



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



**2021 - 2022**

**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 2021-2022**

The findings of the analysis of Feedback collected from our student teachers, teacher educators, Employers, Heads of the Teaching Practice Schools and alumnae are the following:

### **Feedback from Students:**

1. Curriculum should be more student centered.
2. Student diversities to be addressed by various ways.
3. More activities for the exposure of students to the recent developments in the field of education.
4. Activities like Organizing Field Visits, Conducting Outreach classroom Activities, Community Engagement and Facilitating Inclusive Education to be promoted.
5. The Pre practice teaching, internship orientation should train students in Mobilizing relevant and varied resources like Exposure to Braille, Exposure to Indian Language, Exposure to community engagement.
6. Consistently high agreement in addressing student diversities (ranging from 97% to 98.5%) across all semesters.
7. Strong positive feedback on ICT integration (ranging from 96.9% to 98.5%) on ICT provisions and effectiveness.
8. Mixed responses regarding assessment skills indicating scope for improvement, especially in Semesters III and IV.

Overall, while the feedback suggests a generally positive reception of the B.Ed curriculum, there are areas, particularly related to assessment skills and community engagement, where improvements could be considered based on student feedback.



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

### Feedback from Teachers:

Based on the feedback provided by the teachers regarding the B.Ed Curriculum, the following summarization can be made:

1. All teachers unanimously agreed that there is scope for adopting new and innovative techniques and strategies in the B.Ed Curriculum.
2. All teachers also concurred that the B.Ed Curriculum provides space for innovative teaching and research.
3. The majority of teachers agreed that the B.Ed Curriculum is rich in learning resources.
4. The majority of teachers also agreed that the B.Ed Curriculum caters to enhancing ICT skills.
5. All teachers agreed that the B.Ed Curriculum promotes the use of ICT facilities in the teaching-learning process.
6. While 25% of teachers strongly agreed, 75% agreed overall that the evaluation procedure adopted in the B.Ed Curriculum is effective.
7. A significant majority (75%) strongly agreed that the B.Ed Curriculum instills values in student teachers.
8. The opinion on the emphasis placed on the preservation, promotion, and transmission of Indian culture was more divided, with 37% agreeing, 38% neutral, and 25% disagreeing.
9. The majority (63%) of teachers agreed that there is a balance between theory and practicals in the B.Ed Curriculum.
10. Half (50%) of the teachers agreed that the B.Ed Curriculum adequately prepares professional teachers.
11. A majority (63%) agreed that the B.Ed Curriculum prepares student teachers for lifelong learning.

In conclusion, while there are areas of agreement and satisfaction with the B.Ed Curriculum, there are also some areas where opinions are more varied, such as the emphasis on Indian culture and the preparation of professional teachers.



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

### **Feedback from Employers:**

Based on the feedback provided by the employers regarding the B.Ed Curriculum, the following summarization can be made:

1. 95.12% of employers agreed that the B.Ed curriculum equips student teachers with all necessary teaching skills.
2. 97.56% of employers agreed that the curriculum provides necessary inputs to develop values in teachers.
3. 95.12% of employers agreed that the B.Ed curriculum is updated according to the needs of the time.
4. Competency Development: Subject Competency: 90.24%, Communication Skill: 78.04%, Leadership Quality: 63.41%, Management Skill: 63.41%, Self-discipline: 75.61%, Punctuality: 78.05%, Behaviour Pattern: 85.36%, Value Orientation: 82.93%
5. 90.24% of employers agreed that the B.Ed curriculum caters to the all-round development of student teachers.
6. 100% agreement that the internship period given in the B.Ed curriculum is sufficient to develop responsible and efficient teachers.
7. 97.56% of employers agreed that the B.Ed curriculum is effective in training teachers in inclusive practices.
8. 95.12% of employers agreed that the B.Ed curriculum develops social skills in student teachers.
9. 90.24% of employers agreed that the curriculum is effective in motivating students for continuous professional development.
10. Areas for Emphasis:
  - Teaching Aspects: 4.88%
  - Use of ICT: 31.71%
  - Communication skills: 12.19%
  - Behaviour Pattern: 12.19%
  - Managing Discipline: 7.32%
  - Action Research: 39.02%
  - Leadership Quality: 14.63%



*Alice Joseph*  
Dr. Alice Joseph  
Principal in Charge  
St. Joseph College of Teacher  
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In conclusion, the analysis indicates that the B.Ed Curriculum is largely effective in molding teachers with the necessary skills to be inspiring, responsible, and efficient in their profession. Areas for improvement include emphasizing ICT use, communication skills, behavior patterns, discipline management, action research, and leadership qualities.


#### **Feedback from Alumnae:**

Overall, the feedback indicates a generally positive response from the alumnae regarding the effectiveness of the B. Ed curriculum in providing necessary skills, knowledge, and experiences for their professional development as teachers. There is a strong acknowledgment of the role of various components of the curriculum, including pedagogical courses, practical teaching experiences, and the integration of values, arts, and physical education, in shaping their teaching practices and skills.

#### **Feedback from Teaching Practice Schools:**

Overall, the feedback indicates a positive perception of the B.Ed curriculum's effectiveness in developing teaching skills, addressing diverse learner needs, and fostering essential skills for the 21st century. However, there are some areas, such as proficiency in 21st-century teaching skills and integration of value education, where opinions are more varied among the respondents.




  
Dr. Alice Joseph  
Principal in Charge  
St. Joseph College of Teacher  
Education for Women,  
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## Plan of Action for Stakeholder Feedback of the Year 2021-2022

The findings of the analysis of the feedback received was presented before the IQAC and the following decisions were taken.

| Feedback  | Stake Holders | Plan of Action   |
|---|---------------|--|
| Student teachers expressed the need for a more student-centered approach in the curriculum. | Students      | To address this, we will be revise course materials and teaching methodologies to ensure that student engagement and participation.  |
| The feedback underscores the importance of enhancing ICT skills among student teachers.     |               | Additional training sessions and workshops will be organized to provide comprehensive guidance on the effective use of ICT tools for teaching and learning.  |
| Inclusion of Community engagement programmes  |               | Planned to conduct extension activities in student's locality, awareness classes and survey during Onam vacation.<br><br>In order to sensitize student teachers to social issues new extension activities related to social issues to be designed in the coming academic year. |
| Addressing Low Agreement Percentages in Multilingual Interactions                           |               | As we don't get students from varied lingual communities there is a lack of opportunities of multilingual interactions. To make good this loss MoU's will be signed with Educational Institutions from across the country and interaction sessions will be planned.            |
| More activities for the exposure of students to the recent developments in the field of     |               | Will be conducted a number of seminars on NEP and arranged classes by calling in resource persons from schools abroad and  |



  
 Dr. Alice Joseph  
 Principal in Charge  
 St. Joseph College of Teacher  
 Education for Women,  
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| education.  |           | from the locality. Brain storming session on recent developments in the field of education will be conducted.   |
| Suggested that emphasis should be given on preservation, promotion, and transmission of Indian culture and 50% teachers agreed B.Ed curriculum prepares professional teachers.  | Teachers  | <ul style="list-style-type: none"> <li>- More cultural awareness programs, events, and seminars to foster a deeper understanding and appreciation of Indian culture within the curriculum to be organized.</li> <li>- More professional development programs and mentorship opportunities to equip student teachers with the necessary skills and competencies to be planned and implemented.</li> </ul>  |
| Areas for improvement include emphasizing teaching aspects, communication skill, ICT use, behaviour patterns, discipline management, action research, and leadership qualities. | Employers | <p>ICT Skills:<br/>Value added courses will be designed to enhance their ICT skills.</p> <p>Communication Skills:<br/>Classes on communication skills will be planned.</p> <p>Behaviour patterns and discipline management:<br/>Value education classes, programmes on code of conduct will be organized.<br/>Value added courses will be designed for effective classroom management skills, life skills etc.</p> <p>Action research:<br/>Support mechanisms and resources to be made available to assist student teachers</p> |



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

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|  |                                  | <p>in undertaking meaningful action research initiatives.</p> <p>Leadership development:<br/>More student-centered activities to enhance the leadership qualities will be encouraged. Opportunities for practical leadership experiences within educational settings will be provided through internships and extracurricular activities.</p>   |
| <p>More varied opinion in 21st century teaching skills proficiency and value education integration</p> | <p>Teaching Practice Schools</p> | <p>21st Century Teaching Skills Proficiency:<br/>The latest student centered and interactive teaching methodologies and strategies will be implemented for curriculum transaction.</p> <p>Value Education Integration:<br/>Additional guidance and resources will be provided to assist student teachers in effectively integrating value education components into their lesson plans.</p> |



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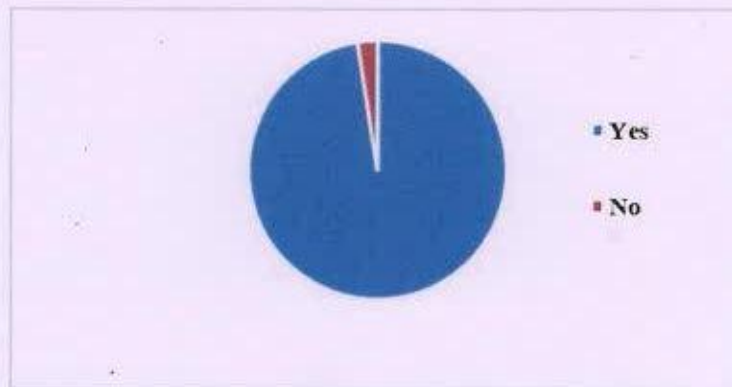


## Analysis of Student Feedback on Curriculum

Semester1 2021-2022

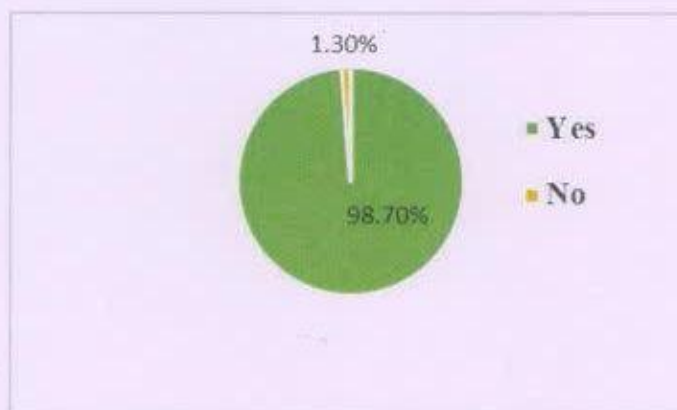
Of the 100 student teachers of the B.Ed Batch 2021-2023 batch 79 student teachers responded to the Feedback Form of Semester I. the analysis of the responses shows that :

1. Did the orientation on B.Ed Programme help you to understand the B.Ed Curriculum?



The orientation on B.Ed Programme helped them to understand the B.Ed Curriculum as majority of them 97.5% said it.

2. Does the B.Ed Curriculum motivate you to be a professional teacher ?

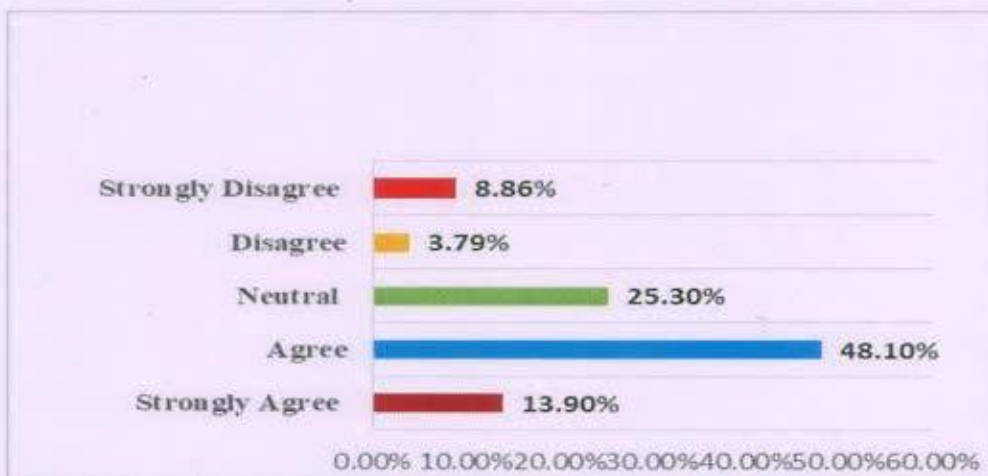


98.7% of student teachers are of the opinion that the B.Ed Curriculum is capable of motivating the aspiring teachers to become professionals .

*Alice Joseph*  
Dr. Alice Joseph  
Principal in Charge  
St. Joseph College of Teacher  
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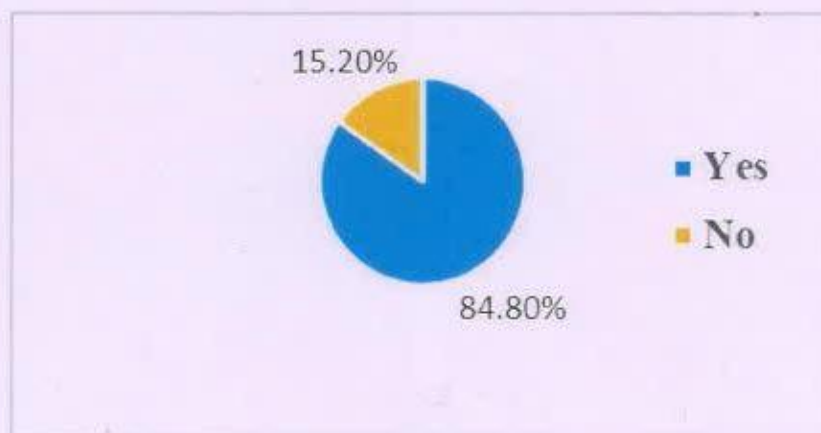


3.The B.Ed Curriculum is student centered.



The B.Ed Curriculum is student centered was agreed by 62% while 25.3% had no opinion in this regard and 12% of them disagreed.

4.Does the B.Ed Curriculum familiarize you with Philosophies of teaching and Learning ?

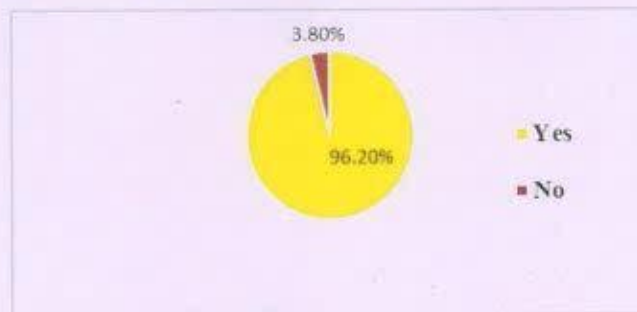


84.8% said that the B.Ed Curriculum familiarized them with Philosophies of teaching and Learning.

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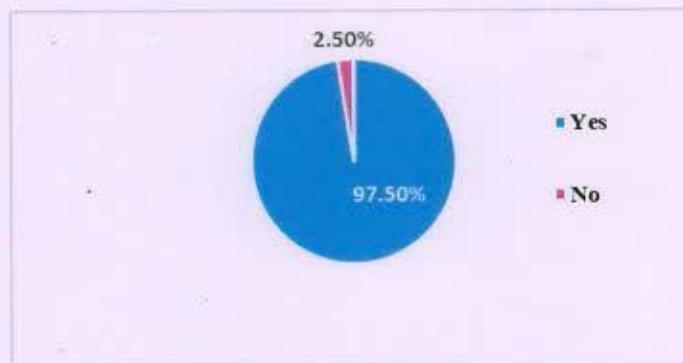


5. Is B.Ed curriculum sufficient for preservice training?



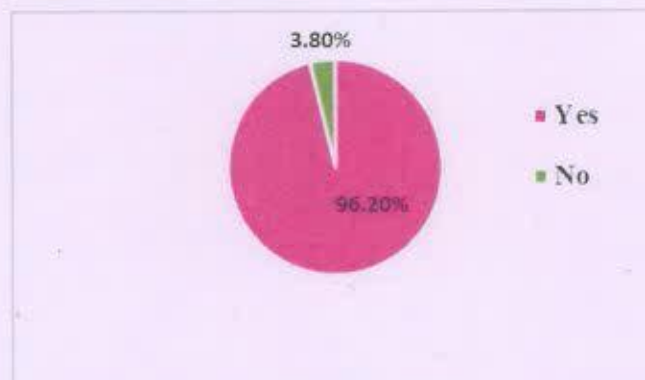
Majority of the student teachers 96.2% agreed that the B.Ed curriculum was sufficient for preservice training.

6. Does the B.Ed Curriculum familiarize you with different methodologies of Teaching and Learning?



The B.Ed Curriculum familiarizes the student teachers with different methodologies of Teaching and Learning was said by 97.5% of the student teachers.

7. Are the Course Learning Outcomes for each course of the B.Ed Curriculum relevant ?



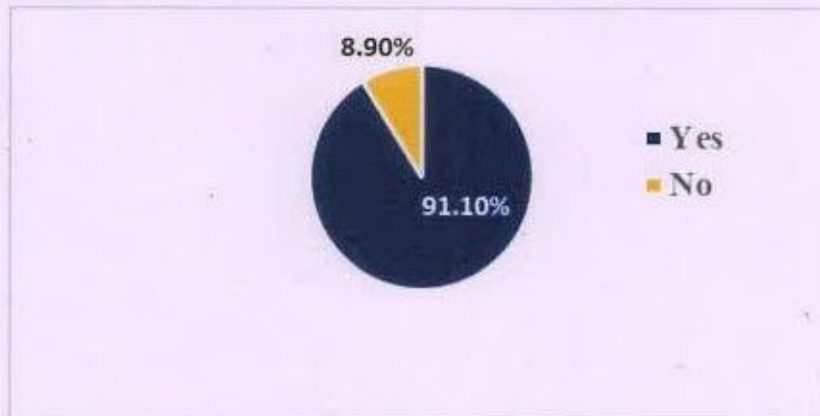
96.2% of the student teachers feel that the Course Learning Outcomes for each course of the B.Ed Curriculum relevant.



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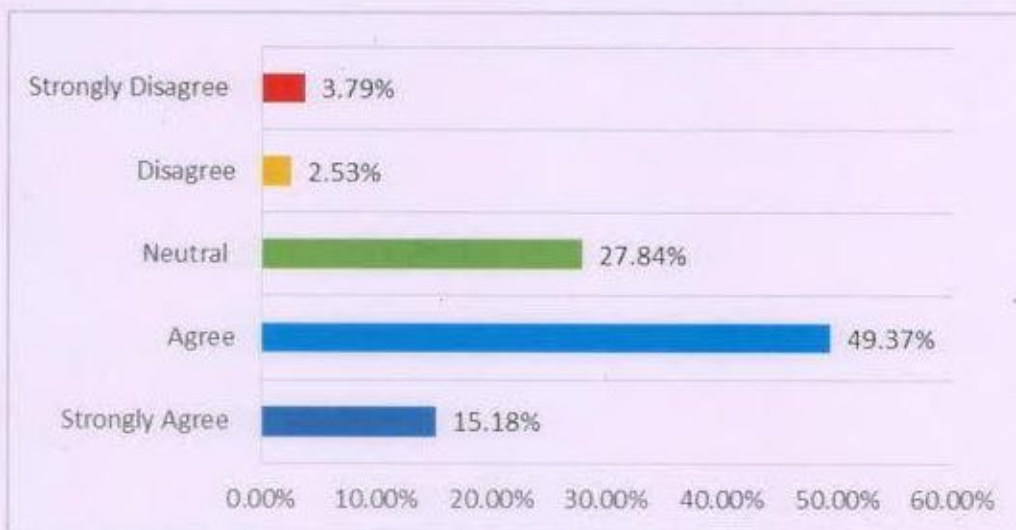
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Principal in Charge  
St. Joseph College of Teacher  
Education for Women,  
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8. Does B.Ed Curriculum give you enough exposure to develop as a teacher with social skills?



91.1% of student teachers were of the opinion that there was provision in the B.Ed Curriculum to help them develop as a teacher with social skills.

9. The Practicums included in this semester of the B.Ed Curriculum are relevant.

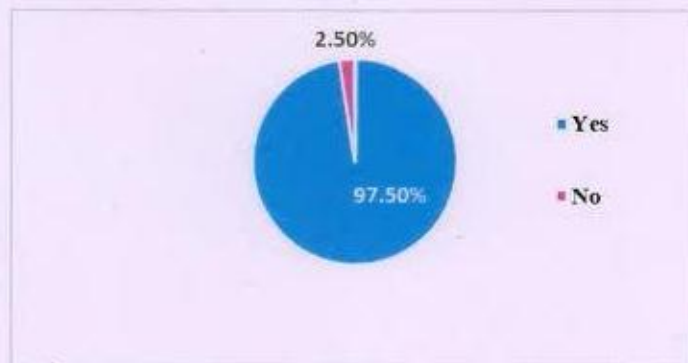


The Practicums included in this semester of the B.Ed Curriculum are relevant was opined by nearly 65% of the student teachers while only about a total of 6% disagreed to it and another 27.48% had a neutral stand.



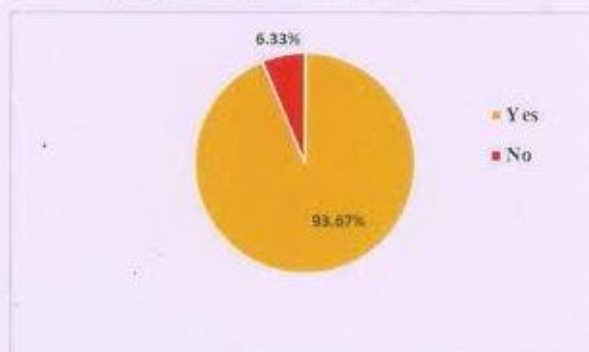
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Dr. Alice Joseph  
Principal in Charge  
St. Joseph College of Teacher  
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10. Does the B.Ed Curriculum help in forming teachers with value?



97.5% of the student teachers endorsed to the statement that the B.Ed Curriculum help in forming teachers with value.

11. Does the B.Ed Curriculum equip you with ICT skills?



To the statement that B.Ed Curriculum equip the student teachers with ICT skills 93.67 % said yes.

12. Does the Core Courses in the B.Ed curriculum of this semester help to increasing your knowledge of teaching Profession?

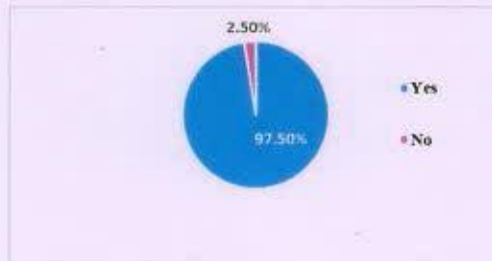


94.9% of the student teachers agreed to the fact that the Core Courses in the B.Ed curriculum of this semester helped to increasing their knowledge of teaching Profession.



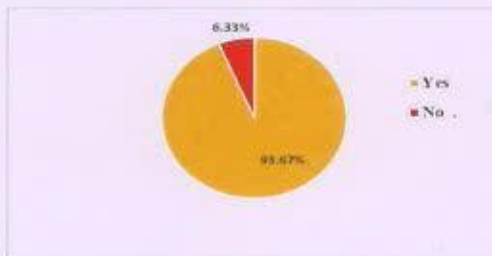
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Dr. Alice Joseph  
Principal in Charge  
St. Joseph College of Teacher  
Education for Women,  
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13. Does the practical of the B.Ed Curriculum of this semester help in developing teaching Skills ?



The practical of the B.Ed Curriculum of this semester helped in developing teaching Skills was agreed by 97.5 % of the student teachers.

14. Are the Value Added Courses added to the B.Ed Curriculum significant?



93.67% of the student teachers said that the Value Added Courses added to the B.Ed Curriculum are significant.

15. Were the link practice sessions included in the B.Ed Curriculum helpful in integrating the teaching skills learnt?



All of the respondents said that the link practice sessions included in the B.Ed Curriculum was helpful in integrating the teaching skills learnt.

Thus it can be concluded that the B.Ed curriculum of the first semester helps the student teacher to acquire the theoretical and procedural knowledge , skills and develop the right attitudes to be a professional teacher.



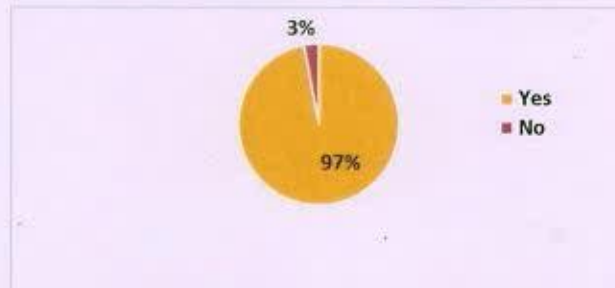
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Dr. Alice Joseph  
Principal in Charge  
St. Joseph College of Teacher  
Education for Women,  
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## Analysis of Student Feedback on Curriculum

### Semester II 2021-2022

Of the 96 student teachers of the B. Ed Batch 2020-2022 batch 65 student teachers responded to the Feedback Form of Semester II and the analysis of the responses shows that:

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



The Curriculum addresses student diversities. it was opined by 97% of student teachers.

#### 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 35.40% of student teachers.
- ii. Peer feedback was said by 60% of student teachers.
- iii. Tutoring was said by 58.50%
- iv. Remedial Learning engagement was said by 32.30%
- v. Learning Enhancement was said by 40%
- vi. Collaborative Tasks was said by 36.90%
- vii. Enrichment inputs was said by 15.4 %
- viii. Assistive devices were said by 10.7%

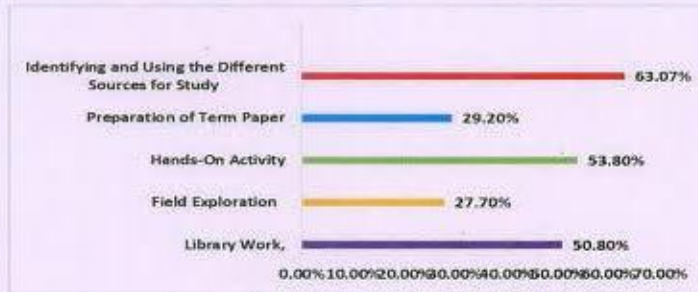


*Alice Joseph*

Dr. Alice Joseph  
Principal in Charge  
St. Joseph College of Teacher  
Education for Women,  
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ix. Multilingual interactions were said by 13.8%

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

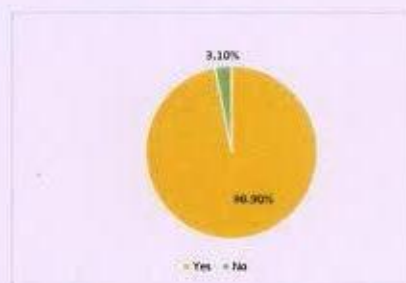
- i. 50.80% said through Library Work
- ii. 27.7% said through Field Exploration
- iii. 53.8% said through Hands-On Activity
- iv. 29.2% said through Preparation of Term Paper
- v. 63.07% said through Identifying and Using the Different Sources for Study

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



96.9% of student teachers agreed that there is provision in the B. Ed Curriculum for enhancing ICT skills.

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



96.9% of student teachers agreed that the B. Ed Curriculum effectively integrates ICT for



*Alice Joseph*  
Dr. Alice Joseph  
Principal in Charge  
St. Joseph College of Teacher  
Education for Women,  
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effective teaching with e-Learning Resources.

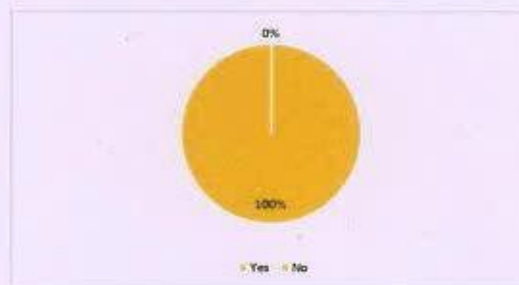
6. The B.Ed Curriculum encourages students to use ICT through



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

- i. Mobile based Learning by 50.8%
- ii. Online material by 35.39%
- iii. Virtual Laboratories 3.08%
- iv. Learning Apps 10.67%

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 89.23% of student



*Alice Joseph*  
Dr. Alice Joseph  
Principal in Charge  
St. Joseph College of Teacher  
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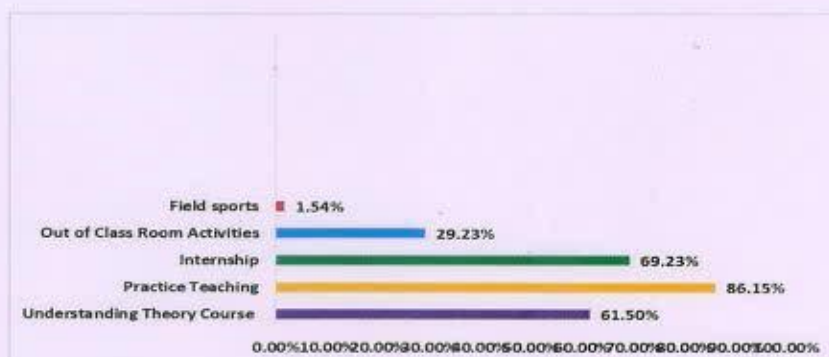
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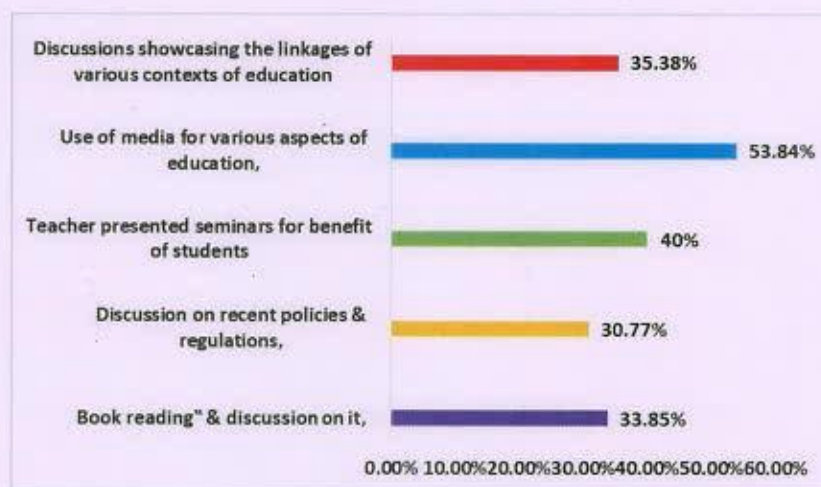
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Principal in Charge  
St. Joseph College of Teacher  
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9. B. Ed Curriculum encourages students to use ICT in various learning situations like



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 61.5%, 86.15%, 69.23%, 29.23% and 1.54 % of student teachers respectively.

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.



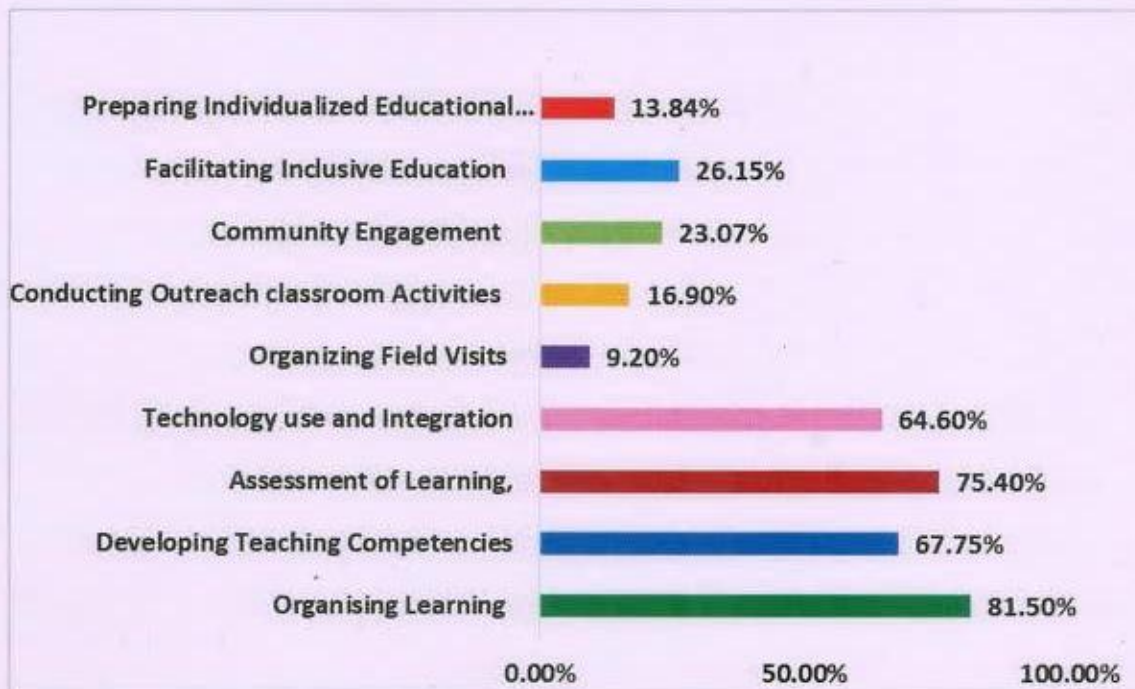
Book reading" & discussion on it, Discussion on recent policies & regulations, Teacher presented seminars for benefit of students, Use of media for various aspects of education and Discussions showcasing the linkages of various contexts of education were the activities included in the B.Ed Curriculum for the exposure of students to the recent developments in the field of education was said by 33.85%, 30.77%, 40% and 53.84% student teachers respectively.



*Alice Joseph*

Dr. Alice Joseph  
Principal in Charge  
St. Joseph College of Teacher  
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11. The B.Ed Curriculum promotes developing competencies and skills in different functional areas through which all following activities

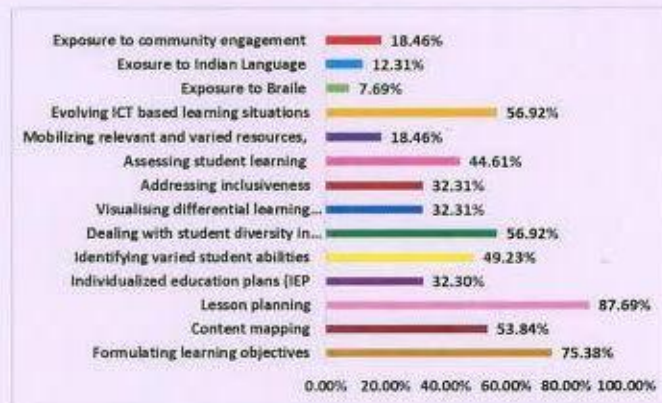


The B.Ed Curriculum promotes developing competencies and skills in different functional areas through activities like Organizing Learning, Developing Teaching Competencies, Assessment of Learning, Technology use and Integration, Organizing Field Visits, Conducting Outreach classroom Activities, Community Engagement, Facilitating Inclusive Education, Preparing Individualized Educational Plan (IEP) was agreed by 81.5%, 67.5%, 75.4%, 64.6%, 9.2%, 16.90%, 23.07%, 26.15%, and 13.84% 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,  
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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- 75.38%
- ii. Content mapping- 53.84%
- iii. Lesson planning-87.69%
- iv. Dealing with student diversity in classrooms-56.92%
- v. Evolving ICT based learning situations- 56.92%

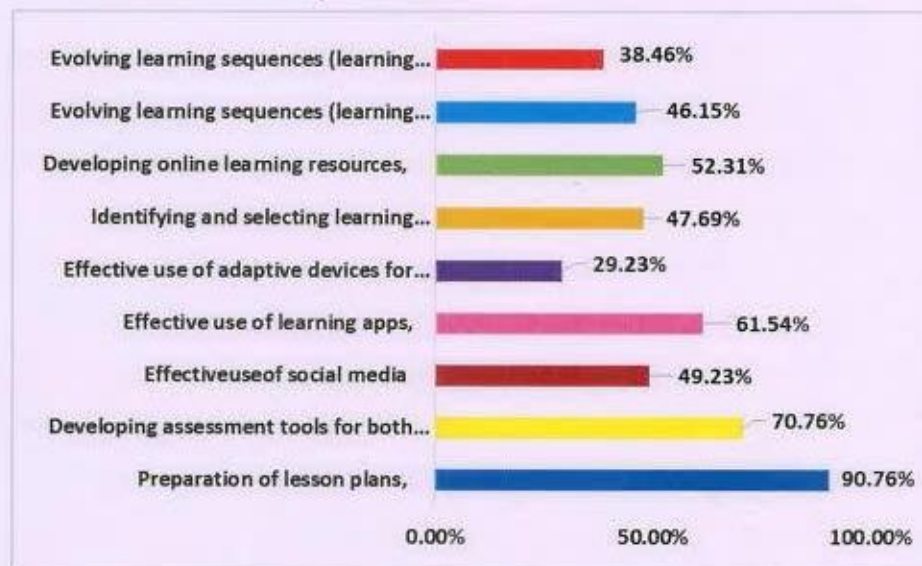
Less than half of the student teachers identified the following activities to have helped them in developing the following skills and competencies

- i. Individualized education plans (IEP) 32.3%
- ii. Identifying varied student abilities 49.23%
- iii. Visualizing differential learning activities according to student needs- 32.31%
- iv. Addressing inclusiveness- 32.3%
- v. Assessing student learning – 44.61%
- vi. Mobilizing relevant and varied resources- 18.46%
- vii. Exposure to Braille -7.69%
- viii. Exposure to Indian Language – 12.31%
- ix. Exposure to community engagement – 18.46%



*Alice Joseph*  
 Dr. Alice Joseph  
 Principal in Charge  
 St. Joseph College of Teacher  
 Education for Women,  
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13. The B.Ed Curriculum develops adequate skills are for effective use of ICT for teaching learning process in respect of



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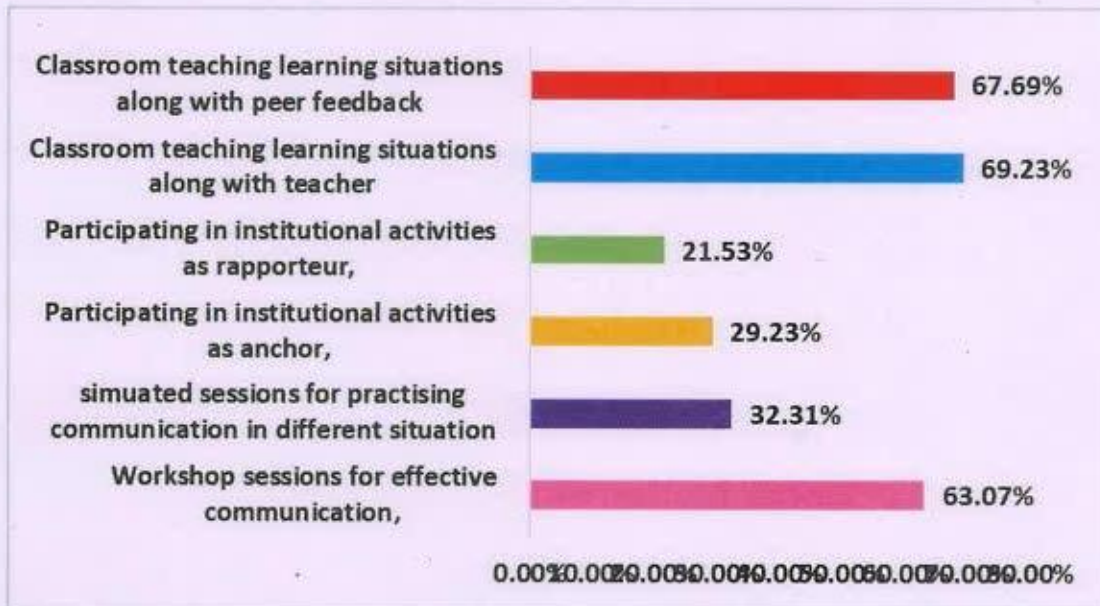
- i. Preparation of lesson plans was said by 90.76% of student teachers
- ii. Developing assessment tools for both online and offline learning was said by 70.76% of student teachers
- iii. Effective use of social media was said by 49.23% of student teachers
- iv. Effective use of adaptive devices for learning was said by 61.54% of student teachers
- v. Effective use of adaptive devices for learning, was said by 29.23% of student teachers
- vi. Identifying and selecting learning resources was said by 47.69%
- vii. Developing online learning resources was said by 52.13% of student teachers
- viii. Evolving learning sequences (learning activities) for online mode was said by 46.15% of student teachers
- ix. Evolving learning sequences (learning activities) for face-to-face situations was said by 38.46% 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

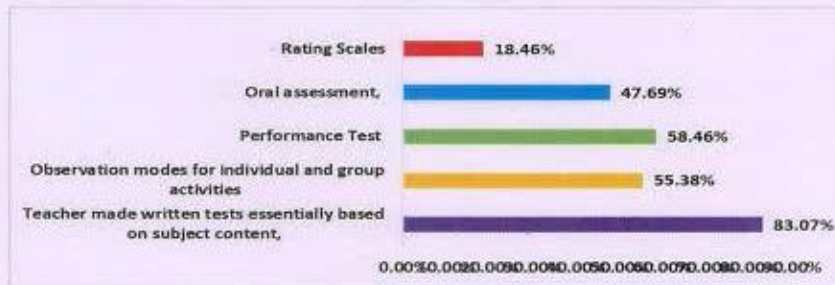
Was opined by 63.07%, 32.31%, 29.23%, 21.53%, 69.23% and 67.69% of student teachers respectively.

*Alice Joseph*

Dr. Alice Joseph  
Principal in Charge  
St. Joseph College of Teacher  
Education for Women,  
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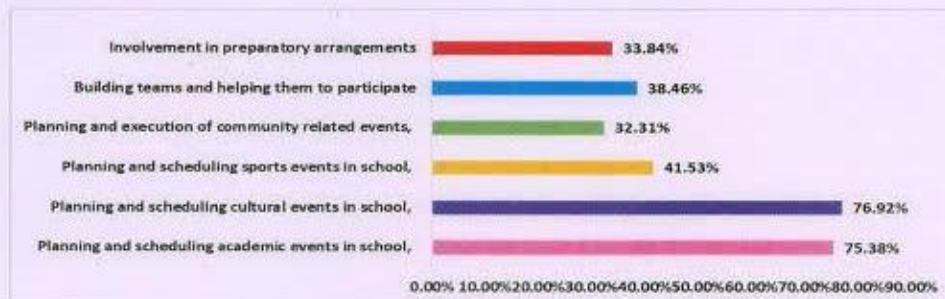
15. B. Ed Curriculum involves training for the development of tools for assessment like:



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 83.07 % of student teachers
- ii. Observation modes for individual and group activities was said by 55.38% % of student teachers
- iii. Performance Test was said by 58.46 % of student teachers
- iv. Oral assessment was said by 47.69% of student teachers and
- v. Rating Scales was said by 18.46 % of student teachers

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 -75.38%
- ii. Planning and scheduling cultural events in school – 76.92%
- iii. Planning and scheduling sports events in school – 41.53%
- iv. Planning and execution of community related events – 32.31%
- v. Building teams and helping them to participate- 38.46%
- vi. Involvement in preparatory arrangements- 33.84%

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



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 / Principal in Charge  
 St. Joseph College of Teacher  
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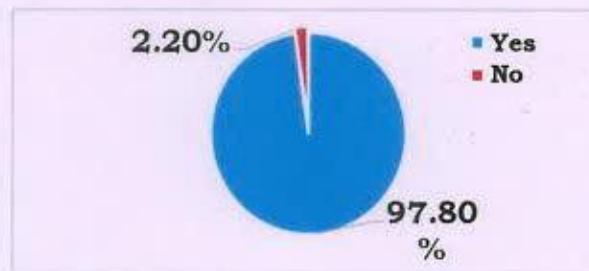


## Analysis of Student Feedback on Curriculum Analysis

Semester III 2021-2022

Out of the 95 students of III Semester B.Ed Batch student 92 of them responded. From the analysis of the responses the following conclusions can be drawn:

### 1. Did the practicals of the Curriculum of III Semester help in professional preparation?



97.8% of students feel that B.Ed Curriculum of the III Semester is adequate for

- developing professionalism in them,
- developing skills for analyzing current school practices
- developing Pedagogical skills
- enhancing teacher sensitivity
- identifying existing educational problems and come up with feasible solutions &
- integrating value into their lessons

### 2. Was the Course content on LAC included in the B.Ed Curriculum helpful in developing Lesson plans?



All of them opined that the Course content on LAC included in the B.Ed Curriculum was helpful in developing Lesson plans.

### 3. Did the curriculum of the Semester III help in analysing current school practices?

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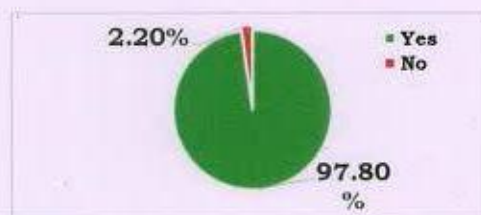




97.80 % of the student teachers felt the curriculum was

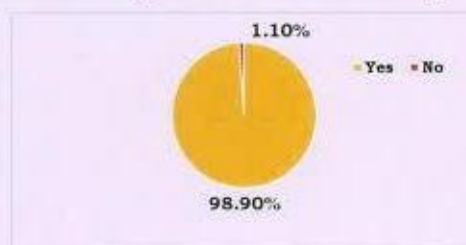
- adequate to train them in upholding the value system of Indian society
- helpful in improving their skills of teaching and evaluation
- helpful to be a creative teacher
- able to enhance their aesthetic sense

**4. Did the Practical works of the B.Ed Curriculum of the III semester help in developing Pedagogical skills ?**



97.8% student teachers opined that Practical works of the B.Ed Curriculum of the III semester help in developing Pedagogical skills.

**5. Is the practical work on Value education classes included in the B.Ed Curriculum of III Semester adequate to uphold the value system of Indian society?**



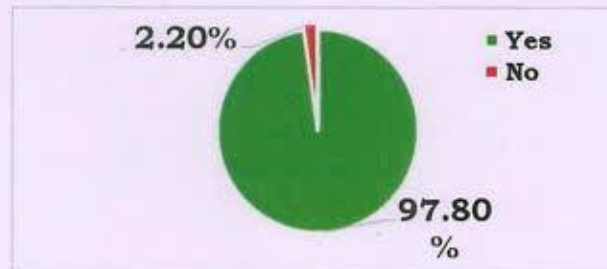
98.90% of student teachers opined that practical work on Value education classes included in the B.Ed Curriculum of III Semester adequate to uphold the value system of Indian society.

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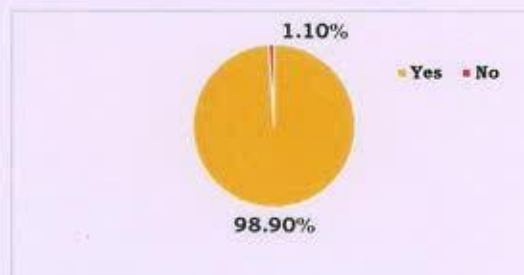
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**6. Has the practical work on Case Study included in the B.Ed Curriculum of Semester III enhanced teacher Sensitivity?**



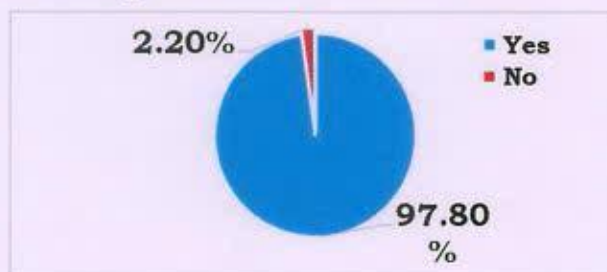
97.80% student teachers agreed that practical work on Case Study included in the B.Ed Curriculum of Semester III enhanced teacher Sensitivity.

**7. Did the Practical work on peer evaluation included in the B.Ed Curriculum of III Semester help in improving your skills of teaching and evaluation?**



One of the students opined that the B.Ed Curriculum should emphasize in building up skills than in providing knowledge of skills.

**8. Did practical work on Action Research of the B.Ed curriculum help you to identify existing educational problems and come up with feasible solutions?**

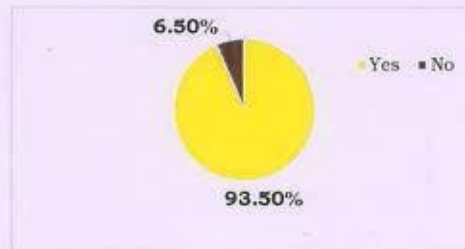


97.80% student teachers agreed that practical work on Action Research of the B.Ed curriculum help you to identify existing educational problems and come up with feasible solutions.



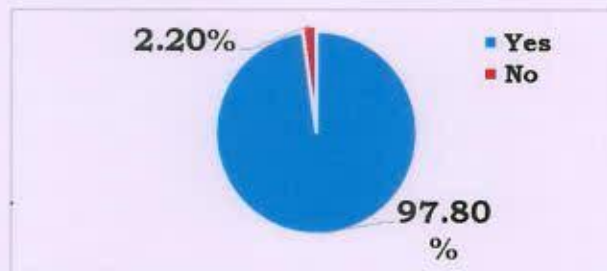
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9. Were the 50 lesson plans as per the syllabus of B.Ed Curriculum sufficient for enhancing teaching competency?



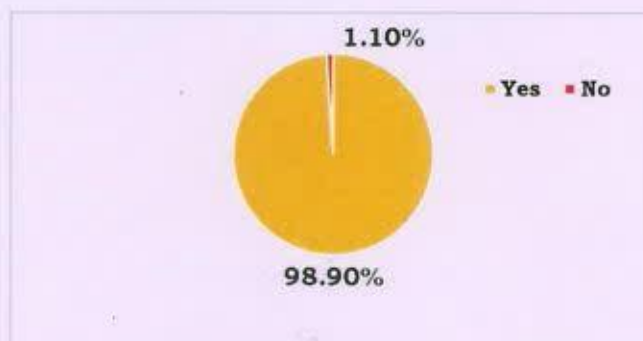
6.5 % of the student teachers felt that the B.Ed curriculum was not adequate for developing teacher efficiency.

10. Did Practical Work in Value Education of the B.Ed Curriculum in the Semester III help to integrate value into your lessons ?



97.80% student teachers agreed that Practical Work in Value Education of the B.Ed Curriculum in the Semester III help to integrate value into your lessons.

11. Did the Knowledge and skills in developing teaching aids imparted to you via the B.Ed Curriculum help you to be a creative teacher ?

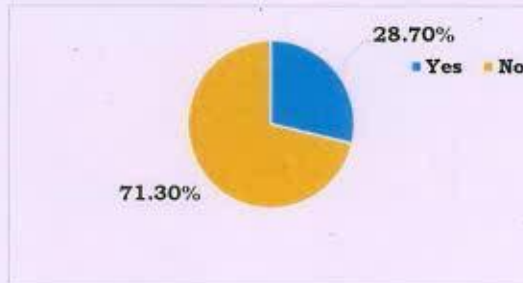


Another student opined that the Student teachers must be given freedom to choose the teaching aids and the traditional teaching aids like charts could be discarded when the modern ICT facilities were available in the classrooms.



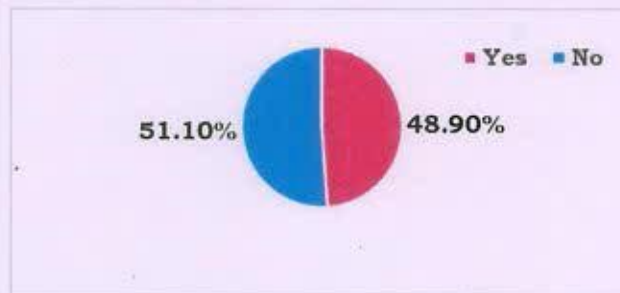
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**12. Did knowledge and skills in preparation of Self-Assessment tool obtained through the B.Ed Curriculum enhance your Assessment skill?**



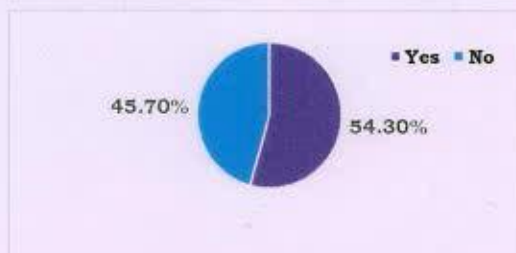
71.3% of the student teachers felt that the knowledge and skills in preparation of Self-Assessment tool obtained through the B.Ed Curriculum did not enhance their Assessment skill

**13. Did the preparation and implementation of Diagnostic test included in the B.Ed Curriculum help identify gaps in teaching learning process during internship?**



51.1% of the student teachers felt that the preparation and implementation of Diagnostic test included in the B.Ed Curriculum did not help them to identify gaps in teaching learning process during internship.

**14. Is the practical work on Health and Physical Education included in the B.Ed Curriculum helpful to develop knowledge and skill about the same?**



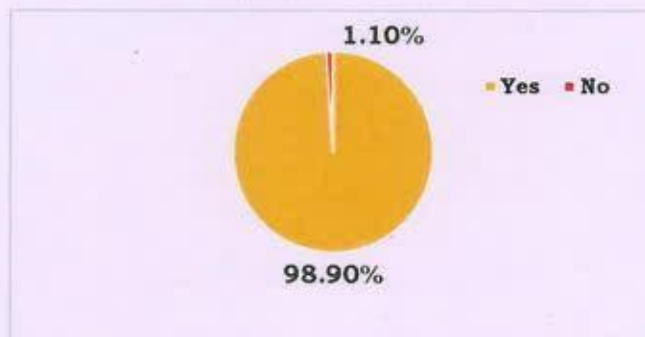
54.3% of the student teachers opined that the practical work on Health and Physical Education included in the B.Ed Curriculum was helpful to develop knowledge and skill about the same.

**15. Has Drama And Art Education included in the B.Ed Curriculum of III Semester enhance**



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St. Joseph College of Teacher  
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your aesthetic sense?



98.90% student teachers agreed that Drama And Art Education included in the B.Ed Curriculum of III Semester enhance your aesthetic sense.



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## Analysis of Student Feedback on Curriculum Analysis

### IV Semester 2021-2022

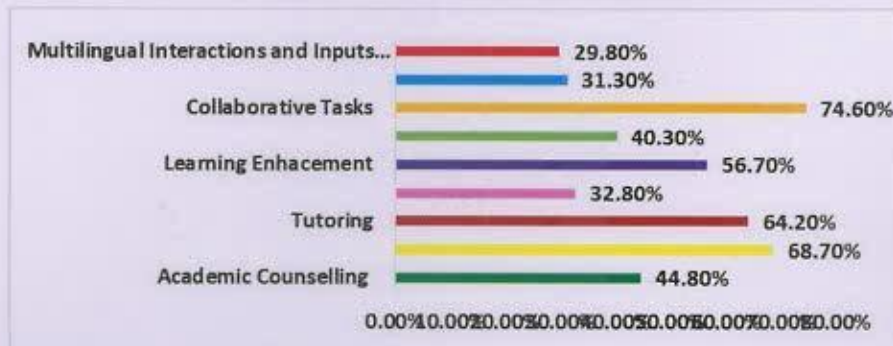
Of the 95 student teachers of the B.Ed Batch 2020-2022 batch 67 student teachers responded to the Feed back Form of Semester IV and the analysis of the responses shows that:

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



The Curriculum addresses student diversities.it was opined by 98.5% of student teachers.

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



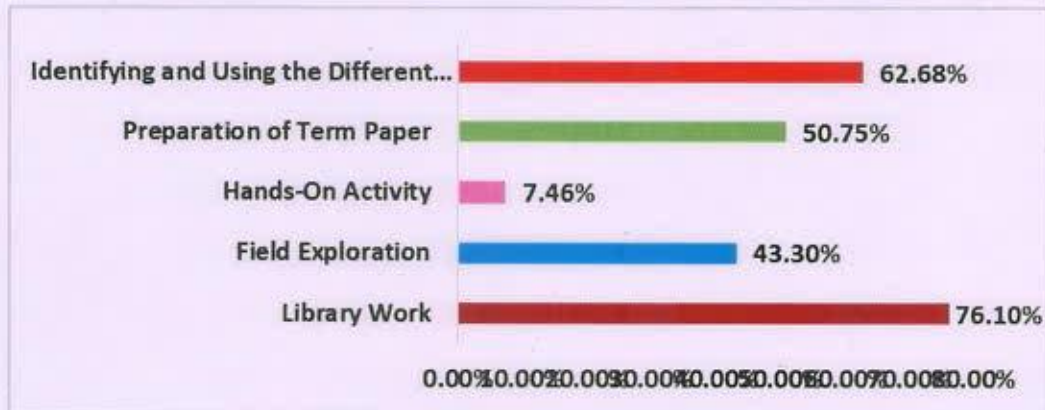
Student diversities were addressed in the curriculum by way of the following

- i. Academic Counselling was said by 44.80% of student teachers .
- ii. Peer feedback was said by 68.70% of student teachers
- iii. Tutoring was said by 64.20% of student teachers
- iv. Remedial Learning engagement was said by 32.80%% of student teachers
- v. Learning Enhancement was said by 56.70% of student teachers
- vi. Collaborative Tasks was said by 40.30% of student teachers
- vii. Enrichment inputs was said by 74.60% of student teachers
- viii. Assistive devices was said by 31.30% of student teachers
- ix. Multilingual interactions was said by 29.80% of student teachers



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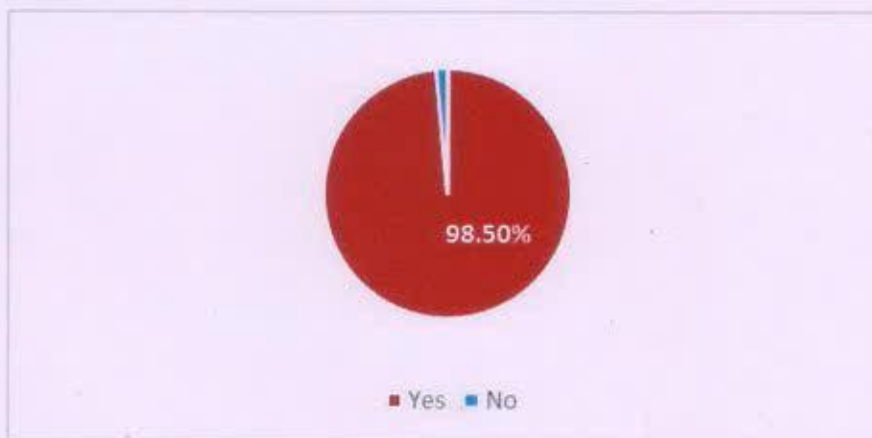
3. The curriculum has flexibility in assignments for the theory course through



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

- 76.10% said through Library Work
- 43.30% said through Field Exploration
- 7.46% said through Hands-On Activity
- 50.75% said through Preparation of Term Paper
- 62.68% said through Identifying and Using the Different Sources for Study

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



98.5% of student teachers agreed that there is provision in the B.Ed Curriculum for enhancing ICT skills



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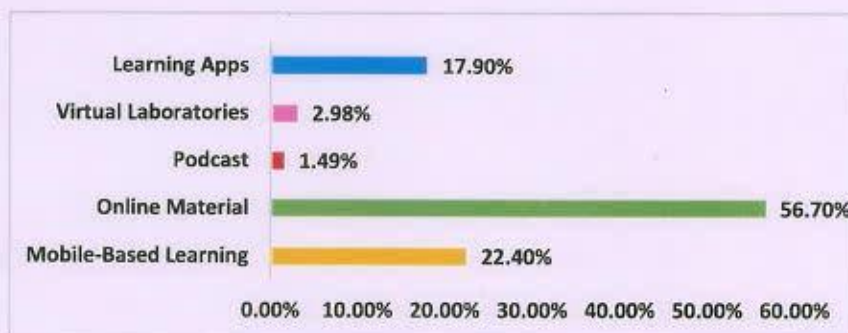


5. The B.Ed Curriculum effectively integrates ICT for effective teaching with e-Learning Resources



All the 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 22.40%
- ii. Online material by 56.70%
- iii. Podcast by 1.49%
- iv. Virtual Laboratories by 2.98%
- v. Learning Apps by 17.90%

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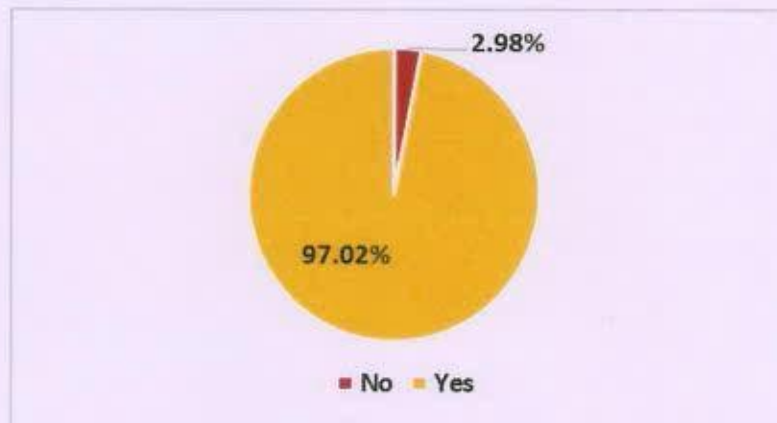


7. B.Ed Curriculum encourages student teacher to use ICT for their field practice



98.5% of 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

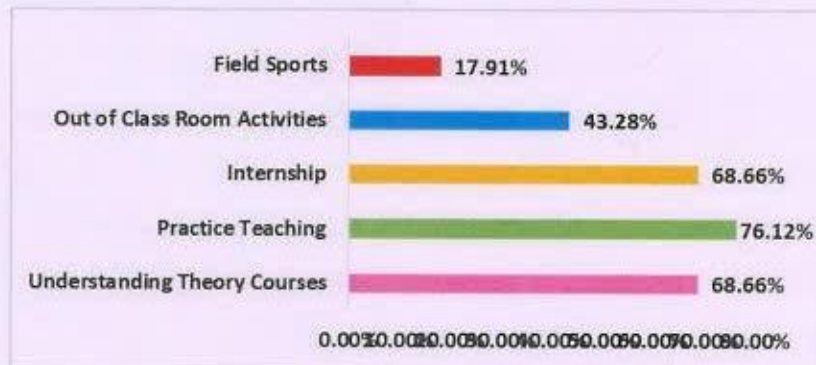


There is scope for training in ICT in the B.Ed Curriculum was opined by 97.02% of student teachers.

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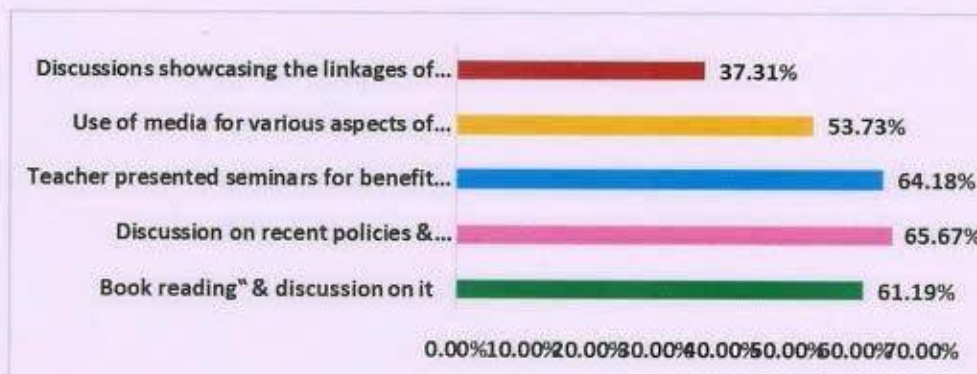


9. B.Ed Curriculum encourages students to use ICT in various learning situations like



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 68.66%, 76.12%, 68.66%, 43.28% and 17.91% of student teachers respectively

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

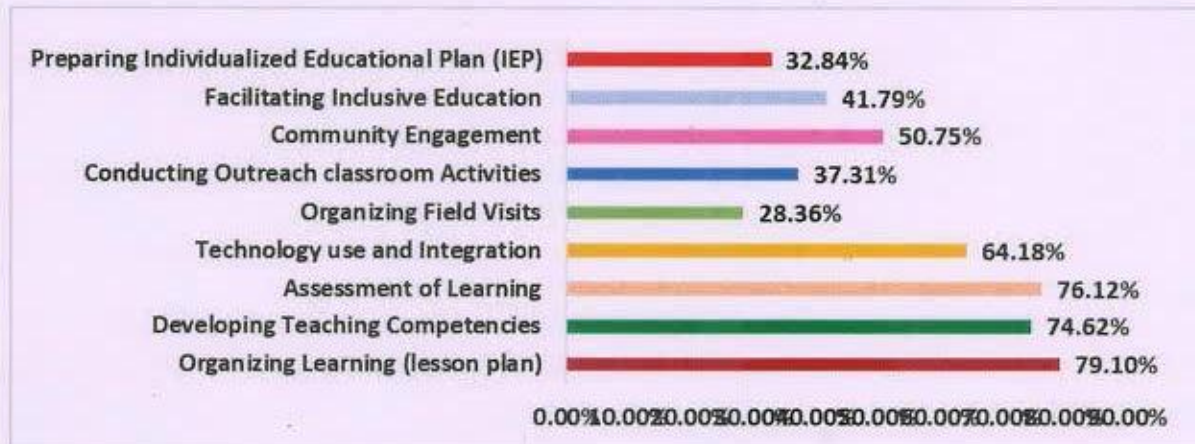


Book reading & discussion on it, Discussion on recent policies & regulations, Teacher presented seminars for benefit of students, Use of media for various aspects of education and Discussions showcasing the linkages of various contexts of education were the activities included in the B.Ed Curriculum for the exposure of students to the recent developments in the field of education was said by 61.19%, 65.67%, 64.18%, 53.73% and 37.31% student teachers respectively.



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

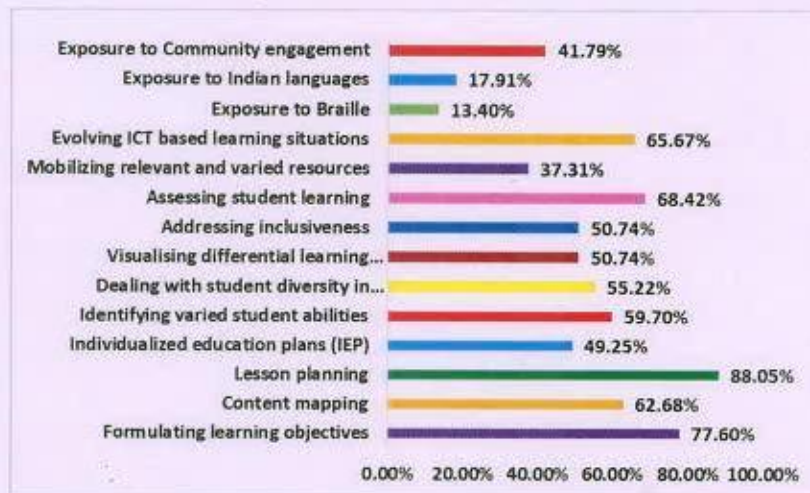


The B.Ed Curriculum promotes developing competencies and skills in different functional areas through activities like Organising Learning, Developing Teaching Competencies, Assessment of Learning, Technology use and Integration, Organizing Field Visits, Conducting Outreach classroom Activities, Community Engagement, Facilitating Inclusive Education, Preparing Individualized Educational Plan (IEP) was agreed by 79.10%, 74.62%, 76.12%, 64.18%, 28.36%, 37.31%, 50.75%, 41.79%, and 32.84% of student teachers respectively, revealing that the B.Ed curriculum had provision for developing competencies and skills in different functional areas.



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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- 77.60%
- ii. Content mapping- 62.68%%
- iii. Lesson planning-88.05%%
- iv. Identifying varied student abilities 59.70%
- v. Dealing with student diversity in classrooms-55.22%
- vi. Visualizing differential learning activities according to student needs- 50.74%
- vii. Addressing inclusiveness- 50.74%
- viii. Assessing student learning – 68.42%
- ix. Evolving ICT based learning situations- 65.67%

Less than half of the student teachers identified the following activities to have helped them in developing the following skills and competencies

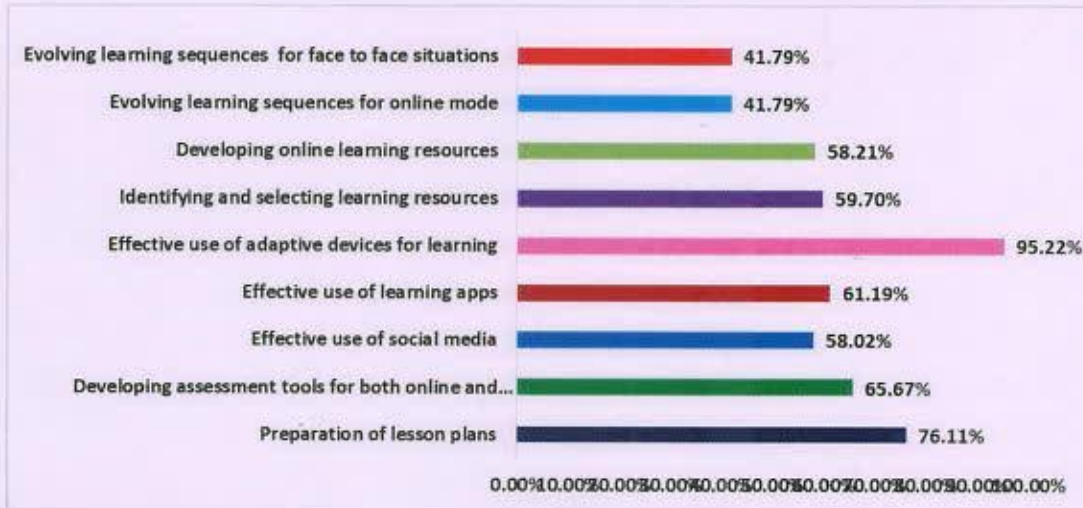
- i. Individualized education plans (IEP) 49.25%
- ii. Mobilizing relevant and varied resources- 37.31%
- iii. Exposure to Braille -13.40%
- iv. Exposure to Indian Language – 17.91%



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v. Exposure to community engagement – 41.79%

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 76.11% of student teachers
- ii. Developing assessment tools for both online and offline learning was said by 65.67% of student teachers
- iii. Effective use of social media was said by 58.02% of student teachers
- iv. Effective use of learning apps was said by 61.19% of student teachers
- v. Effective use of adaptive devices for learning, was said by 95.22% of student teachers
- vi. Identifying and selecting learning resources was said by 59.70%
- vii. Developing online learning resources was said by 58.21% of student teachers
- viii. Evolving learning sequences (learning activities) for online mode was said by 41.79% of student teachers
- ix. Evolving learning sequences (learning activities) for face to face situations was said by 41.79% of student teachers

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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

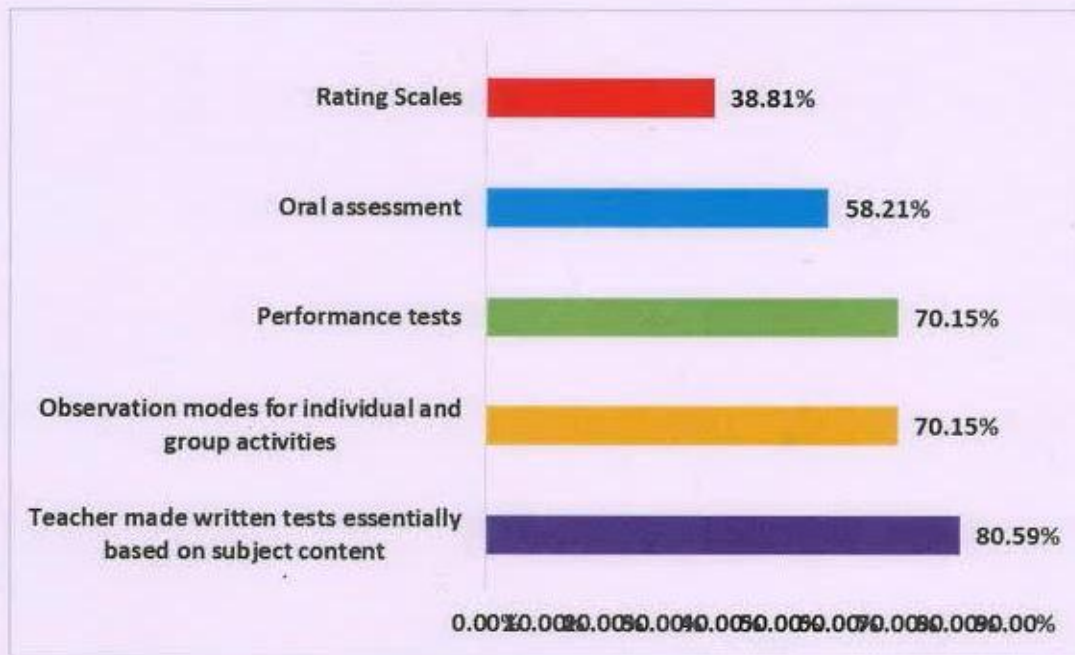
- i. Workshop sessions for effective communication
- ii. simulated sessions for practising communication in different situation
- iii. Participating in institutional activities as anchor,
- iv. Participating in institutional activities as rapporteur,
- v. Classroom teaching learning situations along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

Was opined by 67.16%, 52.23%, 56.72%, 28.36%, 65.67% and 64.18% of student teachers respectively.



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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

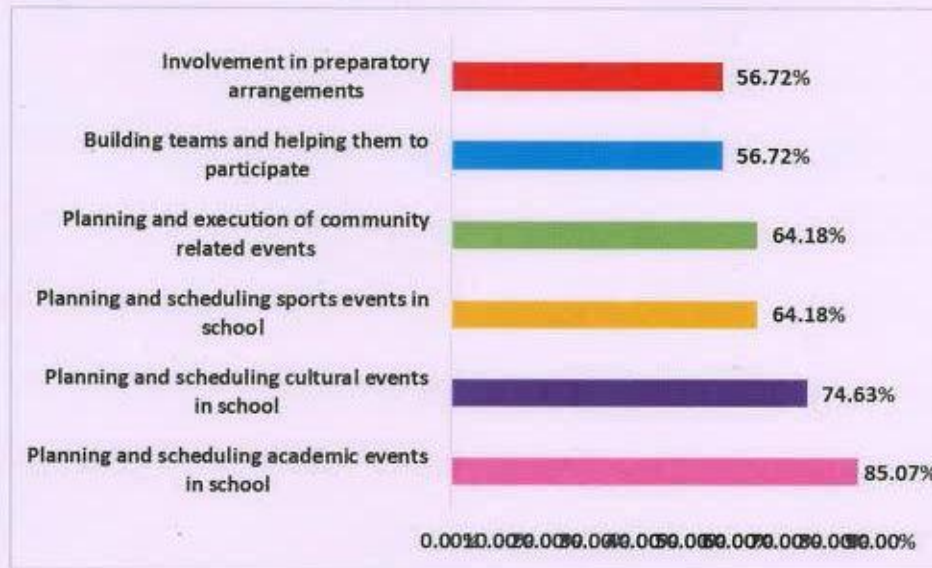
- i. Teacher made written tests essentially based on subject content was said by 80.59% of student teachers
- ii. Observation modes for individual and group activities was said by 70.15% of student teachers
- iii. Performance Test was said by 70.15% of student teachers
- iv. Oral assessment was said by 58.21% of student teachers and
- v. Rating Scales was said by 38.81% of student teachers



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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 -85.07%%
- ii. Planning and scheduling cultural events in school – 74.63%
- iii. Planning and scheduling sports events in school – 64.18%
- iv. Planning and execution of community related events – 64.18%
- v. Building teams and helping them to participate- 56.72%
- vi. Involvement in preparatory arrangements- 56.72%

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



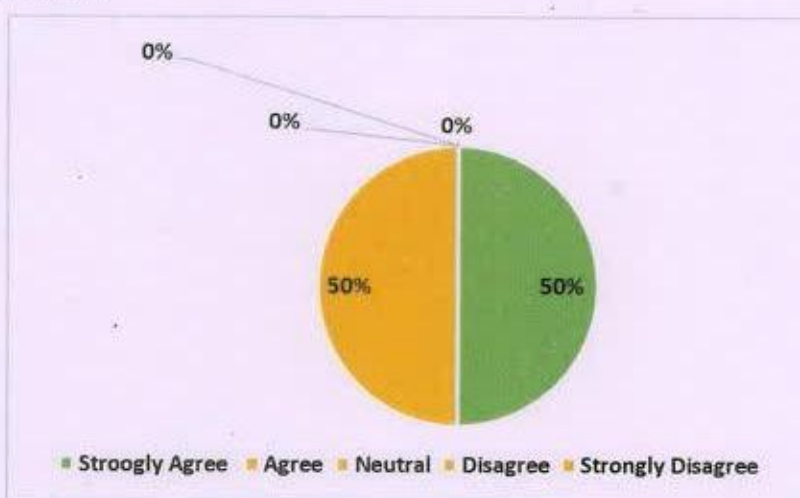
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## Teacher's Feedback Analysis on Curriculum

2021-2022

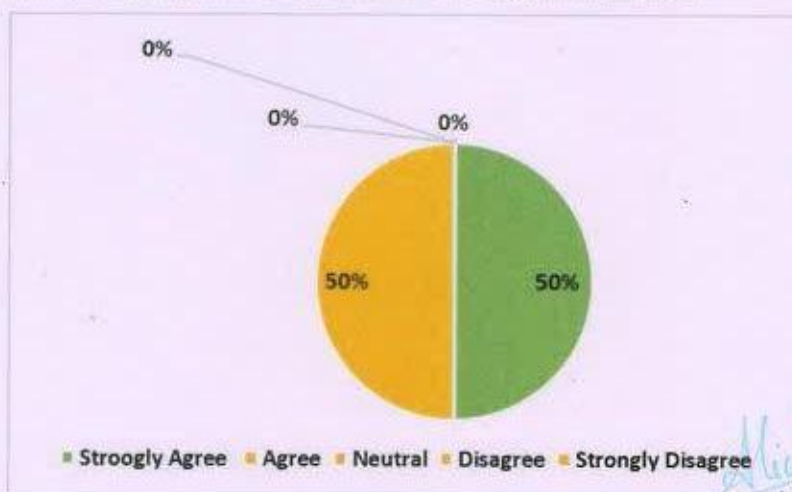
Out of the 16 teachers 12 responded to the feedback form the analysis of the feedback reveals the following :

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



All teachers agreed that the B.Ed curriculum has scope of adopting new and innovative techniques and strategies of teaching.

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

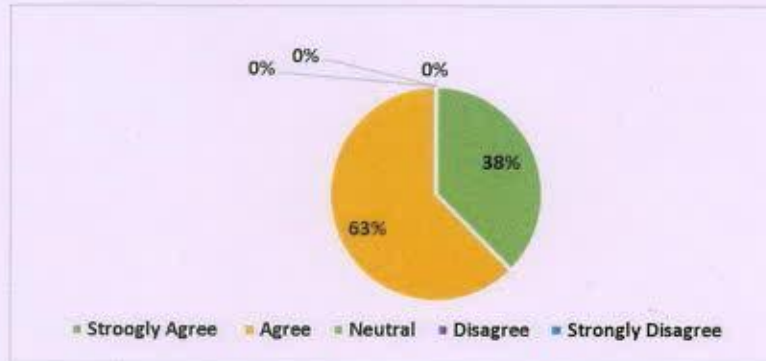


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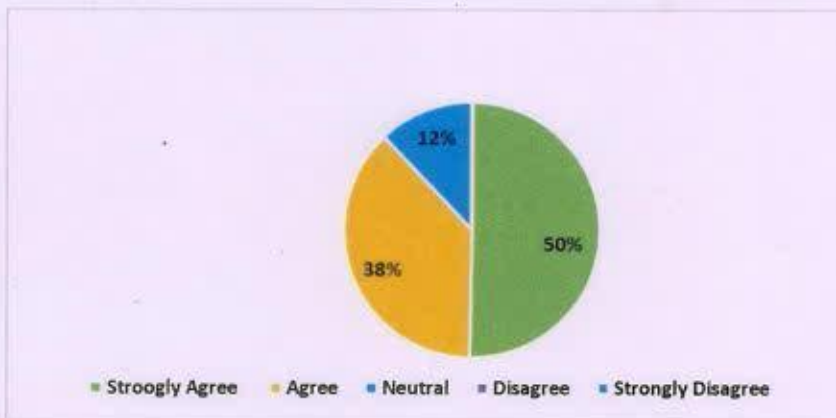
All teachers agreed that the B.Ed Curriculum has space for innovative teaching and research.

3 B.Ed Curriculum is rich with learning resources



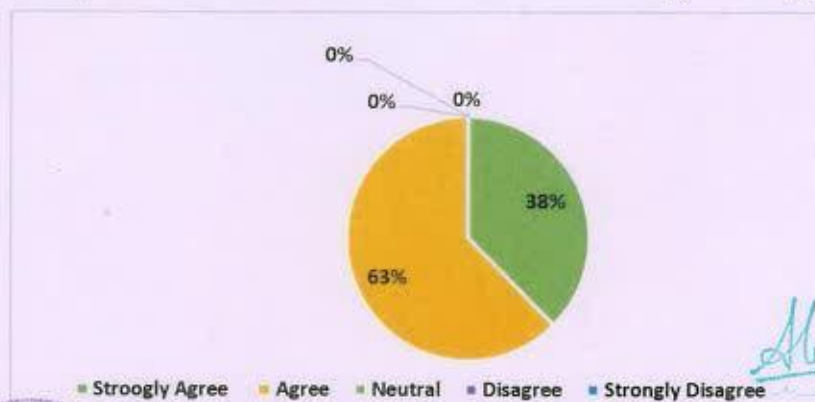
Majority of teachers agreed that B.Ed Curriculum is rich in Learning resources.

4. B.Ed Curriculum caters to enhancing ICT skills



Majority of teachers agreed that B.Ed Curriculum caters to enhancing ICT skills.

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

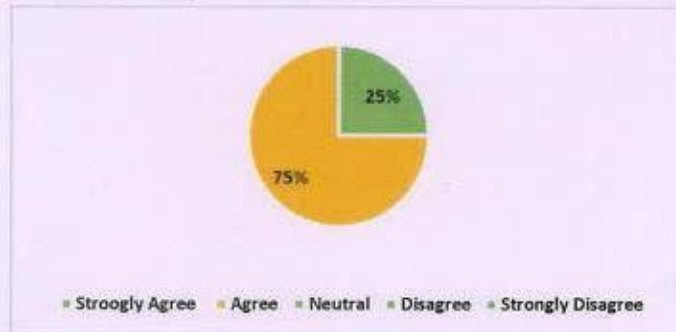


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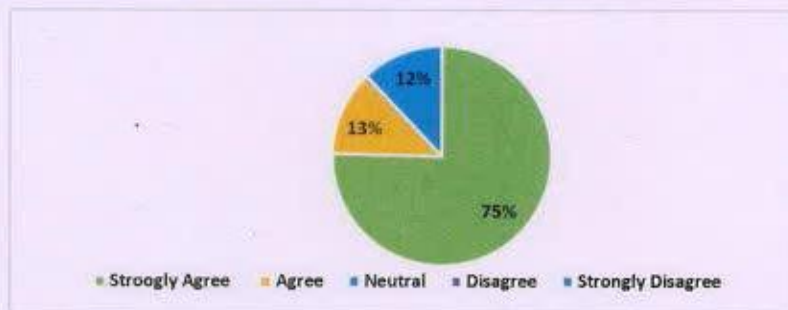
All teachers agreed that B.Ed Curriculum promotes the use of ICT facilities in the teaching learning process.

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



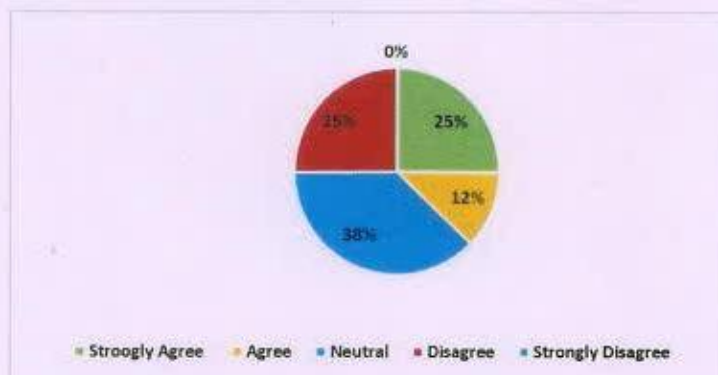
25% of teachers strongly agreed and 75% agreed that the Evaluation Procedure adopted in the B.Ed Curriculum is effective.

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



75% of them strongly agreed that B.Ed Curriculum instils values in Student Teachers .

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



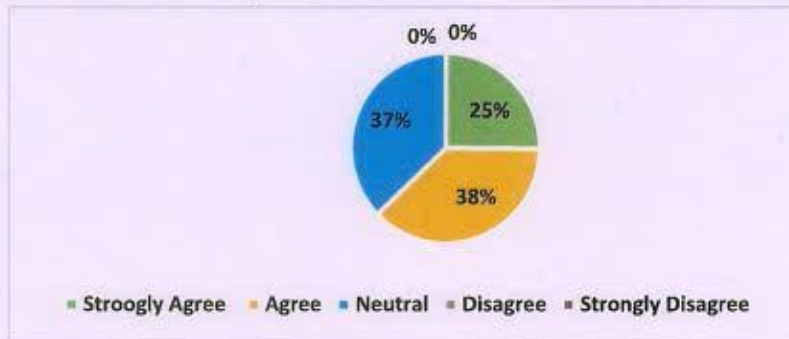
37% of teachers agreed, 38% teachers were neutral and 25% disagree that the B.Ed

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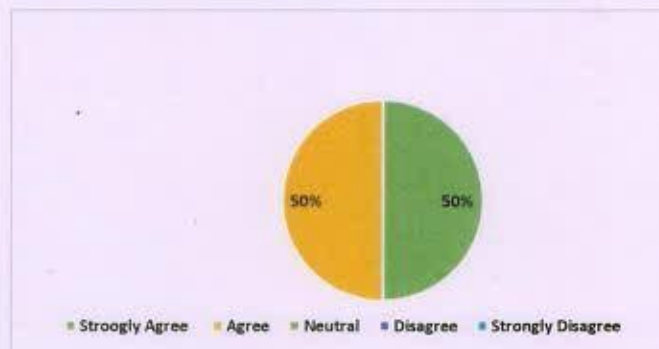
Curriculum needs to emphasize more on preservation , promotion and transmission of Indian Culture .

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



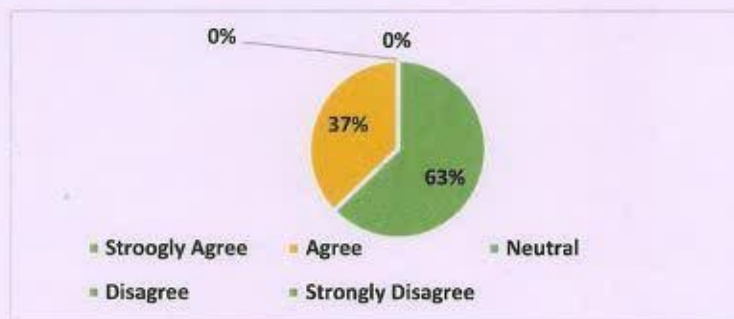
63% of teachers agreed that there is a balance between theory and Practicals in the B.Ed Curriculum.

10. The B.Ed Curriculum prepares professional teachers



50% of teachers agreed that B.Ed Curriculum prepares professional teachers

11. B.Ed Curriculum prepares the student teachers for lifelong learning



63% of them agreed that B.Ed Curriculum prepares the student teachers for life long learning

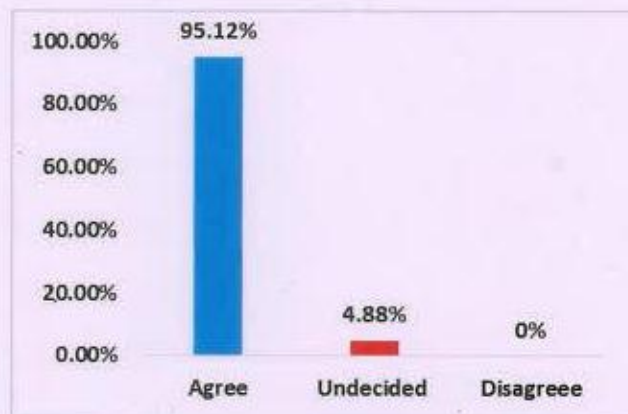


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### Employers Feedback Analysis on Curriculum 2021-2022

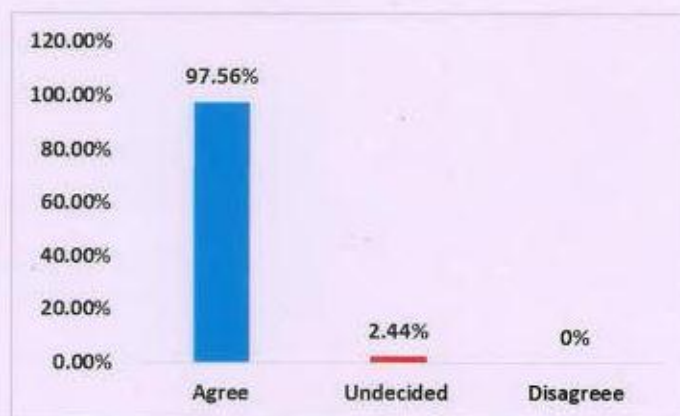
Forty-one Employers responded to the feedback form. The data thus obtained was compiled and analysed and the following and the analysis of the responses shows that:

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



The B.Ed curriculum equips the student teachers with all the necessary skills of teaching profession was agreed by 95.12% of the employers while 4.88% were unable to decide.

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



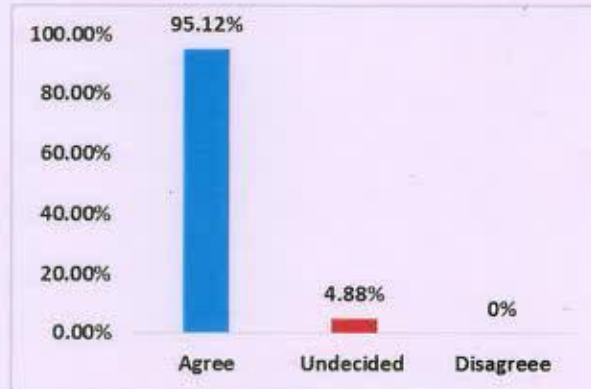
97.56 % of the Employers agreed to the statement that the curriculum provides the necessary



*Alice Joseph*  
Dr. Alice Joseph  
Principal in Charge  
St. Joseph College of Teacher  
Education for Women,  
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inputs to develop values in teachers.

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



The B.Ed curriculum is updated according to the needs of the time was agreed by 95.12% of the Employers.

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 -90.24%
- ii. Communication Skill-78.04%
- iii. Leadership Quality – 63.41%
- iv. Management Skill 63.41%
- v. Self-discipline -75.61%
- vi. Punctuality -78.05%



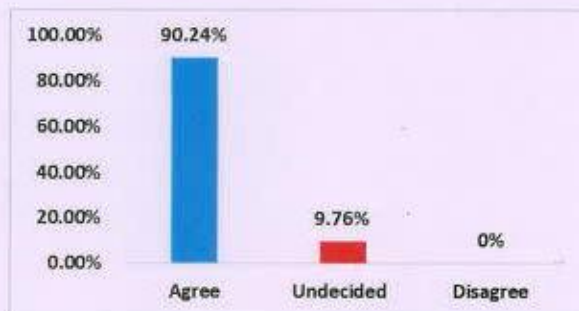
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Dr. Alice Joseph  
Principal in Charge  
St. Joseph College of Teacher  
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vii. Behaviour Pattern -85.36%

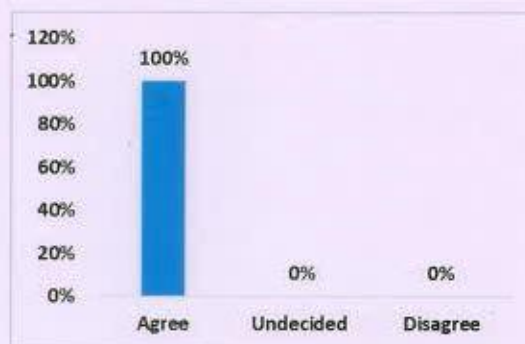
viii. ValueOrientation-82.93%

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



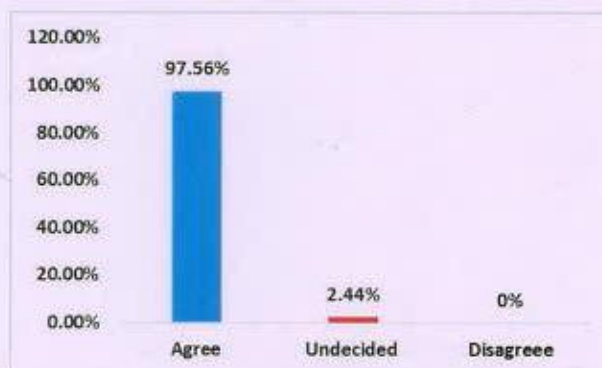
The B.Ed curriculum caters to the all-round development of student teacher/ teacher educands was agreed upon by 90.24% of the employers.

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

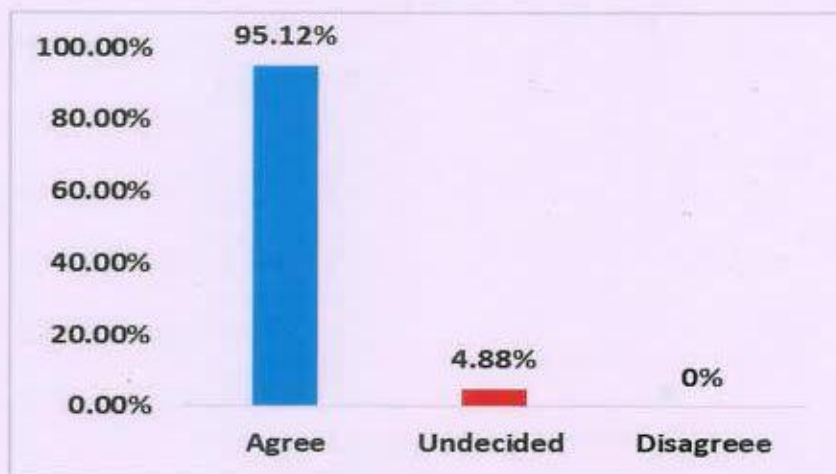


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Dr. Alice Joseph  
Principal in Charge  
St. Joseph College of Teacher  
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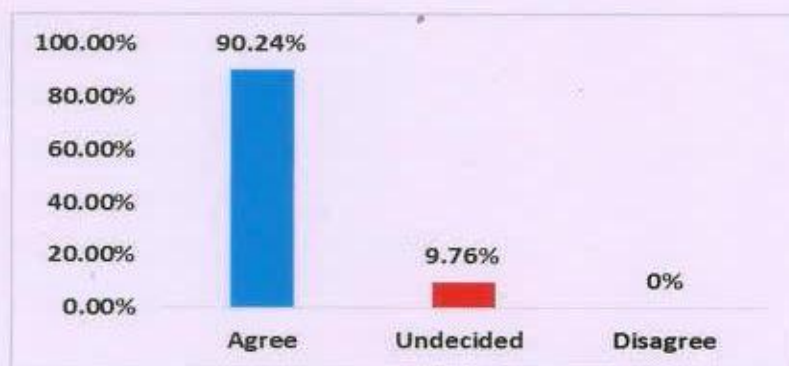
The B.Ed curriculum is effective in training teachers in inclusive practices was agreed upon by 97.56%.

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



95.12 % of the employers agreed to the statement that the B.Ed Curriculum develops social skills in student teachers.

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



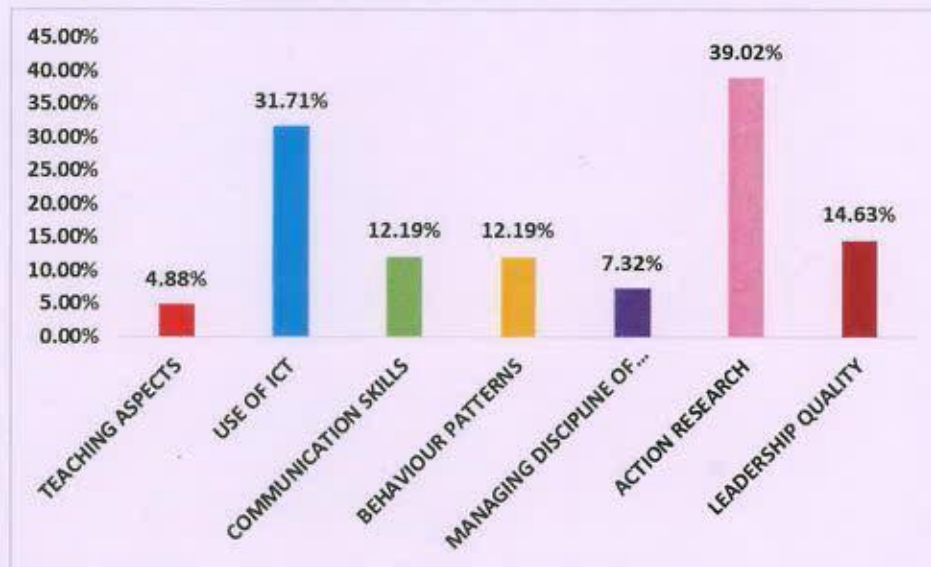
The Curriculum is effective in motivating students for continuous professional



*Alice Joseph*  
Dr. Alice J  
Principal in C.  
St. Joseph College of Education for Women,  
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development was agreed upon by 90.24 % .

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



4.88% of the employers suggested that the curriculum of B.Ed needs to emphasize more on the teaching aspects. 31.71% opined that the use of ICT needs to be emphasized in the B.Ed. Curriculum. 12.19% felt that the B.Ed Curriculum needs to emphasize in teaching the behavior pattern of teachers, 7.32% wanted the B.Ed curriculum to emphasize more in training student teachers in Managing discipline of school. 39.02% felt that the B.Ed curriculum should emphasize on conducting Action research. While 14.63% 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.

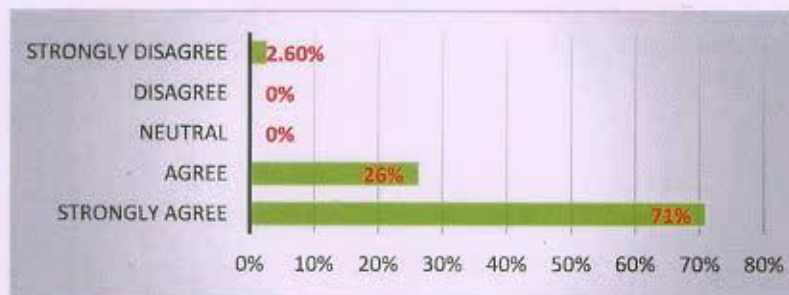


*Alice Joseph*  
Dr. Alice Joseph  
Principal in Charge  
St. Joseph College of Teacher  
Education for Women,  
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## Alumnae Feedback Analysis on Curriculum 2021-2020

(2018-20 batch)

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



71% strongly agreed that the curriculum of our institution provided the basic skills required for an effective teacher while 26% agreed to it and 2.6% were strongly disagreed 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



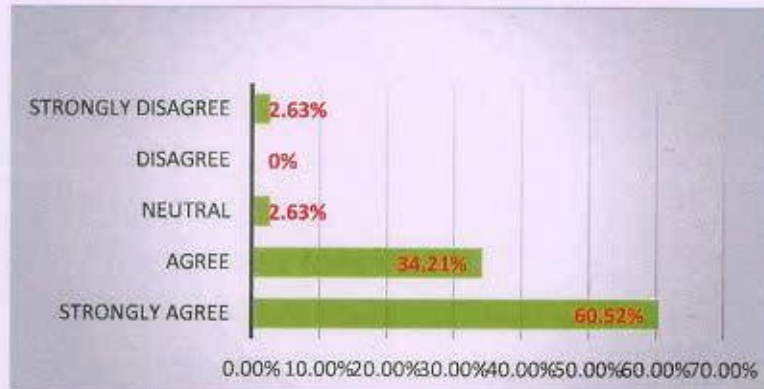
The learning experiences gained through the curriculum has helped alumnae in their journey as a Professional was strongly agreed by 57.89% while 39.47% agreed to it and



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Dr. Alice Joseph  
Principal in Charge  
St. Joseph College of Teacher  
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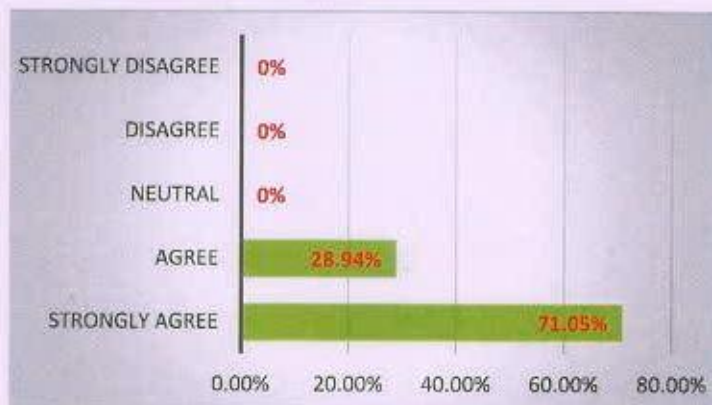
2.63% were strongly disagreed on it pointing to the fact the B. Ed curriculum has the necessary input for making teachers professional.

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



60.52% strongly felt that the Course on 'Educational Psychology' of the B. Ed Curriculum helped them to understand their students properly, 34.21% of them agreed to it, 2.63% of them had a neutral opinion and 2.63% strongly disagreed.

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



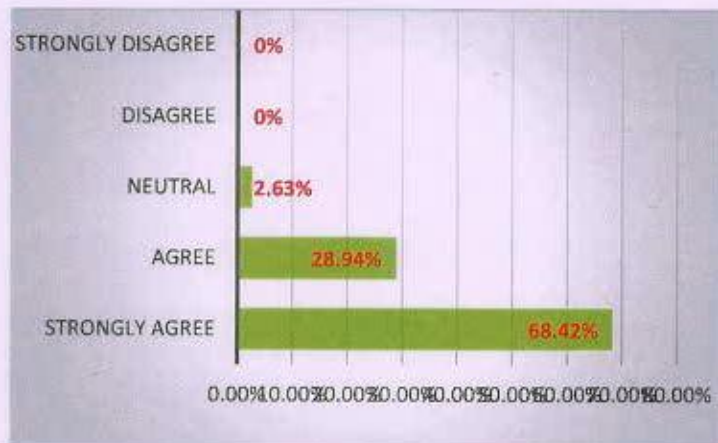
71.05% students strongly agreed and 28.94% students agreed that the micro teaching,



*Alice Joseph*  
Dr. Alice Joseph  
Principal in Charge  
St. Joseph College of Teacher  
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induction and internship program included in the B. Ed Curriculum helped them to become an effective teacher.

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 68.42%, agreed by 28.94% while 2.63% had a neutral stand.

6. The curriculum helped me to practice different teaching methodologies



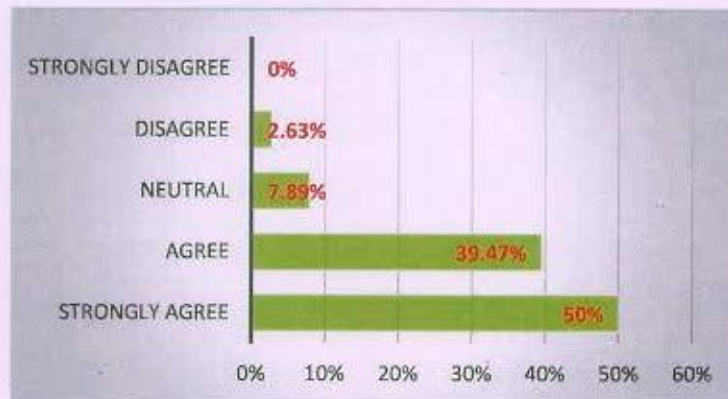
52.63% of students were strongly agreed that the curriculum helped them to practice different teaching methodologies while 44.73% were agreed and 2.63 % of them had a



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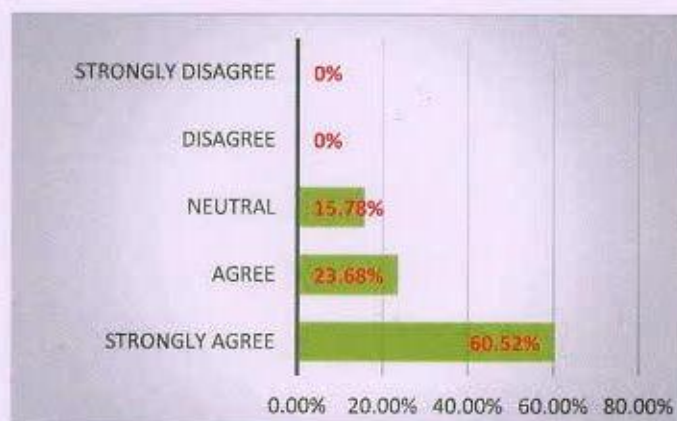
neutral stand.

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



50% of students strongly agreed and 39.47% agreed that the Curriculum helped them to acquire 21st century teaching skills while 7.89 had a neutral stand and 2.63% disagreed to it.

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



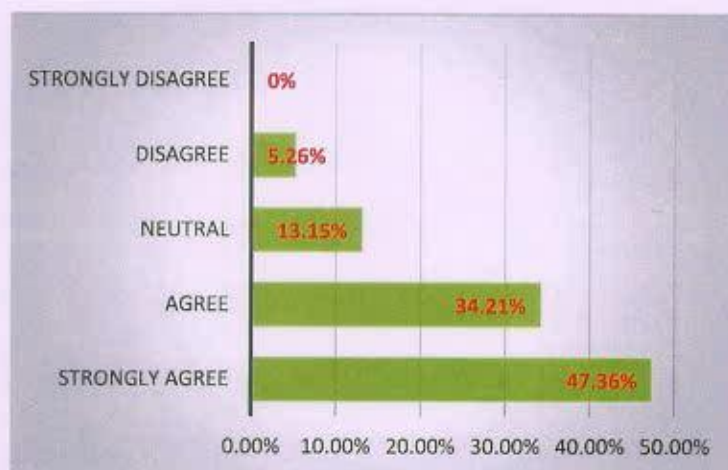
60.52% strongly agreed to the statement 'The curriculum helped me to integrate values to



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Dr. Alice Joseph  
Principal in Charge  
St. Joseph College of Teacher  
Education for Women,  
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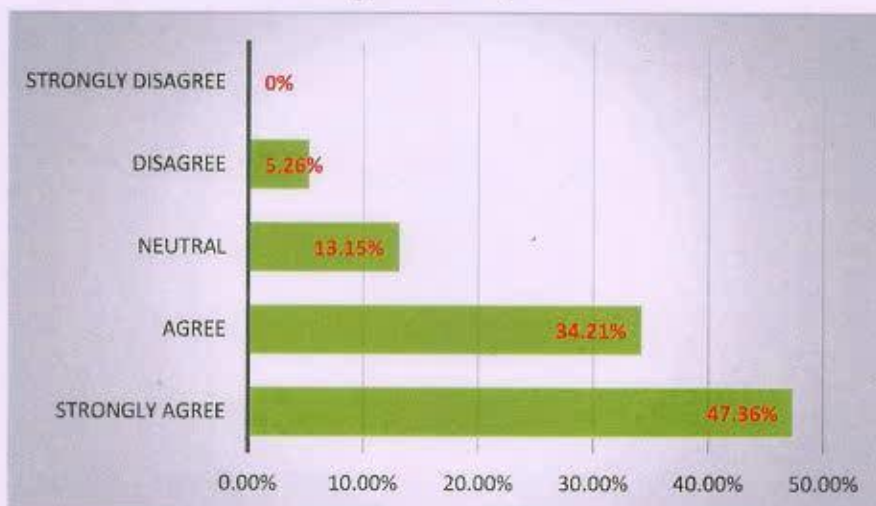
lesson plans' while 23.68% had agreed and 15.78% had a neutral stand.

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



47.36% strongly agreed and 34.21% agreed that Drama and art in curriculum helped them to develop lesson plan creatively while 13.15% had a neutral stand and 5.26% disagreed to it.

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



36.84% strongly agreed and 34.21% agreed to the statement 'Yoga and Physical Education



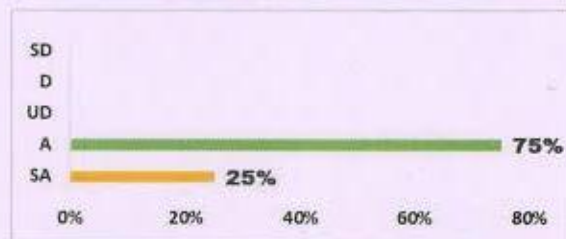
*Alice Joseph*  
Dr. Alice Joseph  
Principal in Charge  
St. Joseph College of Teacher  
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in the curriculum helps me to take care of physical development of my students' while 26.31% had a neutral stand and 2.63% disagreed to it.

### Teaching Practice School Heads Feedback Analysis on Curriculum

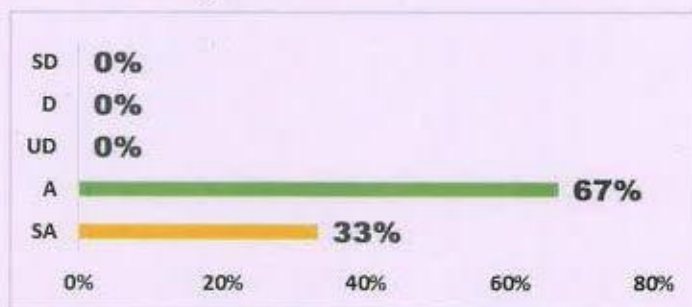
2021-2022

1. The curriculum is effective in transacting the knowledge in school education



75% of the Head's of Teaching Practice Schools agreed to the fact that the B.Ed curriculum is effective in transacting the knowledge in school education and 25% Head's of Teaching Practice Schools strongly agreed to this fact

2. The syllabus is need-based and updated.



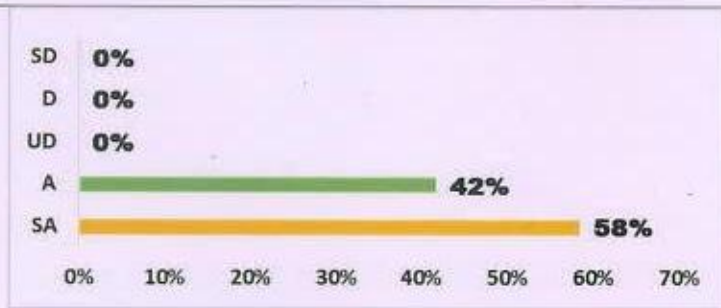
The syllabus is need-based and updated was agreed by 67% of the Heads of the Teaching Practice Schools

3. The curriculum helps to develop teaching skill.



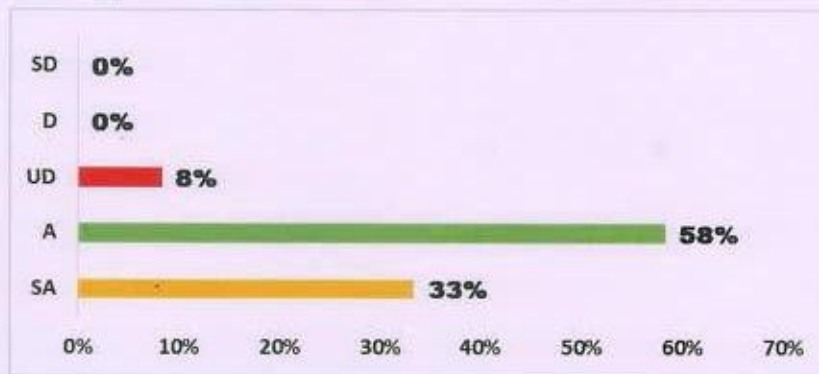
*Alice Joseph*  
Dr. Alice Joseph  
Principal in Charge  
St. Joseph College of Teacher  
Education for Women,  
Ernakulam





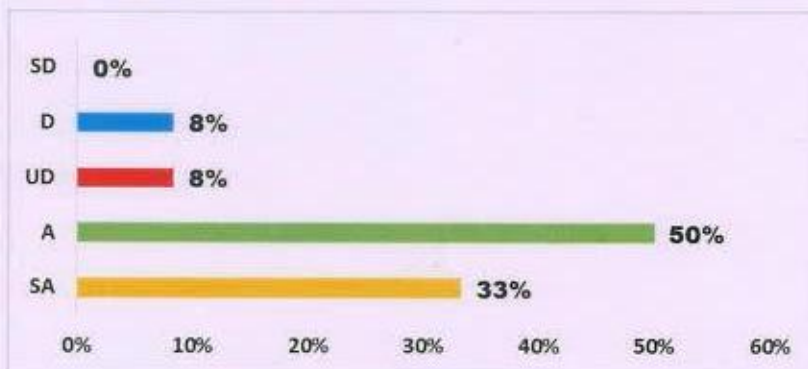
The curriculum helps to develop teaching skill was agreed by all.

4. The curriculum helps the student teachers to handle the learner with diversified needs.



It is clear from the bar majority of the head's agreed to the statement that the curriculum helps the student teachers to handle the learner with diversified needs while 8% remained undecided

5. The curriculum helps the student teachers to be proficient in 21st century skills of teaching methodologies and strategies



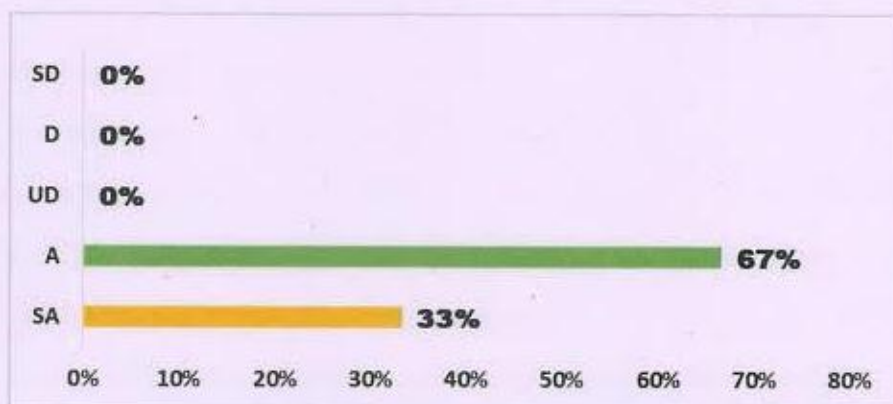
The curriculum helps the student teachers to be proficient in 21st century skills of teaching



*Alice J*  
 Dr. Alice Joseph  
 Principal in Charge  
 St. Joseph College of Teacher  
 Education for Women,  
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methodologies and strategies was agreed by 50%, strongly agreed by another 33% while 8% remained undecided and another 8% expressed their disagreement

6. The curriculum followed in the institution supports to mould the personality of the student teachers

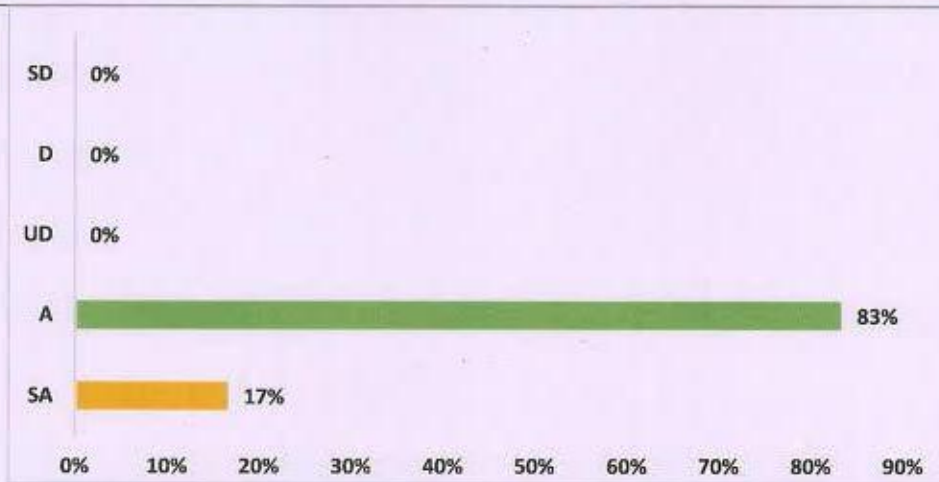


All the Head's of the Teaching Practice schools agreed to the statement that the curriculum followed in the institution supports to mould the personality of the student teachers

7. The curriculum helps the student teachers to be aware of social issues and enable them to solve everyday life problems



*Alice Joseph*  
Dr. Alice Joseph  
Principal in Charge  
St. Joseph College of Teacher  
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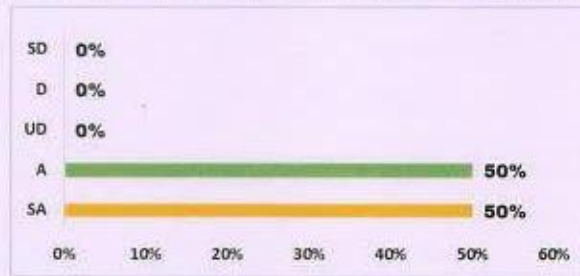


The curriculum helps the student teachers to be aware of social issues and enable them to solve everyday life problems was agreed by the heads of all the Teaching Practice Schools



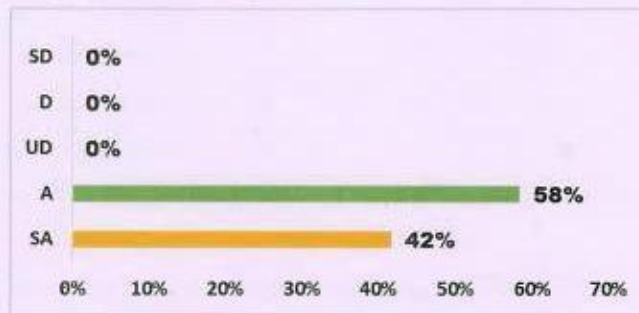
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 Dr. Alice Joseph  
 Principal in Charge  
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8. The curriculum develops the communicative skills of the student teachers



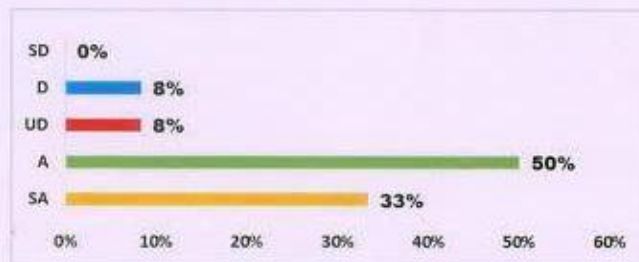
The curriculum develops the communicative skills of the student teachers was agreed by all the Respondents.

9. The curriculum develops the technological skills of the student teachers.



All the Heads of the Teaching Practice schools agreed to the statement that the curriculum develops the technological skills of the student teachers.

10. The curriculum helps student teachers to integrate value education in their lesson plans



The curriculum helps student teachers to integrate value education in their lesson plans was agreed by 50%, strongly agreed by another 33% while 8% remained undecided and another 8% expressed their disagreement



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

