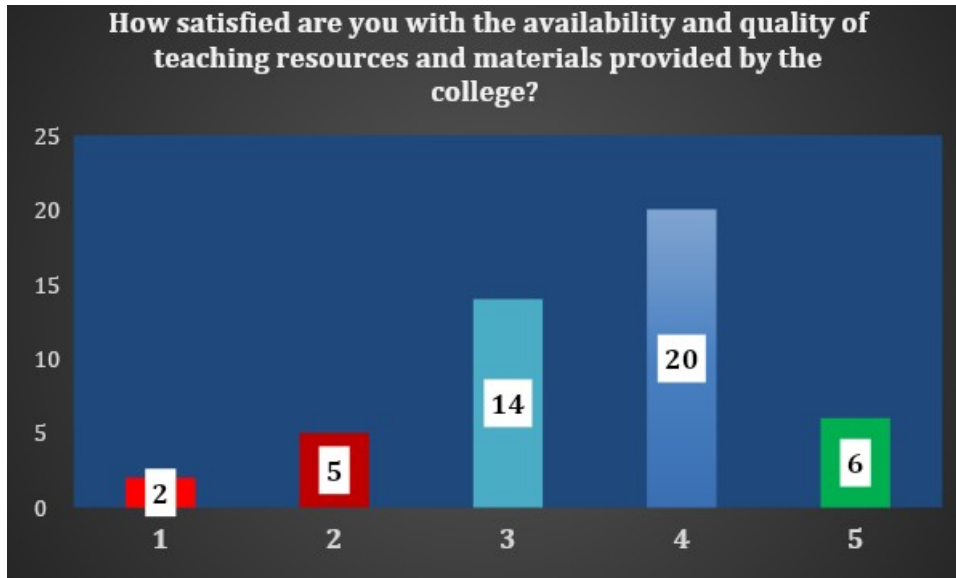




TEACHERS' FEEDBACK FORM upto May 2024

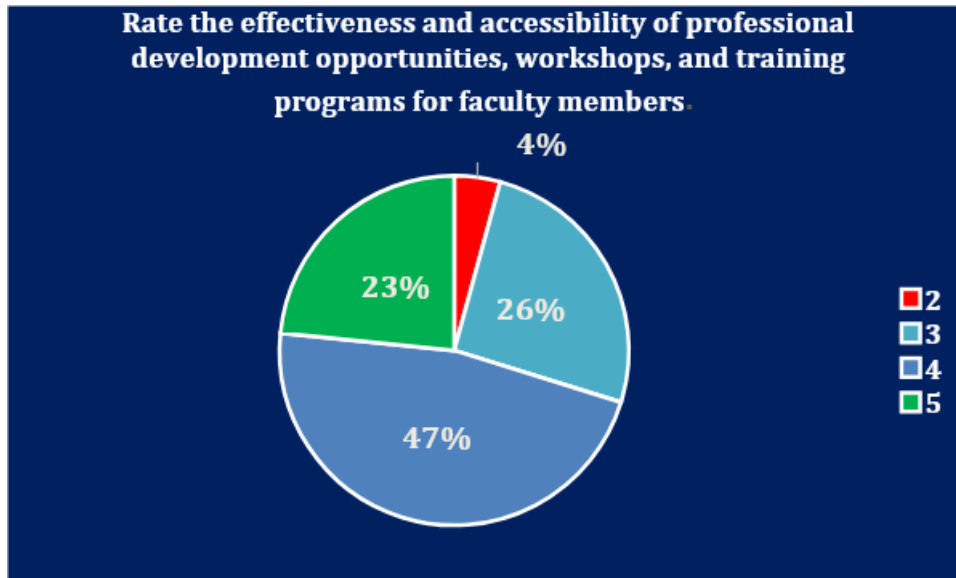
1. How satisfied are you with the availability and quality of teaching resources and materials provided by the college?



From the data, it is evident that the largest group of teachers (20) rated their satisfaction at 4, suggesting that most teachers are quite satisfied with the resources available to them. A smaller number of teachers (6) rated their satisfaction at the highest level, 5, indicating very high satisfaction. Meanwhile, fewer teachers reported lower satisfaction levels, with only 2 giving a rating of 0.5 and 5 giving a rating of 2. This suggests that, overall, the majority of teachers are content with the teaching resources and materials provided by the college.



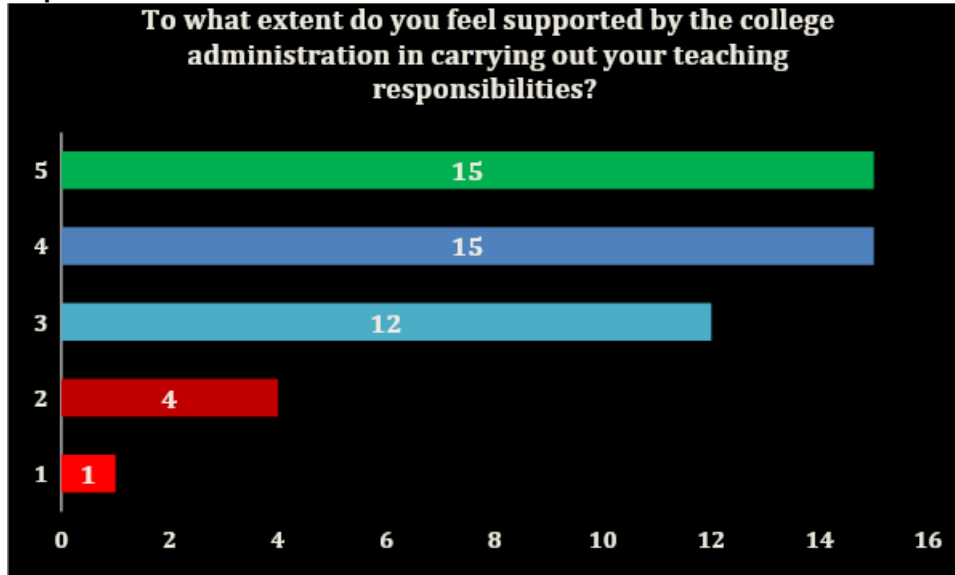
2. Rate the effectiveness and accessibility of professional development opportunities, workshops, and training programs for faculty members.



The pie chart illustrates the ratings of faculty members regarding the effectiveness and accessibility of professional development opportunities, workshops, and training programs. The largest portion of the pie chart (47%) is dedicated to those who rated the opportunities as 4, indicating that nearly half of the faculty find these professional development programs to be effective and accessible. A significant portion (23%) rated them the highest at 5, suggesting a very positive perception among nearly a quarter of the faculty. The 26% who rated the opportunities as 3 show that about a quarter of the faculty find them to be moderately effective. Only a small percentage (4%) rated them as 2, reflecting a relatively low level of dissatisfaction with the professional development offerings.



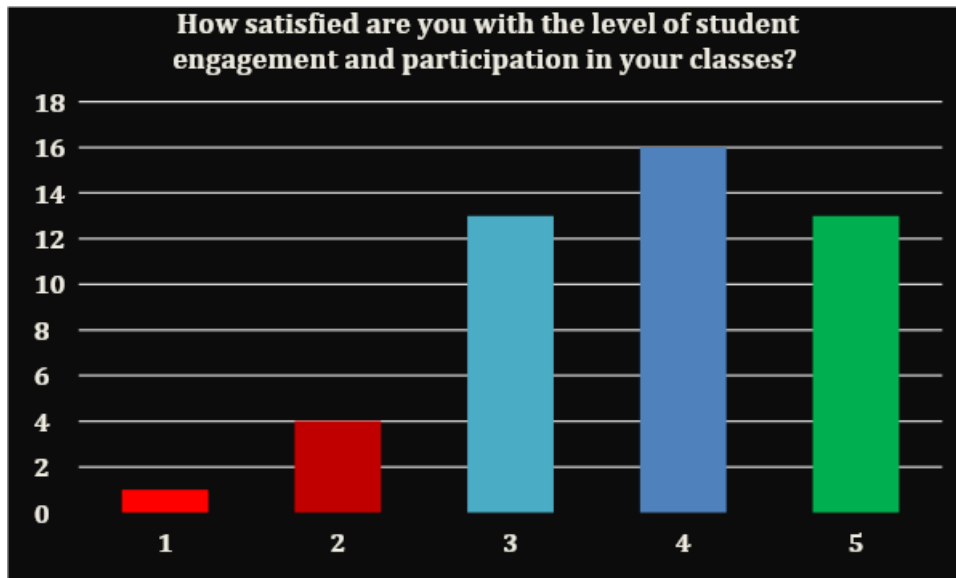
3. To what extent do you feel supported by the college administration in carrying out your teaching responsibilities?



The majority of teachers, 30 in total, feel either supported or very supported (ratings of 4 and 5). This suggests a generally positive perception of administrative support. A smaller group, consisting of 12 teachers, have a neutral stance, indicating moderate support. Only a few teachers, 5 in total, feel unsupported to varying degrees (ratings of 1 and 2). This distribution indicates that while the majority of teachers feel adequately supported by the administration, there is still a minority who feel that improvements could be made.



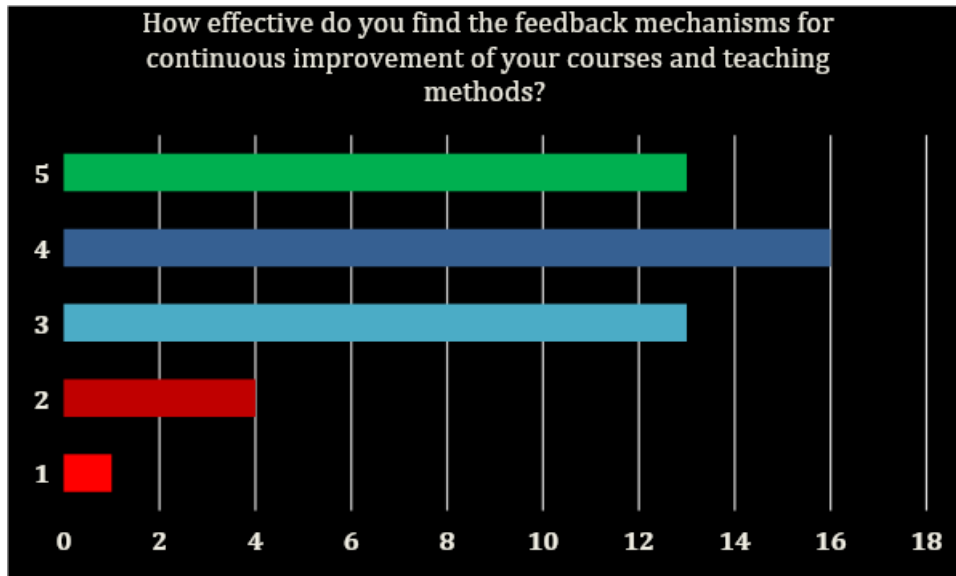
4. How satisfied are you with the level of student engagement and participation in your classes?



The graph shows that the highest concentration of teachers, 16 in total, rated their satisfaction at 4, indicating high satisfaction. Additionally, a significant number of teachers, 13, rated their satisfaction at the highest level of 5, reflecting very high satisfaction. Another 13 teachers provided a neutral rating of 3, suggesting moderate satisfaction with student engagement. A smaller group of teachers, 4, rated their satisfaction at 2, indicating lower satisfaction. Only 1 teacher rated their satisfaction at the lowest level of 1.



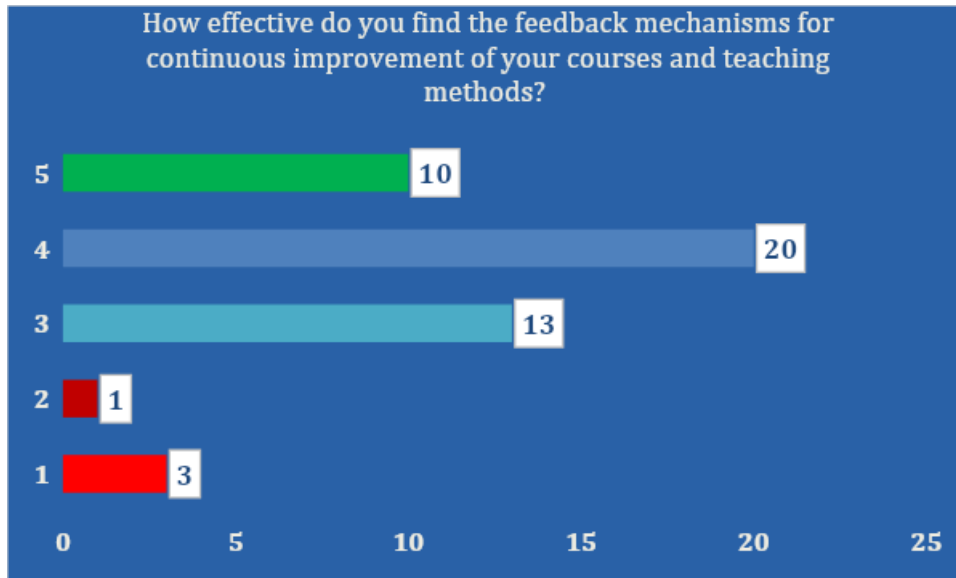
5. How effective do you find the feedback mechanisms for continuous improvement of your courses and teaching methods?



Overall, the majority of teachers (29 out of 47) find the feedback mechanisms to be effective or very effective, suggesting a positive perception of the processes in place for continuous improvement of courses and teaching methods. A smaller number of teachers have neutral or less favorable views, indicating some room for improvement. 1 teacher finds the feedback mechanisms very ineffective, 4 teachers find them somewhat ineffective, 13 teachers have a neutral or moderate opinion of the effectiveness.



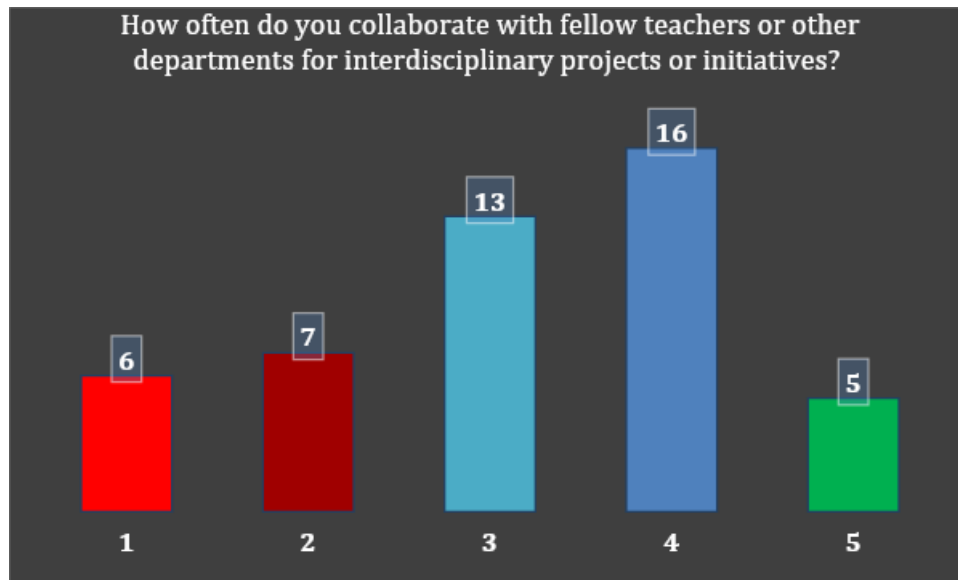
6. How effective do you find the feedback mechanisms for continuous improvement of your courses and teaching methods?



The majority of respondents ie 30 out of 47 (64 %) find the feedback mechanisms effective or highly effective, indicating a positive impact on continuous improvement. About 28% are neutral, suggesting some room for enhancing the effectiveness. A small minority (8%) find the mechanisms ineffective or highly ineffective, highlighting potential areas for improvement.



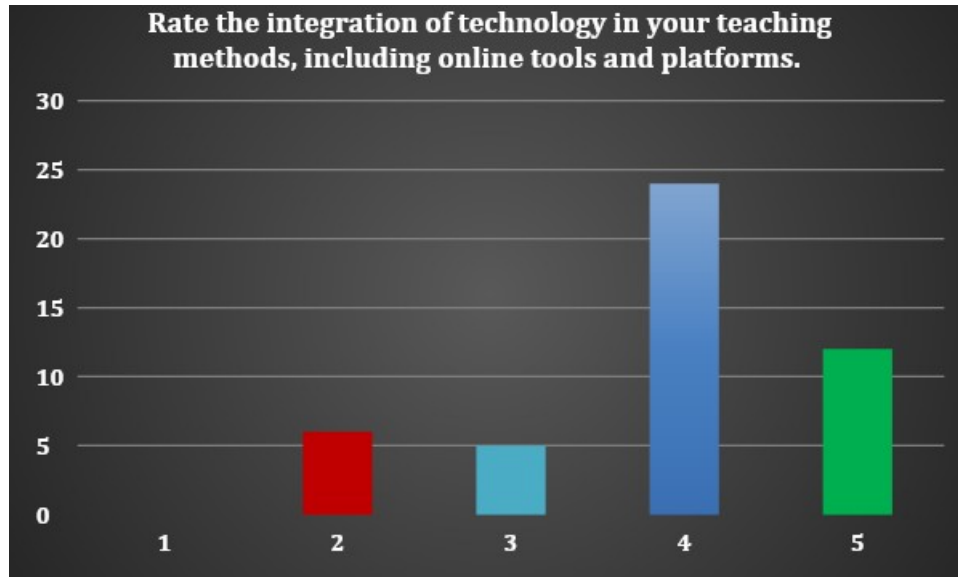
7. How often do you collaborate with fellow teachers or other departments for interdisciplinary projects or initiatives?



The bar graph shows that most teachers (58%) collaborate occasionally, with 26% collaborating sometimes and 32% often. A significant minority (22%) collaborate rarely or never, with 14% collaborating rarely and 12% not at all. A small group (10%) collaborate frequently, showing a high commitment to interdisciplinary collaboration and potential leadership in promoting collaborative projects. In short, while most teachers collaborate occasionally, there's room for improvement, and a dedicated group of frequent collaborators could help lead the way.



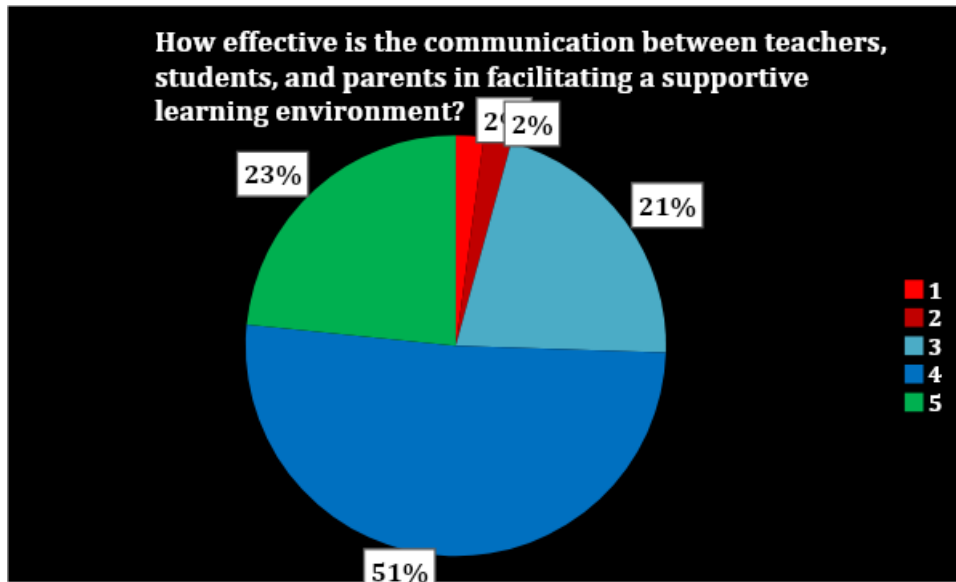
8. Rate the integration of technology in your teaching methods, including online tools and platforms.



The majority of teachers (63%) have successfully integrated technology into their teaching methods, with nearly half (47%) achieving an advanced level of integration and over a quarter (26%) demonstrating highly integrated practices. This indicates a strong foundation for technology-enhanced learning and a commitment to innovative teaching practices. However, a small group of teachers (11%) require additional support and training to enhance their technology skills, and a few teachers (10%) need encouragement to move beyond moderate technology use. Overall, the institution can build on its strengths and address areas for improvement to further enhance technology integration and improve student learning outcomes.



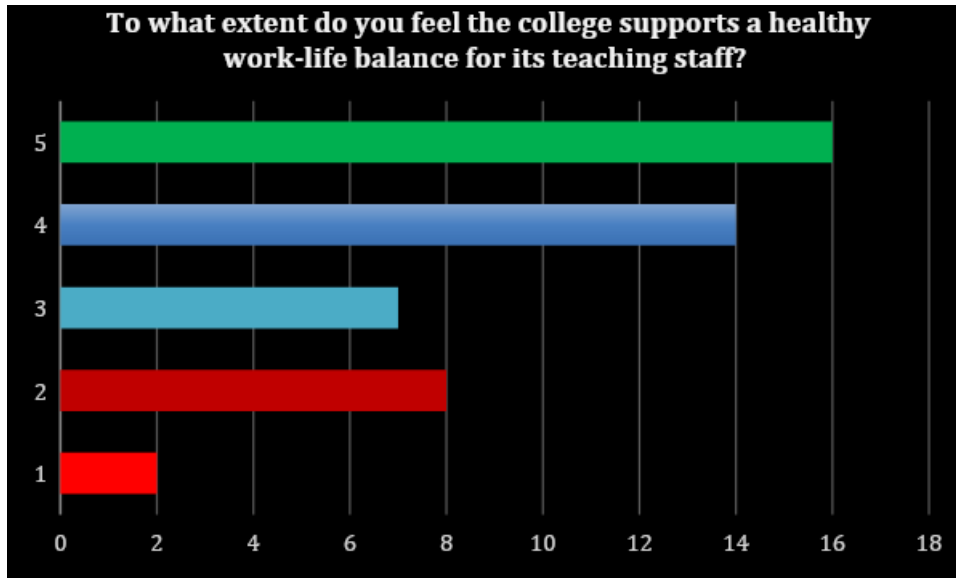
9. How effective is the communication between teachers, students, and parents in facilitating a supportive learning environment?



The communication between teachers, students, and parents is highly effective in facilitating a supportive learning environment, with a significant majority (74%) rating it as either effective (51% - 4 point) or very effective (23% - 5 point). This suggests a strong culture of collaboration and open communication in the institution, which is essential for student success. However, there is still room for improvement, as a notable minority (21%) rate communication as moderately effective (3 point), and a small but significant number (4% i.e. 2% + 2%) rate it as not very effective (2 point) or not at all effective (1 point). Addressing these communication gaps will further enhance the supportive learning environment.



10. To what extent do you feel the college supports a healthy work-life balance for its teaching staff?



The college generally supports a healthy work-life balance for its teaching staff, with a significant majority (60%) rating it as either supportive or very supportive. This indicates a positive work environment that prioritizes staff well-being. However, a notable minority (30%) rate the college as moderately supportive or not very supportive, suggesting room for improvement. A small but significant number feel the college does not support a healthy work-life balance at all, highlighting a need for targeted support.



MAR THOMA COLLEGE, TIRUVALLA

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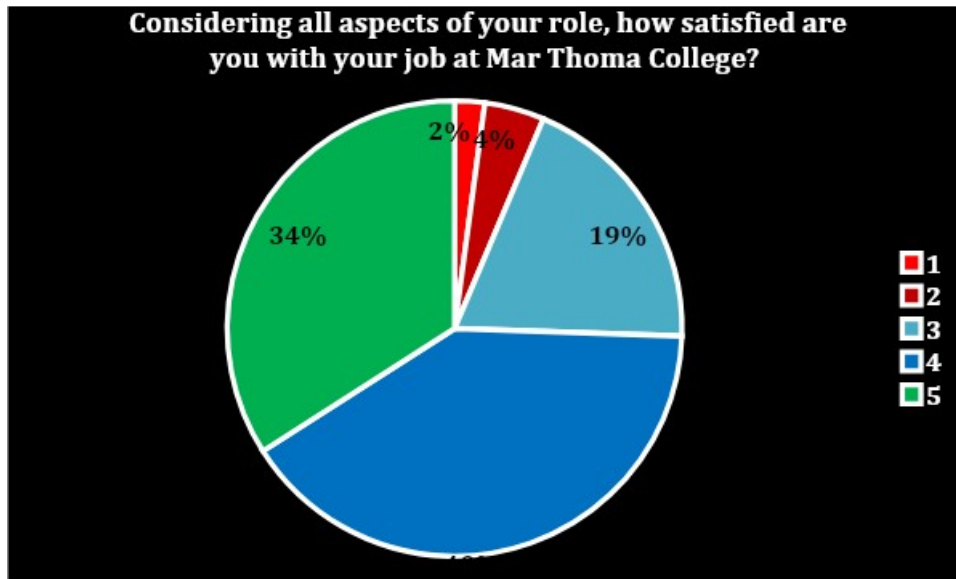
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11. Considering all aspects of your role, how satisfied are you with your job at Mar Thoma College?



The majority of teaching staff at Mar Thoma College are highly satisfied with their job, with a combined total of 76% rating their satisfaction as either high (42% - 4 point) or very high (34% - 5 point). This indicates a positive work environment and a high level of job fulfilment among staff. However, a notable minority (21%) rate their satisfaction as moderate (3 point), and a small but significant number (6%) rate their satisfaction as low (2% - 2 point) or very low (2% - 1 point), highlighting areas for improvement to boost staff satisfaction.