



STUDENT SATISFACTION SURVEY REPORT 2021



CATHOLICATE COLLEGE
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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 almost 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. In the third phase of NAAC re-accreditation, the college has been reaccredited by the National Assessment and Accreditation Council in A+ Grade with a CGPA of 3.60.

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 May 2021 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 1650 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 analyzed in the ensuing sections of the document.

3. Executive Summary

The students are generally satisfied with the overall teaching-learning process of the institution; however some suggestions for further improvement have been recommended. A summary of the findings of the survey is given below:

- a) Around ninety one 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 is getting completed in the classroom itself.
- b) Around ninety seven percent of students expressed satisfaction with the remarkable effort, expertise and efficacy with which teachers plan, prepare and deliver each class.
- c) Around ninety 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 ninety nine percent of students commended the approach of the teachers with respect to their dedication and passion towards teaching.
- e) More than ninety three percent of the students expressed satisfaction with the fair conduct of internal assessment mechanisms.
- f) More than seventy eight 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 four percent of the students responded that they are getting ample opportunities for internship, student exchange, field visits etc.
- h) Around seventy seven 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 six percent of the students responded that proper communication is given regarding expected competencies, course outcomes and programme outcomes at the time of commencement of the course itself.
- k) Around eighty five percent of the students were of the opinion that mentoring process is carried out effectively and the mentor performs follow up every time.
- l) Around ninety percent of the students registered positive response regarding the performance of teachers in using examples and applications for illustration of concepts.
- m) Around eighty one percent of the students agreed that teachers encourage them reasonably to identify and develop their strengths and provide them with the right level of challenges.
- n) Around seventy seven 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 two percent of the students opined positively regarding the institutional efforts to engage students in the quality review and monitoring process of the activities of the College.
- p) More than eighty four percent of the students were satisfied with the student centric approach of the institution giving emphasis to participative learning and problem solving methodologies for enhancing learning experiences.
- q) Around eighty two percent of the students remarked that teachers actively encourage their participation in extracurricular activities.
- r) More than eighty one percent students were of the view that teachers take keen interest in enriching their life skills, soft skills and employability skills.
- s) Around sixty six percent of the students perceived that majority of the teachers make efficient use of ICT tools in the classroom.
- t) More than eighty eight percent of the students rated the overall quality of teaching learning process as good and effective.



4. Participation

A total number of sixteen hundred and fifty students participated in the Student Satisfaction Survey May 2021. 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 students from the Undergraduate programme and twenty percent from the Postgraduate programme have participated in the survey. Two hundred sixty-seven female students and fifty-six male students from UG programmes and ninety hundred twenty eight female students and three hundred and ninety nine male students from PG programmes were participated in the survey.

Table 1 : UG-PG-wise Participation

PG-UG	Count	Percentage
PG	323	19.58%
UG	1327	80.42%
Grand Total	1650	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		Grand Total	
	Count	Percentage	Count	Percentage	Count	Percentage
Botany	21	16.54%	106	83.46%	127	100.00%
Chemistry	42	25.93%	120	74.07%	162	100.00%
Commerce	43	16.60%	216	83.40%	259	100.00%
Computer Application			94	100.00%	94	100.00%
Economics	15	11.54%	115	88.46%	130	100.00%
English	32	18.29%	143	81.71%	175	100.00%
Hindi	17	25.37%	50	74.63%	67	100.00%
History	21	21.88%	75	78.13%	96	100.00%
Malayalam	32	28.57%	80	71.43%	112	100.00%
Mathematics	35	21.88%	125	78.13%	160	100.00%
Physics	42	28.38%	106	71.62%	148	100.00%
Zoology	23	19.17%	97	80.83%	120	100.00%
Grand Total	323	19.58%	1327	80.42%	1650	100.00%



4.3 Programme-wise PG Participation

Among the PG students, a total number of three hundred and twenty three students from various programmes have participated in the survey. The following table gives a detailed account of PG student participation.

Table 3: Programme-wise PG Participation

Department	II nd		I st		Grand Total	
	Count	Percentage	Count	Percentage	Count	Percentage
Botany	14	66.66%	7	33.33%	21	100.00%
Chemistry	22	52.38%	20	47.62%	42	100.00%
Commerce	22	51.16%	21	48.84%	43	100.00%
Economics	2	13.34%	13	86.67%	15	100.00%
English	29	90.63%	3	9.38%	32	100.00%
Hindi	9	52.94%	8	47.06%	17	100.00%
History	12	57.14%	9	42.86%	21	100.00%
Malayalam	16	50.00%	16	50.00%	32	100.00%
Mathematics	17	48.50%	18	51.50%	35	100.00%
Physics	17	40.48%	25	59.52%	42	100.00%
Zoology	12	52.18%	11	47.83%	23	100.00%

4.4 Programme-wise UG Participation

A total number of thirteen hundred and twenty seven students from various UG programmes have participated in the survey. A detailed presentation of under graduate programme-wise student participation is given below.

Table 4: Programme-wise UG Participation

Department	III rd		II nd		I st		Grand Total	
	Count	Percentage	Count	Percentage	Count	Percentage	Count	Percentage
Botany	44	41.51%	41	38.68%	21	19.81%	106	100.00%
Chemistry	36	30.00%	40	33.33%	44	36.67%	120	100.00%
Commerce	73	33.80%	39	18.06%	104	48.15%	216	100.00%
Computer Application	29	30.85%	32	34.04%	33	35.10%	94	100.00%
Economics	30	26.09%	44	38.26%	41	35.65%	115	100.00%
English	46	32.16%	49	34.26%	48	33.57%	143	100.00%
Hindi	20	40.00%	21	42.00%	9	18.00%	50	100.00%
History	23	30.67%	29	38.67%	23	30.67%	75	100.00%
Malayalam	21	26.25%	34	42.50%	25	31.25%	80	100.00%
Mathematics	39	31.20%	42	33.60%	44	35.20%	125	100.00%
Physics	22	20.75%	43	40.57%	41	38.68%	106	100.00%
Zoology	37	38.14%	30	30.93%	30	30.93%	97	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 ninety one 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

Departments	Row Labels	Below 30%	30-54%	55-69%	70-84%	85-100%	Grand Total
Botany	Count		2	5	25	95	127
	Percentage	0.00%	1.57%	3.94%	19.69%	74.80%	100.00%
Chemistry	Count		3	9	33	117	162
	Percentage	0.00%	1.85%	5.56%	20.37%	72.22%	100.00%
Commerce	Count	3	27	29	79	121	259
	Percentage	1.16%	10.42%	11.20%	30.50%	46.72%	100.00%
Computer Application	Count	3	3	11	31	46	94
	Percentage	3.19%	3.19%	11.70%	32.98%	48.94%	100.00%
Economics	Count	1	2	7	21	99	130
	Percentage	0.77%	1.54%	5.38%	16.15%	76.15%	100.00%
English	Count		1	11	38	125	175
	Percentage	0.00%	0.57%	6.29%	21.71%	71.43%	100.00%
Hindi	Count		1	2	13	51	67
	Percentage	0.00%	1.49%	2.99%	19.40%	76.12%	100.00%
History	Count		1	6	19	70	96
	Percentage	0.00%	1.04%	6.25%	19.79%	72.92%	100.00%
Malayalam	Count			5	29	78	112
	Percentage	0.00%	0.00%	4.46%	25.89%	69.64%	100.00%
Mathematics	Count	2	2	4	21	131	160
	Percentage	1.25%	1.25%	2.50%	13.13%	81.88%	100.00%
Physics	Count			1	21	126	148
	Percentage	0.00%	0.00%	0.68%	14.19%	85.14%	100.00%
Zoology	Count			2	16	102	120
	Percentage	0.00%	0.00%	1.67%	13.33%	85.00%	100.00%
Total	Count	9	42	92	346	1161	1650
	Percentage	0.55%	2.55%	5.58%	20.97%	70.36%	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 seven percent of the students have expressed satisfaction regarding the preparation status of the faculty.

Table 6: Preparation status of the teachers

Departments	Row Labels	Won't teach at all	Indifferently	Poorly	Satisfactorily	Thoroughly	Grand Total
Botany	Count		1		56	70	127
	Percentage	0.00%	0.79%	0.00%	44.09%	55.12%	100.00%
Chemistry	Count			4	85	73	162
	Percentage	0.00%	0.00%	2.47%	52.47%	45.06%	100.00%
Commerce	Count	2	2	12	163	80	259
	Percentage	0.77%	0.77%	4.63%	62.93%	30.89%	100.00%
Computer Application	Count	3		3	50	38	94
	Percentage	3.19%	0.00%	3.19%	53.19%	40.43%	100.00%
Economics	Count		4	3	74	49	130
	Percentage	0.00%	3.08%	2.31%	56.92%	37.69%	100.00%
English	Count		1	1	83	90	175
	Percentage	0.00%	0.57%	0.57%	47.43%	51.43%	100.00%
Hindi	Count		1		36	30	67
	Percentage	0.00%	1.49%	0.00%	53.73%	44.78%	100.00%
History	Count		1	1	46	48	96
	Percentage	0.00%	1.04%	1.04%	47.92%	50.00%	100.00%
Malayalam	Count		1		48	63	112
	Percentage	0.00%	0.89%	0.00%	42.86%	56.25%	100.00%
Mathematics	Count	1		1	81	77	160
	Percentage	0.63%	0.00%	0.63%	50.63%	48.13%	100.00%
Physics	Count			1	69	78	148
	Percentage	0.00%	0.00%	0.68%	46.62%	52.70%	100.00%
Zoology	Count		2	3	48	67	120
	Percentage	0.00%	1.67%	2.50%	40.00%	55.83%	100.00%
Total	Count	6	13	29	839	763	1650
	Percentage	0.36%	0.79%	1.76%	50.85%	46.24%	100.00%



5.3 Communication ability of the teachers

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

Table 7: Communication ability of the teachers

Departments	Row Labels	Always effective	Sometimes effective	Just satisfactorily	Generally ineffective	Very poor communication	Grand Total
Botany	Count	90	29	8			127
	Percentage	70.87%	22.83%	6.30%	0.00%	0.00%	100.00%
Chemistry	Count	103	44	12	3		162
	Percentage	63.58%	27.16%	7.41%	1.85%	0.00%	100.00%
Commerce	Count	155	68	32	2	2	259
	Percentage	59.85%	26.25%	12.36%	0.77%	0.77%	100.00%
Computer Application	Count	48	26	15	2	3	94
	Percentage	51.06%	27.66%	15.96%	2.13%	3.19%	100.00%
Economics	Count	85	30	7	4	4	130
	Percentage	65.38%	23.08%	5.38%	3.08%	3.08%	100.00%
English	Count	130	29	12	2	2	175
	Percentage	74.29%	16.57%	6.86%	1.14%	1.14%	100.00%
Hindi	Count	48	15	3	1		67
	Percentage	71.64%	22.39%	4.48%	1.49%	0.00%	100.00%
History	Count	71	18	7			96
	Percentage	73.96%	18.75%	7.29%	0.00%	0.00%	100.00%
Malayalam	Count	88	22	2			112
	Percentage	78.57%	19.64%	1.79%	0.00%	0.00%	100.00%
Mathematics	Count	109	40	10		1	160
	Percentage	68.13%	25.00%	6.25%	0.00%	0.63%	100.00%
Physics	Count	106	31	9	2		148
	Percentage	71.62%	20.95%	6.08%	1.35%	0.00%	100.00%
Zoology	Count	87	26	6		1	120
	Percentage	72.50%	21.67%	5.00%	0.00%	0.83%	100.00%
Total	Count	1120	378	123	16	13	1650
	Percentage	67.88%	22.91%	7.45%	0.97%	0.79%	100.00%



5.4 Teachers' approach to teaching

Dedication of teachers in teaching is also addressed in the survey. Around ninety nine 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	Grand Total
Botany	Count	66	47	14			127
	Percentage	51.97%	37.01%	11.02%	0.00%	0.00%	100.00%
Chemistry	Count	69	57	27	8	1	162
	Percentage	42.59%	35.19%	16.67%	4.94%	0.62%	100.00%
Commerce	Count	87	105	51	13	3	259
	Percentage	33.59%	40.54%	19.69%	5.02%	1.16%	100.00%
Computer Application	Count	33	27	28	4	2	94
	Percentage	35.11%	28.72%	29.79%	4.26%	2.13%	100.00%
Economics	Count	52	52	22	3	1	130
	Percentage	40.00%	40.00%	16.92%	2.31%	0.77%	100.00%
English	Count	94	57	21	2	1	175
	Percentage	53.71%	32.57%	12.00%	1.14%	0.57%	100.00%
Hindi	Count	28	25	13	1		67
	Percentage	41.79%	37.31%	19.40%	1.49%	0.00%	100.00%
History	Count	61	26	9			96
	Percentage	63.54%	27.08%	9.38%	0.00%	0.00%	100.00%
Malayalam	Count	70	36	6			112
	Percentage	62.50%	32.14%	5.36%	0.00%	0.00%	100.00%
Mathematics	Count	76	61	21	1	1	160
	Percentage	47.50%	38.13%	13.13%	0.63%	0.63%	100.00%
Physics	Count	76	53	17	2		148
	Percentage	51.35%	35.81%	11.49%	1.35%	0.00%	100.00%
Zoology	Count	66	36	15	3		120
	Percentage	55.00%	30.00%	12.50%	2.50%	0.00%	100.00%
Total	Count	778	582	244	37	9	1650
	Percentage	47.15%	35.27%	14.79%	2.24%	0.55%	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 three 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	Grand Total
Botany	Count	66	58	3			127
	Percentage	51.97%	45.67%	2.36%	0.00%	0.00%	100.00%
Chemistry	Count	91	66	5			162
	Percentage	56.17%	40.74%	3.09%	0.00%	0.00%	100.00%
Commerce	Count	124	117	16	2		259
	Percentage	47.88%	45.17%	6.18%	0.77%	0.00%	100.00%
Computer Application	Count	40	38	14	2		94
	Percentage	42.55%	40.43%	14.89%	2.13%	0.00%	100.00%
Economics	Count	67	50	8	2	3	130
	Percentage	51.54%	38.46%	6.15%	1.54%	2.31%	100.00%
English	Count	87	69	14	2	3	175
	Percentage	49.71%	39.43%	8.00%	1.14%	1.71%	100.00%
Hindi	Count	38	25	4			67
	Percentage	56.72%	37.31%	5.97%	0.00%	0.00%	100.00%
History	Count	64	21	7	1	3	96
	Percentage	66.67%	21.88%	7.29%	1.04%	3.13%	100.00%
Malayalam	Count	77	30	5			112
	Percentage	68.75%	26.79%	4.46%	0.00%	0.00%	100.00%
Mathematics	Count	93	60	6	1		160
	Percentage	58.13%	37.50%	3.75%	0.63%	0.00%	100.00%
Physics	Count	97	48	3			148
	Percentage	65.54%	32.43%	2.03%	0.00%	0.00%	100.00%
Zoology	Count	79	36	4		1	120
	Percentage	65.83%	30.00%	3.33%	0.00%	0.83%	100.00%
Total	Count	923	618	89	10	10	1650
	Percentage	55.94%	37.45%	5.39%	0.61%	0.61%	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 eight 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/Sometimes	Rarely	Never	Grand Total
Botany	Count	55	45	16	9	2	127
	Percentage	43.31%	35.43%	12.60%	7.09%	1.57%	100.00%
Chemistry	Count	73	51	23	9	6	162
	Percentage	45.06%	31.48%	14.20%	5.56%	3.70%	100.00%
Commerce	Count	80	114	45	11	9	259
	Percentage	30.89%	44.02%	17.37%	4.25%	3.47%	100.00%
Computer Application	Count	38	27	21	6	2	94
	Percentage	40.43%	28.72%	22.34%	6.38%	2.13%	100.00%
Economics	Count	42	58	18	6	6	130
	Percentage	32.31%	44.62%	13.85%	4.62%	4.62%	100.00%
English	Count	56	65	33	13	8	175
	Percentage	32.00%	37.14%	18.86%	7.43%	4.57%	100.00%
Hindi	Count	31	26	6	2	2	67
	Percentage	46.27%	38.81%	8.96%	2.99%	2.99%	100.00%
History	Count	62	25	7	2		96
	Percentage	64.58%	26.04%	7.29%	2.08%	0.00%	100.00%
Malayalam	Count	63	44	4	1		112
	Percentage	56.25%	39.29%	3.57%	0.89%	0.00%	100.00%
Mathematics	Count	63	58	24	10	5	160
	Percentage	39.38%	36.25%	15.00%	6.25%	3.13%	100.00%
Physics	Count	64	53	26	3	2	148
	Percentage	43.24%	35.81%	17.57%	2.03%	1.35%	100.00%
Zoology	Count	53	45	13	6	3	120
	Percentage	44.17%	37.50%	10.83%	5.00%	2.50%	100.00%
Total	Count	680	611	236	78	45	1650
	Percentage	41.21%	37.03%	14.30%	4.73%	2.73%	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 four 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	Grand Total
Botany	Count	57	38	16	11	5	127
	Percentage	44.88%	29.92%	12.60%	8.66%	3.94%	100.00%
Chemistry	Count	53	46	31	17	15	162
	Percentage	32.72%	28.40%	19.14%	10.49%	9.26%	100.00%
Commerce	Count	63	76	50	33	37	259
	Percentage	24.32%	29.34%	19.31%	12.74%	14.29%	100.00%
Computer Application	Count	34	19	22	7	12	94
	Percentage	36.17%	20.21%	23.40%	7.45%	12.77%	100.00%
Economics	Count	43	33	23	16	15	130
	Percentage	33.08%	25.38%	17.69%	12.31%	11.54%	100.00%
English	Count	49	58	36	16	16	175
	Percentage	28.00%	33.14%	20.57%	9.14%	9.14%	100.00%
Hindi	Count	22	17	19	4	5	67
	Percentage	32.84%	25.37%	28.36%	5.97%	7.46%	100.00%
History	Count	35	21	22	9	9	96
	Percentage	36.46%	21.88%	22.92%	9.38%	9.38%	100.00%
Malayalam	Count	57	33	18	3	1	112
	Percentage	50.89%	29.46%	16.07%	2.68%	0.89%	100.00%
Mathematics	Count	46	46	28	21	19	160
	Percentage	28.75%	28.75%	17.50%	13.13%	11.88%	100.00%
Physics	Count	75	46	13	11	3	148
	Percentage	50.68%	31.08%	8.78%	7.43%	2.03%	100.00%
Zoology	Count	48	41	21	5	5	120
	Percentage	40.00%	34.17%	17.50%	4.17%	4.17%	100.00%
Total	Count	582	474	299	153	142	1650
	Percentage	35.27%	28.73%	18.12%	9.27%	8.61%	100.00%



5.8 Effectiveness of teaching and mentoring process

Around seventy seven 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

Departments	Row Labels	Very well	Significantly	Moderately	Marginally	Not at all	Grand Total
Botany	Count	65	42	17	3		127
	Percentage	51.18%	33.07%	13.39%	2.36%	0.00%	100.00%
Chemistry	Count	67	48	35	5	7	162
	Percentage	41.36%	29.63%	21.60%	3.09%	4.32%	100.00%
Commerce	Count	122	55	57	14	11	259
	Percentage	47.10%	21.24%	22.01%	5.41%	4.25%	100.00%
Computer Application	Count	26	29	29	6	4	94
	Percentage	27.66%	30.85%	30.85%	6.38%	4.26%	100.00%
Economics	Count	67	27	25	5	6	130
	Percentage	51.54%	20.77%	19.23%	3.85%	4.62%	100.00%
English	Count	71	68	26	7	3	175
	Percentage	40.57%	38.86%	14.86%	4.00%	1.71%	100.00%
Hindi	Count	38	19	6		4	67
	Percentage	56.72%	28.36%	8.96%	0.00%	5.97%	100.00%
History	Count	44	38	10	2	2	96
	Percentage	45.83%	39.58%	10.42%	2.08%	2.08%	100.00%
Malayalam	Count	46	53	12	1		112
	Percentage	41.07%	47.32%	10.71%	0.89%	0.00%	100.00%
Mathematics	Count	52	69	30	5	4	160
	Percentage	32.50%	43.13%	18.75%	3.13%	2.50%	100.00%
Physics	Count	66	62	16	2	2	148
	Percentage	44.59%	41.89%	10.81%	1.35%	1.35%	100.00%
Zoology	Count	52	51	13	3	1	120
	Percentage	43.33%	42.50%	10.83%	2.50%	0.83%	100.00%
Total	Count	716	561	276	53	44	1650
	Percentage	43.39%	34.00%	16.73%	3.21%	2.67%	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	Grand Total
Botany	Count	60	55	12			127
	Percentage	47.24%	43.31%	9.45%	0.00%	0.00%	100.00%
Chemistry	Count	58	68	28	4	4	162
	Percentage	35.80%	41.98%	17.28%	2.47%	2.47%	100.00%
Commerce	Count	76	120	47	10	6	259
	Percentage	29.34%	46.33%	18.15%	3.86%	2.32%	100.00%
Computer Application	Count	32	29	27	4	2	94
	Percentage	34.04%	30.85%	28.72%	4.26%	2.13%	100.00%
Economics	Count	41	59	26	3	1	130
	Percentage	31.54%	45.38%	20.00%	2.31%	0.77%	100.00%
English	Count	73	69	29	4		175
	Percentage	41.71%	39.43%	16.57%	2.29%	0.00%	100.00%
Hindi	Count	23	32	9	2	1	67
	Percentage	34.33%	47.76%	13.43%	2.99%	1.49%	100.00%
History	Count	46	36	10	3	1	96
	Percentage	47.92%	37.50%	10.42%	3.13%	1.04%	100.00%
Malayalam	Count	53	52	5	2		112
	Percentage	47.32%	46.43%	4.46%	1.79%	0.00%	100.00%
Mathematics	Count	63	70	21	3	3	160
	Percentage	39.38%	43.75%	13.13%	1.88%	1.88%	100.00%
Physics	Count	69	63	15	1		148
	Percentage	46.62%	42.57%	10.14%	0.68%	0.00%	100.00%
Zoology	Count	63	45	10	2		120
	Percentage	52.50%	37.50%	8.33%	1.67%	0.00%	100.00%
Total	Count	657	698	239	38	18	1650
	Percentage	39.82%	42.30%	14.48%	2.30%	1.09%	100.00%



5.10 Communication regarding expected competencies, course outcomes and programme outcomes

Around eighty six 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

Departments	Row Labels	Every time	Usually	Occasionally/ Sometimes	Rarely	Never	Grand Total
Botany	Count	82	38	6	1		127
	Percentage	64.57%	29.92%	4.72%	0.79%	0.00%	100.00%
Chemistry	Count	82	59	14	6	1	162
	Percentage	50.62%	36.42%	8.64%	3.70%	0.62%	100.00%
Commerce	Count	112	93	41	10	3	259
	Percentage	43.24%	35.91%	15.83%	3.86%	1.16%	100.00%
Computer Application	Count	45	34	11	2	2	94
	Percentage	47.87%	36.17%	11.70%	2.13%	2.13%	100.00%
Economics	Count	63	50	12	3	2	130
	Percentage	48.46%	38.46%	9.23%	2.31%	1.54%	100.00%
English	Count	96	50	25	4		175
	Percentage	54.86%	28.57%	14.29%	2.29%	0.00%	100.00%
Hindi	Count	36	20	7	4		67
	Percentage	53.73%	29.85%	10.45%	5.97%	0.00%	100.00%
History	Count	57	32	4	2	1	96
	Percentage	59.38%	33.33%	4.17%	2.08%	1.04%	100.00%
Malayalam	Count	70	31	11			112
	Percentage	62.50%	27.68%	9.82%	0.00%	0.00%	100.00%
Mathematics	Count	81	46	27	5	1	160
	Percentage	50.63%	28.75%	16.88%	3.13%	0.63%	100.00%
Physics	Count	78	58	10	2		148
	Percentage	52.70%	39.19%	6.76%	1.35%	0.00%	100.00%
Zoology	Count	71	35	10	4		120
	Percentage	59.17%	29.17%	8.33%	3.33%	0.00%	100.00%
Total	Count	873	546	178	43	10	1650
	Percentage	52.91%	33.09%	10.79%	2.61%	0.61%	100.00%



5.11 Follow up Process in Mentoring

Cognitive, social and emotional challenges 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 these challenges. Effectiveness of mentoring is measured through a well-structured questionnaire. Regarding the follow up process, around eighty five percent students are of the opinion that mentor performs follow up process every time.

Table 15: Follow up Process in Mentoring

Departments	Row Labels	Every time	Usually	Occasionall/ Sometimes	Rarely	I don't have a mentor	Grand Total
Botany	Count	69	46	11	1		127
	Percentage	54.33%	36.22%	8.66%	0.79%	0.00%	100.00%
Chemistry	Count	73	65	18	5	1	162
	Percentage	45.06%	40.12%	11.11%	3.09%	0.62%	100.00%
Commerce	Count	81	132	31	6	9	259
	Percentage	31.27%	50.97%	11.97%	2.32%	3.47%	100.00%
Computer Application	Count	37	39	14	1	3	94
	Percentage	39.36%	41.49%	14.89%	1.06%	3.19%	100.00%
Economics	Count	43	63	16	4	4	130
	Percentage	33.08%	48.46%	12.31%	3.08%	3.08%	100.00%
English	Count	85	66	14	4	6	175
	Percentage	48.57%	37.71%	8.00%	2.29%	3.43%	100.00%
Hindi	Count	30	25	9	2	1	67
	Percentage	44.78%	37.31%	13.43%	2.99%	1.49%	100.00%
History	Count	47	39	6	1	3	96
	Percentage	48.96%	40.63%	6.25%	1.04%	3.13%	100.00%
Malayalam	Count	63	36	11	1	1	112
	Percentage	56.25%	32.14%	9.82%	0.89%	0.89%	100.00%
Mathematics	Count	78	55	20	4	3	160
	Percentage	48.75%	34.38%	12.50%	2.50%	1.88%	100.00%
Physics	Count	76	53	16		3	148
	Percentage	51.35%	35.81%	10.81%	0.00%	2.03%	100.00%
Zoology	Count	66	40	11	1	2	120
	Percentage	55.00%	33.33%	9.17%	0.83%	1.67%	100.00%
Total	Count	748	659	177	30	36	1650
	Percentage	45.33%	39.94%	10.73%	1.82%	2.18%	100.00%



5.12 Use of illustrations, examples and application-oriented teaching

Illustration of concepts through examples and applications convey the subject matter of discussion easily to the learners. Around Ninety percent of the students responded positively regarding the performance of teachers in the said dimension.

Table 16: Use of illustrations, examples and application oriented teaching

Departments	Row Labels	Every time	Usually	Occasionally/ Sometimes	Rarely	Never	Grand Total
Botany	Count	85	37	4	1		127
	Percentage	66.93%	29.13%	3.15%	0.79%	0.00%	100.00%
Chemistry	Count	82	62	14	4		162
	Percentage	50.62%	38.27%	8.64%	2.47%	0.00%	100.00%
Commerce	Count	119	107	24	8	1	259
	Percentage	45.95%	41.31%	9.27%	3.09%	0.39%	100.00%
Computer Application	Count	48	27	15	3	1	94
	Percentage	51.06%	28.72%	15.96%	3.19%	1.06%	100.00%
Economics	Count	64	50	9	5	2	130
	Percentage	49.23%	38.46%	6.92%	3.85%	1.54%	100.00%
English	Count	99	60	14	1	1	175
	Percentage	56.57%	34.29%	8.00%	0.57%	0.57%	100.00%
Hindi	Count	36	22	9			67
	Percentage	53.73%	32.84%	13.43%	0.00%	0.00%	100.00%
History	Count	66	26	3		1	96
	Percentage	68.75%	27.08%	3.13%	0.00%	1.04%	100.00%
Malayalam	Count	70	34	6	2		112
	Percentage	62.50%	30.36%	5.36%	1.79%	0.00%	100.00%
Mathematics	Count	97	50	7	5	1	160
	Percentage	60.63%	31.25%	4.38%	3.13%	0.63%	100.00%
Physics	Count	91	46	9	2		148
	Percentage	61.49%	31.08%	6.08%	1.35%	0.00%	100.00%
Zoology	Count	84	29	5	2		120
	Percentage	70.00%	24.17%	4.17%	1.67%	0.00%	100.00%
Total	Count	941	550	119	33	7	1650
	Percentage	57.03%	33.33%	7.21%	2.00%	0.42%	100.00%



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

Students with different abilities and talents are effectively integrated in the institution. Adequate opportunities are provided to cater to the needs of the diversified talent group through the smart allocation of curricular, co-curricular and extra-curricular activities. After identifying their areas of interest and strength, suitable activities are assigned to each student. Eighty one percent of the students agreed that teachers encourage them reasonably to develop their strengths and that they are provided with right challenges.

Table 17: Identification of the Strengths and Provision of Right Level of Challenges

Departments	Row Labels	Fully	Reasonably	Partially	Slightly	Unable to	Grand Total
Botany	Count	69	38	12	8		127
	Percentage	54.33%	29.92%	9.45%	6.30%	0.00%	100.00%
Chemistry	Count	74	51	18	11	8	162
	Percentage	45.68%	31.48%	11.11%	6.79%	4.94%	100.00%
Commerce	Count	89	109	38	18	5	259
	Percentage	34.36%	42.08%	14.67%	6.95%	1.93%	100.00%
Computer Application	Count	38	32	17	6	1	94
	Percentage	40.43%	34.04%	18.09%	6.38%	1.06%	100.00%
Economics	Count	49	56	13	4	8	130
	Percentage	37.69%	43.08%	10.00%	3.08%	6.15%	100.00%
English	Count	92	52	20	7	4	175
	Percentage	52.57%	29.71%	11.43%	4.00%	2.29%	100.00%
Hindi	Count	32	23	8	1	3	67
	Percentage	47.76%	34.33%	11.94%	1.49%	4.48%	100.00%
History	Count	62	27	5	1	1	96
	Percentage	64.58%	28.13%	5.21%	1.04%	1.04%	100.00%
Malayalam	Count	84	26	2			112
	Percentage	75.00%	23.21%	1.79%	0.00%	0.00%	100.00%
Mathematics	Count	85	41	24	5	5	160
	Percentage	53.13%	25.63%	15.00%	3.13%	3.13%	100.00%
Physics	Count	70	49	20	8	1	148
	Percentage	47.30%	33.11%	13.51%	5.41%	0.68%	100.00%
Zoology	Count	73	28	16	1	2	120
	Percentage	60.83%	23.33%	13.33%	0.83%	1.67%	100.00%
Total	Count	817	532	193	70	38	1650
	Percentage	49.52%	32.24%	11.70%	4.24%	2.30%	100.00%



5.14 Identification of weakness and helping to overcome it

Students are faced with wide range of challenges and teacher support is necessary for students to identify and overcome the setbacks. Around seventy seven percent of the students agreed that teachers usually help and support them in times of academic, emotional and financial crisis.

Table 18: Identification of weakness and helping to overcome it

Departments	Row Labels	Every time	Usually	Occasionally/ Sometimes	Rarely	Never	Grand Total
Botany	Count	65	31	19	11	1	127
	Percentage	51.18%	24.41%	14.96%	8.66%	0.79%	100.00%
Chemistry	Count	71	54	19	11	7	162
	Percentage	43.83%	33.33%	11.73%	6.79%	4.32%	100.00%
Commerce	Count	92	94	46	18	9	259
	Percentage	35.52%	36.29%	17.76%	6.95%	3.47%	100.00%
Computer Application	Count	33	30	20	7	4	94
	Percentage	35.11%	31.91%	21.28%	7.45%	4.26%	100.00%
Economics	Count	47	46	20	9	8	130
	Percentage	36.15%	35.38%	15.38%	6.92%	6.15%	100.00%
English	Count	79	53	23	16	4	175
	Percentage	45.14%	30.29%	13.14%	9.14%	2.29%	100.00%
Hindi	Count	29	24	8	2	4	67
	Percentage	43.28%	35.82%	11.94%	2.99%	5.97%	100.00%
History	Count	52	26	6	9	3	96
	Percentage	54.17%	27.08%	6.25%	9.38%	3.13%	100.00%
Malayalam	Count	84	22	5	1		112
	Percentage	75.00%	19.64%	4.46%	0.89%	0.00%	100.00%
Mathematics	Count	75	49	24	10	2	160
	Percentage	46.88%	30.63%	15.00%	6.25%	1.25%	100.00%
Physics	Count	69	45	23	8	3	148
	Percentage	46.62%	30.41%	15.54%	5.41%	2.03%	100.00%
Zoology	Count	68	32	14	4	2	120
	Percentage	56.67%	26.67%	11.67%	3.33%	1.67%	100.00%
Total	Count	764	506	227	106	47	1650
	Percentage	46.30%	30.67%	13.76%	6.42%	2.85%	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 academic process in the campus. More than eighty two percent of the students have remarked positively about the institution's efforts to engage students in the quality review and monitoring process of the activities of the college.

Table 19: Engaging students in quality improvement of the teaching learning process

Departments	Row Labels	Strongly agree	Agree	Neutral	Disagree	Strongly disagree	Grand Total
Botany	Count	54	59	12	2		127
	Percentage	42.52%	46.46%	9.45%	1.57%	0.00%	100.00%
Chemistry	Count	69	61	25	4	3	162
	Percentage	42.59%	37.65%	15.43%	2.47%	1.85%	100.00%
Commerce	Count	61	135	51	7	5	259
	Percentage	23.55%	52.12%	19.69%	2.70%	1.93%	100.00%
Computer Application	Count	30	31	28	1	4	94
	Percentage	31.91%	32.98%	29.79%	1.06%	4.26%	100.00%
Economics	Count	35	71	14	5	5	130
	Percentage	26.92%	54.62%	10.77%	3.85%	3.85%	100.00%
English	Count	74	67	27	4	3	175
	Percentage	42.29%	38.29%	15.43%	2.29%	1.71%	100.00%
Hindi	Count	28	32	4	2	1	67
	Percentage	41.79%	47.76%	5.97%	2.99%	1.49%	100.00%
History	Count	42	36	16	1	1	96
	Percentage	43.75%	37.50%	16.67%	1.04%	1.04%	100.00%
Malayalam	Count	58	49	5			112
	Percentage	51.79%	43.75%	4.46%	0.00%	0.00%	100.00%
Mathematics	Count	66	65	23	4	2	160
	Percentage	41.25%	40.63%	14.38%	2.50%	1.25%	100.00%
Physics	Count	72	58	16		2	148
	Percentage	48.65%	39.19%	10.81%	0.00%	1.35%	100.00%
Zoology	Count	59	48	11	1	1	120
	Percentage	49.17%	40.00%	9.17%	0.83%	0.83%	100.00%
Total	Count	648	712	232	31	27	1650
	Percentage	39.27%	43.15%	14.06%	1.88%	1.64%	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 enrich the learning process by providing real time experiences to students through field visits, institutional visits, skill acquisition programmes and workshops that are multi-disciplinary in nature. About eighty four percent of our students appreciated the initiatives extended by the institution.

Table 20: Details of student centric methods

Departments	Row Labels	To a great extent	Moderate	Somewhat	Very little	Not at all	Grand Total
Botany	Count	59	55	8	5		127
	Percentage	46.46%	43.31%	6.30%	3.94%	0.00%	100.00%
Chemistry	Count	71	70	15	4	2	162
	Percentage	43.83%	43.21%	9.26%	2.47%	1.23%	100.00%
Commerce	Count	81	119	36	14	9	259
	Percentage	31.27%	45.95%	13.90%	5.41%	3.47%	100.00%
Computer Application	Count	33	33	18	8	2	94
	Percentage	35.11%	35.11%	19.15%	8.51%	2.13%	100.00%
Economics	Count	38	63	18	7	4	130
	Percentage	29.23%	48.46%	13.85%	5.38%	3.08%	100.00%
English	Count	82	64	17	11	1	175
	Percentage	46.86%	36.57%	9.71%	6.29%	0.57%	100.00%
Hindi	Count	29	27	6	4	1	67
	Percentage	43.28%	40.30%	8.96%	5.97%	1.49%	100.00%
History	Count	49	32	9	4	2	96
	Percentage	51.04%	33.33%	9.38%	4.17%	2.08%	100.00%
Malayalam	Count	59	44	5	3	1	112
	Percentage	52.68%	39.29%	4.46%	2.68%	0.89%	100.00%
Mathematics	Count	71	61	21	5	2	160
	Percentage	44.38%	38.13%	13.13%	3.13%	1.25%	100.00%
Physics	Count	81	54	7	5	1	148
	Percentage	54.73%	36.49%	4.73%	3.38%	0.68%	100.00%
Zoology	Count	72	38	6	4		120
	Percentage	60.00%	31.67%	5.00%	3.33%	0.00%	100.00%
Total	Count	725	660	166	74	25	1650
	Percentage	43.94%	40.00%	10.06%	4.48%	1.52%	100.00%



5.17 Encouragement to participate in extracurricular activities

The aim of education is to develop the overall personality of the students. The college has been enthusiastic in nourishing the multifaceted talents of the students through student-centered initiatives like debates, discussions, open forum, street plays, short films, sports, N.C.C and N.S.S. Around eighty two percent of our students agreed that teachers encourage their participation in extracurricular activities.

Table 21: Encouragement to participate in extracurricular activities

Departments	Row Labels	Strongly agree	Agree	Neutral	Disagree	Strongly disagree	Grand Total
Botany	Count	65	45	13	2	2	127
	Percentage	51.18%	35.43%	10.24%	1.57%	1.57%	100.00%
Chemistry	Count	50	69	29	10	4	162
	Percentage	30.86%	42.59%	17.90%	6.17%	2.47%	100.00%
Commerce	Count	94	106	39	13	7	259
	Percentage	36.29%	40.93%	15.06%	5.02%	2.70%	100.00%
Computer Application	Count	39	32	18	1	4	94
	Percentage	41.49%	34.04%	19.15%	1.06%	4.26%	100.00%
Economics	Count	49	48	19	8	6	130
	Percentage	37.69%	36.92%	14.62%	6.15%	4.62%	100.00%
English	Count	93	61	14	6	1	175
	Percentage	53.14%	34.86%	8.00%	3.43%	0.57%	100.00%
Hindi	Count	19	25	11	8	4	67
	Percentage	28.36%	37.31%	16.42%	11.94%	5.97%	100.00%
History	Count	44	33	11	6	2	96
	Percentage	45.83%	34.38%	11.46%	6.25%	2.08%	100.00%
Malayalam	Count	68	38	5	1		112
	Percentage	60.71%	33.93%	4.46%	0.89%	0.00%	100.00%
Mathematics	Count	57	69	26	5	3	160
	Percentage	35.63%	43.13%	16.25%	3.13%	1.88%	100.00%
Physics	Count	85	45	14	3	1	148
	Percentage	57.43%	30.41%	9.46%	2.03%	0.68%	100.00%
Zoology	Count	69	42	6	3		120
	Percentage	57.50%	35.00%	5.00%	2.50%	0.00%	100.00%
Total	Count	732	613	205	66	34	1650
	Percentage	44.36%	37.15%	12.42%	4.00%	2.06%	100.00%



5.18 Inculcation of life skills, soft skills and employability skills

The college has been committed to imparting opportunities for 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 22: Inculcation of life skills, soft skills and employability skills

Departments	Row Labels	To a great extent	Moderate	Some what	Very little	Not at all	Grand Total
Botany	Count	69	44	5	8	1	127
	Percentage	54.33%	34.65%	3.94%	6.30%	0.79%	100.00%
Chemistry	Count	69	57	20	13	3	162
	Percentage	42.59%	35.19%	12.35%	8.02%	1.85%	100.00%
Commerce	Count	86	111	37	18	7	259
	Percentage	33.20%	42.86%	14.29%	6.95%	2.70%	100.00%
Computer Application	Count	39	30	12	10	3	94
	Percentage	41.49%	31.91%	12.77%	10.64%	3.19%	100.00%
Economics	Count	45	54	14	9	8	130
	Percentage	34.62%	41.54%	10.77%	6.92%	6.15%	100.00%
English	Count	91	52	19	11	2	175
	Percentage	52.00%	29.71%	10.86%	6.29%	1.14%	100.00%
Hindi	Count	30	26	5	4	2	67
	Percentage	44.78%	38.81%	7.46%	5.97%	2.99%	100.00%
History	Count	47	33	5	7	4	96
	Percentage	48.96%	34.38%	5.21%	7.29%	4.17%	100.00%
Malayalam	Count	68	34	4	5	1	112
	Percentage	60.71%	30.36%	3.57%	4.46%	0.89%	100.00%
Mathematics	Count	69	61	20	5	5	160
	Percentage	43.13%	38.13%	12.50%	3.13%	3.13%	100.00%
Physics	Count	75	58	11	3	1	148
	Percentage	50.68%	39.19%	7.43%	2.03%	0.68%	100.00%
Zoology	Count	66	40	11	1	2	120
	Percentage	55.00%	33.33%	9.17%	0.83%	1.67%	100.00%
Total	Count	754	600	163	94	39	1650
	Percentage	45.70%	36.36%	9.88%	5.70%	2.36%	100.00%



5.19 Use of ICT tools

ICT tools are expected to enhance the learning experiences of the student community. The college promotes efficient use of appropriate ICT tools in the classrooms. Around sixty six percent of the students responded that more than seventy percent of the teachers utilize ICT tools effectively in the classrooms.

Table 23: Use of ICT tools

Departments	Row Labels	Below 29%	30-49%	50-69%	70-89%	Above 90%	Grand Total
Botany	Count		2	5	35	85	127
	Percentage	0.00%	1.57%	3.94%	27.56%	66.93%	100.00%
Chemistry	Count	18	14	24	61	45	162
	Percentage	11.11%	8.64%	14.81%	37.65%	27.78%	100.00%
Commerce	Count	63	30	53	81	32	259
	Percentage	24.32%	11.58%	20.46%	31.27%	12.36%	100.00%
Computer Application	Count	16	9	18	25	26	94
	Percentage	17.02%	9.57%	19.15%	26.60%	27.66%	100.00%
Economics	Count	15	8	28	57	22	130
	Percentage	11.54%	6.15%	21.54%	43.85%	16.92%	100.00%
English	Count	11	16	38	64	46	175
	Percentage	6.29%	9.14%	21.71%	36.57%	26.29%	100.00%
Hindi	Count	7	6	14	27	13	67
	Percentage	10.45%	8.96%	20.90%	40.30%	19.40%	100.00%
History	Count	7	5	17	34	33	96
	Percentage	7.29%	5.21%	17.71%	35.42%	34.38%	100.00%
Malayalam	Count	2	5	21	40	44	112
	Percentage	1.79%	4.46%	18.75%	35.71%	39.29%	100.00%
Mathematics	Count	27	16	24	54	39	160
	Percentage	16.88%	10.00%	15.00%	33.75%	24.38%	100.00%
Physics	Count	9	7	17	55	60	148
	Percentage	6.08%	4.73%	11.49%	37.16%	40.54%	100.00%
Zoology	Count		2	4	29	85	120
	Percentage	0.00%	1.67%	3.33%	24.17%	70.83%	100.00%
Total	Count	175	120	263	562	530	1650
	Percentage	10.61%	7.27%	15.94%	34.06%	32.12%	100.00%



5.20 Overall quality of the teaching-learning process

More than eighty eight percent of the students evaluated the teaching learning process in the college as good. A disaggregated department- wise picture of the responses is presented in the following table.

Table 24: Overall quality of the teaching-learning process

Departments	Row Labels	Strongly agree	Agree	Neutral	Disagree	Strongly disagree	Grand Total
Botany	Count	79	45	3			127
	Percentage	62.20%	35.43%	2.36%	0.00%	0.00%	100.00%
Chemistry	Count	77	65	15	4	1	162
	Percentage	47.53%	40.12%	9.26%	2.47%	0.62%	100.00%
Commerce	Count	92	115	43	6	3	259
	Percentage	35.52%	44.40%	16.60%	2.32%	1.16%	100.00%
Computer Application	Count	35	35	20	1	3	94
	Percentage	37.23%	37.23%	21.28%	1.06%	3.19%	100.00%
Economics	Count	55	57	15	2	1	130
	Percentage	42.31%	43.85%	11.54%	1.54%	0.77%	100.00%
English	Count	86	75	13		1	175
	Percentage	49.14%	42.86%	7.43%	0.00%	0.57%	100.00%
Hindi	Count	31	30	5	1		67
	Percentage	46.27%	44.78%	7.46%	1.49%	0.00%	100.00%
History	Count	57	33	4	1	1	96
	Percentage	59.38%	34.38%	4.17%	1.04%	1.04%	100.00%
Malayalam	Count	70	40	2			112
	Percentage	62.50%	35.71%	1.79%	0.00%	0.00%	100.00%
Mathematics	Count	86	56	16	1	1	160
	Percentage	53.75%	35.00%	10.00%	0.63%	0.63%	100.00%
Physics	Count	83	50	13	2		148
	Percentage	56.08%	33.78%	8.78%	1.35%	0.00%	100.00%
Zoology	Count	80	32	7	1		120
	Percentage	66.67%	26.67%	5.83%	0.83%	0.00%	100.00%
Total	Count	831	633	156	19	11	1650
	Percentage	50.36%	38.36%	9.45%	1.15%	0.67%	100.00%



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, enhancement of opportunities for internships, field visits, in-campus training programmes and upgrading of 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.

