SATPUDA EDUCATION SOCIETY, JALGAON JAMOD'S

Arts & Commerce College

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

NAAC Reaccredited with 'B' Grade

College Code : 327

- Principal -
Dr. Shriram Yerankar
M.A., M.Phil, Ph.D.
9423722316

- President -
Shri. Krushnarao Ingle
(Ex. M.L.A.)
07266-221449

Website : www.acscwb.co.in   E-mail : 327accwb@gmail.com

Criterion VI- Governance, Leadership and Management 2023-2024

6.5 Internal Quality Assurance System

6.5.3 Quality assurance initiatives of the institution include

Metric No.	Sr. No.	Content / File Description
6.5.3	A	IQAC Meetings
	B	Feedback

CERTIFICATE

This is to certify that the documents attached as supporting documents for **Criterion VI-Governance, Leadership and Management** 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

ARTS AND COMMERCE COLLEGE

Warvat Bakal Dist- Buldana

Dr. Shriram Yerankar
Principal

Shri Krushnarao Ingle (Ex MLA)
President

Phone : 07266-237126   www.acscwb.co.in   Email : 327accwb@gmail.com
accwb327@gmail.com

Date : 02/08/2023

IQAC MEETING NOTICE

All the IQAC members of the college are hereby informed that the 30th IQAC Meeting is organized to be held in IQAC cabin on Saturday, 5th August, 2023.

Time of Meeting: 01: 00 p.m.

Venue: IQAC

AGENDA

1. **Approval to the minutes of previous meeting held on 20/03/2023**
2. **Nominating Student Representative on IQAC**
3. **Discussion on the progress of documentation for NAAC PTV.**
4. **Subjects with prior permission of the Chairman.**

SATPUDA EDUCATION SOCIETY, JALGAON (JAMOD)'S

ARTS AND COMMERCE COLLEGE
Warvat Bakal Dist- Buldana

Dr. Shriram Yerankar
Principal

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Agenda 1/30: Approval to the Minutes of 29th Meeting of Internal Quality Assurance Cell held on 20th March, 2023.

Resolution 1/30: Dr. N.P. Satav, Coordinator, IQAC presented the minutes of the IQAC Meeting held **on** 20/03/2023 which were unanimously approved.

Agenda 2/30: Discussion on nominating Student Representative on IQAC.

Resolution 2/30: Dr. Shriram Yerankar, Chairman of IQAC told the House that in order to give an opportunity to promising students to work on different committees, it is proposed to nominate another student representative on IQAC. So, Dr. Megha Solanke proposed the name of B.Sc. Second year student Ku. Payal Sunil Kandarkar to be nominated on IQAC. It was unanimously resolved to send the nomination letter to Ku. Payal Kandarkar and nominate her as Student Representative.

Agenda 3/30: Discussion on the progress of documentation for NAAC PTV.

Resolution 3/30: Dr. Nishigandh Satav, IQAC Co-Ordinator put before the House that DVV clarification was submitted on NAAC portal on 01/07/2023 and PTV details are awaited from NAAC. On this Dr. Swatitai Wakekar (Management Representative) expressed that in order to upgrade the previous accreditation status of college, it is essential to work efficiently and smartly. She assured the House to render as much cooperation and help from Management for the quality assurance of college. Dr. Shriram Yerankar too assured the timely completion of all necessary documents. So, it was unanimously resolved to call the frequent staff meetings and motivate them to complete the task within time.

Agenda 4/30: Subjects with prior permission of the Chairman.

Resolution 4/30: There being no issue to discuss and resolve, the meeting was adjourned.

Prepared and circulated by –

Co-ordinator, IQAC
IQAC Co-ordinator
Arts and Commerce College,
Warvat Bakal

Chairman, IQAC
Principal
Arts & Commerce College
Warvat Bakal Dist Buldana

Action Taken Report (2023-24)
(Against the Decisions taken in the Meetings of the IQAC)

Minutes of the 29th Meeting: 20/03/2023	Action Taken
Discussion on preparation of SSR for second cycle of NAAC **Decision**: It was unanimously resolved to be very cautious and alert about the deadline of submitting SSR. As soon as the IIQA is approved, all the faculty members would start collecting required data.	IIQA was approved by NAAC on 02/05/2023 and SSR was to be submitted on or before 15/06/2023.

Chairman, IQAC
Principal
Arts & Commerce College
Warvat Bakal Dist.Buldana

ARTS AND COMMERCE COLLEGE

Warvat Bakal Dist- Buldana

Dr. Shriram Yerankar
Principal

Shri Krushnarao Ingle (Ex MLA)
President

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accwb327@gmail.com

Date: 09/08/2023

To,

Payal Sunil Kandarkar
At- Bhilkhed Post- Bodkha
Ta- Sangrampur Dist- Buldhana

Warm Greetings !

This gives me an immense pleasure to convey you that you have been nominated as a member on Internal Quality Assurance Cell of our college vide resolution no. 02 of 30th IQAC Meeting held on 5th August, 2023. Your designation in Cell is Student Representative and I hope that your suggestions and contribution will surely help IQAC for the holistic development of Institute.

Thank You !

Principal
Arts & Commerce College
Warvat Bakal Dist.Buldana

ARTS AND COMMERCE COLLEGE

Warvat Bakal Dist- Buldana

Dr. Shriram Yerankar
Principal

Shri Krushnarao Ingle (Ex MLA)
President

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accwb327@gmail.com

Date : 09/10/2023

IQAC MEETING NOTICE

All the IQAC members of the college are hereby informed that the 31st IQAC Meeting is organized to be held in IQAC cabin on Saturday, 14th October, 2023.

Time of Meeting: 01: 00 p.m.

Venue: IQAC

AGENDA

1. Approval to the minutes of previous meeting held on 05/08/2023
2. Welcoming to the new Student Representative on IQAC
3. Discussion on the preparation for NAAC PTV.
4. Subjects with prior permission of the Chairman.

SATPUDA EDUCATION SOCIETY, JALGAON (JAMOD)'S

ARTS AND COMMERCE COLLEGE
Warvat Bakal Dist- Buldana

Dr. Shriram Yerankar
Principal

Shri Krushnarao Ingle (Ex MLA)
President

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MINUTES OF THE 31st MEETING OF INTERNAL QUALITY ASSURNCE CELL (IQAC)

Date: 14th October, 2023   Time: 01.00 p.m.   Venue : IQAC

The meeting of the IQAC was held on Saturday, 14th October., 2023 at 1:00 p.m. in IQAC Department. The following members were present in the meeting.

Members Present:

Sr. No.	Name	Designation
1	Dr. Shriram Yerankar	Chairman, IQAC
2	Dr. Swatitai Wakekar	Management Representative
3	Mr. Sunil Makode	Library Representative
4	Dr. Sanjay Tale	Teacher Representative
5	Dr. Megha Solanke	Teacher Representative
6	Mr. Ajay Chopade	Non-Teaching Staff Representative
7	Mr. Pankaj Tayade	Alumni Representative
8	Ku. Payal Kandarkar	Students' Representative
9	Dr. Nishigandh Satav	Co-ordinator, IQAC

Agenda 1/31: Approval to the Minutes of 30th Meeting of Internal Quality Assurance Cell held on 5th August, 2023.

Resolution 1/31: Dr. N.P. Satav, Coordinator, IQAC presented the minutes of the IQAC Meeting held on 05/08/2023 which were unanimously approved.

Agenda 2/31: Welcome to the newly nominated Student Representative on IQAC.

Resolution 2/31: Dr. Nishigandh Satav informed the House that vide Resolution No. 02 of 30th IQAC Meeting held on 5th August, 2023, Miss. Payal Sunil Kandarkar, B.Sc Second Year was nominated as student representative. So, Dr. Megha Solanke proposed to welcome and congratulate the new student representative. The House unanimously resolved to congratulate and welcome Miss. Payal

Kandarkar as a student representative on IQAC. The House expressed her suggestions will be useful for the holistic development of college.

Agenda 3/31: Discussion on the preparation for NAAC PTV.

Resolution 3/31: Dr. Nishigandh Satav, IQAC Co-Ordinator told the House that NAAC PEER Team is going to visit the college on 6th & 7th November, 2023 for the assessment of qualitative initiatives undertaken by college. All the necessary communication with NAAC is complete. Dr. Swatitai Wakekar asked about the invitation to Alumni and parents for the interaction with PEER Team. On this Dr. Shriram Yerankar informed that the parents and alumni will be sent the invitation 1st of November, 2023.

Agenda 4/31: Subjects with prior permission of the Chairman.

Resolution 4/31: With the due permission of IQAC Chairman, Mr. Pankaj Tayade asked about the stay arrangement of Peer Team. On this IQAC Co-ordinator said that the college has conveyed the details of Hotels at Shegaon to NAAC. The NAAC will finalize the stay arrangement of Peer Team at Shegaon.

Agenda 5/31: Subjects with prior permission of the Chairman.

Resolution 5/31: There being no another issue raised by any member, the meeting was adjourned.

Co-ordinator, IQAC

IQAC Co-ordinator
Arts and Commerce College,
Warvat Bakal

Chairman, IQAC

Principal
Arts & Commerce College
Warvat Bakal Dist.Buldana

Internal Quality Assurance Cell (2023-24)

Action Taken Report (2023-24)
(Against the Decisions taken in the Meetings of the IQAC)

Minutes of the 30th Meeting : 05/08/2023	Action Taken
Discussion on nominating Student Representative on IQAC. **Decision**: It was unanimously resolved nominate Payal Sunil Kandarkar for B.Sc Second Year as a Student Representative.	The appointment letter was sent to Payal Kandarkar on 9th August, 2023.
Discussion on the progress of documentation for NAAC PTV. **Decision**: It was unanimously resolved to call the frequent staff meetings and motivate them to complete the task within time.	The IQAC Meeting was called on 14th October, 2023 to review the preparation for NAAC Peer Team Visit.

Chairman, IQAC
Principal
Arts & Commerce College
Warvat Bakal Dist.Buldana

ARTS AND COMMERCE COLLEGE

Warvat Bakal Dist- Buldana

Dr. Shriram Yerankar
Principal

Shri Krushnarao Ingle (Ex MLA)
President

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accwb327@gmail.com

Date: 05/02/2024

IQAC MEETING NOTICE

All the IQAC members old and new of the college are hereby informed that the 32nd IQAC Meeting is organized to be held in IQAC Deparment on Wednesday, 7th February, 2024.

Time of Meeting: 03: 00 p.m.

Venue: IQAC

AGENDA

1. **Approval to the minutes of previous meeting held on 14/08/2023**
2. **Felicitation of Old Coordinator**
3. **Appointment of new criterion coordinator.**
4. **Reconstitution of IQAC Composition of Internal Quality Assurance Cell (IQAC) Committee**
5. **Subjects with prior permission of the Chairman.**

ARTS AND COMMERCE COLLEGE
Warvat Bakal Dist- Buldana

Dr. Shriram Yerankar
Principal

Shri Krushnarao Ingle (Ex MLA)
President

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accwb327@gmail.com

The meeting of the IQAC was held on Monday, 7th Feb., 2024 at 3:00 p.m. in IQAC Department. The following members were present in the meeting.

Sr. No.	Name	Designation
1	Dr. Shriram Yerankar	Chairman, IQAC
2	Dr. Swatitai Wakekar	Management Representative
3	Dr. Sanjay Jagdeorao Tale	Co-Ordinator, IQAC
4	Dr. Nishigandh Satav	Teacher Representative
5	Dr. Subhash Pawar	Teacher Representative
6	Dr. Satish Rane	Teacher Representative
7	Prof. Kiran Sable	Teacher Representative
8	Dr. Kishor Theng	Teacher Representative
9	Prof. Santosh Mhasal	Teacher Representative
10	Prof. Sushil Deshmukh	Teacher Representative
11	Prof. Sonali Tayde	Teacher Representative
12	Mr. Ajay Chopade	Non-Teaching Staff Representative (Administrative officer)
13	Mr. Pankaj Tayade	Alumni Representative
14	Mr. Chirag Singhaniya	Representative from Industry
15	Ku. Payal Kandarkar	Students' Representative

Agenda1/32 : Approval to the Minutes of previous Meeting of Internal Quality Assurance Cell held on 14th August, 2023.

Resolution 1/32: With the permission of chair, IQAC coordinator presented the minutes of the IQAC Meeting held **on** 14/08/2023 which were unanimously approved.

Agenda 2/32: Felicitation of the Ex-Coordinator.

Resolution 2/32: The members of the IQAC, in the meeting chaired by **Hon. Dr. Shriram Yerankar,** acknowledged and appreciated the valuable contributions made by the outgoing
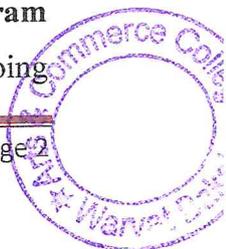
Coordinator, **Dr. N.P. Satav**, and expressed their gratitude for his dedicated service to the institution.

As part of this resolution:

1. **Hon. Dr. Shriram Yerankar Sir** presented a bouquet to **Dr. N.P. Satav** as a gesture of appreciation for his service.

2. **Dr. Subhash Gurjar** presented a token of appreciation on behalf of the **IQAC New and Old Members** to **Dr. N.P. Satav**, recognizing his invaluable contributions.

The members extended their heartfelt thanks and best wishes to **Dr. N.P. Satav** for his continued success in future endeavours.

Agenda 3/32: Appointment of the New Criterion Coordinator

Resolution 3/32: The Chairperson of IQAC, **Dr. Shriram Yerankar**, informed the house about the necessity of ensuring the smooth and efficient functioning of NAAC-related activities. To achieve this, he proposed the appointment of the following faculty members as **Criterion Coordinators** for the respective NAAC criteria:

Name	Criterion Head
Dr. Satish Rane	Curricular Aspect
Mr. Kiran Sabale	Teaching-Learning and Evaluation
Dr. Subhash Gurjar & Dr. D.K. Sherker	Research, Innovations, and Extension
Mr. Nagesh Ingale	Infrastructure and Learning Resources
Dr. Kishor Theng	Student Support and Progression
Ms. Sonali Tayade	Governance, Leadership, and Management
Dr. N.P. Satav	Institutional Values and Best Practices

The house unanimously resolved to approve the nomination of the above-mentioned Criterion Coordinators.

As the IQAC Coordinator, I wholeheartedly welcomed the newly appointed Criterion Coordinators and assured them of the full support of the IQAC members to carry out their responsibilities effectively.

Agenda 4/32 : Composition of Internal Quality Assurance Cell (IQAC) Committee

Resolution 4/32: The Chairperson of IQAC, **Dr. Shriram Yerankar**, informed the house about the newly composition of Internal Quality Assurance Cell (IQAC) Committee. To achieve this, he proposed the name of the following management representative, industrial representative, alumni, student and teacher's representative as a mechanism to build and ensure a quality culture at Arts & Commerce College Warwat Bakal:

Composition of Internal Quality Assurance Cell (IQAC) Committee

Sr. No.	Name	Designation
1	Dr. Shriram Yerankar	Chairman, IQAC
2	Dr. Swatitai Wakekar	Management Representative
3	Dr. Sanjay Jagdeorao Tale	Co-Ordinator, IQAC
4	Dr. Nishigandh Satav	Teacher Representative
5	Dr. Subhash Pawar	Teacher Representative
6	Dr. Satish Rane	Teacher Representative
7	Prof. Kiran Sable	Teacher Representative
8	Dr. Kishor Theng	Teacher Representative
9	Prof. Santosh Mhasal	Teacher Representative
10	Prof. Sushil Deshmukh	Teacher Representative
11	Prof. Sonali Tayde	Teacher Representative
12	Mr. Ajay Chopade	Non-Teaching Staff Representative (Administrative officer)
13	Mr. Pankaj Tayade	Alumni Representative
14	Mr. Chirag Singhaniya	Representative from Industry
15	Ku. Payal Kandarkar	Students' Representative

Agenda 5/32: Subjects with prior permission of the Chairman, it was decided to hold frequent staff meetings to monitor progress.

Resolution 5/32: Under the agenda "Subjects with prior permission of the Chairman," it was resolved to hold frequent staff meetings to monitor the progress of NAAC-related activities. These meetings will ensure timely documentation, address any challenges faced by the Criterion Coordinators, and streamline the preparation for the AQAR submission.

Co-Ordinator, IQAC

IQAC Co-ordinator
Arts and Commerce College,
Warvat Bakal

Chairman, IQAC

Principal
Arts & Commerce College
Warvat Bakal Dist.Buldana

Minutes of the 30th Meeting: 14/10/2023	Action Taken
Approval to the Minutes of the 31st Meeting	The minutes of the 30th IQAC meeting held on 5th August 2023 were officially recorded and disseminated to all IQAC members.
Welcome to the Newly Nominated Student Representative	Miss. Payal Sunil Kandarkar, B.Sc Second Year, was formally welcomed and congratulated during the meeting as the new student representative.
Preparation for NAAC Peer Team Visit (PTV)	Communication with NAAC regarding the Peer Team visit scheduled for 6th and 7th November 2023 was confirmed as completed. Invitations to parents and alumni for interaction with the NAAC Peer Team were sent on 1st November 2023. Necessary arrangements for the interaction sessions with parents and alumni were made.
Stay Arrangement for Peer Team	Details of suitable hotels in Shegaon were conveyed to NAAC for the stay arrangements of the Peer Team. NAAC was informed to finalize the arrangements.
Adjournment	No additional issues were raised, and the meeting was concluded as planned.
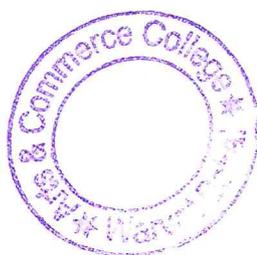
Chairman, IQAC
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ARTS AND COMMERCE COLLEGE

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Dr. Shriram Yerankar
Principal

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President

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accwb327@gmail.com

Date: 26/03/2024

IQAC MEETING NOTICE

All the IQAC members old and new of the college are hereby informed that the 33rd IQAC Meeting is organized to be held in IQAC Department on Thursday, 28th Mar, 2024.

Time of Meeting: 03: 00 p.m.

Venue: IQAC

AGENDA

1. **Approval to the minutes of previous meeting held on 07/02/2024**

2. **To discuss about the AQAR of 2022-2023.**

3. **Any other matter with the permission of the chair.**

ARTS AND COMMERCE COLLEGE

Warvat Bakal Dist- Buldana

Dr. Shriram Yerankar
Principal

Shri Krushnarao Ingle (Ex MLA)
President

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accwb327@gmail.com

The meeting of the IQAC was held on Thursday,28th Mar., 2024 at 3:00 p.m. in IQAC Department. The following members were present in the meeting.

Sr. No.	Name	Designation
1	Dr. Shriram Yerankar	Chairman, IQAC
2	Dr. Swatitai Wakekar	Management Representative
3	Dr. Sanjay Jagdeorao Tale	Co-Ordinator, IQAC
4	Dr. Nishigandh Satav	Teacher Representative
5	Dr. Subhash Pawar	Teacher Representative
6	Dr. Satish Rane	Teacher Representative
7	Prof. Kiran Sable	Teacher Representative
8	Dr. Kishor Theng	Teacher Representative
9	Prof. Santosh Mhasal	Teacher Representative
10	Prof. Sushil Deshmukh	Teacher Representative
11	Prof. Sonali Tayde	Teacher Representative
12	Mr. Ajay Chopade	Non-Teaching Staff Representative (Administrative officer)
13	Mr. Pankaj Tayade	Alumni Representative
14	Mr. Chirag Singhaniya	Representative from Industry
15	Ku. Payal Kandarkar	Students' Representative

Agenda1/33: Approval to the Minutes of previous Meeting of Internal Quality Assurance Cell held on 7th February, 2024.

Resolution 1/33: With the permission of chair, IQAC coordinator presented the minutes of the IQAC Meeting held **on** 7/02/2024 which were unanimously approved.
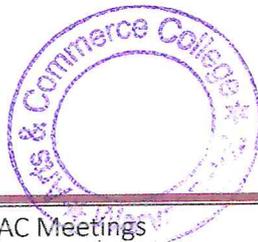
Agenda 2/33: To discuss about the AQAR of the session 2022-2023.

Resolution 2/33: The IQAC Coordinator informed the members that the NAAC portal has opened the window for submitting the **Annual Quality Assurance Report (AQAR)** for the academic session 2022-2023. It was resolved that:

1. The initial information required for the AQAR would be filled by the end of **June 2024**.
2. Subsequently, criterion-wise data submission would commence.
3. All Criterion Coordinators were directed to ensure that their respective documentation is complete and ready for submission within the stipulated timeline.

Agenda 3/33: Subjects with prior permission of the Chairman.

Resolution 3/33: There being no issue to discuss and resolve, the meeting was adjourned.

Co-ordinator, IQAC

IQAC Co-ordinator
Arts and Commerce College,
Warvat Bakal

Chairman, IQAC

Principal
Arts & Commerce College
Warvat Bakal Dist.Buldana

Minutes of the 30th Meeting: 07/02/2024	Action Taken
It was unanimously resolved to nominate and appoint new Criterion Coordinators for the smooth functioning of NAAC activities. The following faculty members were nominated and have taken charge of their respective criteria: Name — Criterion Head Dr. Satish Rane — Curricular Aspects Mr. Kiran Sabale — Teaching-Learning and Evaluation Dr. Subhash Gurjar & Dr. D.K. Sherker — Research, Innovations, and Extension Mr. Nagesh Ingale — Infrastructure and Learning Resources Dr. Kishor Theng — Student Support and Progression Ms. Sonali Tayade — Governance, Leadership, and Management Dr. N.P. Satav — Institutional Values and Best Practices	The newly nominated Criterion Coordinators assumed their roles and began working on their respective responsibilities.
It was unanimously resolved to reconstitute the composition of Internal Quality Assurance Cell (IQAC) Committee, so the following members were nominated on IQAC Committee Composition of Internal Quality Assurance Cell (IQAC) Committee Sr. No. — Name — Designation 1 — Dr. Shriram Yerankar — Chairman, IQAC 2 — Dr. Swatitai Wakekar — Management Representative 3 — Dr. Sanjay Jagdeorao Tale — Coordinator, IQAC 4 — Dr. Nishigandh Satav — Teacher Representative 5 — Dr. Subhash Pawar — Teacher Representative 6 — Dr. Satish Rane — Teacher Representative 7 — Prof. Kiran Sable — Teacher Representative 8 — Dr. Kishor Theng — Teacher Representative 9 — Prof. Santosh Mhasal — Teacher Representative 10 — Prof. Sushil Deshmukh — Teacher Representative 11 — Prof. Sonali Tayde — Teacher Representative 12 — Mr. Ajay Chopade — Non-Teaching Staff Representative (Administrative Officer) 13 — Mr. Pankaj Tayade — Alumni Representative 14 — Mr. Chirag Singhaniya — Representative from Industry 15 — Ku. Payal Kandarkar — Students' Representative	The newly nominated members assumed their roles and began working on their respective responsibilities.
It was unanimously resolved to hold frequent staff meetings to monitor progress and to motivate the staff to complete the documentation tasks within the stipulated time.	Notices were sent to various departments instructing them to prepare and submit their AQAR documentation on time.

Chairman, IQAC
Principal
Arts & Commerce College
Warwat Bakal Dist.Buldana

PART B: SSS Feedback

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

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

- 85 to 100%
- 70 to 84%
- 55 to 69%
- 30 to 54%
- Below 30%

37.7%

55.5%
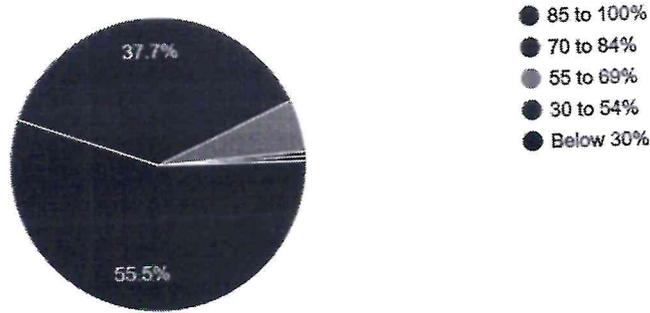
Analysis of Responses:

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 वर्गात शिकवण्यासाठी किती चांगली तयारी करतात?)

191 responses

● Thoroughly
● Satisfactorily
● Poorly
● Indifferently
● Won't teach at all

51.8%
13.1%
29.8%

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.
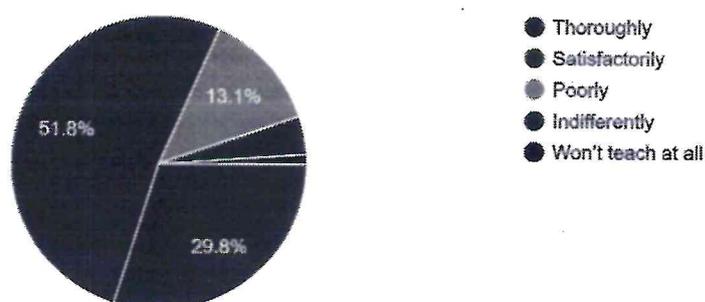
2. Satisfactory Preparation: The majority (51.8%) feel teachers prepare satisfactorily, ensuring that most classes meet basic academic expectations.

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 कशाप्रकारे संवाद साधतात?
191 responses

- ● Always effective
- ● Sometimes effective
- ● Just satisfactorily
- ● Generally ineffective
- ● Very poor communication

11.5%

72.3%
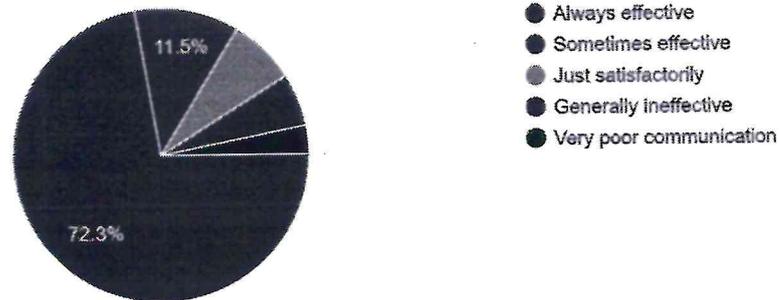
Analysis of Responses:

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

Legend:
- Excellent
- Very good
- Good
- Fair
- Poor

(Pie chart values: 33%, 20.4%, 46.1%)
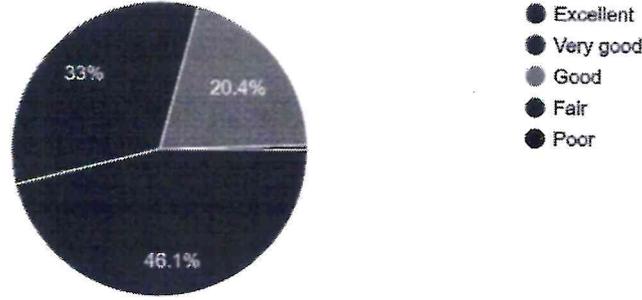
Analysis of Responses:

1. 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.

2. 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.

3. 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.

4. 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.

5. 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

- Always fair
- Usually fair
- Sometimes unfair
- Usually unfair
- Unfair

23%

9.9%

62.3%
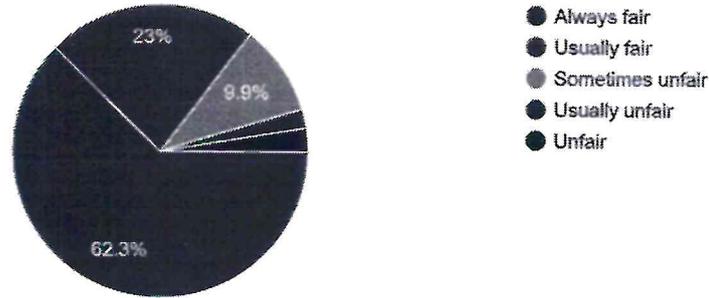
Responses Analysis:

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

- Every time
- Usually
- Occasionally/Sometimes
- Rarely
- Never

17.3%
12%
65.4%
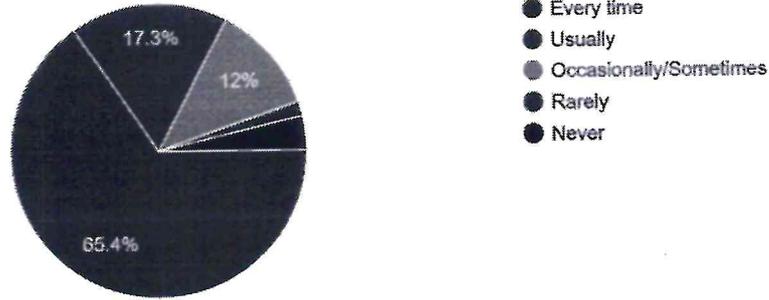
Responses Analysis:

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

- Regularly
- Often
- Sometimes
- Rarely
- Never
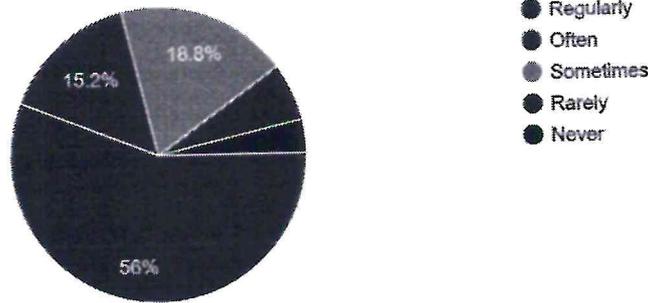
Responses Analysis

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.
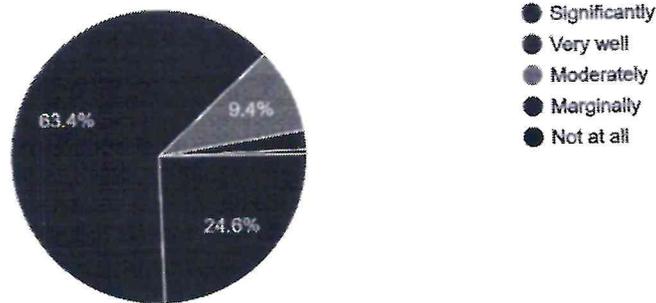
Recommendations for Improvement:

- 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

Legend:
- Significantly
- Very well
- Moderately
- Marginally
- Not at all

Pie chart values: 63.4%, 9.4%, 24.6%

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

- ● Strongly agree
- ● Agree
- ● Neutral
- ● Disagree
- ● Strongly disagree
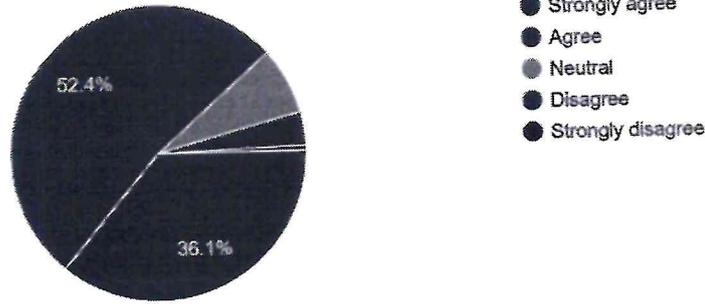
Responses Analysis:

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

- Every time
- Usually
- Occasionally/Sometimes
- Rarely
- Never
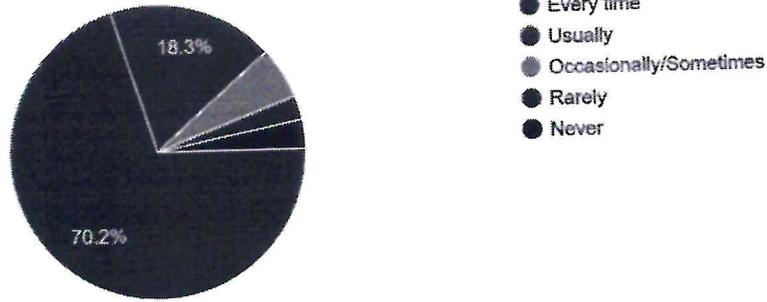
Response Analysis:

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

- Every time
- Usually
- Occasionally/Sometimes
- Rarely
- I don't have a mentor
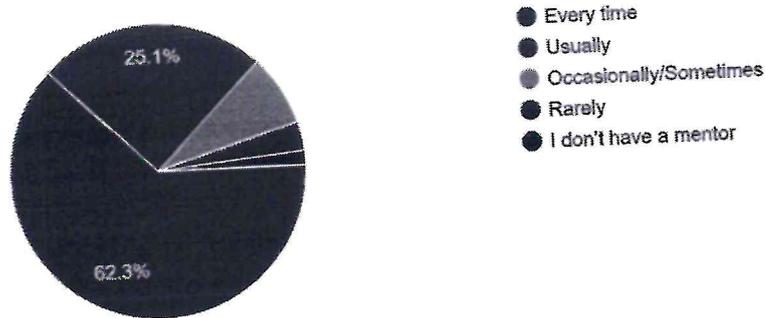
Response Analysis:

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

- Every time
- Usually
- Occasionally/Sometimes
- Rarely
- Never

17.8%

70.7%
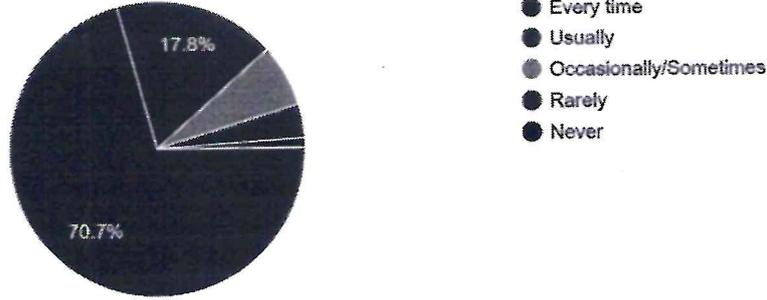
Responses Analysis:

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

- ● Fully
- ● Reasonably
- ● Partially
- ● Slightly
- ● Unable to

24.6%

8.9%

60.7%
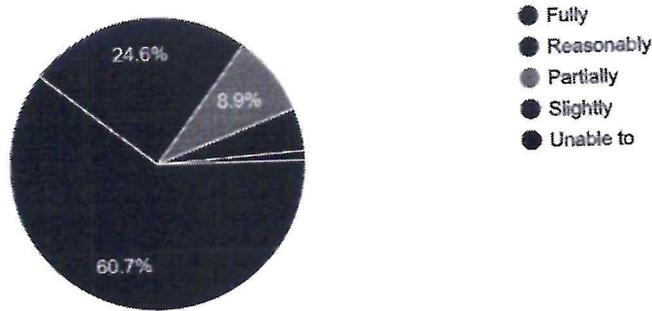
Analysis of Responses:

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

- Every time
- Usually
- Occasionally/Sometimes
- Rarely
- Never

24.1%

60.2%
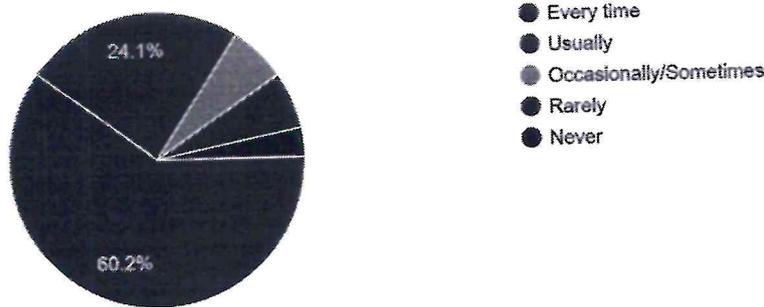
Analysis of Responses:

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.
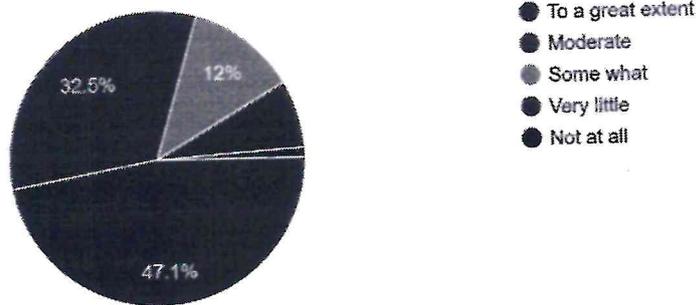191 responses

- Strongly Disagree
- Disagree
- Neutral
- Agree
- Strongly agree
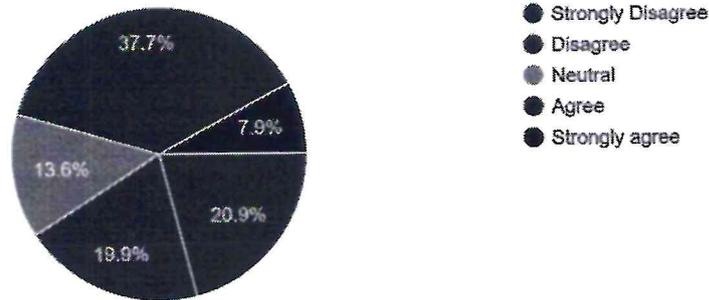
Responses Analysis:

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 enh...ृषण, सहभागी शिक्षण आणि समस्या सोडवण्याच्या पद्धती.

191 responses

- To a great extent
- Moderate
- Some what
- Very little
- Not at all

32.5%   12%

47.1%

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.
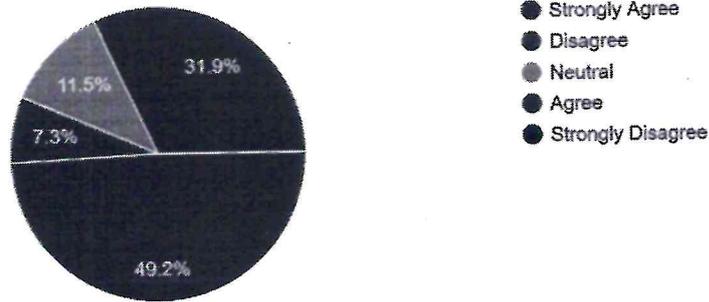
Recommendations:

- 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

- Strongly Agree
- Disagree
- Neutral
- Agree
- Strongly Disagree

31.9%
11.5%
7.3%
49.2%

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.
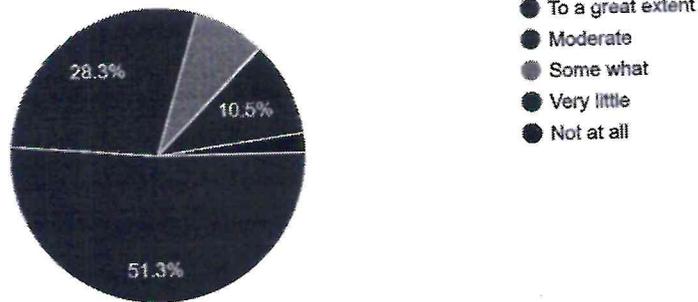
Recommendations:

- 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.
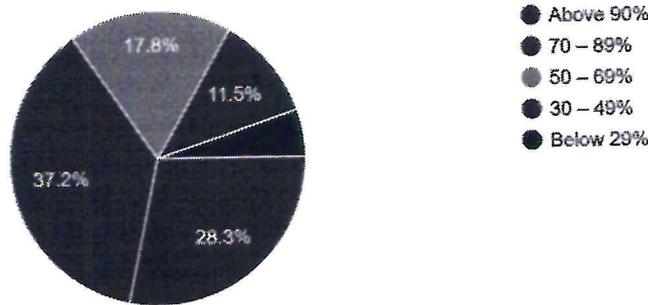191 responses

Legend:
- To a great extent
- Moderate
- Some what
- Very little
- Not at all

(Pie chart values: 28.3%, 10.5%, 51.3%)

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? शि...ogle Classroom, Zoom, Google Meet, Multimedia हैं?

191 responses

- Above 90%
- 70 – 89%
- 50 – 69%
- 30 – 49%
- Below 29%

17.8%
11.5%
37.2%
28.3%

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

- ● Strongly disagree
- ● Disagree
- ● Neutral
- ● Agree
- ● Strongly agree
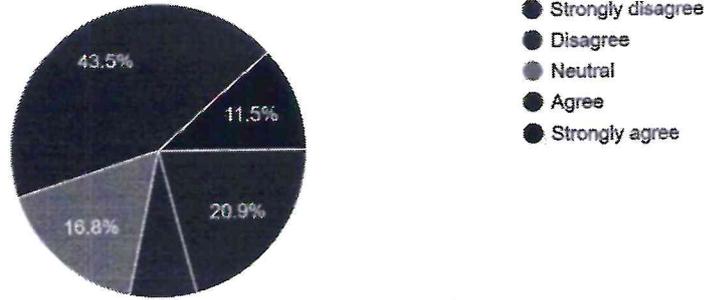
Responses Analysis:

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.

PART B:

Students Feedback Analysis 2023-2024

1. The curriculum and syllabus of our faculty is well prepared and easy to follow.
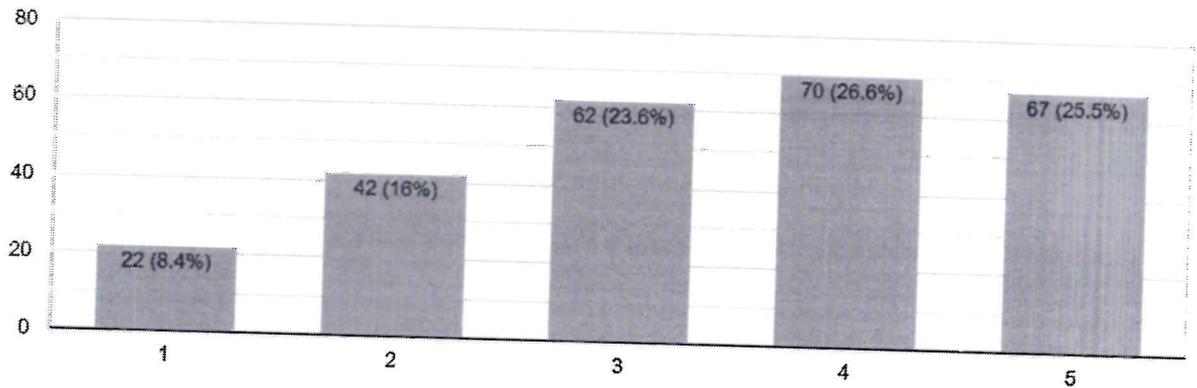263 responses
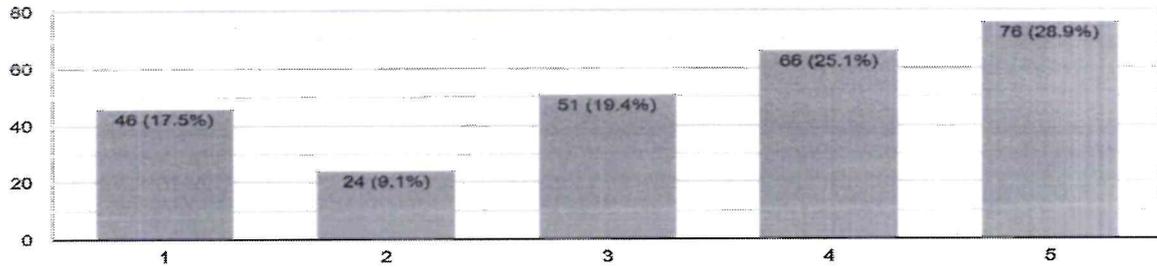
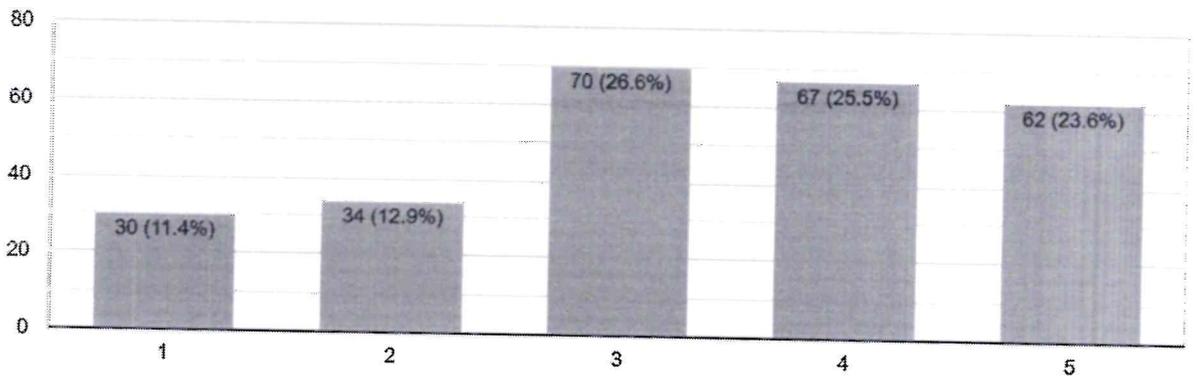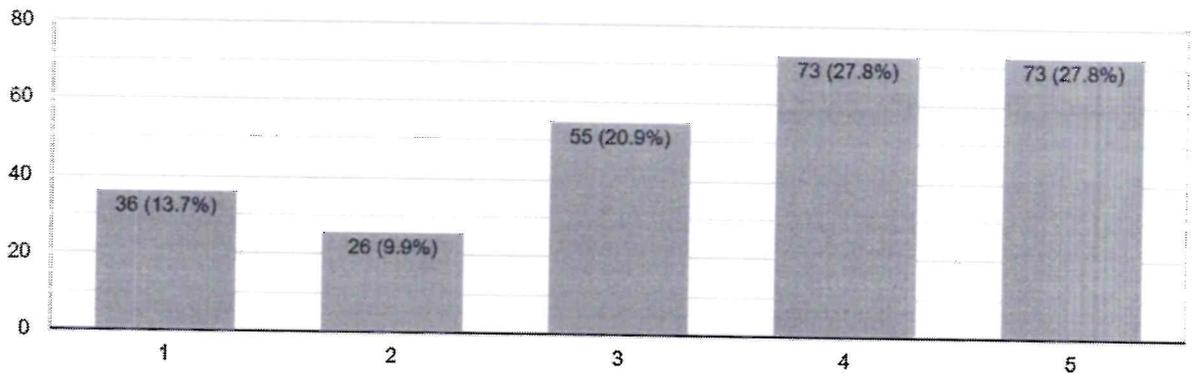
Rating Scale 1: Poor, 2: Average, 3: Good, 4: Very Good, and 5: Excellent.

Response Analysis

While the majority of respondents (73.4%) feel that the curriculum and syllabus are well-prepared and easy to follow, a notable portion (26.6%) expressed dissatisfaction, either finding it Poor or Average. To improve overall satisfaction, addressing the concerns of the students who rated the curriculum lower, through targeted feedback or revisions, will be crucial. The faculty can build on its strengths while ensuring that all students have a clear and accessible curriculum.

2. Do you think our syllabus is up-to-date, application oriented and need based.
263 responses

Rating Scale 1: Poor, 2: Average, 3: Good, 4: Very Good, and 5: Excellent.

Response Analysis

The majority of respondents (75.7%) think the syllabus is up-to-date, application-oriented, and need-based, with Good, Very Good, and Excellent ratings. However, 24.4% of students rated it as Poor or Average, indicating there is still room for improvement, particularly in making the syllabus more relevant and practical for all students. Gathering targeted feedback from those who gave lower ratings could help identify specific improvements.

3. Syllabus provides sufficient choices in selecting elective courses.
263 responses

Rating Scale 1: Poor, 2: Average, 3: Good, 4: Very Good, and 5: Excellent.

Response Analysis

The majority of respondents (75.7%) feel that the syllabus provides **sufficient choices** in selecting elective courses, with **Good**, **Very Good**, and **Excellent** ratings. However, **24.3%** of students rated it as **Poor** or **Average**, indicating room for improvement in expanding or diversifying elective offerings. By targeting the concerns of those with lower ratings, the faculty can work to further enhance the elective options available to students.

4. Syllabus helps to create knowledge base and perspective in the subject area.
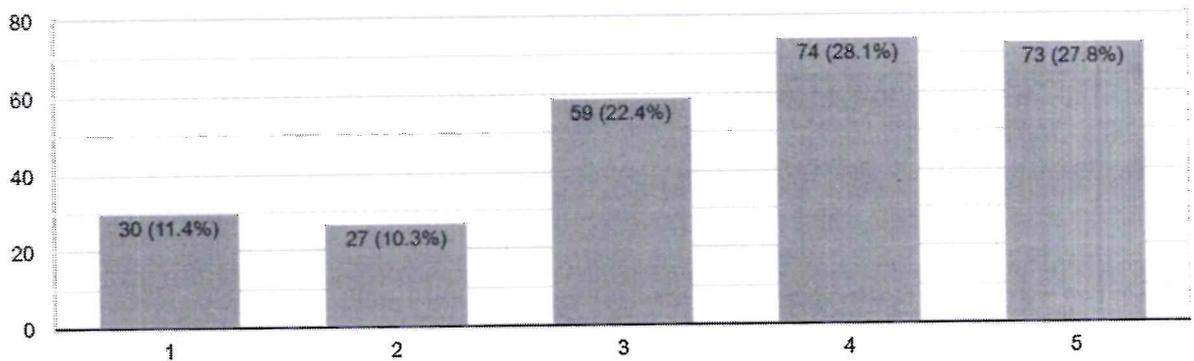
263 responses

Rating Scale 1: Poor, 2: Average, 3: Good, 4: Very Good, and 5: Excellent.

Response Analysis

A total of 55.6% of the respondents rated the syllabus as either Very Good or Excellent, indicating strong positive feedback.20.9% of respondents selected Good, suggesting that while they found the syllabus useful, there may be minor improvements needed to elevate it to a higher level of satisfaction. 23.6% of respondents rated the syllabus as either Poor or Average, indicating that nearly a quarter of the participants believe there is significant room for improvement. The high percentage of Very Good and Excellent responses highlights that the syllabus is generally well-structured and aligned with students' expectations. Conducting a focus group or collecting qualitative feedback could help identify specific areas that need revision. Address specific concerns from the dissatisfied group to increase the overall mean rating.

## 5. Syllabus helps to create employability skills and getting jobs.

263 responses
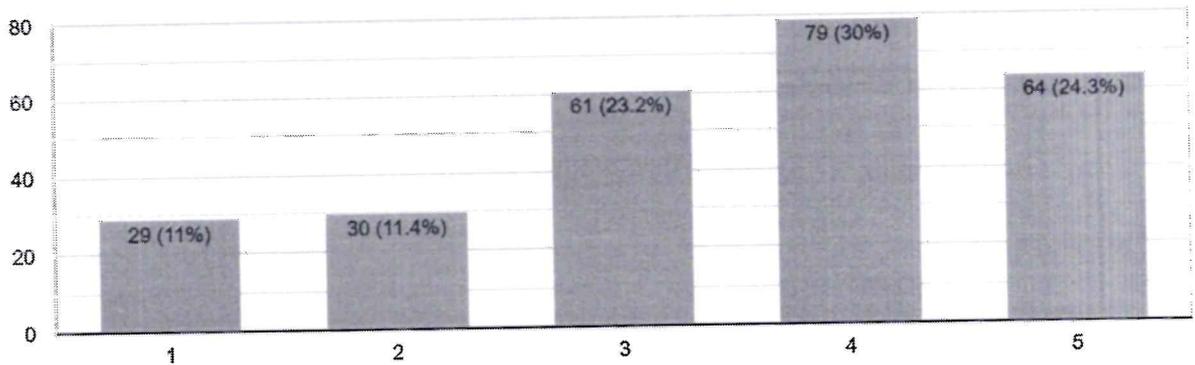
Rating Scale 1: Poor, 2: Average, 3: Good, 4: Very Good, and 5: Excellent.

Response Analysis

About 54.3% of respondents rated the syllabus as either Very Good or Excellent, indicating that over half of the participants believe the syllabus effectively enhances employability skills. 23.2% of respondents selected Good, showing that a significant portion of participants view the syllabus as reasonably effective but not outstanding. 22.4% of participants believe the syllabus is lacking in terms of employability focus. Incorporate more industry collaborations, practical projects, or case studies to help students apply theoretical knowledge in real-world settings. Ensure that the syllabus is continuously updated to align with current job market requirements and emerging skills in demand. Conduct student surveys or focus groups to identify specific areas where the syllabus may be lacking in terms of employability skills.

## 6. Syllabus helps to develop professional skills to work as a professional.

263 responses

Rating Scale 1: Poor, 2: Average, 3: Good, 4: Very Good, and 5: Excellent.

Response Analysis

About 78.3% of respondents rated the syllabus as either Good, Very Good, or Excellent. This indicates that the syllabus is perceived positively by the majority. A combined 21.7% of respondents rated the syllabus as Poor (11.4%) or Average (10.3%), suggesting that a significant minority believes improvements are needed. Consider gathering qualitative feedback from respondents who rated the syllabus as Poor or Average to understand their concerns and suggestions for improvement. Since the focus is on developing professional skills, integrating more hands-on, industry-relevant projects or case studies could further enhance the syllabus.

7. Syllabus is designed to encourage entrepreneurship skills.

263 responses
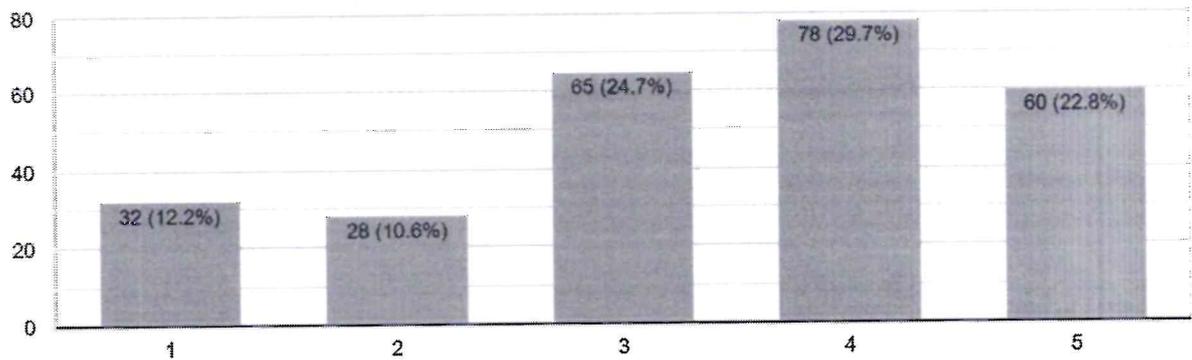
Rating Scale 1: Poor, 2: Average, 3: Good, 4: Very Good, and 5: Excellent.

Response Analysis

77.2% of the respondents (Good: 24.7%, Very Good: 29.7%, Excellent: 22.8%) believe that the syllabus effectively encourages entrepreneurship skills. The largest group (29.7%) rated it as Very Good, indicating general satisfaction. A combined 22.8% of respondents rated it as either Poor (12.2%) or Average (10.6%). This suggests that while the majority are satisfied, a significant portion believes there is room for improvement. Entrepreneurship often requires skills from multiple domains. Incorporating interdisciplinary learning (e.g., technology, finance, and marketing) may enhance the syllabus's effectiveness. Partnering with industry professionals and entrepreneurs for guest lectures, workshops, and mentorship programs can provide students with real-world exposure.

8. Syllabus and learning materials are sufficient in terms of quality and quantity.

263 responses
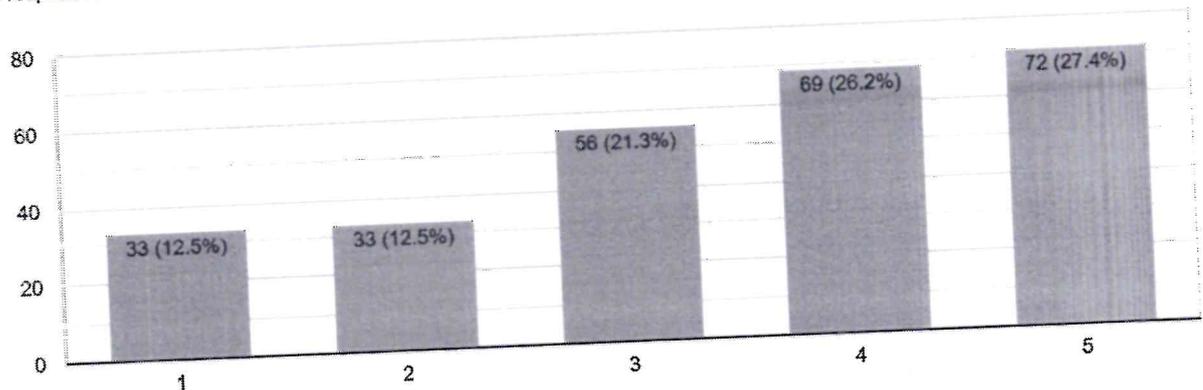
Rating Scale 1: Poor, 2: Average, 3: Good, 4: Very Good, and 5: Excellent.

Response Analysis

Total 74.9% of respondents rated the syllabus and learning materials as either Good, Very Good, or Excellent. This indicates that a large majority of respondents have a favourable opinion of the syllabus and learning materials. 25.0% of respondents rated the syllabus as either Poor or Average. This suggests that while the majority are satisfied, a significant portion finds the quality or quantity of learning materials lacking. The syllabus and learning materials are generally perceived positively, with 74.9% of respondents providing favourable ratings. This suggests that the materials are viewed as sufficient for effective learning. Focus on improving the quality of learning materials by incorporating up-to-date, industry-relevant content, interactive elements, and multimedia resources. Provide additional resources such as case studies, research papers, or practical examples to address concerns about the sufficiency of materials.

9. Course content & Cos, Pos, and PSOs are derived in accordance with outcome-based education system.
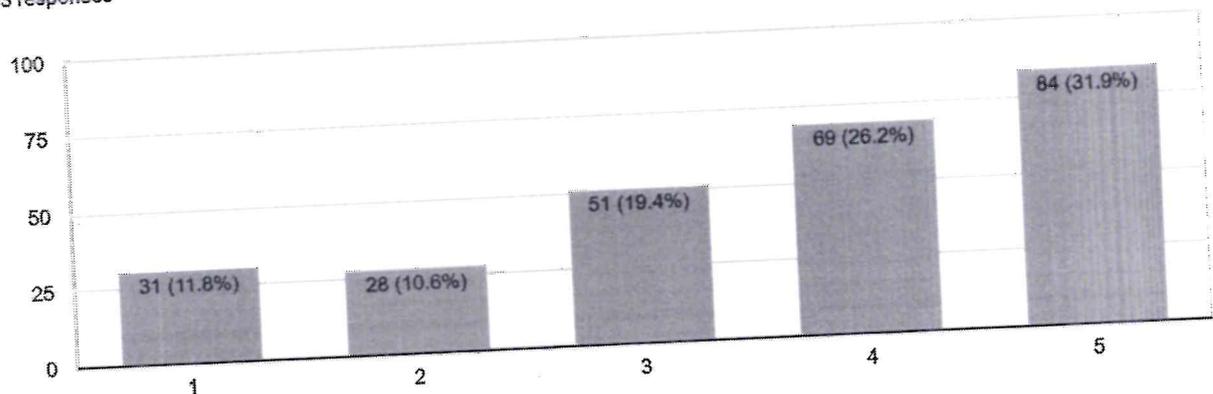
263 responses
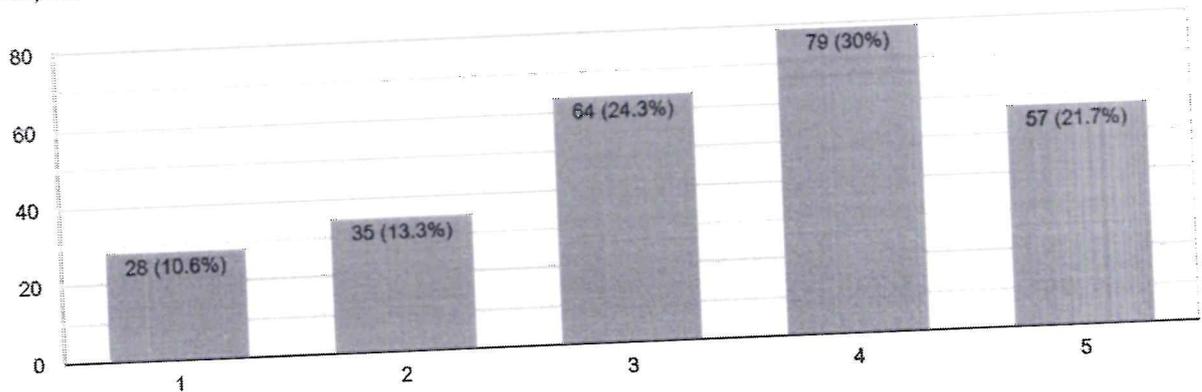
Rating Scale 1: Poor, 2: Average, 3: Good, 4: Very Good, and 5: Excellent.

Response Analysis

Total 76.0% of respondents rated the alignment of course content and outcomes positively. This suggests that a strong majority of respondents believe the course content and program outcomes are largely in line with the principles of outcome-based education. 23.9% of respondents rated the alignment as either Poor or Average. This indicates that a significant minority feels that the alignment could be improved. Focus on ensuring that the course content explicitly addresses the program outcomes (POS, PSOs) and learning outcomes (COS). More clarity on how each element ties into measurable student achievements could improve alignment. Overall, the data suggests that the course content is effective in meeting the learning objectives. However, there is always room for improvement. By considering the feedback from students, instructors can make changes to the course content to ensure that it continues to meet the needs of all learners.

10. Text books/ reference books recommended in the syllabus are relevant & updated.
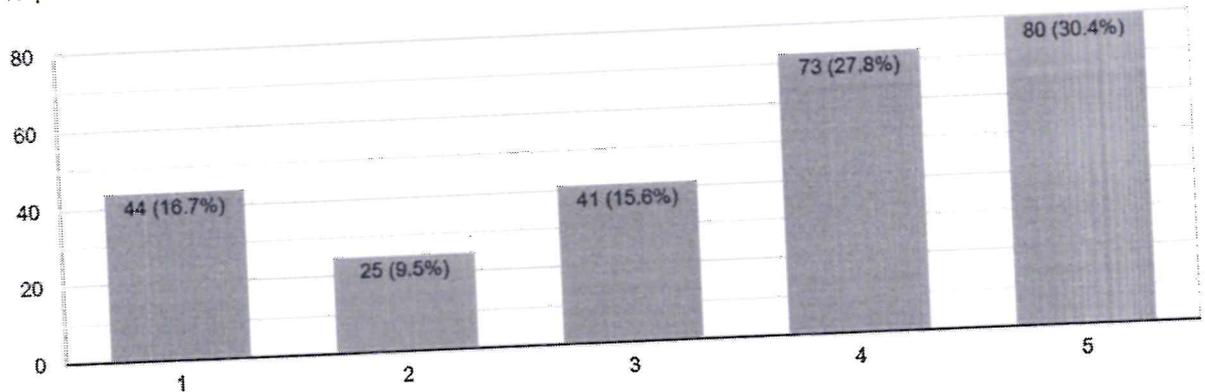
263 responses

Rating Scale 1: Poor, 2: Average, 3: Good, 4: Very Good, and 5: Excellent.

Response Analysis

Total 77.5% of respondents rated the textbooks and reference books as either Good, Very Good, or Excellent. This suggests that a large majority of respondents believe the textbooks and references are relevant and updated. 22.4% of respondents rated the books as either Poor or Average. This indicates that a notable minority feels the books need to be improved, either by updating or selecting more relevant materials. Engage with the 22.4% of students who rated the textbooks as Poor or Average to understand their concerns. They may feel that certain textbooks are outdated or irrelevant, and addressing this can improve overall satisfaction. Provide access to supplementary materials like research papers, articles, or online learning platforms to complement the recommended textbooks, offering students a wider range of resources.

11. Teaching - learning process enables clear understanding of the course content.
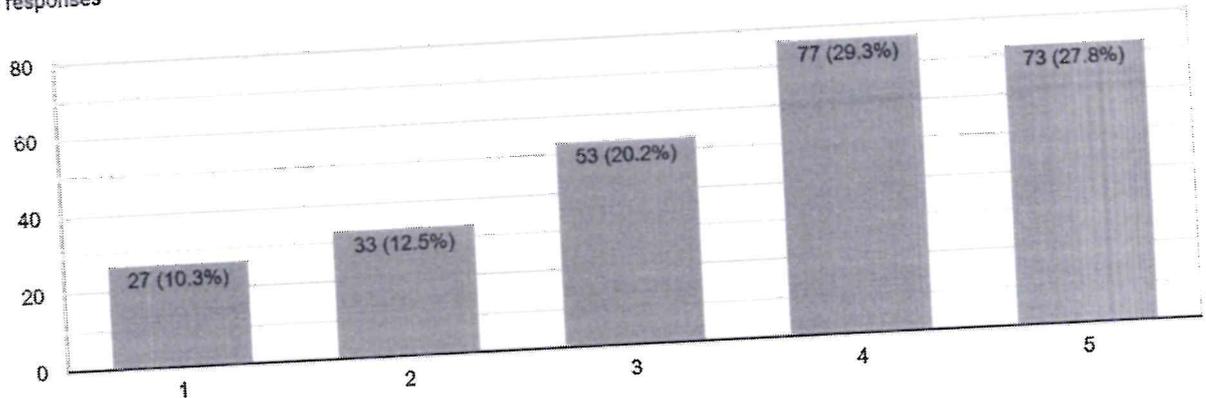
263 responses

Rating Scale 1: Poor, 2: Average, 3: Good, 4: Very Good, and 5: Excellent.

Response Analysis

73.8% of respondents rated the teaching-learning process positively, indicating that the majority find it effective in helping them understand the course content. 26.2% of respondents rated the teaching-learning process as either Poor or Average, suggesting that a notable portion feels the process could be improved. Ensure that the course objectives and learning outcomes are clearly communicated to students, so they have a better understanding of what is expected and how the teaching-learning process helps them achieve those outcomes. Offer more opportunities for students to clarify doubts through office hours, Q&A sessions, or online discussions, especially for those who are struggling with the course content.

## 12. Assessment and Evaluation procedure is rational

263 responses

Rating Scale 1: Poor, 2: Average, 3: Good, 4: Very Good, and 5: Excellent.

Response Analysis

77.3% of respondents rated the evaluation process as Good, Very Good, or Excellent, indicating that the majority view it as fair and rational. out of these, 27.8% found it Excellent, highlighting high satisfaction among a significant portion of respondents. 10.3% Poor: Indicates dissatisfaction, possibly due to lack of clarity or perceived bias in evaluation methods. Clearly outline the evaluation criteria and grading rubrics for assignments, projects, and exams. Make these accessible to students at the start of the course. Introduce formal mechanisms where students can provide feedback on the evaluation process, enabling timely identification and rectification of issues. Provide workshops or sessions to educate students about the rationale behind the evaluation procedures, reducing misunderstandings. Train faculty to ensure fairness in grading and assessment, focusing on best practices and minimizing subjective biases.

PART B: Faculty Feedback

Arts & Commerce College, Warwat Bakal

Faculty Feedback 2023-2024

1. The curriculum of your department has been updated from time to time.
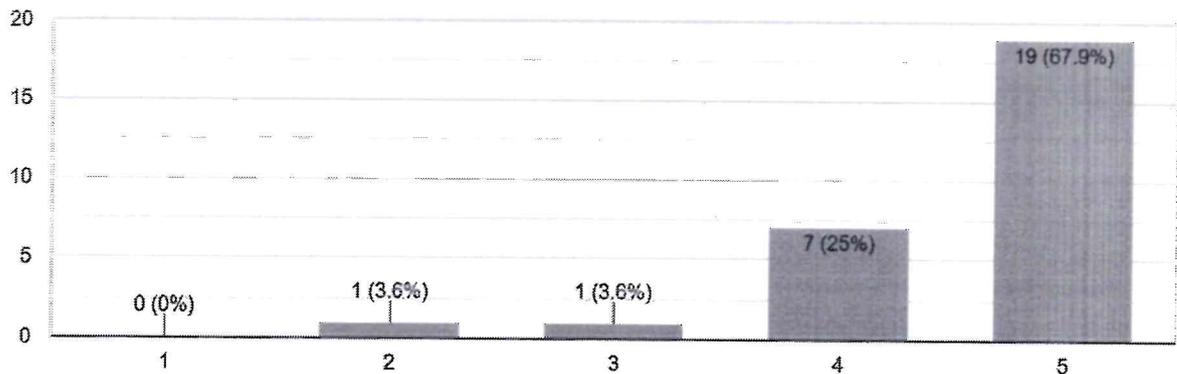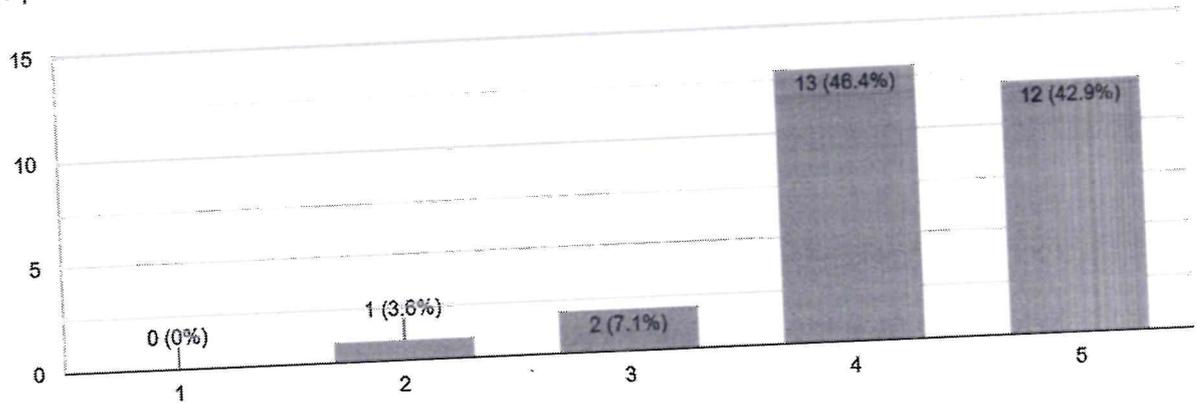
28 responses
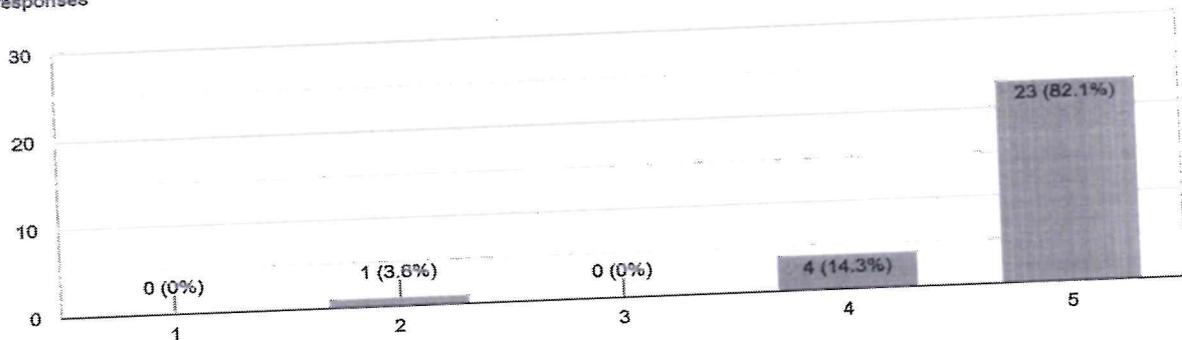
Rating Scale: 1-Strongly Disagree, 2- Disagree, 3- Neutral, 4 - Agree, 5- Strongly Agree

Response Analysis

- Overall, the results highlight strong alignment between the curriculum updates and stakeholder expectations.

- The data reflects overwhelming satisfaction with the curriculum update process, with 96.4% of respondents expressing positive feedback.

- The small minority (3.6%) expressing disagreement offers an opportunity for further refinement to address specific concerns.

2. I am given enough freedom to contribute my ideas on curriculum design and development.

28 responses

Rating Scale: 1-Strongly Disagree, 2- Disagree, 3- Neutral, 4 - Agree, 5- Strongly Agree

Response Analysis

- The response from faculty clearly reflects strong satisfaction, with the majority (92.9%) agreeing or strongly agreeing that they are given freedom to contribute ideas to curriculum design.

- The small percentage of neutral and disagree responses highlights an opportunity to ensure inclusivity and further strengthen participation.

- Overall, the results indicate a collaborative environment where stakeholders feel empowered to shape the curriculum.

3. Board of Studies (BOS) ensures that up to date and the relevant courses is being offered.
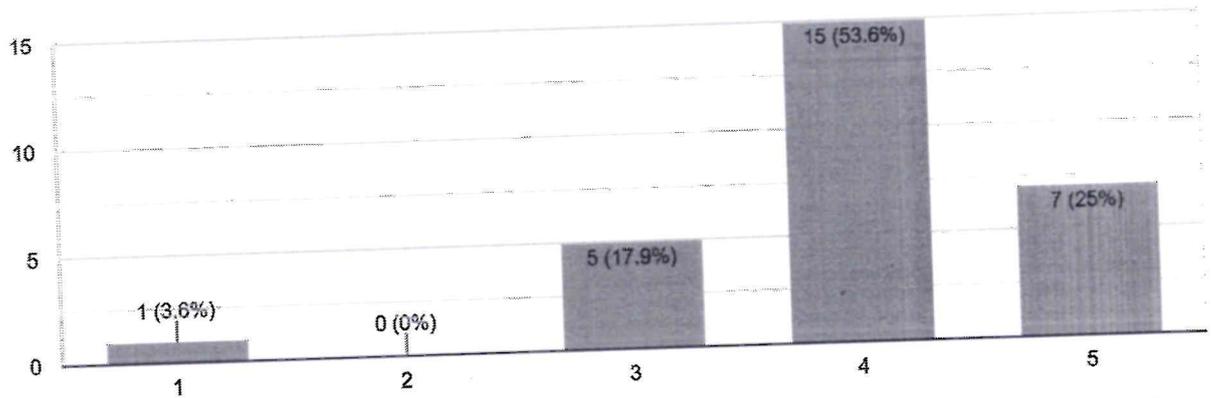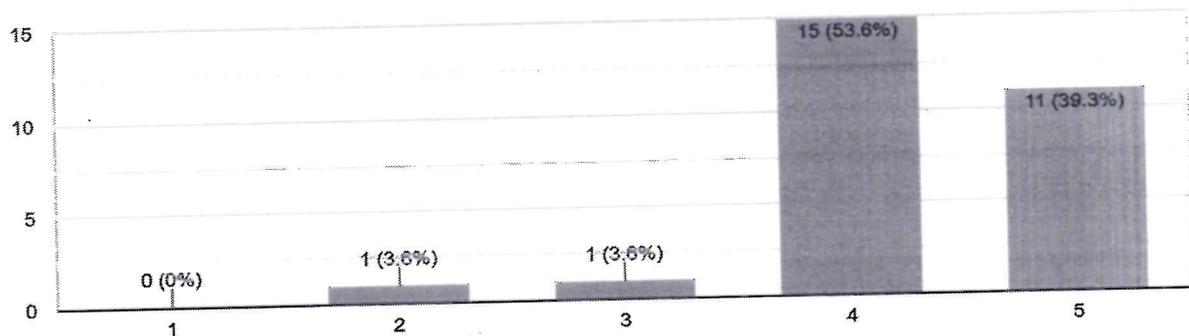
28 responses

Rating Scale: 1-Strongly Disagree, 2- Disagree, 3- Neutral, 4 - Agree, 5- Strongly Agree

Response Analysis

- The response from faculty clearly indicates strong satisfaction, with 89.3% of respondents agreeing or strongly agreeing that the BOS ensures course relevance and currency.

- The small proportion of neutral and disagree responses highlights an opportunity for greater transparency and engagement.

- Overall, the results affirm the effectiveness of the BOS, with room for minor enhancements to address isolated concerns and increase stakeholder involvement.

4. Representation from the corporate / Industry sector in BOS is helpful in designing and improving the courses.

28 responses

Rating Scale: 1-Strongly Disagree, 2- Disagree, 3- Neutral, 4 - Agree, 5- Strongly Agree

Response Analysis

- The response from faculty clearly indicates strong agreement overall, with 78.6% of respondents positively affirming the role of corporate/industry representatives in BOS.

- A significant portion (17.9%) remains neutral, suggesting opportunities for better communication and engagement.

- The minor dissatisfaction (3.6%) highlights isolated concerns that can be addressed to further enhance the effectiveness of corporate/industry representation.

5. Employability & Cross-cutting issues (Professional Ethics ,Gender, Human Values , Environment and Sustainability) are reflected in the curriculum.
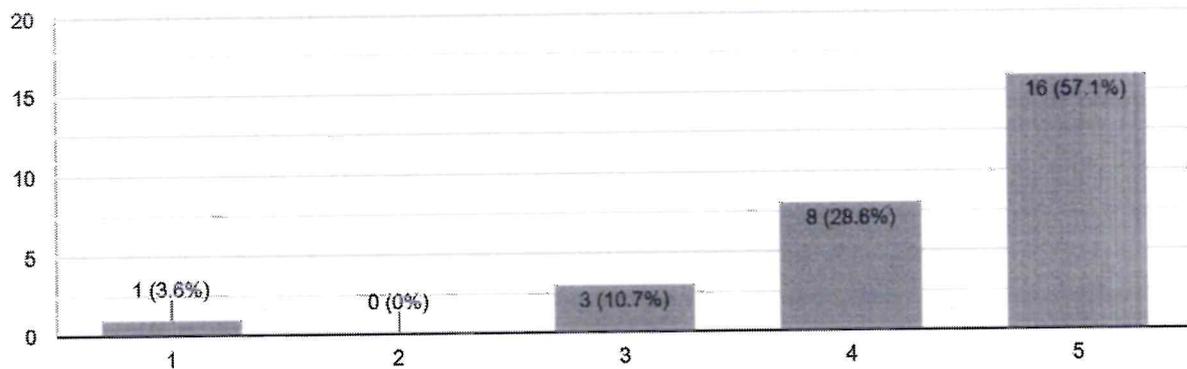
28 responses

Rating Scale: 1-Strongly Disagree, 2- Disagree, 3- Neutral, 4 - Agree, 5- Strongly Agree

Response Analysis

- The response from faculty clearly reflects strong approval that employability and cross-cutting issues are adequately reflected in the curriculum.

- 92.9% of respondents view these issues as well-integrated, while 3.6% remain neutral and 3.6% disagree.

- This data suggests that the curriculum is successfully addressing critical topics, but a small portion of respondents could benefit from greater clarity or deeper engagement with these themes.

6. Adequate infrastructure is available in the institute for the Curriculum transactions in different modes (face to face/blended/online).
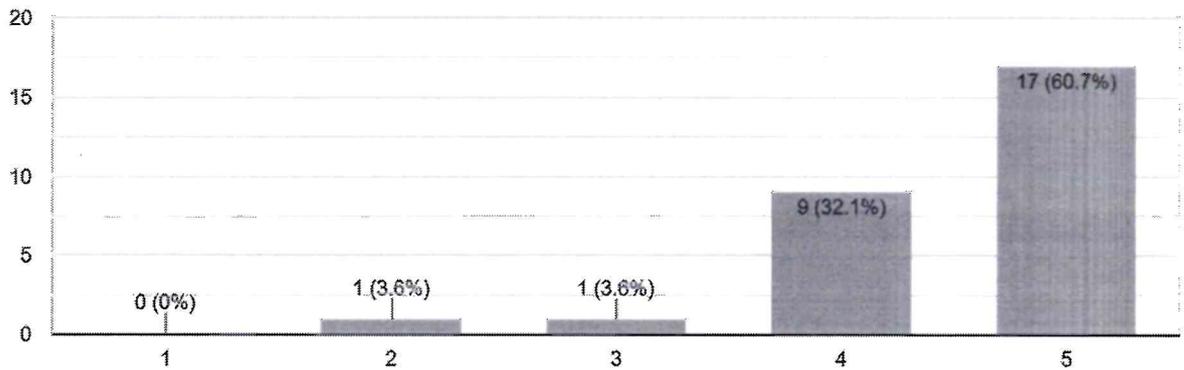
28 responses

Rating Scale: 1-Strongly Disagree, 2- Disagree, 3- Neutral, 4 - Agree, 5- Strongly Agree

Response Analysis

- The response from faculty clearly indicates strong agreement that the infrastructure for curriculum delivery is adequate.

- 85.7% of respondents are satisfied, but 10.7% remain neutral, and 3.6% express dissatisfaction.

- While the majority of respondents are satisfied, addressing the concerns of the neutral and dissatisfied respondents through improved communication and infrastructure enhancements could help ensure even higher levels of satisfaction.

7. The System followed by the University for the design and development of the curriculum is effective.
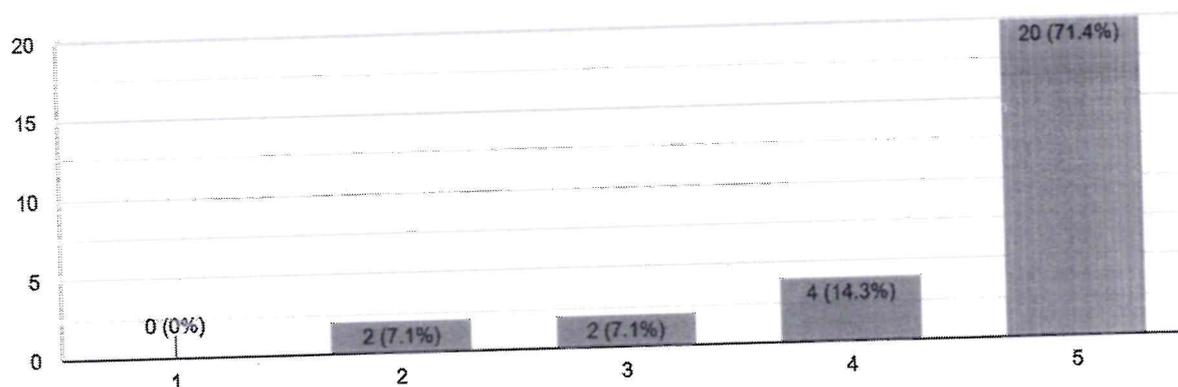
28 responses

Rating Scale: 1-Strongly Disagree, 2- Disagree, 3- Neutral, 4 - Agree, 5- Strongly Agree

Response Analysis

- The response from faculty clearly reflects strong agreement that the system followed by the university for curriculum design and development is effective.

- 92.8% of respondents are satisfied, with only 3.6% remaining neutral and 3.6% expressing dissatisfaction.

- The overall sentiment is highly positive, with room for further transparency and engagement to ensure that all stakeholders understand and support the curriculum development process.

8. Faculty orientations programs for the introduction of the new syllabus is organised.
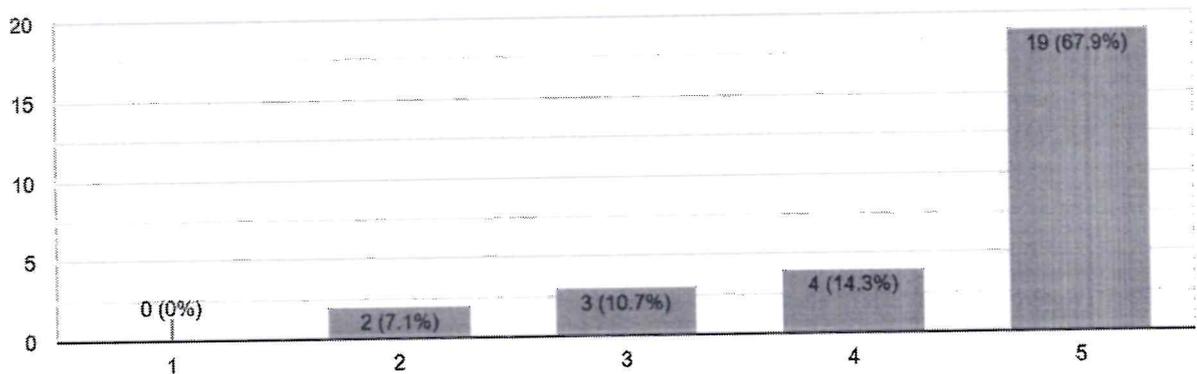
28 responses

Rating Scale: 1-Strongly Disagree, 2- Disagree, 3- Neutral, 4 - Agree, 5- Strongly Agree

Response Analysis

- The mean score of 4.50 reflects strong agreement that faculty orientation programs are effectively organized for the introduction of new syllabi.

- 85.7% of respondents are satisfied with these programs, with only 7.1% expressing mild dissatisfaction.

- While most respondents are highly satisfied, there is still room for improvement in terms of increasing participation and addressing the concerns of a small minority.

9. The books/journals etc. Prescribed/ listed as reference materials in the new syllabus are available in the library.
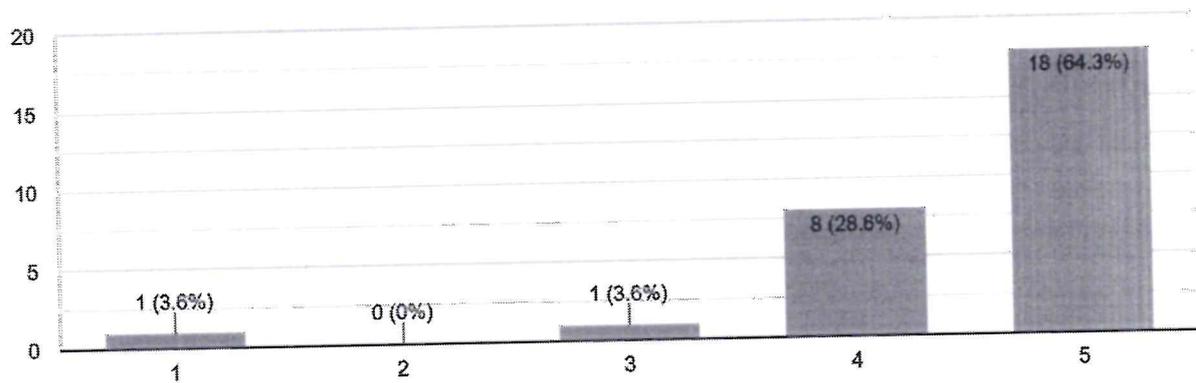
28 responses

Rating Scale: 1-Strongly Disagree, 2- Disagree, 3- Neutral, 4 - Agree, 5- Strongly Agree

Response Analysis

- The response from faculty clearly demonstrates a high level of satisfaction with the availability of prescribed reference materials in the library.

- 82.2% of respondents affirm that the library provides adequate access to essential materials, while 7.1% express mild dissatisfaction.

- There is room to address neutral and negative feedback by improving awareness, access, and the availability of materials.

10. Freedom is given in adopting new techniques/ strategies of testing and assessment of students.

28 responses

Rating Scale: 1-Strongly Disagree, 2- Disagree, 3- Neutral, 4 - Agree, 5- Strongly Agree
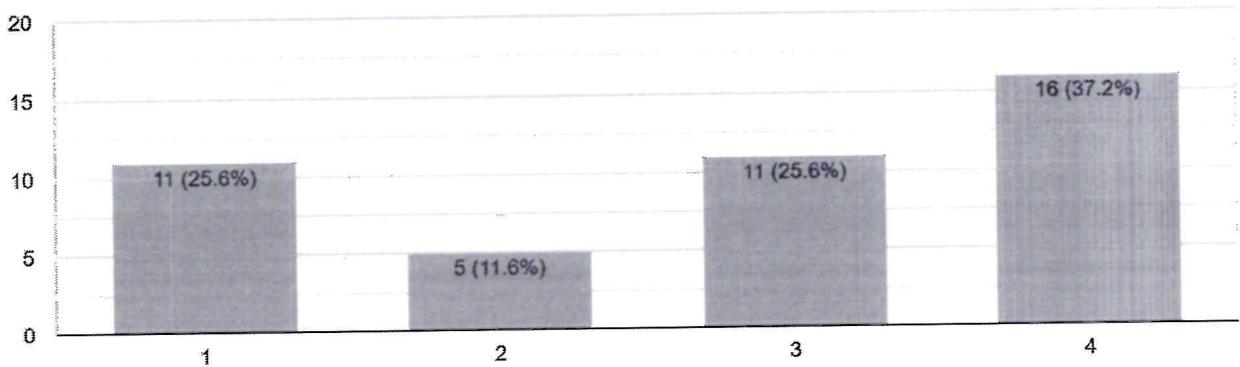
Response Analysis

- The response from faculty clearly shows that most respondents are satisfied with the level of freedom they have in adopting new techniques and strategies for student assessment.

- 92.9% positive feedback indicates strong approval, though the small percentage of neutral and negative feedback suggests room for further clarity and addressing specific barriers.

- By continuing to support academic freedom, providing clear communication, and investigating the reasons behind isolated dissatisfaction, the institution can further enhance its approach to student assessment.

PART B : Alumni Feedback

Arts & Commerce College Warwat Bakal

Alumni Feedback Analysis 2023-2024

1. How you rate the course that you have learnt in the college.

43 responses

Rating Scale 1-Average, 3- Good, 4 -Very good, and 5 -Excellent
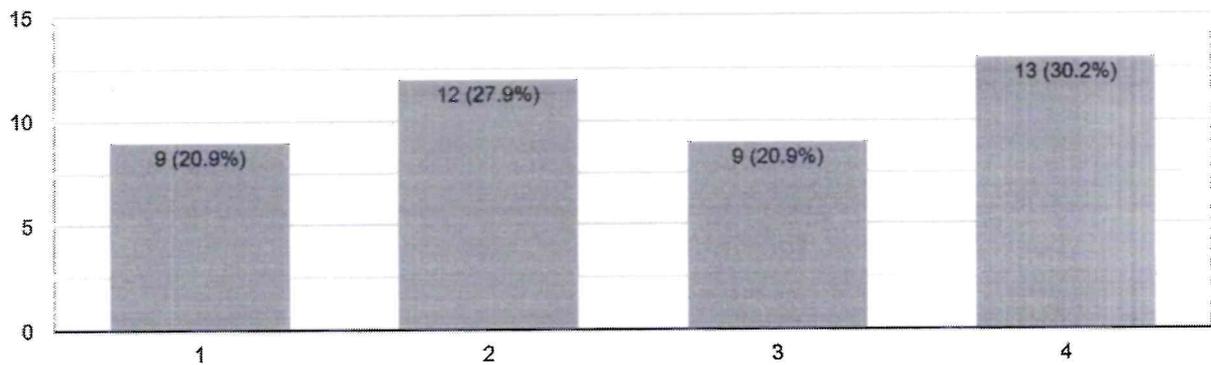
Response Analysis

62.8% of students rated the courses as either Very Good (25.6%) or Excellent (37.2%). This is a strong indicator that a majority of students are satisfied with the courses they have undertaken, suggesting that they feel the course content is valuable and well-designed for their academic and professional growth. 37.1% of students rated the courses as Average (25.5%) or Good (11.6%). This feedback suggests that while these students are not dissatisfied, they feel there are areas where the courses could be improved to better meet their needs. The "Average" ratings especially point to certain gaps in course delivery, content, or overall experience.

The overall data shows that the majority of students rate the courses positively, with a significant portion finding them either Very Good or Excellent. However, there is a portion of students who feel the courses could be improved, especially in terms of content and structure, as reflected by the Average and Good ratings. By focusing on updating the curriculum, enhancing teaching methods, and incorporating more practical learning opportunities, the college can improve course satisfaction and ensure students are better prepared for their professional careers.

2. How you rate the infrastructure and lab facility provided in college.

43 responses

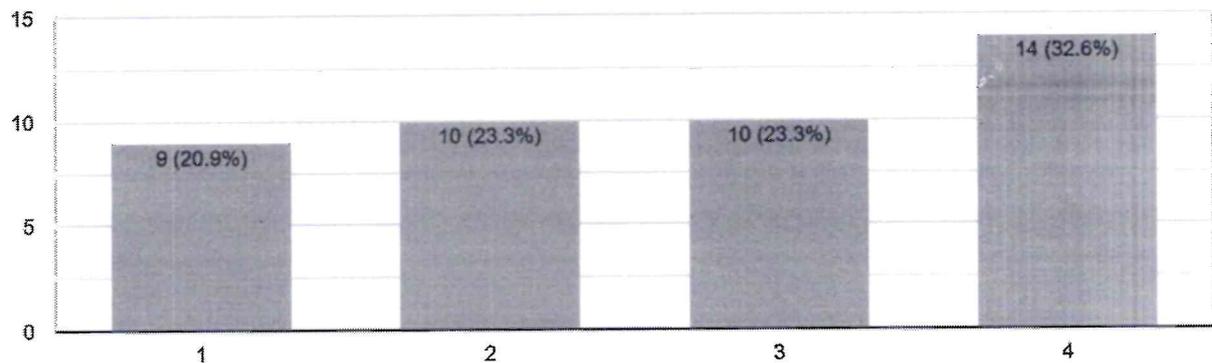Rating Scale 1-Average, 3- Good, 4 -Very good, and 5 -Excellent

Response Analysis

51.1% of respondents rated the infrastructure and lab facilities as either Very Good or Excellent, indicating that more than half of the students have a favourable perception of these facilities.

The highest rating is Excellent (30.2%), showing that a significant proportion of students find the facilities outstanding. 20.9% of respondents rated the facilities as Average, indicating that about a fifth of the students believe the infrastructure and lab facilities do not fully meet their expectations. Make sure that lab facilities are easily accessible to students, with sufficient hours of operation and necessary support staff. Need to conduct detailed feedback sessions to identify specific issues with the infrastructure and labs and prioritize improvements based on student needs.
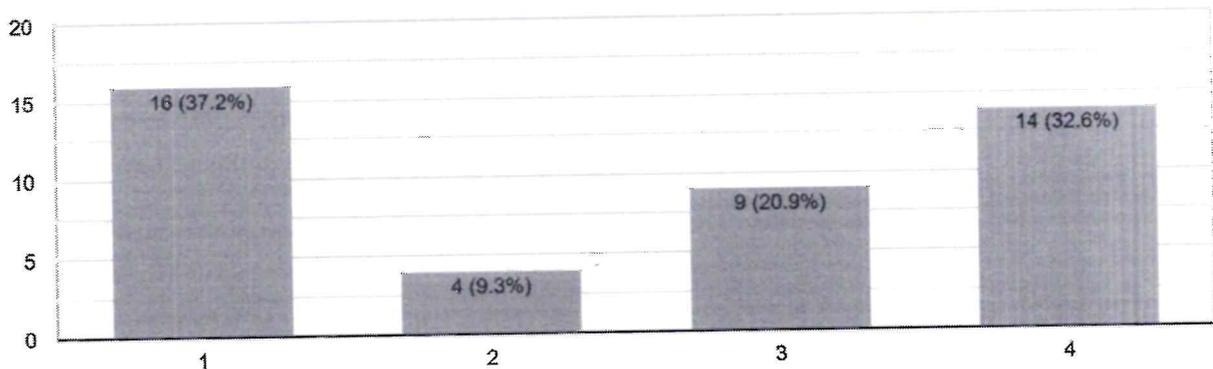
3. How you rate the teaching faculty

43 responses

Rating Scale 1-Average, 3- Good, 4 -Very good, and 5 -Excellent

Response Analysis

55.9% of respondents rated the teaching faculty as either Very Good or Excellent, indicating that more than half of the students have a highly favourable perception of the faculty. The highest rating is Excellent (32.6%), showing that a significant proportion of students find the teaching faculty outstanding. 23.3% rated the faculty as Good, suggesting that a large segment of students finds the teaching satisfactory but sees room for improvement. 20.9% of respondents rated the faculty as Average, indicating that about a fifth of the students believe there are notable areas for improvement in teaching quality. Organize workshops, training sessions, and certifications to help faculty enhance their teaching methods, subject knowledge, and engagement strategies. Implement a structured feedback system where students can regularly provide constructive feedback on teaching methods and content delivery. Encourage experienced faculty members to mentor junior faculty to ensure consistent teaching quality across all departments. Foster more interactive learning environments by incorporating group discussions, Q&A sessions, and one-on-one mentoring to improve student engagement and satisfaction.

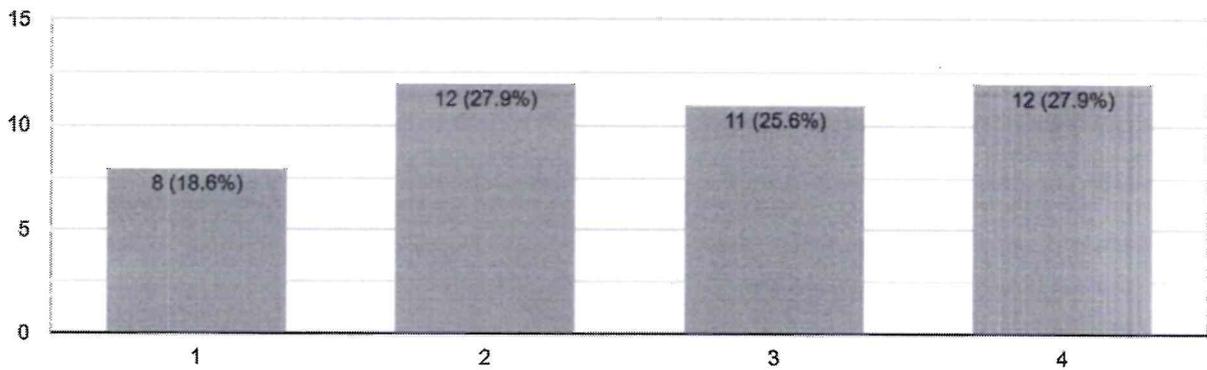## 4. How you rate facilities provided by library in college.

43 responses

Rating Scale 1-Average, 3- Good, 4 -Very good, and 5 -Excellent

Response Analysis

53.5% of respondents rated the library facilities as either Very Good (20.9%) or Excellent (32.6%). This shows that over half of the students are satisfied with the library and appreciate its resources, infrastructure, or services. 37.2% of respondents rated the library facilities as Average. This indicates a large portion of students believes the library facilities are neither poor nor excellent but could be significantly improved. The overall data suggests that while a significant portion of students are satisfied with the library facilities, a large number perceive them as only average. By addressing the key areas for improvement such as expanding resources, upgrading infrastructure, and enhancing services the college can significantly improve the overall library experience and increase student satisfaction.

## 5. The curriculum is better suited for achieving employment.

43 responses

Rating Scale 1-Average, 3- Good, 4 -Very good, and 5 -Excellent

Response Analysis

53.5% of students rated the curriculum as either Very Good (25.6%) or Excellent (27.9%), indicating that more than half of the respondents believe the curriculum is well-aligned with employment needs. 27.9% of students rated the curriculum as Good, highlighting that a significant number of respondents find the curriculum moderately effective in preparing them for employment. This positive feedback suggests that students appreciate the curriculum's focus on practical skills, industry relevance, and job preparedness. 18.6% of students rated the curriculum as Average, indicating that nearly one-fifth of the respondents believe the curriculum does not fully meet their expectations for job readiness The overall data indicates that while a majority of students perceive the curriculum as well-suited for achieving employment, a significant minority believe there is room for improvement. By focusing on industry relevance, practical experience, and skill development, the college can further enhance the curriculum to better meet the needs of students and employers.

6. Research and internships help in enriching knowledge and skills that can be applicable in the job/ profession.

43 responses
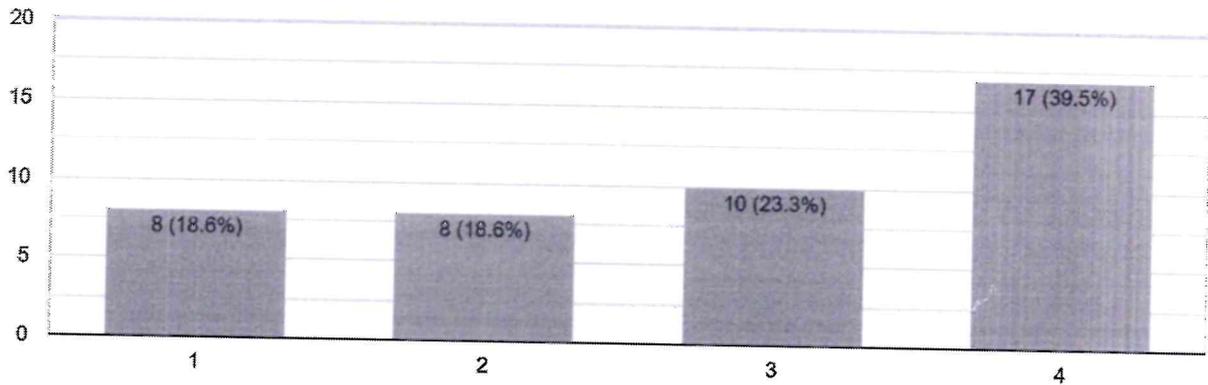
Rating Scale 1-Average, 3- Good, 4 -Very good, and 5 -Excellent

Response Analysis

62.8% of respondents rated research and internships as either Very Good (23.3%) or Excellent (39.5%), showing a strong belief that these activities provide significant value in enriching knowledge and skills relevant to their future careers. 37.2% of respondents rated the activities as either Average (18.6%) or Good (18.6%). This indicates that some students believe there is room for improvement in the quality or relevance of internships and research opportunities While they see value, they may feel the activities could be more impactful or better aligned with career needs.

The overall data suggests that the majority of students feel that their research experiences and internships are helping them acquire skills and knowledge that can be directly applied in the job market However, there is a segment of students who feel that the value of these experiences could be improved. By expanding and improving these opportunities, the college can further enhance students' preparedness for the workforce.