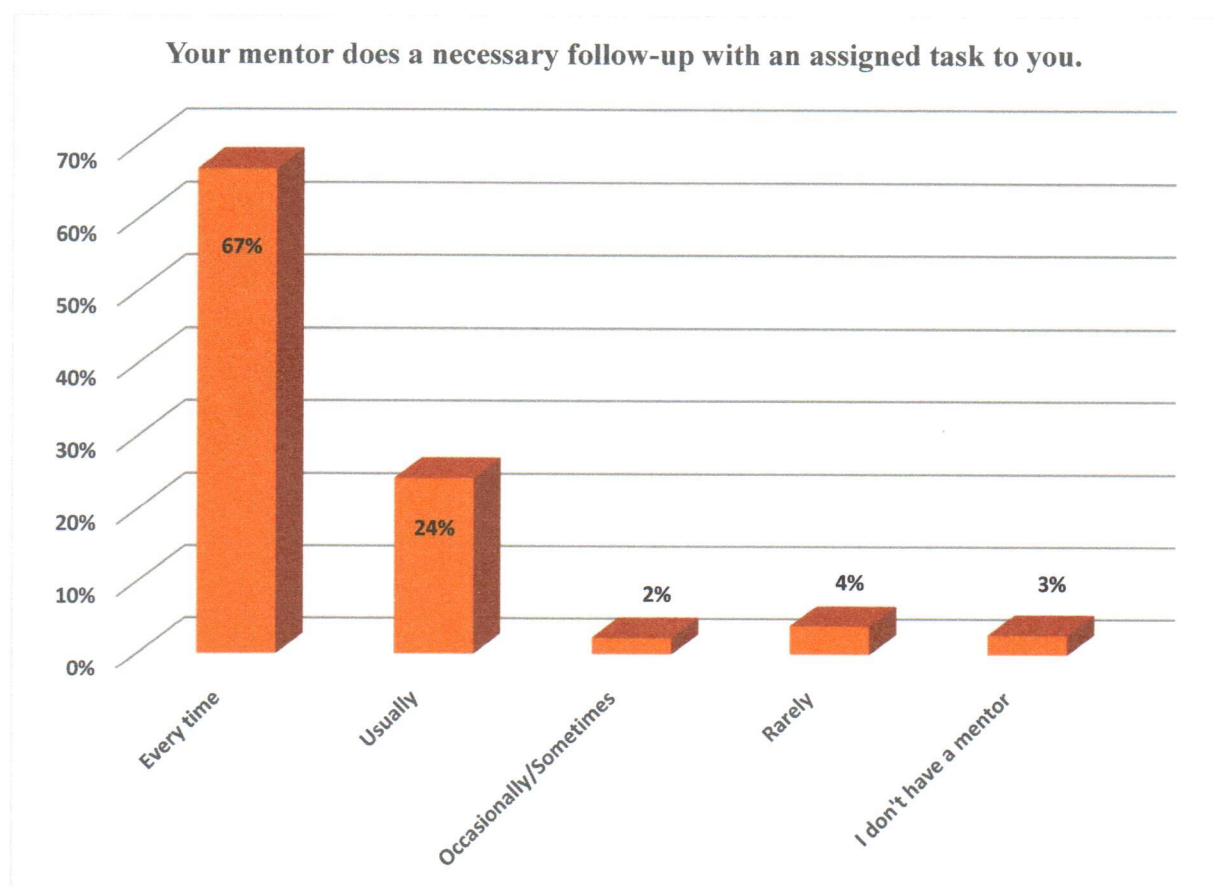
The data indicates that 92% of respondents feel that teachers inform them about expected competencies, course outcomes, and programme outcomes either every time or usually. This suggests strong and consistent communication from teachers regarding academic expectations.

Syadav
2/9/2025
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Sanjeev Arora
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11. Your mentor does a necessary follow-up with an assigned task to you.

Criteria	Response	%
Every time	1056	67%
Usually	384	24%
Occasionally/Sometimes	36	2%
Rarely	62	4%
I don't have a mentor	43	3%
Total	1581	100%



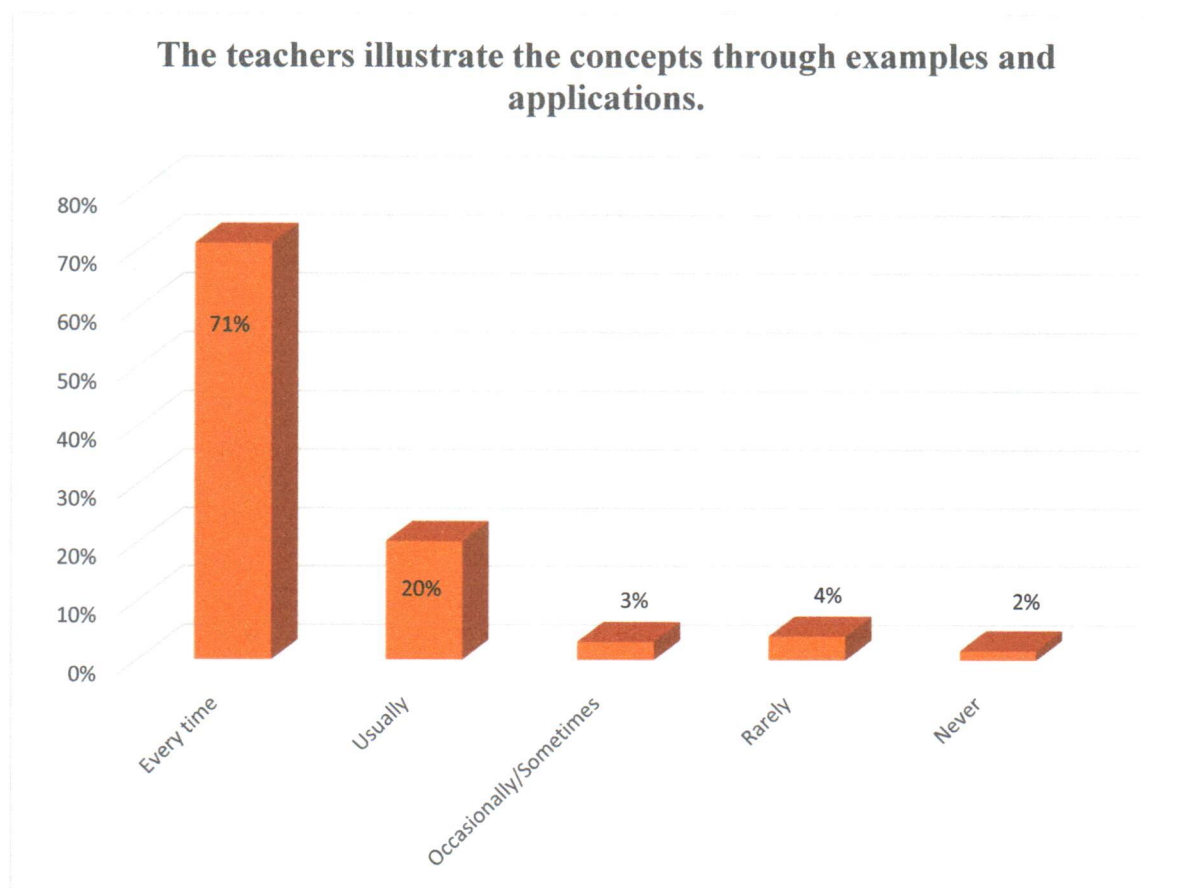
The data reveals that 91% of respondents (every time or usually) experience regular follow-up from their mentors on assigned tasks, indicating a high level of mentor engagement and accountability. Only a small fraction reported infrequent follow-up or lack of a mentor.



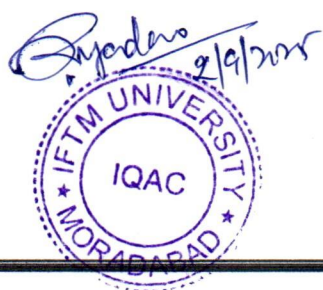
Sami-eh Durrani
REGISTRAR
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12. The teachers illustrate the concepts through examples and applications.

Criteria	Response	%
Every time	1125	71%
Usually	320	20%
Occasionally/Sometimes	48	3%
Rarely	63	4%
Never	25	2%
Total	1581	100%



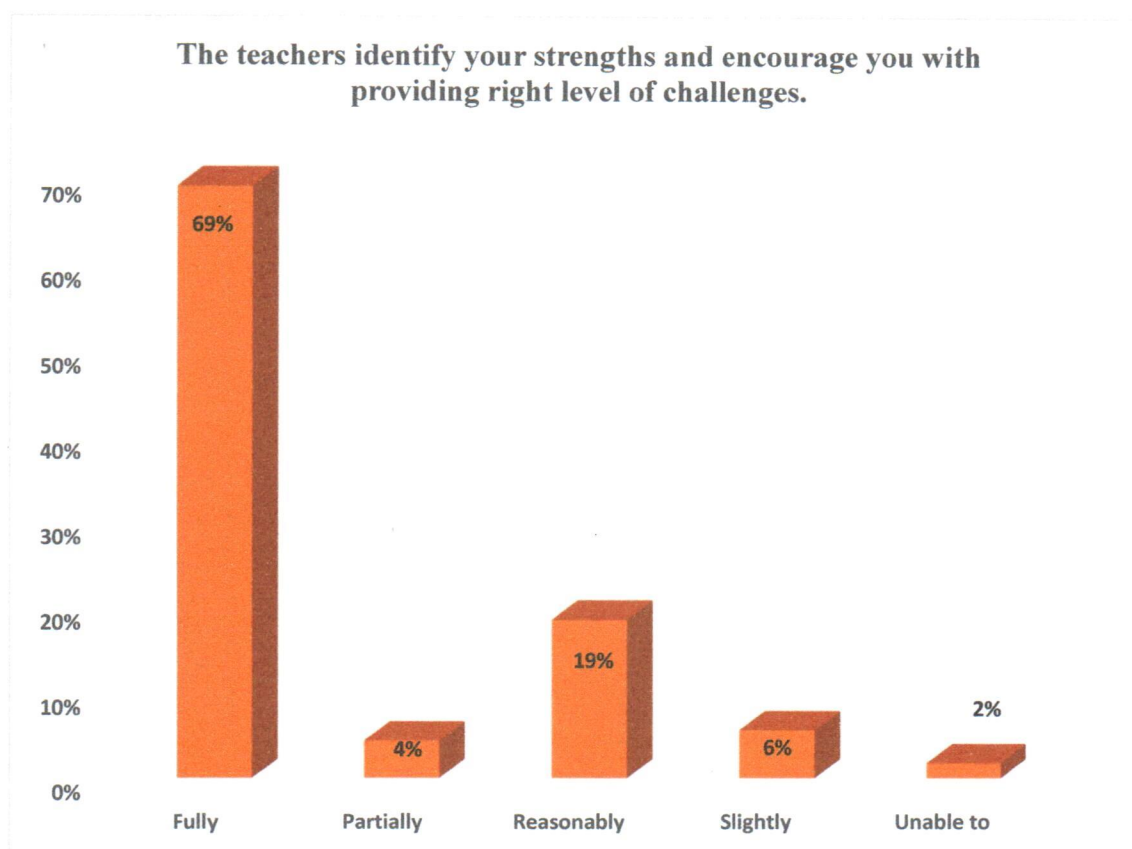
The data shows that 91% of respondents feel that teachers illustrate concepts through examples and applications either every time or usually, highlighting an effective and application-oriented teaching approach. Only a small minority reported inconsistent use of examples.




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13. The teachers identify your strengths and encourage you with providing right level of challenges.

Criteria	Response	%
Fully	1097	69%
Partially	70	4%
Reasonably	296	19%
Slightly	90	6%
Unable to	28	2%
Total	1581	100%



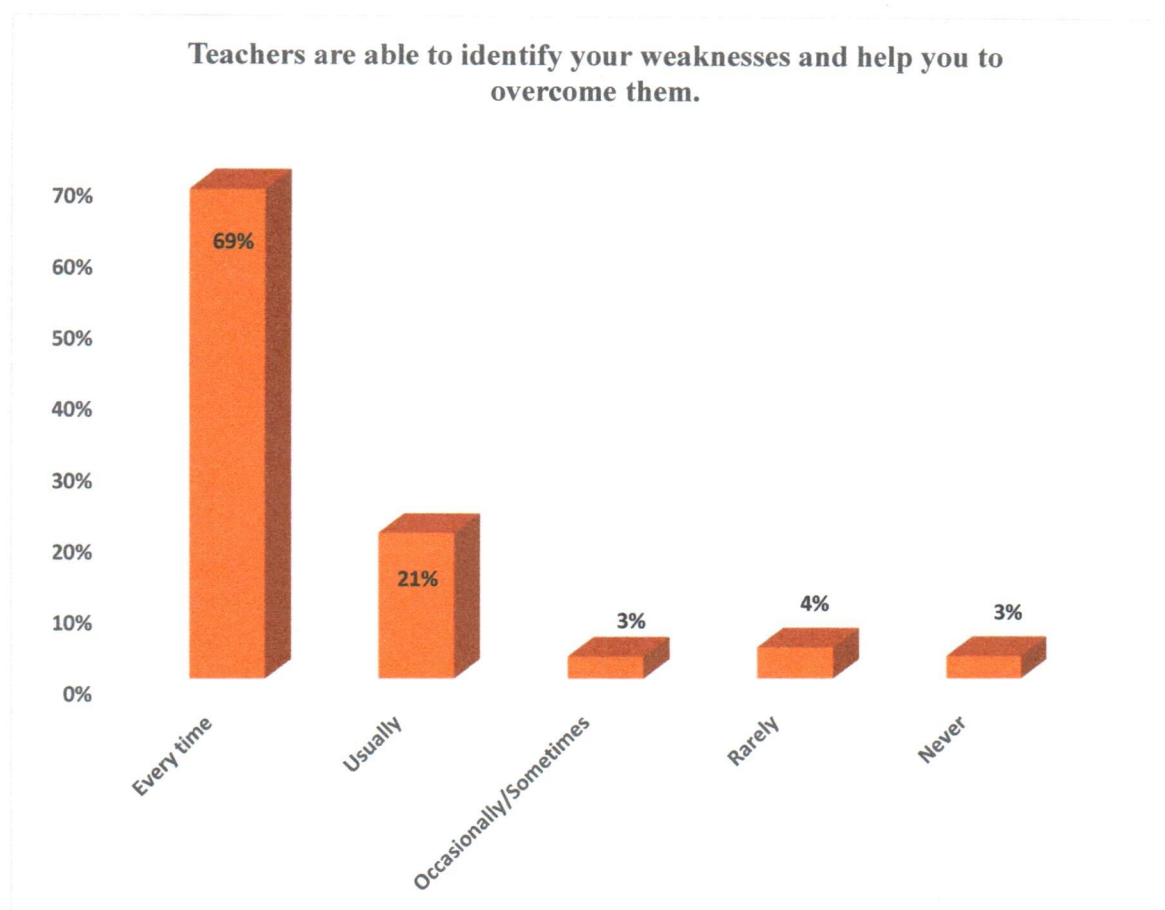
The data indicates that 69% of respondents feel teachers fully identify their strengths and provide appropriate challenges, while an additional 23% feel this happens reasonably or partially. This suggests that most students perceive strong support in personalized encouragement and skill development.

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14. Teachers are able to identify your weaknesses and help you to overcome them.

Criteria	Response	%
Every time	1088	69%
Usually	325	21%
Occasionally/Sometimes	49	3%
Rarely	69	4%
Never	50	3%
Total	1581	100%



The data shows that 90% of respondents feel that teachers identify their weaknesses and help overcome them either every time or usually, reflecting a strong support system for student improvement. Only a small portion reported infrequent or no assistance in this area.

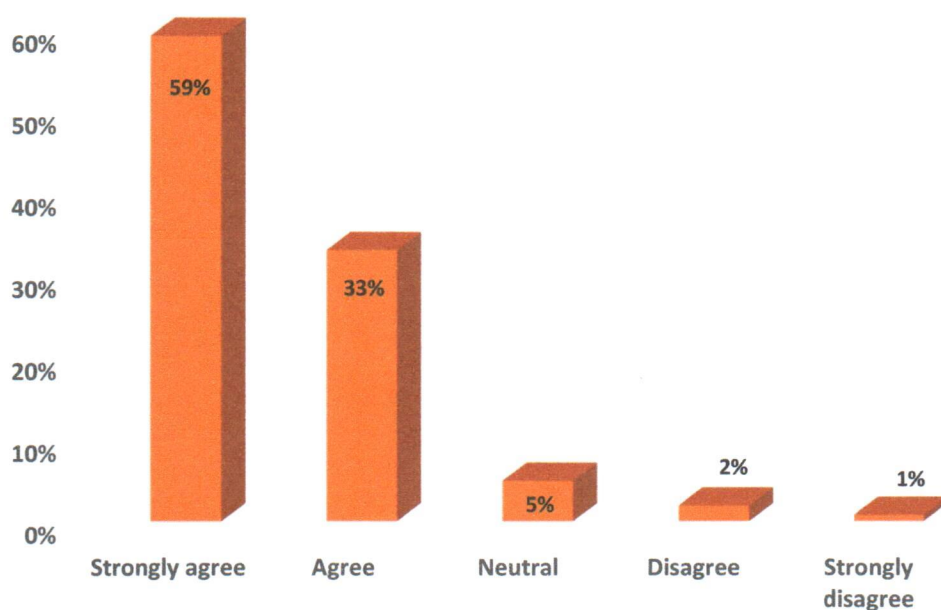


Sanjeev Kumar
REGISTRAR
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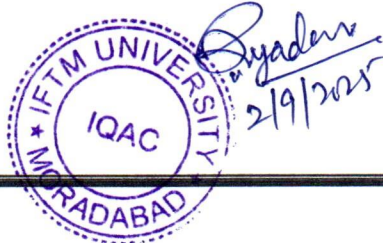
15. The institution makes effort to engage students in the monitoring, review and continuous quality improvement of the teaching learning process.

Criteria	Response	%
Strongly agree	937	59%
Agree	524	33%
Neutral	78	5%
Disagree	30	2%
Strongly disagree	12	1%
Total	1581	100%

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



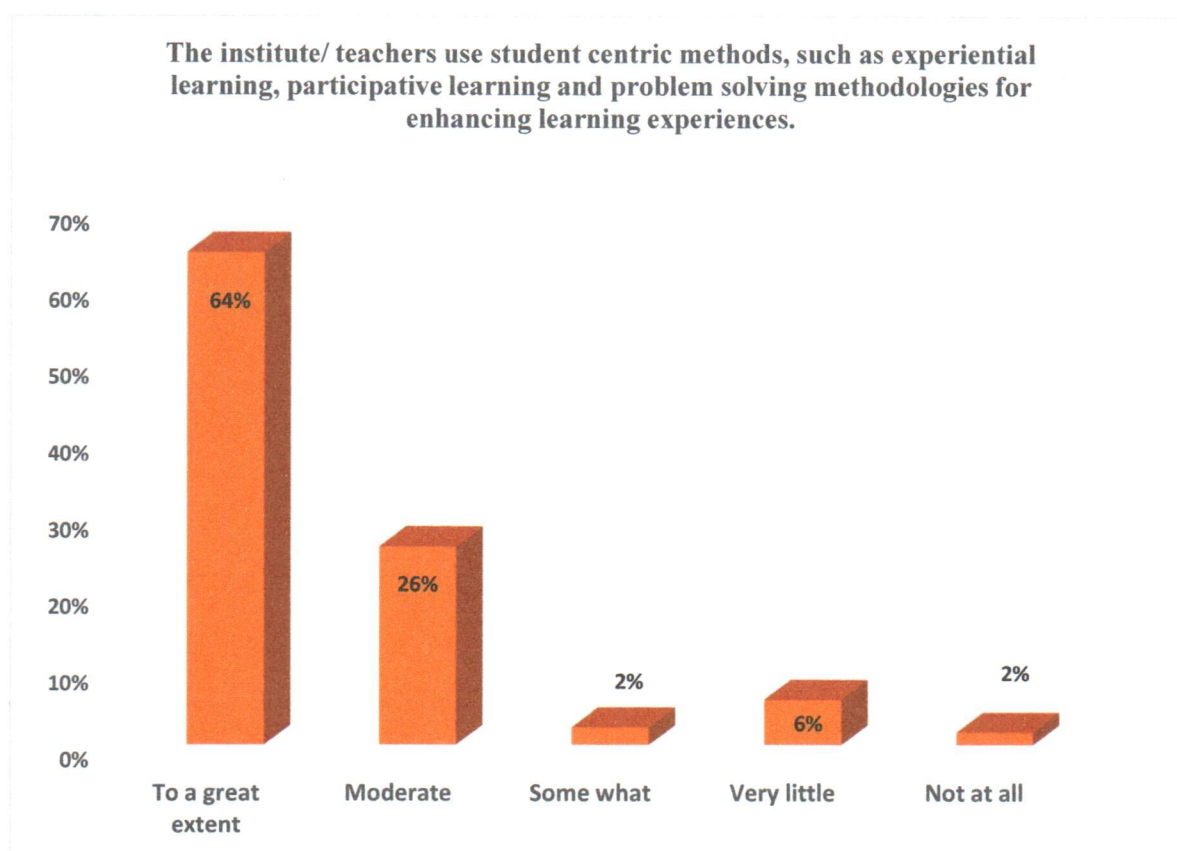
The data indicates that 92% of respondents agree or strongly agree that the institution actively involves students in monitoring and improving the teaching-learning process, demonstrating a strong commitment to quality enhancement and student participation.



Sanjeev Arora
REGISTRAR
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 MORADABAD

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

Criteria	Response	%
To a great extent	1016	64%
Moderate	410	26%
Some what	36	2%
Very little	93	6%
Not at all	26	2%
Total	1581	100%



The data reveals that 90% of respondents feel the institute or teachers use student-centric methods to a great or moderate extent, indicating a strong emphasis on active and experiential learning approaches to enhance the learning experience.

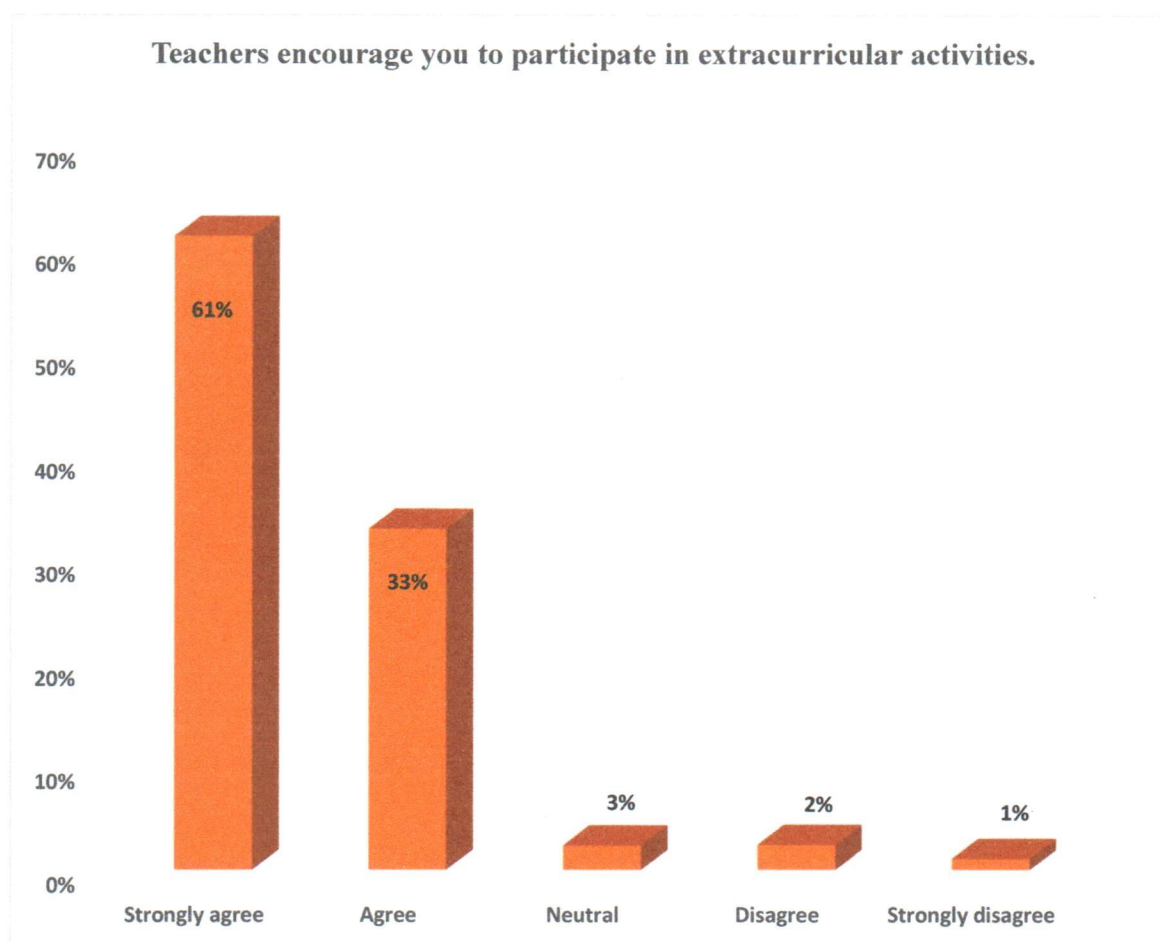
Syadar
2/9/2025

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Sanjeev Dhanraj
REGISTRAR
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17. Teachers encourage you to participate in extracurricular activities.

Criteria	Response	%
Strongly agree	968	61%
Agree	521	33%
Neutral	37	3%
Disagree	38	2%
Strongly disagree	17	1%
Total	1581	100%



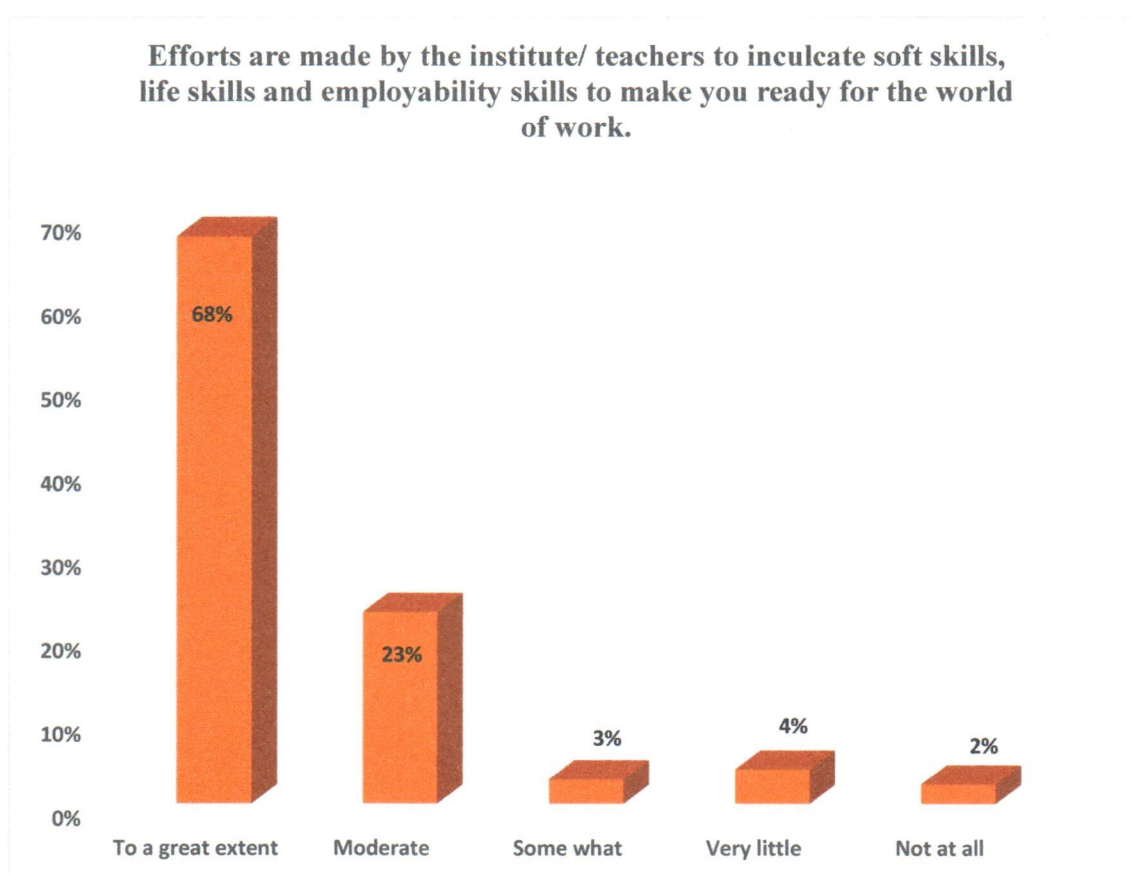
The data shows that 94% of respondents agree or strongly agree that teachers encourage participation in extracurricular activities, highlighting a supportive environment for holistic student development beyond academics.



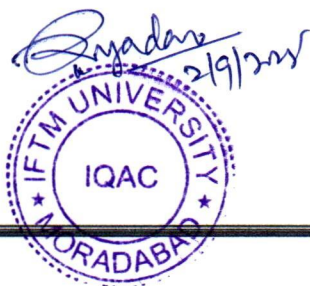
Sarfaraz Khan
REGISTRAR
 IFTM UNIVERSITY
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18. Efforts are made by the institute/ teachers to inculcate soft skills, life skills and employability skills to make you ready for the world of work.

Criteria	Response	%
To a great extent	1070	68%
Moderate	363	23%
Some what	46	3%
Very little	65	4%
Not at all	37	2%
Total	1581	100%



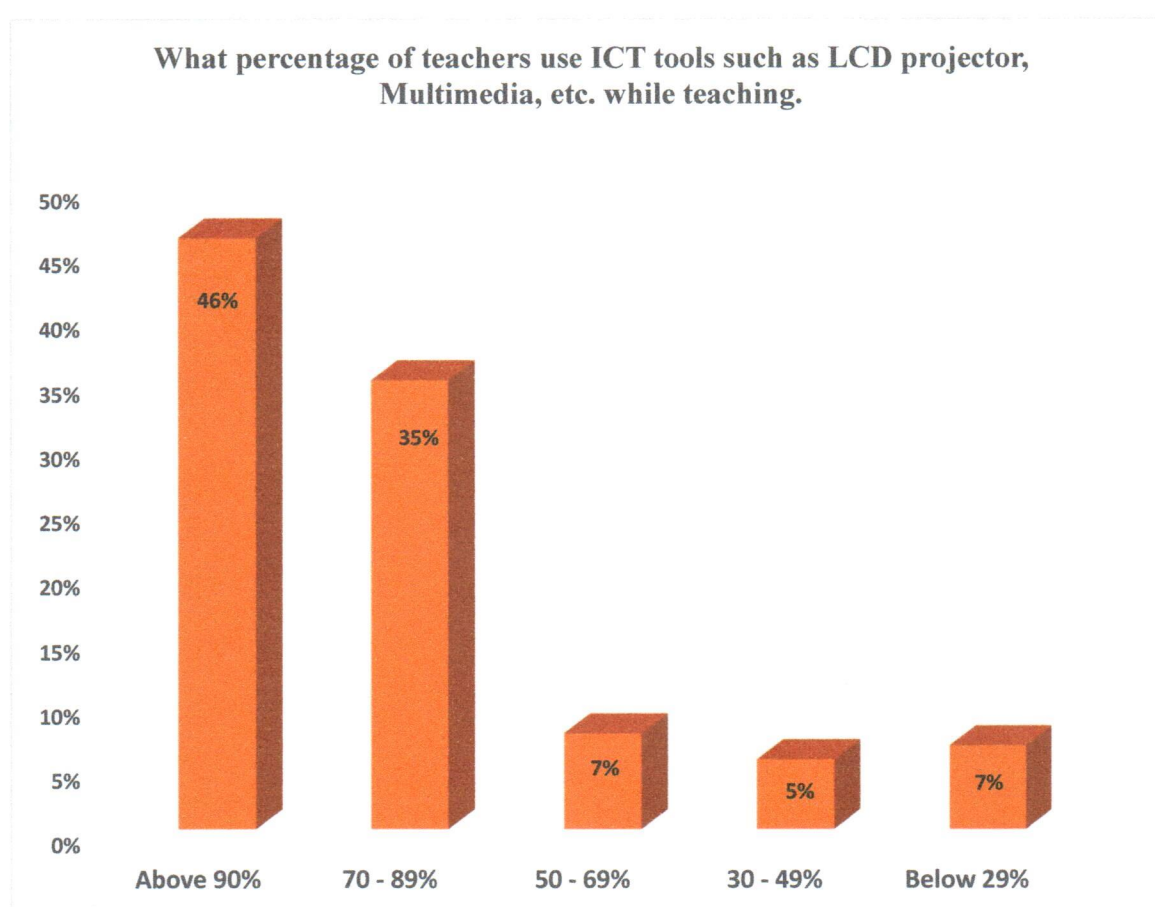
The data indicates that 91% of respondents feel the institute and teachers make efforts to develop soft skills, life skills, and employability skills to a great or moderate extent, demonstrating a strong focus on preparing students for the workforce.



Sanjeev Dhang
REGISTRAR
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19. What percentage of teachers use ICT tools such as LCD projector, Multimedia, etc. while teaching.

Criteria	Response	%
Above 90%	724	46%
70 - 89%	550	35%
50 - 69%	118	7%
30 - 49%	86	5%
Below 29%	103	7%
Total	1581	100%



The data shows that 81% of respondents report that teachers use ICT tools like LCD projectors and multimedia in at least 70% of their teaching sessions, indicating widespread adoption of technology-enhanced learning.

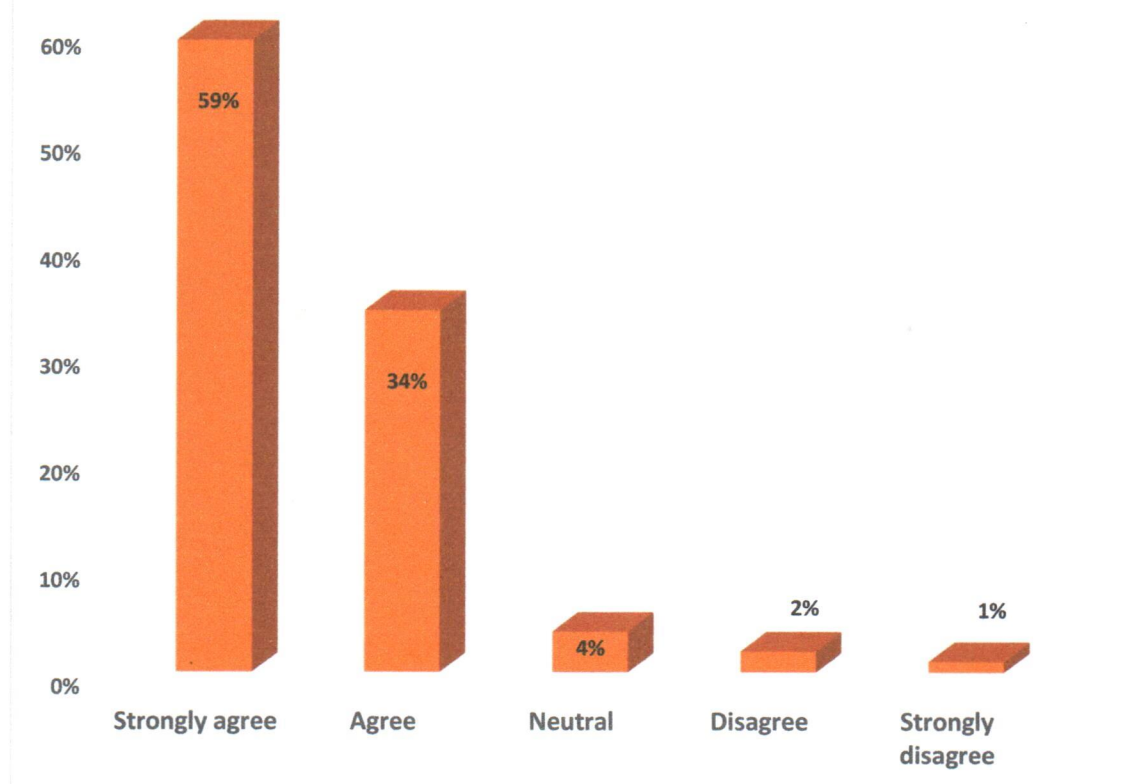


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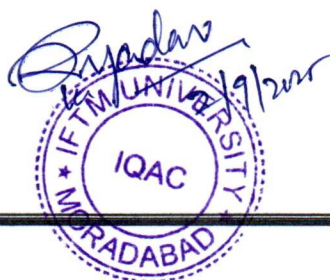
20. The overall quality of teaching-learning process in your institute is very good.

Criteria	Response	%
Strongly agree	937	59%
Agree	537	34%
Neutral	60	4%
Disagree	31	2%
Strongly disagree	16	1%
Total	1581	100%

The overall quality of teaching-learning process in your institute is very good.



The data reveals that 93% of respondents agree or strongly agree that the overall quality of the teaching-learning process in their institute is very good, reflecting a high level of satisfaction with the educational experience.



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