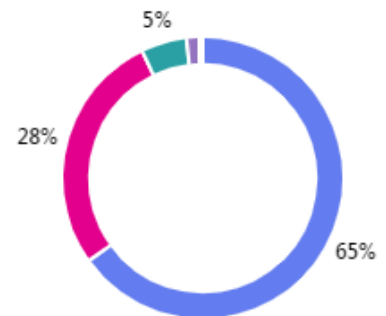




## FEEDBACK ANALYSIS OF STUDENT SATISFACTION SURVEY 2024-25

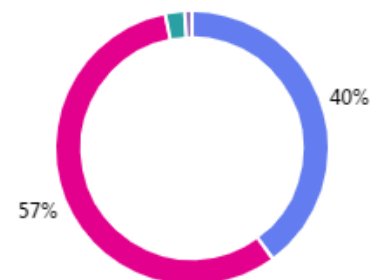
1. How much of the syllabus was covered in the class?

4 – 85 to 100%	311
3 – 70 to 84%	133
2 – 55 to 69%	25
1 – 30 to 54%	7
0 – below 30%	2



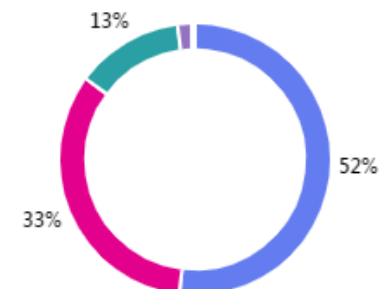
2. How well did the teachers prepare for the classes?

4 – Thoroughly	191
3 – Satisfactorily	272
2 – Poorly	11
1 – Indifferently	4
0 – Won't teach at all	0



3. How well were the teachers able to communicate?

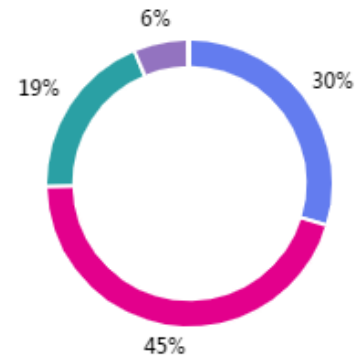
4 – Always effective	248
3 – Sometimes effective	159
2 – Just satisfactory	61
1 – Generally ineffective	8
0 – Very poor communication	2





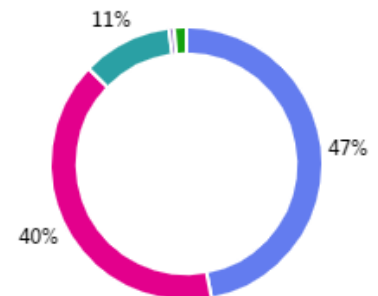
4. The teacher's approach to teaching can best be described as

● 4 –Excellent	142
● 3 – Very Good	215
● 2 – Good	91
● 1 – Fair	29
● 0 – Poor	1



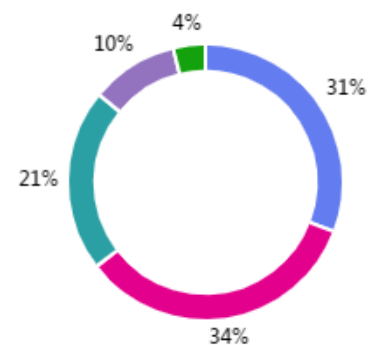
5. Fairness of the internal evaluation process by the teachers.

● 4 – Always fair	225
● 3 – Usually fair	192
● 2 – Sometimes unfair	51
● 1 – Usually unfair	3
● 0 – Unfair	7



6. Was your performance in assignments discussed with you?

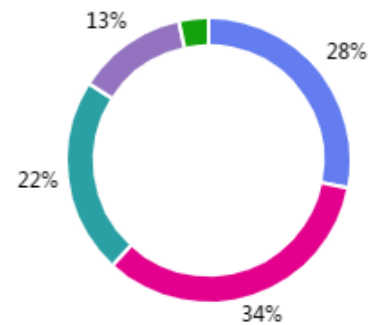
● 4 – Every time	147
● 3 – Usually	161
● 2 – Occasionally/Sometimes	102
● 1 – Rarely	49
● 0 – Never	18





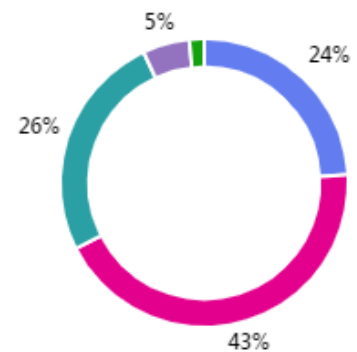
7. The institute takes active interest in promoting internship, student exchange, field visit opportunities for students.

4 –Regularly	134
3 – Often	161
2 –Sometimes	106
1 – Rarely	60
0 – Never	16



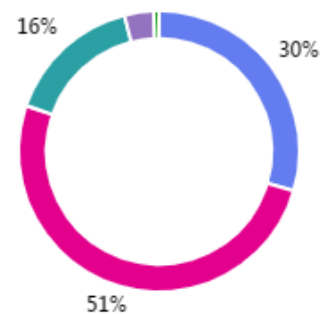
8. The teaching and mentoring process in your institution facilitates you in cognitive, social and Emotional growth.

4 –Significantly	115
3 – Very well	207
2 –Moderately	122
1 – Marginally	25
0 – Not at all	8



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

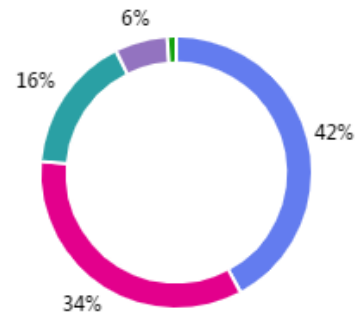
4 –Strongly agree	141
3 – Agree	242
2 – Neutral	75
1 – Disagree	16
0 – Strongly disagree	3





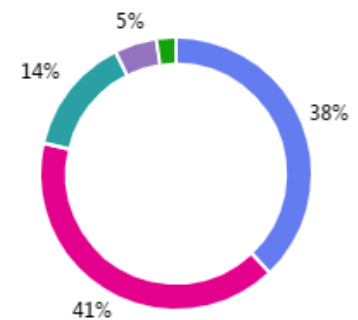
10. Teachers inform you about your expected competencies, course outcomes and programme outcomes.

4 – Everytime	201
3 – Usually	163
2 – Occasionally/Sometimes	78
1 – Rarely	30
0 – Never	5



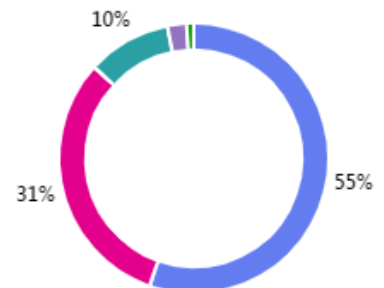
11. Your mentor does a necessary follow-up with an assigned task to you

4 – Everytime	181
3 – Usually	194
2 – Occasionally/Sometimes	67
1 – Rarely	24
0 – I don't have a mentor	11



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

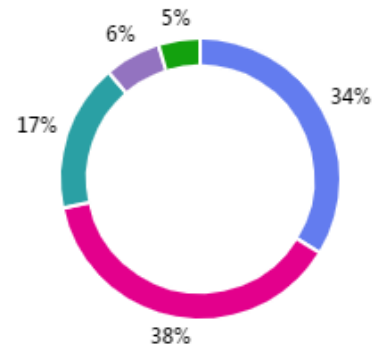
4 – Everytime	264
3 – Usually	150
2 – Occasionally/Sometimes	48
1 – Rarely	11
0 – Never	4





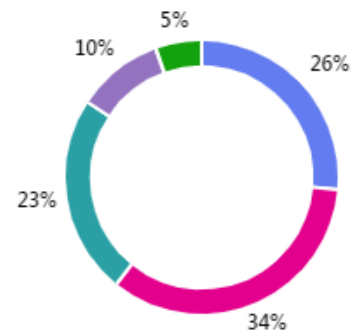
13. The teachers identify your strengths and encourage you with providing right level of challenges.

4 – Fully	161
3 – Reasonably	181
2 – Partially	81
1 – Slightly	31
0 – Unable to	23



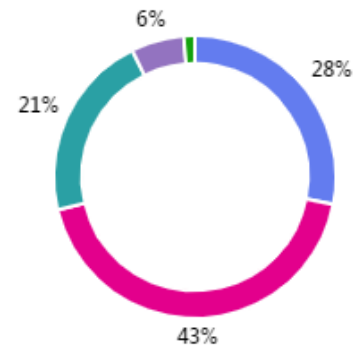
14. Teachers are able to identify your weaknesses and help to overcome them.

4 – Everytime	126
3 – Usually	164
2 – Occasionally/Sometimes	112
1 – Rarely	49
0 – Never	26



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

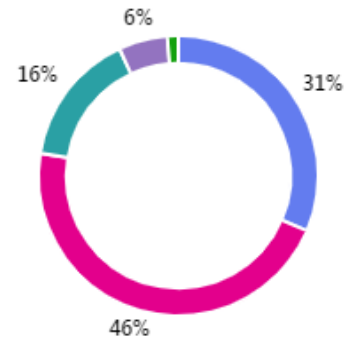
4 – Strongly agree	134
3 – Agree	206
2 – Neutral	102
1 – Disagree	29
0 – Strongly disagree	6





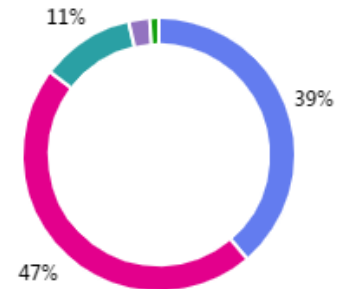
16. The institute/teachers use student centric methods, such as experiential learning, participative learning and problem solving methodologies for enhancing learning experiences.

4 – To a great extent	150
3 – Moderate	220
2 – Some what	74
1 – Very little	27
0 – Not at all	6



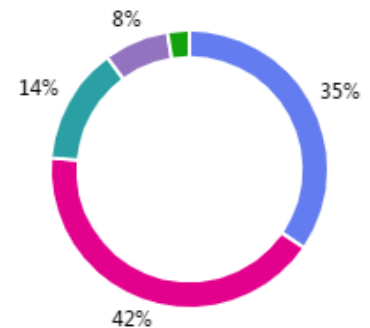
17. Teachers encourage you to participate in extracurricular activities.

4 –Strongly agree	185
3 – Agree	222
2 – Neutral	53
1 – Disagree	12
0 – Strongly disagree	5



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

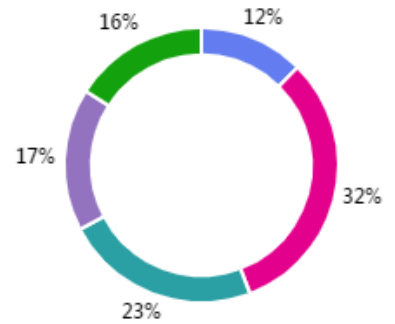
4 – To a great extent	165
3 – Moderate	199
2 – Some what	65
1 – Very little	36
0 – Not at all	12





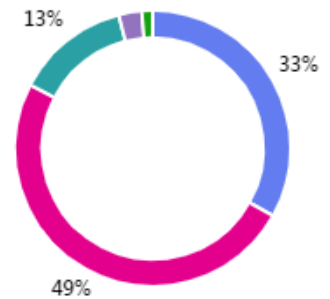
19. What percentage of the teachers use ICT tools such as LCD projectors, Multimedia, etc. while teaching.

4 – Above 90%	59
3 – 70 to 89%	152
2 – 50 to 69%	110
1 – 30 to 49%	80
0 – below 29%	76



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

4 – Strongly agree	158
3 – Agree	236
2 – Neutral	64
1 – Disagree	13
0 – Strongly disagree	6





## STUDENT SATISFACTION SURVEY FEEDBACK ANALYSIS (2024-2025)

To assess the overall effectiveness of academic delivery and institutional support, structured feedback was collected from students for the academic session 2024-25. The responses reflect students' perspectives on curriculum delivery, evaluation, mentoring, skill development, and institutional quality.

### I. Academic Delivery and Syllabus Coverage

- **Syllabus Completion:** A significant majority of students confirmed that the syllabus was thoroughly covered during the academic session.
- **Teacher Preparedness:** Students observed that faculty members were consistently well-prepared and approached classes with diligence and clarity.
- **Communication Skills:** Effective and clear communication by teachers was acknowledged by a large number of students.
- **Teaching Approach:** Students rated teaching methods as highly effective, citing engagement, clarity, and subject mastery.

### II. Evaluation and Feedback Mechanism

- **Internal Evaluation:** Most students agreed that internal assessments were conducted in a fair, transparent, and timely manner.
- **Assignment Discussions:** Regular feedback on assignments contributed to academic improvement and deeper understanding of course material.

### III. Mentoring and Cognitive Development

- **Mentoring Support:** Students appreciated the consistent follow-up and guidance provided by mentors, reflecting active involvement in student development.
- **Cognitive, Social, and Emotional Growth:** A considerable number of students reported feeling supported in their holistic growth through mentoring and classroom practices.





#### IV. Learning Opportunities and Skill Enhancement

- **Opportunities for Growth:** Students recognized the availability of diverse academic and co-curricular opportunities that contributed to their overall development.
- **Competency Awareness:** Teachers effectively communicated course objectives, expected learning outcomes, and essential competencies.
- **Soft Skills and Employability:** The institution was praised for its initiatives to promote soft skills, life skills, and employability-focused training programs.

#### V. Pedagogical Practices

- **Use of Real-Life Examples:** Concepts were frequently explained using practical examples, enhancing student comprehension and retention.
- **Identification of Strengths and Weaknesses:** Teachers demonstrated a keen awareness of individual student needs, offering appropriate challenges and support.
- **Student-Centric Methods:** Experiential, participative, and problem-solving teaching strategies significantly enriched the learning process.

#### VI. ICT Integration in Teaching

- **Technology-Enhanced Learning:** Students confirmed the effective use of ICT tools including multimedia resources and e-content leading to engaging and enriched learning experiences.

#### VII. Co-Curricular and Extracurricular Engagement

- **Holistic Development:** Students were actively encouraged to participate in cultural, literary, and sports activities, contributing positively to their personality development.

#### VIII. Institutional Support and Quality Assurance

- **Internships and Field Exposure:** The institution took proactive steps in organizing internships, exchange programs, and field visits, ensuring practical exposure.
- **Feedback and Continuous Improvement:** Students expressed appreciation for being included in feedback and review processes aimed at institutional enhancement.



- **Overall Teaching-Learning Quality:** A majority of students reported high satisfaction with the overall academic environment, faculty engagement, and institutional support systems.

Overall, the feedback highlights a strong and student-centred academic environment, with effective teaching practices, robust mentoring, and diverse learning opportunities. While the overall response is highly positive, the data also provides valuable input for further refinement and enhancement of academic and institutional practices.

Principal  
Sr. (Dr.) Rosily T.L.  
St. Bede's College