



**Rayat Shikshan Sanstha's**

**Prof. Dr. N. D. Patil Mahavidyalaya, Malkapur (Perid)**

**Tal.-Shahuwadi, Dist.- Kolhapur(M.S.) India.**

**Feedback Analysis Committee**



**Report of**

**Feedback Analysis**

**(Student, Teacher, Parent, Alumnus)**

**Academic Year: 2024-25**

**Submitted to**

**Internal Quality Assurance Cell**



## **Feedback Analysis Report**

### **Introduction and Objectives:**

Rayat Shikshan Sanstha's Prof. Dr. N. D. Patil Mahavidyalaya, Malkapur, established in 1992, is committed to the holistic development of students, preparing them to become competent professionals and entrepreneurs in their respective fields. Each year, the college conducts a survey to evaluate the satisfaction levels of its key stakeholders—students, parents, alumni, teachers, and employers—regarding the curriculum. The institution is permanently affiliated with Shivaji University, Kolhapur, and adheres to the curriculum prescribed by the university. Feedback, whether positive or negative, plays a vital role in monitoring and improving academic provisions. Actively considering stakeholders' opinions significantly contributes to the effective functioning and continuous progress of the institution.

### **Methodology**

In every academic year, all stakeholders are requested to fill out a feedback form made available on the college website. The data is collected annually during the period from 1st March to 10th March. The feedback is collected in online mode, and the link to the feedback form is shared with all stakeholders through WhatsApp groups and the college website. Participation in the feedback process is voluntary.

For the academic year 2024-25, there were 811 registered students in the college. Out of these, 121 students responded to the survey, resulting in a response rate of 15%. The analysis presented in this report is based on the responses of these 121 students. In addition to students, feedback was also collected from teachers, parents, and alumni.

### **Design of Feedback**

The responses from the parents are collected on the two point scale;

- 1) Yes
- 2) No

The responses from the students, teachers, and alumni are collected on the five point Likert scale.

- 1) Strongly Agree
- 2) Agree
- 3) Neutral
- 4) Disagree
- 5) Strongly Disagree

**Feedback analysis report of all Stakeholders, Academic Year 2024-25**



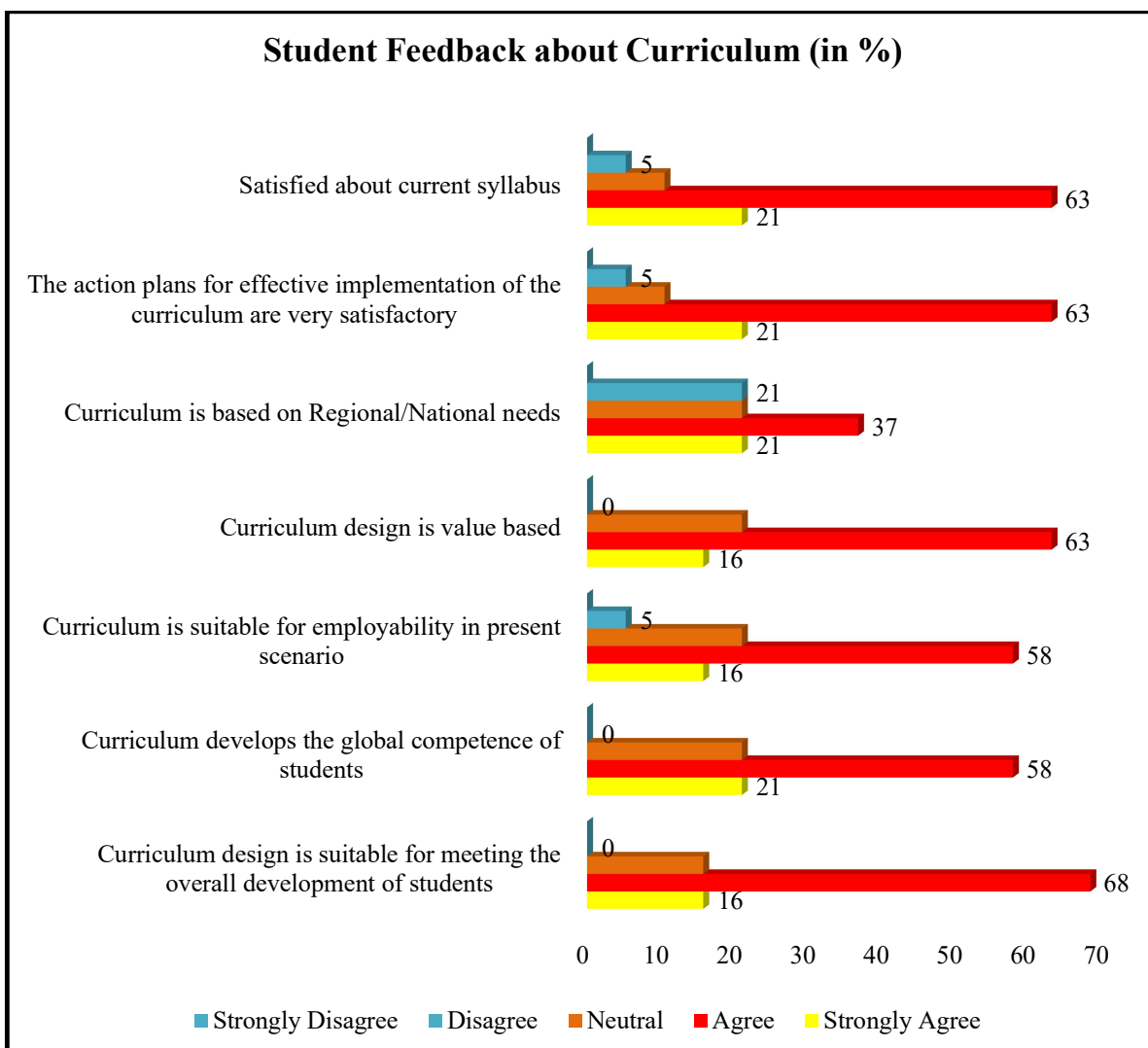
## Overall Evaluation

The feedback was collected and analyzed by the college's Feedback Analysis Committee. The opinions of all stakeholders were recorded and evaluated for each parameter in percentage terms.

- **Student Feedback**

The sample of respondents is broadly representative of the student population in terms of gender, programme level, and course. A total of 121 students provided online feedback on the syllabus of various programmes offered by Shivaji University, Kolhapur. Among the respondents, 79 are female and 42 are male. The majority of the respondents (98%) are enrolled in bachelor's degree programmes.

The following chart and table present a summary of the students' responses for each parameter.





Particulars	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Curriculum design is suitable for meeting the overall development of students	16	68	16	0	0
Curriculum develops the global competence of students	21	58	21	0	0
Curriculum is suitable for employability in present scenario	16	58	21	5	0
Curriculum design is value based	16	63	21	0	0
Curriculum is based on Regional/National needs	21	37	21	21	0
The action plans for effective implementation of the curriculum are very satisfactory	21	63	11	5	0
Satisfied about current syllabus	21	63	11	5	0
Average	16	68	16	0	0

The analysis of student feedback, presented through the chart and table, indicates an overall positive perception of the curriculum, as most responses fall under the categories of *Strongly Agree* and *Agree*.

A significant proportion of students (84%) agreed that the curriculum is suitable for the overall development of students, while a similar percentage (79%) felt that it helps in developing global competence. Regarding employability, 74% of students expressed agreement that the curriculum is relevant to the present scenario, though a small percentage (5%) showed disagreement.

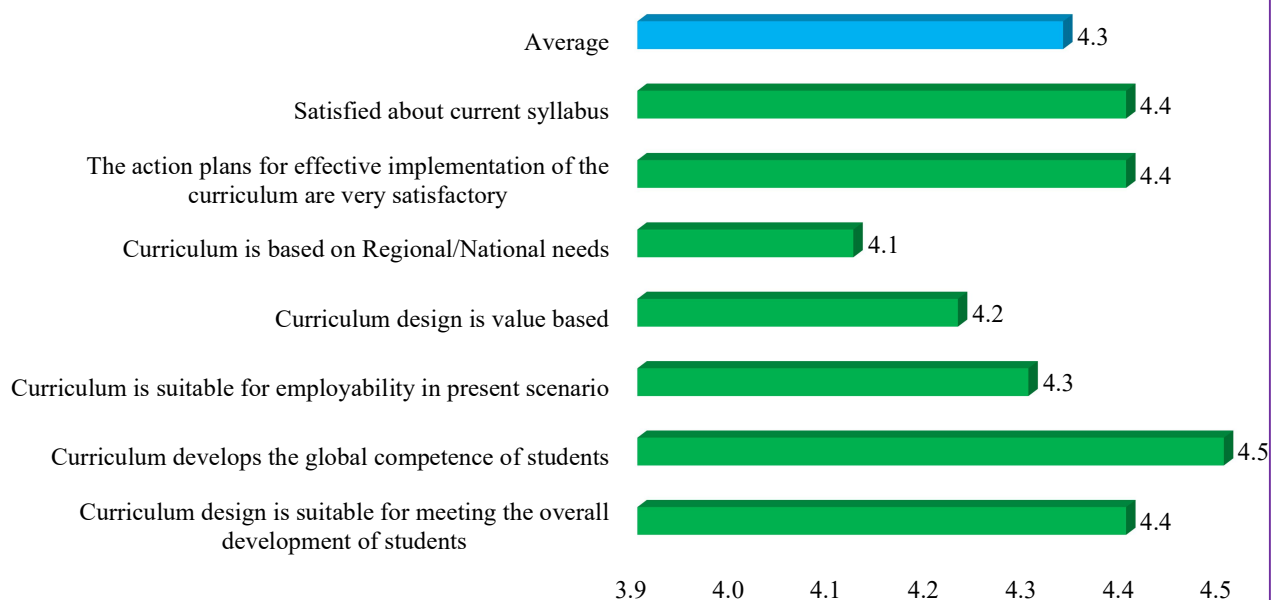
The value-based nature of the curriculum is well recognized, with 79% of students responding positively. However, when it comes to alignment with regional and national needs, responses are more varied, with 58% agreement and a notable 21% expressing disagreement, indicating scope for improvement in this area.

The effectiveness of action plans for curriculum implementation received a high level of satisfaction, with 84% of students agreeing that they are satisfactory. Similarly, 84% of respondents expressed satisfaction with the current syllabus.

Overall, the average responses show that 84% of students have a positive opinion (*Strongly Agree* and *Agree*), 16% remain neutral, and there is negligible disagreement. This reflects that the curriculum is largely well-accepted by students, with minor areas identified for further enhancement.

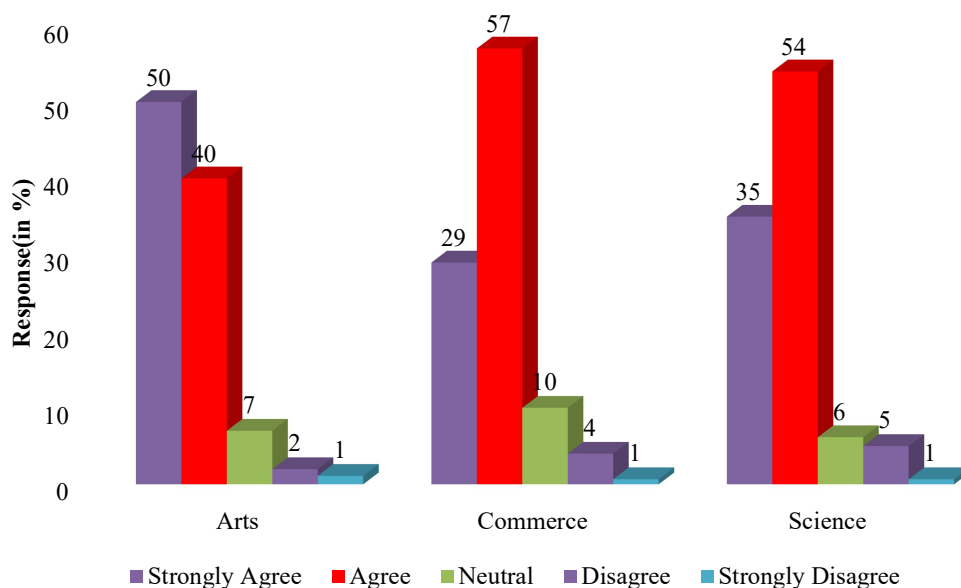


## Overall\_Students Satisfaction level about Curriculum



The graph shows a high level of student satisfaction, with all parameters scoring above 4.0 on a 5-point scale. The highest rating (4.5) is for developing global competence, while most other aspects score around 4.4. Employability (4.3) and value-based curriculum (4.2) are also positively rated. The lowest score (4.1) is for alignment with regional and national needs, indicating scope for improvement. The overall average of 4.3 reflects strong satisfaction with the curriculum.

## Facultywise overall feedback about Curriculum





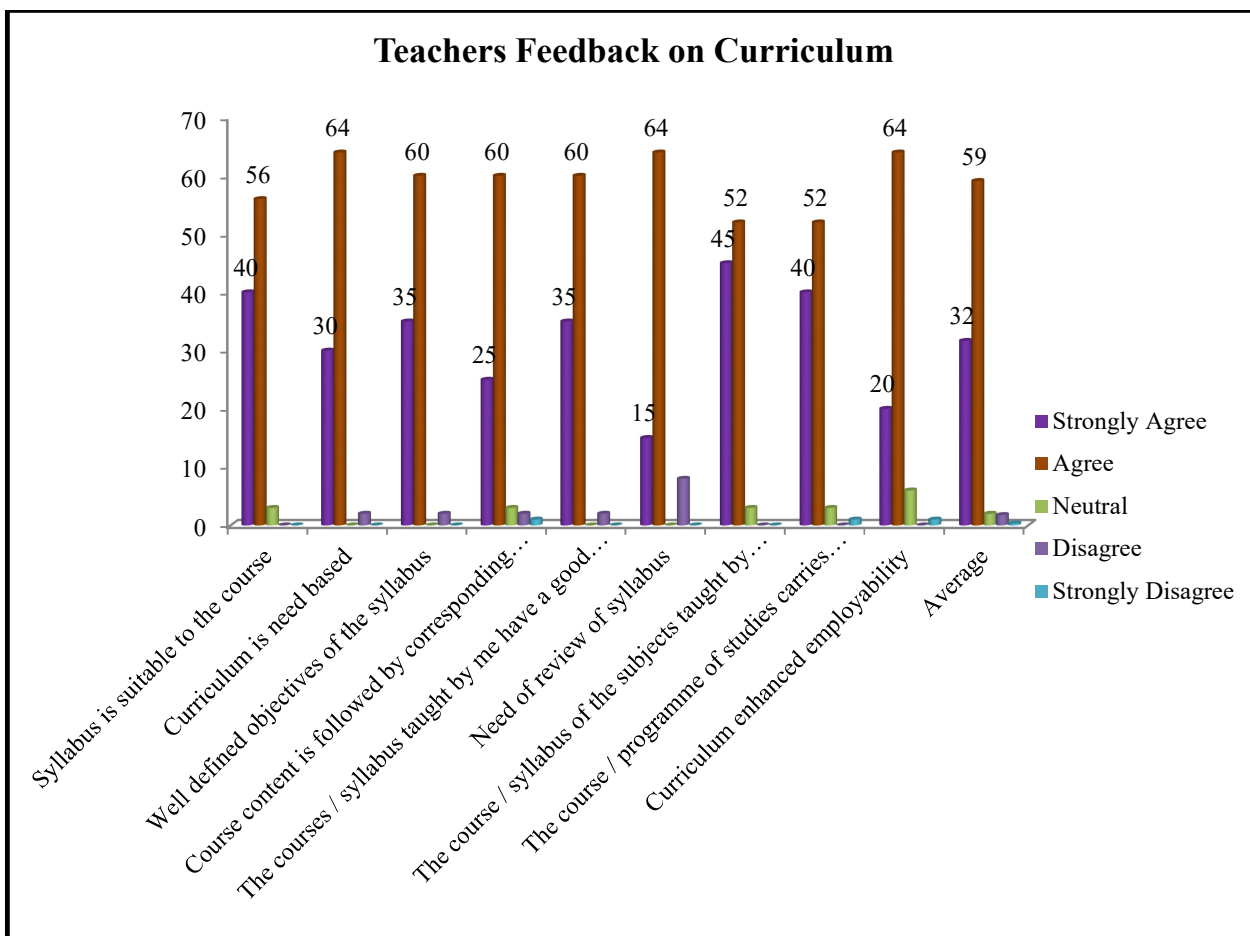
The graph shows that students across Arts, Commerce, and Science streams have a generally positive opinion about the curriculum, with the majority of responses falling under Strongly Agree and Agree.

In the Arts faculty, 90% of responses are positive, with a higher proportion of Strongly Agree (50%). In Commerce, 86% of responses are positive, with most faculty (57%) selecting Agree. Similarly, in Science, 89% of responses are positive, with 54% agreeing and 35% strongly agreeing.

Neutral and negative responses are minimal across all faculties, indicating overall satisfaction. The results suggest that the curriculum is well-accepted by faculty members, though a small scope for improvement exists.

• **Teachers Feedback**

A total of 27 teachers provided online feedback on the syllabus of various programmes designed by Shivaji University, Kolhapur. The respondents include 22 male and 5 female teachers. The following table presents a summary of the responses given by teachers for each parameter.





Sr No	Particulars	Strongly Agree	Agree	Neutral	Not Agree	Strongly Disagree
1	Syllabus is suitable to the course	40	56	3	0	0
2	Curriculum is need based	30	64	0	2	0
3	Well defined objectives of the syllabi	35	60	0	2	0
4	Course content is followed by corresponding reference materials	25	60	3	2	1
5	The courses / syllabi taught by me have a good balance between theory and application	35	60	0	2	0
6	Need of review of syllabus	15	64	0	8	0
7	The course / syllabi of the subjects taught by me increased my interest, knowledge and perspective in the subject area	45	52	3	0	0
8	The course / programme of studies carries sufficient number of optional papers	40	52	3	0	1
9	Curriculum enhanced employability	20	64	6	0	1
	Average	32	59	2	2	0

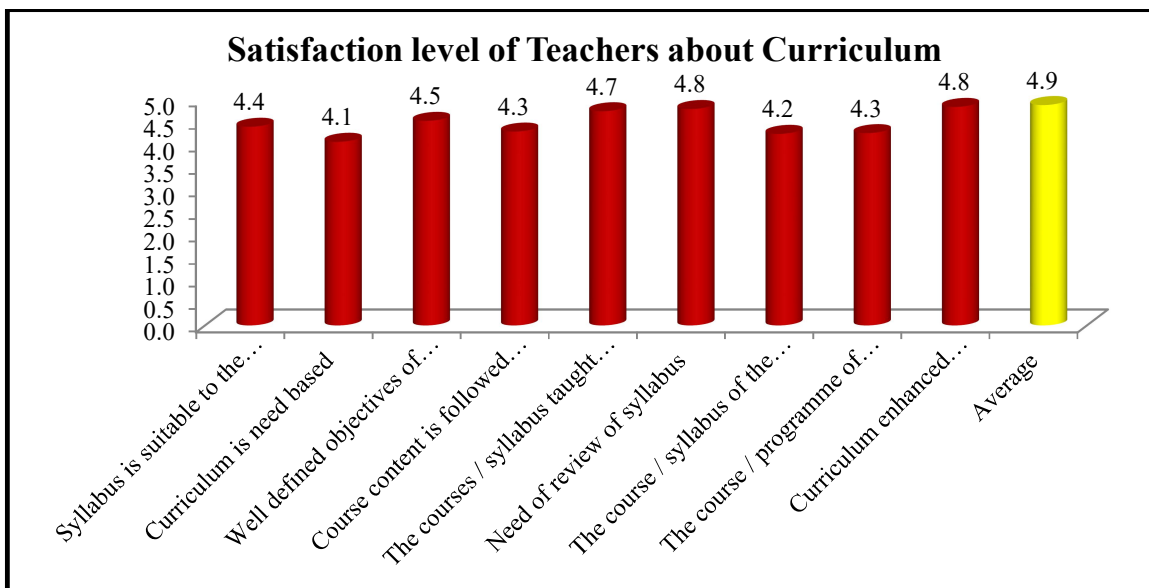
The analysis of teachers' feedback, as presented through the chart and table, indicates a highly positive perception of the curriculum. A large majority of responses fall under *Strongly Agree* and *Agree*, reflecting overall satisfaction.

Most teachers (96%) agree that the syllabus is suitable for the course, and 94% feel that the curriculum is need-based. Similarly, 95% of respondents agree that the objectives of the syllabus are well-defined. A good balance between theory and application is also acknowledged by 95% of teachers.

Regarding reference materials, 85% of teachers expressed agreement that course content is well supported, though a small percentage indicated neutral or negative responses. About 79% of teachers feel there is a need for syllabus review, suggesting scope for improvement.

A significant majority (97%) reported that the syllabus enhances their interest, knowledge, and perspective in the subject. Additionally, 92% agree that the curriculum provides sufficient optional papers, and 84% believe it enhances employability.

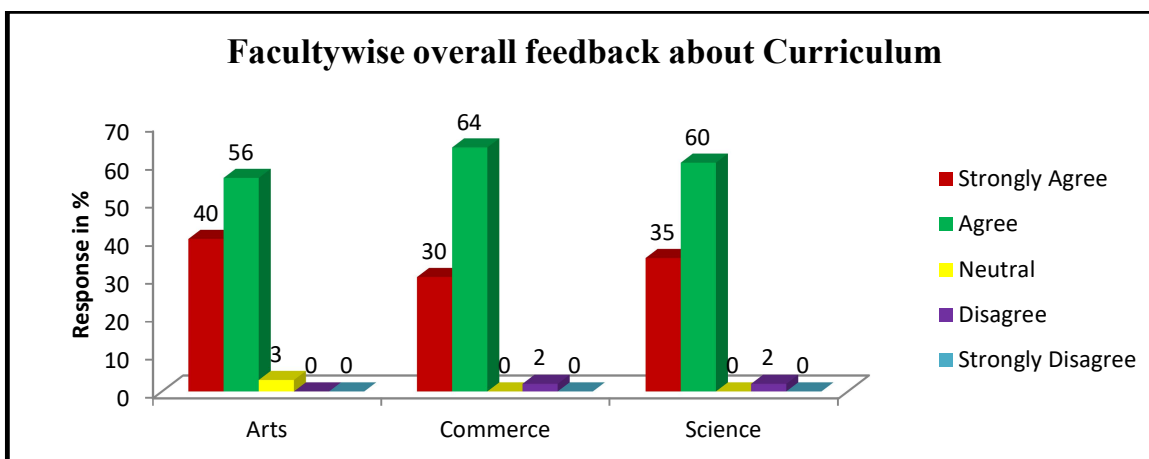
Overall, the average responses show that 91% of teachers have a positive opinion, with only minimal neutral (2%) and negative (2%) responses. This indicates that the curriculum is well-structured and appreciated by teachers, with minor suggestions for revision and improvement.



The graph shows a very positive response from teachers, with all parameters scoring above 4.0 on a 5-point scale. The highest ratings (4.8) are observed for the need for syllabus review and curriculum enhancement, indicating teachers' interest in continuous improvement.

Other aspects such as well-defined objectives (4.5), suitability of syllabus (4.4), and course content (4.3) are also highly rated. The lowest score (4.1) is for the need-based nature of the curriculum, though it still reflects a favourable opinion.

The overall average score of 4.9 highlights a very high level of satisfaction among teachers, suggesting that the curriculum is well-designed, relevant, and effective, with some scope for periodic revision.



The graph indicates that teachers have a positive perception of the curriculum, with the majority of responses in the *Agree* and *Strongly Agree* categories.

For most parameters, *Agree* responses are higher (around 56% to 64%), while *Strongly Agree* ranges between 30% and 40%, showing strong overall satisfaction. Neutral responses are minimal, and negative responses are negligible.

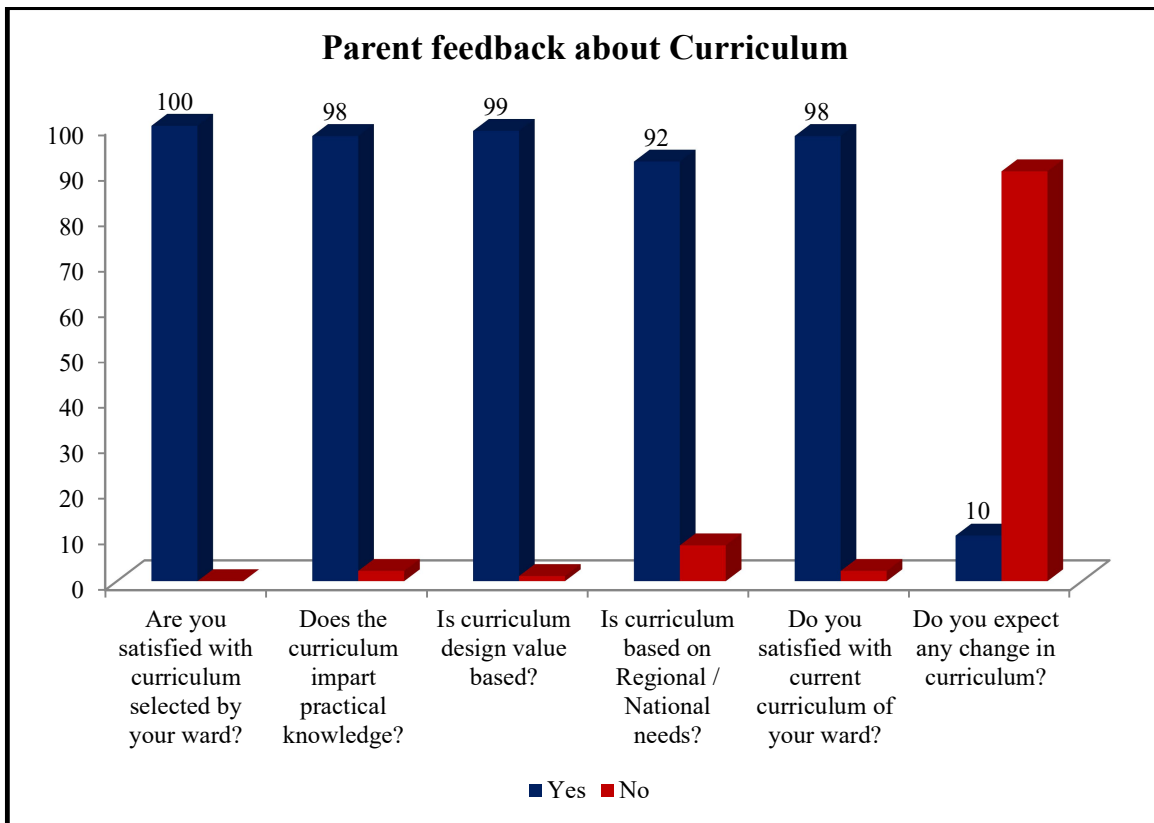


This trend suggests that teachers are generally satisfied with the curriculum in terms of its suitability, relevance, and implementation, though there is slight scope to further strengthen areas to increase the level of strong agreement.

- **Parent Feedback:**

We have received 125 parents' online feedback on the syllabus of various programmes designed by Shivaji University, Kolhapur. There are 101 male and 24 female respondents in the survey sample. Following chart and table shows the summary of the responses (in %) given by parent for each parameter.

Sr. No	Particulars	Statistic	Yes	No
1	Satisfaction about selected curriculum...	Count	125	0
		%	100	0
2	Practical knowledge based curriculum	Count	122	3
		%	98	2
3	Value based curriculum	Count	124	1
		%	99	1
4	Imparting Regional/national Needs	Count	115	10
		%	92	8
5	Satisfaction about curriculum	Count	122	3
		%	98	2
6	Expectations about curriculum	Count	13	113
		%	10	90



The analysis of feedback, as presented through the chart and table, shows a highly positive response towards the curriculum. Most respondents have expressed satisfaction across various parameters.

All respondents (100%) are satisfied with the selected curriculum. A large majority (98%) agree that the curriculum is practical knowledge-based, while 99% believe it is value-based. Similarly, 98% of respondents are satisfied with the overall curriculum.

Regarding the alignment with regional and national needs, 92% responded positively, though 8% indicated otherwise, suggesting some scope for improvement in this area.

However, only 10% of respondents feel that the curriculum meets their expectations, while 90% expressed that it does not, indicating a significant gap between expectations and the current curriculum.

Overall, while the curriculum is widely appreciated for its structure and relevance, there is a need to focus on aligning it more closely with stakeholders' expectations.

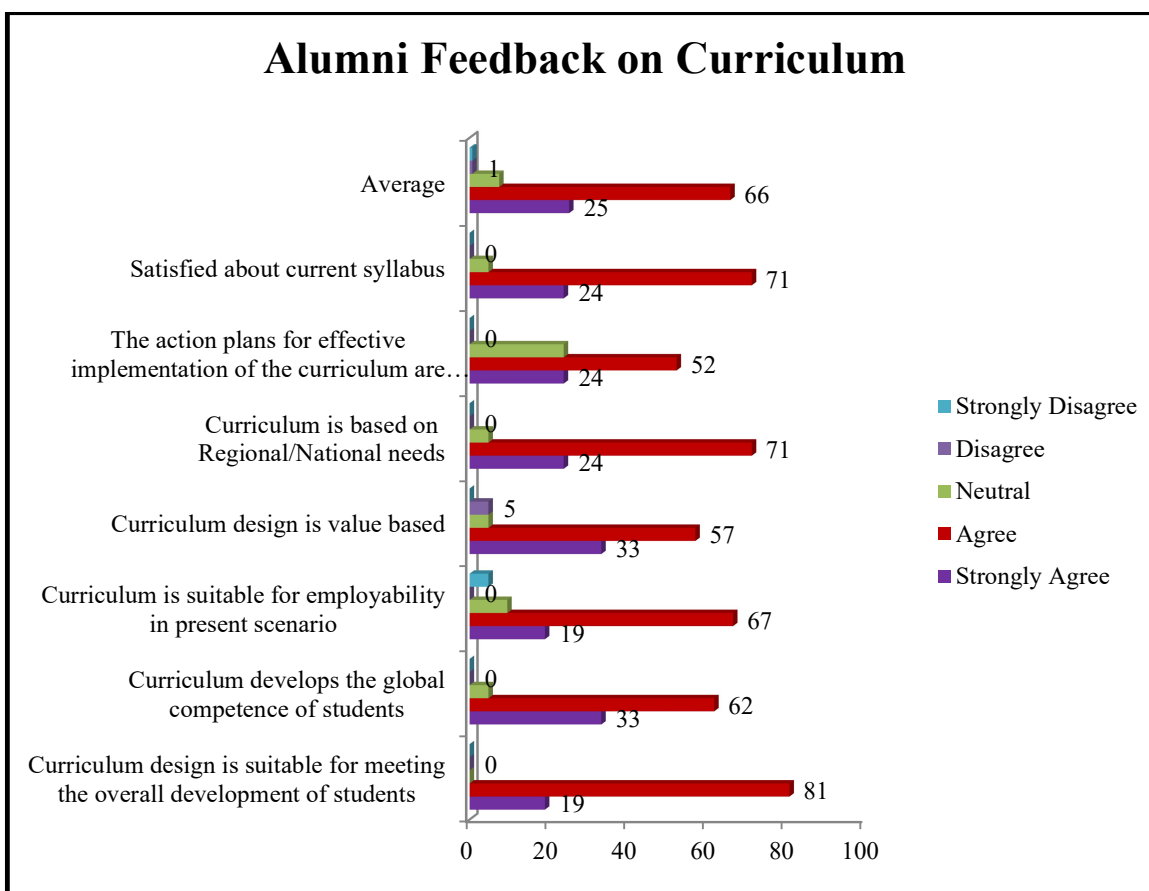
- **Alumni Feedback**

A total of 22 alumni provided online feedback on the syllabus of various programmes designed by Shivaji University, Kolhapur. The respondents include 18 females and 4 males. Among them, 5 alumni belong to the Arts faculty, 3 to Commerce, and 14 to Science.



The following chart and table present a summary (in percentage) of the responses given by the alumni for each parameter.

Sr. No	Particulars	Strongly Agree	Agree	Neutral	Not Agree	Strongly Disagree
1	Curriculum design is suitable for meeting the overall development of students	19	81	0	0	0
2	Curriculum develops the global competence of students	33	62	5	0	0
3	Curriculum is suitable for employability in present scenario	19	67	10	0	5
4	Curriculum design is value based	33	57	5	5	0
5	Curriculum is based on Regional/National needs	24	71	5	0	0
6	The action plans for effective implementation of the curriculum are very satisfactory	24	52	24	0	0
7	Satisfied about current syllabus	24	71	5	0	0
8	Average	25	66	7	1	1



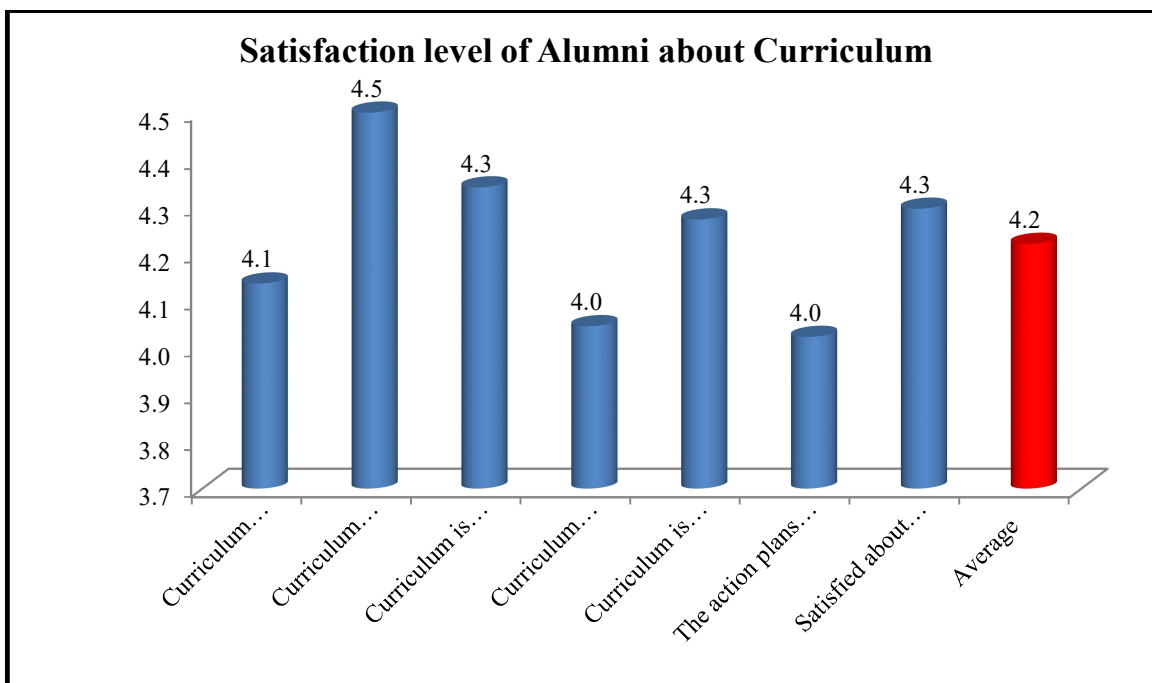


The analysis of alumni feedback, as presented through the chart and table, reflects an overall positive perception of the curriculum, with the majority of responses under *Strongly Agree* and *Agree*.

All alumni (100%) agree that the curriculum is suitable for the overall development of students. A significant majority (95%) also believe that it helps in developing global competence. Regarding employability, 86% of respondents expressed agreement, though a small percentage showed neutrality (10%) and disagreement (5%).

The value-based nature of the curriculum is acknowledged by 90% of alumni, while 95% feel that it addresses regional and national needs. Satisfaction with the current syllabus is also high at 95%.

The effectiveness of action plans for curriculum implementation received relatively lower agreement (76%), with 24% remaining neutral, indicating scope for improvement in execution. Overall, the average responses show that 91% of alumni have a positive opinion, 7% are neutral, and only 2% expressed disagreement. This indicates that the curriculum is well-accepted by alumni, with minor areas identified for enhancement, particularly in implementation strategies.



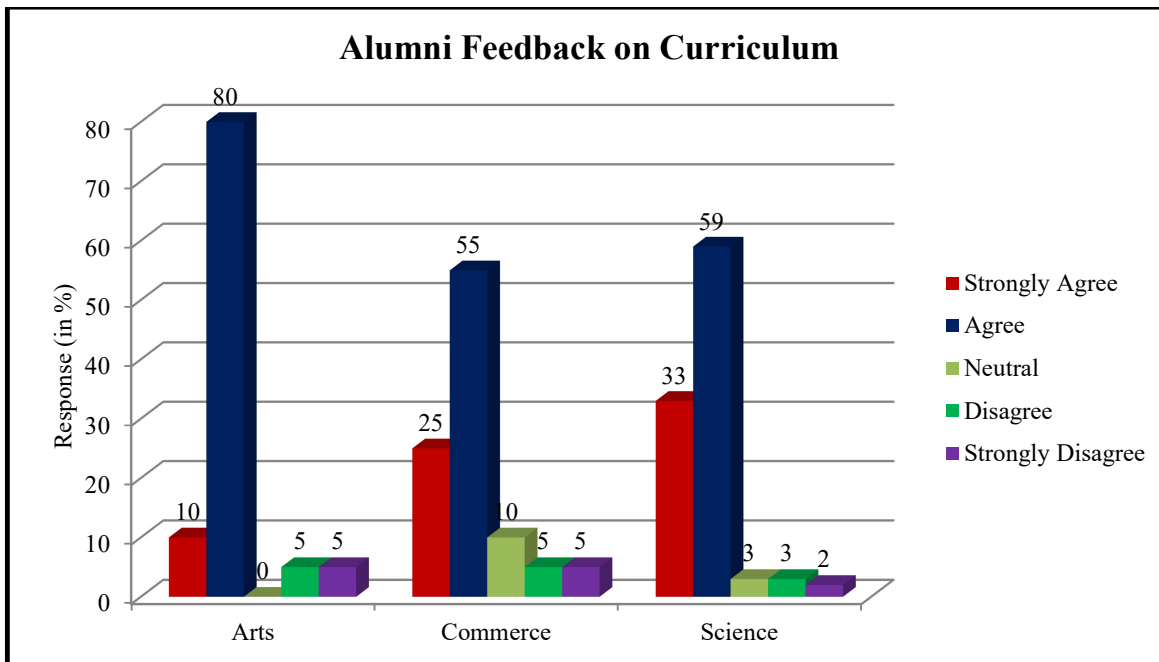
The graph shows that alumni have a positive view of the curriculum, with all parameters scoring around or above 4.0 on a 5-point scale.

The highest rating (4.5) is for the development of global competence, indicating strong approval in this area. Other aspects such as employability, regional relevance, and overall satisfaction are rated around 4.3, reflecting consistent satisfaction.

**Feedback analysis report of all Stakeholders, Academic Year 2024-25**

The lowest scores (4.0) are for value-based curriculum and implementation of action plans, suggesting some scope for improvement.

The overall average score of 4.2 indicates that alumni are generally satisfied with the curriculum, while highlighting a need for minor enhancements in certain areas.




The graph indicates that alumni have a positive perception of the curriculum, with the majority of responses in the *Agree* and *Strongly Agree* categories.

For most parameters, *Agree* responses are higher (around 58% for arts, 50% to 60% for other faculty), while *Strongly Agree* ranges between 10% and 35%, showing strong overall satisfaction. Neutral responses are minimal, and negative responses are very few.

This trend suggests that alumni are generally satisfied with the curriculum in terms of its suitability, relevance, and implementation, though there is slight scope to further strengthen areas to increase the level of strong agreement.

  
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