STUDENT FEEDBACK 2020-21

Descriptive Statistics						
	N	Minimum	Maximum	Mean	Std. Deviation	Variance
	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic
How much of the syllabus was covered in the class?	269	2	4	3.65	.551	.304
How well did the teachers prepare for the classes?	269	1	4	3.37	.535	.287
How well were the teachers able to communicate?	269	0	4	3.60	.648	.420
The teacher's approach to teaching can best be described as	269	1	4	3.34	.681	.463
Fairness of the internal evaluation process by the teachers.	269	0	4	3.49	.678	.460
Was your performance in assignments discussed with you?	269	0	4	3.16	.895	.802
The institute takes active interest in promoting internship, student exchange, field visit opportunities for students.	269	0	4	2.88	1.168	1.364
The teaching and mentoring process in your institution facilitates you in cognitive, social and emotional growth.	269	0	4	3.08	.809	.654
The institution provides multiple opportunities to learn and grow.	269	0	4	3.19	.738	.545
Teachers inform you about your expected competencies, course outcomes and programme outcomes	269	1	4	3.29	.766	.587
Your mentor does a necessary follow-up with an assigned task to you.	269	0	4	3.27	.770	.592
The teachers illustrate the concepts through examples and applications.	269	0	4	3.33	.737	.543
The teachers identify your strengths and encourage you with providing right level of challenges.	269	0	4	3.15	.894	.799
Teachers are able to identify your weaknesses and help you to overcome them.	269	0	4	3.04	.976	.953
The institution makes effort to engage students in the monitoring, review and continuous quality improvement of the teaching learning process.	269	0	4	3.20	.756	.571
The institute/ teachers use student centric methods, such as experiential learning, participative learning and problem solving methodologies for enhancing learning experiences.	269	0	4	3.25	.758	.574
Teachers encourage you to participate in extracurricular activities.	269	0	4	3.11	.911	.831
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.	269	0	4	3.14	.836	.699
What percentage of teachers use ICT tools such as LCD projector, Multimedia, etc. while teaching.	269	0	4	3.12	1.014	1.028
The overall quality of teaching-learning process in your institute is very good.	269	2	4	3.37	.643	.414
Valid N (listwise)	269					

The average scores range from 3.04 to 3.65 on a 4-point scale, indicating a neutral to slightly positive perception from students.

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

	Frequency	Percent	Valid Percent	Cumulative Percent
85 to 100%	184	68.4	68.4	68.4
70 to 84%	75	27.9	27.9	96.3
55 to 69%	10	3.7	3.7	100.0
Total	269	100.0	100.0	

The majority of students (68.4%) reported that 68% to 100% of the syllabus was covered in class. It's interesting to note that a small portion (3.7%) of students felt the coverage was between 55% and 69%.
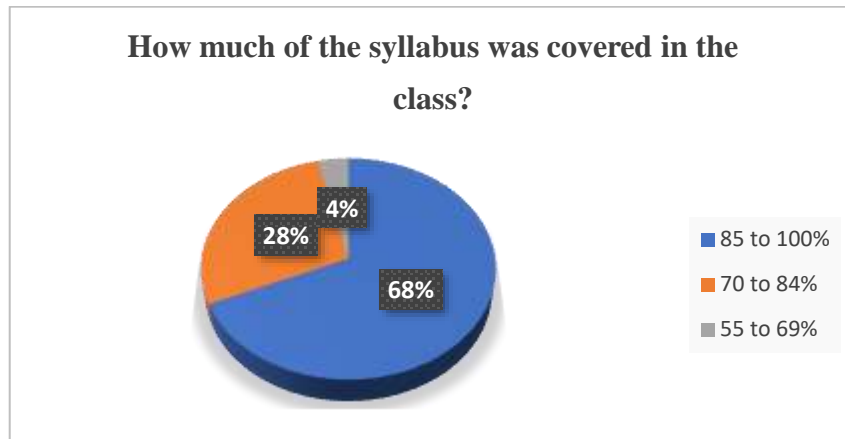

Table 3 How well did the teachers prepare for the classes?

	Frequency	Percent	Valid Percent	Cumulative Percent
Thoroughly	106	39.4	39.4	39.4
Satisfactorily	158	58.7	58.7	98.1
Poorly	4	1.5	1.5	99.6
Indifferently	1	.4	.4	100.0
Total	269	100.0	100.0	

Almost 40% of teachers prepared thoroughly for classes. Another nearly 60% prepared satisfactorily. Very few teachers prepared poorly or indifferently.
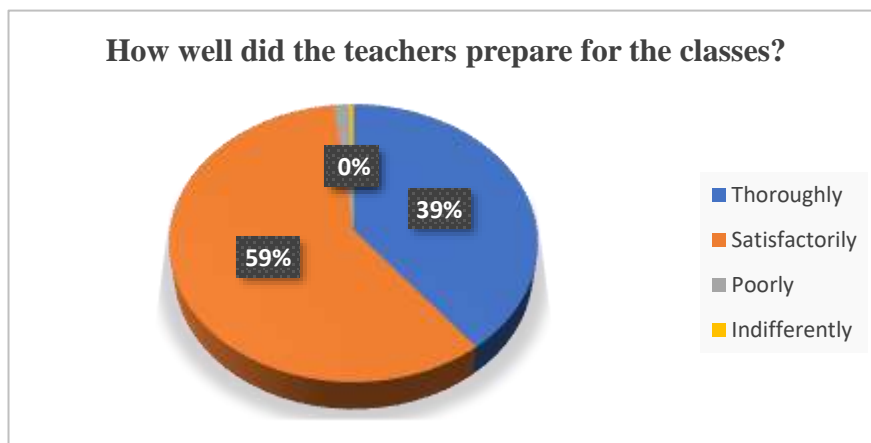
Table 4 How well were the teachers able to communicate?

	Frequency	Percent	Valid Percent	Cumulative Percent
Always effective	180	66.9	66.9	66.9
Sometimes effective	74	27.5	27.5	94.4
Just satisfactorily	12	4.5	4.5	98.9
Generally ineffective	2	.7	.7	99.6
Very poor communication	1	.4	.4	100.0
Total	269	100.0	100.0	

Two-thirds of the teachers were effective communicators (always or sometimes effective).Less than 5% were ineffective communicators (just satisfactorily, generally ineffective, or very poor communication).
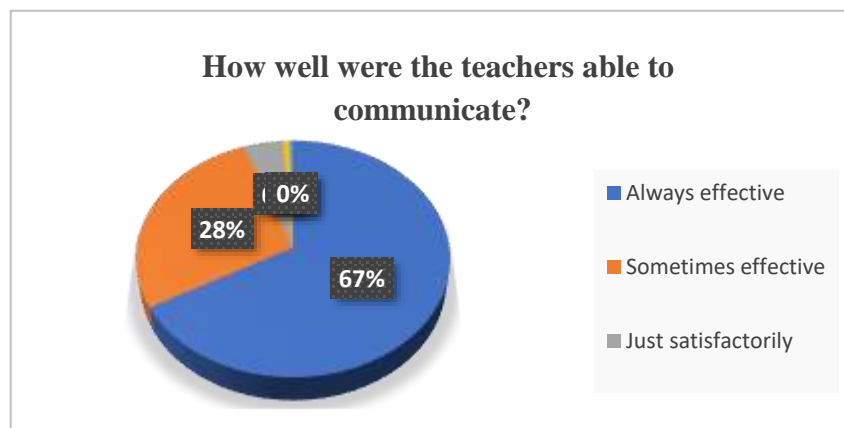

Table 5 The teacher's approach to teaching can best be described as

	Frequency	Percent	Valid Percent	Cumulative Percent
Excellent	121	45.0	45.0	45.0
Very good	120	44.6	44.6	89.6
Good	26	9.7	9.7	99.3
Fair	2	.7	.7	100.0
Total	269	100.0	100.0	

Nearly half of the teachers had an excellent or very good approach to teaching.
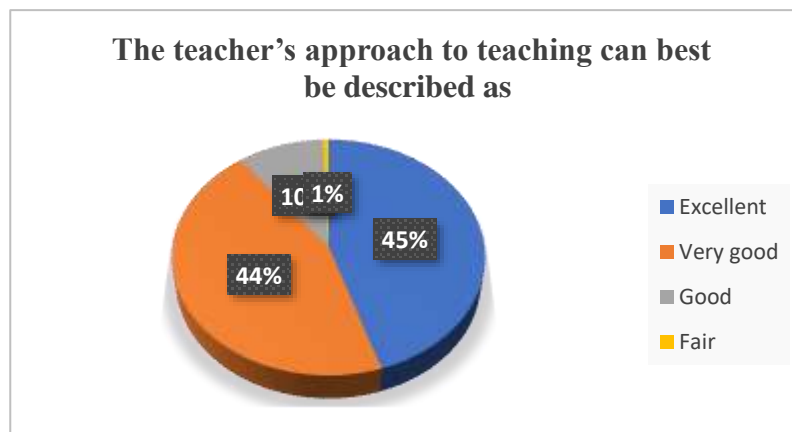
Table 6 Fairness of the internal evaluation process by the teachers.

	Frequency	Percent	Valid Percent	Cumulative Percent
Always fair	156	58.0	58.0	58.0
Usually fair	92	34.2	34.2	92.2
Sometimes unfair	19	7.1	7.1	99.3
Usually unfair	1	.4	.4	99.6
Unfair	1	.4	.4	100.0
Total	269	100.0	100.0	

The majority of teachers (almost 60%) were perceived to be fair in their internal evaluations. A significant minority (over 30%) were seen as usually fair.
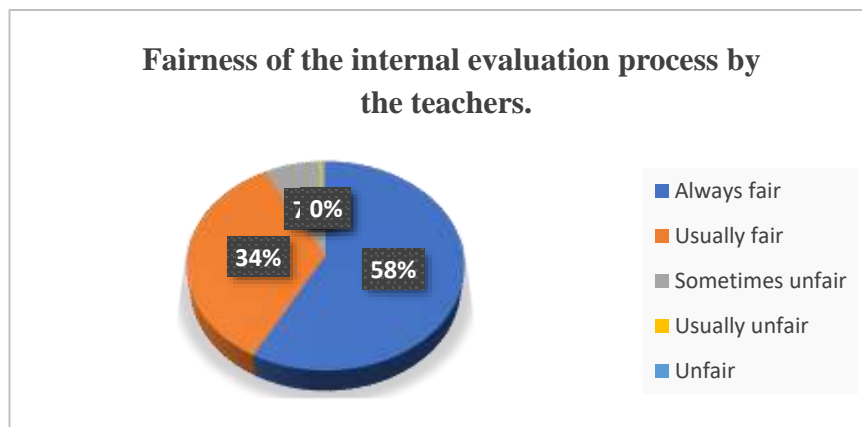

Fairness of the internal evaluation process by the teachers.

Table 7 Was your performance in assignments discussed with you?

	Frequency	Percent	Valid Percent	Cumulative Percent
Every time	112	41.6	41.6	41.6
Usually	106	39.4	39.4	81.0
Occasionally/Sometimes	38	14.1	14.1	95.2
Rarely	9	3.3	3.3	98.5
Never	4	1.5	1.5	100.0
Total	269	100.0	100.0	

Almost half of the instructors discussed assignment performance with students every time or usually. Over a quarter rarely or never discussed assignment performance.

Was your performance in assignments discussed with you?

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

	Frequency	Percent	Valid Percent	Cumulative Percent
Regularly	107	39.8	39.8	39.8
Often	74	27.5	27.5	67.3
Sometimes	50	18.6	18.6	85.9
Rarely	26	9.7	9.7	95.5
Never	12	4.5	4.5	100.0
Total	269	100.0	100.0	

The institute offered internship, exchange, and field visit opportunities regularly or often for only about 40% of students.Another 40% reported these opportunities happening sometimes or rarely.
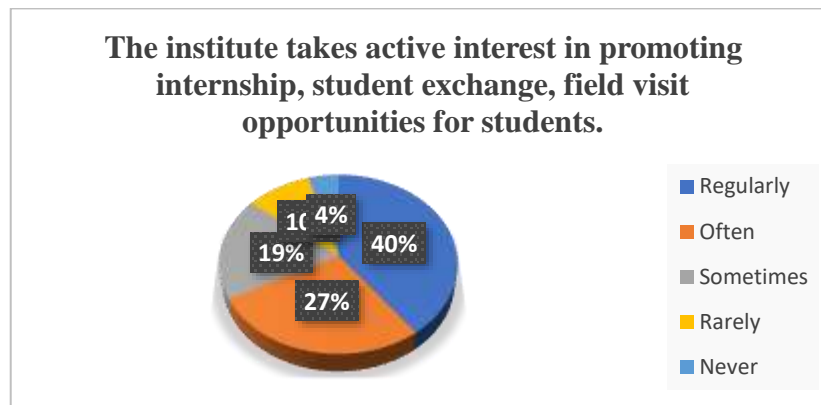

The institute takes active interest in promoting internship, student exchange, field visit opportunities for students.

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	91	33.8	33.8	33.8
Very well	115	42.8	42.8	76.6
Moderately	57	21.2	21.2	97.8
Marginally	5	1.9	1.9	99.6
Not at all	1	.4	.4	100.0
Total	269	100.0	100.0	

The teaching and mentoring process helped most students (over 75%) grow cognitively, socially, and emotionally. A small number of students reported little to no growth.
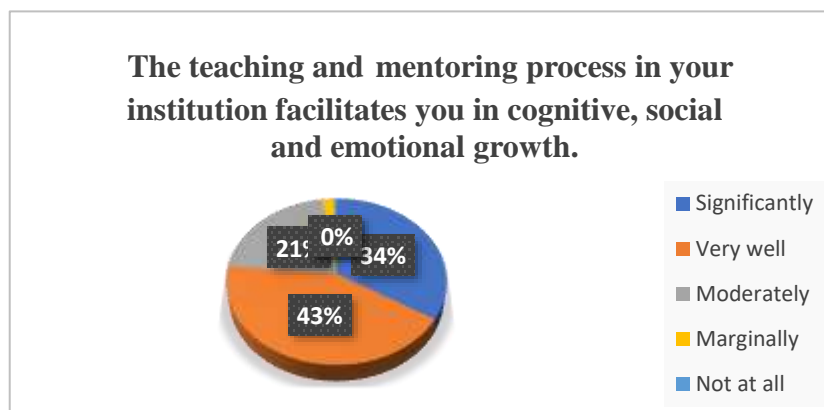

The teaching and mentoring process in your institution facilitates you in cognitive, social and emotional growth.

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

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly agree	99	36.8	36.8	36.8
Agree	127	47.2	47.2	84.0
Neutral	40	14.9	14.9	98.9
Disagree	2	.7	.7	99.6
Strongly disagree	1	.4	.4	100.0
Total	269	100.0	100.0	

Most students (over 80%) agreed or strongly agreed that the institute provided multiple opportunities to learn and grow.
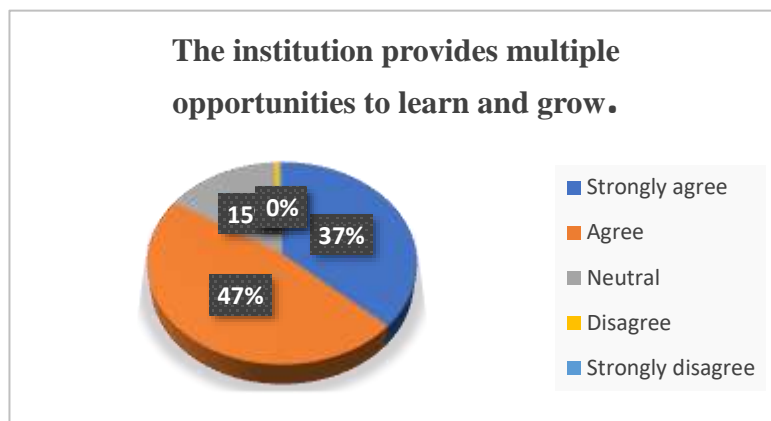
Table 11 Teachers inform you about your expected competencies, course outcomes and programme outcomes

	Frequency	Percent	Valid Percent	Cumulative Percent
Every time	124	46.1	46.1	46.1
Usually	104	38.7	38.7	84.8
Occasionally/Sometimes	36	13.4	13.4	98.1
Rarely	5	1.9	1.9	100.0
Total	269	100.0	100.0	

Almost half of the instructors informed students about learning objectives every time or usually.
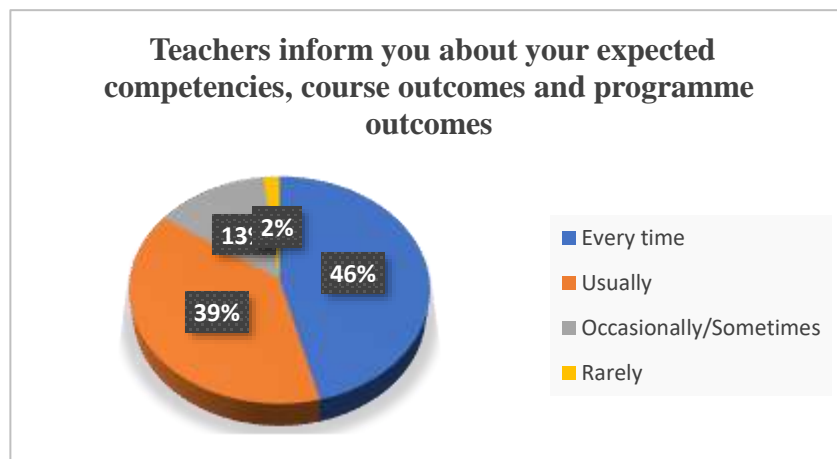
Table 12 Your mentor does a necessary follow-up with an assigned task to you.

	Frequency	Percent	Valid Percent	Cumulative Percent
Every time	115	42.8	42.8	42.8
Usually	119	44.2	44.2	87.0
Occasionally/Sometimes	29	10.8	10.8	97.8
Rarely	4	1.5	1.5	99.3
I don't have a mentor	2	.7	.7	100.0
Total	269	100.0	100.0	

Almost half of the students reported having mentors who followed up with them on assigned tasks every time or usually.A small number never had a mentor or had a mentor who rarely followed up.
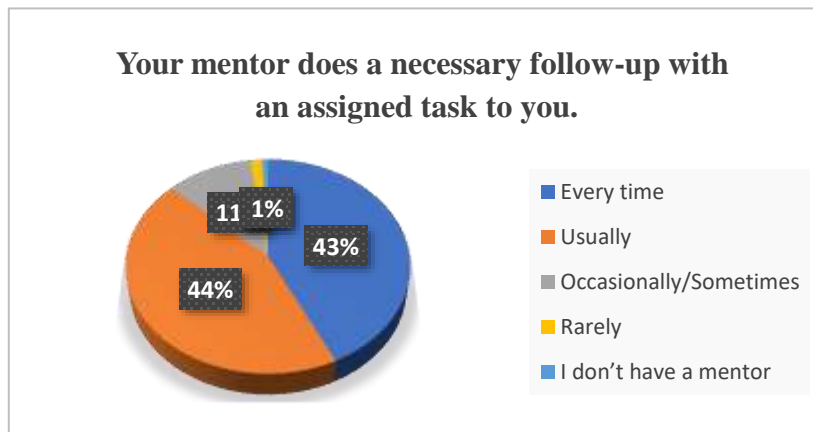

Table 13 The teachers illustrate the concepts through examples and applications.

	Frequency	Percent	Valid Percent	Cumulative Percent
Every time	124	46.1	46.1	46.1
Usually	116	43.1	43.1	89.2
Occasionally/Sometimes	25	9.3	9.3	98.5
Rarely	2	.7	.7	99.3
Never	2	.7	.7	100.0
Total	269	100.0	100.0	

Nearly half of the teachers used examples and applications to illustrate concepts every time or usually.A small number rarely or never did this.

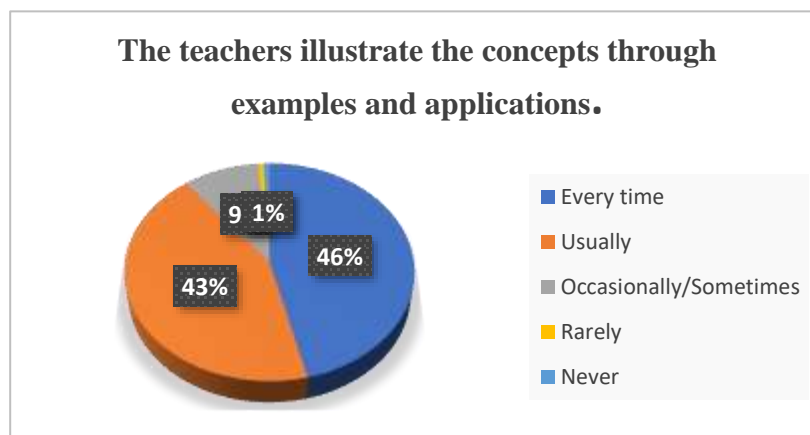Table 14 The teachers identify your strengths and encourage you with providing right level of challenges.

	Frequency	Percent	Valid Percent	Cumulative Percent
Fully	108	40.1	40.1	40.1
Reasonably	110	40.9	40.9	81.0
Partially	39	14.5	14.5	95.5
Slightly	7	2.6	2.6	98.1
Unable to	5	1.9	1.9	100.0
Total	269	100.0	100.0	

Most teachers (over 80%) were seen as fully or reasonably identifying strengths and providing appropriate challenges.
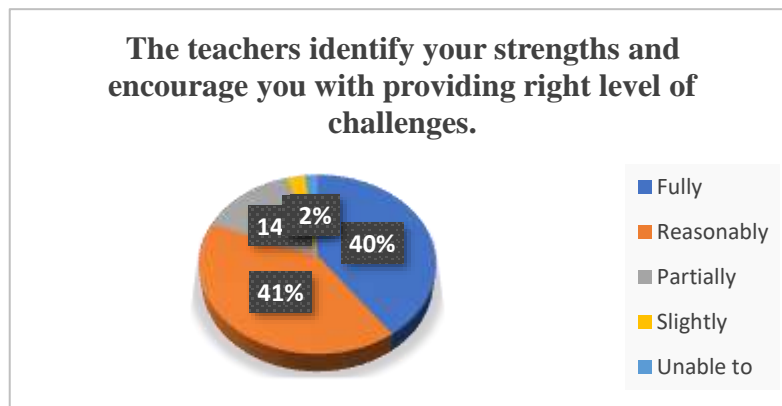

The teachers identify your strengths and encourage you with providing right level of challenges.

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

	Frequency	Percent	Valid Percent	Cumulative Percent
Every time	103	38.3	38.3	38.3
Usually	100	37.2	37.2	75.5
Occasionally/Sometimes	47	17.5	17.5	92.9
Rarely	13	4.8	4.8	97.8
Never	6	2.2	2.2	100.0
Total	269	100.0	100.0	

Almost ¾ of the teachers were seen as helping students overcome weaknesses every time or usually.A small number rarely or never did this.

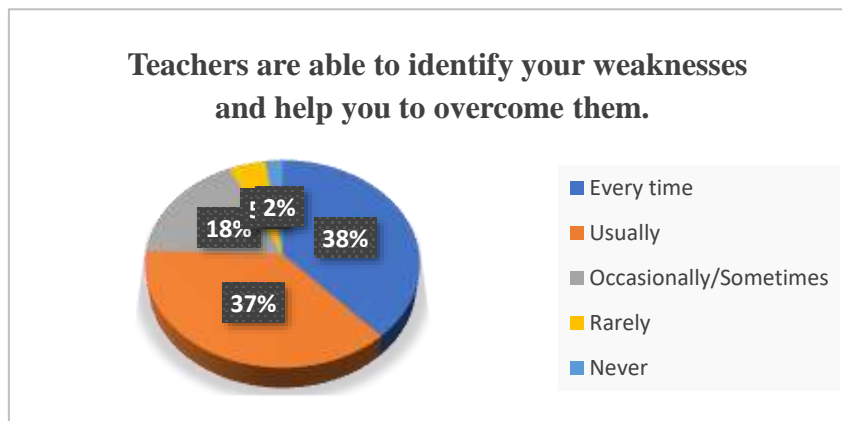Teachers are able to identify your weaknesses and help you to overcome them.

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	104	38.7	38.7	38.7
Agree	119	44.2	44.2	82.9
Neutral	43	16.0	16.0	98.9
Disagree	2	.7	.7	99.6
Strongly disagree	1	.4	.4	100.0
Total	269	100.0	100.0	

Almost ¾ of the students agreed or strongly agreed that the institute tried to involve them in improving teaching and learning.
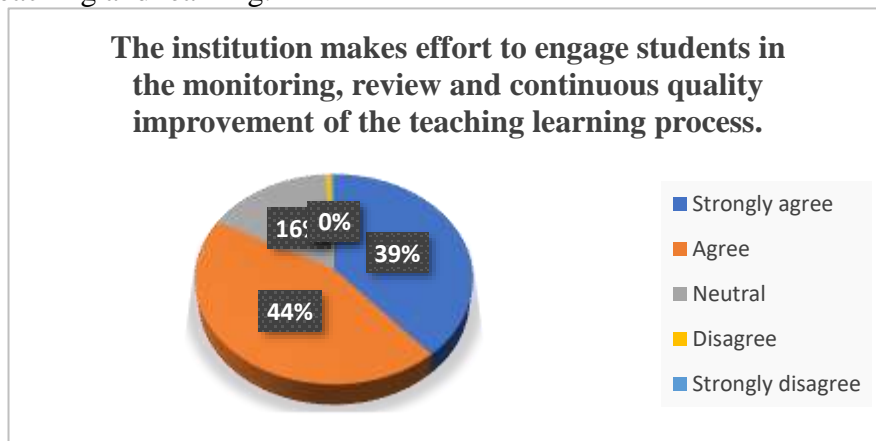

Table 17 The institute/ teachers use student centric methods, such as experiential learning, participative learning and problem solving methodologies for enhancing learning experiences.

	Frequency	Percent	Valid Percent	Cumulative Percent
To a great extent	108	40.1	40.1	40.1
Moderate	128	47.6	47.6	87.7
Some what	25	9.3	9.3	97.0
Very little	7	2.6	2.6	99.6
Not at all	1	.4	.4	100.0
Total	269	100.0	100.0	

Most classes incorporated student-centered methods (experiential learning, etc.) to some degree.A small number rarely or not at all used these methods
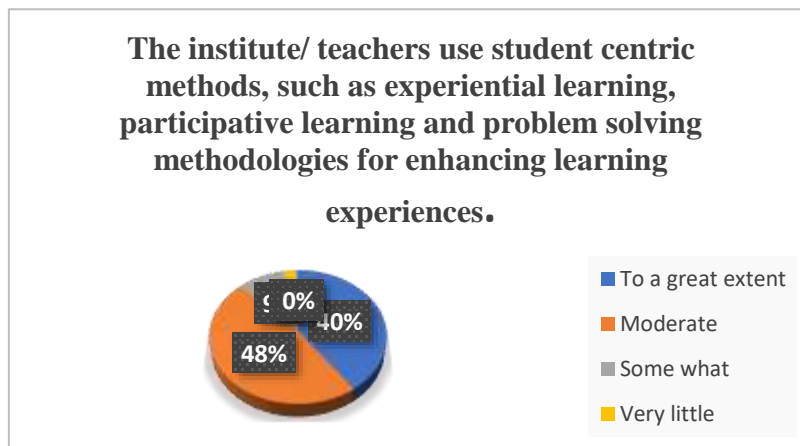
Table 18 Teachers encourage you to participate in extracurricular activities.

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly agree	102	37.9	37.9	37.9
Agree	115	42.8	42.8	80.7
Neutral	38	14.1	14.1	94.8
Disagree	8	3.0	3.0	97.8
Strongly disagree	6	2.2	2.2	100.0
Total	269	100.0	100.0	

Most students felt encouraged to participate in extracurricular activities by teachers (agreed or strongly agreed).
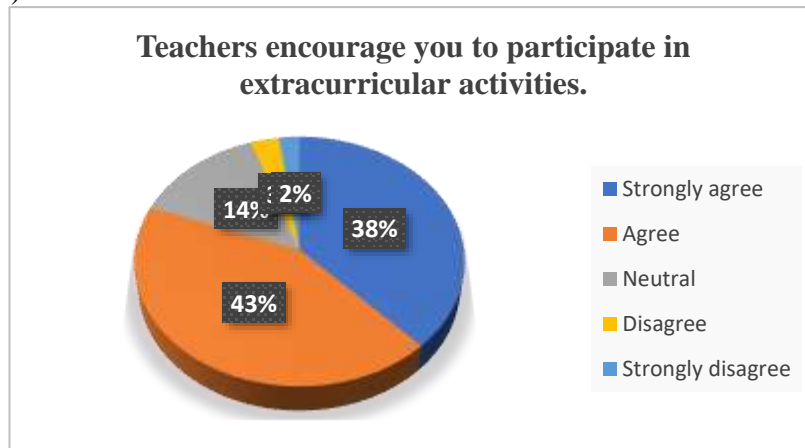

Table 19 Efforts are made by the institute/ teachers to inculcate soft skills, life skills and employability skills to make you ready for the world of work.

	Frequency	Percent	Valid Percent	Cumulative Percent
To a great extent	96	35.7	35.7	35.7
Moderate	132	49.1	49.1	84.8
Some what	29	10.8	10.8	95.5
Very little	8	3.0	3.0	98.5
Not at all	4	1.5	1.5	100.0
Total	269	100.0	100.0	

The majority of students felt the institute and teachers made at least some effort to develop soft skills, life skills, and employability skills (moderate or to a great extent).
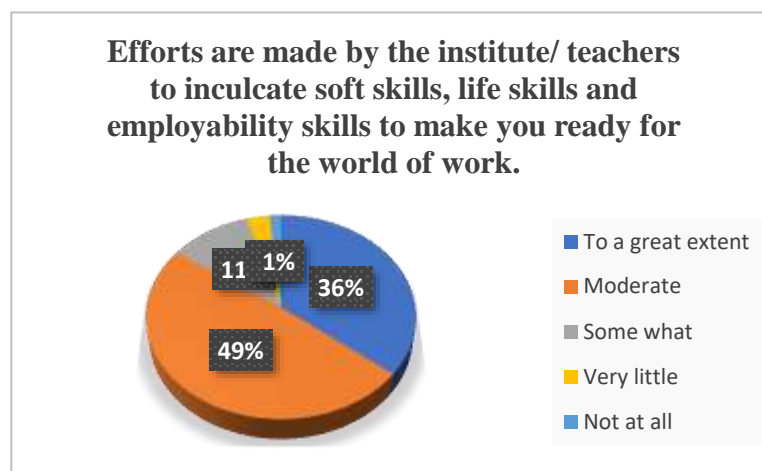
Table 20 What percentage of teachers use ICT tools such as LCD projector, Multimedia, etc. while teaching.

	Frequency	Percent	Valid Percent	Cumulative Percent
Above 90%	122	45.4	45.4	45.4
70 − 89%	83	30.9	30.9	76.2
50 − 69%	43	16.0	16.0	92.2
30 − 49%	15	5.6	5.6	97.8
Below 29%	6	2.2	2.2	100.0
Total	269	100.0	100.0	

Almost half of the teachers used ICT tools like projectors very frequently (over 90% of the time).Another 30% used them frequently (70-89% of the time).

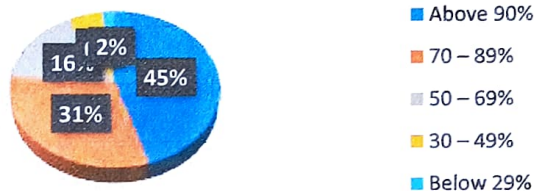**What percentage of teachers use ICT tools such as LCD projector, Multimedia, etc. while teaching.**

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

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly agree	124	46.1	46.1	46.1
Agree	121	45.0	45.0	91.1
Neutral	24	8.9	8.9	100.0
Total	269	100.0	100.0	

Nearly all students rated the overall quality of teaching and learning as good (agreed or strongly agreed).

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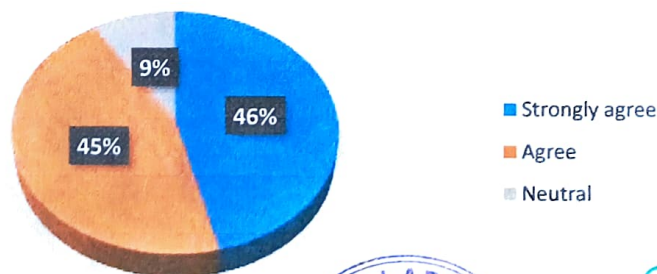
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