



SATPUDA EDUCATION SOCIETY, JALGAON JAMOD'S

Arts & Commerce College

Warwat Bakal Tq. Sangrampur Dist - Buldhana (M.S.)

NAAC Reaccredited with 'B' Grade

- Principal -

Dr. Shriram Yerankar

M.A., M.Phil, Ph.D.

9423722316

College Code : 327

- President -

Shri. Krushnarao Ingle

(Ex. M.L.A.)

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Criterion II: Teaching- Learning and Evaluation

2.7 Student Satisfaction Survey

Session-2023-2024

Supporting Documents

Metric No.	Sr. No.	Content / File Description	Document Link
2.7.1.	A	Analysis of Student Satisfaction Survey	



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CERTIFICATE

This is to certify that the documents attached as supporting documents for Criterion II: Teaching, Learning and Evaluation are verified from the college record and found to be correct to the best of my knowledge.

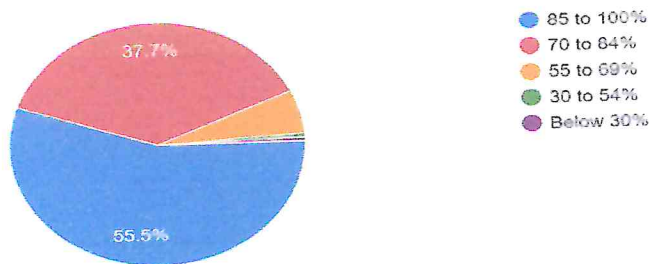



Principal
Arts & Commerce College
Warvat Bakal Dist- Buldana



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

1. How much of the syllabus was covered in the class? (वर्गित किती टक्के अभ्यासक्रम शिकवल्या गेला?)
191 responses



Analysis of Responses:

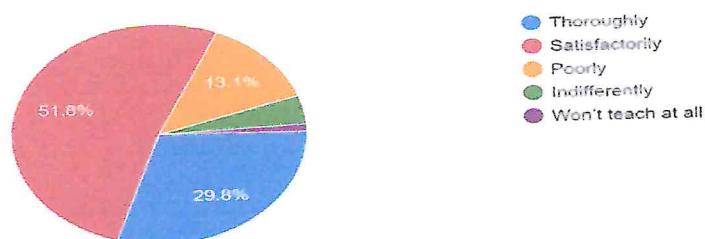
1. Majority Coverage: 55.5% of students report 85-100% syllabus coverage, reflecting effective teaching practices and time management in most classes.
2. Room for Improvement: 37.7% report 70-84% coverage, suggesting a need for more efficient pacing or additional resources to ensure complete syllabus completion.
3. Moderate Gaps: 5.8% indicate 55-69% syllabus coverage, highlighting areas where syllabus completion is inconsistent.
4. Rare Cases of Inadequate Coverage: 1% of students reported syllabus coverage below 54%, pointing to isolated cases requiring immediate attention to prevent learning gaps.

Recommendation:

- Conduct periodic reviews to ensure all teachers stay on track with syllabus completion.
- Offer supplementary classes or online materials for subjects with lower syllabus coverage.
- Engage in feedback sessions with teachers and students to identify specific challenges in syllabus completion and address them proactively.

Question is 2. "How well did the teachers prepare for the classes?"

2. How well did the teachers prepare for the classes?(शिक्षक वर्गित शिकवण्यासाठी किती चांगली तयारी करतात?)
191 responses



Analysis of Responses:

1. Strong Preparation: 29.8% of students report that teachers prepare thoroughly, demonstrating a high standard of teaching for a significant portion of classes.
2. Satisfactory Preparation: The majority (51.8%) feel teachers prepare satisfactorily, ensuring that most classes meet basic academic expectations.
3. Poor Preparation: 13.1% indicate poor preparation, signaling the need for targeted interventions such as professional development or mentorship programs.
4. Minimal Effort: 4.2% report indifference in preparation, suggesting certain teachers may lack motivation or commitment.

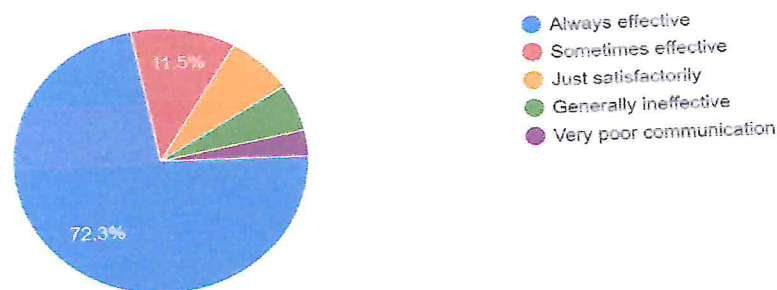
5. Critical Issues: 1% state that teachers do not prepare or teach at all, highlighting isolated but severe cases requiring immediate administrative attention.

Recommendations:

- Training and Development: Conduct teacher training workshops focusing on lesson planning, class engagement, and innovative teaching methods.
- Feedback Mechanism: Implement regular student feedback systems to identify underperforming teachers and provide necessary support or supervision.
- Monitoring and Accountability: Introduce peer review systems or classroom observations to ensure consistent preparation and teaching standards.
- Recognition Programs: Recognize and reward teachers who prepare thoroughly and perform exceptionally, encouraging higher teaching standards.
- Support for Poor Performers: Offer mentorship programs or teaching assistants to teachers who receive poor feedback, helping them improve their class preparation and engagement.

Question is 3. "How well were the teachers able to communicate?"

3. How well were the teachers able to communicate? शिक्षक कक्षाप्रकारे संवाद साधतात?
191 responses



Analysis of Responses:

1. 72.3% Positive Feedback: The majority of students find the communication in the classroom highly effective, which is a strong indicator that most teachers are successful in delivering clear and engaging content.
2. 18.8% Moderate Feedback: A portion of students (18.8%) finds the communication inconsistent or just satisfactory. This feedback highlights areas where improvements can be made to ensure better clarity, engagement, and consistency in teaching.
3. 8.9% Negative Feedback: A small but concerning number of students report significant issues with communication. These concerns must be addressed promptly to ensure all students benefit from the learning experience.

Recommendations:

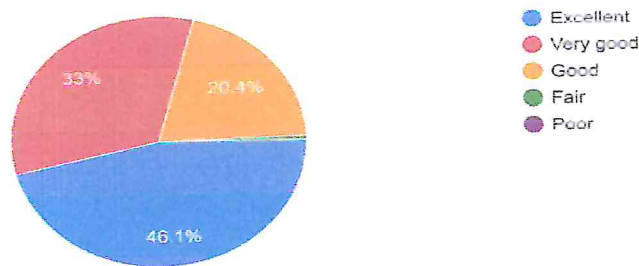
- Teachers must be supported with training, feedback, and mentorship to further improve communication strategies.
- By refining communication practices, teachers can better cater to diverse student needs, ensuring a more inclusive and effective learning environment.
- There's a need to address this gap by focusing on making communication more consistent and ensuring clarity in lesson delivery.

- Teachers should make an effort to identify students who may be struggling with understanding the course material and offer additional support. This may include one-on-one sessions, office hours, or tutoring for students facing communication barriers

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

4. The teacher's approach to teaching can best be described as. शिक्षकांच्या शिकवण्याच्या दृष्टिकोनाचे वर्णन कशाप्रकारे करता येईल?

191 responses



Analysis of Responses:

- Strong Positive Feedback:** The majority of students (79.1%) rated the teaching approach as "Excellent" or "Very Good," indicating that most teachers are delivering content effectively and engaging students successfully. This demonstrates a high level of teaching quality across the institution.
- Moderate Feedback:** 20.4% of students rated the teaching approach as "Good," suggesting that while teaching is generally effective, there is potential for improvement in areas like student interaction, clarity, or engagement. Teachers in this group could benefit from further refinement of their teaching methods to move towards higher ratings.
- Minimal Negative Feedback:** Only 0.5% rated the teaching approach as "Fair," and no students rated it as "Poor," indicating that the overall standard of teaching is acceptable and that most teachers meet basic expectations for effective teaching.
- Ongoing Professional Development:** Continuous professional development opportunities, including workshops on advanced teaching techniques and student-centered learning, should be made available. Additionally, regular feedback loops between teachers and students will allow for timely adjustments and a more dynamic teaching approach.
- Commitment to Excellence:** While the majority of feedback is positive, maintaining this level of excellence requires ongoing efforts from both individual instructors and the institution. Regular monitoring of teaching effectiveness, coupled with a focus on student-centered approaches, will ensure that high standards are consistently met and exceeded across all courses.

Recommendations for Improvement:

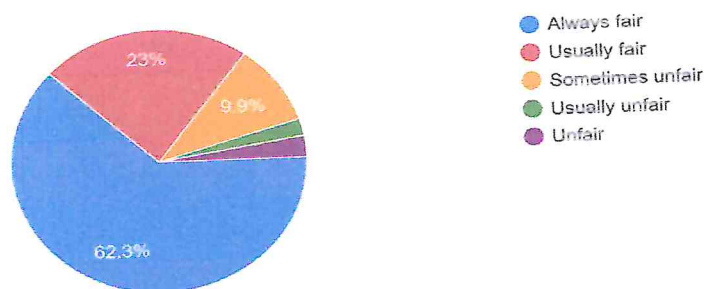
- Teachers who received a "Good" rating should focus on refining specific aspects of their teaching. This may include improving clarity in explanations, enhancing student engagement, and increasing interaction. These teachers should seek peer feedback, observe highly rated instructors, or attend workshops aimed at further developing teaching techniques.
- Since a large majority of students rated the teaching as either "Excellent" or "Very Good," there are best practices that can be shared among faculty members. Teachers rated highly could mentor others, or the institution could organize internal sessions where top-performing teachers share their strategies for success.

- For those receiving "Fair" feedback, more personalized support and professional development may be necessary. Teachers could benefit from workshops on student engagement, active learning techniques, and clearer communication strategies. Encouraging reflective teaching practices and peer review can help them enhance their approach.
- Teachers should focus on student-centered teaching, where the needs and feedback of students drive teaching methods. This could involve integrating more active learning, collaborative activities, and opportunities for students to ask questions and clarify doubts.

Question is 5. "Fairness of the internal evaluation process by the teachers."

5. Fairness of the internal evaluation process by the teachers. शिक्षकांद्वारे अंतर्गत मूल्यमापन प्रक्रियेची निष्पक्षता.

191 responses



Responses Analysis:

1. 62.3% of students believe that the internal evaluation process is "Always Fair." This is the largest group, and it indicates a strong positive perception of fairness in how students are evaluated. It suggests that a majority of students trust the objectivity and transparency of the evaluation process. 23% of students feel the evaluation process is "Usually Fair." This group indicates that while students generally perceive fairness, they might occasionally encounter situations where they feel the evaluation is not entirely fair. This may be due to individual assessments or specific circumstances, but overall, they still find the process generally fair.
2. 9.9% of students report that the evaluation process is "Sometimes Fair." This group suggests that there are inconsistencies in the evaluation process, where fairness might depend on certain teachers, exams, or conditions. The evaluation process may seem less consistent to these students, highlighting an area for improvement in ensuring uniformity in evaluation standards.
3. 2.1% of students state that the evaluation process is "Usually Unfair." This small group perceives a recurring problem with fairness in the evaluation process. They might have encountered cases where they believe assessments or grading were unjust or biased. 2.6% of students think the evaluation process is "Unfair." This group perceives significant issues with the fairness of the internal evaluation process. This feedback should be closely examined to understand the underlying reasons for their dissatisfaction.

Recommendations:

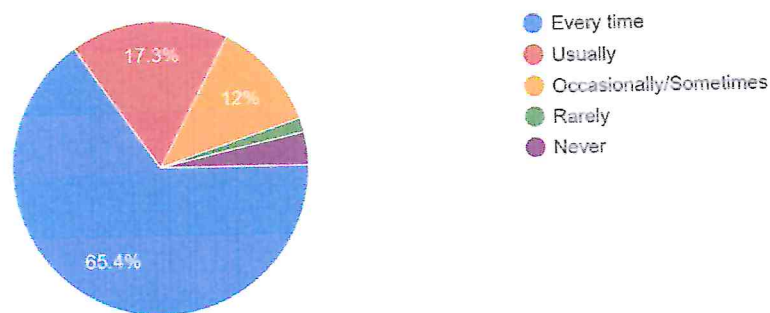
- **Improve Transparency in Grading:** Clear communication regarding grading rubrics, assessment criteria, and expectations will help all students understand how their performance is evaluated, thereby reducing perceptions of unfairness.
- **Standardize Evaluation Practices:** Ensuring that all faculty members follow similar grading guidelines and maintain consistency in evaluation methods will help provide a fairer and more uniform experience for students.

- Address the Needs of the Discontented Group: Focus on understanding the concerns of the 4.7% of students who feel the evaluation process is unfair. This may involve creating feedback mechanisms like one-on-one meetings or surveys to dive deeper into the reasons for their dissatisfaction.
- Regular Training for Faculty: Offering ongoing training on best practices for grading, addressing potential biases, and increasing awareness of how to maintain fairness in assessment can help further improve the perception of the evaluation process.

Question is 6. “Was your performance in assignments discussed with you?”

6. Was your performance in assignments discussed with you? असाइनमेंटमधील तुमच्या कामगिरीबद्दल तुमच्याशी चर्चा झाली का?

191 responses



Responses Analysis:

1. 82.7% of students (65.4% + 17.3%) report receiving regular or usually frequent feedback on their performance, which is a positive reflection of teacher engagement with students.
2. 12% of students feel that feedback is given only occasionally or sometimes, suggesting that while feedback is provided, it may not be as consistent or detailed as it could be. Teachers may need to ensure that more frequent feedback is provided to these students.
3. 5.3% of students (1.6% + 3.7%) report that they rarely or never received feedback on their assignments. While this is a small percentage, it is concerning, as it suggests that a few students are being left without clear guidance on their academic performance.
4. A significant portion of students (65.4% + 17.3%) feels that their performance in assignments is discussed regularly. This indicates a strong positive relationship between teachers and students, with feedback being a consistent part of the learning process.
5. While the majority of students receive regular feedback, 12% report that feedback is given only occasionally or sometimes. This highlights the need for more consistency, particularly for this group, to ensure that all students receive adequate guidance.

Recommendations for Improvement:

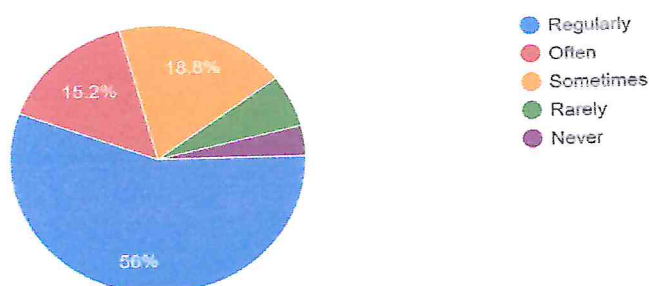
- Ensure Consistent Feedback: Teachers should prioritize providing feedback on assignments to all students, making it a consistent practice. For students who report receiving feedback less frequently, efforts should be made to address this gap.
- Engage with Students Reporting Rare or No Feedback: It's important to identify why 5.3% of students report that they receive rare or no feedback. This group could benefit from more

personalized attention to ensure that they are not falling behind or feeling disconnected from the learning process.

- **Increase Frequency of Discussions:** Teachers can consider scheduling regular one-on-one or small group discussions with students to go over their assignments and provide more detailed feedback. This would address the concerns of the 12% who report receiving feedback only occasionally.
- **Develop a Structured Feedback System:** Implementing a more structured system for providing feedback could ensure that all students are given timely, clear, and actionable comments on their assignments. This would help improve overall student performance and engagement.

Question is 7. “The institute takes active interest in promoting internship, student exchange, field visit opportunities for students”

7. The institute takes active interest in promoting internship, student exchange, field visit opportunities for students. विद्यार्थ्यांसाठी इंटर्नशिप, विद... संधींना प्रोत्साहन देण्यासाठी महाविद्यालय सक्रिय रस घेते.
191 responses



Responses Analysis

1. A large majority of students (56% + 15.2%) feel that the institute takes active steps in promoting internships, student exchanges, and field visits. This indicates that the institution is generally doing well in offering these important experiential learning opportunities.
2. While most students have a positive outlook, 18.8% report that these opportunities are promoted only sometimes. This suggests that the institute can increase the frequency and consistency of such initiatives to ensure that all students have access to these opportunities, especially those who are less engaged.
3. 10% of students feel that the promotion of these opportunities is either rare or non-existent. This could indicate issues with communication, accessibility, or a lack of awareness. Efforts should be made to improve visibility, accessibility, and communication regarding such programs, ensuring that all students can benefit from them.

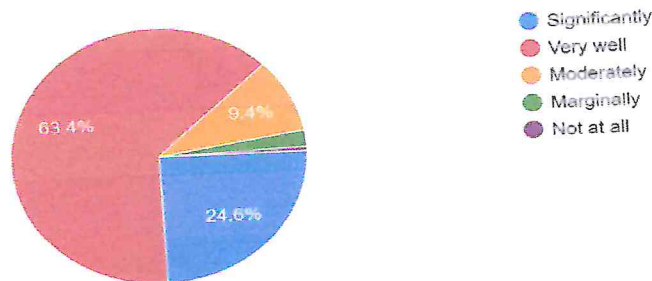
Recommendations for Improvement:

- **Increase Frequency of Programs:** The institution could consider increasing the frequency or variety of internships, student exchanges, and field visits offered. Ensuring that more students experience these programs will improve their employability and practical knowledge.
- **Improve Communication:** It's essential to ensure that all students are aware of the available opportunities. Regular announcements, information sessions, and clear documentation about how to participate in these programs could improve engagement.
- **Expand Accessibility:** Efforts should be made to provide more accessible options for internships, student exchanges, and field visits, particularly for students who may face logistical or financial barriers. This could include partnerships with a wider range of industries and universities or providing financial assistance.

- Target the "Rarely" and "Never" Respondents: The 10% of students who report limited or no promotion of opportunities should be specifically targeted through surveys or focus groups to identify any barriers or reasons for their dissatisfaction. The institution can then take appropriate actions to address these concerns.

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

8. The teaching and mentoring process in your institution facilitates you in cognitive, social and emotional growth. तुमचे महाविद्यालय अध्यापन आणि ...नात्मक, सामाजिक आणि भावनिक वाढ करण्यास मदत करते.
191 responses



Responses Analysis:

1. The majority of students (88%) feel that the teaching and mentoring processes significantly or very well support their overall development. This is a strong indication that the institution is meeting its goals of providing comprehensive educational and personal growth opportunities for its students.
2. Although the overall feedback is positive, 9.4% of students feel that the process supports their growth only moderately. This group may benefit from more personalized or focused attention, whether through additional mentoring, tailored teaching methods, or increased involvement in extracurricular activities designed to enhance personal growth.
3. A small group of students (2.6%) feel that the process does not support their development adequately. This may point to gaps in the availability or quality of mentoring, or a mismatch between the students' needs and the current offerings. The institution could consider identifying specific barriers to support and finding ways to better assist these students.

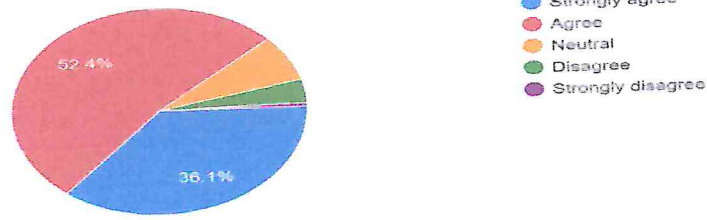
Recommendations for Improvement:

- Increase Personalized Support: The institution can enhance the mentoring process by offering more individualized attention or tailored mentoring strategies that address specific student needs, especially for those who feel they only receive moderate or marginal support.
- Improve Communication: Ensure that all students are aware of the resources and support available to them for cognitive, social, and emotional development. This can help those who feel underserved to engage more fully with available programs.
- Focus on Minor Dissatisfaction: Investigate the needs of the small percentage of students who feel their growth is not supported at all. This could involve direct feedback sessions, surveys, or focus groups to understand their concerns and improve the institution's overall mentoring and teaching approaches.

Question is 9. “The institution provides multiple opportunities to learn and grow.”

9. The institution provides multiple opportunities to learn and grow. शैक्षणिक संस्था शिकण्याच्या आणि विकासाच्या अनेक संधी उपलब्ध करून देते.

191 responses



Responses Analysis:

1. A significant majority of 88.5% (36.1% + 52.4%) of students either Strongly agree or Agree that the institution provides multiple opportunities to learn and grow. This indicates that the institution is seen as effective in offering a variety of avenues for development, whether academic, extracurricular, or personal.
2. 7.3% of students are Neutral, which could suggest that while students acknowledge the opportunities, they do not feel strongly about them or may not have taken full advantage of them. This group might benefit from more targeted communication or initiatives to ensure they are aware of and can engage with the opportunities available.
3. 4.2% of students (3.7% Disagree + 0.5% Strongly Disagree) feel that the institution does not provide adequate opportunities for learning and growth. While this is a small percentage, it indicates that there is a need to address gaps in the opportunities provided or how they are perceived by some students.

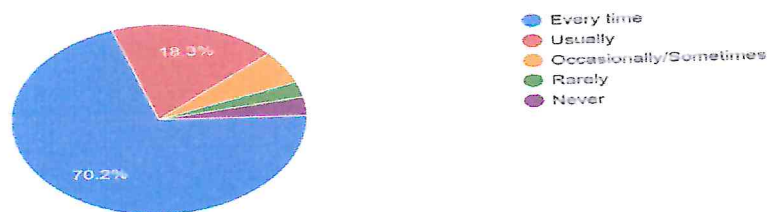
Recommendations for Improvement:

- Increase Awareness and Engagement: For the 7.3% neutral students, the institution could improve communication about the available opportunities, possibly through targeted outreach or platforms that make these opportunities more visible and accessible.
- Expand and Diversify Opportunities: For the 3.7% who disagree and the 0.5% who strongly disagree, it may be valuable to evaluate the existing opportunities, identify any gaps, and consider expanding offerings, including academic support, internships, or extracurricular activities that cater to a broader range of student interests.
- Promote Active Participation: Develop initiatives that encourage more active participation from all students, particularly those who might feel indifferent or dissatisfied with current opportunities. This could include mentorship programs, more dynamic internships, or student exchange initiatives that emphasize practical learning and growth.

Question is 10. “Teachers inform you about your expected competencies, course outcomes and programme outcomes.”

10. Teachers inform you about your expected competencies, course outcomes and programme outcomes. शिक्षक तुम्हाला तुमची अपेक्षित क्षमता, अभ्यास...चे परिणाम आणि कार्यक्रमाच्या निकालांबद्दल माहिती देतात.

191 responses



Response Analysis:

1. The 70.2% of students who report that they are informed every time signifies strong, consistent communication between teachers and students regarding the competencies, course outcomes, and programme outcomes. This is a clear indicator of effective instructional practices where teachers ensure students understand what is expected of them.
2. 18.3% of students say they are informed usually, which still reflects a high level of communication, though not as frequent as “every time.” This suggests that, while there is good communication, there might be occasional lapses or inconsistencies.
3. 5.8% of students say that they are informed occasionally or sometimes, which indicates that there are instances where communication might not be as regular or clear as it should be. Some students may not receive consistent updates or may only get the necessary information intermittently.
4. 2.6% report being informed rarely, pointing to potential issues with communication practices in specific courses or with certain instructors. This could indicate that the teacher does not prioritize outlining expected competencies and course outcomes regularly.
5. 3.1% of students say they are never informed about competencies and outcomes, which is a concern. Although this is a small percentage, it reflects a lack of clarity for some students and can negatively impact their preparation and performance.

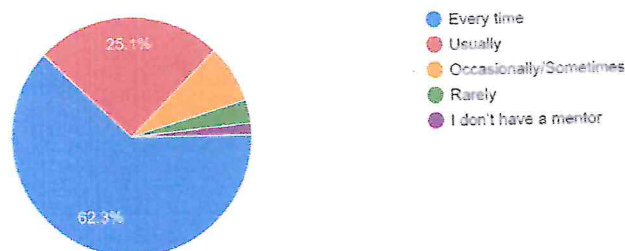
Recommendations for Improvement:

- Areas for Improvement: The 11.6% of students who report less frequent communication about course expectations need attention. Efforts should be made to increase consistency in how and when this information is provided across courses and instructors.
- Recommendation for Faculty: Teachers should continue their efforts to provide clear, consistent information about expected competencies and outcomes. For those who report occasionally or rarely receiving this information, more frequent updates, clear syllabus outlines, and one-on-one interactions can improve understanding.
- Focus on the Minority with Gaps: Special attention should be given to the 5.8% of students who report occasionally receiving information, and the 2.6% and 3.1% who report rarely or never receiving it. Personalized communication or follow-up sessions could help bridge these gaps and ensure all students have the necessary clarity for academic success.

Question is 11. “Your mentor does a necessary follow-up with an assigned task to you.”

11. Your mentor does a necessary follow-up with an assigned task to you. तुमचा मार्गदर्शक तुम्हाला नियुक्त केलेल्या कामाचा आवश्यक पाठपुरावा करतो.

191 responses



Response Analysis:

1. 62.3% of students report that their mentor follows up with them every time, indicating a strong and consistent mentoring process. This suggests that most students benefit from regular engagement, which is crucial for academic success.

2. 25.1% of students say their mentor follows up usually. While not as consistent as "every time," this still indicates that the majority of students receive frequent support. These students are likely to feel guided and motivated.
3. 7.9% of students experience follow-up only occasionally/sometimes. These students may feel less supported due to the irregularity of follow-up. There is room for improvement in ensuring more frequent check-ins for these individuals.
4. 3.1% of students report rare follow-up, which suggests minimal mentor engagement. These students might feel disconnected or unsupported, possibly affecting their academic performance and confidence.
5. 1.6% of students say their mentor never follows up. This is a critical gap, as these students lack the necessary guidance and support. Without follow-up, they may struggle with task completion and could experience feelings of isolation or neglect.
6. A combined 87.4% of students, from the "Every time" and "Usually" categories, indicate that their mentor is highly engaged. This shows that most students benefit from strong mentor-student relationships, which likely contribute to their academic success.

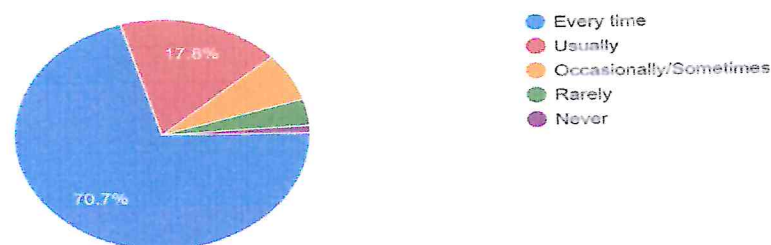
Recommendations:

- Increase the frequency of follow-ups for students in the "Occasionally," "Rarely," and "Never" categories to ensure all students feel equally supported.
- Those who receive irregular follow-ups should be encouraged to communicate proactively with their mentors and seek guidance when needed.
- Institutions can improve mentoring programs by providing training for mentors to ensure consistent follow-ups and by encouraging students to reach out and engage actively with their mentors.
- While most students experience strong mentoring, addressing the gaps in follow-up for the smaller group of students will enhance the overall mentoring process, leading to better academic outcomes and a more supportive environment for all students.

Question is 12. "The teachers illustrate the concepts through examples and applications."

12. The teachers illustrate the concepts through examples and applications. शिक्षक उदाहरणे आणि अनुप्रयोगाद्वारे संकल्पना स्पष्ट करतात.

191 responses



Responses Analysis:

1. The majority of students (70.7%) report that teachers illustrate concepts with examples and applications every time, which is a positive indicator of effective teaching. It suggests that most students benefit from practical, real-world connections to their learning.
2. A combined total of 88.5% of students experience regular use of examples, either "every time" or "usually." This shows that a majority of students have a solid learning experience that helps them connect theoretical knowledge with practical use.

3. 6.8% of students report occasional use, and 3.7% say examples are used rarely. This indicates a need for more consistency in applying examples and practical applications in lessons.
4. The 1% who report never receiving examples is a critical gap that needs to be addressed immediately. Teachers must incorporate examples and real-world applications into their teaching to help these students better understand the material.

Recommendations:

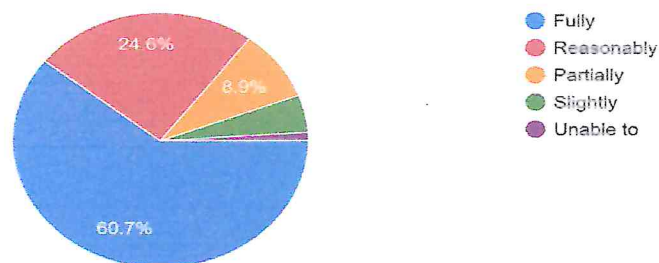
- Ensure that examples and applications are used consistently throughout lessons. For those who report “occasionally” or “rarely,” teachers could focus on integrating more practical examples into their teaching approach, especially for complex topics.
- Students who feel they are not receiving enough examples should seek clarification from their teachers and request more practical illustrations to aid their understanding.
- Teacher training programs should emphasize the importance of using examples and applications in teaching. Providing feedback and encouraging teachers to incorporate real-world scenarios can improve the overall teaching and learning experience.

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

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

शिक्षक तुमची क्षमता ओळखतात आणि तुम्हाला योग्य स्तरावरील आव्हाने देऊन प्रोत्साहित करतात.

191 responses



Analysis of Responses:

1. The majority of students (60.7%) feel that their strengths are fully identified and they are given appropriate challenges. This is a positive outcome, indicating that teachers are effective in personalizing their teaching to meet students' individual needs and promoting their growth.
2. 24.6% of students say their strengths are reasonably identified, indicating that a large group of students still receive adequate, though not fully tailored, support. Teachers should work on fine-tuning their approach to ensure more individualized challenges.
3. 8.9% report partial support, and 4.7% report only slight support. These students could benefit from more targeted challenges to better match their abilities and engage them more effectively.
4. The 1% of students who feel their strengths are not identified at all, and are not provided with the right level of challenges, represent a critical gap. Teachers should focus on identifying these students' strengths and providing appropriate challenges to engage them and foster their academic growth.

Recommendations:

- Teachers should aim to provide a more individualized learning experience for all students, ensuring that challenges are appropriately tailored to each student's level. Those who feel

under-challenged or unsupported need more personalized feedback and tasks to push their development.

- Students who feel that they are not being challenged sufficiently should communicate with their teachers, seeking tasks that align with their strengths and help them grow.
- Institutions should encourage teachers to engage in continuous professional development focused on personalized learning and providing appropriate challenges. Monitoring students' progress and needs can help identify areas where teachers can offer more targeted support.

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

14. Teachers are able to identify your weaknesses and help you to overcome them. शिक्षक तुमचा कमकुवतपणा ओळखण्यास आणि त्यांवर मात करण्यास मदत करण्यास सक्षम आहेत.

191 responses



Analysis of Responses:

1. 60.2% of students feel that their teachers every time identify their weaknesses and provide help to overcome them. This is a positive outcome, as it indicates that a majority of students are receiving regular, proactive support in addressing areas where they struggle.
2. 24.1% of students report that their teachers identify their weaknesses and offer help usually. While this is a positive result, it is slightly less consistent than "every time." These students may occasionally experience lapses in support, and may feel less confident about receiving help when they need it.
3. 6.3% of students feel that their weaknesses are identified and they receive help occasionally or sometimes. This suggests that these students experience intermittent support, which may not be enough to effectively address their weaknesses or help them make significant progress.
4. 6.3% of students say their weaknesses are identified rarely. This indicates that these students receive minimal support in addressing their academic difficulties. They might feel that their challenges are not being acknowledged or addressed, leading to frustration or lack of improvement.
5. 3.1% of students report that their teachers never identify their weaknesses or provide help to overcome them. This is a concerning result, as it suggests that a small group of students feel unsupported and unable to improve in areas of weakness.

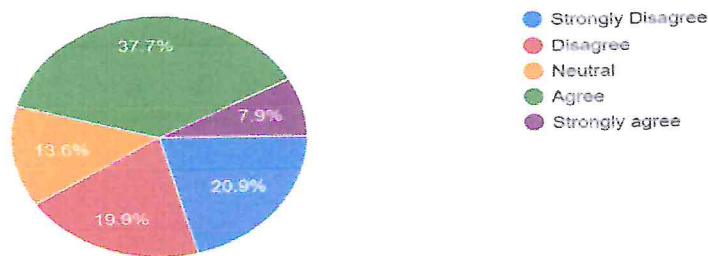
Recommendations:

- Teachers should focus on providing more consistent and individualized support, particularly for students who report occasional or rare help. For the 3.1% of students who feel unsupported, teachers must proactively identify and address their weaknesses.
- Students who feel their weaknesses are not being addressed should reach out to their teachers and request feedback or additional help to improve in areas where they are struggling.

- Institutions can support teachers by offering professional development in identifying students' weaknesses and providing timely interventions. Monitoring students' progress and ensuring regular feedback will help ensure that all students receive the necessary support.

Question is 15. “The institution makes effort to engage students in the monitoring, review and continuous quality improvement of the teaching learning process.”

15. The institution makes effort to engage students in the monitoring, review and continuous quality improvement of the teaching learning process. अध्ययन- अध्य...विद्यालय विद्यार्थ्यांना गुंतवून ठेवण्याचा प्रयत्न करते.
191 responses



Responses Analysis:

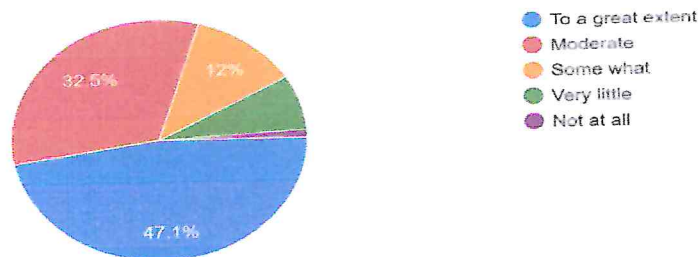
1. 20.9% of students strongly feel that the institution does not make efforts to engage them in the monitoring, review, and continuous quality improvement of the teaching-learning process. This is a significant portion, highlighting a gap in the institution's strategy for involving students in these processes.
2. 19.9% of students disagree, indicating that they feel the institution's efforts to engage them in the teaching-learning improvement processes are insufficient. These students may feel that their input is not valued or that the institution is not doing enough to include them in the decision-making process.
3. 13.6% of students are neutral, suggesting they have a neutral stance or are unsure about the efforts made by the institution. They may not be aware of any initiatives or may feel that the institution's efforts have been neither particularly strong nor weak.
4. 37.7% of students agree, indicating that they believe the institution does make efforts to engage them in monitoring, reviewing, and improving the teaching-learning process. This is the largest group and suggests that a substantial number of students are satisfied with the level of engagement.
5. 7.9% of students strongly agree that the institution engages them in the monitoring and improvement processes. While this is a smaller proportion, it reflects a positive view of the institution's commitment to student involvement in quality improvement.

Recommendations:

- The institution should take more concrete steps to engage students in the monitoring, review, and quality improvement of the teaching-learning process. This could include more transparent communication, regular surveys, feedback opportunities, and student involvement in committees or focus groups.
- Students should be encouraged to actively participate in initiatives related to the continuous improvement of teaching. They can provide valuable insights that can help shape the learning environment.
- Teachers can play a role by encouraging students to provide feedback and engage in the continuous review process, thereby making students feel more involved and valued.

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

16. The institute/ teachers use student centric methods, such as experiential learning, participative learning and problem solving methodologies for enhancing learning experiences. सहभागी शिक्षण आणि समस्या सोडवण्याच्या पद्धती.
191 responses



Responses Analysis:

1. 47.1% of students feel that their learning experience is significantly enhanced by student-centric methods. This is a positive outcome, showing that almost half of the students believe that methods such as experiential learning, participative learning, and problem-solving are being actively used in their courses. These methods are known to engage students and enhance deep learning.
2. 32.5% of students believe that student-centric methods are used to a moderate extent. While this is a significant portion, it implies that there is still potential to further integrate these methods into teaching practices. Some students may feel that while these methods are used, they are not applied as effectively or consistently as they could be.
3. 13.6% of students feel that these methods are used somewhat. This suggests that the use of experiential, participative, and problem-solving methodologies is somewhat inconsistent, and students may not always have access to these methods in all of their courses. This could be a sign that these methods are applied occasionally, but not as a central part of the learning process.
4. 3.7% of students report that such methods are used very little. This suggests that a small group of students feel that the teaching methods do not prioritize active participation or experiential learning, which could result in less engagement or interaction in their classes.
5. 7.9% of students feel that student-centric methods are not at all used. This is a concerning result, as it suggests that a small portion of students experience little to no active, participative, or problem-solving activities in their learning. These students may be receiving a more traditional, lecture-based education.

Recommendations:

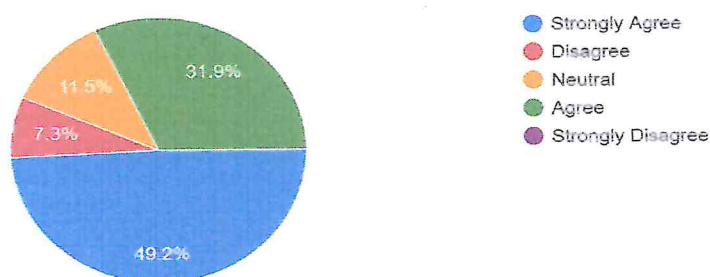
- Teachers should aim to integrate student-centric methods such as experiential learning, participative learning, and problem-solving into their courses more frequently. Using these methods will likely improve student engagement and overall learning outcomes.
- The institution could provide additional professional development for teachers to encourage the widespread use of active learning techniques and ensure that all students have access to these methods.
- Students who feel they are not receiving sufficient student-centric learning opportunities may benefit from advocating for more interactive learning environments or seeking out courses that focus on these methods.

- The use of student-centric teaching methods is likely contributing to a more interactive, engaging, and effective learning environment. This response suggests that the institution is on the right track in using these methods to foster better learning experiences.
- students could benefit greatly from more interactive teaching methods. The institution or faculty may need to explore ways to incorporate more student-centered teaching practices in their classrooms to enhance engagement and learning.

Question is 17. “Teachers encourage you to participate in extracurricular activities”

17. Teachers encourage you to participate in extracurricular activities. शिक्षक तुम्हाला अतिरिक्त अभ्यासेतर उपक्रमामध्ये सहभागी होण्यासाठी प्रोत्साहित करतात.

191 responses



Analysis of Responses:

1. 49.2% of students strongly agree that their teachers encourage participation in extracurricular activities. This indicates that nearly half of the students feel that their teachers are actively promoting holistic development by encouraging involvement in extracurriculars such as sports, cultural activities, and social initiatives. Teachers' support for such activities is essential for students' personal growth, leadership skills, and teamwork.
2. 7.3% of students disagree, suggesting that a small group of students do not feel encouraged by their teachers to participate in extracurricular activities. These students may not have received clear or active support from their teachers to engage in activities outside the academic realm.
3. 11.5% of students are neutral, indicating that they neither strongly agree nor disagree with the statement. This group might not have a strong opinion or experience regarding teacher encouragement for extracurricular activities. They may not feel that extracurricular activities are a focal point in their learning or may not have been sufficiently engaged in such activities.
4. 31.9% of students agree, which indicates that a substantial portion of students perceive teacher encouragement for extracurricular activities. While this is a positive response, the percentage is lower than the "strongly agree" category, suggesting that while many students experience support, it might not always be as consistent or widespread.
5. 0% of students strongly disagree with the statement, which is a positive sign. There are no students who feel that their teachers actively discourage participation in extracurricular activities, indicating that teachers are generally supportive of students' engagement outside the classroom.

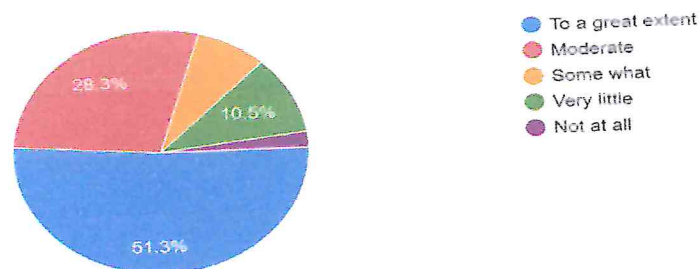
Recommendations:

- Teachers should continue encouraging participation in extracurricular activities and consider making their encouragement more visible and consistent across all subjects and courses. Creating awareness and providing opportunities for students to get involved can further enhance this process.

- Students who feel disengaged from extracurricular activities may benefit from seeking advice from their teachers or mentors to explore available opportunities and better understand the importance of such activities for their development.
- The institution could support teachers in promoting extracurricular activities by providing resources, organizing events, and actively communicating the importance of such activities for students' growth

Question is 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."

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. तुम्हाल...रण्यासाठी महविद्यालय/ शिक्षकांकडून प्रयत्न केले जातात.
191 responses



Responses Analysis:

1. 51.3% of students feel that the institution and teachers make significant efforts to inculcate soft skills, life skills, and employability skills. This is a positive outcome, suggesting that more than half of the students perceive that their educational experience goes beyond academic knowledge to also equip them with the necessary skills for success in the workforce.
2. 28.3% of students report that the efforts made to develop these skills are moderate. This indicates that these students believe there is some focus on skill development, but they may not experience it as a central or consistent part of their educational experience.
3. 7.3% of students feel that the efforts made are somewhat effective. This suggests that for these students, skill development might be seen as insufficient or infrequent. They may not feel confident that the institution is fully preparing them for the workplace in these areas.
4. 10.5% of students report that efforts to develop soft, life, and employability skills are made very little. This suggests that a significant portion of students does not perceive much attention or focus on these areas of skill development. These students may feel underprepared in terms of the practical skills required in their future careers.
5. 2.1% of students feel that no efforts are made to inculcate these skills. This is a concerning result as it indicates that a small portion of students feel completely unsupported in terms of developing skills like communication, teamwork, problem-solving, and other employability skills.

Recommendations:

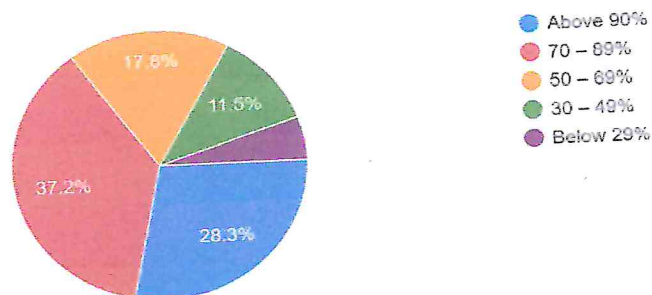
- Teachers can enhance their efforts by incorporating soft skill development into their classes, such as teamwork, communication, and problem-solving. Offering opportunities for students to engage in real-world scenarios or internships can also boost their employability.
- The institution should ensure that all students, across all disciplines, have access to skill-building opportunities. This could include workshops, leadership programs, career services, and other initiatives that focus on practical skill development.

- Students who feel that skill development opportunities are lacking can take the initiative to seek out extracurricular activities, internships, and workshops that focus on enhancing their employability and life skills.

Question is 19. “What percentage of teachers use ICT tools such as LCD projector, Google Classroom, Zoom, Google Meet, Multimedia, etc. while teaching?”

19. What percentage of teachers use ICT tools such as LCD projector, Google Classroom, Zoom, Google Meet, Multimedia, etc. while teaching? शिक्षण...ogle Classroom, Zoom, Google Meet, Multimedia इ?

191 responses



Responses Analysis:

1. 28.2% of students strongly perceive that more than 90% of their teachers use ICT tools, indicating that a significant portion of teachers are actively integrating technology into their teaching practices, which is a positive sign of modern and effective pedagogy.
2. 37.2% of students feel that 70-89% of teachers use ICT tools. While this is a large portion, it indicates that there is still some inconsistency in the use of technology across different teachers or subjects. There may be a need for a more standardized approach to ICT integration across all classrooms.
3. A combined 29.3% of students (17.8% for 50-69%, 11.5% for 30-49%) perceive moderate to low usage of ICT tools. This suggests that there is room for improvement in increasing the adoption of technology in teaching across all subjects and educators.
4. 5.2% of students feel that ICT tools are used very minimally, and this group may benefit from increased teacher training and support to integrate technology into their classrooms. Encouraging broader adoption of ICT tools could improve student engagement and learning outcomes.

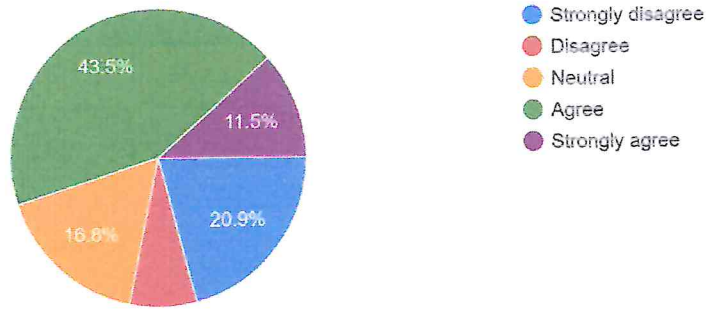
Recommendations:

- Teachers who are not yet using ICT tools extensively should be encouraged to explore the benefits of technology in the classroom. Professional development programs and support from the institution could help in integrating more ICT into their teaching practices.
- The institution could continue providing resources, training, and incentives for teachers to incorporate ICT tools into their teaching. This could help standardize technology use across all subjects and enhance the overall learning experience.
- Students who feel there is limited use of ICT in their classrooms might benefit from advocating for more digital tools to be incorporated, which can improve engagement and offer new ways of learning.

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

20. The overall quality of teaching-learning process in your institute is very good. तुमच्या महाविद्यालयातील अध्यापन-अध्ययन प्रक्रियेची एकूण गुणवत्ता खूप चांगली आहे.

191 responses



Responses Analysis:

1. 43.5% of students agree that the overall teaching-learning process is very good, indicating that a large proportion of students are satisfied with the academic experience. The institution is succeeding in providing a positive teaching environment for many students.
2. 28.2% of students are dissatisfied with the teaching quality (20.9% strongly disagree, 7.3% disagree). This dissatisfaction should not be ignored, and the institution should gather more detailed feedback to identify the specific areas that need improvement, whether it's teaching methods, facilities, or resources.
3. With 16.8% of students remaining neutral, there is an opportunity to further engage these students and find out why they are indifferent to the teaching-learning process. Improving their engagement could help convert their neutral stance into satisfaction.
4. 11.5% of students strongly agree with the statement, indicating high satisfaction with teaching quality. The institution should build on the strengths that contribute to this positive feedback and ensure these best practices are shared across all departments and courses.

Recommendations:

- The institution should conduct detailed surveys or focus group discussions to better understand the dissatisfaction expressed by students who disagree or strongly disagree. Professional development programs for teachers, improving resources, or revising course structures could address their concerns.
- Teachers should continue delivering high-quality instruction while considering areas for improvement. They should seek feedback from students regularly and be open to new teaching methods or technology that can enhance the learning experience.


Principal
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