

STUDENT FEEDBACK

2023-24



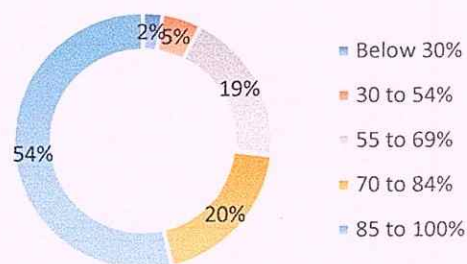
M.E.S. KALLADI COLLEGE, MANNARKKAD

Palakkad (Dt), Kerala

Pin 678583

1. How much of the syllabus was covered in the class?

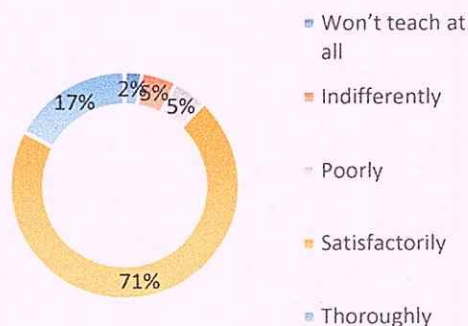
	Percentage
Below 30%	2.44
30 to 54%	4.88
55 to 69%	19.51
70 to 84%	19.51
85 to 100%	53.66



53.66% of the respondents reported that 85-100% of the syllabus was covered in the class, reflecting a robust commitment to curriculum delivery. However, 26.83% of students noted that less than 70% of the syllabus was covered, suggesting room for improvement in maintaining uniform coverage.

2. How well did the teachers prepare for the classes?

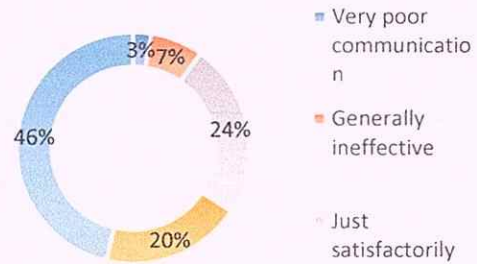
	Percentage
Won't teach at all	2.44
Indifferently	4.88
Poorly	4.88
Satisfactorily	70.73
Thoroughly	17.07



70.73% of the students felt that teachers prepared satisfactorily for classes, while 17.07% described the preparation as thorough. A small proportion (12.2%) rated preparation as indifferent or worse, indicating isolated issues in readiness.

3. How well were the teachers able to communicate?

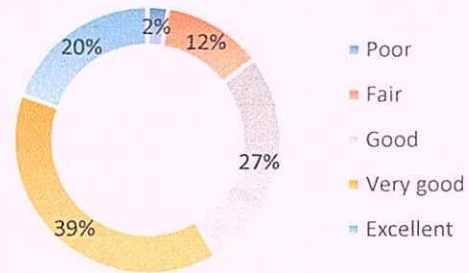
	Percentage
Very poor communication	2.44
Generally ineffective	7.32
Just satisfactorily	24.39
Sometimes effective	19.51
Always effective	46.34



46.34% of the respondents rated that teacher communication as always effective, and 19.51% found it sometimes effective. Yet, with 24.39% rating it as just satisfactory and 9.76% as ineffective, there is scope for enhancing engagement and clarity.

4. The teacher’s approach to teaching can best be described as

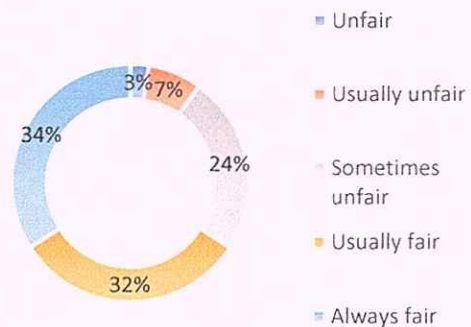
	Percentage
Poor	2.44
Fair	12.2
Good	26.83
Very good	39.02
Excellent	19.51



58.53% of students rated the teaching approach as very good or excellent, but the remaining 41.47% rated it as good or below.

5. Fairness of the internal evaluation process by the teachers.

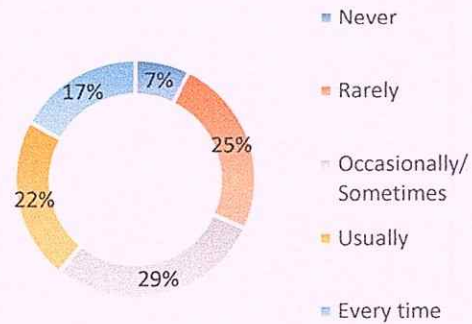
	Percentage
Unfair	2.44
Usually unfair	7.32
Sometimes unfair	24.39
Usually fair	31.71
Always fair	34.15



Fairness in evaluation was recognized by most students, with 65.86% rating it as usually or always fair. Nonetheless, 34.14% perceived occasional or consistent unfairness, suggesting that transparency in evaluation could be improved.

6. Was your performance in assignments discussed with you?

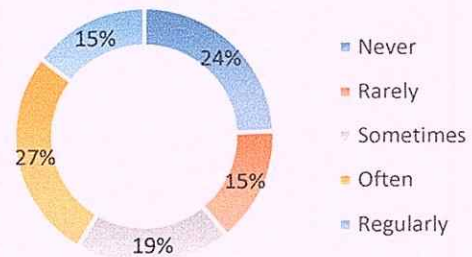
	Percentage
Never	7.32
Rarely	24.39
Occasionally/ Sometimes	29.27
Usually	21.95
Every time	17.07



Only 17.07% of students reported that their assignment performance was always discussed, while 29.27% experienced occasional discussions. A considerable 31.71% felt such discussions rarely or never occurred, emphasizing the need for more feedback opportunities.

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

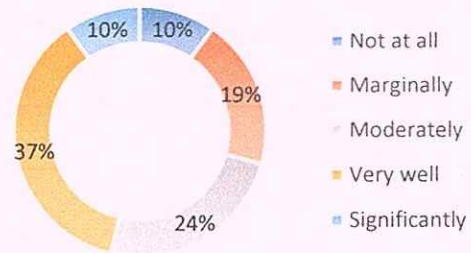
	Percentage
Never	24.39
Rarely	14.63
Sometimes	19.51
Often	26.83
Regularly	14.63



While 26.83% acknowledged regular opportunities for internships and field visits, 39.02% felt such initiatives were infrequent or absent. This highlights an area for proactive institutional engagement.

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

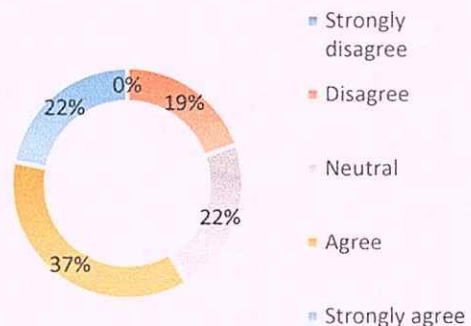
	Percentage
Not at all	9.76
Marginally	19.51
Moderately	24.39
Very well	36.59
Significantly	9.76



36.59% of respondents agreed that mentoring supported their growth very well, but the marginal or moderate responses (53.66%) indicate a need for a more impactful mentoring framework.

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

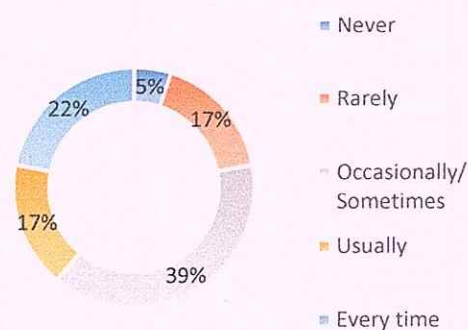
	Percentage
Strongly disagree	0
Disagree	19.51
Neutral	21.95
Agree	36.59
Strongly agree	21.95



A combined 58.54% of students agreed or strongly agreed that the institution provides multiple learning opportunities. However, the neutral and negative responses suggest that some students may not be fully utilizing or aware of these resources.

10. Teachers inform you about your expected competencies, course outcomes and programme outcomes.

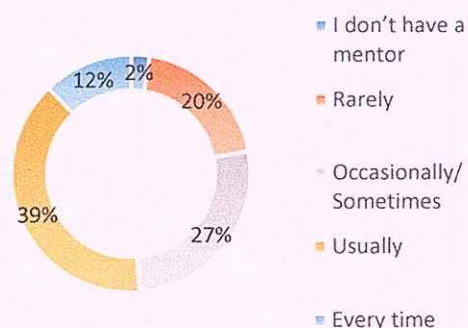
	Percentage
Never	4.88
Rarely	17.07
Occasionally/ Sometimes	39.02
Usually	17.07
Every time	21.95



Only 21.95% reported that learning outcomes were communicated every time, with the majority experiencing occasional or rare communication. Strengthening this communication can enhance clarity on expectations.

11. Your mentor does a necessary follow-up with an assigned task to you.

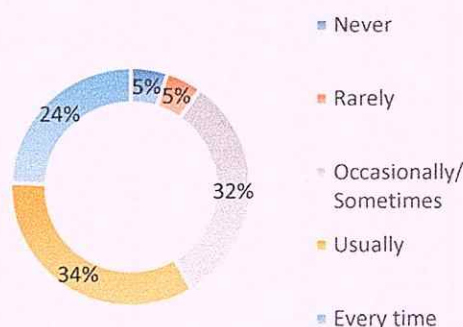
	Percentage
I don't have a mentor	2.44
Rarely	19.51
Occasionally/ Sometimes	26.83
Usually	39.02
Every time	12.2



Frequent follow-up by mentors was experienced by 51.22% of students. However, occasional or rare follow-ups reported by 46.34% highlight variability in mentor engagement.

12. The teachers illustrate the concepts through examples and applications.

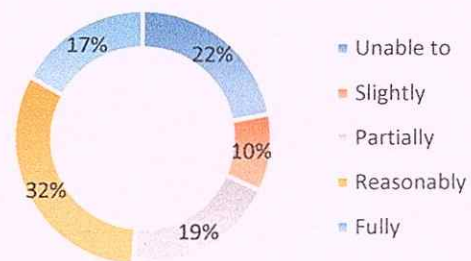
	Percentage
Never	4.88
Rarely	4.88
Occasionally/ Sometimes	31.71
Usually	34.15
Every time	24.39



While 58.54% observed teachers using examples and applications usually or every time, 41.46% found this only occasionally or rarely, suggesting inconsistent teaching practices.

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

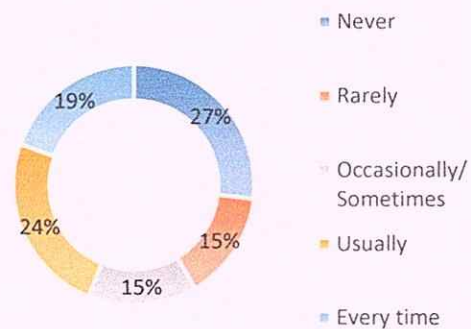
	Percentage
Unable to	21.95
Slightly	9.76
Partially	19.51
Reasonably	31.71
Fully	17.07



Only 17.07% of students felt fully encouraged based on their strengths, and 21.95% felt unable to identify strengths. Greater emphasis on tailored challenges and encouragement is necessary.

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

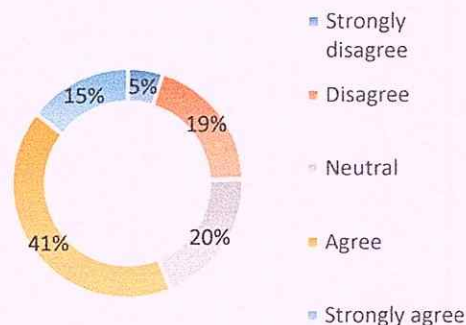
	Percentage
Never	26.83
Rarely	14.63
Occasionally/ Sometimes	14.63
Usually	24.39
Every time	19.51



While 43.9% acknowledged teachers' support in addressing weaknesses, 41.46% experienced minimal or no assistance, signaling an opportunity for enhanced individual attention.

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

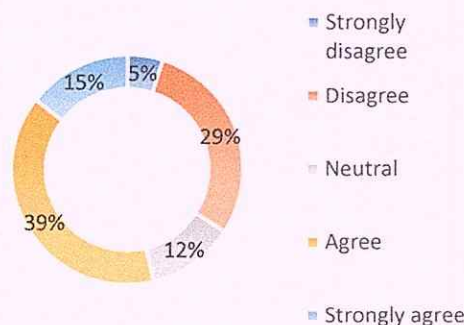
	Percentage
Strongly disagree	4.88
Disagree	19.51
Neutral	19.51
Agree	41.46
Strongly agree	14.63



55.84% agreed or strongly agreed that the institution engages students in quality improvement efforts, but 38.54% rated their involvement as neutral or disagreeable, indicating scope for more participatory practices.

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

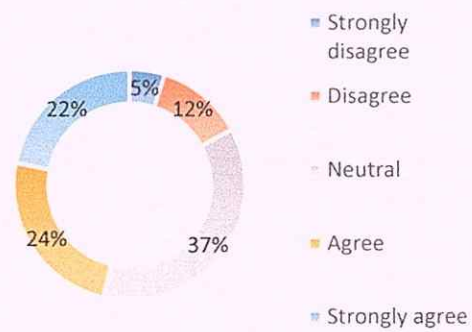
	Percentage
Strongly disagree	4.88
Disagree	29.27
Neutral	12.2
Agree	39.02
Strongly agree	14.63



Although 53.65% found student-centric methodologies agreeable, the high disagreement (29.27%) points to a need for expanding experiential and problem-solving approaches.

17. Teachers encourage you to participate in extracurricular activities.

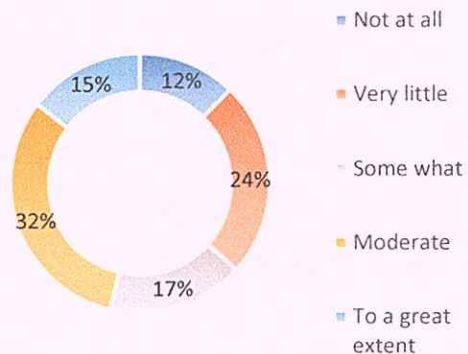
	Percentage
Strongly disagree	4.88
Disagree	12.2
Neutral	36.59
Agree	24.39
Strongly agree	21.95



While 46.34% felt encouraged to participate in extracurricular activities, 53.66% expressed neutrality or dissatisfaction, showing an opportunity to foster greater extracurricular engagement.

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.

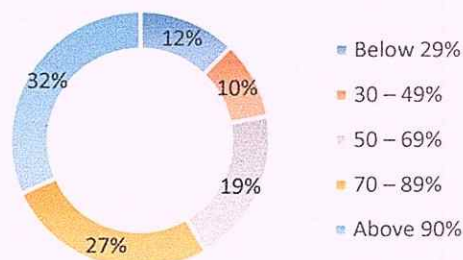
	Percentage
Not at all	12.2
Very little	24.39
Some what	17.07
Moderate	31.71
To a great extent	14.63



Only 14.63% felt efforts were made to a great extent for skill development, with 41.46% perceiving moderate or minimal efforts. This suggests the need to prioritize employability skills.

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

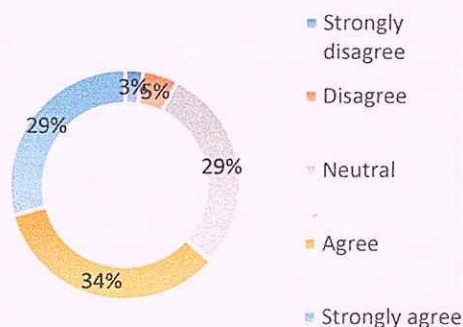
	Percentage
Below 29%	12.2
30 – 49%	9.76
50 – 69%	19.51
70 – 89%	26.83
Above 90%	31.71



Nearly 58.54% reported moderate to extensive use of ICT tools in teaching, but 41.46% indicated limited use, advocating for a broader integration of technology.

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

	Percentage
Strongly disagree	2.44
Disagree	4.88
Neutral	29.27
Agree	34.15
Strongly agree	29.27



63.42% rated the teaching-learning process positively, yet a significant portion (36.58%) remained neutral or dissatisfied, underscoring a need for further improvement.



(Signature)
 Assistant Professor
 in Charge of Principal
 M.E.S. Kalladi College, Mannarkkad