



**ST. JOSEPH COLLEGE OF TEACHER EDUCATION FOR WOMEN,  
ERNAKULAM**



**2020 - 2021**

**CONSOLIDATED REPORT OF STAKEHOLDER  
FEEDBACK**

St Joseph college of Teacher Education for Women believes in doing better by discussing on what have been done and how it could be done better during the staff council and IQAC Meetings. The timely feedback and suggestions collected from the student, teachers and other stake holders like Employers, Heads of the Teaching Practice Schools and Alumnae are given due importance and necessary modifications are brought out in its functioning.

## **Consolidated Report of Stakeholder Feedback Analysis on the Curriculum 2020-2021**

### **Students Feedback Analysis:**

The report provides an in-depth analysis of student feedback from various semesters in the academic year 2020-2021. It aims to evaluate the effectiveness of the curriculum, technology integration, approaches to addressing student diversities, and competency development among student teachers.

The feedback overwhelmingly acknowledges the curriculum's successful integration of strategies to address diverse student needs. Students appreciate the flexibility in assignments, which allows them to engage with course materials in various ways, including field exploration and term paper preparation. Moreover, the curriculum effectively enhances ICT skills, integrates technology for teaching purposes, and encourages ICT usage through mobile-based learning and online materials.

Students also value the exposure to recent developments in education facilitated by the curriculum. They recognize the emphasis on competency development, effective communication skills, assessment tools development, and event organization. Furthermore, internship experiences are seen as instrumental in professional development, particularly in formulating learning objectives and assessing student learning outcomes.

Despite these, some concerns have been raised regarding the curriculum. These include limited exposure to emerging technologies, perceived insufficiency in ICT training, and challenges in addressing certain aspects of student diversities, such as cultural differences and special educational needs.



*Alice Joseph*  
Dr. Alice Joseph  
Principal in Charge  
St. Joseph College of Teacher  
Education for Women,  
Ernakulam

Additionally, students have expressed concerns about the limited engagement with recent developments in education, difficulties in communication skills development, complexities of assessment tools, and limited scope for community engagement. Some students also face challenges in developing organizational skills necessary for planning and executing academic, cultural, sports, and community events.

While the B.Ed curriculum demonstrates several strengths in addressing diverse learning needs, enhancing ICT competencies, and fostering essential skills, it is essential to address the identified negative aspects. Collaborative efforts between faculty, administrators, and students can facilitate enhancements in curriculum design, ICT training, diversity inclusion, communication skills development, assessment tools refinement, and community engagement opportunities. Continuous feedback mechanisms and curriculum revisions will ensure the ongoing relevance and effectiveness of the B.Ed program in preparing future educators.

#### **Teachers Feedback Analysis:**

1. Adoption of New Techniques: 60% strongly agreed, 20% agreed, 20% strongly disagreed.
2. Space for Innovation: 70% strongly agreed, 10% agreed, 20% strongly disagreed.
3. Richness in Learning Resources: 20% strongly agreed, 50% agreed, 30% strongly disagreed.
4. Enhancement of ICT Skills: All teachers strongly agreed.
5. Promotion of ICT Facilities: 40% strongly agreed, 40% agreed, 20% strongly disagreed.
6. Evaluation Procedure Effectiveness: 70% strongly agreed, 10% agreed, 20% strongly disagreed.
7. Instilling Values: All teachers strongly agreed.
8. Addressing Indian Culture: All teachers strongly agreed.
9. Balance between Theory and Practice: All teachers strongly agreed.
10. Preparation of Professional Teachers: 40% strongly agreed, 50% agreed, 10% strongly disagreed.

#### **Employers Feedback Analysis:**

1. Equipping with Teaching Skills: All employers agreed.
2. Development of Values: All employers agreed.
3. Curriculum Updating: All employers agreed.
4. Competency Development: High agreement percentages across competencies.
5. All-Round Development: 90.90% agreement.
6. Sufficiency of Internship: All employers agreed.



*Alice Joseph*  
Dr. Alice Joseph  
Principal in Charge  
St. Joseph College of Teacher  
Education for Women,  
Ernakulam

7. Effectiveness in Inclusive Practices: All employers agreed.
8. Social Skills Development: All employers agreed.
9. Motivation for Professional Development: All employers agreed.
10. Emphasized Areas: Various suggestions, including teaching aspects, ICT use, communication skills, etc.

#### **Alumnae Feedback Analysis:**

1. Basic Skills Provision: High agreement.
2. Contribution to Professional Journey: High agreement.
3. Helpfulness of Educational Psychology Course: High agreement.
4. Effectiveness of Micro Teaching and Internship: High agreement.
5. Pedagogical Course Impact on Planning: Moderate agreement.
6. Acquisition of 21st Century Teaching Skills: Mixed agreement.
7. Integration of Values in Lesson Plans: High agreement.
8. Creativity Development through Drama and Art: Mixed agreement.
9. Physical Development Support through Yoga: High agreement.

#### **Head of Teaching Practice Schools Feedback Analysis:**

1. Effectiveness of Induction and Internship: All agreed.
2. Comprehensive Activities: All agreed.
3. Student Engagement in Practice Sessions: Positive ratings.
4. Support in Organizing Co-curricular Activities: Positive ratings.
5. Equipping Students for Academic and Non-academic Activities: All agreed.
6. Keeping Pace with Recent Developments: All agreed.
7. Effectiveness of Feedback Mechanism: All agreed.

Overall, the feedback suggests that the B.Ed Curriculum is effective in various aspects, including skill development, value integration, practical training, and adaptation to modern teaching methods. Areas for improvement include the integration of 21st-century skills, flexibility in teaching methodologies, and emphasis on certain aspects like ICT use and communication skills.



*Alice Joseph*  
Dr. Alice Joseph  
Principal in Charge  
St. Joseph College of Teacher  
Education for Women,  
Ernakulam

## Plan of Action on Stakeholder Feedback Analysis of the Year 2020-2021

Following a comprehensive analysis of student feedback from various semesters of the Bachelor of Education (B.Ed) program during the academic year 2020-2021, several actionable insights have been identified to address both positive aspects and areas for improvement within the curriculum. The aim of this plan of action is to outline the steps will be taken to address the concerns raised by students and enhance the overall effectiveness of the B.Ed program.

1. Exposure to emerging technologies relevant to modern educational settings will be implemented.
2. Value added course on advanced ICT skills will be introduced.
3. Training in preparation of Audio tutorials will be given to address student diversity.
4. Courses that would enhance Communication skills will be introduced to support students in overcoming communication challenges and enhancing their verbal and non-verbal communication skills.
5. Partnerships with local schools, organizations, and community groups will be strengthened to provide students with more meaningful opportunities for community engagement. Service-learning projects and volunteer initiatives will be integrated into the curriculum to enable students to apply their knowledge and skills in real-world settings.
6. Faculty mentors will be provided the guidance and support to students undertaking event organization projects, ensuring successful execution and learning outcomes.

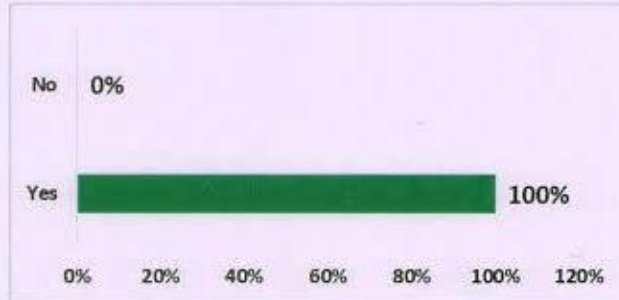
The plan of action outlined above reflects our commitment to addressing the concerns raised by students and continuously improving the quality and effectiveness of the B.Ed program. By implementing these initiatives, we aim to create a supportive learning environment that equips student teachers with the knowledge, skills, and competencies necessary for success in their future careers. We will continue to monitor feedback and adapt our approach to ensure that the B.Ed program remains responsive to the evolving needs of students and the education sector.



*Mica Joseph*  
Dr. Mica Joseph  
Principal in Charge  
St. Joseph College of Women,  
Ernakulam

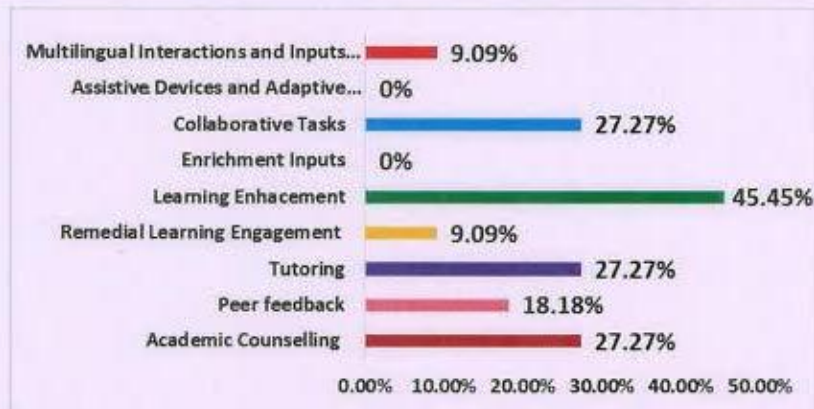
**Analysis of Student Feedback on Curriculum  
Semester I & II (2020-2021)**

1. Student Diversities are addressed in the Curriculum



All student teachers opined that Curriculum addresses student diversities.

2. In which of the following ways Student Diversities are addressed in the Curriculum?



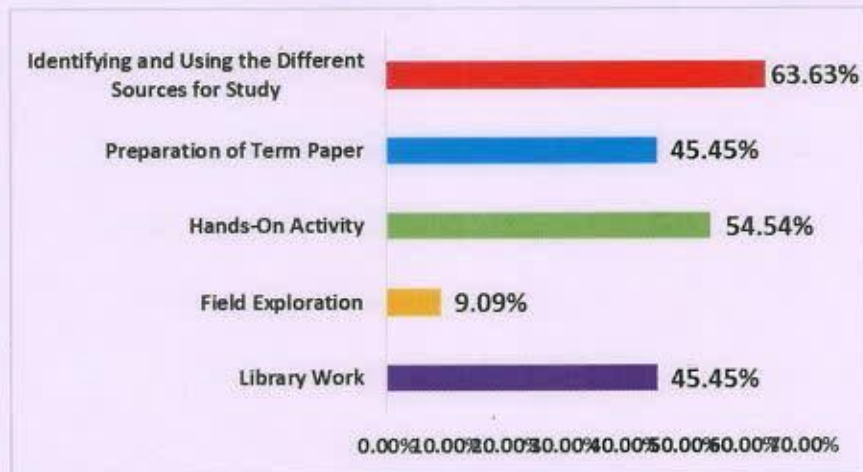
Student diversities were addressed in the curriculum by way of the following

- i. Academic Counselling was said by 27.27% of student teachers.
- ii. Peer feedback was said by 18.18% of student teachers.
- iii. Tutoring was said by 27.27%
- iv. Remedial Learning engagement was said by 9.09%
- v. Learning Enhancement was said by 45.45%
- vi. Collaborative Tasks was said by 27.27%
- vii. Enrichment inputs was said by 0 %
- viii. Assistive devices were said by 0%
- ix. Multilingual interactions were said by 9.09%



*Alice Joseph*  
Dr. Alice Joseph  
Principal in Charge  
St. Joseph College of Teacher  
Education for Women,  
Ernakulam

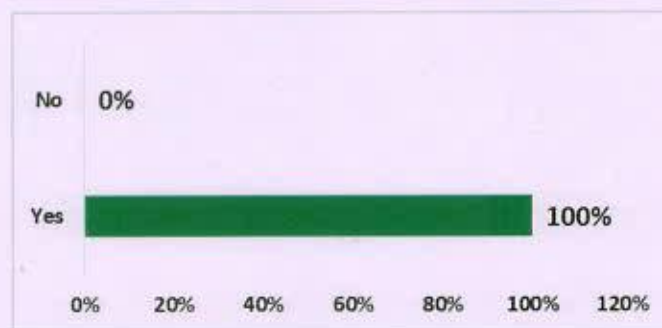
3. The curriculum has flexibility in assignments for the theory course through



The various ways in which flexibility in assignments for the theory course in the curriculum was opined by the following percentage of student teachers

- i. 45.45% said through Library Work
- ii. 9.09% said through Field Exploration
- iii. 54.54% said through Hands-On Activity
- iv. 45.45% said through Preparation of Term Paper
- v. 63.63% said through Identifying and Using the Different Sources for Study

4. There is provision in the B.Ed Curriculum for enhancing ICT skills

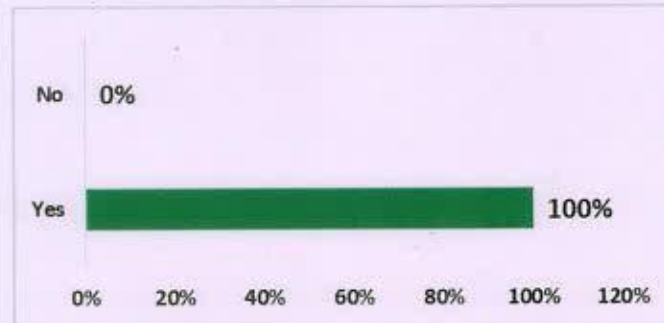


All of student teachers agreed that there is provision in the B.Ed Curriculum for enhancing ICT skills.



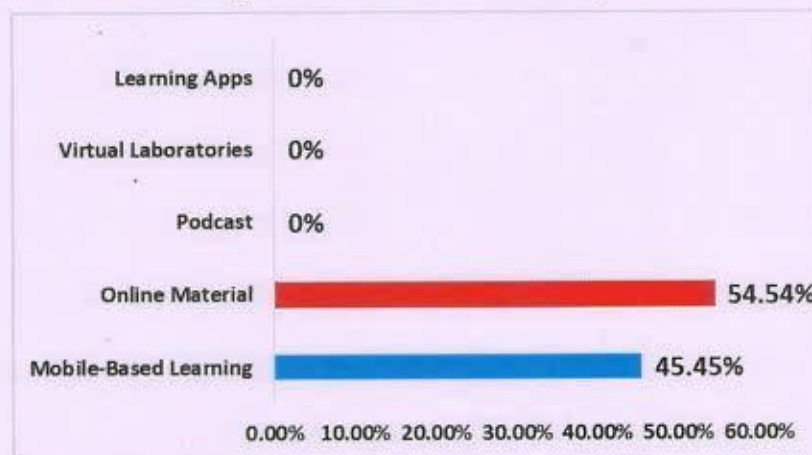
*Alice Joseph*  
Principal in Charge  
St. Joseph College of Teacher  
Education for Women,  
Ernakulam

5. The B.Ed Curriculum effectively integrates ICT for effective teaching with e-Learning Resources



All of student teachers agreed that the B.Ed Curriculum effectively integrates ICT for effective teaching with e-Learning Resources.

6. The B.Ed Curriculum encourages students to use ICT through



The B.Ed Curriculum encourages students to use ICT through the following activities was opined by

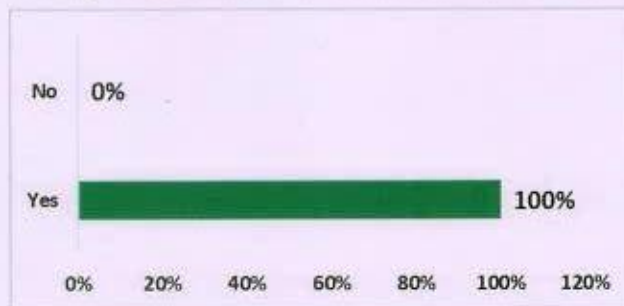
- i. Mobile based Learning by 45.45%
- ii. Online material by 54.54%
- iii. Virtual Laboratories 0%
- iv. Learning Apps 0%



*Alice Joseph*  
Dr. Alice Joseph  
Principal in Charge  
St. Joseph College of Teacher  
Education for Women,  
Ernakulam

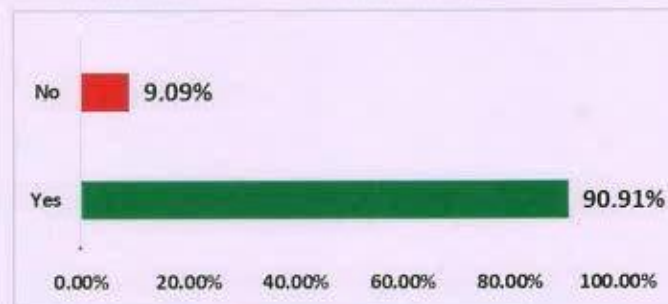


7. B.Ed Curriculum encourages student teacher to use ICT for their field practice



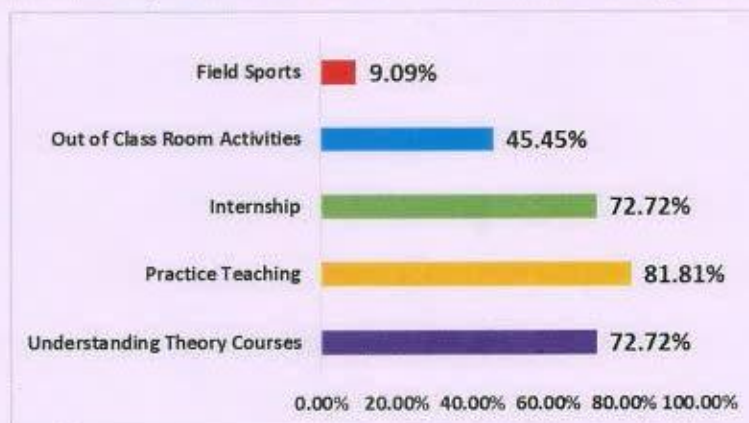
All the student teachers opined that B.Ed Curriculum encourages student teacher to use ICT for their field practice.

8. There is scope for training in ICT in the B.Ed Curriculum



There is scope for training in ICT in the B.Ed Curriculum was opined by 90.91% of student teachers.

9. B.Ed Curriculum encourages students to use ICT in various learning situations like

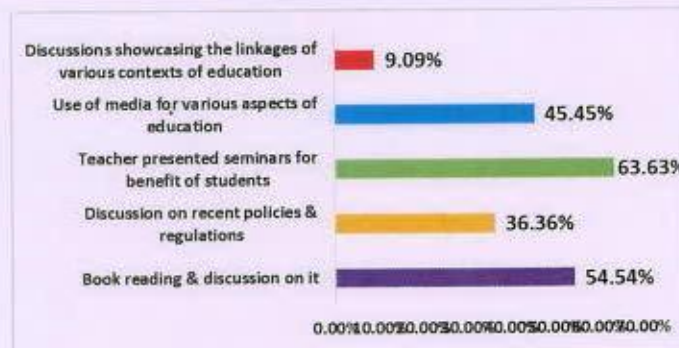


The B.Ed Curriculum encourages students to use ICT in various learning situations like Understanding Theory Course, Practice Teaching, Internship, Out of Class Room Activities and Field sports was said by 72.72%, 81.81%, 72.72%, 45.45% and 9.09% of student teachers respectively.



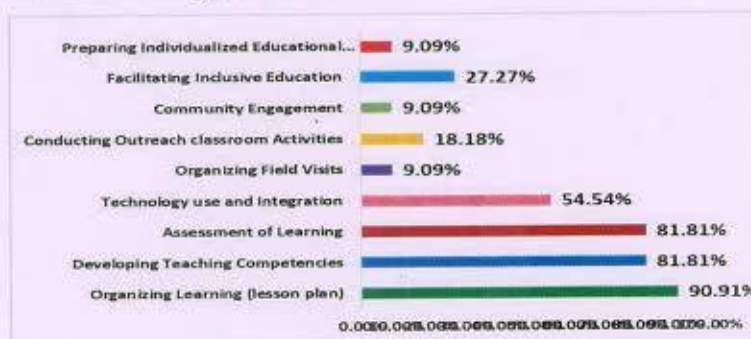
*Alice Joseph*  
Dr. Alice Joseph  
Principal in Charge  
St. Joseph College of Teacher  
Education for Women,  
Ernakulam

10. Which all following activities are suggested in the B.Ed Curriculum for the exposure of students to the recent developments in the field of education.



Book reading & discussion on it, Discussion on recent policies & regulations, Teacher presented seminars for benefit of students, Use of media for various aspects of education and Discussions showcasing the linkages of various contexts of education were the activities included in the B.Ed Curriculum for the exposure of students to the recent developments in the field of education was said by 54.54%, 36.36%, 63.63%, 45.45% and 9.09% student teachers respectively.

11. The B.Ed Curriculum promotes developing competencies and skills in different functional areas through which all following activities

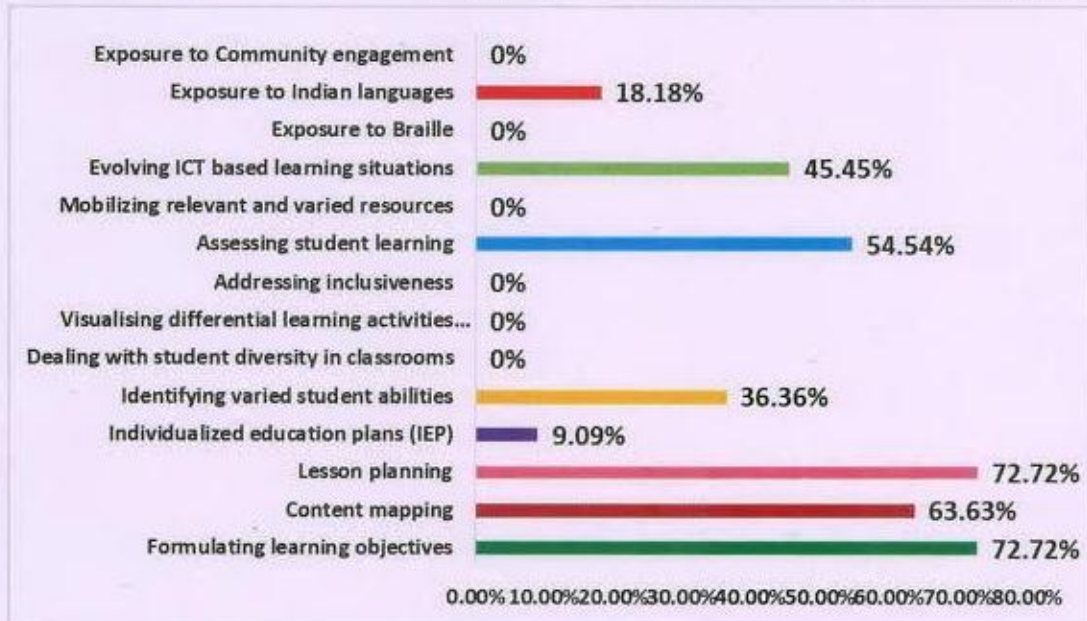


The B.Ed Curriculum promotes developing competencies and skills in different functional areas through activities like Organizing Learning, Developing Teaching Competencies, Assessment of Learning, Technology use and Integration, Organizing Field Visits, Conducting Outreach classroom Activities, Community Engagement, Facilitating Inclusive Education, Preparing Individualized Educational Plan (IEP) was agreed by 90.91%, 81.81%, 81.81%, 54.54%, 9.09%, 18.18%, 9.09%, 27.27%, and 9.09% of student teachers respectively, revealing that the B.Ed curriculum had provision for developing competencies and skills in different functional areas.



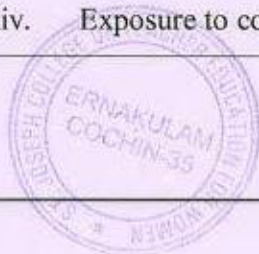
*Alice Joseph*  
 Dr. Alice Joseph  
 Principal in Charge  
 St. Joseph College of Teacher  
 Education for Women,  
 Ernakulam

12. Pre practice teaching, internship orientation / training included in the B.Ed Curriculum helped in developing which of all the following skills and competencies as a student teacher.



The Pre practice teaching, internship orientation / training included in the B. Ed Curriculum helped in developing following skills and competencies as a student teacher was opined by majority of student as is clear from the analysis :-

- i. Formulating learning objectives- 72.72%
- ii. Content mapping- 63.63%
- iii. Lesson planning-72.72%
- iv. Dealing with student diversity in classrooms-0%
- v. Evolving ICT based learning situations- 36.36%
- vi. Individualized education plans (IEP) 9.09%
- vii. Identifying varied student abilities 36.36%
- viii. Visualizing differential learning activities according to student needs- 0%
- ix. Addressing inclusiveness- 0%
- x. Assessing student learning – 44.61%
- xi. Mobilizing relevant and varied resources- 0%
- xii. Exposure to Braille -0%
- xiii. Exposure to Indian Language – 18.18%
- xiv. Exposure to community engagement – 0%



*Alice Joseph*  
 Dr. Alice J.  
 Principal in Charge  
 St. Joseph College of Teacher  
 Education for Women,  
 Ernakulam

13. The B. Ed Curriculum develops adequate skills are for effective use of ICT for teaching learning process in respect of



The B. Ed Curriculum develops adequate skills are for effective use of ICT for teaching learning process in respect of

- i. Preparation of lesson plans was said by 90.91% of student teachers
- ii. Developing assessment tools for both online and offline learning was said by 81.81% of student teachers
- iii. Effective use of social media was said by 81.81% of student teachers
- iv. Effective use of learning apps was said by 72.72% of student teachers
- v. Effective use of adaptive devices for learning, was said by 36.36% of student teachers
- vi. Identifying and selecting learning resources was said by 27.27%
- vii. Developing online learning resources was said by 45.45% of student teachers
- viii. Evolving learning sequences (learning activities) for online mode was said by 36.36% of student teachers
- ix. Evolving learning sequences (learning activities) for face-to-face situations was said by 36.36% of student teachers



*Alice Joseph*  
 Dr. Alice Joseph  
 Principal in Charge  
 St. Joseph College of Teacher  
 Education for Women,  
 Ernakulam

14. The B. Ed Curriculum develops competency of effective communication in students through activities like:

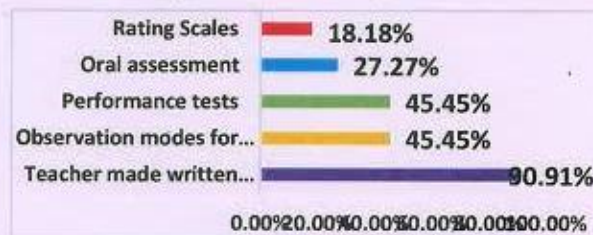


The B. Ed Curriculum develops competency of effective communication in students through activities like

- i. Workshop sessions for effective communication
- ii. simulated sessions for practicing communication in different situation
- iii. Participating in institutional activities as anchor,
- iv. Participating in institutional activities as rapporteur,
- v. Classroom teaching learning situations along with teacher
- vi. Classroom teaching learning situations along with peer feedback

Was opined by 63.63%, 27.27%, 27.27%, 18.18%, 81.81% and 72.72% of student teachers respectively.

15. B. Ed Curriculum involves training for the development of tools for assessment like:



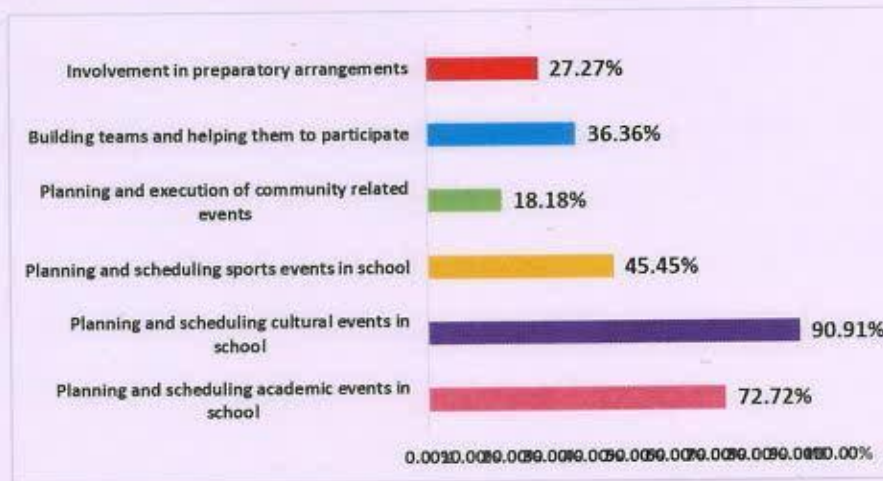
The B. Ed Curriculum trains the student teachers to develop the following kinds of tools for assessment

- i. Teacher made written tests essentially based on subject content was said by 90.91 % of student teachers
- ii. Observation modes for individual and group activities was said by 45.45% % of student teachers
- iii. Performance Test was said by 45.45% of student teachers
- iv. Oral assessment was said by 27.27% of student teachers
- v. Rating Scales was said by 18.18 % of student teachers



*Alice Joseph*  
 Dr. Alice Joseph  
 Principal in Charge  
 St. Joseph College of Teacher  
 Education for Women,  
 Ernakulam

16. B. Ed Curriculum develops competence in students to organize academic, cultural, sports and community related events through



B. Ed Curriculum develops competence in students to organize academic, cultural, sports and community related events through

- i. Planning and scheduling academic events in school -72.72%
- ii. Planning and scheduling cultural events in school – 90.91%
- iii. Planning and scheduling sports events in school – 45.45%
- iv. Planning and execution of community related events – 18.18%
- v. Building teams and helping them to participate- 36.36%
- vi. Involvement in preparatory arrangements- 27.27%

This reveals that the B. Ed Curriculum has ways to develop competence in students to organize academic, cultural, sports and community activities.

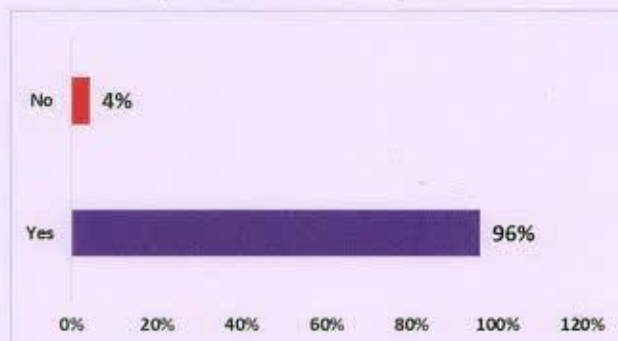


*Alice Joseph*  
Dr. Alice Joy  
Principal in Charge  
St. Joseph College of Teacher  
Education for Women,  
Ernakulam

## Analysis of Student Feedback on Curriculum 2020-2021

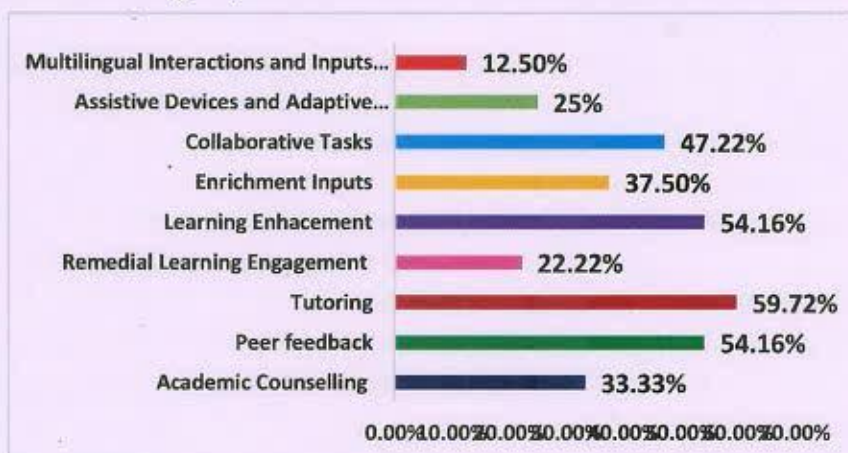
### Semester III

#### 1. Student Diversities are addressed in the Curriculum



96% student teachers opined that Curriculum addresses student diversities.

#### 2. In which of the following ways Student Diversities are addressed in the Curriculum?



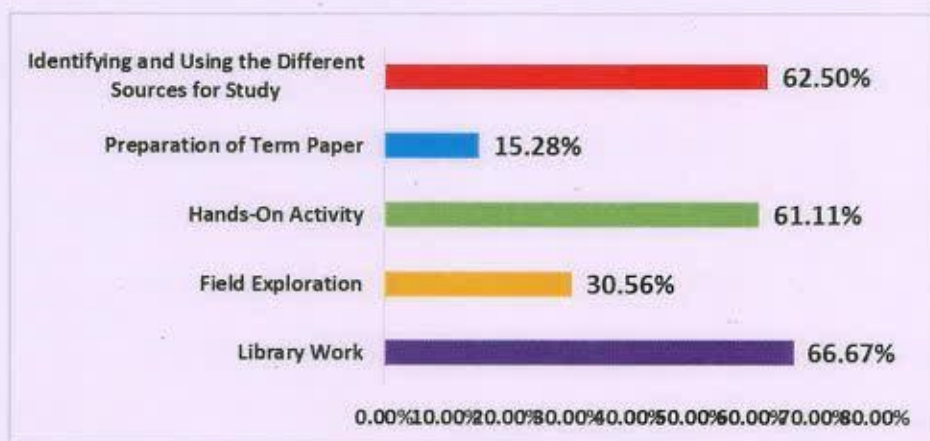
Student diversities were addressed in the curriculum by way of the following

- x. Academic Counselling was said by 33.33% of student teachers.
- xi. Peer feedback was said by 54.16% of student teachers.
- xii. Tutoring was said by 59.72%.
- xiii. Remedial Learning engagement was said by 22.22%
- xiv. Learning Enhancement was said by 54.16%
- xv. Collaborative Tasks was said by 47.22%
- xvi. Enrichment inputs was said by 37.50%
- xvii. Assistive devices were said by 25%
- xviii. Multilingual interactions was said by 12.50%



*Alice Joseph*  
Dr. Alice Joseph  
Principal in Charge  
St. Joseph College of Teacher  
Education for Women,  
Ernakulam

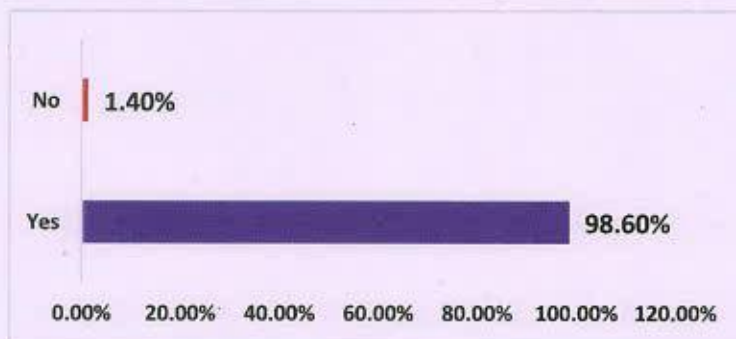
3. The curriculum has flexibility in assignments for the theory course through



The various ways in which flexibility in assignments for the theory course in the curriculum was opined by the following percentage of student teachers

- vi. 66.67% said through Library Work
- vii. 30.56% said through Field Exploration
- viii. 61.11% said through Hands-On Activity
- ix. 15.28% said through Preparation of Term Paper
- x. 62.50% said through Identifying and Using the Different Sources for Study

4. There is provision in the B. Ed Curriculum for enhancing ICT skills



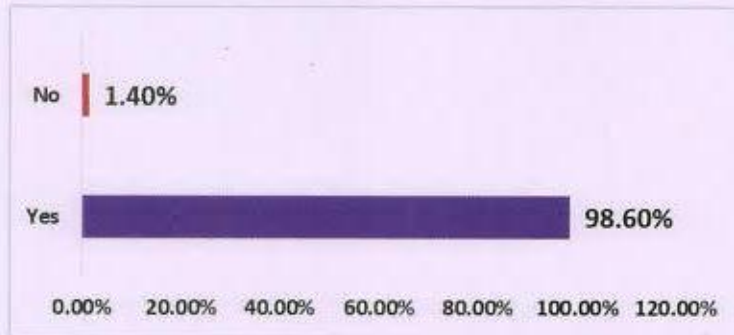
98.60% of student teachers agreed that there is provision in the B.Ed Curriculum for enhancing ICT skills.



*Alice Joseph*  
Dr. Alice Joseph  
Principal in Charge  
St. Joseph College of Teacher  
Education for Women  
Ernakulam



5. The B. Ed Curriculum effectively integrates ICT for effective teaching with e-Learning Resources



98.60% of student teachers agreed that the B.Ed Curriculum effectively integrates ICT for effective teaching with e-Learning Resources.

6. The B. Ed Curriculum encourages students to use ICT through



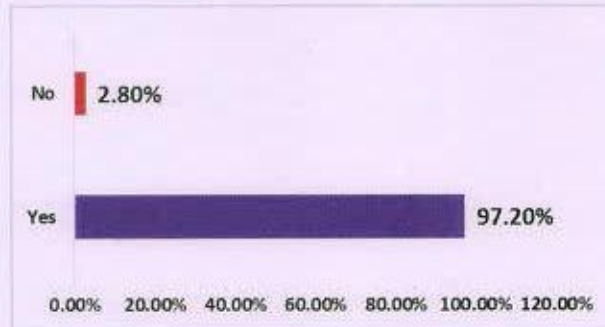
The B. Ed Curriculum encourages students to use ICT through the following activities was opined by

- v. Mobile based Learning by 40.27%
- vi. Online material by 36.11%
- vii. Virtual Laboratories 0%
- viii. Learning Apps 19.44%



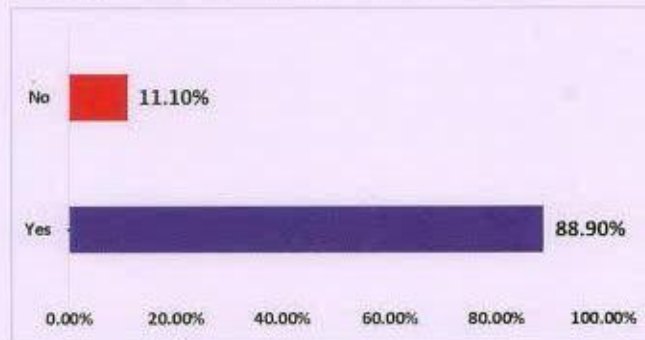
*Alice Joseph*  
Dr. Alice Joseph  
Principal in Charge  
St. Joseph College of Teacher  
Education for Women  
Ernakulam

7. B. Ed Curriculum encourages student teacher to use ICT for their field practice



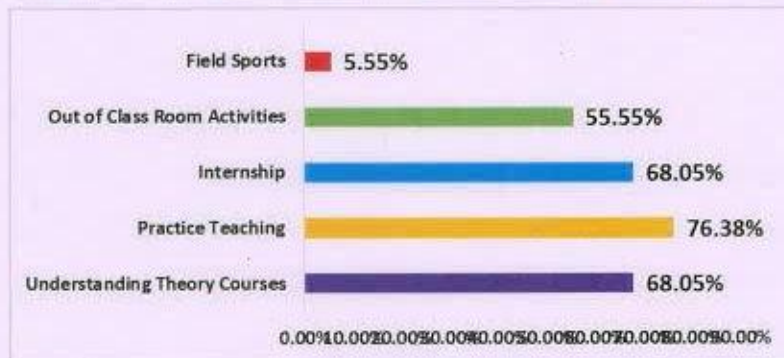
97.20% student teachers opined that B.Ed Curriculum encourages student teacher to use ICT for their field practice.

8. There is scope for training in ICT in the B. Ed Curriculum



There is scope for training in ICT in the B.Ed Curriculum was opined by 88.90% of student teachers.

9. B. Ed Curriculum encourages students to use ICT in various learning situations like



The B. Ed Curriculum encourages students to use ICT in various learning situations like: Understanding Theory Course, Practice Teaching, Internship, Out of Class Room Activities and Field sports was said by 68.05%, 76.38%, 68.05%, 55.55% and 5.55% of student teachers respectively.



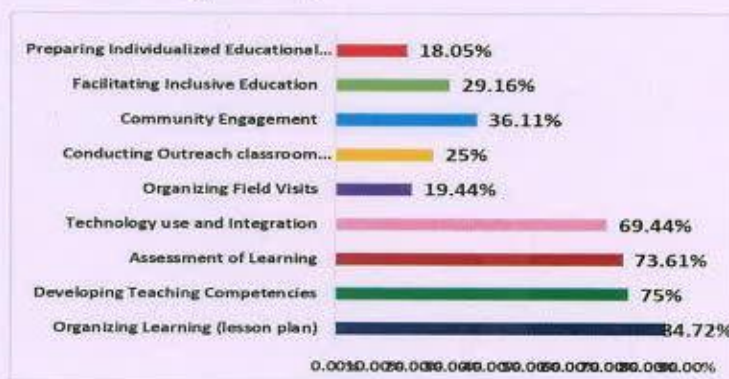
*Alice Joseph*  
Principal in Charge  
St. Joseph College of Teacher  
Education for Women,  
Ernakulam

10. Which all following activities are suggested in the B. Ed Curriculum for the exposure of students to the recent developments in the field of education.



Book reading" & discussion on it, Discussion on recent policies & regulations, Teacher presented seminars for benefit of students, Use of media for various aspects of education and Discussions showcasing the linkages of various contexts of education were the activities included in the B.Ed Curriculum for the exposure of students to the recent developments in the field of education was said by 54.16%, 47.22%, 69.44%, 81.94 and 43.05% student teachers respectively.

11. The B. Ed Curriculum promotes developing competencies and skills in different functional areas through which all following activities



The B. Ed Curriculum promotes developing competencies and skills in different functional areas through activities like Organizing Learning, Developing Teaching Competencies, Assessment of Learning, Technology use and Integration, Organizing Field Visits, Conducting Outreach classroom Activities, Community Engagement, Facilitating Inclusive Education, Preparing Individualized Educational Plan (IEP) was agreed by 84.72%, 75%, 73.61%, 69.44%, 19.44%, 25%, 36.11%, 29.16%, and 18.05% of student teachers respectively, revealing that the B. Ed curriculum had provision for developing competencies and skills in different functional areas.



*Alice Joseph*  
 Dr. Alice J  
 Principal in Charge  
 St. Joseph College of Teacher  
 Education for Women,  
 Ernakulam

12. Pre practice teaching, internship orientation / training included in the B. Ed Curriculum helped in developing which of all the following skills and competencies as a student teacher.



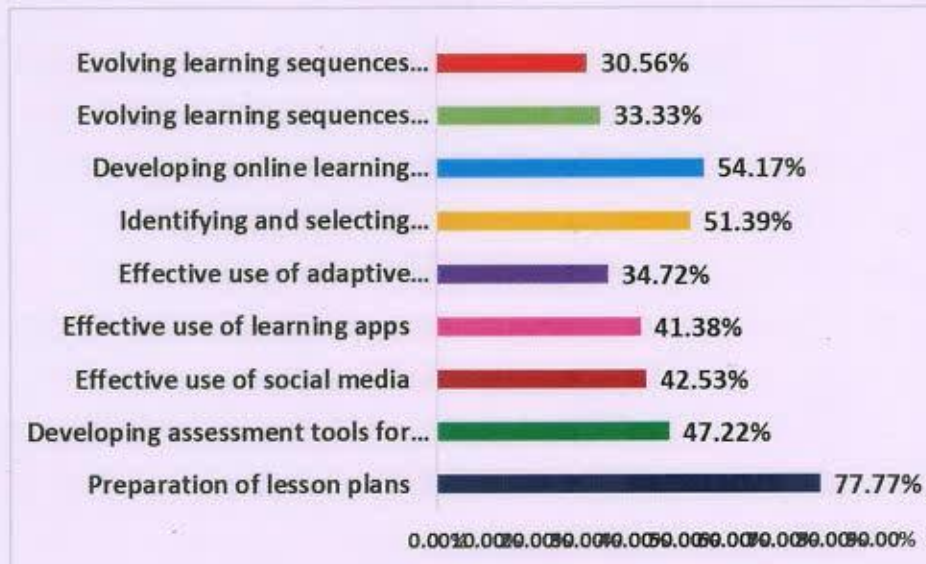
The Pre practice teaching, internship orientation / training included in the B.Ed Curriculum helped in developing following skills and competencies as a student teacher was opined by majority of student as is clear from the analysis :-

- xv. Formulating learning objectives- 76.38%
- xvi. Content mapping- 52.77%
- xvii. Lesson planning-87.50%
- xviii. Dealing with student diversity in classrooms-59.72%
- xix. Evolving ICT based learning situations- 65.27%
- xx. Individualized education plans (IEP) 36.11%
- xxi. Identifying varied student abilities 61.11%
- xxii. Visualizing differential learning activities according to student needs- 58.33%
- xxiii. Addressing inclusiveness- 34.72%
- xxiv. Assessing student learning – 61.11%
- xxv. Mobilizing relevant and varied resources- 40.27%
- xxvi. Exposure to Braille -9.27%
- xxvii. Exposure to Indian Language – 15.27%
- xxviii. Exposure to community engagement – 29.16%



*Alice Joseph*  
 Dr. Alice Joseph  
 Principal in Charge  
 St. Joseph College of Teacher  
 Education for Women,  
 Ernakulam

13. The B. Ed Curriculum develops adequate skills are for effective use of ICT for teaching learning process in respect of



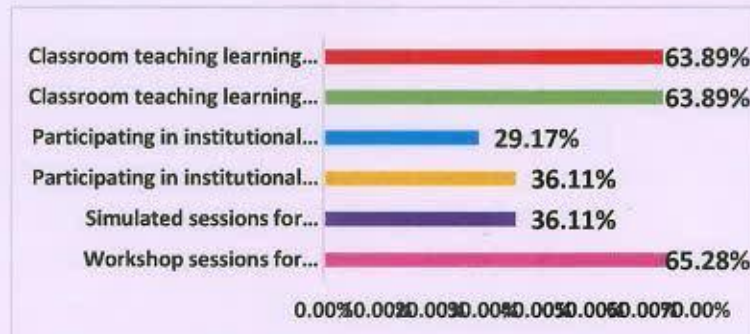
The B.Ed Curriculum develops adequate skills are for effective use of ICT for teaching learning process in respect of

- x. Preparation of lesson plans was said by 77.77% of student teachers
- xi. Developing assessment tools for both online and offline learning was said by 47.22% of student teachers
- xii. Effective use of social media was said by 42.53% of student teachers
- xiii. Effective use of learning apps was said by 41.38% of student teachers
- xiv. Effective use of adaptive devices for learning, was said by 34.72% of student teachers
- xv. Identifying and selecting learning resources was said by 51.39%
- xvi. Developing online learning resources was said by 54.17% of student teachers
- xvii. Evolving learning sequences (learning activities) for online mode was said by 33.33% of student teachers
- xviii. Evolving learning sequences (learning activities) for face to face situations was said by 30.56% of student teachers



*Alice Joseph*  
 Dr. Alice Joseph  
 Principal in Charge  
 St. Joseph College of Teacher  
 Education for Women,  
 Ernakulam

14. The B.Ed Curriculum develops competency of effective communication in students through activities like:

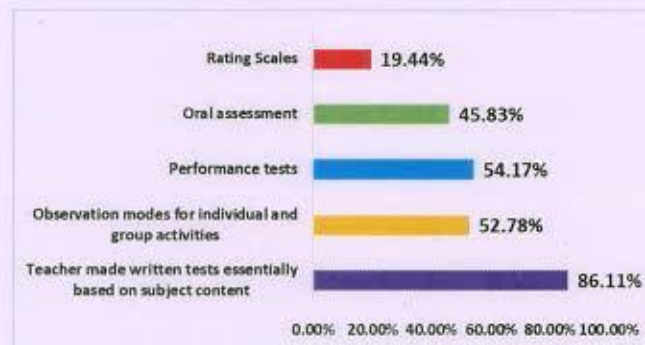


The B. Ed Curriculum develops competency of effective communication in students through activities like

- vii. Workshop sessions for effective communication
- viii. simulated sessions for practising communication in different situation
- ix. Participating in institutional activities as anchor,
- x. Participating in institutional activities as rapporteur,
- xi. Classroom teaching learning situations along with teacher
- xii. Classroom teaching learning situations along with peer feedback

Was opined by 65.28%, 36.11%, 36.11%, 29.17%, 63.89% and 63.89% of student teachers respectively.

15. B. Ed Curriculum involves training for the development of tools for assessment like:



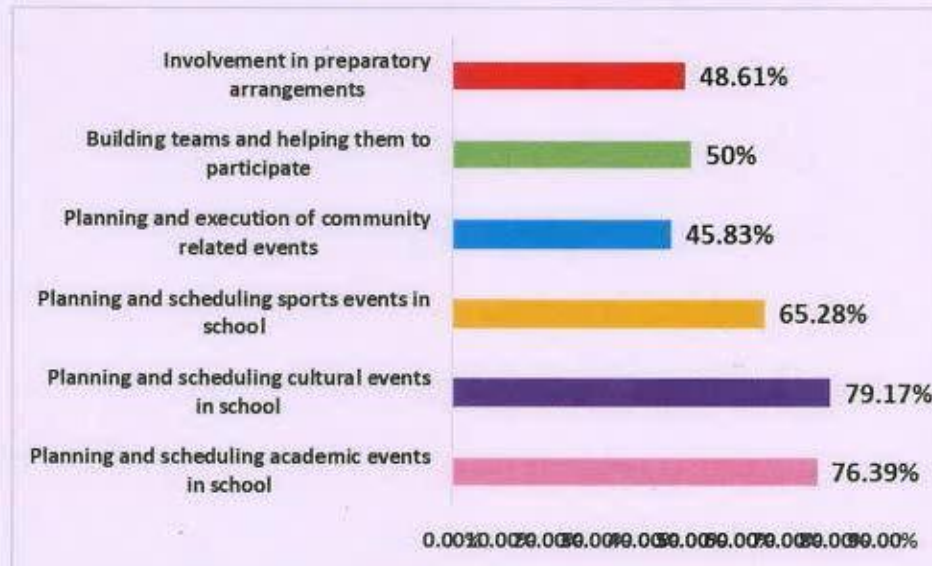
The B. Ed Curriculum trains the student teachers to develop the following kinds of tools for assessment

- vi. Teacher made written tests essentially based on subject content was said by 86.11% of student teachers
- vii. Observation modes for individual and group activities was said by 52.78% % of student teachers
- viii. Performance Test was said by 54.17 % of student teachers
- ix. Oral assessment was said by 45.83% of student teachers and
- x. Rating Scales was said by 19.44 % of student teachers



*Alice Joseph*  
 Dr. Alice Joseph  
 Principal in Charge  
 St. Joseph College of Teacher  
 Education for Women,  
 Ernakulam

16. B.Ed Curriculum develops competence in students to organize academic, cultural, sports and community related events through



B. Ed Curriculum develops competence in students to organize academic, cultural, sports and community related events through

- vii. Planning and scheduling academic events in school -76.39%
- viii. Planning and scheduling cultural events in school – 79.17%
- ix. Planning and scheduling sports events in school – 65.28%
- x. Planning and execution of community related events – 45.83%
- xi. Building teams and helping them to participate- 50%
- xii. Involvement in preparatory arrangements- 48.61%

This reveals that the B. Ed Curriculum has ways to develop competence in students to organize academic, cultural, sports and community. activities

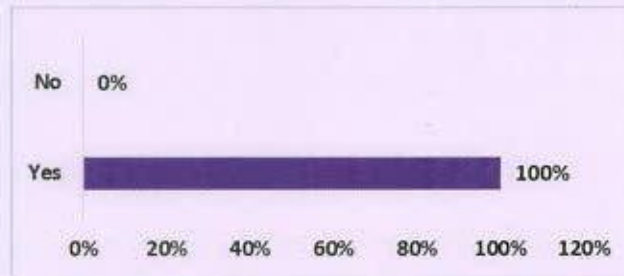


*Alice Joseph*  
Dr. Alice Joseph  
Principal in Charge  
St. Joseph College of Teacher  
Education for Women,  
Ernakulam

## Analysis Student Feedback on Curriculum 2020-2021

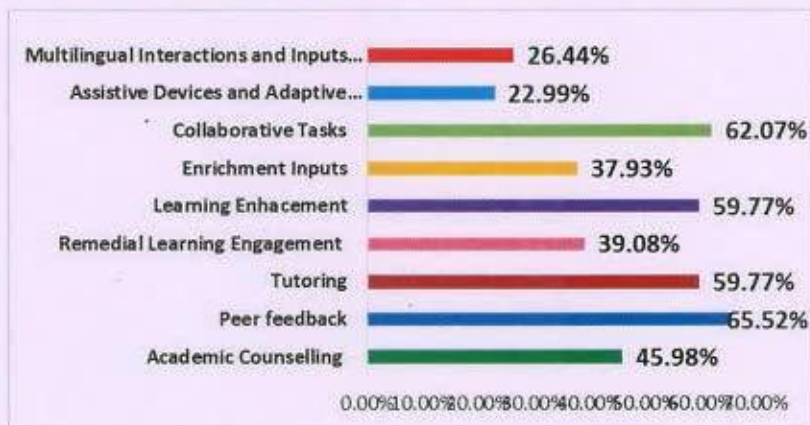
### Semester IV

#### 1. Student Diversities are addressed in the Curriculum



All student teachers opined that Curriculum addresses student diversities.

#### 2. In which of the following ways Student Diversities are addressed in the Curriculum?



Student diversities were addressed in the curriculum by way of the following

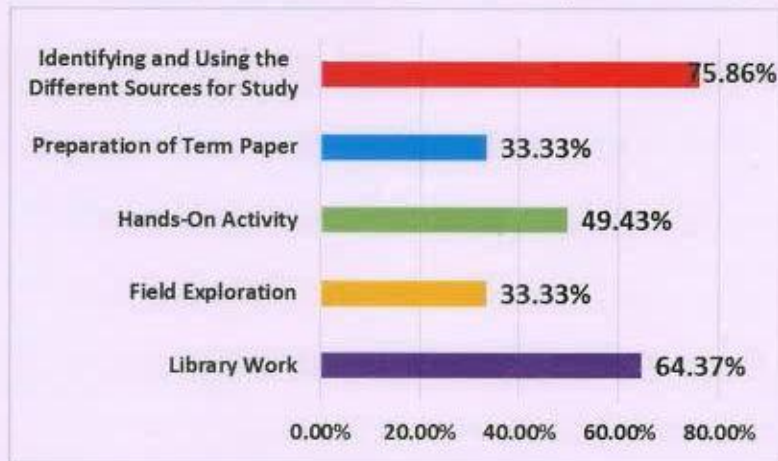
- xix. Academic Counselling was said by 45.98% of student teachers.
- xx. Peer feedback was said by 65.52% of student teachers.
- xxi. Tutoring was said by 59.77%
- xxii. Remedial Learning engagement was said by 39.08%
- xxiii. Learning Enhancement was said by 59.77%
- xxiv. Collaborative Tasks was said by 62.07%
- xxv. Enrichment inputs was said by 0 %
- xxvi. Assistive and adaptive devices were said by 22.99%
- xxvii. Multilingual interactions were said by 26.44%



*Alice Joseph*  
Dr. Alice Joseph  
Principal in Charge  
St. Joseph College of Teacher  
Education for Women,  
Ernakulam



3. The curriculum has flexibility in assignments for the theory course through



The various ways in which flexibility in assignments for the theory course in the curriculum was opined by the following percentage of student teachers

- xi. 64.37% said through Library Work
- xii. 33.33% said through Field Exploration
- xiii. 49.43% said through Hands-On Activity
- xiv. 33.33% said through Preparation of Term Paper
- xv. 75.86% said through Identifying and Using the Different Sources for Study

4. There is provision in the B.Ed Curriculum for enhancing ICT skills

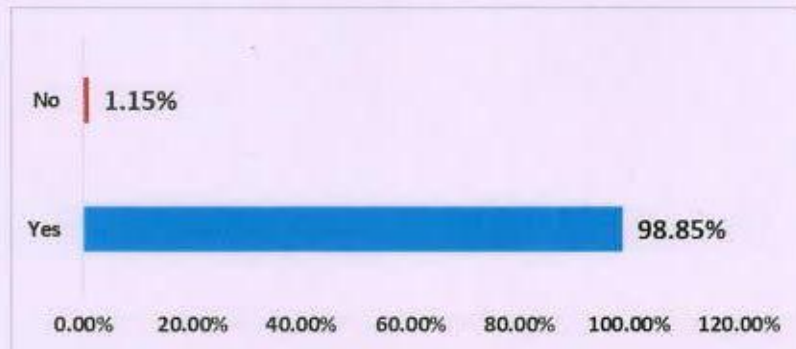


98.85% student teachers agreed that there is provision in the B.Ed Curriculum for enhancing ICT skills.



Dr. Alice Jacob  
Principal in Charge  
St. Joseph College of Teacher  
Education for Women,  
Ernakulam

5. The B.Ed Curriculum effectively integrates ICT for effective teaching with e-Learning Resources



98.85% student teachers agreed that the B.Ed Curriculum effectively integrates ICT for effective teaching with e-Learning Resources.

6. The B.Ed Curriculum encourages students to use ICT through



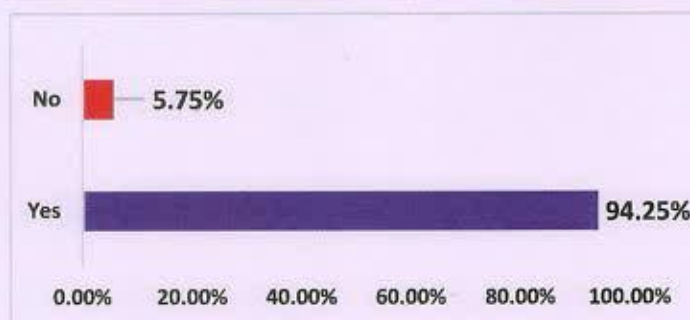
The B.Ed Curriculum encourages students to use ICT through the following activities was opined by

- ix. Mobile based Learning by 31.03%
- x. Online material by 49.43%
- xi. Virtual Laboratories 5.75%
- xii. Learning Apps 10.34%



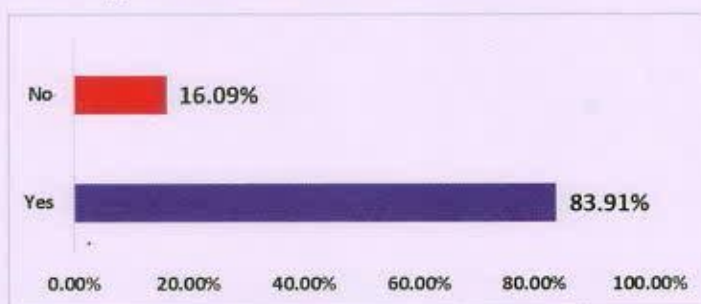
*Alice Joseph*  
Principal in Charge  
St. Joseph College of Teacher  
Education for Women,  
Ernakulam

7. B.Ed Curriculum encourages student teacher to use ICT for their field practice



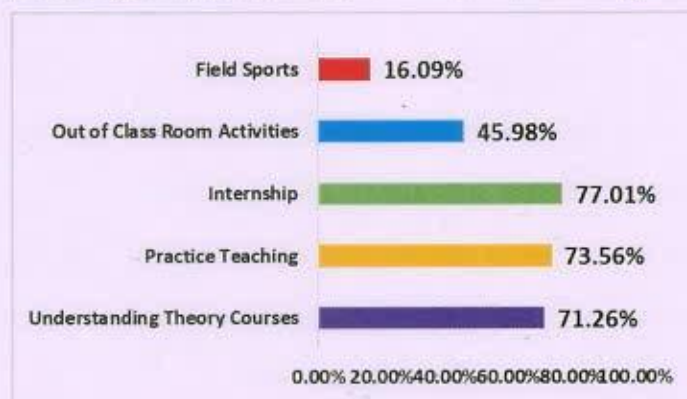
94.25% student teachers opined that B.Ed Curriculum encourages student teacher to use ICT for their field practice.

8. There is scope for training in ICT in the B.Ed Curriculum



There is scope for training in ICT in the B.Ed Curriculum was opined by 83.91% of student teachers.

9. B.Ed Curriculum encourages students to use ICT in various learning situations like

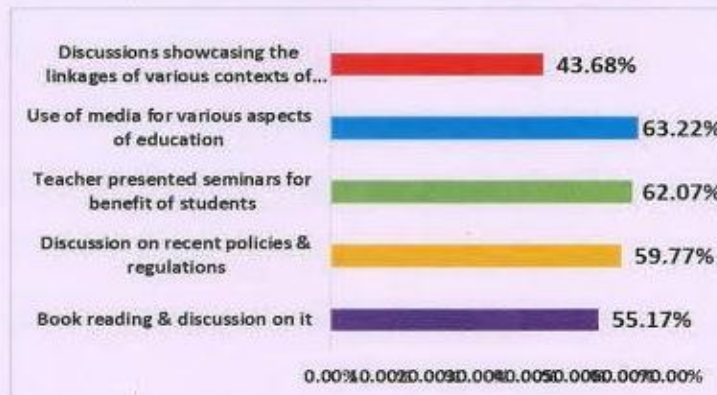


The B.Ed Curriculum encourages students to use ICT in various learning situations like: Understanding Theory Course, Practice Teaching, Internship, Out of Class Room Activities and Field sports was said by 71.26%, 73.56%, 77.01%, 45.98% and 16.09% of student teachers respectively.



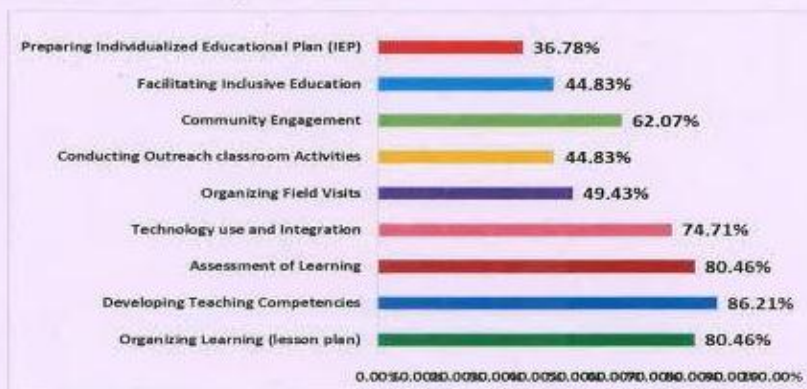
*Alice Joseph*  
Dr. Alice Joseph  
Principal in Charge  
St. Joseph College of Teacher Education for Women  
Ernakulam

10. Which all following activities are suggested in the B. Ed Curriculum for the exposure of students to the recent developments in the field of education.



Book reading & discussion on it, Discussion on recent policies & regulations, Teacher presented seminars for benefit of students, Use of media for various aspects of education and Discussions showcasing the linkages of various contexts of education were the activities included in the B.Ed Curriculum for the exposure of students to the recent developments in the field of education was said by 55.17%, 59.77%, 62.07%, 63.22% and 43.68% student teachers respectively.

11. The B.Ed Curriculum promotes developing competencies and skills in different functional areas through which all following activities

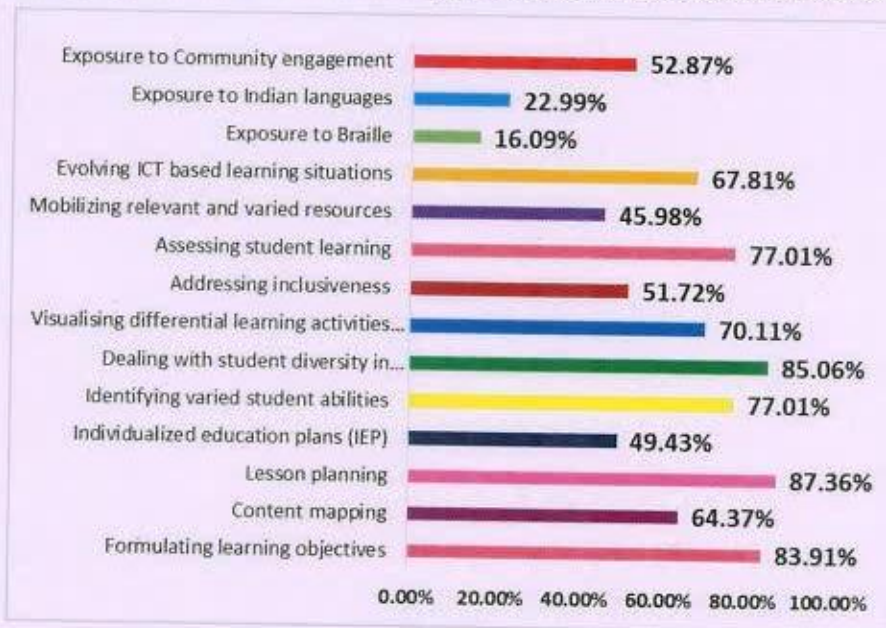


The B.Ed Curriculum promotes developing competencies and skills in different functional areas through activities like Organizing Learning, Developing Teaching Competencies, Assessment of Learning, Technology use and Integration, Organizing Field Visits, Conducting Outreach classroom Activities, Community Engagement, Facilitating Inclusive Education, Preparing Individualized Educational Plan (IEP) was agreed by 80.46%, 86.21%, 80.46%, 74.71%, 49.43%, 44.83%, 62.07%, 44.83%, and 36.78% of student teachers respectively, revealing that the B.Ed curriculum had provision for developing competencies and skills in different functional areas.



*Mica Joseph*  
Principal in Charge  
St. Joseph College of Teacher  
Education for Women,  
Ernakulam

12. Pre practice teaching, internship orientation / training included in the B.Ed Curriculum helped in developing which of all the following skills and competencies as a student teacher.



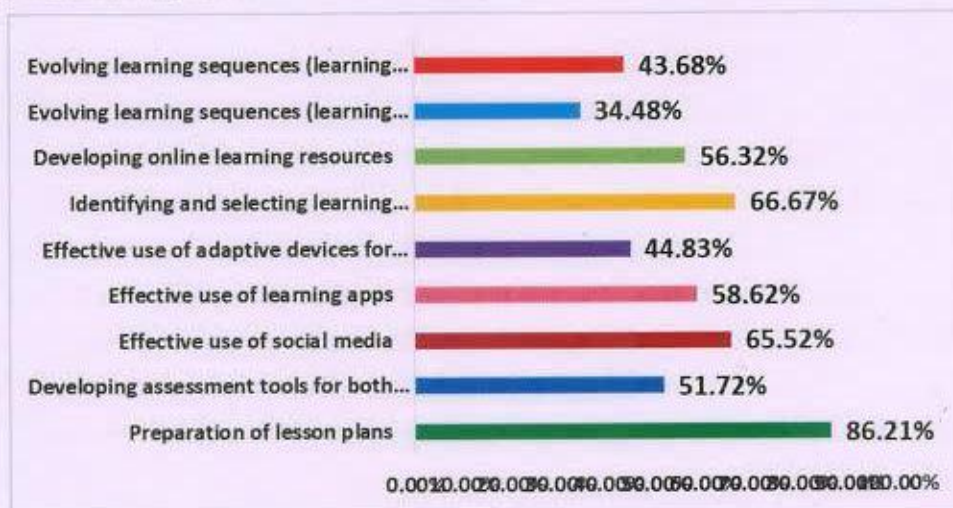
The Pre practice teaching, internship orientation / training included in the B.Ed Curriculum helped in developing following skills and competencies as a student teacher was opined by majority of student as is clear from the analysis :-

- xxix. Formulating learning objectives- 83.91%
- xxx. Content mapping- 64.37%
- xxxi. Lesson planning-87.36%
- xxxii. Dealing with student diversity in classrooms-85.06%
- xxxiii. Evolving ICT based learning situations- 67.81%
- xxxiv. Individualized education plans (IEP) 49.43%
- xxxv. Identifying varied student abilities 77.01%
- xxxvi. Visualizing differential learning activities according to student needs- 70.11%
- xxxvii. Addressing inclusiveness- 51.72%
- xxxviii. Assessing student learning – 77.01%
- xxxix. Mobilizing relevant and varied resources- 45.98%
- xl. Exposure to Braille -16.09%
- xli. Exposure to Indian Language – 22.99%
- xlii. Exposure to community engagement – 52.87%



*Mica Joseph*  
 Principal in Charge  
 St. Joseph College of Teacher  
 Education for Women,  
 Ernakulam

13. The B.Ed Curriculum develops adequate skills are for effective use of ICT for teaching learning process in respect of



The B.Ed Curriculum develops adequate skills are for effective use of ICT for teaching learning process in respect of

- xix. Preparation of lesson plans was said by 86.21% of student teachers
- xx. Developing assessment tools for both online and offline learning was said by 51.72% of student teachers
- xxi. Effective use of social media was said by 65.52% of student teachers
- xxii. Effective use of learning apps was said by 58.62% of student teachers
- xxiii. Effective use of adaptive devices for learning, was said by 44.83% of student teachers
- xxiv. Identifying and selecting learning resources was said by 66.67%
- xxv. Developing online learning resources was said by 56.32% of student teachers
- xxvi. Evolving learning sequences (learning activities) for online mode was said by 34.48% of student teachers
- xxvii. Evolving learning sequences (learning activities) for face to face situations was said by 43.68% of student teachers



*Mice Joseph*  
 DR.  
 Princip...  
 St. Joseph College for Women,  
 Ernakulam

14. The B.Ed Curriculum develops competency of effective communication in students through activities like:

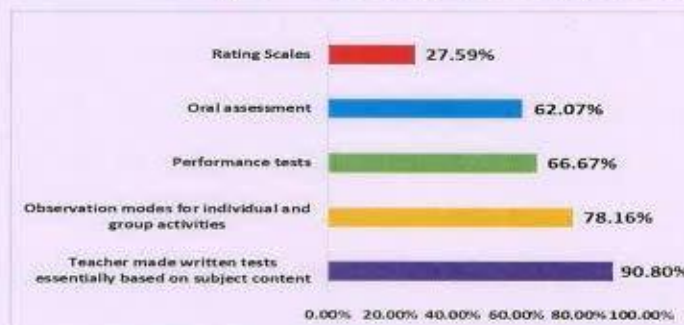


The B.Ed Curriculum develops competency of effective communication in students through activities like

- i. Workshop sessions for effective communication
- ii. simulated sessions for practising communication in different situation
- iii. Participating in institutional activities as anchor,
- iv. Participating in institutional activities as rapporteur,
- v. Classroom teaching learning situations along with teacher
- vi. Classroom teaching learning situations along with peer feedback

Was opined by 71.26%, 52.87%, 57.47%, 35.63%, 78.16% and 81.61% of student teachers respectively.

15. B.Ed Curriculum involves training for the development of tools for assessment like:



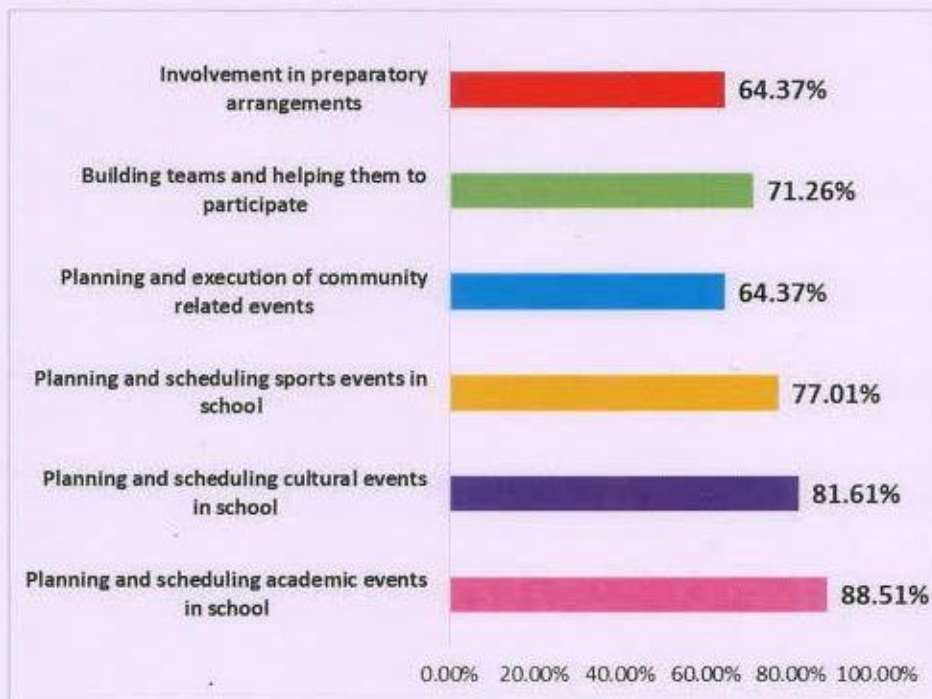
The B.Ed Curriculum trains the student teachers to develop the following kinds of tools for assessment

- i. Teacher made written tests essentially based on subject content was said by 90.80 % of student teachers
- ii. Observation modes for individual and group activities was said by 78.16 % of student teachers
- iii. Performance Test was said by 66.67 % of student teachers
- iv. Oral assessment was said by 62.07% of student teachers and
- v. Rating Scales was said by 27.59 % of student teachers



*Mica Joseph*  
 Dr. Alice  
 Principal in Charge  
 St. Joseph College of Teacher  
 Education for Women,  
 Ernakulam

16. B.Ed Curriculum develops competence in students to organize academic, cultural, sports and community related events through



B.Ed Curriculum develops competence in students to organize academic, cultural, sports and community related events through

- xiii. Planning and scheduling academic events in school -88.51%
- xiv. Planning and scheduling cultural events in school – 81.61%
- xv. Planning and scheduling sports events in school – 77.01%
- xvi. Planning and execution of community related events – 64.37%
- xvii. Building teams and helping them to participate-71.26 %
- xviii. Involvement in preparatory arrangements- 64.37%

This reveals that the B.Ed Curriculum has ways to develop competence in students to organize academic, cultural, sports and community activities.



*Alice Joseph*  
Dr. Alice Joseph  
Principal in Charge  
St. Joseph College of Teacher  
Education for Women,  
Ernakulam



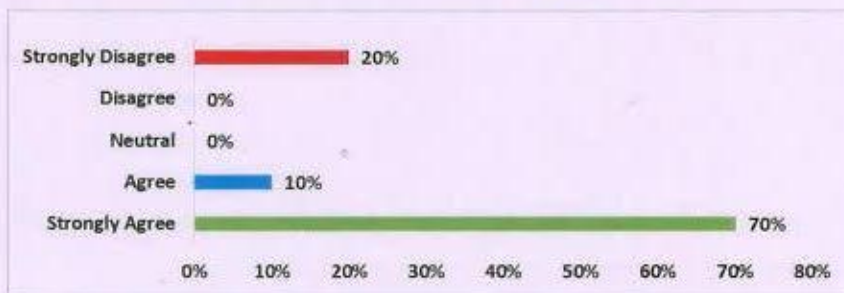
## Teachers Feedback Analysis on Curriculum 2020-2021

1. There is scope for adopting new and innovative techniques and strategies of teaching in the B. Ed Curriculum



There is scope for adopting new and innovative techniques and strategies of teaching in the B. Ed Curriculum was strongly agreed by 60% of the teachers, while 20% agreed and another 20% strongly disagreed.

2. The B. Ed Curriculum has space for innovative teaching and research



70% of the teachers strongly agreed to the statement that the B. Ed Curriculum has space for innovative teaching and research another 10% agreed and 20% strongly disagreed.

3 B. Ed Curriculum is rich with learning resources

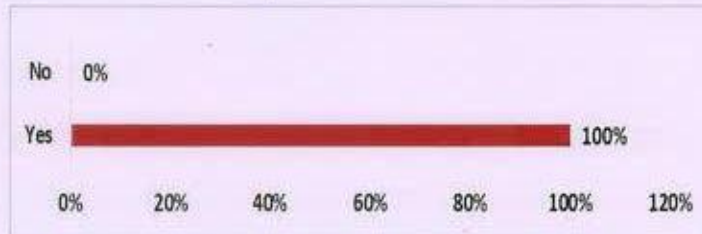


B. Ed Curriculum is rich with learning resources was agreed by 50%, Strongly agreed by 20% and strongly disagreed by 30% of the teachers



*Dr. Alice Joseph*  
Dr. Alice Joseph  
Principal in Charge  
St. Joseph College of Teacher  
Education for Women,  
Ernakulam

4. B. Ed Curriculum caters to enhancing ICT skills



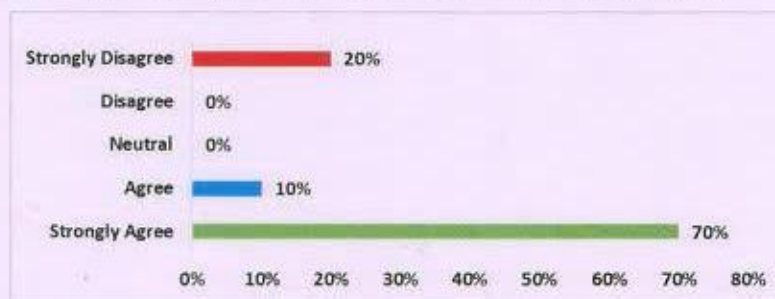
B. Ed Curriculum caters to enhancing ICT skills was strongly agreed by all the teachers

5. B. Ed Curriculum promotes the use of ICT facilities in the teaching learning process



B. Ed Curriculum promotes the use of ICT facilities in the teaching learning process was strongly agreed by 40%, agreed by 40 % and strongly disagreed by another 20%

6. The Evaluation Procedure adopted in the B.Ed Curriculum is effective.

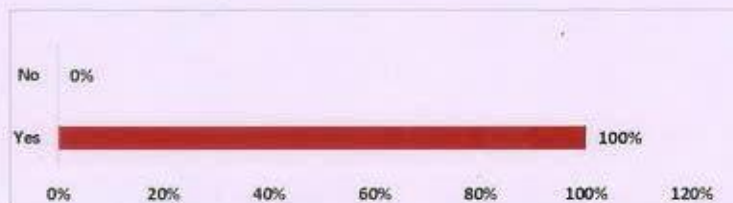


The Evaluation Procedure adopted in the B. Ed Curriculum is effective was strongly agreed by 70%, 10 % agreed and 20%strongly disagreed.



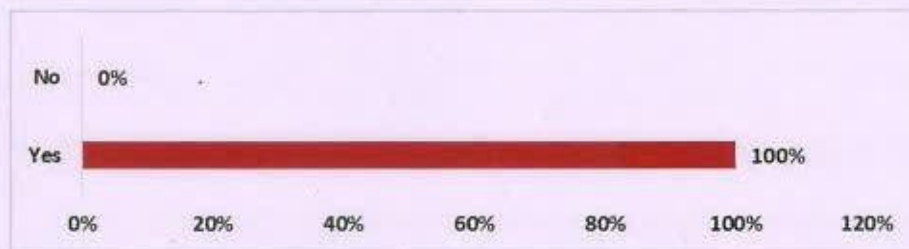
*Alice Joseph*  
Dr. Alice Joseph  
Principal in Charge  
Joseph College of Teacher  
Education for Women,  
Ernakulam

7. B. Ed Curriculum instils values in our Student Teachers



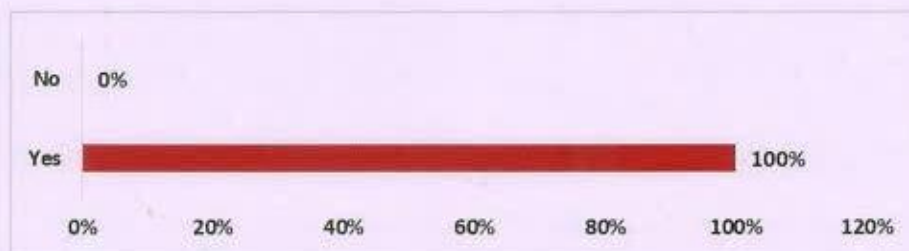
B. Ed Curriculum instils values in our Student Teachers was strongly agreed by all the teachers.

8. The B. Ed Curriculum addresses preservation, Promotion and transmission of Indian Culture

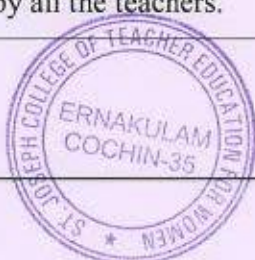


The B. Ed Curriculum addresses preservation, Promotion and transmission of Indian Culture was also strongly agreed by all the teachers

9. There is a balance between theory and Practical in the B. Ed Curriculum



There is a balance between theory and Practical in the B. Ed Curriculum was strongly agreed by all the teachers.



*Alice Joseph*  
Di  
Princip-  
St. Joseph College  
Education for Women,  
Ernakulam

10. The B. Ed Curriculum prepares professional teachers



The B. Ed Curriculum prepares professional teachers was strongly agreed by 40%, 50 % agreed and 10 % strongly disagreed to it.

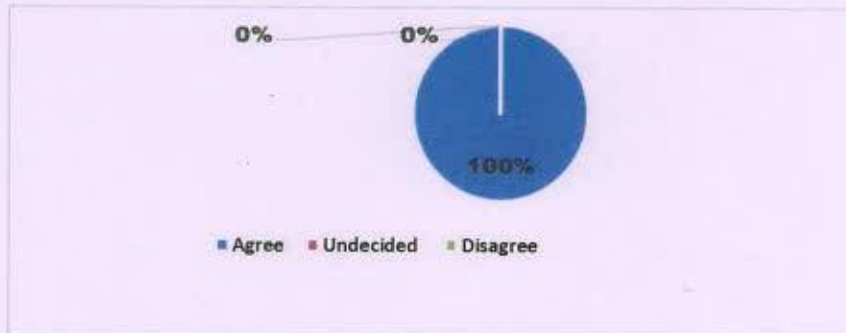
The analysis reveals that the B. Ed Curriculum has scope for practicing innovative methods of teaching, is effective in enhancing ICT skills, instilling values, and in preserving, promoting and transmitting Culture. There is the right blend of theory and practical in the curriculum and the evaluation procedures followed are found to be effective.

*Mice Joseph*  
Dr. Al.  
Principal  
St. Joseph College of  
Education for Women,  
Ernakulam



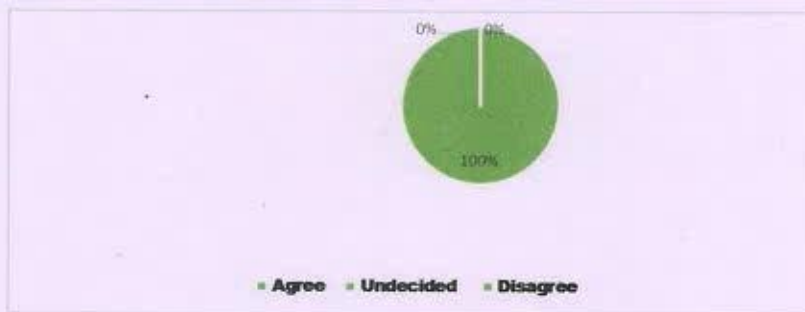
## Employers Feedback Analysis on Curriculum 2020-2021

1. The B.Ed curriculum equips the student teachers with all the necessary skills of teaching profession.



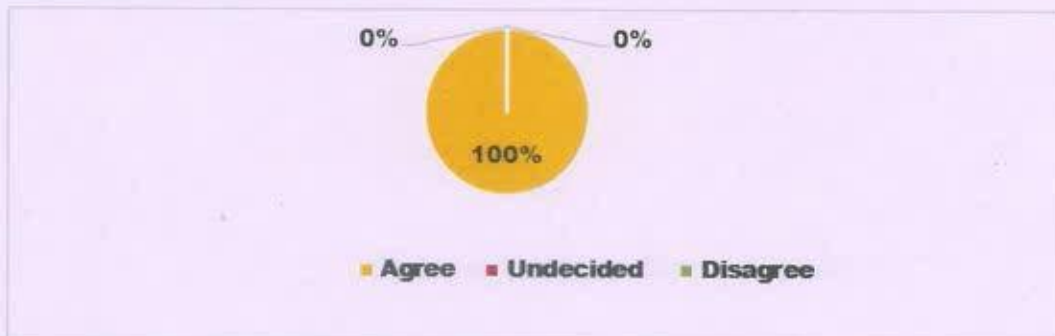
All employers agreed that B.Ed curriculum equips the student teachers with all the necessary skills of teaching profession.

2. The curriculum provides the necessary inputs to develop values in teachers



All employers agreed that curriculum provides the necessary inputs to develop values in teachers

3. The B.Ed curriculum is updated according to the needs of the time

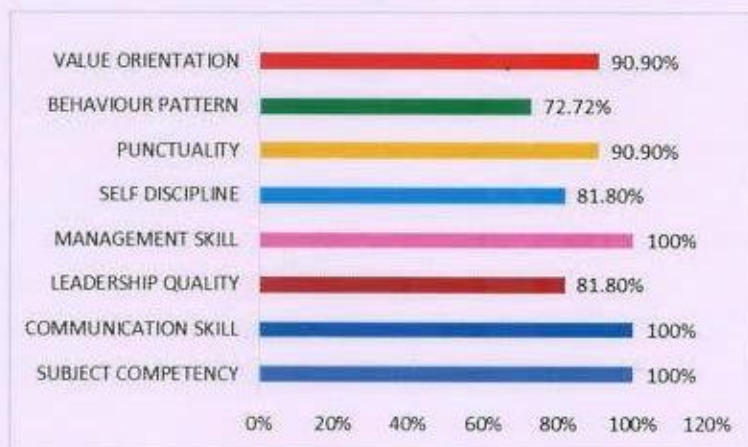


All employers opined that B.Ed curriculum is updated according to the needs of the time



*Alice Joseph*  
Dr. Alice  
Principal in C,  
St. Joseph College of Teacher  
Education for Women,  
Ernakulam

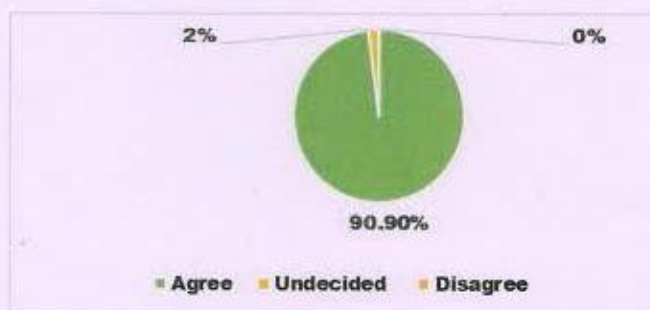
4. The B.Ed curriculum is successful in developing the following competencies in the student teachers / teacher educands



The B.Ed curriculum is successful in developing the following competencies in the student teachers / teacher educands

- i. Subject competency -100%
- ii. Communication Skill-100%
- iii. Leadership Quality – 81.80%
- iv. Management Skill 100%
- v. Self-discipline -81.80%
- vi. Punctuality -90.90%
- vii. Behaviour Pattern -72.72%
- viii. ValueOrientation-90.90%

5. The B.Ed curriculum caters to the all-round development of student teacher/ teacher educands

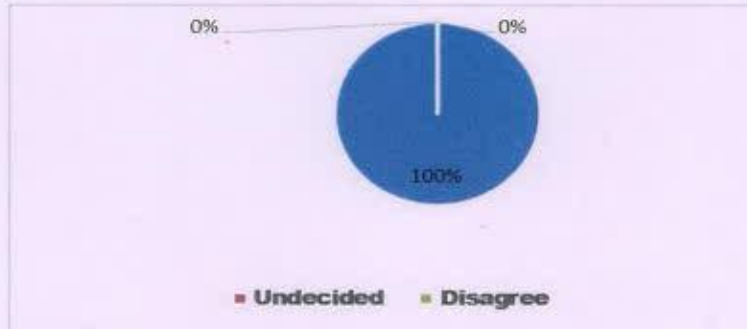


The B.Ed curriculum caters to the all-round development of student teacher/ teacher educands was agreed upon by 90.90% of the employers.



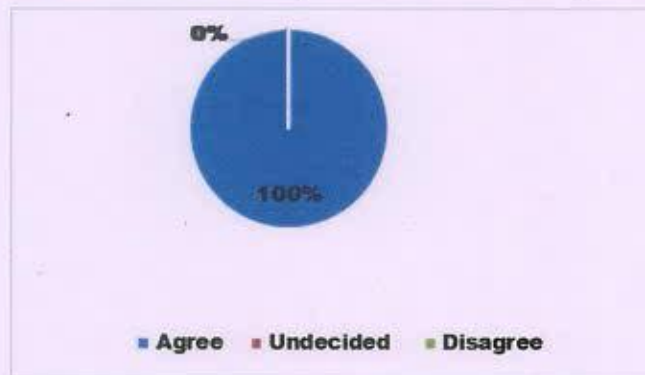
*Alice Joseph*  
 Dr. Alice  
 Principal in  
 St. Joseph College of Women,  
 Ernakulam

6. The internship period given in the B.Ed curriculum is sufficient to develop responsible and efficient teachers



All of the employers agreed to the statement that the internship period given in the B.Ed curriculum is sufficient to develop responsible and efficient teachers

7. The B.Ed curriculum is effective in training teachers in inclusive practices



The B.Ed curriculum is effective in training teachers in inclusive practices were agreed upon by all.

8. The B.Ed Curriculum develops social skills in student teachers

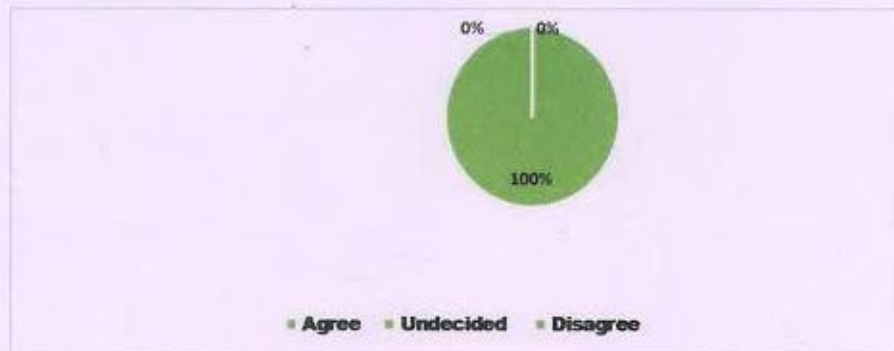


All of the employers agreed to the statement that the B.Ed Curriculum develops social skills in student teachers.



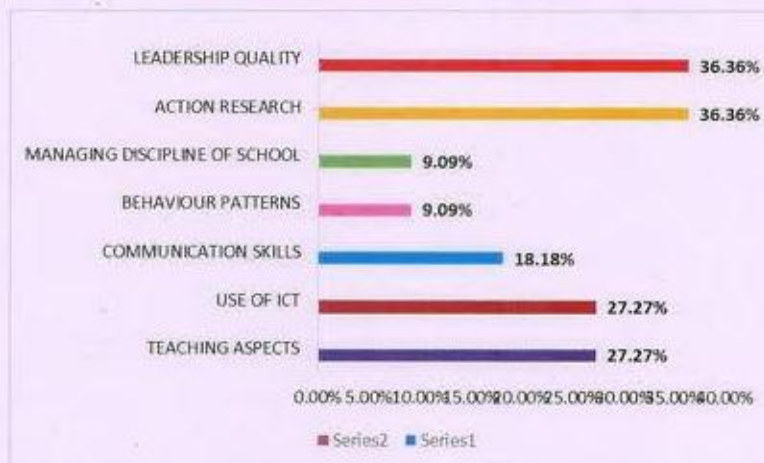
*Alice Joseph*  
Dr. Alice Joseph  
Principal in Charge  
St. Joseph College of Teacher  
Education for Women,  
Ernakulam

9. The Curriculum is effective in motivating students for continuous professional development



The Curriculum is effective in motivating students for continuous professional development was agreed upon by all.

10. Kindly suggest the areas in which our Curriculum should emphasise



27.27% of the employers suggested that the curriculum of B.Ed needs to emphasize more on the teaching aspects. 27.27% opined that the use of ICT needs to be emphasized in the B.Ed Curriculum. 18.18% felt that the B.Ed curriculum needs to emphasize more on communication skills. 9.09% felt that the B.Ed Curriculum needs to emphasize in teaching the behavior pattern of teachers, 9.09% wanted the B.Ed curriculum to emphasize more in training student teachers in Managing discipline of school. 36.36% felt that the B.Ed curriculum should emphasize on conducting Action research. While 36.36% felt that Leadership Quality needed to be emphasized.

Thus it can be concluded that the B.Ed Curriculum is effective in molding teachers with the necessary skills to be inspiring responsible and efficient teachers.

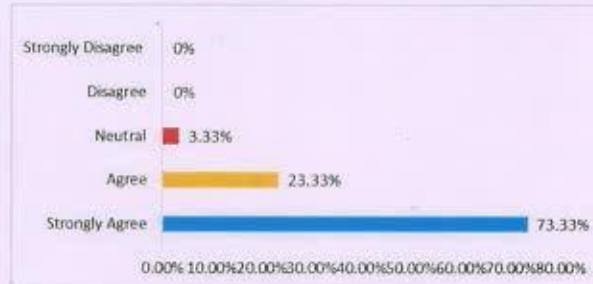


*Alice Joseph*  
Dr. Alice Joseph  
Principal in Charge  
St. Joseph College of Teacher  
Education for Women,  
Ernakulam



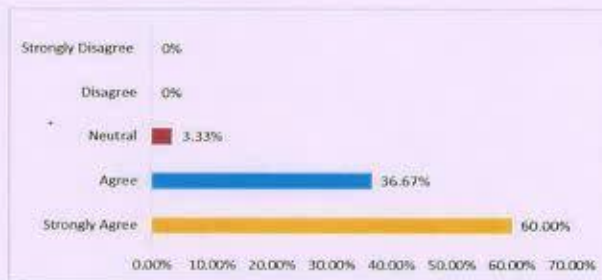
## Alumnae Feedback Analysis on Curriculum 2020-2021

1. The curriculum of our institution provided the basic skills required for an effective teacher.



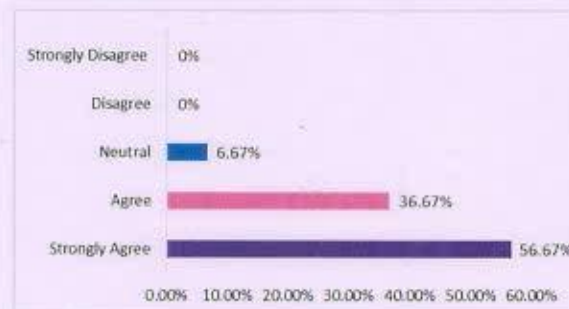
73.33% strongly agreed that the curriculum of our institution provided the basic skills required for an effective teacher while 23.3% agreed to it and 3.3% were not sure of it which points to the fact that the curriculum is good for imparting Basic skills of teaching.

2. The learning experiences gained through the curriculum has helped me in my journey as a Professional.



The learning experiences gained through the curriculum has helped alumnae in their journey as a Professional was agreed upon by a vast majority 96.67% while 3.33% had a neutral opinion on it pointing to the fact the B.Ed Curriculum has the necessary input for making teachers professional.

3. The course on 'Educational Psychology' of the B.Ed Curriculum helped me to understand my students properly.

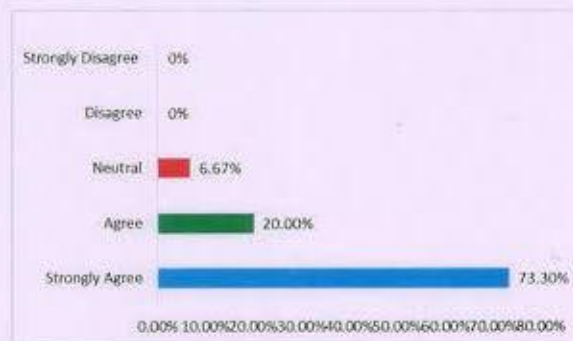


93.3% felt that the course on 'Educational Psychology' of the B.Ed Curriculum had helped them to understand their students properly proves that the Educational Psychology dealt with in the curriculum has covered important areas of child Psychology.



*Alice Joseph*  
Dr. Alice Joseph  
Principal in Charge  
St. Joseph College of Teacher  
Education for Women,  
Ernakulam

4. The micro teaching, induction and internship program included in the B.Ed Curriculum helped me to become an effective teacher.



The micro teaching, induction and internship program included in the B.Ed Curriculum had helped them to become an effective teacher was strongly agreed upon by 73.3% , 20.67% agreed to it while 6.33% did not have anything to say on it shows that the curriculum has enough practical sessions and hands on training sessions to mould teachers.

5. The pedagogical courses delivered as part of the B.Ed Curriculum helped in planning out classroom teaching.

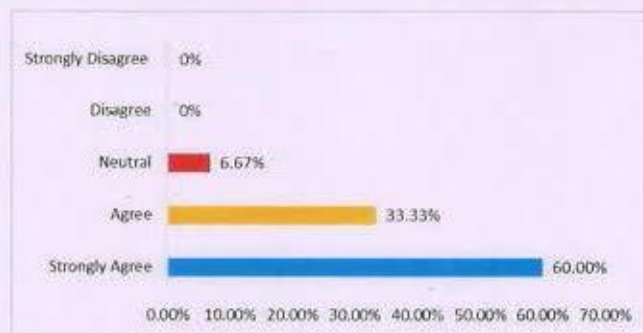


The pedagogical courses delivered as part of the B.Ed Curriculum helped in planning out classroom teaching was strongly agreed by 63.33% and 33.33 % agreed to it while 6.67% did not have an opinion.



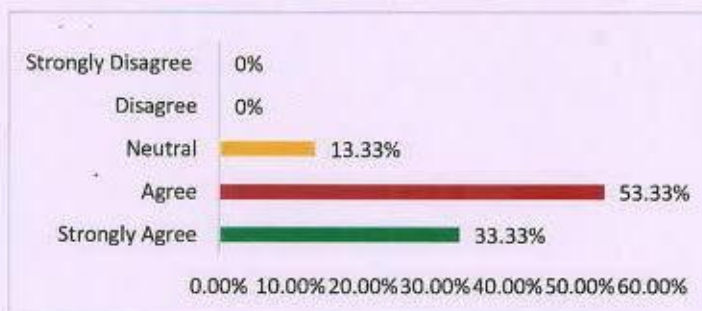
*Alice Joseph*  
Dr. Alice J.  
Principal in Charge  
St. Joseph College of Teacher  
Education for Women,  
Ernakulam

6. The curriculum helped me to practice different teaching methodologies.



The curriculum helped them to practice different teaching methodologies were strongly agreed by only 60% of the alumnae. This throws light on the fact that more of flexibility need to be introduced so that students have the freedom to practice various methodologies.

7. The Curriculum helped me to acquire 21st century teaching skills.



33.33% and 53.33% of the alumnae have strongly agreed and agreed that the Curriculum helped them to acquire 21st century teaching skills. While 13.3% has a neutral stand for it. This reveals that the curriculum needs to be updated for imparting 21<sup>st</sup> century skills as quite a few have not agreed to the statement.

8. The curriculum helped me to integrate values to lesson plans.



The curriculum helped to integrate values in lesson plans was agreed upon by the vast majority.



*Alice Joseph*  
Dr. Alice Joseph  
Principal in Charge  
St. Joseph College of Teacher  
Education for Women,  
Ernakulam

9. Drama and art in curriculum helped me to develop lesson plan creatively.



7% disagreed to the statement that Drama and art in curriculum helped to develop lesson plan creatively.

10. Yoga and Physical Education in the curriculum helps me to take care of physical development of my students.



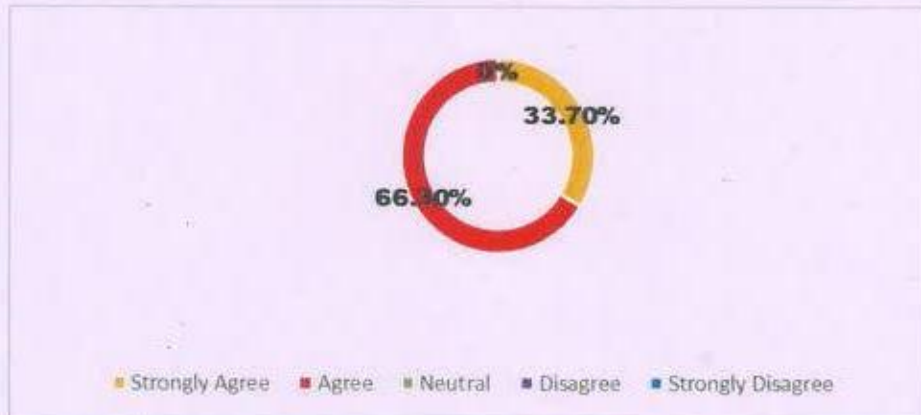
Yoga and Physical Education in the curriculum helps to take care of physical development of the students was agreed upon by 86.67%.



*Alice Joseph*  
Dr. Alice Joseph  
Principal in Charge  
St. Joseph College of Teacher  
Education for Women,  
Ernakulam

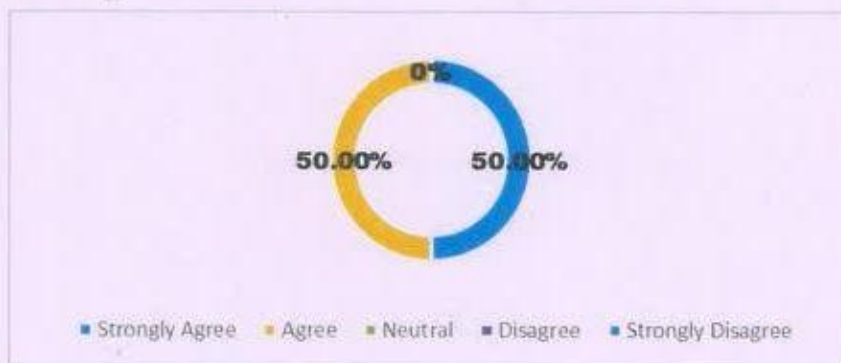
## Analysis of Feedback from Heads of Teaching Practice Schools on Curriculum 2020-2021

1. The Induction and Internship Programmes included in the B.Ed curriculum are effective in moulding student teachers.



All the Heads of the teaching Practice schools agreed to the statement that the Induction and Internship Programmes included in the B.Ed curriculum are effective in moulding student teachers

2. The activities included in the B.Ed Curriculum for Induction and Internship programmes are comprehensive

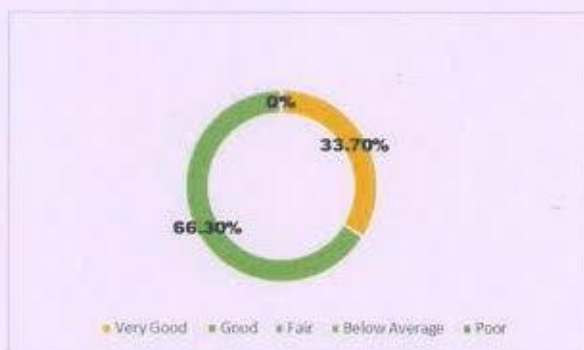


The activities included in the B.Ed Curriculum for Induction and Internship programmes are comprehensive was agreed by all the Heads



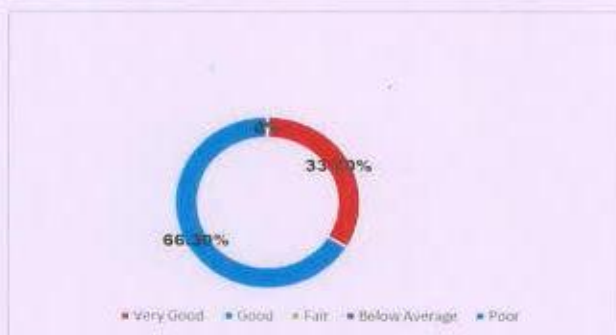
*Alice Joseph*  
Dr. Alice Joseph  
Principal in Charge  
St. Joseph College of Teacher  
Education for Women,  
Ernakulam

3. How would you rate the B.Ed Curriculum in engaging the students during Induction and Internship Programmes in matters relating to the practice teaching sessions and innovative and participatory learning activities adopted



33.7 % rated the B.Ed curriculum to be very good and the remaining 66.3% rated it as good in engaging the students during Induction and Internship Programmes in matters relating to the practice teaching sessions and innovative and participatory learning activities adopted

4. How good is the B.Ed Curriculum in helping our students in organizing the Co-curricular activities (Club/Forum activities) in partnership with your school staff, mentor teachers, and students?

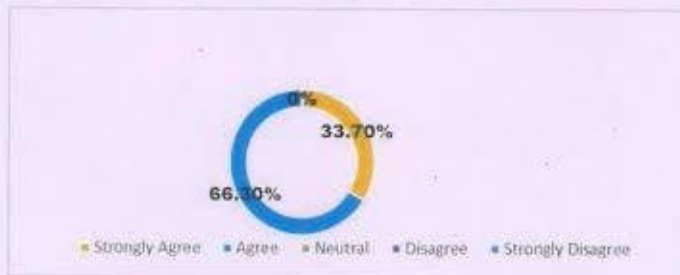


33.79 rated the is the B.Ed Curriculum as very good while the rest 66.30% rated it as good, in helping our students in organizing the Co-curricular activities (Club/Forum activities) in partnership with your school staff, mentor teachers, and students



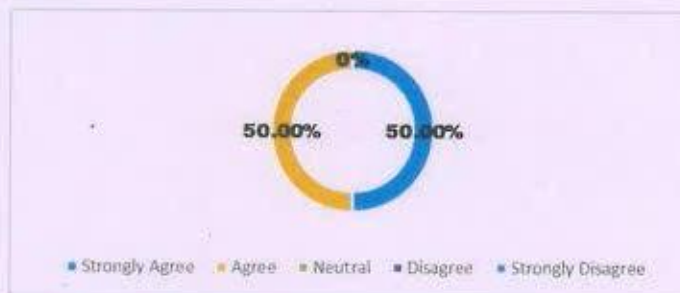
*Mica Joseph*  
Dr. A.  
Principal  
St. Joseph College of Teacher  
Education for Women,  
Ernakulam

5. The activities included the B.Ed Curriculum equip our students to engage in the various academic and non-academic activities of the school apart from their teaching practice sessions



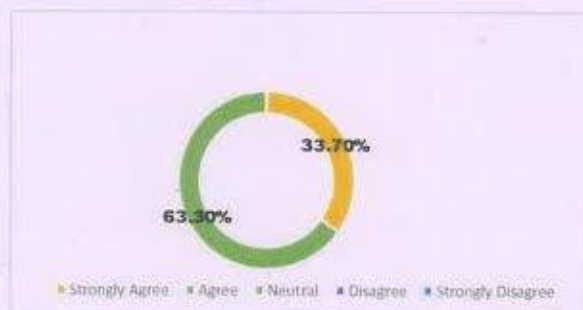
All the respondents agreed to the statement that the activities included the B.Ed Curriculum equip our students to engage in the various academic and non-academic activities of the school apart from their teaching practice sessions

6. The B.Ed Curriculum keeps pace with the recent developments in the school subjects and teaching methodologies.



The B.Ed Curriculum keeps pace with the recent developments in the school subjects and teaching methodologies was agreed by all.

7. The feedback mechanism included in the B.Ed Curriculum helps for improving student teacher's performance during Induction and Internship programmes



The feedback mechanism included in the B.Ed Curriculum helps for improving student teacher's performance during Induction and Internship programmes is effective was agreed by all.



*Alice Joseph*  
Dr. Alice Joseph  
Principal in Charge  
St. Joseph College of Teacher  
Education for Women,  
Ernakulam

