



STUDENT SATISFACTION SURVEY

Report 2022



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1 Introduction

Catholicate College, Pathanamthitta founded in 1952 on the serene Basil Hills, affiliated with Mahatma Gandhi University, Kottayam, has a rich legacy of seven decades in redefining higher education and revitalizing the academic aspirations of the region. Our pursuit of excellence is guided by the motto “Fear of the Lord is the beginning of wisdom.” It imparts value-based education aimed at the holistic and intuitive growth of the individual so as to fulfill the vision of creating an educated and enlightened society for a brave new world. Sprawling across a lush eco-friendly campus, the college has an impressive infrastructure which houses fourteen departments, eight research centers and offers fifteen PG Courses, thirteen UG Courses, one Integrated MA Course in the aided stream, five Self Financing Courses and a number of Add-on Courses to complement the conventional courses.

2 Background

Student satisfaction is the key index of the success of an educational institution. The college takes keen interest in ensuring student satisfaction at each step of curriculum planning, execution and evaluation and reviews student response periodically through Student Satisfaction Surveys. The feed-back from the stakeholders enables a critical appraisal of the curricular, cocurricular and extracurricular interventions and facilities extended by the institution so as to facilitate optimization of institutional performance.

The Student Satisfaction Survey was conducted in March 2022 by the Internal Quality Assurance Cell in order to foster quality improvement of the college by incorporating inputs from the students. The survey was conducted based on a well-structured, comprehensive questionnaire, designed using the online survey administration suite, Google Forms. In order to ensure full transparency and fairness, the online form was designed to be filled in anonymously and without any bias by the students. A total of 1432 students from the postgraduate and undergraduate programmes participated in the survey. The responses to the questions were collected on a five-point scale. The findings of the survey are analysed in the ensuing sections of the document.



3 Executive Summary

The student-centric approach of the college is very well reflected in the survey. The students are generally satisfied with the overall teaching-learning process of the institution; however, some suggestions for further improvement such as more effective use of ICT tools, enhancement of opportunities for internships, in-campus training programmes, have been recommended by the students. The College Council and academic bodies have taken into account the critical and creative responses of the students positively and constructive measures have been taken to redress the grievances. A summary of the findings of the survey is given below.

- a) Around eighty four percent of students appreciated the commendable completion of syllabus in time and said that more than seventy percent of the syllabus of all the programmes gets completed in the classroom itself.
- b) Around ninety six percent of students expressed satisfaction with the remarkable effort, expertise and efficacy with which teachers plan, prepare and deliver each class.
- c) Around eighty eight percent of students remarked that the teachers are mostly effective in communicating and clarifying the ideas and concepts with clarity and efficiency.
- d) Around seventy eight percent of students commended the approach of the teachers with respect to their dedication and passion towards teaching.
- e) More than ninety percent of the students expressed satisfaction with the fair conduct of internal assessment mechanisms.
- f) More than seventy six percent of the students opined that teachers guide and evaluate the assignments diligently and provide proper follow ups to monitor and improve the performance.
- g) Around sixty five percent of the students responded that they are getting ample opportunities for internship, student exchange, field visits etc.
- h) Around seventy six percent of the students expressed that their cognitive, social and emotional challenges are successfully addressed through the teaching and mentoring process in the institution.
- i) Around eighty two percent observed that the institution takes keen interest and initiative towards promoting the multifaceted skills and talents of the students so as to contribute to their success in various careers as well as life in general.
- j) Around eighty two percent of the students remarked that proper communication is usually given regarding expected competencies, course outcomes and programme outcomes at the time of commencement of the course itself.



k) Around eighty seven percent of the students appreciated the commendable use of illustrations, examples and application-oriented teaching to make learning effective and interesting.

l) Around eighty one percent of the students were satisfied with the mentoring system and opined that the mentor performs follow up regularly to systematically address their cognitive, social and emotional challenges.

m) Around seventy seven percent of the students expressed the opinion that teachers encourage them reasonably to identify and develop their strengths and provide them with the right level of challenges.

n) Seventy four percent of the students responded that teachers usually help them to identify and rectify their weaknesses and support them to tide over the challenges with confidence.

o) More than eighty percent of the students evaluated positively the institution's efforts to engage students in the quality review and monitoring process of the activities of the College.

p) About eighty percent of the students expressed satisfaction with the student centric efforts of the institution.

q) Around eighty one percent of the students were satisfied with the wholehearted support and encouragement provided by the teachers for participation in extracurricular activities.

r) More than eighty one percent of the students remarked that teachers take keen interest in enhancing life skills, soft skills and employability skills of the students.

s) Around sixty percent of the students responded that more than seventy percent of the teachers make efficient use of ICT tools in the classrooms.

t) More than eighty five percent of the students rated the overall teaching learning process in the campus good.



4 Participation

A total number of fourteen hundred and thirty-two students participated in the Student Satisfaction Survey May 2021. Out of 1432 students, one thousand nineteen students were female and four hundred thirteen were male students. Every department has been represented well in the survey.

4.1 UG-PG-wise Participation

The following table gives a picture of UG-PG wise participation in the survey. Around eighty percent of the students from UG programmes and twenty percent from PG programmes participated in the survey.

Table 1: UG-PG-wise Participation

PG/UG	Count	Percentage
PG	320	22.35%
UG	1112	77.65%
Grand Total	1432	100.00%

4.2 Department-wise Participation

Students from all the Departments have participated well in the survey. Table 2 shows the department-wise participation.

Table 2: Department-wise Participation

Department	PG		UG		Total	
	Count	Percentage	Count	Percentage	Count	Percentage
Botany	26	8.13%	85	7.64%	111	7.75%
Chemistry	41	12.81%	111	9.98%	152	10.61%
Commerce	43	13.44%	176	15.83%	219	15.29%
Computer Application	0	0.00%	95	8.54%	95	6.63%
Economics	11	3.44%	64	5.76%	75	5.24%
English	27	8.44%	110	9.89%	137	9.57%
Hindi	16	5.00%	45	4.05%	61	4.26%
History	24	7.50%	88	7.91%	112	7.82%
Malayalam	31	9.69%	73	6.56%	104	7.26%
Mathematics	35	10.94%	89	8.00%	124	8.66%
Physics	41	12.81%	110	9.89%	151	10.54%
Zoology	25	7.81%	66	5.94%	91	6.35%
Grand Total	320	22.35%	1112	77.65%	1432	100.00%



4.3 Programme-wise PG Participation

Among the PG students, a total of three hundred and twenty students from various Departments participated in the survey. The following table gives the detailed PG-wise student participation.

Table 3: Programme-wise PG Participation

Department	IInd year		Ist year		Total	
	Count	Percentage	Count	Percentage	Count	Percentage
Botany	12	7.59%	14	7.41%	26	8.13%
Chemistry	18	11.39%	23	11.11%	41	12.81%
Commerce	26	16.46%	17	16.05%	43	13.44%
Economics	5	3.16%	6	3.09%	11	3.44%
English	21	13.29%	6	12.96%	27	8.44%
Hindi	7	4.43%	9	4.32%	16	5.00%
History	9	5.70%	15	5.56%	24	7.50%
Malayalam	14	8.86%	17	8.64%	31	9.69%
Mathematics	16	10.13%	19	9.88%	35	10.94%
Physics	22	11.73%	19	13.58%	41	12.81%
Zoology	12	7.59%	13	7.41%	25	7.81%
Grand Total	162	50.63%	158	49.38%	320	100.00%

4.4 Programme-wise UG Participation

A total of one thousand one hundred twelve UG students from various Departments participated in the survey. A detailed presentation of Undergraduate programme-wise student participation is given below.

Table 4: Programme-wise UG Participation

Department	IIIrd year		IInd year		Ist year		Total	
	Count	Percentage	Count	Percentage	Count	Percentage	Count	Percentage
Botany	36	10.23%	33	8.78%	16	4.17%	85	7.64%
Chemistry	40	11.36%	35	9.31%	36	9.38%	111	9.98%
Commerce	52	14.77%	58	15.43%	66	17.19%	176	15.83%
Computer Application	29	8.24%	33	8.78%	33	8.59%	95	8.54%
Economics	15	4.26%	24	6.38%	25	6.51%	64	5.76%
English	24	6.82%	41	10.90%	45	11.72%	110	9.89%
Hindi	18	5.11%	12	3.19%	15	3.91%	45	4.05%
History	23	6.53%	29	7.71%	36	9.38%	88	7.91%
Malayalam	26	7.39%	18	4.79%	29	7.55%	73	6.56%
Mathematics	36	10.23%	33	8.78%	20	5.21%	89	8.00%
Physics	32	9.09%	41	10.90%	37	9.64%	110	9.89%
Zoology	21	5.97%	19	5.05%	26	6.77%	66	5.94%
Grand Total	352	31.65%	376	33.81%	384	34.53%	1112	100.00%



5 Detailed Analysis of the Survey

5.1 Completion of syllabus in the classroom

Completion of syllabus in the classroom is an important indicator of academic activities in the campus. Of the total student response, around eighty four percent said that more than seventy percent of the syllabus for all the programs is getting completed in the classroom itself. The following table shows the responses of the students towards the query.

Table 5: Completion of syllabus in the classroom

Department	Row Labels	Below 30%	30-54%	55-69%	70-84%	85-100%	Total
Botany	Count	0	2	9	34	66	111
	Percentage	0.00%	1.80%	8.11%	30.63%	59.46%	100.00%
Chemistry	Count	0	11	28	25	88	152
	Percentage	0.00%	7.24%	18.42%	16.45%	57.89%	100.00%
Commerce	Count	3	11	30	52	123	219
	Percentage	1.37%	5.02%	13.70%	23.74%	56.16%	99.99%
Computer Application	Count	1	9	8	25	52	95
	Percentage	1.05%	9.47%	8.42%	26.32%	54.74%	100.00%
Economics	Count	0	3	8	20	44	75
	Percentage	0.00%	4.00%	10.67%	26.67%	58.67%	100.00%
English	Count	3	1	12	50	71	137
	Percentage	2.19%	0.73%	8.76%	36.50%	51.82%	100.00%
Hindi	Count	0	0	9	18	34	61
	Percentage	0.00%	0.00%	14.75%	29.51%	55.74%	100.00%
History	Count	1	6	14	35	56	112
	Percentage	0.89%	5.36%	12.50%	31.25%	50.00%	100.00%
Malayalam	Count	0	0	15	36	53	104
	Percentage	0.00%	0.00%	14.42%	34.62%	50.96%	100.00%
Mathematics	Count	0	3	11	26	84	124
	Percentage	0.00%	2.42%	8.87%	20.97%	67.74%	100.00%
Physics	Count	0	3	15	29	104	151
	Percentage	0.00%	1.99%	9.93%	19.21%	68.87%	100.00%
Zoology	Count	0	1	10	24	56	91
	Percentage	0.00%	1.10%	10.99%	26.37%	61.54%	100.00%
Grand Total	Count	8	50	169	374	831	1432
	Percentage	0.56%	3.49%	11.80%	26.12%	58.03%	100.00%



5.2 Preparation status of the teachers

The standard of preparation of the teachers for engaging the classes is of pivotal importance in determining the academic excellence of an educational institution and it has been given due weightage in the college. Around ninety six percent of the students have expressed satisfaction regarding the preparation status of the faculty.

Table 6: Preparation status of the teachers

Department	Row Labels	Won't teach at all	Indifferently	Poorly	Satisfactorily	Thoroughly	Total
Botany	Count	0	0	1	64	46	111
	Percentage	0.00%	0.00%	0.90%	57.66%	41.44%	100.00%
Chemistry	Count	0	1	6	86	59	152
	Percentage	0.00%	0.66%	3.95%	56.58%	38.82%	100.00%
Commerce	Count	0	3	5	142	69	219
	Percentage	0.00%	1.37%	2.28%	64.84%	31.51%	100.00%
Computer Application	Count	0	0	3	56	36	95
	Percentage	0.00%	0.00%	3.16%	58.95%	37.89%	100.00%
Economics	Count	0	0	5	40	30	75
	Percentage	0.00%	0.00%	6.67%	53.33%	40.00%	100.00%
English	Count	0	2	3	73	59	137
	Percentage	0.00%	1.46%	2.19%	53.28%	43.07%	100.00%
Hindi	Count	0	1	0	34	26	61
	Percentage	0.00%	1.64%	0.00%	55.74%	42.62%	100.00%
History	Count	0	1	2	60	49	112
	Percentage	0.00%	0.89%	1.79%	53.57%	43.75%	100.00%
Malayalam	Count	0		4	60	40	104
	Percentage	0.00%	0.00%	3.85%	57.69%	38.46%	100.00%
Mathematics	Count	1	1	5	85	32	124
	Percentage	0.81%	0.81%	4.03%	68.55%	25.81%	100.00%
Physics	Count	0	3	3	86	59	151
	Percentage	0.00%	1.99%	1.99%	56.95%	39.07%	100.00%
Zoology	Count	0	0	2	52	37	91
	Percentage	0.00%	0.00%	2.20%	57.14%	40.66%	100.00%
Grand Total	Count	1	12	39	838	542	1432
	Percentage	0.07%	0.84%	2.72%	58.52%	37.85%	100.00%



5.3 Communication ability of the teachers

Proper communication in the class room is important for the successful teaching learning process. Around eighty eight percent of the students responded that the teachers are effective in communication.

Table 7: Communication ability of the teachers

Department	Row Labels	Always effective	Sometimes effective	Just satisfactorily	Generally ineffective	Very poor communication	Total
Botany	Count	78	29	3	0	1	111
	Percentage	70.27%	26.13%	2.70%	0.00%	0.90%	100.00%
Chemistry	Count	82	47	21	1	1	152
	Percentage	53.95%	30.92%	13.82%	0.66%	0.66%	100.00%
Commerce	Count	132	62	23	1	1	219
	Percentage	60.27%	28.31%	10.50%	0.46%	0.46%	100.00%
Computer Application	Count	58	20	16	0	1	95
	Percentage	61.05%	21.05%	16.84%	0.00%	1.05%	100.00%
Economics	Count	50	15	10	0	0	75
	Percentage	66.67%	20.00%	13.33%	0.00%	0.00%	100.00%
English	Count	81	39	14	1	2	137
	Percentage	59.12%	28.47%	10.22%	0.73%	1.46%	100.00%
Hindi	Count	39	15	5	1	1	61
	Percentage	63.93%	24.59%	8.20%	1.64%	1.64%	100.00%
History	Count	76	23	10	3		112
	Percentage	67.86%	20.54%	8.93%	2.68%	0.00%	100.00%
Malayalam	Count	71	27	6	0		104
	Percentage	68.27%	25.96%	5.77%	0.00%	0.00%	100.00%
Mathematics	Count	53	49	20	2		124
	Percentage	42.74%	39.52%	16.13%	1.61%	0.00%	100.00%
Physics	Count	72	59	16	3	1	151
	Percentage	47.68%	39.07%	10.60%	1.99%	0.66%	100.00%
Zoology	Count	54	26	11			91
	Percentage	59.34%	28.57%	12.09%	0.00%	0.00%	100.00%
Grand Total	Count	846	411	155	12	8	1432
	Percentage	59.08%	28.70%	10.82%	0.84%	0.56%	100.00%



5.4 Teachers' approach to teaching

Dedication of teachers in teaching is also addressed in the survey. Around seventy eight percent of the students expressed that teachers are very much dedicated and duty bound.

Table 8: Teachers' approach to teaching

Departments	Row Labels	Excellent	Very good	Good	Fair	Poor	Total
Botany	Count	43	54	13	1	0	111
	Percentage	38.74%	48.65%	11.71%	0.90%	0.00%	100.00%
Chemistry	Count	48	61	35	8	0	152
	Percentage	31.58%	40.13%	23.03%	5.26%	0.00%	100.00%
Commerce	Count	80	89	44	5	1	219
	Percentage	36.53%	40.64%	20.09%	2.28%	0.46%	100.00%
Computer Application	Count	35	33	23	3	1	95
	Percentage	36.84%	34.74%	24.21%	3.16%	1.05%	100.00%
Economics	Count	36	23	13	3	0	75
	Percentage	48.00%	30.67%	17.33%	4.00%	0.00%	100.00%
English	Count	66	48	19	3	1	137
	Percentage	48.18%	35.04%	13.87%	2.19%	0.73%	100.00%
Hindi	Count	28	24	7	2	0	61
	Percentage	45.90%	39.34%	11.48%	3.28%	0.00%	100.00%
History	Count	61	29	19	3	0	112
	Percentage	54.46%	25.89%	16.96%	2.68%	0.00%	100.00%
Malayalam	Count	47	42	13	2	0	104
	Percentage	45.19%	40.38%	12.50%	1.92%	0.00%	100.00%
Mathematics	Count	34	47	36	6	1	124
	Percentage	27.42%	37.90%	29.03%	4.84%	0.81%	100.00%
Physics	Count	58	57	27	9	0	151
	Percentage	38.41%	37.75%	17.88%	5.96%	0.00%	100.00%
Zoology	Count	32	37	20	2	0	91
	Percentage	35.16%	40.66%	21.98%	2.20%	0.00%	100.00%
Grand Total	Count	568	544	269	47	4	1432
	Percentage	39.66%	37.99%	18.78%	3.28%	0.28%	100.00%



5.5 Fairness of internal evaluation

As part of the curricular evaluation, students are internally assessed by the teachers. They are assessed through internal examinations, assignments and seminars, and also on the basis of their attendance in the class. More than ninety percent of the students are of the opinion that the internal assessment mechanisms are normally fair.

Table 9: Fairness of internal evaluation

Departments	Row Labels	Always fair	Usually fair	Sometimes unfair	unfair	Usually unfair	Total
Botany	Count	50	57	3	0	1	111
	Percentage	45.05%	51.35%	2.70%	0.00%	0.90%	100.00%
Chemistry	Count	61	68	18	4	1	152
	Percentage	40.13%	44.74%	11.84%	2.63%	0.66%	100.00%
Commerce	Count	109	93	11	1	5	219
	Percentage	49.77%	42.47%	5.02%	0.46%	2.28%	100.00%
Computer Application	Count	49	37	7	1	1	95
	Percentage	51.58%	38.95%	7.37%	1.05%	1.05%	100.00%
Economics	Count	35	33	6		1	75
	Percentage	46.67%	44.00%	8.00%	0.00%	1.33%	100.00%
English	Count	66	55	11	4	1	137
	Percentage	48.18%	40.15%	8.03%	2.92%	0.73%	100.00%
Hindi	Count	32	18	8	3	0	61
	Percentage	52.46%	29.51%	13.11%	4.92%	0.00%	100.00%
History	Count	60	42	8	1	1	112
	Percentage	53.57%	37.50%	7.14%	0.89%	0.89%	100.00%
Malayalam	Count	65	34	5	0	0	104
	Percentage	62.50%	32.69%	4.81%	0.00%	0.00%	100.00%
Mathematics	Count	46	62	10	1	5	124
	Percentage	37.10%	50.00%	8.06%	0.81%	4.03%	100.00%
Physics	Count	68	65	14	2	2	151
	Percentage	45.03%	43.05%	9.27%	1.32%	1.32%	100.00%
Zoology	Count	48	37	6	0	0	91
	Percentage	52.75%	40.66%	6.59%	0.00%	0.00%	100.00%
Grand Total	Count	689	601	107	17	18	1432
	Percentage	48.11%	41.97%	7.47%	1.19%	1.26%	100.00%



5.6 Follow-up of assignments

Internal assessments are considered as additional mechanisms to enhance the understanding of the subject. More than seventy six percent of the students said that teachers usually discuss and provide tips to improve the performance.

Table 10: Follow-up of assignments

Departments	Row Labels	Every time	Usually	Occasionally/S ometimes	Rarely	Never	Total
Botany	Count	42	50	14	2	3	111
	Percentage	37.84%	45.05%	12.61%	1.80%	2.70%	100.00%
Chemistry	Count	43	61	29	10	9	152
	Percentage	28.29%	40.13%	19.08%	6.58%	5.92%	100.00%
Commerce	Count	82	82	33	10	12	219
	Percentage	37.44%	37.44%	15.07%	4.57%	5.48%	100.00%
Computer Application	Count	44	32	13	2	4	95
	Percentage	46.32%	33.68%	13.68%	2.11%	4.21%	100.00%
Economics	Count	31	30	3	9	2	75
	Percentage	41.33%	40.00%	4.00%	12.00%	2.67%	100.00%
English	Count	44	58	24	4	7	137
	Percentage	32.12%	42.34%	17.52%	2.92%	5.11%	100.00%
Hindi	Count	26	21	8	4	2	61
	Percentage	42.62%	34.43%	13.11%	6.56%	3.28%	100.00%
History	Count	63	31	14	1	3	112
	Percentage	56.25%	27.68%	12.50%	0.89%	2.68%	100.00%
Malayalam	Count	52	40	10	1	1	104
	Percentage	50.00%	38.46%	9.62%	0.96%	0.96%	100.00%
Mathematics	Count	34	40	23	19	8	124
	Percentage	27.42%	32.26%	18.55%	15.32%	6.45%	100.00%
Physics	Count	48	69	21	10	3	151
	Percentage	31.79%	45.70%	13.91%	6.62%	1.99%	100.00%
Zoology	Count	27	34	18	7	5	91
	Percentage	29.67%	37.36%	19.78%	7.69%	5.49%	100.00%
Grand Total	Count	536	548	210	79	59	1432
	Percentage	37.43%	38.27%	14.66%	5.52%	4.12%	100.00%



5.7 Provision for internship, student exchange, field visit etc.

Leveraging students' academic potential and performance by providing exposure to knowledge and experiences from diverse sources have always been ensured and encouraged by the college. Despite limitations, the institution takes much interest in providing maximum academic opportunities to students. Around sixty five percent of the students responded that they are getting such opportunities often.

Table 11: Provision for internship, student exchange and field visit

Departments	Row Labels	Regularly	Often	Sometimes	Rarely	Never	Total
Botany	Count	44	29	19	12	7	111
	Percentage	39.64%	26.13%	17.12%	10.81%	6.31%	100.00%
Chemistry	Count	41	52	27	18	14	152
	Percentage	26.97%	34.21%	17.76%	11.84%	9.21%	100.00%
Commerce	Count	60	67	45	20	27	219
	Percentage	27.40%	30.59%	20.55%	9.13%	12.33%	100.00%
Computer Application	Count	41	29	12	6	7	95
	Percentage	43.16%	30.53%	12.63%	6.32%	7.37%	100.00%
Economics	Count	32	25	10	6	2	75
	Percentage	42.67%	33.33%	13.33%	8.00%	2.67%	100.00%
English	Count	52	46	20	11	8	137
	Percentage	37.96%	33.58%	14.60%	8.03%	5.84%	100.00%
Hindi	Count	18	14	17	8	4	61
	Percentage	29.51%	22.95%	27.87%	13.11%	6.56%	100.00%
History	Count	48	31	17	9	7	112
	Percentage	42.86%	27.68%	15.18%	8.04%	6.25%	100.00%
Malayalam	Count	52	25	19	5	3	104
	Percentage	50.00%	24.04%	18.27%	4.81%	2.88%	100.00%
Mathematics	Count	32	32	23	20	17	124
	Percentage	25.81%	25.81%	18.55%	16.13%	13.71%	100.00%
Physics	Count	69	37	27	9	9	151
	Percentage	45.70%	24.50%	17.88%	5.96%	5.96%	100.00%
Zoology	Count	31	28	18	8	6	91
	Percentage	34.07%	30.77%	19.78%	8.79%	6.59%	100.00%
Grand Total	Count	520	415	254	132	111	1432
	Percentage	36.31%	28.98%	17.74%	9.22%	7.75%	100.00%



5.8 Effectiveness of teaching and mentoring process

Around seventy six percent of the students opined that their cognitive, social and emotional challenges are being successfully handled through the teaching and mentoring process in the institution.

Table 12: Effectiveness of teaching and mentoring process

Department	Row Labels	Very well	Significantly	Moderately	Marginally	Not at all	Total
Botany	Count	47	41	19	3	1	111
	Percentage	42.34%	36.94%	17.12%	2.70%	0.90%	100.00%
Chemistry	Count	53	56	29	10	4	152
	Percentage	34.87%	36.84%	19.08%	6.58%	2.63%	100.00%
Commerce	Count	92	59	50	12	6	219
	Percentage	42.01%	26.94%	22.83%	5.48%	2.74%	100.00%
Computer Application	Count	33	38	15	3	6	95
	Percentage	34.74%	40.00%	15.79%	3.16%	6.32%	100.00%
Economics	Count	34	27	10	3	1	75
	Percentage	45.33%	36.00%	13.33%	4.00%	1.33%	100.00%
English	Count	55	53	19	6	4	137
	Percentage	40.15%	38.69%	13.87%	4.38%	2.92%	100.00%
Hindi	Count	31	15	11	2	2	61
	Percentage	50.82%	24.59%	18.03%	3.28%	3.28%	100.00%
History	Count	50	39	18	1	4	112
	Percentage	44.64%	34.82%	16.07%	0.89%	3.57%	100.00%
Malayalam	Count	51	45	7		1	104
	Percentage	49.04%	43.27%	6.73%	0.00%	0.96%	100.00%
Mathematics	Count	47	34	32	7	4	124
	Percentage	37.90%	27.42%	25.81%	5.65%	3.23%	100.00%
Physics	Count	59	54	25	10	3	151
	Percentage	39.07%	35.76%	16.56%	6.62%	1.99%	100.00%
Zoology	Count	45	25	13	5	3	91
	Percentage	49.45%	27.47%	14.29%	5.49%	3.30%	100.00%
Grand Total	Count	597	486	248	62	39	1432
	Percentage	41.69%	33.94%	17.32%	4.33%	2.72%	100.00%



5.9 Provision of multiple opportunities to learn and grow

The college always provides adequate platform for students to develop their multifaceted personality by giving emphasis to their life management skills, leadership skills, cultural skills, and social sensitiveness as well through learning. Around eighty two percent of students expressed their agreement with the same.

Table 13: Provision of multiple opportunities to learn and grow

Departments	Row Labels	Strongly agree	Agree	Neutral	Disagree	Strongly disagree	Total
Botany	Count	43	58	8	1	1	111
	Percentage	38.74%	52.25%	7.21%	0.90%	0.90%	100.00%
Chemistry	Count	53	70	25	3	1	152
	Percentage	34.87%	46.05%	16.45%	1.97%	0.66%	100.00%
Commerce	Count	73	87	46	11	2	219
	Percentage	33.33%	39.73%	21.00%	5.02%	0.91%	100.00%
Computer Application	Count	35	42	13	3	2	95
	Percentage	36.84%	44.21%	13.68%	3.16%	2.11%	100.00%
Economics	Count	32	34	7	2		75
	Percentage	42.67%	45.33%	9.33%	2.67%	0.00%	100.00%
English	Count	67	47	19	2	2	137
	Percentage	48.91%	34.31%	13.87%	1.46%	1.46%	100.00%
Hindi	Count	19	28	11	2	1	61
	Percentage	31.15%	45.90%	18.03%	3.28%	1.64%	100.00%
History	Count	46	50	13	1	2	112
	Percentage	41.07%	44.64%	11.61%	0.89%	1.79%	100.00%
Malayalam	Count	44	51	8	1		104
	Percentage	42.31%	49.04%	7.69%	0.96%	0.00%	100.00%
Mathematics	Count	33	56	27	7	1	124
	Percentage	26.61%	45.16%	21.77%	5.65%	0.81%	100.00%
Physics	Count	62	65	19	5		151
	Percentage	41.06%	43.05%	12.58%	3.31%	0.00%	100.00%
Zoology	Count	33	42	12	3	1	91
	Percentage	36.26%	46.15%	13.19%	3.30%	1.10%	100.00%
Grand Total	Count	540	630	208	41	13	1432
	Percentage	37.71%	43.99%	14.53%	2.86%	0.91%	100.00%



5.10 Communication regarding expected competencies, course outcomes and programme outcomes

Around eighty two percent of the students have said that proper communication is given usually regarding expected competencies, course outcomes and programme outcomes at the time of commencement of the course itself.

Table.14. Communication regarding expected competencies, course outcomes and programme outcomes

Department	Row Labels	Every time	Usually	Occasionally / Sometimes	Rarely	Never	Total
Botany	Count	57	46	4	2	2	111
	Percentage	51.35%	41.44%	3.60%	1.80%	1.80%	100.00%
Chemistry	Count	64	59	23	5	1	152
	Percentage	42.11%	38.82%	15.13%	3.29%	0.66%	100.00%
Commerce	Count	82	90	29	15	3	219
	Percentage	37.44%	41.10%	13.24%	6.85%	1.37%	100.00%
Computer Application	Count	45	39	8	2	1	95
	Percentage	47.37%	41.05%	8.42%	2.11%	1.05%	100.00%
Economics	Count	38	28	6	2	1	75
	Percentage	50.67%	37.33%	8.00%	2.67%	1.33%	100.00%
English	Count	76	43	14	4		137
	Percentage	55.47%	31.39%	10.22%	2.92%	0.00%	100.00%
Hindi	Count	22	26	6	3	4	61
	Percentage	36.07%	42.62%	9.84%	4.92%	6.56%	100.00%
History	Count	57	37	14	3	1	112
	Percentage	50.89%	33.04%	12.50%	2.68%	0.89%	100.00%
Malayalam	Count	53	42	6	3		104
	Percentage	50.96%	40.38%	5.77%	2.88%	0.00%	100.00%
Mathematics	Count	42	46	22	13	1	124
	Percentage	33.87%	37.10%	17.74%	10.48%	0.81%	100.00%
Physics	Count	73	55	20	2	1	151
	Percentage	48.34%	36.42%	13.25%	1.32%	0.66%	100.00%
Zoology	Count	48	30	9	2	2	91
	Percentage	52.75%	32.97%	9.89%	2.20%	2.20%	100.00%
Grand Total	Count	657	541	161	56	17	1432
	Percentage	45.88%	37.78%	11.24%	3.91%	1.19%	100.00%



5.11 Follow-up Process in Mentoring

Cognitive, social and emotional challenges of the students are effectively handled through the mentoring process in the institution. Majority of the students are of the opinion that the mentoring system is effective in handling the diverse challenges faced by the students. Around 81% of the students remarked that the mentor performs follow up process every time.

Table 5.15 Follow-up Process in Mentoring

Department	Row Labels	Every time	Usually	Occasionally /Sometimes	Rarely	I don't have a mentor	Total
Botany	Count	47	53	8	2	1	111
	Percentage	42.34%	47.75%	7.21%	1.80%	0.90%	100.00%
Chemistry	Count	57	68	20	4	3	152
	Percentage	37.50%	44.74%	13.16%	2.63%	1.97%	100.00%
Commerce	Count	82	93	25	14	5	219
	Percentage	37.44%	42.47%	11.42%	6.39%	2.28%	100.00%
Computer Application	Count	40	44	8	2	1	95
	Percentage	42.11%	46.32%	8.42%	2.11%	1.05%	100.00%
Economics	Count	30	36	7	1	1	75
	Percentage	40.00%	48.00%	9.33%	1.33%	1.33%	100.00%
English	Count	74	39	15	2	7	137
	Percentage	54.01%	28.47%	10.95%	1.46%	5.11%	100.00%
Hindi	Count	21	28	7	2	3	61
	Percentage	34.43%	45.90%	11.48%	3.28%	4.92%	100.00%
History	Count	48	40	16	3	5	112
	Percentage	42.86%	35.71%	14.29%	2.68%	4.46%	100.00%
Malayalam	Count	50	44	8	2		104
	Percentage	48.08%	42.31%	7.69%	1.92%	0.00%	100.00%
Mathematics	Count	41	54	23	5	1	124
	Percentage	33.06%	43.55%	18.55%	4.03%	0.81%	100.00%
Physics	Count	69	57	16	4	5	151
	Percentage	45.70%	37.75%	10.60%	2.65%	3.31%	100.00%
Zoology	Count	40	34	12	3	2	91
	Percentage	43.96%	37.36%	13.19%	3.30%	2.20%	100.00%
Grand Total	Count	599	590	165	44	34	1432
	Percentage	41.83%	41.20%	11.52%	3.07%	2.37%	100.00%



5.12 Use of illustrations, examples, and application-oriented teaching.

Illustration of concepts through examples and applications helps to convey the subject matter of discussion easily to the learners. The institution emphasizes experiential learning and around eighty seven percent of the students responded positively regarding the efficacy of teachers in the said dimension.

Table 5.16 Use of illustrations, examples, and application-oriented teaching.

Department	Row Labels	Every time	Usually	Occasionally/ Sometimes	Rarely	Never	Total
Botany	Count	66	35	8	2	0	111
	Percentage	59.46%	31.53%	7.21%	1.80%	0.00%	100.00%
Chemistry	Count	70	69	8	4	1	152
	Percentage	46.05%	45.39%	5.26%	2.63%	0.66%	100.00%
Commerce	Count	108	85	15	11		219
	Percentage	49.32%	38.81%	6.85%	5.02%	0.00%	100.00%
Computer Application	Count	44	37	10	2	2	95
	Percentage	46.32%	38.95%	10.53%	2.11%	2.11%	100.00%
Economics	Count	39	26	7	3		75
	Percentage	52.00%	34.67%	9.33%	4.00%	0.00%	100.00%
English	Count	66	57	10	4		137
	Percentage	48.18%	41.61%	7.30%	2.92%	0.00%	100.00%
Hindi	Count	28	24	7	1	1	61
	Percentage	45.90%	39.34%	11.48%	1.64%	1.64%	100.00%
History	Count	64	35	10	2	1	112
	Percentage	57.14%	31.25%	8.93%	1.79%	0.89%	100.00%
Malayalam	Count	58	38	7	1		104
	Percentage	55.77%	36.54%	6.73%	0.96%	0.00%	100.00%
Mathematics	Count	50	48	20	4	2	124
	Percentage	40.32%	38.71%	16.13%	3.23%	1.61%	100.00%
Physics	Count	59	61	26	4	1	151
	Percentage	39.07%	40.40%	17.22%	2.65%	0.66%	100.00%
Zoology	Count	47	34	9	1		91
	Percentage	51.65%	37.36%	9.89%	1.10%	0.00%	100.00%
Grand Total	Count	699	549	137	39	8	1432
	Percentage	48.81%	38.34%	9.57%	2.72%	0.56%	100.00%



5.13 Identification of the Strengths and Provision of Right Level of Challenges

Students with different abilities and talents are a general feature of all educational institutions. In order to cater to the needs of the diversified student group, ample opportunities for holistic development are provided in the college through various curricular, co-curricular and extra- curricular activities. After identifying their areas of strength and weakness, suitable activities are assigned to each student. Seventy seven percent of the students agreed that teachers encourage them reasonably to develop their strengths and that they are provided with right challenges.

Table 5.17 Identification of the Strengths and Provision of Right Level of Challenges

Department	Row Labels	Fully	Reasonably	Partially	Slightly	Unable to	Total
Botany	Count	44	52	8	5	2	111
	Percentage	39.64%	46.85%	7.21%	4.50%	1.80%	100.00%
Chemistry	Count	58	44	22	21	7	152
	Percentage	38.16%	28.95%	14.47%	13.82%	4.61%	100.00%
Commerce	Count	85	76	33	18	7	219
	Percentage	38.81%	34.70%	15.07%	8.22%	3.20%	100.00%
Computer Application	Count	42	33	14	4	2	95
	Percentage	44.21%	34.74%	14.74%	4.21%	2.11%	100.00%
Economics	Count	32	33	5	3	2	75
	Percentage	42.67%	44.00%	6.67%	4.00%	2.67%	100.00%
English	Count	62	49	10	7	9	137
	Percentage	45.26%	35.77%	7.30%	5.11%	6.57%	100.00%
Hindi	Count	30	20	4	3	4	61
	Percentage	49.18%	32.79%	6.56%	4.92%	6.56%	100.00%
History	Count	62	34	9	4	3	112
	Percentage	55.36%	30.36%	8.04%	3.57%	2.68%	100.00%
Malayalam	Count	54	38	8	4		104
	Percentage	51.92%	36.54%	7.69%	3.85%	0.00%	100.00%
Mathematics	Count	38	41	29	12	4	124
	Percentage	30.65%	33.06%	23.39%	9.68%	3.23%	100.00%
Physics	Count	58	50	26	12	5	151
	Percentage	38.41%	33.11%	17.22%	7.95%	3.31%	100.00%
Zoology	Count	39	26	17	7	2	91
	Percentage	42.86%	28.57%	18.68%	7.69%	2.20%	100.00%
Grand Total	Count	604	496	185	100	47	1432
	Percentage	42.18%	34.64%	12.92%	6.98%	3.28%	100.00%



5.14 Identification of Weakness and helping to overcome it

Students are faced with a wide range of challenges and weaknesses. Teachers' support is necessary for the students to overcome these weaknesses. Seventy Four percent of the students agreed that teachers usually help and support them in times of crisis.

Table 5.18 Identification of Weakness and helping to overcome it

Department	Row Labels	Every time	Usually	Occasionally /Sometimes	Rarely	Never	Total
Botany	Count	41	42	21	5	2	111
	Percentage	36.94%	37.84%	18.92%	4.50%	1.80%	100.00%
Chemistry	Count	43	55	24	21	9	152
	Percentage	28.29%	36.18%	15.79%	13.82%	5.92%	100.00%
Commerce	Count	78	81	29	20	11	219
	Percentage	35.62%	36.99%	13.24%	9.13%	5.02%	100.00%
Computer Application	Count	39	33	10	9	4	95
	Percentage	41.05%	34.74%	10.53%	9.47%	4.21%	100.00%
Economics	Count	37	28	5	3	2	75
	Percentage	49.33%	37.33%	6.67%	4.00%	2.67%	100.00%
English	Count	54	51	18	7	7	137
	Percentage	39.42%	37.23%	13.14%	5.11%	5.11%	100.00%
Hindi	Count	25	22	5	5	4	61
	Percentage	40.98%	36.07%	8.20%	8.20%	6.56%	100.00%
History	Count	58	30	14	5	5	112
	Percentage	51.79%	26.79%	12.50%	4.46%	4.46%	100.00%
Malayalam	Count	50	41	5	5	3	104
	Percentage	48.08%	39.42%	4.81%	4.81%	2.88%	100.00%
Mathematics	Count	41	45	17	17	4	124
	Percentage	33.06%	36.29%	13.71%	13.71%	3.23%	100.00%
Physics	Count	47	56	26	14	8	151
	Percentage	31.13%	37.09%	17.22%	9.27%	5.30%	100.00%
Zoology	Count	30	33	12	13	3	91
	Percentage	32.97%	36.26%	13.19%	14.29%	3.30%	100.00%
Grand Total	Count	543	517	186	124	62	1432
	Percentage	37.92%	36.10%	12.99%	8.66%	4.33%	100.00%



5.15 Engaging students in quality improvement of the teaching learning process

The College urges students also to be keen in monitoring and reviewing the quality improvement of the teaching learning process in the campus. The institution is happy regarding the efforts of the students in this regard. More than eighty percent of the students registered positive response towards the institution's efforts to engage students in the quality review and monitoring process of the activities of the College.

Table 5.19 Engaging students in quality improvement of the teaching learning process

Department	Row Labels	Strongly agree	Agree	Neutral	Disagree	Strongly disagree	Total
Botany	Count	37	65	7	1	1	111
	Percentage	33.33%	58.56%	6.31%	0.90%	0.90%	100.00%
Chemistry	Count	44	71	28	5	4	152
	Percentage	28.95%	46.71%	18.42%	3.29%	2.63%	100.00%
Commerce	Count	66	99	40	11	3	219
	Percentage	30.14%	45.21%	18.26%	5.02%	1.37%	100.00%
Computer Application	Count	37	40	12	3	3	95
	Percentage	38.95%	42.11%	12.63%	3.16%	3.16%	100.00%
Economics	Count	33	33	7	1	1	75
	Percentage	44.00%	44.00%	9.33%	1.33%	1.33%	100.00%
English	Count	56	58	15	6	2	137
	Percentage	40.88%	42.34%	10.95%	4.38%	1.46%	100.00%
Hindi	Count	21	26	12	1	1	61
	Percentage	34.43%	42.62%	19.67%	1.64%	1.64%	100.00%
History	Count	45	49	15	2	1	112
	Percentage	40.18%	43.75%	13.39%	1.79%	0.89%	100.00%
Malayalam	Count	40	50	11	2	1	104
	Percentage	38.46%	48.08%	10.58%	1.92%	0.96%	100.00%
Mathematics	Count	35	54	26	8	1	124
	Percentage	28.23%	43.55%	20.97%	6.45%	0.81%	100.00%
Physics	Count	50	76	19	4	2	151
	Percentage	33.11%	50.33%	12.58%	2.65%	1.32%	100.00%
Zoology	Count	27	39	20	3	2	91
	Percentage	29.67%	42.86%	21.98%	3.30%	2.20%	100.00%
Grand Total	Count	491	660	212	47	22	1432
	Percentage	34.29%	46.09%	14.80%	3.28%	1.54%	100.00%



5.16 Details of student centric methods

The teaching learning methods are undergoing dramatic changes with the evolution of experimental learning, participative learning and problem-solving methodologies for enhancing learning experiences. The College has always given much emphasis to providing real time experiences to the students, enriching the teaching learning process with field visits, institutional/industrial visits, skill acquisition programmes and workshops that incorporate multiple disciplines and literacies. About eighty percent of the students appreciated the initiatives extended by the institution in this regard.

Table 5.20 Details of student centric methods

Department	Row Labels	To a great extent	Moderate	Somewhat	Very little	Not at all	Total
Botany	Count	50	49	9	2	1	111
	Percentage	45.05%	44.14%	8.11%	1.80%	0.90%	100.00%
Chemistry	Count	55	64	17	13	3	152
	Percentage	36.18%	42.11%	11.18%	8.55%	1.97%	100.00%
Commerce	Count	76	96	20	20	7	219
	Percentage	34.70%	43.84%	9.13%	9.13%	3.20%	100.00%
Computer Application	Count	41	34	12	6	2	95
	Percentage	43.16%	35.79%	12.63%	6.32%	2.11%	100.00%
Economics	Count	28	36	7	3	1	75
	Percentage	37.33%	48.00%	9.33%	4.00%	1.33%	100.00%
English	Count	58	52	16	6	5	137
	Percentage	42.34%	37.96%	11.68%	4.38%	3.65%	100.00%
Hindi	Count	17	31	8	3	2	61
	Percentage	27.87%	50.82%	13.11%	4.92%	3.28%	100.00%
History	Count	60	36	12	2	2	112
	Percentage	53.57%	32.14%	10.71%	1.79%	1.79%	100.00%
Malayalam	Count	51	43	5	3	2	104
	Percentage	49.04%	41.35%	4.81%	2.88%	1.92%	100.00%
Mathematics	Count	37	51	21	11	4	124
	Percentage	29.84%	41.13%	16.94%	8.87%	3.23%	100.00%
Physics	Count	63	65	16	6	1	151
	Percentage	41.72%	43.05%	10.60%	3.97%	0.66%	100.00%
Zoology	Count	36	34	16	5		91
	Percentage	39.56%	37.36%	17.58%	5.49%	0.00%	100.00%
Grand Total	Count	572	591	159	80	30	1432
	Percentage	39.94%	41.27%	11.10%	5.59%	2.09%	100.00%



5.17 Encouragement to participate in extracurricular activities

Educational institutions are expected to develop the overall personality of the students. The College offers an excellent platform to nourish the multifaceted talents of the students. Utmost care is taken to mould students' talents and activities like debates, discussions, open forums, street plays, short films etc. are conducted in coordination with various Clubs and Committees that function in the College. Students of the College represent the state in State and National Championships in Sports and Arts competitions. NSS and NCC units also play a vital role in developing students' discipline and social commitment. Around eighty one percent of the students responded that teachers encourage and support them in these activities.

Table 5.21 Encouragement to participate in extracurricular activities

Department	Row Labels	Strongly agree	Agree	Neutral	Disagree	Strongly disagree	Total
Botany	Count	45	44	19	3	0	111
	Percentage	40.54%	39.64%	17.12%	2.70%	0.00%	100.00%
Chemistry	Count	41	65	32	8	6	152
	Percentage	26.97%	42.76%	21.05%	5.26%	3.95%	100.00%
Commerce	Count	87	86	36	6	4	219
	Percentage	39.73%	39.27%	16.44%	2.74%	1.83%	100.00%
Computer Application	Count	40	38	12	2	3	95
	Percentage	42.11%	40.00%	12.63%	2.11%	3.16%	100.00%
Economics	Count	40	24	10	1		75
	Percentage	53.33%	32.00%	13.33%	1.33%	0.00%	100.00%
English	Count	78	48	9	1	1	137
	Percentage	56.93%	35.04%	6.57%	0.73%	0.73%	100.00%
Hindi	Count	21	17	12	6	5	61
	Percentage	34.43%	27.87%	19.67%	9.84%	8.20%	100.00%
History	Count	59	41	6	4	2	112
	Percentage	52.68%	36.61%	5.36%	3.57%	1.79%	100.00%
Malayalam	Count	45	42	12	4	1	104
	Percentage	43.27%	40.38%	11.54%	3.85%	0.96%	100.00%
Mathematics	Count	39	55	23	3	4	124
	Percentage	31.45%	44.35%	18.55%	2.42%	3.23%	100.00%
Physics	Count	69	64	13	1	4	151
	Percentage	45.70%	42.38%	8.61%	0.66%	2.65%	100.00%
Zoology	Count	40	41	7	2	1	91
	Percentage	43.96%	45.05%	7.69%	2.20%	1.10%	100.00%
Grand Total	Count	604	565	191	41	31	1432
	Percentage	42.18%	39.46%	13.34%	2.86%	2.16%	100.00%



5.18 Inculcation of life skills, soft skills and employability skills.

The College has always taken meticulous care to impart opportunities that cater to the overall development of the students, giving due emphasis to life skills, soft skills and employability skills. More than eighty one percent of the students remarked that skill inculcation among students is given importance by the teachers.

Table 5.22 Inculcation of life skills, soft skills and employability skills.

Department	Row Labels	To a great extent	Moderate	Some what	Very little	Not at all	Total
Botany	Count	46	55	7	2	1	111
	Percentage	41.44%	49.55%	6.31%	1.80%	0.90%	100.00%
Chemistry	Count	50	64	15	15	8	152
	Percentage	32.89%	42.11%	9.87%	9.87%	5.26%	100.00%
Commerce	Count	85	80	28	19	7	219
	Percentage	38.81%	36.53%	12.79%	8.68%	3.20%	100.00%
Computer Application	Count	41	38	7	5	4	95
	Percentage	43.16%	40.00%	7.37%	5.26%	4.21%	100.00%
Economics	Count	34	30	6	4	1	75
	Percentage	45.33%	40.00%	8.00%	5.33%	1.33%	100.00%
English	Count	64	50	17	5	1	137
	Percentage	46.72%	36.50%	12.41%	3.65%	0.73%	100.00%
Hindi	Count	21	24	8	3	5	61
	Percentage	34.43%	39.34%	13.11%	4.92%	8.20%	100.00%
History	Count	52	43	8	3	6	112
	Percentage	46.43%	38.39%	7.14%	2.68%	5.36%	100.00%
Malayalam	Count	53	37	8	5	1	104
	Percentage	50.96%	35.58%	7.69%	4.81%	0.96%	100.00%
Mathematics	Count	36	50	23	11	4	124
	Percentage	29.03%	40.32%	18.55%	8.87%	3.23%	100.00%
Physics	Count	66	62	13	4	6	151
	Percentage	43.71%	41.06%	8.61%	2.65%	3.97%	100.00%
Zoology	Count	39	39	9	4		91
	Percentage	42.86%	42.86%	9.89%	4.40%	0.00%	100.00%
Grand Total	Count	587	572	149	80	44	1432
	Percentage	40.99%	39.94%	10.41%	5.59%	3.07%	100.00%



5.19 Use of ICT tools

ICT tools have a pivotal role in enriching the learning experiences of the student community. The College has explored the prospects of blended learning ensuring the best possible use of ICT tools in the classrooms. All departments have ICT enabled class rooms and the faculty are trained to effectively handle the latest ICT tools and resources. Around Sixty percent of the students responded that more than seventy percent of the teachers are utilizing ICT tools to their level best in the class rooms.

Table 5.23 Use of ICT tools

Department	Row Labels	Below 29%	30-49%	50-69%	70-89%	Above 90%	Total
Botany	Count	3	2	1	35	70	111
	Percentage	2.70%	1.80%	0.90%	31.53%	63.06%	100.00%
Chemistry	Count	12	24	30	43	43	152
	Percentage	7.89%	15.79%	19.74%	28.29%	28.29%	100.00%
Commerce	Count	15	35	62	60	47	219
	Percentage	6.85%	15.98%	28.31%	27.40%	21.46%	100.00%
Computer Application	Count	13	9	16	21	36	95
	Percentage	13.68%	9.47%	16.84%	22.11%	37.89%	100.00%
Economics	Count	4	20	7	28	16	75
	Percentage	5.33%	26.67%	9.33%	37.33%	21.33%	100.00%
English	Count	11	32	22	38	34	137
	Percentage	8.03%	23.36%	16.06%	27.74%	24.82%	100.00%
Hindi	Count	6	14	14	17	10	61
	Percentage	9.84%	22.95%	22.95%	27.87%	16.39%	100.00%
History	Count	10	21	7	36	38	112
	Percentage	8.93%	18.75%	6.25%	32.14%	33.93%	100.00%
Malayalam	Count	10	14	7	42	31	104
	Percentage	9.62%	13.46%	6.73%	40.38%	29.81%	100.00%
Mathematics	Count	10	26	39	29	20	124
	Percentage	8.06%	20.97%	31.45%	23.39%	16.13%	100.00%
Physics	Count	11	18	28	46	48	151
	Percentage	7.28%	11.92%	18.54%	30.46%	31.79%	100.00%
Zoology	Count	2	8	2	32	47	91
	Percentage	2.20%	8.79%	2.20%	35.16%	51.65%	100.00%
Grand Total	Count	107	223	235	427	440	1432
	Percentage	7.47%	15.57%	16.41%	29.82%	30.73%	100.00%



5.20 Overall quality of the teaching-learning process

The College has been committed to providing quality education and more than eighty five percent of the students observed that the teaching learning process in the campus is good. A disaggregated department- wise picture of the responses is presented in the following table.

Table 5.24 Overall quality of the teaching-learning process

Department	Row Labels	Strongly agree	Agree	Neutral	Disagree	Strongly disagree	Total
Botany	Count	49	53	8	1	0	111
	Percentage	44.14%	47.75%	7.21%	0.90%	0.00%	100.00%
Chemistry	Count	64	66	18	2	2	152
	Percentage	42.11%	43.42%	11.84%	1.32%	1.32%	100.00%
Commerce	Count	78	95	40	5	1	219
	Percentage	35.62%	43.38%	18.26%	2.28%	0.46%	100.00%
Computer Application	Count	39	38	15	1	2	95
	Percentage	41.05%	40.00%	15.79%	1.05%	2.11%	100.00%
Economics	Count	37	28	8	1	1	75
	Percentage	49.33%	37.33%	10.67%	1.33%	1.33%	100.00%
English	Count	66	52	17	1	1	137
	Percentage	48.18%	37.96%	12.41%	0.73%	0.73%	100.00%
Hindi	Count	23	27	9	1	1	61
	Percentage	37.70%	44.26%	14.75%	1.64%	1.64%	100.00%
History	Count	55	44	13	0	0	112
	Percentage	49.11%	39.29%	11.61%	0.00%	0.00%	100.00%
Malayalam	Count	51	42	8	2	1	104
	Percentage	49.04%	40.38%	7.69%	1.92%	0.96%	100.00%
Mathematics	Count	41	57	23	3	0	124
	Percentage	33.06%	45.97%	18.55%	2.42%	0.00%	100.00%
Physics	Count	66	66	16	1	2	151
	Percentage	43.71%	43.71%	10.60%	0.66%	1.32%	100.00%
Zoology	Count	40	41	9	1	0	91
	Percentage	43.96%	45.05%	9.89%	1.10%	0.00%	100.00%
Grand Total	Count	609	609	184	19	11	1432
	Percentage	42.53%	42.53%	12.85%	1.33%	0.77%	100.00%



6 CONCLUSION

Student satisfaction and sustained excellence has always been the highest priority of the college. The student-centric approach espoused by the college is very well reflected and appreciated in the survey. The students have expressed admirable feedback regarding the general academic environment which motivates them to learn in ways that make a positive impact on how they think, act and feel. They have acknowledged with high regard the teachers' intellectual competence, diligent mentoring and active involvement in empowering the student community. The students have also suggested more effective use of ICT tools, language and soft skills courses, intensive coaching for competitive examinations, enhancement of opportunities for internships, field visits, in-campus training programmes, research guidance and upgrading of classroom infrastructure and laboratory facilities. The College Council and academic bodies have taken into positive account the critical and creative responses of the students and constructive measures have been taken to redress the grievances.

