



MES PONNANI COLLEGE

Govt. Aided Institution | Affiliated to the University of Calicut | Estd.: 1968
Recognised under UGC 2(f) & 12(B) | NAAC Re-accredited (III Cycle) with 'A+' Grade

STUDENTS FEEDBACK ANALYSIS REPORT 2021-2022





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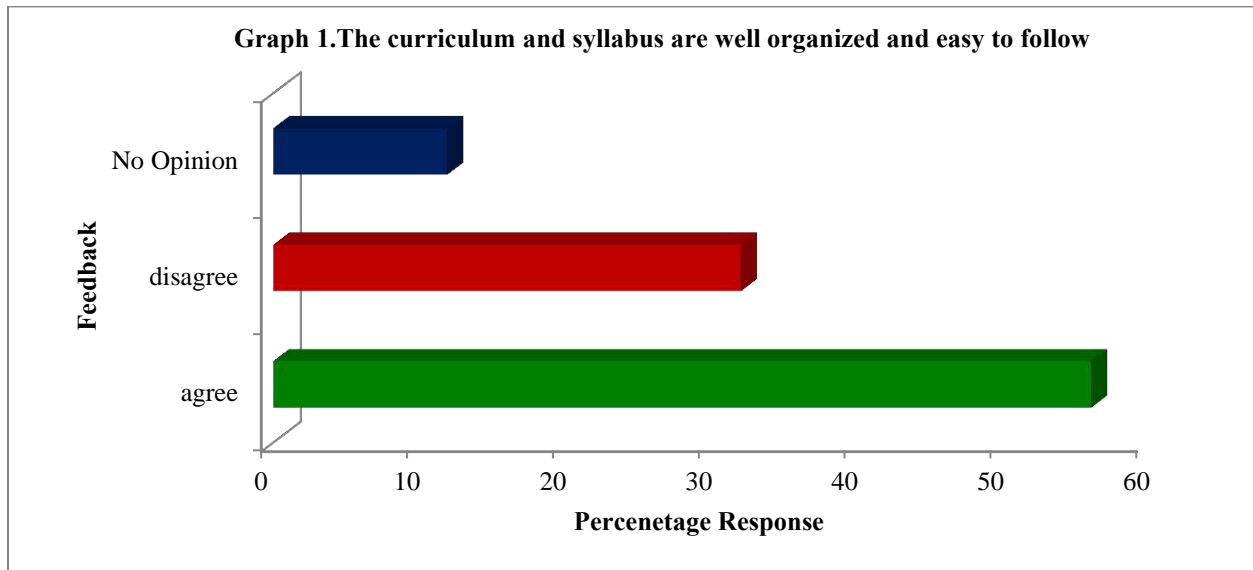
STUDENTS FEEDBACK ANALYSIS REPORT 2021-2022



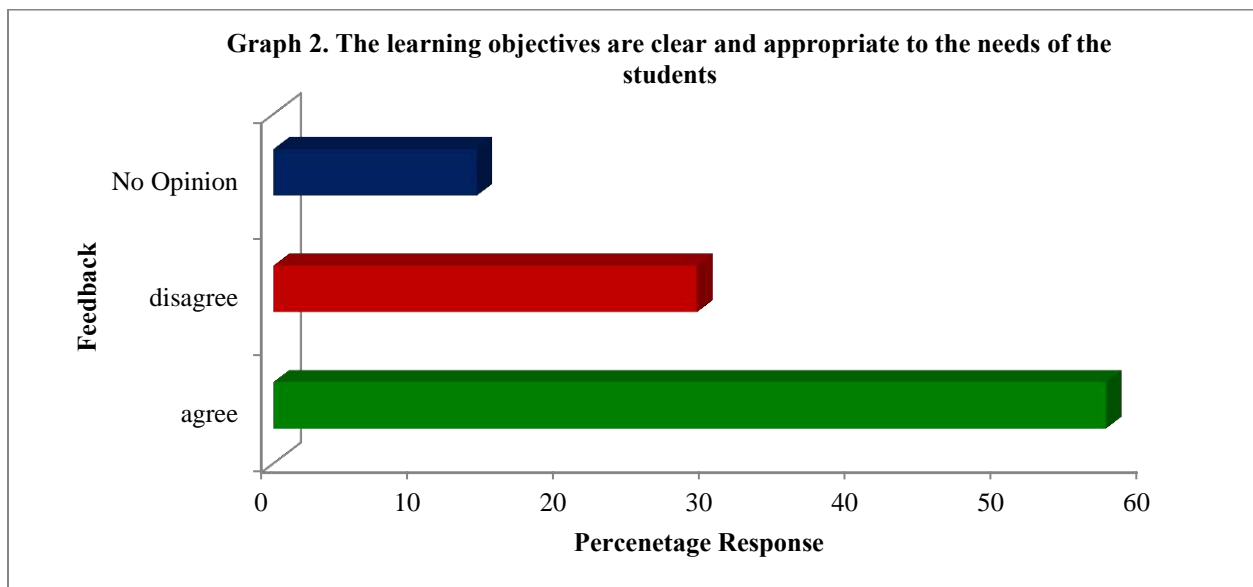
Students Feedback Analysis Report 2021-2022
Science Stream

Sl. No	Queries	Percentage Response (out of 596)		
		Agree	Disagree	No Opinion
1	The curriculum and syllabus are well organized and easy to follow	56.0	32.0	11.9
2	The learning objectives are clear and appropriate to the needs of the students.	57.0	29.0	13.9
3	The texts / resources are appropriate for my students' level.	64.3	22.7	13.1
4	The texts / resources are sufficient - They cover most or all of what is needed to teach the course.	54.2	31.7	14.1
5	The strategies and activities address the learning needs of all students, including students with disabilities and dual language learners	47.0	29.2	23.8
6	The instructional strategies and activities appropriate for the modules.	56.2	24.2	19.6
7	The assessments and instructional activities align to the learning objectives.	60.4	19.0	20.6
8	The assessments provide opportunities for students to adequately demonstrate their learning through higher order thinking	48.3	30.0	21.6
9	The questions are aligned according to the objectives and instructional processes.	58.2	21.3	20.5
10	The process of teaching, learning and evaluation are balanced.	47.0	36.1	16.9

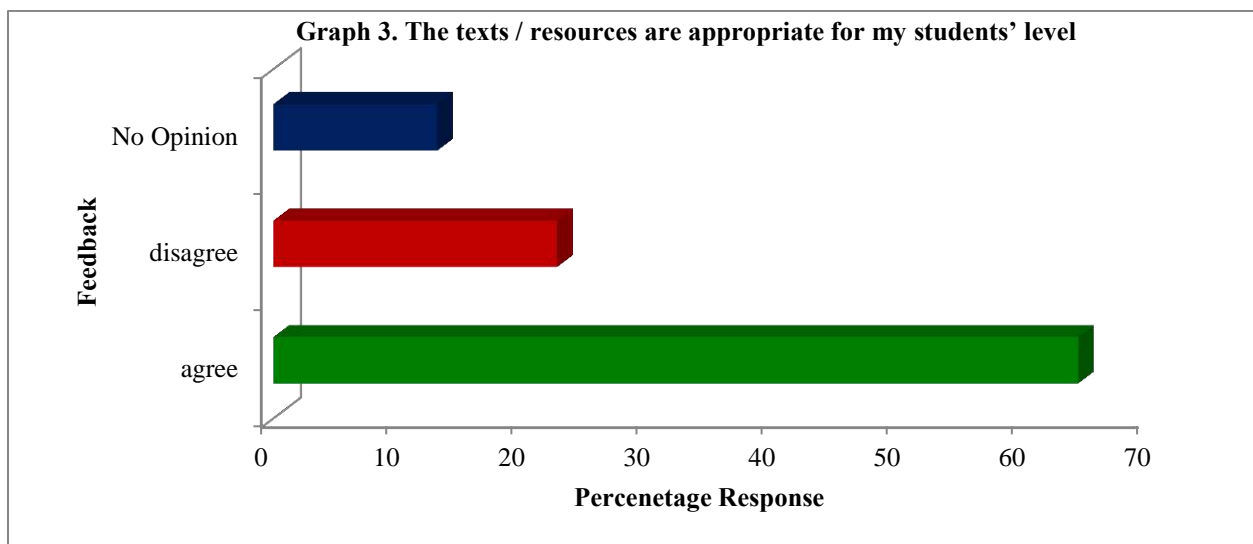
Graph 1: This graph is about the curriculum and syllabus and how it is organized. It shows the relationship between two variables in which the horizontal axis shows the percentage response and the vertical axis shows the feedback. When asked about the curriculum and syllabus, out of 596 students 56% of students agreed that the syllabus and curriculum is well organized and easy to follow. 32% of students disagreed about their access towards the knowledge of syllabus. And the remaining 11.9% students have no opinion regarding the syllabus and curriculum



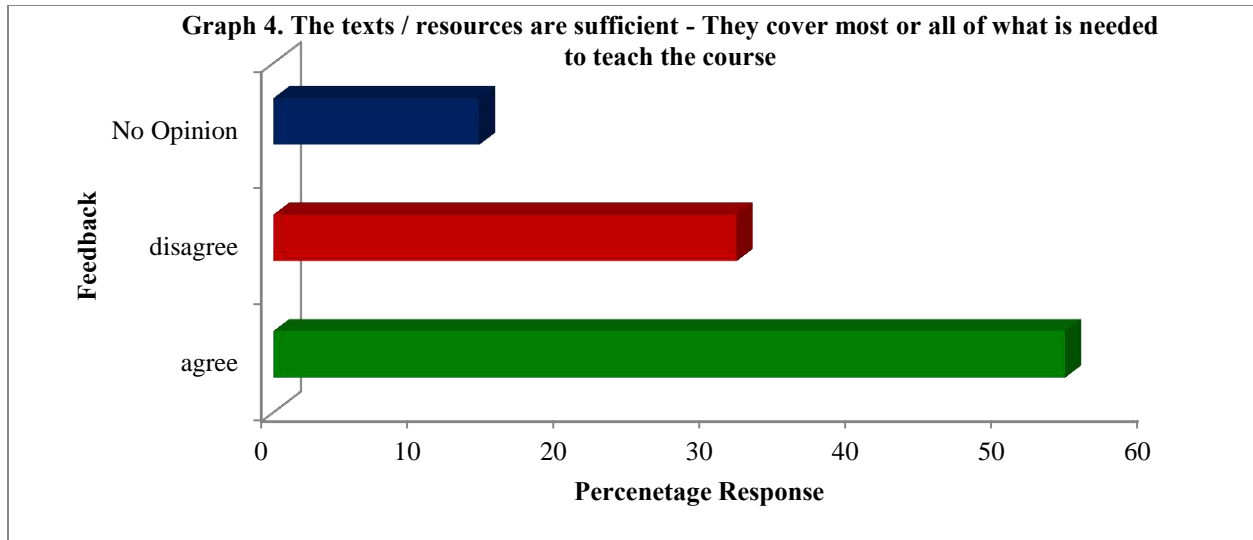
Graph2: As far as the ‘learning objectives’ are concerned with, students were required to go through the appropriateness and the clarity, with which the objectives are presented. While the horizontal axis dealt with the ‘percentage of response’, that of the vertical axis featured the ‘feedback’ section. Out of the total number of 596 respondents, 57 percentage students agreed upon the appropriateness and clarity of the learning objectives. 29 % of students marked their response in the column that is meant to disagree with the appropriateness of the syllabus. The remaining 13.9 percentage opted to make ‘no comments’ on the column



Graph3: On considering about the texts or resources and whether it is appropriate for the student’s study level, they were instructed to do an analysis on the particular and to review. On drawing a graphical representation for the question the horizontal line represents the percentage response and the vertical line represents the feedback. A total of 64.3% of students out of the total of 596 are in the opinion that the resources are appropriate for the students and their capacity to learn. 22.7% of students are of the opinion that this point must be disagreed with and the remaining 13.1% falls in a category of not having an opinion regarding this subject.

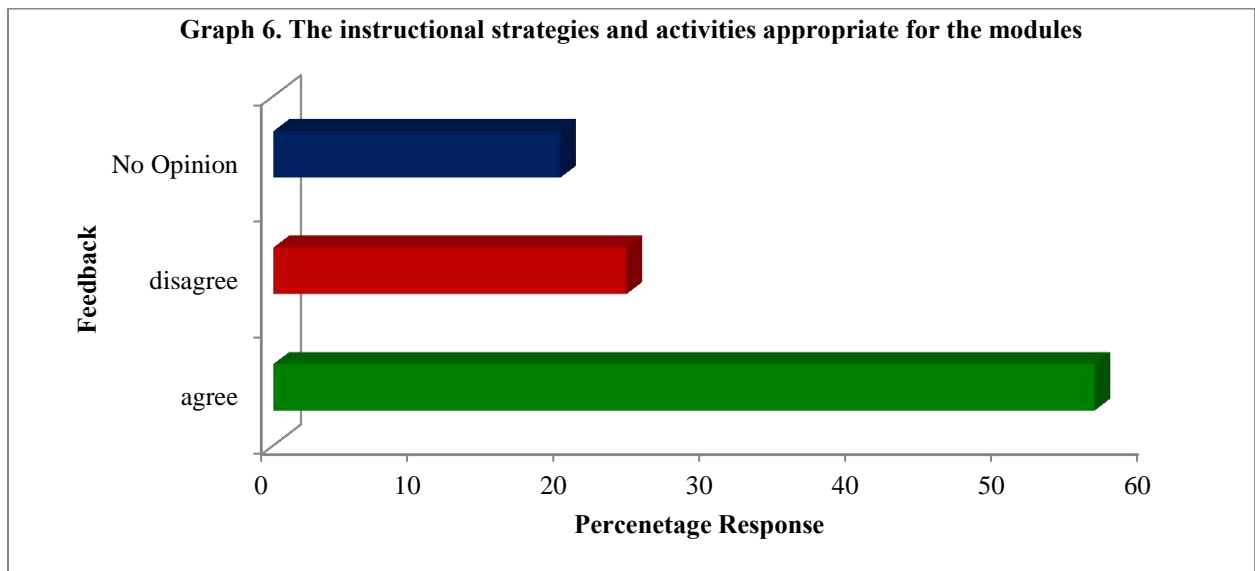
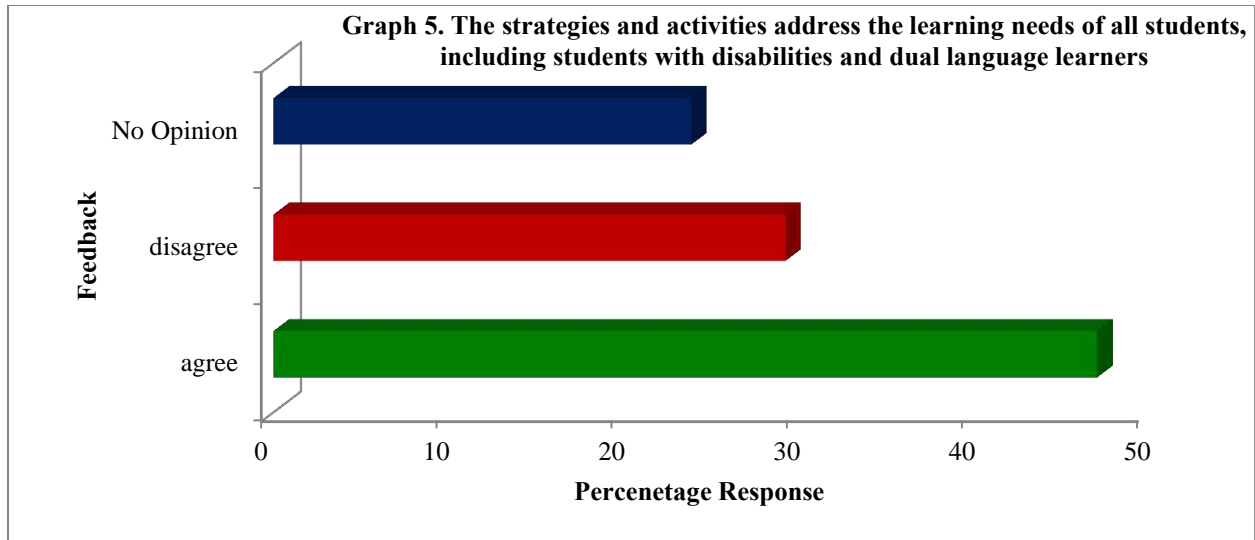


Graph4: The students were next directed to go through the point that whether the texts or resources are sufficient and they cover most and all of what which is needed to be taught according to the course. While the horizontal axis dealt with the ‘percentage of response’, that of the vertical axis featured the ‘feedback’ section when it is represented by a graph. Out of 596 students from the science stream, a total of 54.2% of them agreed with the point and said that the resources are sufficient and is needful. The text book resources are not sufficient and it didn’t cover the entire topic for the course. This was the opinion of 31.7% of the students. The rest 14.1% of students chose to say nothing regarding the topic.

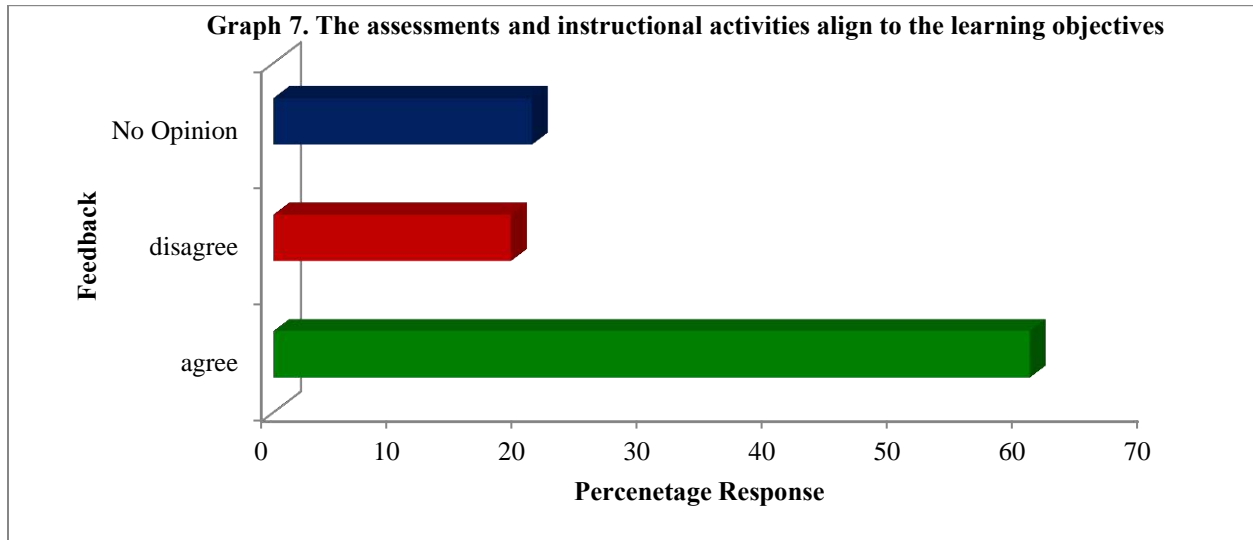


Graph5: As far as the strategies and activities for the learning needs of the students is concerned with, the students were needed to take an analysis regarding the strategies and activities address the students including students with disabilities and dual language learners. On representing graphically the vertical axis represents the feedback and the horizontal axis represents the percentage response. 47% of students out of the total number of 596 students are of the opinion that the strategies and activities address the learning needs of the students including the students with disabilities. But 29.2% students strictly opposes to the former and they disagree with the claim that the strategies opted by the college was not in needful for the students. And the remaining 23.8 % of students opted to keep quiet and leave no opinion regarding this.

Graph6: On considering the teaching and instructional strategies for the individual modules, the students were instructed to rate the above mentioned. While the horizontal line represents the percentage response, the vertical line indicates the feedback from the students. Out of the total number of 596 students 56.2% agreed that the instructional strategies and activities are appropriate for the modules. While 24.2% of the students disagree with the point that the strategies opted were not appropriate for the modules, the remaining 19.6% have no opinion regarding the strategies and its appropriateness.

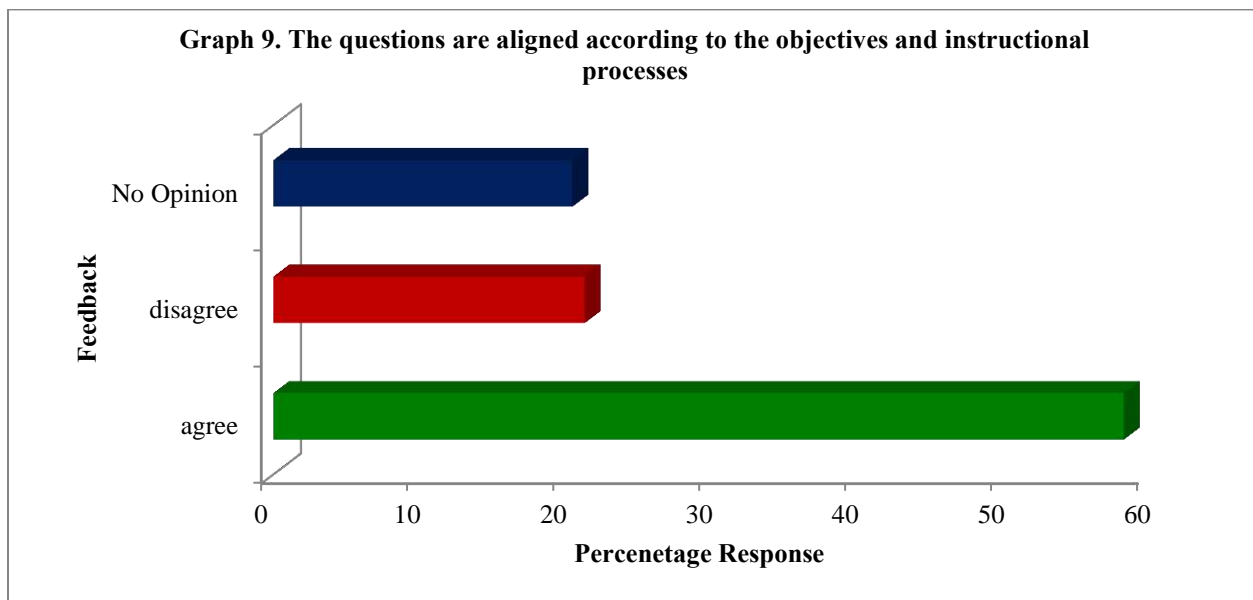
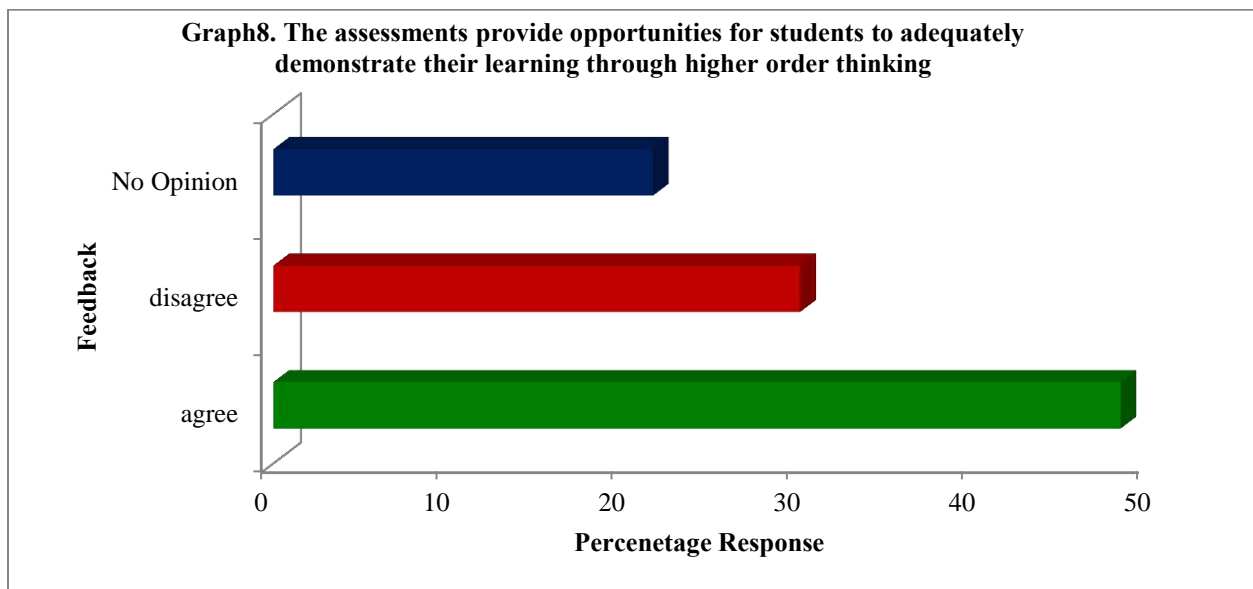


Graph7: This graphical representation gives us an idea about the ratio of student’s feedback and percentage response on the question the assessments and instructional activities align to the learning objectives. The horizontal axis deals with the percentage response and the vertical axis deals with the feedback from the students. On considering the response out of 596 students 60.4% of them agree that assessments and instructional activities are aligned in a format which is appropriate for learning. 19% of students are of the opinion that the activities including assessments and instructions are not aligned as it favors the learning objectives. And the remaining 20.6% falls in to the category of having no opinion regarding this.



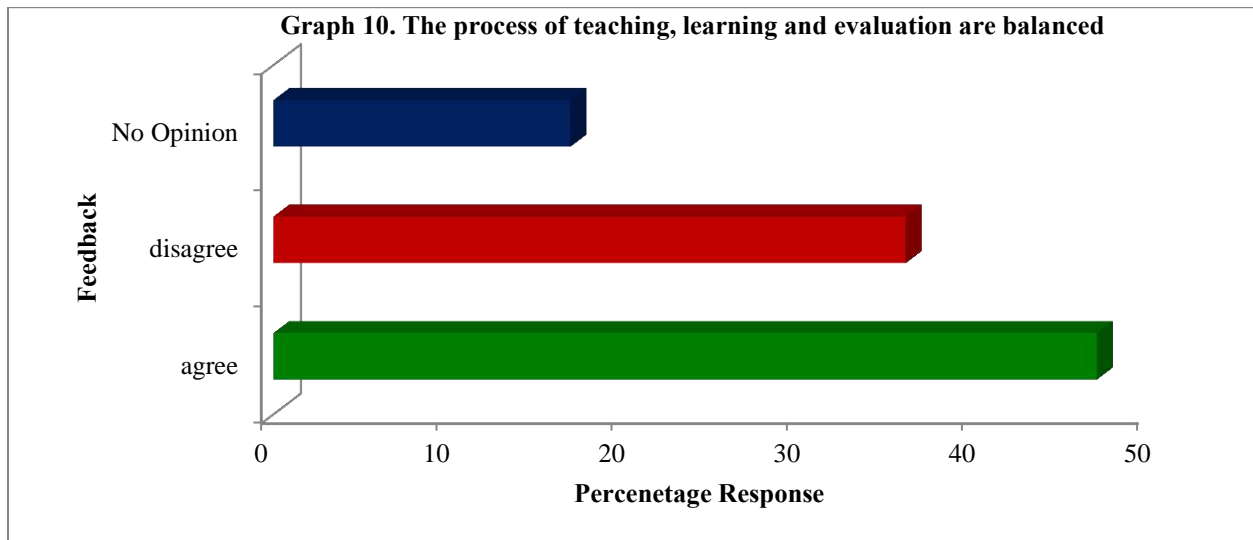
Graph8: As far as the opportunities for the students to demonstrate their learning skills and their learned outcome is concerned with, the students had to go through the assessments provided for them to demonstrate and showcase their talents and learning through higher order thinking. In the graphical representation the horizontal line represents the percentage of response and the vertical line represents the feedback from the students. 48.3% of students out of the total number of 596 students are of the opinion that the assessment programs and activities provide the students an opportunity for the students to adequately demonstrate their learning. While 30% of students disagree with this the remaining 21.6% of students does not even have an opinion.

Graph9: This graphical representation is all about the alignment of questions in accordance with the objectives. In the graph the vertical line declares the feedback and the horizontal line declares the percentage response. Out of a total number of 596 students 58.2% of the students agree to the question that the questions are aligned according to the objective and instructional process. While 21.3 % of students disagree from the above mentioned, a percentage of 20.5 does not even share an opinion.



Graph10: This graphical representation gives us an idea about the ratio of feedback from the students and the percentage response towards the topic that is the process of teaching, learning and evaluation are balanced. The vertical line in the graph represents the feedback that collected from the students regarding the question and the horizontal line represents the percentage response. On evaluating the case out of the total students 596, a percentage of 47 agree that the teaching method, learning and the final evaluation are well balanced according to them. A percentage of 36.1 students disagree that the three

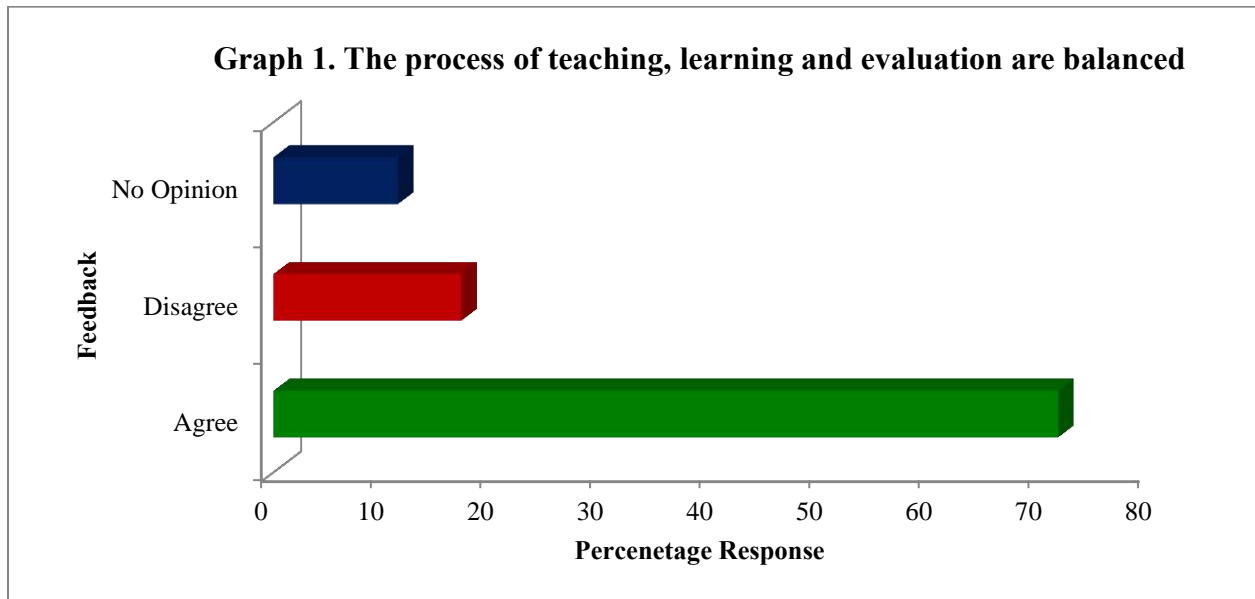
factors which is teaching, learning and evaluation are not balanced. The remaining 16.9% opted to not comment on the question.



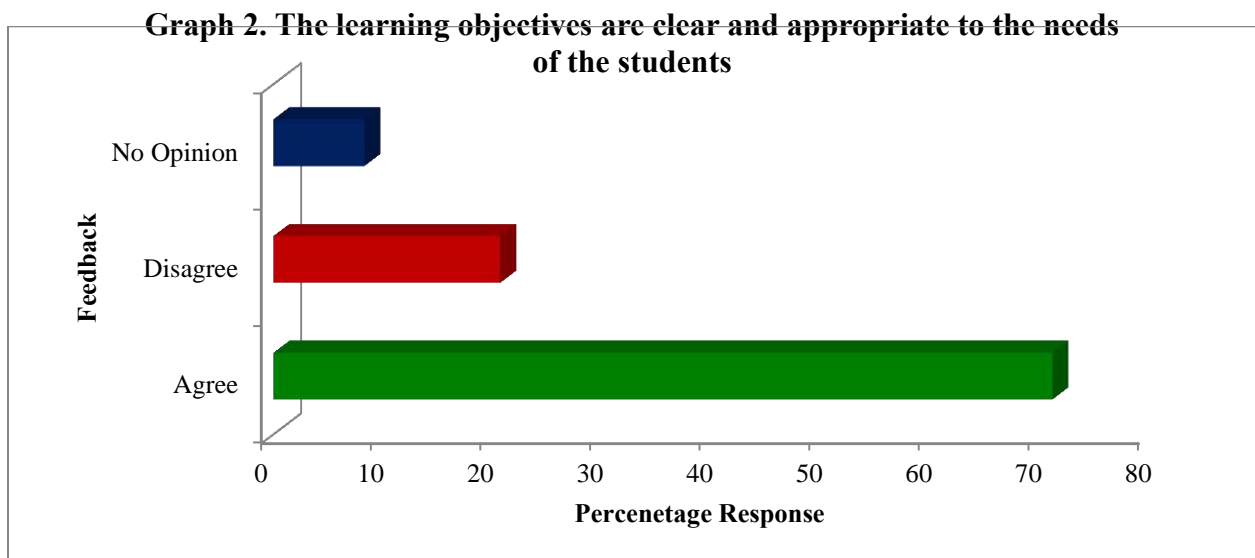
Arts and Commerce Stream

Sl. No	Queries	Percentage Response (out of 596)		
		Agree	Disagree	No Opinion
1	The curriculum and syllabus are well organized and easy to follow	71.5	17.1	11.4
2	The learning objectives are clear and appropriate to the needs of the students.	71.0	20.7	8.3
3	The texts / resources are appropriate for my students' level.	70.5	18.8	10.7
4	The texts / resources are sufficient - They cover most or all of what is needed to teach the course.	70.7	19.3	10.0
5	The strategies and activities address the learning needs of all students, including students with disabilities and dual language learners	62.7	15.3	22.0
6	The instructional strategies and activities appropriate for the modules.	66.6	16.3	17.1
7	The assessments and instructional activities align to the learning objectives.	69.0	18.6	12.4
8	The assessments provide opportunities for students to adequately demonstrate their learning through higher order thinking	64.9	21.2	13.9
9	The questions are aligned according to the objectives and instructional processes.	60.8	19.2	20.0
10	The process of teaching, learning and evaluation are balanced.	70.2	19.2	10.7

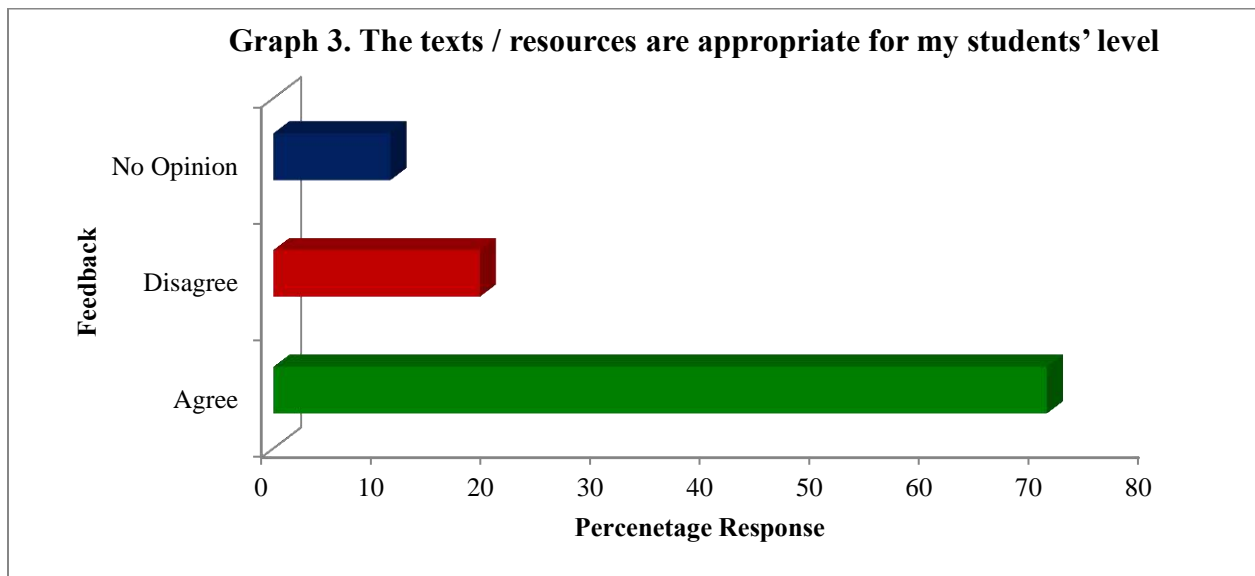
Graph 1: This graph is about the curriculum and syllabus and how it is organized. It shows the relationship between two variables in which the horizontal axis shows the percentage response and the vertical axis shows the feedback. When asked about the curriculum and syllabus, out of 596 students 71.5% of students agreed that the syllabus and curriculum is well organized and easy to follow. 17.1% of students disagreed about their access towards the knowledge of syllabus. And the remaining 11.4% students have no opinion regarding the syllabus and curriculum.



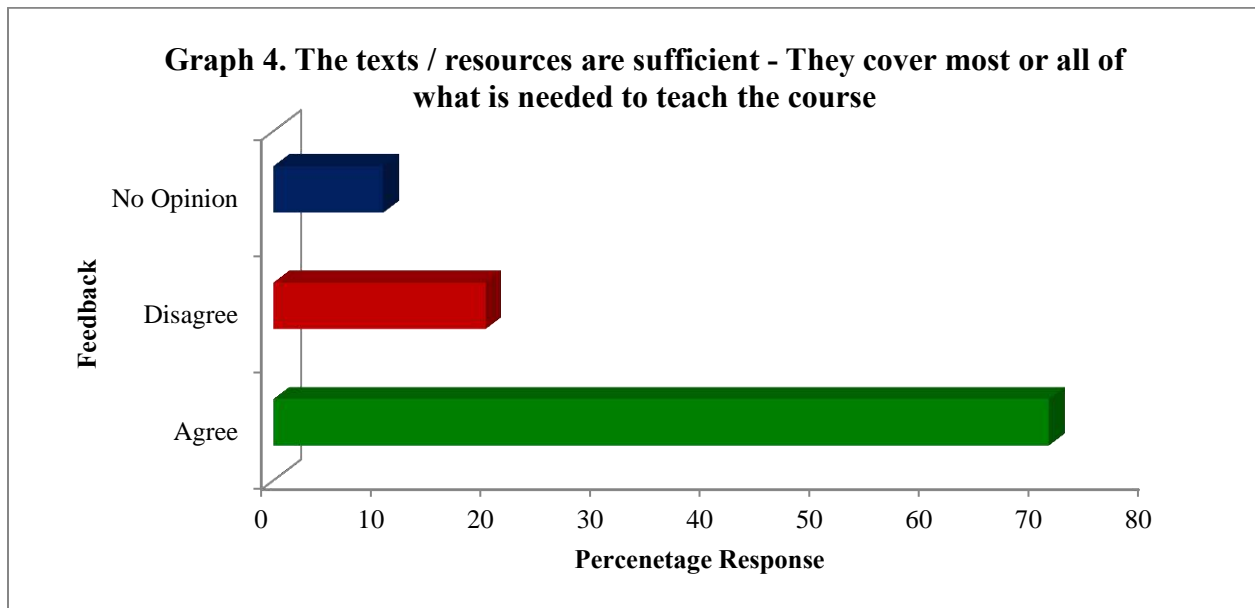
Graph2: As far as the ‘learning objectives’ are concerned with, students were required to go through the appropriateness and the clarity, with which the objectives are presented. While the horizontal axis dealt with the ‘percentage of response’, that of the vertical axis featured the ‘feedback’ section. Out of the total number of 596 respondents, 71 percentage students agreed upon the appropriateness and clarity of the learning objectives. 20.7 % of students marked their response in the column that is meant to disagree with the appropriateness of the syllabus. The remaining 8.3 percentage opted to make ‘no comments’ on the column



Graph3: On considering about the texts or resources and whether it is appropriate for the student’s study level, they were instructed to do an analysis on the particular and to review. On drawing a graphical representation for the question the horizontal line represents the percentage response and the vertical line represents the feedback. A total of 70.5% of students out of the total of 596 are in the opinion that the resources are appropriate for the students and their capacity to learn. 18.8% of students are of the opinion that this point must be disagreed with and the remaining 10.7% falls in a category of not having an opinion regarding this subject.

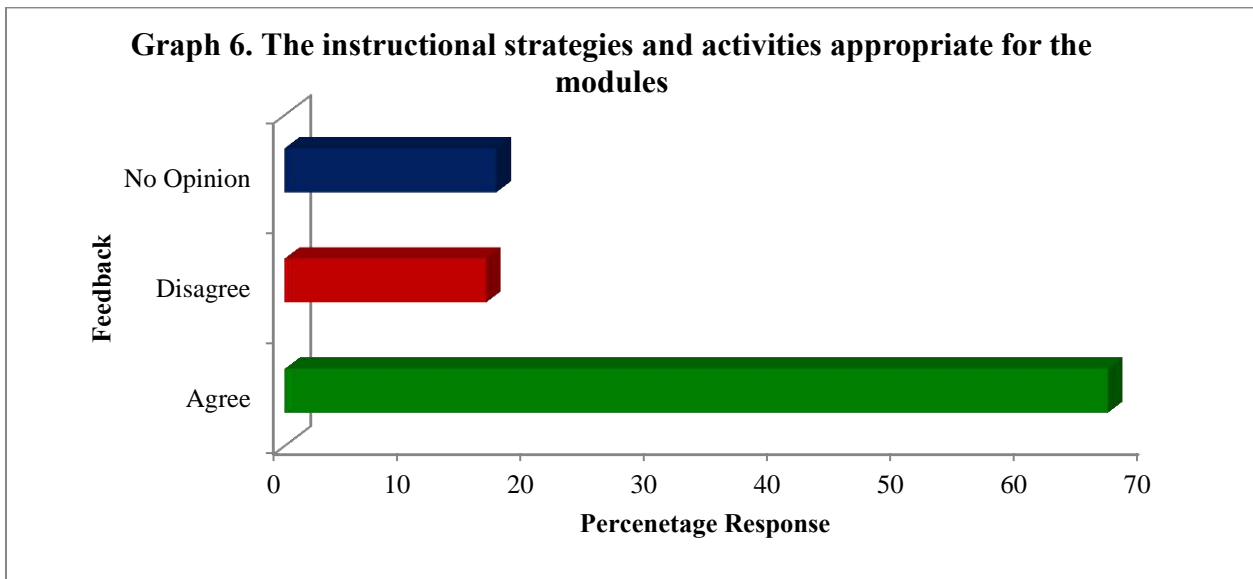
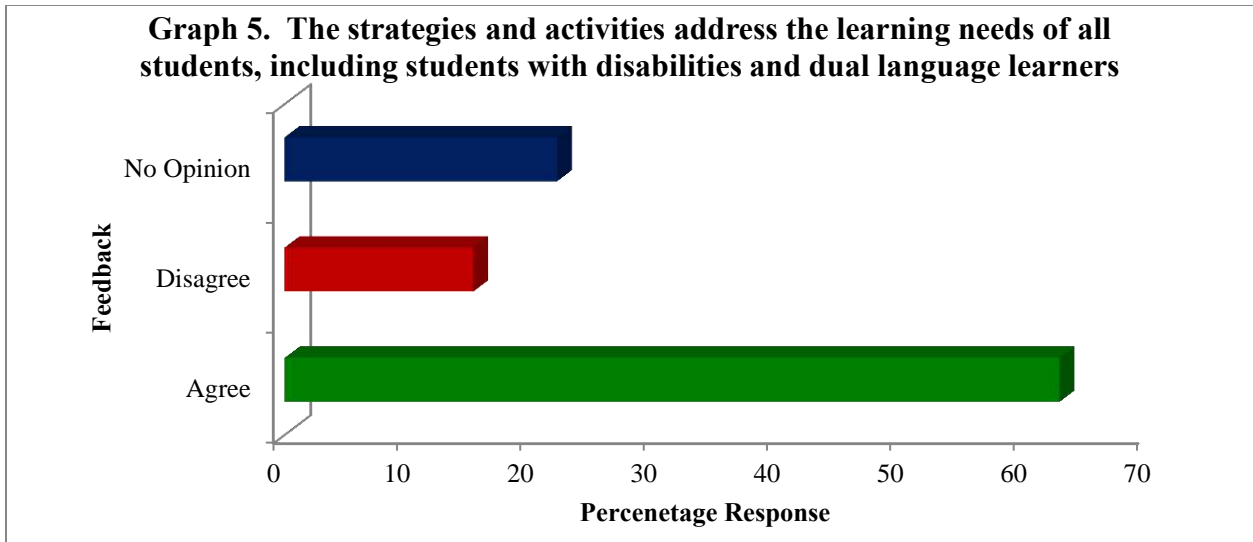


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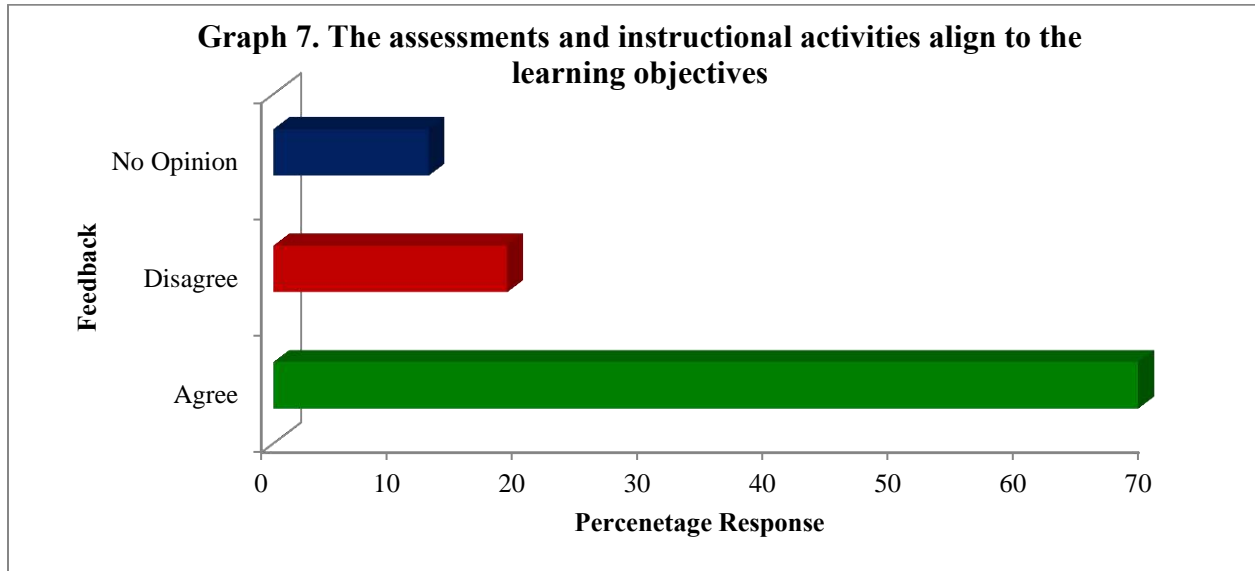
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Graph6: On considering the teaching and instructional strategies for the individual modules, the students were instructed to rate the above mentioned. While the horizontal line represents the percentage response, the vertical line indicates the feedback from the students. Out of the total number of 596 students 66.6% agreed that the instructional strategies and activities are appropriate for the modules. While 16.3% of the students disagree with the point that the strategies opted were not appropriate for the modules, the remaining 17.1% have no opinion regarding the strategies and its appropriateness.



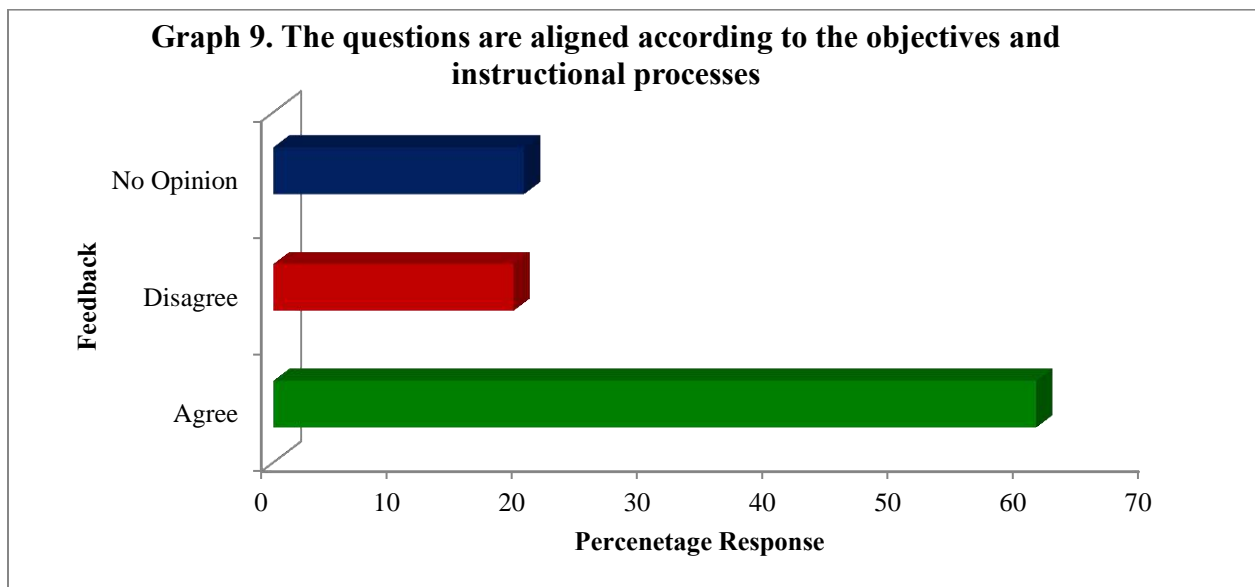
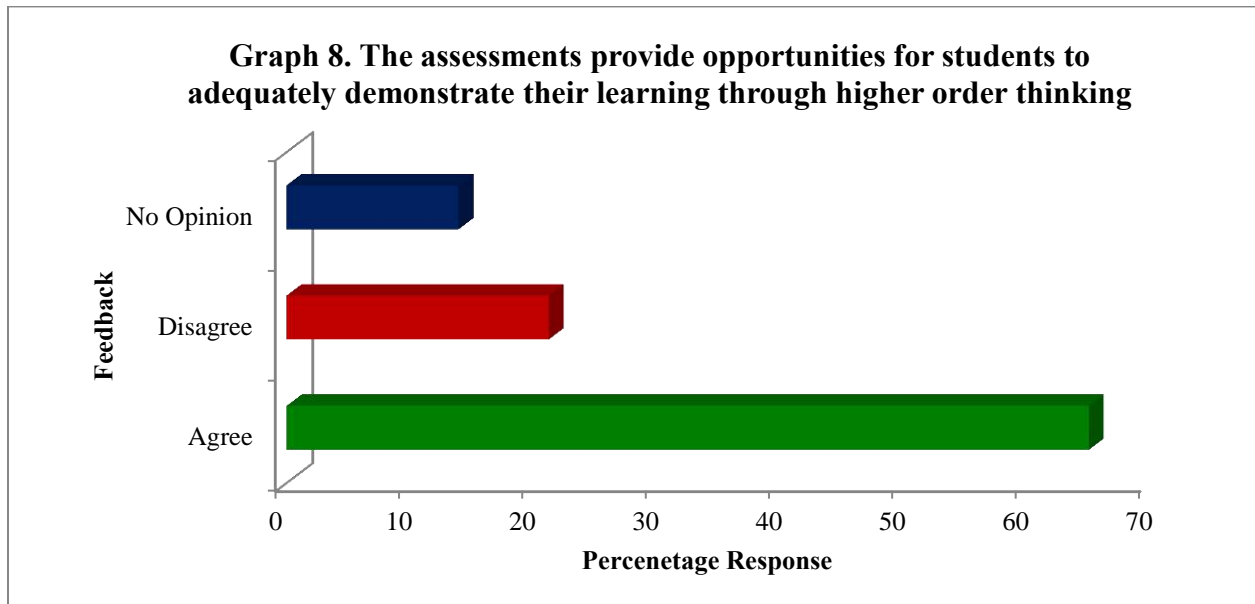
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it favors the learning objectives. And the remaining 12.4% falls in to the category of having no opinion regarding this.



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factors which is teaching, learning and evaluation are not balanced. The remaining 10.7% opted to not comment on the question.

