



Shikshan Vikas Mandal's

Shri S. H. Kelkar College of Arts Commerce and Science Devgad



Student Satisfaction Survey



Analysis Report

Academic Year 2023-2024

INTERNAL QUALITY ASSURANCE CELL (IQAC)

CRITERIA II: TEACHING – LEARNING AND EVALUATION

KEY INDICATOR – 2.7



Prepared By

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INTRODUCTION

Understanding and measuring student satisfaction is crucial for institutions to enhance their quality of education and overall experience. This survey aims to gauge the satisfaction levels of students at Devgad College and identify key areas for improvement. Devgad College, aspiring to become an academic hub in the Konkan region, conducted this survey among a sample of 349 respondents (157 Male and 191 Female) out of a total enrollment of 970 students across nine streams, encompassing both undergraduate and postgraduate programs. The survey utilized a combination of simple random sampling and convenience sampling techniques. A well-structured

Google questionnaire was employed to gather data, which was subsequently analyzed using various statistical techniques and tools, including percentage and frequency analysis.

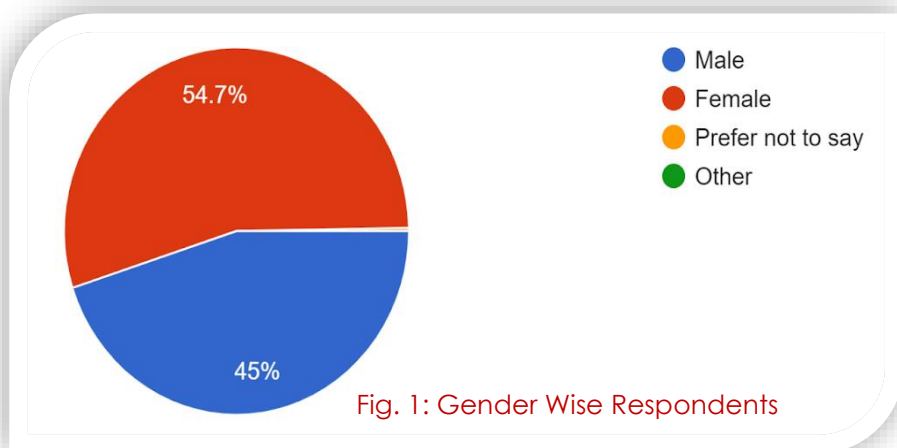


Fig. 1: Gender Wise Respondents

The analysis focused on fifteen dimensions encompassing curricular, extra-curricular, and infrastructure qualities. Key areas assessed included college reputation/image, program quality, teaching quality, student learning environment, technology integration, counselling and academic advising support, and social life facilities. The results indicate that students are generally satisfied or highly satisfied with several aspects, including teacher regularity, behaviour, placement opportunities, parking facilities, fee structure, and the library. However, areas of dissatisfaction were identified, particularly regarding laboratories, IT infrastructure, sports facilities, and extra-curricular activities. Devgad College's student satisfaction survey revealed both strengths and areas for improvement. While the institution has commendable aspects such as faculty behaviour and placement support, there is a need to address



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deficiencies in infrastructure and extra-curricular provisions. By addressing these concerns, Devgad College can enhance overall student satisfaction and further solidify its position as an academic hub in the Konkan region.

The analysis of the student satisfaction survey encompasses responses from a diverse range of academic backgrounds. Out of the 349 respondents, the distribution across different programs is as follows:

B.Com.	: 28.90%
BBI (Bachelor of Banking and Insurance)	: 4.60%
BMS (Bachelor of Management Studies)	: 8.30%
B.Sc./IT	: 19.20%
BVOC (Bachelor of Vocational Studies)	: 4.90%
B.A. (Bachelor of Arts)	: 12.00%
M.Sc. (Master of Science)	: 14.90%
M.Com. (Master of Commerce)	: 5.70%
Other	: 1.40%

The largest proportion of respondent's hail from the Bachelor of Commerce program, comprising nearly 29% of the total sample. This indicates a significant representation from the commerce discipline, highlighting the importance of tailored satisfaction metrics for this cohort. The survey also captured responses from various other

undergraduate and postgraduate programs, including BBI, BMS, B.Sc./IT, BVOC, B.A., M.Sc., and M.Com., reflecting the diverse academic landscape of Devgad College.

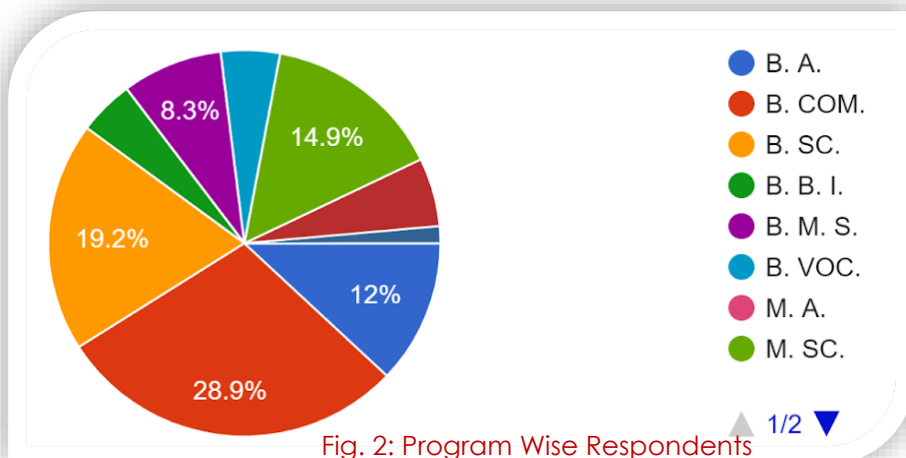


Fig. 2: Program Wise Respondents



Notably, postgraduate students, including those pursuing M.Sc. and M.Com., accounted for a considerable portion of the respondents, comprising approximately 20% of the sample. Their perspectives contribute valuable insights into the overall satisfaction levels at the institution. The inclusion of respondents from a broad spectrum of academic disciplines ensures a comprehensive understanding of student satisfaction across different fields of study, enabling targeted interventions and improvements tailored to the specific needs of each program. The demographic distribution of respondents in the student satisfaction survey underscores the importance of considering the diverse academic backgrounds and perspectives within the student body. By acknowledging the varying needs and priorities of students across different programs, Devgad College can implement targeted strategies to enhance overall satisfaction and address specific concerns effectively. This holistic approach to survey analysis facilitates the development of comprehensive initiatives aimed at fostering a positive and enriching educational experience for all students.

The analysis of the student satisfaction survey reveals a positive response from students across various academic years, demonstrating active engagement and participation. The distribution of respondents among different class groups is as follows: Final Year (TY): 20.90%, First Year (FY): 35.50%, Second Year (SY): 26.10%, Postgraduate Part-I: 7.20%, Postgraduate Part-II: 10.30% The survey received responses from students

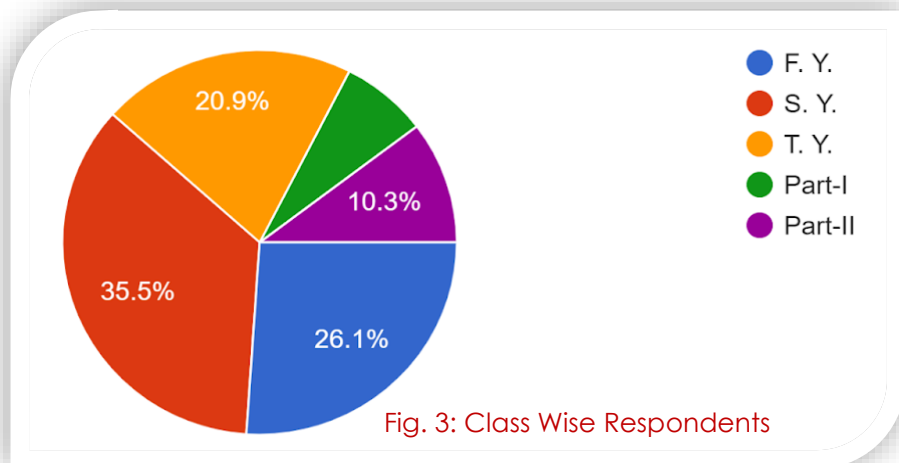


Fig. 3: Class Wise Respondents

across different stages of their academic journey, including first, second, and final year undergraduates, as well as postgraduate students in both Part-I and Part-II.

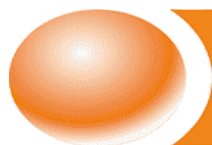


This comprehensive representation ensures a holistic understanding of satisfaction levels among students at various stages of their educational progression. Notably, first-year students exhibited the highest level of participation, constituting approximately 35.50% of the total respondents. This keen involvement of first-year students underscores their eagerness to provide feedback and actively contribute to the enhancement of their academic environment. The survey also saw significant participation from second-year students, comprising 26.10% of the sample. This indicates sustained engagement and interest in assessing the quality of educational experiences beyond the initial year of enrolment. Additionally, postgraduate students demonstrated notable participation, with both Part-I and Part-II students collectively contributing approximately 17.50% of the total responses. Their engagement highlights the importance of considering the perspectives and satisfaction levels of students pursuing advanced studies. The diverse representation of students across various class groups in the satisfaction survey reflects a commendable level of interest and engagement in evaluating the quality of education and campus experiences at Devgad College. The enthusiastic participation of students from different academic years and levels underscores their commitment to fostering a conducive learning environment and shaping the future trajectory of the institution. By leveraging the insights gleaned from this comprehensive analysis, Devgad College can implement targeted initiatives to address specific concerns and enhance overall student satisfaction across all class groups.



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The question-wise outcome of the results is presented below:



Percentage of syllabus covered in Class.

(वर्गात शिकवलेल्या अभ्यासक्रमाची टक्केवारी)

An online survey conducted in April 2024 provided valuable insights into students' perceptions regarding their subject knowledge improvement and the coverage of syllabus by their teachers. The findings are as follows:

Improved Subject Knowledge: 63.30%, Syllabus Coverage: More than 70%: 63.30%
40% to 70%: 33.30%, Less than 40%: 3.70%

A remarkable majority of students, accounting for 63.30% of respondents, reported improvement in their subject knowledge through lectures. This indicates the effectiveness of teaching methodologies employed by faculty members in facilitating student learning and comprehension.

A considerable proportion of students, also comprising 63.30% of respondents, noted that their subject teachers covered more than 70% of the syllabus. This suggests a robust

commitment to curriculum delivery and a comprehensive approach to course content. Approximately 33.00% of students reported that the curriculum of some subjects was completed within the range of 40% to 70%, indicating a moderate level of syllabus coverage. While not as extensive as the aforementioned group, these students still benefited from a substantial portion of the curriculum.

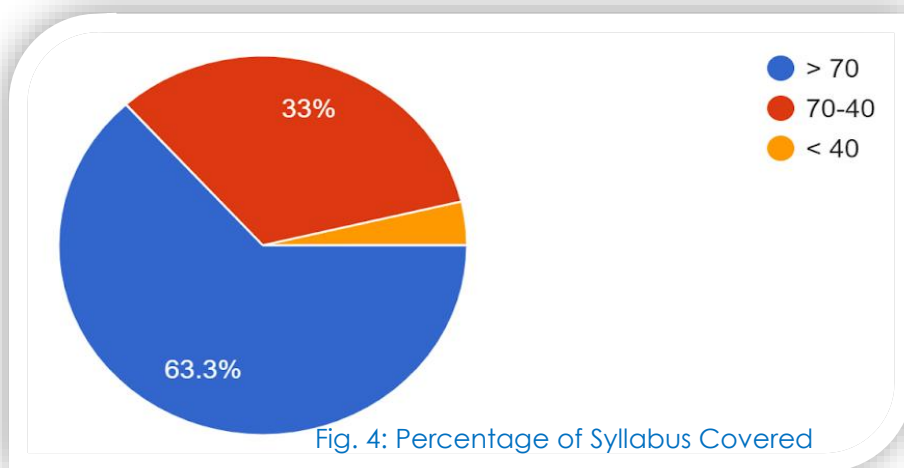


Fig. 4: Percentage of Syllabus Covered

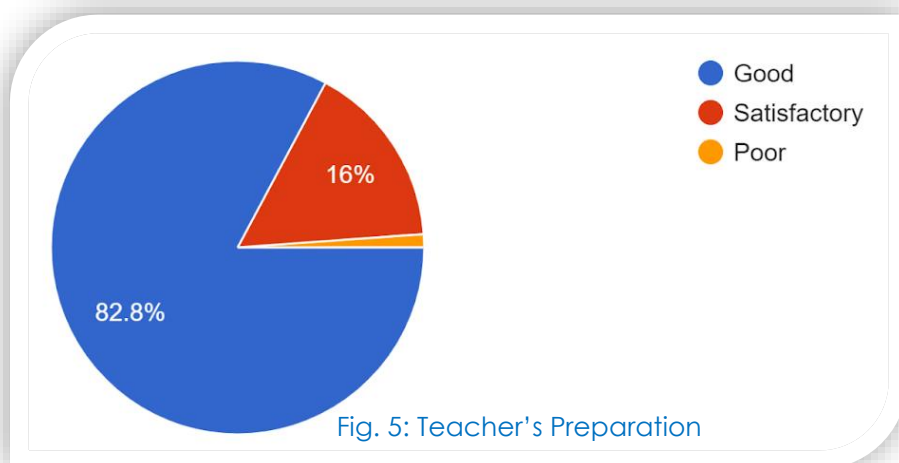


A small percentage (3.70%) of learners mentioned attending lectures where less than 40% of the syllabus was taught. This highlights a potential gap in instructional delivery that may impact students' overall learning outcomes and academic preparedness. The survey findings underscore the positive impact of lectures on students' subject knowledge improvement, with a significant majority reporting noticeable gains in understanding and proficiency. Additionally, most students benefited from extensive syllabus coverage, reflecting the dedication of faculty members to deliver comprehensive curriculum content. However, the presence of a minority of students who experienced limited syllabus coverage emphasizes the importance of ensuring consistency and adequacy in instructional delivery across all subjects. By addressing any discrepancies in syllabus coverage and enhancing teaching methodologies, Our College can added enhance student learning experiences and foster academic excellence.

Teachers prepare for the classes

(अध्यापकांच्या अध्यापनपूर्व तयारी विषयी मत)

The analysis of responses from the student satisfaction survey provides valuable insights into students' perceptions regarding the preparation of their respective teachers. The distribution of satisfaction levels among students concerning teacher preparation is as follows:



Much Satisfied: 82.80%,
Satisfactory: 16.00% and
Less than Satisfactory: 1.10%

A momentous majority of students, comprising 82.80% of the respondents, expressed being "much satisfied"



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with the preparation exhibited by their teachers. This indicates a commendable level of confidence and appreciation for the efforts invested by faculty members in delivering well-prepared lectures and instructional materials. Additionally, 16.00% of students reported satisfaction with their teachers' preparation, albeit at a level deemed satisfactory rather than exemplary. While these students acknowledge the efforts of their faculty members, there may be opportunities for further improvement in terms of the depth or organization of instructional materials. A small percentage (1.10%) of students indicated that the preparation of some faculty members fell below expectations, suggesting a need for remedial action or additional support to enhance the quality of instruction. Addressing the concerns raised by these students can help ensure consistency and effectiveness across all teaching staff. The analysis of student responses regarding teacher preparation reveals generally positive sentiments, with most students expressing high levels of satisfaction with the preparedness of their teachers. However, it is crucial to recognize and address the concerns raised by students who perceive certain faculty members' preparation to be less than satisfactory. By fostering a culture of continuous improvement and providing appropriate support and resources to faculty members, Our Institute can more elevate the quality of teaching and learning experiences, thereby enhancing overall student satisfaction and academic outcomes.

Teachers Communication Ability

(अध्यापकांच्या संज्ञापनाविषयीचे मत)

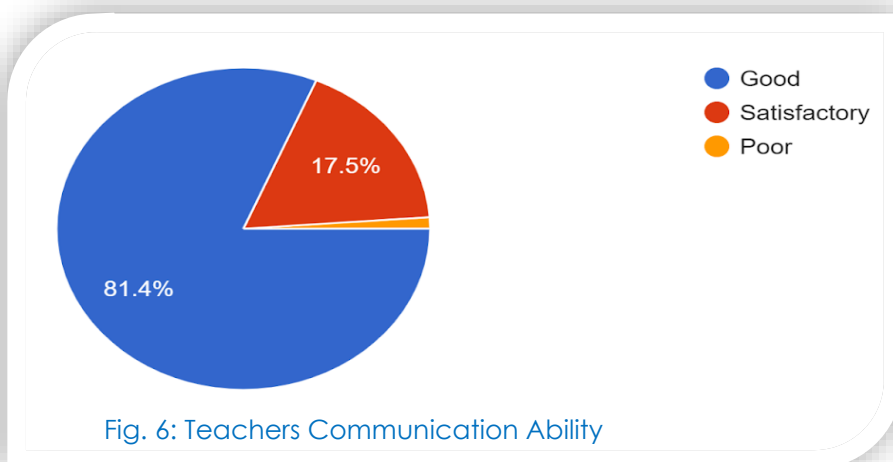


The analysis of responses from the student satisfaction survey sheds light on students' perceptions regarding communication with their professors. The findings are as follows:

Outstanding Communication: 81.40%, Satisfactory Communication: 17.50% and Poor Communication: 1.10%



A substantial majority of respondents, comprising 81.40% of the total, acknowledged that their professors consistently communicated with them in outstanding manners. This suggests a high level of effectiveness and professionalism in the communication practices adopted by faculty members, contributing to positive student experiences and academic engagement. Approximately 17.50% of students reported satisfactory



communication experiences with their subject teachers. While not reaching the exceptional standards of the majority, these students still expressed contentment with the quality of communication maintained by their professors, indicating a generally positive rapport between faculty and students. A small minority, accounting for 1.10% of respondents, indicated experiencing poor communication with their respective faculties. This represents an area of concern that may impact students' overall learning experiences and satisfaction levels. Addressing issues related to communication breakdowns is essential to ensure equitable access to educational support and resources for all students. The survey findings underscore the significance of effective communication between college professors and students in fostering positive learning environments and enhancing overall satisfaction levels. The overwhelming majority of students reported outstanding communication experiences with their professors, reflecting a culture of professionalism and engagement within the academic community. While the presence of satisfactory communication experiences among a smaller subset of students is promising, efforts should be directed towards addressing any instances of poor communication to promote inclusivity and support student



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success. By prioritizing clear and responsive communication practices, Our College can further strengthen relationships between faculty and students and enrich the educational experience for all stakeholders.

Teacher's Approach to Teaching

(अध्यापकांचा अध्यापनविषयक दृष्टीकोन)

The survey sought to evaluate students' perceptions regarding the approach to teaching adopted by their faculty members. The findings are as follows:

Very Good Teaching Approach: 79.40%, Satisfactory Teaching Approach: 20.10% and Less Satisfactory Teaching Approach: 0.60%

A significant majority of students, comprising 79.40% of respondents, lauded their faculty members for exhibiting a very good teaching approach. This indicates a high level of proficiency, dedication, and effectiveness in instructional delivery, fostering positive learning experiences and academic outcomes for students. Approximately 20.10% of students expressed satisfaction with the teaching approach employed by their subject teachers. While not reaching the exemplary standards of the majority, these students still recognized the value and adequacy of the teaching

methodologies utilized, reflecting a generally positive perception of faculty performance.

A small minority, accounting for 0.60% of respondents, reported experiencing a less satisfactory teaching

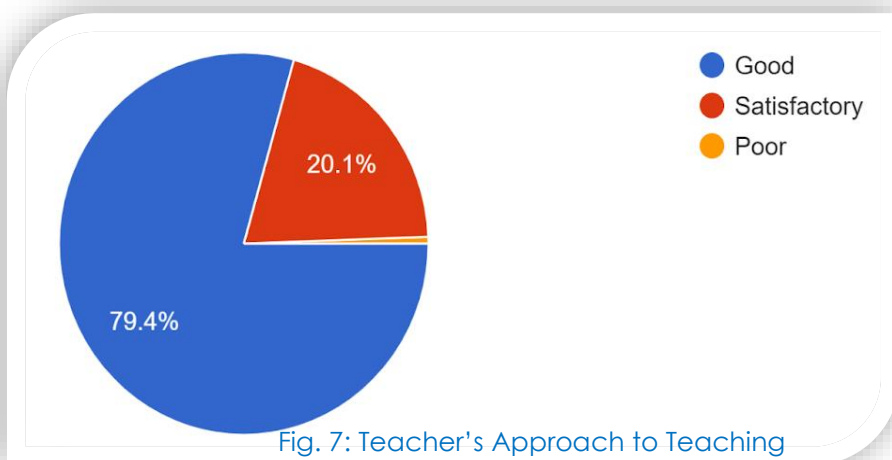


Fig. 7: Teacher's Approach to Teaching

approach from their faculties. While this percentage is minimal, it highlights the



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presence of areas for improvement in instructional delivery that may impact student engagement and learning outcomes. Addressing these concerns is essential to ensure the continuous enhancement of teaching quality across all disciplines. The survey findings underscore the overall effectiveness and proficiency of faculty members in their approach to teaching, with a significant majority of students expressing high levels of satisfaction. The acknowledgment of very good teaching approaches by most respondents reflects the dedication and professionalism exhibited by faculty members in delivering quality instruction. While the presence of satisfactory teaching approaches among a subset of students is encouraging, efforts should be directed towards addressing any instances of less satisfactory teaching to maintain consistently high standards of instructional delivery. By prioritizing continuous improvement and professional development opportunities for faculty members, our college can further upraise teaching quality and improve student satisfaction levels across all academic disciplines.

Adopted ICT Tools by teachers in teaching

(अध्यापनात शिक्षकांनी कोणती ICT साधनांची पद्धत अवलंबली?)

The survey aimed to assess the mode of ICT tools adopted by teachers in facilitating online teaching. The findings are as follows:

Zoom: 31.20%, Google Meet: 25.20%, YouTube: 32.70%, Presentations: 32.40%, Videos: 24.60%, Google Classroom: 42.40%, Smart Board: 9.20% and Other Sources: 23.80%

A noteworthy proportion of teachers, representing 31.20% and 25.20% of respondents respectively, utilized Zoom and Google Meet platforms for online teaching. These video conferencing tools enabled real-time interaction and engagement between teachers and students, facilitating effective remote learning experiences. A notable percentage of students, comprising 32.70% of respondents, reported the use of YouTube by their teachers for conducting online lectures. This platform offers a diverse



range of educational content and resources, enhancing the accessibility and comprehensibility of instructional materials. Approximately 32.40% of students noted the utilization of presentations as an ICT tool by their teachers. Presentations enable the organized and visual presentation of course content, enhancing understanding and retention among students.

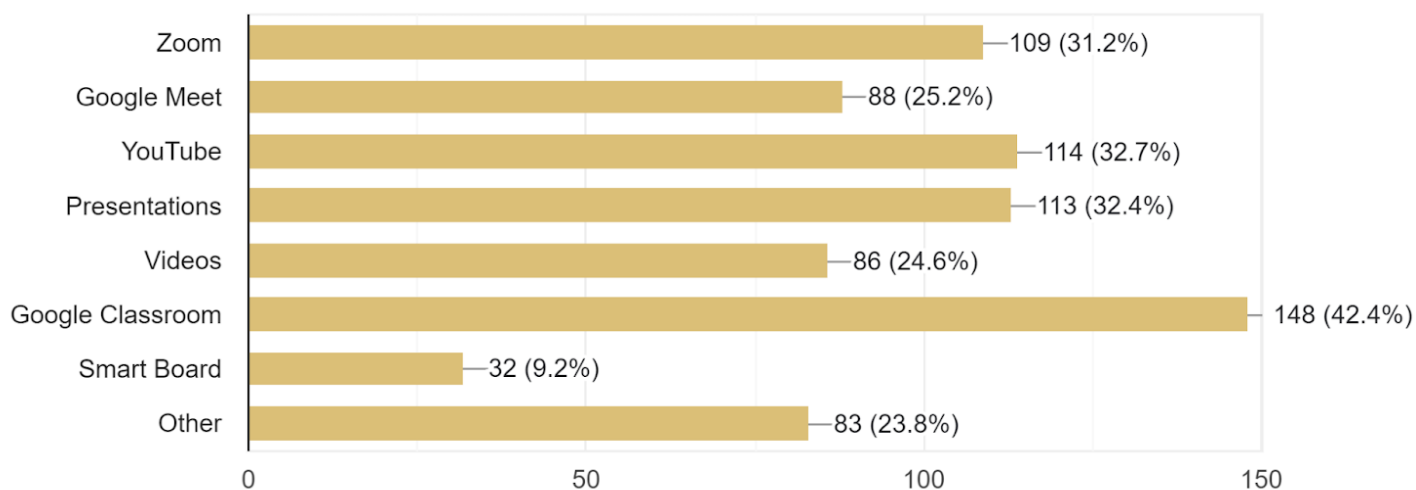


Fig. 8: ICT Tools Adopted by Teachers

A smaller percentage of students, comprising 9.20% and 23.80% of respondents respectively, reported the use of smart boards and other sources for online lectures by their teachers. These tools offer additional avenues for interactive and multimedia-rich instructional delivery. The survey findings highlight the diverse range of ICT tools adopted by teachers in facilitating online teaching, catering to the varied learning needs and preferences of students. From video conferencing platforms like Zoom and Google Meet to multimedia resources such as YouTube videos and presentations, teachers employed a variety of tools to enhance the effectiveness and engagement of remote learning experiences. By leveraging these ICT tools effectively, Devgad College can ensure the continuity and quality of education amidst evolving learning environments and technological advancements.



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Internship, Student Exchange, Field Visit Opportunities

(महाविद्यालय विद्यार्थ्यांच्या विविध क्षेत्रातील internship, student exchange, आणि क्षेत्र भेटीच्या संधी उपलब्ध करून देते का?)

The survey aimed to evaluate students' perceptions regarding the institute's efforts in promoting internship, student exchange, and field visit opportunities. A notable percentage of students, representing 38.40% of respondents, acknowledged that the institute takes active interest in promoting internship, student exchange, and field visit opportunities. This indicates a proactive approach by the institute in facilitating experiential learning and exposure to real-world scenarios. Most students, comprising 49.00% of respondents, indicated that the institute is often ready to provide such activities. While slightly higher than those acknowledging active interest, this response still reflects a positive perception of the institute's responsiveness to opportunities for students' holistic development. However, a significant minority of students, accounting for 12.60% of respondents, expressed the opinion that the institute never shows interest in promoting internship, student exchange, and field visit opportunities. This perception highlights a potential gap in communication or implementation of initiatives related to experiential learning and enrichment programs. The survey findings reveal varying perceptions among students regarding the institute's efforts in promoting internship, student exchange, and field visit opportunities. While a substantial portion of students acknowledge the institute's active interest or readiness in facilitating such

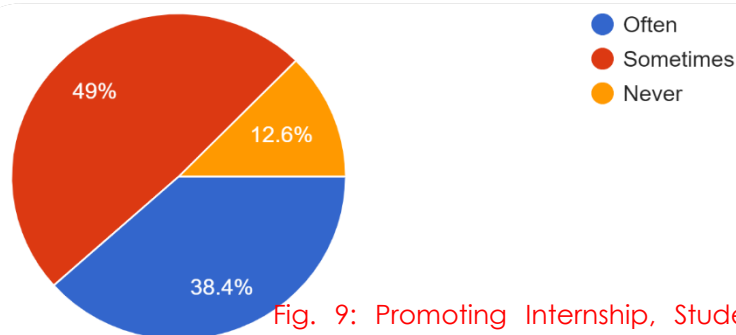


Fig. 9: Promoting Internship, Student Exchange, and Field Visit Opportunities.



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activities, a notable minority holds a negative perception in this regard. Addressing the concerns raised by these students and enhancing communication and transparency regarding the institute's initiatives in experiential learning are essential to ensure equitable access to opportunities for all students. By fostering a culture of active engagement and support for internship, student exchange, and field visit programs, Devgad College can further enrich students' educational experiences and prepare them for successful careers and lifelong learning.

Teaching and Mentoring Process

(महाविद्यालयातील आपले मार्गदर्शक अध्यापक मार्गदर्शन द्वारे आपल्याला संज्ञात्मक, सामाजिक व भावनिक वृद्धीच्या संधी देतात.)

The survey aimed to assess students' perceptions regarding the effectiveness of the teaching and mentoring process in facilitating cognitive, social, and emotional growth. A remarkable majority of students, comprising 77.10% of respondents, emphasized that the teaching and mentoring process in the institution facilitates their cognitive, social, and emotional growth very effectively. This indicates a positive impact on students' holistic development, with the teaching and mentoring approach supporting various facets of their personal and academic growth. A prominent percentage of students, representing 20.90% of respondents, highlighted that their mentors provide them with meaningful opportunities. This suggests that

mentors play a proactive role in guiding students towards relevant educational, career, and life choices, fostering a sense of purpose and direction among mentees. A small minority of students, accounting

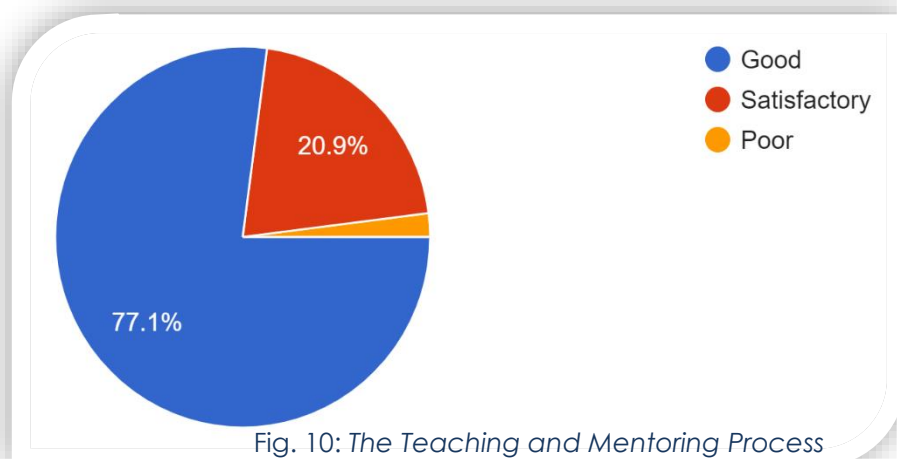


Fig. 10: The Teaching and Mentoring Process



for 2.00% of respondents, reported having a poor experience with the mentor-mentee system. While this percentage is minimal, it underscores the importance of addressing any shortcomings or challenges within the mentoring process to ensure equitable support and guidance for all students. The survey findings highlight the positive impact of the teaching and mentoring process in fostering students' cognitive, social, and emotional growth within the institution. The overwhelming majority of students perceive the teaching and mentoring approach as highly effective, indicating the valuable support and guidance provided by mentors in various aspects of students' personal and academic development. However, it is essential to address any instances of poor experiences reported by a minority of students, as ensuring the effectiveness and inclusivity of the mentor-mentee system is crucial for nurturing a supportive and enriching educational environment. By continuously refining and enhancing the teaching and mentoring processes, Devgad College can more empower students to achieve their full potential and thrive academically, socially, and emotionally.

Mentor Meetings

(तुमचे मार्गदर्शक तुमच्या शैक्षणिक/वैयक्तिक समस्यांचे निराकरण करण्यासाठी नियमितपणे तुमची मीटिंग घेतात.)

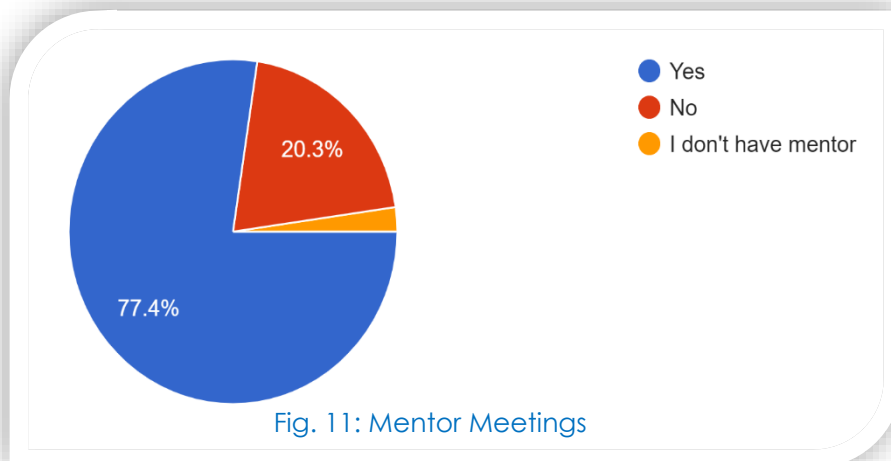


The survey aimed to evaluate students' perceptions regarding the frequency of mentor meetings to address academic and personal issues. Maximum students, comprising 77.40% of respondents, agreed that their mentor conducts meetings on a regular basis to address academic and personal issues. This indicates a proactive approach by mentors in providing support and guidance to their mentees, fostering an environment of trust and open communication. However, a prominent percentage of students, representing 20.30% of respondents, reported that their mentor does not conduct meetings regularly to address academic and personal issues. This suggests a potential gap in the mentor-mentee relationship or challenges in scheduling regular meetings, which may impact students' access to support and



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guidance. A small percentage of undergraduates, accounting for 2.30% of respondents, indicated being unaware of the mentor-mentee system altogether. This highlights a communication or awareness gap regarding the availability and role of mentors, potentially resulting in underutilization of support



services by some students. The survey findings underscore the importance of regular mentor meetings in addressing academic and personal issues and providing support to students. While many students reported experiencing regular mentor meetings, a significant minority indicated a lack of such meetings, suggesting opportunities for improvement in the mentor-mentee relationship dynamics or logistical arrangements. Additionally, addressing awareness gaps among undergraduates regarding the mentor-mentee system is crucial to ensure equitable access to support services for all students. By enhancing communication and coordination efforts between mentors and mentees and raising awareness about the mentorship program, Devgad College can further strengthen its support system and enhance student satisfaction and well-being.

Identification of Strengths and Encouragement

(अध्यापक विद्यार्थ्यांमधील बलस्थाने शोधून वृद्धीसाठी उत्तेजना देतात का?)

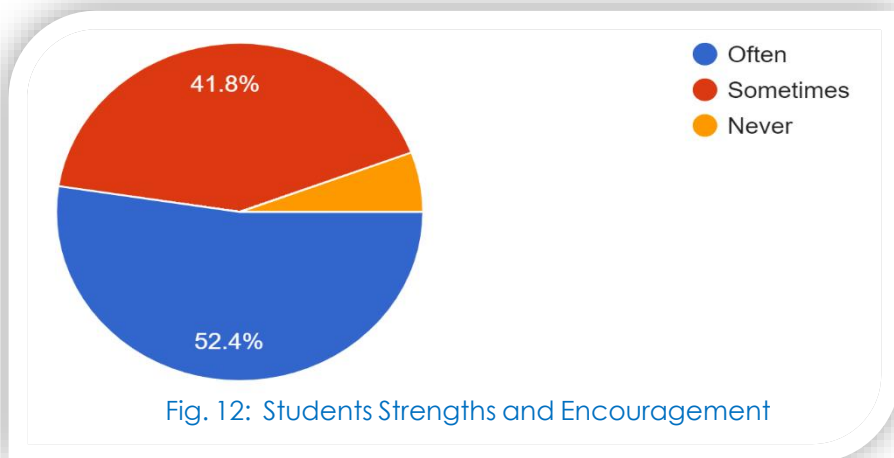


Furthermost students, comprising 52.40% of respondents, stated that most faculties identified their strengths and encouraged them by providing precise challenges to help them grow to their full potential. This indicates a proactive



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approach by teachers in understanding and nurturing students' abilities, thereby fostering a supportive and conducive learning environment. Moreover, a significant



percentage of students, representing 41.80% of respondents, revealed that their teachers reasonably help them, although not all strengths may have been identified. While not reaching the levels

of the majority, this response still reflects a positive perception of teachers' efforts in supporting students' growth and development. A minor percentage of students, accounting for 5.70% of respondents, assumed that teachers were unable to identify their talents. This perception suggests a potential gap in the teacher-student relationship or in the mechanisms for recognizing and leveraging students' strengths to provide appropriate challenges. The survey findings highlight the importance of teachers' role in recognizing students' strengths and providing appropriate challenges to support their growth and development. While many students reported positive experiences wherein teachers identified their strengths and provided suitable challenges, a significant minority expressed concerns about teachers' inability to recognize their talents. Addressing these concerns and enhancing teachers' capacity to identify and nurture students' strengths is essential to ensure equitable support and opportunities for all students. By fostering a culture of recognition and encouragement within the institution, Devgad College can further empower students to achieve their full potential and excel academically and personally.



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Identification of Weaknesses

(अध्यापक विद्यार्थ्यांमधील उणीवा शोधून त्यांवर मात करण्यासाठी मार्गदर्शन करतात का?)

Utmost students, comprising 55.00% of respondents, indicated that their teachers not only identify their weaknesses but also consistently assist them in overcoming both academic and personal challenges. This highlights the proactive role played by teachers in supporting students' growth and development by addressing areas of weakness. As well, a significant percentage of students, representing 39.30% of respondents, reported that their supervisors frequently help them identify weaknesses and suggest various ways to overcome them. This suggests a collaborative approach to student support, with both teachers and supervisors contributing to addressing students' areas of improvement.

A slight minority of students, accounting for 5.70% of respondents, stated that their teachers pay less attention to their weaknesses. While this percentage is minimal compared to those reporting positive experiences, it still highlights a potential area for improvement in ensuring equitable support and guidance for all students. The survey findings underscore the significant role of teachers and supervisors in identifying students' weaknesses and helping overcome them. Many students reported positive experiences wherein teachers and supervisors actively engaged in addressing areas of weakness, fostering a supportive and conducive learning environment. However, the presence of a minority of students who perceive less focus on their weaknesses suggests opportunities for improvement in ensuring consistent and equitable support

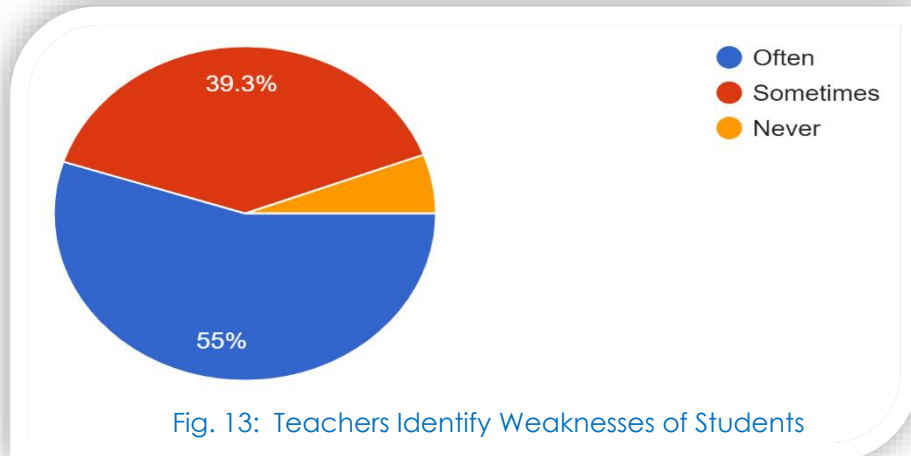


Fig. 13: Teachers Identify Weaknesses of Students



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for all students. By prioritizing the identification and assistance of students' weaknesses, Devgad College can further enhance student satisfaction and academic success, ultimately contributing to a positive and enriching educational experience for all stakeholders.

Student Centric Teaching-Learning Methods

(महाविद्यालय/ अध्यापक विद्यार्थीकेन्द्री अध्यापन पद्धती जसे की, प्रायोगिक, सहभाग, समस्या निवारण पद्धतीचा वापर अध्यापनासाठी करतात का?)

This student satisfaction survey aimed to evaluate students' perceptions regarding the institute's or teachers' use of student-centric methods, such as experiential learning, participative learning, and problem-solving methodologies, to enhance learning experiences. A major portion of students, encompassing 53.90% of respondents, acknowledged that the institute or teachers sometimes execute student-centric, experiential, participative, and problem-solving methodologies to enhance their learning experiences. This suggests that while efforts are being made, there may be room for improvement in the consistent implementation of such methods. Moreover, an ample percentage of students, representing 38.40% of respondents,

largely appreciated the efforts made by the institute or teachers for inclusive enhancement through the implementation of advanced pedagogy. This reflects positive recognition of initiatives

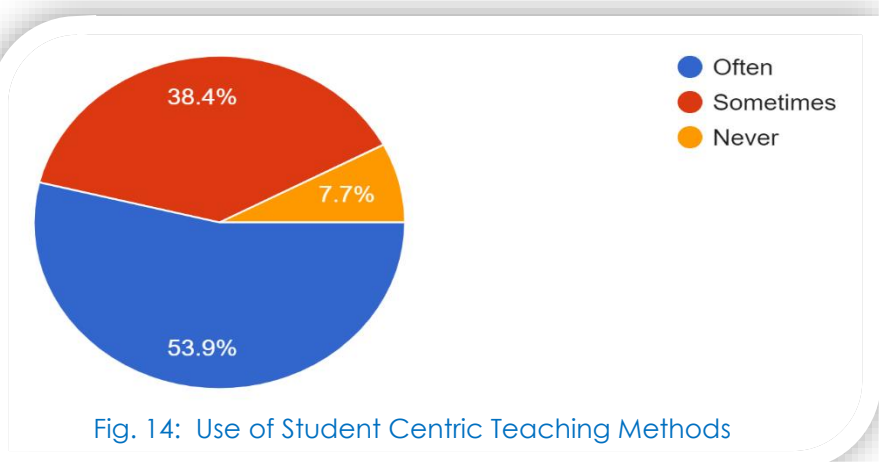


Fig. 14: Use of Student Centric Teaching Methods

aimed at enhancing the inclusivity and effectiveness of teaching and learning



practices. A trivial percentage of students, accounting for 7.70% of respondents, indicated being less alert with the institute's or teachers' fruitful determinations regarding extension activities. This suggests a potential communication or awareness gap regarding the purpose and benefits of extension activities, which may impact student engagement and participation. The survey findings reveal varying perceptions among students regarding the use of student-centric methods for enhancing learning experiences within the institution. While a significant portion of students acknowledged the execution of such methods, there are opportunities for improvement in ensuring consistent implementation. Additionally, the appreciation for efforts aimed at inclusive enhancement through advanced pedagogy is promising, indicating a positive reception of initiatives aimed at improving teaching and learning practices. Addressing any communication or awareness gaps regarding extension activities is essential to ensure equitable participation and engagement among all students. By leveraging student feedback and implementing targeted interventions, Devgad College can further enhance the effectiveness and inclusivity of teaching and learning practices, ultimately enriching the educational experience for all stakeholders.

Efforts to Inculcate Soft Skills, Life Skills and Others

(महाविद्यालय / अध्यापक हे संज्ञापण कौशल्य, जीवन कौशल्य व व्यावसायिक कौशल्य वृद्धीगत होण्यासाठी व कार्यक्षेत्रात यशस्वी होण्यासाठी प्रयत्न करतात का?)

Determined participants, accounting for 58.20% of respondents, indicated that the college makes great efforts occasionally to improve life skills, soft skills, and employability skills among students. This suggests that while efforts are being made, there may be a need for more consistency in the implementation of programs aimed at skill development. As well, a crucial percentage of students, representing 38.10% of respondents, stated that the college often organizes various programs for better development of students. These programs likely encompass activities aimed at



enhancing soft skills, life skills, and employability skills, contributing to students' overall readiness for the world of work. A minor percentage of students, comprising 3.70% of respondents, indicated that the college habitually arranges placement camps on its premises to grow employability skills among potential students. While

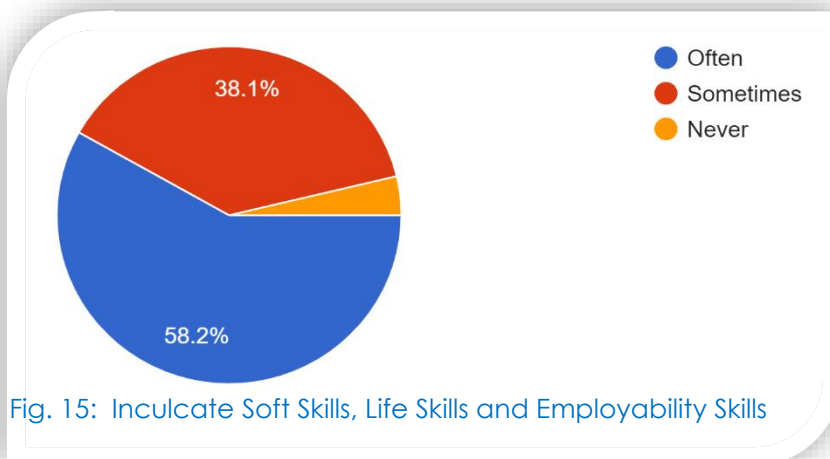


Fig. 15: Inculcate Soft Skills, Life Skills and Employability Skills

this percentage is minimal, it reflects proactive efforts by the college to prepare students for the transition to the workforce through practical experiences and opportunities. The survey findings highlight the institute's efforts to inculcate soft skills, life skills, and employability skills among students, albeit with varying degrees of consistency and effectiveness. While many students recognize the occasional great efforts made by the college in this regard, there is room for improvement in ensuring more consistent and comprehensive skill development initiatives. By leveraging feedback from students and stakeholders and implementing targeted programs and activities aimed at enhancing soft skills, life skills, and employability skills, Devgad College can further prepare students for success in the world of work and contribute to their overall personal and professional growth.



Over all Students Performance

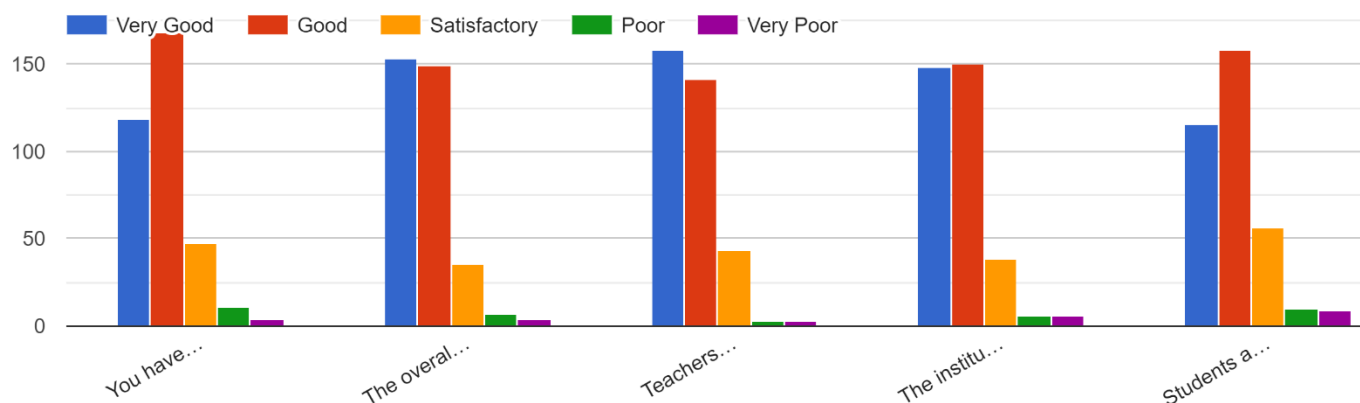


Fig. 16: Over all Students Performance

13.1. You have sufficient computer knowledge and IT skills to manage your learning (आपल्याकडे संगणकाचे पुरेसे ज्ञान आणि आयटी कौशल्य आहे)

In response to question 13.1. of the Student Satisfaction Survey, it was found that among the 349 respondents, 119 students reported having satisfactory levels of computer knowledge and IT skills, indicating a positive trend in technological proficiency among the student body. Besides, a significant portion of the respondents, comprising 168 pupils, expressed a good familiarity with computer knowledge and IT skills, further affirming the prevalent comfort with technological tools for learning purposes. However, the survey also brought to light certain areas of concern, with 47 learners admitting to feeling poorly connected with computer and IT skills. Furthermore, a subset of students, consisting of 11 individuals, revealed a perceived inadequacy in their computer knowledge, while an additional 4 students reported feeling very poor in this regard. These findings underscore the importance of addressing varying levels of technological competency among students to ensure equitable access and utilization of digital resources for learning and academic success.



13.2. The overall quality of teaching-learning process in your institute is very good. (महाविद्यालयातील अध्ययन व अध्यापनाचा दर्जा उत्तम आहे)

According to the findings from the Student Satisfaction Survey regarding the quality of the teaching-learning process within our institute, it is evident that many respondents hold positive perceptions. Notably, 153 students acknowledged the very good quality of the teaching-learning process, indicating a robust satisfaction level among a significant portion of the student body. As well, 149 participants expressed agreement with the assessment that the teaching-learning practices in our college are good, further corroborating the overall positive sentiment towards the educational experience offered. Moreover, 36 students provided a satisfactory remark, suggesting a reasonable level of contentment with the prevailing teaching methodologies. However, the survey also highlighted areas for potential improvement, with 7 students noting that efforts to enhance the teaching-learning process have been undertaken to some extent. Nevertheless, it is crucial to address the concerns raised by 4 students who perceive the overall quality of the teaching-learning process as very poor, indicating areas of dissatisfaction that warrant further attention and remediation. These insights underscore the importance of continuous evaluation and refinement of teaching practices to ensure the delivery of high-quality education and meet the diverse needs of our student community.

13.3. Teachers encourage you to participate in extracurricular activities. (अभ्यासेत्तर उपक्रमात सहभागी होण्यासाठी अध्यापक उत्तेजन देतात का?)

The analysis of the Student Satisfaction Survey sheds light on the role of teachers in encouraging students to engage in extracurricular activities within our college community. Impressively, a substantial number of respondents, totaling 158 learners, emphasized that teachers consistently stimulate maximum participation in extracurricular activities, reflecting a commendable effort on the part of faculty members to foster holistic development beyond academics. Furthermore, 141 pupils expressed satisfaction with the level of motivation provided by their teachers,



indicating a supportive environment for students to explore diverse interests and opportunities outside the classroom. However, the survey also highlighted areas for improvement, with 44 respondents reporting that their teachers stimulate participation to some extent, suggesting room for enhancement in encouraging extracurricular involvement alongside academic pursuits. Additionally, the feedback of 06 students who perceived poor or very poor encouragement from their teachers underscores the need for targeted interventions to enhance teacher-student engagement and promote a culture of active participation in extracurricular endeavours. These findings underscore the importance of ongoing support and encouragement from faculty members in nurturing well-rounded individuals and fostering a vibrant campus community enriched by diverse extracurricular experiences.

13.4. The institution provides multiple opportunities to learn and grow.

(महाविद्यालय अध्ययन व विकासाच्या बहुविध संधी उपलब्ध करून देते.)

The analysis of the Student Satisfaction Survey underscores the institution's commitment to providing ample opportunities for learning and personal growth. Evidently, our college stands out among higher education institutions for its ability to offer diverse avenues for development. Impressively, 148 participants attested to the institute's provision of various opportunities to a very good extent, reflecting a strong endorsement of the resources and programs available. Moreover, an additional 150 respondents acknowledged the institution's provision of good opportunities, further affirming its dedication to fostering a conducive environment for student advancement. However, the survey also revealed areas for enhancement, with 39 students expressing a desire for several opportunities for overall improvement, indicating a need for further diversification or expansion of available resources. Additionally, the feedback from 12 learners who perceived the institution as taking very little measures for their personality enrichment highlights the importance of addressing individualized needs and implementing tailored initiatives to support holistic development. These insights underscore the ongoing commitment of the institution to



prioritize student growth and enrichment, while also highlighting areas for targeted improvement to better meet the evolving needs of the student body.

13.5. Students are satisfied with the infrastructural and ICT facilities provided on the college premises. (महाविद्यालयीन परिसरात उपलब्ध असणाऱ्या पायाभूत सुविधा तसेच माहिती तंत्रज्ञान सुविधांविषयी विद्यार्थी कितपत समाधानी आहेत?)

The Student Satisfaction Survey delves into the satisfaction levels regarding the infrastructural and ICT facilities offered within the college premises, extending beyond the traditional teaching-learning aspects. The survey encompassed various aspects such as the resource center, library service, ICT facilities, parking space, and the overall campus environment. Encouragingly, feedback from 116 participants highlighted a high level of satisfaction with the infrastructural and ICT facilities, affirming the college's dedication to providing conducive learning environments. Additionally, a significant number of students, totaling 158, commended the overall quality of amenities alongside ICT provisions, indicating a comprehensive approach to student support. Moreover, 56 students expressed satisfaction with the accessibility of ICT resources within the college. However, the survey also revealed areas for improvement, with 10 students identifying either very little or insufficient infrastructural facilities available on campus, suggesting the need for further investment or enhancement in certain areas. Furthermore, the feedback from 9 students who perceived the ICT facilities as very poor underscores the importance of prioritizing technological infrastructure to meet the evolving needs of the student community. These findings underscore the institution's ongoing commitment to enhancing the overall student experience through continuous improvements in infrastructure and ICT provisions.



Shri S. H. Kelkar College of Arts, Commerce and Science Devgad

Observations/ Suggestions

(महाविद्यालयातील अध्ययन व अध्यापनाचा दर्जा
सुधारण्यासाठी निरीक्षणे/सूचना)

Based on the observations and suggestions provided by 188 students who participated in the online Student Satisfaction Survey conducted by IQAC in April 2024, there are several key areas that could be addressed to enhance the overall teaching-learning experience within our institution.

- **Utilization of Technology:** Many students emphasized the need for increased use of technology in teaching, such as the integration of smart boards and platforms like Google Meet for remote learning. Additionally, there was a call for more computers in the IT lab to facilitate practical learning experiences.
- **Improving Teaching Methods:** Suggestions included incorporating better graphics and visual media to engage students effectively, making teaching a two-way interaction by encouraging student participation and addressing doubts, and offering application-based study to enhance practical knowledge.
- **Enhancing Student Support Services:** Students highlighted the importance of providing counselling services at convenient times for students and allocating computers to each student for individual use. Additionally, there were suggestions for improving communication skills among teachers and providing additional educational resources.
- **Faculty Recruitment and Development:** Recommendations included recruiting more teachers to address shortages and conducting training opportunities for existing faculty members. There were also calls for teachers to recognize and encourage students' abilities and to teach students to be more self-confident.
- **Career Guidance and Opportunities:** Students expressed a desire for more career-oriented activities such as job fairs, industrial visits, and field trips to gain practical knowledge and explore future career opportunities.
- **Student Engagement and Activities:** Encouragement was given to promote student participation in extracurricular activities, encourage learning beyond textbooks, and organize events that support students in various fields, including sports and language learning.
- **Financial Considerations:** Some students suggested reducing fees to make education more accessible to all.

In conclusion, addressing these suggestions could contribute significantly to improving the overall teaching-learning experience within our institution, fostering a supportive and enriching environment for student growth and success.