



**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**  
**of**  
**(Student Satisfaction Survey)**

**Academic Year: 2025-26**

**Submitted to**  
**Internal Quality Assurance Cell**



## **Student Satisfaction Survey 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, aiming to nurture them into competent professionals and successful entrepreneurs.

The Internal Quality Assurance Cell (IQAC) of the college conducted the Student Satisfaction Survey (SSS) focusing on Teaching–Learning and Evaluation processes. The primary objective of the survey is to assess and enhance the quality of higher education imparted by the institution.

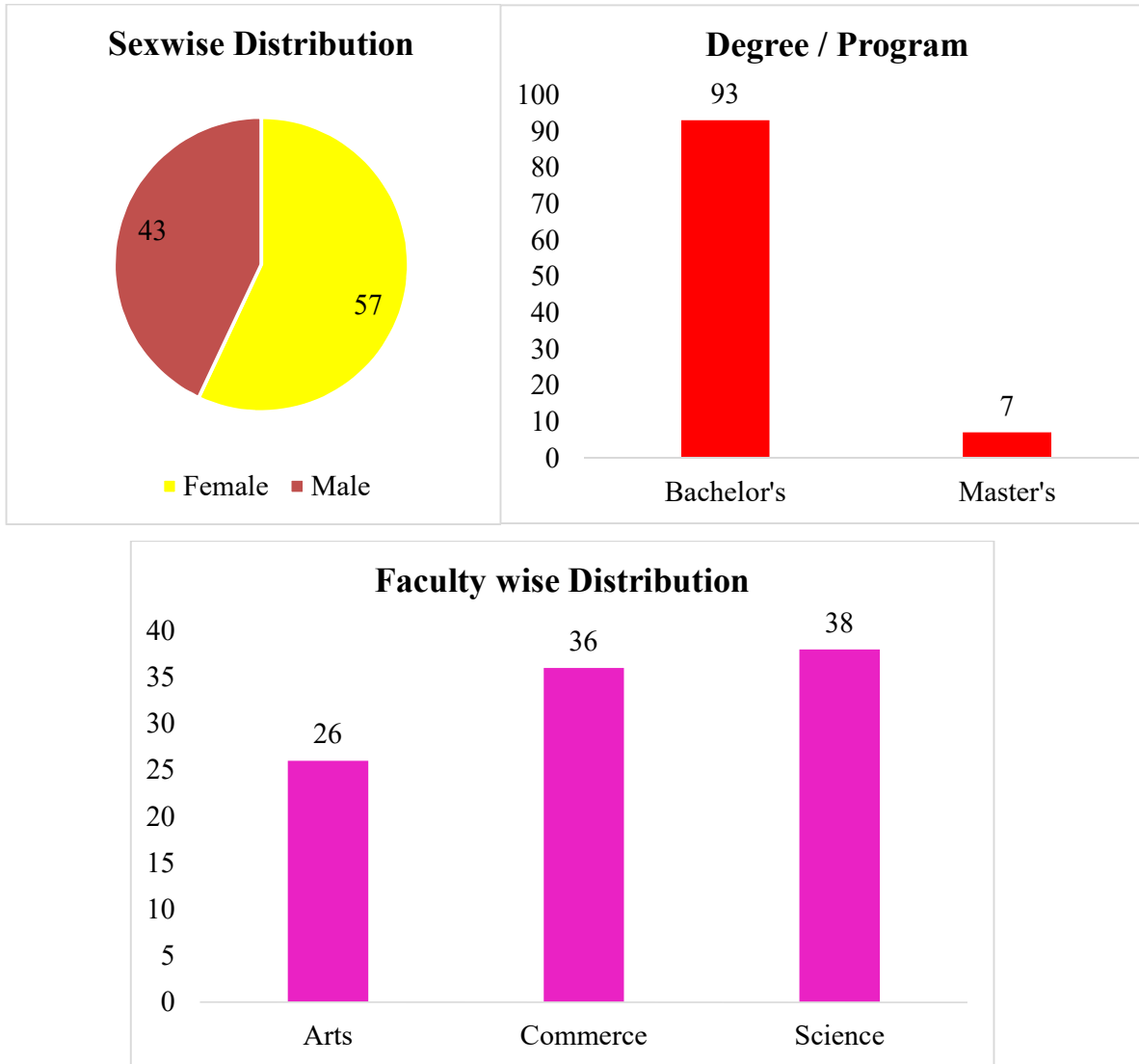
Student feedback, both positive and negative, plays a crucial role in monitoring academic practices and institutional performance. It provides valuable insights for continuous improvement. The survey was designed to capture students' perceptions regarding teaching effectiveness, curriculum delivery, infrastructure, and evaluation processes.

### **Methodology**

The Student Satisfaction Survey (SSS) is conducted annually, and participation is voluntary. The survey questionnaire is made available to students through the college website and shared via email and other digital platforms. During the academic year 2025-26, the total number of registered students was 774. The survey was conducted from 1st March to 10th March. A total of 104 students responded to the survey, resulting in a response rate of 14%. The analysis and findings presented in this report are based on the responses received from these 104 participants.

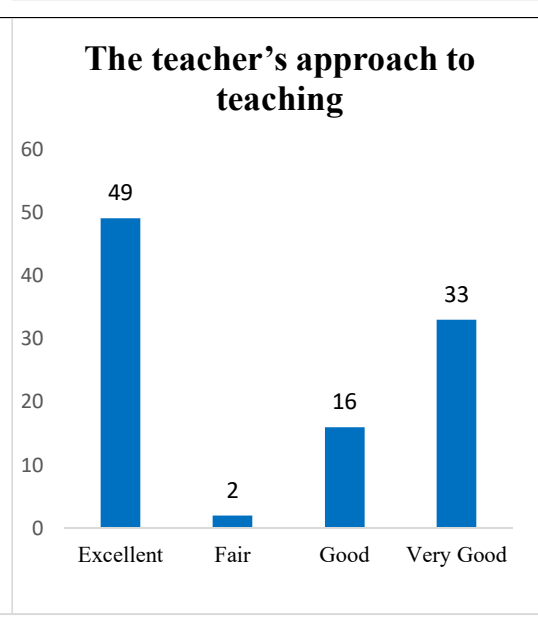
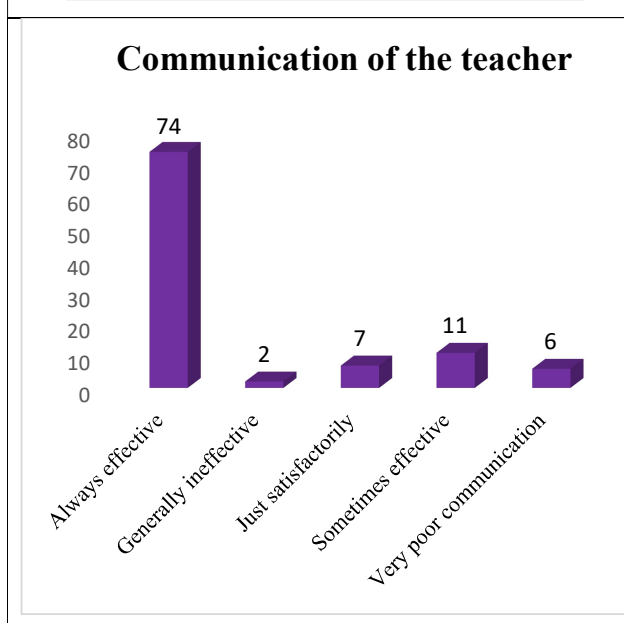
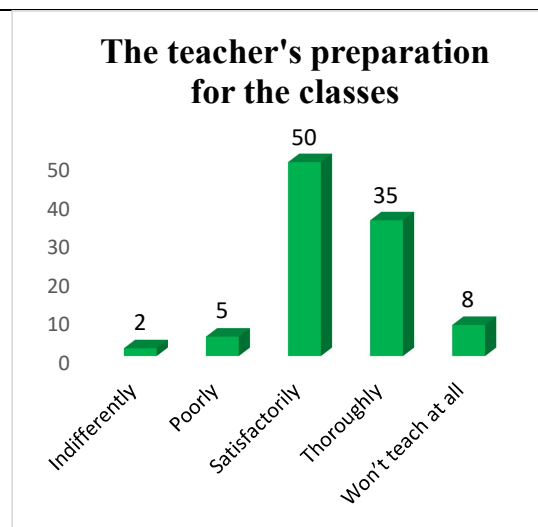
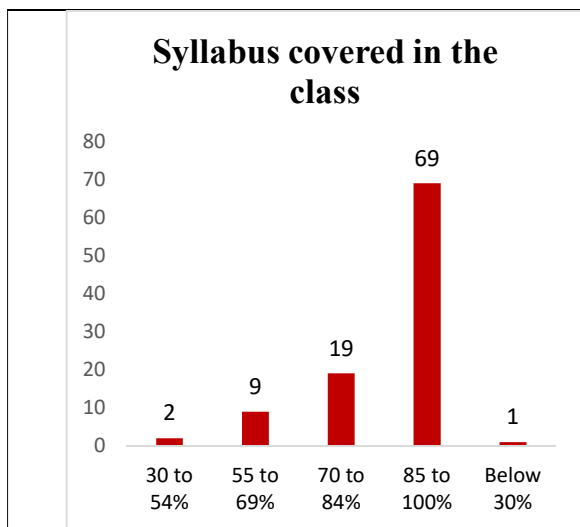
### **Respondent Profile**

The respondent sample is broadly representative of the overall student population in terms of gender, programme level, and faculty. Out of the total respondents, 43% are male and 57% are female. A significant majority of the respondents (93%) are enrolled in undergraduate (bachelor's degree) programmes. Faculty-wise distribution indicates that the highest proportion of respondents belongs to the Commerce (38%) and Science (36%) streams.



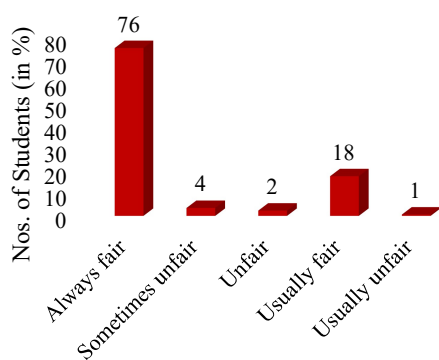
### Overall Evaluation

The feedback was collected and systematically analyzed by the Feedback Analysis Committee of the college. Students' opinions on each parameter were compiled and presented in terms of percentage for effective interpretation and evaluation.

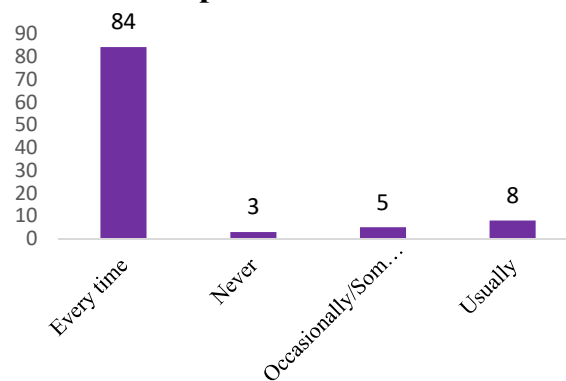


About 69% students indicated that syllabus covered in the class is more than 85%. About 85% of all the students reported being satisfied about the teachers' preparation for the class. About 74% students indicated that all the teachers' communication is always effective, whereas about 8% are not satisfied with it. There are more than 70% students who describe teachers' approach about teaching is a very good.

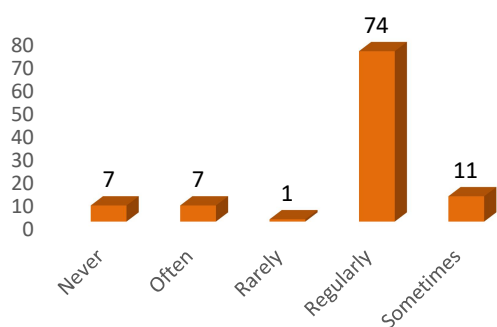
### Fairness of the internal evaluation



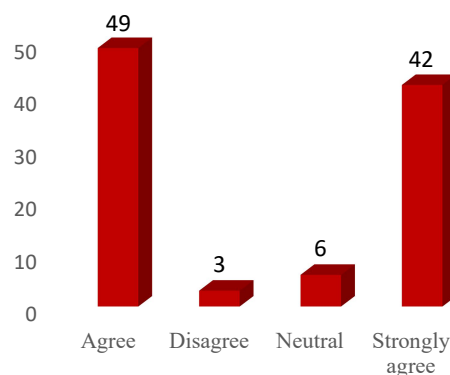
### Discussion about assignment performance



### Initiative in promoting internship, student exchange, field visit etc. for students

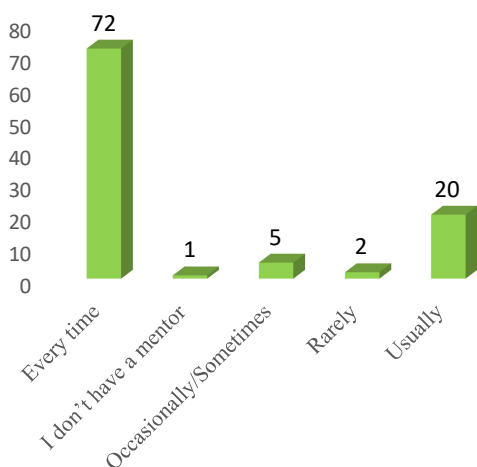


### Multiple opportunities to learn and grow

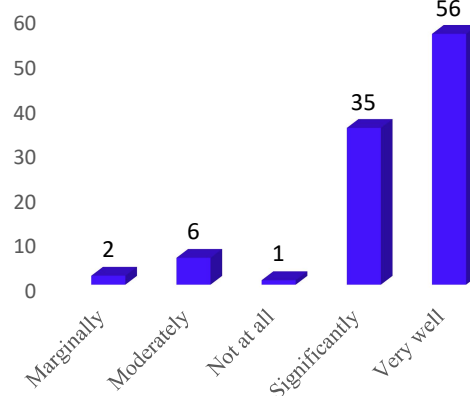


About 76% of students agree that teachers maintain fairness in the internal evaluation process, while around 21% express disagreement, indicating concerns about fairness. Approximately 84% of students report that teachers regularly discuss assignment performance with them. Around 74% of students acknowledge that the institution takes active initiatives to promote internships, student exchange programs, and field visits. Furthermore, more than 90% of both male and female students strongly agree that the institute provides multiple opportunities for their learning and overall development.

### Follow-up of assignment task

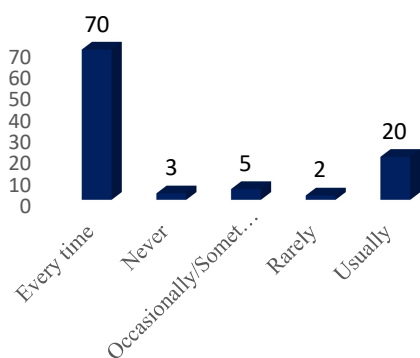


### Teaching and mentoring process facilitates in cognitive, social and emotional growth

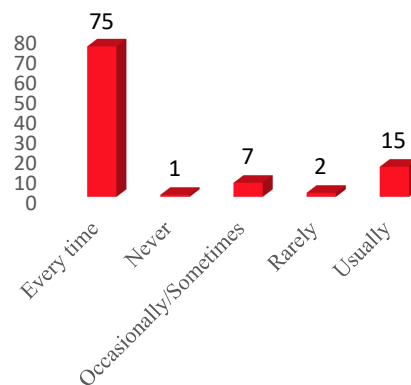


A large majority of students (92%) agree that mentors consistently carry out necessary follow-up on assigned tasks. Additionally, more than 90% of students acknowledge that the teaching and mentoring processes in the institution significantly contribute to their cognitive, social, and emotional development.

### Illustration to the concepts through examples and applications

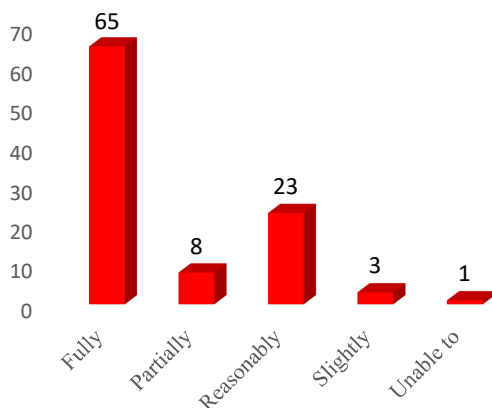


### Information about CO's, PO's and EC's

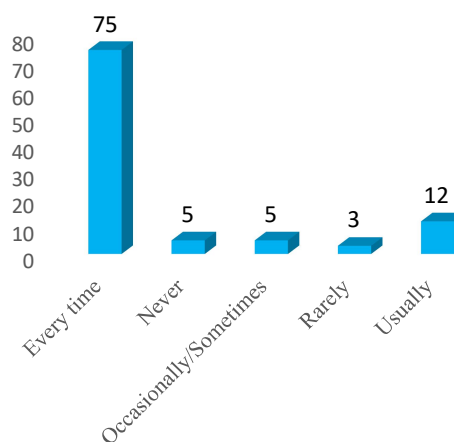


Approximately 90% of students express satisfaction with the teachers' use of examples and applications to explain concepts. Similarly, about 90% of students report that teachers clearly communicate the expected competencies, course outcomes, and program outcomes before beginning instruction.

### Identification of students strengths and encouragement by providing right level of challenges

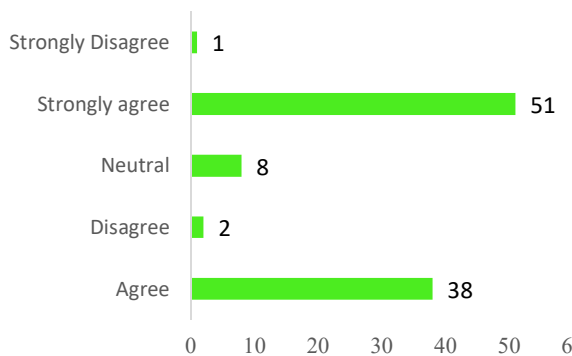


### Identification of weaknesses and help to overcome them

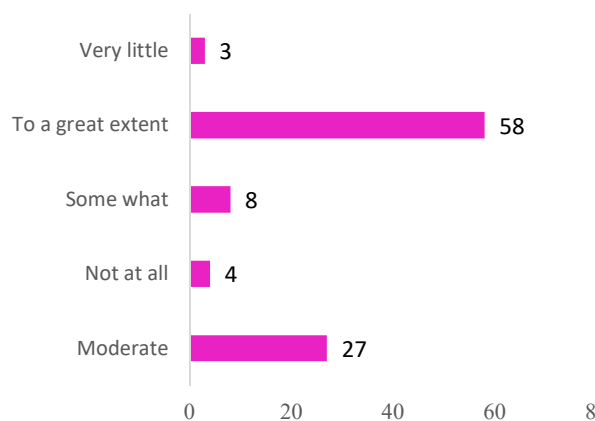


About 88% students are saying that most of the times teachers' can able to identify the weakness of the student. Based on their interactions with students, teachers identify the strength and weaknesses of the students and accordingly encourage them to participate in the various activities organized by department / college, Sanstha / University. This will help them in their overall development.

### The institution makes effort to engage students in quality improvement

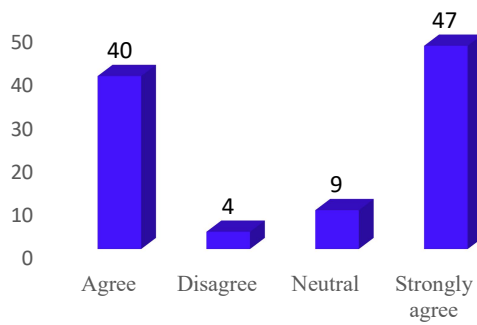


### Use of student centric methods

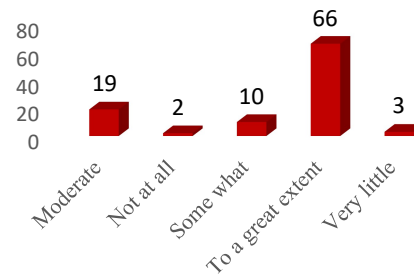


About 51% of students strongly agree and 38% agree that the institution makes effective efforts to engage students in monitoring, review, and continuous quality improvement of the teaching-learning process. Additionally, 58% of students strongly agree and 27% agree that the institution and its teachers extensively use student-centric methods—such as experiential learning, participative learning, and problem-solving approaches—to enhance learning experiences.

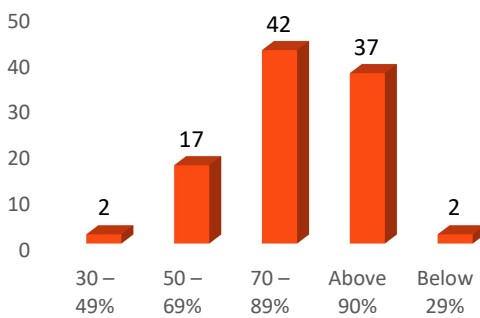
### Participation in extracurricular activities



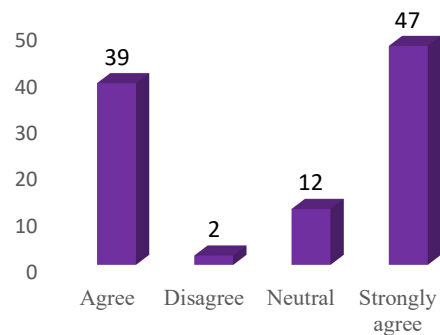
### Efforts to inculcate soft skills, life skills and employability skills



### Percentage of teachers using ICT



### The overall quality of teaching-learning process



About 47% of students strongly agree and 40% agree that teachers encourage participation in extracurricular activities. Around 66% of students agree that teachers make significant efforts to inculcate soft skills, life skills, and employability skills. More than 75% of students acknowledge that teachers use ICT tools such as LCD projectors and multimedia for a considerable portion of their teaching. Overall, more than 85% of students express satisfaction with the quality of the teaching-learning process.

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