



MES KALLADI COLLEGE, MANNARKKAD

Accredited by NAAC with A+ Grade (CGPA 3.32)

Palakkad District, Kerala - 678583

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NAAC Accreditation (4th Cycle)

SUPPORTING DOCUMENTS

Criteria 1 - Curricular Aspects

1.4 Feedback System

1.4.1 Institution obtains feedback on the academic performance and ambience of the institution from various stakeholders, such as Students, Teachers, Employers, Alumni etc. and action taken report on the feedback is made available on institutional website

Feedback Analysis report - Students Feedback 2018-19

STUDENT FEEDBACK 2018-19

Descriptive Statistics						
	N	Min	Max	M	Sd	Variance
	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic
1. How much of the syllabus was covered in the class?	125	2	4	3.80	.458	.210
2. How well did the teachers prepare for the classes?	125	2	4	3.53	.576	.332
3. How well were the teachers able to communicate?	125	2	4	3.58	.663	.440
4. The teacher's approach to teaching can best be described as	125	2	4	3.42	.650	.422
5. Fairness of the internal evaluation process by the teachers.	125	1	4	3.54	.667	.444
6. Was your performance in assignments discussed with you?	125	0	4	3.23	.784	.615
7. The institute takes active interest in promoting internship, student exchange, field visit opportunities for students.	125	0	4	2.98	1.081	1.169
8. The teaching and mentoring process in your institution facilitates you in cognitive, social and emotional growth.	125	0	4	3.18	.871	.759
9. The institution provides multiple opportunities to learn and grow.	125	1	4	3.27	.711	.506
10. Teachers inform you about your expected competencies, course outcomes and programme outcomes	125	1	4	3.28	.779	.606
11. Your mentor does a necessary follow-up with an assigned task to you.	125	0	4	3.38	.779	.607
12. The teachers illustrate the concepts through examples and applications.	125	1	4	3.32	.758	.574
13. The teachers identify your strengths and encourage you with providing right level of challenges.	125	0	4	3.10	.923	.852
14. Teachers are able to identify your weaknesses and help you to overcome them.	125	0	4	3.03	1.015	1.031
15. The institution makes effort to engage students in the monitoring, review and continuous quality improvement of the teaching learning process.	125	0	4	3.14	.865	.747
16. The institute/ teachers use student centric methods, such as experiential learning, participative learning and problem solving methodologies for enhancing learning experiences.	125	0	4	3.17	.905	.818
17. Teachers encourage you to participate in extracurricular activities.	125	0	4	3.13	.950	.903
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.	125	0	4	3.10	.893	.797
19. What percentage of teachers use ICT tools such as LCD projector, Multimedia, etc. while teaching.	125	0	4	2.70	1.238	1.533
20. The overall quality of teaching-learning process in your institute is very good.	125	2	4	3.36	.677	.458

Table 1 reveal moderate student satisfaction with their educational experience, with average scores ranging from 3.2-3.5. The study also highlights strengths such as fairness in internal evaluation, effective communication, and course clarity.

Table 2 *How much of the syllabus was covered in the class?*

	Frequency	Percent	Valid Percent	Cumulative Percent
85 to 100%	103	82.4	82.4	82.4
70 to 84%	19	15.2	15.2	97.6
55 to 69%	3	2.4	2.4	100.0
Total	125	100.0	100.0	

Table 2 shows a significant portion (82.4%) of the class covered most (85 to 100%) of the syllabus, indicating effective delivery of core material.

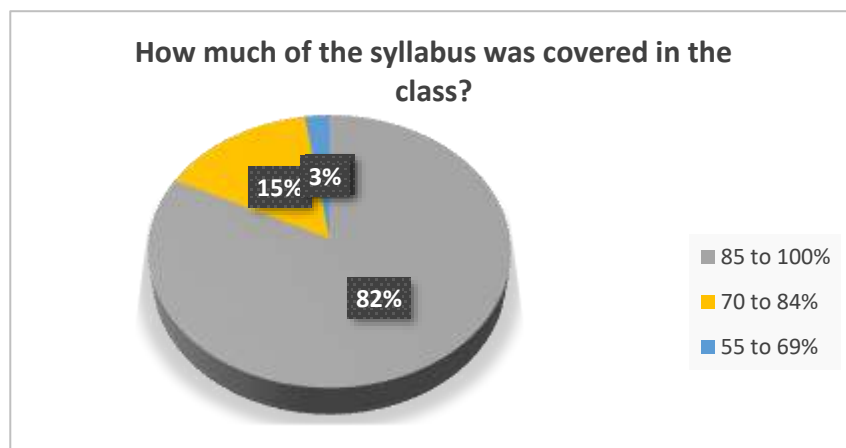


Table 3 *How well did the teachers prepare for the classes?*

	Frequency	Percent	Valid Percent	Cumulative Percent
Thoroughly	71	56.8	56.8	56.8
Satisfactorily	49	39.2	39.2	96.0
Poorly	5	4.0	4.0	100.0
Total	125	100.0	100.0	

Table 3 indicates majority of teachers (56.8%) were thoroughly prepared for their classes. A significant portion (39.2%) were satisfactorily prepared

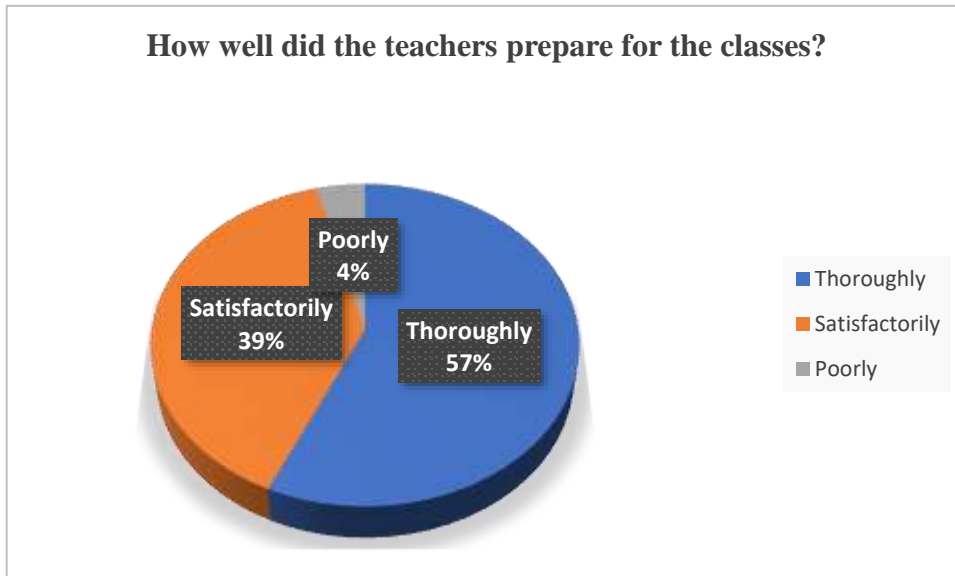


Table 4 *How well were the teachers able to communicate?*

	Frequency	Percent	Valid Percent	Cumulative Percent
Always effective	84	67.2	67.2	67.2
Sometimes effective	29	23.2	23.2	90.4
Just satisfactorily	12	9.6	9.6	100.0
Total	125	100.0	100.0	

Table 4 shows teachers were always effective in communicating with 84 students (67.2%)..

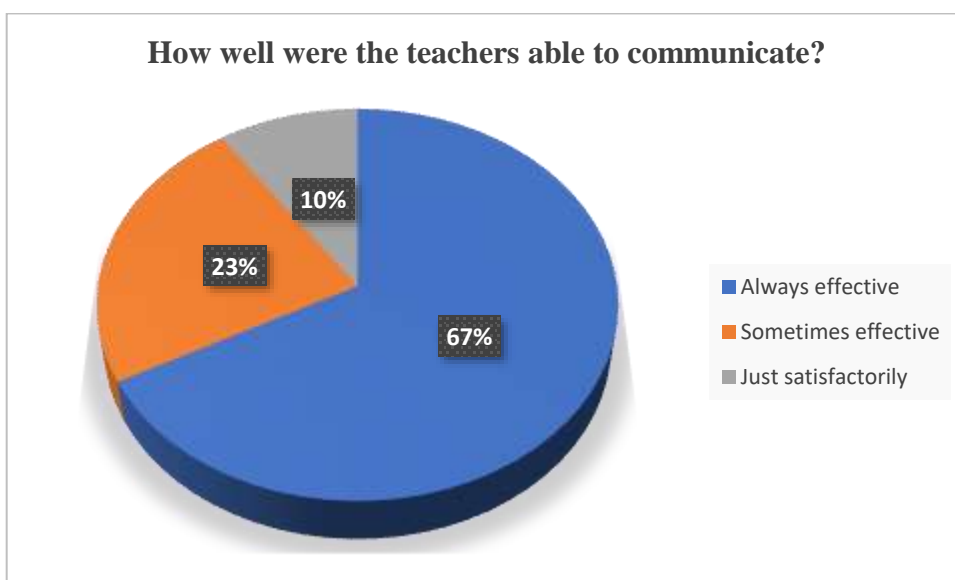


Table 5 *The teacher's approach to teaching can best be described as*

	Frequency	Percent	Valid Percent	Cumulative Percent
Excellent	63	50.4	50.4	50.4
Very good	51	40.8	40.8	91.2
Good	11	8.8	8.8	100.0
Total	125	100.0	100.0	

Table 5 suggests that a majority of students (50.4%) found the teacher's approach to teaching to be "Excellent", with another 40.8% rating it as "Very good"

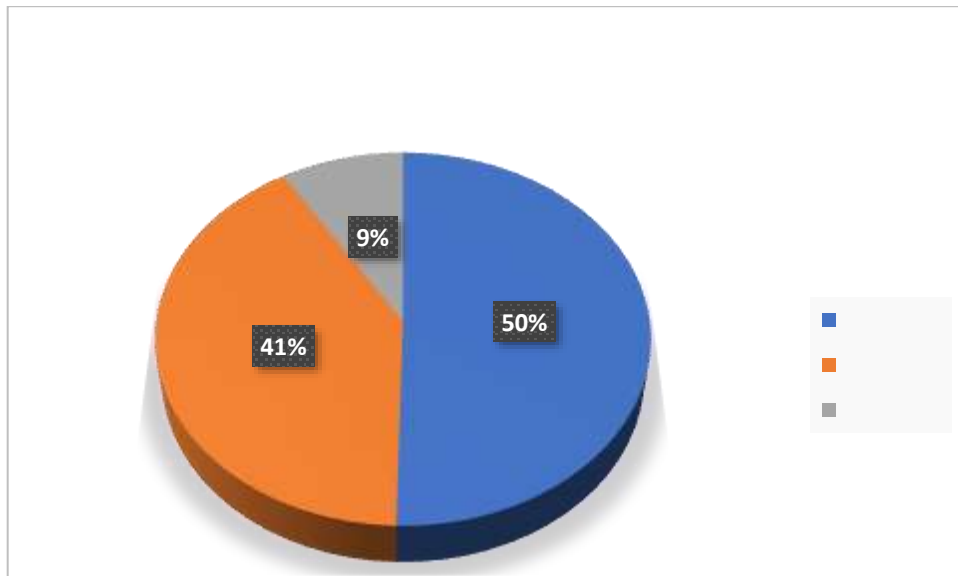


Table 6 Fairness of the internal evaluation process by the teachers.

	Frequency	Percent	Valid Percent	Cumulative Percent
Always fair	78	62.4	62.4	62.4
Usually fair	37	29.6	29.6	92.0
Sometimes unfair	9	7.2	7.2	99.2
Usually unfair	1	.8	.8	100.0
Total	125	100.0	100.0	

The study reveals that 62.4% of students believe the internal evaluation process by teachers is fair, with 29.6% finding it usually fair

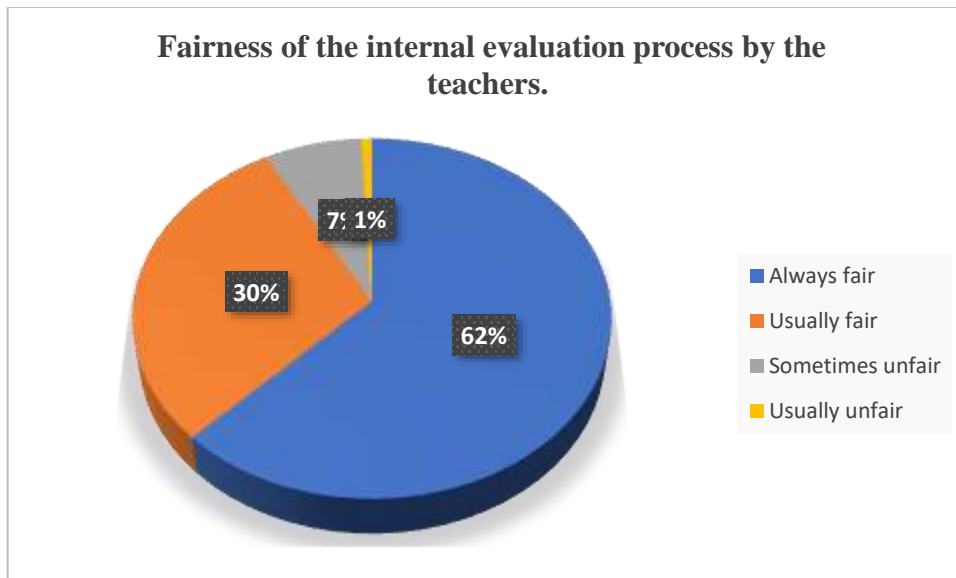


Table 7 Was your performance in assignments discussed with you?

	Frequency	Percent	Valid Percent	Cumulative Percent
Every time	53	42.4	42.4	42.4
Usually	50	40.0	40.0	82.4
Occasionally/Sometimes	21	16.8	16.8	99.2
Never	1	.8	.8	100.0
Total	125	100.0	100.0	

Table 7 seems that a significant majority of students (100.0%) had their performance in assignments discussed with them at least usually.

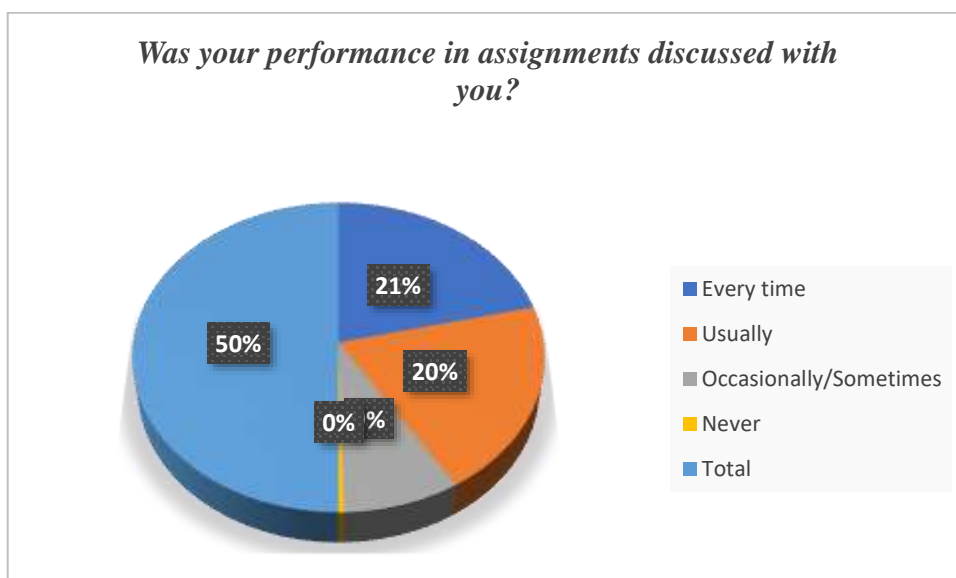


Table 8 The institute takes active interest in promoting internship, student exchange, field visit opportunities for students.

	Frequency	Percent	Valid Percent	Cumulative Percent
Regularly	46	36.8	36.8	36.8
Often	49	39.2	39.2	76.0
Sometimes	17	13.6	13.6	89.6
Rarely	7	5.6	5.6	95.2
Never	6	4.8	4.8	100.0
Total	125	100.0	100.0	

Table 8 shows positive promotion efforts for internships, student exchanges, and field visits, with 36.8% of students regularly informed and 76.0% being informed at least often.

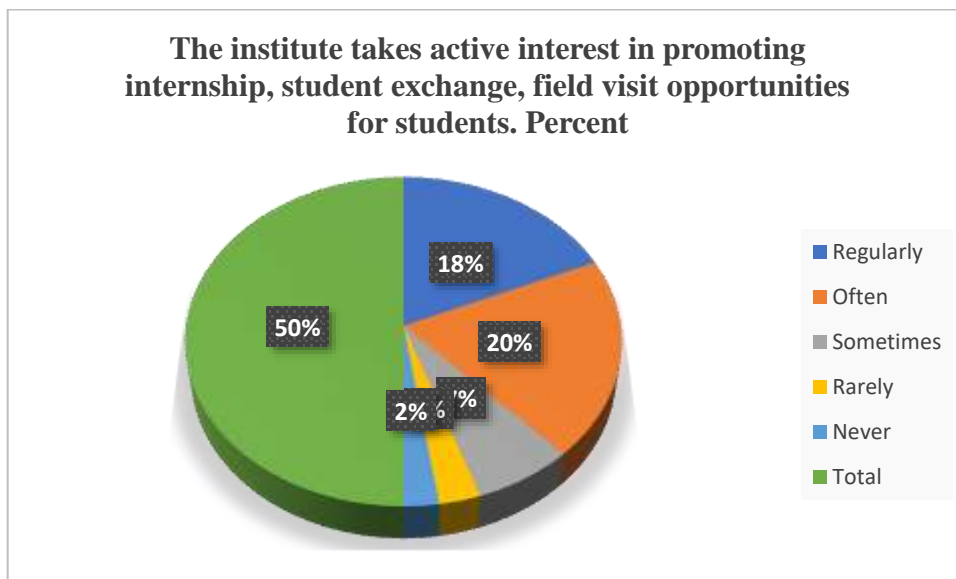


Table 9 *The teaching and mentoring process in your institution facilitates you in cognitive, social and emotional growth.*

	Frequency	Percent	Valid Percent	Cumulative Percent
Significantly	53	42.4	42.4	42.4
Very well	47	37.6	37.6	80.0
Moderately	20	16.0	16.0	96.0
Marginally	4	3.2	3.2	99.2
Not at all	1	.8	.8	100.0
Total	125	100.0	100.0	

The majority of respondents (80%) believe that the teaching and mentoring process significantly or very well facilitates their cognitive, social, and emotional growth.

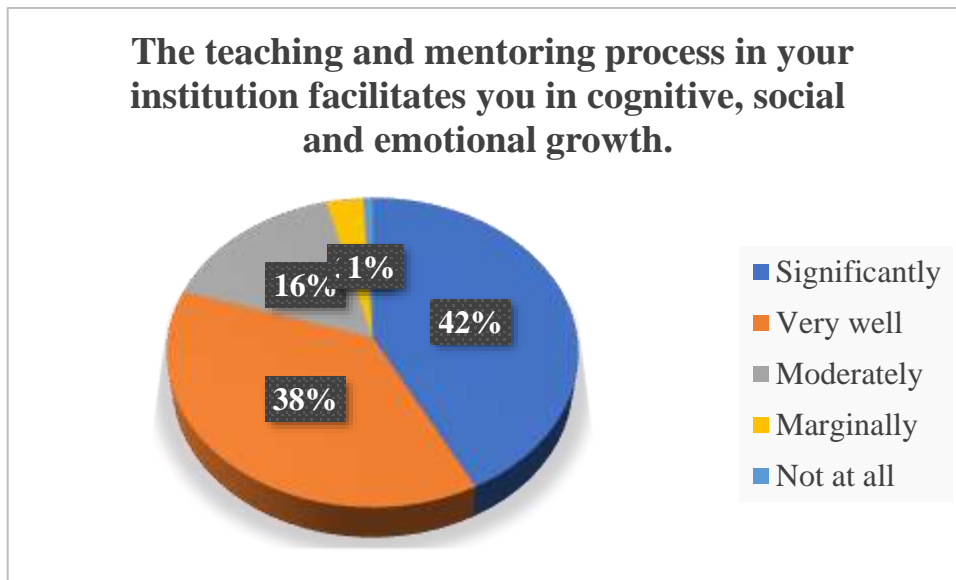


Table 10 *The institution provides multiple opportunities to learn and grow.*

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly agree	51	40.8	40.8	40.8
Agree	59	47.2	47.2	88.0
Neutral	13	10.4	10.4	98.4
Disagree	2	1.6	1.6	100.0
Total	125	100.0	100.0	

The majority of respondents found the institution neutral in offering learning and growth opportunities, with 47.2% stating it offers multiple options, and 88% finding it successful.

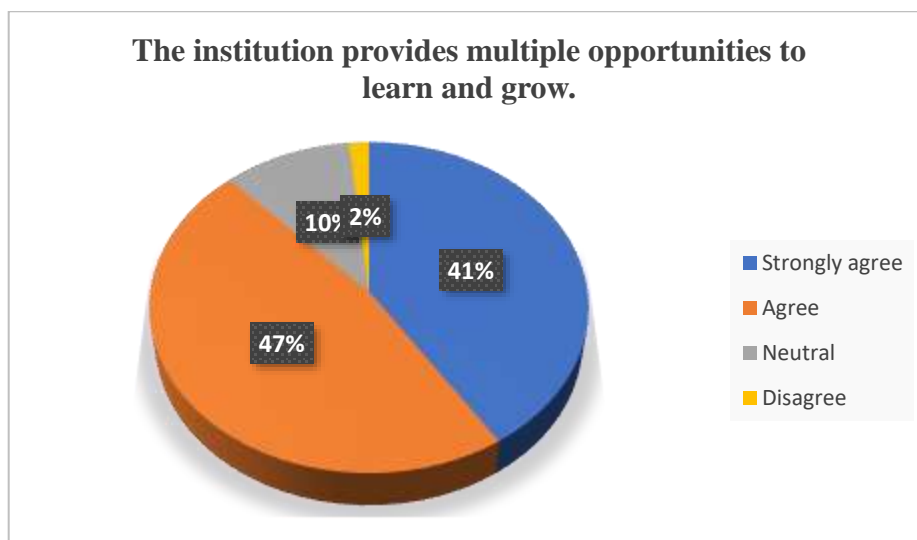


Table 11 *Teachers inform you about your expected competencies, course outcomes and programme outcomes*

	Frequency	Percent	Valid Percent	Cumulative Percent
Every time	58	46.4	46.4	46.4
Usually	46	36.8	36.8	83.2
Occasionally/Sometimes	19	15.2	15.2	98.4
Rarely	2	1.6	1.6	100.0
Total	125	100.0	100.0	

Table 11 shows that 46.4%) of teachers regularly inform students about expected competencies, course outcomes, and programme outcomes, while 36.8% do so usually.

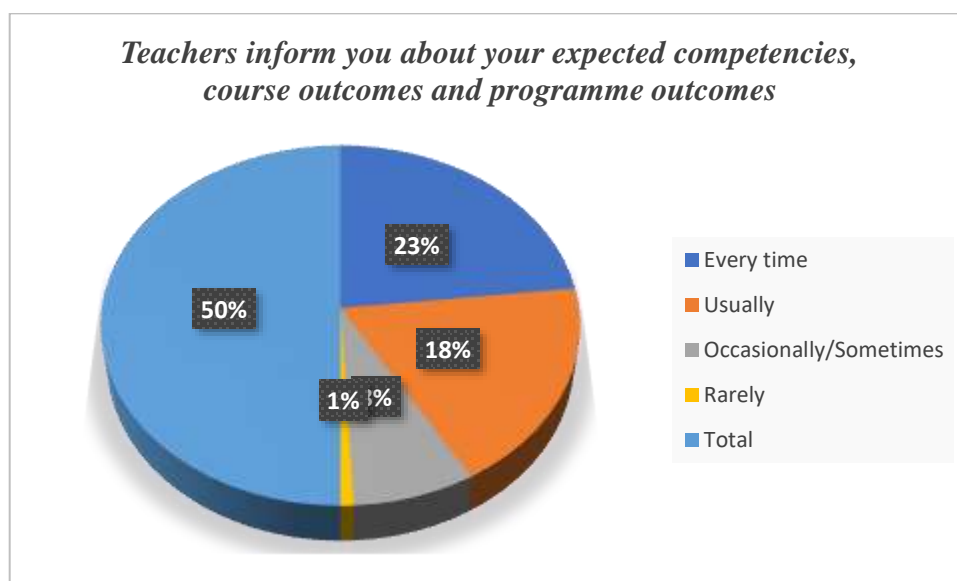


Table 12 *Your mentor does a necessary follow-up with an assigned task to you.*

	Frequency	Percent	Valid Percent	Cumulative Percent
Every time	65	52.0	52.0	52.0
Usually	46	36.8	36.8	88.8
Occasionally/Sometimes	11	8.8	8.8	97.6
Rarely	2	1.6	1.6	99.2
I don't have a mentor	1	.8	.8	100.0
Total	125	100.0	100.0	

Table 12 reveals 52% of mentors follow up with mentees on task assignments, with 88.8% consistently following up, with only 1.6% rarely following up.

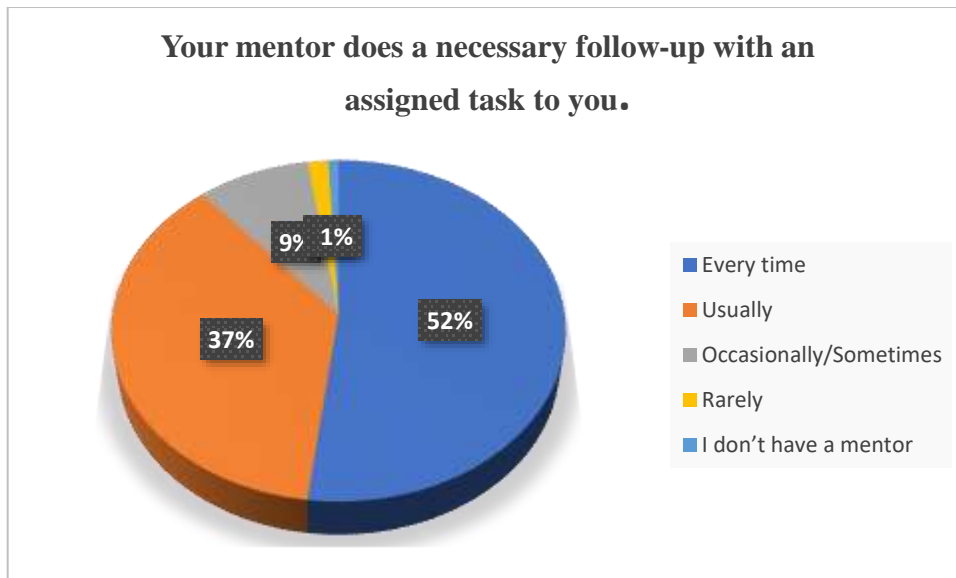


Table 13 *The teachers illustrate the concepts through examples and applications.*

	Frequency	Percent	Valid Percent	Cumulative Percent
Every time	57	45.6	45.6	45.6
Usually	56	44.8	44.8	90.4
Occasionally/Sometimes	7	5.6	5.6	96.0
Rarely	5	4.0	4.0	100.0
Total	125	100.0	100.0	

Table 13 reveals that teachers primarily utilize "Every time" or "Usually" examples and applications, focusing on practical learning approaches.

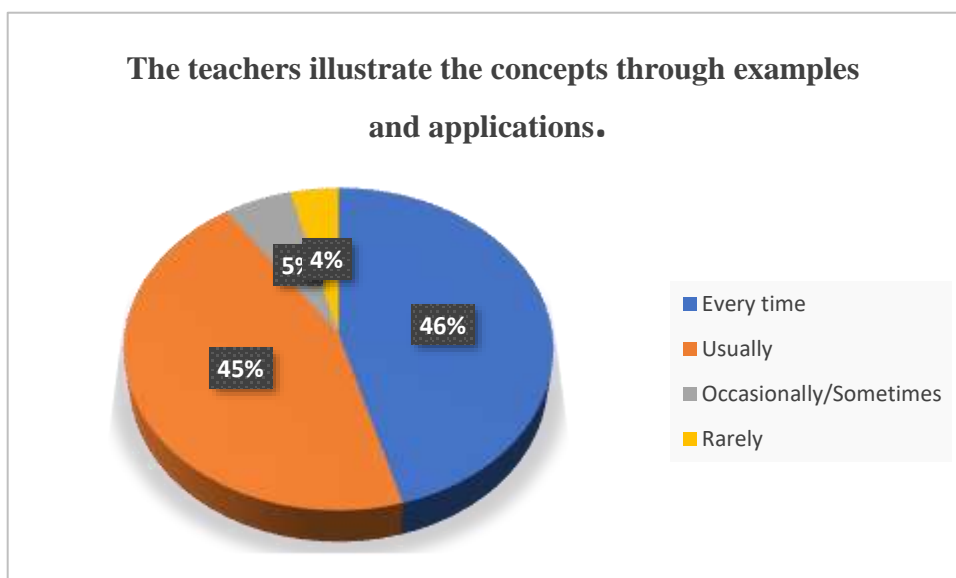


Table 14 *The teachers identify your strengths and encourage you with providing right level of challenges.*

	Frequency	Percent	Valid Percent	Cumulative Percent
Fully	48	38.4	38.4	38.4
Reasonably	52	41.6	41.6	80.0
Partially	17	13.6	13.6	93.6
Slightly	6	4.8	4.8	98.4
Unable to	2	1.6	1.6	100.0
Total	125	100.0	100.0	

Table 14 reveals that teachers excel in identifying strengths and challenges for 80% of students, indicating strengths in differentiated instruction.

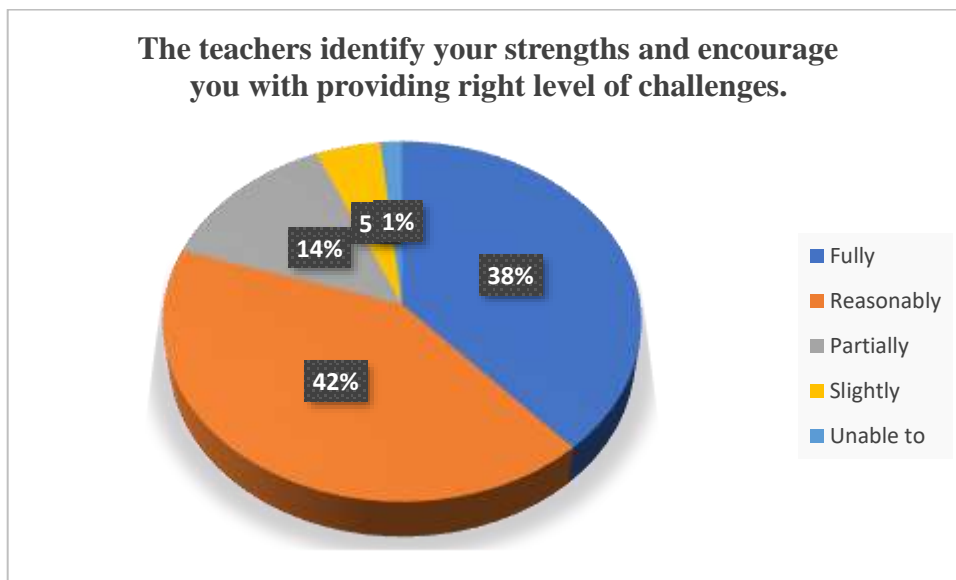


Table 15 *Teachers are able to identify your weaknesses and help you to overcome them.*

	Frequency	Percent	Valid Percent	Cumulative Percent
Every time	49	39.2	39.2	39.2
Usually	45	36.0	36.0	75.2
Occasionally/Sometimes	20	16.0	16.0	91.2
Rarely	8	6.4	6.4	97.6
Never	3	2.4	2.4	100.0
Total	125	100.0	100.0	

Table 15 indicates that teachers identify and help students overcome their weaknesses (100.0%), with 75.2% of students achieving this, indicating their significant role in student development.

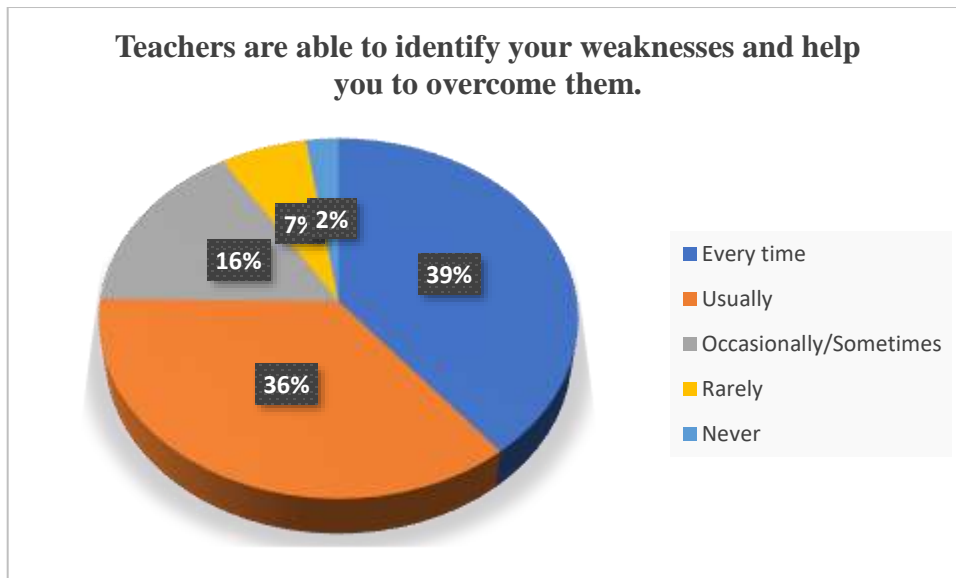


Table 16 *The institution makes effort to engage students in the monitoring, review and continuous quality improvement of the teaching learning process.*

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly agree	46	36.8	36.8	36.8
Agree	58	46.4	46.4	83.2
Neutral	15	12.0	12.0	95.2
Disagree	4	3.2	3.2	98.4
Strongly disagree	2	1.6	1.6	100.0
Total	125	100.0	100.0	

The table shows that 83.2% of students strongly agree or agree with the institution's involvement in quality improvement initiatives.

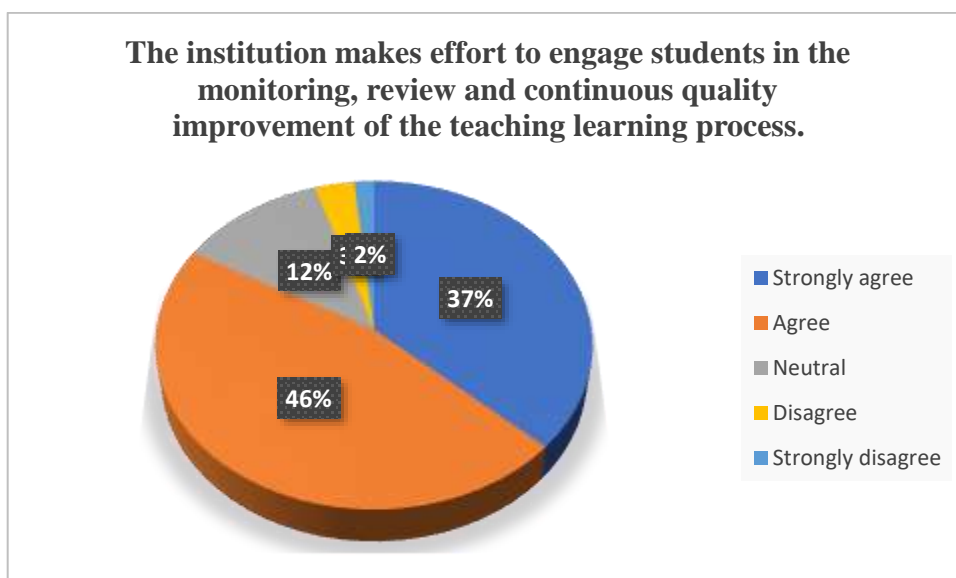


Table 17 *The institute/ teachers use student centric methods, such as experiential learning, participative learning and problem-solving methodologies for enhancing learning experiences.*

	Frequency	Percent	Valid Percent	Cumulative Percent
To a great extent	50	40.0	40.0	40.0
Moderate	56	44.8	44.8	84.8
Some what	12	9.6	9.6	94.4
Very little	4	3.2	3.2	97.6
Not at all	3	2.4	2.4	100.0
Total	125	100.0	100.0	

Table 17 shows that 84.8% of students believe institutes/teachers use student-centric methods, with 44.8%) using them moderately and 40.0% deeming them effective in improving learning experiences.

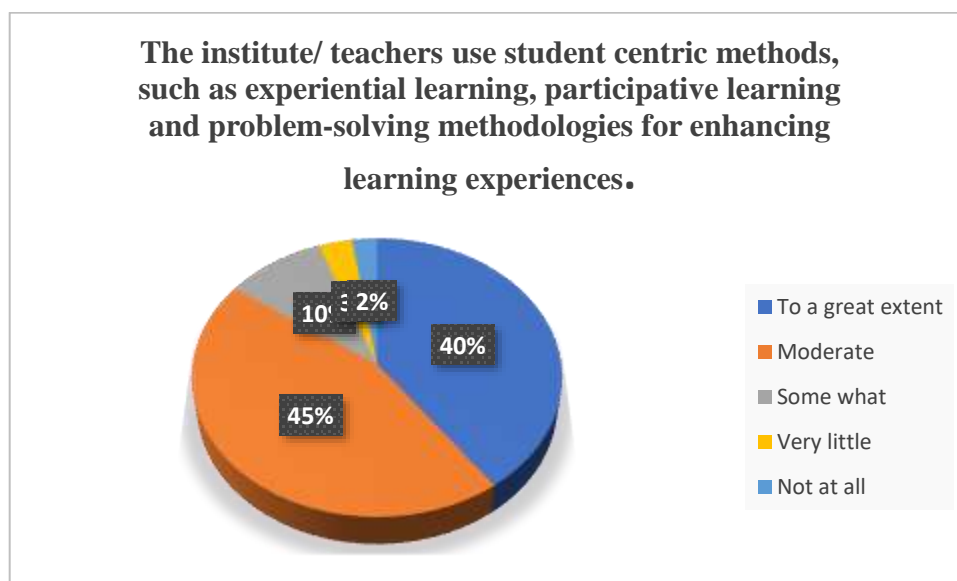


Table 18 *Teachers encourage you to participate in extracurricular activities.*

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly agree	53	42.4	42.4	42.4
Agree	45	36.0	36.0	78.4
Neutral	19	15.2	15.2	93.6
Disagree	6	4.8	4.8	98.4
Strongly disagree	2	1.6	1.6	100.0
Total	125	100.0	100.0	

Table 18 shows that 78.4% of teachers strongly or moderately encourage students to participate in extracurricular activities, indicating a positive school environment that fosters academic well-being.

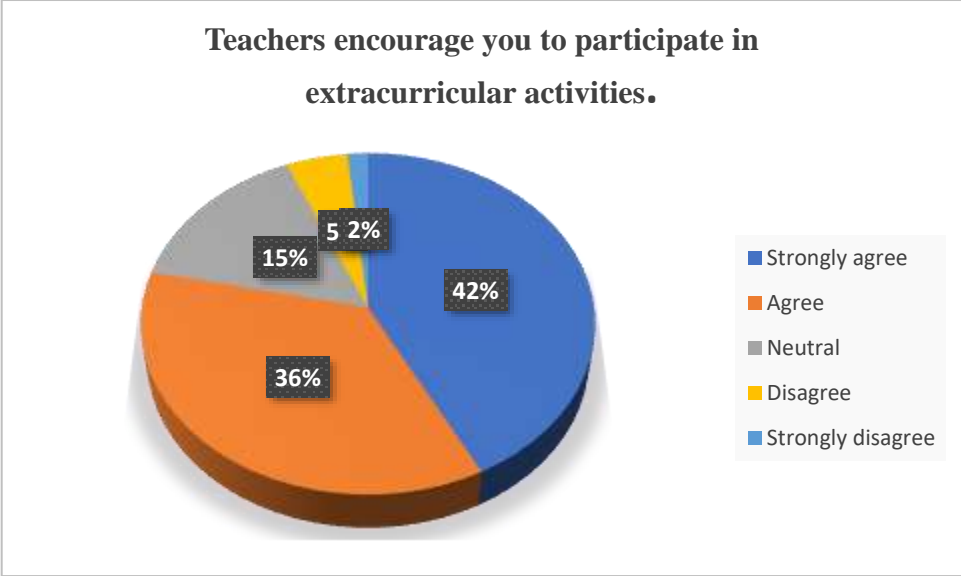


Table 19 *Efforts are made by the institute/ teachers to inculcate soft skills, life skills and employability skills to make you ready for the world of work.*

	Frequency	Percent	Valid Percent	Cumulative Percent
To a great extent	45	36.0	36.0	36.0
Moderate	57	45.6	45.6	81.6
Some what	14	11.2	11.2	92.8
Very little	8	6.4	6.4	99.2
Not at all	1	.8	.8	100.0
Total	125	100.0	100.0	

The table shows that 57 students believe efforts to instill skills were moderate, 45 believe they were great, and 14 feel efforts were somewhat, very little, or not at all.

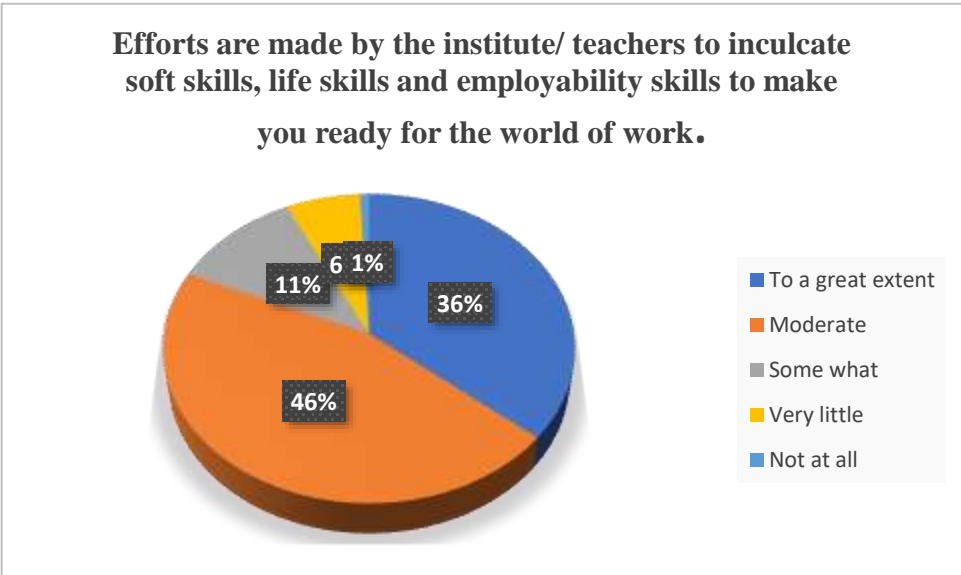


Table 20 *What percentage of teachers use ICT tools such as LCD projector, Multimedia, etc. while teaching.*

	Frequency	Percent	Valid Percent	Cumulative Percent
Above 90%	38	30.4	30.4	30.4
70 – 89%	44	35.2	35.2	65.6
50 – 69%	23	18.4	18.4	84.0
30 – 49%	8	6.4	6.4	90.4
Below 29%	12	9.6	9.6	100.0
Total	125	100.0	100.0	

The study shows that 30.4% of teachers are highly proficient in using ICT tools, while 35.2% are moderately proficient. Some use them occasionally or infrequently.

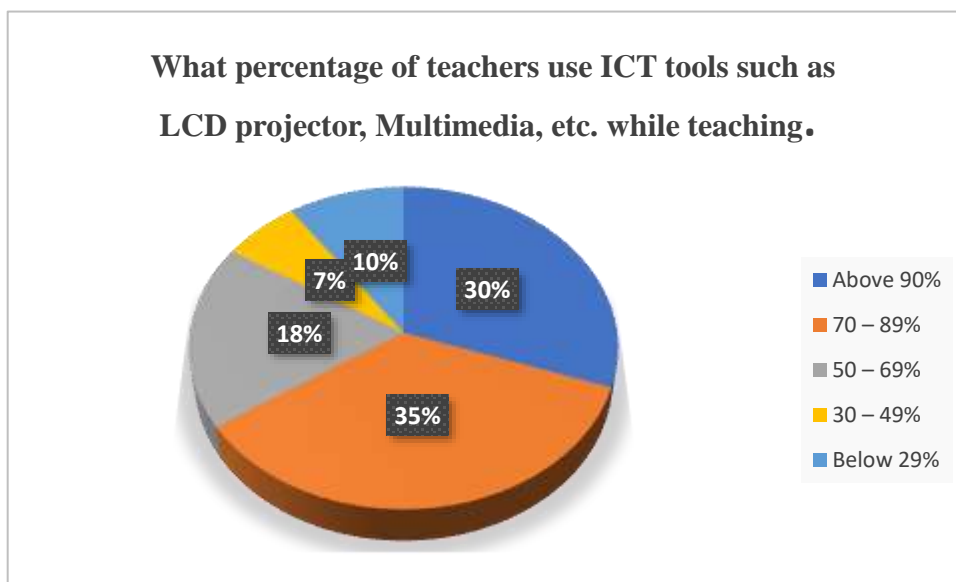


Table 21 *The overall quality of teaching-learning process in your institute is very good.*

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly agree	59	47.2	47.2	47.2
Agree	52	41.6	41.6	88.8
Neutral	14	11.2	11.2	100.0
Total	125	100.0	100.0	

The majority of respondents (90%) strongly agree or strongly agree on the quality of the teaching-learning process, with 47.2% and 41.6% expressing satisfaction, 47.2% satisfied, over 40% agree, and 11% neutral.

The overall quality of teaching-learning process in your institute is very good.

