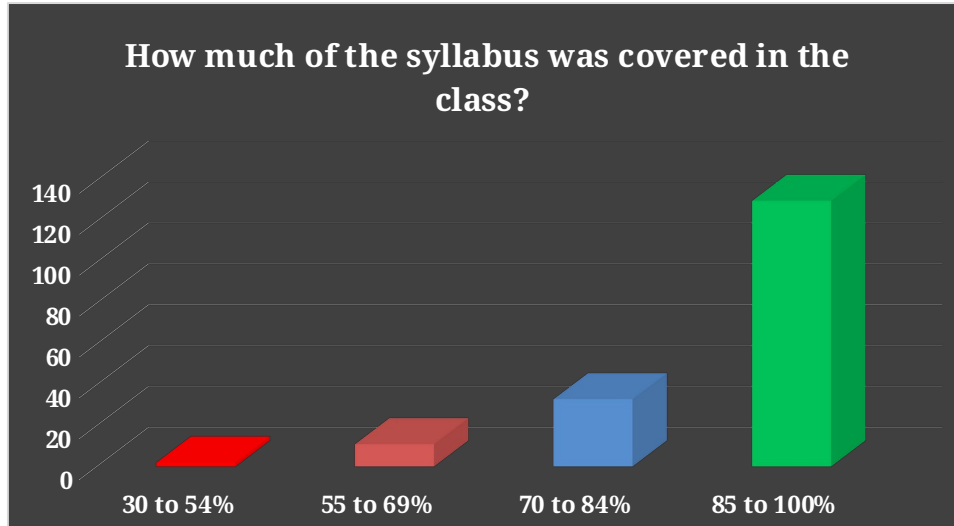




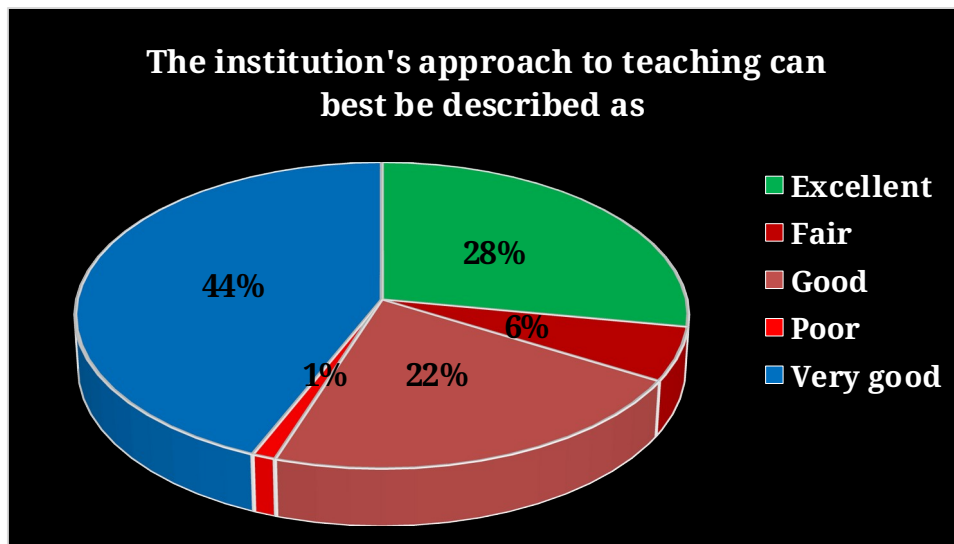
STUDENT SATISFACTION SURVEY upto May 2024

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



The feedback indicates a high level of satisfaction with the syllabus coverage in the classes. The majority of students felt that the teachers effectively covered the syllabus, managed class time well, and provided relevant assignments that supported their learning. These insights can be used to maintain or improve syllabus coverage in future courses.

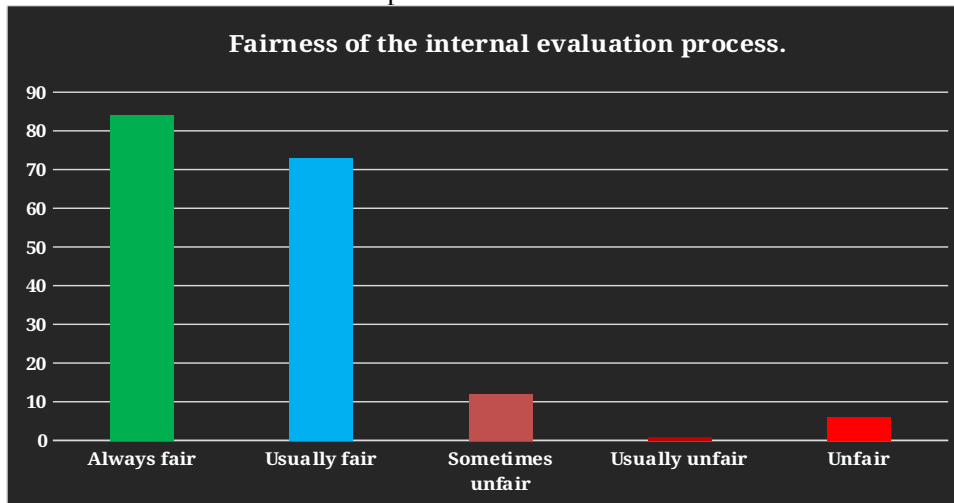
2. The institution's approach to teaching can best be described as



The data indicates that a significant majority of students view the institution's approach to teaching positively. More than a quarter of the respondents rated the teaching approach as excellent, highlighting exceptional satisfaction and effectiveness in teaching methodologies. The largest group of respondents rated it as very good, suggesting that while there might be minor areas for improvement, the overall teaching approach is highly appreciated. A smaller but notable portion of students rated the approach as good, indicating general satisfaction with some areas that could benefit from enhancement.

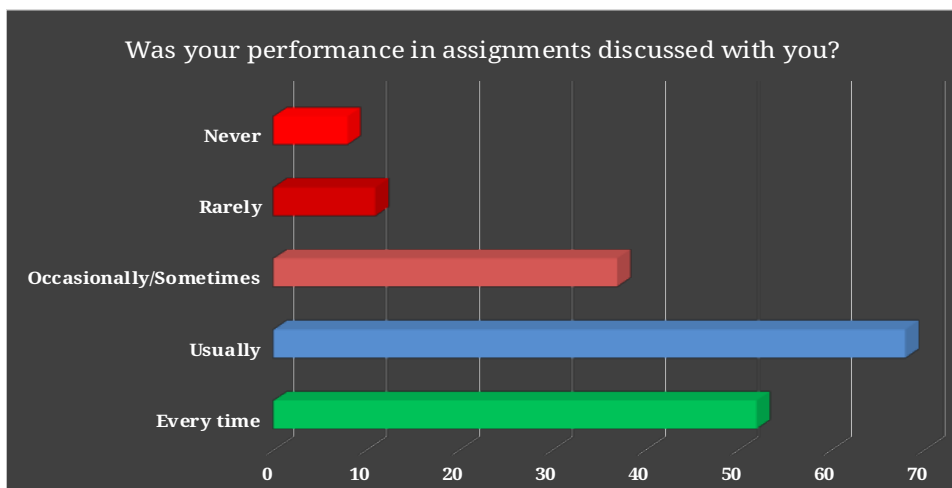


3. Fairness of the internal evaluation process.



A significant majority of students believe that the internal evaluation process is consistently fair. This high percentage reflects strong confidence in the evaluation methods and the transparency of grading. A small portion of students feel the process is generally fair, with occasional discrepancies. This suggests minor areas where the process could be refined to ensure consistent fairness. Some students experience occasional unfairness, indicating specific instances or contexts where the evaluation process might not meet expectations. A minority of students perceive the evaluation process as generally or consistently unfair. These responses highlight areas of concern that need to be addressed to improve overall perception and trust in the evaluation process.

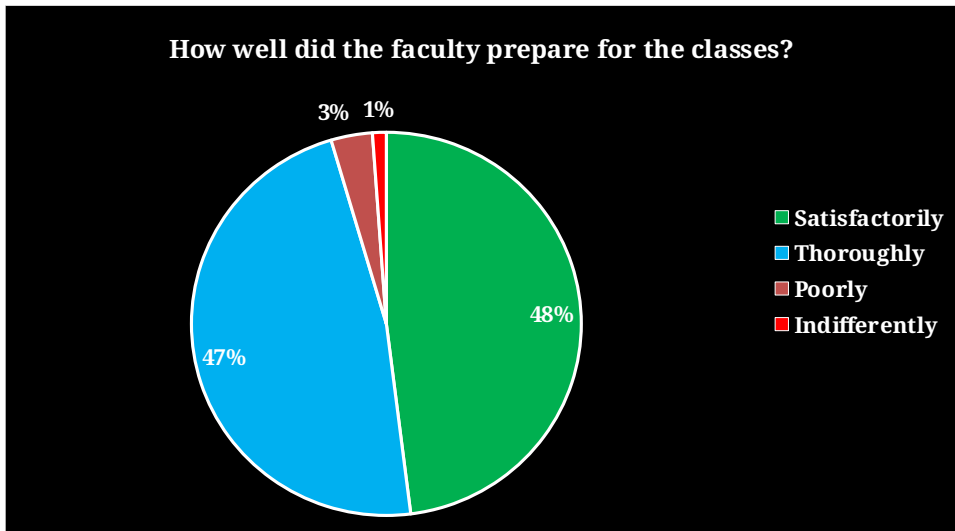
4. Was your performance in assignments discussed with you?



The data indicates varying levels of communication regarding assignment performance. A majority of students reported that their performance in assignments is discussed with them every time. This suggests that for these students, feedback is a consistent and integral part of their learning process. A significant portion of students indicated that their performance is usually discussed, indicating regular feedback with some exceptions. Some students experience occasional discussions about their assignment performance, suggesting that feedback may not be as consistent for this group. A minority of students reported that their performance is rarely or never discussed, highlighting a gap in feedback that could negatively impact their learning experience.

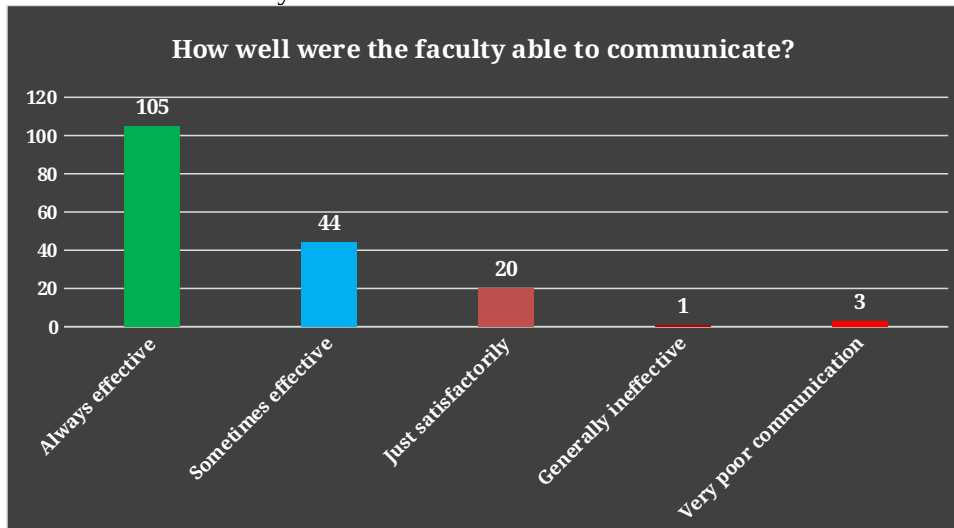


5. How well did the faculty prepare for the classes?



Overall, the feedback indicates a high level of satisfaction with the faculties' preparation for classes. A combined total of 95% of students rated the preparation as either thorough or satisfactory, reflecting strong approval of the faculties' efforts. However, the small percentage of poor and indifferent ratings suggest that there are areas for improvement to ensure consistent high-quality preparation across all instructors.

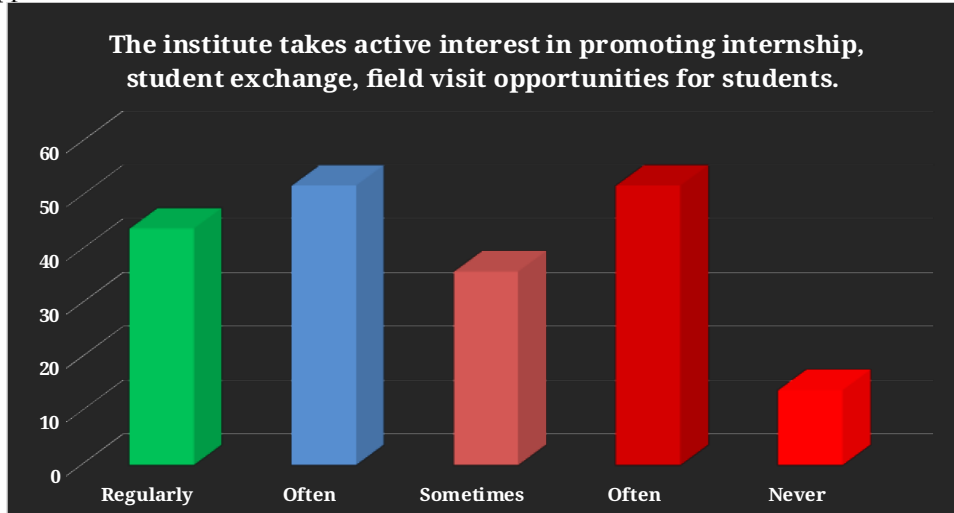
6. How well were the faculty able to communicate?



A majority of students reported that faculty communication was always effective. This suggests that these instructors are consistently clear, engaging, and responsive in their communication. A significant portion of students found faculty communication to be sometimes effective, indicating variability in how well communication was handled in different instances or by different instructors. Some students rated the communication as generally satisfactory, meeting their basic needs and expectations without being exceptional. A small percentage of students found faculty communication to be ineffective or very poor, highlighting specific areas where significant improvements are needed.



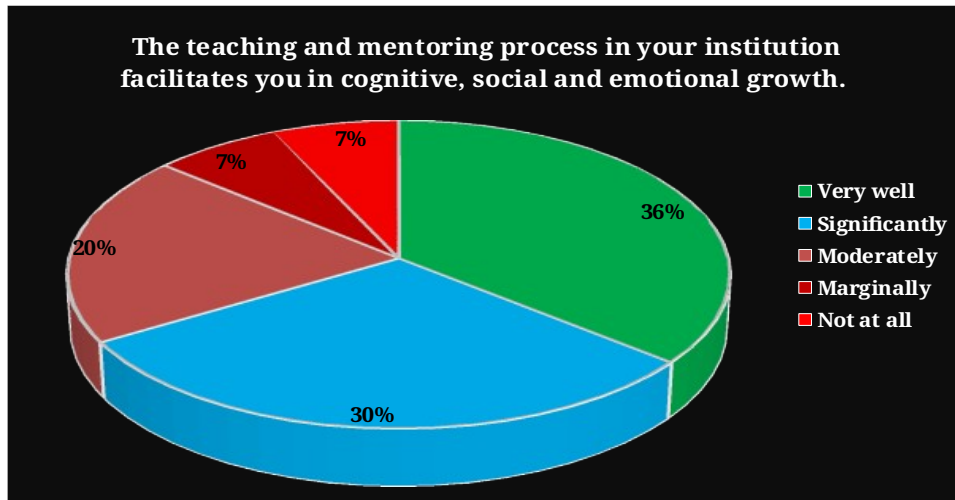
- The institute takes active interest in promoting internship, student exchange, field visit opportunities for students.



A significant portion of students reported that the institute regularly promotes internships, student exchange programs, and field visit opportunities. This suggests that a consistent and proactive effort is made to provide these opportunities to students. A substantial number of students indicated that the institute often promotes these opportunities, though not as consistently as those who reported regular promotion. Some students noted that these opportunities are sometimes promoted, indicating sporadic efforts in making these opportunities available. A smaller percentage of students reported that these opportunities are rarely or never promoted, highlighting areas where the institute could increase its efforts to ensure all students are aware of and can take advantage of these opportunities.

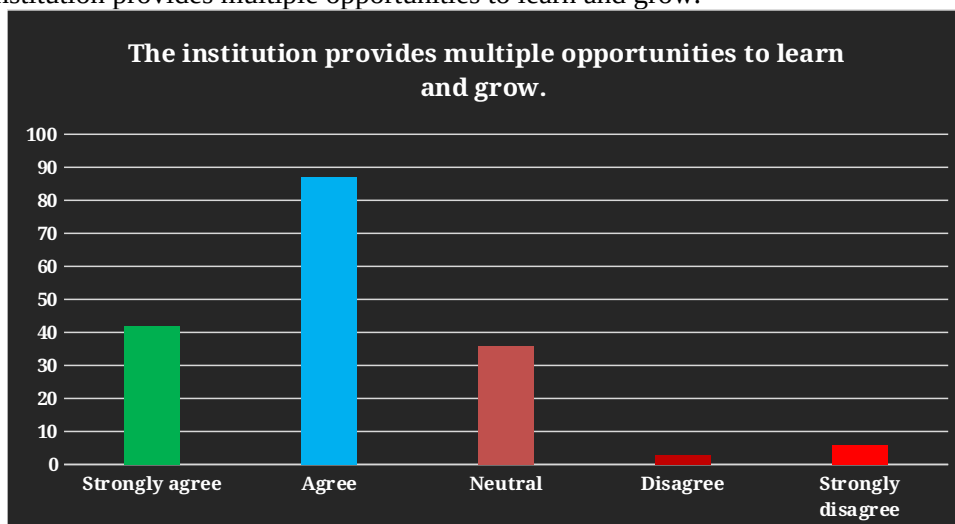


8. The teaching and mentoring process in your institution facilitates you in cognitive, social and emotional growth.



Overall, the feedback indicates a generally positive perception of the teaching and mentoring process in facilitating students' cognitive, social, and emotional growth. While a majority of students feel positively impacted, there are still areas where improvements can be made to better support all students' development. A significant portion of students reported that the teaching and mentoring process moderately facilitates their growth. While not as strong as the previous categories, this indicates a generally positive impact on students' development. A small but notable percentage of students feel that the teaching and mentoring process marginally or not at all facilitates their growth. This highlights areas where improvements may be needed to better support students' development.

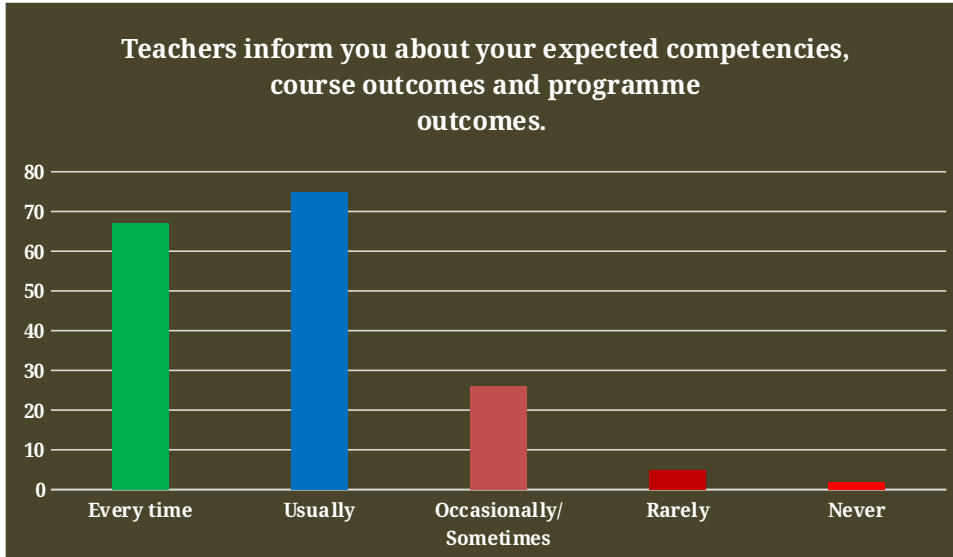
9. The institution provides multiple opportunities to learn and grow.



Many students appreciated the diverse range of opportunities available, including internships, research projects, extracurricular activities, and workshops, which contribute to their overall learning and growth. Overall, the feedback indicates a generally positive perception of the opportunities provided by the institution for learning and growth. While a majority of students feel positively about the opportunities available, there are still areas where improvements can be made to better

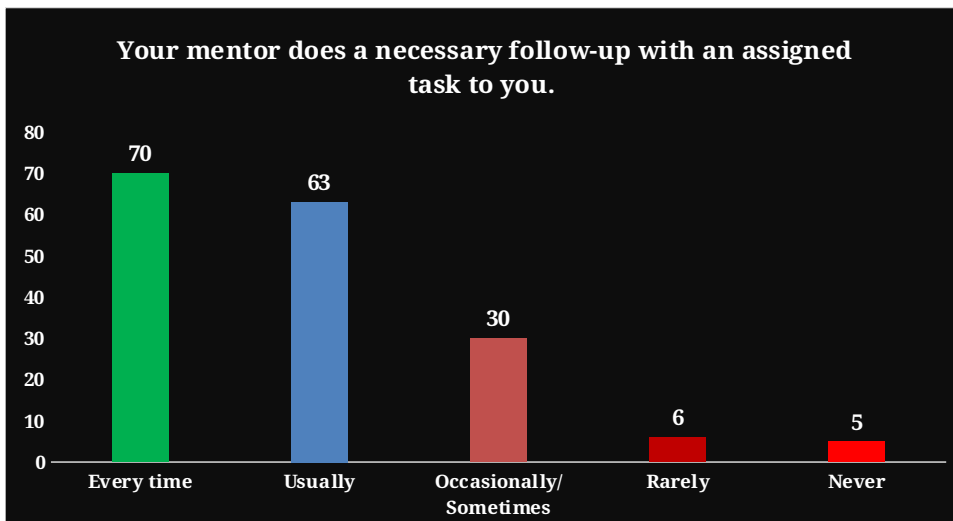


10. Teachers inform you about your expected competencies, course outcomes and programme outcomes.



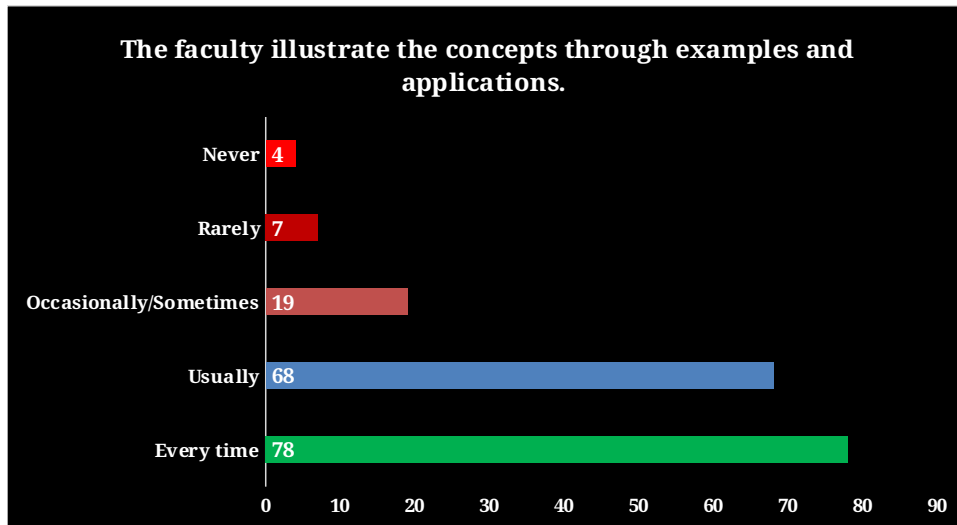
Many students appreciated the clear communication of competencies and outcomes, which helps them understand what is expected and how to achieve their goals. Some students mentioned that while some teachers are very good at communicating this information, others are less consistent, leading to a mixed experience. Students who receive regular information about competencies and outcomes often feel more confident and better prepared to meet course requirements and achieve their academic goals. Feedback from students who rated the communication as occasional, rare, or never often suggested the need for more regular updates and detailed explanations of competencies and outcomes.

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



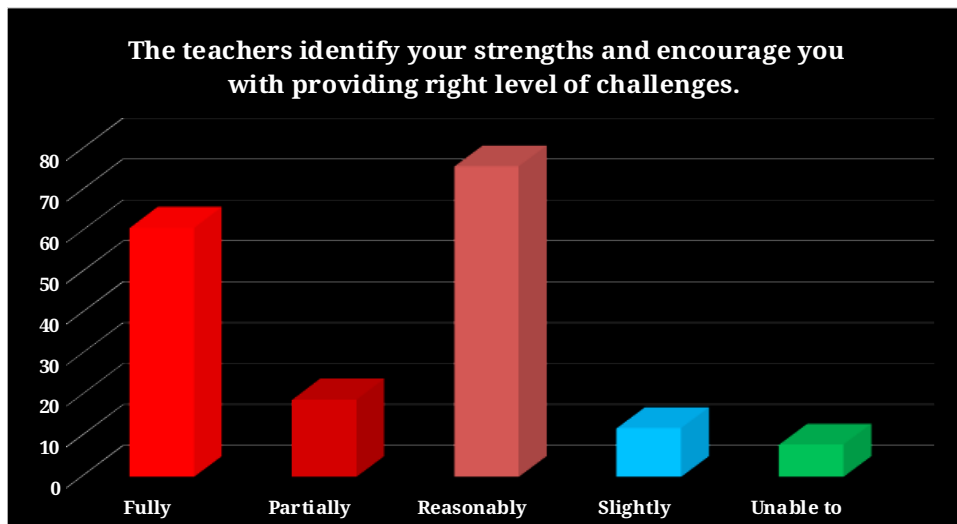
The survey indicates that while mentor follow-up is generally strong, there is room for improvement, especially in ensuring consistency. By addressing the areas of occasional and rare follow-up lapses, the overall effectiveness and reliability of mentor support can be enhanced, leading to better outcomes for mentees.

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



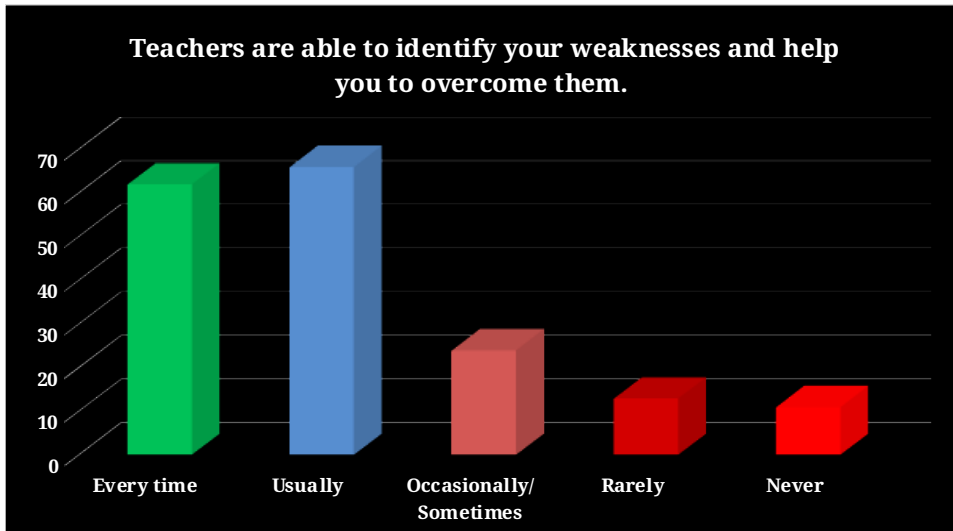
Mostly the faculty are generally effective in illustrating concepts through examples and applications, with the majority of responses being positive. However, there is room for improvement in ensuring consistency, particularly for the small percentage of respondents who feel that examples and applications are rarely or never used. By addressing these issues, the overall effectiveness and reliability of teaching can be enhanced, leading to better student outcomes.

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





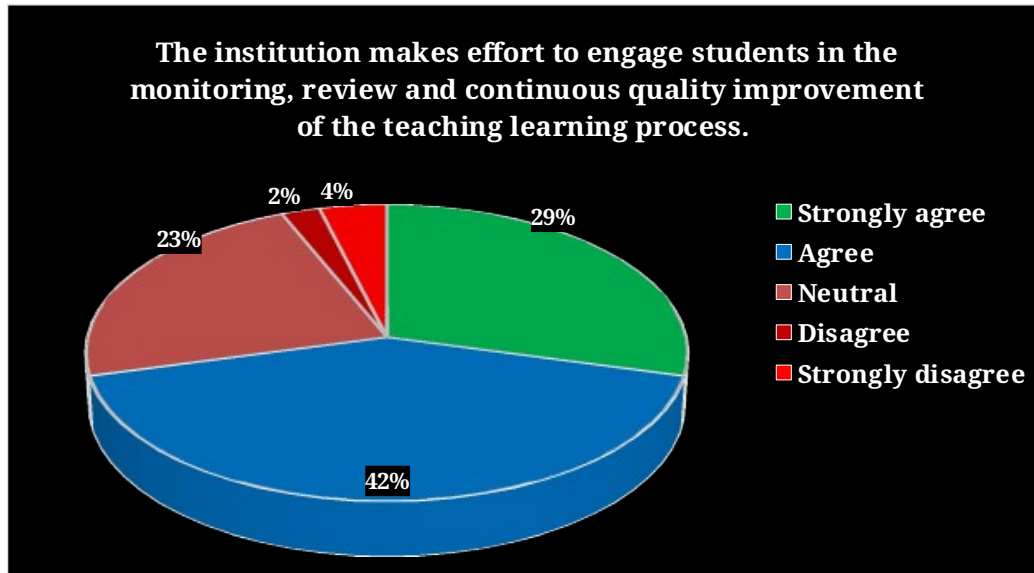
14. Teachers are able to identify your weaknesses and help you to overcome them.



The teachers are generally effective in identifying students' strengths and providing appropriate challenges,. However, there is room for improvement in ensuring consistency, particularly for the small percentage of respondents who feel that teachers slightly or are unable to provide the right challenges. By addressing these issues, the overall effectiveness and reliability of teaching can be enhanced, leading to better student outcomes.



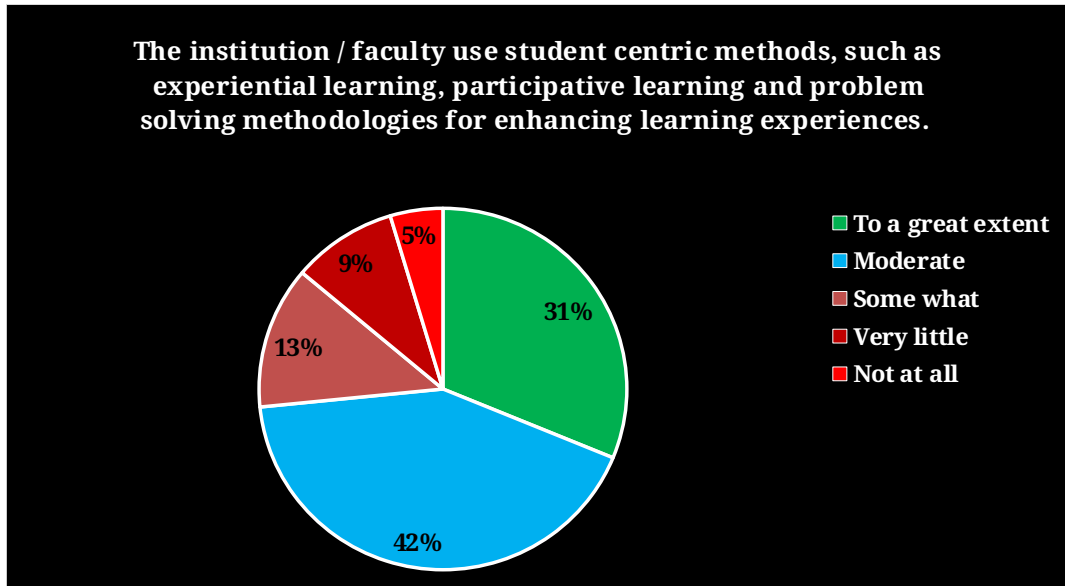
15. The institution makes effort to engage students in the monitoring, review and continuous quality improvement of the teaching learning process.



The survey suggests that the institution is largely successful in involving students in the monitoring, review, and ongoing enhancement of the teaching-learning process, as reflected by the predominantly positive responses. Nevertheless, there is potential for improvement in maintaining consistency and addressing the concerns of the minority who feel the institution seldom or never engages them. Tackling these issues can boost the overall effectiveness of the institution's quality improvement initiatives, resulting in better teaching and learning outcomes.



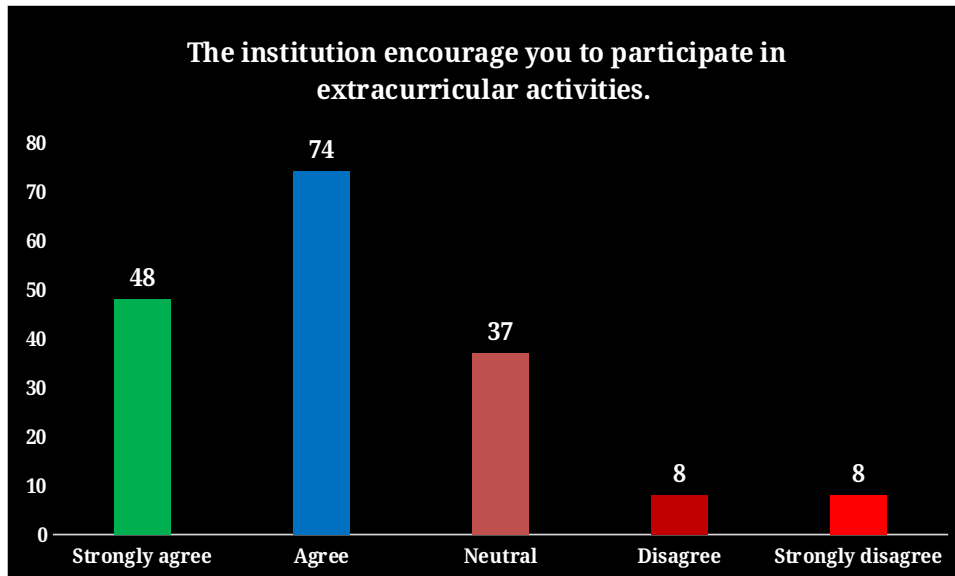
16. The institution / faculty use student centric methods, such as experiential learning, participative learning and problem solving methodologies for enhancing learning experiences.



The survey suggests that the institution and faculty are generally effective in employing student-centric methods to enhance learning experiences, as reflected by the majority of positive responses. However, there is room for improvement in maintaining consistency and addressing the concerns of the minority who feel these methods are seldom or never used. Tackling these issues can improve the overall effectiveness of teaching methods, leading to better learning outcomes.



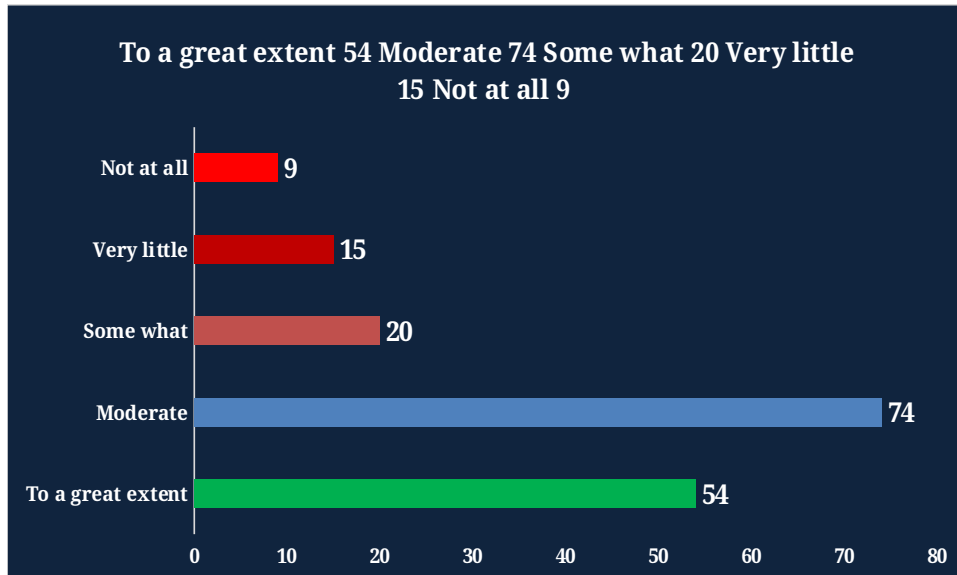
17. The institution encourage you to participate in extracurricular activities.



The survey findings suggest that the institution generally succeeds in fostering student engagement in extracurricular activities, as indicated by the majority of favorable responses. However, there is an opportunity for improvement in involving neutral respondents and addressing the concerns of those who feel less motivated. By enhancing communication, intensifying engagement initiatives, and addressing specific concerns, the institution can enhance its support for extracurricular participation, ultimately enriching the overall student experience.



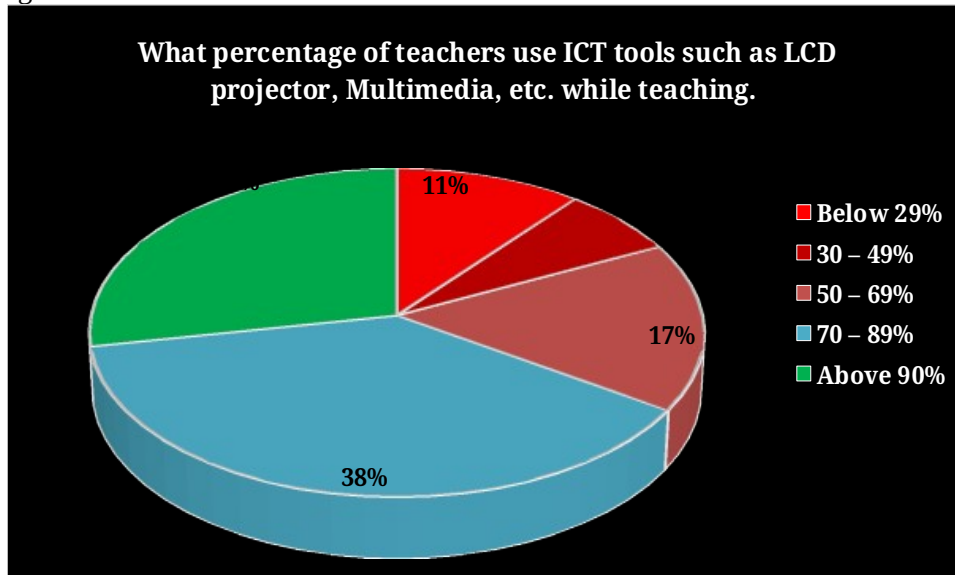
18. Efforts are made by the institution / faculty to inculcate soft skills, life skills and employability skills to make you ready for the world of work.



While the majority of students perceive efforts by the institution/faculty to develop soft skills, life skills, and employability skills, there are areas where improvements can be made. By enhancing efforts, increasing awareness, and addressing specific concerns, the institution can better prepare students for the world of work and enhance their overall employability.



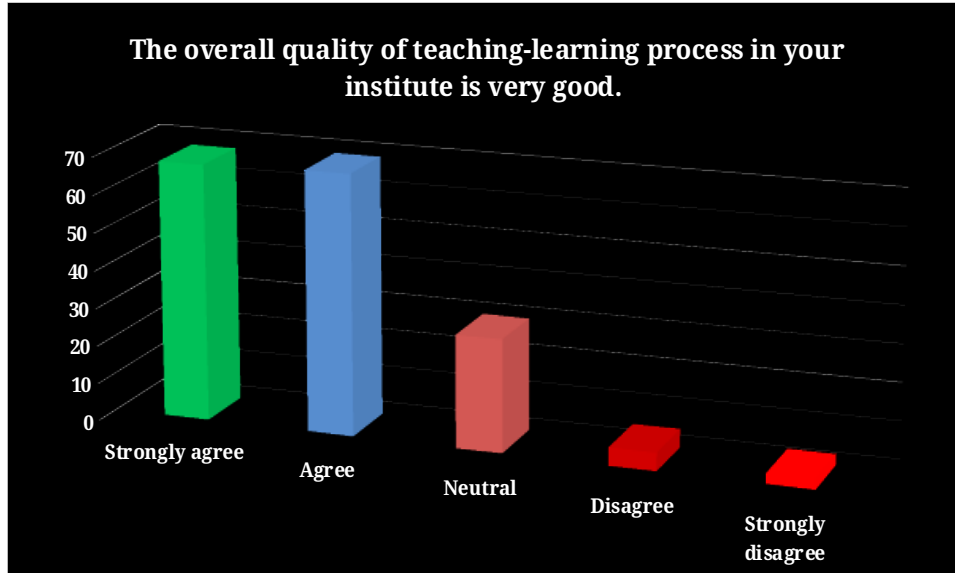
19. What percentage of teachers use ICT tools such as LCD projector, Multimedia, etc. while teaching.



The analysis indicates a moderate to high adoption rate of ICT tools among teachers, with a majority using these tools to a moderate to extensive extent. However, there is still a minority of teachers who use ICT tools to a lesser extent, suggesting areas for improvement. By providing professional development, sharing best practices, and offering continuous support and evaluation, the institution can further enhance the integration of ICT tools into teaching practices, ultimately benefiting student learning outcomes.



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

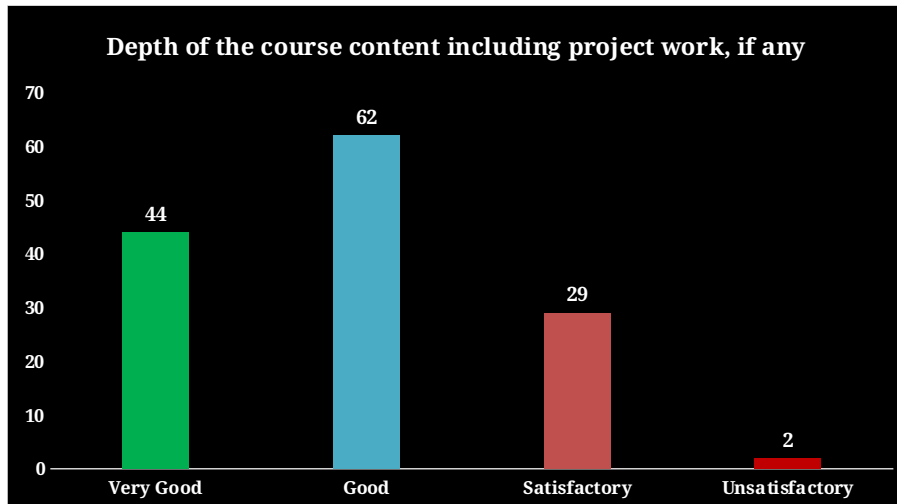


The response reveals a generally positive perception of the overall quality of the teaching-learning process among respondents. However, there is still a minority who do not perceive the quality as very good, indicating areas for improvement. By conducting further evaluations, implementing continuous improvement initiatives, and fostering transparent communication, the institution can work towards enhancing the overall quality of the teaching-learning process and better meet the needs and expectations of its stakeholders.



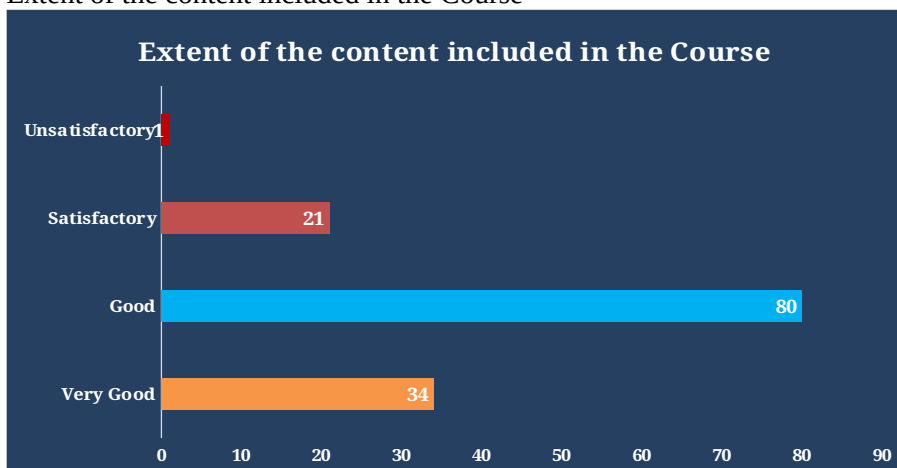
COURSES

1. Depth of the course content including project work, if any



The assessment reveals an overall favorable view regarding the depth of the course content, encompassing project work, among participants. Nonetheless, a segment of respondents perceives the depth as merely satisfactory or unsatisfactory, indicating areas in need of improvement. Through feedback sessions, curriculum review, and faculty assistance, the institution can strive to elevate the depth of the course content, thereby aligning more closely with the learning requirements of its students.

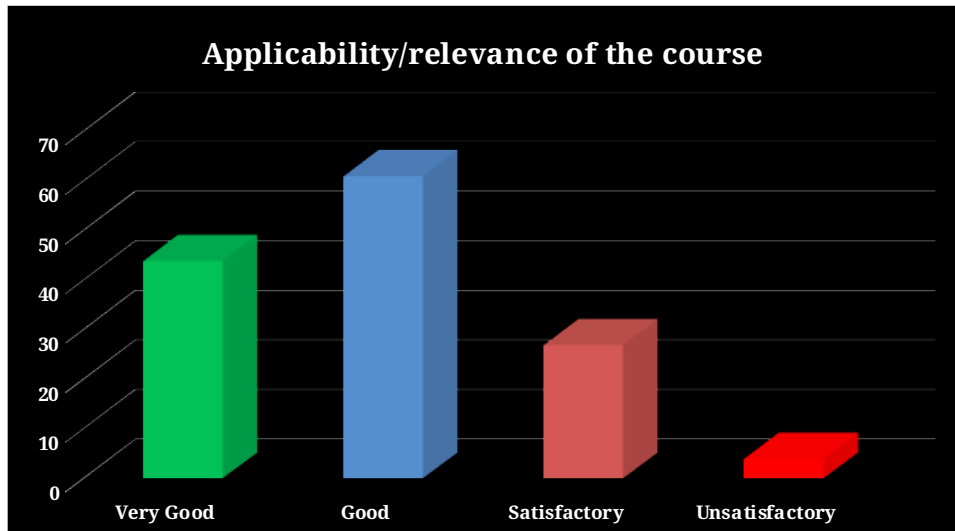
2. Extent of the content included in the Course



The analysis indicates that most respondents view the extent of the course content positively. Nonetheless, a subset of respondents perceives the extent as merely satisfactory or unsatisfactory, pointing to areas that could be improved. Through thorough review, feedback integration, and continuous evaluation, the institution can enhance the course content to better align with the learning needs of its students.

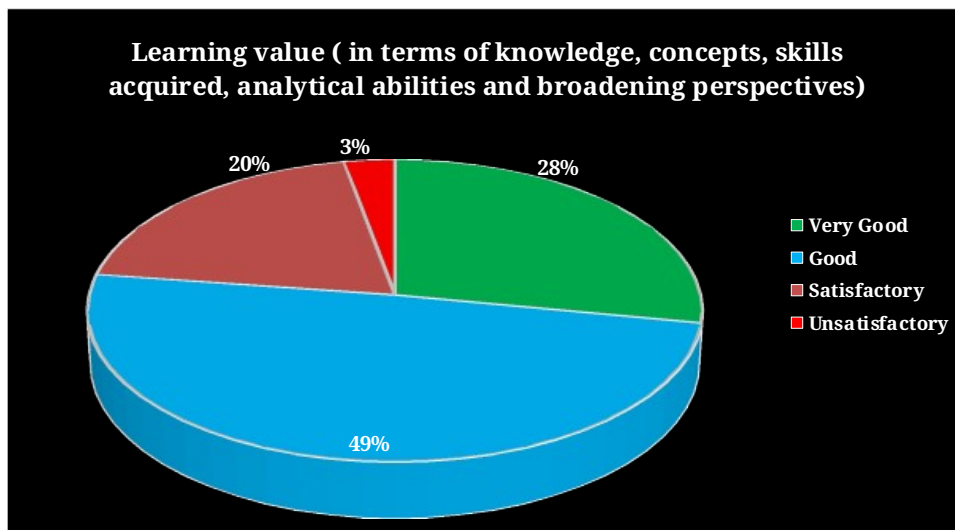


3. Applicability/relevance of the course



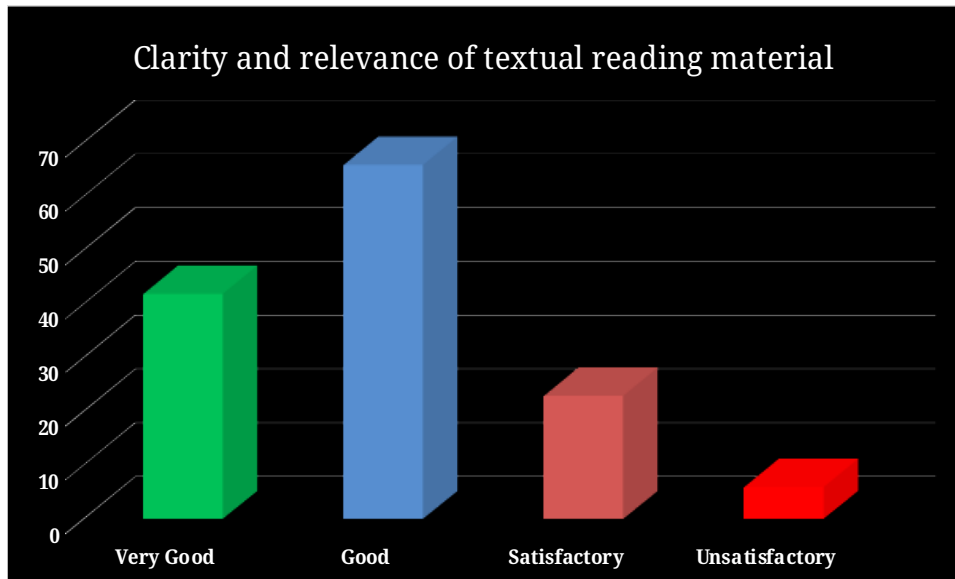
The analysis reveals that a majority of respondents have a positive view of the course's relevance and applicability. However, there are still individuals who feel that it falls short of expectations, signaling areas in need of enhancement. To address this, the institution can undertake a comprehensive review, incorporate feedback, and establish mechanisms for ongoing evaluation. By doing so, the course can be refined to better suit the needs of students and align with industry standards.

4. Learning value (in terms of knowledge, concepts, skills acquired, analytical abilities and broadening perspectives)



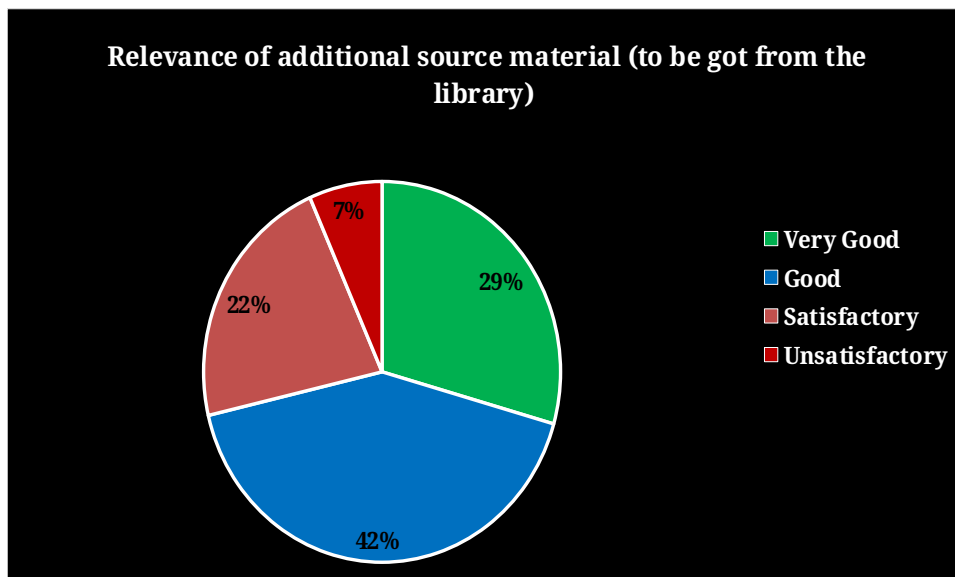
Although most respondents view the learning value positively, there are still areas for improvement to guarantee a satisfactory or higher learning experience for all students. By enhancing learning opportunities, integrating feedback, and implementing continuous assessment measures, the institution can enhance the learning value and more effectively cater to its students' needs.

5. Clarity and relevance of textual reading material



The analysis reveals that while the majority of respondents view the clarity and relevance of the textual reading material positively, there is still a segment that finds it only satisfactory or unsatisfactory. By reviewing and updating materials, gathering and integrating feedback, and implementing a process for continuous improvement, the institution can enhance the clarity and relevance of its textual reading materials to better meet the needs of its students.

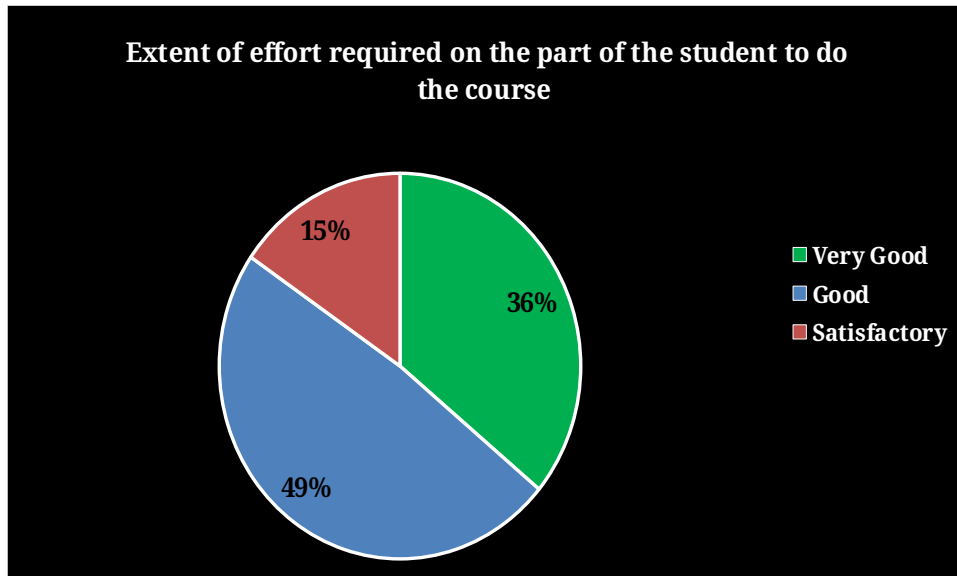
6. Relevance of additional source material (to be got from the library)



While the majority of respondents view the relevance of additional source material positively, there is still a segment that finds it only satisfactory or unsatisfactory. By reviewing and curating the source material, integrating student feedback, and establishing a process for continuous updates, the institution can enhance the relevance and usefulness of the additional source material available from the library, better meeting the needs of its students.

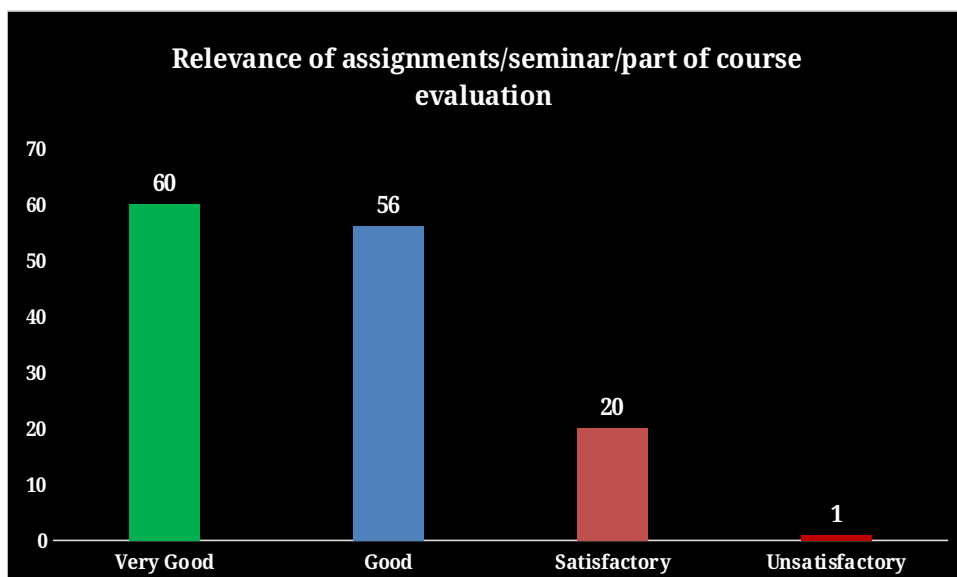


7. Extent of effort required on the part of the student to do the course

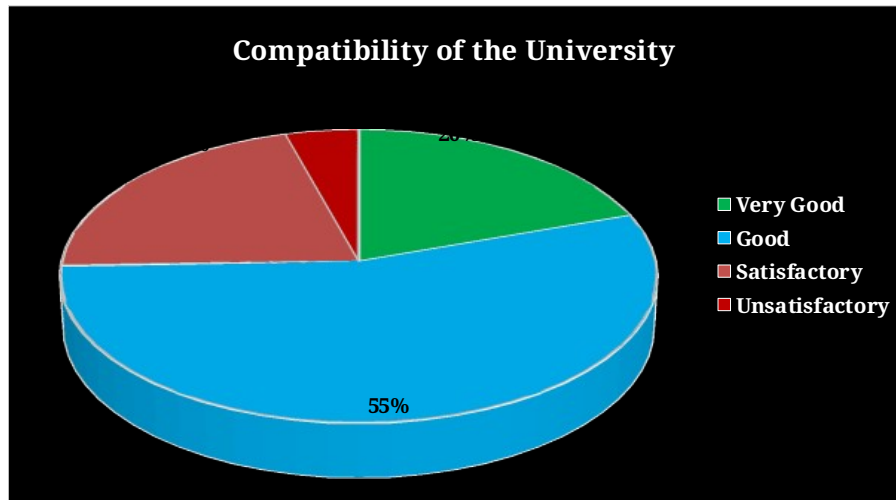


The analysis indicates that most respondents view the effort required to complete the course positively. However, some students feel the effort is only satisfactory, suggesting areas for improvement. By reviewing the course workload, offering additional support resources, and establishing a continuous feedback loop, the institution can ensure that the required effort is well-balanced and conducive to effective learning.

8. Relevance of assignments/seminar/part of course evaluation

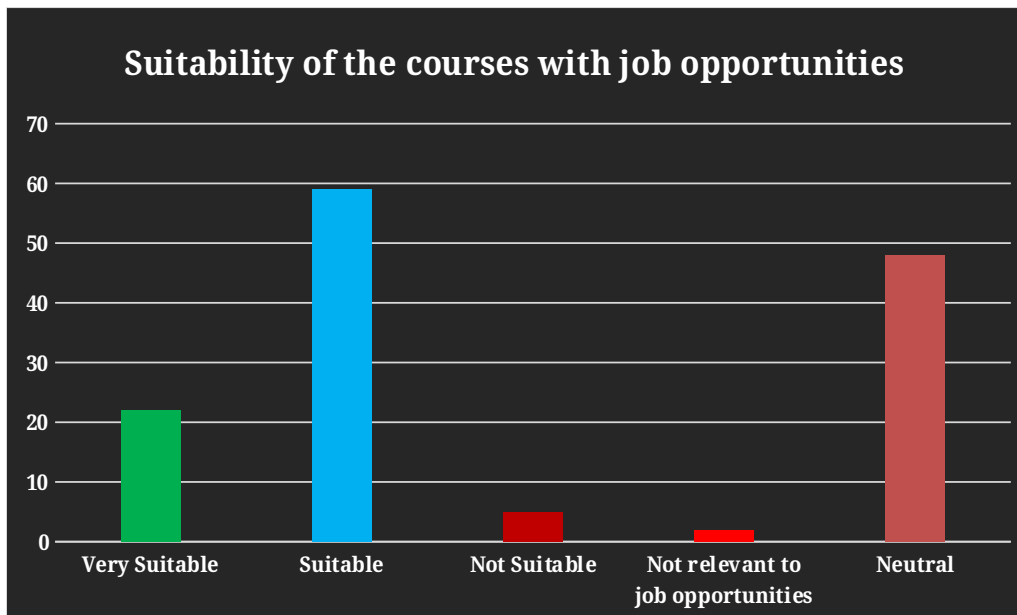


9. Compatibility of the University



The response indicates that most students have a positive view of the relevance of assignments, seminars, and course evaluations. However, some respondents consider the relevance to be merely satisfactory or unsatisfactory, highlighting areas for improvement. By conducting a thorough review, incorporating feedback, and ensuring continuous evaluation, the institution can enhance the relevance and effectiveness of these course components to better meet students' learning needs.

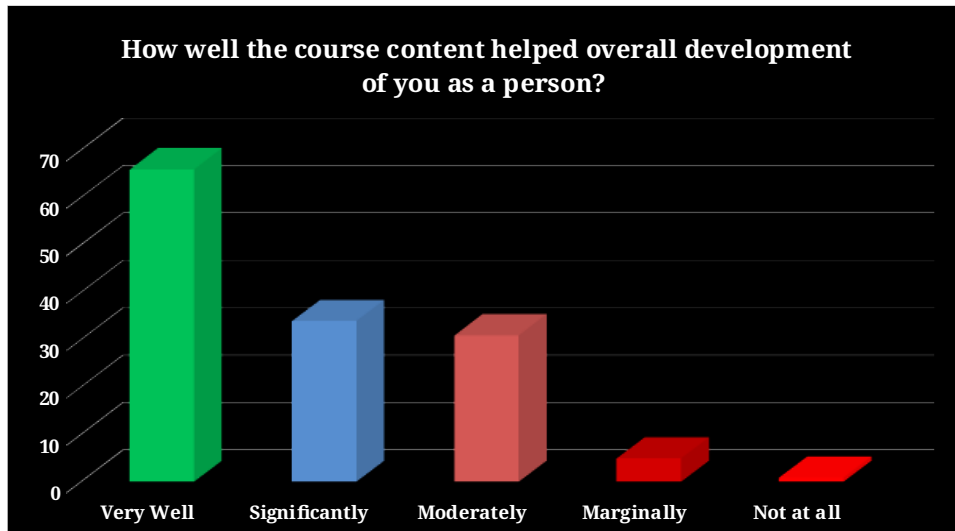
10. Suitability of the courses with job opportunities



The analysis shows that while a majority of respondents view the courses as suitable for job opportunities, there is still a significant portion who are neutral or perceive the courses as not suitable. By enhancing career services, aligning the curriculum with industry needs, and increasing awareness of career paths, the institution can improve the perceived relevance and suitability of its courses for job opportunities, thereby better supporting its students' career aspirations.

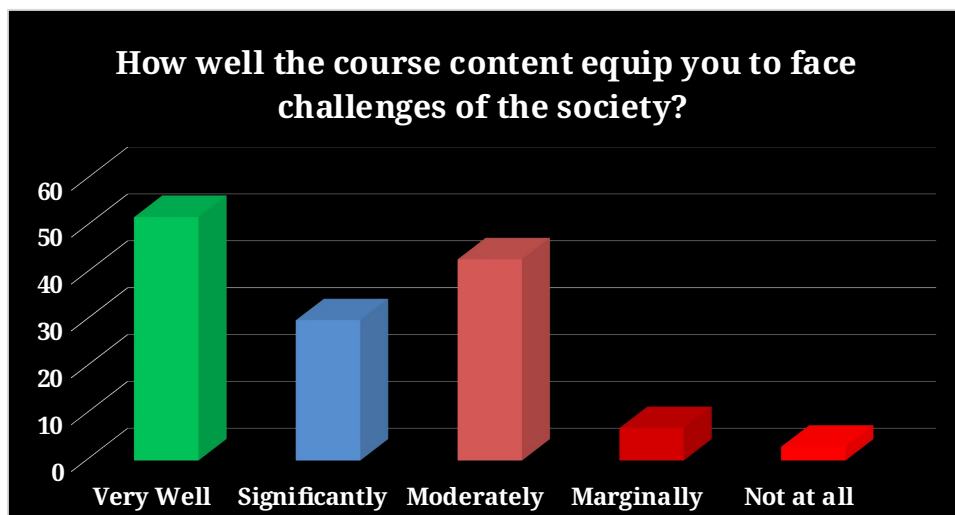


11. How well the course content helped overall development of you as a person?



The analysis shows that while the majority of students believe the course content has significantly contributed to their overall development, there is still a portion that feels the impact was moderate, marginal, or nonexistent. By enhancing the course content, incorporating student feedback, and providing additional resources, the institution can further improve its support for the overall development of its students, ensuring that all students benefit fully from their educational experience.

12. How well the course content equip you to face challenges of the society?



The analysis indicates that although most respondents feel adequately prepared by the course content to address societal challenges, a considerable number feel only moderately or marginally prepared. To enhance students' readiness, the institution can improve practical applications within the curriculum, solicit comprehensive feedback, and offer additional support. These measures will help to better equip students in effectively tackling societal challenges.

13. Overall rating of the Course



MAR THOMA COLLEGE, TIRUVALLA

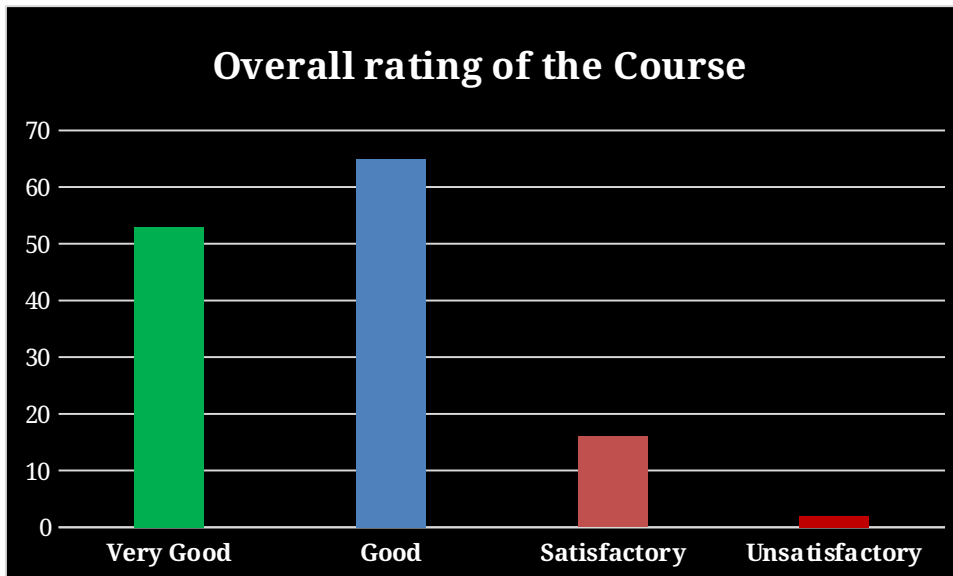
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The response reveals that the majority of respondents rate the course positively, with a small percentage finding it only satisfactory or unsatisfactory. By reviewing the course content and delivery, gathering detailed feedback, and offering additional support, the institution can further improve the overall rating of the course and ensure that it meets the needs and expectations of all students.