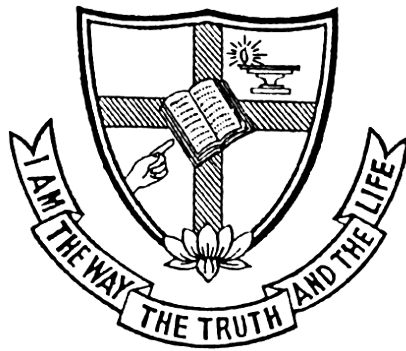
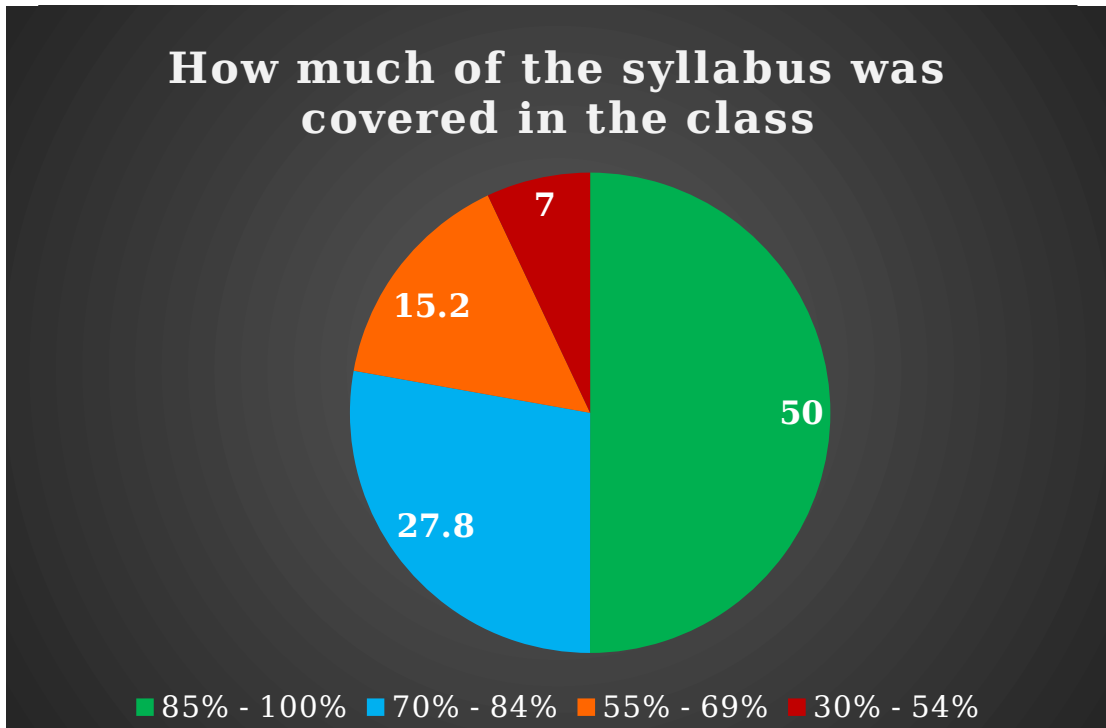


**MAR THOMA COLLEGE,  
THIRUVALLA**



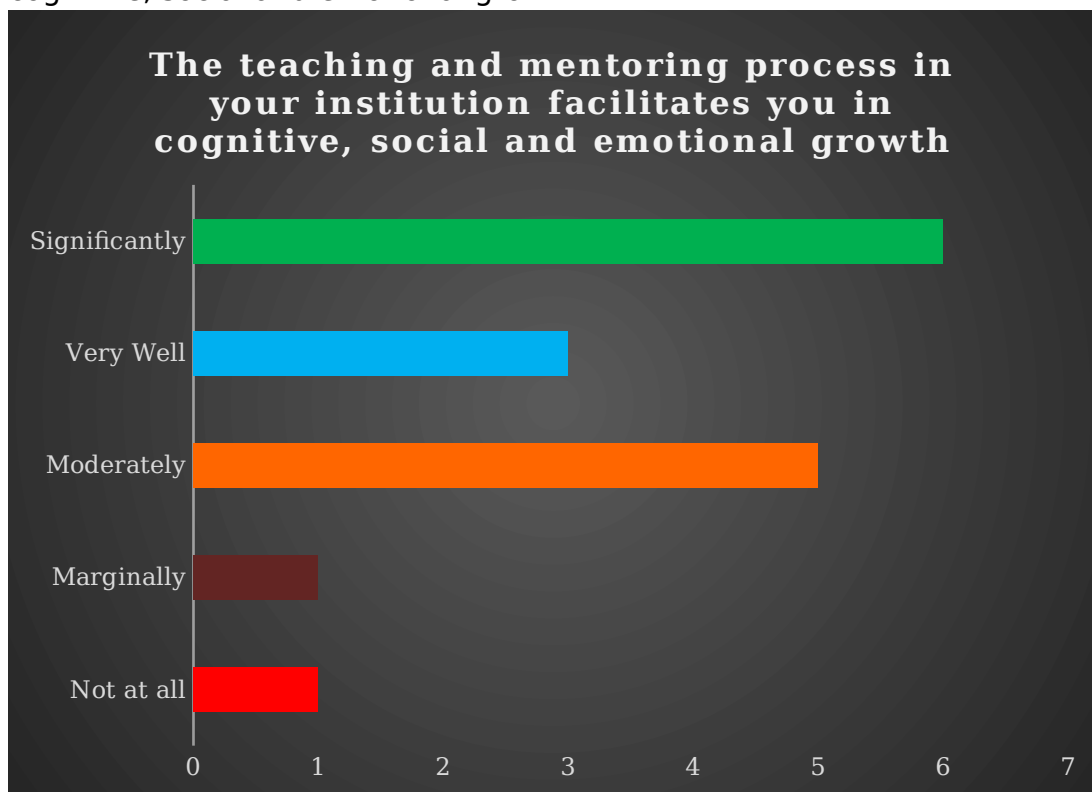
**Student Satisfaction Survey (2022-23)**

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



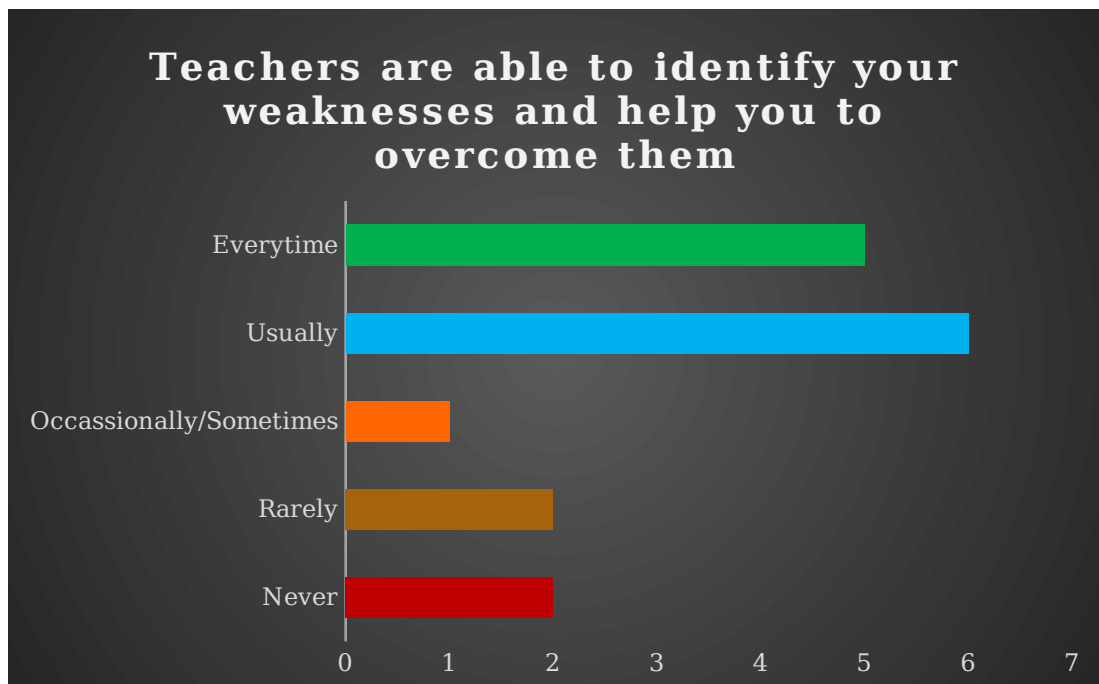
The syllabus coverage in class varies according to student feedback. Half of the students (50%) report that 85 to 100% of the syllabus was covered, indicating a high level of content delivery. A further 27.8% of students say that 70 to 84% of the syllabus was addressed, suggesting a substantial but slightly less comprehensive coverage. Meanwhile, 15.2% of the students note that 55 to 69% of the syllabus was covered, indicating a moderate level of syllabus completion. Lastly, a smaller group of 7% of students report that only 30 to 54% of the syllabus was covered, reflecting a significant gap in content delivery. Overall, while a majority of students report satisfactory syllabus coverage, there's a notable range in the perceived completeness of the course content.

2. The teaching and mentoring process in your institution facilitates you in cognitive, social and emotional growth



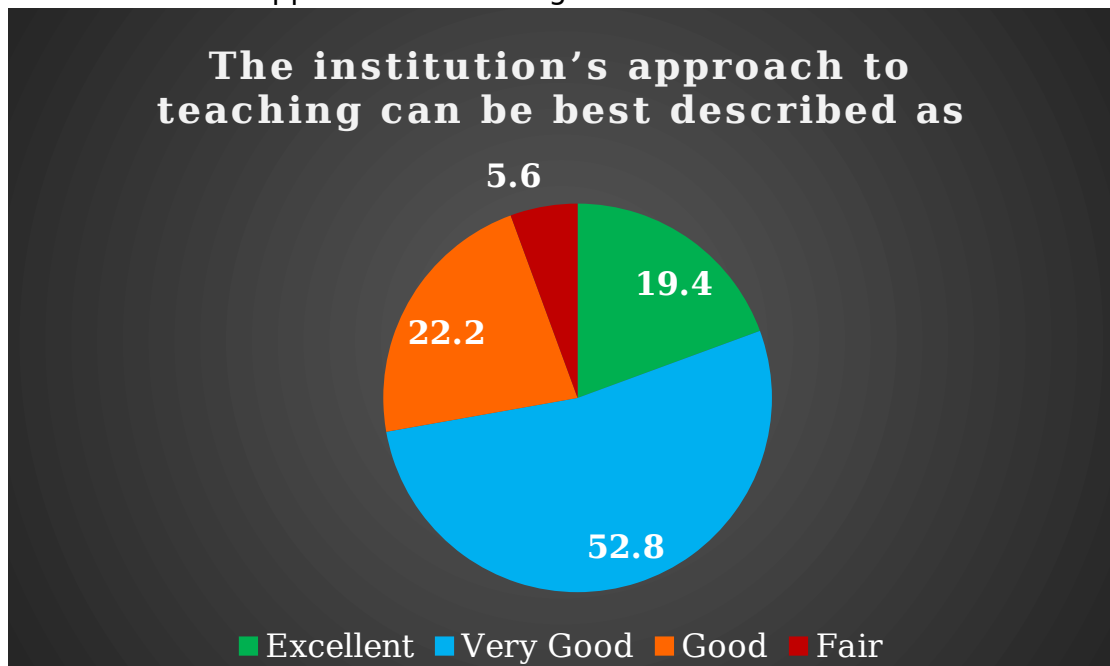
The teaching and mentoring process at the institution is largely seen as beneficial for students' cognitive, social, and emotional growth. A very large number of students feel it aids their development "significantly," indicating a strong impact on various aspects of their growth. A medium number of students believe it helps "very well," suggesting a notable but slightly lesser degree of positive influence. Meanwhile, a large number of students view the support as "moderately" beneficial, indicating some level of impact, though not as profound. Only a very small proportion of students feel it helps "marginally" or "not at all," suggesting minimal dissatisfaction with the teaching and mentoring process. Overall, the feedback highlights a generally positive perception of the institution's role in facilitating comprehensive student development.

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



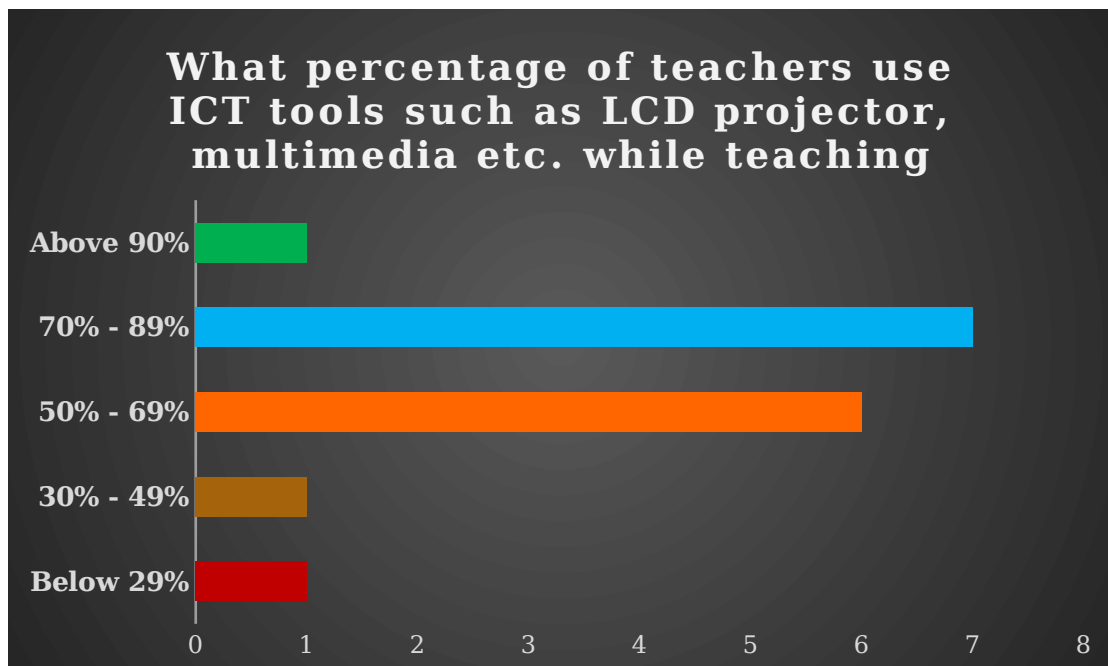
The feedback on teachers' ability to identify and address students' weaknesses shows a positive trend. A large number of students report that teachers are able to recognize their weaknesses and assist them in overcoming them "every time," indicating a high level of personalized attention and support. A very large portion of the student body feels this happens "usually," suggesting consistent but slightly less universal effectiveness. Only a very small group of students say this occurs "sometimes," pointing to occasional support, while a small number express that it happens "rarely or never," indicating areas where improvement could be beneficial. Overall, the majority of feedback underscores the faculty's commitment to understanding and addressing individual student needs for their development.

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



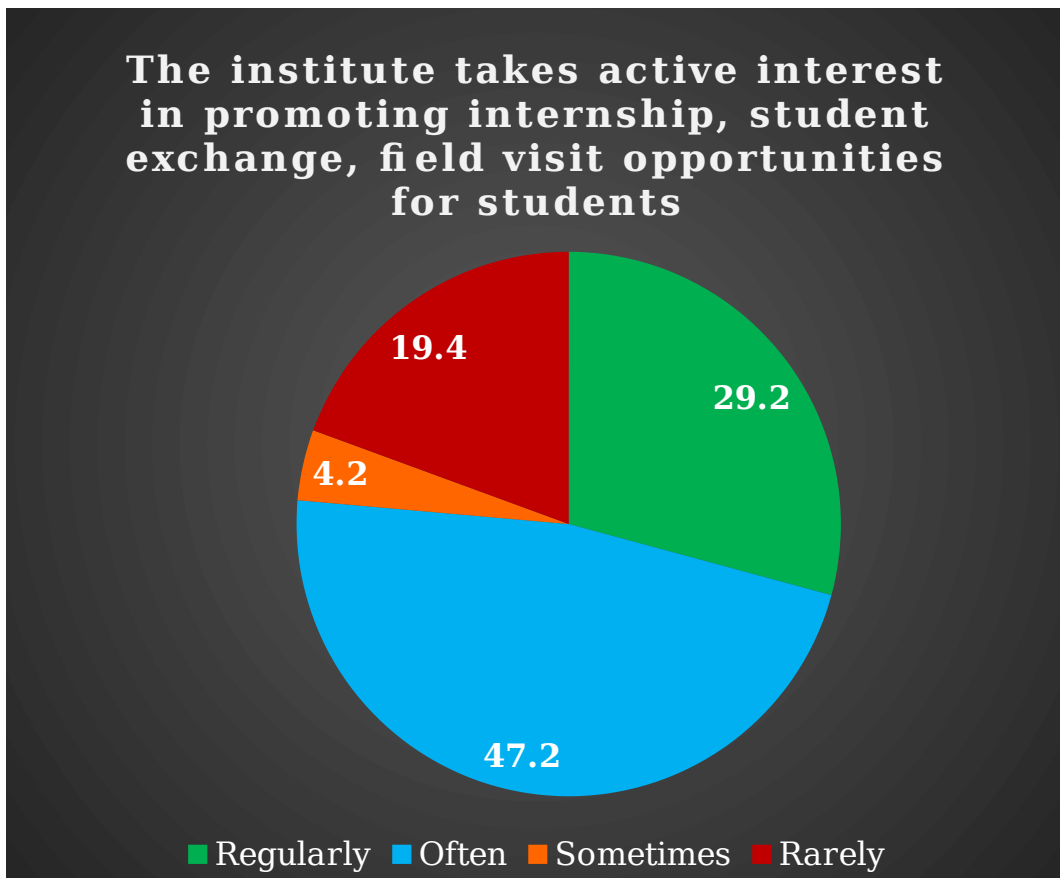
The institution's approach to teaching receives positive feedback from its students. A majority, 52.8%, describe it as "Very Good," indicating a high level of satisfaction with the teaching methodologies employed. Another 22.2% rate the approach as "Good," suggesting a solid, though not outstanding, perception of teaching quality. Notably, 19.4% of students go further to label the teaching approach as "Excellent," highlighting exceptional teaching practices that likely exceed expectations. A smaller portion, 5.6%, considers the teaching approach to be "Fair," indicating a need for improvement in certain areas. Overall, the feedback suggests a generally positive student perception of the institution's teaching approach, with a significant number recognizing it as above average or excellent.

5. What percentage of teachers use ICT tools such as LCD projector, multimedia etc. while teaching



The use of ICT tools (such as LCD projectors, multimedia, etc.) by teachers in the institution shows a significant inclination towards modern teaching methodologies. A very small number of students report that about 90% of teachers use these tools, indicating a high but not widespread adoption. An extensive portion of the student body observes that 70 to 89% of teachers integrate ICT tools into their teaching, suggesting a substantial but not universal use across the faculty. Furthermore, a very large number of students note that 50 to 69% of teachers employ these technologies, indicating a majority adoption with room for growth. Only a very small amount of feedback suggests that below 30% of teachers use ICT tools, highlighting that such limited use is not the norm. Overall, the data points to a significant, yet varied, integration of ICT tools in teaching practices within the institution.

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



The institute demonstrates a positive approach to fostering internship, student exchange, and field visit opportunities for students. Nearly half of the respondents (47.2%) indicate that such opportunities are available "often," suggesting a frequent occurrence. Additionally, 29.2% report that these opportunities are provided "regularly," indicating consistent support from the institute. However, a notable portion (19.4%) feels that these opportunities are presented "rarely," suggesting a need for improvement in availability. A smaller percentage (4.2%) notes that such opportunities occur "sometimes," indicating irregular occurrences. Overall, the feedback suggests that while the institute is active in promoting these opportunities, there is room for enhancement in ensuring consistent availability for all students.