



M.E.S. KALLADI COLLEGE, MANNARKKAD

Palakkad (Dt), Kerala

Pin 678583

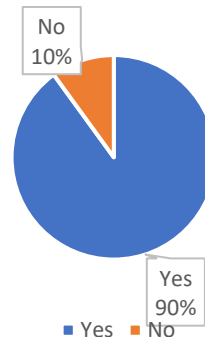
TEACHERS FEEDBACK ANALYSIS REPORT 2024-25

**Prepared by
INTERNAL QUALITY ASSURANCE CELL
MES Kalladi College Mannarkkad**

TEACHERS FEEDBACK 2024-25

(1) Are you able to complete the syllabus in the allotted time?

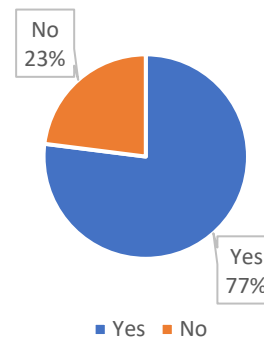
	Frequency	Percent
a) Yes	82	90
b) No	9	10
Total	91	100



90% of teachers reported that they were able to complete the syllabus within the allotted timeframe, indicating effective time management and realistic syllabus structuring. The remaining 10% of the teachers faced challenges may suggest issues like time lost due to external factors, slow class progression, or an overloaded syllabus in some subjects.

(2) Does the syllabus has good balance between theory and application?

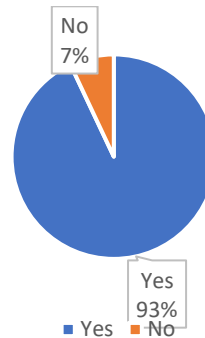
	Frequency	Percent
a) Yes	70	77
b) No	21	23
Total	91	100



77% of the teachers agreed that the syllabus maintains a good balance between theory and application. This suggests that most educators find the curriculum suitable for imparting both conceptual understanding and practical relevance. However, 23% of the teachers informed that there is a lack of balance between theory and application.

(3) Are the prime objectives addressed effectively in each unit?

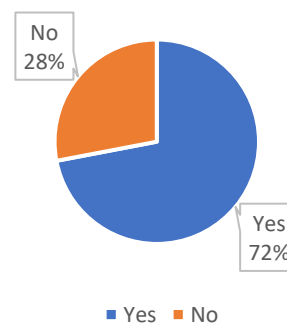
	Frequency	Percent
a) Yes	85	93
b) No	6	7
Total	91	100



93% of faculty members affirmed that the core objectives of each unit are effectively covered, demonstrating the clarity and relevance of the syllabus structure. The 7% of the teachers have observed mismatches between the intended objectives and actual content

Are you able to find high quality resources for the syllabus?

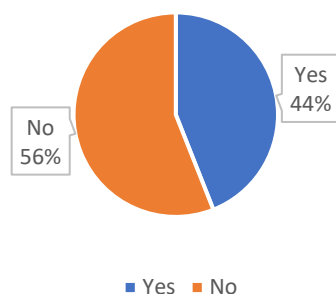
	Frequency	Percent
a) Yes	66	72
b) No	25	28
Total	91	100



72% of teachers felt they could access high-quality academic resources to support the syllabus. Yet, 28% reported difficulties, highlighting a need for better-curated materials, access to academic databases, or faculty development initiatives to explore updated teaching resources.

(4) Did you find recently published books that would serve better for study?

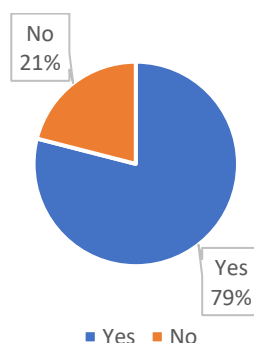
	Frequency	Percent
a) Yes	40	44
b) No	51	56
Total	91	100



44% of the teachers identified recently published books as better suited to the syllabus, while a majority 56% did not. This feedback suggests a gap in the inclusion of contemporary literature and updated references in the curriculum, possibly requiring a review and modernization of the recommended reading lists.

(5) Are the books for study appropriate for the present year students' level?

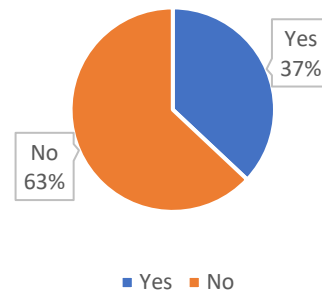
	Frequency	Percent
a) Yes	72	79
b) No	19	21
Total	91	100



79% of teachers agreed that the prescribed textbooks were suitable for the students' academic level, However, 21% felt the materials were either too advanced or too basic, indicating the need for differentiated resources or alternate references for varying student needs.

(6) Does the library has sufficient number of prescribed books?

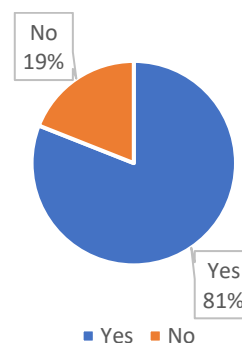
	Frequency	Percent
a) Yes	34	37
b) No	57	63
Total	91	100



A significant 63% of teachers felt that the library lacks an adequate number of prescribed books. This highlights a critical area of concern regarding the availability of academic resources, which may impact both teaching effectiveness and student learning. Ensuring timely procurement and sufficient copies of required texts is necessary. 37% of the teachers felt that library has sufficient number of prescribed books

(7) Does the course(s) curriculum intellectually stimulate you in teaching?

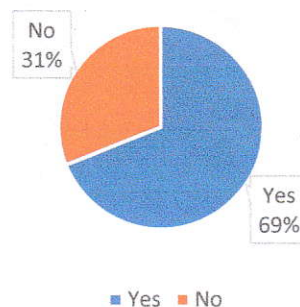
	Frequency	Percent
a) Yes	74	81
b) No	17	19
Total	91	100



81% of the teachers found the curriculum intellectually stimulating to teach, reflecting satisfaction with the content depth and scope. The remaining 19% who did not feel intellectually engaged may be experiencing stagnation in outdated syllabi or a lack of innovative content,

8) Do you have freedom to propose, modify, suggest and incorporate new topics in the syllabus?

	Frequency	Percent
a) Yes	63	69
b) No	28	31
Total	91	100



69% of teachers indicated that they have the freedom to propose or incorporate new topics into the syllabus, reflecting a moderate level of academic autonomy and a flexible curriculum development environment. However, 31% who felt they lacked this freedom point to a limitation in participatory academic governance. This suggests the need to strengthen inclusive curriculum review mechanisms and encourage faculty involvement in academic decision-making to foster innovation and relevance in the syllabus.




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