M.E.S. KALLADI COLLEGE, MANNARKKAD
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# STUDENT FEEDBACK ANALYSIS REPORT
2024-25

Prepared by

INTERNAL QUALITY ASSURANCE CELL

MES Kalladi College Mannarkkad

STUDENT FEEDBACK ANALYSIS 2024-25

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

| Response	85 to 100%	70 to 84%	55 to 69%	30 to 54%	Below 30%
Percentage	60	28	8	2	2

60% students informed that 85–100% of the syllabus was covered in their classes with another 28% indicating 70–84% coverage. Only a small portion (12%) felt less than 70% was covered. This reflects a strong commitment from faculty in completing the academic curriculum effectively.
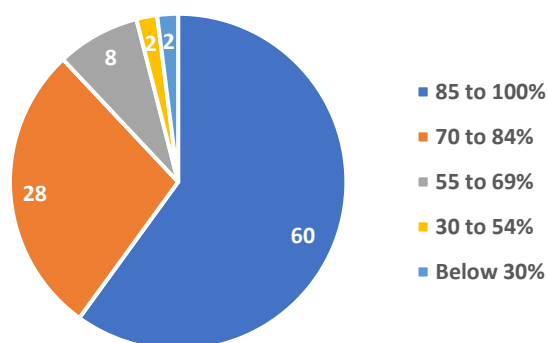
2.   How well did the teachers prepare for the classes?

| Response	Thoroughly	Satisfactorily	Poorly	Indifferently	Won't teach at all
Percentage	18	67	7	6	2

67% of the student felt that teachers prepared satisfactorily for classes, while 18% rated their preparation as thorough. Only 15% perceived preparation to be poor or indifferent. Overall, this suggests that while teacher preparedness is generally adequate, there is scope to increase the number of thoroughly prepared sessions.
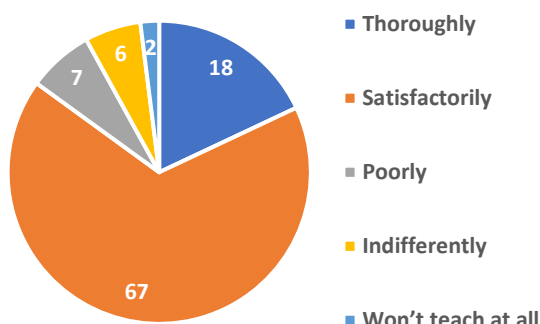
3. How well were the teachers able to communicate?

| Response	Always effective	Sometimes effective	Just satisfactorily	Generally ineffective	Very poor communication
Percentage	47	27	18	5	3

47% students found teachers' communication to be always effective, with an additional 27% finding it sometimes effective. However, 26% rated it as average or below. This indicates that while a majority of students are satisfied, enhancing communication clarity could improve student understanding and engagement.
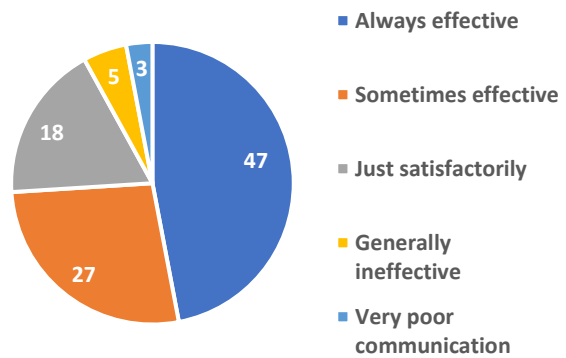
4. The teacher's approach to teaching can best be described as

| Response	Excellent	Very good	Good	Fair	Poor
Percentage	22	34	31	8	5

The teaching approach was positively received, with 87% rating it as good or better (22% excellent, 34% very good, and 31% good). A small group (13%) felt it was fair or poor. These findings reflect a generally high standard of teaching, though a focus on personalized engagement could uplift the remaining segments.
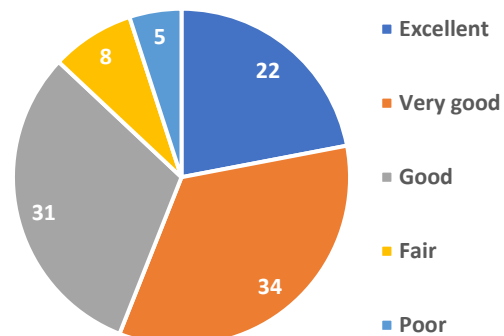
5. Fairness of the internal evaluation process by the teachers.

| Response	Always fair	Usually fair	Sometimes unfair	Usually unfair	Unfair
Percentage	41	34	17	4	4

An overwhelming 75% of students believe internal evaluations are always or usually fair. However, 17% found them sometimes unfair and 8% viewed them as mostly or completely unfair. This suggests that while the evaluation system is perceived as fair overall, better transparency and consistency could build more trust.
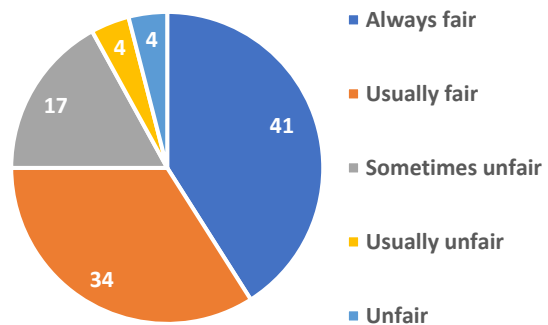
6. Was your performance in assignments discussed with you?

| Response	Every time	Usually	Occasionally/ Sometimes	Rarely	Never
Percentage	26	36	23	9	6

While 62% of students said their performance in assignments was discussed every time or usually, a considerable 38% felt this happened only occasionally or less. This indicates a need for more consistent feedback mechanisms to support student learning and improvement.
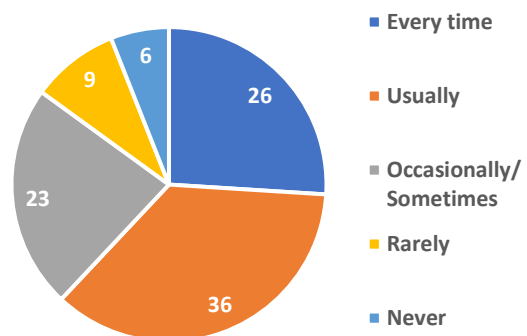
7. **The institute takes active interest in promoting internship, student exchange, field visit opportunities for students.**

| Response	Regularly	Often	Sometimes	Rarely	Never
Percentage	24	25	24	16	11

49% of students reported that opportunities like internships and field visits were promoted regularly or often, while 27% felt such initiatives were rare or absent. This suggests the institution could enhance efforts in connecting students with experiential learning opportunities.
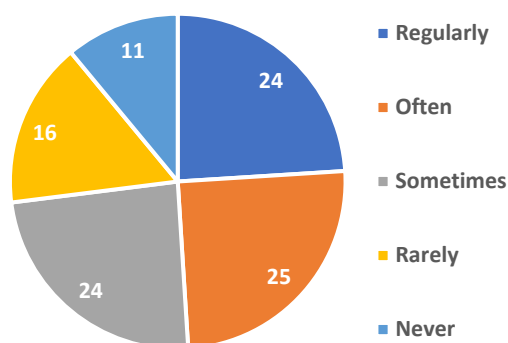
8. **The teaching and mentoring process in your institution facilitates you in cognitive, social and emotional growth.**

| Response	Significantly	Very well	Moderately	Marginally	Not at all
Percentage	18	39	26	7	10

Most students (57%) agreed that the teaching and mentoring process significantly or very well supports their cognitive, social, and emotional growth. However, 17% felt the support was marginal or lacking. This highlights the importance of enhancing mentoring for holistic student development.
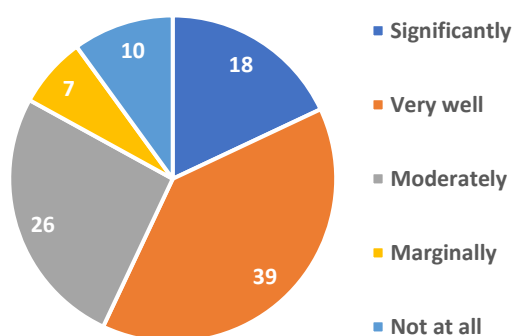
9. The institution provides multiple opportunities to learn and grow.

| Response	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
Percentage	20	40	28	9	3

60% of students strongly agreed or agreed that the institution provides ample learning opportunities. However, 40% were neutral or disagreed. While the majority response is positive, the data calls for more visible and accessible platforms for student development.
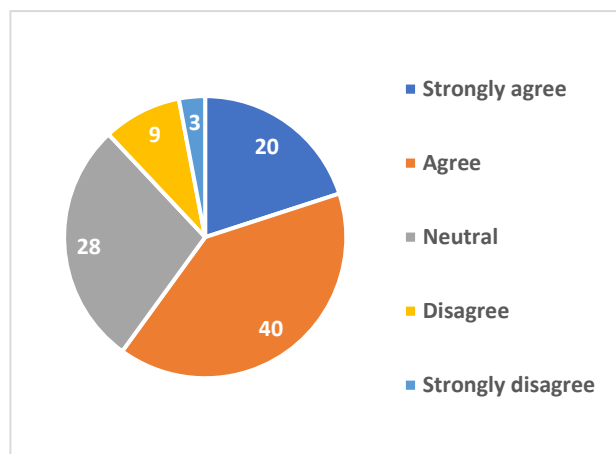
10. Teachers inform you about your expected competencies, course outcomes and programme outcomes.

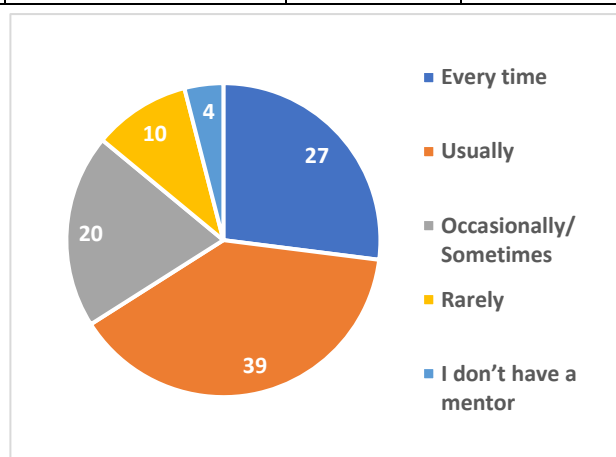| Response	Every time	Usually	Occasionally/ Sometimes	Rarely	Never
Percentage	30	35	22	8	5

Most students (65%) affirmed that teachers communicate expected competencies and course outcomes every time or usually. Still, 35% reported inconsistent communication. Strengthening this aspect could help students align better with academic and career goals.
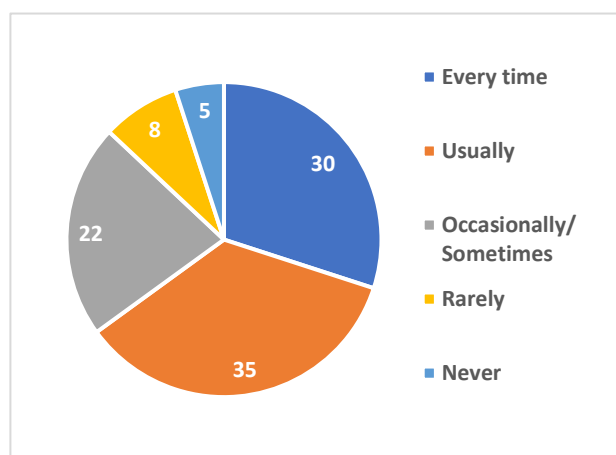
11. Your mentor does a necessary follow-up with an assigned task to you.

| Response	Every time	Usually	Occasionally/ Sometimes	Rarely	I don't have a mentor
Percentage	27	39	20	10	4

A combined 66% of students said mentors followed up on assigned tasks every time or usually. However, 14% rarely or never received follow-ups, and 4% did not have a mentor. Ensuring consistent mentoring and task follow-up for all students would enhance accountability and support.

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

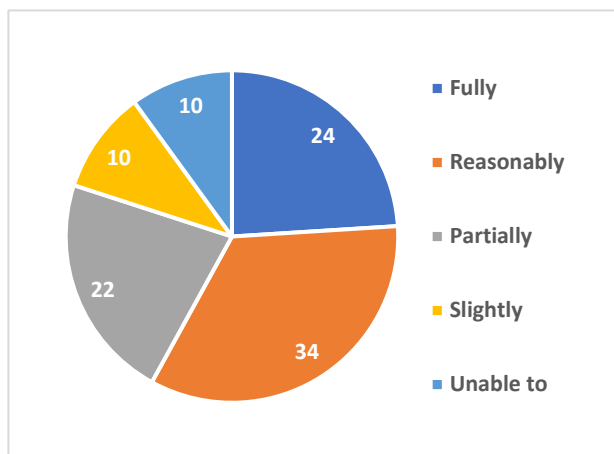| Response	Every time	Usually	Occasionally/ Sometimes	Rarely	Never
Percentage	27	40	21	9	3

A large majority (67%) of students confirmed that teachers illustrate concepts with examples every time or usually. The remaining 33% received less frequent application-based teaching. More consistent use of real-world examples could strengthen conceptual clarity and retention.
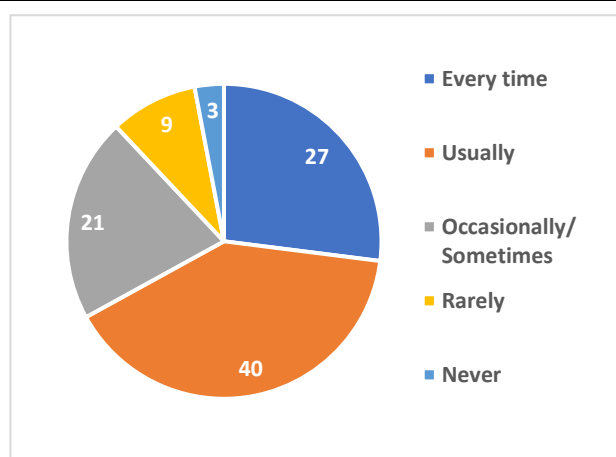
13. The teachers identify your strengths and encourage you with providing right level of challenges.

| Response	Fully	Reasonably	Partially	Slightly	Unable to
Percentage	24	34	22	10	10

58% of students felt that teachers identified and encouraged their strengths either fully or reasonably. Meanwhile, 20% felt only slight encouragement, and 10% felt none. These findings suggest that personalized challenge and recognition strategies can be expanded.

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

| Response	Every time	Usually	Occasionally/ Sometimes	Rarely	Never
Percentage	20	31	25	11	13

Only 51% of students felt teachers consistently or usually helped them overcome their weaknesses. A significant 49% rated this support as occasional, rare, or nonexistent. This indicates a need for targeted intervention strategies and support systems for struggling students.
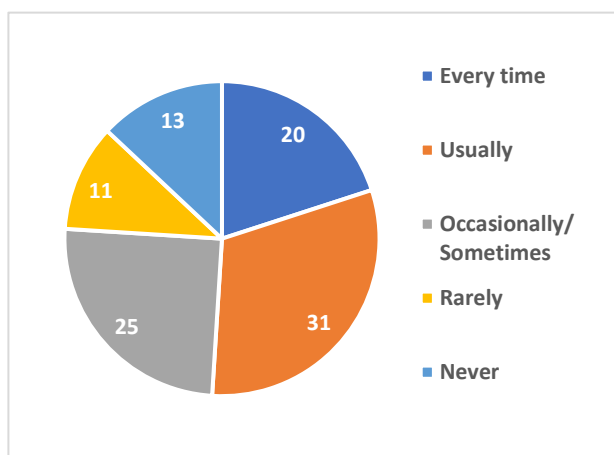
15. The institution makes effort to engage students in the monitoring, review and continuous quality improvement of the teaching learning process.

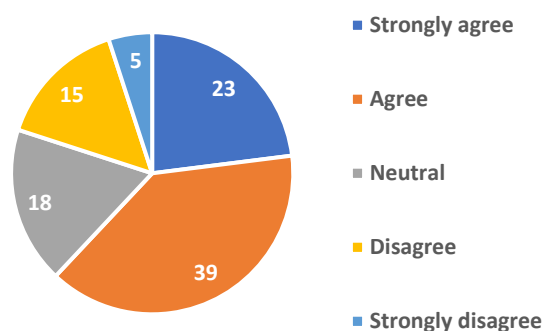| Response	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
Percentage	18	38	32	8	4

A majority of students (56%) agreed that the institution involves them in monitoring and improving teaching quality. However, 44% were neutral or disagreed, suggesting a gap in participative feedback mechanisms. Active inclusion of students in quality processes could foster a culture of shared responsibility.
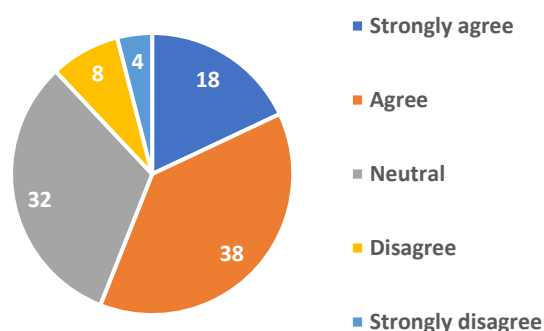
16. The institute/ teachers use student centric methods, such as experiential learning, participative learning and problem solving methodologies for enhancing learning experiences.

| Response	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
Percentage	23	39	18	15	5

62% of students agreed that teachers used student-centric methods such as experiential and problem-solving activities. However, 20% disagreed and 18% remained neutral. This indicates a positive trend, but with room to further integrate modern pedagogical strategies.

17. Teachers encourage you to participate in extracurricular activities.

| Response	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
Percentage	28	34	27	6	5

62% of students felt encouraged by teachers to participate in extracurricular activities, while 11% disagreed and 27% were neutral. While the support is evident, more structured efforts could help engage the disengaged segment.
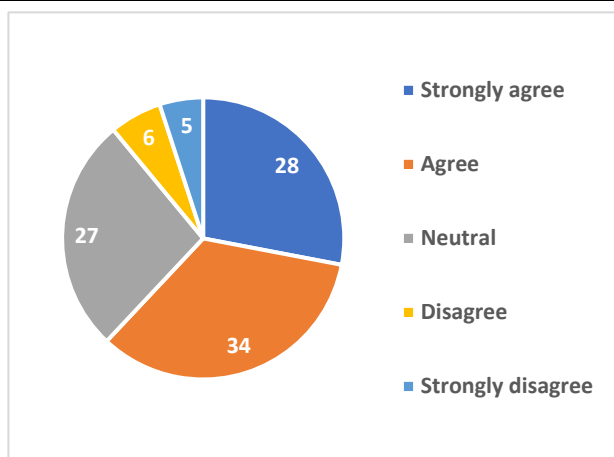
18. Efforts are made by the institute/ teachers to inculcate soft skills, life skills and employability skills to make you ready for the world of work.

| Response	To a great extent	Moderate	Some what	Very little	Not at all
Percentage	22	38	17	17	6

60% of students said the institution made efforts to inculcate soft and life skills to a great or moderate extent. Yet, 23% felt these efforts were minimal or absent. Strengthening skill-based training programs would better prepare students for future careers.
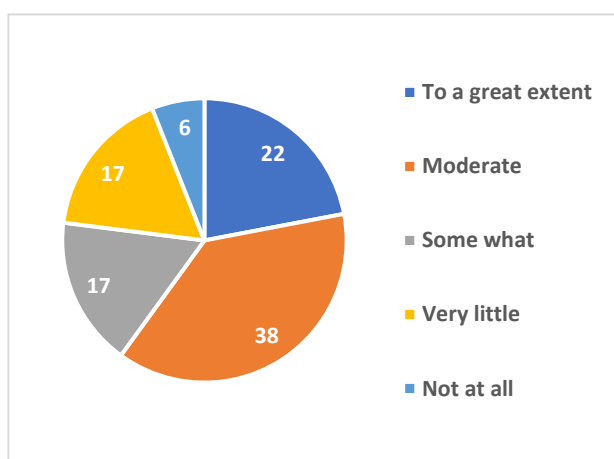
19. **What percentage of teachers use ICT tools such as LCD projector, Multimedia, etc. while teaching.**

| Response	Above 90%	70 – 89%	50 – 69%	30 – 49%	Below 29%
Percentage	44	31	14	5	6

An impressive 75% of students observed that at least 70% of teachers use ICT tools like projectors and multimedia in teaching. Only 11% rated ICT usage below 50%. This reflects a commendable adoption of technology-enhanced learning in the institution.
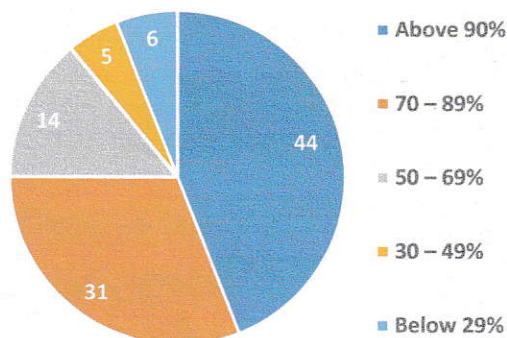
20. **The overall quality of teaching-learning process in your institute is very good.**

Response	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
Percentage	27	42	24	4	3

The overall quality of the teaching-learning process was positively rated by 69% of students, with only 7% expressing dissatisfaction. This shows a strong foundation, although there's still potential to convert neutral students (24%) into advocates through more engaging and effective strategies.
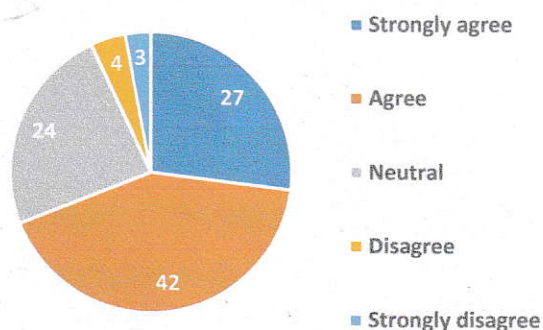
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